



CANUTILLO ISD

TIA GUIDEBOOK

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This is a working document and is subject to change.

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TEACHER INCENTIVE ALLOTMENT

Overview



The Texas Education Agency's Teacher Incentive Allotment (TIA) was established by House Bill 3 (HB 3), which was passed by the 86th Texas Legislature in 2019 and signed into law by Governor Abbott on June 11, 2019. The goal of the TIA is to provide a realistic pathway to a six-figure salary for teachers to help recruit, support, and retain highly effective teachers in all schools, particularly in high-needs and rural schools.

HB 3 established the TIA to recognize effective teachers on three different levels: Recognized, Exemplary, and Master. These teacher designations generate additional teacher-focused allotment funding for districts for them to reward their top performers (<http://tiatexas.org>).

Teachers earn designations through two different routes:

- National Board Certification (automatic Recognized designation)
- Local Teacher Designation System (TEC Sec. 21.3521)

Canutillo ISD's implementation began during the 2021-2022 school year. The TIA provides a pathway to financially recognize top teachers and serves as a terrific opportunity to honor the hard work of Canutillo ISD's teachers.

This **will not** replace the district's current pay structure. A stipend, paid with funds received from TEA, will be issued to those who are eligible for compensation under TIA. The TIA payment is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.

TIA IN CANUTILLO ISD

Why is Canutillo ISD Participating in the TIA?

Participation in the Teacher Incentive Allotment (TIA) allows Canutillo ISD to continue its history of *attracting and retaining high quality teachers*. In addition, TIA provides a counteroffer to teachers in the area that could be recruited by local industry or larger school districts. An incentive such as this allows the District to match those higher salaries and encourage teachers to join and remain with the District.

As educators, the district knows that an effective teacher is the single most crucial factor for student achievement. This is why the district consistently passes pay raises for teachers each year. Canutillo is district-wide Title 1. By allowing teachers to show their effectiveness through this plan we can continue to reward them for their service to this low socio-economic community. One area of our district's annual strategic plan is to "increase student achievement" we believe participating in TIA helps us accomplish this goal by attracting effective teachers to the district with higher compensation and keeping the effective teachers we already have by maintaining competitive salaries. Our teacher workforce has been pivotal in Canutillo earning consecutive A ratings because of their belief that all children can learn. They are committed that no child goes backward. Our goal with TIA is to keep our teachers, assist them in increasing their earning power by serving low socio-economic students and help them continuously improve in their profession with coaching and strong professional development. TIA provides a pathway to this goal.

DESIGNATIONS

What is a Designation?

House Bill 3 (HB 3) established the Teacher Incentive Allotment (TIA) to recognize effective teachers at three distinct levels: Master, Exemplary, and Recognized. These teacher designations generate additional teacher-focused allotment funding for districts to reward and retain their most effective teachers.

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. The Recognized Designation can be earned through the Local Teacher Designation System or through National Board Certification.



DESIGNATIONS

Pathways to Designation

The Recognized designation may be earned 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. Canutillo ISD staff who possess a National Board Certification should contact the Human Resources Department to provide the necessary documentation.

National Board Certification

National Board Certification **automatically qualifies** any teacher for Recognized designation regardless of teaching assignment, but the **teacher must be PEIMS-coded as 087**. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards site](#) for more information.

National Board Certified Teachers (NBCTs) are eligible to earn a Recognized designation if they meet the following criteria:

- Hold an active National Board certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.
- Once earned, the designation will remain active until the July following the expiration of the National Board certificate.
- NBCTs are eligible for higher designations through the Local Teacher Designation System.

National Board teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

Local Teacher Designation System

Teachers are eligible to earn a designation through a local designation system if they meet the following criteria:

- Employed by the recommending district in a role ID coded as 087.
- Employed and compensated by the recommending district in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.
- Teachers with an existing designation will not be submitted to a lower TIA designation within their five-year valid TIA designation period.

All designated teachers are eligible to generate an allotment for their district if they meet the following criteria:

- Employed and compensated by a Texas school system in a role ID coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Reported by the Texas school system in a role ID coded as 087 during that year's Class Roster Winter Submission in February.

DESIGNATIONS

Local Designation System Requirements

House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations.

The designation system must include both a teacher observation and a student performance component:

- **Teacher Observation based on T-TESS** – Must include a complete observation cycle. If the observation is not completed for any reason, this negates eligibility.
- **Student Growth Measures Determined by the District.** These can include pre- and post-tests, and value-added measures. District application must show evidence of validity and reliability.

The systems must be submitted to TEA for approval and undergo a data-validation process, which will be conducted by Texas Tech University. As part of the validation process, Texas Tech will:

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

Canutillo ISD's Local Designation System

The designation system in Canutillo ISD includes the following components:

Teacher Observation based on T-TESS: Teachers in the TIA Eligibility Band will receive a full evaluation, including a formal observation. The results of the End of Year summative evaluation scores in domains 2 and 3 will be used to fulfill this component.

Student Growth Measures: In 2023-2024 growth measure will be based on:

- Pre-Kindergarten: CIRCLE. Teachers in the eligibility band administer CIRCLE as scheduled by the district. The district calculates the individual student growth.
- Kindergarten: TXKEA. Teachers in the eligibility band administer TXKEA as scheduled by the district. The district calculates the individual student growth.
- Grade 2: TPRI-TEJAS LEE. Teachers in the eligibility band administer TPRI-TEJAS LEE as scheduled by the district. The district calculates the individual student growth.
- Grades 1 & 3 Reading: ISIP. Teachers in the eligibility band administer ISIP as scheduled by the district. The district calculates the individual student growth.
- Grades 4-8, English 1, English 2, Algebra I: STAAR Transition Tables. Teachers in the eligibility band administer STAAR as scheduled by the state. Self-contained elementary teachers will have student growth calculated based on Reading and Math scores. The state calculates and provides Canutillo ISD with the STAAR Transition Tables.

DESIGNATIONS

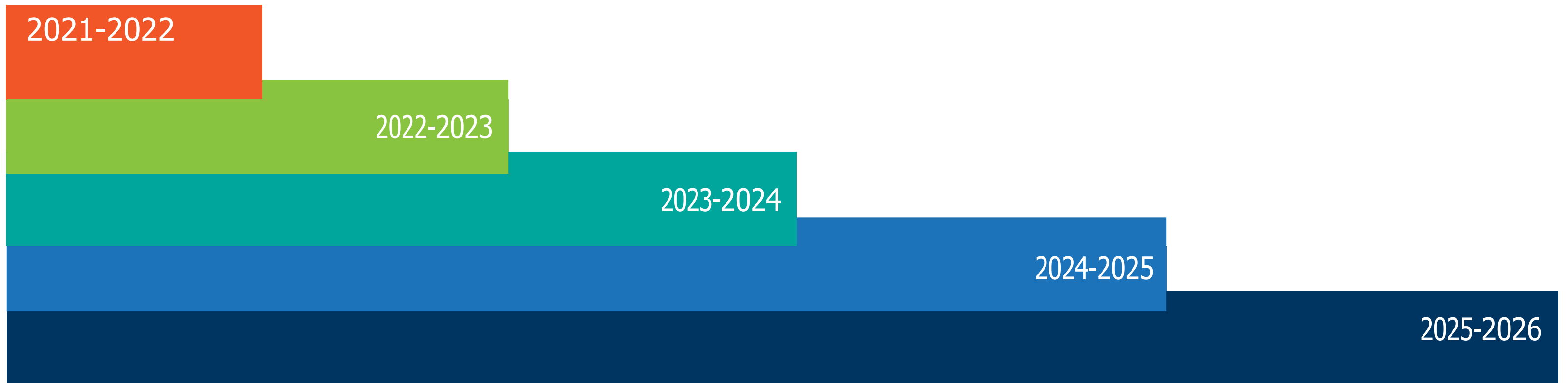
- 3rd Math, 5th & 8th Science, 8th Social Studies, Biology, and US History: district created/STAAR. Teachers in the eligibility band administer a district created pre-test in the Fall. Teachers administer STAAR/STAAR EOC as scheduled by the state. The district calculates student growth.
- English 3, English 4: STAAR Renaissance 360. Teachers in the eligibility band administer STAR 360 as scheduled by the district. The vendor calculates the individual student growth.
- Self-Contained Special Education Teachers with STAAR ALT. Teachers in the eligibility band administer STAAR ALT as scheduled by the state. The state calculates and provides Canutillo ISD with the STAAR transition table for growth.
- Special Education Teachers who provide inclusion services or teach resource classes: Students are associated to SET teachers according to TEAMS rosters and/or service provider listings verified with the Special Education department. When necessary, multiple grade level student data is correlated to complete teacher data profiles according to the assessments listed for the students belonging to the SET teacher.
- AP Human Geography, AP Statistics, AP Calculus, AP Physics, AP Computer Science Principles (23-24): District Created/AP College board. Teachers in the eligibility band administer a district created pre-test in the Fall. Students complete AP exams as scheduled by the college board in Spring. The district calculates student growth.
- 3,4,6,7 Science, 6,7 Social Studies: District Created pre/posttest. Teachers in the eligibility band administer a district created pre-test in the Fall and Spring. The district calculates student growth.

More information about the calculation of student growth measures is included [here](#).

ELIGIBILITY

Phased-in Approach

Canutillo ISD envisions every teacher to be eligible for this additional funding. However, Canutillo ISD does not currently have growth measures in all grades and subjects. The phased-in approach provides the District time to develop growth measures in other subject areas and to pilot them to ensure validity and reliability. Once a teacher's eligibility band is added, it is part of the designation system indefinitely.



2022-2023: Data Capture Year for the eligibility band. Data capture will happen every year a new eligibility band is added.



Teaching assignments may be added periodically to increase eligibility. The phased-in approach is subject to change.

TEA PERFORMANCE STANDARDS

Requirements for Designations

To implement the Teacher Incentive Allotment, House Bill 3 also 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:

Teacher Performance

TIA establishes a **priority emphasis** on Domains 2 and 3 (Instruction and Learning Environment) of the T-TESS rubrics. 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 during the data capture year.

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 earn a student growth outcome 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](#).

Final District Standards subject to change.

The District’s Teacher appraisal and student growth outcomes are reviewed alongside the State’s Performance Standards as well as available State and National Data to determine the district’s final TIA cut points. Once analysis is complete, information is made publicly available.

TEACHER EVALUATION

Requirements for Designations

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:

1. Goal setting and professional development plan;
2. Pre-conference, observation, and post-conference (i.e., appraisal cycle); and
3. Student growth

For the Texas Incentive Allotment (TIA), Canutillo ISD calculates T-TESS dimension scores and an average score for the 8 Dimensions in Domains 2 and 3 of T-TESS. This calculation includes walkthroughs, informal classroom visits, and observation evaluation data. If any of these components are not completed for any reason, this can impact eligibility. Please check with your campus administrator for questions regarding completion of the evaluation process.

Dimension Scores

There are eight dimensions in Domains 2 and 3 on the [T-TESS rubric](#):

Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation

- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3)

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

Each dimension is scored on a scale of 1-5 in the order as follows:

1. Improvement Needed
2. Developing
3. Proficient
4. Accomplished
5. Distinguished

STUDENT GROWTH MEASURE

Requirements for Designations

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

- **Teacher of record at beginning of year (October snapshot date)**
- **Teacher of record at end-of-year assessment (April/May)**

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities. If any of the assessment components are not completed for any reason, this can impact eligibility. Please check with your campus administrator for questions regarding completion of the assessment process. 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.

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area. [All indicated TIA assessments must be administered to all students within the grade level/subject cluster to facilitate district data collection.](#)

Opting out of administering the assessment is not an option.
The assessment clusters are:

- CIRCLE is used for Prekindergarten.
- TXKEA is used for Kindergarten.
- TPRI-TEJAS LEE is used for 2nd grade.
- ISIP (I-Station Reading) is used for 1st and 3rd grade.
- STAAR Growth Measure is used for 4-8 Reading, Math, Algebra I, English I and English II.
- District Created Pre-Test/STAAR and STAAR EOC is used for 5th and 8th Science, 8th Social Studies, Biology, and US History.
- RENAISSANCE STAR 360 is used for English 3, English 4.
- STAAR ALT is used for self-contained special education teachers, where available.
- District Created Pre-Test/AP Exam is used for AP Human Geography, AP Statistics, AP Calculus, AP Physics, and AP Computer Science Principles (23-24).
- District Created Pre-Test/Post-Test is used for 3rd, 4th, 5th, 7th Science and 6th, 7th Social Studies

Calculating Student Growth

For CIRCLE growth, student growth is calculated as the percentage of students who **meet or exceed their locally determined projected growth** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration. 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 CIRCLE using the gap closure model calculation.

For TXKEA, student growth is calculated as the percentage of students who **meet or exceed their locally determined projected growth** from the fall (BOY) administration to the spring (EOY) administration. The district will determine a student growth target using the gap closure model based on the fall (BOY) pre-test and determine if the spring (EOY) post-test meets the student growth target.

For TPRI-TEJAS LEE, student growth is calculated as the percentage of students who **meet or exceed their locally determined projected growth** from the fall (BOY) administration to the spring (EOY) administration. The district will determine a student growth target based on the fall (BOY) pre-test and determine if the spring (EOY) post-test meets the student growth target using the gap closure model calculation.

For ISIP, Students are placed in Tier 1, 2 or 3. Lexile levels are an indicator of student growth or regression. Tier movement reports of scale scores are used to determine students who **meet or exceed their projected growth**.

For STAAR GROWTH MEASURE & STAAR ALT, student growth is calculated by the state as the percentage of students who **meet or exceed their projected growth**, calculated by TEA using transition tables, from the prior year STAAR/STAAR ALT administration (October snapshot of students in a teacher's class) to the spring (EOY) administration.

For District Created Pre-Test and STAAR Post Test, student growth is calculated as the percentage of students that perform at the same passing proficiency level or higher when comparing the fall/BOY to the spring/EOY administration.

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.

For District Created Pre-Test and STAAR Post Test, student growth is calculated based on the number of students who perform at the same passing proficiency level or higher when comparing the fall/BOY to the Spring STAAR score.

For AP exams, student growth is calculated based on students administered the fall/BOY released AP exam and the summative AP exam in May. Students considered for growth must score a 3, 4, or 5 on the AP exam gaining college credit.

For District Created Pre-Test and Post Test, student growth is calculated based on the number of students who perform at the same passing proficiency level or higher when comparing the student projected growth from the fall (BOY) pre-test to the spring (EOY) post-test.

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 (or exceeding) growth.

Student Growth Measure Integrity

It is important to the integrity of Canutillo ISD's TIA System that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students can demonstrate their full potential on student growth measures, the following conditions must be met:

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of Canutillo ISD's TIA system. To maintain student growth measure security and confidentiality:

- Student growth measure test content should not be shared/discussed.
- Student growth measure test administration procedures should be followed exactly as provided by the test provider.
- Student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration.
- Students must be actively monitored during student growth measure test administrations.
- Students may not receive assistance to complete student growth measures, beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, RTI).
- Suspected educator misconduct must be reported in a timely manner.

Serious Student Growth Measure Testing Violations

The following educator conduct represents serious student growth measure testing violations to security and confidentiality:

- Directly or indirectly assisting students with responses to test questions
- Tampering with or falsifying student responses
- Discussing or disclosing test content or student responses, except as needed for data analysis and/or instructional decision-making.
- Duplicating, recording, or electronically capturing test content or student responses, unless authorized to do so by test provider.
- Exempting or preventing a student from participating in student growth measures
- Failing to implement sufficient procedures to prevent student cheating.
- Encouraging or assisting an individual to engage in any conduct described above.
- Failing to report an individual that has engaged in or is suspected of engaging in any conduct described above.

SCORING AND ELIGIBILITY

District Process

TIA designations are determined based on the TIA score, a weighted combination of the teacher observation dimensions (the 8 dimensions of domains 2 and 3) and the student growth score. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

1	<p>The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:</p> <ul style="list-style-type: none">• T-TESS Domains 2 and 3 weighted composite score component is 40% of TIA score.• Student growth composite score component is 60% of TIA score.
2	<p>Overall, TIA Designation score chart used to identify three levels of designations of teachers. Note: the district may include requirement that performance minimums to hold the overall TIA Designation.</p>
3	<p>The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA cut points. Once analysis is complete, information is made publicly available. Individual teacher data is then verified to ensure that the component scores meet the District's performance criteria:</p> <ul style="list-style-type: none">• If performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is reflected in the teacher's Texas teaching certificate for a period of 5 years.• If performance criteria is not met, TIA designation is not submitted to the State.

TIA Designation Score Chart

For exemplar purposes only: Final District Standards subject to change.

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA cut points. Once analysis is complete, information is made publicly available.

TIA Performance Standards for Student Growth from TEA

(Percentage of students who meet or exceed projected growth)

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

TIA Performance Standards for Teacher Observations from TEA

(Average of the 8 Dimensions of Domains 2 and 3 of T-TESS EOY Conference)

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

TIA Cut Points, for exemplar purposes only:

A minimum performance score on individual components may be required to earn designation. Final points required for TIA designation may be reevaluated each year by the district to ensure TIA system is valid and reliable and has accurately reflects the year.

OVERALL TIA SCORE	TIA DESIGNATION LEVEL
78 - 100	MASTER
67 - 77	EXEMPLARY
63 - 65	RECOGNIZED
0 - 62	NOT DESIGNATED

Student Growth Cut Points

TIA Level	TIA Perf. Std. % of students who meet/exceed projected growth	Student Growth Points = % of Scores Met or Exceed Growth * 60 points
Recognized	55%	55% * 60 points = 33points
Exemplary	60%	60% * 60 points = 36 points
Master	70%	70% * points = 42 points

Teacher Observation Cut Points (Domains 2 and 3)

TIA Level	TIA Perf. Std.	TIA Observation Points (40 points possible)
Recognized	3.7	3.7 x 8 = 29.6 points
Exemplary	3.9	3.9 x 8 = 31.2 points
Master	4.5	4.5 x 8 = 36 points

Student Growth + Teacher Observation

Recognized	33 + 29.6 = 63	63 points
Exemplary	36 + 31.2 = 67	67 points
Master	42 + 36 = 78	78 points

Evaluation Frequency

Evaluation of teachers eligible for a TIA designation is considered **annually**.

Teachers in an eligible-TIA band will receive T-TESS evaluations and have student growth measures calculated annually.

- **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.**
- **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.**
- **Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.**

CAMPUS ALLOTMENT FACTORS & COMPENSATION

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:

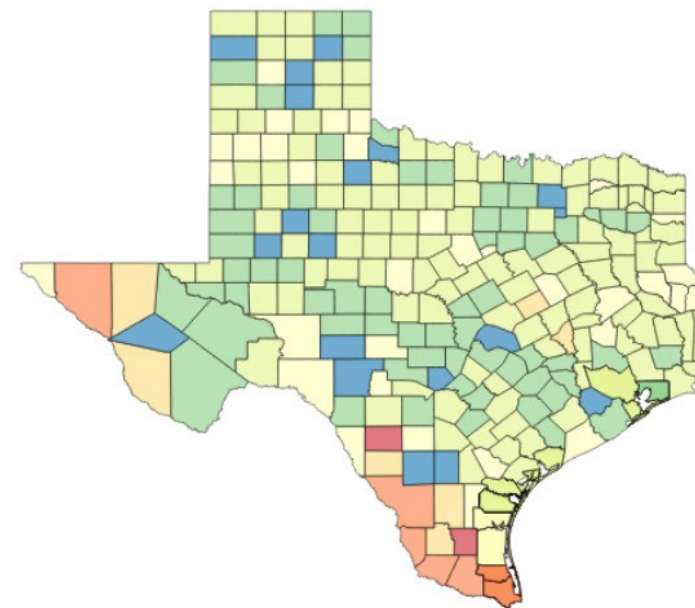
- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

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](#).

Designation Level



Socio-Economic Level



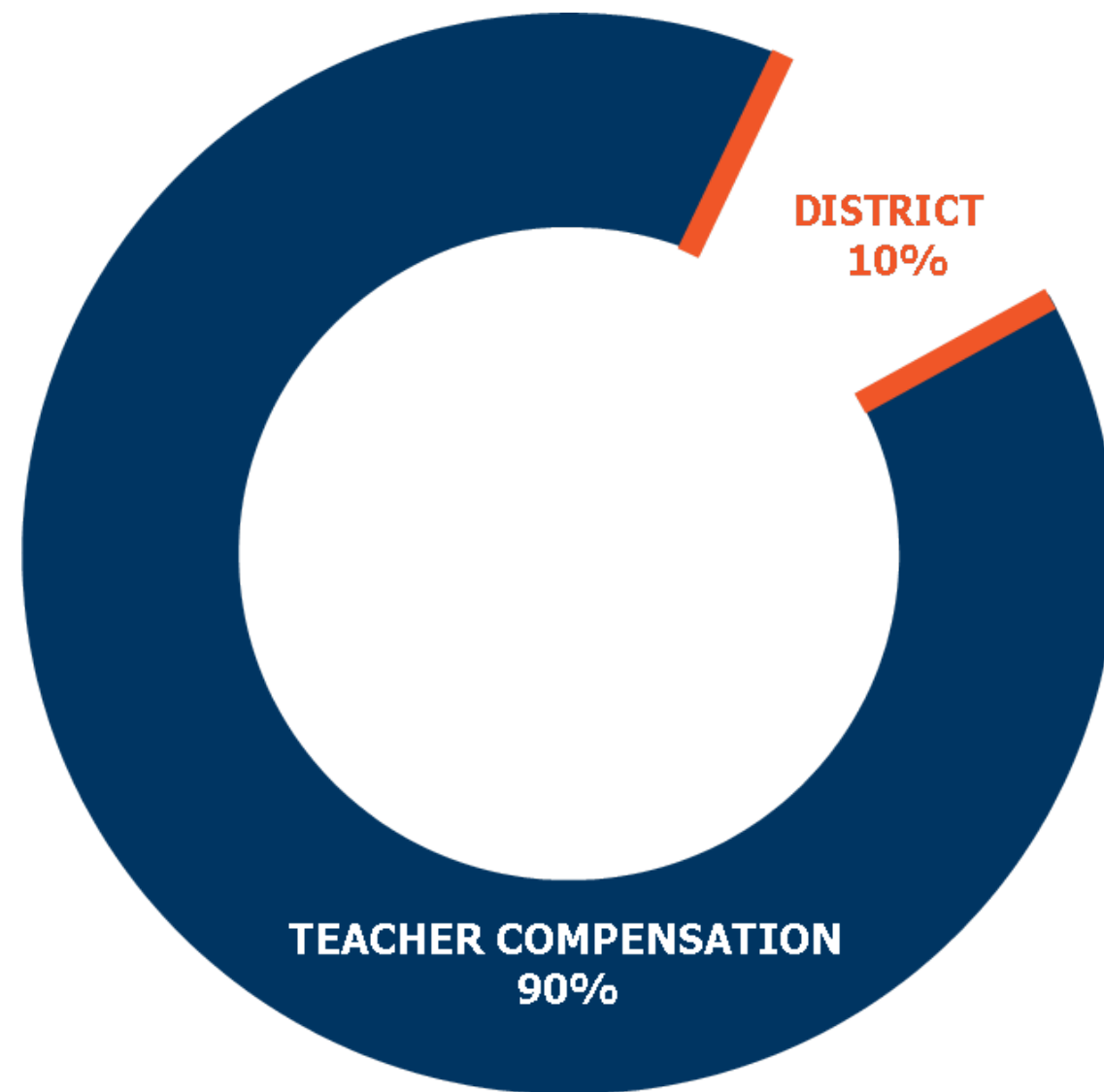
Rural Status

Rural

or

Not Rural

Distribution of Funds



The District has a clear, written plan to abide by the spending requirements in TEC 48.112, including spending at least **90%** of the TIA funds awarded to the district on **teacher compensation** on the campus where the designated teacher works, a maximum of **10%** of the district's allotment on implementing TIA and/or supporting teachers in earning designations.

COMPENSATION

Canutillo ISD Distribution Plan

- **TIA-designated teachers in Canutillo ISD receive 90% of TIA funds.**
- 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 resources for TIA.
 - To provide professional development to support teachers in obtaining TIA Designations

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA compensation must be distributed toward teacher compensation on the campus where a teacher is designated.

- **TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the Winter snapshot date.**
- **Compensation will be distributed prior to August 31st.**

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 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. 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).

IMPORTANT: TEA- Approved Plan for TIA Designated Teachers Leaving the Campus, District, Profession, or Retiring (*TIA is designed to retain teachers*)

<p>1. What is the district's plan for adjusting/changing the distribution of TIA funds when an eligible teacher moves to/from a campus within the district or to/from the district prior to Class Roster Winter Submission?</p>	<p>If a teacher moves campuses within the district during the school year, the teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. If a teacher leaves Canutillo ISD prior to Winter Roster Verification, they will not receive TIA funds from Canutillo ISD. The district's published TIA handbook includes specific allotment amounts possible at each campus for each designation level. The spending plan is also published on the district website.</p>
<p>2. What is the district's plan for adjusting/changing the distribution of funds if an eligible teacher leaves the district after Class Roster Winter Submission?</p>	<p>If a TIA designated teacher retires from Canutillo 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 TIA designated teacher leaves Canutillo 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 TIA funds will be re-distributed at the campus where the TIA designated teacher was employed at Class Roster Winter Submission.</p>

TIA COHORT E TIMELINES



