

Effective Investment in Early Education

How Texas School Districts Use the Early Education Allotment and Its Impact on Student Learning



IDRA Research Brief • by Angela Perez, M.A., & Chloe Latham Sikes, Ph.D. • January 2026

Early education establishes building blocks for student learning. In 2019, Texas schools began implementing a new funding allotment for early education. The Texas Legislature created it to provide additional funding for school districts to direct toward improving reading and math outcomes for students in kindergarten through third grade (TEA, 2019).

This brief gives an overview of the early education allotment purpose and spending as of 2024. It also provides a snapshot of how three Texas school districts use their early education allotment.

The Texas Legislature created the early education funding allotment to improve reading and math outcomes and to support expanded Pre-K access.

How the Early Education Allotment Works

School districts receive funds through the early education allotment based on the number of students attending kindergarten through third grade. Students who are (1) economically disadvantaged students (qualify for free or reduced-price lunch); and/or (2) emergent bilingual students who are in a bilingual education or special language program generate funding through the allotment (TEA, 2019; 2025a).

Each of these student groups generates weighted funding at 0.1, or 10% of the base amount of per-student funding (called the *basic allotment*), which is currently set at \$6,160. A student who falls into both groups generates funding through each category with a weight of 0.2, or 20%, which is \$1,232.

In 2025, the Texas Legislature passed House Bill 2, which modified the early education allotment. As of the 2025-26 school year, students in kindergarten through third grade who are not identified as emergent bilingual nor economically disadvantaged will also generate funding through the allotment but at a lower weight of 0.01, or 1%, of the basic allotment.

Although Pre-K students do not generate any of the allotment, school districts must use the allotment to first fund full-day Pre-K programs for 4-year olds before receiving the rest of the early education funds. School districts are required to offer a full-day program, but the state only funds Pre-K at a half-day rate. If districts already have high-quality Pre-K programs in place and fund them through local and federal funds, the early education allotment must be used to improve reading and math programs and services.

In Texas, 33% of students are enrolled in prekindergarten (Pre-K) through third grade, and 4% are Pre-K students (TEA, 2025a; 2025c). Of the 1.8 million students in Pre-K through third grade, 27% are classified as emergent bilingual, and 78% are classified as economically disadvantaged (TEA, 2023a; Wang et al., 2023). (For a breakdown of state-wide demographics and grade levels see the Appendix.)



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In addition, new modifications from recent legislation (HB 2, 2025) stipulate that the allotment go toward academic stipends for teachers to attend newly established academies on literacy and mathematics. Since these changes are just now being implemented, this brief focuses on data prior to the 2025 changes (see IDRA's 2025 "Texas School Funding – Major Elements in House Bill 2" for more information).

Pre-Kindergarten Focus

High quality Pre-K programs prepare children to begin developing important skills early on. Studies show that high quality early education enhances a student's school readiness and social emotional skills beyond their early school years (Johnson, 2017; Meloy et al, 2019).

Schools are required to offer full-day Pre-K to all eligible 4-year-old students who meet one or more of the following requirements (TEA, 2025b):

- Their family qualifies for the free or reduced-price lunch program,
- They are experiencing homelessness,
- They are in foster care,
- They have a parent on active military duty,
- They are unable to speak or understand English,
- They have a parent eligible for the Star of Texas Award, meaning they were or are the spouse of someone who was a first responders and was injured or killed in the line of duty,
- They have a parent who teaches in the school district the child will attend (new as of HB 2, 2025).

Early Reading and Math Outcomes

The primary focus of the early education allotment is to improve reading and math outcomes in early grades. This emphasis stems from Texas' long history of placing importance on early education and early intervention, especially in recent years with the expansion of full day Pre-K (Boggs & Villanueva, 2019).

Early education outcomes in Pre-K help prepare students for high achievement in later grades. This is particularly the case for economically disadvantaged students who trail their peers on standardized exams (Fikac, 2020).

Third grade also is a key point in a child's education, where having proficiency in reading is an integral part to continuing their education (The Annie E. Casey Foundation, 2023). The investment in early education in Texas moves beyond expanding Pre-K programs to preparing kindergarten through third grade students for success.

Findings: How the Early Education Allotment is Used

State data do not clearly distinguish how the early education allotment funding is being used. While we cannot determine how much of the allotment schools allocate toward expanding Pre-K programs versus other goals outlined by the legislation, the data do reveal the major expenditure categories.

High quality early education enhances a student's school readiness and social emotional skills beyond their early school years.

Texas school districts received over \$1.2 billion in early education allotment funding in the 2022-23 school year (TEA, 2025c). About 91% of the funding went to paying school teachers and staff, with nearly three quarters of payroll going to instruction time, specifically for teachers who interact with students.

These payroll expenditures make up only about 2.24% of expenditures on payroll for educators and staff statewide.

The next highest spending object category was supplies and materials at almost 4% of the total allotment, followed by professional and contracted services (2.5%). The other three categories related to facilities expenditures, like capital outlay, debt service, and other operating materials, totaled less than 1% of the allotment. This means that most of the early education allotment goes toward educators responsible for instruction, including their pay and classroom materials.

Exhibits in the Appendix break down the early education allotment expenditures by the top 20 expending counties and by each of the 20 regional education service centers (ESCs) in the state.

The six counties that received the most funding for the early education allotment were Harris, Dallas, Tarrant, Bexar, El Paso, and Hidalgo counties. The five ESC regions allotted the most funding were Regions 4 (Houston), 10 (Dallas), 1 (Edinburg), 11 (Fort Worth), and 20 (San Antonio).

About 91% of the early education funding was spent on paying school teachers and staff.

Findings: School District Snapshots

This section previews how three types of districts with varying student populations and size allocated the early education allotment.

This analysis includes two large urban districts, Dallas ISD and Socorro ISD, and one large suburban district, Pharr-San Juan-Alamo (PSJA) ISD. A breakdown of the student demographics by school district is available in the Appendix.

Exhibit 1 shows the top five spending functions across the three snapshot districts. The top five categories include: instruction between teacher and student, school leadership, curriculum and staff development, instructional development, and guidance counseling services.

Exhibit 1: Top Five Spending Functions for Snapshot Districts						
District Name	Dallas ISD		Socorro ISD		Pharr-San Juan-Alamo ISD	
District Type*	City-Large		City-Large		Suburb-Large	
Function Description	Dollars	Percent	Dollars	Percent	Dollars	Percent
Instruction: Interaction Between Teacher and Student	\$18,940,542	46%	\$22,252,280	83%	\$5,507,152	78%
School Leadership	\$2,960,574	7%	\$2,083,053	8%	\$523,745	7%
Curriculum and Staff Development	\$9,899,188	24%	\$839,017	3%	\$273,737	4%
Instructional Development	\$6,229,969	15%	\$206,956	1%	\$421,139	6%
Guidance Counseling Services	\$881,426	2%	\$663,243	2%	\$128,424	2%
Total Early Education Allotment Spending	\$41,002,598		\$26,764,313		\$7,101,750	
Statewide Rank	2nd		5th		44th	

* per National Center for Education Statistics (NCES) Data source: TEA. (2023b). District 2022-2023 Financial Actual Data. Texas Education Agency.

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Instruction is the top spending category across all three districts. The second greatest spending function is other instructional and curriculum development, demonstrating that the early education allotment monies are being used for the intended purposes of improving reading and math outcomes by investing in curriculum and instruction.

Expenditures categorized as school leadership also make up a large amount of the three school districts' spending. These expenditures are primarily used for payroll toward school level administration.

District Pre-K Spending

After reviewing the information each district has available on its school website regarding early childhood education, data show there is an emphasis on Pre-K across the three districts. Details on district programs varied. Dallas ISD and Socorro ISD both included the following early education information on their websites:

- student eligibility for Pre-K for 3-year-olds (Pre-K 3) and Pre-K for 4-year olds (Pre-K 4),
- enrollment options, such as priority for in-district students versus open enrollment,
- application processes,
- tuition costs for students who are ineligible according to TEA guidelines, and
- additional partnerships with out-of-district childhood centers.

PSJA ISD was unique among the three districts. Since 2019, it has developed its early childhood department to expand beyond offering Pre-K 3 and Pre-K 4 to district-zoned students. Since the early education allotment was created, PSJA ISD has opened two new early education academies, offering free full-day Pre-K 3 and Pre-K 4 to all students who enroll, with an open enrollment policy. This expansion builds on the already established programs at each of its 25 elementary schools. The target of these academies is listed as kindergarten readiness and providing high-quality early education.

Impact on Student Outcomes

Texas student achievement in third grade suggests a positive impact of the early education allotment on student learning. The following figures present the average student performance on the third grade reading and math STAAR exams, third grade reading performance by Pre-K attendance, and other student outcomes that help demonstrate student achievement. Data show student performance from 2018 to 2023, with the exception of 2020 when the exam was not administered due to the COVID-19 pandemic.

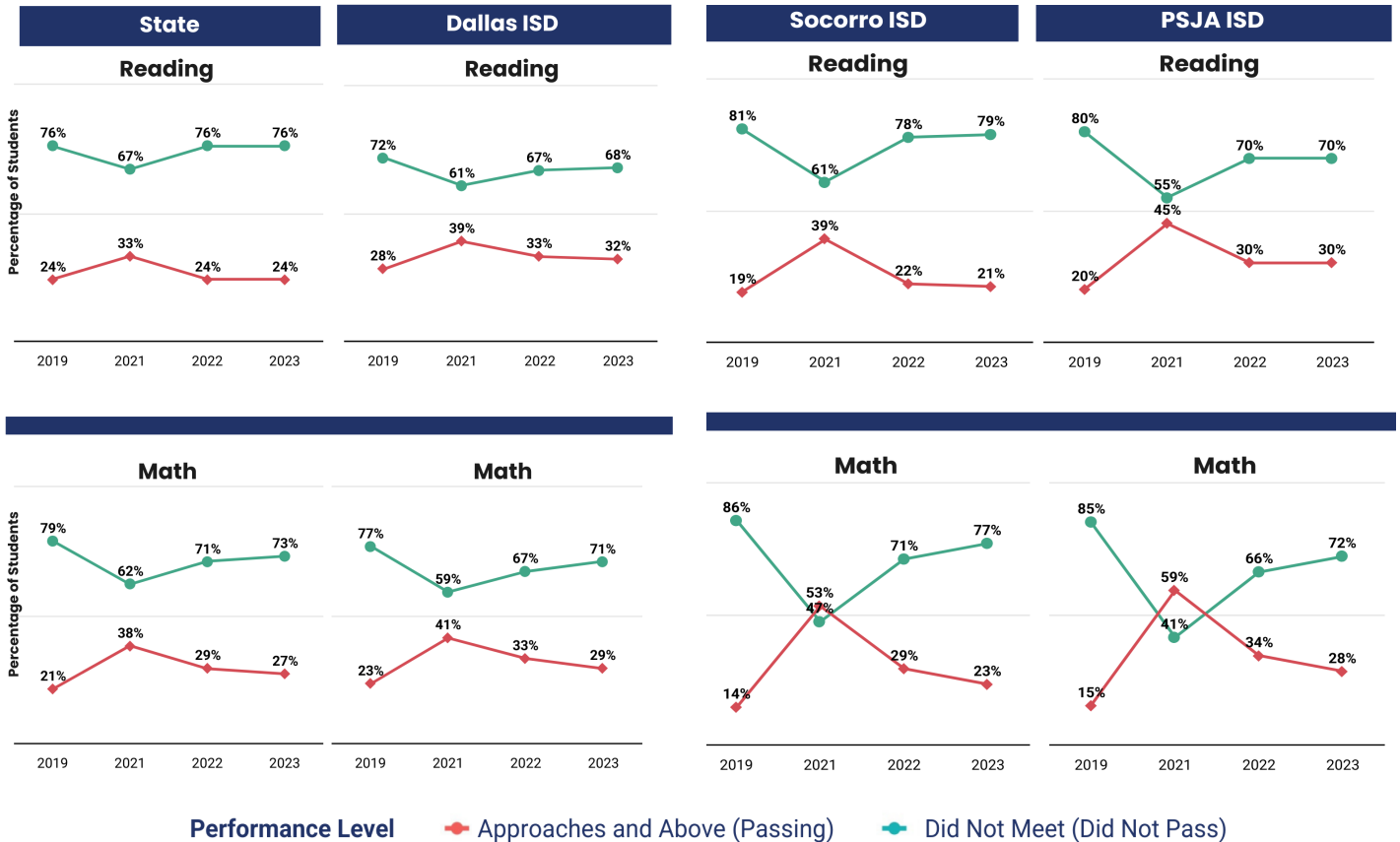
Exhibit 2 reveals a drop in the student performance across all three districts following the pandemic in 2020 for both reading and math. However, student outcomes have begun to stabilize in recent years.

Looking at the snapshot districts' third grade reading performance, all three districts follow a similar trend pattern in comparison to the state average performance.

Dallas ISD student performance did not strongly deviate compared to pre-pandemic rates, and its 2023 scores reflect an upward trend in passing rates.

Socorro ISD and PSJA ISD differ slightly. While the districts perform on similar trends regarding the dip in scores in the year right after the pandemic, the initial gap between students who pass the reading STAAR was larger, roughly 65% for Socorro ISD and

Exhibit 2: STAAR Third Grade Performance Trends



Data Source: TEA. (April 2025). Group Summary: Performance Levels and Reporting Categories. Texas Assessment Research Portal.

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60% for PSJA ISD. This signals that the post-pandemic recovery of student outcomes for Socorro ISD and PSJA ISD to pre-pandemic standards is a higher climb showing a stronger rebound for these two districts.

As seen in Exhibit 2, PSJA ISD began recovery from the pandemic with a higher rate of students who did not pass the third grade reading and math exams. When reviewed by student group in Exhibits 3 and 4, the performance gap for emergent bilingual students in 2021 is slightly larger in both areas, especially math.

Given their student demographics where over 90% of students enrolled are economically disadvantaged and nearly 50% of students are classified as emergent bilingual students, the outcomes data suggest that PSJA ISD's expansive districtwide early education have been directed toward students who need it most.

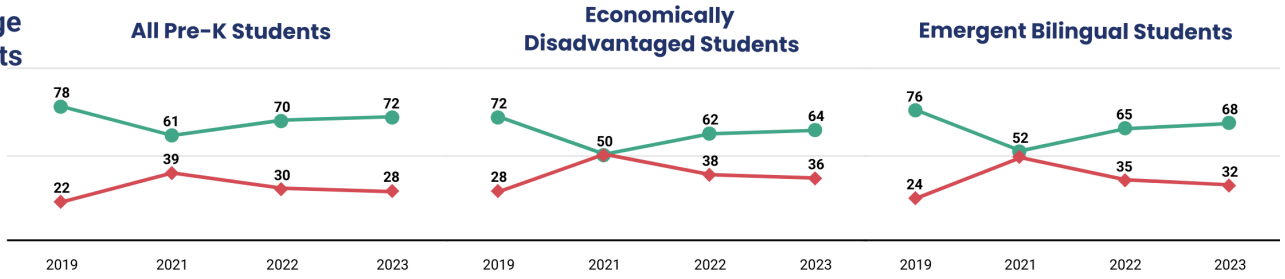
Exhibits 3 and 4 highlight the student populations that generate the early education allotment. In these data, emergent bilingual and economically disadvantaged students are performing on similar trends as the average student population.

Trends following the COVID-19 pandemic suggest early education funding helped stabilize learning for young learners.

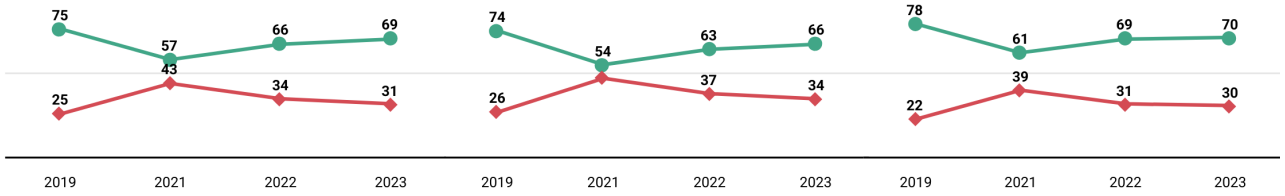
Exhibit 4: STAAR Third Grade Math Performance Trends by Student Group

Percentage of Students

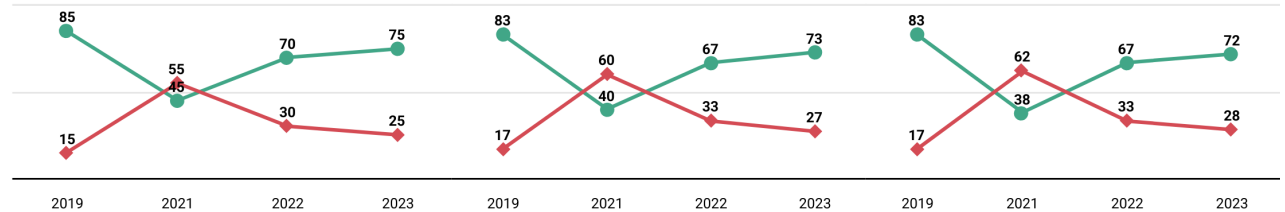
State



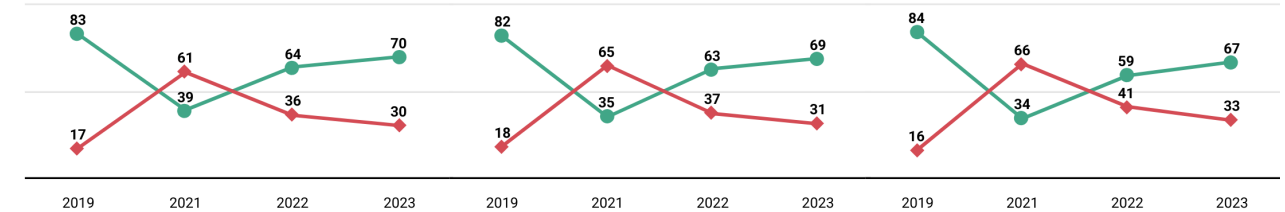
Dallas ISD



Socorro ISD



PSJA ISD



Performance Level ◆ Approaches and Above (Passing) ◆ Did Not Meet (Did Not Pass)

Data Source: TEA. (April 2025). Group Summary: Performance Levels and Reporting Categories. Texas Assessment Research Portal.

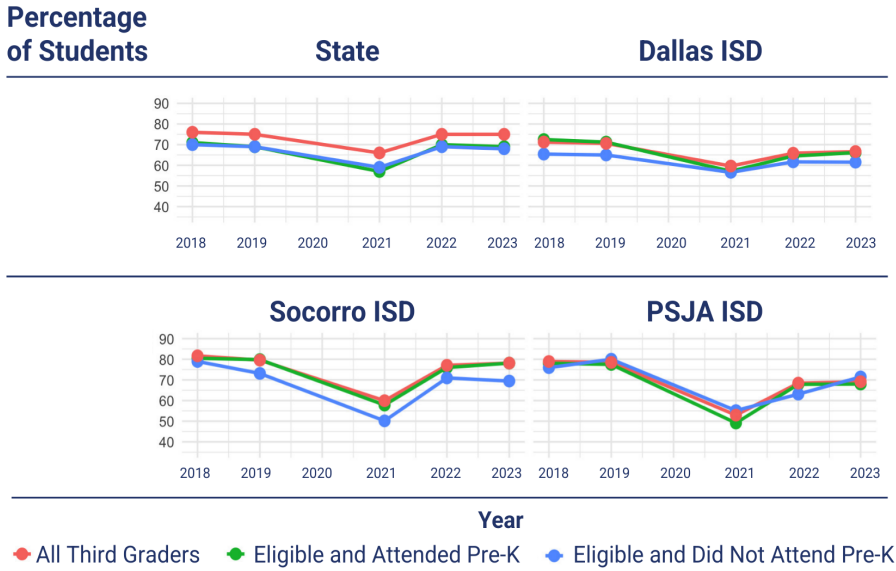
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Exhibit 5 demonstrates third grade reading STAAR outcomes by Pre-K attendance. While there are no glaring differences between students who did and did not attend Pre-K, we can see that students who did attend Pre-K perform at slightly better rates than those who did not.

Students who attended Pre-K in Socorro ISD demonstrated growth in STAAR passing rates compared to those who did not attend Pre-K since the time of the investment in early education brought on by the early education allotment.

Exhibit 5: STAAR Third Grade Reading Percent Passing Over Time and Pre-K Attendance

Third grade students who attended Pre-K perform at slightly better rates than those who did not.



Data source: TEA. (2025d). Texas Public Third Grade STAAR Performance by Texas Public Prekindergarten (PK) Attendance. Texas Public Education Information Resource.

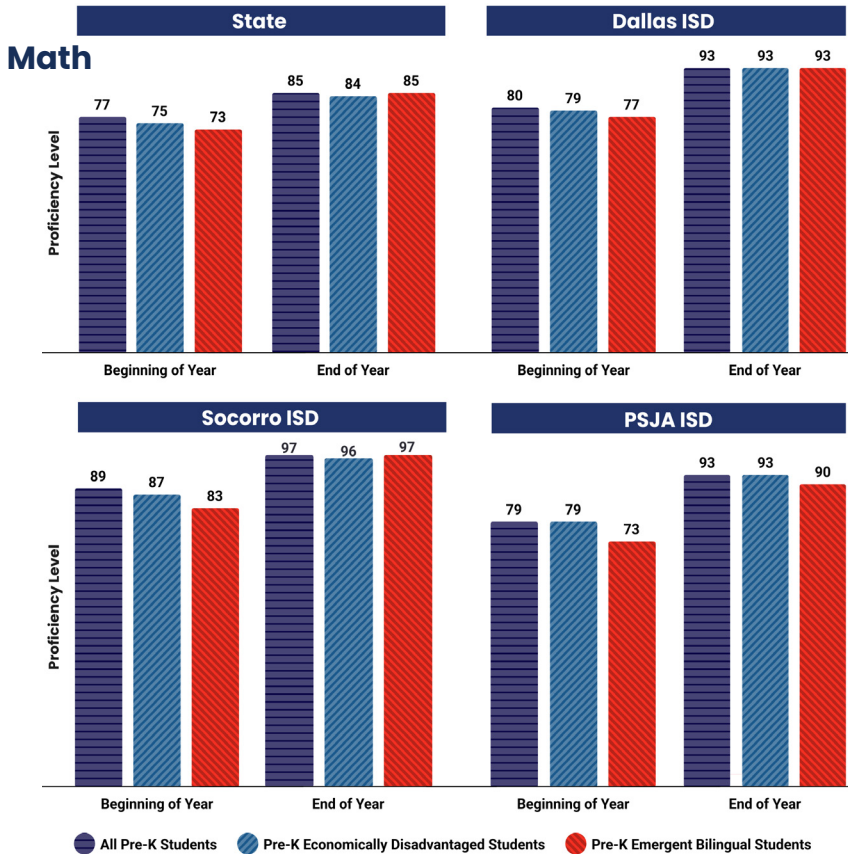
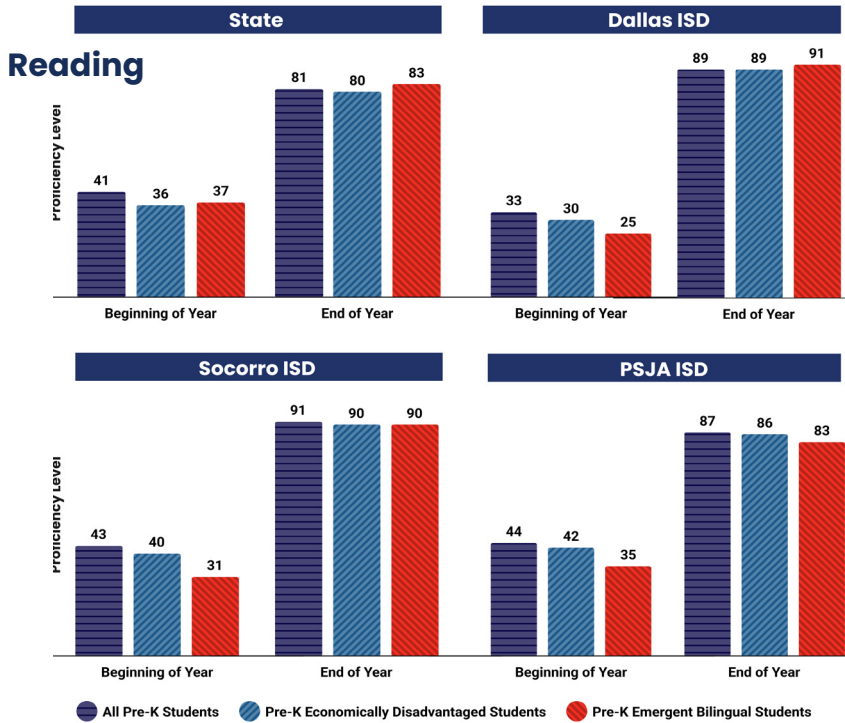
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Exhibit 6 shows Pre-K assessment of reading and math for 2022-23. Pre-K students are evaluated using the same assessment at the beginning of the year and at the end of the year to track subject proficiency and improvement.

As noted in Exhibit 6, Pre-K students are demonstrating massive improvement in reading proficiency from the beginning of the year to the end of the year. All students across the three school districts show improvement upwards of 40%, meaning 40% or more Pre-K students who were not proficient when starting Pre-K were considered proficient by the time they finished the Pre-K program.

Exhibit 6: Pre-K Reading & Math Proficiency, 2022-23

Emergent bilingual students show the greatest improvement in reading proficiency across the three districts.

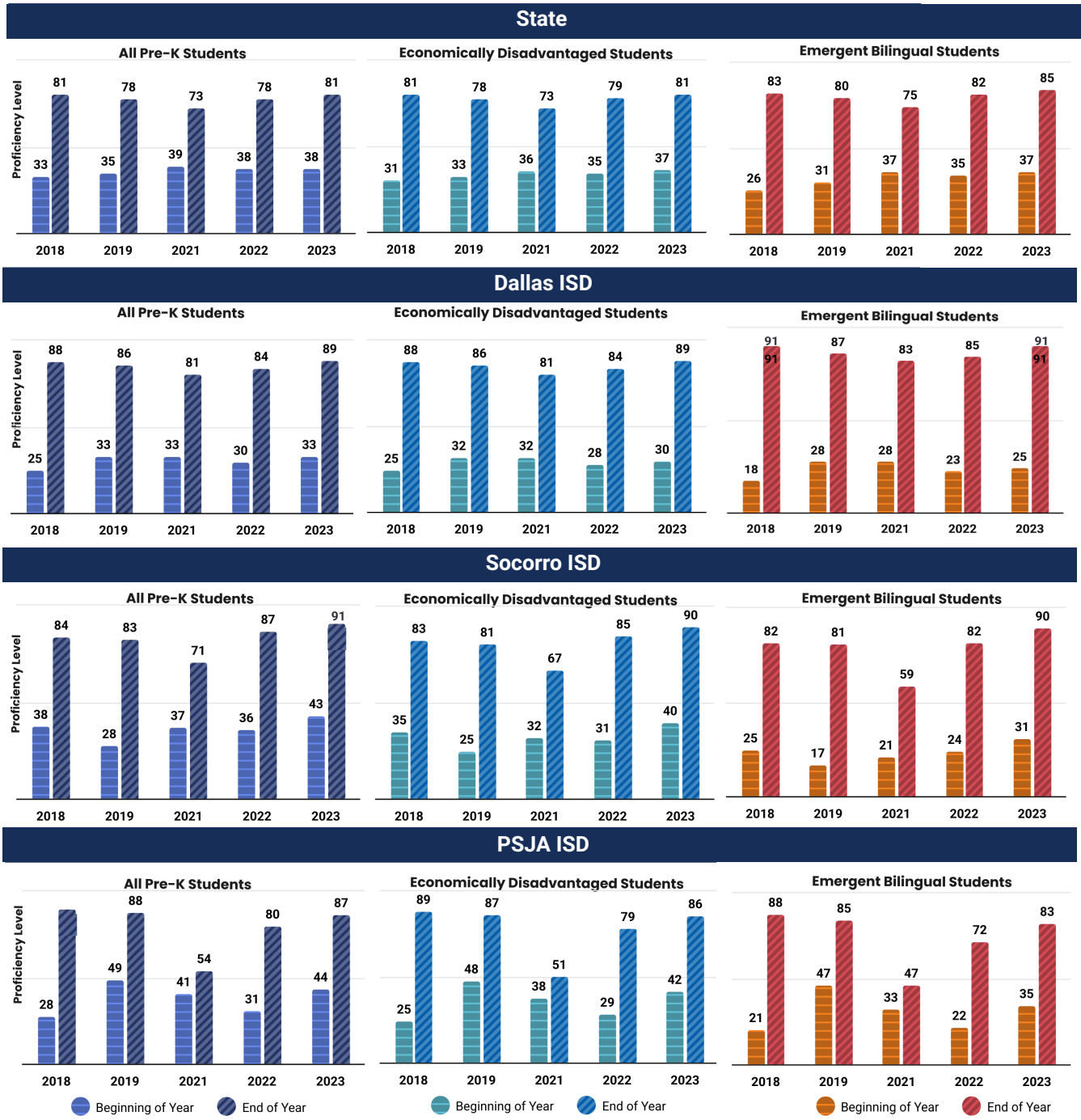


Data Source: TEA. (2025e). Texas Public Education Information Resource. Texas Public Prekindergarten Assessment Results for 4-Year-Olds District. Texas Education Agency.

Emergent bilingual students show the greatest improvement in reading proficiency across all three districts. Exhibits 7 and 8 track Pre-K assessment and proficiency across time (2018 to 2023) and by student subgroups.

Overall, we are seeing slight improvement in student outcomes that were disrupted by the COVID-19 pandemic. This trend suggests that continued investment in early education will lead to improvements in early learning.

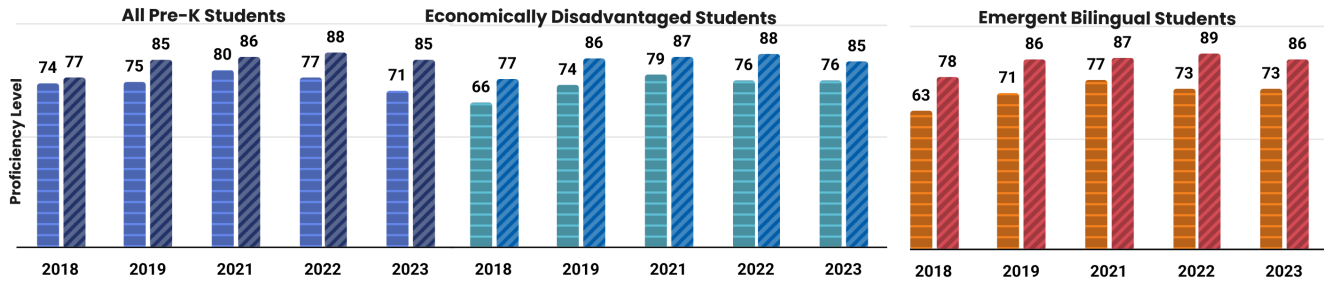
Exhibit 7: Pre-K Reading Proficiency Trends by Student Group and District



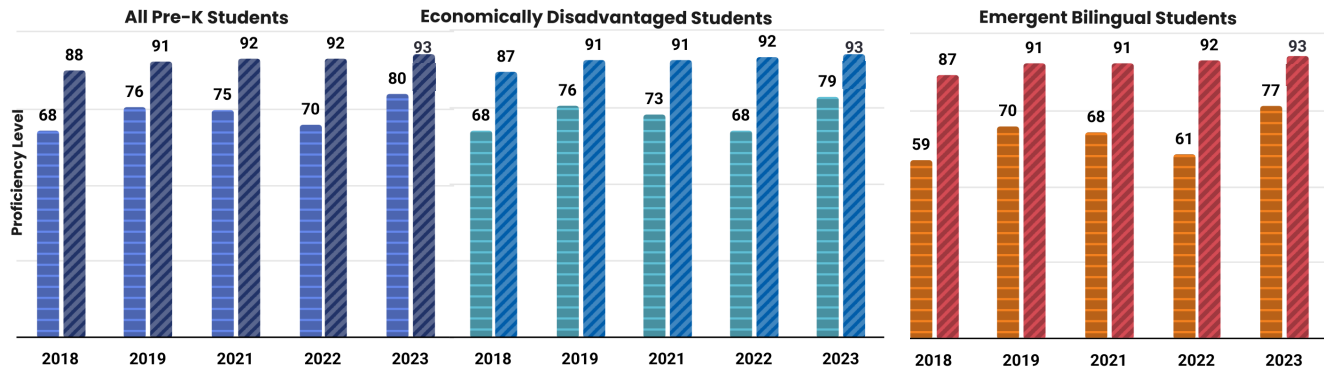
Data Source: TEA. (2025e). Texas Public Education Information Resource. Texas Public Prekindergarten Assessment Results for 4-Year-Olds District. Texas Education Agency.

Exhibit 8: Pre-K Math Proficiency Trends by Student Group and District

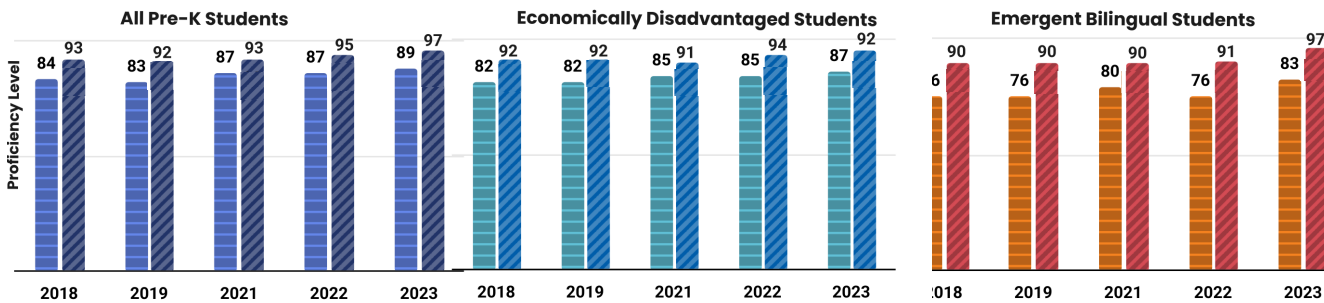
State



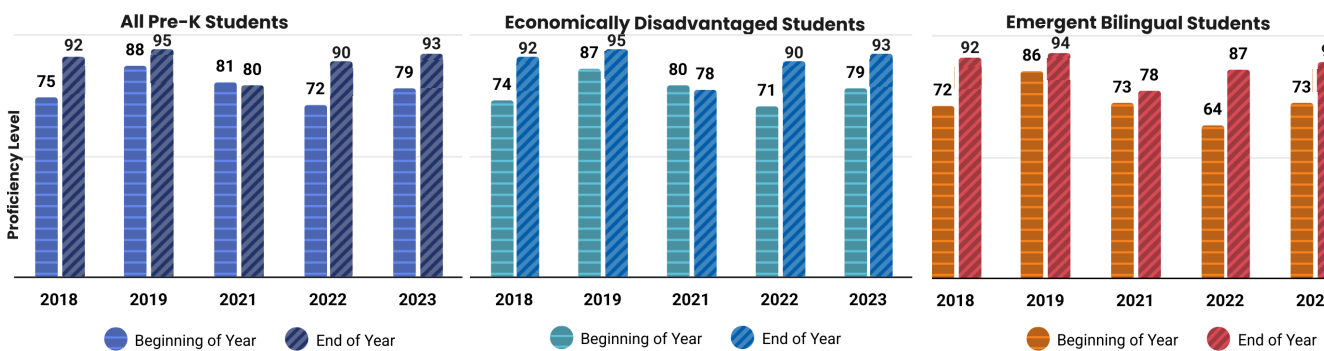
Dallas ISD



Socorro ISD



Socorro ISD



Data Source: TEA. (2025e). Texas Public Education Information Resource. Texas Public Prekindergarten Assessment Results for 4-Year-Olds District. Texas Education Agency.

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Policy Recommendations and Future Considerations

The direct impact of the early education allotment is difficult to measure based on limited data. One challenge is there is not a definitive manner to determine whether the allotment is spent on the students who generate the funding in the first place. However, based on student outcomes data, students are performing better on STAAR exams and Pre-K assessments since the early education allotment was created.

Improve Data Distinctions

IDRA recommends that PEIMS financial data include distinctions for early education allotment funds used between full-day Pre-K and improving K-3 reading and math outcomes to better distinguish how the early education allotment is spent. This would support clearer data and evaluation of whether kindergarten through third grade students who generate this allotment also reap the intended benefits for literacy, reading and math outcomes. This distinction in data reporting will be especially important to assess the impact of new changes to the early education allotment in HB 2, 2025.

Include Pre-K Student Education in Early Education Allotment and Targeted Funding

IDRA recommends expanding the student groups who generate the early education allotment to Pre-K students, so that they can generate additional funding for programs they attend. This would enable districts to expand their early education beyond Pre-K for 3- and 4-year-olds, similar to how PSJA ISD has begun to do, and to more efficiently focus funding for kindergarten through third grade students on their outcomes, including in literacy and math.

Every child should have access to strong public schools. Early education is a pivotal learning time for students to acquire language, basic literacy and math skills, and social development. With clear data and equitable investments, the early education allotment and its recent changes present opportunities to better support our youngest learners.

Every child should have access to strong public schools. Early education is a pivotal learning time for students to acquire language, basic literacy and math skills, and social development.

For more information about implementing these policy recommendations, contact Chloe Latham Sikes, Ph.D., IDRA Deputy Director of Policy at (chloe.sikes@idra.org).

IDRA is a non-profit organization. Our mission is to achieve equal educational opportunity for every child through strong public schools that prepare all students to access and succeed in college.

Appendix

Exhibit 9: Early Education Allotment Breakdown of Top Spending Counties, 2022-23

County Name	Total
Harris County	\$211,389,137
Dallas County	\$110,408,613
Tarrant County	\$69,875,374
Bexar County	\$65,280,096
El Paso County	\$55,189,108
Hidalgo County	\$54,592,523
Webb County	\$43,120,421
Montgomery County	\$29,339,581
Fort Bend County	\$27,946,252
Collin County	\$27,415,315
Travis County	\$26,801,425
Bell County	\$23,936,832
Denton County	\$23,618,992
Cameron County	\$22,758,594
Galveston County	\$20,046,729
Brazoria County	\$17,630,638
Williamson County	\$15,722,751
Midland County	\$11,592,465
Lubbock County	\$10,162,231
Johnson County	\$10,139,759

Data source: TEA. (2023b). District 2022-2023 Financial Actual Data. Texas Education Agency.

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Exhibit 10: Early Education Allotment Breakdown by Education Service Center Region, 2022-23

ESC Region Served	Total
Region 4: Houston	\$290,743,575
Region 10: Richardson	\$163,977,189
Region 1: Edinburg	\$127,821,988
Region 11: Fort Worth	\$116,429,527
Region 20: San Antonio	\$106,007,901
Region 13: Austin	\$61,846,419
Region 19: El Paso	\$55,367,174
Region 6: Huntsville	\$50,747,189
Region 12: Waco	\$41,740,092
Region 7: Kilgore	\$38,100,702
Region 18: Midland	\$25,434,176
Region 17: Lubbock	\$22,386,741
Region 5: Beaumont	\$20,230,102
Region 16: Amarillo	\$18,489,578
Region 2: Corpus Christi	\$17,603,810
Region 8: Mount Pleasant	\$13,561,682
Region 3: Victoria	\$11,088,777
Region 15: San Angelo	\$10,915,287
Region 9: Wichita Falls	\$9,317,626
Region 14: Abilene	\$8,920,629

Data source: TEA. (2023b). District 2022-2023 Financial Actual Data. Texas Education Agency.

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Exhibit 11: Texas Public School Student Demographics

Student Demographics	Numbers	Percent
Total Enrolled	5,518,423	
Black Students	706,774	12.81%
American Indian Students	17,976	0.33%
Asian Students	280,742	5.09%
Hispanic Students	2,921,386	52.94%
Pacific Islander Students	8,718	0.16%
Two More Races Students	166,565	3.02%
White Students	1,416,206	25.66%
Female Students	2,693,755	48.81%
Male Students	2,824,612	51.19%
Student Demographics	Numbers	Percent
Total Enrolled	5,518,423	
Pre-K 3-year-olds	40,535	0.73%
Pre-K 4-year-olds	203,749	3.69%
Pre-K Students	244,284	4.43%
Kinder Students	367,633	6.66%
Grade 1 Students	399,419	7.24%
Grade 2 Students	395,969	7.18%
Grade 3 Students	393,871	7.14%
Student Demographics	Numbers	Percent
Total Enrolled	5,518,423	
At-Risk Students	2,938,728	53.25%
Bilingual/ESL Students	1,279,679	23.19%
Early Child Education Students	25,110	0.46%
Economically Disadvantaged Students	3,421,179	62.00%
Emergent Bilingual Students	1,270,515	23.02%
Section 504 Students	407,903	7.39%
Special Education Students	702,775	12.74%
Dyslexia Students	302,612	5.48%
Title I Students	3,563,825	64.58%
Free and Reduced-Price Lunch Students	2,773,312	50.26%

Data Source: TEA. (2023c). Texas Academic Performance Report (TARP). Texas Education Agency.

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Exhibit 12: Snapshot District Student Demographics

	Dallas ISD		Socorro ISD		PSJA ISD	
Student Demographics	Numbers	Percent	Numbers	Percent	Numbers	Percent
Total Enrolled	141,169		47,843		30,003	
Black Students	29,148	20.6%	963	2.0%	33	0.1%
American Indian Students	629	0.4%	62	0.1%	4	0.0%
Asian Students	1,764	1.2%	229	0.5%	24	0.1%
Hispanic Students	99,142	70.2%	43,817	91.6%	29,675	98.9%
Pacific Islander Students	83	0.1%	84	0.2%	2	0.0%
Two More Races Students	1,789	1.3%	443	0.9%	2	0.0%
White Students	8,614	6.1%	2,245	4.7%	263	0.9%
Female Students	69,296	49.1%	23,407	48.9%	14,642	48.8%
Male Students	71,873	50.9%	24,436	51.1%	15,361	51.2%
Student Demographics	Numbers	Percent	Numbers	Percent	Numbers	Percent
Total Enrolled	141,169		47,843		30,003	
Pre-K 3-year-olds	2,972	2.1%	722	1.5%	1,448	4.8%
Pre-K 4-year-olds	7,591	5.4%	2,102	4.4%	1,674	5.6%
Pre-K Students	10,563	7.5%	2,824	5.9%	3,122	10.4%
Kinder Students	9,805	6.9%	2,756	5.8%	1,746	5.8%
Grade 1 Students	10,654	7.6%	2,996	6.3%	1,874	6.2%
Grade 2 Students	10,354	7.3%	3,081	6.5%	2,093	7.0%
Grade 3 Students	9,927	7.0%	3,155	6.6%	2,018	6.7%
Student Demographics	Numbers	Percent	Numbers	Percent	Numbers	Percent
Total Enrolled	141,169		47,843		30,003	
At-Risk Students	92,083	65.2%	25,914	54.2%	23,509	78.4%
Bilingual/ESL Students	66,415	47.0%	13,843	28.9%	15,109	50.4%
Early Child Education Students	556	0.4%	147	0.3%	27	0.1%
Economically Disadvantaged Students	119,875	84.9%	35,564	74.3%	27,749	92.5%
Emergent Bilingual Students	68,856	48.8%	13,890	29.0%	13,478	44.9%
Section 504 Students	7,257	5.1%	2,165	4.5%	1,506	5.0%
Special Education Students	15,679	11.1%	6,076	12.7%	3026	10.1%
Dyslexia Students	7,476	5.3%	584	1.2%	705	2.3%
Title I Students	136,558	96.7%	47,843	100.0%	30,003	100.0%
Free and Reduced-Price Lunch Students	71,146	50.4%	31,637	66.1%	20,921	59.7%

Data Source: TEA. (2023c). Texas Academic Performance Report (TARP). Texas Education Agency.

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Exhibit 13: Subpopulations by Grade Level, Statewide

Grade Level	Student Enrollment		Economically Disadvantaged		Emergent Bilingual	
	Numbers	Percent	Numbers	Percent	Numbers	Percent
Total Kindergarten-Third Grade	1,556,892	28.21%	994,866	63.90%	397,521	25.53%
Pre-K 3-year-olds	40,535	0.73%	35,886	88.50%		
Pre-K 4-year-olds	203,749	3.69%	168,585	82.70%		
Pre-K Students	244,284	4.43%	204,471	84%	87,715	35.91%
Kindergarten	367,633	6.66%	236,493	64.30%	95,526	25.98%
First Grade	399,419	7.24%	256,601	64.20%	102,880	25.76%
Second Grade	395,969	7.18%	253,368	64%	99,337	25.09%
Third Grade	393,871	7.14%	248,404	63.10%	99,778	25.33%
Total Pre-K-Third Grade	1,801,176	32.64%	1,199,337	66.59%	485,236	26.94%
Total Kindergarten-Third Grade	1,556,892	28.21%	994,866	63.90%	397,521	25.53%

Data Source 1: Wang, Y., Pedregon, V., Gaertner, F., Nagy, S., Whalen, C., & Kallus, R. (September 2023). Enrollment in Texas Public Schools 2022-23. Texas Education Agency. • Data Source 2: TEA. (2023a). Emergent Bilingual/English Learner Student Reports by Category and Grade School Year 2022-2023. Texas Education Agency.

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How to Read the Data

State financial data from the Texas Public Education Information Management System (PEIMS) are broken down by categories including function, which describes the general operational area for educating students, and object, which groups expenditures into a spending category. Exhibits 14 and 15 depict the function and object codes with their description.

The PEIMS data are also provided by program intent code, describing the specific allotment or operating expenditure the funding is distributed for including basic educational services, bilingual education, athletics, and early education among other programs. The early education allotment program number is 36. For all program intent codes refer to Exhibit 16.

The emergent bilingual student category includes students classified as current emergent bilingual students, those in English as a second language (ESL) programs and bilingual students in the Texas Research Portal Data.

Function	Description
11	Instruction: Interaction Between Teacher and Student
12	Maintaining Libraries and Dealing with Educational Resources and Media
13	Curriculum and Staff Development
21	Instructional Development
23	School Leadership
31	Guidance Counseling Services
32	Social Work Services
33	Health Services
34	Transportation
35	Food Services
36	Extracurriculars
41	General Administration
51	Facilities, Maintenance and Operations
52	Security & Monitoring Services
53	Data Processing Services
61	Community Services
71	Debt Service
81	Facilities, Acquisition and Construction

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Object	Description
6110-6149	Payroll
6210-6299	Professional +and Contracted Services
6310-6399	Supplies and Materials
6410-6499	Other Operating Materials: Travel, Insurance, Bonds
65XX *For functions 1x-9x	Debt Service Object
66XX * For functions 1x-9x	Capital Outlay: Acquiring, Constructing and Renovating Physical Assets
61	Community Services
71	Debt Service
81	Facilities, Acquisition and Construction

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Program Intent Code	Operating Expenditure
11	Basic Educational Services
21	Gifted and Talented
22	Career and Technical
23,33, 43	Students with Disabilities
24, 26, 28, 29, 30, 34	State Compensatory Education
25, 35	Bilingual
36	Early Education Allotment
37	Dyslexia or Related Disorder Services
38	College, Career or Military Readiness
91	Athletics/ Related Activities
99	Unallocated
71	Debt Service
81	Facilities, Acquisition and Construction

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