



2025-2026

# Teacher Incentive Allotment Resource Guide



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*This handbook's information is derived from Texas Education Agency resources, namely the 2024-2025 Teacher Incentive Allotment Guidebook, which is linked [here](#).*

## What is the Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA), introduced through House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019, aims to allow teachers to earn six-figure salaries. This optional program is specifically designed to encourage and reward educators who dedicate themselves to teaching in high-needs areas and rural district campuses. The state seeks to attract, retain, and recognize outstanding teachers by implementing TIA

Under TEC Section 21.3521, school districts can receive funding for each classroom teacher who earns a teacher designation. The allotments are based on the campus's designation and compensatory education poverty tiers. The higher the poverty tier (and/or rural definition), the higher the allotment.

- Master Teachers (top 5% of the state): \$12,000, potentially earn up to \$32,000.
- Exemplary Teachers (top 20% of the state): \$6,000, potentially earn up to \$18,000.
- Recognized Teachers (top 30% of the state): \$3,000, potentially earn up to \$9,000.

For more information on campus allocations for Midland ISD, [click here](#)

**Note:** *A district may have a smaller or greater share of the state percentages for each designation level based on the overall academic growth of their students.*

Teachers can achieve a designation under the Teacher Incentive Allotment (TIA) through two parallel pathways:

- (1) a locally developed teacher designation system, or
- (2) National Board Certification.

Educators who earn National Board Certification automatically receive a "Recognized" designation from the state. Meanwhile, teachers participating in eligible teaching assignments within a district's local designation system can earn a designation via the approved system.

National Board Certification is offered in 25 certificate areas across 16 disciplines, covering grade levels from Pre-K through 12th grade. For those interested in pursuing National Board Certification, additional details can be found on the National Board for Professional Teaching Standards website at [www.nbpts.org](http://www.nbpts.org).

As part of the Teacher Incentive Allotment (TIA), the state reimburses \$1,900 of the \$2,000 in fees associated with the National Board Certification modules. This reimbursement is upon successfully completing the certification program, which takes approximately two years.

## Statutory Requirements for Locally Designed TIA Plans

Statutorily, there are three state requirements for any approved TIA system. The first two focus on the required components of the system:

- (1) Teacher Observations (Domains II and III of T-TESS or a state/locally approved rubric)
- (2) Student Growth Measures (Pre/Post-Test, VAM measures, STAAR, SLOs, and/or Portfolios as determined by the district and approved by the state)

In addition, districts may choose to add additional local components, such as attendance, Domains I and IV of T-TESS, or other locally informed factors. It is important to note that the state does not review or consider any local component for system approval or validation.

The final requirement focuses on the monetary allotment itself:

- (3) 90% of the generated allotment must be spent for the purposes of teacher compensation at the campus where the designated teacher is/was employed.

## Teacher Eligibility Requirements

- Employed in a role ID coded as 087 (providing direct instruction to students) during class roster winter submission (February).
- Students can be rostered to multiple adults should the eligibility be appropriate.
- Employment must be for at least 90 days at 100% of the day or 180 days at 50–99% of the day (both requirements include the planning period).
- NBCT's who hold an active National Board Certification **and** are employed in a role ID coded as 087.

\*Districts have the autonomy to phase in the eligibility over time by teaching “category,” to help ensure implementation fidelity leading to data validity.

## TIA Designation Duration

Teachers earning a **Recognized**, **Exemplary**, or **Master** designation through a district's Local Designation System retain it for five years. However, if their performance meets district criteria and is approved by the state, they can qualify for a higher designation within five years, resetting the five-year term.

Designations follow the teacher and are not tied to specific grades, subjects, or campuses. They remain valid if teachers change assignments or districts. However, if a teacher moves to a non-TIA-eligible role (e.g., instructional coach or campus leadership role), their designation remains active, but they would not generate an allotment for the district in that year. If they were to return to an eligible position during the five-year period, the allotment would again be generated for the district.

## Statewide Minimum Performance Standards for Teacher Observation and Student Growth

TEA has released Statewide Minimum Performance Standards for the two required TIA measures to guide districts in developing a TIA plan with rigorous standards. The Statewide Performance Standards for Teacher Observation (using T-TESS) and Student Growth (using STAAR) can be found at <https://tiatexas.org/>.

## Midland ISD Minimum Performance Standards for Teacher Observation and Student Growth

*It is important to note the state performance standards are the “minimum” standards. As such, based on stakeholder input, Midland ISD has chosen to increase the performance standards for student growth. These performance standards for student growth are as follows:*

### Recognized Teacher

- 60% of students meet or exceed expected growth.
- TTESS Minimum is an average of 3.7 across Domain II & III

### Exemplary Teacher

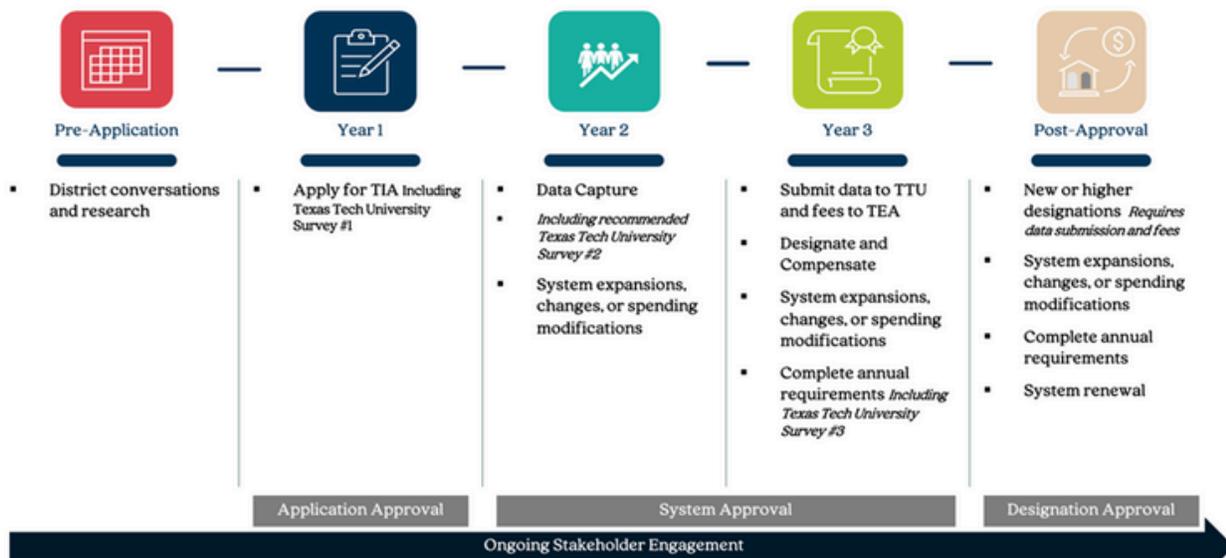
- 65% of students meet or exceed expected growth.
- TTESS Minimum is an average of 3.9 across Domain II & III

### Master Teacher –

- 75% of students meet or exceed expected growth.
- TTESS Minimum is an average of 4.5 across Domain II & III

## State Timeline for Determining TIA Designations

### System and Approval Timeline



## Stakeholder Engagement

To ensure a broad perspective, a TIA Steering Committee was developed and included principals, and district administrators. This stakeholder committee served as the primary architects of the system, making final decisions about the district's TIA plan, in partnership with district leadership.

Throughout the 2024-2025 school year, the committee convened multiple times to deliberate key aspects of the system's design. After extensive discussions, the committee and district leadership decided on the TIA Plan for the 2025-26 school year, focusing on a subset of eligible teaching assignments. This approach was chosen based on the availability of valid and reliable student growth measures across all grades and subjects in the district.

### Midland ISD's Locally Designed TIA Designation System

For the 2025-26 school year, the TIA plan for Midland ISD includes the following eligible teaching assignments:

- Pre-Kindergarten
- K-8 Reading
- K-8 Math
- K-4 SLAR
- ELAR Early Life Skills
- ELAR K-2 Life Skills
- ELAR 3-8 Grade Life Skills
- English I
- English II
- English I Life Skills
- English II Life Skills
- 3-8 Science
- Algebra I
- Biology
- Geometry
- AP Physics
- AP Statistics
- AP PreCalculus
- AP English Language
- AP English Literature
- AP US History
- AP World History
- 10-12 Advanced Animal Science
- 11-12 Vet Med Applications
- Principles of Agriculture
- Livestock Production
- Business Information MGMT 1
- Principles of Education & Training
- Child Development
- Principles of Applied Engineering
- Engineer Design & Presentation 1
- National Board Certification

Observation Rubric - Texas Teacher Evaluation and Support System (T-TESS) for the Teacher Incentive Allotment to ensure a valid and reliable teacher observation instrument.

Student Growth Measures - Circle, NWEA MAP, AP Exams, Industry Certification Exams, STAAR Tests, FitnessGram and district-created assessments.

*Growth will be calculated by dividing the number of students who met the designated growth target by the total number of possible students.*

## Components and Weights for Midland ISD’s TIA Designation System

School Year	Components	
	Teacher Observation	Classroom Student Growth
2025-26	40%	60%

### Teacher Observation Score:

Utilizing T-TESS, the district will conduct at least one 45-minute formal observation for each eligible teacher, per TIA and T-TESS appraisal guidelines, scoring each dimension based on the following:

- Distinguished will be assigned a score of “5”.
- Accomplished will be assigned a score of “4”.
- Proficient will be assigned a score of “3”.
- Developing will be assigned a score of “2”.
- Needs Improvement will be assigned a score of “1”.

These dimension scores will be averaged together equally to create an average score across domains II and III. Once this average is calculated, the following steps will take place:

**Step One:** The teacher must have a minimum score of “Proficient” or higher on each Dimension in Domains 2 and 3 of T-TESS.

**Step Two:** If a teacher received an average of 3.7 on the eight Dimensions across Domains II and III, they received a total of 74% of possible points ( $3.7/5 = 74\%$ ).

**Step Three:** This percentage will then be applied to the weight for observation under the district’s system which is 40%.

Example: Eligible teacher who earned 74% of possible points, would receive 74% of the 40 available points for observation, **resulting in a total numerical score of 29.6 points.**

*\*Note: TEA requires that all teachers teaching in grades/subjects included in a district’s TIA plan be formally appraised during the data capture year.*

## Determining the Classroom Student Growth Score

As previously mentioned, for the 2025-26 school year, the district is using Circle, NWEA MAP, AP Exams, ICEV, STAAR, and district-created assessments to calculate classroom student growth scores for the TIA plan. For all teaching assignments, the district will use third-party and district-created growth calculations from BOY to EOY.

- **Pre-Kindergarten:** Percentage of students who met or exceeded expected growth using the Circle assessment. Due to the developmental nature of Pre-K students, teachers designated as Recognized will be capped at 30%; Exemplary at 20%; and, Masters at 5% of teachers regardless of minimum scores.
- **K-8 Reading and Math, 3-8 Science, English I and II, Algebra I, Geometry, Biology:** Percentage of students who met or exceeded expected growth using NWEA MAP/STAAR as applicable.
- **Advanced Placement (AP) Courses:** Physics, Statistics, Precalculus, English Language, English Literature, US History, and World History: Percentage of students who met or exceeded expected growth using district-created pre-tests and AP Exams.
- **Advanced Animal Science (Grades 10-12) and Veterinary Medicine Applications (Grades 11-12):** Percentage of students who met or exceeded expected growth using district-created pre-tests and Industry Certification Exams (ICEV).
- **ELAR Early Life Skills and K-2 Life Skills:** Percentage of students who met or exceeded expected growth using district-created pre- and post-tests/NY2.
- **ELAR 3-8 Grade Life Skills, English I and II Life Skills:** Percentage of students who met or exceeded expected growth using district-created pre-tests/N2Y and STAAR assessments.

Midland ISD will utilize the growth targets established by the district for every growth measure, except the NWEA MAP and STAAR/EOC, that establish their own growth measures. See the vendor assessment materials for more details regarding student growth targets for NWEA MAP and the TEA Accountability Manual for STAAR.

For Circle, the overall point gain from Wave 1 to Wave 3 will be used to identify the number of students who meet or exceed expected growth, and that number will be divided by the total number of students in a teacher's class to determine the growth percentage.

For those with third-party EOY tests, MISD will administer a district-created pre-test, and based on the outcome of the pre-test, utilizing a half-the-gap closure model, a growth target would be identified for each student taking the AP final assessment, ICEV certification exam, or STAAR ALT depending on the course. Following the EOY assessment, the district would then determine the number of students in a teacher's class who met/exceeded their growth target and divide by the total number of students in that class to determine the teacher's growth percentage.

To calculate the classroom student growth score for an eligible teacher, the district will:

Step One: compute the percentage of students who met or exceeded their expected growth target

Step Two: The district will then take that percentage and apply the 60% weight for student growth.

Example: Eligible teacher has 60% of students meet or exceed their growth target, that teacher would receive 60% of the 60 points possible for student growth, **resulting in a score of 36 points.**

In an effort to ensure fairness and consistency of the classroom student growth calculations, the district will utilize the following criteria and practices to calculate the percentage of students who met or exceeded expected growth for each eligible teaching assignment.

For a student to be included in a teacher's classroom student growth calculation for a year-long course, they must be assigned to the teacher of record during three key checkpoints:

1. The beginning-of-year student growth assessment (mid-September),
2. The PEIMS winter roster (mid-February),
3. The end-of-year student growth assessment (mid-May).
4. A minimum of 95% of eligible students must have a valid PRE and POST assessment.

All eligible teachers and school leaders will review and verify rosters at each checkpoint to confirm which students are included in the TIA growth calculation.

Classroom student growth will be determined using all test scores from each eligible course that shares the same growth measure. For instance, if a teacher instructs both Reading and Math, the growth calculation will include all student scores from both subjects. The following example illustrates how classroom student growth is calculated when multiple subjects are involved.

$$\frac{\text{Total \# of students who met expected growth}}{\text{Total \# of students who were included in the calculations}}$$

## TIA Scorecard:

After compiling the T-TESS and classroom student growth scores, the district will then calculate a final TIA score for each eligible teacher. The district will utilize the weights and measures to arrive at a final TIA score. The district will then utilize the following table to determine whether a teacher reaches a minimum score for a TIA Designation.

Designation Level	Composite Score Range
No Designation	Less than 65.6
Recognized	65.6 - 70.1
Exemplary	70.2 - 80.9
Master	81 or above

40%		60%	
T-TESS Domain II and III Avg.	Points Earned	Percent of Students Met/Exceed Growth Target	Points Earned
Less than 3.7	0	Less than 60	0
3.7	29.6	60	36
3.8	30.4	61	36.6
3.9	31.2	62	37.2
4	32	63	37.8
4.1	32.8	64	38.4
4.2	33.6	65	39
4.3	34.4	66	39.6
4.4	35.2	67	40.2
4.5	36	68	40.8
4.6	36.8	69	41.4
4.7	37.6	70	42
4.8	38.4	71	42.6
4.9	39.2	72	43.2
5	40	73	43.8
		74	44.4
		75	45
		76	45.6
		77	46.2
		78	46.8
		79	47.4
		80	48



81	48.6
82	49.2
83	49.8
84	50.4
85	51
86	51.6
87	52.2
88	52.8
89	53.4
90	54
91	54.6
92	55.2
93	55.8
94	56.4
95	57
96	57.6
97	58.2
98	58.8
99	59.4
100	60

### TIA Implementation Fidelity

Midland ISD ensures the validity and reliability of teacher observation scores by implementing T-TESS with fidelity, following T-TESS best practices. All teacher appraisers are thoroughly trained, certified, and recalibrated annually through recertification. Appraisers go through calibration training multiple times a year. District and campus administrators independently observe teachers, score them, and then compare evidence and final ratings to establish interrater reliability. Significant discrepancies in scores are addressed through continued calibration efforts.

Observation data is analyzed throughout the year across campuses, grade levels, and content areas to identify trends or irregularities. If data indicates teacher deficiencies, the district provides targeted and differentiated professional development to address the cause of the deficiency. Additional training is provided to ensure accurate implementation of the T-TESS rubric for evaluator-related inconsistencies.

Midland ISD selected research-based, state-aligned student growth measures to ensure validity and reliability. The district’s assessment team oversees the implementation of all assessments, adhering to state and vendor guidelines to maintain data integrity.

## Midland ISD's Spending Plan for TIA Funding

Under this plan, 90% of TIA funds will be distributed directly to the designated teacher, while 10% will be reserved for supporting the initiative at the district level. Teachers will receive TIA compensation as a lump sum payment in May of each year they generate funding for a TIA designation.

Key points regarding TIA fund distribution:

- **Leaving the District:** Designated teachers who leave Midland ISD before Winter Roster Verification (typically in February) will not receive TIA funds, as the state will not generate funds for the district. In such cases, the designated teacher must coordinate with their new district.
- **Campus Transfers Within the District:** Previously Designated teachers who move to another Midland ISD campus during the school year will receive funds based on the campus where they worked at the time of Winter Roster Verification.
- **New to the District:** Designated teachers hired before Winter Roster Verification will receive funds based on the campus where they are teaching during Winter Roster Verification. The same spending plan applies to newly hired designated teachers.

Midland ISD cannot recommend a teacher for a TIA designation if they do not remain in an eligible teaching position the year after the data capture year. For instance, if a teacher earns a designation based on 2024-25 data but transitions to an assistant principal role in 2025-26, the district will not be able to recommend that employee for designation, as they are no longer in the O87-teacher role at the time of data submission.

If Midland ISD does not employ a TIA-designated teacher at the TEA winter roster date (typically February), Midland ISD will not be responsible for paying TIA funds.

## 2025 and Beyond

While all Midland ISD teachers are eligible for a TIA designation through National Board Certification, the district is dedicated to ensuring all teachers have the opportunity to earn a designation under the local system. To achieve this, Midland ISD is working to implement student growth measures across all grades and content areas. For the 2025-26 school year, the district has significantly expanded the range of eligible grades and subjects. Midland ISD values its educators and will continue to seek stakeholder input as the TIA plan evolves.



# MISD

MIDLAND INDEPENDENT SCHOOL DISTRICT