



Teacher Incentive Allotment (TIA)
Committee Meeting #2
November 8, 2023

Agenda

- Opening Rituals
- What and Why TIA?
- Stakeholder Input and Reflections
- Student Growth Measures
- Setting Expected Growth Targets
- Next Steps

Objective: Provide an overview of Student Growth Measure options to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2024.

Committee Norms

- Focus & Engage
- Growth Mindset
 - *Be curious, not concerned*
- Success Driven
 - *For teachers and (most importantly) students*

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How Designations are Earned: Two Pathways

National Board Certification

- Individual teacher achieves National Board Certification
- Districts may choose to support cohorts of National Board candidates
- Recognized Designation Only



Local Teacher Designation System

- District-created system
- District determines and issues teacher designations
- All three designations are achievable



How TIA Works



Three Levels of Designation

Recognized
Exemplary
Master



\$3,000 to \$32,000

Annual additional
funding for each
designated
teacher



Prioritizes Hard-to-Staff Positions

Greater funding
for high-needs
and rural
campuses



Teacher Focused Funding

90% of all TIA
funds go towards
teacher pay



Five Year Validity

Teachers retain
designations for 5
years regardless
of placement



\$7,730



\$15,459



\$27,765

RCISD Anticipated Funding

Allotments are based on teacher designation level, campus socioeconomic level, and campus rural status. Each campus may produce a unique allotment value.

At Its Core, A Local Designation System is Comprised of Three Major Components

ELIGIBLE ASSIGNMENTS & CAMPUSES

All teaching assignments can be eligible for TIA as long as they have valid and reliable data from teacher observation scores and student growth data. Some districts choose to start with a subset of eligible assignments and then expand their system later.

TEACHER PERFORMANCE DATA

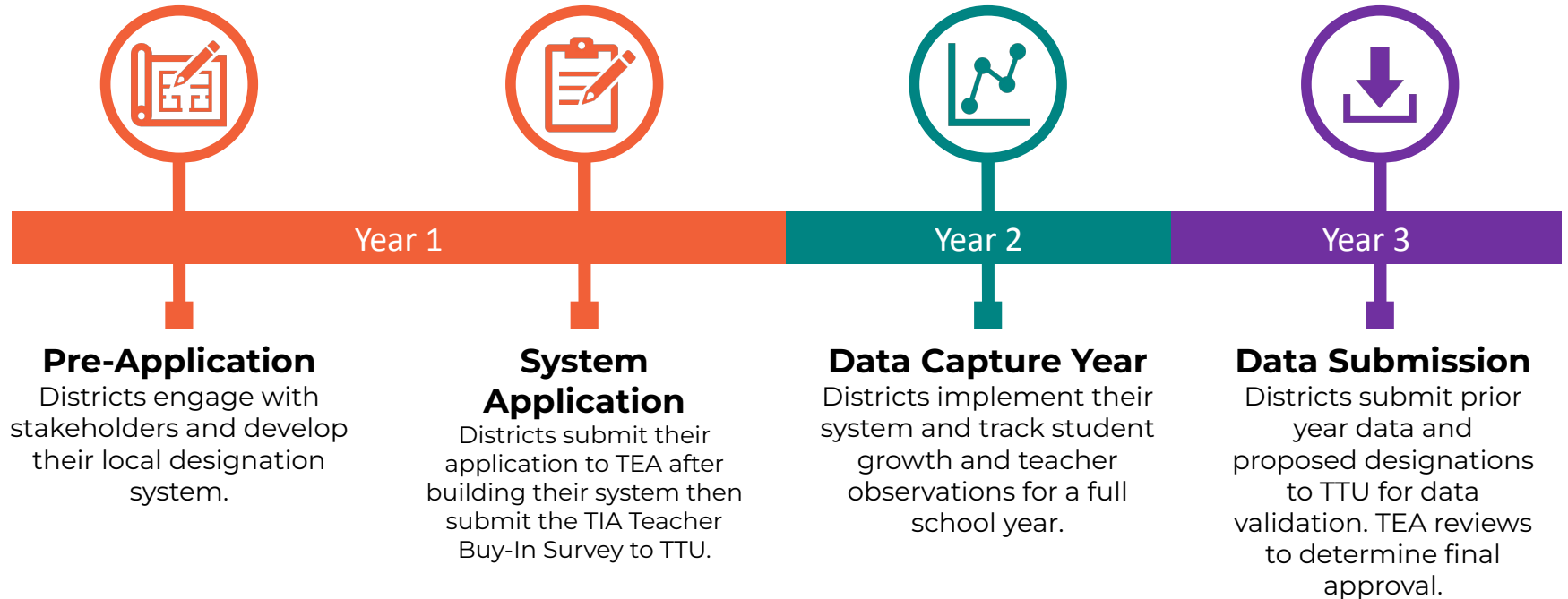
Teacher observation data, student growth data, and data from optional components the district chooses to include in their system make up teacher performance data. Districts use the performance data to determine teacher designations.

COMPENSATION PLAN

Districts are required to spend at least **90% of their allotment funds on teacher compensation** on the campus where the designated teacher works. Districts may use up to 10% for costs associated with implementing a local designation system or supporting teachers in earning a designation.

Three-Year, Two-Step Approval Process

There is a two-step approval process to building an approved local designation system that spans three years.



Estimated Timeline



April 2024

**System
Application**



August 2024

**Notification
of Application
Acceptance**



2024-2025 SY

**Data Capture
Year**



October 2025

**Data
Submission**



April 2026

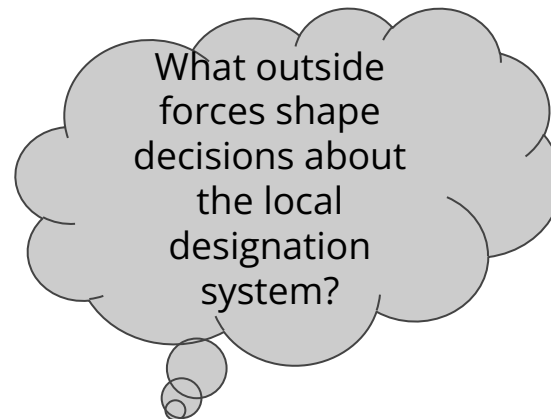
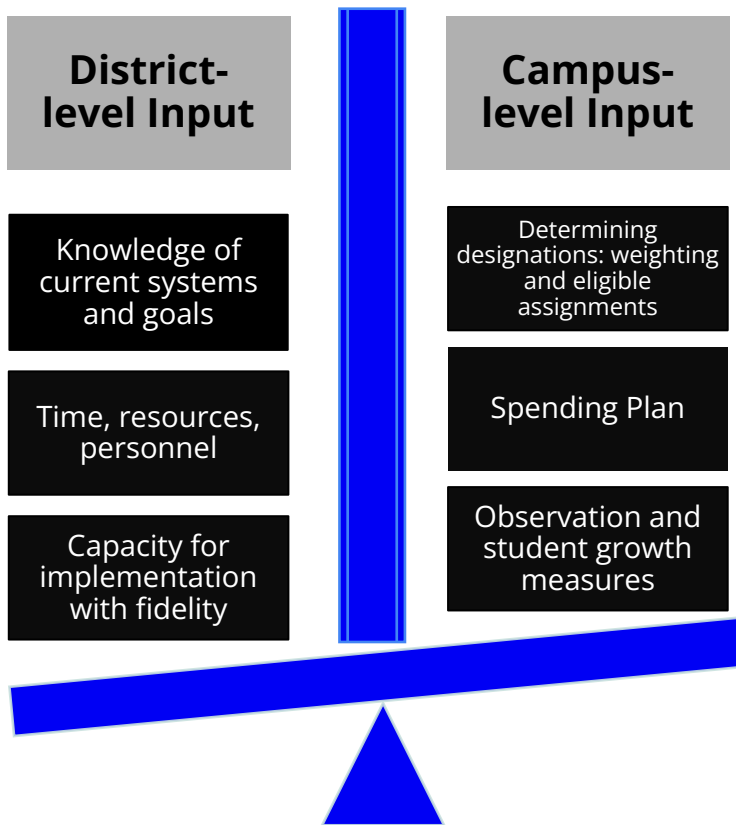
**Notification
of System
Approval**



August 2026

**2025-26 Funds
Paid to
Teachers**

Balancing Stakeholder Input



Balancing Stakeholder Input

- Campuses: All (including Challenge Academy)
- Teaching Assignments: Reading (PreK-Eng 2) & Math (PreK-Alg)
 - Future Phases: 5th Sci, 8th Sci/SS; US History; Biology; CTE
- Teacher Observation: T-TESS (observations & walkthroughs); need to have ongoing learning with teachers on the rubric and rate based on evidence

TIA Application Process

The Big Three:

Critical Decisions for Local Designation Systems



1. **Who can earn a designation?**

- Eligible campuses and teaching assignments
- If not all teachers, will we expand in future years?



2. **How will we designate?**

- Observations, student growth measures, and any optional components
- Performance standards and weighting for all components



3. **How and when will we compensate?**

- Distribution of funds
- Timing and mode of compensation

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- **Stakeholder Input and Reflections**
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Objective: Provide an overview of Student Growth Measure options to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2024.

Table Talk

- As a table, **review** the responses to the **TIA Tab 2** of the TIA Collaboration Space.
- Assign a Scribe to **type** for the group on the TIA Collaboration Space on **Tab 3**.

- Discuss what you have heard from your peers:
 - What systems do we have in place to leverage for TIA?
 - Questions from Teachers we need to provide a response.
 - Any Comments or Trends we should discuss/document.

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Maple ISD: A K-8th District



Teaching Assignment	Already have valid SGM (To be included in Year 1)	Valid SGM in Development (To be added in Year 2)	Need to Develop new SGM (To be added in Year 3)
K-3 rd Reading	Using TPRI currently with valid results		
4 th -8 th Reading and Math	Using STAAR (Transition Tables 2022-23)		
6 th -8 th Social Studies, 6 th -8 th World Languages, 6 th -8 th Science, and K-8 th PE		Training on Texas SLOs this year, will pilot next year, and add to system the following year	
K-8 th Music, Art and Technology			In the beginning stages of exploring portfolios (need more time to decide, train, pilot and implement)

Maple ISD: Rationale



- Teachers unanimously agreed that TPRI and STAAR were valid and reliable measures and ready to be included in the first year of their local designation system.
- The way the district was implementing SLOs a) was not aligned to Texas SLOs, and b) yielded inflated data. They decided to take year to train intensively on the Texas SLOs system, pilot it and then include it in the second year.
- K-8th Music, Art and Technology teachers agreed that portfolios would be the best student growth measure for them. However, having no portfolio system at all yet means they need time to train, so this will be added in the third year.

Validity and Reliability



Validity: the extent to which something measures what it claims to measure

- *Does our tool accurately measure student growth?*

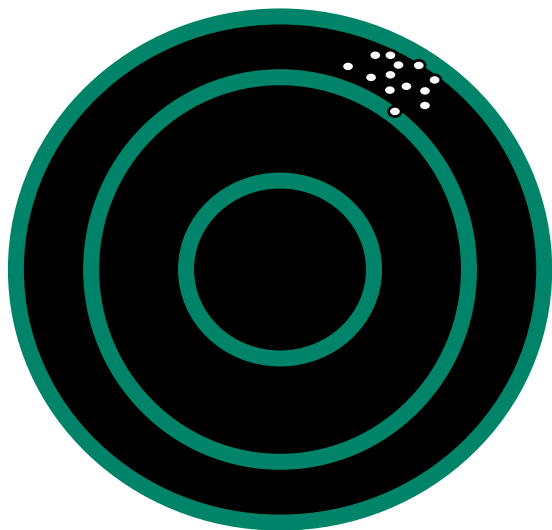
Reliability: the extent to which the results are consistent

- *Does the extent to which an assessment method or instrument measure consistently the performance of the student? Assessments are usually expected to produce comparable outcomes, with consistent standards over time and between different learners.*

Visualizing Validity and Reliability

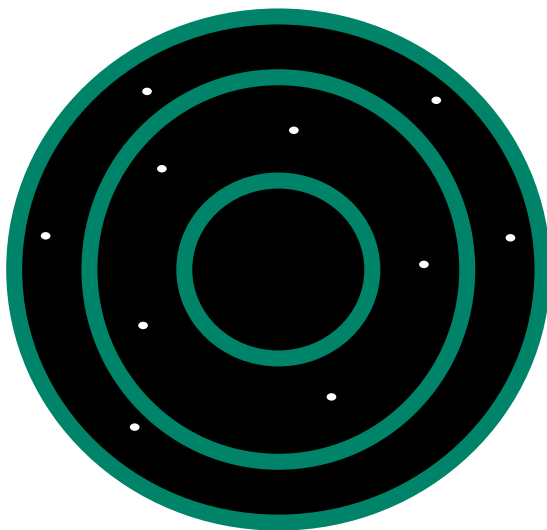


RELIABLE BUT NOT VALID



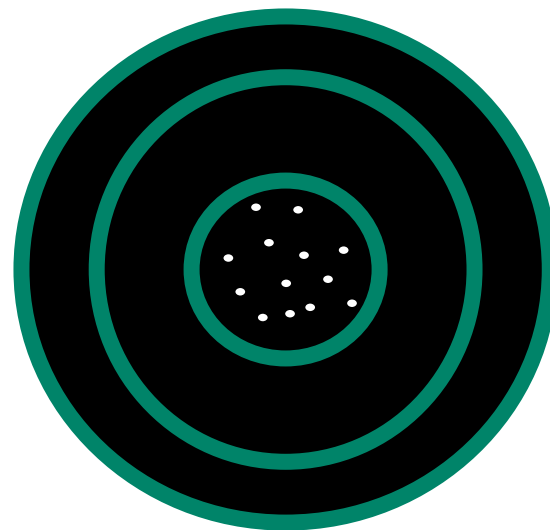
Continually testing the same thing but it is not measuring what you want to test.

VALID BUT NOT RELIABLE



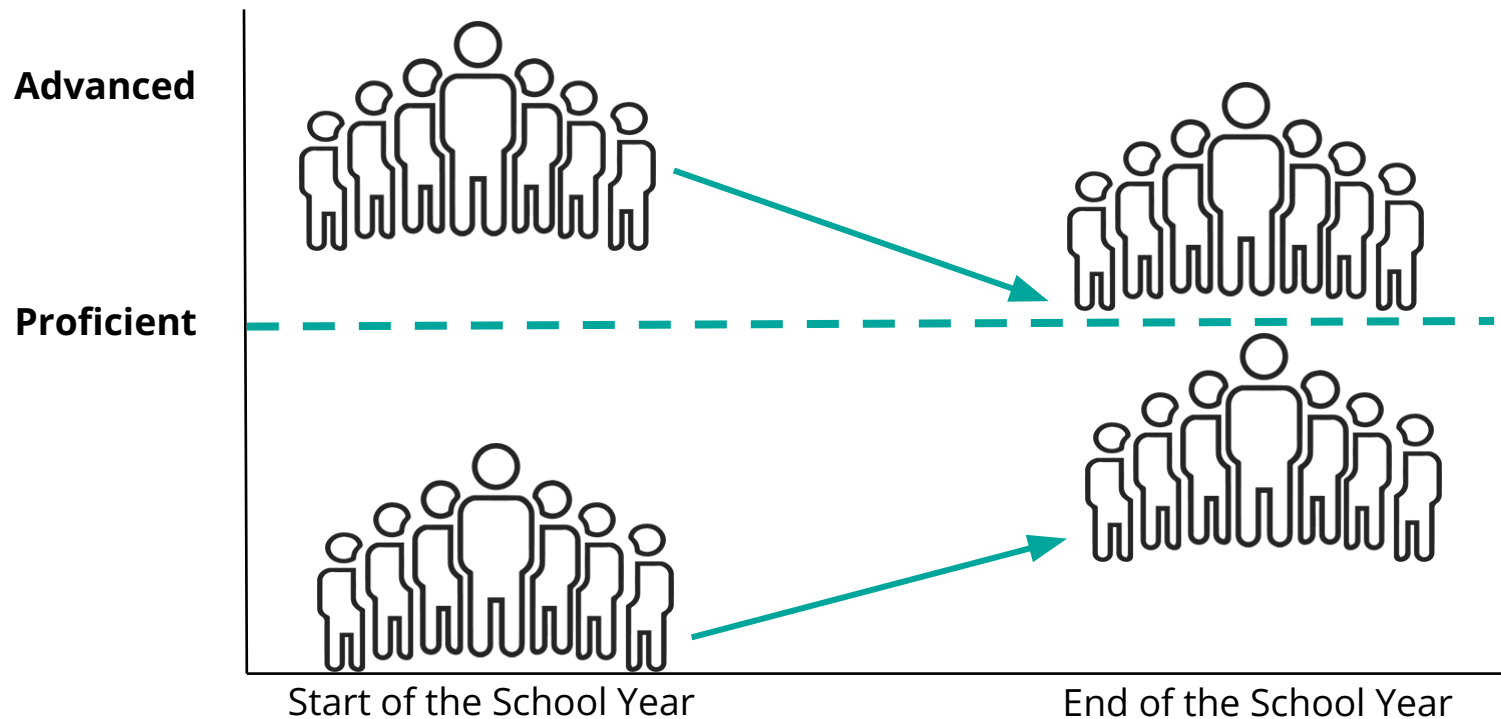
The test is assessing what you want it to cover but the scores are inconsistent.

RELIABLE AND VALID



The test consistently measures what it was designed to measure.

Growth vs. Achievement



Comparing Growth & Achievement



Student Achievement



Compares the student to the standard.



Documents performance at a set point in time.



Does not factor in a student's background or local context (one size fits all).



Measures student academic progress achieved in response to teacher practice.



Measures student academic progress during a specific amount of time.



Provides student data to adapt growth expectations to each student's context.



Focuses on the progress a student makes not necessarily on whether a student meets a predetermined benchmark.

Setting Expected Growth Targets



Based on data, districts set expected growth targets for individual students

TIA Designations are based on % of a teacher's students who met or exceeded their expected growth target

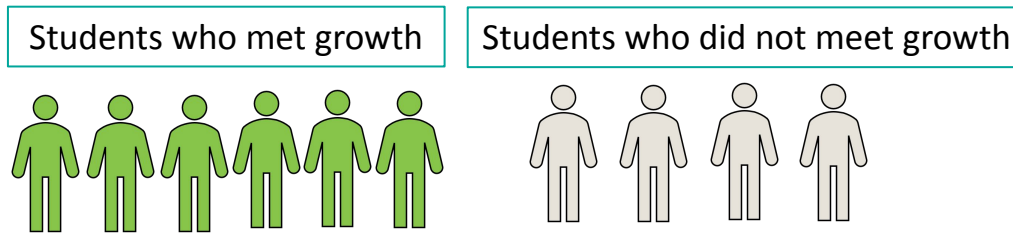
- (not on % Meets/Masters)

TIA Statewide Performance Standards for Student Growth

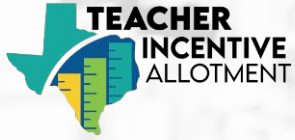


Designation Level	% Students who met/exceeded expected growth targets
Recognized	55%
Exemplary	60%
Master	70%

Ms. Sharon's Class



Note: These numbers are used as a guide to inform districts of statewide averages. These averages can vary, and districts would need to decide where set the averages based on their local context. For more information, please see [Student Growth Performance Standards](#)



TIA Requirements

For Student Growth Measures

TIA Student Growth Requirements



1. Student growth measured at the individual student level that can be linked to the applicable teacher and is content and standard-aligned.
2. District application must show evidence of validity & reliability of development, administration, and scoring.

Validity of Content

Can be used to set expected growth targets

Valid & Reliable Administration Protocols (including training)

Valid and Reliable Scoring

Security Protocols in Place

Note: Each Student Growth Measure will have its own requirements in addition to the requirements above.

Student Growth Measures for TIA



Pre-Test/ Post-Test

- Vendor or locally created
- Vendor or locally set expected growth targets



Value Added Measures (VAM)

- Compares predicted to actual scores based on multiple years of past testing history
- Based on statistical modeling and often conducted by independent researchers



Student Learning Objectives (SLO)

- Aligned with TexasSLO.org
- Built around a foundational skill and assessed with a body of evidence



Portfolios

- Ideal for Performance-Based Courses
- Must include a skill proficiency rubric with at least 5 proficiency levels and varied artifacts

Questions to Ask Before Getting Started



Student Growth and Assessment Considerations

- How are we currently measuring student growth? What data do you currently have access to?
- What approved assessments is our district already using? For what subjects? For what grade levels?
- Does the assessment/growth measure being used actually measure what is being taught?

Teacher Eligibility and Engagement

- Based on that, what teacher categories could be eligible for these assessments/SGMs?
- Do they accurately reflect necessary standards?
- How will we gather teacher input?

These steps and more can be found in the [TIA Planning Guide](#).

Does the Growth Measure Actually Measure what is Being Taught?



What is Being Taught

Listening and speaking in French



Appropriate Growth Measure?

- A test translating written English into written French.
- A test translating written English into written French and answering questions about a passage in French.
- An oral exam with the student listening to and answering questions in French.

Does the Growth Measure Actually Measure what is Being Taught



What is Being Taught

Pre-Calculus



Appropriate Growth Measure?

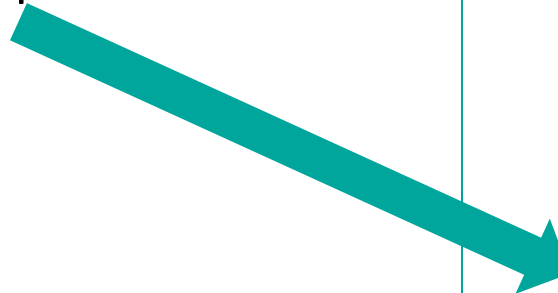
- Math Section of the SAT.
- District created exam aligned to Pre-Calculus standards.

Does the Growth Measure Actually Measure what is Being Taught?




What is Being Taught

How to perform improvisational theater



Appropriate Growth Measure?

- A test on the history of improv. 
- A timed improvisational performance scored using a rubric that contains the elements of successful improv.

Discovering Student Growth Measure



**Pre-Test/
Post-Test**



**Value Added
Measures (VAM)**

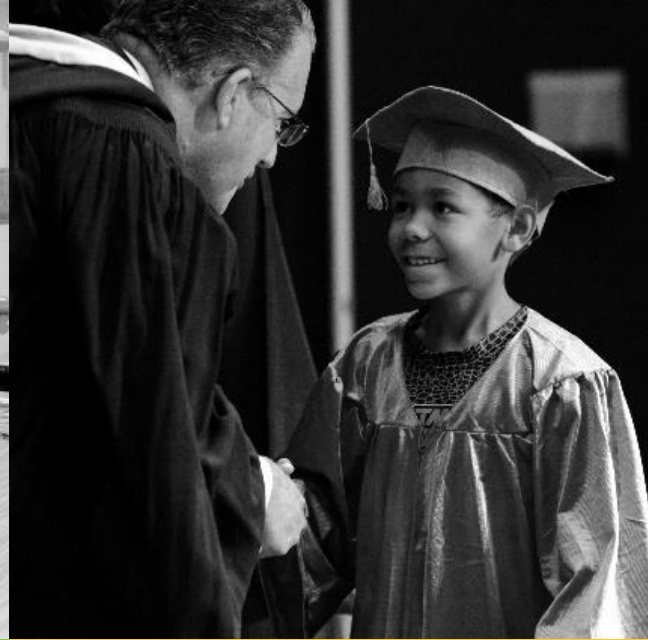


**Student
Learning
Objectives (SLO)**



Portfolios

What?	How?	Who?
<ul style="list-style-type: none">• What are some key components or features of this SGM?• What enabling conditions need to be in place to ensure success?	<ul style="list-style-type: none">• In addition to the all SGM requirements, what must district do to plan for success with their TIA Application?	<ul style="list-style-type: none">• What could be some assessments or eligible teacher categories that may work for this SGM?



Pre-Test/Post-Test

Options 1-4

Pre-Test/Post-Test Considerations



Student growth can be measured by comparing students' performance on a pre-test and post-test.



Who creates the pre-test?

3rd Party Vendor or District



Who sets expected growth targets?

3rd Party vendor or District?



Who creates the post-test?

3rd Party Vendor or District

These questions will determine how your district can plan for success in implementation.

Choose a Pre-Test/Post-Test Option



Option	Who Creates Pre-Test	Who Sets Growth Targets	Who Creates Post-Test	Examples
1	3 rd Party	3 rd Party	3 rd Party	STAAR Transition Tables, NWEA RIT Goals
2	3 rd Party	District	3 rd Party	Released STAAR pre-test, district growth targets, spring STAAR post-test
3	District	District	District	District pre-test, district growth targets, district post-test
4	District	District	3 rd Party	District pre-test from item bank, district growth targets, spring iStation post-test

Pre-Test given at BOY within first 9 weeks. (First 6 weeks for semester-long courses.)

Post-Test given at EOY

Student Growth Requirements for Pre-Test Post-Test



Validity of content

- State/District Guidelines
- Rigor & Stretch
- Aligned with Content

Valid and Reliable Administration Protocols

- Testing window
- Test administration follows state and district guidelines (aligns to STAAR protocols)
- Training is provided for teachers/proctors
- Assessment has been vetted for validity and reliability

Scoring Protocols

- Test is scored by a 3rd party, or by at least one additional person besides the teacher
- Use a scoring rubric when applicable
- District provides systems and support for scoring

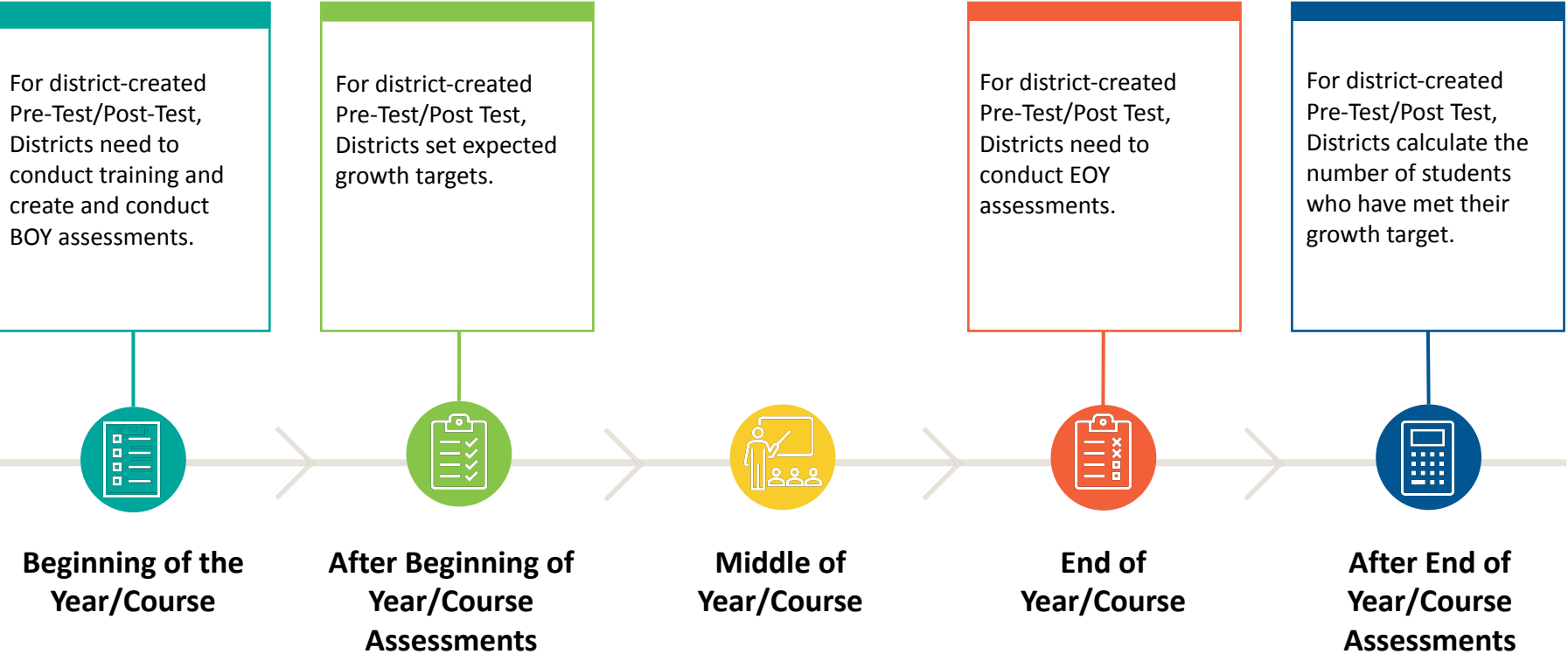
Security and Training

- All tests are kept secure prior to being administered
- All tests are kept secure during the test and during the scoring process
- Annual training provided to all test proctors/test administrators

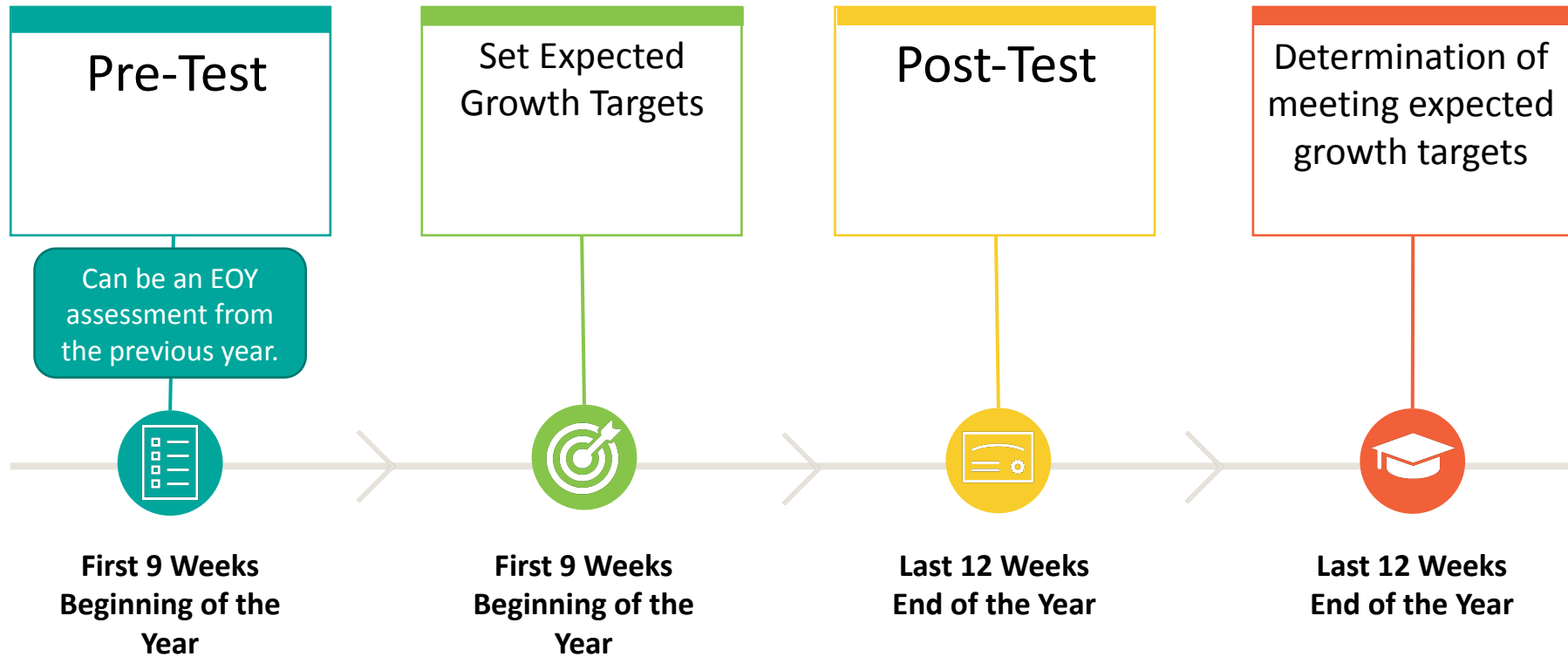
Note: These may look different depending on the pre-test/post-test option.

Student Growth Timeline: Example

Through their Local Designation System Application, districts are required to have a plan to track student growth, but how they do that will vary by student growth measure. Let's look at an example using a **district-created Pre-Test/Post-Test Model**.



Pre-Test/Post-Test Timeline



Setting Expected Growth Targets



3rd party tests

Valid and reliable method for how they calculate expected growth based on their test

Note: Not all 3rd party tests set growth targets.



District-created tests

Based on the pre-test (and other additional data points) districts set individual expected growth targets for each student

Pre-Test/Post Test Enabling Conditions



Consider if your district has the content knowledge to create its own Pre-test/Post-tests.



Consider if your district has the funds to purchase 3rd party assessments.

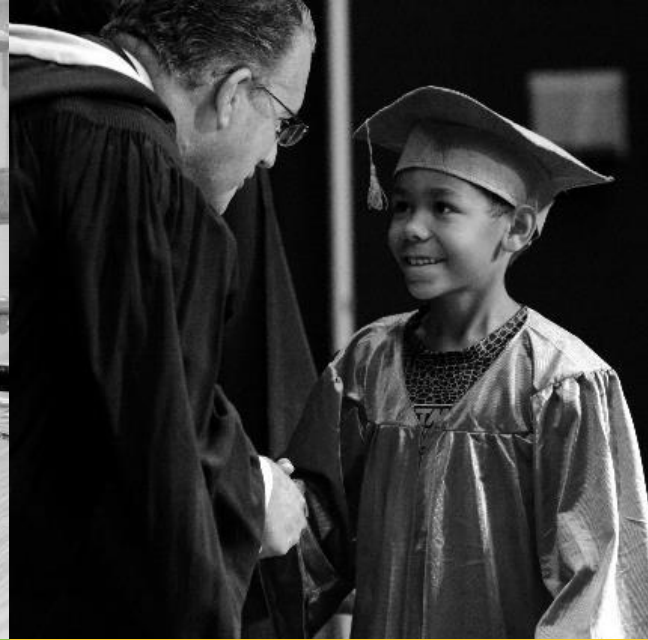
Depending on the pre-test/post-test option, districts will need to plan for administering assessments over the course of the school year, collect data, and plan for school personnel capacity.

Commonly Used Student Growth Assessments



Assessments	Vendor	Sets Predicted Growth Target	Subject/Grade Level
Advanced Placement	College Board	N	Click for a complete list of available exams across multiple content areas
ALIRA	ACTFL	N	1st-12th Latin
AAPPL	ACTFL	N	1st-12th Arabic, Mandarin, English, French, German, Italian, Japanese, Korean, Spanish
CIRCLE (CPM)	CLI Engage	N	Pre-K Multiple Domains (Social and Emotional Development, Language and Communication, Emergent Literacy—Reading and Writing, Mathematics)

<https://tiatexas.org/commonly-used-student-growth-assessments/>



Value-Added Measure

VAM

What is VAM?

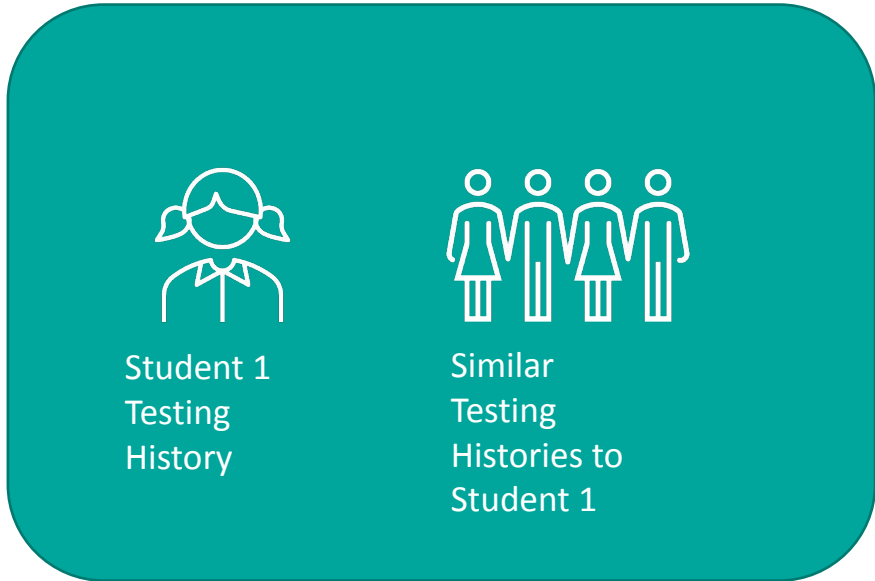


What are Value Added Measures?

- Value Added Measures or VAM is a growth measure used to determine teacher effectiveness.
- An algorithm-based measure using assessments taken during the school year and combining those results with other information to determine a value-added score.
- Analyzes students' current and historical assessment data on a nationally normed or criterion-referenced test (like STAAR, or NWEA MAP).
- Looks at a student's prior testing history, together with data from students with similar testing histories to create a "predicted score" for each student.

Note STAAR Progress Measure or STAAR Transition Tables are not VAM; they would be considered Pre-Test/Post-Test Option 1.

How is VAM Predicted?



Testing History

- Reading & Math, 3-8
- Science, 5 & 8
- Social Studies, 8
- Algebra I, English I & II, Biology

How did all
students like
student 1 perform
on average?



Student 1's
expected score

VAM Example: Ms. Bluebonnet's Class



Students Expected Growth Score	Student's Actual Score	Growth Met
75%	75%	Met expected growth
85%		Did not meet expected growth
79%		Exceeded expected growth
65%		Met expected growth
94%		Exceeded expected growth
68%		Did not meet expected growth
72%	68%	Did not meet expected growth
88%	88%	Met expected growth
83%	78%	Did not meet expected growth
66%	78%	Exceeded expected growth

What percent of Ms. Bluebonnet's students met or exceeded their expected growth Targets?

Did not meet expected growth	Met Expected Growth	Exceeded Expected Growth	Total Students
4 Students	3 Students	3 Students	10 Students

Teacher Categories that Align with VAM



STAAR Tested Courses



Courses that have nationally normed or criterion-referenced test like NWEA MAP or Renaissance STAR

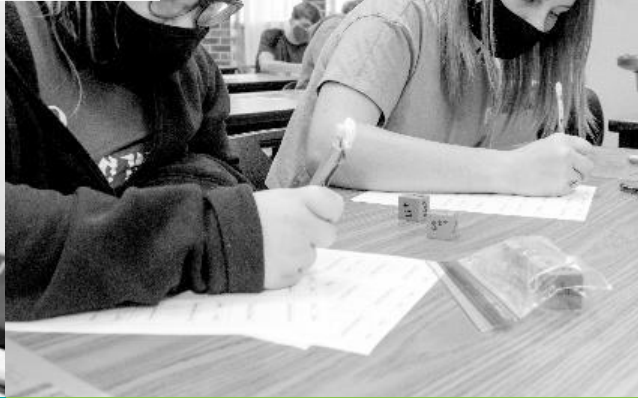
VAM Enabling Conditions



DISTRICT FUNDING TO CREATE ITS OWN
MODEL AND HIRE A STATISTICIAN OR HIRE A
3RD PARTY VENDOR



ACCESS TO STUDENT TESTING HISTORY FOR
STAAR AND OTHER NATIONALLY-NORMED
CRITERION-REFERENCED TESTS.



Student Learning Objectives

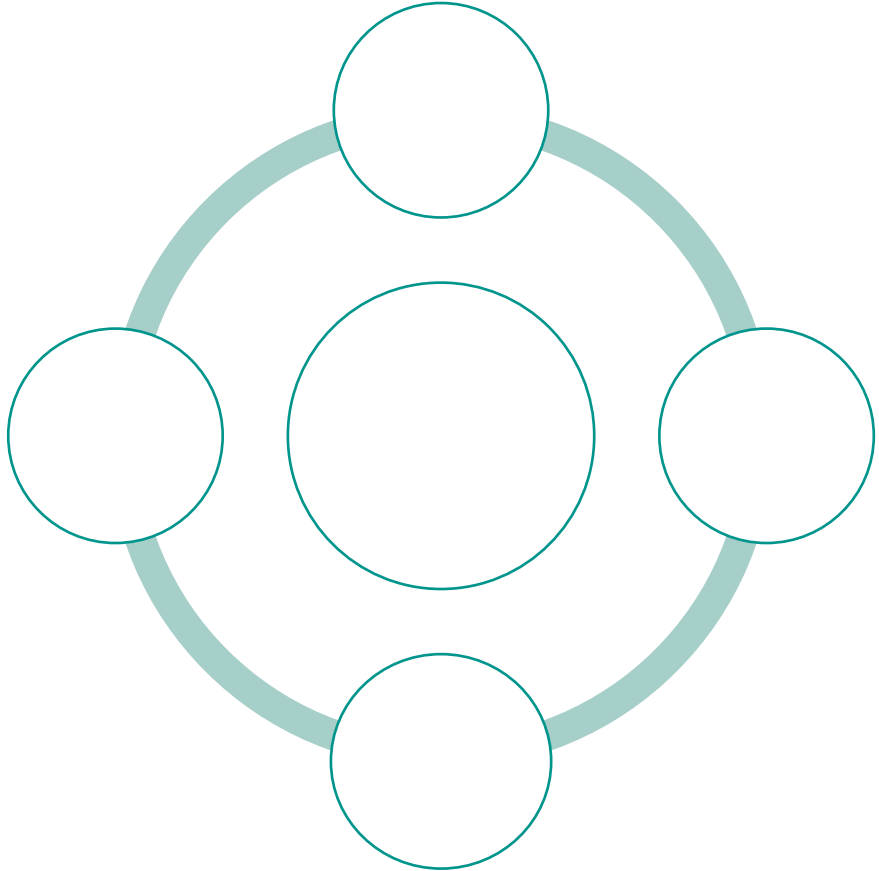
SLO

What are Student Learning Objectives?



SLOs are:

- Student growth targets set by teachers, based on evidence.
- Focused on a foundational skill that is developed throughout the curriculum.
- Tailored to the context of individual students.
- For the purpose of measuring student growth via the collection of a body of evidence of student work.
- Can work for any course or content.
- Allows student work products to be varied.
- Serves as an alternative to standardized testing.



SLO Requirements for TIA



Validity of Content

Valid and Reliable Administration Protocols
(including training)

Valid and Reliable Scoring

Security Protocols in Place

Can be used to set expected growth targets



Requires a body of evidence of student work (not a pre-test/post-test, but actual student work), with a minimum of five pieces of evidence

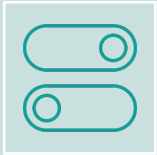


Use current guidance on [Texasslo.org](https://www.texaslo.org)

Teacher Categories that Align with SLO



All content and courses can use SLOs



Can be a great option for non-STAAR tested subjects

SLO Enabling Conditions



Strong campus-level administrator capacity



Strong teacher capacity and involvement



District funding/capacity to receive and implement required training



Portfolios

What are Portfolios for TIA

Portfolios: A collection of a student's academic work(tasks, assignments, projects, performances) that are scored against a rubric.



Working Portfolio

works in progress



Display/Showcase Portfolio

a student's "best work"



Assessment Portfolio

Levels of content/skill proficiency

Why use Portfolios?



Work especially well with performance-based courses



Student work products can be varied:

Audio or video recordings of student musical, choir or theatrical performances

Student artwork either scanned digitally or hard copy or both

Sample student-created products such as welding, woodwork, etc.



Student work assessed against skill proficiency rubric

Portfolio Requirements for TIA



Validity of Content

Valid and Reliable Administration Protocols
(including training)

Valid and Reliable Scoring

Security Protocols in Place

Can be used to set expected growth targets



Rubric with at least
four different skill
levels



Clear guidelines for
student artifacts

Artifact Requirements for Portfolios



Assessments, projects, and work products designed to go in the portfolio:

- ✓ Specify what skill proficiencies are required across a variety of proficiency levels
- ✓ Specify what the students must be able to demonstrate
- ✓ Include a rubric that describes what various levels of proficiency look like for all aspects of the task

Portfolios and Expected Growth



Portfolios measure students' growth along a skill progression rubric across several skills.

- Determine the Curricular Content of the portfolio



**Summer through
the first 2 weeks
of school**

- Design Assignments that will go into the portfolio
- Develop a Quality Rubric by defining what student expectations look like



**Beginning of the
Year**

- Calibrate Portfolio Scorers
- Appraisers conduct progress monitoring of Portfolios



**Middle of the
Year**

- Re-calibrate Portfolio Scorers
- Score Portfolios
- Conduct EOY appraisal using Portfolios as evidence



End of Year

Teacher Categories that Align with Portfolios



All content and courses can use Portfolios



Can be a great option for non-STAAR tested subjects



Works great for performance-based courses in Fine Arts and CTE:

Welding

Agricultural Mechanics

Choir

Theater Arts

End of Year Performance Levels



Beginning of Year Proficiency Levels

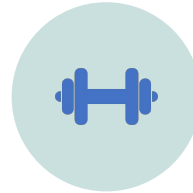
	Significantly Limited Proficiency	Limited Proficiency	Somewhat Proficient	Proficient	Advanced
Significantly Limited Proficiency	Further Review Needed	Did not meet expected growth	Met expected growth	Exceeded expected Growth	Requires Additional Evidence
Limited Proficiency	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Met expected growth	Exceeded expected Growth
Somewhat Proficient	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Met or exceeded Expected Growth
Proficient	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Met or exceeded Expected Growth
Advanced	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Did not meet expected growth	Met or exceeded Expected Growth

Culinary Arts Sample Rubric

Portfolio Enabling Conditions



Consider if your district has the content knowledge to create its own skill progression rubrics



Strong campus-level administrator capacity



Strong teacher capacity to create and secure portfolio artifacts



Student Growth Measures Comparison and Discussion

Enabling Conditions for Student Growth Measures



Student Growth Measure	Pre-test/Post-test Option 1	Pre-test/Post-test Option 2	Pre-test/Post-test Option 3	Pre-test/Post-test Option 4	SLO Texasslo.org	VAM	Portfolios
District capacity for BOY preparation	X	X	X	X	X		X
District capacity to set growth targets		X	X	X	X		X
District capacity to calculate end-of-year growth		X	X	X	X		X
Strong campus level administrator capacity			X		X		X
Strong Content Knowledge			X	X	X		X
Potential district funding required	X	X		X	X	X	
Strong teacher capacity and involvement			X		X		X
Eligible Teaching Assignments (Content/grade level) to which it applies	Mostly used with core content and STAAR-tested subjects	Mostly used with core content and STAAR tested subjects	Any eligible teaching assignment. Best for non-performance-based subjects.	Mostly used with courses that do not have a progress measure from the previous year.	Any eligible teaching assignment, an option for subjects not tested by STAAR.	Subjects tested with statewide or nationwide assessment that is nationally normed and criterion referenced.	Any eligible teaching assignment, an option for performance-based subjects

SGM Models



Student Growth Measure	Pros	Cons
SLOs	Can be used for any content High teacher engagement Based on actual student evidence, not “just a test”	Requires intensive training Administrators approve all the steps in the process
District-created pre-test, district created growth targets, district created post-test	Can be used for any content Local control We plan to roll out PD modules on building quality assessments	Who will write the tests? Who will approve the tests? Do we have that expertise in our district?
3 rd party pre-test, 3 rd party growth goals, 3 rd party post-test	Valid and reliable Objective We already do this	Won't work for all content areas Potential cost
VAM	Valid and reliable Based on multiple years of data Objective	Won't work for all content areas Potential cost
Portfolios	Can be used for performance-based classes like Welding and Choir. Based on actual student work/projects/performances.	Heavy lift on administrator Rubrics have the risk of not being valid and reliable.

Questions to Ask Before Getting Started



Student Growth and Assessment Considerations

- How are we currently measuring student growth? What data do you currently have access to?
- What approved assessments is our district already using? For what subjects? For what grade levels?
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Teacher Eligibility and Engagement

- Based on that, what teacher categories could be eligible for these assessments/SGMs?
- Do they accurately reflect necessary standards?
- How will we gather teacher input?

These steps and more can be found in the [TIA Planning Guide](#).

The Big Three: Critical Decisions for Local Designation Systems



Who can earn a designation?

- Eligible campuses and teaching assignments
- If not all teachers, will we expand in future years?



How will we designate?

- Observations, **student growth measures**, and any optional components
- Performance standards and weighting for all components

Campus Reflection on Tab 3 in Shared Workspace:

- Initial Reaction: What type of Measure we should use for Student Growth to get our application completed by April 2024 and accepted?
 - Do we have all the student growth components in place for every teaching assignment to justify 'a local system' to complete the application by April?
- If not, what teaching assignments DO we have in place for the application (Year 1) and what measure?
- What teaching assignments could be future years and what measure?

Agenda

- Opening Rituals
- What and Why TIA?
- Stakeholder Input and Reflections
- Student Growth Measures
- **Setting Expected Growth Targets**
- Next Steps

Objective: Provide an overview of Student Growth Measure options to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2023.

Choose a Pre-Test/Post-Test Option



Option	Who Creates Pre-Test	Who Sets Growth Targets	Who Creates Post-Test	Examples
1	3 rd Party	3 rd Party	3 rd Party	STAAR Transition Tables, NWEA RIT Goals
2	3 rd Party	District	3 rd Party	Released STAAR pre-test, district growth targets, spring STAAR post-test
3	District	District	District	District pre-test, district growth targets, district post-test
4	District	District	3 rd Party	District pre-test from item bank, district growth targets, spring iStation post-test

Pre-Test given at BOY within first 9 weeks. (First 6 weeks for semester-long courses.)

Post-Test given at EOY

Timeline for Setting Expected Growth Targets



- Share the dates for the administration of the pre-test and the dates by when they will have results for each student, including the expected growth targets based on the test.
- Communicate to school leaders the process for sharing expected growth targets
- Review assessments to be used for validity and reliability



August

- **Administer pre-test in the first 9 weeks**
- **Determine expected growth targets for individual students.**



September

- Monitor data collection
- Populate eligible teacher effectiveness data when available



Throughout the year

- **Administer Post-test within the last 12 weeks**
- **Determine if students hit their expected growth targets**



End of Year

TIA Student Growth Requirements



1. Student growth measured at the individual student level that can be linked to the applicable teacher and is content and standard-aligned.

2. District application must show evidence of validity & reliability of development, administration, and scoring

Validity of Content

Can be used to set expected growth targets

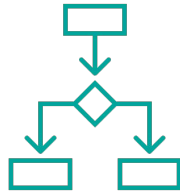
Valid & Reliable Administration Protocols (including training)

Valid and Reliable Scoring

Security Protocols in Place

Note: Each Student Growth Measure will have its own requirements in addition to the requirements above.

Key Takeaways: Setting Expected Growth Targets



Clear procedures for how expected growth targets will be set for each student growth measure the district is using



A growth target must be set at the individual student level

Requirements and Best Practices



Requirements:

- The assessment is valid and reliable
- Targets include beginning of the year data or EOY data from the prior year
- Set expected growth targets within the first nine weeks of the school year (6 weeks for semester-long courses)
- **Targets are individualized**
- **Targets are growth (not achievement)**

Best Practices:

- Use multiple data points to determine expected growth.
- Use EOY data from the prior Spring.
- Determine end-of-year growth within the last 12 weeks of school
- Run historical data through different models to see which one is the most accurate

Definitions



- BOY: Beginning of the Year (1st 6-9 weeks of the school year)
- EOY: End of the Year (Last 12 weeks of the school year)
- Quartile: Divides the number of data points into four parts, or *quarters*, of more or less equal size.
- Quintile: Divides the number of data points into five parts, or *quints*, of more or less equal size.

Six Models to Consider



Graduated Percent Increase Model



Common % Growth for all (Flat Rate)



Gap Closure Model



Individualized



Quartile/Quintile



Percent Growth based on actual district average percent growth

Graduated Percent Increase Model: Percent Points



Category	Pre-test Score	Corresponding Assigned % points Growth
Category 1	0-20%	25%
Category 2	21%-40%	20%
Category 3	41%-60%	15%
Category 4	61%-80%	10%
Category 5	81% or higher	Maintain

Graduated Percent Increase Model

Example: Percent Points



Student	Pre-test Score	Category	Target post-test score	Actual Post-test score	Met Growth?
Camila	20%	1 (Required 25% points increase)	45% (20% + 25%)	50%	Yes
Yaseen	35%	2 (Required 20 % points increase)	55% (35%+ 20%)	50%	No
Cristobal	55%	3 (Required 15 % percent points increase)	70% (55%+15%)	75%	Yes
Mina	75%	4 (Required 10 % points increase)	85% (75%+10%)	88%	Yes
Kate	85%	5 (Maintain score of at least 85%)	85%	84%	No

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Objective: Provide an overview of Student Growth Measure options to the TIA Committee to continue the work of creating our Local Designation System to applying for TIA in April 2023.

Stakeholder Engagement

- **SHARE** Student Growth Measure Options
- **SEEK Input** on what measures we already have in place and which we would need to explore and implement

TIA Committee Meetings

Date	Time	Activity
December 4th (virtual)	4:00-5:00	Meeting #3: Teacher Observation and Other District Models
February 1st (in-person)	4:00-5:30	Meeting #4: Decision Point on Assignments, SGM, Teacher Observation; Review Cut Scores/Weights
February 15th (virtual)	4:00-5:00	Meeting #5: Decisions Point on Cut Scores/Weights; Review Spending Plan
March 4th (in-person)	4:00-5:30	Meeting #6: Decision Points: Spending Plan; Review Draft Guidebook

Prepare for Next Meeting (Meeting #3)

- Monday, December 4th @ 4:00pm on ZOOM
- Focus:
 - Discovery: Teacher Observation and Other District Models
- Prep:
 - Prepare the input and feedback solicited on Student Growth Measures



Teacher Incentive Allotment (TIA)
Committee Meeting #2
November 8, 2023