



PROGRESO I.S.D

**TEACHER
INCENTIVE
ALLOTMENT**

2025-2026

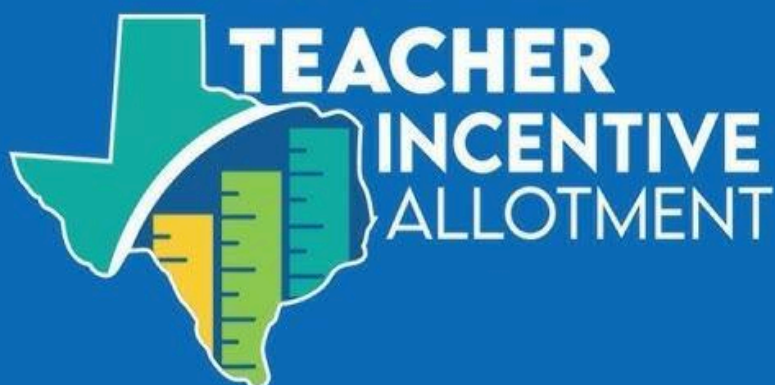




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TEACHER INCENTIVE ALLOTMENT OVERVIEW

Theory of Action

In 2019, the 86th Texas Legislature established the Teacher Incentive Allotment (TIA) as part of House Bill 3 (HB3) with a stated goal of a six-figure salary for teachers to help school systems reward, retain, and recruit highly effective teachers while prioritizing high needs and rural campuses.

TIA recognizes teachers on three different designation levels:

- *Master* Teacher
- *Exemplary* Teacher
- *Recognized* Teacher

Each school district receives a state allotment specifically to acknowledge and reward their top-performing classroom teachers. This is not a merit-pay approach to compensation and will not replace the current district’s pay structure. Teacher designations have a base allotment amount and a multiplier based on high needs and rural factors.

Designation	Base	Multiplier
Recognized	\$3,000	\$1,500
Exemplary	\$6,000	\$3,000
Master	\$12,000	\$5,000

The exact designated teacher allotment per campus at each state school district can be found at <https://tiatexas.org/funding/>

Average Campus Allotment

	Recognized	\$8,411
	Exemplary	\$16,822
	Master	\$30,037



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 three 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.

The following are the statewide performance standards.

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.

There are two pathways for teachers to receive a TIA Designation:

1. Through their district's TIA, locally designed Designation System. Teachers in eligible teaching assignments included in the district's locally designed TIA Designation System can obtain a Designation of *Recognized*, *Exemplary* or *Master*.
2. Through National Board Certification. Teachers with a National Board Certification automatically receive a *Recognized* designation by the state.

National Board Certification

National Board Certification is a voluntary advanced professional certification for PreK–12 educators that identifies teaching expertise through a performance-based, peer-reviewed assessment. Beginning in April 2021, eligible National Board-Certified Teachers (NBCTs) will earn a *Recognized* designation. The designation will expire the July following expiration of the teacher's National Board Certification. NBCT candidates will earn a designation and generate an allotment for their district in April following their successful certification.

National Board Certification is available in 25 certificate areas across 16 disciplines in Pre-K through 12th grades. Teachers interested in pursuing National Board Certification are encouraged to consult the National Board for Professional Teaching Standards at <https://www.nbpts.org/> for more information. TIA offers financial incentive by reimbursing Texas teachers for the approximately \$2,000.00 in fees associated with achieving National Board Certification. The reimbursement is contingent upon the teacher achieving National Board Certification by passing all four exams. National Board-Certified Teachers will. Maintain their *Recognized* Designation if they keep their National Board Certification active.



TIA Eligibility Requirements

Teachers are eligible to earn a designation through a local designation system if they meet the following eligibility criteria:

- Employed by the recommended districts in a teacher role (087 role ID in PEIMS)
- Employed and compensated by the recommended district in a teacher role (087 role ID in PEIMS) for a minimum of 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.

Other Eligibility Considerations:

- Paraprofessionals and campus administrators are not eligible for a TIA designation.
- Designated teachers who moved to a different position with a PEIMS code **other than** 087 will not generate annual allotment for that specific year of service.
- Designated Teachers generate an allotment for the Texas school system reporting the Designated teacher in a teaching role (087 role ID in PEIMS) during that year's Class Roster Winter Submission in February.
- National Board-Certified Teachers (NBCT) are automatically eligible for a *Recognized* Teacher Designation if they hold an active National Board certification and NBCT directory listing reflects Texas residency in a teacher role (087 role ID in PEIMS).
- "Classroom Teacher" is defined as an educator employed by a school district who teaches for an average of at least four hours each day in an academic or career and technology instructional setting

TIA Eligibility Term

Teacher designations of *Recognized*, *Exemplary*, or *Master* are valid for five years. The designation cannot be revoked or lower during the five-year period. Within the five-year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for a lower designation. Some district spending plans may include variability based on continued performance levels.

The opportunity for a Designated teacher to move to a higher designation level during the five-year period is dependent upon the teacher performance qualification under the district's local designation system and the state approval of the new designation. If the higher designation is approved, the five-year period restarts for the new teacher designation. Teachers changing teaching assignments or moving to another district maintain their designation. Designated teachers who move to a Role ID other than 087 will maintain their designation. However, they will not generate annual allotment funding if they are not in a 087-teaching role for that year of service. If a teacher moves back to a teacher position within the five-year period, the TIA allotment funds will be sent to the district in Texas where the teacher is currently teaching.

The TIA designation will be placed on the teacher's SBEC certificate and will not specify a certification area or subject/grade level. A teacher may change teaching assignments and will still generate allotment funding. The same applies to National Board-Certified Teachers (NBCTs). Designated teachers who meet performance standards and district qualifications can be put forth for a new designation in their final year of designation. Once the designation expires, it will be removed from the SBEC certificate (if applicable) and allotment funding will no longer be generated.



STATE REQUIREMENTS FOR TIA LOCAL DESIGNATED PLANS

At minimum, a TIA local designation system must include both a **teacher observation and a student growth measure determined by the district** and a **Spending Plan** that complies with TIA statute. Districts can also use additional components such as student surveys, teacher leadership responsibilities, teacher mentor responsibilities, teacher peer surveys, and contributions to the broader school community.

Developing a local teacher designation system requires significant planning, robust stakeholder engagement, adequate time to prepare all necessary materials for rollout and a strong communication plan prior to the first implementation year. The systems must be submitted to

TEA for approval and undergo a data-validation process, which will be conducted by Texas Tech University. Once a local designation system is approved, districts may recommend their effective teachers for designation.

Teacher Observation Measures

Districts are required to use a research-based teacher observation rubric that complies with TEC 21.3521. The Texas-Teacher Evaluation & Support System (T-TESS) is the state adopted teacher appraisal instrument. TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. Therefore, Domains 1 & 4 are excluded from TIA calculations. To be eligible for a TIA-designation, teachers must earn a rating of proficient or higher on each of the eight dimensions measured across Domains 2 and 3. In addition, Districts should have details plans to implement the observation system with fidelity. The district should ensure reliability of teacher appraisers within and across campuses by calibrating among appraisers at least once a year. Correlations between teacher observation and student growth data should be reviewed and develop plans to address any issues.

Student Growth Measures

Districts are required to use valid and reliable student growth measures as part of their locally designed TIA designation system. Student growth measures may include Pre and Post-test; Value-added Modeling (VAM), Student Learning Objectives (SLO's); and Student Portfolios. Districts can utilize student growth on STAAR or vendor-based assessments. The district should have rigorous protocols in place to ensure the validity and reliability of each student growth measure used as well as validity and reliability of administering and scoring protocols of each student growth measure. The district will ensure that all student growth measures are aligned to the state performance standards.

To ensure clear, timely and transparent communication, the district will provide annual training, guidance and protocols for the scoring of each district-created student growth measure used to calculate student growth data for all the eligible teaching assignments.

Spending Plan

Districts are required to spend at least 90% of their allotment on teacher compensation on the campus where the designated teacher works. Progreso ISD sets aside up to 10% for cost associated with implementing a local designation system or supporting teachers in getting designated. At Progreso ISD, 70% is assigned to the designated teacher, 20% goes to student phasing instructional staff who supported the designated teacher. The district will utilize reserved funds at the district level to finance the third-party vendor responsible for calculating



activities aimed at designating teachers.

The funding available from the Teacher Incentive Allotment (TIA) varies by the designation of and campus where the designated teacher works. The exact amount of allotment funding per teacher is determined by a formula that considers the level of socioeconomic need at a campus and whether the campus is rural. District allotment amounts for each designation level change across different socioeconomic tiers for teachers working at rural and non-rural campuses. As the Tier designation increases, there is more need for funding. The maximum allotment funding amount is \$32,000 and the highest student tier level is 5.

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 will include an optional component in the TIA Designation system, in which 10% of the designation score will be based on overall student performance rather than student growth.**

TEA’s Statewide Performance Standards for TIA

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of “performance and validity standards” to ensure that the identification of highly effective teachers under the three designation categories – Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts are expected to use teacher observation and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

Teacher Observation Performance Standards

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
<i>Recognized</i>	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
<i>Exemplary</i>	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
<i>Master</i>	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

Student Growth Performance Standards

The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	60% of students meet or exceed expected growth	70% of students meet or exceed expected growth

TIA DISTRICT APPLICATION AND APPROVAL TIMELINE

The District Approval Process includes two steps: (1) Submission of the application to TEA, which includes narrative and artifacts, and (2) Submission of evidence of teacher effectiveness to Texas Tech University (TTU) to ensure the relative accuracy and reliability for **eligible teaching assignments**.

The validation process conducted by TTU includes the correlation between teacher observation and student growth, correlation between student growth percentages and value-added ratings for all applicable teaching assignments, review of the validity and reliability by appraise, by campus, across campus in a district, and by teaching assignment as well as the alignment of district data to state data by comparing the percentage of teachers a district submits for designations to overall district performance.

Once the data validation is completed, TTU provides a final report to TEA, who will make the final determination to approve or deny the district’s recommended designations. No funds are provided to teachers unless the agency approves the district’s TIA teacher designations.

The district’s current application and approval timeline (TIA Cohort E) is as follows:



DISTRICT DEVELOPMENT OF THE TIA LOCAL DESIGNATION SYSTEM

Progreso ISD engaged stakeholders including teachers, campus and district administrators as a planning committee to provide input and feedback in the creation of the district’s design of its TIA Locally Designed Designation System (LDS). The district stakeholder committee met numerous times during the 2021-2022 school year to develop an in-depth understanding of the



LDS application. The key decisions that the district needed to consider in developing its LDS include: Validity and reliability of the district's teacher observation data, in what grades does the district currently measure student growth and how valid and reliable is that data, what teaching assignments will be eligible for designation in the initial phase, how will the district determine who receives designation based on the state performance standards, what weights to assigned to the teacher observation and student growth metrics, and how and when will the district provide TIA funding to teachers.

The feedback and analysis of the validity and reliability of current data as well as administration protocols and scoring of student growth, were incorporated in the key decision of the TIA LDS design. Therefore, the decision was made to include only teaching assignments for which the district currently has the methodology, administration, and scoring protocols in place that can produce valid and reliable student growth measures.

Progreso ISD will be implementing the Teacher Incentive allotment in multiple phases. Phase 1, referred as Cohort D, will include select core teachers with STAAR data during the 2021-2022 school year. During the 2024-2025 school year, the district applied for additional teacher assignments to be eligible during the 2025-2026 school year and thereafter.

The district will be using the state adopted teacher appraisal instrument, the Texas Teacher Evaluation & Support System (T-TESS), for the teacher observation portion of its TIA system.

Student growth will be calculated for all students who have qualifying assessment scores.

Assessments that will be included in student growth include:

1. 3rd - 8th Reading, Math, Science and Social Studies Algebra I, English I, and English II, USHistory, Biology
2. Kinder - 2nd grade: Renaissance STAR Reading and Math
3. PreK: Circle Progress Monitoring System (PreK) – CLI Engage Public
4. CTE (Animal Science, Graphic Design and Interactive Media, Web Development, Cosmetology, Welding, Diagnostic and Therapeutic Services, Education and Training, Manufacturing Technology, Criminal Justice, Accounting
5. Advanced Placement - AP English Language and Composition, AP Spanish Language and Culture, AP Macroeconomics
6. 3-8th reading interventionist, 3- 8th math interventionist, 9-10 ELAR intervention teacher, 9th math intervention teacher, 3-10 dyslexia teacher, 3-5 Reading Resource, 3-5 Math Resource, 6-8 Reading Resource, 6-8 Math Resource, English I resource teacher, English II resource teacher and Algebra I resource teacher
7. K-2 reading interventionist, K-2 math interventionist, K-2 dyslexia teacher, K-2 Reading Resource, K-2 Math Resource, Renaissance STAR Reading and Math

NOTE: A teacher must have a minimum of 10 students in a self-contained classroom or 25 students in another instructional setting with eligible student growth measures for a student growth component score to be calculated. Teachers who do not meet this minimum requirement will not receive a growth score and will not be eligible for a TIA designation.



Weights and Measures

Teacher Observation Rubric	TO Rubric Weight	Student Growth Assessment	SGM Weight	Optional Component	
T-TESS	30%	STAAR/EOC	60%	Student Performance	10%

The *Teacher Observation* and *Student Growth* scores will be used to apply the weight using the percentages above to determine a final score based on cut-off point system.

Teacher Evaluation: T-TESS Score

T-TESS is the Texas recommended appraisal process designed to evaluate teachers and establish a system of support. The comprehensive T-TESS rubric includes specific dimensions, descriptors and performance levels. Ongoing, systematic processes and exposure to the rubric are critical to ensure that teachers have an opportunity to 'unwrap' the dimensions, create a pool of shared meaning and personally gather data to move from the current to desired levels of performance.

T-TESS is designed as a continuous improvement process based on evidence-based feedback and ongoing dialogue and communication. T-TESS gauges the effectiveness of teachers by capturing a holistic nature of teaching and the effect of the teacher's instructional practices on student outcomes.

There are four domains and sixteen dimensions on the T-TESS instrument:

- **Planning (Domain 1)**
 - o Standards and Alignment (Dimension 1.1)
 - o Data and Assessment (Dimension 1.2)
 - o Knowledge of Students (Dimension 1.3)
 - o Activities (Dimension 1.4)
- **Instruction (Domain 2)**
 - o Achieving Expectations (Dimension 2.1)
 - o Content Knowledge and Expertise (Dimension 2.2)
 - o Communication (Dimension 2.3)
 - o Differentiation (Dimension 2.4)
- **Monitor and Adjust (Dimension 2.5)**
 - o Learning Environment (Domain 3)
 - o Classroom Environment, Routines and Procedures (Dimension 3.1)
 - o Managing Student Behavior (Dimension 3.2)
 - o Classroom Culture (Dimension 3.3)
- **Professional Practices and Responsibilities (Domain 4)**
 - o Professional Demeanor and Ethics (Dimension 4.1)

- o Professional Development (Dimension 4.3)
- o 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).

The District will require at least one 45 formal minute observation for each eligible teaching assignments. The district will also use data collected through walkthroughs to informed and determine the final T-TESS score. Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places) for a final numerical score between 1 and 5.

Since the dimensions within Domain 2 (Learning) and Domain 3 (Learning Environment) reflect instruction observables, the total T-TESS score for TIA designations is a calculation of the T-TESS Domain 2&3. **Domains 1 & 4 are excluded from TIA calculations.**

Therefore, the total T-TESS score for TIA designations is a calculation based on the average of the individual ratings for each of the 8 indicators of the T-TESS Domains 2 & 3 converted to a summative numerical score. The average will be a number between 1 and 5 and rounded to the nearest hundredths decimal place (for example: 3.24, 2.89, etc.).

TEA requires that all teachers in the teaching assignments (subject and grade) included in the district’s TIA plan be evaluated. Therefore, no T-TESS waivers are allowed for the eligible teachers regardless of their scores.

Student Growth Score

Progreso ISD will be using the following measures to determine student growth for each eligible assignment included in the TIA plan.

Eligible Teacher Group	Student Growth Measures
STAAR and EOC all grade levels	% Of students who met or exceeded expected growth using STAAR progress measure and VAM.
Kinder-2 nd STAR Renaissance	STAR Renaissance progress measure
PRE-KINDER	CIRCLE Percent Growth Model
CAREER & TECHNICAL EDUCATION	ICEV Exam
AP TEACHERS	Advanced Placement Exam

Note: For teachers with more than one teaching assignment (grade or subject), the course with the highest student growth measure results—representing the equivalent of half of the instructional day—will be used to calculate the final student growth score.

During the 2025-2026 school year, the district will transition to using the Value-Added Measure. For each assessment where a student growth score is calculated, the teacher’s score will be the percentage of

For a student to be included in Pre-Post test calculations, they must meet the following criteria:

- Student took the pre assessment
- Student takes the post assessment
- Student was enrolled in the teacher’s class at PEIMS October snapshot date
- Student was enrolled in the teacher's class at the beginning of the spring STAAR administration window

Additionally, the following criteria will be utilized for the student growth calculation to ensure fairness and consistency

- There must be student growth data for at least 10 students
- For teachers with multiple subjects, student growth will be calculated based on all tests taken for each eligible course. For example, consider a 4th grade teacher who teachers 28 students in both ELA and Math. Out of the 28 students in ELA, 20 students met or exceeded their expected growth on STAAR ELA, and 19 students met or exceeded their expected growth in STAAR Math. To calculate the % of students who met or exceeded expected growth, the district will use the following calculation:

Total # of students who met expected growth

Total # of students included in the calculation

Thus, the computation would be (20 + 19) divided by (28 + 28) = % of students who met or exceeded growth, or 39/56 = 69.6%.

Teacher’s Final TIA Score

To calculate the Teacher’s final TIA score, the district will utilize a weighted combination of teacher ‘s Domain 2 & 3 summative T-TESS score and the Student Growth scale score for each eligible teacher. The district will utilize the weights and measures included in page 8 to calculate the final TIA score (40% T-TESS composite score and 60% Student Growth).

The TIA scores are compared across teachers, content areas, and campuses to identify three tiers of teachers for TIA designation aligned to the state distribution:

- o Masters - top 5% of teachers across the district
- o Exemplary - top 20% of teachers across the district
- o Recognized - top 33% of teachers across the district

Using the performance standards along the district’s weights and measures, the district calculated the cut scores for each of the TIA Designation levels. A teacher must meet or exceed the following TIA cut score to be considered for designation. Teachers must have a minimum of 70% of progress.

Designation Level	Points Needed
Recognized	70
Exemplary	82



Note: Weights and performance standards may be adjusted if the data does not accurately identify the top tiers aligned to the state TIA designation distribution.

The district will analyze teacher appraisal and student growth outcomes to ensure their alignment to the state’s minimum performance standards. If the performance criteria are met, the TIA designation is submitted to the state for data review and validation.

Teachers that have a National Board Certification will automatically be submitted for a TIA Recognized Designation.

Example of a Final TIA Score calculation

A teacher has the following data:

T-TESS score of 3.7 and 63% of the student meeting expected growth

T-TSS score = 3.7 x 35% = (25.90 points)

Student growth = 63% of student meeting expected growth x 65% of total weight for student growth /100 = 40.95

25.90 + 40.95 = 68.85

ENSURING VALIDITY AND RELIABILITY OF TIA METRICS

Teacher Observation (T-TESS) Measure

The district is committed to ensure validify and reliability of teacher observation scores. The district requires yearly T-TESS training to ensure appraisers understand the rubrics and complete a recertification process. Teacher appraisers are required to recalibrate annually by conducting multiple in-person observations or video scoring to ensure everyone norm on scoring using the

In addition to T-TESS training and calibration sessions, data is extracted at least quarterly to monitor ratings and analyze skew for teachers and appraisers across campus, subject, and grade levels. The district team will analyze all campuses’ teacher observation and walk-throughs trends at least quarterly by content and grade level including informal walkthroughs reports. The district along campus-based team will address any issues of skew and provide support as needed.

All the teacher observation data, including walk-throughs, are used by the campus appraiser to calibrate and inform the final summative rating given to the teacher in the data management and reporting system

Additionally, the district leadership will review the correlation between the teacher observation at the campus level and the student growth data at least once a semester. The comparison data will be used to determine if the skew is caused by an appraiser or by teacher deficiencies. When negative correlations between appraisal scores and student growth data are discovered by the leadership team, action will be taken to address the issues. Those actions could come in the form



of appraisers being required to participate in calibration practices with other appraisers, adjusting professional development to address the needs of teachers, or other actions as deemed necessary by district and campus leaders. If the skew is related to the administrator effectiveness or lack of experience of the appraiser, then the district will provide training on the TTESS rubric, assignment of a mentor, opportunities to re-calibrate with other appraisers or co-observations. Finally, if irregularities in the data are related to teacher effectiveness, additional teacher support will be provided with a mentor, coaching support, opportunities for teachers to observe other teachers, and professional development.

Student Growth Measure

Teachers' input was obtained through surveys and district/campus committees to discuss validity and reliability of growth measures for each eligible teaching assignment. The district also conducted an in-depth review of the current practices and student growth available data to make the final decision. The district and teacher leaders also identified next steps to strengthen current practices and improve quality of student growth metrics.

District teachers and leaders selected TEA STAAR/EOC as the 3rd party vendor for both pre-test and post-test since the assessments are vetted for rigor and alignment to the course standards included in the teacher designation system.

Additionally, the district employs campus and district testing coordinators who are trained in testing procedures and protocols. To ensure testing validity and reliability, testing coordinators train campus and district personnel on all STAAR/EOC testing procedures and protocols delineated by TEA guidelines. Training sessions are conducted yearly and before any state or local assessment. District and campus administration attend mandatory training sessions and are required to sign a Test Security and Confidentiality Oath before every testing session. This process is followed with every local or state testing cycle.



TIMELINE FOR TIA DESIGNATIONS 2025-2026

The District's TIA Local Designation System application was approved in the summer 2021. The district will collect data to determine teacher designation during the 2025-2026 school year. The data calculation to determine TIA teacher designations recommendations will take place during the summer 2026, followed by submission of teacher designations to Texas Tech University (TTU) in the Fall of 2026.

TTU will conduct the data validation and determine the approval/denial of the district's recommended teacher designation by February 2026. If the district's recommended teacher designations are approved based on the data validation process, TEA will notify the district in April 2026 including specific allotment amounts by each designation at each campus in the district. The district will notify teachers if their recommendations have been approved/denied by the state. If the district's recommendations for teacher designations are approved, the district will provide payment to teachers no later than August 30th, 2026.

*All TIA compensation payments to designees are subject to and governed by TEA statute, guidance and updates. The funding for any designation is contingent upon state appropriations and approval through the state's TIS review process.

Note: National Board-Certified teachers will be included and recommended as a TIA Designations of Recognized unless the teacher reaches an Exemplary or Master Designation under the district's local designation system (LOI). National Board-Certified teachers will automatically receive a Recognized Designation even if the district's recommended designations under the locally developed system are denied.

SPENDING PLAN FOR TIA COMPENSATION

The development of the district's TIA spending plan was informed through the feedback gathered from the TIA stakeholder engagement which included instructional, HR, and finance district leadership, principals and teachers.

Distribution of Compensation

Progreso ISD, will distribute 70% of the allotment to the designated teacher, and 20% is allocated to the student-phase instructional staff who support the designated teacher. Progreso ISD sets aside 10% for costs associated with implementing a local designation system or supporting teachers in getting designated. Should a designated teacher leave before the start of the new school year in August, their portion of the funds will be reallocated among remaining designated teachers and other instructional staff meeting performance criteria at the same campus. All qualifying teachers, both designated and supportive staff, will receive their respective shares as a single lump sum payment in August.

The same percentages and considerations will be applicable for teachers earning a designation through the national Board Certification.



The following are important considerations impacting movement of designated teachers designed to improve retention of highly effective teachers:

- Since the TIA allotment amount for designated teacher is based on the campus assignments at the time of the Class Roster Winter Submission, if a designated teacher moves to/from a campus within the district prior to the class roster submission, the designated teacher will receive the allotment based on the amount allotted for the campus where the designated teacher worked during the class roster winter submission.
- If a teacher moves to/from the district before the Class Roster Winter Submission, the teacher will not generate any allotment funds for the district and therefore, will not receive payments from the district since he/she will not be included in the class roster.
- If a teacher moves to/from the district before the Class Roster Winter Submission, the teacher will not generate any allotment funds for the district and therefore, will not receive payments from Progreso ISD since he/she will not be included in the class roster.
- If a designated teacher moves into a position other than a teaching position (087), the teacher will not be eligible for a TIA designation allotment.

**Note:* Designated teacher allotments provided to each campus by the Teacher Incentive Allotment can be found at <https://tiatexas.org/teacher-incentive-allotment-funding-map/>

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.

DISTRICT SUPPORT OF TIA PLAN IMPLEMENTATION

The TIA Leadership Committee will monitor all data including teacher observation, administrator calibration, and student growth while evaluating the systems during monthly meetings. The district accountability administrator will conduct an annual program evaluation to evaluate and monitor the impact of the program including recruitment and retention of highly effective teachers, equitable distribution of effective teachers across the district, and data from TIA surveys. The annual TIA outcomes including T-TESS distribution, students growth measures, and TIA designation outcomes will be shared with the school board making the summary information publicly available.

The district will communicate the significance of feedback and encourage participants across-the-board through monthly administrator meetings, the TIA Ambassadors' Committee members, and District Staff Q&A Virtual Meetings during which informed personnel such as the TIA Leadership Committee will be available for questions and clarifications.

In addition to teacher observation and student growth data, overall student achievement data will be monitored to ensure improvement in student academic outcomes. The district will monitor professional development, the mentor program, designated teacher growth, and non-designated teachers to identify trends and areas to improve the system and increase teacher participation.



To support teacher effectiveness growth, the district will provide individual coaching and mentoring, professional learning communities, and differentiated professional development. Additionally, new designated teachers to the district, will be provided mentoring to ensure they are as effective as they were at the campus where they earned their designation. The support is intended to have more teachers earning a designation as well as designated teachers to be able to move up in their designation level.

****All teachers at the district are highly encouraged to seek National Board Certification.**