



PORT NECHES-GROVES ISD

TEACHER INCENTIVE ALLOTMENT (TIA) GUIDEBOOK



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Port Neches-Groves ISD Overview	4
Teacher Incentive Allotment Overview	8
TIA Key Points	12
TIA System Approval Requirements	15
Distribution of TIA Funds	26

TABLE OF CONTENTS

Port Neches-Groves ISD Overview

Port Neches-Groves ISD Stakeholders

Stakeholder	Position	Campus
Dr. Mike Gonzales	Superintendent	Administration
Julie Gauthier	Deputy Superintendent	Administration
Staci Gary	Director of District Program & 9-12 Education	Administration
Sarah Leblanc	Business Manager	Administration
Ashley Lofton	Primary Instructional Coach	Administration
Miranda Harmon	Intermediate Instructional Coach	Administration
Roxanne Ferguson	PK-8 Curriculum Coordinator	Administration
Paul Bryan	Data & Information Services Director	Administration
Brian Waguespack	Principal	Alternative Education Center
Dr. Scott Ryan	Principal	Port Neches-Groves High School
Amy Hawkins	Teacher	Port Neches-Groves High School
Cathleen Yoder	Teacher	Port Neches-Groves High School
Brett McPhatter	Principal	Groves Middle School
Bethany Thornton	Teacher	Groves Middle School
Brooke Sangster	Teacher	Groves Middle School
Connie Swope	Teacher	Groves Middle School
Jacquelyn Richards	Teacher	Groves Middle School
Jenifer Harper	Teacher	Groves Middle School
Jill Klinkhammer	Teacher	Groves Middle School
Matti Scroggs	Teacher	Groves Middle School
Victoria LeBlanc	Teacher	Groves Middle School
Kyle Hooper	Principal	Port Neches Middle School
Kathryn French	Assistant Principal	Port Neches Middle School
Crystal Storms	Teacher	Port Neches Middle School
Dorothy Bailey	Teacher	Port Neches Middle School
Lisa Roedahl	Teacher	Port Neches Middle School
Patricia Ryan	Teacher	Port Neches Middle School
Ruthie Wolfe	Teacher	Port Neches Middle School
Travis Walker	Teacher	Port Neches Middle School
Terri Johnson	Teacher	Port Neches Middle School
Trey Honza	Teacher	Port Neches Middle School

Port Neches-Groves ISD Stakeholders

Stakeholder	Position	Campus
Mandie Champagne	Principal	Groves Intermediate
Callie Sterling-Rouly	Teacher	Groves Intermediate
Katy Gill	Teacher	Groves Intermediate
Kaylee Pridgen	Teacher	Groves Intermediate
Kelli Hargrave	Teacher	Groves Intermediate
Kimberly Carter	Principal	Groves Intermediate
Denise White	Teacher	Port Neches Intermediate
Julie Lumpkin	Teacher	Port Neches Intermediate
Kaylee Konidis	Teacher	Port Neches Intermediate
Kim Lowrie	Teacher	Port Neches Intermediate
Kimberly Aguilar	Teacher	Port Neches Intermediate
Kimberly Davis	Teacher	Port Neches Intermediate
Miranda Shipman	Teacher	Port Neches Intermediate
Sabrina Weatherly	Teacher	Port Neches Intermediate
Tracie Billeaud	Teacher	Port Neches Intermediate
Angela Lewis	Principal	Groves Primary
Trica Sandell	Assistant Principal	Groves Primary
Kevin Schexnaider	Principal	Port Neches Primary
Hillary Erwin	Teacher	Port Neches Primary
Jamie Haining	Teacher	Port Neches Primary
Jana Harper	Teacher	Port Neches Primary

Port Neches-Groves ISD Overview

District Mission

Port Neches-Groves ISD is committed to a tradition of excellence in education.

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empower all students to pursue lifelong learning and become responsible, productive citizens.

Vision Statement

Our students will model academic success and integrity in all endeavors.

Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

District Goals

Goal 1: PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 1: PNGISD will maximize academic growth for each student through programs rooted in literacy to increase academic success.

Performance Objective 2: PNGISD will maximize academic growth for each student through programs rooted in mathematical problem solving to increase academic success.

Goal 2: PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase yearly.

Performance Objective 2: Increase performance on TSIA/SAT/ACT to ensure students are college ready by graduation.

Goal 4: PNGISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.



House Bill 3: Teacher Incentive Allotment (TIA)

TIA Overview

Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year:

- Designation level assigned to the teacher (Acknowledged, Recognized, Exemplary, or Master)
- Socio-economic level of the students on the campus where the designated teacher works
- Rural Status of the campus where the designated teacher works

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



Port Neches -Groves ISD is eligible to receive between \$3,682 and \$14,272 for each designated teacher that is employed in the district.



At least 90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works. Up to 10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Acknowledged.

Why Did Port Neches-Groves ISD Apply for TIA?

TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. Through approved local designation systems, districts can identify and designate outstanding teachers based on student growth and classroom observation. Employing designated teachers generates extra funding for districts to reward top performers.

National Board Certification

An alternate path to a TIA recognized designation is through National Board Certification. National Board Certification is available in 25 certificate areas across 16 disciplines with emphasis on grade levels from PK through 12th grade. Port Neches-Groves ISD staff that possess a National Board Certification should contact PNGISD'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.

TIA Overview

Sample Allotment Amounts for PNGISD

TIA 2025-26 Funding Examples*			
Campus	Recognized	Exemplary	Master
GROVES INTERMEDIATE	\$3,845	\$7,689	\$14,816
GROVES MIDDLE	\$3,868	\$7,736	\$14,893
GROVES PRIMARY	\$3,934	\$7,868	\$15,113
PORT NECHES INTERMEDIATE	\$3,568	\$7,137	\$13,894
PORT NECHES MIDDLE	\$3,496	\$6,991	\$13,652
PORT NECHES PRIMARY	\$3,500	\$7,000	\$13,667
PORT NECHES-GROVES H S	\$3,622	\$7,245	\$14,075

* Sample allotment amounts are provided at <http://tiatexas.org/funding-map/>. Allotments are calculated annually by TEA using rural/non-rural status & SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are updated every April. For additional information on funding for TIA, please visit the [TIA Texas Funding Page](#).

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.

Acknowledged Teacher

Acknowledged 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 50% of teachers statewide.



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TIA Overview

Local Role

All interested LEAs will be expected to, among other things:

- Identify or develop a designation system to use with input from stakeholders.
- Identify which teacher observation and student growth measures will be used.
- Decide whether to include additional components to the designation system (ex.: Student surveys, family surveys, teacher leadership, mentoring, etc.).
- Decide how to use TIA funding, ensuring that at least 90% of funding is used for teacher compensation on campuses where the designated teacher works.

State Role

The state has the responsibility for:

- Setting performance and validity standards for teacher designations and to ensure that there is a mathematical possibility that all teachers could earn a designation.
- Approving district designation systems, based on validity and relative accuracy.
- Monitoring the quality and fairness of the local optional teacher designation system across the state of Texas.
- Providing technical assistance to any district developing and implementing designation systems.

Timeline

PNGISD's implementation of TIA began during the data collection school year of 2026-2027, following the application year (2025-2026).



TIA Designation System

Designation System

TIA Implementation in Port Neches-Groves ISD

PNGISD formed a TIA Planning Committee charged with creating the local teacher designation system in alignment with statewide performance standards. The committee included district leaders, campus-based leaders, as well as teachers representing a variety of grade levels, campuses and content areas. On-going feedback was gathered from focus groups, district meetings and campus meetings throughout the planning year.

PNGISD is implementing the TIA system as a 2025-26 Cohort district, utilizing a phase in approach. During phase one, teacher eligibility for a TIA designation is available to all 4th through 8th grade RLA/Math, English I/English II, and Algebra teachers (Including SPED teachers that are teacher of record for STAAR tested SPED students).

Each subsequent year, Port Neches-Groves ISD will have the opportunity to add to the teacher eligibility by adding additional teacher categories based on available student growth measures. The intent is to have as many teacher categories as possible in the district eligible to earn a designation over the next several years.

Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. There is no cap on the number of teachers a district can designate, as long as the district's designation criteria and the eligibility requirements set forth by TEA are met.

For Port Neches-Groves ISD campuses, there are two components, educator evaluation and student growth measures, that will be used to determine designations. Evaluation scores will come from the average of all dimension scores for domains 2 & 3 on the T-TESS observation rubric. These scores will be scores from either the Summative Evaluation, Formal Observations or a combination of Formal Evaluations and Walk Throughs.

All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee.

When the local system is created, it is sent to TEA for approval. Once the local system is approved the district will begin to collect data on the designation components in their data capture year. In the fall each year, PNGISD will submit designation data to Texas Tech University (TTU) to complete the step 2 data validation process.

Once TTU has validated the data, Port Neches-Groves ISD can continue to submit data for subsequent years. For additional support on the approval of the local designation system, please visit TEA's [Local Designation System page](#).

Eligibility

In order to be eligible for a TIA designation a teacher must:

- hold a valid SBEC teaching certification in the grade level and subject area assigned;
- be coded as a teacher (code 087) within our local student information system which is reported to TEA through the Public Education Information Management System (PEIMS); and
- receive district salary compensation that mirrors PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day.

Port Neches-Groves ISD Eligible Teacher Category 26-27	
Category	Description
1	4-8 Reading/Math, EOC English I, II and Algebra (Including SPED teachers that are teacher of record for STAAR tested SPED students)

Designation System

Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the allotment appropriate for their designation for 5 years (allotment amounts will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned. In the event a teacher's data is recommending for the same level of designation currently held, the five years does not start over.



TIA System Requirements

TIA Requirements

TEA Minimum Performance Standards

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 four designation categories - Master, Exemplary, Recognized, and Acknowledged – yield reliable and comparable results across the state. When released, cohort applicants will be expected to use performance standards along with district teacher observation and student growth data 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.

Port Neches-Groves ISD will use both teacher observation and student growth measures to determine which teachers will be set forth for a TIA designation. All teachers who hold a National Board Certification will also be submitted.

Teacher Observation

TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. In order 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, based on an analysis of statewide T-TESS observation data, TEA has identified minimum score averages across Domains 2 and 3 of T-TESS:

Designation Level	Min. Average Score Across Domains 2 & 3
Acknowledged	3.5 (70% of possible points)
Recognized	3.7 (74% of possible points)
Exemplary	3.9 (78% of possible points)
Master	4.5 (90% of possible points)

Teacher Evaluation Details:

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

- goal setting and professional development plan;
- pre-conference, observation, and post conference (i.e., evaluation cycle); and
- student growth

T-TESS Domain Scores

There are four domains on the T-TESS instrument. For the purposes of TIA, Port Neches-Groves ISD will be utilizing the scores from Domains 2 and 3.

- Planning (Domain 1)
- Instruction (Domain 2)
- Learning Environment (Domain 3)
- Professional Practices and Responsibilities (Domain 4)

Each Dimension of Domains 2 and 3 is scored on a scale of 1-5:

- 1 (Improvement Needed),
- 2 (Developing),
- 3 (Proficient),
- 4 (Accomplished), and
- 5 (Distinguished).



TIA Requirements

Domains are scored based on the average scoring of the dimensions within the domain, rounded to the nearest hundredth (two decimal places). Below is an example of a T-TESS Composite score calculation:

T-TESS Dimension	Summative Rating
2.1 Achieving Expectations	3
2.2 Content Knowledge	3
2.3 Communication	3
2.4 Differentiation	2
2.5 Monitor & Adjust	3
3.1 Classroom Environment	4
3.2 Managing Behaviors	3
3.3 Classroom Culture	3
	$24/8 = 3.0$
T-TESS Composite Score	3.0

T-TESS Evaluation Cycle

T-TESS evaluation cycle will be critical to ensure that teachers are provided sufficient support in achieving and maintaining high levels of instructional effectiveness. The PNGISD evaluation cycle provides the structure necessary for an efficient feedback structure.



TIA Requirements

Student Growth Measure

Student Growth Measures (SGMs)

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. The type of SGM used is determined by the district. SGMs can include pre/post tests, value added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGMs that are selected by the district. Port Neches-Groves ISD has chosen to adopt the Pre/Post Test model for SGMs. The assessments selected for the Pre/Post Tests are as follows for each of the teaching categories listed:

Port Neches-Groves ISD Assessment Selection

Category	Description	Assessment
1	4-8 Reading/Math, EOC English I, II and Algebra (Including SPED teachers that are teacher of record for STAAR tested SPED students)	Pre-Test: <i>Previous year STAAR</i> Growth Target: <i>Transition Tables</i> Post-Test: <i>EOY STAAR</i>

In order to be eligible for a TIA-designation, teachers must earn a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations:

Statewide Student Growth Performance Standards

Acknowledged	Recognized	Exemplary	Master
50% of students meet or exceed expected growth	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 Requirements

Assessment Types

Previous Year to EOY STAAR

For teachers in Category 1, Port Neches-Groves ISD stakeholders chose Previous Year STAAR to EOY STAAR assessments. The TIA Planning Committee, taking stakeholder feedback into account, determined that the district would use the previous year's spring administration of the STAAR test as the pre-test for all 4-8 Reading/Math, EOC English I, II and Algebra (Including SPED teachers that are teacher of record for STAAR tested SPED students), and the actual spring administration of the STAAR test as the post-test since these tests align to the standards taught for that course. Credit is earned based on the percentage of students that increase their performance level (1 point) or maintain performance at the highest performance level (1 point). For example, a student earns Approaches in the previous year and Meets in the current year, the student growth credit earned would equate to 1 point. Teachers administering these assessments will follow all STAAR testing protocols.

SGM Criteria

Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of year (mid-September)
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at end of year (mid-May)

For semester-only classes/courses, student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at beginning of semester - either beginning of year (mid-September) or PEIMS winter enrollment (mid-February)
- teacher of record at end of semester/time of assessment

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

- there must be at least ten (10) individual students with growth records across the teacher's assigned students and content areas; and
- at least 90% of students assigned to the individual teacher must meet enrollment criteria and must have a student growth measure calculation.



TIA Requirements

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 together to determine the collective percentage of students meeting growth.

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the target growth score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth.



Student Growth Measure Integrity

It is important to the integrity of Port Neches-Groves ISD's TIA system that student growth measures are administered fairly and consistently throughout the organization. In order to ensure that all students have the opportunity to 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 TIA student growth measures, and local penalties for violating TIA 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 TIA system. In order 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,
- student growth measure test materials or student products shall be maintained in a secure location before, during, and after test administration,
- students must be actively monitored during student growth measure test administrations,

TIA Requirements

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

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,
- 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.



TIA Requirements

Reporting Suspected Student Growth Measures Testing Violations

The following steps should be taken by any PNGISD employee to report suspected student growth measure testing violations:

- immediately report the suspected violation to their campus administrator,
- campus administrator will review the information to determine report credibility and whether or not the report includes a student growth measure testing violation,
- credible student growth measure testing violations are reported to the district's Deputy Superintendent for further investigation.

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,
- suspension of local TIA designation eligibility for a period of up to three (3) school years, and/or
- employment termination.



Calculating the Designation

Designation Calculation Options

Enforcing Minimums- A Non-Compensatory Model

While PNGISD has adopted the statewide performance standards for both Educator Evaluation and SGMs, these performance measures are subject to adjustment up to the point of data submission. PNGISD may make an adjustment to these performance measures to improve chances of submitted data meeting data validation. The district will enforce minimums to determine designation levels (Acknowledged, Recognized, Exemplary and Master) initially, but reserves the right to adjust the model used to determine final designations prior to submission to help ensure data validation.

If PNGISD decides to enforce minimums, educators must earn the minimum performance measure in each of the statutory components. If an educator is split between two designation levels, the final designation will be determined by the designation of the statutory component that scored lower. Please refer to Figure 1 for examples.

<i>Performance Minimums</i>		
Designation Level	Min. Average Score Across Domains 2 & 3	Min. % of Students Meeting Growth
Acknowledged	3.5 (70% of possible points)	50%
Recognized	3.7 (74% of possible points)	55%
Exemplary	3.9 (78% of possible points)	60%
Master	4.5 (90% of possible points)	70%

Figure 1:

Teacher	Ave. T-TESS Score (Designation)	% of Students Meeting Growth	Overall Designation
1	3.5 (Acknowledged)	51% (Acknowledged)	Acknowledged
2	4.0 (Exemplary)	68% (Exemplary)	Exemplary
3	3.5 (No Designation)	50% (No Designation)	Acknowledged
4	4.5 (Master)	80% (Master)	Master
5	3.9 (Exemplary)	59% (Recognized)	Recognized
6	3.8 (Recognized)	72% (Master)	Recognized
7	3.68 (Acknowledged)	58% (Recognized)	Acknowledged
8	3.91 (Exemplary)	54% (Acknowledged)	Acknowledged

Special note regarding National Board Certification: Port Neches-Groves ISD staff that possess a National Board Certification should ensure that their credentials have been updated in the National Board Certified Teachers Database. Staff with National Board Certification will automatically be submitted for a TIA Acknowledged designation.

Weighted System- A Compensatory Model

As an alternative to the non-compensatory model, PNGISD may choose to run a compensatory model, with weighted components that may allow for a designation when one component compensates for another. The district could use the statewide performance measures to determine designation cut points (Acknowledged, Recognized, Exemplary and Master) to award final designations prior to submission. Please refer to Figure 2 for examples.

Calculating the Designation

Figure 2:

PNGISD System Weights:

Observation Weight	Student Growth Measure Weight
40%	60%

Designation Cut Points:

Designation Level	Teacher Observation Performance Standards	SGM Performance Standards	Designation Cut Points
Acknowledged	3.5	50%	$(3.5/5 \times 40) + (50/100 \times 60) = 28 + 30 = \mathbf{58}$
Recognized	3.7	55%	$(3.7/5 \times 40) + (55/100 \times 60) = 29.6 + 33 = \mathbf{62.6}$
Exemplary	3.9	60%	$(3.9/5 \times 40) + (60/100 \times 60) = 31.2 + 36 = \mathbf{67.2}$
Master	4.5	70%	$(4.5/5 \times 40) + (70/100 \times 60) = 36 + 42 = \mathbf{78}$

Teacher	Ave. T-TESS Score (Designation)	% of Students Meeting Growth	Overall Designation
1	3.5	51%	$28 + 30.6 = 58.6$ (Acknowledged)
2	4.0	68%	$32 + 40.8 = 72.8$ (Exemplary)
3	3.5	50%	$28 + 30 = 58$ (Acknowledged)
4	4.5	80%	$36 + 48 = 84$ (Master)
5	3.9	59%	$31.2 + 35.4 = 66.6$ (Recognized)
6	3.8	72%	$30.4 + 43.2 = 73.6$ (Exemplary)
7	3.68	58%	$29.44 + 34.8 = 64.24$ (Recognized)
8	3.91	54%	$31.28 + 32.4 = 63.68$ (Recognized)

As a note, Component Weights, Performance Measures, Designation Cut Points, and Designation Model decisions will be made in September, when Texas VAM Reports are made available to districts and prior to formal data submission in October. PNGISD reserves the right to make all designation adjustments necessary to the data submission file to help ensure data validation and allotment dollars to be provided to the district.

Hybrid Model

As a final option, PNGISD may choose to implement a Hybrid Model to determine final designations. This model is a cross between the Compensatory and Non-Compensatory Models. PNGISD would determine a minimum threshold that all teachers would need to meet to be eligible for a designation and then the final designation would be calculated using a compensatory model. For example, PNGISD may require all teachers to have a minimum T-TESS score of 3.0 (Domains 2 & 3), and grow at least 50% of their students. If a teacher meets these requirements, the district would use the Compensatory Model to determine a final designation.

The decision on which model to implement is a district decision, and is typically decided once the district has access to Texas VAM data from the state in September.

Calculating the Designation

TIA Eligibility Frequency

Evaluation of teacher eligibility for a TIA designation is considered annually. This means that every year a teacher receives a T-TESS evaluation and has available student growth measure data, the teacher's TIA score will be calculated and the teacher has an opportunity to meet TIA eligibility:

- Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level - example, a teacher that earned an Exemplary TIA designation during 2026-2027 would not be submitted to maintain their TIA Exemplary designation in 2027-2028 if they continue to earn a qualifying Exemplary designation TIA score and meet the minimum teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation - example, a teacher that earned a Recognized TIA designation during 2026-2027 could be submitted in 2027-2028 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.

TIA Campus Allotment Factors

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.

Teacher designations each have a base allotment amount and a multiplier rate based on each specific designation level: Acknowledged, Recognized, Exemplary, or Master.

Each student at the designated teacher's campus is

assigned a tier determined by the census block of the student's home address. Each tier carries a point value. Those point values are 0, .5, 1.0, 2.0, 3.0, and 4.0 (from least to most severe economic disadvantage). These tiers are the same tiers used for Compensatory Education. As the Tier designation increases, so does the need.

Students at rural schools are assigned to a tier that is two tiers higher than their assigned Compensatory Education tier, which increases the point value accordingly. (For example, rather than X0, they will be assigned X1.0. Note the highest tier possible is tier 5.)

Based on the tier levels and corresponding point values for each student, the campus is assigned an average student point value, which is used in the allotment formula calculation.

The average point value is then multiplied by the designation's multiplier rate. That value is then added to the designation's base allotment, giving you the total incentive allotment.

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



Distribution of TIA Funds

Distribution of TIA Funds

Distribution of TIA Compensation

Statute requires that at least 90% of TIA funds be distributed directly to teachers:

- The TIA-designated teacher will receive 90% of the teacher TIA dollars. The funds will be distributed directly to the individual TIA-designated teacher.

Statute allows for the District to retain up to 10% of the TIA dollars and those funds will be used as follows:

- The 10% will be collected at the district level to support TIA by a data management system and providing enrichment/staff development to teachers to help them earn a designation.

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 lump sum payment annually in one lump sum to teachers on their August 25th pay check.

Impact of Compensation

TIA compensation stipends will be eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefit and tax costs in excess of what TIA funding covers. Actual TIA 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).

It is important to note that TEA will only accept TIA designation recommendations for teachers that remain in a teaching role and continue to be employed in Port Neches-Groves ISD as a teacher the year following data collection and designation determination. For example, in order for a teacher to be recommended for a TIA designation based on data collection in the 2026-2027 school year, the teacher needed to be employed by PNGISD in a teaching assignment in Fall 2027.

Helpful Resources

- **TEA's TIA Website**
- **2026 TIA Guidebook**



Distribution of TIA Funds

Distribution of Compensation:

The same compensation plan will be used for designated teachers entering Port Neches-Groves ISD with a designation from another district and National Board Certification Teachers (NBCTs) and distributed as described according to their campus assignment.

Frequency of Compensation:

The TIA compensation stipend is an annual allotment provided by the state and subject to the 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 of the Class Roster Winter submission in February.
- Compensation will be distributed in the June paycheck, provided all information is received per TEA's published timelines.

Timeline:

The following dates are specific timelines for the first cohort of TIA. Additional cohorts will follow the same timeline annually.

- August 25th, annually - TIA Designated Teacher Stipend Payout
- August 31, annually - Deadline for the 10% retained TIA funds to be spent by Port Neches-Groves ISD
- September 1, annually - District receives funding for TIA for the previous year during the Summary of Finance settle-up process

TRS Retirement Impact Of Compensation:

TIA compensation stipends will be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

Deduction Information:

TIA compensation stipends will include typical reductions from the allotment received to cover the cost of TRS, Medicare, workers' compensation, and any other pertinent deductions.

Teacher Movement:

Teacher movement during the school year affects the TIA designation process. The movement will be handled in one of two ways as outlined below:

1. What is the district's plan for adjusting/changing the distribution of TIA funds when an eligible teacher moves to/from a campus within the district or to/from the district **prior** to Class Roster Winter Submission?
- The designated teacher will receive TIA funds based on their hiring/transfer date and the allotments assigned to teachers by TEA. Teachers who transfer to another campus within PNGISD **prior** to class roster winter submission will receive their TIA funds for their new campus. In PNGISD's plan, 90% of a teacher's allotment is given directly to the teacher who earned the designation. PNGISD will provide funding to teachers based on the allotments assigned to individual teachers and received by the district from TEA.
 - If a teacher leaves the district **prior** to Class Winter Roster Submission then the teacher will not receive any TIA funds because no TIA funds will be generated to our district from the state. If a teacher moves to the district prior to Winter Roster Verification then the teacher will receive the allotment of funds generated by the state at the campus where the teacher is teaching during Winter Roster Verification.

Distribution of TIA Funds

2. What is the district's plan for adjusting/changing the distribution of funds if an eligible teacher leaves the district **after** Class Roster Winter Submission?

- Resignation/Retirement: If a designated teacher resigns/retires after Class Roster Winter Submission (the last Friday in February of each year) **and after** the end of the school year, he/she will receive their allotment per the spending plan in August.

If a designated teacher resigns/retires after the Class Winter Roster Submission (the last Friday in February of each year), **but before** the end of the school year, the designated teacher will not receive their stipend. Their share of the allotment will be redistributed to instructional paraprofessionals, instructional support staff, and/or signing bonuses for new hires to fill the vacancy at the campus of the resigning/retiring teacher.

- Termination: A designated teacher leaving the district after Class Roster Winter Submission (the last Friday in February of each year) due to termination will not receive their stipend. If the designated teacher has already been paid any part of their stipend, the district will not try to recoup stipend amounts already paid. If the designated teacher is terminated prior to the June stipend payout, their share of the allotment will be redistributed to instructional paraprofessionals, instructional support staff, and/or signing bonuses for new hires to fill the vacancy at the campus of the terminated teacher.

Note: If a TIA designated teacher is not employed by PNGISD at the winter roster submission date, then the district will not be responsible for paying the TIA funds to the designated teacher. In order for a designated teacher to receive funds under the TIA in this instance, the designated teacher will need to work with the new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status.

Statutory Requirement for the Distribution of Allotment Funds

Statute requires that at least 90% of TIA funds be spent on student-facing instructional staff on the campus where the designated teacher works. Up to 10% of the funds may be used to support teachers through the designation process. TIA funds must be spent prior to August 31st of each year.

Port Neches-Groves ISD's Distribution of Allotment Funds

The district will distribute 90% of the TIA funds directly to the TIA-designated teacher. The district will retain 10% of the TIA funds to support the development of TIA resources. Teachers will receive TIA compensation annually based on their designation level earned and the campus allotment amount.

- Compensation will be distributed to designated teachers in the form of a lump sum to be paid in a one-time additional check or EFT with the August regular payroll.
- Designated teachers who are retiring and complete the school year will receive payouts on the same payout schedule as stated above.

The TIA payout is subject to federal and state taxes and fees. The allotment will show on the employee's pay stub as "TIA - Teacher Incentive Allotment". Personal employee taxes are then deducted in the amounts listed below.

Distribution of TIA Funds

EXAMPLE of a TIA Allotment for an PNGISD Exemplary Designated Teacher*

+ \$10,001.00	Total award amount from the state
- \$1,000.10	Minus 10% retained by the district for TIA assessments and employer fees
= \$9,000.90	Total gross awarded to the employee as "TIA PAY"

On the pay stub, the employee will see:

+ \$9,000.90	TIA Incentive Pay
- \$742.57	TRS (8.25%)
\$8,258.32	Taxable Wages
- \$119.74	Medicare (1.45%)
- \$53.67	TRS Insurance (0.65%)
- \$906.76	Federal Tax (approx. 10.98%) – Amount varies based on employee's W4 and taxable wage amount. A final calculation will be available on June 13th.
= \$7,178.15	Total after deduction of employee taxes and fees

** Please note, the above is only an example of a payout. Allotments are recalculated annually, based on teachers' home campuses, the SES of the student population and the rurality of the campus where the designated teacher is assigned.*



Distribution of TIA Funds

TIA and Retirement

All TIA compensation is TRS eligible. TRS has limits (10% or 10,000 increase per year) on eligible salary increases in the last 3 or 5 years prior to retirement which could limit the extent to which the TIA compensation paid in those years is TRS eligible. A member can “work out of the limit” – the member will need to contact a TRS Benefit Counselor when they are ready to retire to determine if this limit will impact their retirement annuity calculation. Even though deductions and retirement may take a portion of the allotment, the gross amount is what goes toward your retirement for the top 5 years.

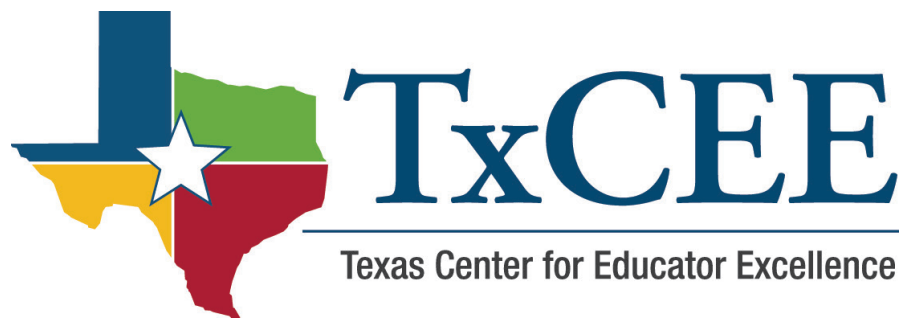
EXAMPLE of how a TIA Allotment could contribute to TRS*

	Base Salary	Base Salary + TIA Pay 90% before Deductions	Add'l Pay in Retirement Per Year	Add'l Pay in Retirement in 5 yrs
Retirement Annuity (69%)	\$60,000	\$70,424	\$7,592	\$37,960
	\$41,000	\$48,592		
	TIA Allotment from State 100%	TIA Allotment from State 90% - Deductions	Allotment Amt Difference in 1 yr	Allotment Amt Difference in 5 yrs
1 Year TIA Allotment for Exemplary Teacher	\$11,583	\$8,294	\$3,289	\$13,156

*** Please note, the above is only an example of a payout. Allotments are recalculated annually, based on teachers' home campuses, the SES of the student population and the rurality of the campus where the designated teacher is assigned.**



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