2026-2027

THE DISTRICT EXCELLENCE by Design

Teacher Incentive Allotment Manual







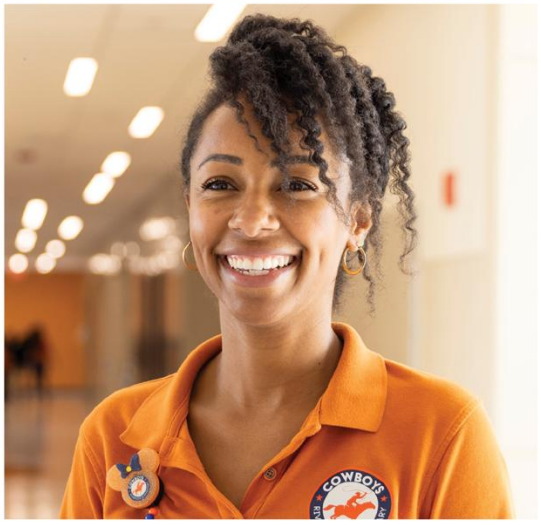


Table of Contents

Background 4
Overview 4
Eligibility Requirements 4
Participation Requirements 4
General Eligibility Requirements 4
Attendance Requirements 5
Teacher Observations Requirements 6
Student Assessment Requirements 6
T-TESS Teacher Observations 6
YISD's T-TESS Process 6
Self-Assessment and Goal Setting 6
Implementation of Goals 6
Pre-Conference 7
Formal Observation 7
Post-Conference 7
End-of-Year Conference (Summative) 7
Preliminary Goal Setting and Planning for the Following School Year 8
Summative Annual Appraisal Report 8
Walkthroughs 8
Teacher Observation Scores 8
Student Growth Measures 8
Measures Used for TIA 9
Classroom Growth Measure 9
Grade Level Growth Measure 9
Composite Growth Calculation 10
Designation Policies 10
Designation Calculations 10
National Board Certified Teacher Designation 11
Spending Plan 11
Eligibility for Compensation 11
Compensation Calculations 12

Compensation Schedule 12
Schedule for first-time designation 12
Schedule for existing designations 13
Compensation Amounts 13
Testing Considerations 14
Implementation Timeline 14
Appendix A – Designation process flowchart 15
Appendix B – Compensation process flowchart 16

Background

The Teacher Incentive Allotment (TIA) is a Texas program established by House Bill 3 (HB3) in 2019 to recruit, retain, and reward effective teachers in all schools, especially in high-needs and rural areas, by providing significant salary increases through state funding integrated into the school finance system. TIA is not a grant. It is based in two sections of the Texas Education Code (TEC): §21.2521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment). Through approved local designation systems, districts can reward and compensate their teachers based on student growth and classroom observation. TIA is built to provide lasting funds for outstanding Texas teachers to remain in the classroom and improve student outcomes.

Overview

Through TIA, highly effective teachers are awarded with designations: Acknowledged, Recognized, Exemplary, and Master. There are several components of teacher performance data that go into a District's decision around determining designations, including teacher observation (required by statute), student growth (required by statute), and other components such as teacher attendance, surveys, etc. (not required by statute). Additional state funding is assigned to a District for every designated teacher per year through the Foundation School Program (FSP). The actual allotment is dependent on both designation and campus poverty level. Greater funding is assigned to designated teachers who serve in rural or high-need schools. At least 90% of the funds must be used for compensation on the campus where the designated teacher serves, and 10% may be used by the District to implement the system. The Texas Education Agency (TEA) and Texas Tech University must approve the designation system and designations that are proposed by the District each year. Teachers who hold National Board Certification are considered in the Acknowledged designation for compensation purposes. Once a teacher earns a designation, the teacher retains that credential for five years. The designation is placed on the educator's certificate.

Eligibility Requirements

Participation Requirements

All teachers assigned to the subject/grade levels to be identified for designations are required to participate. Teachers may not opt-out of the TIA process. Only student-facing instructional staff is eligible for TIA.

General Eligibility Requirements

For teachers to be eligible for designation submission and compensation, teachers must:

1. Be assigned in the student system as teacher of record in an eligible area by the October Snapshot for the data capture and submission years,
2. Have five or more students enrolled in the teacher's general education mathematics course or the teacher's Special Education Resource mathematics course who will take the STAAR or EOC exams,
3. Be identified with a PEIMS role ID of 087 in both the October Snapshot and February winter Class roster for the data capture and submission years,

4. Meet the attendance rate target during their assigned contract,
5. Have attributable STAAR/EOC growth scores, and
6. Participate in a full T-TESS observation cycle.

A teacher of record is defined as the teacher who is assigned to the "Primary Staff" entry on a course in the master schedule screen of the student system.

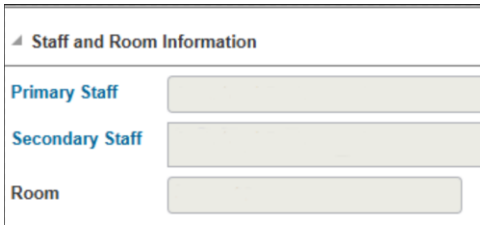


Figure 1: Teacher of Record in Student System

Additional eligibility requirements include:

- Teachers are not eligible for a TIA designation submission, designation, or compensation if they transfer from a TIA-eligible teaching position to a non-teaching role before or during the Data Capture or Submission Years, or if they leave the district after the October snapshot and before the end of the contract year.
- A teacher is not eligible for TIA compensation if his/her contract is terminated or non-renewed.
- A teacher is not eligible for TIA compensation if the teacher is under investigation until he/she is cleared of any allegation.
- All students enrolled in an eligible teacher's class must take the appropriate assessment(s) during the testing window as established by the district.
- Missing student data or testing irregularities may jeopardize a teacher's eligibility for designation and compensation. An irregularity report must be submitted by the campus testing coordinator with details of the issue, reasons, and corrective actions taken. Reports will be reviewed by the district, and violations may result in disqualification from TIA and/or disciplinary actions up to termination.
- A designated teacher will not receive the allotment payout as scheduled if they resign, retire, or employment is terminated before the completion of the teacher's contract.
- If a designated teacher meets all eligibility requirements for compensation and retires or resigns from the district effective at the completion of the teacher's contract, the teacher will receive the allotment payout as scheduled.

Attendance Requirements

An additional eligibility component is the teacher's attendance rate. For a teacher to be initially included in the designation, the teacher must have nine or fewer non-discretionary absences for the school year. Once the teacher has a designation, the teacher must meet the attendance criteria yearly in order to receive the allotted compensation.

Teacher Observations Requirements

Teachers in the Teacher Incentive Allotment shall be appraised annually and cannot be waived from going through the T-TESS Cycle: Pre-Conference, Observation, Post-Conference. Teachers must be supervised and appraised on the T-TESS evaluation system by the principal or other designated appraiser of the Campus or District where he or she instructs students. No teacher in the designated grade/subject may opt out. Once the teacher has a designation, the teacher must meet the teacher observation criteria yearly in order to receive the allotted compensation.

Student Assessment Requirements

In order to ensure results are valid and reliable, student assessments will adhere to the following guidelines:

- All students in the grade/subject of designation will take the required assessments.
- Students will be administered the assessments by a teacher who is not included in the designation process for that grade/subject.

T-TESS Teacher Observations

YISD's T-TESS Process

The district will use the evaluation process as defined in Policy DNA (Local) for purposes of calculating designation scores. The Texas Teacher Evaluation and Support System (T-TESS) is the Texas recommended appraisal process to evaluate teachers and establish a system of support. T-TESS focuses on providing continuous, timely, and formative feedback to educators so they can improve their practice.

Teachers in the Teacher Incentive Allotment shall be appraised annually and cannot be waived from going through the T-TESS Cycle: Pre-Conference, Formal Observation, Post-Conference. Teachers must be supervised and appraised on the T-TESS evaluation system by the principal or other designated appraiser of the Campus or District where he or she instructs students.

Self-Assessment and Goal Setting

The teacher self-assessment, goal setting, and professional development processes are all interwoven and applied throughout the school year to positively impact each teacher's professional practices and ultimately increase student performance. Each teacher will review data and reflect on his or her professional practice, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric.

Implementation of Goals

Each teacher will regularly monitor progress toward his or her goals. If the teacher feels the goals need to be modified, the teacher should make an appointment with his or her appraiser to discuss individual progress toward his or her goals and/or obtain additional support.

Pre-Conference

The purpose of a pre-conference is for the appraiser and teacher to mutually discuss the upcoming formative observation with a focus on the interrelationships between planning, instruction, the learning environment, and student outcomes. The pre-conference will be conducted within ten working days of an announced observation. The pre-conference will provide the teacher an opportunity to demonstrate his or her knowledge and skills for the planning domain and its correlating dimensions. The pre-conference is primarily focused on the upcoming observation and what the teacher has planned to ensure that the instructional objective(s) are met.

Formal Observation

The teacher will be formally observed in the classroom one time unless the appraiser/teacher deems additional observations necessary. A classroom observation will be an instructional period or a complete lesson within an instructional period that consists of a minimum of 45 minutes of instruction. By mutual, written consent between the appraiser and the teacher, the required minimum of 45 minutes of observation may be conducted in shorter time segments. The time segments must aggregate to at least 45 minutes. Each teacher may have additional observations or walkthroughs that provide actionable, timely feedback, which allow the teacher to make efficient and contextual professional development choices to help refine practice.

The formal observation for a teacher's appraisal will be announced by date and time. The date and time for the formal observation shall be scheduled by the teacher with his/her assigned appraiser. The district will establish an appraisal calendar each year and provide the calendar to teachers within the first three weeks of the school year.

Post-Conference

All observations will include an in-person post-conference within ten working days of the formal observation. The overall purpose of the post-conference is to provide a teacher with an opportunity to self-reflect on the execution of his or her lesson, including the impact on student performance. The results will be used to inform and guide the teacher regarding future practices and growth.

End-of-Year Conference (Summative)

The end-of-year conference, also known as the summative conference, will be held at least 15 days prior to the last day of instruction to discuss overall performance for the year. End-of-year conferences are required. Each teacher will provide his or her appraiser with an update regarding the professional goals and development plan that were developed at the beginning of the year.

Preliminary Goal Setting and Planning for the Following School Year

Following the end-of-year conference, the appraiser and teacher will discuss how the current year self-assessment and goal setting process will continue into the next year for continuous improvement, including professional development to support learning.

Summative Annual Appraisal Report

A written summative annual appraisal report will be provided to the teacher within ten working days of the conclusion of the end-of-year conference. The report will be shared with the teacher no later than 15 working days before the last day of instruction for students. The written summative annual appraisal report will be placed in the teacher's personnel file by the end of the appraisal period.

Walkthroughs

All walkthroughs are unannounced. The administrator must provide feedback within 10 business days from the day of the walkthrough. "Business Days" are working days. Holidays and breaks such as Thanksgiving Break do not count.

Teacher Observation Scores

Teacher observation scores will be calculated using Domains II (Instruction) and III (Learning Environment) of the T-TESS evaluation cycle. The rating for each dimension in Domains II and III will be converted into a 30-100-point score based on the table T1 below. Scores from each dimension will then be averaged to calculate the Teacher Observation Score. Ratings of Developing on Needs Improvement on any dimension automatically disqualify the teacher for designations.

Rating	Score
Distinguished	100
Accomplished	85
Proficient	70
Developing	60
Needs Improvement	30

Table T1: T-TESS Rating Equivalency Scores

Student Growth Measures

The Ysleta Independent School District will use the growth measure developed by the Texas Education Agency for the State of Texas Assessment or Academic Readiness (STAAR) / End Of Course (EOC) assessments. The model uses STAAR/EOC assessments to estimate student growth

and teacher impact using statewide protocols for administration and scoring. Once the teacher has a designation, the teacher must meet the student growth criteria yearly in order to receive the allotted compensation.

Measures Used for TIA

Student growth and campus growth will be calculated measuring the changes in STAAR/EOC performance across two school years. The growth measure for an individual student will be calculated by comparing the student's previous year rating with the current year rating in STAAR/EOC. An increase in the rating from one year to the next, or a rating of Meets Grade Level or above will constitute growth as shown in Table G1.

		Current Year STAAR					
		Low DNM	High DNM	Low App	High App	Meets	Masters
Previous Year STAAR	Low DNM	No	Yes	Yes	Yes	Yes	Yes
	High DNM	No	No	Yes	Yes	Yes	Yes
	Low App	No	No	No	Yes	Yes	Yes
	High App	No	No	No	No	Yes	Yes
	Meets	No	No	No	No	Yes	Yes
	Masters	No	No	No	No	No	Yes

Table G1: STAAR/EOC Growth Definition

Individual student growth measures will be used to calculate the Classroom Growth Measure and the Grade Level Growth Measure as described below. The weighted average of these two measures will constitute the composite growth calculation to be used for the distinction calculation.

Classroom Growth Measure

The classroom growth measure is an indicator of a teacher's direct impact on the growth of their students and is defined as the number of eligible students who achieved growth (defined above) divided by the total number of eligible students assigned to the teacher.

Eligible assigned students are defined as students who:

- enrolled in the course assigned to the teacher by the October PEIMS Freeze date, and
- tested while being assigned to the same teacher, and
- have a valid STAAR/EOC growth score.

Grade Level Growth Measure

The grade level growth measure is an indicator of a teacher's impact, as part of a Professional Learning Team, on the improvement of their assigned grade level as a whole and is defined as the number of eligible grade level students who achieved growth (defined above) divided by the total number of eligible students in the teacher's grade level.

Eligible grade level students are defined as students who:

- enrolled at the campus and grade level at least six weeks before the assessment window opens, and
- have a valid STAAR/EOC growth score.

Composite Growth Calculation

The composite growth score will be used, along with the T-TESS score, to identify designation levels for teachers. The composite growth is a weighted average of the classroom growth score and the grade level growth score, with the weights shown on table G2 below.

Measure	Weight
Classroom Growth	70%
Grade Level Growth	30%

Table G2: Weights used in the calculation of the Composite Weight Score

Designation Policies

For certified teachers, TEA will display the designation in the top right-hand corner of the State Board of Education Certification (SBEC) teaching certificate. Designated teachers are assigned a Designated Teacher ID and listed in the Designated Teacher Public Search Registry.

Approval of individual teacher designations are voidable by TEA for one or more of the following reasons:

- A teacher has not fulfilled all designation requirements.
- The teacher is listed in the Texas Do Not Hire registry.
- The designated teacher's certificate issued by the the SBEC is in a sanction status.
    - Certificate sanctions result in automatic designation revocation.
    - If the sanction is lifted, the designation maybe be reinstated to the original expiry date.
- The designated district or charter school's designation system was voided.
- The National Board for Professional Teaching Standards revokes a National Board Certification that provided the basis for a teacher's designation.

Designation Calculations

Designations will be assigned based on the Teacher Observation Score and the Composite Growth Score. A teacher must meet the targets in both categories in order to achieve a designation. The targets for each designation are shown on table D1 below. Designation targets may change to meet requirements of data validation.

Designation	Composite Growth Target	Teacher Observation Target
Acknowledged	73%	74%
Recognized	77%	79%
Exemplary	83%	85%
Master	89%	90%

Table D1: Designation Targets

National Board Certified Teacher Designation

Teachers with a National Board Certified Teacher (NBCT) designation will be compensated at the equivalent level as an Acknowledged designation in compliance with TEA regulations. Compensation for NBCT designated teachers will be provided based on TEA regulations that are current during the compensation period and will follow the same rules as the other designation levels.

Spending Plan

Compensation amounts are contingent upon the final allotment values calculated and distributed by the Texas Education Agency through the Foundation School Program.

Estimated allotment values used for planning or communication purposes may differ from final allotment calculations. The District reserves the authority to adjust stipend amounts as necessary to ensure the total compensation expenditures do not exceed the allotment generated by the designated teacher.

Eligibility for Compensation

Once a teacher has been awarded a designation, he/she must qualify to earn the compensation associated with the designation. Compensation eligibility includes all of the following:

- Teachers must meet all participation, attendance, teacher observation, and student growth requirements each year in order to be eligible for compensation.
- Teachers who were designated by a different district and teach the subject(s) included in this plan must meet all the district's requirements in order to be eligible for compensation.
- Teachers who were designated by a different district and do not teach any of the subjects included in this plan must meet attendance and employment requirements as defined in this document to receive their compensation based on the district's payment plan.
- Teachers must be employed in the district by July 31st, or retire by the end of the previous school year, in order to be eligible for compensation earned during the previous school year.
- The district has chosen not to forward the allotment to other districts.

Compensation Calculations

Compensation levels will be assigned based on the teacher's current designation, Teacher Observation Score, and the Composite Growth Score. A teacher must have the designation level and meet the targets in both Teacher Observation Score and Composite Growth Score in order to achieve a compensation level. The targets for each compensation level are the same as the designation targets and are shown on table D1 above. The process for calculating compensation follows these steps:

1. The teacher's number of non-discretionary absences for the year are added and compared to the attendance targets.
    a. If the number of absences exceeds the attendance target, the teacher does not qualify for compensation.
    b. If the teacher meets the attendance target, the process continues.
2. A maximum possible compensation level is identified by using the teacher's current designation.
3. The teacher's current Teacher Observation Score and Composite Growth Score are compared to the compensation targets.
4. The highest compensation level for which both targets are met is assigned as the compensation level up to the teacher's maximum possible level as defined by his/her current designation.

Compensation Schedule

Compensation timelines are different from designation timelines. All teacher compensation is based on the school year immediately preceding the compensation. For teachers with a first-time designation, this means that the data used to award a designation and the data used to receive compensation come from different school years due to the time required by TEA to review and approve new designations. The first year of data will be used to award a designation. By the time this designation is official, the teacher will have an additional year of data, which will then be used to evaluate their eligibility for compensation. Teachers with an existing designation will have their eligibility evaluated on the data from the school year that compensation will be provided. General compensation schedules for first-time designations and existing designations are expanded below.

Schedule for first-time designation

Teachers who do not have a previous designation will follow the schedule below:

- School Year 1, Fall Semester
    - Data on teacher attendance, teacher observation (if available at this time), and student growth (if available at this time) is recorded for designation purposes.
- School Year 1, Spring Semester
    - Data on teacher attendance, teacher observation, and student growth is recorded for designation purposes.
- School Year 1, Summer
    - Recorded data is analyzed by the district to identify potential designations.
- School Year 2, Fall Semester

    - Recorded data is sent to TEA for analysis and approval of designations.
    - Data on teacher attendance, teacher observation (if available at this time), and student growth (if available at this time) is recorded for compensation eligibility purposes.
- School Year 2, Spring Semester
    - Official designations list is received from TEA.
    - Allotment amounts per campus and designation are received from TEA.
    - Data on teacher attendance, teacher observation, and student growth is recorded for compensation eligibility purposes.
- School Year 2, Summer
    - District analyzes Year 2 data to identify teachers who are eligible for compensation.
    - Eligible teachers receive compensation based on official designations and allotment amounts.

Schedule for existing designations

Teachers who already have a designation on file with TEA will follow the schedule below:

- School Year 1, Fall Semester
    - Data on teacher attendance, teacher observation (if available at this time), and student growth (if available at this time) is recorded for compensation eligibility purposes.
- School Year 1, Spring Semester
    - Allotment amounts per campus and designation are received from TEA.
    - Data on teacher attendance, teacher observation, and student growth is recorded for compensation eligibility purposes.
- School Year 1, Summer
    - District analyzes Year 1 data to identify teachers who are eligible for compensation.
    - Eligible teachers receive compensation based on official designations and allotment amounts.

Compensation Amounts

Compensation amounts will depend on the teacher designation, the teacher eligibility for compensation, and the amount allotted to the campus by TEA. Ten percent of the allotment assigned by TEA will be used by the district to support the designation system. Taxes, TRS, and other deductions required by law – both individual and district contributions – will be deducted from the remaining 90% of the allotment assigned by TEA. The resulting compensation after deductions will be in the form of a stipend paid in a single disbursement during the month of August. If a teacher retires at the end of the school year, the stipend will be included in their last paycheck to avoid any delays in their TRS payments. If a teacher is not eligible to receive part or all of his/her compensation, the allotted amount for which he/she is not eligible will be divided equally among the non-TIA participating teachers of record of his/her grade level if the teacher works at an elementary school, or among the non-TIA participating teachers of record of his/her

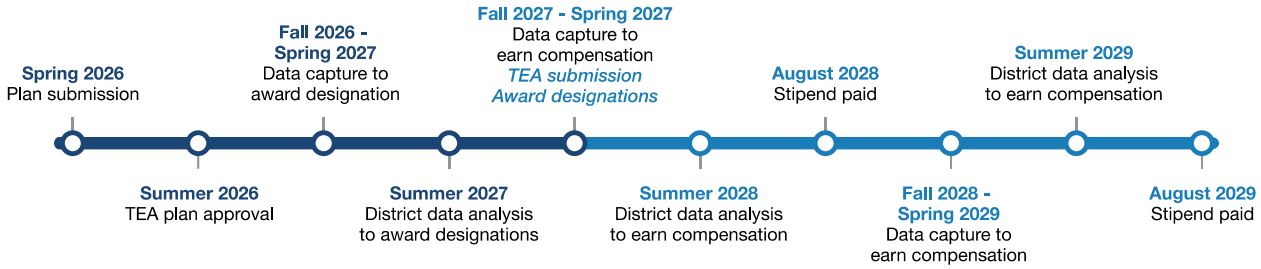
department if the teacher works at a secondary school. If all teachers at a grade level participate in TIA, the allotted amount will be equally distributed among the non-TIA participating teachers of record of the next-lower grade level.

Testing Considerations

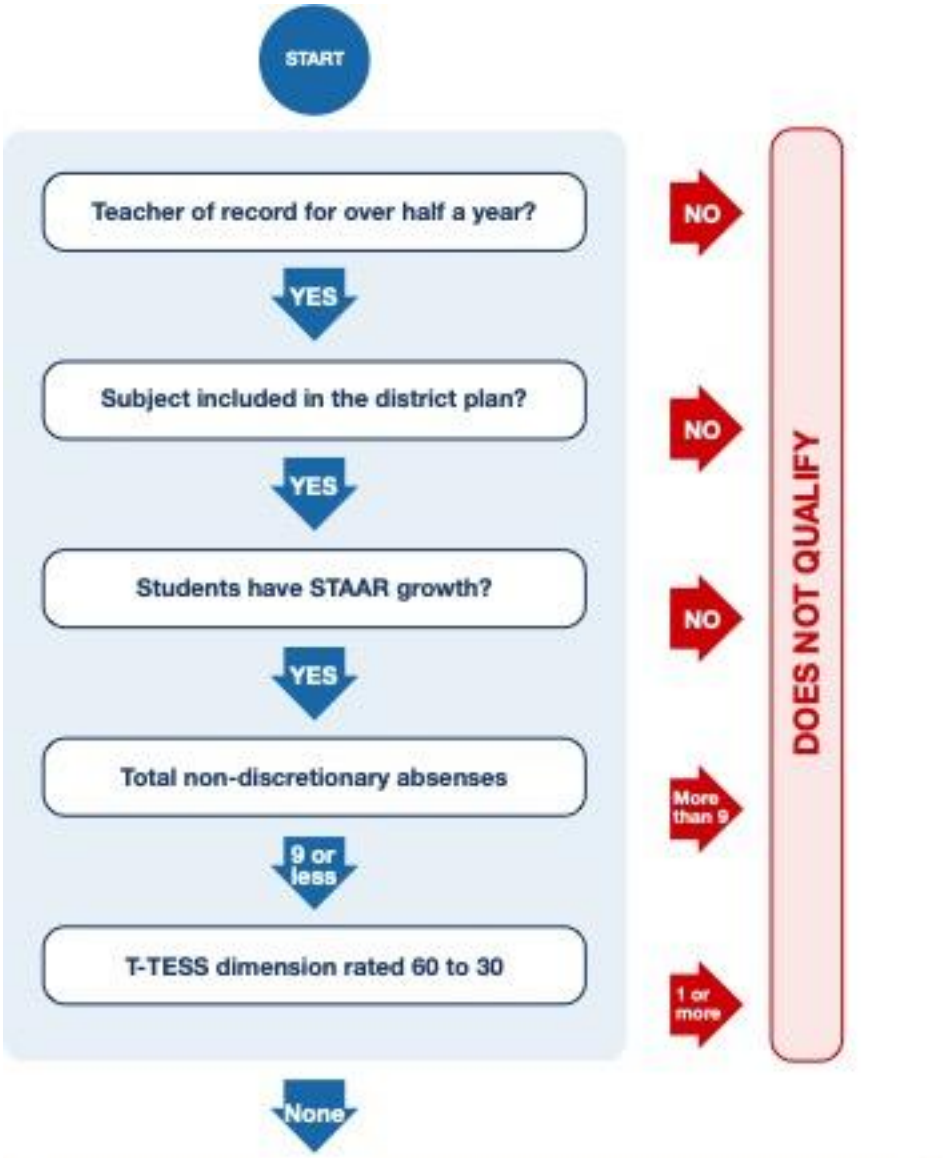
In order to ensure the validity and reliability of student scores, as well as the integrity of the assessment system, teachers participating in the Teacher Incentive Allotment program shall abide by the following requirements.

- Partipating teachers will not proctor exams connected to their subject area.
- Participating teachers will ensure all students take the appropriate assessment.
- Participating teachers must follow all district assessment rules.

Implementation Timeline



Appendix A – Designation process flowchart



Composite Growth		Teacher Observation	Designation
73%	+	74%	Acknowledged
77%	+	79%	Recognized
83%	+	85%	Exemplary
89%	+	90%	Master

Appendix B – Compensation process flowchart

