

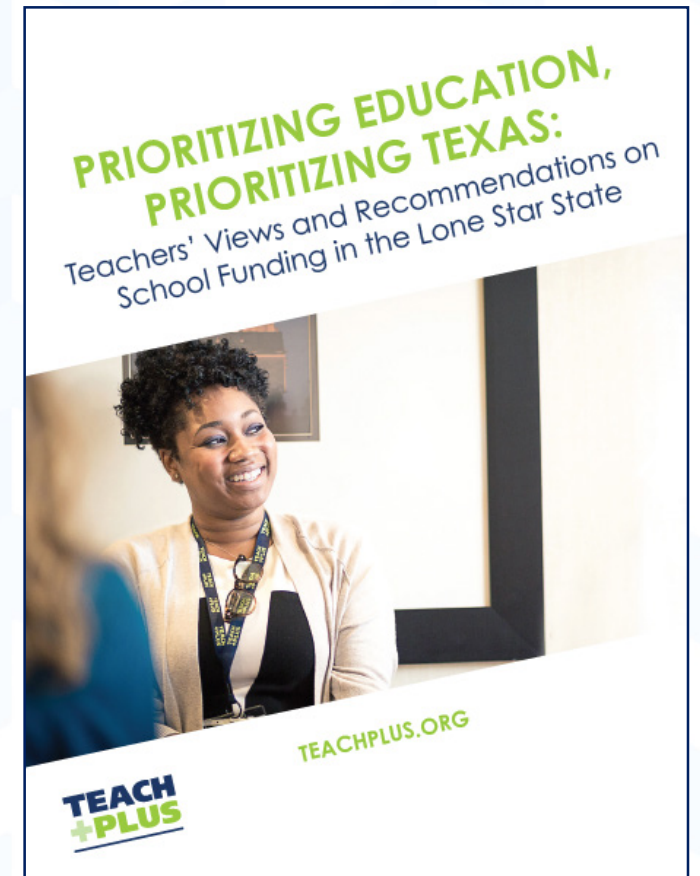
Prioritizing Education, Prioritizing Texas

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Methodology

- + Research by 29 highly-effective teachers in the Teach Plus Texas Policy Fellowship
- + 227 focus group participants
- + Teachers from all grades/subjects
- + Teachers from across the state, including North Texas, the Texas Panhandle, Central Texas, East Texas, and the Rio Grande Valley.



Findings

- + Teachers believe that more resources need to be provided for the education of **high-need student groups** (i.e. special education, English language learners, at risk, economically disadvantaged, etc.).
- + Teachers report that **insufficient counseling services** negatively impact student achievement.

“I teach an Exploring Computer Science class, but do not have daily access to a computer lab.”

“The textbooks are outdated and do not meet rigor of STAAR, but we can’t afford sources that do.”

Findings, continued

- + Teachers report that **large class sizes and low teacher pay** negatively impact student learning.
- + Teachers say that schools need equitable access to **technology, adequate school facilities, and funding for classroom expenses.**

What Teachers Spend Out-of-Pocket

Up to \$299	19%
\$300-\$999	53%
\$1,000+	27%

Does not add up to 100% because of rounding.

Recommendations

- + Provide more funding for high-need student populations.
- + Adequately serve students with social-emotional needs.
- + Hire more essential personnel.
- + Strategically improve teacher compensation.

“We have certified teachers with master’s degrees earning instructional aid incomes. Our ELL staff is grossly outnumbered given the number of ELL students at my school.”