



Getting Started with TIA: Introduction to Student Growth Measures

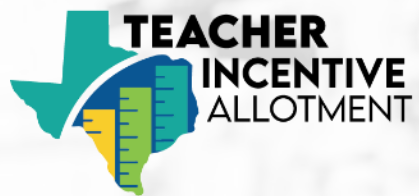
September 16, 2026

Agenda



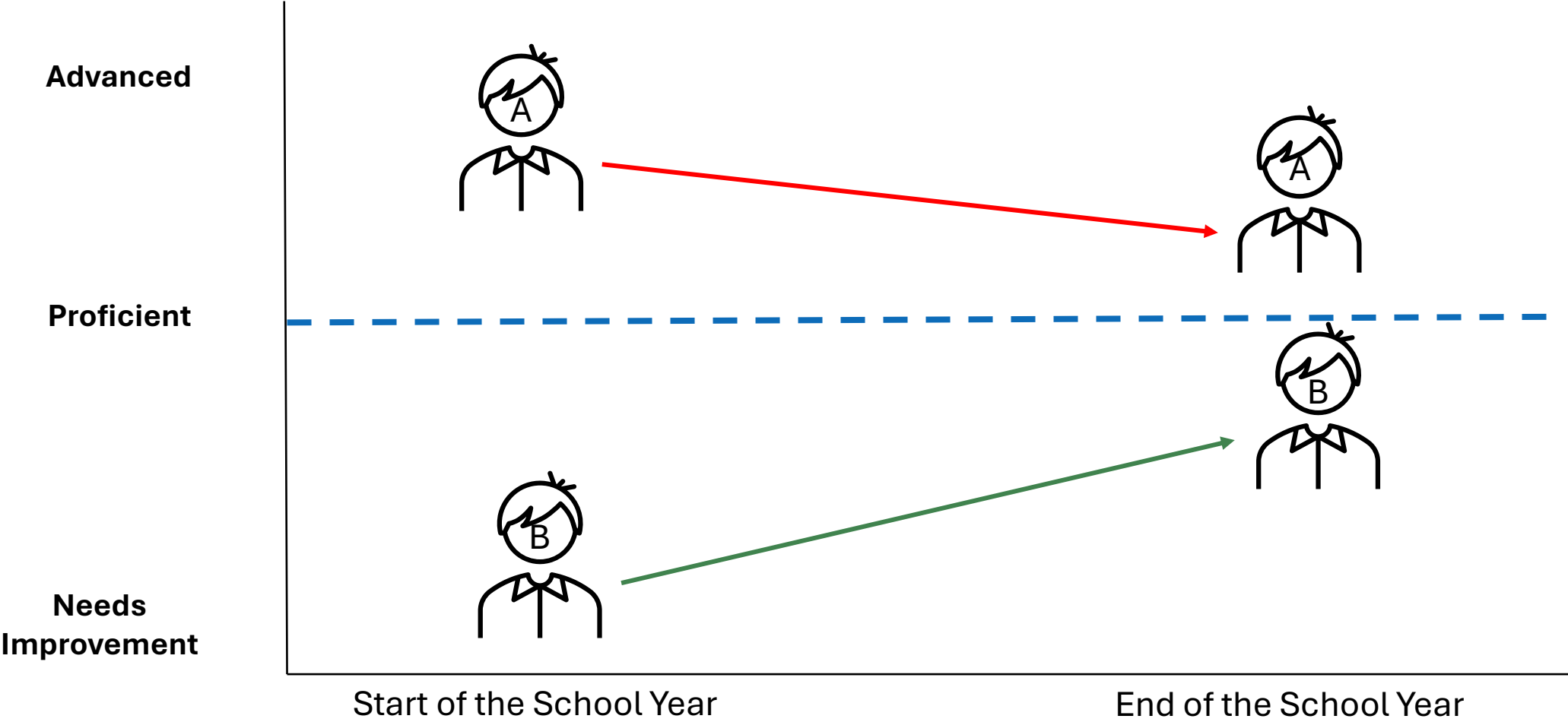
17 mins	Objectives, Intro and Requirements
10 mins	Pre-Test/Post-Test
11 mins	Value-Added Measures (VAM)
8 mins	Student Learning Objectives (SLOs)
10 mins	Portfolios
9 mins	Next Steps and Resources

- Identify key components of each Student Growth Measure and use cases in TIA local designation systems
- Determine enabling conditions for each Student Growth Measure to be implemented successfully
- Determine which enabling conditions your district has in place and its impact on Student Growth Measure decisions



Why Growth over Achievement?

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).



Student Growth



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.

TIA Statewide Performance Standards for Student Growth



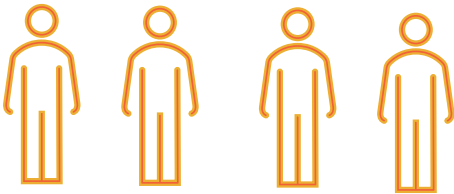
Designation Level	% Students who met/exceeded expected growth targets
Acknowledged	50%
Recognized	55%
Exemplary	60%
Master	70%

Ms. Sharon's Class

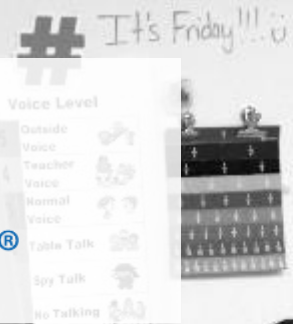
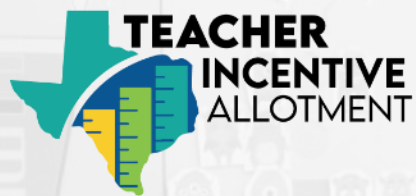
Students who met growth



Students who did not meet growth



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](#).



Student Growth Measures

Getting Started and Requirements

Questions to Ask Before Getting Started



Student Growth Considerations



How are we currently measuring student growth?
What data do we currently have?



What assessments is the district already using? In what courses and grade levels?



Does the assessment measure what is being taught?

Teacher Eligibility and Engagement



What teacher categories could be eligible for these assessments?
Which SGMs?



Do they accurately reflect necessary standards?



How will we gather teacher input?

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

Student Growth Requirements

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

What TIA is looking for:

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

Student Growth Measures for TIA



Pre-test/Post-test

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



Value Added Measure (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)

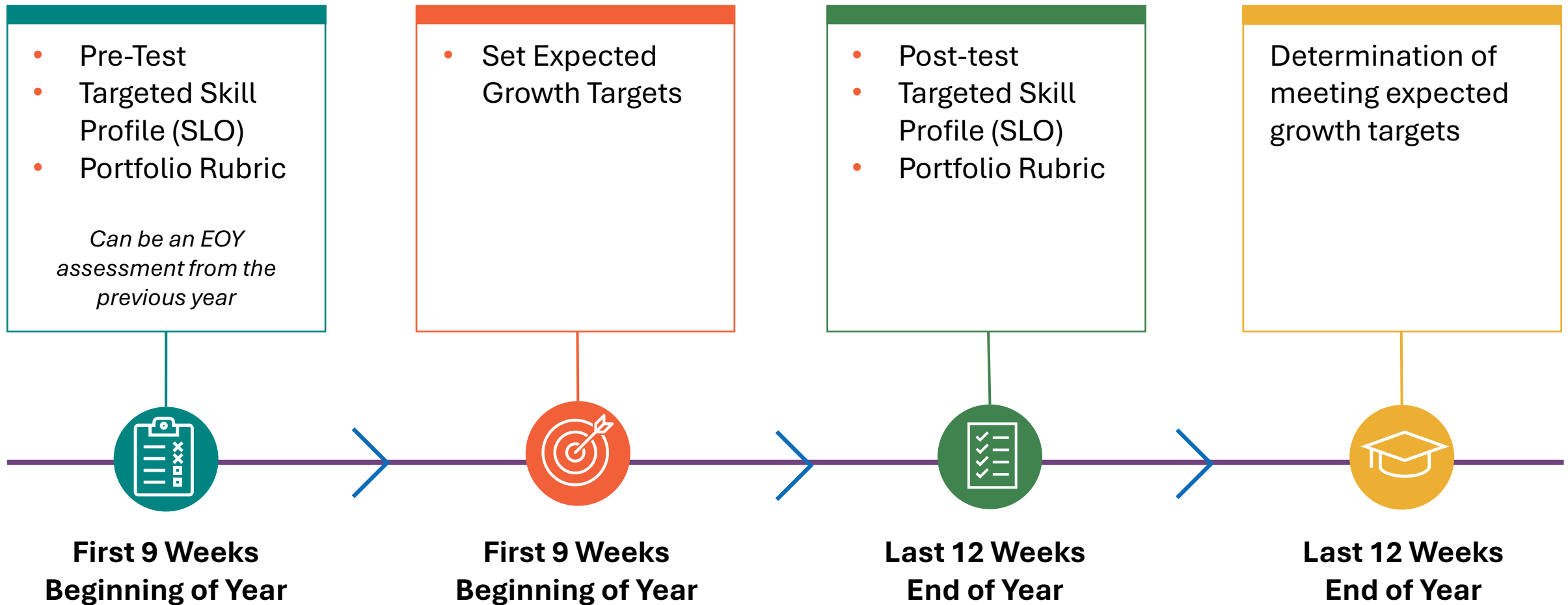
- Aligned with TexasSLO.org
- Built around a foundational skill and assessed with a body of evidence



Portfolio

- Ideal for Performance-Based Courses
- Must include a skill proficiency rubric with at least 4 proficiency levels and varied artifacts

Student Growth Timeline



Discovering Student Growth Measures

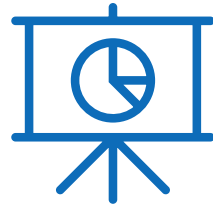
Note, this overview will not cover everything about each Student Growth Measure (SGM). Please join our specific sessions for more details.

Pre-Test/
Post-Test

Value Added
Measures (VAM)

Student Learning
Objectives (SLO)

Portfolios



What?

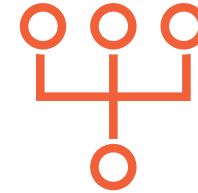
What are some key components or features of this SGM?

What enabling conditions need to be in place to ensure success?



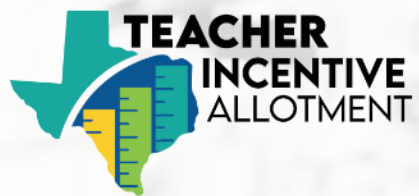
How?

In addition to SGM requirements, what must districts do to plan for success with their TIA Application?



Who?

What could be some assessments or eligible teacher categories that may work for this SGM?



Pre-Test/Post-Test

Options, Requirements and Enabling Conditions

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 within last 12 weeks.
(Last 6 weeks for semester-long courses.)



3rd party growth targets

Vendor determines student growth at the individual student level.

Note: Not all 3rd party tests set growth targets. See TIA's [Third Party Assessment Options List](#) to discover what other districts are using.



District-created growth targets

Student growth based on the pre-test/post-test, 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.

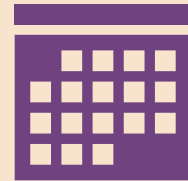
Pre-test/Post-test Supporting Factors



REVIEW ASSESSMENTS CURRENTLY USED IDENTIFY IF THEY CAPTURE DATA AT BOTH THE BEGINNING OF YEAR (BOY) AND END OF YEAR (EOY).

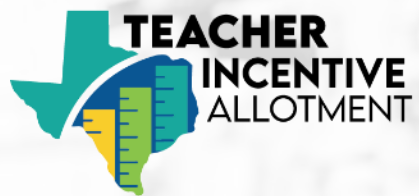


ENSURE ASSESSMENTS MATCH THE CONTENT BEING TAUGHT.



REVIEW DISTRICT AND CAMPUS CALENDARS TO ENSURE TIME IS ALLOTTED AND STAFFING CAPACITY IS AVAILABLE FOR IMPLEMENTATION.

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.



Value-Added Measure (VAM)

Options and Enabling Conditions

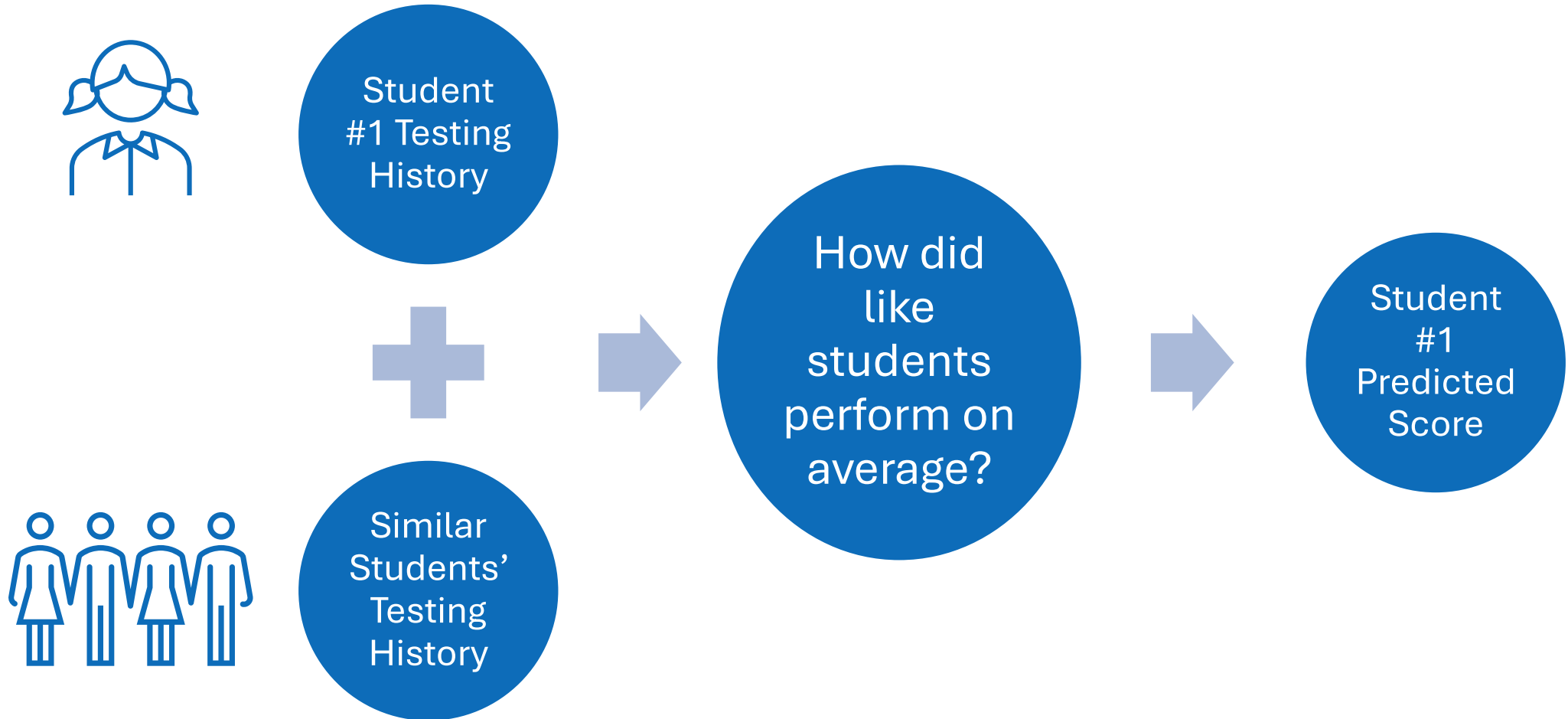
What is VAM?

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?



Texas VAM: A Cost-Neutral Growth Measure or TIA



What is it?

- Predictive model using STAAR data
- Developed by SAS, Texas Tech, and TEA
- Available statewide at no cost



Why it matters?

- Reliable & Comparable growth data across districts
- Validates teacher impact for TIA Designation
- Includes Science & Social Studies teachers



What are some use cases?

- Primary SGM: VAM + Observations
- Supplemental Validator: VAM + MAP/iReady



Key Considerations

- STAAR-only coverage
- Roster accuracy (Feb snapshot)
- Data available mid-September
- Adjusts for Spanish assessments

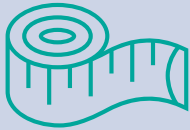
VAM Example: Ms. Bluebonnet's Class



Students' Expected Growth Scores	Students' Actual Scores	Growth Met
75%	75%	Met expected growth
85%	80%	Did not meet expected growth
79%	88%	Exceeded expected growth
65%	65%	Met expected growth
94%	96%	Exceeded expected growth
68%	62%	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

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



Courses with access to historical data

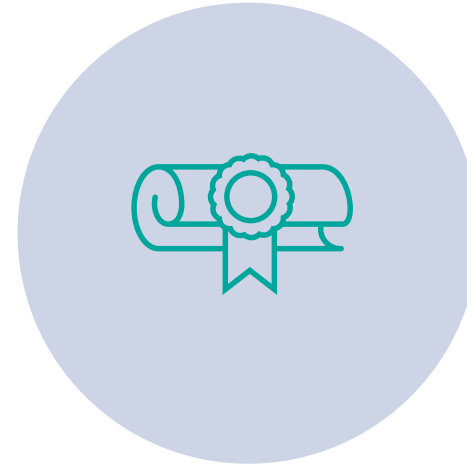


Courses that have nationally normed or criterion-referenced tests like NWEA MAP or STAAR

VAM Enabling Conditions

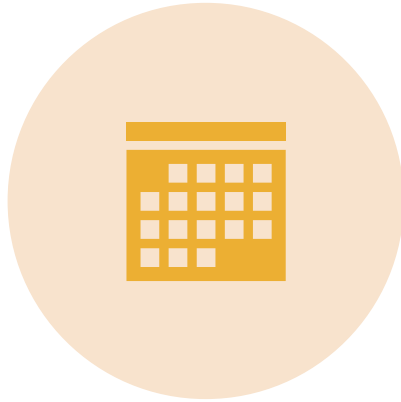


DISTRICT FUNDING TO CREATE ITS OWN
MODEL, HIRE A STATISTICIAN, OR HIRE A
3RD PARTY VENDOR



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

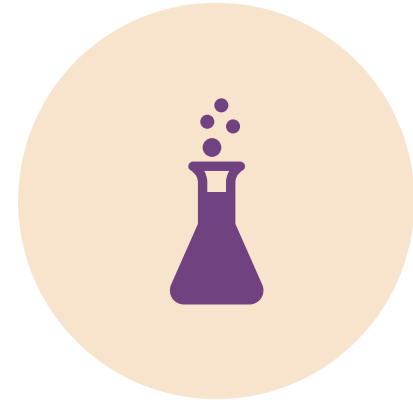
Texas VAM Considerations



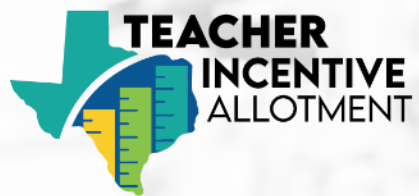
DATA IS AVAILABLE IN MID-SEPTEMBER.
DISTRICTS SHOULD ASSESS IF THIS TIMELINE FITS
THEIR DECISION-MAKING AND PLANNING
CYCLES.



TEXAS VAM IS A COST NEUTRAL OPTION
PROVIDED BY TIA TO DISTRICTS AT NO CHARGE.



TEXAS VAM SUPPORTS STAAR TESTED COURSES
INCLUDING SCIENCE AND SOCIAL STUDIES.



Student Learning Objectives

SLO

What are Student Learning Objectives

Measures growth via a body of evidence	
Focused on Foundational Skill(s)	Tailored to individual students
Growth targets set by teachers, based on evidence	Works for any course/content
Varied Student work products	Alternative to standardized testing



SLO Requirement for TIA

Validity of Content

Valid and Reliable Administration Protocols
(including training)

Valid and Reliable Scoring

Security Protocols in Place

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

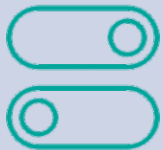


Adheres to current guidance and training requirements outlined at [TexasSlo.org](https://www.texaslo.org)

Aligning SLOs and Teaching Assignments

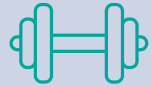


All content and courses can use SLOs



Can be a great option for non-STAAR tested subjects

SLO Enabling Conditions



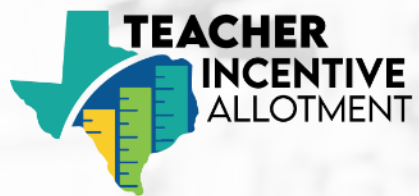
Strong campus-level administrator capacity



Strong teacher capacity and involvement



District funding/capacity to receive and implement required training



Portfolios

Requirements and Enabling Conditions

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/ skills proficiency



Portfolio Requirements for TIA

Validity of Content

Valid and Reliable Administration Protocols
(including training)

Valid and Reliable Scoring

Security Protocols in Place

Used to set expected growth targets

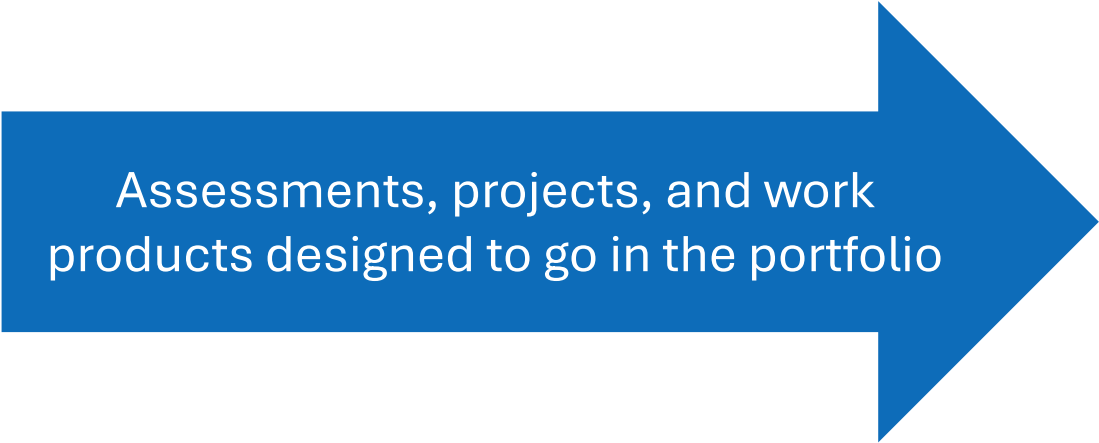


Rubric with at least
four different
proficiency levels



At least 3 artifacts
collected under clear
guidelines

Artifact Requirements for Portfolios

A large blue arrow pointing from left to right, containing the text "Assessments, projects, and work products designed to go in the portfolio".

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

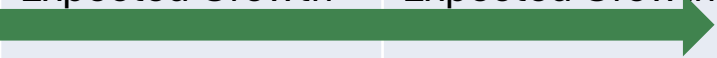
- ✓ Specify what skill proficiencies are required across a variety of proficiency levels
- ✓ Specify what the students must be able to demonstrate
- ✓ Include a rubric that describes what various levels of proficiency look like for all aspects for each of the **3 artifacts**

Portfolios measure students' growth along a skill progression rubric across several proficiency levels

End of Year Performance Levels



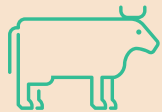
Beginning of Year Proficiency Levels

	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

Teacher Categories that Align with Portfolios



All content and courses can use Portfolios



Can be a great option for non-STAAR tested subjects



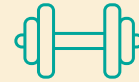
Works great for performance-based courses in Fine Arts and CTE:

Welding
Agricultural Mechanics
Choir
Theater Arts

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



Training & Support:

ONGOING ACCESS

- Monthly virtual office hours
- Year-round support calendar
- Online modules & webinars

PLANNING & IMPLEMENTATION

- District support plans
- Guidance & technical assistance
- System planning & implementation

SPECIALIZED CAPACITY

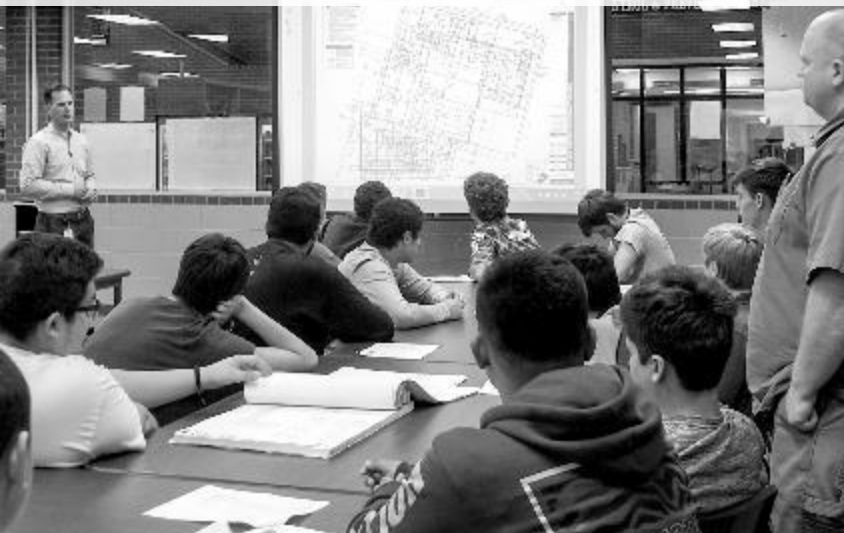
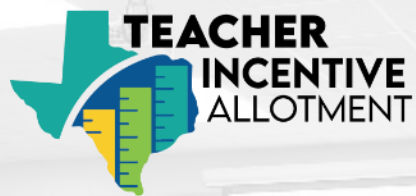
- SLO & portfolio support for ESCs, districts, appraisers, and teachers
- Fine Arts & CTE support
- SLO & portfolio train-the-trainer

Connect with ESC 1

Contact: TIA@esc1.net

Interest form: bit.ly/3XuL4fU

Website: TexasSLO.org



Student Growth Measures

Enabling Conditions and Next Steps

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

Next Steps

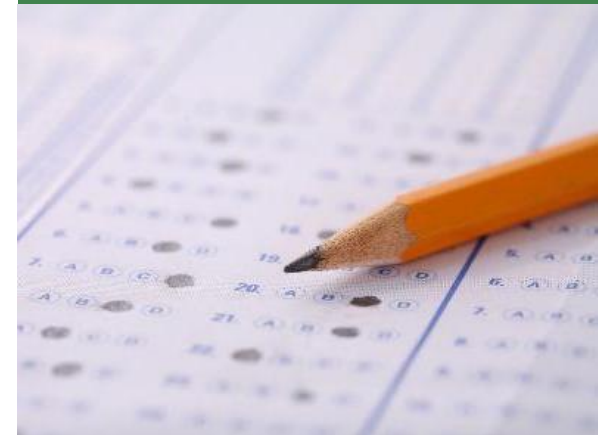
Consider the enabling conditions to implement student growth measures.



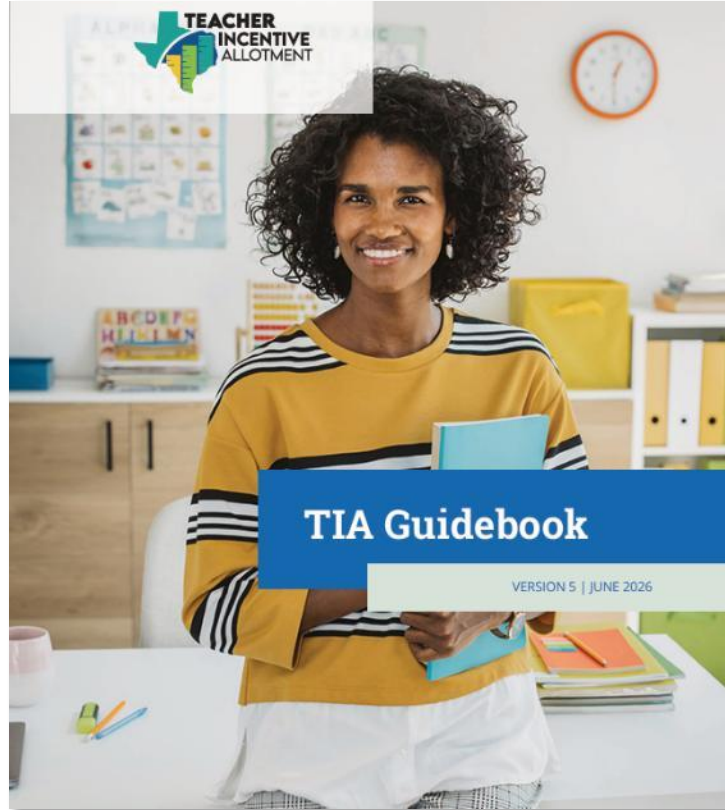
Attend webinars on specific growth measures and gather current student growth data.



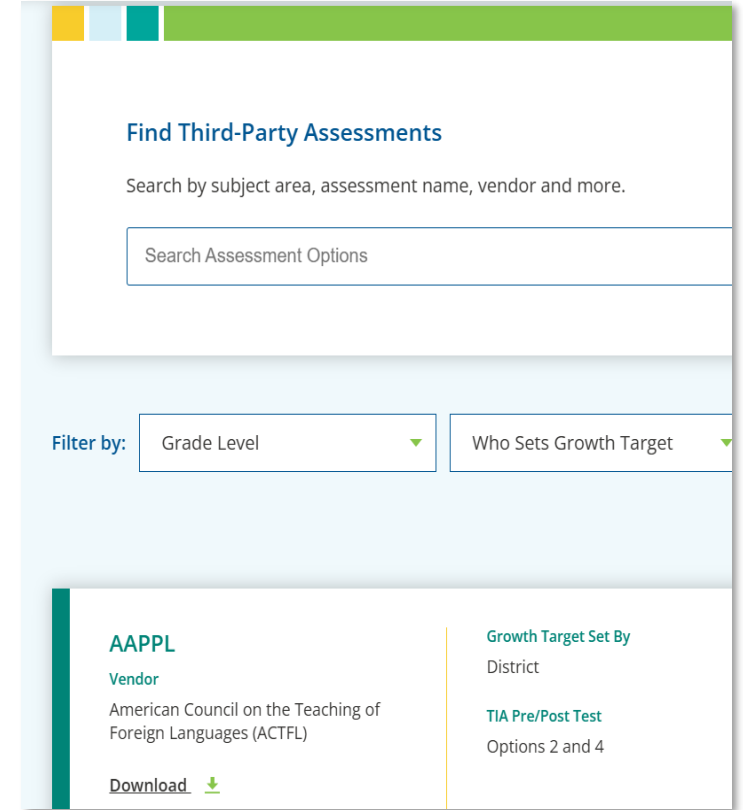
Assess your district's level of readiness and key next steps for Success Factor 5 of the TIA Readiness Guide.



Additional Resources



[TIA Guidebook: pg. 14-22](#)



[TIA's Third-Party Assessment Options](#)

Teacher Eligibility Resources



TIA@TEA.TEXAS.GOV
TIA.TEXAS.ORG

Integrating CTE Teachers into a Local Designation System

Across Texas, many districts have created Teacher Incentive Allotment (TIA) Local Designation Systems that include [Career and Technical Education](#) (CTE) teachers. The [Teacher Incentive Allotment Guidebook](#) describes how districts may include all teachers in the local designation system or limit designation eligibility to specific teaching assignments and/or campuses.

The following guidance is designed to complement existing TIA guidance to support districts in developing, expanding, and implementing a local designation system for CTE teachers. Districts should direct specific questions related to Career and Technical Education to CTE@tea.texas.gov.

Considerations for Including CTE Teachers in Local Designation Systems

Best practices for new and existing TIA systems seeking to expand eligibility for CTE teaching assignments include:

- Conduct focus groups and/or listening sessions in the design—and implementation of—the local designation system to ensure all stakeholders understand the scope and purpose of student growth measures and teacher appraisal.
- Include CTE teachers as well as principals, assistant principals and department heads in stakeholder engagement sessions as part of the local TIA Steering Committee.
- Carefully consider how your district will calculate growth for this teacher category.
- Decide which teachers the district will include in its local designation system based on district priorities. (*Figure 1*)
- Consider different student growth measures to effectively measure growth for individual courses.
- Align College Career and Military Prep (CCMP) requirements to TIA and teacher compensation best practices.
- Progress monitor implementation of the local designation system throughout the year and include training on appraisal and measuring student growth specific to the CTE setting.

TIA Student Growth Measures for CTE

Districts have wide latitude in adopting [student growth measures](#) for the Teacher Incentive Allotment (TIA). Additionally, districts should determine what they are currently using to assess students in CTE. Conducting an inventory of current assessment methods—such as self-created assessments, projects, and [industry-based certification exams](#)—can be a good starting point, as all of these can be used as student growth data for TIA. We encourage districts to first understand what they are currently using to assess students and then determine how to measure growth with those tools. All of this should be done in collaboration with CTE stakeholders.

Student Growth Measures Options for CTE

Assessments: CTE teachers can use [industry-based certifications](#), [3rd party vendor assessment](#) vendors, and district-



TIA@TEA.TEXAS.GOV
TIA.TEXAS.ORG

Integrating Bilingual/English as a Second Language Teachers in a Local Designation System

Across Texas, many districts have created Teacher Incentive Allotment (TIA) Local Designation Systems that include emergent bilingual (EB) teachers. The [Teacher Incentive Allotment Guidebook](#) describes how districts may include all teachers in the local designation system or limit designation eligibility to specific teaching assignments and/or campuses.

The following guidance is designed to complement existing TIA guidance to support districts in developing, expanding, and implementing a local designation system for Bilingual and English as a Second Language (ESL) teachers. Districts should direct specific questions related to Bilingual/Dual language/ESL requirements to the Division of Emergent Bilingual Support, EmergentBilingualSupport@tea.texas.gov.

Considerations for Including Bilingual/ESL Teachers in Local Designation Systems

Best practices for new and existing TIA systems seeking to expand eligibility for Bilingual/Dual-Language teaching assignments include:

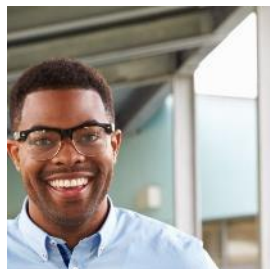
- Conduct focus groups and/or listening sessions in the design—and implementation of—the local designation system to ensure all stakeholders understand the scope and purpose of student growth measures and teacher appraisal.
- Include teachers in general education, inclusion, and Bilingual/ESL teaching assignments as well as principals and department heads in stakeholder engagement sessions as part of the local TIA Steering Committee.
- Carefully consider how your district will calculate growth for this teacher category.
- Progress monitor implementation of the local designation system throughout the year and include training on appraisal and measuring student growth specific to the Bilingual/ESL setting.
- Due to the complexity of second language acquisition, TELPAS remains a mandatory requirement and should be considered as an additional data point in understanding a teacher's impact on students' linguistic development.

Align Student Growth Measures to the Texas Bilingual Education Models

Six Bilingual Education models are currently implemented in Texas schools. Districts have some flexibility in implementing Bilingual/ESL programs for students. The following section illustrates Texas Bilingual Education models. Based on the model used, districts should consider varying approaches to measuring student growth and strongly consider integrating Bilingual/ESL teachers into their local designation systems.

Integrating CTE Teachers into a Local Designation System

Integrating Bilingual/English as a Second Language Teachers in a Local Designation System



Thank You