

An In-Depth Look at the Teacher Incentive Allotment

To help address funding and teaching resource disparities across districts in the state, Texas leaders developed the Teacher Incentive Allotment (TIA). The Allotment aims to make the teaching job more appealing and sustainable, particularly in rural areas and in areas with a high concentration of economically disadvantaged students.

The TIA provides state funding to districts to boost teacher compensation for high-performing educators and to encourage those teachers to teach in high-need and rural schools. District leaders receive additional funding for every high-performing teacher they employ and more for designated teachers who work on rural and/or high-needs campuses. Leaders must use these additional funds on teacher compensation on the campus where the designated teacher works.

To participate in the program, district leaders must use a teacher evaluation and designation system to rate teachers based on student growth data and observations. Leaders from the Texas Education Agency (TEA) and Texas Tech University review and approve evaluation systems to ensure districts are using rigorous processes.

The program incentivizes district leaders to create evaluation systems that reward strong teacher performance and supports them in providing additional compensation to those educators. By improving teaching quality and teacher retention efforts, the program ultimately supports those at the heart of education: students.



How the TIA Program Works

In Texas, the average teacher salary is \$55,969, with minimums starting at \$33,660.¹ The Teacher Incentive Allotment offers a considerable compensation boost of between \$3,000 and \$32,000 per designated educator in the program, with different amounts allocated based on specific criteria.


Campuses receive different allotments based on three factors, each of which has its own multiplier amount.

- The teachers’ designation levels.
- The campus’ population of economically disadvantaged students.
- The campus’ rural status.

The total funding starts with a base amount determined by the teacher’s designation level, with the most going to master teachers. Campuses are then tiered in terms of their concentration of economically disadvantaged students—Tier 5 being the highest concentration. They can receive additional funding based on their tier level.

The formula allocates the maximum funding possible (\$32,000) to master teachers teaching in Tier 5 campuses in rural areas. Therefore, district leaders are incentivized to maximize the number of master teachers teaching at their highest-need campuses. See the table below for more details.

Teacher Incentive Allotment Funding



DESIGNATION	BASE	MULTIPLIER	TIER	Non Eco-Dis	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
			STUDENT POINT VALUE	x 0	x 0.5	x 1.0	x 2.0	x 3.0	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

Source: [Texas Education Agency](#)



MORE FUNDING

Enabling Conditions for Success

ENABLING CONDITION	HOW TIA CREATES THE CONDITION
<p>Effective teachers in hard-to-staff subject areas and/or high-need schools receive differentiated compensation.</p>	<p>There are three designation levels that a participating teacher can earn:</p> <ul style="list-style-type: none"> • Recognized, which teachers with National Board certification can earn. • Exemplary. • Master. <p>TIA allots funding for each designated teacher, which district leaders can use to incentivize top-performing teachers to stay—particularly in high-need schools. With each designated teacher, the district earns more funding for compensating top performers.</p>
<p>Educator evaluation systems permit team-based evaluations and incentivize/prioritize leadership beyond the classroom.</p>	<p>Based on their district’s unique goals and values, leaders can use other data—such as surveys, mentorship evaluations, or teacher attendance—to determine teacher designation levels.</p>
<p>Educator evaluation systems incorporate a mix of metrics (e.g., student test scores, observations, surveys, artifacts, etc.), guidance, and implementation support.</p>	<p>Leaders from the TEA and Texas Tech University must approve participating districts’ designation systems to ensure they’re rigorous. Approved designation systems include:</p> <ul style="list-style-type: none"> • Required teaching observations. • Required student growth data. • Optional data, such as survey results and teacher leadership evaluations. <p>District leaders then use statewide performance standards to assess teachers based on these components as outlined in their system application to assign teachers to various designation levels.</p>
<p>The state should ensure that leaders design and implement new staffing models, salary incentives, and teaming structures to ensure that students furthest from opportunity don’t end up getting less or less effective resources as a result.</p>	<p>The program allocates funding for teachers based on their designation level, their school’s rural status, and their campus’ socioeconomic status, which allows them to prioritize the highest-need areas.</p>

The Impact

As of 2023, more than 481 Texas districts and 13,774 designated teachers are participating in the TIA across the state, amounting to a total allotment payout of \$145 million and support for more than half of Texas’ students.²

The far reach of this program has led to notable results, as well. Participating districts have seen large improvements in teacher retention efforts, with a 7.5% retention difference between educators in the program and those outside of it.² Many districts have also collected data affirming the program’s success in elevating the quality of instruction and student achievement.³

REFERENCES

- ¹ "2022-2023 Minimum Salary Schedule", Texas Education Agency, <https://tea.texas.gov/texas-educators/salary-and-service-record/minimum-salary-schedule/2022-2023-minimum-salary-schedule>
- ² "Annual Report 2022-23," Teacher Incentive Allotment, Texas Education Agency, <https://tiatexas.org/resources/2022-2023-annual-report/>
- ³ "Dallas Initiatives Centered on Teacher Pay Show Strong Results," The Digest, National Bureau of Economic Research, <https://www.nber.org/digest/20236/dallas-initiatives-centered-teacher-pay-show-strong-results-over>
- "Understanding the Teacher Incentive Allotment program," Texas Classroom Teachers Association, <https://www.tcta.org/professional-resources/teacher-employment/teacher-designations/understanding-the-teacher-incentive-allotment-program#:~:text=The%20program%20distributed%20about%20%2440,to%20begin%20in%202021%2D22>
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- Eric Hanushek, Jin Luo, Andrew Morgan, Minh Nguyen, Ben Ost, Steven Rivkin, and Ayman Shakeel, "The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement," National Center for Analysis of Longitudinal Data in Education Research, March 2023, <https://files.eric.ed.gov/fulltext/ED627968.pdf>