



Teacher Incentive Allotment
Annual Report



2024
25

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From Vision to Statewide Impact

Starting with only 35 districts in 2019, the Teacher Incentive Allotment (TIA) set out to reach an ambitious and profound goal: to create an accessible pathway for Texas teachers to earn six-figure salaries without leaving the classroom. In just six years, with the trust and dedication of school system leaders, educators, and regional education service centers, TIA now reaches well over half of Texas districts and a significant portion of its students.

2.10

809

PARTICIPATING DISTRICTS

42,294

DESIGNATED TEACHERS

4,520,818

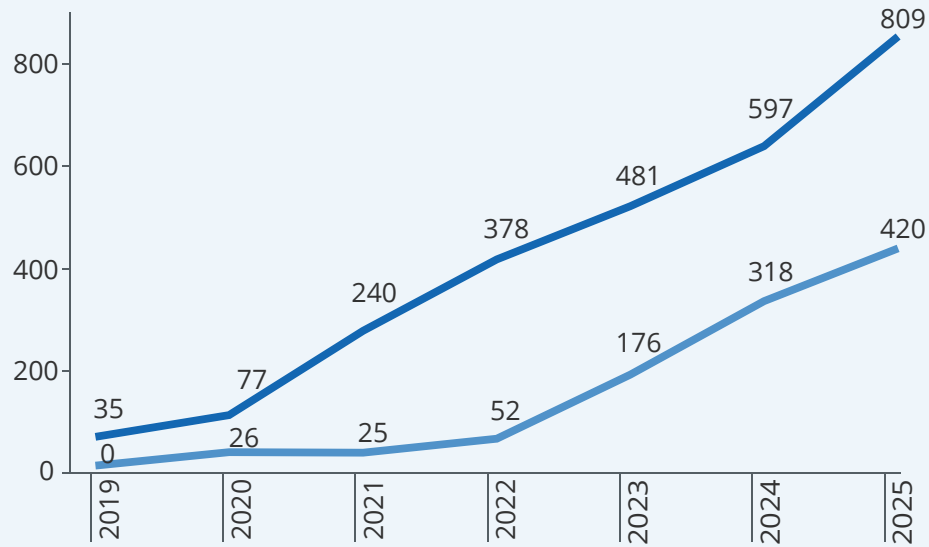
STUDENTS IN TIA DISTRICTS

\$1B+

ALLOTMENTS FUNDED TO DATE

TIA Across Texas

Year-Over-Year TIA Participating and Fully Approved School Systems



By the close of the 2025 application year, the total number of **TIA-participating school systems** reached 809, representing approximately two-thirds of all Texas school systems. Note: 2019 application data combines two early cohorts, A and B, with Cohort A applying under pre-existing systems.

The number of **approved school systems** each year demonstrates steady progress and strong alignment with program expectations.

Application Accepted, Approved, and Participating School Systems



Application Accepted

School systems that have submitted a local designation system application and met TEA's statutory requirements.



Approved

School systems have passed data validation, and can propose new or higher designations for the next four years.



Participating

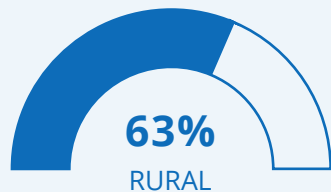
Both application accepted and fully approved school systems.

TIA Participation by Region Served

In the fall of 2024, TEA partnered with regional education service centers to provide additional support for districts to develop and implement local designation systems. Their dedicated efforts played a pivotal role in accelerating TIA participation and growth. These centers have actively partnered with districts statewide, offering tailored technical assistance, targeted professional development, and hands-on guidance to help school systems navigate the TIA process, scale participation, and implement best practices. Their collaborative efforts have enabled more districts and educators to access the resources and support needed to successfully join and expand the TIA, reflecting a strengthened statewide commitment to rewarding excellence in the classroom.

Prioritizing Rural and High Needs

TIA was designed to help address the greater challenges both rural and high needs districts face in recruiting and retaining top talent, aiming to close opportunity gaps and improve student outcomes in underserved areas. Demonstrating strong alignment to this goal, **63% of all rural districts** and **74% of all high-needs districts** across Texas are now participating in TIA.

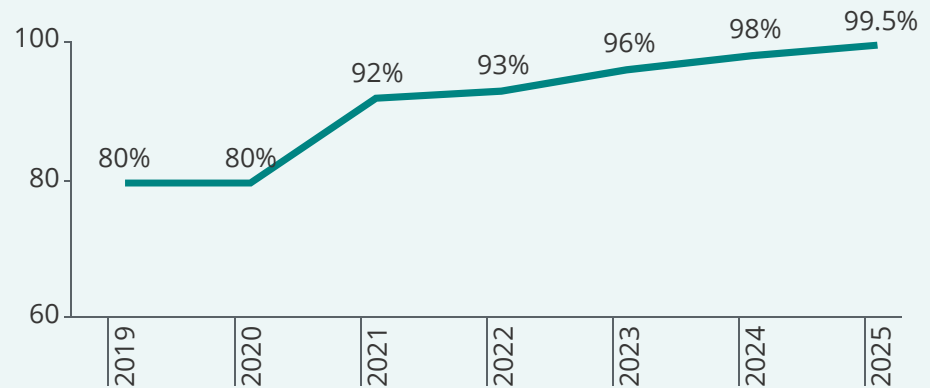


Region 1	89%	Region 11	54%
Region 2	96%	Region 12	69%
Region 3	62%	Region 13	70%
Region 4	65%	Region 14	79%
Region 5	68%	Region 15	70%
Region 6	61%	Region 16	48%
Region 7	63%	Region 17	48%
Region 8	50%	Region 18	54%
Region 9	89%	Region 19	63%
Region 10	63%	Region 20	76%

Local Optional Teacher Designation Systems

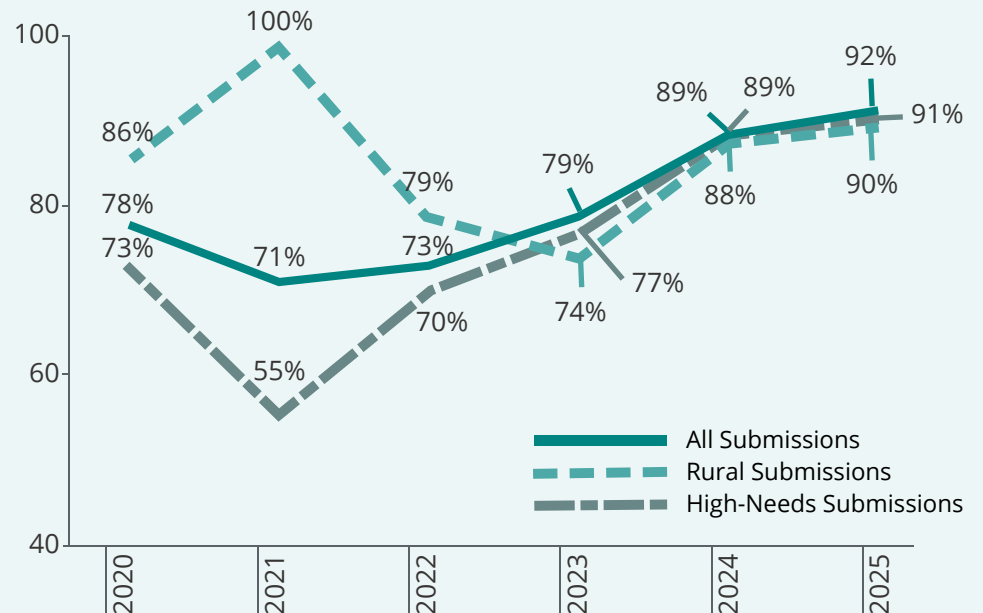
Application Acceptance Rates

Across Texas, districts are not only striving toward the ambitious goals of the TIA—they are reaching them, as evidenced by 99.5% application acceptance rate this year and sustained high success rates in recent years. This achievement reflects meaningful progress in recognizing and rewarding outstanding teaching, and demonstrates that the pathway to excellence and equity in Texas classrooms is attainable and increasingly realized.

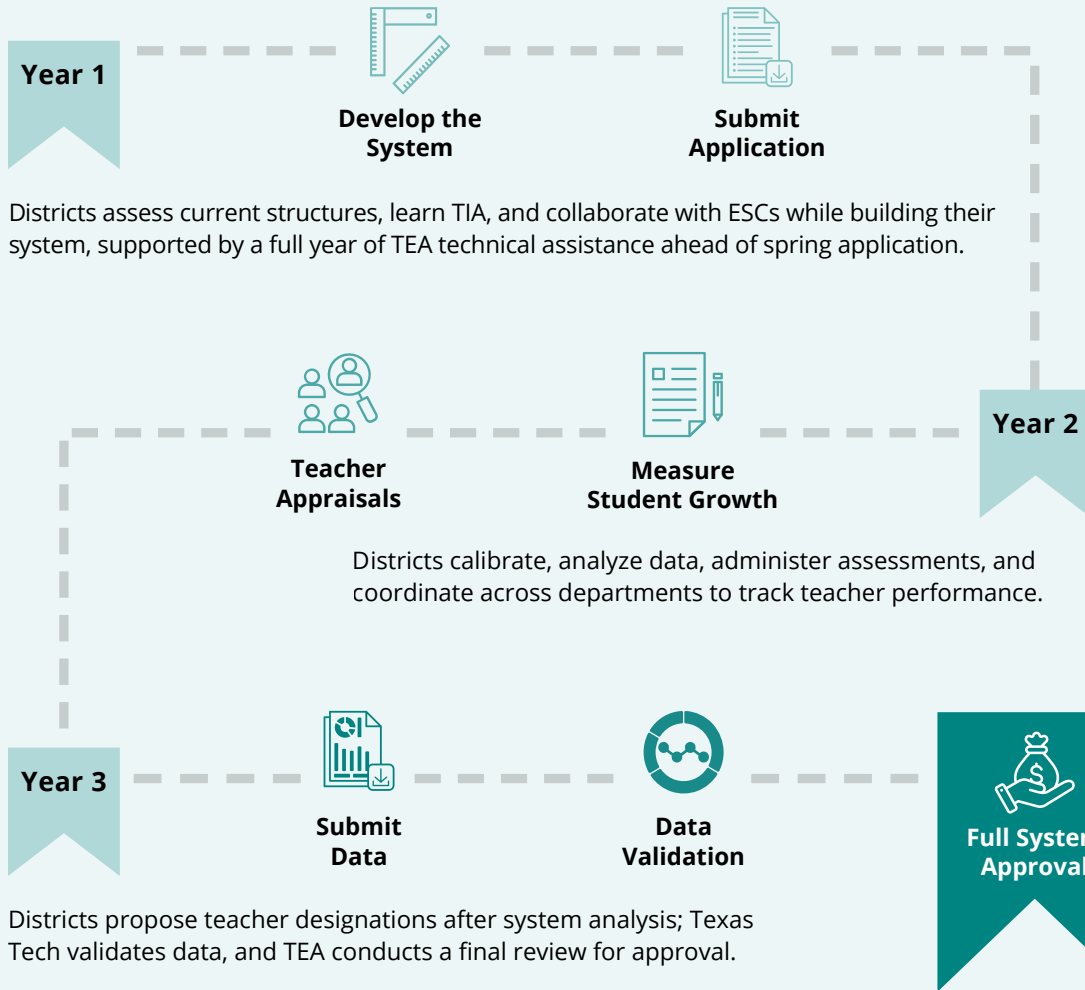


Data Validation Approval Rates

TIA districts have made remarkable strides in data validation over the past six years. What began with 33 submissions and a 78% approval rate, has grown into a robust, highly-effective network of 430 districts submitting teachers for designations at a 92% approval rate in 2024-25. Rural and high needs districts, once facing varied challenges, now show strong reliability with approval rates at 90% and 91%, respectively.



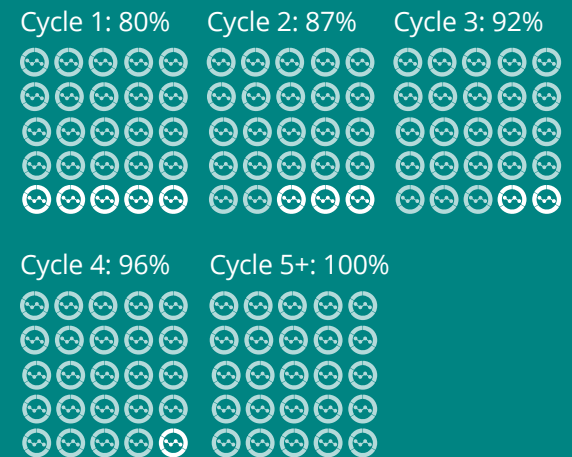
Getting System Approval



Experience Yields Continual Data Validation Success

Sustained implementation of local designation systems is associated with increased success in designating teachers with valid and reliable results. Even if a district does not achieve data validation approval in a given year, continued efforts and commitment to system implementation strengthens these systems, ultimately driving better outcomes and ensuring that more teachers across Texas receive meaningful recognition and financial rewards for their contributions in the classroom.

Data Validation Approval Rates by Total District Submission Cycles



Advancing Teacher Eligibility

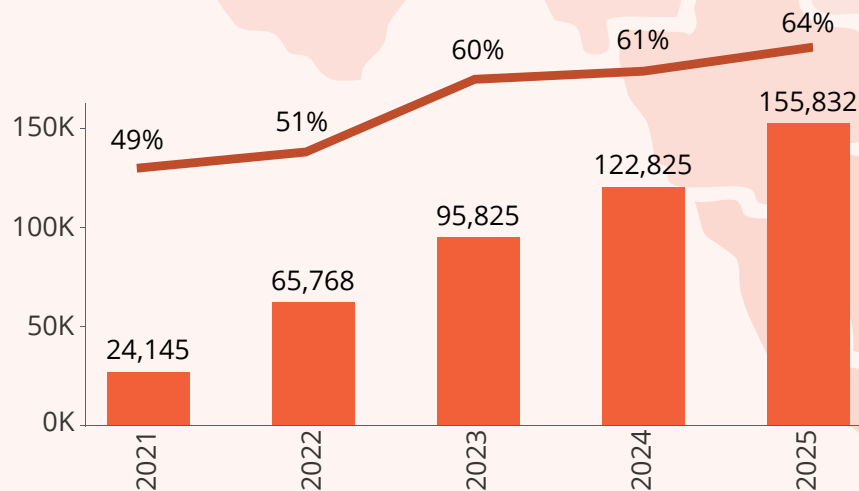
Percent of Teachers Eligible for TIA Designations In Districts by Region Served

Achieving eligibility for TIA designation among all Texas teachers is an important strategic goal that requires coordinated efforts. Currently, TIA eligibility varies across regions and reflect the gradual expansion of teacher coverage within participating districts. However, while district participation in TIA continues to grow each year, most systems begin with a limited group of teachers due to available resources and other considerations. As a result, the pace of expanding eligibility to more teachers within approved systems has not kept up with the overall growth in district participation.

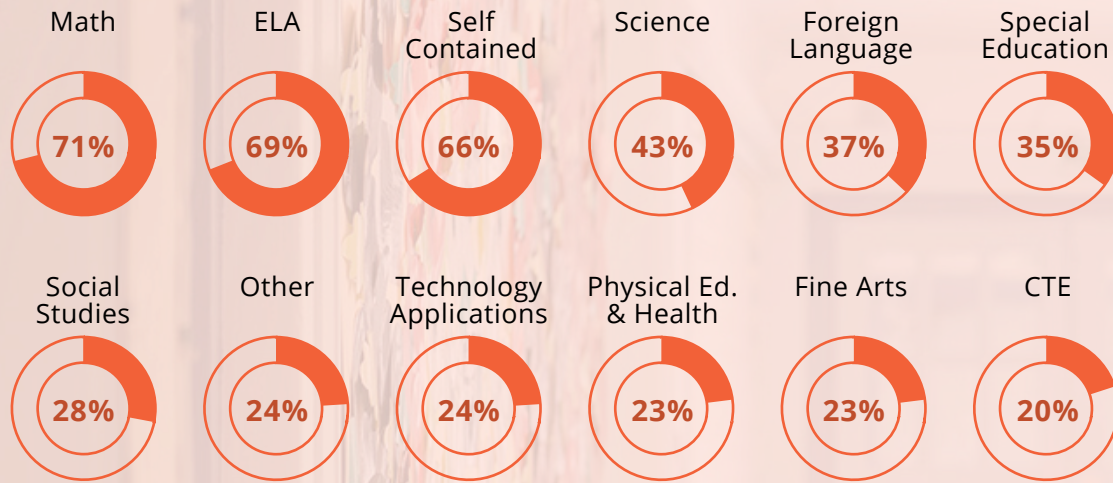
Region 1	69%	Region 11	53%
Region 2	77%	Region 12	76%
Region 3	47%	Region 13	40%
Region 4	54%	Region 14	70%
Region 5	54%	Region 15	53%
Region 6	57%	Region 16	79%
Region 7	66%	Region 17	91%
Region 8	47%	Region 18	53%
Region 9	71%	Region 19	33%
Region 10	78%	Region 20	59%

Count and Percentage of Eligible Teachers in Local Designation Systems

The bar graph shows the number of eligible teachers in participating districts, while the line graph shows their share relative to all teachers in those districts.

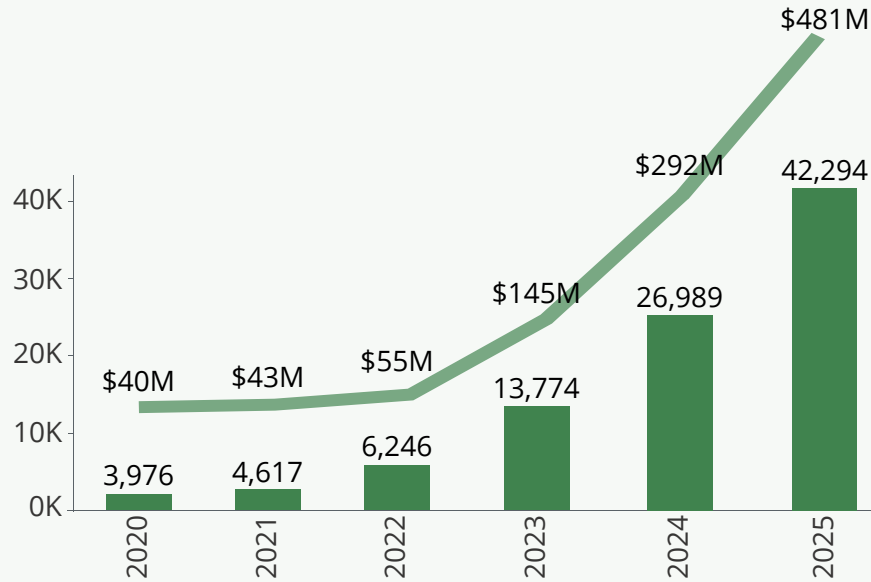


Teacher Eligibility by Subject Area in Local Designation Systems



Designated Teachers

Designated Teachers and Allotment Funding

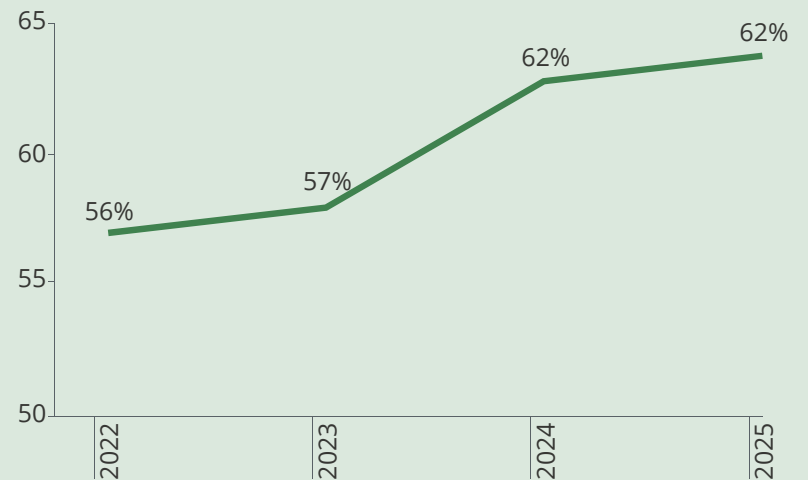


While the basic allotment has remained stable over time, TIA distributes increasing allotment funds each year.

This demonstrates that, unlike temporary grant funds, TIA funding is ongoing and reliable, scaling year after year to support the growing number of designated teachers across Texas.

What Teachers Think of Performance Pay

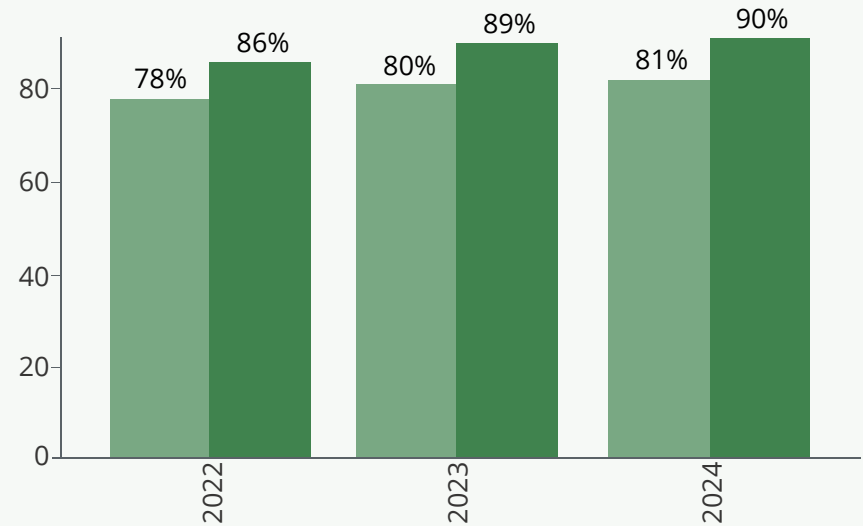
The steady, year-over-year increase in teacher support for linking pay to classroom effectiveness reflects a gradual shift toward accepting pay for performance models. While this change is promising and aligns with the overarching goal of TIA, there remains work to be done to improve teacher's belief in pay tied to classroom performance.



Teacher Retention

TIA-designated teachers remain as teachers within the same district at far higher rates than **non-designated teachers**. These outcomes underscore TIA’s role in stabilizing the educator workforce and improving student access to experienced, effective teachers.

- Non-designated teachers remaining in the same district within a teaching role
- Designated teachers remaining in the same district within a teaching role



Teacher Ethnicity

