TEACHER INCENTIVE ALLOTMENT MANUAL

2021-2022

TIA/T-TESS COORDINATOR

DR. JEANETTE ROMERO

The Teacher Incentive Allotment (TIA) was created by the Texas Legislature as part of House Bill 3 to provide a realistic pathway for top teachers to earn six-figure salaries. One of the goals of TIA is to help attract and retain highly effective teachers at traditionally hard-to-staff schools. Harlandale ISD is a member of TIA Cohort D and has developed a system for designating high-performing teachers as Recognized, Exemplary, or Master Teachers. Districts that employ teachers with designations can receive up to $32,000 per year in TIA funding per designated teacher.

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HARLANDALE INDEPENDENT SCHOOL DISTRICT

Created in 2019 by the 86th Legislature as part of House Bill 3, TEC §48.112, the Teacher Incentive Allotment is a ground breaking bill that will reward much deserving teachers for highly effective teacher practices and student achievement.

This TIA Manual is intended to provide an overview of the TIA program, the application and data collection process, and ultimately it should serve as a resource for aspiring teachers who wish to earn a designation.

LETTER FROM THE SUPERINTENDENT

MR. SOTO, M.ED.

Harlandale ISD is a strong community with some of the best teachers and students in the state. Our teachers and students are innovative, driven, and committed to education and success. Harlandale is rich with history, and therefore it is a goal of mine to continue to nurture the successes that we have had so that we can contine to grow and be highly competitive in a global society.

Recently, the Texas Education Agency launched the Teacher Incentive Allotment (TIA), and I am proud to say that Harlandale ISD will be taking advantage of this available state funding to incentivize our highest performing teachers.

The TIA program is designed to help retain, recruit, and reward top-tier teachers. The teacher incentive allotment will not only reward teachers for all of the hard work that they do on a daily basis, but it will support teacher growth, increase equity of access to the most effective teachers, strengthen our current evaluation system, and most importantly, increase student achievement. I look forward to celebrating Harlandale ISD teachers as we move forward with this great endeavor!
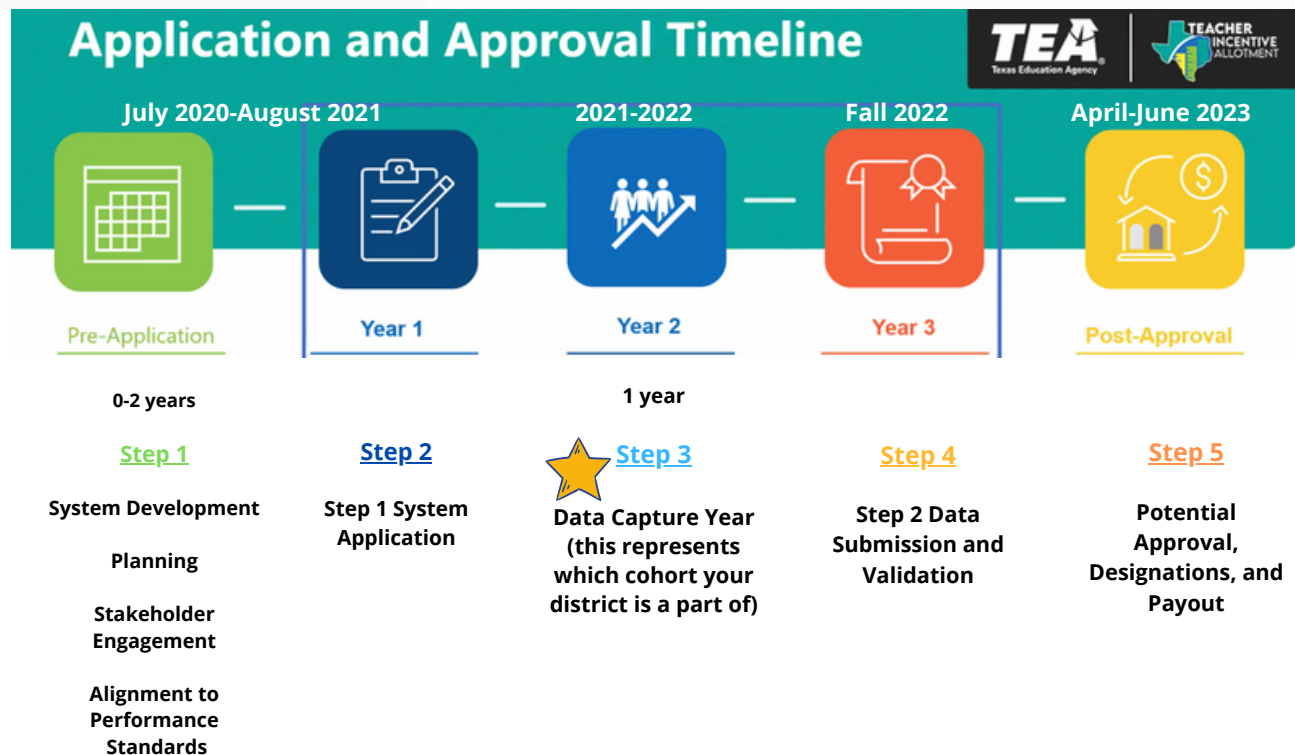
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TIA COHORT TIMELINE

Cohort D-Phasing in Groups

Harlandale is a member of Cohort D. For the 2021-2022 school year, the application submitted to TEA included ALL reading and math teachers, both elementary and secondary. Each year the goal is to submit an amendment application to TEA to phase in groups of teachers until ALL teachers at ALL schools are included by end of year 2023.

It is important to phase groups in so that we can work on creating and implementing valid and reliable student growth measures for all content areas and grade levels. TEA will not accept an application until these growth measures are established and tested to be reliable and valid. On page 9 you will find a list of approved student growth measures currently used for reading and mathematics.

	Cohort A	Cohort B	Cohort C	Cohort D	Cohort E	Cohort F	Cohort G
Data-Capture Year	2019–2020	2019–2020	2020–2021	2021–2022	2022–2023	2023–2024	2024–2025
System Application Posted	N/A	30-Mar-20	30-Mar-20	1-Nov-20	1-Nov-21	1-Nov-22	1-Nov-23
System Application Due to TEA (no fee required for submission)	N/A	31-Jul-20	15-May-20	15-Apr-21	15-Apr-22	13-Apr-23	13-Apr-24
System Application Result Final Notification	N/A	28-Aug-20	15-Aug-20	15-Aug-21	15-Aug-22	13-Aug-23	13-Aug-24
Data Review due to Texas Tech University (data processing fee required for each teacher put forth for designation)	N/A	30-Oct-20	1-Nov-21	1-Nov-22	1-Nov-23	1-Nov-24	3-Nov-25
Final Approval Notification	N/A	Late February 2021	Late February 2022	Late February 2023	Late February 2024	Late February 2025	Late February 2026
Final Designation and Allotment Notification	N/A	Apr-21	Apr-22	Apr-23	Apr-24	Apr-25	Apr-26
Approved Districts Receive Initial Payout through the Foundation School Program including Reimbursements	September 2020	September 2021	September 2022	September 2023	September 2024	September 2025	September 2026

Application and Approval Timeline

TEA Texas Education Agency | TEACHER INCENTIVE ALLOTMENT

July 2020-August 2021	2021-2022	Fall 2022	April-June 2023
Pre-Application	Year 1	Year 2	Year 3	Post-Approval

0-2 years   1 year

Step 1

System Development

Planning

Stakeholder Engagement

Alignment to Performance Standards

Step 2

Step 1 System Application

Step 3

Data Capture Year (this represents which cohort your district is a part of)

Step 4

Step 2 Data Submission and Validation

Step 5

Potential Approval, Designations, and Payout

What is the Teacher Incentive Allotment?

The Texas Education Agency's Teacher Incentive Allotment (TIA) Program is dedicated to recruiting, rewarding, and retaining the best teachers across the state. The designation system is a tiered system in which teachers qualify based on performance and student growth. The TIA system does not replace the district's current pay structure but acts as an additional state stipend. All money earned through TIA is Teacher Retirement System (TRS) creditable.

Harlandale has been working on and building a system since Summer 2020. Our implementation will begin during the 2021-2022 school year with the first cohort of teachers earning stipends in Spring 2023. A designation is a distinction issued to a highly effective teacher. The distinction tiers are Recognized, Exemplary, or Master teacher. Districts receive greater funding for designated teachers who teach at rural and/or high needs campuses with 90% of funds going directly to teachers and teacher groups.

Eligibility for TIA Designation: Who Qualifies?

Teachers who qualify for the Teacher Incentive Allotment are:

- Employed as a teacher for a creditable year of service- at least full time for one full semester or part-time for a year
- Have Active Standard or Lifetime Teacher Certification
- Hold an intern, probationary, or standard certificate
- Are labeled in PEIMS as "087"
- Are part of a school district or open-enrollment charter school.

Teacher Incentive Allotment Designations

Master Teacher- a Master-level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places him/her in a level commensurate with the **top 5%** of teachers statewide.

Exemplary Teacher- Exemplary level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places him/her in a level commensurate with the top **20%** of teachers statewide.

Recognized Teacher- Recognized level teacher designation indicates that the identified teacher has achieved a level of teacher appraisal and student growth performance that places them in a level commensurate with the top **33%** of teachers statewide.

"Curriculum, class size, funding, family involvement, all contribute but the single largest influence is THE TEACHER."
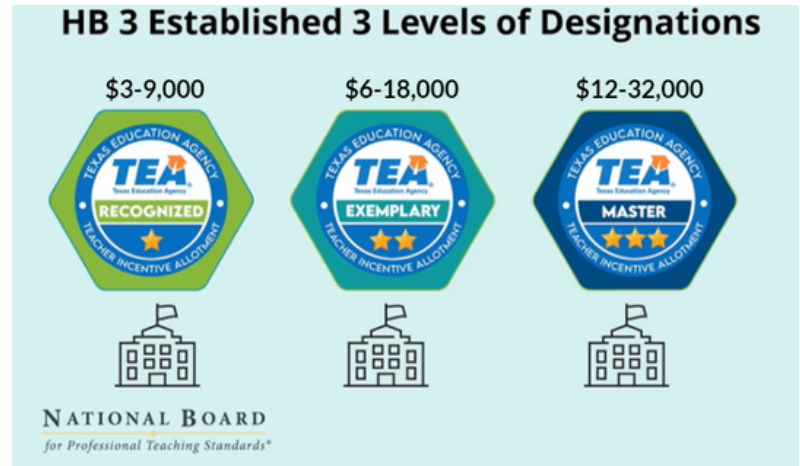-Strong & Tucker, 2000

Teacher Incentive Allotment Designation Tiers

Based on each district's local designation system, teachers can qualify for one of 3 tiers: Recognized, Exemplary, or Master Teacher. Once the designation is earned, this distinction is placed on their SBEC certificate for 5 years. Teachers can reapply each year to increase their designation, but a designation can not be removed or reduced over the 5 year period.

Based on each designation level, the chart below shows possible district allotment amounts for each designation level across different socio-economic and rural/non-rural campuses.

The allotment is calculated by adding the base to the multiplier times the average student point value **(Base + (Multiplier x Average Student Point Value) = ALLOTMENT** The point value is determined by the census block of the student's home address. These same tiers are also used for Compensatory Education.

HB 3 Established 3 Levels of Designations

$3-9,000	$6-18,000	$12-32,000
TEA RECOGNIZED ★	TEA EXEMPLARY ★★	TEA MASTER ★★★

NATIONAL BOARD
for Professional Teaching Standards®

Possible Funding Amounts at a Glance

This chart shows possible district allotment amounts for each designation level across different socioeconomic tiers for teachers working at rural and non-rural campuses:

Designation	Base	Multiplier	Tier / Student Point Value	Non Eco-Dis X 0	Tier 1 X 0.5	Tier 2 X 1.0	Tier 3 X 2.0	Tier 4 X 3.0	Tier 5 X 4.0
RECOGNIZED	$3,000	$1,500	Non-Rural	$3,000	$3,750	$4,500	$6,000	$7,500	$9,000
			Rural	$4,500	$6,000	$7,500	$9,000	$9,000	$9,000
EXEMPLARY	$6,000	$3,000	Non-Rural	$6,000	$7,500	$9,000	$12,000	$15,000	$18,000
			Rural	$9,000	$12,000	$15,000	$18,000	$18,000	$18,000
MASTER	$12,000	$5,000	Non-Rural	$12,000	$14,500	$17,000	$22,000	$27,000	$32,000
			Rural	$17,000	$22,000	$27,000	$32,000	$32,000	$32,000

<5,000 students, NCES= Rural

MORE NEED, MORE FUNDING →

Texas Education Agency
Minimum Performance Standards

In order to be eligible for the Teacher Incentive allotment, minimum performance standards for T-TESS and Student Growth Outcomes have been established by TEA. This ensures that the system remains rigorous but also equitable.

T-TESS OBSERVATION MINIMUMS

HISD Adjusted Observation Minimums
Recognized Designation≥3.5
Exemplary Designation≥3.7
Master Designation≥4.3

For the purposes of TIA, there is a priority emphasis on Domain 2 (Instruction) and Domain 3 (Learning Environment). In order to be eligible, teachers must score at least a 3 (proficient) on all dimensions within domains 2 and 3. These score averages are based on cumulative state data in which 5%, 20%, and 33% of teachers qualified for each designation. In order to be comparable to state averages, Harlandale was able to provide justification for lowering these state averages as seen above.
The following tables display minimum state averages across Domains 2 & 3 as well as example averages for each dimension for a Master, Exemplary, and Recognized Teacher.

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

	Master	Exemplary	Recognized
Average Domain 2 (Instruction)	4.56	3.97	3.55
Dimension 2.1 (Achieving Expectations)	4.51	3.95	3.52
Dimension 2.2 (Content Knowledge and Expertise)	4.63	4.04	3.61
Dimension 2.3 (Communication)	4.61	4.01	3.64
Dimension 2.4 (Differentiation)	4.49	3.9	3.44
Dimension 2.5 (Monitor and Adjust)	4.56	3.98	3.52
Average Domain 3 (Learning Environment)	4.9	4.19	3.97
Dimension 3.1 (Classroom Environment, Routines, and Procedures)	4.89	4.16	3.97
Dimension 3.2 (Managing Student Behavior)	4.87	4.19	3.97
Dimension 3.3 (Classroom Culture)	4.92	4.24	3.98

STUDENT GROWTH MINIMUMS

Recognized Designation ≥56%
Exemplary Designation ≥63%
Master Designation≥70%

In order to be eligible for a TIA designation, teachers must earn a minimum student growth designation percentage. TEA established minimum expectations based on statewide performance standards. Harlandale has opted to base these standards on the 2021 Accountability Manual. This percentage is calculated by dividing the number of students who met or exceeded growth expectations by the total number of students with an expected growth score. Growth measures can be found on page 9 of this manual.
More information can be found on TEA's Student Growth Performance Standards document.

Teacher Appraisal: T-TESS

The Texas Teacher Evaluation and Support System (T-TESS) is the state adopted teacher appraisal instrument. T-TESS includes three components aimed at capturing the holistic nature of teaching and developing teacher habits of continuous improvement.

1. Goal setting and Professional Development Plan
2. Pre-Conference, Observation, and Post-Conference (full evaluation cycle); and
3. Student Growth

In order to determine teacher eligibility for the Teacher Incentive Allotment, Harlandale ISD will calculate T-TESS dimension scores, domain scores, and a weighted total T-TESS score.

Domain & Dimension Scoring

For the purposes of TIA, the following eight dimensions of the T-TESS instrument will be used for scoring:

- **Instruction (DOMAIN 2)**
  - Achieving Expectations (Dimension 2.1)
  - Content Knowledge and Expertise (Dimension 2.2)
  - Communication (Dimension 2.3)
  - Differentiation (Dimension 2.4)
  - Monitor and Adjust (Dimension 2.5)
- **Learning Environment (DOMAIN 3)**
  - Classroom Environment, Routines, and Procedures (Dimension 3.1)
  - Managing Student Behavior (Dimension 3.2)
  - Classroom Culture (Dimension 3.3)

Total T-TESS Weighted Composite Score

The total T-TESS score is a weighted calculation; the Instruction (Domain 2) and Learning Environment (Domain 3) domains have a great impact on the total T-TESS score because the identified dimensions within these domains reflect instruction observables. The domains are weighted as follows:

- Instruction (Domain 2).....................................50%
- Learning Environment (Domain 3)...................50%

Based on the average for these two domains, teachers are awarded points towards their overall TIA score. T-TESS for PreK-2nd grade teachers is 45% of the overall score (due to the lack of the student survey component) and for 3rd-12th grade teachers it is 40% of the overall score.

"A student who has an outstanding teacher will remain ahead of his or her peers for at least the next three years."
-Strong & Hindman, 2003

STUDENT GROWTH MEASURES

Growth Instruments Based on Grade Level & Content
Calculating Student Growth

Student Growth Instruments for each content area and grade level are listed below. All of the instruments used at the current time have been approved by TEA or are on the Commissioner's List of approved assessments. As teacher groups are phased in and new growth measures are accepted, this list will be updated.

Student growth will be calculated for all students that have a BOY and EOY assessment. Student growth performance will be associated with teachers based on PEIMS data and student/teacher campus rosters.

The percentage of student growth for each teacher is calculated as follows:
This score is then converted to points based on the district local designation system.

$$\text{Percentage of students} = \frac{\text{Number of students who met or exceeded growth expectation}}{\text{Total number of students with an expected growth score}}$$
$$\text{(who completed the final assessment)}$$

Student Growth Measures

Eligible Teaching Assigment/Campus	Assessment Used	Student Growth Measure Description
Mathematics Pre Kinder (All Elem Campuses)	GOLD (45%)	GOLD Growth Goal
Mathematics Kinder-1st (All Elem Campuses)	mClass (45%)	mClass Growth Goal
Mathematics 2nd Grade (All Elem Campuses)	Renaissance STAR (45%)	Renaissance STAR Growth Goal
Mathematics 3rd Grade (All Elem Campuses)	Renaissance STAR (40%)	Renaissance STAR Growth Goal
Mathematics 4th Grade-8th Grade, & Algebra (All Campuses)	STAAR (40%)	STAAR Student Progress Measure
Mathematics 9th-12th Grade (ALL HS Campuses)	Renaissance STAR (40%)	Renaissance STAR Growth Goal
ELAR Pre Kinder (All Elem Campuses)	GOLD (45%)	GOLD Growth Goals
ELAR Kinder (All Elem Campuses)	TXKEA (45%)	TXKEA Growth Goals
ELAR 1st-2nd Grade (All Elem Campuses)	TPRI/Tejas Lee (45%)	TPRI/Tejas Lee Growth Goals
ELAR 4th-8th Grade & English II (All Campuses)	STAAR (40%)	STAAR Student Progress Measure
ELAR 3rd Grade/ELAR Grades 9, 11, 12 (All campuses)	Renaissance STAR (40%)	Renaissance STAR Growth Goal

PROFESSIONAL RESPONSIBILITIES

Leadership Rubric

A Designated Teachers serves as a role model and leader for peers across the campus in formal and informal settings, proactively setting high standards and demonstrating commitment that accelerates the goals of the school. Below is the rubric that will be used to assign points to teachers. There are five performance levels that range in points from 2-10. These points will be applied towards each teacher's cumulative TIA score.

The attached rubric is still under review by the TIA Designation Committee and may be adjust before points are assigned.

2021-2022 Designated Teacher Leadership Rubric

Key Levers of Leadership	Performance		Levels		
	Distinguished DMAC- 5 pts *A teacher at the distinguished performance level demonstrates the following:*	**Accomplished** DMAC- 4 pts *A teacher at the accomplished performance level demonstrates the following:*	**Proficient** DMAC- 3 pts *A teacher at the proficient performance level demonstrates the following:*	**Developing** DMAC- 2 pts *A teacher at the developing performance level demonstrates the following:*	**Improvement Needed** DMAC- 1 pt *A teacher in need of improvement demonstrates the following:*
A. Professional Demeanor and Ethics	-Behaves in accordance with the Code of Ethics and Standard Practice for Texas Educators -**Models** all professional standards (e.g.-attendance, professional appearance and behaviors) **across the campus and district for educators and students.** -**Advocates** for the needs of **all** students in the classroom and campus.	-Behaves in accordance with the Code of Ethics and Standard Practice for Texas Educators -**Models** all professional standards (e.g.-attendance, professional appearance and behaviors) **within the classroom.** -**Advocates** for the needs of all students in the classroom.	-Behaves in accordance with the Code of Ethics and Standard Practice for Texas Educators -**Meets** all professional standards (e.g.-attendance, professional appearance and behaviors). -**Advocates** for the needs of students in the classroom.	-Behaves in accordance with the Code of Ethics and Standard Practice for Texas Educators -**Meets most** professional standards (e.g.-attendance, professional appearance and behaviors).	-**Fails to meet** the Code of Ethics and Standard Practice for Texas Educators -**Meets few** professional standards (e.g.-attendance, professional appearance and behaviors) **or violates legal requirements.**
B. Goal Setting	-Consistently sets, modifies and meets short- and long-term professional goals based on **self-assessment, reflection, peer and supervisor**	Sets some short- and long-term professional goals based on **self-assessment, reflection, peer and supervisor** feedback,	Sets short- and long-term professional goals based on **self-assessment, reflection and supervisor** feedback.	Sets short-term goals based on **self-assessment** Meets most professional goals resulting in some visible changes in	Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional

PROFESSIONAL RESPONSIBILITIES

Leadership Rubric Continued

	feedback, **contemporary research and analysis of student learning.** -Implements **substantial changes** in practice resulting in **significant improvement** in student performance.	contemporary research and analysis of student learning. **Meets all** professional goals resulting in **improvement** in practice and student performance.	**Meets all** professional goals resulting in **improvement** in practice and student performance.	practice.	goals and persists in instructional practices that remain **substantially unimproved** over time.
C. Professional Development	-**Leads colleagues collaboratively** in and beyond the **school** to identify professional development needs through detailed data analysis and self-reflection. -**Seeks resources and collaboratively fosters** faculty knowledge and skills. -**Develops and fulfills the school and district** improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus.	-**Leads colleagues collaboratively on campus** to identify professional development needs through self-reflection. -**Fosters faculty knowledge and skills** in support of the **school** improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	-**Collaboratively practices** in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.	-**Engages in most** scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.	-**Engages in few** professional development activities, professional learning communities or committees to improve professional practice.

PROFESSIONAL RESPONSIBILITIES

Leadership Rubric Continued

D. School Community and Involvement	-**Systematically** contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. -**Initiates collaborative efforts** that enhance student learning and growth. -**Leads** students, colleagues, families and community members toward reaching the mission, vision and goals of	-**Systematically** contacts parents/guardians regarding students' academic and social/emotional growth through various methods. -**Joins colleagues** in **collaborative efforts** that enhance student learning and welfare. -**Clearly communicates**	-**Contacts** parents/guardians **regularly** regarding students' academic and social/emotional growth. -**Actively participates** in all school outreach activities -**Communicates** the mission, vision and goals of the school to students, colleagues,	-**Contacts** parents/guardians **in accordance with campus policy.** -**Attends most** required school outreach activities. -**Communicates** school goals to students, parents and families.	-**Contacts** parents **generally** about disciplinary matters. -**Attends few** required school outreach activities.
	the school.	the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.	parents and families.		

During the T-TESS summative evaluation, Domain IV, the leadership rubric is scored. Teachers should provide artifacts to support the dimensions above. Artifacts can include items such as professional development attended or lead, attendance, parental contact, parent and/or community engagement, collaborative efforts, mentorship, campus and district involvement, etc.
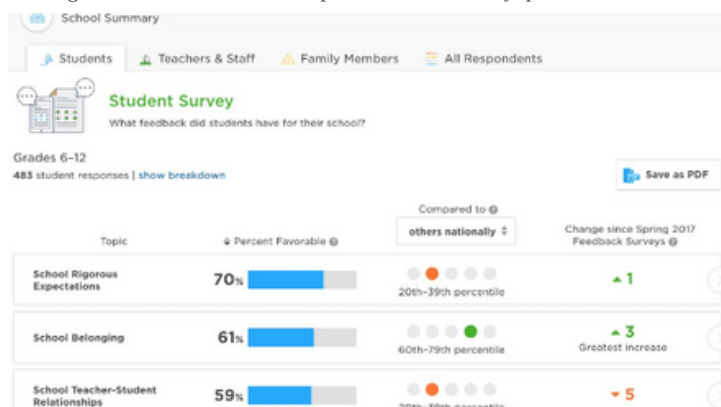
Panorama Student Surveys (3rd-12th Grade)

Harlandale has paired with Panorama Surveys to capture the voices of our students. Student surveys give invaluable insights, give students an opportunity to have their voice heard, and can be shared to inform decisions related to the Teacher Incentive Allotment. The following topics are included in student surveys:

- **Classroom Climate**- Perceptions of the overall social and learning climate in the classroom
- **Classroom Rigorous Expectations**-How much students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class.
- **Classroom Engagement**-How attentive and invested students are in class
- **Pedagogical Effectiveness**- Perceptions of the quality of teaching and amount of learning students experience from a particular teacher
- **Classroom Teacher-Student Relationships-** How strong the social connection is between teachers and students within and beyond the classroom

Panorma Playbook Resources

Resources within the Panorama platform allow teachers to use a growth mindset to improve their daily practices.

"Efforts to increase student voice can create meaningful experiences that help to meet the developmental needs of youth-and particularly for those students who otherwise would not find meaning in their school experiences." - Mitra, 2004

Timelines & Point Calculations

To ensure that data collection is accurate and that students are familiar with the tool, we will conduct 1-2 surveys in the Fall of 2021. They survey will be available on the SSO for ease of use. Students should take the surveys in the language that they are most comfortable with. Based on student survey results in the Spring of 2022, teachers will be assigned 2-10 points to add towards their cumulative TIA score.

Grades PreK-2nd grade and special unit classrooms will be exempt from the survey. The TIA Designation Committee and Focus Group determined that the surveys are only appropriate for Grades 3-12. Therefore, weights on the local designation system are different for grades PreK-2 and 3rd-12th grade.

HARLANDALE ISD LOCAL DESIGNATION SYSTEM

Harlandale ISD Teacher Incentive Allotment
Local Designation System
Grades Pre K-2 & Special Units

Teacher Evaluation (45%)	
Domains 2 & 3	
Overall Score	Points Possible
Avg. 4.3-5	45
Avg. 3.7-4.2	36
Avg. 3.5-3.6	27
Avg. 3.0-3.4	18
Avg. 2.9 or less	9
Student Growth (45%)	
Pre & Post Tests, STAAR	
Overall Score	Points Possible
≥ 70%	45
60-69%	36
55-59%	27
50-54%	18
≤ 50%	9
Leadership (10%)	
Domain IV	
Overall Score	Points Possible
Avg. 4.3-5	10
Avg. 3.7-4.2	8
Avg. 3.5-3.6	6
Avg. 3.0-3.4	4
Avg. 2.9 or less	2

Progressing 0-67 Pts.
Recognized 68-79 Pts.
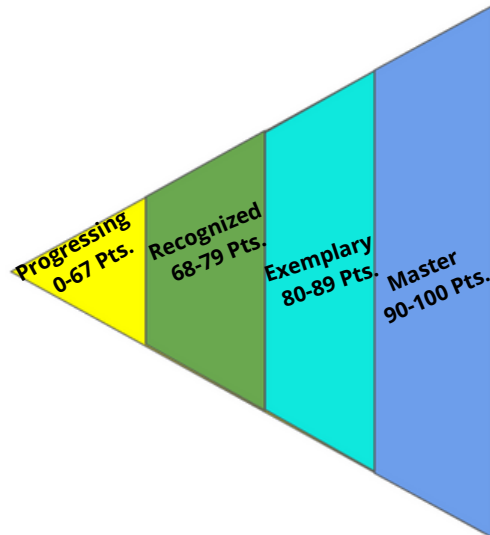Exemplary 80-89 Pts.
Master 90-100 Pts.
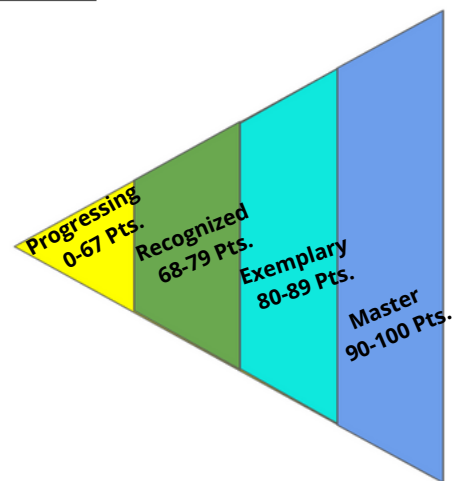
HARLANDALE ISD LOCAL DESIGNATION SYSTEM

Harlandale ISD Teacher Incentive Allotment
Local Designation System Grade 3–12

Teacher Evaluation (40%) Domains 2 & 3	
Overall Score	**Points Possible**
Avg. 4.3-5	40
Avg. 3.7-4.2	32
Avg. 3.5-3.6	24
Avg. 3.0-3.4	16
Avg. 2.9 or less	8

Student Growth (40%) Pre & Post Tests, STAAR	
Overall Score	**Points Possible**
≥ 70%	40
60-69%	32
55-59%	24
50-54%	16
≤ 50%	8

Panorama Student Surveys (10%)			
Overall Score			**Points Possible**
Elem.	Middle	High	
93-100	87-100	88-100	10
87-92	82-86	82-87	8
79-86	71-81	68-81	6
71-78	60-70	56-67	4
57-70	46-59	45-55	2

Leadership (10%) Domain IV	
Overall Score	**Points Possible**
Avg. 4.3-5	10
Avg. 3.7-4.2	8
Avg. 3.5-3.6	6
Avg. 3.0-3.4	4
Avg. 2.9 or less	2

Progressing 0-67 Pts. Recognized 68-79 Pts. Exemplary 80-89 Pts. Master 90-100 Pts.

TIA FUNDING

Distribution of Funds, TRS Eligibility, and Teacher Movement

HTTPS://TIATEXAS.ORG/FUNDING/

Harlandale ISD's Plan is a
75/15/10 Plan

75% Designee
15% Campus Team
10% District

There is no monetary limit or limit of the number of teachers that can be awarded a designation.

DISTRIBUTION OF FUNDS

Amount, Timing, & Mode of Payment

TIA funding is calculated each year based on the designation earned and where the designated teacher works. Amounts are highest at rural campuses and at campuses with low socio-economic populations.
90% of funds must go directly to the designated teacher or teacher pay at the designated teacher's campus. The remaining 10% is used for professional development as we continue to grow the TIA program.
Districts must expend funds annually by August 31st. Harlandale ISD has opted to pay one large summer stipend (June) to eligible teachers.

TRS ELIGIBILITY & MOVEMENT

Compensation Plan Details

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. TIA funds will also be included in a teacher's final payment if the teacher retires or resigns.
In addition, funding moves with the teacher if he or she relocates to another campus or district.
The TIA designation is placed on a teacher's SBEC certification for a five year period. Designations can always increase each application year, but the designation can not decrease or be removed.

PEIMS LIST OF 2021-2022 ELIGIBLE COURSES

All Reading and Math Courses PreK-12th Grade

Don't see your course listed? Contact your campus administrator, TIA Designation Committee Representative, or Dr. Jeanette Romero/TIA Coordinator to inquire if your course is TIA eligible.

Pk/Kg Lang/Comp (0020) - 02630001
Reading Grade 1 (0110) - 02620010
Alt Reading G1 (0114) - 02620010
Reading Gr 1 DL (0115) - 02620010
Reading Grade 2 (0210) - 02620020
Alt Reading G2 (0214) - 02620020
Reading Gr 2 DL (0215) - 02620020
Reading Grade 3 (0310) - 02620030
Alt Reading G3 (0314) - 02620030
Reading Gr 3 DL (0315) - 02620030
Reading Grade 4 (0410) - 02620040
Alt Reading G4 (0414) - 02620040
Reading Gr 4 DL (0415) - 02620040
Reading Grade 5 (0510) - 02620050
Alt Reading G5 (0514) - 02620050
Reading Gr 5 DL (0515) - 02620050

English 6 (0610) - 03200510
English 6 Honors (0611) - 03200510
English 6 Gt (0612) - 03200510
English 6 Is (0613) - 02800000
English 6 Alt (0614) - 02800000
Ela Mastery 6 (0616) - 03200510
Ela Mastery6 Is (0617) - 02800000
Reading 6 (0650) - 03273410
Dyslx Support 6 (0653) - 02810000
Reading 6 DL (0655) - 03273410
ESL 6 (0656) - 02940000
English 7 (0710) - 03200520
English 7 Honors (0711) - 03200520
English 7 Gt (0712) - 03200520
English 7 Is (0713) - 03200520
English 7 Alt (0714) - 03200520
Ela Mastery 7 (0716) - 03200520
Ela Mastery7 Is (0717) - 03200520
Yearbook Read 7 (0752) - 03273420
Dyslx Support 7 (0753) - 03273420
Reading 7 Dl (0755) - 03273420
Reading 7 Dl (0755) - 03273420
Esl 7 (0756) - 03200400
Eng Learner La7 (0757) - 03200531
English 8 (0810) - 03200530
English 8 Honors (0811) - 03200530
English 8 Gt (0812) - 03200530
English 8 Is (0813) - 03200530
English 8 Alt (0814) - 03200530
Ela Mastery 8 (0816) - 03200530
Ela Mastery8 Is (0817) - 03200530
Reading 8 (0850) - 03273430
Yearbook Gr 8 (0852) - 03273430
Dyslx Support 8 (0853) - 03273430
Esl 8 (0856) - 03200500
Eng Learner La8 (0857) - 03200532

English 1 (1136) - 03220100
English 1 Alt (0911) - 03220107
English 1 Gt (1137) - 03220100
English 1 Is (1114) - 03220100
Echs English 1 (1139) - 03220100
English1 Tejeda (1154) - 03220100
Modified Eng 1 (1041) - 03220100
English 1 Preap (1138) - 03220100
Eng Sol 1 (1011) - 03200600
English 2 (1236) - 03220200
English 2 Alt (0912) - 03220207
English 2 Gt (1237) - 03220200
English 2 Honors (1238) - 03220200
English2 Tejeda (1254) - 03220200
Modified Eng 2 (1042) - 03220200
English 2 Is (1210) - 03220200
Eng Sol 2 (1012) - 03200700
English 3 (1336) - 03220300
English 3 Alt (0913) - 03220300
English 3 Dc (1339) - 03220300
English 3 Is (1312) - 03220300
Modified Eng 3 (1043) - 03220300
English3A Onram (1340) - 03220300
English3B Onram (1341) - 03220300
Eng3B Nonramps (1342) - 03220300
Echs Engl 1301 (1301) - 03220300
Echs Engl 1302 (1302) - 03220300
Ap Lang & Comp (1338) - 0A3220100
English 4 (1436) - 03220400
English 4 Alt (0914) - 03220400
English 4 Dc (1439) - 03220400
English 4 Is (1412) - 03220400
Modified Eng 4 (1044) - 03220400
Ap Literature (1438) - 0A3220200
Col Prep Ela (1440) - 0CP110100
Echs Engl 2322 (1322) - 03220400
Echs Engl 2323 (1323) - 03220400
Cr Write All Yr (1936) - 03221200
Creatve Writing (1935) - 03221200
Echs Lit Genres (1957) - 03221500
Literary Genres (1956) - 03221500
Modified Read 1 (1511) - 03270700
Modified Read 2 (1512) - 03270800
Modified Read 3 (1513) - 03270900
Read 1 Esl (1501) - 03270700
Read 2 Esl (1502) - 03270800
Read 3 Esl (1503) - 03270900
Reading 1 (1526) - 03270700
Reading 1 Dysl (1009) - 03270700
Reading 2 (1536) - 03270800
Reading 2 Dysl (1109) - 03270800
Reading 3 (1586) - 03270900
Reading 3 Dysl (1209) - 03270900
Tech Writing (1967) - 03221100

PEIMS LIST OF 2021-2022 ELIGIBLE COURSES

All Reading and Math Courses PreK-12th Grade

Don't see your course listed? Contact your campus administrator, TIA Designation Committee Representative, or Dr. Jeanette Romero/TIA Coordinator to inquire if your course is TIA eligible.

Pk/Kg Math (0040) - 02640005
Math Grade 1 (0140) - 02640010
Alt Math G1 (0144) - 02640010
Math Gr 1 DL (0145) - 02640010
Math Grade 2 (0240) - 02640020
Alt Math G2 (0244) - 02640020
Math Gr 2 DL (0245) - 02640020
Math Grade 3 (0340) - 02640030
Alt Math G3 (0344) - 02640030
Math Gr 3 DL (0345) - 02640030
Math Grade 4 (0440) - 02640040
Alt Math G4 (0444) - 02640040
Math Gr 4 DL (0445) - 02640040
Math Grade 5 (0540) - 02640050
Alt Math G5 (0544) - 02640050
Math Gr 5 DL (0545) - 02640050

Math 6 (0620) - 02820000
Math 6 Honors (0621) - 02820000
Math 6 Is (0622) - 02820000
Math 6 Gt (0622) - 02820000
Math 6 Alt (0624) - 02820000
Dual Lang Math6 (0625) - 02820000
Math Mastery 6 (0626) - 02820000
Math Mastery6Is (0627) - 02820000
Math 7 (0720) - 03103000
Math 7 Is (0722) - 03103000
Dual Lang Math7 (0725) - 03103000
Math Mastery 7 (0726) - 03103000
Math Mastery7Is (0727) - 03103000
Math 7 Honors (0721) - 03103100
Math 7 Gt (0722) - 03103100
Math 7 Alt (0724) - 03103100
Math 8 (0820) - 03103100
Math 8 Is (0823) - 03103100
Math Mastery 8 (0826) - 03103100
Math Mastery8Is (0827) - 03103100
Math 8 Alt (0824) - 03103100
Alg 1 8Th Preap (2421) - 03100500
Alg 1 8th GT (2422) - 03100500

Alg 1 Is (2512) - 03100500
Alg 1 Tejeda (2514) - 03100500
Algebra 1 (2516) - 03100500
Algebra 1 Alt (0921) - 03100507
Algebra 1 Preap (2518) - 03100500
Modified Alg 1 (2001) - 03100500
Echs Algebra 1 (2519) - 03100500
Geometry (2746) - 03100700
Geometry Alt (0922) - 03100700
Geometry Gt (2747) - 03100700
Geometry Is (2734) - 03100700
Geometry Pre Ap (2748) - 03100700
Modified Geom (2002) - 03100700
Algebra 2 (2826) - 03100600
Algebra 2 Alt (0924) - 03100600
Algebra 2 Gt (2827) - 03100600
Algebra 2 Honors (2828) - 03100600
Algebra 2 Is (2814) - 03100600
Modified Alg 2 (2004) - 03100600
Onramp Alg2 A (2850) - 03100600
Onramp Alg2 B (2851) - 03100600
Alg2 Preap B (2852) - 03100600
Algebraic reason (2919) - 03102540
Alg Reason Is (2920) - 03102540
Math Model Alt (0923) - 03102400
Math Models (2625) - 03102400
Math Models Is (2524) - 03102400
Mod Math Models (2003) - 03102400
Calculus Ab Ap (2928) - A3100101
Calculus Bc Ap (2938) - A3100102
Col Prep Math (2975) - CP111200
Computer Sci Ap (2981) - A3580110
Statistics Ap (2918) - A3100200

TIA RESOURCES

Internal and External Helpful Resources
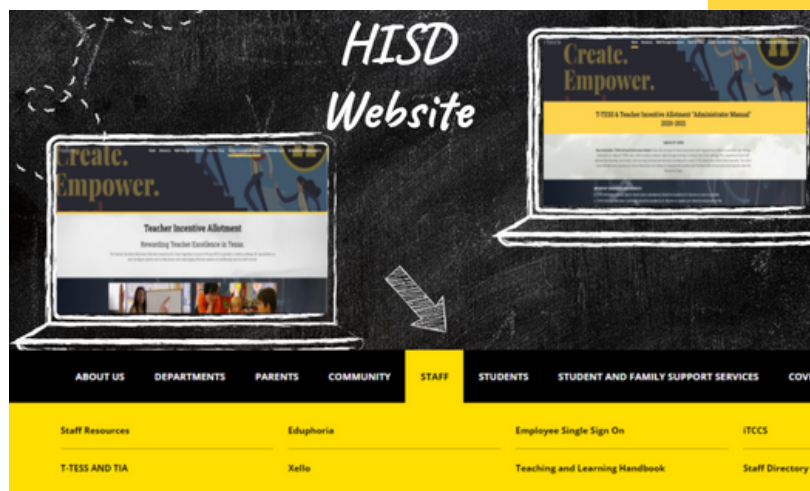
HARLANDALE ISD RESOURCES

If you have any questions, please email or call Dr. Jeanette Romero, TIA/T-TESS & 504 Coordinator at:
jeanette.romero@myhisd.net
(210)989-4425

HISD T-TESS/Teacher Incentive Allotment Site - Found on the Harlandale ISD Staff main page. **https://sites.google.com/myhisd.net/hisdttess/home**

EXTERNAL RESOURCES

Teacher Incentive Allotment main page. **https://tiatexas.org/**

TEA HB3 Frequently Asked Questions. **https://tea.texas.gov/about-tea/government-relations-and-legal/government-relations/hb-3-faq-supports-teachers-and-rewards-teacher-excellence**

Funding Map. **https://tiatexas.org/funding/**

Webinars by topic. **https://tiatexas.org/resources/**

T-TESS Resources. **https://www.teachfortexas.org/**

Commissioner Approved Assessments. **https://tiatexas.org/pre-test-post-test/**

Panorama Education. **https://www.panoramaed.com/panorama-student-survey**