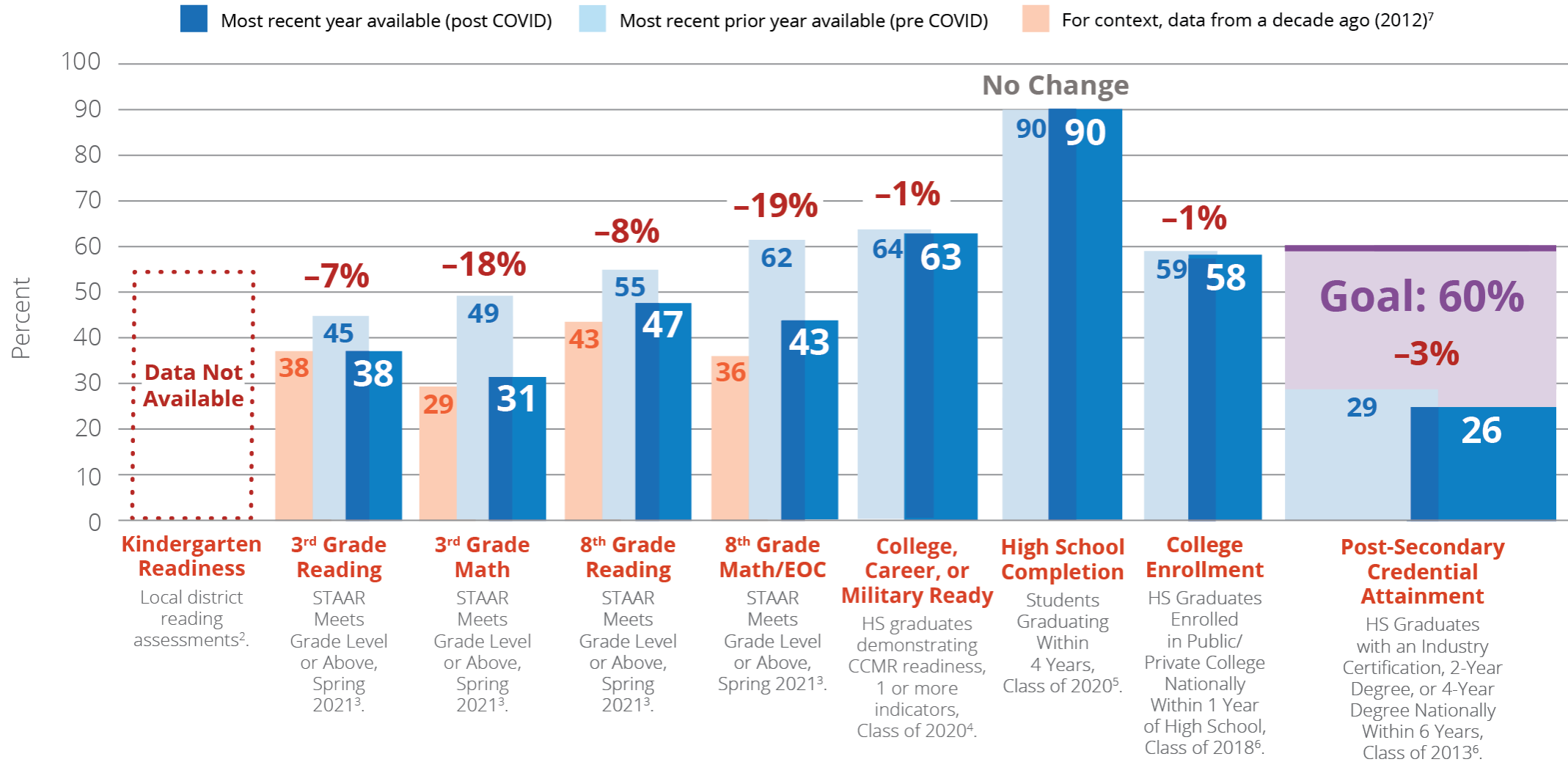


COVID-19 Learning Loss

Study the effects of COVID-19 on K-12 learning loss and best practices that exist to address learning loss. Monitor the implementation of state and local plans to address students' achievement gaps. Make recommendations for supporting the state and local efforts to increase academic development.

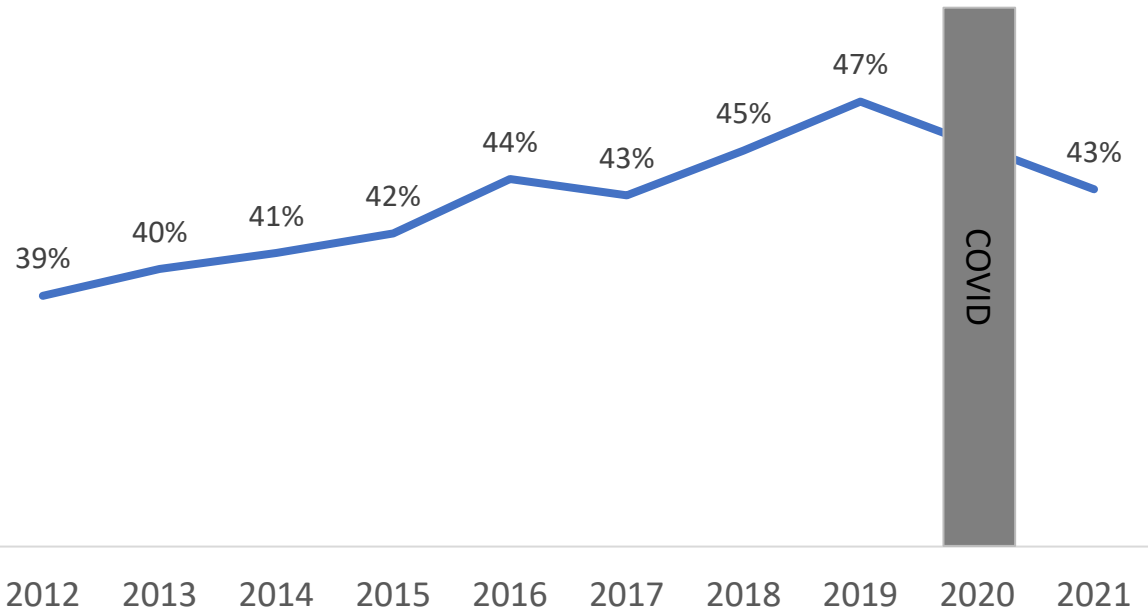
Student Achievement and Attainment Summary



COVID-19 Erased Years of Academic Gains

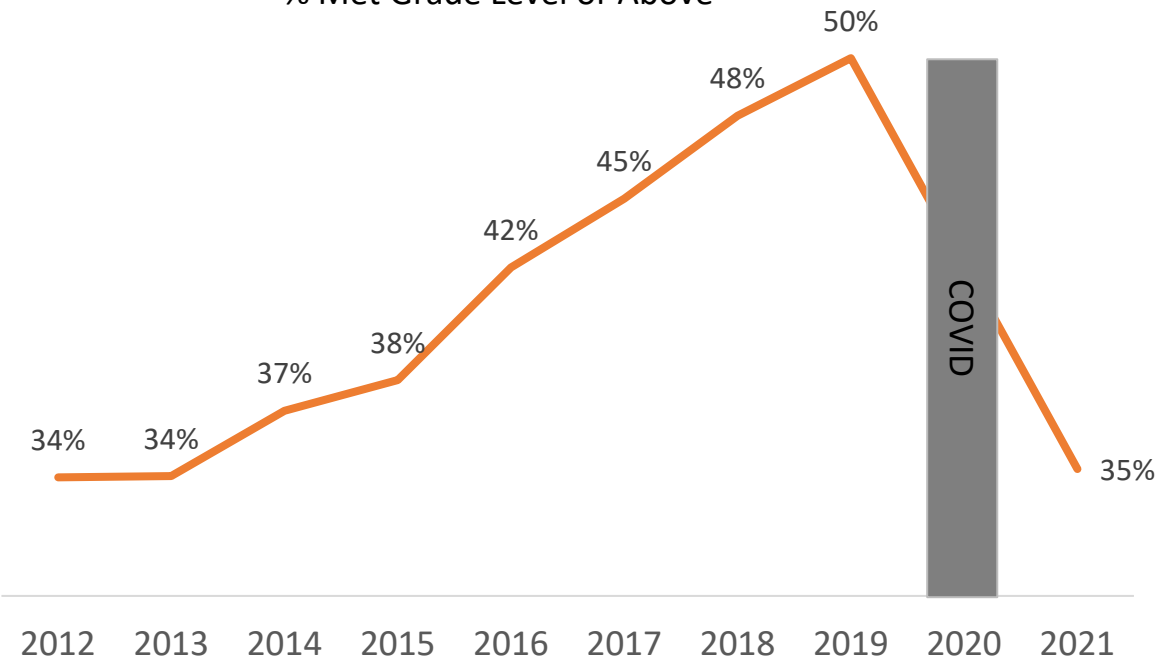
Reading

% Met Grade Level or Above

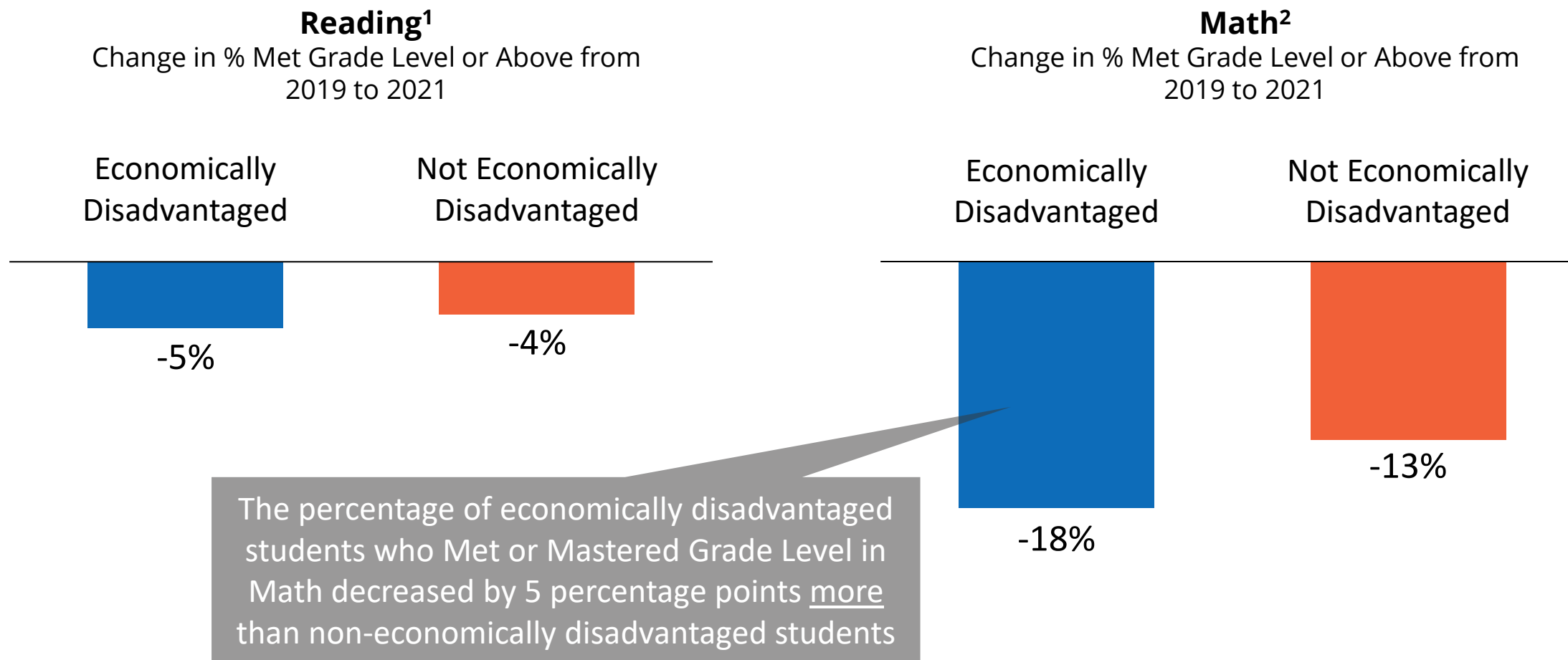


Math

% Met Grade Level or Above



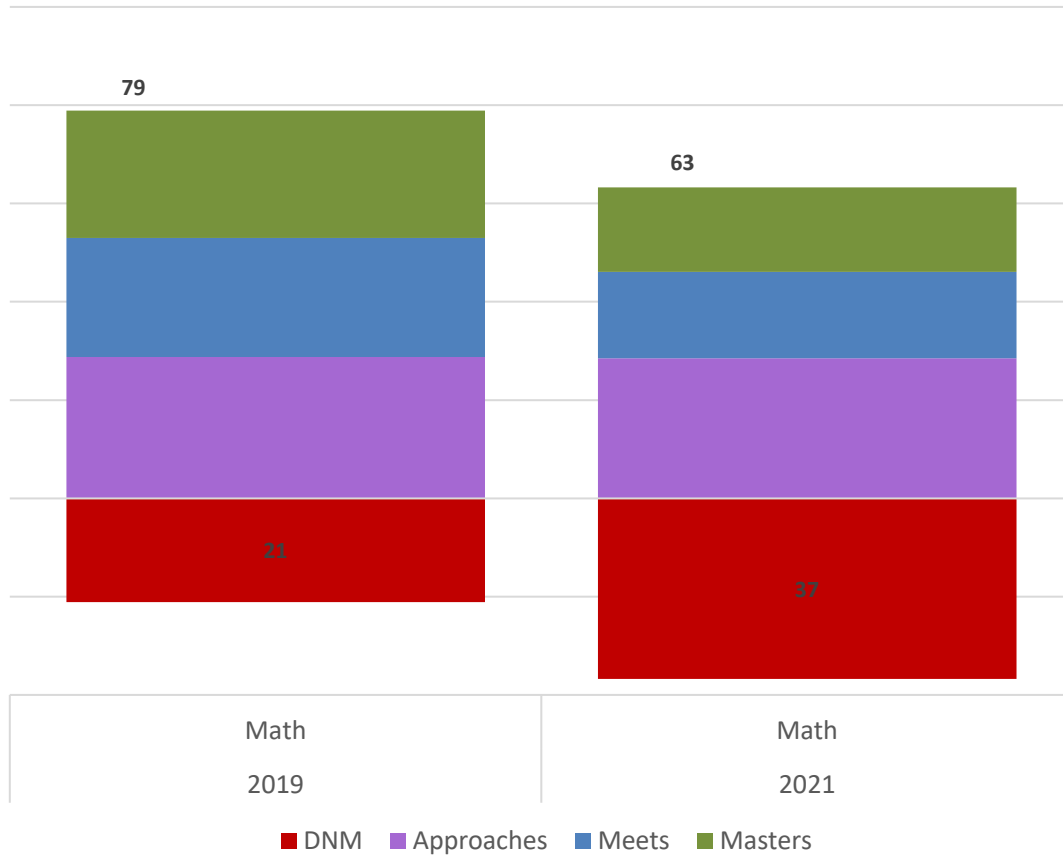
Economically disadvantaged students experienced greater learning loss in both reading and math



1. Includes STAAR 3-8 Reading, English I and English II EOC Assessments; 2.7M tested students in 2019 with 2M eco. dis. and 2.4M in 2021 with 1.7M eco. dis. 2. Includes STAAR 3-8 Mathematics, Algebra I EOC Assessment; 3.3M tested students in 2019 with 1.7M eco. dis. and 2.9M in 2021 with 1.4M eco. dis. Note: Results for grades 3-5 combine assessments given in Spanish and English. Participation in STAAR math and reading assessments in 2021 was 86%. Spring 2021 STAAR results are for learning and recovery planning only – no SSI grade promotion requirements or ratings for districts or campuses. There is no 2020 STAAR data because of cancellation of STAAR in spring 2020. | Source: Spring 2019 and Spring 2021 STAAR Data

Mathematics Achievement is Down Significantly

Statewide Math STAAR % Changes

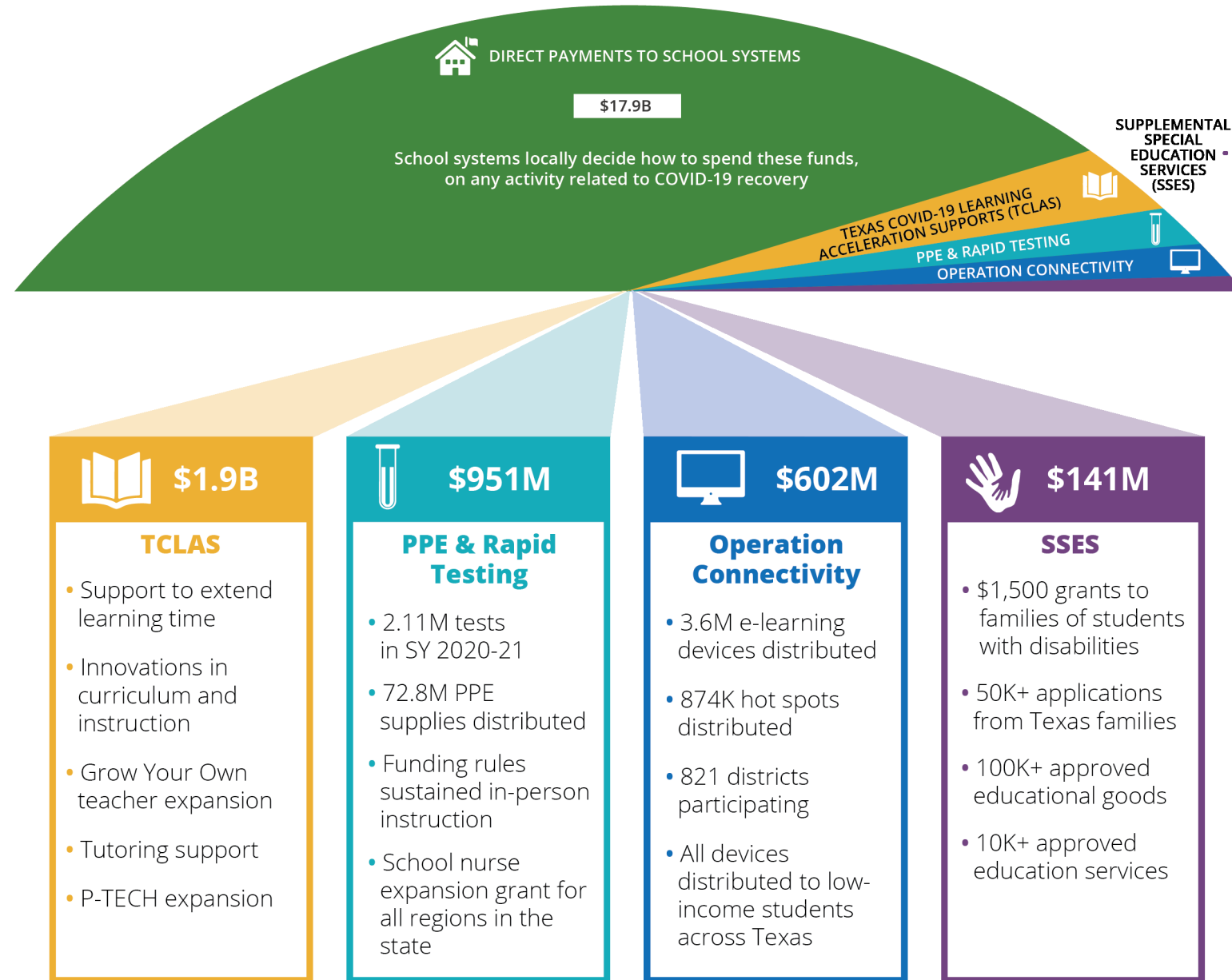


In 2019, for students in tested grades (ie, 3-9), there were 571,581 students who performed below Approaches, at the **Does Not Meet Grade Level** threshold in mathematics.

In 2021, that number is **865,252**.

Roughly **300,000 more** students are noticeably **below grade level** in math for the 2021-22 school year in grades 4-10.

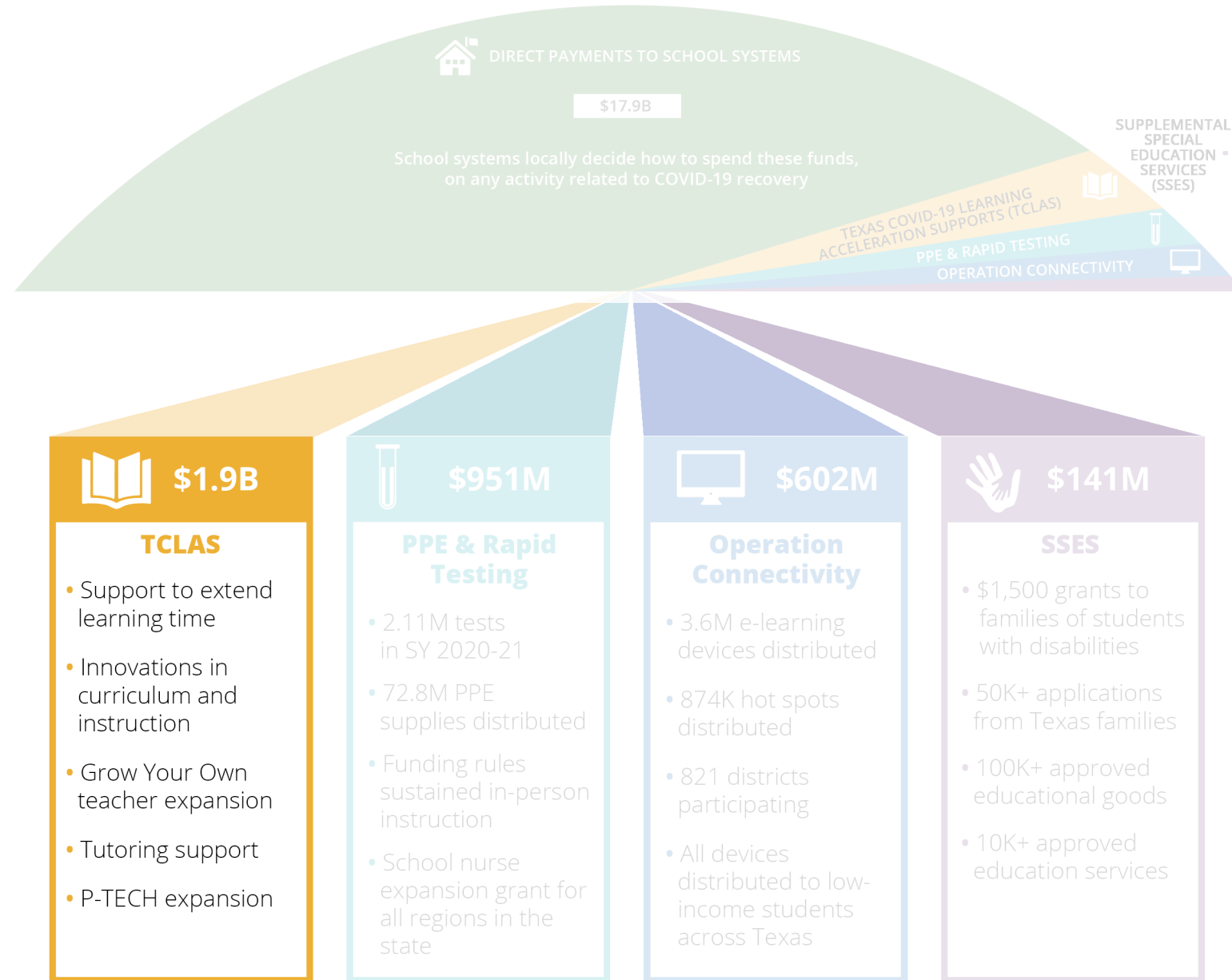
\$21.4 Billion of New Funding



The legislature directed major investments to support learning loss, with some funds allocated by TEA and the bulk of funds distributed by LEAs.






TEA funds were spent supporting the major priorities for learning loss, under HB 1525 Texas Covid Learning Acceleration Supports (TCLAS) grant.

\$21.4 Billion of New Funding

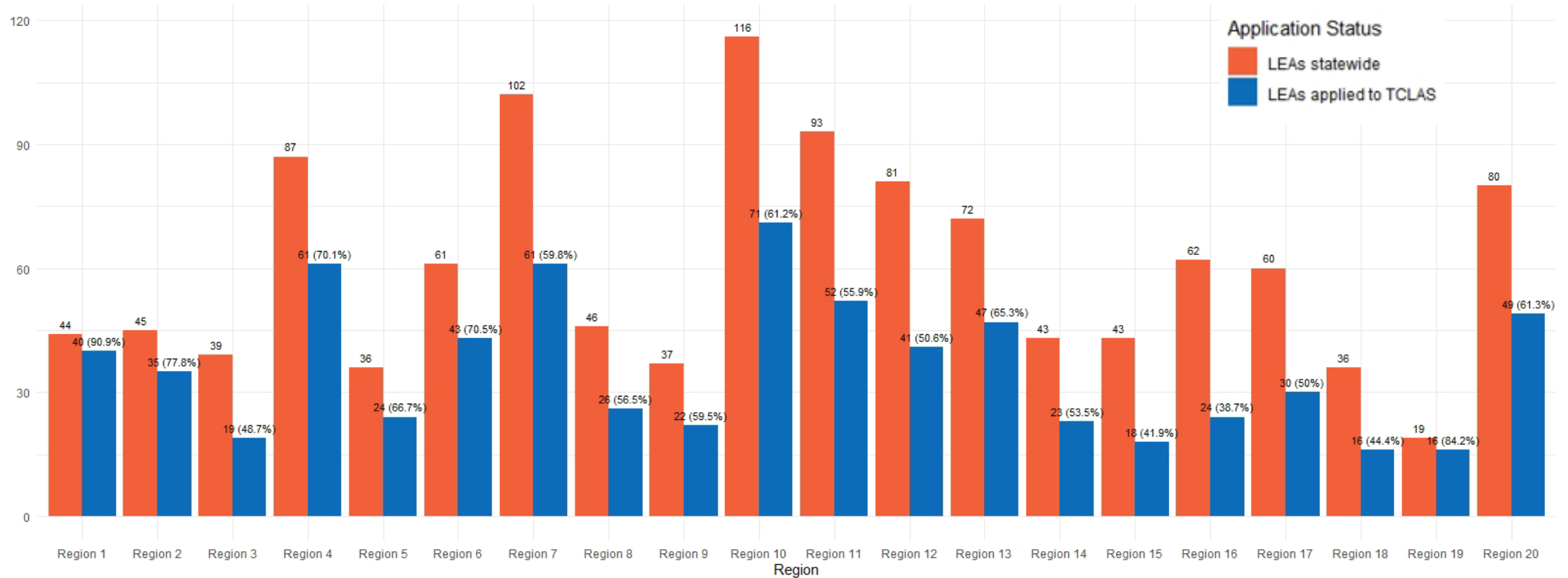


HB 1525 Texas Covid Learning Acceleration Supports (TCLAS)

TEA issued a single grant under HB 1525’s TCLAS to support learning recovery (and combined the application with several other grants, including HB 4545 Strong Foundations)

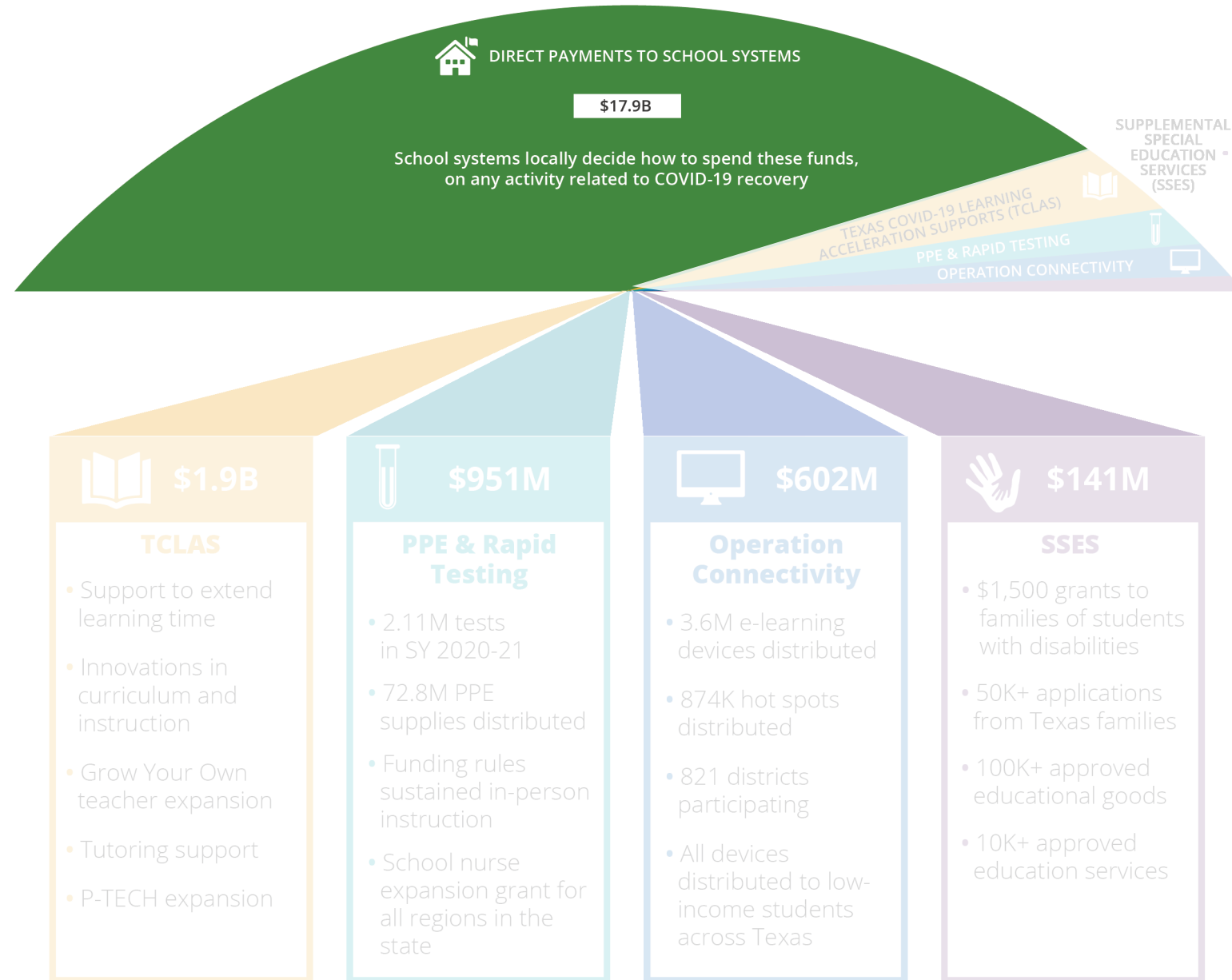
Accelerated Learning Strategies				
Strategic Planning	Rigorous Instructional Materials	Strongly Supported Teachers	More Time & High Impact Tutoring	Innovative School Models
 <p>Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies</p>	 <p>Rigorous, high-quality instructional materials designed to make up ground and master grade level TEKS, with embedded teacher support & training</p>	 <p>Talent pipelines that support teachers to deliver excellence in the classroom, getting more than 1 year of growth in 1 year</p>	 <p>More time for the students most in need, including expanding instructional time in the summer and with targeted tutoring</p>	 <p>Innovative school models to incorporate all aspects of the learning acceleration framework</p>

719 LEAs received TCLAS funding, representing a diverse cross-section of Texas



729 LEAs applied, 719 LEAs were awarded

\$21.4 Billion of New Funding



Formula Funds to School Systems



The bulk of ESSER funds were distributed via formulas to LEAs

Formula ESSER Funds As of April 6, 2022

	ESSER I (CARES)	ESSER II (CRRSA)*	ESSER III (ARP)	Total^
Hold Harmless Offset	\$1,069 M	\$1,109 M	\$0	\$2,179 M
Fully Available to LEAs	\$88 M	\$3,869 M	\$11,185 M	\$15,142 M
Total Formula Funds	\$1,157 M	\$4,979 M	\$11,185 M	\$17,321 M
<i>Drawn down to date</i>	<i>\$1,110 M</i>	<i>\$1,325 M</i>	<i>\$1,551 M</i>	<i>\$3,986 M</i>
<i>Remaining</i>	<i>\$48 M</i>	<i>\$3,653 M</i>	<i>\$9,634 M</i>	<i>\$13,334 M</i>
Funding Expiration Date	Sept. 30, 2022	Sept. 30, 2023	Sept. 30, 2024	

Totals may not sum due to rounding.

*Includes approx. \$2 million from state discretionary that TEA transferred to statutory formula allocations

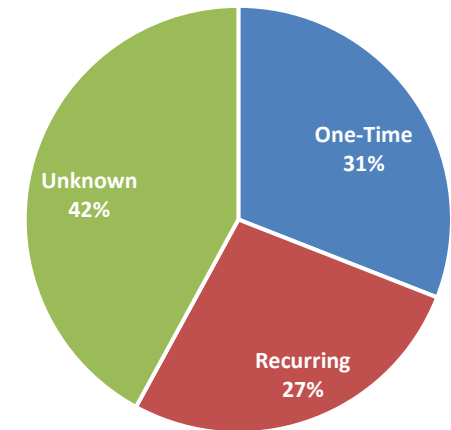
^Another \$226M was provided to LEAs via ESSER Supplemental funds, \$10M for technical assistance, and \$306M for equitable services & EANS support of private schools.

How LEAs are Using Formula ESSER Funds?

This chart shows totals spent from the combination of ESSER-SUPP, ESSER II & III funds as of May 13, 2022. Roughly 75% of all ESSER II & III formula funds to LEAs remain unspent as of that date. Percentages are based on total formula funds spent to date, not total formula funds awarded.

Before/After/Summer School	\$90 M	3%
Tutoring	\$74 M	2%
Curricular Resources	\$161M	5%
Professional Development	\$22M	1%
Training Time Stipends	\$46M	2%
Staffing Model & Planning Supports	\$43 M	1%
Student Services (e.g., Counseling, Nursing, Food, etc)	\$280M	9%
Additional Teachers	\$298 M	10%
Teacher Pay Increases	\$353 M	11%
COVID-related Facilities Supports (e.g., cleaning, PPE)	\$191M	6%
Technology	\$239 M	8%
Other	\$1113M	36%
Indirect (administrative support)	\$183M	6%

Expenditure Comparison:
Recurring vs One-Time



Considerations

Strategic Planning



Strategic planning and performance management to prioritize, launch, and continuously improve learning acceleration strategies

- Learning recovery will take several years.
- Successfully increasing the rate of student learning – ie, learning acceleration – requires intensive, coordinated planning, and disciplined consistent execution.
- School system leaders benefit from capacity support at the district-level to help accomplish this intensive, coordinated planning – support that is disproportionately beneficial for small, rural LEAs.