

The background of the page features a large, faded seal of the Canutillo Independent School District. The seal is circular with a blue outer ring containing the text "CANUTILLO INDEPENDENT SCHOOL DISTRICT" in white. Inside the ring is a yellow five-pointed star. The center of the seal depicts a bald eagle with its wings spread, perched on a shield. Below the eagle's feet, the text "EST. 1959" is visible.

**CANUTILLO ISD
2026-2027
TEACHER INCENTIVE
ALLOTMENT
LOCAL DESIGNATION SYSTEM
GUIDEBOOK**



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Teacher Incentive Allotment Overview

What is the Teacher Incentive Allotment?

The teacher Incentive Allotment (TIA) was established in 2019 with the goal of providing outstanding teachers with an accessible pathway to a six-figure salary. Unlike previous education programs, TIA is not a grant. Based on the Texas Education Code (TEC) [§§21.3521](#) and [48.112](#), TIA is built to provide lasting funds for outstanding Texas teachers to remain in the classroom, especially in high-needs and rural areas. Through approved local designation systems, districts can reward and compensate their teachers based on teacher performance. Now, in the sixth year of its enactment, TIA has proven to have a strong impact on teacher retention and teacher performance. Building on the success of TIA, House Bill 2 (HB 2) was enacted by the 89th legislature and signed into law by Governor Abbott on June 4, 2025. HB 2 has expanded funding for TIA district support, increased teacher eligibility, and allotments, and introduced Enhanced TIA for district implementing advanced compensation systems.

This investment in the teaching profession provides greater resources for districts to recognize, reward, and retain outstanding educators, ensuring continued progress and student success across Texas.

TIA in Canutillo ISD

Why is Canutillo ISD participating in the TIA?

Participation in the Teacher Incentive Allotment (TIA) allows Canutillo ISD to continue its history of **attracting and retaining high quality, effective teachers**. In addition, TIA provides a counteroffer to teachers in the area that could be recruited by local industry or larger school districts. An incentive such as this allows Canutillo to match higher salaries and encourages teachers to join and remain with the district. Canutillo was one of the first fully approved TIA districts in Region 19 and is currently in its 6th data collection year.

The district knows that an effective teacher is the single most crucial factor for student achievement. This is why the district consistently passes pay raises for teachers each year. By allowing teachers to show their effectiveness through this plan, we can continue to reward them for their service to this low socio-economic community within Title 1 schools. One area of our district’s annual strategic plan is to increase student achievement. We believe participating in the TIA helps us accomplish this goal. Our teacher workforce has been pivotal in Canutillo earning consecutive A ratings because of their belief that all children can learn and grow. Our goal with TIA is to keep our teachers, assist them in increasing their earning power, and help them continuously improve in their profession with coaching and strong professional development.

Canutillo ISD’s TIA implementation began during the 2021-2022 school year and was one of the first fully approved systems in Region 19. In 2026, Canutillo’s local designation system was renewed for an additional 5 years! TIA provides a pathway to financially recognized top teachers and serves as a terrific opportunity to honor the demanding work of Canutillo ISD’s teachers. In Canutillo, teachers can earn designation through two different pathways:

- National Board Certification (automatic lowest level of TIA designation)
- Local Teacher Designation System via Data Submission (in compliance with TEC **§§21.351 and 21.352**, and TAC **§149.1001**).

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

Teacher Designations

Teacher designations are official recognition awarded to teachers who demonstrate exceptional performance according to their district’s local designation system. These designations – Acknowledged, Recognized, Exemplary, and Master – identify teachers who meet specific standard of excellence and impact rooted in teacher performance and determine the level of additional compensation they generate for their district. Teacher designation must align with the performance and validity standards outlined in [Texas Administrative Code \(TAC\) §150.1012](#).

Through HB2, the designation levels beginning with the 26-27 school year will be:

Designation Level	Rating with Texas
Master	Top 5%
Exemplary	Top 20%

Pathways to Designation

National Board Certification

National Board Certification automatically qualifies any teacher for the lowest level of TIA designation regardless of teaching assignment, but the teacher must be in a position that is PEIMS coded as 087. Staff interested in pursuing National Board Certification are encouraged to consult [the National Board for Professional Teaching Standards](#) site for more information. General information is as follows:

- Hold an active National Board Certification.
- NBCT directory listing reflects Texas residency and/or employment.
- Reported by the Texas school system in a role ID coded as 087 during Fall and Winter Class roster PEIMS submissions.

Canutillo ISD Local Teacher Designation System via Data Submission

Teachers in Canutillo ISD are eligible to earn a designation through Canutillo ISD's local designation system if they meet the following criteria during the data collection and submission years:

- Employed by the recommending district in a role ID coded as 087
- Employed and compensated by Canutillo in a role coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Not currently designated by a local designation system unless being recommended for a higher designation or in the last year of a teacher designation.
- Provides instruction for the same group of students for the school year or Semester (1-semester secondary courses only, student must be enrolled with the teacher for the entirety of the semester).

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

- Employed and compensated by Canutillo ISD in a role coded as 087 for at least 90 days at 100% of the day or 180 days at 50-99% of the day.
- Reported by Canutillo ISD in a role coded as 087 during the year's
 - PEIMS Fall Class Rosters Submission, and
 - PEIMS Winter Class Roster submission

CANUTILLO ISD's LOCAL DESIGNATION SYSTEM REQUIREMENTS

The local designation system in Canutillo ISD includes the following components:

Teacher Observation based on Ttess

Teachers in the eligibility band must receive a full evaluation, including a complete formal observation and walkthroughs. The individual dimension scores from the End of Year summative evaluation in Domains 2 and 3 will be used to fulfill this component.

Student Growth Measures

Assessments used for growth measurement are reviewed annually and updated as needed. Once an assessment has been adopted, it must remain in place for the data collection year adopted. Changes can only be made each April for the following school year. For example, the assessments being used for 26-27, were adopted in Spring of 2026.

Elementary Teachers

- Pre-Kindergarten: Literacy Focus as measured by CIRCLE, the district calculates individual student growth within the identified literacy components and teachers receive an overall group growth summary.
- Kindergarten: Literacy measured by Kindergarten Progress Monitoring (KPM) and NWEA MAP: Growth for Mathematics, the district calculates individual student growth within the identified literacy components and NWEA MAP Growth; teachers receive an overall group growth summary.
- Grades 1, 2, & 3: NWEA MAP: Growth- Reading Language Arts & Mathematics. District will use the MAP growth values to determine teacher growth.
- Grade 5 Music: Growth is measured through the use of TEKSReady assessment results, the district will determine growth.
- Grades 4 – 5: Reading and Math assessments in self-contained and departmentalized settings will utilize STAAR and STAAR ALT2 growth as measured using TEA Transition Tables. For a teacher who is departmentalized and does not teach Reading or Math, growth will be determined using TEA's STAAR transition table method.
- Special Education Inclusion, At-Risk, Gifted & Talented Teachers, Reading Specialists: Growth will be calculated based on Grades 4 and 5 based on STAAR using the TEA Transition Table. Teachers must successfully submit student service records to be considered.

Middle School Teachers

- Grades 6-8 Reading and Math teachers: STAAR and STAAR ALT2, growth will be determined using TEA's STAAR transition table method.
- Grades 6-7 Science and Social Studies, Spanish I/II, Tech Apps, Career Exploration, Fundamentals of Computer Science, and Principles of Law Enforcement teachers: Growth is measured through the use of TEKSReady assessment by applying a locally developed transition table modeled after TEA's STAAR transition table.
- Grade 8 Science and Social Studies teachers: Growth is measured using TEKSReady BOY assessment scores against STAAR summative scores, applying a district developed transition table modeled after TEA's STAAR transition table.
- Middle School Fine Arts Teachers: Advanced Band, Advanced Choir, Advanced Theatre Arts, and Grade 7 Art will give a Music First BOY and EOY, growth calculation developed by district supported by 3rd party. For this area, teachers will select one class period that will become the data set, students must complete the BOY and EOY.
- Teachers who teach under multiple eligible courses are measured using student growth data from all eligible courses taught.

- Special Education Inclusion Teachers: Growth will be calculated based on Grades 6, 7, and 8 based on STAAR using the TEA Transition Table. Teachers must successfully submit student service records to be considered.

High School Teachers

- Algebra I, English I, and English II EOC course teachers: STAAR and STAAR ALT2 growth as measured by TEA transition tables.
- Biology and US History EOC course teachers: Growth is measured using a BOY TEKSReady assessment score against STAAR summative score, applying a district developed transition table modeled after TEA's STAAR transition table.
- Algebra II, Geometry, Pre-Cal, Pre-AP/Physics, Chemistry, World History, Economics, Principles of Agriculture (CTE), English III, English IV, Professional Communication, Art I, Band I, Choir I, Spanish I/II, French I, Health I, Ag Mech/Metal Tech, Fundamentals of Computer Science, Foundations of Bus. Comm/Tech, and Medical Terminology (CTE) teachers: Growth is measured through the use of TEKSReady assessment results applying a locally developed transition table modeled after TEA's STAAR transition table.
- Advanced Placement (AP) Human Geography, Statistics, Calculus AB, and Computer Science Principles course teachers: A district developed AP BOY assessment vs. College Board AP exams in Spring are used to measure student growth. The district calculates student growth.
- Select High School Fine Arts Teachers: Dance I and Theatre I will give a Music First BOY and EOY, growth calculation developed by district supported by 3rd party. For this area, teachers will select one class period that will become the data set, students must complete the BOY and EOY.
- Special Education Inclusion Teachers: Growth will be calculated based on content instruction alignment as indicated above. Teachers must successfully submit student service records to be considered.

Additional Eligibility

- Physical Education Teachers (all levels): Physical Education/Weights and Conditioning teacher growth will be measured by Fitness Gram PACER BOY/EOY scores for students:
 - Elementary: 5th grade
 - Middle and High School (1 grade level): 6, 7, 8, or 9
- Dyslexia, Reading, GT, Special Education, and At-Risk teachers: STAAR scores based on TEAMS roster or roster submission. Teachers in this category who do not have TEAMS rosters, [must submit student service rosters here by October 1 for Fall and by May 15 for Spring](#)

TIA REQUIREMENTS FOR DESIGNATION

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation, either new or at an elevated level, is considered annually in all eligible teaching assignments. This means every year a teacher receives a T-Tess full evaluation and has available student growth measure data, the teacher's TIA score will be calculated, and the teacher has an opportunity to be recommended for a designation under the following circumstances:

- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher designation.
- Teachers with an existing TIA designation will not be resubmitted to a lower TIA designation within their five- year valid designation period.
- Teachers who move campuses, change course assignments, and/or move out of the classroom during the data collection year cannot be submitted for designation.
- If a teacher moves out of a 087 role during data validation year, any pending designation will become null.

TEA Performance Standards

Teacher Observation

The TEA establishes a priority emphasis on Domains 2 and 3 (Instruction and Learning, Environment) of the T-Tess rubrics. To be eligible for a TIA designation, teachers must earn ratings of proficient or higher on each of the 8 dimensions measured across Domains 2 and 3 during data capture year. Based on an analysis of statewide TTess Observation Data, TEA identified required score averages across Domains 2 and 3 off TTess to be considered for a designation.

- Acknowledged designation ≥ 3.5
- Recognized designation ≥ 3.7
- Exemplary designation ≥ 3.9
- Master designation ≥ 4.5

Student Growth

To be eligible for a TIA designation, teachers must earn student growth outcomes during the data collection year. TEA has established expectations for student growth based on statewide performance expectations as follows:

- Acknowledged designation $> 50\%$
- Recognized designation $> 55\%$
- Exemplary designation $> 60\%$
- Master designation $> 70\%$

Final District Standards are Subject to Change

In Canutillo's Local Designation system, the minimum TTess performance and student growth averages must be met, but the district reserves the right to raise the minimums based on review alongside campus, district, state, and national data to determine the district's final TIA decisions. Analysis and consideration of the submission data, compared to category/campus/school/state A-F accountability data, and upon review of the identified Texas Tech checkpoints needed to meet data validation.

TEACHER EVALUATION

Requirements for Designation

The Texas Teacher Evaluation & Support System (T-Tess) is the state-adopted teacher appraisal instrument. T-Tess includes three components aimed at capturing the holistic nature of teaching and developing teacher habits for continuous improvement:

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

For the Teacher Incentive Allotment (TIA), Canutillo ISD calculates the average score using the eight dimensions from Domains 2 and 3 extracted from the summative T-Tess document. The summative considers walkthroughs, informal classroom visit, and formal observation data. The final dimension scores are extracted from the Summative Evaluation in STRIVE. If any of these components are not completed for any reason, this can impact eligibility. Additionally, any teacher who receives a dimension score within Domains 2 and 3 below proficient (3) is not eligible to be considered for designation. Please check with your campus administrator and evaluator for questions regarding completion of the evaluation process.

DIMENSION SCORES:

There are eight dimensions in Domains 2 and 3 of the T-Tess Rubric:

Instruction (Domain 2):

- ❖ 2.1 Achieving Expectations
- ❖ 2.2 Content Knowledge and Expertise
- ❖ 2.3 Communication
- ❖ 2.4 Differentiation
- ❖ 2.5 Monitor and Adjust

Learning Environment (Domain 3):

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

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

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

STUDENT GROWTH MEASURE

Requirements for Designation

Student growth is calculated for all students that have eligible TIA data and meet inclusion criteria. Student growth performance is associated with individual teachers based on the following enrollment criteria during the data collection year:

- ✓ Teacher of record at the beginning of the year (By October 2) in TEAMS
- ✓ Teacher of record at the end-of-year assessment (April/May) in TEAMS
- ✓ For STAAR subjects, students have scores for the previous year STAAR at a lower level of assessment. For example, a student who joins a campus from outside of Texas in 5th grade, but did not take STAAR in 4th grade, would be removed from the data set as growth cannot be measured.

- ✓ For content areas that are not tied to STAAR, students enrolled prior to October 2 must be assessed using the applicable BOY assessment or they may count negatively in a teacher growth profile. For questions, please contact your campus testing coordinator.

Student growth will be calculated at the teacher level, combined across all assessed eligible content areas for which the teacher has assigned teaching responsibilities that meet the criteria listed above. If any of the assessment components are not completed for any reason, this can impact designation eligibility. Please check with your campus administrator for questions regarding completion of the assessment component process. Teachers may also refer to the CISD TIA Assessment Guide for additional information on assessment components. For teachers to receive a student growth measure, there must be at least ten (10) unique student growth scores across assigned students and content areas.

Student Growth Instrument

The assessment instrument used to measure student growth depends on the grade level and subject area:

- CIRCLE PreK is used for Prekindergarten.
- Kindergarten Progress Monitoring (KPM) is used for literacy and NWEA MAP Math for kindergarten.
- NWEA: MAP is used for 1st, 2nd, and 3rd grade Reading and Math.
- STAAR assessments are used for general and special education teachers who are assigned to 4-8 Reading, 4-8 Math, Algebra I, English I and English II.
- STAAR ALT is used for self-contained special education teachers instructing students who take the alternate state assessment.
- TEKSReady BOY versus STAAR summative score is used for general and special education teachers assigned to 5th Science (departmentalized only, not teaching math or RLA) and 8th Science, 8th Social Studies, EOC Biology, and EOC US History.
- District Created Pre-Test/AP Exam is used for AP Human Geography, AP Statistics, AP Calculus, and AP Computer Science Principles vs. AP Exam scores in Spring.
- TEKSReady is used for general and special education teachers assigned to 6th, 7th Science; 6th, 7th Social Studies; Physics, Chemistry, Algebra II, Geometry, Pre-Calculus, World History, Economics, English III, English IV, Principles of Agriculture, Ag Mechanics & Metal Tech, Professional Communication, Medical Terminology, BIM I, Principles of Law, Spanish I/II, French I, MS Career Exploration, 6th Tech Apps, and Fundamental of Computer Science.
- Physical Education: Fitness Gram – PACER (PE teachers will submit Pacer data for one grade level to the assessment office for BOY and EOY data, 5th grade for elementary and one grade level for 6th, 7th, 8, and 9th according to teaching assignment. Data must be submitted in the required format.
- Special Education Inclusion, At-Risk, Gifted & Talented Teachers, Reading Specialists: Growth will be calculated based on measures indicated by grade level and content Teachers must successfully submit student service records to be considered.

Calculating Student Growth

In calculating the percentage of a teacher's students who meet or exceed expected growth, districts divide the number of students who met or exceeded their expected growth target by the total numbers of students with an expected growth score who completed the final assessment. For eligible teaching assignments, the district uses valid and reliable student growth measures and implements protocols for secure administration and scoring. TIA measures student growth, not academic achievement. Unlike previous incentive programs based on achievement data, TIA requires districts to identify effective teachers using student growth data.

In Canutillo, Student growth is based on data extracted from the following:

- For CLI Engage Assessments (Circle & KPM), student growth is calculated as the percentage of students who meet or exceed their locally determined growth goal from the fall (Wave 1) administration prior to October 1 when compared to the spring (Wave 3) administration, Wave 2 is not part of the calculation. If a student mastered a specific skill, it should be evidenced in Wave 3 as well as Wave 2. Omitting portions of the assessment may affect teacher eligibility.
- NWEA: MAP Growth will use the vendors growth calculations.
- For STAAR 4-8, EOC, and STAAR 4-8/EOC ALT, student growth is calculated using TEA's transition table measure, from the prior year STAAR 4-8, EOC/STAAR 4-8/EOC ALT administration to the Spring EOY summative assessment from the current school year based on teacher fall snapshot student enrollment and availability of prior year scores.
- For courses using TEKSReady, student growth is calculated using a district established transition table, aligned to TEAs, for growth measurement.
- For Advanced Placement (AP), student growth is calculated based on students administered the fall (BOY) released AP exam and the summative AP exams in May at the close of the school year. The district determines growth.
- For Pacer assessments, student growth will be calculated based on improvement quartiles averaged across district performance in each grade level. The application of the quartile growth method will be done via 3rd party.

STUDENT GROWTH MEASURE INTEGRITY

It is important to the integrity of Canutillo ISD's local designation system that student growth assessments be administered fairly and consistently throughout the organization. To ensure all students can demonstrate their full potential on student assessments used to calculate growth, the following conditions must be met:

Student Growth Measure Security and Confidentiality

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

- All teachers must be trained in assessment expectations and sign the TIA assessment oath prior to beginning of the year assessments.
- All test administrators shall abide by the procedures and requirements as defined in the CISD TIA Assessment Guide.
- Student growth measure test content may not be shared/discussed.
- Student growth measure test content shall be maintained secure before, during, and after test administration.
- Students must be actively monitored during student growth measure test administrations.
- Students may not receive assistance to complete student growth measures beyond what is allowable by the test provider or prescribed by a governing student committee as applicable to assessment programs (e.g., ARD, LPAC, 504, RTI).
- Any suspected educator misconduct must be reported to campus and district administration in a timely manner.

Serious Student Growth Measure Testing Violations

The following educator conduct represents serious student growth measure testing violations to security and confidentiality, which may affect a teacher's eligibility for designation:

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

SCORING AND ELIGIBILITY

To determine annual teacher eligibility for a TIA designation, either new or increased level, the following steps are completed at the district level after the close of the data collection year:

- I. The TIA score is calculated based on the teacher appraisal and student growth outcomes:
 - a. The 8 observation component dimension scores are extracted from the summative T-Tess document and averaged to produce teacher observation score.
 - b. Student growth scores are determined according to each category's requirements. Total number of students who met or exceeded growth is calculated to produce the teacher growth percentage score.
- II. The overall TIA designation score chart is used to identify the levels of designation. The districts' overall growth and observation data is reviewed alongside accountability data for data validation purposes. Part of this step is also reviewing the district and campus correlational data to ensure data integrity and validity.
- III. Individual teacher data is verified to ensure that the components' scores meet district performance criteria:
 - a. TEA required the teacher to still be employed as a teacher at the time of TIA data submission and through winter roster verification in Spring.
 - b. TEA does not permit the district to submit teachers demonstrating the same TIA designation level unless the current TIA designation is set to expire.
 - c. If performance criteria is met, a proposed TIA designation may be submitted to the state for data review within the fall data submission. Pending Texas Tech data validation and state review, if the teacher's designation is awarded, it is attached to the teaching certificate for a period of 5 years.
 - d. If performance criteria is not met, a proposed designation IS NOT submitted to TEA for data validation and approval.

TIA DESIGNATION TEACHER SCORE CARDS

Annually, final district standards are subject to change as explained on page 8 within this guide. The district's teacher appraisal and student growth outcomes are reviewed alongside state performance data and final TIA designation decisions are made. Once analysis is complete, information is shared with teachers via Preliminary Teacher Score Cards prior to data submission in an effort to ensure teachers are afforded the opportunity to ask questions and verify data.

Teacher Annual Score Cards

Each year of the TIA evaluation and data collection cycle, teachers in TIA eligible content will be provided with an annual score card in September. The purpose of the score card is to provide transparency within Canutillo ISD's TIA system. Teacher score cards are intended to provide teachers with an individualized report of the TIA outcomes based on their performance and student growth. These preliminary report cards are shared in early fall prior to data submission with a response window open for teachers to submit questions and requests for review to the district TIA team. Report card format is shown below:



24-25 PRELIMINARY TEACHER SCORE CARD

TEACHER NAME:		25- 26 Campus:
TIA Category Qualification:		Grade Level:
24-25 Proposed Designation:		
<i>This is the recommended designation from Canutillo ISD based on data collection that has NOT YET PASSED the Texas Tech data validation process and received TEA approval. All Designations are confirmed through Winter Roster Submission in Spring of 2026 AFTER DATA VALIDATION BY TEXAS TECH. THIS TIA DESIGNATION IS NOT FINAL NOR GUARANTEED.</i>		
ELIGIBILITY CRITERIA		
Employed with Canutillo ISD in an eligible TIA Teaching Assignment (087 Role), present for data collection year- fall BOY Testing, winter Snapshot, EOY testing, & Data Submission year - fall/winter snapshot.		
Completed Summative T-TESS Evaluation, with a score of Proficient (3) or higher in all dimensions of Domain 2 & Domain 3; evaluation waivers are not eligible for data submission.		
Teacher has a minimum of 10 unique growth scores available.		
PERFORMANCE COMPONENTS		
TEACHER OBSERVATION COMPONENT	Minimum Average T-TESS Earned to be Considered for Designation*: 3.7	
	T-TESS AVERAGE	
	T-Tess Dimensions, Domains 2 & 3	
STUDENT GROWTH COMPONENT	Minimum % Students Met or Exceeded Growth Earned for Consideration: 55%	
	% STUDENT SCORES MET OR EXCEEDED GROWTH	
	# of Student Scores in Growth Calculation (Must be more than 10 to meet Minimum criteria)	

Teachers will receive preliminary score cards in the fall. The designation is not guaranteed or finalized until teachers receive a confirmation email* from TEA after the final winter roster verification during the submission year, occurring in late spring.

*TEA send teachers formal notification to the email address on file within the TEAL/SBEC system.

TEA Minimum thresholds to achieve the final designation labels:

DESIGNATION LEVEL	AVERAGE T-TESS DOMAIN 2 & 3 Only	% STUDENTS WHO MET OR EXCEEDED GROWTH
Recognized	3.7	55%
Exemplary	3.9	60%
Master	4.5	70%

This SERVES AS PRELIMINARY TIA DATA FOR THE SY 24-25 SUBMISSION and are PENDING TEA approval.

- After the data is submitted to TEA, Texas Tech completes the data validation process.
- If the district passes validation, then pending designations will be awarded to teachers in May 2026.
- Teachers must remain employed as a 087 PEIMS coded teacher, at least 50% of the time through May 2026 for the TIA Designation to be awarded by TEA.
- To receive the allotment, teachers must remain employed with Canutillo ISD through
- Teachers must remain employed with Canutillo ISD
- If the district does not pass validation, then none of the pending designations will be awarded.

If you have questions or concerns about this preliminary data, please scan the QR code and follow instructions. Questions must be submitted NO LATER THAN SEPTEMBER 19, 2025. If you do not have questions about your data and agree with the proposed designation, there is no further action required.

ALLOTMENT COMPENSATION FACTORS

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by TEA using a formula that uses student socioeconomic status and campus location to determine the final dollar amount:

- Schools with greater student needs based on socioeconomic factors generate more TIA funds per designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.
- TEA provides the visual below to aid in understanding allotment determination:

Allotment Formula

The allotment formula is based on the teacher designation level and the campus average student point value. The formula is tied to student level data and changes yearly.

Teacher Designation Level

$$\text{BASE ALLOTMENT} + \text{MULTIPLIER RATE} \times \text{AVERAGE CAMPUS STUDENT POINT VALUE} = \text{ALLOTMENT PER DESIGNATED TEACHER}$$

Implementation of improvements made possible by House Bill 2 in 2025, including a new Designation level and increased allotments taking effect in 2026-2027:



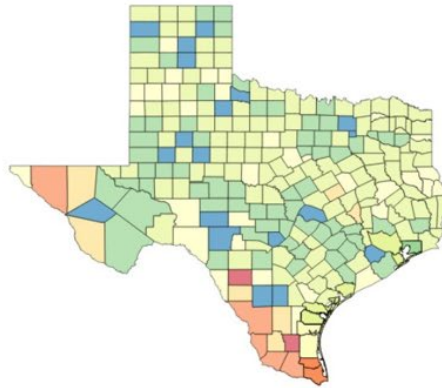
New Designation Levels and Allotment Funding Amounts

Current									
				Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
	Performance Standards	Base	Multiplier	0	0.5	1	2	3	4
Recognized	Top 33%	3,000	1,500	3,000	3,750	4,500	6,000	7,500	9,000
Exemplary	Top 20%	6,000	3,000	6,000	7,500	9,000	12,000	15,000	18,000
Master	Top 5%	12,000	5,000	12,000	14,500	17,000	22,000	27,000	32,000
Updated									
	Performance Standards	Base	Multiplier	0	0.5	1	2	3	4
Acknowledged	Top 50%	3,000	1,500	3,000	3,750	4,500	6,000	7,500	9,000
Recognized	Top 33%	5,000	2,500	5,000	6,250	7,000	10,000	12,500	15,000
Exemplary	Top 20%	9,000	4,000	9,000	11,000	13,000	17,000	21,000	25,000
Master	Top 5%	12,000	6,000	12,000	15,000	18,000	24,000	30,000	36,000

Designation Level



Socio-Economic Level



Rural Status

Rural

or

Not Rural



COMPENSATION AND FINANCIAL PLAN

TIA Funding Requirements

TEC Section 48.114 (i)(1)(A) states that: “A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed.”

90/10 Rule

The statute requires that 90 percent of the funds earned through the district’s locally designed designation system be spent on teacher compensation on the campus where the designated teacher works. Canutillo ISD believes and supports this requirement and will ensure that when teachers earn a designation of Acknowledged, Recognized, Exemplary, or Masters, they will be compensated with a stipend funded by the state.

The statute also states that no more than 10% of the Teacher Incentive Allotment funds should be used at the district level to support rollout and implementation of TIA. Canutillo ISD also believes and supports this requirement. The district shall retain 10% of the TIA dollars to use as follows:

- funding for student growth measure assessments and/or analysis,
- costs associated with district created pre-test/post-tests,
- stipends for National Board Certification mentors or other mentors, and
- funding for non-teacher compensation.

Amount of Compensation

The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be distributed based on the school of employment for the distribution year. Funding changes annually per TEA calculation, made available annually in late Spring.

Canutillo ISD Funding Requirements

To retain the district's top talent, the stakeholders elected 90% of the TIA funds to go to the teacher who earned a TIA Designation. As required by statute, 10% of the funds would go to supporting the TIA initiative at the district level.

Frequency of Compensation

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

- ❖ TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed.
- ❖ TIA-designated teachers will receive their TIA stipend in the spring either **May or June**.

Impact of Compensation on Teacher Retirement and Resignation

TIA compensation stipends **will** be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits **upon approval of the TIA application**.

- 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 no TIA funds will be generated to the district from the state.
- If a teacher who has been recommended for a designation in the fall data submission and ceases employment in Canutillo ISD prior to winter roster verification – the teacher's pending designation **WILL NOT BE FINALIZED** thus becoming invalid. The teacher will not earn the designation nor generate an allotment.
- The goal of our TIA system is to attract and retain teachers within our district, if a designated teacher **leaves the district AFTER** the winter submission and goes to another district before the district distributes the funds, the district reserves the right to retain compensation and split it amongst TIA teachers at the campus from which the teacher is departing. Once the teacher is hired by the new district and submits PEIMS during the year that the teacher is hired, a TIA allotment will be generated at the new campus and paid out to the teacher during the remaining years that the teacher is designated. The teacher would then be subject to their new district's system to meet future eligibility requirements. If the new district does not have a TIA system, the teacher will not have an opportunity to become eligible for an allotment.
- If a designated teacher **leaves the district AFTER** the winter submission and goes to another profession before the district distributes the funds, the district reserves the right to retain compensation and will split it amongst TIA teachers at the campus from which the teacher is departing.
- If the Designated Teacher retires **PRIOR** to Winter Roster submission, then no TIA funds will be provided to the teacher.
- If the teacher retires **AFTER** Winter Roster submission and remains in place through the end of the school year, then the TIA funds will be distributed to the Designated teacher prior to his/her last date of service as part of the final payment package. Although the district may retain these funds, the district has chosen to pay these funds to retiring teachers to acknowledge their excellence in teaching and their service to the district.
- If a Designated Teacher moves campuses within Canutillo ISD **DURING** the school year, then Canutillo ISD will provide the funding to the Designated teacher based on the campus where the Designated Teacher worked **DURING** Winter Snapshot (generally in February).

- If a Designated Teacher moves to the district **PRIOR** to Winter Roster Verification, then the Designated Teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification. The spending plan will be the same for newly hired Designated teachers.
- If a teacher earns a designation from **ANOTHER** school district in Texas, upon hiring they will follow the Canutillo compensation plan and will receive the allotment based on their designation and in conjunction with completed employment deadlines.

DEDUCTION INFORMATION

Employees are responsible for paying both the employee and employer benefit and tax costs. Actual TIA compensation amounts distributed will include deductions for federal income tax, Medicare tax, and TRS contributions as part of an employee's annual wages reported to the state and federal governments, as well as the TRS.

TRS Eligibility

The school board will approve the expenditure of TIA funds as part of the annual compensation package. Upon approval of the TIA application by TEA, TIA compensation will be TRS eligible for Designated Teachers only and the district will send a copy of the compensation plan to TRS if requested. TIA compensation amounts will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

National Board-Certified Teachers

Teachers who have completed National Board Certification must notify and be verified through HR. The teacher will be required to show proof of active status with the NBPTS National Board Certification to be designated at the lowest level of Teacher Incentive Allotment, NBC is also verified within PEIMS submissions with TEA.

TIA-designated teachers in Canutillo receive 90% of TIA funds generated.

STILL HAVE QUESTIONS?

Visit:

[TEA TIA Website](#)

[Canutillo ISD's TIA Webpage](#)

Contact:

Jessica Harrison

Director of Assessment & Accountability/Teacher Incentive Allotment

jharrison@canutillo-isd.org

915-877-7434