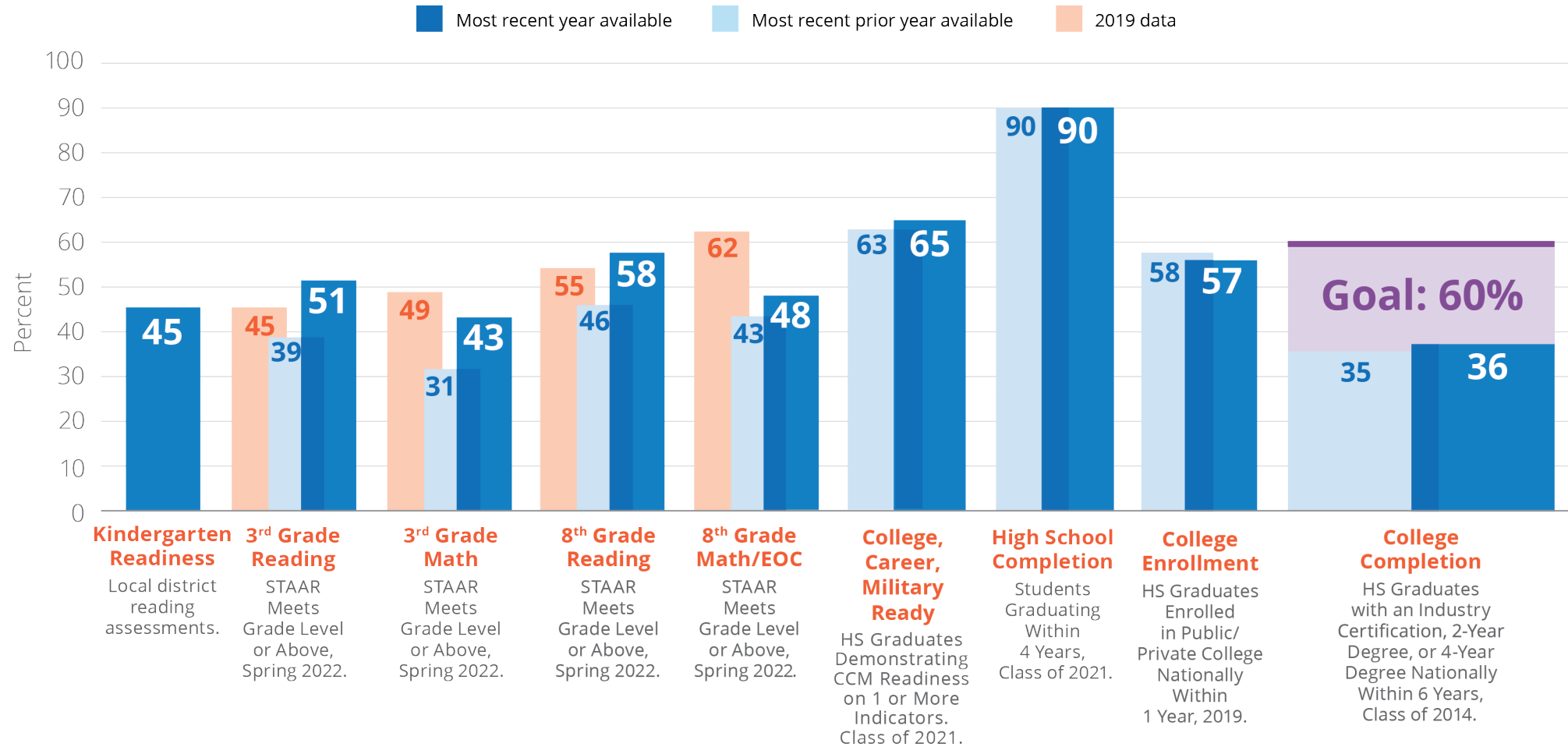


State of Education and the 88th Legislature

JANUARY 29, 2023

Year-over-Year Student Outcomes





88th Session Introduced Budgets

Method of Finance	FY 2022-2023 (Base)	FY 2024-2025 (SB1)	Biennial Change
State Funds*	\$51.2 B	\$60.0 B	\$8.8 B
Federal Funds	\$12.7 B	\$12.5 B	\$(0.2) B
All Funds	\$63.9 B	\$72.5 B	\$8.6 B

**Includes recapture*

Foundation School Program Introduced Budget

- Fully funds current law for the Foundation School Program
- Golden penny yield increases from \$98.56 to \$126.21 in FY24 and \$129.52 in FY25
- Includes \$15B in property tax relief (\$5.3B under current law + \$9.7B new, with mechanism TBD)

What does this mean?

The Golden Penny yield increase means that any district that is taxing in Tier 2 that does not have a wealth per student level above the yield will see a budget increase.

Given average Tier 2 tax rates in the state and average property wealth projections, this translates to an average funding increase for districts of

~ \$239 per ADA

Foundation School Program

- New riders indicate legislative intent to increase funding for public education
- Restores Instructional Materials Allotment to traditional levels (~\$1B per biennium)



School Safety Funding

June 2022

Governor Abbott and the Legislature provided \$17.1M for school districts to purchase silent panic alert technology

October 2022

Governor Abbott and the Legislature provided \$400M to assist school districts in replacing or upgrading doors, windows, fencing, communications, and other safety measures

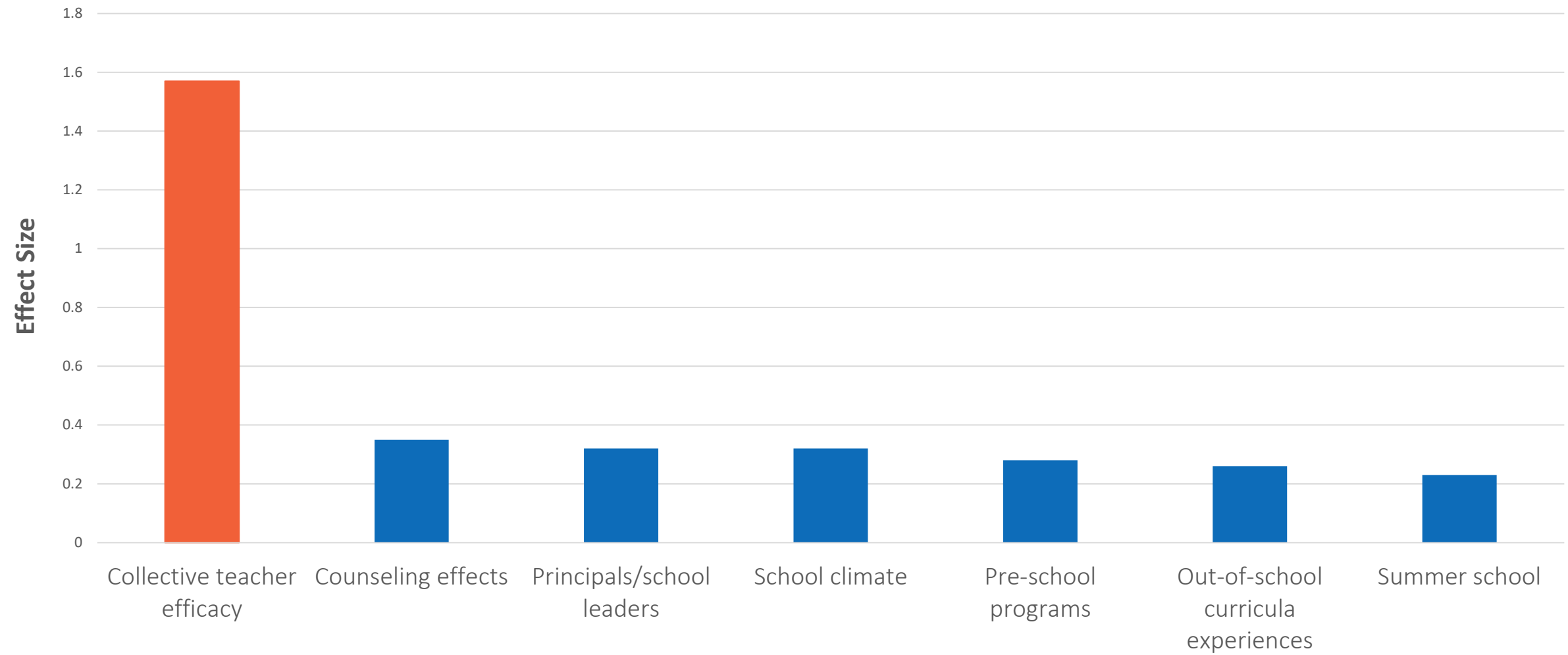
January 2023

HB 1 & SB 1 Introduced Budget Bills include \$600M for School Safety
(Article IX, Sec. 17.17)



Supporting Texas Teachers

Teachers are the single most important in-school factor impacting student outcomes

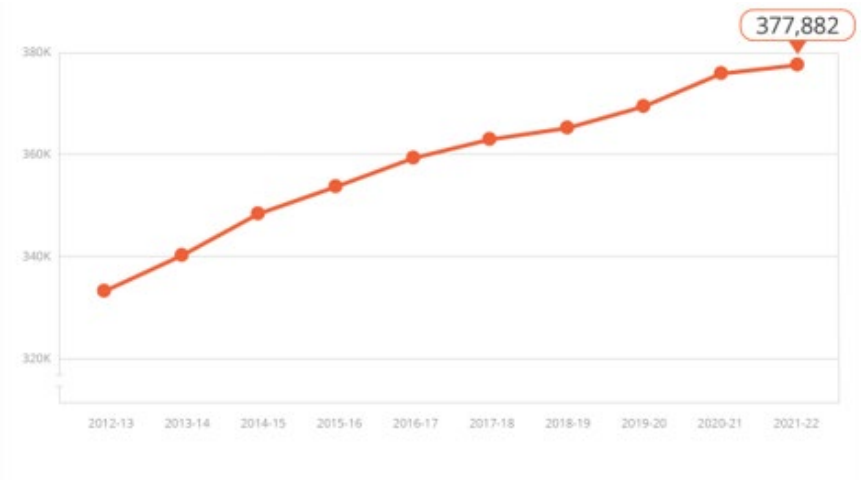


Adapted from Hattie, 2011

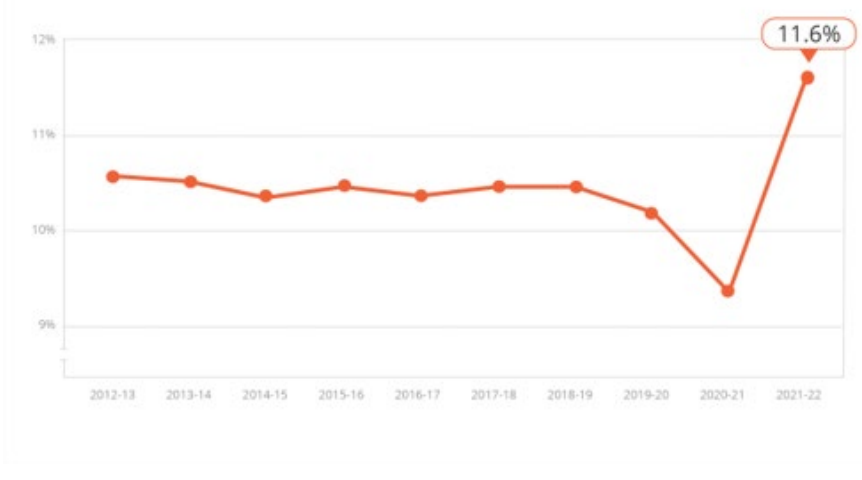


Certain Texas Teaching Workforce Indicators

NUMBER OF EMPLOYED TEACHERS



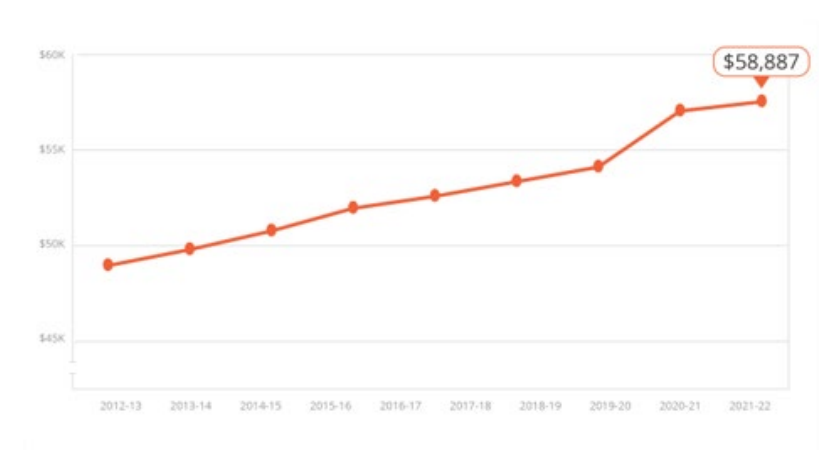
TEACHER ATTRITION RATE



STUDENT/TEACHER RATIOS



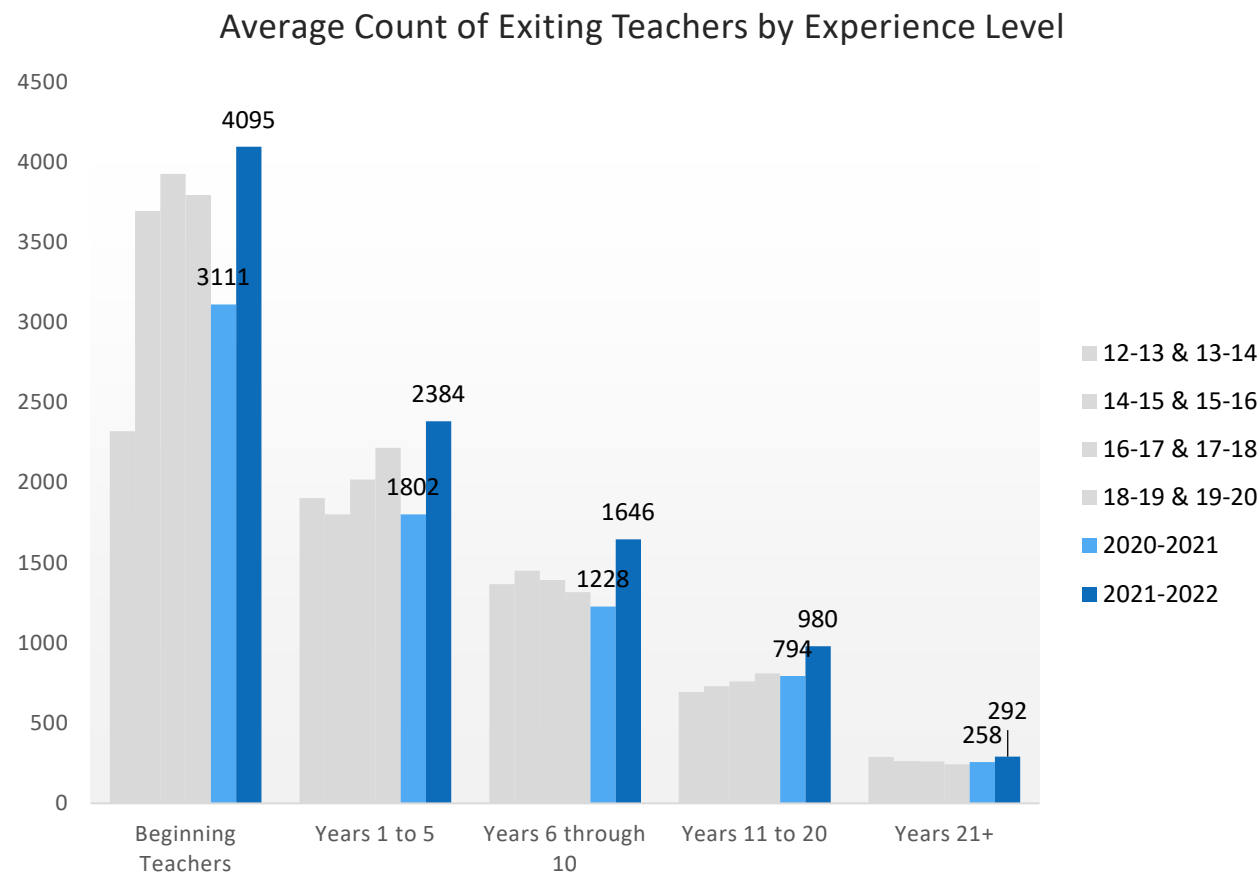
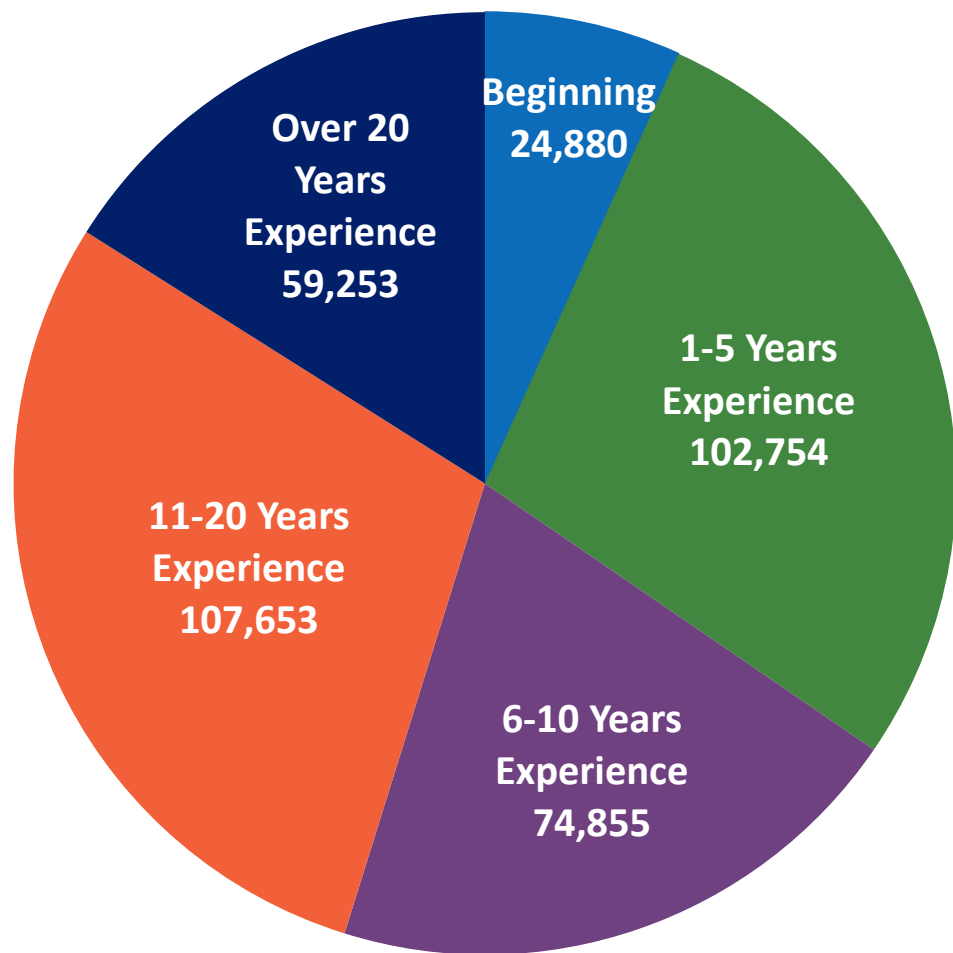
AVERAGE TEACHER PAY



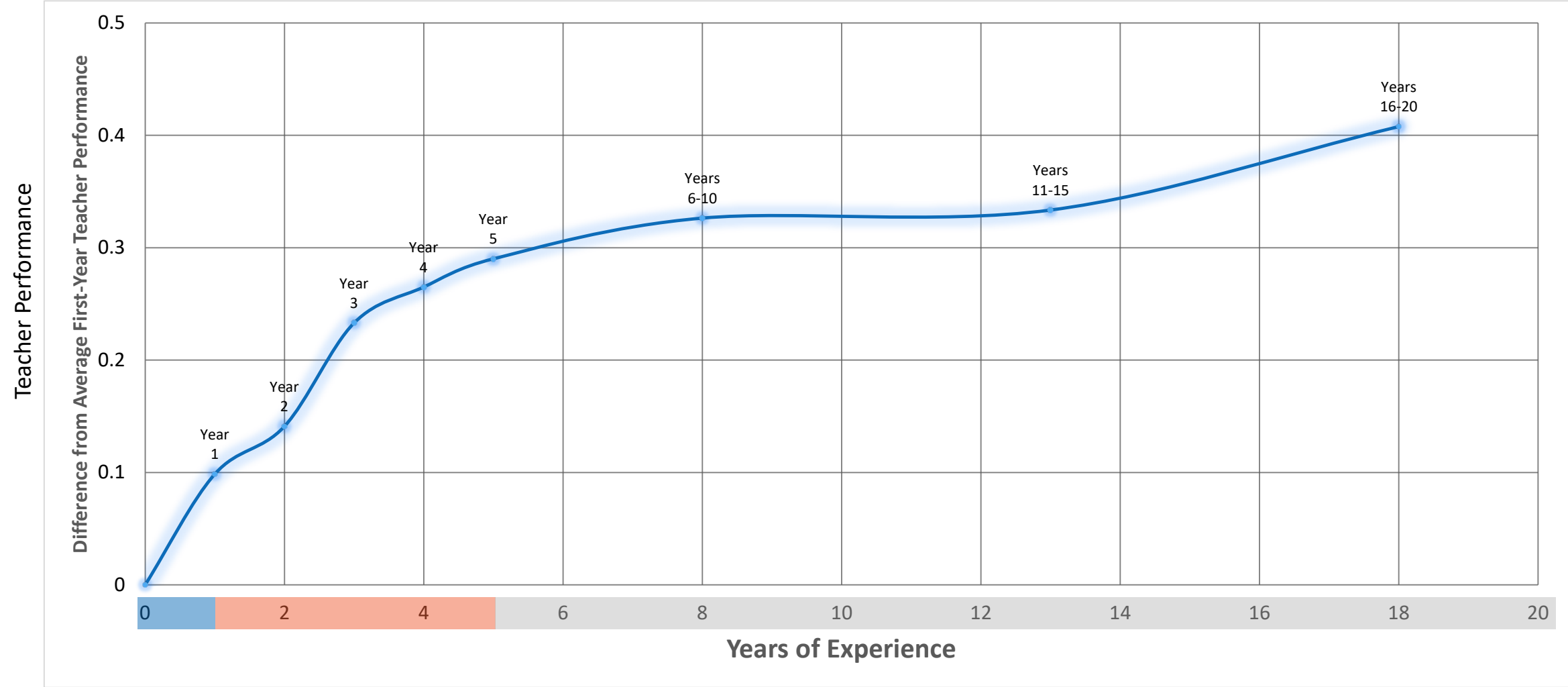
Rural Districts have a much lower median salary when compared with other district types.

TEA District Type	Median Salary	Median Beginner Salary	Teacher FTEs	Average student enrollment	Median Teacher / Student Ratio
Charter School Districts	\$50,656	\$45,842	19,843	1,872	15.4
Rural	\$50,695	\$39,428	16,710	397	10.9
Non-metropolitan Stable	\$51,645	\$42,618	20,727	1,750	13.3
Independent Town	\$51,804	\$44,280	17,127	3,772	14.2
Non-metropolitan Fast Growing	\$52,335	\$41,526	2,974	1,221	13.5
Other Central City Suburban	\$53,689	\$46,403	52,953	4,798	14.5
Major Urban	\$57,081	\$52,387	60,081	86,491	15.1
Other Central City	\$57,571	\$50,807	56,569	22,246	15.0
Major Suburban	\$59,479	\$54,172	116,153	22,266	15.4

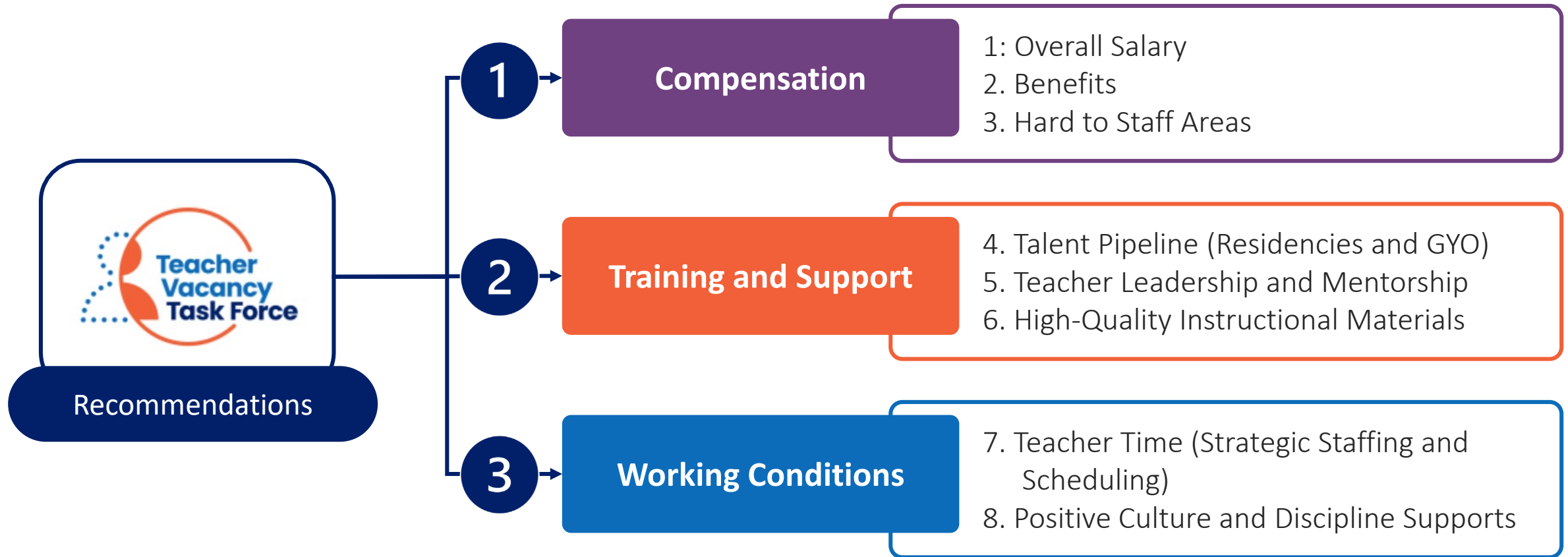
There are a lot of novice teachers, and they leave the profession in large numbers



Novice teachers achieve less academic growth with students than more experienced teachers



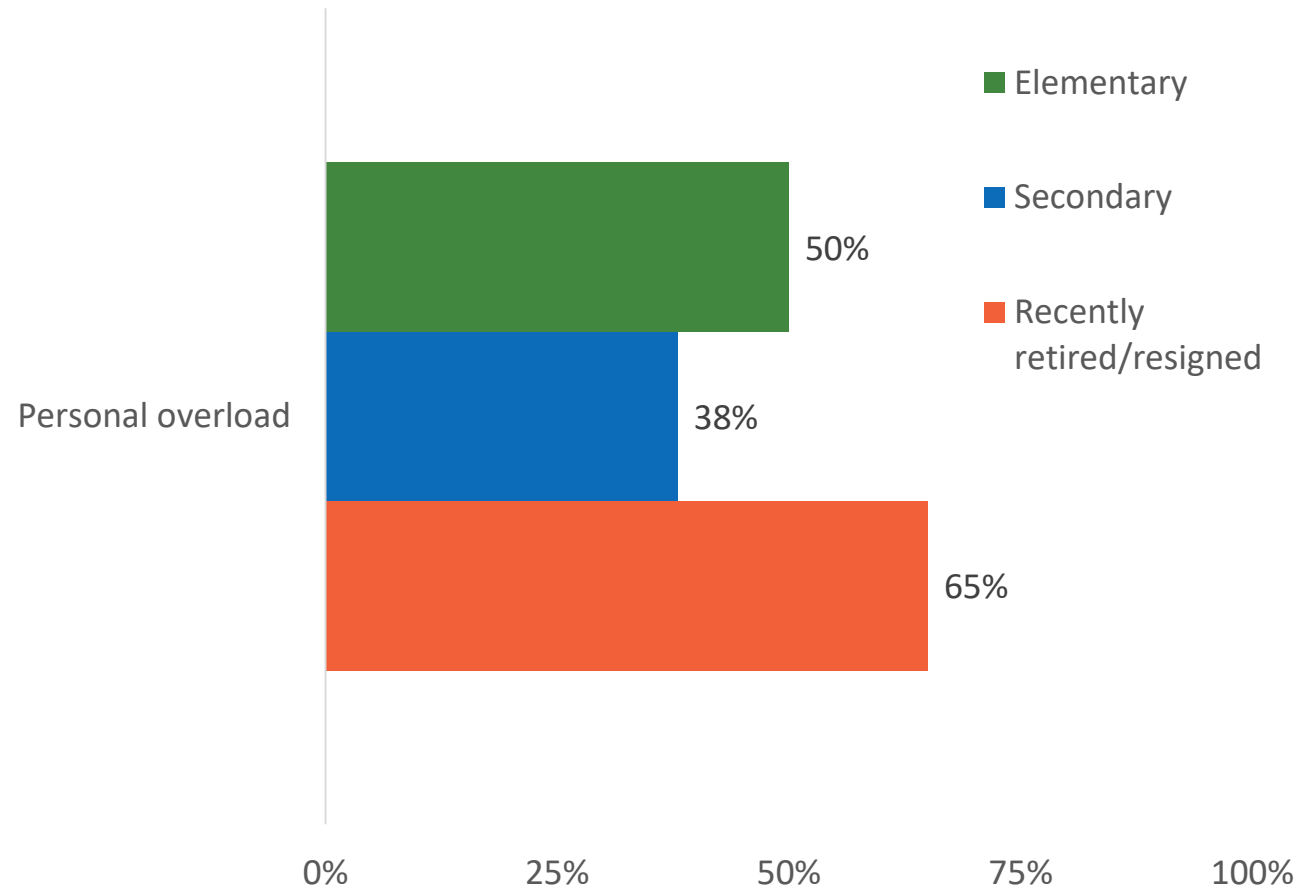
The Teacher Vacancy Task Force has drafted recommendations that fall into three research-based buckets



Coupland ISD Superintendent, Tammy Brinkman

“Our **challenge has been recruitment** because it can be difficult to offer a **competitive salary** in a rural district. This past year, I had to fill ten new teaching positions, and I was concerned about whether I could find the **high-quality teachers our district needed**. I am thrilled to share that I was **able to fill every single one of them with amazing teachers** who were all extremely excited about having the opportunity to work and earn extra compensation through TIA [Teacher Incentive Allotment].”

Feeling overwhelmed with the overload of work was the number one issue cited for those who had recently left the profession.



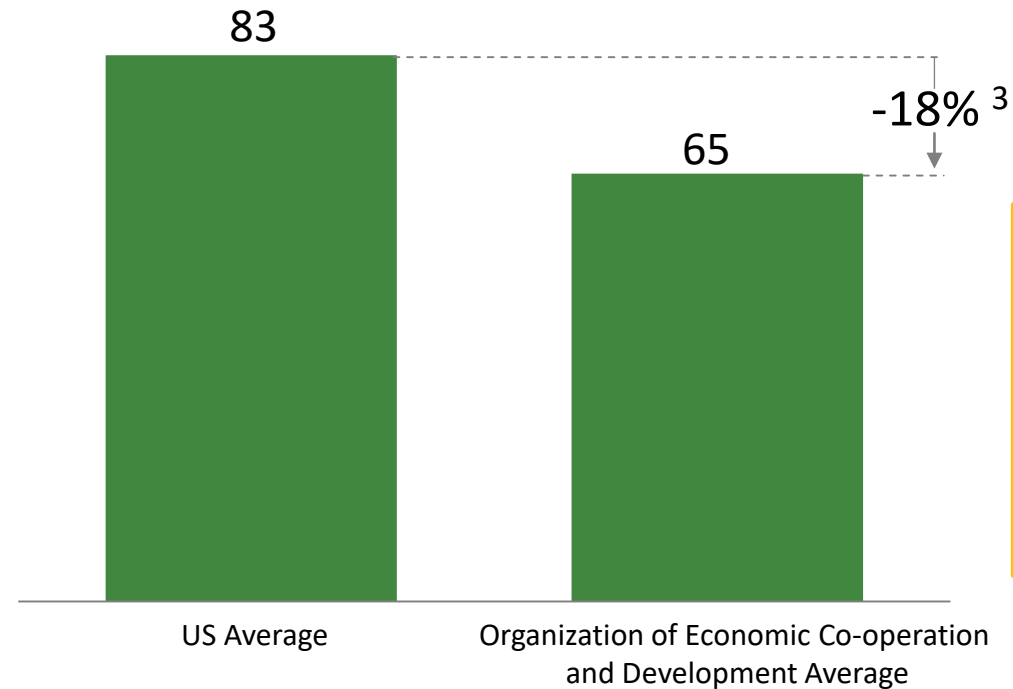
"Teaching is like 2 full time jobs. At school you teach and support students. At home you answer emails, grade, plan, and analyze data. Each year districts add more and more to the plates of teachers with minimal pay increase." (Recently resigned, ESL teacher)

Teacher Voice: An open solicitation of teacher perspectives (TEA, 2022).

The teacher role and schedule looks very different in other countries.

In most higher performing countries, teachers are in front of students between 3 and 4 hours per day, compared to an average of 6 hours in the US.

Working hours teachers spend giving instruction¹ (%)

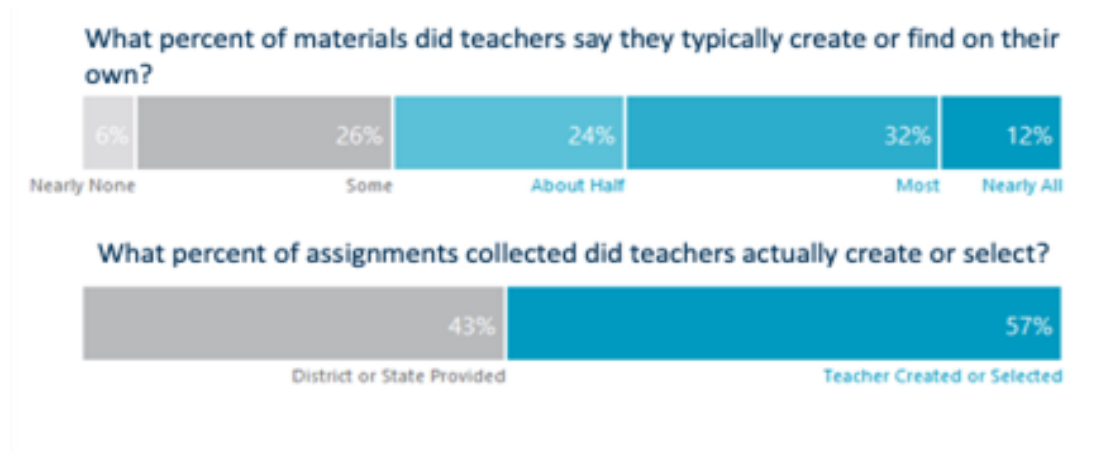


Of note: Teachers in South Korea, Japan and Singapore spend only ~35%² of their working time teaching pupils

Data compiled by Boston Consulting Group. Sources: 1. OECD's "2014 Education at a Glance" report; included primary school teachers only 2. In Japan, students have a shorter school day and teachers stay for additional hours to do other activities, according to Stanford Education Policy "How High Achieving Countries Develop Great Teachers" 3. Difference in teaching time can be as low as 12% according to "The Mismeasure of Teaching Time", Columbia University

One key factor leading to increased teacher workload is lack of access to high-quality instructional materials.

Teachers reported spending **7 hours per week** or **250 hours per year** developing or selecting instructional materials.



Where do teachers find materials?

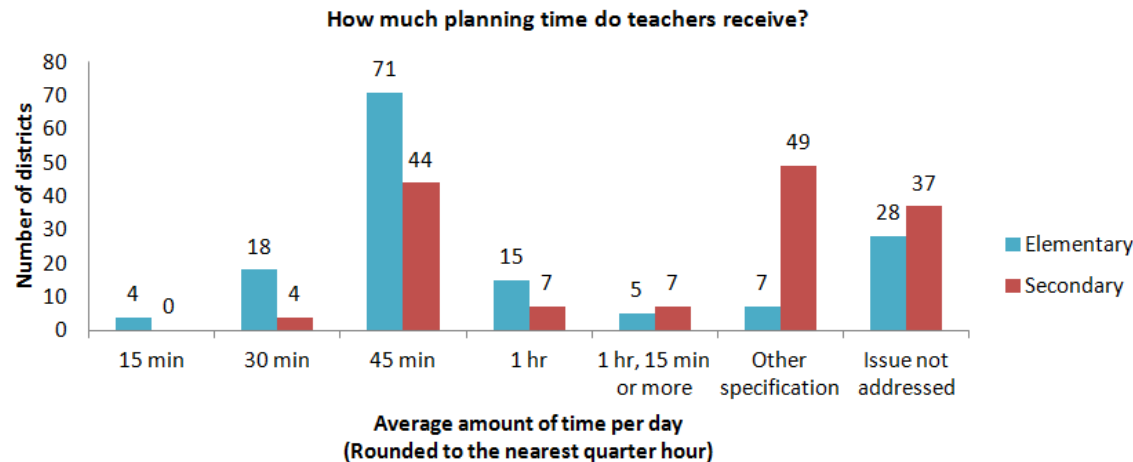


94% say
Google



87% say
Pinterest

Teachers reported being given only **3 hours 45 mins per week** on average to plan.



High-quality instructional materials designed to balance instruction & planning time for teachers must be made universally available.

Instructional Materials Must be Rigorous

Some Commonly Used Instructional Materials Harm Reading Growth

**Predictable
pictures.
Students fill in
missing words**



My garden has seeds.



My garden has birds.



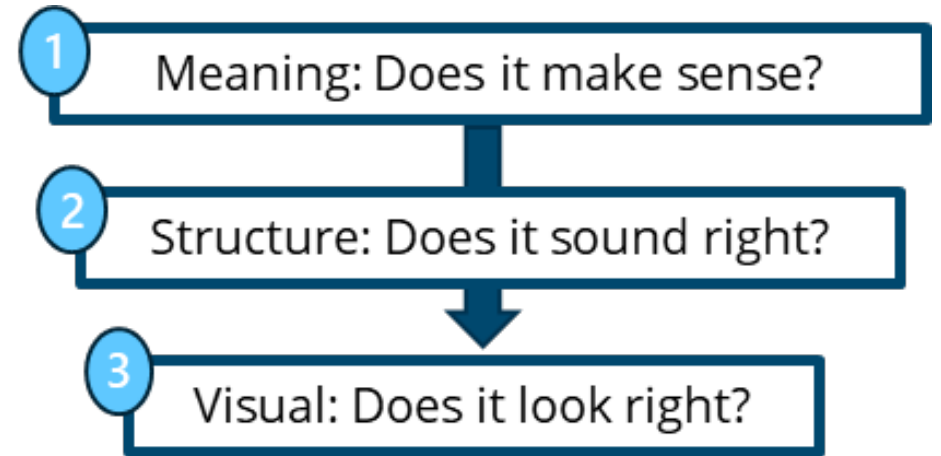
My garden has sun.



My garden has water.

**Sight words or
phrases students
memorize**

My garden has seeds. My garden has
birds. My garden has sun. My garden
has water. My garden has rabbits. My
garden has weeds.



Instructional Materials Must be Rigorous

Quality Materials Follow a Research-Based Approach

Systematic Direct Instruction of Phonics:

- Introduces phonics concepts directly through demonstration and use of clear language in scripted lessons
- Includes explanation, modeling, guided practice, opportunities to practice new learning, and immediate corrective feedback
- Can occur in whole group, small group, or an individual instructional setting

~~~~~ Start Lesson ~~~~~

Lesson 1: Basic Code

# Foundational Skills



#### INTRODUCE THE SOUND /ee/ (5 MIN.)

##### Hear Medial Sounds: /ee/ or /e/

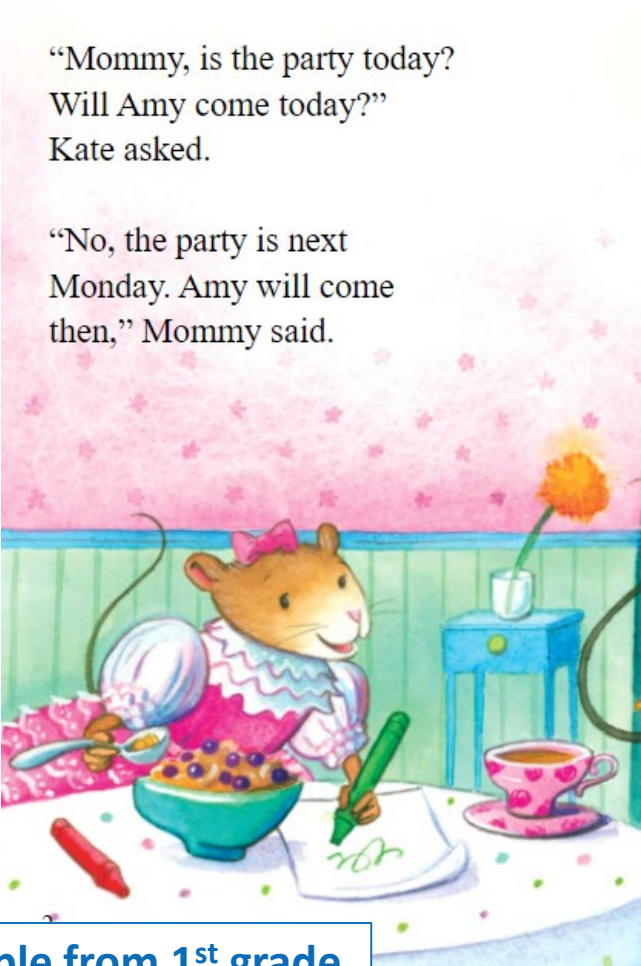
- Tell students that today's sound is /ee/ as in *feet*.
- Have students say the /ee/ sound several times.
- Ask students to repeat the following words that have the /ee/ sound at the beginning: *eat, each, east, eagle*.
- Ask students to repeat the following words that have the /ee/ sound in the middle: *peace, greet, meat, heat*.
- Ask students to repeat the following words that have the /ee/ sound at the end: *bee, me, key, tree*.
- Ask students if they think /ee/ is a vowel sound or a consonant sound. (It is a vowel sound, made with an open mouth and an unobstructed flow of air.)
- Tell students that you are going to say a number of words. Some of the words will have the /ee/ sound as their middle sound and some will not.
- Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word that has the /ee/ sound as its middle sound.

**Note:** Remember that this is oral practice. Students are only listening for the /ee/ sound, not seeing the different spellings.

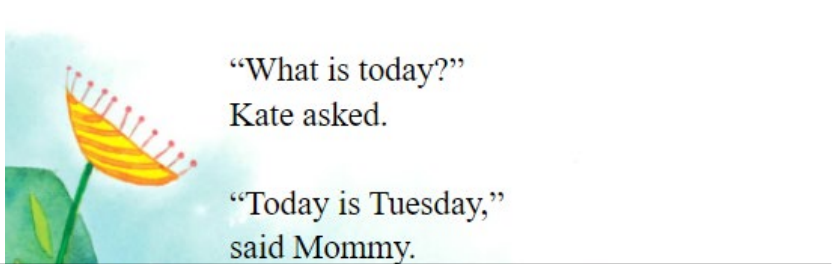
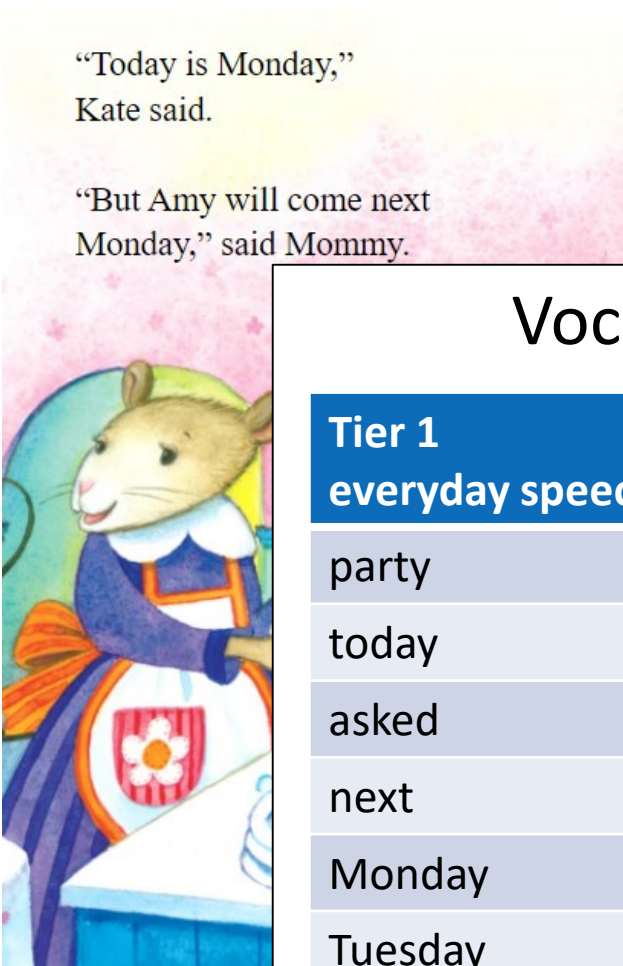
- |          |         |
|----------|---------|
| 1. cheek | 5. pin  |
| 2. cheap | 6. deep |
| 3. bed   | 7. bean |
| 4. meet  | 8. hen  |

# Instructional Materials Must be Rigorous

## Some Commonly Used Materials Do Not Build Knowledge (Vocabulary)



Example from 1<sup>st</sup> grade



### Vocabulary words featured:

| Tier 1<br>everyday speech | Tier 2<br>general academic | Tier 3<br>domain-specific |
|---------------------------|----------------------------|---------------------------|
| party                     |                            |                           |
| today                     |                            |                           |
| asked                     |                            |                           |
| next                      |                            |                           |
| Monday                    |                            |                           |
| Tuesday                   |                            |                           |



# Instructional Materials Must be Rigorous

## Quality Materials Do Build Knowledge (Vocabulary)

Your body is meant to be busy. It's meant to move fast, lift heavy things, and walk or run for miles. Just look at it.



Example from 1<sup>st</sup> grade

You can do all that because your body is *built* to move. Underneath your skin is a strong, hard skeleton made of bones. Bones keep your body standing tall. Joints connect bones so you can bend.



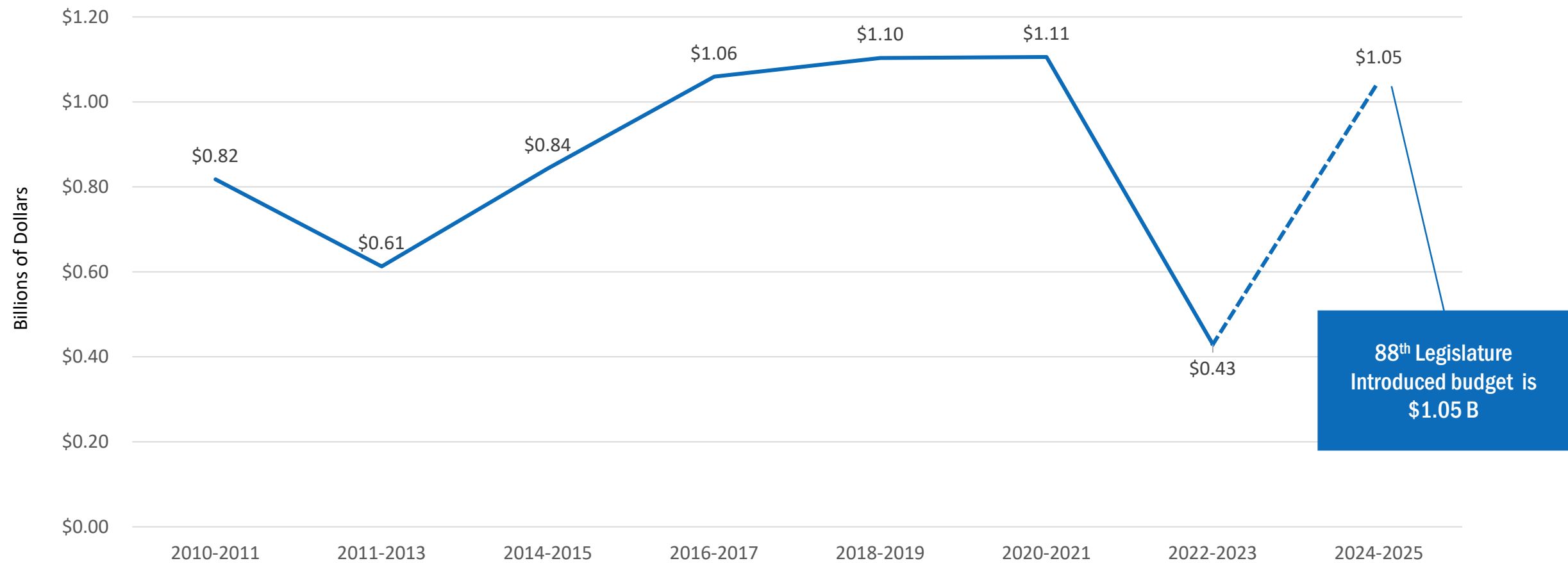
Muscles are attached to bones by tendons. Muscles let you move and lift and stretch. When you use your muscles again and again, they don't get worn out; instead, they get stronger.

### Vocabulary Words

| Tier 1<br>everyday speech | Tier 2<br>general academic | Tier 3<br>domain-specific |
|---------------------------|----------------------------|---------------------------|
| body                      | meant                      | skeleton                  |
| busy                      | miles                      | bones                     |
| fast                      | built                      | joints                    |
| lift                      | underneath                 | muscles                   |
| heavy                     | connect                    | tendons                   |
| because                   | attached                   |                           |
| bones                     | worn out                   |                           |
| bend                      | instead                    |                           |

# Funding for Instructional Materials: Supporting Districts, Supporting Teachers, Supporting Kids

Instructional Materials and Technology Appropriations, 2016-2025



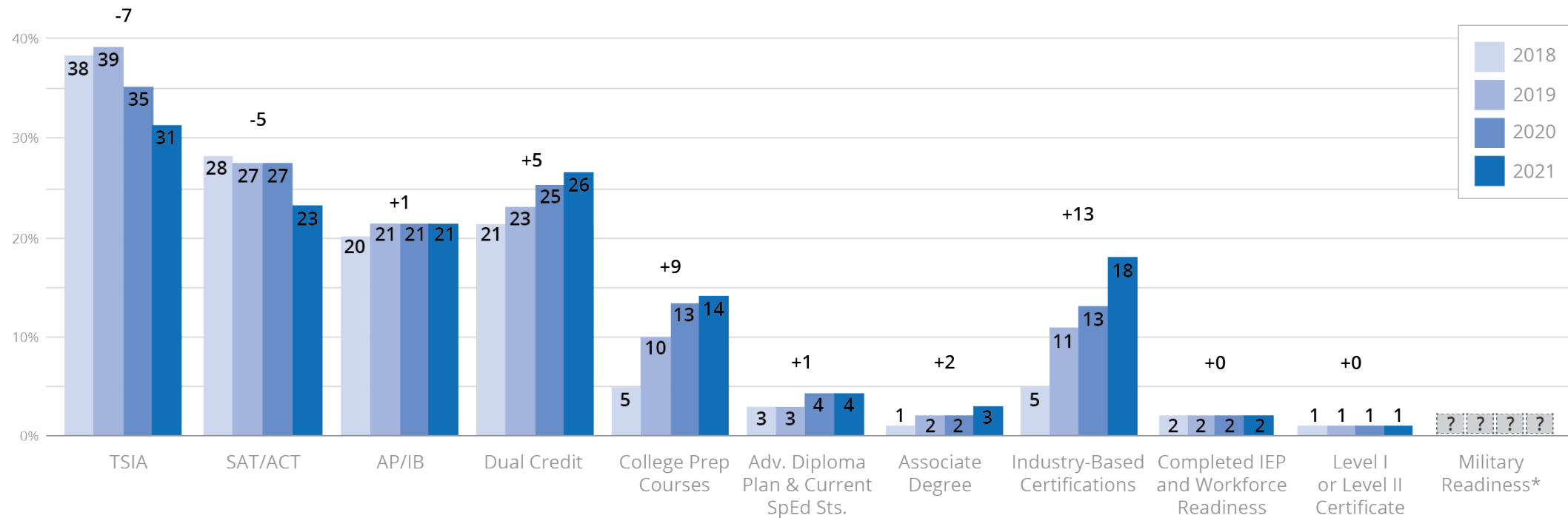


# Access to Advanced Math & CTE

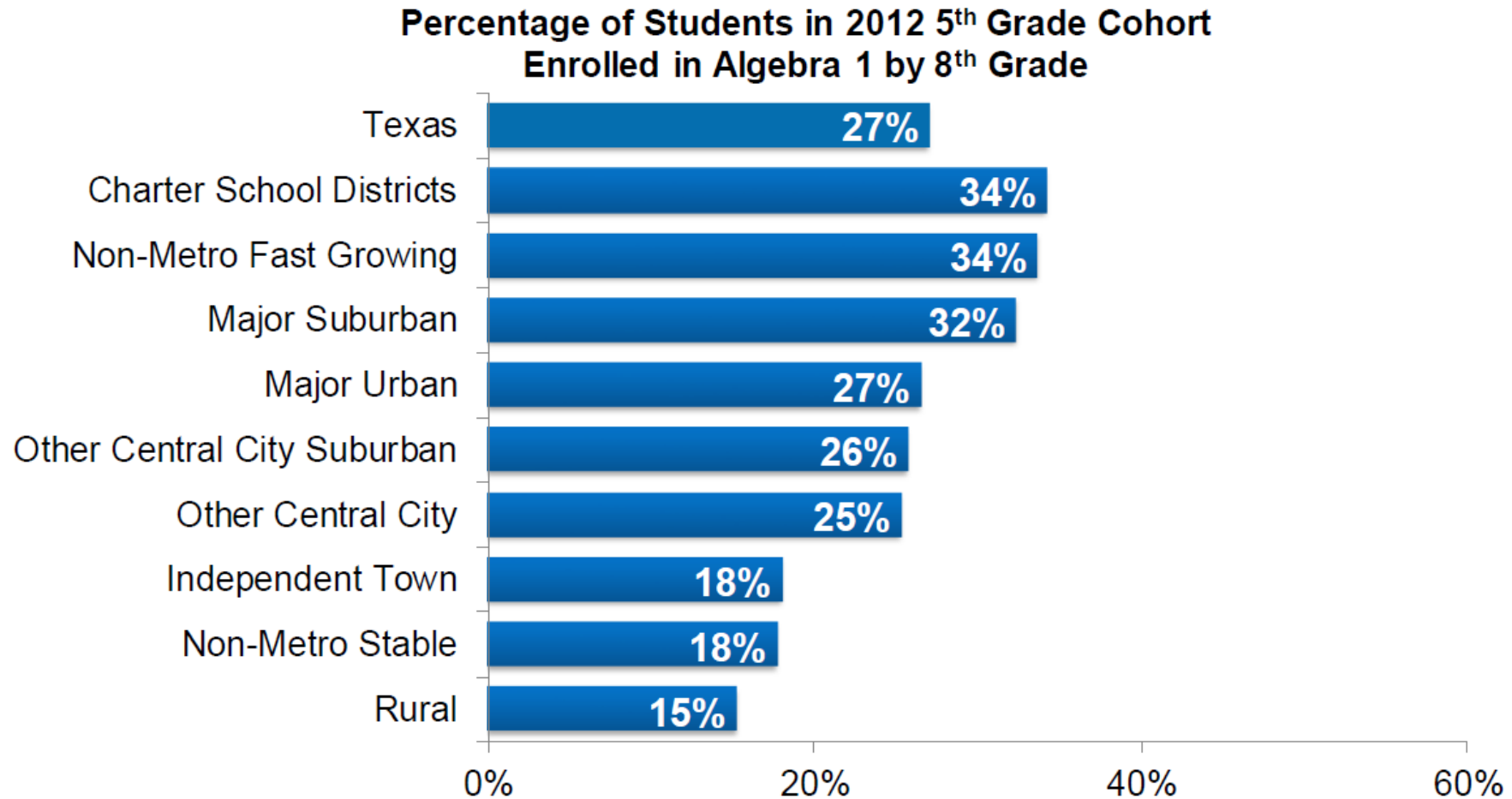


# College, Career, and Military Readiness

## STUDENTS GRADUATING READY FOR COLLEGE, CAREER, AND THE MILITARY

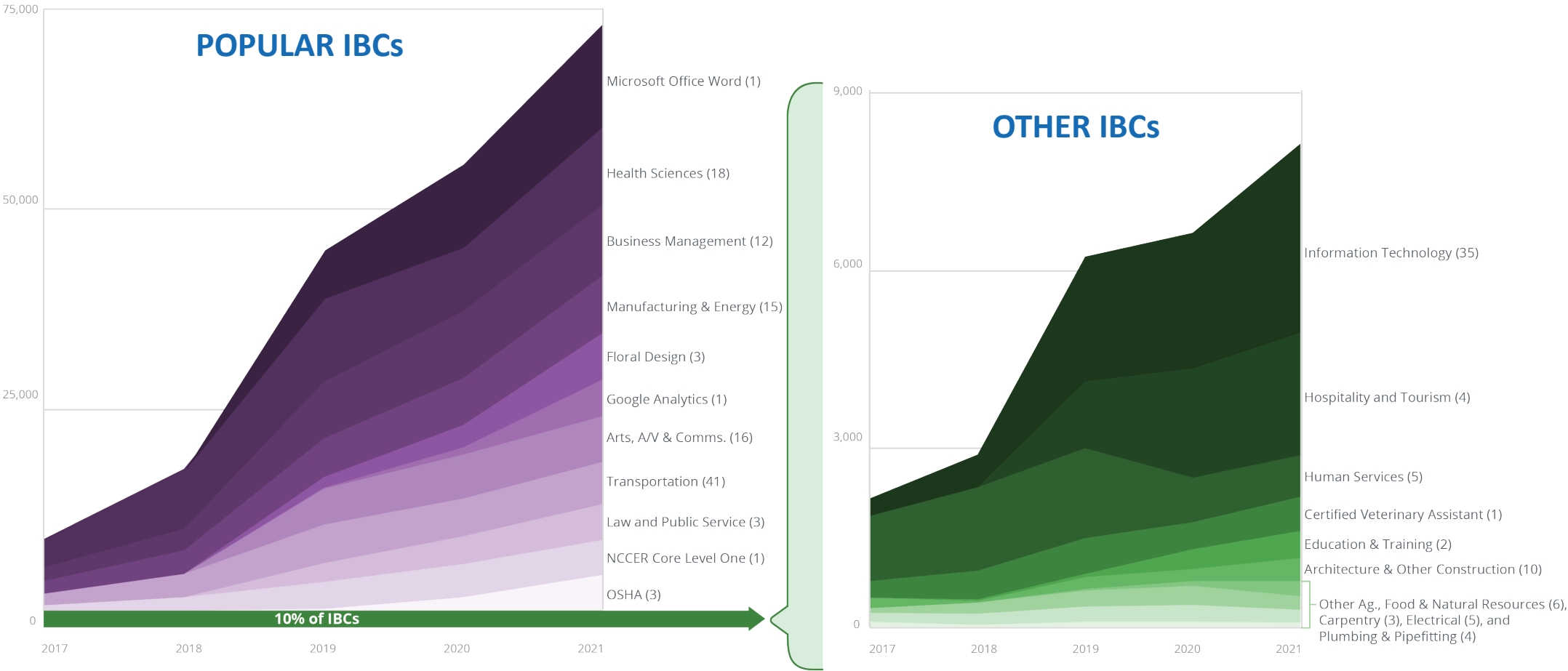


# Small Rural Districts Historically Have More Difficulty Offering Advanced Math Pathways for Students



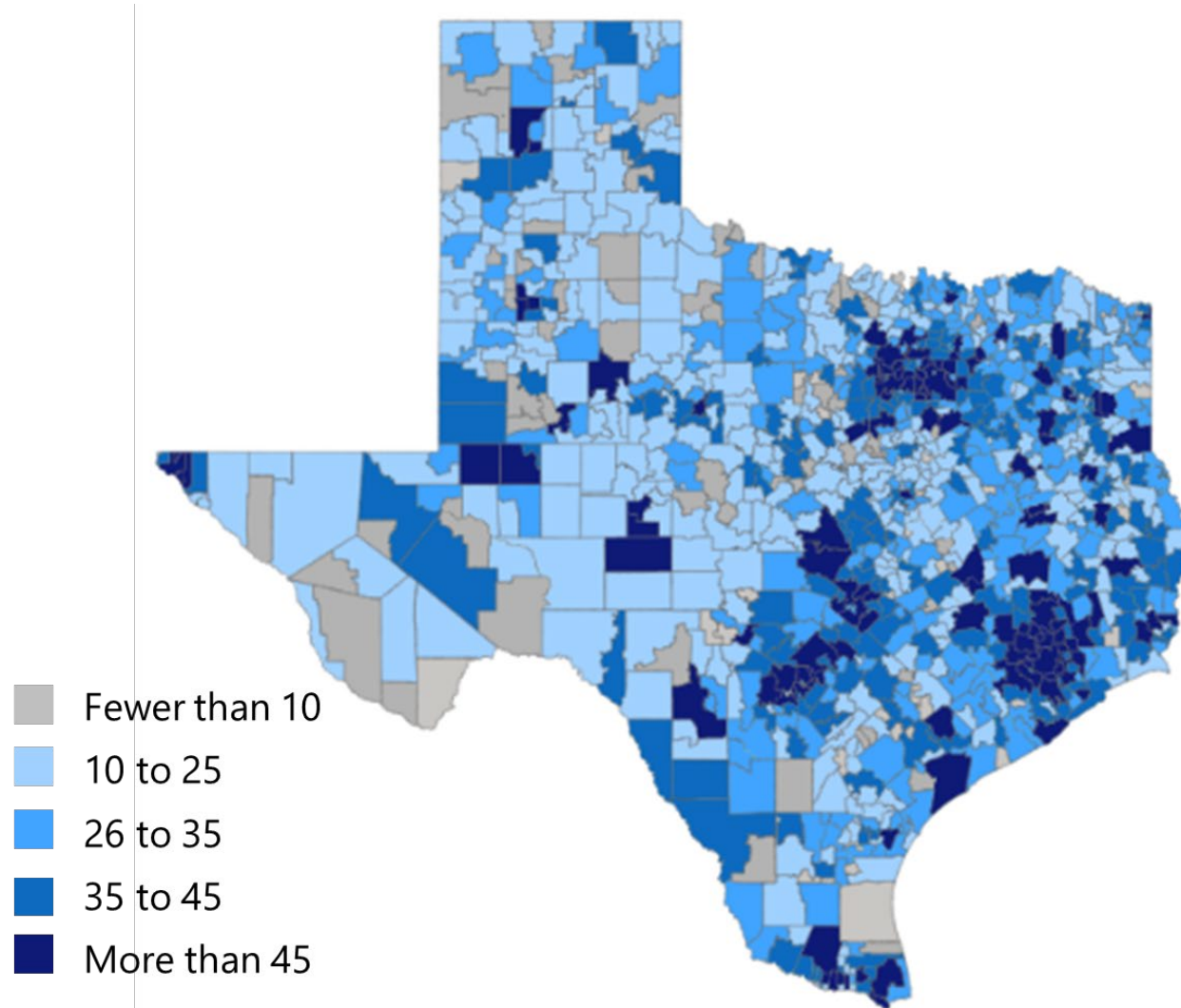
# College, Career, and Military Readiness

## Growth in Industry-Based Certifications (IBCs) NUMBER OF GRADUATES BY IBC

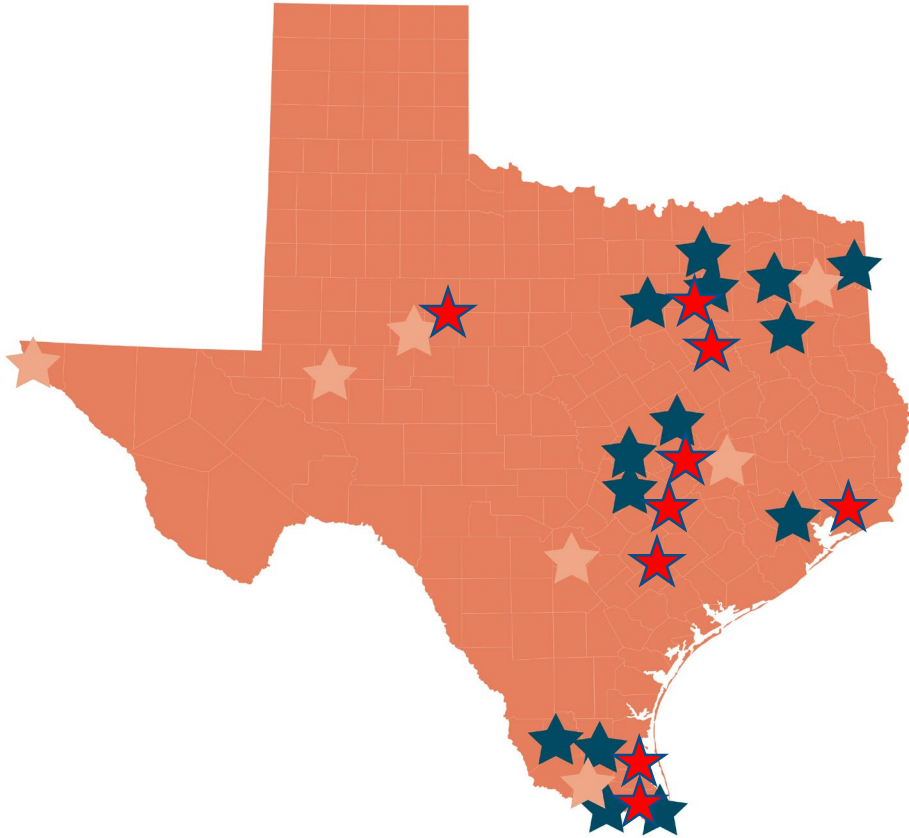


# Small Districts Have More Difficulty Offering CTE Pathways

Count of Available Programs of Study by district, 2021-22



## State support for rural districts has increased, but more work remains



- **Orange stars**= past grantees
- **Blue stars**= current grantees
- **Red stars**= future grantees

|           | # of LEAs | # of IHE Partners | # of Employer Partners |
|-----------|-----------|-------------------|------------------------|
| 2019-2020 | 55        | 15                | 20                     |
| 2020-2021 | 84        | 29                | 35                     |
| 2021-2022 | 119       | 39                | 67                     |

Available Texas Regional Pathways  
Networks



# ESSER Funds

# ESSER Formula Funds – Direct to LEAs

Formula ESSER Funds  
*As of January 6, 2023*

|                                  | ESSER I (CARES)    | ESSER II (CRRSA)*  | ESSER III (ARP)    | Total^             |
|----------------------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Hold Harmless Offset</b>      | \$1,069 M          | \$1,109 M          | \$0                | \$2,179 M          |
| <b>Fully Available to LEAs</b>   | \$88 M             | \$3,869 M          | \$11,185 M         | \$15,142 M         |
| <b>Total Formula Funds</b>       | <b>\$1,157 M</b>   | <b>\$4,979 M</b>   | <b>\$11,185 M</b>  | <b>\$17,321 M</b>  |
| <i><b>Drawn down to date</b></i> | <i>\$1,155.4 M</i> | <i>\$3,060.6 M</i> | <i>\$4,243.7 M</i> | <i>\$8,459.7 M</i> |
| <i><b>Remaining</b></i>          | <i>\$1.8 M</i>     | <i>\$1,918.4 M</i> | <i>\$6,941.3 M</i> | <i>\$8,861.5 M</i> |
| <b>Funding Expiration Date</b>   | Sept. 30, 2022     | Sept. 30, 2023     | Sept. 30, 2024     |                    |

Totals may not sum due to rounding.

\*Includes approx. \$2 million from state discretionary that TEA transferred to statutory formula allocations

^From among discretionary ESSER funds and GEER funds, another \$227 million was provided to LEAs via the ESSER Supplemental program, \$10M was dedicated for technical assistance across formula programs, and \$304 million was provided for equitable services and support of private schools.

**Thank You**

