



Raul Yzaguirre Schools for Success Local Designation System for Teacher Incentive Allotment

Frequently Asked Questions for 2025-2026 (Updated 2/18/2026)

What is the Teacher Incentive Allotment (TIA)?

The Teacher Incentive Allotment was passed by the 86th Texas Legislature, 2019, and signed into law by Governor Abbott on June 11, 2019, as a way to provide significant financial incentives to high performing teachers. The law provides that Local Education Agencies (LEAs), if they choose, can designate high performing teachers as Master, Exemplary, or Recognized based on teacher observation and student growth data. The 89th Texas Legislature approved adding in the Acknowledged designation.

Acknowledged which will be applied starting with the 2025-2026 data collection for designations in 2026-2027. Other measures may be included at the LEA's discretion. National Board-Certified teachers will automatically earn a designation aligned to the Acknowledged funding level.

What is RYSS's Local Designation System?

RYSS now has a state-approved designation system to identify Acknowledged, Recognized, Exemplary, or Master teachers based on 55% student growth data and 45% teacher observation. Teachers must meet eligibility requirements and be in an eligible position for their data to be analyzed to determine if they meet the standards for any of the three designations. Once a teacher is designated, they will keep the designation and the annual allotment for five years.

What does it take to be eligible for the Teacher Incentive Allotment?

To be eligible for TIA at RYSS, you must be employed in an eligible position with a creditable year of service. This means a teacher must have a PEIMS role ID of 087 and submitted on the district's Winter Class Roster **the year of payout** and be employed in a position providing instruction to students at 50-99% effort for at least 180 days or 100% effort for at least 90 days. In addition, a teacher must be in one of the eligible teaching assignments: **prekindergarten, grades K-3 reading or math; STAAR tested grades and subjects and have student growth data available.** Lastly, a teacher must participate in a full T-TESS observation cycle with final appraisal ratings recorded in DMAC.

How are you determining what students I have?

The Winter Class Roster/Master Schedule file from February 2026 is retrieved from Ascender. This is used as the basis for student teacher linkage and teacher/service id information for the initial round of designations. Any student-teacher duplicates (2+ teachers to one student) are reviewed with the principal for accuracy.



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Which teacher gets the student if there are changes in student or teacher assignments in the middle of the school year?

If the teacher had the student all spring semester, keep student-teacher link. If the teacher got the student in the middle of the spring semester, link with the teacher who had the student as of fall and beginning of spring semester.

If two teachers co-taught, both teachers stay linked to the student.

How is growth calculated on i-Ready for grades K-3 in reading and math?

Data from the i-Ready Diagnostic Growth Report is used. Although the platform shows if a student meets their typical growth goal or stretch growth goal, we are using the typical growth goal. The percent of a teacher's tested students who met 100% or more of their typical growth goal in reading and/or math is calculated. For Spanish testers, if they move up a performance level or maintain at the Met level for Overall Spanish Placement, they are counted for growth.

How is growth calculated for STAAR-tested grades and subjects?

STAAR, STAAR EOC, and STAAR Alt 2 current year performance levels are compared to prior year performance levels to determine the number and percentage of students who met growth. Growth is calculated based on receiving one point on the state's transition table used for accountability.

For EOC courses with missing current or prior year data, summer and winter test results are used if students are retesters.

For STAAR and STAAR EOC tests and grades without prior year data (grades 5 & 8 science, grade 8 social studies, Biology, and U.S. History), the beginning of the year STAAR mock or STAAR released test is used as the pre-test. Growth is calculated using a variable percent increase method.

Using the pre-test's percent of items correct, the growth targets will be set as follows:

- 0-20% correct, 20 percentage point increase.
- 21-40% correct, 15 percentage point increase.
- 41-60% correct, 10 percentage point increase.
- 61-80% correct, 5 percentage point increase.
- 81% or higher correct, maintain or $\geq 95\%$.

How is growth calculated for Prekindergarten students on Circle?

CLI Engage provides benchmarks on each measure showing if a student "Needs Support" (red), should be "Monitored" (yellow), or is "On Track" (green). The district has



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set growth expectations for PreK 4-year-olds to move up a performance level or remain "On Track" in roughly 85% of measures. For the English assessment that equates to 11 out of the following 13 measures: Rapid Letter Naming, Rapid Vocabulary, Math (7 measures), and Phonological Awareness (4 measures). Since the Spanish assessment has three Phonological Awareness measures, the growth expectation is set at 10 out of 12 measures. **The growth expectation for PreK 3-year-olds is set a little lower, since they have not had two years of instruction like most of the PreK-4 students have had. The growth expectation for the 3-year-olds is roughly 67% or 3 out of 5 age-appropriate measures: Rapid Letter Naming, Rapid Vocabulary, Shape Naming, Number Counting, and Number Naming.** The teacher's growth measure is the percentage of students meeting their growth expectation as described above.

What TTESS scores are used for TIA?

The final TTESS appraisal ratings in DMAC are used. DMAC calculates an average across domains 2 and 3 for TIA purposes. The ratings for all dimensions of domains 2 and 3 must be at least a 3 for the teacher to be eligible to be considered for TIA designation.

What if I teach multiple grades or multiple subjects?

If a teacher teaches multiple subjects, the growth data for both subjects will be combined. The subject/grade identified on the final appraisal will be the subject/grade identified.

What if I had multiple appraisers throughout the year?

If a teacher has multiple appraisers, the appraiser identified on the final appraisal will be the appraiser on the TIA data collection file.

How much money can I make from the Teacher Incentive Allotment?

The state **annually** calculates the allotment per campus dependent on percentage of economically disadvantage students and rural status with amounts provided to districts in April of each year. Designated teachers will earn 90% of the received allotment with 10% remaining at the district level to support teacher development. The potential annual allotment payout for RYSS designated teachers can range from \$6,500-\$25,000 based on campus and designation. Standard deductions are applied to allotment payouts. Payouts are made in August for the first year of designation. For years 2-5, one half is distributed in May and one half in August of each year.

How do I find out if I am designated?

The district creates an annual scorecard that is provided to the teacher by the principal each fall with the prior year's data analysis. Typically, this is done during the goal setting conference. This scorecard will indicate if the teacher is being submitted for a new designation to TEA in October of the year following data collection. Continuing



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designations are automatically renewed for five years. **The new designation is preliminary until TEA approves the designation in February AND the teacher is submitted with a class roster and a role ID of 087 on the PEIMS Winter Class Roster at the end of February.** The letters finalizing this will be distributed to teachers in April/May. If a teacher is submitted by the district to receive a new designation but is not on the following Winter Class Roster, TEA will deem the teacher not eligible to receive a designation.

Teachers who may qualify for designation based on their prior year's performance data **must remain in a teaching role with the district the following year** to earn the designation.

What if I move teaching assignments within the district?

- After qualifying performance data is captured, teachers can move to any campus or teaching assignment within the district without impacting their designation eligibility.
- Teachers who move into a non-teaching role within the district lose eligibility for designations and funding.
- Teachers moving to a part-time teacher role for the next year must have 180 paid days at 50% or more of the day to earn a designation or generate allotment funds.
- After the designation year, if you transfer **BEFORE** winter roster submission in February, you may receive an allotment based on your **NEW** campus.
- After the designation year, if you transfer **AFTER** winter roster submission in February, you may receive an allotment based on your **OLD** campus.

What if I move to another district or retire?

- For teachers pending a designation, performance data from the data collection year cannot be transferred to a new district. Teachers who leave the district before February 27 of the designation year, relinquish designation eligibility.
- Allotment funds are awarded annually to the district employing a designated teacher as of last Friday in February.
- After the designation year, if you transfer **BEFORE** winter roster submission in February, you may receive an allotment based on your **NEW** campus in your new district and will be subject to their payout system.



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- After the designation year, if you transfer AFTER winter roster submission in February, you may receive an allotment based on your OLD campus at RYSS. RYSS will make a good faith effort to send you your payout.
- Teachers with an existing designation may generate TIA funds for their new district if they meet a creditable year of service in a teaching role.
- If you retire BEFORE winter roster submission in February, you will NOT receive an allotment because you will not be included in TEA's data capture of eligible employees.
- If you retire AFTER winter roster submission in February, you may receive an allotment based on your RYSS campus. The district will make a good faith effort to send you your payout.

What if I move to a position that is not 087?

You will NOT receive a payout in a position that does not have a PEIMS role ID of 087. You will, however, retain your designation status. If you return to a teaching role within your designation timeframe, you will begin generating an allotment again.

If you have a split position, your role must comprise at least 50% instruction to students for at least 180 days to qualify as a creditable year of service.

What if I move to an ineligible teaching assignment that is 087?

If already designated, you WILL receive a payout in a position that has a PEIMS role ID of 087, even if that position is not currently eligible for designation through the RYSS TIA system.

If not already designated, you will not be eligible for designation.

What if I leave the teaching profession?

If you leave BEFORE winter roster submission in February, you will NOT receive an allotment because you will not be included in TEA's data capture of eligible employees.

If you leave AFTER winter roster submission in February, you may receive an allotment based on your RYSS campus. The district will make a good faith effort to send you your payout.