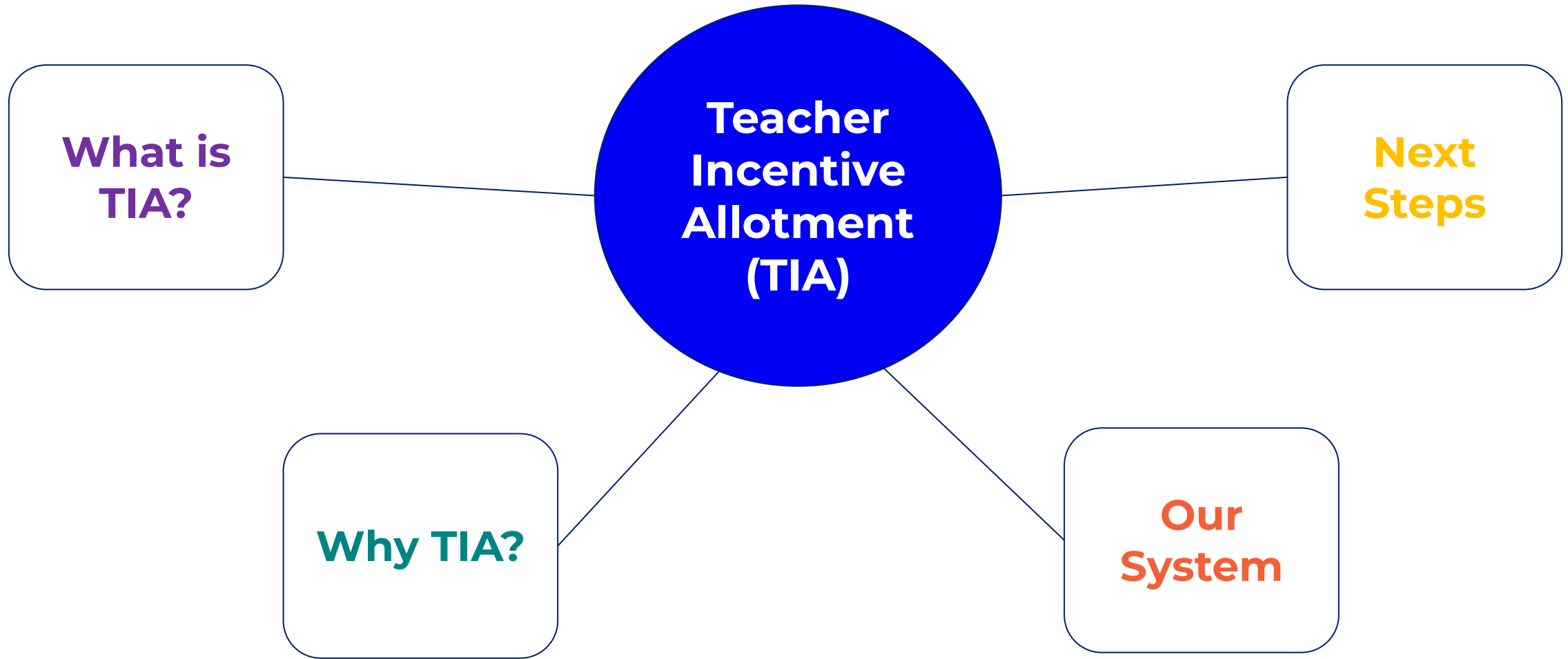




# Teacher Incentive Allotment (TIA)

*Teacher Overview  
2025-26*



Test #1: Wed 3rd 3:44-7:3



then  $\cos \theta = \frac{\sqrt{a^2 - x^2}}{a}$   
or  $\sqrt{a^2 - x^2} = a \cos \theta$

If  $x = a \sin \theta$   
then  $dx = a \cos \theta d\theta$

$$\begin{aligned} &= 3^2 \int \sin \theta (\sin \theta)^2 \cos \theta d\theta \\ &= 3^2 \int (1 - \cos^2 \theta) \cos \theta \sin \theta d\theta \\ &= 3^2 \int (\cos^3 \theta - 2\cos^2 \theta + \cos \theta) \sin \theta d\theta \\ &= 3^2 \left( -\frac{1}{3} \cos^3 \theta + \frac{2}{2} \cos^2 \theta - \frac{1}{2} \cos \theta \right) + C \end{aligned}$$

eg  $\int x^5 \sqrt{9-x^2} dx$  (let  $x = 3 \sin \theta$   
 $dx = 3 \cos \theta d\theta$   
 $\sqrt{9-x^2} = 3 \cos \theta$ )

$$\begin{aligned} &= \int (3 \sin \theta)^5 (3 \cos \theta) (3 \cos \theta d\theta) \\ &= 3^7 \int \sin^5 \theta \cos^2 \theta d\theta \end{aligned}$$

$$= 3^7 \left( -\frac{1}{3} \left( \frac{\sqrt{9-x^2}}{3} \right)^3 + \frac{2}{2} \left( \frac{9-x^2}{9} \right) - \frac{1}{2} \left( \frac{\sqrt{9-x^2}}{3} \right) \right) + C$$

# What is TIA?



**The Teacher Incentive Allotment (TIA) provides an accessible pathway for effective teachers to earn a higher income while remaining in the classroom.**



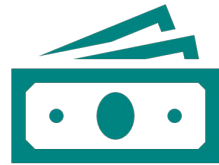
Sustainable funding for teachers written into statute (law) with no caps on teacher designations or allotment funds. This is NOT a grant or 'program'

# How TIA Works



## Three Levels of Designation

Recognized Exemplary Master



## \$3,000 to \$32,000

Annual additional funding for each designated teacher



## Prioritizes Hard-to-Staff Positions

Greater funding for high-needs and rural campuses



## Teacher Focused Funding

90% of all TIA funds go towards teacher pay



## Five Year Validity

Teachers retain designations for 5 years regardless of placement



\$3-\$9K



\$6-\$18K



\$12-\$32K

## **TIA Provides Extra Funding Per Designated Teacher to Districts—With More Money for High-Needs and Rural Campuses**

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status.

*\*\*\*These amounts will change in 26-27 based on HB 2*



# Every Teacher Has The Potential to Be Designated

In order to be designated, teachers must at minimum:

- Coded as 087 in PEIMS
- Be teaching in an eligible assignment (grade/subject course ID)
- Be employed and compensated by the recommending district in a teacher role for a creditable year of service
- Meet the district's designation criteria outlined in their local designation system which **MUST** include student growth data and teacher observation data
- Certification NOT Required

# At Its Core, A Local Designation System is Comprised of Three Major Components

## ELIGIBLE ASSIGNMENTS & CAMPUSES

All teaching assignments can be eligible for TIA as long as they have valid and reliable data from teacher observation scores and student growth data. Some districts choose to start with a subset of eligible assignments and then expand their system later.

## TEACHER PERFORMANCE DATA

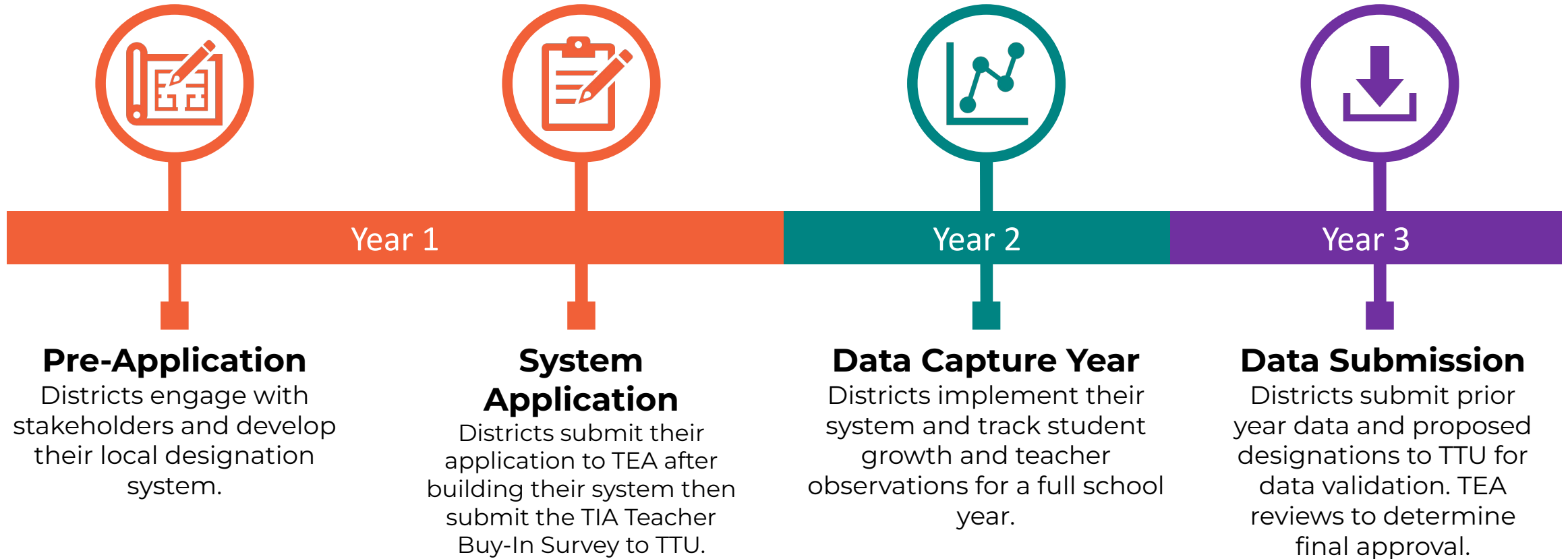
Teacher observation data, student growth data, and data from optional components the district chooses to include in their system make up teacher performance data. Districts use the performance data to determine teacher designations.

## COMPENSATION PLAN

Districts are required to spend at least **90% of their allotment funds on teacher compensation** on the campus where the designated teacher works. Districts may use up to 10% for costs associated with implementing a local designation system or supporting teachers in earning a designation.

# Three-Year, Two-Step Approval Process

There is a two-step approval process to building an approved local designation system that spans three years.



# Districts Report Dimension-Level Appraisal Data From All Observable Domains

TIA aligns the teacher observation requirements to T-TESS. Districts that use T-TESS for their appraisal system already incorporate the requirements needed for TIA.

Appraisal Waivers are not allowed for any teacher in an eligible assignment during the Data Capture Year

Minimum of 3 on all observable dimensions or proficient is required

Ratings from Domains 2 and 3 are used when determining designations

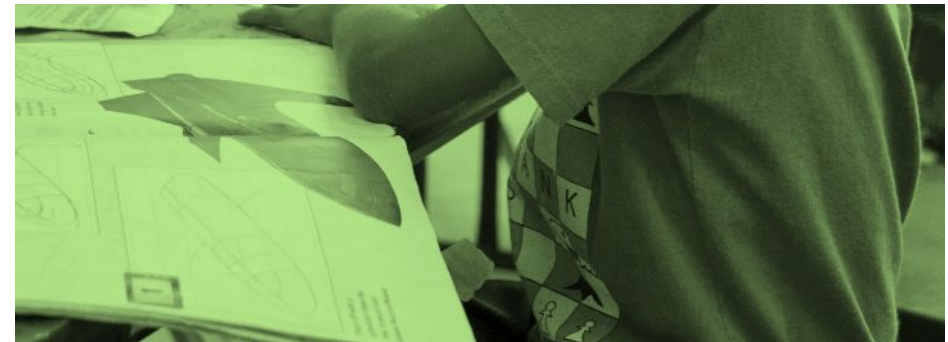
# T-TESS Composite Average Example

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
5	4	3	2	1

T-TESS Dimension	Walk #1	Walk #2	Formal Obs.	Walk #3	Walk #4	Avg
2.1 Achieving Expectations	3	2	4	3	3	<b>3</b>
2.2 Content Knowledge	4	3	4	3	3	<b>3.4</b>
2.3 Communication	4	3	4	3	3	<b>3.4</b>
2.4 Differentiation	3	2	3	4	3	<b>3</b>
2.5 Monitor & Adjust	3	3	4	4	3	<b>3.4</b>
3.1 Classroom Environment	4	3	4	4	3	<b>3.6</b>
3.2 Managing Behaviors	4	3	4	3	3	<b>3.4</b>
3.3 Classroom Culture	5	3	4	4	3	<b>3.8</b>
Total ratings divided by 40 dimensions	135/40=			<b>3.375</b>		

# Measuring Individual Student Growth – NOT Achievement

Student growth is measured by the **teacher's percentage of students who meet or exceed an expected growth target over the course of a single school year**. Rather than using the magnitude of growth, effectiveness is measured by the impact teachers have on all students by setting individualized growth targets.



# TIA Recognizes Four Different Student Growth Measures

Multiple growth measures may be used for a single eligible assignment.

## Student Learning Objectives (SLOs)

Teachers set individual student growth targets and evaluate each student using Body of Evidence. Aligned with TexasSLO.org.

## Portfolios

Measures a student's movement along a skill progression rubric with a collection of standards-aligned artifacts.

## Pre-Test Post-Test

Involve the administration of a beginning of year pre-test and an end of year post-test. Tests must align directly to the standards of the course.

## Value-Added Measures

Sets predicted scores based on multiple years of historical testing data across multiple contents using statistical modeling.

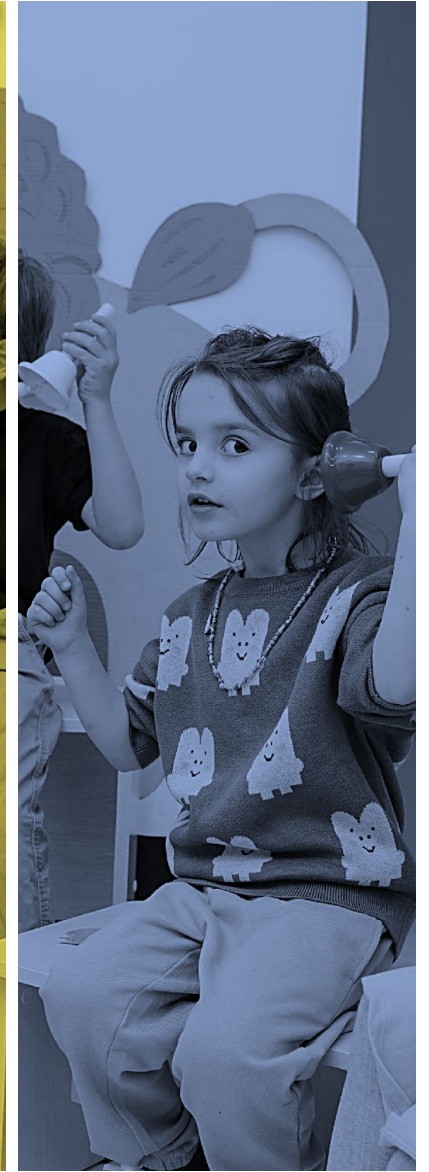
# Statewide Performance Standards Guide Designations

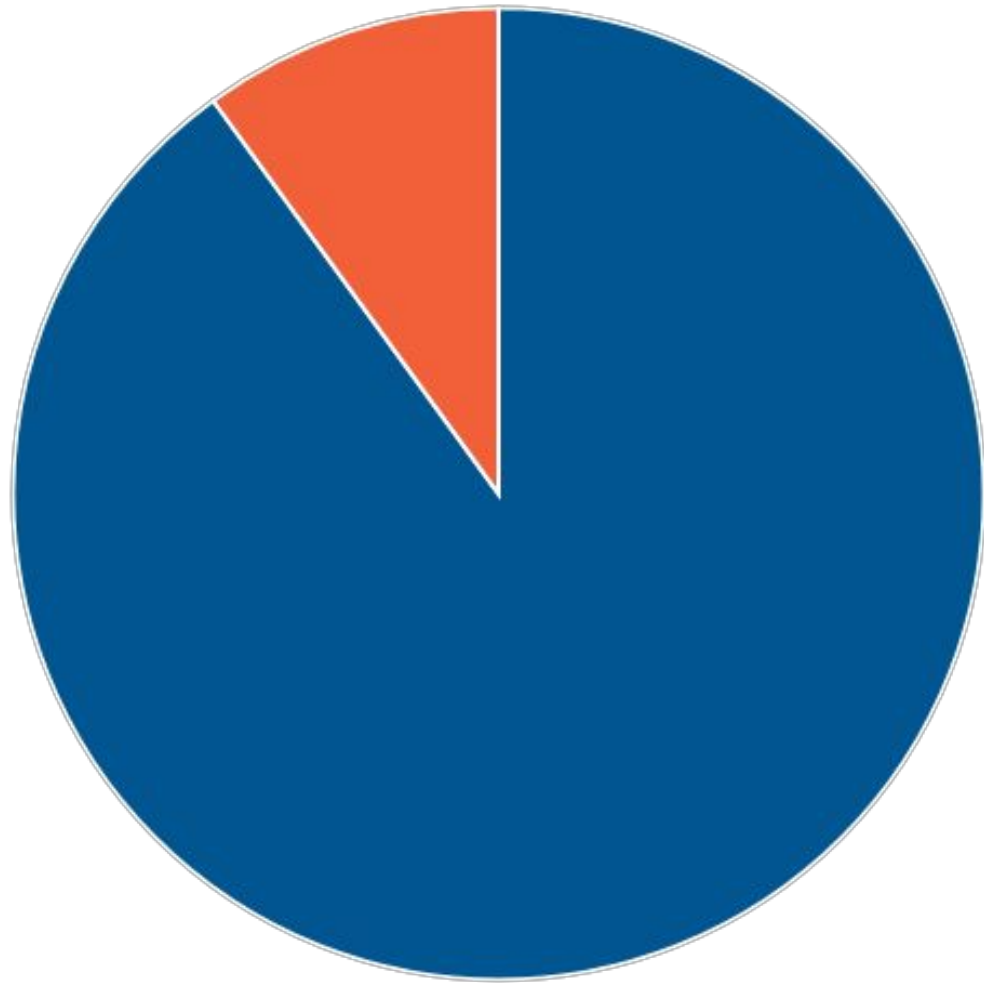
Districts set local cut points for each level of designation. Any teacher that meets a local designation system's eligibility requirements and the minimum proficiency observation ratings may be submitted for designation. Districts may find that they have more or less than the numbers represented.

DESIGNATION LEVEL	STATEWIDE PERCENTAGES	TEACHER OBSERVATION PERFORMANCE STANDARDS	STUDENT GROWTH PERFORMANCE STANDARDS
<b>Recognized</b>	Top 33%	3.7 or 74% of possible points	55% met or exceeded
<b>Exemplary</b>	Top 20%	3.9 or 78% of possible points	60% met or exceeded
<b>Master</b>	Top 5%	4.5 or 90% of possible points	70% met or exceeded

# Districts May Incorporate Optional Components to Their System

Usually done to align with district goals. Examples may include teacher attendance, mentorship, leadership roles, etc.





## **90% Of All TIA Funds Must Go to Teacher Compensation**

Teachers do not apply for TIA. Unlike previous education programs, the Teacher Incentive Allotments are additional state funding written into statute allowing for sustainable funding. There are no caps on teacher designations or allotment funds.

# Allotment Funding Amounts Differ Per Campus And Change Each Year Based on the Following Factors:

## Base Allotment

Each designation level starts with a base amount and a multiplier rate.

## Campus Socioeconomic Level

Socioeconomic levels are determined by assigning a point value to each student based on the Compensatory Education block tier.

## Campus Rural Status

Students at rural campuses will receive a 2-tier boost to their point value with a max value of Tier 5.

# 3-2-1 about TIA

With your Table  
Group:

**3 Facts**

**2 Ah-ha's**

**1 Question**



# Why TIA?

---

WHY TIA IS RIGHT FOR  
OUR DISTRICT



**TIA Compliments  
& Enhances Established  
District Systems & Goals**



Strengthen  
Student Outcomes



Improve Teacher  
Retention



Increase  
Recruitment Rates



Reward Quality  
Instruction



Incentivize  
Hard-to-Staff  
Positions &  
High-Needs Schools



Support Educator  
Development



Encourage  
Professional  
Collaboration



Maintain a  
Competitive  
Market



**RCISD**

OUR LOCAL  
DESIGNATION SYSTEM

# 2025-26: Phased-in Plan

Grade Level/Teaching Assignment	Teacher Observation	Who sets Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
<b>Phase 1</b>			
Pre-K	T-TESS	District (Graduated Percent Increase)	Circle/CLI
4th-8th Math and Reading, Algebra I, English I and English II (including SPED)	T-TESS	STAAR Transition Tables	STAAR
3rd Reading, 3rd Math, 5th Science, 8th Science, 8th SS, US History, Biology (including SPED)	T-TESS	District (Graduated Percent Increase)	BOY Released STAAR/EOY STAAR
K-2 Reading/Math (including SPED)	T-TESS	mCLASS	mCLASS
Intro to Culinary, Principles of Ag/Food/Natural Resources, Principles of Health Sci, Principles of Arts/Audio/Visual Tech	T-TESS	District (Graduated Percent Increase)	YouScience/ Precision Exams
SPED: Life Skills (Grades 4-11)	T-TESS	STAAR Transition Tables	STAAR-ALT
*All RCISD teachers eligible for designation through the National Board Certification			
<b>Phase 2</b>			
BIM	T-TESS	District (Graduated Percent Increase)	YouScience/ Precision Exams
Cosmetology, Physics, Spanish I, Chemistry, Algebra II, and Geometry	T-TESS	District (Graduated Percent Increase)	District-created



\$7,105



\$14,211



\$25,684

## RCISD Anticipated Funding

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status. Each campus may produce a unique allotment value.

*(amounts as of April 2025)*

# TIA Score Weights

50%

STUDENT GROWTH

40%

TEACHER OBSERVATION (T-TESS)

10%

TEACHER ATTENDANCE

# RCISD TIA Scorecard

## Student Growth Cut Points

TIA Designation	TIA Performance Standards (% of students who met/exceed projected growth)	Student Growth Points+ % of Scores Met or Exceeded * 50 points
Recognized	55%	$55\% * 50 \text{ points} = 27.5$
Exemplary	60%	$60\% * 50 \text{ points} = 30$
Masters	70%	$70\% * 50 \text{ points} = 35$

## Student Growth + Teacher Observation + Teacher Attendance

Recognized	$27.5 + 29.6 + 10$	67.1
Exemplary	$30 + 31.2 + 10$	71.2
Masters	$35 + 36 + 10$	81

## Teacher Observation Cut Points

TIA Designation	TIA Performance Standards	Points = TIA Performance Standards 8 * Dimensions
Recognized	3.7	$3.7 * 8 = 29.6$
Exemplary	3.9	$3.9 * 8 = 31.2$
Masters	4.5	$4.5 * 8 = 36$

## Composite Score Cut Points

Recognized	67.1 - 71.19
Exemplary	71.2 - 80.99
Masters	81 - 100

## Teacher Attendance

Minimum TIA Teacher Attendance %	# of Points	Points based on the Attendance Chart
95%	10	10 points

# RCISD TIA Scorecard: Example

Student Growth Points			
% of students who met/exceed projected growth		Category Weight	Student Growth Points
<i>Formula:</i> _____	x	50	= _____
(percent as decimal)			
<i>Example:</i> .68 (68%)	x	50	= 34

Teacher Observation Points			
Average Observation Score		8 Dimensions (T-TESS)	Teacher Observation Points
<i>Formula:</i> _____	x	8	= _____
<i>Example:</i> 3.55	x	8	= 28.4

Teacher Attendance		
Minimum TIA Teacher Attendance %	# of Points	Points based on the Attendance Chart
95%	10	10 points

Student Growth + Teacher Observation + Teacher Attendance
Example: 34+28.4+10
<b>Total = 72.4</b>

Composite Score Range	
<b>Recognized</b>	67.1 - 71.19
<b>Exemplary</b>	71.2 - 80.99
<b>Masters</b>	81 - 100



# Setting Local Expected Growth: *Teaching Assignments & Assessments*

Grade Level/Teaching Assignment	Teacher Observation	Who sets Expected Growth Target? How?	Student Growth (Pre-/Post-Tests)
<b>Phase 1</b>			
Pre-K	T-TESS	District (Graduated Percent Increase)	Circle/CLI
4th-8th Math and Reading, Algebra I, English I and English II (including SPED)	T-TESS	STAAR Transition Tables	STAAR
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*All RCISD teachers eligible for designation through the National Board Certification			
<b>Phase 2</b>			
BIM	T-TESS	District (Graduated Percent Increase)	YouScience/ recision Exams
Cosmetology, Physics, Spanish I, Chemistry, Algebra II, and Geometry	T-TESS	District (Graduated Percent Increase)	District-created

# Graduated Percent Increase Model:

## *Percent Points for Rice CISD*

Category	Pre-Test Score	Corresponding Assigned % Points Growth for EOY
Category 1	0-20%	25%
Category 2	20+%-40%	20%
Category 3	40+%-60%	15%
Category 4	60+%-80%	10%
Category 5	80+% or higher	Maintain or higher



# Graduated Percent Increase Model: Percent Points EXAMPLE

Student	Pre-Test Score	Category	Target post-test score	Actual Post-test score	Met Growth?
Camila	20%	1 (Required 25% points increase)	45% (20% + 25%)	50%	Yes
Yaseen	35%	2 (Required 20% points increase)	55% (35%+ 20%)	50%	No
Cristobal	55%	3 (Required 15% points increase)	70% (55%+15%)	75%	Yes
Mina	75%	4 (Required 10% points increase )	85% (75%+10%)	88%	Yes
Kate	85%	5 (Maintain score of at least 85%)	85%	84%	No

# Teacher Observation

- The Goal of Teacher Observation is to develop continuous improvement through reflection and coaching
- T-TESS will be the rubric used; Appraisers must be certified
- Every Teacher in an eligible teaching assignment must participate in teacher observation
- RCISD will use Statewide Performance Standards

# Teacher Observation

Data Collection Points
<ul style="list-style-type: none"><li>• One unannounced 45-min observation in Fall (3-week window)</li></ul>
By Campus Admin <ul style="list-style-type: none"><li>• One Fall TIA Walkthrough</li><li>• One Spring TIA Walkthroughs</li></ul>
By Other Admin (Another Campus or District Admin) <ul style="list-style-type: none"><li>• One TIA Walkthrough</li></ul>

## Walkthroughs:

- 15 minute minimum for each
- Only observe Domains 2 & 3
- Informal walkthroughs by a variety staff

# Teacher Attendance

Teacher attendance has a significant influence on student success. At this time, there is a shortage of qualified teachers and substitutes in our state. The committee decided on teacher attendance to reduce teachers' discretionary time off during the school year, resulting in loss of instruction time for their class and others when there are no substitutes to cover. Teachers with higher attendance for the current school year will earn the percentage points allocated to the number of days missed for the Teacher Incentive Allotment (TIA) based on the number of days missed and the corresponding attendance percentage points. The table on the next slide outlines the points earned based on the missed days. Attendance accounts for 10% of the designation points. Attendance verification will occur at a minimum at the end of each semester. School business absences (attending professional development, student extracurriculars, etc.) are not considered in the teacher's attendance count. FMLA, Court Appearances, and other protected leave as defined in local policy are excluded.

# Teacher Attendance

Number of Days Absent	Attendance Percentage Points
0-2 days	10%
3-4 Days	8%
5-6 days	6%
7 days	4%
8 days	2%
More than 8 days	No percentage points

# RCISD Spending Plan

<b>Allotment % for Designated Teacher</b>	<b>Allotment % for District</b>
<b>92%</b>	<b>8%</b>
	The 8% allotment going toward the district will be used for stipends for district and campus staff who support the implementation of TIA in Rice CISD.

# RCISD Spending Plan

## Frequency of TIA Compensation

TIA compensation is an annual allotment provided by the State and subject to the availability of state funding allocations:

- For Year 1, Rice CISD will provide the TIA compensation to teachers through a lump sum payment (as a separate check) on or before August 31st of the year initial designations are awarded. Therefore, a teacher earning a designation in Phase 1 of Rice CISD's TIA rollout will receive payment before August 31, 2026.
- For all subsequent years, Rice CISD will **provide one lump sum payment in June** as part of their paycheck for each year a teacher generates funding for a TIA designation.
- This cycle repeats itself every year when we have newly designated teachers.

## Related TIA Compensation Calculations

TIA compensation stipends will be eligible when calculating retirement benefits for TRS-eligible staff. The employee's net payment will be less than all associated employee/employer-related benefits and taxes. Actual TIA compensation amounts 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 and the Teacher Retirement System (TRS).

# RCISD Spending Plan: FYI

- Each campus generates an allotment amount per designation level EVERY YEAR
  - *Depending on where the designated teacher works during the Winter/Class Roster Submission (usually February) determines the amount*
  - *The amount is calculated annually based on the October Snapshot Data*
- Teachers earn a designation, not a dollar amount. The dollar amount depends on the following criteria:
  - *Must be employed as a teacher (087)*
  - *The amount is calculated based on the campus employed during the Winter/Class Roster Submission*

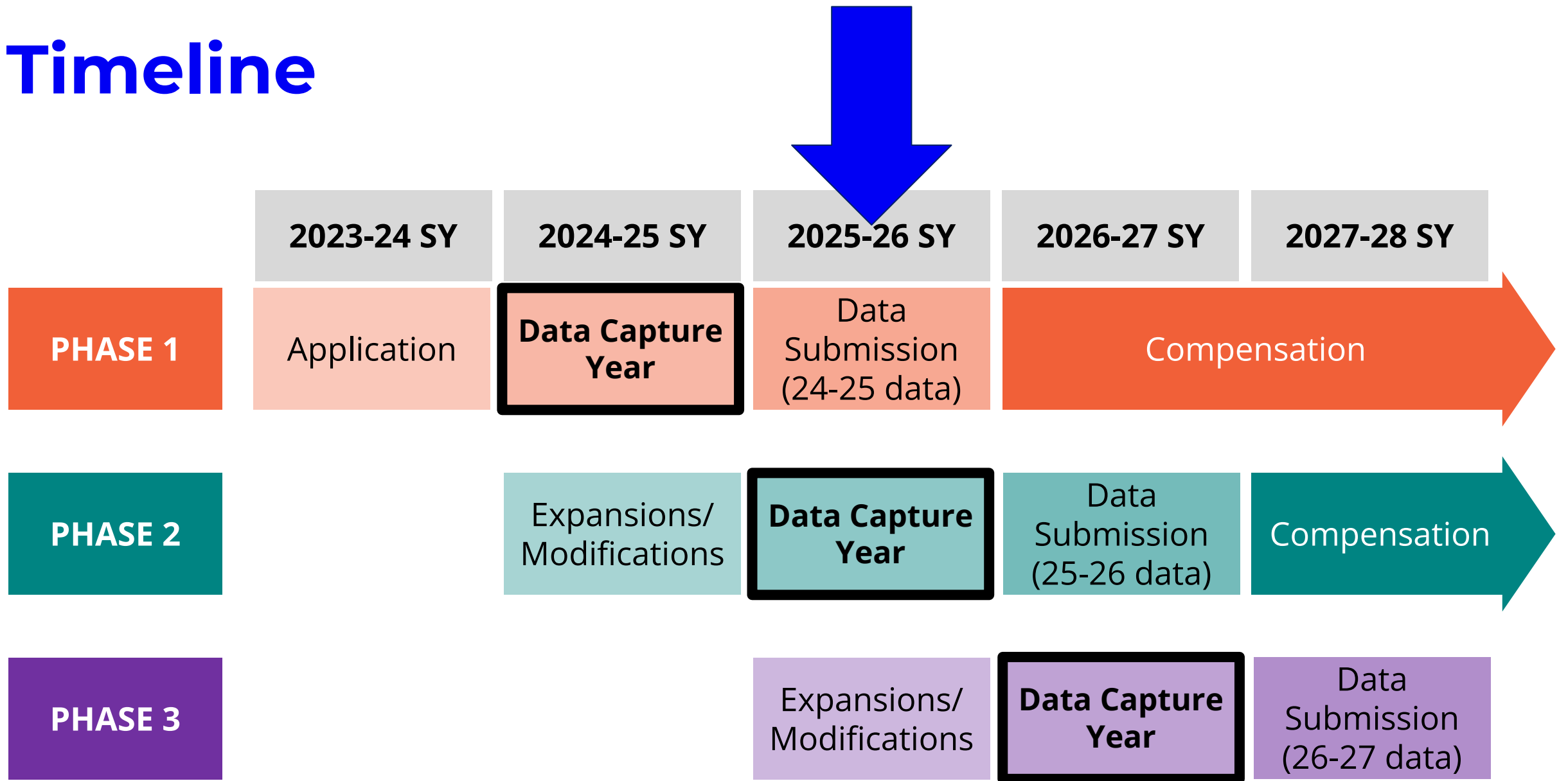
# RCISD Spending Plan

## EXAMPLE:

Allotment Generated based on Employed Designated Teacher=  
\$15,000

<b>Allotment % for Designated Teacher:</b> <b>92%</b>	<b>Allotment % for District:</b> <b>8%</b>
\$13,800 (before Taxes & TRS contributions)	\$1,200

# Timeline



# 3-2-1 about Rice CISD's TIA System

With your Table Group:

**3 Facts**

**2 Ah-ha's**

**1 Question**

Test #1: Wed 3:00-3:45-73



then  $\cos \theta = \frac{\sqrt{a^2 - x^2}}{a}$   
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 $= \int (3 \sin \theta)^5 (3 \cos \theta) (3 \cos \theta d\theta)$   
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$$= 3^7 \int \sin \theta (\sin^2 \theta)^2 \cos^2 \theta d\theta$$
$$= 3^7 \int (1 - \cos^2 \theta)^2 \cos^2 \theta \sin \theta d\theta$$
$$= 3^7 \int (\cos^4 \theta - 2 \cos^2 \theta + \cos^0 \theta) \sin \theta d\theta$$
$$= 3^7 \left( -\frac{1}{3} \cos^3 \theta + \frac{2}{5} \cos^5 \theta - \frac{1}{2} \cos^2 \theta \right) + C$$

# Rice CISD's Next Steps



# Next Steps

- Student Growth Assessments
  - Administer all Student Growth Assessments following secure testing protocols
  - Set/Monitor Student Growth Targets
- T-TESS
  - On-going Training for Teachers & Leaders
  - Walkthroughs & Observations
  - Data Tracking, Analysis, and Action

# Test Training

- A script will be provided to the test administrator
- Testing protocols such as those used for STAAR will be followed
- Appropriate accommodations will be provided as required by IEPs, 504 Plans or LPACs
- Students may not cheat, help cannot be provided by test proctors, students cannot be rushed to finish or told that pre-test results “do not matter”
- Sign your testing oath with your campus administrator

# TIA Updates with Access to FAQ

- Update #1: BOY TIA Overview (August 2025)
- Update #2: MOY Update
- Update #3: Spring Update
- Update #4: EOY Update
- Ongoing: FAQ Form and Tracking Sheet

# Questions or Comments?

- Use this FORM to ask and receive a response on the Tracking Sheet
- Review the Tracking Sheet before to see if your questions was already answered
- You can expect a response in 24-48 hours on school days



[bit.ly/RCISDtia](https://bit.ly/RCISDtia)

# TIA Information

- TIA Guidebook and other Resources on the [RCISD TIA webpage](#)
  - *The Guidebook contains more detailed information about our system and, when updated, is linked to this page.*
  - *All information about TIA is posted and available for access at any time.*



Rice CISD

**TIA Guidebook**

Teacher Incentive Allotment

**UPDATED Summer  
2025**



# Teacher Incentive Allotment (TIA)

*Teacher Overview  
2024-25*