cfb TIA

TEACHER INCENTIVE ALLOTMENT

CARROLLTON-FARMERS BRANCH ISD

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Letter from Dr. Chapman

Dear Teachers,

Carrollton-Farmers Branch ISD believes that our teachers are the most important influence in improving student achievement. Recently, the Texas Education Agency launched the Teacher Incentive Allotment (TIA) program, creating the opportunity for districts to offer additional compensation and recognition to our highly effective educators for their work in the classroom. I am excited to announce that CFBISD is taking advantage of this available state funding to financially reward our teachers who earn this special designation.

In CFBISD, we have high expectations for ALL. We believe in excellence in all learning opportunities and a growth mindset for students, faculty, and staff. The TIA program will help us recruit, support, and retain highly effective educators across the district and by providing incentives for teachers to teach at traditionally hard-to-staff schools.

The funding per campus is determined by TEA based upon several factors including the campus's percentage of economically disadvantaged students. TIA provides a standard evaluation to measure the impact of teachers across the state, and I know that CFBISD educators will excel.

TIA will help us retain our strongest teachers in the classroom, where they make a difference every day with engaging and diverse learning. I am honored to work among the best educators in our state and nation and am looking forward to celebrating the CFBISD teachers who earn this designation.

Warm Regards,

Dr. John E. Chapman III

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Developed by CFBISD for implementation in the 2021-2022 school year, this program provides a pathway to financially recognize teachers who meet the district-developed criteria. CFBISD believes this is a great opportunity to honor the hard work and proven success of our teaching staff.

This is not meant to replace the district's current pay structure. For those who earn a distinction based on teacher observation, student growth data, teacher leadership and collaboration, and student survey results (grades 3-12), it will be an **additional state stipend.** As such, it is credited in the Teacher Retirement System and is used in retirement benefit calculations.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal, student growth performance, strong teacher leadership, and positive student survey responses that places them in a level commensurate with the top 30% 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. CFBISD staff that possesses a National Board Certification should contact CFBISD's Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards site for more information.

Exemplary Teacher

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

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of performance based on data from effective instructional practices, strong teacher leadership, high student growth, and positive student survey responses that place them in a level commensurate with the top 5% of teachers statewide.

Eligibility for TIA Designation

In order 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)
- 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 an eligible TIA course (see appendix A)

TEA Performance Standards

In order to be eligible for a TIA designation, TEA mandates that Teacher Observation and Student Growth are part of the designation system. In addition, they established performance standards for T-TESS and student growth outcomes.

Teacher Observation

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 the following average scores 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 ≥ 55%
- Exemplary designation ≥ 60%
- Master designation ≥ 70%

More information can be found in TEA's Student Growth Performance Standards document.

CFBISD 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; the final determination of teacher and student growth standards will be posted to the CFBISD TIA website in the fall of each year.

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.

Components of CFBISD's TIA System

Teacher Evaluation: T-TESS

The Texas Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement:

a. goal setting and professional development plan;
b. pre-conference, observation, and post conference (i.e., evaluation cycle); and
c. student growth.

Dimension & Domain Scores

Although there are 4 domains that are scored on T-TESS, only Domain 2: Instruction and Domain 3: Learning Environment will be used for the Teacher Observation component of TIA. Within these two domains, there are eight dimensions on the T-TESS instrument utilized to calculate the Teacher Observation component:

- **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 the following scale:

Distinguished = 5 points
Accomplished = 4 points
Proficient = 3 points
Developing = 2 points
Distinguished = 1 point

Teacher Observation: Weighted Composite Score

Teacher Observation accounts for 40 points of the TIA Overall Score. The total T-TESS score is a calculation of the 8 dimensions contained within Domain 2: Instruction and Domain 3: Learning Environment. These domains have a great impact on student achievement because the identified dimensions delineate effective instructional strategies that are directly observable in the classroom.

As per TEA guidelines, a teacher must have no score lower than proficient on any dimension within Domains 2 & 3.

Total Points will be determined by adding the point values for all dimensions in Domains 2 & 3. This component of CFB's Teacher Incentive Allotment is worth 40 points. Thus, the possible points earned equals the points earned for Teacher Observation. The average score will also be calculated and will be used to determine the "floor" for each designation.

Example:

Teacher Observation — T-TESS Domains 2 & 3								
Domain 2			Domain 3			Total Points for Domains 2 & 3	Possible Points	Points Earned
2.1	Accomplished	4	3.1	Distinguished	5	Total Points	40	34.00
2.2	Distinguished	5	3.2	Accomplished	4	34		
2.3	Accomplished	4	3.3	Accomplished	4			
2.4	Accomplished	4				Average Score		
2.5	Accomplished	4				4.25		
Domain 2 Subtotal		21	Domain 3 Subtotal		13			
Criteria: All scores Proficient or Above AND received an average score >= 3.5: Yes								

Student Growth Measure

Student growth is 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 PEIMS fall enrollment (late October), and
- teacher of record at the end of the year (mid-May).

Teachers are required to complete a Student Roster Verification process in October (beginning in 2022) and in May to ensure that class rosters are accurate.

Student growth is calculated at the teacher level and is combined across all assessed content areas for which the teacher has assigned teaching responsibilities. For the 2022-2023 school year, in order for teachers to receive a student growth measure, there must be at least five (5) unique student growth records across assigned students and content areas.

For information about which courses have an eligible student growth measure during the 2021-2022 school year, see Appendix A in this field guide.

Student Growth Instrument

In Phase 1, the instrument used to measure student growth is Measures of Academic Progress (MAP).

- MAP Growth Reading (English) is used for Kindergarten through 10th grade ELAR teachers
- MAP Growth Reading (Spanish) is used for K-5 grade bilingual teachers who instruct their students in Spanish
- MAP Growth Language Arts is used for any 4th and 6th grade teacher who teaches writing only
- MAP Growth Mathematics is used for Kindergarten through 10th grade mathematics teachers
- MAP Growth Science is used for 4th through 8th grade science teachers

Middle school students participating in high school courses will be assessed with the student growth instrument that corresponds to the high school course.

In Phases 2 & 3, the instrument used to measure student growth is a pre- and post-test.

Calculating Student Growth

For MAP Growth, student growth is calculated as the percentage of students that meet or exceed their MAP projected growth from the 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: Weighted Composite Score

To determine points for this component:

- Determine the number of students who met or exceeded their growth target
- Divide that number of students identified in bullet 1 by the number of students in your class on PEIMS Snapshot Day and the end of the year. This will be calculated to the nearest hundredth (2 decimal places) and rounded to the nearest whole number.
- Multiply that percentage times 40 (points associated with Student Growth). This also will be calculated to the nearest hundredth (2 decimal places) and rounded to the nearest whole number.

Example:

Student Growth				
Students Who Met Growth Target	Total # of Students Tested	Percentage	Possible Points	Points Earned
35	44	80	40	32
Criteria: A minimum of 5 eligible students received sores at BOY & EOY AND Growth Percentage is >= 55%: Yes				

Teacher Leadership & Collaboration

Dimension & Domain Scores

There are eight dimensions on the T-TESS instrument utilized to calculate the Teacher Leadership & Collaboration component:

- **Planning (Domain 1)**
    - Standards and Alignment (Dimension 1.1)
    - Data and Assessment (Dimension 1.2)
    - Knowledge of Students (Dimension 1.3)
    - Activities (Dimension 1.4)

- **Professional Practices and Responsibilities (Domain 4)**
    - Professional Demeanor and Ethics (Dimension 4.1)
    - Goal Setting (Dimension 4.2)
    - Professional Development (Dimension 4.3)
    - School Community Involvement (Dimension 4.4)

Each dimension is scored on the following scale:

Distinguished = 5 points
Accomplished = 4 points
Proficient = 3 points
Developing = 2 points
Distinguished = 1 point

Teacher Leadership: Weighted Composite Score

A maximum of 20 points are possible for this Domain. The total score across Domains 1 & Domains 4 is converted from a 40 point scale to a 20 point scale. To find the points for this component,

- Find the sum of the 8 components
- Divide the sum by 2 (as 20 is ½ of 40) to find the percentage of points earned

As with Student Growth, this will be calculated to the nearest hundredth (2 decimal places), and scores will be rounded to the nearest whole number.

Teacher Leadership & Collaboration - T-TESS Domains 1 & 4								
Domain 1			Domain 4			Total Points for Domains 1 & 4	Possible Points	Points Earned
1.1	Distinguished	5	4.1	Accomplished	4	**36**	**20**	**18**
1.2	Accomplished	4	4.2	Distinguished	5			
1.3	Accomplished	4	4.3	Distinguished	5			
1.4	Accomplished	4	4.4	Distinguished	5			
Domain 1 Subtotal		17	Domain 4 Subtotal		19			
Criteria: All scores Proficient or Above: Yes								

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the composite scores for the following components: Teacher Observation, Student Growth, and Teacher Leadership & Collaboration. In order to determine annual teacher eligibility for TIA designations, the following steps are completed during the district-level end-of-year data analysis:

1. The total Teacher Observation (Domains 2 & 3) weighted composite score is calculated for all teachers evaluated with the T-TESS instrument.

2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment and data criteria. The percentage is calculated based on the sum of students meeting growth expectations across content areas and the sum of

tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).

3. The total Teacher Leadership & Collaboration (Domains 1 & 4) weighted composite score is calculated for all teachers evaluated with the T-TESS instrument.
4. The TIA score is calculated based on the weighted combination of teacher observation, student growth, teacher leadership and collaboration and student experience outcomes:
    - Total Teacher Observation weighted composite score component is 40% of the TIA score
    - Student growth translated composite score component is 30% of the TIA score
    - Teacher Leadership and Collaboration is 30% of the TIA score for Kindergarten through 2nd grade teachers and 20% for 3rd through 12th grade teachers
    - Student Experience is 10% of the TIA score for 3rd through 12th grade teachers
5. CFBISD uses statewide performance standards as well as local data analysis to determine the overall total number of points required for each of the three TIA designation leels (recognized, exemplary, and master). Final points will be published in Fall 2022.
6. 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 is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to the teacher's teaching certificate for a period of five years.
    - if minimum performance criteria is not met, TIA designation is not submitted to the State.

Special notes regarding National Board Certification:

- CFBISD staff that possess a National Board Certification should contact Personnel Services to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.
- Teachers who hold National Board Certification are eligible to earn higher TIA designations based on the steps outlined above.

TIA Annual Scorecard

In September or October of each year of the TIA evaluation cycle, teachers are provided an annual **scorecard**. The purpose of the scorecard is to provide transparency within CFBISD's TIA system. TIA scorecards provide teachers with an individualized report of the annual TIA outcomes based on their performance.

Timelines & Resources

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 will be calculated and the teacher has an opportunity to meet TIA eligibility:

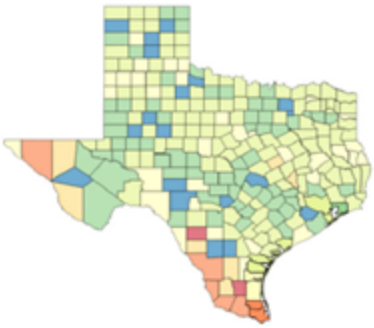
- Teachers with an existing TIA designation will not be resubmitted annually for designation within their five-year valid TIA designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary TIA designation during 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023.
- 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's performance earns a higher TIA designation - example, a teacher that earned a Recognized TIA designation during 2021-2022 would be submitted in 2022-2023 for a Master TIA designation if they earn a qualifying Master TIA score.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

Compensation

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.

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.

Distribution of Compensation

Statute requires that 90% of TIA funds be used for teacher compensations for teachers at the designated teachers' campus:

- The individual TIA-designated teacher will be allocated 70% of the teacher TIA dollars for distribution.
- The other 20% will be consolidated at the campus level and then evenly distributed among other high-performing teachers (PEIMS 087) that meet the District's criteria for high performance. The District's criteria is described below.

The District shall retain 10% (0% at high needs campuses) of the TIA dollars to use as follows:

- to support district oversight of the implementation of TIA and ongoing development of TIA resources.

For campuses with higher need, the district may increase the distribution to the TIA-designated teacher to 85% and the remaining 15% would be used for distribution to other teachers who meet the District's requirement as high-performing in order to greater incentivize high performing teachers to teach at these high-need campuses. Designations for high needs campuses will be reviewed on an annual basis and may change from year to year.

High needs campuses for CFBISD for the 2021-2022 school year, are based upon the free/reduced percentage at each campus. At the elementary level, campuses whose population is ≥ 90% economically disadvantaged will be designated as high needs. At the secondary level, schools with ≥ 80% economically disadvantaged will qualify for this designation.

High needs campuses for the 2021-2022 school year are Carrollton Elementary, Central Elementary, McWhorter Elementary, Sheffield Elementary, Field Middle School and Long Middle School.

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

Funds Paid to Other High Performing Teachers

The following components and percentages are used to determine those receiving the 20% (or 15% for high needs campuses) designated for other high performing teachers:

Components to Determine 20% Allocation (15% for High Needs Campuses)	
Component	**Percentage**
Teacher Observation	70%
Student Growth	0%
Teacher Leadership & Collaboration	20%

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to 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 from the PEIMS snapshot.
- Other teachers designated as high-performing by CFBISD will receive TIA compensation **annually** based on their TIA designation and TIA state funding for their campus of assignment at Class Roster Winter Submission. Amounts will vary depending on the number of TIA-designated teachers employed at the campus.
- Compensation will be distributed in the **August** paycheck, 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.

TIA Allotment Amount

Teachers campus assignment at the Winter Class Roster Verification Date (typically late February) is used to determine TIA allotment amount. TEA calculates campus allotment amounts annually. More information is available at the TEA TIA website.

Annual TIA Evaluation Cycle

The T-TESS evaluation cycle is critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Orientation - T-TESS & TIA	August	• Training on TIA and T-TESS observation instrument • Principal communicates school & district goals to inform teacher goal setting
BOY Student Assessment	August-September	• MAP Growth - Reading, Writing, Math and Science
T-TESS Goal Setting Conference	September-October	• Evaluator and teacher review and agree on goals and professional learning plan
T-TESS Walkthrough Observations	September-April	• Two 10 minute observations, Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written/electronic feedback required
45 Minute T-TESS Observation w/ Conference	September-April	• One 45-minute observation • Focus on T-TESS Domains 2 & 3

		and their eight dimensions ● Written/electronic feedback and conference required
BOY Student Validation	October	● Teachers validate student rosters
MOY Student Assessment	December-January	● Not utilized for TIA ● Ability for teachers to evaluate student growth and determine next steps
Summative T-TESS Evaluation	March-May	● Review of all four T-TESS domains ● Written feedback and conference required
EOY Student Assessment	April-May	● MAP Growth - Reading, Writing, Math, and Science
EOY Student Validation	April-May	● Teachers validate student rosters
End of Year Data Review	May-June	● Teachers review and reflect on student growth goals and student growth outcomes ● Campuses and departments compile data for final TIA evaluation process
Evaluation Rating & TIA	June-August	● District analyzes T-TESS and student growth data ● District finalizes TIA scores and determines TIA designation eligibility
Data Verification Audit	September/October	● Teachers receive final TIA scores and designation eligibility

TIA Cohort D Timelines (Phase 2)

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. As part of TIA Cohort D, the district has completed, or will be completing in the future, the following activities for Phase 1:

- ☐ Access the TIA system application and additional guidance posted by TEA (November 1, 2020)
- ☐ Submit TIA application detailing locally developed system (by April 15, 2021)
- ☑ ~~Receive TEA feedback on TIA application submission (June 12, 2021)~~

- ☐ Resubmit TIA application responding to TEA's feedback and additional system refinement (by July 15, 2021)
- ☐ Receive TEA approval of TIA application (August 21, 2021)
- ☐ 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 (February 2023)
- ☐ Initial TIA fund payout (June 2023)

TIA Cohort E Timelines (Phase 3)

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. As part of TIA Cohort D, the district has completed, or will be completing in the future, the following activities for Phase 1:

- ☐ Access the TIA system application and additional guidance posted by TEA (November 1, 2021)
- ☐ Submit TIA application detailing locally developed system (by April 15, 2022)
- ☐ Receive TEA feedback on TIA application submission (June 12, 2022)
- ☐ Resubmit TIA application responding to TEA's feedback and additional system refinement (by July 15, 2022)
- ☐ Receive TEA approval of TIA application (August 21, 2022)
- ☐ Data collection (SY 2022-2023)
- ☐ Data submission to Texas Tech for review (November 1, 2023)
- ☐ Final notification of data validity & reliability and approval of district TIA system (February 2024)
- ☐ Initial TIA fund payout (August 2024)

To increase the number of teachers eligible for inclusion in TIA, CFBISD will expand its TIA program with future cohorts. The district has completed, or will complete in the future, the following activities with Cohort F for Phase 3:

- ☐ Access the TIA system application and additional guidance posted by TEA (November 1, 2022)
- ☐ Submit TIA application detailing locally developed system (by April 15, 2023)

- ☐ Receive TEA feedback on TIA application submission (June 12, 2023)
- ☐ Resubmit TIA application responding to TEA's feedback and additional system refinement (by July 15, 2023)
- ☐ Receive TEA approval of TIA application (August 21, 2023)
- ☐ Data collection (SY 2023-2024)
- ☐ Data submission to Texas Tech for review (November 1, 2024)
- ☐ Final notification of data validity & reliability and approval of district TIA system (February 2024)
- ☐ Initial TIA fund payout (June 2024)

Additional Cohorts will be included to include additional content areas following the schedule below:

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<tr><td>2022-2023</td><td>Award Year</td><td>Data Capture Year</td><td>Planning Year</td></tr>
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Additional Resources

CFBISD Resources

CFBISD Teacher Incentive Allotment Website

CFBISD TIA Campus Allocations

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: 2020-2021 Phase 1 TIA Designation Eligible Courses

Sorted alpha by PEIMS course name. PEIMS course Service-ID code is provided in parenthesis.

Algebra I (03100500)
Algebra II (03100600)
English Language Arts and Reading, Kindergarten (02625001)
English Language Arts and Reading, Grade 1 (02625010)
English Language Arts and Reading, Grade 2 (02625020)
English Language Arts and Reading, Grade 3 (02625030)
English Language Arts and Reading, Grade 4 (02625040)
English Language Arts and Reading, Grade 5 (02625050)
English Language Arts and Reading, Grade 6 (03200510)
English As A Second Language, Grade 6 (03210530)
English Language Arts and Reading, Grade 7 (03200520)
English As A Second Language, Grade 7 (03200400)
English Language Arts and Reading, Grade 8 (03200530)
English As A Second Language, Grade 8 (03200500)
English I (03220100)
English I For Speakers Of Other Languages (03200600)
English II (03220200)
English II For Speakers Of Other Languages (03200700)
Geometry (03100700)
Mathematics, Kindergarten (02640005)
Mathematics, Grade 1 (02640010)
Mathematics, Grade 2 (02640020)
Mathematics, Grade 3 (02640030)
Mathematics, Grade 4 (02640040)
Mathematics, Grade 5 (02640050)
Mathematics, Grade 6 (02640060)
Mathematics, Grade 7 (03103000)
Mathematics, Grade 8 (03103100)
Reading Elective, Grade 6 (03273410)
Reading Elective, Grade 7 (03273420)
Reading Elective, Grade 8 (03273430)
Science, Grade 4 (02650400)
Science, Grade 5 (02650500)
Science, Grade 6 (03060600)
Science, Grade 7 (03060700)
Science, Grade 8 (03060800)
Spanish Language Arts and Reading, Kindergarten (02562005)
Spanish Language Arts and Reading, Grade 1 (02562010)
Spanish Language Arts and Reading, Grade 2 (02562020)
Spanish Language Arts and Reading, Grade 3 (02562030)
Spanish Language Arts and Reading, Grade 4 (02562040)
Spanish Language Arts and Reading, Grade 5 (02562050)
Writing, Grade 6 (82000605)

Appendix B: TIA Compensation Plan

Statute requires that 90% of TIA funds be used for teacher compensations for teachers at the designated teachers' campus:

- The individual TIA-designated teacher will be allocated 70% of the teacher TIA dollars for distribution.
- The other 20% will be consolidated at the campus level and then evenly distributed among other high-performing teachers (PEIMS 087) that meet the District's criteria for high performance. The District's criteria is described below.

The District shall retain 10% (0% at high needs campuses) of the TIA dollars to use as follows:

- to support district oversight of the implementation of TIA and ongoing development of TIA resources.

For campuses with higher need, the district may increase the distribution to the TIA-designated teacher to 85% and the remaining 15% would be used for distribution to other teachers who meet the District's requirement as high-performing in order to greater incentivize high performing teachers to teach at these high-need campuses. Designations for high needs campuses will be reviewed on an annual basis and may change from year to year.

High needs campuses for CFBISD for the 2021-2022 school year, are based upon the free/reduced percentage at each campus. At the elementary level, campuses whose population is ≥ 90% economically disadvantaged will be designated as high needs. At the secondary level, schools with ≥ 80% economically disadvantaged will qualify for this designation.

High needs campuses for the 2021-2022 school year are Carrollton Elementary, Central Elementary, McWhorter Elementary, Sheffield Elementary, Field Middle School and Long Middle School.

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

Funds Paid to Other High Performing Teachers

The following components and percentages are used to determine those receiving the 20% (or 15% for high needs campuses) designated for other high performing teachers:

Components to Determine 20% Allocation (15% for High Needs Campuses)	
Component	**Percentage**
Teacher Observation	70%
Student Growth	0%
Teacher Leadership & Collaboration	30% - K-2 20% - 3rd-12th

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to 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.
- Other teachers designated as high-performing by CFBISD will receive TIA compensation **annually** based on their TIA designation and TIA state funding for their campus of assignment at Class Roster Winter Submission. Amounts will vary depending on the number of TIA-designated teachers employed at the campus.
- Compensation will be distributed in the **August** paycheck, 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 Carrollton-Farmers Branch ISD

If a teacher retires from CFBISD 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 CFBISD 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.