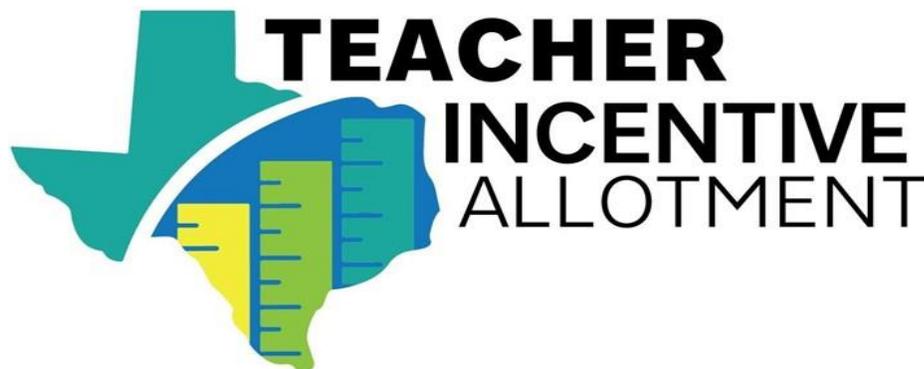




TEACHER

INCENTIVE ALLOTMENT

Create. Empower. Lead.



Established by the 86th 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

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

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

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 phase one, teacher eligibility for a TIA designation will be available to reading and math teachers in K-8, English II and Algebra I at the following nine 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

Future phases of the TIA system will expand eligibility to additional teaching assignments, including science, social studies, special education, CTE and fine arts as well as expansion to additional campuses across Grand Prairie ISD. Grand Prairie envisions every teacher to ultimately be eligible once all phases are complete.

Eligibility for TIA Designation

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 at one of the nine eligible GPISD 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 and teach one of the TIA eligible courses [see [Appendix B.](#)]

TEA Performance Standards

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 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 ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 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 local TIA designation

system; final determination of teacher and student growth standards will be posted to the GPISD TIA website in summer 2022.

Teacher Evaluation: T-TESS

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 (Complete by December 17).**
- One formal observation: Unannounced
 - Full Lesson/Refinement Area or
 - Submit video (full lesson to be recorded within the designated observation window)
- Teachers will participate in one scheduled formal classroom observation/evaluation which will be mutually scheduled by date and time, one time during the fall 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 Conference Protocols & T-TESS Evaluation Calendar for the 2021-2022 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 raw score on the eight dimensions of Domains 2 and Domains 3 is converted from a 40-point scale to a 50-point scale by multiplying by 1.25. For information about the T-TESS Composite Score translation, see [Appendix C](#) in this field guide.

Student Growth Measure

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's attendance meets an 85% attendance rate

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 2021-2022 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:

- Renaissance STAR 360 will be used for K-8 ELAR teachers, and English 2
- Renaissance STAR 360 will be used for K-8 mathematics teachers, and Algebra I

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 together to determine the collective percentage of students meeting growth.

Renaissance STAR 360 Growth Calculations

For Renaissance STAR 360 Growth, student growth is defined as student growth percentile (SGP) of 50 or greater for fall/BOY administration to the spring/EOY administration.

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined together to determine the collective percentage of students meeting growth.

Student Growth Composite Score

Student Growth accounts for 50% of the overall TIA score. The percentage of students meeting growth is multiplied by the total points possible (50 points) to determine the number of points awarded. For information about the student growth outcome translation, see [Appendix C](#) in this field guide.

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the teacher observation and student growth. In order 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 by multiplying the average of the 8 dimensions by 10 (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. Percentages are rounded to the nearest whole percent (no decimals).

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 below, see [Appendix C](#) for additional information. Note, these are subject to adjustment based on final data analysis by GPISD to determine performance standards for the 2021-2022 school year.
 - Masters – a minimum of 80 points
 - Exemplary – a minimum of 69 points
 - Recognized – a minimum of 65 points
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.

TIA Annual Scorecard

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 by dimension, domain, and total T-TESS weighted score
- Student growth outcomes
 - number of students meeting enrollment criteria across classes, course, and content areas
 - number of students meeting student growth
 - percentage of students meeting student growth
 - translated student growth composite score

TIA Evaluation Frequency

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

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.

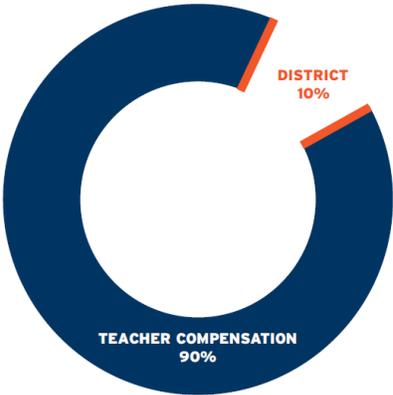


For more information about the TIA allotment calculations, see TEA’s [Teacher Incentive Allotment](#) page. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see TEA’s [Teacher Incentive Allotment Funding Map](#).

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 31st, 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/D 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/D 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

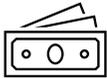
Data collection (SY 2021-2022)



Data submission to Texas Tech for review (November 1, 2022)



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



Initial TIA fund payout (Summer 2023)

Helpful Resources

Grand Prairie ISD Resources

If you have questions, please email 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: 2021-2022 T-TESS Conference Protocols & T-TESS Evaluation Calendar

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, the Area Superintendent 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.

**Grand Prairie Independent School District 2021-2022
Texas Teacher Evaluation And Support System (TTESS)**

**Subject to change due to COVID*

TTESS Evaluation Period: September 7-May 26

*Reflects required training at the start of the year

TWO formal evaluations are required for each teacher (2nd formal evaluation may be a video of a full lesson submitted to the appraiser)

Each campus will need to provide the annual TTESS update training for the campus prior to September 7

Teacher Self-Assessment and Goal Setting: August 11-October 1

Supervisors may elect not to evaluate teachers on the following dates:

- August 11-September 7 (3 week training window)
- October 8 & October 12
- November 19 & November 29
- December 17 & January 4
- January 14 & January 18
- February 18 & February 22
- March 11 & March 21
- April 14 & 19
- Days scheduled for state mandated assessments or other standardized tests
- Days scheduled for end of semester exams

TTESS end of year conferences/written copy/Form C to teachers: March 21-May 5

***15 business days prior to the last day of instruction:**

May 5

Second Appraisals: Request must be submitted in writing to the campus principal and Human Capital within 10 days of post conference (see Form D). Master Principals shall serve as second appraisers.

Teacher summative annual appraisal signed in Edugence (Digital copy): May 12

Appendix B: 2021-2022 TIA Designation Eligible Courses

- Kindergarten - 8th Grade Reading and Language Arts
- English 2
- Kindergarten - 8th Grade Mathematics
- Algebra I

Service Numbers	READING/LANGUAGE ARTS		MATH	Alternate Assessment
	English	ESL		
KINDERGARTEN	02625001		02640005	
GRADE 1	02625010		02640010	
GRADE 2	02625020		02640020	
GRADE 3	02625030		02640030	
GRADE 4	02625040		02640040	
GRADE 5	02625050		02640050	
GRADE 6	03200510	3210530	02640060/ 2820000	
GRADE 7	03200520	3200400/ 3200531	03103000	
GRADE 8	03200530	3200500/ 3200532	03103100	
ALGEBRA 1			03100500	3100507
ENGLISH 2	03220200			3220207

Need to determine whether a course is included in TIA-eligibility? Contact tia@gpisd.org.

Appendix C: Overall TIA Designation Levels

Anticipated point calculations for the 2021-2022 School Year.

Teacher Observation – 50 possible points

	Performance Standard <i>average on Domains 2 & 3</i>	Conversion to 50 point scale	Points earned
Master	4.5	4.5 x 10	45 points
Exemplary	3.9	3.9 x 10	39 points
Recognized	3.7	3.7 x 10	37 points

Student Growth – 50 possible points

	Performance Standard % of <i>students met growth</i>	Conversion to 50 point scale	Points Earned
Master	70%	70% x 50	35 points
Exemplary	60%	60% x 50	30 points
Recognized	55%	55% x 50	28 points

Overall TIA Designation Determination

	Observation	Student Growth	TOTAL
Master	45	35	80 points
Exemplary	39	30	69 points
Recognized	37	28	65 points

Note: A teacher may earn TIA Designation if they meet TIA minimum performance standards and meet the overall TIA points earned for designation. While included in the chart above to show how total points needed for Overall TIA designation levels was determined, there is not a minimum number of points required for the individual components of TIA.

Appendix D: GPISD Teacher Incentive Allotment Compensation Plan

PERFORMANCE PAY: TEACHER INCENTIVE ALLOTMENT (TIA)

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.

Appendix E: T-TESS Appraisal Calendar 2021-2022 School Year

August	Campus and District Administration receives overview of GPISD Teacher Incentive Allotment (TIA) Local Designation Plan, T-TESS Appraisal Calendar, GPISD Calibration Timelines & Protocols
August	Teacher Orientation to the Texas-Teacher Evaluation and Appraisal System (T-TESS) by campus administration. TIA eligible campuses receive GPISD Teacher Incentive Allotment Local Designation training.
September	Professional Goal Setting Form due for Principal approval within six weeks from the date of completion of the Orientation.
September – April	Begin Walk-Throughs (one per teacher per month)
April	All formal observations should be completed with the exception of a second observation by a different appraiser at the teacher’s request or teachers that are on Coaching Plans and/or late hires .
April	Administrator/supervisor will analyze cumulative data, coaching, and growth plans, observation documentation and teacher goals to initiate discussion on the end of year document
May	Review teacher performance data and student progress data to perform root cause analysis to identify and remediate areas of concern.
May 5, 2022	Final day to complete all EOY Appraisals for staff
May 12, 2022	Teacher summative annual appraisal (digital copy) signed in Edugence. Documentation of completion of all appraisal records for every employee due by last contract day.

Excluded Observation Days:

- All days prior to and after holidays
- Semester and Final Exam Dates
- Student Assessment Dates for STAAR, EOC, SAT, ACT, AP, as applicable