Estimated Funding Lost in One Year to School Districts from SB3 Vouchers[1]

Senate District	Total students enrolled in all school districts (2014-15)[2]		Financial loss to school districts if 5% of students opt for vouchers
	All TX school districts	**5,210,148**	**− $ 2,012,354,538**
Larry Taylor – 11		216,689	− $ 81,922,591
Eddie Lucio, Jr. – 27		251,184	− $ 97,703,161
Paul Bettencourt – 7		607,258	− $ 231,535,621
Donna Campbell – 25		441,102	− $ 167,293,310
Don Huffines – 16		343,320	− $ 134,344,366
Bob Hall – 2		436,025	− $ 167,195,886
Bryan Hughes – 1		158,704	− $ 60,482,709
Kel Seliger – 31		168,968	− $ 64,009,322
Van Taylor – 8		275,742	− $ 102,747,605
Carlos Uresti – 19		327,066	− $ 125,419,031
Royce West – 23		303,579	− $ 117,848,446

[1] CPPP analysis using Texas Education Agency 2015 economically disadvantaged and enrollment data (2014-15 School Year), with the voucher and payback parameters defined in SB 3. Under SB 3, the one-time payback payments to school districts are based on 50% of the difference between the state average cost per student and the ESA voucher amount for the student. Our calculations used the 2015 TEA statewide average cost per student ($9022), and assumed a 5% reduction in student enrollment due to SB 3 vouchers. The payback payment per lower income voucher students would be $1128, and for higher income voucher students would be $1805. Because no data is available regarding the percentage of students in each school district with income levels defined in SB 3, we used TEA data for the percentage of economically disadvantaged students in each district. (Using the economically disadvantaged percentage for our calculations will yield a conservative estimate of money lost to the district, because the economically disadvantaged group is a smaller group than the lower income group defined by SB 3 as eligible for the higher ESA voucher amount.) We calculated the estimated public school funding lost statewide and for particular districts using the total number of enrolled students and the relevant percentages of economically disadvantaged and other students.

[2] If school district boundaries cross more than one Senate district, we have included all calculations for the entire school district within the Senate district total.