

# Annual Report

2022-23



Participating Districts  
**481**



Designated Teachers  
**13,774**



Allotment Payout  
**145 Million**

## The Teacher Incentive Allotment

TIA was established with the goal of providing outstanding teachers an accessible pathway to a six-figure salary. Unlike previous education programs, the Teacher Incentive Allotment is not a grant. TIA is based in two sections of the Texas Education Code (TEC), §21.3521 (Local Optional Teacher Designation System) and §48.112 (Teacher Incentive Allotment). Local optional teacher designation systems (local designation systems or systems) allow districts to identify and designate highly effective teachers using single or multi-year appraisal data. The allotment component allows districts employing designated teachers to receive additional funding through the Foundation School Program.

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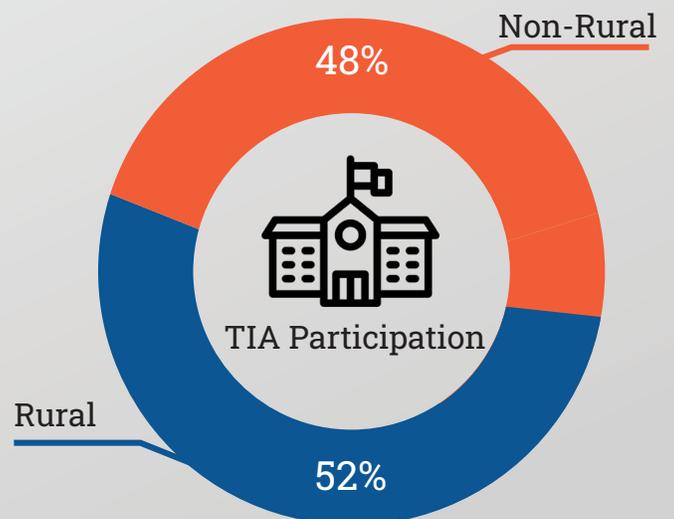
# Executive Summary

The Texas Commission on Public School Finance was created in the 86th Texas Legislature’s First Special Session to address the teacher turnover rate and number of beginning teachers. The Commission heard over 80 hours of testimony from more than 155 individuals, including representatives from 19 school districts, six institutions of higher education, and more than 100 advocates, policy experts, and stakeholders. After months of research, discussion, and deliberation, the Commission produced their 2018 report, *Funding for Impact: Equitable Funding for Students Who Need It the Most*. The report gave recommendations for improvements to the current public school finance system and proposed new methods for financing public schools.

Thanks to the efforts of the Commission and the bipartisan work between the members of the Texas House and Senate, House Bill 3 was passed by the 86th Texas Legislature in 2019 and signed by Governor Greg Abbott. This sweeping and historic school finance bill provided more money for Texas classrooms, increased teacher compensation, and established the Teacher Incentive Allotment (TIA). HB 3 is one of the most transformational Texas education bills in recent history.

## Key Takeaways:

1. District system application acceptance rate continues to remain high (90%) and we have seen a steady increase across cohort over the past several years.
2. For the first time since the beginning of TIA, we have more rural TIA participating districts (251) than non-rural (230).
3. TIA impact has now passed the halfway point. Reaching more than half the students and teachers across Texas.



# Program Overview

## TIA Participating Systems

There are a total of 481 current systems that are participating in TIA. Participation is defined as a district or 1882 partnership that has an accepted system application. Figure 1 shows the TIA participation growth since the creation of TIA.

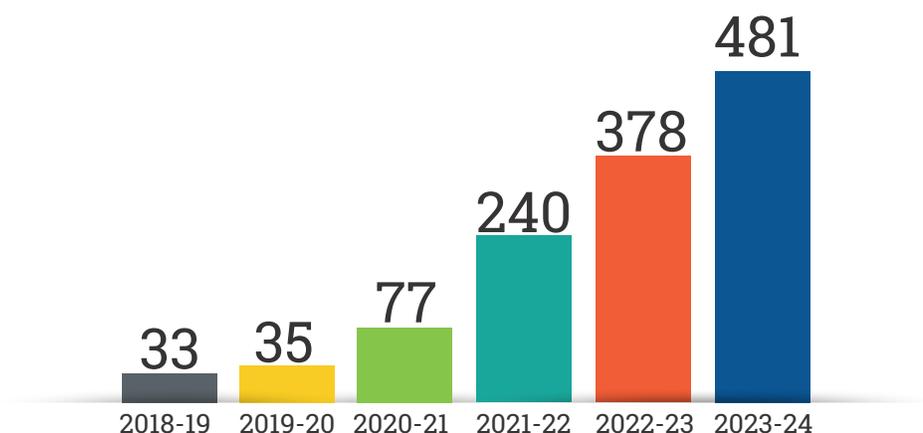


Figure 1: TIA Participating by Year

## TIA Participating Systems by Rural & High Needs

Figure 2 is the breakdown of TIA district systems that are considered rural for the current year. Figure 3 is the breakdown of high-needs for the current year. High needs is defined as any district having greater than or equal to 80% economically disadvantaged students

Figure 2: TIA Participating by Rural (current)

Rural	Total Count	Percent
Rural	251	52%
Non-Rural	230	48%

Statewide Rural Percent: 62%

Figure 3: TIA Participating by High-Needs (current)

High-Needs	Total Count	Percent
High-Needs	133	28%
Non-High-Needs	348	72%

Statewide High-Needs Percent : 21%

## TIA Participating Systems by ESC Region Geographic

Figure 4 shows the breakdown of TIA participating district by ESC regions based on geographic location in Texas. The percent provided in the table is the total percent of TIA participating districts in the region.

Figure 4: TIA Participating by Region

ESC GEO	Count	Percent	ESC GEO	Count	Percent
ESC 01- Edinburg	33	72%	ESC 11-Fort Worth	24	25%
ESC 02-Corpus Christi	22	48%	ESC 12-Waco	28	33%
ESC 03-Victoria	11	28%	ESC 13-Austin	33	39%
ESC 04-Houston	41	45%	ESC 14-Abilene	20	47%
ESC 05-Beaumont	16	47%	ESC 15-San Angelo	16	37%
ESC 06-Huntsville	30	47%	ESC 16-Amarillo	7	11%
ESC 07-Kilgore	46	44%	ESC 17-Lubbock	17	28%
ESC 08-Mount Pleasant	10	22%	ESC 18-Midland	16	42%
ESC 09-Witchita Falls	19	51%	ESC 19-El Paso	9	47%
ESC 10-Richardson	45	40%	ESC 20-San Antonio	38	49%

## TIA Participating District Characteristics

Figure 5 shows the comparison of TIA participating districts characteristics compared to state characteristics.

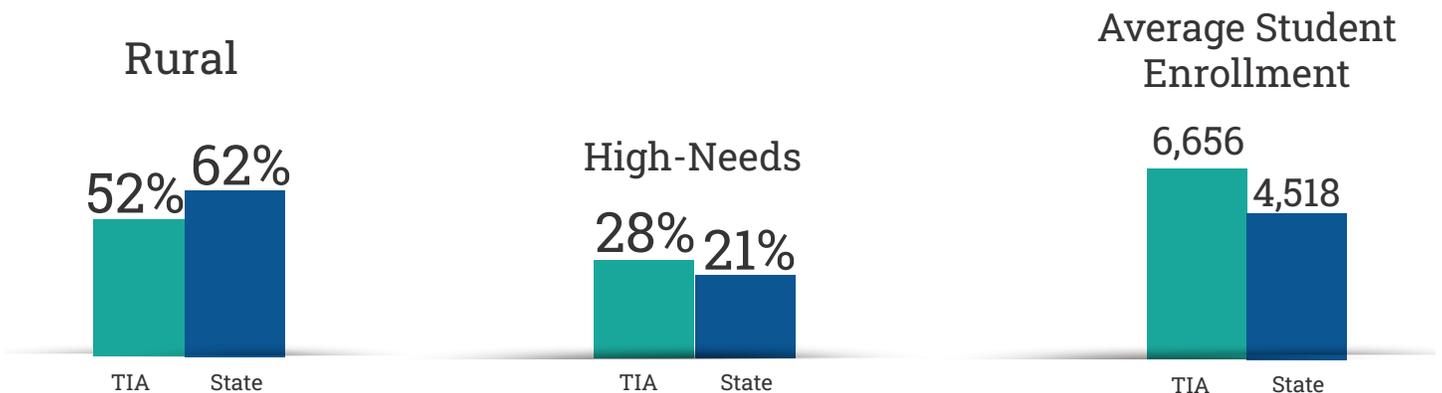


Figure 5: TIA Participating District Characteristics

## System Application Acceptance

The Teacher Incentive Allotment is comprised of districts with a local designation system. The first step in the process is to obtain an accepted system application. To the right is the acceptance rate for each of the cohorts since TIA's inception. The table to the right shows the total count of districts that applied during each Cohort/Year and the overall approval rate for each Cohort. In summary, since the beginning of TIA, we are seeing an increase in system application acceptance rates.

Figure 6: System Application Acceptance Rates

Cohort	Total Count	Approval Rate
A (2018-19)	34	85%
B (2019-20)	11	64%
C (2020-21)	75	80%
D (2021-22)	202	92%
E (2022-23)	147	93%
F (2023-24)	109	96%
Overall	578	90%

## System Approval

Each year participating district-systems have the opportunity to submit data to Texas Tech University to gain approval to issue designations for the year. Approval rate is defined as any district that received either full approval or provisional approval for a given year. In summary, our overall approval rate is has been increasing over time.

Figure 7: System Approval Rates

Cohort	Total Count	Approval Rate	Rural Approval Rate	High-Needs Approval Rate
2019-20 (Cohort A)	33	78%	86%	73%
2020-21 (Cohort A-B)	24	71%	100%	55%
2021-22 (Cohort A-C)	66	73%	79%	70%
2022-23 (Cohort A-D)	212	79%	74%	77%

## Key Takeaway

District system application acceptance rate continues to remain high (90%) and we have seen a steady increase across cohort over the past several years.

## Allotments

Once a TIA participating district has received approval for issuing designations, they are then awarded allotments based on the campuses where their designated teachers work.

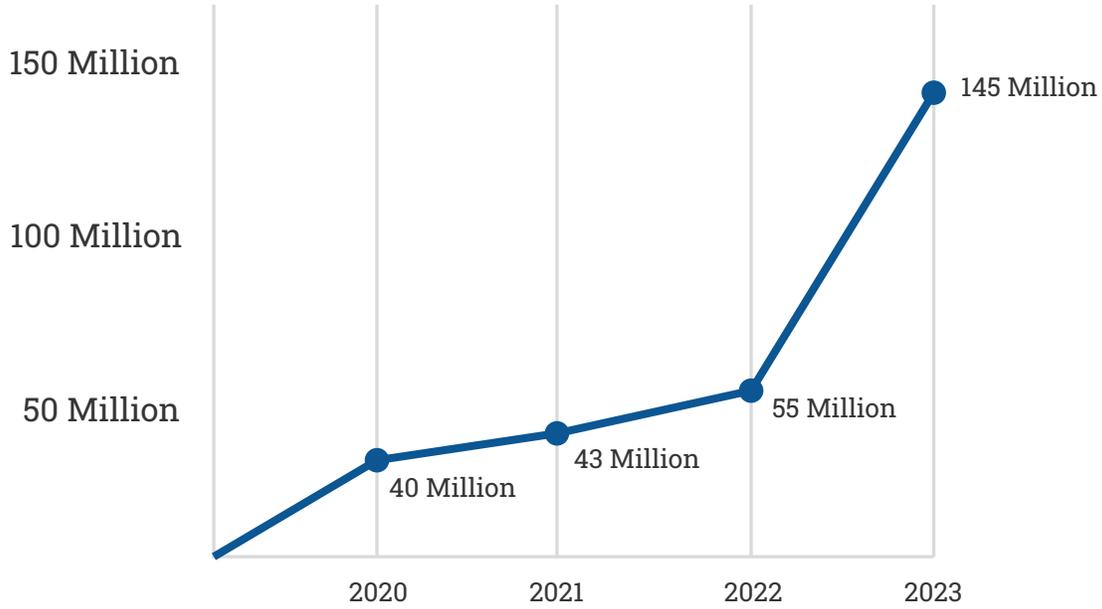


Figure 8: TIA Allotment Payout by Year

Figure 8 shows the total allotments distributed to districts across the state by year. In summary, there was a large increase in the allotments generated by districts as well as a large increase in the number of designated teachers. This was largely due to the increased involvement in TIA from our Cohort D group.

## Designations

Designations for any given year are comprised of all active designations taken during TIA snapshot in June of each year. The table to the right shows the count of active designations for each year that TIA has existed.

Figure 9: Designations

Year	Designated Teachers
2020	3,976
2021	4,617
2022	6,246
2023	13,774

# Teacher Analysis

## Demographics by Race/Ethnicity

The below table shows the breakdown of teacher demographics by the state, TIA participating districts, and of designated teachers. Please note that some demographic information was not available for all teachers.

Figure 10: Teacher Demographics

Group	Total	American Indian/Alaska Native		Asian		Black/African American		Hispanic/Latino		Pacific Islander		White		Two or More Races / Ethnicities	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	377,836	1,304	0.35%	7,410	1.96%	44,531	11.79%	111,339	29.47%	518	0.14%	208,119	55.08%	4,615	1.22%
TIA Participating	216,944	736	0.34%	4,306	1.98%	29,113	13.42%	72,654	33.49%	312	0.14%	107,231	49.43%	2,592	1.19%
Designated*	12,573	58	0.46%	368	2.93%	1,808	14.38%	4,848	38.56%	20	0.16%	5,313	42.26%	158	1.26%

\* 1,201 Designated teachers have missing demographic information

## Teacher Retention

The tables to the right show retention rates for teachers that are designated vs non-designated teachers from the 2021-22 school year to the 2022-23 school year. Retention in any role is defined as a teacher that was retained in any teaching or non-teaching role. Retention in a teaching role is defined as a teacher that remained as a teacher (087 role id). Retention in a district is defined as a teacher that remained in the district in any teaching or non-teaching role. Retention in a district and in a teaching role is defined as a teacher that remained a teacher in the same district.

Figure 11: Teacher Retention

Retention Group	Non-TIA Designated Teachers (n=368,521)	TIA Designated Teachers (n=5,582)	Difference
Retention in any role	90.2%	93.1%	+2.9%
Retention in a teaching role	86.8%	89.7%	+2.9%
Retention in the district	80.90%	88.6%	+7.7%
Retention in district in a teaching role	78.4%	85.9%	+7.5%

## TIA Impact of Teachers and Students

The impact of TIA is captured looking at the total number of teachers and students in a TIA participating district captured for each year. There are over 350 thousand teachers in Texas and over 5.5 million students.

Figure 12: Teacher and Student Impact

