



Local School District Revenue:

Local options to increase funding in support of academic strategic plans



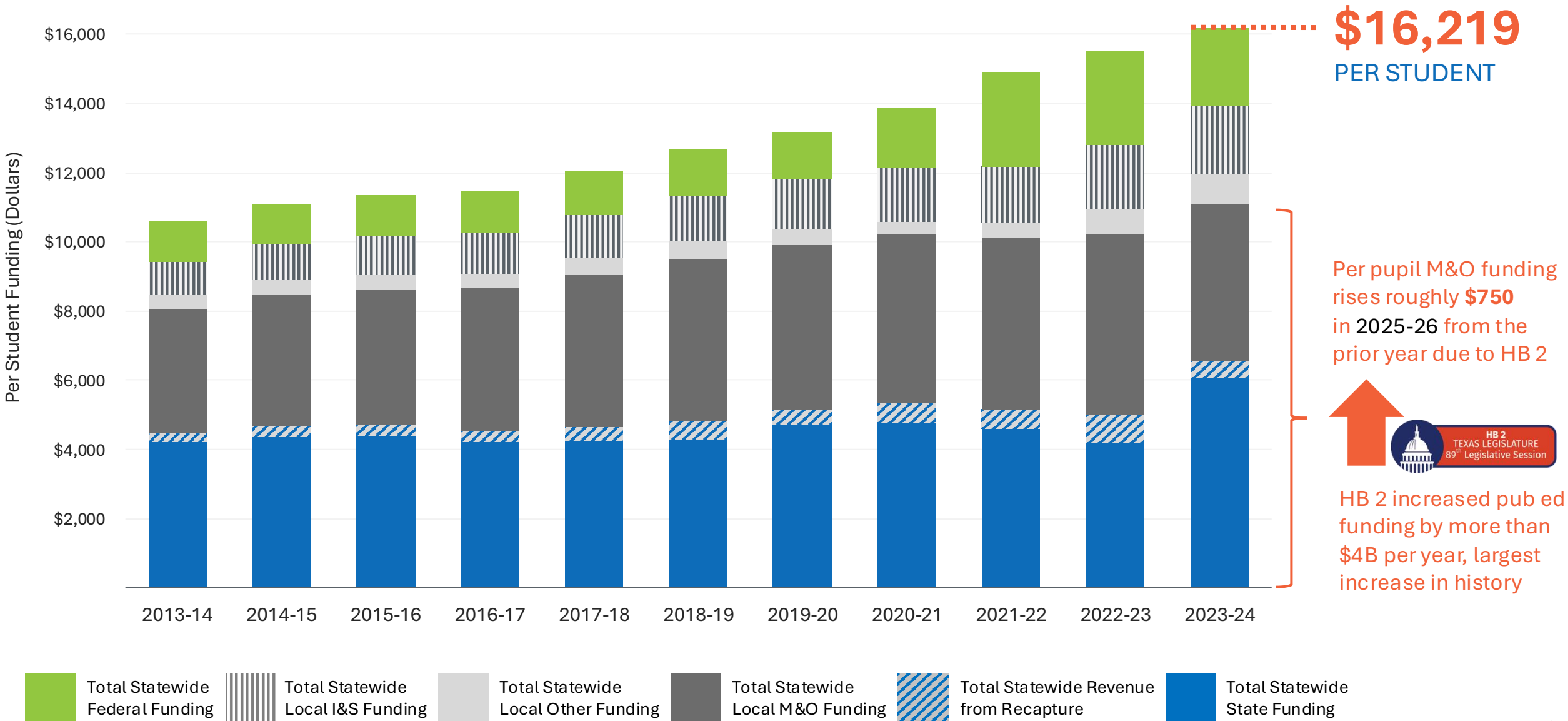
- **Increase district awareness of state funding sources** - including those inside and outside of a district's control – and how they align with researched- backed student supports.



- **Provide district leadership with a suite of tools** – including this webinar, the accompanying slide deck, and a District Funding Decisions Tool – to support decision making to maximizing the uptake of available state funds and the related impact on student achievement.

Total School Funding Has Consistently Increased in Recent Years

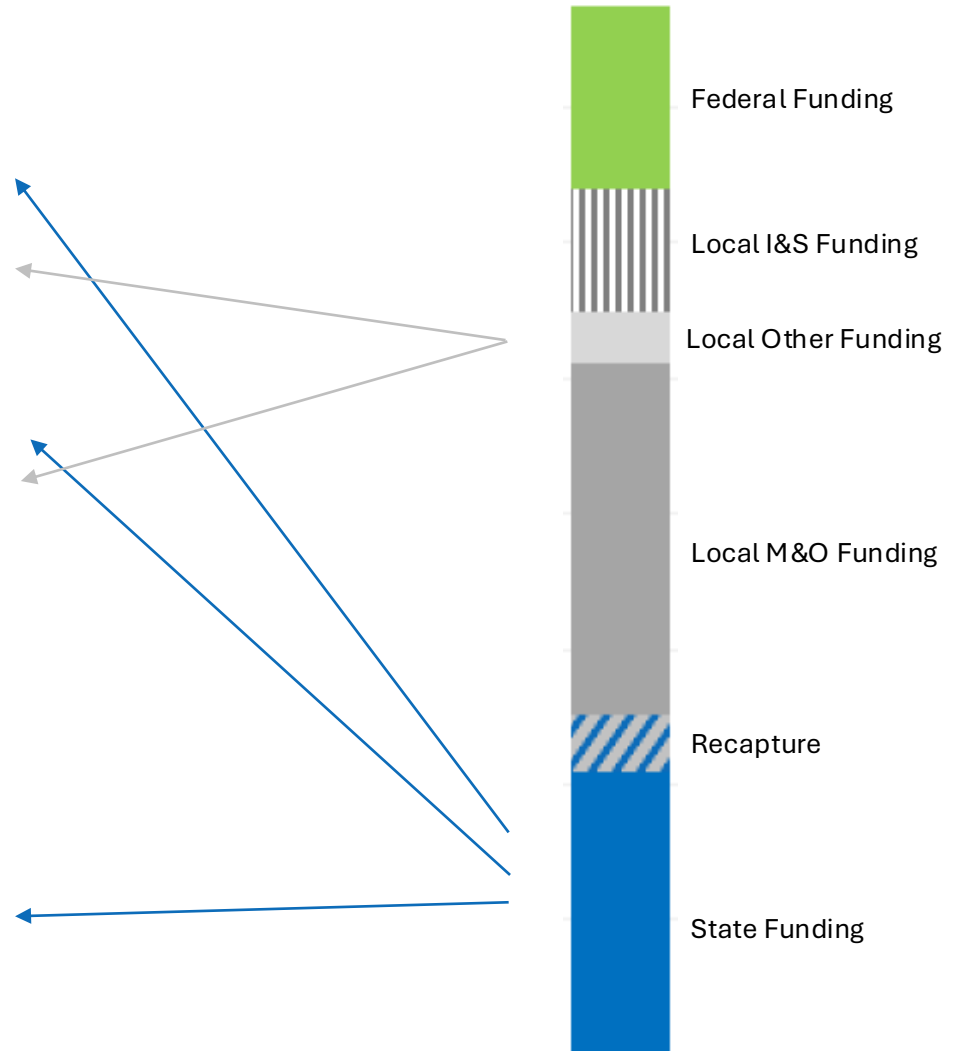
with different funding sources having different allowable uses



Reviewing Your Own District's Total Revenue

School systems' most recent year's audited financials summary via **TEA PEIMS Financial Standard Report >> Actual Report**

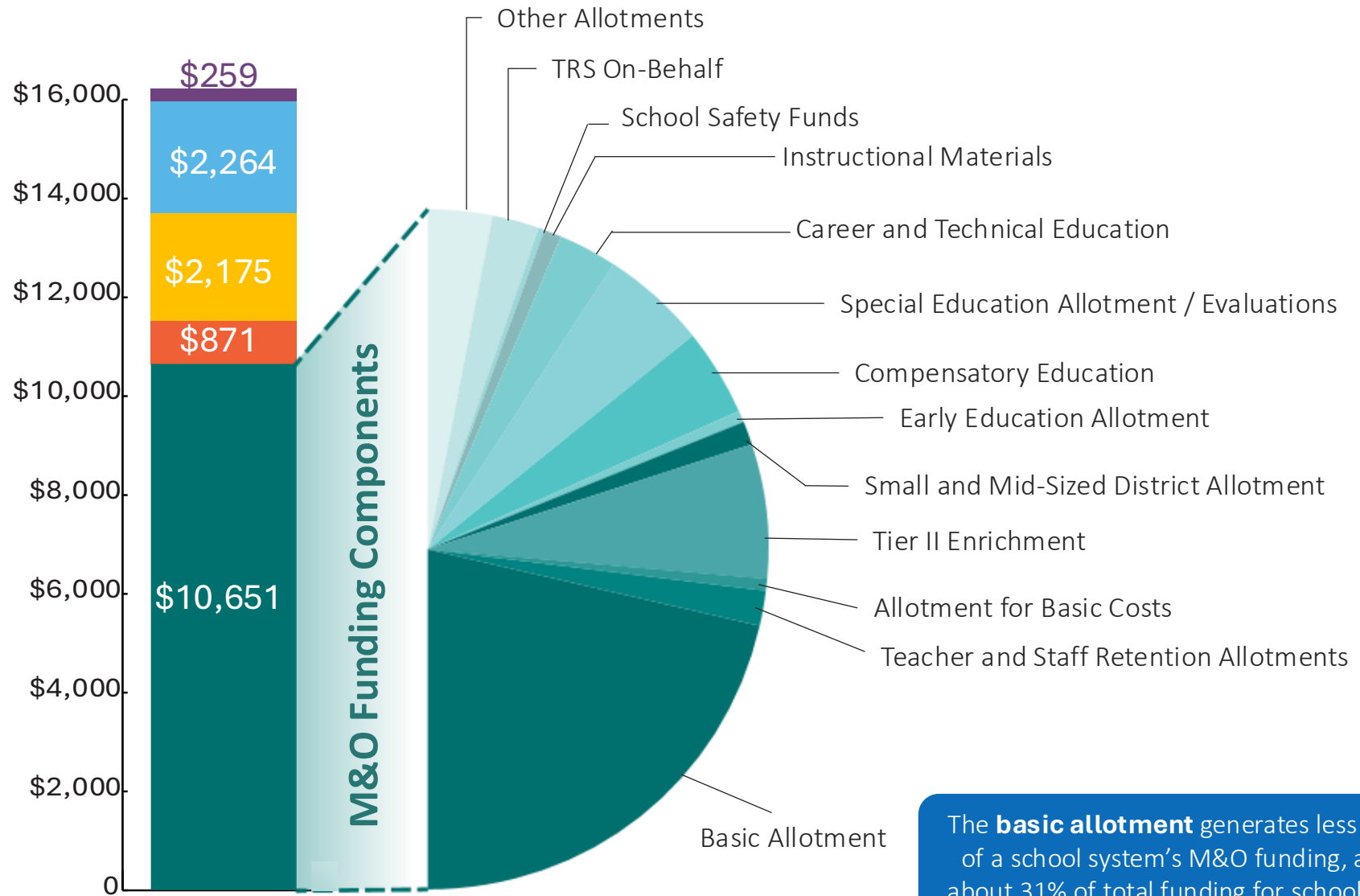
	General Fund	%	Per Student	All Funds	%	Per Student
Revenues						
Operating Revenue						
Local Property Tax from M&O (excluding recapture)	\$25,114,419,573	42.55%	\$4,552	\$25,115,673,157	34.92%	\$4,553
State Operating Funds	\$29,413,325,962	49.83%	\$5,332	\$30,587,705,535	42.53%	\$5,545
Federal Funds	\$1,600,512,515	2.71%	\$290	\$11,797,301,551	16.40%	\$2,138
Other Local	\$2,894,490,514	4.90%	\$525	\$4,418,441,068	6.14%	\$801
Total Operating Revenue	\$59,022,748,564	100.00%	\$10,699	\$71,919,121,311	100.00%	\$13,037
Other Revenue						
Local Property Tax from I&S	\$0	0.00%	\$0	\$10,895,016,475	80.59%	\$1,975
State Assistance for Debt Service	\$0	0.00%	\$0	\$1,105,366,975	8.18%	\$200
Misc Rev Debt Service Fund (F599)	\$0	0.00%	\$0	\$389,717,405	2.88%	\$71
Other Receipts (excluding debt service financing)	\$951,779,706	100.00%	\$173	\$1,129,524,892	8.35%	\$205
Total Other Revenue	\$951,779,706	100.00%	\$173	\$13,519,625,747	100.00%	\$2,451
Subtotal: Operating and Other Revenue	\$59,974,528,270	100.00%	\$10,871	\$85,438,747,058	100.00%	\$15,487
Recapture Revenue						
Local Property Tax Recaptured	\$2,693,303,580	100.00%	\$488	\$2,693,303,580	100.00%	\$488
Total Recaptured Revenue	\$2,693,303,580	100.00%	\$488	\$2,693,303,580	100.00%	\$488
Subtotal: Operating, Other and Recaptured Revenue	\$62,667,831,850	100.00%	\$11,360	\$88,132,050,638	100.00%	\$15,975
Debt Service Financing and TRS Estimate Revenue						
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$3,466,427,330	53.10%	\$628
Estimated State TRS Contributions	\$3,035,361,214	100.00%	\$550	\$3,062,147,998	46.90%	\$555
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$3,035,361,214	100.00%	\$550	\$6,528,575,328	100.00%	\$1,183
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$63,009,889,484	100.00%	\$11,422	\$91,967,322,386	100.00%	\$16,671



There are Many School Funding Components

Different components come with specific spending requirements

\$16,219
2023-2024
FUNDING PER
STUDENT



The **basic allotment** generates less than half of a school system's M&O funding, and only about 31% of total funding for school systems.

District Decisions can Influence M&O Funding

The school finance system is complex. Much of it is a function of state **statutory formulas**, including the basic allotment.

Slicing up the pie:

It is commonly understood that local school boards and district leaders have significant **local control over how the total funding they receive is spent** within their district.

The size of the pie:

What is less commonly understood is that there are also components of the statute that give school boards and district leaders some **local control over how much total funding** is generated by a local district.

This presentation is intended to highlight the **policy levers available to local leaders** that impact the size of total funding for a school system.

District Decisions can Influence M&O Funding

■ Maintenance and Operations (M&O) funding is driven by the **basic allotment** and:

1. Students

- Demographic Make-up (Bilingual, Special Education, Compensatory Education)
- Total Enrollment
- Attendance Rates

Some factors are typically outside a district's control

2. Taxes (for ISDs)

- Collection Rates & Appraisal Accuracy
- Tier 1 Tax Rates & Tier 2 Rates
- Reducing Local Exemptions

LEAs practices can influence other factors.

LEAs have significant decision-making control over several factors that generate revenue.

3. Certain District Characteristics

- ISD Year over Year Enrollment Growth Levels
- Number of Campuses & Teachers
- Small/Mid Size ISD or Charter
- TWIA Tier 1 Location

4. District Priorities and Student Opportunities

■ Teacher Supports:

- TIA
- PREP

■ Instructional Models:

- ADSY
- Dual Language

■ School Models:

- Resource Campuses
- 1882 Campuses
- Drop-out Recovery
- Day Placement
- Hybrid Learning

■ CCM Readiness:

- CTE Sequences
- Rural CTE Partnerships
- P-TECH
- CCMR Tests
- CCMR Outcomes Bonus
- Dual Credit IHE Funds

■ Academic Supports:

- SBOE/OER HQIM
- Blended Learning
- K-3 Reading Interventions, Summer School
- Homeschool UIL
- 3 & 4 year Pre-K

HB2 Increased Public Education Funding in Many Ways. Districts Must Take Action to Take Advantage of Some of M&O Funding Elements



School boards determine:

- **how funds are spent** within a district, and
- **whether extra funding** streams are accessed by a district

In total, the factors under a district's control can increase M&O funds generated by well **over 15%**

Many different funding components make up total M&O funding

SPENDING-BASED

- Teacher Retention Allotment
- Transportation Allotment
- TRS On-Behalf
- Special Ed Evals
- NIFA

DISTRICT-BASED

- Small and Mid-Sized ISD
- Fast Growth ISD
- School Safety per Campus
- Regional Wind Insurance
- Charter facilities

Items in green were created or expanded by the 89th legislature
* Special Education changing to Spending-Based in 2026-27

ATTENDANCE-BASED

- Regular Program / Basic Allotment
- Early Education Allotment
- School Safety per ADA
- Career and Technology
- Special Education
- Bilingual Education
- Support Staff Retention Allotment

ENROLLMENT-BASED

- Compensatory Education
- Allotment for Basic Costs
- TIMA
- Gifted & Talented
- Dyslexia

DISTRICT ACTION-DEPENDENT

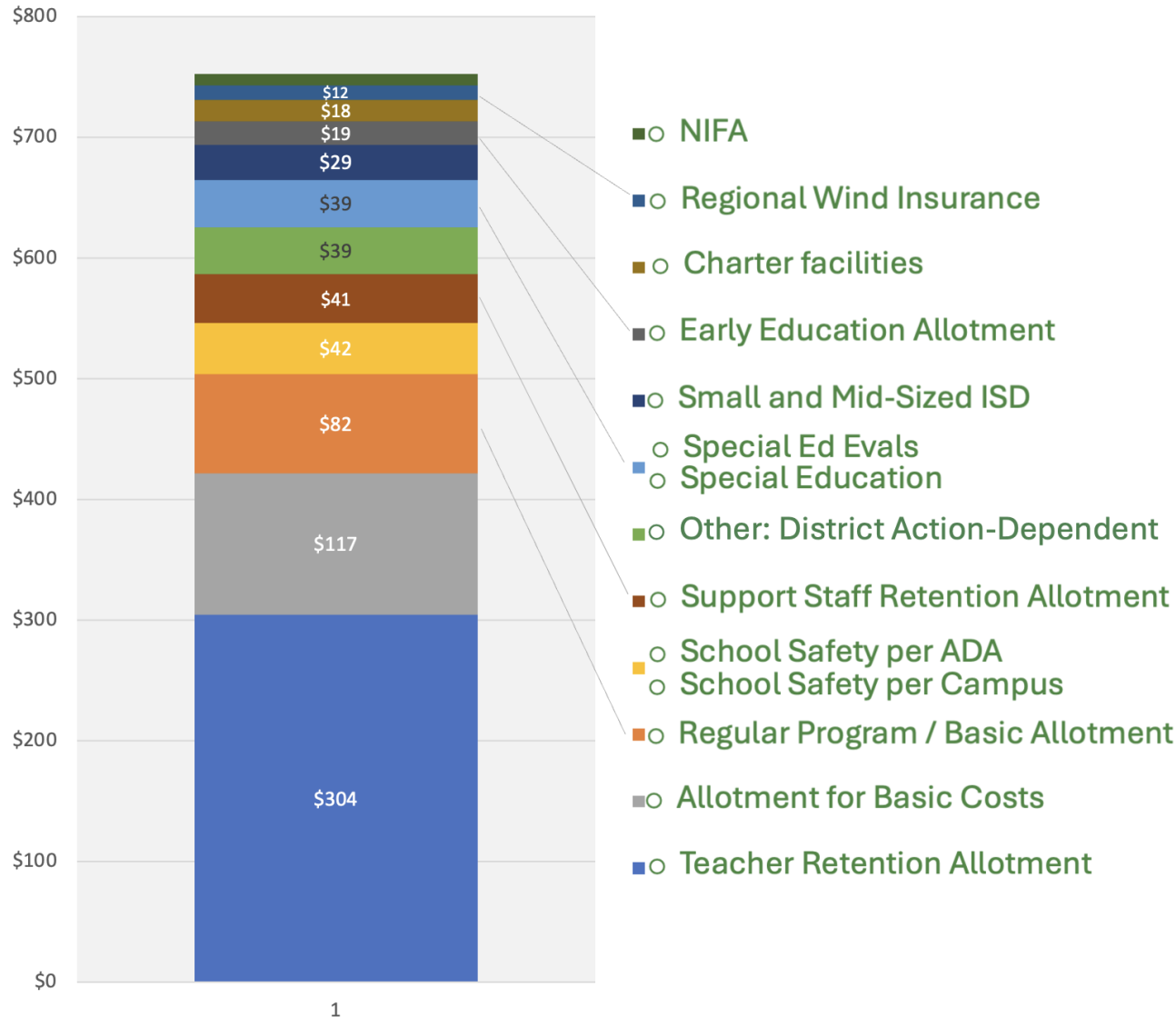
- Teacher Incentive Allotment
- CTE Sequences
- CCMR Outcomes Bonus
- P-TECH
- College Readiness Assessments
- IBCs
- R-PEP
- PREP: Mentor Program
- PREP: Grow Your Own
- PREP: Preservice Teachers
- Dual Language
- Additional Days School Year
- SB 1882
- Resource (ACE) Campuses
- Non-Enrolled UIL Participation
- HQIM (SBOE & OER)
- Blended Learning
- Hybrid Learning
- Dropout Recovery
- Day Placement Campus
- Reading Intervention Allotment
- K-3 Reading Summer School
- PreK (direct & partnership)

TAX RATE-DEPENDENT

- Tier I Tax Rate
- Tier II Tax Rate
- LOHE

HB2 Increased Public Education Funding in Many Ways.

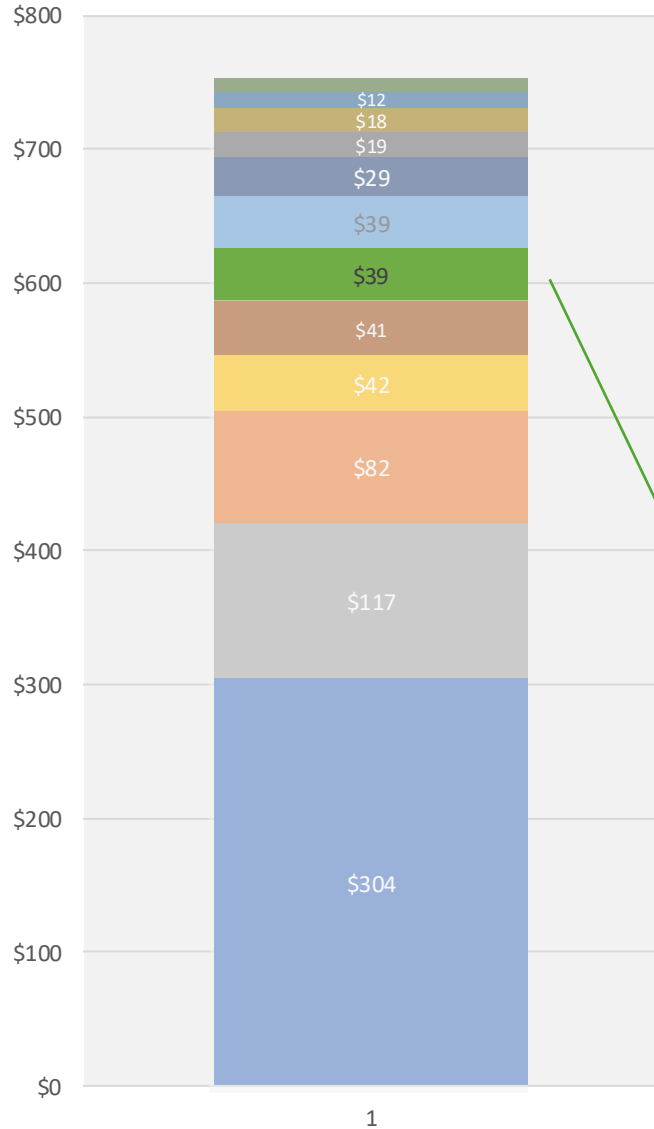
Immediate increase of roughly \$750 for 2025-26 from HB 2



- Teacher Incentive Allotment
- CCMR Outcomes Bonus
- P-TECH
- College Readiness Assessments
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Districts Must Take Action to Take Advantage of Some of M&O Funding Elements

Immediate increase of roughly \$750 for 2025-26 from HB 2

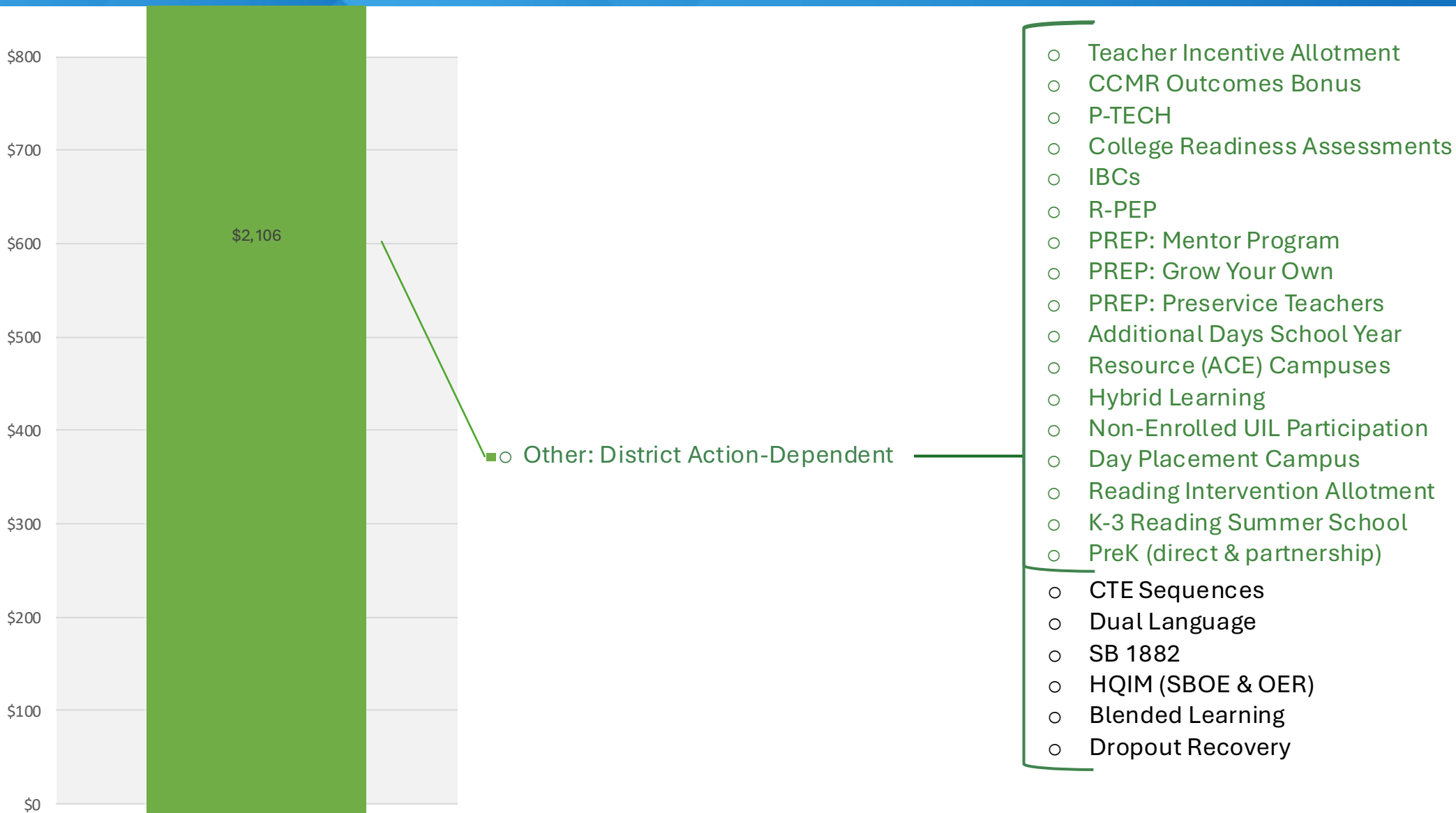


Other: District Action-Dependent

- Teacher Incentive Allotment
- CCMR Outcomes Bonus
- P-TECH
- College Readiness Assessments
- IBCs
- R-PEP
- PREP: Mentor Program
- PREP: Grow Your Own
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Districts Must Take Action to Take Advantage of Some of M&O Funding Elements

M&O funding will increase substantially over time if districts take action to draw down certain funding elements, including funding elements newly added or expanded by HB 2



What are examples of school finance factors a district can influence to increase revenue?

Students

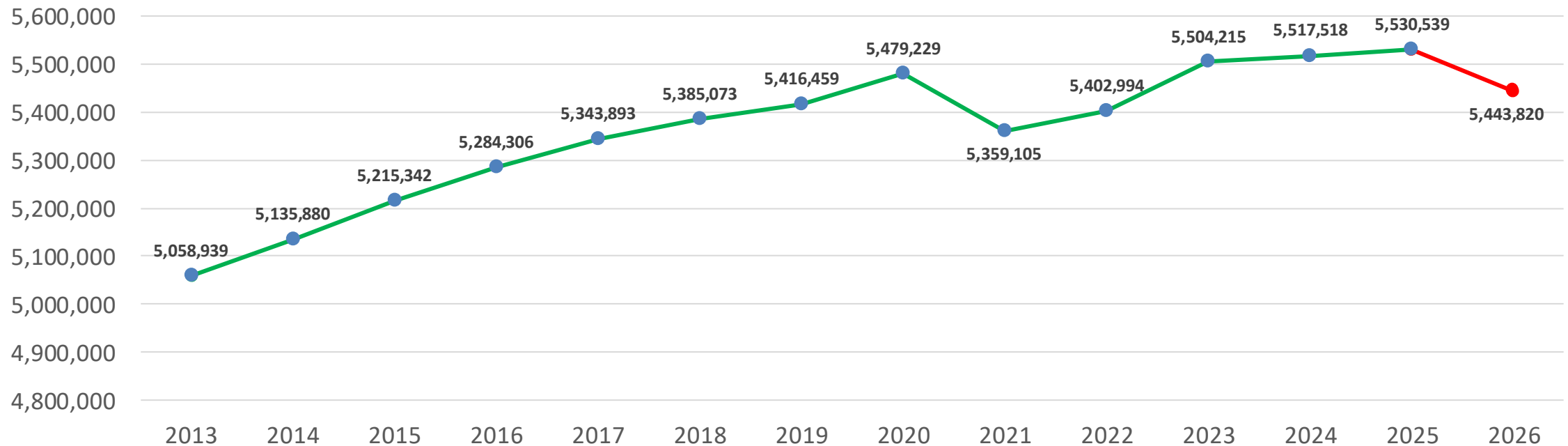
Tax Rates

District Priorities
and Student
Opportunities



Students

Total Enrollment



Much of enrollment is a function of local population. But some LEAs engage in focused efforts to **expand enrollment** from that population by:

- designing specialized school models to appeal to certain non-enrolled families,
- expanding open enrollment policies within district boundaries,
- expanding open enrollment policies outside of district boundaries,
- targeted marketing, and
- adding hybrid or virtual programs, drop-out recovery programs, and pre-k programs.

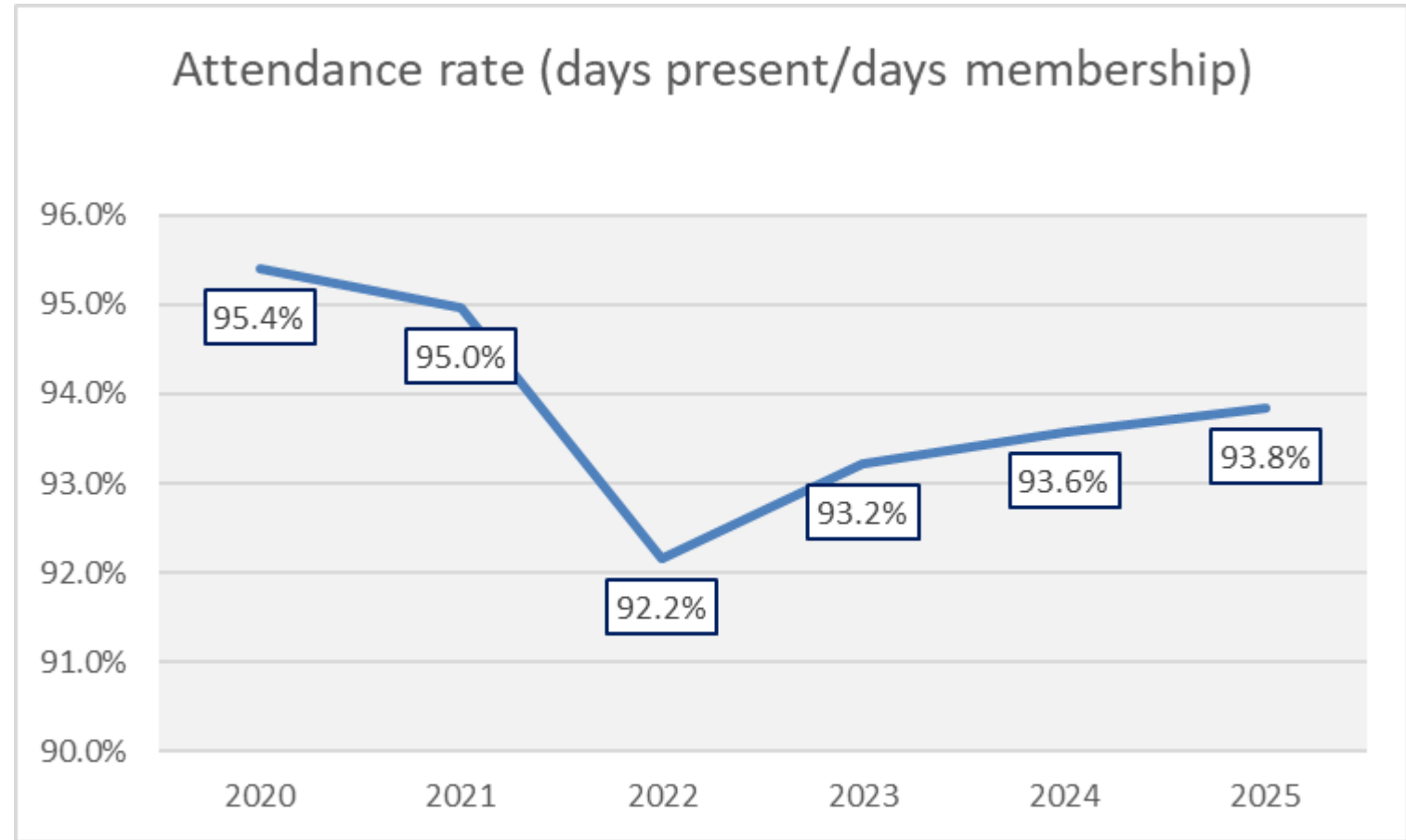
Each new student enrolled generates the **additional** M&O revenue associated with that student (on average, **~\$10.5k per student**)

Attendance Rates

Attendance rates are a key driver of funding and present an opportunity for many public schools.

Note: some aspects of school funding formulas are not impacted by attendance rates. Examples include the Compensatory Education, Dyslexia, and Gifted/Talented Allotments.

A 1% increase in attendance rates would lead to a roughly **0.86% increase** in total M&O funding



A 1% increase in M&O funding is roughly \$106 per enrolled student

What are examples of school finance factors a district can influence to increase revenue?

Students

Tax Rates

District Priorities
and Student
Opportunities



Tax Rate Decision (ISDs only)

M&O tax rate: Three components

Districts determine what rate to set for Tier 1, but typically set it at the maximum compressed rate (MCR).

Districts at MCR for Tier 1 also set the tax rate for Tier 2, and most have adopted at least 5 pennies in Tier 2.

Reducing tax rates provides tax relief to taxpayers. Increasing tax rates increases the size of the district budget.

Tier One



Subject to Recapture

Tax rate generates the Basic Allotment based on the proportion to MCR

Tier Two



Not Subject to Recapture

Guaranteed yield of \$129.52 / WADA in FY26

Tier Two



Subject to Recapture

Guaranteed yield of \$49.72 per WADA in FY26

Tier Two (Max \$0.17)

Going from 5 Tier II to all 8 golden pennies in Tier II varies by ISD, but on average would **increase** M&O funding for a district by **5.03%**

Going from 8 golden but 0 copper pennies to all 9 copper pennies in Tier II varies by ISD, but on average would **increase** M&O funding for a district by **5.6%**

Local Optional Homestead Exemption

- Beyond the \$140k homestead exemptions adopted statewide, ISDs can adopt local percentage homestead exemptions.
- Texas Tax Code 11.13(n) allows a school board to adopt an additional local optional homestead exemption (LOHE) of up to 20% of a homestead's value.
- This reduces local collections of M&O and I&S.
 - For recapture districts, the state allows the district to keep the amount of M&O recapture that would have otherwise been sent to the state in an amount up to the value of lost collections from the LOHE (no net loss).
- Per Tax Code 11.13(n-1), a LOHE that was in place for the 2022 tax year (ie, 2022-23 SY) can not be repealed until the 2028 tax year.
- Districts will receive I&S hold harmless funding from the state equal to the amount of reduced I&S collections from the homestead increase given outstanding I&S debt.

A non-recapture district that adopts a 20% LOHE will see an M&O **reduction** that varies by ISD but is on average **6%**.

- If there are concerns about the accuracy of CAD practices to the point that they begin to impact ISD budgets in a county, ISD boards can surface concerns with their CAD board members to ensure adequate attention is given.
- Local ISD boards in a county elect a portion of appraisal district board members.
- When all ISDs in a given county act in concert, in many cases, they have a controlling share of the vote for who serves on a CAD board.

What are examples of school finance factors a district can influence to increase revenue?

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District Priorities and Student Opportunities



Teacher
Supports

Academic
Supports

CCM
Readiness

Instructional
Models

School
Models

Other State
Supports

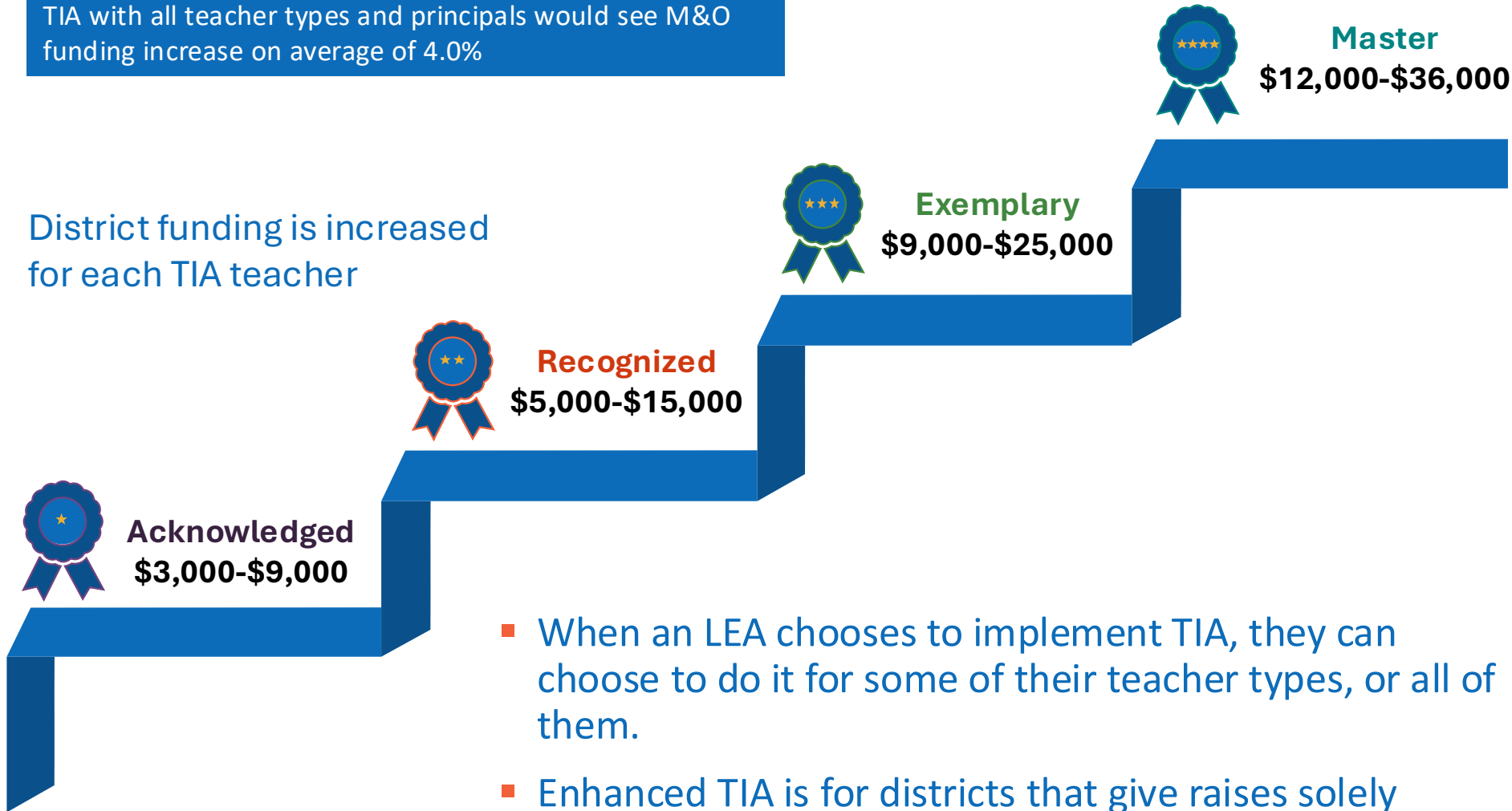


Teacher Support

Teacher Incentive Allotment (TIA) & Enhanced TIA

An LEA not participating in TIA that implements Enhanced TIA with all teacher types and principals would see M&O funding increase on average of 4.0%

District funding is increased for each TIA teacher

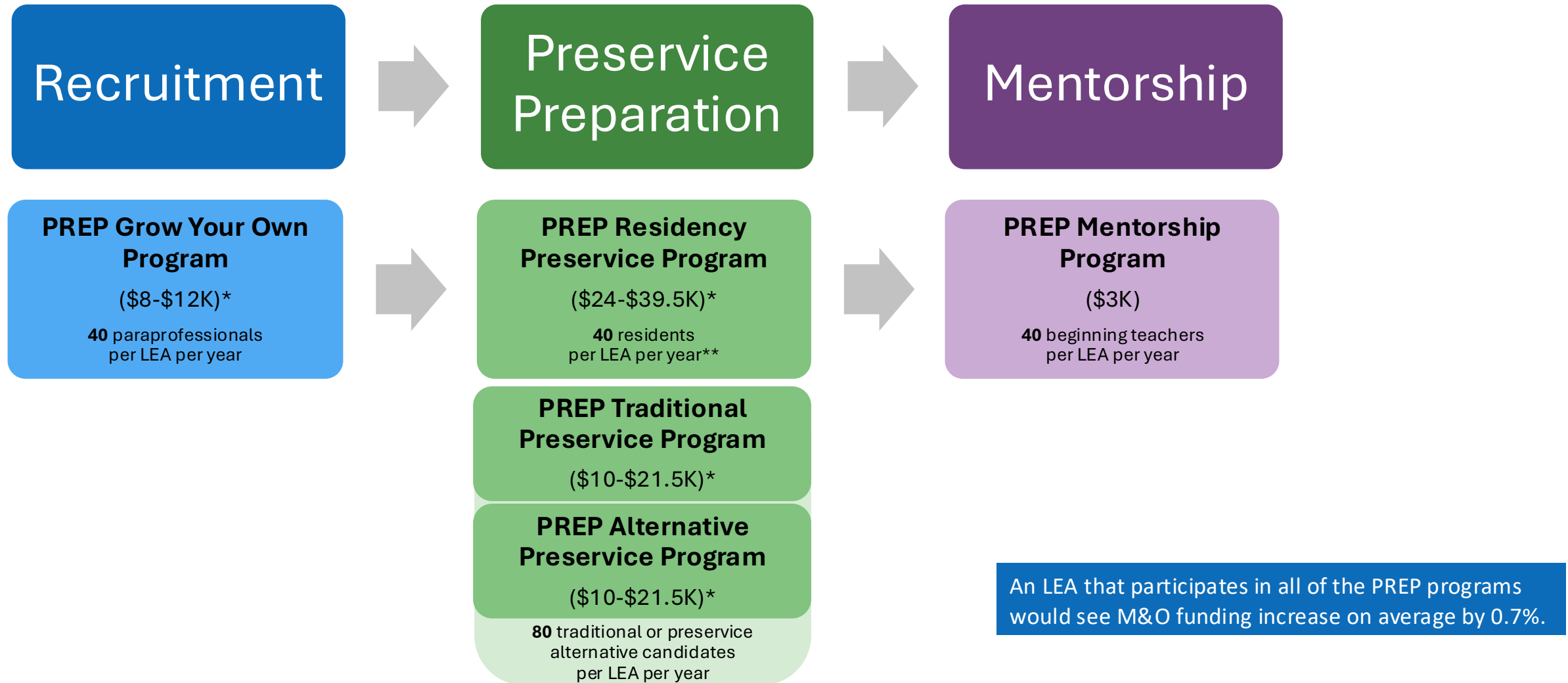


- When an LEA chooses to implement TIA, they can choose to do it for some of their teacher types, or all of them.
- Enhanced TIA is for districts that give raises solely based on merit.

Sample Enhanced TIA Salary Schedule

Performance Level	Annual Salary
Unsatisfactory	\$47,000
Progressing I	\$61,500
Progressing II	\$62,000
Proficient I	\$68,500
Proficient II	\$71,500
Proficient III	\$76,500
Exemplary I	\$79,500
Exemplary II	\$84,000
Master	\$100,000

Preparing and Retaining Educators through Partnership (PREP) Allotment includes 5 formula funded programs to support teacher recruitment, preparation, and mentorship



*FSP Formulas are structured with higher levels of funding for small/rural districts

**If total number of residents exceeds 40, funding can also be provided from eligible slots from the Traditional/Preservice Alternative allocation at that lower funding level for up to an additional 40 residents



Academic Supports

- SBOE-Approved & State-Owned Open-Source Textbooks:
 - When purchasing State Board of Education-Approved Textbooks, the district has access to an extra **\$40 / student**
 - When printing SBOE-approved, state-owned open-source textbooks, the district has access to an extra **\$20 / student** (in addition to the above)
 - LIFT grant funding is provided by the Legislature to support a district’s initial implementation



District Size	Year 1	Year 2	Year 3	3-Year Avg
Very Small	\$240k	\$410k	\$290k	\$360k
Small	\$290k	\$490k	\$340k	\$430k
Small Medium	\$350k	\$560k	\$390k	\$500k
Medium Large	\$610k	\$910k	\$640k	\$820k
Large	\$860k	\$1.260M	\$880k	\$1.130M
Very Large	\$1.210M	\$1.720M	\$1.200M	\$1.550M

An LEA that takes full advantage of SBOE HQIM & OER funding vs an LEA that uses no SBOE materials would see its M&O budget increase about 0.1%

Acceleration Supports: Blended Learning & Early Literacy Intervention

- Blended Learning
 - An annual grant program is available if the district attempts to integrate blended learning approaches alongside the use of state-owned textbooks to accelerate instruction
- Early Literacy Intervention
 - LEAs can receive **\$250** for each student who is at risk of not reading on grade level by 3rd grade, based upon low scores on two consecutive K-3 BOY, MOY, or EOY foundational literacy screeners, if the LEA implements research-based intervention approaches
- K-3 Reading Summer School
 - For any student in K-3 who is at risk of not reading on grade level by 3rd grade, additional ADSY funding can be provided for that student if the student is offered summer learning opportunities, even for districts who don't otherwise qualify for ADSY funding.

An LEA that takes full advantage of these acceleration supports would see its M&O budget increase about 0.7%



College Career and Military (CCM) Readiness

CTE funding increases as students advance through a program of study

Course sequence	Weight	Average \$ / class
Statewide - Average	1.34	\$ 390
Non Program of Study Courses	1.1	\$ 150
Level 1 and 2	1.28	\$ 330
Level 3 and 4	1.47	\$ 520

As students attend an advancing sequence of CTE courses in a program of study, they generate more funds per advanced CTE class. Students can start participating in CTE classes in 7th grade.

A student participating in a single 1 hour per day Level 3 or 4 CTE class for a year generates on average **\$520**

If an LEA serving students PK-12 with the statewide average level of CTE courses ensured that all students in 7-12 were advancing in a CTE program of study, the LEA would see M&O funding increase by 0.9%.

- Rural districts often have difficulty offering the array of CTE courses they would like.
- Funding formulas include the **Rural Pathway Excellence Partnership (RPEP)** option for ISDs with fewer than 1,600 students.
- Two or more rural ISDs would partner to operate multiple CTE pathways, allowing students to easily transfer between schools across districts.
- A high school student who spent 1/3 of their time participating in one of these pathways would generate on average an extra **\$2,928 per ADA** if low income, and **\$2,546 per ADA** if not.
- CCMR Outcomes bonuses are also increased.

The average small LEA that ensured all of its students participated in an RPEP pathway would **increase** M&O funding by 9%

More CCM Readiness funding is available

■ P-TECH HS models

- Any HS campus that adopts a P-TECH model generates extra funding (**\$150 per ADA**)
- P-TECH startup grants are typically available each year under LASO
- Additionally, students who are enrolled in a P-TECH program and have met high school graduation requirements are allowed to continue to generate FSP funding for years 5 and 6 until they complete the program.

The average LEA serving students PK-12 that converted its high school(s) to a P-TECH model would see M&O funding increase by 0.17%

■ CCM Readiness (IBC & College-Prep) Exams

- State funds cover the cost of reimbursement of **up to two** industry-based certification **exams per eligible student, up to \$700**
- State funds cover the cost of reimbursement of a college-entrance exam (**\$39 for SAT on a school day or \$38 for ACT state and district testing**) or a career-readiness exam for each student enrolled in high school.

An LEA serving students PK-12 that draws down reimbursement for an average level IBC & College-Prep exams that ensured all graduating seniors sat for both two IBCs and a college-prep test would see M&O funding increase by 0.05%

More CCM Readiness funding is available

■ CCMR Outcomes Bonuses

- As more students graduate ready for college, career or the military, Outcomes Bonus funding of **\$4,000** (SPED), **\$3,000** (non-Eco. Dis.) and **\$5,000** (Eco. Dis.) per student are provided.

An average LEA that can increase CCMR rates by five percentage points would see an M&O funding increase of 2.4%

■ Dual Credit

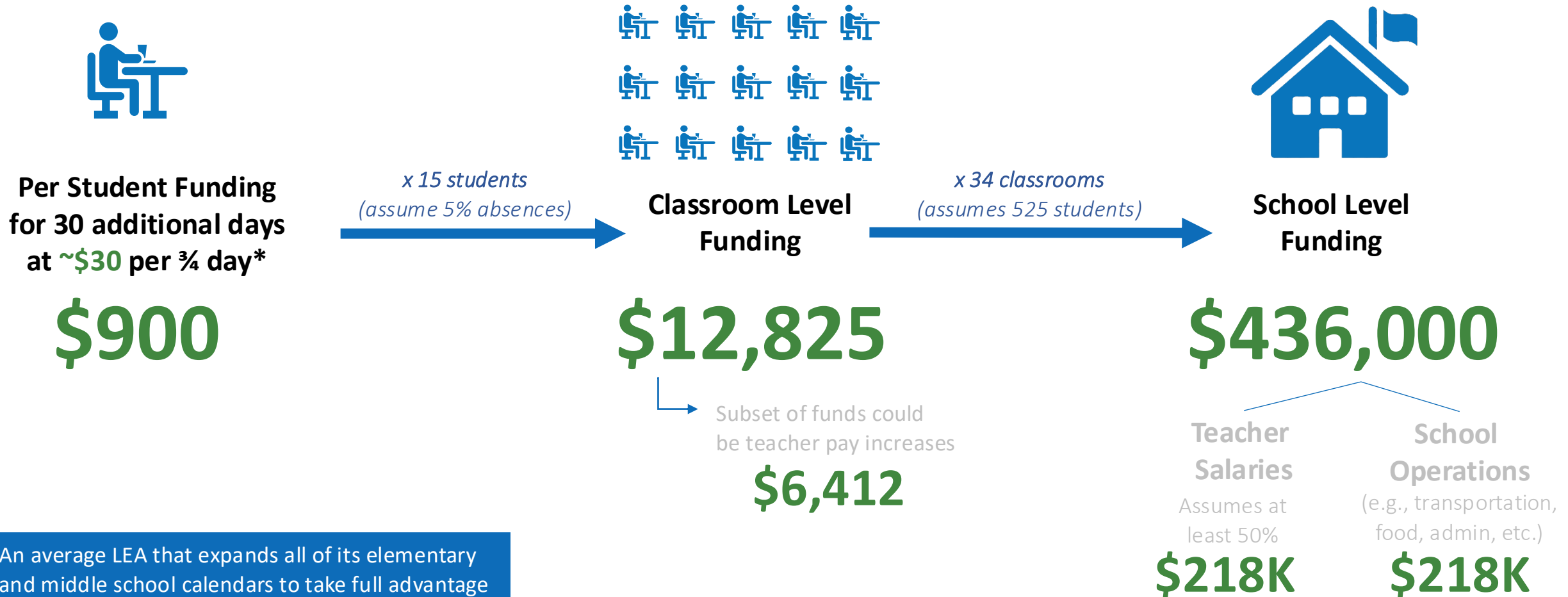
- Community colleges receive formula funding for low-income students who are enrolled in dual credit.
- As a result, school systems should be able to expand the availability of dual credit courses to low-income students without any additional costs from their higher education partner.



Instructional Models

ADSY provides 1/2 day and 3/4 day funding scenarios

An elementary or middle school campus could utilize additional funding similar to this scenario:

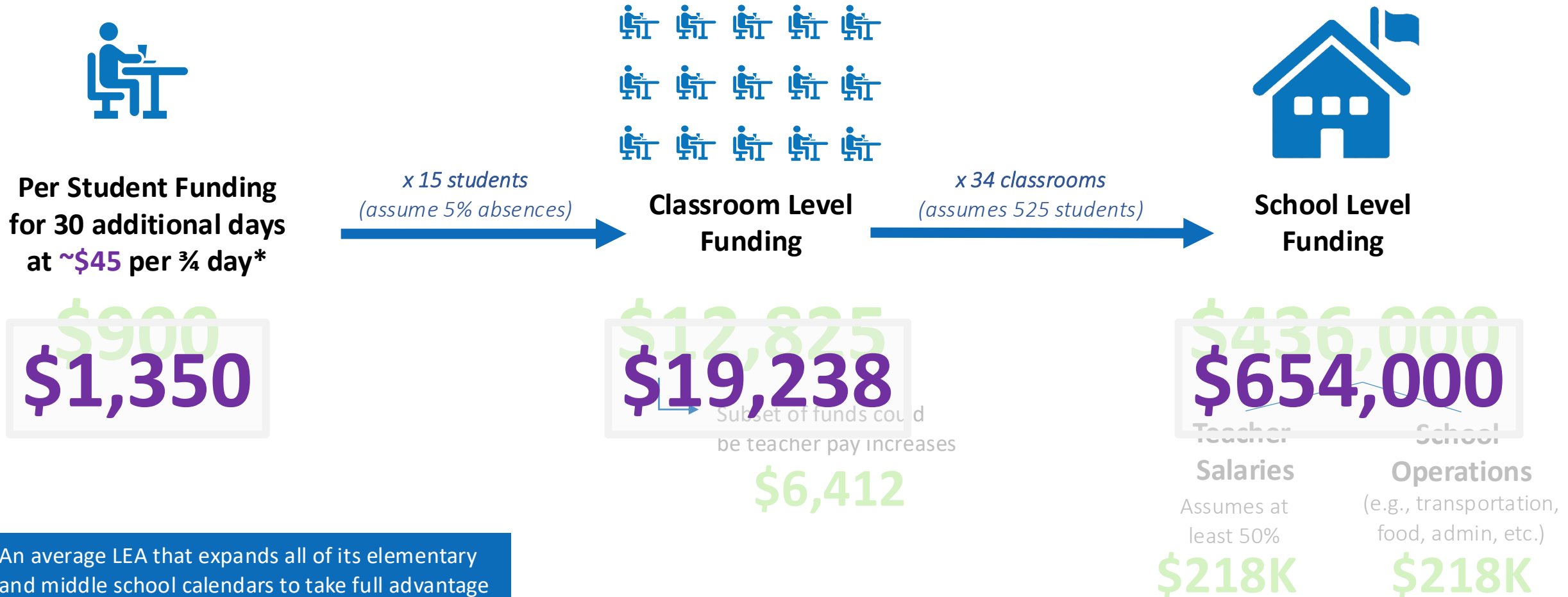


An average LEA that expands all of its elementary and middle school calendars to take full advantage of ADSY days would see M&O increase by 6.3%.

*Example based on state average ADA funding approximated for 3/4 day; LEAs should use local funding inputs when making any funding projections and decisions.

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- Funding is provided for Emergent Bilingual / English Learner students
- Additional funding is provided for LEAs that offer a dual language instructional model
 - When providing instruction in a dual language model, the district gains an extra **\$311 per student in ADA** ($\$6,215 \text{ (BA)} \times .05$).
- This extra funding is provided for both native Spanish speakers learning English in a one-way dual language model, and also for native English speakers learning Spanish in a two-way model.

An LEA with an average number of emergent bilingual students that does not currently offer dual language that begins to offer two-way dual language to all K-5 EB students and to an equivalent number of native English speakers would see M&O funding increase by 1.74%



School Models

Resource Campuses & 1882 Campuses

- Resource Campuses
 - Resource campuses adopt an evidence-based turnaround school model, including:
 - **TIA** (50% of core subject teachers must be designated)
 - **ADSY** (if elementary or middle)
 - **HQIM**
 - **ACE** & related staffing requirements
 - Campuses are eligible to become resource campuses and receive supplemental funding if:
 - The campus has at least three D, F, or NR/ NR 1365 ratings in the last 10 years
 - The campus is in an ISD with at least 5000 ADA
 - Extra funding is based on the average of the small/mid-sized allotment statewide, or roughly **\$1,353 per ADA per year**.
 - When stacking allotments included with Resource Campuses, the total additional funding can be **greater than \$3,000 per ADA per year**.
- Texas Partnerships (1882)
 - Certain ISDs (typically those without Small/Mid-sized Allotment) can generate as much as \$1,353 per student (the average Small/Mid-sized amount) for operating a campus in a partnership under a performance contract

The typical large ISD that converts all of its eligible campuses to Resource Campuses or establishes a similar number of 1882 campuses would see M&O funding increase by 2.6%

Funding for Drop-Out Recovery Programs

- Texas law allows school systems to draw down funding for students who have not yet graduated up to age 25.
- The A-F accountability system has an alternative design for specialized drop-out recovery schools. These schools can be run by districts, or in partnership with specialized school operators.
- In the 2023-24 school year, roughly 233,000 individuals statewide aged 19-25 did not possess a high school diploma.
- Every new student enrolled generates funding consistent with that student, on average about \$10,000 per student.

An LEA that enrolls the average number of drop-outs in a drop-out recovery program would see M&O funding increase by 3.4%

- County-wide Day Placement Campuses
 - A single school system in each county can volunteer to launch a day placement campus to support students with very significant behavioral or other needs in a specialized learning environment, serving both students within that school system and students from other school systems who would use the facility each day for a fee.
 - Per pupil revenue would be provided under the foundation school program, typically with significant levels of additional revenue via the special education formulas.
 - Base funding, in addition to per pupil funding, is provided for the school district that operates the county-wide day placement campus:
 - \$250,000 up front and \$100,000- \$150,000 each year.

- Hybrid Campuses
 - Full-Time Hybrid Campuses are established by school systems to have an irregular in-person attendance pattern where remote instruction is also provided.
 - For example, an elementary where (one set of) students come for in-person attendance for a full day M/W and on T/Th parents commit to providing instruction at home with support from the school. (A second set of students could do the same, swapping the days of the week). Extra-curricular activities and tutoring are scheduled for Fridays.
 - Full-Time Hybrid campuses convert to an Enrollment-based funding model for the Basic Allotment and for all allotments otherwise based on ADA, using the average rate of attendance for the rest of the district.
 - This doesn't inherently increase M&O, but it can lead to an increase of enrollment with a potentially higher level of achievement and at a potentially lower level of cost.
- Virtual Campuses
 - School systems can choose to offer full time virtual campuses, as well.
 - They use an enrollment-based funding model, like Hybrid campuses.



Other State Supports

Funding for Early Childhood Education

- Texas legislative funding formulas provide half day funding for all eligible **3-year-old** and provide full day funding for **4-year-old** children. Up to **\$5,450** per student for 3-year-old and up to **\$9,849** per 4-year-old.

	3 yr old	4 yr old
Basic Allotment	\$2,858	\$6,215
SCE	\$1,553	\$1,553
Bilingual	\$285	\$621
Tier II	\$751	\$1,460
	\$5,450	\$9,849

- If districts enroll these students, funding is automatically provided.
- HB2 (89R) made part of the Early Education Allotment dependent on provision of full-day Pre-K for 4-year-olds
- In the 2024-25 school year, roughly 18% of eligible 3-year-old students were enrolled, and roughly 82% of eligible 4-year-old students were enrolled. They can be enrolled in district classrooms, or in partnership with area child-care providers.

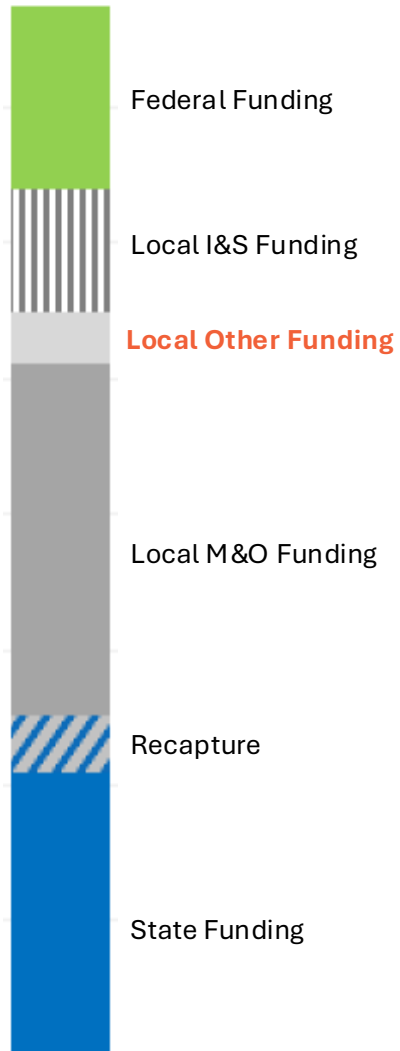
An LEA that enrolls the average level of 3- and 4-year-olds that expands outreach to enroll 90% of all eligible students would see M&O funding increase by 2.2%

Extra Curricular Funding for UIL Participation for Homeschool Students

- Non-enrolled students participating in UIL activities allotment
 - Non-enrolled students residing in your district can earn the district funding for participating and representing the district in UIL activities;
 - The district would be entitled to an annual allotment of \$1,500 per league activity. (TEC 48.305)

An LEA that provides a single extra-curricular activity to 1/3rd of homeschool students in its area would see its M&O budget increase by 0.5%

Other Local Funds Outside of M&O Formulas

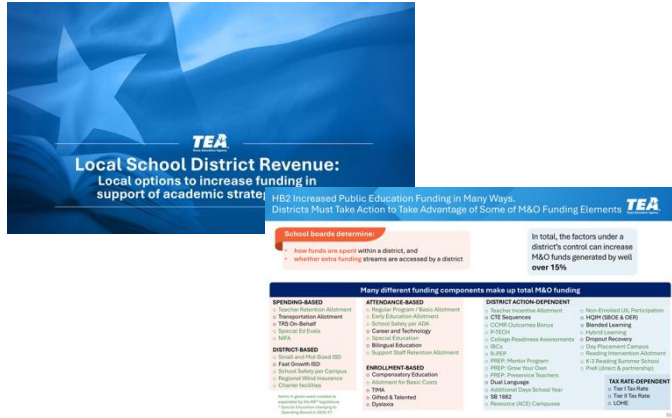


School systems have certain authority to generate revenue outside of the Foundational School Program funding formulas. Some examples:

- Earnings from deposits & investments
- Charging for transportation (including on a sliding scale by income)
- Charging for student activities (including on a sliding scale by income)
- Charging for food (outside of NSLP)
- Fee for service (including ESA)
- Enterprise services (facility rentals, curriculum services, management services, etc.)



Resources for Districts



Use this deck and webinar recording to share with relevant staff, cabinet, and board members

Decision Scenarios	Funding Element	Decisions	LPE (Baseline)	After Decisions	Difference
ENROLLMENT AND ATTENDANCE					
State Aid by Fund Code / Object Code - Funding Source					
M&O State Aid					
Increase enrollment by % (e.g. 1 = 1%)	55, 199/5812 - Foundation School Fund		\$81,447,263	\$89,426,764	\$7,979,501
Increase attendance by % (e.g. 1 = 1%)	56, 199/5811 - Available School Fund		\$8,152,613	\$8,152,613	\$0
Provide AD5Y for percentage of Pre-K-5th graders	57, 410/5829 - Instructional Materials & Technology Fund		\$526,520	\$526,520	\$0
Enroll 90% of all eligible 3 and 4 year olds in prekindergarten	ISD State Aid				
Provide Dropout Recovery to 25% of average eligible 18-25 year olds in your community	58, 599/5829 - EDA		\$0	\$0	\$0
Extend AD5Y to Pre-KG-8th graders	59, 599/5829 - Instructional Facilities Allotment (bond)		\$0	\$0	\$0
Provide at least 200 full instructional days in the calendar for AD5Y	60, 199/5829 - Instructional Facilities Allotment (Lease Purchase)		\$0	\$0	\$0
TAX RATE	61, Additional State Aid for Homestead Exemption (ASAE) for Facilities		\$2,897,767	\$2,897,767	\$0
Increase M&O Tax Rate (add additional enrichment percent)	62, TOTAL FSP/ASF-STATE AID		\$92,824,163	\$100,803,664	\$7,979,501

Use the District Funding Decisions Template to identify impact of local decisions on district funding.



Reach out to TEA or your ESC for more information, support, and/or guidance.

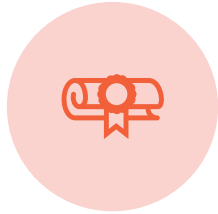
The Local School District Revenue Options presentation and a recorded webinar are available at tea.texas.gov

The associated tool and a calendar of regional presentations will be posted in March 2026 and announced to LEAs with a To The Administrator Addressed letter.

To learn more about programs discussed today...



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[TEACHER INCENTIVE ALLOTMENT](#)



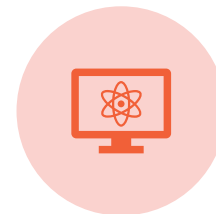
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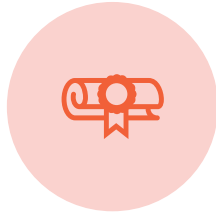


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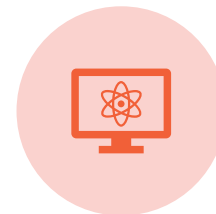
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Local School District Revenue:

Local options to increase funding in support of
academic strategic plans
