

Tornillo Independent School District

Teacher Incentive Allotment
(TIA) Manual

Revised February 7, 2026

Passed by the 86th Texas Legislature in June 2019 through House Bill 3, TEC §48.112 set a goal that Texas classroom teachers would have access to a six-figure salary. The state **Teacher Incentive Allotment (TIA)** provides additional financial distributions directly to districts based on teacher identification, student need as identified by compensatory education allotment (see TEC §48.104), and campus location (i.e., rural vs. non-rural). Statute requires that ninety percent of TIA funds are used for compensating teachers employed at campuses with TIA-designated teachers.

Based on a locally developed teacher designation system detailed in TEC §21.3521, teacher access to additional compensation is based on the local identification of teachers as master, exemplary, recognized. With data collected beginning with the 2025-2026 school year, a fourth level of TIA, acknowledged, will be awarded in the 2026 school year. The local system must consider teacher evaluation and student growth outcomes. Once earned, teacher identification is applied to an individual's teaching certificate and valid for a five-year period.

This manual is a living document that is intended to provide an overview of the implementation of TIA in Tornillo ISD.

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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. The implementation in Tornillo ISD will begin during the 2021-2022 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 Tornillo ISD teaching staff.

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 observation and student growth data, it will be an **additional state stipend**, separate from the current Tornillo 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 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 commensurate level 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.

National Board Certified

An alternate path to the lowest level of TIA award 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. Tornillo ISD staff that possess a National Board Certification should contact TISD'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 Implementation in TISD

Tornillo ISD will implement the TIA system in one phase. During this phase, teacher eligibility for a TIA designation is available to all core and noncore teachers in grades PK-12. Throughout this manual, this phase will be referred to as Cohort D.

Teacher eligibility for a TIA designation is expanded to include all classroom teachers in grades PK-12, including teachers of courses in the areas of CTE and PE, as well as teachers of specialized programming, including but not limited to special education, dyslexia, and English as a second language.

Eligibility for TIA Designation

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

- hold a valid SBEC teaching certification;
- 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.

TEA Minimum Performance Standards

In order to be eligible for TIA designation, TEA has established minimum performance standards for T-TESS and student growth outcomes.

Teacher Observation Minimums

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:

- Acknowledged designation > 3.5
- Recognized designation \geq 3.7
- Exemplary designation \geq 3.9
- Master designation \geq 4.5

Student Growth Minimums

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:

- Acknowledged designation > 50%
- Recognized designation \geq 55%
- Exemplary designation \geq 60%
- Master designation \geq 70%

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 continuous improvement:

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

In order to determine teacher eligibility for TIA, TISD will calculate T-TESS dimensions in Domains 2 and 3.

Dimension & Domain Scores

There are sixteen dimensions on the T-TESS instrument:

- **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)

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 the dimensions across both domains, rounded to the nearest hundredth (two decimal places).

Student Growth Measure

Student growth will be calculated for all students/selected group of students. 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 Instrument

The instrument used to measure student growth depends on teaching assignment, grade level and subject area.

Student Growth Measures

The first emphasis of TISD's implementation is on content area teachers across all grade levels, thus the following student growth measures are utilized:

- PreK: Circle
- 4th– 12th STAAR tested: STAAR Results
- 3rd-12th Non STAAR: Locally developed pre-post tests
- K - 2nd: MClass
- 4th, 7th, 9th-12th: Fitnessgram
- 3rd Math and Rd, 5th SC, 8th Science and Social Studies, US History, Biology: Locally developed Pretest- STAAR

See Appendix A

Calculating Student Growth

The number of students meeting growth expectations over the number of assessed students, regardless of which assessment type and content area are used to determine the percentage of students meeting growth.

Calculations

PreK Circle: percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration.

4th – 12th STAAR tested: percentage from last year's STAAR test to this year's STAAR test. Obtain information from the "STAAR Academic Growth" report generated by the TEA Accountability system. See Appendix B

3rd – 12th Non STAAR: For locally developed pre-post tests, student growth is calculated as the percentage of students that perform at the same passing proficiency level (Masters only) or higher when comparing the fall/BOY administration to the spring/EOY administration. Because the locally developed pre-post test are designed to mirror STAAR, there are six proficiency levels - low does not meet grade level, high does not meet proficiency level, low approaches grade level, high approaches grade level, meets grade level, masters grade level.

k-2nd MClass: percentage of students that meet or exceed expected CIRCLE growth from the fall/BOY administration to the spring/EOY administration.

4th, 7th, 9th-12th: the calculation is the percentage of students that meet or exceed their projected growth from the BOY to the EOY in the program Fitnessgram

3rd Math and Rd, 5th SC, 8th Science and Social Studies, US History, Biology: from locally developed fall/BOY administration to the STAAR administration.

TIA Scoring & Eligibility

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

1. The total T-TESS teacher appraisal weighted composite score is calculated for all teachers evaluated with the T-TESS instrument.
2. The student growth score is calculated for all teachers with student growth results for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectation across content areas and the sum of tested students across content areas. Percentages are rounded to the nearest whole percent (no decimals).
3. The TIA score is calculated based on the weighted combination of teacher appraisal and student growth outcomes:
 - a. T-TESS is 50% of TIA score
 - b. Student growth is 50% of TIA score
4. Teacher appraisal and student growth outcomes are verified to ensure that the component scores meet the State's minimum performance criteria:
 - a. If minimum performance criteria is met, TIA designation 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.
 - b. If minimum performance criteria is not met, TIA designation is not submitted to the State.

Special note regarding National Board Certification: TISD staff that possess a National Board Certification should contact TISD's Human Resource Department to provide the necessary documentation. Staff with National Board Certification will automatically be awarded at the lowest level of TIA designation.

TIA Annual Scorecard

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 TISD's TIA system. TIA scorecards will provide teachers with an individualized performance aggregated at the campus and district level. Scorecard data elements will include:

- TIA designation level, as appropriate
- T-TESS performance
 - Average of the eight dimensions across domains 2 & 3
 - translated T-TESS level
- Student growth outcomes
 - percentage of students meeting student growth
 - translated student growth level

TIA Evaluation 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 2021-2022 would not be submitted to maintain their TIA Exemplary designation in 2022-2023 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 2023-2024 could be submitted in 2024-2025 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 based on a higher multiplier applied to students based on socioeconomic factors.

In the event that TIA designated teachers are employed at campuses without enrollment (e.g., GRCTC, DAEP, MPA, etc.), campus characteristics used to determine TIA allotments would be based on distinct average student socioeconomic status.

For more information about the TIA allotment calculations, see TEA's <https://tiatexas.org/>.

Compensation

Distribution of Compensation

Statute requires that 90% of Teacher Incentive Allotment (TIA) funds be distributed directly to teachers at the designated teacher's campus:

- The aide, if any, assigned to the designated teacher can receive up to 18% of the funds funneled to the designated teacher, directly related to the time and effort spent in the classroom during the year of designation.
- The remaining funds, at least 72%, will go directly to the TIA designated teacher.

The district shall retain 10% of the TIA dollars to use as follows:

- to support district oversight of the implementation of TIA and ongoing development of TIA resources.

This same compensation plan will be used for designated teachers entering TISD with a designation and distributed as described according to their campus assignment.

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 compensation **annually** based on their TIA designation and TIA state funding for their campus of assignment at the time TIA funds are disbursed.
- Previous teachers designated as high-performing by TISD will receive TIA compensation **annually** based on TIA state funding for their campus of assignment at the time TIA funds are disbursed.
- Compensation will be distributed in the **mid-August** paycheck, provided all information is received per TEA's published timelines.

Impact of Compensation

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.

Deduction Information

TIA compensation amounts received **will** include typical reductions from the allotment received to cover the cost of TRS, on-behalf payments, Medicare, Workers Compensation, and any other pertinent deductions.

Teachers Leaving

The TIA designated teacher **must** be an active employee of the district by the time funding is disbursed. If TIA funding is allocated to a designated teacher that is no longer employed with the district by the time compensation is distributed (August), funding will be spent at the district's discretion. The only exception to disbursing TIA allocation when the designated teacher is no longer employed is when the designated teacher retires at the end of the previous school year of the disbursement. In that case, TIA compensation will be paid in the last paycheck.

Note: Payouts to teachers may be subject to deductions including retirement contributions and taxes.

Annual TIA Evaluation Cycle

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

Process Step	Timeline	Description
Teaching & Orientation	August	<ul style="list-style-type: none"> • Training on TIA, new system and T-TESS observation instrument • Principal communicates school & district goals to inform teacher goal setting
Student Fall Assessment	August-September	<ul style="list-style-type: none"> • BOY assessment , Pretests
Goal Setting Conference	September	<ul style="list-style-type: none"> • Evaluator and teacher review and agree on goals and professional learning plan
T-TESS Walkthrough Observations	September-May	<ul style="list-style-type: none"> • 10-15 minute observation, increased frequency based on prior year evaluation (min of six observations for developing teachers of lower) • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback required
Extended Observations w/ Conference	October-April	<ul style="list-style-type: none"> • One 45-minute observation • Focus on T-TESS Domains 2 & 3 and their eight dimensions • Written feedback and conference required
Summative Evaluation	March-May	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • EOY assessments, Posttests, STAAR • <u>Denominations from previous year announced</u>
End of Year Data Review	May-June	<ul style="list-style-type: none"> • Teachers review and reflect on student growth goals and student growth outcomes • Campuses and departments compile data for final TIA evaluation process
Evaluation Rating & TIA	June-July	<ul style="list-style-type: none"> • District analyzes T-TESS and student growth data • District finalizes TIA scores and determines TIA designation eligibility
Data Verification Audit	August	<ul style="list-style-type: none"> • Teachers can request data verification audit and provide corresponding documentation to support review

Helpful Resources

External Resources

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

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

[TEA Teacher Incentive Allotment](#)

If you have questions, please email carrolll@tisd.us

TISD Core Leadership Practices

Appendix A

Teacher Incentive Allotment 2025-2026 Plan				
Teacher Category	T-TESS	Student Growth Measure		
		Portfolios	Pre-Post	STAAR
PreK	50%	-	Circle– 50%	-
4 th -12 th STAAR Tested	50%	-	-	50%
3 rd -12 th Non STAAR	50%	-	50%	-
K-2 nd	50%	-	MClass – 50%	-
4 th , 7 th , 9 th -12 th PE	50%	-	FitnessGram – 50%	-
3 rd Math and Rd, 5 th SC, 8 th SC and SS, US History, Biology	50%	-	Pretest-STAAR-50%	-

Appendix B

Annual Growth		STAAR 2025						Total
		Low Does Not Meet Grade Level	High Does Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level	
STAAR 2024	Low Does Not Meet Grade Level	6	3	0	0	0	0	9
	High Does Not Meet Grade Level	7	5	3	0	0	0	15
	Low Approaches Grade Level	1	6	7	0	1	0	15
	High Approaches Grade Level	0	3	4	5	6	0	18
	Meets Grade Level	0	2	4	6	9	1	22
	Masters Grade Level	0	0	0	0	2	4	6
	Total	14	19	18	11	18	5	85

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	41	0
Tests earning 0.5 points	17	8.5
Tests Earning 1.0 point	27	27
Annual Growth Total Points Earned (A)		35.5
# of Tests Included in Calculation (C)		85
Annual Growth Score		42

1416 Performance Summary		
	# Test	Points
Tests Earning 0.0 points	21	0
Tests Earning 1.0 point	3	3
Total 1416 Points Earned (B)		3
# of Tests Included in Calculation		24
1416 Performance Score		13

Academic Growth Summary	
Total Annual Growth Points Earned (same as A)	35.5
Total 1416 Points Earned (same as B) x 0.25	0.8
Academic Growth Total Points Earned	36.3
# Tests Included in Calculation (same as C)	85
Academic Growth Score	42