



Master Teacher Initiative (MTI) 2.0 & 3.0 Teacher Guidebook 2022-23

Recognizing, Rewarding, and Supporting Excellent Teaching



SAN ANTONIO
INDEPENDENT SCHOOL DISTRICT

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Introduction

As a community, we believe that the passion and skill teachers bring into their classrooms are essential in cultivating an environment where students have an opportunity to realize their full potential. The Master Teacher Initiative (MTI) 2.0 and Beyond is San Antonio ISD's ongoing effort to recognize excellent teaching and support teachers at all levels in honing their craft. By promoting a culture of continuous improvement and excellence among teachers, we believe we will dramatically improve the learning conditions for teachers and their students and accelerate student achievement.

This guidebook is intended to serve as the key resource to help teachers and other stakeholders understand the MTI 2.0 and Beyond system and its implementation. This document will be updated annually to reflect any changes made to the initiative.

For additional resources on the MTI, please visit www.saisd.net/mti.

MTI System Overview

Purpose and Goals

The Master Teacher Initiative (MTI) is San Antonio ISD’s initiative to support, recognize, retain, and reward excellent teaching. It includes multiple measures of effective teaching that reflect the district’s values for teacher development and performance to accelerate student achievement. The initiative’s theory of change can be broken down into five inter-connected objectives as shown below.



- **Measure teacher effectiveness:** MTI uses multiple measures of teacher performance, including observation and assessment data, to measure teacher effectiveness and holistically evaluate a teacher’s performance.
- **Support teacher development:** Teacher observation and student assessment data enable school and district leaders to support teachers at all levels in their growth and professional development.
- **Recognize, reward, recruit, and retain highly effective teachers:** SAISD recognizes highly effective teaching by designating high performing teachers and financially rewarding them. This, in turn, enables the district to recruit and retain effective teachers, especially within our highest need communities and schools.
- **Accelerating student achievement:** The goal of the MTI is to accelerate student achievement and prepare SAISD students for a lifetime of success.

Evolution of the Master Teacher Initiative

MTI 1.0 was the district’s first iteration to address the intended purpose and goals of MTI. It is supported by the federal Teacher Incentive Fund (TIF) grant, which sunsets after the 2021-22 school year. It was primarily designed to recognize and retain teachers of STAAR-tested subjects. Since then, key policy shifts and new research have created an opportunity to refine our teacher designation system to secure more permanent funding and include teachers across all grades and subjects.

Specifically, House Bill 3 (HB3) passed by the 86th Texas Legislature in 2019 included a provision called the [Teacher Incentive Allotment \(TIA\)](#) that sets aside state funding to recognize and reward high performing teachers, especially those in high needs communities and schools. TIA is a part of the Texas Education Code. To qualify for TIA funding, districts must continuously demonstrate that their teacher designation system meets the state’s rigorous requirements and is valid and reliable.

San Antonio ISD is evolving the MTI 1.0 into MTI 2.0 and Beyond to include all teachers across all grades and subjects and improve the system to meet the state’s standards under the Teacher Incentive Allotment (TIA), which will ensure a sustainable funding source for the initiative. Through MTI 2.0 and Beyond, teachers across all grades and subjects will have the opportunity to earn a Master, Exemplary, or Recognized designation level.

MTI 2.0 and Beyond will be implemented in phases. Beginning in the 2020-21 school year, teachers of STAAR/EOC tested courses were eligible to participate. Teacher eligibility was limited to STAAR/EOC subjects in the first three years because the state requires designated teachers to have a standardized and rigorous growth measure as part of their evaluation. The STAAR/EOC is a state assessment that is administered using the state’s testing standards and meets the rigorous requirements of the TIA. SAISD teachers who are not eligible to earn a designation level under MTI 2.0 will be identified as either *proficient* or *developing* based on end-of-year T-TESS performance. (See page 13 to learn more about designation level criteria).

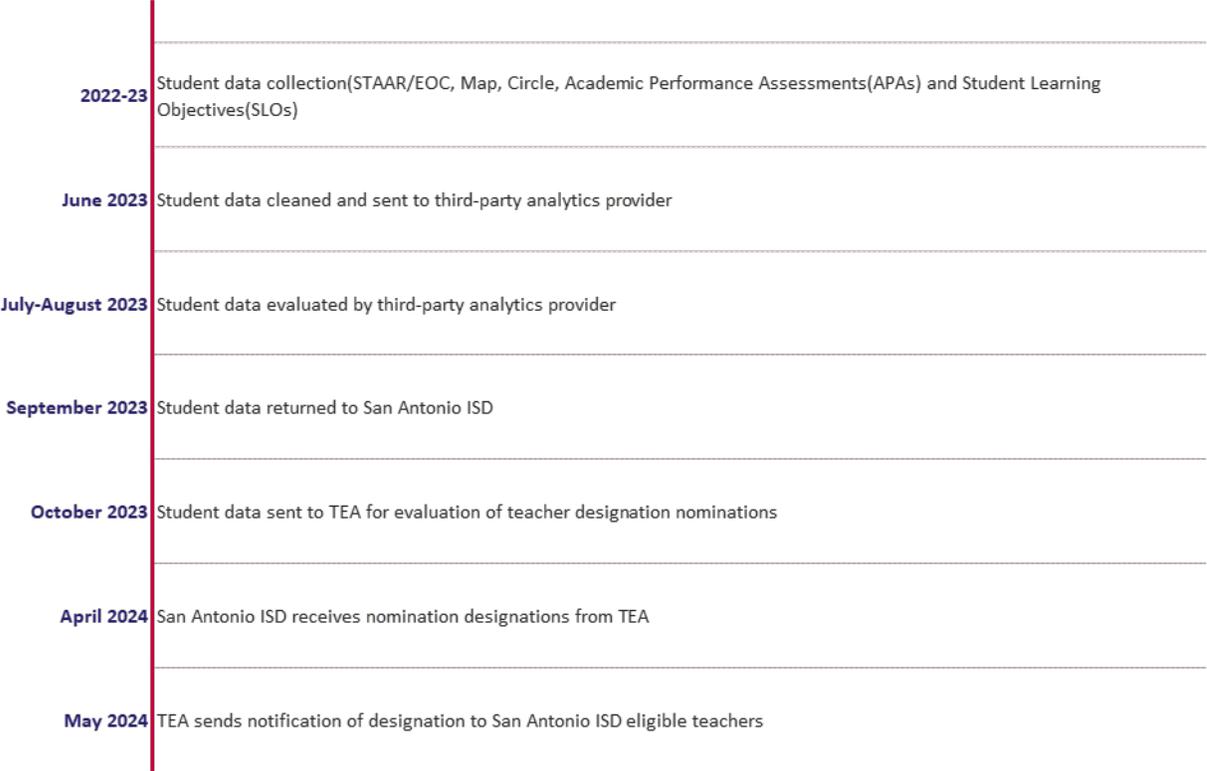
During the 2021-22 school year, the district developed and piloted additional assessments and achievement measures that also meet the state’s assessment standards so that almost all teachers across all grades and subjects will be eligible to participate in MTI 3.0 in the 2022-23 school year and beyond. The system will be further developed and implemented in phases over the next several years, as summarized in the table below.

	MTI 1.0	MTI 2.0	MTI 3.0
What is it?	SAISD’s first initiative to recognize and reward excellent teaching	SAISD’s second version of the MTI	SAISD’s third version of the MTI
Who is Eligible?	Teachers with courses with standardized assessments (i.e. STAAR, MAP, AP/IB)	Teachers with STAAR/EOC tested courses	Teachers across all grade levels and subjects
What is the Funding Source?	Federal Teacher Incentive Fund (TIF) Grant	House Bill 3, Teacher Incentive Allotment (TIA)	House Bill 3, Teacher Incentive Allotment (TIA)
When are Teachers Designated?	Beginning in 2017-18 through 2020-21	Beginning in 2020-21 through 2022-23	Beginning in 2023-24

System Development

The MTI 2.0 and Beyond system is based on research, best practices from districts with effective designation systems, and stakeholder feedback. During the 2019-20 school year, principals and teachers were engaged through multiple in-person and online workshops. By the end of the school year, all principals and teachers had the opportunity to provide feedback about the types of metrics that should be included in the system and how much these metrics should be worth. A summary of SAISD’s stakeholder engagement results for the 2019-20 school year is available [here](#). As the district evolved MTI 2.0 into MTI 3.0, we engaged teachers and other stakeholders in key conversations to collect their feedback.

MTI 3.0 Designation Timeline



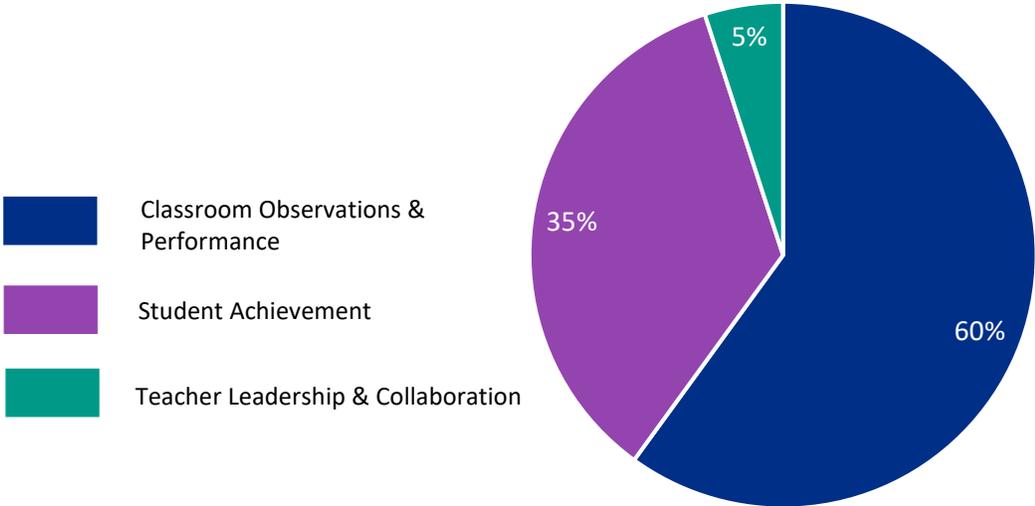
MTI 2.0 and MTI 3.0 Domain Overview

The MTI 2.0 system includes three domains of teacher performance: Classroom Observation and Performance, Student Achievement, and Teacher Leadership and Collaboration. The MTI 3.0 expands the Teacher Leadership and Collaboration Domain, and added a new domain, Student Experience.

Domains	MTI 2.0	MTI 3.0
 Classroom Observation & Performance	✓	✓
 Student Achievement	✓	✓
 Teacher Leadership & Collaboration	✓	✓
 Student Experience		✓

MTI 2.0 System Description

Under MTI 2.0, teachers are evaluated on three domains, each with at least one metric underneath it: Classroom Observations & Performance, Student Achievement, and Teacher Leadership & Collaboration.



Domain 1: Classroom Observation and Performance

Strong classroom performance as measured by a research-based observation rubric is a fundamental part of our district’s vision for teacher excellence. The Classroom Observation and Performance domain is a direct reflection of a teacher’s ability to plan and deliver strong instruction. Because these activities are such a critical part of a teacher’s role, this domain is given the most weight in MTI 2.0. SAISD uses the state-created Texas Teacher Evaluation and Support System (T-TESS) rubric to measure teacher performance in this domain.

Metrics

- *Metric: T-TESS*
T-TESS is a state-created teacher observation rubric that measures teacher performance in four domains: Planning, Instruction, Learning Environment, and Professional Practices and Responsibility. T-TESS will be worth 60% of a teacher’s overall score. Each domain has dimensions that further break down specific aspects of teaching as shown on the following page. TTESS results are captured from Performance Matters in June of each year, in line with TEA rules [19 TAC §150.1003(h)] and SAISD appraisal deadlines.

Four Domains of the T-TESS Rubric	
PLANNING	INSTRUCTION
<ol style="list-style-type: none"> Standards and Alignment Data and Assessment Knowledge of Students Activities 	<ol style="list-style-type: none"> Achieving Expectations Content Knowledge and Expertise Communication Differentiation Monitor and Adjust
LEARNING ENVIRONMENT	PROFESSIONAL PRACTICES AND RESPONSIBILITIES
<ol style="list-style-type: none"> Classroom Environment, Routines, and Procedures Managing Student Behavior Activities 	<ol style="list-style-type: none"> Professional Demeanor and Ethics Goal Setting Professional Development School Community Involvement

Development and Implementation

SAISD believes that we must establish conditions in which teachers have multiple opportunities to receive continuous feedback to grow in their craft. Starting in the 2020-21 school year as a part of the implementation of the MTI 2.0, teachers will receive required walkthroughs based on their prior year SAISD T-TESS end-of-year performance level.

There are three types of classroom observations: formal observation, comprehensive walkthrough, and snapshot walkthrough. These observations are designed to enhance the level of support teachers receive.

- **Formal Observation:** All teachers will receive an announced formal observation that is formally scored and requires a pre- and post-conference. It will heavily inform the teacher’s end-of-year ratings on T-TESS and must last at least 45 minutes.
- **Walkthroughs:** These are unannounced and differentiated by performance level so that teachers receive differentiated opportunities for feedback and support.
 - **Comprehensive:** These are designed to allow appraisers to provide more in-depth feedback aligned to the T-TESS Rubric. Dimensions are scored informally using a district developed rubric and rated holistically as proficient, above proficient, or below proficient to help gauge a teacher’s progress throughout the year. At each performance level, the rubric includes descriptors, as well as aligned instructional practices.
 - **Snapshot:** These are designed to provide rapid feedback to help teachers adjust their teaching practice throughout the school year. An appraiser may provide feedback related to a single component within the walkthrough or may choose to provide feedback for multiple components. It is unlikely that appraisers will provide feedback for all components, as Snapshot Walkthroughs are designed to last 5 to 10 minutes. All Snapshot Walkthroughs will include

feedback related to an area of strength and an opportunity for growth within a high-leverage area, as well as recommendations to support teacher growth and development.

Together, these three types of observations provide teachers with continuous feedback so that they can adjust their teaching practice and ensure they are making progress towards their long-term goals.

Number and Types of Observations

The table below summarizes key aspects of the three types of observations. The number of required observations are differentiated by level based on the teacher’s prior year T-TESS end-of-year ratings. Additionally, all teachers who are new to the district will receive the number of observations that corresponds to the Developing/New level unless they have an existing designation under the Teacher Incentive Allotment (TIA).

Type	Description	Length	Number by Designation Level	Scoring	Feedback
Formal Observation	Single, announced, and continuous observation that heavily informs the teacher’s end-of-year rating on T-TESS	Must last the lesson length and at least 45 minutes	All Levels 1	Formally, with T-TESS rubric	Pre- and post-conference required
Comprehensive Walkthrough	Unannounced walkthrough to monitor teacher progress and provide opportunities for feedback on teacher’s long-term goals	15-20 minutes	Master 0 Exemplary 1 Recognized 1 Proficient 2 Developing/New 3	Informally, with district developed rubric	Written feedback required; conference recommended or at teacher request
Snapshot Walkthrough	Unannounced walkthrough that provides rapid feedback to help teachers adjust their teaching practice	5-10 minutes	Master 1 Exemplary 2 Recognized 3 Proficient 4 Developing/New 7	Unscored	Written feedback required; conference optional

Domain 2: Student Achievement

The Student Achievement domain, as measured by the STAAR/EOC, is a key component of the MTI 2.0 system. It includes both measures of growth and proficiency. Proficiency demonstrates a student’s performance at the end of the year and ensures there are high expectations for all students. Growth shows how much students are learning over time regardless of their starting points. Given that students come to our schools with different starting points, growth is emphasized in the MTI 2.0.

Metrics

- *Metric 1: San Antonio Growth Effect (SAGE) for All Students*

This is an SAISD developed and state-approved growth model that measures a teacher’s impact on student growth based on STAAR/EOC assessments, accounting for prior achievement and other student

characteristics (i.e., economically disadvantaged status, special education status, and historically disadvantaged subgroups). It is worth 20% of a teacher's evaluation score.

- *Metric 2. San Antonio Growth Effect (SAGE) for Non-Passers*
This is an SAISD developed and state-approved growth model that measures a teacher's impact on student growth based on STAAR/EOC assessments when looking at a teacher's prior year non-passers (students who scored below the Approaching Grade Level standard in the prior year). Like metric 1, this metric accounts for prior achievement and other student characteristics (i.e., economically disadvantaged status, special education status, and historically disadvantaged subgroups). It is worth 10% of a teacher's evaluation score and is included only for teachers who have at least ten non-passers for whom growth can be calculated. If a teacher does not have at least ten non-passers, the metrics are reweighted so that SAGE for All Students will be worth 30%.
- *Metric 3. At or Above Meets Grade Level*
This measures the percentage of a teacher's students who score At or Above the Meets Grade Level standard on STAAR/EOC. This metric is worth 5% of a teacher's evaluation score.

Domain 3: Teacher Leadership and Collaboration

SAISD values collaboration and teacher leadership as a lever to accelerate student achievement. Under the MTI 2.0 system this domain includes one metric: the school-wide San Antonio Growth Effect (SAGE).

Metrics

- *Metric: School-wide San Antonio Growth Effect (SAGE)*
This is an SAISD developed and state-approved growth metric that measures a school's impact on student growth based on STAAR/EOC assessments and accounting for prior achievement and other student characteristics (i.e. economically disadvantaged status, special education status, and historically disadvantaged subgroups). This metric will be worth 5% of a teacher's overall score.

MTI 2.0 Designation Levels

Teacher Performance Report

The district will create Teacher Performance Reports for all MTI 2.0 eligible teachers that will report how teachers are performing across domains and metrics. These reports will be shared with all teachers who were eligible to participate in MTI 2.0. Teacher Performance Reports will continue to be released annually to eligible teachers. When the district implements MTI 3.0, in the 2022-23 school year, Teacher Performance Reports will be available for teachers across all grades and subjects.

Designation Level Criteria

MTI 2.0 Eligible Teachers

The criteria used to designate teachers were chosen to ensure that SAISD’s system would meet TEA’s rigorous standards and pass their validation checks. Our standards are aligned with districts across the state whose designation systems have been approved for funding under the Teacher Incentive Allotment (TIA). The minimum T-TESS and San Antonio Growth Effect (SAGE) scores required for designation represent the district’s average score. The required overall scores are based on an analysis of the three years’ growth and observation data and align with the top 5% (Master), next 10% (Exemplary), and next 15% (Recognized) of teachers.

Designated teachers must meet the following criteria:

- ✓ Overall T-TESS score greater than or equal to 3.300
- ✓ A San Antonio Growth Effect (SAGE) for All Students score greater than 50.00
- ✓ An overall score that determines designation will be published once all student and teacher level data has been evaluated to ensure the district’s designation recommendations to TEA meet the requirements of TEA’s Data Validation Checks.

MTI 2.0 eligible teachers who do not meet the criteria to earn a Master, Exemplary, or Recognized designation level are assigned to a Proficient or Developing performance level based on their T-TESS end-of-year score. The table below summarizes the designation criteria.

Designation Level	Overall Score Range	T-TESS EOY Score	Student Growth
Master	TBD	≥ 3.30	> 50
Exemplary	TBD	≥ 3.30	> 50
Recognized	TBD	≥ 3.30	> 50
Performance Level	Overall Score Range	T-TESS EOY Score	Student Growth
Proficient	NA	3.30 – 5.00	≤ 50
		3.00 – 3.29	NA
Developing	NA	1.00 – 2.99	NA

Teachers Not Eligible for MTI 2.0

Teachers who are not eligible for MTI 2.0 are assigned to a *proficient* or *developing* performance level based on their T-TESS end-of-year score, as shown in the table below.

Performance Level	T-TESS EOY Score
Proficient	3.00 – 5.00
Developing	1.00 – 2.99

Calculating Designation Levels

Step 1: Calculate Metric Scores

The first step in assigning designation levels to teachers is to calculate a numeric score for each metric: T-TESS, San Antonio Growth Effect (SAGE) for All Students, SAGE Non-Passers, School-wide SAGE, and Percent At or Above Meets Grade Level.

Calculate T-TESS Score

The T-TESS metric is based on an average of a teacher’s end-of-year T-TESS rating. The ratings are converted into numeric scores as follows:

1. Assign a numeric value (1 to 5) to each T-TESS dimension rating according to the scale below:

T-TESS Rating	Numeric Value
Distinguished	5
Accomplished	4
Proficient	3
Developing	2
Improvement Needed	1

2. Average dimension ratings for each year to calculate a T-TESS score for each year.
3. Average the T-TESS scores for both years to create an overall average T-TESS score.
4. Rescale the overall T-TESS score so that it falls between 0 and 100 by subtracting 1 from the T-TESS score and multiplying the result by 25.

Example

1. A high school biology teacher receives the following dimension ratings on T-TESS, which correspond to the numeric scores also shown below:

Dimension by Domain	2020-21 Rating	2020-21 Numeric Score	2021-22 Rating	2021-22 Numeric Score
Planning				
1.1 Standards and Alignment	Accomplished	4	Accomplished	4
1.2 Data and Assessment	Proficient	3	Proficient	3
1.3 Knowledge of Students	Accomplished	4	Accomplished	4
1.4 Activities	Accomplished	4	Proficient	3
Instruction				
2.1 Achieving Expectations	Proficient	3	Accomplished	4
2.2 Content Knowledge and Expertise	Accomplished	4	Accomplished	4
2.3 Communication	Accomplished	4	Proficient	3
2.4 Differentiation	Accomplished	4	Accomplished	4
2.5 Monitor and Adjust	Accomplished	4	Proficient	3
Learning Environment				
3.1 Classroom Environment, Routines & Procedures	Distinguished	5	Accomplished	4
3.2 Managing Student Behavior	Accomplished	4	Accomplished	4
3.3 Classroom Culture	Accomplished	4	Proficient	3
Professional Practices and Responsibilities				
4.1 Professional Demeanor and Ethics	Accomplished	4	Accomplished	4
4.2 Goal Setting	Accomplished	4	Proficient	3
4.3 Professional Development	Accomplished	4	Accomplished	4
4.4 School Community Involvement	Accomplished	4	Proficient	3

- This teacher's dimensions scores are averaged for all dimensions:

$$2020 - 21: \frac{4 + 3 + 4 + 4 + 3 + 4 + 4 + 4 + 4 + 5 + 4 + 4 + 4 + 4 + 4}{16} = 3.938$$

$$2021 - 22: \frac{4 + 3 + 4 + 3 + 4 + 4 + 3 + 4 + 3 + 4 + 4 + 3 + 4 + 3 + 4 + 3}{16} = 3.563$$

- Average both years to calculate the overall average T-TESS score: $\frac{3.938 + 3.563}{2} = 3.751$
- The overall score is rescaled: $(3.751 - 1) \times 25 = 68.775$

Calculate San Antonio Growth Effect (SAGE) for All Students and Non-Passers

These growth metrics are based on students' STAAR/EOC results. A high-level explanation of the calculation steps is outlined below. For a more detailed explanation, please see the [Summary of the SAGE Growth Model](#).

- Create a customized growth target score for each student based on their unique characteristics and how similar students performed in our district.
- Compare students' actual scores to target scores to calculate the differences. The difference between a student's actual score and target score helps us isolate the teacher's contribution to student learning.
- Average the differences for all students in a teacher's courses to calculate a growth result for the teacher.
- Perform statistical shrinkage to account for variation in individual growth across students.
- Make adjustments that scale the growth results across assessments to ensure fairness across grades and content areas.
- Re-scale the teacher's growth result to a scale of 0 to 100, with 50 being the average for the district.

Example

- A high school biology teacher has 15 students with Biology EOC assessment results. A growth target score is created for each student.
- Compare the students' actual score to the target score and calculate the differences.

Student	Actual Score	Target Score	Difference
1	1575	1552	+23
2	1695	1631	+64
3	1609	1559	+50
4	1587	1597	-10
5	1474	1482	-8
6	1550	1566	-16
7	1800	1818	-18
8	1587	1553	+34
9	1620	1584	+36
10	1611	1606	+5
11	1454	1448	+6
12	1651	1662	-11
13	1667	1613	+54
14	1740	1680	+60
15	1539	1533	+6

- Average the differences for all students in a teacher’s courses to calculate a growth score for the teacher.

$$\frac{23 + 64 + 50 - 10 - 8 - 16 - 18 + 34 + 36 + 5 + 6 - 11 + 54 + 60 + 6}{15} = 18.33$$

- Perform statistical shrinkage to account for variation in individual growth across students.
- Make adjustments that scale the growth results across assessments to ensure fairness across grades and content areas.
- Re-scale the teacher’s result to a scale of 0 to 100, with 50 being the average for the district.

Calculate School-wide San Antonio Growth Effect (SAGE)

School-wide SAGE is based on students’ STAAR/EOC results. This metric is calculated similarly to the teacher level SAGE for All Students and Non-Passers, as described above. Score differences for all students at that campus are averaged at the school level as opposed to the teacher level.

Calculate Percent At or Above Meets Grade Level

This metric is based on students’ STAAR/EOC results. It is calculated as follows:

- Count the number of total tests taken.
- Count the number of student tests at or above the Meets Grade Level standard.
- Divide the number of tests at or above Meets Grade Level by the number of tests taken.

Example

- A high school biology teacher has a total of 35 students who took the EOC Biology assessment.
- Out of the students who took the test, a total of 13 students scored at or above the meets grade level standard.
- Determine the percent of tests at or above meets grade level: $\frac{13}{35} = 37.14\%$

Step 2: Calculate an Overall Score

After calculating scores for each metric separately, metric scores are combined into an overall score.

- Multiply each metric result by the associated weights, which are shown below, to calculate points earned for each metric.

Metric	Weight
T-TESS	60%
Student Growth (All Students)	20%
Student Growth (Non-Passer) *	10%
Meets or Above Grade Level	5%
School Growth	5%

*If Non-Passer is unavailable Student Growth (All Students) is weighted 30%

- Sum the points earned and round up.

Example

1. A high school biology teacher’s results are multiplied by weights to calculated points earned:

Metric	Score	Weight	Points Earned
T-TESS	68.78	60%	41.27
San Antonio Growth Effect (SAGE) for All Students *	65.21	20%	13.04
San Antonio Growth Effect (SAGE) for Non-Passers *	66.82	10%	6.68
Meets or Above Grade Level	37.14	5%	1.86
School Growth	62.65	5%	3.13

2. Sum the points earned to calculate an overall score, always rounding up to the nearest whole number:
 $41.27 + 13.04 + 6.68 + 1.86 + 3.13 = 66$

Step 3: Determine Designation Level for MTI 2.0 Eligible Teachers

A teacher’s designation level is determined through their overall score, 2-year average T-TESS end-of-year score, and San Antonio Growth Effect (SAGE) for All Students score. An overall score that determines designation will be published once all student and teacher level data has been evaluated to ensure the district’s designation recommendations to TEA meet the requirements to pass TEA’s Data Validation Checks.

MTI 3.0 System Description

MTI 2.0 will be evolved into MTI 3.0, with almost all teachers across all grade levels and subjects eligible to earn designations beginning in the 2022-23 school year. In addition to the domains included in MTI 2.0, MTI 3.0 will include a new domain - Student Experience - and an additional metric under the Teacher Leadership and Collaboration domain.

As the district moves towards this goal, additional assessments and achievement measures will be developed to ensure that all teachers have *both* observation *and* student achievement components in their evaluation, as required by the Teacher Incentive Allotment (TIA). The specific metrics and weights for each metric will vary by teacher type and will be developed in collaboration with teachers as well as district and school leaders. See Appendix A for your specific weighting category.

Domain 1: Classroom Observation & Performance

Like MTI 2.0, MTI 3.0 will include a Classroom Observation & Performance domain that is measured by the T-TESS rubric. For more information about this domain, see page 9.

Metrics

- *T-TESS Score minimums*
For the 2022-23 school year, the T-TESS minimum score for MTI 3.0 eligibility will be 3.5. Designated and eligible MTI 2.0 teachers must have a T-TESS minimum score of 3.3 for the 2022-23 school year. MTI 2.0 teachers will increase to a T-TESS minimum of 3.5 for the 2023-24 school year.
- *Metric: T-TESS*
The weighting of the T-TESS metric for MTI 3.0 will vary based on teacher type, but it will be worth at least 50% for all teachers across all grade levels and subjects.
- *One Year T-TESS Average*
Starting the 2022-23 school year, the Classroom Observations & Performance T-TESS domain will be reduced from an average of two years to the average of T-TESS domains for one year.

Domain 2: Student Achievement

MTI 3.0 will include a Student Achievement domain for all teachers. Like MTI 2.0, MTI 3.0 will emphasize student growth to account for the fact that students come to school with different starting points.

Metrics

MTI 3.0 will continue to use the achievement metrics introduced in MTI 2.0 for teachers of STAAR/EOC subjects. For other teachers, Academic Performance Assessments (APAs), Circle, Map and Student Learning Objectives (SLOs) will be utilized so that all teachers will have an achievement metric included in their evaluation. These metrics and their weights will vary depending on the courses and grades taught.

1. STAAR/EOC (see page 11 for more information on these metrics) /Map/Circle
 - a. Teachers with assessment data will not create a Student Learning Objective
2. Academic Performance Assessment (APA)
 - a. Teachers who administer APAs will not create a Student Learning Objective
3. Student Learning Objective (SLO)

- a. All other MTI 3.0 eligible teachers who do not have STAAR/EOC/MAP/Circle or APA tested courses will create SLOs

Domain 3: Teacher Leadership & Collaboration

Like MTI 2.0, MTI 3.0 will include a Teacher Leadership & Collaboration domain. Under MTI 3.0, this domain will include the school-wide San Antonio Growth Effect (SAGE) metric and one additional metric – Contributions to School Community.

Metrics

- *Metric 1: School-wide San Antonio Growth Effect (SAGE)*
Please see page 12 for more information about this metric. The metric weight for MTI 3.0 is to be determined and may vary based on teacher type, but it will be worth at least 5% for all teachers across all grade levels and subjects.
- *Metric 2: Contributions to School Community*
This metric will be based on a standardized rubric that will supplement Domain 4 on T-TESS (Professional Practices and Responsibilities). The rubric will be developed in collaboration with school leaders and teachers across grade levels and subjects. It will be worth at least 5% of a teacher's overall evaluation score.

Domain 4: Student Experience

Honoring student voices reflects SAISD's values for teacher performance. Under the MTI 3.0, the Student Experience domain will include one metric – a student survey – for teachers who teach grades 3-12. Surveys will not be administered to students in some Disability Services programs and Disciplinary Alternative Education Placement (DAEP).

Metrics

- *Metric: Student Survey*
This survey will ask students questions about their experience in a teacher's classroom. For example, it will ask questions related to how engaged students are in the class, how much they are learning, and what the classroom environment is like. The weight of the survey may vary based on teacher type, but it will be worth at least 10% for all grade 3-12 teachers across all subjects.

Customized Categories

DAEP and Disability Services have a customized category that reflect special indicators that will be used in teacher designation. DAEP will utilize metrics that determine the effect of interventions in improving attendance and discipline related behavior. Disability Services will utilize Progress Monitoring data to measure student progress in achieving their Individual Educational Plan (IEP) goals.

Development and Implementation

The Student Survey will be administered districtwide during the 2022-23 school year so that this data can be used to inform teacher designations for the 2023-24 school year. The survey instrument will be valid and reliable, and survey questions will draw from best practices from a growing body of education research on student surveys.

National Board Certification

National Board Certification is a credentialing process to recognize teachers who exhibit effective teaching practices and strong content knowledge. There are 25 certificate areas spanning 16 disciplines from Grades PK to 12.

There is a consensus among researchers that students learn more with teachers who have this credential than with those who do not. Because the program has been shown to be such a rigorous credentialing program, the Teacher Incentive Allotment (TIA) allows all teachers with National Board Certification to automatically earn a *recognized* designation level.

Certification Process

It typically takes 1-3 years to fulfill National Board Certification requirements, which include a content knowledge exam and three portfolio entries that demonstrate a teacher's proficiency in different pedagogical areas such as differentiation. If a teacher is successful in earning the certification, the state will reimburse the cost of the credentialing for the teachers first exam and portfolio attempts. Any additional attempts will not be reimbursed.

SAISD is committed to supporting teachers on their journey to become National Board Certified. Our two-year cohort program is designed to support teachers by providing mentorship, peer support, resources, professional development, and funding for course component fees. In addition, teachers who become Nationally Board Certified will automatically earn a Recognized designation level assigned under the Texas Teacher Incentive Allotment (TIA).

To learn more about National Board Certification and the credentialing process, visit: <https://www.nbpts.org/>

Submitting the Certification to SAISD

After teachers have earned National Board Certification, they must update their SAISD personnel file as follows to ensure they earn the *Recognized* designation level.

1. Associate yourself with San Antonio Independent School District on National Board for Professional Teaching Standards (NBPTS) website:
 - Login into the website: <https://www.nbpts.org/nbct-search/>.
 - Click on the Gear icon. Select "Update Profile" to select "San Antonio Independent School District," as well as update any other information. Ensure your full legal name matches that on record with SAISD. Once you submit any changes, NBPTS' directory will be updated after approximately 3 business days.
2. Send a scanned copy of your National Board Certificate to SAISD's Human Capital Systems and Strategy at tmprocesses@saisd.net.
 - In the body of the email, note the date that you associated yourself with SAISD and the future expiration date of your credential.
3. SAISD's Human Capital Systems and Strategy will review, and you will receive a response within 5 business days regarding any updates made to your personnel file.

Teacher Compensation

All designated teachers under MTI 2.0 and MTI 3.0 will earn stipends in addition to their base salary on SAISD's current salary schedule. Our state-approved TIA compensation system will differentiate teacher payouts based on designation levels and a school's socioeconomic need. The higher your designation, and the greater the socioeconomic need of your school, the higher your stipend will be.

Defining Socioeconomic Need

The TEA will annually report the socioeconomic need of each school according to the students that enroll in each campus using a methodology that considers the median income, home ownership rates, adult education, and single-parent household rates of each student's neighborhood. The state's methodology is based on SAISD's Socioeconomic Block Methodology. See the state's [Methodology](#) and [Results](#) for more information on their funding model.

SAISD School Funding Categories

SAISD has established a state-approved TIA compensation system that includes four School Funding Categories (A, B, C, D) to ensure differentiated yet stable year-to-year stipends for designated teachers. Using the state's socioeconomic tier calculations, we have grouped campuses into four categories. Teacher stipends can change from one year to the next if they transfer to a school in a different funding category, the SES school funding category changes for their current school or if their designation level changes. School Funding Categories will be adjusted annually based on the updated state SES values for each school.

Teacher Stipends and Timeline

Teacher stipends are differentiated by designation level and School Funding Category from Category A (lowest socioeconomic need schools) to Category D (highest socioeconomic need). The district plans to disburse stipends to teachers in one lump sum in year 1, after their designation has been approved by the state in the spring and stipend agreements have been signed. Teachers will receive their stipend payments bi-annually in December and June beginning in Year 2. Lumpsum payments for new and increased designations (difference between previous and new designation) will be paid in August of each year.

CONTINUED ELIGIBILITY

Continued eligibility for the MTI 2.0 Designation Level Stipend is contingent upon:

1. Your acceptance of this Agreement,
2. Continue to meet required metrics for TTESS and STAAR Growth as outlined below*
 - TTESS Average ≥ 3.30 **
 - SAGE Score ≥ 50.00

**Teachers not meeting the metrics in 2023 will have a one-year probationary period before the TIA stipend is removed. Should metrics be met during the probationary period, designation stipends will not be impacted.*

**** Starting in the 2023-24 school year the TTESS Average will increase to ≥ 3.50**

Teacher Stipend Amount

School Funding Category			
	Recognized	Exemplary	Master
A	\$5,000	\$10,000	\$18,500
B	\$6,000	\$12,500	\$22,500
C	\$6,500	\$13,500	\$24,500
D	\$7,000	\$14,500	\$26,500

Teacher Support and Resources

Professional Development

SAISD believes in the potential of every teacher to be a highly effective educator and invests in professional development to ensure teachers across all performance levels continue to develop their practice.

General Professional Development

- **Professional Learning**
The Office of Organizational Learning hosts live and virtual [learning sessions](#) tailored to the needs of campuses and teachers. Sessions are not only differentiated in content, but also by level and include EPIC Saturdays throughout the year.
- **Social, Emotional, and Academic Development (SEAD) Conference**
The district hosts the Social, Emotional, Academic Development (SEAD) Conference to support all educators interested in integrating SEAD to support the whole student, increasing student achievement, and closing the achievement gap among student groups. The event features motivational speakers and national and local presenters.
- **Leadership Development Program Academies**
SAISD offers tuition free graduate degrees and leadership development opportunities through [Program Academies](#). These include the Academics Leadership, Aspiring Principal, Aspiring Assistant Principal, Teacher Leader, and Mentor Fellows Academies.

T-TESS Professional Development

- **New Teacher Orientation**
All teachers, who have not been previously appraised or trained on T-TESS, are required to attend a six-hour, face-to-face T-TESS New Teacher Orientation within three weeks of their hire date (or as soon as possible based on the district's training schedule) and/or at least two weeks before the teacher's first observation. Teachers will receive a detailed overview of the appraisal expectations, process, and timeline and begin drafting a professional practice goal.
- **Annual T-TESS Teacher Update**
All teachers are required to complete the face-to-face Annual T-TESS Teacher Update no later than three weeks after the first day of school. The campus update training is created by the Office of Continuous Improvement (OCI) and presented by each campus' administration during a full faculty gathering or through planning or PLC meetings. The training reviews the T-TESS expectations and process and includes campus-based components related to Dimension 4.4 School Community Involvement and the Student Growth Measure, as well as the observation requirements related to MTI 2.0 and Beyond.

Teachers who begin employment after the training has been conducted on their campus will receive a one-on-one or small group training from their campus administration.

- **Preparing for the End-of-Year Conference**

Each February and March, teachers can participate in training sessions to prepare for their end-of-year conference. Teachers are provided with exemplars to clarify the expectation for documenting anecdotal information, as well as uploading supporting artifacts, in support of their actions toward Domain 4.

T-TESS Response and Appeals

Formal Observation Ratings

If a teacher disagrees with the written observation summary, he/she may request a second appraisal/formal observation by another certified appraiser for Domains 1, 2, and 3 as follows:

1. The teacher must request the second appraisal through Performance Matters within 10 working days of the post-conference.
2. Upon receipt of the teacher's second appraisal request, OCI will assign a second appraiser from the same campus, or in cases where a campus has only one administrator, from another similar campus.
3. OCI will conduct a conference call with the teacher and his/her second appraiser within 10 working days of the receipt of the second appraisal request to explain the expectations and procedure for conducting the second appraisal.
 - A teacher may be given at least 24 hours advance notice of the date and/or time of a second appraisal, but advance notice is not required.
 - The second appraisal ratings replace the first appraisal ratings, regardless of whether they are higher or lower. The teacher may not elect to accept the scores on the first appraisal in lieu of the second appraisal once the second appraisal has been completed.
4. The second appraiser will conduct the second appraisal to include the pre-conference, formal observation, and post-conference within 30 business days of the date of the conference call with OCI.
5. The first appraisal ratings become null and void and may not be used in the determination of the cumulative end-of-year ratings. The second appraisal ratings are utilized as part of the cumulative end-of-year evidence.

End-of-Year Ratings

If a teacher disagrees with their written summative annual appraisal, he/she may request a second appraisal by OCI for any portion or all of Domain 4 as follows:

1. The teacher must request the Domain 4 second appraisal through Performance Matters within 10 working days of the end-of-year conference.
2. Upon receipt of the teacher's Domain 4 second appraisal, OCI will review the documentation from the teacher's end-of-year artifacts and evidence activity in Performance Matters, as well as additional documentation from the appraiser. The review will occur within 10 working days, and the teacher and appraiser will be notified if sufficient evidence exists to adjust the rating(s).

3. If updates to the Domain 4 ratings are required, OCI will make the adjustments in Performance Matters and notify the teacher and appraiser of the change. Otherwise, they will notify the teacher and appraiser that the original ratings were valid based on the evidence/documentation provided by the teacher and/or appraiser.

It is important to note that teachers cannot request a second appraisal for Domains 1, 2, and 3 following the end-of-year conference because teachers already had the opportunity to request a second appraisal following the formal observation.

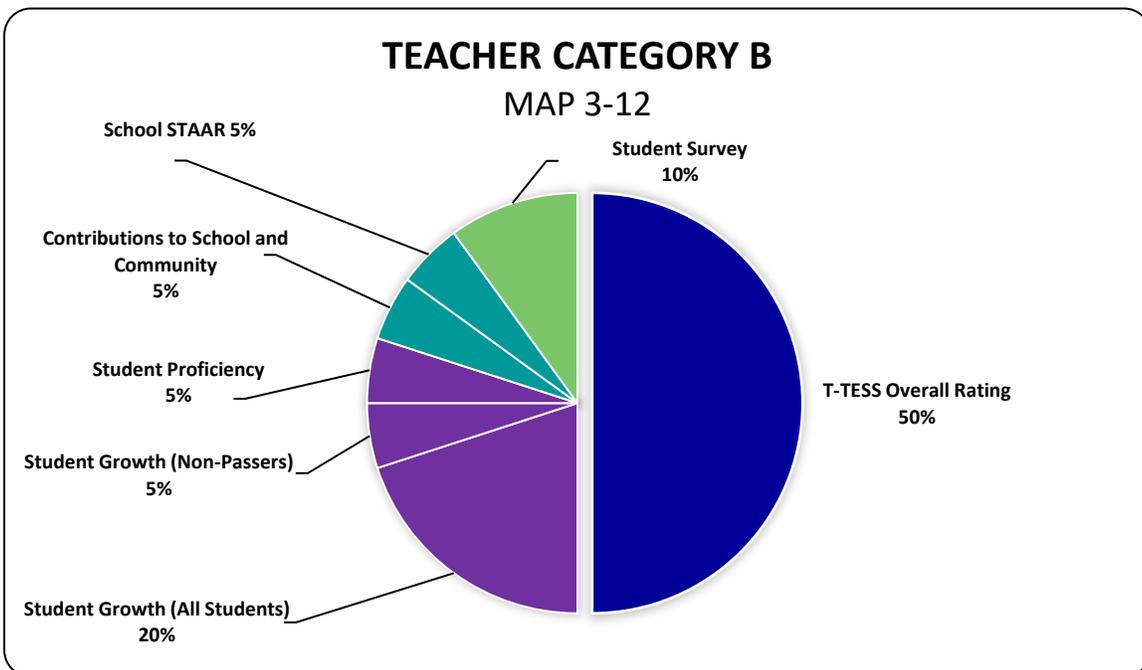
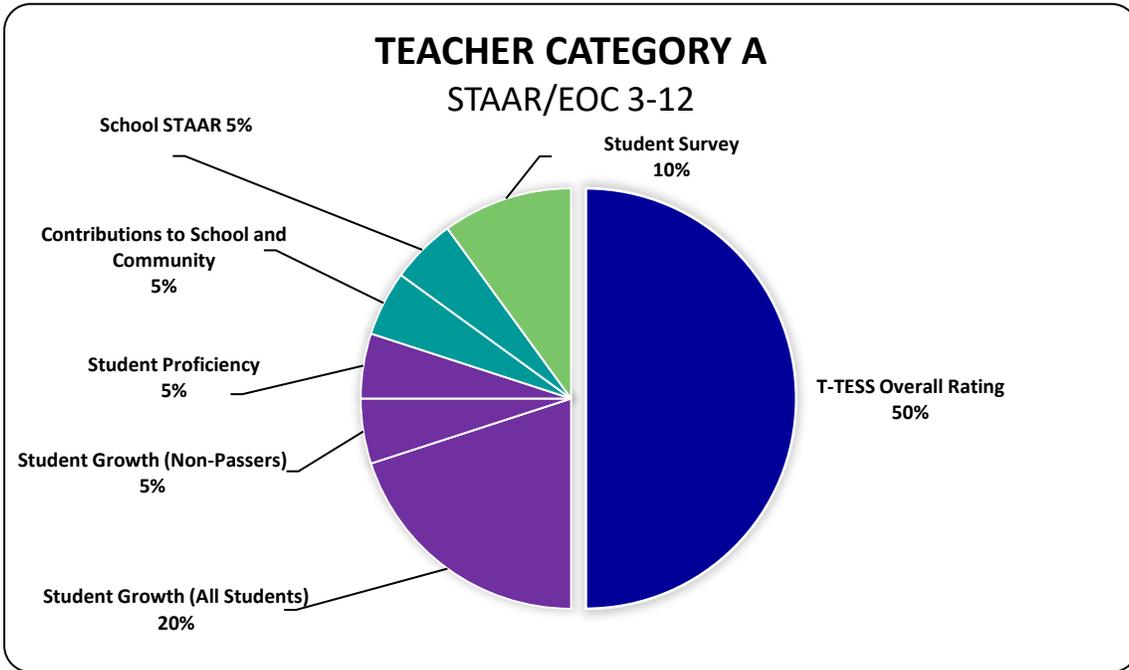
District Resources

Ongoing updates and resources will be shared through SAISD's [MTI 2.0 and Beyond website](#). Additionally, teachers have access to an [MTI 2.0 and Beyond SharePoint Site](#) with numerous resources on the teacher designation system.

The following resources are also available:

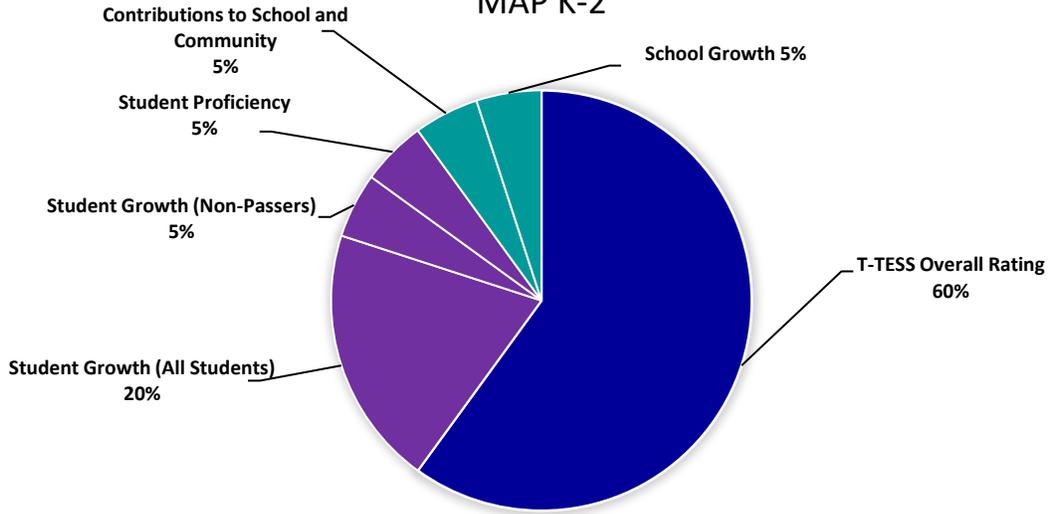
- **SAISD Appraisal Hub**
The [T-TESS Appraisal Hub](#) is a SharePoint site that includes a comprehensive library of tools and resources to support teachers in completing the T-TESS process. These resources include goal setting exemplars, rubric companions for special populations, end-of-year conference tools, and annual teacher update presentation.
- **Teach for Texas Portal**
The [Teach for Texas Portal](#) is a state resource that provides a variety of T-TESS resources including documents and video. These resources include the Teacher Handbook, video training modules related to the conference evaluation processes, and calibration videos.
- **Performance Matters Resources Tab**
The District maintains a page on the evaluation platform, Performance Matters, including the Employee Appraisal Handbook and Calendar.
- **T-TESS Newsletters**
T-TESS Newsletters with important information and training updates to support the appraisal process are shared with teachers at least twice each year. Each newsletter provides updates on timely events (i.e. goal setting and uploading artifacts and evidence for the end-of-year conference) to support teachers' ability to successfully navigate the T-TESS appraisal process.

Appendix A



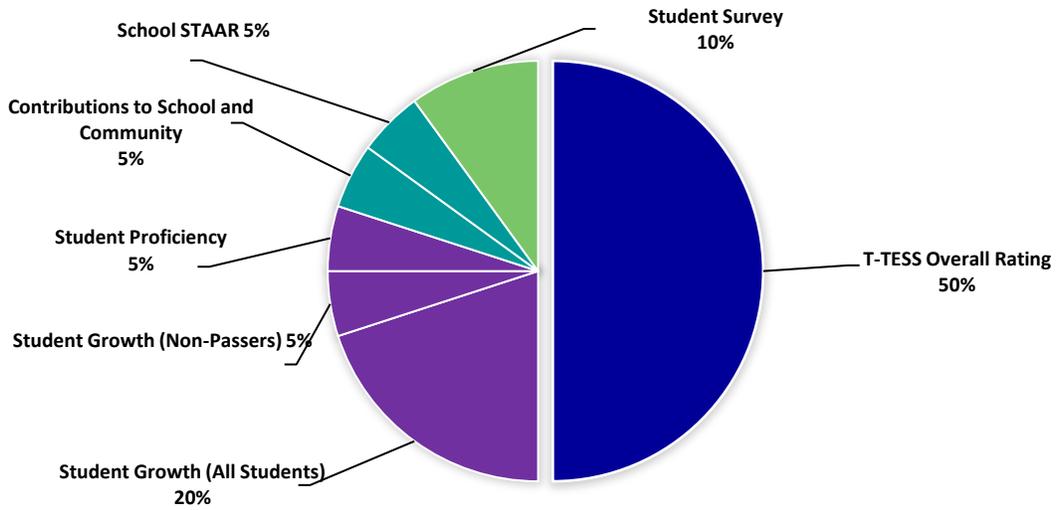
TEACHER CATEGORY C

MAP K-2



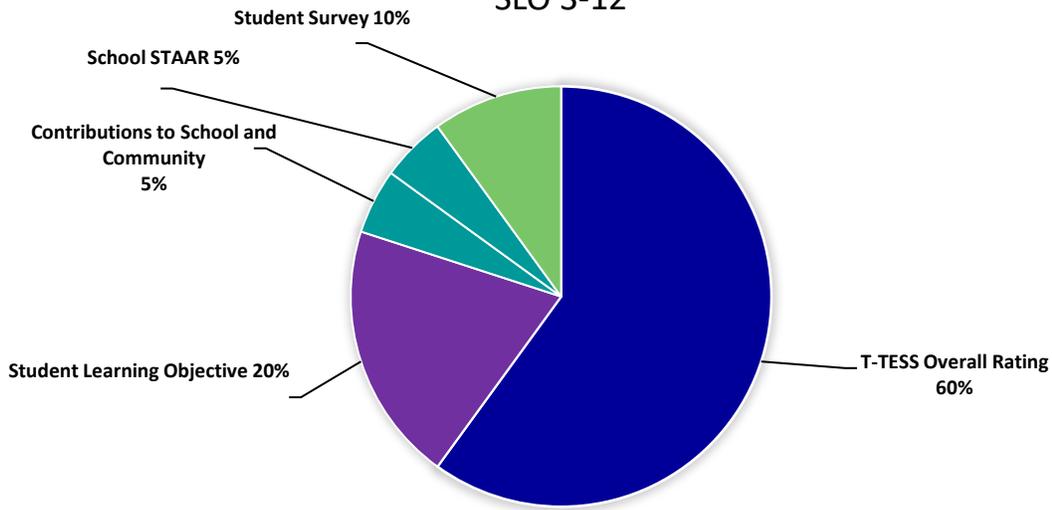
TEACHER CATEGORY D

ACADEMIC PERFORMANCE ASSESSMENT 3-12



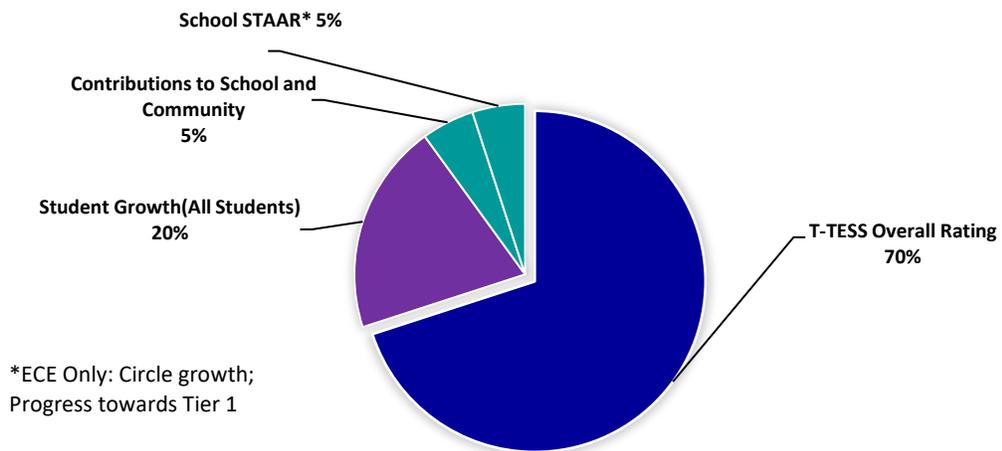
TEACHER CATEGORY E

SLO 3-12

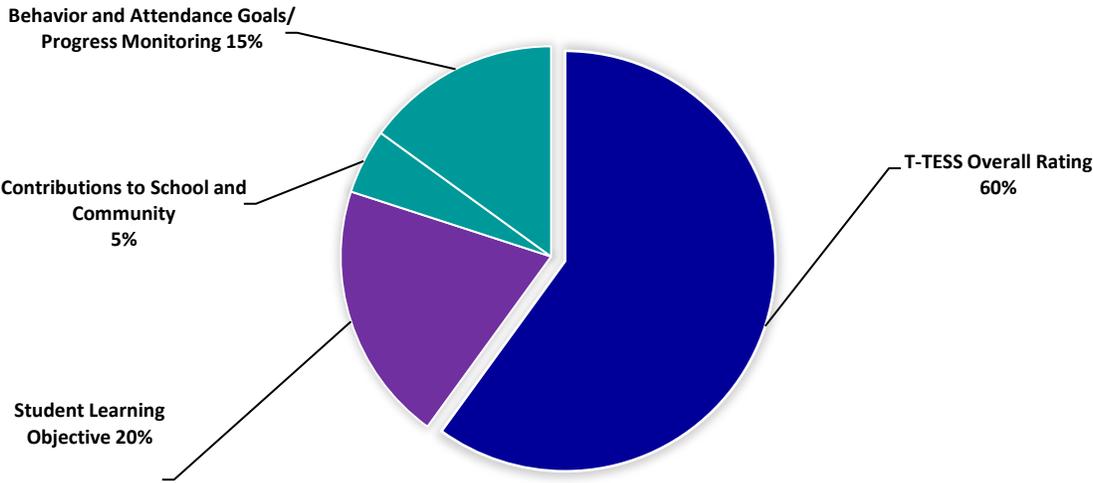


TEACHER CATEGORY F

CIRCLE PK



TEACHER CATEGORY G
GENERAL SPECIAL EDUCATION AND DAEP



Appendix B

San Antonio Independent School District (“SAISD”) MTI 2.0 Designated Teacher Stipend Agreement 2022-2023 School Year (July 1, 2022, thru June 30, 2023)

The Master Teacher Initiative (MTI) is a program designed to support, recognize, retain, and reward excellent teaching. This program utilizes multiple measures to identify high performing teachers who reflect SAISD’s values for student-centered actions and continuous improvement to accelerate student achievement.

The district has evolved the Master Teacher Initiative into MTI 2.0 and Beyond which is aligned with the state’s Teacher Incentive Allotment (TIA) requirements. The TIA provides the district with long-term funding to sustain the initiative. A requirement of TIA is that the system includes three levels of designations: Recognized, Exemplary, and Master.

MTI 2.0 DESIGNATION LEVEL STIPEND

Through the MTI 2.0 system, you are a teacher designated as _____, currently teaching at a Category ____ school (_____), making you eligible for a stipend of _____.

In accordance with TIA guidelines, a teacher’s designation is in effect for a period of five years. However, the amount of the stipend depends on the teacher’s designation level in addition to the school to which they are assigned. The table below outlines the amount of each stipend for the 2022-2023 school year.

School Funding Category	State SES Multiplier	# Schools	Stipend Per Teacher		
			Recognized	Exemplary	Master
A (Highest SES)	0.0-2.5	25	\$5,000	\$10,000	\$18,500
B	2.5-2.8	25	\$6,000	\$12,500	\$22,500
C	2.8-3.2	24	\$6,500	\$13,500	\$24,500
D (Lowest SES)	3.2-4.0	24	\$7,000	\$14,500	\$26,500

In the event that an MTI 2.0 Designated Teacher’s school assignment changes for 2022-2023, the amount of the stipend will be adjusted accordingly based on the new school’s Funding Category. The list of Funding Categories for each campus is available on the MTI SharePoint site (www.saisd.net/MTIresources).

CONTINUED ELIGIBILITY

Continued eligibility for the MTI 2.0 Designation Level Stipend is contingent upon:

3. Your acceptance of this Agreement,
4. Continue to meet required metrics for TTESS and STAAR Growth as outlined below*
 - TTESS Average \geq 3.30 **
 - SAGE Score \geq 50.00

**Teachers not meeting the metrics in 2023 will have a one-year probationary period before the TIA stipend is removed. Should metrics be met during the probationary period, designation stipends will not be impacted.*

**** Starting in the 2023-24 school year the TTESS Average will increase to \geq 3.50**

Master Teacher Initiative 2.0
SAISD Spending Plan
2022-23 TIA Allotment and School Funding Categories

Background

The Texas legislature differentiates Teacher Incentive Allotment (TIA) funding to school districts based on the designation levels of teachers and the school’s socioeconomic need. The State’s methodology for determining socioeconomic need is based on the SAISD Socioeconomic Block Methodology and considers median income, home ownership, adult education, and single-parent households. SAISD utilizes a funding model that divides campuses into four School Funding Categories (A, B, C, D) based on the State’s Socioeconomic Status (SES) Multiplier. Schools were grouped to ensure that each funding category included a similar number of schools. Designated teachers in each category receive a stipend that is based on the median state allocation for the category and designation level. Additionally, for the 2022-23 school year, SAISD’s TIA funding distribution plan of 80% Teacher, 16% Campus and 4% District will be 90% to the teacher and 10% District to support the expansion of MTI 3.0.

TEA recalculates the SES Multiplier for each school based on student enrollment each year, and the updated 2022-23 School Funding Category is reflected below.

2022-23 School Funding Categories

School Funding Category	Recognized	Exemplary	Master
A	\$5,000	\$10,000	\$18,500
B	\$6,000	\$12,500	\$22,500
C	\$6,500	\$13,500	\$24,500
D	\$7,000	\$14,500	\$26,500

This table reflects the gross payout amount for each designation level. Standard employee deductions will apply. SAISD’s budget for TIA also accounts for standard employer benefit costs and taxes, not shown here.

SAISD Campus List by School Funding Category

SAISD campuses were ranked in order by their SES Multiplier, which is a TEA developed metric, based on the SES Tiers of the residential neighborhoods of the students attending the school. The possible range for the SES Multiplier is 0.0 (Highest SES) to 5.0 (Lowest SES). The assignments of SAISD campuses to each group are listed below and on the next 3 pages.

School Funding Category	Campus Name	State SES Multiplier
A	YOUNG WOMEN'S LEADERSHIP ACADEMY	1.32
A	YOUNG WOMEN'S LEADERSHIP ACADEMY PRI AT PAGE	1.45
A	ADVANCED LEARNING ACADEMY	1.52
A	STEELE MONTESSORI EL	1.53
A	LAMAR EL	1.59
A	CAST TECH H S	1.66
A	TWAIN DUAL LANGUAGE ACADEMY	1.68
A	BONHAM ACADEMY	1.71
A	CAST MED H S	1.75

A	YOUNG MEN'S LEADERSHIP ACADEMY	1.92
A	WOODLAWN ACADEMY	1.93
A	RODRIGUEZ MONTESSORI EL	1.98
A	HEALY MURPHY Learning	2.00
A	SCHENCK EL	2.00
A	TRAVIS EARLY COLLEGE H S	2.03
A	HAWTHORNE PK-8 ACADEMY	2.06
A	MISSION ACADEMY	2.09
A	ELOISE JAPHET ACADEMY	2.19
A	GONZALES EARLY CHILDHOOD CAMPUS	2.26
A	HEALY MURPHY PK	2.36
A	COTTON ACADEMY	2.44
A	ROGERS MIDDLE	2.46
A	JEFFERSON H S	2.54
A	ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD	2.55
A	ROGERS ACADEMY	2.57
B	HILLCREST EL	2.58
B	HIGHLAND PARK EL	2.61
B	FOX TECHNICAL H S	2.64
B	FENWICK ACADEMY	2.65
B	HIGHLANDS H S	2.68
B	EDISON H S	2.68
B	GREEN EL	2.68
B	BRACKENRIDGE H S	2.69
B	BOWDEN ACADEMY	2.69
B	BASKIN EL	2.71
B	KNOX EARLY CHILDHOOD CAMPUS	2.72
B	HARRIS MIDDLE	2.72
B	ARNOLD EL	2.73
B	MADISON EL	2.74
B	GRAEBNER ES	2.76
B	ESTRADA ACHIEVEMENT CTR	2.78
B	JJA	2.78
B	BREWER ACADEMY	2.78
B	JT BRACKENRIDGE DAEP	2.78
B	CHRISTUS SANTA ROSA	2.78
B	JUVENILE DETENT CTR	2.78
B	BURBANK H S	2.78
B	RIVERSIDE PARK EL	2.79
B	BRISCOE EL	2.82
B	MAVERICK EL	2.82
C	WHITTIER MIDDLE	2.82

C	IRVING DUAL LANGUAGE ACADEMY	2.84
C	FRANKLIN EL	2.88
C	HIGHLAND HILLS EL	2.88
C	TEXANS CAN ACADEMY AT HIGHLANDS H S	2.89
C	LONGFELLOW MIDDLE	2.91
C	SMITH EL	2.97
C	BEACON HILL ACADEMY	2.97
C	SAISD - PK 4 SA	2.98
C	POE MIDDLE	2.99
C	NEAL EL	3.00
C	COOPER ACADEMY AT NAVARRO	3.01
C	COLLINS GARDEN EL	3.03
C	WILSON EL	3.10
C	HUPPERTZ EL	3.10
C	HIRSCH EL	3.10
C	LOWELL MIDDLE	3.11
C	WOODLAWN HILLS EL	3.14
C	MILLER EL	3.18
C	FORBES EL	3.19
C	MARGIL EL	3.22
C	OGDEN EL	3.25
C	KELLY EL	3.26
C	HERFF EL	3.31
D	NELSON EARLY CHILDHOOD CAMPUS	3.31
D	GATES EL	3.32
D	CARVAJAL EL	3.33
D	DOUGLASS EL	3.34
D	FOSTER EL	3.34
D	SAM HOUSTON H S	3.35
D	CARROLL EARLY CHILDHOOD CAMPUS	3.36
D	LANIER H S	3.36
D	CROCKETT ACADEMY	3.41
D	DAVIS MIDDLE	3.45
D	BALL ES	3.46
D	RHODES MIDDLE	3.48
D	STEWART ACADEMY	3.48
D	M L KING ACADEMY	3.49
D	DAVID BARKLEY/FRANCISCO RUIZ EL	3.54
D	KING EL	3.55
D	DE ZAVALA EL	3.56
D	TAFOLLA MIDDLE	3.56
D	WASHINGTON EL	3.57

D	TYNAN EARLY CHILDHOOD CAMPUS	3.58
D	STORM EL	3.60
D	CAMERON EL	3.76
D	JT BRACKENRIDGE EL	3.81
D	PERSHING EL	3.82

The district will ensure:

- 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 teacher role (087 role ID in PEIMS) for at least 90 days at 100% of the day or 180 days at 50–99% of the day.
- If a Designated Teacher leaves the district prior to Winter Roster Verification (generally in February of each school year), then the designated teacher will not receive any TIA funds because TIA funds will not be generated to the district from the state.
- If a designated teacher moves campuses within San Antonio ISD during the school year, then San Antonio ISD will provide the funding to the designated teacher based on the following rationale:
 - The campus the teacher was assigned during the semester prior to his/her bi-annual stipend payment.
 - If a teacher moves from one campus to another as the result of a district-directed move, the teacher’s allotment during the current school year may not decrease but may increase based on the funding category of the new campus’s poverty index.
 - If a teacher self-selects to move to another campus, the teacher’s allotment will reflect the funding category of the new campus based on the campus SES.
 - One-time lump sum payments for newly designated teachers or one-time increased designation lump sum payments will be paid based on the campus where the designated teacher was assigned during Winter Snapshot (generally in February).
 - Should the designated teacher’s campus SES category change based on the annual state calculation, the teacher’s allotment will reflect the new amount in the following year’s stipend payments. The August one-time lump sum payments for new or increased designations will be based on the SES category of the campus where the designation was earned.
 - The district will complete necessary internal accounting changes to ensure 90% of the funds generated by the teacher remain with the teacher and/or the campus to which they are moving.
- There will not be any adjustment to the distribution of funds for Designated Teachers who leave the district after Winter Roster submission. If the teacher retires after Winter Roster submission, then the TIA funds will be provided to the Designated teacher in the June stipend payment if the teacher completes the school year. If the Designated Teacher retires before the Winter Roster submission or does not complete the school year, then no TIA funds will be provided to the teacher.
- Note that San Antonio ISD cannot recommend a teacher to the state for a TIA Designation if the teacher does not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is designated because of data collected in the 2022-23 school year, but the teacher moves into a non-teaching position in the 2023-24 school year, the state will not approve the TIA Designation.
- The district has a board approved compensation plan that provides approval for the TIA payments. The school board will approve the expenditure of TIA funds as part of the annual budgeting process.

- The district will request that teachers currently employed with the district notify the Office of Continuous Improvement Senior Executive Director upon attainment of National Board Certification. For new hires, this will be a question asked during the intake process. The teacher will be required to show proof of active status with the NBPTS' National Board Certification and align themselves with Texas and San Antonio ISD through the NBPTS's process.
- The district's spending plan is included in the district's MTI Teacher Guidebook and website. The spending plan is also reviewed annually, and the overall MTI plan is communicated to staff.
- If a TIA Designated teacher is not employed by San Antonio ISD at the TEA winter snapshot date (typically in February of each year), then San Antonio ISD will not be responsible for paying the TIA funds to the Designated Teacher since funds were not generated for the teacher.
- For a Designated Teacher moving to another district, the Designated Teacher will need to work with the new Texas school district or charter school to be compensated under TIA. The amount of funds earned under TIA will follow the new district's TIA spending plan and allotments provided by the state for the campus will be based on "rural/non-rural" and "economically disadvantaged" Tier status.