



Understanding TIA at ACA

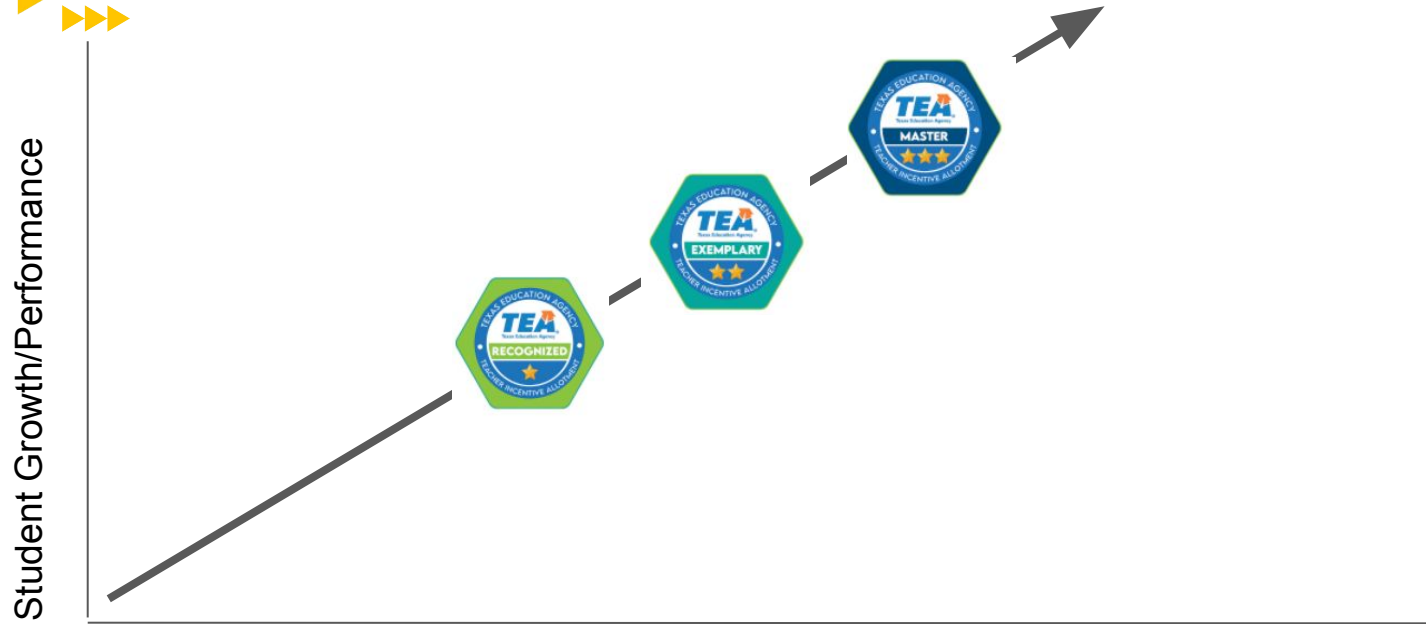
Teacher Incentive Allotment ACA Local Designation System
As Authorized by HB3
3/11/2022



Designations



Designations



Instructional and Learning Environment Mastery (TTESS Domains 2 and 3)

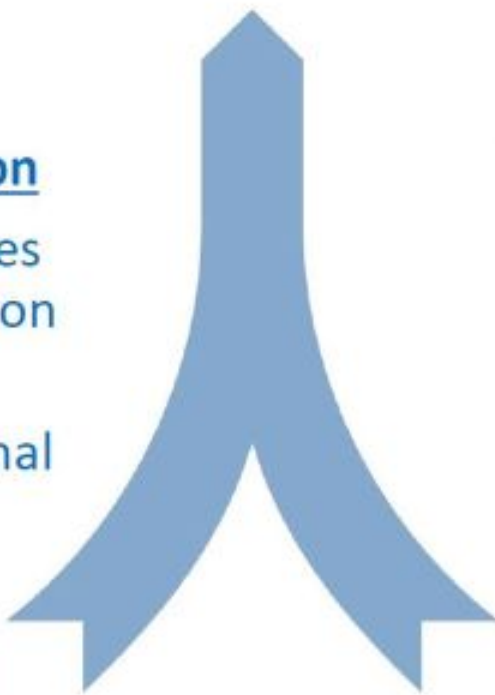


Two Pathways to Earn Designations

National Board Certification

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

fairly automatic



Local Optional Teacher Designation System

- District-created system
- District system is approved
- District determines and issues teacher designations

application & approval process

Requirements for TIA

- **Pathway 1:** National Board Certification Program
- **Pathway 2:** Development of local teacher designation system
 - Must measure teacher effectiveness, based on:
 - Teacher observation
 - Student growth data
- Designation systems are submitted to TEA for approval
- Data validation process, conducted by Texas Tech University

Designations



				Designated <u>RECOGNIZED</u> <u>TEACHER</u> <small>Through 07/31/2025</small>
<i>Texas Educator Certificate</i>				
<i>This certifies that</i>				
[REDACTED]				
<i>has fulfilled requirements of state law and regulations of the State Board for Educator Certification and is hereby authorized to perform duties as designated below:</i>				
STANDARD				
Description	Effective Date	Expiration Date	Status	
Classroom Teacher				
Core Subjects Grades (EC-6)	06/01/2021	05/31/2027	<u>Valid</u>	
English as a Second Language Supplemental Grades (EC-6)	06/01/2021	05/31/2027	<u>Valid</u>	
Core Subjects Grades (EC-6)	12/12/2015	05/31/2021	<u>Expired</u>	
English as a Second Language Supplemental	12/12/2015	05/31/2021	<u>Expired</u>	



TIA Overview



For each designated teacher employed in the district, ACA is eligible for the following:

Campus	Recognized	Exemplary	Master
ACA- Arkansas Campus	\$3,610	\$7,219	\$14,032
ACA- Middle	\$3,413	\$6,825	\$13,375
ACA- Intermediate	\$3,434	\$6,867	\$13,446

*TEA issues allotment amounts annually. The amounts change based on demographics.

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, optional components
- Performance standards and weighting/teacher categories



3. How and when will we compensate?

- Distribution of funds
- Timing and mode of compensation

The Big Three: Critical Decisions for Local Designation Systems



1. Who can earn a designation?

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HB3: Only teachers who serve in a PEIMS identification code labeled 087 will be considered for qualification. Generally speaking, this means that a teacher is a teacher of record for a group of students.

ACA Local: All teachers should be eligible to earn the designation and, consequently, the funds. Therefore, ACA will not apply any greater restrictions than that already required by TEA.

The Big Three: Critical Decisions for Local Designation Systems



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TTESS (teachers must be at least proficient (3) in all domains)

- Domains 2 (Instruction) and 3 (Learning Environment) only (all dimensions)
 - The teacher supports all learners in their pursuit of high levels of academic and social-emotional success
 - The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
 - The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
 - The teacher differentiates instruction, aligning methods and techniques to diverse student needs.
 - The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

TTESS (cont)

- Domains 2 (Instruction) and 3 (Learning Environment) only (all dimensions)
 - The teacher organizes a safe, accessible and efficient classroom.
 - The teacher establishes, communicates and maintains clear expectations for student behavior
 - The teacher leads a mutually respectful and collaborative class of actively engaged learners.

[Link to Rubric](#)



Pre-Post Tests

- Content covered is a valid measure of the course content
 - Aligned to the standards
 - Measure what it is designed to measure and has appropriate level of rigor with a range of questions for growth
- Administration protocols
 - State and district guidelines for testing
 - Testing window with security and training
- Scoring protocols
 - Who scores the tests?
 - Are there systems for accurate and fair scoring

Important Notes



- Student Growth Measure efforts should align to CIPs or strategic plans whenever possible.
 - Pre/Post Tests: If the teacher is assigned to Math, Science or ELAR, then the Pre/Post test and growth measures will be MAP (except for Algebra 1 and Biology 1).
 - All other content area teachers (including Algebra 1 and Biology 1) will be assigned a “majority” area to measure depending on the assignment (usually whatever the teacher teaches 51% of the time). Locally designed and vetted assessment will be used (aligned to TEA training for high quality assessment)
 - Self-contained (K and 1) will be evaluated based on Math (MAP)
 - The TTESS observation must be completed during times dedicated to the assigned TIA content.
 - There will be some outlying content evaluation challenges that we will incorporate strategically and address individually with teachers (SpEd, certain electives, etc)
 - ACA administrators will begin working with teams now to create, evaluate, and approve assessment question banks from which to create these assessments.



Understanding the performance standards

Student growth performance standards were created by looking at statewide STAAR performance data across numerous years and using a Value-Added Model to determine the percent of students meeting or exceeding their growth target

The performance standards for teacher observation scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale.

<i>Growth standard group</i>	<i>% of students meeting or exceeding growth targets</i>
Recognized	55%
Exemplary	60%
Master	70%

<i>Observation standard group</i>	<i>Based on T-TESS</i>	<i>Based on another rubric</i>
Recognized	3.7	74% of points
Exemplary	3.9	78% of points
Master	4.5	90% of points

Recognized represents the top 33% of teachers
Exemplary represents the top 20% of teachers
Master represents the top 5% of teachers

Weighing the two factors



TTESS Score
50% weight



Student Growth Measure
50% weight



How to estimate a potential designation using your own data



1. Download the ACA TIA Designation Projection Tool ([LINK](#))
2. Access your TTESS final from a designated year.
3. CHECK: Did you receive at least a 3 on all domains? Locate your scores for the five dimensions of DOMAIN 2 and the three dimensions of DOMAIN 3. Enter those scores in the green cells.
4. Access your MAP data for the same designated year (if you do not have access to MAP data, there is not a historical data point to use here. Rather, you would be able to see the % of students that must meet growth in order to meet a designation)
5. Calculate the total percentage of students that met growth (total number of students that met growth divided by the total number of students)
6. Enter this % in the green cell under student outcomes.
7. Look for the YELLOW cells: MY SCORE and Potential Designation. The tool will update automatically as you change the scores in the green cells.
8. This will allow the teacher to play with scenarios and target the dimensions and/or student performance measures needed to earn specific designation.



Rationale: Why is ACA applying for TIA



TIA as a local designation plan aligns with ACA's mission and vision

- Tailored to growth in all curriculum components, even those unique to ACA
- Rewards teachers for their efforts and can be tailored to support ACA's belief in supporting teachers as professionals
- Emphasizes student growth (ACA founding principle)
- Provides new sources of support for individualized professional development

TIA is not a tool to decide someone's employment at ACA. Employment at ACA is contingent on an employee's contribution toward the mission of ACA in a respective assignment, commitment to their field, and the demonstration of competencies, ethical standards and qualifications appropriate for the assignment.



Committee's Approach



Construct a local designation program that:

- Incentivizes personalized learning and growth for ACA students
- Rewards teacher effort
- Requires the minimum amount of additional paperwork or clerical work for teachers (aligns to tasks we already do)
- Is accessible to all teachers allowed by law



Cohort E System and Approval Timeline



Pre-Application

System Development



Year 1

2021-2022

Apply for TIA
Including Texas Tech University Survey #1

Application Approval



Year 2

2022-2023

Capture Data
Including recommended Texas Tech University Survey #2

System expansions, changes, or spending modifications



Year 3

2023-2024

Submit data to TTU and fees to TEA

Designate and Compensate

System expansions, changes, or spending modifications

Complete annual requirements
Including Texas Tech University Survey #3



Post-Approval

New or higher designations
Requires data submission and fees

System expansions, changes, or spending modifications

Complete annual requirements

System renewal

Designation Approval

System Approval

Ongoing Stakeholder Engagement

Key Timeline Takeaways



- Application submission is April 2022 with negotiations through summer
- First data submission takes place at the end 2022-2023 academic year
- Annual submissions follow for added designations or improved designations (this will only change your designation expiration date if you move to a higher designation)
- First payout for designated teachers is summer of 2024 (assuming application is approved)
- Annual payouts each summer following (23-24 data year pays out in summer of 2025, etc)
- Beginning of Year Assessments for all areas not evaluated by MAP will have to be prepared now (spring) for implementation next year (22-23).



The Big Three: Critical Decisions for Local Designation Systems



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3. How and when will we compensate?

- Distribution of funds
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Distribution of Funds: Key Timeline Takeaways



- Application submission is April 2022 with negotiations through summer
- First data submission takes place at the end 2022-2023 academic year
- Annual submissions follow for added designations or improved designations (this will only change your designation expiration date if you move to a higher designation)
- **First payout for designated teachers is summer of 2024 (assuming application is approved)**
- Annual payouts each summer following (23-24 data year pays out in summer of 2025, etc) as long as funds are available



Important Notes from the Spending Plan Proposal

- Board adopted in February, 2022 ([LINK](#))
- 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.

Important Notes from the Spending Plan Proposal

- 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.
- Movement of Teachers: See Proposal Plan

Stakeholder Input Opportunities

- First presentation on TIA in HB3 (January 2020, pre-COVID)
 - Survey for interest in stakeholder committee members and feedback on HB3 components (January 2020)
 - Board meeting discussions (HB3 in fall 2019, summer of 2021, monthly updates until submission)
 - Teacher representation in stakeholder committee (September 2021 through May 2022)
 - Staff presentation and input meeting (Dec 6, 2021)
 - Stakeholder survey (Dec 2021)
 - Teacher buy in survey (will come from Texas Tech)
 - Comments or questions can be submitted any time to csims@acaedu.net
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Stakeholder Input Opportunities



On campus meetings - Mr. Sims will be available on campuses, dates to be announced in April, to answer questions or guide teachers through TIA.



What next?



- If you teach in a MAP assessed content (except for Algebra 1 or Biology 1) then you can look at the designation tool and assess your potential for a designation.
- If you teach a content not assessed by MAP, then you should begin collecting assessment resources you use for your content area. Someone will soon be in touch with you about the upcoming process of developing an assessment question bank that meets TEA's requirements for pre/post assessments.
- Look back at slide 14 for more information on who is assessed on what.

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#LOVEYOURTRIBE