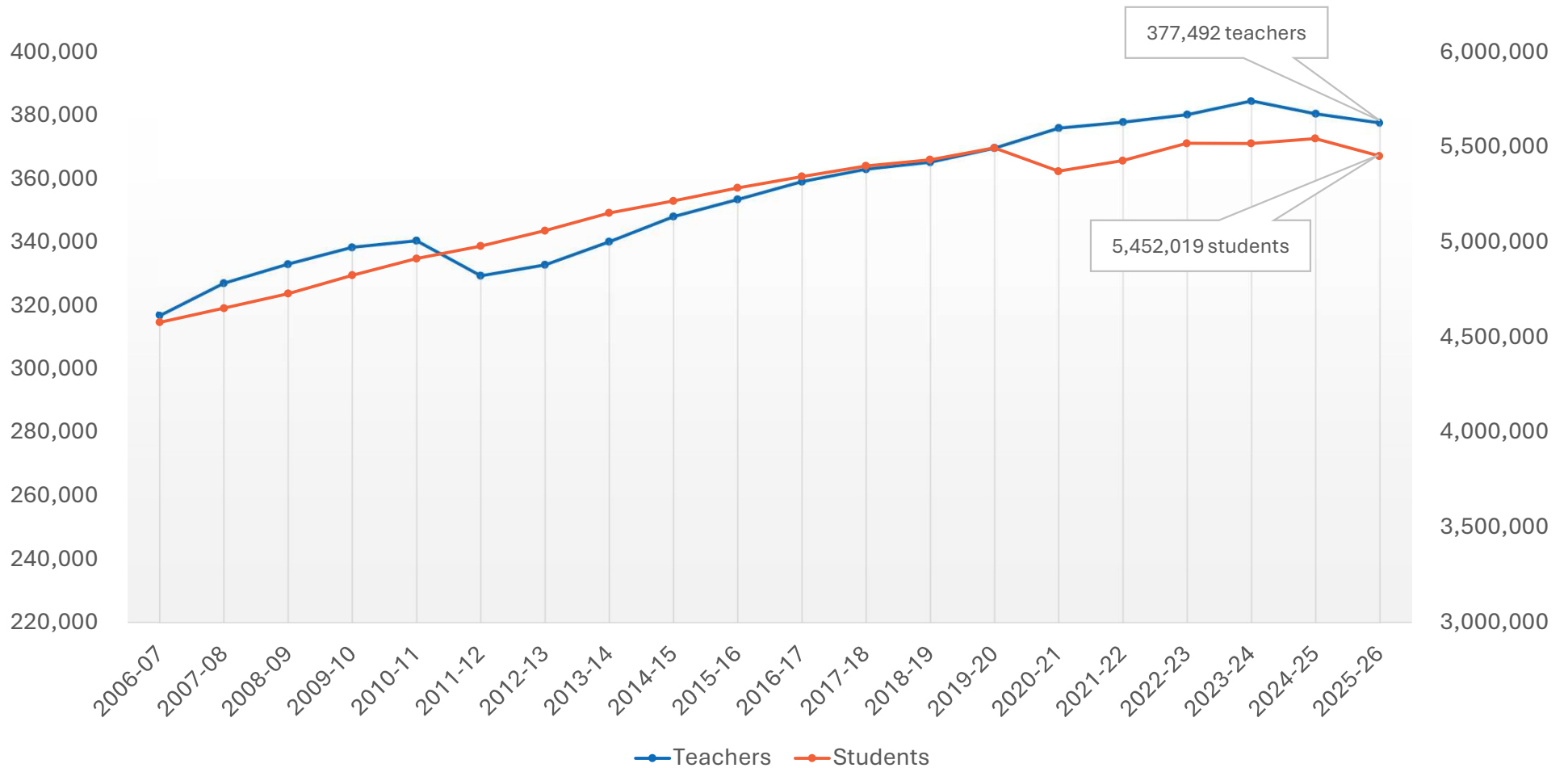


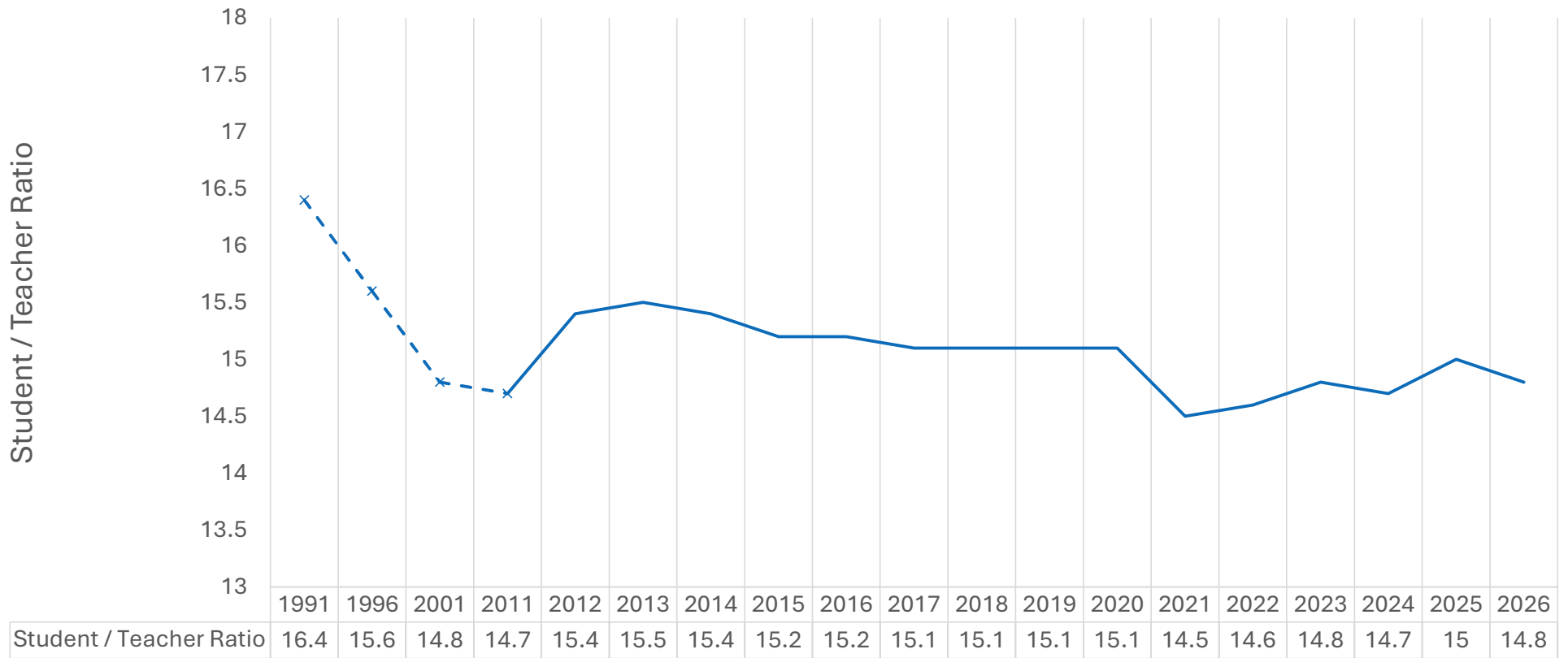


House Public Education Committee: Teacher Recruitment and Retention

Total number of employed teachers has started to decline



Long term data on student to teacher ratio statewide

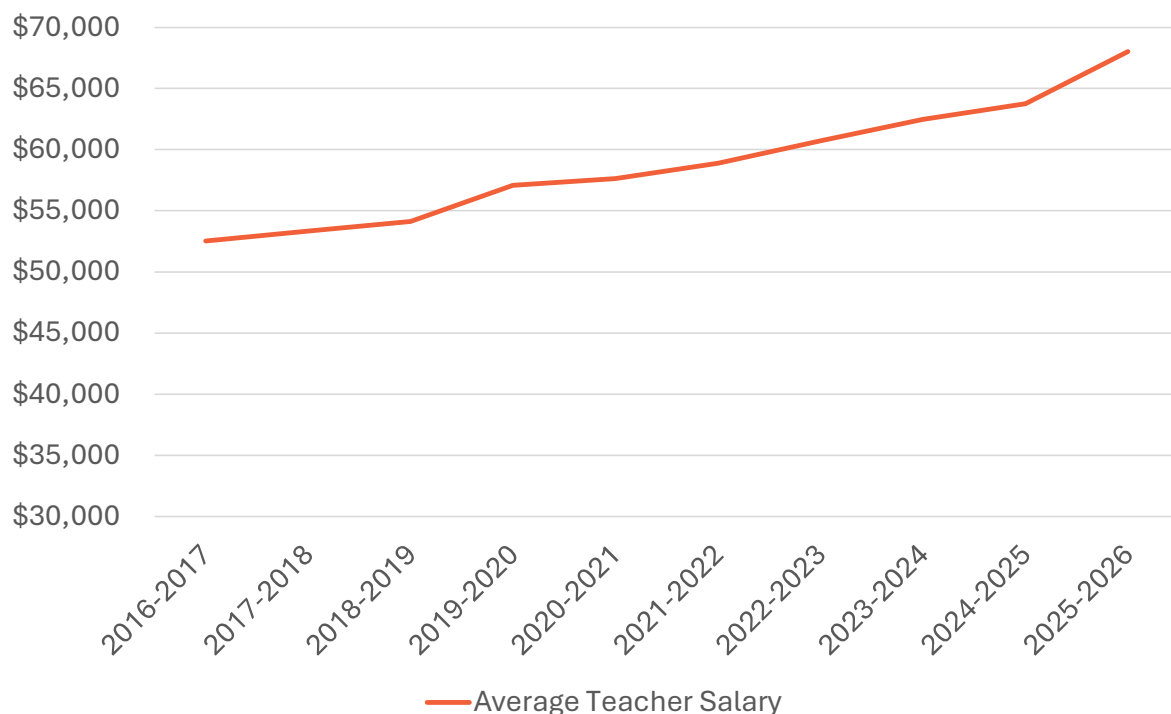


Data Source: TPRS / TAPR

The Teacher Retention Allotment (HB 2, 89R) resulted in a significant increase in average teacher salaries



Teacher Pay Trends, 2016-2026

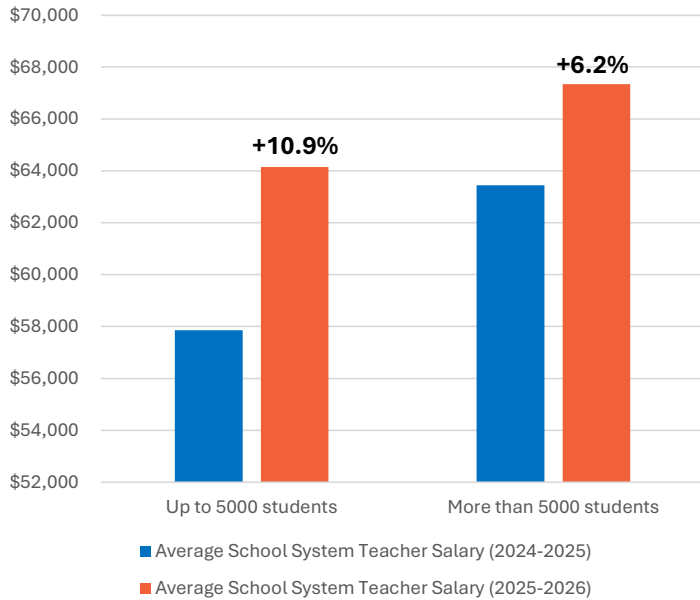


Average pay in 2025-26 is \$68,020.
This is an increase of \$4,270 (6.3%) over 2024-25.

Date Source: TPRS / TAPR.

Note: This salary data is based on beginning of year estimates, and analysis has shown that this data does not consistently include total pay for all TIA-designated teachers, leading to underestimated salary totals. TEA is partnering with TRS to receive reported salary data, which will provide more accurate data in future reports.

TRA decreased the gap in average salary between large and small districts

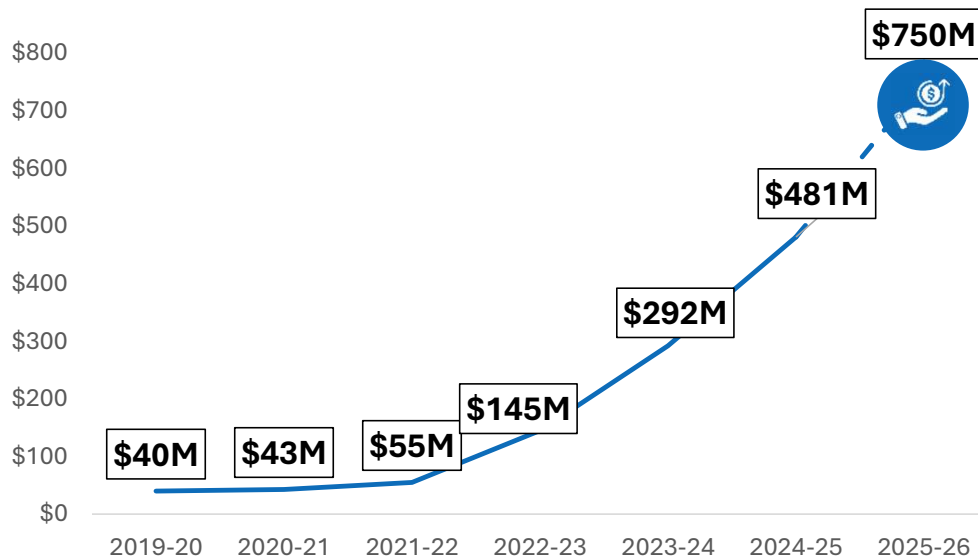


Average pay in smaller systems has increased faster, with a 10.9% increase in school systems under 5,000 students, compared to a 6.2% increase in larger school systems.

School System Size	Number of School Systems	Average School System Teacher Salary 2025-2026	Average School System Teacher Salary 2024-2025	Percent Change
Up to 5000 students	1,013	\$64,148	\$57,859	+10.9%
More than 5000 students	211	\$67,335	\$63,436	+6.2%

Teacher Incentive Allotment funding and scale have continued to grow

Year-Over-Year TIA Allotment Funding



In 2025-26, there are over **65,000 designated teachers** and over **800 districts** receiving funds.

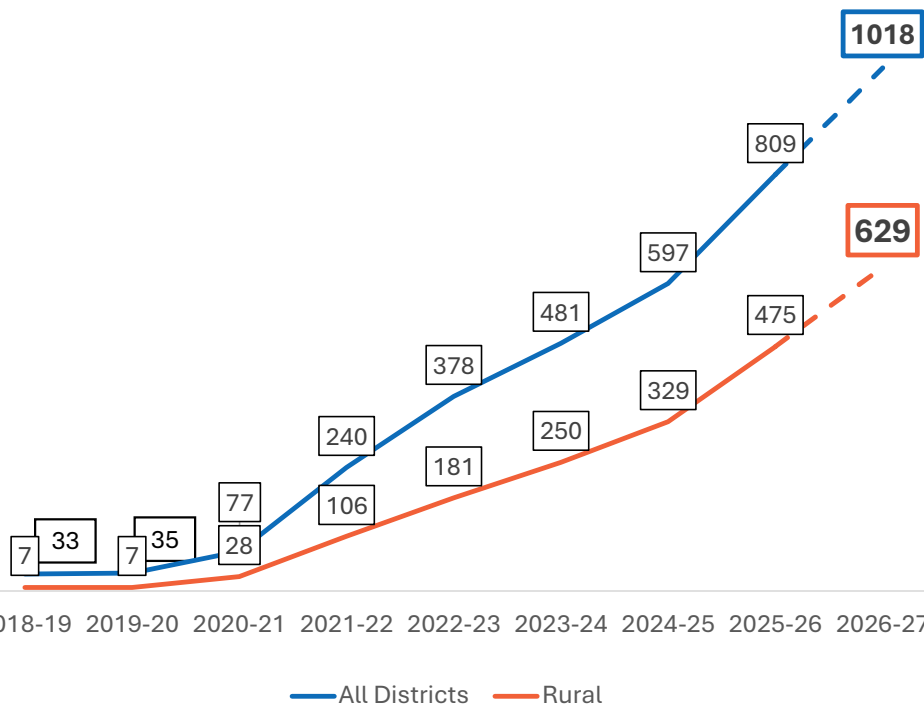
TIA is projected to provide over \$1B in 2026-27 to districts

Note: 2025-26 Allotment projected based on current teacher data.
Final in June 2026.

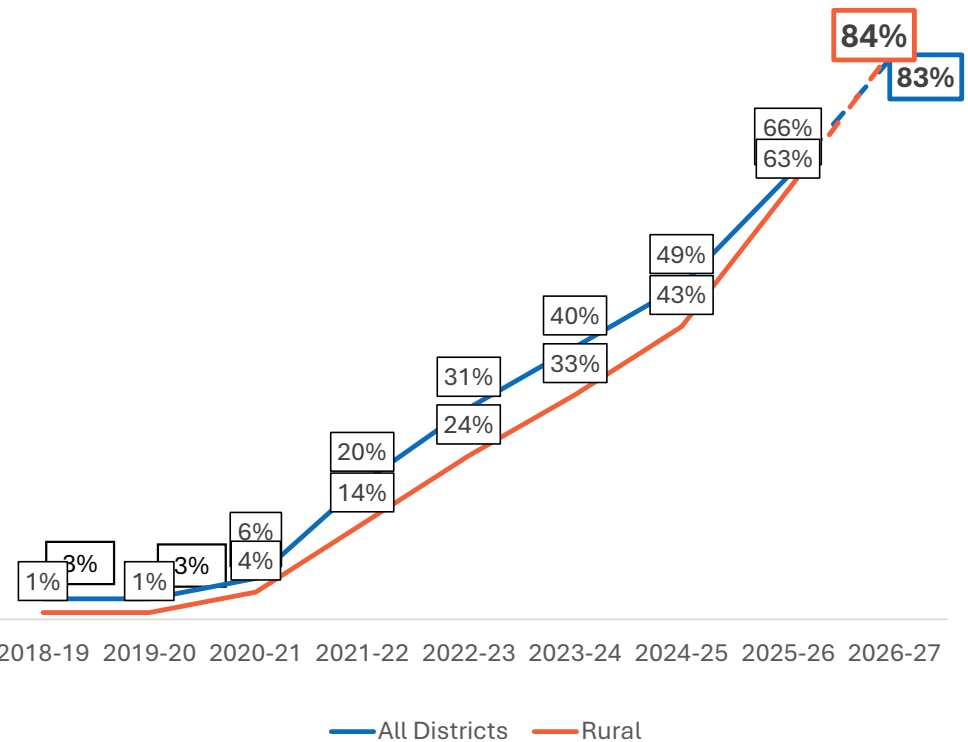
Participation in the TIA continues to grow, with rural participation rates outpacing the average



Participation Counts

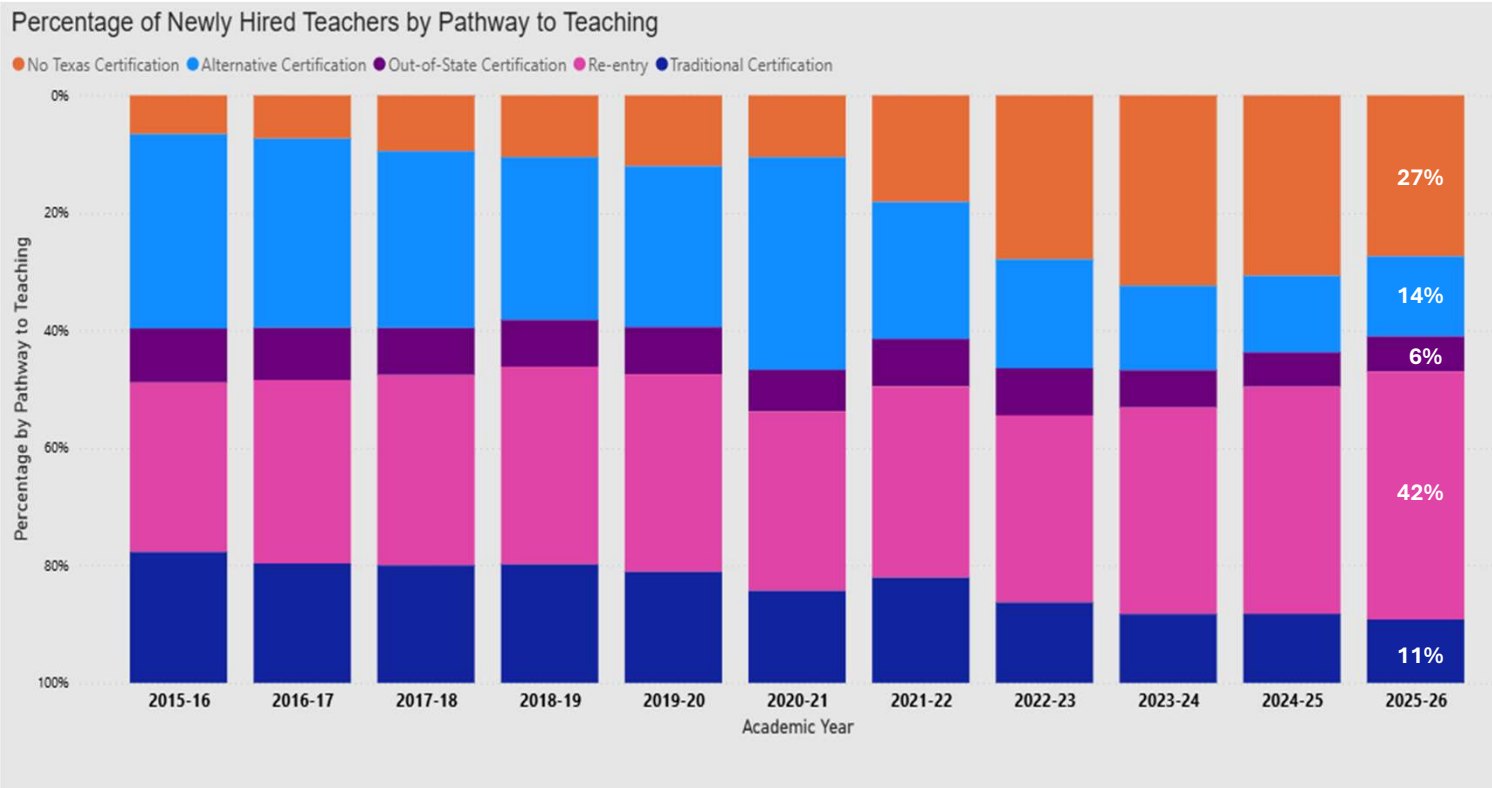


Participation Rates (Percent of Total)



Note: Projected participation counts and rates for 2026-27 are based on submitted applications and are not final. Actual counts and rates will be determined after reviewing and scoring applications at the end of Round 2.

The trend toward hiring uncertified teachers is starting to decline, and more experienced teachers are re-entering the profession.



Uncertified has declined from its peak but still represents the largest portion of new hires new to teaching

Alternative certification, which includes teacher interns, has been significantly replaced with uncertified teachers

Out-of-State certification remains small but steady

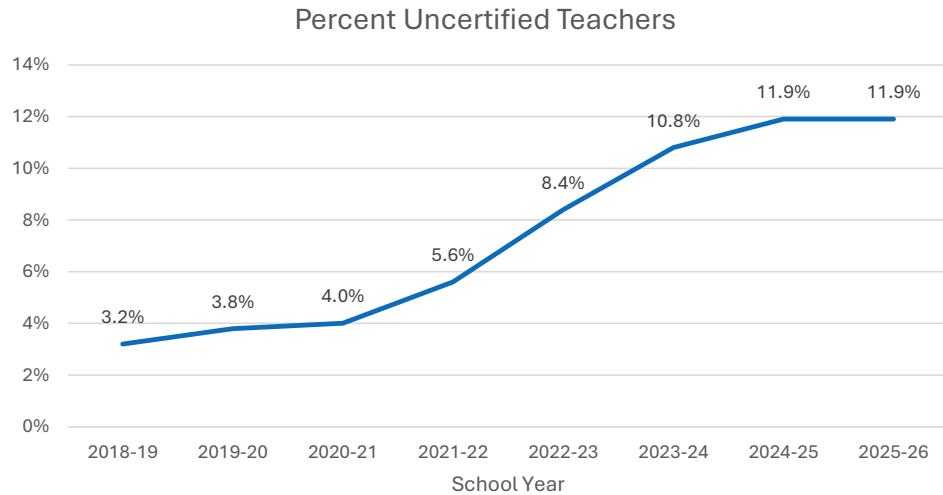
Re-entry of former teachers has grown slightly in recent years

Traditional certification has continued to slowly decline

The overall percentage of uncertified teachers has plateaued



The percentage of the entire workforce that is uncertified has maintained in the past year.



Uncertified teachers work in all grades and subjects

	ELAR	Math	Science	CTE
Elementary	11.0%	11.1%	11.3%	
Middle School	11.8%	10.8%	13.9%	18.0%
High School	8.8%	9.3%	11.6%	23.2%

Data from 2025-26

The PREP Program Allotment (HB 2, 89R) supports quality preparation



Recruitment

New State Funding* for Teacher Recruitment



Grow Your Own
(\$8-12K) -> 40



Preparation

New State Funding* for Preparation, paying costs of training candidates before they begin teaching

Residency Preservice
(\$25-39.5k) -> 40

Traditional Preservice
(\$10-21.5k) -> 40

Alternative Preservice
(\$10-21.5k) -> 40



Mentorship

Increased State Funding* for New Teacher Mentoring

Mentorship Program
(\$3k) -> 40



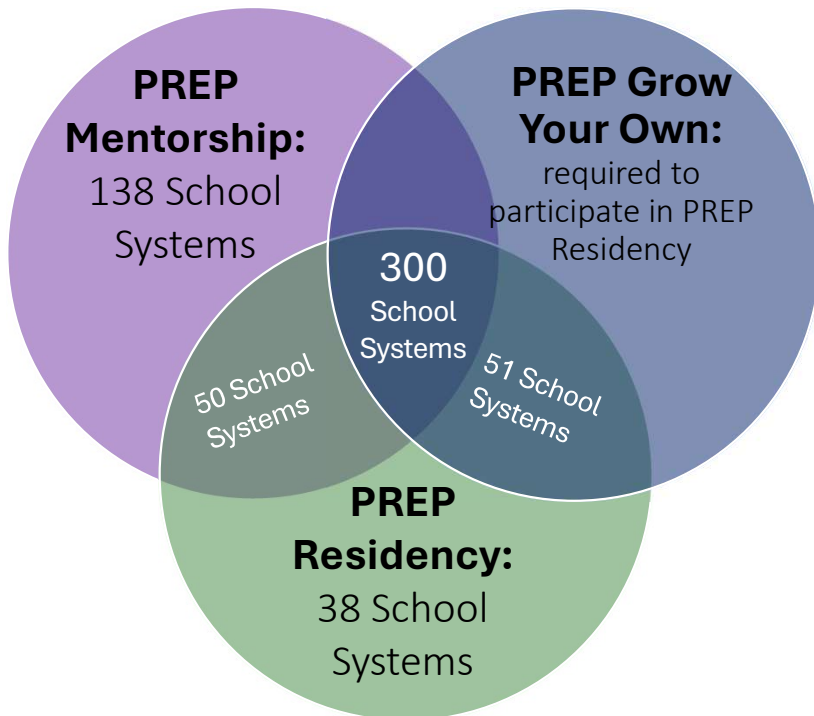
Phase Out Uncertified Teacher Hiring in core content subjects, with transition incentives

Implementation begins with Grow Your Own, Mentorship, and Residencies in 2026-27. Traditional & Alternative phase in later.

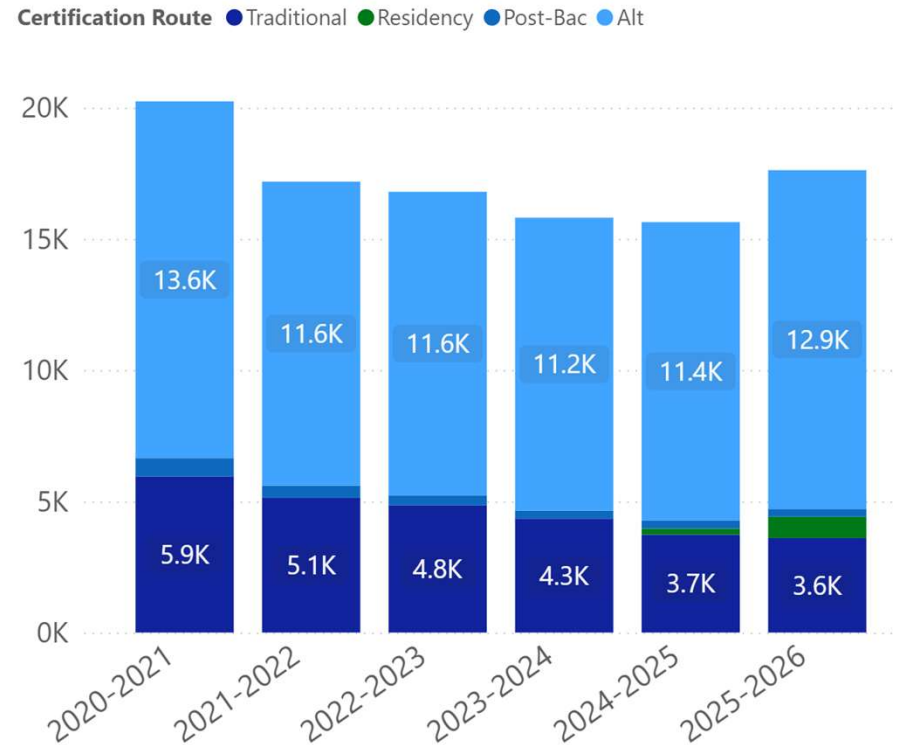
* FSP Formulas are structured with higher levels of funding for small/rural districts

Initial demand for PREP allotment programs is high

576 of 1202 Texas school systems applied for funding for at least one PREP Program for the '26-'27 SY

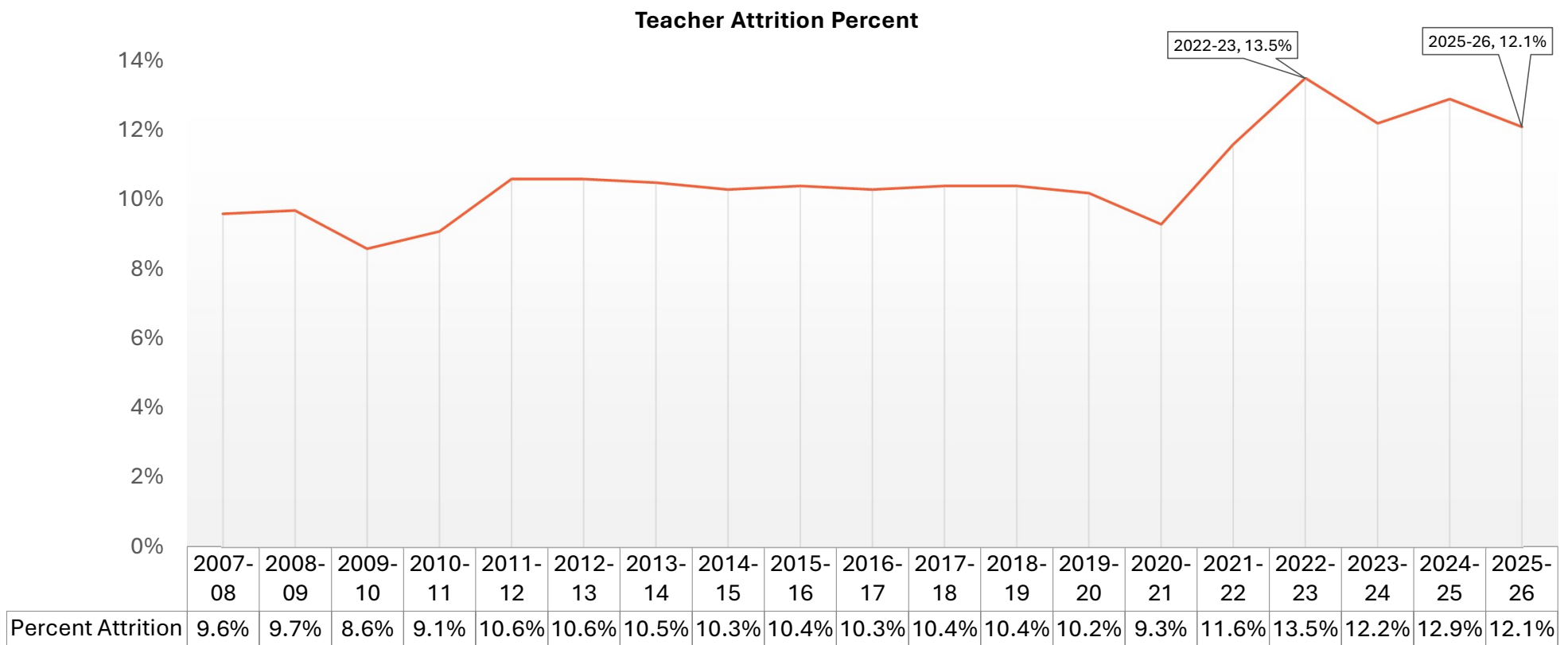


Admitted Teacher Candidates, Year to Date, by Route



Note: Data includes admissions for all routes September 1 – March 31

Long term data on teacher attrition



Data on Texas Teacher Residencies and TIA show an improved impact on retention

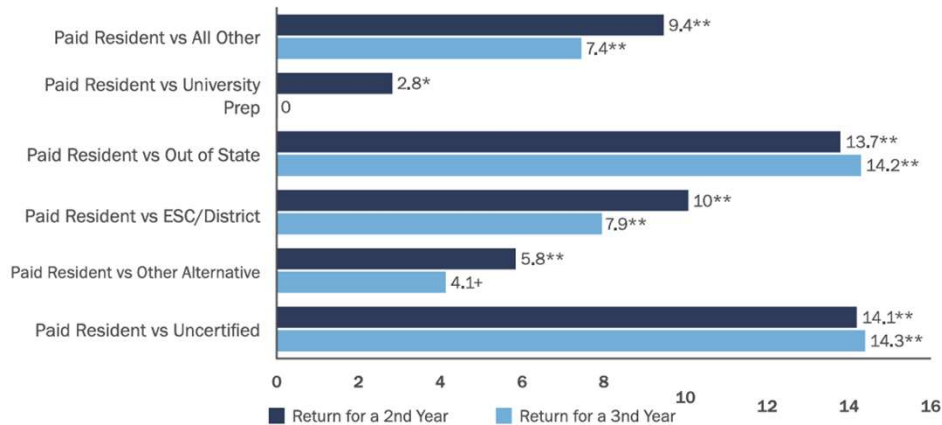


Early Research on **Texas Residencies** indicates **higher retention rates** compared to other preparation routes.

Even as TIA is scaling to reach more teachers, TIA designated teachers are **staying in the classroom** at far higher rates than non-designated teachers

Figure 5: The Retention of Beginning Teachers in Texas

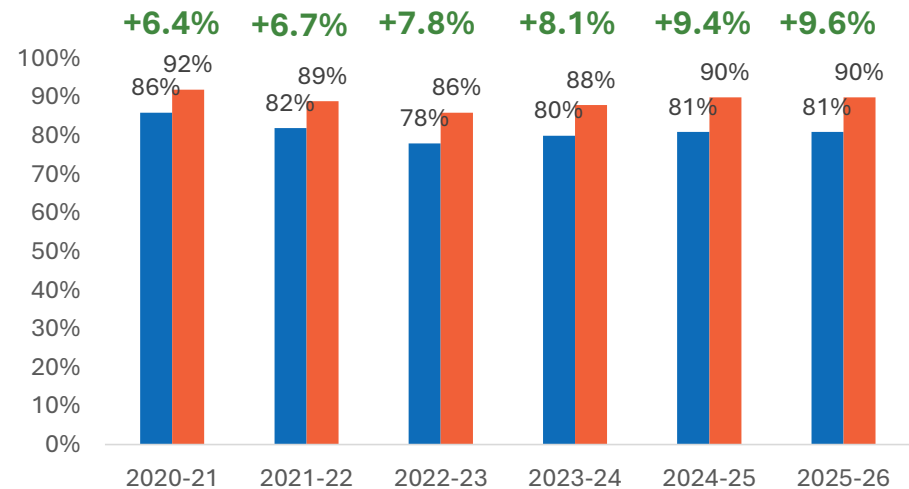
% Point Differences in the Likelihood of Returning to Teach in Texas



Note: This figure presents results from regression models focused on teacher retention in Texas public schools. For second-year retention there were 964 paid residents in our models; for third-year retention there were 342 paid residents in our models. Models controlled for a rich set of covariates and included a school district fixed effect. +, *, and ** indicate statistical significance at the 0.10, 0.05, and 0.01 levels, respectively.

[Golden et. al, 2025](#)

District Retention Rates (%) for Non-TIA Designated vs Designated Teachers

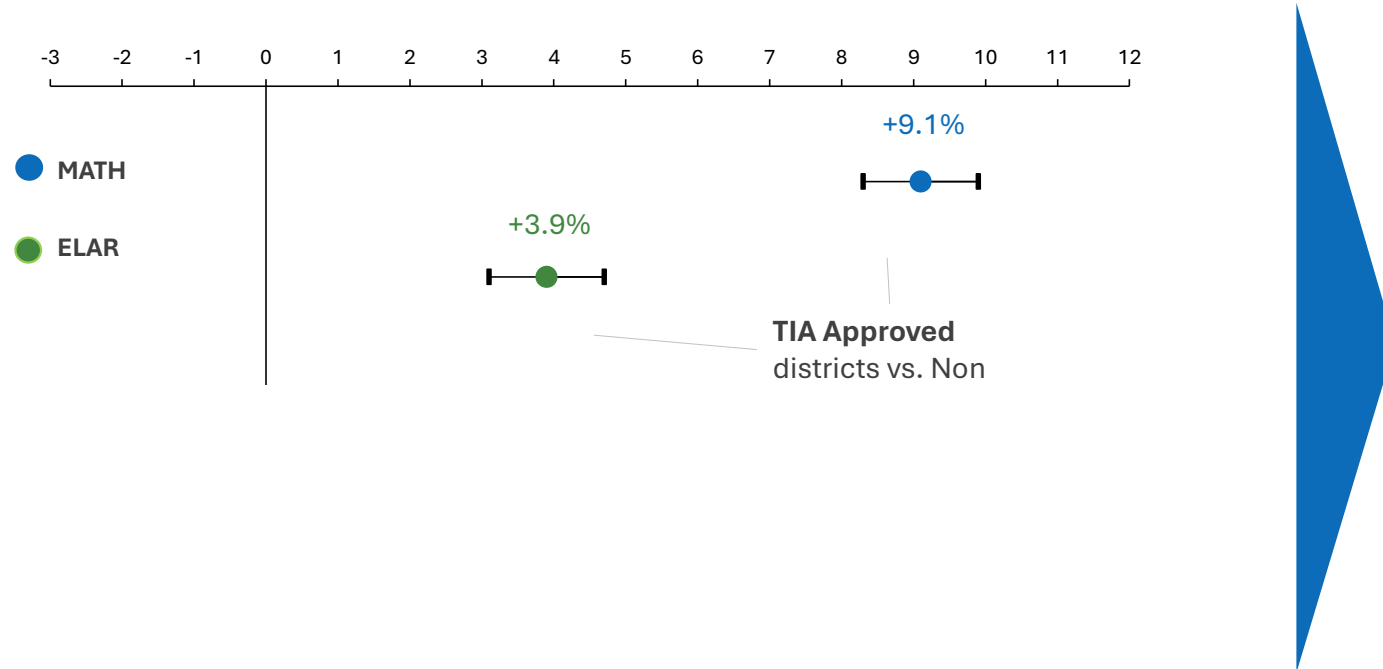




Appendix

Investments in stronger district teacher talent practices leads to stronger student outcomes.

Increased likelihood of Meeting Grade Level on STAAR for students in TIA districts compared to students in non-TIA districts SY 19-SY 23
Controlling for previous STAAR performance and student demographic



- **Students in fully TIA approved districts were 9.1% more likely to meet grade level on math STAAR** compared to students in non-designating districts in SY '19 through SY '23 when we control for differences in the TIA district population
- Improved outcomes for students in TIA districts are stronger in math than in ELAR

95% Confidence intervals are shown on either side of each data point.

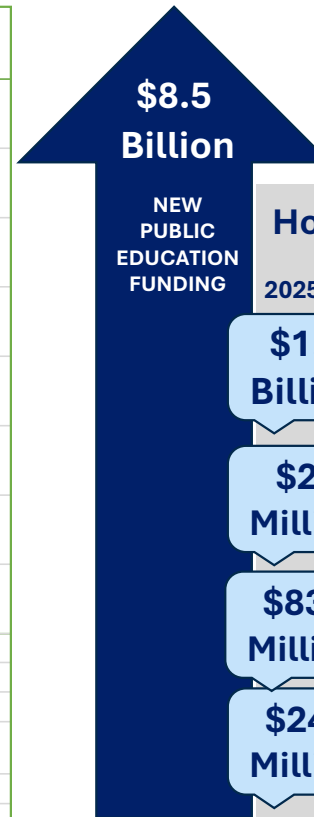
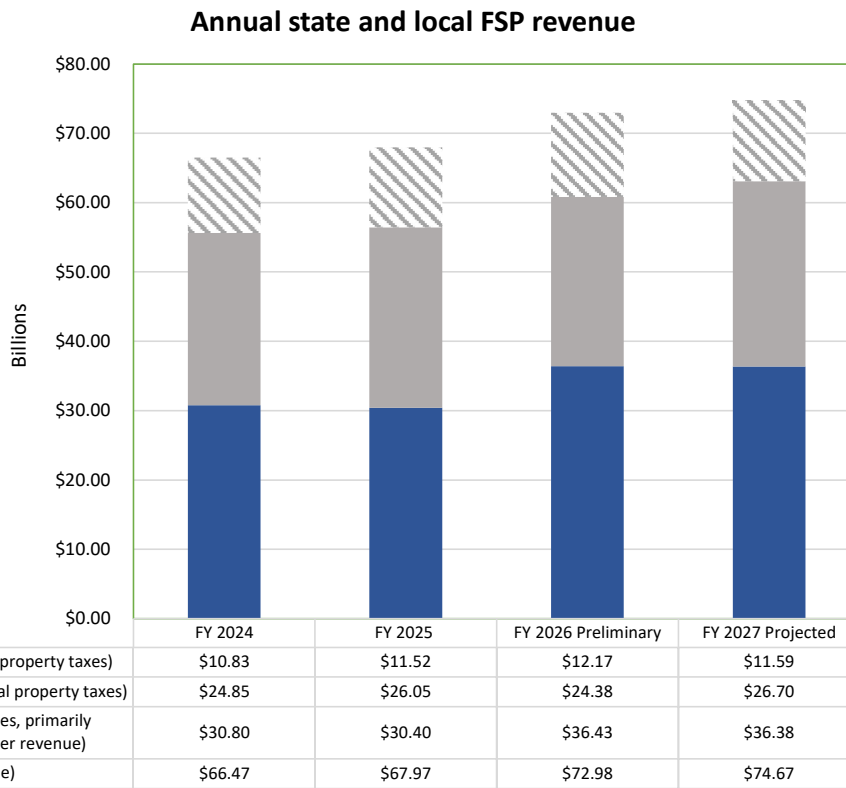
¹ Logistic regression controls for: student prior year STAAR performance, grade, year, indicators for ecodis, lep, special education, district type, size, student demographics

****Approved districts have begun designating teachers. Out of roughly 3 million statewide testers per year, about 10% are in fully approved districts that designate TIA teachers**

HB 2 increased funding for schools & educators



Total annual state and local FSP revenue increased from \$66.47 billion in FY 2024 to \$74.67 billion in FY 2027, an increase of over \$8 billion.



House Bill 2: Historic School Finance Bill

2025-2026

2026-2027

\$1.8 Billion	Teacher and Staff Pay Raises and Teacher Incentive Allotment Expansion	\$2.2 Billion
\$23 Million	Teacher Preparation and Certification Programs	\$169 Million
\$836 Million	Basic Allotment and Allotment for Basic Costs	\$839 Million
\$243 Million	High-quality Instructional Materials	

Local revenue numbers exclude amounts paid for recapture. Recapture payments are included in state revenue amounts because recapture payments are a method of finance for the state. The total values may differ ± \$.01 due to rounding. Source: [Report on Public Education State Funding Transparency](#)