



POTH ISD

**TEACHER
INCENTIVE
ALLOTMENT
GUIDEBOOK**



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TIA Overview

The Teacher Incentive Allotment (TIA) was established by the State of Texas through House Bill 3 to recognize, reward, and retain highly effective teachers. The system is designed to provide additional compensation to educators who demonstrate exceptional instructional impact, particularly those serving in high-needs and rural campuses. Through TIA, districts have the opportunity to build locally developed designation systems that identify and support teacher effectiveness using multiple measures, including teacher observation and student growth data. The ultimate goal of TIA is to ensure that all students, regardless of background, have access to high-quality instruction while strengthening the teaching profession as a sustainable and rewarding career pathway.



Poth Independent School District has developed its TIA system in alignment with state guidelines and local priorities to ensure fairness, transparency, and accuracy in identifying teacher effectiveness. For the 2026–2027 school year, Poth ISD’s TIA framework incorporates rigorous evaluation components, including validated observation tools and student growth measures tied to the Texas Essential Knowledge and Skills (TEKS). The district is committed to continuous improvement of its designation system, using data-driven practices and stakeholder feedback to refine processes and ensure reliability. This guidebook serves as a comprehensive resource for educators, outlining eligibility criteria, performance measures, designation pathways, and expectations for participation in the TIA system.



Designations

Once highly effective teachers are identified through the district's approved local designation system, they may earn one of four designation levels: **Master, Exemplary, Recognized, and Acknowledged**. These designations reflect varying levels of instructional impact and effectiveness in supporting student growth.

Beginning with the 2025–2026 data collection year, the Texas Education Agency (TEA) is introducing the fourth designation level, Acknowledged, which expands opportunities for teachers to qualify for Teacher Incentive Allotment (TIA) funding. This addition allows districts to recognize a broader range of effective teaching and provide additional financial incentives to eligible educators.

Teachers who achieve **National Board Certification (NBCT)** will transition to a new “Nationally Board Certified” designation beginning in the 2026–2027 school year. This designation is expected to align with the Acknowledged level in terms of funding and recognition; however, it is a distinct designation established under House Bill 2.

Additional information regarding the impact of House Bill 2 (HB 2) on the TIA system is found [here](#).



Districts receive an annual allotment from the Texas Education Agency (TEA) for each teacher who earns a TIA designation. Once designated, a teacher who remains in a classroom teaching role (087) will receive 90% of the generated allotment funds for five consecutive years, based on their designation level.

The total allotment amount is determined by a combination of factors, including the socioeconomic status of the campus where the teacher is assigned and the campus's rural designation as defined by TEA.



Eligibility for TIA Designation

A POTH ISD TEACHER MUST:

Be designated as a teacher of record (087) in Ascender and meet the minimum requirements for providing student-facing instruction, as reported to the Texas Education Agency (TEA) through the Public Education Information Management System (PEIMS).

Each year, Poth ISD will submit T-TESS and Student Growth data on each TIA-eligible teacher in alignment with the Poth ISD TIA-approved local system application.

If Poth ISD passes validation each year, then eligible teachers who were identified as “high performing” will receive 90% of allotment funds, less the TRS deduction (both employee and district) and any other applicable payroll taxes or deductions, by August 31st, based on their designated level and campus assignment from the previous February. The payout will be in a lump sum to the designated teacher. The district will use the remaining 10% to support the TIA program in the areas of training, expansion/modification, administrative expenses, and professional development.

Teacher Attendance Requirement for TIA Eligibility

To ensure continuity of instruction and maintain the integrity of student growth measures within the Teacher Incentive Allotment (TIA) system, Poth ISD requires that participating teachers maintain consistent classroom presence.

Eligibility Standard:

Teachers must not exceed 10 instructional days of absence during the designated data collection year to remain eligible for TIA designation.

Held Harmless Leave:

The following absences will not count toward the 10-day limit:

- Bereavement Leave
- Military Leave
- Family and Medical Leave (FMLA)
- Assault Leave
- Jury Duty
- District-required professional development (beyond contract days)
- Approved school-related student activities (e.g., UIL events, field trips, testing assignments)

Definition of Instructional Days:

Instructional days are defined as days in which the teacher is scheduled to provide student-facing instruction as reported through PEIMS.

Special Circumstances:

If you experience extenuating circumstances:

- Your principal can submit your situation for consideration.
- A district administrative level committee will review.

Your presence matters. Consistency in the classroom = stronger student outcomes + stronger TIA opportunities.



Distribution of TIA Funds

In Poth ISD, a teacher earning an allotment will be paid 90% of the total earned allotment funds. The district will utilize funds reserved at the district level to support TIA by paying for the amount allocated to NWEA MAP Testing Annual Renewal, Teacher Evaluation Software Annual Cost, and Professional Development targeted at increasing TIA eligibility.

If the teacher retires from Poth ISD while their contract remains in good standing, we will forward funds to retiring teachers; however, funds will not be forwarded to staff members who leave or are dismissed early. Funds will be administered to eligible teachers who finish the contract year in good standing. Teachers relinquish eligibility in the event of termination, voluntary separation to avoid disciplinary action, or otherwise failing to complete contractual obligations.

Money designated for teachers who sacrifice eligibility will be distributed to the staff of the designated teacher's campus in the form of a retention stipend to the remaining teachers.

Questions, appeals, and grievances should initially be directed to the campus principal, then to the superintendent.

TIA 2026-2027 Funding Estimates

PAYOUT AND RECOGNITION OF DESIGNATED TEACHERS



Aligned with
Recognized
funding-
\$3,000 - \$9,000
per HB 2



\$5,550



\$11,100



\$20,501

<https://tiatexas.org/teacher-incentive-allotment-funding-map/> Allotments are calculated annually by TEA using rural and non-rural status and 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.

Notification to Designated Teachers will happen each spring. Payout to designated teachers will happen by the deadlines below:

Payout Dates Deadline for Designated Teachers

2025-2026 Data Capture Year: May 30, 2027

2026-2027 Data Capture Year: May 30, 2028

2027-2028 Data Capture Year: May 30, 2029

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status. A TEA TIA campus funding map, which is updated each year, is linked [here](#). Amounts are **estimates** based on the 2024-25 Poth ISD student/school data. Funding amounts for the new "Acknowledged" designation level will be updated by TEA in April 2026.



Performance Standards

Teacher Evaluation

50%



T-TESS Rubric Information can be found [here](#).

Poth ISD uses TTESS for teacher evaluation. The teacher evaluation will be derived from a single formal full observation.

- The score for the Teacher Observation component will be calculated at the end of the year by taking the average of all scored dimensions in Domains 2 and 3 taken from the summative evaluation, which includes the formal observation and walkthrough evidence. TEA requires a minimum score of “proficient” for all observable dimensions to qualify for a designation. Any dimension less than “proficient” will disqualify a teacher for designation. More information can be found [here](#).
- The TIA T-TESS score for Poth ISD eligible teachers is the average of the eight dimension scores in Domains 2 and 3.
- A teacher must score proficient and higher on dimensions 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, and 3.3 to be considered for TIA designation.
- T-TESS Teacher data will be kept in Eduphoria, and scoring is accessible on all evaluation documents.
- T-TESS Observations will follow procedures and protocols, in addition to “teacher response and rebuttal”, as indicated in Poth ISD Board Policy DNA (Legal).

Student Growth

50%



Amplify.



TEKSready

cliengage

Student growth for Poth ISD will be measured from the Beginning of the Year (BOY) to the End of the Year (EOY) using Poth ISD-approved local assessments.

TIA Growth is calculated based upon the Poth ISD TIA approved local system application growth measure for each TIA Assessment.

The % of students who met their growth target for each TIA eligible teacher will be calculated as follows:

Numerator = # of students who met their TIA growth target; Denominator = total # of TIA assessments taken.

More information regarding Poth ISD-approved local assessments can be found [here](#).



Performance Standards

Poth ISD aligns its local designation system with the Texas Education Agency's Teacher Incentive Allotment (TIA) Statewide Performance Standards to ensure consistency, rigor, and equity in identifying highly effective teachers. The district uses these statewide benchmarks as a foundational guide when determining designation levels (Acknowledged, Recognized, Exemplary, and Master), ensuring that local criteria meet or exceed state expectations for student growth and teacher effectiveness.

By adhering to the TIA Statewide Performance Standards, Poth ISD ensures that designated teachers demonstrate a significant and measurable impact on student achievement, while also maintaining transparency and fairness in the designation process. Linked [here](#) is the performance standards explanation.

TIA Statewide Performance Standards

Designation Level	Minimum Average Score Across Domains 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3	Student Growth Performance Standards
Acknowledged	3.5 (70% of possible points)	At least 3 (proficient) on all dimensions in Domain 2 and 3	50% of students meet or exceed expected growth
Recognize	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions in Domain 2 and 3	55% of students meet or exceed expected growth
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions in Domain 2 and 3	60% of students meet or exceed expected growth
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions in Domain 2 and 3	70% of students meet or exceed expected growth

For Student Growth Performance Standards, typical rounding rules apply. Example, 69.8 would round to 70 and 64.4 would round to 64.



Student Growth and TIA Categories

TIA Eligible Teachers	Assessment	How is Growth Measured?	TIA Teacher Category
Pre-K (reading), interventionists, special education	Circle Cli-Engage	1/2 GAP MODEL	1
Kindergarten - Second Grade (reading), interventionists, special education	Amplify mClass	mClass	2
Third - Eighth Grade (reading), Second - Eighth (math), Second - Eighth (science), interventionists, special education	NWEA MAP	NWEA MAP	3
Algebra I, Biology, US History, English I, English II, interventionists, special education, Eighth Social Studies	STAAR Released Test	1/2 GAP MODEL	4
Fourth - Seventh Grade (social studies), Geometry, Algebra 2, Pre-Cal, English III, English IV, World Geography, Government, Economics, Chemistry, Physics, IPC, Art, Theatre, Principles of Audio/Visual Arts; Medical Terminology, Anatomy and Physiology, Principles of AFNR, Law, Forensic Science, Spanish I, Spanish II	TEKSReady!	1/2 GAP MODEL	5
Band, Math4College (College Prep), SR&D, ONRamps Physics, ONRamps College Algebra (Algebra 2)	District Created	1/2 GAP MODEL	6
Business, Career Prep, Principles of Health, Ag Mechanics, Health Science Theory, Floral, Animal Science, Wildlife, Food Technology, Ag Leadership, Education/Training	ICEV	1/2 GAP MODEL	7
Physical Education (Third - Eighth)	FitnessGram	1/2 GAP MODEL	8
AP Biology, AP Pre-Cal, AP Calculus	District Created	1/2 GAP MODEL	9



TIA Assessment and Growth Measures

mClass - Amplify

The district will utilize mCLASS to assess Kindergarten reading and math, as well as the Reading Student Growth Measure (SGM) for first and second grades. This assessment is state-approved for Kindergarten and has strong support from teachers and other key stakeholders.

Kindergarten reading teachers, interventionists, and special education staff will use these assessments to measure student growth. All administrations will follow standardized testing protocols aligned with those established for STAAR to ensure consistency and reliability.

Circle - Amplify

The district will use the Circle test from CLI for pre-K Literacy, as this test is a commissioner-approved assessment for pre-kindergarten and has the support of our pre-K teachers. All assessments will be aligned with the respective grade-level TEKS. Teachers using the Circle assessment will follow all protocols recommended by the vendor, as well as STAAR assessment protocols.

NWEA - MAP

The district will implement the NWEA MAP assessment for grades 3–8 in Reading and Math, as well as Science for grades 2–8. This assessment is aligned to the TEKS across these grade levels and content areas.

Educators administering NWEA MAP will adhere to all vendor-recommended guidelines in addition to established STAAR testing protocols to ensure consistency and fidelity of administration. Student growth will be determined by comparing each student's projected end-of-year (EOY) score to their actual EOY performance. Students whose actual EOY scores meet or exceed their projected targets will be considered to have achieved expected growth.

TEKSReady!

The district will utilize TEKSReady! assessments, developed by Region 10, for designated grade levels and content areas. These assessments are closely aligned to the TEKS.

Educators administering TEKSReady! Assessments will follow all STAAR testing protocols to ensure consistency, validity, and reliability. Student growth will be measured by comparing baseline performance to end-of-year results on TEKSReady! assessments. TEKSReady! assessments will go through a content review prior to administration. Process is outlined [here](#).

FitnessGram

FitnessGram is a state-required and approved assessment used across the Physical Education curriculum for grades 3–12 as a standardized measure of student fitness. All components of the assessment are aligned to the applicable grade-level TEKS.

Educators administering FitnessGram will adhere to all vendor-recommended procedures, as well as applicable STAAR testing protocols, to ensure consistency, validity, and reliability in administration.

STAAR Released to EOY STAAR Assessments

STAAR End-of-Course (EOC) assessments and Grade 8 Social Studies will incorporate released STAAR exams, as these state-developed assessments are currently used by teachers as a standardized measure of student performance. A released STAAR assessment will also be administered at the beginning of the year (BOY) to establish baseline data. All assessments are aligned to the appropriate grade-level TEKS.

Educators administering released STAAR assessments will follow all applicable STAAR testing protocols to ensure consistency, validity, and reliability in administration.

District-Created Assessments

The district has established a structured process for developing district-created assessments, led by the campus administrator in collaboration with teachers and the campus leadership team. Assessment items will be developed using resources such as the TEKS Resource System and ESC-20 test banks, or other evaluation criteria used for the course.

All teachers administering district-created assessments will follow the same protocols used for STAAR to ensure consistency in administration. Department heads, along with campus and district administrators, collaborate throughout the development process to strengthen the validity and reliability of assessments and to ensure they measure a wide range of student abilities. When appropriate, campus and district leadership may also partner with other districts to review assessments for quality and alignment. Process for review and expectations are outlined [here](#).

ICEV

The district will utilize ICEV assessments for Career and Technical Education (CTE) courses to measure student mastery of industry-aligned knowledge and skills. These assessments are aligned to applicable TEKS and support certification readiness and program accountability.

Teachers administering ICEV assessments will follow all district-established testing protocols to ensure consistency, validity, and reliability in administration.



TIA Assessment and Growth Measures

1/2 GAP MODEL

A **“1/2 the gap”** model is a growth measure that expects students to close at least half of the achievement gap between their current performance level and a designated target or proficiency standard within a set period of time. This model is often used to measure academic progress by recognizing meaningful student growth, even if full proficiency has not yet been reached.

If the perfect score is 100 and a student begins with a score of 60, the achievement gap is 40 points ($100 - 60 = 40$).

Under a “1/2 the gap” model, the expectation would be for the student to close half of that gap:
 $40 \div 2 = 20$ points

The student’s growth target would then be:

$$60 + 20 = 80$$

In this example, a student who improves from 60 to 80 would meet the “1/2 the gap” growth expectation.

NWEA MAP

A teacher’s student growth measure will be based on the percentage of students who meet or exceed their projected end-of-year (EOY) MAP Growth score. The percentage is calculated by dividing the number of students who met growth expectations by the total number of student assessments and multiplying the result by 100.

mClass (Amplify)

mCLASS TX Edition includes Zones of Growth/Zona de Crecimiento, which allows teachers to individually evaluate student growth by comparing individual growth to that of a similar cohort of national students. Zones of Growth/Zonas de Crecimiento are located on the classroom summary page and are used by educators to see what type of growth students need to achieve by the next benchmark period to be on track to reach the end-of-year goal. In addition, DIBELS 8th Edition® composite scores can be converted into Lexile scores for grades K-3.

At the end of the year, Zones of Growth/Zonas de Crecimiento will label students' growth in one of the 5 following categories: ● well below average ● below average ● average ● above average ● well above average

Poth ISD will count those students who meet the following categories as meeting growth: average, above average, and well above average. The percentage is calculated by dividing the number of students who met growth expectations by the total number of student assessments and multiplying the result by 100.



TIMELINE OF EVENTS

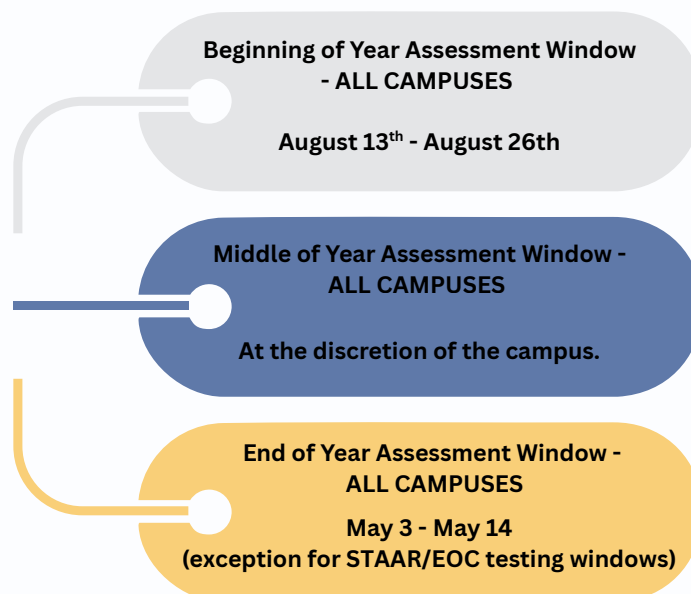
Purpose:

A Poth ISD District Timeline of Assessment Windows has been created for the purpose of ensuring validity and fairness with regard to pre and post assessments. In addition, the T-TESS board-approved timeline of events is noted below.

T-TESS Timeline 2026/2027

- **TTESS Orientation / Refresher**- By August 17, 2026
- **Walkthroughs** - August 1, 2026 - May 2, 2027
- **BOY / Goal Setting Conference** - completed by September 11, 2026
 - Teachers should submit their **Self-Assessment and Goal Setting** through Eduphoria.
 - This is required for all teachers.
- **Unannounced Observation** - Aug. 24, 2026 – March 5, 2027 (Post conference held by March 30, 2027.) A two-week window will be provided.
 - All observations will be unannounced.
- **End of Year Conference** – Between March 30, 2027, and before April 30, 2027.
- **Appraisal Period**-The appraisal period for each teacher shall include all of the days of a teacher's contract.
 - Observations during the appraisal period must be conducted during the required days of instruction for students during one school year.
 - Observations shall be conducted during the required days of instruction for students, excluding the following:
 - days scheduled for beginning-of-year and end-of-semester or end-of-year examinations, and
 - days scheduled for state or standardized tests

Poth ISD Testing Window





TIA Teacher Annual Review Process

TIA eligible teachers will have the opportunity to review their data at various points throughout the data capture year.

1. BOY student data is available in Eduphoria and/or 3rd-party platforms. Teachers are encouraged to differentiate instruction based on the individual needs of students' content knowledge.
2. At the beginning-of-year (BOY) T-TESS conference, teachers and T-TESS administrators are encouraged to review previous T-TESS and Student Growth data. Goals are set based on T-TESS Domains 2 and 3.
3. Walkthrough data, specifically ratings in the 8 dimensions of T-TESS Domains 2 and 3, are available in Eduphoria.
4. MOY student data is available in Eduphoria and/or 3rd-party platforms. Teachers are encouraged to differentiate instruction based on the individual needs of students' content knowledge. Intervention is provided to students who do not meet their mid-year growth goal.
5. Summative T-TESS dimension scores, based on 1 formal walk-through and the 45-minute formal observation, are shared with teachers at the end-of-year (EOY) T-TESS conference.
6. EOY student data is available in Eduphoria and/or 3rd-party platforms.

Student Roster Verification Reports:

Teachers will verify their student rosters at their beginning-of-year (BOY) and end-of-year (EOY) T-TESS conference. Teachers will sign a student roster after crossing through any student(s) not enrolled from the BOY Assessment to the EOY Assessment deadline, May 14.

Teacher Scorecards:

Each TIA eligible teacher will receive a Poth ISD TIA Scorecard by mid-September with component scores (T-TESS and Student Growth) from the previous data capture year. The scorecard will note whether Poth ISD is recommending a teacher for designation and, if so, the designation level. Teachers will have the opportunity to review their scorecard with their T-TESS administrator at the BOY T-TESS conference. If a teacher feels the data reported on the scorecard is miscalculated, he/she must complete a form provided by campus administrator on or before the first Monday in October.



TIA Stakeholder Committee

Purpose:

The purpose of the TIA Stakeholder Committee is to review and ensure the Poth ISD TIA approved local system application is implemented with fidelity. District leaders and campus administrators will provide committee members with TIA updates and ask for feedback regarding implementation. The committee will review TIA survey data and make recommendations for improvement, including any modifications and/or expansions needed to ensure as many teachers as possible, over time, are eligible for TIA in Poth ISD .

Committee Members:

Elementary: Ashley Kline, Ashleigh Clark, Stacey Watts

Junior High: Shawn Nelson, Kimberly McClure, Jennifer Jupe

High School: Margaret Hoover, Marissa Cruz, Janelle McMullan

Campus Administration: Lorelei Rodgers, Michelle Scheffler, Ricardo Contreras

District Administration: Laura Kroll (Assistant Superintendent of C/I), Dr. Jennifer Villanueva (Special Education Director)



Communication about concerns regarding this guidebook or the Poth ISD TIA Process should begin with the Campus Principal.

More information about the Poth ISD process and components may be found at www.pothisd.us - under Staff - Teacher Incentive Allotment.

POTH ISD



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