

Teacher Incentive Allotment Manual 2025-2026

LEGACY PREPARATORY



CHARTER ACADEMY

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Background

The Teacher Incentive Allotment (TIA) was created through **House Bill 3 (HB 3)**, passed by the **86th Texas Legislature in June 2019** and signed by Governor Greg Abbott. This landmark education financing legislation aimed to enhance teacher compensation, improve classroom outcomes, and strengthen Texas school funding. Specifically, HB 3 established the TIA program—embedded in the Texas Education Code under **§21.3521 (Local Optional Teacher Designation System)** and **§48.112 (Teacher Incentive Allotment)**—to offer a sustainable funding mechanism that recognizes and rewards highly effective teachers. It represents a significant shift away from one-time grants toward enduring, performance-based support integrated into the state's **Foundation School Program (FSP)**.

Purpose, Structure, Evolution

TIA's core objective is to create a realistic pathway for outstanding teachers to reach salaries in the six-figure range while remaining in the classroom. To achieve this, districts develop **local designation systems** that assess teacher effectiveness using at least two components: **classroom observations** (e.g., T-TESS or other approved rubrics) and **student growth measures**; additional metrics may be incorporated as desired. Teachers can earn one of three designations—**Recognized, Exemplary, or Master**—which generate corresponding allotment funds for their employing district. Allotment amounts vary based on the designation level and campus context (with additional weighting for high-needs or rural campuses), and districts must allocate **at least 90% of the funds to teacher compensation** with the remaining 10% optionally supporting system implementation. More recently, the program has expanded further with **House Bill 2 (HB 2)** passed in **June 2025**, which enhances TIA by increasing funding, support, and introducing **Enhanced TIA** for districts implementing comprehensive **strategic compensation systems**. Starting in 2026–27, the "Acknowledged"

designation will be added to recognize teachers in the top 50% and receive increased allotments. This evolution reflects Texas’s ongoing commitment to refining and scaling performance-based teacher rewards.

Designations and Allotments

Teacher Incentive Allotment (TIA) Designation Levels & Funding Ranges

Designation Level	General Performance Description	Example Funding Range (Urban)	Example Funding Range (Rural/High-Needs)
Acknowledged (2026-27)	Top 50% of teachers in the state for grade/subject area; strong performance meeting expectations	\$3,000-\$6,000	\$4,000-\$8,000
Recognized	Strong performance with student growth exceeding expectations	\$3,000-\$9,000	\$6,000-\$16,000
Exemplary	Exceptional performance with above-average student growth	\$6,000-\$18,000	\$12,000-\$24,000
Master	Highest performance level; top ~5% statewide in instructional quality and student growth	\$12,000-\$21,000	\$25,000-\$32,000

Allotment Funding

The Teacher Incentive Allotment (TIA) is classified as a **Tier 1 allotment** under the **Foundation School Program (FSP)**, the primary mechanism through which the State of Texas provides funding to school systems. Established in the Texas Education Code, this structure ensures a **sustainable, long-term funding source** for districts and charter schools implementing TIA. The allotment formula is **campus-based**, with higher funding levels allocated to high-needs and rural campuses. Unlike previous incentive programs in Texas, **TIA has no cap** on the total allotment funds available or on the number of teachers who can earn a designation.

Legacy Preparatory Charter Academy receives **annual allotment funds** when employing eligible, designated teachers. By state requirement, a **minimum of 90%** of these funds must be allocated to **teacher**

compensation on the campus where the designated teacher is assigned. The remaining **up to 10%** may be used to offset costs associated with **implementing the local designation system** or providing support for teachers to earn a designation. All TIA teacher compensation is **TRS-eligible**.

The Texas Education Agency notifies Legacy Preparatory Charter Academy of the annual allotment amount in **April**, and all funds must be **expended by August 31** of the same calendar year. All Texas school systems employing designated teachers are eligible to receive TIA funding in accordance with state guidelines.

Designation	Urban Range	Rural/High-Needs Range
Acknowledged*	TBD	TBD
Recognized	\$3k–\$9k	\$4k–\$16k
Exemplary	\$6k–\$18k	\$12k–\$24k
Master	\$12k–\$21k	\$25k–\$32k

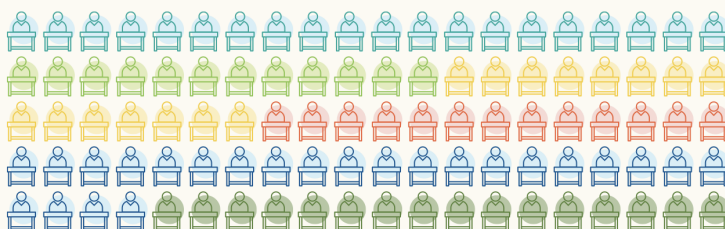
Allotment Formula

The allotment formula takes into consideration 3 factors, teacher designation level, campus socioeconomic level and campus rural status. Each teacher designation level starts with a base amount and a multiplier rate. Socioeconomic levels are then determined by assigning a point value to each student based on the Compensatory Education block tier. These levels are tied to student enrollment.

An average student point value for each campus is calculated by adding all student tier numbers and then dividing by the total number of students. The average point value is then multiplied by the designation's multiplier rate. That value is added to the designation's base allotment, resulting in the total incentive allotment.

Example Campus Funding

Flowers ISD has a non-rural campus, Flower High School, with a student population of 100. The student's point values are as follows:



20 Students at Tier 0	12 Students at Tier 1	15 Students at Tier 2
13 Students at Tier 3	24 Students at Tier 4	16 Students at Tier 5

Using the base tier point value, the campus average student point value can be calculated.

Base Tier	0	1	2	3	4	5
Point Value	0	.5	1	2	3	4
Number of Students	20	12	15	13	24	16
Total Student Point Value	0	6	15	26	73	64

Campus Avg. Student Point Value = 1.84

Notice that the more students that have high-needs on a campus, the higher the campus' student point value will be, providing greater funding for high-needs campuses.

Next, the campus student point value is plugged into the allotment formula to get each designation's allotment funding amount.

BASE ALLOTMENT	+	MULTIPLIER RATE	×	AVERAGE CAMPUS STUDENT POINT VALUE	=	ALLOTMENT PER DESIGNATED TEACHER
Recognized: \$5,745 \$3,000 + (\$1,500 × 1.83)						
Exemplary: \$11,490 \$6,000 + (\$3,000 × 1.83)						
Master: \$21,150 \$12,000 + (\$5,000 × 1.83)						

Now let's look at that same campus as if it were defined as rural.

Base Tier	0	1	2	3	4	5
Tier with Rural Boost	2	3	4	5	5	5
Point Value	1	2	3	4	4	4
Number of Students	20	12	15	13	24	16
Total Student Point Value	20	24	34	52	96	64

Campus Avg. Student Point Value = 2.9

Recognized: \$7,350 \$3,000 + (\$1,500 × 2.9)	Exemplary: \$14,700 \$6,000 + (\$3,000 × 2.9)	Master: \$26,500 \$12,000 + (\$5,000 × 2.9)
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Since the rural status of a campus gives a boost to most student's point values, greater funding is provided per designation per rural campus.

Statewide Performance Standards

Designation criteria and cut points for each level of Teacher Incentive Allotment (TIA) designation are **determined locally by the district**. The Texas Education Agency (TEA) does not select individual teachers for designation nor reject specific designations submitted by districts. Instead, TEA has established statewide performance standards that serve as **guidelines** for districts when evaluating teacher effectiveness and setting designation thresholds.

Before approving a local designation system, TEA conducts a review to determine the **overall alignment** of the district's proposed criteria to the statewide performance standards. Exact alignment to these standards is **not required**, but districts must demonstrate a reasonable connection between local expectations and state benchmarks.

The TIA performance standards define both **teacher observation ratings** and **student growth measures** for each designation level, based on statewide teacher performance data. Teacher observation standards were developed using statewide **T-TESS** observation data, while student growth standards were determined through a **value-added model applied to STAAR data from 2014–2019**. Each designation level reflects a teacher's performance **in relation to all teachers statewide**.



Statewide Performance Standards

Designation Level	Statewide Percentages	Teacher Observation Performance Standards*	Student Growth Performance Standards
Recognized	Top 33%	3.7 or 74% of possible points	55% met or exceeded
Exemplary	Top 20%	3.9 or 78% of possible points	60% met or exceeded
Master	Top 5%	4.5 or 90% of possible points	70% met or exceeded

Represents average of all dimensions in T-TESS Domains 2 and 3. **Teachers must have a minimum score of Proficient in all observable dimensions to be eligible for a new designation.*

***To be considered for designation, teachers must have a student growth performance of at least 55%, and a minimum T-TESS Domains 2 and 3 average of 3.7, fewer than three disciplinary write-ups, and no more than 10 absences within the school year, excluding FMLA and bereavement. Meeting the T-TESS requirement alone does not qualify a teacher without meeting all other criteria.**

Eligible Teaching Assignments and Campuses

Each eligible teaching assignment must be evaluated using an **approved teacher appraisal rubric** and paired with a **valid and reliable student growth measure**. Legacy Preparatory Charter Academy includes **all teachers** in its local designation system; participation is **not limited to teachers of record**. Support teachers—such as interventionists, special education inclusion teachers, and dyslexia teachers—are also eligible, provided they are employed in a **teacher role (Role ID 087 in PEIMS)** and have valid, reliable student growth measures.

Qualifying Information

Teachers must be the teacher of record for 180 Half days or 90 full days of the instructional school year to qualify.

Teacher Observation Component

Legacy Preparatory Charter Academy uses **T-TESS** as its approved appraisal rubric and implements structured **observation protocols** to ensure valid and reliable data. The appraisal system meets all requirements for **appraiser certification and recertification** and includes ongoing **calibration processes** to maintain consistency and accuracy in evaluations.

Teacher Appraisal: T-TESS

1. Input Stage – T-TESS Components

- Goal Setting & Professional Development Plan
- Pre-Conference → Observation → Post-Conference
- Student Growth

2. Scoring Stage

- Dimension Scores calculated
- Domain Scores calculated
- Weighted Total T-TESS Score generated

3. Eligibility Stage

- Extract **Average of Domains 2 & 3**

- Compare against TIA cut points for Recognized, Exemplary, Master

4. Output

- Eligible for Designation (if criteria met)
- Not Eligible (if criteria not met)

Domain & Dimension Scoring

For the purposes of TIA, the following eight dimensions of the T-TESS instrument will be used for

scoring:

- Instruction (DOMAIN 2)
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)
- Learning Environment (DOMAIN 3)
 - Classroom Environment, Routines, and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)

The total T-TESS score is a weighted calculation. The Instruction (Domain 2) and Learning Environment (Domain 3) domains have a significant impact on the total T-TESS score because the identified dimensions within these domains reflect instruction observables. The domains are weighted as follows:

- Instruction (Domain 2): 50%
- Learning Environment (Domain 3): 50%

Based on the average for these two domains, teachers are awarded points towards their overall TIA score. T-TESS for teachers constitutes 60% of the overall score.

Student Growth Component

For eligible teaching assignments, Legacy Preparatory Charter Academy must use a valid and reliable student growth measure and implement protocols for secure administration and scoring. Unlike previous incentive programs based on achievement data, TIA requires Legacy Preparatory Charter Academy to identify

effective teachers using student growth data. The academy is not required to use STAAR data or other standardized assessments for the local designation system.

TIA performance standards for each designation level align with teacher effectiveness based on the teacher's percentage of students who meet or exceed an expected growth target over the course of a single school year.

The minimum student growth percentages are as follows:

- Recognized Designation: >55%
- Exemplary Designation: >60%
- Master Designation: >70%

In determining the teacher's designation student growth percentages will be 40% of the teachers overall score in determining their designation eligibility.

Calculating Overall Score

The following formulas are used to determine the number of points received in the designation process.

$$\frac{T-TESS \text{ Composite}}{5} = \frac{\text{Points Awarded}}{60}$$

$$+$$

$$\frac{\text{Percentage of Students who Met or Exceeded Growth}}{100} = \frac{\text{Points Awarded}}{40}$$

$$=$$

Designation Level	Points Needed
Recognized	64
Exemplary	70.8
Master	82

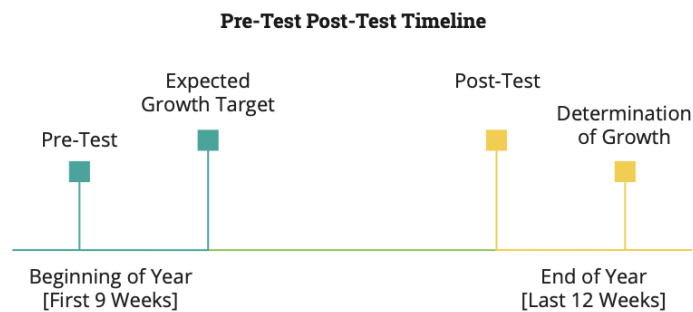
Types of Student Growth Measures

Legacy Preparatory Charter Academy utilizes Pre/Post tests to measure student growth. Within the use of Pre/Post tests, there are five different categories the district uses depending on the course being assessed. The eligible teaching assignments will fall under one of the five Pre/Post test options:

- **Category 1:** 3rd party pre-test, 3rd party growth targets, 3rd party post-test. (MAP)
- **Category 2:** District-created pre-test, District-created Growth Targets, District-created post-test.
- **Category 3:** Previous Year STAAR Score, TEA Transition Table, EOY STAAR.
- **Category 4:** Circle, District Created Growth Targets, Circle
- **Category 5:** STAAR Released Test, District Created Growth Targets, EOY STAAR

Pre-Test/Post-Test

Pre-tests and post-tests involve the administration of a beginning of year (BOY) pre-test and an end of year (EOY) post-test unless the grade level being tested is part of the concurrent grade bands for STAAR administrations (4-8 Reading and Math). Legacy Preparatory Charter Academy must select or create pre-tests and post-tests aligned directly to the standards of the course in which the teacher is providing instruction. Districts can choose to use the expected growth targets that come with a 3rd party test (when available) or set expected growth targets locally at the district level. If using the expected growth targets from a 3rd party test, districts must ensure the 3rd party uses a valid and reliable method for calculating expected growth. When district developed growth measures are used we use the Flat Rate Growth Model. Legacy Preparatory Charter Academy includes all eligible teaching assignments in the Pre-Test/Post-Test growth measure.



Calculating Student Growth

To calculate the percentage of a teacher's students who met or exceeded expected growth, Legacy Preparatory Charter Academy will divide the number of students who met or exceeded their expected growth target by the total number of students with an expected growth score who completed the final assessment. To be included in a teacher's total number of students, the student must have had an expected growth target set at the beginning of the year and must complete the assessment. Legacy Preparatory Charter Academy will consider students eligible to be included in the teacher's total number of students if they are present for both the Beginning of Year Assessment and the final assessment.

Eligible Teacher Categories and Component Weighting

All teachers who are coded as (087) will be eligible for the TIA program. Teachers of the following content areas are included in eligible teacher Category 1: Kindergarten through 3rd Grade ELAR and Math, and 3rd, 4th, 6th, and 7th Grade Science. Eligible teacher Category 2 includes 3rd through 7th Social Studies, Vocational Education (CTE), K-12 Physical Education, K-12 Fine Arts, Foreign Language, World Geography, World History, Government, Economics, Physics, Chemistry, Pre-Calculus, Algebra II, AQR, Geometry, English III, English IV, and Special Education Teachers. Eligible teacher Category 3 includes 4th through 8th English Language Arts and Reading, 4th through 8th Mathematics, English I, English II, and Algebra I. Eligible teacher Category 4 includes Pre-Kindergarten teachers. Eligible teacher Category 5 includes 5th and 8th Grade Science, Biology EOC, 8th Grade Social Studies, and United States History Studies Since 1877 EOC.

Teacher Compensation Plan

Our local designation system has a goal-oriented compensation plan based on engagement with district and campus-level stakeholders. There are a variety of options for using TIA funds to support district goals for teacher retention, teacher recruitment, and prioritization of high-needs campuses. Additionally, our local designation system awards teachers with 90% of their allotment generated (before taxes and benefits are deducted) directly to the teacher who generated the allotment and 10% is held at the district to stipend support staff that directly works with the designated teacher as well as District level TIA Central Supports.

TIA Statutory Spending Requirements

Legacy Preparatory Charter Academy must spend 90% or more of the allotment on teacher compensation on the campus where the designated teacher works. Up to 10% of the allotment may be used by Legacy Preparatory Charter Academy to support the local designation system or to support teachers in earning designations. Legacy Preparatory Charter Academy is notified of their annual allotment in late April and must spend all funds by August 31st of the same calendar year. Please note that spending requirements and timelines do not apply to fees reimbursed through TIA. For the purposes of compensation, a teacher is defined as student-facing instructional staff. This may include instructional aides and paraprofessionals, classroom inclusion support teachers, and other staff members who primarily work directly with students in an instructional setting.

Funding Distribution

Within the parameters of the spending requirements, Legacy Preparatory Charter Academy may decide how funding is disbursed. The model for funding is as follows: 90% of the total allotment generated will be disbursed to the teacher who has qualified in the Second Semester after the designation has been confirmed by TEA. 10% of the total allotment will be used to reward other eligible educators who contribute to student success, such as interventionists and instructional paraprofessionals and to cover costs of any professional development for teachers, TIA assessment costs, rubric costs, appraiser rater training or certification, other

student growth costs, central supports (funding for TIA coordinator or HR needs), compensation for staff associated with TIA needs or with professional development (e.g., school leaders or instructional coaches).

Methods of Compensation

Legacy Preparatory Charter Academy has chosen to adopt a stipend plan. In doing so, the stipend will be paid in four separate payments in May, June, July and August following the completion of the school year.

Allotment values are determined by each designated teacher's campus by TEA as of the last Friday in April. Funds do not follow designated teachers in real time, and allotments are not prorated between campuses or school districts. If a designated teacher moves to or from Legacy Preparatory Charter Academy mid-year, the timing is paramount in determining which district, if any, will receive funds.

If Legacy Preparatory Charter Academy faces a scenario in which a teacher resigns prior to the payout date, the funds will be retained and the money will be used to support teachers who remain on campus to help achieve retention goals. These funds must be spent by August 31st of the same year. However, if a teacher retires prior to the scheduled payout date, they will receive their funds.

Legacy Preparatory Charter Academy also takes into account National Board-Certified Teachers (NBCTs) and designated teachers who move into the district. National Board-Certified Teachers will receive 90% of the allotment generated from their designation, while the remaining 10% will be split between support teachers who remain on campus and district goals.

Allotment Funding for Districts Employing Designated Teachers

Allotment Eligibility

Once a designation is earned and awarded, TEA will verify allotment eligibility annually in April using data from the Class Roster Winter Submission. Districts will receive allotment funds when they employ designated teachers who meet the following criteria:

- Employed by the district as a teacher (087 Role ID).
- Have met or will meet the creditable year of service requirement by the end of the school year.

Creditable Year of Service is defined as follows:

- The teacher was employed and compensated (or will be by the end of the school year) in a teaching role (087 Role ID) for:
 - 50% or more of the day for a minimum of 180 days, or
 - 100% of the day for a minimum of 90 days, or the equivalent of one semester.

For districts issuing designations, the district will receive an allotment for all teachers in their first year of a new or higher designation.

[Class Roster Winter Submission Reporting](#)

Districts employing designated teachers in a teaching role must ensure they are reported accurately in the Class Roster Winter Submission. This requires coordination between district TIA Leads, human resources personnel, and the district PEIMS designee. TEA hosts annual training for districts employing designated teachers.

[Verifying Annual Allotments](#)

Districts employing eligible designated teachers will verify and confirm their annual allotment in the Strategic Compensation Operations Management System (SCOMS). SCOMS is a TEAL-based web application used for TIA. It allows district users to view, sort, filter, and export annual allotment data and teacher designation records.

[Allotment Timeline and Spending Requirements](#)

For districts receiving TIA funds for the first time, the allotment will arrive as a lump-sum reimbursement in the September settle-up. The district Summary of Finance (SOF) Report, line 30 or 32, will display the total allotment (sum of designated teacher allotments + reimbursed fees). Note that the line

number may be either 30 or 32 depending on other state funding allotments. After the September settle-up process, the final SOF report will match the Payout by School Year values in SCOMS.

District Contact Information

If you have any questions about TIA, please reach out to the following district personnel:

- For any issues, please email Superintendent Staci Weaver at sweaver@legacypca.com.
- For any clarifying questions about the program, please reach out to Director of Innovation Brandi Braley at bbraley@legacypca.com.
- For any financial questions, please reach out to Assistant Superintendent of Finance Angela Willis at awillis@legacypca.com.