

# Progress and Possibilities for Texas Students: Five Years of Learning and Leading

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## The 2025 Texas Impact Network Annual Report



EDUCATE TEXAS  
at COMMUNITIES FOUNDATION of TEXAS



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# 1. Opening Letter from Educate Texas and The Commit Partnership

Five years ago, the Texas Impact Network was launched as a joint venture between Educate Texas and the Commit Partnership with a core belief: passing strong policy is only the beginning. Change happens when that policy is put into practice effectively in schools and programs.

In 2019, House Bill 3 opened the door for Texas school systems to innovate through three student-centered policies: the Teacher Incentive Allotment, the Additional Days School Year initiative, and the College, Career, and Military Readiness Outcomes Bonus. Over the past five years, we have worked alongside districts putting these into practice by offering tailored support, fostering collaboration, and developing successful models that scale.

These efforts established educational reforms that are improving student outcomes in Texas. School systems are sustaining strategies that improve teacher retention, expand learning time, and channel new funding toward student success. As we graduate from our formal support in these areas, we do so with confidence that these policy reforms are strong and the path forward is clear for others to follow.

That has always been the goal: to provide time-bound implementation support for policies designed to be self-sustaining.

Our collective team at Commit and Educate Texas is incredibly proud that these initiatives have matured to the point where they are embedded in local practice and policy—continuing to drive student outcomes.

Looking forward, a new chapter is underway, shaped by recent action from the 88th and 89th Texas Legislatures. House Bill 8 (88R) expands access to dual credit pathways that connect students to college and the workforce. House Bill 2209 (88R) created the Rural Pathways in Excellence Partnership (R-PEP), enabling small and rural districts to collaborate and offer more options to their students. And House Bill 2 (89R) is reshaping teacher compensation, certification, and staffing models to better serve students.

These policies continue the work of House Bill 3 (86R), and as before, their success depends on effective support. The Texas Impact Network will focus on helping districts make the most of these new opportunities through three new strategic priorities: Quality Pathways, R-PEP implementation, and Strategic Staffing, with additional support for implementation of House Bill 2.





We remain committed to turning strong policy into results that matter for Texas students, especially those who have been historically underserved. We are deeply grateful to the school systems, educators, regional partners, and policymakers who continue to drive this work forward. Together, we are building a foundation for progress that will endure.

With appreciation,

**Kerri Briggs, Ph.D., Executive Director, Educate Texas**

**Todd Williams, Founder and CEO, The Commit Partnership**

## 2. Why I Invest: A Letter from the Wallace Foundation



It often surprises people to learn that a national funder headquartered in New York City's Financial District has deep and longstanding ties to Texas. But the Wallace Foundation has been partnering with organizations and agencies across the Lone Star State for more than two decades.

Our most recent investment in Texas—through a partnership with the Texas Impact Network—offers insight into why Wallace continues to make bold commitments in the state. In 2020, we joined forces with the Network and the Texas Education Agency (TEA) to support school districts in implementing evidence-based summer learning programs through the Additional Days School Year (ADSY) initiative.

ADSY, a provision of a landmark 2019 school finance bill, enables districts to access additional funding for extending their academic calendars. This created a unique opportunity for the Network and TEA to design a strategy that ensured these funds would translate into meaningful gains in student learning.

Supporting this initiative was a natural next step for Wallace. Texas Education Commissioner Mike Morath was already familiar with Wallace-funded research on summer learning, which demonstrated that districts could counteract the “summer slide” by adopting several key evidence-based practices. Notably, the Dallas Independent School District—where Morath served on the school board—was one of the demonstration sites for this research.

With Wallace's support, the Network and TEA have helped more than 60 districts leverage ADSY funding over the past several years to implement high-quality summer learning programs. The results have been encouraging: Students who participated in ADSY



programs that added at least 26 instructional days showed gains nine points higher in reading and six points higher in math compared to their peers who did not participate. Even more striking, students in summer programs where districts received additional training and support to implement evidence-based practices achieved even greater gains in both reading and math.

Texas lawmakers have taken note. In its most recent legislative session, the state expanded the ADSY initiative by increasing incentive funding for districts that add even more days to their calendars, extending eligibility to middle schools, and reducing barriers to access. Significantly, legislators recognized the effectiveness of the supports provided to districts through the Network, TEA, and Wallace partnership.

Wallace supports the Texas Impact Network because of its steadfast commitment to evidence-based strategies and its deep engagement with local communities. By keeping students at the center and aligning with policy opportunities, the Network is helping districts rethink how implementation drives impact—a vision Wallace shares.

Our partnership with the Network on summer programming marked a first-of-its-kind initiative for Wallace: one that helps accelerate the rate at which communities implement evidence-based strategies to meet local needs.

Learning from what has worked in Texas has helped us to explore new, innovative, state-focused approaches in other parts of the country.

While our ADSY work in Texas may be winding down next year, we believe it has laid a strong foundation for future public-private partnerships—ones that champion effective implementation, invest in local leadership, and uphold policies that put students first.

At the heart of this progress is the Texas Impact Network, whose strategic vision, deep community ties, and unwavering commitment to evidence-based practice make it a powerful force for educational improvement in Texas and a trusted partner for Wallace.

**Gigi Antoni, Vice President, Youth Development,  
Wallace Foundation**

**Charlotte Phillips, Senior Officer,  
Youth Development Strategy and Operations,  
Wallace Foundation**



## 3. About Texas Impact Network

### 3A. Who We Are

**Our Mission:** The Texas Impact Network was born from the recognition that public policy is only as good as its implementation. Change management takes a great deal of time and effort while school systems across Texas are already stretched thin. This is where the Texas Impact Network steps in – providing catalytic policy implementation support to remove burdens and bring additional resources to pioneering school systems who are working to implement these potentially game-changing policy solutions.

**Our Vision:** Our vision for the future of policy implementation is two-fold:

- **Network:** We develop a coalition of collective impact backbone organizations who directly support policy implementation. This coalition represents hundreds of school systems and millions of students.
- **Catalytic Support:** We provide catalytic support for those policy implementation organizations and school systems across Texas to effectively implement good education policy.

**Our Strategy:** We support pioneering school systems to develop, implement and evaluate evidence-based strategies funded and incentivized by Texas state legislation. We work with regional and statewide partners to create proof points and blueprints for success and facilitate a network of peers sharing their best practices and strategies for assisting school systems in realizing the full funding potential of Texas' student-centered education policies.





Desired Outcomes

- **Broad, diverse and effective implementation:** A diverse spectrum of school system partners representing a variety of regions and sizes across Texas demonstrate the equitable potential of Texas education policy through meaningful implementation that leads to improved student outcomes.
- **Regional technical assistance capacity to ensure continued support:** School systems are provided relevant technical assistance by partners invested in their success and aware of what the region needs because they also live there.
- **Preservation of student-centered state policies:** Policymakers are provided with a clear understanding of how their actions have driven student outcomes and encouraged to sustain and improve the commitments shown to have a positive impact.

Our Advocacy

The close relationships our regional partners have with school systems allow the Texas Impact Network to identify passionate, student-centered practitioner voices to promote data-driven policies. We have placed superintendents, staff, and principals on panels, hosted them at legislative meetings, and provided other platforms to tell their stories of implementation and student benefits.

The depth and breadth of the Texas Impact Network enable us to quickly and effectively demonstrate a strong, united message across school leaders statewide. The Texas Impact Network employed this capability during the 89<sup>th</sup> Texas Legislature, where Network Executive Director Ben Mackey testified in support of expanding the Teacher Incentive Allotment (or TIA):

“Policy is only as good as how it’s implemented. It’s our role to take great policy that comes out of this body, identify school systems that want to do that but may not have capacity, and we help support them over that time. And our hope in that is to learn what works so we can share what’s happening.”

Watch Ben’s full testimony  
to the Senate Education  
Committee here:



### 3B. Where We Work

The Texas Impact Network is proud to work with 13 regional partners serving unique parts of the state. Our regional partners offer focused support to a portfolio of school systems in their community. Their established relationships with local leaders allow a level of involvement that can only be achieved with personal, trusted support. It is only through collaboration with our regional partners that the Network has been able to serve hundreds of Texas school systems.

In turn, the Network provides support to our convener partners in a number of ways. Through its professional learning communities and tailored support, the Network helps conveners unlock new resources and implement high-impact strategies with school systems in rural, suburban, and urban regions. This structure reflects a shared vision: supporting conveners to lead focused, measurable implementation efforts while building the skills and relationships necessary for lasting impact.

See our Texas  
Impact Network Goal  
Dashboard here:

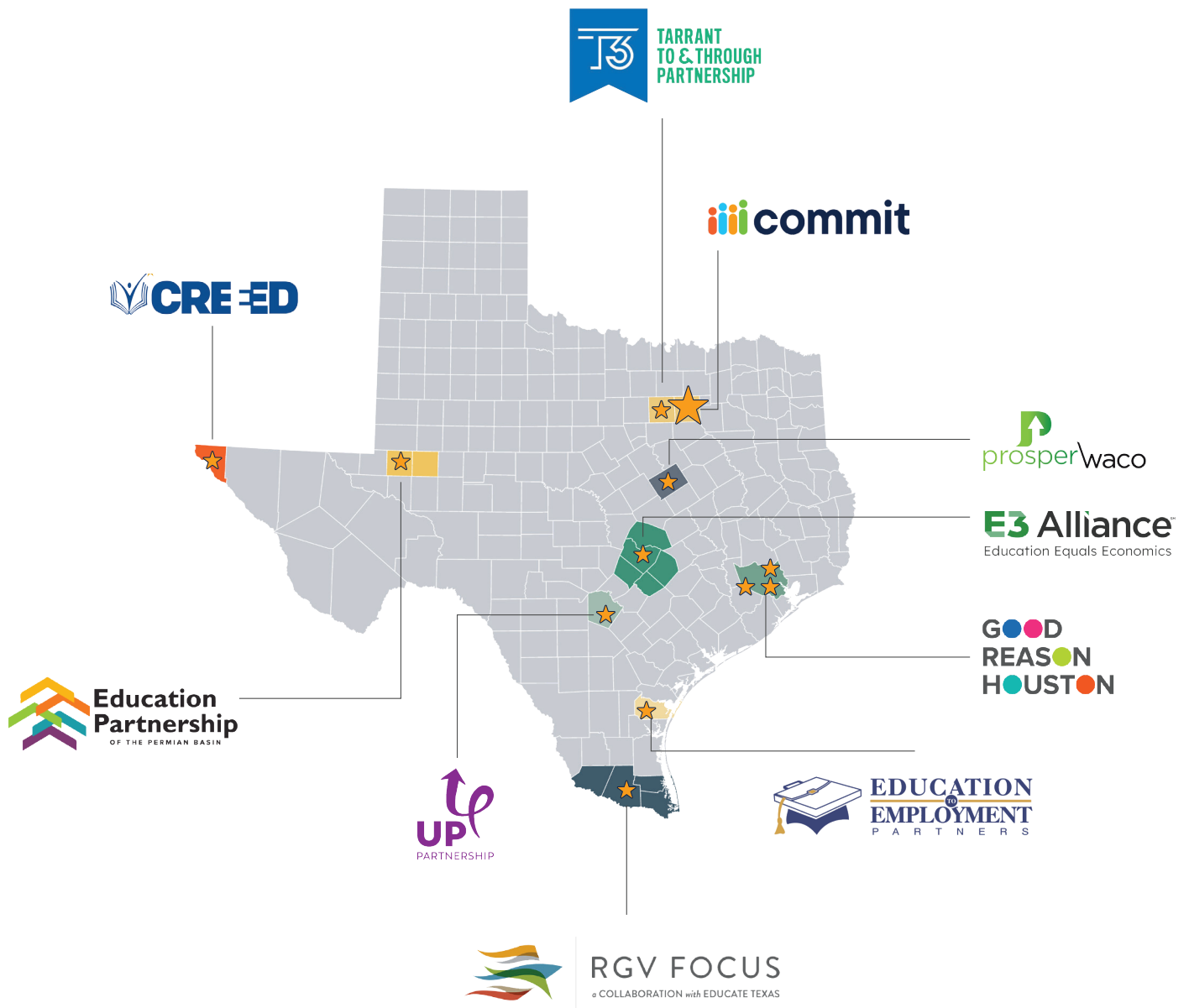


*“Participation in the convener network has significantly expanded our understanding of how we can better serve and support the school districts in our region, empowering us to take a more proactive role. We’ve seen a noticeable increase in trust and open communication by adopting a much more district-driven approach to our convenings. We are looking forward to continued idea-sharing, cross-collaboration, and greater access to data and subject matter experts. This collaboration is especially valuable for a largely rural region like South Texas, where these connections help us stay current, informed, and relevant in the information we provide and the strategies we implement to support our school systems.”*

—Ann Vlach, Executive Director of Education 2 Employment Partners in Corpus Christi



# IMPACT NETWORK



Not Pictured: Workforce Solutions of West Central Texas, Rev Partnership and Education Service Center 1

### 3C. Who We Serve



250+

school systems



2.8M+

students (52% of Texas public school enrollment)



2.1M+

students experiencing economic instability  
(61% of Texas' 'eco-dis' public school enrollment)



350K+

Black students (50% of Texas'  
Black public school enrollment)



1.9M+

Hispanic students (67% of Texas'  
Hispanic public school enrollment)

The total number of students impacted is larger than K-12 enrollment of 46 different U.S. states.





## 4. Looking Back: Phase 1 (2020-2025)

Since 2019, the Network has worked alongside districts to put three core initiatives into practice:

- Teacher Incentive Allotment (TIA) [pg. 14]
- Additional Days School Year (ADSY) [pg. 17] and
- College, Career & Military Readiness (CCMR) Outcomes Bonus funding [pg. 20]

This work has given students greater access to effective teachers, more time to grow academically, and stronger opportunities to prepare for life after high school. Even more importantly, districts are now expanding these strategies on their own.

These policy and program improvements have also been carried through with the teams at Educate Texas and Commit, strengthening the overall adoption of these strategies.

Program	Districts Counted	Network Investment (\$)	Public Funding Unlocked (\$)	ROI Multiple	ROI (%)
TIA	50	\$2.3M	\$113M	48.62x	4,813%
ADSY	66	\$15.8M	\$26M	1.6x	64.6%
Rural CCMR Program	53	\$1.9M	\$3.1M	1.6x	63.2%
<b>TOTAL</b>	<b>143*</b>	<b>\$20M</b>	<b>\$142.1M</b>	<b>7.1x</b>	<b>610%</b>

\*Excludes duplicate districts

## 4A. Teacher Incentive Allotment

The Teacher Incentive Allotment (TIA) is a state policy designed to recognize and retain highly effective educators—particularly those serving students in traditionally hard-to-staff schools—by offering a pathway to six-figure salaries. To access the allotment, school systems must:

- Design a rigorous, stakeholder-informed teacher evaluation system
- Apply for approval from the Texas Education Agency
- Implement the approved system with fidelity

To help realize this vision, the Texas Impact Network provided targeted implementation support to school systems and Education Service Centers (ESCs) across the state.

**53 school districts directly supported** by the Network through customized technical assistance and strategic planning, with another **145 systems** provided support through our regional convener partners.

**19 out of 20 ESC Regions trained** to build long-term regional capacity.

**11K+ TIA-designated teachers** in TIN-supported school systems.

**89% retention for TIA-designated teachers** in TIN-supported school systems, 8% higher than the average retention rate in those same systems.

**TIA systems across the state are being implemented at districts with higher needs.** The average rate of economic disadvantage of a fully approved TIA system is 70% while the average of a Non-Fully Approved TIA System is 52%.

In 2019-2022 slight achievement gaps existed between Network-supported TIA systems and non-TIA systems. In the past two years, **achievement gaps have closed** due to district improvements in math and reading.



*“By demonstrating **positive impacts on both teacher retention and student achievement**, particularly in lower-performing districts, TIA highlights the potential of targeted financial incentives to support and sustain educational outcomes.”*

*—Dr. Jacob Kirksey, **From Incentive to Impact: The Texas Teacher Incentive Allotment’s Path to Improved Retention and Achievement***



50 school systems that TIN has deeply supported in planning and implementing a TIA program have been successfully approved. We invested \$2.3M between FY20-24, and these 50 systems have so far reported **a drawdown of \$113M, indicating a 48.62x return on the initial philanthropic investment.**



*“Through a powerful collaboration, Rio Grande City Grulla ISD joined fellow RGV districts in reimagining master schedules in high school, middle school, and elementary, as well as evaluating staffing models—putting student needs at the center of every decision. This planning year offered a valuable opportunity to reflect on our own practices and strengthen our commitment to strategic, student-centered staffing.”*

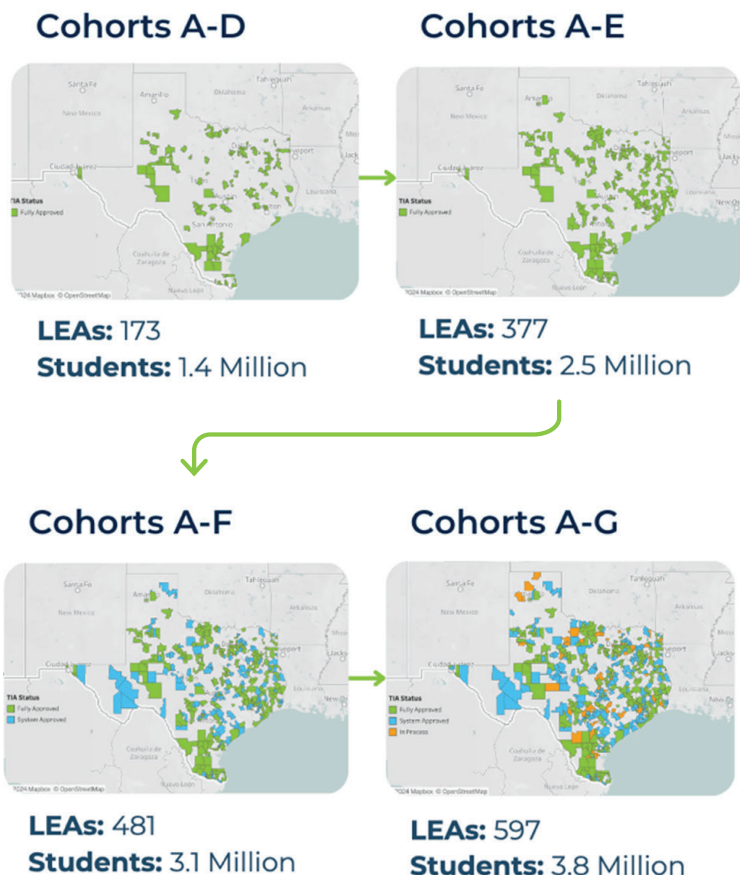
—Nydia I. Benitez, Director for Talent Management & Strategic Staffing, RCGGISD



## What We Learned

### Statewide Expansion Created New Opportunities and Demands

Since its launch, TIA has seen massive expansion across Texas. What began as a pilot for a handful of pioneering districts has grown to include nearly 600 approved systems, representing a significant portion of the state’s public school enrollment. This expansion affirmed the demand for teacher-centered compensation models but also highlighted the complexity of scaling such systems equitably and with integrity.



## Learnings In Action

By elevating the learnings and experiences of districts we supported in TIA implementation, the Network was proud to support a historic \$325 million expansion of TIA as part of House Bill 2 (89R). **That expansion included:**

### **Introduction of a Fourth Tier Elevated the Ceiling—and Expectations**

A fourth designation tier— “Acknowledged”—was added to the TIA framework. This expansion created new entry points for recognized educators showing strong effectiveness even if not yet at the “Recognized” threshold. This helped broaden eligibility and built momentum for wider system participation.

### **Technical Assistance Grants Lowered the Barrier to Entry**

Recognizing that not all systems had the same internal capacity to design and implement a TIA plan, the state also introduced technical assistance grants as part of HB2. These grants allowed districts—particularly smaller and rural ones—to access expert support and reduce the upfront costs of system design and application.

### **Strategic Staffing Emerged as the Next Frontier**

This last legislative session created another lever to build a holistic approach to human capital with the creation of “Enhanced TIA,” a new model that aligns compensation, staffing, and leadership roles. Under this model, districts are not just rewarding great teaching—they’re redesigning roles, reallocating resources, and rethinking staffing structures to extend the reach of their most effective educators. [Learn more in Section 5C]





## 4B. Additional Days School Year

Additional Days School Year (ADSY) provides elementary and middle schools with funding to cover up to 30 additional half-days of instruction using one of three potential models:

- **Summer Learning:** A base 175-day calendar and up to 35 days of summer programming for a targeted subset of students.
- **Intersessional Calendar:** A base calendar of 175 days with up to 35 additional days interspersed over the full year for accelerated learning and enrichment with a subset of students.
- **Full-Year Redesign:** A revamped 210-day calendar and revised daily schedules to increase time for teacher planning, staff collaboration, student enrichment, and breaks during the school day.

The Texas Impact Network partners with the Texas Education Agency to run the ADSY Planning and Execution Program (PEP), a competitive grant program offering planning and execution supports for school systems interested in adding instructional time on elementary campuses.

**208 campuses** implemented extended calendars with support from the Network in the 2023-24 school year.

**18 instructional days** were added, on average, across these campuses.

**17 percentage point gain in math proficiency** for students who attended over 25 additional school days.

**6.2 point average gain in state accountability score** over three years for campuses that added over 25 instructional days, compared to just 3.1 for all campuses statewide.

The Network deeply supported **67 school systems** to plan and implement an ADSY program through SY23-24. **We invested \$15.8M between FY20-24**, and these 67 systems have so far **reported a drawdown of \$26M, indicating a 1.6x return on initial philanthropic investment.**



*Our [ADSY] program design was heavily evidence-aligned as a result of our participation in [the planning and execution program]. Thanks to the tools we were given to systematize our culture of reflection and a continuous cycle of improvement, we had two months' gain in that one month of learning in reading and math. That is when we realized all this work is so worth it. Look what we're doing for our kids, and seeing the potential that they could achieve just in that one month.*

—Angela Herron, Chief Teaching and Learning Officer, Grand Prairie ISD



## What We Learned

### School Systems Need Greater Flexibility

Among school systems who considered but ultimately chose not to implement ADSY, the number one reason provided had to do with the number of days required in the base calendar before new funds could be drawn down. That number used to be 180 – a tall order for school systems with an average of only 172 days in their base calendar.

### The More Days, The Better

As noted above, TEA analysis of student outcomes data on ADSY campuses has clearly demonstrated that the positive impact is maximized when the greatest number of additional days are added. The Network and its partners used this data to advocate for increased funding for any instruction beyond the 25-day mark, another student-centered policy included in HB2 (89R).

### Education Service Centers Are Well-Positioned to Continue This Work

Initially following the passage of HB3 (86R), school systems often had to rely on external vendors for support in the complex work of redesigning school calendars. Now, however, after several years of implementation (and with financial and logistical support from the Network) our regional Education Service Centers have begun to provide more of the support necessary to achieve implementation with fidelity.

## Learnings In Action

By elevating the learnings and experiences of districts we supported in TIA implementation, the Network was proud to support a historic \$183 million expansion of ADSY as part of House Bill 2 (89R). **That expansion included:**

### **Greater Flexibility For Districts**

The Network shared the experience of our partner school systems to legislators to successfully advocate for a change to ADSY in HB2 (89R) that brought the base calendar requirement down to 175, significantly reducing the barrier to entry.

### **More Funding For More Instruction**

The Network and its partners leveraged TEA data to successfully advocate for an additional 50% funding bonus for campuses with at least 200 instructional days, another student-centered policy included in HB2 (89R).

### **More Support For Middle Schoolers**

2025 STAAR data showed encouraging growth in student outcomes in our earliest grades but a continued struggle to maintain proficiency in middle school. With the addition of instructional time identified as a key strategy for growing student outcomes, Texas legislators (at the Network's urging) also extended ADSY into middle school campuses.



## 4C. CCMR Outcomes Bonus

School systems receive the College, Career & Military Readiness (CCMR) Outcomes Bonus when students take the next step in their career planning by:

- meeting college-level academic readiness standards

AND

- enrolling in a postsecondary institution

OR

- completing an industry-based certification

OR

- enlisting in the military.

These outcomes bonuses are distributed equitably, with more funds awarded for students experiencing economic disadvantage or enrolled in special education.



**223 school systems** received guidance on maximizing their CCMR bonus funding through professional learning communities convened by our regional partners.

**59 rural school systems received deep support** to create and implement a College, Career and Military Readiness (CCMR) Strategic Plan through our Rural CCMR Accelerator Program.

### Rural CCMR Accelerator Program

The Rural CCMR Accelerator Program was launched by the Texas Impact Network in March 2021 with the purpose of providing CCMR support to select rural Texas school systems and building a network of rural school systems focused on common goals.

Rural school systems have challenges and opportunities that are unique to their size and geographies and deserve a specific lane of support tailored to their contexts. The program has supported:



**53** districts, enrolling

**95,000** students across

**18** of 20 ESCs, and representing

**38** counties

Nearly a third of these districts are among the highest-need systems, located in Persistent Poverty counties, where generational poverty is a consistent challenge and more than 20 percent of the population has lived below the poverty line for at least 30 consecutive years.

The Rural CCMR Accelerator focused on three high-impact practice areas with each district:

- **Data and Planning**
- **Postsecondary Advising**
- **Texas Success Initiative (TSI) Completion**

These program supports directly impacted key student impact indicators that have an enormous impact on future trajectories of students: Academic Readiness through SAT/ACT/TSIA, Post-Secondary Enrollment, and earning Industry Based Credentials.

- TSI completion was a common and consistent challenge for districts across the board - and rural districts in particular have demonstrated the need to improve TSI as a primary driver for increased CCMR outcomes. TSI support for preparation and testing has been included for each cohort; however, following Cohort 1, we realized that additional support was needed and amended the program to require student success advising, including for TSI preparation, and to implement better data infrastructure and real-time tracking, including TSI data to better advise and prepare students for successful testing. Cohorts 2 and 3 both grew their TSI attainment beyond the growth rate for rural districts statewide, and Cohort 2, which has all program years of data available, in particular shows excellent outcomes, growing TSI ELAR by 10%, TSI Math by 21%, and TSI Both by 18%.
- While data is not yet available for Cohort 3, Cohorts 1 and 2 each began the program lagging statewide rural enrollment rates by 6%. Cohort 1 grew by 3.71% and Cohort 2 nearly closed the gap, growing by 4.26% during their program years. Comparatively, statewide rural enrollment rates grew by less than 1% during this same time period. Each district implemented closely planned and tracked student success advising, and many districts developed programming for students and parents to increase postsecondary applications and follow through, as well as collaborated with institutions of higher education to provide awareness of process and programming to increase student matriculation.

POSTSECONDARY ENROLLMENT				
	2020-2021	2021-2022	2022-2023	Difference from Baseline
Cohort 1	36.67%	39.71%	40.38%	+3.71%
Cohort 2	36.48%	42.42%	40.75%	+4.26%
Cohort 3	N/A	N/A	55.44%	Not Available

- Each cohort grew their rates of IBC attainment, and this is particularly evident for the two cohorts (1 and 2) that have all program years of data available, growing by 18% and 16% respectively over the program periods. Districts completed a custom labor market analysis at the beginning of their programs, which helped to identify the most promising pathways and IBC options. Along with this planning strategy, effective student success advising and data infrastructure that were part of the program provided clear pathways to increased IBC attainment.

IBC ATTAINMENT					
	2020-2021	2021-2022	2022-2023	2023-2024	Difference from Baseline
Cohort 1	20.49%	40.21%	38.18%	38.43%	+17.94%
Cohort 2	N/A	29.83%	40.03%	45.37%	+15.54%
Cohort 3	N/A	N/A	48.26%	51.57%	+3.31%

For all cohorts, the baseline year drawdowns totaled \$3,618,000 and 2024 early counts reflect \$5,681,000. This increase of more than \$2M - or a 57% increase - can be attributed to the Rural CCMR Accelerator.

Rural CCMR Accelerator participants experienced higher growth in their outcomes bonus drawdowns compared to their rural peers across the state:

- Cohort 1 participants increased drawdown by **six percentage points in two years**, compared to two percentage points statewide.
- Cohort 2 participants increased drawdown by **four percentage points in one year**, compared to one percentage point statewide.
- Cohort 3 participants increased their drawdown from 16% to 20%, compared to the 15% state average.

We invested \$1.9M between FY20-24, and these systems have so far reported a drawdown of over \$3M – a funding amount that should continue to grow every year indicating a **1.6x (and counting) return on initial philanthropic investment.**

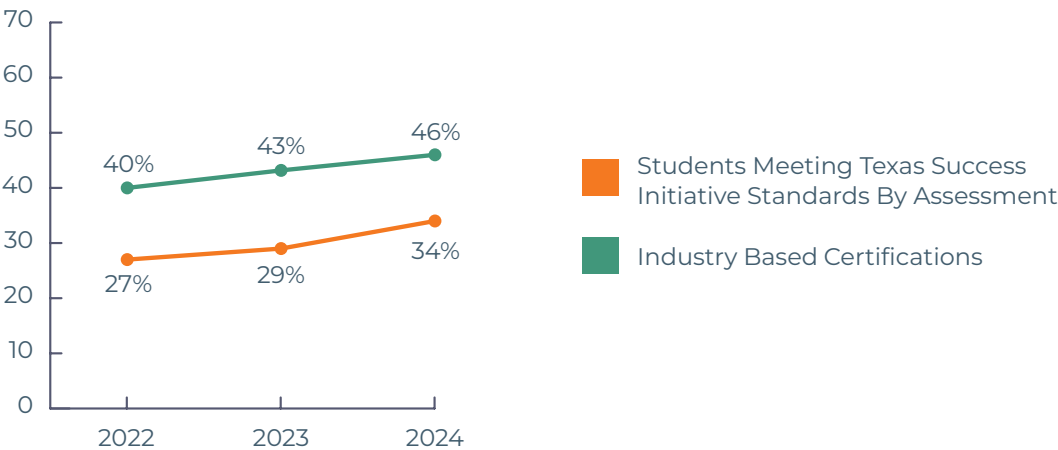
Drawdown Amounts / Drawdown Percent of Maximum

	C/O 2021	C/O 2022	C/O 2023	C/O 2024 (EC)
Cohort 1	\$456,000 / 6%	\$743,000 / 9%	\$780,000 / 12%	\$715,000 / 10%
Cohort 2	N/A	\$672,000 / 13%	\$1,121,000 / 17%	\$2,088,000 / 22%
Cohort 3	N/A	N/A	\$2,490,000 / 16%	\$3,015,000 / 20%

Baseline year before support from the Rural Accelerator Program

Actual earned with support from Rural Accelerator Program

This increased drawdown has led to significant growth in postsecondary readiness for students across these rural districts.



*“The Rural CCMR Accelerator has made a major difference in how we support our students in Marathon ISD. Because of the support that came with this program, we are better connected to other remote, rural districts. [Their] presence in our District has made such a difference for the Marathon Community. Being part of this network literally accelerated how we organized and gave our students a future they did not even know existed for them.”*

—Supt. Ivonne Durant, Marathon ISD



## What We Learned

### Better Data Reporting Can Drive Further Growth

Currently, CCMR outcomes bonus funding rates are produced by the Texas Education Agency on a two-year lag – which is why we don't yet have data to report for Cohort 3 of the Rural CCMR Accelerator. This provides an additional challenge for districts – particularly small and rural districts with fewer resources – to make the necessary investments on the front end, only to have to wait several years to see a return. The Network is actively encouraging our policymaking and regulatory partners to shorten this reporting window.

Additionally, there is currently no publicly available data source that reports on not only how many total students qualify for this more rigorous definition of CCMR but by what means (college, career or military – see criteria listed above). The Network is also actively encouraging our policymaking and regulatory partners to report this data within the Texas Academic Performance Reports.

### Accountability Must Be Brought Into Closer Alignment

Our state's A-F accountability system rewards districts for achieving College, Career and Military Readiness – but how “CCMR” is defined in accountability is different, and less rigorous, than what is necessary to draw down outcomes bonus funds.

## Learnings In Action

### More Funding For Special Education Students

By elevating the learnings and experiences of districts we supported in TIA implementation, the Network was proud to support a historic \$153 million expansion of CCMR and career-technical education funding as part of House Bill 2 (89R), including more outcomes-bonus funding for students receiving special education services.

### Plans to Study Tiers of CCMR Rigor

With the passage of House Bill 8 (89 2), the Texas Education Agency is taking steps to increase the rigor of the CCMR definition in accountability by establishing “tiers” aligned to the effort and resources required – a process Executive Director Ben Mackey has informed as a member of the Assessment and Accountability Working Group.

### House Bill 8 (88R) Provides an Exciting Opportunity to Build on This Success

School districts now have access to additional funding for dual credit coursework for their students experiencing economic disadvantage through the Financial Aid for Swift Transfer, or FAST, program established by HB 8 in 2023. Dual credit completion is also an important aspect of drawing down outcomes-based funding, giving districts additional incentive to focus on this more rigorous definition of College, Career and Military readiness.



# 4D. Strategic Resource Use Network

Chief-level administrators in Texas school districts play a pivotal role in the success of the students they serve but frequently lack the resources to continuously improve school funding. This is especially true when it comes to accessing and maximizing new funding opportunities created by the passage of state law.

For the past three years, the Network has convened these influential officials, first as the Chief Financial Officer Network and subsequently as the Strategic Resource Use Network, acknowledging the important part played by other senior-level system leaders in strategically allocating resources.

The Strategic Resource Use Network brought together school system leaders in finance, academics, and innovation who are committed to transforming outcomes for students and maximizing the impact of their districts’ resources: people, time, and money.

Facilitated by Education Resource Strategies (ERS), the Strategic Resource Use Network aims to support system leaders by equipping them with the knowledge and skills to enable them to act as strategic leaders within their districts and provide a venue to meaningfully collaborate and learn together.

The Strategic Resource Use Network supported **85 school systems** during the ‘23-’24 and ‘24-’25 school years.

These 85 school systems represent **1.7M students, 30% of the Texas student population.**

Over the past two school years, these systems have **drawn down an additional \$148M in new strategic funding** through the Teacher Incentive Allotment, Additional Days School Year and/or CCMR Outcomes-Bonus funding, thanks in part to strategic advisement and support provided by the Strategic Resource Use Network.

## Learnings In Action

Based on these learnings, the amount for CCMR outcomes bonus funding was increased, specifically for Special Education students and the Texas Accountability system is exploring better alignment to the rigor made possible with this bill.

## 5. Looking Ahead: Phase 2 (2025+)



The Texas Impact Network exists to turn good public policy into strong practice. We seek out those policies and practices that are grounded in evidence and that, when implemented well, have the potential to unlock significant new funding for school systems.

**But it isn't just about accessing dollars—it's about reinvesting those resources into what matters most: improving student outcomes.**

Since the creation of the Network in 2020, the state of Texas has passed several new education policies that put students and their outcomes at the forefront. Moreover, we've been fortunate to build a network of school systems and leaders with a proven track record of successful implementation – and a foundation of student-centered best practices from which to continue driving academic success:

- Our college, career and military readiness work will inform the implementation of high-quality career pathways through HB8 (88 R) [pg. 27] and HB 2209 (88 R) [pg. 29]
- Districts that have already implemented the Teacher Incentive Allotment are best positioned to employ a strategic staffing model [pg. 31] and potentially earn even more “enhanced TIA” funding as a result [pg. 32]
- Implementation of the Additional Days School Year is a requirement of the Resource Campus designation [pg. 32]

With all this in mind, the work outlined in the following sections can be seen not as a completely new effort so much as the continuation of our work in an ever-evolving statutory and regulatory framework.

# 5A. House Bill 8 Quality Pathways (Pathways Proof Point Work)

Passed in 2023, House Bill 8 restructures state funding for community colleges, incentivizing program completion over student enrollment. One aspect of this bill with the greatest significance for PK-12 school systems is the creation of Financial Aid for Swift Transfer, or FAST, which makes dual credit courses free for a majority of Texas students. Increased dual credit attainment will result in more funding for community colleges and more access to rigorous coursework for students which should ultimately result in increased post-secondary enrollment upon graduation. While FAST expands access to dual credit, it also highlights the broader set of supports students need to persist and succeed—such as advising, early college opportunities, and strong data systems.

This year, we were proud to partner with the Gates Foundation to launch the Texas Pathways Proof Points initiative. This grant is guided by the Integrated Pathways Framework, which is designed to increase access to early college pathways, improve postsecondary advising, and enhance data infrastructures and data use to deepen the partnership between participating school systems and higher education institutions. This framework emphasizes quality pathways as a coherent sequence of advanced courses in high school that place students on a clear path toward postsecondary enrollment and earning a credential of value that leads to a livable wage.

Under this initiative, participating regions are implementing the Integrated Pathways Framework’s core set of components:

1

Dual enrollment in a coherent course sequence that connects to in-demand careers

2

High quality advising to guide students and families

3

Data informed decision making through robust shared infrastructure

This work is testing the hypothesis that when these components are implemented together, they can measurably improve outcomes for students, rather than pursued individually. Collectively, these strategies maximize HB3 CCMR OBF and FAST funding and increase the number of students earning at least 15 hours of dual credit in high school, ultimately providing collaborative exemplars for the state of Texas. Our partnerships span the largest district in Texas to the sixth smallest, highlighting the impact of this work across the state’s diverse educational landscape.

This four year-initiative brings together:

**19** school systems, and

**7** postsecondary institutions across

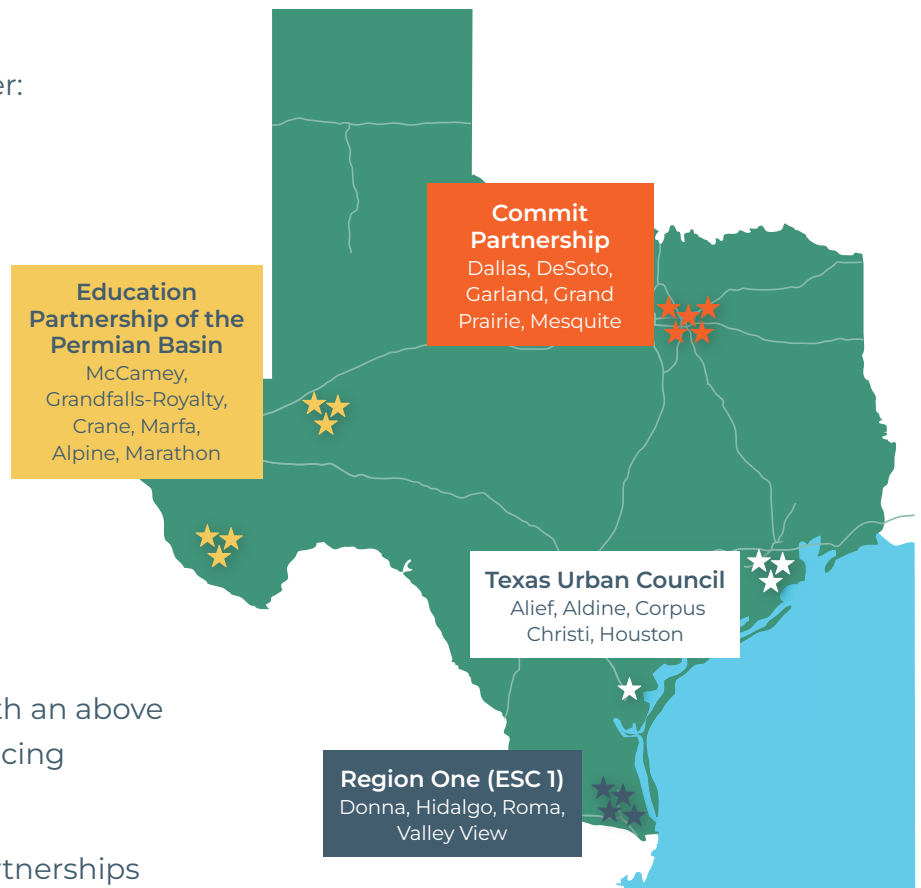
**4** diverse Texas regions:

- **Dallas County;**
- **The Rio Grande Valley;**
- **Permian Basin; and**
- **The Texas Urban Council.**

**>600,000K** students served

**>10%** of Texas' student population, with an above average share of its students experiencing economic challenges.

These regions each feature strong partnerships between K-12 and higher education institutions through the support of an intermediary partner that are conducive to implementing early college coursework in high schools and quality advising, and data.



### Success Metrics:

- Number of high school students enrolled in college-level coursework
- Percent of students earning at least 15 hours of dual credit in high school
- Percent of students submitting 3+ applications
- Percent of students completing FAFSA or TASFA
- Percent of students immediately enrolling in a postsecondary program upon graduation
- Percent of students whose credits are applied to a postsecondary education program of study
- HB 8 and HB3 CCMR OBF State Funding unlocked



## 5B. R-PEP (Rural Pathways)

House Bill 2209, passed in 2023, codified the Rural Pathways in Excellence Partnership (or R-PEP) program, which incentivizes small, rural school districts to partner with one another to offer more college and career pathways for students. Districts that partner for these efficiencies are eligible to earn additional funding for each student who enrolls and completes their pathway. This program was subsequently expanded by House Bill 2 passed earlier this year.

### As of School Year 2025-2026, there are 10 Texas R-PEPs



Through a collaboration with Empower Schools, including a joint grant to the Moody Foundation, as well as through the Gates Priority Regions work, TIN supported the successful development of **seven new RPEPs representing 30 districts this year**, including:

- The Big Bend Rural Initiative for Success in Education, and
- The Permian Basin Innovation Zone.

These two R-PEPs also serve as rural proof points under the Texas Building Pathways Proof Points initiative, deepening their role in advancing equitable college and career pathways, and the seven newly-designated R-PEPs join three existing TIN-supported programs including Rural Schools Innovation Zone, which served as the original proof-of-concept for the RPEP model.

**The goals of these partnerships are to:**

- Improve IBC attainment
- Maximize dual credit attainment and align with HB8
- Increase funding earned through successful R-PEP implementation

**Success Metrics:**

- Number of workforce credentials earned in participating school districts
- Number of school systems participating in R-PEP regions
- Number of new R-PEP regions
- HB 2209 Public Funding Unlocked



## 5C. Strategic Staffing

### State Funding Available

Teacher quality has the largest impact on student outcomes. Today, school districts participating in the Teacher Incentive Allotment have an unprecedented opportunity: by using their data on teacher effectiveness, they can more strategically place their highest-impact teachers where they are needed the most – maximizing benefits for both students and schools.

**5 school systems** are receiving direct support from the Network in implementing a strategic staffing model.

#### Success Metrics:

- Number of classrooms impacted by designated teachers
- Number of students requiring high-impact tutoring and not passing a state exam in the prior year (HB 1416) who are taught by designated teachers
- Percentage of not-yet-college-ready students (as measured by the Texas Success Initiative, or TSI) who are impacted by designated teachers
- Percentage of students considered college-ready on the TSI Assessment (TSIA)
- Percentage of students considered college-ready through dual credit completion
- Funding unlocked through both Teacher Incentive Allotment drawdown and CCMR Outcomes Bonus Funding

\* Amounts are approximations subject to change based on enrollment, demographics and new policy.



# 5D. House Bill 2

This year, the Texas Legislature, with overwhelming bipartisan support, passed House Bill 2, which injected more than \$8.5 billion new dollars into public education across Texas. Inside this sprawling piece of legislation are a number of critical, strategic policies that are ripe for implementation support and carry significant potential to positively impact students across Texas. Texas Impact Network is currently building plans, securing funding, and finalizing regions and districts to charge boldly into the following opportunities:

**Resource Campuses:** By offering targeted, proven supports to persistently struggling schools, districts can unlock up to approximately \$1,000 per student annually to offset district costs. These turnaround models combine high-impact strategies such as individualized tutoring, summer programs, high quality instructional materials, and ensuring a district’s most effective teachers are in front of students with the highest needs.

Expanding eligibility for Resource Campus designation allows more campuses across the state to **access the necessary resources** to reverse negative trends and effectively support students in meeting grade level expectations and getting on track for a successful academic trajectory.



## Establishes New Teacher Standards

For core subjects, teachers must have at least **2 years** of experience.

For core subjects, at least **50%** of teachers must be TIA-designated.



## Reduces Barriers to Entry

Expands eligibility to a campus that received a **D, F, or “Not Rated”** in accountability for 3 years over a 10-year period.

Expands to **middle schools**.

### Success Metrics:

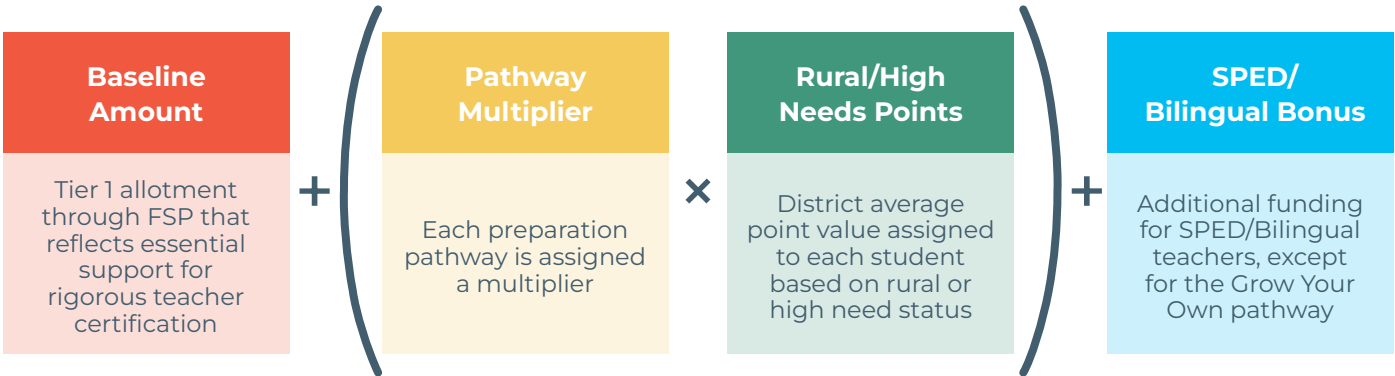
- Designated teachers in core subjects
- Percentage of students meeting standards on statewide assessments
- Campus accountability rating
- Funding unlocked

**State Funding Available\* to Unlock: >\$224 million**

\* Amounts are approximations subject to change based on enrollment, demographics and new policy.

**Teacher PREP Allotment:** Since the COVID-19 pandemic, the number of uncertified teachers in Texas classrooms has surged—despite compelling evidence that students taught by uncertified educators experience significantly lower academic outcomes compared to their peers. In response, the state established the Teacher PREP Allotment to help districts build stronger, sustainable pipelines of well-prepared, certified teachers. Through this funding, districts and educator preparation programs can receive upwards of \$30,000 per teacher candidate to support rigorous, residency-based training models that combine hands-on classroom experience with high-quality coaching and coursework. This investment not only improves teacher readiness and retention, but also ensures that more students—especially in high-need schools—are taught by fully certified, effective educators from day one.

HB 2 Article II creates the **“Preparing and Retaining Educators through Partnership Programs Allotment” (PREP Allotment)**, which invests **\$187 million in teacher preparation** by providing funding per teacher candidate beginning September 2026. Districts receive funding for each certification pathway based on this formula:



Certification Pathway	Baseline Per Candidate Funding	Pathway Multiplier	Rural/High Needs Point Total	Additional Funds for Bilingual/SPED
Grow Your Own	\$8,000	\$1,000	>0-4	\$0
Pre-Service Alternative Certification	\$10,000	\$2,000	>0-4	\$2,000
Traditional College Prep	\$10,000	\$2,000	>0-4	\$2,000
Residency Certification	\$24,000	\$3,000	>0-4	\$2,000



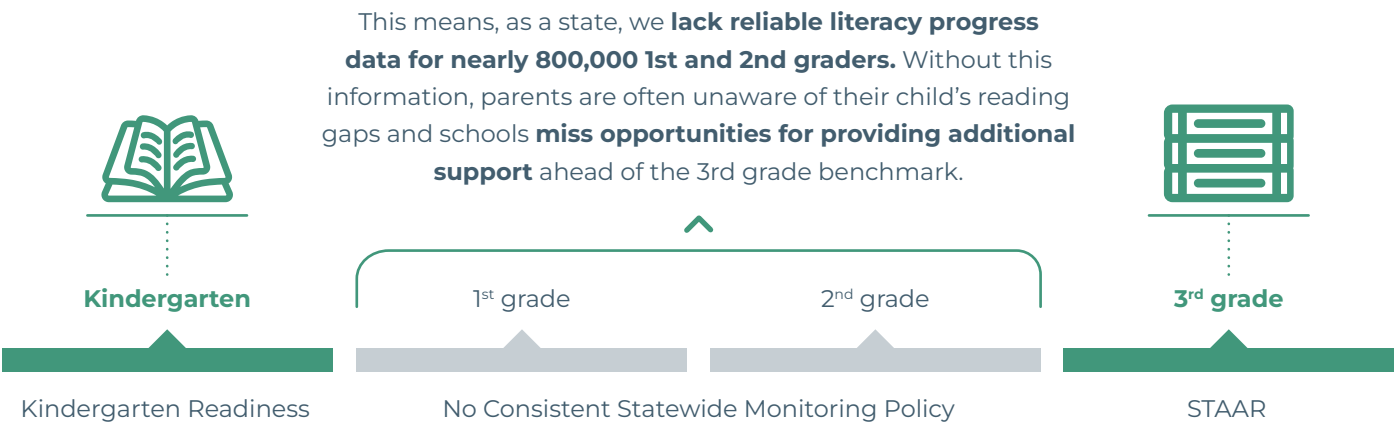
**Success Metrics:**

- Number of certified teachers hired
- Percentage of certified teachers retained
- Academic outcomes in classes taught by teacher developed through PREP program
- Funding unlocked

**State Funding Available\* to Unlock:** >\$150 million

**Early Literacy Interventions:** Through expanded access to evidence-based curriculum, instructional coaching, and diagnostic tools, districts can accelerate reading proficiency for young learners. HB2 provides targeted funding to support early literacy interventions that are proven to increase 3rd-grade reading scores and close learning gaps.

**Low reading scores underscore the need to focus attention prior to 3rd grade, but we cannot improve what we cannot see.** Under Texas’ current early literacy policy, parents, educators, and policymakers lack sufficient visibility into students’ early reading development.



**Success Metrics:**

- Percentage of K–2 students on grade level when they reach 3rd grade
- Percentage of students meeting grade level expectations in 3rd grade on statewide assessments
- Teacher participation in literacy training
- Funding unlocked

**State Funding Available\* to Unlock:** >\$100 million

\* Amounts are approximations subject to change based on enrollment, demographics and new policy.



The Texas Impact Network is a joint venture of Educate Texas and the Commit Partnership designed to turn good public education policy into strong practice across the state of Texas.

## About Educate Texas

*Educate Texas addresses the biggest challenges in public education.*

We believe all Texans should have an education that empowers them to earn a good living, find a purposeful career, and realize bold dreams for themselves, their families, and their communities.

IMMEDIATE Solutions we are working towards:

- All high schoolers MUST graduate with more than a diploma
- Every degree and certification delivers the skills REQUIRED for today's job market
- Our Texas workforce has the experience to thrive IN OUR MODERN ECONOMY

How we are doing it:

- Pilot and scale evidence-based learning models to build a strong workforce
- Convene the brightest minds to innovate on transformational educational solutions
- Connect public and private funds to strengthen educational programs in communities in need
- Engage policy makers, educators, and community leaders at all levels to shape and refine education policies and priorities to be more impactful

## About The Commit Partnership

*Giving every Texas student today every opportunity to earn a living wage in the future.*

By many measures, Dallas has a thriving economy. But there's one measure that tells another story. Two out of every three young adults in Dallas County don't earn a living wage. We work with others to break the cycle of educational and economic inequity by building a collaborative network of schools, higher education institutions, policymakers, businesses, and nonprofits, creating systemic changes at all steps in a student's journey. Backed by data and relentless optimism, we believe Dallas County can become a place of economic opportunity for everyone.