



Teacher Incentive Allotment

Comprehensive District Guidebook

Updated - August 2026

TEACHER INCENTIVE ALLOTMENT

Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) was established by House Bill 3 (HB 3), which was passed by the 86th Texas Legislature in 2019 and signed into law by Governor Abbott on June 11, 2019. The goal of the TIA is to provide a realistic pathway to a six-figure salary for teachers in order to help recruit, support, and retain highly effective teachers in all schools, particularly in high-needs and rural schools.

HB 3 established the TIA to recognize effective teachers on three different levels: Recognized, Exemplary, and Master. These teacher designations generate additional teacher-focused allotment funding for districts in order for them to reward their top performers (<http://tiatexas.org>).

Teachers earn designations through two different routes:

- National Board Certification (automatic Recognized designation)
- Local Teacher Designation System (TEC Sec. 21.3521)

Midlothian ISD's implementation begins during the 2021-2022 school year. The TIA provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work of Midlothian ISD's teachers.

This **will not** replace the district's current pay structure. A stipend, paid with funds received from TEA, will be issued to those who are eligible for compensation under TIA. The TIA payment is credited in the Teacher Retirement System (TRS) and will be used in retirement benefit calculations.



THE GOALS | Teacher Incentive Allotment (TIA)

RETENTION

To ensure top teachers have a **realistic** path to a competitive annual salary

RECRUITMENT

To **attract** and **keep** effective educators in the classroom and **incentivize** teaching at challenged campuses



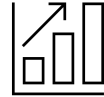
WHY should Midlothian ISD pursue TIA?



Increase Student Achievement



Support Teacher Growth



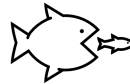
Increase retention of the most effective teachers



Increase equity of access to most effective teachers



Opportunity to strengthen current evaluation system



Remain competitive in a tight labor market



Use State dollars to increase teacher salaries



WHY should Midlothian ISD pursue TIA?

With more than 11,600 students in eight elementary schools, three middle schools, two high schools and an innovative career and technical education site, Midlothian ISD is a suburban school-district committed to its mission to educate students by empowering them to maximize their potential. We believe that a key factor in embodying this mission is that a high-quality staff is essential to creating the educational experiences that promote student success.

The students of MISD deserve the best opportunity to succeed, and our teachers are considered to be the most influential contributors to this success. The Teacher Incentive Allotment positions Midlothian ISD to attract, place and retain high-quality talent and establish a pipeline that rewards teachers for their impact on student success. It also provides compensation incentive ensuring that students and campuses of the greatest need have access to the most impactful teachers.

We are confident that the implementation of the Teacher Incentive Allotment will not only attract highly-effective teachers but it will also improve district-wide instructional practices, develop leadership competency, enhance our district's plan for talent management, exemplify our strategic plan for continuous improvement, and formally recognize the positive impact of the teaching profession. Through a systematic approach to teacher evaluation and the measurement of student growth the Teacher Incentive Allotment enables MISD to realize its vision of inspiring excellence today to change the world tomorrow.

The Teacher Incentive Allotment (TIA) 2025-2026 Totals

665

School Districts

42,294

Designated Teachers

\$481,650,034

2024-2025 TIA Allotment Funding

KEY POINTS | Teacher Incentive Allotment (TIA)



Local Designation System

Recognized Exemplary Master



Additional Funding for Districts for Every Designated Employee



Districts Receive Greater Funding for Designated Teachers at High-Needs Campuses

90%

At least 90% of TIA Funds Must be Used on Compensation on the Campus Where the Designated Teachers Work



TEA & Texas Tech Partnership to Approve Local Designation System

DESIGNATIONS

What is a Designation

House Bill 3 (HB 3) established the Teacher Incentive Allotment (TIA) to recognize effective teachers at four distinct levels: Master, Exemplary, Recognized and Acknowledged. These teacher designations generate additional teacher-focused allotment funding for districts to reward and retain their most effective teachers.

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

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 **50% of teachers statewide**.



DESIGNATIONS

Local Designation System Requirements

House Bill 3 provides districts with local control and flexibility in choosing how to evaluate teachers and assign designations.

The designation system must include both a teacher observation and a student performance component:

- **Teacher Observation based on T-TESS**
- **Student Growth Measures Determined by the District.** These can include pre- and post-tests, value-added measures, student growth measures, and portfolios. District application must show evidence of validity and reliability.
- **Districts can use other factors** in determining the teachers eligible to receive a designation, such as student surveys, teacher leadership responsibilities, teacher mentorship responsibilities, family surveys, demonstration of district core values, teacher peer surveys, and contributions to the broader school community.

The systems must be submitted to TEA for approval and undergo a data validation process, which will be conducted by Texas Tech University.

As part of the validation process, Texas Tech will:

- Review alignment or correlation between teacher observation ratings and student performance ratings.
- Review alignment between student performance ratings and value-added model (VAM) ratings for applicable teachers.
- Review data validity by appraiser/rater, by campus, across campuses in a district, and by teaching assignment.
- Compare district data to state data by comparing the percentage of teachers a district puts forth for designation to overall district performance.

Midlothian ISDs Designation System

The designation system in Midlothian ISD includes the following components:

Teacher Observation based on T-TESS: Teachers in the TIA Eligibility Band will receive a full evaluation, including a formal observation. The results of the End of Year conference in domains 2 and 3 will be used to fulfill this component.

Student Growth: Teachers in the TIA Eligibility Band will administer pre/post assessments to student, the results will be used to fulfill this component. Some specific subject areas/grades may use pre/post *and* VAM to fulfill this component.

TEA PERFORMANCE STANDARDS

Typical (State Recommended) Requirements for Designations

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 - yields reliable and comparable results across the state. The performance standards for T-TESS evaluations and student growth are listed below.

Teacher Performance

TIA establishes a **priority emphasis** on Domains 2 and 3 (Instruction and Learning Environment) of the T-TESS rubric. 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 during the data capture year.

Based on an analysis of statewide T-TESS observation data, TEA has identified **score averages** across Domains 2 and 3 of T-TESS (to be used as an example only for goal-setting):

- **Acknowledged designation ≥ 3.5 *NEW FALL 2026***
- **Recognized designation ≥ 3.7**
- **Exemplary designation ≥ 3.9**
- **Master designation ≥ 4.5**

Student Growth

To be eligible for a TIA-designation, teachers must earn a student growth outcome during the data capture year. TEA established these expectations based on statewide performance expectations (to be used as an example only for goal-setting):

- **Acknowledged designation $\geq 50\%$ *NEW FALL 2026***
- **Recognized designation $\geq 55\%$**
- **Exemplary designation $\geq 60\%$**
- **Master designation $\geq 70\%$**

More information can be found in TEA's [Student Growth Performance Standards](#).

Districts will be able to propose teachers for the Acknowledged designation in October 2026 using teacher performance data from the 2025-26 school year. To be eligible for the new Acknowledged level designation, teachers must have a full appraisal and student growth data in 2025-26. Districts will receive an increased allotment for Acknowledged teachers and increased payouts in 2026-27.

TEACHER EVALUATION

Typical (State Recommended)

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:

1. Goal setting and professional development plan;
2. Pre-conference, observation, and post-conference (i.e., appraisal cycle);
3. Student growth

For the Texas Incentive Allotment (TIA), Midlothian ISD calculates T-TESS dimension scores and an averaged score for the 8 Dimensions in Domains 2 and 3 of T-TESS.



Requirements for Designations

Dimension Scores

There are eight dimensions in Domains 2 and 3 on the [T-TESS rubric](#):

Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation
- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3)

- Dimension 3.1 Classroom Environment, Routines, and Procedures
- Dimension 3.2 Managing Student Behavior
- Dimension 3.3 Classroom Culture

Each dimension is scored on a scale of 1-5 in the order as follows:

1. Improvement Needed
2. Developing
3. Proficient
4. Accomplished
5. Distinguished

STUDENT GROWTH MEASURE

Requirements for Designations

Student growth is calculated for all students that have a TIA-designated fall and spring assessment. Student growth performance is associated with individual teachers based on the following enrollment criteria:

- **Teacher of record at beginning of year (October snapshot date)**
- **Teacher of record at end-of-year MAP assessment (mid-May)**

Student growth will be calculated at the teacher level, combined across all assessed content areas for which the teacher has assigned teaching responsibilities.

In designated Co-teach settings, student growth measures will count for each member of the co-teach, teacher pair regardless of assigned roster. This does not apply to teachers solely responsible for push-in intervention/instruction.

In order for teachers to receive a student growth measure, there must be at least six (6) unique student growth records across assigned students and content areas.

To ensure ongoing TIA system validation, it's important to understand that **T-TESS and student growth are single data points**. The district maintains allowable discretion from TIA to adjust any of the following within our system prior to data submission in October annually:

- Updating component weighting and performance standards.
- Refining student growth target processes.
- Adjusting designation cut points.

Please note that minimum performance standards for the 2 data points (T-TESS and Student Growth) are reviewed and ran through statistical models annually to ensure alignment with TEA guidance, state policy and may be subject to change and applied differently across designation levels and teaching assignments to ensure complete system validation.

Communication of allowable changes will be shared with the system annually. Therefore, although a scorecard may have been utilized to calculate predicted designations, please note these will be preliminary and not final until October data submission.

STUDENT GROWTH MEASURE

Requirements for Designations

Student Growth Instrument

The instrument used to measure student growth depends on the grade level and subject area (those in **bold & yellow** if approved in July 2026 by TIA will begin data capture in August 2026):

- MAP Growth Reading will be used for 2-8 ELAR
- MAP Growth Mathematics will be used for 2-8 Mathematics teachers and for 2nd-3rd Math Intervention
- MAP Growth Science will be used for 2-8 Science
- MAP Growth Algebra I, Algebra II, Geometry, and Biology will be used for the corresponding courses
- Locally projected STAAR Growth will be used for 8th and 11th Grade US History.
- MCLASS Amplify will be used for K-1 Reading
- MCLASS Amplify will be used by 1st-3rd Reading Intervention and 1st – 3RD **4-5th Dyslexia**
- CLI Engage CIRCLE will be used for ECSE and Pre-K
- EXPLOROS will be used for **6th-7th Social Studies (Gen Ed and SPED)**
- **AP English Literature & Composition, AP English Language & Composition, AP Human Geography, AP World History, AP Calculus AB, AP Statistics, AP Precalculus, AP Computer Science A, AP Biology, AP Environmental Science, AP Physics 1, AP Chemistry.**

Calculating Student Growth

Student growth is calculated as the percentage of students who **meet or exceed their projected growth** from the fall (BOY) administration (October snapshot of students in a teacher's class) to the spring (EOY) administration. The number of students meeting growth expectations and the number of assessed students, regardless of which assessment type and content area, are combined to determine the **collective percentage** of students meeting (or exceeding) growth.

VAM will be used as half of the student growth measure for 8 and 11 US History, Biology, and Algebra I. For those subject areas, T-TESS will be 50% of the overall weight, the locally-collected student growth measure will be 25%, and VAM will be the remaining 25%. The aggregate of the two will serve as the final student growth data point for the teacher. The VAM student growth score will be received in late September of 2027 for this teacher group. Data collected using the model will be submitted for the first time in October 2027.

STUDENT GROWTH MEASURE

Student Growth Measure Integrity

It is important to the integrity of Midlothian 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.

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 MISDs TIA system. In order to maintain student growth measure security and confidentiality:

- Student growth measure test content 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
- 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 standardized assessment programs (e.g., STAAR, ARD, LPAC, 504, etc.).
- Suspected educator misconduct must be reported in a timely manner

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
- 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
- Encouraging or assisting an individual to engage in any conduct described above
- Failing to report an individual that has engaged in or is suspected of engaging in any conduct described above.
- Failure to administer the pre/post assessment to all students on the roster (unless students are absent).

Testing Environment

- Classroom testing environment expectations will be provided in detail within the 2026-2027 MISD Assessment Plan/Calendar

SCORING AND ELIGIBILITY

District Process

TIA designations are determined based on the TIA score, a weighted combination of the teacher observation dimensions (the 8 dimensions of domains 2 and 3) and the student growth score. To determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year analysis:

1	The TIA score is calculated based on the <u>proposed</u> weighted combination of teacher appraisal and student growth outcomes: • Total T-TESS weighted composite score component is 50% of TIA score ○ Must have at least Proficient in each dimension. • Student growth composite score component is 50% of TIA score ○ Must have a minimum student growth score of 40%.
2	Overall TIA Designation score chart used to identify four levels of designations of teachers.
3	Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria: • If performance criteria is met, TIA designation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to teacher's teaching certificate for a period of 5 years. • If performance criteria is not met, TIA designation is not submitted to the State.

SCORING AND ELIGIBILITY

Proposed TIA Local Designation Score Charts

T-TESS*: **3.500** (minimum: must score at least Proficient in all 8 dimensions)

*(Average rating from 8 dimensions in Domain 2 and Domain 3)

STUDENT GROWTH PERCENTAGE: **62.154%** (minimum: must have a growth score of at least **40%**)

YOUR TEACHER INCENTIVE ALLOTMENT CALCULATION

Student Growth		Factor		Student Growth Points
62.154%	x	50	=	31.077

T-TESS		Factor		Raw Points
3.500	x	8	=	28.000

Raw Points		Multiplier		Teacher Observation Points
28.000	x	1.25	=	35.000

Student Growth Points		Teacher Observation Points		TIA Cumulative Score (Rounded to Whole Number)
31.077	+	35.000	=	66.077



OVERALL TIA SCORE RANGE	TIA DESIGNATION LEVEL
85.00 - 100	MASTER
77.00 - 84.99	EXEMPLARY
70.00 - 76.99	RECOGNIZED
65.00 - 69.99	ACKNOWLEDGED
0 - 64.99	NOT DESIGNATED

**The district has an allowable discretion from TIA to adjust the designation cut points within our system prior to data submission in October annually.

YOUR 25-26 TIA DESIGNATION LEVEL: **ACKNOWLEDGED**

NOT DESIGNATED	ACKNOWLEDGED	RECOGNIZED	EXEMPLARY	MASTER
0-64.99	65-69.99	70-76.99	77-84.99	85-100



SCORING AND ELIGIBILITY

Annual Scorecard

Each year of the TIA evaluation cycle, TIA-eligible teachers will be provided an annual scorecard when the district receives an approved validated system. The purpose of the scorecard is to provide transparency within Midlothian ISD's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA proposed outcomes based on their performance. Score card data elements will include:

- **TIA designation level, as appropriate**
- **T-TESS performance by dimension, domain, and a weighted score of domains 2 and 3**
 - Must have at least Proficient in each dimension.
- **Student growth outcomes**
 - Must have a minimum student growth score of 40%.

Evaluation Frequency

Evaluation of teachers eligible for a TIA designation is considered **annually**.

Teachers in an eligible-TIA band will receive T-TESS evaluations and have student growth measures calculated annually.

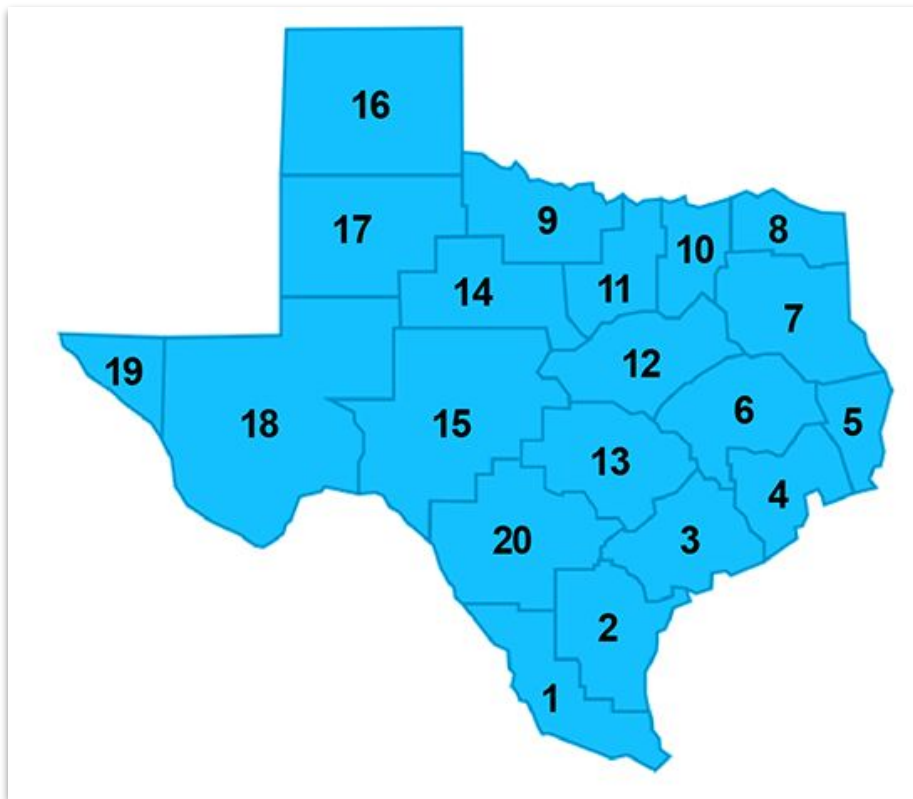
- **Teachers with an existing TIA designation will not be annually resubmitted for designation within their five-year valid TIA designation period if they continue to meet the same designation level.**
- **Teachers with an existing TIA designation will be resubmitted for a higher designation within their five-year valid TIA designation period if a subsequent year performance earns a higher TIA designation.**
- **Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.**

CAMPUS ALLOTMENT FACTORS & COMPENSATION

The TIA program is available to all Texas school districts and open-enrollment charter schools. The amount of TIA funds generated is determined by a formula that considers campus characteristics, including student socioeconomic status and campus location:

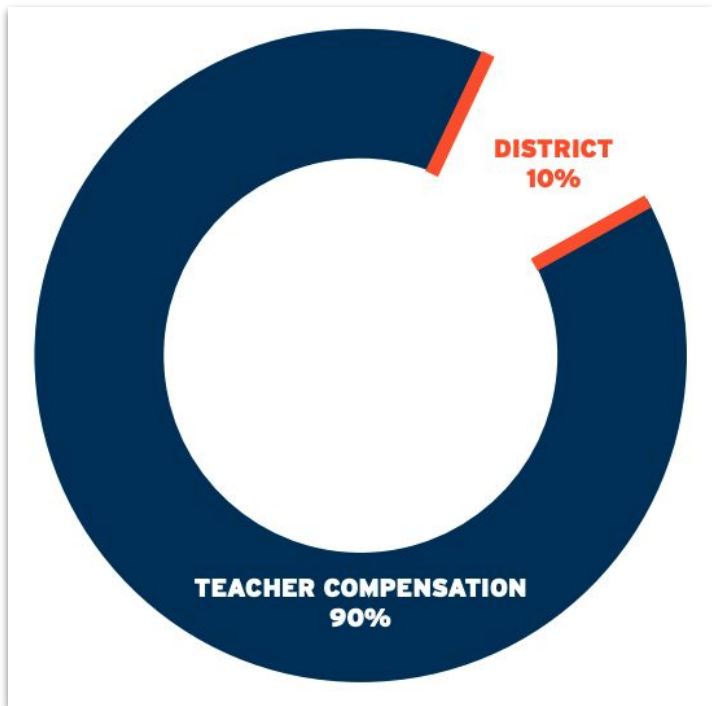
- Schools with greater student need based on socioeconomic factors generate more TIA funds per TIA designated teacher.
- Rural schools generate more TIA funds per TIA designated teacher based on a higher multiplier applied to students based on socioeconomic factors.

For more information about the TIA allotment calculations, see [TEA's Teacher Incentive Allotment 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](#).



COMPENSATION

Distribution of Funds



The District has a clear, written plan to abide by the spending requirements in TEC 48.112, including spending at least 90% of the TIA funds awarded to the district on teacher compensation on the campus where the designated teacher works, a maximum of 10% of the district's allotment on implementing TIA and/or supporting teachers in earning designations.

COMPENSATION

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and subject to availability of state funding allocations. TIA compensation must be distributed toward teacher compensation on the campus where a teacher designated.

- **TIA-designated teachers will receive TIA compensation annually based on their TIA designation and TIA state funding for their campus of assignment at the Winter snapshot date.**
- Compensation will be distributed prior to **August 31st**
- TIA compensation amounts **will** be included in the annual wages reported to the Teacher Retirement System (TRS) and will be used when calculating retirement benefits.

Impact of Compensation

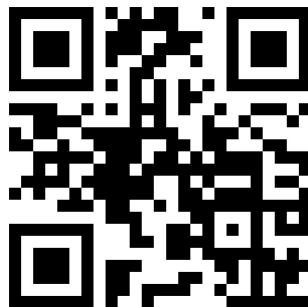
TIA compensation stipends will be eligible for use when calculating retirement benefits for TRS-eligible staff. Employees are responsible to pay both the employee and employer benefit and tax costs in excess of what TIA funding covers. Actual TIA compensation amounts distributed will include deductions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

Please refer to the Midlothian ISD Employee Compensation Handbook for more information.

QUESTIONS?



TIA FAQ



TIA Texas
Website



MISD
Local TIA
Website

