#LOVE YOUR TRIBE



ARLINGTON CLASSICS ACADEMY TEACHER

INCENTIVE ALLOTMENT GUIDEBOOK

Arlington Classics Academy 2

What is TIA?..... 3

Designation System..... 5

Calculating the Designation..... 10

Spending Plan 16

TIA Procedures..... 18



Table of Contents

Arlington Classics Academy

Mission Statement

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision Statement

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Teacher Incentive Allotment Development

The TIA Planning Committee was selected after staff submitted interest in the committee after an initial presentation and through a feedback survey. Committee members were drawn at random first and then selected to provide a wide representation of stakeholders. The TIA Planning Committee for ACA includes teachers, campus leaders, district leaders, instructional specialists, and a school board member.

ACA has championed individual student growth since it began in 1999. At our core, we believe teachers are the facilitators of growth for our students and we desired to align TIA to our tools for measuring growth (MAP). We also value all teachers and the content they teach that are not always emphasized in standardized testing. These subjects like PE, music, art, and Spanish all represent key curriculum for ACA's end goals for our students. The committee felt that the TIA statewide performance goals were already in line with at least our minimum expectation that 55% of students should meet growth. ACA's teacher observation expectations align to TIA's performance standards for teacher observations.

ACA Profile

In 1999, Arlington Classics Academy was founded by a group of parents with the desire to create a learning environment with the highest level of instruction based on the individual needs of each student. The founders planned a school community built on a strong partnership of parents, teachers, and students working together toward the common goal of pushing the academic boundaries for each and every student. That is just as true today as it was when the school first opened. With an increasing desire for parents to have school choice options, ACA is proud to be a part of the solution to the growing needs in public education.

Arlington Classics Academy is an open enrollment, tuition-free, publicly funded K-8 charter school serving families residing in Tarrant, Dallas, and Johnson counties and surrounding communities. Our three campuses (K-2, 3-5, and 6-8) serve over 1500 students. It is our goal to create lifelong learners and our families help us accomplish this goal by partnering together to support learning at home.

ACA has all the accountability requirements of a traditional public school and continues to meet or exceed state expectations WITHOUT the same access to public funds that traditional public schools have.



What is TIA?

Teacher Incentive Allotment Information

The Teacher Incentive Allotment (TIA) is part of House Bill 3 that allows districts to create a pathway for increased annual salaries for teachers. These systems should help recruit and retain the most effective educators and encourage them to teach at high needs campuses.

Three factors determine the funding allocations for designated teachers and the allocation are recalculated each year:

- Designation level assigned to the teacher (Recognized, Exemplary, or Master)
- Socioeconomic level of the students on the campus
- Rural Status

There are several key points to TIA:



Districts have the option to create a local designation system to recognize high performing teachers as Recognized, Exemplary, or Master, based on performance standards in teacher evaluation and student growth.



ACA is eligible to receive between $3,331, and $15,054 for each designated teacher that is employed in the district.*



90% of TIA funds must be used for teacher compensation on the campus where the designated teacher works.10% may be used by the district to implement the system or assist teachers in obtaining designations.



Eligible National Board Certified Teachers (NBCT) will be designated as Recognized.

Sample Allotment Amounts for ACA Campuses

TIA 2021-22 Funding Examples*			
Campus	Recognized Designation	Exemplary Designation	Masters Designation
ACA- Arkansas Campus	$3916	$7833	$15,054
ACA- Middle	$3531	$7069	$13,781
ACA- Intermediate	$3673	$7347	$14,244

* These sample allotment amounts are provided at https://tiatexas.org/teacher-incentive-allotment-funding-map/. Allotments are calculated annually by TEA using rural/non-rural status and SES of students at the campus where the designated teacher works. Average allotments generated by designated teachers are determined by annual eligibility requirements in each district and campus. Allotments are updated every April.

For additional information on funding for TIA, please visit the TIA Texas Funding Page.







What is TIA?

Why Did ACA Apply for TIA?

As a service-oriented non-profit providing an excellent public education to the communities we serve for over 20 years, ACA continues to employ highly qualified and passionate educators. In an effort to retain these exemplary educators, ACA designs compensation that rewards efforts toward our mission and vision. We work to build career opportunities within our organization for staff while valuing diversity and encouraging honest, productive communication and feedback. TIA is another tool to improve teacher compensation packages that align to the mission and vision of ACA.

Since 1999, ACA has been challenging the status quo by providing an instructional path for students that does not limit knowledge acquisition to a grade level or age grouping. ACA desires for students to demonstrate academic growth that is measurable and reasonable for students of all performance levels above and beyond the minimum standards. This personalized style of learning is critical for students to remain engaged and continue their love of learning throughout their lifetime.

TIA allows ACA to reward teachers whose practices ensure that students grow, as we often say, "at least a year's worth in a year's time or more" as designated in the Student Outcomes adopted by the ACA Board of Directors. Strategies and goals by grade level and campus align to this ends policy as detailed in the campus improvement plans.

As ACA has evolved since first operating in 1999, we have seen wonderful advancements in technology and data processing that better align our methods to achieve our goals. ACA has always utilized nationally norm-referenced assessments in order to gauge student academic growth. ACA currently uses the NWEA MAP assessment to accomplish this, though our previous tool was the ITBS (Iowa Test of Basic Skills). The ITBS is a good assessment and provided a wealth of information to parents about student performance, but the data processing lagged and prevented teachers from making informed and innovative decisions about student learning needs in a timely manner. The NWEA MAP assessment gives timely feedback for teachers to use the data to design instruction based on a student's personalized needs multiple times each year. Additionally, the growing support of inter-related resources based on student RIT (Rasch Unit) scores strengthens teachers' ability to design engaging and meaningful instruction for students as well as assist parents in supporting the learning at home.

TIA rewards teachers for the student growth measures that ACA has been championing for decades. Through TIA, teachers will earn a status of recognized, exemplary, or master teacher and a correlating financial incentive based on the work of the stakeholder committee and final adoption of the program by the Board of Directors.



ACA Arlington Classics Academy

Designation System

Two Paths to a TIA Designation

As districts begin their work on a TIA application, there are two paths to earning a TIA designation. One way is to create a local designation system, which is what ACA has opted to do. The second path is via the National Board Certification (NBC).



Local Designation System Components

House Bill 3 allows districts to have local control and autonomy in choosing how to evaluate teachers and assign designations. Once a local system is approved, districts can recommend their effective teachers for designation. It is ACA's goal to support ACA teacher growth to earn a TIA designation.

For ACA campuses, there are two components with specific weights assigned that will be used to determine designations:

ACA TIA Designation Components 22-23	
Component	Weight
Evaluation*	50%
Student Growth Measures (SGMs): Pre-/Post-assessment	50%

* Evaluation scores will come from the average of all dimension scores for domains 2 & 3 on the T-TESS observation rubric. These scores will be scores from the scored full classroom observation.

All local designation systems will undergo a two-step approval process. Initially, districts will create their local designation system with the support of their stakeholder committee. Once the local system is created, it is sent to TEA for approval.

Once the local system is approved the district will begin to collect data on the designation components in their data capture year, which for ACA is the 2022-2023 school year. In the fall of 2023, ACA will submit designation data to Texas Tech University (TTU) to complete step 2, the data validation process. Once TTU has validated the data, the district will earn full approval of their local designation system and they can continue to submit data for subsequent years.

For additional support on the approval of the local designation system, please visit TEA's Local Designation System page.

Eligibility

At ACA, all teachers are eligible to participate in TIA. For the purposes of the TIA applications, all ACA teachers fall into one of two categories:

ACA TIA Teacher Categories 22-23			
Category	Description	Observtion Instrument	Student Growth Measures (SGM)
1	All Math, ELAR, and Science teachers, K-8 (excluding Algebra I and Biology I)	T-TESS	Pre-/Post-assessment: NWEA MAP
2	All teachers other than Math, ELAR, and Science teachers, K-8 (excluding Algebra I and Biology I)	T-TESS	Pre-/Post-assessment: District Created

Designation

A teacher who achieves a TIA designation will have it placed on their Texas Educator Certificate for five years from the date of designation. Teachers will be awarded the teacher incentive allotment appropriate for their designation for 5 years (allotments will be re-calculated by TEA annually). If a teacher earns a higher designation in a subsequent year, they will be submitted to TEA in the data validation period to determine their new allotment amount, and provided a new TIA expiration date, five years after the new designation is earned.

Designation System

National Board Certification

Teachers with at least 3 years of classroom experience can earn a Recognized designation by achieving National Board Certification.

National Board for Professional Teaching Standards (NBPTS) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. National Board believes higher standards for teachers means better learning for students. National Board Certification validly and reliably identifies when teachers meet the standards for accomplished teaching, that were developed by teachers with the NBPTS.

The National Board Certification process consists of four components:

Component 1: Content Knowledge – A computer based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area.

Component 2: Differentiation in Instruction – This portfolio entry requires that candidates gather and analyze information about the strength and needs of individual students and use that information to design and implement instruction to advance student learning and achievement. Candidates will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes instructional choices.

Component 3: Teaching Practice and Learning Environment – This portfolio entry requires video recordings of interactions between the teacher and students. Candidates will also submit a written commentary in which they describe, analyze, and reflect on their teaching and interactions with students.

Component 4: Effective and Reflective Practitioner – This portfolio entry requires a candidate to demonstrate evidence of their abilities as an effective and reflective practitioner in developing and applying knowledge of their students; their use of assessments to effectively plan for and positively impact their students' learning; and their collaboration to advance students' learning and growth.

Standards and Certificate Areas

25 Certificate areas representing 16 different disciplines and four developmental levels

Certification is based on the 5 Core Propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Timeline

The four components can be submitted in any order. Candidates can complete from one to four components a year. Candidates must submit all four components within the first three years of their candidacy. While it is possible to complete the process in as little as one year, there is a five-year window to achieve certification. Please note that all purchased components must be completed during the assessment cycle in which they are purchased.

Designation System

Scoring

Scoring of components occurs each summer and component scores are released by the end of that year. Board-certified teachers or teaching professionals are responsible for the scoring in each certificate area; they are trained extensively.

The scoring system is an indication of the degree to which assessors are able to locate clear, consistent, and convincing evidence that a candidate has met the National Board Standards in the specific certificate field.

Becoming a Candidate

Cost: $75 for each assessment cycle and $475 for each component ($1900 for components). Retake attempts require an additional fee.

Review the Guide to National Board Certification for more information.

Register: Create an account in the National Board Candidate Management System. This is where you purchase the components you would like to complete for the assessment cycle.

Reimbursement: TIA will reimburse districts up to $1,900 for initial certification, up to $1,250 for renewal, and up to $495 for maintenance of certification. Districts must reimburse teachers who paid out of pocket prior to submitting a request through TIA. Fees paid toward certification and renewal are eligible if the certification or renewal was achieved following the passage of House Bill 3 in the summer of 2019. The Texas Education Agency will reimburse districts that pay NBCT fees for their teachers.

For additional information on NBC, please visit TEA's resources on Understanding and Planning for National Board Certification.







Designation System

T-TESS (Local Designation System)

ACA uses the Texas Teacher Evaluation and Support System (T-TESS) to annually evaluate teacher effectiveness and support professional growth. The rubric covers 16 dimension across 4 domains of practice. For the local system, only domains 2 (Instruction) and 3 (Learning Environment) will be used for the calculation. Domains are scored using five performance levels of distinguished, accomplished, proficient developing, and improvement needed.

The overall system is comprised of three components 1) Observations, 2) Professional Development, and 3) Self-Assessment/Goal Setting. The intent of T-TESS is to provide a process that seeks to develop habits of continuous improvement using evidence-based feedback and professional development decisions based on that feedback.

Required Components

- T-TESS Orientation
- Teacher Self-Assessment and Goal Setting
- Regular Walkthroughs (minimum of 3)
- Ongoing review of teacher and student data, goals & professional development
- T-TESS formal evaluation with post- conference
- Teacher Self-Assessment & End of the Year Goal Setting
- End of Year Conference

Observation Details

- All T-TESS appraisers must be certified in the T-TESS process.
- Appraisers must re-certify every 3 years.
- Appraisers recalibrate to the T-TESS Rubric at least twice per year.
- All teachers who will be appraised will receive training on the T-TESS instrument and the appraisal process.
- All teachers will complete the teacher self-assessment and goal setting using the forms provided at the beginning of the year. Goals must be developed using the SMART criteria with particular attention paid to the likelihood of accomplishing the goals set. Principals should strongly encourage the use of the T-TESS rubrics when defining professional development goals. Principals may consider having teachers score themselves using components of the T-TESS rubrics.
- Campus administrators will do multiple walkthroughs throughout the year as additional formative feedback on classroom instruction.
- All teachers will have one formal T-TESS observation. District or campus administrators may require additional observations. Principals or appraisers will have a post-conference with the appraisee according to the T-TESS guidelines.
- End of the Year Conference: The end of the year conference must take place 15 days prior to the last day of school. At the conference, the appraiser will discuss final scores for Domains 1 – 3 and review evidence for Domain 4. ALL documentation and evidence of teacher growth should be used to make final scoring decisions. The conference will also include a discussion about next year's goals and Professional Development Plan.
- Initial Annual Appraisal Effectiveness Rating is completed during the End of Year conference. This includes the T-TESS Observation Summative Score and the PD/Goal Attainment Score.
- Teacher in Need of Improvement: At this time the T-TESS system does not include a formal improvement documentation process. The T-TESS process is viewed as a teacher growth process. However, circumstances may arise where formal documentation and development of individual growth plans become necessary for teachers that are at risk of not being rated as Effective. Keep in mind that failure to meet individual growth plan goals in a timely manner can impact at-will agreement renewals.

Designation System

- Principals will assign appraisers.
- Additional 20 minute observations and administrative walkthroughs by external observers may be scheduled if warranted.
- The T-TESS rubric and additional information can be found here.

The Four Domains and the dimensions are shown below. ***Only domains 2 and 3 are used for TIA designations.***

Planning *Domain*

1.1	Standards and Alignment
1.2	Data and Assessment
1.3	Knowledge of Students
1.4	Activities

Instruction *Domain*

2.1	Achieving Expectations
2.2	Content Knowledge and Expertise
2.3	Communication
2.4	Differentiation
2.5	Monitor and Adjust

Learning Environment *Domain*

3.1	Classroom Environment, Routines, and Procedures
3.2	Managing Student Behavior
3.3	Classroom Culture

Professional Practices *Domain*

4.1	Professional Demeanor and Ethics
4.2	Goal Setting
4.3	Professional Development
4.4	School Community Involvement

Calculating the Designation

Teacher Observation Minimum Performance Standards

To implement the Teacher Incentive Allotment, House Bill 3 also requires the setting of "performance and validity standards" to ensure that the identification of highly effective teachers under the three designation categories – Recognized, Exemplary and Master – yields reliable and comparable results across the state. Districts will be expected to use performance standards along with district teacher observation and student performance standards to determine which teachers qualify for designations. Part of the data validation process will include a review of the accuracy of how district systems align their designations to the statewide performance standards.

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master).

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
Recognized	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
Exemplary	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
Master	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions



Student Growth Measures

Student Growth Measures (SGMs) are the second statutory component of the locally developed TIA System. The type of SGM used is determined by the district. SGMs can include pre- and post-tests, value-added measures, student learning objectives (SLOs), and portfolios. District applications must show evidence of validity and reliability of the SGM that was selected by the district.

After numerous stakeholder engagement meetings, ACA chose to adopt the Pre-/Post-Test model for SGMs. The assessments selected for the Pre-/Post-Tests are as follows for each of the teaching categories listed:

Assessment Selection

ACA Assessment Selection 22-23		
Category	Description	Assessment
1	All Math, ELAR, and Science teachers, K-8 (excluding Algebra I and Biology I)	Pre-Test: NWEA MAP Growth Target: 3rd Party Vendor Post-test: NWEA MAP
2	All teachers other than Math, ELAR, and Science teachers, K-8 (excluding Algebra I and Biology I)	Pre-Test: District Created Growth Target: District Post-test: District Created

NWEA MAP Assessments

ACA selected NWEA MAP assessments as the 3rd party assessment to include in the local designation system because it is a state approved assessment for Category 1 Teachers. TEA has already determined NWEA MAP assessments to be a valid and reliable measure to assess the majority of content covered in the course for each of the eligible teaching assignments indicated in Category 1.

The District Assessment Coordinator will utilize the same STAAR protocols to train all staff facilitating assessments with the NWEA MAP assessment window and testing event. Students assigned testing accommodations (IEPs) will receive the accommodations. The test security is built into the platform. Checks and balances are built into

Calculating the Designation

our protocols to ensure that all accommodations are available as appropriate. All teachers are trained in other security protocols regarding honesty, procedures and testing environment.

In order to calculate the teacher's end of year student growth, ACA has adopted the statewide performance standards using the NWEA MAP assessment. Districts will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.

Statewide Student Growth Performance Standards

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	**60%** of students meet or exceed expected growth	**70%** of students meet or exceed expected growth

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth. ACA uses TEEMS data system to calculate these by taking the number of students who met or exceeded growth expectation divided by the total number of students with an expected growth score (those that completed the final assessment).

District Created Assessments

ACA has opted to allow teachers in Category 2 to create their own assessments with a rigorous approval process. The District Assessment Coordinator will utilize the same STAAR protocols to train all staff facilitating assessments for locally developed assessments including, but not limited to, test security, honesty, and secure testing environment. Training is also given in providing appropriate accommodations and ensuring students have access to these accommodations during locally developed assessments. Assessments will be given, to the extent possible, through an online platform when appropriate for the content taught. If a paper based assessment or performance based assessment is required, then the assessments will remain secure with the Coordinator of Assessment.

ACA will collaborate with each teacher to create the comprehensive pre- and post-test question bank appropriate to the assigned content. The teacher will create the first draft after receiving guidance and training by ACA. Teachers are experts in their fields and are accustomed to assessment tools used in the classroom. These assessments (valid and reliable assessments) will be rigorously reviewed by a trained designated reviewer, (principal, assistant principal, or district administrator) assigned to work with that content. Once the assessment is ready for final approval, the assessment will go to a designated final approver (principal, assistant principal, or district administrator). All staff will be trained in valid, reliable assessments prior to this process and staff will use best practices in assessment design to create these assessments.

Due to limited administrative staff, the district and campus based administrators will share the burden of assigned contents as either a reviewer or approver. The reviewer will check for alignment to standards and for questions that allow for students at all levels to show growth.

Calculating the Designation

ACA will utilize the gap closure growth model or "half the gap" model. Students growth expectation is measured by the student being able to make a score that is at least the beginning score plus half of the gap from the beginning score to 100 for the BOY assessment.

Districts will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. Part of the data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The percentages below are the statewide performance standards for student growth in each of the three teacher designation levels, regardless of the student growth measure used.



Statewide Student Growth Performance Standards

Recognized Teacher	Exemplary Teacher	Master Teacher
55% of students meet or exceed expected growth	**60%** of students meet or exceed expected growth	**70%** of students meet or exceed expected growth

Calculating

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of student who completed an applicable BOY and EOY approved assessment}}$$

In order to calculate the percentage of a teacher's students who met or exceeded expected growth, the raw number of students who met or exceeded the predicted score in the classroom must be calculated first. Once the number of students who met or exceeded expected growth has been determined, it can be divided by the total number of students with an expected growth score who completed the final assessment to determine the percent of a teacher's students who met or exceeded growth. ACA uses the TEEMS data system to calculate these by taking the number of students who met or exceeded growth expectation divided by the total number of students with an expected growth score (those that completed the final assessment).

GRIFFINS



Calculating the Designation

Calculation for Designations Cut-Points in the Local Designation System

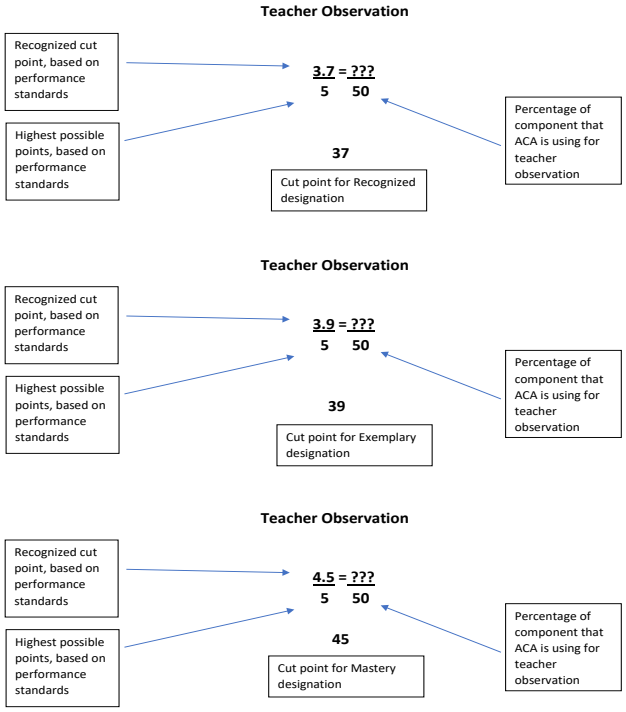
ACA has used the performance standards along side the component weights to determine the cut-points for designations. The calculations are outlined below.

The overall scoring will be based on a 100 point scale with teacher observation having a max of 50 points and student growth having a max of 50 points.

Teacher Observation

Teacher Observation is weighted at 50% and has a max of 50 points for calculating the designation. For teacher observation, the performance standard for recognized is 3.7 out of 5. 3.7/5 gives us the ratio of .74. 50 multiplied by .74 gives us the cut-point for recognized as 37. See Figure 1 for an illustration.

Figure 1



Exemplary would have a cut-point of 39 using the performance standard of 3.9. Master would have a cut-point of 45 using the 4.5 performance standard.

Teacher Observation Cut-Points

Designation	Cut-Point
Recognized	37
Exemplary	39
Master	45

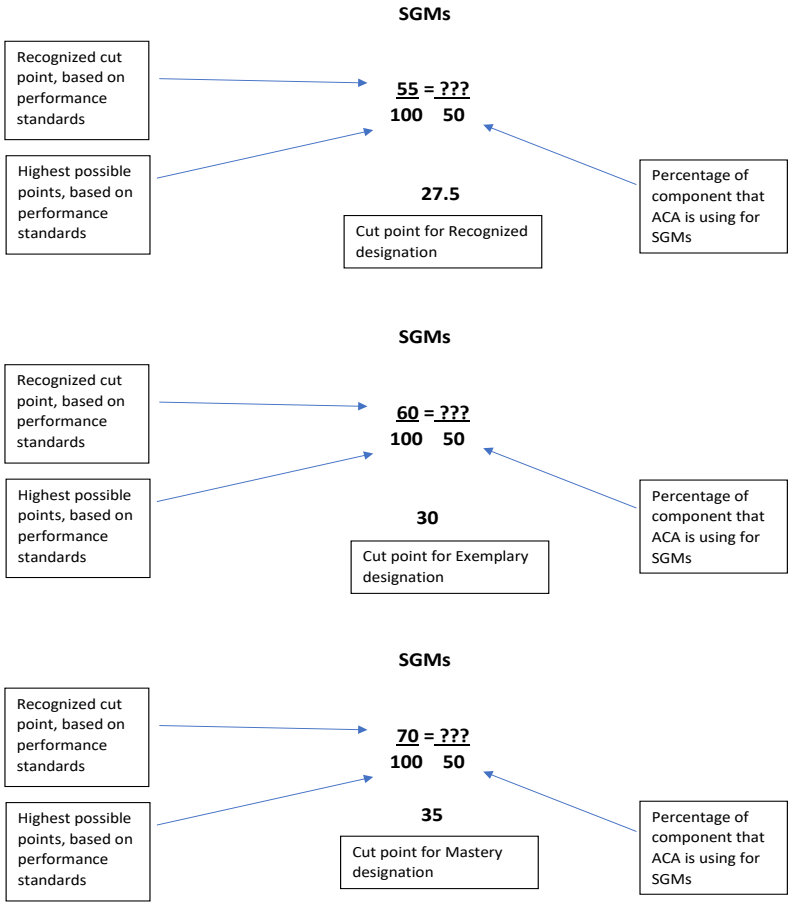
Calculating the Designation

Student Growth

Student Growth is weighted at 50% and has a max of 50 points for calculating the designation.

The performance standard for recognized is 55% out of 100%. 55/100 gives us the ratio of .55. 50 multiplied by .55 gives us the cut-point for recognized as 33. See Figure 2 for an illustration.

Figure 2



Exemplary would have a cut-point of 30 using the performance standard of 60%. Master would have a cut-point of 35 using the 70% performance standard.

Student Growth Cut-Points

Designation	Cut-Point
Recognized	27.5
Exemplary	30
Master	35

Calculating the Designation

Calculation for Designations

Using the cut-points identified above, the two are combined for an overall point total identified in the table below. In order to be put forward for a designation, teachers must reach the cut-point total identified.

Designation	Teacher Observation	Student Growth	Total (min. score)
Recognized	37	27.5	**64.5**
Exemplary	39	30	**69**
Master	45	35	**80**

Housing TIA Scores

All teacher evaluations and SGM scores will be housed in the Texas Educator Excellence Management System (TEEMS). TEEMS will include all T-TESS evaluations (announced and unannounced), as well as all pre-/post-conferences, goal setting, and classroom walkthroughs. Teachers and campus/district level administration will have access to all observation components through the TEEMS data management system.

TEEMS will also house all SGM data associated with TIA. This includes teacher rosters, SGM assessments (district created), pre-/post-assessment scores and student growth targets.

The benefit of working within the TEEMS data management system is that it allows teachers and administrators using one system to see all components of TIA. TEEMS will utilize SGM scores and teacher evaluation to create TIA designation, with forward facing math, so that calculations to determine the TIA designation are transparent. To log into the TEEMS system, please visit: https://teems.txcee.org/login?0.







Spending Plan

Spending Plans

Funding for teachers designated as Recognized, Exemplary, and Master under the Teacher Incentive Allotment (TIA) will flow from the state to Texas school districts. The statute requires that 90 percent of the funds earned through the district's local designation system be spent on teacher compensation on the campus where the designated teacher works. TEC Section 48.114 (i)(1)(A) states that: "A district shall annually certify that funds received under this section were used as follows: At least 90% of each allotment received was used for the compensation of teachers employed at the campus at which the teacher for whom the district received the allotment is employed."

The statute states that TIA funds are not considered a property right. The district should spend no more than 10 percent of TIA funds at the district level to support rollout and implementation of TIA. The state will calculate rural and socio-economic tier funding status annually based on student enrollment. Allotment funds will be based on the socio-economic status of the campus and not the individual students assigned to the designated teacher. If a designated teacher moves campuses from one school year to another, the allotment that designated teacher generates will be recalculated based on the new campus rural and socio-economic tier funding status.

Teacher Designation Award Amount Determinations

The funding available from the Teacher Incentive Allotment varies by designation. The exact amount of funding per teacher is determined by a formula that takes into account the designation earned, the level of socio-economic need at the teacher's assigned campus and whether the campus is rural.

At the time of this spending plan presentation, funding for a Recognized designation ranges from approximately $3,400 to $3,600, Exemplary designation ranges from $6,825 - $7,219, and Master designations range from $13,375 - $14,032. Allotments are calculated annually. For the most current funding determinations, please visit: https://tiatexas.org/funding/.

Distribution of Compensation

Statute requires that 90% of TIA funds be distributed directly to teachers at the campus in which the designated teacher is employed at the time the TIA funds are allotted.

- ACA will distribute the required 90% to TIA designated teachers. Of the 90% required to be spent on teacher compensation, TIA designated teachers will receive a direct payment equal to the 90% required to be spent on teacher compensation less the required amounts to be used to cover employer paid benefit costs related to the TIA compensation.
- The remaining 10% of TIA allotment funds generated will be used for training and support, expansion of the system, administrative expenses, and professional development.

For National Board certified teachers, the spending plan will follow:

- 90% will go to the designated teacher.
- 10% will go to the district to support systems for implementation or provide professional development for teachers seeking designations.

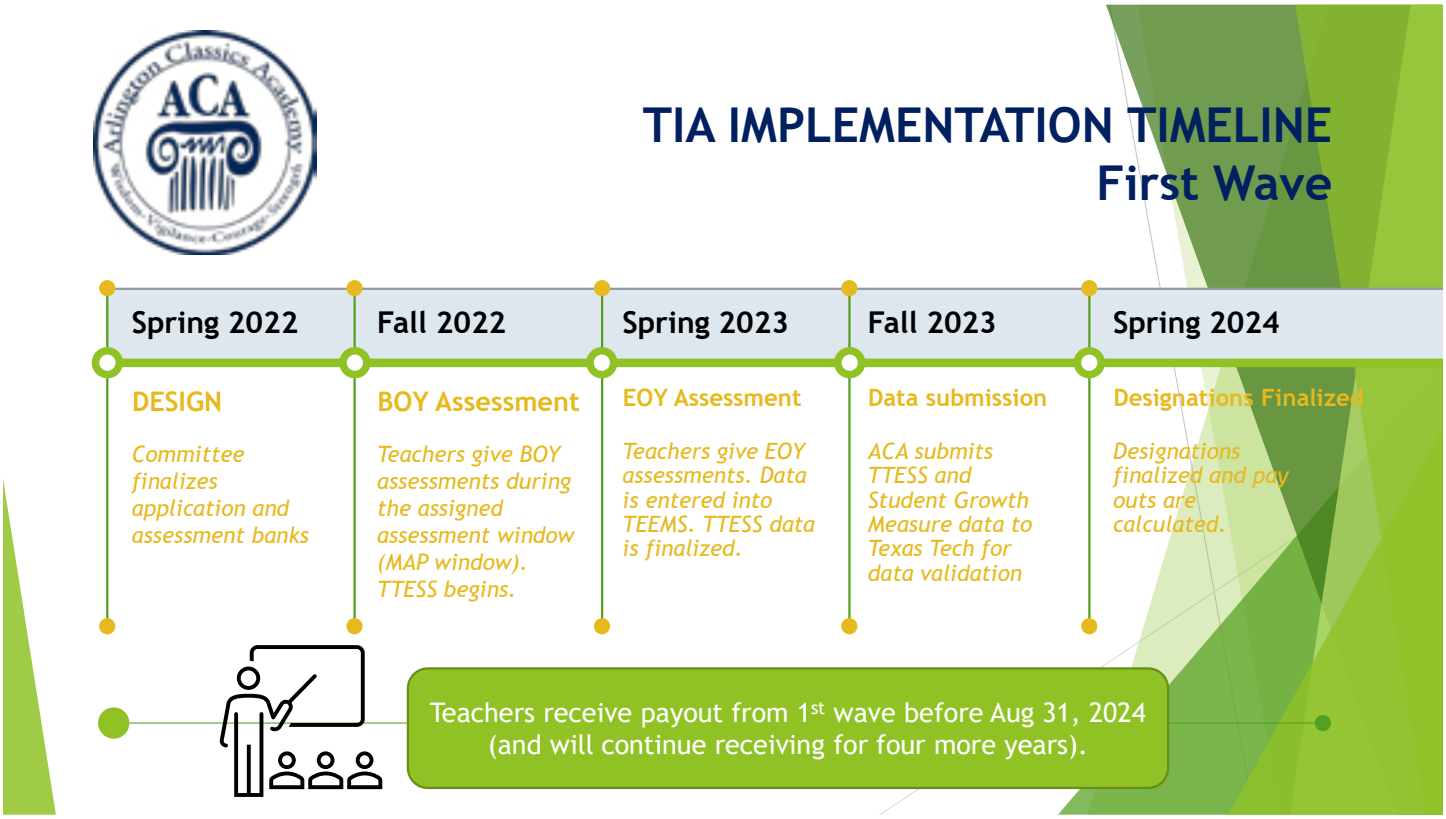


Spending Plan

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 **before August 31** based on their TIA designation. Funding for their designation will be determined based on their campus of assignment at the time of Winter Class Roster.



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. TRS benefits are subject to TRS rules and regulations.

Spending Plan

Movement of Designated Teachers

- If a Designated Teacher leaves the district prior to Winter Class Roster Verification (generally in February of each school year) ACA will not receive allotment funding for the designated teacher and therefore no TIA compensation will be given to that teacher.
- If a Designated Teacher moves between campuses within ACA during the school year, ACA will provide TIA compensation to the designated teacher based on the campus where the Designated Teacher was assigned during Winter Class Roster.
- If a Designated Teacher moves into the district prior to Winter Class Roster Verification the Designated Teacher will receive TIA compensation based on the campus where the Designated Teacher was assigned during Winter Class Roster.
- If a Designated Teacher separates from the district after the Winter Class Roster Verification (generally in February of each school year), the Designated Teacher may or may not receive the expected TIA compensation depending on the circumstances of separation. Teachers who retire in good standing or otherwise resign due to circumstances beyond their control (ie: health reasons) will receive the allotment payout in the final payment of the district to the employee. If the employee does not have a final payment owed for whatever reason, then a separate payment will be made. However, if the Designated Teacher resigns, is dismissed, terminated, or resigns in lieu of termination after the Winter Class Roster Verification, the employee forfeits the designated allotment. The allotted funds will be designated to the campus where the employee was assigned and be allocated to staff development or other expenses as allowable by TIA rules and regulations.
- ACA cannot recommend a teacher to the state for a TIA Designation if they do not remain in an eligible teaching position the year following the data capture year. For example, if a teacher is Designated as a result of data collected in the 2022-2023 school year, but the teacher moves into an Assistant Principal position in the 2023-2024 school year, that teacher cannot be put forth for a designation because they are no longer serving in an eligible teaching position.

Note: If a TIA Designated Teacher is not employed by ACA at the time of Winter Class Roster (typically in February of each year), then ACA will not be responsible for paying TIA compensation to the Designated Teacher. In order for a Designated Teacher to receive TIA compensation the Designated Teacher will need to work with their new Texas school district or charter school to be compensated under TIA. In this case, the amount of funds earned under TIA would follow the new district's TIA spending plan and allotments provided by the state for the particular campus based on "rural/non-rural" and "economically disadvantaged" Tier status.

Board Support

The Board of Trustees has acknowledged its support of the District taking the actions necessary to participate in the Teacher Incentive Allotment Program, including submitting an application, submitting a plan, and engaging in the plan development process with the State of Texas. The district's compensation plan is approved annually by the Board of Trustees. TIA compensation is included in the district compensation plan. The Board of Trustees will approve the expenditure of TIA funds as part of the annual budgeting process in August of each year. The district may propose a budget amendment to the Board of Trustees in April or May of each year after the final allotment is determined for the district by the state.

TIA Procedures

ACA Policies & Procedures

- Eligibility: All ACA teachers on all campuses are eligible for a TIA designation.
- All eligible teachers will receive an evaluation rating each year. All teachers will receive scored observations for domains 2 and 3.
- All eligible teachers will have data for student growth.
- All eligible teachers will be trained on the administration protocols for SGMs each year.
- Teachers are put forward for designations based on the prior years performance. Once designated, teachers may earn higher designations if they are recognized or exemplary.
- TIA compensation is based on the allotment amount prescribed by the state.
- All teacher resources have been posted to https://www.acaedu.net/domain/777, which includes the addition of a Teacher Resource page and the addition of the same materials in the Teacher Input section.
- ACA has provided an FAQ page.
- TIA is a benefit provided to ACA teachers when earned. Employees may refer to PG 4.24 related to Employee Grievances or contact the Director of HR for assistance with concerns regarding TIA compensation.





Arlington Classics Academy ("ACA" or the "School") is an equal opportunity employer and does not discriminate against any employee or applicant for employment because of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Title I and Title V of the Americans with Disabilities Act of 1990, as amended ("ADA"); the Age Discrimination in Employment Act of 1967, as amended ("ADEA"); Section 504 of the Rehabilitation Act of 1973, as amended; the Genetic Information Nondiscrimination Act of 2008 ("GINA"); and any other legally-protected classification or status protected by federal, state, or local law.



WISDOM • VIGILANCE

ACA

COURAGE • STRENGTH

