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“The textbooks are outdated and do not meet rigor of STAAR, but we can’t afford sources that do.”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

<table>
<thead>
<tr>
<th>What Teachers Spend Out-of-Pocket</th>
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<tbody>
<tr>
<td>Up to $299</td>
<td>19%</td>
</tr>
<tr>
<td>$300-$999</td>
<td>53%</td>
</tr>
<tr>
<td>$1,000+</td>
<td>27%</td>
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</tbody>
</table>

*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.”