



Teacher Student Success Act Framework

Purpose: The objective behind this framework is to guide building principals in creating a plan to help both teachers and students succeed. The Board of Directors for DaVinci Academy has reviewed the pertinent laws and rules associated with the Teacher Student Success Act (TSSA) and has formally adopted this framework to meet the purpose behind the TSSA initiative.

Legal Authority:

UCA 53G-7-1304 -- Program requirements - LEA governing board student success framework - LEA distribution - School allocation – Reporting

UCA 53G-7-1305 – LEA board approval of principal plan

UCA 53G-7-1306 – LEA board review of TSSA principal plan in meeting state accountability indicators

Administrative Rule 277-927 – Distribution of TSSA money requirements and accountability standards

Program Requirements:

The DaVinci Board of Directors agrees to:

1. Review the TSSA framework, building TSSA plans, and progress towards plan goals twice a year – September and May board meeting.
2. Approve principal TSSA plans for the upcoming school year by June 30, and review TSSA approved plans in the September board meeting and review progress in the May board meeting.
3. Allocate funds according to Utah law and Board Rule.
4. Submit TSSA plan each year according to Board timelines.
5. Determine if TSSA plan goals were met at each school in the LEA according to Board Rule and Utah law.
 - a. Meets or exceeds the threshold of points as established by the State Board, or
 - b. Demonstrate at least 1% increase in the school’s total points received under the statewide school accountability system when compared to the previous year, or
 - c. Satisfies the performance standards under the statewide school accountability system.
6. Beginning with the 2020-2021 school year, if DaVinci submitted a TSSA plan in 2019-2020 school year then submit assurances by November 1, 2020 if DaVinci desires to receive TSSA funds in the 2020-2021 school year. (R277-927-3)



7. Use an LEA distribution as follows:
 - a. increases to base salary and salary driven benefits for school personnel that total 25% or less of the LEA distribution; or 40% if average salary is below state average and
 - b. an allocation that is equal to the product of:
 - i. the percentage of the school's prior year average daily membership compared to the total prior year average daily membership; and
 - ii. the remaining amount of the LEA governing board's LEA distribution after subtracting the amounts described in section 7(a).
8. Report expenditures of program money by location according to the State Board approved chart of accounts.
 - a. Allowable use of TSSA funds:
 - i. school personnel stipends for taking on additional responsibility outside of a typical work assignment;
 - ii. professional learning;
 - iii. additional school employees, including counselors, social workers, mental health workers, tutors, media specialists, information technology specialists, or other specialists;
 - iv. technology;
 - v. before- or after-school programs;
 - vi. summer school programs;
 - vii. community support programs or partnerships;
 - viii. early childhood education;
 - ix. class size reduction strategies;
 - x. augmentation of existing programs; or
 - xi. other means.
 - b. An LEA governing board student success framework may not support the use of program money:
 - i. to supplant funding for existing public education programs;
 - ii. for district administration costs; or



iii. for capital expenditures.

c. An LEA may not use program money:

i. For a purpose described in Subsection 53G-7-1304(1);

ii. to support adult education or preschool programs; or

iii. to pay for contracted services commonly performed by the following staff:

1. school level administration staff;

2. building and maintenance staff, including custodial staff;

3. transportation staff;

4. child nutrition services staff;

5. operational or facility support staff; or

6. district level staff.

iv. As used in Subsection 53G-7-1304(2), "district administration costs" does not include salary driven benefits for school personnel charged at the district level.

Performance Standards:

1. For purposes of determining the threshold of points that designates a school as succeeding in school performance as described in Subsection 53G-7-1306(1)(a), a school is succeeding in school performance if, in the most recently published overall school accountability ratings the school is designated as a commendable or exemplary school as described in Section R277-497-2.
2. For purposes of determining the performance standards for a school described in Section 53G-7-1306(1)(b), a school meets the performance standards if the school meets the criteria described in Section 53E-5-203(2).