

Manor Independent School District



TIA Handbook

2026-2027

The Manor ISD Teacher Incentive Allotment Guide

The Manor ISD Teacher Incentive Allotment Guide aims to convey the state's conception of TIA and the details pertinent to our district. Our hope is that our local implementation will continue to encourage motivation and commitment to fostering a positive school culture where both teachers and students can thrive. This guide highlights the district's dedication to rewarding outstanding educators and enhancing the overall educational experience at Manor ISD. *Should you have any questions, please contact our TIA Lead/Director of Student Affairs, Dr. Malaki Hawkins.*

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set an ambitious and positive goal: to ensure that Texas classroom teachers have access to higher salaries. The state Teacher Incentive Allotment (TIA) is a key initiative that provides additional financial resources directly to school districts. These distributions are based on teacher identification, student needs as identified by the compensatory education allotment (see TEC §48.104), and campus location (rural vs. non-rural). The statute requires that ninety percent of TIA funds are used to compensate teachers employed at campuses with TIA-designated teachers.

With a locally developed teacher designation system detailed in TEC §21.3521, teachers can access additional compensation based on their identification as acknowledged, master, exemplary, or recognized teachers. This local system emphasizes teacher evaluation and student growth outcomes. Once earned, these designations are applied to an individual's teaching certificate and are valid for a five-year period.

These efforts will be awarded to approximately 33% of teachers in the state to benefit from this positive and forward-thinking initiative. This field guide, initially released on 8/1/2024, provides an overview of the successful implementation of TIA in school districts and demonstrates how local adaptations of this state policy can effectively support and reward exceptional teaching.

Why TIA at Manor ISD?

The Teacher Incentive Allotment (TIA) at Manor Independent School District is a forward-thinking initiative that enhances the quality of education and rewards exceptional teaching. Here's why TIA is significant for Manor ISD:

1. Attracting and Retaining High-Quality Teachers

- o **Competitive Salaries:** By providing access to higher salaries, Manor ISD can attract and retain highly skilled and experienced teachers. This ensures that students benefit from top-tier educational instruction.
- o **Recognition and Reward:** TIA designations (master, exemplary, or recognized) serve as a formal recognition of a teacher's expertise and dedication, fostering a culture of excellence.

2. Improving Student Outcomes

- o **Focus on Growth:** The local teacher designation system at Manor ISD emphasizes student growth outcomes, ensuring that the financial incentives directly correlate with student success and progress.
 - o **Enhanced Learning Environment:** With motivated and well-compensated teachers, Manor ISD can create a more dynamic and engaging learning environment, positively impacting student achievement.
3. **Sustainable Professional Development**
- o **Ongoing Improvement:** The TIA system at Manor ISD encourages continuous professional development and improvement, as teacher designations are valid for 5 years and require regular evaluations.
 - o **Collaborative Growth:** By fostering a collaborative environment where teachers strive for excellence, Manor ISD promotes a culture of shared learning and professional growth.
4. **Financial Accountability and Transparency**
- o **Targeted Funding:** 90% of TIA funds are allocated to compensate teachers at campuses with TIA-designated teachers. This targeted approach ensures that funds are used effectively to benefit the most impactful educators.
 - o **Locally Developed System:** Manor ISD's locally developed teacher designation system ensures that the criteria for additional compensation are tailored to the district's unique needs and priorities, enhancing the program's relevance and fairness.
5. **Empowering Educators**
- o **Professional Empowerment:** By participating in the TIA, Manor ISD empowers its teachers with greater financial stability and professional recognition, leading to higher job satisfaction and performance.
 - o **Certainty and Security:** With designations applied to teaching certificates and valid for five years, teachers gain a sense of security and long-term career planning benefits.

Conclusion

The implementation of the Teacher Incentive Allotment at Manor ISD is a strategic decision aimed at elevating educational standards, fostering professional growth among teachers, and ultimately enhancing student success. By leveraging TIA, Manor ISD demonstrates its commitment to educational excellence and its dedication to providing high-quality education in an urban setting.

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Manor ISD TIA Planning Committee

Committee Member	Campus Represented	Role
Dr. Tamey Williams-Hill	District	Deputy Superintendent
Rockell Williams-Stewart		Chief of Schools (Secondary)
Moises Santiago	District	Chief Financial Officer
Dr. Kendra Doyle	District	Executive Director of Academics
Dr. Malaki Hawkins	District	Director of Student Affairs
Natasha Drumgole	District	Executive Director of Human Resources
Adela Perry	District	ELAR Coordinator
Brook Park	District	HR Specialist

Teacher Incentive Allotment Overview

The Texas Education Agency's Teacher Incentive Allotment (TIA) program is dedicated to recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-needs and rural schools. Our implementation will begin during the 2026-2027 school year. This program provides a pathway to financially recognize top teachers and serves as a great opportunity to honor the hard work and proven success of our Manor ISD teaching staff. In the initial roll-out year, teachers in TIA eligible teaching assignments cannot opt out of data collection or the required 45-minute observation.

This is not a merit-pay approach to compensation, and it will not replace the district's current pay structure. For those who earn a distinction based on both teacher observations and student growth data, there will be an **additional state stipend**, completely separate from the current Manor ISD pay structure. However, this stipend is credited in the Teacher Retirement System and will be used in retirement benefit calculations.

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 category 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

A 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

To earn the Acknowledged status through a local district designation system, teachers typically must meet the following baselines during their data capture year: Appraisal Scores: Earn an average Texas Teacher Evaluation and Support System (T-TESS) score of at least 3.5 across Domain 2 (Instruction) and Domain 3 (Learning Environment).

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- Student Growth: Demonstrate a valid measure of positive student growth via approved assessments within Manor ISD.

An alternative 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. Manor ISD staff who possess a National Board Certification should contact Manor ISD's Human Resources representative 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.

Eligibility for TIA Designation

In order to be eligible for a TIA designation, a teacher must be coded as a teacher (code 087) within our local student information system, TxEIS, which is reported to TEA through the Public Education Information Management System (PEIMS). Additionally, district salary compensation should mirror PEIMS teacher coding for a minimum of 90 days at 100% of the day or 180 days at 50-99% of the day. See the [Manor ISD Spending Plan](#) for information on what happens if a teacher moves to another campus, district, or out-of-district.

TEA Minimum Performance Standards

TEA has established minimum performance standards for T-TESS and student growth outcomes based on extensive data collection. Manor ISD will use those standards as the TIA Minimum Performance Standards for recommending a teacher for designation.

Teacher Observation Minimums

Teacher Observation 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 – Acknowledged, Recognized, Exemplary, and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards, along with district teacher observations and student performance standards, to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards. The following shows the minimum average scores across T-TESS domains 2 and 3, and the percentage of possible points on an alternative evaluation tool to achieve each level of designation (Acknowledged, Recognized, Exemplary, and Master).

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Acknowledged	3.5	At least 3 (proficient) in the Domains
Recognized	3.7	At least 3 (proficient) on all dimensions
Exemplary	3.9	At least 3 (proficient) on all dimensions
Master	4.5	At least 3 (proficient) on all dimensions

More information can be found in TEA's [Teacher Observation Performance Standards](#) document.

Student Growth Minimums—See Appendix B

To be eligible for a TIA designation, teachers must meet a minimum student growth outcome. TEA established these minimum expectations based on statewide performance expectations, and Manor ISD has adopted those as minimum performance standards for designation recommendation:

More information can be found in TEA's [Student Growth Performance Standards](#) document. District applications must demonstrate the validity and reliability of the student growth measures selected by the district. Manor 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.

Manor ISD Assessment Selection

Category	Description	Assessment
1	K-5 Reading	Pre-Test: Amira Target: Third-party vendor Amira Post-Test: Amira

Teacher Evaluation: 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:

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

To determine teacher eligibility for TIA, Manor ISD will begin calculating T-TESS dimension scores, domain scores, and a weighted total T-TESS score.

Dimension & Domain Scores

There are sixteen dimensions on the T-TESS instrument:

- **Planning (Domain 1)**
 - Standards and Alignment (Dimension 1.1)
 - Data and Assessment (Dimension 1.2)
 - Knowledge of Students (Dimension 1.3)
 - Activities (Dimension 1.4)
- **Instruction (Domain 2)**
 - Achieving Expectations (Dimension 2.1)
 - Content Knowledge and Expertise (Dimension 2.2)
 - Communication (Dimension 2.3)
 - Differentiation (Dimension 2.4)
 - Monitor and Adjust (Dimension 2.5)
- **Learning Environment (Domain 3)**
 - Classroom Environment, Routines and Procedures (Dimension 3.1)
 - Managing Student Behavior (Dimension 3.2)
 - Classroom Culture (Dimension 3.3)
- **Professional Practices and Responsibilities (Domain 4)**
 - Professional Demeanor and Ethics (Dimension 4.1)
 - Goal Setting (Dimension 4.2)
 - Professional Development (Dimension 4.3)
 - School Community Involvement (Dimension 4.4)

Each dimension is scored on a scale of 1-5: 1 (Improvement Needed), 2 (Developing), 3 (Proficient), 4 (Accomplished), and 5 (Distinguished).

Domains are scored based on the **average** scoring of all the dimensions within Domains 2 and 3, rounded to the nearest hundredth (two decimal places).

Total T-TESS Weighted Composite Score

The total T-TESS score is a weighted calculation; the Instruction (D2) and Learning Environment (D3) Domains have a great impact on the total T-TESS score because the identified dimensions within these domains are reflected in instruction observables. Domains are weighted as follows:

- Domain 2: Instruction (5 Dimensions)
- Domain 3: Learning Environment (3 Dimensions)

T-TESS Score

Improvement Needed = 1

Developing = 2

Proficient = 3

Accomplished = 4

Distinguished = 5

$$\frac{\text{Total of scores from the 8 Dimensions}}{8} = \text{Composite Score}$$

Student Growth Measure

Student growth will be calculated for all students who have a designated fall and spring assessment. Student growth performance will be associated with teachers based on the following enrollment criteria:

- teacher of record at the beginning of the year (mid-October)--SNAPSHOT
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at the end of the year

Teachers will be required to complete a PEIMS Membership Reconciliation process to ensure that class rosters are accurate.

Student growth will be calculated at the teacher level, combined across all eligible content areas for which the teacher has assigned teaching responsibilities. For information about which courses will have an eligible student growth measure during the 2025-2026 school year, see [Appendix A](#) in this field guide.

Student Growth Instrument: Year 1 Calculating Student Growth

To calculate the teacher's end-of-year student growth, Manor ISD has adopted the statewide performance standards. Districts will be expected to use performance standards, along with district teacher observations and student growth data, to determine which teachers qualify for

designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards.

The data validation process will confirm the validity of the reported teacher observation and student growth measures. The percentages below are the statewide performance standards for student growth in each of the four teacher designation levels, regardless of the student growth measure used. To calculate the percentage of a teacher's students who met or exceeded expected growth, first determine the raw number of students who met or exceeded the target growth score in the classroom. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students as a percentage, with an expected growth score, to determine the percentage of a teacher's students who met or exceeded growth.

Statewide Student Growth Performance Standards

Teacher designations are determined by the percentage of students who meet or exceed expected growth targets:

Designation	Student Growth Requirement
Acknowledged Teacher	50% of students meet or exceed expected growth
Recognized Teacher	55% of students meet or exceed expected growth
Exemplary Teacher	60% of students meet or exceed expected growth
Master Teacher	70% of students meet or exceed expected growth

These performance standards reflect the percentage of students demonstrating expected or higher academic growth and serve as a key component in determining teacher designation levels.

Translated Student Growth Composite Score

The total percentage of students meeting/exceeding student growth across all eligible classes/courses and content areas is translated to a 5-point rating conversion scale. For information about the student growth outcome translation, see [Appendix B](#) in this field guide.

TIA Scoring & Eligibility

TIA designations are determined by the TIA score, a weighted combination of the teacher appraisal composite score and the student growth composite score. In order to determine annual teacher eligibility for a TIA designation, the following steps are completed at the district-level end-of-year data analysis:

1. The total T-TESS teacher appraisal composite score is calculated for all teachers evaluated with the T-TESS instrument (Domains 2 and 3).
2. The student growth score is calculated for all teachers with student growth results from students who meet enrollment criteria. The percentage is calculated as the sum of students meeting growth expectations across eligible content areas divided by the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
3. The student growth percentage is translated to a composite score using the translation table in Appendix B.
4. The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:
 - The total T-TESS weighted composite score component is 50% of the TIA score
 - The student growth translated composite score component is 50% of the TIA score
5. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria.
 - If the minimum performance criteria are met, the TIA designation recommendation is submitted to the State for data review; pending TEA data validation, TIA designation is attached to the teacher's teaching certificate for a period of five years.
 - If the minimum performance criteria are not met, the TIA designation recommendation is not submitted to the State.

Special note regarding National Board Certification: Staff who possess a National Board Certification should contact Manor ISD's Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be submitted for a TIA Recognized designation.

TIA Annual Scorecard

At the end of each year of the TIA evaluation cycle, teachers will be provided an annual **scorecard**. The purpose of the scorecard will be to provide transparency within Manor ISD's TIA system. TIA scorecards will provide teachers with an individualized report of the annual TIA outcomes based on their performance, as well as performance aggregated at the campus and district level. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance by dimension, domain, and total T-TESS weighted score
- Student growth outcomes
 - number of students meeting enrollment criteria across classes, courses, and content areas
 - number of students meeting student growth
 - percentage of students meeting student growth
 - translated student growth composite score

TIA Evaluation Frequency

Evaluation of teacher eligibility for a TIA designation is considered **annually**. All teachers within the testing criteria must be evaluated, and their students' data will be collected in the first year of TIA data collection. 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 2024-2025 would not be submitted to maintain their TIA Exemplary designation in subsequent years 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 2024-2025 could be submitted in 2025-2026 for a Master TIA designation if they earn a qualifying Master TIA score and meet the teacher appraisal and student growth component minimums.
- Teachers with an existing TIA designation will not be resubmitted to lower a TIA designation within their five-year valid TIA designation period.

TIA Campus Allotment Factors

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 because a higher multiplier is 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 Compensation

Statute requires that a minimum of 90% of TIA funds be distributed directly to student-facing instructional staff on the campus where the teacher earned the designation:

- The requirement that TIA funds be allotted to the campus where the designated teacher teaches is defined by statute. The Manor ISD planning committee determined how those funds on campus will be distributed in accordance with the TEA TIA requirements.
- 100% of the allocated dollars will go directly to the campus of the designated TIA teacher. 90% of that 100% will be paid directly to the teacher(s) who earned the designation based on their level of designation. The remaining 10% of that 100% will be reserved by the district to support TIA by providing enrichment and staff development to teachers to help them earn a designation. These funds will also be used for TIA central support, including compensation for TIA staff.

Frequency of Compensation

TIA compensation is an annual allotment provided by the State and is 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 by August 31. The first eligible funds will be distributed in June of 2026.

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.

Annual TIA Evaluation Cycle

The T-TESS evaluation cycle will be critical to ensuring that teachers receive sufficient support to achieve and maintain high levels of instructional effectiveness. Therefore, the following evaluation cycle provides the structure necessary for an efficient feedback structure:

Process Step	Timeline	Description
Training & Admin Orientation	Fall Semester	Administrator/Observer calibration training
Teaching & Orientation	August-September	- Training on TIA, the new system, and the T-TESS observation instrument - Communication of school & district goals to inform teacher goal setting
Student Fall Assessment	August-September (First 9 Weeks)	- Amira Learning Assessment - Third-party pre-tests
Student Goal Setting – BOY Data Meeting	September-October Campus Admin	- Evaluator and teacher meet to set student growth targets for district BOY pre-tests - Evaluator and teacher meet to review AMIRA and STAAR-established student growth targets
Training & Admin Orientation	September-October Fall Semester	Administrator/Observer calibration training

T-TESS Walkthrough Observations	September-May Campus Admin	● At least one 45-minute, scored walkthrough observations ● Focus on T-TESS Domains 2 & 3 and their eight dimensions ● Written feedback required ● Can be used in T-TESS summative evaluation in final scoring
Extended Observations w/ Conference	October-April Campus Admin	● Focus on T-TESS Domains 2 & 3 and their eight dimensions ● Written feedback and post-conference required
Summative Evaluation	March-May	● Includes review of all four T-TESS domains ● Focus on T-TESS Domains 2 & 3 and their eight dimensions ● Written feedback and conference required
Student Spring Assessment	April-May (Last 12 Weeks)	● Amira Learning and STAAR
End of Year Data Review	May-June Campus Admin TIA Committee	● Teachers review and reflect on student growth goals and student growth outcomes ● Campuses and the HR department compile data for the final TIA evaluation process
Evaluation Rating & TIA	June-September	● District analyzes T-TESS and student growth data ● District finalizes TIA scores and determines TIA designation recommendation eligibility ● Teachers receive final TIA scores and designation eligibility
Data Verification Audit	Fall	● Teachers can request a data verification audit and provide the corresponding documentation to support the review

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TIA Cohort E Timelines

Participation in the State’s TIA compensation program requires districts to follow a series of steps to obtain TEA approval for the locally developed program's implementation. As part of TIA Cohort E, the district has completed or will be completing in the future the following activities:

Manor ISD Teacher Incentive Allotment (TIA) – Cohort E Timeline (2026–2027)

This timeline aligns with Manor ISD's approved TIA application utilizing **Amira Reading Growth (K–5)** and **T-TESS Domains 2 & 3/Summative Ratings** as teacher performance measures.

Month	Key Activities
July 2026	• Review approved TIA system requirements • Train district and campus administrators on TIA processes and timelines • Review designation criteria and data collection procedures • Update TIA communication materials for teachers
August 2026	• Campus TIA overview presentations for staff • Verify teacher eligibility and course rosters • Begin T-TESS observations and coaching cycles • Ensure Amira setup and student enrollment accuracy
September 2026	• Complete K–5 Amira Beginning-of-Year (BOY) assessments • Conduct T-TESS calibration sessions with principals and assistant principals • Review teacher assignment and roster verification

October 2026	• Analyze BOY Amira's growth baseline data • Continue T-TESS observations and coaching conversations • Teacher support and intervention planning
November 2026	• Monthly T-TESS calibration meeting • Monitor implementation fidelity • Review teacher growth trends and support needs
December 2026	• Mid-semester progress review • Verify TIA documentation and evidence collection • Teacher communication regarding upcoming MOY assessments
January 2027	• Administer Amira Middle-of-Year (MOY) assessments • Analyze student growth data • Conduct T-TESS calibration meeting
February 2027	• Review teacher growth projections • Continue observations and coaching cycles • Verify teacher eligibility and data integrity
March 2027	• District TIA data review meeting • Monthly T-TESS calibration • Campus principal check-ins regarding teacher progress
April 2027	• Finalize observation schedules • Prepare for EOY Amira administration • Verify teacher rosters and student attribution
May 2027	• Administer K–5 Amira End-of-Year (EOY) assessments • Complete all T-TESS Summative Evaluations

	• Ensure TalentEd signatures are completed by teachers and appraisers
June–August 2027	• Calculate student growth outcomes • Determine teacher performance ratings and designation eligibility • Conduct district validation and quality assurance reviews
July–August 2027	• TEA validation and review process • District communication regarding preliminary designation outcomes
October 2027	• Submit required TIA data to TEA
Spring 2028	• TIA funding is distributed to Manor ISD and eligible teachers according to the district compensation plan. TEA releases designation approvals • Teacher allotments generated based on approved designations

District Support

In order to support teachers in the pursuit of a Teacher Incentive Allotment designation, the district will provide support to teachers in the following areas: Human Resources, Business, Curriculum and Instruction, Principals, and Technology.

Type of Support	Who is responsible?
- Identify eligible teachers - Check certifications and expiration dates - Ensure that eligible teachers are coded correctly and ineligible teachers are coded correctly	Human Resources & PEIMS
- Monitor expenditure timeline - Ensure designated teachers receive payment by 8/31	Business Manager
- Ensure data is updated regularly in Eduphoria - Maintain the TIA website - Ensure all technology and platforms are up to date - Ensure all teachers are trained in the use of data management systems	Technology Director
- Participate in appraisal calibrations - Ensure teachers have access to aligned curriculum materials - Support teachers in instructional decisions - Provide or recommend appropriate professional development for teachers - Train teachers in understanding the Manor ISD TIA plan - Assist the campus in administering pre- and post-assessments - Conduct appraisals - Enter T TESS appraisal data in Eduphoria Strive - Support principals in coaching teachers in content and/or instructional practices	Curriculum and Instruction

• Conduct walkthroughs and appraisals according to the appraisal calendar • Participate in appraisal calibrations using Eduphoria • Conduct post-conferences and summative conferences according to the appraisal calendar using TalentEd • Monitor the administration of all pre and post-assessments • Conduct T TESS training and calibrations for teachers • Enter T TESS appraisal data in Talent Ed • Provide in-class support for teachers through coaching and, if necessary, support plans • Facilitate PLC meetings and data meetings to support teachers in monitoring student learning progress	Campus Principals
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Helpful Resources

Manor ISD Resources

[Manor ISD Data Calibration Calendar](#)

[Manor ISD Appraisal Calendar](#)

[Manor ISD Assessment Calendar](#)

[Manor ISD Teacher](#)

[Manor ISD Spending Plan Information](#)

[TIA Website](#)

If you have questions, please email [Malaki Hawkins](#)

External Resources

[TEA 2026-27 Accountability Manual](#)

[TEA HB3: Teacher Incentive Allotment Details](#)

[TEA HB3: Teacher Incentive Allotment FAQ](#)

[TEA Teacher Incentive Allotment](#)

[TEA Teacher Incentive Allotment Funding Allotment Map](#)

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Appendix A: 2025-2026 (Year 1)

Proposed TIA Designation Eligible Courses

Sorted alphabetically by course name.	Reading, Kindergarten	Reading, Grade 4
	Reading, Grade 1	Reading, Grade 5
	Reading, Grade 2	
	Reading, Grade 3	

Proposed Five-Year Expansion Plan

Following the initial Data Capture Year, Manor ISD will submit data to Texas Tech University for data validation. TEA then studies the data validation results and conducts a holistic system review before issuing full system approval. If approved, TEA processes the district’s teacher designations. If a district system is not approved, the district may use feedback from the data validation process to make improvements to their system before reattempting data validation in subsequent years.



**Pre-Test/
Post-Test**

There are four options that the district can choose from to measure student growth when building a local designation system for TIA. This requires careful analysis of student growth measure options available for each teaching assignment and historical appraisal data to determine if the existing performance data is valid and reliable.



**Value Added
Measures (VAM)**

A district can determine whether a student growth measure is valid and reliable based on the local assessments and systems in place for coherent implementation throughout each year. At this time, Manor ISD feels confident in our ability to implement systems related to Pre/Post Test assessments. The district TIA committee is looking for teacher representation to assist us with determining future eligible courses. This would include determining training needed, a method for piloting, and an implementation plan.



**Student Learning
Objectives (SLO)**



Portfolios

Appendix B: Student Growth Measure Composite Score Translation Table

Percent Met Growth	Composite Score Translation	Percent Met Growth	Composite Score Translation	Percent Met Growth	Composite Score Translation	Percent Met Growth	Composite Score Translation
0%	0.69	21%	1.83	42%	2.97	63%	4.11
1%	0.74	22%	1.88	43%	3.02	64%	4.16
2%	0.79	23%	1.93	44%	3.07	65%	4.22
3%	0.85	24%	1.99	45%	3.13	66%	4.27
4%	0.90	25%	2.04	46%	3.18	67%	4.32
5%	0.96	26%	2.10	47%	3.24	68%	4.38
6%	1.01	27%	2.15	48%	3.29	69%	4.43
7%	1.07	28%	2.21	49%	3.35	70%	4.49
8%	1.12	29%	2.26	50%	3.40	71%	4.54
9%	1.17	30%	2.31	51%	3.46	72%	4.60
10%	1.23	31%	2.37	52%	3.51	73%	4.65
11%	1.28	32%	2.42	53%	3.56	74%	4.70
12%	1.34	33%	2.48	54%	3.62	75%	4.76
13%	1.39	34%	2.53	55%	3.67	76%	4.81
14%	1.45	35%	2.59	56%	3.73	77%	4.87
15%	1.50	36%	2.64	57%	3.78	78%	4.92
16%	1.55	37%	2.69	58%	3.84	79%	4.98
17%	1.61	38%	2.75	59%	3.89	80% and above 5	
18%	1.66	39%	2.80	60%	3.94		
19%	1.72	40%	2.86	61%	4.00		
20%	1.77	41%	2.91	62%	4.05		

PLEASE NOTE: This is a working document; details are subject to change.

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Appendix C: Submission Data Review Sample

Example Teacher Scorecard

Score Component	Score
T-TESS Average (Domains 2 & 3 ONLY AVERAGE)	4.1
4.1 x 50%	2.05
Student Growth at 50%	3.40
3.40 x 50% (10/20 STUDENTS MET GROWTH)	1.7
TIA Score	3.75
SAMPLE Teacher Recommended Designation No Designation: 3.49 and below Acknowledged: 3.50-3.69 Recognized: 3.70 - 3.89 Exemplary: 3.90 - 4.49 Masters: 4.50 and above	