ANTON ISD

TEACHER INCENTIVE ALLOTMENT

GUIDEBOOK

Inspiring Excellence:

The Anton ISD Teacher Incentive Allotment Guide

The Anton ISD Teacher Incentive Allotment Guide aims to convey the concept of TIA in the state and the details pertinent to our district. Our hope is 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 Anton ISD. *Should you have any questions, please contact our TIA Lead/Secondary Principal, Jimmi Johnson.*

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 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 4/1/2025, provides an overview of the successful implementation of TIA in Anton ISD, demonstrating how local adaptations of this state policy can effectively support and reward exceptional teaching.

Why TIA at Anton ISD?

The Teacher Incentive Allotment (TIA) at Anton ISD represents a forward-thinking initiative aimed at enhancing the quality of education and rewarding exceptional teaching. Here's why TIA is significant for Anton ISD:

1. **Attracting and Retaining High-Quality Teachers**
    - **Competitive Salaries**: By providing access to higher salaries, Anton ISD can attract and retain highly skilled and experienced teachers. This ensures that students benefit from top-tier educational instruction.
    - **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**

- **Focus on Growth**: The local teacher designation system at Anton ISD emphasizes student growth outcomes, ensuring that the financial incentives directly correlate with student success and progress.
- **Enhanced Learning Environment**: With motivated and well-compensated teachers, Anton ISD can create a more dynamic and engaging learning environment, positively impacting student achievement.

3. **Supporting Rural Education**
   - **Addressing Rural Challenges**: Anton ISD, being a rural district, faces unique challenges in attracting and retaining qualified teachers. TIA provides additional funds that help to overcome these challenges, ensuring rural students receive quality education comparable to their non-rural peers.
   - **Community Impact**: Well-supported teachers contribute to the overall development and stability of the local community, enhancing the quality of life and educational standards in rural areas.
4. **Sustainable Professional Development**
   - **Ongoing Improvement**: The TIA system at Anton ISD encourages continuous professional development and improvement, as teacher designations are valid for a five-year period and require regular evaluations.
   - **Collaborative Growth**: By fostering a collaborative environment where teachers strive for excellence, Anton ISD promotes a culture of shared learning and professional growth.
5. **Financial Accountability and Transparency**
   - **Targeted Funding**: Ninety percent of TIA funds are specifically 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.
   - **Locally Developed System**: Anton 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 relevance and fairness of the program.
6. **Empowering Educators**
   - **Professional Empowerment**: By participating in the TIA, Anton ISD empowers its teachers with greater financial stability and professional recognition, leading to higher job satisfaction and performance.
   - **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 Anton ISD is a strategic decision aimed at elevating educational standards, fostering professional growth among teachers, and ultimately enhancing student success. By leveraging TIA, Anton ISD demonstrates its commitment to educational excellence and its dedication to providing high-quality education in a rural setting.

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Anton ISD TIA Planning Committee

Committee Member	Campus Represented	Role
Christopher Lopez	Anton ISD	TIA Lead/Assistant Superintendent
Adam Rosales	Secondary	Secondary Principal
Freddie Tobias	Anton ISD	Superintendent
Megan Scroggins	Elementary	Elementary Principal
Alicia Ball	Anton ISD	Counselor
Jacob Alvarado	Secondary	Teacher
Jory Neff	Secondary	Teacher
JoAnn Chavarria	Secondary	Teacher
Susan Roup	Elementary	Teacher
Nora Solmon	Anton ISD	Business Manager
Philip Casteel	Anton ISD	Technology

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 2024-2025 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 Anton ISD (AAnton 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 observation and student growth data, it will be an **additional state stipend** completely separate from the current AAnton 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 level commensurate with the top 20% of teachers statewide.

Recognized Teacher

Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top 33% of teachers statewide.

Acknowledged Teacher

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.

An alternate 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. AAnton ISD staff that possess a National Board Certification should contact AAnton ISD's Human Resource 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 Anton 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. AAnton ISD will use those standards as the TIA Minimum Performance Standards for recommending a teacher for designation.

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, AAnton ISD will use TEA identified minimum score averages across Domains 2 and 3 of T-TESS for teacher recommendations:

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

More information can be found in TEA's Teacher Observation Performance Standards document.

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 and AAnton ISD has adopted those as minimum performance standards for designation recommendation:

- Acknowledged designation ≥ 50%
- Recognized designation ≥ 55%
- Exemplary designation ≥ 60%
- Master designation ≥ 70%

More information can be found in TEA's Student Growth Performance Standards document.

T-TESS OBSERVATION	*T-TESS Walkthrough*
● ***Minimum of one announced 45-minute observation*** ● ***Domains 2-3*** ● ***Scored on a 1-5 scale*** ● ***Pre and post-conference required*** ● ***Written summary required***	● ***Minimum of 3 total walkthroughs per teacher per school year: 2 required in the 1st semester, 1 required in the 2nd semester*** ● ***Documented in Domains 2-3 forms*** ● ***Evidence collected informs final summative rating*** ● ***Written feedback is required***

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

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 reflect within 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 that 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 beginning of year (mid-September)
- teacher of record at PEIMS winter enrollment (mid-February)
- teacher of record at end of 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 2024-2025 school year, see Appendix A in this field guide.

Student Growth Instrument: Year 1

Eligible Teaching Assignments Year 1	Pre-Test **2026-2027 SY**	Setting Growth Target **2026-2027 SY**	Post-Test **2026-2027 SY**
Pre-Kindergarten (General, SPED, Intervention)	Circle	District	Circle
Kindergarten - 8th Math and ELAR, 3-8 Science, Algebra I, Algebra II, Geometry, English I & II, Biology (General, SPED, Intervention, and Dyslexia)	NWEA Map	3rd Party Vendor	NWEA Map
8th Social Studies and US History (General and Special education)	STAAR Released	District	EOY STAAR
3-5 Physical Education	FitnessGram	District	FitnessGram
6 Social Studies, 7 TX History, World Geography, World History, IPC, Chemistry, Physics, English III, English IV, A&P, Vocational	TEKSReady	District	TEKSReady
Fine Arts	Music First	District	Music First

Calculating Student Growth

PreK (General and Special Education)

Anton ISD is using the Circle Assessment to measure student growth in Pre-K. Teachers and an administrator, with ESC staff guidance, will determine student growth targets for Circle. September (BOY) to May (EOY) scores will be used to show growth. In determining the percentage of student growth, the total number of students who met their targeted goal for both the Emerging Literacy Reading and Mathematics categories in Frog Street AIM CRT will be divided by the total number of students tested, then multiplied by 100.

$$\% \text{ Student Growth} = \frac{\text{Number of students who met or exceeded targeted growth}}{\text{Total number of students assessed}} \times 100$$

Kinder, First and Second Grade Reading and Math (General and Special Education)

Anton ISD is using NWEA MAP to measure student growth in Kindergarten thru HS (eligible courses) in reading, math, and science. September (BOY) to May (EOY) RIT scores will be used to show growth. In determining the percentage of student growth, the total number of students who met or exceeded their projected RIT score for both Reading and Math for grades K, 1, and 2, will be divided by the total number of students tested, then multiplied by 100.

$$\% \text{ Student Growth} = \frac{\text{Number of students who met or exceeded projected RIT score}}{\text{Total number of students assessed}} \times 100$$

8th US History and US History (General and Special Education)

Anton ISD is using district-created pre-tests (Full STAAR Release) and end-of-year STAAR results to determine student growth. The district will use NWEA MAP RiT projected growth cut points in determining the percentage of student growth. The total number of students who met their targeted goal will be divided by the total number of students tested and then multiplied by 100.

$$\% \text{ Student Growth} = \frac{\text{Number of students who met or exceeded targeted growth}}{\text{Total number of students assessed}} \times 100$$

ADD any other courses you will be using the first year.

The 5-point rating will be translated to a percent and combined with the total percentage of students meeting/exceeding student growth across all eligible classes/courses and content areas. For information about calculating the composite score, see Appendix B with a sample teacher score card in this field guide.

TIA Scoring & Eligibility

TIA designations are determined based on the TIA score, a weighted combination of the teacher appraisal 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 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 for students meeting enrollment criteria. The percentage is calculated based on the sum of students meeting growth expectations across eligible 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:
    - Total T-TESS weighted composite score component is 30% of TIA score
    - Student growth translated composite score component is 70% 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.
    - If minimum performance criteria is met, 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 minimum performance criteria is not met, TIA designation recommendation is not submitted to the State.

Special note regarding National Board Certification: Anton ISD staff that possess a National Board Certification should contact Anton 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 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 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 2026-2027 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.

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 Anton ISD planning committee determined how those funds on the campus will be distributed within 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 staff associated with TIA.

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 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 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
Training & Admin Orientation	Spring Semester	• Administrator/Observer calibration training
Teaching & Orientation	August	• Training on TIA, new system and T-TESS observation instrument • Communication of school & district goals to inform teacher goal setting
Student Fall Assessment	August-September (First 9 Weeks)	• AIM CRT Assessment, NWEA MAP • Locally developed pre-tests (STAAR Released tests)
Student Goal setting – BOY Data Meeting	September-October	• Evaluator and teacher, along with ESC 17 support, meet to set student growth targets for district developed BOY pre-tests • Evaluator and teacher meet to review AIM CRT, NWEA MAP and STAAR established student growth targets
Training & Admin Orientation	September-October Fall Semester	• Administrator/Observer calibration training
T-TESS Walkthrough Observations	September-May	• At least two 5-15 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	September-March	• One 45-minute observation by one evaluator • 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)	• AIM CRT, NWEA MAP & STAAR
End of Year Data Review	May-June	• Teachers review and reflect on student growth goals and student growth outcomes • Campuses and HR department compiles data for final TIA evaluation process
Evaluation Rating & TIA	June-July	• 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 data verification audit and provide corresponding documentation to support review

TIA Timelines

Participation in the State's TIA compensation program requires that districts follow a series of activities to seek TEA approval of the locally developed program implementation. As part of TIA application process, the district has completed or will be completing in the future, the following activities:

The expansion of our TIA program will follow a similar timeline but in a later cohort.

Application Year	2024-25
System Application Posted	Nov-24
System Application Due to TEA	15-Apr-25
System Application Results	Aug-25
Data-Capture Year	2025-2026
Data Submission Due to Texas Tech University	15-Oct-26
Final System Approval Notification	Feb-27
Initial Designations and Allotments	Apr-27
Initial Annual Program Submission Due	Aug-27
Approved Districts Receive Initial Payout via FSP	Sep-27
System Renewal Application Due	Apr-30

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 eligible teachers are coded correctly and ineligible teachers are coded correctly	Human Resources, PEIMS, & Assistant Supt.
• Monitor expenditure timeline • Ensure designated teachers receive payment by 8/30	Business Manager & Assistant Supt.
• Ensure data is updated regularly in DMAC and/or On Data Suite • 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 AAnton ISD TIA plan • Assist 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	Campus Principals & Assistant Supt.

• Conduct walkthroughs and appraisals according to the appraisal calendar • Conduct post-conferences and summative conferences according to the appraisal calendar • Monitor the administration of all pre and post assessments • Conduct T TESS training and calibrations for teachers • Enter T TESS appraisal data in Eduphoria Strive • 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 Cont.

Helpful Resources

Anton ISD Resources

Anton ISD Appraisal and Data Calibration Calendar
Anton ISD Assessment Calendar
Anton ISD Teacher Observation Policy
Anton ISD TIA Spending Plan
Anton ISD TIA Website

If you have questions, please email jimmijohnson@antonAnton ISD.org

External Resources

TEA HB3: Teacher Incentive Allotment Details

TEA HB3: Teacher Incentive Allotment FAQ

TEA Teacher Incentive Allotment

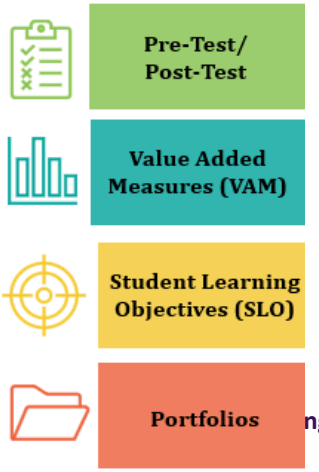
TEA Teacher Incentive Allotment Funding Allotment Map

Appendix A: 2026-2027 (Year 1)
TIA Designation Eligible Courses

Algebra I
Algebra II
A&P
Biology
Chemistry
English I
English II
English III
English IV
Fine Arts
Geometry
IPC
Mathematics, Grade 1
Mathematics, Grade 2
Mathematics, Grade 3
Mathematics, Grade 4
Mathematics, Grade 5
Mathematics, Grade 6
Mathematics, Grade 7
Mathematics, Grade 8
Mathematics, Kindergarten
Mathematics, Pre-K
Physical Education, 3-5
Physics
Reading, Grade 1
Reading, Grade 2
Reading, Grade 3
Reading, Grade 4
Reading, Grade 5
Reading, Grade 6
Reading, Grade 7
Reading, Grade 8
Reading, Kindergarten
Reading, Pre-K
Science, Grade 3
Science, Grade 4
Science, Grade 5
Science, Grade 6
Science, Grade 7
Science, Grade 8
Social Studies Grade 6
Social Studies Grade 7
US History, Grade 8
United States History Studies Since 1877
Vocational Courses
World Geography
World History

Proposed Expansion Plan – Year TBD

Following the initial Data Capture Year, Anton 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 its system before reattempting data validation in subsequent years.



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.

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, Anton

ISD feels confident in our ability to implement systems related to Circle, NWEA MAP, and STAAR assessments. We are in the development phase of additional pre and post assessments which would enable us to add eligible courses for designation. We do not currently plan to use measures such as SLO and Portfolios for specific courses.

Appendix B: Sample Teacher TIA Scorecard

Teacher Name				**Grade**		
T-TESS Teacher Performance 30%						
Are all T-TESS Dimension scores in Domain 2 and 3 at least 3.0?			YES	NO	If NO, NOT eligible for TIA Designation; If YES, continue...	
Enter scores from Eduphoria				*T-TESS score must be at least 3.7 to continue*	**T-TESS Minimums**	
Dimensions	Score					
2.1					**Recognized**	3.7 (74%)
2.2						
2.3					**Exemplary**	3.9 (78%)
2.4						
2.5						
3.1					**Master**	4.5 (90%)
3.2						
3.3		**T-TESS Score**				
Total Score		divided by 8 =				
Final T-TESS Score:		divided by 5 =				
Teacher Performance: Student Growth 70%						
Enter scores from all EOY tested content areas and sections:				*Growth score must be at least 55% to continue*	**Growth Minimums**	
# of students meeting growth	total # of students					
70	100				**Recognized**	55%
					Exemplary	60%
					Master	70%
		Growth Score				
70	100		70%			
Final Growth Score			70%			
	Score	**Weight**	**Total**			
T-TESS Growth	90%	30%	27	**Recognized**		TBD
				Exemplary		TBD
	70%	70%	49	**Master**		TBD
	Overall Score		76			
Recommended Designation						