



Galena Park
Independent School District



GALENA PARK ISD

INCENTIVE ALLOTMENT GUIDEBOOK

Galena Park ISD.....2
What is TIA?.....3
Designation System.....5
Calculating the Designation.....10
Spending Plan15
TIA Procedures.....17



Table of Contents

Galena Park ISD

Mission Statement

The Mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners.

Vision and Shared Values

Excellence In All, For All, By All

- Communicate
- Be flexible and understanding
- Expect everyone to do their part
- Accept NO Excuses

Teacher Incentive Allotment Planning Committee

Galena Park ISD ensured the TIA Planning Committee was made up of a diverse representation from stakeholders serving in a variety of roles within the district. The committee began with district level staff based on their role and expertise. Additional members were invited by their campus principal to participate. Campus principals invited a variety of staff based on years of experience and role, ensuring representation from beginning teachers to veterans, different grade levels and subjects. Additional subcommittees were developed and were equitably represented by campus principals, assistant principals, content leaders and teachers from all levels across the district.

GPISD Profile

Galena Park ISD is a K-12 public school district serving more than 21,000 students on 26 campuses in East Harris County.

The Galena Park Independent School District was established in 1929 with one common school in the city of Clinton, TX. When the City of Clinton was renamed Galena Park for the Galena-Signal Oil Company in 1930, so was the school district.

Today, the district includes the Cities of Galena Park & Jacinto City, a small portion of the City of Houston and several unincorporated communities in East Harris County such as Home Owned Estates, Hidden Forest, Cloverleaf, Woodforest, Pine Trails and New Forest.

In 2022 the Texas Education Agency announced accountability ratings for the first time since 2019. Galena Park ISD earned an A rating in 2022, indicating that each school earned an "A" or "B" rating.

- 2022 Overall Accountability Rating: A
- Total students: 21,869
- Average Teacher Experience: 10.3 years (Statewide: 11.2 years)
- Starting Teacher Salary in 23-24: \$64,450



What is TIA?

Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year:

- Designation level assigned to the teacher (Recognized, Exemplary, or Master)
- Socioeconomic level of the students on the campus where the designated teacher is assigned
- Rural Status of the district

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



GPISD is eligible to receive, on average, between \$6,573, and \$23,910 for each designated teacher that is employed in the district.



90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Recognized.

Sample Allotment Amounts for GPISD

TIA 2022-23 Funding Examples*			
Campus	Recognized	Exemplary	Masters
Galena Park ES	\$6564	\$13,129	\$23,881
Galena Park MS	\$6401	\$12,802	\$23,337
Galena Park HS	\$6448	\$12,896	\$23,494

* These sample allotment amounts are provided at <https://tiatexas.org/teacher-incentive-allotment-funding-map/>. Allotments are calculated annually by TEA using rural/non-rural status and SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are recalculated annually.

For additional information on funding for TIA, please visit the [TIA Texas Funding Page](#).



What is TIA?

Why Did GPISD Apply for TIA?

In Galena Park ISD, we recognize the role teachers play in raising student achievement results, while building and sustaining a positive and supportive school culture. The Teacher Incentive Allotment (TIA) provides Galena Park ISD an avenue for assessing teacher effectiveness, and ultimately, improving student achievement. In addition, this program allocates a direction to financially recognize top teachers and serves as an opportunity to honor the hard work and proven success of our current and future teaching staff.

The district plans to design a system that is equitable and structured, so that teachers who deserve the recognition and compensation receive it based on fair appraisals and reasonable growth measures. The standard teacher salary schedule, which is utilized by most districts, is solely based on teachers' years of service and advanced college degrees, disregarding teacher performance and students' academic growth measures. To this end, we know that a reliable and accurate evaluation system, that is mandated by TIA, will provide the opportunity to align teacher compensation with student learning and academic growth, supporting our district's mission.

The mission of Galena Park ISD is to prepare students to become productive citizens and lifelong learners. To achieve this goal, it is imperative that we attract high-performing teachers who demonstrate excellence in their instructional practices helping students meet their academic goals. To accomplish this task, we aim to recruit, retain, and reward teachers through compensation opportunities based on performance. Principals and hiring managers need every resource at their disposal to attract and recruit the very best teachers. Providing financial incentives to young and veteran teachers alike will allow Galena Park ISD to remain competitive in the hiring process with surrounding districts.

Considering compensation is tied to the economic status of specific campuses within a district, GPISD

allotments will be relatively higher than surrounding districts. From an economic standpoint, this gives GPISD an advantage regarding recruitment and retention. The district currently has several initiatives to attract excellent teaching talent from across the city and state; however, retention is difficult when surrounding districts are getting more creative with recruitment. The TIA evens the playing field and allows campuses to reward and showcase effective teachers by providing financial incentives based on student achievement. Educators looking for a district change, or perhaps planning to move to the Houston area, will notice how important effective teaching is to Galena Park.

Ultimately, TIA will help ensure that effective teachers are at the highest need campuses by encouraging them to consider working at schools with the highest allotments. This will not only help these struggling students to be successful, but it will ensure that the teachers who are working with those students have the opportunity to be compensated for their efforts and receive the recognition they deserve, aligning with Galena Park ISD's district goals. Furthermore, TIA will support our district improvement plan by ensuring student growth and the employment retention of high-quality staff. An excellent promotional rollout will certainly shine a light on an already outstanding district. The impact will be exceptional for our students.



Designation System

Two Paths to a TIA Designation

As districts begin their work on a TIA application, there are two paths to earning a TIA designation. One way is to create a local designation system, which is what GPISD has opted to do. The second path is via the National Board Certification (NBC).



Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. There is no cap on the number of teachers a district can designate, as long as the district's designation criteria and the eligibility requirements set forth by TEA are met.

For GPISD campuses, there are two components with specific weights assigned that will be used to determine designations:

GPISD TIA Designation Components 23-24	
Component	Weight
Evaluation*	30%
Student Growth Measures (SGMs): Pre-/Post-assessment	70%

* Evaluation scores will come from the average of all dimension scores for domains 2 & 3 on the T-TESS observation rubric. These scores will be scores from the scored full classroom observation.

All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee. Once the local system is created, it is sent to TEA for approval.

Once the local system is approved by TEA, the district will begin to collect data on the designation components in their data capture year, which for GPISD is the 23-24 SY. In the fall of 2024, GPISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process. Once TTU has validated the data, the district will earn full approval of their local designation system and they can continue to submit data for subsequent years.

For additional support on the approval of the local designation system, please visit TEA's [Local Designation System page](#).

Eligibility

In GPISD, all 4th through English II Reading/ELA and 4th through Algebra I Math teachers are eligible to participate in TIA. For the purposes of the TIA applications, all eligible teachers fall into one category:

GPISD TIA Teacher Categories 23-24			
Category	Description	Observation Instrument	SGM
1	4-ENG II Reading/ELA, 4-Algebra I Math	T-TESS	Pre-/Post-assessment: Previous year STAAR result/EOY STAAR result

Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the allotment appropriate for their designation for 5 years (allotments will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned.

Designation System

National Board Certification

Teachers with at least 3 years of classroom experience can earn a Recognized designation by achieving National Board Certification.

National Board for Professional Teaching Standards (NBPTS) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. National Board believes higher standards for teachers means better learning for students. National Board Certification validly and reliably identifies when teachers meet the standards for accomplished teaching, that were developed by teachers with the NBPTS.

The National Board Certification process consists of four components:

Component 1: Content Knowledge – A computer based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

Component 2: Differentiation in Instruction – This portfolio entry requires that candidates gather and analyze information about individual students' strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Component 3: Teaching Practice and Learning Environment – This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze, and reflect on your teaching and interactions with students.

Component 4: Effective and Reflective Practitioner – This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.

Standards and Certificate Areas

[25 Certificate areas](#) representing 16 different disciplines and four developmental levels

Certification is based on the 5 Core Propositions:

1. Teachers are committed to students and their learning
2. Teachers know the subjects they teach and how to teach those subjects to students
3. Teachers are responsible for managing and monitoring student learning
4. Teachers think systematically about their practice and learn from experience
5. Teachers are members of learning communities

Timeline

The four components can be submitted in any order. Candidates can complete from one to four components a year. Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification. Please note that all purchased components must be completed during the assessment cycle in which they are purchased.



Designation System

Scoring

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively.

The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

Becoming a Candidate

Cost: \$75 for each assessment cycle and \$475 for each component (\$1900 for components). Retake attempts require an additional fee.

Review the [Guide to National Board Certification](#) for more information.

Register: Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle.

Reimbursement: TIA will reimburse districts up to \$1,900 for initial certification, up to \$1,250 for renewal, and up to \$495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3 in summer 2019. Texas Education Agency will reimburse districts that pay NBCT fees for their teachers.

For additional information on NBC, please visit TEA's resources on [Understanding and Planning for National Board Certification](#).



Designation System

T-TESS (Local Designation System)

GPISD uses the Texas Teacher Evaluation and Support System (T-TESS) to annually evaluate teacher effectiveness and support professional growth. The rubric covers 16 dimensions, across 4 domains of practice. For the local system, only domains 2 (Instruction) and 3 (Learning Environment) will be used for the calculation. Domains are scored using five performance levels of distinguished, accomplished, proficient, developing, and improvement needed.

The overall system is comprised of three components 1) Observations, 2) Professional Development, and 3) Self-Assessment/Goal Setting. The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs (minimum of 2)
- Ongoing review of teacher and student data, goals & professional development
- T-TESS formal evaluation with post- conference
- Teacher Self-Assessment & End of the Year Goal Setting
- End of Year Conference

Observation Details

- All T-TESS appraisers must be certified in the T-TESS process.
- Appraisers must re-certify every 3 years.
- Appraisers recalibrate to the T-TESS Rubric annually.
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal process.

- All teachers will complete teacher self-assessment and goal setting using the forms provided at the beginning of the year. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do at least 2 walkthroughs throughout the year as additional formative feedback on classroom instruction.
- All teachers will have one formal T-TESS observation. District or campus administrators may require additional observations. Principals or appraisers will have a post-conference with the appraisee according to the T-TESS guidelines.
- End of the Year Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and Professional Development Plan.
- Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-TESS Observation Summative Score and the PD/Goal Attainment Score.
- Teacher in Need of Improvement: At this time the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact contract renewals.
- Principals will assign appraisers.

Designation System

The T-TESS rubric and additional information can be found [here](#).

The Four Domains and the dimensions are shown below. **Only domains 2 and 3 are used for TIA designations.**

Planning

Domain

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Students
- 1.4 Activities

Instruction

Domain

- 2.1 Achieving Expectations
- 2.2 Content Knowledge and Expertise
- 2.3 Communication
- 2.4 Differentiation
- 2.5 Monitor and Adjust

Learning Environment

Domain

- 3.1 Classroom Environment, Routines, and Procedures
- 3.2 Managing Student Behavior
- 3.3 Classroom Culture

Professional Practices

Domain

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting
- 4.3 Professional Development
- 4.4 School Community Involvement

Calculating the Designation

Teacher Observation Minimum Performance Standards

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the three designation categories – Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master).

Teacher Observation Minimum Average Ratings

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

Student Growth Measures

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. The type of SGM uses is determined by the district. SGMs can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGM that was selected by the district.

After numerous stakeholder engagement meetings, GPISD chose to adopt the Pre-/Post-Test model for SGMs. The assessments selected for the Pre-/Post-Tests are as follows for each of the teaching categories listed:

Assessment Selection

GPISD Assessment Selection 23-24		
Category	Description	Assessment
1	4-ENG II Reading/ELA, 4-Algebra I Math	Pre-Test: Previous year STAAR result Growth Target: STAAR Transition Tables Post-test: EOY STAAR Results

STAAR Pre-/Post-Assessments

Galena Park ISD chose to use the STAAR/EOC growth measure for reading in grade levels 4th - ENG II and math in grade levels 4th - Algebra 1 using their annual STAAR/EOC assessments. Galena Park ISD stakeholders, teachers and administrators determined this was the best measure of student growth as has been vetted and approved through TEA and it aligns with state standards. This measure is used currently to set school wide and teacher goals.

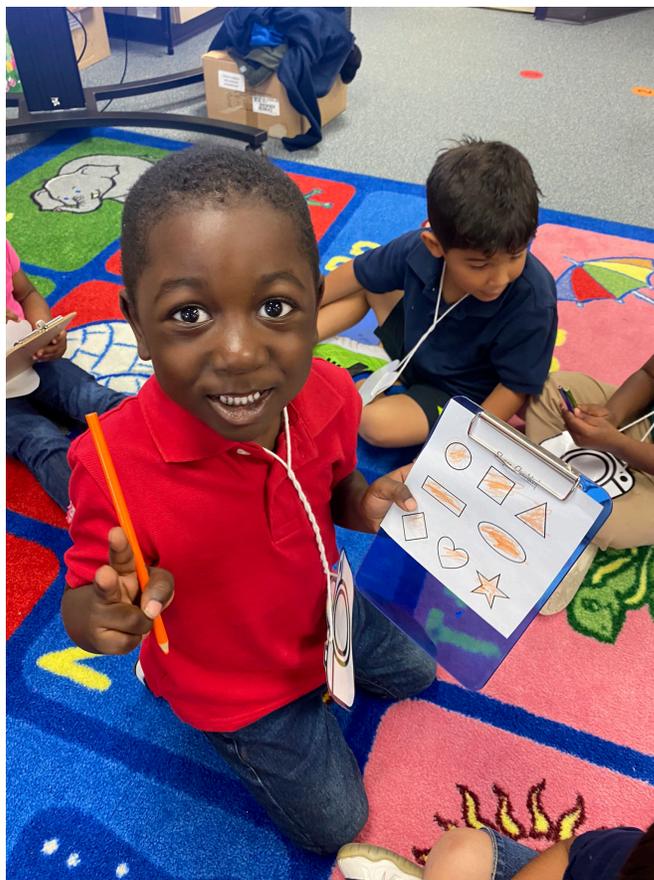


Calculating the Designation

The District Assessment Coordinator will utilize the same STAAR protocols to train all staff facilitating assessments. Students assigned testing accommodations (IEPs) will receive the accommodations. The test security is built into the platform. Checks and balances are built into our protocols to ensure that all accommodations are available as appropriate. All teachers are trained in other security protocols regarding honesty, procedures and testing environment.

Galena Park ISD is using the previous year's STAAR assessment and using the current year's STAAR assessment to measure student growth. We will use the STAAR progress measures developed by the state. We will use this measure to determine if the student's met or exceeded required growth.

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.



Statewide Student Growth Performance Standards Compared to GPISD Student Growth Performance Standards

SGM Performance Standard	Recognized Teacher	Exemplary Teacher	Master Teacher
Galena Park ISD	70% of students meet or exceed expected growth	80% of students meet or exceed expected growth	90% of students meet or exceed expected growth
TEA	55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

Calculating:

$$\% \text{ of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students w/ an expected growth score (who completed the final assessment)}}$$

Calculating the Designation

Calculation for Designations Cut-Points in the Local Designation System

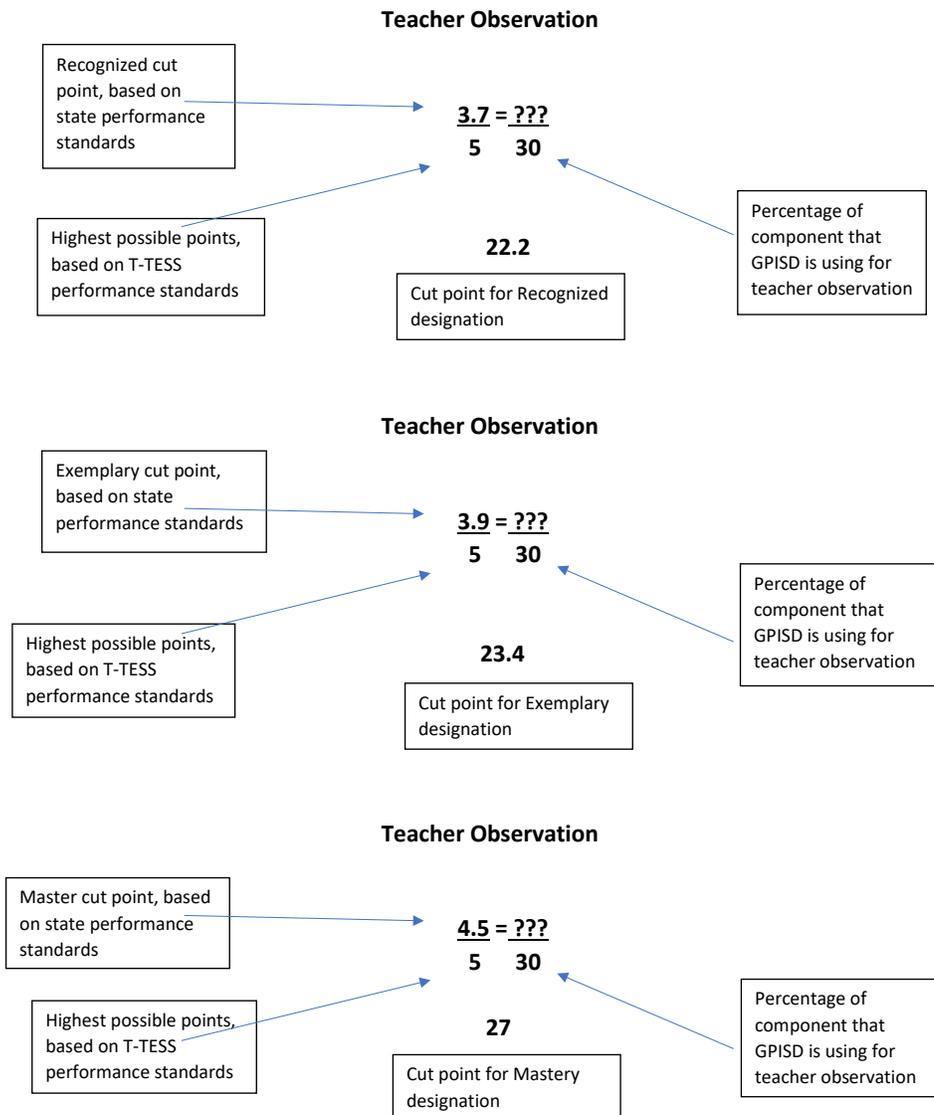
GPISD has used the performance standards along side the component weights to determine the cut-points for designations. The calculations are outlined below.

The overall scoring will be based on a 100 point scale with teacher observation having a max of 30 points and student growth having a max of 70 points.

Teacher Observation

Teacher Observation is weighted at 30% and has a max of 30 points for calculating the designation. For teacher observation, the performance standard for recognized is 3.7 out of 5. 3.7/5 gives us the ratio of .74. 30 * .74 gives us the cut-point for recognized as 22.2. Exemplary would have a cut-point of 23.4, using the performance standard of 3.9. Master would have a cut-point of 27, using the 4.5 performance standard. See Figure 1 for an illustration.

Figure 1



Teacher Observation Cut-Points

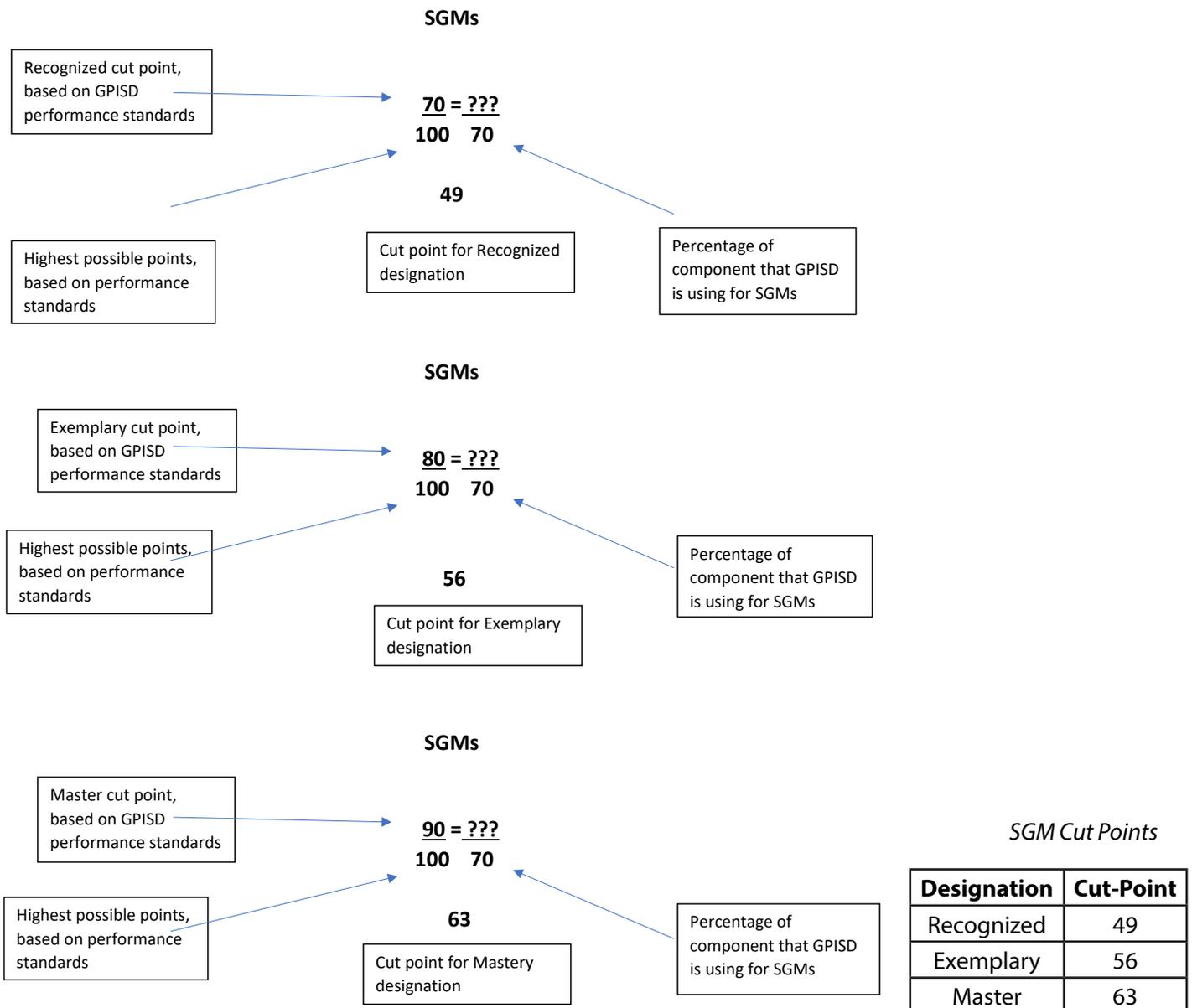
Designation	Cut-Point
Recognized	22.2
Exemplary	23.4
Master	27

Calculating the Designation

SGMs

SGMs are weighted at 70% and have a max of 70 points for calculating the designation. For SGMs, the GPISD performance standard for recognized is 70%. $70/100$ gives us the ratio of 0.70. $70 * 70/100$ gives us the cut-point for recognized as 49. Exemplary would have a cut-point of 56, using the GPISD performance standard of 80%. Master would have a cut-point of 63, using the 90% GPISD performance standard. See Figure 2 for an illustration.

Figure 2



Calculating the Designation

Calculating Designations

Using the cut-points identified above, the two weighted scores are combined for a total score identified in the table below. In order to be put forward for a designation, teachers must reach the cut-point total identified.

Designation	Teacher Observation	Student Growth	Total (min. score)
<i>Recognized</i>	22.2	49	71.2
<i>Exemplary</i>	23.4	56	79.4
<i>Master</i>	27	63	90

Housing TIA Scores

The district's professional learning management system will house the data for the TIA.

<https://eduphoria.galenaparkisd.com/authdistrict/login>



Spending Plan

Spending Plan

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i) (1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

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

Teacher Designation Award Amount Determinations

The funding available from the Teacher Incentive Allotment varies by designation. The exact amount of funding per teacher is determined by a formula that takes into account the designation earned, the level of socio-economic need at the teacher's assigned campus and whether the campus is rural. It is important to note that each allotment is recalculated by TEA annually, therefore it is possible that the total allotment awarded to each teacher will vary from one year to the next. In

some cases, the allotment may increase, in other cases, it may decrease.

At the time of this spending plan presentation, the average allotment for a Recognized designation is \$6,500, the average Exemplary designation allotment is \$13,000, and the average Master designation allotment is \$23,667. Allotments are calculated annually. For the most current funding determinations, please visit: <https://tiatexas.org/funding/>.

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are allotted.

- GPISD will distribute the required 90% to TIA designated teachers. The rationale for the distribution of TIA is to offer a competitive compensation package that retains and rewards the most effective teachers in the district. This includes compensating the highest performing teachers based on student growth. The stakeholders agreed on this plan as it will be a factor for recruitment and retention. Recruitment and retention is part of the district's goals.
- The remaining 10% of TIA allotment funds will go towards the designated employee's employer paid benefits such as TRS, Medicare, and Workers Compensation. It will also be used for professional development in T-TESS to improve instructional practices to better prepare teachers for TIA eligibility.

For National Board certified teachers, the spending plan is identical to the TIA spending plan.

Spending Plan

Frequency of Compensation

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

Teachers will receive TIA compensation in a one time payment, in addition to their final check of the year, by August 31st annually.

Impact of Compensation

TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits. TRS benefits are subject to TRS rules and regulations.

Movement of Designated Teachers

- If a Designated Teacher leaves the district prior to Winter Class Roster Verification (generally in February of each school year), there will be no adjustment needed as the allotment will follow the teacher. If the designated teacher leaves before Winter Roster Submission, the district understands that no allotment will be generated.
- If a Designated Teacher moves between campuses within GPISD during the school year, GPISD will provide TIA compensation to the designated teacher based on the campus where the Designated Teacher was assigned during Winter Class Roster.
- If a Designated Teacher moves into the district prior to Winter Class Roster Verification the Designated Teacher will receive TIA compensation based on the campus where the Designated Teacher was assigned during Winter Class Roster.
- If a designated teacher retires after Class Roster Winter Submission and after the end of the school year, they will receive their final allotment check, per the GPISD spending plan.

- If a designated teacher resigns or retires after Class Roster Winter Submission, but before the end of the school year, then their share of the allotment will be given to the designated teacher's campus for teacher compensation. It will be divided up between the teachers of the designated teachers grade level/ subject area.
- GPISD cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2023-2024 school year, but the teacher moves into an Assistant Principal position in the 2024-2025 school year, that teacher cannot be put forth for a designation because they are no longer serving in an eligible teaching position.

Note: If a TIA Designated Teacher is not employed by GPISD at the time of Winter Class Roster (typically in February of each year), then GPISD will not be responsible for paying TIA compensation to the Designated Teacher. In order for a Designated Teacher to receive TIA compensation, the Designated Teacher will need to work with their new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status.

Board Support

The Board of Trustees has acknowledged its support of the District taking the actions necessary to participate in the Teacher Incentive Allotment Program, including submitting an application, submitting a plan, and engaging in the plan development process with the State of Texas. The district's compensation plan will be included for Board approval of the budget in August of 2024.

TIA Policies & Procedures

GPISD Policies & Procedures

- Eligibility: All GPISD 4th grade through English II Reading/Language Arts and 4th through Algebra I Math teachers, on all campuses are eligible for a TIA designation.
- All eligible teachers must have a Bilingual or ESL certification to be considered for a TIA designation.
- All eligible teachers will receive an evaluation rating each year. All teachers will receive scored observations for domains 2 and 3.
- All eligible teachers will have data for student growth.
- All eligible teachers will be trained on the administration protocols for SGMs each year.
- Teachers are put forward for designations based on the prior years performance. Once designated, teachers may earn higher designations if they are Recognized or Exemplary.
- TIA compensation is based on the allotment amount prescribed by the state.
- All teacher resources have been posted to the [Galena Park ISD TIA web page](#).
- All disputes should be addressed through the district's grievance policy, which is outlined in [GPISD Board Policy DGBA \(Local\)](#).
- Please contact Holli Malloy (hmalloy@galenaparkisd.com) with any questions or concerns regarding TIA in Galena Park ISD.





Galena Park
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