

Instructional Materials Allotment Fund

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- In the last Legislative Session, Senate Bill 6 established the Instructional Materials Allotment Fund.
- The bill requires 50% of the distribution from the Permanent School Fund to be set aside to fund IMA for the purchase of instructional materials or services.
- This amount is distributed equally to schools based on total enrollment.

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- The bill requires that districts certify that they are covering all elements of the TEKS each year.
- The bill requires that the textbook adoption cycles be pushed back to only allow for one adoption each biennium.
- The bill also did away with the Technology Fund by merging it into the IMA.

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- This bill changed the way textbooks were allocated to districts by the state and eliminated the funding directly allocated for technology.
- In the past, a school district received one free textbook for each student enrolled in each class. The district also received funding to be used for technology for each student enrolled in the district.

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- Under the IMA formula, Cy-Fair is about 4 to 4.5 million dollars short in funding from the state this biennium to provide the same one-to-one textbook model and provide the same funds for technology as in previous years.
- Because of this shortage, the district has established an IMA committee made up of members from the Curriculum, Finance, Technology and General Administration Departments, headed by Mrs. Hull to approve allocations from the IMA account.

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- The committee decided to allocate a classroom set of textbooks in all classes with the exception of classes designated by the Curriculum Department as classes that require a one-to-one textbook for various reasons. Those classes include all AP and Dual credit classes, along with College Algebra and Pre-Calculus.

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- Parents may also request through the school a take-home textbook in other classes.
- The Libraries have also been stocked with textbooks for students to use on a short term basis.

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- The instructional material allotment has provided the district the flexibility to purchase the resources and materials that teachers and curriculum content experts have identified as the most effective for students to master the standards.
- Most of our content areas use the textbooks as a resource; not as their curriculum. We write most of the curriculum and use a variety of materials, including the textbooks as resources.

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- The life of the adoption of our textbooks has increased over the last years and textbooks become outdated. The standards/TEKS will change or will be moved to another grade level during the life of the adoption. Therefore, a class set of the textbooks to be used as a resource is appropriate.

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- We are anticipating a science adoption in 2014-2015 – four years into the new assessment and five years after the science standards were revised. The current science textbook is 12 years old.
- Our curriculum team, along with teams of teachers, has spent time evaluating textbooks that are used as a resource and those that need to be available for every student.

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