

Subject: RE: Public Information Request (TX-DENTON-23-1254)
Date: Friday, January 26, 2024 at 2:18:17 PM Eastern Standard Time
From: publicinformationrequests
To: AO Records
CC: Robinson, Deron T
Attachments: image001.png, image002.png, image003.jpg, TX-DENTON-23-1254.pdf

EXTERNAL SENDER

Good afternoon,

You can find the records requested at this link: [American Oversight](#). Please note that a report in this file was said to be "confidential" by the sender. We reached out to third party that produced the report for clarification but did not receive a response.

Should you have any questions, please reach out.

Emily Smith
Governance Specialist
Legal Services

Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
(940) 369-0063



CONFIDENTIALITY NOTICE: This e-mail and attachments may contain privileged or confidential information. If this email is not addressed to you, promptly notify the sender and delete the message.

From: publicinformationrequests <publicinformationrequests@dentonisd.org>
Sent: Friday, January 12, 2024 2:54 PM
To: publicinformationrequests <publicinformationrequests@dentonisd.org>; AO Records <records@americanoversight.org>
Cc: Robinson, Deron T <d robinson2@dentonisd.org>
Subject: RE: Public Information Request (TX-DENTON-23-1254)

Hello,

This is to notify you that a letter has been submitted to the Attorney General's office for a determination regarding this request. The letter is attached to this email. We will send any subsequent correspondence with the AG's office as it is available.

Emily Smith
Governance Specialist
Legal Services

Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
(940) 369-0063



CONFIDENTIALITY NOTICE: This e-mail and attachments may contain privileged or confidential information. If this email is not addressed to you, promptly notify the sender and delete the message.

From: publicinformationrequests <publicinformationrequests@dentonisd.org>
Sent: Friday, January 5, 2024 12:55 PM
To: AO Records <records@americanoversight.org>; publicinformationrequests <publicinformationrequests@dentonisd.org>
Subject: RE: Public Information Request (TX-DENTON-23-1254)

We have received your request for records. Please note that Denton ISD was closed for purposes of the Texas Public Information Act from December 21st through January 2.

I wanted to see if you would agree to allowing for redaction of confidential information under the Texas Public Information Act pursuant to the law and prior rulings of the Texas Attorney General's Office without requiring a determination from the Texas Attorney General's Office. This will allow us to get the information in a timelier manner. Please let me know at your earliest convenience.

I do want to note it was extremely uncommon for Texas K-12 schools to teach Critical Race Theory, even prior to the legislation referenced in your letter.

Thank you,

Deron Robinson
General Counsel
Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
Office: (940) 369-0036

www.dentonisd.org



Strategic | Positivity | Arranger | Ideation | Woo

CONFIDENTIALITY NOTICE: This e-mail and attachments may contain privileged or confidential information. If this email is not addressed to you, promptly notify the sender and delete the message.

From: AO Records <records@americanoversight.org>
Sent: Wednesday, December 20, 2023 2:38 PM
To: publicinformationrequests <publicinformationrequests@dentonisd.org>
Subject: Public Information Request (TX-DENTON-23-1254)

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Public Information Officer,

Please find attached a request for records under Texas public records laws.

Sincerely,

Mariuxi Pintado | (she/hers)
Senior Paralegal | American Oversight
records@americanoversight.org
www.americanoversight.org | @weareoversight

Public Information Request: TX-DENTON-23-1254

From: [O'Bara](#)
To: [Mattingly, Mike M](#)
Subject: FW: HB 1605
Date: Sunday, July 9, 2023 3:30:26 PM
Attachments: [image001.png](#)
[HB 1605 Summary 6 20 2023.docx](#)

Hello!

I just wanted to check in about this. I know you forwarded to the curriculum team a few weeks ago. Are you guiding them through the implications of this bill and any changes we need to make as a result? I would love to be a part of the conversations, just so I'm learning the necessary changes for us.

Thanks, Mike!

Susannah O'Bara
Deputy Superintendent
Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
Office: (940) 369-0000
www.dentonisd.org
Belief. Input. Individualization. Arranger. Discipline



From: David Anderson <danderson@hillcopartners.com>
Sent: Tuesday, June 27, 2023 7:18 PM
To: Mattingly, Mike M <mmattingly@dentonisd.org>; O'Bara, Susannah H <sobara@dentonisd.org>
Cc: Wilson, Jamie K <jwilson@dentonisd.org>
Subject: HB 1605

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mike and Susannah, attached is the internal HillCo draft summary of HB 1605 that I mentioned on the TSA legislative call last week. I have several other documents that come from other sources including the Texas Public Policy Foundation, that I'll send separately. I'm not a fan of TPPF although I like to know what they are thinking.

David

David D. Anderson
HillCo Partners
823 Congress Avenue, Suite 900
Austin, Texas 78701
512.480.8962 Office
512.698.5609 Mobile

www.hillcopartners.com

HB 1605 ANALYSIS

June 2023

HB 1605, a comprehensive bill with fifty-five sections, modifies numerous chapters of the Texas Education Code (TEC), as well as one chapter of the Texas Government Code (TGC). The House author is Rep. Brad Buckley, Chair of the House Public Education Committee, and the Senate sponsor is Sen. Brandon Creighton, Chair of the Senate Education Committee.

1) Sections 1-4 address teaching duties, training requirements for teaching certificates, and teacher immunity.

Planning and Non-instructional Duties of Teachers (TEC Sec. 21.4045):

- A school district may enter into a supplemental agreement with a classroom teacher under which the teacher agrees to perform a duty relating to initial lesson plan design or instructional material selection that is not a duty generally anticipated to be performed during the instructional day and assigned to all classroom teachers of the same subject and grade level under those teachers' employment contracts.
- A school district may not require a classroom teacher for a foundation curriculum course to spend planning and preparation time creating or selecting instructional materials to initially cover the TEKS for the course unless the teacher has entered into a supplemental agreement. This doesn't prohibit a classroom teacher from choosing to spend her/his planning and preparation time creating or selecting instructional materials.
- A supplemental agreement between a school district and a classroom teacher under which a teacher is assigned responsibility for a greater number of duties unrelated to providing instruction than other full-time teachers of the same grade level in the district must explicitly state each of the teacher's duties unrelated to providing instruction.

Immunity from Disciplinary Proceedings for Classroom Teachers (TEC Sec. 22.05125):

- A classroom teacher may not be subject to disciplinary proceedings for an allegation that the teacher violated the Establishment Clause of the First Amendment of the United States Constitution, or a related state or federal law if the teacher:
 - used only instructional material included on the list of approved instructional material maintained by the State Board of Education (SBOE) and adopted by the district, and
 - the allegation does not dispute that the teacher delivered instruction from instructional material with fidelity.

2) Sections 5, 6, 40, 46, and 47 address parental rights.

Obscene and Harmful Content (TEC 31.1011)

In the section that describes the requirements for the annual certification of instructional materials to TEA, new language is added to include compliance with:

- the federal Children's Internet Protection Act, and
- other laws or regulations that protect students from obscene or harmful content.

The requirements were also modified to require the district to certify that the district used its IMTA money only for allowable purposes.

Creation and Operation of a Parent Portal (TEC Sec. 31.154)

- Section 46 calls for the SBOE to adopt standards for a parent portal that will be operated

by the company that has TEA-reviewed and SBOE-approved instructional materials. The instructional materials parent portal must provide access to instructional materials, other than tests or exams, that are included in the portal and used by the district or school to parents enrolled students.

- The portal structure is required to:
 - organize instructional material by unit and in the order in which the material is designed to be used;
 - be searchable by key word; and
 - for instructional material not available in a digital format, contain sufficient information to allow a parent to locate a physical copy.
- The standards may not require:
 - a teacher to submit instructional materials developed by the teacher for inclusion in an instructional materials parent portal; or
 - an entity hosting a parent portal to include tests or exams in the portal (also addressed in Section 5 of the bill-TEC Sec. 26.006).

School District Responsibilities (TEC Sec. 33.004(b))

- A school district shall make tests readily available for review by parents in person and teaching materials readily available for review by parents both in person and, if applicable, through the new instructional materials parent portal created by the bill.
- Access must not be later than 30 days before the school year begins and conclude not earlier than 30 days after the school year ends.
- All materials must be accessible except:
 - tests or exams that have not yet been administered to the student; and
 - the student's graded assignments.
- The district may specify reasonable hours for in-person review.
- A school district may not deny a parent access to an instructional materials parent portal.
- These provisions are also addressed in Section 5 of the bill-TEC Sec. 26.006.

Board of Trustee Responsibilities and Parental Rights (TEC Sec. 26.0061)

- The board shall establish a process by which a parent (as indicated on the campus student registration form) may request an instructional material review for a subject area in the grade level in which the student is enrolled.
- The board process:
 - may not require more than one parent of a student to make the request;
 - must provide for the board to determine if the request will be granted, either originally or through an appeal process; and
 - may permit the requesting parent to review the instructional material directly before the district conducts an instructional material review.
- If the parents of at least 25% of the students enrolled at a campus present a petition for an instructional material review, the board shall conduct the review, unless:
 - the petition is presented by the parents of less than 50% of the students enrolled at the campus and,
 - by a majority vote, the board denies the request.
- A review conducted shall include all instructional materials for each subject area or grade level specified in the petition.
- The board is only required to conduct a review for a specific subject area or grade level at a specific district campus once each school year.
- The State Board of Education has rule-making authority for TEC Sec. 26.0061.

3) Sections 7, 8, and 9 address curriculum requirements at the state and local levels.

State Vocabulary and Literary Works Lists within ELAR TEKS (TEC 28.002)

- The SBOE shall specify a list of required vocabulary and at least one literary work to be taught in each grade level within the ELAR TEKS. The process must begin by February 1, 2024.
- The SBOE shall request TEA recommendations for the vocabulary and the literary works.

Local Restrictions for Instruction (TEC Sections 28.0027(a) and (b))

- This section adds the pacing of recommended or designated instructional materials or the pacing of the recommended or designated scope and sequence for a subject in the required curriculum to the list of items a school district may not penalize a teacher for.

4) Section 10 restricts three cueing method within the state required phonics curriculum.

Three cueing restrictions within the required phonics curriculum (TEC 28.0062)

- A school district or open-enrollment charter school may not include any instruction that incorporates three-cueing in the required phonics curriculum.
- "Three-cueing" is defined as a method of reading instruction for identification of words by which a student is encouraged to draw on context and sentence structure to read words without sounding the words out or using a phonics-based approach.

5) Sections 11, 12, 13, and 14 provide a new categorization of instructional materials.

Four categories of instructional materials are defined (TEC Sec. 31.002)

- Lesson plans, answer keys, grading rubrics, and unit plans as well as material used by a principal or campus instructional leader to support instruction are added to the existing definition of "instructional material":
 - "Full subject tier one instructional material" is instructional material designed to provide mastery of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten without the need for supplementation.
 - "Partial subject tier one instructional material" is instructional material designed to provide mastery in a portion of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten without the need for supplementation.
 - "Supplemental instructional material" is instructional material designed to assist in the instruction of one or more of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten.
 - The existing definition of "open education resource instructional material" is not changed by the bill.
- While existing language that gives the SBOE rule-making authority for the adoption, requisition, distribution, care, use, and disposal of instructional materials is not modified by the bill, it does now authorize the commissioner to adopt rules as necessary to implement a provision of TEC Chapter 31 that the commissioner or TEA is responsible for implementing.
- The SBOE or TEA may form an advisory committee to comply with the provisions of TEC Chapter 31.

6) Sections 15-18 make structural modifications to the Instructional Materials and Technology Fund (IMTF) and other sections of the chapter.

The specific changes made in these sections are generally minor.

- TEA may use the IMTF to pay the expenses for the TEA Internet website (which replaces the current TEA maintained instructional materials web portal, printing, or other reproduction of open education resource instructional material).
- The existing requirement for a district to submit a request for the use of its IMTA funds is eliminated. However, a school district must provide the title and publication information for any instructional materials requisitioned or purchased by the district with the district's IMTA. TEA will develop and maintain an online requisition and disbursement system for each school district's instructional materials and technology account.
- The current statutory provision for the commissioner to allow a school district or open-enrollment charter school to place an order for instructional materials before the beginning of a fiscal biennium and to receive instructional materials before payment is changed from "may" to "shall" by HB 1605.
- Districts may not use their IMTA to purchase instructional material that contains obscene or harmful content .

7) Sections 19-25 address several aspects of TEA and SBOE instructional materials responsibilities.

Agency Purchase of Instructional Materials and Technology (TEC Section 31.0216)

- TEA is authorized to contract directly for the purchase of instructional materials and technology for use by school districts.
- Provisions of Texas Government Code Chapter 2157 that require a state agency to use a contract or contract terms developed or preapproved by the Department of Information Resources do not apply to these contracts, although TEA may participate in a program authorized by that chapter.

State Review and Adoption (TEC Sec. 31.022)

- Consistent with current statute, as part of its review and approval process, the SBOE may review the material and must determine that the material is:
 - free from factual error,
 - suitable for the subject and grade level for which the material is designed, and
 - if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing.
- The SBOE may add material not approved via this process to a list of rejected instructional materials.
- The SBOE is no longer required to review and adopt instructional materials for all grade levels in a single year or give priority to instructional materials as currently required, nor is it required to organize the cycle for subjects in the foundation curriculum so that not more than one-fourth of the instructional materials for subjects in the foundation curriculum are reviewed each biennium.
- The SBOE may adopt criteria necessary for approval of instructional material and may require:
 - all instructional material submitted as full subject tier one instructional material to cover a minimum percentage (as determined by the SBOE), of the TEKS for the subject and grade level for which the material is designed,
 - (2) electronic samples of the material,
 - (3) certain physical specifications,
 - (4) compatibility with requirements that restrict obscene or harmful content, and
 - (5) the instructional material to be made publicly available for review.

- The SBOE may remove instructional material from the list of approved instructional materials if the TEKS intended to be covered by the material are revised or the material is revised without the approval of the SBOE.
- If the SBOE decides to remove an instructional material from the list of approved instructional materials because it plans to revise the TEKS for that subject, the SBOE shall issue a proclamation requesting the revision of applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide to each school district the updated list of approved instructional materials for the relevant subject or grade level.

Instructional Materials Review (TEC Sec. 31.023)

- The commissioner is authorized to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. This process must establish a process for TEA to select instructional materials for review that includes evaluating requests for review of instructional materials submitted to the agency by:
 - a school district;
 - a majority of the members of the SBOE; or
 - a publisher of instructional material but only for its own material;
- TEA is only required to review materials if the SBOE requests by a majority vote that the material be reviewed by the agency, however.
- The process must describe the types of instructional materials TEA may review, including partial subject tier one instructional material (including those designed for use in the statutorily required phonics curriculum; open education resource instructional material; instructional materials developed by a school district and submitted by the district to TEA for review; and commercially available full subject tier one instructional material.
- As TEA establishes procedures to conduct reviews of instructional materials, they must include consultation with classroom teachers and other curriculum experts for the specific subject and grade level; and ensure the procedures for review allow TEA to review at least 200 individual instructional materials each year.
- The SBOE no longer determines the percentage of the elements of the TEKS.
- TEA must use a rubric developed by TEA in consultation with and approved by the SBOE that includes:
 - a determination of whether the material is free from factual error;
 - the quality of the material;
 - the TEKS for the subject and grade level for which the material was developed that are covered by the material, including identification of:
 - each essential knowledge and skill covered by the material;
 - the percentage of TEKS covered by full subject tier one instructional material;
 - for a partial subject tier one instructional material, the percentage of TEKS covered by the material; and
 - whether the material contains obscene or harmful content or is otherwise incompatible with the new certification requirements .
 - Following all reviews, TEA shall provide the results and any related recommendations to the SBOE for final approval or rejection.
 - TEA shall use funds appropriated for these purposes or available in the IMTF.

State Instructional Material Website (TEC Sec. 31.035)

- Using specifically appropriated funds or the IMTF, TEA is authorized to develop and

maintain an instructional materials website that will assist school districts with instructional materials review and selection. For listed materials, the website will include:

- the price;
- the material's technological requirements;
- the results of the TEA review;
- whether the material is included on the SBOE's list of approved instructional materials or has been rejected by the board;
- and any other information TEA determines relevant to local selection.

TEA Support (TEC Sec. 31.0251)

- A school district may request assistance in evaluating, adopting, or using instructional materials from TEA.
- TEA may not require a school district to adopt or use instructional material reviewed by TEA or included on the SBOE's list of approved instructional materials.

Local Review of Classroom Instructional Materials (TEC Sec. 31.0252)

- In consultation with stakeholders, including educators, TEA shall develop standards for a school district to review instructional materials in a foundation curriculum course. The review must determine the degree to which the material corresponds with the instructional materials adopted by the school district or district campus; and meets the level of rigor of the TEKS for the grade level in which it is being used.
- TEA shall develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements.
- TEA, in developing standards, shall minimize, to the extent possible, the time a classroom teacher is required to spend complying with a review and may not, unless unavoidable, require a teacher to spend more than thirty minutes on a single review.
- TEA may not authorize the review of instructional materials used by a classroom teacher for a specific subject or grade level at a specific school district campus more than once per school year.
- TEA shall permit an ESC or a curriculum review service provider approved by the TEA to conduct the review for a school district under this section and provide approved centers and providers training relating to appropriately conducting the review. The bill does not explain what a curriculum review service provider is or what standards such an entity must meet. If this is further defined, that will likely occur during TEA rulemaking.
- TEA shall award grants to assist school districts in conducting these reviews.

8) Sections 26-39 address open education resources.

Statutory references for Open Education Resources are covered (TEC Subchapter B-1)

- The commissioner is given wide authority to ensure that open education resource (OER) instructional materials are available for use by school districts. To that end, the commissioner may purchase a license for the use of OER instructional materials in a manner that complies with all applicable state laws and rules relating to procurement by a state agency rather than through a competitive process.
- The commissioner may purchase or otherwise acquire ownership of OER instructional materials or develop open education resource instructional materials at TEA.
- The commissioner may adopt OER instructional materials or use any combination of these methods to acquire OER instructional materials.
- The commissioner shall ensure full subject tier one instructional materials are available as OER instructional material for ELAR and mathematics courses in kindergarten through eighth grade and in prekindergarten, in subject areas related to ELAR and mathematics

and all foundation curriculum courses in kindergarten through fifth grade in a manner that permits the instruction to be provided in an integrated manner; and for approximately 240 minutes of instructional time per day, including time needed each day for required accelerated instruction. This is a significant policy change as schools have been responsible for almost all decisions about instructional time since SB 1 was passed in 1995.

- OER instructional materials are available to all Texas students, parents, classroom teachers, and school districts free of charge, except for a fee for the printing or shipping of the material. This suggests that state procured OER instructional materials will be available for students and parents in both private schools and home school settings.
- The commissioner is given the authority to use either funds appropriated for the purpose or the IMTF to cover the costs of administering the OER requirements and ensuring the availability of OER instructional materials.

License for Free Use, Reuse, Modification, or Sharing of OER and Ownership (TEC Sec. 31.0710 and 31.0711)

- This section requires that OER instructional material be licensed to Texas under an intellectual property license that allows for free use, reuse, modification, or sharing with others if the license reflects the specific provisions of the bill (irrevocable and perpetual; sublicensing by TEA; use by any person in any location permitted by the terms of the original license; access, use, transmission, adaptation, public display, public performance, public distribution, and copying authorization; and derivative works creation as permitted by the original license).
- OER instructional material made available by this section of the TEC may include content not owned by the state.

OER Advisory Board (TEC Sec. 31.0712)

- HB 1605 requires TEA to establish an OER advisory board to ensure that OER instructional materials are aligned to the TEKS, suitable for the grade and subject, free from bias and error, of high quality, and in compliance with TEC § 28.0022 (teachers may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs).

OER Review Process (TEC Sec. 31.0721), Repository (TEC Sec. 31.0722), and Distribution (TEC Sec. 31.074)

- OER open instructional material must be reviewed by the TEA and included on the SBOE list of approved instructional materials before being made available to students and teachers.
- TEA may allow limited use by schools as part of the review and analysis process.
- On the website established by this legislation, the commissioner shall include a repository of OER instructional material as well as other electronic instructional materials that schools may access at no cost.
- TEA must ensure that a print copy of any OER instructional material included in the repository that can be reduced for printing may be ordered.
- The commissioner may not require the adoption or use of OER instructional material.
- Current statutory requirements are amended to exempt TEA from compliance with Texas Government Code Chapter 2052, Subchapters C and D, for printing or reproduction of OER instructional materials.

OER Transition Plan (TEC Sec. 31.0751) and Support Program (TEC Sec. 31.0752)

- TEA will develop and maintain a program to assist schools in adopting and using OER

instructional material, including by assisting districts and schools to maintain the instructional flexibility of classroom teachers to address individual student needs and scheduling instructional periods that allows classroom teachers sufficient time to effectively prepare and present instructional material within a normal teacher workday.

- TEA will also develop a plan to support teacher candidates and ed prep programs with OER use.
- As a requirement to qualify for additional state aid created by the bill, trustees must adopt an OER instructional material transition plan to assist those teachers using OER resource instructional materials for a subject or grade level the teacher has not previously used OER instructional materials.

9) Sections 41-45 modify district administrative responsibilities for instructional materials.

- School districts will be required to annually report to TEA information regarding the instructional materials used by the district during the previous school year, including the cost of each material.
- School districts are not required to use any of the purchasing methods identified in TEC § 44.031 to purchase instructional materials that have been reviewed by the agency under Section 31.023 and included on the list of approved instructional materials maintained by the SBOE.

10) Sections 48 and 49 explain additional state aid and the school finance calculations for new entitlements.

Additional State Aid for Use of Certain Materials

A district is entitled to additional state aid for each enrolled student in an amount equal to \$40 per year (or a greater amount provided by appropriation) to procure instructional materials that have been:

- reviewed by TEA under the new HB 1605 review process;
- placed on the SBOE list of approved instructional materials maintained
- designated by the SBOE as being included or capable of being included in the new instructional materials parent portal; and
- acquired from a publisher, manufacturer, or other entity that has not been found in violation of state contracting requirements for instructional materials.

A school district is entitled to this new state aid in each school year, regardless of whether the district uses the amount during the school year for which the amount was provided. The funds will be deposited into the district's IMTA and may be used only to purchase instructional materials reviewed and listed under the new review process.

Additional State Aid for OER Instructional Materials (Sec. 48.308)

A school district is entitled to additional state aid for each enrolled student for each school year in an amount not to exceed \$20 for the costs during the school year in which the aid is provided for the printing and shipping of OER instructional material made available by TEA.

- The amount may not exceed actual costs incurred by the district or for which the district is obligated to pay during the school year for which the funds were provided.
- This additional state aid will be deposited to the district's IMTA account at TEA and may be accessed only for the costs identified.
- Section 48 adds the additional state aid to the list of items used to calculate M&O revenue

in TEC § 48.277(b).

11) Sections 50-55 outline the implementation and identify TEC provisions that are repealed by the bill.

Transparency in Appropriations Process in Future Legislative Sessions (Tex. Govt. Code Sec. 322.0082)

Language is added to Texas Government Code Chapter 322 that requires future appropriations processes to identify the total amount of funds made available to the Legislature by the SBOE for the IMTF as well as any funds that are carried over from the previous biennial budget. If the amount appropriated is less than the amount made available by the SBOE, the budget director must explain why the difference exists and for what purpose the difference was directed. This provision, promoted by TASA and IMCAT, is intended to ensure more consistent and transparent compliance with existing IMTF statutes.

HB 1605 Repealers (the following sections of the TEC are repealed)

- | | | | |
|-----------|--------------------------------------|-------------|-----------|
| ○ 31.0213 | ○ 31.022(d-1),(e),(f),(g),(h),and(i) | ○ 31.0221 | ○ 31.0231 |
| ○ 31.024 | ○ 31.0241 | ○ 31.0242 | ○ 31.0261 |
| ○ 31.035 | ○ Subchapter B-2, Chapter 31 Heading | ○ 31.081 | ○ 31.082 |
| ○ 31.084 | ○ 31.101 | ○ 31.151(e) | |

Proclamation 2024 Guarantees

Proclamation 2024, issued by the SBOE in April 2022, is grandfathered by Sections 53 and 54. Proclamation 2024 includes K-12 science, the new Personal Financial Literacy and Economics course, K-8 Technology Applications, and a significant number of new and revised CTE courses in Education & Training, Health Science, Hospitality & Tourism, Law & Public Service, STEM, and Energy. The state and local review and approval process for all Proclamation 2024 grades and courses will be governed by existing statutes and rules.

Effective Dates

HB 1605 becomes effective with the 2023-24 school year, with the exception of the teacher contracting provisions in Section 3 of the bill. Those provisions are effective with the 2024-25 school year.



DENTON
INDEPENDENT SCHOOL DISTRICT

From: [Rainey](#)
To: [Rainey, Jason T](#); [Stewart, Robert L](#); [Liewehr, Jason S](#)
Subject: Fwd: HB 1605
Date: Wednesday, June 28, 2023 1:19:25 PM
Attachments: [HB 1605 Summary v 20 2023.docx](#)

Thought you all may want this as well.

Lacey Rainey, Ed.D.
Area Superintendent
Denton Independent School District
[1307 N. Locust Street](#)
[Denton, Texas 76201](#)
(940) 369-0000
www.dentonisd.org

Begin forwarded message:

From: "Mattingly, Mike M" <mmattingly@dentonisd.org>
Date: June 28, 2023 at 8:38:07 AM CDT
To: "Garison, Ross D" <rgarison@dentonisd.org>, "Gonzales-Roybal, Debra G" <dgonzalesroybal@dentonisd.org>, "Weidenbach, Jay L" <jweidenbach@dentonisd.org>, "Taylor, Teresa L" <ttaylor@dentonisd.org>, "Brown, Sandra K" <sbrown@dentonisd.org>, "Harp, Amy L" <aharp@dentonisd.org>, "Thibodeaux, Lisa M" <lthibodeaux@dentonisd.org>, "O'Bara, Susannah H" <sobara@dentonisd.org>
Cc: "Rainey, Lacey S" <lrainey@dentonisd.org>, "Russell, Jeffery S" <jrussell2@dentonisd.org>, "Schulz, Luci A" <lschulz@dentonisd.org>, "Parham, Charlene M" <cparham@dentonisd.org>, "Brownell, Robin M" <rbrownell@dentonisd.org>, "Baker, Jeffrey R" <jbaker4@dentonisd.org>, "Wilson, Jamie K" <jwilson@dentonisd.org>, "Robinson, Deron T" <drobinson2@dentonisd.org>
Subject: HB 1605

All,

Please review this analysis of HB 1605 draft (attached). The actual bill has 55 sections so know that this is only a quick look at what is inside. Start thinking of adjustments we will need to consider in our current practices. There are a lot of changes to the Texas Education Code. Note that it becomes effective in the 2023-24 school year.

We will start dissecting it in a few weeks. (This will be good reading to place on your nightstand.)

mike

Dr. Mike Mattingly

Associate Superintendent

1212 Bolivar St.

Denton, TX 76201

940-369-0699

mmattingly@dentonisd.org

Input-Intellection-Ideation-Learner-Achiever

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From: David Anderson <danderson@hillcopartners.com>

Sent: Tuesday, June 27, 2023 7:18 PM

To: Mattingly, Mike M <mmattingly@dentonisd.org>; O'Bara, Susannah H <sobara@dentonisd.org>

Cc: Wilson, Jamie K <jwilson@dentonisd.org>

Subject: HB 1605

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mike and Susannah, attached is the internal HillCo draft summary of HB 1605 that I mentioned on the TSA legislative call last week. I have several other documents that come from other sources including the Texas Public Policy Foundation, that I'll send separately. I'm not a fan of TPPF although I like to know what they are thinking.

David

David D. Anderson

HillCo Partners

823 Congress Avenue, Suite 900

Austin, Texas 78701

512.480.8962 Office

512.698.5609 Mobile

www.hillcopartners.com

HB 1605 ANALYSIS

June 2023

HB 1605, a comprehensive bill with fifty-five sections, modifies numerous chapters of the Texas Education Code (TEC), as well as one chapter of the Texas Government Code (TGC). The House author is Rep. Brad Buckley, Chair of the House Public Education Committee, and the Senate sponsor is Sen. Brandon Creighton, Chair of the Senate Education Committee.

1) Sections 1-4 address teaching duties, training requirements for teaching certificates, and teacher immunity.

Planning and Non-instructional Duties of Teachers (TEC Sec. 21.4045):

- A school district may enter into a supplemental agreement with a classroom teacher under which the teacher agrees to perform a duty relating to initial lesson plan design or instructional material selection that is not a duty generally anticipated to be performed during the instructional day and assigned to all classroom teachers of the same subject and grade level under those teachers' employment contracts.
- A school district may not require a classroom teacher for a foundation curriculum course to spend planning and preparation time creating or selecting instructional materials to initially cover the TEKS for the course unless the teacher has entered into a supplemental agreement. This doesn't prohibit a classroom teacher from choosing to spend her/his planning and preparation time creating or selecting instructional materials.
- A supplemental agreement between a school district and a classroom teacher under which a teacher is assigned responsibility for a greater number of duties unrelated to providing instruction than other full-time teachers of the same grade level in the district must explicitly state each of the teacher's duties unrelated to providing instruction.

Immunity from Disciplinary Proceedings for Classroom Teachers (TEC Sec. 22.05125):

- A classroom teacher may not be subject to disciplinary proceedings for an allegation that the teacher violated the Establishment Clause of the First Amendment of the United States Constitution, or a related state or federal law if the teacher:
 - used only instructional material included on the list of approved instructional material maintained by the State Board of Education (SBOE) and adopted by the district, and
 - the allegation does not dispute that the teacher delivered instruction from instructional material with fidelity.

2) Sections 5, 6, 40, 46, and 47 address parental rights.

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In the section that describes the requirements for the annual certification of instructional materials to TEA, new language is added to include compliance with:

- the federal Children's Internet Protection Act, and
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The requirements were also modified to require the district to certify that the district used its IMTA money only for allowable purposes.

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- A school district shall make tests readily available for review by parents in person and teaching materials readily available for review by parents both in person and, if applicable, through the new instructional materials parent portal created by the bill.
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- All materials must be accessible except:
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- The board shall establish a process by which a parent (as indicated on the campus student registration form) may request an instructional material review for a subject area in the grade level in which the student is enrolled.
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 - may not require more than one parent of a student to make the request;
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 - may permit the requesting parent to review the instructional material directly before the district conducts an instructional material review.
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 - the petition is presented by the parents of less than 50% of the students enrolled at the campus and,
 - by a majority vote, the board denies the request.
- A review conducted shall include all instructional materials for each subject area or grade level specified in the petition.
- The board is only required to conduct a review for a specific subject area or grade level at a specific district campus once each school year.
- The State Board of Education has rule-making authority for TEC Sec. 26.0061.

3) Sections 7, 8, and 9 address curriculum requirements at the state and local levels.

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- The SBOE shall specify a list of required vocabulary and at least one literary work to be taught in each grade level within the ELAR TEKS. The process must begin by February 1, 2024.
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- This section adds the pacing of recommended or designated instructional materials or the pacing of the recommended or designated scope and sequence for a subject in the required curriculum to the list of items a school district may not penalize a teacher for.

4) Section 10 restricts three cueing method within the state required phonics curriculum.

Three cueing restrictions within the required phonics curriculum (TEC 28.0062)

- A school district or open-enrollment charter school may not include any instruction that incorporates three-cueing in the required phonics curriculum.
- "Three-cueing" is defined as a method of reading instruction for identification of words by which a student is encouraged to draw on context and sentence structure to read words without sounding the words out or using a phonics-based approach.

5) Sections 11, 12, 13, and 14 provide a new categorization of instructional materials.

Four categories of instructional materials are defined (TEC Sec. 31.002)

- Lesson plans, answer keys, grading rubrics, and unit plans as well as material used by a principal or campus instructional leader to support instruction are added to the existing definition of "instructional material":
 - "Full subject tier one instructional material" is instructional material designed to provide mastery of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten without the need for supplementation.
 - "Partial subject tier one instructional material" is instructional material designed to provide mastery in a portion of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten without the need for supplementation.
 - "Supplemental instructional material" is instructional material designed to assist in the instruction of one or more of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten.
 - The existing definition of "open education resource instructional material" is not changed by the bill.
- While existing language that gives the SBOE rule-making authority for the adoption, requisition, distribution, care, use, and disposal of instructional materials is not modified by the bill, it does now authorize the commissioner to adopt rules as necessary to implement a provision of TEC Chapter 31 that the commissioner or TEA is responsible for implementing.
- The SBOE or TEA may form an advisory committee to comply with the provisions of TEC Chapter 31.

6) Sections 15-18 make structural modifications to the Instructional Materials and Technology Fund (IMTF) and other sections of the chapter.

The specific changes made in these sections are generally minor.

- TEA may use the IMTF to pay the expenses for the TEA Internet website (which replaces the current TEA maintained instructional materials web portal, printing, or other reproduction of open education resource instructional material).
- The existing requirement for a district to submit a request for the use of its IMTA funds is eliminated. However, a school district must provide the title and publication information for any instructional materials requisitioned or purchased by the district with the district's IMTA. TEA will develop and maintain an online requisition and disbursement system for each school district's instructional materials and technology account.
- The current statutory provision for the commissioner to allow a school district or open-enrollment charter school to place an order for instructional materials before the beginning of a fiscal biennium and to receive instructional materials before payment is changed from "may" to "shall" by HB 1605.
- Districts may not use their IMTA to purchase instructional material that contains obscene or harmful content .

7) Sections 19-25 address several aspects of TEA and SBOE instructional materials responsibilities.

Agency Purchase of Instructional Materials and Technology (TEC Section 31.0216)

- TEA is authorized to contract directly for the purchase of instructional materials and technology for use by school districts.
- Provisions of Texas Government Code Chapter 2157 that require a state agency to use a contract or contract terms developed or preapproved by the Department of Information Resources do not apply to these contracts, although TEA may participate in a program authorized by that chapter.

State Review and Adoption (TEC Sec. 31.022)

- Consistent with current statute, as part of its review and approval process, the SBOE may review the material and must determine that the material is:
 - free from factual error,
 - suitable for the subject and grade level for which the material is designed, and
 - if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing.
- The SBOE may add material not approved via this process to a list of rejected instructional materials.
- The SBOE is no longer required to review and adopt instructional materials for all grade levels in a single year or give priority to instructional materials as currently required, nor is it required to organize the cycle for subjects in the foundation curriculum so that not more than one-fourth of the instructional materials for subjects in the foundation curriculum are reviewed each biennium.
- The SBOE may adopt criteria necessary for approval of instructional material and may require:
 - all instructional material submitted as full subject tier one instructional material to cover a minimum percentage (as determined by the SBOE), of the TEKS for the subject and grade level for which the material is designed,
 - (2) electronic samples of the material,
 - (3) certain physical specifications,
 - (4) compatibility with requirements that restrict obscene or harmful content, and
 - (5) the instructional material to be made publicly available for review.

- The SBOE may remove instructional material from the list of approved instructional materials if the TEKS intended to be covered by the material are revised or the material is revised without the approval of the SBOE.
- If the SBOE decides to remove an instructional material from the list of approved instructional materials because it plans to revise the TEKS for that subject, the SBOE shall issue a proclamation requesting the revision of applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide to each school district the updated list of approved instructional materials for the relevant subject or grade level.

Instructional Materials Review (TEC Sec. 31.023)

- The commissioner is authorized to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. This process must establish a process for TEA to select instructional materials for review that includes evaluating requests for review of instructional materials submitted to the agency by:
 - a school district;
 - a majority of the members of the SBOE; or
 - a publisher of instructional material but only for its own material;
- TEA is only required to review materials if the SBOE requests by a majority vote that the material be reviewed by the agency, however.
- The process must describe the types of instructional materials TEA may review, including partial subject tier one instructional material (including those designed for use in the statutorily required phonics curriculum; open education resource instructional material; instructional materials developed by a school district and submitted by the district to TEA for review; and commercially available full subject tier one instructional material.
- As TEA establishes procedures to conduct reviews of instructional materials, they must include consultation with classroom teachers and other curriculum experts for the specific subject and grade level; and ensure the procedures for review allow TEA to review at least 200 individual instructional materials each year.
- The SBOE no longer determines the percentage of the elements of the TEKS.
- TEA must use a rubric developed by TEA in consultation with and approved by the SBOE that includes:
 - a determination of whether the material is free from factual error;
 - the quality of the material;
 - the TEKS for the subject and grade level for which the material was developed that are covered by the material, including identification of:
 - each essential knowledge and skill covered by the material;
 - the percentage of TEKS covered by full subject tier one instructional material;
 - for a partial subject tier one instructional material, the percentage of TEKS covered by the material; and
 - whether the material contains obscene or harmful content or is otherwise incompatible with the new certification requirements .
 - Following all reviews, TEA shall provide the results and any related recommendations to the SBOE for final approval or rejection.
 - TEA shall use funds appropriated for these purposes or available in the IMTF.

State Instructional Material Website (TEC Sec. 31.035)

- Using specifically appropriated funds or the IMTF, TEA is authorized to develop and

maintain an instructional materials website that will assist school districts with instructional materials review and selection. For listed materials, the website will include:

- the price;
- the material's technological requirements;
- the results of the TEA review;
- whether the material is included on the SBOE's list of approved instructional materials or has been rejected by the board;
- and any other information TEA determines relevant to local selection.

TEA Support (TEC Sec. 31.0251)

- A school district may request assistance in evaluating, adopting, or using instructional materials from TEA.
- TEA may not require a school district to adopt or use instructional material reviewed by TEA or included on the SBOE's list of approved instructional materials.

Local Review of Classroom Instructional Materials (TEC Sec. 31.0252)

- In consultation with stakeholders, including educators, TEA shall develop standards for a school district to review instructional materials in a foundation curriculum course. The review must determine the degree to which the material corresponds with the instructional materials adopted by the school district or district campus; and meets the level of rigor of the TEKS for the grade level in which it is being used.
- TEA shall develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements.
- TEA, in developing standards, shall minimize, to the extent possible, the time a classroom teacher is required to spend complying with a review and may not, unless unavoidable, require a teacher to spend more than thirty minutes on a single review.
- TEA may not authorize the review of instructional materials used by a classroom teacher for a specific subject or grade level at a specific school district campus more than once per school year.
- TEA shall permit an ESC or a curriculum review service provider approved by the TEA to conduct the review for a school district under this section and provide approved centers and providers training relating to appropriately conducting the review. The bill does not explain what a curriculum review service provider is or what standards such an entity must meet. If this is further defined, that will likely occur during TEA rulemaking.
- TEA shall award grants to assist school districts in conducting these reviews.

8) Sections 26-39 address open education resources.

Statutory references for Open Education Resources are covered (TEC Subchapter B-1)

- The commissioner is given wide authority to ensure that open education resource (OER) instructional materials are available for use by school districts. To that end, the commissioner may purchase a license for the use of OER instructional materials in a manner that complies with all applicable state laws and rules relating to procurement by a state agency rather than through a competitive process.
- The commissioner may purchase or otherwise acquire ownership of OER instructional materials or develop open education resource instructional materials at TEA.
- The commissioner may adopt OER instructional materials or use any combination of these methods to acquire OER instructional materials.
- The commissioner shall ensure full subject tier one instructional materials are available as OER instructional material for ELAR and mathematics courses in kindergarten through eighth grade and in prekindergarten, in subject areas related to ELAR and mathematics

and all foundation curriculum courses in kindergarten through fifth grade in a manner that permits the instruction to be provided in an integrated manner; and for approximately 240 minutes of instructional time per day, including time needed each day for required accelerated instruction. This is a significant policy change as schools have been responsible for almost all decisions about instructional time since SB 1 was passed in 1995.

- OER instructional materials are available to all Texas students, parents, classroom teachers, and school districts free of charge, except for a fee for the printing or shipping of the material. This suggests that state procured OER instructional materials will be available for students and parents in both private schools and home school settings.
- The commissioner is given the authority to use either funds appropriated for the purpose or the IMTF to cover the costs of administering the OER requirements and ensuring the availability of OER instructional materials.

License for Free Use, Reuse, Modification, or Sharing of OER and Ownership (TEC Sec. 31.0710 and 31.0711)

- This section requires that OER instructional material be licensed to Texas under an intellectual property license that allows for free use, reuse, modification, or sharing with others if the license reflects the specific provisions of the bill (irrevocable and perpetual; sublicensing by TEA; use by any person in any location permitted by the terms of the original license; access, use, transmission, adaptation, public display, public performance, public distribution, and copying authorization; and derivative works creation as permitted by the original license).
- OER instructional material made available by this section of the TEC may include content not owned by the state.

OER Advisory Board (TEC Sec. 31.0712)

- HB 1605 requires TEA to establish an OER advisory board to ensure that OER instructional materials are aligned to the TEKS, suitable for the grade and subject, free from bias and error, of high quality, and in compliance with TEC § 28.0022 (teachers may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs).

OER Review Process (TEC Sec. 31.0721), Repository (TEC Sec. 31.0722), and Distribution (TEC Sec. 31.074)

- OER open instructional material must be reviewed by the TEA and included on the SBOE list of approved instructional materials before being made available to students and teachers.
- TEA may allow limited use by schools as part of the review and analysis process.
- On the website established by this legislation, the commissioner shall include a repository of OER instructional material as well as other electronic instructional materials that schools may access at no cost.
- TEA must ensure that a print copy of any OER instructional material included in the repository that can be reduced for printing may be ordered.
- The commissioner may not require the adoption or use of OER instructional material.
- Current statutory requirements are amended to exempt TEA from compliance with Texas Government Code Chapter 2052, Subchapters C and D, for printing or reproduction of OER instructional materials.

OER Transition Plan (TEC Sec. 31.0751) and Support Program (TEC Sec. 31.0752)

- TEA will develop and maintain a program to assist schools in adopting and using OER

instructional material, including by assisting districts and schools to maintain the instructional flexibility of classroom teachers to address individual student needs and scheduling instructional periods that allows classroom teachers sufficient time to effectively prepare and present instructional material within a normal teacher workday.

- TEA will also develop a plan to support teacher candidates and ed prep programs with OER use.
- As a requirement to qualify for additional state aid created by the bill, trustees must adopt an OER instructional material transition plan to assist those teachers using OER resource instructional materials for a subject or grade level the teacher has not previously used OER instructional materials.

9) Sections 41-45 modify district administrative responsibilities for instructional materials.

- School districts will be required to annually report to TEA information regarding the instructional materials used by the district during the previous school year, including the cost of each material.
- School districts are not required to use any of the purchasing methods identified in TEC § 44.031 to purchase instructional materials that have been reviewed by the agency under Section 31.023 and included on the list of approved instructional materials maintained by the SBOE.

10) Sections 48 and 49 explain additional state aid and the school finance calculations for new entitlements.

Additional State Aid for Use of Certain Materials

A district is entitled to additional state aid for each enrolled student in an amount equal to \$40 per year (or a greater amount provided by appropriation) to procure instructional materials that have been:

- reviewed by TEA under the new HB 1605 review process;
- placed on the SBOE list of approved instructional materials maintained
- designated by the SBOE as being included or capable of being included in the new instructional materials parent portal; and
- acquired from a publisher, manufacturer, or other entity that has not been found in violation of state contracting requirements for instructional materials.

A school district is entitled to this new state aid in each school year, regardless of whether the district uses the amount during the school year for which the amount was provided. The funds will be deposited into the district's IMTA and may be used only to purchase instructional materials reviewed and listed under the new review process.

Additional State Aid for OER Instructional Materials (Sec. 48.308)

A school district is entitled to additional state aid for each enrolled student for each school year in an amount not to exceed \$20 for the costs during the school year in which the aid is provided for the printing and shipping of OER instructional material made available by TEA.

- The amount may not exceed actual costs incurred by the district or for which the district is obligated to pay during the school year for which the funds were provided.
- This additional state aid will be deposited to the district's IMTA account at TEA and may be accessed only for the costs identified.
- Section 48 adds the additional state aid to the list of items used to calculate M&O revenue

in TEC § 48.277(b).

11) Sections 50-55 outline the implementation and identify TEC provisions that are repealed by the bill.

Transparency in Appropriations Process in Future Legislative Sessions (Tex. Govt. Code Sec. 322.0082)

Language is added to Texas Government Code Chapter 322 that requires future appropriations processes to identify the total amount of funds made available to the Legislature by the SBOE for the IMTF as well as any funds that are carried over from the previous biennial budget. If the amount appropriated is less than the amount made available by the SBOE, the budget director must explain why the difference exists and for what purpose the difference was directed. This provision, promoted by TASA and IMCAT, is intended to ensure more consistent and transparent compliance with existing IMTF statutes.

HB 1605 Repealers (the following sections of the TEC are repealed)

- | | | | |
|-----------|--------------------------------------|-------------|-----------|
| ○ 31.0213 | ○ 31.022(d-1),(e),(f),(g),(h),and(i) | ○ 31.0221 | ○ 31.0231 |
| ○ 31.024 | ○ 31.0241 | ○ 31.0242 | ○ 31.0261 |
| ○ 31.035 | ○ Subchapter B-2, Chapter 31 Heading | ○ 31.081 | ○ 31.082 |
| ○ 31.084 | ○ 31.101 | ○ 31.151(e) | |

Proclamation 2024 Guarantees

Proclamation 2024, issued by the SBOE in April 2022, is grandfathered by Sections 53 and 54. Proclamation 2024 includes K-12 science, the new Personal Financial Literacy and Economics course, K-8 Technology Applications, and a significant number of new and revised CTE courses in Education & Training, Health Science, Hospitality & Tourism, Law & Public Service, STEM, and Energy. The state and local review and approval process for all Proclamation 2024 grades and courses will be governed by existing statutes and rules.

Effective Dates

HB 1605 becomes effective with the 2023-24 school year, with the exception of the teacher contracting provisions in Section 3 of the bill. Those provisions are effective with the 2024-25 school year.

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 - by a majority vote, the board denies the request.
- A review conducted shall include all instructional materials for each subject area or grade level specified in the petition.

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Three cueing restrictions within the required phonics curriculum (TEC 28.0062)

- A school district or open-enrollment charter school may not include any instruction that incorporates three-cueing in the required phonics curriculum.
- "Three-cueing" is defined as a method of reading instruction for identification of words by which a student is encouraged to draw on context and sentence structure to read words without sounding the words out or using a phonics-based approach.

5) Sections 11, 12, 13, and 14 provide a new categorization of instructional materials.

Four categories of instructional materials are defined (TEC Sec. 31.002)

- Lesson plans, answer keys, grading rubrics, and unit plans as well as material used by a principal or campus instructional leader to support instruction are added to the existing definition of "instructional material":
 - "Full subject tier one instructional material" is instructional material designed to provide mastery of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten without the need for supplementation.
 - "Partial subject tier one instructional material" is instructional material designed to provide mastery in a portion of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten without the need for supplementation.
 - "Supplemental instructional material" is instructional material designed to assist in the instruction of one or more of the TEKS for specific subjects and grade levels in the required curriculum (ELAR, math, science, and social studies) or for prekindergarten.
 - The existing definition of "open education resource instructional material" is not changed by the bill.
- While existing language that gives the SBOE rule-making authority for the adoption, requisition, distribution, care, use, and disposal of instructional materials is not modified by the bill, it does now authorize the commissioner to adopt rules as necessary to implement a provision of TEC

Chapter 31 that the commissioner or TEA is responsible for implementing.

- The SBOE or TEA may form an advisory committee to comply with the provisions of TEC Chapter 31.

6) Sections 15-18 make structural modifications to the Instructional Materials and Technology Fund (IMTF) and other sections of the chapter.

The specific changes made in these sections are generally minor.

- TEA may use the IMTF to pay the expenses for the TEA Internet website (which replaces the current TEA maintained instructional materials web portal, printing, or other reproduction of open education resource instructional material).
- The existing requirement for a district to submit a request for the use of its IMTA funds is eliminated. However, a school district must provide the title and publication information for any instructional materials requisitioned or purchased by the district with the district's IMTA. TEA will develop and maintain an online requisition and disbursement system for each school district's instructional materials and technology account.
- The current statutory provision for the commissioner to allow a school district or open-enrollment charter school to place an order for instructional materials before the beginning of a fiscal biennium and to receive instructional materials before payment is changed from "may" to "shall" by HB 1605.
- Districts may not use their IMTA to purchase instructional material that contains obscene or harmful content .

7) Sections 19-25 address several aspects of TEA and SBOE instructional materials responsibilities.

Agency Purchase of Instructional Materials and Technology (TEC Section 31.0216)

- TEA is authorized to contract directly for the purchase of instructional materials and technology for use by school districts.
- Provisions of Texas Government Code Chapter 2157 that require a state agency to use a contract or contract terms developed or preapproved by the Department of Information Resources do not apply to these contracts, although TEA may participate in a program authorized by that chapter.

State Review and Adoption (TEC Sec. 31.022)

- Consistent with current statute, as part of its review and approval process, the SBOE may review the material and must determine that the material is:
 - free from factual error,
 - suitable for the subject and grade level for which the material is designed, and
 - if the material is intended to cover the foundational skills reading curriculum in kindergarten through third grade, does not include three-cueing.
- The SBOE may add material not approved via this process to a list of rejected instructional materials.
- The SBOE is no longer required to review and adopt instructional materials for all grade levels in a single year or give priority to instructional materials as currently required, nor is it required to organize the cycle for subjects in the foundation curriculum so that not more than one-fourth of the instructional materials for subjects in the foundation curriculum are reviewed each biennium.
- The SBOE may adopt criteria necessary for approval of instructional material and may require:
 - all instructional material submitted as full subject tier one instructional material to cover

- a minimum percentage (as determined by the SBOE), of the TEKS for the subject and grade level for which the material is designed,
 - (2) electronic samples of the material,
 - (3) certain physical specifications,
 - (4) compatibility with requirements that restrict obscene or harmful content, and
 - (5) the instructional material to be made publicly available for review.
- The SBOE may remove instructional material from the list of approved instructional materials if the TEKS intended to be covered by the material are revised or the material is revised without the approval of the SBOE.
- If the SBOE decides to remove an instructional material from the list of approved instructional materials because it plans to revise the TEKS for that subject, the SBOE shall issue a proclamation requesting the revision of applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide to each school district the updated list of approved instructional materials for the relevant subject or grade level.

Instructional Materials Review (TEC Sec. 31.023)

- The commissioner is authorized to establish, in consultation with and with the approval of the SBOE, a process for the annual review of instructional materials by TEA. This process must establish a process for TEA to select instructional materials for review that includes evaluating requests for review of instructional materials submitted to the agency by:
 - a school district;
 - a majority of the members of the SBOE; or
 - a publisher of instructional material but only for its own material;
- TEA is only required to review materials if the SBOE requests by a majority vote that the material be reviewed by the agency, however.
- The process must describe the types of instructional materials TEA may review, including partial subject tier one instructional material (including those designed for use in the statutorily required phonics curriculum; open education resource instructional material; instructional materials developed by a school district and submitted by the district to TEA for review; and commercially available full subject tier one instructional material.
- As TEA establishes procedures to conduct reviews of instructional materials, they must include consultation with classroom teachers and other curriculum experts for the specific subject and grade level; and ensure the procedures for review allow TEA to review at least 200 individual instructional materials each year.
- The SBOE no longer determines the percentage of the elements of the TEKS.
- TEA must use a rubric developed by TEA in consultation with and approved by the SBOE that includes:
 - a determination of whether the material is free from factual error;
 - the quality of the material;
 - the TEKS for the subject and grade level for which the material was developed that are covered by the material, including identification of:
 - each essential knowledge and skill covered by the material;
 - the percentage of TEKS covered by full subject tier one instructional material;
 - for a partial subject tier one instructional material, the percentage of TEKS covered by the material; and
 - whether the material contains obscene or harmful content or is otherwise

incompatible with the new certification requirements .

- Following all reviews, TEA shall provide the results and any related recommendations to the SBOE for final approval or rejection.
- TEA shall use funds appropriated for these purposes or available in the IMTF.

State Instructional Material Website (TEC Sec. 31.035)

- Using specifically appropriated funds or the IMTF, TEA is authorized to develop and maintain an instructional materials website that will assist school districts with instructional materials review and selection. For listed materials, the website will include:
 - the price;
 - the material's technological requirements;
 - the results of the TEA review;
 - whether the material is included on the SBOE's list of approved instructional materials or has been rejected by the board;
 - and any other information TEA determines relevant to local selection.

TEA Support (TEC Sec. 31.0251)

- A school district may request assistance in evaluating, adopting, or using instructional materials from TEA.
- TEA may not require a school district to adopt or use instructional material reviewed by TEA or included on the SBOE's list of approved instructional materials.

Local Review of Classroom Instructional Materials (TEC Sec. 31.0252)

- In consultation with stakeholders, including educators, TEA shall develop standards for a school district to review instructional materials in a foundation curriculum course. The review must determine the degree to which the material corresponds with the instructional materials adopted by the school district or district campus; and meets the level of rigor of the TEKS for the grade level in which it is being used.
- TEA shall develop a rubric, approved by the SBOE, to determine if reviewed instructional material complies with the rigor requirements.
- TEA, in developing standards, shall minimize, to the extent possible, the time a classroom teacher is required to spend complying with a review and may not, unless unavoidable, require a teacher to spend more than thirty minutes on a single review.
- TEA may not authorize the review of instructional materials used by a classroom teacher for a specific subject or grade level at a specific school district campus more than once per school year.
- TEA shall permit an ESC or a curriculum review service provider approved by the TEA to conduct the review for a school district under this section and provide approved centers and providers training relating to appropriately conducting the review. The bill does not explain what a curriculum review service provider is or what standards such an entity must meet. If this is further defined, that will likely occur during TEA rulemaking.
- TEA shall award grants to assist school districts in conducting these reviews.

8) Sections 26-39 address open education resources.

Statutory references for Open Education Resources are covered (TEC Subchapter B-1)

- The commissioner is given wide authority to ensure that open education resource (OER)

instructional materials are available for use by school districts. To that end, the commissioner may purchase a license for the use of OER instructional materials in a manner that complies with all applicable state laws and rules relating to procurement by a state agency rather than through a competitive process.

- The commissioner may purchase or otherwise acquire ownership of OER instructional materials or develop open education resource instructional materials at TEA.
- The commissioner may adopt OER instructional materials or use any combination of these methods to acquire OER instructional materials.
- The commissioner shall ensure full subject tier one instructional materials are available as OER instructional material for ELAR and mathematics courses in kindergarten through eighth grade and in prekindergarten, in subject areas related to ELAR and mathematics and all foundation curriculum courses in kindergarten through fifth grade in a manner that permits the instruction to be provided in an integrated manner; and for approximately 240 minutes of instructional time per day, including time needed each day for required accelerated instruction. This is a significant policy change as schools have been responsible for almost all decisions about instructional time since SB 1 was passed in 1995.
- OER instructional materials are available to all Texas students, parents, classroom teachers, and school districts free of charge, except for a fee for the printing or shipping of the material. This suggests that state procured OER instructional materials will be available for students and parents in both private schools and home school settings.
- The commissioner is given the authority to use either funds appropriated for the purpose or the IMTF to cover the costs of administering the OER requirements and ensuring the availability of OER instructional materials.

License for Free Use, Reuse, Modification, or Sharing of OER and Ownership (TEC Sec. 31.0710 and 31.0711)

- This section requires that OER instructional material be licensed to Texas under an intellectual property license that allows for free use, reuse, modification, or sharing with others if the license reflects the specific provisions of the bill (irrevocable and perpetual; sublicensing by TEA; use by any person in any location permitted by the terms of the original license; access, use, transmission, adaptation, public display, public performance, public distribution, and copying authorization; and derivative works creation as permitted by the original license).
- OER instructional material made available by this section of the TEC may include content not owned by the state.

OER Advisory Board (TEC Sec. 31.0712)

- HB 1605 requires TEA to establish an OER advisory board to ensure that OER instructional materials are aligned to the TEKS, suitable for the grade and subject, free from bias and error, of high quality, and in compliance with TEC § 28.0022 (teachers may not be compelled to discuss a widely debated and currently controversial issue of public policy or social affairs).

OER Review Process (TEC Sec. 31.0721), Repository (TEC Sec. 31.0722), and Distribution (TEC Sec. 31.074)

- OER open instructional material must be reviewed by the TEA and included on the SBOE list of approved instructional materials before being made available to students and teachers.
- TEA may allow limited use by schools as part of the review and analysis process.
- On the website established by this legislation, the commissioner shall include a repository of OER instructional material as well as other electronic instructional materials that schools may access

at no cost.

- TEA must ensure that a print copy of any OER instructional material included in the repository that can be reduced for printing may be ordered.
- The commissioner may not require the adoption or use of OER instructional material.
- Current statutory requirements are amended to exempt TEA from compliance with Texas Government Code Chapter 2052, Subchapters C and D, for printing or reproduction of OER instructional materials.

OER Transition Plan (TEC Sec. 31.0751) and Support Program (TEC Sec. 31.0752)

- TEA will develop and maintain a program to assist schools in adopting and using OER instructional material, including by assisting districts and schools to maintain the instructional flexibility of classroom teachers to address individual student needs and scheduling instructional periods that allows classroom teachers sufficient time to effectively prepare and present instructional material within a normal teacher workday.
- TEA will also develop a plan to support teacher candidates and ed prep programs with OER use.
- As a requirement to qualify for additional state aid created by the bill, trustees must adopt an OER instructional material transition plan to assist those teachers using OER resource instructional materials for a subject or grade level the teacher has not previously used OER instructional materials.

9) Sections 41-45 modify district administrative responsibilities for instructional materials.

- School districts will be required to annually report to TEA information regarding the instructional materials used by the district during the previous school year, including the cost of each material.
- School districts are not required to use any of the purchasing methods identified in TEC § 44.031 to purchase instructional materials that have been reviewed by the agency under Section 31.023 and included on the list of approved instructional materials maintained by the SBOE.

10) Sections 48 and 49 explain additional state aid and the school finance calculations for new entitlements.

Additional State Aid for Use of Certain Materials

A district is entitled to additional state aid for each enrolled student in an amount equal to \$40 per year (or a greater amount provided by appropriation) to procure instructional materials that have been:

- reviewed by TEA under the new HB 1605 review process;
- placed on the SBOE list of approved instructional materials maintained
- designated by the SBOE as being included or capable of being included in the new instructional materials parent portal; and
- acquired from a publisher, manufacturer, or other entity that has not been found in violation of state contracting requirements for instructional materials.

A school district is entitled to this new state aid in each school year, regardless of whether the district uses the amount during the school year for which the amount was provided. The funds will be deposited into the district's IMTA and may be used only to purchase instructional materials reviewed and listed under the new review process.

Additional State Aid for OER Instructional Materials (Sec. 48.308)

A school district is entitled to additional state aid for each enrolled student for each school year in an amount not to exceed \$20 for the costs during the school year in which the aid is provided for the printing and shipping of OER instructional material made available by TEA.

- The amount may not exceed actual costs incurred by the district or for which the district is obligated to pay during the school year for which the funds were provided.
- This additional state aid will be deposited to the district's IMTA account at TEA and may be accessed only for the costs identified.
- Section 48 adds the additional state aid to the list of items used to calculate M&O revenue in TEC § 48.277(b).

11) Sections 50-55 outline the implementation and identify TEC provisions that are repealed by the bill.

Transparency in Appropriations Process in Future Legislative Sessions (Tex. Govt. Code Sec. 322.0082)

Language is added to Texas Government Code Chapter 322 that requires future appropriations processes to identify the total amount of funds made available to the Legislature by the SBOE for the IMTF as well as any funds that are carried over from the previous biennial budget. If the amount appropriated is less than the amount made available by the SBOE, the budget director must explain why the difference exists and for what purpose the difference was directed. This provision, promoted by TASA and IMCAT, is intended to ensure more consistent and transparent compliance with existing IMTF statutes.

HB 1605 Repealers (the following sections of the TEC are repealed)

- | | | | |
|-----------|--------------------------------------|-------------|-----------|
| ○ 31.0213 | ○ 31.022(d-1),(e),(f),(g),(h),and(i) | ○ 31.0221 | ○ 31.0231 |
| ○ 31.024 | ○ 31.0241 | ○ 31.0242 | ○ 31.0261 |
| ○ 31.035 | ○ Subchapter B-2, Chapter 31 Heading | ○ 31.081 | ○ 31.082 |
| ○ 31.084 | ○ 31.101 | ○ 31.151(e) | |

Proclamation 2024 Guarantees

Proclamation 2024, issued by the SBOE in April 2022, is grandfathered by Sections 53 and 54. Proclamation 2024 includes K-12 science, the new Personal Financial Literacy and Economics course, K-8 Technology Applications, and a significant number of new and revised CTE courses in Education & Training, Health Science, Hospitality & Tourism, Law & Public Service, STEM, and Energy. The state and local review and approval process for all Proclamation 2024 grades and courses will be governed by existing statutes and rules.

Effective Dates

HB 1605 becomes effective with the 2023-24 school year, with the exception of the teacher contracting provisions in Section 3 of the bill. Those provisions are effective with the 2024-25 school year.



Fall 2022 Survey Results for Denton Independent School District

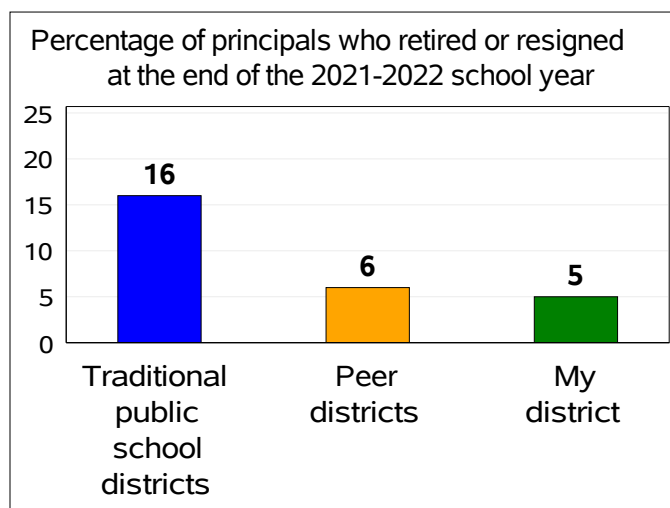
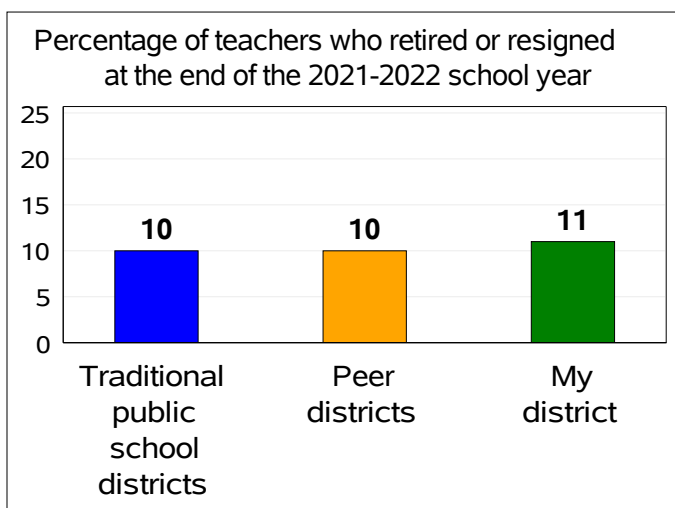
This report provides responses to the ASDP fall survey, fielded October 28 through December 12, 2022. We created this report exclusively for your organization’s use; we will not release it publicly nor share it with any other organization.

How to read this report

- In the pages that follow, we list the results for every close-ended question on the fall 2022 survey.
- We weighted the results to be nationally representative of traditional U.S. school districts.
- In Section 2, we identify your district’s answers to the survey questions with bold text. If there is no bold text, it means one of four things: (1) we did not pose the question to your district due to the survey skip pattern, (2) you skipped the question, (3) the item is one of the responses you did not endorse when asked to “select all that apply”, or (4) you provided a numeric answer, which we list in the “My district” column.
- Throughout this report, the term “Traditional public school districts” includes responses from all traditional public school districts that took the survey; it does not include responses from CMOs.
- Using data from the U.S. Department of Education, we classified your district as an urban district. Therefore, the term “Peer districts” includes all traditional urban public school districts that responded to the survey.

Selected highlights

A total of 300 district leaders took the Fall 2022 survey, including 293 from traditional public school districts and 7 from charter management organizations. These graphs illustrate two key findings from the survey. To read our complete analysis, visit <https://www.americanschooldistrictpanel.org>.



Section 1. Fall 2022 Survey Questions

We posed the following 20 questions on the Fall 2022 survey. Click on any of the table titles in the list below to jump to the corresponding survey results.

School Staffing in 2022–2023

01. What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?
02. What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?
03. For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?
04. For which types of non-teaching staff, if any, does your district/CMO currently have shortages?
05. Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?
06. Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022–2023?
07. Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?
08. Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?

Navigating current events

09. To what extent do you agree with the following statements about your district/CMO this school year (2022–2023)?
10. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
11. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
12. Has your district/CMO experienced any of the following since the start of last school year (2021–2022)?
13. Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?
14. In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?
15. Is your district/CMO measuring the impact of your ARP or ESSER investments on students?

Math Curricula and Teaching

16. What's the main way schools in your district/CMO select math curriculum?
17. From which sources does your district/CMO hire your math teachers?
18. Which math instructional resources has your district/CMO purchased for use in elementary grades (K–5) in 2022–2023?
19. Which math instructional resources has your district/CMO purchased for use in middle grades (6–8) in 2022–2023?
20. Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022–2023?

Section 2. Survey Results

School staffing in 2022–2023

1. What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?

	Weighted Percentage		
	Traditional public school districts	Peer districts	My district
% of Teachers	10	10	11

2. What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?

	Weighted Percentage		
	Traditional public school districts	Peer districts	My district
% of Principals	16	6	5

3. For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Elementary school		
No shortage	47	33
Slight shortage	30	25
Moderate shortage	11	20
Considerable shortage	10	18
N/A-We do not employ teachers in this grade level or subject area	2	3
English or language arts		
No shortage	55	42
Slight shortage	19	17
Moderate shortage	17	24
Considerable shortage	7	14
N/A-We do not employ teachers in this grade level or subject area	3	3

3. For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?
(continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
English as a Second Language (ESL) or bilingual education		
No shortage	47	18
Slight shortage	12	26
Moderate shortage	11	20
Considerable shortage	17	32
N/A-We do not employ teachers in this grade level or subject area	13	3
Mathematics		
No shortage	45	20
Slight shortage	15	24
Moderate shortage	15	15
Considerable shortage	21	36
N/A-We do not employ teachers in this grade level or subject area	4	6
Science		
No shortage	48	27
Slight shortage	15	11
Moderate shortage	16	21
Considerable shortage	16	34
N/A-We do not employ teachers in this grade level or subject area	4	6
Special education		
No shortage	31	10
Slight shortage	16	5
Moderate shortage	17	22
Considerable shortage	35	59
N/A-We do not employ teachers in this grade level or subject area	1	4
Substitutes		
No shortage	5	5
Slight shortage	15	6
Moderate shortage	27	28
Considerable shortage	52	60
N/A-We do not employ teachers in this grade level or subject area	1	1

4. For which types of non-teaching staff, if any, does your district/CMO currently have shortages?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Bus drivers		
No shortage	8	8
Slight shortage	21	28
Moderate shortage	22	17
Considerable shortage	43	42
N/A-We do not employ staff in this position	5	5
Librarians		
No shortage	71	73
Slight shortage	11	16
Moderate shortage	5	5
Considerable shortage	4	4
N/A-We do not employ staff in this position	9	2
Paraprofessionals		
No shortage	19	9
Slight shortage	34	16
Moderate shortage	25	35
Considerable shortage	22	39
N/A-We do not employ staff in this position	0	1
Mental health staff		
No shortage	33	15
Slight shortage	21	33
Moderate shortage	18	28
Considerable shortage	20	22
N/A-We do not employ staff in this position	8	1
Tutors		
No shortage	30	24
Slight shortage	23	28
Moderate shortage	10	5
Considerable shortage	10	10
N/A-We do not employ staff in this position	26	33

5. Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	36	48
Yes	52	38
Don't know	12	14

6. Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
N/A – Neither my state nor my [district/CMO] have taken any of these actions	10	9
Increase the number of accredited teacher education programs	8	11
Reduce the accreditation requirements of teacher education programs	14	26
Create or expand a grow-your-own program for teachers	54	65
Reduce requirements for teacher certification	27	30
Ease hiring requirements for teachers (e.g., shorter application)	23	21
Ease requirements for continued certification for sitting teachers	10	9
Ease requirements for teachers gaining a certification while on the job	37	30
Increase pay and/or benefits for at least some categories of teachers	57	60
Offer bonuses for at least some categories of teachers	32	35
Other	4	3

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.

7. Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	78	50
Yes	22	48
Don't know	0	1

8. Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	74	67
Yes	24	30
Don't know	2	3

Navigating current events

9. To what extent do you agree with the following statements about your district/CMO this school year (2022–2023)?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Political polarization about COVID-19 safety or vaccines is interfering with our ability to educate students.		
Strongly disagree	26	23
Disagree	38	47
Agree	25	21
Strongly agree	11	8
Political polarization about critical race theory is interfering with our ability to educate students.		
Strongly disagree	21	18
Disagree	36	33
Agree	29	40
Strongly agree	13	9
Political polarization about LGBTQ+ issues are interfering with our ability to educate students.		
Strongly disagree	22	8
Disagree	32	46
Agree	33	37
Strongly agree	14	9

10. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?

	Weighted Percentage	
	Traditional public school districts	Peer districts
English Language Arts		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	8	13
No; we have not changed our instructional content due to controversy or directives	89	86
N/A — we don't teach this subject area	3	1
Health or sex education		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	1	2
Yes; we changed the instructional content at least somewhat due to controversy or directives	13	10
No; we have not changed our instructional content due to controversy or directives	82	86
N/A — we don't teach this subject area	3	1
Social and emotional learning		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	1	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	17	13
No; we have not changed our instructional content due to controversy or directives	77	76
N/A — we don't teach this subject area	5	11
Social studies		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	7	3
No; we have not changed our instructional content due to controversy or directives	91	96
N/A — we don't teach this subject area	2	1
U.S. history		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	7	6
No; we have not changed our instructional content due to controversy or directives	90	93
N/A — we don't teach this subject area	3	1

10. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality? (continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
World history		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	4	3
No; we have not changed our instructional content due to controversy or directives	92	96
N/A — we don't teach this subject area	3	1
Civics education		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	5	14
No; we have not changed our instructional content due to controversy or directives	90	85
N/A — we don't teach this subject area	6	1
Other		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	1	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	0	0
No; we have not changed our instructional content due to controversy or directives	36	36
N/A — we don't teach this subject area	62	64

11. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Mental health services for students		
Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives	0	0
Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	13	20
No; we have not changed the school service in any grade level due to controversy or directives	83	78
N/A — we don't offer this school service	4	1
Career or college guidance counseling services		
Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives	0	0
Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	5	4
No; we have not changed the school service in any grade level due to controversy or directives	88	94
N/A — we don't offer this school service	8	1
Other		
Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives	0	0
Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	0	0
No; we have not changed the school service in any grade level due to controversy or directives	44	67
N/A — we don't offer this school service	56	33

12. Has your district/CMO experienced any of the following since the start of last school year (2021–2022)?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Heightened number of Freedom of Information Act (FOIA) requests		
Yes	47	67
No	51	31
I don't know	3	2
Heightened number of opt-out requests from parents from instruction about controversial topics (such as race, gender, or sex education)		
Yes	31	33
No	65	55
I don't know	4	12
Requests to remove certain books from school or classroom libraries and/or curriculum		
Yes	28	32
No	70	64
I don't know	2	4
Verbal or written threats from the public against educators in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)		
Yes	32	47
No	68	50
I don't know	1	3
Verbal or written threats from the public against school board members in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)		
Yes	30	55
No	68	43
I don't know	2	2
Formal censures or write-ups of one or more educators in your [district/CMO] for teaching or speech about politically controversial subjects (such as race, gender, or sexuality)		
Yes	7	13
No	92	85
I don't know	1	2
Investigations by a federal or state agency related to politically controversial subjects (such as race, gender, or sexuality)		
Yes	5	20
No	94	77
I don't know	1	3

12. Has your district/CMO experienced any of the following since the start of last school year (2021–2022)? (continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
Formal complaints about your district's instructional materials or teaching or training related to politically controversial subjects (such as race, gender, or sexuality)		
Yes	17	27
No	83	71
I don't know	0	2
Lawsuits or serious threat of litigation about instruction or services in your [district/CMO] related to politically controversial subjects (such as race, gender, or sexuality)		
Yes	7	24
No	92	74
I don't know	1	2
Involvement by national or state-wide organizations or donors in your local district operations because of politically controversial subjects (e.g., outside donations to local school board member campaigns; book removal campaign)		
Yes	11	31
No	86	66
I don't know	3	3

13. Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No; we have not tried policies or practices that have successfully addressed concerns about controversial school subjects	21	27
Yes	22	35
I don't know	5	7
Not applicable; we haven't encountered much political polarization or controversy	52	31

14. In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Yes, primarily with federal stimulus funds	23	22
Yes, primarily with funds other than federal stimulus funds	47	52
No, we have not increased our financial investment in school safety	28	24
I don't know	2	2

15. Is your district/CMO measuring the impact of your ARP or ESSER investments on students?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	30	14
Yes	70	86

Math in your district/CMO

16. What's the main way schools in your district/CMO select math curriculum?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Teachers mainly decide which curricula to use on their own	3	2
Teachers mainly decide which curricula to use in collaboration with other teachers	28	18
School leadership mainly decides which curricula teachers will use	8	7
School staff proposes curricula, which the district/CMO must approve	37	18
Schools must select from a list of district/CMO-approved curricula	8	4
The district/CMO mainly selects which curricula its schools will use	18	50

17. From which sources does your district/CMO hire your math teachers?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Alternative certification programs		
Not a source	46	30
A small source	42	53
A large source	12	18
Graduates from local Minority-Serving Institution(s) teacher preparation programs		
Not a source	66	33
A small source	29	59
A large source	5	8
Graduates from other local college or university's teacher preparation programs		
Not a source	8	1
A small source	30	27
A large source	62	72
Graduates from non-local college or university teacher preparation programs		
Not a source	25	9
A small source	56	69
A large source	19	22

17. From which sources does your district/CMO hire your math teachers? (continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
Grow-your-own program graduates		
Not a source	60	48
A small source	37	49
A large source	3	3
Recruitment fairs		
Not a source	35	11
A small source	51	54
A large source	14	34
Responses to district advertisements		
Not a source	14	22
A small source	42	50
A large source	44	27
Outside recruiters		
Not a source	90	79
A small source	10	19
A large source	0	2
Principals		
Not a source	19	13
A small source	59	70
A large source	22	17
Other		
Not a source	83	98
A small source	10	2
A large source	8	0

18. Which math instructional resources has your district/CMO purchased for use in elementary grades (K–5) in 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Go Math (Houghton Mifflin Harcourt)	17	14
Ready or iReady Classroom Mathematics (Curriculum Associates)	17	20
enVision Math–2020 (Savvas Learning Company, formerly Pearson)	11	7
Eureka Math (Great Minds)	10	17
Bridges In Mathematics (Math Learning Center)	9	16
Big Ideas Math: Modeling Real Life - 2019 (Big Ideas Learning, LLC)	8	4
Everyday Math 4–2020 (McGraw Hill Education)	7	2
EngageNY (NYSED)	6	9
My Math–2020 (McGraw-Hill Education)	6	3
enVision Math–2012 (Pearson)	5	11
N/A – Our district designed its own elementary math curriculum	2	5

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100. Only the top 10 most commonly mentioned materials are listed.

19. Which math instructional resources has your district/CMO purchased for use in middle grades (6–8) in 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Go Math (Houghton Mifflin Harcourt)	15	13
enVision Math–2020 (Savvas Learning Company, formerly Pearson)	13	4
Ready or iReady Classroom Mathematics (Curriculum Associates)	13	16
Big Ideas Math–Modeling Real Life – 2019 (Big Ideas Learning, LLC)	7	2
Edgenuity (Imagine Learning, formerly Edgenuity)	7	4
Reveal Math, Common Core Edition (McGraw–Hill Education)	7	3
Big Ideas Math–2013 (Big Ideas Learning, LLC)	6	6
Illustrative Math (Kendall Hunt)(LearnZillion) (McGraw Hill)	6	12
N/A–Our district designed its own middle school math curriculum	5	8
Engage NY (NYSED)	5	6
enVision Math 2.0–2016 (Savvas Learning Company, formerly Pearson)	5	7

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100. Only the top 10 most commonly mentioned materials are listed.

20. Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
N/A—Our district designed its own high school math curriculum	14	16
Edgenuity (Imagine Learning, formerly Edgenuity)	13	8
enVision A/G/A [Algebra I/Geometry/Algebra II] (Savvas Learning Company, formerly Pearson)	11	10
Glencoe Traditional (McGraw-Hill Education)	8	6
HMH Traditional (Houghton Mifflin Harcourt)	6	7
Pearson Traditional (Savvas Learning Company, formerly Pearson)	5	10
Big Ideas Integrated (Big Ideas Learning, LLC)	4	0
Big Ideas Traditional (Big Ideas Learning, LLC)	4	4
Engage NY (NYSED)	4	6
enVision Integrated (Savvas Learning Company, formerly Pearson)	4	2
Pearson Integrated (Savvas Learning Company, formerly Pearson)	4	2

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100. Only the top 10 most commonly mentioned materials are listed.

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3							
4	README						
5	STF_ATTR22_TCH			Retired teacher			
6	STF_ATTR22_PRI			Retired school principals			
7	STF_SHORTAGE_TCH			Teacher shortages			
8	STF_SHORTAGE_NONTCH			Non-teaching shortages			
9	STF_BUD_CLIFF			Budget cliff			
10	STF_SHORTAGE_EFFECTS			Teacher shortage effects			
11	STF_COLLCAREER_ANY			College and career outcome staff			
12	STF_POSTSEC_GOAL			Higher education targets			
13	TEACH_PANDEMIC			Political polarization			
14	TEACH_SUBJECTS_CURTAIL			Curtailed instructional content			
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16	DISTRICT_ATTACK			District attacks			
17	DISTRICT_REDUCEPOLARIZATION			Policies addressing controversial subjects			
18	DISTRICT_SAFETYINVESTMENTS			Safety investments			
19	STF_ARPMEASURE_ANY			Measuring ARP or ESSER investments			
20	MATH_CUR_SELECT			Math curriculum selection			
21	MATH_TCH_HIRE			Math teacher sources			
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23	MATH_CURRIC_MIDDLE			Middle school math curricula			
24	MATH_CURRIC_HIGH			High school math curricula			
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1									
2	Wording of survey question								
3									
4									
5	What percentage of your teachers retired or resigned at any point during the 2021-2022 school year? Include those who left during the school year or at the end of it?								
6	What percentage of your school principals retired or resigned at any point during the 2021-2022 school year? Include those who left during the school year or at the end of it?								
7	For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?								
8	For which types of non-teaching staff, if any, does your district/CMO currently have shortages?								
9	Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?								
10	Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022-2023?								
11	Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?								
12	Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?								
13	To what extent do you agree with the following statements about your district/CMO this school year (2022-2023)?								
14	Since the start of last school year (2021-2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives ab								
15	Since the start of last school year (2021-2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives ab								
16	Has your district/CMO experienced any of the following since the start of last school year (2021-2022)?								
17	Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?								
18	In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?								
19	Is your district/CMO measuring the impact of your ARP or ESSER investments on students?								
20	What's the main way schools in your district/CMO select math curriculum?								
21	From which sources does your district/CMO hire your math teachers?								
22	Which math instructional resources has your district/CMO purchased for use in elementary grades (K–5) in 2022-2023?								
23	Which math instructional resources has your district/CMO purchased for use in middle grades (6–8) in 2022-2023?								
24	Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022-2023?								
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	A	B	C
1	Sheet	Title	Question
2	STF_ATTR22_TCH	Retired teacher	What percentage of your teachers retired or resigned at any point during the 2021?2022 school year? Include those who left during the school year or at the end of it?
3	STF_ATTR22_PRI	Retired school principals	What percentage of your school principals retired or resigned at any point during the 2021?2022 school year? Include those who left during the school year or at the end of it?
4	STF_SHORTAGE_TCH	Teacher shortages	For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?
5	STF_SHORTAGE_NONTCH	Non-teaching shortages	For which types of non-teaching staff, if any, does your district/CMO currently have shortages?
6	STF_BUD_CLIFF	Budget cliff	Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?
7	STF_SHORTAGE_EFFECTS	Teacher shortage effects	Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022?2023?
8	STF_COLLCAREER_ANY	College and career outcome staff	Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates? college and/or career outcomes?
9	STF_POSTSEC_GOAL	Higher education targets	Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?
10	TEACH_PANDEMIC	Political polarization	To what extent do you agree with the following statements about your district/CMO this school year (2022?2023)?
11	TEACH_SUBJECTS_CURTAIL	Curtailed instructional content	Since the start of last school year (2021?2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
12	TEACH_SERVICES_CURTAIL	Curtailed services	Since the start of last school year (2021?2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
13	DISTRICT_ATTACK	District attacks	Has your district/CMO experienced any of the following since the start of last school year (2021?2022)?
14	DISTRICT_REDUCEPOLARIZATION	Policies addressing controversial subjects	Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?
15	DISTRICT_SAFETYINVESTMENTS	Safety investments	In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?
16	STF_ARPMEASURE_ANY	Measuring ARP or ESSER investments	Is your district/CMO measuring the impact of your ARP or ESSER investments on students?
17	MATH_CUR_SELECT	Math curriculum selection	What's the main way schools in your district/CMO select math curriculum?
18	MATH_TCH_HIRE	Math teacher sources	From which sources does your district/CMO hire your math teachers?
19	MATH_CURRIC_ELEM	Elementary school math curricula	Which math instructional resources has your district/CMO purchased for use in elementary grades (K?5) in 2022?2023?
20	MATH_CURRIC_MIDDLE	Middle school math curricula	Which math instructional resources has your district/CMO purchased for use in middle grades (6?8) in 2022?2023?
21	MATH_CURRIC_HIGH	High school math curricula	Which math instructional resources has your district/CMO purchased for use in high school grades (9?12) in 2022?2023?

	A	B	C
1	<h1 style="text-align: center;">Fall 2022 Survey Results for Denton Independent School District</h1> <p>This report provides responses to the American School District Panel fall 2022 survey, fielded October 13 through December 12, 2022. RAND Corporation created this report exclusively for your organization's use; RAND will not release it publicly, nor share it with any other organization. Please do not publicly publish this file or results from it. RAND's analyses of these data are posted at https://www.americanschooldistrictpanel.org. We encourage you to use the data in this report to make graphs, to communicate with your school board, or for district decisionmaking.</p> <h2>How to read this report</h2> <ol style="list-style-type: none"> In this workbook, we list the results for every close-ended question RAND posed on the fall 2022 survey. We have weighted the results you see in this Excel file to be nationally representative of U.S. school districts. The first tab in this file called "index" that's to the left of this tab lists all of the sheets in the workbook, the topic, and the text for each question of the survey. Clicking on a survey topic in the first column of the index tab will take you to the associated tab of the workbook. A total of 300 district leaders took the fall 2022 survey, including 293 traditional public school districts and 7 charter management organizations (CMOs). We identify your district's answers to the survey question with a check mark at the top of the column for a given response. If there is no check mark, it means one of the following four things: (1) the question was not posed to your district due to survey skip patterns, (2) your district did not answer the question, (3) your district did not endorse one or more of the responses when asked to "select all that apply", or (4) your district provided a numeric answer, which is listed in the "Your district" row. We report weighted results by several categories: urbanicity (rural, suburban, and urban), poverty (high and low), ethnicity (majority White and majority students of color), and size (small, medium, and large). Districts were categorized according to data from the 2020-21 Common Core of Data, provided by the National Center for Education Statistics (NCES). We define "High poverty" as districts/CMOs where 50% or more of students qualify for a free or reduced price lunch, and "Low poverty" as districts/CMOs where less than 50% of students qualify. We define "Small" districts/CMOs as having fewer than 3,000 students. We define "Medium" districts as having between 3,000 and 9,999 students. We define "Large" districts as having more 10,000 or more students. To read our complete analyses of this survey or to learn more about the American School District Panel, visit: https://www.americanschooldistrictpanel.org 		
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	A	B
1	What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it	
2	Weighted Average	
3		
4	Return to Index	What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it.
5	Your District	11
6	Total	10
7	Rural	10
8	Suburb	8
9	Urban	14
10	High poverty	12
11	Low poverty	8
12	Majority White	9
13	Majority students of color	14
14	Large	11
15	Medium	10
16	Small	10

	A	B
1	What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it	
2	Weighted Average	
3		
4	Return to Index	What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it.
5	Your District	5
6	Total	16
7	Rural	21
8	Suburb	7
9	Urban	5
10	High poverty	23
11	Low poverty	11
12	Majority White	16
13	Majority students of color	17
14	Large	7
15	Medium	5
16	Small	20

	A	B	C	D	E	F
1	For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?					
2	Weighted Percentages					
3						
4	Return to Index	No shortage	Slight shortage	Moderate shortage	Considerable shortage	N/A-We do not employ teachers in this grade level or subject area
5	Elementary school					
6	Your District			□		
7	Total	46	29	12	10	3
8	Rural	43	32	12	12	1
9	Suburb	58	23	10	4	4
10	Urban	26	24	22	15	12
11	High poverty	35	30	17	18	0
12	Low poverty	54	29	9	4	4
13	Majority White	52	27	11	8	2
14	Majority students of color	26	38	17	16	2
15	Large	17	33	30	17	3
16	Medium	40	37	15	6	2
17	Small	49	28	10	10	2
18	English or language arts					
19	Your District			□		
20	Total	53	19	17	7	3
21	Rural	51	19	19	8	2
22	Suburb	63	16	10	5	6
23	Urban	31	35	22	9	2
24	High poverty	38	28	22	10	2
25	Low poverty	63	14	13	5	4
26	Majority White	56	17	16	7	3
27	Majority students of color	41	28	19	8	3
28	Large	20	33	28	16	3
29	Medium	48	24	22	6	0
30	Small	56	17	14	7	4
31	English as a Second Language (ESL) or bilingual education					
32	Your District				□	
33	Total	47	12	11	18	13
34	Rural	52	7	12	15	15
35	Suburb	39	20	7	23	11
36	Urban	25	30	16	27	2
37	High poverty	42	13	10	23	12
38	Low poverty	50	12	11	14	14
39	Majority White	51	9	10	16	14
40	Majority students of color	32	21	13	25	9
41	Large	7	30	23	38	3
42	Medium	36	14	20	27	4
43	Small	52	11	7	14	16
44	Mathematics					
45	Your District			□		
46	Total	44	16	15	22	4
47	Rural	45	15	14	23	3
48	Suburb	46	15	16	16	6
49	Urban	18	33	15	30	4
50	High poverty	32	18	18	30	3



	A	B	C	D	E	F
51	Low poverty	52	14	13	16	4
52	Majority White	47	14	15	21	3
53	Majority students of color	33	22	15	26	5
54	Large	8	23	13	51	5
55	Medium	30	16	23	30	0
56	Small	50	16	13	17	5
57	Science					
58	Your District			□		
59	Total	48	16	16	16	4
60	Rural	48	16	16	17	3
61	Suburb	50	16	16	12	6
62	Urban	36	15	20	25	4
63	High poverty	35	18	22	23	3
64	Low poverty	56	16	12	11	4
65	Majority White	52	14	14	17	3
66	Majority students of color	33	22	25	14	5
67	Large	8	25	28	34	5
68	Medium	31	18	25	26	0
69	Small	55	15	13	12	5
70	Special education					
71	Your District				□	
72	Total	31	16	17	35	1
73	Rural	34	15	19	31	0
74	Suburb	26	17	10	44	3
75	Urban	15	21	18	44	3
76	High poverty	24	14	23	38	1
77	Low poverty	34	18	13	33	2
78	Majority White	32	16	18	32	1
79	Majority students of color	24	16	13	45	2
80	Large	7	5	17	68	3
81	Medium	14	14	14	58	0
82	Small	36	17	18	27	2
83	Substitutes					
84	Your District		□			
85	Total	5	16	26	52	1
86	Rural	6	16	28	49	1
87	Suburb	3	14	24	58	0
88	Urban	7	30	18	44	1
89	High poverty	6	24	25	44	1
90	Low poverty	5	11	26	58	0
91	Majority White	4	15	25	56	0
92	Majority students of color	6	21	29	42	1
93	Large	10	17	11	55	7
94	Medium	5	21	19	56	0
95	Small	5	15	28	51	0

	A	B	C	D	E	F
1	For which types of non-teaching staff, if any, does your district/CMO currently have shortages?					
2	Weighted Percentages					
3						
4	Return to Index	No shortage	Slight shortage	Moderate shortage	Considerable shortage	N/A-We do not employ staff in this position
5	Bus drivers					
6	Your District					
7	Total	10	21	22	43	5
8	Rural	8	21	24	45	2
9	Suburb	11	19	17	39	14
10	Urban	15	29	15	35	7
11	High poverty	4	22	21	48	5
12	Low poverty	14	18	23	39	6
13	Majority White	9	20	20	48	3
14	Majority students of color	11	20	26	30	13
15	Large	4	25	18	49	4
16	Medium	5	19	22	50	4
17	Small	11	20	22	41	6
18	Librarians					
19	Your District					
20	Total	71	11	5	4	9
21	Rural	70	12	6	4	8
22	Suburb	74	9	3	3	12
23	Urban	66	16	11	2	5
24	High poverty	64	16	6	5	9
25	Low poverty	75	8	5	3	9
26	Majority White	71	11	6	4	8
27	Majority students of color	70	13	4	3	10
28	Large	58	22	9	7	4
29	Medium	61	21	7	9	3
30	Small	74	8	5	2	11
31	Paraprofessionals					
32	Your District					
33	Total	19	35	25	21	0
34	Rural	23	37	24	16	0
35	Suburb	10	31	25	34	0
36	Urban	17	29	28	25	1
37	High poverty	20	43	20	17	0
38	Low poverty	18	28	29	24	1
39	Majority White	18	30	30	23	0
40	Majority students of color	23	44	13	18	1
41	Large	1	34	24	40	1
42	Medium	11	32	24	33	0
43	Small	23	35	25	17	0
44	Mental health staff					
45	Your District					
46	Total	33	21	18	19	8
47	Rural	35	19	15	21	10
48	Suburb	30	25	24	15	5
49	Urban	18	35	24	22	1
50	High poverty	31	23	13	21	13
51	Low poverty	34	20	22	19	5
52	Majority White	34	19	17	22	9



	A	B	C	D	E	F
53	Majority students of color	28	29	23	14	6
54	Large	13	31	27	28	1
55	Medium	23	17	31	28	1
56	Small	37	22	14	17	11
57	Tutors					
58	Your District	□				
59	Total	30	25	11	10	25
60	Rural	31	24	11	9	25
61	Suburb	29	23	9	13	27
62	Urban	24	36	9	10	21
63	High poverty	26	18	14	12	29
64	Low poverty	33	30	8	8	20
65	Majority White	28	24	12	10	25
66	Majority students of color	35	25	8	9	22
67	Large	33	22	16	7	22
68	Medium	28	18	15	14	26
69	Small	31	27	9	9	24

	A	B	C	D
1	Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?			
2	Weighted Percentages			
3				
4	Return to Index	No	Yes	Don't know
5	Your District	<input type="checkbox"/>		
6	Total	36	51	12
7	Rural	30	57	13
8	Suburb	47	42	11
9	Urban	57	30	13
10	High poverty	28	60	12
11	Low poverty	43	45	13
12	Majority White	35	52	13
13	Majority students of color	40	50	11
14	Large	46	41	13
15	Medium	37	53	10
16	Small	36	51	13

	A	B	C	D	E	F	G	H
1	Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022–2023?							
2	Weighted Percentages							
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.							
4								
5	Return to Index	N/A — Neither my state nor my district/CMO have taken any of these actions	Increase the number of accredited teacher education programs	Reduce the accreditation requirements of teacher education programs	Create or expand a grow-your-own program for teachers	Reduce requirements for teacher certification	Ease hiring requirements for teachers (e.g., shorter application)	Ease requirements for continued certification for sitting teachers
6	Your District				☐			
7	Total	10	8	14	55	28	23	10
8	Rural	9	7	11	59	24	24	10
9	Suburb	13	8	20	42	38	20	8
10	Urban	14	11	17	69	23	28	11
11	High poverty	11	9	16	61	25	27	8
12	Low poverty	9	7	12	51	30	22	12
13	Majority White	12	7	11	52	26	23	10
14	Majority students of color	4	12	20	64	34	28	11
15	Large	4	12	26	78	25	40	12
16	Medium	6	16	15	54	31	27	8
17	Small	12	5	12	54	27	22	10

	I	J	K	L
1				
2				
3				
4				
5	Ease requirements for teachers gaining a certification while on the job	Increase pay and/or benefits for at least some categories of teachers	Offer bonuses for at least some categories of teachers	Other
6	□	□		
7	36	56	32	4
8	39	60	36	3
9	32	47	21	6
10	20	60	34	5
11	35	60	39	4
12	37	55	27	5
13	37	56	27	4
14	32	59	47	4
15	29	70	43	6
16	28	59	37	8
17	38	55	30	3

	A	B	C	D
1	Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?			
2	Weighted Percentages			
3				
4	Return to Index	No	Yes	Don't know
5	Your District	<input type="checkbox"/>		
6	Total	77	23	0
7	Rural	79	21	0
8	Suburb	78	22	0
9	Urban	56	43	1
10	High poverty	71	29	0
11	Low poverty	83	17	1
12	Majority White	84	16	0
13	Majority students of color	60	40	0
14	Large	43	56	1
15	Medium	76	24	0
16	Small	80	19	0

	A	B	C	D
1	Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?			
2	Weighted Percentages			
3				
4	Return to Index	No	Yes	Don't know
5	Your District	<input type="checkbox"/>		
6	Total	72	25	2
7	Rural	72	25	3
8	Suburb	77	23	0
9	Urban	52	37	10
10	High poverty	67	27	6
11	Low poverty	76	24	0
12	Majority White	74	25	1
13	Majority students of color	66	28	6
14	Large	73	25	3
15	Medium	71	29	0
16	Small	72	24	3

	A	B	C	D	E
1	To what extent do you agree with the following statements about your district/CMO this school year (2022–2023)?				
2	Weighted Percentages				
3					
4	Return to Index	Strongly disagree	Disagree	Agree	Strongly agree
5	Political polarization about COVID-19 safety or vaccines is interfering with our ability to educate students.				
6	Your District			□	
7	Total	26	39	25	11
8	Rural	26	35	28	12
9	Suburb	26	46	19	9
10	Urban	24	57	13	5
11	High poverty	28	33	30	9
12	Low poverty	22	45	21	12
13	Majority White	24	36	29	11
14	Majority students of color	25	50	14	10
15	Large	35	52	10	4
16	Medium	14	37	37	12
17	Small	27	39	22	11
18	Political polarization about critical race theory is interfering with our ability to educate students.				
19	Your District		□		
20	Total	21	38	28	13
21	Rural	22	36	27	14
22	Suburb	20	40	31	9
23	Urban	18	51	26	6
24	High poverty	24	37	28	11
25	Low poverty	18	39	29	14
26	Majority White	19	34	34	13
27	Majority students of color	23	50	14	13
28	Large	14	49	33	4
29	Medium	11	26	45	19
30	Small	24	41	24	11
31	Political polarization about LGBTQ+ issues are interfering with our ability to educate students.				
32	Your District		□		
33	Total	22	33	32	14
34	Rural	24	31	31	15
35	Suburb	18	34	35	13
36	Urban	20	51	23	6
37	High poverty	26	33	29	12
38	Low poverty	17	33	35	16
39	Majority White	18	31	37	14
40	Majority students of color	29	41	16	14
41	Large	12	44	36	7
42	Medium	11	24	46	19
43	Small	25	34	28	13

	A	B	C	D	E
1	Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?				
2	Weighted Percentages				
3					
4	Return to Index	Yes; we changed the instructional content at least somewhat due to controversy or directives	No; we have not changed our instructional content due to controversy or directives	N/A; we don't teach this subject area	Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives
5	English Language Arts				
6	Your District		<input type="checkbox"/>		
7	Total	7	90	3	0
8	Rural	6	91	3	0
9	Suburb	10	86	4	0
10	Urban	8	91	1	0
11	High poverty	5	92	3	0
12	Low poverty	9	88	3	0
13	Majority White	7	90	3	0
14	Majority students of color	9	89	2	0
15	Large	23	75	1	0
16	Medium	13	86	2	0
17	Small	5	92	3	0
18	Health or sex education				
19	Your District		<input type="checkbox"/>		
20	Total	13	83	3	1
21	Rural	10	86	4	1
22	Suburb	21	75	4	0
23	Urban	7	91	1	1
24	High poverty	10	86	3	1
25	Low poverty	15	81	4	1
26	Majority White	12	85	3	0
27	Majority students of color	16	78	4	3
28	Large	27	69	1	3
29	Medium	20	78	2	0
30	Small	10	85	4	1
31	Social and emotional learning				
32	Your District		<input type="checkbox"/>		
33	Total	16	78	5	1
34	Rural	17	77	5	1
35	Suburb	15	80	4	1
36	Urban	8	84	7	0
37	High poverty	15	77	8	1
38	Low poverty	18	78	3	1
39	Majority White	16	78	5	0

	A	B	C	D	E
40	Majority students of color	18	76	3	3
41	Large	31	66	3	1
42	Medium	23	73	3	1
43	Small	14	80	5	1
44	Social studies				
45	Your District		□		
46	Total	6	92	2	0
47	Rural	4	95	1	0
48	Suburb	13	83	4	0
49	Urban	2	97	1	0
50	High poverty	3	96	0	1
51	Low poverty	9	88	3	0
52	Majority White	7	91	2	0
53	Majority students of color	5	92	2	1
54	Large	18	80	1	0
55	Medium	10	89	2	0
56	Small	5	93	2	0
57	U.S. history				
58	Your District		□		
59	Total	7	90	3	0
60	Rural	7	92	1	0
61	Suburb	8	83	9	0
62	Urban	4	95	1	0
63	High poverty	5	95	0	0
64	Low poverty	8	87	5	0
65	Majority White	7	91	2	0
66	Majority students of color	8	87	5	0
67	Large	18	77	4	0
68	Medium	8	90	2	0
69	Small	6	91	3	0
70	World history				
71	Your District		□		
72	Total	4	92	3	0
73	Rural	3	96	1	0
74	Suburb	8	83	9	0
75	Urban	2	91	7	0
76	High poverty	4	95	1	0
77	Low poverty	5	90	5	0
78	Majority White	4	93	2	0
79	Majority students of color	5	89	7	0
80	Large	18	77	4	0
81	Medium	8	89	3	0
82	Small	2	94	3	0

	A	B	C	D	E
83	Civics education				
84	Your District		□		
85	Total	5	90	6	0
86	Rural	3	94	4	0
87	Suburb	9	80	10	0
88	Urban	9	84	7	0
89	High poverty	4	89	7	0
90	Low poverty	4	90	5	0
91	Majority White	4	93	3	0
92	Majority students of color	7	79	14	0
93	Large	18	77	4	0
94	Medium	6	89	5	0
95	Small	4	90	6	0
96	Other				
97	Your District				
98	Total	0	39	60	1
99	Rural	0	40	60	0
100	Suburb	1	35	60	4
101	Urban	0	54	46	0
102	High poverty	1	39	58	2
103	Low poverty	0	40	60	0
104	Majority White	0	35	65	0
105	Majority students of color	1	45	50	3
106	Large	7	29	64	0
107	Medium	0	55	45	0
108	Small	0	35	63	1

	A	B	C	D
1	Since the start of last school year (2021-2022), has one or more schools in your district changed the services it offers in any grade level due to potential race, gender, or sexuality?			
2	Weighted Percentages			
3				
4	Return to Index	Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	No; we have not changed the school service in any grade level due to controversy or directives	N/A; we don't offer this school service
5	Mental health services for students			
6	Your District		<input type="checkbox"/>	
7	Total	13	83	4
8	Rural	12	84	4
9	Suburb	15	82	4
10	Urban	13	86	1
11	High poverty	11	83	6
12	Low poverty	14	83	3
13	Majority White	12	83	5
14	Majority students of color	16	82	2
15	Large	27	72	1
16	Medium	13	85	2
17	Small	12	83	5
18	Career or college guidance counseling services			
19	Your District		<input type="checkbox"/>	
20	Total	4	88	8
21	Rural	4	91	5
22	Suburb	5	79	16
23	Urban	3	90	7
24	High poverty	6	89	5
25	Low poverty	3	86	10
26	Majority White	3	90	7
27	Majority students of color	9	80	11
28	Large	16	78	6
29	Medium	3	92	5
30	Small	4	87	9
31	Other			
32	Your District		<input type="checkbox"/>	
33	Total	0	46	54
34	Rural	0	40	60
35	Suburb	0	59	41
36	Urban	0	72	28
37	High poverty	0	42	58
38	Low poverty	0	47	53
39	Majority White	0	37	63
40	Majority students of color	0	56	44
41	Large	0	52	48
42	Medium	0	70	30
43	Small	0	36	64

	E
1	actual political controversy or State or local directives about
2	
3	
4	Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives
5	
6	
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	
19	
20	0
21	0
22	0
23	0
24	0
25	0
26	0
27	0
28	0
29	0
30	0
31	
32	
33	0
34	0
35	0
36	0
37	0
38	0
39	0
40	0
41	0
42	0
43	0

	A	B	C	D
1	Has your district/CMO experienced any of the following since the start of last school year (2021–2022)?			
2	Weighted Percentages			
3				
4	Return to Index	Yes	No	I don't know
5	Heightened number of Freedom of Information Act (FOIA) requests			
6	Your District	<input type="checkbox"/>		
7	Total	45	52	3
8	Rural	45	53	2
9	Suburb	46	50	4
10	Urban	43	48	9
11	High poverty	38	59	4
12	Low poverty	52	46	2
13	Majority White	48	49	2
14	Majority students of color	38	58	4
15	Large	59	39	1
16	Medium	55	37	8
17	Small	42	57	1
18	Heightened number of opt-out requests from parents from instruction about controversial topics (such as race, gender, or sex education)			
19	Your District		<input type="checkbox"/>	
20	Total	30	66	4
21	Rural	27	69	4
22	Suburb	38	58	4
23	Urban	21	71	8
24	High poverty	21	72	7
25	Low poverty	37	61	2
26	Majority White	34	63	4
27	Majority students of color	20	74	6
28	Large	48	45	7
29	Medium	40	56	4
30	Small	26	70	4
31	Requests to remove certain books from school or classroom libraries and/or curriculum			
32	Your District	<input type="checkbox"/>		
33	Total	28	70	2
34	Rural	22	75	3
35	Suburb	42	57	0
36	Urban	24	73	2
37	High poverty	20	76	4
38	Low poverty	34	66	0
39	Majority White	31	69	0
40	Majority students of color	21	72	7
41	Large	52	44	4
42	Medium	39	61	0
43	Small	23	75	2
44	Verbal or written threats from the public against educators in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)			
45	Your District		<input type="checkbox"/>	
46	Total	31	69	1
47	Rural	26	74	0
48	Suburb	43	56	0
49	Urban	30	68	2
50	High poverty	18	81	1



	A	B	C	D
51	Low poverty	41	59	0
52	Majority White	35	64	0
53	Majority students of color	17	82	1
54	Large	48	47	5
55	Medium	49	51	0
56	Small	25	75	0
57	Verbal or written threats from the public against school board members in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)			
58	Your District	<input type="checkbox"/>		
59	Total	29	69	2
60	Rural	25	72	3
61	Suburb	39	60	1
62	Urban	35	64	1
63	High poverty	17	78	5
64	Low poverty	39	61	0
65	Majority White	34	65	1
66	Majority students of color	16	77	7
67	Large	54	44	2
68	Medium	49	48	3
69	Small	22	76	2
70	Formal censures or write-ups of one or more educators in your [district/CMO] for teaching or speech about politically controversial subjects (such as race, gender, or sexuality)			
71	Your District		<input type="checkbox"/>	
72	Total	6	93	1
73	Rural	4	95	1
74	Suburb	11	88	1
75	Urban	8	90	1
76	High poverty	3	96	2
77	Low poverty	9	90	1
78	Majority White	8	92	0
79	Majority students of color	4	93	3
80	Large	19	79	2
81	Medium	12	87	1
82	Small	4	95	1
83	Investigations by a federal or state agency related to politically controversial subjects (such as race, gender, or sexuality)			
84	Your District		<input type="checkbox"/>	
85	Total	5	94	1
86	Rural	5	95	0
87	Suburb	3	95	2
88	Urban	13	86	2
89	High poverty	5	94	0
90	Low poverty	5	94	1
91	Majority White	5	94	1
92	Majority students of color	5	95	1
93	Large	21	77	3
94	Medium	10	90	0
95	Small	3	97	1
96	Formal complaints about your district's instructional materials or teaching or training related to politically controversial subjects (such as race, gender, or sexuality)			
97	Your District		<input type="checkbox"/>	
98	Total	16	84	0

	A	B	C	D
99	Rural	11	89	0
100	Suburb	28	72	0
101	Urban	17	82	1
102	High poverty	10	90	0
103	Low poverty	21	79	0
104	Majority White	19	81	0
105	Majority students of color	10	90	0
106	Large	36	63	1
107	Medium	31	69	0
108	Small	11	89	0
109	Lawsuits or serious threat of litigation about instruction or services in your [district/CMO] related to politically controversial subjects (such as race, gender, or sexuality)			
110	Your District		□	
111	Total	7	92	1
112	Rural	6	93	1
113	Suburb	9	90	1
114	Urban	15	75	10
115	High poverty	5	92	3
116	Low poverty	8	91	1
117	Majority White	8	92	0
118	Majority students of color	3	92	5
119	Large	25	73	2
120	Medium	13	86	1
121	Small	4	94	2
122	Involvement by national or state-wide organizations or donors in your local district operations because of politically controversial subjects (e.g., outside donations to local school board member campaigns; book removal campaign)			
123	Your District		□	
124	Total	11	86	3
125	Rural	7	89	4
126	Suburb	17	82	1
127	Urban	20	70	10
128	High poverty	8	86	6
129	Low poverty	13	85	2
130	Majority White	12	86	2
131	Majority students of color	8	86	6
132	Large	36	48	16
133	Medium	28	72	1
134	Small	4	92	3

	A	B	C	D	E
1	Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?				
2	Weighted Percentages				
3					
4	Return to Index	No; we have not tried policies or practices that have successfully addressed concerns about controversial school subjects	Yes	I don't know	Not applicable; we haven't encountered much political polarization or controversy
5	Your District		<input type="checkbox"/>		
6	Total	21	22	5	52
7	Rural	22	16	6	57
8	Suburb	17	37	3	43
9	Urban	26	26	4	44
10	High poverty	24	12	3	62
11	Low poverty	19	30	7	44
12	Majority White	24	23	5	48
13	Majority students of color	14	15	4	67
14	Large	22	39	12	27
15	Medium	24	36	2	37
16	Small	20	17	5	58

	A	B	C	D	E
1	In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?				
2	Weighted Percentages				
3					
4	Return to Index	Yes, primarily with federal stimulus funds	Yes, primarily with funds other than federal stimulus funds	No, we have not increased our financial investment in school safety	I don't know
5	Your District		□		
6	Total	23	47	28	2
7	Rural	24	45	29	2
8	Suburb	20	54	25	1
9	Urban	19	33	38	10
10	High poverty	29	42	24	5
11	Low poverty	19	51	29	0
12	Majority White	20	48	31	0
13	Majority students of color	30	42	19	9
14	Large	21	51	26	2
15	Medium	30	39	30	1
16	Small	21	49	27	3

	A	B	C
1	Is your district/CMO measuring the impact of your ARP or ESSER investments on students?		
2	Weighted Percentages		
3			
4	Return to Index	No	Yes
5	Your District		<input type="checkbox"/>
6	Total	32	68
7	Rural	31	69
8	Suburb	33	67
9	Urban	40	60
10	High poverty	29	71
11	Low poverty	33	67
12	Majority White	29	71
13	Majority students of color	39	61
14	Large	13	87
15	Medium	23	77
16	Small	35	65

	A	B	C	D	E	F	G
1	What's the main way schools in your district/CMO select math curriculum?						
2	Weighted Percentages						
3							
4	Return to Index	Teachers mainly decide which curricula to use on their own	Teachers mainly decide which curricula to use in collaboration with other teachers	School leadership mainly decides which curricula teachers will use	School staff proposes curricula, which the district/CMO must approve	Schools must select from a list of district/CMO-approved curricula	The district/CMO mainly selects which curricula its schools will use
5	Your District						□
6	Total	3	28	9	36	8	18
7	Rural	4	26	8	38	9	15
8	Suburb	0	32	10	34	5	20
9	Urban	1	25	13	12	6	43
10	High poverty	2	27	11	32	11	17
11	Low poverty	3	29	8	37	5	18
12	Majority White	4	29	9	39	6	14
13	Majority students of color	0	23	10	28	12	27
14	Large	2	5	6	14	10	64
15	Medium	0	28	6	31	7	28
16	Small	4	30	10	38	8	11

	A	B	C	D
1	From which sources does your district/CMO hire your math teachers?			
2	Weighted Percentages			
3				
4	Return to Index	Not a source	A small source	A large source
5	Alternative certification programs			
6	Your District			<input type="checkbox"/>
7	Total	45	42	12
8	Rural	45	42	13
9	Suburb	50	43	7
10	Urban	29	45	26
11	High poverty	35	42	23
12	Low poverty	54	42	5
13	Majority White	48	42	10
14	Majority students of color	34	44	22
15	Large	22	45	34
16	Medium	40	50	9
17	Small	49	39	12
18	Graduates from local Minority-Serving Institution(s) teacher preparation programs			
19	Your District	<input type="checkbox"/>		
20	Total	65	30	5
21	Rural	72	23	5
22	Suburb	57	39	4
23	Urban	29	66	5
24	High poverty	64	33	3
25	Low poverty	65	29	6
26	Majority White	71	24	5
27	Majority students of color	45	51	3
28	Large	29	62	9
29	Medium	62	35	3
30	Small	68	27	5
31	Graduates from other local college or university's teacher preparation programs			
32	Your District			<input type="checkbox"/>
33	Total	8	31	61
34	Rural	8	35	56
35	Suburb	7	18	75
36	Urban	4	50	45
37	High poverty	12	37	51
38	Low poverty	5	25	70
39	Majority White	5	27	68
40	Majority students of color	15	38	46
41	Large	6	30	64
42	Medium	7	21	72
43	Small	8	33	59
44	Graduates from non-local college or university teacher preparation programs			
45	Your District		<input type="checkbox"/>	
46	Total	24	56	19
47	Rural	28	58	14
48	Suburb	18	49	33
49	Urban	9	77	14
50	High poverty	30	58	12
51	Low poverty	20	56	24
52	Majority White	23	58	20

	A	B	C	D
53	Majority students of color	26	54	20
54	Large	17	56	27
55	Medium	28	47	24
56	Small	23	59	18
57	Grow-your-own program graduates			
58	Your District		□	
59	Total	60	37	3
60	Rural	58	38	4
61	Suburb	69	31	1
62	Urban	36	58	6
63	High poverty	49	47	4
64	Low poverty	67	30	3
65	Majority White	64	33	3
66	Majority students of color	44	51	6
67	Large	38	55	7
68	Medium	48	52	0
69	Small	64	32	4
70	Recruitment fairs			
71	Your District			□
72	Total	34	51	14
73	Rural	38	51	10
74	Suburb	30	51	20
75	Urban	12	53	35
76	High poverty	28	55	17
77	Low poverty	38	49	13
78	Majority White	40	51	9
79	Majority students of color	13	56	31
80	Large	3	60	37
81	Medium	16	63	21
82	Small	41	48	11
83	Responses to district advertisements			
84	Your District		□	
85	Total	14	41	45
86	Rural	13	45	42
87	Suburb	15	32	54
88	Urban	19	40	41
89	High poverty	16	45	39
90	Low poverty	12	39	50
91	Majority White	14	43	43
92	Majority students of color	11	37	53
93	Large	11	54	35
94	Medium	13	53	34
95	Small	14	37	49
96	Outside recruiters			
97	Your District	□		
98	Total	88	11	1
99	Rural	89	11	0
100	Suburb	93	7	0
101	Urban	58	30	11
102	High poverty	81	18	0
103	Low poverty	94	5	1

	A	B	C	D
104	Majority White	93	7	0
105	Majority students of color	73	24	3
106	Large	69	30	1
107	Medium	82	18	0
108	Small	91	8	1
109	Principals' or teachers' social networks			
110	Your District		□	
111	Total	19	60	21
112	Rural	20	59	21
113	Suburb	17	59	23
114	Urban	8	71	20
115	High poverty	14	57	28
116	Low poverty	21	62	17
117	Majority White	21	60	18
118	Majority students of color	8	60	32
119	Large	18	61	21
120	Medium	15	65	20
121	Small	19	59	22
122	Other			
123	Your District			
124	Total	81	12	8
125	Rural	85	10	4
126	Suburb	74	7	19
127	Urban	50	50	0
128	High poverty	72	18	10
129	Low poverty	88	6	5
130	Majority White	84	8	8
131	Majority students of color	68	25	6
132	Large	81	19	0
133	Medium	63	23	14
134	Small	85	9	6

	A	B	C	D	E	F	G	H
1	Which math instructional resources has your district/CMO purchased for use in elementary school grades (K-5) in 2022-2023?							
2	Weighted Percentages							
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.							
4								
5	Return to Index	N/A — Our district designed its own elementary math curriculum	N/A — Our elementary schools or teachers select their own math curriculum and the district does not purchase any	Big Ideas Math: Modeling Real Life - 2019 (Big Ideas Learning, LLC)	Bridges In Mathematics (Math Learning Center)	Common Core Coach (Triumph Learning or School Specialty, Inc)	Connecting Math Concepts (McGraw-Hill Education)	EngageNY (NYSED)
6	Your District	<input type="checkbox"/>						
7	Total	2	1	7	9	0	2	6
8	Rural	1	2	7	6	0	2	7
9	Suburb	3	0	10	14	0	0	3
10	Urban	3	0	3	14	0	4	17
11	High poverty	2	3	7	6	0	4	5
12	Low poverty	2	0	8	11	0	0	7
13	Majority White	2	2	7	10	0	2	6
14	Majority students of color	0	0	10	7	0	1	6
15	Large	4	0	8	6	0	3	7
16	Medium	2	0	9	8	0	3	6
17	Small	1	2	7	9	0	1	6

	I	J	K	L	M	N	O	P	Q
1									
2									
3									
4									
5	enVision Math 2012 (Pearson)	enVision Math 2.0 2016 (Savvas Learning Company, formerly Pearson)	enVision Math 2020 (Savvas Learning Company, formerly Pearson)	Eureka Math (Great Minds)	Everyday Math 2016 (McGraw Hill Education)	Everyday Math 4 2020 (McGraw Hill Education)	Fishtank Plus (Fishtank Learning)	Go Math (Houghton Mifflin Harcourt)	Illustrative Math K–5 (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw Hill)
6									
7	5	3	11	11	3	7	0	17	5
8	5	3	10	11	4	7	0	21	4
9	4	4	15	9	1	6	0	9	5
10	7	5	5	17	4	1	0	9	13
11	6	6	12	14	6	7	0	23	1
12	4	2	10	9	1	7	0	12	6
13	5	4	11	9	4	6	0	18	3
14	5	2	10	12	2	10	0	15	6
15	3	12	25	22	3	5	0	13	6
16	4	4	16	14	4	9	0	12	7
17	6	3	8	9	3	6	0	19	3

	R	S	T	U	V	W	X	Y
1								
2								
3								
4								
5	Into Math (Houghton Mifflin Harcourt)	Investigations in Number, Data and Space 3rd Edition-2017 (Savvas Learning Company, formerly Pearson)	Math Expressions 2013 (Houghton Mifflin Harcourt)	Math Expressions 2018 (Houghton Mifflin Harcourt)	Math in Focus (Houghton Mifflin Harcourt)	My Math 2014 or 2018 (McGraw-Hill Education)	My Math 2020 (McGraw-Hill Education)	Ready or iReady Classroom Mathematics (Curriculum Associates)
6								
7	3	3	3	4	3	4	6	17
8	4	3	4	3	4	4	8	20
9	2	5	0	8	3	2	2	7
10	1	6	1	2	0	0	2	23
11	4	3	1	6	2	4	9	19
12	3	4	4	4	4	4	4	15
13	3	3	4	4	3	3	5	17
14	5	5	0	6	3	4	9	17
15	2	1	1	4	0	0	2	19
16	2	12	3	10	7	5	2	22
17	4	1	3	3	3	3	7	16

	Z	AA	AB	AC	AD
1					
2					
3					
4					
5	Reveal Math, Common Core Edition (McGraw-Hill Education)	Saxon Math (Houghton Mifflin Harcourt)	Singapore Math (Marshall Cavendish Education Pte Ltd)	Zearn (Zearn, Inc)	Other curriculum materials not listed
6					
7	2	3	1	5	14
8	3	4	2	4	13
9	0	0	0	5	14
10	1	1	3	16	19
11	1	5	1	5	15
12	3	1	2	5	12
13	3	3	2	3	9
14	0	2	0	8	24
15	1	1	1	3	13
16	2	5	3	8	17
17	2	2	1	4	12

	A	B	C	D	E	F	G
1	Which math instructional resources has your district/CMO purchased for use in middle school grades (6–8) in 2022–2023?						
2	Weighted Percentages						
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.						
4							
5	Return to Index	N/A — Our district designed its own middle school math curriculum	N/A—Our middle schools or teachers select their own math curriculum, and the district does not purchase any	Agile Mind Middle School Mathematics (Agile Mind)	Big Ideas Math 2013 (Big Ideas Learning, LLC)	Big Ideas Math-Modeling Real Life 2019 (Big Ideas Learning, LLC)	Carnegie Learning Math Series 2011 (Carnegie Learning)
6	Your District	<input type="checkbox"/>					
7	Total	5	2	0	6	6	1
8	Rural	3	2	1	6	5	1
9	Suburb	10	1	0	6	11	0
10	Urban	5	0	1	4	2	4
11	High poverty	3	4	0	2	3	1
12	Low poverty	7	1	1	8	9	0
13	Majority White	7	2	0	7	7	1
14	Majority students of color	1	1	0	3	4	0
15	Large	6	0	1	7	3	1
16	Medium	5	0	0	4	8	3
17	Small	5	2	0	6	6	0

	H	I	J	K	L	M	N	O
1								
2								
3								
4								
5	Carnegie Learning Middle School Math Solution 2018 (Carnegie Learning)	Common Core Coach (Triumph Learning or School Specialty, Inc)	Connected Mathematics Project 3 (Savvas Learning Company, formerly Pearson)	Core Connections (CPM Educational Programs)	EdGems (EdGems, LLC)	Edgenuity (Imagine Learning, formerly Edgenuity)	Engage NY (NYSED)	enVision Math 2.0 2016 (Savvas Learning Company, formerly Pearson)
6								
7	2	0	2	2	0	7	6	5
8	2	1	2	2	0	9	6	6
9	1	0	2	4	0	2	2	2
10	1	0	3	6	1	3	15	5
11	2	1	3	2	0	10	4	8
12	1	0	2	3	0	5	7	3
13	2	1	2	3	0	8	6	5
14	1	0	2	2	0	5	4	4
15	8	0	1	3	1	12	3	11
16	2	2	7	4	0	18	5	4
17	1	0	1	2	0	3	6	5

	P	Q	R	S	T	U	V	W	X	Y
1										
2										
3										
4										
5	enVision Math 2020 (Savvas Learning Company, formerly Pearson)	Eureka Math (Great Minds)	Fishtank Plus (Fishtank Learning)	Glencoe Math (McGraw-Hill Education)	Go Math (Houghton Mifflin Harcourt)	Holt McDougal Mathematics (Houghton Mifflin Harcourt)	Illustrative Math (Kendall Hunt)(LearnZillion) (McGraw Hill)	Into Math (Houghton Mifflin Harcourt)	Open Up Resources 6-8 Math or Illustrative Math (Open Up Resources)	Prentice Hall Mathematics (Pearson)
6										
7	13	5	0	4	15	3	7	4	2	1
8	12	3	0	6	19	3	6	4	1	2
9	17	6	0	1	6	3	5	2	3	0
10	3	11	0	2	8	0	22	1	0	3
11	14	6	0	6	26	4	4	1	1	2
12	13	4	0	3	6	1	7	6	2	1
13	13	2	0	6	14	2	5	5	2	2
14	13	8	0	0	19	3	9	0	0	1
15	22	8	0	2	8	1	8	1	2	3
16	18	3	0	6	17	4	10	3	4	2
17	11	5	0	4	15	2	4	4	1	1

	Z	AA	AB
1			
2			
3			
4			
5	Ready or iReady Classroom Mathematics (Curriculum Associates)	Reveal Math, Common Core Edition (McGraw- Hill Education)	Other curriculum materials not listed
6			
7	13	6	16
8	16	9	13
9	4	0	22
10	21	2	19
11	18	8	15
12	10	5	16
13	12	6	11
14	17	7	25
15	15	4	23
16	20	3	16
17	11	8	15

	A	B	C	D	E	F	G	H
1	Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022–2023?							
2	Weighted Percentages							
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.							
4								
5	Return to Index	N/A — Our district designed its own high school math curriculum	N/A — Our high schools or teachers select their own math curriculum and the district does not purchase any	Agile Mind Traditional A/G/A [Algebra I, Geometry, Algebra II] (Agile Mind)	Agile Mind Integrated Mathematics (Agile Mind)	Big Ideas Integrated (Big Ideas Learning, LLC)	Big Ideas Traditional (Big Ideas Learning, LLC)	Carnegie Integrated (Carnegie Learning)
6	Your District	<input type="checkbox"/>						
7	Total	14	6	2	0	4	4	1
8	Rural	8	9	1	0	5	2	1
9	Suburb	26	1	0	0	2	11	0
10	Urban	15	4	8	5	0	3	2
11	High poverty	11	7	3	1	5	1	2
12	Low poverty	14	5	1	0	3	7	1
13	Majority White	14	7	1	0	3	4	1
14	Majority students of color	12	3	4	2	4	5	1
15	Large	6	3	3	2	8	8	4
16	Medium	14	1	3	0	6	9	2
17	Small	13	8	1	0	3	3	0

	I	J	K	L	M	N	O	P
1								
2								
3								
4								
5	Carnegie Learning Math Solution Traditional (Carnegie Learning)	Core-Plus Mathematics (McGraw-Hill Education)	CPM Integrated Math (CPM Education Program)	CPM Traditional Math (CPM Education Program)	Discovering Mathematics: Algebra, Geometry, Advanced Algebra (Kendall Hunt)	Edgenuity (Imagine Learning, formerly Edgenuity)	enMathInstruction Common Core for High School Mathematics (eMath Instruction, Inc.)	Engage NY (NYSED)
6								
7	1	1	2	2	0	13	1	4
8	1	2	2	2	0	17	2	6
9	1	0	1	1	0	5	0	1
10	1	2	1	2	1	5	0	4
11	1	1	2	2	0	17	0	2
12	0	1	2	1	0	10	2	6
13	1	1	3	2	0	13	2	6
14	0	0	0	0	0	12	0	1
15	2	2	2	3	1	18	0	0
16	3	2	1	0	0	19	0	6
17	0	1	2	2	0	11	2	4

	Q	R	S	T	U	V	W
1							
2							
3							
4							
5	enVision Integrated (Savvas Learning Company, formerly Pearson)	enVision A/G/A [Algebra I/Geometry/Algebra II] (Savvas Learning Company, formerly Pearson)	Eureka Math (Great Minds)	Fishtank Math A/G/A [Algebra I/Geometry/Algebra II] (Fishtank Learning)	Glencoe Traditional (McGraw-Hill Education)	HMH Integrated (Houghton Mifflin Harcourt)	HMH Traditional (Houghton Mifflin Harcourt)
6							
7	4	11	1	0	8	2	6
8	6	11	2	0	10	2	6
9	2	11	0	0	3	4	5
10	1	7	5	0	4	1	4
11	7	15	3	0	12	3	7
12	3	8	0	0	5	2	5
13	3	10	2	0	10	2	5
14	7	13	1	0	3	2	9
15	2	15	3	0	2	2	7
16	8	17	1	0	11	8	8
17	3	9	2	0	7	1	5

	X	Y	Z	AA	AB
1					
2					
3					
4					
5	Illustrative Math (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw-Hill Education)	Interactive Mathematics Program (IMP)-Integrated (Activate Learning)	Into A/G/A [Algebra I/Geometry/Algebra II] (Houghton Mifflin Harcourt)	Holt McDougal Larson Traditional Series (Houghton Mifflin Harcourt)	Open Up High School Mathematics Integrated (Open Up Resources, formerly Mathematics Vision Project)
6					
7	4	0	3	3	1
8	3	0	3	4	0
9	3	0	3	1	3
10	18	0	1	2	1
11	2	1	1	2	0
12	6	0	5	3	2
13	4	0	4	3	0
14	5	1	1	1	4
15	8	0	1	0	2
16	8	0	5	5	0
17	3	0	3	2	1

	AC	AD	AE	AF	AG	AH	AI	AJ
1								
2								
3								
4								
5	Open Up High School Mathematics Traditional (Open Up Resources, formerly Mathematics Vision Project)	Pearson Integrated (Savvas Learning Company, formerly Pearson)	Pearson Traditional (Savvas Learning Company, formerly Pearson)	Reveal Math Integrated (McGraw-Hill Education)	Reveal Math Traditional (McGraw-Hill Education)	SpringBoard Integrated (College Board)	SpringBoard Traditional (College Board)	Other curriculum materials not listed
6								
7	1	4	5	3	3	0	2	21
8	0	4	7	4	3	0	2	17
9	2	5	1	1	0	1	0	31
10	0	2	7	2	7	1	7	24
11	2	6	4	2	3	0	3	23
12	1	3	6	4	3	0	1	20
13	1	3	5	3	3	0	1	17
14	0	8	7	3	2	1	5	31
15	0	6	5	3	5	1	3	28
16	3	5	5	2	4	1	1	22
17	0	4	5	4	2	0	2	20

Denton ISD 061901

PUBLIC COMPLAINTS GF (EXHIBIT)

EXHIBIT A

DENTON INDEPENDENT SCHOOL DISTRICT PUBLIC COMPLAINT FORM — LEVEL ONE

A member of the public who wishes to file a complaint must fill out this form completely and turn it in to the principal of the campus where the event that gives rise to the complaint occurred. All complaints will be processed in accordance with policies G F (LEGAL) and GF (LO- CAL). Please use additional sheets of paper as necessary to completely respond. Failure to give complete details, including dates, will prevent those details from being considered in resolution of the grievance. Copies of any documents that support the complaint should be attached to the complaint form. If the grievant does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, new documents may only be submitted if the individual did not know and with reasonable diligence could not have known of the existence of the documents.

1. Name: **Debi Scaggs**
2. Address: **2308 High Meadow Dr., Denton, TX 76208**
3. Please state the first date of the event or series of events causing the complaint.
February 20, 2023
4. Please state your complaint, including the harm that you allege to have occurred.

The committees' notes pertaining to All Boys Aren't Blue by George M. Johnson do not acknowledge content conflicts with state and federal law appealing to sexually explicit conduct and sexual arousal of minors.

5. Please state the remedy you are seeking.

Remove from curriculum, library and classrooms and keep Denton ISD compliant with state and federal laws.

6. Please state specific facts of which you are aware to support your complaint. List in detail and include dates when applicable:

The first question on the review form is:

1. Is the material obscene, harmful, or pervasively vulgar?

Sexually explicit materials and/or content in this book violates both state and federal laws providing harmful material to minors. The review committee voted unanimously that the book was not obscene, harmful, or pervasively vulgar. Several committee members commented that the book was not "pervasively vulgar" however, they ignored the first part of the question about obscene or harmful.

I submit the legal definition of obscene from Texas Penal Code 43.21:

"Obscene" means material or performance that:

(B) depicts or describes:

- (i) **patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or**

- (ii) **patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs**

The last third of this book contains many examples of obscenity as defined by the law 43.21. There are several explicit descriptions of the main character's experience with sodomy and oral sex (pages 201, 266, 271) as well as masturbation and the male genitals in a state of sexual stimulation or arousal on pages 201 and 207. All of these passages violate the Texas Penal Code concerning obscenity.

In addition, violations on what is appropriate for and harmful to minors is also violated according to the Texas Penal Code 43.24.

It describes "harmful" as:

- (2) "Harmful material" means material whose dominant theme taken as a whole:
 - (A) appeals to the **prurient interest of a minor, in sex**, nudity, or excretion;
 - (B) **is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and**
 - (C) **is utterly without redeeming social value for minors.**

One of the dominate themes in this story is of the main character's obsession with his sexuality. The explicit sexual scenes are offensive to prevailing standards in the adult community *for adults* must less exposure to a minor, fulling part (A), (B) and (C) of 43.24.

Therefore, the committee that reviewed this book wrongly deemed this book as worthy to be in the Denton ISD library and making available to minors as young as 14 years old.

To be clear, I am not challenging this book on its subject content. I am challenging it on the graphic sexual content.

There has been precedent set by Frisco ISD for removal from public school systems as this book has been removed from their libraries for obscene content.

I also want to state that moving this book to "parent permission" status is unacceptable due to the fact that public schools should not have a "porn section" in their libraries even with the requirement of parent permission. It is a violation of the law to distribute pornography to a minor. This book is pornographic.

Content

p.1

BLACK. QUEER. HERE.

p.2

The "It's a girl! No, it's a boy!" mix-up is funny on paper, but not quite so hilarious in real life, especially when the star of that story struggles with their identity. Gender is one of the biggest projections placed onto children at birth, despite families having no idea how the baby will truly turn out. In our society, a person's sex is based on their genitalia. That decision is then used to assume a person's gender as boy or girl, rather than a spectrum of identities that the child should be determining for themselves.

...It's as if the more visible LGBTQIAP+ people become, the harder the heterosexual community attempts to apply new norms. I think the majority fear becoming the minority, and so they will do anything and everything to protect their power.

p.3

Look up intersex if you're confused about "other."

...When our gender is assigned at birth, we are also assigned responsibilities to grow and maneuver through life based on the simple checking off of those boxes. Male. Female. Black. White. Straight. Gay. Kids who don't fit the perfect boxes are often left asking themselves what the truth is:

Am I a girl?

Am I a boy?
Am I both?
Am I neither?

p.4

Unfortunately, we are still struggling to move the conversation past an assumed identity at birth. And LGBTQIAP+ people are not just fighting for the right to self- identify and be accepted in a society that is predominantly composed of two genders...

...I started writing this book with the intention that every chapter would end with solutions for all the uncomfortable or confusing life circumstances I experienced as a gay Black child in America. I quickly learned this book would be about so much more. About the overlap of my identities and the importance of sharing how those intersections create my privilege and my oppression.

p.5

We all go through stages of accepting or struggling with our various identities- gay, straight, or non-identifying.
...In the white community, I am seen as a Black man first- but that doesn't negate the queer identity that will still face discrimination.

p.6

I believe that the dominant society establishes an idea of what "normal" is simply to suppress differences, which means that any of us who fall outside of their "normal" will eventually be oppressed.

p.9

But now I know that queerness is a part of Blackness, and that there is no Blackness without queer people.

p.11

I want to immortalize this...narrative of the Black queer experience that has been erased from the history books.

p.22

Unfortunately, my life story is proof that no amount of money, love, or support can protect you from a society intent on killing you for your Blackness. Any community that has been taught that anyone not "straight" is dangerous, is in itself a danger to LGBTQIAP+ people.

I used to daydream a lot as a little boy. But in my daydreams, I was always a girl.

p.47

This is about identity. This is about culture and how it dictates what is a "good" and "bad" name, especially in the Black community. This is about the politics around sex and gender, and that when our parents choose a name that we as children are uncomfortable with, we have the right to change it.

p.49

When we see our children not conforming to the societal standards of heterosexuality or we see them gravitating to things of the "opposite gender," I would love for us to ask the deeper questions about who and what they are.

p.50

As we continue to grow through sex and gender, many people will take back their power and change their names- choosing one that fits the person they are, not the one society pushed them to be.
...Suffice it to say, respect people for their names, and for how they choose to identify. This also goes for respecting people and their choices of pronouns- he/him, she/her, they/them, go, goddess, or whatever. We are conditioned to think these things should be the expectations. People being allowed to be called by their chosen names and their gender pronouns is the rule.

Let yourself unlearn everything you thought you knew about yourself, and listen to what you need to know about those who navigate life outside the margins of heterosexual box. I bet most of you never thought to ever question if you even like your name. Or question if that was something you had the power to change if you didn't. I hope you will now...

p.57

Boys were supposed to speak one way. And girls were supposed to speak another. So, I would do my best to not use girl lingo when I was around boys, and vice versa. I was "code-switching" long before I knew what code-switching was.

p.58

I had created my first term in gay lingo, even though I didn't know what being gay was.
...Lingo that children like me were ostracized for using. Lingo that queer children today still get ostracized for using. And yet straight people use it out of context safely.

This lingo or slang was created by "Black femmes," which is an umbrella term that captures Black trans women, Black queer men, nonbinary folk, cishet Black women, and anyone else I may be missing. However, a lot of this history has been erased from those who identify as queer, which has allowed the notion that queer culture comes from emulating Black cishet women to spread. But it's not true. That erasure also allows the hetero community to get "a pass" for using language that would often get queer folk harmed.

p.63

...I realized the only place that was truly safe for me would be in my imagination. My ability to be a kid came at the expense of my gender identity.

p.71

...I would sit with the boys and talk about "boy" things, but then immediately go to recess and get with my girls. Code-switching like that, navigating disparate spaces like that, was pretty much normal.

p.75

People who are straight that associate with me now, as an adult, still get questioned about their sexuality. Simply because they are friends with me. Adults who participate in homophobia create kids that do the same.

Homophobia denies queer people happiness.

...Homophobia is the reason that so many who currently play sports are closeted- as there is no way football, baseball, and basketball are 99.9 percent heterosexual.

...Dominant culture's inability to integrate his queerness into a masculine- centered sport like football stole the opportunity of a lifetime from him.

p.127

My queer identity is a part of my Blackness...

p.158

I watch Black men criticize Black queer boys every day. And that's not to say my community is more homophobic than others or that I don't see where Black straight men affirm me, but by and large, it's not enough.

p.159

My father taught me that as much as I feel that straight Black men are often my oppressors...
...That the social conditioning that told us to hate our own because of sex and gender...

p.160

I'm going to write this in the only language I knew at the time- in my adolescent years before I had a full understanding of transphobia and the actions that fed into it. Knowing what I know now, there would've never been the misgendering, or the switching between your birth name, Jermaine, and your chosen name Hope.

p.165

I was unsure if I was a boy or a girl or a science project...

p.169

I also knew by this point in my early teens that I wasn't going to be a transgender. ...As a young boy I was effeminate and figured that I was supposed to be a girl- because I liked girl things and had girl mannerisms. That was all I could process from the age of five until I was about twelve, because I didn't have a full vocabulary for gender and sexuality. My daydreams didn't feature me as a boy, but as a girl named Dominique-...

p.170

My belief that I was supposed to be a girl also correlated with my attraction to other boys. Girls liked boys. I didn't know that boys could like boys. At that time, the only representation I had of what happened when a boy liked a boy was watching my cousin transitioning.

Which then led me to think that I might possibly be transgender. I thought that meant "a boy who wanted to be a girl" and you were the physical representation of what that looked like. For many of my younger years, I did have the mind-set that one day I would likely transition to a girl.

Growing up with transgender people in our family was a norm for us...

p.175

You taught me a lot about myself and that an LGBTQIAP+ community did exist. ...A Blackness that can't tolerate and protect queerness. A white society wanting to destroy us all.

p.177

I know it was likely even harder raising a Black queer kid in a society that already makes it difficult to raise a Black child without the additional marginalization. ...Making my godmother Aunt Audrey, who just happened to be a lesbian,...

p.182

This is likely the hardest chapter I'll ever write. And frankly, I'm not even sure if it fits with the themes of Blackness or queerness or critical race theory in this book—nor do I really care.

p.201

"Yeah." But I laughed and said, "Get your hand off my butt."

You giggled. "That's not my hand."

"You're lying," I said. You then placed both hands on my hips, as we lay side by side. There was still something poking me.

You were fully erect at this point. I was nervous. "We gonna get in trouble."

"You can't tell anybody, okay?" you said. "You promise that you not gonna tell anyone?"

I promised. You then grabbed my hand and made me touch it. It was the first time I had ever touched a penis that wasn't my own. I knew what was happening wasn't supposed to happen. Cousins weren't supposed to do these things with cousins. But my body didn't react that way. My body on the inside was doing something, too.

p.202

By now we were both touching each other. I tried my best not to enjoy it, because you were my cousin. We were crossing a line that family should never cross. But it felt so right for a boy who always felt that he was wrong. To know someone else was having those same feelings validated everything going on inside of me. I knew it wasn't fake. But the fact that we were doing it in secret also told me this wasn't something anyone would accept. Especially your girlfriend.

p.203

I had never done anything sexual with anyone up until that point, despite my friends in school all talking about losing their virginity.

We sat there for about ten minutes before you finally stood up. You then had me stand up with you. At this time, you were much taller than me, probably by a good foot. You told me to take-off my pajama pants, which I did. You then took off your shorts, followed by your boxers. There you stood in front of me fully erect and said, "Taste it." At first, I laughed and refused. But then you said, "Come on, Matt, taste it. This is what other boys like us do when we like each other." I finally listened to you.

The whole time I knew it was wrong, not because I was having sexual intercourse with a guy, but that you were my family. I only did that for about forty-five seconds before you had me stop. Then you got down on your knees and told me to close my eyes. That's when you began oral sex on me as well. It was the strangest feeling in the world. Unfortunately, I didn't have a handbook to learn sexuality as a queer boy. My crash course was happening right in front of me, and despite the guilt I was feeling, there was also euphoria. Things were happening to me that I couldn't explain. Feelings and emotions I had not known existed.

After a minute or so, you stopped. You then laid me on the ground and got on top of me. You began humping me—back and forth—never penetrating me, though. It was just our bodies on top of each other going back and forth for several minutes while the music on the TV played in the background. Aretha Franklin was singing "A Rose Is Still a Rose." The irony of a song playing in the background about the deflowering of a young girl being used by a man. The irony of me lying on the basement floor.

You eventually got up off me and told me to come to the bathroom, that you wanted to show me one more thing. You turned on the light and closed the door. You began stroking yourself in front of me. I just stood there nervous because I didn't know what to expect next. You said, "Just keep watching, Matt." So I stood there and watched you for several minutes.

Then you began to moan slightly. I took a step back because I didn't know what was about to happen, and then it did. You ejaculated into the toilet in front of me. I was very unaware of what sex involved at the time—primarily because I stayed away from it. I knew I didn't like girls that way, and the first thing folks would ask you if you inquired about sex was whether "you were fucking or not." And I wasn't. We also had the bare minimum of sex education in school, so I was unaware of a lot of things.

Watching you ejaculate was shocking. I remember you telling me, "It's semen. One day when nobody is around, you should do this until you get this feeling you never felt before and bust."

Watching you ejaculate was shocking. I remember you telling me, "It's semen. One day when nobody is around, you should do this until you get this feeling you never felt before and bust."

I looked at you and said, "I can't do that, I'm not old enough yet."

You laughed. "Matt, you are old enough. Go ahead and try it."

By this point, fear had overcome me and so many lines had been crossed that I finally said, "I don't want to

do it."

"That's cool. Come on, let's go to bed."

We went back upstairs and both went to bed. You rolled Over to face the wall, and I sat there. For hours. I sat there until the sun came up, not knowing what to do or say or how I would face my parents. I finally fell asleep in the early morning. I woke up a while later, after you. You were still in bed behind me but watching TV. I rolled over and looked at you, and you said, "Remember our promise, Matt? "

p.207

Two weeks after that night, I masturbated for the first time, and you were right. I was old enough to experience that feeling of what I would later learn is called an orgasm. Despite knowing that what happened with you was wrong, I now knew that I was definitely attracted to boys.

...I was soon a high school freshman, with sexually active teens all around me.

p.208

I unzipped my pants and began to pee in the stand-up urinal in the corner. I was there for about ten seconds before I felt someone come up behind me. At first, I froze because I didn't know what was happening. He put both his hands around me and then moved down to touch my genitals. I could feel every nerve in my body start to tingle. I didn't know who was behind me, but I knew that I was being violated.

I immediately stopped peeing, turned around, and pushed him off me. It was a boy I will refer to as Evan. Although we weren't friends, I knew who he was. We were in the Same grade and had taken classes together before.

I zipped up my pants and yelled, "What the fuck are you doing? "

"Yo, I'm just playing. Chill out," Evan yelled back.

"I don't play like that," I said. "Don't tell anybody, okay?"

"I won't. Just get out of here."

p.228

It's one thing to deal with just Black kids and worry about sexual identity. It's entirely different to struggle with white kids because I was Black, and Black kids because I was gay. That double marginalization was a tiresome burden.

p.237

Every new person you meet, you are likely having to explain your identity.

p.257

"I heard you were gay. We don't allow that f***** shit in our chapter."

p.262

I never daydreamed about sex with another boy. When I did think about sex, I was a girl having sex with a boy. I created an alter ego in my mind named Dominique that looked how I would look if I were a girl, and she would have sex with any of the boys I daydreamed about. That was the only thing that ever made sense to me, until I finally didn't. College opened my eyes to some things.

p.263

We learned the basics about sex. What an erection was, what sperm did and how it traveled to 'an egg to create a baby. We learned about STIs like chlamydia, gonorrhea, and HIV. But again, surface-level information. Nothing about how these infections harm one community more than the other—especially HIV in the Black community.

We also didn't learn about sex between two men. I focused on masturbation instead of sex, primarily because I still could not imagine myself having sex with anyone else. The feelings I had were for boys, but 'the only encounters I'd had with boys—Thomas and Evan—weren't the same as what I had seen in love stories or pornography. Those were mostly between men and women, and they were excited and confident with each other. The porn stories were so romanticized, but the passion was there. Even the corny storylines were better than my lived experience—which consisted of no romantic love at all. So, sex with myself was going to have to suffice until I had the ability to trust myself with someone else.

That moment for me didn't come until my junior year of college. I remained a virgin until I was almost twenty-one years old, something unheard of in my family. It had been a daunting task to lie about having sex (and with a girl) to all of my heterosexual cousins. I had never seen a vagina other than in the movies and had no desire to.

p.266

As we kissed, he began unzipping my pants. It was clear to me in this moment that he wasn't new to this. He reached his hand down and pulled out my dick. He quickly went to giving me head. I just sat back and enjoyed it as I could tell he was, too. He was also definitely experienced in what he was doing, because he went to work quite confidently. He then came up and asked me if I wanted to try on him. I said sure. I began and he said, "Watch your teeth." I didn't want to let him know I was inexperienced. So, I slowed down and took my time and luckily got into a good rhythm. He didn't know I was a virgin, and I did my best to act dominant like my favorite porn star. I was an actor, and this was my movie.

There was so much excitement running through my body: This was much more than losing my virginity. For once, I was consenting to the sexual satisfaction of my body. This moment also confirmed that sex could look how I wanted it to look. And that it could be passionate and kind, but most importantly, fun and satisfying. His body felt great in my mouth.

I came up after a while and kissed him again. We both got up and went into his bedroom, where we got completely naked. He took off his clothes and immediately lay on his stomach. I then took off my shirt, and then my boxer briefs. I got behind him. There was moonlight coming through the shades of the dark room. Two Black boys under the glow of blue moonlight. How poetic, dare I say ironic?

Now, I was scared as hell. One, because I didn't know what I was doing and clearly, he did. Two, because it was still college, and my fear of word getting out that I was inexperienced or bad in bed would have been too big of a campus rumor. Let alone that I was having sex with men and a friend of someone in my chapter. For the first few minutes, we dry humped and grinded. I was behind him, with my stomach on his back as we kissed. After a few minutes of fun and games, he got up and went to his nightstand, where he pulled out a condom and some lube. He then lay down on his stomach. I knew what I had to do even if I had never done it before. I had one point of reference, though, and that was seven-plus years of watching pornography. Although the porn was heterosexual, it was enough of a reference point for me to get the job done. I remember the condom was blue and flavored like cotton candy. I put some lube on and got him up on his knees, and I began to slide into him from behind. I tried not to force it because I imagined that it would be painful; I didn't want this moment to be painful. So I eased in, slowly, until I heard him moan.

As we moved, I could tell he was excited and I was, too, but the pride in me told me not to show it. I felt like I was in control and proud of myself for getting it right on the first try—all the while still being nervous. I wanted to stay dominant in that moment. We went at it for about fifteen minutes before I started to get that feeling. Weakness in the legs, numbness in the waist. I finally came and let out a loud moan—to the point where he asked me to quiet down for the neighbors. I pulled out of him and kissed him while he masturbated. Then, he also came.

That night was glorious. I had conquered a fear and had sex with a man on my own terms.

p.269

For me, I was finally on my journey of sexual exploration and couldn't wait to do it again. He and I had sex a second time two weeks later, before school let out for summer. ...I had several sexual encounters that involved mutual masturbation and kissing and fooling around, but I just couldn't bring myself to have penetrative sex again. I was hesitant because I still had a lot of questions. As much as I enjoyed being on top, I wasn't sure if I always wanted to be the dominant person in the bedroom. I was still a novice at sex, and even more at gay culture and sexual positions. I wasn't sure if because I "topped" him, that meant I always had to be the top. I also wanted to try the bottom position, which I associated with being the more submissive person.

...I just needed time to reflect, and figure out if sex for me was going to be the casual hookup thing or if I was ready to now seek something more.

p.270

By that time, I was using a dating app online called Black Gay Chat.

p.271

I got to his apartment and we both began drinking while watching TV. This lasted all of ten minutes before we started kissing and undressing each other.

He then stood up and grabbed me by the hands and led me into his bedroom. We took each other's clothes off, fast but deliberate. After, he told me to lie down on the bed. He asked me to "turn over" while he slipped a condom on himself. My heart immediately started to race. Nervously, I asked him what he was doing, and he said, "You." I laughed at first but then told him that I had never been the bottom. He looked at me and said, "Well, that's about to change tonight."

I was extremely nervous. There is a fear, as with most things that you are doing for the first time. But this was my ass, and I was struggling to imagine someone inside me. And he was . . . large. But, I was gonna try. I had previously topped someone who clearly enjoyed it, but he had been enjoying anal sex before I ever came along. He knew what to expect. I didn't. As an avid porn watcher, the only thing I knew about anal sex previously was that it was painful, or at least played up as such on the cameras.

Nervous and drunk, I listened and got on my stomach. He got on top and slowly inserted himself into me. It was the worst pain I think I had ever felt in my life. He then added more lube and tried again, which felt better but not by much. He began his stroking motion. Eventually, I felt a mix of pleasure with the pain.

I can't say that I didn't enjoy it, because I did. But it was painful for sure. In those few minutes though, I can say that he was gentle. His aim wasn't to hurt me, and my aim was for him to be pleased, too. He didn't last long inside of me, thankfully. He gave me a kiss before he pulled out. I didn't stay long, nor did I masturbate after. I was in a state of shock. I just wanted to get back home.

p.272

I was in pain for nearly three weeks following that encounter and too afraid to go to the doctor for help because I would have had to tell them I had been having anal sex. So, like most other trauma in my life, I sucked it up and dealt with the pain until my body healed. I didn't have sex for several months following that encounter.

But after a while, I got the courage to try it again, but this time I went into it much more prepared. With each time, I learned more about my body...

...Sex should be pleasurable.

...Like they say, Practice makes perfect, and I eventually got a lot of practice.

p.292

Time waits for no one, and for Black queer people, there are too many trying to steal the little bit of time we have.

Profanity

Count

Ass 2, Faggot/Fag 13, Fuck 2, Nigga/Nigger/Negro 16, Piss 1, Shit 11

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Date: **February 22, 2023**

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From: [Wilson](#)
To: [Robinson, Deron T](#)
Subject: Fw: FHMBK Summer 2023 Newsletter
Date: Monday, July 24, 2023 10:22:25 AM

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
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From: Tom Brandt <tbrandt@fhmbk.com>
Sent: Monday, July 24, 2023 10:11 AM
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Subject: FHMBK Summer 2023 Newsletter

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SUMMER 2023 NEWSLETTER

Newsletter our vision



Fanning Harper Martinson Brandt & Kutchin, P.C. is pleased to provide you with our Summer 2023 Newsletter. Below you will find information regarding successes and activities of our attorneys.



FHMBK attorneys have been developing a vibrant U.S. Supreme Court practice while obtaining many victories before appellate courts and trial courts in cases involving qualified immunity, false arrest claims, FMLA claims, takings claims, tort claims, age discrimination claims, excessive force and unlawful detention claims, Title IX claims, and claims relating to the legality of poker houses in Texas.

U.S. SUPREME COURT PRACTICE

FHMBK attorneys, including **THOMAS P. BRANDT, LAURA O'LEARY, STEPHEN D. HENNINGER, JOHN D. HUSTED,** and **CHRIS LIVINGSTON**, have been active in filing briefs in the U.S. Supreme Court addressing issues including probable cause, use-of-force, pretextual traffic stops, exigent circumstances, and qualified immunity.

LAURA O'LEARY and **CHRIS LIVINGSTON** recently filed an amicus brief in support of two petitions for writ of certiorari in a case involving issues related to pretextual traffic stops, qualified immunity, and split-second decisions to use deadly force. Laura and Chris filed the amicus brief on behalf of one national organization and nine

state-wide organizations representing law enforcement personnel, municipalities, and counties. The Supreme Court has requested a response to the petitions, which is the first step toward granting review.

TPB LOL SDH JDH CDL



l to r: Tom Brandt, Laura O'Leary, Steve Henninger, John Husted, Chris Livingston

RECENT APPELLATE COURT VICTORIES

THOMAS P. BRANDT, LAURA O'LEARY, and CHRISTOPHER BRANDT obtained a victory from the Fifth Circuit Court of Appeals in a Fourth Amendment case involving a mistaken identity arrest of a plaintiff who shared the same name and several characteristics with the suspect. The district court denied the police officer's motion to dismiss, reasoning that, under *Franks v. Delaware* and some Fifth Circuit cases construing *Franks*, the police officer was not entitled to qualified immunity. Agreeing with our arguments about caselaw involving mistaken identity arrests, the Fifth Circuit reversed and rendered judgment in favor of the police officer, explaining that the plaintiff had not met his burden to demonstrate a violation of clearly established law.

FRANK VALENZUELA and CHRISTOPHER BRANDT prevailed before the Fifth Circuit on a Family and Medical Leave Act claim. A former county employee alleged that the new sheriff interfered with her FMLA rights by not reinstating her to her former position upon the conclusion of her FMLA leave. Frank and Christopher argued that the plaintiff was not entitled to reinstatement because the sheriff had

decided to terminate the plaintiff and nearly every other supervisor for performance-based reasons as he was staffing his new administration. The Fifth Circuit affirmed the district court's granting of summary judgment in the county's favor.

STEPHEN D. HENNINGER and **JOHN F. ROEHM, III** obtained an appellate victory on behalf of a former City Manager in a case involving various tort claims. Steve and John appealed the district court's denial of their motion to dismiss under the Texas Tort Claims Act. The Second Court of Appeals in Ft. Worth reversed the district court's order and entered judgment dismissing the relevant claims.

FJV JFR CTB



l to r: Frank Valenzuela, John Roehm, Christopher Brandt

SOME RECENT TRIAL COURT VICTORIES

THOMAS P. BRANDT, JOHN D. HUSTED, and LAURA O'LEARY recently earned a significant trial victory on behalf of a building official for a Texas city in a case involving the legality of poker houses in Texas. The trial court entered judgment in favor of the building official and issued findings of fact and conclusions of law which should prove helpful for other cities and counties tasked with addressing the recent influx of commercial poker clubs attempting to open in Texas. At the conclusion of a hard-fought bench trial, the court agreed with FHMBK that a certificate of occupancy was issued to the commercial poker house in error because the use of the property was in violation of the Texas Constitution and Texas Penal Code provisions relating to gambling.

The case is currently on appeal before the Dallas Court of Appeals and will likely have broad implications for the many cities and counties across Texas faced with the prospects of similar poker house businesses.

FRANK VALENZUELA and CHRISTOPHER BRANDT obtained summary judgment for a company in a case presenting age discrimination claims under the Age

Discrimination in Employment Act and the Texas Labor Code. The plaintiff, a long-time former employee, was terminated in the Fall of 2020. Frank and Christopher obtained a stipulation of dismissal of the Texas Labor Code claim and summary judgment on the ADEA claim, presenting evidence that the company was not covered by the ADEA because it did not employ the requisite number of employees.

JOHN F. ROEHM, III and **CHRIS LIVINGSTON** prevailed on a plea to the jurisdiction when landowners asserted takings claims and claims for alleged violations of state law against a Texas county and its commissioners court based on a tax abatement agreement.

CHRISTOPHER BRANDT obtained a partial victory in a lawsuit in which an inmate asserted excessive force claims against a Texas county and its employees. The trial court granted Christopher's motion for summary judgment on behalf of the sheriff, the county, and three officers, finding no evidence of a policy, custom, or practice sufficient to establish municipal liability, no evidence that the sheriff failed to discipline any county employee, and no evidence of excessive force.

THOMAS P. BRANDT, CHRISTOPHER BRANDT, and **STEPHEN D. HENNINGER** obtained a trial victory for a Texas police officer in an excessive force case brought by family members of a man who was fatally shot when the police officer responded to a 911 call reporting a possible burglary and arson. The suspect was noncompliant and became increasingly uncooperative and combative. When the officer's attempt to tase the suspect failed, the man entered a parked vehicle and grabbed a handgun out of his pocket. The police officer then fired his weapon twice, killing the suspect. Plaintiffs denied that the suspect ever grabbed a handgun and claimed he was unarmed when he was shot. The case was tried to a jury which unanimously found that the police officer did not use excessive force when he used his taser or when he shot the suspect.

THOMAS P. BRANDT and **LAURA O'LEARY** obtained a victory on behalf of a school district in a lawsuit involving claims under Title IX and the Equal Protection Clause of the U.S. Constitution. A high school graduate sued the school district after a former teacher pled guilty to stalking her when she was a student. When school district officials learned that the teacher had been texting with the student, they immediately placed the teacher on administrative leave and obtained the teacher's resignation in lieu of termination. The district court granted the school district's motion to dismiss, finding that the school district's decision to obtain the teacher's resignation was sufficient to defeat the student's claim of deliberate indifference.

THOMAS P. BRANDT and **LAURA O'LEARY** obtained a victory on behalf of a police officer in a lawsuit involving unlawful entry and excessive force claims. The police officer was the first to respond to a 911 call in which a woman complained that a resident in the house was intoxicated and was hurting his family members in the home. The police officer entered the home and, when the intoxicated man refused to

comply with the officer's instructions to step outside, the police officer used a low level of force to take the suspect into custody. The district court granted the officer's motion for summary judgment, agreeing that the officer was justified in entering the home and using force to gain control over the noncompliant suspect.

THOMAS P. BRANDT and **JOHN D. HUSTED** obtained a final judgment for a Texas city in a case arising from a deadly shooting involving a former city police officer. While off duty, the officer pursued two teenagers whom he believed were stealing items out of his truck. After a chase which ended in the officer ramming the teens' vehicle, causing them to wreck, the officer exited his vehicle and fired multiple rounds at the two unarmed teens, killing one and severely injuring the other. The city immediately terminated the officer's employment, and he was eventually convicted of murder and aggravated assault with a deadly weapon.

The deceased's estate sued the city, alleging claims for municipal liability, failure to train, and failure to supervise. The court granted the city's motion to dismiss, agreeing that the Plaintiff failed to allege facts sufficient to establish municipal liability for the officer's actions.

THOMAS P. BRANDT and **JOHN D. HUSTED** earned a victory for a Texas county and one of its detectives in a case involving an inmate's allegations that the detective violated his civil rights by intercepting and copying the inmate's mail during an investigation. The district court granted summary judgment, noting that non-privileged inmate mail may be inspected and read for contraband and safety purposes, including when there is a suspicion of mail communication being utilized in pursuit of criminal wrongdoing or violations of the jail's rules and regulations.

THOMAS P. BRANDT and **CHRIS LIVINGSTON** earned a victory for a police officer in a case involving a detainee's claims of excessive force, false arrest, and unlawful imprisonment. The court granted the motion to dismiss in which the officer asserted qualified immunity, applying the detention standard of "reasonable suspicion" instead of the higher arrest standard of "probable cause."

CHRIS LIVINGSTON prevailed on a plea to the jurisdiction in a proceeding seeking pre-litigation written discovery and depositions. The petitioner wanted to obtain discovery in an employment contract dispute.

THOMAS P. BRANDT and **CHRIS LIVINGSTON** earned a victory for a police officer in a case involving claims for false arrest and unlawful detention when an individual got into an altercation with a contractor. The court granted the officer's motion to dismiss the claims, in which he asserted qualified immunity.

THOMAS P. BRANDT and **CHRIS LIVINGSTON** earned a victory for a Texas city and one of its officers following the arrest of plaintiff for harassment. The plaintiff asserted claims for civil conspiracy, abuse of process, and false arrest. The court

granted the motion to dismiss, finding no basis for municipal liability and granting the officer qualified immunity.



SPEECHES AND PRESENTATIONS

FHMBK attorneys, including **THOMAS P. BRANDT**, **STEPHEN D. HENNINGER**, **FRANK VALENZUELA**, **LAURA O'LEARY**, and **JOHN D. HUSTED** have recently given presentations on the following topics: *Franks* claims; the IDEA, the ADA, and Section 504; sovereign immunity; the ADA and Title VII; appellate practice; litigation update involving decisions impacting school districts and their personnel; FERPA; and Critical Race Theory issues.

FRANK VALENZUELA will present an Overview of Federal Laws as a Pre-Conference Workshop session at the American Association of School Personnel Administrators' 85th Annual Conference on October 3, 2023 in Anaheim, California.

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From: [Wilson](#)
To: [Stewart, Robert L](#); [Mattingly, Mike M](#); [McLarty, Emily E](#)
Subject: Fwd: CORRECTION: Your district's confidential report with fall 2022 Am. School District Panel survey results!
Date: Tuesday, February 21, 2023 3:32:31 PM
Attachments: [ASDP Fall Survey 2022 Report 21872.pdf](#)
[ASDP Fall Survey 2022 Report 21872.xlsx](#)

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From: American School District Panel <ASDP@RAND.ORG>
Sent: Tuesday, February 21, 2023 3:24:00 PM
To: Wilson, Jamie K <jwilson@dentonisd.org>
Cc: ASDP@RAND.ORG <ASDP@RAND.ORG>
Subject: CORRECTION: Your district's confidential report with fall 2022 Am. School District Panel survey results!

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Hello,

It has come to our attention that we displayed “your school principals” instead of the word “teachers” on the “STF_ATTR22_TCH” tab of the Fall 2022 ASDP Survey report (the Excel file version) we originally sent you on Jan 26, 2023. The survey numbers we showed in that Jan 26 report were correct, but the question wording was not. We’ve now corrected it in the attached, revised excel report. There are no other changes, and this does not impact the PDF version of the report (though that is also attached, for your convenience).

Sorry for our error!

The American School District Panel Team



Dear Dr. Wilson,

Thank you for taking the American School District Panel (ASDP) survey earlier this fall. We appreciate it!

Attached is a confidential, customized report we made that shows your district's responses to the fall 2022 survey alongside the responses of peer districts and of districts overall.

We attached the report in both a PDF format as well as an Excel file so you can create customized tables and charts.

We hope you find these documents useful for your board and for your own decisionmaking.

Our analysis of the survey, including two short reports, will soon be available and posted on <https://www.americanschooldistrictpanel.org>.

Additionally, we are hosting a webinar on Tuesday, February 7, on what teachers and district leaders nationally say about political polarization in schools. We'll cover where political polarization is taking the largest toll on educators, what actions districts have taken that they say has reduced polarization, and we'll offer recommendations for state and district leaders. If you would like to attend, please register here: <https://forms.gle/fS2Udm1LRfrXye5G8>

We are working on the spring survey questions, which we'll ask you to complete starting February 28, 2023.

Thank you for being a member of the ASDP!! If you have any suggestions about how we can make these confidential reports more useful to you, please send them our way.

Sincerely,

The American School District Panel Team



Fall 2022 Survey Results for Denton Independent School District

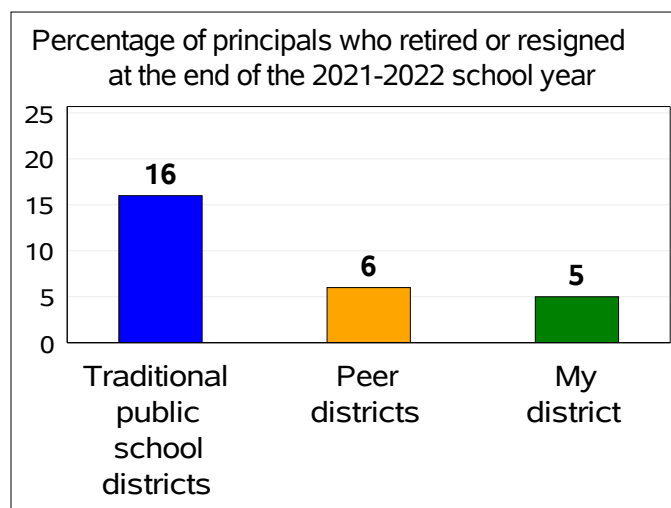
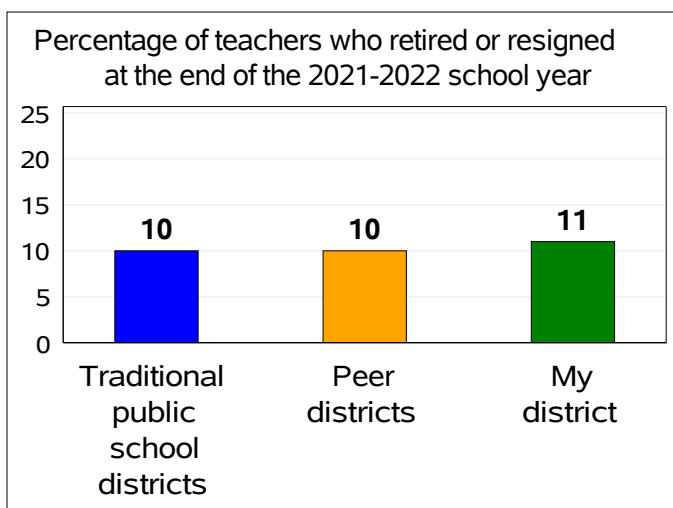
This report provides responses to the ASDP fall survey, fielded October 28 through December 12, 2022. We created this report exclusively for your organization’s use; we will not release it publicly nor share it with any other organization.

How to read this report

- In the pages that follow, we list the results for every close-ended question on the fall 2022 survey.
- We weighted the results to be nationally representative of traditional U.S. school districts.
- In Section 2, we identify your district’s answers to the survey questions with bold text. If there is no bold text, it means one of four things: (1) we did not pose the question to your district due to the survey skip pattern, (2) you skipped the question, (3) the item is one of the responses you did not endorse when asked to “select all that apply”, or (4) you provided a numeric answer, which we list in the “My district” column.
- Throughout this report, the term “Traditional public school districts” includes responses from all traditional public school districts that took the survey; it does not include responses from CMOs.
- Using data from the U.S. Department of Education, we classified your district as an urban district. Therefore, the term “Peer districts” includes all traditional urban public school districts that responded to the survey.

Selected highlights

A total of 300 district leaders took the Fall 2022 survey, including 293 from traditional public school districts and 7 from charter management organizations. These graphs illustrate two key findings from the survey. To read our complete analysis, visit <https://www.americanschooldistrictpanel.org>.



Section 1. Fall 2022 Survey Questions

We posed the following 20 questions on the Fall 2022 survey. Click on any of the table titles in the list below to jump to the corresponding survey results.

School Staffing in 2022–2023

01. What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?
02. What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?
03. For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?
04. For which types of non-teaching staff, if any, does your district/CMO currently have shortages?
05. Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?
06. Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022–2023?
07. Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?
08. Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?

Navigating current events

09. To what extent do you agree with the following statements about your district/CMO this school year (2022–2023)?
10. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
11. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
12. Has your district/CMO experienced any of the following since the start of last school year (2021–2022)?
13. Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?
14. In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?
15. Is your district/CMO measuring the impact of your ARP or ESSER investments on students?

Math Curricula and Teaching

16. What's the main way schools in your district/CMO select math curriculum?
17. From which sources does your district/CMO hire your math teachers?
18. Which math instructional resources has your district/CMO purchased for use in elementary grades (K–5) in 2022–2023?
19. Which math instructional resources has your district/CMO purchased for use in middle grades (6–8) in 2022–2023?
20. Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022–2023?

Section 2. Survey Results

School staffing in 2022–2023

1. What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?

	Weighted Percentage		
	Traditional public school districts	Peer districts	My district
% of Teachers	10	10	11

2. What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it?

	Weighted Percentage		
	Traditional public school districts	Peer districts	My district
% of Principals	16	6	5

3. For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Elementary school		
No shortage	47	33
Slight shortage	30	25
Moderate shortage	11	20
Considerable shortage	10	18
N/A-We do not employ teachers in this grade level or subject area	2	3
English or language arts		
No shortage	55	42
Slight shortage	19	17
Moderate shortage	17	24
Considerable shortage	7	14
N/A-We do not employ teachers in this grade level or subject area	3	3

3. For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?
(continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
English as a Second Language (ESL) or bilingual education		
No shortage	47	18
Slight shortage	12	26
Moderate shortage	11	20
Considerable shortage	17	32
N/A-We do not employ teachers in this grade level or subject area	13	3
Mathematics		
No shortage	45	20
Slight shortage	15	24
Moderate shortage	15	15
Considerable shortage	21	36
N/A-We do not employ teachers in this grade level or subject area	4	6
Science		
No shortage	48	27
Slight shortage	15	11
Moderate shortage	16	21
Considerable shortage	16	34
N/A-We do not employ teachers in this grade level or subject area	4	6
Special education		
No shortage	31	10
Slight shortage	16	5
Moderate shortage	17	22
Considerable shortage	35	59
N/A-We do not employ teachers in this grade level or subject area	1	4
Substitutes		
No shortage	5	5
Slight shortage	15	6
Moderate shortage	27	28
Considerable shortage	52	60
N/A-We do not employ teachers in this grade level or subject area	1	1

4. For which types of non-teaching staff, if any, does your district/CMO currently have shortages?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Bus drivers		
No shortage	8	8
Slight shortage	21	28
Moderate shortage	22	17
Considerable shortage	43	42
N/A-We do not employ staff in this position	5	5
Librarians		
No shortage	71	73
Slight shortage	11	16
Moderate shortage	5	5
Considerable shortage	4	4
N/A-We do not employ staff in this position	9	2
Paraprofessionals		
No shortage	19	9
Slight shortage	34	16
Moderate shortage	25	35
Considerable shortage	22	39
N/A-We do not employ staff in this position	0	1
Mental health staff		
No shortage	33	15
Slight shortage	21	33
Moderate shortage	18	28
Considerable shortage	20	22
N/A-We do not employ staff in this position	8	1
Tutors		
No shortage	30	24
Slight shortage	23	28
Moderate shortage	10	5
Considerable shortage	10	10
N/A-We do not employ staff in this position	26	33

5. Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	36	48
Yes	52	38
Don't know	12	14

6. Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
N/A – Neither my state nor my [district/CMO] have taken any of these actions	10	9
Increase the number of accredited teacher education programs	8	11
Reduce the accreditation requirements of teacher education programs	14	26
Create or expand a grow-your-own program for teachers	54	65
Reduce requirements for teacher certification	27	30
Ease hiring requirements for teachers (e.g., shorter application)	23	21
Ease requirements for continued certification for sitting teachers	10	9
Ease requirements for teachers gaining a certification while on the job	37	30
Increase pay and/or benefits for at least some categories of teachers	57	60
Offer bonuses for at least some categories of teachers	32	35
Other	4	3

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.

7. Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	78	50
Yes	22	48
Don't know	0	1

8. Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	74	67
Yes	24	30
Don't know	2	3

Navigating current events

9. To what extent do you agree with the following statements about your district/CMO this school year (2022–2023)?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Political polarization about COVID-19 safety or vaccines is interfering with our ability to educate students.		
Strongly disagree	26	23
Disagree	38	47
Agree	25	21
Strongly agree	11	8
Political polarization about critical race theory is interfering with our ability to educate students.		
Strongly disagree	21	18
Disagree	36	33
Agree	29	40
Strongly agree	13	9
Political polarization about LGBTQ+ issues are interfering with our ability to educate students.		
Strongly disagree	22	8
Disagree	32	46
Agree	33	37
Strongly agree	14	9

10. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?

	Weighted Percentage	
	Traditional public school districts	Peer districts
English Language Arts		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	8	13
No; we have not changed our instructional content due to controversy or directives	89	86
N/A — we don't teach this subject area	3	1
Health or sex education		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	1	2
Yes; we changed the instructional content at least somewhat due to controversy or directives	13	10
No; we have not changed our instructional content due to controversy or directives	82	86
N/A — we don't teach this subject area	3	1
Social and emotional learning		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	1	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	17	13
No; we have not changed our instructional content due to controversy or directives	77	76
N/A — we don't teach this subject area	5	11
Social studies		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	7	3
No; we have not changed our instructional content due to controversy or directives	91	96
N/A — we don't teach this subject area	2	1
U.S. history		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	7	6
No; we have not changed our instructional content due to controversy or directives	90	93
N/A — we don't teach this subject area	3	1

10. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality? (continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
World history		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	4	3
No; we have not changed our instructional content due to controversy or directives	92	96
N/A — we don't teach this subject area	3	1
Civics education		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	0	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	5	14
No; we have not changed our instructional content due to controversy or directives	90	85
N/A — we don't teach this subject area	6	1
Other		
Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives	1	0
Yes; we changed the instructional content at least somewhat due to controversy or directives	0	0
No; we have not changed our instructional content due to controversy or directives	36	36
N/A — we don't teach this subject area	62	64

11. Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Mental health services for students		
Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives	0	0
Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	13	20
No; we have not changed the school service in any grade level due to controversy or directives	83	78
N/A — we don't offer this school service	4	1
Career or college guidance counseling services		
Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives	0	0
Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	5	4
No; we have not changed the school service in any grade level due to controversy or directives	88	94
N/A — we don't offer this school service	8	1
Other		
Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives	0	0
Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	0	0
No; we have not changed the school service in any grade level due to controversy or directives	44	67
N/A — we don't offer this school service	56	33

12. Has your district/CMO experienced any of the following since the start of last school year (2021–2022)?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Heightened number of Freedom of Information Act (FOIA) requests		
Yes	47	67
No	51	31
I don't know	3	2
Heightened number of opt-out requests from parents from instruction about controversial topics (such as race, gender, or sex education)		
Yes	31	33
No	65	55
I don't know	4	12
Requests to remove certain books from school or classroom libraries and/or curriculum		
Yes	28	32
No	70	64
I don't know	2	4
Verbal or written threats from the public against educators in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)		
Yes	32	47
No	68	50
I don't know	1	3
Verbal or written threats from the public against school board members in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)		
Yes	30	55
No	68	43
I don't know	2	2
Formal censures or write-ups of one or more educators in your [district/CMO] for teaching or speech about politically controversial subjects (such as race, gender, or sexuality)		
Yes	7	13
No	92	85
I don't know	1	2
Investigations by a federal or state agency related to politically controversial subjects (such as race, gender, or sexuality)		
Yes	5	20
No	94	77
I don't know	1	3

12. Has your district/CMO experienced any of the following since the start of last school year (2021–2022)? (continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
Formal complaints about your district's instructional materials or teaching or training related to politically controversial subjects (such as race, gender, or sexuality)		
Yes	17	27
No	83	71
I don't know	0	2
Lawsuits or serious threat of litigation about instruction or services in your [district/CMO] related to politically controversial subjects (such as race, gender, or sexuality)		
Yes	7	24
No	92	74
I don't know	1	2
Involvement by national or state-wide organizations or donors in your local district operations because of politically controversial subjects (e.g., outside donations to local school board member campaigns; book removal campaign)		
Yes	11	31
No	86	66
I don't know	3	3

13. Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No; we have not tried policies or practices that have successfully addressed concerns about controversial school subjects	21	27
Yes	22	35
I don't know	5	7
Not applicable; we haven't encountered much political polarization or controversy	52	31

14. In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Yes, primarily with federal stimulus funds	23	22
Yes, primarily with funds other than federal stimulus funds	47	52
No, we have not increased our financial investment in school safety	28	24
I don't know	2	2

15. Is your district/CMO measuring the impact of your ARP or ESSER investments on students?

	Weighted Percentage	
	Traditional public school districts	Peer districts
No	30	14
Yes	70	86

Math in your district/CMO

16. What's the main way schools in your district/CMO select math curriculum?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Teachers mainly decide which curricula to use on their own	3	2
Teachers mainly decide which curricula to use in collaboration with other teachers	28	18
School leadership mainly decides which curricula teachers will use	8	7
School staff proposes curricula, which the district/CMO must approve	37	18
Schools must select from a list of district/CMO-approved curricula	8	4
The district/CMO mainly selects which curricula its schools will use	18	50

17. From which sources does your district/CMO hire your math teachers?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Alternative certification programs		
Not a source	46	30
A small source	42	53
A large source	12	18
Graduates from local Minority-Serving Institution(s) teacher preparation programs		
Not a source	66	33
A small source	29	59
A large source	5	8
Graduates from other local college or university's teacher preparation programs		
Not a source	8	1
A small source	30	27
A large source	62	72
Graduates from non-local college or university teacher preparation programs		
Not a source	25	9
A small source	56	69
A large source	19	22

17. From which sources does your district/CMO hire your math teachers? (continued)

	Weighted Percentage	
	Traditional public school districts	Peer districts
Grow-your-own program graduates		
Not a source	60	48
A small source	37	49
A large source	3	3
Recruitment fairs		
Not a source	35	11
A small source	51	54
A large source	14	34
Responses to district advertisements		
Not a source	14	22
A small source	42	50
A large source	44	27
Outside recruiters		
Not a source	90	79
A small source	10	19
A large source	0	2
Principals		
Not a source	19	13
A small source	59	70
A large source	22	17
Other		
Not a source	83	98
A small source	10	2
A large source	8	0

18. Which math instructional resources has your district/CMO purchased for use in elementary grades (K–5) in 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Go Math (Houghton Mifflin Harcourt)	17	14
Ready or iReady Classroom Mathematics (Curriculum Associates)	17	20
enVision Math–2020 (Savvas Learning Company, formerly Pearson)	11	7
Eureka Math (Great Minds)	10	17
Bridges In Mathematics (Math Learning Center)	9	16
Big Ideas Math: Modeling Real Life - 2019 (Big Ideas Learning, LLC)	8	4
Everyday Math 4–2020 (McGraw Hill Education)	7	2
EngageNY (NYSED)	6	9
My Math–2020 (McGraw-Hill Education)	6	3
enVision Math–2012 (Pearson)	5	11
N/A – Our district designed its own elementary math curriculum	2	5

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100. Only the top 10 most commonly mentioned materials are listed.

19. Which math instructional resources has your district/CMO purchased for use in middle grades (6–8) in 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
Go Math (Houghton Mifflin Harcourt)	15	13
enVision Math–2020 (Savvas Learning Company, formerly Pearson)	13	4
Ready or iReady Classroom Mathematics (Curriculum Associates)	13	16
Big Ideas Math–Modeling Real Life – 2019 (Big Ideas Learning, LLC)	7	2
Edgenuity (Imagine Learning, formerly Edgenuity)	7	4
Reveal Math, Common Core Edition (McGraw–Hill Education)	7	3
Big Ideas Math–2013 (Big Ideas Learning, LLC)	6	6
Illustrative Math (Kendall Hunt)(LearnZillion) (McGraw Hill)	6	12
N/A–Our district designed its own middle school math curriculum	5	8
Engage NY (NYSED)	5	6
enVision Math 2.0–2016 (Savvas Learning Company, formerly Pearson)	5	7

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100. Only the top 10 most commonly mentioned materials are listed.

20. Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022–2023?

	Weighted Percentage	
	Traditional public school districts	Peer districts
N/A—Our district designed its own high school math curriculum	14	16
Edgenuity (Imagine Learning, formerly Edgenuity)	13	8
enVision A/G/A [Algebra I/Geometry/Algebra II] (Savvas Learning Company, formerly Pearson)	11	10
Glencoe Traditional (McGraw-Hill Education)	8	6
HMH Traditional (Houghton Mifflin Harcourt)	6	7
Pearson Traditional (Savvas Learning Company, formerly Pearson)	5	10
Big Ideas Integrated (Big Ideas Learning, LLC)	4	0
Big Ideas Traditional (Big Ideas Learning, LLC)	4	4
Engage NY (NYSED)	4	6
enVision Integrated (Savvas Learning Company, formerly Pearson)	4	2
Pearson Integrated (Savvas Learning Company, formerly Pearson)	4	2

NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100. Only the top 10 most commonly mentioned materials are listed.

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16	DISTRICT_ATTACK			District attacks			
17	DISTRICT_REDUCEPOLARIZATION			Policies addressing controversial subjects			
18	DISTRICT_SAFETYINVESTMENTS			Safety investments			
19	STF_ARPMEASURE_ANY			Measuring ARP or ESSER investments			
20	MATH_CUR_SELECT			Math curriculum selection			
21	MATH_TCH_HIRE			Math teacher sources			
22	MATH_CURRIC_ELEM			Elementary school math curricula			
23	MATH_CURRIC_MIDDLE			Middle school math curricula			
24	MATH_CURRIC_HIGH			High school math curricula			
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	H	I	J	K	L	M	N	O	P
1									
2	Wording of survey question								
3									
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5	What percentage of your teachers retired or resigned at any point during the 2021-2022 school year? Include those who left during the school year or at the end of it?								
6	What percentage of your school principals retired or resigned at any point during the 2021-2022 school year? Include those who left during the school year or at the end of it?								
7	For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?								
8	For which types of non-teaching staff, if any, does your district/CMO currently have shortages?								
9	Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?								
10	Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022-2023?								
11	Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?								
12	Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?								
13	To what extent do you agree with the following statements about your district/CMO this school year (2022-2023)?								
14	Since the start of last school year (2021-2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives ab								
15	Since the start of last school year (2021-2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives ab								
16	Has your district/CMO experienced any of the following since the start of last school year (2021-2022)?								
17	Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?								
18	In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?								
19	Is your district/CMO measuring the impact of your ARP or ESSER investments on students?								
20	What's the main way schools in your district/CMO select math curriculum?								
21	From which sources does your district/CMO hire your math teachers?								
22	Which math instructional resources has your district/CMO purchased for use in elementary grades (K–5) in 2022-2023?								
23	Which math instructional resources has your district/CMO purchased for use in middle grades (6–8) in 2022-2023?								
24	Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022-2023?								
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	A	B	C
1	Sheet	Title	Question
2	STF_ATTR22_TCH	Retired teacher	What percentage of your teachers retired or resigned at any point during the 2021?2022 school year? Include those who left during the school year or at the end of it?
3	STF_ATTR22_PRI	Retired school principals	What percentage of your school principals retired or resigned at any point during the 2021?2022 school year? Include those who left during the school year or at the end of it?
4	STF_SHORTAGE_TCH	Teacher shortages	For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?
5	STF_SHORTAGE_NONTCH	Non-teaching shortages	For which types of non-teaching staff, if any, does your district/CMO currently have shortages?
6	STF_BUD_CLIFF	Budget cliff	Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?
7	STF_SHORTAGE_EFFECTS	Teacher shortage effects	Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022?2023?
8	STF_COLLCAREER_ANY	College and career outcome staff	Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates? college and/or career outcomes?
9	STF_POSTSEC_GOAL	Higher education targets	Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?
10	TEACH_PANDEMIC	Political polarization	To what extent do you agree with the following statements about your district/CMO this school year (2022?2023)?
11	TEACH_SUBJECTS_CURTAIL	Curtailed instructional content	Since the start of last school year (2021?2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
12	TEACH_SERVICES_CURTAIL	Curtailed services	Since the start of last school year (2021?2022), has one or more schools in your district/CMO changed the services it offers in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?
13	DISTRICT_ATTACK	District attacks	Has your district/CMO experienced any of the following since the start of last school year (2021?2022)?
14	DISTRICT_REDUCEPOLARIZATION	Policies addressing controversial subjects	Are there any policies or practices that your district/CMO has used that have successfully addressed parental or community concerns about controversial school subjects?
15	DISTRICT_SAFETYINVESTMENTS	Safety investments	In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?
16	STF_ARPMEASURE_ANY	Measuring ARP or ESSER investments	Is your district/CMO measuring the impact of your ARP or ESSER investments on students?
17	MATH_CUR_SELECT	Math curriculum selection	What?s the main way schools in your district/CMO select math curriculum?
18	MATH_TCH_HIRE	Math teacher sources	From which sources does your district/CMO hire your math teachers?
19	MATH_CURRIC_ELEM	Elementary school math curricula	Which math instructional resources has your district/CMO purchased for use in elementary grades (K?5) in 2022?2023?
20	MATH_CURRIC_MIDDLE	Middle school math curricula	Which math instructional resources has your district/CMO purchased for use in middle grades (6?8) in 2022?2023?
21	MATH_CURRIC_HIGH	High school math curricula	Which math instructional resources has your district/CMO purchased for use in high school grades (9?12) in 2022?2023?

	A	B	C
1	<h1>Fall 2022 Survey Results for Denton Independent School District</h1> <p>This report provides responses to the American School District Panel fall 2022 survey, fielded October 13 through December 12, 2022. RAND Corporation created this report exclusively for your organization's use; RAND will not release it publicly, nor share it with any other organization. Please do not publicly publish this file or results from it. RAND's analyses of these data are posted at https://www.americanschooldistrictpanel.org. We encourage you to use the data in this report to make graphs, to communicate with your school board, or for district decisionmaking.</p> <h2>How to read this report</h2> <ol style="list-style-type: none"> 1) In this workbook, we list the results for every close-ended question RAND posed on the fall 2022 survey. 2) We have weighted the results you see in this Excel file to be nationally representative of U.S. school districts. 3) The first tab in this file called "index" that's to the left of this tab lists all of the sheets in the workbook, the topic, and the text for each question of the survey. Clicking on a survey topic in the first column of the index tab will take you to the associated tab of the workbook. 4) A total of 300 district leaders took the fall 2022 survey, including 293 traditional public school districts and 7 charter management organizations (CMOs). 5) We identify your district's answers to the survey question with a check mark at the top of the column for a given response. If there is no check mark, it means one of the following four things: (1) the question was not posed to your district due to survey skip patterns, (2) your district did not answer the question, (3) your district did not endorse one or more of the responses when asked to "select all that apply", or (4) your district provided a numeric answer, which is listed in the "Your district" row. 6) We report weighted results by several categories: urbanicity (rural, suburban, and urban), poverty (high and low), ethnicity (majority White and majority students of color), and size (small, medium, and large). Districts were categorized according to data from the 2020-21 Common Core of Data, provided by the National Center for Education Statistics (NCES). 7) We define "High poverty" as districts/CMOs where 50% or more of students qualify for a free or reduced price lunch, and "Low poverty" as districts/CMOs where less than 50% of students qualify. 8) We define "Small" districts/CMOs as having fewer than 3,000 students. We define "Medium" districts as having between 3,000 and 9,999 students. We define "Large" districts as having more 10,000 or more students. 9) To read our complete analyses of this survey or to learn more about the American School District Panel, visit: https://www.americanschooldistrictpanel.org 		
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	A	B
1	What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it	
2	Weighted Average	
3		
4	Return to Index	What percentage of your teachers retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it.
5	Your District	11
6	Total	10
7	Rural	10
8	Suburb	8
9	Urban	14
10	High poverty	12
11	Low poverty	8
12	Majority White	9
13	Majority students of color	14
14	Large	11
15	Medium	10
16	Small	10

	A	B
1	What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it	
2	Weighted Average	
3		
4	Return to Index	What percentage of your school principals retired or resigned at any point during the 2021–2022 school year? Include those who left during the school year or at the end of it.
5	Your District	5
6	Total	16
7	Rural	21
8	Suburb	7
9	Urban	5
10	High poverty	23
11	Low poverty	11
12	Majority White	16
13	Majority students of color	17
14	Large	7
15	Medium	5
16	Small	20

	A	B	C	D	E	F
1	For which school level and subject area(s), if any, does your district/CMO currently have teacher shortages?					
2	Weighted Percentages					
3						
4	Return to Index	No shortage	Slight shortage	Moderate shortage	Considerable shortage	N/A-We do not employ teachers in this grade level or subject area
5	Elementary school					
6	Your District			□		
7	Total	46	29	12	10	3
8	Rural	43	32	12	12	1
9	Suburb	58	23	10	4	4
10	Urban	26	24	22	15	12
11	High poverty	35	30	17	18	0
12	Low poverty	54	29	9	4	4
13	Majority White	52	27	11	8	2
14	Majority students of color	26	38	17	16	2
15	Large	17	33	30	17	3
16	Medium	40	37	15	6	2
17	Small	49	28	10	10	2
18	English or language arts					
19	Your District			□		
20	Total	53	19	17	7	3
21	Rural	51	19	19	8	2
22	Suburb	63	16	10	5	6
23	Urban	31	35	22	9	2
24	High poverty	38	28	22	10	2
25	Low poverty	63	14	13	5	4
26	Majority White	56	17	16	7	3
27	Majority students of color	41	28	19	8	3
28	Large	20	33	28	16	3
29	Medium	48	24	22	6	0
30	Small	56	17	14	7	4
31	English as a Second Language (ESL) or bilingual education					
32	Your District				□	
33	Total	47	12	11	18	13
34	Rural	52	7	12	15	15
35	Suburb	39	20	7	23	11
36	Urban	25	30	16	27	2
37	High poverty	42	13	10	23	12
38	Low poverty	50	12	11	14	14
39	Majority White	51	9	10	16	14
40	Majority students of color	32	21	13	25	9
41	Large	7	30	23	38	3
42	Medium	36	14	20	27	4
43	Small	52	11	7	14	16
44	Mathematics					
45	Your District			□		
46	Total	44	16	15	22	4
47	Rural	45	15	14	23	3
48	Suburb	46	15	16	16	6
49	Urban	18	33	15	30	4
50	High poverty	32	18	18	30	3



	A	B	C	D	E	F
51	Low poverty	52	14	13	16	4
52	Majority White	47	14	15	21	3
53	Majority students of color	33	22	15	26	5
54	Large	8	23	13	51	5
55	Medium	30	16	23	30	0
56	Small	50	16	13	17	5
57	Science					
58	Your District			□		
59	Total	48	16	16	16	4
60	Rural	48	16	16	17	3
61	Suburb	50	16	16	12	6
62	Urban	36	15	20	25	4
63	High poverty	35	18	22	23	3
64	Low poverty	56	16	12	11	4
65	Majority White	52	14	14	17	3
66	Majority students of color	33	22	25	14	5
67	Large	8	25	28	34	5
68	Medium	31	18	25	26	0
69	Small	55	15	13	12	5
70	Special education					
71	Your District				□	
72	Total	31	16	17	35	1
73	Rural	34	15	19	31	0
74	Suburb	26	17	10	44	3
75	Urban	15	21	18	44	3
76	High poverty	24	14	23	38	1
77	Low poverty	34	18	13	33	2
78	Majority White	32	16	18	32	1
79	Majority students of color	24	16	13	45	2
80	Large	7	5	17	68	3
81	Medium	14	14	14	58	0
82	Small	36	17	18	27	2
83	Substitutes					
84	Your District		□			
85	Total	5	16	26	52	1
86	Rural	6	16	28	49	1
87	Suburb	3	14	24	58	0
88	Urban	7	30	18	44	1
89	High poverty	6	24	25	44	1
90	Low poverty	5	11	26	58	0
91	Majority White	4	15	25	56	0
92	Majority students of color	6	21	29	42	1
93	Large	10	17	11	55	7
94	Medium	5	21	19	56	0
95	Small	5	15	28	51	0

	A	B	C	D	E	F
1	For which types of non-teaching staff, if any, does your district/CMO currently have shortages?					
2	Weighted Percentages					
3						
4	Return to Index	No shortage	Slight shortage	Moderate shortage	Considerable shortage	N/A-We do not employ staff in this position
5	Bus drivers					
6	Your District					
7	Total	10	21	22	43	5
8	Rural	8	21	24	45	2
9	Suburb	11	19	17	39	14
10	Urban	15	29	15	35	7
11	High poverty	4	22	21	48	5
12	Low poverty	14	18	23	39	6
13	Majority White	9	20	20	48	3
14	Majority students of color	11	20	26	30	13
15	Large	4	25	18	49	4
16	Medium	5	19	22	50	4
17	Small	11	20	22	41	6
18	Librarians					
19	Your District					
20	Total	71	11	5	4	9
21	Rural	70	12	6	4	8
22	Suburb	74	9	3	3	12
23	Urban	66	16	11	2	5
24	High poverty	64	16	6	5	9
25	Low poverty	75	8	5	3	9
26	Majority White	71	11	6	4	8
27	Majority students of color	70	13	4	3	10
28	Large	58	22	9	7	4
29	Medium	61	21	7	9	3
30	Small	74	8	5	2	11
31	Paraprofessionals					
32	Your District					
33	Total	19	35	25	21	0
34	Rural	23	37	24	16	0
35	Suburb	10	31	25	34	0
36	Urban	17	29	28	25	1
37	High poverty	20	43	20	17	0
38	Low poverty	18	28	29	24	1
39	Majority White	18	30	30	23	0
40	Majority students of color	23	44	13	18	1
41	Large	1	34	24	40	1
42	Medium	11	32	24	33	0
43	Small	23	35	25	17	0
44	Mental health staff					
45	Your District					
46	Total	33	21	18	19	8
47	Rural	35	19	15	21	10
48	Suburb	30	25	24	15	5
49	Urban	18	35	24	22	1
50	High poverty	31	23	13	21	13
51	Low poverty	34	20	22	19	5
52	Majority White	34	19	17	22	9



	A	B	C	D	E	F
53	Majority students of color	28	29	23	14	6
54	Large	13	31	27	28	1
55	Medium	23	17	31	28	1
56	Small	37	22	14	17	11
57	Tutors					
58	Your District	□				
59	Total	30	25	11	10	25
60	Rural	31	24	11	9	25
61	Suburb	29	23	9	13	27
62	Urban	24	36	9	10	21
63	High poverty	26	18	14	12	29
64	Low poverty	33	30	8	8	20
65	Majority White	28	24	12	10	25
66	Majority students of color	35	25	8	9	22
67	Large	33	22	16	7	22
68	Medium	28	18	15	14	26
69	Small	31	27	9	9	24

	A	B	C	D
1	Do you anticipate your district/CMO will hit a fiscal cliff after COVID-19 federal aid expires?			
2	Weighted Percentages			
3				
4	Return to Index	No	Yes	Don't know
5	Your District	<input type="checkbox"/>		
6	Total	36	51	12
7	Rural	30	57	13
8	Suburb	47	42	11
9	Urban	57	30	13
10	High poverty	28	60	12
11	Low poverty	43	45	13
12	Majority White	35	52	13
13	Majority students of color	40	50	11
14	Large	46	41	13
15	Medium	37	53	10
16	Small	36	51	13

	A	B	C	D	E	F	G	H
1	Have teacher shortages caused your district/CMO or state to take any of the following actions effective for 2022–2023?							
2	Weighted Percentages							
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.							
4								
5	Return to Index	N/A — Neither my state nor my district/CMO have taken any of these actions	Increase the number of accredited teacher education programs	Reduce the accreditation requirements of teacher education programs	Create or expand a grow-your-own program for teachers	Reduce requirements for teacher certification	Ease hiring requirements for teachers (e.g., shorter application)	Ease requirements for continued certification for sitting teachers
6	Your District				☐			
7	Total	10	8	14	55	28	23	10
8	Rural	9	7	11	59	24	24	10
9	Suburb	13	8	20	42	38	20	8
10	Urban	14	11	17	69	23	28	11
11	High poverty	11	9	16	61	25	27	8
12	Low poverty	9	7	12	51	30	22	12
13	Majority White	12	7	11	52	26	23	10
14	Majority students of color	4	12	20	64	34	28	11
15	Large	4	12	26	78	25	40	12
16	Medium	6	16	15	54	31	27	8
17	Small	12	5	12	54	27	22	10

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4				
5	Ease requirements for teachers gaining a certification while on the job	Increase pay and/or benefits for at least some categories of teachers	Offer bonuses for at least some categories of teachers	Other
6	□	□		
7	36	56	32	4
8	39	60	36	3
9	32	47	21	6
10	20	60	34	5
11	35	60	39	4
12	37	55	27	5
13	37	56	27	4
14	32	59	47	4
15	29	70	43	6
16	28	59	37	8
17	38	55	30	3

	A	B	C	D
1	Does your district/CMO employ someone in the central office who is explicitly responsible for supporting school leaders and staff to improve your graduates' college and/or career outcomes?			
2	Weighted Percentages			
3				
4	Return to Index	No	Yes	Don't know
5	Your District	<input type="checkbox"/>		
6	Total	77	23	0
7	Rural	79	21	0
8	Suburb	78	22	0
9	Urban	56	43	1
10	High poverty	71	29	0
11	Low poverty	83	17	1
12	Majority White	84	16	0
13	Majority students of color	60	40	0
14	Large	43	56	1
15	Medium	76	24	0
16	Small	80	19	0

	A	B	C	D
1	Does your district/CMO have a numeric target or else a goal for the proportion of your graduates who enroll at an institute of higher education?			
2	Weighted Percentages			
3				
4	Return to Index	No	Yes	Don't know
5	Your District	<input type="checkbox"/>		
6	Total	72	25	2
7	Rural	72	25	3
8	Suburb	77	23	0
9	Urban	52	37	10
10	High poverty	67	27	6
11	Low poverty	76	24	0
12	Majority White	74	25	1
13	Majority students of color	66	28	6
14	Large	73	25	3
15	Medium	71	29	0
16	Small	72	24	3

	A	B	C	D	E
1	To what extent do you agree with the following statements about your district/CMO this school year (2022–2023)?				
2	Weighted Percentages				
3					
4	Return to Index	Strongly disagree	Disagree	Agree	Strongly agree
5	Political polarization about COVID-19 safety or vaccines is interfering with our ability to educate students.				
6	Your District			□	
7	Total	26	39	25	11
8	Rural	26	35	28	12
9	Suburb	26	46	19	9
10	Urban	24	57	13	5
11	High poverty	28	33	30	9
12	Low poverty	22	45	21	12
13	Majority White	24	36	29	11
14	Majority students of color	25	50	14	10
15	Large	35	52	10	4
16	Medium	14	37	37	12
17	Small	27	39	22	11
18	Political polarization about critical race theory is interfering with our ability to educate students.				
19	Your District		□		
20	Total	21	38	28	13
21	Rural	22	36	27	14
22	Suburb	20	40	31	9
23	Urban	18	51	26	6
24	High poverty	24	37	28	11
25	Low poverty	18	39	29	14
26	Majority White	19	34	34	13
27	Majority students of color	23	50	14	13
28	Large	14	49	33	4
29	Medium	11	26	45	19
30	Small	24	41	24	11
31	Political polarization about LGBTQ+ issues are interfering with our ability to educate students.				
32	Your District		□		
33	Total	22	33	32	14
34	Rural	24	31	31	15
35	Suburb	18	34	35	13
36	Urban	20	51	23	6
37	High poverty	26	33	29	12
38	Low poverty	17	33	35	16
39	Majority White	18	31	37	14
40	Majority students of color	29	41	16	14
41	Large	12	44	36	7
42	Medium	11	24	46	19
43	Small	25	34	28	13

	A	B	C	D	E
1	Since the start of last school year (2021–2022), has one or more schools in your district/CMO changed instructional content in any grade level due to potential or actual political controversy or state or local directives about race, gender, or sexuality?				
2	Weighted Percentages				
3					
4	Return to Index	Yes; we changed the instructional content at least somewhat due to controversy or directives	No; we have not changed our instructional content due to controversy or directives	N/A; we don't teach this subject area	Yes; we paused or entirely stopped instruction of this subject for at least the time being due to controversy or directives
5	English Language Arts				
6	Your District		<input type="checkbox"/>		
7	Total	7	90	3	0
8	Rural	6	91	3	0
9	Suburb	10	86	4	0
10	Urban	8	91	1	0
11	High poverty	5	92	3	0
12	Low poverty	9	88	3	0
13	Majority White	7	90	3	0
14	Majority students of color	9	89	2	0
15	Large	23	75	1	0
16	Medium	13	86	2	0
17	Small	5	92	3	0
18	Health or sex education				
19	Your District		<input type="checkbox"/>		
20	Total	13	83	3	1
21	Rural	10	86	4	1
22	Suburb	21	75	4	0
23	Urban	7	91	1	1
24	High poverty	10	86	3	1
25	Low poverty	15	81	4	1
26	Majority White	12	85	3	0
27	Majority students of color	16	78	4	3
28	Large	27	69	1	3
29	Medium	20	78	2	0
30	Small	10	85	4	1
31	Social and emotional learning				
32	Your District		<input type="checkbox"/>		
33	Total	16	78	5	1
34	Rural	17	77	5	1
35	Suburb	15	80	4	1
36	Urban	8	84	7	0
37	High poverty	15	77	8	1
38	Low poverty	18	78	3	1
39	Majority White	16	78	5	0

	A	B	C	D	E
40	Majority students of color	18	76	3	3
41	Large	31	66	3	1
42	Medium	23	73	3	1
43	Small	14	80	5	1
44	Social studies				
45	Your District		□		
46	Total	6	92	2	0
47	Rural	4	95	1	0
48	Suburb	13	83	4	0
49	Urban	2	97	1	0
50	High poverty	3	96	0	1
51	Low poverty	9	88	3	0
52	Majority White	7	91	2	0
53	Majority students of color	5	92	2	1
54	Large	18	80	1	0
55	Medium	10	89	2	0
56	Small	5	93	2	0
57	U.S. history				
58	Your District		□		
59	Total	7	90	3	0
60	Rural	7	92	1	0
61	Suburb	8	83	9	0
62	Urban	4	95	1	0
63	High poverty	5	95	0	0
64	Low poverty	8	87	5	0
65	Majority White	7	91	2	0
66	Majority students of color	8	87	5	0
67	Large	18	77	4	0
68	Medium	8	90	2	0
69	Small	6	91	3	0
70	World history				
71	Your District		□		
72	Total	4	92	3	0
73	Rural	3	96	1	0
74	Suburb	8	83	9	0
75	Urban	2	91	7	0
76	High poverty	4	95	1	0
77	Low poverty	5	90	5	0
78	Majority White	4	93	2	0
79	Majority students of color	5	89	7	0
80	Large	18	77	4	0
81	Medium	8	89	3	0
82	Small	2	94	3	0

	A	B	C	D	E
83	Civics education				
84	Your District		□		
85	Total	5	90	6	0
86	Rural	3	94	4	0
87	Suburb	9	80	10	0
88	Urban	9	84	7	0
89	High poverty	4	89	7	0
90	Low poverty	4	90	5	0
91	Majority White	4	93	3	0
92	Majority students of color	7	79	14	0
93	Large	18	77	4	0
94	Medium	6	89	5	0
95	Small	4	90	6	0
96	Other				
97	Your District				
98	Total	0	39	60	1
99	Rural	0	40	60	0
100	Suburb	1	35	60	4
101	Urban	0	54	46	0
102	High poverty	1	39	58	2
103	Low poverty	0	40	60	0
104	Majority White	0	35	65	0
105	Majority students of color	1	45	50	3
106	Large	7	29	64	0
107	Medium	0	55	45	0
108	Small	0	35	63	1

	A	B	C	D
1	Since the start of last school year (2021-2022), has one or more schools in your district changed the services it offers in any grade level due to potential race, gender, or sexuality?			
2	Weighted Percentages			
3				
4	Return to Index	Yes; we changed how students can receive the services or which students can receive it in at least one grade level due to controversy or directives	No; we have not changed the school service in any grade level due to controversy or directives	N/A; we don't offer this school service
5	Mental health services for students			
6	Your District		<input type="checkbox"/>	
7	Total	13	83	4
8	Rural	12	84	4
9	Suburb	15	82	4
10	Urban	13	86	1
11	High poverty	11	83	6
12	Low poverty	14	83	3
13	Majority White	12	83	5
14	Majority students of color	16	82	2
15	Large	27	72	1
16	Medium	13	85	2
17	Small	12	83	5
18	Career or college guidance counseling services			
19	Your District		<input type="checkbox"/>	
20	Total	4	88	8
21	Rural	4	91	5
22	Suburb	5	79	16
23	Urban	3	90	7
24	High poverty	6	89	5
25	Low poverty	3	86	10
26	Majority White	3	90	7
27	Majority students of color	9	80	11
28	Large	16	78	6
29	Medium	3	92	5
30	Small	4	87	9
31	Other			
32	Your District		<input type="checkbox"/>	
33	Total	0	46	54
34	Rural	0	40	60
35	Suburb	0	59	41
36	Urban	0	72	28
37	High poverty	0	42	58
38	Low poverty	0	47	53
39	Majority White	0	37	63
40	Majority students of color	0	56	44
41	Large	0	52	48
42	Medium	0	70	30
43	Small	0	36	64

	E
1	actual political controversy or State or local directives about
2	
3	
4	Yes; we paused or entirely stopped this school service in at least one grade level for at least the time being due to controversy or directives
5	
6	
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	
19	
20	0
21	0
22	0
23	0
24	0
25	0
26	0
27	0
28	0
29	0
30	0
31	
32	
33	0
34	0
35	0
36	0
37	0
38	0
39	0
40	0
41	0
42	0
43	0

	A	B	C	D
1	Has your district/CMO experienced any of the following since the start of last school year (2021–2022)?			
2	Weighted Percentages			
3				
4	Return to Index	Yes	No	I don't know
5	Heightened number of Freedom of Information Act (FOIA) requests			
6	Your District	<input type="checkbox"/>		
7	Total	45	52	3
8	Rural	45	53	2
9	Suburb	46	50	4
10	Urban	43	48	9
11	High poverty	38	59	4
12	Low poverty	52	46	2
13	Majority White	48	49	2
14	Majority students of color	38	58	4
15	Large	59	39	1
16	Medium	55	37	8
17	Small	42	57	1
18	Heightened number of opt-out requests from parents from instruction about controversial topics (such as race, gender, or sex education)			
19	Your District		<input type="checkbox"/>	
20	Total	30	66	4
21	Rural	27	69	4
22	Suburb	38	58	4
23	Urban	21	71	8
24	High poverty	21	72	7
25	Low poverty	37	61	2
26	Majority White	34	63	4
27	Majority students of color	20	74	6
28	Large	48	45	7
29	Medium	40	56	4
30	Small	26	70	4
31	Requests to remove certain books from school or classroom libraries and/or curriculum			
32	Your District	<input type="checkbox"/>		
33	Total	28	70	2
34	Rural	22	75	3
35	Suburb	42	57	0
36	Urban	24	73	2
37	High poverty	20	76	4
38	Low poverty	34	66	0
39	Majority White	31	69	0
40	Majority students of color	21	72	7
41	Large	52	44	4
42	Medium	39	61	0
43	Small	23	75	2
44	Verbal or written threats from the public against educators in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)			
45	Your District		<input type="checkbox"/>	
46	Total	31	69	1
47	Rural	26	74	0
48	Suburb	43	56	0
49	Urban	30	68	2
50	High poverty	18	81	1



	A	B	C	D
51	Low poverty	41	59	0
52	Majority White	35	64	0
53	Majority students of color	17	82	1
54	Large	48	47	5
55	Medium	49	51	0
56	Small	25	75	0
57	Verbal or written threats from the public against school board members in your [district/CMO] about politically controversial topics (such as COVID-19 masking or vaccinations, race, gender, or sexuality)			
58	Your District	<input type="checkbox"/>		
59	Total	29	69	2
60	Rural	25	72	3
61	Suburb	39	60	1
62	Urban	35	64	1
63	High poverty	17	78	5
64	Low poverty	39	61	0
65	Majority White	34	65	1
66	Majority students of color	16	77	7
67	Large	54	44	2
68	Medium	49	48	3
69	Small	22	76	2
70	Formal censures or write-ups of one or more educators in your [district/CMO] for teaching or speech about politically controversial subjects (such as race, gender, or sexuality)			
71	Your District		<input type="checkbox"/>	
72	Total	6	93	1
73	Rural	4	95	1
74	Suburb	11	88	1
75	Urban	8	90	1
76	High poverty	3	96	2
77	Low poverty	9	90	1
78	Majority White	8	92	0
79	Majority students of color	4	93	3
80	Large	19	79	2
81	Medium	12	87	1
82	Small	4	95	1
83	Investigations by a federal or state agency related to politically controversial subjects (such as race, gender, or sexuality)			
84	Your District		<input type="checkbox"/>	
85	Total	5	94	1
86	Rural	5	95	0
87	Suburb	3	95	2
88	Urban	13	86	2
89	High poverty	5	94	0
90	Low poverty	5	94	1
91	Majority White	5	94	1
92	Majority students of color	5	95	1
93	Large	21	77	3
94	Medium	10	90	0
95	Small	3	97	1
96	Formal complaints about your district's instructional materials or teaching or training related to politically controversial subjects (such as race, gender, or sexuality)			
97	Your District		<input type="checkbox"/>	
98	Total	16	84	0

	A	B	C	D
99	Rural	11	89	0
100	Suburb	28	72	0
101	Urban	17	82	1
102	High poverty	10	90	0
103	Low poverty	21	79	0
104	Majority White	19	81	0
105	Majority students of color	10	90	0
106	Large	36	63	1
107	Medium	31	69	0
108	Small	11	89	0
109	Lawsuits or serious threat of litigation about instruction or services in your [district/CMO] related to politically controversial subjects (such as race, gender, or sexuality)			
110	Your District		□	
111	Total	7	92	1
112	Rural	6	93	1
113	Suburb	9	90	1
114	Urban	15	75	10
115	High poverty	5	92	3
116	Low poverty	8	91	1
117	Majority White	8	92	0
118	Majority students of color	3	92	5
119	Large	25	73	2
120	Medium	13	86	1
121	Small	4	94	2
122	Involvement by national or state-wide organizations or donors in your local district operations because of politically controversial subjects (e.g., outside donations to local school board member campaigns; book removal campaign)			
123	Your District		□	
124	Total	11	86	3
125	Rural	7	89	4
126	Suburb	17	82	1
127	Urban	20	70	10
128	High poverty	8	86	6
129	Low poverty	13	85	2
130	Majority White	12	86	2
131	Majority students of color	8	86	6
132	Large	36	48	16
133	Medium	28	72	1
134	Small	4	92	3

	A	B	C	D	E
1	Are there any policies or practices that your district/charter school has used that have successfully addressed parental or community concerns about controversial school subjects?				
2	Weighted Percentages				
3					
4	Return to Index	No; we have not tried policies or practices that have successfully addressed concerns about controversial school subjects	Yes	I don't know	Not applicable; we haven't encountered much political polarization or controversy
5	Your District		<input type="checkbox"/>		
6	Total	21	22	5	52
7	Rural	22	16	6	57
8	Suburb	17	37	3	43
9	Urban	26	26	4	44
10	High poverty	24	12	3	62
11	Low poverty	19	30	7	44
12	Majority White	24	23	5	48
13	Majority students of color	14	15	4	67
14	Large	22	39	12	27
15	Medium	24	36	2	37
16	Small	20	17	5	58

	A	B	C	D	E
1	In response to the school shooting in Uvalde, has your district/CMO increased your financial investment in school safety measures?				
2	Weighted Percentages				
3					
4	Return to Index	Yes, primarily with federal stimulus funds	Yes, primarily with funds other than federal stimulus funds	No, we have not increased our financial investment in school safety	I don't know
5	Your District		□		
6	Total	23	47	28	2
7	Rural	24	45	29	2
8	Suburb	20	54	25	1
9	Urban	19	33	38	10
10	High poverty	29	42	24	5
11	Low poverty	19	51	29	0
12	Majority White	20	48	31	0
13	Majority students of color	30	42	19	9
14	Large	21	51	26	2
15	Medium	30	39	30	1
16	Small	21	49	27	3

	A	B	C
1	Is your district/CMO measuring the impact of your ARP or ESSER investments on students?		
2	Weighted Percentages		
3			
4	Return to Index	No	Yes
5	Your District		<input type="checkbox"/>
6	Total	32	68
7	Rural	31	69
8	Suburb	33	67
9	Urban	40	60
10	High poverty	29	71
11	Low poverty	33	67
12	Majority White	29	71
13	Majority students of color	39	61
14	Large	13	87
15	Medium	23	77
16	Small	35	65

	A	B	C	D	E	F	G
1	What's the main way schools in your district/CMO select math curriculum?						
2	Weighted Percentages						
3							
4	Return to Index	Teachers mainly decide which curricula to use on their own	Teachers mainly decide which curricula to use in collaboration with other teachers	School leadership mainly decides which curricula teachers will use	School staff proposes curricula, which the district/CMO must approve	Schools must select from a list of district/CMO-approved curricula	The district/CMO mainly selects which curricula its schools will use
5	Your District						□
6	Total	3	28	9	36	8	18
7	Rural	4	26	8	38	9	15
8	Suburb	0	32	10	34	5	20
9	Urban	1	25	13	12	6	43
10	High poverty	2	27	11	32	11	17
11	Low poverty	3	29	8	37	5	18
12	Majority White	4	29	9	39	6	14
13	Majority students of color	0	23	10	28	12	27
14	Large	2	5	6	14	10	64
15	Medium	0	28	6	31	7	28
16	Small	4	30	10	38	8	11

	A	B	C	D
1	From which sources does your district/CMO hire your math teachers?			
2	Weighted Percentages			
3				
4	Return to Index	Not a source	A small source	A large source
5	Alternative certification programs			
6	Your District			<input type="checkbox"/>
7	Total	45	42	12
8	Rural	45	42	13
9	Suburb	50	43	7
10	Urban	29	45	26
11	High poverty	35	42	23
12	Low poverty	54	42	5
13	Majority White	48	42	10
14	Majority students of color	34	44	22
15	Large	22	45	34
16	Medium	40	50	9
17	Small	49	39	12
18	Graduates from local Minority-Serving Institution(s) teacher preparation programs			
19	Your District	<input type="checkbox"/>		
20	Total	65	30	5
21	Rural	72	23	5
22	Suburb	57	39	4
23	Urban	29	66	5
24	High poverty	64	33	3
25	Low poverty	65	29	6
26	Majority White	71	24	5
27	Majority students of color	45	51	3
28	Large	29	62	9
29	Medium	62	35	3
30	Small	68	27	5
31	Graduates from other local college or university's teacher preparation programs			
32	Your District			<input type="checkbox"/>
33	Total	8	31	61
34	Rural	8	35	56
35	Suburb	7	18	75
36	Urban	4	50	45
37	High poverty	12	37	51
38	Low poverty	5	25	70
39	Majority White	5	27	68
40	Majority students of color	15	38	46
41	Large	6	30	64
42	Medium	7	21	72
43	Small	8	33	59
44	Graduates from non-local college or university teacher preparation programs			
45	Your District		<input type="checkbox"/>	
46	Total	24	56	19
47	Rural	28	58	14
48	Suburb	18	49	33
49	Urban	9	77	14
50	High poverty	30	58	12
51	Low poverty	20	56	24
52	Majority White	23	58	20

	A	B	C	D
53	Majority students of color	26	54	20
54	Large	17	56	27
55	Medium	28	47	24
56	Small	23	59	18
57	Grow-your-own program graduates			
58	Your District		□	
59	Total	60	37	3
60	Rural	58	38	4
61	Suburb	69	31	1
62	Urban	36	58	6
63	High poverty	49	47	4
64	Low poverty	67	30	3
65	Majority White	64	33	3
66	Majority students of color	44	51	6
67	Large	38	55	7
68	Medium	48	52	0
69	Small	64	32	4
70	Recruitment fairs			
71	Your District			□
72	Total	34	51	14
73	Rural	38	51	10
74	Suburb	30	51	20
75	Urban	12	53	35
76	High poverty	28	55	17
77	Low poverty	38	49	13
78	Majority White	40	51	9
79	Majority students of color	13	56	31
80	Large	3	60	37
81	Medium	16	63	21
82	Small	41	48	11
83	Responses to district advertisements			
84	Your District		□	
85	Total	14	41	45
86	Rural	13	45	42
87	Suburb	15	32	54
88	Urban	19	40	41
89	High poverty	16	45	39
90	Low poverty	12	39	50
91	Majority White	14	43	43
92	Majority students of color	11	37	53
93	Large	11	54	35
94	Medium	13	53	34
95	Small	14	37	49
96	Outside recruiters			
97	Your District	□		
98	Total	88	11	1
99	Rural	89	11	0
100	Suburb	93	7	0
101	Urban	58	30	11
102	High poverty	81	18	0
103	Low poverty	94	5	1

	A	B	C	D
104	Majority White	93	7	0
105	Majority students of color	73	24	3
106	Large	69	30	1
107	Medium	82	18	0
108	Small	91	8	1
109	Principals' or teachers' social networks			
110	Your District		□	
111	Total	19	60	21
112	Rural	20	59	21
113	Suburb	17	59	23
114	Urban	8	71	20
115	High poverty	14	57	28
116	Low poverty	21	62	17
117	Majority White	21	60	18
118	Majority students of color	8	60	32
119	Large	18	61	21
120	Medium	15	65	20
121	Small	19	59	22
122	Other			
123	Your District			
124	Total	81	12	8
125	Rural	85	10	4
126	Suburb	74	7	19
127	Urban	50	50	0
128	High poverty	72	18	10
129	Low poverty	88	6	5
130	Majority White	84	8	8
131	Majority students of color	68	25	6
132	Large	81	19	0
133	Medium	63	23	14
134	Small	85	9	6

	A	B	C	D	E	F	G	H
1	Which math instructional resources has your district/CMO purchased for use in elementary school grades (K-5) in 2022-2023?							
2	Weighted Percentages							
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.							
4								
5	Return to Index	N/A — Our district designed its own elementary math curriculum	N/A — Our elementary schools or teachers select their own math curriculum and the district does not purchase any	Big Ideas Math: Modeling Real Life - 2019 (Big Ideas Learning, LLC)	Bridges In Mathematics (Math Learning Center)	Common Core Coach (Triumph Learning or School Specialty, Inc)	Connecting Math Concepts (McGraw-Hill Education)	EngageNY (NYSED)
6	Your District	<input type="checkbox"/>						
7	Total	2	1	7	9	0	2	6
8	Rural	1	2	7	6	0	2	7
9	Suburb	3	0	10	14	0	0	3
10	Urban	3	0	3	14	0	4	17
11	High poverty	2	3	7	6	0	4	5
12	Low poverty	2	0	8	11	0	0	7
13	Majority White	2	2	7	10	0	2	6
14	Majority students of color	0	0	10	7	0	1	6
15	Large	4	0	8	6	0	3	7
16	Medium	2	0	9	8	0	3	6
17	Small	1	2	7	9	0	1	6

	I	J	K	L	M	N	O	P	Q
1									
2									
3									
4									
5	enVision Math 2012 (Pearson)	enVision Math 2.0 2016 (Savvas Learning Company, formerly Pearson)	enVision Math 2020 (Savvas Learning Company, formerly Pearson)	Eureka Math (Great Minds)	Everyday Math 2016 (McGraw Hill Education)	Everyday Math 4 2020 (McGraw Hill Education)	Fishtank Plus (Fishtank Learning)	Go Math (Houghton Mifflin Harcourt)	Illustrative Math K–5 (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw Hill)
6									
7	5	3	11	11	3	7	0	17	5
8	5	3	10	11	4	7	0	21	4
9	4	4	15	9	1	6	0	9	5
10	7	5	5	17	4	1	0	9	13
11	6	6	12	14	6	7	0	23	1
12	4	2	10	9	1	7	0	12	6
13	5	4	11	9	4	6	0	18	3
14	5	2	10	12	2	10	0	15	6
15	3	12	25	22	3	5	0	13	6
16	4	4	16	14	4	9	0	12	7
17	6	3	8	9	3	6	0	19	3

	R	S	T	U	V	W	X	Y
1								
2								
3								
4								
5	Into Math (Houghton Mifflin Harcourt)	Investigations in Number, Data and Space 3rd Edition-2017 (Savvas Learning Company, formerly Pearson)	Math Expressions 2013 (Houghton Mifflin Harcourt)	Math Expressions 2018 (Houghton Mifflin Harcourt)	Math in Focus (Houghton Mifflin Harcourt)	My Math 2014 or 2018 (McGraw-Hill Education)	My Math 2020 (McGraw-Hill Education)	Ready or iReady Classroom Mathematics (Curriculum Associates)
6								
7	3	3	3	4	3	4	6	17
8	4	3	4	3	4	4	8	20
9	2	5	0	8	3	2	2	7
10	1	6	1	2	0	0	2	23
11	4	3	1	6	2	4	9	19
12	3	4	4	4	4	4	4	15
13	3	3	4	4	3	3	5	17
14	5	5	0	6	3	4	9	17
15	2	1	1	4	0	0	2	19
16	2	12	3	10	7	5	2	22
17	4	1	3	3	3	3	7	16

	Z	AA	AB	AC	AD
1					
2					
3					
4					
5	Reveal Math, Common Core Edition (McGraw-Hill Education)	Saxon Math (Houghton Mifflin Harcourt)	Singapore Math (Marshall Cavendish Education Pte Ltd)	Zearn (Zearn, Inc)	Other curriculum materials not listed
6					
7	2	3	1	5	14
8	3	4	2	4	13
9	0	0	0	5	14
10	1	1	3	16	19
11	1	5	1	5	15
12	3	1	2	5	12
13	3	3	2	3	9
14	0	2	0	8	24
15	1	1	1	3	13
16	2	5	3	8	17
17	2	2	1	4	12

	A	B	C	D	E	F	G
1	Which math instructional resources has your district/CMO purchased for use in middle school grades (6–8) in 2022–2023?						
2	Weighted Percentages						
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.						
4							
5	Return to Index	N/A — Our district designed its own middle school math curriculum	N/A—Our middle schools or teachers select their own math curriculum, and the district does not purchase any	Agile Mind Middle School Mathematics (Agile Mind)	Big Ideas Math 2013 (Big Ideas Learning, LLC)	Big Ideas Math-Modeling Real Life 2019 (Big Ideas Learning, LLC)	Carnegie Learning Math Series 2011 (Carnegie Learning)
6	Your District	<input type="checkbox"/>					
7	Total	5	2	0	6	6	1
8	Rural	3	2	1	6	5	1
9	Suburb	10	1	0	6	11	0
10	Urban	5	0	1	4	2	4
11	High poverty	3	4	0	2	3	1
12	Low poverty	7	1	1	8	9	0
13	Majority White	7	2	0	7	7	1
14	Majority students of color	1	1	0	3	4	0
15	Large	6	0	1	7	3	1
16	Medium	5	0	0	4	8	3
17	Small	5	2	0	6	6	0

	H	I	J	K	L	M	N	O
1								
2								
3								
4								
5	Carnegie Learning Middle School Math Solution 2018 (Carnegie Learning)	Common Core Coach (Triumph Learning or School Specialty, Inc)	Connected Mathematics Project 3 (Savvas Learning Company, formerly Pearson)	Core Connections (CPM Educational Programs)	EdGems (EdGems, LLC)	Edgenuity (Imagine Learning, formerly Edgenuity)	Engage NY (NYSED)	enVision Math 2.0 2016 (Savvas Learning Company, formerly Pearson)
6								
7	2	0	2	2	0	7	6	5
8	2	1	2	2	0	9	6	6
9	1	0	2	4	0	2	2	2
10	1	0	3	6	1	3	15	5
11	2	1	3	2	0	10	4	8
12	1	0	2	3	0	5	7	3
13	2	1	2	3	0	8	6	5
14	1	0	2	2	0	5	4	4
15	8	0	1	3	1	12	3	11
16	2	2	7	4	0	18	5	4
17	1	0	1	2	0	3	6	5

	P	Q	R	S	T	U	V	W	X	Y
1										
2										
3										
4										
5	enVision Math 2020 (Savvas Learning Company, formerly Pearson)	Eureka Math (Great Minds)	Fishtank Plus (Fishtank Learning)	Glencoe Math (McGraw-Hill Education)	Go Math (Houghton Mifflin Harcourt)	Holt McDougal Mathematics (Houghton Mifflin Harcourt)	Illustrative Math (Kendall Hunt)(LearnZillion) (McGraw Hill)	Into Math (Houghton Mifflin Harcourt)	Open Up Resources 6-8 Math or Illustrative Math (Open Up Resources)	Prentice Hall Mathematics (Pearson)
6										
7	13	5	0	4	15	3	7	4	2	1
8	12	3	0	6	19	3	6	4	1	2
9	17	6	0	1	6	3	5	2	3	0
10	3	11	0	2	8	0	22	1	0	3
11	14	6	0	6	26	4	4	1	1	2
12	13	4	0	3	6	1	7	6	2	1
13	13	2	0	6	14	2	5	5	2	2
14	13	8	0	0	19	3	9	0	0	1
15	22	8	0	2	8	1	8	1	2	3
16	18	3	0	6	17	4	10	3	4	2
17	11	5	0	4	15	2	4	4	1	1

	Z	AA	AB
1			
2			
3			
4			
5	Ready or iReady Classroom Mathematics (Curriculum Associates)	Reveal Math, Common Core Edition (McGraw- Hill Education)	Other curriculum materials not listed
6			
7	13	6	16
8	16	9	13
9	4	0	22
10	21	2	19
11	18	8	15
12	10	5	16
13	12	6	11
14	17	7	25
15	15	4	23
16	20	3	16
17	11	8	15

	A	B	C	D	E	F	G	H
1	Which math instructional resources has your district/CMO purchased for use in high school grades (9–12) in 2022–2023?							
2	Weighted Percentages							
3	NOTE: Respondents were asked to select all that apply. Percentages will not sum to 100.							
4								
5	Return to Index	N/A — Our district designed its own high school math curriculum	N/A — Our high schools or teachers select their own math curriculum and the district does not purchase any	Agile Mind Traditional A/G/A [Algebra I, Geometry, Algebra II] (Agile Mind)	Agile Mind Integrated Mathematics (Agile Mind)	Big Ideas Integrated (Big Ideas Learning, LLC)	Big Ideas Traditional (Big Ideas Learning, LLC)	Carnegie Integrated (Carnegie Learning)
6	Your District	<input type="checkbox"/>						
7	Total	14	6	2	0	4	4	1
8	Rural	8	9	1	0	5	2	1
9	Suburb	26	1	0	0	2	11	0
10	Urban	15	4	8	5	0	3	2
11	High poverty	11	7	3	1	5	1	2
12	Low poverty	14	5	1	0	3	7	1
13	Majority White	14	7	1	0	3	4	1
14	Majority students of color	12	3	4	2	4	5	1
15	Large	6	3	3	2	8	8	4
16	Medium	14	1	3	0	6	9	2
17	Small	13	8	1	0	3	3	0

	I	J	K	L	M	N	O	P
1								
2								
3								
4								
5	Carnegie Learning Math Solution Traditional (Carnegie Learning)	Core-Plus Mathematics (McGraw-Hill Education)	CPM Integrated Math (CPM Education Program)	CPM Traditional Math (CPM Education Program)	Discovering Mathematics: Algebra, Geometry, Advanced Algebra (Kendall Hunt)	Edgenuity (Imagine Learning, formerly Edgenuity)	enMathInstruction Common Core for High School Mathematics (eMath Instruction, Inc.)	Engage NY (NYSED)
6								
7	1	1	2	2	0	13	1	4
8	1	2	2	2	0	17	2	6
9	1	0	1	1	0	5	0	1
10	1	2	1	2	1	5	0	4
11	1	1	2	2	0	17	0	2
12	0	1	2	1	0	10	2	6
13	1	1	3	2	0	13	2	6
14	0	0	0	0	0	12	0	1
15	2	2	2	3	1	18	0	0
16	3	2	1	0	0	19	0	6
17	0	1	2	2	0	11	2	4

	Q	R	S	T	U	V	W
1							
2							
3							
4							
5	enVision Integrated (Savvas Learning Company, formerly Pearson)	enVision A/G/A [Algebra I/Geometry/Algebra II] (Savvas Learning Company, formerly Pearson)	Eureka Math (Great Minds)	Fishtank Math A/G/A [Algebra I/Geometry/Algebra II] (Fishtank Learning)	Glencoe Traditional (McGraw-Hill Education)	HMH Integrated (Houghton Mifflin Harcourt)	HMH Traditional (Houghton Mifflin Harcourt)
6							
7	4	11	1	0	8	2	6
8	6	11	2	0	10	2	6
9	2	11	0	0	3	4	5
10	1	7	5	0	4	1	4
11	7	15	3	0	12	3	7
12	3	8	0	0	5	2	5
13	3	10	2	0	10	2	5
14	7	13	1	0	3	2	9
15	2	15	3	0	2	2	7
16	8	17	1	0	11	8	8
17	3	9	2	0	7	1	5

	X	Y	Z	AA	AB
1					
2					
3					
4					
5	Illustrative Math (Kendall Hunt) (Imagine Learning, formerly LearnZillion) (McGraw-Hill Education)	Interactive Mathematics Program (IMP)-Integrated (Activate Learning)	Into A/G/A [Algebra I/Geometry/Algebra II] (Houghton Mifflin Harcourt)	Holt McDougal Larson Traditional Series (Houghton Mifflin Harcourt)	Open Up High School Mathematics Integrated (Open Up Resources, formerly Mathematics Vision Project)
6					
7	4	0	3	3	1
8	3	0	3	4	0
9	3	0	3	1	3
10	18	0	1	2	1
11	2	1	1	2	0
12	6	0	5	3	2
13	4	0	4	3	0
14	5	1	1	1	4
15	8	0	1	0	2
16	8	0	5	5	0
17	3	0	3	2	1

	AC	AD	AE	AF	AG	AH	AI	AJ
1								
2								
3								
4								
5	Open Up High School Mathematics Traditional (Open Up Resources, formerly Mathematics Vision Project)	Pearson Integrated (Savvas Learning Company, formerly Pearson)	Pearson Traditional (Savvas Learning Company, formerly Pearson)	Reveal Math Integrated (McGraw-Hill Education)	Reveal Math Traditional (McGraw-Hill Education)	SpringBoard Integrated (College Board)	SpringBoard Traditional (College Board)	Other curriculum materials not listed
6								
7	1	4	5	3	3	0	2	21
8	0	4	7	4	3	0	2	17
9	2	5	1	1	0	1	0	31
10	0	2	7	2	7	1	7	24
11	2	6	4	2	3	0	3	23
12	1	3	6	4	3	0	1	20
13	1	3	5	3	3	0	1	17
14	0	8	7	3	2	1	5	31
15	0	6	5	3	5	1	3	28
16	3	5	5	2	4	1	1	22
17	0	4	5	4	2	0	2	20

From: [Wilson](#)
To: [Mattingly, Mike M](#)
Subject: Fwd: Grievance 1 All Boys Aren't Blue
Date: Monday, May 22, 2023 8:00:59 AM
Attachments: [Exhibit A All Boys Aren't Blue.docx](#)

Mike

Please see the attached, since Ross served on the committee, can you provide an alternate Level I hearing officer?

Thanks

JW

Sent via the Samsung Galaxy S23 5G, an AT&T 5G smartphone
Get [Outlook for Android](#)

From: Garison, Ross D <rgarison@dentonisd.org>
Sent: Friday, May 19, 2023, 5:00 PM
To: Robinson, Deron T <d robinson2@dentonisd.org>; Wilson, Jamie K <[jwilson@dentonisd.org](mailto: jwilson@dentonisd.org)>;
Mattingly, Mike M <[mmattingly@dentonisd.org](mailto: mmattingly@dentonisd.org)>
Subject: Fw: Grievance 1 All Boys Aren't Blue

When I sent the email below, I assumed that the hearing would be assigned to someone else, but I realize I didn't state that explicitly.

Ross Garison

Director of Digital Learning
Denton ISD
940-369-0112
Twitter: [@garisonr](#)

From: Garison, Ross D <rgarison@dentonisd.org>
Sent: Friday, May 5, 2023 2:00 PM
To: Robinson, Deron T <d robinson2@dentonisd.org>
Subject: Fw: Grievance 1 All Boys Aren't Blue

I was on the committee for this book and will not be able to serve as a hearing officer.

Ross Garison

Director of Digital Learning
Denton ISD
940-369-0112
Twitter: [@garisonr](#)

From: DEBI SCAGGS <dctalk3@verizon.net>
Sent: Friday, May 5, 2023 1:50 PM
To: Robinson, Deron T <d robinson2@dentonisd.org>
Cc: Garison, Ross D <rgarison@dentonisd.org>
Subject: Fwd: Grievance 1 All Boys Aren't Blue

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good afternoon, Mr. Robinson. I filed this grievance at the end of February and I think maybe it may have been overlooked as I still have not had a hearing on it. Would you, please, see about scheduling it soon?

Thank you,
Debi Scaggs

Begin forwarded message:

From: DEBI SCAGGS <dctalk3@verizon.net>
Subject: Grievance 1 All Boys Aren't Blue
Date: February 23, 2023 at 11:44:22 AM CST
To: "Robinson, Deron T" <d robinson2@dentonisd.org>

Hello, Mr. Robinson.

I would like to file a grievance on the book All Boys Aren't Blue.

Thank you,
Mrs. Debi Scaggs

Denton ISD 061901

PUBLIC COMPLAINTS GF (EXHIBIT)

EXHIBIT A

DENTON INDEPENDENT SCHOOL DISTRICT PUBLIC COMPLAINT FORM — LEVEL ONE

A member of the public who wishes to file a complaint must fill out this form completely and turn it in to the principal of the campus where the event that gives rise to the complaint occurred. All complaints will be processed in accordance with policies G F (LEGAL) and GF (LO- CAL). Please use additional sheets of paper as necessary to completely respond. Failure to give complete details, including dates, will prevent those details from being considered in resolution of the grievance. Copies of any documents that support the complaint should be attached to the complaint form. If the grievant does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, new documents may only be submitted if the individual did not know and with reasonable diligence could not have known of the existence of the documents.

1. Name: **Debi Scaggs**
2. Address: **2308 High Meadow Dr., Denton, TX 76208**
3. Please state the first date of the event or series of events causing the complaint.
February 20, 2023
4. Please state your complaint, including the harm that you allege to have occurred.

The committees' notes pertaining to All Boys Aren't Blue by George M. Johnson do not acknowledge content conflicts with state and federal law appealing to sexually explicit conduct and sexual arousal of minors.

5. Please state the remedy you are seeking.

Remove from curriculum, library and classrooms and keep Denton ISD compliant with state and federal laws.

6. Please state specific facts of which you are aware to support your complaint. List in detail and include dates when applicable:

The first question on the review form is:

1. Is the material obscene, harmful, or pervasively vulgar?

Sexually explicit materials and/or content in this book violates both state and federal laws providing harmful material to minors. The review committee voted unanimously that the book was not obscene, harmful, or pervasively vulgar. Several committee members commented that the book was not "pervasively vulgar" however, they ignored the first part of the question about obscene or harmful.

I submit the legal definition of obscene from Texas Penal Code 43.21:

"Obscene" means material or performance that:

(B) depicts or describes:

- (i) **patently offensive representations or descriptions of ultimate sexual acts, normal or perverted, actual or simulated, including sexual intercourse, sodomy, and sexual bestiality; or**

- (ii) **patently offensive representations or descriptions of masturbation, excretory functions, sadism, masochism, lewd exhibition of the genitals, the male or female genitals in a state of sexual stimulation or arousal, covered male genitals in a discernibly turgid state or a device designed and marketed as useful primarily for stimulation of the human genital organs**

The last third of this book contains many examples of obscenity as defined by the law 43.21. There are several explicit descriptions of the main character's experience with sodomy and oral sex (pages 201, 266, 271) as well as masturbation and the male genitals in a state of sexual stimulation or arousal on pages 201 and 207. All of these passages violate the Texas Penal Code concerning obscenity.

In addition, violations on what is appropriate for and harmful to minors is also violated according to the Texas Penal Code 43.24.

It describes "harmful" as:

- (2) "Harmful material" means material whose dominant theme taken as a whole:
 - (A) appeals to the prurient interest of a minor, in sex, nudity, or excretion;
 - (B) is patently offensive to prevailing standards in the adult community as a whole with respect to what is suitable for minors; and
 - (C) is utterly without redeeming social value for minors.

One of the dominate themes in this story is of the main character's obsession with his sexuality. The explicit sexual scenes are offensive to prevailing standards in the adult community *for adults* must less exposure to a minor, fulling part (A), (B) and (C) of 43.24.

Therefore, the committee that reviewed this book wrongly deemed this book as worthy to be in the Denton ISD library and making available to minors as young as 14 years old.

To be clear, I am not challenging this book on its subject content. I am challenging it on the graphic sexual content.

There has been precedent set by Frisco ISD for removal from public school systems as this book has been removed from their libraries for obscene content.

I also want to state that moving this book to "parent permission" status is unacceptable due to the fact that public schools should not have a "porn section" in their libraries even with the requirement of parent permission. It is a violation of the law to distribute pornography to a minor. This book is pornographic.

Content

p.1

BLACK. QUEER. HERE.

p.2

The "It's a girl! No, it's a boy!" mix-up is funny on paper, but not quite so hilarious in real life, especially when the star of that story struggles with their identity. Gender is one of the biggest projections placed onto children at birth, despite families having no idea how the baby will truly turn out. In our society, a person's sex is based on their genitalia. That decision is then used to assume a person's gender as boy or girl, rather than a spectrum of identities that the child should be determining for themselves.

...It's as if the more visible LGBTQIAP+ people become, the harder the heterosexual community attempts to apply new norms. I think the majority fear becoming the minority, and so they will do anything and everything to protect their power.

p.3

Look up intersex if you're confused about "other."

...When our gender is assigned at birth, we are also assigned responsibilities to grow and maneuver through life based on the simple checking off of those boxes. Male. Female. Black. White. Straight. Gay. Kids who don't fit the perfect boxes are often left asking themselves what the truth is:

Am I a girl?

Am I a boy?
Am I both?
Am I neither?

p.4

Unfortunately, we are still struggling to move the conversation past an assumed identity at birth. And LGBTQIAP+ people are not just fighting for the right to self- identify and be accepted in a society that is predominantly composed of two genders...

...I started writing this book with the intention that every chapter would end with solutions for all the uncomfortable or confusing life circumstances I experienced as a gay Black child in America. I quickly learned this book would be about so much more. About the overlap of my identities and the importance of sharing how those intersections create my privilege and my oppression.

p.5

We all go through stages of accepting or struggling with our various identities- gay, straight, or non-identifying.

...In the white community, I am seen as a Black man first- but that doesn't negate the queer identity that will still face discrimination.

p.6

I believe that the dominant society establishes an idea of what "normal" is simply to suppress differences, which means that any of us who fall outside of their "normal" will eventually be oppressed.

p.9

But now I know that queerness is a part of Blackness, and that there is no Blackness without queer people.

p.11

I want to immortalize this...narrative of the Black queer experience that has been erased from the history books.

p.22

Unfortunately, my life story is proof that no amount of money, love, or support can protect you from a society intent on killing you for your Blackness. Any community that has been taught that anyone not "straight" is dangerous, is in itself a danger to LGBTQIAP+ people.

I used to daydream a lot as a little boy. But in my daydreams, I was always a girl.

p.47

This is about identity. This is about culture and how it dictates what is a "good" and "bad" name, especially in the Black community. This is about the politics around sex and gender, and that when our parents choose a name that we as children are uncomfortable with, we have the right to change it.

p.49

When we see our children not conforming to the societal standards of heterosexuality or we see them gravitating to things of the "opposite gender," I would love for us to ask the deeper questions about who and what they are.

p.50

As we continue to grow through sex and gender, many people will take back their power and change their names- choosing one that fits the person they are, not the one society pushed them to be.
...Suffice it to say, respect people for their names, and for how they choose to identify. This also goes for respecting people and their choices of pronouns- he/him, she/her, they/them, go, goddess, or whatever. We are conditioned to think these things should be the expectations. People being allowed to be called by their chosen names and their gender pronouns is the rule.

Let yourself unlearn everything you thought you knew about yourself, and listen to what you need to know about those who navigate life outside the margins of heterosexual box. I bet most of you never thought to ever question if you even like your name. Or question if that was something you had the power to change if you didn't. I hope you will now...

p.57

Boys were supposed to speak one way. And girls were supposed to speak another. So, I would do my best to not use girl lingo when I was around boys, and vice versa. I was "code-switching" long before I knew what code-switching was.

p.58

I had created my first term in gay lingo, even though I didn't know what being gay was.
...Lingo that children like me were ostracized for using. Lingo that queer children today still get ostracized for using. And yet straight people use it out of context safely.

This lingo or slang was created by "Black femmes," which is an umbrella term that captures Black trans women, Black queer men, nonbinary folk, cishet Black women, and anyone else I may be missing. However, a lot of this history has been erased from those who identify as queer, which has allowed the notion that queer culture comes from emulating Black cishet women to spread. But it's not true. That erasure also allows the hetero community to get "a pass" for using language that would often get queer folk harmed.

p.63

...I realized the only place that was truly safe for me would be in my imagination. My ability to be a kid came at the expense of my gender identity.

p.71

...I would sit with the boys and talk about "boy" things, but then immediately go to recess and get with my girls. Code-switching like that, navigating disparate spaces like that, was pretty much normal.

p.75

People who are straight that associate with me now, as an adult, still get questioned about their sexuality. Simply because they are friends with me. Adults who participate in homophobia create kids that do the same.

Homophobia denies queer people happiness.

...Homophobia is the reason that so many who currently play sports are closeted- as there is no way football, baseball, and basketball are 99.9 percent heterosexual.

...Dominant culture's inability to integrate his queerness into a masculine- centered sport like football stole the opportunity of a lifetime from him.

p.127

My queer identity is a part of my Blackness...

p.158

I watch Black men criticize Black queer boys every day. And that's not to say my community is more homophobic than others or that I don't see where Black straight men affirm me, but by and large, it's not enough.

p.159

My father taught me that as much as I feel that straight Black men are often my oppressors...
...That the social conditioning that told us to hate our own because of sex and gender...

p.160

I'm going to write this in the only language I knew at the time- in my adolescent years before I had a full understanding of transphobia and the actions that fed into it. Knowing what I know now, there would've never been the misgendering, or the switching between your birth name, Jermaine, and your chosen name Hope.

p.165

I was unsure if I was a boy or a girl or a science project...

p.169

I also knew by this point in my early teens that I wasn't going to be a transgender. ...As a young boy I was effeminate and figured that I was supposed to be a girl- because I liked girl things and had girl mannerisms. That was all I could process from the age of five until I was about twelve, because I didn't have a full vocabulary for gender and sexuality. My daydreams didn't feature me as a boy, but as a girl named Dominique-...

p.170

My belief that I was supposed to be a girl also correlated with my attraction to other boys. Girls liked boys. I didn't know that boys could like boys. At that time, the only representation I had of what happened when a boy liked a boy was watching my cousin transitioning.

Which then led me to think that I might possibly be transgender. I thought that meant "a boy who wanted to be a girl" and you were the physical representation of what that looked like. For many of my younger years, I did have the mind-set that one day I would likely transition to a girl.

Growing up with transgender people in our family was a norm for us...

p.175

You taught me a lot about myself and that an LGBTQIAP+ community did exist. ...A Blackness that can't tolerate and protect queerness. A white society wanting to destroy us all.

p.177

I know it was likely even harder raising a Black queer kid in a society that already makes it difficult to raise a Black child without the additional marginalization. ...Making my godmother Aunt Audrey, who just happened to be a lesbian,...

p.182

This is likely the hardest chapter I'll ever write. And frankly, I'm not even sure if it fits with the themes of Blackness or queerness or critical race theory in this book—nor do I really care.

p.201

"Yeah." But I laughed and said, "Get your hand off my butt."

You giggled. "That's not my hand."

"You're lying," I said. You then placed both hands on my hips, as we lay side by side. There was still something poking me.

You were fully erect at this point. I was nervous. "We gonna get in trouble."

"You can't tell anybody, okay?" you said. "You promise that you not gonna tell anyone?"

I promised. You then grabbed my hand and made me touch it. It was the first time I had ever touched a penis that wasn't my own. I knew what was happening wasn't supposed to happen. Cousins weren't supposed to do these things with cousins. But my body didn't react that way. My body on the inside was doing something, too.

p.202

By now we were both touching each other. I tried my best not to enjoy it, because you were my cousin. We were crossing a line that family should never cross. But it felt so right for a boy who always felt that he was wrong. To know someone else was having those same feelings validated everything going on inside of me. I knew it wasn't fake. But the fact that we were doing it in secret also told me this wasn't something anyone would accept. Especially your girlfriend.

p.203

I had never done anything sexual with anyone up until that point, despite my friends in school all talking about losing their virginity.

We sat there for about ten minutes before you finally stood up. You then had me stand up with you. At this time, you were much taller than me, probably by a good foot. You told me to take-off my pajama pants, which I did. You then took off your shorts, followed by your boxers. There you stood in front of me fully erect and said, "Taste it." At first, I laughed and refused. But then you said, "Come on, Matt, taste it. This is what other boys like us do when we like each other." I finally listened to you.

The whole time I knew it was wrong, not because I was having sexual intercourse with a guy, but that you were my family. I only did that for about forty-five seconds before you had me stop. Then you got down on your knees and told me to close my eyes. That's when you began oral sex on me as well. It was the strangest feeling in the world. Unfortunately, I didn't have a handbook to learn sexuality as a queer boy. My crash course was happening right in front of me, and despite the guilt I was feeling, there was also euphoria. Things were happening to me that I couldn't explain. Feelings and emotions I had not known existed.

After a minute or so, you stopped. You then laid me on the ground and got on top of me. You began humping me—back and forth back and forth—never penetrating me, though. It was just our bodies on top of each other going back and forth for several minutes while the music on the TV played in the background. Aretha Franklin was singing "A Rose Is Still a Rose." The irony of a song playing in the background about the deflowering of a young girl being used by a man. The irony of me lying on the basement floor.

You eventually got up off me and told me to come to the bathroom, that you wanted to show me one more thing. You turned on the light and closed the door. You began stroking yourself in front of me. I just stood there nervous because I didn't know what to expect next. You said, "Just keep watching, Matt." So I stood there and watched you for several minutes.

Then you began to moan slightly. I took a step back because I didn't know what was about to happen, and then it did. You ejaculated into the toilet in front of me. I was very unaware of what sex involved at the time—primarily because I stayed away from it. I knew I didn't like girls that way, and the first thing folks would ask you if you inquired about sex was whether "you were fucking or not." And I wasn't. We also had the bare minimum of sex education in school, so I was unaware of a lot of things.

Watching you ejaculate was shocking. I remember you telling me, "It's semen. One day when nobody is around, you should do this until you get this feeling you never felt before and bust."

Watching you ejaculate was shocking. I remember you telling me, "It's semen. One day when nobody is around, you should do this until you get this feeling you never felt before and bust."

I looked at you and said, "I can't do that, I'm not old enough yet."

You laughed. "Matt, you are old enough. Go ahead and try it."

By this point, fear had overcome me and so many lines had been crossed that I finally said, "I don't want to

do it."

"That's cool. Come on, let's go to bed."

We went back upstairs and both went to bed. You rolled Over to face the wall, and I sat there. For hours. I sat there until the sun came up, not knowing what to do or say or how I would face my parents. I finally fell asleep in the early morning. I woke up a while later, after you. You were still in bed behind me but watching TV. I rolled over and looked at you, and you said, "Remember our promise, Matt? "

p.207

Two weeks after that night, I masturbated for the first time, and you were right. I was old enough to experience that feeling of what I would later learn is called an orgasm. Despite knowing that what happened with you was wrong, I now knew that I was definitely attracted to boys.

...I was soon a high school freshman, with sexually active teens all around me.

p.208

I unzipped my pants and began to pee in the stand-up urinal in the corner. I was there for about ten seconds before I felt someone come up behind me. At first, I froze because I didn't know what was happening. He put both his hands around me and then moved down to touch my genitals. I could feel every nerve in my body start to tingle. I didn't know who was behind me, but I knew that I was being violated.

I immediately stopped peeing, turned around, and pushed him off me. It was a boy I will refer to as Evan. Although we weren't friends, I knew who he was. We were in the Same grade and had taken classes together before.

I zipped up my pants and yelled, "What the fuck are you doing? "

"Yo, I'm just playing. Chill out," Evan yelled back.

"I don't play like that," I said. "Don't tell anybody, okay?"

"I won't. Just get out of here."

p.228

It's one thing to deal with just Black kids and worry about sexual identity. It's entirely different to struggle with white kids because I was Black, and Black kids because I was gay. That double marginalization was a tiresome burden.

p.237

Every new person you meet, you are likely having to explain your identity.

p.257

"I heard you were gay. We don't allow that f***** shit in our chapter."

p.262

I never daydreamed about sex with another boy. When I did think about sex, I was a girl having sex with a boy. I created an alter ego in my mind named Dominique that looked how I would look if I were a girl, and she would have sex with any of the boys I daydreamed about. That was the only thing that ever made sense to me, until I finally didn't. College opened my eyes to some things.

p.263

We learned the basics about sex. What an erection was, what sperm did and how it traveled to 'an egg to create a baby. We learned about STIs like chlamydia, gonorrhea, and HIV. But again, surface-level information. Nothing about how these infections harm one community more than the other—especially HIV in the Black community.

We also didn't learn about sex between two men. I focused on masturbation instead of sex, primarily because I still could not imagine myself having sex with anyone else. The feelings I had were for boys, but 'the only encounters I'd had with boys—Thomas and Evan—weren't the same as what I had seen in love stories or pornography. Those were mostly between men and women, and they were excited and confident with each other. The porn stories were so romanticized, but the passion was there. Even the corny storylines were better than my lived experience—which consisted of no romantic love at all. So, sex with myself was going to have to suffice until I had the ability to trust myself with someone else.

That moment for me didn't come until my junior year of college. I remained a virgin until I was almost twenty-one years old, something unheard of in my family. It had been a daunting task to lie about having sex (and with a girl) to all of my heterosexual cousins. I had never seen a vagina other than in the movies and had no desire to.

p.266

As we kissed, he began unzipping my pants. It was clear to me in this moment that he wasn't new to this. He reached his hand down and pulled out my dick. He quickly went to giving me head. I just sat back and enjoyed it as I could tell he was, too. He was also definitely experienced in what he was doing, because he went to work quite confidently. He then came up and asked me if I wanted to try on him. I said sure. I began and he said, "Watch your teeth." I didn't want to let him know I was inexperienced. So, I slowed down and took my time and luckily got into a good rhythm. He didn't know I was a virgin, and I did my best to act dominant like my favorite porn star. I was an actor, and this was my movie.

There was so much excitement running through my body: This was much more than losing my virginity. For once, I was consenting to the sexual satisfaction of my body. This moment also confirmed that sex could look how I wanted it to look. And that it could be passionate and kind, but most importantly, fun and satisfying. His body felt great in my mouth.

I came up after a while and kissed him again. We both got up and went into his bedroom, where we got completely naked. He took off his clothes and immediately lay on his stomach. I then took off my shirt, and then my boxer briefs. I got behind him. There was moonlight coming through the shades of the dark room. Two Black boys under the glow of blue moonlight. How poetic, dare I say ironic?

Now, I was scared as hell. One, because I didn't know what I was doing and clearly, he did. Two, because it was still college, and my fear of word getting out that I was inexperienced or bad in bed would have been too big of a campus rumor. Let alone that I was having sex with men and a friend of someone in my chapter. For the first few minutes, we dry humped and grinded. I was behind him, with my stomach on his back as we kissed. After a few minutes of fun and games, he got up and went to his nightstand, where he pulled out a condom and some lube. He then lay down on his stomach. I knew what I had to do even if I had never done it before. I had one point of reference, though, and that was seven-plus years of watching pornography. Although the porn was heterosexual, it was enough of a reference point for me to get the job done. I remember the condom was blue and flavored like cotton candy. I put some lube on and got him up on his knees, and I began to slide into him from behind. I tried not to force it because I imagined that it would be painful; I didn't want this moment to be painful. So I eased in, slowly, until I heard him moan.

As we moved, I could tell he was excited and I was, too, but the pride in me told me not to show it. I felt like I was in control and proud of myself for getting it right on the first try—all the while still being nervous. I wanted to stay dominant in that moment. We went at it for about fifteen minutes before I started to get that feeling. Weakness in the legs, numbness in the waist. I finally came and let out a loud moan—to the point where he asked me to quiet down for the neighbors. I pulled out of him and kissed him while he masturbated. Then, he also came. That night was glorious. I had conquered a fear and had sex with a man on my own terms.

p.269

For me, I was finally on my journey of sexual exploration and couldn't wait to do it again. He and I had sex a second time two weeks later, before school let out for summer. ...I had several sexual encounters that involved mutual masturbation and kissing and fooling around, but I just couldn't bring myself to have penetrative sex again. I was hesitant because I still had a lot of questions. As much as I enjoyed being on top, I wasn't sure if I always wanted to be the dominant person in the bedroom. I was still a novice at sex, and even more at gay culture and sexual positions. I wasn't sure if because I "topped" him, that meant I always had to be the top. I also wanted to try the bottom position, which I associated with being the more submissive person.

...I just needed time to reflect, and figure out if sex for me was going to be the casual hookup thing or if I was ready to now seek something more.

p.270

By that time, I was using a dating app online called Black Gay Chat.

p.271

I got to his apartment and we both began drinking while watching TV. This lasted all of ten minutes before we started kissing and undressing each other.

He then stood up and grabbed me by the hands and led me into his bedroom. We took each other's clothes off, fast but deliberate. After, he told me to lie down on the bed. He asked me to "turn over" while he slipped a condom on himself. My heart immediately started to race. Nervously, I asked him what he was doing, and he said, "You." I laughed at first but then told him that I had never been the bottom. He looked at me and said, "Well, that's about to change tonight."

I was extremely nervous. There is a fear, as with most things that you are doing for the first time. But this was my ass, and I was struggling to imagine someone inside me. And he was . . . large. But, I was gonna try. I had previously topped someone who clearly enjoyed it, but he had been enjoying anal sex before I ever came along. He knew what to expect. I didn't. As an avid porn watcher, the only thing I knew about anal sex previously was that it was painful, or at least played up as such on the cameras.

Nervous and drunk, I listened and got on my stomach. He got on top and slowly inserted himself into me. It was the worst pain I think I had ever felt in my life. He then added more lube and tried again, which felt better but not by much. He began his stroking motion. Eventually, I felt a mix of pleasure with the pain.

I can't say that I didn't enjoy it, because I did. But it was painful for sure. In those few minutes though, I can say that he was gentle. His aim wasn't to hurt me, and my aim was for him to be pleased, too. He didn't last long inside of me, thankfully. He gave me a kiss before he pulled out. I didn't stay long, nor did I masturbate after. I was in a state of shock. I just wanted to get back home.

p.272

I was in pain for nearly three weeks following that encounter and too afraid to go to the doctor for help because I would have had to tell them I had been having anal sex. So, like most other trauma in my life, I sucked it up and dealt with the pain until my body healed. I didn't have sex for several months following that encounter.

But after a while, I got the courage to try it again, but this time I went into it much more prepared. With each time, I learned more about my body...

...Sex should be pleasurable.

...Like they say, Practice makes perfect, and I eventually got a lot of practice.

p.292

Time waits for no one, and for Black queer people, there are too many trying to steal the little bit of time we have.

Profanity

Count

Ass 2, Faggot/Fag 13, Fuck 2, Nigga/Nigger/Negro 16, Piss 1, Shit 11

If hand-delivered, make two copies. Leave one with the administration and keep the other. If mailed, send certified with return receipt requested. DO NOT FAX.

7. Name and date of receipt by District administrator:

To Be Completed by an Administrator Only

Signature of Grievant: **Debi Scaggs**

Date: **February 22, 2023**

DATE ISSUED: 6/10/2014 1 of 1 LDU 2014.01
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To: theresa.williams@pisd.edu
Subject: Fwd: Sign the Petition to Fight for Texas Kids
Date: Wednesday, November 1, 2023 5:55:06 PM

Sent via the Samsung Galaxy S23 5G, an AT&T 5G smartphone
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From: Texas Coalition for Kids <info@texascoalitionforkids.org>
Sent: Wednesday, November 1, 2023 5:09:58 PM
To: Wilson, Jamie K <jwilson@dentonisd.org>
Subject: Sign the Petition to Fight for Texas Kids

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→ Deranged, Woke Progressives have made kids collateral damage in their culture war.

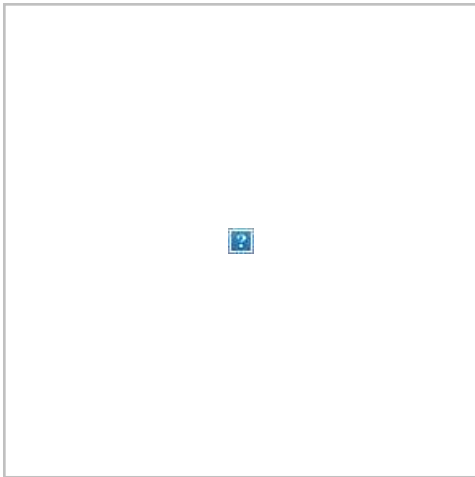
→ Exposing children to Leftist gender ideology and pushing it on them is absolutely child abuse.

→ The Left seeks to harass and intimidate anyone who wants to protect Texas kids, but we will not give in.

Sign the **Texas Coalition for Kids** Petition to Protect Children from Explicit Drag Shows

Earlier this year, your Texas Legislature passed Senate Bill 12 (SB 12), **which prohibited minors from attending sexually explicit drag shows and other lewd adult “performances.”**

However, U.S. District Judge David Hittner recently ruled that SB 12 “infringes on the First Amendment and chills free speech,” **halting the implementation of the bill and continuing the sexualization and scandalization of Texas children at hypersexual events** organized, orchestrated, and attended by



adults.

Hiding behind free speech and free expression is not acceptable. **There is no First Amendment right to scandalize and sexualize minors.** Without SB 12 in place, children as young as four or five would be allowed to attend events in which the “performers” are nude or engages in sexual conduct.

Sign our petition imploring our conservative Attorney General, Ken Paxton, to appeal Hittner’s ruling and continue the fight to protect the innocence of children from the perversions and fetishes of sick adults.

[Click Here to Sign the Petition](#)

Important Events:



**November 4th: Save the Children Rally THIS Saturday!
1-4pm at the Texas Capitol
1101 Congress Ave., Austin**

→ We'll be joining numerous activists and other groups for a rally to protect children from the radical Left. This is a nationwide movement, so the same event will be happening in over 30 states! We hope to see you there!



**November 6: Plano ISD Board Meeting NEXT Monday!
6pm at Plano ISD Administration Center
2700 W. 15th Street, Plano**

→ If you are a Plano ISD parent or taxpayer, we need you at this meeting demanding that action is taken against any McMillen High School staff who approved of the pro-terrorism, pro-Hamas rally that took place on school grounds last week.



**November 16: Dallas ISD Board Meeting
6pm at 5151 Samuell Boulevard, Dallas
Ada L. Williams Governance Room**

→ If you are a Dallas ISD parent or taxpayer, we need you at this important school board meeting! More information [here](#).

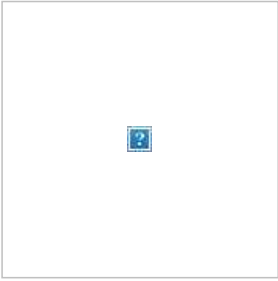
Stay Informed

A teacher in Katy ISD was recently caught teaching a lesson on "whiteness." Yet another instance of Critical Race Theory being taught



in our public schools. The Woke teachers who violate the CRT ban must be held accountable.

[READ MORE](#)



There's now a chance that your taxpayer dollars are going towards child gender mutilation. We must stay vigilant, even in Texas, on where our tax dollars go.

[READ MORE](#)



According to this recent poll, most Texans want school choice. Despite the lies and pushback from the Left, parents know that vouchers would be extremely beneficial for their kids.

[READ MORE](#)

[Email Our Team!](#)

→ We want to hear from you. Email our team and we'll get back to you!

[Donate Today!](#)

→ Help us continue the fight against the radical Left to preserve Texas values for our children.

[Visit Our Website!](#)

→ Visit our website for more information on important news and how you can get involved.

www.TexasCoalitionforKids.org

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From: HillCo Partners <tbode@hillcopartners.com>
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Senate Finance - February 6, 2023

Senate Finance met on February 6 to hear LBB and agency presentations on the Article III agencies below:

- Texas Education Agency
- Permanent School Fund Corporation
- Teacher Retirement System

- Optional Retirement Program
- Windham School District
- School for the Blind and Visually Impaired
- School for the Deaf
- Special Provisions for the Texas School of the Blind and Visually Impaired/Texas School for the Deaf

This report spotlights discussions on the Texas Education Agency, the Permanent School Fund Corporation, and the Teacher Retirement System. [Link to archive of hearing.](#)

*This report is intended to give you an overview and highlight the various topics taken up. **It is not a verbatim transcript of the discussions but is based upon what was audible or understandable to the observer and the desire to get details out as quickly as possible.***

Opening Comment

- Kolkhorst - During Article II meeting on Friday will we take public testimony?
- Chair Huffman - No, will be the Tuesday after president's day

Texas Education Agency LBB Presentation

Maggie Epton, LBB

- [Link to the presentation](#)
- Will overview Foundation School Program funds
- Recommendations include \$72.5b in All funds; 13% more than 2022-2023
- Other Funds increase of \$10.9b, GR decrease of \$2.1b
- Funds for tax ratification elections \$100m for 2024 and \$200m for 2025
- No change to basic allotment; assume changes to the golden penny yield to 126.21 and 129.25 in 2025
- For student growth 2024-2025 estimate 3.1% ADA
 - WADA will 63k per fiscal year
 - Updates to these and will have a conference committee

- Increase to the instructional facilities allotment; recommend to \$100m statutory cap
- 2022-2023 base adjustments
- West - New facilities allotment? Is zero?
 - \$100m cap; actual funding will be determined by the agency
 - Is zero because there are no new facilities projects; the old are already covered
- Enrollment decline savings \$2.1b
- Property tax growth \$4.1b in savings, tax compression cost \$1.7b
- \$900m for settle up; mostly for cost of attendance in 2023 being overestimated
- Whitmire - Significant enrollment declines are statewide? More focused in one area?
 - Chair Huffman - Commissioner Morath will answer that
- Perry - Weighted average is up, but ADA is going down; have had 2.3m cross the border and 1/3 are pre-k to 12; how are we having an enrollment decline?
 - Chair Huffman - Commissioner Morath will answer that
- Foundation school program costs
- \$2.5b cost for 63 additional WADA
- \$15b for property tax relief; all funds cost \$3.1b
- \$9.7b in all funds transferred to the property tax fund; any impacts that might have to recapture is not included
 - Chair Huffman - Total school districts paying recapture could continue to rise
- District property value growth \$6.4b
- Chair Huffman - Transfer does have a rider, but is opened ended as to how we do that
- \$2.2b settle up savings
- \$57.6b for FSP GR \$29.9b
- Was a property tax savings; state compression percentage decrease due to property value increase and enrollment decrease
- Kolkhorst - HB 3 worked for a 50/50 local state share

- Chair Huffman - Will see that is not happening
- State share of FSP 43.1% 2024 and 42% in 2025
- Zaffirini - Could expand on the Teacher Incentive Allotment; expand?
 - Varies on a number of economic disadvantaged and has a rural weight on top of that
- Perry - Has been hard for teachers in my district to get this together; have found no path to engage on that allotment
- Chair Huffman - Have spoken with Morath on how to make the TIA more accessible
- School districts are either in 5 golden pennies or at 5.8 copper pennies
- Texas Special Education Funding Commission published their final report in December 2022
- Campbell - Explain the Special Education Funding Commission's recommendations on an education savings program?
 - TEA would be better equipped to answer that question
- West - Asks about the Teacher Incentive Allotment
 - Weights are tied to comp ed weights; teachers would receive a higher level
 - is an extra 3k to 32k
 - Disadvantaged and rural is maximum amount

Scott Lewis, LBB

- Technology and instructional \$1.04b; 307m increase from 2022-2023
 - Excludes \$317b unexpended balance
- Administrative set aside for EMAT approximately \$2b
- GR funding to non FSP \$717m increase due to one time funding 2022-2023
 - PTEC, TCLAS, and other grants
- \$600m in additional funds to districts for new safety initiatives
- Federal funding streams; ESSER II and III ending during 2024-25
- Maintenance of IDEA Act; \$75m needed 2024-25 could be addressed in supplemental bill
- \$33m increase to supplemental special education program

- Kolkhorst - COVID funding totals \$20.5b; have schools spent all of that?
Timeline?
 - Some ESSER II and III will end in upcoming biennia; agency will be able to speak to how much was pulled down
- Kolkhorst - Want to ensure we do not pay for recurring costs with federal funds
- Zaffirini - Going to get information on how much federal funds were used in lieu of state funds?
 - Agency will speak on that
- Strong Foundations Program base funding full continuation of \$150m
- Student Assessment Program base funding at \$238m in All funds
- TEA will continue to implement changes to the STAAR test
- A-F accountability ratings were released in August 2022 after being on pause due to the pandemic
- Title I A increase \$175m and National School Lunch program \$91m
- Rider 3 revised foundation
- Rider 58 consolidates PTEC, TSTEM, and related programs
- Rider 75 contingency language for stat change to the supplement special education program
- New riders include new cybersecurity program \$55m and intent riders for the property tax relief fund and funding]
- Deleted riders Permanent school fund and others associated with expired programs, no longer required contingency
- Exceptional items; \$15.5m
- Local designation; administrative flex
- Literacy achievement academies
- West - A-F accountability; more schools were FNR in 2022?
 - Went from 14 to 16 districts
- West - Notes more schools are A and less are B
- Campbell - School Marshal Program increase in \$1m; wrote a bill to expand this program

- Paxton - Base bill includes \$15b in property tax relief including \$2.2b reduction for recapture; aim to eliminate recapture all together; have school district runs?
 - Could compile data on recapture by district
- Paxton - How have Special Education Funding Commission's recommendations been incorporated including the grant program?
 - Formula changes have not been contemplated in this bill
- Hall - Just because there are federal funds out there does not mean we have to spend?
 - Is the amounts available to the state; TEA could speak to the states' distribution
- Campbell - \$15b in property tax relief from the homestead exemption?
- Chair Huffman - Part of it; excess mostly from sales tax and severance taxes
- Whitmire - Will be in a mess; will need future funding to maintain the exemption
- Bettencourt - Are in a growing economy and property tax legislation last session is baked into this; have a bill to take exemption from 40k to 70k
- Hinojosa - Pass through grants?
 - Will be continued funding as it is in the current biennia

Texas Education Agency Presentation

Mike Morath, TEA Commissioner

- Introduced budget does fully fund entitlements
- Have a huge increase in budget commitment by the legislature
- HB 3 mechanism increased Tier II golden penny yield; equals a per pupil increase
- Is a great deal of property tax relief in the introduced bill
- Included intent riders related to supporting compensation for teacher and restored Instructional Materials Allotment to normal levels after they dropped during COVID
- Supplemental Special Education Services Allotment; fully funds demand;

expiration statutorily

- \$600m to school safety is high priority
- PSF Corporation is now in its; compensation for paying staff in the agency
- Are a number of LAR items not addressed in the base bill,
 - Deferred maintenance in TEA for IT as system has crashed previously
- Kolkhorst - ESSER funds; had anything to do with allocation via a formula?
 - ESSER I, II, and III came with federal formulas; state had 10% discretionary funds which
- Kolkhorst - Have a breakdown of how much went to what school district? Want that
 - As of January 6, \$8.8b has been unspent
 - Some received no funds; HB 1525 base for all school districts
- Kolkhorst - Spending is one time?
 - Track by category and believe 50/50 one-time versus recurring
- Kolkhorst - Have met all budget statutory requirements?
 - Have gone above and beyond including the \$600m for school safety
- Kolkhorst - Decline of teacher to student ratio?
 - Overall lost a lot of students due to COVID, but did not downsize staff
 - Is a difference between overall versus individual classrooms
- Kolkhorst - Teacher attrition rate is high? Teacher pay has gone up?
 - Yes
- Kolkhorst - School districts have had issues with HB 4545; fully funded?
 - Set up an entitlement out of ESSER funds
 - State set aside billions to support tutoring efforts; districts reported \$60m spent statewide - a small amount of what was set aside
 - Wise for the legislature to identify a dedicated funding stream
- Kolkhorst - In the past, those that were not raised to the \$1.50 cap were punished; HB 3 undid the compression we did to get them to receive funding the way that they should
 - Will have to look into that
 - Per pupil entitlement was frozen pre compression and was sustained through HB 3; have a glide-down transition from ASATAR
- Kolkhorst - Not just those, will talk to you offline

- Kolkhorst - Enrollment versus ADA thoughts?
 - Is a key legislative decision; enrollment is predictable and more budget stability, but ADA creates a financial incentive to find lost children
 - Legislature could find a way for more budget stability
- Nichols - ADA versus enrollment; ADA no longer has teeth
- ASATAR (additional state aid for Tax Reduction program) districts were on a 5 year glide path to end under HB 3
- Kolkhorst thinks it is not just about just ASATAR districts
- Kolkhorst - asked about enrollment vs attendance based
 - Enrollment based is much more discernable, a bit more budget stability
 - On attendance, every day a student shows up to school counts
 - ADA creates a financial incentive for districts to go find lost children
- Nichols - hears the tools schools had to get them back in the classroom has gone away
 - Hears the same thing from district leaders, hands are tied regarding truancy
- Nichols - asked about TIA and the challenges setting it up
 - Thinks there is a need for seed funding to help with these challenges and that funding would disproportionality help rural districts
- Negative enrollment bubble due to declining birth rates, believes enrollment will trend negative for Texas for the next decade
- Districts will experience this radically differently; for example Frisco and Prosper ISD differ in that they do see enrollment growth
- People moving here have less children and everyone having less children these days
- Provided slides for details including slides of declining birth rate, the actual count by grade level, still seeing inbound migration
- Provides this to show the amount spending on public education, if enrollment is flat and declining then appropriators have more flexibility
- Bettencourt - seeing a substantial change in enrollment which leaves room for things like additional funding for special education commission grants, compression of tax rates is good across the board for all including districts in

recapture

- Bettencourt - asked about a method to trim recapture
 - Only works if you move something from tier 2 into tier 1
- Bettencourt - asked if there was a recommendation on recapture that won't break the bank
 - Need equal taxing effort to generate equal benefit
 - As you increase per pupil budget, it brings down recapture
 - Also bringing down floor
- Bettencourt - per pupil rate is up and obviously tax rates are being compressed so question is ...what can be done for additional compression
- Bettencourt - seeing the state has a math problem, significantly in 4th grade
 - Agrees there is a math problem and would say its more than 4th grade
 - Math is linear
 - Discusses curriculum sequence with milestones along the way and ongoing diagnostic as they continue
 - If they have not given teachers that kind of well-structured instructional materials then there will be an impact, generational impact
- Bettencourt- there needs to be more emphasis in math
- Hall - decline in enrollment, just not spending money because we have it regarding federal funds
 - Unique federal funds in that locals and TEA provide assistance to shift funds from one bucket to another so they were able to build up fund balances
 - There will be a fiscal cliff coming up but most districts are anticipating and engaging in planning to allow for a smooth taper
 - Its not a bad thing that fund balances increased during COVID
- Hall - inquired about federal funding details
 - Walks through several funding sources and requirements with them
 - Title has some strings attached and in special ed get about 17 pennies on \$1
- Hall - concern about data gathering and testing from federal government, why not just get the federal government out of education
- Hall - solidarity amount educators is concern of violence in classrooms in lower grades, what can we do to figure out why it is happening and what can be done

about it

- Questions would be how much teacher is supported and resources available from district
- This is a significant driver of discussion on teacher vacancy task force and it is a driver for teacher dissatisfaction
- Hughes - appreciates discussion on TIA, asked about average teacher pay compared to average rural teacher pay
 - Small midsize allotment helps address but in rural area have far more teachers than larger systems
 - Suggest should small and mid-size formulas get more attention
- Hughes - asked about appraisal district and setting values and wants to know how this works
 - Usually its about after several years' worth of problems, small numbers of districts get in trouble for this and for one district the issue was caused by the appraisal district
 - Will get the members more details on this
- Whitmire - asked about diversity and what is grade, ranking is relevant
 - Texas ranking on NAEP is in handout
 - Notes outcomes of system not accounting for student population, the Urban Institute adjusts and says we are in the top
- Whitmire - asked if decline in enrollment includes options parents are taking that is not public education? Are we losing enrollment in education or public education?
 - Will get him details on those numbers
 - Did see a massive exit to alternative form of education
- Whitmire -what truancy tools that have been lost?
 - Most truancy work happens between school districts and local law enforcement
 - There was a class C misdemeanor that is harder to issue
 - Whitmire - it was a fine and it being abused to hundred of thousands a year
 - Whitmire - says it was an abusive system in the past, decision was not to criminalize hardship
- Whitmire - in discipline, seems to be going back to a mental health issue
- Whitmire - discusses apartment leases lending to students moving from area to

area

- Whitmire - would argue strongly that it makes no sense to write a ticket for people suffering family hardships, says it is complex to be in the classroom these days
- West - internal state audit office, performance issues regarding ed prep programs
 - Educator preparation rules is what he oversees in his office
 - Every ed prep program goes through an accreditation review, one that has generated a lot of news in the last year because it is the largest goes through process of cure
- West - asked about issue of complaint process
 - Cannot oversee customer service of ed prep programs
- West - asked about amounts on report, decline or increase
 - Asked for additional details to determine where to look, 4 year graduation rate for African American students
 - West - wants to know why projecting an decrease instead of an increase?
 - Will review and get back to Senator
- West - asked about TIA, LBB report page 13 and item 7, asked about compensation
 - There is a base amount, 5 tiers in comp ed
 - Explained the weights
 - Rural campus bumps up two levels, campus with 80% in most disadvantages that happens to be rural would draw down more - bumped up by two tiers
 - If you have students in urban an rural and urban is severe poverty and rural is moderate, TIA will bump up rural two notches in spectrum of poverty which gives teachers in rural Texas a slight advantage
- West - had a performance question on A-F listing in documents, pg 25
 - Far fewer Ds, not campus numbers but districts
 - Usually districts that have small numbers of campuses moving, saw 2 more F districts but far fewer D campuses
- West - does this include same F districts from previously
 - Will get information on that

- West - any public schools in state of Texas teaching CRT
 - Legislature has defined the concept including not able to teach one race is superior to another race
 - Answer is complex due to number of classrooms, its impossible to know what happens in each classroom
- West - are you aware of any issues?
 - Complaints are booming, has looked at complaints and some do seem bizarre
 - TEA reaches out to district to see if they are taking action to address, they only get involved if district does not address
 - Do see instruction a reasonable person would define odd, see some identified as concern in some of the complaints
 - West - would like to know about some of the things he has seen
- Perry - school discipline story, says the issue is real, teachers being assaulted and there are some bills to address it
- Perry - several bills out there, SB 245 challenges what to do with the littles and wanted to know about pilot programs last session
 - Had provided pilot funds for districts standing up disciplined learning environments, thinks the practice has promise but does not have funding
- Perry - said one campus of first year teachers walked out over first graders
- Perry - ASATAR districts
 - Function of district that has high entitlement, key thing is the amount of funding district receives on per pupil basis
 - Perry - concerned could end up back in court if put more money toward ASATAR
- Perry - On discipline and violent students and filed bills to address this including SB 245; were
 - Is when districts have high entitlement per pupil
- Perry - Teachers deserve help with that TIA rural allotment
- Campbell - How with the number of those who have illegally immigrated here how is that not reflected in the school population
 - Is an increase projected, but is lower than past projections
 - Do not collect data on immigration status of children
 - While they are in custody, there are under the federal government

- Campbell - Guaranteed yield of golden pennies?
 - HB 3 requirement for an increase in the golden penny yield
 - In Tier II first 5 golden pennies are available via school board vote and 3 remaining pennies is a tax ratification election
- Campbell - Can we take cell phones away? Do we need to pass a law?
 - They can and do; you could pass a law to do that if you wanted
- Campbell - How do we address recapture?
 - Massively reduce compressed tax rate; expensive proposition
- Campbell - How do we know schools' fund balances? Average fund balance? Should schools have that or not?
 - Reported annually AFR to TEA; total fund balance end of FY22 was \$23b
 - Have cash on hand because there are monthly obligations
 - Rural districts underspend M&O to save into their fund balance
 - Larger districts typically use it for large expenditures
- Chair Huffman - Why would Houston ISD have the largest fund balance?
 - Could be avoiding a fiscal cliff; districts are shifting fund buckets to avoid an ESSER cliff
- Chair Huffman - They could use these funds to
- Campbell - Was a recommendation for an education savings account for special education; what would a funding mechanism look like?
 - Could be a single item, or funded by tax credit program, or set up as a formula
- Paxton - Have had discussions that TEA set the standard on what the grade levels should look like; funding for what you are working on concerning instructional materials in the base budget?
 - No; base budget has \$250m to sustain materials bought during COVID
 - Do a disservice to teachers by not equipping them in the classroom; need to equip them with rigorous instructional materials via appropriations and statute
- Paxton - Planning on filing legislation this week giving TEA legal authority to promulgate cybersecurity rules for school districts with DIR; how would that look?
 - Partnership with TEA and DIR could provide basic rules framework including standards for maintaining data and working with vendors

- Zaffirini - How has the Teacher Incentive Allotment affected retention and student outcomes?
 - Incentive pay does not help with how hard teachers work; pay adjustments cause them to be teachers longer
 - Teachers are designation because they have high levels of student achievement
- Zaffirini - Have there been negatives such as decreases in moral?
 - Have not seen that consequence; one has been assistant principal and principal pipeline has slowed
- Zaffirini - How does Supplemental Special Education Funding Program compare with others?
 - Outcomes data is difficult to discern; have high parent satisfaction data
- Zaffirini - Benefits of transition from placement to service intensity model?
 - Smart recommendation of the commission; is a current cost misalignment which is more difficult in rural or smaller districts
- Zaffirini - If went to the service intensity model would resolve issues with the federal government?
 - Would need a funding infusion to avoid any issues with the federal government
 - Will be fined by the federal government \$74m for funding shortfalls in previous years
 - Have appropriated the money to us in previous sessions, but have not been able to pay them yet
- Zaffirini - Some teachers have said HB 4545 funds are not getting to them; how address this?
 - Would be a complete shift in how we fund
- Zaffirini - Asks about the \$600m for school safety?
 - Ask the legislature consider a per campus funding floor; might require a statutory change
- Zaffirini - \$15b and raising exemption would affect average property tax owners' bill?
 - LBB can put something together for you
 - Bettencourt - Will be substantial; from 5 largest ISDs savings could be from \$600

West - Where are we addressing mental health? Should we look at this issue at a state level

- Counselor to student ratio has gotten slightly better after HB 3
- Introduced budget fully funds TCHATT
- Would either need to tell districts how to spend their money or create a separate funding bucket with restrictions
- Chair Huffman - Notes HISD has \$1b in reserves and if mental health is an issue, then they could allocate some of that
- Hinojosa - Cost to change funding model based on number of students registered?
 - If converted all ADA funding formulas \$3b per year if you make no other changes in state law for new costs
 - Could leave regular allotment ADA and convert CTE, Tier II, bilingual allotment, etc. to be enrollment based
- Hinojosa - Hear rules are too complicated for the Teacher Incentive Allotment; ask you look at that
- Kolkhorst - Have a lot of work to do concerning mental health after COVID; school districts want flexibility
- Kolkhorst - Are assessment tools some districts utilize without parents' knowledge
- Kolkhorst - With health data needs to be held privately and need to ensure we empower a parent/guardian with an opt-in
- Kolkhorst - Think more children are coming back to the classroom? Still doing remote learning?
 - Have returned to normal looking classrooms; SB 15 facilitated some hybrid/full-time virtual programs
- Kolkhorst - Increase in the golden penny yield; any in Tier II?
 - Are 8 golden in Tier II
- Kolkhorst - Fractural funding issue; need to address those who were punished for being under \$1.50 in 2005
 - After HB 3 if you were below the threshold, pennies were swapped
 - Kolkhorst - Look forward to working with you and Creighton to remedy this

Windham School District Presentation

Kristina Hartman, Superintendent Windham School District

Robert O'Banion, CFO Windham School District

- Base budget shows increases from our original LAR
- Resubmitted exceptional item request including \$4.2m for program expansions
- Nichols - Benefits fall under ERS?
 - Yes
- Nichols - Any pre-existing issues?
 - Could have been at one time, but have not heard anything recently

TEA and Windham School District Public Comment

Patty Quinzi, Texas-American Federation of Teachers

- Teacher salaries have declined by 4% on average in the last ten years; some were high was 13-14% like in HISD
- Are 10k teacher vacancies; TEA needs to disseminate this data
- HB 3 did provide some state funding, but most of that was tax cuts
- See that incentives do not work
- Need a COLA that keeps up with inflation
- Is alarming that we will not see a line item on how much charter school costs

Pamala McPeters, Texas Classroom Teachers Association

- Appreciate the benefit enhancement for retirees
- State is at a breaking point and talented teachers have already exited or are considered leaving
- Reason for attrition rates are inadequate compensation and working conditions
- Recommend an across the board pay raise of 10k
- Recommend increased contributions to health insurance
- Ensure resources are available including skilled personnel to address

behavioral issues

- Recommend a COLA

Yamacita Thompson, American Heart Association

- Need to allocate funds for CPR and AED training for students before high school graduation
- Vital especially for rural areas as there is a longer response time
- Thanks Sen. Perry for their leadership in these endeavors
- Kolkhorst - Interested in this topic; would be useful
- Perry - This training makes sense; need to do a better job

Taylor Williams, American Heart Association

- Need adequate CPR training for high school students; need hands on training

Christine Bussey, National Association of Social Workers

- Appreciate continued mental health funding
- Often early intervention can help students, but many schools do not have the resources to do so
- Are no delegated dollars to fund mental health support; need to create a mental health allotment
- West - Agree with you; know any other school systems who have a mental health allotment?
 - Will get back to you

Chandra Villanueva, Every Texan

- Main concern is that it prioritizes tax cuts over investments in kids
- Are able to increase the basic allotment, but chose not to
- Property tax cuts benefits the richest Texans; do little to nothing to those who are lower income/renters
- Golden penny is still lower than before HB 3

Shannon Hoffman, Hogg Mental Health Foundation

- Appreciate new and continued mental health investment
- Need to address needs earlier and create communities before crisis occur
- Texas can join states like Ohio and Florida who have created a mental health allotment
- Nichols - Child mental health consortium funding helps at the campus level without costing schools; bottleneck will be the number of mental health professionals you can recruit
 - TCHATT is a great resource for some schools, but personnel can benefit smaller schools
- Kolkhorst - Uses for the fund?
 - Want to mimic school safety allotment, but have it separate so there can be a wide array of allowable uses; would not be a requirement
- Kolkhorst - Look forward to coordinating with you in the future; need these assessment tools to be utilized with parents involved
 - Is necessary to have the family involved
- Perry - Concerned about some of these assessment tools having adult content
- West - TCHATT is a great program, but is not the only one; workforce shortages should not be the reason we do not establish a mental health allotment
- West - Those with behavioral issues we are just going to put them away at a program housed by TEA or are we going give districts the flexibility to address those issues
- Perry - Before we design a new mental health allotment need to see how much we are spending on mental health supports
- Perry - A lot of how we fix these behavioral issues are these daily programs

Steven Aleman, Disability Rights Texas

- Special education enrollment has increased in the state; projected to continue to go up
- Need to follow through on the recommendations in the Special Education Funding Commission's report
- Bettencourt - Is legislation in draft form from the commission

Christy Rome, Texas School Coalition

- Recapture is estimated to exceed \$5b
- These increased funds to offset property tax does not equate to funds going to the classroom
- To keep up with inflation would need an increase of \$900m to the basic allotment
- Bettencourt - Have specific recommendations?
 - Early Agreement Credit that existed before HB 3 could be transferred into an Early Payment Credit
 - Increasing the amount of golden pennies
- Bettencourt - Have been looking at converting a penny or two; thank you for testimony

Nancy Humphrey, Plano ISD and Texas School Alliance

- Revenue has not increased with property values
- Recapture was \$165m in 2019-2020 and increased to \$211m last year
- Most pressing issue is funding to manage inflationary cost pressures
- Recommend legislature indexes basic allotment to inflation

Lauren Rose, Texas Network of Youth Services

- Recommend dedicated funding to support mental health services in our schools

Chloe Berk, American Heart Association

- Need to allocate funds for CPR and AED training for students before high school graduation

Desuray Matthews, Texas Mobile STEM Lab

- Thanks for funding the Mobile STEM lab
- Request a modest increase in the allotment by \$3m for this biennium
- Including a one-time infrastructure investment and to support ongoing operations to support an additional 90 schools per year

Cindy M, Self

- Teacher at Pflugerville ISD

- Need to invest in our students and personnel
- Request increasing the state's share of funding to school districts
- Recommend increasing salaries across the board
- Zaffirini - Asks about the Teacher Incentive Allotment
 - Only one of two teachers who are eligible; has not been received well by teachers
 - Only eligible because I teach math
- Zaffirini - TIA does enough to incentivize teachers?
 - No, is for teachers who are already doing well
- Zaffirini - How are teachers making ends meet?
 - Many have other jobs

Mary Lynn Pruneda, Texas 2036

- Best and most equitable way to raise salaries is through the basic allotment
- TIA is doing well, but should consider raising the way TIA teachers are paid
- Putting \$2.4b into Golden Penny yield, but could use this money to raise basic allotment instead
- Curriculum might be a location for one-time investments with high-yield, has potential for high ROI & could better prepare kids for STAAR exams

Kimberly Sayers, Communities in Schools of Texas

- CIS is the largest behavioral health provider in TX, CIS leverages state support with additional fundraising and private investments; for every \$1 in state funding, CIS provides \$3 in services
- Present after Uvalde shooting and helped in recovery efforts
- Number of students facing mental health challenges will only increase; CIS has expertise and infrastructure, requesting an additional \$25m/year
- Perry - CIS's role is to connect kids with developed social services within the community?
 - In some affiliates, also provide counseling with some affiliates
- Perry - When someone refers a child, you don't impose behavioral health services, but do you have conversations with families? How often do families turn services down?

- Would need to find datapoints; majority consent for services to family and children
- Perry - Critical, don't want to be duplicative; CIS is the connector to services
 - Sometimes CIS is the counseling; model is to provide wraparound services
- Zaffirini - Where does the service value beyond state funding come from?
 - Comes from fundraising, private investing, etc.

Jon Sanchez-Casas, Operation Warm

- Operation Warm provides warm coats to children
- Appreciates focus on parents, kids more likely to succeed if parents are engaged; Operation Warm works to build relationships that involve parents
- Requesting \$40k/year, \$80k/biennium, to match private sector contributions & provide warm coats & shoes

Celso Baez, Self

- CIS was crucial in early development

Amanda Brownson, Texas Association of School Business Officials

- Basic allotment is a very good way to make investments and bridge funding gaps
- Districts also concerned about uncertainty in funding; prorating in FSP makes budgets uncertain
- Anything done to provide stable funding would be helpful
- West - What would you recommend we increase basic allotment to?
 - Going back to BRE, it said inflation has grown 14.5% since 2019, would be about a \$900 increase to adjust for inflation
- West - So your recommendation is to increase basic allotment taking inflation into account?
 - Yes, most flexible, predictable and helps the most districts
 - Would recommend Average Daily Membership to capture changes in enrollment throughout the year
 - There is a lot you can do between fully enrollment-based funding and what we're doing now with attendance, districts are struggling to project revenue in a context with many absences

- Could move some programs to enrollment while leaving others attendance-based; could also have a floor with overhead based on attendance
- If you think you can't raise basic allotment and move to enrollment based funding, should explore the middle ground

Marlena Gygos, Young Adult Leadership Council, TNOYS

- With funding, schools could educate students on how to protect their own mental health

Monty Exter, Association of Texas Professional Educators

- Submits ATBE's priorities document to the committee
- Can address ongoing needs like funding for a pay raise, increase in basic allotment, increase in employer share in health care funding
- One-time expenditures would be paying for infrastructure for school safety, endowing programs already in law like ed prep, and COLA

Permanent School Fund Corporation LBB Presentation

Mathilde Mogenson, LBB

- Link to presentation
- \$98.5m, increase of \$53m related to ramp up in agency operations over upcoming biennium, also increasing FTE levels by 24
- \$45.6m to biennialize 2023 base budget, \$7m for performance incentive compensation
- PSF balance as of August 2021 \$55.6b, increase of \$8.9b
- PSFC current lease is expiring in 2023, LBB presentation provides details on future options
- Many ISDs are being denied guarantee due to PSF hitting federal cap
- Rider recommendations include transfer from TEA's Rider 20
- Exceptional item requests total \$5.6m

Permanent School Fund Corporation Agency Presentation

Holland Timmins, PSFC

- SB 1232 was passed in the last session to address inefficiencies in bifurcated structure of PSFC; designed to optimize asset allocation & eliminate cash drag
- Transition is going extremely well, as of this year assets, staff, and funding were all transferred to the PSFC
- SB 1232 implementation will continue through the biennium
- First request is for a fiduciary rider; would allow for an increase to protect fiduciary duty of PSFC to fund
- Current facility is not renewing leases after Oct 2023, no contiguous state office space available for reorganized PSFC; first looked at Bush building, but signed lease for space in June 2022 & requesting funding to be paid from PSF funds to support lease
- Chair Huffman - Not understanding why accommodations offered at the Bush building were not adequate? Other funds have gotten into issues over new office space, if PSFC had let TFC know they could occupy Bush building by Summer 2023
 - Their indication to us was a need for an answer by October 2021, had no information of cost at that point
 - Service space would be shared, insufficient meeting & conference rooms, insufficient office space for portfolio managers
 - Office space would be on different floors
 - Each team is in for 2-3 days, have 2-0 more people than seats in the office
- Chair Huffman - Where are you now?
 - Moody building
- Chair Huffman - Is there enough space at the Bush building for everyone to show up to work? Understand you were on different floors, didn't want to be separated?
 - Contiguous workspace is optimal, have not received any info back from the Bush building
- Chair Huffman - LBB doc says TFC could accommodate PSFC if decision was made before 2023, makes me believe it is still feasible
 - First that I've heard about this, haven't received any communication from

TFC

- Chair Huffman - Would like you to explore the possibility of using Bush building & report back
 - Happy to do so

Tom Maynard, PSFC Board Chair

- Board spent a lot of time on facilities, low bid is not necessarily the best bid
- Chair Huffman - But this is a brand new state building
 - Aware of that, my understanding is staff did their due diligence with TFC
 - PSFC is not exactly a state agency, also a major investment fund
- Chair Huffman - What funds the PSFC?
 - Public assets
 - PSFC Board wants best working conditions for the staff
- Chair Huffman - Should look at our staff & how close they work
 - Understand, connectivity and ability to collaborate was important; understanding with Bush building that staff would be spread out throughout building
 - Staff did due diligence, but will go back; understanding was that they weren't accommodating for our staff & wouldn't allow us to modify
 - Happy to have the conversation

Teacher Retirement System LBB Presentation

Mathilda Mogensen, LBB

- Link to the presentation
- 2024-24 all funds \$7.2b; decrease of approximately \$500m due to removal of federal funds and additional annuity payments
- \$433.8m increase related to payroll and increase \$300m to the state contribution rate
- Increase in \$46m to TRS Care
- Decrease in \$701m million due to the 13th check
- Decrease \$721.3 in federal funds to TRS Care and TRS Active Care
- Total other finds \$105m increase related to administrative operations
 - To increase salaries and add more than 181 FTEs

- Decrease \$21.3m FY22 settle-up
- Assume 3.6% annual payroll growth and 6% in higher education
- Project a 22% increase in premiums without additional funding
- Chair Huffman - Patched this last session with COVID money
- Kolkhorst - Last time premiums went up for TRS Care was when?
 - Last time was 2017; was an overhaul of the system and increased state/member contributions
- Kolkhorst - Active Care? Some districts are tied to that no matter what?
 - *Brian Guthrie, TRS* - State provides \$75 per member per month and districts contributed \$150 per member per month; most districts contribute more/less
 - *Brian Guthrie, TRS* - Medical inflation averages 5% per year so premiums have gone up consistently; minimum contribution now accounts for 25-30% of the cost
- Kolkhorst - Would have to put in \$1.4b to match?
 - Chair Huffman - Correct, would keep them where they are
 - *Brian Guthrie, TRS* - Legislation last session allowed districts to opt in/out and incorporated regional ratings
- Schwertner - Last time there was an increase in premiums?
 - *Brian Guthrie, TRS* - Active Care was 2021 and every year before
- Chair Huffman - Reforms in 2017 helped reduced costs?
 - *Brian Guthrie, TRS* - Correct; may need supplemental appropriations in the future
- Recommend new rider 21 fund a benefit enhancement if the trust fund is actuarially sound
- One exceptional item \$1.4b and two rider requests
- Kolkhorst - If we made the increase of \$1.4b, school districts would not have to pay more?
 - *Brian Guthrie, TRS* - Correct
- Kolkhorst - In base bill have funded all 8.25% is that the constitutional ceiling?
 - *Brian Guthrie, TRS* - Maximum state contribution is at 10%
- Kolkhorst - What is the cost in funding at 8.25%?

- Is a \$323.9m increase for this biennium; can get that to you

Brian Guthrie, Executive Director Teacher Retirement System

- Overviews the programs and functions of TRS
- Austin, San Antonio, Houston opt out of Active Care
- We are actuarially sound
- Assumed rate of return is 7%; had a negative return last year
- Are required to update actuarial assumption by February 28; need to meet that in order to consider a benefits enhancement
- As of last week fund value is \$186b; believe we will meet that threshold
- A lot of legislation has been filed concerning a benefits enhancement, but cannot come up with what that would cost until after February 28
- One-time 1% across the board COLA that is uncapped upfront cost would be \$1.1b
 - Upfront cost is the preferred method by actuaries
- Are alternatives the committee could consider such as paying this over the next 12 years
- Previously have increased the funding period and had the fund finance that on its own; would increase funding period by a year
- Chair Huffman - A 3% COLA would be a \$3.3b cost?
 - Correct
- Could also look at providing a COLA for those who have been retired longer
- Overview of the last two supplemental payments; were paid upfront by the legislature
- Additional rider requesting inclusion regarding opening more regional offices
- Zaffirini - What measures could we take so a COLA would not effect the actuarial soundness?
 - Would need to be financed upfront or over 12 years
- Zaffirini - 13th check versus a COLA?
 - Are both beneficial; COLA more beneficial in the short-term
- Zaffirini - Average annuity per month?

Just over \$2k a month; many members are struggling with that amount

- Kolkhorst - What was the cost of the 13th check?
 - In 2021 13th check was \$2400
- Last year Active Care received a total of \$638m in federal funding to offset premiums
- Without additional funding, need to make up the delta
- Could address in a number of ways: have included the first option as an exceptional item
 - \$1.4b would allow to hold premiums constant again; would be good for the next two years, but would have the same issue next session
 - \$875m to hold premium increases to medical trend
 - \$600m this biennium and \$400m next biennium could increase premiums above 5% and below 10% could phase in increase
 - Could fund through supplemental bill
- Hughes - State's share flows through the funding formula?
 - Correct
- Hughes - COVID relief funds went to all teachers?
 - Just those in Active Care
- Hughes - Help us understand why that happened?
 - Large amount of federal funds were sent to the state and had link costs that were incurred to reimbursement costs
 - Not involved in administration of health care plans not in Active Care
- Hughes - What are proxy advisory firms?
 - Own a lot of stock and public shares via a proxy firm; have 64k votes a year
 - Not voting shares for any political gain/outcome and they typically do that well
 - ISS and ERS got two votes wrong and have worked with them to remedy that issue
- Hughes - Noticed their recommendations have taken a political edge?
 - Yes and now have a customized policy
- Hughes - Feel they have gotten that message?
 - Yes they have

- Hughes - Move to use corporate votes to shift policy?
 - Not taking a position either way; SEC has made it easier for activist type resolutions to get in front of a board for a vote
- Hughes - Does this concern you?
 - It would if they have not created the custom policy for us
- Kolkhorst - Where would you rank our fund?
 - 7th in North America; top 20 in the world
- Kolkhorst - What would it cost if we voted all our proxies?
 - Would be a significant increase in resources needed; would be more than we pay ISS
- Kolkhorst - Are still invested with BlackRock and State Street
 - State Street is our custodial bank and pay them several million for those services
 - BlackRock totals sevens of billions
- Bettencourt - How much are we spending with ISS?
 - \$300k; the amount of research they do on each proposal have a huge staff
- Bettencourt - After our hearing about ESGs unconvinced ISS would change any business policy
- Hancock - This policy is not in place?
 - Have not implemented a good governance policy for other states; our policy is in place
 - They have been engaged with us to make sure they provide us with everything we need
- Hughes - Recall at the ESG hearing we asked for documents from these companies; have still not received those documents
- Hughes - What would happen if you did not vote the proxies?
 - Would not be doing the pension fund or members a service; shares are power
- Chair Huffman - Would be a dereliction of your fiduciary duty
- Hughes - Will be watching ISS

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February 20, 2023

Education Partnerships

Monthly updates on research, policy, and innovative resources

[Northside ISD Library Regulation Resolves Challenges](#)

In Northside ISD, a detailed library regulation that's been consistently applied for years has thus far been successful in resolving challenges to library books. Deputy Superintendent for Curriculum and Instruction Dr. Janis Jordan explained that NISD has stayed the course and made only a few adjustments to their regulation and the

instructional materials reconsideration process.

First, the [NISD Library Materials Regulation](#) outlines the criteria by which library books, including classroom libraries, may be purchased and the standards they must meet, including considerations for age appropriateness and literary merit. The library regulation applies to materials that students would choose, not to instructional resources that are assigned. Librarians individualize to their campus and students' needs and interests when purchasing books. They have access to databases from trusted sources with information about books including reviews and information about sensitive topics such as violence, profanity, sex, human development, gender, and bias. Librarians are asked to check at least two different sources to ensure they avoid any bias in their sources of information. Dr. Jordan pointed out that an elementary campus can serve a wide range of ages—from four-year-olds to ten- or eleven-year-olds—so books are placed in age-appropriate sections. Also, parents can opt their students out of library privileges if they choose. With hundreds of thousands of titles in NISD libraries, there is always a chance that a book may be inappropriate for a certain age level.

If a parent, student, teacher, or community member is concerned about a book, they are first required to speak directly with the teacher or librarian and campus principal. The NISD regulation does not give principals the authority to remove a book in response to a complaint. If the complaint is not resolved at the campus level, the [Library Materials Reconsideration Form](#) is available at all campuses. The person filing the complaint must read the book in its entirety and summarize the book in their own words. “We are counting on people to be truthful,” said Dr. Jordan. They must summarize the aspects that they object to and select a resolution, including the option to remove the book. The form is submitted to the Director of Library Services and forwarded to Dr. Jordan.

A reconsideration committee is appointed by the deputy superintendent, and includes five parents, one librarian, and two teachers. Members are chosen from the same campus level as the one where the complaint was filed, but from different campuses. Each member is sent a copy of the library book regulation, the complaint form that has been submitted, and the book being challenged. Also, committee members receive information on awards, recognitions, and reviews of the book from library databases, including recommendations for age-appropriateness. “This provides some context,” said Dr. Jordan.

When the committee meets, Dr. Jordan and the Library Services Director moderate, but are not voting members. The complainant is permitted to attend the meeting and participate. Each committee member votes after the discussion, and based on that, a recommendation is made via a summarized memo to the superintendent. The NISD regulation includes a provision that once a book has been reviewed by a reconsideration committee, another complaint filed about the same book will not be considered for a period of three years. Over the six years that Dr. Jordan has been in the district, there have been only twelve reconsideration meetings, most of those within the last eighteen months. Two parents have made public comments to the NISD board regarding library books, but neither filed a formal complaint. In that case, because both commented about the same book, the district chose to convene a reconsideration committee without a formal complaint, as a courtesy to ensure the book was considered.

Dr. Jordan remarked that social media has had an impact on library book issues in NISD. Librarians review authors' social media posts before inviting them to participate in their popular annual "Library Palooza." Social media has also inflamed library book issues in other districts, such as Cypress-Fairbanks and Conroe ISD's, where parents on both sides of the issue have taken to social media. In Cypress-Fairbanks, a "Books Under Fire" book club was formed by a parents' group intent on reading and defending books that were challenged. In Conroe ISD, a local online newsletter posted the identities of members of CISD book reconsideration committees along with the accusation that they were promoting the use of inappropriate books in schools. This prompted another CISD parents' group to send cookies and Valentines to show appreciation to the parents, teachers, and administrators who served on the reconsideration committees.

The bottom line in Northside: "Our superintendent and board said that we teach children, and we trust our librarians," said Dr. Jordan, "and a strong, consistent process that we follow to the letter has helped us resolve the complaints we have had."

Additional Resources:

Reconsideration Policies in Texas Public School Libraries. Source – Texas Association of School Librarians (TASL) and TLA. Link: [TLA Reconsideration Policies \(txla.org\)](https://www.tsla.org/Reconsideration-Policies)

Link: [Instructional Resources Information / Instructional Materials 30 Day Review \(katyisd.org\)](#)

[Study Shows Impact of Curriculum Policies](#)

About 25% of teachers nationally reported that their choice of curriculum materials or instructional practices has been influenced by district or state policies on instruction related to race and gender. The [2022 American Instructional Resources Survey by RAND Corp.](#) noted that the teachers most affected included high school teachers, teachers of color, and those working in suburban schools. Some examples of modifications that teachers have made include changing instructional resources, avoiding certain topics, and being attentive to the words they use. Teachers also reported that the need to consider perspectives of multiple stakeholders and conflicting viewpoints has added to the stress of their profession. Teachers would benefit from more guidance and support in dealing with complex issues, according to the report. Another recommendation is that educators communicate the instructional value of potentially controversial topics for students.

Read more: <https://www.k12dive.com/news/teachers-curriculum-restrictions-crt-lgbtq/641425/>

red-bar

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From: [Wilson](#)
To: [Robinson, Deron T](#)
Subject: Fwd: Local High School to Host Drag Show – Woke Left Targets Kids
Date: Wednesday, January 25, 2023 5:22:12 PM

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From: Kelly <kelly@protecttxkids.org>
Sent: Wednesday, January 25, 2023 5:01:33 PM
To: Wilson, Jamie K <jwilson@dentonisd.org>
Subject: Local High School to Host Drag Show – Woke Left Targets Kids

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The Left harasses anyone who stands up to protect Texas kids, but we won't relent.

Direct action, like protesting, is the only way to end the grooming of our children.

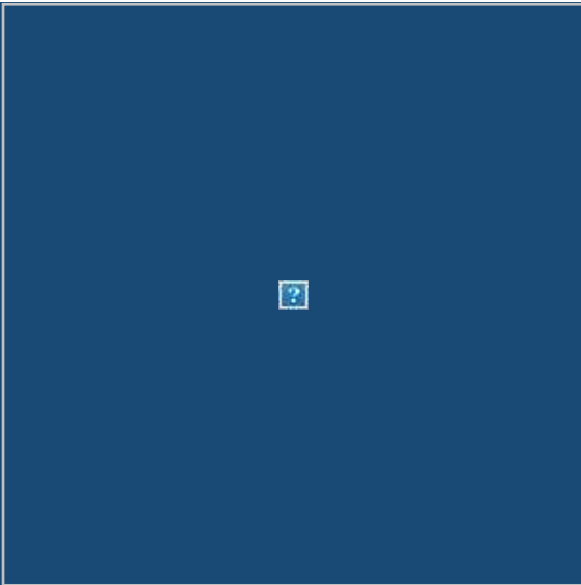
Schools are NOT meant to be Left-wing indoctrination camps.

PTK Protest Alert: THIS SATURDAY

"Kid-Friendly" Drag Bingo Protest

When: Saturday, January 28th
1:30-4pm

Where: First United Methodist Church
th



416 N 4 St., Princeton, TX

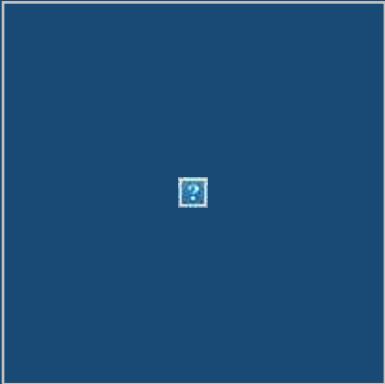
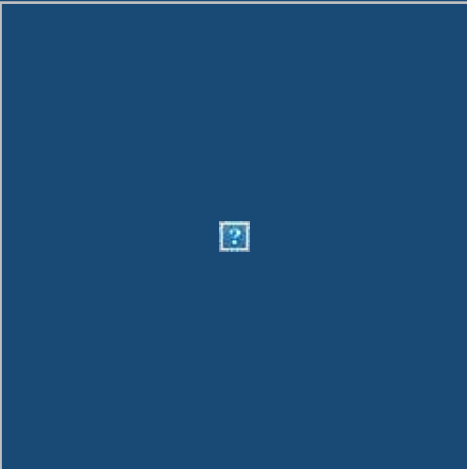
First United Methodist Church has decided exposing kids to immoral, sexually explicit behavior is appropriate by their beliefs. **Help us oppose this evil by protesting with us this weekend!**

It's **ALL HANDS on DECK** when churches are no longer safe for our kids! Come out to stand with us against child grooming. This filth does not belong anywhere — ESPECIALLY church.

PLEASE RSVP

Outrage: Sexual Deviance Welcomed at Princeton ISD

This June, Princeton High School is scheduled to host a “family-friendly” pride event organized by a local groomer organization called “PTX Diverse.” Last week, the Princeton ISD school board held a special meeting to discuss options for blocking this disgusting event from happening on school property, **but NO CLEAR ACTION has been taken yet.**



The last two “family-friendly” pride events hosted by PTX Diverse included a drag show and outside vendors who passed out explicit material to kids. **Now this perverted group is targeting kids directly by trying to host events at our local schools!**

And that drag bingo event at First United Methodist this weekend? It’s unbelievably a fundraiser for this group’s summer event at Princeton ISD. All the pieces matter and we must fight this smut every step of the way. If you live in Princeton, let your local school board know that it's wrong for them to allow sexual deviance to be promoted at school, and you expect them to shut it down before it begins!

Follow PTK on social media ([click here](#)) to stay updated on the status of Princeton's school board decision and more.

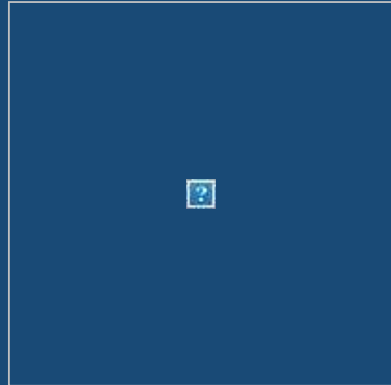
Contact PISD Board

Antifa's Limp-wristed Attempt to Disrupt PTK Meeting

Antifa soy-boys made a pathetic attempt to disrupt our meeting at Zera Coffee last weekend. As our attendees settled down for our meeting, a "man" began screaming incoherently (with many voice cracks) about homophobia, transphobia, and every other leftist buzzword he could think of before being thrown out of the venue.

We continued our meeting with no further interruptions and had a great time! **Thank you to everyone who attended.**

BIG thanks to the owners and management at Zera Coffee for allowing us to meet and not bowing to the Leftist mob! If you'd like for us to host a meetup in your district, email at kelly@protecttxkids.org and let us know!



PTK Facebook Live: Stay Informed!

Join us on Facebook **each week** to hear about upcoming events, local school news, protest recaps, what's in the news across Texas and the nation, and so much more! The first step in protecting our kids is staying in the know. We owe it to them to fight!

We also livestream each protest we host so you can see the insanity in real time. We hope it spurs you to action. We can't do this without the support of decent people invested in protecting Texas kids!

On this week's Facebook Live, Kelly Neidert discussed last Saturday's coffee meetup and important information for this Saturday's protest.

Latest PTK FB Live

Recent Top Stories:

[Biden Joins School Library Wars, Launching Federal Investigation in Texas ISD](#)

Groomers want these disgusting books in school libraries so badly that the Biden administration has now stepped in. Depending on the outcome, libraries could be forced - by our federal government - to have these pornographic books available for children. Texas must take a STAND!

[Drag Queen Performs Nearly Nude in Front of Children in Austin, Texas](#)

Yet another "kid-friendly" drag show was hosted in Austin over the weekend, and the footage from this one was shocking. Thank you to the insider who shared these disturbing videos, but that is simply not enough to stop these events. We need direct action before Austin falls any further into depravity!

[Ruling Paves Way for State Takeover of DISD](#)

A recent ruling by the Supreme Court of Texas means there could be a potential state takeover of Houston ISD. Given how bad the mismanagement of Dallas ISD is with its dozens of "D" and failing schools, they could likely be next.



Mission Statement:

Our mission is to protect Texas' kids from the harmful agenda of the left – from CRT to gender modification procedures on minors. The left has declared war on traditional values and made our children the battleground. We will confront their harmful agenda and protect our children from the lasting damage inflicted by the radical left.

Follow Us On:



www.ProtectTXKids.org

This email was sent to: jwilson@dentonisd.org
This email was sent by: Protect Texas Kids
1235 Main Street Denton Texas 76598
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From: [Wilson](#)
To: theresa.williams@pisd.edu
Subject: Fwd: Sign the Petition to Fight for Texas Kids
Date: Wednesday, November 1, 2023 5:55:06 PM

Sent via the Samsung Galaxy S23 5G, an AT&T 5G smartphone
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From: Texas Coalition for Kids <info@texascoalitionforkids.org>
Sent: Wednesday, November 1, 2023 5:09:58 PM
To: Wilson, Jamie K <jwilson@dentonisd.org>
Subject: Sign the Petition to Fight for Texas Kids

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→ Deranged, Woke Progressives have made kids collateral damage in their culture war.

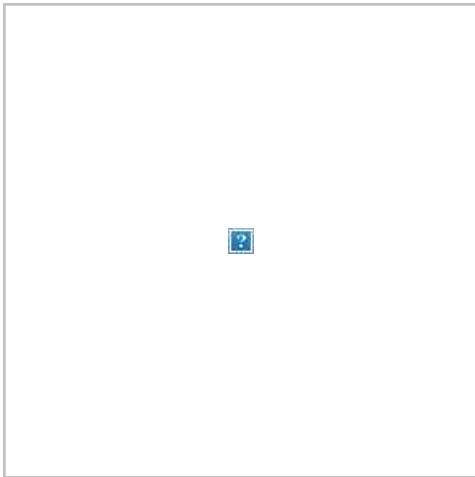
→ Exposing children to Leftist gender ideology and pushing it on them is absolutely child abuse.

→ The Left seeks to harass and intimidate anyone who wants to protect Texas kids, but we will not give in.

Sign the **Texas Coalition for Kids** Petition to Protect Children from Explicit Drag Shows

Earlier this year, your Texas Legislature passed Senate Bill 12 (SB 12), **which prohibited minors from attending sexually explicit drag shows and other lewd adult “performances.”**

However, U.S. District Judge David Hittner recently ruled that SB 12 “infringes on the First Amendment and chills free speech,” **halting the implementation of the bill and continuing the sexualization and scandalization of Texas children at hypersexual events** organized, orchestrated, and attended by



adults.

Hiding behind free speech and free expression is not acceptable. **There is no First Amendment right to scandalize and sexualize minors.** Without SB 12 in place, children as young as four or five would be allowed to attend events in which the “performers” are nude or engages in sexual conduct.

Sign our petition imploring our conservative Attorney General, Ken Paxton, to appeal Hittner’s ruling and continue the fight to protect the innocence of children from the perversions and fetishes of sick adults.

[Click Here to Sign the Petition](#)

Important Events:



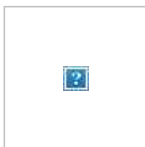
November 4th: Save the Children Rally THIS Saturday!
1-4pm at the Texas Capitol
1101 Congress Ave., Austin

→ We'll be joining numerous activists and other groups for a rally to protect children from the radical Left. This is a nationwide movement, so the same event will be happening in over 30 states! We hope to see you there!



November 6: Plano ISD Board Meeting NEXT Monday!
6pm at Plano ISD Administration Center
2700 W. 15th Street, Plano

→ If you are a Plano ISD parent or taxpayer, we need you at this meeting demanding that action is taken against any McMillen High School staff who approved of the pro-terrorism, pro-Hamas rally that took place on school grounds last week.



November 16: Dallas ISD Board Meeting
6pm at 5151 Samuell Boulevard, Dallas
Ada L. Williams Governance Room

→ If you are a Dallas ISD parent or taxpayer, we need you at this important school board meeting! More information [here](#).

Stay Informed

A teacher in Katy ISD was recently caught teaching a lesson on "whiteness." Yet another instance of Critical Race Theory being taught



in our public schools. The Woke teachers who violate the CRT ban must be held accountable.

[READ MORE](#)



There's now a chance that your taxpayer dollars are going towards child gender mutilation. We must stay vigilant, even in Texas, on where our tax dollars go.

[READ MORE](#)



According to this recent poll, most Texans want school choice. Despite the lies and pushback from the Left, parents know that vouchers would be extremely beneficial for their kids.

[READ MORE](#)

[Email Our Team!](#)

→ We want to hear from you. Email our team and we'll get back to you!

[Donate Today!](#)

→ Help us continue the fight against the radical Left to preserve Texas values for our children.

[Visit Our Website!](#)

→ Visit our website for more information on important news and how you can get involved.

www.TexasCoalitionforKids.org

(972) 316-9327

4400 State Highway 121 #300, Lewisville, TX 75056

This email was sent to: jwilson@dentonisd.org
This email was sent by: Texas Coalition for Kids
4400 State Highway 121 #300 Lewisville Texas 76598
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From: [Wilson](#)
To: [Robinson, Deron T](#)
Subject: Re: Voucher considerations worth sharing
Date: Thursday, April 6, 2023 8:28:00 AM

From: Morse, Liz <Liz.Morse@risd.org>
Sent: Wednesday, April 5, 2023 5:15:24 PM
To: Robinson, Deron T <d Robinson2@dentonisd.org>; Morse, Liz <Liz.Morse@risd.org>
Subject: Voucher considerations worth sharing

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Greetings,

I want to share a helpful document I received today, written by a PR group in Austin, with specific points for legislators who support SB 8 and other voucher-like proposals. Below are just the major points for consideration; a longer document with a few sentences of explanation can be found on the North Texas Public Schools Legislative Network (NTXPSLN) Google drive -

https://drive.google.com/drive/u/0/folders/18BIJKcnSVtJ__PAq8PH2nWBUnJh9e6uk

The Real Implications of Public Dollars for “School Choice”

Before supporting any type of education savings account or voucher proposal, consider the *real, unspoken* implications of using public dollars to incentivize Texans to leave their public schools.

Creating education savings accounts or any voucher-like program would be:

- **Creating the largest new entitlement in the history of Texas with effectively no accountability or oversight on how that money is spent.**
- **Putting Robin Hood (recapture) on steroids. *Same property wealth – fewer students = more recapture sent to the state.***
- **Funding schools that are not bound by any state laws on curricula, materials, books, sports, and more. *If legislators value these laws for public schools, a new billion-dollar, publicly-funded entitlement does nothing but undermine them.***
- **Inadvertently funding and amplifying radical and dangerous indoctrination, not education, with public dollars. *With no accountability, people could qualify for an ESA voucher and openly indoctrinate in their children with ideals of socialism, violence, atheism, hate, diverse sexuality, communism, antisemitism, etc. under the false label of “education.”***

The 2022 Texas Teacher Poll:

Persistent Problems and a Path Forward



Charles Butt
— FOUNDATION —

Public Opinion Research

TX-DENTON-23-1254-A-000246

AMERICAN
OVERSIGHT

Letter from the Foundation

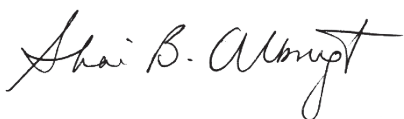
As our public schools face unprecedented teacher workforce challenges, listening to experts — our Texas public school teachers — is more important than ever before. For this reason, we feel extra urgency and pride to release our third annual report on Texas teachers' attitudes towards the profession and public education — the only random-sample, statewide polling of Texas teachers that provides insights into the challenges they face, their experiences as professionals, and what actions need to be taken to strengthen and improve the profession.

When we began polling Texas teachers in the spring of 2020, 58 percent of teachers had seriously considered leaving the profession. Just two years later, amidst a global pandemic, political tensions, and immeasurable challenges, that number has skyrocketed to 77 percent. Furthermore, among those who have seriously considered leaving, a majority — 93 percent — have actively taken steps to leave the profession within the past year.

While these data reveal a concerning future for our public schools, we also find that our Texas teacher workforce is extremely motivated and dedicated, driven by a desire to make a difference and help students reach their full potential. This dedication is challenged by inadequate pay, an untenable workload, feeling undervalued and uninvolved in decision-making, and a lack of resources and supports teachers need to succeed at their job. Our poll highlights a myriad of retention strategies that teachers have identified to address these challenges to sustain and strengthen the teaching profession.

This year, in addition to our 2022 Texas Teacher Poll, we are also releasing the 2022 Texas Teacher Online Forum Report — a companion report that provides qualitative findings from teacher focus groups conducted throughout the summer of 2022. This report further highlights teachers' voices on issues regarding job satisfaction, preparation, working conditions, compensation, and the future of education. It can be accessed online at CharlesButtFdn.org/2022TXTeacherForum.

As state leaders, policymakers, researchers, and practitioners chart a path forward to support our educators and public schools, the Charles Butt Foundation is committed to amplifying teachers' voices throughout the process. The issue is complex, and the findings of this poll indicate that there is no silver bullet or single solution. However, one thing is clear: It is time to listen to Texas teachers.



Shari B. Albright
President

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Key findings



Travis Ballantyne, art

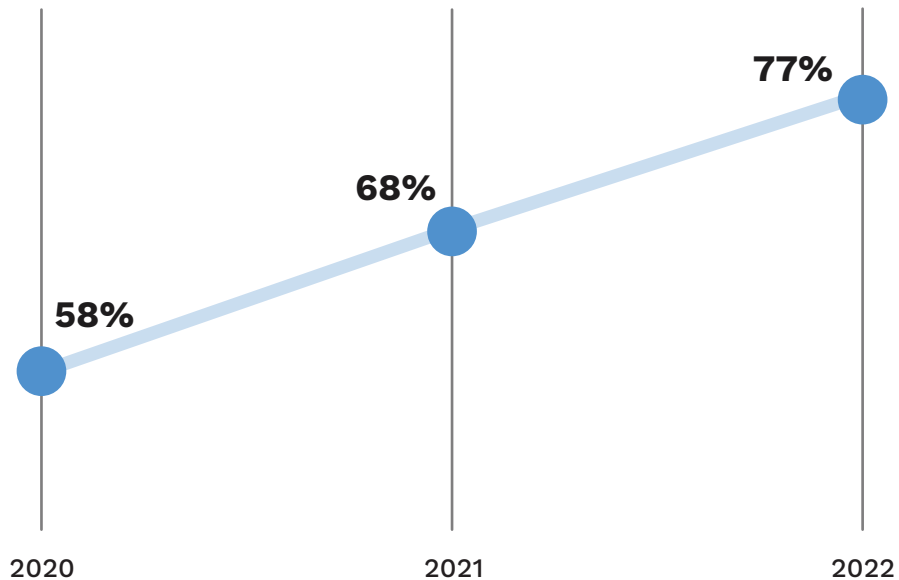
Feeling undervalued, underpaid, and overworked, vast numbers of Texas teachers are seriously considering leaving the profession. Yet a new statewide survey by the Charles Butt Foundation identifies promising retention strategies related to improved support and working conditions.

The survey of a random sample of Texas public school teachers finds that 77 percent have seriously considered leaving the profession, up 19 percentage points in two years. Moreover, 72 percent have taken concrete steps to do so, from preparing resumes and conducting job searches to interviewing for another position. Even excluding those nearing retirement age, six in 10 expect to move on within five years.

TX-DENTON-23-1254-A-000249

Percentage of Teachers Considering Leaving Reaches Highest Level in Three Years

% Texas teachers seriously considering leaving



Pay is a major factor: Eighty-one percent of Texas teachers say their pay is unfair, up 12 points in a year. Forty-one percent report working an additional job out of financial need, in most cases during the school year.

In addition to pay concerns, nearly all Texas teachers — 98 percent — spent their own money on classroom supplies; among them, the median amount was \$500. Seventy-five percent spent their money on supporting their students' needs, with a median of \$200.

Morale has suffered sharply. The share of teachers who feel valued by Texans

overall has fallen from 44 percent two years ago to 17 percent now — the single largest change in three years of Texas teacher surveys by the Charles Butt Foundation. Fewer feel valued by administrators, parents, or their communities. A mere 5 percent feel valued by elected officials in the state, down from 20 percent two years ago.

In their own words, teachers describe many reasons for seriously considering leaving the field, including lack of respect and support, excessive workload, too little pay, and the impact of pandemic disruptions on student learning and well-being.

About the Poll

The third annual Texas Teacher Poll was produced for the Charles Butt Foundation by **Langer Research Associates**. These results are from a representative statewide survey of 1,291 Texas public school teachers randomly selected from the Texas Education Agency's 2020 roster of 376,007 teachers in the state. Data was collected via a secure online questionnaire April 4-May 16, 2022. Results have a margin of error of 3.0 percentage points for the full sample.

A digital download and additional resources are available at CharlesButtFdn.org/2022TXTeacherPoll.

The 2022 Teacher Poll was directed by Victoria Wang, senior research associate and Lauren Cook, senior strategist at the Charles Butt Foundation; with Jessica Enyioha, director of research; and Ashli Duncan, learning and impact fellow. The report was designed by Joel Goudeau, art director; Lauren Knori, multimedia designer; and John Jacob Moreno, multimedia designer; with visualization support by Kurt Lockhart, data insights manager. The lead author of this report is Allison De Jong, research analyst at Langer Research Associates, with Steven Sparks, research analyst; Sofi Sinozich, senior research analyst; Christine Filer, senior research analyst; and Gary Langer, project director.

The Charles Butt Foundation thanks the teachers who are featured in the photographs throughout the report. Findings or quotes in the report are not attributable to any teachers displayed in the photographs.



Katie Meekma, science

Additionally, teachers perceive a wide range of obstacles to their effectiveness. Eighty-six percent regard their non-instructional tasks and responsibilities as barriers to their being as good a teacher as they can be. Eighty-two percent say the same about lack of planning time and 81 percent about pressure to do well on standardized tests.

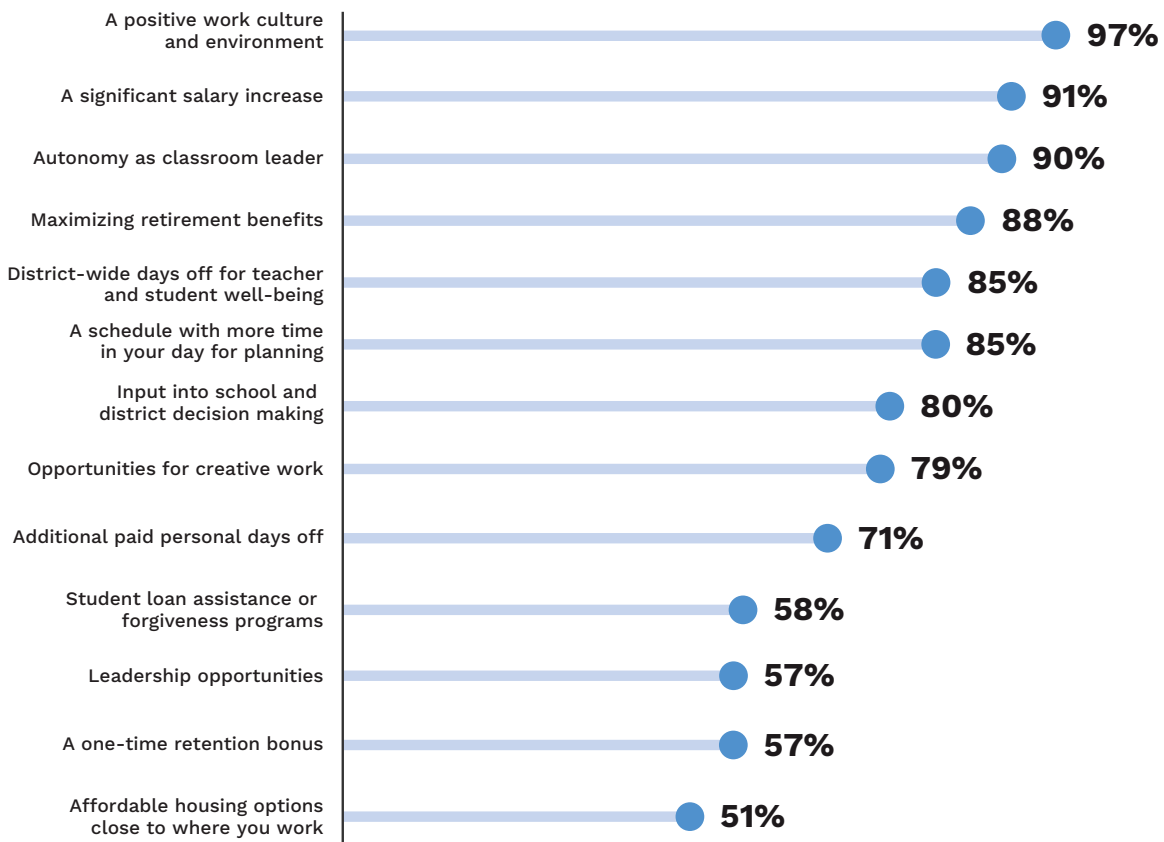
This survey identifies several actionable retention strategies. A broad 80 percent of teachers say input into school and district decision-making would be highly important in encouraging them

to continue working as a public school teacher; only 16 percent feel they have this in their current position. A significant pay increase and improved work culture and environment also would be highly impactful.

In a positive thread throughout the survey, teacher solidarity has remained strong. A steady 82 percent feel valued by other teachers at their school, and 91 percent trust themselves and their fellow colleagues to make decisions that are in the best interests of public school students.

A Wide Variety of Retention Strategies Would Encourage Teachers to Remain in Their Jobs

% Texas teachers who consider each retention strategy extremely/very important



Feeling valued



Anthony Nguyen, math

Challenges in the past few years have deeply impacted teacher morale, with steep declines in those who feel appreciated by key stakeholders. That said, camaraderie has remained strong: Eighty-two percent of teachers feel valued a great deal or good amount by other teachers at their school, essentially unchanged since March 2020.

As for other groups, the steepest decline is in perceived support from Texans overall. Just 17 percent of teachers feel valued a great deal or good amount by their fellow Texans,

down from 44 percent in March 2020 when pandemic lockdowns first were going into effect.

Teachers also feel less valued in their communities and workplaces. Only 34 percent say they feel valued by their own communities, down 20 points since March 2020. Fewer than half, 44 percent, feel valued by their students' parents, down 18 points in two years; and 55 percent feel valued by school administrators, down 13 points. Further, a mere 5 percent now feel valued by elected officials in the state, down from 20 percent two years ago.

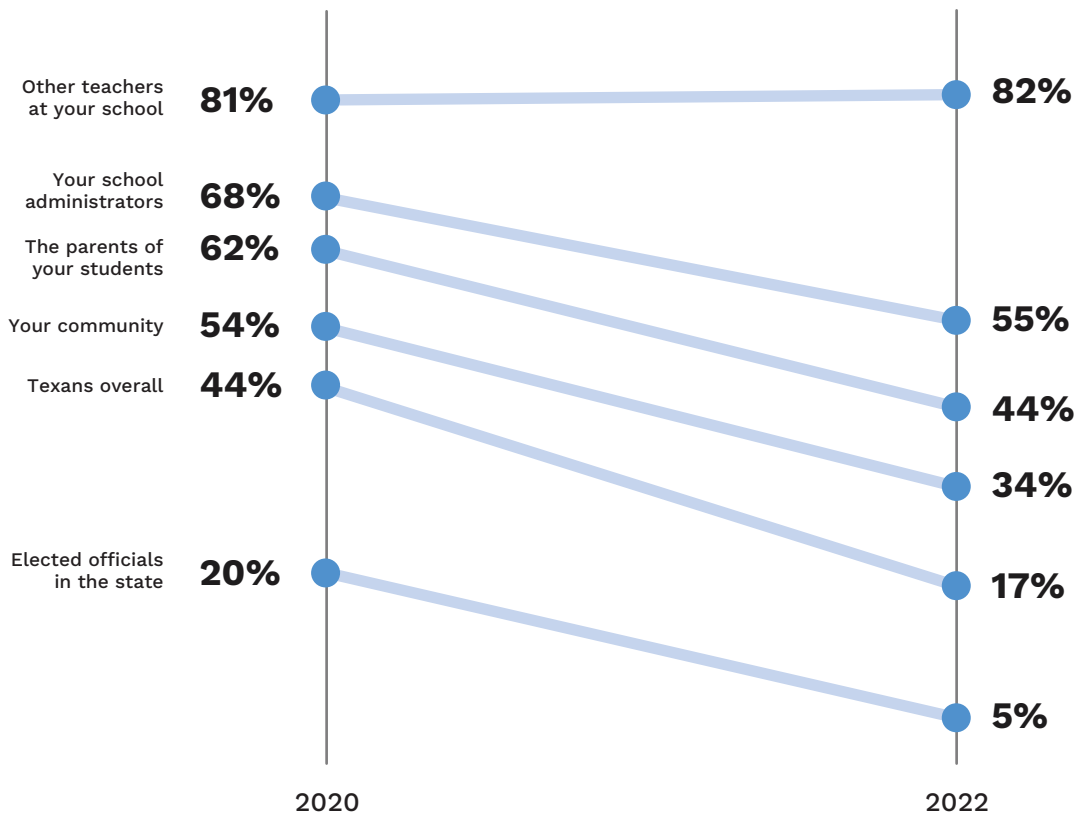
Teachers' doubts that they are highly valued stand in contrast to the views of Texans themselves. In the foundation's statewide survey last October, large majorities of Texans overall, as well as public school parents, rated their community's teachers positively, expressing confidence in their professional abilities and recognition of some of the challenges they face. At the same time, 63 percent saw them as underpaid, and 69 percent thought

that public school teachers as a whole were undervalued in society — the same concerns that teachers themselves increasingly express.

Declines in feeling valued are broadly based across teacher groups, albeit with some differences. There are especially sharp drops in feeling valued by community members among history and/or social studies teachers (-33 points) and special education teachers (-32 points), compared with

Teachers Feel Less Valued by Most Groups

% Texas teachers who feel valued a great deal/good amount



Survey questions

How much, if at all, do you feel that your community values you as a teacher?

How much, if at all, do you feel that each of these value you as a teacher?

smaller 18- and 16-point drops among those who teach science/technology or math classes, with English teachers in between (-25 points).

Declines in feeling valued by Texans overall also are sharper among social studies/history, special education or English teachers, moving them to parity with science/technology and math teachers.

Generally, feeling valued is higher among older and higher-tenure teachers than younger and less experienced ones, consistent with results from 2020. There are fewer differences by race and ethnicity in perceived value compared with 2020, though some persist. White teachers are more apt than Black teachers to feel valued by their students' parents, 47 percent versus 36 percent, with Hispanic teachers in between; and White teachers are slightly more likely to feel valued by their community than are Black or Hispanic teachers, 38 percent versus 30 and 28 percent.

Location also matters, although not in a big way. Among teachers who live within the boundaries of their school district (53 percent overall), 37 percent feel valued by their communities, compared with 29 percent of those who live outside their district.

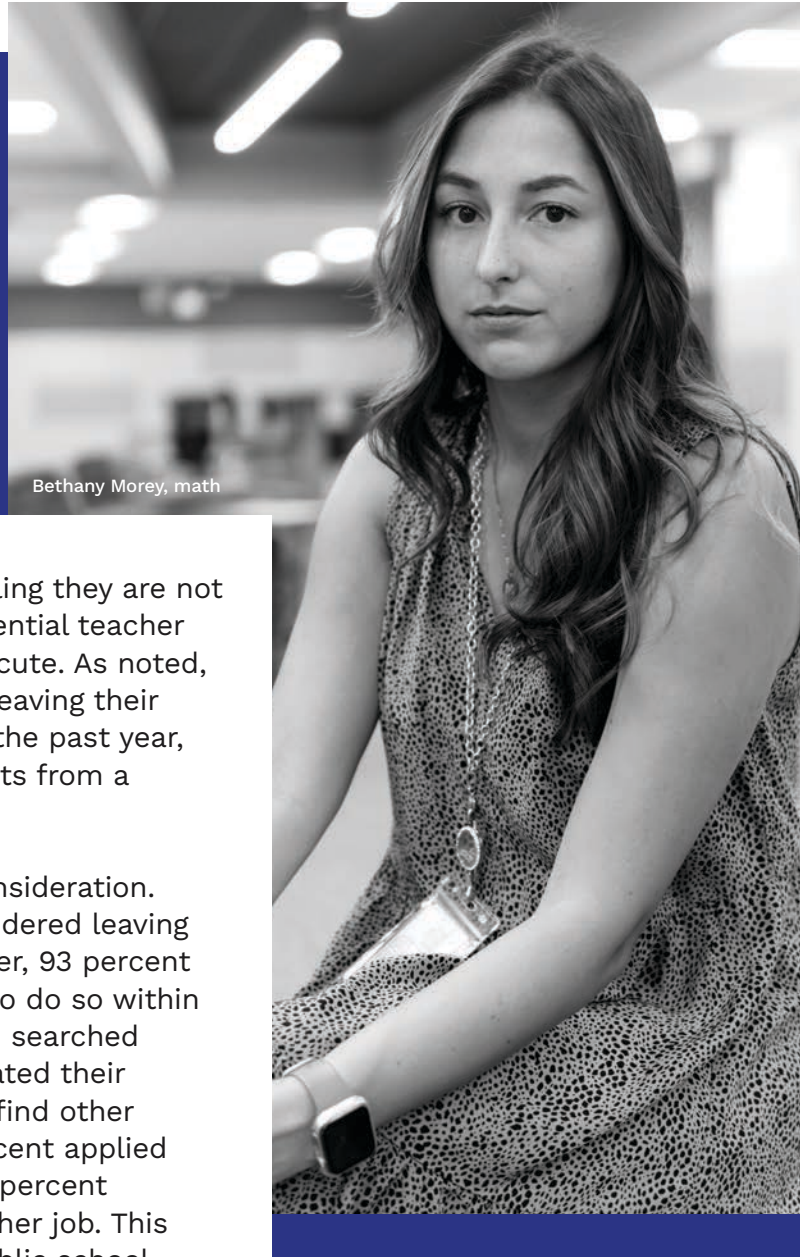
Nicholas Mendoza, language arts



Experiences inform views on feeling valued. Teachers who feel their community's schools are underfunded are less apt to feel valued by the parents of their students, their community, Texans overall, and elected officials in the state. Those who work longer hours and feel that they are unfairly paid also are more likely to feel unappreciated by these groups.

Feeling less valued by administrators or other teachers is strongly associated with a sense of belonging at one's school — likely a circular relationship. Teachers who feel that they do not have leadership opportunities or a positive work culture and environment in their current position also are especially less apt to feel valued by their school's administrators. Specifically, 78 percent of teachers who report a positive work culture or environment feel valued by administrators, versus 31 percent of those who do not experience those positive conditions. And it is 77 percent versus 39 percent based on whether teachers do or do not perceive leadership opportunities at their school.

Teacher attrition

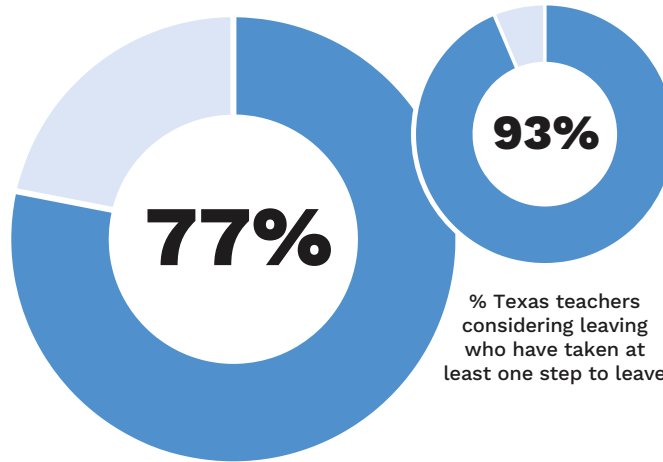


Bethany Morey, math

With many more teachers feeling they are not valued, challenges with potential teacher attrition have grown more acute. As noted, 77 percent seriously have considered leaving their position as a public school teacher in the past year, up 9 points since last year and 19 points from a comparable question in March 2020.

For most, it is more than a passing consideration. Among those who have seriously considered leaving their position as a public school teacher, 93 percent report having taken at least one step to do so within the past year, including majorities who searched online for other jobs (81 percent), updated their resume (68 percent), or networked to find other job options (61 percent). Thirty-six percent applied or interviewed for another job, and 28 percent enrolled in classes to prepare for another job. This corresponds to 72 percent of Texas public school teachers overall who have taken at least one of these steps in the past year.

Among Teachers Who Have Seriously Considered Leaving, a Majority Have Taken Concrete Steps to Exit the Profession



% Texas teachers who have seriously considered leaving

% Texas teachers considering leaving who have taken at least one step to leave

Among teachers who have seriously considered leaving, three-quarters expect to stay in their current position fewer than five years, including 52 percent who anticipate staying fewer than three years and 19 percent shorter still, less than a year.

Among Texas public school teachers overall, 63 percent say they expect to stay in their current position for fewer than five years, including 42 percent fewer than three years and 15 percent less than a year. Even looking just at teachers younger than 60, so further from retirement, 61 percent expect to be gone in fewer than five years.

More than half of teachers who have considered leaving, 53 percent, say they would prefer to switch to a job in a field not related to education. A third would prefer to continue working within the field of education if they left their position as a public school teacher, including 4 percent whose first preference is a position in PK-12 administration. Eight percent say retirement would be their first preference if they left their job; only 2 percent would prefer to not work.

In their own words

Teachers were asked to describe, in their own words, the main reasons they have seriously considered leaving their position as a public school teacher. Many cite a lack of respect, support, and appreciation from their students' parents, communities, elected officials, and the public. Some say these feelings have been exacerbated by the pandemic and the current political climate.

Lack of appreciation from the public in general, even after a year spent teaching virtually and in the classroom at the same time, with little to no guidance from higher-ups on how to achieve this. Then this past school year the pressure was to magically get scores back up to pre-pandemic levels, meaning more tutoring, more documentation, more meetings, less planning time... and only toxic positivity from the district.

— Elementary school teacher,
Houston area

The lack of support from the government elected officials, especially during the pandemic. There was little to no support, lack of mask mandates, pressure to make students come test in person for STAAR. ... Colleagues passed away due to COVID and we received no support, not even grief counseling.

— High school teacher,
South/Southwest Texas

Being accused of indoctrinating students into left-leaning thinking is getting out of hand. We are being vilified by our own communities.

— High school teacher,
West Texas

Many teachers feel unsupported by district and school administrators, particularly when dealing with disciplinary issues. Others say they are micromanaged by school leadership and feel they do not have the professional freedom to run their classrooms as they see fit.

I do not feel like my administrators support me when talking to parents and other stakeholders. They have made me feel expendable and rather than focusing on retaining, they are focused on recruiting.

— High school teacher,
Dallas/Fort Worth

Lack of dignity, respect, and inclusion in decision-making that directly affect how I spend the majority of my life. Generally undemocratic structures. Being consistently confronted with the fact that I and my peers have extremely relevant information that we TRY to communicate and is rarely acted upon.

— High school teacher,
Central Texas

My students deserve great lessons, but my hands have been tied due to tight curriculum plans from admin. I know what my students need most; I just need time and freedom to analyze data and create effective plans to meet their needs.

— Middle school teacher,
West Texas

Teachers also point to the extra burden of supporting student well-being, citing the stress of helping students socially and emotionally. Others point to worsening student behavior, apathy, and truancy as reasons for seriously considering leaving.

Social and emotional needs of these kids are beyond anything we have ever experienced. It is mentally exhausting to attempt to serve as a teacher and mental health professional all day. Every day. We do not get paid our worth. We are tired.

— Elementary school teacher,
South/Southwest Texas

Student behavior is worse than I have ever seen it in 20 years of teaching. Social media has kids pulling pranks and making threats to the well-being of other students or staff. I just don't feel safe at my own school anymore.

— Middle school teacher,
Dallas/Fort Worth

I have taught in public schools for 20 years. These last 3 years have been the hardest. Not only are students academically behind, they don't have the social skills they normally come to school with. Staying at home without going to public areas like parks and stores has negatively impacted the social behaviors of our students. You have students that have never been in a school before, entering 2nd grade.

— Elementary school teacher,
Houston area

Teachers say they feel burned out and stressed because of excessive workloads, with non-instructional tasks such as paperwork, trainings, meetings, and additional state requirements adding to their responsibilities while taking away

from planning time. (In one example of such requirements, K-3 teachers must take a 60- to 120-hour “Reading Academies” course, on their own time, by the end of the coming school year.)

There is no way to do the job in 8 hours/day, and, even arriving an hour early and staying an hour late, I have to do work or PD [professional development] in my off time. We are paid less than an office administrator, yet we do the same work during off time. Furthermore, we are required to interact with and be available to families with a level of intimacy that certainly goes unacknowledged.

— Elementary school teacher,
Central Texas

The amount of stress and the amount of work has had a real, visible effect on both my physical and mental health. I am now on four medications that I did not need a year ago including something for stress, high blood pressure and high cholesterol.

— High school teacher,
Houston area

I feel the demands have changed on this profession, and the work-life balance has been harmed as a result. I am constantly lacking the time I need to plan, grade, and grow as a professional.

— Middle school teacher,
Dallas/Fort Worth

On top of stressors experienced in a normal school year, many teachers say they face unrealistic expectations in closing pandemic-related learning gaps, with pressures to meet standardized testing requirements growing more acute.

Teachers are just expected to close the gap left behind from the pandemic as if they are magicians. No extra pay, no extra time, no extra resources, no extra help from anyone; just figure it out.

— Elementary school teacher,
South/Southwest Texas

Every school year has its challenges, but this year has been unlike the others. We have been tasked with bringing our children back to school and hit the ground running with grade-level content when the last time some of these students had real instruction was a year and a half ago. We have been tasked with many unrealistic expectations in the amount of time that we are provided to complete them. I have taken home an endless amount of work this school year and spend many hours outside of the contracted hours to try and complete everything. I am tired and burnt out, but I stay because of my kids!

— Elementary school teacher,
South/Southwest Texas

I have considered leaving my position because the state has shown little flexibility in its expectations of standardized scores. I think we are finally seeing the deficits in learning that the pandemic created, but we aren't giving the students the time they need to catch up. Making the STAAR test optional for one year was not sufficient enough time for our students to close gaps. I used to put some faith in the STAAR test as it gave teachers a guideline of what to teach and a unified goal for the state. Lately, though, I'm a bit conflicted as I find myself teaching to the test instead of

focusing on preparing my students for the next grade level.

— Elementary school teacher,
Central Texas

Finally, a substantial share point to low pay as a primary reason for seriously considering leaving, mentioning the potential to earn higher pay in other jobs. Several teachers say they cannot sustain their standard of living on their current salary and feel pay is not commensurate with experience; others mention the impact of increasing health insurance premiums.

Why continue to teach when I can get a job somewhere else to make more money. Work is too stressful to come to work every day knowing I don't have enough money to match the rising cost of living.

— Middle school teacher,
Houston area

Teacher pay is low and our "raise" doesn't even cover the cost of the increase of our health insurance. Our health insurance premiums are out the roof. Many teachers' take-home pay has stayed the same for years or has decreased because of rising health care costs.

— Middle school teacher,
South/Southwest Texas

As a single adult, I cannot continue to live on a teacher salary. For the duration of my teaching career (eight years) I have worked three jobs to make ends meet. I cannot see myself living on a teacher salary for the remainder of my career.

— Elementary/middle school teacher,
East Texas

Predictors of potential attrition

Regression analysis finds that women and teachers who live in urban areas are, on average, more apt than men and those in suburban areas to have seriously considered leaving their position, holding other demographic factors constant. Seriously considering leaving is not independently predicted by salary, tenure, educational attainment, or race/ethnicity; rather, it is a widespread phenomenon throughout these groups.

When attitudinal variables are added, lacking a sense of meaning and impact in one's current position, feeling less valued by the public, and feeling unfairly paid rise to the top of predictors. A lack of belonging and of being valued by colleagues at one's school also are strong predictors, as are professional concerns such as a lack of autonomy in the classroom, leadership opportunities, and input into school and district decision-making.

A separate model looked specifically at teachers who have taken steps to leave their current position as a public school teacher in the past year. Here, less-tenured teachers and those with postgraduate degrees are more apt than their counterparts, on average, to have taken more steps toward getting another job, controlling for other demographic and attitudinal variables.

The same attitudinal variables that predict seriously considering leaving one's position are strong predictors of having actually taken steps to do so. Issues around working conditions also rise to the fore: Working longer hours as a public school

Survey questions

In the past year, have you seriously considered leaving your position as a public school teacher, or is this not something you have seriously considered?

In your own words, what are the main reasons you have seriously considered leaving your position as a public school teacher?

Have you taken any of these steps to leave your position as a public school teacher within the past year? (Select all that apply) Updated your resume; searched online for other jobs; networked to find other job options; enrolled in classes to prepare for another job; applied or interviewed for another job.

If you left your position as a public school teacher, which of these would be your first preference? A position in PK-12 school administration; different work within the field of education; work in a different field, not education; not working; graduate study; retirement.

How much longer do you expect to stay in your position as a public school teacher?

teacher and having an additional job because of financial need are significant predictors of taking steps to switch jobs, holding other factors constant.

The pay problem



Lio DeJesus, Spanish and soccer coach

As noted, discontent with pay has grown in the past year, with 81 percent of teachers saying they feel unfairly paid, up from about seven in 10 in 2021 and 2020 alike. The increase is led by younger teachers, peaking at 85 percent among those younger than 40, compared with 71 percent of teachers age 60 and older. Last year, there were no meaningful differences by age.

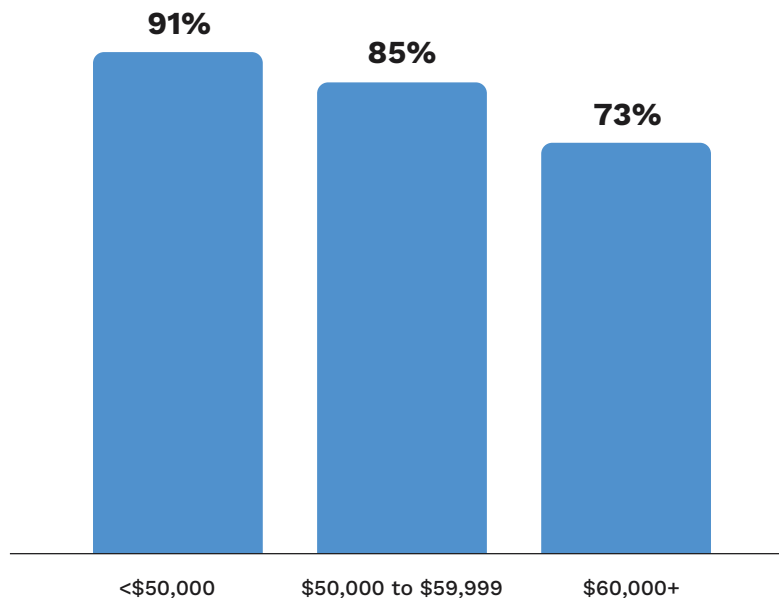
Similarly, 83 percent of teachers with 20 or fewer years of experience say they feel unfairly paid, up 15 points in a year, compared with those with more experience, essentially steady at 76 percent.

The median annual salary reported by Texas teachers is \$57,000. In previous polls, teachers reported a median annual salary of \$55,220 in 2020 and \$54,200 in 2019. Thirty-nine percent now say they earned \$60,000 or more, an increase of 12 points in two years, and the proportion earning less than \$50,000 fell 10 points, to 16 percent.

Younger and less tenured teachers, rural residents, women, those without postgraduate degrees, and those who teach younger grade levels report

Teachers Feel Unfairly Paid Across All Salary Levels

% Texas teachers feeling unfairly paid



significantly lower salaries than their counterparts. By region, salaries are lowest in East, West and Central Texas, where roughly two in 10 report earning \$60,000 or more, compared with majorities in the Dallas/Fort Worth and Houston areas. Those in the South/Southwest region of the state are in the middle, with 34 percent reporting salaries of at least \$60,000.

Feeling unfairly compensated peaks among lower earners, though the sentiment is prevalent even among teachers at the higher end of the pay scale. Ninety-one percent of teachers earning less than \$50,000 a year feel unfairly compensated, as do

85 percent of those earning \$50,000 to \$60,000 and 73 percent of teachers with salaries of \$60,000 or more.

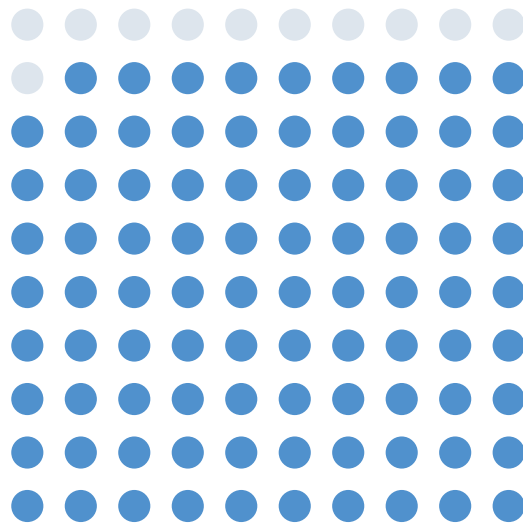
Generally, teachers in lower-paid demographic groups also are more apt to feel unfairly paid, albeit not by large margins. There are some exceptions: Despite lower salaries, teachers in rural areas are slightly less apt than their colleagues in urban areas to feel that their pay is unfair, 76 percent versus 83 percent, with differences in the cost of living likely a factor. And there are differences in pay, but not in feeling unfairly paid, by educational attainment.

Extra work for pay

Many teachers are stretched thin to make ends meet. Fifty-two percent say they have done work for pay in addition to their job as a public school teacher in the past year, with the vast majority in this group, 79 percent, doing so because they need the extra money. This corresponds to 41 percent of Texas public school teachers overall who report working an extra job out of necessity. Few teachers who work an extra job say it is mainly because they like having the extra money (14 percent) or because they enjoy the extra work (8 percent).

Half of those earning less than \$50,000 as a teacher say they work a second job because they need the extra money, but so do four in 10 of those with higher salaries. It is more prevalent among teachers who are separated, widowed, or divorced (53 percent) or single (47 percent). On the other hand, 38 percent of those who are married or living with a partner work a second job for extra money, a group more apt to live in a dual-income household. Among other differences, 52 percent of Black teachers take on additional work because they need the extra money, compared with four in 10 Hispanic and White teachers alike.

Nearly nine in 10 teachers who worked a second job in the past year did so during the school year, including 80 percent year-round; just 10 percent worked their extra job only during the summer. Overall, this corresponds to 47 percent of Texas public school teachers who held down a side job during the school year — despite their demanding workload at school.



89%

of Texas teachers working
a **second job** do so
during the school year

Work hours

In terms of demands of the day job, teachers on average report working 57 hours per week on their responsibilities as a public school teacher during the school year, including time spent outside school. Just more than half of teachers, 53 percent, work at least 60 hours per week, including 19 percent who typically work 70 hours or more.

Working longer hours is more prevalent among teachers younger than 60, with 54 percent in this group reporting typical workweeks of 60 hours or more, compared with 43 percent of those 60 and older. It is also associated with household income: Fifty-eight percent of teachers in households earning less than \$75,000 typically work 60 hours or more, compared with 48 percent of those in households with annual incomes of \$100,000 or more. And teachers who say their community's schools are underfunded are more apt to work 60-plus hour weeks, 55 percent versus 47 percent.

Workloads impact morale. Eighty-eight percent of teachers with typical workweeks of 70 hours or more say they feel unfairly paid, compared with 67 percent of those working 40 to 49 hours. Teachers who work more hours also are less apt to feel valued by state elected officials, Texans overall, members of their own community, and their students' parents. As noted, working longer hours is a significant predictor of having taken steps to leave one's position as a teacher.

Survey questions

How many hours do you spend working as a public school teacher in an average week during the school year, both on-campus and at home or elsewhere?

In the current school year (2021-22), how much of your own money did you spend on classroom supplies, without reimbursement?

In the current school year (2021-22), how much of your own money did you spend on supporting your students' basic needs (e.g., food or clothing), without reimbursement?

In the past 12 months, have you done work for pay in addition to your work as a public school teacher?

Is this additional work for pay that you did only during the school year, only during the summer when you weren't teaching, or both during the school year and during the summer?

Which of these is the main reason you do additional work for pay? I need the extra money; I like having the extra money; it is unrelated to pay, I enjoy the work.

For statistical purposes only, what was your salary in 2021?

Do you feel that you are fairly paid, or that your pay is unfair?

Out-of-pocket expenses

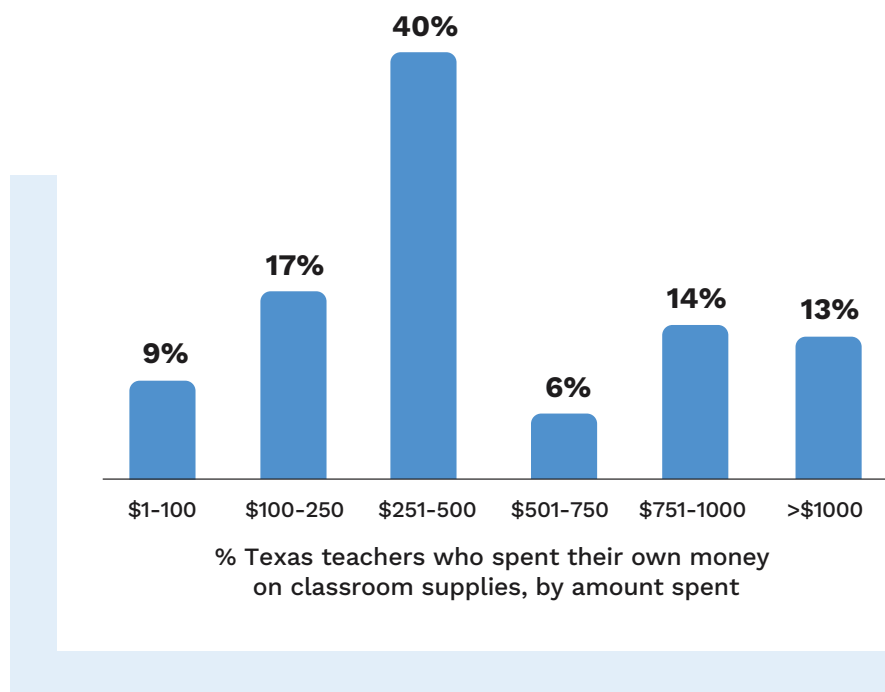
Feelings of being underpaid are intensified by the amount teachers spend of their own money on classroom supplies and supporting their students' basic needs.

Nearly all teachers, 98 percent, report spending some of their own money on classroom supplies in the 2021-22 school year, without reimbursement. Seventy-two percent spent more than \$250 on classroom supplies, including 33 percent more than \$500 and 13 percent more than

\$1,000. Of those who spent their own money, the average amount is \$665, the median \$500. (It is \$651 and \$500 among teachers overall.)

In addition to buying classroom supplies, three-quarters of Texas public school teachers say they spent their own money supporting their students' basic needs such as food or clothing in the past school year, including 45 percent who spent more than \$100 and 25 percent more than \$250. Among those who spent their own money, the average amount was \$307, the median \$200.

Nearly all (98%) teachers spent their own money on classroom supplies, without reimbursement

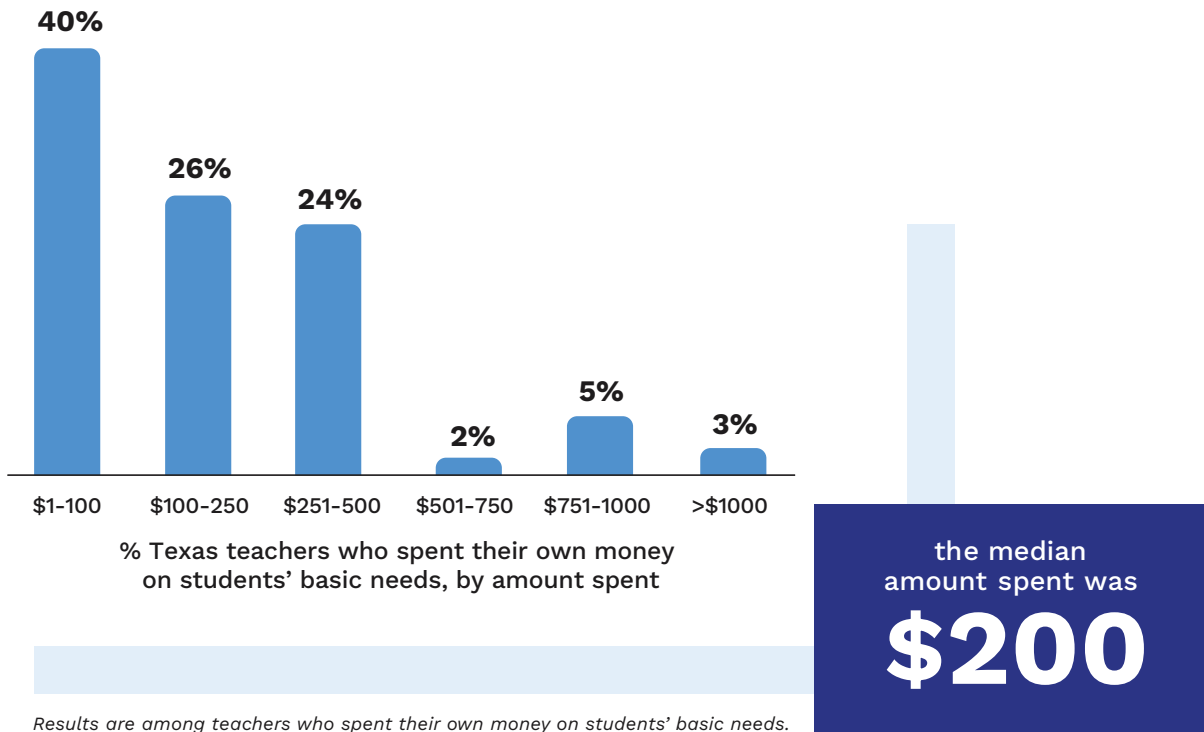


% Texas teachers who spent their own money on classroom supplies, by amount spent

the median amount spent was
\$500

Results are among teachers who spent their own money on classroom supplies.

Three out of four (75%) teachers spent their own money on students' basic needs, without reimbursement



Overall, pre-K, elementary, and middle school teachers spent the most on classroom supplies, a median of \$500, compared with \$400 among high school teachers. It is also higher among women than men, \$500 versus \$300. (Women are more apt than men to teach lower grade levels.)

Among other differences, teachers who report working 70 hours or more in a typical week spent a median of \$600 on classroom supplies; it is half that, \$300, among teachers who typically work 40 to 59 hours a week. Similarly, those working

more than 70 hours a week spent \$300 supporting their students' basic needs, compared with a median of \$50 among teachers who typically work 40 to 49 hours.

Spending on classroom supplies and student support appears to reflect, in part, the challenges facing underfunded schools. Median reported spending on classroom supplies is \$500 among teachers who say the funding level for their local public schools is too low, compared with \$350 among those who think it is about right or too high.

Barriers to teaching



Brittany Walker, language arts

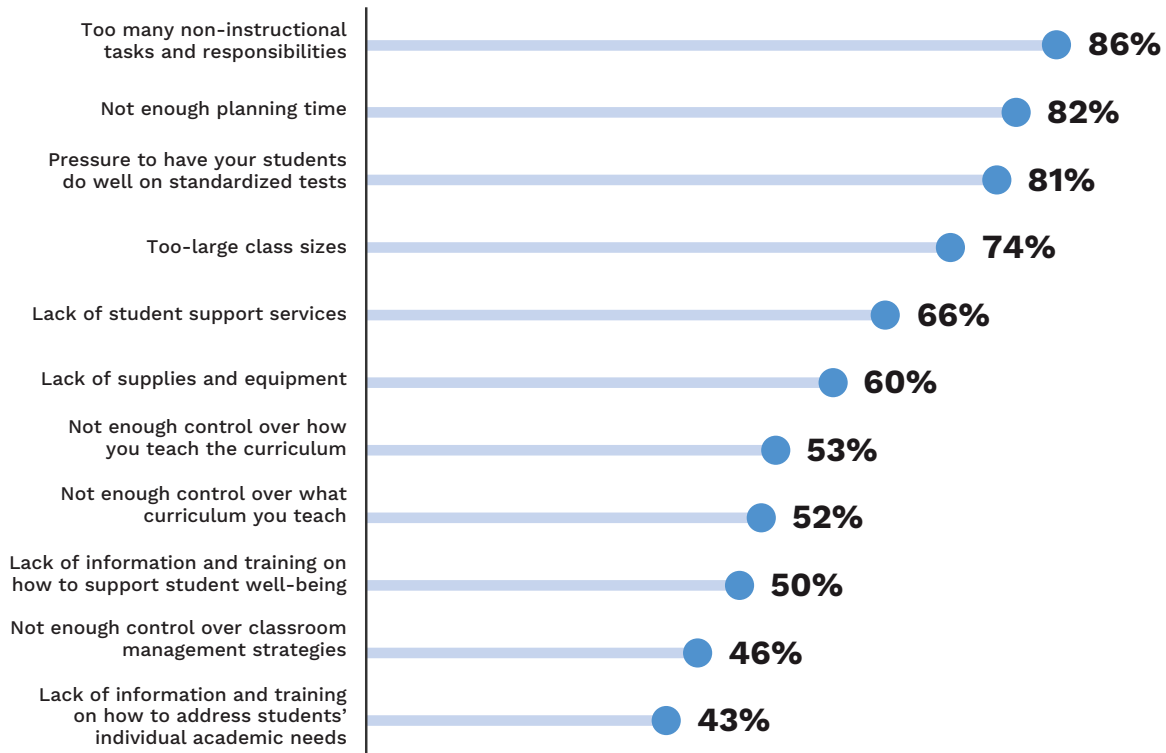
Teachers perceive a wide range of obstacles to being an effective teacher. At the top of the list, 86 percent say having too many non-instructional tasks and responsibilities are barriers to being as good a teacher as they can be, including 65 percent who call these significant barriers. About eight in 10 also cite lack of planning time and pressure to have students do well on standardized tests as barriers, including more than half in each case who call these significant barriers.

Other widely perceived obstacles include too-large class sizes, called a barrier by 74 percent of teachers; a lack of student support services, such as counselors, instructional aides, nurses, and paraprofessionals, 66 percent; and a lack of supplies and equipment, 60 percent.

Roughly half of teachers say issues surrounding classroom autonomy, such as a lack of control over how they teach the curriculum and what curriculum they teach, are

Teachers Report Widespread Barriers to Good Teaching

% Texas teachers who consider the following a significant barrier/barrier



barriers. Forty-six percent cite lack of control over classroom management strategies as a barrier to their effectiveness.

Half also say a lack of information and training on how to support student well-being, including student mental health, special education, and culturally sustaining practices, is an obstacle. And 43 percent perceive a lack of information and training on how to address students' individual academic needs as a barrier.

Perceiving more obstacles to one's job is linked to retention. Among teachers who see five or more of these factors as significant barriers, 87 percent have seriously considered leaving their position in the past year, compared with 59 percent of those who see just one or none as a significant barrier. Additionally, 95 percent of those who see eight or more significant barriers feel unfairly paid, compared with 61 percent who identify no more than one.

Survey questions

How much, if at all, do you see these as barriers to being as good a teacher as you can be? Pressure to have your students do well on standardized tests; lack of supplies and equipment; too-large class sizes; not enough planning time; not enough control over what curriculum you teach; not enough control over how you teach the curriculum; not enough control over classroom management strategies; too many non-instructional tasks and responsibilities; lack of information and training on how to support student well-being (e.g., student mental health, special education, culturally sustaining practices); lack of student support services (e.g., counselors, instructional aides, nurses, paraprofessionals); lack of information and training on how to address students' individual academic needs.

Gender gaps emerge on several items. Women are more apt than men to see lack of student support services (+19 points) and standardized test pressure (+18 points) as barriers. Women also are more apt to cite lack of control over what curriculum they teach (+12 points), lack of supplies and equipment (+11 points), non-instructional tasks (+8 points), class sizes (+7 points), and lack of planning time (+5 points, a marginal difference).

Regionally, seeing lack of control over curriculum content as a barrier peaks at 60 percent in Houston, falling to 49 percent in Dallas/Fort Worth and 46 percent in West Texas. Lack of control over how the curriculum is taught peaks at 61 percent in Houston, compared with the East (50 percent), Central (49 percent) and West (47 percent) regions.

Retention strategies



Jessica Lukes, G/T program

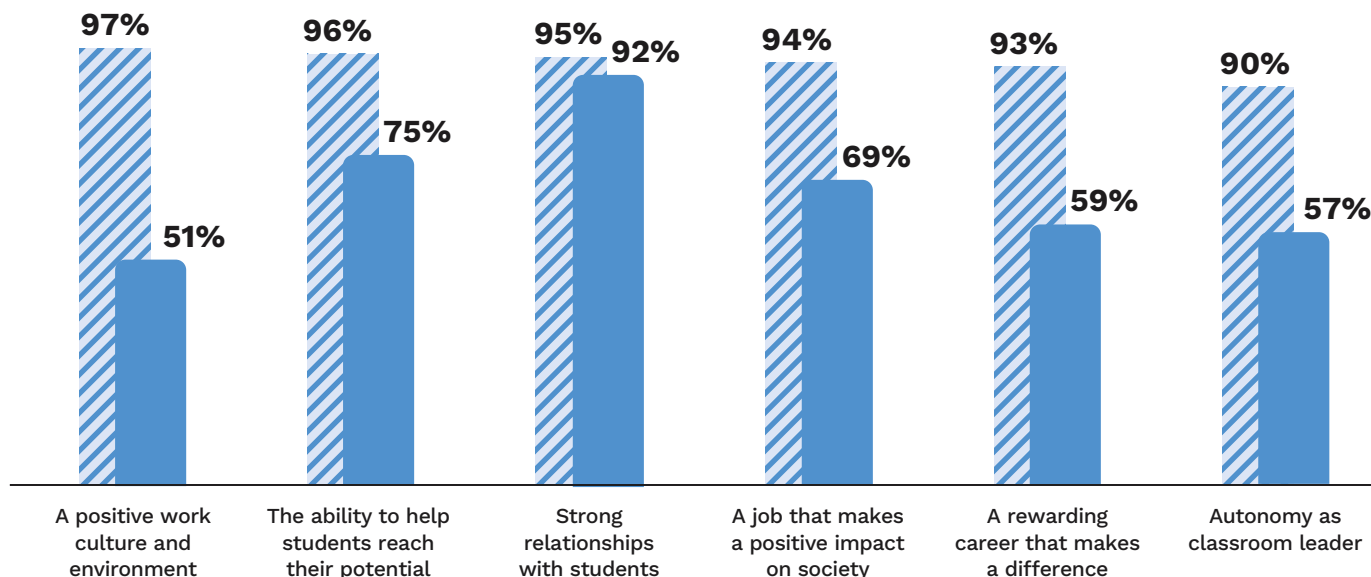
Motivation and working conditions

There are considerable mismatches between the job aspects teachers say are important in encouraging them to continue working as a public school teacher and those they feel they actually have. In the largest difference, 80 percent of teachers say it is extremely or very important to them to have input into school and district decision-making, and just 16 percent feel they have a great deal or good amount of such input in their current position — a vast 64-point difference. This marks a clear opportunity for improvement.

In another very large gap, nearly all teachers, 97 percent, say a positive work culture and environment are highly important to them, but only 51 percent feel they have this, a 46-point gap.

Gaps Exist Between What Teachers Currently Experience and What They Say Is Important to Stay in the Profession

▨ Extremely/very important in encouraging them to remain in the profession
 ● Have a great deal/good amount



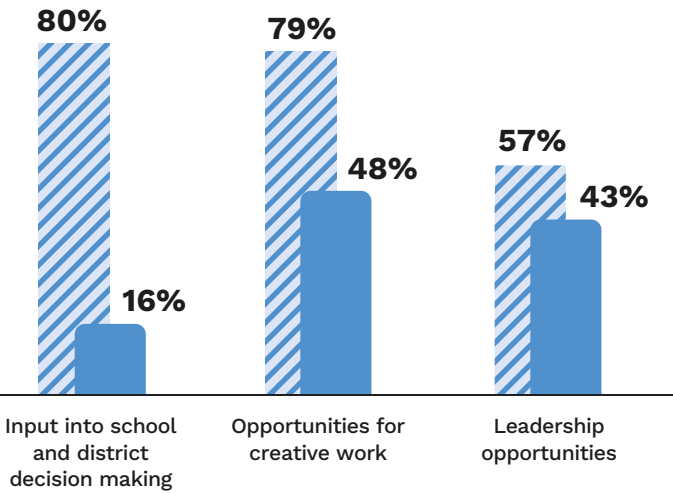
Other highly important aspects are lacking. Ninety-three percent say that having a rewarding career that makes a difference is extremely or very important to them; 90 percent say the same about having autonomy in the classroom. Many fewer, 59 percent and 57 percent, feel they have these in their current position.

More teachers, 75 percent, positively rate their ability to help students reach their potential, and 69 percent say the same for having a positive impact on society. Still, these fall short of the 96 percent and 94 percent who say these are highly important in encouraging them to continue working as a public school teacher.

Among other priorities, 79 percent of teachers say that opportunities for creative work are highly important for continuing in the profession, though just 48 percent feel their current position provides these opportunities, a 31-point difference. Fewer, but still 57 percent, highly value leadership opportunities; 43 percent say their current role offers such opportunities.

There is one aspect of the job that nearly all teachers, 92 percent, feel they have a great deal or good amount of in their current role: strong relationships with students. About as many (95 percent) say such relationships are highly important in encouraging them to continue working as a public school teacher.

likely to feel that they have a great deal or good amount of each positive aspect in their current role than those whose sense of belonging is less strong, including a 64-point difference in having a positive work culture and environment, 78 percent versus 14 percent.



Positive aspects of the job reinforce each other. Across the board, teachers who feel they have a great deal or good amount of one positive aspect in their current role also are more apt to feel they have others. For example, teachers who are more apt to feel they have leadership opportunities also are more likely to say they have a positive work culture and environment, a rewarding career that makes a difference, opportunities for creative work, and so on.

Each of these items is also related to a sense of belonging. Overall, 36 percent of teachers say they have a very strong sense of belonging at their school, and an additional 41 percent say it is somewhat strong. (The rest, 22 percent, say it is not too or not at all strong.) Teachers with a very strong sense of belonging are more

Generally, teachers with longer tenures are more likely to say they have these positive aspects in their current position. (The exceptions are strong relationships with students and autonomy in the classroom, about the same among the most and least experienced teachers.) Among other differences, teachers in rural areas are more likely to feel that they have input into school and district decision-making, 23 percent versus 15 percent of those in more densely populated areas.

As noted, feeling that one has a sense of meaning and impact is a significant predictor of whether a teacher has seriously considered leaving their position as a public school teacher. Illustratively, teachers who feel that they have a rewarding career that makes a difference are 28 points less apt than those who do not feel this way to have seriously considered leaving their position in the past year, 67 percent versus 95 percent.

More structural parts of the job, such as a sense of autonomy, ability for creative work, and ability to impact decision-making, also are significant predictors of retention considerations. In one of the largest gaps, teachers who feel that they have leadership opportunities in their current position are 26 points less apt than those without this aspect to have considered leaving, 65 percent versus 91 percent.

Survey questions

How strong is your sense of belonging at your school?

How much do you feel you have each of these in your current position as a public school teacher? Leadership opportunities; input into school and district decision making; a positive work culture and environment; a rewarding career that makes a difference; the ability to help students reach their potential; autonomy as a classroom leader; strong relationships with students; opportunities for creative work; a job that makes a positive impact on society.

How important is each of these in encouraging you to continue working as a public school teacher? Leadership opportunities; input into school and district decision making; a positive work culture and environment; a rewarding career that makes a difference; the ability to help students reach their potential; autonomy as a classroom leader; strong relationships with students; opportunities for creative work; a job that makes a positive impact on society.

Pay and benefits

Though nearly all teachers see intangible aspects of the job as a strong motivator to continue working in the profession, increased pay and benefits are important as well. Ninety-one percent of teachers say a significant salary increase would be extremely or very important in encouraging them to continue working as a public school teacher (including 76 percent who call this extremely important), and 88 percent say the same for maximizing retirement benefits (68 percent, extremely important).

Nearly as many, 85 percent, say a schedule with more time in the day for planning and district-wide days off for student and teacher well-being would be highly encouraging. Seventy-one percent say the same for additional paid personal days off.

Fewer, but still 58 percent, say student loan assistance and forgiveness programs would be highly important in encouraging them to continue, as do 57 percent for a one-time retention bonus. About half, 51 percent, consider affordable housing options close to where they live as highly important.

Some of these retention strategies may be particularly impactful among younger teachers. Three-quarters of teachers younger than 30 say student loan assistance or forgiveness programs would be extremely or very important, falling linearly with age to 36 percent of those

age 60 and older. Younger teachers also are more apt than their older colleagues to say that additional paid personal days off, district-wide days off for student and teacher well-being, more time in the day for planning, and affordable housing options would be highly encouraging.

Notably, a broad 86 percent of Black teachers say that student loan assistance or forgiveness programs

would be extremely or very important in encouraging them to continue working in the profession, compared with 67 percent of Hispanic teachers and 49 percent of White teachers. Black and Hispanic teachers are more apt than White teachers to say a one-time retention bonus, affordable housing options, and more days off (both personal and district-wide) would be highly encouraging in regard to keeping them in the profession.

There Is Broad Support for Many Retention Strategies, Though Differences Exist Across Age Groups

% Texas teachers who say each strategy is extremely/very important in encouraging them to remain in the profession

	All teachers	Under 30 years old	30-39 years old	40-49 years old	50-59 years old	60 years and older
A significant salary increase	91%	95%	92%	91%	91%	87%
Maximizing your retirement benefits	88%	86%	86%	88%	92%	86%
District-wide days off for teacher and student well-being	85%	93%	89%	84%	79%	71%
A schedule with more time in your day for planning	85%	90%	87%	84%	83%	81%
Additional paid personal days off	71%	88%	76%	70%	61%	54%
Student loan assistance or forgiveness programs	58%	74%	68%	54%	48%	36%
A one-time retention bonus	57%	59%	54%	58%	60%	58%
Affordable housing options close to where you work	51%	68%	55%	47%	41%	42%

Retention strategies could be targeted in other ways. Teachers in the central region of the state are most apt to say that affordable housing options would be highly encouraging to stay in the profession, at 59 percent. Affordable housing options also are considered appealing to at least half of teachers in the Dallas/Fort Worth area (54 percent), Houston area (50 percent), and South/Southwest region (50 percent), and lowest in West (44 percent) and East (43 percent) Texas.

Among other differences, 66 percent of single teachers say affordable housing options close to work would be highly encouraging for them to continue teaching, compared with 54 percent of those who are separated, widowed, or divorced, and 46 percent of teachers who are married or living with a partner. Separately, teachers who are the parent or guardian of a child younger than 18 place higher value on additional personal days off, 75 percent versus 68 percent.

When asked to pick the single most important retention strategy, 59 percent of teachers name a significant salary increase as most important in encouraging them to continue working as a public school teacher, far and away the top item. It is followed distantly by a schedule with more time in the day for planning (14 percent), maximizing retirement benefits (9 percent), district-wide days off, and student loan assistance or forgiveness programs (each 7 percent). Other items are in the low single digits.

The definition of a significant salary increase ranges among teachers who indicate that it would be at least somewhat important in encouraging them to continue working as a public school teacher. Eighty-seven percent in this group say they would need at least a 10 percent salary increase to encourage them to continue working. This includes 54 percent who would require a raise of at least 20 percent and two in 10 requiring at least 30 percent. (One in 10 says they would need an increase of 50 percent or more.) The median response is a 20 percent raise.



Torri Acheson, language arts

Teachers earning less, naturally, report needing larger pay increases. Two-thirds of those with salaries less than \$50,000 say a raise of at least 20 percent would encourage them to continue working in the profession. That drops to 57 percent of those earning \$50,000 to \$60,000 and 44 percent of those earning \$60,000 or more.

Higher raises also are sought by teachers who have seriously considered leaving their position as a public school teacher within the past year. Among them, 57 percent say they would need a raise of at least 20 percent to encourage them to continue working in the field, compared with 42 percent of those who have not considered leaving. Teachers who feel less valued by their students' parents, community, administrators, and Texans overall say they need higher pay raises to keep them in their job. Those who work longer hours and identify more barriers to teaching similarly call for higher pay increases.

Survey questions

Thinking about pay and benefits, looking ahead, how important would each of these be in encouraging you to continue working as a public school teacher? A significant salary increase; a one-time retention bonus; additional paid personal days off; a schedule with more time in your day for planning; district-wide days off for teacher and student well-being; student loan assistance or forgiveness programs; affordable housing options close to where you work; maximizing your retirement benefits.

Which one of these would be most important in encouraging you to continue working as a public school teacher? A significant salary increase; a one-time retention bonus; additional paid personal days off; a schedule with more time in your day for planning; district-wide days off for teacher and student well-being; student loan assistance or forgiveness programs; affordable housing options close to where you work; maximizing your retirement benefits.

What pay increase would be enough to encourage you to continue working as a public school teacher? Please respond as a percentage of your current salary.

Teacher preparation and certification

Looking back, 63 percent of teachers say they were prepared to enter the classroom as a first-year teacher, albeit with just 16 percent very prepared. The rest, 37 percent, feel they were not so (26 percent) or not at all (11 percent) prepared.

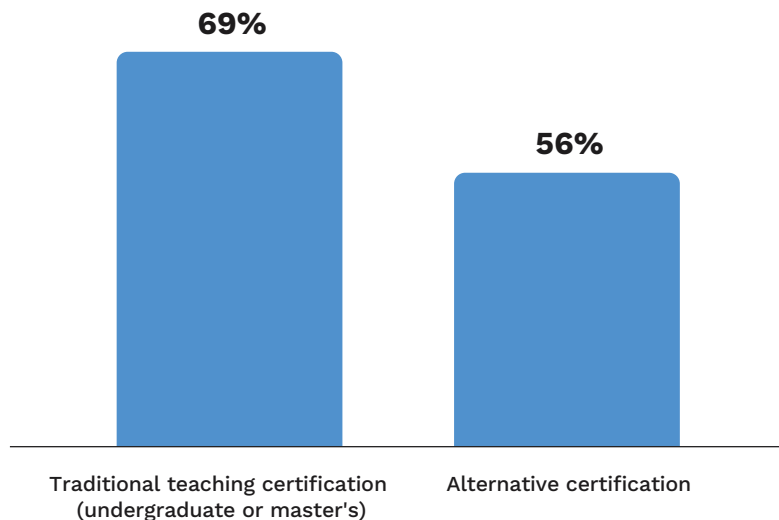
Preparation has an impact. Teachers who report feeling unprepared as a first-year teacher are more apt to say a lack of information and training on how to address students' individual academic needs is a barrier to being as good a teacher as they can be, 50 percent versus 34 percent among those who feel they were very prepared. They are also more apt to see a lack of information and training on how to support students' well-being as a barrier.



Elizabeth Hare, special education

Teachers With Traditional Certifications Felt More Prepared To Enter the Classroom

% Texas teachers who felt very/somewhat prepared



Training also is associated with lower morale. Teachers who report being not so or not at all prepared to enter the classroom are 10 points more apt than those who felt very prepared to have seriously considered leaving their position within the past year, 79 percent versus 69 percent.

A teacher's certification route impacts how well-prepared they feel. Those who completed a traditional teaching certification (undergraduate or master's) are more apt to say they were prepared than those who

completed an alternative certification, 69 percent versus 56 percent. (There are no significant differences between those who were certified via an undergraduate program and those who were certified via a master's program.)

Overall, 91 percent of teachers report having completed a teacher certificate program. Among them, 47 percent completed traditional undergraduate teacher preparation, 7 percent completed a master's degree with certification, and 46 percent, an alternative certification.

Survey questions

How prepared were you to enter the classroom as a first-year teacher?

Have you completed a teacher certification program?

What kind of teacher certification program did you complete?

Among teachers with certificates, those who have been teaching longest are most apt to have taken a traditional route, undergraduate or master's certification. It is 74 percent among those who have taught more than 20 years, compared with 53 percent of those who have taught 11 to 20 years, 47 percent of those who have taught 6 to 10 years, and 43 percent of those who have taught 1 to 5 years. Those 60 and older are more likely to be traditionally certified than those age 30 to 59, 64 percent versus 52 percent. (It is six in 10 among teachers younger than 30.)

Women are 11 points more apt than men to have gone the traditional certification route, 57 percent versus 46 percent. Teachers of the younger grades (pre-K through 8) also are more likely to have a traditional certification than those teaching high school grades 9 through 12.

Black teachers are most likely to have completed an alternative certification, 70 percent, compared with 46 percent of Hispanic teachers and 41 percent of White teachers. Alternative certifications also are more common in the Houston (53 percent) and Dallas/Fort Worth areas (51 percent) and less common in West Texas (35 percent).

Public education issues




Nathan Johndrow, STEM

Biggest problems

When asked the biggest problems facing the public schools in their own community, a plurality of teachers, 43 percent, mention issues surrounding the teaching profession in an open-ended question. Teachers cited their excessive workloads and responsibilities (20 percent), a lack of respect and support for the profession (18 percent), and low teacher pay (17 percent) as some of the biggest problems facing public schools.

A considerable share, 34 percent, also mention issues regarding student well-being, including 22 percent who say a lack of discipline among children is the biggest problem. Twenty-six percent say that family involvement, particularly parents' lack of support and interest in their child's education, are the biggest problems facing their local public schools. Fewer, though still 16 percent, pointed to political leadership and school administration in the open-ended question.

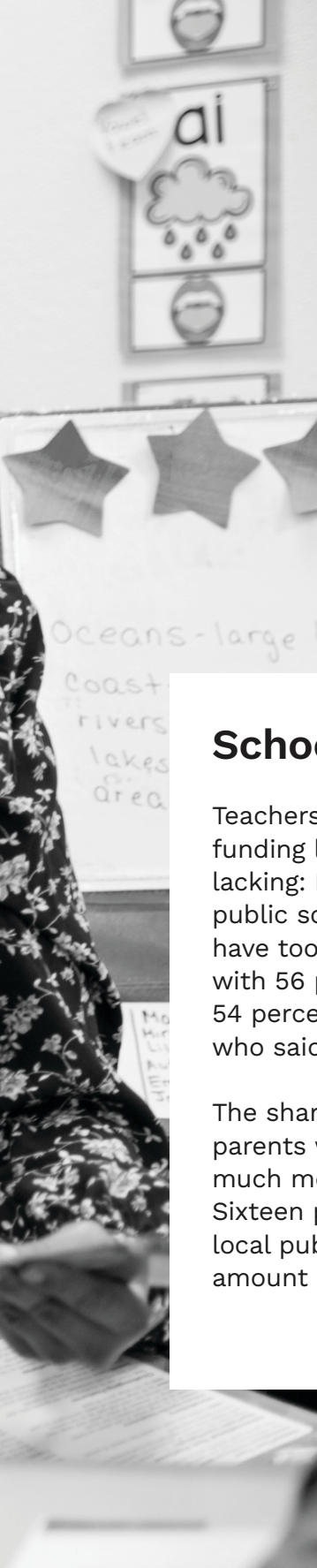


Comparatively, just 5 percent of Texans in the general public mentioned issues surrounding the teaching profession when asked the same question in October 2021. Similarly, relatively few Texans cited student well-being (9 percent), family involvement (6 percent), and school leadership and administration (4 percent). Results among just public school parents were similar.

There are some points of agreement. Seventeen percent of teachers mention issues of educational quality, such as concerns about low standards and academic performance of students, overcrowded classrooms, and poor curriculum. About as many, 14 percent, cite a lack of school funding, and 13 percent mention teacher and staff shortages as issues. Similar shares of Texans and public school parents mentioned these as problems last fall.

Among other issues, 10 percent of teachers mention standardized testing as one of the biggest problems; 9 percent cite interference from the state government or political bias in schools; and 7 percent mention pandemic issues, including the learning gaps that have stemmed from it.

Claudia Meyers, 2nd grade



Survey questions

What do you think are the biggest problems facing the public schools in your community?

What do you think of the funding level for public schools in your community?

School funding

Teachers overwhelmingly find the funding level of their local schools lacking: Eighty-one percent say the public schools in their community have too little money. That compares with 56 percent of Texans overall and 54 percent of public school parents who said the same in October 2021.

The share of teachers, adults, and parents who say the schools have too much money is in the single digits. Sixteen percent of teachers think their local public schools have the right amount of money.

At least three-quarters of teachers across demographic groups say their local public schools have too little money. It is 88 percent among Democratic teachers and a still-high 74 percent among those who are Republicans. It is 88 percent among liberal teachers, about the same among political moderates (86 percent), and 72 percent among conservative teachers.

Among teachers who say they are unfairly paid, 85 percent think school funding is too low, compared with 62 percent of those who say their pay is fair. Teachers who feel undervalued by more groups also are more apt to say funding is too low.

Decision-making

Teachers place considerable faith in themselves and their colleagues to care for students. Nearly all, 91 percent, trust public school teachers a great deal or good amount to make decisions that are in the best interests of public school students in their community, far surpassing trust in other key stakeholders. School principals are the next most trusted group, with 60 percent of teachers placing a high degree of confidence in them.

Trust in other decision-makers drops sharply. Thirty-four percent of teachers have a great deal or good amount of trust in district administrators; 28 percent say the same for their local school board. Strikingly, only 4 percent trust elected officials in the state to make decisions that are in the best interests of students.

Last October, trust among public school parents and Texans overall was aligned similarly, with teachers earning the most confidence and elected officials the least. Still, there were differences in degree. Compared with teachers themselves, fewer Texans overall (71 percent) and public school parents (73 percent) placed at least a good amount of trust in public school

teachers. Texans and parents were more apt than teachers in this survey to place a high degree of trust in district administrators, the local school board, and state elected officials.

Among groups, teachers in rural areas are more likely than those in more densely populated areas to place trust in district administrators and their local school boards. By region, teachers in East Texas stand out for their relatively high trust in school principals, district administrators, and local school boards, with confidence in other regions comparatively subdued.

There are political aspects as well. Republican teachers are 13 points and 16 points more apt to trust their local school boards than Democrats and independents, 37 percent versus 24 percent and 21 percent. Similarly, a third of conservatives and 29 percent of moderates trust their local school board, compared with 19 percent of liberals.

Notably, there are few meaningful differences when it comes to state elected officials: Seven percent or less of teachers, across demographic and political groups, trust them to make decisions that are in the best interests of public school students in their community.

Rating teacher quality

Eighty percent of Texas teachers give the public school teachers in their own community an A (31 percent) or B (49 percent) grade, down 5 points since last year and 8 points in two years. Still, it remains 13 points higher than the share of Texans overall who said so last fall (67 percent), and similar to its level among Texas public school parents in the same survey, 76 percent.

High ratings peak at nine in 10 among Texas public school teachers who have not seriously considered leaving their positions, those who feel that other teachers value them a great deal, and those who have a very strong sense of belonging at their school.

Regionally, A or B grades for fellow teachers are lowest in Dallas/Fort Worth (74 percent) compared with 87 percent in East Texas and 84 percent in the South/Southwest region; other regions fall in between. That marks an 11-point drop in Dallas/Fort Worth since 2021 and a slight 8-point drop in Houston, to 78 percent, with nonsignificant shifts in other regions.

Among other groups, grades are higher among teachers age 40 and older than among those younger than 30, 83 percent versus 71 percent. And it is about eight in 10 among White and Hispanic teachers alike, compared with 72 percent among Black teachers. (The difference between Hispanic and Black teachers is slight, given sample sizes.) That is down 7 points among White teachers and essentially steady among Black and Hispanic teachers alike.

Survey questions

How much, if at all, do you trust each of these groups to make decisions that are in the best interests of public school students in your community? Teachers; school principals; district administrators; the local school board; state elected officials.

Thinking about public school teachers in your community, using the A, B, C, D, Fail scale, what grade would you give them as a group?

Thinking about the state standardized test known as STAAR, how confident are you that the STAAR test effectively measures how well a student is learning?

The Texas Education Agency gives an A-F letter grade to each public school in the state. How do you think this grade should be determined? Entirely on student scores on state standardized tests; partly on student scores on state standardized tests and partly on other factors, such as the range of school programs and services for students and families; entirely on non-test factors, such as the range of school programs and services for students and families.

Testing and accountability

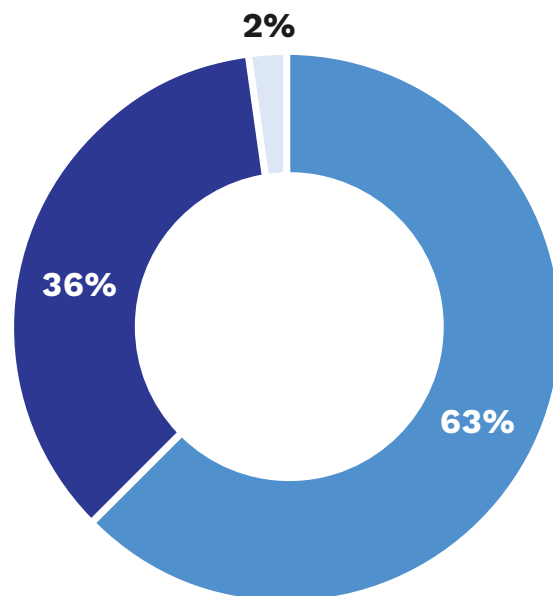
In a finding consistent with last year's survey, Texas public school teachers broadly lack confidence in the STAAR test, and few think it should determine public schools' A-F letter grades.

Eighty-three percent are not so (35 percent) or not at all (48 percent) confident that the STAAR test effectively measures how well a student is learning. That is down a modest 4 points since last year, with a 5-point increase in the share who are somewhat confident, 16 percent. Just 1 percent are very confident, unchanged.

Views among teachers on this measure diverge from those of Texans overall. When asked in October 2021, 44 percent of Texas adults were at least somewhat confident in the STAAR test, compared with 16 percent of teachers now.

Among groups, teachers age 60 and older are twice as apt as those younger than 40 to be confident in the STAAR test, 25 percent versus 12 percent; 40- to 59-year-old teachers fall in between. Men (25 percent) are more likely than women (14 percent) to be confident in the test.

Teachers Support Using a Range of Factors to Determine Campus Accountability Grades



- Partly on student scores on state standardized tests and partly on other factors, such as the range of school programs
- Entirely on non-test factors, such as the range of school programs and services for students and families
- Entirely on student scores on state standardized tests

Percentages do not total 100 due to rounding.

Underscoring this lack of confidence, just 2 percent of public school teachers think the A-F letter grade given to each public school in the state should be determined entirely on student scores on state standardized tests. Most, 63 percent, instead think it should be partly on test scores and partly on other factors, and 36 percent, entirely on non-test factors.

When asked in October 2021 among Texas adults overall, more (but still not many) thought A-F letter grades given to public schools should be determined entirely on test scores (17 percent) and by a mix of test scores and other factors (68 percent), though many fewer preferred entirely non-test factors (12 percent).

Teachers younger than 40 are 16 points more apt than those 60 and older to say school scores should be based entirely on non-test factors, 41 percent versus 26 percent. Entirely non-test factors also are most preferred among those who have seriously considered leaving their position and expect to stay less than one year (48 percent) and those who generally feel less valued or see more structural barriers to teaching.

Survey questions

Which describes each of these practices at the school where you work? Remote tutoring via video conference; parent-teacher meetings via video conference; remote instruction for students who want it; school-provided computer or digital devices for students to use at home; district-provided broadband for students at home; interventions to address learning gaps; adaptive software which utilizes data to personalize instruction; mental health supports for students; opportunities for collaboration between teachers; opportunities for family communication and engagement.

Should these be continued after the pandemic or discontinued?

Should the expansions to these be continued after the pandemic or discontinued?

How confident are you that you have the support and resources in place to effectively address pandemic-related learning losses among your students?

Pandemic practices

Many teachers report a variety of practices in place at their school during the pandemic. These range from 74 percent saying adaptive software for personalized instruction was used to 97 percent having used remote instruction and provided students with computer or digital devices for home use.

Some of these practices were already being used in schools before the pandemic, but others were new additions for most teachers. Only two in 10 teachers report that remote instruction and parent-teacher conferences were offered pre-pandemic; that rises dramatically to 97 percent and 91 percent of teachers during the pandemic. Other large increases in uptake were seen for remote tutoring, district-provided home internet service, and provision of computer or digital devices for students to use at home.

Student-focused practices that were more likely already to have been established pre-pandemic include learning gap interventions, mental health supports for students, and adaptive software for personalized instruction. Less tangible teacher-centered practices such as opportunities for teacher collaboration and family engagement were even more likely to have existed previously; fewer than one in seven teachers say these were newly introduced during the pandemic.

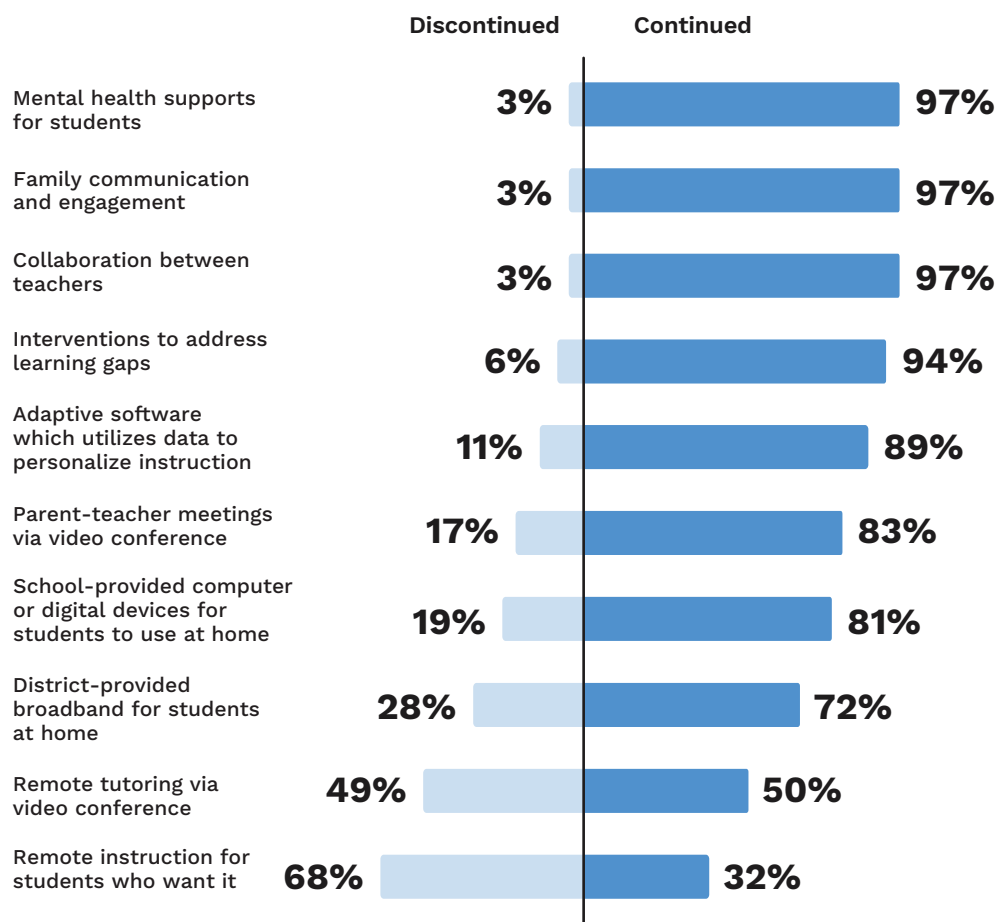
Nonetheless, schools did adapt. Almost half of teachers, 45 percent, say that interventions to address learning gaps were expanded at their school during the pandemic. Anywhere from 28 percent to 36 percent also say mental health supports for students, adaptive software, school-provided computer or digital devices and opportunities for teacher collaboration and family engagement were expanded.

There is strong support for continuing many of these practices among those who saw them introduced or expanded during the pandemic. Those whose schools increased mental health supports, opportunities for teacher collaboration, and family communication overwhelmingly want to see these practices continue after the pandemic, 97 percent for each; and nearly as many, 94 percent, would like to see increased interventions to address learning gaps continued. Most other practices also are quite popular, ranging from 72 percent to 89 percent support for continuation.

Two other practices stand out as having much less post-pandemic support: Sixty-eight percent of teachers at schools where remote instruction was introduced or expanded would prefer it be discontinued after the pandemic; 49 percent say the same about remote video-conference tutoring. For both of these, continuation is more popular among those at schools that already offered them, rather than among the bulk of teachers for whom they were a pandemic innovation.

Teachers Support Continuing Many Pandemic Practices

% Texas teachers who think each practice should be continued



Results are among teachers who say such programs were put in place or expanded during the pandemic.

At the same time, most teachers are not confident that they have the support and resources needed to effectively address pandemic learning losses for their students. Sixty percent are not so (38 percent) or not at all (22 percent) confident that these are available, and a third are just

somewhat confident, 6 percent very confident. Being very confident is more common among men and among those who feel valued or otherwise supported in other areas as a teacher, though still relatively low, less than 15 percent across groups.

Survey methodology

Sampling and data collection for the Charles Butt Foundation's 2022 Texas teachers survey were conducted by SSRS of Glen Mills, Pa., at the direction of Langer Research Associates.

A total of 35,296 names and email addresses were randomly selected from the Texas Education Agency's 2020 listing of 376,007 public school teachers, stratified by metro status and region. Oversamples were drawn to obtain results from at least 100 teachers in each of these groups: East, West, and South Central regions; Black teachers; those age 60+; and those with no more than two years' experience and/or younger than 30.

Most email addresses in the TEA list are personal (typically with a .com suffix). To increase contact opportunity, a third-party vendor, MDR, appended school-based email addresses as available, adding them for 12,116 records.

Sampled teachers were sent personalized email invitations signed by Dr. Shari Albright, president of the Charles Butt Foundation, with a unique passcode-embedded link to complete the survey online. The sample was released in three waves, with the second and third waves designed to ensure adequate sample sizes from subgroups. Multiple email invitations were sent to all sampled teachers. Fieldwork began April 4 and closed May 16.

Of those invited, 33,095 did not click the invitation link, 753 did so but did not complete the survey, 142 were determined not to be current Texas public school teachers, and 1,306 completed the survey. In quality control, the fastest 1 percent of respondents in total completion time were flagged for possible inattention, as were those who skipped more than 25 percent of the questions they received; these 15 cases were deleted. The final sample included 1,291 Texas public school teachers. Average time to complete the questionnaire was 20.8 minutes.

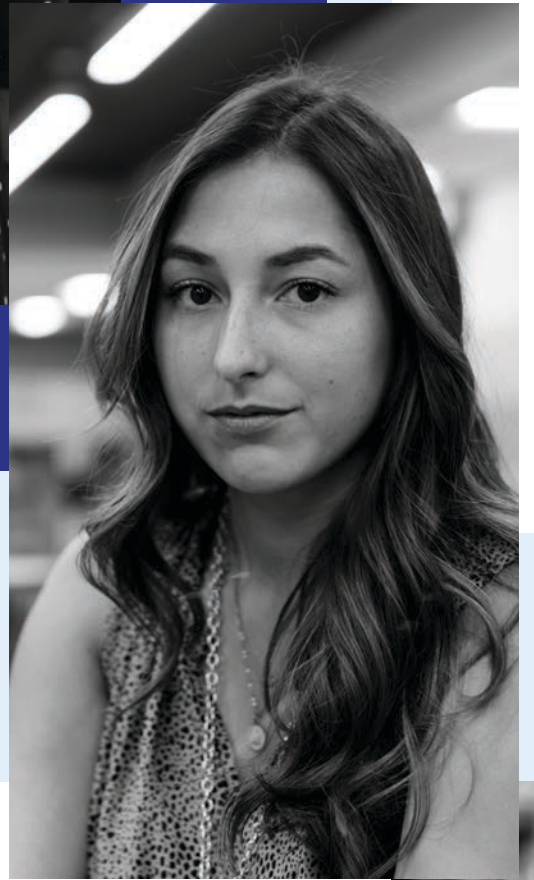
Data were weighted to address unequal probabilities of selection based on the number of available email addresses and to match known parameters from the TEA list, including:

- Gender (male, female)
- Age (18-29, 30-39, 40-49, 50-59, 60+)
- Race/ethnicity (White, Black, Hispanic, other)
- Highest degree earned (bachelor's or less, master's or higher)
- Tenure (2 years or fewer, 3-5 years, 6-10 years, 11-20 years, more than 20 years)
- School grade level (elementary, middle, high, combined, unknown)
- School enrollment size (<100; 100-249; 250-499; 500-999; 1,000-2,499; 2,500+; unknown)
- School's metro status (urban, suburban, rural, unknown)
- School's region (East, Dallas/Fort Worth, Houston area, South Central, West, South/Southwest, unknown)

Weights were trimmed at the 2nd and 98th percentiles. The survey has a design effect due to weighting of 1.25, for a margin of sampling error of plus or minus 3.0 percentage points for the full sample; error margins are larger for subgroups.

All differences described in this report have been tested for statistical significance. Those that are significant at the 95 percent confidence level (or higher) are reported without qualification. Those that are significant at 90 percent-94 percent confidence are described as "slight" differences. Those that are significant at less than 90 percent confidence are not reported as differences.





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CharlesButtFdn.org/2022TXTeacherPoll

From: [O'Bara](#)
To: [Price, Mia](#)
Subject: Texas Teacher Poll
Date: Monday, February 6, 2023 10:46:21 AM
Attachments: [2022-teacher-poll.pdf](#)

Sent from my iPad

The 2022 Texas Teacher Poll:

Persistent Problems and a Path Forward



Charles Butt
— FOUNDATION —

Public Opinion Research

TX-DENTON-23-1254-A-000295

AMERICAN
OVERSIGHT

Letter from the Foundation

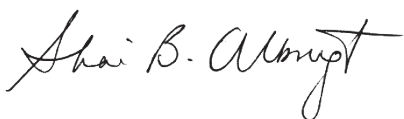
As our public schools face unprecedented teacher workforce challenges, listening to experts — our Texas public school teachers — is more important than ever before. For this reason, we feel extra urgency and pride to release our third annual report on Texas teachers' attitudes towards the profession and public education — the only random-sample, statewide polling of Texas teachers that provides insights into the challenges they face, their experiences as professionals, and what actions need to be taken to strengthen and improve the profession.

When we began polling Texas teachers in the spring of 2020, 58 percent of teachers had seriously considered leaving the profession. Just two years later, amidst a global pandemic, political tensions, and immeasurable challenges, that number has skyrocketed to 77 percent. Furthermore, among those who have seriously considered leaving, a majority — 93 percent — have actively taken steps to leave the profession within the past year.

While these data reveal a concerning future for our public schools, we also find that our Texas teacher workforce is extremely motivated and dedicated, driven by a desire to make a difference and help students reach their full potential. This dedication is challenged by inadequate pay, an untenable workload, feeling undervalued and uninvolved in decision-making, and a lack of resources and supports teachers need to succeed at their job. Our poll highlights a myriad of retention strategies that teachers have identified to address these challenges to sustain and strengthen the teaching profession.

This year, in addition to our 2022 Texas Teacher Poll, we are also releasing the 2022 Texas Teacher Online Forum Report — a companion report that provides qualitative findings from teacher focus groups conducted throughout the summer of 2022. This report further highlights teachers' voices on issues regarding job satisfaction, preparation, working conditions, compensation, and the future of education. It can be accessed online at CharlesButtFdn.org/2022TXTeacherForum.

As state leaders, policymakers, researchers, and practitioners chart a path forward to support our educators and public schools, the Charles Butt Foundation is committed to amplifying teachers' voices throughout the process. The issue is complex, and the findings of this poll indicate that there is no silver bullet or single solution. However, one thing is clear: It is time to listen to Texas teachers.



Shari B. Albright
President

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Key findings



Travis Ballantyne, art

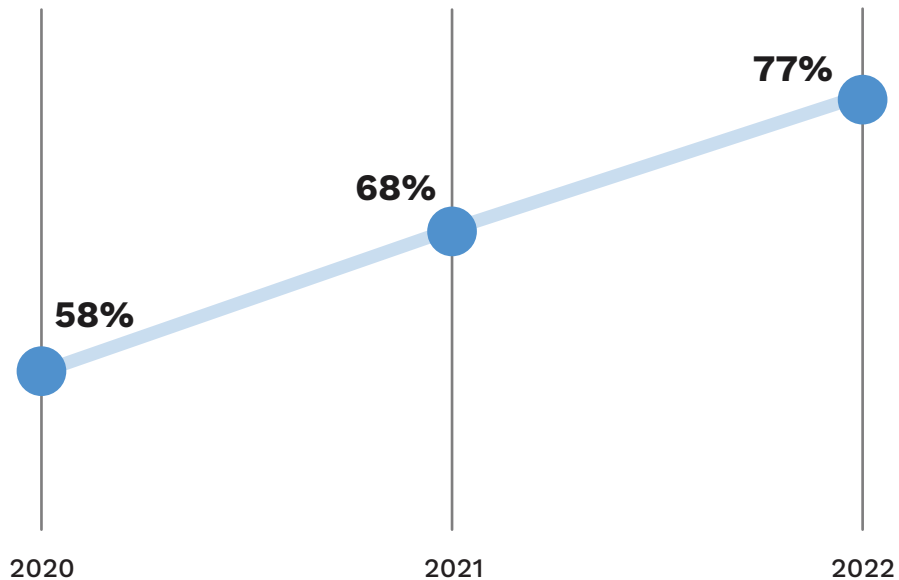
Feeling undervalued, underpaid, and overworked, vast numbers of Texas teachers are seriously considering leaving the profession. Yet a new statewide survey by the Charles Butt Foundation identifies promising retention strategies related to improved support and working conditions.

The survey of a random sample of Texas public school teachers finds that 77 percent have seriously considered leaving the profession, up 19 percentage points in two years. Moreover, 72 percent have taken concrete steps to do so, from preparing resumes and conducting job searches to interviewing for another position. Even excluding those nearing retirement age, six in 10 expect to move on within five years.

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Percentage of Teachers Considering Leaving Reaches Highest Level in Three Years

% Texas teachers seriously considering leaving



Pay is a major factor: Eighty-one percent of Texas teachers say their pay is unfair, up 12 points in a year. Forty-one percent report working an additional job out of financial need, in most cases during the school year.

In addition to pay concerns, nearly all Texas teachers — 98 percent — spent their own money on classroom supplies; among them, the median amount was \$500. Seventy-five percent spent their money on supporting their students' needs, with a median of \$200.

Morale has suffered sharply. The share of teachers who feel valued by Texans

overall has fallen from 44 percent two years ago to 17 percent now — the single largest change in three years of Texas teacher surveys by the Charles Butt Foundation. Fewer feel valued by administrators, parents, or their communities. A mere 5 percent feel valued by elected officials in the state, down from 20 percent two years ago.

In their own words, teachers describe many reasons for seriously considering leaving the field, including lack of respect and support, excessive workload, too little pay, and the impact of pandemic disruptions on student learning and well-being.

About the Poll

The third annual Texas Teacher Poll was produced for the Charles Butt Foundation by **Langer Research Associates**. These results are from a representative statewide survey of 1,291 Texas public school teachers randomly selected from the Texas Education Agency's 2020 roster of 376,007 teachers in the state. Data was collected via a secure online questionnaire April 4-May 16, 2022. Results have a margin of error of 3.0 percentage points for the full sample.

A digital download and additional resources are available at CharlesButtFdn.org/2022TXTeacherPoll.

The 2022 Teacher Poll was directed by Victoria Wang, senior research associate and Lauren Cook, senior strategist at the Charles Butt Foundation; with Jessica Enyioha, director of research; and Ashli Duncan, learning and impact fellow. The report was designed by Joel Goudeau, art director; Lauren Knori, multimedia designer; and John Jacob Moreno, multimedia designer; with visualization support by Kurt Lockhart, data insights manager. The lead author of this report is Allison De Jong, research analyst at Langer Research Associates, with Steven Sparks, research analyst; Sofi Sinozich, senior research analyst; Christine Filer, senior research analyst; and Gary Langer, project director.

The Charles Butt Foundation thanks the teachers who are featured in the photographs throughout the report. Findings or quotes in the report are not attributable to any teachers displayed in the photographs.



Katie Meekma, science

Additionally, teachers perceive a wide range of obstacles to their effectiveness. Eighty-six percent regard their non-instructional tasks and responsibilities as barriers to their being as good a teacher as they can be. Eighty-two percent say the same about lack of planning time and 81 percent about pressure to do well on standardized tests.

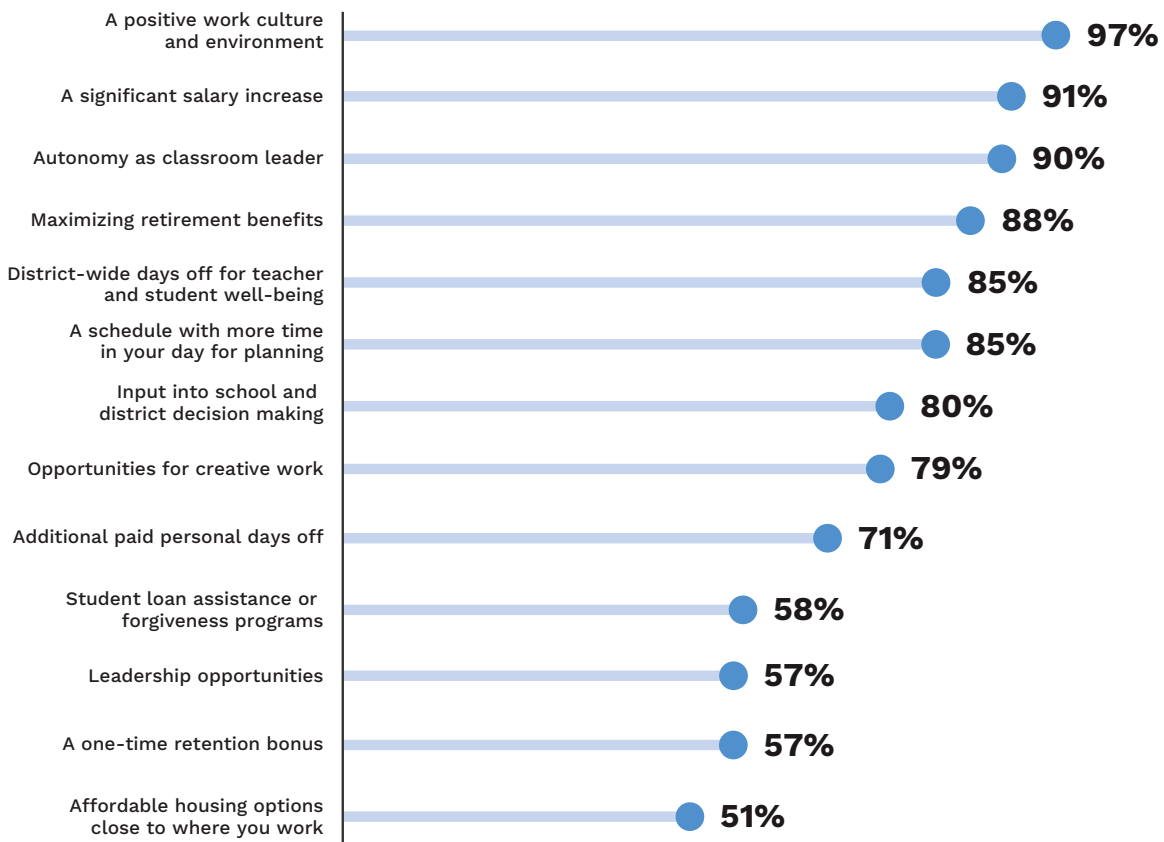
This survey identifies several actionable retention strategies. A broad 80 percent of teachers say input into school and district decision-making would be highly important in encouraging them

to continue working as a public school teacher; only 16 percent feel they have this in their current position. A significant pay increase and improved work culture and environment also would be highly impactful.

In a positive thread throughout the survey, teacher solidarity has remained strong. A steady 82 percent feel valued by other teachers at their school, and 91 percent trust themselves and their fellow colleagues to make decisions that are in the best interests of public school students.

A Wide Variety of Retention Strategies Would Encourage Teachers to Remain in Their Jobs

% Texas teachers who consider each retention strategy extremely/very important



Feeling valued



Anthony Nguyen, math

Challenges in the past few years have deeply impacted teacher morale, with steep declines in those who feel appreciated by key stakeholders. That said, camaraderie has remained strong: Eighty-two percent of teachers feel valued a great deal or good amount by other teachers at their school, essentially unchanged since March 2020.

As for other groups, the steepest decline is in perceived support from Texans overall. Just 17 percent of teachers feel valued a great deal or good amount by their fellow Texans,

down from 44 percent in March 2020 when pandemic lockdowns first were going into effect.

Teachers also feel less valued in their communities and workplaces. Only 34 percent say they feel valued by their own communities, down 20 points since March 2020. Fewer than half, 44 percent, feel valued by their students' parents, down 18 points in two years; and 55 percent feel valued by school administrators, down 13 points. Further, a mere 5 percent now feel valued by elected officials in the state, down from 20 percent two years ago.

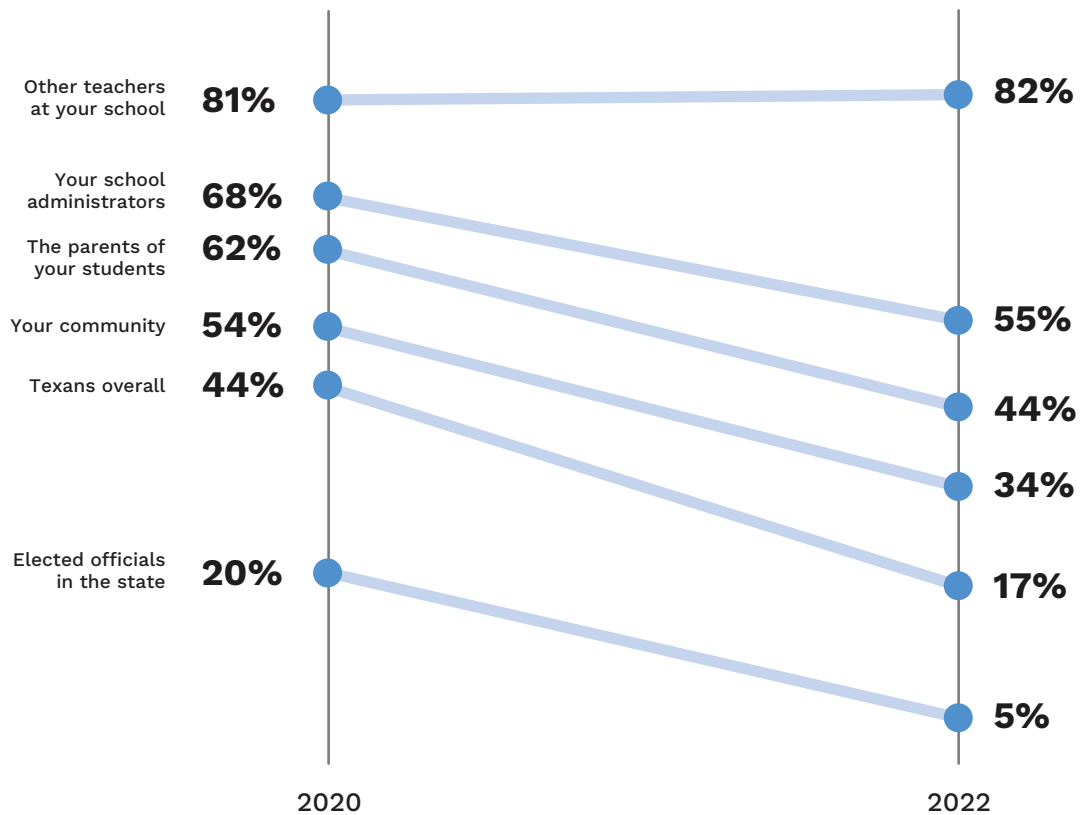
Teachers' doubts that they are highly valued stand in contrast to the views of Texans themselves. In the foundation's statewide survey last October, large majorities of Texans overall, as well as public school parents, rated their community's teachers positively, expressing confidence in their professional abilities and recognition of some of the challenges they face. At the same time, 63 percent saw them as underpaid, and 69 percent thought

that public school teachers as a whole were undervalued in society — the same concerns that teachers themselves increasingly express.

Declines in feeling valued are broadly based across teacher groups, albeit with some differences. There are especially sharp drops in feeling valued by community members among history and/or social studies teachers (-33 points) and special education teachers (-32 points), compared with

Teachers Feel Less Valued by Most Groups

% Texas teachers who feel valued a great deal/good amount



Survey questions

How much, if at all, do you feel that your community values you as a teacher?

How much, if at all, do you feel that each of these value you as a teacher?

smaller 18- and 16-point drops among those who teach science/technology or math classes, with English teachers in between (-25 points).

Declines in feeling valued by Texans overall also are sharper among social studies/history, special education or English teachers, moving them to parity with science/technology and math teachers.

Generally, feeling valued is higher among older and higher-tenure teachers than younger and less experienced ones, consistent with results from 2020. There are fewer differences by race and ethnicity in perceived value compared with 2020, though some persist. White teachers are more apt than Black teachers to feel valued by their students' parents, 47 percent versus 36 percent, with Hispanic teachers in between; and White teachers are slightly more likely to feel valued by their community than are Black or Hispanic teachers, 38 percent versus 30 and 28 percent.

Location also matters, although not in a big way. Among teachers who live within the boundaries of their school district (53 percent overall), 37 percent feel valued by their communities, compared with 29 percent of those who live outside their district.

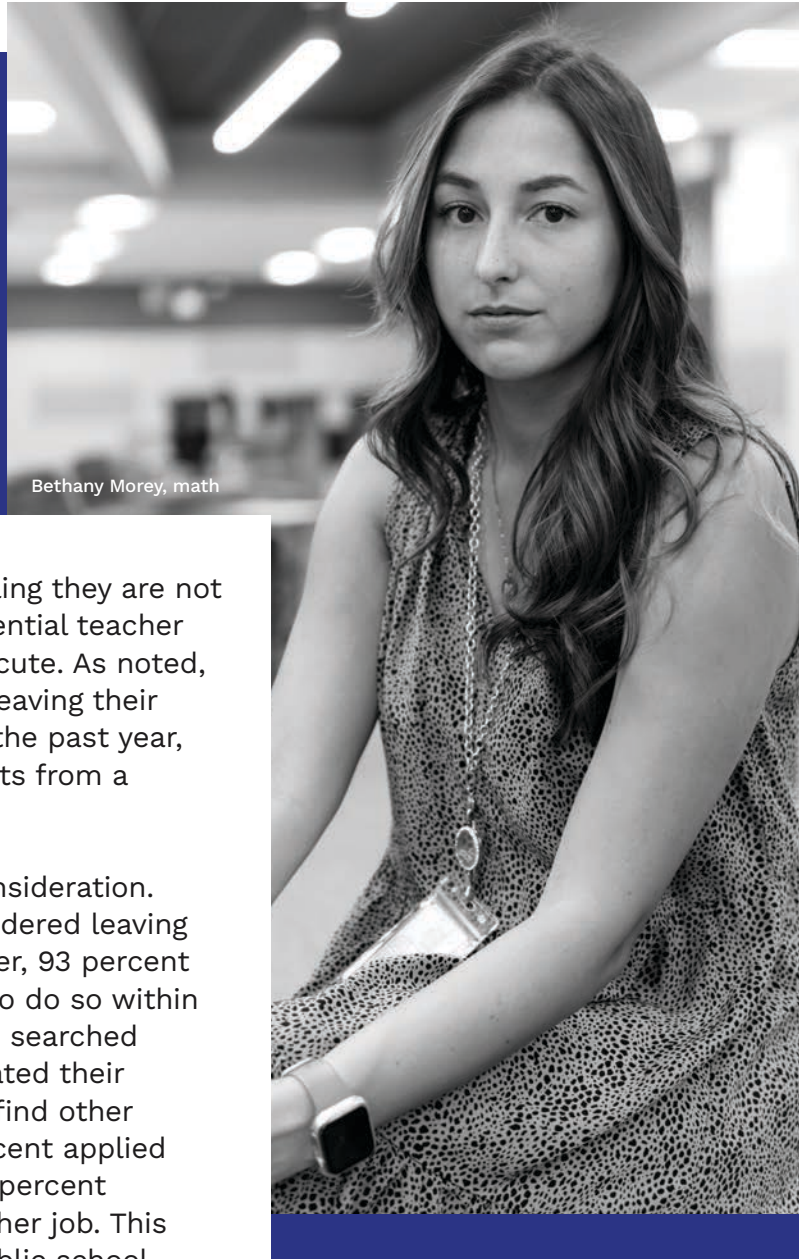
Nicholas Mendoza, language arts



Experiences inform views on feeling valued. Teachers who feel their community's schools are underfunded are less apt to feel valued by the parents of their students, their community, Texans overall, and elected officials in the state. Those who work longer hours and feel that they are unfairly paid also are more likely to feel unappreciated by these groups.

Feeling less valued by administrators or other teachers is strongly associated with a sense of belonging at one's school — likely a circular relationship. Teachers who feel that they do not have leadership opportunities or a positive work culture and environment in their current position also are especially less apt to feel valued by their school's administrators. Specifically, 78 percent of teachers who report a positive work culture or environment feel valued by administrators, versus 31 percent of those who do not experience those positive conditions. And it is 77 percent versus 39 percent based on whether teachers do or do not perceive leadership opportunities at their school.

Teacher attrition

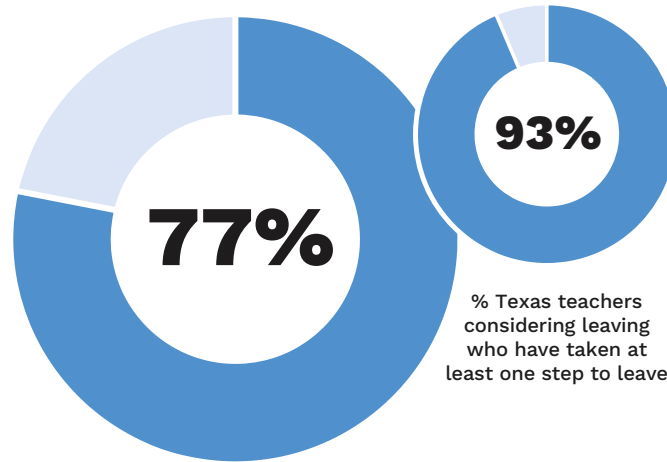


Bethany Morey, math

With many more teachers feeling they are not valued, challenges with potential teacher attrition have grown more acute. As noted, 77 percent seriously have considered leaving their position as a public school teacher in the past year, up 9 points since last year and 19 points from a comparable question in March 2020.

For most, it is more than a passing consideration. Among those who have seriously considered leaving their position as a public school teacher, 93 percent report having taken at least one step to do so within the past year, including majorities who searched online for other jobs (81 percent), updated their resume (68 percent), or networked to find other job options (61 percent). Thirty-six percent applied or interviewed for another job, and 28 percent enrolled in classes to prepare for another job. This corresponds to 72 percent of Texas public school teachers overall who have taken at least one of these steps in the past year.

Among Teachers Who Have Seriously Considered Leaving, a Majority Have Taken Concrete Steps to Exit the Profession



% Texas teachers who have seriously considered leaving

% Texas teachers considering leaving who have taken at least one step to leave

Among teachers who have seriously considered leaving, three-quarters expect to stay in their current position fewer than five years, including 52 percent who anticipate staying fewer than three years and 19 percent shorter still, less than a year.

Among Texas public school teachers overall, 63 percent say they expect to stay in their current position for fewer than five years, including 42 percent fewer than three years and 15 percent less than a year. Even looking just at teachers younger than 60, so further from retirement, 61 percent expect to be gone in fewer than five years.

More than half of teachers who have considered leaving, 53 percent, say they would prefer to switch to a job in a field not related to education. A third would prefer to continue working within the field of education if they left their position as a public school teacher, including 4 percent whose first preference is a position in PK-12 administration. Eight percent say retirement would be their first preference if they left their job; only 2 percent would prefer to not work.

In their own words

Teachers were asked to describe, in their own words, the main reasons they have seriously considered leaving their position as a public school teacher. Many cite a lack of respect, support, and appreciation from their students' parents, communities, elected officials, and the public. Some say these feelings have been exacerbated by the pandemic and the current political climate.

Lack of appreciation from the public in general, even after a year spent teaching virtually and in the classroom at the same time, with little to no guidance from higher-ups on how to achieve this. Then this past school year the pressure was to magically get scores back up to pre-pandemic levels, meaning more tutoring, more documentation, more meetings, less planning time... and only toxic positivity from the district.

— Elementary school teacher,
Houston area

The lack of support from the government elected officials, especially during the pandemic. There was little to no support, lack of mask mandates, pressure to make students come test in person for STAAR. ... Colleagues passed away due to COVID and we received no support, not even grief counseling.

— High school teacher,
South/Southwest Texas

Being accused of indoctrinating students into left-leaning thinking is getting out of hand. We are being vilified by our own communities.

— High school teacher,
West Texas

Many teachers feel unsupported by district and school administrators, particularly when dealing with disciplinary issues. Others say they are micromanaged by school leadership and feel they do not have the professional freedom to run their classrooms as they see fit.

I do not feel like my administrators support me when talking to parents and other stakeholders. They have made me feel expendable and rather than focusing on retaining, they are focused on recruiting.

— High school teacher,
Dallas/Fort Worth

Lack of dignity, respect, and inclusion in decision-making that directly affect how I spend the majority of my life. Generally undemocratic structures. Being consistently confronted with the fact that I and my peers have extremely relevant information that we TRY to communicate and is rarely acted upon.

— High school teacher,
Central Texas

My students deserve great lessons, but my hands have been tied due to tight curriculum plans from admin. I know what my students need most; I just need time and freedom to analyze data and create effective plans to meet their needs.

— Middle school teacher,
West Texas

Teachers also point to the extra burden of supporting student well-being, citing the stress of helping students socially and emotionally. Others point to worsening student behavior, apathy, and truancy as reasons for seriously considering leaving.

Social and emotional needs of these kids are beyond anything we have ever experienced. It is mentally exhausting to attempt to serve as a teacher and mental health professional all day. Every day. We do not get paid our worth. We are tired.

— Elementary school teacher,
South/Southwest Texas

Student behavior is worse than I have ever seen it in 20 years of teaching. Social media has kids pulling pranks and making threats to the well-being of other students or staff. I just don't feel safe at my own school anymore.

— Middle school teacher,
Dallas/Fort Worth

I have taught in public schools for 20 years. These last 3 years have been the hardest. Not only are students academically behind, they don't have the social skills they normally come to school with. Staying at home without going to public areas like parks and stores has negatively impacted the social behaviors of our students. You have students that have never been in a school before, entering 2nd grade.

— Elementary school teacher,
Houston area

Teachers say they feel burned out and stressed because of excessive workloads, with non-instructional tasks such as paperwork, trainings, meetings, and additional state requirements adding to their responsibilities while taking away

from planning time. (In one example of such requirements, K-3 teachers must take a 60- to 120-hour “Reading Academies” course, on their own time, by the end of the coming school year.)

There is no way to do the job in 8 hours/day, and, even arriving an hour early and staying an hour late, I have to do work or PD [professional development] in my off time. We are paid less than an office administrator, yet we do the same work during off time. Furthermore, we are required to interact with and be available to families with a level of intimacy that certainly goes unacknowledged.

— Elementary school teacher,
Central Texas

The amount of stress and the amount of work has had a real, visible effect on both my physical and mental health. I am now on four medications that I did not need a year ago including something for stress, high blood pressure and high cholesterol.

— High school teacher,
Houston area

I feel the demands have changed on this profession, and the work-life balance has been harmed as a result. I am constantly lacking the time I need to plan, grade, and grow as a professional.

— Middle school teacher,
Dallas/Fort Worth

On top of stressors experienced in a normal school year, many teachers say they face unrealistic expectations in closing pandemic-related learning gaps, with pressures to meet standardized testing requirements growing more acute.

Teachers are just expected to close the gap left behind from the pandemic as if they are magicians. No extra pay, no extra time, no extra resources, no extra help from anyone; just figure it out.

— Elementary school teacher,
South/Southwest Texas

Every school year has its challenges, but this year has been unlike the others. We have been tasked with bringing our children back to school and hit the ground running with grade-level content when the last time some of these students had real instruction was a year and a half ago. We have been tasked with many unrealistic expectations in the amount of time that we are provided to complete them. I have taken home an endless amount of work this school year and spend many hours outside of the contracted hours to try and complete everything. I am tired and burnt out, but I stay because of my kids!

— Elementary school teacher,
South/Southwest Texas

I have considered leaving my position because the state has shown little flexibility in its expectations of standardized scores. I think we are finally seeing the deficits in learning that the pandemic created, but we aren't giving the students the time they need to catch up. Making the STAAR test optional for one year was not sufficient enough time for our students to close gaps. I used to put some faith in the STAAR test as it gave teachers a guideline of what to teach and a unified goal for the state. Lately, though, I'm a bit conflicted as I find myself teaching to the test instead of

focusing on preparing my students for the next grade level.

— Elementary school teacher,
Central Texas

Finally, a substantial share point to low pay as a primary reason for seriously considering leaving, mentioning the potential to earn higher pay in other jobs. Several teachers say they cannot sustain their standard of living on their current salary and feel pay is not commensurate with experience; others mention the impact of increasing health insurance premiums.

Why continue to teach when I can get a job somewhere else to make more money. Work is too stressful to come to work every day knowing I don't have enough money to match the rising cost of living.

— Middle school teacher,
Houston area

Teacher pay is low and our "raise" doesn't even cover the cost of the increase of our health insurance. Our health insurance premiums are out the roof. Many teachers' take-home pay has stayed the same for years or has decreased because of rising health care costs.

— Middle school teacher,
South/Southwest Texas

As a single adult, I cannot continue to live on a teacher salary. For the duration of my teaching career (eight years) I have worked three jobs to make ends meet. I cannot see myself living on a teacher salary for the remainder of my career.

— Elementary/middle school teacher,
East Texas

Predictors of potential attrition

Regression analysis finds that women and teachers who live in urban areas are, on average, more apt than men and those in suburban areas to have seriously considered leaving their position, holding other demographic factors constant. Seriously considering leaving is not independently predicted by salary, tenure, educational attainment, or race/ethnicity; rather, it is a widespread phenomenon throughout these groups.

When attitudinal variables are added, lacking a sense of meaning and impact in one's current position, feeling less valued by the public, and feeling unfairly paid rise to the top of predictors. A lack of belonging and of being valued by colleagues at one's school also are strong predictors, as are professional concerns such as a lack of autonomy in the classroom, leadership opportunities, and input into school and district decision-making.

A separate model looked specifically at teachers who have taken steps to leave their current position as a public school teacher in the past year. Here, less-tenured teachers and those with postgraduate degrees are more apt than their counterparts, on average, to have taken more steps toward getting another job, controlling for other demographic and attitudinal variables.

The same attitudinal variables that predict seriously considering leaving one's position are strong predictors of having actually taken steps to do so. Issues around working conditions also rise to the fore: Working longer hours as a public school

Survey questions

In the past year, have you seriously considered leaving your position as a public school teacher, or is this not something you have seriously considered?

In your own words, what are the main reasons you have seriously considered leaving your position as a public school teacher?

Have you taken any of these steps to leave your position as a public school teacher within the past year? (Select all that apply) Updated your resume; searched online for other jobs; networked to find other job options; enrolled in classes to prepare for another job; applied or interviewed for another job.

If you left your position as a public school teacher, which of these would be your first preference? A position in PK-12 school administration; different work within the field of education; work in a different field, not education; not working; graduate study; retirement.

How much longer do you expect to stay in your position as a public school teacher?

teacher and having an additional job because of financial need are significant predictors of taking steps to switch jobs, holding other factors constant.

The pay problem



Lio DeJesus, Spanish and soccer coach

As noted, discontent with pay has grown in the past year, with 81 percent of teachers saying they feel unfairly paid, up from about seven in 10 in 2021 and 2020 alike. The increase is led by younger teachers, peaking at 85 percent among those younger than 40, compared with 71 percent of teachers age 60 and older. Last year, there were no meaningful differences by age.

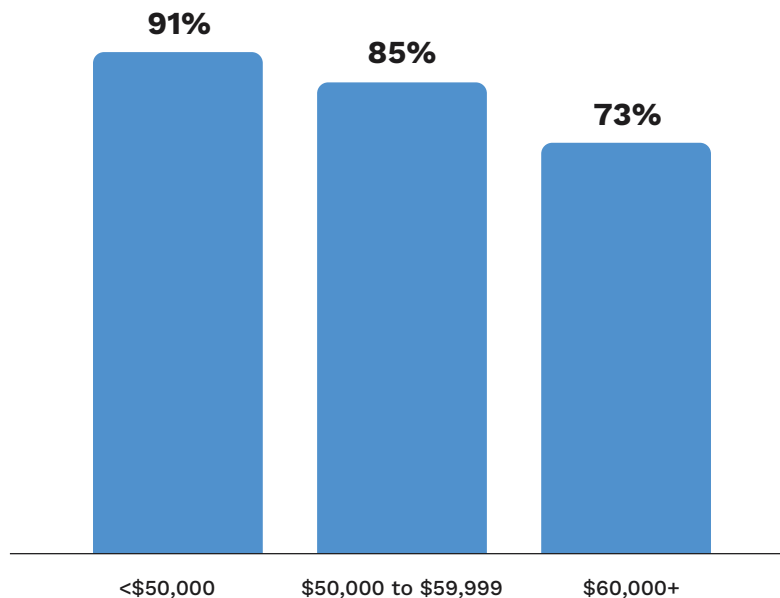
Similarly, 83 percent of teachers with 20 or fewer years of experience say they feel unfairly paid, up 15 points in a year, compared with those with more experience, essentially steady at 76 percent.

The median annual salary reported by Texas teachers is \$57,000. In previous polls, teachers reported a median annual salary of \$55,220 in 2020 and \$54,200 in 2019. Thirty-nine percent now say they earned \$60,000 or more, an increase of 12 points in two years, and the proportion earning less than \$50,000 fell 10 points, to 16 percent.

Younger and less tenured teachers, rural residents, women, those without postgraduate degrees, and those who teach younger grade levels report

Teachers Feel Unfairly Paid Across All Salary Levels

% Texas teachers feeling unfairly paid



significantly lower salaries than their counterparts. By region, salaries are lowest in East, West and Central Texas, where roughly two in 10 report earning \$60,000 or more, compared with majorities in the Dallas/Fort Worth and Houston areas. Those in the South/Southwest region of the state are in the middle, with 34 percent reporting salaries of at least \$60,000.

Feeling unfairly compensated peaks among lower earners, though the sentiment is prevalent even among teachers at the higher end of the pay scale. Ninety-one percent of teachers earning less than \$50,000 a year feel unfairly compensated, as do

85 percent of those earning \$50,000 to \$60,000 and 73 percent of teachers with salaries of \$60,000 or more.

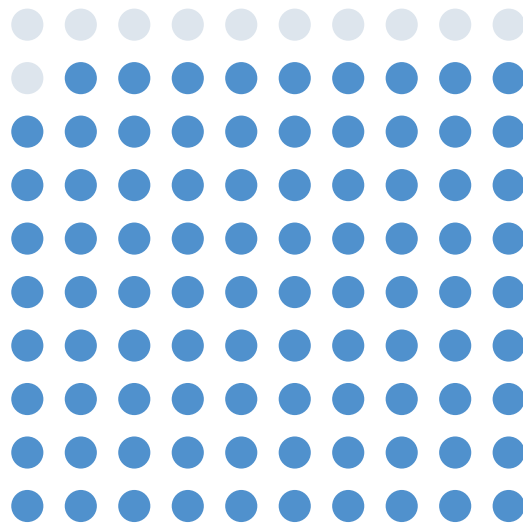
Generally, teachers in lower-paid demographic groups also are more apt to feel unfairly paid, albeit not by large margins. There are some exceptions: Despite lower salaries, teachers in rural areas are slightly less apt than their colleagues in urban areas to feel that their pay is unfair, 76 percent versus 83 percent, with differences in the cost of living likely a factor. And there are differences in pay, but not in feeling unfairly paid, by educational attainment.

Extra work for pay

Many teachers are stretched thin to make ends meet. Fifty-two percent say they have done work for pay in addition to their job as a public school teacher in the past year, with the vast majority in this group, 79 percent, doing so because they need the extra money. This corresponds to 41 percent of Texas public school teachers overall who report working an extra job out of necessity. Few teachers who work an extra job say it is mainly because they like having the extra money (14 percent) or because they enjoy the extra work (8 percent).

Half of those earning less than \$50,000 as a teacher say they work a second job because they need the extra money, but so do four in 10 of those with higher salaries. It is more prevalent among teachers who are separated, widowed, or divorced (53 percent) or single (47 percent). On the other hand, 38 percent of those who are married or living with a partner work a second job for extra money, a group more apt to live in a dual-income household. Among other differences, 52 percent of Black teachers take on additional work because they need the extra money, compared with four in 10 Hispanic and White teachers alike.

Nearly nine in 10 teachers who worked a second job in the past year did so during the school year, including 80 percent year-round; just 10 percent worked their extra job only during the summer. Overall, this corresponds to 47 percent of Texas public school teachers who held down a side job during the school year — despite their demanding workload at school.



89%

of Texas teachers working
a **second job** do so
during the school year

Work hours

In terms of demands of the day job, teachers on average report working 57 hours per week on their responsibilities as a public school teacher during the school year, including time spent outside school. Just more than half of teachers, 53 percent, work at least 60 hours per week, including 19 percent who typically work 70 hours or more.

Working longer hours is more prevalent among teachers younger than 60, with 54 percent in this group reporting typical workweeks of 60 hours or more, compared with 43 percent of those 60 and older. It is also associated with household income: Fifty-eight percent of teachers in households earning less than \$75,000 typically work 60 hours or more, compared with 48 percent of those in households with annual incomes of \$100,000 or more. And teachers who say their community's schools are underfunded are more apt to work 60-plus hour weeks, 55 percent versus 47 percent.

Workloads impact morale. Eighty-eight percent of teachers with typical workweeks of 70 hours or more say they feel unfairly paid, compared with 67 percent of those working 40 to 49 hours. Teachers who work more hours also are less apt to feel valued by state elected officials, Texans overall, members of their own community, and their students' parents. As noted, working longer hours is a significant predictor of having taken steps to leave one's position as a teacher.

Survey questions

How many hours do you spend working as a public school teacher in an average week during the school year, both on-campus and at home or elsewhere?

In the current school year (2021-22), how much of your own money did you spend on classroom supplies, without reimbursement?

In the current school year (2021-22), how much of your own money did you spend on supporting your students' basic needs (e.g., food or clothing), without reimbursement?

In the past 12 months, have you done work for pay in addition to your work as a public school teacher?

Is this additional work for pay that you did only during the school year, only during the summer when you weren't teaching, or both during the school year and during the summer?

Which of these is the main reason you do additional work for pay? I need the extra money; I like having the extra money; it is unrelated to pay, I enjoy the work.

For statistical purposes only, what was your salary in 2021?

Do you feel that you are fairly paid, or that your pay is unfair?

Out-of-pocket expenses

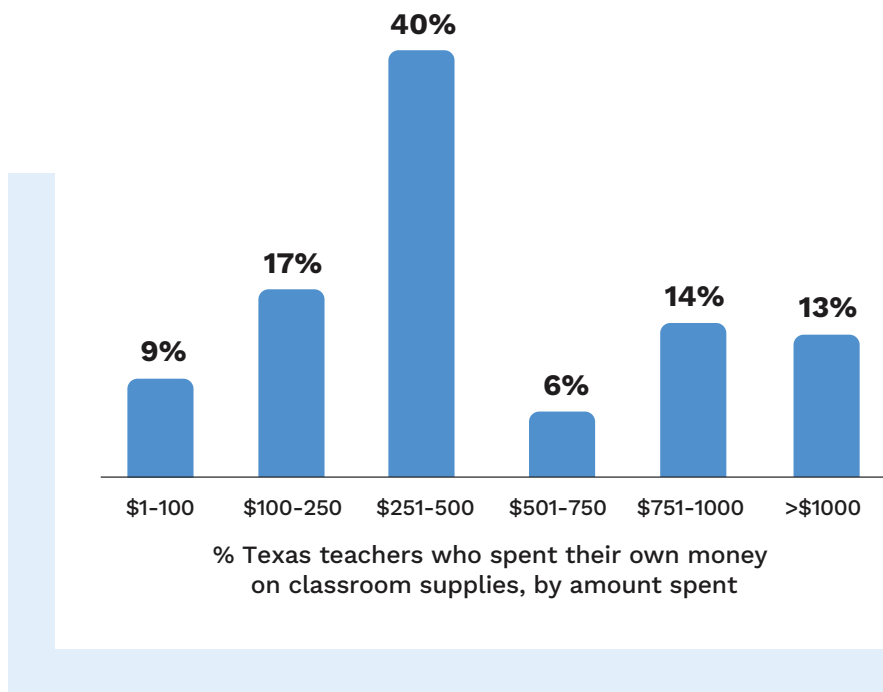
Feelings of being underpaid are intensified by the amount teachers spend of their own money on classroom supplies and supporting their students' basic needs.

Nearly all teachers, 98 percent, report spending some of their own money on classroom supplies in the 2021-22 school year, without reimbursement. Seventy-two percent spent more than \$250 on classroom supplies, including 33 percent more than \$500 and 13 percent more than

\$1,000. Of those who spent their own money, the average amount is \$665, the median \$500. (It is \$651 and \$500 among teachers overall.)

In addition to buying classroom supplies, three-quarters of Texas public school teachers say they spent their own money supporting their students' basic needs such as food or clothing in the past school year, including 45 percent who spent more than \$100 and 25 percent more than \$250. Among those who spent their own money, the average amount was \$307, the median \$200.

Nearly all (98%) teachers spent their own money on classroom supplies, without reimbursement

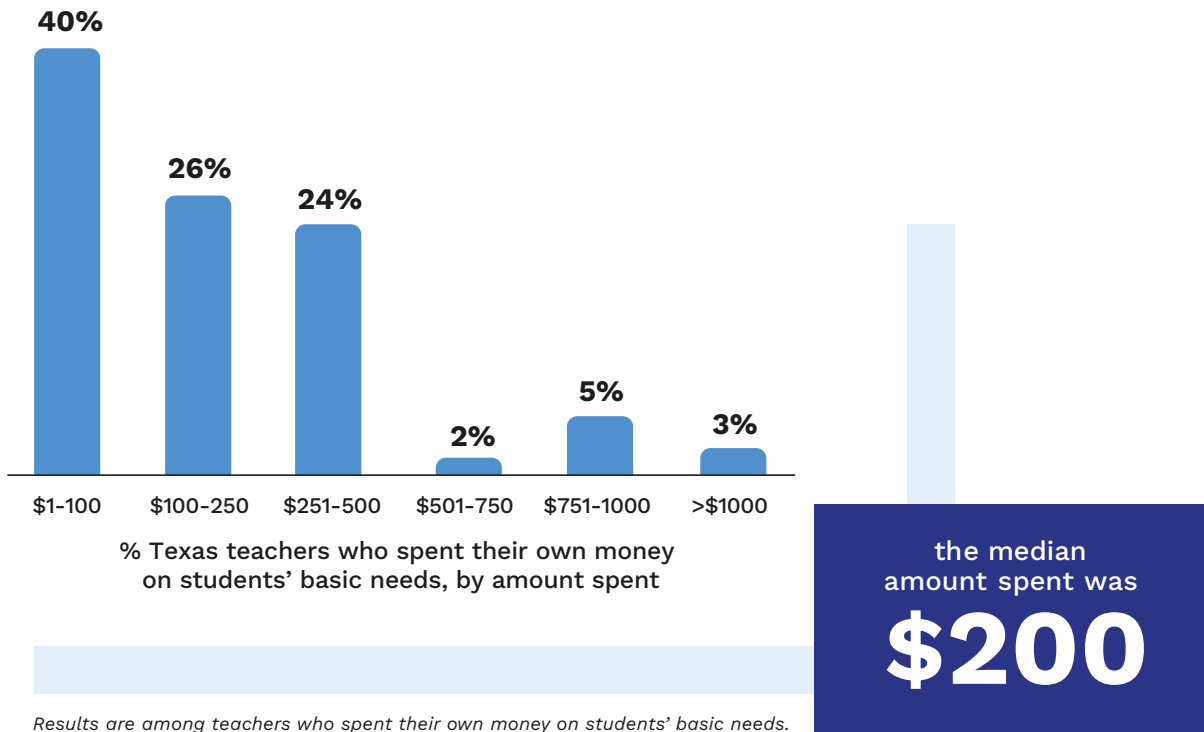


% Texas teachers who spent their own money on classroom supplies, by amount spent

the median amount spent was **\$500**

Results are among teachers who spent their own money on classroom supplies.

Three out of four (75%) teachers spent their own money on students' basic needs, without reimbursement



Overall, pre-K, elementary, and middle school teachers spent the most on classroom supplies, a median of \$500, compared with \$400 among high school teachers. It is also higher among women than men, \$500 versus \$300. (Women are more apt than men to teach lower grade levels.)

Among other differences, teachers who report working 70 hours or more in a typical week spent a median of \$600 on classroom supplies; it is half that, \$300, among teachers who typically work 40 to 59 hours a week. Similarly, those working

more than 70 hours a week spent \$300 supporting their students' basic needs, compared with a median of \$50 among teachers who typically work 40 to 49 hours.

Spending on classroom supplies and student support appears to reflect, in part, the challenges facing underfunded schools. Median reported spending on classroom supplies is \$500 among teachers who say the funding level for their local public schools is too low, compared with \$350 among those who think it is about right or too high.

Barriers to teaching



Brittany Walker, language arts

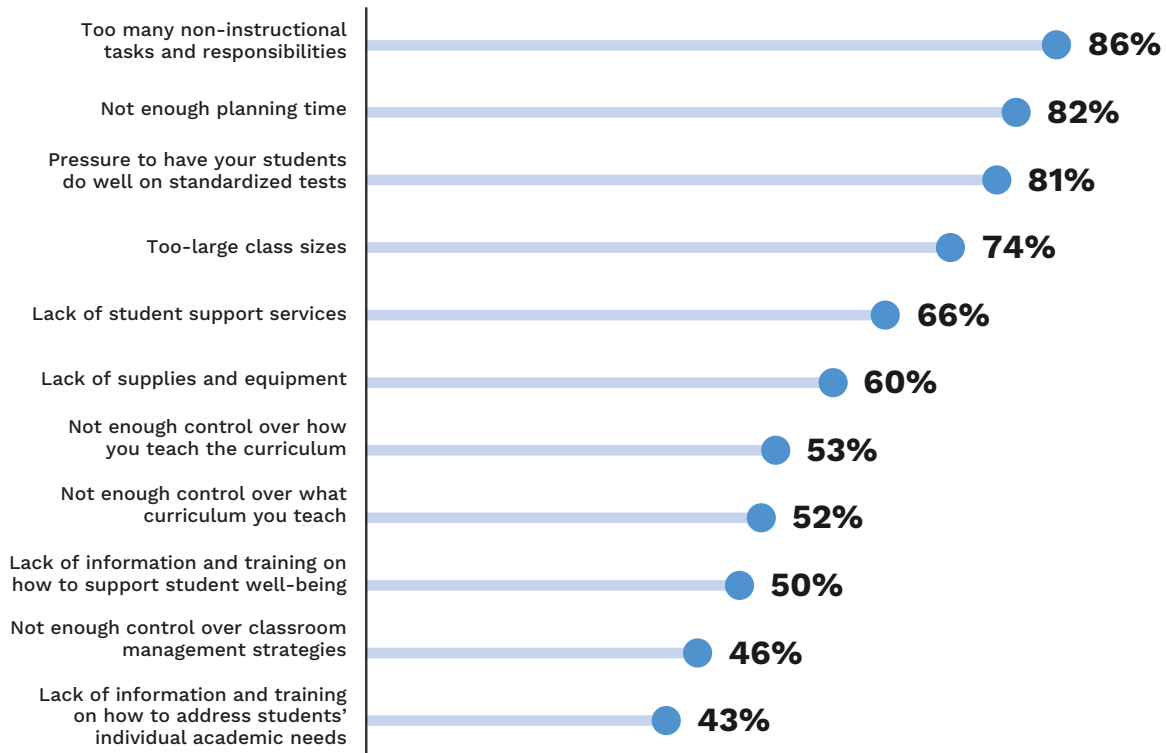
Teachers perceive a wide range of obstacles to being an effective teacher. At the top of the list, 86 percent say having too many non-instructional tasks and responsibilities are barriers to being as good a teacher as they can be, including 65 percent who call these significant barriers. About eight in 10 also cite lack of planning time and pressure to have students do well on standardized tests as barriers, including more than half in each case who call these significant barriers.

Other widely perceived obstacles include too-large class sizes, called a barrier by 74 percent of teachers; a lack of student support services, such as counselors, instructional aides, nurses, and paraprofessionals, 66 percent; and a lack of supplies and equipment, 60 percent.

Roughly half of teachers say issues surrounding classroom autonomy, such as a lack of control over how they teach the curriculum and what curriculum they teach, are

Teachers Report Widespread Barriers to Good Teaching

% Texas teachers who consider the following a significant barrier/barrier



barriers. Forty-six percent cite lack of control over classroom management strategies as a barrier to their effectiveness.

Half also say a lack of information and training on how to support student well-being, including student mental health, special education, and culturally sustaining practices, is an obstacle. And 43 percent perceive a lack of information and training on how to address students' individual academic needs as a barrier.

Perceiving more obstacles to one's job is linked to retention. Among teachers who see five or more of these factors as significant barriers, 87 percent have seriously considered leaving their position in the past year, compared with 59 percent of those who see just one or none as a significant barrier. Additionally, 95 percent of those who see eight or more significant barriers feel unfairly paid, compared with 61 percent who identify no more than one.

Survey questions

How much, if at all, do you see these as barriers to being as good a teacher as you can be? Pressure to have your students do well on standardized tests; lack of supplies and equipment; too-large class sizes; not enough planning time; not enough control over what curriculum you teach; not enough control over how you teach the curriculum; not enough control over classroom management strategies; too many non-instructional tasks and responsibilities; lack of information and training on how to support student well-being (e.g., student mental health, special education, culturally sustaining practices); lack of student support services (e.g., counselors, instructional aides, nurses, paraprofessionals); lack of information and training on how to address students' individual academic needs.

Gender gaps emerge on several items. Women are more apt than men to see lack of student support services (+19 points) and standardized test pressure (+18 points) as barriers. Women also are more apt to cite lack of control over what curriculum they teach (+12 points), lack of supplies and equipment (+11 points), non-instructional tasks (+8 points), class sizes (+7 points), and lack of planning time (+5 points, a marginal difference).

Regionally, seeing lack of control over curriculum content as a barrier peaks at 60 percent in Houston, falling to 49 percent in Dallas/Fort Worth and 46 percent in West Texas. Lack of control over how the curriculum is taught peaks at 61 percent in Houston, compared with the East (50 percent), Central (49 percent) and West (47 percent) regions.

Retention strategies



Jessica Lukes, G/T program

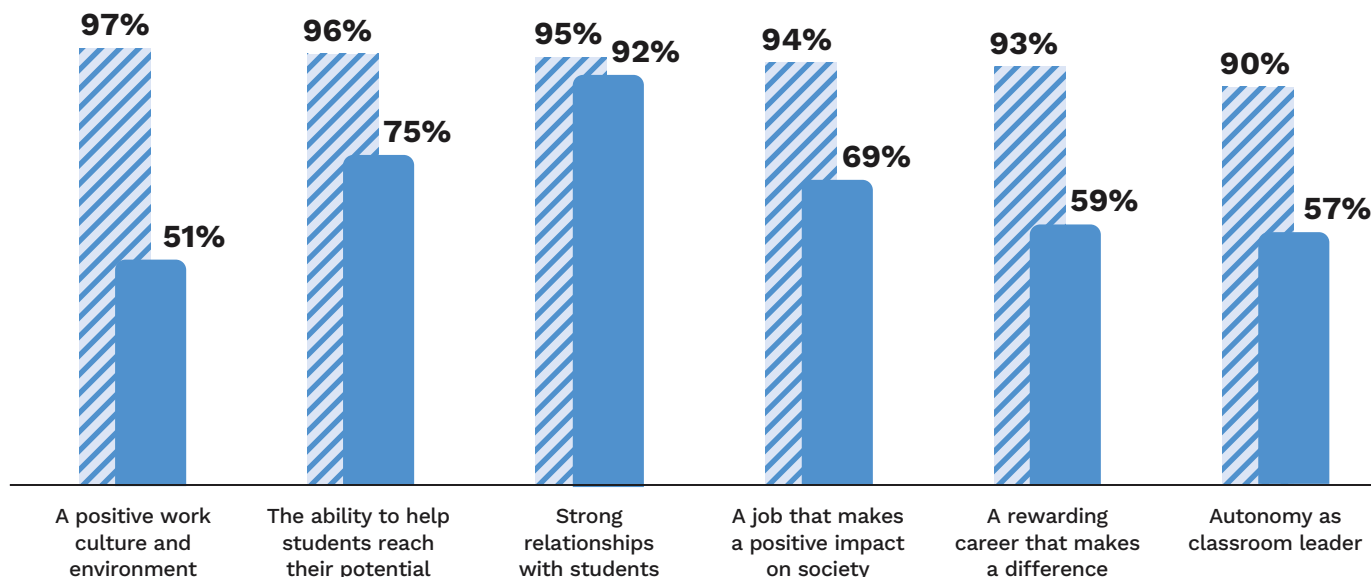
Motivation and working conditions

There are considerable mismatches between the job aspects teachers say are important in encouraging them to continue working as a public school teacher and those they feel they actually have. In the largest difference, 80 percent of teachers say it is extremely or very important to them to have input into school and district decision-making, and just 16 percent feel they have a great deal or good amount of such input in their current position — a vast 64-point difference. This marks a clear opportunity for improvement.

In another very large gap, nearly all teachers, 97 percent, say a positive work culture and environment are highly important to them, but only 51 percent feel they have this, a 46-point gap.

Gaps Exist Between What Teachers Currently Experience and What They Say Is Important to Stay in the Profession

▨ Extremely/very important in encouraging them to remain in the profession
 ● Have a great deal/good amount

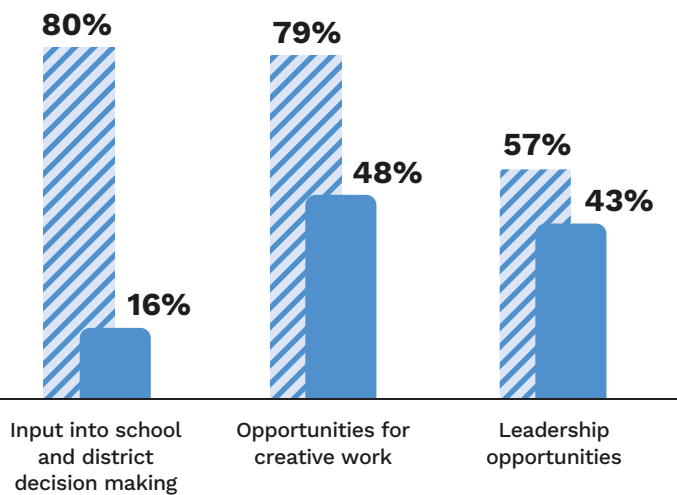


Other highly important aspects are lacking. Ninety-three percent say that having a rewarding career that makes a difference is extremely or very important to them; 90 percent say the same about having autonomy in the classroom. Many fewer, 59 percent and 57 percent, feel they have these in their current position.

More teachers, 75 percent, positively rate their ability to help students reach their potential, and 69 percent say the same for having a positive impact on society. Still, these fall short of the 96 percent and 94 percent who say these are highly important in encouraging them to continue working as a public school teacher.

Among other priorities, 79 percent of teachers say that opportunities for creative work are highly important for continuing in the profession, though just 48 percent feel their current position provides these opportunities, a 31-point difference. Fewer, but still 57 percent, highly value leadership opportunities; 43 percent say their current role offers such opportunities.

There is one aspect of the job that nearly all teachers, 92 percent, feel they have a great deal or good amount of in their current role: strong relationships with students. About as many (95 percent) say such relationships are highly important in encouraging them to continue working as a public school teacher.



Positive aspects of the job reinforce each other. Across the board, teachers who feel they have a great deal or good amount of one positive aspect in their current role also are more apt to feel they have others. For example, teachers who are more apt to feel they have leadership opportunities also are more likely to say they have a positive work culture and environment, a rewarding career that makes a difference, opportunities for creative work, and so on.

Each of these items is also related to a sense of belonging. Overall, 36 percent of teachers say they have a very strong sense of belonging at their school, and an additional 41 percent say it is somewhat strong. (The rest, 22 percent, say it is not too or not at all strong.) Teachers with a very strong sense of belonging are more

likely to feel that they have a great deal or good amount of each positive aspect in their current role than those whose sense of belonging is less strong, including a 64-point difference in having a positive work culture and environment, 78 percent versus 14 percent.

Generally, teachers with longer tenures are more likely to say they have these positive aspects in their current position. (The exceptions are strong relationships with students and autonomy in the classroom, about the same among the most and least experienced teachers.) Among other differences, teachers in rural areas are more likely to feel that they have input into school and district decision-making, 23 percent versus 15 percent of those in more densely populated areas.

As noted, feeling that one has a sense of meaning and impact is a significant predictor of whether a teacher has seriously considered leaving their position as a public school teacher. Illustratively, teachers who feel that they have a rewarding career that makes a difference are 28 points less apt than those who do not feel this way to have seriously considered leaving their position in the past year, 67 percent versus 95 percent.

More structural parts of the job, such as a sense of autonomy, ability for creative work, and ability to impact decision-making, also are significant predictors of retention considerations. In one of the largest gaps, teachers who feel that they have leadership opportunities in their current position are 26 points less apt than those without this aspect to have considered leaving, 65 percent versus 91 percent.

Survey questions

How strong is your sense of belonging at your school?

How much do you feel you have each of these in your current position as a public school teacher? Leadership opportunities; input into school and district decision making; a positive work culture and environment; a rewarding career that makes a difference; the ability to help students reach their potential; autonomy as a classroom leader; strong relationships with students; opportunities for creative work; a job that makes a positive impact on society.

How important is each of these in encouraging you to continue working as a public school teacher? Leadership opportunities; input into school and district decision making; a positive work culture and environment; a rewarding career that makes a difference; the ability to help students reach their potential; autonomy as a classroom leader; strong relationships with students; opportunities for creative work; a job that makes a positive impact on society.

Pay and benefits

Though nearly all teachers see intangible aspects of the job as a strong motivator to continue working in the profession, increased pay and benefits are important as well. Ninety-one percent of teachers say a significant salary increase would be extremely or very important in encouraging them to continue working as a public school teacher (including 76 percent who call this extremely important), and 88 percent say the same for maximizing retirement benefits (68 percent, extremely important).

Nearly as many, 85 percent, say a schedule with more time in the day for planning and district-wide days off for student and teacher well-being would be highly encouraging. Seventy-one percent say the same for additional paid personal days off.

Fewer, but still 58 percent, say student loan assistance and forgiveness programs would be highly important in encouraging them to continue, as do 57 percent for a one-time retention bonus. About half, 51 percent, consider affordable housing options close to where they live as highly important.

Some of these retention strategies may be particularly impactful among younger teachers. Three-quarters of teachers younger than 30 say student loan assistance or forgiveness programs would be extremely or very important, falling linearly with age to 36 percent of those

age 60 and older. Younger teachers also are more apt than their older colleagues to say that additional paid personal days off, district-wide days off for student and teacher well-being, more time in the day for planning, and affordable housing options would be highly encouraging.

Notably, a broad 86 percent of Black teachers say that student loan assistance or forgiveness programs

would be extremely or very important in encouraging them to continue working in the profession, compared with 67 percent of Hispanic teachers and 49 percent of White teachers. Black and Hispanic teachers are more apt than White teachers to say a one-time retention bonus, affordable housing options, and more days off (both personal and district-wide) would be highly encouraging in regard to keeping them in the profession.

There Is Broad Support for Many Retention Strategies, Though Differences Exist Across Age Groups

% Texas teachers who say each strategy is extremely/very important in encouraging them to remain in the profession

	All teachers	Under 30 years old	30-39 years old	40-49 years old	50-59 years old	60 years and older
A significant salary increase	91%	95%	92%	91%	91%	87%
Maximizing your retirement benefits	88%	86%	86%	88%	92%	86%
District-wide days off for teacher and student well-being	85%	93%	89%	84%	79%	71%
A schedule with more time in your day for planning	85%	90%	87%	84%	83%	81%
Additional paid personal days off	71%	88%	76%	70%	61%	54%
Student loan assistance or forgiveness programs	58%	74%	68%	54%	48%	36%
A one-time retention bonus	57%	59%	54%	58%	60%	58%
Affordable housing options close to where you work	51%	68%	55%	47%	41%	42%

Retention strategies could be targeted in other ways. Teachers in the central region of the state are most apt to say that affordable housing options would be highly encouraging to stay in the profession, at 59 percent. Affordable housing options also are considered appealing to at least half of teachers in the Dallas/Fort Worth area (54 percent), Houston area (50 percent), and South/Southwest region (50 percent), and lowest in West (44 percent) and East (43 percent) Texas.

Among other differences, 66 percent of single teachers say affordable housing options close to work would be highly encouraging for them to continue teaching, compared with 54 percent of those who are separated, widowed, or divorced, and 46 percent of teachers who are married or living with a partner. Separately, teachers who are the parent or guardian of a child younger than 18 place higher value on additional personal days off, 75 percent versus 68 percent.

When asked to pick the single most important retention strategy, 59 percent of teachers name a significant salary increase as most important in encouraging them to continue working as a public school teacher, far and away the top item. It is followed distantly by a schedule with more time in the day for planning (14 percent), maximizing retirement benefits (9 percent), district-wide days off, and student loan assistance or forgiveness programs (each 7 percent). Other items are in the low single digits.

The definition of a significant salary increase ranges among teachers who indicate that it would be at least somewhat important in encouraging them to continue working as a public school teacher. Eighty-seven percent in this group say they would need at least a 10 percent salary increase to encourage them to continue working. This includes 54 percent who would require a raise of at least 20 percent and two in 10 requiring at least 30 percent. (One in 10 says they would need an increase of 50 percent or more.) The median response is a 20 percent raise.



Torri Acheson, language arts

Teachers earning less, naturally, report needing larger pay increases. Two-thirds of those with salaries less than \$50,000 say a raise of at least 20 percent would encourage them to continue working in the profession. That drops to 57 percent of those earning \$50,000 to \$60,000 and 44 percent of those earning \$60,000 or more.

Higher raises also are sought by teachers who have seriously considered leaving their position as a public school teacher within the past year. Among them, 57 percent say they would need a raise of at least 20 percent to encourage them to continue working in the field, compared with 42 percent of those who have not considered leaving. Teachers who feel less valued by their students' parents, community, administrators, and Texans overall say they need higher pay raises to keep them in their job. Those who work longer hours and identify more barriers to teaching similarly call for higher pay increases.

Survey questions

Thinking about pay and benefits, looking ahead, how important would each of these be in encouraging you to continue working as a public school teacher? A significant salary increase; a one-time retention bonus; additional paid personal days off; a schedule with more time in your day for planning; district-wide days off for teacher and student well-being; student loan assistance or forgiveness programs; affordable housing options close to where you work; maximizing your retirement benefits.

Which one of these would be most important in encouraging you to continue working as a public school teacher? A significant salary increase; a one-time retention bonus; additional paid personal days off; a schedule with more time in your day for planning; district-wide days off for teacher and student well-being; student loan assistance or forgiveness programs; affordable housing options close to where you work; maximizing your retirement benefits.

What pay increase would be enough to encourage you to continue working as a public school teacher? Please respond as a percentage of your current salary.

Teacher preparation and certification

Looking back, 63 percent of teachers say they were prepared to enter the classroom as a first-year teacher, albeit with just 16 percent very prepared. The rest, 37 percent, feel they were not so (26 percent) or not at all (11 percent) prepared.

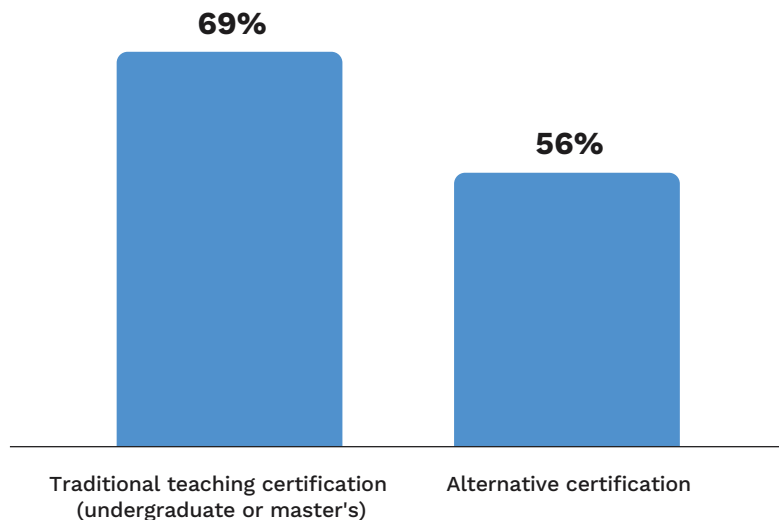
Preparation has an impact. Teachers who report feeling unprepared as a first-year teacher are more apt to say a lack of information and training on how to address students' individual academic needs is a barrier to being as good a teacher as they can be, 50 percent versus 34 percent among those who feel they were very prepared. They are also more apt to see a lack of information and training on how to support students' well-being as a barrier.



Elizabeth Hare, special education

Teachers With Traditional Certifications Felt More Prepared To Enter the Classroom

% Texas teachers who felt very/somewhat prepared



Training also is associated with lower morale. Teachers who report being not so or not at all prepared to enter the classroom are 10 points more apt than those who felt very prepared to have seriously considered leaving their position within the past year, 79 percent versus 69 percent.

A teacher's certification route impacts how well-prepared they feel. Those who completed a traditional teaching certification (undergraduate or master's) are more apt to say they were prepared than those who

completed an alternative certification, 69 percent versus 56 percent. (There are no significant differences between those who were certified via an undergraduate program and those who were certified via a master's program.)

Overall, 91 percent of teachers report having completed a teacher certificate program. Among them, 47 percent completed traditional undergraduate teacher preparation, 7 percent completed a master's degree with certification, and 46 percent, an alternative certification.

Survey questions

How prepared were you to enter the classroom as a first-year teacher?

Have you completed a teacher certification program?

What kind of teacher certification program did you complete?

Among teachers with certificates, those who have been teaching longest are most apt to have taken a traditional route, undergraduate or master's certification. It is 74 percent among those who have taught more than 20 years, compared with 53 percent of those who have taught 11 to 20 years, 47 percent of those who have taught 6 to 10 years, and 43 percent of those who have taught 1 to 5 years. Those 60 and older are more likely to be traditionally certified than those age 30 to 59, 64 percent versus 52 percent. (It is six in 10 among teachers younger than 30.)

Women are 11 points more apt than men to have gone the traditional certification route, 57 percent versus 46 percent. Teachers of the younger grades (pre-K through 8) also are more likely to have a traditional certification than those teaching high school grades 9 through 12.

Black teachers are most likely to have completed an alternative certification, 70 percent, compared with 46 percent of Hispanic teachers and 41 percent of White teachers. Alternative certifications also are more common in the Houston (53 percent) and Dallas/Fort Worth areas (51 percent) and less common in West Texas (35 percent).

Public education issues




Nathan Johndrow, STEM

Biggest problems

When asked the biggest problems facing the public schools in their own community, a plurality of teachers, 43 percent, mention issues surrounding the teaching profession in an open-ended question. Teachers cited their excessive workloads and responsibilities (20 percent), a lack of respect and support for the profession (18 percent), and low teacher pay (17 percent) as some of the biggest problems facing public schools.

A considerable share, 34 percent, also mention issues regarding student well-being, including 22 percent who say a lack of discipline among children is the biggest problem. Twenty-six percent say that family involvement, particularly parents' lack of support and interest in their child's education, are the biggest problems facing their local public schools. Fewer, though still 16 percent, pointed to political leadership and school administration in the open-ended question.

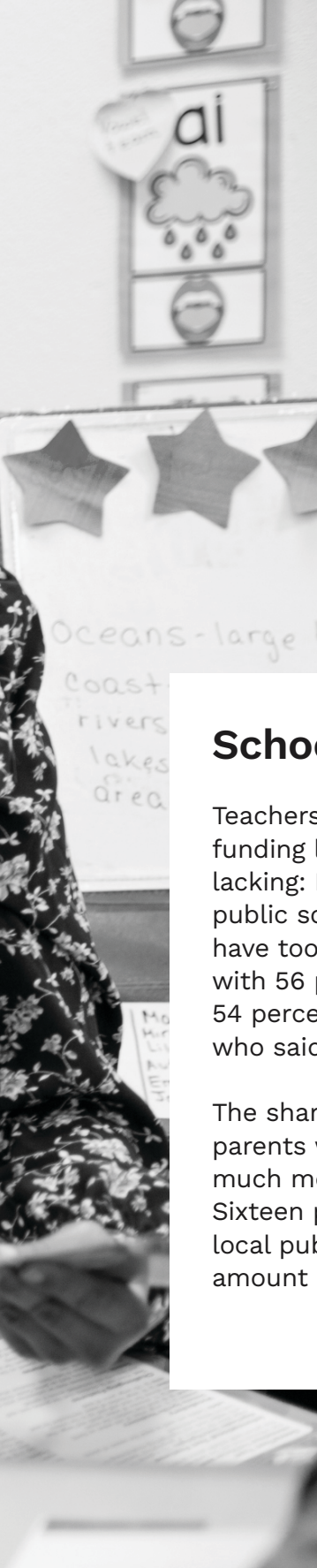


Comparatively, just 5 percent of Texans in the general public mentioned issues surrounding the teaching profession when asked the same question in October 2021. Similarly, relatively few Texans cited student well-being (9 percent), family involvement (6 percent), and school leadership and administration (4 percent). Results among just public school parents were similar.

There are some points of agreement. Seventeen percent of teachers mention issues of educational quality, such as concerns about low standards and academic performance of students, overcrowded classrooms, and poor curriculum. About as many, 14 percent, cite a lack of school funding, and 13 percent mention teacher and staff shortages as issues. Similar shares of Texans and public school parents mentioned these as problems last fall.

Among other issues, 10 percent of teachers mention standardized testing as one of the biggest problems; 9 percent cite interference from the state government or political bias in schools; and 7 percent mention pandemic issues, including the learning gaps that have stemmed from it.

Claudia Meyers, 2nd grade



Survey questions

What do you think are the biggest problems facing the public schools in your community?

What do you think of the funding level for public schools in your community?

School funding

Teachers overwhelmingly find the funding level of their local schools lacking: Eighty-one percent say the public schools in their community have too little money. That compares with 56 percent of Texans overall and 54 percent of public school parents who said the same in October 2021.

The share of teachers, adults, and parents who say the schools have too much money is in the single digits. Sixteen percent of teachers think their local public schools have the right amount of money.

At least three-quarters of teachers across demographic groups say their local public schools have too little money. It is 88 percent among Democratic teachers and a still-high 74 percent among those who are Republicans. It is 88 percent among liberal teachers, about the same among political moderates (86 percent), and 72 percent among conservative teachers.

Among teachers who say they are unfairly paid, 85 percent think school funding is too low, compared with 62 percent of those who say their pay is fair. Teachers who feel undervalued by more groups also are more apt to say funding is too low.

Decision-making

Teachers place considerable faith in themselves and their colleagues to care for students. Nearly all, 91 percent, trust public school teachers a great deal or good amount to make decisions that are in the best interests of public school students in their community, far surpassing trust in other key stakeholders. School principals are the next most trusted group, with 60 percent of teachers placing a high degree of confidence in them.

Trust in other decision-makers drops sharply. Thirty-four percent of teachers have a great deal or good amount of trust in district administrators; 28 percent say the same for their local school board. Strikingly, only 4 percent trust elected officials in the state to make decisions that are in the best interests of students.

Last October, trust among public school parents and Texans overall was aligned similarly, with teachers earning the most confidence and elected officials the least. Still, there were differences in degree. Compared with teachers themselves, fewer Texans overall (71 percent) and public school parents (73 percent) placed at least a good amount of trust in public school

teachers. Texans and parents were more apt than teachers in this survey to place a high degree of trust in district administrators, the local school board, and state elected officials.

Among groups, teachers in rural areas are more likely than those in more densely populated areas to place trust in district administrators and their local school boards. By region, teachers in East Texas stand out for their relatively high trust in school principals, district administrators, and local school boards, with confidence in other regions comparatively subdued.

There are political aspects as well. Republican teachers are 13 points and 16 points more apt to trust their local school boards than Democrats and independents, 37 percent versus 24 percent and 21 percent. Similarly, a third of conservatives and 29 percent of moderates trust their local school board, compared with 19 percent of liberals.

Notably, there are few meaningful differences when it comes to state elected officials: Seven percent or less of teachers, across demographic and political groups, trust them to make decisions that are in the best interests of public school students in their community.

Rating teacher quality

Eighty percent of Texas teachers give the public school teachers in their own community an A (31 percent) or B (49 percent) grade, down 5 points since last year and 8 points in two years. Still, it remains 13 points higher than the share of Texans overall who said so last fall (67 percent), and similar to its level among Texas public school parents in the same survey, 76 percent.

High ratings peak at nine in 10 among Texas public school teachers who have not seriously considered leaving their positions, those who feel that other teachers value them a great deal, and those who have a very strong sense of belonging at their school.

Regionally, A or B grades for fellow teachers are lowest in Dallas/Fort Worth (74 percent) compared with 87 percent in East Texas and 84 percent in the South/Southwest region; other regions fall in between. That marks an 11-point drop in Dallas/Fort Worth since 2021 and a slight 8-point drop in Houston, to 78 percent, with nonsignificant shifts in other regions.

Among other groups, grades are higher among teachers age 40 and older than among those younger than 30, 83 percent versus 71 percent. And it is about eight in 10 among White and Hispanic teachers alike, compared with 72 percent among Black teachers. (The difference between Hispanic and Black teachers is slight, given sample sizes.) That is down 7 points among White teachers and essentially steady among Black and Hispanic teachers alike.

Survey questions

How much, if at all, do you trust each of these groups to make decisions that are in the best interests of public school students in your community? Teachers; school principals; district administrators; the local school board; state elected officials.

Thinking about public school teachers in your community, using the A, B, C, D, Fail scale, what grade would you give them as a group?

Thinking about the state standardized test known as STAAR, how confident are you that the STAAR test effectively measures how well a student is learning?

The Texas Education Agency gives an A-F letter grade to each public school in the state. How do you think this grade should be determined? Entirely on student scores on state standardized tests; partly on student scores on state standardized tests and partly on other factors, such as the range of school programs and services for students and families; entirely on non-test factors, such as the range of school programs and services for students and families.

Testing and accountability

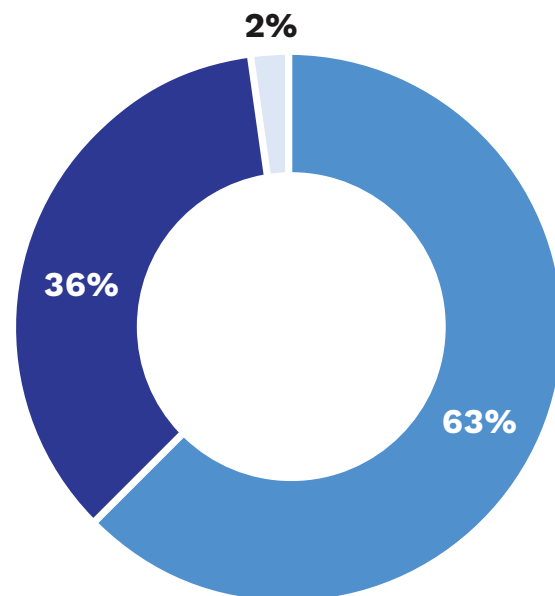
In a finding consistent with last year's survey, Texas public school teachers broadly lack confidence in the STAAR test, and few think it should determine public schools' A-F letter grades.

Eighty-three percent are not so (35 percent) or not at all (48 percent) confident that the STAAR test effectively measures how well a student is learning. That is down a modest 4 points since last year, with a 5-point increase in the share who are somewhat confident, 16 percent. Just 1 percent are very confident, unchanged.

Views among teachers on this measure diverge from those of Texans overall. When asked in October 2021, 44 percent of Texas adults were at least somewhat confident in the STAAR test, compared with 16 percent of teachers now.

Among groups, teachers age 60 and older are twice as apt as those younger than 40 to be confident in the STAAR test, 25 percent versus 12 percent; 40- to 59-year-old teachers fall in between. Men (25 percent) are more likely than women (14 percent) to be confident in the test.

Teachers Support Using a Range of Factors to Determine Campus Accountability Grades



- Partly on student scores on state standardized tests and partly on other factors, such as the range of school programs
- Entirely on non-test factors, such as the range of school programs and services for students and families
- Entirely on student scores on state standardized tests

Percentages do not total 100 due to rounding.

Underscoring this lack of confidence, just 2 percent of public school teachers think the A-F letter grade given to each public school in the state should be determined entirely on student scores on state standardized tests. Most, 63 percent, instead think it should be partly on test scores and partly on other factors, and 36 percent, entirely on non-test factors.

When asked in October 2021 among Texas adults overall, more (but still not many) thought A-F letter grades given to public schools should be determined entirely on test scores (17 percent) and by a mix of test scores and other factors (68 percent), though many fewer preferred entirely non-test factors (12 percent).

Teachers younger than 40 are 16 points more apt than those 60 and older to say school scores should be based entirely on non-test factors, 41 percent versus 26 percent. Entirely non-test factors also are most preferred among those who have seriously considered leaving their position and expect to stay less than one year (48 percent) and those who generally feel less valued or see more structural barriers to teaching.

Survey questions

Which describes each of these practices at the school where you work? Remote tutoring via video conference; parent-teacher meetings via video conference; remote instruction for students who want it; school-provided computer or digital devices for students to use at home; district-provided broadband for students at home; interventions to address learning gaps; adaptive software which utilizes data to personalize instruction; mental health supports for students; opportunities for collaboration between teachers; opportunities for family communication and engagement.

Should these be continued after the pandemic or discontinued?

Should the expansions to these be continued after the pandemic or discontinued?

How confident are you that you have the support and resources in place to effectively address pandemic-related learning losses among your students?

Pandemic practices

Many teachers report a variety of practices in place at their school during the pandemic. These range from 74 percent saying adaptive software for personalized instruction was used to 97 percent having used remote instruction and provided students with computer or digital devices for home use.

Some of these practices were already being used in schools before the pandemic, but others were new additions for most teachers. Only two in 10 teachers report that remote instruction and parent-teacher conferences were offered pre-pandemic; that rises dramatically to 97 percent and 91 percent of teachers during the pandemic. Other large increases in uptake were seen for remote tutoring, district-provided home internet service, and provision of computer or digital devices for students to use at home.

Student-focused practices that were more likely already to have been established pre-pandemic include learning gap interventions, mental health supports for students, and adaptive software for personalized instruction. Less tangible teacher-centered practices such as opportunities for teacher collaboration and family engagement were even more likely to have existed previously; fewer than one in seven teachers say these were newly introduced during the pandemic.

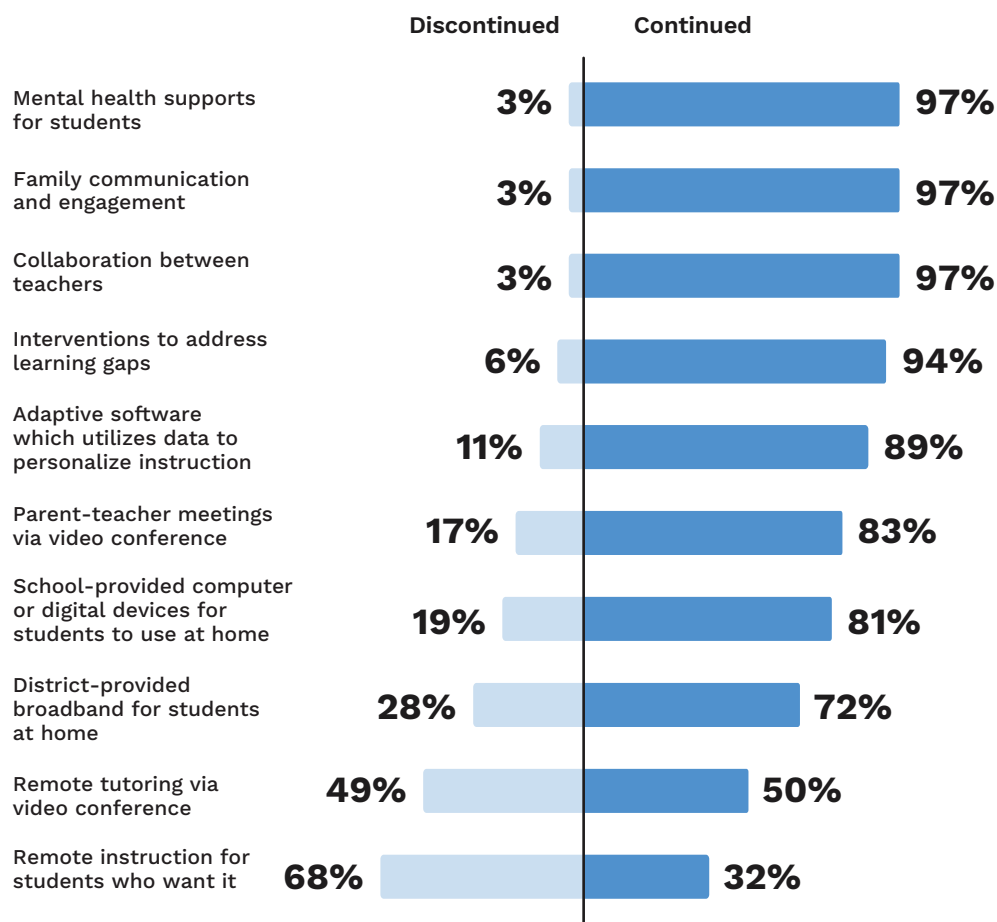
Nonetheless, schools did adapt. Almost half of teachers, 45 percent, say that interventions to address learning gaps were expanded at their school during the pandemic. Anywhere from 28 percent to 36 percent also say mental health supports for students, adaptive software, school-provided computer or digital devices and opportunities for teacher collaboration and family engagement were expanded.

There is strong support for continuing many of these practices among those who saw them introduced or expanded during the pandemic. Those whose schools increased mental health supports, opportunities for teacher collaboration, and family communication overwhelmingly want to see these practices continue after the pandemic, 97 percent for each; and nearly as many, 94 percent, would like to see increased interventions to address learning gaps continued. Most other practices also are quite popular, ranging from 72 percent to 89 percent support for continuation.

Two other practices stand out as having much less post-pandemic support: Sixty-eight percent of teachers at schools where remote instruction was introduced or expanded would prefer it be discontinued after the pandemic; 49 percent say the same about remote video-conference tutoring. For both of these, continuation is more popular among those at schools that already offered them, rather than among the bulk of teachers for whom they were a pandemic innovation.

Teachers Support Continuing Many Pandemic Practices

% Texas teachers who think each practice should be continued



Results are among teachers who say such programs were put in place or expanded during the pandemic.

At the same time, most teachers are not confident that they have the support and resources needed to effectively address pandemic learning losses for their students. Sixty percent are not so (38 percent) or not at all (22 percent) confident that these are available, and a third are just

somewhat confident, 6 percent very confident. Being very confident is more common among men and among those who feel valued or otherwise supported in other areas as a teacher, though still relatively low, less than 15 percent across groups.

Survey methodology

Sampling and data collection for the Charles Butt Foundation's 2022 Texas teachers survey were conducted by SSRS of Glen Mills, Pa., at the direction of Langer Research Associates.

A total of 35,296 names and email addresses were randomly selected from the Texas Education Agency's 2020 listing of 376,007 public school teachers, stratified by metro status and region. Oversamples were drawn to obtain results from at least 100 teachers in each of these groups: East, West, and South Central regions; Black teachers; those age 60+; and those with no more than two years' experience and/or younger than 30.

Most email addresses in the TEA list are personal (typically with a .com suffix). To increase contact opportunity, a third-party vendor, MDR, appended school-based email addresses as available, adding them for 12,116 records.

Sampled teachers were sent personalized email invitations signed by Dr. Shari Albright, president of the Charles Butt Foundation, with a unique passcode-embedded link to complete the survey online. The sample was released in three waves, with the second and third waves designed to ensure adequate sample sizes from subgroups. Multiple email invitations were sent to all sampled teachers. Fieldwork began April 4 and closed May 16.

Of those invited, 33,095 did not click the invitation link, 753 did so but did not complete the survey, 142 were determined not to be current Texas public school teachers, and 1,306 completed the survey. In quality control, the fastest 1 percent of respondents in total completion time were flagged for possible inattention, as were those who skipped more than 25 percent of the questions they received; these 15 cases were deleted. The final sample included 1,291 Texas public school teachers. Average time to complete the questionnaire was 20.8 minutes.

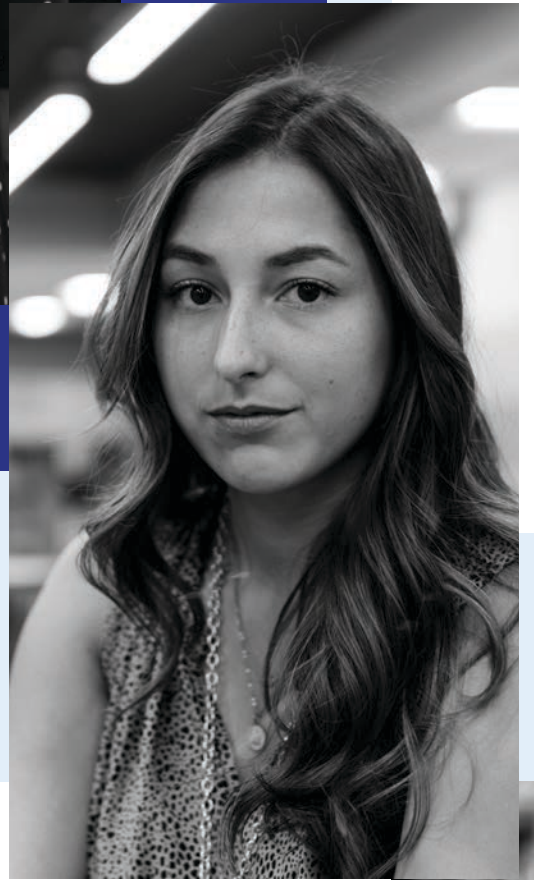
Data were weighted to address unequal probabilities of selection based on the number of available email addresses and to match known parameters from the TEA list, including:

- Gender (male, female)
- Age (18-29, 30-39, 40-49, 50-59, 60+)
- Race/ethnicity (White, Black, Hispanic, other)
- Highest degree earned (bachelor's or less, master's or higher)
- Tenure (2 years or fewer, 3-5 years, 6-10 years, 11-20 years, more than 20 years)
- School grade level (elementary, middle, high, combined, unknown)
- School enrollment size (<100; 100-249; 250-499; 500-999; 1,000-2,499; 2,500+; unknown)
- School's metro status (urban, suburban, rural, unknown)
- School's region (East, Dallas/Fort Worth, Houston area, South Central, West, South/Southwest, unknown)

Weights were trimmed at the 2nd and 98th percentiles. The survey has a design effect due to weighting of 1.25, for a margin of sampling error of plus or minus 3.0 percentage points for the full sample; error margins are larger for subgroups.

All differences described in this report have been tested for statistical significance. Those that are significant at the 95 percent confidence level (or higher) are reported without qualification. Those that are significant at 90 percent-94 percent confidence are described as "slight" differences. Those that are significant at less than 90 percent confidence are not reported as differences.





Charles Butt
— FOUNDATION —

CharlesButtFdn.org/2022TXTeacherPoll

From: [Wilson](#)
To: [Robinson, Deron T](#)
Subject: Fwd: Local High School to Host Drag Show – Woke Left Targets Kids
Date: Wednesday, January 25, 2023 5:22:12 PM

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From: Kelly <kelly@protecttxkids.org>
Sent: Wednesday, January 25, 2023 5:01:33 PM
To: Wilson, Jamie K <jwilson@dentonisd.org>
Subject: Local High School to Host Drag Show – Woke Left Targets Kids

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It appears that you have subscribed to commercial messages from this sender. To stop receiving such messages from this sender, please [unsubscribe](#)

If you no longer wish to receive this newsletter, please [unsubscribe](#) below.

The Left harasses anyone who stands up to protect Texas kids, but we won't relent.

Direct action, like protesting, is the only way to end the grooming of our children.

Schools are NOT meant to be Left-wing indoctrination camps.

PTK Protest Alert: THIS SATURDAY

"Kid-Friendly" Drag Bingo Protest

When: Saturday, January 28th
1:30-4pm

Where: First United Methodist Church
th

416 N 4 St., Princeton, TX

First United Methodist Church has decided exposing kids to immoral, sexually explicit behavior is appropriate by their beliefs. **Help us oppose this evil by protesting with us this weekend!**

It's **ALL HANDS on DECK** when churches are no longer safe for our kids! Come out to stand with us against child grooming. This filth does not belong anywhere — ESPECIALLY church.

PLEASE RSVP

Outrage: Sexual Deviance Welcomed at Princeton ISD

This June, Princeton High School is scheduled to host a “family-friendly” pride event organized by a local groomer organization called “PTX Diverse.” Last week, the Princeton ISD school board held a special meeting to discuss options for blocking this disgusting event from happening on school property, **but NO CLEAR ACTION has been taken yet.**

The last two “family-friendly” pride events hosted by PTX Diverse included a drag show and outside vendors who passed out explicit material to kids. **Now this perverted group is targeting kids directly by trying to host events at our local schools!**

And that drag bingo event at First United Methodist this weekend? It’s unbelievably a fundraiser for this group’s summer event at Princeton ISD. All the pieces matter and we must fight this smut every step of the way. If you live in Princeton, let your local school board know that it's wrong for them to allow sexual deviance to be promoted at school, and you expect them to shut it down before it begins!

Follow PTK on social media ([click here](#)) to stay updated on the status of Princeton's school board decision and more.

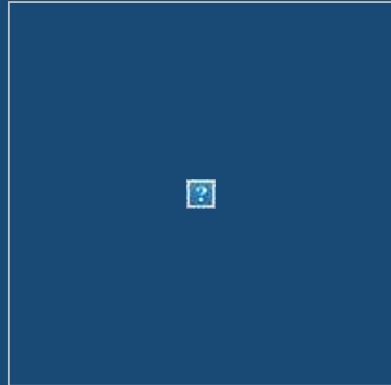
Contact PISD Board

Antifa's Limp-wristed Attempt to Disrupt PTK Meeting

Antifa soy-boys made a pathetic attempt to disrupt our meeting at Zera Coffee last weekend. As our attendees settled down for our meeting, a "man" began screaming incoherently (with many voice cracks) about homophobia, transphobia, and every other leftist buzzword he could think of before being thrown out of the venue.

We continued our meeting with no further interruptions and had a great time! **Thank you to everyone who attended.**

BIG thanks to the owners and management at Zera Coffee for allowing us to meet and not bowing to the Leftist mob! If you'd like for us to host a meetup in your district, email at kelly@protecttxkids.org and let us know!



PTK Facebook Live: Stay Informed!

Join us on Facebook **each week** to hear about upcoming events, local school news, protest recaps, what's in the news across Texas and the nation, and so much more! The first step in protecting our kids is staying in the know. We owe it to them to fight!

We also livestream each protest we host so you can see the insanity in real time. We hope it spurs you to action. We can't do this without the support of decent people invested in protecting Texas kids!

On this week's Facebook Live, Kelly Neidert discussed last Saturday's coffee meetup and important information for this Saturday's protest.

Latest PTK FB Live

Recent Top Stories:

[Biden Joins School Library Wars, Launching Federal Investigation in Texas ISD](#)

Groomers want these disgusting books in school libraries so badly that the Biden administration has now stepped in. Depending on the outcome, libraries could be forced - by our federal government - to have these pornographic books available for children. Texas must take a STAND!

[Drag Queen Performs Nearly Nude in Front of Children in Austin, Texas](#)

Yet another "kid-friendly" drag show was hosted in Austin over the weekend, and the footage from this one was shocking. Thank you to the insider who shared these disturbing videos, but that is simply not enough to stop these events. We need direct action before Austin falls any further into depravity!

[Ruling Paves Way for State Takeover of DISD](#)

A recent ruling by the Supreme Court of Texas means there could be a potential state takeover of Houston ISD. Given how bad the mismanagement of Dallas ISD is with its dozens of "D" and failing schools, they could likely be next.



Mission Statement:

Our mission is to protect Texas' kids from the harmful agenda of the left – from CRT to gender modification procedures on minors. The left has declared war on traditional values and made our children the battleground. We will confront their harmful agenda and protect our children from the lasting damage inflicted by the radical left.

Follow Us On:



www.ProtectTXKids.org

This email was sent to: jwilson@dentonisd.org
This email was sent by: Protect Texas Kids
1235 Main Street Denton Texas 76598
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From: [Wilson](#)
To: [Robinson, Deron T](#)
Subject: Re: Voucher considerations worth sharing
Date: Thursday, April 6, 2023 8:28:00 AM

From: Morse, Liz <Liz.Morse@risd.org>
Sent: Wednesday, April 5, 2023 5:15:24 PM
To: Robinson, Deron T <d Robinson2@dentonisd.org>; Morse, Liz <Liz.Morse@risd.org>
Subject: Voucher considerations worth sharing

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Greetings,

I want to share a helpful document I received today, written by a PR group in Austin, with specific points for legislators who support SB 8 and other voucher-like proposals. Below are just the major points for consideration; a longer document with a few sentences of explanation can be found on the North Texas Public Schools Legislative Network (NTXPSLN) Google drive -

https://drive.google.com/drive/u/0/folders/18BIJKcnSVtJ__PAq8PH2nWBUnJh9e6uk

The Real Implications of Public Dollars for “School Choice”

Before supporting any type of education savings account or voucher proposal, consider the *real, unspoken* implications of using public dollars to incentivize Texans to leave their public schools.

Creating education savings accounts or any voucher-like program would be:

- **Creating the largest new entitlement in the history of Texas with effectively no accountability or oversight on how that money is spent.**
- **Putting Robin Hood (recapture) on steroids. *Same property wealth – fewer students = more recapture sent to the state.***
- **Funding schools that are not bound by any state laws on curricula, materials, books, sports, and more. *If legislators value these laws for public schools, a new billion-dollar, publicly-funded entitlement does nothing but undermine them.***
- **Inadvertently funding and amplifying radical and dangerous indoctrination, not education, with public dollars. *With no accountability, people could qualify for an ESA voucher and openly indoctrinate in their children with ideals of socialism, violence, atheism, hate, diverse sexuality, communism, antisemitism, etc. under the false label of “education.”***

From: [O'Bara](#)
To: [Russell, Jeffery S](#); [Rainey, Lacey S](#)
Subject: FW: TEA Super Call
Date: Monday, July 24, 2023 1:29:50 PM
Attachments: [image001.png](#)
[tea-monthly-superintendent-call-july-20.pdf](#)

Hello team !

The attached powerpoint is from the Commissioner's Call last Thursday Slides 34-39 are specific to school safety implications from the legislative session.

Susannah O'Bara
Deputy Superintendent
Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
Office: (940) 369-0000
www.dentonisd.org
Belief. Input. Individualization. Arranger. Discipline



From: Wilson, Jamie K <jwilson@dentonisd.org>
Sent: Monday, July 24, 2023 1:01 PM
To: O'Bara, Susannah H <sobara@dentonisd.org>; Mattingly, Mike M <mmattingly@dentonisd.org>; Thompson, Jeremy <jthompson6@dentonisd.org>; Rainey, Lacey S <lrainey@dentonisd.org>; Schulz, Luci A <lschulz@dentonisd.org>; Russell, Jeffery S <jrussell2@dentonisd.org>; Parham, Charlene M <cparham@dentonisd.org>; Brownell, Robin M <rbrownell@dentonisd.org>; Pierce, Robert C <rpierce@dentonisd.org>; Andress, Paul E <pandress@dentonisd.org>; Stewart, Robert L <rstewart@dentonisd.org>
Subject: TEA Super Call

Team,

Please review the attached presentation from an afternoon call with the commissioner held last Thursday afternoon. There are some important financial and operations included within the presentation. Please take a look and communicate to the respective departments or divisions.

JW

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
Follow me on Twitter: <http://twitter.com/#!/jkwilsiii>
Website: <http://www.dentonisd.org>

The logo for Denton ISD features a stylized 'D' composed of a black triangle on the left and a colorful, multi-colored arc on the right. The arc is made of small, overlapping circles in shades of yellow, green, blue, purple, and pink.

DENTON

INDEPENDENT SCHOOL DISTRICT



TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

	<u>Webinar Date</u>
■ Cybersecurity Improvements	Monthly
■ School Safety Facilities Standards Grant	July 24
■ HB 3 School Safety Video	August 24
■ HB 3 Implementation Supports Webinar Series	September
■ Other School Safety-related Legislation Video	Early September
■ HB 8 (Community College Finance)	Fall
■ HB 3928 Dyslexia Evaluation, Identification & Instruction	Winter
■ Instructional Materials: HB 1605 & HB 900	Winter

Bill Implementation Communications Recap

Updated
July



- | | <u>Webinar Date</u> |
|--|---------------------|
| ■ Virtual Education <ul style="list-style-type: none">■ Recorded Webinar and Support | June 22 |
| ■ Cybersecurity Improvements <ul style="list-style-type: none">■ Recorded Monthly Webinars | April, May, June |
| ■ Accelerated Instruction <ul style="list-style-type: none">■ Recorded Webinar and Support | July 13 |
| ■ HB 3928 Dyslexia Evaluations, Identification & Instruction <ul style="list-style-type: none">■ Recorded Overview Webinar and Support | June 28 |
| ■ Instructional Materials: HB 1605 <ul style="list-style-type: none">■ Recorded: SBOE Work Session | June 22 |

Property Tax Legislation 88th Second Special Session

Second Called Session

- Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

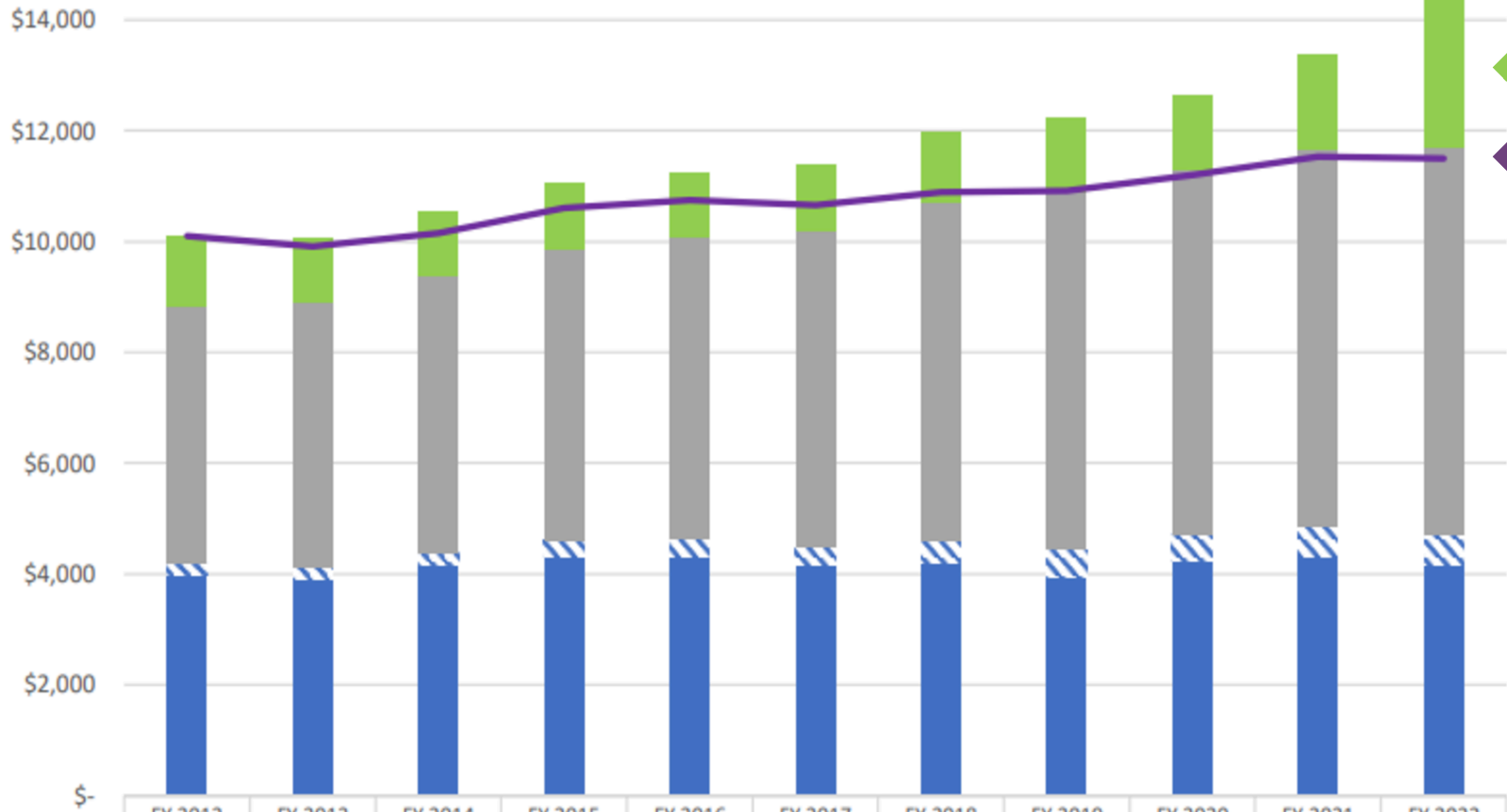
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%



Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	\$ 621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials	500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety	300	GAA IX 18.78
Increase in Golden Penny Yield	2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)	60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes	673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	\$ 1,100	SB30 4.02
Subsidy for ActiveCare	589	GAA III TRS A.3.1
K-12 cybersecurity initiative	55	GAA III TEA B.3.5

\$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

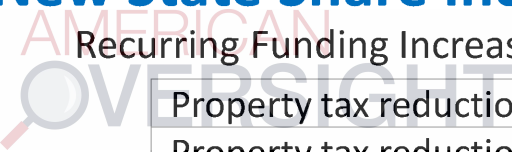
Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	\$ 3,997	GAA IX 18.78
Virtual school grant support	49	GAA IX 18.78
School Choice	500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	\$ 5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent	12,295	GAA IX 18.79



88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

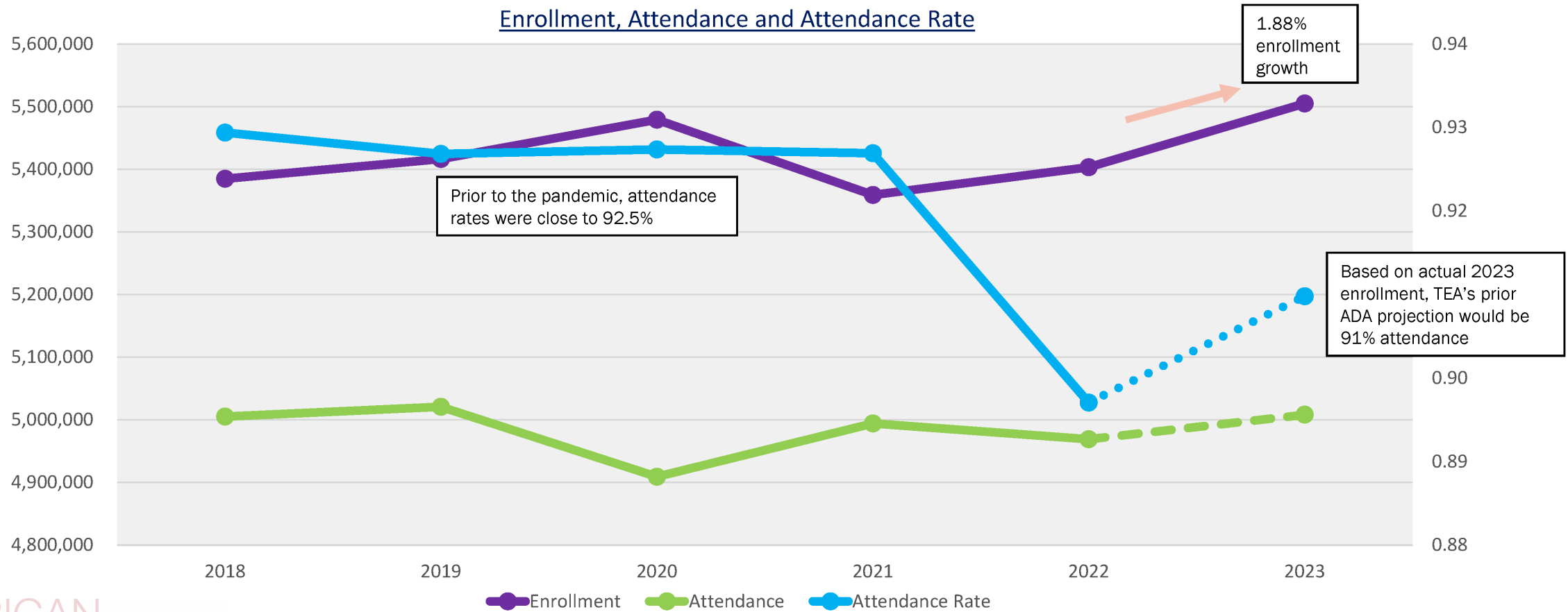
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

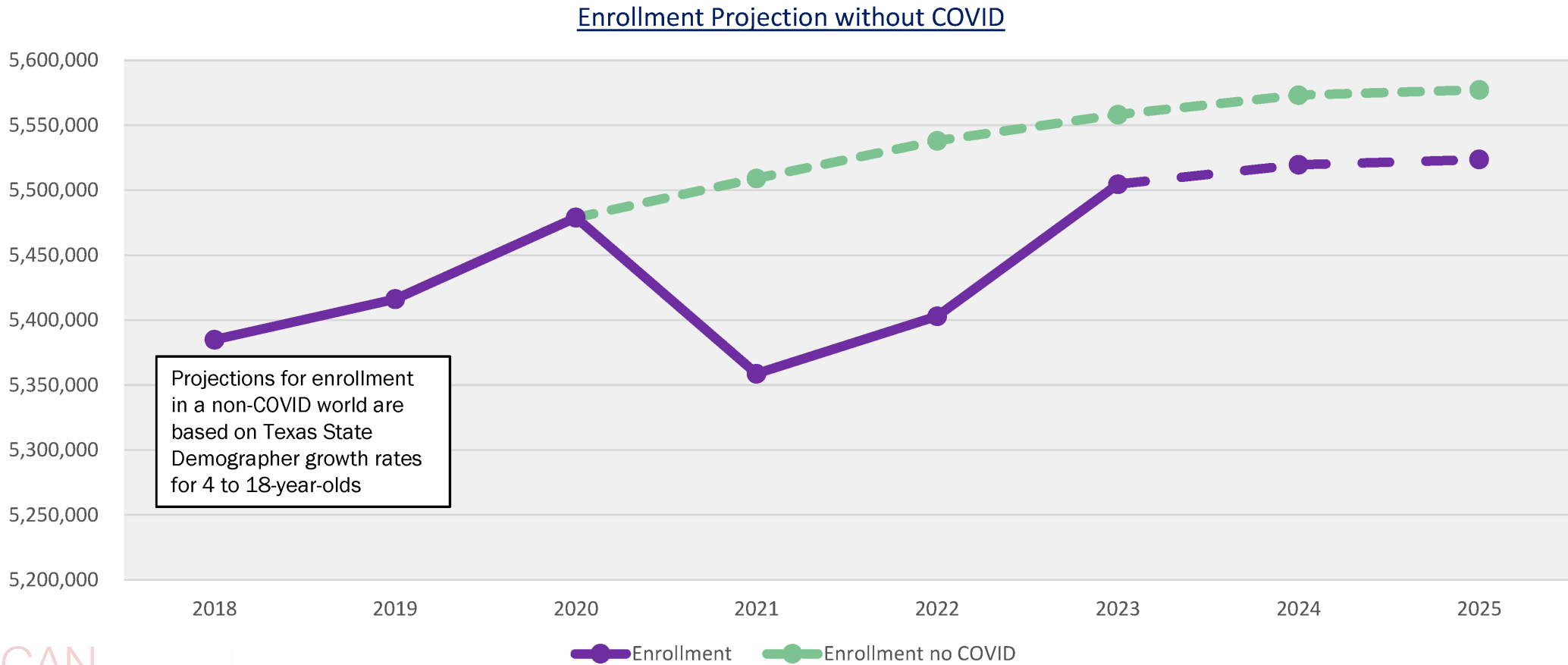
TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools

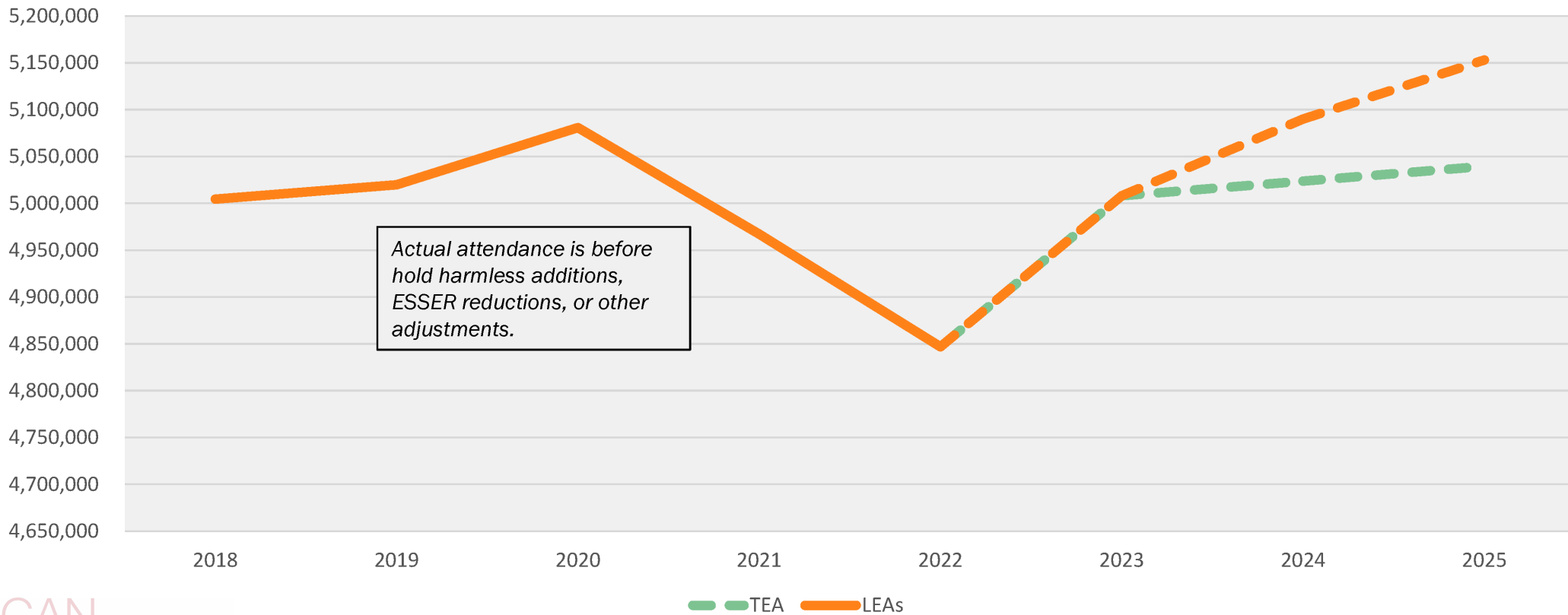


However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened



LEA attendance projections were notably higher than TEA's projections

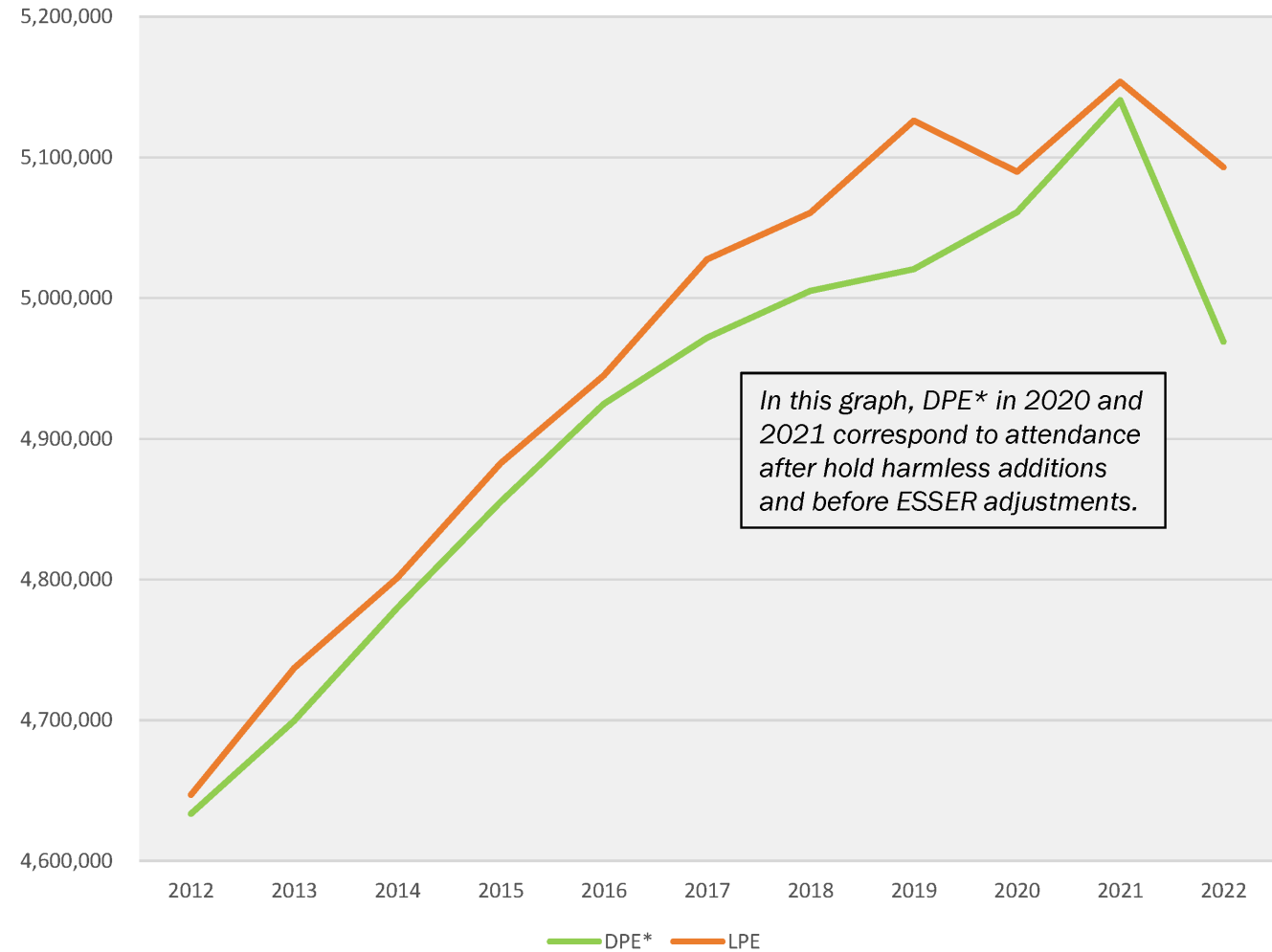
Actual and Projected ADA



Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

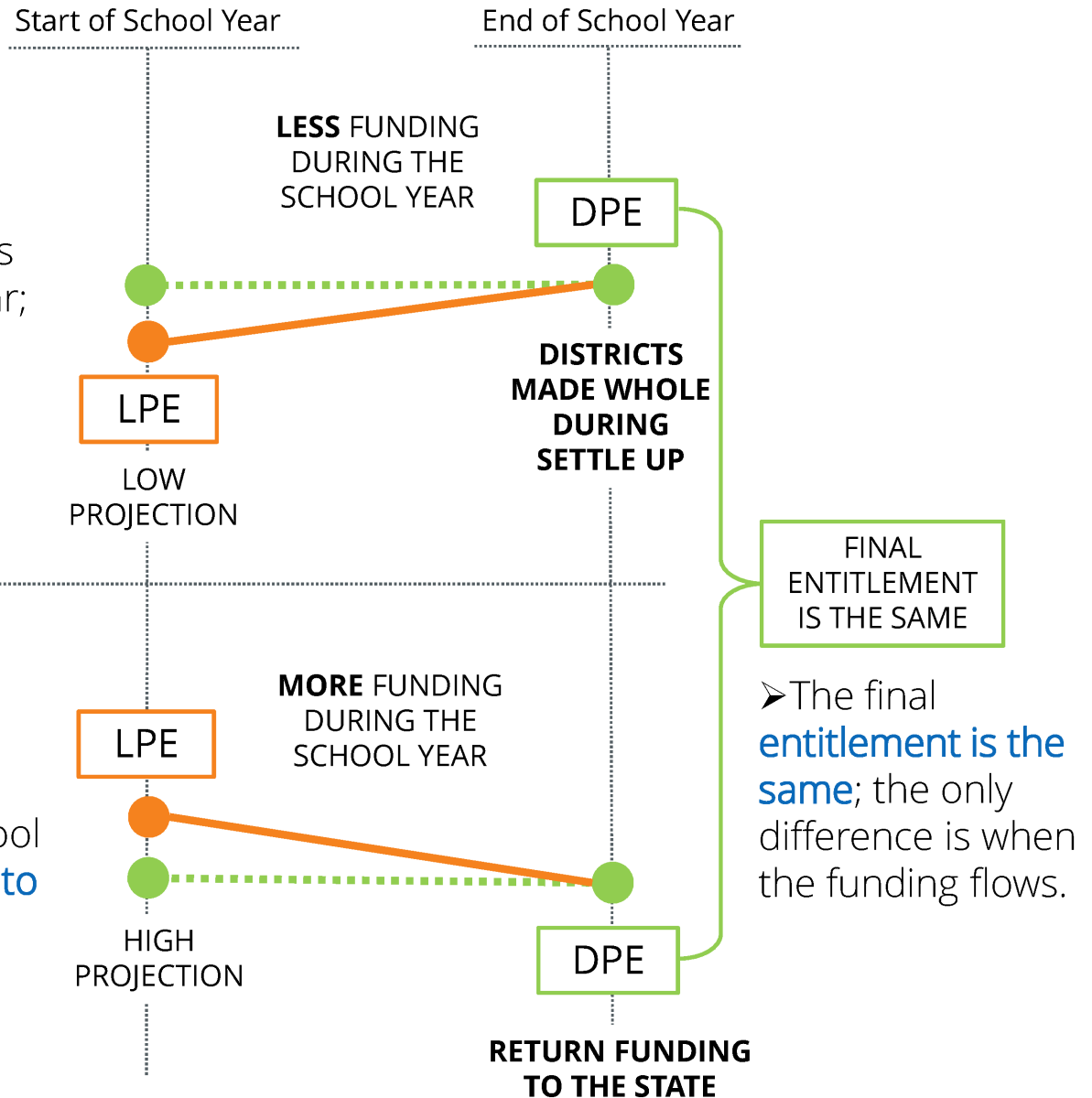
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

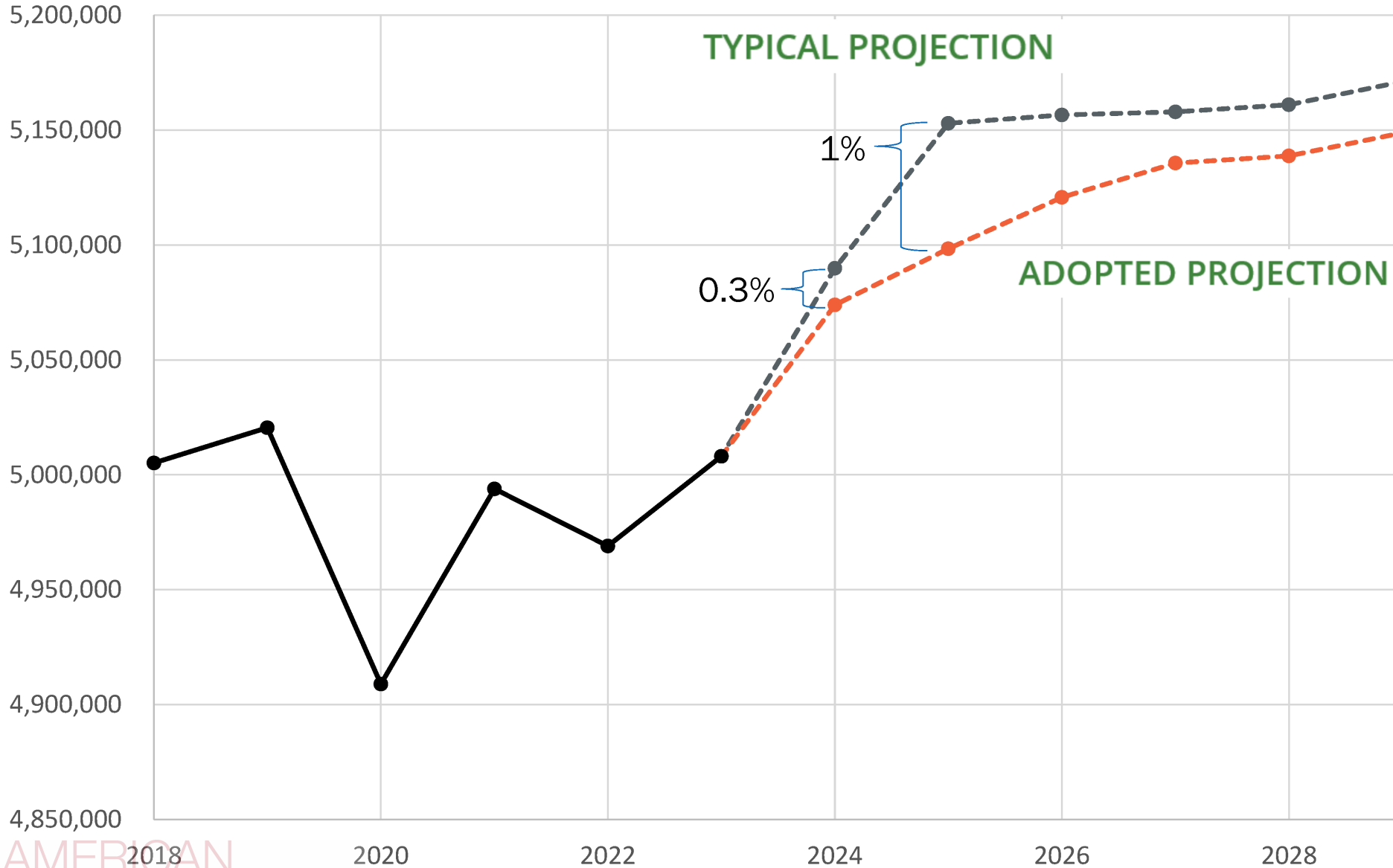
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district’s Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.



- **Waiver Process**
 - Announced by Governor Abbott on June 12, 2023
 - Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)
- **LEA Eligibility**
 - Any full-time, online program offered in 2022-2023
 - TEA virtual accelerator participants in 2022-2023
- **Waiver Program Details**
 - Must sign up to be a full time TXVSN school this summer
 - Requires the school to be operated with a separate CDCN
 - Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[TEA Accelerated Instruction Webpage](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps**

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services

- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000403



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17

From: [O'Bara](#)
To: [Rainey, Lacey S](#); [Kenny, Jenell K](#); [Brownell, Robin M](#)
Subject: FW: TEA Super Call
Date: Monday, July 24, 2023 1:30:49 PM
Attachments: [image001.png](#)
[tea-monthly-superintendent-call-july-20.pdf](#)

Good afternoon!

The attached powerpoint is from the Commissioner's Call last Thursday. Slide 51 has dyslexia implications from this last legislative session.

Susannah O'Bara
Deputy Superintendent
Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
Office: (940) 369-0000
www.dentonisd.org
Belief. Input. Individualization. Arranger. Discipline



From: Wilson, Jamie K <jwilson@dentonisd.org>
Sent: Monday, July 24, 2023 1:01 PM
To: O'Bara, Susannah H <sobara@dentonisd.org>; Mattingly, Mike M <mmattingly@dentonisd.org>; Thompson, Jeremy <jthompson6@dentonisd.org>; Rainey, Lacey S <lrainey@dentonisd.org>; Schulz, Luci A <lschulz@dentonisd.org>; Russell, Jeffery S <jrussell2@dentonisd.org>; Parham, Charlene M <cparham@dentonisd.org>; Brownell, Robin M <rbrownell@dentonisd.org>; Pierce, Robert C <rpierce@dentonisd.org>; Andress, Paul E <pandress@dentonisd.org>; Stewart, Robert L <rstewart@dentonisd.org>
Subject: TEA Super Call

Team,

Please review the attached presentation from an afternoon call with the commissioner held last Thursday afternoon. There are some important financial and operations included within the presentation. Please take a look and communicate to the respective departments or divisions.

JW

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
Follow me on Twitter: <http://twitter.com/#1/jkwilsiii>
Website: <http://www.dentonisd.org>

The logo for Denton ISD features a stylized 'D' composed of a black triangle and a multi-colored arc of dots in shades of yellow, green, blue, purple, and pink.

DENTON

INDEPENDENT SCHOOL DISTRICT



TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

	<u>Webinar Date</u>
■ Cybersecurity Improvements	Monthly
■ School Safety Facilities Standards Grant	July 24
■ HB 3 School Safety Video	August 24
■ HB 3 Implementation Supports Webinar Series	September
■ Other School Safety-related Legislation Video	Early September
■ HB 8 (Community College Finance)	Fall
■ HB 3928 Dyslexia Evaluation, Identification & Instruction	Winter
■ Instructional Materials: HB 1605 & HB 900	Winter

- Virtual Education
 - [Recorded Webinar](#) and [Support](#)
- Cybersecurity Improvements
 - [Recorded Monthly Webinars](#)
- Accelerated Instruction
 - [Recorded Webinar](#) and [Support](#)
- HB 3928 Dyslexia Evaluations, Identification & Instruction
 - [Recorded Overview Webinar](#) and [Support](#)
- Instructional Materials: HB 1605
 - [Recorded: SBOE Work Session](#)

Webinar Date

June 22

April, May, June

July 13

June 28

June 22

Property Tax Legislation 88th Second Special Session

Second Called Session

➤ Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

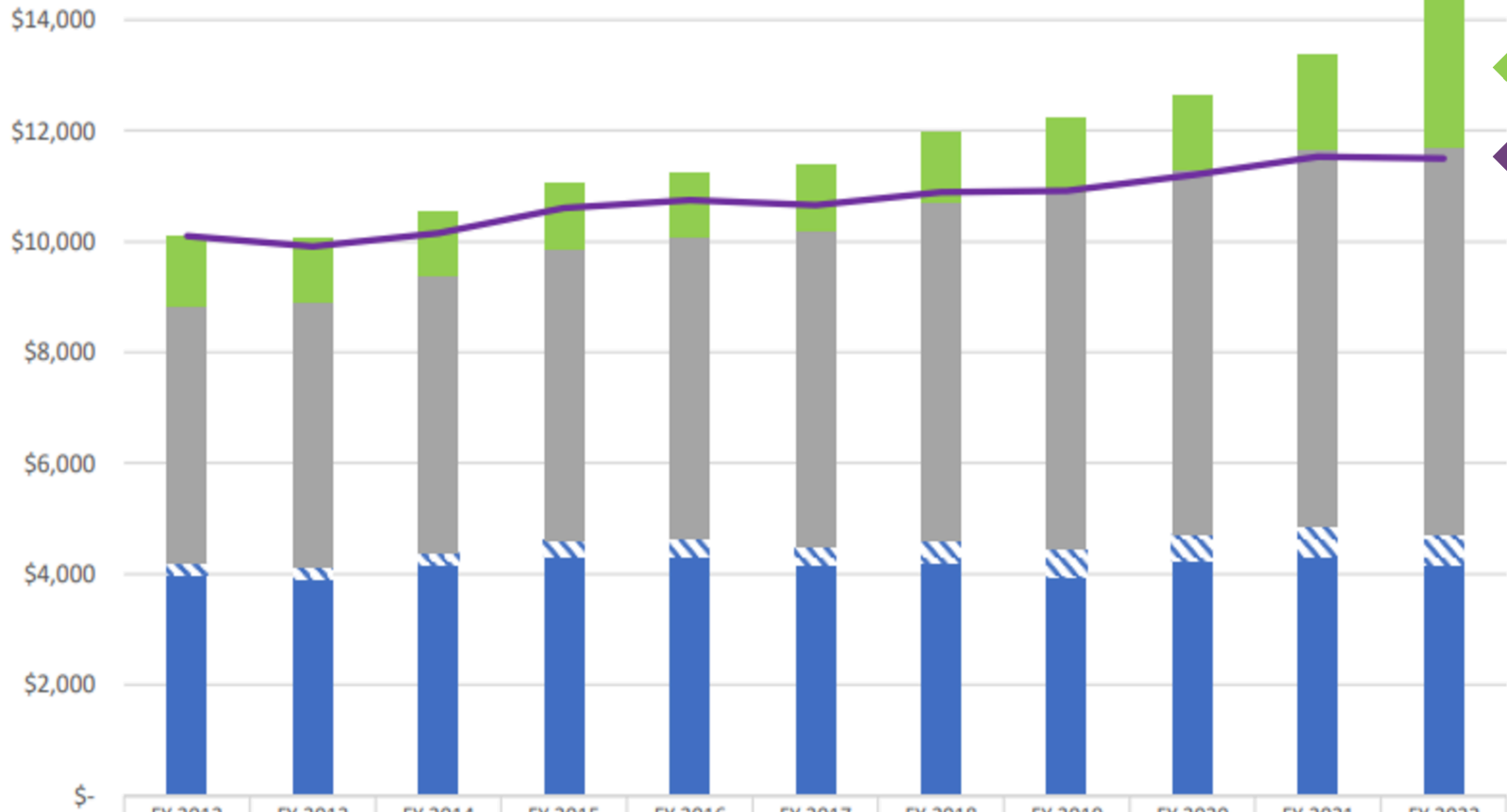
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%

AMERICAN OVERSIGHT

TX-DENTON-23-1254A-000428
 FY 23 data will be available in approximately March 2024

Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	\$ 621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials	500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety	300	GAA IX 18.78
Increase in Golden Penny Yield	2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)	60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes	673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	\$ 1,100	SB30 4.02
Subsidy for ActiveCare	589	GAA III TRS A.3.1
K-12 cybersecurity initiative	55	GAA III TEA B.3.5

\$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	\$ 3,997	GAA IX 18.78
Virtual school grant support	49	GAA IX 18.78
School Choice	500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	\$ 5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent	12,295	GAA IX 18.79



SB305, SB306, SB307, SB308, SB309, SB310, SB311, SB312, SB313, SB314, SB315, SB316, SB317, SB318, SB319, SB320, SB321, SB322, SB323, SB324, SB325, SB326, SB327, SB328, SB329, SB330, SB331, SB332, SB333, SB334, SB335, SB336, SB337, SB338, SB339, SB340, SB341, SB342, SB343, SB344, SB345, SB346, SB347, SB348, SB349, SB350, SB351, SB352, SB353, SB354, SB355, SB356, SB357, SB358, SB359, SB360, SB361, SB362, SB363, SB364, SB365, SB366, SB367, SB368, SB369, SB370, SB371, SB372, SB373, SB374, SB375, SB376, SB377, SB378, SB379, SB380, SB381, SB382, SB383, SB384, SB385, SB386, SB387, SB388, SB389, SB390, SB391, SB392, SB393, SB394, SB395, SB396, SB397, SB398, SB399, SB400, SB401, SB402, SB403, SB404, SB405, SB406, SB407, SB408, SB409, SB410, SB411, SB412, SB413, SB414, SB415, SB416, SB417, SB418, SB419, SB420, SB421, SB422, SB423, SB424, SB425, SB426, SB427, SB428, SB429, SB430, SB431, SB432, SB433, SB434, SB435, SB436, SB437, SB438, SB439, SB440, SB441, SB442, SB443, SB444, SB445, SB446, SB447, SB448, SB449, SB450, SB451, SB452, SB453, SB454, SB455, SB456, SB457, SB458, SB459, SB460, SB461, SB462, SB463, SB464, SB465, SB466, SB467, SB468, SB469, SB470, SB471, SB472, SB473, SB474, SB475, SB476, SB477, SB478, SB479, SB480, SB481, SB482, SB483, SB484, SB485, SB486, SB487, SB488, SB489, SB490, SB491, SB492, SB493, SB494, SB495, SB496, SB497, SB498, SB499, SB500, SB501, SB502, SB503, SB504, SB505, SB506, SB507, SB508, SB509, SB510, SB511, SB512, SB513, SB514, SB515, SB516, SB517, SB518, SB519, SB520, SB521, SB522, SB523, SB524, SB525, SB526, SB527, SB528, SB529, SB530, SB531, SB532, SB533, SB534, SB535, SB536, SB537, SB538, SB539, SB540, SB541, SB542, SB543, SB544, SB545, SB546, SB547, SB548, SB549, SB550, SB551, SB552, SB553, SB554, SB555, SB556, SB557, SB558, SB559, SB560, SB561, SB562, SB563, SB564, SB565, SB566, SB567, SB568, SB569, SB570, SB571, SB572, SB573, SB574, SB575, SB576, SB577, SB578, SB579, SB580, SB581, SB582, SB583, SB584, SB585, SB586, SB587, SB588, SB589, SB590, SB591, SB592, SB593, SB594, SB595, SB596, SB597, SB598, SB599, SB600, SB601, SB602, SB603, SB604, SB605, SB606, SB607, SB608, SB609, SB610, SB611, SB612, SB613, SB614, SB615, SB616, SB617, SB618, SB619, SB620, SB621, SB622, SB623, SB624, SB625, SB626, SB627, SB628, SB629, SB630, SB631, SB632, SB633, SB634, SB635, SB636, SB637, SB638, SB639, SB640, SB641, SB642, SB643, SB644, SB645, SB646, SB647, SB648, SB649, SB650, SB651, SB652, SB653, SB654, SB655, SB656, SB657, SB658, SB659, SB660, SB661, SB662, SB663, SB664, SB665, SB666, SB667, SB668, SB669, SB670, SB671, SB672, SB673, SB674, SB675, SB676, SB677, SB678, SB679, SB680, SB681, SB682, SB683, SB684, SB685, SB686, SB687, SB688, SB689, SB690, SB691, SB692, SB693, SB694, SB695, SB696, SB697, SB698, SB699, SB700, SB701, SB702, SB703, SB704, SB705, SB706, SB707, SB708, SB709, SB710, SB711, SB712, SB713, SB714, SB715, SB716, SB717, SB718, SB719, SB720, SB721, SB722, SB723, SB724, SB725, SB726, SB727, SB728, SB729, SB730, SB731, SB732, SB733, SB734, SB735, SB736, SB737, SB738, SB739, SB740, SB741, SB742, SB743, SB744, SB745, SB746, SB747, SB748, SB749, SB750, SB751, SB752, SB753, SB754, SB755, SB756, SB757, SB758, SB759, SB760, SB761, SB762, SB763, SB764, SB765, SB766, SB767, SB768, SB769, SB770, SB771, SB772, SB773, SB774, SB775, SB776, SB777, SB778, SB779, SB780, SB781, SB782, SB783, SB784, SB785, SB786, SB787, SB788, SB789, SB790, SB791, SB792, SB793, SB794, SB795, SB796, SB797, SB798, SB799, SB800, SB801, SB802, SB803, SB804, SB805, SB806, SB807, SB808, SB809, SB810, SB811, SB812, SB813, SB814, SB815, SB816, SB817, SB818, SB819, SB820, SB821, SB822, SB823, SB824, SB825, SB826, SB827, SB828, SB829, SB830, SB831, SB832, SB833, SB834, SB835, SB836, SB837, SB838, SB839, SB840, SB841, SB842, SB843, SB844, SB845, SB846, SB847, SB848, SB849, SB850, SB851, SB852, SB853, SB854, SB855, SB856, SB857, SB858, SB859, SB860, SB861, SB862, SB863, SB864, SB865, SB866, SB867, SB868, SB869, SB870, SB871, SB872, SB873, SB874, SB875, SB876, SB877, SB878, SB879, SB880, SB881, SB882, SB883, SB884, SB885, SB886, SB887, SB888, SB889, SB890, SB891, SB892, SB893, SB894, SB895, SB896, SB897, SB898, SB899, SB900, SB901, SB902, SB903, SB904, SB905, SB906, SB907, SB908, SB909, SB910, SB911, SB912, SB913, SB914, SB915, SB916, SB917, SB918, SB919, SB920, SB921, SB922, SB923, SB924, SB925, SB926, SB927, SB928, SB929, SB930, SB931, SB932, SB933, SB934, SB935, SB936, SB937, SB938, SB939, SB940, SB941, SB942, SB943, SB944, SB945, SB946, SB947, SB948, SB949, SB950, SB951, SB952, SB953, SB954, SB955, SB956, SB957, SB958, SB959, SB960, SB961, SB962, SB963, SB964, SB965, SB966, SB967, SB968, SB969, SB970, SB971, SB972, SB973, SB974, SB975, SB976, SB977, SB978, SB979, SB980, SB981, SB982, SB983, SB984, SB985, SB986, SB987, SB988, SB989, SB990, SB991, SB992, SB993, SB994, SB995, SB996, SB997, SB998, SB999, SB1000

88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

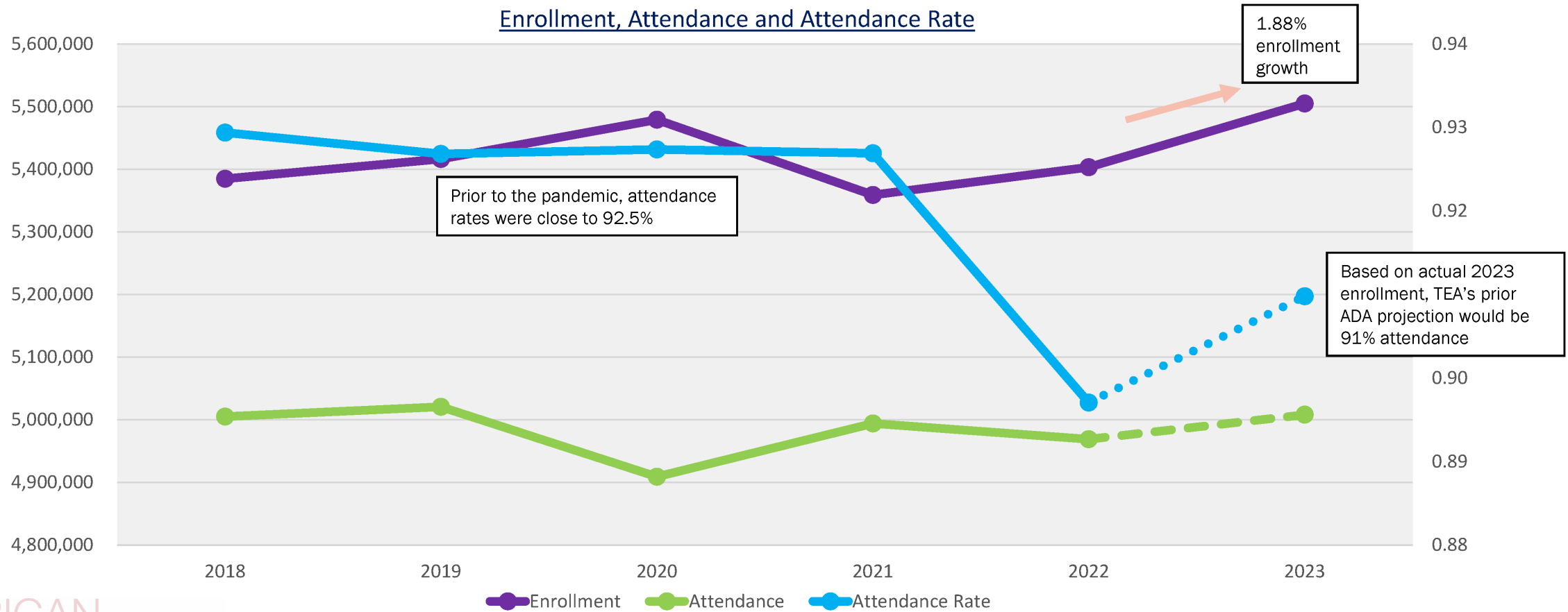
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

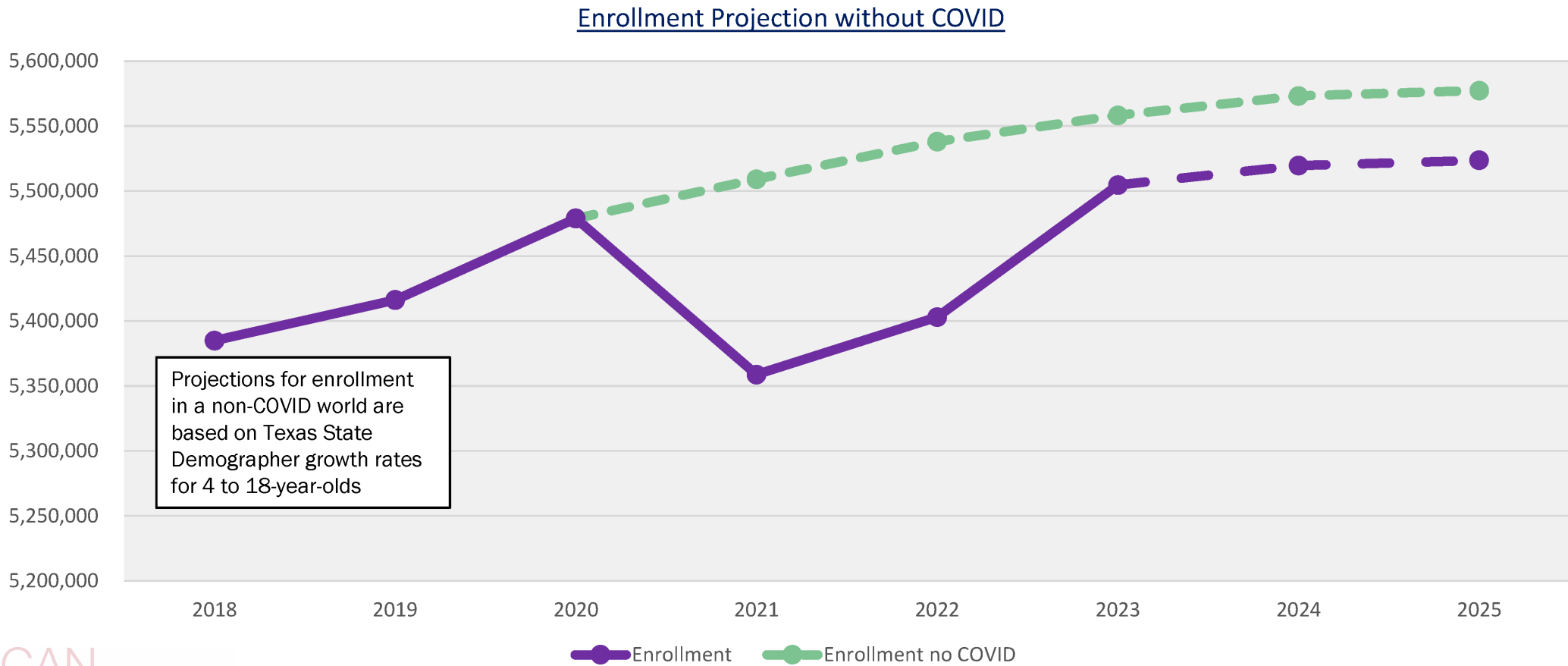
TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools

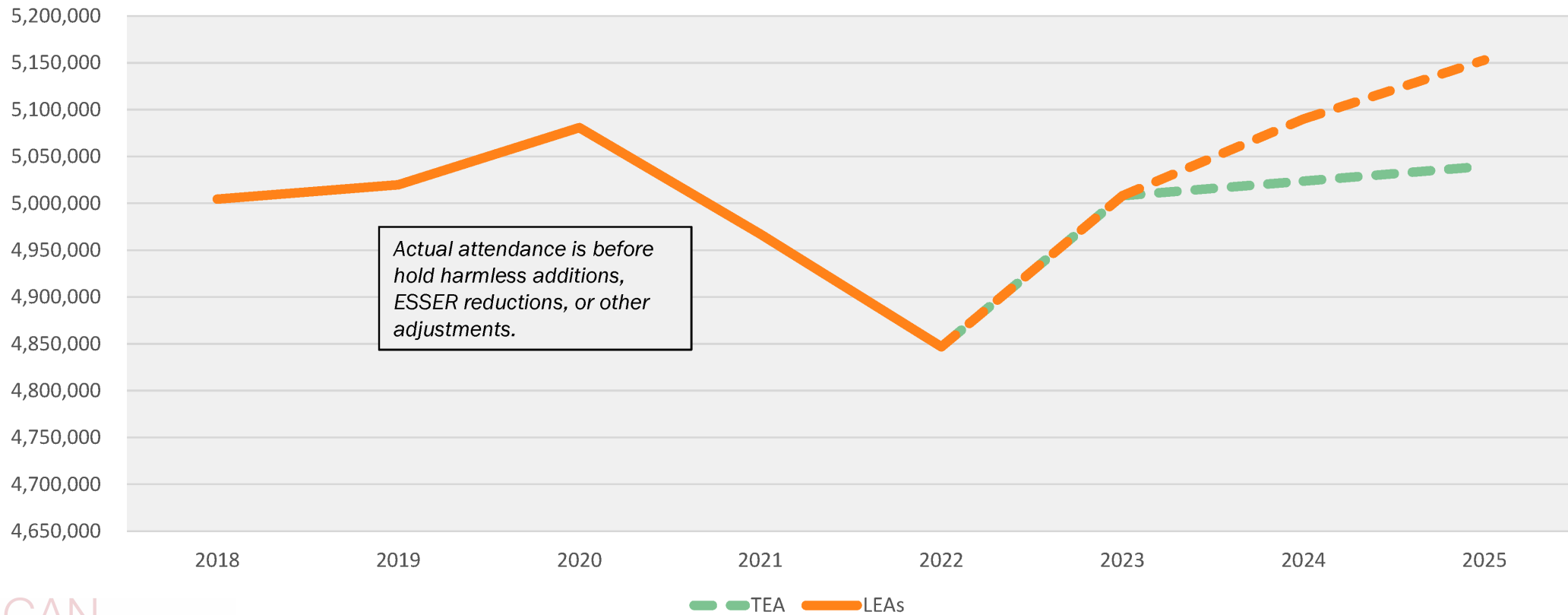


However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened



LEA attendance projections were notably higher than TEA's projections

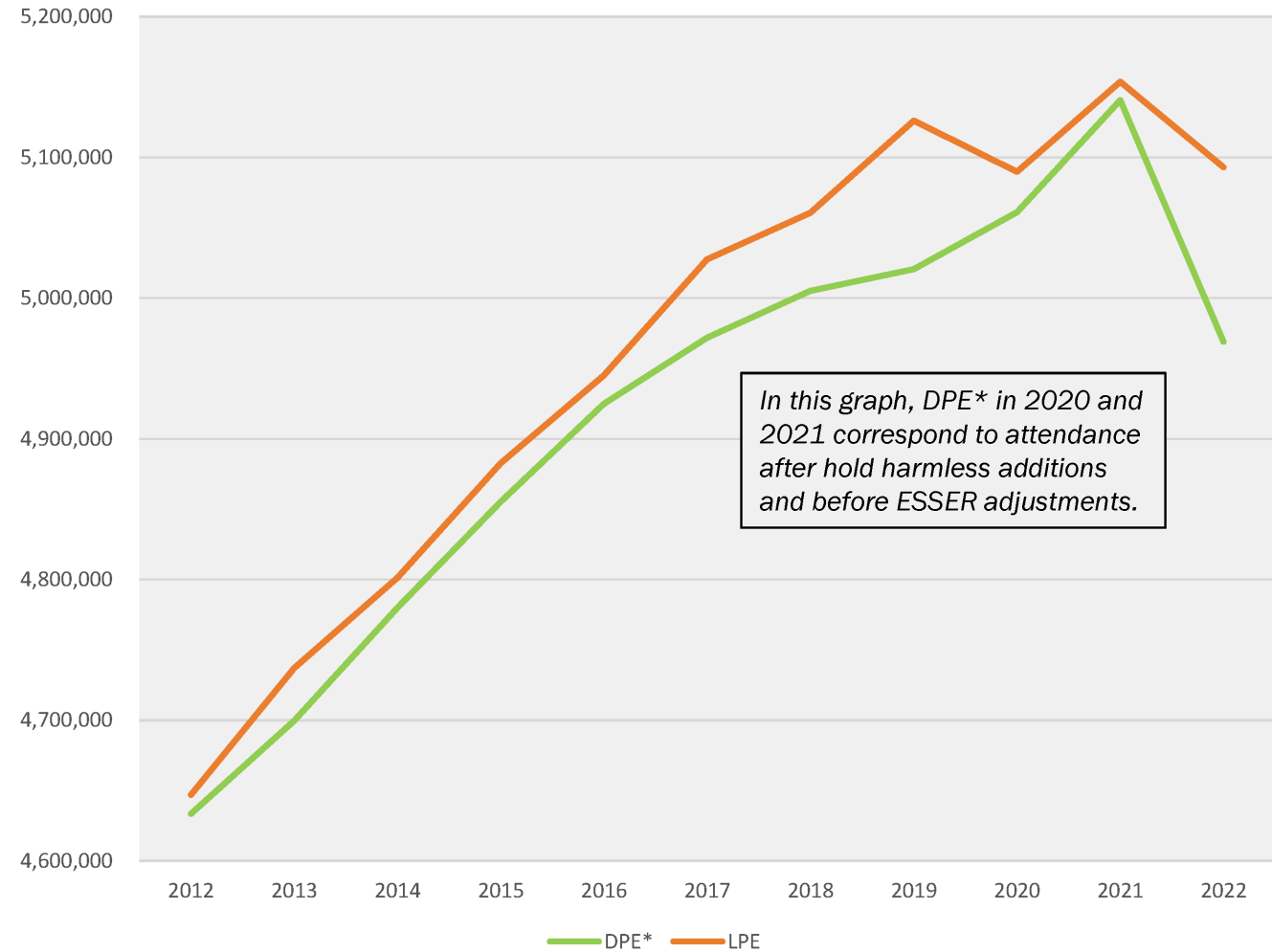
Actual and Projected ADA



Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

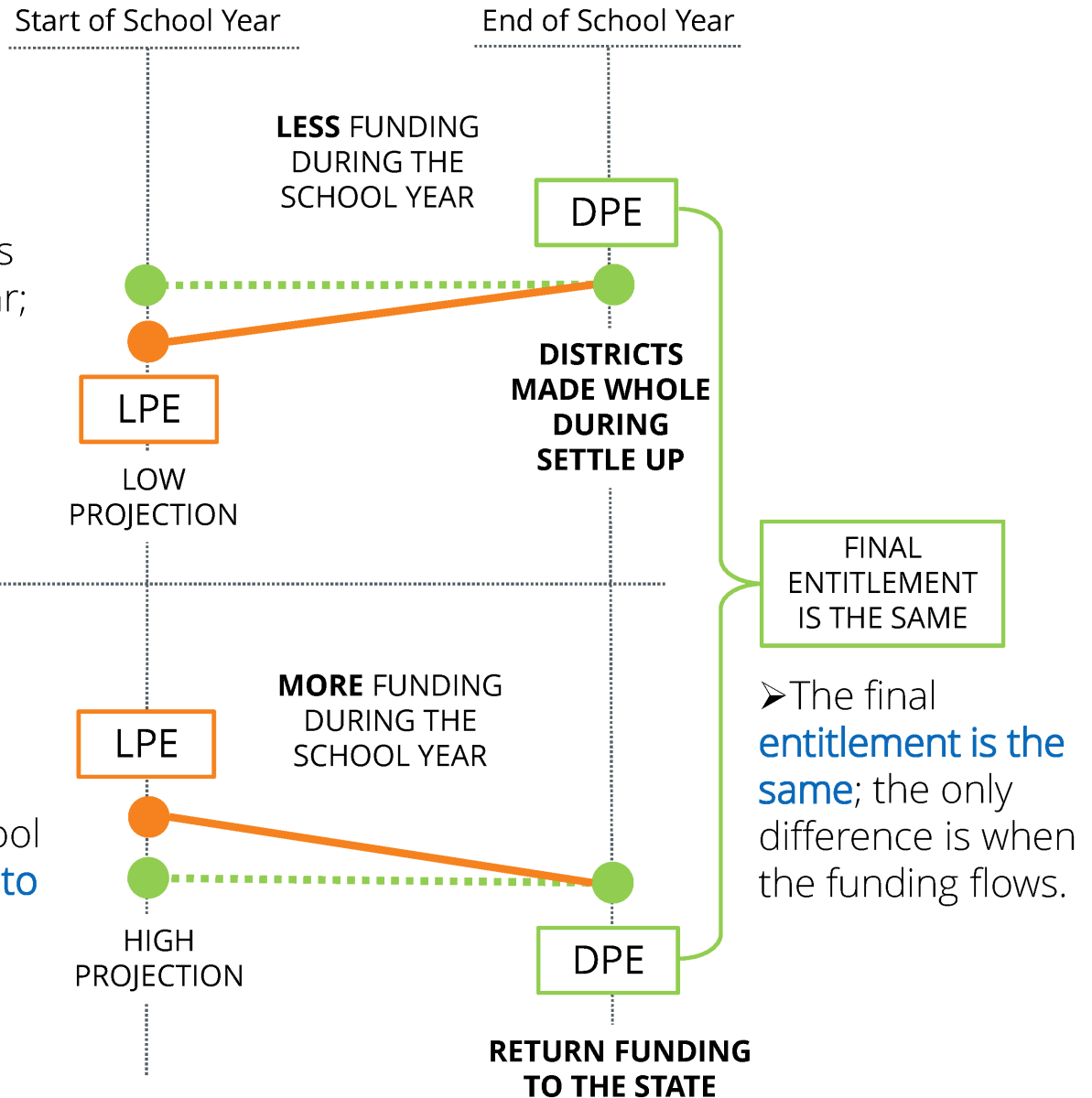
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

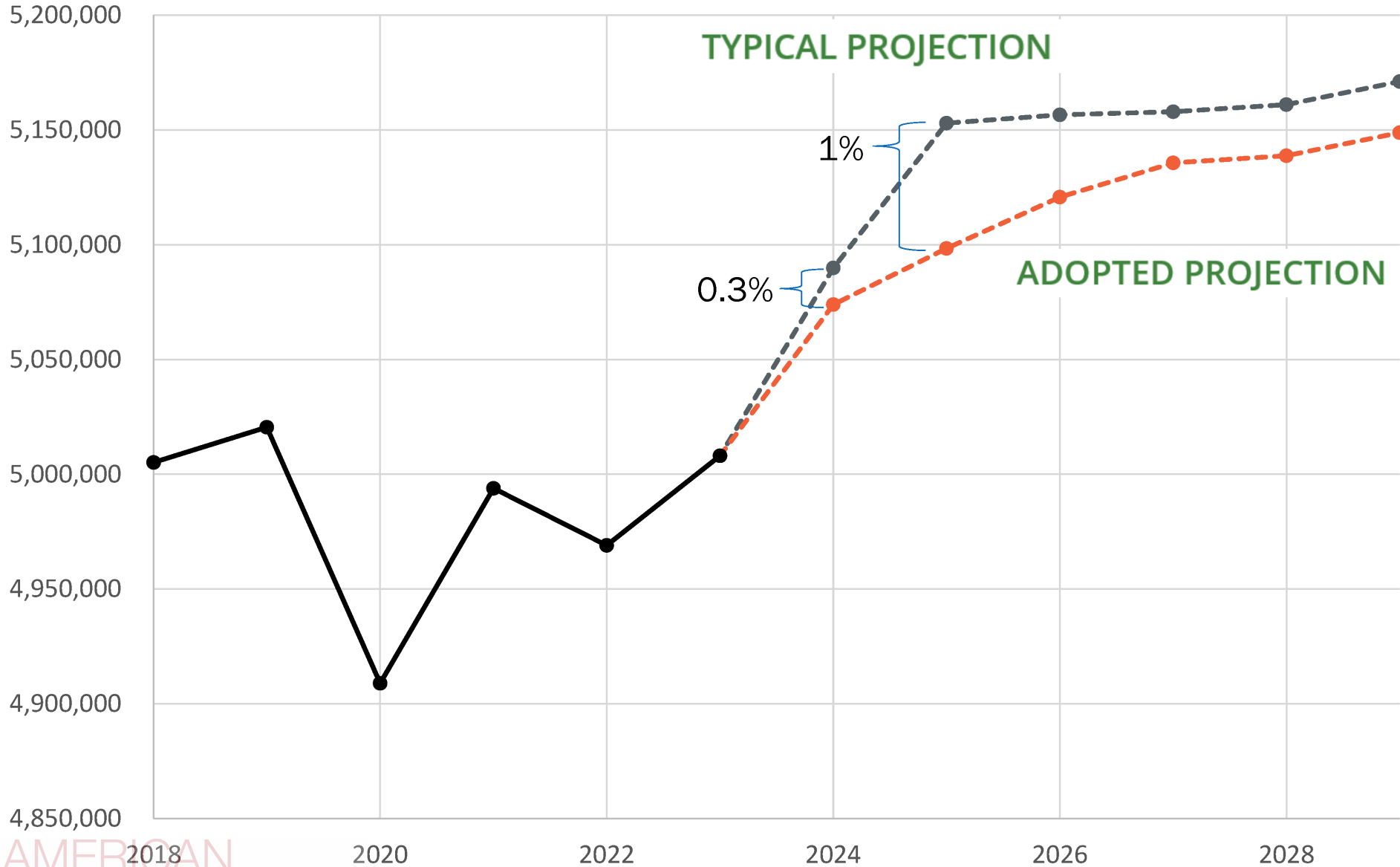
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district's Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.

- **Waiver Process**
 - Announced by Governor Abbott on June 12, 2023
 - Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)
- **LEA Eligibility**
 - Any full-time, online program offered in 2022-2023
 - TEA virtual accelerator participants in 2022-2023
- **Waiver Program Details**
 - Must sign up to be a full time TXVSN school this summer
 - Requires the school to be operated with a separate CDCN
 - Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[**TEA Accelerated Instruction Webpage**](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps**

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services

- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000465



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



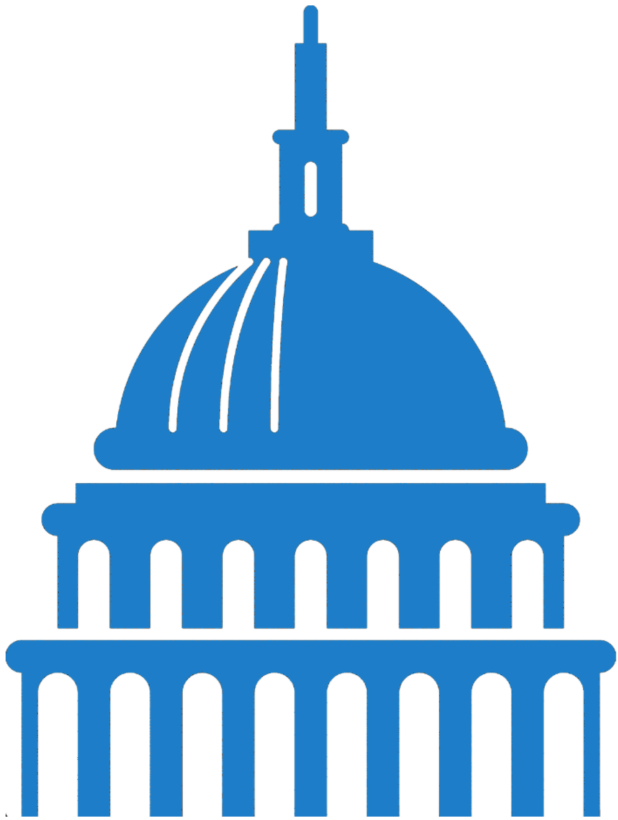
SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17

From: [O'Bara](#)
To: [Parham, Charlene M](#); [Schulz, Luci A](#)
Cc: [Rainey, Lacey S](#)
Subject: FW: TEA Super Call
Date: Monday, July 24, 2023 1:31:44 PM
Attachments: [image001.png](#)
[tea-monthly-superintendent-call-july-20.pdf](#)

Ladies,

The attached powerpoint is from the Commissioner's Call last Thursday.

Susannah O'Bara
Deputy Superintendent
Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
Office: (940) 369-0000
www.dentonisd.org
Belief.Input.Individualization.Arranger.Discipline



From: Wilson, Jamie K <jwtilson@dentonisd.org>
Sent: Monday, July 24, 2023 1:01 PM
To: O'Bara, Susannah H <sobara@dentonisd.org>; Mattingly, Mike M <mmattingly@dentonisd.org>; Thompson, Jeremy <jthompson6@dentonisd.org>; Rainey, Lacey S <lrainey@dentonisd.org>; Schulz, Luci A <lschulz@dentonisd.org>; Russell, Jeffery S <jrussell2@dentonisd.org>; Parham, Charlene M <cparham@dentonisd.org>; Brownell, Robin M <rbrownell@dentonisd.org>; Pierce, Robert C <rpierce@dentonisd.org>; Andress, Paul E <pandress@dentonisd.org>; Stewart, Robert L <rstewart@dentonisd.org>
Subject: TEA Super Call

Team,

Please review the attached presentation from an afternoon call with the commissioner held last Thursday afternoon. There are some important financial and operations included within the presentation. Please take a look and communicate to the respective departments or divisions.

JW

Jamie Wilson
Superintendent of Schools
Denton Independent School District
940-369-0002, fax 940-369-4992
Follow me on Twitter: <http://twitter.com/#!/jkwilsiij>
Website: <http://www.dentonisd.org>

The logo for Denton ISD features a stylized 'D' composed of a black triangle on the left and a colorful, multi-colored arc on the right. The arc is made of small, overlapping circles in shades of yellow, green, blue, purple, and pink.

DENTON

INDEPENDENT SCHOOL DISTRICT



TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

- Cybersecurity Improvements
- School Safety Facilities Standards Grant
- HB 3 School Safety Video
- HB 3 Implementation Supports Webinar Series
- Other School Safety-related Legislation Video
- HB 8 (Community College Finance)
- HB 3928 Dyslexia Evaluation, Identification & Instruction
- Instructional Materials: HB 1605 & HB 900

Webinar Date

Monthly

July 24

August 24

September

Early September

Fall

Winter

Winter

	<u>Webinar Date</u>
<ul style="list-style-type: none">■ Virtual Education<ul style="list-style-type: none">■ Recorded Webinar and Support	June 22
<ul style="list-style-type: none">■ Cybersecurity Improvements<ul style="list-style-type: none">■ Recorded Monthly Webinars	April, May, June
<ul style="list-style-type: none">■ Accelerated Instruction<ul style="list-style-type: none">■ Recorded Webinar and Support	July 13
<ul style="list-style-type: none">■ HB 3928 Dyslexia Evaluations, Identification & Instruction<ul style="list-style-type: none">■ Recorded Overview Webinar and Support	June 28
<ul style="list-style-type: none">■ Instructional Materials: HB 1605<ul style="list-style-type: none">■ Recorded: SBOE Work Session	June 22

Property Tax Legislation 88th Second Special Session

Second Called Session

- Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

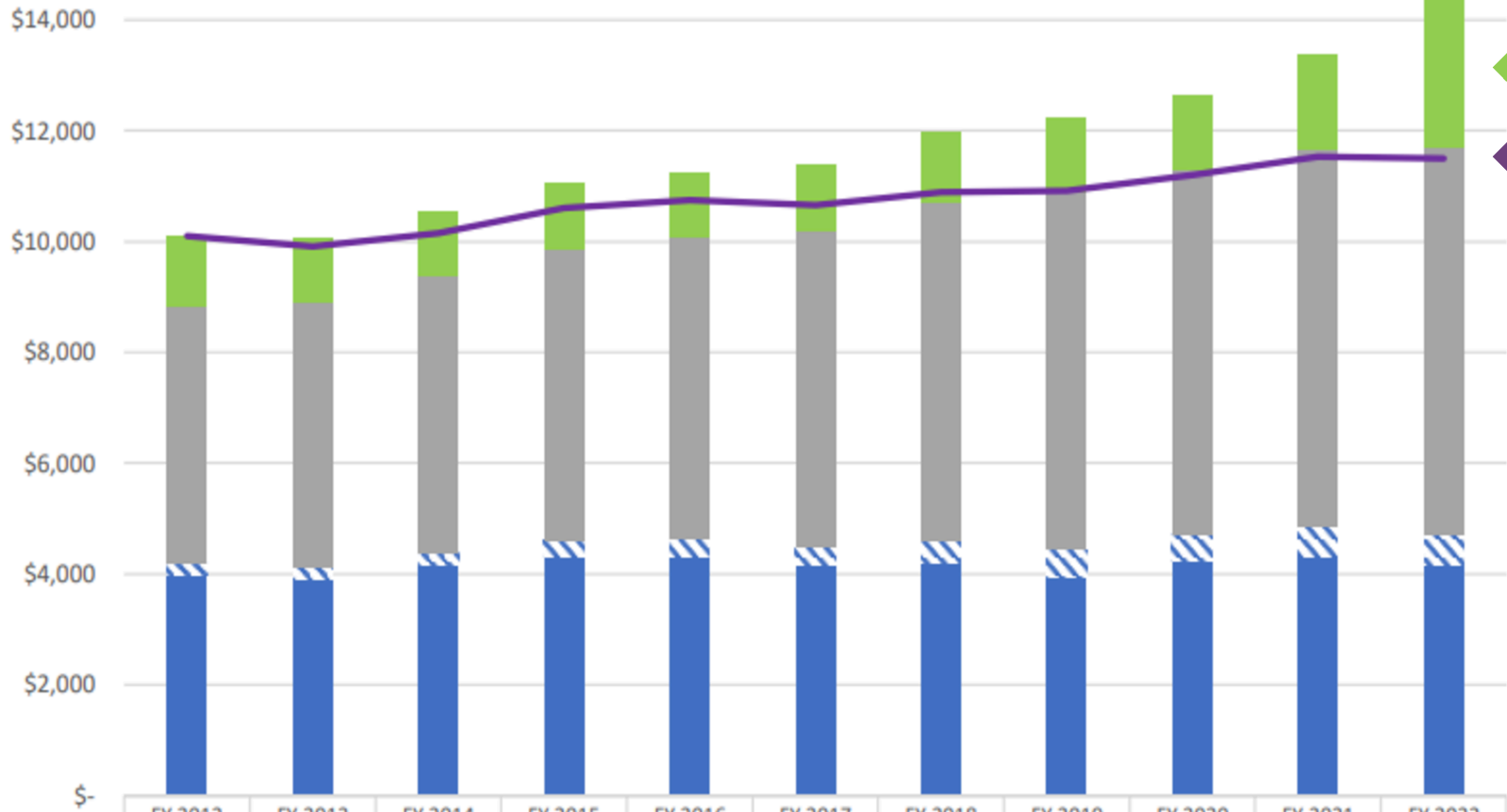
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%



Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	\$ 621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials	500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety	300	GAA IX 18.78
Increase in Golden Penny Yield	2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)	60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes	673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	\$ 1,100	SB30 4.02
Subsidy for ActiveCare	589	GAA III TRS A.3.1
K-12 cybersecurity initiative	55	GAA III TEA B.3.5

\$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	\$ 3,997	GAA IX 18.78
Virtual school grant support	49	GAA IX 18.78
School Choice	500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	\$ 5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent	12,295	GAA IX 18.79



SB305-SENATOR-2023-1254-GAA487

88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

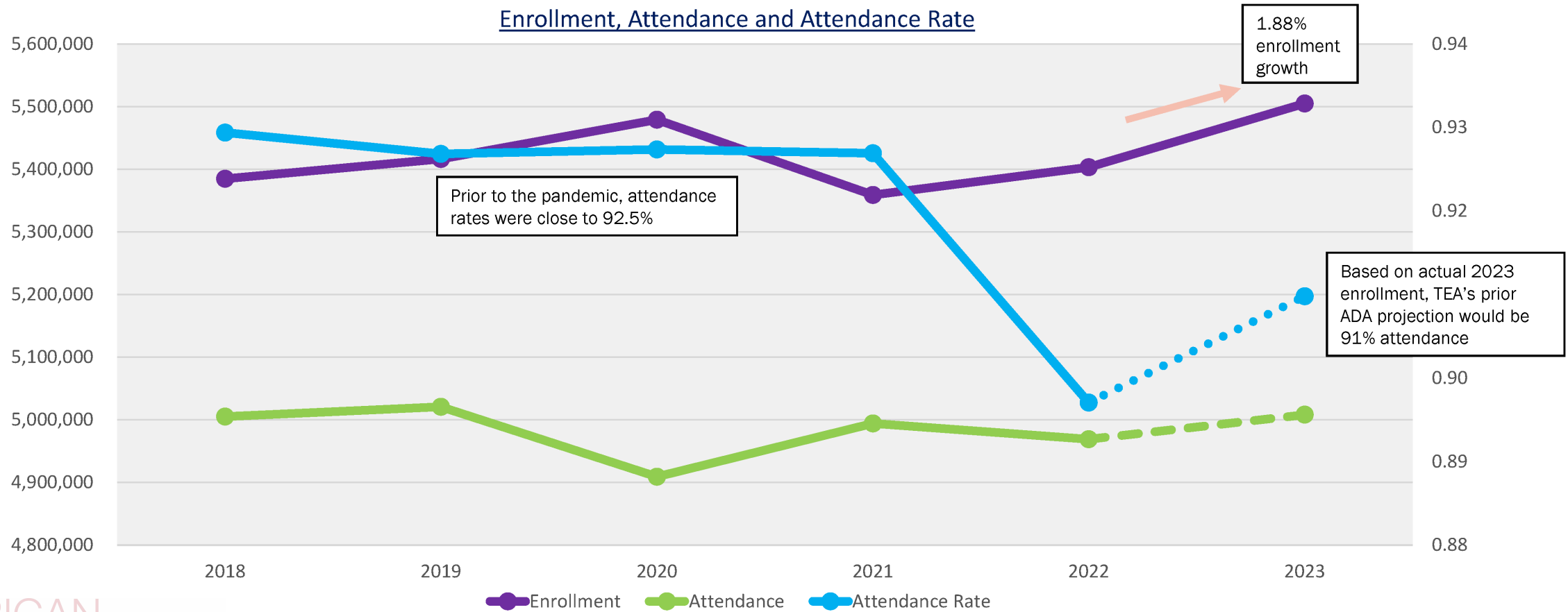
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

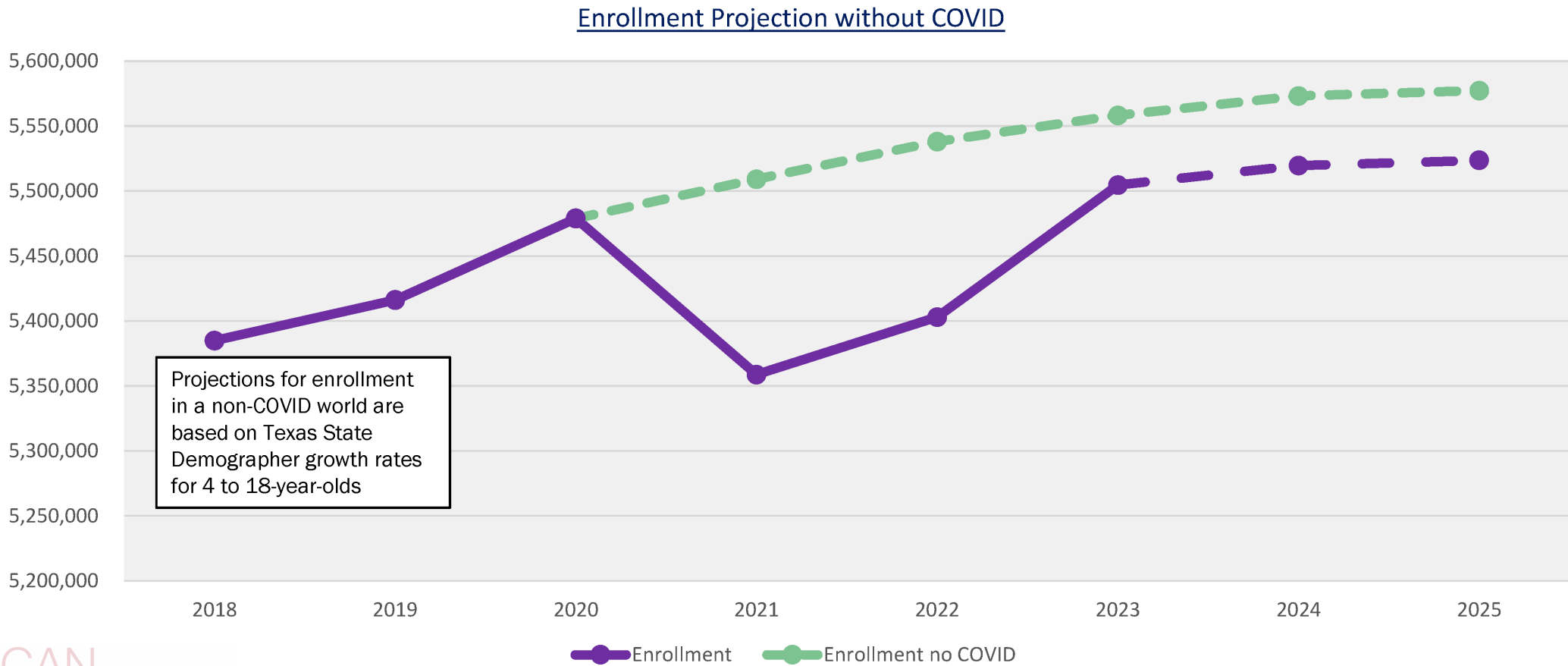
TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools

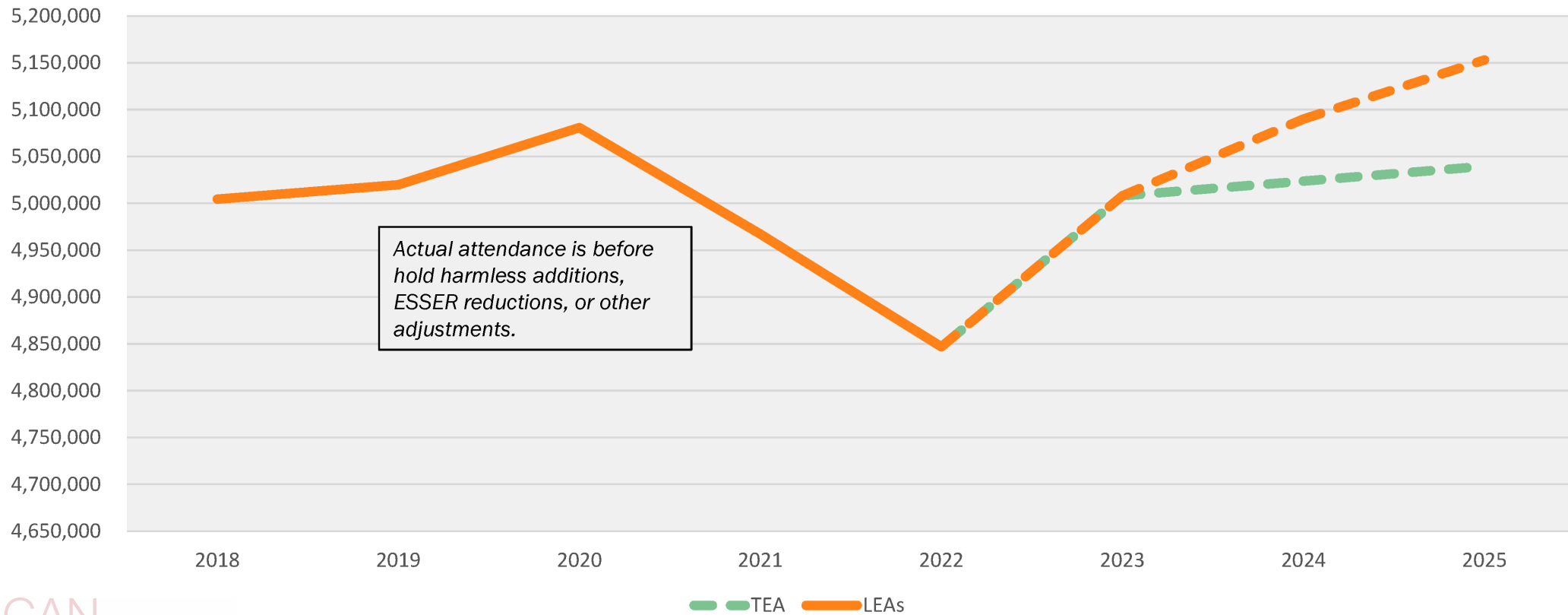


However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened



LEA attendance projections were notably higher than TEA's projections

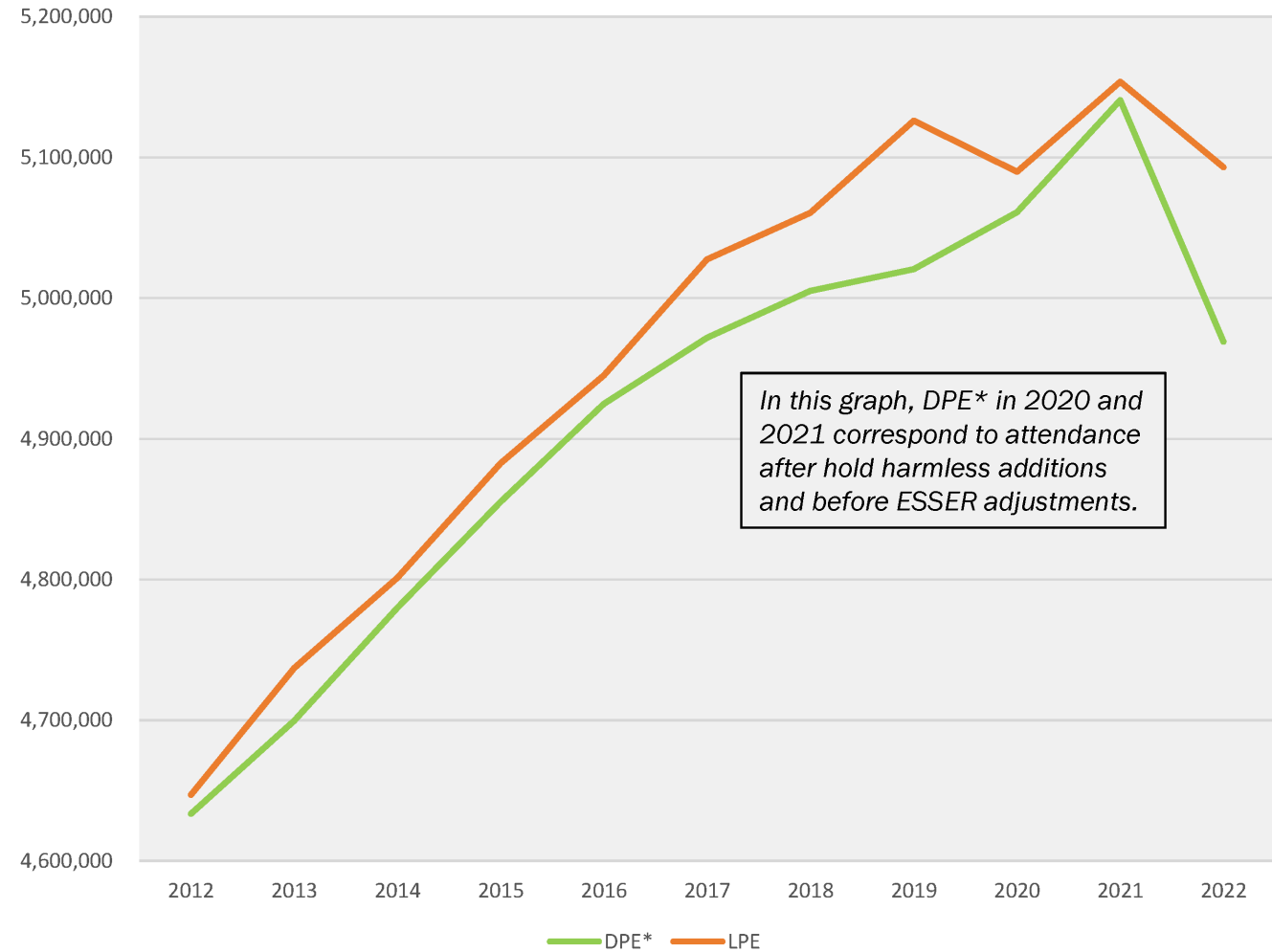
Actual and Projected ADA



Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

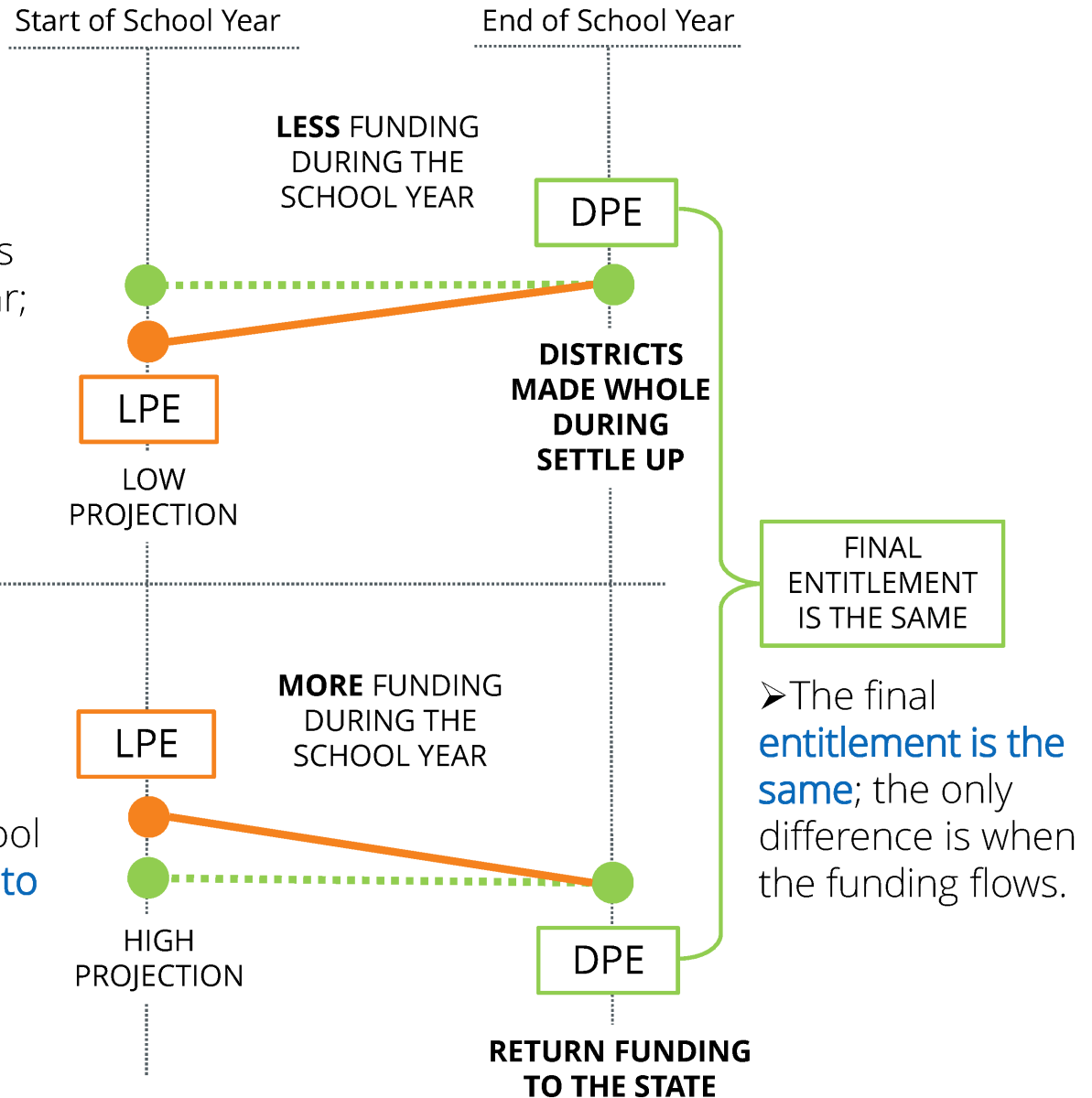
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

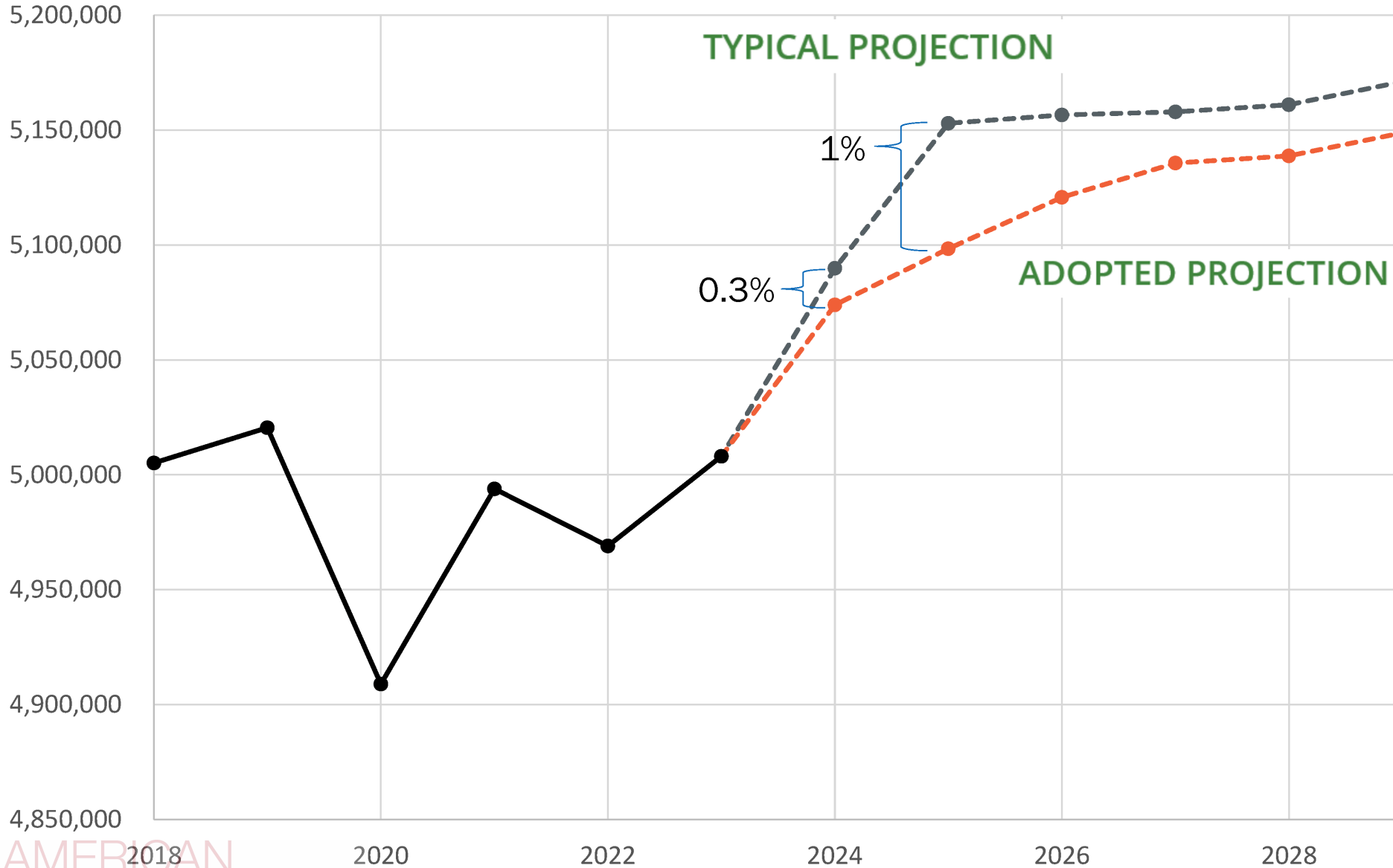
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district's Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.

- **Waiver Process**
 - Announced by Governor Abbott on June 12, 2023
 - Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)
- **LEA Eligibility**
 - Any full-time, online program offered in 2022-2023
 - TEA virtual accelerator participants in 2022-2023
- **Waiver Program Details**
 - Must sign up to be a full time TXVSN school this summer
 - Requires the school to be operated with a separate CDCN
 - Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[TEA Accelerated Instruction Webpage](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services

- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000527



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17

From: [Wilson](#)
To: jwestrom@dentonattorney.com
Subject: Fw: TEA Super Call
Date: Tuesday, July 25, 2023 10:35:51 AM
Attachments: [tea-monthly-superintendent-call-july-20.pdf](#)

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
Follow me on Twitter: <http://twitter.com/#!/jkwilsiii>
Website:<http://www.dentonisd.org>

From: Wilson, Jamie K <jwilson@dentonisd.org>
Sent: Monday, July 24, 2023 1:01 PM
To: O'Bara, Susannah H <sobara@dentonisd.org>; Mattingly, Mike M <mmattingly@dentonisd.org>; Thompson, Jeremy <jthompson6@dentonisd.org>; Rainey, Lacey S <lrainey@dentonisd.org>; Schulz, Luci A <lschulz@dentonisd.org>; Russell, Jeffery S <jrussell2@dentonisd.org>; Parham, Charlene M <cparham@dentonisd.org>; Brownell, Robin M <rbrownell@dentonisd.org>; Pierce, Robert C <rpierce@dentonisd.org>; Andress, Paul E <pandress@dentonisd.org>; Stewart, Robert L <rstewart@dentonisd.org>
Subject: TEA Super Call

Team,

Please review the attached presentation from an afternoon call with the commissioner held last Thursday afternoon. There are some important financial and operations included within the presentation. Please take a look and communicate to the respective departments or divisions.

JW

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
Follow me on Twitter: <http://twitter.com/#!/jkwilsiii>
Website:<http://www.dentonisd.org>

TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

- Cybersecurity Improvements
- School Safety Facilities Standards Grant
- HB 3 School Safety Video
- HB 3 Implementation Supports Webinar Series
- Other School Safety-related Legislation Video
- HB 8 (Community College Finance)
- HB 3928 Dyslexia Evaluation, Identification & Instruction
- Instructional Materials: HB 1605 & HB 900

Webinar Date

Monthly

July 24

August 24

September

Early September

Fall

Winter

Winter

	<u>Webinar Date</u>
<ul style="list-style-type: none">■ Virtual Education<ul style="list-style-type: none">■ Recorded Webinar and Support	June 22
<ul style="list-style-type: none">■ Cybersecurity Improvements<ul style="list-style-type: none">■ Recorded Monthly Webinars	April, May, June
<ul style="list-style-type: none">■ Accelerated Instruction<ul style="list-style-type: none">■ Recorded Webinar and Support	July 13
<ul style="list-style-type: none">■ HB 3928 Dyslexia Evaluations, Identification & Instruction<ul style="list-style-type: none">■ Recorded Overview Webinar and Support	June 28
<ul style="list-style-type: none">■ Instructional Materials: HB 1605<ul style="list-style-type: none">■ Recorded: SBOE Work Session	June 22

Property Tax Legislation 88th Second Special Session

Second Called Session

- Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

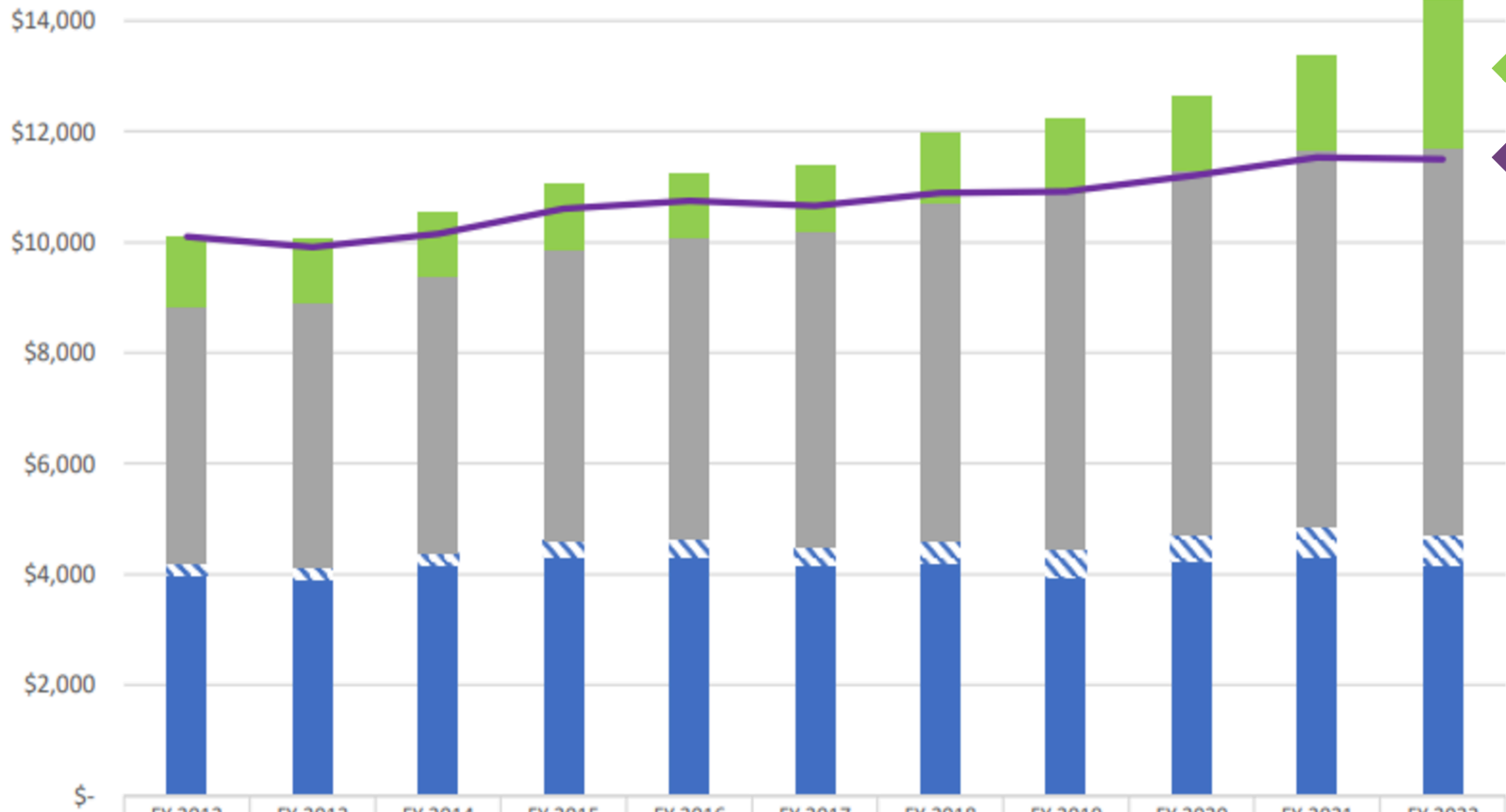
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%



Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	\$ 621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials	500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety	300	GAA IX 18.78
Increase in Golden Penny Yield	2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)	60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes	673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	\$ 1,100	SB30 4.02
Subsidy for ActiveCare	589	GAA III TRS A.3.1
K-12 cybersecurity initiative	55	GAA III TEA B.3.5

\$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

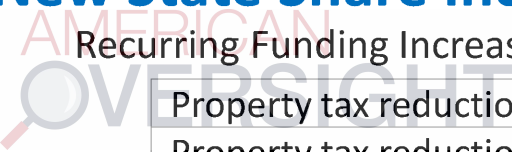
Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	\$ 3,997	GAA IX 18.78
Virtual school grant support	49	GAA IX 18.78
School Choice	500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	\$ 5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent	12,295	GAA IX 18.79



88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

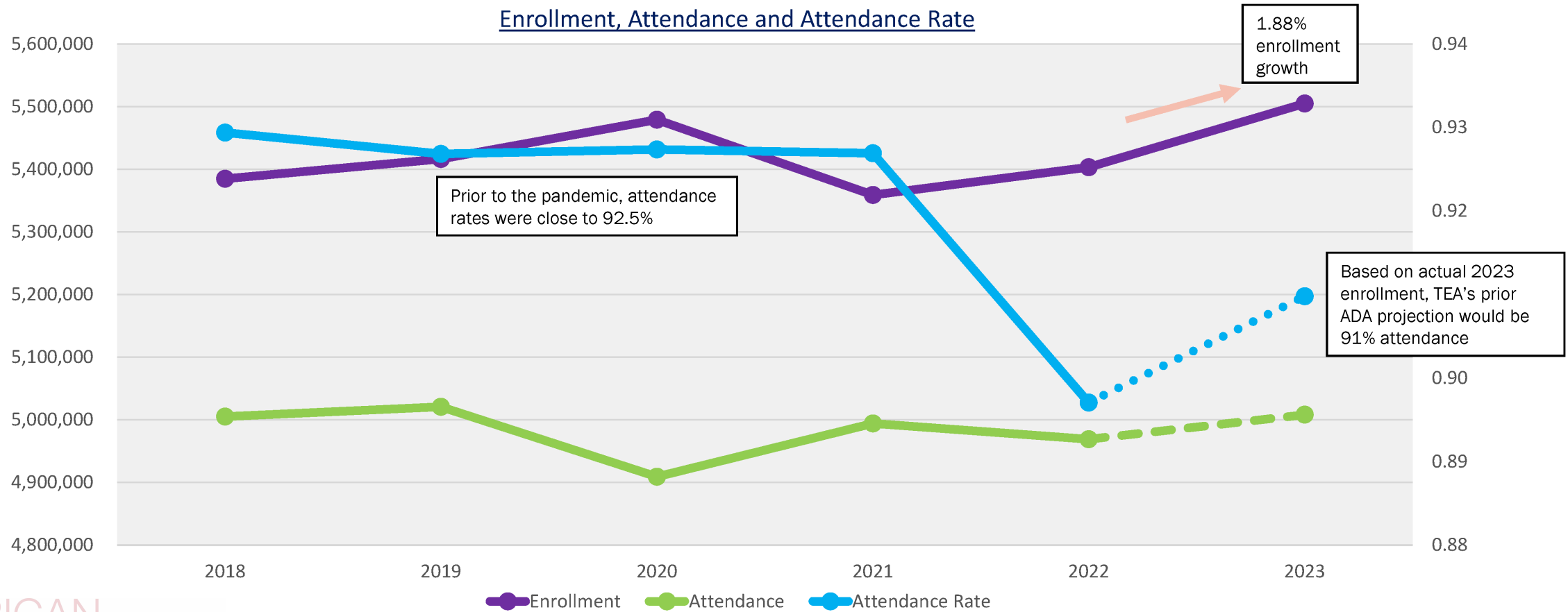
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

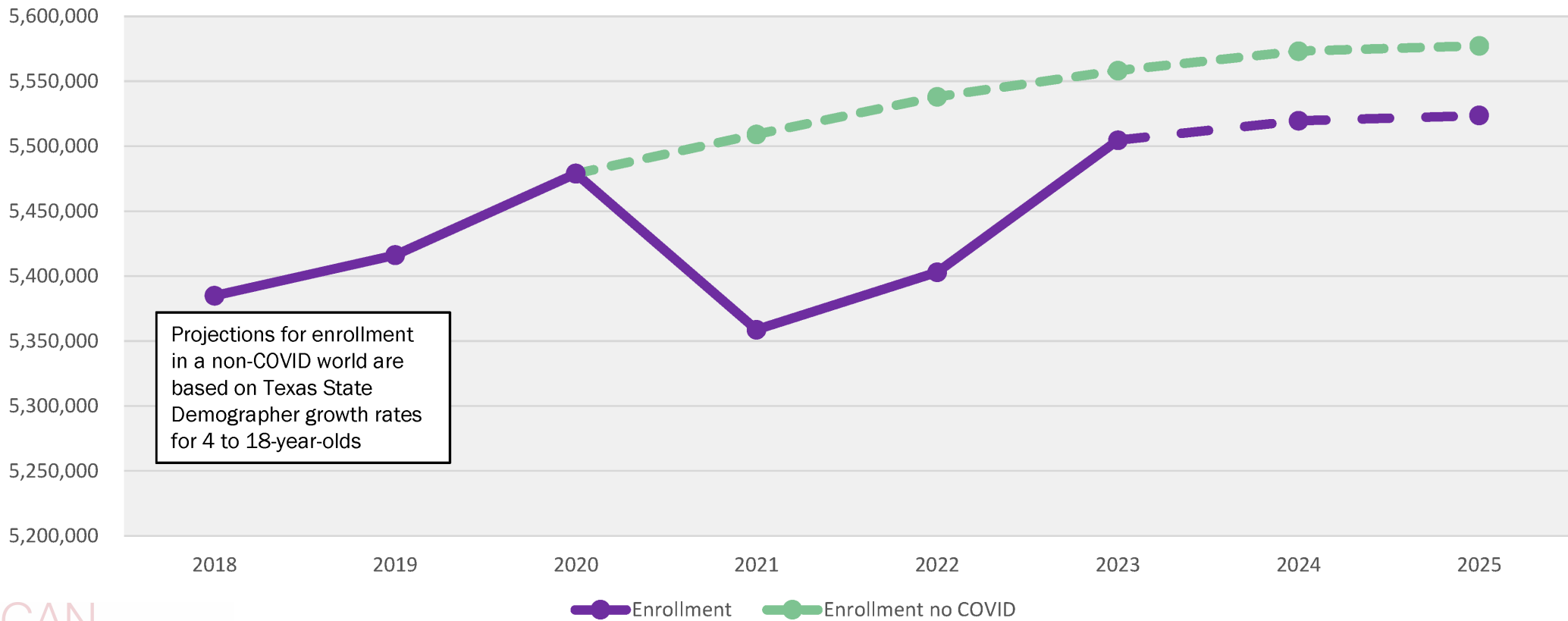
HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools



However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened

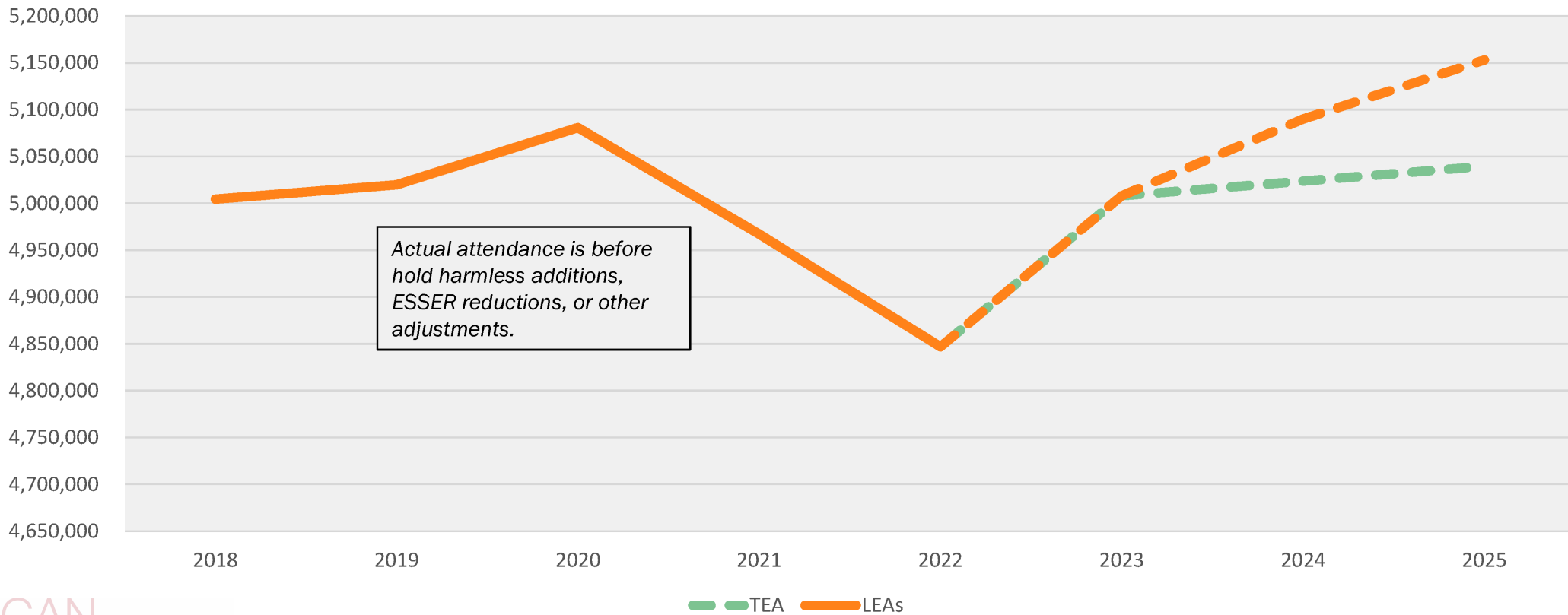
Enrollment Projection without COVID



Projections for enrollment in a non-COVID world are based on Texas State Demographer growth rates for 4 to 18-year-olds

LEA attendance projections were notably higher than TEA's projections

Actual and Projected ADA

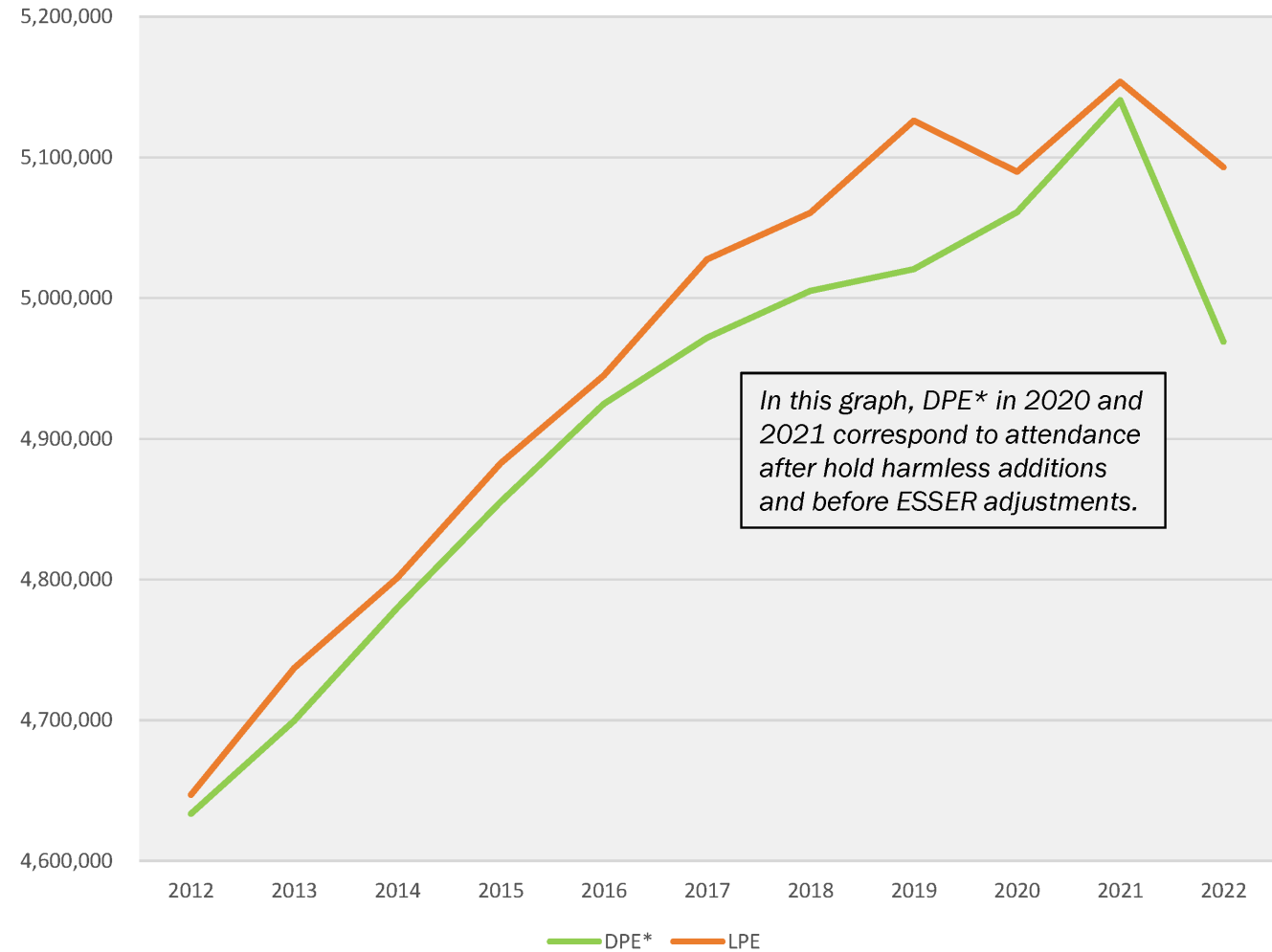


Actual attendance is before hold harmless additions, ESSER reductions, or other adjustments.

Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

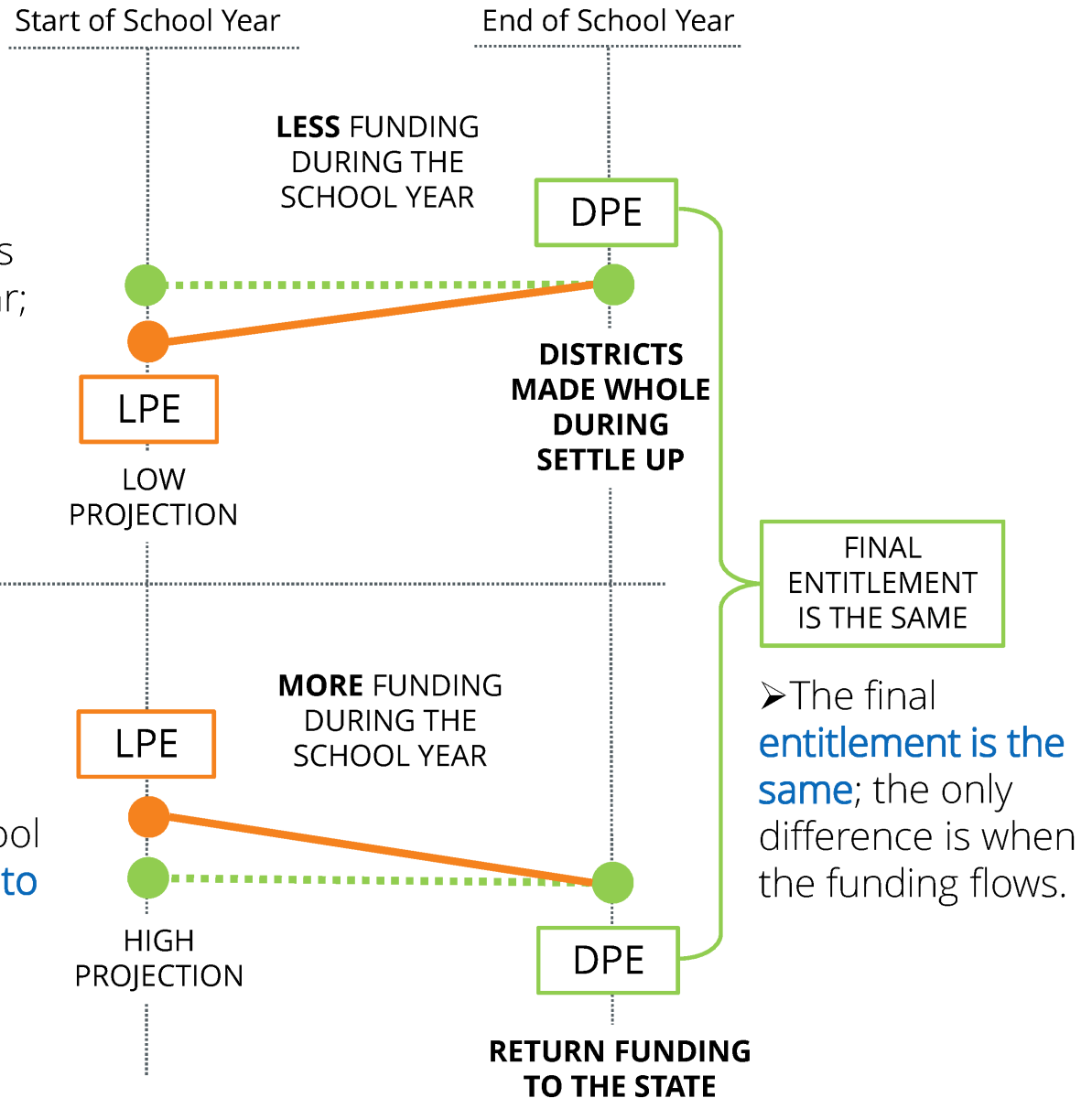
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

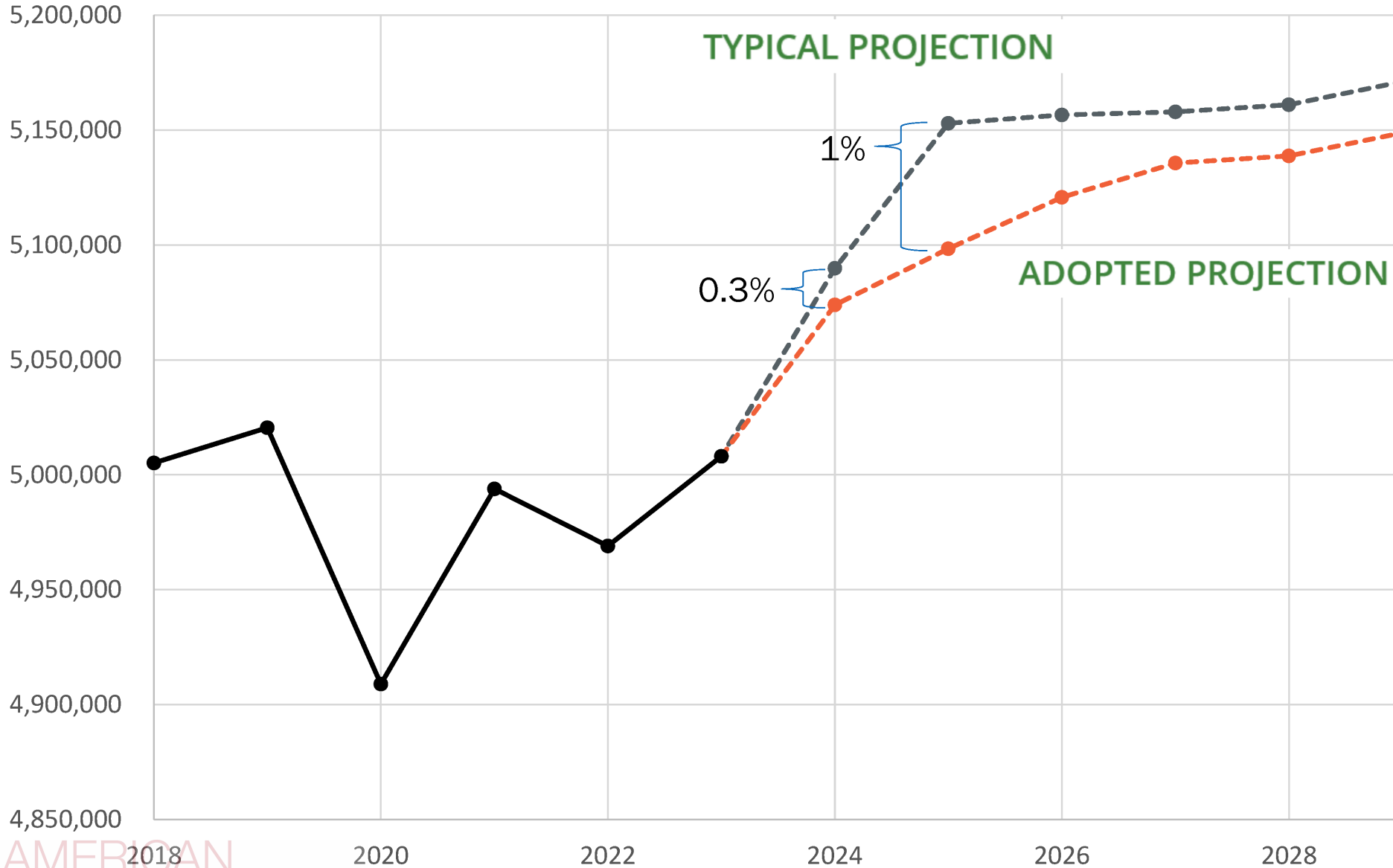
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district’s Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.



- **Waiver Process**
 - Announced by Governor Abbott on June 12, 2023
 - Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)
- **LEA Eligibility**
 - Any full-time, online program offered in 2022-2023
 - TEA virtual accelerator participants in 2022-2023
- **Waiver Program Details**
 - Must sign up to be a full time TXVSN school this summer
 - Requires the school to be operated with a separate CDCN
 - Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[TEA Accelerated Instruction Webpage](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps**

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services

- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

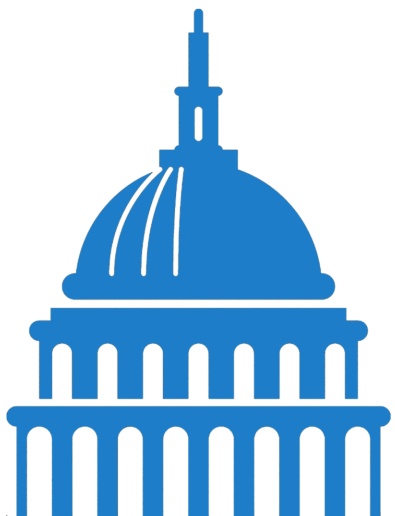
- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000588



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17

From: [O'Bara](#)
To: [Brown, Sandra K](#); [Thibodeaux, Lisa M](#)
Subject: FW: TEA Super Call
Date: Monday, July 24, 2023 1:28:46 PM
Attachments: [image001.png](#)
[tea-monthly-superintendent-call-july-20.pdf](#)

Good afternoon!

The attached powerpoint is from the Commissioner's Call last week. Feel free to review it all, but slides 29-34, 44 and 53 may be what you find most relevant!

Susannah O'Bara
Deputy Superintendent
Denton Independent School District
1307 N. Locust Street
Denton, Texas 76201
Office: (940) 369-0000
www.dentonisd.org
Belief. Input. Individualization. Arranger. Discipline



From: Wilson, Jamie K <jwilson@dentonisd.org>
Sent: Monday, July 24, 2023 1:01 PM
To: O'Bara, Susannah H <sobara@dentonisd.org>; Mattingly, Mike M <mmattingly@dentonisd.org>; Thompson, Jeremy <jthompson6@dentonisd.org>; Rainey, Lacey S <lrainey@dentonisd.org>; Schulz, Luci A <lschulz@dentonisd.org>; Russell, Jeffery S <jrussell2@dentonisd.org>; Parham, Charlene M <cparham@dentonisd.org>; Brownell, Robin M <rbrownell@dentonisd.org>; Pierce, Robert C <rpierce@dentonisd.org>; Andress, Paul E <pandress@dentonisd.org>; Stewart, Robert L <rstewart@dentonisd.org>
Subject: TEA Super Call

Team,

Please review the attached presentation from an afternoon call with the commissioner held last Thursday afternoon. There are some important financial and operations included within the presentation. Please take a look and communicate to the respective departments or divisions.

JW

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
Follow me on Twitter: <http://twitter.com/#!/jkwilsiii>
Website: <http://www.dentonisd.org>

The logo for Denton Independent School District. It features the word "DENTON" in large, bold, black, sans-serif capital letters. The letter "D" is stylized with a colorful, multi-colored arc (yellow, green, blue, purple, pink, orange) curving around its left side. Below "DENTON" is the text "INDEPENDENT SCHOOL DISTRICT" in a smaller, black, sans-serif, all-caps font.

DENTON
INDEPENDENT SCHOOL DISTRICT

TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

	<u>Webinar Date</u>
■ Cybersecurity Improvements	Monthly
■ School Safety Facilities Standards Grant	July 24
■ HB 3 School Safety Video	August 24
■ HB 3 Implementation Supports Webinar Series	September
■ Other School Safety-related Legislation Video	Early September
■ HB 8 (Community College Finance)	Fall
■ HB 3928 Dyslexia Evaluation, Identification & Instruction	Winter
■ Instructional Materials: HB 1605 & HB 900	Winter

Bill Implementation Communications Recap

Updated
July



- Virtual Education
 - [Recorded Webinar](#) and [Support](#)
- Cybersecurity Improvements
 - [Recorded Monthly Webinars](#)
- Accelerated Instruction
 - [Recorded Webinar](#) and [Support](#)
- HB 3928 Dyslexia Evaluations, Identification & Instruction
 - [Recorded Overview Webinar](#) and [Support](#)
- Instructional Materials: HB 1605
 - [Recorded: SBOE Work Session](#)

Webinar Date

June 22

April, May, June

July 13

June 28

June 22

Property Tax Legislation 88th Second Special Session

Second Called Session

- Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

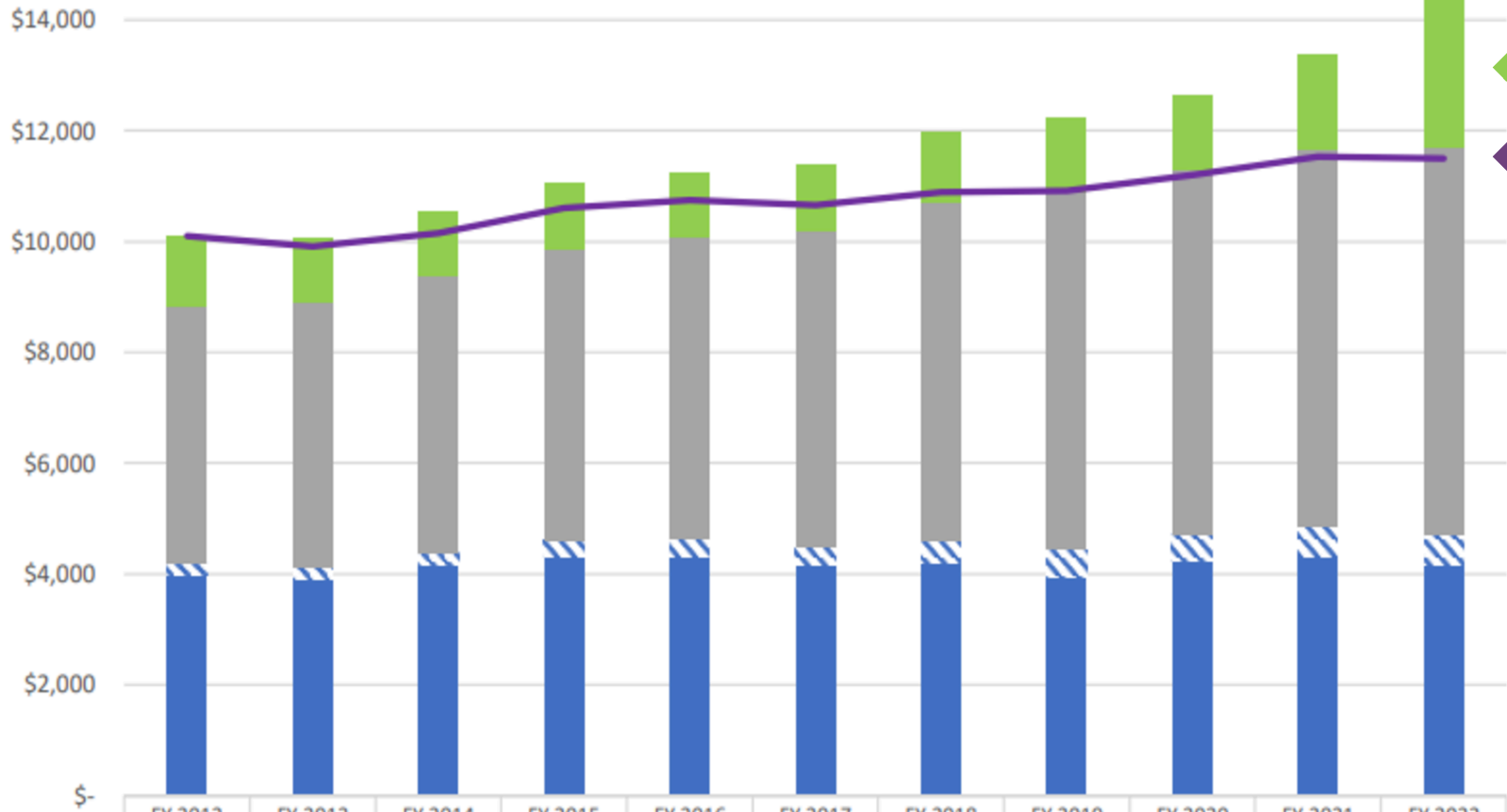
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%



Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	\$ 621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials	500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety	300	GAA IX 18.78
Increase in Golden Penny Yield	2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)	60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes	673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	\$ 1,100	SB30 4.02
Subsidy for ActiveCare	589	GAA III TRS A.3.1
K-12 cybersecurity initiative	55	GAA III TEA B.3.5

\$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	\$ 3,997	GAA IX 18.78
Virtual school grant support	49	GAA IX 18.78
School Choice	500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	\$ 5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent	12,295	GAA IX 18.79



SB300-2023-1254-500610

88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

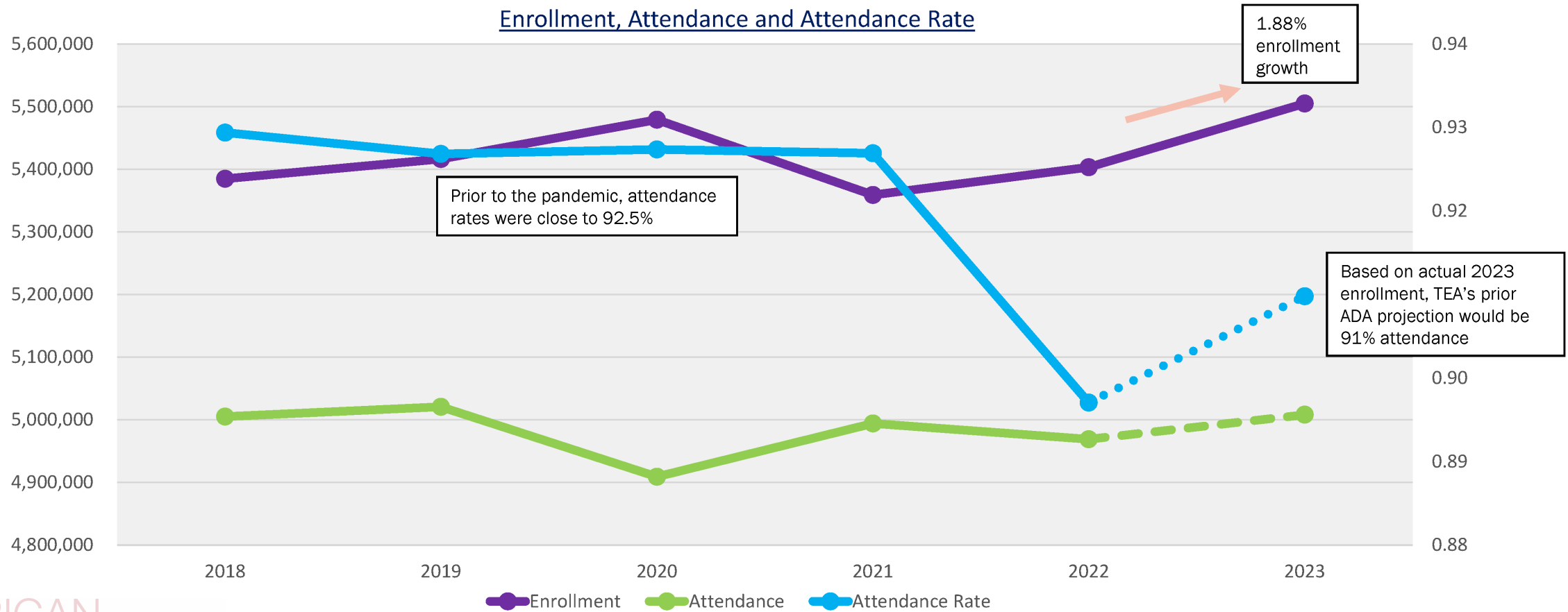
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

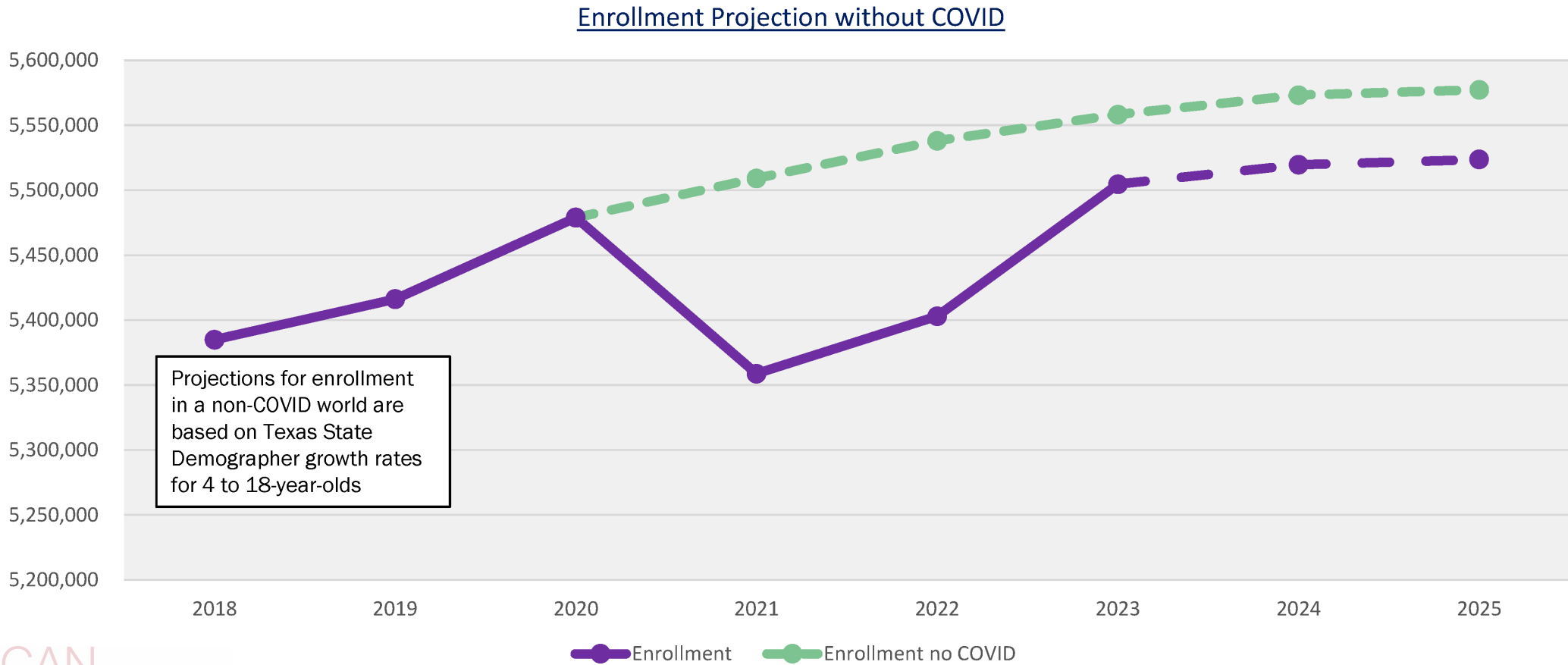
TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools

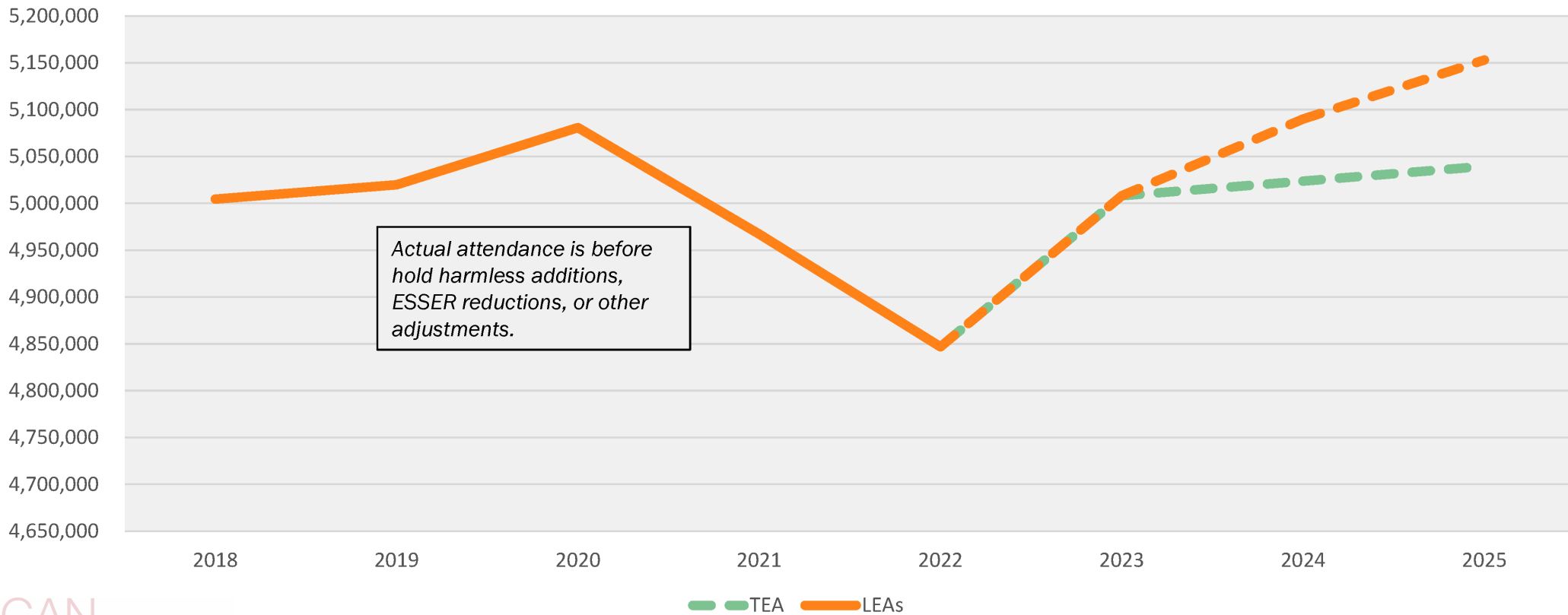


However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened



LEA attendance projections were notably higher than TEA's projections

Actual and Projected ADA

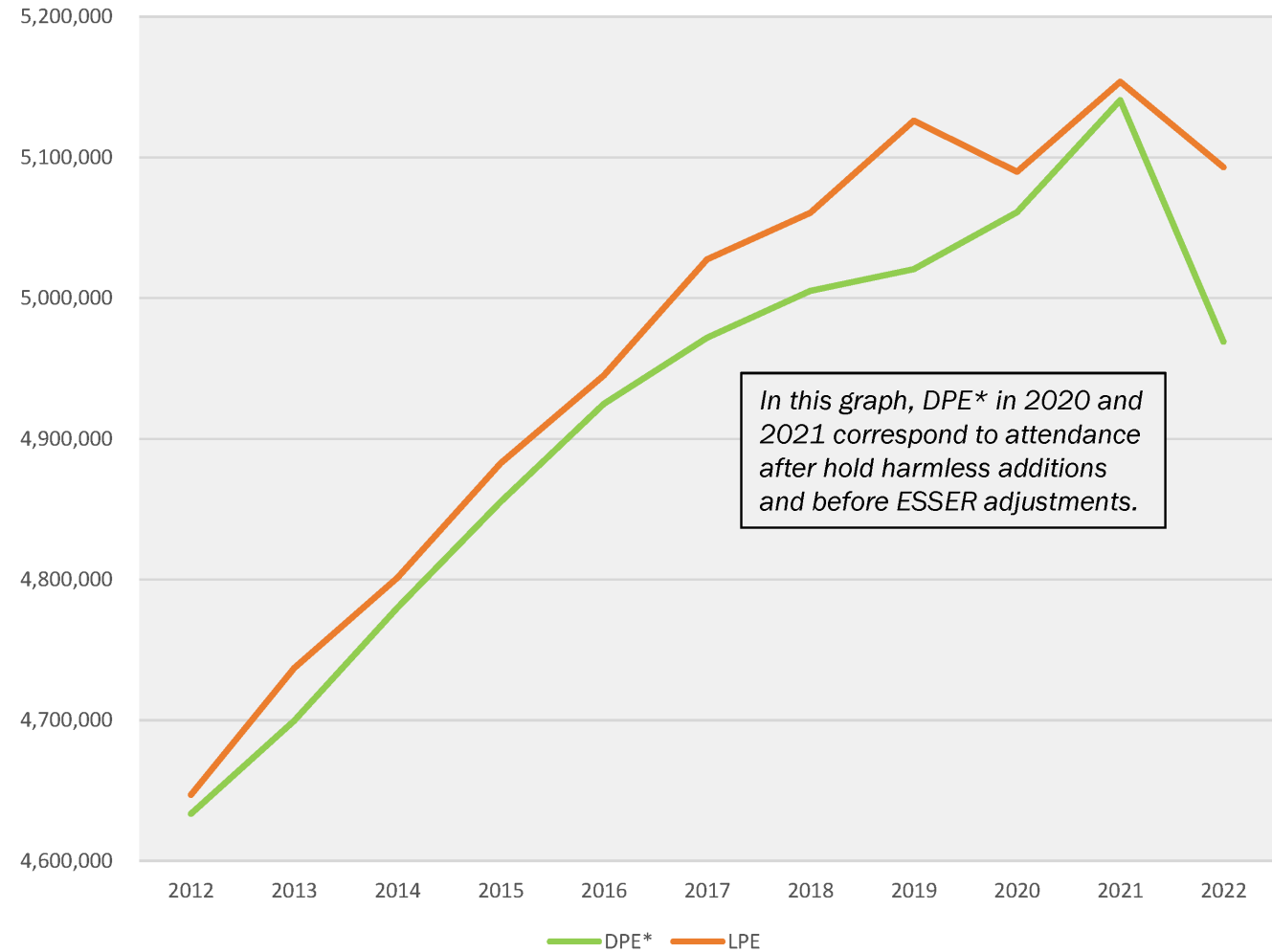


Actual attendance is before hold harmless additions, ESSER reductions, or other adjustments.

Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

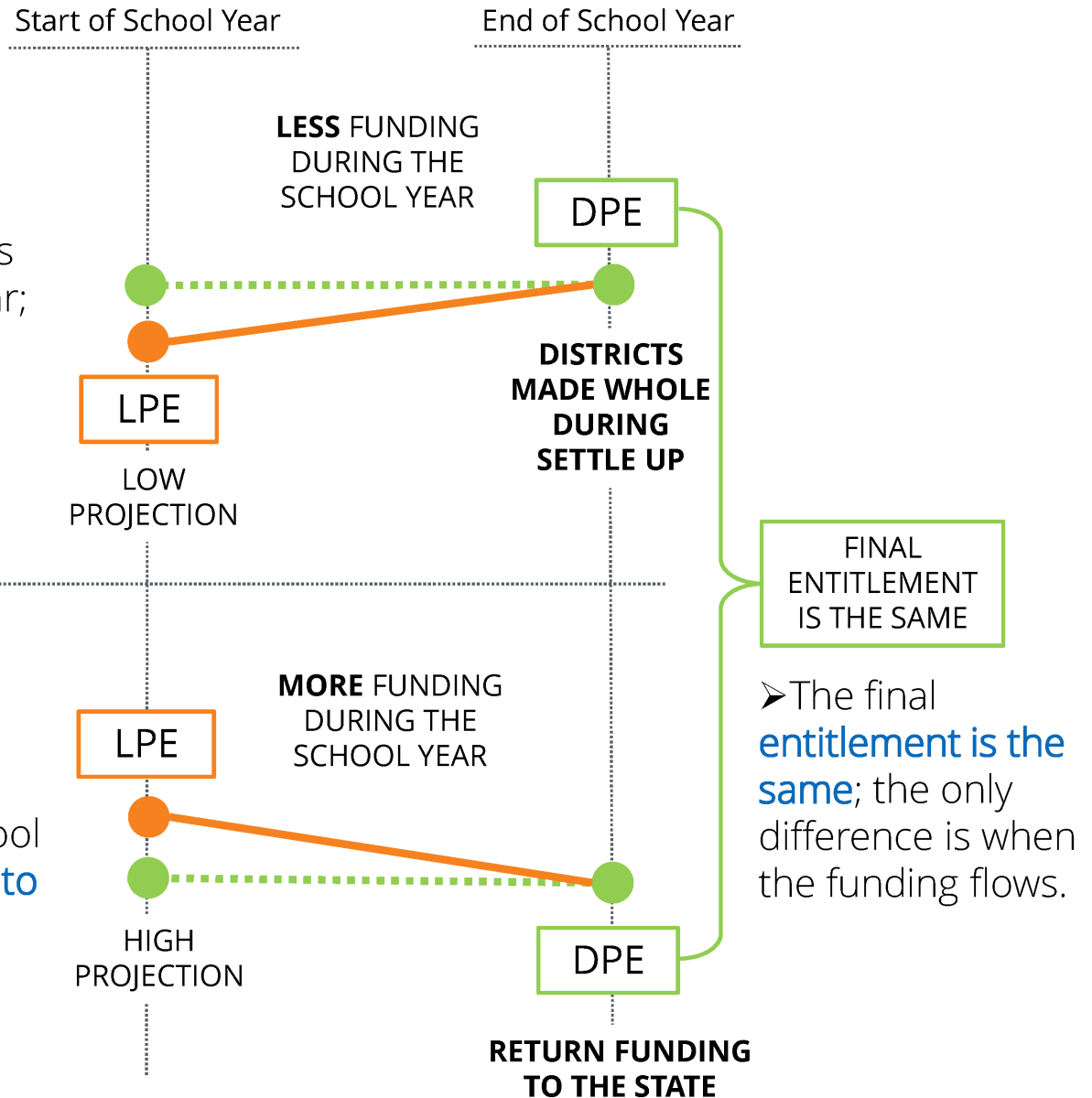
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

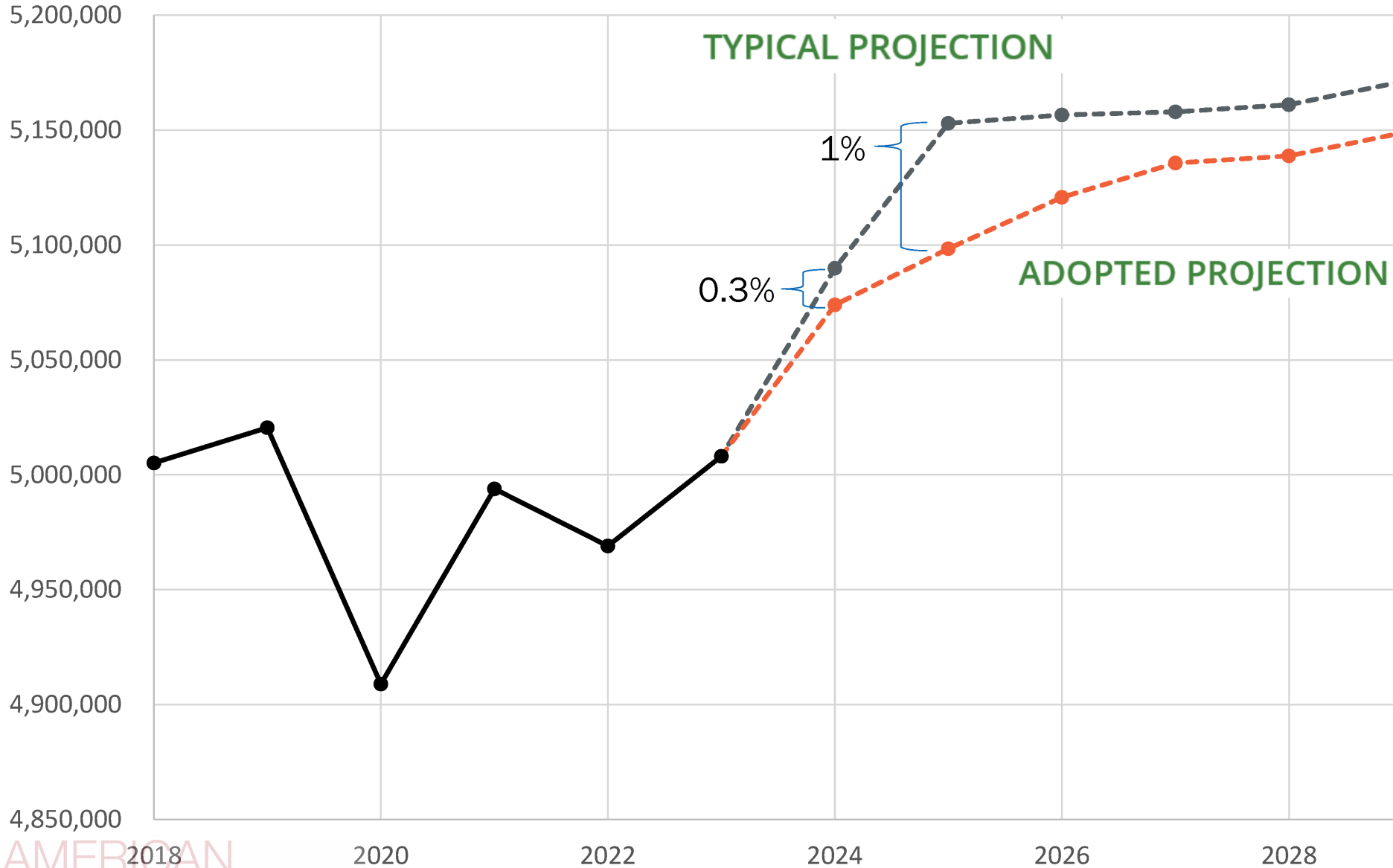
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district's Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.

- **Waiver Process**

- Announced by Governor Abbott on June 12, 2023
- Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)

- **LEA Eligibility**

- Any full-time, online program offered in 2022-2023
- TEA virtual accelerator participants in 2022-2023

- **Waiver Program Details**

- Must sign up to be a full time TXVSN school this summer
- Requires the school to be operated with a separate CDCN
- Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[TEA Accelerated Instruction Webpage](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services

- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000650



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17

From: [Wilson](#)
To: [Mattingly, Mike M](#); [Thibodeaux, Lisa M](#); [Brown, Sandra K](#); [Harp, Amy L](#); [O'Bara, Susannah H](#); [Robinson, Deron T](#); [Guajardo, Lesli A](#)
Subject: Fwd: Capitol Watch Alert: Bill on Instructional Materials & Tech Passes House
Date: Thursday, May 4, 2023 8:36:26 AM

Sent via the Samsung Galaxy S23 5G, an AT&T 5G smartphone
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From: Texas Association of School Administrators <govrelations@tasanet.org>
Sent: Thursday, May 4, 2023 8:10:45 AM
To: Wilson, Jamie K <jwilson@dentonisd.org>
Subject: Capitol Watch Alert: Bill on Instructional Materials & Tech Passes House

CAUTION: This email originated from outside the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe.



Capitol Watch Alert



May 4, 2023

Legislative and Commissioner Priority Bill Passes Texas House

[HB 1605](#) on instructional materials and technology, a priority of legislative leadership and Commissioner of Education Mike Morath, passed overwhelmingly in the Texas House Wednesday after being [amended](#) on Tuesday.

Three representatives offered amendments on behalf of TASA, including: Chairman Gary VanDeaver, who offered language that ensures transparency for the state's use of future IMTA allotments; Rep. Glenn Rogers, who offered language that prohibits tests/exams from being posted on the new parent portal while still making them readily available to view in person; and Rep. James Talarico, who offered language on behalf of TASA and TCTA that removed provisions that referred to teachers as hourly employees, and changed supplemental contracts to supplemental agreements.

More details on the amendments include:

- Bill author Chairman Brad Buckley added three amendments similar to Senate floor amendments, including [one](#) to add an additional section grandfathering Proclamation 2024.
- Buckley added [another amendment](#) to clarify that the two new allotments are additional state aid and not school finance allotments that would reduce recapture. The amendment clarifies that the allotment of \$40 per student (or greater amount) would be annual and could be used only for materials that have been reviewed by TEA, placed on an SBOE approval list,

designated by the SBOE as capable of being included in the parent portal, and acquired from an entity that has not been found to violate the publisher duties law. The other allotment pays for actual costs (not to exceed \$20 per student) only for printing and shipping of TEA's open education resource materials.

- [Another amendment](#) by Buckley:
 - Provides that if 50% or more of parents petition for a campus instructional material review, the school board cannot deny the petition.
 - Instead of a once-per-year limit at a campus, the board would not be required to conduct a campus instructional materials review more than once per school year for a specific subject or grade level.
 - Adds that parent access to instructional material provided by a campus instructional material review is in addition to any other right to access instructional material.
 - Allows the SBOE to form an advisory committee to comply with provisions of Chapter 31.
 - If the SBOE plans to revise TEKS, the SBOE shall issue a proclamation requesting the revision of the applicable instructional materials and shall, not later than December 1 of the year preceding the school year for which the revision will take effect, provide districts an updated list of approved materials for the relevant subject or grade level.
 - IMTA funds may not be used to purchase instructional material that contains obscene or harmful content or would otherwise cause the district to be unable to submit the required Children's Internet Protection Act (CIPA) certification. SBOE may adopt criteria for approval of instructional material that requires the material to not contain obscene or harmful content and otherwise be compatible with CIPA certification. The TEA review and rubric also would determine whether the material contains obscene or harmful content or is otherwise incompatible with CIPA certification. Annual district certification would require, in addition to CIPA compliance, that in providing materials, the district protects students from obscene and harmful content as necessary for compliance with Section 28.0022, Education Code on teaching certain controversial issues (law enacted in [SB 3](#) in 2nd C.S. in 2021); Section 43.22, Penal Code, on obscene display or distribution of material; and "any other law or regulation that protects students from obscene or harmful content."
 - Takes out parent portal condition that parents cannot share materials and instead provides that conditions could not limit parents from fair use provisions of copyright law.
 - Applies changes related to teacher contracts prospectively to contracts entered on or after the Act's effective date.
- [Rep. Talarico added an amendment](#) to new Sec. 21.4045 allowing a district to enter into a supplemental agreement with a classroom teacher under which the teacher agrees to perform a duty relating to initial lesson plan design or instructional material selection that is not a duty generally anticipated to be performed during the instructional day and assigned to all classroom teachers of the same subject and grade level under those teachers' employment contracts. In the bill's provision regulating teacher contracts on teacher spending planning and preparation time creating or selecting materials to cover TEKS, the amendment clarifies this applies to creating or selecting materials to "initially" cover TEKS for the course unless the teacher has entered a supplemental agreement vs contract. Sec. 21.4045(b) requiring districts to revise contracts to explicitly state each duty unrelated to instruction would apply to a contract entered after Act's effective date; the language grandfathers existing contracts. Sec. 21.4045 as added by this Act applies beginning with the 2024-25 school year.
- Another [amendment by Rep. Talarico](#) makes TEA advisory committees comply with existing laws that provide for a balance of stakeholder representation.
- [Rep. John Bucy's amendment](#) replaced language providing immunity for teachers teaching "with fidelity" with immunity if the teacher reasonably believes the instruction conformed to

the material.

- [Rep. Steve Toth's amendment](#) says a district cannot deny a parent access to the parent portal and takes out the provision that a parent who doesn't agree to the portal terms can be denied.
- [Rep. Rogers' amendment](#) exempts tests and exams from the parent portal and makes them available for in-person review, requires that publishers submitting materials for review only submit their own materials, and requires commissioner OER license purchases to comply with state procurement law.
- [Rep. Brooks Landgraf's amendment](#) puts the SBOE over rulemaking for classroom instructional material reviews, requires the commissioner to consult with the SBOE (as well as SBOE approve) the instructional material review process and the rubric used for that process, and give the SBOE authority, instead of TEA, over the standards for publishers to provide parent portals.
- [Chairman VanDeaver's amendment](#) provides for transparency on the development of the state budget and whether the initial budget levels include 50% of the Available School Fund going into the Instructional Materials and Technology Fund as provided in law.
- [Rep. Gina Hinojosa's amendment](#) removes new Section 31.0216 that would have allowed the Commissioner to extend existing contracts for instructional materials and technology and would have exempted such contracts from existing law requiring best value.

The [engrossed bill](#) now goes to the Senate. More than 100 members voted for the bill, which could allow the bill to take effect immediately. Meanwhile, the [engrossed Senate version, SB 2565](#), has been referred to the House Public Education Committee, awaiting further House action.

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TASA Staff Contacts

[Amy Beneski](#)

Deputy Executive Director
Governmental Relations

[Casey McCreary](#)

Associate Executive Director
Education Policy

[Unsubscribe jwilson@dentonisd.org](#)

[Constant Contact Data Notice](#)

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From: [Wilson](#)
To: [O'Bara, Susannah H](#); [Mattingly, Mike M](#); [Thompson, Jeremy](#); [Raine, Lacey S](#); [Schulz, Luci A](#); [Russell, Jeffery S](#); [Parham, Charlene M](#); [Brownell, Robin M](#); [Pierce, Robert C](#); [Andress, Paul E](#); [Stewart, Robert L](#)
Subject: TEA Super Call
Date: Monday, July 24, 2023 1:01:15 PM
Attachments: [tea-monthly-superintendent-call-july-20.pdf](#)

Team,

Please review the attached presentation from an afternoon call with the commissioner held last Thursday afternoon. There are some important financial and operations included within the presentation. Please take a look and communicate to the respective departments or divisions.

JW

Jamie Wilson
Superintendent of Schools
Denton Independent School District
[940-369-0002](tel:940-369-0002), fax [940-369-4992](tel:940-369-4992)
Follow me on Twitter: <http://twitter.com/#!/jkwilsiii>
Website: <http://www.dentonisd.org>



TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

- Cybersecurity Improvements
- School Safety Facilities Standards Grant
- HB 3 School Safety Video
- HB 3 Implementation Supports Webinar Series
- Other School Safety-related Legislation Video
- HB 8 (Community College Finance)
- HB 3928 Dyslexia Evaluation, Identification & Instruction
- Instructional Materials: HB 1605 & HB 900

Webinar Date

Monthly

July 24

August 24

September

Early September

Fall

Winter

Winter

Bill Implementation Communications Recap

Updated
July



- Virtual Education
 - [Recorded Webinar](#) and [Support](#)
- Cybersecurity Improvements
 - [Recorded Monthly Webinars](#)
- Accelerated Instruction
 - [Recorded Webinar](#) and [Support](#)
- HB 3928 Dyslexia Evaluations, Identification & Instruction
 - [Recorded Overview Webinar](#) and [Support](#)
- Instructional Materials: HB 1605
 - [Recorded: SBOE Work Session](#)

Webinar Date

June 22

April, May, June

July 13

June 28

June 22

Property Tax Legislation 88th Second Special Session

Second Called Session

- Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

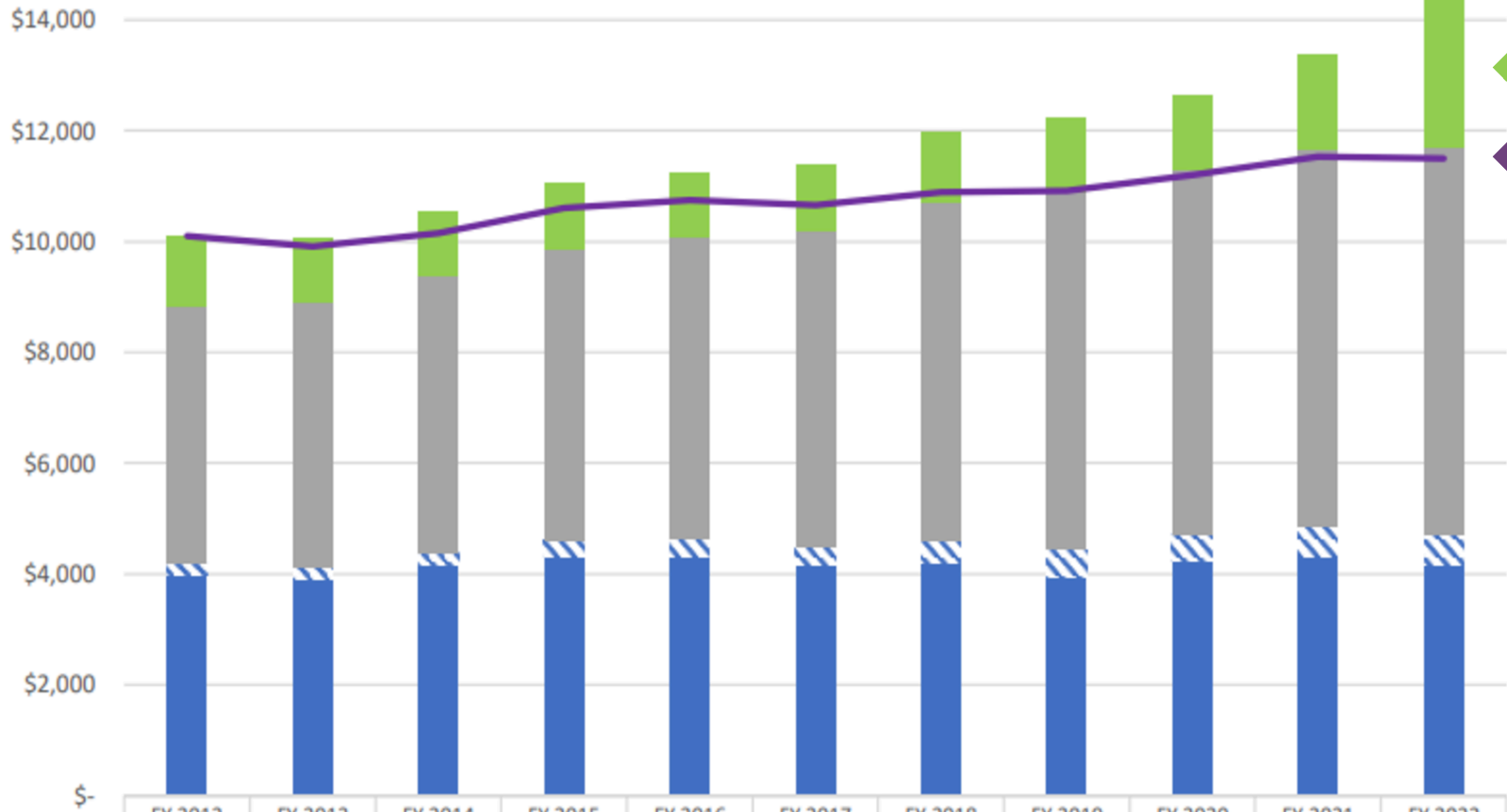
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%



Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

New Net Funding for Public Education – Appropriated & Issued

Recurring Funding Increases:

Increase to Instructional Materials & Technology Allotment (IMTA)	\$ 621	GAA III TEA Rider 8
Increase to entitlements & LEA grants for SBOE-Approved Instructional Materials	500	GAA IX 18.78
Increase to FSP payments & technical supports for school safety	300	GAA IX 18.78
Increase in Golden Penny Yield	2,367	GAA IX 18.78
Increase for New Instructional Materials Allotment (NIFA)	60	GAA IX 18.78
Increase subsidy for public school employee retirement payroll taxes	673	GAA III TRS A.1.1

New One-time Funding:

School safety grants	\$ 1,100	SB30 4.02
Subsidy for ActiveCare	589	GAA III TRS A.3.1
K-12 cybersecurity initiative	55	GAA III TEA B.3.5

\$6.3B new funds fully approved

New Net Funding for Education – Appropriated & Contingent

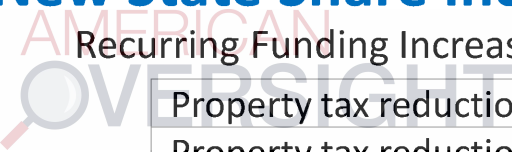
Recurring Funding Increases:

FSP & grant increases for teacher pay, special education, and finance generally	\$ 3,997	GAA IX 18.78
Virtual school grant support	49	GAA IX 18.78
School Choice	500	GAA IX 18.78

New State Share Increases for Public Education

Recurring Funding Increases:

Property tax reductions – Appropriated & issued	\$ 5,305	GAA IX 18.79
Property tax reductions – Appropriated & contingent	12,295	GAA IX 18.79



88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

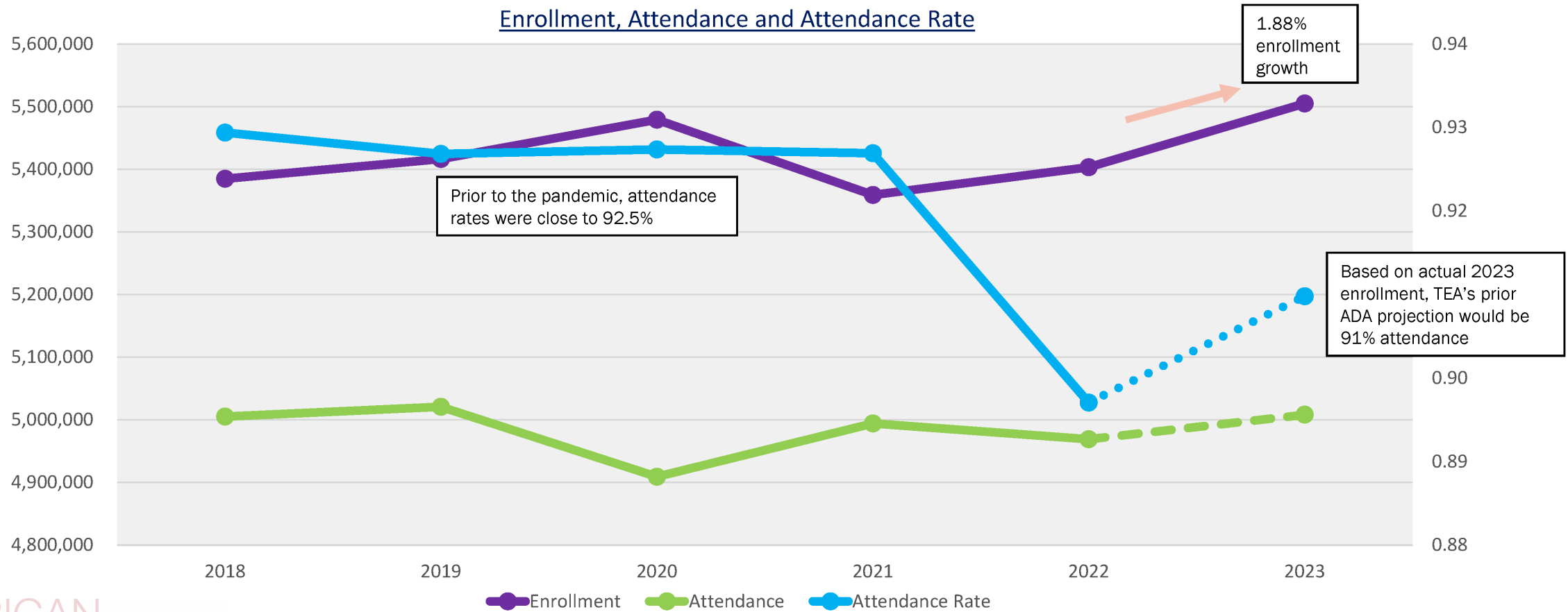
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

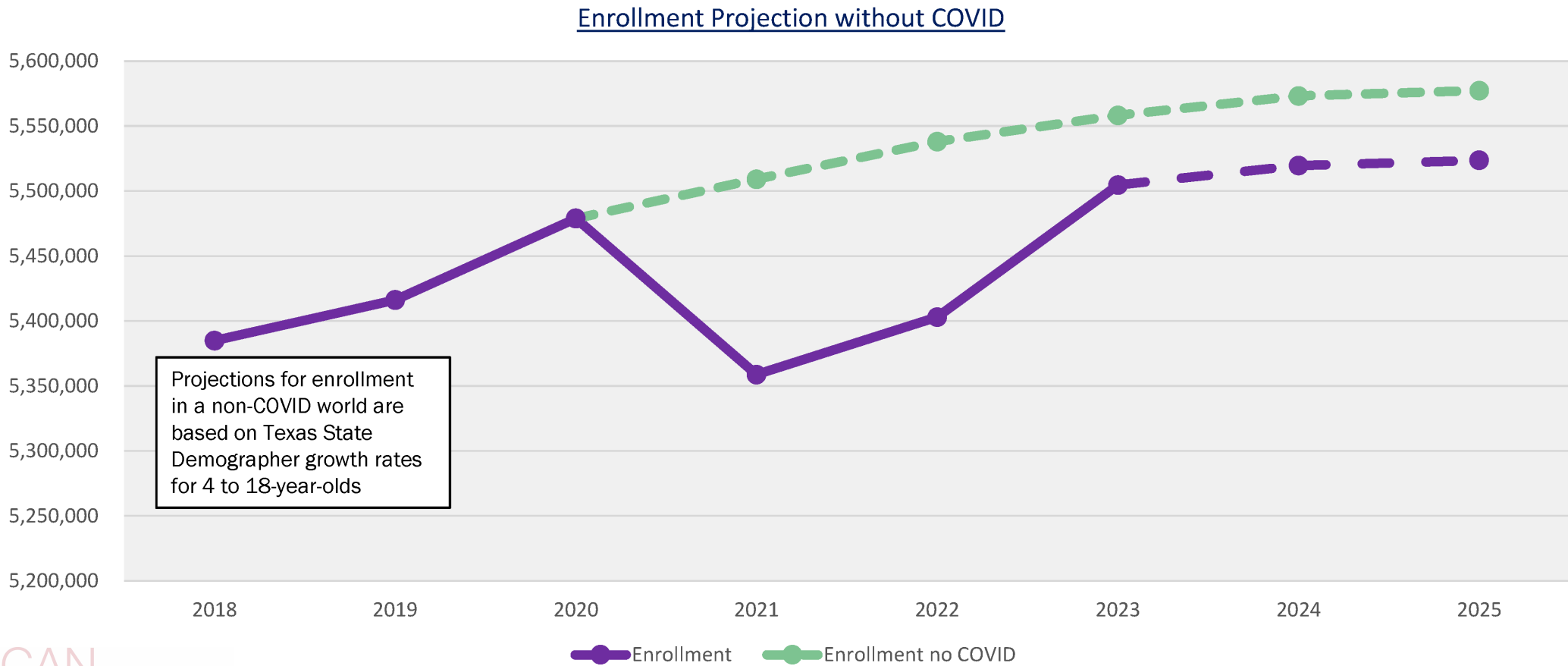
TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools

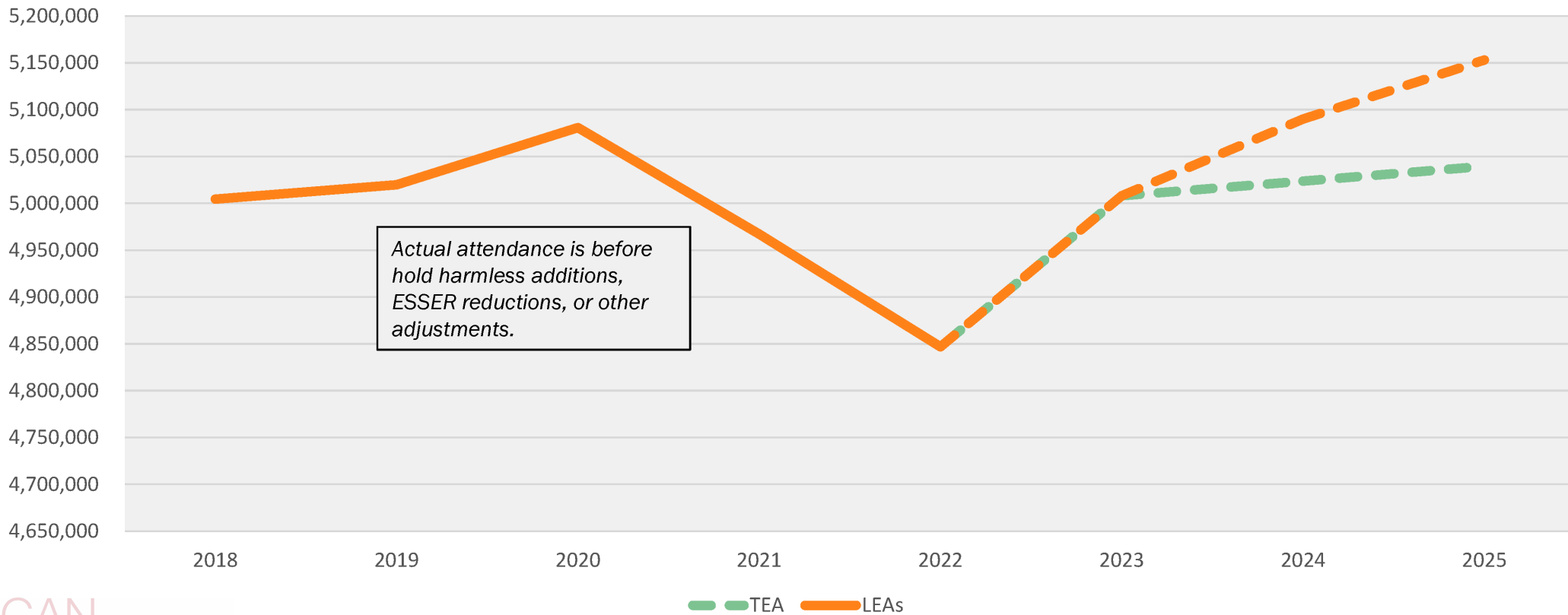


However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened



LEA attendance projections were notably higher than TEA's projections

Actual and Projected ADA

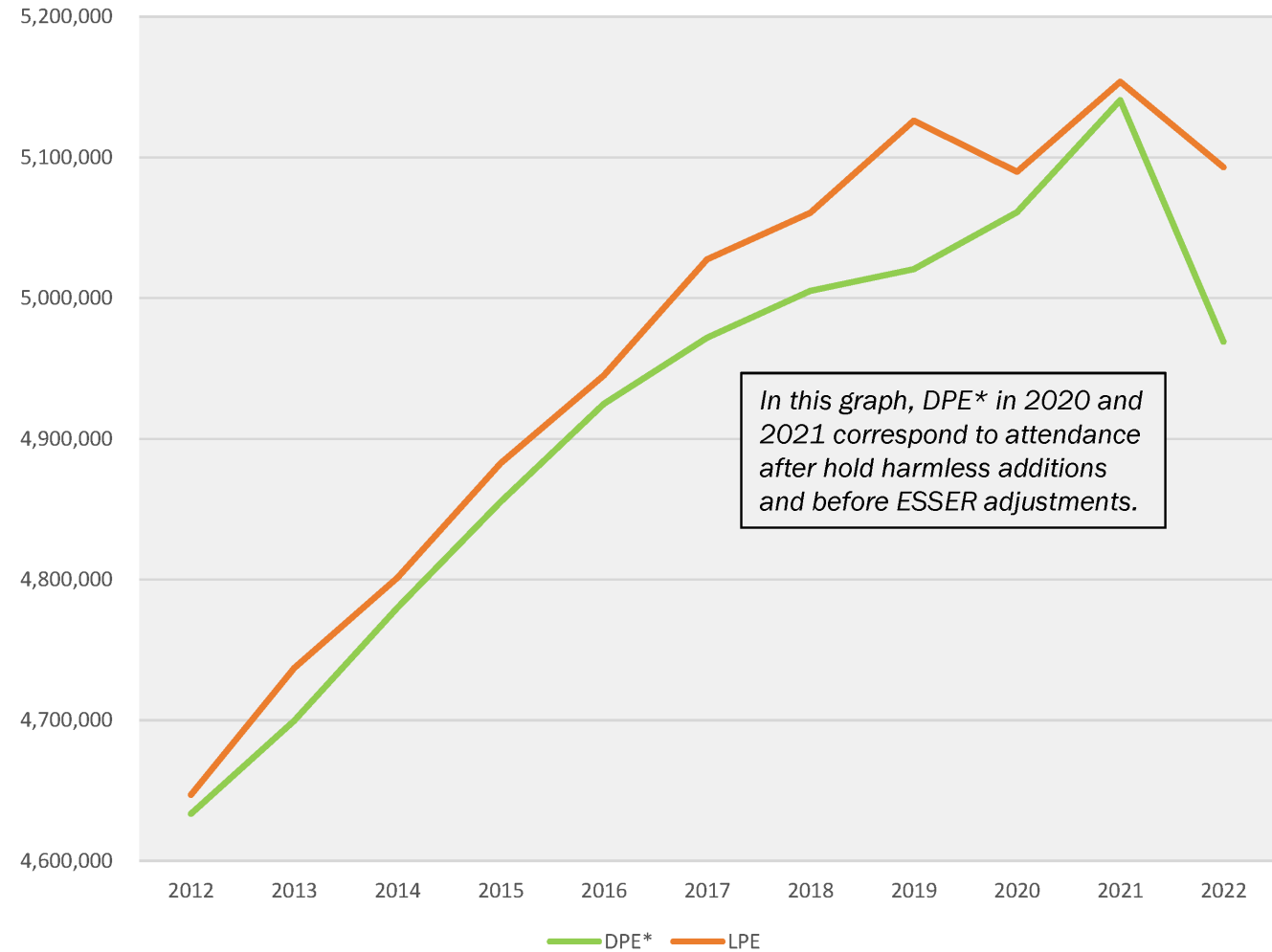


Actual attendance is before hold harmless additions, ESSER reductions, or other adjustments.

Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

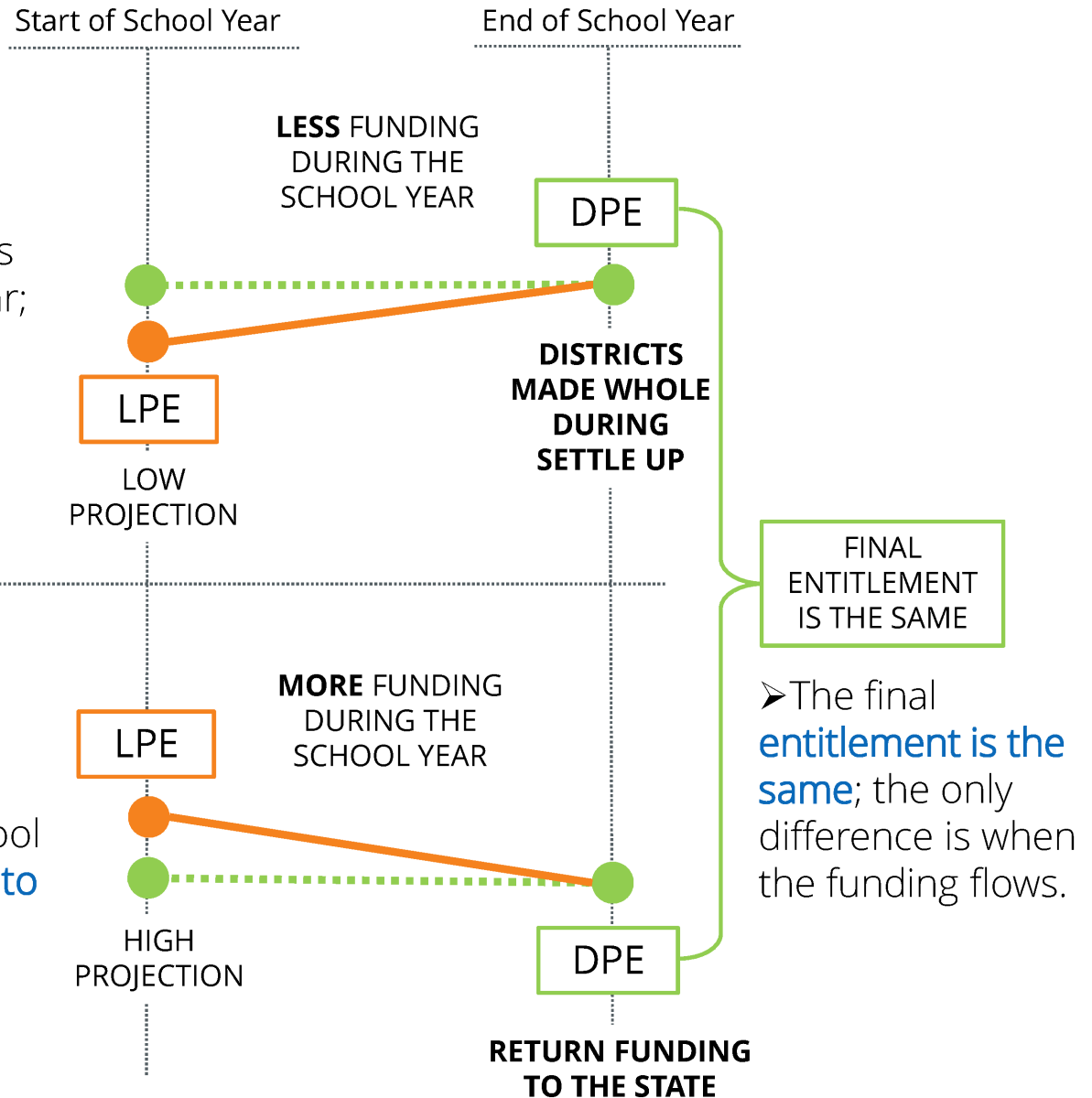
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

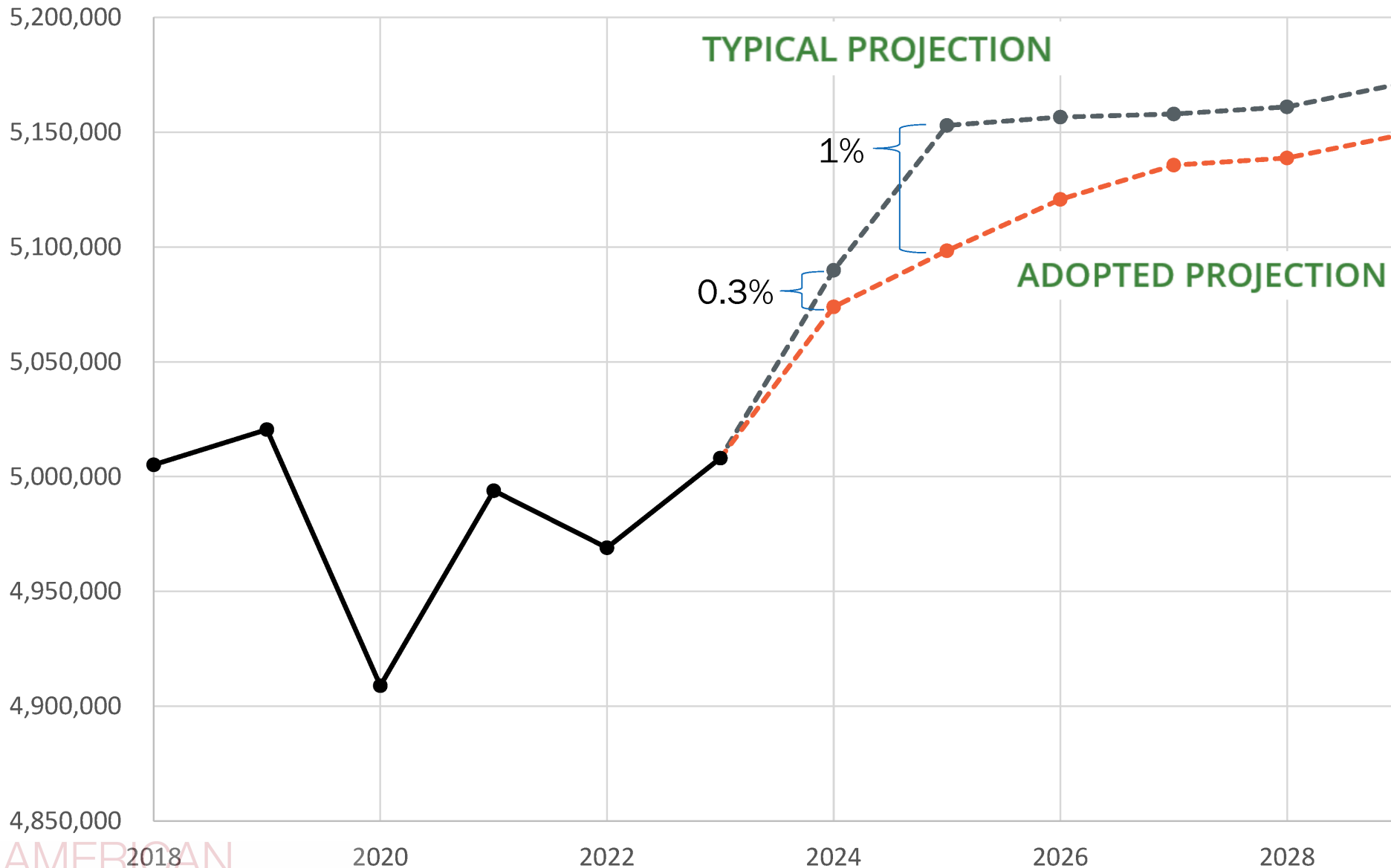
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district’s Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.

- **Waiver Process**
 - Announced by Governor Abbott on June 12, 2023
 - Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)
- **LEA Eligibility**
 - Any full-time, online program offered in 2022-2023
 - TEA virtual accelerator participants in 2022-2023
- **Waiver Program Details**
 - Must sign up to be a full time TXVSN school this summer
 - Requires the school to be operated with a separate CDCN
 - Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[TEA Accelerated Instruction Webpage](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services
- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000715



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17



TEA Superintendent Call

July 20, 2023

(originally published June 15, 2023)

	<u>Webinar Date</u>
■ Cybersecurity Improvements	Monthly
■ School Safety Facilities Standards Grant	July 24
■ HB 3 School Safety Video	August 24
■ HB 3 Implementation Supports Webinar Series	September
■ Other School Safety-related Legislation Video	Early September
■ HB 8 (Community College Finance)	Fall
■ HB 3928 Dyslexia Evaluation, Identification & Instruction	Winter
■ Instructional Materials: HB 1605 & HB 900	Winter

	<u>Webinar Date</u>
<ul style="list-style-type: none">■ Virtual Education<ul style="list-style-type: none">■ Recorded Webinar and Support	June 22
<ul style="list-style-type: none">■ Cybersecurity Improvements<ul style="list-style-type: none">■ Recorded Monthly Webinars	April, May, June
<ul style="list-style-type: none">■ Accelerated Instruction<ul style="list-style-type: none">■ Recorded Webinar and Support	July 13
<ul style="list-style-type: none">■ HB 3928 Dyslexia Evaluations, Identification & Instruction<ul style="list-style-type: none">■ Recorded Overview Webinar and Support	June 28
<ul style="list-style-type: none">■ Instructional Materials: HB 1605<ul style="list-style-type: none">■ Recorded: SBOE Work Session	June 22

Property Tax Legislation 88th Second Special Session

Second Called Session

- Legislation included **\$18B** in property tax relief and reforms, effective for the **current tax year**:

Must be approved by voters as a constitutional amendment in November

Over \$12B to buy down tax rates

- *“Regular” compression*
- *Additional \$0.107 buy down**

\$100,000 homestead exemption

- *Increase from current \$40,000*
- *Benefits every homeowner (on primary residence)*

These have a direct impact on tax rates and state/local share

Impact on Setting ISD Tax Rates

- In a [June TAA](#) (prior to new legislation), TEA identified an anticipated state MCR of **\$0.7950** (with a floor 10% lower)
- Under SB2, the state MCR is now expected to be **\$0.6880** (with a floor 10% lower)
- TEA issued updated guidance this week

Impact on Setting ISD Tax Rates

- Districts should **enter data** into the LPVS application **based on current law**
 - \$40,000 homestead exemption for data entry
 - Survey closes at midnight on August 1
- Districts should **disregard preliminary MCR displayed in LPVS application** as it will not account for additional compression

Impact on Setting ISD Tax Rates

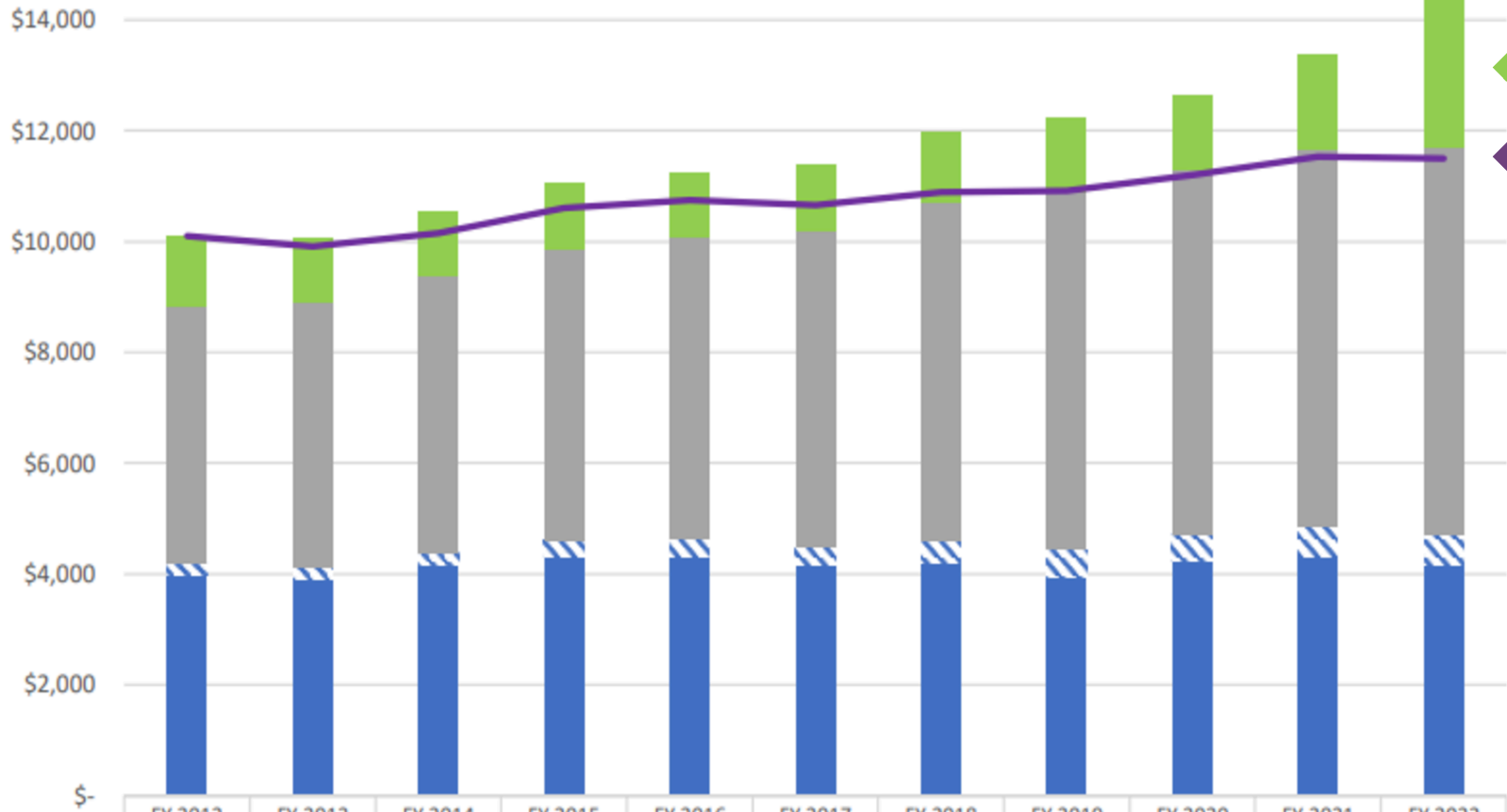
- **TEA will publish** MCRs on August 3 (via TAA) **based on new law**
 - Published rates will include additional compression under SB 2, at the new statewide rate and with up to 10% additional local compression
- Districts should **wait to adopt** tax rates until TEA publishes these MCRs on August 3

Homestead Exemption

- If approved by voters, state certified “T2” property values will reflect the \$100,000 exemption
 - Will be incorporated into Summary of Finance reports in February 2024 (change in local share)
- **Reminder: property tax relief does not impact entitlements, only state/local share**

Where does funding stand after the 88th Regular Session?

Total Annual Per-Student Funding (inclusive of FSP and other funding sources)



Total system funding per student reached over **\$14,400** in FY22...
 ...this was roughly flat when accounting for inflation, and federal COVID funds expire in FY24

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
Total Statewide Federal Funding	\$1,276	\$1,154	\$1,149	\$1,169	\$1,175	\$1,178	\$1,255	\$1,342	\$1,370	\$1,728	\$2,708
Total Statewide Local Funding	\$4,634	\$4,793	\$4,997	\$5,271	\$5,454	\$5,721	\$6,121	\$6,451	\$6,571	\$6,774	\$7,003
Total Statewide Revenue from Recapture	\$221	\$207	\$219	\$287	\$314	\$322	\$384	\$506	\$444	\$554	\$555
Total Statewide State Funding	\$3,965	\$3,914	\$4,161	\$4,301	\$4,311	\$4,172	\$4,217	\$3,928	\$4,260	\$4,323	\$4,153
TOTAL	\$10,096	\$10,068	\$10,526	\$11,028	\$11,255	\$11,392	\$11,977	\$12,227	\$12,645	\$13,380	\$14,418
Total Statewide Funding Adjusted for Inflation	\$10,096	\$9,910	\$10,154	\$10,608	\$10,742	\$10,652	\$10,889	\$10,911	\$11,197	\$11,531	\$11,711
Annual Inflation Rate (TX CPI, FY avg)		1.6%	2.1%	0.3%	0.8%	2.1%	2.8%	1.9%	0.8%	2.8%	8.1%



Note: The FSP is driven by both state-level funding and local funding authorized by the legislature. This slide focuses solely on the state-level funding.

\$ Billion	FY22-23 GAA	Budget to Actuals	FY22-23 Base	FY24-25 GAA Art III & SB30	FY24-25 GAA Art IX*	FY24-25 Total*	Change \$ (%)
Foundation School Program	\$51.7	\$(3.9)	\$47.8	\$48.7	\$16.8	\$65.5	\$17.7 (37%)
All Other Programs	\$14.2	\$1.9	\$16.1	\$16.0	\$0.8	\$16.8	\$0.7 (4.6%)
Subtotal, TEA Approps.	\$65.9	\$(2.0)	\$63.9	\$64.7	\$17.6	\$82.3	\$18.4 (29%)

*Includes funding contingent upon legislation to be adopted in special session(s)

State funds for K-12 education are projected to increase \$18.4 billion (or 29%) over actual 2022-2023 biennial spending

Funding for education purposes appropriated through TEA represents close to one-third of all state funds in the budget.

88th Regular Session Update – FSP from Passed Legislation

Entitlement funding to school systems will increase as a result of HB 3 (Safety Allotment), HB 1605 (SBOE-Approved Materials), and HB 1 (Golden Penny Yield).

The impact on district entitlements based upon fiscal analysis performed during session is as follows:

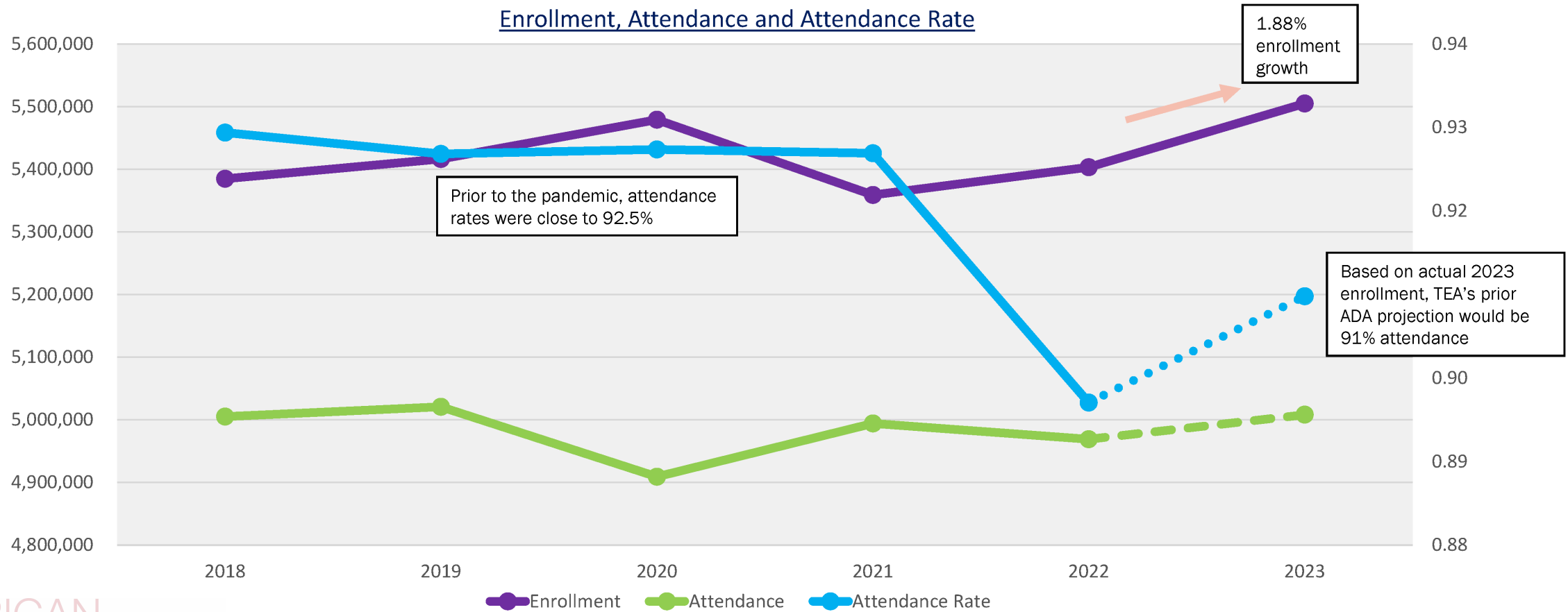
2024			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	394,645	\$127,591,772	\$323
Independent Town	211,236	\$62,795,529	\$297
Legislative	2,581	\$140,133	\$54
Major Suburban	1,539,459	\$463,648,008	\$301
Major Urban	765,158	\$241,323,148	\$315
Non-metropolitan Fast Growing	54,583	\$15,695,628	\$288
Non-metropolitan Stable	328,837	\$102,082,895	\$310
Other Central City	741,871	\$214,150,855	\$289
Other Central City Suburban	856,835	\$244,313,657	\$285
Rural	178,370	\$78,511,933	\$440
Total	5,073,575	\$1,550,253,556	\$306

2025			
District type	Sum of ADA	Sum of Difference	Difference per ADA
Charters	414,440	\$160,572,154	\$387
Independent Town	212,131	\$75,918,330	\$358
Legislative	2,905	\$161,833	\$56
Major Suburban	1,542,229	\$543,012,206	\$352
Major Urban	750,762	\$258,100,519	\$344
Non-metropolitan Fast Growing	58,800	\$21,835,544	\$371
Non-metropolitan Stable	328,896	\$125,606,007	\$382
Other Central City	739,964	\$242,479,504	\$328
Other Central City Suburban	869,321	\$304,942,935	\$351
Rural	178,388	\$88,904,455	\$498
Total	5,097,836	\$1,821,533,488	\$357

TEA encourages LEAs to incorporate the increase to the golden penny yield and the school safety allotment into their budget planning for the 2023-24 school year. Please note that the agency's school finance template has not yet been updated for this change; TEA expects to publish an updated template later this summer. Instructional materials funding is being added to the Instructional Materials & Technology Allotment Accounts, details are provided on a subsequent slide.

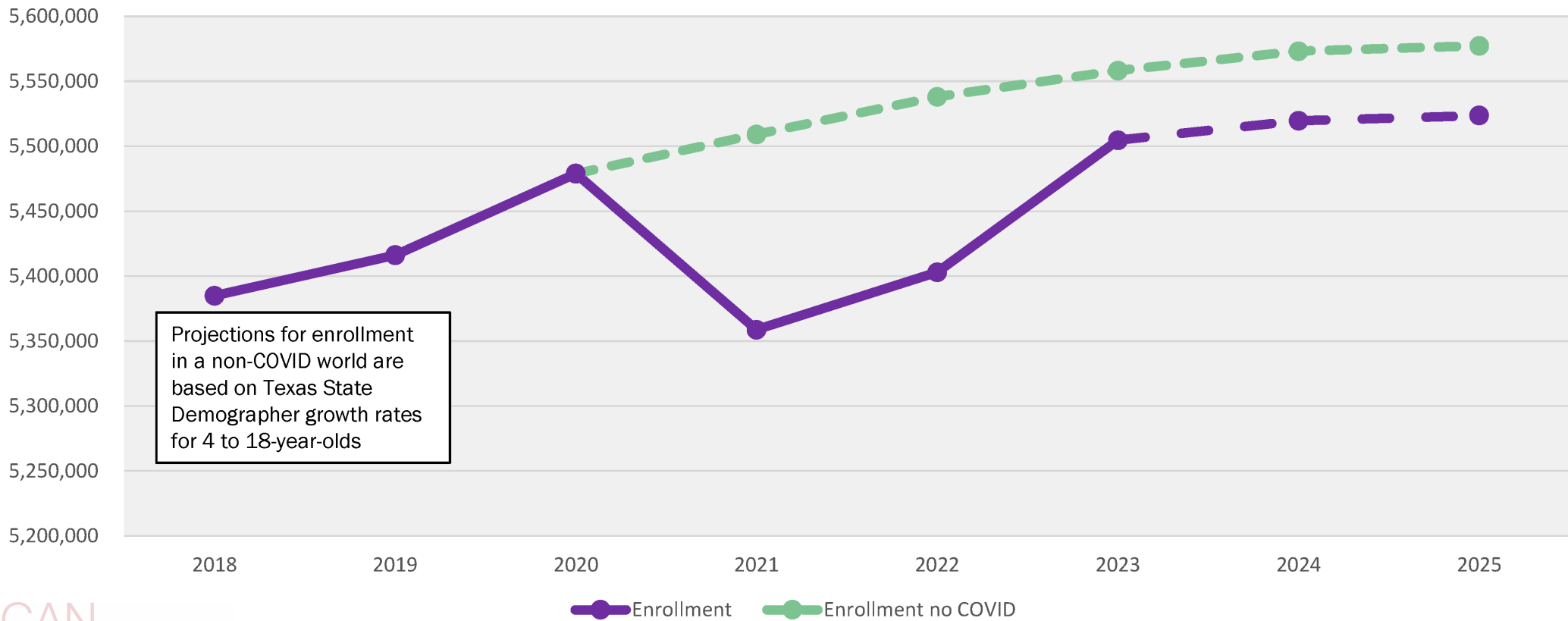
HB 1 Impact on LPE

We now have 2023 enrollment indicating that students are likely returning to public schools



However, State Demographer projections for school-aged children seem to indicate there are still 50,000 fewer students enrolled than if COVID hadn't happened

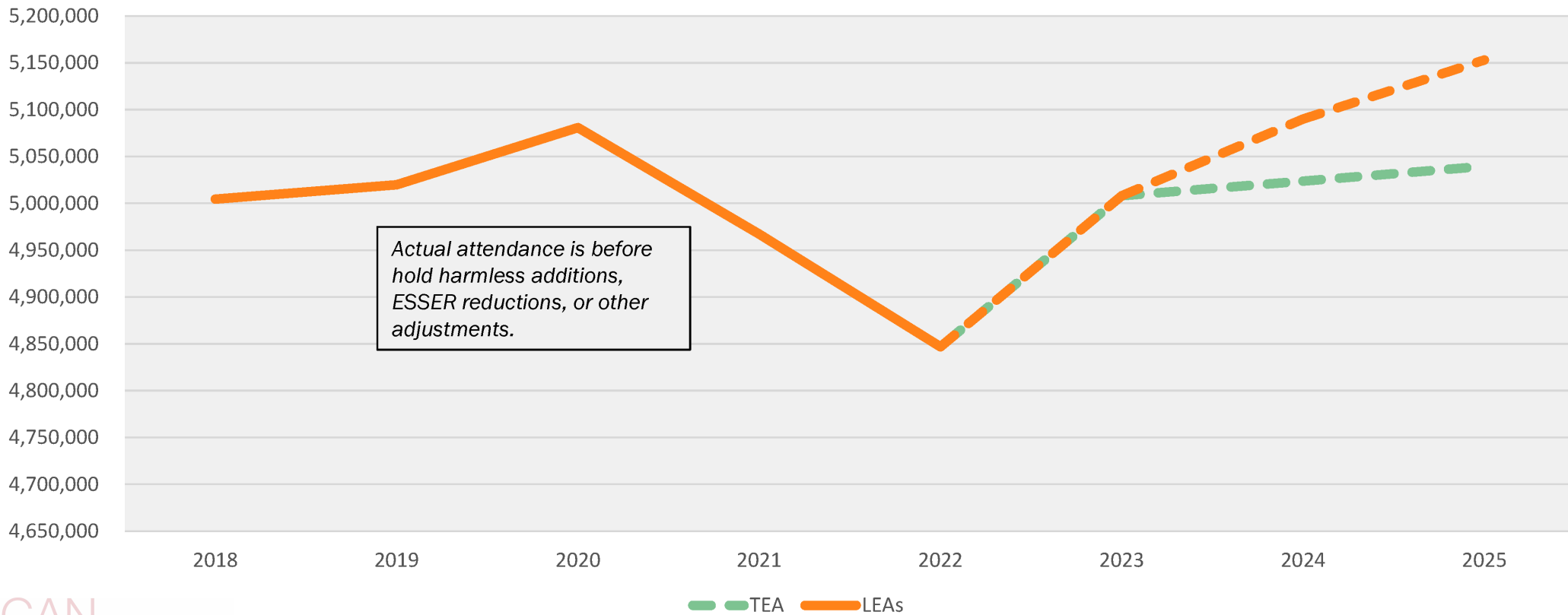
Enrollment Projection without COVID



Projections for enrollment in a non-COVID world are based on Texas State Demographer growth rates for 4 to 18-year-olds

LEA attendance projections were notably higher than TEA's projections

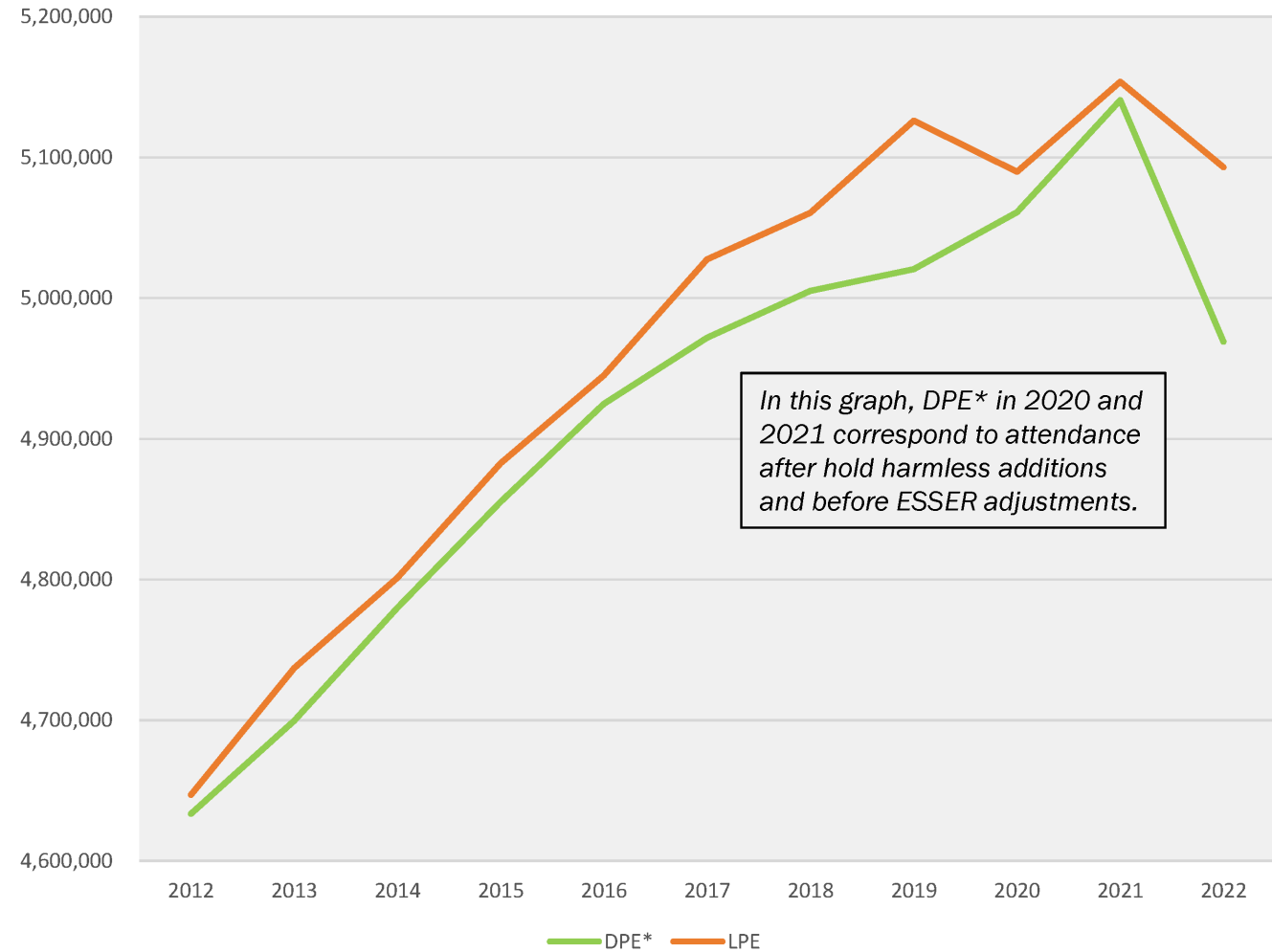
Actual and Projected ADA



Since about 2017, there has been a wide gap between attendance projections (LPE) and final attendance (DPE).

The exceptions are 2020 and 2021, when hold harmless adjustments brought DPE close to LPE (before ESSER adjustments).

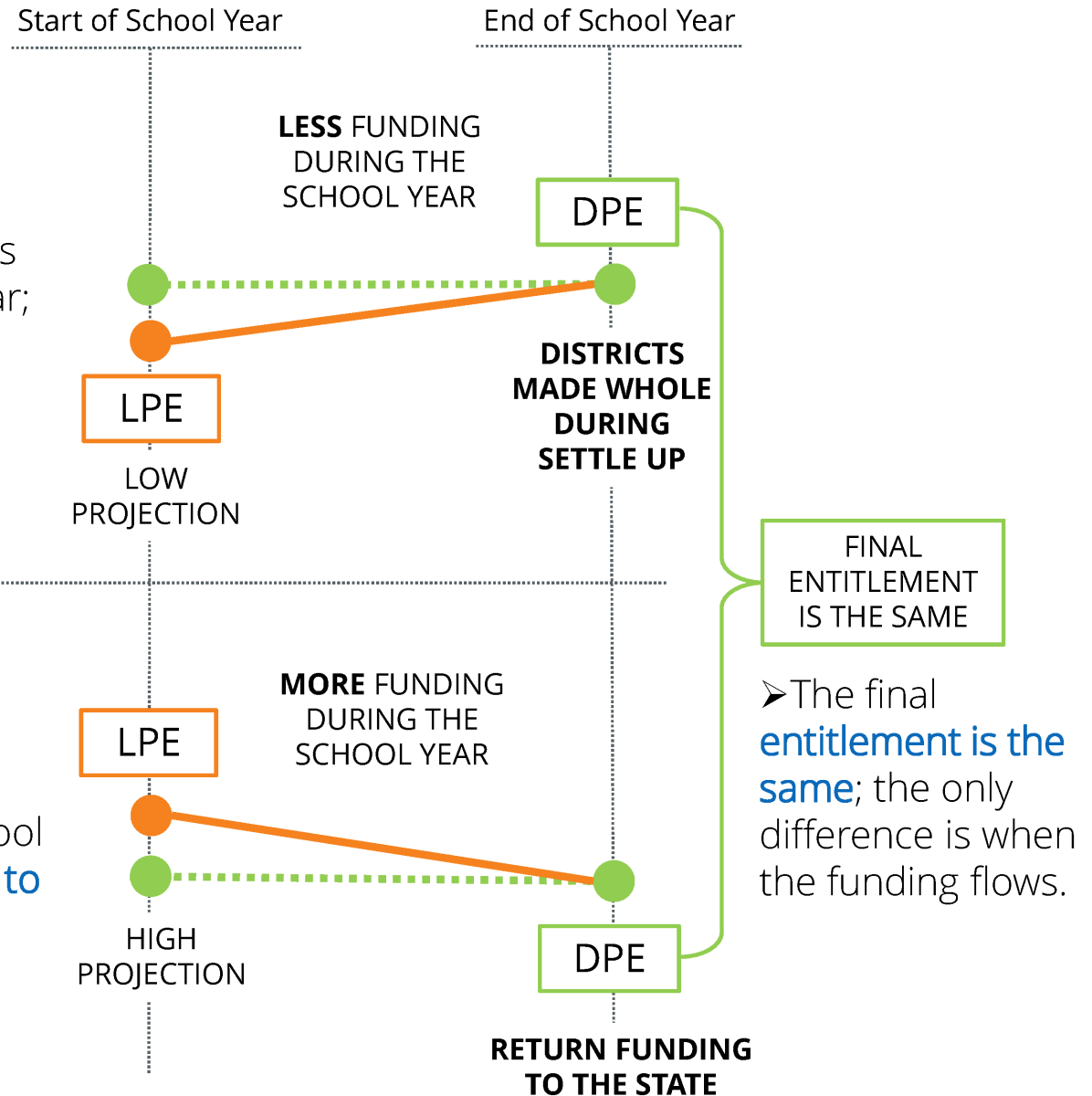
LPE vs DPE 2012 to 2022



What happens when there is a difference between LPE and DPE (for ISDs)?

➤ If attendance projections (LPE) are **low**, less funding flows during the school year; however, districts are **made whole** during settle up.

➤ If projections are **high**, more funding flows during the school year, but is **returned to the state** later.



➤ The final **entitlement is the same**; the only difference is when the funding flows.

- To ensure **maximum benefit** to students and school systems, attendance projections used in appropriations decisions should be as accurate as possible.
- At the request of the Legislative Budget Board, TEA provided **supplementary analysis and an alternative projection** to support the legislative process and inform decision making.

Attendance projections are highly impacted by underlying assumptions

TYPICAL PROJECTION

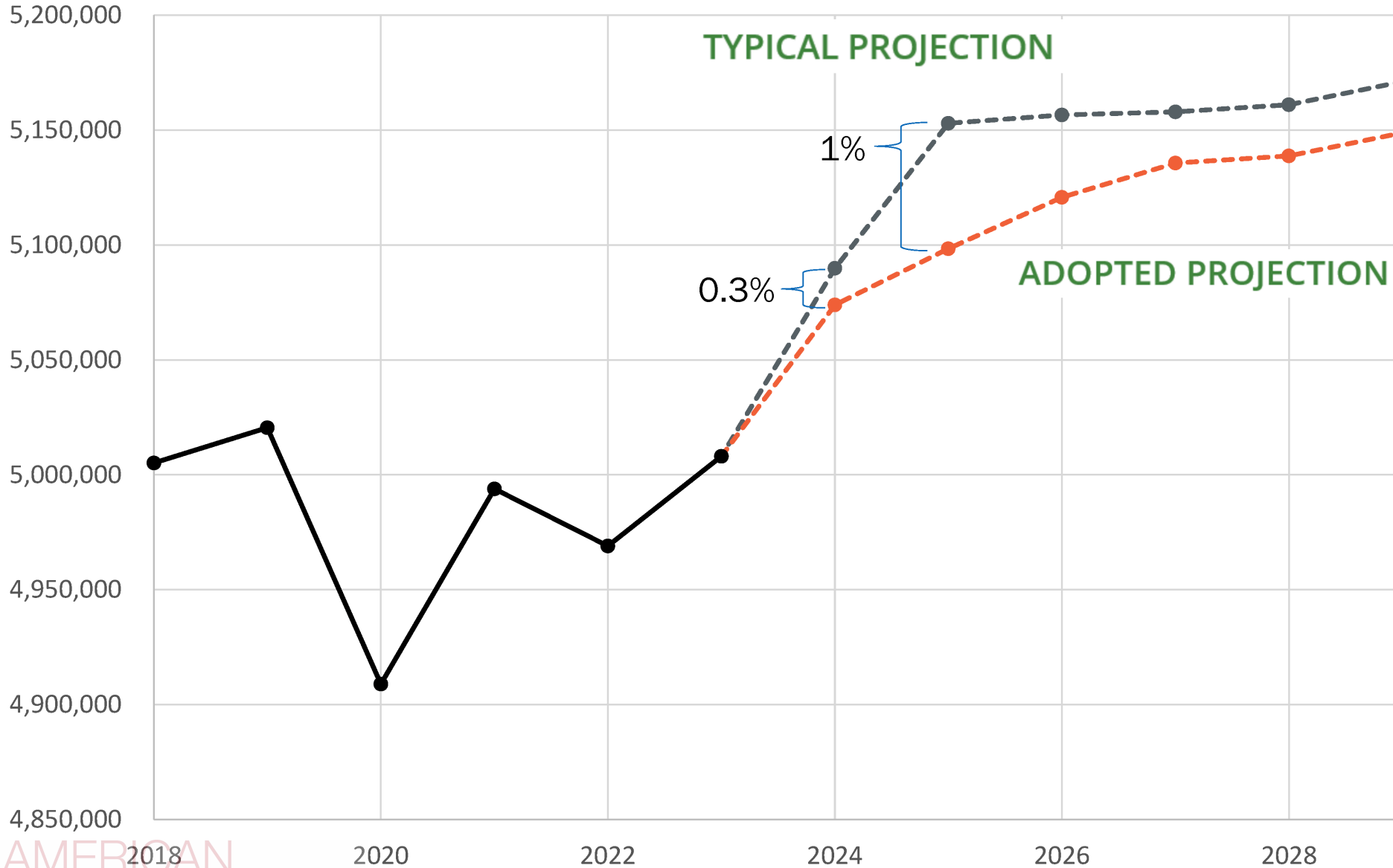
- Adopt LEA projections for FY24-25
- Increase projected attendance in FY26-29 by State Demographer growth rates

ALTERNATIVE PROJECTION

- Assume additional post-COVID returns to the public education system in FY24
- Increase enrollment for FY25-29 by State Demographer growth rates
- Assume gradual return to historical attendance rates

- The Legislature adopted attendance projections totaling 5,071,347 in FY 2024 and 5,095,452 in FY 2025.
- These figures are lower than LEA projections by 0.3% in FY2024 and by 1% in FY2025.

Comparison of Attendance Models



Reminder: Actual attendance will be funded regardless of LPE.

Final entitlements are unaffected.

The only effect is in the timing of how funding flows.

- The aggregate projection will be used to produce Legislative Planning Estimates (LPE) and to calculate payments to LEAs for 2024-2025.
- Note: A little over half of LEA attendance projections will be slightly revised down, impacting payments prior to settle-up.

- If an LEA's projection was at or below the alternative projection, the LEA's projection will be adopted.
- If an LEA's projection was above the alternative projection, the LEA's projection will be adjusted, but **no LEA will be reduced below TEA's October projection.**

<i>Maximum Downward Revision</i>	2023-2024	2024-2025
LEAs with ADA up to 1,600	0.3%	0.52%
LEAs above 1,600 ADA	1%	1.78%

- **Reminder: Final entitlements will be unaffected.**
- TEA will continue to reconcile (settle-up) district entitlements each year to ensure correct total payments based on actual ADA.
- Additional information is being provided via a To the Administrator Addressed letter.

HB 1 Instructional Materials Funding, HB 1605, and HB 900



HB 1605: High Quality Curriculum

- Establishes a process for the SBOE to review and approve materials, supported by TEA
- Additional funding (on top of IMTA) provided to districts who choose to use SBOE approved materials: \$40/student. An additional \$20/student for districts printing state-owned materials
- SBOE textbook approval no longer limited to 50% of TEKS, no longer bound to 8-year cycle
- Districts exempted from RFP processes if purchasing SBOE approved materials
- Publishers must offer parent portals for instructional materials transparency
- Local curriculum reviews are established, funded, and can be initiated via parent requests, with SBOE approval of grade-level rigor rubric
- SBOE must add book/word list to the ELAR TEKS
- Teachers cannot be required to use bi-weekly planning time to create initial instructional materials unless there is a supplemental duty agreement with the teacher
- Requires the TEA to develop state-owned textbooks in certain grades & subjects, which are subject to approval by SBOE
- Provides optional teacher training on state-owned textbooks for districts to utilize, and grant program to educator prep programs to support
- Prohibits three-cueing in early literacy instruction

Instructional Materials and Technology Account



The Instructional Materials & Technology *Allotment* was restored in HB 1 to traditional levels (roughly \$1B per biennium). HB 1605 establishes two new FSP entitlements for SBOE-approved instructional materials, in addition to the Allotment. These new FSP funds will be managed in each district’s Instructional Materials and Technology *Account*.

	Instructional Materials and Technology Allotment	SBOE-Approved Instructional Materials	SBOE-Approved OER Instructional Materials
2022 & 2023 Biennium	\$ 61.72 per student + \$ 11.32 per EB student	n/a	n/a
2024 & 2025 Biennium	\$ 171.82 per student + \$ 15.58 per EB student	\$40 per student each school year	\$20 per student each school year
Timing	Biennially	Annually	Annually
Carryover of Funding	Yes, unexpended balances carryover	Yes, unexpended balances carryover	No, unexpended balances do not carryover
Allowable Use of Funds	Any instructional materials and technology needed to implement those instructional materials	Only SBOE-approved instructional materials from the new process established in HB 1605	Only costs associated with printing SBOE-approved open education resource (i.e. state-owned) instructional materials

Total allotment for the 2024 & 2025 biennium including new state FSP funding is **\$1.562 Billion** or **\$275.41 per-student**





HB 900: School Library Books

- The Texas State Library and Archives Commission, with approval by the SBOE, will adopt standards for school library collection development policies.
- The standards adopted will be reviewed every 5 years and must prohibit harmful material, sexually explicit material, and pervasively vulgar or educationally unsuitable material.
- Library material vendors must issue appropriate ratings for sexually explicit and sexually relevant materials previously sold to school districts.
- Vendors may not sell any books with sexually explicit content moving forward and must report list to TEA of books already sold to libraries.
- Codifies guidelines for vendors to use in determining book ratings.

- The State Board of Education must take a series of actions under HB 1605 in order to approve instructional materials. These actions will likely occur over multiple years.
 - In June 2023, the SBOE held a [work session](#) discussing the background and implementation timeline implications associated with HB 1605, which impact when new additional funds will be available for school systems to use when purchasing SBOE-approved materials. View the [work session presentation](#).
- The State Board of Education will approve the new required library standards, likely sometime over the next year. Additionally, by April 1, 2024, library vendors must submit to TEA lists of library materials rated as sexually explicit or sexually relevant.
- Given the timelines involved, TEA will provide a more detailed follow-up on bill implementation related to these bills likely during the winter months of the 2023-24 school year.

School Safety Legislation



HB 3: School Safety

- Establishes the Office of School Safety and Security in TEA to working in coordination with the Texas School Safety Center and with regional education service centers to provide ongoing support and oversight of LEA safety practices
- Increased the annual school safety allotment in the FSP: \$15k per campus plus \$10 per ADA
- Requires district employees who regularly interact with students to complete an evidence-based mental health training program.
- Requires districts adopt a policy requiring at least one person acting as an armed security officer be present during regular school hours at each campus.
- Clarifies required data sharing & confidentiality obligations related to student safety records

Additional School Safety-related bills

- HB 473, HB 1905, HB 3623, SB 26, SB 838, SB 999, SB 1720
- SB 30: Supplemental appropriation of \$1.1B for school safety facility standards, to ensure full funding for all campuses to come into compliance with minimum safety standards

School Safety Facilities Grant

\$1.1B

one-time funding through the supplemental appropriations bill to address new minimum school safety standards and other facilities-related safety improvements.

Cycle 1 (~September 2023)

Discretionary non-competitive grant process that will require LEAs to demonstrate a need for the funds to include, rationale, site plans, and vendor contracts.

Intended to ensure that full funding is provided so that all campuses in Texas fully comply with the minimum school safety facility standards, even if they do not currently comply.

Only LEAs that have applied to the current grant AND have not certified compliance will be eligible for the first cycle of this grant. Allowable costs will only consist of items aligned to the School Safety Standards.

Cycle 2 (~January 2024)

Formula grant to all LEAs to support additional safety needs identified by the district, beyond the minimum safety facility standards. Eligibility is open to all public school districts and open enrollment charter schools.

Standards Implementation Timeline

May 31, 2023

August 2023

August 2024

Rule is adopted and is immediately effective.

LEAs can provisionally certify compliance by having a contractor acquired and a final implementation timeline provided by the contractor

All LEAs are required to be fully compliant with the rule.

LEAs can use funds from the **2023-25 School Safety Formula Grant** and the **Cycle 1 Facilities Grant** to meet the rule requirements.

Rule Revisions at Adoption

Section	Description	Amendment
(c)(9)	Emergency responder building access	All facilities must include one or more distinctive, exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior OR provide all local law enforcement electronic or physical master key access to the building(s).
(c)(10)	Communications infrastructure	<p>An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.</p> <p>School systems shall comply with state and federal Kari's Laws and federal RAY BAUM's Act.</p>
(h)	Records retention	School systems must adopt a 3-year records control schedule that complies with the minimum requirements established by the Texas State Library and Archives Commission schedule.
(i)(3)	Certification	TEA may modify rule requirements or grant provisional certification for individual site needs as determined by the agency.



Exterior doors, exterior classroom doors, and portable doors should operate as intended, are required to remain closed, locked, and latched and allow for emergency egress from the inside (while remaining locked).



Windowed doors on the ground level or windows that are adjacent to or near a door and are large enough to allow someone to enter if broken must be reinforced with entry-resistant film unless within a secured area.



Exterior door sweeps must be conducted weekly to certify that all doors are properly closed, locked, and latched.



The school system must perform maintenance checks twice annually to ensure that the facility components within the rule function properly and as intended.

Implementation Support Videos

School Safety Standards and Funding

July 24

Covers the adopted TAC 19 §61.1031, Commissioner's Rule on School Safety Standards and the latest Facilities Grant opportunity.

House Bill 3 (HB 3) Overview

August 24

Provides an overview of HB 3 and will include some initial guidance and best practices, to include armed officers on campus.

Other School Safety Bills Overview

Early September

Provides an overview the safety bills passed in the 88th legislative session.

Additional Webinars

Additional live webinars covering key components of the above school safety bills will be held throughout the fall as guidance continues to be developed.

Remote Instruction & Virtual Schools

HB 3643 (87R) : Texas Commission on Virtual Education

- Held 10 meetings from February to December
- Heard over 35+ hours of testimony from 45+ experts, district and school leaders, teachers, students, and parents
- Issued six key policy recommendations in their report released December 2022



[Final Report](#)

SB 15 (87-2): Local Remote Learning Programs

- Allowed LEAs rated C or higher to offer virtual courses outside of the Texas Virtual School Network (TXVSN)
- LEAs could receive ADA-based funding for local remote learning delivered synchronously or asynchronously for grades K - 12
- **Expires September 1, 2023**

While multiple bills were filed, a bill to continue virtual education options and address the TCVE's recommendations did not pass.

- **Waiver Process**
 - Announced by Governor Abbott on June 12, 2023
 - Directs the Commissioner to waive specific requirements for LEAs to continue offering virtual options for the next two school years (23-24 and 24-25)
- **LEA Eligibility**
 - Any full-time, online program offered in 2022-2023
 - TEA virtual accelerator participants in 2022-2023
- **Waiver Program Details**
 - Must sign up to be a full time TXVSN school this summer
 - Requires the school to be operated with a separate CDCN
 - Funding is provided through TXVSN's completion-based funding model
 - The waiver will allow funding under the TXVSN formula for students enrolled in grades Kindergarten through 12.

HB 1416: Accelerated Instruction



HB 1416: HB 4545 (87R) “clean-up” - Supplemental Accelerated Instruction

- Eliminated the accelerated learning committee (ALC) requirement and clarified parental "opt-out" protocols.
- Decreased the maximum # of subjects to 2 while prioritizing RLA/math and reducing requirements to 15 hours for some students.
- Increased student to tutor ratios from 3:1 to 4:1; Ratio waived with use of approved automated/online curriculum (list available in Spring 2024).
- Maintains placement w/ a designated TIA teacher to satisfy requirements.

[TEA Accelerated Instruction Webpage](#)

Recorded Webinar and Slides

HB 1: Cybersecurity



Article III. Rider 78. Interagency Cybersecurity Initiative for Public Schools

- **Data Privacy:** \$55M for the biennium for third-party cybersecurity risk assessments, regional technical assistance, and cyber-defense tools (software & hardware)
- Administered through the Department of Information Resources (DIR). This will require participating LEAs to become members of the DIR shared services co-op.

[TEA Cybersecurity Webpage](#)

Monthly Webinars scheduled

- What supports to school systems will this provide?

Service Type	Availability Scope	Next Step Timeline
Cybersecurity technical assistance provided by ESCs	Entire state	As stood up by ESCs over the next 6 months
Free third-party cybersecurity assessments	First come, first served	Application to open in September
Free Endpoint Detection & Response (EDR) subscriptions through the end of the 2024-25 SY	Prioritized for small & midsized LEAs	Application to open in September
Free Network Detection & Response (NDR) hardware & software through the end of 2024-25 SY	Pilot group of LEAs and ESCs	Application to open in September

- Next Steps

- Ensure your cybersecurity coordinator joins monthly cybersecurity webinars
- Between now & August:
 - Signup for DIR inter-local Shared Technology Services (STS) co-op
 - Within STS, signup for DIR Managed Security Services

- In September: Signup for three services: cybersecurity assessments, EDR (if relevant), and NDR
 - Instructions to signup will be provided in August cybersecurity webinar



Previous Sessions:

April - Introduction to TX K-12 Cybersecurity Initiative:

<https://youtu.be/1Blh2eFSpFI>

May - Review of service offering – Crowdstrike (EDR) and Dorkbot:

<https://youtu.be/Ot4QwJyMslI>

Upcoming Session:

August 23, 2023 - How to request funded services

Registration: <https://attendee.gotowebinar.com/register/8234183618339320587>

Other bills passed in the 88th session

The Texas Legislature typically files about **1,000 education-related bills every session**

1,474 Education Bills filed this session

- **50** Hearings on Education Related Bills
- **127** Bills Heard in House Public Education Committee
- **160** Bills Heard in Senate Education Committee
- **140** Passed both Chambers, 100 signed by Governor Abbott as of June 14th. *Veto Period ends June 18th.*

The following slides provide detail on a few of these bills.





HB 3928: Dyslexia Evaluations, Identification & Instruction

- Requires someone with specific knowledge on dyslexia and related disorders on the evaluation team and ARD committee when dyslexia is suspected/identified.
- Board of trustees/governing board of charter must adopt a policy requiring that the district or school follow all state and federal requirements for the evaluation, identification, and services for dyslexia.
- State Board of Education must revise its Dyslexia Handbook by 6/30/24 to remove references to "standard protocol dyslexia instruction" so that it is not distinct from all other types of dyslexia instruction.
- Requires specific notification about the parent's right to request special education evaluation when student is placed in DAEP and when returning to school after DAEP.

TEA provided an [overview webinar](#) and [support info](#).
In the Winter, TEA will provide another webinar to support implementation of this bill.



HB 8: Community College Finance

- Entitles a junior college district to performance tier funding for the number of credentials of value awarded and the number of students who complete a sequence of at least 15 semester credit hours or the equivalent for dual credit or dual enrollment courses that apply toward academic or workforce program requirements at the postsecondary level
- Establishes a Financial Aid for Swift Transfer program to allow eligible educationally disadvantaged students to enroll at no cost in dual credit courses.
- Requires TEA to work with the TWC and THECB to obtain wage information and educational requirements for in demand jobs in Texas, baccalaureate degree and associate degree or certificate programs with the highest average annual wages following graduation and post the data on the TEA website for students and schools to access more easily.



SB 2124: Advanced Math

- As soon as practicable, school systems must enroll 6th grade students in an advanced math course if they performed in the top 40% in the state on the 5th grade STAAR math assessment or similar local measures
- This will require advanced math courses (e.g., Alg I) be offered in middle school if those courses are not currently offered
- Parents may opt their children out of this requirement

TEA will provide more info about rules under this statute later this summer

HB 1225: Paper STAAR Test

- School districts may administer assessments in a paper format to students upon request of parent, guardian, or teacher, up to 3% of district enrollment.
- The 3% excludes any student whose ARD committee determines that the student requires an accommodation that must be delivered in a paper format.
- Request must be submitted to district not later than 9/15 for fall administration and 12/1 for spring administration of assessments.

TEA will provide more info about this process in August

TX-DENTON-23-1254-A-000775



HB 1926: Supplemental Special Education Services Continuation

- Removes the September 2024 expiration date of the SSES Program.
- Removes the \$30M per year limitation on funding appropriated.

SB 2294: Texas First Scholarship

- Expands eligible higher education institutions and requires school systems to allow students to participate in and graduate from high school under the program

HB 2892/1959: Transfer of Children of Military & Police

- Districts must allow children of active military (HB 2892) and peace officers (HB 1959) to enroll in a campus or district even when they live outside of campus attendance zone (intra-district transfers) or the district (inter-district transfers).
- Transportation is not required under this statute.
- The Student Attendance Accounting Handbook & PEIMS will be updated reflect this new requirement. Other guidance documents will be also published soon.



SB 763: Chaplains as Supports in Schools

- Each board of trustees and governing body of a school district/open enrollment charter school must take a record vote not later than six months after the effective date of the bill on whether to adopt a policy authorizing a campus to hire or accept as a volunteer a chaplain
- A school district/open-enrollment charter school may employ, or accept as a volunteer, a chaplain to provide support services for a school
- The board of trustees or governing body of a school may determine support services needed

HB 3803: Parental Election for a Child to Repeat a Course

- A parent or guardian may elect for a student in a grade up to grade 8 to repeat the grade in which the student was enrolled during the previous school year or for a student to repeat a high school course
- For high school courses, the school district/open enrollment charter can deny if it is determined the student has met all requirements for graduation



SB 10: TRS Benefits

- One-time \$7,500 stipend for eligible annuitants who are 75 and older.
- One-time \$2,400 stipend for eligible annuitants between 70-74 years.
- 6% COLA – Effective Date of Retirement: On or before 8/31/2001
- 4% COLA – Effective Date of Retirement: On 9/1/2001-8/31/2013
- 2% COLA – Effective Date of Retirement: On 9/1/2013-8/31/2020

HJR 2:

- COLA does not take effect until HJR 2 is approved by voters on November 7, 2023.
- Stipends are not dependent on HJR 2 and will be paid by the end of September 2023.

K-12 Funding-Related Bills that Did Not Pass in the Regular Session



Key funding-related bills that did not pass in the Regular Session

- School finance (HB 100) & Teacher pay (HB 11, SB 9)
Special Education funding (HB 3781 and SB 1474)
ESA (SB 8)
 - Combo bill with modifications (HB 100)
- Virtual Education (HB 681, HB 3141, and SB 1861)
- Property Taxes (HB 2, SB 3, SB 4)
 - **Added to First and Second Called Sessions**

Close to \$17B was appropriated for these purposes; however, further legislative action is needed to access the funding.

88th Regular Session Update – Bills That Did Not Pass

The Senate and House Passed different versions of HB 100, and the legislation was not ultimately adopted. The bills impacted FSP funding to school systems. The impact was modeled during the legislative session, and each chamber’s final versions are noted here:

House Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 355	\$ 446
Independent Town	\$ 620	\$ 757
Legislative	\$ 188	\$ 891
Major Suburban	\$ 263	\$ 439
Major Urban	\$ 457	\$ 538
Non-metropolitan Fast Growing	\$ 610	\$ 937
Non-metropolitan Stable	\$ 898	\$ 911
Other Central City	\$ 328	\$ 570
Other Central City Suburban	\$ 445	\$ 635
Rural	\$ 2,222	\$ 2,284
Total	\$ 468	\$ 621

Senate Version

	2024	2025
District type	New Funds per ADA	New Funds per ADA
Charters	\$ 401	\$ 502
Independent Town	\$ 249	\$ 445
Legislative	\$ 188	\$ 200
Major Suburban	\$ 135	\$ 239
Major Urban	\$ 175	\$ 270
Non-metropolitan Fast Growing	\$ 450	\$ 767
Non-metropolitan Stable	\$ 565	\$ 799
Other Central City	\$ 148	\$ 308
Other Central City Suburban	\$ 217	\$ 368
Rural	\$ 1,597	\$ 1,901
Total	\$ 265	\$ 406

Questions?

Next call: Thursday, August 17