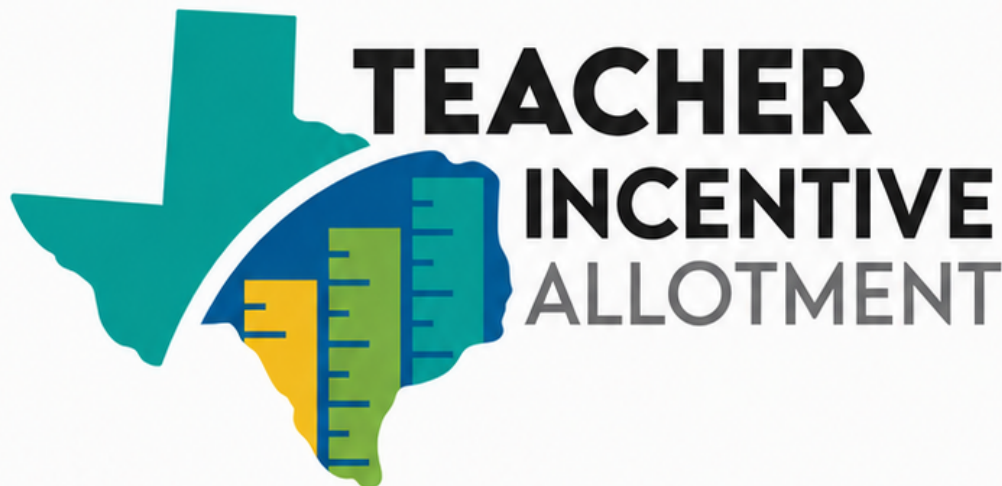


PROGRESO I.S.D

TEACHER INCENTIVE ALLOTMENT GUIDEBOOK

ACKNOWLEDGED. **RECOGNIZED.** EXEMPLARY. **MASTER.**

2026-2027



PROGRESO INDEPENDENT SCHOOL DISTRICT

The Progreso Independent School District is an equal opportunity employer and provides educational programs and services which do not discriminate on the basis of age, national origin, race, sex, color, religion, disability or against any other legally protected group.

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OVERVIEW OF THE TEACHER INCENTIVE ALLOTMENT

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The law was amended by the 89th Texas Legislature in June 2025 through House Bill 2 (HB 2). The state hopes to recruit, retain, and reward exceptional teachers through TIA.

For each classroom teacher with a teacher designation under TEC Section 21.3521 employed by a school district, the school district is entitled to an allotment equal to the following applicable base amount increased by the high needs and rural factor as determined below:

1. \$12,000, or an increased amount not to exceed \$36,000, for each *Master Teacher*;
2. \$9,000, or an increased amount not to exceed \$25,000, for each *Exemplary Teacher*;
3. \$5,000, or an increased amount not to exceed \$15,000, for each *Recognized Teacher*; and
4. \$3,000, or an increased amount not to exceed \$9,000, for each *Acknowledged Teacher*.

The high needs and rural factors are calculated by TEA annually. In each year the Commissioner of Education will provide the public with a list of campuses with projected allotment amounts per teacher designation at each campus.

The state has indicated that the purpose of this initiative is to provide TIA Designations, and therefore increased compensation, to approximately the top 50% of teachers across the state of Texas.

TIA Teacher Designations

TIA also requires the districts to set up valid and reliable performance standards to ensure that the identification of highly effective teachers under the four designations produces results comparable to other districts across the state. District are expected to include teacher observation and student growth performance standards to determine which teachers qualify for a designation.

- ***Master Teacher*** designation indicates that the identified teacher has achieved a level of performance aligned to the top 5% of teachers statewide as measured by teacher classroom observation and student growth.
- ***Exemplary Teacher*** designation indicates that the identified teacher has achieved a level of performance aligned to the top 20% of teachers statewide as measured by teacher classroom observation and student growth.
- ***Recognized Teacher*** designation indicates that the identified teacher has achieved a level of performance aligned to the top 33% of teachers statewide as measured by teacher classroom observation and student growth.
- ***Acknowledged Teacher*** designation indicates that the teacher has achieved a performance level (based on teacher observation and student growth measures) that places them among the top 50% of teachers statewide.

There are two pathways for teachers to be Designated under the Teacher Incentive Allotment: (1) through a district's local optional teacher designation system; and (2) through National Board Certification.

National Board Certification

National Board Certification (NBC) is a voluntary, advanced credential that recognizes accomplished teaching practice. Teachers who earn and maintain National Board Certification are eligible to receive a Recognized designation through the Teacher Incentive Allotment (TIA) program. The designation remains valid as long as the teacher maintains an active National Board Certification.

Progreso ISD encourages eligible teachers to pursue National Board Certification and may provide support for associated certification costs in accordance with district guidelines. Additional information is available through the National Board for Professional Teaching Standards (NBPTS).

TIA Eligibility Term

TIA designations of Acknowledged, Recognized, Exemplary, and Master are valid for five years and are recorded on a teacher's SBEC certificate. During the designation period, a teacher may qualify for a higher designation level but cannot be submitted for a lower designation. If a higher designation is approved, a new five-year designation period begins. Designations remain with the teacher regardless of changes in campus, teaching assignment, or district. Teachers serving in non-teaching roles retain their designation but do not generate TIA funding until they return to an eligible teaching assignment. Designated teachers may be considered for a new designation in the final year of their designation period. Once a designation expires, it is removed from the teacher's SBEC certificate and no longer generates TIA funding.

TIA Eligibility Requirements

To be eligible for a TIA designation, a teacher must be employed in a PEIMS Role ID 087 position and meet the minimum state employment requirements. Paraprofessionals and administrators are not eligible. Teachers who move to a non-teaching role will retain their designation but will not generate TIA funding unless they return to an eligible teaching assignment. Teachers may also earn a higher designation level during their existing designation period if they meet district and state criteria.

Eligible Teaching Assignments

The TIA Plan for Progreso ISD includes the following teaching assignments:

- Grades 3–8 Reading, Mathematics, Science, and Social Studies
- Algebra I, English I, English II, Biology, and U.S. History
- Kindergarten–Grade 2 Reading and Mathematics
- Prekindergarten
- Career and Technical Education (Animal Science, Graphic Design and Interactive Media, Web Development, Cosmetology, Welding, Diagnostic and Therapeutic Services, Education and Training, Manufacturing Technology, Criminal Justice, and Accounting)
- Advanced Placement (AP English Language and Composition, AP Spanish Language and Culture, and AP Macroeconomics)
- Reading, Mathematics, ELAR, Algebra I, English I, English II, and Dyslexia Intervention Teachers
- Reading, Mathematics, and Dyslexia Resource Teachers
- Special Education Self-Contained Teachers (Grades 3–12)

Note: A teacher must have at least 10 students with eligible student growth measurement for a student growth component score to be calculated. Teachers without 10 students with a growth score will not be eligible for a TIA designation.

PROGRESO ISD LOCAL DESIGNATION SYSTEM

To qualify for the Teacher Incentive Allotment (TIA), districts must use two required measures: teacher observation and student growth. Districts may also include additional measures, such as student surveys, teacher leadership responsibilities, mentoring, family surveys, and contributions to the school community. Local designation systems must be developed with stakeholder input and include clear processes to ensure validity, reliability, and consistent implementation. Once approved by TEA, districts collect performance data and submit it for state validation before teacher designations are awarded.

Teacher Observation Measures

Progreso ISD uses the Texas Teacher Evaluation and Support System (T-TESS) as the teacher observation measure for its local Teacher Incentive Allotment (TIA) system. For TIA purposes, only Domains 2 (Instruction) and 3 (Learning Environment) are used in calculating designation scores. Observation data are collected through the district's T-TESS process and reviewed annually to ensure validity and reliability. To ensure validity and reliability, all appraisers are trained and calibrated annually, and observation data are regularly reviewed to monitor consistency and alignment with student growth outcomes.

Student Growth Measures

Progreso ISD uses valid and reliable student growth measures as a required component of its Teacher Incentive Allotment (TIA) system. Student growth is measured using Value-Added Measures (VAM) and Pre and Post comparison aligned to the teacher's assignment and instructional content. These measures are used to evaluate the academic progress students make over time and serve as a key component in determining teacher designation eligibility.

Eligible Teaching Assignment	Classroom Student Growth Measure(s)
Prekindergarten Teachers	CLI Engage Circle Progress Monitoring
Kindergarten–Grade 2 Reading and Mathematics Teachers	Student Growth Percentiles (SGP)
Grades 3–8 Reading, Mathematics, Science, and Social Studies Teachers	Value-Added Measures (VAM)
Algebra I, English I, English II, Biology, and U.S. History Teachers	Value-Added Measures (VAM)
Reading, Mathematics, ELAR, Algebra I, English I, English II, and Dyslexia Intervention Teachers	Value-Added Measures (VAM)
Reading, Mathematics, and Dyslexia Resource Teachers	Value-Added Measures (VAM)
Career and Technical Education (CTE) Teachers	ICEV Pre/Post Assessment Growth Measure
Advanced Placement (AP) Teachers	AP Pre/Post Assessment Growth Measure
Special Education Self-Contained Teachers (Grades 3–12)	Value-Added Measures (VAM)

To ensure accuracy, fairness, and consistency, Progreso ISD maintains established procedures for the administration, calculation, and verification of student growth data. Annual training and guidance are provided to support implementation and ensure all student growth measures align with state performance standards.

Renaissance STAR Growth Measure

For Kindergarten through Grade 2 assignments, Progreso ISD uses Renaissance STAR Reading and Mathematics to measure student growth. Student growth is measured using Student Growth Percentiles (SGP) and growth rates, which compare a student's academic progress to that of peers with similar assessment histories. Students who meet or exceed expected growth are considered to have met growth expectations for TIA purposes.

Pre and Post Assessment Growth Measures

For eligible non-STAAR tested assignments, Progreso ISD uses district-approved Pre/Post assessments to measure student growth. Student growth is determined by comparing student performance at the beginning and end of the instructional period. Growth may be calculated using TEA-approved methodologies, including **quintile growth**, **student growth targets**, or other approved approaches that compare a student's progress to that of academic peers with similar baseline performance. Students who meet or exceed established growth expectations are considered to have met growth standards for TIA purposes.

VAM

For eligible STAAR-tested assignments, Progreso ISD uses Value-Added Measures (VAM) to evaluate student growth. VAM compares a student's actual assessment performance to the performance that was statistically expected based on prior achievement and other relevant factors. Students whose actual performance meets or exceeds their predicted performance are considered to have met growth expectations. For TIA purposes, Progreso ISD uses the percentage of students meeting or exceeding expected growth as the student growth measure.

Weights and Measures

Teacher Observation and Student Growth measures are used to calculate a teacher's final TIA score. The combined score is used to determine eligibility for a designation based on Progreso ISD's established performance standards. Student Growth is weighted at 60% and Teacher Observation is weighted at 40% when calculating a teacher's final designation score.

Teacher Observation	Classroom Student Growth
40%	60%

TEA's Statewide Performance Standards for TIA

In an effort to guide districts in developing rigorous Teacher Incentive Allotment (TIA) systems, TEA has established statewide performance standards for the two required TIA measures: teacher observation and student growth. While districts are not required to adopt these standards, they may use them as a reference when developing local designation criteria. Progreso ISD uses these statewide performance standards as guidance when establishing local designation criteria. The statewide performance standards for teacher observation (T-TESS) and student growth are outlined below:

Designation Level	Teacher Observation Performance Standards	Student Growth Performance Standards
Acknowledged	3.5 or 70% of possible points	50%
Recognized	3.7 or 74% of possible points	55%
Exemplary	3.9 or 78% of possible points	60%
Master	4.5 or 90% of possible points	70%

Spending Plan

In accordance with state requirements, Progreso ISD will use at least 90% of TIA allotment funds for compensation at the campus where the designated teacher is employed. Up to 10% of funds may be retained by the district to support the administration and sustainability of the local designation system, including costs associated with calculating Value-Added Measures (VAM), professional development, and other activities that support teacher growth and designation attainment.

Of the funds distributed at the campus level, 70% will be awarded directly to designated teachers, and 20% will be shared among other instructional staff who contribute to student success and support designated teachers. Compensation will be distributed as a single lump-sum payment each August. If a designated teacher leaves the district before the beginning of the school year, the allocated funds will be redistributed among eligible designated teachers and qualifying instructional staff at the same campus. The same distribution methodology applies to teachers who earn a designation through National Board Certification.

Distribution of TIA Funds	Percentage
Designated Teachers	70%
Supporting Instructional Staff	20%
Program Administration and Sustainability	Up to 10%

TIA allotment amounts vary based on a teacher's designation level and campus assignment. Funding levels are determined annually by TEA and are influenced by factors such as campus socioeconomic need and rural status.

Teacher Assignment and Employment Changes

The Teacher Incentive Allotment is tied to a teacher's campus assignment at the time of the TEA Class Roster Winter Submission. Teachers who transfer between campuses within Progreso ISD prior to the Class Roster Winter Submission will generate funding based on the campus where they are assigned at the time of submission. Teachers who leave the district before the Class Roster Winter Submission will not generate TIA funding and will not be eligible to receive allotment payments. Likewise, teachers who move into a position other than a PEIMS Role ID 087 teaching assignment before the submission date will no longer be eligible to generate TIA allotment funding.

Additional Factors for Determining TIA Designations

Districts have the option to include “Additional factors” in the design of their TIA Locally Developed Designation System (LOI). Student surveys, teacher leadership responsibilities, teacher mentoring, family surveys, teacher peer surveys and contributions to the broader community are examples of “Additional Factors” that may be considered when developing the district’s TIA LOI. Progreso ISD does not have additional factors as part of the TIA Designation system.