

SPEAKING OUT AND DRIVING CHANGE FOR CHILDREN



Doing More With Less?

Public Education in a New Fiscal Reality

Texas Public Education Cuts: Impact Assessment

September 2012

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EXECUTIVE SUMMARY

Texas' 82nd Legislature reduced state spending on public education in 2010-2011 by \$5.4 billion, including \$4 billion from the Foundation School Program. Although the extent of the cuts has been widely discussed, comprehensive information is lacking on how the cuts were implemented by school districts and the impact on Texas' schools and students.

From January to September 2012, CHILDREN AT RISK conducted a mixed methods study, including a survey with a random stratified sample of school districts, to provide an objective assessment of the impact of state budget cuts on Texas' schools and students. *Texas Public Education Cuts: Impact Assessment* utilized a mix of quantitative and qualitative research methods to capture the variation and scope of the cuts through uniform evaluation and measurement across districts. Research priority areas included the impact of state budget cuts on average class size, pre-k, expenditures, and staffing.

Initial research findings provide a valuable set of descriptive and inferential data that offers insight into how school districts handled the loss of state funding. Key trends and findings include the following:

- Across the board, there was great diversity in the ways school districts handled the budget cuts. Many districts anticipated the shortfall and worked to smooth out cutbacks over the two years rather than making drastic, one-time cuts.
- Strong leadership prevailed at the district level through responsible stewardship of taxpayer funds and smart financial management. Leaders largely worked within existing service delivery frameworks and public education in Texas did not see significant structural changes. Our qualitative work also found that teachers across the state seemed to take on heavier loads and step up to make sure children were not falling through the cracks. This also raised concerns about educator fatigue.
- Many districts wanted to avoid teacher layoffs at all costs. However, payroll expenses make up the bulk (80%) of school district spending. Consequently, many districts were unable to avoid a reduction in teaching staff, with most of the reduction coming through attrition. Statewide over 10,000 teaching positions were lost despite an average increase of 83,000 in new student enrollment over the last four years.
- The budget cuts had a clear impact on average class size. While the relationship between class size and student learning is complicated, researchers worry that student learning will be negatively impacted. While this is especially true for high poverty, at-risk and special needs kids, students of all income levels are simultaneously experiencing larger class sizes and higher accountability standards. All students will have fewer opportunities for individualized attention and one-on-one instruction.
- While the Texas Legislature routinely expresses interest in “evidence-based” and outcomes-driven programs, large cuts to the state budget required local school districts to go in the opposite direction. In many cases efforts with the strongest research base, notably pre-kindergarten, were the first to be cut. Fifteen percent of survey respondents reported cuts to pre-k programs.
- Looking beyond state aid, or diversifying revenue strategies, was a top priority for school districts. Their success in doing so was largely dictated by individual

circumstance therefore making a one size fits all fiscal approach difficult. Thirty-one percent of districts reported dipping into their fund balance in 2011-2012 to compensate for state shortfalls.

- The budget cuts prompted many districts to examine their operations to find efficiencies. Increasingly, districts are adopting successful practices from the private sector that enable them to run leaner operations. Commonly-cited tactics included the use of cost containment strategies, increased collaboration among districts, diversified revenue streams, low administrative overhead and achieving economies of scale where possible. While every dollar counts, even the most creative districts were only able to achieve comparatively small savings from these strategies with regard to total operating budgets.

Texas school districts have met the challenge of lost funding with perseverance and a dedication to protecting student learning. However, the cuts have exacted a loss on resources and challenged the capacity of many districts to fully meet their educational mandates while providing robust learning opportunities.

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CHILDREN AT RISK formed a Superintendent Advisory Committee to help guide survey development and research design. Membership is strictly voluntary, by invitation and includes a diverse representation of types of school districts and geographic distribution. Members have provided vital input and guidance concerning areas of impact and the development of the school district survey instruments.

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INTRODUCTION

Texas is growing rapidly. Over the last decade the U.S. Census Bureau marked a 20% increase in the state population, doubling the national growth rate of around 10%. In a state of 25.1 million people, there are 4.9 million school-aged children. Texas has seen an average of 83,000 students enroll every year over the last four years.

Texas has one of the largest decentralized education systems in the country, comprised of 1,031 hyper local school districts and 482 charter schools. The next largest public school systems as measured by number of school districts are California (955 districts serving 6.1 million students) and Illinois (868 districts serving 2 million students).¹

The Texas Legislative Budget Board (LBB) ranks Texas 37th in per pupil education expenditures for the fifty states.² When examining total operating expenditures per pupil, (this includes payroll, administrative costs, supplies and materials but excludes capital outlays, debt service and community services) Texas spent \$8,572 per pupil in 2008-2009.³ This is \$1,794 below the national average of \$10,591 in per pupil expenditures.⁴ Public schools are primarily funded through a mix of local, state and federal funds. Federal funds account for the smallest share, hovering around 10% of all funds, but fluctuate from year to year.

Texas' 82nd Legislature faced a gaping \$7.8 billion hole in the public education budget when called into session in January 2011. The budget gap was caused by a loss of \$3.3 billion in one time federal funds, an added \$2.2 billion in expenditures due to student enrollment growth, \$1.4 billion in school district settle up costs and a loss close to \$1 billion due to declining local property values.⁵ The Legislature opted for a three pronged approach to balance the budget, a \$1.5 billion infusion of funds from the General Revenue Fund, \$2.3 billion in deferred payments to school districts and a *\$4 billion cut from school district entitlement funding formulas*.

The \$4 billion cut in school district entitlement funding formulas was achieved over the course of the biennium. The changes in funding formulas affected both independent school districts and charter schools. The Legislature achieved the cuts in the following manner:⁶

- In 2011-2012, \$2 billion was cut by reducing the Regular Program Adjustment Factor (RPAF)⁷ from 100% to 92%, for an 8% reduction in formula funding.

¹ Keaton, Patrick, "Numbers and Types of Public Elementary and Secondary Local Education Agencies From the Common Core of Data: School year 2010-2011," *National Center for Education Statistics*, April 2012, p. 7.

² "Legislative Budget Board Fiscal Size Up 2012-2013 Biennium," *Legislative Budget Board Eighty Second Texas Legislature*, September 2012 http://www.lbb.state.tx.us/Fiscal_Size-up/Fiscal%20Size-up%202012-13.pdf.

³ "Snapshot 2011: Summary Tables State Totals," *Texas Education Agency*, September 2012, <<http://ritter.tea.state.tx.us/perfreport/snapshot/2010/state.html>>.

⁴ "Total Current Expenditures per Pupil for Texas 2008-2009," *National Center for Education Statistics*, September 2012, <<http://nces.ed.gov/ccd/elsi/quickFacts.aspx>>.

⁵ "Legislative Budget Board Fiscal Size Up 2012-2013 Biennium," *ibid*.

⁶ "Legislative Budget Board Fiscal Size Up 2012-2013 Biennium," *ibid*.

⁷ The Regular Program Adjustment Factor (RPAF) is a multiplier used to adjust a school district's regular program allotment. The regular program allotment is the base number used to calculate the weighted cost

- In 2012-2013, an additional cost savings of \$2 billion was achieved through a 2% reduction in RPAF (funded at 98%, accounting for \$500 million in savings) and an 8% reduction in Additional State Aid in Tax Reductions (ASATR) payments.

The actual dollar amount each school district lost due to the \$4 billion reduction in formula funding varied. Because RPAF is tied to per pupil funding allotments, the total loss for each district was directly tied to student enrollment. Districts that relied heavily on ASATR payments because of higher revenue targets were impacted the most in 2012-2013.

After the state budget was finalized, school districts assessed their losses and began the process of balancing their budgets.

of educating a student (for example English Language Learners or those with special needs require more services than a general education student).

METHODOLOGY

CHILDREN AT RISK developed the research framework for *Texas Public Education Cuts: Impact Assessment* in January 2012 in concert with a Superintendent Advisory Committee (SAC) that helped identify research priorities and refine the school district survey instrument.

Texas Public Education Cuts: Impact Assessment is comprised of four components: two school district surveys, a nonprofit survey and qualitative interviews at the district and campus level. Research priority areas included, but were not limited to, pre-k, revenue generation and cost containment strategies, changes in average class size, and expenditures on library services, athletics and counseling services. The findings from the nonprofit survey will be released in October 2012.

The following section provides a brief overview of each component. For a thorough methodology and more information on the sampling design please refer to *Appendix A: Methodology*.

(A) SCHOOL DISTRICT SURVEY: CHILDREN AT RISK administered a school district survey in two phases. The survey itself was designed to collect in-depth information on the impact of state budget cuts on school districts from across the state. The school district survey development was guided by the Superintendent Advisory Committee, academics and a statistician to ensure the validity and comprehensiveness of the survey questions. The National Opinion Research Center (NORC) at the University of Chicago was subcontracted for survey delivery and data cleaning.

- a. Phase I Survey: This 22 item questionnaire was sent to a representative stratified random sample of 120 school districts culled from 1,031 school districts in Texas. In addition to but separate from the stratified random sample, a nonrandom sample of 17 large urban school districts were surveyed. The data collection period was from April-September 2012.
- b. Phase II Survey: This 11 item questionnaire was sent to the balance of school (890) districts not surveyed in the Spring of 2012. The data collection period is from September-December 2012. This survey is being administered online and is similar in content to the Phase I survey. Findings will be disseminated in January 2013.

(B) NON-PROFIT SURVEY: The state cuts to public education not only affected school districts themselves, but also the community-based organizations that work in and alongside districts to improve academic, social, and emotional outcomes for Texas students. To better understand the 'ripple effect' of the state budget cuts, researchers conducted an online survey and follow-up interviews of a nonrandom sample of local and state education non-profits that serve students and schools across the state. The survey evaluated if and how programs and services have changed as a result of the budget cuts.

The findings of this survey will be released in October 2012.

(C) SCHOOL SITE VISITS AND INTERVIEWS: To form a richer narrative of the impact of education budget cuts, researchers conducted campus site visits across the state and conducted confidential interviews with school teachers, principals, and guidance

counselors to learn how the cuts have affected their daily routines and campuses. These interviews fill the narrative gaps from the school district surveys and publicly available data.

LIMITATIONS TO THE ANALYSIS

CHILDREN AT RISK made contact with 80 unique school districts from around the state to assess the impact of the budget cuts. This was done through a mix of district and campus level qualitative interviews as well as quantitative data collection through a stratified random sample of school districts and a nonrandom sample of urban school districts. While 80 districts only represent 8% of the total number of school districts, this represents 36% of independent school district student enrollment.

Stratified Random Sample School District Survey

One-hundred and twenty school districts were sent the Phase I survey, and 42 districts elected to complete the survey, resulting in a survey response rate of 35%. The bulk of data collection was during the summer months which may have reduced the survey response rate as many school districts significantly curtail operations during this time period. Additionally, the survey was disseminated as a paper survey which may have also adversely affected survey response rates.

Phase I survey findings are presented as a series of descriptive statistics pertaining to survey respondents unless otherwise noted. Inferential analysis was conducted where appropriate. The findings presented in *Texas Public Education Cuts: Impact Assessment* are both preliminary and snapshot findings. While data was collected from 42 of the 120 districts, the integrity of the sample was largely maintained, with a slight over representation of high poverty districts (+7%) and town/rural districts (+6.3%).

Survey items were not uniformly answered leading to different n= for different survey items. In an effort to increase response rates NORC developed a shortened version of the Phase I Survey which also detracted from the absolute number of responses for specific questions.

SETTING THE STAGE

“The new climate forces the Board of Trustees, district leadership, and the community to focus energy and attention on school finance and budget issues rather than on innovative ways of delivering instruction that prepares students for lifetime success.”

-Rural school district superintendent

CHILDREN AT RISK conducted over twenty qualitative interviews with superintendents from across the state in early 2012. Moving beyond budgetary discussions, the conversation turned to the programmatic impact of the cuts, what was cut and how those decisions were made. Superintendents discussed their approach to rightsizing classrooms, campuses and programs in the face of new fiscal realities.

The big picture:

- Districts evaluated every program and line item in their budgets; nothing was off the table.
- Cost containment measures were put in place at the district and campus level.
- Diversifying revenue streams is a top priority.
- Requests for class size waivers increased and course offerings were reduced.

Increased collaboration:

- School districts began working together in new ways; two districts negotiated a contract with an afterschool provider and received a better deal than they would have individually.
- Community and board input was solicited to balance the budget.
- Districts sought to maximize partnerships with local colleges, universities and nonprofit partners.

At the campus level:

- Elementary, middle school and high school class sizes increased.
- Middle school and high school electives were cut.
- Music and physical education teachers, librarians, and school nurses (from R/Ns to L/Ns) staffing positions were reduced.
- Schools with low enrollment explored campus consolidation.

The 2010-2011 school year was marked by uncertainty as education appropriations were finalized. Superintendents created contingency plans, developing multiple forecasts for the cuts and programmatic options under each scenario. Once the state budget was finalized districts began to operationalize their losses.

CUTTING COSTS

School districts implemented a mixture of strategies to deal with the lost state education dollars. A combination approach of reducing expenditures (staff or line item), increasing cost containment strategies and pursuing alternate revenue generation streams was quickly enacted to ensure a balanced budget.

STAFFING

In the face of decreased state revenues, districts had considerable latitude as to how and where budgets would be trimmed. Superintendents routinely reported that their guiding principle was to keep the cuts “as far away from the classroom as possible.” Texas school districts spend 80-85% of their general funds on payroll, including salaries and benefits for staff.⁸

Unsurprisingly districts emphasized staffing reductions as a means to reduce costs. While the Texas Education Agency (TEA) makes staffing data publicly available in aggregate by district (only accounting for changes in full time employee staffing) the reason for change in staffing is unaccounted for. The school district survey was therefore interested in gauging how school districts achieved their target staff reductions. Districts were asked to provide the number of full time teaching and nonteaching positions that were eliminated through attrition (including early incentive buyouts), reduction in force⁹ or early retirement.

Full time employee (FTE) counts were collected in this manner over the three year period. Responses showed that the majority of staffing loss was achieved through attrition¹⁰ in all three years.

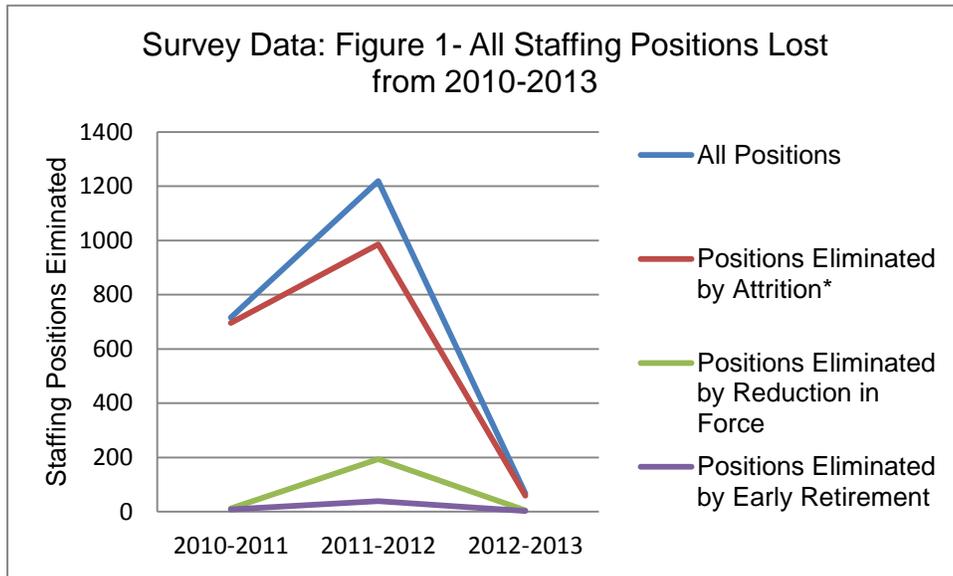
The trend in staffing losses mimics the Texas budget cycle. In anticipation and in light of budget shortfalls districts began to shed staff positions in 2010-2011. Staff reduction peaked in 2011-2012 once formula funding had been adjusted and then dropped precipitously in 2012-2013 which sample survey respondents reflect.

The data presented in figures 1-3 solely correspond to districts who participated in the school district survey and do not reflect statewide losses.

⁸ “Statewide 2010-2011 Actual Financial Data,” *Texas Education Agency*, September 2012, <<http://www.tea.state.tx.us/index2.aspx?id=2147495078>>.

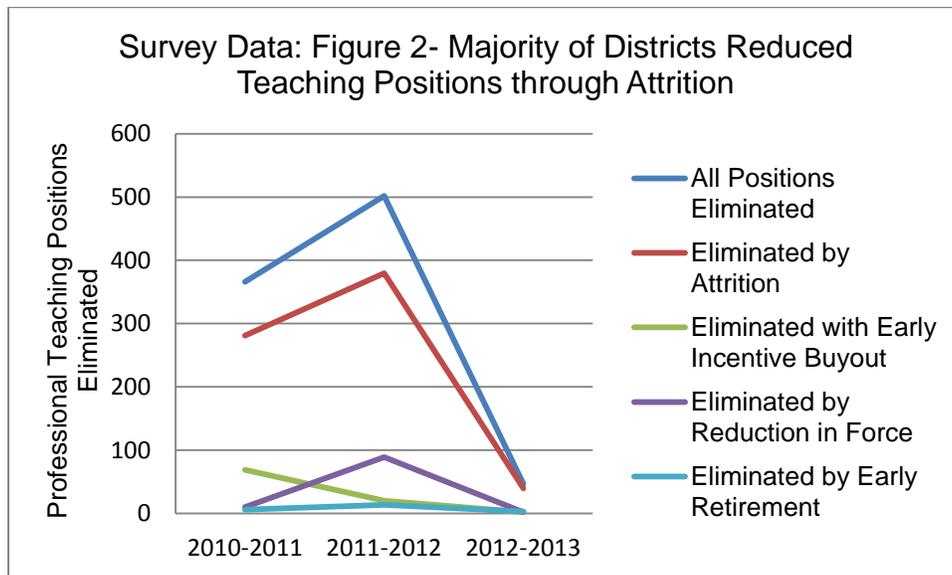
⁹ Reduction in force is official TEA terminology used to describe layoffs.

¹⁰ Attrition for the purposes of this analysis refers to staffing positions lost due to an employee leaving a school district of their own volition for any reason.



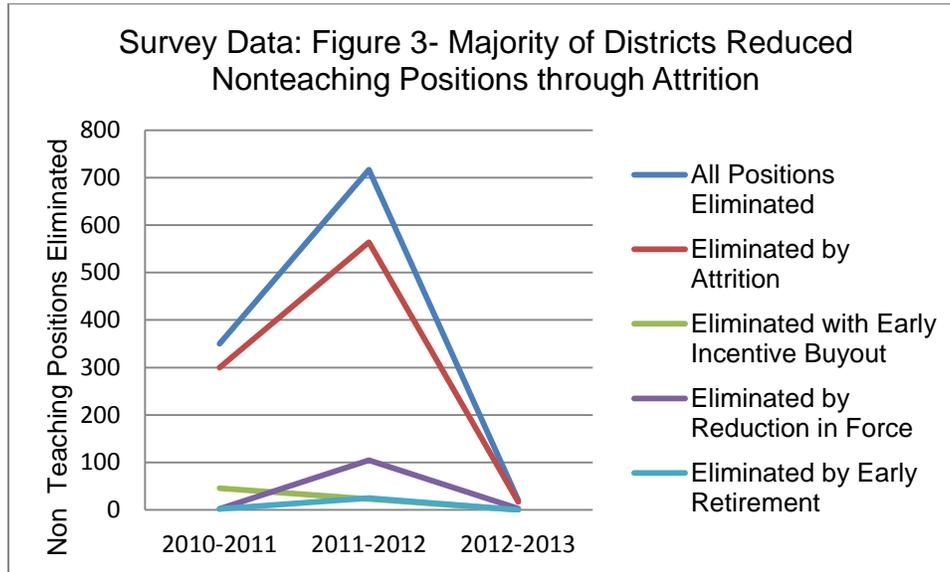
*includes early incentive buyout

Isolating teaching positions from nonteaching positions, staffing loss trends remain the same both in terms of the three year trend as well as to how districts achieved staff reduction overall (Figure 2). Staff reduction through attrition was the primary mechanism for these cost savings.



Over 85% of staffing losses from 2010-2011 to 2012-2013 school years were achieved through attrition alone thus avoiding a reduction in force. However, as superintendents and campus level staffs were quick to note, positions lost through attrition still constitute a loss in staff, capacity

and resources.



Factors of Change: How Districts Eliminated Positions through Reduction in Force

School districts have publicly available policies that describe their Reduction in Force procedures. These are applied uniformly across the district. Survey respondents were asked to rank on a four point scale the importance of the following factors when eliminating positions through a reduction in force:

- Term contract teachers¹¹
- Area of teacher certification
- Teacher performance reviews
- School district need (includes subject area and student need)

School districts overwhelmingly cited area of teacher certification, school district need and teacher performance reviews as 'very important' when eliminating positions through a reduction in force. Term contract status was most frequently ranked as 'somewhat important' when considering a reduction in force.

¹¹ A term contract teacher refers to a teacher who has a contract with a school district for a specific time frame, typically one to two years after their initial probationary status (either as a new teacher in the field or as an experienced teacher who is new to the district). This is in comparison to probationary teachers who are teachers new to the field with generally five years of experience and under.

ADJUSTING EXPENDITURES

In addition to providing traditional classroom instruction, school districts often provide additional support services for students. Districts were instructed to provide total expenditures in the following areas: student support services, staff professional development and campus level expenditures.

Changes in district level expenditures between 2011-2012 and 2012-2013 were examined to see if spending in 2011-2012 was higher or lower than spending in 2012-2013. Sample means were tested for statistical significance at the 95% confidence level ($\alpha = 0.05$). Mean expenditures for years 2011-2012 and 2012-2013 were analyzed using a two-tailed t-test. While the changes in spending showed a high degree of variation, the differences in spending were not statistically significant.

Survey Data: Changes in District Level Expenditures from 2011-2012 to 2012-2013

Service Area	Primary Finding from Survey Respondents
Student Support Services	
Guidance counseling services	51% reported an increase in funding
Social work services	71% reported no change in funding
Health services	52% reported an increase in funding
Staff Professional Development	
Teacher professional development	45% reported an increase in funding
Administrative staff professional development	47% reported no change in funding
Campus Level Expenditures	
Library services	46% reported an increase in funding
Student support & interventions (remediation)	59% reported no change in funding
Textbooks	45% reported no change in funding
Reading materials	57% reported no change in funding
Testing materials	54% reported no change in funding
Computer software	56% reported no change in funding
Technology Equipment	39% reported a decrease in funding
Campus security	60% reported no change in funding
Athletics	36% reported an increase in funding

The majority of survey respondents reported no change in expenditures in the listed service areas. For many of these districts the lack of movement in funding was due in large part to zero funds allocated to the line item expenditure in either year.

Survey Data: Figure 4- Changes in School District Spending from 2011-2012 to 2012-2013

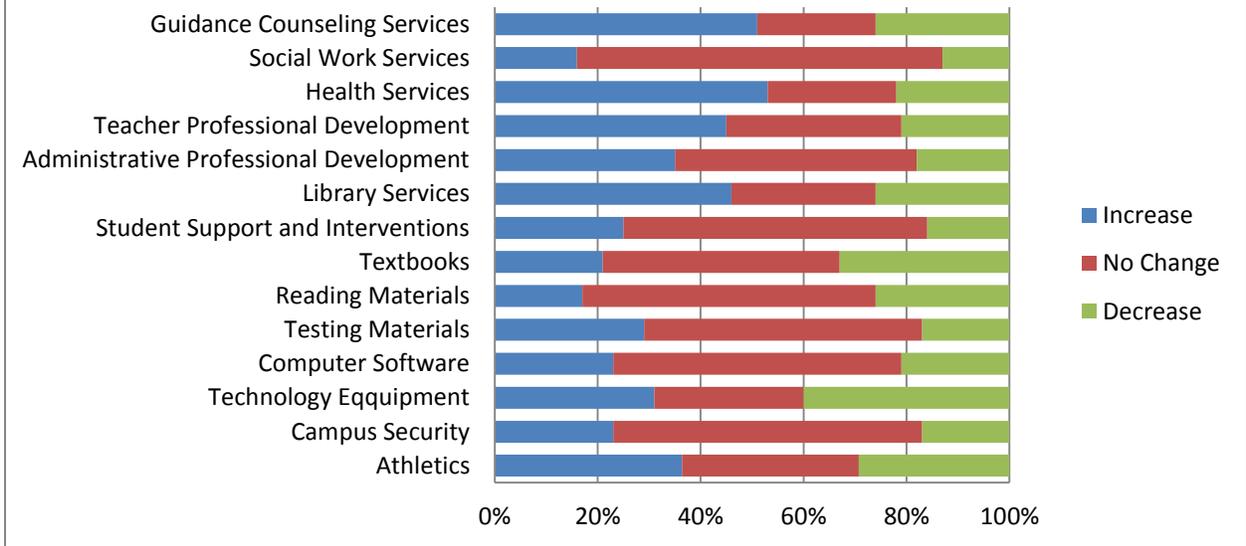


Figure 4 highlights the high degree of variation in changes to district level expenditures in these service areas. While the trend among survey respondents was no change in spending many districts either increased or decreased line item expenditures during 2011-2012 and 2012-2013.

STRETCHING PUBLIC EDUCATION DOLLARS: COST CONTAINMENT STRATEGIES

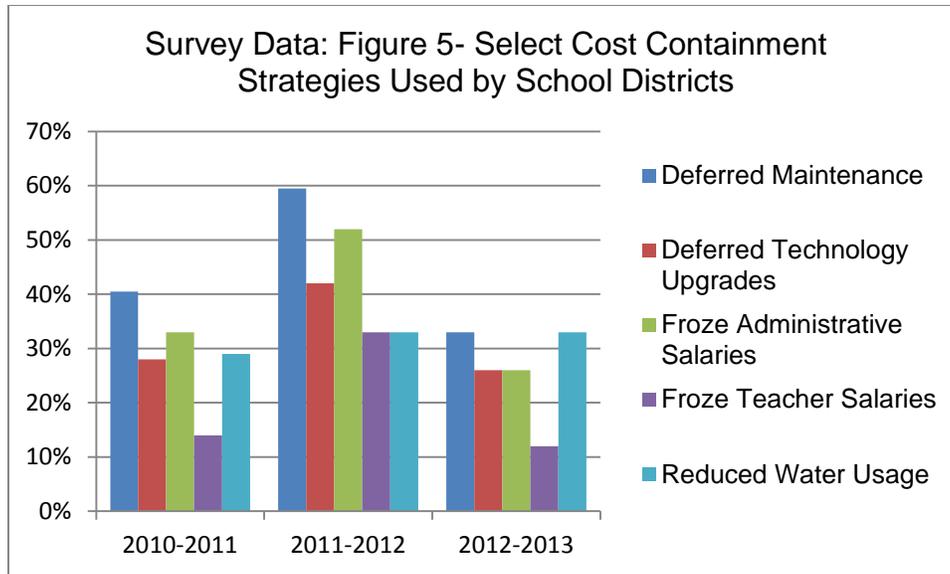
*"It's not a simple equation... behind those dollars is a kid's face."
-Superintendent, Suburban District*

When asked, school districts named a litany of cost containment strategies that were utilized in anticipation of the 82nd Legislature's reduction in state funding formulas. Many of these districts stated cost containment measures were put in place as early as 2007 but they continued to comb every aspect of operations, management and administration at both the district and campus level in search of areas to trim.

Districts were asked to identify cost containment strategies from a list with the option to name other strategies not listed. Strategies were grouped into one of three categories: personnel, campus operations and administration and maintenance. Personnel cost containment strategies included freezing administrative and teacher salaries and reducing health benefits for employees. The administration, maintenance and operations categories captured district level decisions to reduce overhead which included reducing water usage, reducing or restructuring transportation services, outsourcing administrative functions or entering a shared service agreement with other school districts. Campus operation cost containment strategies included consolidating campuses, closing schools or combining enrichment course offerings across campuses. For a full list of strategies, refer to *Appendix B: Cost Containment Strategies*.

From 2010-2011 to 2012-2013, districts implemented a plethora of cost containment strategies as a means to temper growth in expenditures. When examining an absolute count of cost containment strategies employed by all districts surveyed over the three years the 2011-2012 school year saw an almost 60% increase in number of strategies used to the year prior.

In 2010-2011, districts employed an average of three cost containment strategies from any of the following categories: personnel, campus operations, administration, maintenance and operations. In 2011-2012, that number increased to 4.5 and in 2012-2013 reduced to an average of three cost containment strategies. For all three years deferred maintenance was the most frequently used cost containment strategy for survey respondents.



During the same time period, districts froze administrative staff salaries as a cost containment measure. Administrative staff salary freezes was the second most common cost containment strategy in 2010-2011 and 2011-2012 and the third most common during the 2012-2013 school year.

In 2012-2013, districts implemented similar measures across the board. The top three cost containment measures are deferred maintenance, freezing administrative salaries, and deferring technology upgrades. Deferring a technology upgrade can refer to a broad number of technology-related options, and deferred upgrades took different forms in different districts. For instance, Harlingen CISD extended its computer replacement cycle from every four years to every six years.

Alamo Heights ISD implemented a number of ‘green’ cost containment strategies, including the installment of energy efficient windows and lights, low flow water features and participation in the CPS Energy¹² Solartricity Producer Program. Alamo Heights installed solar panels around the district and, as part of the CPS Energy Program, sold the electricity generated back to CPS.

These strategies for saving money locally highlight the best creative approaches undertaken by local school districts. However, even the most innovative district can only generate so much cost savings from existing operations.

¹² CPS Energy is a natural gas and energy utility company owned by the city of San Antonio.

MOVING BEYOND STATE AID: HOW DISTRICTS ARE SUPPLEMENTING STATE FUNDING FORMULAS

*“If it wasn’t for the Title I money¹³ I don’t know what we’d be doing.”
- Suburban High School Teacher*

In addition to limiting growth, reducing expenditures and implementing cost containment strategies, school districts diversified their revenue streams as a means to continue providing services and programs to students.

Districts routinely applied for federal, state and local grants as a means to supplement lost funding. For the 2011-2012 school year, 45% of districts reported receiving public grants (federal, state and local), which generated \$23.6 million in additional funds. Districts pursued private funding through a mix of foundation and corporate philanthropy. Approximately 13% of districts received private grants from foundations and/or corporations, which generated \$217,500.

Creative Solutions to Funding Shortfalls

School districts acknowledged a need to move beyond traditional sources of education funding to cover operating costs. Over 12% of sample survey respondents reported selling advertising, which generated \$114,300. Districts sold advertising on their websites, school buses, and PTA newsletters. Small local businesses were their primary clients.

Alternatives to government funding and charitable giving programs as a means of revenue generation vary from district to district. Districts favored multiple, diversified revenue streams and were open to unorthodox strategies. Hutto ISD trademarked its mascot as a means to generate additional revenue. Alamo Heights ISD uses a 1% cash back credit card for purchases, a strategy which brought in roughly \$100,000 in additional funds.

Advertising Sales in Urban School Districts:

As part of the nonrandom urban school district sample two Houston area districts participated, Houston ISD and Cypress-Fairbanks ISD.

Houston ISD (HISD) generated \$321,000 in 2011-2012 from advertising, while Cypress-Fairbanks ISD generated \$100,000 during the same time period. For HISD and Cypress-Fairbanks this represents less than 1% of total revenues for both districts.

The variation in dollars raised emphasizes the variability of this funding stream as well as its limitations. Districts must have a willingness to sell advertising, access to a desired consumer market as well as interest from the business community in order for advertising sales to be a viable option.

¹³ Title I funds are federal education dollars specifically designated for schools with “high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state.” U.S. Department of Education.

User Fees

School districts maintained a variety of user fees as a means to recoup dollars spent. Superintendents frequently cited user fees as a means of cost sharing certain programs with students and their families. In the 2011-2012 school year, Aldine ISD instituted user fees for extracurricular activities, including charging athletes a fee for membership on the football team. User fees from extracurricular activities netted \$40,000 for Aldine ISD, again accounting for less than 1% of total revenues. Other districts have reported charging fees for band and other extracurricular activities.

For the 2011-2012 school year districts indicated that if user fees were in place for a specific activity they largely stayed the same. The table below lists the types of user fees school districts maintained during the 2011-2012 school year.

Survey Data: User Fee's Maintained by Districts in 2011-2012

User Fee	Percent of districts utilizing user fee
Athletic field rental	49%
Campus facility rental	52%
Before school programs	3.7%
After school programs	11%
Transportation	11%
Summer school	26%
Pre-K	11.5%

Tax Ratification Election

The Texas Legislature compressed the local property tax rate in 2006-2007, effectively reducing tax levies for school districts across the state. School districts property tax rate is comprised of a Maintenance & Operations (M&O) tax rate and an Interest & Sinking (I&S) tax rate. M&O funds are used for the day to day expenditures of running a school district while I&S pays the interest on a school districts capital facilities debt load. As a result of the tax compression, the cap for M&O is currently set at \$1.17. Prior to the compression many school districts were taxing at the maximum rate of \$1.50.

If school districts want to raise their tax rate beyond a one-time \$0.04 discretionary increase allotted to school boards, districts must hold a Tax Ratification Election (TRE). A TRE is an election to approve a school district's increase in the M&O tax rate. The tax rate increase is contingent upon voter approval.

Holding a TRE is one way a school district can increase revenues. If successful, the yield can be substantial. However passing higher taxes is politically difficult, particularly with other competing local demands and a tenuous economy. Districts interviewed stated that if they were contemplating a TRE, they planned to request a 'full increase,' meaning the increase would bring them up to the M&O tax rate cap of \$1.17. Because M&O tax rates vary from district to district, the increase request varied.

Non school district survey data collected from TEA shows tax ratification elections had an average pass rate of 76% for a five year period.¹⁴ While TRE's generally tend to pass, it is not necessarily the most attractive option to superintendents as it must pass voter referendum.

Statewide Data: Tax Ratification Election Pass Rates from 2005-2010

	2005	2006	2007	2008	2009	2010
# of districts with rollback or TRE elections	17	15	120	117	47	69
# of districts with successful TRE's	15	14	94	71	29	55
Percent passed TRE	88%	93%	78%	60%	62%	80%

While a TRE is one way a district can increase revenue, districts were cautious and thoughtful about whether or not to pursue this strategy. One superintendent stated the he would not pursue a TRE because his predecessor had tried and failed. Another superintendent said he would not pursue a TRE because his district held a successful TRE several years ago, and he was reluctant to go back to voters for additional money.

Four survey respondents indicated that in 2012-2013 they will pursue a tax ratification election. Three of the four districts provided the amount of the requested increase, revealing requests for \$0.04, \$0.05, and \$0.13 increases.

Fund Balance

Fund balances are undesignated, unreserved funds that school districts can allocate according to need. In response to pending budget shortfalls in the spring of 2011, former TEA Commissioner Robert Scott loosened penalties imposed on districts that opted to spend a portion of their fund balance to compensate for changes in state funding.¹⁵

During the 2011-2012 school year, 100% of respondents maintained a fund balance. Thirty-one percent said they dipped into their fund balance to compensate for state funding shortfalls. Ten survey respondents elected to provide the amount of reserve funds used. On average those districts used roughly \$840,000 from their fund balances. The disparity in district capacity was again highlighted here, the smallest amount used was \$10,000 and the largest was close to \$3.8 million. Many districts noted the unsustainability of dipping into reserves as a means to bolster budgets and that for some it would not be an option in 2012-2013.

Districts frequently displayed creativity and a willingness to move beyond typical funding sources. Even though districts raised funds through these strategies, they typically accounted for a very small portion of revenues. While the pursuit of additional funds is laudable the total

¹⁴Kuhn, Nancy, "History of Tax Rates," *Texas Education Agency*.

¹⁵ Penalties incurred apply to a fiscal ratings program administered by TEA. The School Financial Integrity Rating System of Texas (FIRST) evaluates the financial management practices of independent school districts and charter schools. The FIRST rating system is comprised of a series of indicators, one of which pertains to a districts fund balance. Districts had previously been required to maintain 60 days of operating expenses in its fund balance.

amount raised does not yield reliable, compensatory funding streams when compared to the sum total of losses in state aid.

THE IMPACT ON STUDENT LEARNING: IN THE CLASSROOM & ON CAMPUS

*"I think we are more efficient, but there has been a price."
-Teacher, Suburban High School*

Of primary concern to superintendents, principals, teachers, guidance counselors and administrators has been the impact on student learning. School districts emphasized that their top priority was to protect the classroom as much as possible when examining their budgets. Invariably, classroom instruction was affected as districts increased class size. By examining statewide trends in K-4 class size waivers from 2008-2009 to 2011-2012 and changes in average class size from 2010-2011 to 2011-2012, there are clear increases in both areas.

Small Class Size as an Education Policy Priority

The impact of class size on student learning outcomes has long been a topic of study for education researchers. The seminal three phase, four year research study on average class size, *Project STAR (Student-Teacher Achievement Ratio)*, was funded by the Tennessee State Legislature in 1985. This study is considered a landmark that firmly links small class sizes in elementary grades with improved academic performance.

In this study, classrooms at the kindergarten, first, second and third grade levels employed one of three experimental models to assess the impact of class size on academic outcomes: classrooms of 13 to 17 students with one teacher, classrooms of 22 to 25 with one teacher and classrooms of 22 to 25 with one teacher and a teacher's aide.¹⁶ Sixty-five thousand students in roughly 330 classrooms in 80 schools participated.¹⁷ Student outcomes were measured both by standardized tests and curriculum based assessments. Upon the study's completion research clearly identified an impact of small class size on learning: those in the small classroom of 13 to 17 students performed better than those in a classroom of 22 to 25 with or without a teacher's aide. The impact of small class size on minority children was also noted. Gains made by minority children in small classrooms were double those of majority (Caucasian) students. However, these academic gains diminished after several years.¹⁸

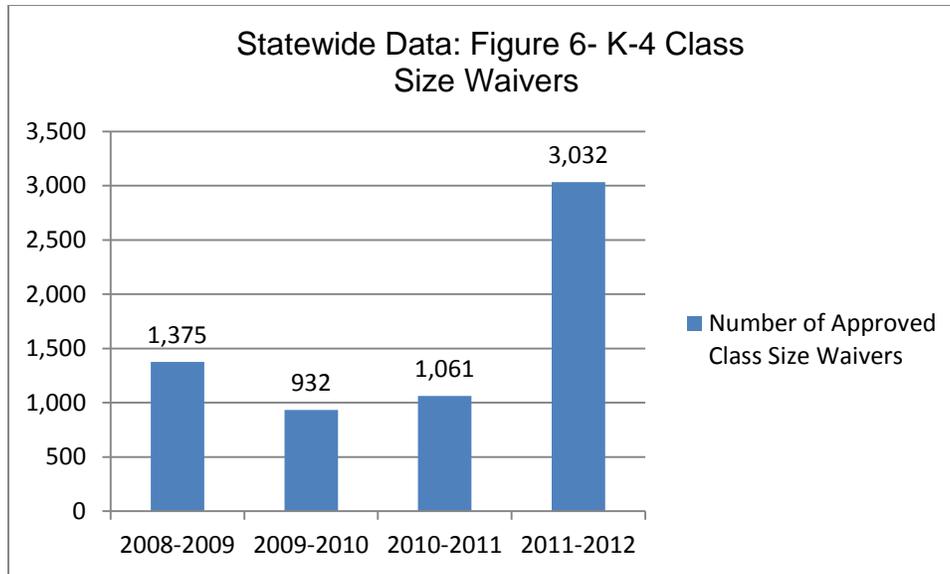
Over the years state education policy has stressed the importance of smaller class sizes. Caps on average class size are frequently used to limit growth in specific grades. The Texas Education Code is clear; a student to teacher ratio of 22:1 is to be maintained in K-4. If classrooms exceed the 22:1 ratio, districts must apply for a class size waiver. The waiver allows a classroom to increase class size instead of hiring a new teacher to accommodate more students than the predetermined ratio.

In 2011-2012, the number of approved class size waivers increased to 3,032 which was an almost 200% increase from the year prior and well above the prior three year average of 1,122.

¹⁶ Frederick Mosteller, "The Tennessee Study of Class Size in Early School Grades." *Critical Issues for Children and Youth*, Vol.5- 2 (1995): 113.

¹⁷ Mosteller, 113.

¹⁸ Mosteller, 125.



In addition to changes in class size waiver data, research focused on examining district level changes in average class size from 2010-2011 to 2011-2012. Average class size data was examined in the following grades and subject areas for survey respondents:

- Kindergarten through Sixth Grade
- Secondary Social Studies, Science, Math and English¹⁹

While examining district level data can mask variation in and among campuses, it is still a critical barometer of statewide trends. Changes in average class size were tested for statistical significance at the 95% confidence level ($\alpha = 0.05$) using a one-tailed test. Analysis demonstrates that class sizes were significantly larger in all grades and subject areas except Kindergarten and 1st grade.

The table below illustrates the changes in average class size across grade levels for survey respondents. The average class size presented in columns 2010-2011 and 2011-2012 are sample averages from the school district survey. Since the bulk of the sample consisted of small, rural districts that tend to have lower enrollment, the average class size skews lower overall as a result.

¹⁹ Secondary for the purposes of this analysis conflates grades 7-12.

Survey Data: Changes in Average Class Size: 2010-2011 and 2011-2012

Grade	2010-2011 Average Class Size	2011-2012 Average Class Size	Statistically significant difference?
Elementary			
Kindergarten	16.68	17.54	No
First Grade	16.48	17.6	No
Second Grade	16.18	18.16	Yes
Third Grade	16.4	18.01	Yes
Fourth Grade	17.19	18.29	Yes
Fifth Grade	17.17	19.71	Yes
Sixth Grade	15.91	19.07	Yes
Secondary			
Secondary Social Studies	14.95	18.29	Yes
Secondary Science	14.52	17.25	Yes
Secondary Math	13.28	16.8	Yes
Secondary English	13.4	17.36	Yes

The inferential analysis in this case points to a larger statewide trend of increasing class sizes and should not be interpreted as referring to the absolute numbers associated with changes in average class size.

Moving beyond average class size and class size waivers, *Texas Public Education Cuts: Impact Assessment* did not identify a uniform measure to track student learning as TAKS is phased out and STAAR is too new of an assessment tool.²⁰ As such researchers relied on qualitative interviews for primary source information.

Key interviews highlighted the recurring concerns of educators in light of diminished resources:

- Losing one-on-one time pull-outs with teacher aids
- Money for remediation is gone
- Less individualized attention to students because of larger classes
- Planning period eliminated for teachers
- Higher levels of fatigue among staff
- Field trips or offsite learning opportunities have dramatically decreased
- Students on the margins will be those most affected by the cuts
- Fewer elective courses available at the secondary level

Many superintendents speculated that the impact of the budget cuts on student learning would not be immediate; any losses in academic achievement will likely not surface for several years.

²⁰ The Texas Assessment of Knowledge and Skills (TAKS) was the statewide assessment tool used to measure academic achievement and proficiency for all grades until 2011-2012. TAKS has been replaced by State of Texas Assessments of Academic Readiness (or STAAR) and is currently being phased in. STAAR, by design, is a more rigorous assessment tool than TAKS.

ENRICHMENT PROGRAMING

In addition to regular education services, school districts provide enrichment opportunities for students. Advanced coursework, college access programing and after school and summer programs are vital wraparound services that create accelerated learning opportunities or reinforce lessons outside of the classroom.

ADVANCED COURSEWORK

Advanced coursework provides high-performing students an opportunity to move beyond traditional coursework in a more rigorous academic setting. Advanced coursework was defined in the survey as Advanced Placement (AP), International Baccalaureate (IB), and Dual Credit.²¹

Districts were asked to provide expenditures in all three areas for the 2011-2012 and the 2012-2013 school years. Over 70% of districts reported no change in expenditures between the two years.

COLLEGE ACCESS PROGRAMING

College access programing is a vital service that provides students additional support before and during the college application process. Counselors typically meet with students individually or in larger groups in a workshop setting to help students and their families navigate what can be a daunting selection and application process.

For the purposes of this study, college access programing functions as a catchall term, referring to school-based advising, FAFSA preparation and submission assistance, college entrance exam information, fee waivers for tests and counseling on the college search, and selections and admissions process.

Over 65% of school districts noted that during the 2011-2012 school year college access programing did not change from the year prior. Sixteen percent of those districts had no college access programing in either year. Several districts, approximately 12% reported seeing a somewhat or significant increase in college access programing from the year prior. The remaining 23% of respondent districts reported a decrease in college access programing.

AFTER SCHOOL & SUMMER SCHOOL PROGRAMING

A little over half of school districts saw no change in the number of students served in their non-fee based after school programing from 2010-2011 to 2012-2013. Eleven percent of districts saw a decrease, while 22% reported an increase in the number of students served. Seventy percent of the districts that reported no change did not offer free after school programing to begin with.

²¹ Dual credit programs allow high school students to simultaneously earn college and high school credit by taking undergraduate level courses at a local college.

Similarly districts were prompted to provide the total number of students served through summer school programs for all three years. Forty five percent of districts indicated that the number of students served did not change, while 39% saw a decrease and 16% increased the number of students served.

PRE-K IN TEXAS

The positive impact of a high quality prekindergarten program on students living in poverty is well-documented. One of the preeminent studies, The Carolina Abecedarian Project, studied the impact of early childhood education on high poverty children in North Carolina. The longitudinal study tracked participants into early adulthood assessing the efficacy of a high quality, full time intervention program. Study participants:²²

- Had higher cognitive test scores
- Achieved more years of education and had a higher likelihood of attending college
- Continued to have higher academic achievement in math and reading into early adulthood

The Abecedarian Project underscored the need for high quality, intensive early education programs. A cost benefit analysis of the project was conducted and found “the estimated cost-benefit ratio was 2.5:1— meaning for every dollar spent on the program, taxpayers saved \$2.50 as a result of higher incomes, less need for educational and government services, and reduced health care costs.”²³ A similar study at the Chicago Child-Parent Program served children living in high poverty neighborhoods. Participants attended half day pre-k programs and received additional support services through first grade. Follow up studies with participants at age 20 indicated lasting effects, as program participants had lower rates of incarceration and higher high school graduation rates.²⁴

Texas does not require pre-k to be offered in every school district. Current TEA guidelines stipulate that school districts are required to offer free, half day pre-k if there are 15 or more three or four year olds meeting at least one of the following criteria²⁵:

1. The student cannot speak or comprehend the English language
2. Is educationally disadvantaged (as defined by free or reduced lunch eligibility)
3. Is homeless
4. Is or has been in foster care
5. Child of an active duty member of the U.S. Armed Forces
6. Child of a deceased member of the U.S. Armed Forces who was injured or killed while serving on active duty

As of the 2011-2012 school year, there were 225,037 children enrolled in pre-kindergarten statewide. Pre-k enrollment has seen a twelve percent increase (or roughly 24,000 new

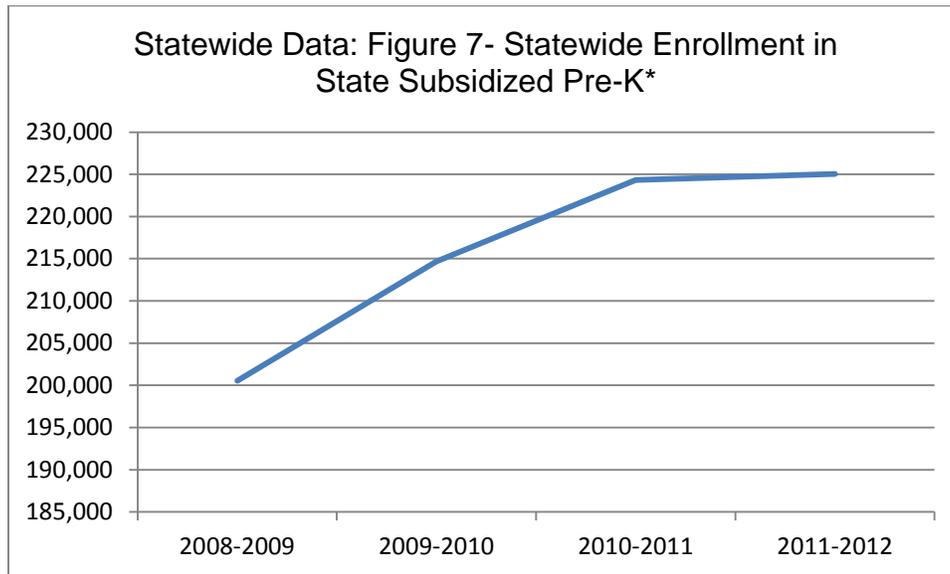
²² “Major Findings,” *UNC FPG Child Development Institute*, September 2012, <http://projects.fpg.unc.edu/~abc/#major_findings>.

²³ “Poverty and Early Childhood Intervention” *UNC FPG Child Development Institute*,” April 2007, September 2012 <<http://projects.fpg.unc.edu/~snapshots/snap42.pdf>>.

²⁴ “Poverty and Early Childhood Intervention,” *ibid*.

²⁵ “Eligibility for Pre-Kindergarten,” *Texas Education Agency*, September 2012, <http://www.tea.state.tx.us/index2.aspx?id=2147495387&menu_id=2147483718>.

students enrolled) in the last four years.²⁶



*enrollment numbers from TEA

Over 85% of survey respondents reported no change in their pre-k offerings from 2010-2011 to 2012-2013. Of those districts reporting no change in their pre-k offerings 46% offered full day pre-k, and 49% offered half day pre-k, and 5% offered no pre-k.

Fifteen percent of districts reported a change from full to half day pre-k sometime during the three year survey time span. Nine-hundred children were impacted by their pre-k programs moving from full day to half day.

It is difficult to ascertain whether or not class sizes in pre-k have increased in the last two years as TEA does not require districts to report average class size for pre-k nor are there state mandated caps in class size (unlike K-4). The lack of reliable data prevents any further analysis on the changes and therefore impact on pre-k programs.

While not included in the school district survey El Paso ISD saw tremendous losses in pre-k staffing. Data released by TEA in the spring of 2012 indicated El Paso ISD employed 371 full time employees (FTE) pre-k teachers in 2010-2011. By the 2011-2012 school year, El Paso ISD employed just 27 FTE pre-k teachers. This indicates a 93% reduction in pre-k staff between the two years. Pre-k enrollment for El Paso ISD pre-k was 2,585 students in 2011-2012.¹

²⁶ Eligibility for Pre-Kindergarten, *ibid.*

CONCLUSION

Texas Public Education Cuts: Impact Assessment evaluated a mix of financial and academic indicators to monitor the district and campus level effects of state budget cuts. Texas' school districts have adapted to the changes in state funding in a variety of ways. Districts prioritized minimizing the impact on student learning and achievement. Small class size, a longstanding statewide education policy priority, has suffered as a result. The preliminary research findings highlight the following:

- The common denominator among school districts was the incredible variation as to how each district was affected by and responded to the cuts.
- Strong leadership prevailed at the district level. Leaders largely worked within existing service delivery frameworks rather than using the cuts as an opportunity to re-envision public education service delivery.
- On average, payroll expenses make up the bulk (80%) of school district spending. Districts achieved target fiscal reductions primarily through staff attrition. Consequently, many districts were unable to avoid a reduction in teaching staff.
- Every effort was made to avoid cuts that would directly impact student learning. However class sizes have increased at the elementary and secondary levels, directly impacting student achievement.
- Evidence based programs and interventions were affected, notably pre-k programs. Fifteen percent of pre-k programs reported cuts.
- School district management and operations are aligning with best practices from the private sector. This includes the use of cost containment strategies, increased collaboration, diversified revenue streams, low administrative overhead and achieving economies of scale where possible.

The data and findings presented in *Texas Public Education Cuts: Impact Assessment* reflect preliminary research and analysis of the impact of state budget cuts on school districts. CHILDREN AT RISK contacted 80 districts which represent 36% of all students in Texas. The stratified random sample of school districts was designed to be representative of the state in terms of geographic distribution, levels of student poverty and the amount a district is paid to educate a student. CHILDREN AT RISK will survey the remainder of school districts in the fall of 2012 and release statewide findings in January 2013.

During the interim CHILDREN AT RISK strongly urges Texas' 83rd Legislature to consider the implications of the overall findings and the impact of lost funding on evidence based education initiatives in a climate of higher accountability standards. The initial findings highlight the fluid and sensitive nature of the relationship between responsible stewardship of taxpayer funds, smart financial management and a quality public education system. As the research shows there has been a spillover effect on proven statewide education policy priorities that will, more than likely, have a lasting effect on all students in Texas.

APPENDIX A: Full Methodology

CHILDREN AT RISK began the task of developing the research framework for *Texas Public Education Cuts: Impact Assessment* in January 2012 in concert with the establishment of a Superintendent Advisory Committee (SAC) that would help identify research priorities and refine the school district survey instrument.

Texas Public Education Cuts: Impact Assessment is comprised of four components: two school district surveys, a nonprofit survey and qualitative interviews at the district and campus level. Research priority areas included but were not limited to pre-k, revenue generation and cost containment strategies, changes in average class size, expenditures on library services, athletics and counseling services. The findings from the nonprofit survey will be released in October 2012.

(D) SCHOOL DISTRICT SURVEY: CHILDREN AT RISK administered a school district survey in two phases. The survey itself is designed to collect in-depth information on the impact of state budget cuts on school districts from across the state. The school district survey development was guided by the Superintendent Advisory Committee, academics and a statistician to ensure the validity and comprehensiveness of the survey questions. The National Opinion Research Center (NORC) at the University of Chicago has been subcontracted for survey delivery and data cleaning.

- a. Phase I Survey: A 22 item questionnaire was sent to a stratified random sample of 120 school districts culled from 1,031 school districts in Texas. In addition to but separate from the random stratified sample, a nonrandom sample of 17 large urban school districts were surveyed. The data collection period was from April-September 2012.
- b. This 22 item questionnaire was sent to a stratified random sample of 120 school districts culled from 1,024 school districts in Texas as well as 10 large urban school districts. The data collection period was from April-August 2012. The sampling frame was guided by three strata criteria:
 - i. *Geographic Location*- Using 2010 Common Core Data (CCD) district locale codes from The Department of Education. CCD uses four main categories to classify districts: city, suburban, rural and town. Each category has three subcategories. For the purposes of sampling frame the rural and town CCD district locale designations were conflated and the subcategories were ignored.
 - ii. *Target Revenue per WADA*- Using 2009-2010 data from the Texas State Comptroller's office, target revenue per WADA is the dollar amount a school district receives per student based on average daily attendance. For this survey districts were identified as either above or below the statewide average of \$5,079.
 - iii. *Percentage of Students Economically Disadvantaged*: School districts report the number of students eligible for free and reduced lunch. This is

a commonly used benchmark of student poverty within a school district. Districts were categorized as either above or below the statewide average of 58% in 2010-2011.

- c. Phase II Survey: This eleven item questionnaire was sent to the balance of school districts not surveyed in the Spring of 2012. The data collection period is from September-December 2012.

Similarly CHILDREN AT RISK is subcontracting with NORC for survey dissemination and data cleaning. This survey is being administered online and is similar in content to the Phase I survey. Findings will be disseminated in January 2013.

(E) NON-PROFIT SURVEY: The state cuts to public education have not only affected school districts themselves, but also the community-based organizations that work in and alongside districts to improve academic, social, and emotional outcomes for Texas' students. To better understand the 'ripple effect' of the state budget cuts, researchers conducted an online survey and follow-up interviews of a non-random sample of local and state education non-profits that serve students and schools across the state. The survey evaluated if and how programs and services have changed as a result of the budget cuts.

The findings of this survey will be released in October 2012.

(F) SCHOOL SITE VISITS AND INTERVIEWS: To form a richer narrative of the impact of education budget cuts, researchers conducted campus level site visits across the state and conducted confidential, semi-structured interviews with school teachers, principals, and guidance counselors to learn how the cuts have affected their daily routines and campuses. These interviews have filled the narrative gaps from the school district surveys and publicly available data.

APPENDIX B: Cost Containment Strategies

Strategy	Yes, in 2010-2011	Yes, in 2011-2012	Yes, Projected for 2012-2013
<i>Personnel</i>			
a. Froze administrative staff salaries	33.3%	52.4%	26.2%
b. Froze teacher salaries	14.3%	33.3%	11.9%
c. Reduced ISD retirement contribution	0%	2.4%	2.4%
d. Reduced health benefits	0%	4.8%	2.4%
<i>Administration, Maintenance and Operations</i>			
e. Deferred maintenance	40.5%	59.5%	35.7%
f. Deferred technology upgrades	28.3%	42%	26.2%
g. Conducted energy audit(s)	33.3%	33.3%	19%
h. Reduced water usage	28.4%	33.3%	33.3%
i. Implemented distance learning	21.4%	23.8%	26.2%
j. Reduced transportation services	7.1%	31%	23.8%
k. Restructured transportation services	9.5%	40.5%	23.8%
l. Initiated new third party vendor contracts	11.9%	14.3%	14.3%
m. Reduced/Eliminated third party vendor contracts	9.5%	14.3%	9.5%
n. Outsourced administrative functions	7.1%	7.1%	7.1%
o. Joined a purchasing cooperative with another ISD	19%	21.4%	19%
p. Entered a shared service agreement with another ISD	21.4%	26.2%	21.4%
q. Pursued chapter 313 agreement	2.4%	0%	2.4%
<i>Campus Operations</i>			
r. Consolidated campuses	0%	4.8%	2.4%
s. Closed schools	0%	0%	0%
t. Shortened the school year	0%	2.4%	2.4%
u. Shortened the school day	0%	0%	0%
v. Combined enrichment course offerings across campuses	2.4%	2.4%	4.8%

Appendix C: Participating School Districts

District Name	Survey Status	Sample
Abilene ISD	Complete-full survey	Nonrandom Urban
Aldine ISD	Complete-full survey	Nonrandom Urban
Austin ISD	Complete-full survey	Nonrandom Urban
Brady ISD	Complete-full survey	Stratified Random
Brazos ISD	Complete-short survey	Stratified Random
Bynum ISD	Complete-full survey	Stratified Random
Canton ISD	Complete-full survey	Stratified Random
Canyon ISD	Complete-full survey	Stratified Random
Childress ISD	Complete-full survey	Stratified Random
Cross Plains ISD	Complete-full survey	Stratified Random
Cypress-Fairbanks ISD	Complete-full survey	Nonrandom Urban
Dallas ISD	Complete-full survey	Nonrandom Urban
Desoto ISD	Complete-full survey	Stratified Random
Eden CISD	Complete-full survey	Stratified Random
Evant ISD	Complete-full survey	Stratified Random
Forestburg ISD	Complete-full survey	Stratified Random
Friona ISD	Complete-short survey	Stratified Random
Frisco ISD	Complete-full survey	Stratified Random
Frost ISD	Complete-full survey	Stratified Random
Georgetown ISD	Complete-full survey	Stratified Random
Harlingen CISD	Complete-full survey	Stratified Random
Hays CISD	Complete-full survey	Stratified Random
Hedley ISD	Complete-full survey	Stratified Random
Houston ISD	Complete-full survey	Nonrandom Urban
Humble ISD	Complete-full survey	Nonrandom Urban
Ingleside ISD	Complete-full survey	Stratified Random
Klein ISD	Complete-full survey	Stratified Random
Lasara ISD	Complete-full survey	Stratified Random
Latexo ISD	Complete-full survey	Stratified Random
Leander ISD	Complete-full survey	Nonrandom Urban
Little Elm ISD	Complete-full survey	Stratified Random
Louise ISD	Complete-short survey	Stratified Random
Matagorda ISD	Complete-short survey	Stratified Random
New Castle ISD	Complete- short survey	Stratified Random
Normangee ISD	Complete- full survey	Stratified Random
Northside ISD	Complete-full survey	Stratified Random
Overton ISD	Complete-full survey	Stratified Random
Pawnee ISD	Complete-full survey	Stratified Random
Pharr-San Juan-Alamo ISD	Complete- short survey	Stratified Random

District Name	Survey Status	Sample
Priddy ISD	Complete-full survey	Stratified Random
Pringle-Morse CISD	Complete-full survey	Stratified Random
Red Lick ISD	Complete-full survey	Stratified Random
Rochelle ISD	Complete-full survey	Stratified Random
Round Top-Carmine ISD	Complete-short survey	Stratified Random
Salado ISD	Complete-full survey	Stratified Random
Seagraves ISD	Complete-full survey	Stratified Random
Troy ISD	Complete-full survey	Stratified Random
Water Valley ISD	Complete-short survey	Stratified Random
Westbrook ISD	Complete-full survey	Stratified Random
Woodsboro ISD	Complete-full survey	Stratified Random

An overview of the random stratified sample is provided below in terms of geographic location, student enrollment, student poverty levels and target revenue per WADA:

1. 42 complete surveys out of the 120 in the original sample yielding a 35% response rate
 - a. CCD Descriptors
 - i. 2 City Districts
 - ii. 3 Suburban Districts
 - iii. 37 Rural/Town Districts
 - b. Student Enrollment
 - i. 59.5% of districts have student enrollment <1,000 [n=25]
 - ii. 16.5% of districts 1,001- 5,000 [n=7]
 - iii. 7% of districts 5,001-10,000 [n=3]
 - iv. 7% of districts 10,001-20,000 [n=3]
 - v. 9% of districts 20,000 plus [n=4]
 - c. High Poverty Districts
 - i. 43% of districts are above the state average of 58% [n=18]
 - ii. 57% of districts have more than half of their student body is classified as economically disadvantaged [n=24]
 - d. Target Revenue per WADA
 - i. 71% of districts are above the state average of \$5,079
 - ii. 29% of districts are below the state average of \$5,079

Final Status by Sampling Variable	Total N	% of Total Sample [n=120]	Number of Surveys Received	% of Survey Respondents [n=42]
Economically Disadvantaged				
Above 58%	60	50%	18	43% (-7%)
Below 58%	60	50%	24	57% (+7%)
CCD District Locale				
City	10	8.3%	2	5% (-3.3%)
Suburb	12	10%	3	7% (-3%)
Town/Rural	98	81.7%	37	88% (+6.3%)
Target Revenue Per WADA				
Above \$5,079	78	65%	30	71% (+6%)
Below \$5,079	42	35%	12	29% (-6%)

