



Kerrville ISD Teacher Incentive Allotment Field Guide



HB 3, 86th Legislature, established the Teacher Incentive Allotment (TIA) to recognize effective teachers on three different levels, *Recognized*, *Exemplary*, and *Master*. The TIA allotment funds help Kerrville ISD (KISD) build and sustain a local system that rewards, retains, and recruits highly effective teachers. The TIA designation approval process is multi-step and includes the submission of a district designation system application to the Texas Education Agency (TEA) and then a data validation process through Texas Tech University.

The TIA teacher designations generate additional teacher-focused allotment funding to help reward top performers. Kerrville ISD has dedicated 92% of TIA funds to go directly to the designated teacher. KISD's teacher compensation plan creates a path for highly effective teachers to stay in the classroom and continue to impact student success, while being rewarded for high-quality classroom instruction.

Under the Kerrville ISD TIA plan, there are two paths to earning a designation. One is through obtaining the National Board Certification, producing high-level student outcomes through intentional planning and effective instructional practices. Per TEA, all National Board-Certified teachers are automatically eligible to earn a *Recognized* designation regardless of their teaching assignment. The second path is through Kerrville's local designation system for *Recognized*, *Exemplary* and *Master*. This includes teacher observations with the T-TESS Rubric, student growth outcomes and a teacher leadership component. Designations are displayed on an individual's teaching certificate for five years.

Teachers who earn a TIA distinction based on National Board Certification, teacher observations (T-TESS), high student outcomes and a teacher leadership component will receive an additional state stipend separate from the current Kerrville ISD pay schedule. The additional money received by TIA-designated teachers is credited in the Teacher Retirement System and will be used in benefit calculations.

Eligibility for TIA Designation

To be eligible for a TIA designation as defined by TEA, a teacher must:

- Hold a valid SBEC teaching certification
- Be coded as a teacher (code 087) within Skyward
- 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
- Receive proficient or above ratings in Domain 2 & 3 for all T-TESS dimensions

Local Eligibility Requirements (core content):

- At least 60% of students must demonstrate growth
- 90% of snapshot students must test, BOY and EOY
- Must have at least 1 class of at least 10 students
- SPED Inclusion and Bilingual: Must also be certified in the content area of eligibility
- Complete Teacher Leadership Portfolio

Local Eligibility Requirements (Inclusion: Special Education, Bilingual, and Challenge Lab)

- At least 60% of students must demonstrate growth
- Must match an eligible TIA teaching assignment (Reading, Math, Biology, etc)
- At least 90% of snapshot students must test, BOY and EOY
- K-12 SPED/Bilingual/CL Inclusion: Must have at least 6 students
- 3-12 Functional Academics: Must have at least 5 students
- ECSE: Must have at least 4 students
- Provide at least 45-minutes of co-teaching instruction daily
- Complete Teacher Leadership Portfolio

Designations and Funding

Designations can generate annual allotment funding for the employing school district. The monetary ranges at the bottom of the designation figure below are specific to Kerrville ISD's allotment funding. The allotment funding increases depending on a campus' rural status and/or socio-economic need with higher allotment funding generated at rural or high-needs campuses. For more information about how the state calculates campus and district funding, see TEA's <https://tiatexas.org/about/funding/>. For more information about the specific amount of TIA funds generated by TIA designated teachers at every campus across the state, see TEA's <https://tiatexas.org/funding-map/>.

	ECC	NES	SES	TES	DES	HPMS	THS
<i>Recognized</i>	\$8,019	\$6,805	\$6,657	\$6,291	\$6,977	\$6,438	\$6,102
<i>Exemplary</i>	\$16,037	\$13,610	\$13,313	\$12,583	\$13,953	\$12,875	\$12,205
<i>Master</i>	\$28,729	\$24,683	\$24,189	\$22,971	\$25,256	\$23,459	\$22,341

**** updated April 2025** -The allotment funding is subject to change every April. Yearly payout will fluctuate.

Student Growth Measure – 65% of total TIA score

Growth measures are determined by a 3rd party vendor, NWEA Map Growth, for the following categories:

- K-8 Math, Algebra I, Algebra II & Geometry
- 5th Science, 8th Science, Biology
- 3-12 RLA

Growth measures are determined by a 3rd party vendor and/or District, mClass, Circle for the following categories:

- K-2 RLA: mClass
- Pre-K 4, inclusion and life skills: Circle

Growth measures using the Pre-/Post-Model will be calculated by the district for the following categories:

- 8th Social Studies (STAAR)
- US History (STAAR)
- 3-12 Life Skills (STAAR-ALT 2)
- Spanish and German (AAPPL)
- AP Courses (AP Classroom)
- Non-tested Core Subjects (Science, Social Studies, Math) (TEKS Ready)

Calculating Growth when teaching multiple courses

At the secondary level, it is not uncommon for a teacher to have more than one prep. If a teacher teaches more than one eligible subject, the following applies:

- If all courses fall under the same assessment (MAP), all periods are calculated for student growth scores.
- If a teacher's schedule includes more than one eligible course, growth will be calculated for only the course with the greatest number of sections in the teacher's schedule. For example, if a teacher has 5 sections of Pre-AP Biology and only 1 section of AP, the teacher's growth score will derive from the 5 sections of Pre-AP Biology only.
- If a teacher has only one section in which they are eligible, student growth would be calculated based on that course.

KISD TIA Assessment Protocols

In order to provide clarity and consistency in this process, the protocols below are provided for all teachers.

Testing Window (Includes scoring of SCR's)

Assessments will be given on the following dates for all campuses and in accordance with the time guidelines provided below:

Teaching Assignment	Assessment	Available Intervention	Time Guidance (B,M,E)	BOY Testing Window	MOY Testing Window	EOY Testing Window
<i>8-12 Spanish and German</i>	AAPPL		120-150 minutes	8/25-9/12 2025		4/27-5/15 2026
<i>3-12 RLA, K-8 Math, Algebra I, Algebra II & Geometry</i>	NWEA-Map	Exact Path	45-90 minutes	8/25-9/12 2025	1/12-1/30 2026	4/27-5/15 2026
<i>5th Science, 8th Science, Biology</i>	NWEA- Map	Study Island	45-90 minutes	8/25-9/12 2025	1/12-1/30 2026	4/27-5/15 2026
<i>US History & 8th Social Studies</i>	STAAR Test	Study Island	90 minutes	8/25-9/12 2025		4/22 2026
<i>Pre-K4, Life skills and Inclusion</i>	Circle			8/25-9/12 2025	1/12-1/30 2026	4/27-5/15 2026
<i>K-2 RLA</i>	mClass	mClass Intervention	Varies by student (**Additional staff in classroom -Pursuing TIA)	8/25-9/12 2025	1/12-1/30 2026	4/27-5/15 2026
<i>AP Teachers</i>	AP Exams	myAP Classroom	60-90 minutes	8/25-9/12 2025		3/23-4/2 2026
<i>3-12 Life Skills</i>	STAAR Alt: Math and RLA		Varies by student	8/25-9/12 2025		3/16-4/17 2026
<i>Non-Tested Core Subjects</i>	TEKSReady		90 minutes	8/25-9/12 2025		4/27-5/15 2026

- 90% of snapshot students must test, BOY and EOY for TIA eligibility

Serious Testing Violations

Conduct that violates the security and confidentiality of a test and is considered a serious testing violation includes:

- directly or indirectly assisting students with responses to test questions
- previewing test questions/answers with students during instruction, assessments, homework, study guides, or other classroom materials
- tampering with student responses
- falsifying student responses
- responding to test questions
- encouraging or assisting an individual to engage in the conduct described in the items listed above or in any other serious violation of security and confidentiality

Any incidents involving alleged or suspected testing irregularities falling under the category of a serious violation must be reported to campus administration. Failure to adhere to the requirements may result in removal from the consideration for the KISD teacher incentive allotment.

Student Growth Cut Points

<i>Designation</i>	<i>Student Growth Cut Point</i>
<i>Recognized</i>	60%* must have at least 60% to be eligible for a designation
<i>Exemplary</i>	70%
<i>Master</i>	80%

Teacher Observations: T-TESS Teaching Standards Rubric- 30% of TIA Score

Teacher effectiveness and impact on students is measured using the T-TESS Instructional Rubric, which is based on a set of standards that promote best teaching practices across all content areas. For teacher observation scoring purposes, TIA establishes a priority emphasis on the Instruction (Domain 2) and Learning Environment (Domain 3) domains of the T-TESS evaluation. These domains contain indicators used to identify the levels of teacher effectiveness during classroom observations and evaluations. 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.

The requirements for teacher observations include:

- At least one unscored formative walkthrough (First Semester)
- One scored full (45-minute) observation (TTESS)
- Must receive at least proficient in Domain 2 & 3 for every dimension

- Teachers who receive ‘developing’ in any dimension may request an additional observation following the campus TTESS process.

T-TESS Rubric by Domain

The table reflects the average score of the teachers in the **statewide analysis** that qualified for each designation. The average score for Master reflects the average score for teachers in the 95th percentile and above, the average score for Exemplary reflects the average score for teachers in the 80th to 94th percentile and the average score for Recognized reflects the average score for teachers in the 67th to 79th percentile. Cut points for the teacher observation score were generated using the average of Domain 2 and 3 for each designation level from the table below.

T-TESS Domains	Recognized	Exemplary	Master
Average Domain 2 (Instruction)	3.55	3.97	4.56
Dimension 2.1 (Achieving Expectations)	3.52	3.95	4.51
Dimension 2.2 (Content Knowledge & Expertise)	3.61	4.04	4.63
Dimension 2.3 (Communication)	3.64	4.01	4.61
Dimension 2.4 (Differentiation)	3.44	3.9	4.49
Dimension 2.5 (Monitor & Adjust)	3.52	3.98	4.56
Average Domain 3 (Learning Environment)	3.97	4.19	4.9
Dimension 3.1 (Classroom Environment, Routines, & Procedures)	3.97	4.16	4.89
Dimension 3.2 (Managing Student Behavior)	3.97	4.19	4.87
Dimension 3.3 (Classroom Culture)	3.98	4.24	4.92

For more information on the T-TESS rubric, please visit www.teachfortexas.org.

Teacher Observation Cut Points (State-wide)

Designation	T-TESS Domain 2 & 3 Cut Point
Recognized	3.76
Exemplary	4.08
Master	4.73

Teacher Leadership Component- 5% of TIA Score

The third component of the TIA designation score includes a teacher leadership score. The score is derived from teacher activities related to school achievement. Portfolios may be submitted in any format and are due to Central Office by June 1st of each year.

Teacher Leadership Portfolio Cut Points

<i>Designation</i>	<i>Leadership Portfolio Cut Point</i>
<i>Recognized</i>	3
<i>Exemplary</i>	4
<i>Master</i>	5

TIA Scoring and Eligibility

TIA teacher score is calculated based on the weighted combination of teacher observation score, student growth score, and teacher leadership. **Please note, the TIA score is based on number of points, so it is possible to achieve a higher designation even if the teacher doesn't meet the cut points.** Following data capture year, TIA teacher designations are submitted to TTU/TEA for data review; pending TEA data validation, the TIA designation is attached to a teacher's teaching certificate for 5 years.

Weighting of Designation System Requirements

- T-TESS Domain 2&3 weighted composite score is weighted at 30% of TIA score
- Student growth weighted composite score is weighted at 65% of TIA score
- Teacher leadership weighted composite score is weighted at 5% of TIA score

The following steps are completed by the TTESS Appraiser:

1. The **T-TESS teacher observation score** is calculated for all teachers eligible for a designation. The composite score is derived from one 45-minute observation by a TTESS certified appraiser. The following formula demonstrates how points are calculated based on the T-TESS observation score.

$$\begin{aligned} \text{TTESS Average} &= \text{Average of Domain 2} + \text{Average of Domain 3} / 2 \\ (\text{TTESS Average} \times 30) / 5 &= \text{points} \end{aligned}$$

- The **student growth score** is calculated for all teachers with student growth results for students meeting enrollment criteria (PEIMS Snapshot). The following formula demonstrates how points are calculated for student growth performance at the Recognized designation:

Student Growth

$(\text{Growth percent} \times 65) / 100 = \text{points}$

- The leadership portfolio is based on the artifacts submitted as outlined in the directions below. The following formula demonstrates how points are calculated for the leadership portfolio at the Recognized designation:

Portfolio (3 artifacts per Dimension in Domains 1 and 4)

$(\text{Portfolio artifacts} \times 5) / 24 = \text{points}$

TIA Scorecard

Kerrville ISD will issue TIA teacher scorecards once the district-level appraisal team has determined TIA teacher designation eligibility. **Designations are official after TEA validates the district's TIA data.** The chart below refers to the total points needed to obtain each designation.

KISD Teacher TIA Score Card

Follow the formulas under each teacher category to calculate total points per category and your total TIA score.

Domain 2.1	Domain 2.2	Domain 2.3	Domain 2.4	Domain 2.5	Average
Domain 3.1	Domain 3.2	Domain 3.3	Average		
Teacher Category					
Teacher Category		Score	Points		
1. Teacher Observation (T-TESS Average x 30)/5					
2. Student Growth (growth % x 65)/100					
3. Portfolio (Portfolio points x 5)/ 24					
Total Score					
Composite TIA Score					
		Point Range			
Recognized		65-74			
Exemplary		75-84			
Master		85-100			

TIA Evaluation Frequency

Teacher designations are valid for 5 years. Within the 5 year period, teachers may be put forth for a higher designation if their performance qualifies them, but they cannot be submitted for the same or lower designation. After a teachers designation expires, the teacher may be put forth for a new designation the following Fall.

Distribution of Compensation

- If a teacher with a designation moves from an eligible teaching category to a non-eligible teaching category, the teacher will receive their allotment for the remainder of their 5-year designation. If the teacher is interested in pursuing another designation, they must move to an eligible teaching category.
- Designated teachers will receive 92% of teacher allotment through KISD's local plan.
 - Teachers will receive a one-time payment of their allotment funds in the summer after allotments are finalized the year following data capture.
 - Any designated teacher who leaves the district or retires at the end of the year will still generate and receive their allotment for that school year.
- If a designated teacher leaves after winter submission without fulfilling their teaching contract, they will NOT receive their allotment.
 - The allotment generated will be distributed across the campus to non-eligible and non-designated teachers equally.
- Kerrville ISD will collect the remaining 8% of the amount generated at each campus to help support the TIA program.
 - Contribution to TRS benefits
 - Support National Board Certification

For information regarding Kerrville ISD's spending plan or how the allotment affects TRS accounts, please visit [Kerrville ISD TIA Spending Plan](#).

Cohort Timeline

The first school year a district collects teacher data in accordance with their local designation plan is called the data capture year. The teacher data collected during the data capture year will be reviewed as part of the district approval process. Teachers will not be compensated for the data capture year, as teachers will generate allotment the following school year pending an approved system. The table below displays comparative timelines for potential Teacher Incentive Allotment participants based on the data capture year.

Cohort G & H Timeline

Data Capture Year	
System Application due to TEA (Cohort H)	April 15 th , 2025
System Application Result Final Notification (Cohort H)	August 1st, 2025
Data Review due to Texas Tech University <ul style="list-style-type: none"> Data submission from prior year's cohort (G) 	October 16 th , 2025
Data Collection (Cohort H)	September 2025- May 2026
Final Approval Notification (Cohort G)	February 2026
Final Designation and Allotment Notification (Cohort G)	April/May 2026
Initial Payout with Reimbursements for Approved Systems (Cohort G)	Summer 2026
Data Review due to Texas Tech University (Cohort H)	October 2026
Final Approval Notification (Cohort H)	February 2027
Final Designation and Allotment Notification (Cohort H)	April 2027
Initial Payout with Reimbursements for Approved Systems (Cohort H)	Summer 2027

Annual TIA Evaluation Cycle

Step	Timeframe	Description
TIA Informational Meetings and Updates	August-September	<ul style="list-style-type: none"> Information provided to all KISD teachers prior to September 8th at each campus
TIA T-TESS Formative Walkthrough	September–December	<ul style="list-style-type: none"> At least one 10-15-minute informal observation (written feedback required) Two campus personnel for calibration Focus on T-TESS Domain 2
TIA T-TESS Formal Observations	September-April	<ul style="list-style-type: none"> One 45-minute observation (per the TTESS process) TIA Observation scores focus on T-TESS Domains 2 & 3 Post Conference required
T-TESS Formal Observations Round 2	Within 15 days of Post-Conference	Additional 45-minute observation for those who received a 2 in any dimension (optional)
Teacher Leadership Portfolio	Due by June 1st	<ul style="list-style-type: none"> Teachers compile artifacts and complete reflections Due June 1st
Scorecards & Data Verification Audit	June-July	<ul style="list-style-type: none"> Teachers are notified of TIA score

Resources

[T-TESS Rubric](#)

[TIA- TEA Homepage](#)

[National Board Certification Teacher Site](#)

[TEA TIA Handbook](#)

Teacher Leadership Portfolio

This component of KISD's TIA program is equal to 5% of the total TIA teacher score. The district-level TIA appraisal team will provide a score based on the evidence provided for all dimensions of T-TESS Domains 1 and 4. The teacher will self-report by submitting artifacts and reflections to the district-level TIA appraisal team. Teacher Leadership Portfolios may be submitted electronically or hard copied no later than June 1st of each year.

Include 3 artifacts per performance standard. Please include written reflection detailing the significance of the selected artifact and the impact or influence it had on your practice or growth as a professional.

Artifacts may include:

- Data Analysis
- Student Data trackers
- Teacher self- Reflections
- Pictures
- Samples/pictures of student work
- PLC Agenda(s) noting areas below
- MTSS and other campus agendas, lesson plans, teacher planned questions, etc. that support areas below
- Intentional grouping and planning
- Group role for accountability
- Student goal setting
- Anything to show progress in each area

Performance Standard
4.1 The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory requirements <ul style="list-style-type: none"> Behaves in accordance with the code of ethics and standard practices for Texas educators Models all professional standards Advocates for the needs of students in the classroom
4.2 The teacher reflects on his/her practice <ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection, peer/supervisor feedback, contemporary research and analysis of student learning Meets all professional goals resulting in improvement in practice and student performance
4.3 The teacher enhances the professional community <ul style="list-style-type: none"> Leads colleagues collaboratively on campus to identify professional development needs through self-reflection Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities
4.4 The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach <ul style="list-style-type: none"> Contacts parents/guardians regularly regarding students' academic and social/emotional growth Actively participates in all school outreach activities Communicates the mission, vision and goals of the school to students, colleagues, parents and families
Dimension 1.1 Teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners <ul style="list-style-type: none"> Sets measurable goals Provides activities and materials that are logically sequenced, relevant to students' prior understanding, include real work applications

<ul style="list-style-type: none"> • Provides appropriate time for student work, lesson and lesson closure • Deepen understanding of broader unit and course objectives • Vertically aligned • Meet the needs of diverse learners • Integrate technology • Enrich and extend the lesson
<p>Dimension 1.2 The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <ul style="list-style-type: none"> • Monitors student data and shares appropriate diagnostic, formative, and summative data with students to engage in self-assessment, track their own strengths and weaknesses • Provides specific and timely feedback to students, families, and school personnel on the growth of students in relation to classroom and campus goals. • Engages with colleagues to adapt school wide instructional strategies and goals to meet student needs. • Analyzes student data connected to instructional strategies to reflect on his/her teaching and monitor teaching strategies in relation to student success
<p>Dimension 1.3 Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <ul style="list-style-type: none"> • Lessons connect to students' prior knowledge, experiences, interests, and future learning across contents • Guides students to apply strengths, life experiences, background knowledge, and skills to enhance each other's learning • Opportunities for students to utilize their individual learning patterns, habits, and needs to achieve high levels of academic and social-emotional success
<p>Dimension 1.4 The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher order thinking and real-world application • Instructional groups based on needs of all students and allows students to take ownerships of group and individual accountability • All students set goals, reflect on, evaluate, and hold each other accountable within instructional groups • Activities, resources, technology and instructional materials are aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning