



TEACHER INCENTIVE ALLOTMENT

Field Guide
2023-2024

PfISD TIA Field Guide 2023-2024

This document is accessible at both this [PfISD webpage link](#) and at [this Google link](#).

The 2022-2023 PfISD Field Guide is accessible at [this Google link](#).

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Letter from the Superintendent

The mission of Pflugerville ISD is to provide an inspiring, engaging, and relevant education that empowers students to reach their full potential as productive members of a diverse global community.

PfISD is known for being innovative and successful in our approach to student learning and student progress, and we are excited to continue that approach as we participate in the Teacher Incentive Allotment (TIA). The TIA is an initiative offered through HB3 designed to recruit, retain, and reward highly effective teachers, particularly in rural and high-needs districts.

Pflugerville ISD students deserve the best and most dedicated teachers in Texas. We need high performing teachers who are committed to the profession.

Pflugerville ISD values collaboration, innovation, teamwork, servant mindedness and its most important resource, its committed staff. The TIA program will support Pflugerville ISD in attracting high-quality educators from across the state, and more importantly, encourage teachers to remain in the district for the benefit of students. Pflugerville ISD believes that exceptional teaching and learning occurs through the relationships that are built by establishing trust between teacher and student, mentoring and support, and daily encouragement that leads to student success.

I am honored to work alongside over 1,800 Pflugerville ISD teachers who passionately serve students and positively impact lives every day. I look forward to celebrating the success of PfISD teachers as they benefit from the Teacher Incentive Allotment!

In the best interest of children,



Dr. Douglas Killian, Ph.D.
Superintendent of Schools
Pflugerville Independent School District

TIA Committee Chairs

Dr. Adelaida “Laila” Olivarez *Committee Co-Chair, Chief Academic & Innovation Officer*

Willie Watson *Committee Co-Chair, Chief Human Resources Officer*

Karen Shah *Student Growth & Optional Components Co-Chair, Executive Director Accountability & Compliance*

Dr. Holly Galloway *Student Growth & Optional Components Co-Chair, Director of Academics & Innovation*

Trana Allen *Calculations & Designations Co-Chair, Assistant Superintendent*

Alma Gonzalez de Castillo *Observations & Calibration Co-Chair, Assistant Superintendent*

Overview

The PfISD TIA Field Guide is intended to serve as a comprehensive resource on the implementation of the district's designation system. For high-level overviews, see the [PfISD TIA One-Page Overview](#) & [PfISD TIA System Overview Presentation](#). **This guide is recommended to be accessed as an online resource as information will continually be clarified and updated to reflect any system adjustments and details which are subject to change at any time. As many changes may be made to determinations of designations, teachers are cautioned against attempting to self-calculate a potential designation as they may be misled by those outcomes.**

Visit tiatexas.org to learn how the TIA system has positively impacted teachers across Texas.

What is the Teacher Incentive Allotment?

House Bill 3 (HB3), passed by the 86th Texas Legislature in 2019, established an initiative named the Teacher Incentive Allotment (TIA) with a stated goal of a six-figure salary for teachers. TIA funds help Texas school systems reward, retain, and recruit highly effective teachers. The funding formula prioritizes high needs and rural campuses.

TIA was established to recognize effective teachers at three designation levels: Recognized, Exemplary, and Master. These teacher designations generate additional teacher-focused allotment funding for districts to reward their top performers.

This is not a merit-pay approach to teacher performance-based compensation and it will not replace the district's current pay structure. For those who earn a designation based on teacher observation and student growth, the compensation will be an additional state stipend completely separate from the current PfISD pay structure. However, this stipend is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.

The amount of funding a teacher can receive is determined by a formula that considers the level of socioeconomic need at the campus where they serve and whether the campus is rural. These amounts are subject to change each year based on the campus's level of socioeconomic need.

TEA understands that it's especially challenging to recruit highly effective teachers to some schools with high percentages of economically disadvantaged students. This incentive model is intended to attract AND retain teachers to areas with the greatest need by providing increased compensation.

There are two paths for teachers to obtain the **Recognized** designation:

1. National Board Certification
2. Local Designation System (*PfISD TIA Designation System*)

The **Exemplary** and **Master** designations can be earned through a local designation system only, which must show validity and reliability in the data verification process.

Districts participating in TIA must create a local designation system that incorporates teacher observation, student growth measures, and may opt to have other locally selected measures to determine the qualifying teachers in the district. These eligible teachers can then earn a designation as a Recognized, Exemplary, or Master teacher. Once a teacher earns a designation, the designation is valid for five years and is transferable if the teacher moves to teach a different subject or grade or moves districts within the state. During those five years, a teacher's performance can be submitted for a higher designation based on the criteria of the local designation system, but cannot have their designation level decreased.

Designations and Allotments

Designations are distinctions awarded to highly-effective teachers. There are three levels of designation: Recognized, Exemplary, and Master. Each designation level provides a range of salary incentives to the designated teacher for each year of the 5-year designation period, up to *\$20,812 for PfISD teachers.

In any subsequent year, if a designated teacher is awarded a higher designation, the “5-year clock” restarts.

TIA Designation Levels and *Incentive Ranges for PfISD Teachers



\$3,093 - \$5,644

Recognized Designations
represent the top 33% of
Texas teachers



\$6,187 - \$11,287

Exemplary Designations
represent the top 20% of
Texas teachers



\$12,311 - \$20,812

Master Designations
represent the top 5% of
Texas teachers

*Incentive amounts are as of April 2023 (adjusted annually by TEA) and determined based on the teacher's campus assignment and designation level. TIA stipends are credited in the Teacher Retirement System (TRS) used in retirement benefit calculations.

[See TIA Funding Amounts for PfISD Campuses linked here](#) and [PfISD's TIA Spending Plan](#) (pg. 21).

National Board Certification & TIA

One path to earning a TIA Recognized designation is through National Board Certification.

National Board Certification is a voluntary, advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. National Board Certification which is available in 25 certificate areas across 16 disciplines. Teachers are certified based on standards set by the National Board for Professional Teaching Standards (NBPTS). NBPTS requires teachers to have at least two years of experience as a certified teacher before registering as a candidate for National Board certification (some exceptions may apply). Teachers may pursue National Board certification independently or with the support of a district or regional cohort. On average, candidates who successfully certify take 2–3 school years to complete and pass all components.

National Board Certified Teachers (NBCTs) employed as Texas public school teachers will be designated at the Recognized level notwithstanding participation in the district's TIA system, pending meeting TEA requirements.

TIA designations for newly certified NBCTs who meet the TEA requirements will be awarded **the same school year** in which they certify. Designations will be valid through July 31st following the expiry of the National Board certificate. TEA will update the designation expiry date for NBCTs who recertify.

TIA stipends for NBCTs follow the same spending plan as for all other PfISD teachers designated through PfISD's TIA Designation System, with 90% of the allotment paid directly to the teacher and 10% held at the district level. [See PfISD Spending Plan](#) (pg. 21).

NBCTs who qualify for designation through PfISD's TIA Designation System may be submitted for any level of designation. TEA will default to the higher designation, and the NBCT designation will become inactive. In the case of NBCTs with two Recognized designations, the later expiry date will apply.

TEA Requirements: NBCTs
**National Board Certified Teachers must meet the following to earn
a TIA-Recognized Level Designation in a Given School Year**

- Holds an active certificate issued by the National Board for Professional Teaching Standards (NBPTS).
- Listed as a Texas teacher in the NBCT Directory as of January 31st. NBCTs moving to Texas from out of state must update their information to reflect Texas employment.

And, as of the last Friday in February:

- the teacher **must** be employed as a public school teacher
- the teacher **must** be coded in a teaching role (role ID 087-Teacher)
 - Alignment of teaching assignment with the National Board certificate area is **not required**.

TEA then verifies that:

- ***the teacher must not** have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status)
- ***the teacher must not** be on the Texas Do Not Hire Registry (*Registry of Persons Not Eligible for Employment in Public Schools*)

***If either exists, TEA will not award a designation and will revoke any existing designations.**

Additional Requirement to Receive TIA Stipend in a Given School Year

- the teacher **must** be employed and compensated for a creditable year of service for each school year:
 - 100% of the day for a minimum of 90 days, or the equivalent of one semester; or,
 - 50% or more of the day for a minimum of 180 days
 - ★ paid leave counts toward the year of creditable service; unpaid leave does not
- **continued employment in a teaching position in PfISD into each following school year**

TIA Implementation in PfISD

For a high-level overview, see the [PfISD TIA Presentation](#) & [PfISD TIA Overview](#) (one-pager).

In alignment with the district's teacher retention goals, TIA system development began in the 2020-2021 school year with the formation of a TIA buy-in committee, then the establishment of subcommittees, all including input from teachers and campus and district level administrators.

To ensure success in earning the ability to submit teachers for designation through a valid and reliable system, PfISD pursued a phased-in approach of the implementation of the district's TIA designation system. Phase One started with the 2021-2022 Pilot Cohort D that included a controlled number of campuses and teachers serving in grades and subjects that were already utilizing valid and reliable Commissioner-approved assessment instruments to measure student growth. For the district's first Data Capture Year, student growth and teacher observation instruments and measures were in place and implemented with data collected to effectively designate teachers within the system.

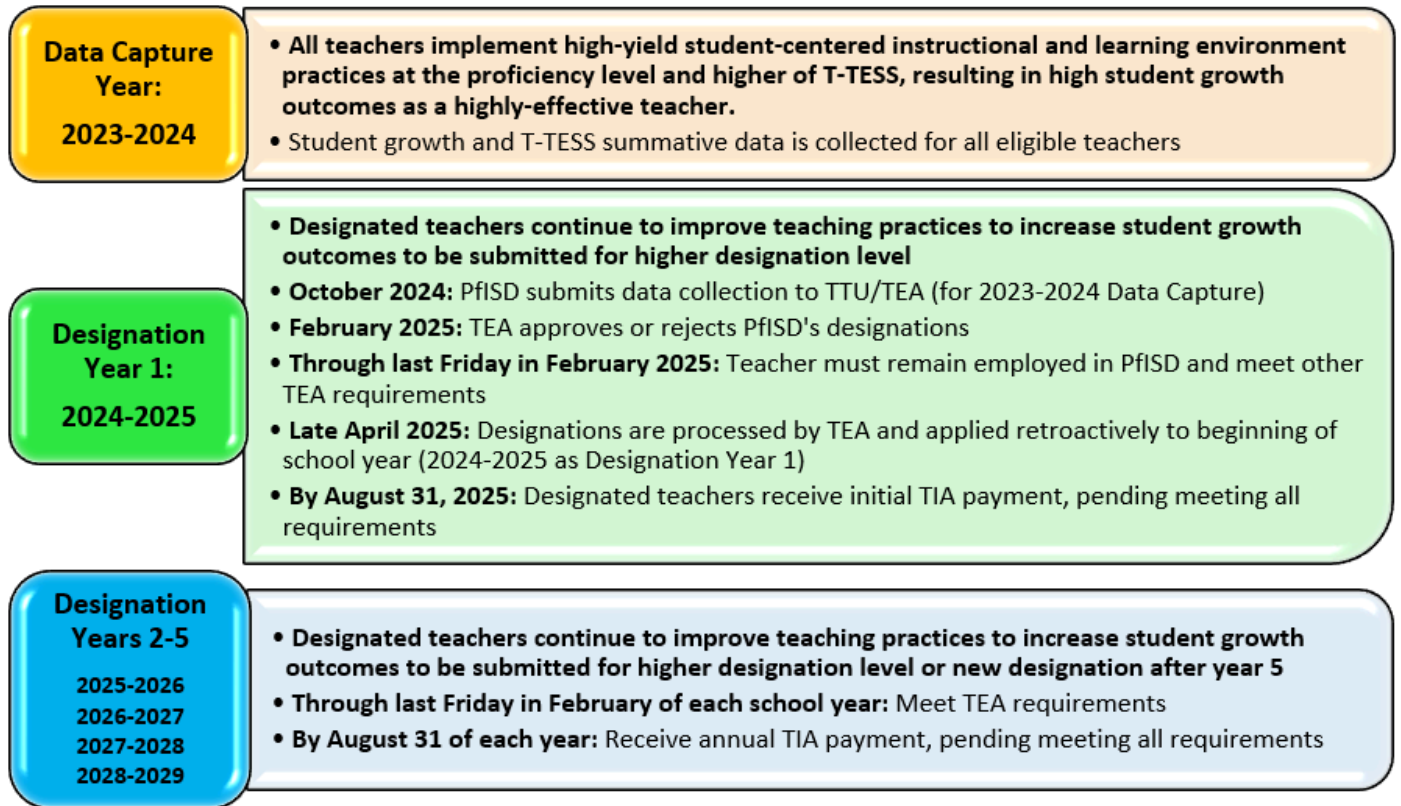
To be able to designate teachers, the district's system must be fully approved through a rigorous two-step application and validation process which includes 1.) data validation conducted by Texas Tech University (TTU), and 2.) a full holistic system review by TEA. **In February 2023, PfISD received full 5-year system approval starting with the first Data Capture Year 2021-2022 through 2025-2026 with application for system renewal due in April 2026 to continue system implementation.**

The 2022-2023 cohort was expanded to all remaining campuses and added teaching positions. PfISD's system was further expanded for the 2023-2024 cohort to include the PACE campus and additional high school math and ELA teachers.

Timeline

[Linked here](#) are timelines showing where each TIA cohort is in the process (as of Feb 2024).

Below is the timeline overview for 2023-2024 Expanded Cohort D TIA-eligible teachers:



[See Appendix G: 2023-2024 Timeline \(Data Capture Year Through Designation Year 5\)](#) (pg. 35).

TIA Eligibility in PfISD

Each Fall, the Department of Accountability & Compliance identifies initially eligible teachers and verifies with campus principals. As staff changes occur throughout the Data Capture Year, updates are made to the list of eligible teachers. **All questions regarding teacher eligibility must be directed to the campus principal or to Karen Shah, Executive Director of Accountability & Compliance.**

Eligible Campuses

For the 2023-2024 Expanded Cohort D, the PfISD system continues to include all campuses with the addition of **PACE New!**. OC is currently not included in PfISD's TIA system.

Eligible Courses

Teachers at eligible campuses must teach one or more TIA-eligible math and/or reading/RLA courses to be eligible to be evaluated for a designation. [See Appendix A: TIA-Eligible Courses](#) (pg. 25). Campus principals will ensure that Skyward class rosters are accurate.

Eligible Teachers

Teachers must be teaching in an eligible position and course by the last Friday in October to be eligible.

The **2023-2024** Expanded Cohort D has been extended further to include the following eligible teachers:

- ECSE and Prekindergarten Teachers (3-year olds and 4-year olds) (math, reading)
- Kindergarten - 8th Grade Teachers (math, reading/ELA)
- Algebra I and **Algebra II New!** Teachers
- English I, **English II, English III, and English IV New!** Teachers
- Special Education Inclusion Teachers (ESCE/PK-8th grade math, reading/ELA, Algebra I, English I, **English II, English III, English IV New!**)
- Special Education Resource Teachers (ESCE/PK-8th grade math, reading/ELA, Algebra I, English I, **English II, English III, English IV New!**)
- Math Interventionists (ESCE/PK - 8th grade math, Algebra I)
- Reading Interventionists (ESCE/PK - 8th grade reading/ELA, English I)
- Dyslexia Interventionists (ESCE/PK - 8th grade reading/ELA, English I)

Also Included are 2021-2022 and 2022-2023 cohort teachers who were designated at the Recognized and Exemplary levels to be considered for a higher designation level based on 2023-2024 Data Capture.

Teachers with an intern or probationary certificate (not fully certified) are also eligible for TIA. In PfISD, this includes Teacher Facilitators who are assigned to teaching positions while they work to obtain certification.

Eligible Teachers - TEA & PfISD Requirements

In addition to teaching at an eligible campus and in an eligible grade level and course, teachers must remain employed in PfISD from the Data Capture Year through the last Friday of February of the following school year and meet the following TEA requirements to be eligible for a new or higher designation by PfISD. **These TEA requirements apply to both the Data Capture Year and into the following school year through the last Friday in February** (the PEIMS Class Roster snapshot date):

TEA Requirements During BOTH the Data Capture Year and through the last Friday in February of the following school year (Designation Year 1)
<ul style="list-style-type: none">→ the teacher must be employed by PfISD→ the teacher must be coded in a teaching role (role ID 087-Teacher)→ the teacher must be employed and compensated for a creditable year of service for each school year:<ul style="list-style-type: none">○ 100% of the day for a minimum of 90 days, or the equivalent of one semester; or,○ 50% or more of the day for a minimum of 180 days<p>★ paid leave counts toward the year of creditable service; unpaid leave does not</p>→ *the teacher must not have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status)→ *the teacher must not be on the Texas Do Not Hire Registry (<i>Registry of Persons Not Eligible for Employment in Public Schools</i>) <p>*If either exists, TEA will not award a designation and will revoke any existing designations.</p>

Once designated, requirements must continue to be met each school year of the 5-year designation period, including continued employment in a teaching position in PfISD into each following school year, to be eligible to continue to receive a TIA stipend, as follows:

TIA Annual Requirements for Designation Award and Stipend	Data Capture Year (for new or higher designation)	Designation Year 1 (the school year following Data Capture Year)	Designation Years 2-5 (to receive TIA stipend from PfISD)
Employed by Pflugerville ISD	✓	✓	✓
Employed as a Teacher (087)	✓	✓	✓
Employed in an eligible teaching assignment	✓		
Creditable year of service in teaching role	✓	✓	✓
Does not have a Texas teaching certificate sanction	✓	✓	✓
Is not on the Texas Do Not Hire Registry	✓	✓	✓

[See Compensation - Retirements, Resignations, Moves](#) (pg. 23)

TEA Minimum Performance Standards for Eligibility

To be eligible for a designation, TEA has established or advised minimum performance standards for outcomes for teacher observation and student growth based on an analysis of statewide performance data.

PfISD starts the calculation process of determining designations by applying the TEA-established minimum performance standards for both the T-TESS summative component and the student growth component as the district's TIA minimums. **These minimums may be increased at any time as determined by the district to maintain the validity and reliability of the district's TIA system.**

T-TESS Summative Minimums

TIA places an emphasis on two domains of the T-TESS appraisal system: Instruction (Domain 2) and Learning Environment (Domain 3).

To be eligible for a designation, for T-TESS Summative outcomes, **teachers must first earn a minimum rating of 3 ("Proficient" or higher) on each of the eight dimensions** measured across Domains 2 and 3.

In addition, to meet the TEA minimum performance standards for T-TESS Summative outcomes, **the minimum average of the eight measured dimension ratings must equal 3.7.**

→ To reach a 3.7 average, minimum ratings of 4s are required in 6 dimensions and ratings of 3s in 2 dimensions (*sum of ratings = 30; divided by 8 dimensions = 3.7*)

For each designation level, the following minimum averages of the eight dimensions must be met:

Required Minimum Average Score Across Domains 2 and 3	
Recognized	≥ 3.7
Exemplary	≥ 3.9
Master	≥ 4.5

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

Student Growth Minimums

To be eligible for a designation, a minimum of 55% of students who are attributed to the teacher and evaluated for growth must meet the district-established student growth measure.

For each designation level, the following minimum student growth percentages must be met:

Required Minimum Percentage of Students Meeting Growth Measure	
Recognized	≥ 55%
Exemplary	≥ 60%
Master	≥ 70%

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

PfISD TIA Designation System Components

PfISD's TIA Designation System comprises the two TEA-required system components of Teacher Observation and Student Growth.

Teacher Observation Component: T-TESS Summative

Teacher observations are a required component of all TIA systems. A valid and reliable TIA system needs a strongly calibrated observation system. A sound teacher evaluation system should include a process that seeks to develop habits of continuous improvement and the process must ensure that appraisers and teachers engage in dialogue and collaboration to solicit evidence-based feedback and targeted professional development.

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:

1. goal setting and professional development plan;
2. pre-conference, walk-through, observation, and post-conference (i.e., evaluation cycle); and
3. student growth

T-TESS is used as the teacher observation instrument in PfISD's TIA system. While teachers will continue to be evaluated on all domains and dimensions of the T-TESS system, the TIA system will evaluate data from Domains 2 and 3 of the teacher's summative evaluation only. These domains are closely correlated with teachers' behaviors for effective instruction and learning environments.

Any T-TESS Waivers for less-than-annual appraisals offered by PfISD **will NOT apply** to teachers in TIA-eligible positions or courses, including teachers designated at the Master level. PfISD is required to include teacher observation data for all TIA-eligible teachers in the annual TIA data collection submission.

Dimension & Domain Scores

PfISD's TIA Designation System utilizes Domains 2 and 3 and each of the eight corresponding Dimensions from the teacher's summative T-TESS evaluation:

→ 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 dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished).

Student Growth Component

Student growth is a required component of all TIA systems. The PfISD TIA system is designed with consideration of students first, with emphasis on the belief and expectation that, with high-yield student-centered instruction, all students will learn and grow. This belief is reflected in a system that includes as many students as possible in the evaluation of growth.

Growth is determined by students meeting district-specified growth as measured from the beginning-of-year (BOY) to the end-of-year (EOY) assessments. Growth will be calculated for students who have both a BOY and an EOY assessment result for the specified grade level/subject assessment instrument.

Attributing Students to Teachers: Rostering

Whenever possible within the PfISD TIA system, timeframes for attributing students to teachers are set to mirror those of TEA's state accountability system. Just as campuses are evaluated for student growth in math and reading through the state accountability system, so is the student growth component for teachers through TIA.

Classroom Teachers

Student growth outcomes will be attributed to classroom teachers of math and reading/RLA based on the following enrollment criteria:

- Teacher of student at beginning of year (by last Friday in October: *Fall PEIMS Snapshot*); **and**,
- Teacher of student at end of year (during the EOY testing window)

Intervention Teachers

For intervention teachers of math, reading and dyslexia, student growth calculations will include all students who the Interventionist provided direct instruction to during the regular school day in math and/or reading at any time throughout the school year **up to March 28, 2024** (prior to the start of the EOY testing window). For elementary intervention teachers, because student groups change often throughout the year, rosters will be maintained outside of Skyward. In November/December, each eligible elementary intervention teacher will receive a Google Sheet template to maintain their student roster throughout the year.

Special Education Teachers

For Special Education inclusion and resource teachers of math and reading/RLA, student growth calculations will include all students who the Special Educator provided direct instruction to during the regular school day in math and/or reading at any time throughout the school year **up to March 28, 2024** (prior to the start of the EOY testing window). The Special Educator's case management roster is **not** used for TIA; the roster must only include students provided direct instruction by the special education teacher.

For elementary special education resource/inclusion teachers, rosters will be maintained outside of Skyward. In November/December, each eligible elementary special education resource/inclusion teacher will receive a Google Sheet template to maintain their student roster throughout the year.

All class rosters must be accurately maintained. All eligible teachers must submit an attestation (oath) at the end of the year attesting that student rosters are accurate.

Administering Assessments

To ensure validity and reliability of student growth measures and to minimize the testing burden on students and teachers, PfISD utilizes the same Commissioner-approved universal screener assessments that are required to be administered to all students at BOY, MOY, and EOY to track student progress and adjust instructional practices throughout the year. All assessments must be administered during the district-established windows noted on the calendars linked below:

- [Elementary Assessment Calendar 2023-2024](#)
- [Middle School Assessment Calendar 2023-2024](#)
- [High School Assessment Calendar 2023-2024](#)

For all assessments:

All assessments must be administered in compliance with all district guidance.

New! The decisions below are reflective of best practices for maintaining a secure testing environment and for continuing to improve our district processes and protocols to maintain a valid and reliable TIA designation system.

New! Effective starting with the BOY screener window 2023-2024: **All PK4 and K teachers, and all 1st and 2nd grade teachers** (for reading tests TPRI/Tejas LEE) will need to partner with another teacher to administer each testing window (BOY, MOY, EOY). The campus is expected to develop and assign the testing partners internally. If a teacher is teaching a singleton section (i.e. they are the only DL 1st grade teacher) they may be partnered with another grade level teacher who is also a singleton or the campus may utilize an interventionist and/or IC (if you have one). If a campus does not have enough people to partner, campus administration should contact the C&I Department for support. **New!** As much as possible, the same partner teacher should administer assessments to the same students at BOY, MOY and EOY. **Any teacher in violation of this testing protocol could have their results invalidated, which could make the teacher ineligible for designation.**

Administration Guidance for Student Growth Assessments:

- [PfISD Screener Testing Administration FAQs \(BOY, MOY, EOY\)](#)
 - [AIM Observational Administration Guidance](#)
 - [C-PALLS+ Administration Guidance & BOY C-PALLS+ Training](#)
 - [TX-KEA PfISD Administration Guidance](#)
 - [TPRI/Tejas LEE PfISD Administration Guidance](#)
 - [Star 360 PfISD Administration Guidance](#)

→ If it is determined that assessments were administered improperly, or if the teacher does not submit an attestation (oath) that assessments were administered properly, results may be determined to be

invalid and may not be used to calculate student growth, making the teacher ineligible for designation.

- All students must be assessed within the district-established screener windows at both BOY and EOY.
- **Each student must only be assessed one (1) time per applicable screener assessment during each district-established screener window.**
- No Star360 test results will be deactivated/deleted for a student to retest, except in rare circumstances approved by district staff (such as student illness during tests, inability for test administrators to pause Star360 during safety drills).
- Only the results from tests administered within the district-established BOY and EOY windows will be used for TIA student growth calculations.
- Only students who have **both** BOY and EOY assessment results (in the same language) administered within the district-established screener windows are eligible to be included in the teacher's student growth calculations.
- If a teacher has no students eligible for student growth calculations, then the teacher will be ineligible for a designation.

The chart below shows each grade level and subject area assessment instrument used to measure student growth from the beginning of the year (BOY) to the end of the year (EOY).

Student Growth Assessments 2023-2024	
Grades and Subjects	Assessments & Subtests
ECSE (3-yr olds & 4-yr olds) Prekindergarten (3-yr olds) <i>Math and Literacy</i>	AIM Observational <ul style="list-style-type: none"> Cognitive Mathematics Domain Language and Literacy Domain
Prekindergarten (4-yr olds) <i>Math and Literacy</i>	C-PALLS+ (Circle) New! <ul style="list-style-type: none"> Math Reading (Includes: Phonological Awareness, Rapid Letter Naming, Rapid Vocabulary Naming)
Kindergarten <i>Math and Reading</i>	TX-KEA <ul style="list-style-type: none"> Math Total (Part 1/Matemáticas-Parte 1 and Math-Part 2/Matemáticas-Parte 2 subtests combined) Reading Subtests: Vocabulary/Vocabulario, Letter Names/Nombres de las Letras, and Spelling/Ortografía
1st and 2nd grade <i>Reading</i>	TPRI and/or Tejas LEE
3rd - 8th grade <i>Reading/ELA/SLA, English I, English II, English III, English IV</i>	Renaissance Star 360 Reading
1st - 8th grade <i>Math Algebra I & II</i>	Renaissance Star 360 Math

Teacher Attestations: Test Administration Integrity & Student Rosters

Following both the BOY and EOY test administrations, **all eligible teachers must submit an attestation that assessments were properly administered** for all students following district guidance. **Failure to follow district protocols for assessment administration may result in teacher ineligibility for designation.**

Additionally, all eligible teachers in positions that require a special student rostering process outside of Skyward must submit an attestation at the end of the year that all student roster information submitted is true and accurate.

Teacher Verification of Assessment Results

Assessment results in Eduphoria Aware will be used for student growth calculations. After the close of each district-established assessment window, all results will be uploaded to Aware from each screener platform (i.e. *Frog Street, CLI, Tango, Renaissance*).

To ensure accuracy of data used for student growth calculations and to identify any potential data issues as early as possible, both district staff and eligible teachers will verify assessment results in Aware following BOY and EOY testing. **All eligible teachers must verify** that all BOY and EOY student assessment results that they see in each applicable screener platform match the results they see in Eduphoria Aware.

Receipts of teacher confirmation forms will be tracked and shared with campus principals to ensure that all eligible teachers have verified their data.

The Department of Accountability & Compliance will investigate all reports of potential data discrepancies.

BOY Data Verification & Attestation

Students' BOY screener results are the first data point for student growth calculations. All results from tests administered during the BOY screener windows will be uploaded to Eduphoria Aware. Any results from tests outside of the BOY windows will **not** be reflected in Aware or included in TIA student growth calculations.

- To ensure data accuracy, **each TIA-eligible teacher must follow the steps linked below** to compare and verify that the results in Aware match the results in the respective screener platform.
- **Each TIA-eligible teacher must submit this form to either confirm that the two sets of results match, or to report any discrepancies.**

→ [BOY TIA Teacher Confirmation of Data Verification & Attestation](#)

→ **BOY verification instructions for each assessment:**

- [AIM Observational: Verification Instructions](#)
- [C-PALLS+: Verification Instructions](#)
- [TX-KEA: Verification Instructions](#)
- [TPRI & Tejas LEE: Verification Instructions](#)
- [Star360: Verification Instructions](#)

EOY Data Verification & Attestations

Students' EOY screener results are the final data point for student growth calculations. All results from tests administered during the EOY screener windows will be uploaded to Eduphoria Aware. Any results from tests outside of the EOY windows will **not** be reflected in Aware or included in TIA student growth calculations.

- To ensure data accuracy, **each TIA-eligible teacher must follow the steps linked below** to compare and verify that the results in Aware match the results in the respective screener platform.
- **Each TIA-eligible teacher must submit this form to either confirm that the two sets of results match, or to report any discrepancies. This form is due by Thursday, May 30, 2024 (teachers' last contract day).**

→ **EOY verification instructions for each assessment:**

- [AIM Observational: Verification Instructions](#)
- [C-PALLS+: Verification Instructions](#)
- [TX-KEA: Verification Instructions](#)
- [TPRI & Tejas LEE: Verification Instructions](#)
- [Star360: Verification Instructions](#)

→ **EOY: TIA Teacher Confirmation of Data Verification & Attestations (coming soon!)**

Growth Measures

The chart below summarizes how growth will be measured for each student by assessment, grade level, and subject area. [See Appendix B: Student Growth Measure Details](#) (pg. 27).

Student Growth Measures: 2023-2024 (Subject to change)	
Grade/Subject/Assessment	Student Growth Measure (BOY to EOY)
ECSE (3-yr olds & 4-yr olds) and Prekindergarten (3-yr olds) Math & Literacy <i>AIM Observational</i>	<p>Growth = Increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <ul style="list-style-type: none"> <i>Cognitive Mathematics Domain</i> <i>Language and Literacy Domain</i> <p>Levels: <i>Developing, Progressing, Occurring, Expanding</i> (highest level)</p>
Prekindergarten (4-yr olds) Math & Literacy <i>C-PALLS+ (Circle) New!</i>	<p>Growth = Increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <ul style="list-style-type: none"> <i>Math</i> <i>Reading (Includes: Phonological Awareness, Rapid Letter Naming, Rapid Vocabulary Naming)</i> <p>Levels: <i>Limited 0, Limited 0.5, Expected 1.0, Accelerated 1.5, Accelerated 2.0</i> (highest level)</p> <p>NEW Assessment: Data reviews must be conducted through October 2024 to determine final growth measures</p>
Kindergarten Math & Reading <i>TX-KEA</i>	<p>Growth = For math, increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <ul style="list-style-type: none"> <i>Math Total: Math-Part 1/Matemáticas-Parte 1 and Math-Part 2/Matemáticas- Parte 2 subtests combined</i> <p>Growth = For reading, increase a minimum of one level or maintain at the highest level from BOY to EOY on all three subtests</p> <ul style="list-style-type: none"> <i>Subtests: Vocabulary/Vocabulario, Letter Names/Nombres de las Letras, and Spelling/Ortografía subtests</i> <p>Levels: <i>Support, Monitor, On Track</i> (highest level)</p>
1st & 2nd grade Reading <i>TPRI or Tejas LEE</i>	<p>Growth = Increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <p>Levels:</p> <ul style="list-style-type: none"> <i>No Intervention Needed</i> (Band 1); (highest level) <i>Moderate Intervention Needed/Possible Intervention Needed</i> (Bands 2 & 3 combined); <i>Significant Intervention Needed</i> (Bands 4 & 5 combined)
3rd - 8th grade Reading/ELA/SLA, English I, English II, English III, English IV <i>Renaissance Star 360 Reading</i>	<p>Growth = Meet a minimum Student Growth Percentile (SGP) of 50 from BOY to EOY</p>
1st - 8th grade Math, Algebra I & Algebra II <i>Renaissance Star 360 Math</i>	<p>Growth = Meet a minimum Student Growth Percentile (SGP) of 50 from BOY to EOY</p>

Student Growth Calculations

Student growth will be calculated for each eligible teacher and combined across all assessed content areas (reading and/or math) for which the teacher has assigned teaching responsibilities. Of the students on the eligible teacher's Skyward roster, only those who have both a BOY assessment result and an EOY assessment result from within the district-established testing windows are eligible to be calculated for growth.

For student growth to be calculated for a teacher, there are no minimum number of eligible assessment results (students) required. If a teacher has no eligible assessment results for student growth to be calculated, then the teacher would be ineligible for a designation.

For teachers of a single-subject (either reading or math), student growth is calculated by the number of students who met the growth measure out of (divided by) the number of students eligible to be calculated for growth.

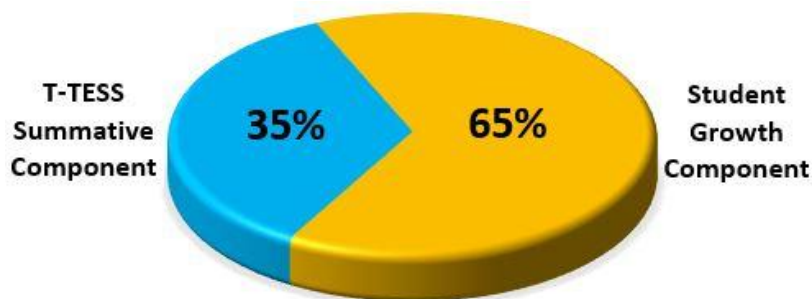
For teachers of both reading and math, student growth is calculated by the number of students who met the growth measure in reading plus the number of students who met the growth measure in math out of (divided by) the number of students eligible to be calculated for growth for reading plus the number of students eligible to be calculated for growth in math.

[See Appendix C: Examples of Student Growth Calculations](#) (pg. 30).

Designation Determinations

PfISD determines designations based on the combined weighted points from the Teacher Observation Component (T-TESS summative) and the Student Growth Component.

- **Teacher Observation Component Weighted Score:** The T-TESS component score is determined by taking the **average** of the eight scored dimensions, rounded to the nearest hundredth (two decimal places) and **weighted at 35%** of the teacher's total TIA score.
- **Student Growth Component Weighted Score:** The student growth score is rounded to the nearest whole number and **weighted at 65%** of the teacher's total TIA score.



[See PfISD TIA Scorecard Designation Calculations used for 2022-2023 cohort teachers linked here.](#)

Districts must ensure that the designation system continues to be valid and reliable each or risk the rejection of designations by TEA. If it is determined that the process for setting student growth measures, component weighting, or designation cut points result in unfavorable outcomes for the district's system validity and reliability, PfISD has the authority, without prior notice, to change the weighting and cut points used to determine designations to ensure that the district's submitted ratings have the best chance for TEA approval. As many changes may be made to determinations of designations, teachers are cautioned against attempting to self-calculate a potential designation as they may be misled by those outcomes.

TIA Annual Scorecard

For each school year of eligibility, teachers will be provided an individualized report of their annual teacher observation and student growth performance as measured by the PfISD TIA Designation System. **Because changes may be made to how designations are calculated during the data collection process, no specific information regarding a teacher's potential designation level will be communicated to teachers until the TIA Scorecard is provided in November** to eligible teachers who are still employed in PfISD in a teaching position (after the Data Capture school year). TIA Scorecards will include:

Proposed TIA Designation level

→ T-TESS Summative Outcomes for Domains 2 and 3

- ratings in each of the eight measured dimensions
- the average of the eight measured dimension ratings
- TIA-weighted points earned for the Teacher Observation Component

→ Student Growth Outcomes

- number of students evaluated for growth
- number of students who met growth
- TIA-weighted points earned for the Student Growth Component

[See Sample PfISD TIA Annual Scorecard linked here.](#)

Once PfISD submits the TIA data collection with proposed designations to TEA, no changes may be made.

System Approval to Designate

Designations are also contingent upon data validation results of PfISD's annual October data submission to Texas Tech University (TTU). TTU shares data validation results with TEA in January each year. TEA then conducts a holistic review and either approves or denies the district's system and designations. Once the district's system is approved, TEA will process all submitted designations for that school year. **PfISD's TIA Designation System was fully approved to submit designations through the 2025-2026 school year. Approval to submit designations does not guarantee that submitted designations will be approved by TEA. Designations are only approved following the TTU and TEA annual review for system validity and reliability.**

PfISD Must Maintain a Valid & Reliable System

In the years following initial system approval, districts submitting new designations will submit data annually for validation before their designations are approved (and may do so for five years before full system renewal is required). However, **districts must continue to provide evidence that the designation system continues to be valid and reliable.** For districts with an already approved system, TEA will review data validation results and approve the district to issue new or higher designations on an annual basis.

TEA reserves the right to annually reject new teacher designations if data shows that the district system is no longer valid or reliable. If a previously approved district system is found to no longer be valid or reliable, new designations will not be processed, and the district may submit data again the following year. The district may use feedback from the data validation process to make improvements to their system before reattempting data validation in subsequent years.

If, during the data collection process of determining designations, it is determined that the process for setting student growth measures, component weighting, or designation cut points result in unfavorable outcomes for the district's system validity and reliability, PfISD has the authority, without prior notice, to change these factors used to determine designations to ensure that the district's submitted ratings have

the best chance for TEA approval. As many changes may be made to determinations of designations, teachers are cautioned against attempting to self-calculate a potential designation as they may be misled by those outcomes.

TEA also has the authority to annually void or revoke designations. Approval of individual teacher designations are voidable by TEA for one or more of the following reasons:

- A teacher has not fulfilled all designation requirements
- The teacher is listed in the Texas Do Not Hire registry
- The designated teacher's certificate issued by the SBEC is in a sanction status
 - Note: Certificate sanctions result in automatic designation revocation. If the sanction is lifted, the designation may be reinstated to the original expiry date.
- The designating district or charter school's designation system was voided
- The National Board for Professional Teaching Standards revokes a National Board Certification that provided the basis for a teacher's designation
- At the discretion of the Commissioner of Education

Teacher Forfeiture of Designation Eligibility

Per TEA, PfISD may not designate teachers who have resigned, retired, or permanently moved to a full-time non-teaching role during the Data Capture Year or before the October data submission in the following school year.

Additionally, a teacher forfeits designation eligibility if they leave PfISD or move into a non-teaching position prior to the last Friday in February of the year after the Data Capture Year, even if they were initially submitted for designation in the October data submission.

New Designations - TEA Requirements

Following a favorable outcome from Texas Tech University (TTU) and TEA of PfISD's submitted data collection and designations, TEA uses data as of the last Friday in February (from the Winter Class Roster PEIMS submission) to begin processing designations.

TEA Requirements

As of the last Friday in February of the year after the Data Capture Year, the following requirements must be met for TEA to award each teacher's designation and provide the allotment funds to the district:

- the teacher **must be employed by PfISD**
- the teacher **must** be coded in a teaching role (role ID 087-Teacher)
- the teacher **must** be employed and compensated for a creditable year of service for each school year:
 - 100% of the day for a minimum of 90 days, or the equivalent of one semester; or,
 - 50% or more of the day for a minimum of 180 days

★ paid leave counts toward the year of creditable service; unpaid leave does not

TEA then verifies that:

- ***the teacher must not** have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status)
- ***the teacher must not** be on the Texas Do Not Hire Registry (*Registry of Persons Not Eligible for Employment in Public Schools*)

***If either exists, TEA will not award a designation and will revoke any existing designations.**

New Designations - Timeline of Eligibility and Award 2023-2024 Teachers						
August 2023 - May 2024 Data Capture Year	August - October 2024	November 2024 - January 2025	As of the Last Friday in February 2025	Late April 2025	Late May 2025	By August 31, 2025
This is the school year AFTER the Data Capture Year						
If a teacher resigns, retires, or permanently moves to a full-time non-teaching role, they forfeit designation eligibility.						
The year prior to designation award and Year 1 stipend	Data Submission for 2023-2024 (October) PfISD submits data and designations for validation to TTU/TEA	PfISD provides TIA Scorecards to teachers (by November) TEA either approves or rejects PfISD designations TEA conducts review of PfISD system and designations	Winter Roster Snapshot: PfISD submits data to TEA verifying that as of the last Friday in February teachers submitted for designation continued employment in PfISD in 2024-2025 in a teaching role 087 and earned/will earn a creditable year of service for 2024-2025 Allocations are based on teacher's campus location as of the Last Friday in February	If TEA approves PfISD's designations: TEA processes designations and adds to teaching certificate	TEA emails teacher to notify of designation and allotment	Contingent upon continued PfISD employment in a teaching position into the 2025-2026 school year, PfISD pays TIA stipend to designated teachers
	The TEA-awarded designation is applied retroactively to beginning of 2024-2025 school year (Designation Year 1 of 5 Years)					

[See Appendix G: 2023-2024 Timeline \(Data Capture Year Through Designation Year 5\)](#) (pg. 35).

Designations Processed by TEA

The year after the Data Capture Year is Designation Year 1 when TEA processes designations, adds designations to teaching certificates, and notifies teachers. TEA-processed designations are applied retroactively to the beginning of the school year as Designation Year 1. PfISD-issued designations processed by TEA are valid for five school years. Teachers may only have one active designation at a time.

Designated teachers have no vested property right to their designation or allotment funds. The district may modify the spending plan to align with district priorities. Teacher designations processed by TEA will remain active regardless of their district, role, or employment status. Eligibility to receive accompanying annual allotment funds are contingent upon district, any changes to the district's spending plan, role, employment status, and meeting annual requirements.

For certified teachers, TEA will display the designation in the top right-hand corner of the State Board of Education Certification (SBEC) teaching certificate. Designated teachers will be assigned a Designated Teacher ID and listed in the [Designated Teacher Public Search Registry](#).

Evaluation Cycle & Resubmission for Designation

Evaluation of teacher performance for a TIA designation is considered annually. To ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness, following the T-TESS evaluation cycle is critical.

[See Appendix D: PfISD's Annual Evaluation Cycle & Teacher Supports](#) (pg. 32).

For each year that an eligible teacher receives a T-TESS summative evaluation and has available student growth results, the teacher's TIA score will be calculated and the teacher has an opportunity to earn a first-time TIA designation or to be moved up to a higher TIA designation level:

- Recognized and Exemplary designated teachers **may be** resubmitted within their five-year valid TIA designation period if a subsequent-year performance earns a higher TIA designation. In these cases, the five-year clock will restart, and the lower designation will become inactive.
- Once a teacher's designation expires, they **may be** submitted for a new or higher designation if they meet the eligibility and performance criteria.
- Designated teachers **will not be** resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level (though all data for all eligible teachers will be submitted each year).
- Designated teachers **will not be** resubmitted to lower a TIA designation within their five-year valid TIA designation period (though all data for all eligible teachers will be submitted each year).

Campus TIA Allotment Factors

The TIA program is available to all Texas school districts and open-enrollment charter schools. **The amount of TIA funds generated by each campus is recalculated by TEA each April** and determined by a formula that takes three factors into account:



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

For more information about TIA allotment calculations, see [TEA's Teacher Incentive Allotment page](#).

The amount of the annual allotment for each of the 5-years of the designation period is determined by each designated teacher's campus location as of the last Friday in February of each school year. As such, allotment amounts will vary from year to year with the 5-year designation and compensation period. Teachers working at two or more campuses will generate an allotment value equal to the sum of campus allotments divided by the total number of campuses (i.e. the average). Teachers who are centrally assigned will generate an allotment equal to the district average. Funds do not follow designated teachers in real time, and allotments are not prorated between campuses or districts.

For allotment amounts for every campus across the state, see [TEA's Teacher Incentive Allotment Funding Map](#).

[See TIA Funding Amounts for PfISD Campuses linked here](#) and included in [Appendix F](#) (pg. 34).

PfISD Spending Plan

Statute requires that a minimum of 90% of the funds are spent on teacher compensation (student-facing instructional staff) on the campus where the designated teacher works. Up to 10% may be used by the district for costs associated with implementing the local designation system and supporting teachers in earning designations. TIA compensation is an annual allotment provided by the State to the district and subject to availability of state funding.

The below stated spending plan may be modified to align with district priorities.

The PfISD Board of Trustees approved the district's TIA spending plan in April 2021, as follows:

- **Designated Teacher = 90%** of the TIA allotment funds will be distributed to the individual designated teacher
 - This includes both PfISD-designated teachers and teachers entering PfISD with a TEA-processed designation issued by another district
 - This includes National Board Certified Teachers (NBCTs) who meet all requirements for TIA Recognized level designation, or a higher designation through PfISD's TIA Designation System
 - TIA stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.
- **District Support = 10%** will be collected at the district level to support system implementation and oversight and professional development to support teachers in earning designations.



Designated teachers have no vested property right to their designation or allotment funds. The district may modify the spending plan to align with district priorities. Eligibility to receive the accompanying annual stipend is contingent upon district, any changes to the district's spending plan, role, employment status, and meeting all annual requirements.

PfISD will provide TIA stipends based on the allotment amount generated by the designated teacher's campus location as of the last Friday in February for each year of the 5-year designation period, pending meeting all requirements including continued employment in a teaching position in PfISD into each following school year.

Following notification from TEA of the district's TIA allocation to be received, and contingent upon meeting all requirements, PfISD will compensate the designated teacher in a one-time lump sum stipend payment for the first year of designation. The TIA stipend for the Designation Year 1 is paid by August 31 of the calendar year following the Data Capture Year (see timelines).

TIA stipends for years 2-5 of the designation are paid by August 31 each year (see timelines). The designated teacher must continue to meet all requirements each year of the 5-year designation period, including continued employment in a teaching position in PfISD into each following school year, to be eligible to continue to receive a TIA stipend, as follows:

TIA Annual Requirements for Designation Award and Stipend	Data Capture Year (for new or higher designation)	Designation Year 1 (the school year following Data Capture Year)	Designation Years 2-5 (to receive TIA stipend from PfISD)
Employed by Pflugerville ISD	✓	✓	✓
Employed as a Teacher (087)	✓	✓	✓
Employed in an eligible teaching assignment	✓		
Creditable year of service in teaching role	✓	✓	✓
Does not have a Texas teaching certificate sanction	✓	✓	✓
Is not on the Texas Do Not Hire Registry	✓	✓	✓

[See Compensation - Retirements, Resignations, Moves](#) (pg. 23)

Compensation - Designation Year 1

In late May of Designation Year 1, if all TEA requirements are met, the designated teacher will receive an allotment notification email from TEA. Annual allotment values are determined by each designated teacher's campus location as of the last Friday in February of the school year following the Data Capture Year. The allotment amount in the notification from TEA **will not include deductions** for the 10% district set-aside, deductions based on TRS, or any additional tax withholding deductions. **PfISD will factor those deductions** into the initial lump sum stipend payment made to the designated teacher by August 31 (see timelines), and pending meeting all requirements including continued employment in a teaching position in PfISD into the following school year.

Designated teachers have no vested property right to their designation or allotment funds. The district may modify the spending plan to align with district priorities. Teacher designations processed by TEA will remain active regardless of their district, role, or employment status. Eligibility to receive accompanying annual allotment funds are contingent upon district, any changes to the district's spending plan, role, employment status, and meeting annual requirements.

Compensation - Designation Years 2-5

Designated teachers have no vested property right to their designation or allotment funds. The district may modify the spending plan to align with district priorities. Teacher designations processed by TEA will remain active regardless of their district, role, or employment status. Eligibility to receive accompanying annual allotment funds are contingent upon district, any changes to the district's spending plan, role, employment status, and meeting annual requirements.

If, during years 2-5 of the designation period, the designated teacher continues to meet all annual requirements to continue to receive a TIA stipend, PfISD will compensate the teacher with an annual one-time lump sum payment by August 31 each year (see timelines).

Annual Requirements for Compensation Eligibility for Designation Years 2-5

- **continued employment in a teaching position in PfISD into each following school year**
 - the teacher **must** be coded in a teaching role (role ID 087-Teacher)
 - the teacher **must** be employed and compensated for a creditable year of service for each school year:
 - 100% of the day for a minimum of 90 days, or the equivalent of one semester; or,
 - 50% or more of the day for a minimum of 180 days

★ paid leave counts toward the year of creditable service; unpaid leave does not
 - ***the teacher must not** have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status)
 - ***the teacher must not** be on the Texas Do Not Hire Registry (*Registry of Persons Not Eligible for Employment in Public Schools*)
- *If either exists, TEA will **revoke** any existing designations.

The amount of the annual allotment for each of the 5-years of the designation period is determined by each designated teacher's campus location as of the last Friday in February each school year. TEA recalculates campus allotment amounts each year. As such, allotment amounts will vary from year to year within the 5-year designation and compensation period. Any allotment amounts communicated from TEA directly to the designated teacher will not include deductions for the 10% district set-aside, deductions based on TRS, or any additional tax withholding deductions. PfISD will factor those deductions into the lump sum stipend payment to the teacher.

Designated teachers who move to a non-teaching position (role ID other than Teacher-087) prior to the last Friday in February will maintain their designation. However, they will not generate annual allotment funding and will not receive a TIA stipend if they are not in a 087 teaching role for that year of creditable service.

Designation & Compensation - Retirements, Resignations, Moves

Designated teachers have no vested property right to a designation or allotment funds, per TEA. The district may modify the spending plan to align with district priorities. Teacher designations processed by TEA will remain active regardless of their district, role, or employment status. Eligibility to receive accompanying annual allotment funds are contingent upon district, any changes to the district's spending plan, role, employment status, and meeting annual requirements. **The timing of teacher retirements, resignations and district/campus/position moves impact TIA designation and stipend eligibility:**

Prior to the Last Friday in February:

- If a **PfISD proposed-designated teacher resigns, retires, or moves to a non-teaching position prior to the last Friday in February** (of the year following Data Capture), they **forfeit** their proposed designation and proposed TIA stipend.
- If a designated teacher **resigns, retires, or moves to a non-teaching position** from PfISD **prior to the last Friday in February** during years 2-5 of their designation, they will maintain their designation. However, they will NOT generate annual allotment funding for PfISD, so they will NOT receive a TIA stipend from PfISD for that school year.

- If a designated teacher **moves districts prior to the last Friday in February** (becoming employed by the new district prior to the last Friday in February) during years 2-5 of their designation and works a creditable year of service in a teaching position (by the last Friday in February) and does not have any Texas teaching certificate sanctions and is not on the Texas Do Not Hire Registry, the new district will be awarded the funds. The designated teacher may be eligible to receive TIA compensation from the new district based on the new district's TIA spending plan.

After the Last Friday in February:

- If a designated teacher **retires** from PfISD **after the last Friday in February** having earned a creditable year of service in a teaching position for that school year and does not have any Texas teaching certificate sanctions and is not on the Texas Do Not Hire Registry, PfISD will compensate the designated teacher with a one-time lump sum stipend payment for that school year by August 31.
- If a designated teacher **resigns** from PfISD **after the last Friday in February**, thereby NOT continuing employment in PfISD in a teaching position into the following school year, the TIA stipend will NOT be forwarded to the departing teacher.
- If a designated teacher **leaves a PfISD teaching position after the last Friday in February**, thereby NOT continuing employment in a teaching position into the following school year, the TIA stipend will NOT be paid to the staff member.

Additional Annual System Requirements

As part of the continuous improvement cycle and to maintain system approval and ensure compliance with statutory requirements for the district's TIA system, PfISD must engage in two additional TEA-required activities.

TIA Annual Evaluation Survey

The TIA Annual Evaluation Survey, developed by Texas Tech University, is administered each spring to teachers, principals, and the district's human resources staff and other administrators who are directly involved in the recruitment, hiring, and retention of staff. The survey is designed to gauge perceptions and support for the local designation system after implementation. The administration of these surveys is required for continued system approval. Results will be used as part of a continuous improvement cycle to monitor the perception and impact of the local designation system. Districts receive survey results in early July and must analyze and respond to the results in their Annual Program Submission the following fall.

Annual Program Submission

Districts that have issued designations must participate in an Annual Program Submission to maintain system approval and ensure compliance with statutory requirements. The Annual Program Submission requires districts to engage in analyzing the impact of the local designation system and focuses on continuous improvement. The submission is due by August 30, 2024.

Appendices

A: List of TIA-Eligible Courses

Teachers at eligible campuses who teach one or more of the following courses are eligible to be evaluated for a TIA designation. Campus principals will ensure that class rosters are accurately maintained.

Service ID	Service Description (Content/Grade-Level)	Subject Description	Grade Level
SE000001	Special Education, Generic (Special Education Inclusion/Resource)	OTHER	ALL GRADE LEVELS
SE000007	Preschool Program For Children With Disabilities	OTHER	ALL GRADE LEVELS
01010000	Pre-Kindergarten	SELF-CONTAINED	PRE-KINDERGARTEN
01020000	Kindergarten	SELF-CONTAINED	KINDERGARTEN
02000000	Elementary, Grades 1-6 (Elementary Intervention)	SELF-CONTAINED	ELEMENTARY (GRADES 1-6)
02010000	Grade 1	SELF-CONTAINED	GRADE 1
02640010	Mathematics, Grade 1	MATHEMATICS	GRADE 1
02020000	Grade 2	SELF-CONTAINED	GRADE 2
02640020	Mathematics, Grade 2	MATHEMATICS	GRADE 2
02625020	English Language Arts and Reading, Grade 2	ENGLISH LANGUAGE ARTS	GRADE 2
02640030	Mathematics, Grade 3	MATHEMATICS	GRADE 3
02625030	English Language Arts and Reading, Grade 3	ENGLISH LANGUAGE ARTS	GRADE 3
02040000	Grade 4	SELF-CONTAINED	GRADE 4
02640040	Mathematics, Grade 4	MATHEMATICS	GRADE 4
02625040	English Language Arts and Reading, Grade 4	ENGLISH LANGUAGE ARTS	GRADE 4
02050000	Grade 5	SELF-CONTAINED	GRADE 5
02640050	Mathematics, Grade 5	MATHEMATICS	GRADE 5
02625050	English Language Arts and Reading, Grade 5	ENGLISH LANGUAGE ARTS	GRADE 5
02820000	Mathematics, Departmentalized Grade 6	MATHEMATICS	GRADE 6
82100MT6	Local-Credit Course - Mathematics, Departmentalized Grade 6	LOCAL CREDIT COURSE	GRADE 6
03200510	English Language Arts And Reading, Grade 6	ENGLISH LANGUAGE ARTS	GRADE 6
03273410	Reading Elective, Grade 6, CARE Intervention	ENGLISH LANGUAGE ARTS	GRADE 6
03210530	English As A Second Language, Grade 6	ENGLISH LANGUAGE ARTS	GRADE 6
82000LA6	Local-Credit Course - English Language Arts, Departmentalized Grade 6	LOCAL CREDIT COURSE	GRADE 6
03103000	Mathematics, Grade 7	MATHEMATICS	GRADE 7
82920MT7	Local-Credit Course - Mathematics, Grade 7	LOCAL CREDIT COURSE	GRADE 7
03200520	English Language Arts And Reading, Grade 7	ENGLISH LANGUAGE ARTS	GRADE 7
03273420	Reading Elective, Grade 7, CARE Intervention	ENGLISH LANGUAGE ARTS	GRADE 7
03200400	English As A Second Language, Grade 7	ENGLISH LANGUAGE ARTS	GRADE 7
82910LA7	Local-Credit Course - English Language Arts, Grade 7	LOCAL CREDIT COURSE	GRADE 7
03103100	Mathematics, Grade 8	MATHEMATICS	GRADE 8
83100MT8	Local-Credit Course - Mathematics, Grade 8	LOCAL CREDIT COURSE	GRADE 8
03200530	English Language Arts And Reading, Grade 8	ENGLISH LANGUAGE ARTS	GRADE 8
03273430	Reading Elective, Grade 8, CARE Intervention	ENGLISH LANGUAGE ARTS	GRADE 8

Service ID	Service Description (Content/Grade-Level)	Subject Description	Grade Level
03200500	English As A Second Language, Grade 8	ENGLISH LANGUAGE ARTS	GRADE 8
83000LA8	Local-Credit Course - English Language Arts, Grade 8	LOCAL CREDIT COURSE	GRADE 8
84100GAM	Local-Credit Course - Mathematics (GAME Intervention)	LOCAL CREDIT COURSE	GRADES 6-8
03100500	Algebra I	MATHEMATICS	GRADES 9-12
03100600	Algebra II	MATHEMATICS	GRADES 9-12
03220100	English I	ENGLISH LANGUAGE ARTS	GRADES 9-12
03200600	English I For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS	GRADES 9-12
03220200	English II	ENGLISH LANGUAGE ARTS	GRADES 9-12
03200700	English II For Speakers Of Other Languages	ENGLISH LANGUAGE ARTS	GRADES 9-12
03220300	English III	ENGLISH LANGUAGE ARTS	GRADES 9-12
03220400	English IV	ENGLISH LANGUAGE ARTS	GRADES 9-12
03270700	Reading I	ENGLISH LANGUAGE ARTS	GRADES 9-12
03270800	Reading II	ENGLISH LANGUAGE ARTS	GRADES 9-12
03270900	Reading III	ENGLISH LANGUAGE ARTS	GRADES 9-12
03200800	English Language Development and Acquisition (First time taken)	ENGLISH LANGUAGE ARTS	GRADES 9-12
A3220100	AP English Language And Composition	ENGLISH LANGUAGE ARTS	GRADES 9-12
A3220200	AP English Literature And Composition	ENGLISH LANGUAGE ARTS	GRADES 9-12
84000BLS	Local-Credit Course - English Language Arts (Language Enrichment)	LOCAL CREDIT COURSE	GRADES 6-12

B: Student Growth Measure Details

Districts must ensure that the designation system continues to be valid and reliable each or risk the rejection of designations by TEA. If it is determined that the process for setting student growth measures, component weighting, or designation cut points result in unfavorable outcomes for the district's system validity and reliability, **PfISD has the authority, without prior notice, to change the weighting and cut points used to determine designations to ensure that the district's submitted ratings have the best chance for TEA approval.** As many changes may be made to determinations of designations, **teachers are cautioned against attempting to self-calculate a potential designation** as they may be misled by those outcomes if system changes must be made.

Student Growth Measures: 2023-2024 (Subject to change)	
Grade/Subject/Assessment	Student Growth Measure (BOY to EOY)
ECSE (3-yr olds & 4-yr olds) and Prekindergarten (3-yr olds) Math & Literacy AIM Observational	<p>Growth = Increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <ul style="list-style-type: none"> Cognitive Mathematics Domain Language and Literacy Domain <p>Levels: <i>Developing, Progressing, Occurring, Expanding</i> (highest level)</p>

For ECSE (3-yr olds & 4-yr olds) and Prekindergarten (3-yr olds), AIM Observational student growth is calculated as the percentage of students who either increase a minimum of one level (from *Developing* to *Progressing*; *Progressing* to *Occurring*; *Occurring* to *Expanding*) or maintain at the highest level (*Expanding*) from their first 9-weeks assessment (beginning-of-year) to their fourth 9-weeks assessment (end-of-year) result. Each student's average score per domain in the Cognitive/Mathematics and Language/Literacy domains will be used. **Each student must only be assessed 1 time during each screener window.**

Student Growth Measures: 2023-2024 (Subject to change)	
Grade/Subject/Assessment	Student Growth Measure (BOY to EOY)
Prekindergarten (4-yr olds) Math & Literacy C-PALLS+ (Circle) New!	<p>Growth = Increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <ul style="list-style-type: none"> Math Reading (Includes: Phonological Awareness, Rapid Letter Naming, Rapid Vocabulary Naming) <p>Levels: <i>Limited 0, Limited 0.5, Expected 1.0, Accelerated 1.5, Accelerated 2.0</i> (highest level)</p> <p>NEW Assessment: Data reviews must be conducted through October 2024 to determine final growth measures</p>

For Prekindergarten (4-yr olds), C-PALLS+ (Circle), student growth is calculated as the percentage of students who either increase a minimum of one level (from *Limited 0* to *Limited 0.5*; *Limited 0.5* to *Expected 1.0*; *Expected 1.0* to *Accelerated 1.5*; *Accelerated 1.5* to *Accelerated 2.0*, or maintain at the highest level (*Accelerated 2.0*) from their BOY to their EOY result. **Each student must only be assessed 1 time during each screener window.**

NEW Assessment: Data reviews must be conducted through October 2024 to determine final growth measures.

Student Growth Measures: 2023-2024 (Subject to change)	
Grade/Subject/Assessment	Student Growth Measure (BOY to EOY)
Kindergarten Math & Reading TX-KEA	<p>Growth = For math, increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <ul style="list-style-type: none"> Math Total: <i>Math-Part 1/Matemáticas-Parte 1</i> and <i>Math-Part 2/Matemáticas- Parte 2</i> subtests combined <p>Growth = For reading, increase a minimum of one level or maintain at the highest level from BOY to EOY on all three subtests</p> <ul style="list-style-type: none"> Subtests: <i>Vocabulary/Vocabulario</i>, <i>Letter Names/Nombres de las Letras</i>, and <i>Spelling/Ortografía</i> subtests <p>Levels: <i>Support, Monitor, On Track</i> (highest level)</p>

For Kindergarten, Texas Kindergarten Entry Assessment (TX-KEA), student growth is calculated as the percentage of students who either increase a minimum of one level (from *Support to Monitor; Monitor to On-Track*), or maintain at the highest level (*On-Track*) from their beginning-of-year to their end-of-year result. The same subtests will be used for both the English version and Spanish versions of the assessment. For math, the combined Math Total result of the *Math-Part 1/Matemáticas-Parte 1* and *Math-Part 2/Matemáticas- Parte 2* subtests will be used. For reading, the *Vocabulary/Vocabulario*, *Letter Names/Nombres de las Letras*, and *Spelling/Ortografía*, subtests will be used. **Each student must only be assessed 1 time during each screener window.**

For math, student growth is met if a student increases a minimum of one level or maintains at the highest level. For reading, student growth is met if a student increases a minimum of one level or maintains at the highest level on all three subtests.

- **For students who may have both English and Spanish version assessment results, the “best of” results in either language version will be used.** The student must have results in the same language version of the assessment at both BOY and EOY to determine the higher growth result.

Student Growth Measures: 2023-2024 (Subject to change)

Grade/Subject/Assessment	Student Growth Measure (BOY to EOY)
1st & 2nd grade Reading <i>TPRI or Tejas LEE</i>	<p>Growth = Increase a minimum of one level or maintain at the highest level from BOY to EOY</p> <p>Levels:</p> <ul style="list-style-type: none"> • <i>No Intervention Needed</i> (Band 1); (highest level) • <i>Moderate Intervention Needed/Possible Intervention Needed</i> (Bands 2 & 3 combined); • <i>Significant Intervention Needed</i> (Bands 4 & 5 combined)

For 1st and 2nd grade reading, the *TPRI* and *Tejas LEE* intervention bands provided by Tango are combined into the following three levels to measure growth:

- *No Intervention Needed* (Band 1);
- *Moderate/Possible Intervention Needed* (Bands 2 and 3);
- *Significant Intervention Needed* (Bands 4 and 5)

For both *TPRI* and *Tejas LEE*, student growth is calculated as the percentage of students who either increase a minimum of one level (from *Significant Intervention Needed* to *Moderate/Possible Intervention Needed*; *Moderate/Possible Intervention Needed* to *No Intervention Needed*) or maintain at the highest level (*No Intervention Needed*) from their beginning-of-year to their end-of-year result.

Each student must only be assessed 1 time during each screener window.

→ For students who may have both *TPRI* and *Tejas LEE* assessment results, the “best of” results in either assessment will be used. The student must have results in the same assessment at both BOY and EOY to determine the higher growth result.

Student Growth Measures: 2023-2024 (Subject to change)

Grade/Subject/Assessment	Student Growth Measure (BOY to EOY)
3rd - 8th grade Reading/ELA/SLA, English I, English II, English III, English IV <i>Renaissance Star 360 Reading</i>	Growth = Meet a minimum Student Growth Percentile (SGP) of 50 from BOY to EOY
1st - 8th grade Math, Algebra I & Algebra II <i>Renaissance Star 360 Math</i>	Growth = Meet a minimum Student Growth Percentile (SGP) of 50 from BOY to EOY

For 1st-9th grade math and 3rd-9th grade reading, *Renaissance Star*, student growth is calculated as the percentage of students who meet a window-specific Student Growth Percentile (SPG) score of 50 (a typical year of growth) from the BOY testing window to the EOY testing window. The SGP compares a student's growth to that of his or her academic peers nationwide. These peers are students in the same grade with a similar achievement history on *Renaissance Star* assessments. Each student's SGP score is assigned by *Renaissance Star* using the first test taken in the BOY testing window compared to the test taken in the EOY testing window. **Each student must only be assessed 1 time during each screener window.**

→ For students who may have both English and Spanish version assessment results, the “best of” results in either language version will be used. The student must have results in the same language version of the assessment at both BOY and EOY to determine the higher growth result.

C: Examples of Student Growth Calculations

The following examples are intended to illustrate how a teacher's score for the student growth component may be calculated in different scenarios.

Districts must ensure that the designation system continues to be valid and reliable each or risk the rejection of designations by TEA. If it is determined that the process for setting student growth measures, component weighting, or designation cut points result in unfavorable outcomes for the district's system validity and reliability, PfISD has the authority, without prior notice, to change the weighting and cut points used to determine designations to ensure that the district's submitted ratings have the best chance for TEA approval.

As many changes may be made to determinations of designations, teachers are cautioned against attempting to self-calculate a potential designation as they may be misled by those outcomes.

Example A:

Example Teacher A: Teaches Both Math and Reading/ELA			
	Math Growth Measure Outcome	Reading/ELA Growth Measure Outcome	
Student 1	MET	Did NOT Meet	
Student 2	Not Eligible	Did NOT Meet	
Student 3	MET	MET	
Student 4	Did NOT Meet	MET	
Student 5	MET	Did NOT Meet	
Student 6	MET	Did NOT Meet	
Student 7	Did NOT Meet	MET	
Student 8	MET	Did NOT Meet	
Student 9	Did NOT Meet	Did NOT Meet	
Student 10	MET	MET	
Student 11	Not Eligible	Not Eligible	
Student 12	MET	Did NOT Meet	
			Total Outcomes
Total MET Growth Measure	7	4	11
Total Eligible Results to be Calculated for Growth Measure	10	11	21
Student Growth Outcome			52%
			Performance Levels <i>Master ≥ 70%</i> <i>Exemplary ≥ 60%</i> <i>Recognized ≥ 55%</i>

Example B:

Example Teacher B: Teaches Only Math		
	Math Growth Measure Outcome	
Student 1	MET	
Student 2	MET	
Student 3	Did NOT Meet	
Student 4	MET	
Student 5	Not Eligible	
Student 6	MET	
Student 7	Not Eligible	
Student 8	Not Eligible	
Student 9	Did NOT Meet	
Student 10	MET	
Student 11	MET	
Student 12	MET	
Student 13	Did NOT Meet	
Student 14	Not Eligible	
Student 15	MET	
Student 16	MET	
Student 17	MET	
		Total Outcomes
Total MET Growth Measure	10	10
Total Eligible Results to be Calculated for Growth Measure	13	13
Student Growth Outcome		77%
		<u>Performance Levels</u> Master ≥ 70% Exemplary ≥ 60% Recognized ≥ 55%

Example C:

Example Teacher C: Teaches Only Reading/ELA/SLA		
	Reading/ELA Growth Measure Outcome	
Student 1	MET	
Student 2	Did NOT Meet	
Student 3	MET	
		Total Outcomes
Total MET Growth Measure	2	2
Total Eligible Results to be Calculated for Growth Measure	3	3
Student Growth Outcome		67%
		<u>Performance Levels</u> Master ≥ 70% Exemplary ≥ 60% Recognized ≥ 55%

D: Annual TIA Evaluation Cycle and Teacher Supports

The T-TESS evaluation cycle is critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Additionally, the District's universal screener assessment system is critical to providing teachers with sufficient information on student growth and progress. Therefore, the following evaluation cycle provides the structure necessary for efficient feedback:

Process Step	Timeliness	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> • Training on the T-TESS observation instrument • Principal communicates school & district goals to inform teacher goal-setting
Beginning of Year (BOY) Screener Assessments	August September	<ul style="list-style-type: none"> • Administer Beginning of Year (BOY) universal screeners for math and reading • Follow District-Established Screener Windows: <ul style="list-style-type: none"> ◦ Elementary Assessment Calendar ◦ Middle School Assessment Calendar ◦ High School Assessment Calendar
Middle of Year (MOY) Screener Assessments	January	<ul style="list-style-type: none"> • Administer Middle of Year (MOY) universal screeners for math and reading • Follow District-Established Screener Windows: <ul style="list-style-type: none"> ◦ Elementary Assessment Calendar ◦ Middle School Assessment Calendar ◦ High School Assessment Calendar
T-TESS Walkthrough Observations	September May	<ul style="list-style-type: none"> • 10–15-minute observation, increased frequency based on prior year evaluation Focus on T-TESS Domains 2 & 3 and their eight dimensions • Sharing Walkthrough with Teacher in Eduphoria Strive required
Extended Observations with Conference	October April	<ul style="list-style-type: none"> • One 45-minute observation • Focus on T-TESS Domains 1, 2 & 3 • Sharing observation with Teacher in Eduphoria Strive required
Summative Evaluation	March - May	<ul style="list-style-type: none"> • Include a review of all four T-TESS domains • Written feedback and conference required
End of Year (EOY) Screener Assessments	April - May	<ul style="list-style-type: none"> • Administer End of Year (EOY) universal screeners for math and reading • Follow District-Established Screener Windows: <ul style="list-style-type: none"> ◦ Elementary Assessment Calendar ◦ Middle School Assessment Calendar ◦ High School Assessment Calendar
PfISD Department of Accountability & Compliance Conducts Teacher TIA Calculations and Designation Determinations	May - November	<ul style="list-style-type: none"> • District analysis of T-TESS and student growth data (May - October) • District finalizes TIA scores and determines TIA designation outcomes (June - October) • Teachers receive TIA Scorecard and proposed designation outcomes (November)

E: TIA Campus Liaisons for 2023-2024

To support communications and teachers' understanding of the PfISD TIA System, each campus has identified a TIA Campus Liaison for the 2023-2024 school year who will receive a \$250 annual stipend to fulfill the following:

TIA Campus Liaison Role & Responsibilities:

- Receive TIA training from TIA District Leadership Team
- Serve as campus resident TIA expert and answer teacher questions or reach out to TIA District Leadership Team on behalf of campus teachers
- Attend Four TIA meetings (via Zoom)
 - Two in fall semester: September 25, November 9
 - Two in spring semester: February 15, April 4
- Liaisons will receive email updates from TIA District Leadership Team
- Help advise TIA District Leadership Team as requested/needed

Teachers are encouraged to reach out to their TIA Campus Liaison with questions.

TIA Campus Liaisons 2023-2024			
District Contacts for TIA Campus Liaisons: Karen Shah, Executive Director of Accountability & Compliance (karen.shah@pfisd.net) 594-0067 Ryan Westrup, Coordinator of Data Reporting (ryan.westrup@pfisd.net) 594-0133			
Campus	TIA Liaison	Title	Email
BROOKHOLLOW EL	Lonisa Browning	Teacher	lonisa.browning@pfisd.net
CALDWELL EL	Lisa Blancarte	Teacher	lisa.blancarte@pfisd.net
CARPENTER EL	Jennifer Rees	Teacher	jennifer.rees@pfisd.net
COPPERFIELD EL	Noe Chapa	Teacher	noe.chapa@pfisd.net
DEARING EL	Victoria Denison	Teacher	victoria.denison@pfisd.net
DELCO EL	Grisel Herrin	Teacher	grisel.herrin@pfisd.net
DESSAU EL	Roben Reynolds	Teacher	roben.reynolds@pfisd.net
HIDDEN LAKE EL	Jessica Smith	Intervention Teacher	jessica.smith@pfisd.net
HIGHLAND PARK EL	Elizabeth Kinsey	Teacher	elizabeth.kinsey@pfisd.net
MURCHISON EL	Rebecca Diaz-Ancira	Teacher	rebecca.diaz-ancira@pfisd.net
NORTHWEST EL	Tammy Morrison	Teacher	tammy.morrison@pfisd.net
PARMER LANE EL	Debra Robinson	Teacher	debra.robinson@pfisd.net
PFLUGERVILLE EL	Kelly Berry	Teacher	kelly.berry@pfisd.net
RIOJAS EL	Lester Ramirez	Teacher	lester.ramirez@pfisd.net
RIVER OAKS EL	Amanda Sramek	Teacher	amanda.sramek@pfisd.net
ROWE LANE EL	Joelle Wimmer	Teacher	joelle.wimmer@pfisd.net
RUTH BARRON EL	Nashielly Stein	Teacher	nashielly.stein@pfisd.net
SPRING HILL EL	Candace Haywood	Intervention Teacher	candace.haywood@pfisd.net
TIMMERMAN EL	Tammy Camp	Teacher	tammy.camp@pfisd.net
MOTT EL	Amanda Gustafson	Dyslexia/Intervention Teacher	amanda.gustafson@pfisd.net
WIELAND EL	Katelyn Baker	Teacher	katelyn.baker@pfisd.net
WINDERMERE EL	Rebecca Feronti	Teacher	rebecca.feronti@pfisd.net
BOHLS MS	Erica Salinas	Teacher	erica.salinas@pfisd.net
CELE MS	Michelle Peterson	Teacher	michelle.peterson@pfisd.net
DESSAU MS	Lisette Browning	Intervention Teacher	lisette.browning@pfisd.net
KELLY LANE MS	Marilyn Smith	Special Education Teacher	marilyn.smith@pfisd.net
PARK CREST MS	Paula McNamer	Teacher	paula.mcnamer@pfisd.net
PFLUGERVILLE MS	Amanda Painter	Instructional Coach	amanda.painter@pfisd.net
WESTVIEW MS	Leroy Barriga	Teacher	leroy.barriga@pfisd.net
HENDRICKSON HS	Kenia Felix	Teacher	kenia.felix@pfisd.net
JOHN B CONNALLY HS	Samuel Marston	Teacher	samuel.marston@pfisd.net
PFLUGERVILLE HS	Alma Ramirez	Associate Principal	alma.ramirez@pfisd.net
WEISS H S	Uyen Tran	Assistant Principal	uyen.tran@pfisd.net
PACE	Mark Maynard	Teacher	mark.maynard@pfisd.net

F: TIA Campus Allocations for 2022-2023 (Updated 4/26/23)

The campus allotment amounts listed below apply to PfISD 2021-2022 cohort teachers who have been officially designated in the 2022-2023 school year (Designation Year 1).

For 2022-2023 cohort teachers, the amounts below should only be used as estimates, as amounts will change from year to year. TEA recalculates annual allotment amounts each year. Allotment amounts to be paid to by August 31, 2024 will be updated and communicated in April 2024 when TEA recalculates the amount of TIA funds generated by each campus.

In late May of Designation Year 1, if all TEA requirements are passed, the designated teacher will receive an allotment notification email from TEA. Annual allotment values are determined by each designated teacher's campus location as of the last Friday in February of each school year. The allotment amount in the notification from TEA (and the amounts listed in the chart below) will not include deductions for the 10% district set-aside, deductions based on TRS, or any additional tax withholding deductions. **PfISD will factor those deductions** into the annual lump-sum payment to the teacher.

PfISD will compensate the designated teacher in an initial one-time lump sum stipend payment for the first year of designation by August 31 of the calendar year following the Data Capture Year, providing all requirements are met.

Teacher Incentive Allotment: Campus Allocations for 2022-2023 (Updated April 26, 2023)						
For 2021-2022 Cohort Teachers in Designation Year 1						
School Name	Recognized		Exemplary		Master	
	Campus Allotment	Less District 10% Set-Aside	Campus Allotment	Less District 10% Set-Aside	Campus Allotment	Less District 10% Set-Aside
WILHELMINA DELCO EL	\$5,644	\$5,079.60	\$11,287	\$10,158.30	\$20,812	\$18,730.80
COPPERFIELD EL	\$5,147	\$4,632.30	\$10,294	\$9,264.60	\$19,156	\$17,240.40
RUTH BARRON EL	\$5,060	\$4,554.00	\$10,119	\$9,107.10	\$18,865	\$16,978.50
RIVER OAKS EL	\$4,836	\$4,352.40	\$9,673	\$8,705.70	\$18,122	\$16,309.80
NORTHWEST EL	\$4,754	\$4,278.60	\$9,508	\$8,557.20	\$17,846	\$16,061.40
TIMMERMAN EL	\$4,671	\$4,203.90	\$9,341	\$8,406.90	\$17,568	\$15,811.20
SPRINGHILL EL	\$4,656	\$4,190.40	\$9,312	\$8,380.80	\$17,520	\$15,768.00
WESTVIEW MIDDLE	\$4,604	\$4,143.60	\$9,209	\$8,288.10	\$17,348	\$15,613.20
DESSAU MIDDLE	\$4,594	\$4,134.60	\$9,189	\$8,270.10	\$17,315	\$15,583.50
PARMER LANE EL	\$4,457	\$4,011.30	\$8,914	\$8,022.60	\$16,857	\$15,171.30
JOHN B CONNALLY H S	\$4,285	\$3,856.50	\$8,571	\$7,713.90	\$16,285	\$14,656.50
WIELAND EL	\$4,269	\$3,842.10	\$8,537	\$7,683.30	\$16,229	\$14,606.10
CALDWELL EL	\$4,232	\$3,808.80	\$8,463	\$7,616.70	\$16,105	\$14,494.50
PFLUGERVILLE MIDDLE	\$4,227	\$3,804.30	\$8,453	\$7,607.70	\$16,089	\$14,480.10
DESSAU EL	\$4,030	\$3,627.00	\$8,061	\$7,254.90	\$15,435	\$13,891.50
WINDERMERE EL	\$4,028	\$3,625.20	\$8,056	\$7,250.40	\$15,427	\$13,884.30
PFLUGERVILLE H S	\$3,939	\$3,545.10	\$7,879	\$7,091.10	\$15,131	\$13,617.90
PFLUGERVILLE EL	\$3,871	\$3,483.90	\$7,741	\$6,966.90	\$14,902	\$13,411.80
PARK CREST MIDDLE	\$3,858	\$3,472.20	\$7,715	\$6,943.50	\$14,859	\$13,373.10
DEARING EL	\$3,701	\$3,330.90	\$7,402	\$6,661.80	\$14,336	\$12,902.40
BROOKHOLLOW EL	\$3,646	\$3,281.40	\$7,291	\$6,561.90	\$14,152	\$12,736.80
HIGHLAND PARK EL	\$3,590	\$3,231.00	\$7,181	\$6,462.90	\$13,968	\$12,571.20
WEISS H S	\$3,573	\$3,215.70	\$7,147	\$6,432.30	\$13,911	\$12,519.90
BOHLS MIDDLE	\$3,477	\$3,129.30	\$6,955	\$6,259.50	\$13,591	\$12,231.90
HENDRICKSON H S	\$3,264	\$2,937.60	\$6,528	\$5,875.20	\$12,879	\$11,591.10
CARPENTER EL	\$3,249	\$2,924.10	\$6,498	\$5,848.20	\$12,830	\$11,547.00
RIOJAS EL	\$3,246	\$2,921.40	\$6,493	\$5,843.70	\$12,821	\$11,538.90
CELE MIDDLE	\$3,214	\$2,892.60	\$6,428	\$5,785.20	\$12,713	\$11,441.70
KELLY LANE MIDDLE	\$3,203	\$2,882.70	\$6,406	\$5,765.40	\$12,677	\$11,409.30
MOTT EL	\$3,175	\$2,857.50	\$6,351	\$5,715.90	\$12,585	\$11,326.50
ROWE LANE EL	\$3,113	\$2,801.70	\$6,225	\$5,602.50	\$12,375	\$11,137.50
MURCHISON EL	\$3,093	\$2,783.70	\$6,187	\$5,568.30	\$12,311	\$11,079.90

G: 2023-2024 Timeline (Data Capture Year Through Designation Year 5)

2023-2024 Teacher Cohort Timeline	
Data Capture Year: August 2023 - May 2024	<p>All teachers demonstrate talents and skills of a highly-effective teacher implementing high-yield student-centered instructional and learning environment practices at the proficiency level and higher of T-TESS, resulting in high student growth outcomes.</p> <p><i>All non-designated, Recognized and Exemplary level designated teachers who are in eligible teaching positions will be included in the 2023-2024 and subsequent-year data collections for potential initial or higher designation.</i></p>
June - September 2024	<p>PfISD conducts student growth calculations, determines designations, and completes data collection.</p> <p>Districts <u>may not</u> designate teachers who have resigned, retired, or permanently moved to a full-time non-teaching role before data submission (in October 2024).</p>
October 2024	<p>PfISD submits data collection to TEA/Texas Tech University (TTU) for data validation review.</p> <p>TEA reserves the right to annually reject new teacher designations if data shows that the district system is no longer valid or reliable.</p>
November 2024	<p>PfISD provides TIA Scorecards to all 2023-2024 TIA-eligible teachers, notifying all teachers of their <u>proposed</u> designation level.</p>
February 2025	<p>Texas Tech University (TTU) validates the data collection and sends to TEA for approval.</p> <p>If validated and approved, TEA processes PfISD designations.</p>
March 2025	<p>PfISD-designated teachers are notified of final TEA-required verification steps.</p>
As of Last Friday in February 2025 (Due to TEA March 28, 2025 Winter Class Roster PEIMS Submission to TEA)	<p>PfISD verifies and reports to TEA that as of February 28, 2025, the PfISD-designated teacher met the following TEA requirements for the 2024-2025 school year:</p> <ol style="list-style-type: none"> must be employed by PfISD must be coded in a teaching role (role ID 087-Teacher) must be employed and compensated for a creditable year of service for each school year: <ul style="list-style-type: none"> ● 100% of the day for a minimum of 90 days, or the equivalent of one semester; or, ● 50% or more of the day for a minimum of 180 days <p>★ paid leave counts toward the year of creditable service; unpaid leave does not</p> <p>TEA will not award a designation if all requirements above are not met.</p> <p>If a teacher leaves PfISD prior to the last Friday in February 2025, they forfeit initial designation eligibility.</p>

April 2025	<p>TEA verifies that the PfISD-designated teacher:</p> <ol style="list-style-type: none"> 1. Does not have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status) 2. And is not on the Do Not Hire Registry (<i>Registry of Persons Not Eligible for Employment in Public Schools</i>) <p>If either exists, TEA will not award designation and any existing designation will be revoked.</p> <p><i>These TEA requirements must be met every year of the 5-year designation for both the designation and compensation to continue.</i></p>
By Late April 2025	TEA notifies PfISD of the annual allotment amount to be received for officially designated teachers based on teacher's campus location from February 2025 Winter Class Roster (recurring each year through 2029).
By Late May 2025	<p>If all TEA requirements above are passed, TEA officially awards the TIA-Designation retroactively to the beginning of the school year (2024-2025).</p> <ul style="list-style-type: none"> → For certified teachers, TEA will display the designation in the top right-hand corner of the SBEC teaching certificate. → Designated teachers will be assigned a Designated Teacher ID and listed in the Designated Teacher Public Search Registry. → TEA will send an *allotment notification email to the teacher. <p><i>*Allotment values are determined by each designated teacher's campus as of the last Friday in February 2025.</i></p> <p><i>The allotment amount in the notification from TEA will not include deductions for the 10% district set-aside, deductions based on TRS, or any additional tax withholding deductions. Please note that annual payouts will factor those deductions.</i></p>
By August 31, 2025	<p>If all above TEA requirements are met and contingent upon continued employment in PfISD in a teaching position in the 2025-2026 school year, PfISD compensates designated teachers (Year 1 of 5 Years)</p> <p><i>Allotment values for Designation Year 1 compensation are determined by each designated teacher's campus as of the last Friday in February 2025.</i></p>
September 2025	PfISD receives initial (Designation Year 1) TIA allotment payout and reimbursement of teacher designation fees for officially designated teachers.
<p>----- TEA Requirements for TIA Compensation - Year 2 -----</p> <p>↓</p>	
<p>As of Last Friday in February 2026</p> <p>(Due to TEA March 27, 2026 Winter Class Roster PEIMS Submission to TEA)</p>	<p>PfISD verifies and reports to TEA that as of February 27, 2026, the designated teacher met the following TEA requirements for the 2024-2025 school year:</p> <ol style="list-style-type: none"> 1. *must be coded in a teaching role (role ID 087-Teacher) 2. must be employed and compensated for a creditable year of service for each school year: <ul style="list-style-type: none"> ● 100% of the day for a minimum of 90 days, or the equivalent of one semester; or, ● 50% or more of the day for a minimum of 180 days <p>★ paid leave counts toward the year of creditable service; unpaid leave does not</p> <p><i>*Designated teachers who move to a Role ID other than Teacher-087 will maintain their</i></p>

	<p>designation. However, they will not generate annual allotment funding and will not receive TIA compensation if they are not in a 087 teaching role for that year of service.</p> <p>*For designated teachers who move districts prior to the last Friday in February and work a creditable year of service with the new district, the allotment funds will be sent to the new district who will then compensate the teacher based on their TIA spending plan.</p>
April 2026	<p>TEA verifies that the PfISD-designated teacher:</p> <ol style="list-style-type: none"> 1. Does not have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status) 2. And is not on the Do Not Hire Registry (<i>Registry of Persons Not Eligible for Employment in Public Schools</i>) <p>If either exists, TEA will <u>revoke any existing designation</u>.</p>
By August 31, 2026	<p>If all above TEA requirements are met and contingent upon continued employment in PfISD in a teaching position in the 2026-2027 school year, PfISD compensates designated teachers (Year 2 of 5 Years)</p> <p><i>Allotment values for year 2 compensation are determined by each designated teacher's campus as of the last Friday in February 2026.</i></p>
<p>----- TEA Requirements for TIA Compensation - Year 3 -----</p> <p style="text-align: center;">↓</p>	
<p>As of Last Friday in February 2027</p> <p>(Due to TEA March 26, 2027 Winter Class Roster PEIMS Submission to TEA)</p>	<p>PfISD verifies and reports to TEA that as of February 26, 2027, the designated teacher met the following TEA requirements for the 2026-2027 school year:</p> <ol style="list-style-type: none"> 1. *must be coded in a teaching role (role ID 087-Teacher) 2. must be employed and compensated for a creditable year of service for each school year: <ul style="list-style-type: none"> ● 100% of the day for a minimum of 90 days, or the equivalent of one semester; or, ● 50% or more of the day for a minimum of 180 days <ul style="list-style-type: none"> ★ paid leave counts toward the year of creditable service; unpaid leave does not <p>*Designated teachers who move to a Role ID other than Teacher-087 will maintain their designation. However, they will not generate annual allotment funding and will not receive TIA compensation if they are not in a 087 teaching role for that year of service.</p> <p>*For designated teachers who move districts prior to the last Friday in February and work a creditable year of service with the new district, the allotment funds will be sent to the new district who will then compensate the teacher based on their TIA spending plan.</p>
April 2027	<p>TEA verifies that the PfISD-designated teacher:</p> <ol style="list-style-type: none"> 1. Does not have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status) 2. And is not on the Do Not Hire Registry (<i>Registry of Persons Not Eligible for Employment in Public Schools</i>) <p>If either exists, TEA will <u>revoke any existing designation</u>.</p>

By August 31, 2027	<p>If all above TEA requirements are met and contingent upon continued employment in PfISD in a teaching position in the 2027-2028 school year, PfISD compensates designated teachers (Year 3 of 5 Years)</p> <p><i>Allotment values for year 3 compensation are determined by each designated teacher's campus as of the last Friday in February 2027.</i></p>
<p>----- TEA Requirements for TIA Compensation - Year 4 -----</p> <p>↓</p>	
<p>As of Last Friday in February 2028</p> <p>(Due to TEA March 31, 2028 Winter Class Roster PEIMS Submission to TEA)</p>	<p>PfISD verifies and reports to TEA that as of February 25, 2028, the designated teacher met the following TEA requirements for the 2027-2028 school year</p> <ol style="list-style-type: none"> 1. *must be coded in a teaching role (role ID 087-Teacher) 2. must be employed and compensated for a creditable year of service for each school year: <ul style="list-style-type: none"> ● 100% of the day for a minimum of 90 days, or the equivalent of one semester; or, ● 50% or more of the day for a minimum of 180 days <ul style="list-style-type: none"> ★ paid leave counts toward the year of creditable service; unpaid leave does not <p>*Designated teachers who move to a Role ID other than Teacher-087 will maintain their designation. However, they will not generate annual allotment funding and will not receive TIA compensation if they are not in a 087 teaching role for that year of service.</p> <p>*For designated teachers who move districts prior to the last Friday in February and work a creditable year of service with the new district, the allotment funds will be sent to the new district who will then compensate the teacher based on their TIA spending plan.</p>
April 2028	<p>TEA verifies that the PfISD-designated teacher:</p> <ol style="list-style-type: none"> 1. Does not have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status) 2. And is not on the Do Not Hire Registry (<i>Registry of Persons Not Eligible for Employment in Public Schools</i>) <p>If either exists, TEA will <u>revoke any existing designation</u>.</p>
By August 31, 2028	<p>If all above TEA requirements are met and contingent upon continued employment in PfISD in a teaching position in the 2028-2029 school year, PfISD compensates designated teachers (Year 4 of 5 Years)</p> <p><i>Allotment values for year 4 compensation are determined by each designated teacher's campus as of the last Friday in February 2028.</i></p>
<p>----- TEA Requirements for TIA Compensation - Year 5 -----</p> <p>↓</p>	

<p>As of Last Friday in February 2029</p> <p>(Due to TEA March 30, 2029 Winter Class Roster PEIMS Submission to TEA)</p>	<p>PfISD verifies and reports to TEA that as of February 23, 2029, the designated teacher met the following TEA requirements for the 2028-2029 school year:</p> <ol style="list-style-type: none"> 1. *must be coded in a teaching role (role ID 087-Teacher) 2. must be employed and compensated for a creditable year of service for each school year: <ul style="list-style-type: none"> ● 100% of the day for a minimum of 90 days, or the equivalent of one semester; or, ● 50% or more of the day for a minimum of 180 days <ul style="list-style-type: none"> ★ paid leave counts toward the year of creditable service; unpaid leave does not <p>*Designated teachers who move to a Role ID other than Teacher-087 will maintain their designation. However, they will not generate annual allotment funding and will not receive TIA compensation if they are not in a 087 teaching role for that year of service.</p> <p>*For designated teachers who move districts prior to the last Friday in February and work a creditable year of service with the new district, the allotment funds will be sent to the new district who will then compensate the teacher based on their TIA spending plan.</p>
<p>April 2029</p>	<p>TEA verifies that the PfISD-designated teacher:</p> <ol style="list-style-type: none"> 1. Does not have a Texas teaching certificate sanction (revoked, suspended, voluntary surrender, or permanent surrender status) 2. And is not on the Do Not Hire Registry (<i>Registry of Persons Not Eligible for Employment in Public Schools</i>) <p>If either exists, TEA will <u>revoke any existing designation</u>.</p>
<p>By August 31, 2029</p>	<p>If all above TEA requirements are met and contingent upon continued employment in PfISD in a teaching position in the 2029-2030 school year, PfISD compensates designated teachers (Year 5 of 5 Years)</p> <p><i>Allotment values for year 5 compensation are determined by each designated teacher's campus as of the last Friday in February 2029.</i></p>
<p>All TIA Designations expire after 5 years; teachers to be included in subsequent-year data collections for potential new 5-year designation</p>	

