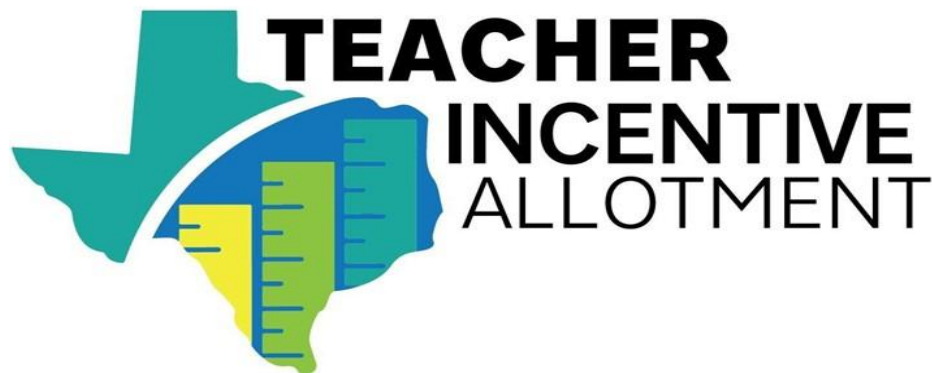




# TEACHER

## INCENTIVE ALLOTMENT

*Create. Empower. Lead.*



NTA Established by the 86<sup>th</sup> Texas Legislature through House Bill 3, the **Teacher Incentive Allotment (TIA)** was designed by the Texas Education Agency to recruit, support and retain highly effective teachers, particularly in high-needs and rural schools. The TIA provides a pathway to recognize and compensate high-performing teachers and serves as a great opportunity to honor the hard work and proven success of our Grand Prairie ISD teaching staff.

This field guide is intended to provide an overview of the implementation of TIA in Grand Prairie ISD.

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# Letter from Linda Ellis

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Grand Prairie ISD team is often recognized across the state and nation for innovation, school of choice, and success in closing achievement gaps. In 2019 the Texas Education Agency launched the Teacher Incentive Allotment (TIA) program, creating the opportunity for districts to offer monetary incentives for educators. I am excited to announce that GPISD will be taking advantage of this available state funding to financially reward our highest performing teachers.

Grand Prairie ISD students deserve the best, most committed teachers in Texas. TIA program will help us recruit and retain top educators. Our teachers' dedication is not only seen through the exceptional teaching and learning that takes place every day, but also through the relationships that are built with students, the mentoring and support that is offered, and the daily encouragement that leads to student success. TIA provides a standard evaluation to measure the impact of teachers across the state, and I know that ours will lead the way.

Teachers rarely choose this profession for the salary they will earn. The TIA will allow GPISD to reward and recognize our best and most successful educators in this most noble of professions. It is exciting to be able to supplement teacher earnings, and I am honored to work among more than 4400 of the very best educators in our state and nation. I look forward to celebrating GPISD staff members as they and their students benefit from this innovative program.



# Teacher Incentive Allotment Overview

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The Teacher Incentive Allotment (TIA) was designed by the Texas Education Agency to recruit, support and retain highly effective teachers, particularly in high-needs and rural schools. The TIA provides a pathway to recognize and compensate high-performing teachers and serves as a great opportunity to honor the hard work and proven success of our Grand Prairie ISD teaching staff.

Teachers who earn a distinction under the TIA will receive an **additional stipend** separate from the current Grand Prairie ISD pay structure. This stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

## *Master Teacher*

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.



## *Exemplary Teacher*

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.



## *Recognized Teacher*

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.



An alternate path to a TIA recognized designation is through **National Board Certification**. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. Grand Prairie ISD staff who have earned a National Board Certification should contact Grand Prairie ISD's Human Resource Department to provide the necessary documentation. To learn more about becoming a National Board Certified Teacher, please visit the [National Board for Professional Teaching Standards site](#).

# TIA Implementation in Grand Prairie ISD

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Grand Prairie ISD implemented the TIA system in phases, with the first phase planned for 2020-2021 school year. Implementation was paused until 2021-2022 due to the significant disruption of Covid-19.

During the 2021-2022 teacher eligibility for a TIA designation was available to reading and math teachers in K-8, English II and Algebra I at the following nine Cornerstone campuses:

- Austin Environmental Science Academy
- David Daniels Academy of Math and Science
- De Zavala Environmental Science Academy
- Moore College and Career Preparatory
- Ochoa STEM Academy @ Milam Elementary
- Travis World Language Academy
- Williams Elementary
- Digital Arts and Technology Academy @ Adams Middle School
- Grand Prairie High School

During the 2022-2023 school year, teacher eligibility for a TIA designation expanded to reading and math teachers in K-8, English II and Algebra I for all Grand Prairie ISD campuses.

During the 2022-2023 school year, teacher eligibility for a TIA designation was made available to the following teaching assignments at the nine Cornerstone campuses listed above:

- Pre-Kindergarten
- 5<sup>th</sup> - 8<sup>th</sup> Science, Biology, Chemistry, Physics,
- 6<sup>th</sup> - 8<sup>th</sup> Social Studies, World Geography, World History, US History, Economics, Government, MAS, AAS, AP US History
- English I, English III, English IV, AP Literature, AP Language
- Geometry, Algebraic Reasoning, Algebra II, Precalculus, AP Calculus, AP Statistics

During the 2023-2024 school year, teacher eligibility for TIA designation will expand to all of the teaching assignments listed above. At the nine Cornerstone campuses, the following teaching assignments will be implemented:

- Spanish II
- Principles of Arts, Audio/Video Technology, and Communications
- MS Art I, MS Band I, MS Choir I, MS Mariachi I, MS Orchestra I, MS Theater I
- 5<sup>th</sup> & 7<sup>th</sup> PE, Lifetime Fitness and Wellness Pursuits

Future phases of the TIA system will expand eligibility to additional teaching assignments. Each expansion phase will begin on the nine Cornerstone campuses with district-wide implementation the following year.

# Eligibility for TIA Designation

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To be eligible for a TIA designation a teacher must:

- Be coded with a role id of 087 within our local employee information system, which is reported to TEA through the Public Education Information Management System (PEIMS); and
- Receive district salary compensation that mirrors PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.
- Teach a TIA eligible course on a GPISD eligible campus [see [Appendix B.](#)]

## TEA Performance Standards

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To implement the Teacher Incentive Allotment, House Bill 3 requires the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the three designation categories - Master, Exemplary, and Recognized - yields reliable and comparable results across the state. The performance standards for T-TESS evaluations and student growth are listed below. TEA has established the following guidance on performance standards for T-TESS and student growth outcomes based on an analysis of statewide data.

### *Teacher Observation*

To be eligible for a TIA-designation, teachers must have a teacher observation during the data capture year.

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order to be eligible for a TIA-designation, teachers **must earn a rating of proficient or higher on *EACH* of the eight dimensions measured across Domains 2 and 3.**

In addition, based on an analysis of statewide T-TESS observation data, TEA has identified score averages across Domains 2 and 3 of T-TESS:

- Recognized designation  $\geq 3.7$
- Exemplary designation  $\geq 3.9$
- Master designation  $\geq 4.5$

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

### *Student Growth*

To be eligible for a TIA-designation, teachers must have student growth data from a TIA eligible course during the data capture year.

TEA established these expectations based on statewide performance expectations:

- Recognized designation  $\geq 55\%$
- Exemplary designation  $\geq 60\%$
- Master designation  $\geq 70\%$

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

GPISD uses statewide information as well as local data analysis to determine final teacher observation and student growth performance standards to be used in the local TIA designation system; final determination of teacher and student growth standards will be posted to the GPISD TIA website annually.

## Teacher Evaluation: T-TESS

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The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument.

### **Informal Observations:**

Evaluators conduct informal observations to provide teachers with constructive feedback to improve practice. Evaluators can observe teachers at any time, in any school setting, of any duration, and with any frequency deemed appropriate. Any observed actions, evidence, or artifacts may inform a teacher's evaluation.

### **Each appraisal shall include:**

- **One formal observation: Scheduled-fall semester**
- **One formal observation: Unannounced-spring semester**

The annual observation cycle runs in accordance with the District approved appraisal calendar.

A classroom observation will be the length of an instructional period, or a complete lesson within an instructional period, which consists of a **minimum** of 45 minutes of instruction.

For additional information on T-TESS Window and Due Dates for the 2023-2024 school year, see [Appendix A](#) in this field guide.

In order to determine teacher eligibility for TIA, Grand Prairie ISD will calculate T-TESS dimensions in Domains 2 and 3.

## ***Dimension & Domain Scores***

There are eight dimensions within Domain 2 (Instruction) and Domain 3 (Learning Environment):

### **Instruction (Domain 2)**

- Achieving Expectations (Dimension 2.1)
- Content Knowledge and Expertise (Dimension 2.2)
- Communication (Dimension 2.3)

- Differentiation (Dimension 2.4)
- Monitor and Adjust (Dimension 2.5)

### **Learning Environment (Domain 3)**

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

Each dimension is scored on a scale of 1-5:

- 1 (Improvement Needed)
- 2 (Developing)
- 3 (Proficient)
- 4 (Accomplished)
- 5 (Distinguished)

## ***Total T-TESS Composite Score***

T-TESS is worth 50% of the local designation plan and includes Domain (2) Instruction and Domain (3) Learning Environment. These domains were chosen because they have a significant impact on student improvement and instructional practices. The average of the eight dimensions of Domains 2 and Domains 3 (maximum value of 5) is converted to a 50-point scale by multiplying by 10. For information about the T-TESS Composite Score translation, see [Appendix C](#) in this field guide.

## **Student Growth Measure**

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

- teacher of record at beginning of the second grading period
- teacher of record at end of year (mid-May)

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 ten (10) unique student growth records across assigned students and content areas

For information about which courses will have an eligible student growth measure during the 2023-2024 school year, see [Appendix B](#) in this field guide.

## ***Student Growth Instrument***

The instrument used to measure student growth depends on the teaching assignment grade level and subject area.

The following student growth measures are utilized:

- MAP will be used for K-8 ELAR, English I, English II, English III, English IV, K-8 Math, Algebra I, Geometry, Algebraic Reasoning, Algebra II
- District Created Pre-test & STAAR/AP College Board Post-test will be used for 5<sup>th</sup> & 8<sup>th</sup> Science, Biology, 8<sup>th</sup> Social Studies, US History, AP US History, AP Calculus, AP Statistics, AP Language, AP Literature
- District Created Pre/Post test will be used for 6<sup>th</sup> Science, 7<sup>th</sup> Science, Chemistry, Physics, 6<sup>th</sup> Social Studies, 7<sup>th</sup> Studies, World Geography, World History, Economics, Government, MAS, AAS, Precalculus, Principles of Arts, Audio/Video Tech & Communications, Spanish 2, MS Art I, MS Band I, MS Choir I, MS Mariachi I, MS Orchestra I, MS Theater I
- CIRCLE will be used for Pre-Kindergarten
- FitnessGram for Physical Education

## *Calculating Student Growth*

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the collective percentage of students meeting growth (Fall snapshot of students in a teacher's class) to the spring (EOY) administration). For NWEA MAP, student growth is defined by NWEA growth measures for fall/BOY administration to the spring/EOY administration. For CIRCLE, the district will use local historical data, alongside feedback from stakeholders and district leaders, as well as the national data on this assessment, to set the growth target point increase from Wave 1 to Wave 3.

For District Created Pre-Test and STAAR Post Test or AP exam, student growth is calculated as quintile model, with the district establishing target growth for each quintile of students, to determine the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration (Fall snapshot of students in a teacher's class) to the spring (EOY) administration.

For District Created Pre-Test and Post Test, student growth is calculated as quintile model, with the district establishing target growth for each quintile of students, to determine the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration (Fall snapshot of students in a teacher's class) to the spring (EOY) administration.

## *Student Growth Composite Score*

Student Growth accounts for 50% of the overall TIA score. The percentage of students meeting growth is multiplied by 0.5 to convert the percentage to a 50-point scale. For information about the student growth outcome translation, see [Appendix C](#) in this field guide.

# TIA Scoring & Eligibility

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TIA designations are determined based on the TIA score, a weighted combination of the teacher observation and student growth. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year data analysis:

1. The total T-TESS teacher observation score is calculated for teachers using the T-TESS instrument.
2. The T-TESS score is translated to a 50-point scale (see [Appendix C](#))
3. The student growth score is calculated for teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the number of students meeting growth expectations across content areas divided by the sum of tested students across content areas.
4. The student growth score is translated to a 50-point scale (see [Appendix C](#)).
5. The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:
  - Total T-TESS weighted composite score component is 50% of TIA score
  - Student growth translated composite score component is 50% of TIA score
6. A Teacher's TIA score is evaluated to determine a designation, if applicable. Overall TIA Designation levels are set based on the point values found in [Appendix C](#) for additional information. Note, these are subject to adjustment based on final data analysis by GPISD to determine performance standards for the current school year.
7. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria:
  - if minimum performance criteria are met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to teacher's teaching certificate for a period of five years.
  - if minimum performance criteria are not met, TIA designation is not submitted to the State.

**Special note regarding National Board Certification:** Grand Prairie staff that possess a National Board Certification should contact GPISD's Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

*Once the District compiles the TIA information that is needed to comply with the annual validation requirement, the data must be submitted to TEA. At that point, TEA validates the data, and it remains as-is until the next annual validation cycle. Once TEA accepts and validates the data, the District cannot make an additional submission, either to correct an error or to provide information that was inadvertently omitted previously.*

# TIA Annual Scorecard

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Each year of the TIA evaluation cycle, teachers are provided an annual **scorecard**. The purpose of the scorecard is to provide transparency within Grand Prairie's TIA system. Grand Prairie ISD's DGBA policy is followed if complaints/grievances arise. TIA scorecards provide teachers with an individualized report of the annual TIA outcomes. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance as measured by the average of scores for each dimension in domains 2 & 3
- Percentage of students meeting growth outcomes

## TIA Evaluation Frequency

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Evaluation of teacher eligibility for a TIA designation is considered **annually**. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score is calculated, and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary TIA designation during 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023 if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal, student growth component, and leadership capacity minimums. Resubmission is required every 5 years to maintain TIA Designation.
- Teachers with an existing TIA designation **will be resubmitted for a higher designation** within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation - example, a teacher that earned a Recognized TIA designation during 2021-2022 could be submitted in 2022-2023 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal, student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

## TIA Campus Allotment Factors

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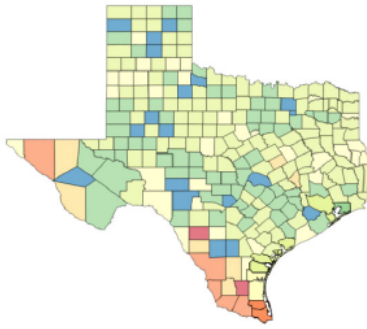
The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers **campus characteristics**, including student socioeconomic status and campus location:

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

## Designation Level



## Socio-Economic Level



## Rural Status

Rural

or

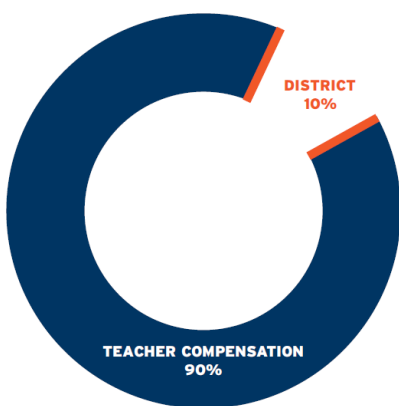
Not Rural

For more information about the TIA allotment calculations, see TEA's [Teacher Incentive Allotment](#) page. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see TEA's [Teacher Incentive Allotment Funding Map](#).

# Compensation

## *Distribution of Compensation*

The Teacher Incentive Allotment includes spending requirements outlined in TEC 48.112, including spending at least 90% of the TIA funds on teacher compensation on the campus where the designated teacher works and a maximum of 10% of the TIA funds to be used at a district level for costs associated with implementing TIA and/or for supporting teachers in earning designations.



***TIA-designated teachers in Grand Prairie ISD receive 90% of TIA funds.***

Grand Prairie ISD retains 10% of the TIA dollars to support district oversight of the implementation of TIA and ongoing development of TIA resources

## *Frequency of Compensation*

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

- TIA-designated teachers receive TIA compensation **annually**, prior to August 31<sup>st</sup>, based on their TIA designation and TIA state funding for their campus of assignment at Winter Roster Snapshot date.

## Impact of Compensation

TIA compensation stipends are eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefit and tax costs in excess of what TIA funding covers. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments, as well as the Teacher Retirement System (TRS). Please refer to [Appendix D](#) for Teacher Incentive Allotment (TIA) Compensation Plan.

## Annual TIA Evaluation Cycle

The T-TESS evaluation cycle is critical to ensure teachers are provided support in achieving and maintaining high levels of instructional effectiveness. See Grand Prairie ISD's board policy DNA, legal and local and DGBA legal and local for additional information. Therefore, Grand Prairie ISD has created a T-TESS Appraisal Calendar that provides the structure necessary for an efficient feedback structure. See [Appendix E](#).

## TIA Cohort C, E, F Timelines

Participation in the State's TIA compensation program requires that districts follow a series of activities to seek TEA approval of the locally developed program implementation. Timelines for Cohort C/D are provided below. Activities in bold text are complete.

### Cohort C Timelines



**Submit TIA application detailing locally developed system (by April 2020)**



**Receive TEA approval of TIA application (Summer 2020)**



**Data collection (SY 2020-2021) – delayed due to Covid-19**

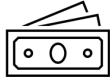
**Data collection (SY 2021-2022)**



**Data submission to Texas Tech for review (October, 2022)**



Final notification of data validity & reliability and approval of district TIA system (Spring 2023)



Initial TIA fund payout (Summer 2023)

### Cohort E Timelines



**Submit TIA application detailing locally developed system (by April 2022)**



**Receive TEA approval of TIA application (Summer 2022)**



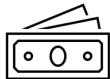
Data collection (SY 2022-2023)



Data submission to Texas Tech for review (October, 2023)



Final notification of data validity & reliability and approval of district TIA system (Spring 2024)



Initial TIA fund payout (Summer 2024)

### Cohort F Timelines



**Submit TIA application detailing locally developed system (by April 2023)**



**Receive TEA approval of TIA application (August 2023)**



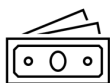
Data collection (SY 2023-2024)



Data submission to Texas Tech for review (October, 2024)



Final notification of data validity & reliability and approval of district TIA system (Spring 2025)



Initial TIA fund payout (Summer 2025)

## Helpful Resources

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### ***Grand Prairie ISD Resources***

If you have questions, please email [tia@gpisd.org](mailto:tia@gpisd.org)  
[GPISD Teacher Incentive Allotment site](#)

### ***External Resources***

[TEA HB3: Teacher Incentive Allotment Details](#)  
[TEA HB3: Teacher Incentive Allotment FAQ](#)  
[TEA Teacher Incentive Allotment](#)  
[TEA Teacher Incentive Allotment Funding Allotment Map](#)

# Appendix A: T-TESS Conference Protocols

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## T-TESS conference protocols:

- Prior to **scheduled** observations, the T-TESS evaluator will conduct a “pre-conference” meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context.
  - For staff new to GPISD, a Goal Setting and Professional Development Conference will be conducted as part of the pre-conference prior to the teacher submitting a goal setting plan.
- After each classroom/lesson observation, the teacher who was observed will receive a written summary and oral feedback from the individual evaluator in a “post-conference” meeting within 10 working days of the observation.
  - A written summative appraisal & conference will be held at least 15 days prior to the end of school to discuss overall performance for the year. Teachers will have the opportunity to provide evidence for the Teacher Responsibilities rubric prior to the summative conference.
  - Post-observation conferences following each observation may not be waived.
- At the beginning of the year, teachers will engage in personal goal setting and planning for professional development with their appraiser.
- Walkthroughs shall be conducted throughout the year. They are typically brief, non-scheduled, informal observations.
- Cumulative documentation will not be used in the formal observation but will be considered in the summative report. Cumulative documentation that may impact a teacher’s evaluation must be shared with the teacher within 10 working days.
- Any third-party information from a source other than the teacher’s supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser and shared with the teacher within 10 days of knowledge of the verified information.
- If the teacher wishes to have their response to documentation considered for appraisal purposes, their response must be provided to the appraiser within 10 working days.
- If a teacher’s principal/supervisor is unable to fulfill the appraisal process requirements, School Leadership must be notified and, in collaboration with the Human Capital Department, will assign another appraiser to serve as the teacher’s supervisor to complete the appraisal process.
- Teachers are provided one opportunity to waive the scheduled observation due to unforeseen circumstances. The appropriate form is required to be provided to the appraiser prior to the scheduled observation. A new pre-observation conference and observation will need to be rescheduled with the appraiser.

# Appendix B: TIA Designation Eligible Courses

## 2023-2024 TIA Eligible Courses at Cornerstone campuses

- Austin Environmental Science Academy
- David Daniels Academy of Math and Science
- De Zavala Environmental Science Academy
- Moore College and Career Preparatory
- Ochoa STEM Academy @ Milam Elementary
- Travis World Language Academy
- Williams Elementary
- Digital Arts and Technology Academy @ Adams Middle School
- Grand Prairie High School

130008200	Principles of Arts, Audio/Video Technology, Communications
02530003	Physical Education Grade 5
03823000	Physical Education Grade 7
PES00051	Lifetime Fitness and Wellness Pursuits
03440200	Spanish II
03154110	MS Art I
03154130	MS Band I
03154131	MS Choir I
03154132	MS Mariachi I
03154132	MS Orchestra I
03154140	MS Theatre I

## 2023-2024 TIA Eligible Courses at ALL GPISD campuses:

Service ID	Course	Year of Implementation: Cornerstone Campuses	Year of Implementation: All Campuses
02625001	ELAR-Kindergarten	2021-2022	2022-2023
02625010	ELAR-Grade 1	2021-2022	2022-2023
02625020	ELAR-Grade 2	2021-2022	2022-2023
02625030	ELAR-Grade 3	2021-2022	2022-2023
02625040	ELAR-Grade 4	2021-2022	2022-2023
02625050	ELAR-Grade 5	2021-2022	2022-2023
03200510	ELAR-Grade 6	2021-2022	2022-2023
03200520	ELAR-Grade 7	2021-2022	2022-2023
03200530	ELAR-Grade 8	2021-2022	2022-2023
03210530	English As A Second Language Grade 6	2021-2022	2022-2023
03200400	English As A Second Language Grade 7	2021-2022	2022-2023
03200500	English As A Second Language Grade 8	2021-2022	2022-2023
03200531	English Learners Language Arts-Grade 7	2021-2022	2022-2023
03200532	English Learners Language Arts-Grade 8	2021-2022	2022-2023
03220100	English I	2022-2023	2023-2024
03220200 / 03220207	English II	2021-2022	2022-2023
03220300	English III	2022-2023	2023-2024
03220400	English IV	2022-2023	2023-2024
A3220100	AP English Language and Composition	2022-2023	2023-2024
A3220200	AP English Literature and Composition	2022-2023	2023-2024
02640005	Math-Kindergarten	2021-2022	2022-2023
02640010	Math-Grade 1	2021-2022	2022-2023
02640020	Math-Grade 2	2021-2022	2022-2023

<b>02640030</b>	Math-Grade 3	2021-2022	2022-2023
<b>02640040</b>	Math-Grade 4	2021-2022	2022-2023
<b>02640050</b>	Math-Grade 5	2021-2022	2022-2023
<b>02820000</b>	Math-Grade 6	2021-2022	2022-2023
<b>03103000</b>	Math-Grade 7	2021-2022	2022-2023
<b>03103100</b>	Math-Grade 8	2021-2022	2022-2023
<b>03100500 / 3100507</b>	Algebra I	2021-2022	2022-2023
<b>03100600</b>	Algebra II	2022-2023	2023-2024
<b>03102540</b>	Algebraic Reasoning	2022-2023	2023-2024
<b>03100700</b>	Geometry	2022-2023	2023-2024
<b>03101100</b>	Precalculus	2022-2023	2023-2024
<b>A3100101</b>	AP Calculus AB	2022-2023	2023-2024
<b>A3100200</b>	AP Statistics	2022-2023	2023-2024
<b>02650500</b>	Science-Grade 5	2022-2023	2023-2024
<b>03060700</b>	Science-Grade 7	2022-2023	2023-2024
<b>03060800</b>	Science-Grade 8	2022-2023	2023-2024
<b>03010200</b>	Biology	2022-2023	2023-2024
<b>03040000</b>	Chemistry	2022-2023	2023-2024
<b>03050000</b>	Physics	2022-2023	2023-2024
<b>02870000</b>	Social Studies-Grade 6	2022-2023	2023-2024
<b>03343000</b>	Social Studies-Grade 7	2022-2023	2023-2024
<b>03343100</b>	Social Studies-Grade 8	2022-2023	2023-2024
<b>03320100</b>	World Geography Studies	2022-2023	2023-2024
<b>03340400</b>	World History Studies	2022-2023	2023-2024
<b>03340100</b>	United States History Studies	2022-2023	2023-2024
<b>A3340100</b>	AP United States History	2022-2023	2023-2024
<b>03310300</b>	Economics: Emphasis on Free Enterprise System	2022-2023	2023-2024
<b>03330100</b>	United States Government	2022-2023	2023-2024
<b>03380085</b>	Ethnic Studies: African American Studies	2022-2023	2023-2024
<b>03380084</b>	Ethnic Studies: Mexican American Studies	2022-2023	2023-2024
<b>01010000</b>	Pre-Kindergarten	2022-2023	2023-2024

# Appendix C: Overall TIA Designation Levels

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*Point minimums used in the calculations for the 2022-2023 school year are noted in the chart below. Anticipated point calculations for the 2023-2024 School Year remain the same. Listed are the preliminary minimum required thresholds for each designation level. Final decisions for designation levels for the 2023-2024 school year will be published in October of 2024.*

Minimum thresholds to achieve the final designation labels:

	Observation Score	Student Growth Score	Total Score
Recognized	3.7	55%	65
Exemplary	3.9	60%	69
Master	4.5	70%	80

Calculating the Total Score:

- Teacher Observation – 50 possible points
  - The scores on each of the eight dimensions in domains 2 &3 are averaged for an observation score between 0-5.
  - The score is then converted to a 50 point scale by multiplying by 10.
- Student Growth – 50 possible points
  - The percentage of students meeting growth is converted to a 50 point scale by multiplying by 0.5.

Sample calculation – A teacher with a T-TESS score of 3.9 and 60% of students meeting growth

$$\begin{aligned} 3.9 \times 10 &= 39 && \text{Met the minimum threshold for Exemplary Observation} \\ 60 \times 0.5 &= 30 && \text{Met the minimum threshold for Exemplary Student Growth} \\ \hline 69 \text{ total points} &= \text{EXEMPLARY} \end{aligned}$$

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*Notes:*

*A teacher may earn TIA Designation if they meet TIA minimum performance standards AND meet the overall TIA points earned for designation.*

*TIA scores and designation determinations will be submitted to Texas Tech University for validation. If the district does not pass data validation, NO designations can be conferred. Final designations will be conferred by TEA each spring.*

*TEA does not accept re-submissions if an error in calculations are discovered after the data has been submitted. The teacher is eligible for re-submission the following year.*

# Appendix D: GPISD Teacher Incentive Allotment Compensation Plan

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## *Distribution of Compensation*

Statute requires that 90% of Teacher Incentive Allotment (TIA) funds be distributed directly to teachers at the designated teacher's campus:

- The individual TIA-designated teacher will be allocated 90% of the teacher TIA dollars for distribution.

The District shall retain 10% of the TIA dollars to use as follows:

- To support district oversight of the implementation of TIA and ongoing development of TIA and resources.
- To provide instructional resources and professional development to support teachers in obtaining TIA Designations.

This same compensation plan will be used for designated teachers entering Grand Prairie ISD with a designation and distributed as described according to their campus assignment.

## *Frequency of Compensation*

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

- TIA-designated teachers will receive TIA compensation **annually** based on their TIA designation and TIA state funding for their campus of assignment at Class Roster Winter Submission.
- Compensation will be distributed prior to **August 31st**, provided all information is received per TEA's published timelines.

## *TRS Retirement Impact of Compensation*

TIA compensation amounts **will** be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

## *Deduction Information*

TIA compensation amounts received **will** include typical reductions from the allotment received to cover the cost of TRS, on-behalf payments, Medicare, Workers Compensation, and any other pertinent deductions.

## *Teachers Leaving Grand Prairie ISD*

If a teacher retires from Grand Prairie ISD after the Class Roster Winter Submission, the teacher will receive the funding amount allocated to them based on the TIA approved by TEA. These funds will be paid prior to August 31st. If a teacher leaves Grand Prairie ISD for reasons other than retirement after the Class Roster Winter Submission, the teacher will not receive the funding amount allocated to them based on the TIA approved by TEA. The departing teacher's home campus will receive the allocated funds to be distributed equally among the remaining designated teachers. If there are no other designated teachers on that campus, the allotted funds will be equally distributed among all teachers on that campus who were eligible to earn a designation.

# Appendix E: 2023-2024

## T-TESS Windows and Due Dates

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**1. GOAL SETTING AND SELF REFLECTION (must be submitted by ALL TTESS evaluated employees)**

Note: These are 2 items in Edugence (Goal Setting; Self Reflection Form)

Window: August 14 - September 22, 2023

Completed, Signed, and Submitted in Edugence: September 22, 2023

**2. OBSERVATION #1 (applies to ALL TTESS evaluated employees)**

Note: Scheduled with teacher (announced) highly recommended

Window: September 5 - December 19, 2023

Completed, Signed, and Submitted in Edugence: December 19, 2023

Additionally:

a. Pre-Conference

- Must be conducted prior to Observation #1.
- Must be completed, signed, and submitted in Edugence prior to Observation #1 taking place.

b. Post-Conference

- Must be completed within 10 business days of Observation #1 (ex: Observation #1 takes place Sept. 29 [Day 0] – Post-Conference due on or before Oct. 14).
- Must be completed, signed, and submitted in Edugence 10 business days after the date of Observation #1.

**3. OBSERVATION #2 (applies to ALL TTESS evaluated employees)**

Note: does not have to be announced

Window: January 19 (or at least three weeks after the completions of observation #1) – March 7, 2024

Completed, Signed, and Submitted in Edugence: March 7, 2024

Additionally:

b. Pre-Conference (must be conducted if Observation #2 is announced)

- If announced, must be conducted prior to Observation #2.
- If announced, must be completed, signed, and submitted in Edugence prior to Observation #2 taking place.

b. Post-Conference

- Must be completed within 10 business days of Observation #2 (ex: Observation #2 takes place Jan. 23 [Day 0] – Post-Conference due on or before Feb. 6).
- Must be completed, signed, and submitted in Edugence 10 business days after the date of Observation #2.

**4. EOY SUMMATIVE/CONFERENCE (applies to ALL TTESS evaluated employees)**

Window: March 18 – May 2, 2024

Completed, Signed, and Submitted in Edugence: May 2, 2024