



TEACHER INCENTIVE ALLOTMENT

January 2025
Updates & Reminders

ELIGIBLE TEACHERS

- **Teachers of Record for:**
 - **STAAR Tested Content**
 - Includes Special Education Teachers in Reading & Math
 - **Creative Writing**
 - **Mathematics Models with Applications**
 - **Pre-K 4**
- **Teachers must have a Bilingual or ESL Certification**

STUDENT GROWTH

Recognized Teacher	Exemplary Teacher	Master Teacher
70% of students meet or exceed expected growth	80% of students meet or exceed expected growth	90% of students meet or exceed student growth

2024-2025 Updates

All Eligible Teachers Must Have a Minimum of 5 Students

- **Change from 23-24 Minimum of 1 Student**

Phase I Teachers - Scored with the TEA Growth Chart

- **Change - $\frac{1}{2}$ point = $\frac{1}{2}$ point (23-24 scored $\frac{1}{2}$ = 1)**

Phase II Teachers -

- **STAAR Tests without a Growth Chart**
- **Half the Gap Model**

Academic Growth - By Teacher								2024 STAAR Assessment	May 2024 STAAR Mathematics, Grade			
2023 STAAR to 2024 STAAR								2023 STAAR Assessment	May 2023 STAAR Mathematics, Grade			
Annual Growth		2024 STAAR						Annual Growth Summary				
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL		# Tests	Points		
		2	9	5	6	15	4					
2023 STAAR	Low Does Not Meet GL	0	0	1	0	0	0		Tests Earning 0.0 point	17	0.0	
	1	[Group 36]	[Group 35]	[Group 34]	[Group 33]	[Group 32]	[Group 31]		Tests Earning 0.5 point	3	1.5	
	High Does Not Meet GL	1	1	1	0	0	0		Tests Earning 1.0 point	21	21.0	
	3	[Group 30]	[Group 29]	[Group 28]	[Group 27]	[Group 26]	[Group 25]		Total Annual Growth Points Earned (A)		22.5	
	Low Approaches GL	1	4	2	2	1	0		#Tests Included in Calculation (C)		41	
	10	[Group 34]	[Group 33]	[Group 32]	[Group 31]	[Group 30]	[Group 29]		Annual Growth Score		55	
	High Approaches GL	0	1	1	0	4	0		4545 Performance Summary			
		6	[Group 16]	[Group 17]	[Group 16]	[Group 15]	[Group 14]	[Group 13]		# Tests	Points	
		Meets GL	0	3	0	4	8	2		Tests Earning 0.0 point	2	0.0
		17	[Group 12]	[Group 11]	[Group 10]	[Group 9]	[Group 8]	[Group 7]		Tests Earning 1.0 point	2	2.0
		Masters GL	0	0	0	0	2	2		Total 4545 Points Earned (B)		2.0
		4	[Group 6]	[Group 5]	[Group 4]	[Group 3]	[Group 2]	[Group 1]		#Tests Included in Calculation		4
										4545 Performance Score		50
4545 Performance		2024 STAAR						Academic Growth Summary				
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL					
		1	1	2	0	0	0		Total Annual Growth Points Earned (A)		22.5	
2023 STAAR	Low Does Not Meet GL	0	0	1	0	0	0		Total 4545 Points Earned (B) x 0.25		0.5	
	1	[Group 36]	[Group 35]	[Group 34]	[Group 33]	[Group 32]	[Group 31]		Academic Growth Points Earned		23.0	
	High Does Not Meet GL	1	1	1	0	0	0		#Tests Included in Calculation (C)		41	
		3	[Group 30]	[Group 29]	[Group 28]	[Group 27]	[Group 26]	[Group 25]		Academic Growth Score		55

TEACHER OBSERVATION T-TESS

- TIA will only focus on the “observable” domains of T-TESS
 - Domain 2 - Instruction (2.1, 2.2, 2.3, 2.4, 2.5)
 - Domain 3 - Learning Environment (3.1, 3.2, 3.3)
- Each of the eight dimensions is scored on a scale of 1-5: For a possible total of 40 (then divided by 8 for final score)

Designation Level	Minimum Average Score Across Domain 2 and 3
<i>Recognized</i>	3.7 (74% of possible points)
<i>Exemplary</i>	3.9 (78% of possible points)
<i>Master</i>	4.5 (90% of possible points)

EXAMPLE 1 – Did Not Meet Minimum

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations			●			3
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture		●				4
						29
					Average Score	3.625

EXAMPLE 2 – Met Recognized

EXAMPLE 1	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations		●				4
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture		●				4
						30
					Average Score	3.75

EXAMPLE 3 – Met Exemplary

EXAMPLE 2	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge		●				4
2.3 Communication		●				4
2.4 Differentiation			●			3
2.5 Monitor and Adjust			●			3
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5
						32
					Average Score	4

EXAMPLE 4 – Met Master

EXAMPLE 3	5	4	3	2	1	
Dimension	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	(Score)
2.1 Achieving Expectations	●					5
2.2 Content Knowledge	●					5
2.3 Communication	●					5
2.4 Differentiation		●				4
2.5 Monitor and Adjust		●				4
3.1 Routines, Procedures		●				4
3.2 Managing Behavior		●				4
3.3 Classroom Culture	●					5
						36
					Average Score	4.5

Review What is Expected

INSTRUCTION DIMENSION 2.2 Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
The Teacher <ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	The Teacher <ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	The Teacher <ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	The Teacher <ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	The Teacher <ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).



Possible Sources of Evidence:

- Conferences and Conversations

TO EARN A DESIGNATION

**TEACHERS MUST MEET THE
MINIMUM IN BOTH
STUDENT GROWTH (70%) &
T-TESS (3.7)**

TIA PROCESS TIMELINE

- 2023-2024 First Data Capture Year
- October 2024 – Data Submission Due to TIA Texas Tech University
- April 2025 – Initial Designations and Allotments
- August 2025 – First TIA Approved Payouts
(Timeline remains the same for each year)
- Average Campus Allotment (5 years)
 - Recognized - \$6,415
 - Exemplary - \$12, 829
 - Master - \$23,382

An orange speech bubble with a white question mark and the word 'QUESTIONS' in white capital letters. The bubble has a small tail pointing downwards. The background is white with faint, light gray concentric circles and dashed lines.

QUESTIONS ?