



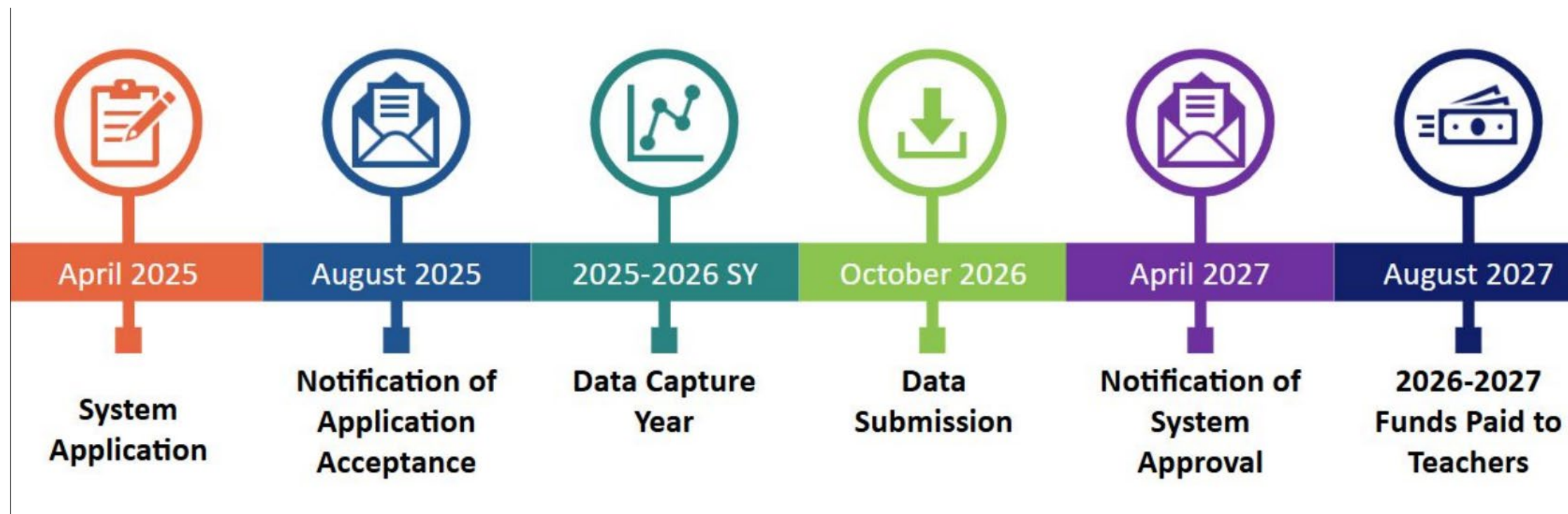
# Karnes City

Independent School District

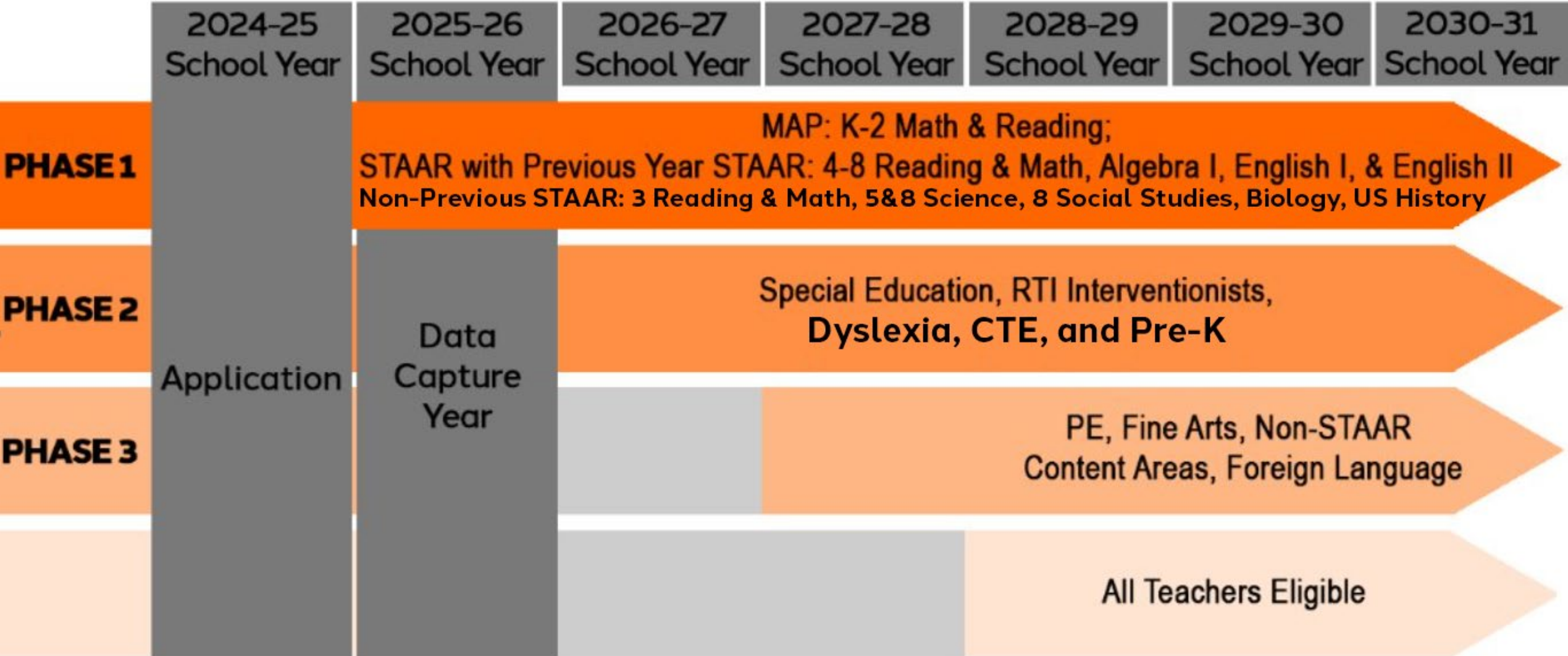
**Teacher Incentive Allotment**  
**2025-2026**

**Data Capture Year 1**

# Our District's Estimated Timeline



# Phased-In Approach –



# Teacher Eligibility Criteria – Phase I

Assessment	Grade	Teacher must be certified in Eligible Content?	Eligible Subject	Minimum number of total eligible students	Which students' growth will be measured?	Cut Point for Recognized Designation	Cut Point for Exemplary Designation	Cut Point for Masters Designation
NWEA MAP	K	Yes	Reading and Math combined for Self-Contained Classroom	10	Homeroom – All students with valid BOY and EOY RIT score on K-2 Reading and Math - Growth from Reading and Math will be averaged.	60% of all students met projected growth as specified by NWEA MAP Growth	70% of all students met projected growth as specified by NWEA MAP Growth	80% of all students met projected growth as specified by NWEA MAP Growth
NWEA MAP	1	Yes	Reading and Math combined for Self-Contained Classroom	10	Homeroom – All students with valid BOY and EOY RIT score on K-2 Reading and Math. - Growth from Reading and Math will be averaged.	60% of all students met projected growth as specified by NWEA MAP Growth	70% of all students met projected growth as specified by NWEA MAP Growth	80% of all students met projected growth as specified by NWEA MAP Growth
NWEA MAP	2	Yes	Reading or Math	10	All students taught (all sections combined) with valid BOY and EOY RIT score on K-2 Reading or K-2 Math	60% of all students met projected growth as specified by NWEA MAP Growth	70% of all students met projected growth as specified by NWEA MAP Growth	80% of all students met projected growth as specified by NWEA MAP Growth

Note: 10/7/25 Committee changed K-1 Eligible Subjects to Reading and Math combined and will be averaged for Self-Contained Teachers

# Category I: Student Growth - NWEA MAP Growth Grade K-2 Reading and Math

## NWEA Report: Achievement Status and Growth Summary Report

### Example:

Projected RIT Score	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
169	8	3	4.6	-5	No
197	6	3	4.6	-3	No ‡
164	9	4	4.7	-5	No
184	7	16	4.6	9	Yes
179	7	13	4.6	6	Yes
179	7	8	4.6	1	Yes ‡
192	6	2	4.6	-4	No ‡
171	8	12	4.7	4	Yes ‡
177	8	8	4.6	0	Yes ‡
144	11	16	4.8	5	Yes

Percent of Students who Met or Exceeded their Projected RIT	60%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	10
Count of Students who Met or Exceeded their Projected RIT	6

### Definitions:

**Percent of Students who Met Growth Projection** – Percent of students with a Growth Index value greater than or equal to zero.

**Count of Students with Growth Projections and Valid Beginning and Ending Term Scores** – Total of students including those who showed growth and those who did not.

**Count of Students who Met or Exceeded their Projected Growth** – Number of students with a Growth Index value greater than or equal to zero. The count includes students flagged as either Yes or Yes‡ in the Met Projected Growth column.

### Calculation:

- The percentage of projected growth met is the sum of the observed growth value for all students in the class divided by the sum of the projected growth value for all students in the class.
- Any students who are missing either projected growth or observed growth are not included in this calculation.

# Teacher Eligibility Criteria – Phase I

Assessment	Grade	Teacher must be certified in Eligible Content?	Eligible Subject	Minimum number of total eligible students	Which students' growth will be measured?	Cut Point for Recognized Designation	Cut Point for Exemplary Designation	Cut Point for Masters Designation
STAAR	4	Yes	Reading or Math	10	All students taught (all sections combined) based on STAAR Transition Table	60% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	70% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	80% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table
STAAR	5	Yes	Reading or Math	10	All students taught (all sections combined) based on STAAR Transition Table	60% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	70% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	80% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table
STAAR	6	Yes	Reading or Math	10	All students taught (all sections combined) based on STAAR Transition Table	60% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	70% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	80% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table
STAAR	7	Yes	Reading or Math	10	All students taught (all sections combined) based on STAAR Transition Table	60% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	70% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	80% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table
STAAR	8	Yes	Reading or Math	10	All students taught (all sections combined) based on STAAR Transition Table	60% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	70% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	80% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table
STAAR	9-12	Yes	English I, English II, Algebra I	10	All students taught (all sections combined) based on STAAR Transition Table	60% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	70% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table	80% of all students earned a 1/2 pt or 1 pt on the STAAR Transition Table

# Category 2: Student Growth - STAAR Transition Table

## Grade 4-8 Reading and Math Algebra I English I English II

A student who is included in the student growth calculation:

- Has a valid score from the previous year and the current year.
- Has tested in successive grade levels or EOC assessments in the previous year and the current year.
- Students who took the same grade-level or EOC assessment in the previous year and the current year will not be evaluated for annual growth. Students who take STAAR assessments and have skipped a grade level between the previous year and the current year will be evaluated for annual growth.
- Has taken a STAAR assessment in the previous year and a STAAR assessment in the current year.
- Has taken a STAAR Spanish assessment in the previous year and a STAAR English assessment in the current year or has taken a STAAR English assessment in the prior year and a STAAR Spanish assessment in the current year.
- For STAAR Algebra I and English I EOCs, has taken the assessment for the first time.
- For English II, growth is measured if student has taken the English II assessment for the first time in current year and has taken the English I assessment for the first time either in the previous or current year.

Students who earn the ½ point or the 1 point will be considered as showing growth.

Prior Year Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	NO	YES	YES	YES	YES	YES
High Did Not Meet Grade Level	NO	YES	YES	YES	YES	YES
Low Approaches Grade Level	NO	NO	YES	YES	YES	YES
High Approaches Grade Level	NO	NO	NO	YES	YES	YES
Meets Grade Level	NO	NO	NO	NO	YES	YES
Masters Grade Level	NO	NO	NO	NO	NO	YES

# Teacher Eligibility Criteria – Phase I

Assessment	Grade	Teacher must be certified in Eligible Content?	Eligible Subject	Minimum number of total eligible students	Which students' growth will be measured?	Cut Point for Recognized Designation	Cut Point for Exemplary Designation	Cut Point for Masters Designation
RELEASED STAAR & EOY STAAR	3	Yes	Reading or Math	10	All students taught (all sections combined) based on STAAR Released Test and STAAR at End of Year using District created Transition Table.	60% of all students met projected growth as specified by the District Created Transition Table.	70% of all students met projected growth as specified by the District Created Transition Table.	80% of all students met projected growth as specified by the District Created Transition Table.
RELEASED STAAR & EOY STAAR	5	Yes	Science	10	All students taught (all sections combined) based on STAAR Released Test and STAAR at End of Year using District created Transition Table.	60% of all students met projected growth as specified by the District Created Transition Table.	70% of all students met projected growth as specified by the District Created Transition Table.	80% of all students met projected growth as specified by the District Created Transition Table.
RELEASED STAAR & EOY STAAR	8	Yes	Science	10	All students taught (all sections combined) based on STAAR Released Test and STAAR at End of Year using District created Transition Table.	60% of all students met projected growth as specified by the District Created Transition Table.	70% of all students met projected growth as specified by the District Created Transition Table.	80% of all students met projected growth as specified by the District Created Transition Table.
RELEASED STAAR & EOY STAAR	8	Yes	Social Studies	10	All students taught (all sections combined) based on STAAR Released Test and STAAR at End of Year using District created Transition Table.	60% of all students met projected growth as specified by the District Created Transition Table.	70% of all students met projected growth as specified by the District Created Transition Table.	80% of all students met projected growth as specified by the District Created Transition Table.

# Teacher Eligibility Criteria – Phase I

Assessment	Grade	Teacher must be certified in Eligible Content?	Eligible Subject	Minimum number of total eligible students	Which students' growth will be measured?	Cut Point for Recognized Designation	Cut Point for Exemplary Designation	Cut Point for Masters Designation
RELEASED STAAR & EOY STAAR	9-12	Yes	Biology	10	All students taught (all sections combined) based on STAAR Released Test and STAAR at End of Year using District created Transition Table.	60% of all students met projected growth as specified by the District Created Transition Table.	70% of all students met projected growth as specified by the District Created Transition Table.	80% of all students met projected growth as specified by the District Created Transition Table.
RELEASED STAAR & EOY STAAR	9-12	Yes	US History	10	All students taught (all sections combined) based on STAAR Released Test and STAAR at End of Year using District created Transition Table.	60% of all students met projected growth as specified by the District Created Transition Table.	70% of all students met projected growth as specified by the District Created Transition Table.	80% of all students met projected growth as specified by the District Created Transition Table.

# Category 3: Student Growth - District Created Student Growth Model Table

**Grade 3 Reading and Math**  
**Grade 5 Science**  
**Grade 8 Science**  
**Biology**  
**Social Studies – Grade 8**  
**US History**

BOY Pre-Test Previous Year Released STAAR	EOY Post-Test Current Year Performance STAAR			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	NO	YES	YES	YES
Approaches Grade Level	NO	NO	YES	YES
Meets Grade Level	NO	NO	YES	YES
Masters Grade Level	NO	NO	NO	YES

BOY Pre-test: Released STAAR from the previous year – Must be administered through DMAC during the BOY testing window set by the district.

EOY Post-Test: STAAR

Students enrolled after the BOY testing window will not count in the denominator for student growth counts. DMAC TEKScore Student Performance Report will be run by the TIA Executive Committee for Data Collection at the end of the BOY testing window.

Constructed Responses on the Pre-test will be scored by an out-of-district source.

# Teacher Observation Standards

## Overall Minimum Average Scores

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores will be reflected in commissioner rules. Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these minimum averages, however, the overall holistic review may allow for scores that are nominally lower than these stated minimums in some cases.

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
<i>Recognized</i>	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
<i>Exemplary</i>	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
<i>Master</i>	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

# Teacher Incentive Allotment Point Conversion Key

## Observation Weight = 50%

T-TESS Domain II & III Average	TIA Points (= 100 x weight % x [score/5])
3.7	37
3.8	38
3.9	39
4.0	40
4.1	41
4.2	42
4.3	43
4.4	44
4.5	45
4.6	46
4.7	47
4.8	48
4.9	49
5.0	50

## Student Growth Weight = 50%

Growth Target %	TIA Points (= weight % x target % x 100)
60%	30
61%	30.5
62%	31
63%	31.5
64%	32
65%	32.5
66%	33
67%	33.5
68%	34
69%	34.5
70%	35
71%	35.5
72%	36
73%	36.5
74%	37
75%	37.5
76%	38
77%	38.5
78%	39
79%	39.5

## Student Growth Weight = 50%

Growth Target %	TIA Points (= weight % x target % x 100)
80%	40
81%	40.5
82%	41
83%	41.5
84%	42
85%	42.5
86%	43
87%	43.5
88%	44
89%	44.5
90%	45
91%	45.5
92%	46
93%	46.5
94%	47
95%	47.5
96%	48
97%	48.5
98%	49
99%	49.5
100%	50

Example:  
Observation is 3.5 and Student Growth is 68%  
Because Observation is less than 3.7 then **No Designation**

Example:  
Observation is 3.7 and Student Growth is 59%  
Because Student Growth is less than 60% then **No Designation**

Designation Level	TIA Points Range (max 100 points)
No Designation	If Observation is less than 3.7 or Student Growth is less than 60%
Recognized <small>T-TESS pts @3.7 + Growth pts @60%</small>	67-73
Exemplary	74-84
Master	85-100

Example:  
Observation is 3.8 and Student Growth is 70%  
Observation = 38 points and Student Growth = 35 points  
38+35=73 points = **Recognized Designation**

Example:  
Observation is 3.9 and Student Growth is 76%  
Observation = 39 points and Student Growth = 38 points  
39+38=77 points = **Exemplary Designation**

# TIA Teacher Score Card

**Teacher Name:** \_\_\_\_\_

**Campus:** \_\_\_\_\_

**Subject Area:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_

Teacher Observation Summative Scores			
Domain II		Domain III	
Achieving Expectations		Classroom Environment, Routines, and Procedures	
Content Knowledge and Expertise			
Communication		Managing Student Behavior	
Differentiation		Classroom Culture	
Monitor and Adjust			
		Average T-TESS Domain II & III Score	

Student Growth	
% of Students Meeting or Exceeding Growth Target	

Weighted Points Calculation		
Use the scores above to calculate the total number of points (see key on page 2)		
Measure	Raw Score	TIA Points
Teacher Observation		
Student Growth		
<b>Total</b>		

Designation Level	TIA Points Range (max 100 points)	Notes:
No Designation	If Observation is less than 3.7 or Student Growth is less than 60%	<b>Proposed TIA Designation</b>
Recognized <small>T-TESS pts @3.7+ Growth pts @60%</small>	67-73	
Exemplary	74-84	
Master	85-100	

Administrator:		Date:	
Teacher:		Date:	

# ESTIMATED TIA Designation Payout By Campus

Teacher Designation	Anticipated Allotment Available	Less Allocation for Support 10%	Allocated To Teacher 90%	Less Estimated Employer Benefits	Estimated Allotment Available for Payout
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## Karnes City High School

Recognized	\$ 6,633	(663)	5,970	(616)	5,354
Exemplary	\$ 13,267	(1,326)	11,941	(1,231)	10,710
Master	\$ 24,111	(2,411)	21,700	(2,236)	19,464

## Karnes City Junior High

Recognized	\$ 7,006	(700)	6,306	(650)	5,656
Exemplary	\$ 14,013	(1,401)	12,612	(1,300)	11,312
Master	\$ 25,355	(2,535)	22,820	(2,352)	20,468

## Karnes City Elementary

Recognized	\$ 7,287	(728)	6,559	(676)	5,883
Exemplary	\$ 14,574	(1,457)	13,117	(1,352)	11,765
Master	\$ 26,291	(2,629)	23,662	(2,438)	21,224

## Karnes City Primary

Recognized	\$ 7,976	(797)	7,179	(740)	6,439
Exemplary	\$ 15,952	(1,595)	14,357	(1,480)	12,877
Master	\$ 28,587	(2,858)	25,729	(2,651)	23,078

# Teacher Observation: General Process Systems

- T-TESS appraisers recertify every three years.
- To be certified to conduct T-TESS appraisals, an appraiser is required to take the 3-day T-TESS Appraiser Training provided by an approved training entity, and pass the T-TESS appraiser certification exam on the T-TESS website each year for the first three consecutive years. After initial certification, appraisers will follow the T-TESS Re-Certification Policy.
- Karnes City ISD will partner with Region 20 for T-TESS calibration training in the summer of 2025 and will do live calibration walks in the fall. Multiple calibrations will be completed with all appraisers at each of the four campuses. Region 20 will have data review of the appraisal summary to solidify the T-TESS process. A calibration calendar will be created to be followed by campus appraisers.
- District and campus leaders review teacher observation trends at least three times a year.
- Campus leadership teams will review skew in teacher observation trends identified at the campus level by reviewing reports from DMAC and analyze subject content, school, and appraiser data by dimension.

# Teacher Observation: General Process Systems

- The district will review the following observation trends: by subject, by grade, by appraiser, by campus, by level category of classes taught, by dimensions of teacher appraisal rubric, and by teacher demographics.
- When appraisers' ratings are not calibrated, appraisers will be provided additional training by participating in live calibrations with support of Region 20 to do walkthroughs and analyze areas where scores do not align. When evidence gathered for those ratings is not calibrated, appraisers will practice scripting and ensure that real evidence is collected to support each dimension.
- The district leadership team, at the beginning of the school year, will use prior year T-TESS data, BOY MAP data, and pre-test data to review correlation between teacher observation and student growth data. On a monthly basis during leadership team meetings, the team will review current T-TESS data and student growth data available from local assessments and/or MOY assessment data in DMAC.
- The district compare teacher observation data with student growth data to determine if there is a positive correlation, monthly.

# Teacher Observation: General Process Systems

- The TIA executive committee will review skew in teacher observation trends identified at the district level by reviewing reports from DMAC and analyze subject content, school, and appraiser data by dimension.
- District will identify lack of correlation by creating scatterplots to visualize how the teacher observation data is trending compared to student growth data. The leadership team will review correlation to address the skewed area to better align the teacher observation data and student growth data with support to teachers in specific areas of need by dimension.

Observation Requirements	
Scored Full Observation	1
Scored Partial Observation / Walkthroughs	4
Total number of scores per each observable dimension of the rubric	1

- The district will include all walkthroughs and the full observation in the summative score for determining designations.
- No teachers in eligible teaching assignments can be on an appraisal waiver during the 2025-2026 school year and agrees to comply with this requirement.

# General Spending Plan Guidelines

- The amount awarded for TIA will be paid in the form of a one-time stipend by August 31, 2027. All funds will be expended by August 31st annually.
- Teachers who earned the highest T-TESS ratings and promoted student growth the most should receive the funds. In our plan 90% of the funds will go to the designated teachers. TIA is strongly aligned to primarily address goals of the District's strategic plan which notes that the district will:
  - (1) attract, develop, retain, and sustain the highest quality talent for our classrooms and schools
  - (2) sustain longevity for top tier teachers in the district with supplemental pay
  - (3) attract quality talent by offering a competitive salary in a small learning environment
  - (4) align financial plans and budgetary expenditures to support student learning and teacher performance pay
  - (5) implement a differentiated compensation package to reward the highest performing teachers based on student performance.
- The District has elected to use 10% of the total allotment for supporting the TIA Program in accordance with statutory spending requirements. The district will utilize funds reserved at the district level to partially fund the TIA Lead and District Instructional Coaches that will be expected to assist in data collection activities related to our TIA plan that extend beyond the original scope of duties.

# General Spending Plan Guidelines

- Payments will be made in one lump sum to designated teachers on August 13, 2027. Subsequent years the one lump sum payment will be issued on August 15th or the Friday prior (if the 15th falls on a weekend).
- If a designated teacher leaves the district prior to Class Roster Winter Submission that they will not generate an allotment.
- The designated teacher's campus location at the time of Class Roster Winter Submission (February each year) determines the allotment amount generated and that allotment values vary based on campus rurality and socioeconomic need.
- Funds will be forwarded to all designated teachers who leave due to retirement or move to another campus or district for the year that a designation is earned.
- Compensation for Recognized National Board Certified Teachers (NBCTs) follow the same spending plan as Recognized teachers who earned a designation through the district's local designation system.
- Newly hired teachers that were designated by another district follow the same spending plan as teachers who earned a designation through the district's local designation system.

# District Support

Department	Support
<b>Human Resources</b> - support for recruitment, retention, and equitable distribution of designated teachers	Be informed of the TIA designation system and be able to communicate the designation system to new hires and also the benefits for retention of teachers.
<b>Finance/Budget/Payroll</b> - support for expenditure of TIA funds	Setting up payroll systems to allocate and distribute TIA funds. Ensuring proper tax withholdings and reporting for compliance. Coordinating with HR to verify eligibility and award amounts.
<b>Technology</b> - support for data management necessary for TIA	Ensuring compliance with FERPA and state-mandated TIA guidelines for data privacy and reporting. Offering technical support to troubleshoot issues with data entry, system access, or reporting errors.
<b>Curriculum &amp; Instruction</b> - support tied to valid and reliable student growth measures and teacher observation data	Selecting and aligning reliable student growth measures such as pre- and post-assessments, with state-approved methodologies. Training teachers on how to set, track, and analyze student growth data to ensure accuracy in measuring impact. Providing calibration training for evaluators to ensure consistency and reliability in teacher observations.

# District Support

Department	Support
<b>Assessment</b> - support tied to the development and administration of student growth measures for all eligible teaching assignments	Establishing testing protocols for the consistent administration of student growth assessments across all eligible teaching assignments. Coordinating with campus leaders and teachers to ensure proper assessment security, scheduling, and accommodations.
<b>Professional Development</b> - support for existing and aspiring designated teachers	Offering coaching programs and workshops on effective instructional practices, student growth measures, and classroom management to help teachers qualify for TIA designation. Providing data-driven training on how to analyze student performance and improve teaching strategies to meet TIA criteria.
<b>Legal</b> - support for overall implementation of TIA	Follow district protocols and state statutes.
<b>TIA Lead</b>	Train and coordinate personnel to support the execution of TIA and the spending plan. All departments will work together to ensure that all stakeholders are aware of the goals set for TIA and communicate the details that correspond to their specific departments.

# Program Evaluation

- The district will provide opportunities for professional development based on teacher observation and student growth data. Depending on the needs of the campus, adjustments will be made accordingly.
- The district track and collect data that impact district goals such as teacher retention, recruitment, and compensation.
- The campus principals and Director of Instructional Services will be responsible for compiling and analyzing teacher observation and student growth data.
- DMAC is used to track teacher observation data and student growth for local and state assessments. NWEA MAP Growth will also be used for tracking student growth for K-2 Reading and Math.
- The Superintendent, Director of Instructional Services, and Campus Principals (Leadership Team) will work together to make decisions regarding teacher designations based on T-TESS data and Student Growth data. Cut points have been determined by the TIA Stakeholders Committee and the Leadership Team will work together to ensure teachers are correctly designated and submitted.
- The TIA Lead will work with the CFO and PEIMS Coordinator to track all designated teachers each year to ensure they still will be eligible to generate an allotment and to recalculate the amount of the allotment generated, if they move from one campus to another.