

MCALLEN⁺ ISD



Teacher Incentive Allotment Rule Book and Implementation Guide

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state **Teacher Incentive Allotment (TIA)** provides additional financial distributions directly to districts based on teacher identification, student needs as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). The statute requires that ninety percent of Teacher Incentive Allotment funds be used for compensating teachers employed at campuses with Teacher Incentive Allotment-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, or recognized. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and is valid for a five-year period.

This field guide is intended to provide an overview of the implementation of Teacher Incentive Allotment in McAllen ISD.

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Letter from Dr. De Hoyos

Our award-winning McAllen ISD team is often recognized across the state and nation for innovation and success in closing achievement gaps. Recently, the Texas Education Agency launched the Teacher Incentive Allotment (Teacher Incentive Allotment) program, creating the opportunity for districts to offer monetary incentives for educators. I am excited to announce that McAllen ISD is taking advantage of this available state funding to financially reward our highest performing teachers.

McAllen ISD students deserve the best and most committed teachers in Texas. The Teacher Incentive Allotment program will help us recruit and retain top tier educators, while also bringing well-deserved recognition to this noble profession. Our teachers' dedication is not only seen through the exceptional teaching and learning that takes place every day; but also, through the relationships that are built with students, the mentoring and support that is offered, and the daily encouragement that leads to student success. The Teacher Incentive Allotment provides a standard evaluation to measure the impact of teachers across the state, and I know that ours will lead the way.

I look forward to celebrating McAllen ISD staff members as they benefit from this program!



Rosalba De Hoyos, Ed.D.
Interim McAllen ISD Superintendent

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment program is dedicated to recruiting, rewarding, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Our implementation began with the 2022-2023 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our McAllen ISD teaching staff.

This is not a merit-pay approach to compensation, and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observation and student growth data, it will be an **additional state allotment** separate from the current McAllen ISD pay structure. However, this funding is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

Master Teacher

Master level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 5% of teachers statewide.

Exemplary Teacher

Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 20% of teachers statewide.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

National Board Certification

An alternate path to a Teacher Incentive Allotment recognized designation is through **National Board Certification**. The National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. McAllen ISD staff that possess a National Board Certification

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should contact McAllen ISD’s Human Resource Department to provide the necessary documentation. Staff interested in pursuing National Board Certification are encouraged to consult the [National Board for Professional Teaching Standards](#) site for more information.

McAllen ISD Designation System and Implementation

McAllen ISD developed a local designation plan that incorporates the statutory required components of teacher observation and student growth. Both components have been assigned a percentage for an overall score that will be calculated at the end of the school year and provided to all teachers on an individualized report.

Teacher Observation	Student Growth
50%	50%

McAllen ISD will implement the Teacher Incentive Allotment system in several phases. During phase one, teacher eligibility for a Teacher Incentive Allotment designation is available to the following teachers ELAR grades K-12, Math grade K-8, Algebra, Geometry, and Algebra II, Science grade 3-8 and Biology, and all self-contained, inclusion, and co-teachers in Special Education. Throughout this guide, phase one will be referred to as Cohort F, because it was initiated during the 2022-2023 school year.

Phase Two is to be determined.

Unless otherwise noted, all Teacher Incentive Allotment guidance related to teacher appraisal, student growth, Teacher Incentive Allotment scoring, and Teacher Incentive Allotment compensation is the same for both cohorts. The only difference between the two cohorts is the year that Teacher Incentive Allotment eligibility was started.

Eligibility for Teacher Incentive Allotment Designation

To be eligible for a Teacher Incentive Allotment designation a teacher must:

- Be coded as a teacher (code 087) within our local student information system, Skyward, which is reported to Texas Education Agency through the Public Education Information Management System (PEIMS); and
- Receive district salary compensation that mirrors the Public Education Information Management System (PEIMS) teacher coding for a minimum of 90 days at 100% of the day (equivalent to four and one-half months or a full semester) or 180 days at 50-99% of the day.

Texas Education Agency Minimum Performance Standards

To be eligible for Teacher Incentive Allotment designation, Texas Education Agency has established minimum performance standards for The Texas Teacher Evaluation & Support System (T-TESS) and student growth outcomes.

Teacher Observation Minimums

Teacher Incentive Allotment establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the Texas Teacher Evaluation & Support System (T-TESS) evaluation. To be eligible for a Teacher Incentive Allotment-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In addition, based on an analysis of statewide The Texas Teacher Evaluation & Support System (T-TESS) observation data, Texas Education Agency has identified minimum score averages across Domains 2 and 3 of The Texas Teacher Evaluation & Support System (T-TESS):

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

More information can be found in Texas Education Agency's Teacher Observation Performance Standards document. Also see pages 7 and 8 Teacher Evaluation: The Texas Teacher Evaluation & Support System (T-TESS)

Student Growth Minimums

To be eligible for a Teacher Incentive Allotment-designation, teachers must earn a minimum student growth outcome. Texas Education Agency established these minimum expectations based on statewide performance expectations:

- Recognized designation \geq 55% of students meet or exceed expected growth
- Exemplary designation \geq 60% of students meet or exceed expected growth
- Master designation \geq 70% of students meet or exceed expected growth

More information can be found in Texas Education Agency's Student Growth Performance Standards document.

Teacher Evaluation: The Texas Teacher Evaluation & Support System (T-TESS)

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

- a. Goal setting and professional development plan.
- b. Pre-conference, observation, and post conference (i.e., evaluation cycle);
and
- c. Student growth

To determine teacher eligibility for Teacher Incentive Allotment, McAllen ISD will begin calculating The Texas Teacher Evaluation & Support System (T-TESS) dimension scores, domain scores, and an average The Texas Teacher Evaluation & Support System (T-TESS) score using only scores from Domain 2 & 3.

Dimension & Domain Scores

There are sixteen dimensions on the Texas Teacher Evaluation & Support System (T-TESS) instrument:

- **Planning (Domain 1)**
 - Standards and Alignment (Dimension 1.1)
 - Data and Assessment (Dimension 1.2)
 - Knowledge of Students (Dimension 1.3)
 - Activities (Dimension 1.4)
- **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)
- **Professional Practices and Responsibilities (Domain 4)**
 - Professional Demeanor and Ethics (Dimension 4.1)
 - Goal Setting (Dimension 4.2)
 - Professional Development (Dimension 4.3)
 - School Community Involvement (Dimension 4.4)

Each dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished).

Domains are scored based on the **average** scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places).

Final Determination

It is important to note that teachers must have a **complete** summative evaluation. A complete summative evaluation is one that has a score for **all sixteen dimensions**. The summative evaluation must be signed by the teacher and the appraising campus administrator.

If more than one summative evaluation exists, the last summative evaluation will be used for the purpose of calculating Teacher Incentive Allotment.

To be eligible for the Teacher Incentive Allotment, a minimum of proficient (3) must be demonstrated in all dimension areas. Each dimension from Domain 2 and 3 will be included in the calculation of an average rating for the Teacher Observation component. The average rating will be translated into a percent scaled score.

Walk-through and Observation scores are not eligible for Teacher Incentive Allotment calculations.

Total Texas Teacher Evaluation & Support System (T-TESS) Score

The total Texas Teacher Evaluation & Support System (T-TESS) score is an average calculation of the Instruction (D2) and Learning Environment (D3) Domains.

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

Domains 1 & 4 are excluded from Teacher Incentive Allotment calculations.

Student Growth Measure

Student growth will be calculated for all students that have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of year **and** within the BOY testing window
- teacher of record at the Public Education Information Management System (PEIMS) Winter Class Roster (February)
- teacher of record at end of year at the time of EOY assessment

Teachers will be required to complete the Public Education Information Management System (PEIMS) Membership Reconciliation process to ensure that class rosters are accurate.

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities. For teachers to receive a student growth measure,

PLEASE NOTE: This is a working document; details are subject to change.

- there must be at least ten (10) unique student growth records across assigned students and content areas

For information about which courses will have an eligible student growth measure beginning in the 2023-2024 school year, see [Appendix A](#) in this field guide.

Student Growth Instrument

The instrument used to measure student growth (MAP) depends on the Teacher Incentive Allotment cohort, as well as teaching assignment grade level and subject area. Please see Appendix A for the 2023-2024 List of Eligible Core Content Courses.

Cohort F Student Growth Measures

McAllen ISD's implementation emphasis for Teacher Incentive Allotment Cohort F is on the identification of core content area teachers across all grade levels, thus the following student growth measures are utilized:

- MAP Growth Reading will be used for K-12 ELAR teachers
- MAP Growth Mathematics will be used for K-8 mathematics teachers, Algebra I, Geometry, and Algebra II teachers
- MAP Growth Science will be used for 3-8 science teachers and Biology teachers

Middle school students participating in high school courses should be assessed with the student growth instrument that corresponds to the high school course. For example, student growth for middle school Algebra I students will be calculated using MAP Growth – Algebra I assessment.

Teachers with multiple subjects the classroom student growth will be calculated based on all tests taken for each eligible course. For example, if a teacher teaches both Algebra I and Geometry, the growth measure will consist of all students in both courses. If a teacher is self-contained in 5th grade, then the growth measure would consist of all student scores for Reading, Math, and Science.

Calculating Student Growth

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the collective percentage of students meeting growth.

For MAP Growth, student growth is calculated as the percentage of students that meet or exceed their MAP projected growth from the fall/BOY administration to the spring/EOY administration.

The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the collective percentage of students meeting growth.

Any student that is assessed outside of the district designated testing window dates will be considered invalid and will not be included in the student growth measure calculations.

Student Growth Measure Integrity

It is important to the integrity of McAllen ISD's Teacher Incentive Allotment system that student growth measures are administered fairly and consistently throughout the organization. To ensure that all students can demonstrate their full potential on student growth measures, the following conditions must be met. This section also covers testing irregularities, reporting suspected educator misconduct related to Teacher Incentive Allotment student growth measures, and local penalties for violating Teacher Incentive Allotment student growth measure integrity.

Student Growth Measure Security and Confidentiality

Maintaining security and confidentiality of student growth measures helps to ensure that student performance is accurately measured as a part of our Teacher Incentive Allotment system. To maintain student growth measure security and confidentiality:

- student growth measure test contents should not be shared/discussed
- student growth measure test administration procedures should be followed exactly as provided by the test provider
- 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 STAAR or other standardized assessment programs (e.g., ARD, LPAC, 504, RTI)

- suspected educator misconduct must be reported in a timely manner (see reporting guidance below)

Serious Student Growth Measure Testing Violations

The following educator conduct represents serious student growth measure testing violations to security and confidentiality:

- 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 by test provider
- exempting or preventing a student from participating in student growth measures
- failing to implement sufficient procedures to prevent student cheating
- encouraging or assisting an individual to engage in any conduct described above, and
- failing to report an individual that has engaged in or is suspected of engaging in any conduct described above
- failure to verify the system/procedures before administering the assessment

Reporting Suspected Student Growth Measures Testing Violations

The following procedures are in accordance with the district's testing violation flowchart. The following steps should be taken:

- immediately report the suspected violation to their campus administrator
- campus administrator will review the information to determine report credibility and whether the report includes a student growth measure testing violation
- credible student growth measure testing violations are reported to the district's Assessment office for further investigation

- Assessment coordinates with Human Resources (HR) to continue the investigation, which could include interviews of campus staff and students, assembly of signed statements, and collection of any evidence

Local Penalties for Tampering with Student Growth Measure Integrity

Any person who violates, assists in the violation of, or solicits another to violate or assists in the violation of student growth measure integrity, as well as any person who fails to report such a violation or fails to cooperate in an investigation, is subject to local penalties, such as:

- placement of reprimand letter in personnel file
- invalidation of student test scores for Teacher Incentive Allotment eligibility
- invalidation of testing opportunities after assessment's investigation

Teacher Incentive Allotment Scoring & Eligibility

Teacher Incentive Allotment designations are determined based on the Teacher Incentive Allotment score, a combination of the teacher appraisal composite score and student growth composite score. To determine annual teacher eligibility for a Teacher Incentive Allotment designation, the following steps are completed at the district-level end-of-year data analysis:

1. The calculation for the teacher observation component will be an average of each dimension in Domains 2 and 3.
2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria at BOY, MOY, and EOY. The percentage is calculated based on the sum of students meeting growth expectations across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
3. The Teacher Incentive Allotment score is calculated based on the combination of teacher appraisal and student growth outcomes:
 - Total Texas Teacher Evaluation & Support System (T-TESS) composite score component is 50% of Teacher Incentive Allotment score
 - Student growth translated composite score component is 50% of Teacher Incentive Allotment score

4. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State’s minimum performance criteria:
 - If minimum performance criteria are met, Teacher Incentive Allotment designation is submitted to the State for data review; pending Texas Education Agency data validation, Teacher Incentive Allotment designation is attached to the teacher's teaching certificate for a period of five years.
 - If minimum performance criteria are not met, Teacher Incentive Allotment designation is not submitted to the State.

Special note regarding National Board Certification: McAllen ISD staff that possess a National Board Certification should contact McAllen ISD’s Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a Teacher Incentive Allotment Recognized designation.

Teacher Incentive Allotment Annual Scorecard

Each year of the Teacher Incentive Allotment evaluation cycle, teachers will be provided an annual scorecard. The purpose of the scorecard will be to provide transparency within McAllen ISD’s Teacher Incentive Allotment system. Teacher Incentive Allotment scorecards will provide teachers with an individualized report of the annual Teacher Incentive Allotment outcomes based on their performance, as well as performance aggregated at the campus and district level. Scorecard data elements will include:

- Teacher Incentive Allotment designation level, as applicable
- The Texas Teacher Evaluation & Support System (T-TESS) performance by dimension for domains 2 and 3, and total The Texas Teacher Evaluation & Support System (T-TESS) weighted score at 50%
- Student growth outcomes 50%
 - number of students meeting enrollment criteria across classes, course, and content areas
 - number of students meeting student growth
 - percentage of students meeting student growth

Teacher Incentive Allotment Evaluation Frequency

Evaluation of teacher eligibility for a Teacher Incentive Allotment designation is considered **annually**. This means that every year a teacher receives a Texas Teacher Evaluation & Support System (T-TESS) evaluation and has available student growth measure data, the teacher's Teacher Incentive Allotment score will be calculated, and the teacher has an opportunity to meet Teacher Incentive Allotment eligibility:

- Teachers with an existing Teacher Incentive Allotment designation will not be annually resubmitted for designation within their five-year valid Teacher Incentive Allotment designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary Teacher Incentive Allotment designation during 2023-2024 would not be submitted to maintain their Teacher Incentive Allotment Exemplary designation in 2024-2025 if they continue to earn a qualifying Exemplary designation Teacher Incentive Allotment score and meet the minimum teacher appraisal and student growth component minimums.
- Teachers with an existing Teacher Incentive Allotment designation **will be resubmitted for a higher designation** within their five-year valid Teacher Incentive Allotment designation period if a subsequent year performance earns a higher Teacher Incentive Allotment designation - example, a teacher that earned a Recognized Teacher Incentive Allotment designation during 2023-2024 could be submitted in 2025-2026 for a Master Teacher Incentive Allotment designation if they earn a qualifying Master Teacher Incentive Allotment score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing Teacher Incentive Allotment designation will not be resubmitted to lower a Teacher Incentive Allotment designation within their five-year valid Teacher Incentive Allotment designation period.

Teacher Incentive Allotment Campus Allotment Factors

The Teacher Incentive Allotment program is available to all Texas school districts and open-enrollment charter schools. The amount of Teacher Incentive Allotment funds generated is determined by a formula that considers **campus characteristics**, including student economic status and campus location:

- Schools with greater student needs based on economic factors generate more Teacher Incentive Allotment funds per Teacher Incentive Allotment designated teacher.
- Rural schools generate more Teacher Incentive Allotment funds per Teacher Incentive Allotment designated teacher based on a higher multiplier applied to students based on economic factors.

If Teacher Incentive Allotment designated teachers are employed at campuses without enrollment (e.g., District Alternative Education Placement (DAEP)), campus characteristics used to determine Teacher Incentive Allotment allotments would be based on distinct average student economic status.

For more information about the Teacher Incentive Allotment calculations, see Texas Education Agency's [Teacher Incentive Allotment](#) page. For more information about the specific amount of Teacher Incentive Allotment funds generated by Teacher Incentive Allotment designated teachers at every campus across the state, see Texas Education Agency's [Teacher Incentive Allotment Funding Map](#).

Compensation

Distribution of Compensation

Statute requires that 90% of Teacher Incentive Allotment funds be distributed directly to teachers:

- McAllen ISD Teacher Incentive Allotment-designated teachers will receive the entire 90% allotment less the required deductions as outlined below.

The district shall retain 10% of the Teacher Incentive Allotment dollars to use as follows:

- The entire 10% allotment will be used at the district level to support district oversight of the implementation of Teacher Incentive Allotment and ongoing development of Teacher Incentive Allotment resources.

Movement of Teachers

Prior to Winter Class Roster

- If a teacher moves to/from a campus within the district prior to the class roster submission, the teacher will receive the allotment based on the amount allotted for his/her new campus. If a teacher moves to/from the district prior to the Class Roster Winter Submission, the teacher will not generate any allotment funds for the district and therefore will not receive payments from McAllen ISD since he/she will not be included in the class roster.

After Winter Class Roster

- If a designated teacher resigns after the February submission the designated teacher would not receive the allotment and McAllen ISD will redistribute the allotment generated by the designated teacher to teachers (087) (provide face-to-face instruction) on the campus where the designated teacher was in February. The movement of designated teachers within McAllen ISD after Winter Class Roster will receive 90% of the final allotment amount in the April report. Designated teachers who will retire at the end of school will receive 90% of the allotment in May.

Departs prior to Payout – Excluding End of Year Retirees

- If a staff member eligible for Teacher Incentive Allotment funds departs prior to the payout date, McAllen ISD will not forward the funds to the departing teacher. McAllen ISD will disperse the allotment of Teacher Incentive Allotment funds to the campus where the designated teacher was to provide face-to-face instruction at the time of Winter Class Roster.

Frequency of Compensation

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

- Teacher Incentive Allotment-designated teachers will receive Teacher Incentive Allotment compensation **annually** based on their Teacher Incentive Allotment designation and Teacher Incentive Allotment state funding for their campus of assignment at the time Teacher Incentive Allotment funds are disbursed.
- During the five-year designation, the compensation will be a one-time lump sum paid by August of each year that a teacher generates funding for a Teacher Incentive Allotment designation.

Please note that student enrollments change annually, and the Texas Education Agency will calculate allotments annually for a teacher based on the teacher's designation and school characteristics (economic tiers and rural status). Therefore, allotments will vary annually.

Please note that McAllen ISD cannot recommend a teacher to the state for a Teacher Incentive Allotment designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is designated because of the data collected in 2024-2025 school year, but the teacher moves into an Assistant Principal position in the 2025-2026 school year, the state will not approve the Teacher Incentive Allotment designation.

Impact of Compensation

Teacher Incentive Allotment compensation allotments **will** be eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefits and tax costs more than what Teacher Incentive Allotment funding covers. Actual Teacher Incentive Allotment 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 Teacher Retirement System (TRS).

Annual Teacher Incentive Allotment Evaluation Cycle

The Texas Teacher Evaluation & Support System (T-TESS) evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Teaching & Orientation	August-September	<ul style="list-style-type: none"> • Training on Teacher Incentive Allotment, new system, and The Texas Teacher Evaluation & Support System (T-TESS) observation instrument • Principal communicates school & district goals to inform teacher goal setting
Student Fall Assessment	District specific window	<ul style="list-style-type: none"> • MAP Growth - RE, MA, SC
Goal Setting Conference	September	<ul style="list-style-type: none"> • Evaluator and teacher review and agree on goals and professional learning plan
The Texas Teacher Evaluation & Support System (T-TESS) Standardized Walkthrough Observations	September-May	<ul style="list-style-type: none"> • 10-15 minute observation, • Focus on The Texas Teacher Evaluation & Support System (T-TESS) Domains 2 & 3 and their eight dimensions
Formal Observations w/ Conference	October-April	<ul style="list-style-type: none"> • One 45-minute observation • Focus on The Texas Teacher Evaluation & Support System (T-TESS) Domains 2 & 3 and their eight dimensions • Written feedback and conference required
Middle of Year (MOY) Assessment	District specific window	<ul style="list-style-type: none"> • MAP Growth - RE, MA, SC

Fall Semester Teacher Attendance Verification	February	<ul style="list-style-type: none"> ● All attendance shall be completed by end of first week in February
Summative Evaluation	March-May	<ul style="list-style-type: none"> ● Includes review of all four The Texas Teacher Evaluation & Support System (T-TESS) domains ● Focus on The Texas Teacher Evaluation & Support System (T-TESS) Domains 2 & 3 and their eight dimensions ● Written feedback and conference required
Student Spring Assessment (EOY)	District specific window	<ul style="list-style-type: none"> ● MAP Growth - RE, MA, SC
End of Year Data Review	May-June	<ul style="list-style-type: none"> ● Teachers review and reflect on student growth goals and student growth outcomes ● Campuses and departments compile data for final Teacher Incentive Allotment evaluation process
Evaluation Rating & Teacher Incentive Allotment	June-July	<ul style="list-style-type: none"> ● District analyzes The Texas Teacher Evaluation & Support System (T-TESS) and student growth data ● District finalizes Teacher Incentive Allotment scores and determines Teacher Incentive Allotment designation eligibility ● Teachers receive final Teacher Incentive Allotment scores ● and projected designation eligibility

Teacher Incentive Allotment Cohort F Timelines

Participation in the State's Teacher Incentive Allotment compensation program requires that districts follow a series of activities to seek Texas Education Agency approval of the locally developed program implementation. Timelines for Cohort F and Cohort G are provided below. Activities marked with have been completed; activities marked with are in process.

McAllen ISD Cohort F Timelines

- Access the Teacher Incentive Allotment system application and additional guidance posted by Texas Education Agency
- Submit Teacher Incentive Allotment Cohort F Letter of Intent (October 6, 2022)
- Submit Teacher Incentive Allotment application detailing locally developed system (April 17, 2023)
- Receive Texas Education Agency approval of Teacher Incentive Allotment application (May 25, 2023)
- Data collection (SY 2023-2024)
- Data submission to Texas Tech for review (November 1, 2024)
- Final notification of data validity & reliability and approval of district Teacher Incentive Allotment system (Spring 2025)
- Teacher Incentive Allotment fund payout (Summer 2025)

McAllen ISD Cohort G Timelines

- Access the Teacher Incentive Allotment system application and additional guidance posted by Texas Education Agency
- Submit Teacher Incentive Allotment Cohort G Letter of Intent (Fall of 2023)
- Submit Teacher Incentive Allotment application detailing locally developed system (Spring of 2024)
- Receive Texas Education Agency approval of Teacher Incentive Allotment application (May of 2024)
- Data collection (SY 2024-2025)

- Data submission to Texas Tech for review (November 1, 2026)
- Final notification of data validity & reliability and approval of district Teacher Incentive Allotment system (Spring 2026)
- Teacher Incentive Allotment fund payout (Summer 202)

After completing the Teacher Incentive Allotment cohort plan development and implementation timelines, data collection and Teacher Incentive Allotment designation eligibility will continue annually if Teacher Incentive Allotment funds are made available through state allotments.

It is important to note that Texas Education Agency will only accept Teacher Incentive Allotment designation recommendations for teachers that remain in the teaching role and continue to be employed in McAllen ISD as a teacher the year following data collection and designation determination. For example, for a Cohort F teacher to be recommended for a Teacher Incentive Allotment designation based on data collection in 2023-2024, the teacher needed to be employed by McAllen ISD in a teaching assignment in fall 2024.

Helpful Resources

McAllen ISD Resources

If you have questions, please email laura.williams@mcallenisd.net
McAllen ISD Teacher Incentive Allotment site

External Resources

[Texas Education Agency HB3: Teacher](#)

[Incentive Allotment Details Texas Education](#)

[Agency HB3: Teacher Incentive Allotment FAQ](#)

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[Allotment](#)

[Texas Education Agency Teacher Incentive Allotment Funding Allotment Map](#)

Appendix A: 2023-2024 Teacher Incentive Allotment Eligible Core Content Courses (Cohort F - Phase One)

PEIMS course Service-ID code is provided in parenthesis. Service-ID codes are subject to change

Algebra I (03100500)	
Algebra I, Self-Contained (3100507)	
Algebra II (03100600)	
Geometry (03100700)	
Mathematics, Kindergarten (02640005)	
Mathematics, Grade 1 (02640010)	
Mathematics, Grade 2 (02640020)	
Mathematics, Grade 3 (02640030)	
Mathematics, Grade 4 (02640040)	
Mathematics, Grade 5 (02640050)	
Mathematics, Departmentalized Grade 6 (02820000)	
Mathematics, Grade 7 (03103000)	
Mathematics, Grade 8 (03103100)	
English Language Arts and Reading, Kindergarten (02625001)	
Spanish Language Arts and Reading, Kindergarten (02562005)	
English Language Arts and Reading, Grade 1 (02625010)	
Spanish Language Arts and Reading, Grade 1 (02562010)	
English Language Arts and Reading, Grade 2 (02625020)	
Spanish Language Arts and Reading, Grade 2 (02562020)	
English Language Arts and Reading, Grade 3 (02625030)	
Spanish Language Arts and Reading, Grade 3 (02562030)	
English Language Arts and Reading, Grade 4 (02625040)	
Spanish Language Arts and Reading, Grade 4 (02562040)	
English Language Arts and Reading, Grade 5 (02625050)	
	Spanish Language Arts and Reading, Grade 5 (02562050)
	English Language Arts and Reading, Grade 6 (03200510)
	English Language Arts and Reading, Grade 7 (03200520)
	English Language Arts and Reading, Grade 8 (03200530)
	English I (03220100)
	English I For Speakers of Other Languages (03200600)
	English II (03220200)
	English II For Speakers of Other Languages (03200700)
	English III (03220300)
	English IV (03220400)
	AP English Language and Composition (A3220100)
	AP English Literature and Composition (A3220200)
	IB Language Studies A: Literature Higher Level (I3220800)
	Science, Grade 3 (02650300)
	Science, Grade 4 (02650400)
	Science, Grade 5 (02650500)
	Science, Grade 6 (03060600)
	Science, Departmentalized Grade 6 (02830000)
	Science, Grade 7 (03060700)
	Science, Grade 8 (03060800)
	Biology (03010200)

Elementary, Self-Contained Grades 1-6
(02000000)
Grade 7, Self-Contained (2070000)
Grade 8, Self-Contained (2080000)
English I, Self-Contained (3220107)
English II, Self-Contained (3220207)
Biology, Self-Contained (3010207)

Need to look up a local course to determine whether the course is included in Teacher Incentive Allotment-eligibility? Contact your campus administration.

Appendix B: McAllen ISD Teacher Incentive Allotment Estimation Tool (To Be Determined)