



SOMERVILLE INDEPENDENT SCHOOL DISTRICT

TEACHER INCENTIVE ALLOTMENT GUIDE

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state **Teacher Incentive Allotment (TIA)** provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). Statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

Somerville ISD

***Dedicated** to empowering learning for every student, every day, by providing engaging, viable, and relevant curriculum.*

***Determined** to build strategic partnerships that foster a culture of learning for all.*

***Dynamic** leadership focused on attaining and retaining excellent teachers to pave the way for student success.*

***Devoted** to equity; closing the learning gaps by knowing every student by name, strength, and need.*



A Observation Criteria

The T-TESS total score is 45% of the TIA score to determine designation. Data is collected formally by the following district observation instruments:

Formal T-TESS Appraisal
<ul style="list-style-type: none"> • Minimum of one announced 45-minute observation • Domains 2-3 • Scored on 1-5 scale • Pre and Post conference required • Written summary required

T-TESS Scoring (1-5 point scale)

5	4	3	2	1
Distinguished	Accomplished	Proficient	Developing	Needs Improvement

**Student Centered
Centered**

Teacher



T-TESS Domain/Dimension Scoring

Domain	Dimensions	Scoring
Domain 2: Instruction	2.1 Achieving Expectations 2.2 Content Knowledge & Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor & Adjust	<ul style="list-style-type: none"> • Each dimension is scored on a 1-5 point scale as displayed in the above T-TESS Scoring chart. • Domain 2 and 3 total score is calculated by the average of all dimensions (rounded to the nearest hundredth).
Domain 3: Learning Environment	3.1 Classroom Environment, Routine, & Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture	

Total T-TESS Weighted Composite Score

The final T-TESS score is weighted with an emphasis on Domain 2 (Instruction) and Domain 3 (Learning Environment), as these domains include high yield instructional practices that have a high impact on student outcomes.

Domains are weighted as follows:

Domain 2: Instruction	Domain 3: Learning Environment
15%	

2020-2021 Teacher Performance Rubric

Domain	Dimension Description	Maximum Points
Domain 2: Instruction	Dimension 2.1: Achieving Expectations	5
Domain 2: Instruction	Dimension 2.2: Content Knowledge & Expertise	5
Domain 2: Instruction	Dimension 2.3: Communication	5
Domain 2: Instruction	Dimension 2.4: Differentiation	5
Domain 2: Instruction	Dimension 2.5: Monitor & Adjust	5
Domain 3: Learning Environment	Dimension 3.1: Classroom Environment, Routines, & Procedures	5
Domain 3: Learning Environment	Dimension 3.2: Managing Student Behavior	5
Domain 3: Learning Environment	Dimension 3.3: Classroom Culture	5
Average Score Across Domains (rounded up to the nearest tenth)		

Total TIA T-TESS

Average Score Across Domains 2 and 3	Total TIA T--TESS Score Points Earned
5	45
4.8	42
4.6	39
4.4	36
4.3	33
4.1	30
3.9	27
3.7	24
<3.7	0

Student Growth Measure

Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following enrollment criteria:

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

Teachers will be required to complete a PEIMS Membership Reconciliation process to ensure that class rosters are accurate.

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities. In order for teachers to receive a student growth measure, there must be at least fifteen (15) unique student growth records across assigned students and content areas.

Teachers will be required to complete a PEIMS Membership Reconciliation process to ensure that class rosters are accurate.

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area and will be measured by a beginning of the year (BOY) assessment compared to an end of the year (EOY) assessment:

- PK reading and mathematics will use the growth measures through CLI
- Kindergarten-2nd Grade reading and mathematics will use the growth measures through MClass/Amplify
- 4th-8th Grade reading and mathematics, Alg. 1, and ELA II will use the growth measures through BOY Interim STAAR/EOC and the end of the year STAAR/EOC
- 3rd grade reading and mathematics, 5th grade science, 8th grade science and social studies, ELA I, Biology, and U.S. History will use a growth score determined by the district using a pre/post test through BOY released STAAR/EOC assessments and the EOY STAAR/EOC

Students that are in the 8th grade and participating in high school courses should be assessed with the student growth instrument that corresponds to the high school course. For example, student growth for 8th Algebra I students will be calculated using the growth measure predicted by the state assessments.

Calculating Student Growth

For PK CLI tests, student growth is calculated as the percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration.

For K-2nd grade Reading and Math, the student growth is calculated as the percentage of student that meet or exceed their projected growth from the fall/BOY M-Class/Amplify test administration to the spring/EOY MClass/Amplify test administration.

For 4th-8th grade Reading and Math, Algebra I, and ELA I the student growth is calculated as the percentage of students that meet or exceed their projected growth from an initial assessment administration to the spring/EOY STAAR/EOC test administration.

For 3rd grade Reading and Math, 5th Science, 8th grade Science and Social Studies, ELA I, Biology, and U.S. History the student growth is calculated on a pre/post-test, as the percentage of students that meet or exceed their projected growth from an initial assessment administration to the spring/EOY STAAR/EOC test administration.

2021-2022 Teacher Student Growth Rubric

Student Growth	Total TIA Teacher Student Growth Points Earned
90% - 100%	40
85% - 89%	38
80% - 85%	36
75% - 79%	35
70% - 74%	34
65% - 69%	31
60% - 64%	29
55% - 59%	21
< 55%	0

2020-2021 Campus Student Growth Rubric

Student Growth	Total TIA Campus Student Growth Points Earned
90% - 100%	15
85% - 89%	14
80% - 84%	13
75% - 79%	12
70% - 74%	11
65% - 69%	11
60% - 64%	10
55% - 59%	9
< 55%	0

Evaluation System Overview & Teacher Categories

What components will be part of a teacher's evaluation for the TIA designation evaluation submission?

The TIA annual evaluation consists of three components:

- (1) Teacher performance (T-TESS rubric based on observations of practice)
- (2) Student Growth (student assessment growth results for the teacher of record)
- (3) Campus Growth (student assessment growth results for the campus)

Teacher Incentive Allotment Score Card

Category	T-TESS	45 Points of the Total Designation Score	Campus Growth	15 Points of the Total Designation Score	Student Growth	40 Points of the Total Designation Score	Total Possible Points
PK	Yes	45	CIRCLE	15	CIRCLE	40	100
K-2 Reading and Math	Yes	45	M-CLASS	15	M-Class	40	100
3 rd Reading and Math, 5 th Science, 8 th Science & S.S., ELA I, Biology, & U.S. History	Yes	45	STAAR/ EOC Interim and Released Test and Actual STAAR/ EOC	15	STAAR/ EOC Interim and Released Test and Actual STAAR/ EOC	40	100
4 th – 8 th Reading and Math, Algebra I, ELA II	Yes	45	Interim STAAR/ EOC and Actual STAAR/ EOC	15	Interim STAAR/ EOC and Actual STAAR/ EOC	40	100

TIA Designation Rubric

Designation	Campus Student Growth Points Range	Teacher Student Growth Points Range	T-TESS Points Range
Master	12 - 15	34- 40	36 - 45
Exemplary	11	29 - 33	30- 33
Recognized	10	21 - 28	24- 27

Designation	Total Combined Points range across Campus Student Growth, Teacher Student Growth and T-TESS
Master	89-100
Exemplary	80-88
Recognized	69-79