

FORSAN ISD

Teacher Incentive Allotment  
Handbook

2023 - 2024



## **Overview of Teacher Incentive Allotment**

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 by the 86<sup>th</sup> Texas Legislature in June 2019. House Bill 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The state hopes to recruit, retain, and reward exceptional teachers through TIA.

For each classroom teacher with a teacher designation under TEC Section 1.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs and rural factor as determined below:

- \$12,000, or an increased amount not to exceed \$32,000, for each master teacher;
- \$6,000, or an increased amount not to exceed \$18,000, for each exemplary teacher; and
- \$3,000, or an increased amount not to exceed \$9,000, for each recognized teacher.

The high needs and rural factors are determined by multiplying a point value (0.5, 1.0, 2.0, 3.0, or 4.0), assigned to each student at a district campus, from least to most severe economic disadvantage according to the census block in which the student resides, for a student from whom the district receives a compensatory education allotment under TEC 48.104(b). If the campus at which a student is enrolled is classified as a rural campus, a student is assigned the point value two tiers higher than the student's point value. In each year the Commissioner of Education will provide the public with a list of campuses with projected allotment amounts per teacher designation at each campus.

The state has indicated that the purpose of this initiative is provide TIA designations, and therefore increased compensation, to approximately the top 33% of teachers across the state of Texas.

### **Master Teacher**

The Master Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate to the top 5% of teachers across the state.

### **Exemplary Teacher**

The Exemplary Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate to the top 20% of teachers across the state.

### **Recognized Teacher**

The Recognized Teacher designation indicates that the teacher has achieved a performance level (on teacher observation and student growth) that places them in a level commensurate to the top 33% of teachers across the state.

There are two pathways for teachers to be designated under TIA: (1) through a district's local optional teacher designation system; and (2) through National Board Certification. A teacher with National Board Certification will automatically receive a Designation of *Recognized* by the state. Teachers in eligible teaching assignments of a district's local optional teacher designation system have the opportunity to obtain a Designation of *Recognized*, *Exemplary*, or *Master*.

### **National Board Certification**

National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from Pre-K through 12<sup>th</sup> grade. Forsan ISD staff that possess a National Board Certificate should contact the district's Human Resources Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards at [www.nbpts.org](http://www.nbpts.org) for more information. As part of the TIA, the state will reimburse Texas teachers for the approximate \$2,000 in fees associated with achieving National Board Certification. The reimbursement is contingent upon the teacher obtaining National Board Certification (passing all four exams) and the funds will flow from the state to the district to the teacher. National Board Certified Teachers will maintain the Designation of *Recognized* as long as they keep their National Board Certification active.

### **TIA Eligibility Requirements**

In order to be eligible for the TIA, teachers must be coded as a 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day and compensated for that employment.

Interventionists, reading specialists, inclusion teachers are eligible if they are coded as 087 in PEIMS. Paraprofessionals and campus administrators are not eligible for TIA. Designated teachers who move to a Role ID in PEIMS other than 087 will maintain their designation if their teacher SBEC certificate is valid; however, they will not generate annual allotment funding if they are not in a 087 teaching role for that year of service.

Unlike teaching certificates, TIA designations are general. The designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject/grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board Certified Teachers (NBCTs).

### **Duration of TIA Designations**

Teachers who qualify for a Designation under a District's Local Optional Teacher Designation System will maintain their Designation of *Recognized*, *Exemplary*, or *Master* for five years. The Designation cannot be revoked or lowered by a district during that five-year period. Note that some district spending plans may include variability based on continued performance levels.

The Designated teacher has the opportunity to move to a higher designation level during the five-year period if their performance qualifies them under a district's local optional teacher

designation system (and the state approves the new designation). If this occurs, the five-year clock restarts for the teacher's designation. The designation is not tied to a specific grade, subject or campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in a district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach position), then the teacher will maintain their designation for the five-year period, but no TIA funds will be generated by the state. If the teacher were to move back to a TIA eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate and allotment funding will no longer be generated.

### **State Requirements for Locally-Designed TIA Plans**

By law, there are two measures that must be used as part of the locally designed Teacher Designation System:

- Teacher observations and
- Classroom student growth measures.

In addition, districts may choose to add additional factors in creating their locally designed Teacher Designation System. It is imperative that districts seek significant input from stakeholders, including classroom teachers, during the design process. Texas school districts must use at least 90% of each allotment for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed. The remaining 10% of funds can be retained at the district level and used for costs associated with administration of the locally designed designation system.

### **Teacher Observation Measures**

Districts are required to use a research-based teacher observation rubric that complies with TEC 21.3521. In addition, the appraisals must comply with TEC 21.351 and TEC 21.352. The teacher observation measure can be based on:

- Texas Teacher Evaluation and Support System (T-TESS),
- A third-party rubric (such as Charlotte Danielson's Framework for Effective Teaching, the NIET or TAP rubric, McREL, Marzano, etc.), or
- A locally developed rubric.

The district's TIA application must show evidence of validity and reliability of the teacher observation instrument. Districts should have detailed plans to implement the observation system with fidelity. All appraisers should be thoroughly trained and certified. Recertification is required every three years at a minimum. The district should ensure reliability of teacher appraisers within and across campuses by calibrating among appraisers at least once a year. Principals and principal supervisors should review campus-based teacher observation trends at least quarterly by grade/subject and by appraiser. Districts should review correlations between teacher observation scores and student growth data and develop plans to address

any issues. All teachers eligible for TIA should receive at least one 45-minute observation or multiple observations that aggregate to 45 minutes during the year in which the data is captured to determine a teacher designation.

### **Student Growth Measures**

Districts are required to use valid and reliable measures of student growth as part of the locally designed TIA designation system. This includes using state approved or nationally normed, standards-aligned student growth measures for all eligible teacher groups. Student growth measures may include any of the following:

- Pre- and post-tests,
- Value-added measures (VAM),
- Student learning objectives (SLOs), and
- Student portfolios.

Districts can utilize student growth on STAAR or vendor-based assessments such as NWEA MAP Growth as the Student Growth Measure for TIA. The district should have rigorous protocols in place to ensure the validity and reliability of each student growth measure used. Districts should use best practices to ensure high fidelity of implementation of each measure used. This may include established rubrics used to approve each student growth measure. Districts should ensure validity and reliability in administration and scoring of student growth measure used for each eligible teacher group. The district should provide annual training on the administration of all student growth measures used. The district should have protocols in place to ensure the security of student growth measure documents. The district should provide guidance, protocols, and rubrics for the administration and scoring of each district-created student growth measure used. The district should ensure that all student growth measures used are aligned to the state standards for the course.

Districts should ensure there are clear and published procedures for how student growth data is calculated for all eligible teacher groups. The district should also share individual teachers' student growth results with teachers in a clearly communicated and timely manner.

### **Additional Factors for Determining TIA Designations**

Districts have the option to include additional factors when designing their local TIA designation system. For example, districts can use measures such as the following: student surveys; teacher leadership responsibilities, including mentoring; family surveys; demonstration of district core values; teacher peer surveys; and contributions to the broader school community.

### **TEA's Statewide Performance Standards for TIA**

In an effort to guide districts to develop a TIA plan with rigorous standards, TEA has released Statewide Performance Standards for the two required TIA measures. Districts are not required to utilize these metrics, but should use them as a guide to develop the locally designed TIA system. The stakeholder groups in Forsan ISD studied these performance standards when developing the district's TIA criteria for earning designations. The statewide performance standards for teacher observation (using T-

TESS) and student growth (using STAAR) are as follows.

***Teacher Observation Minimum Average Ratings***

<b>Designation Level</b>	<b>Minimum Average Score Across Domains 2 and 3</b>	<b>Minimum Rating Required for each Dimension in Domains 2 and 3</b>
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

***Student Growth Minimum Average Ratings***

<b>Recognized Teacher</b>	<b>Exemplary Teacher</b>	<b>Master Teacher</b>
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

**State Timeline for Determining TIA Designations**

There is a four-step process required by the state to approve TIA designations. First, the district must submit a TIA application for approval to the Texas Education Agency. Upon approval of the district's application by TEA, the district will collect data to determine TIA designations according to their approved TIA plan. Following the school year that the TIA data is collected, the district is required to submit all requested data sources on TIA measures, including designations, to Texas Tech University for a data validation process. As part of the validation process, Texas Tech will:

- Review alignment between teacher observation ratings and student performance ratings;
- Review alignment between student performance ratings and value-added ratings for applicable teachers;
- Review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment; and
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Upon completion of the data validation process, Texas Tech University will provide a final report to TEA, who will make the final determination whether the district's recommended designations are approved or denied. Note that no funds will be provided to teachers under this initiative unless the state approves the district's recommended TIA designations in a given year. The state's four- step TIA approval process is depicted below:

<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>
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District applies and signs data sharing agreement	TEA reviews and approves local designations	District submits data for verification by TEA and TTU	TEA makes final approval of district designations
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### State Requirements for TIA Funding

Funding for teachers designated as *Recognized*, *Exemplary*, and *Master* under TIA will flow from the state to districts. As previously mentioned, the statute requires that 90% of the funds earned through the district's locally designed designation system be spent on teacher compensation on the campuses where the designated teachers work. TEC Section 48.114 (i)(I)(A) states that: *"A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."*

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

The state will calculate the TIA Allotment annually at the campus level based on student economic status and rural/non-rural classification. The specific allotment amounts for each campus in the state of Texas can be found on the state's TIA website at [www.tiatexas.org](http://www.tiatexas.org).

### Development of the TIA Plan for Forsan ISD

Forsan ISD engaged stakeholders in feedback and input on the locally designed teacher designation system. The district wanted a variety of stakeholder input on the design of the TIA Plan so teachers, principals, and district administrators were all included on the TIA Strategic Planning Committee. The district stakeholder committee made the final decisions about the TIA plans for the district, as they were the primary architects of the system. The district stakeholder committee met numerous times during the 2020-21 school year to discuss decision points on the design of the system.

There were a series of key decisions that the district needed to make in developing a TIA plan:

- What is the validity and reliability of the district's teacher observation data?
- In what grades and subjects does the district currently measure student growth? How valid and reliable is that data? How do we know?
- Who will be eligible to earn a designation?
- Will the district include teachers at all campuses and teaching assignments in the TIA plan? If not, will the district expand in future years?
- How will the district determine who receives a designation?
- Will the district use additional factors in addition to teacher observations and

student growth measures to determine designations?

- How will the district weight the measures included in the plan?
- How and when will the district provide TIA funding to teachers?

All feedback was incorporated into key decisions of the TIA plan including the measures to be included, weights, and cut scores for designations. The committee kept working to revise the plan until there was stakeholder consensus. After many meetings and intensive discussion, the District Strategic Planning Committee decided upon including a subset of teaching assignments in the TIA plan. While not ideal, this decision was ultimately decided upon due to the current lack of valid and reliable student growth measures in all grades and subjects in the district.

### **Forsan ISD's Locally-Designed TIA Designation System**

For the 2023-2024 school year, the TIA plan for Forsan ISD includes the following teaching assignments:

- Pre-kindergarten teachers,
- K - 1<sup>st</sup> grade reading/math teachers,
- 2<sup>nd</sup> - 8<sup>th</sup> grade reading/math/science teachers,
- English I-IV teachers,
- Algebra I/II and geometry teachers, and
- Special education resource and dyslexia teachers that support a STAAR/STAAR Alt 2 tested grade/subject (except life skills)

Forsan ISD will utilize the state-adopted Texas Teacher Evaluation and Support System (T-TESS) for the TIA to ensure a valid and reliable teacher observation instrument.

Forsan ISD will utilize CIRCLE, NWEA MAP, and STAAR/STAAR Alt 2 assessments to measure classroom student growth in eligible teaching assignments. Method B (remaining on track for an age band) from the TIA Guidance for Districts Using the Circle Assessments is used to determine growth in Pre-kindergarten. The NWEA MAP assessment process has a built-in growth target for each student based on how they perform on the beginning-of-year assessment for each subject. The district will utilize the STAAR and STAAR Alt 2 Progress Measures as determined by TEA to measure student growth in relative teaching assignments. The weights and measures to determine TIA designations for Forsan ISD using data from the 2022-23 school year are provided below:

### **Weights and Measures for Forsan ISD's TIA Designation System**

School Year	TIA Measures	
	Teacher Observation	Classroom Student Growth
Data from 2022-23	50%	50%

The district will use a teacher's scores on teacher observation and classroom student growth and apply the weights using percentages as described above to determine a final score.

### **Determining the Summative T-TESS Score**

T-TESS is a process that seeks to develop habits of continuous improvement, and the process



itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration. T-TESS strives to capture the holistic nature of teaching - the idea that a constant feedback loop exists between teachers and students - and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains. T-TESS Domain 2 and T-TESS Domain 3 will be used to calculate summative T-TESS scores.

### ***T-TESS Domains and Dimensions***

- **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)

To compute the summative T-TESS score for a teacher, the district will use a numerical process based on a 5-point rating scale. The district will utilize data from formal observations as well as walkthroughs to determine the summative T-TESS score.

Forsan ISD will conduct at least **one 45-minute announced formal observation** for each eligible teacher. There will be pre-conferences for all announced formal observations. The district will also utilize data collected through **approximately three walkthroughs** to determine the final T-TESS score. For the purposes of TIA, Forsan ISD will convert the individual ratings on each of the 8 indicators of Domain 2 and Domain 3 of T-TESS to a numerical score. *Distinguished* will be assigned a score of 5; *Accomplished* will be assigned a score of 4; *Proficient* will be assigned a score of a 3; *Developing* will be assigned a score of 2; and *Needs Improvement* will be assigned a score of 1. The numerical scores will be averaged together equally for a final numerical score. This will be a number between 1 and a 5 and rounded to the nearest tenths decimal place, e.g., 2.8 or 3.6.

At the end of the school year, the campus principal will utilize the scores on all observations and walkthroughs to assign a summative T-TESS score for the teacher. The following minimum scores are used to determine part of the designation based on the T-TESS summative score:

<b>Designation Level</b>	<b>Minimum Average Score Across Domains 2 and 3</b>	<b>Minimum Rating Required for each Dimension in Domains 2 and 3</b>
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

Note: TEA requires that all teachers teaching in grades/subjects included in a district's TIA plan be evaluated during the 2023-2024 school year. Therefore, any teacher that is eligible for a TIA designation cannot waive the T-TESS process for the 2023-2024 school year even if the teacher does not wish to be considered for a TIA designation.

### **Determining the Classroom Student Growth Score**

As previously mentioned, the district is using CIRCLE, NWEA MAP, and STAAR/STAAR Alt 2 assessments to calculate classroom student growth scores for the TIA plan. The district will calculate student growth from BOY to EOY with all teaching assignments unless it is a semester long course in which the district will calculate BOS (Beginning of Semester) to EOS (End of Semester) growth. The district will use the following measures to determine classroom student growth for each eligible teaching assignment included in the TIA plan.

<b>Eligible Teaching Assignment</b>	<b>Classroom Student Growth Measure(s)</b>
Pre-K Teachers	% of students who met or exceeded expected growth using CIRCLE
K-1 Reading and Math Teachers; Grades 2-3 Reading, Math, & Science Teachers; Grades 4-8 Science Teachers; English I, III and IV Teachers; Algebra II and Geometry Teachers	% of students who met or exceeded expected growth using NWEA MAP
Grades 4-8 Reading/Math Teachers; Algebra I and English II Teachers	% of students who met or exceeded expected growth using NWEA MAP or STAAR progress measure
Special Education Resource Teachers (except Life Skills) and Dyslexia Teachers that support a STAAR/STAAR Alt 2 tested grade/subject (Grades 4-8 Reading/Math, Algebra I and English II)	% of students who met or exceeded expected growth using NWEA MAP or STAAR/STAAR Alt 2 progress measure

Forsan ISD will use Method B (remaining on track for an age band) from the TIA Guidance for Districts Using the Circle Assessments to determine growth in Pre-kindergarten. The district will utilize the growth targets established by the vendor for NWEA MAP assessments. See the vendor assessment materials for more details regarding student growth targets for these assessments. The district will utilize the growth targets established by TEA for the STAAR and STAAR Alt 2 progress measures. Based on end-of-year data the district will determine whether individual students have expected progress (met target) or accelerated progress (exceeded target) using the STAAR and STAAR Alt 2 progress measures. See TEA's website for more information regarding the STAAR and STAAR Alt 2 progress measure calculations.

The following minimum percentages are used to determine part of the designation based on the student growth score:

<b>Recognized Teacher</b>	<b>Exemplary Teacher</b>	<b>Master Teacher</b>
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

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

### ***Middle and High School Course Requirements***

In order for a secondary teacher to be eligible for a TIA designation, they must teach at least three class periods in an eligible teaching assignment. For example, if a high school teacher teaches one class period of Algebra I and six class periods of PE (assuming that Algebra I is a TIA-eligible course and PE is not), then they would not be eligible for a TIA designation.

### ***Minimum Number of Scores***

In order for the district to calculate a classroom student growth score for a teacher, there must be BOY and EOY (or BOY and EOS for semester courses) student growth data on at least 10 students. In most cases, there will be ample student growth scores to calculate a classroom student growth score; however, in some specialized settings there may be a small number of students.

### ***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 English I and English II, then the growth measure will consist of all students in both courses. If a teacher is self-contained in 4<sup>th</sup> grade, then the growth measure would consist of all student scores for both math and reading. Below is an example for how classroom student growth calculations will be calculated based on multiple subjects.

For 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 on STAAR progress measures. Of the 67 students in English II, 49 students met or exceeded their expected growth on STAAR progress measures. To calculate the percentage of students who met or exceeded expected growth, the district would use the following calculation:

$\frac{\text{Total number of students who met expected growth}}{\text{Total number of students who were included in calculations}}$
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Using the example above, the computation would be  $(66+49) \div (84+67) = \text{percentage of students who met or exceeded expected growth, or } 115 \div 151 = 76\%$ .

### ***Calculating the Teacher's Final TIA Score***

After compiling the summative T-TESS scores and classroom student growth scores, the district will then determine TIA designation for each eligible teacher. If a teacher's

summative T-TESS score meets a minimum score and their growth data meets a minimum percentage, they will be put forth for a TIA designation based on the lower of the two minimums, if they are different.

### **Forsan ISD's Timeline for TIA Designations for 2023-2024**

Forsan ISD's TIA application was approved by TEA in August 2021. The district will collect data to determine teacher designations for the locally designed TIA system during the 2023-2024 school year. The district will calculate TIA designations based on data collected during the 2023-2024 school year in summer/early fall of 2024.

The district will notify teachers if they qualify for a designation under the locally designed system by the end of November 2024. Through this notification process, the district will provide each teacher with written communication that indicates their summative T-TESS score, the classroom student growth percentage, and possible TIA designation, if earned.

Through the state's data validation process, the district will submit a list of teachers and their recommended designation levels (that qualify for a designation according to Forsan ISD's plan) as well as teacher observation and student growth data for all eligible teachers to Texas Tech University by November 2024. Once Texas Tech University completes their analysis of Forsan ISD's TIA dataset, Texas Tech University will send the final report to TEA. By April 2025, TEA will notify Forsan ISD of approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district in April 2025 of the specific allotment amounts by designation level at each campus in the district. By May 2025, the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, Forsan ISD will provide the TIA payments to teachers in August 2025. The state will then reimburse the district for the TIA expenditures in September 2025.

For TIA designations awarded for performance in the 2023-2024 school year, Forsan ISD will ensure that all data from the required measures will be gathered by the last day of the 2023-2024 school year. Forsan ISD district administration will review all data sources to ensure completeness of the data.

National Board Certification data will be tracked in the district's human capital management system. When Forsan ISD submits recommendations for designated teachers to Texas Tech University, the district will pull the list of National Board Certified Teachers (NBCTs) and recommend a TIA designation of recognized unless the teacher reaches a designation level of exemplary or master under the district's locally-designed system. NBCTs will automatically receive the designation of recognized even if the district's recommended designations under the locally-developed system are denied.

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

### **Forsan ISD's Spending Plan for TIA Funding**

During the district's TIA stakeholder committee meetings, input was gathered on the development of Forsan ISD's TIA spending plan. The district included the superintendent, other district personnel, teachers, and principals in the decision-making process. In an effort to retain the district's top talent, the stakeholders elected to provide the majority of the TIA funds to the teacher who earned the designation. Therefore, Forsan ISD will provide 90% of the TIA funds to the teacher who earned a TIA designation and reserve 10% of the funds for supporting the TIA initiative at the district level. The district will provide the TIA compensation to teachers through a lump sum payment (as a separate check/EFT from the district) on August 15 (if August 15 falls on a weekend, then the district will provide the payout on the Friday before August 15) of each year that a teacher generates funding for a TIA designation.

If a designated teacher leaves the district prior to winter roster verification (generally in February of each school year) then the designated teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.

If a designated teacher moves campuses within Forsan ISD during the school year, then Forsan ISD will provide the funding to the designated teacher based on the campus where the designated teacher worked during winter roster verification (generally in February).

If a designated teacher moves to the district prior to winter roster verification, then the designated teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during winter roster verification. The spending plan will be the same for newly hired designated teachers.

Note that Forsan 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 2023-2024 school year, but the teacher moves into an assistant principal position in the 2024-2025 school year, the state will not approve the TIA designation.

The district has 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% in part to ensure the TIA compensation is considered creditable compensation under TRS. Below is an example of a teacher's TIA payout:

For example, a teacher receives a TIA designation of Exemplary and the allotment amount provided to the district by the state is \$11,352. According to the Forsan ISD TIA spending plan, the district will provide 90% of the funds to the teacher who earned the designation ( $\$11,352 \times 90\% = \$10,216.80$ ). 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 requests that teachers currently employed with the district notify the Business Office 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 <https://tiatexas.org/>

Note: If a TIA designated teacher is not employed by Forsan ISD at the TEA winter roster date (typically in February of each year), then Forsan 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.

### **Forsan ISD's Communication Plan for TIA**

Forsan ISD has worked hard to ensure that district and campus leaders, school board members, and teachers are able to articulate a clear understanding of the local teacher designation system. At the beginning of each school year, Forsan ISD will conduct faculty presentations about the TIA plan, including measures and weights as well as the minimum scores necessary to receive a TIA designation at each of the three levels of recognized, exemplary, and master. As previously mentioned, during the development process of Texas's TIA plan, there was support from the district's stakeholders to move forward with the initiative. Any updates to the district's TIA plan or processes will be communicated to stakeholders during the August in-service training. Teachers will have the opportunity to ask questions and develop a deep understanding of the plan components as well as why specific decisions were made by the committee. The school board has been kept informed of the plan development and have indicated their full support of this initiative.

For more information on the district's TIA plan, visit the Forsan ISD TIA website at <https://www.forsan.esc18.net/page/teacher-incentive-allotment>. On this website you will find an overview of TIA, a TIA board presentation, a TEA-produced TIA informational video, a copy of this TIA Handbook, and FAQs. If you cannot find the information you are looking for, please send an email to [hcarter@forsan.esc18.net](mailto:hcarter@forsan.esc18.net).

### **Forsan ISD's Support of TIA Plan**

Forsan ISD has ensured that there is a system of support for the TIA plan. This includes human resources support for teacher recruitment and retention, budget and finance support tied to managing the allotment funds the district receives each year, including planning for the potential changes to the allotment funds the district might receive from year to year. Forsan ISD ensures that curriculum, instruction, and assessment support is tied to valid and reliable student growth measures. There is also professional development support tied to earning TIA designations, reviewing and using student growth data, etc. The district's payroll system provides a clear system of payment to teachers and clear communication of that system. The district has a plan for ensuring that there is technology support for tracking student growth measures and teacher observation data. The district has also ensured that there is legal support tied to meeting all requirements in the statute.

Forsan ISD will ensure that teachers receive support to improve their practice and increase their potential in earning a designation. To support teacher professional growth, the district will continue to implement the following practices:

- Individual coaching and mentoring,
- Professional learning communities, and
- Professional development.

In addition, Forsan ISD will support designated teachers who are new to a campus in order to ensure that they are as highly effective at the new campus as they were at the campus where they earned their designation. Forsan ISD will continue to support teachers through professional learning communities. With this ongoing support, we anticipate more teachers will earn a designation each year, and designated teachers will increase their designation levels over time.

As part of Forsan ISD's commitment to continuous improvement of the TIA plan, the district will survey teachers at the end of each school year on TIA. Forsan ISD will encourage participation in the TIA initiative surveys and use the feedback to make modifications as necessary to the TIA plan and processes. The district will also conduct annual analyses of teacher and student data to ensure congruence. The district will utilize evidence from these two processes to guide future enhancements to the TIA plan.

All teachers in Forsan ISD are highly encouraged to seek National Board Certification.

### **Next Steps for Forsan ISD's TIA Plan**

Although all teachers in Forsan ISD are eligible for a TIA designation through National Board Certification, the district is committed to providing an opportunity for all teachers in the district to earn a designation under the local designation system. To meet this goal, the district is actively working to put student growth measures in place in every grade and content area. Once the district is able to ensure validity and reliability to the student growth data in additional grades and content areas, then the district will expand the TIA plan to include additional teaching assignments. Forsan ISD values the work of all educators in the district and will continue to provide opportunities for stakeholder input as the TIA plan evolves.