

Hays CISD



Teacher Incentive Allotment Handbook

2024-25 School Year

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Hays CISD

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2024-25 School Year

OVERVIEW OF THE STATE'S TEACHER INCENTIVE ALLOTMENT PROGRAM

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

For each classroom teacher with a teacher designation under TEC Section 21.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs and rural factor as determined below:

- (1) \$12,000, or an increased amount not to exceed \$32,000, for each *Master* Teacher;
- (2) \$6,000, or an increased amount not to exceed \$18,000, for each *Exemplary* Teacher; and
- (3) \$3,000, or an increased amount not to exceed \$9,000, for each *Recognized* Teacher.

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

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



Master Teacher

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

Exemplary Teacher

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

Recognized Teacher

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

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

National Board Certification

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

Duration of TIA Designations

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

The Designated teacher has the opportunity to move to a higher designation level during the five-year period if their performance qualifies them under a district's local optional teacher designation system (and the state approves the new designation). If this occurs, the five-year clock restarts for the teacher's designation. The designation is not tied to a specific grade, subject or



campus. Teachers can change their teaching assignment or move to another district and maintain their designation. If a teacher moves to a position in a district that is ineligible for TIA allotment funding (for example: assistant principal or district instructional coach position), then the teacher will maintain their designation for the five-year period, but no TIA funds will be generated by the state. If the teacher were to move back to a TIA eligible position within the five-year period, then the TIA allotment funds would flow from the state to the district and campus where the teacher is currently teaching.

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

STATE REQUIREMENTS FOR LOCALLY DESIGNED TIA PLANS

By law, there are two measures that must be used as part of the locally designed Teacher Designation System: (1) Teacher Observations and (2) Classroom Student Growth Measures. In addition, districts may choose to add additional factors in creating their locally designed Teacher Designation System. It is imperative that districts seek significant input from stakeholders, including classroom teachers, during the design process. Texas school districts must use at least 90 percent of each allotment for compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed. The remaining 10% of funds can be retained at the district level and used for costs associated with the locally designed designation system.

STATE TIMELINE FOR DETERMINING TIA DESIGNATIONS

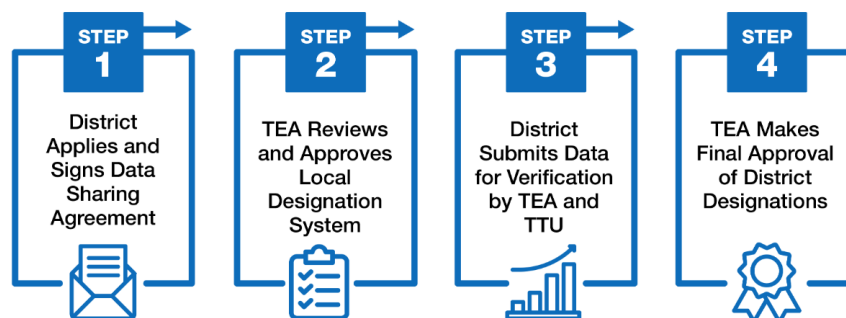
There is a four-step process required by the state to approve TIA designations. First, the district must submit a TIA application for approval to the Texas Education Agency. Upon approval of the district's application by TEA, the district will collect data to determine TIA designations according to their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

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

Upon completion of the data validation process, Texas Tech University will provide a final report to TEA, who will make the final determination whether the district's recommended designations are approved or denied. Note that no funds will be provided to teachers under this initiative unless



the state approves the district's recommended TIA designations in a given year. The state's four-step TIA approval process is depicted below:



STATE REQUIREMENTS FOR TIA FUNDING

Funding for teachers designated as *Recognized*, *Exemplary*, and *Master* under TIA will flow from the state to districts. As previously mentioned, the statute requires that 90 percent of the funds earned through the district's locally designed designation system be spent on teacher compensation on the campuses where the designated teachers work. TEC Section 48.114 (i)(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 allotment 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 campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status.

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

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

DEVELOPMENT OF THE TIA PLAN FOR HAYS CISD

Hays CISD engaged stakeholders in feedback and input on the locally designed teacher designation system. The district wanted a variety of stakeholder input on the design of the TIA Plan so teachers, principals, and district administrators were all included on the TIA Strategic Planning Committee. The district stakeholder committee made the final decisions about the TIA plans for

the district, as they were the primary architects of the system. The district stakeholder committee met numerous times to discuss decision points on the design of the system.

All feedback was incorporated into key decisions of the TIA plan including the measures to be included, weights, and cut scores for designations. The committee kept working to revise the plan until there was stakeholder consensus. After many meetings and intensive discussion, the District Strategic Planning Committee decided upon including a subset of teaching assignments in the TIA Plan for the 2024-25 school year. This decision was ultimately decided upon due to the availability of valid and reliable student growth measures in particular grades and subjects in the district. The TIA Steering Committee continues to meet throughout the school year to review and modify/expand the locally developed plan.

HAYS CISD'S LOCALLY DESIGNED TIA DESIGNATION SYSTEM

For the 2024-25 school year, the TIA plan for Hays CISD includes the following teaching assignments:

- Pre-K – 3rd Grade Reading Teachers (teacher of record)
- K - 3rd Grade Math Teachers (teacher of record)
- 4th-8th Grade Reading and Math Teachers (teacher of record)
- Algebra I/II and Geometry Teachers (teacher of record)
- English I/II/III Teachers (teacher of record)
- Grades 4-6 Spanish ELAR Teachers (teacher of record)
- 5th-8th Science Teachers (teacher of record)
- Biology Teachers (teacher of record)
- Intervention and Dyslexia Teachers

Hays CISD will utilize the state-adopted Texas Teacher Evaluation and Support System (T-TESS) for the Teacher Incentive Allotment to ensure a valid and reliable teacher observation instrument. Hays CISD will utilize CIRCLE, NWEA MAP, M-CLASS and the STAAR Transition Tables to determine classroom student growth in eligible teaching assignments.

Measures for Determining TIA Designations in Hays CISD

TEA has provided Statewide Performance Standards for the two required TIA measures (Teacher Observation and Student Growth) to assist districts in determining performance levels for the three levels of Designations. For the 2024-25 school year, the Hays CISD TIA Steering Committee has voted and approved adopting the Statewide Performance Standards as minimum criteria for a proposed Designations. The Statewide Performance Standards for Teacher Observation and Student Growth are as follows:



TEA Performance Standard #1 for Teacher Incentive Allotment:

Designation Level	Minimum Average Score Across Domains 2 and 3 of T-TESS
<i>Recognized</i>	3.7
<i>Exemplary</i>	3.9
<i>Master</i>	4.5

TEA Performance Standard #2 for Teacher Incentive Allotment:

Designation Level	Minimum Rating Required for each Dimension in Domains 2 and 3 of T-TESS
<i>Recognized</i>	Proficient
<i>Exemplary</i>	Proficient
<i>Master</i>	Proficient

TEA Performance Standard #3 for Teacher Incentive Allotment:

Designation Level	Minimum % of Students Who Meets or Exceeds Expected Growth
<i>Recognized</i>	55%
<i>Exemplary</i>	60%
<i>Master</i>	70%

Please note that the teacher must meet the minimum performance levels in all three Performance Standards in order to be recommended for a particular Designation level. For example, if a teacher meets the minimum requirement of *Master* with an average score of 4.5 on Domains 2 and 3 of T-TESS and they score at least Proficient on all 8 Dimensions of T-TESS, but the teacher only meets the minimum requirement on Student Growth for *Exemplary*, then the teacher would be recommended to the state as *Exemplary*.

*Note: TEA may update these Statewide Performance Standards at any time.

TIA Eligibility Requirements

In order to be eligible for the TIA, teachers must be coded as 087 (Teacher) per the Public Education Information Management System (PEIMS) description of codes for 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days required at 50-99% of the day and compensated for that employment. Teachers in these positions must also meet the eligibility requirements of the locally developed plan to be eligible for a Designation. This includes being employed by Hays CISD during PEIMS Snapshot dates.



Teachers who were previously Designated and move to a Role ID in PEIMS other than 087 will maintain their designation if their teacher SBEC certificate is valid; however, they will not generate annual allotment funding if they are not in a 087 teaching role for that year of service.

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

Determining the T-TESS Score:

T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration. T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students—and gauges the effectiveness of teachers requires a consistent focus on how students respond to their teacher's instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains.

To compute the summative T-TESS score for a teacher, the district will use a numerical process based on a 5-point rating scale. The district will utilize data from formal observations using T-TESS as well as walkthroughs to determine the summative T-TESS score. T-TESS dimension rubrics include specific descriptors of practices and 5 performance levels; *Distinguished*, *Accomplished*, *Proficient*, *Developing*, and *Improvement Needed*. The eight dimensions within Domains 2 and 3 (observable components) of T-TESS are noted below:

T-TESS Domains and Dimensions

- **Instruction (Domain 2)**
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)
- **Learning Environment (Domain 3)**
 - Classroom Environment, Routines and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)

Hays CISD will conduct at least **one 45-minute formal observation** for each eligible teacher. The district will also utilize data collected through **at least two walkthroughs** to determine the final T-TESS score. For the purposes of TIA, Hays CISD will convert the individual ratings on each of the 8 Dimensions of Domains 2 and 3 of T-TESS to a numerical score. *Distinguished* will be assigned a score of a “5”; *Accomplished* will be assigned a score of a “4”; *Proficient* will be assigned a score of a “3”; *Developing* will be assigned a score of a “2”; and *Needs Improvement* will be assigned a score of a “1”. The numerical scores will be averaged together equally for a



final numerical score. This will be a number between 1 and a 5 and rounded to the nearest hundredths decimal place (for example: 2.87, 3.66, etc).

At the end of the school year, the campus principal will utilize the scores on all observations and walkthroughs to assign a summative T-TESS score for the teacher. *Note: TEA requires that all teachers teaching in grades/subjects included in a district's TIA plan be evaluated during the 2024-25 school year. Therefore, any teacher that is eligible for a TIA designation cannot waive the T-TESS process for the 2024-25 school year even if the teacher does not wish to be considered for a TIA designation.

Determining the Classroom Student Growth Score:

As previously mentioned, for the 2024-25 school year, the district is using CIRCLE, NWEA MAP, M-CLASS and STAAR Transition Tables to calculate classroom student growth scores for the TIA plan. The table below indicates which assessments will be utilized for the district's calculation of student growth.

Eligible Teaching Category	Classroom Student Growth Measure(s)
Pre-K Teachers	% of students who met or exceeded expected growth using CIRCLE
K-3 Reading Teachers	% of students who met or exceeded expected growth using M-CLASS
K- 3 rd Grade Math Teachers; 5 th -8 th Grade Science Teachers; Biology Teachers; Geometry and Algebra 2 Teachers; English III Teachers	% of students who met or exceeded expected growth using NWEA MAP
4 th -8 th Grade Reading/Math Teachers Algebra I and English I/II Teachers Grades 4-6 Spanish ELAR Teachers	% of students who met or exceeded expected growth using STAAR Transition Tables
Intervention and Dyslexia Teachers	% of students who met or exceeded expected growth using STAAR Transition Tables/NWEA MAP and/or mCLASS

For each eligible teacher, the district will compute the percent of students who met or exceeded their expected growth target. The district will utilize the growth targets established by the vendor for NWEA MAP assessments. Specifically, the district will look at the Projected RIT score to determine whether a student met their expected growth target with the NWEA MAP assessment. The district will utilize the growth targets established by TEA for the STAAR Transition Tables. See TEA's website for more information regarding the STAAR Transition Table calculations. The



district will set the growth targets for CIRCLE and M-CLASS assessments based on historical data.

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

Middle and High School Course Requirements—In order for a secondary teacher to be eligible for a TIA designation, they must teach at least four class periods in an eligible teaching assignment. For example, if a high school teacher teaches one class period of Algebra I and six class periods of PE, then they would not be eligible for a TIA designation. If the teacher teaches four class periods in an eligible teaching assignment over the course of two days due to block scheduling, the teacher would be eligible.

Student Rosters—To be included in a teacher’s classroom student growth calculation for a year-long course, the student must be assigned to the teacher of record during each of the fall and winter PEIMS snapshots. All eligible teachers will be asked to verify rosters of students who are to be included in the TIA Growth Calculation.

Minimum Number of Scores—In order for the district to calculate a classroom student growth score for a teacher, there must be student growth data on at least 10 students. In most cases, there will be ample student growth scores to calculate a classroom student growth score; however, in some specialized settings there may be a small number of students.

Teachers with Multiple Subjects—Classroom student growth will be calculated based on all tests taken for each eligible teaching assignment/course. For example, if a teacher teaches both Algebra I and English II, then the growth measure will consist of all students in both courses. Below is an example for how classroom student growth calculations will be calculated based on multiple subjects for a secondary teacher.

Example: A teacher teaches 84 students in Algebra I and 67 students in English II. Of the 84 students in Algebra I, 66 students met or exceeded their expected growth on NWEA MAP. Of the 67 students in English II, 49 students met or exceeded their expected growth on NWEA MAP. To calculate the % of students who met or exceeded expected growth the district would use the following calculation:

$\frac{\text{Total \# of students who met expected growth}}{\text{Total \# of students who were included in calculations}}$

Using the example above, the computation would be $(66+49) \div (84+67) = \% \text{ of students who met or exceeded expected growth, or } 115 \div 151 = 76.15\%$.

If a teacher is self-contained in 5th Grade, then the growth measure would consist of all student scores for both Math and Reading. If elementary is departmentalized, then the



growth measure would consist of all student scores for the subject that the teacher is assigned to teach (for example: all 4th grade students may be assigned to one teacher for math instruction; therefore, the growth measure for this teacher would be all 4th grade math scores).

HAYS CISD'S PROCESS FOR ENSURING VALIDITY AND RELIABILITY OF TIA MEASURES

Measure #1: T-TESS

Hays CISD is committed to implementing T-TESS with fidelity to ensure validity and reliability of teacher observation scores. Hays CISD ensures that all teacher appraisers have been thoroughly trained and certified. In addition, teacher appraisers are recalibrated annually through the recertification process. Teacher appraisers are required to norm on scoring, using T-TESS either by conducting in-person observations or video scoring multiple times during the school year. District and campus administrators observe teachers and score them individually and then come together to discuss the evidence they collected during the observation and the final scores given. If during the calibration process the observation scores of individual raters are vastly different, then the district continues to practice this process until there is agreement, or interrater reliability, among evaluators.

Throughout the year the district analyzes observation data within a campus and across the district multiple times and looks for trends by grade level, content area, and by campus. If there are irregularities in the data that are related to teacher deficiencies, then the district provides additional PD and support to the teacher(s) in order to support them in growing their practice. Following observations, teachers are supported for specific rubric components by working with a mentor teacher or being placed in a coaching cycle with an instructional coach. If there are irregularities in the teacher observation data related to an appraiser issue, then the district provides additional training and support to the evaluator to ensure that the observation process is being implemented with fidelity.

The campus principal completes a teacher observation schedule at the beginning of the school year. After each observation, the appraiser holds a face to face (pending COVID protocols) post-conference with the teacher to review evaluation results and provide feedback. Walkthroughs are generally 15 minutes in length.

At the end of the school year, the campus principal assigns the final summative rating to the teacher in a data management system.

Measure #2: Student Growth

Hays CISD selected CIRCLE, NWEA MAP, M-CLASS and STAAR Transition Tables to ensure validity and reliability to the student growth measure process. The assessment team at our district



is responsible for ensuring that all assessments across the district are executed with fidelity. The district implements the STAAR assessments according to state guidelines to ensure integrity to the data collection process. Oversight is provided from the campus testing coordinator and district assessment office. Scoring of all assessments included in the student growth measure occurs electronically through an online data system. The district has protocols in place to ensure the security of all student assessments.

**Note: If a teacher is not implementing the student growth process with fidelity, the district reserves the right to exclude the teacher from TIA eligibility. The district will follow due process to determine whether there have been any violations.*

HAYS CISD'S TIMELINE FOR TIA DESIGNATIONS FOR 2024-25

Hays CISD's TIA application has been approved by TEA. The district will collect data to determine teacher designations for the locally designed TIA system during the 2024-25 school year. The district will calculate TIA designations based on data collected during the 2024-25 school year in summer/early fall 2025.

The district will then notify teachers if they qualify for a recommended designation under the locally designed system by November 2025. Through this notification process, the district will provide each teacher with written communication that indicates their summative T-TESS and classroom student growth scores.

Through the state's data validation process, the district will submit a list of teachers and their recommended Designation levels (that qualify for a Designation according to Hays CISD's plan) as well as teacher observation and student growth data for all eligible teachers to Texas Tech University by November 2025. Once Texas Tech University completes their analysis of Hays CISD's TIA dataset, Texas Tech University will send the final report to TEA. By February 2026, TEA will notify Hays CISD of approval/denial of the district's recommended teacher designations. If the district's recommended TIA designations are approved, TEA will notify the district in April 2026 of the specific allotment amounts by designation level at each campus in the district. By May 2026 the district will notify teachers if their recommended designations have been approved/denied by the state. If the district's recommendations are approved, Hays CISD will provide the TIA payments to teachers in July 2026. The state will then reimburse the district for the TIA expenditures beginning in September 2026.

*For TIA designations awarded for performance in the 2024-25 school year, Hays CISD will ensure that all data from the required measures will be gathered by the last day of the 2024-25 school year. Hays CISD district administration will review all data sources to ensure completeness of the data.

*National Board Certification data will be tracked in the district's Human Capital Management System. When Hays CISD submits recommendations for Designated teachers to Texas Tech University, the district will pull the list of National Board Certified Teachers (NBCTs) and recommend a TIA Designation of Recognized unless the teacher reaches a Designation level of Exemplary or Master under the District's locally-designed system. NBCTs will automatically



receive the Designation of Recognized even if the district's recommended Designations under the locally-developed system are denied.

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

HAYS CISD'S SPENDING PLAN FOR TIA FUNDING

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

- If a Designated Teacher leaves the district prior to Winter Roster Verification (generally in February of each school year) then the Designated Teacher will not receive any TIA funds because no TIA funds will be generated to the district from the state.
- If a Designated Teacher moves campuses within Hays CISD during the school year, then Hays CISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked during Winter Roster (generally in February).
- If a Designated Teacher moves to the district prior to Winter Roster Verification then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.

Note that Hays CISD 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 2024-25 school year, but the teacher moves into an Assistant Principal position in the 2025-26 school year, the district will not recommend a Designation and the state will not approve the TIA Designation.

The district has a board approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process. The TRS contributions and fringe benefits will be deducted from the 90% in part to ensure the TIA compensation is considered creditable compensation under TRS. Below is an example of a teacher's TIA payout:



Sample calculation: A teacher receives a TIA designation of Exemplary and the allotment amount provided to the district by the state is \$11,352. According to the Hays CISD TIA spending plan, the district will provide 90% of the funds to the teacher who earned the designation ($\$11,352 \times 90\% = \$10,216.80$). The district will deduct the TRS contribution and fringe benefits, which are calculated at \$1,642.35 for this specific teacher, (note that these numbers will vary by teacher based on a number of factors) from the 90%. Therefore, the teacher's actual TIA payout will be $\$10,216.80 - \$1,642.35 = \$8,574.45$.

The district will request that teachers currently employed with the district notify the HR Director upon completion of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification.

To look up the TIA allotment provided to each campus under this initiative, please visit www.TIATexas.org.

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

HAYS CISD'S COMMUNICATION PLAN FOR TIA

Hays CISD has worked hard to ensure that district and campus leaders, school board members, and teachers are able to articulate a clear understanding of the local teacher designation system. At the beginning of each school year Hays CISD will conduct faculty presentations about the TIA plan, including measures and weights as well as the minimum scores necessary to receive a TIA designation at each of the three levels of *Recognized*, *Exemplary*, and *Master*. As previously mentioned, during the development process of Texas's TIA plan, there was support from the district's stakeholders to move forward with the initiative. Any updates to the district's TIA plan or processes will be communicated to stakeholders throughout the school year. Teachers will have the opportunity to ask questions and develop a deep understanding of the plan components as well as "why" specific decisions were made by the committee. The school board has been kept informed of the plan development and have indicated their full support of this initiative. The board will publicly celebrate the approved Designated Teachers at the first board meeting after approval of designations from the state.

For more information on the district's TIA website at <https://www.hayscisd.net/TIA>. If you cannot find the information you are looking for, please contact the district's Human Resources office.



HAYS CISD'S SUPPORT OF TIA PLAN

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

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

- Individual Coaching & Mentoring
- Professional Learning Communities
- Professional Development

In addition, Hays CISD has a detailed plan to support designated teachers who are new to a campus in order to ensure that they are as highly effective at the new campus as they were at the campus where they earned their designation. Hays CISD will support designated teachers in their new roles to ensure that they maintain high-levels of performance. Hays CISD will continue to support teachers through PLCs. With this ongoing support, we anticipate more teachers to earn a designation each year, as well as designated teachers to move up in their designation level over time.

District leaders will use data on TIA Designated Teachers to inform staffing plans, professional development, and improve equity of access to effective teachers. Hays CISD will actively seek opportunities to move designated teachers to hard-to-staff campuses and teaching positions to meet this goal.

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

All teachers in Hays CISD are highly encouraged to seek National Board Certification.



NEXT STEPS FOR HAYS CISD'S TIA PLAN

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



