

House Public Education Committee
February 25, 2025
The State of Education



Public Education Student Demographics



STATE OF TEXAS EDUCATION¹



5,518,432
STUDENTS



371,778
TEACHERS

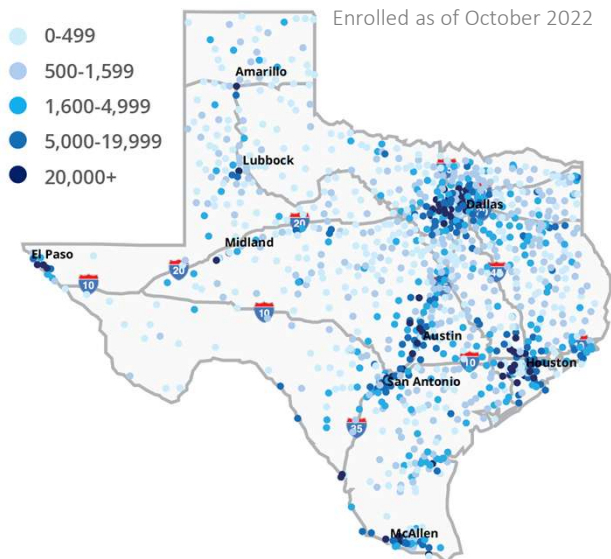


9,054
CAMPUSES

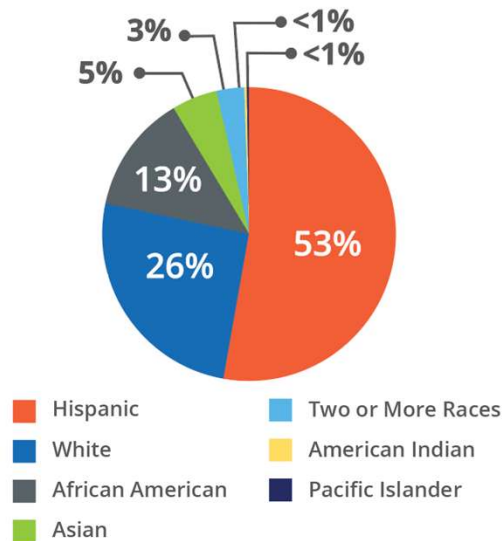


1,209
SCHOOL SYSTEMS

NUMBER OF STUDENTS ENROLLED IN EACH SCHOOL SYSTEM²



ETHNICITY



Current Learning Options for 6.2 Million Texas K-12 Students



Learning Option	Students Participating	Additional Details
Intra-District Transfers	Not Collected by TEA	<ul style="list-style-type: none"> Districts may allow for this by established enrollment policy. Ultimately, the board of trustees determines assignment and transfer of students and may deny petition of transfer based on 'reasonable basis for denying the request.'
Inter-District Transfers	2023-24: 230,858 <small>PEIMS Data</small>	<ul style="list-style-type: none"> Parents may request transfer to another district but receiving district determines whether to accept (i.e., not open-enrollment). Districts may charge tuition on transfers.
Public Charter Schools	2023-24: 422,930 <small>PEIMS Data</small>	<ul style="list-style-type: none"> Charter schools provide public school options for families outside of their assigned school district Open-enrollment, if oversubscribed students selected by lottery
Virtual and Hybrid Schools	2023-24 TEC 30A Waiver: 16,540 2023-24 TXVSN: 35,364 <small>PEIMS Data</small>	<ul style="list-style-type: none"> Issued waiver to programs created through SB 15 (expired September 1, 2023) to continue to operate under TEC Chapter 30A until 2025 TXVSN also allows full time virtual school; temporary waivers have been extended for expiring SB 15 schools.
Private Schools	2023-24: 286,624 <small>Texas Private School Association School Enrollment</small> 2023-24 IDEA Placement: 718 <small>PEIMS Data</small>	<ul style="list-style-type: none"> Private schools provide options for families aligned to a variety of models / school designs; families pay tuition and other costs. Under IDEA, public schools pay for a small number of students with disabilities to be placed in private schools or facilities.
Homeschool	2023-2024: 494,251 <small>U.S. Census Bureau Pulse Survey June 2024</small>	<ul style="list-style-type: none"> Parents may choose to educate their children, have children educated in another home, or hire a tutor to provide education Families pay for curriculum and/or services.

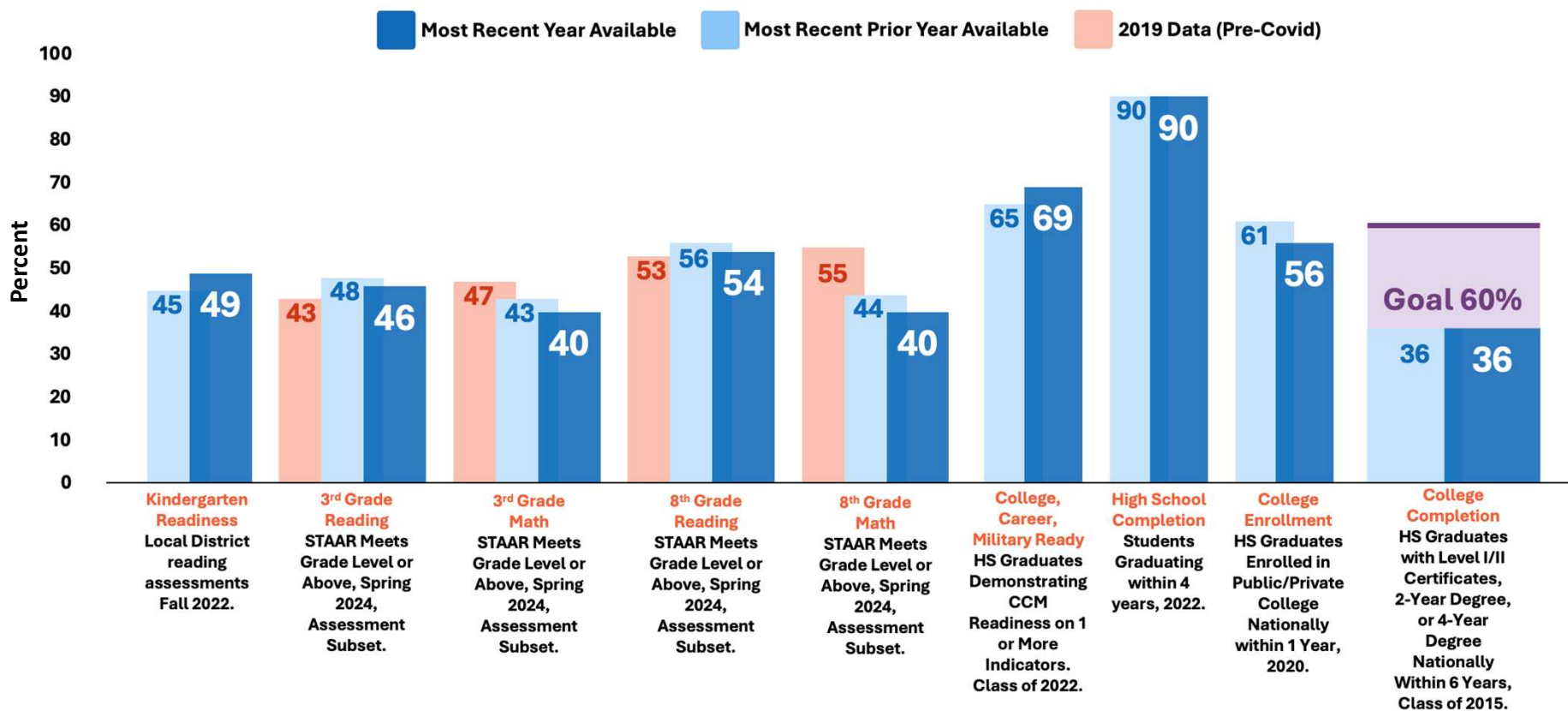


Student Outcomes

Student Outcomes



YEAR-OVER-YEAR STUDENT OUTCOMES



Smart Phones and National Student Achievement Data



Selected Research

Beland, Louis-Philippe, and Richard Murphy. "Ill Communication: Technology, Distraction & Student Performance." *Labour Economics*, vol. 41, no. 1, Aug. 2016, pp. 61–76, doi.org/10.1016/j.labeco.2016.04.004.

Beneito, Pilar, and Óscar Vicente-Chirivella. "Banning Mobile Phones in Schools: Evidence from Regional-Level Policies in Spain." *Applied Economic Analysis*, 25 Jan. 2022, doi.org/10.1108/aea-05-2021-0112.

Felisoni, Daniel Darghan, and Alexandra Strommer Godoi. "Cell Phone Usage and Academic Performance: An Experiment." *Computers & Education*, vol. 117, no. 117, Feb. 2018, pp. 175–187, doi.org/10.1016/j.compedu.2017.10.006.

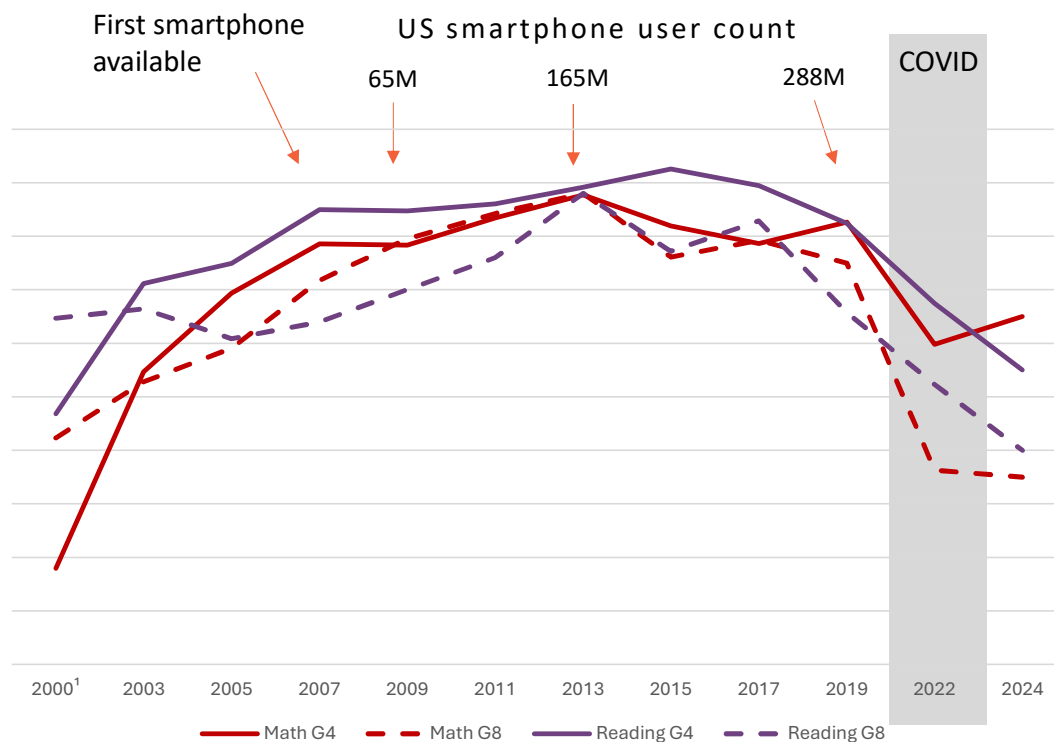
Kates, Aaron W., et al. "The Effects of Mobile Phone Use on Academic Performance: A Meta-Analysis." *Computers & Education*, vol. 127, no. 1, Dec. 2018, pp. 107–112, doi.org/10.1016/j.compedu.2018.08.012.

Kuznekoff, Jeffrey H., and Scott Titsworth. "The Impact of Mobile Phone Usage on Student Learning." *Communication Education*, vol. 62, no. 3, July 2013, pp. 233–252, doi.org/10.1080/03634523.2013.767917.

Sana, Faria, et al. "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers & Education*, vol. 62, no. 0360-1315, Mar. 2013, pp. 24–31, doi.org/10.1016/j.compedu.2012.10.003.

Twenge, Jean M., et al. "Decreases in Psychological Well-Being among American Adolescents after 2012 and Links to Screen Time during the Rise of Smartphone Technology." *Emotion*, vol. 18, no. 6, Sept. 2018, pp. 765–780, doi.org/10.1037/emo0000403.

Nationwide NAEP Performance



US grade 8 proficiency peaked in 2013 and has declined since, even before COVID

Smartphone user data from <https://www.statista.com/statistics/201182/forecast-of-smartphone-users-in-the-us/>
Nationwide NAEP data are scale scores, adjusting G8 Math and G4 to show overlapping trend data with a baseline of G8 Reading scale scores in 2013.

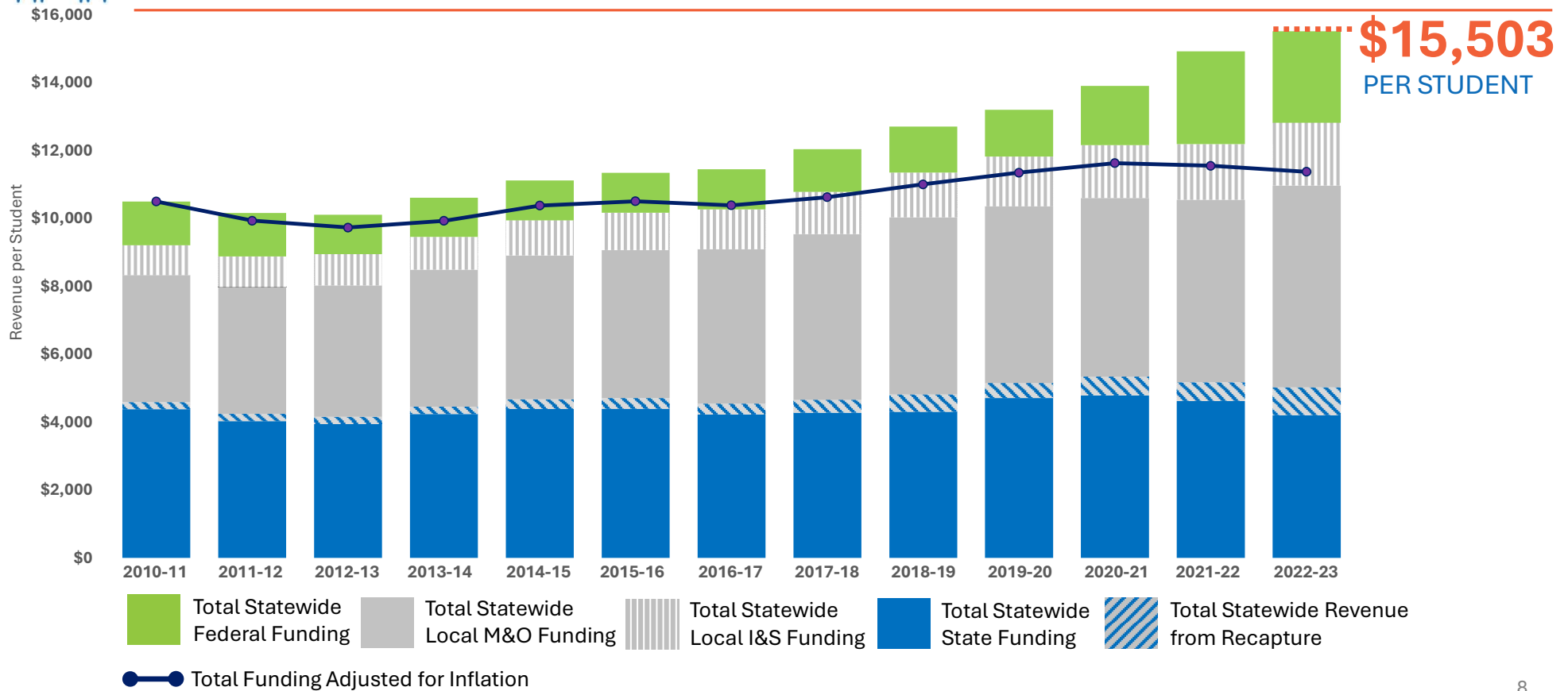


School Finance

School Funding



ANNUAL FUNDING PER STUDENT

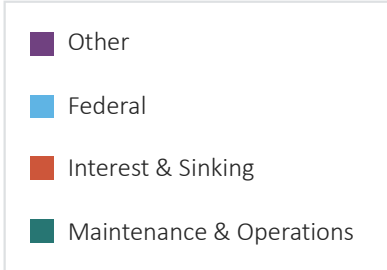
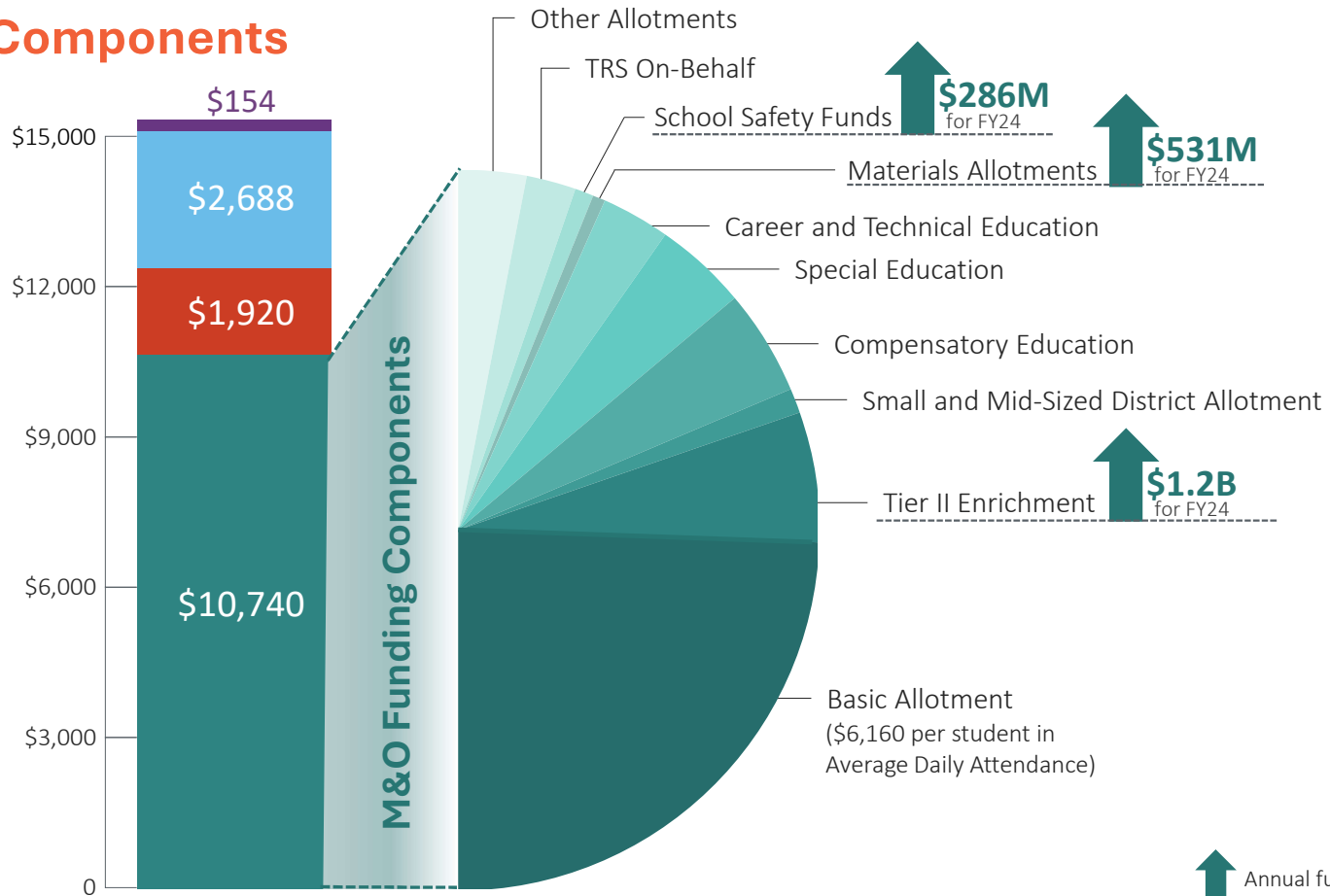


88th Legislative Updates to School Funding (inclusive of FSP and other funding sources)



School Funding Components

\$15,503
2022-23 FUNDING
PER STUDENT

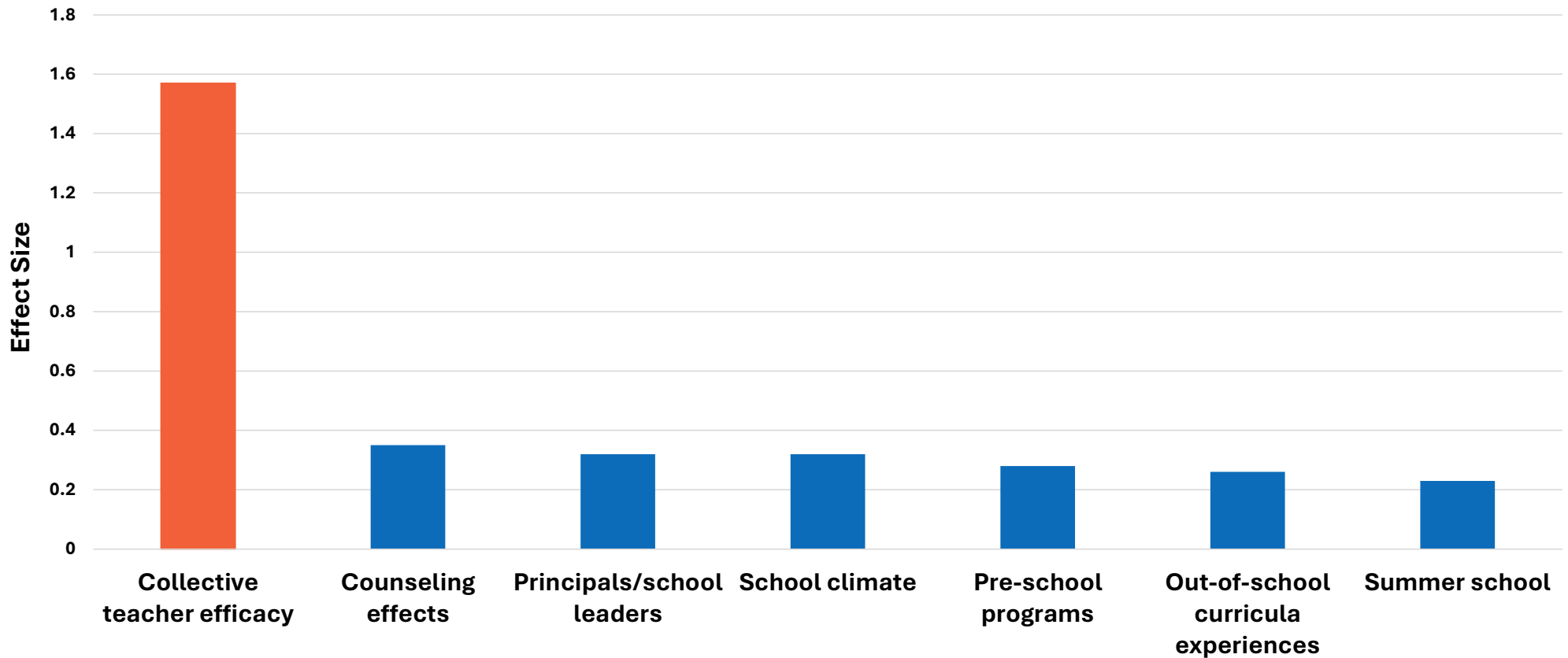


↑ Annual funding increase from 88th legislature



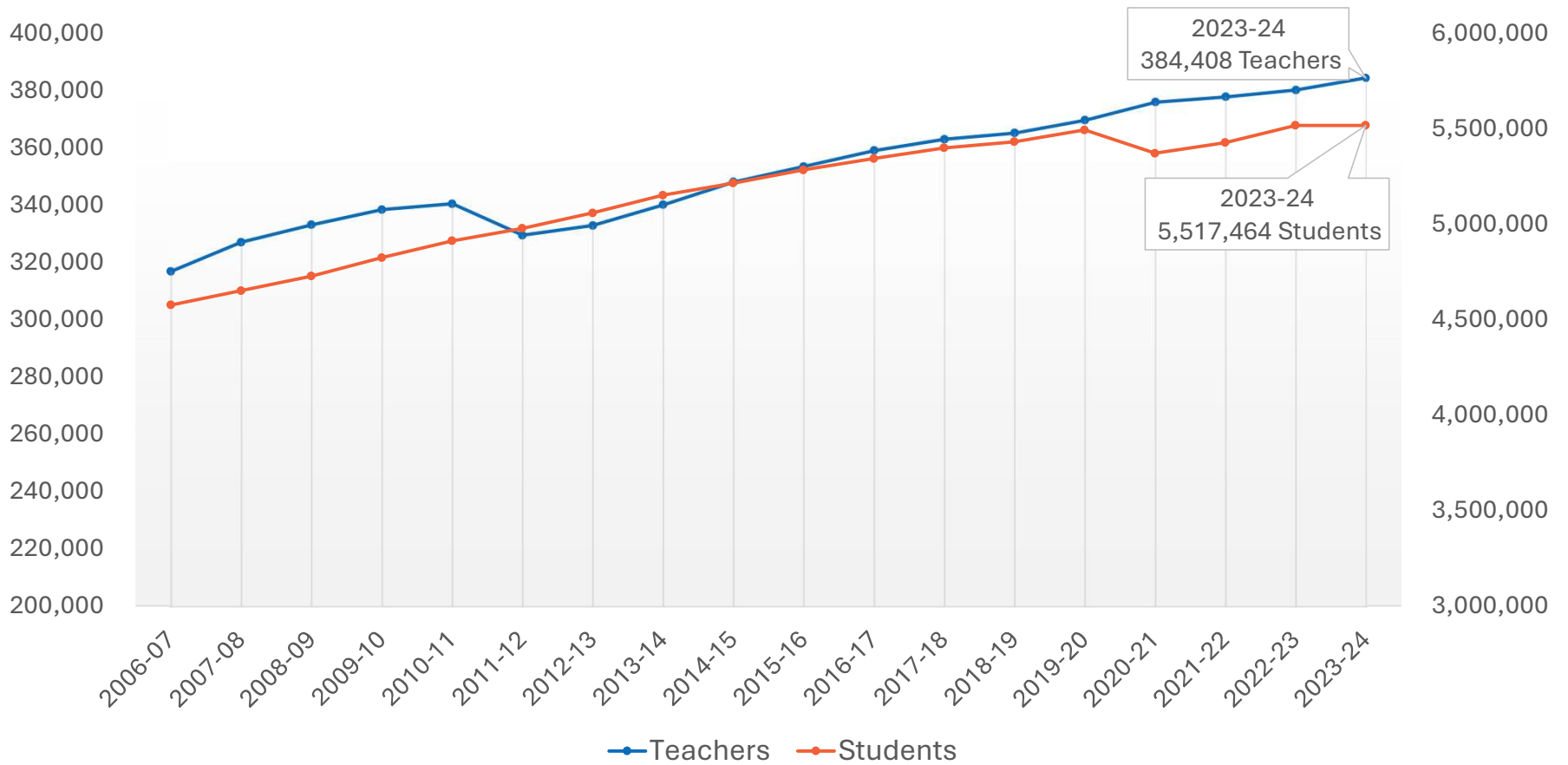
Supporting Texas Educators

Teachers are the single most important in-school factor impacting student outcomes



Adapted from Hattie, 2011

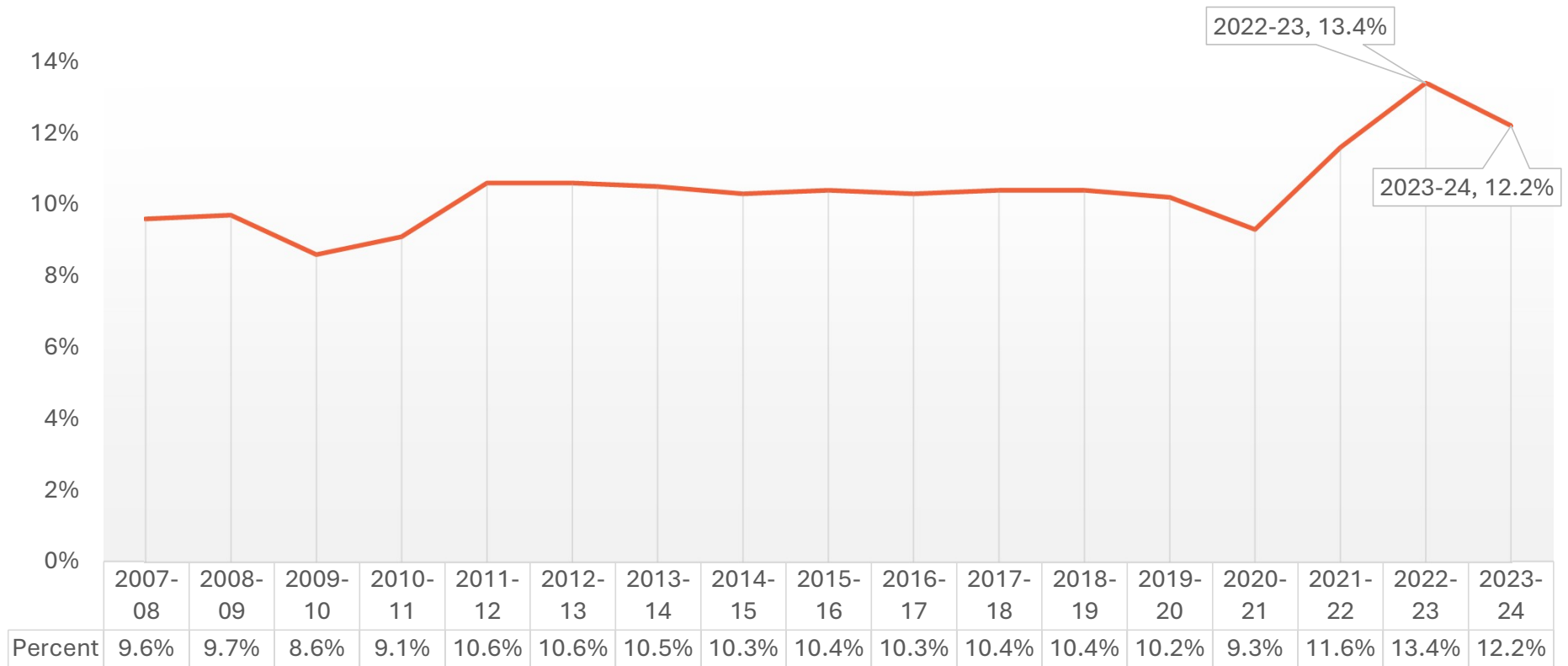
Texas is currently employing more teachers than ever before.
Student enrollment is no longer growing as it was.



While it is still higher than the pre-Covid baseline, teacher attrition has started to decrease



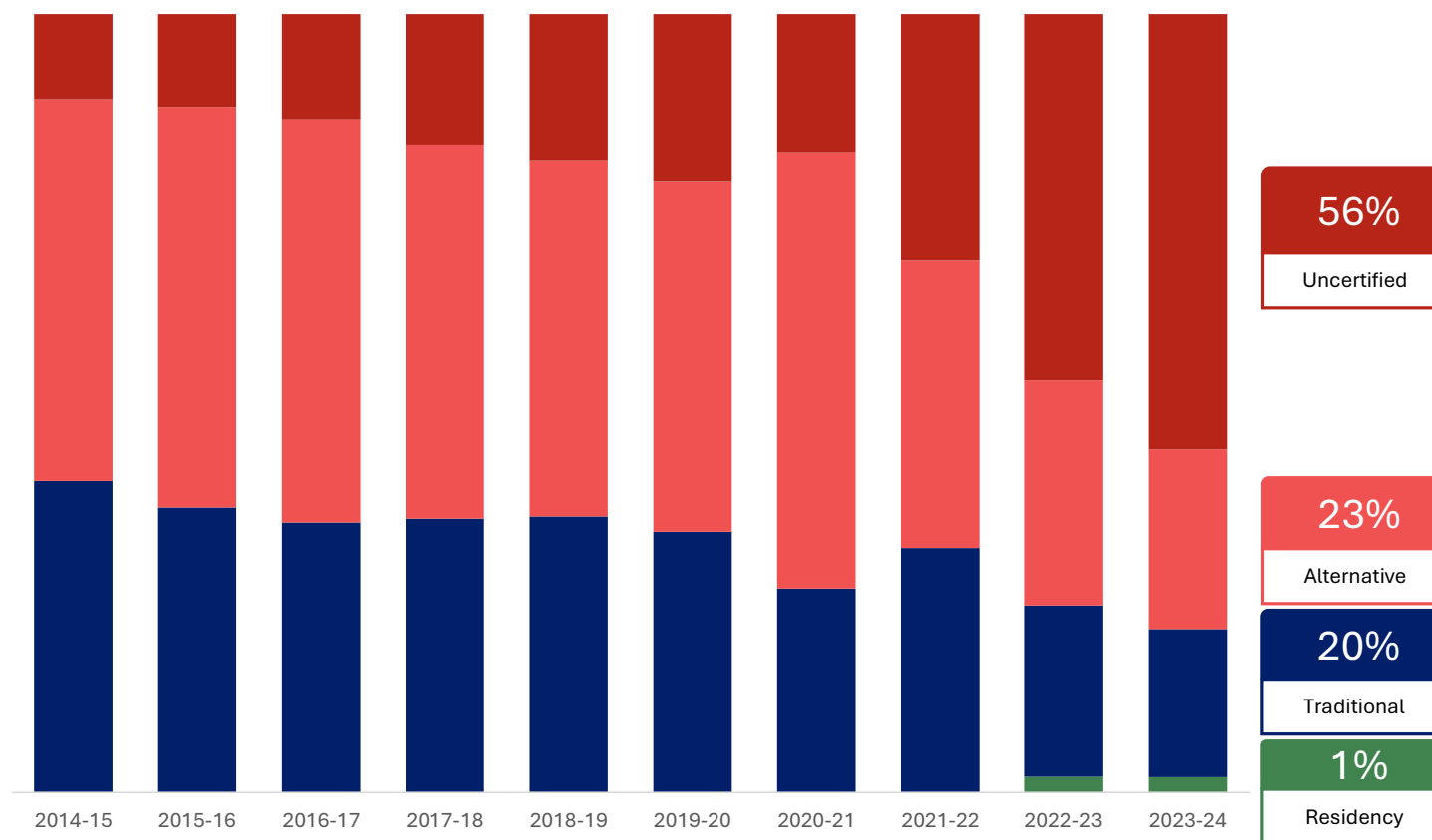
Teacher Attrition Percent



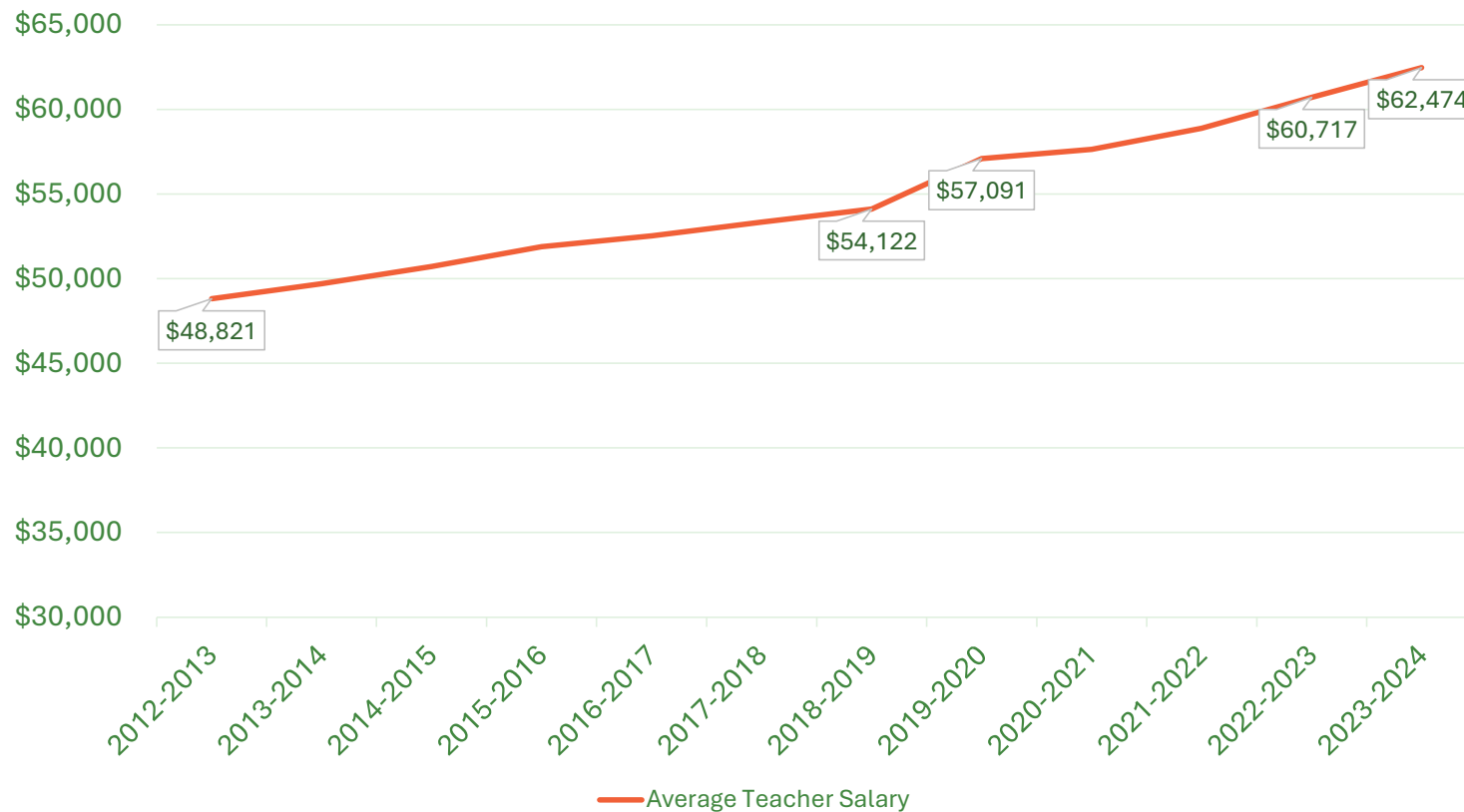
Most teacher candidates enter the classroom without any significant training before they begin teaching



Percent of New Teachers Hired who are New to Teaching (*ie, out of state & re-hires excluded*)



Average Teacher Pay History Line Graph



Average pay is now **\$62,474**
Pay is up 15% in the last 5 years

But inflation was 24% during the same 5-year period

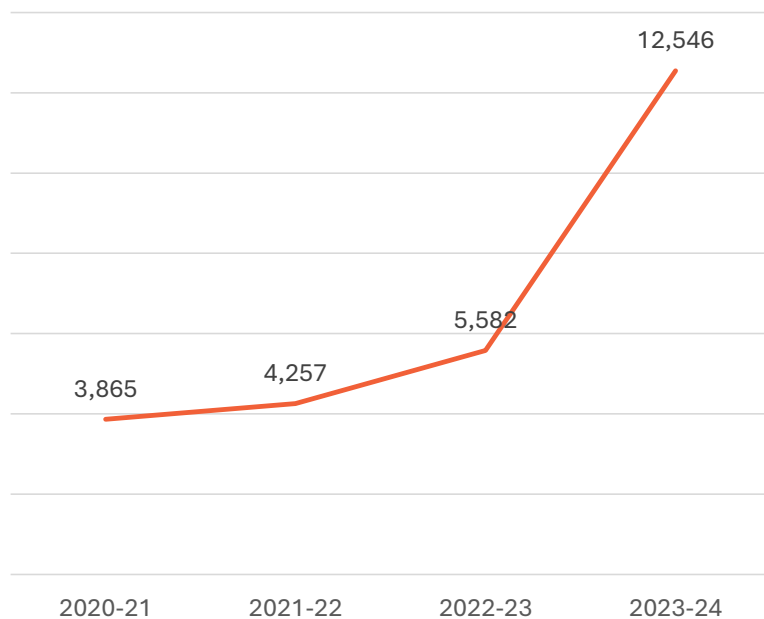
Source: TAPR

TIA Provides Targeted Teacher Compensation Increases, and the number of TIA teachers is Rapidly Increasing



TIA provides teachers \$11,397 of additional pay on average

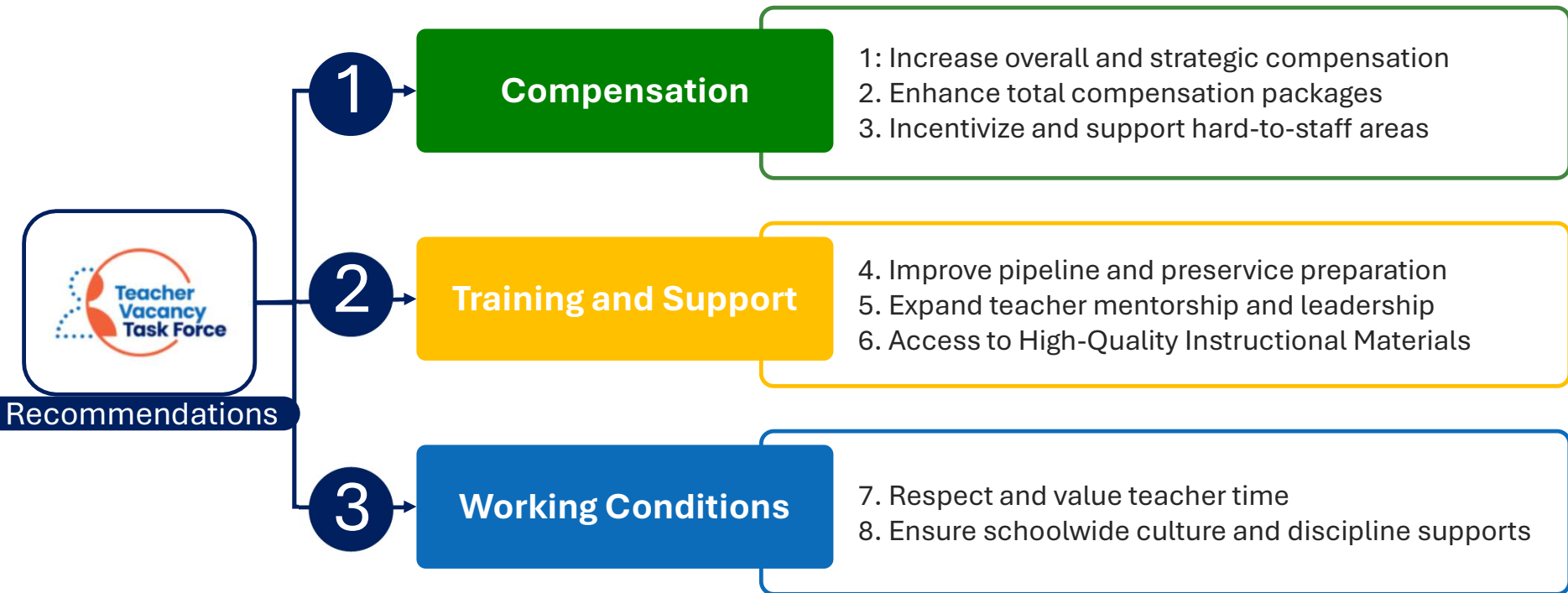
TIA Designated Teacher



Approximately **25K** TIA-Designated Teachers expected for **2024-25**

Total TIA funding is on pace to exceed **\$1B** annually in 3-4 years, up from \$260M in 2023-24.

Teacher Vacancy Task Force recommended a multi-pronged approach



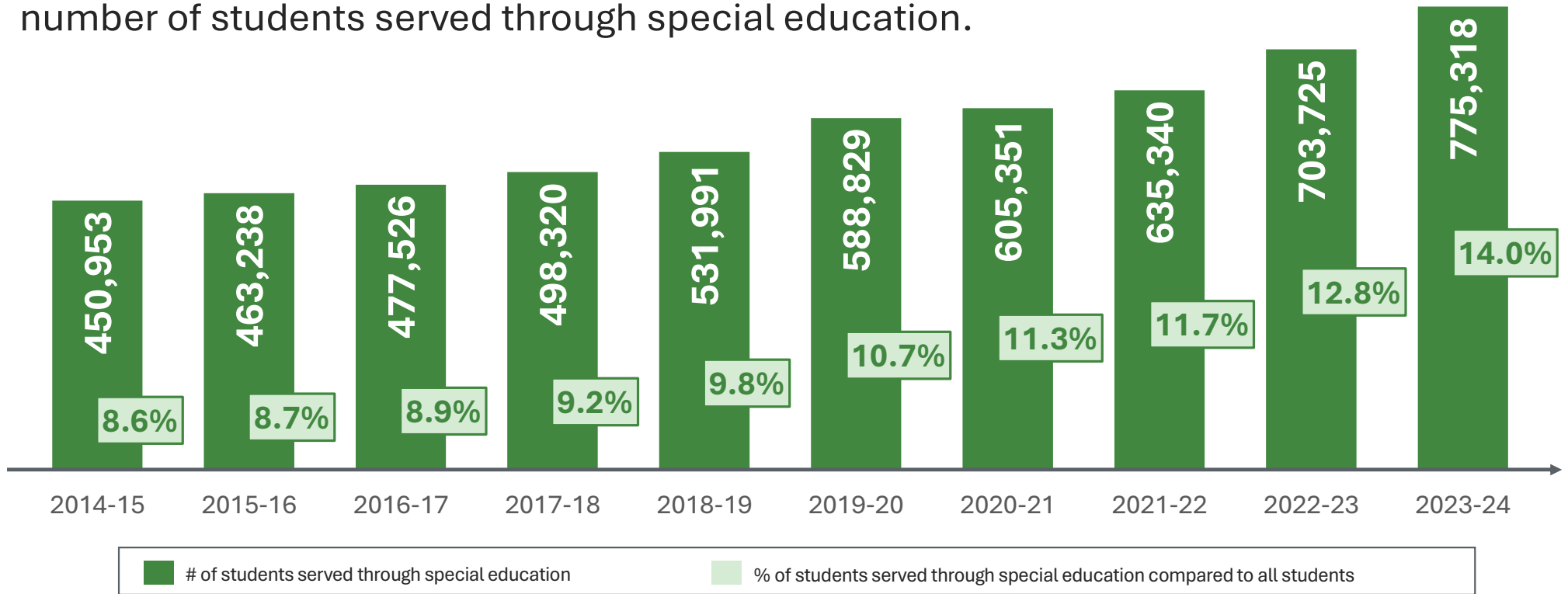


Special Education

The number of students served through special education continues to increase year over year.

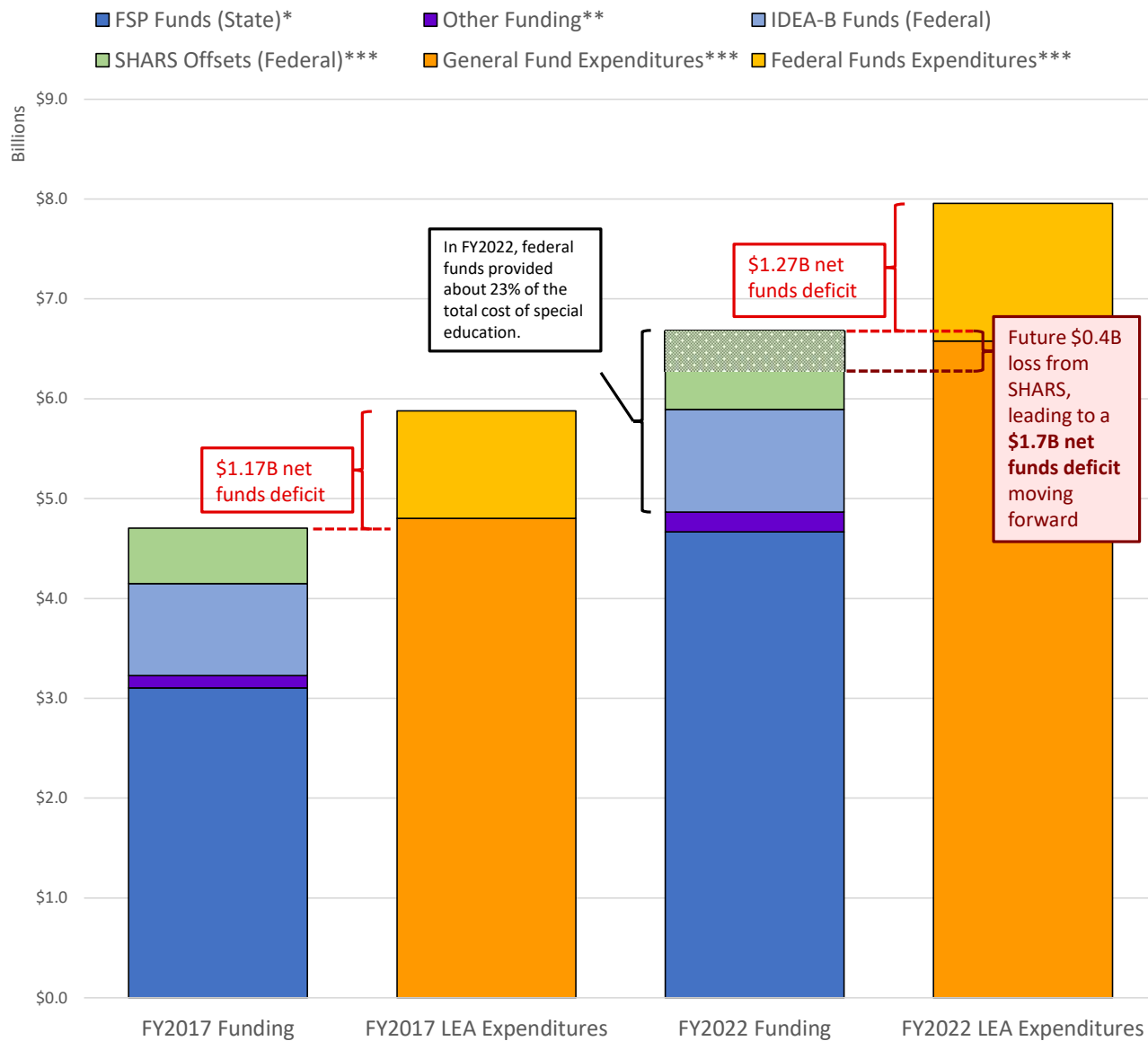


Since the 2014-15 school year, there has been a **72% increase** in the number of students served through special education.



In 2024, Texas achieved a **"Meets Requirements"** status in IDEA by the U.S. Dept of Ed for the **first time** since 2005.

Source data from a. Speced_dis_student23f by unique studentid total is and Windham submission. Dataset was collected as Enrollment in Oct Fall, 2023.



- In FY 2022, LEAs spent about \$1.3B more on special education than they received in special-education-related revenue.
- With the decrease in School Health and Related Services (SHARS) reimbursements beginning in FY2024, the **deficit** between LEA special education expenditures and LEA revenues received from federal and state funding formulas will grow to **~\$1.7B per year**

This is an update to information presented to the Texas Commission on Special Education Funding on March 17, 2022, which excluded the impact of SHARS.

*FSP, or Foundation School Program, funds include entitlements from the Special Education Allotment, Transportation – Special Education Allotment, and for fiscal year 2022, the component of the College, Career, and Military Readiness (CCMR) Outcomes Bonus tied to outcomes for students with disabilities and the portion of the dyslexia allotment apportioned to students with disabilities.

**Other Funding includes High-Cost Funds and Non-Public Residential Programs, Autism grants, any other special education grants.

***School Health and Related Services (SHARS) Revenue, General Fund Expenditures, and Federal Funds Expenditures are district-reported amounts from TEA’s Public Education Information Management System (PEIMS).

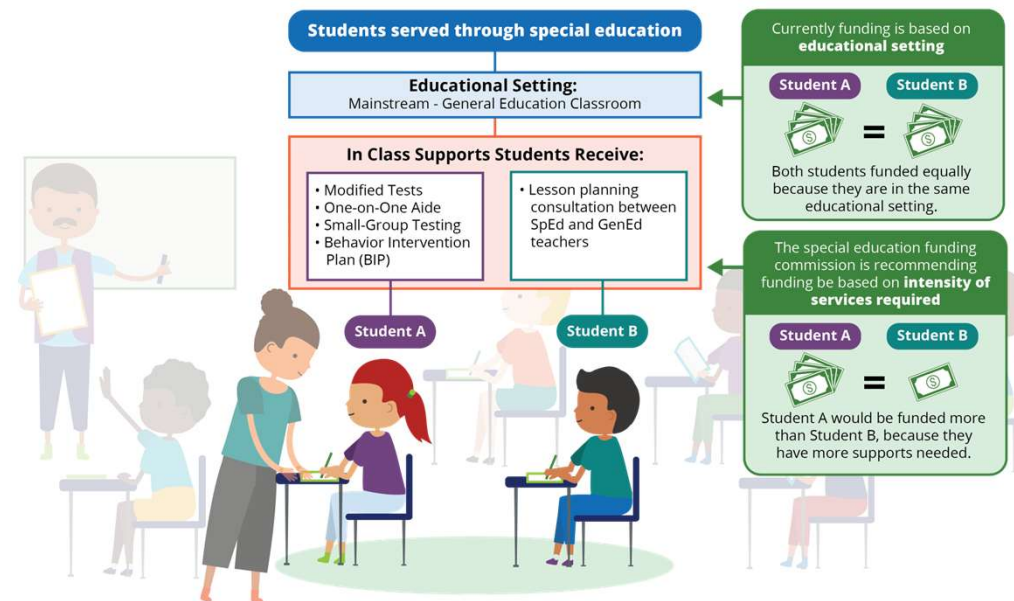
Special Education Funding Commission Recommendations

The Commission of Special Education Finance made a series of recommendations. The core recommendation was a transition in the funding formulas, along with an increase in overall formula funding levels.

Recommendation # 1:

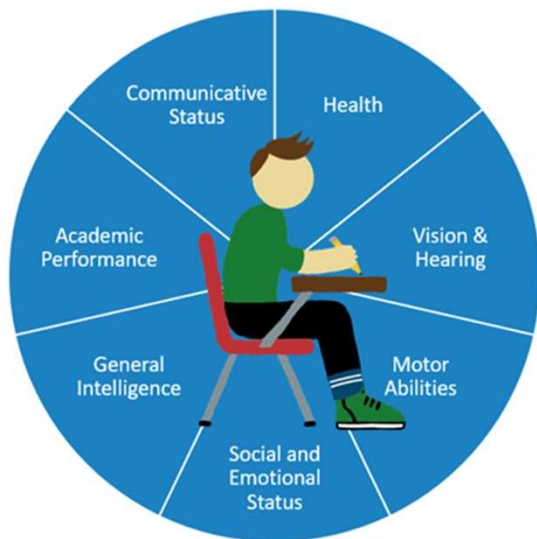
Transition to a Service Intensity-Based Formula System.

- Intensity based on 7 tiers.
- A service group funding structure would be an add-on to this system.

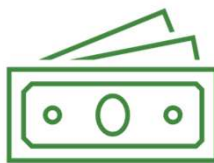


Recommendation #2: Provide funds to offset the cost of each FIIE

A child is assessed in all areas of suspected disabilities, including the following, if appropriate:



The cost of an FIIE can range from:



\$1,000 – \$5,000

There is a need for more dedicated capacity support related to evaluation.

When students are evaluated, it may result in one of two outcomes:

- 1) being identified as special education eligible and so they begin receiving services, or
- 2) being determined not to be special education eligible, with no subsequent services.

School systems must pay to perform the evaluations under either case.

They must also pay to perform evaluations for students in private school.

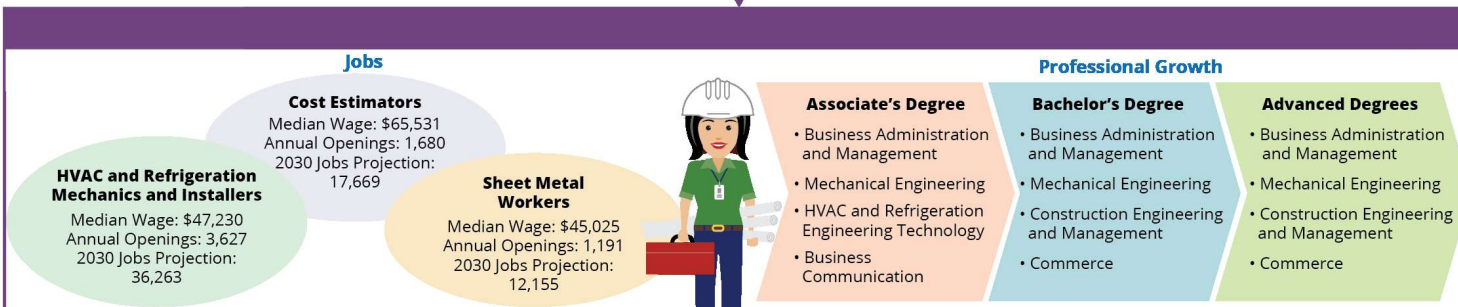
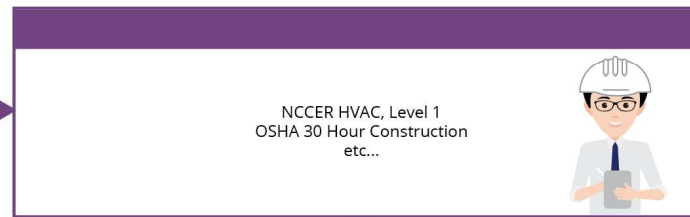
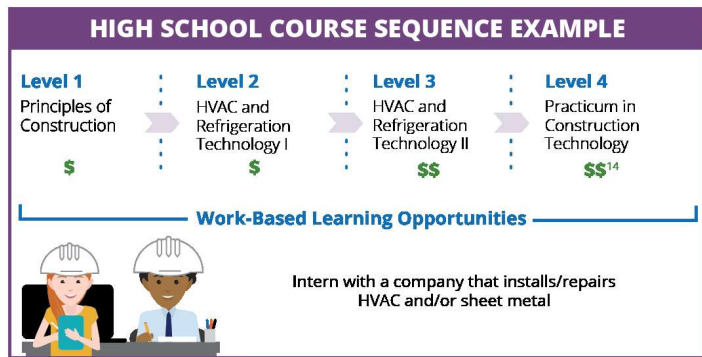
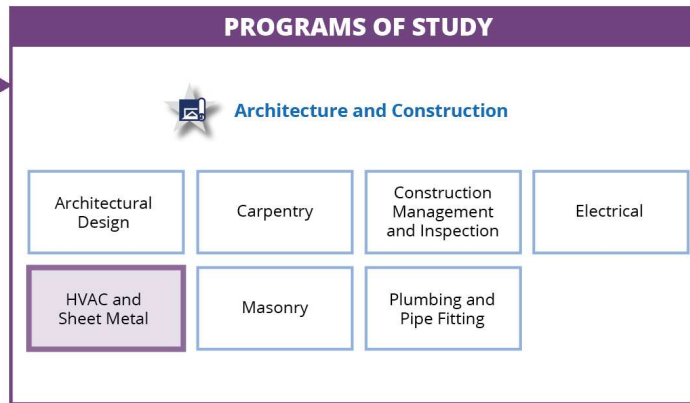
Other Special Education Funding Commission Recommendations:



- Recommendation # 3: Increase the per mile reimbursement rate for special education transportation.
- Recommendation # 4: Provide funds to cover the retire/rehire penalty for special education staff.
- Recommendation # 5: Provide funding for special education teacher certification exam fees for the first attempt.
- Recommendation # 6: Appropriate funds to offer salary stipends for special education teachers and paraprofessionals.
- Recommendation # 7: Increase local Grow Your Own programs for special education staff.
- Recommendation # 8: Continue and provide increased funding to the SSES program.
- Recommendation # 9: Increase the CCMR Outcomes Bonus for students served by special education.
- Recommendation # 10: Provide grants for nonprofits dedicated to working with students served by special education.
- Recommendation # 11: Maintain at least the current funding levels for dyslexia and autism grants.
- Recommendation # 12: Improve oversight of nonpublic day and residential facilities and ensure parents have accurate information regarding the State Supported Living Centers (SSLCs).
- Recommendation # 13: Increase capacity and available options of nonpublic day programs across Texas.
- Recommendation # 14: Consider Educational Savings Accounts.



College, Career and Military Readiness



In recent years, Texas has taken significant steps to align career preparation pathways in K-12 in partnership with higher education & business around the Programs of Study framework.

This includes:

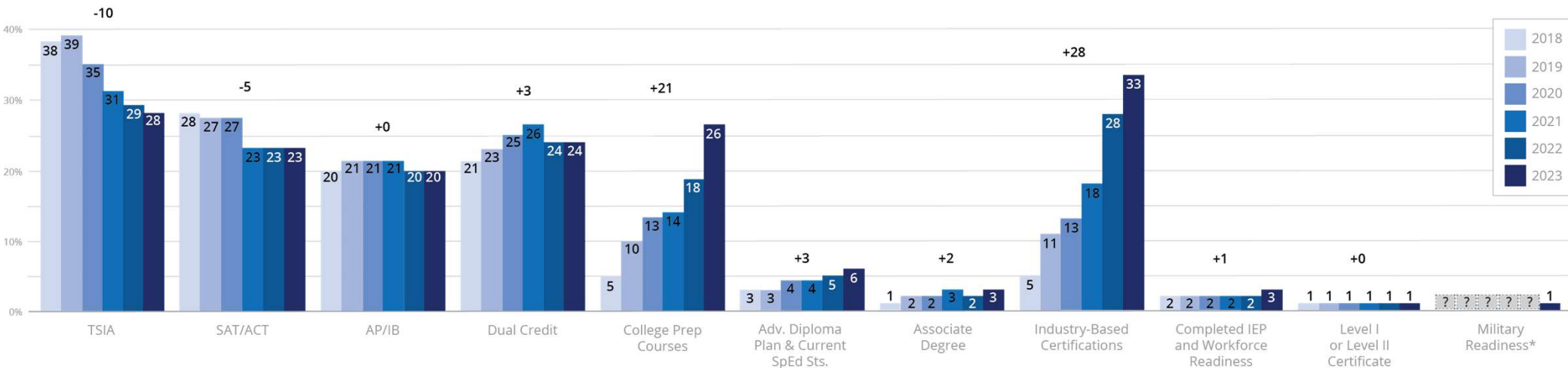
- A-F CCMR Indicators
- College, Career, Military Readiness (CCMR) Outcomes bonuses
- CTE funding incentives
- P-TECH formula funds
- P-TECH/ECHS grant funds
- JET grant funds
- Regional Pathway Planning organizations

Connect High School to Career and College



High schools in Texas work to prepare students not only for college, but also for careers. Students can demonstrate readiness for college in a number of ways, for example by taking dual credit courses.

STUDENTS GRADUATING READY FOR COLLEGE, CAREER, AND THE MILITARY





Complaints and Investigations

Categories of TEA Investigative Matters



Categories of “Matters”

- “Matter” is a catch-all term that can be a formal complaint or a criminal history hit, report from a superintendent or CPS, etc.

		Matters	Count	FY
Investigative Matters	}	Reports	3,633	2023
		Criminal History Hits	29,958	2023
		Contract Abandonment disputes	401	2023
		Academic integrity reports	4,662	2023
		General complaints about compliance with other education laws including official misconduct, financial misappropriation, and governance violations+	2,595	2023
		Complaints about special education*	1,193	2024
		Data-related reviews (39.003(a))	908	2022
		7.057 & Ch 21 appeals	65	2024
		Special Education due process hearings*	424	2024

+General complaints can sometimes lead to other investigative areas like educator misconduct

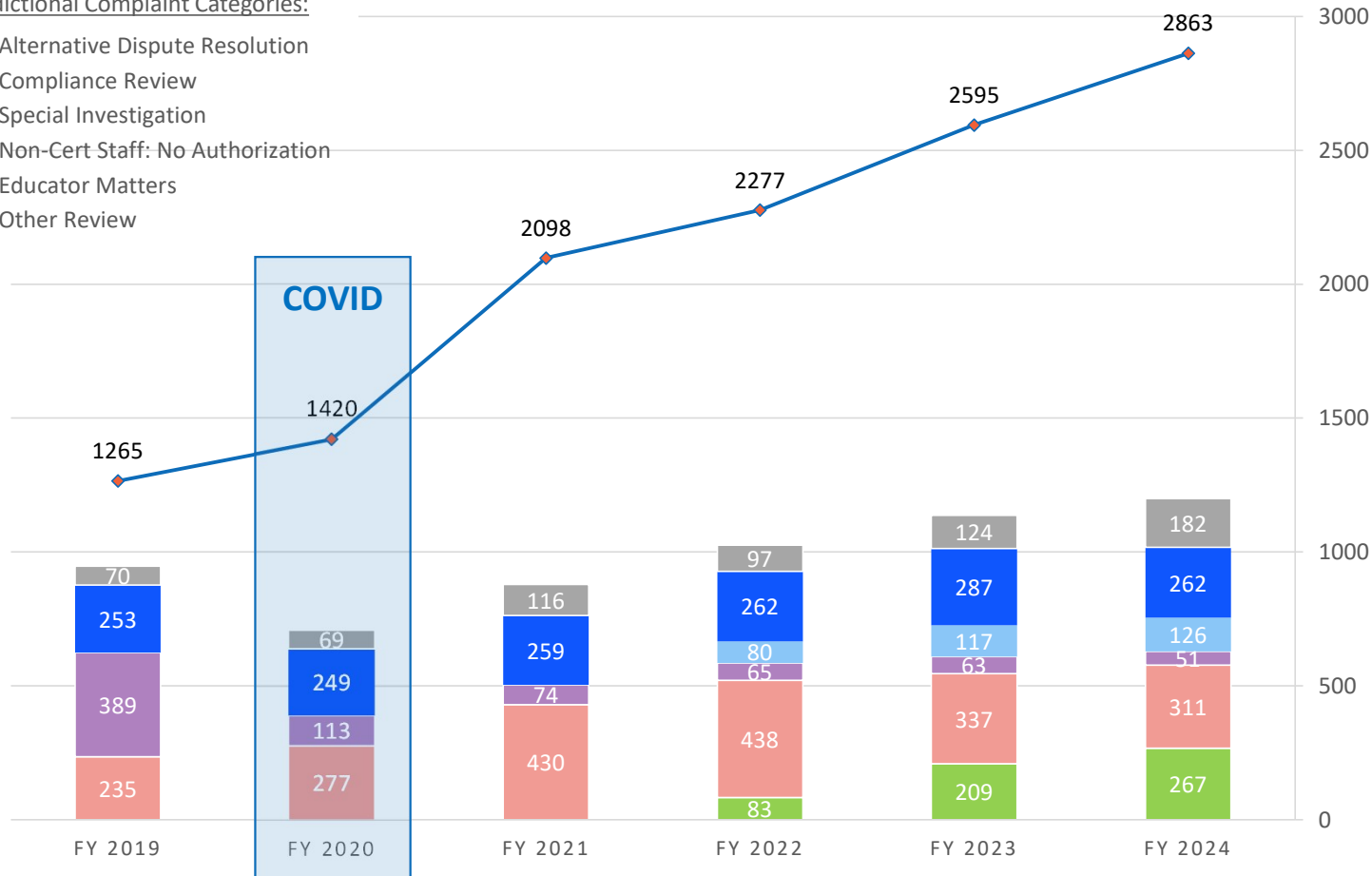
*Special Education complaints and due process hearings are funded exclusively out of IDEA

General Education Complaints Volume



Jurisdictional Complaint Categories:

- Alternative Dispute Resolution
- Compliance Review
- Special Investigation
- Non-Cert Staff: No Authorization
- Educator Matters
- Other Review



- General education complaints have increased substantially over the last 6 years.
- This increased volume impedes TEA's ability to thoroughly review and timely resolve complaints.
- The majority of complaints in recent years have been operational concerns not involving an alleged statutory violation and are referred to local school district grievance processes or are otherwise outside the jurisdiction of TEA's statutory authority.

TEA periodically receives complaints of misconduct related to non-certified staff. Unless those complaints involve one of the specific types of misconduct described by statute and are reported by a school district or charter school, the agency has no authorization to investigate nor enforce the misconduct through DNH placement. These cases began being tracked distinctly in FY2022. Prior to that, they were included in the Educator Matters count.

Note: Jurisdictional complaints may fall into more than one category. When multiple allegations are involved in a complaint, the complaint is categorized by the primary complaint type in the above chart but may also involve additional reviews. E.g., a Special Investigation may also involve one or more Educator Matters.

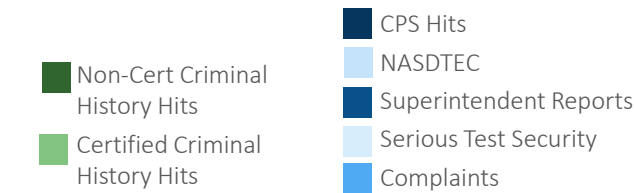
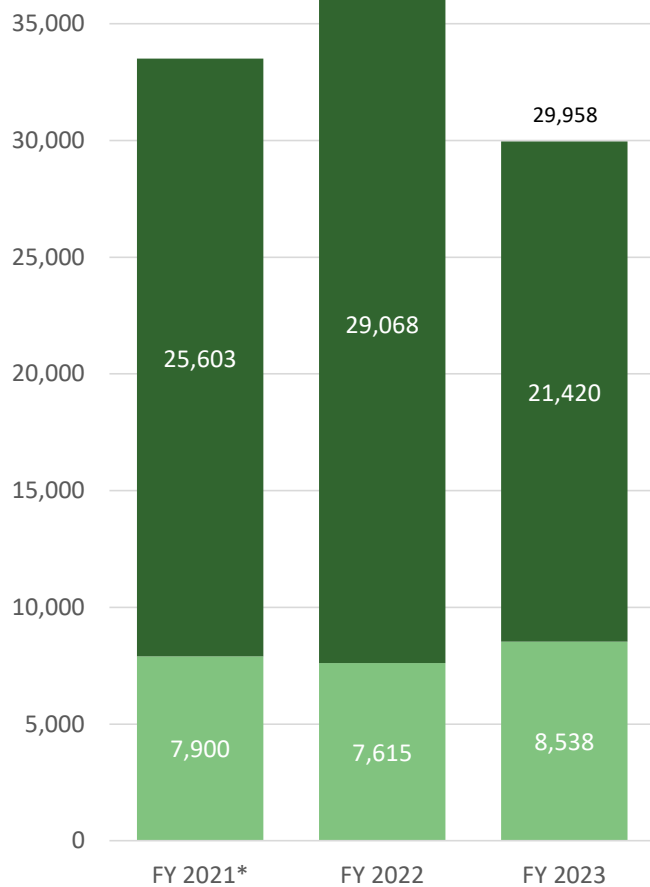
Alternative Dispute Resolution began as a process in FY2022.

Educator & Staff Misconduct Matters Volume

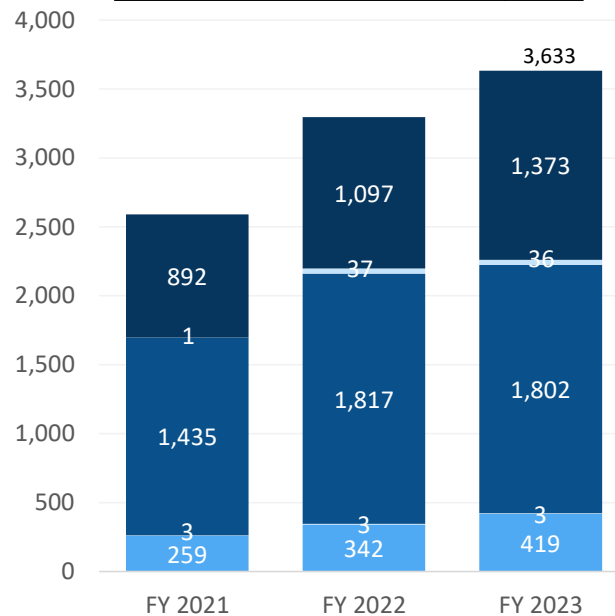


Educator Misconduct Criminal History Hits

Note: educator contract abandonment cases averaged 421 per during this period but are not included here. *FY2021 Criminal History counts represent multi-year averages due to data collection practice changes.



Educator Misconduct Reports



Educators include SBEC certified or non-certified individuals. Generally, school staff are uncertified. Because SBEC has broad authority, the agency may review reports of any type of misconduct involving certified educators and evaluate for potential enforcement. Additionally, for both certified and non-certified staff, the agency receives all records of arrest, criminal disposition, and other criminal history events.

Educator misconduct matters:

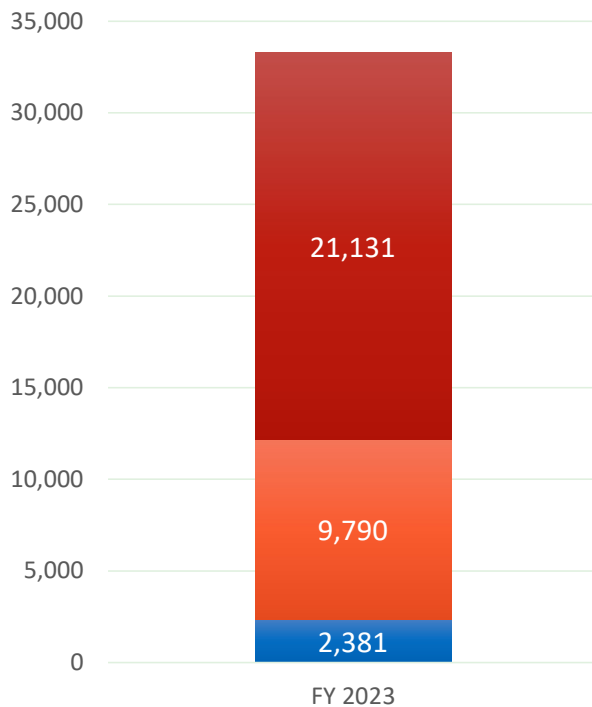
- criminal history hits + educator misconduct reports (33,591 during FY23)
- result in a preliminary review of the allegations raised.

If multiple hits/reports are received for the same incident, they are consolidated at the review of the matter.

Educator Misconduct Matter Decisions



Educator Misconduct Decision



- Criminal History (Non Cert)- No Authority to Open
- Closed After Preliminary Review
- Formal Investigation Opened

Criminal History Hit Only:

- For both Non-Certified Employees & SBEC Certified Educators, fingerprint criminal history is reviewed for any arrest and disposition.
- For certified educators, all criminal history is subject to preliminary review; investigations are open if criminal history is felony-level, involves indecent exposure or public lewdness, or otherwise involves students or schools.
- Approximately 50% of investigations involving certified educators have corresponding criminal allegations.
- For non-certified employees, investigations are opened if the arrest/conviction is disqualifying for Do Not Hire Registry Placement.
 - Otherwise, TEA's current statutory authority for investigation/enforcement is limited, so the matters cannot be opened.

Preliminary Review

- TEA's Intake Unit conducts a review necessary to make a determination about whether a case should be opened (based on SBEC priority, SOAH/SBEC precedent, prior findings by LEA/PD/law enforcement, degree of harm to student (including no harm, other factors defined by [19 TAC §249.17](#)).
- Matters may be closed at this stage without taking further investigative action. Otherwise, the matter is referred to the Educator Investigations Team.
- Reasons for discretionary closure of reports involving alleged harm to students include:
 - Allegations were Ruled Out by DFPS CPS
 - Allegations were reviewed by a DA and charges declined
 - There was not apparent injury to a student/minor
 - The force used by the educator was justified and thus the educator has immunity; Tx Penal Code §9.62 / TEC §22.0512
 - There is a lack of evidence and/or witnesses.

Investigated

For all matters opened on Licensures for investigation (not closed at the preliminary review stage) the matter is investigated and may be:

- Administratively Closed;
- Sanctioned through Agreement; or
- Sanction attempted but not accepted, and so referred for Litigation, with final determination made by SOAH.

*There may be duplication amongst reports by superintendents, criminal history, CPS, and complaints- these matters are consolidated into one case file on the individual.



Reporting School Performance

Clear Performance Information Helps Students

Monitoring performance with school ratings has been shown to have long term benefits for students:

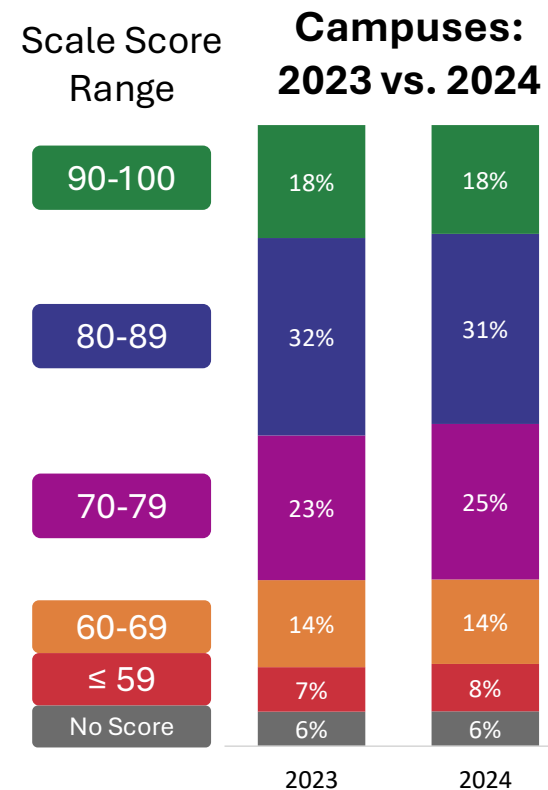
“Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. **Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.**”



Source: <https://www.educationnext.org/when-does-accountability-work-texas-system/>

Status of A-F Ratings

- When attempting to issue A-F ratings for the 2022-23 school year, several ISDs filed suit, and a local Travis County judge temporarily blocked issuance of the 2022-23 ratings.
- A few ISDs filed suit to stop public A-F Ratings for the 2023-24 school year, and a Travis County judge issued a TRO to temporarily block public issuance of ratings.
- No school performance information beyond 2022 are on [TXschools.gov](https://www.txschools.gov).
- To provide support and transparency to families, communities, and educators throughout Texas, TEA is appealing both decisions. Underlying data for each has been made available.
- Given underlying data of campuses, these charts show how scale scores result in both years:



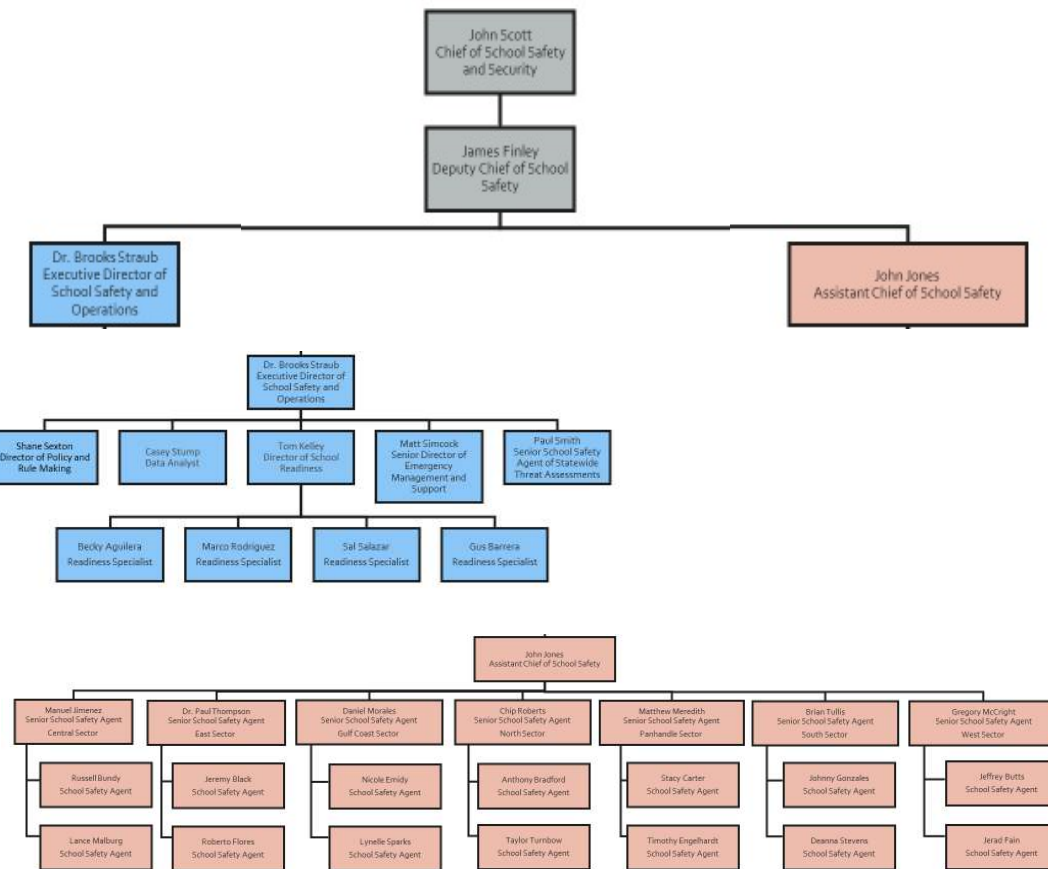


School Safety

School Safety & Security



TEA School Safety Team Supports Operational Safety Improvements Statewide



Intruder Detection Audits



District Vulnerability Assessments



Emergency Management



Technical Assistance And Training

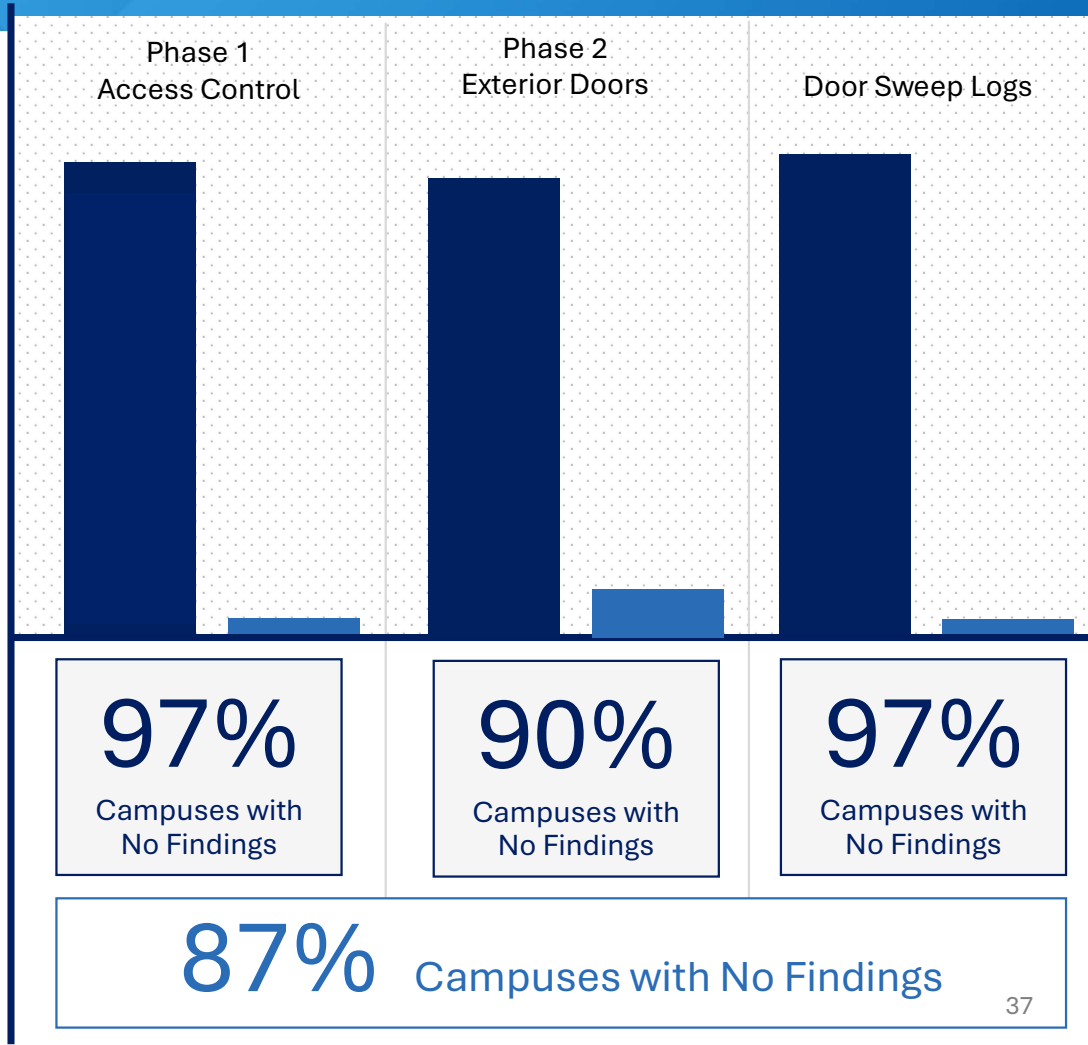
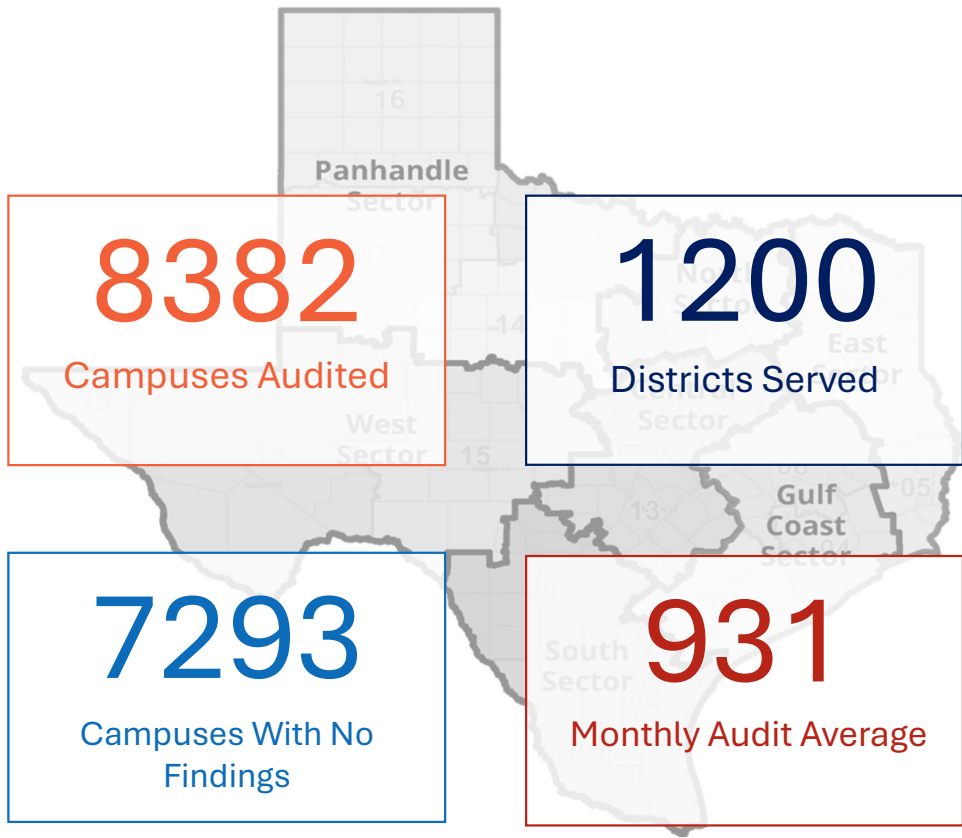


Behavioral Threat Assessments



Resources and Supports

2023-2024 SY IDA Statewide Summary





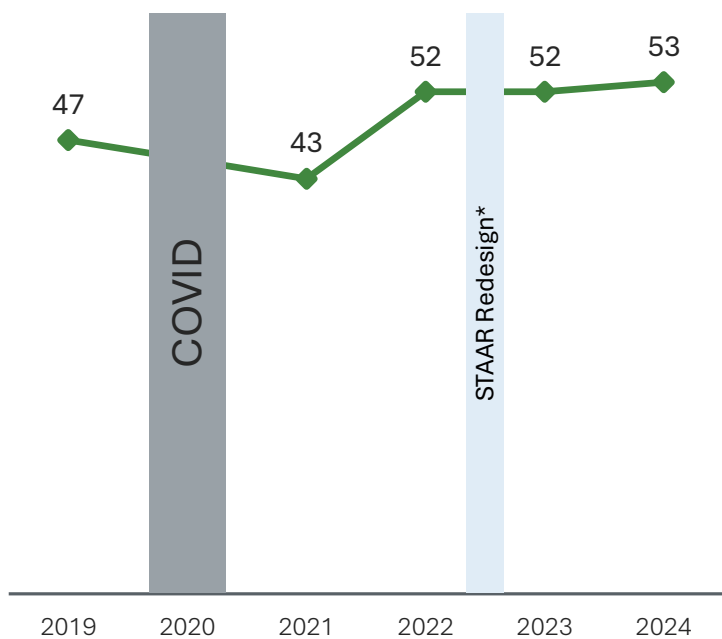
Appendix



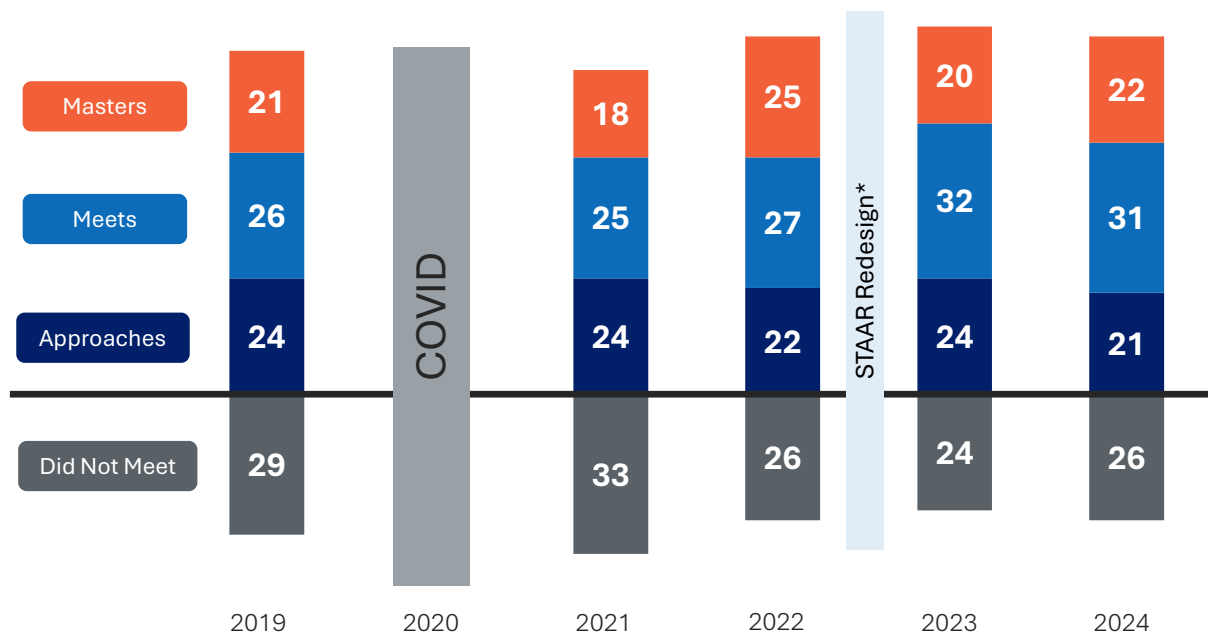
Overall RLA – Grades 3-8, English I & II



Percent of Students that Met Grade Level or Above in RLA (Grades 3-8, English I & II)



Percent of Students by Performance Level – RLA (Grades 3-8, English I & II)



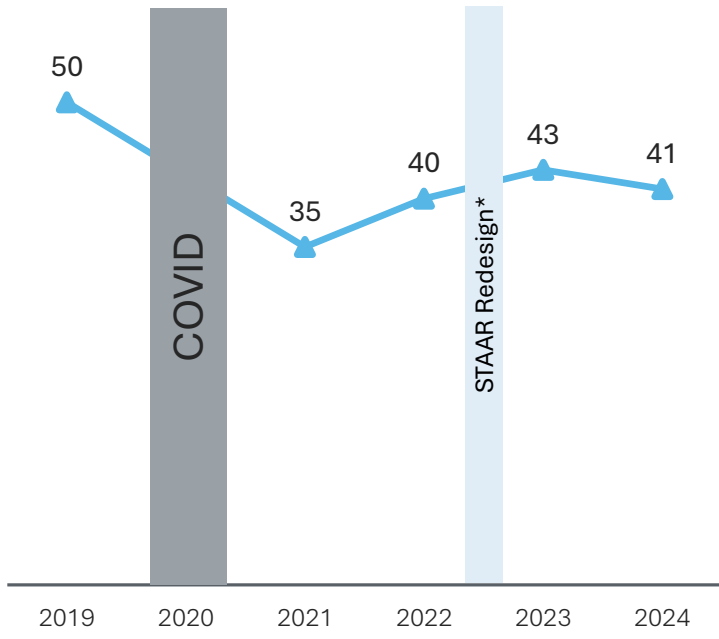
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



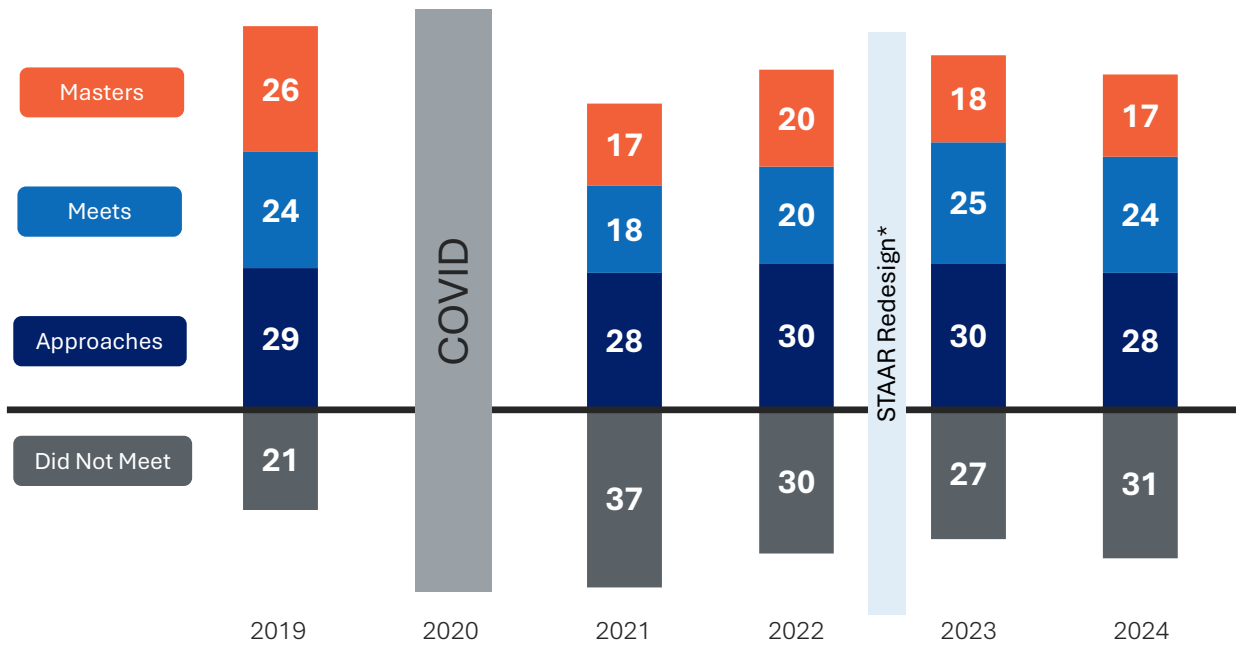
Overall Math - Grades 3-8 and Algebra I



Percent of Students that Met Grade Level or Above in Math
(Grades 3-8 & Algebra I)



Percent of Students by Performance Level – Math
(Grades 3-8 & Algebra I)



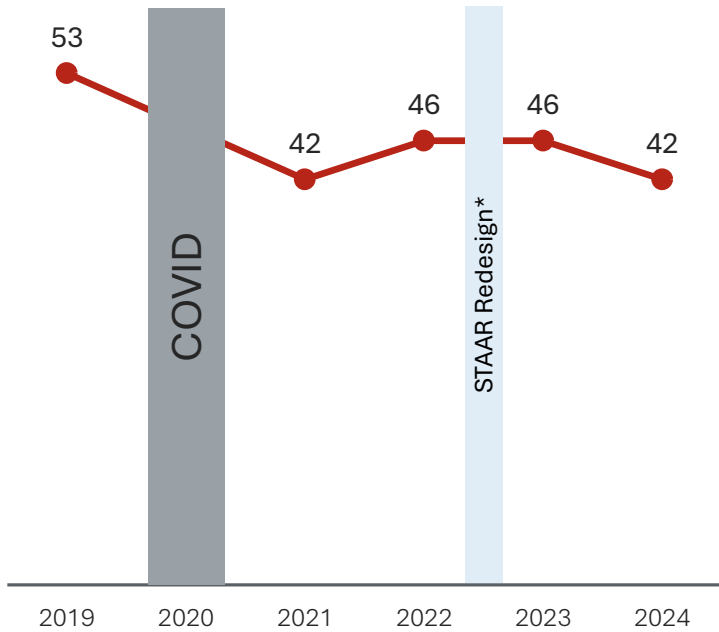
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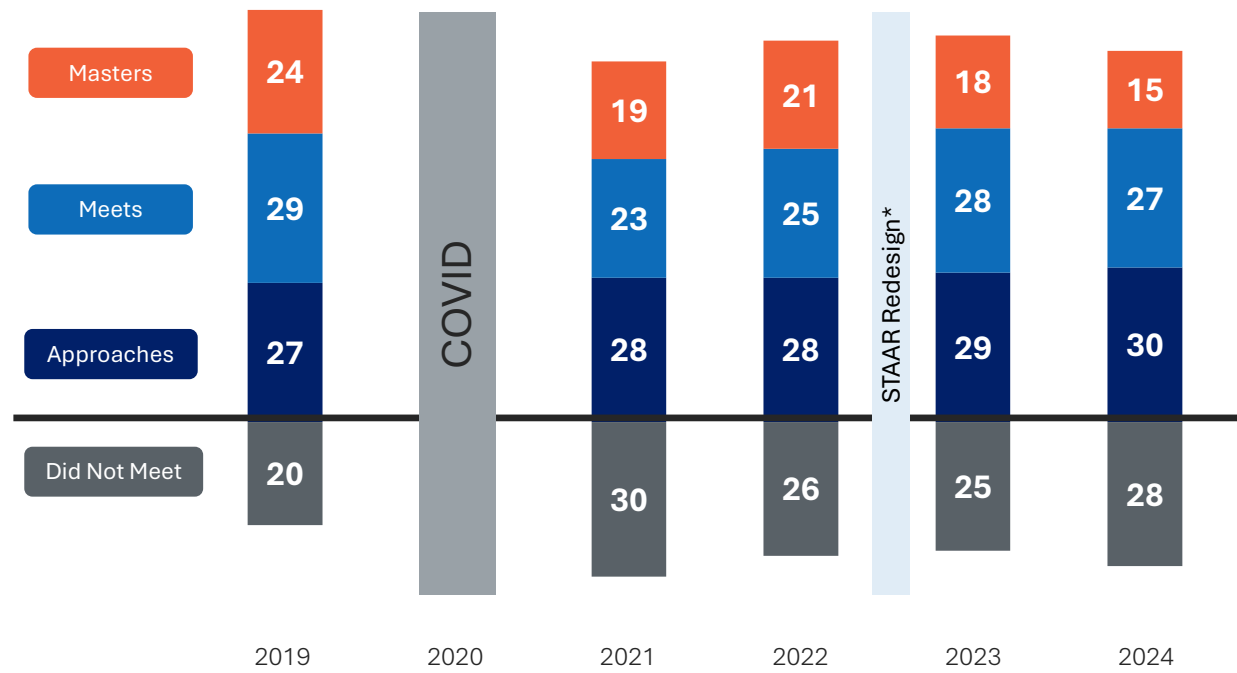
Overall Science – Grades 5 & 8 and Biology



Percent of Students that Met Grade Level or Above in Science
(Grades 5 & 8 and Biology)



Percent of Students by Performance Level – Science
(Grades 5 & 8 and Biology)



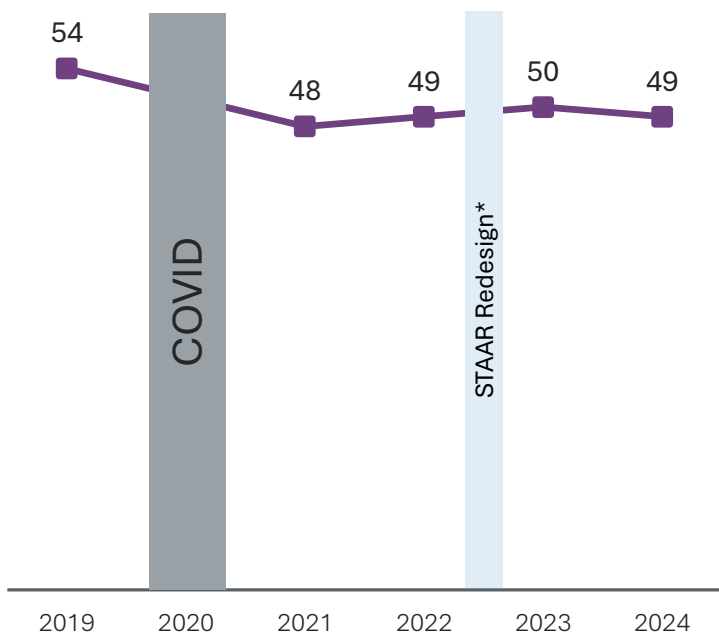
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



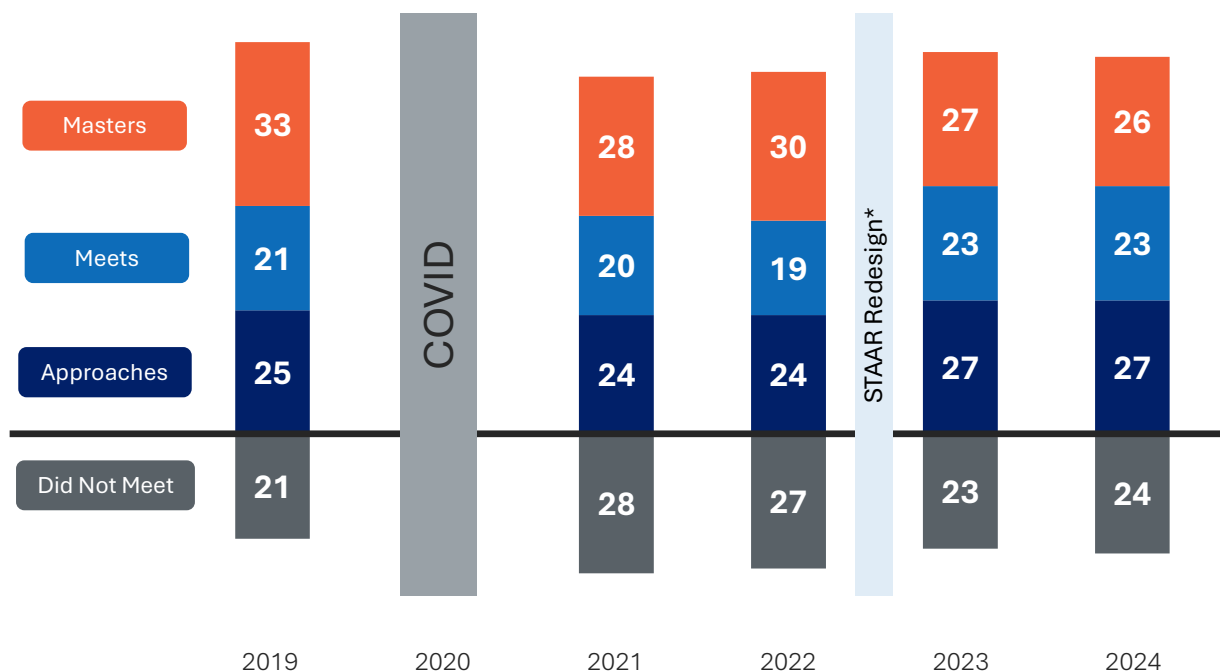
Overall Social Studies – Grade 8 and US History



Percent of Students that Met Grade Level or Above in Social Studies (Grade 8 and US History)



Percent of Students by Performance Level – Social Studies (Grade 8 and US History)



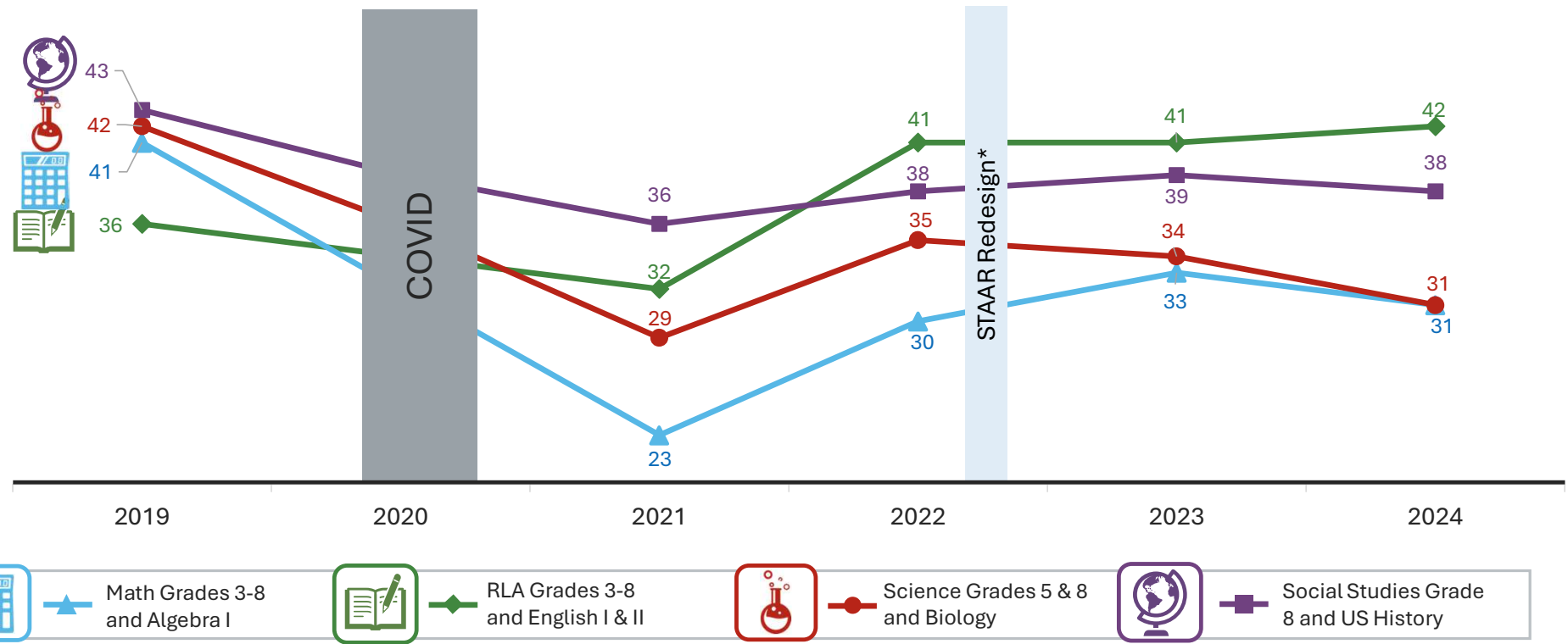
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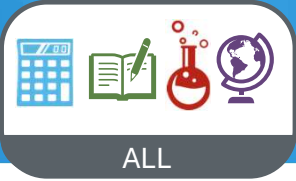
Economically Disadvantaged



Economically Disadvantaged – Percentage of Students Who Met Grade Level



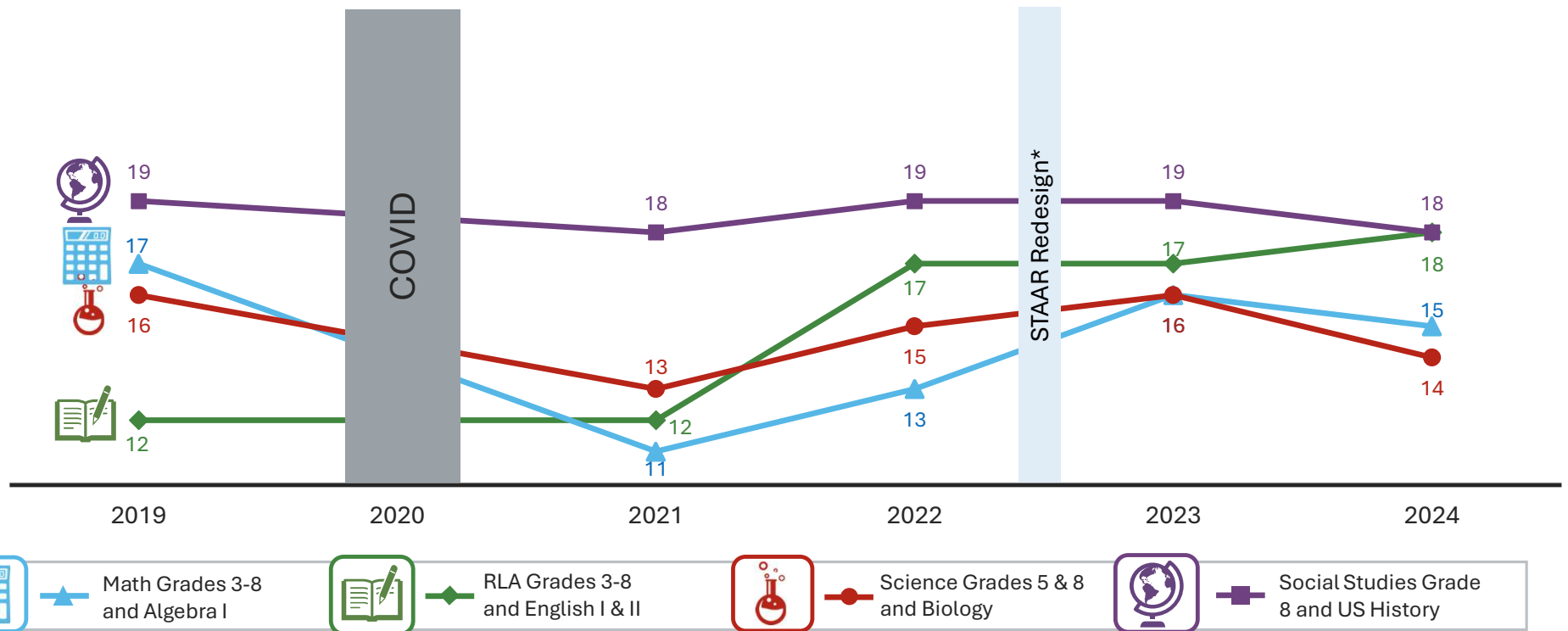
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Special Education



Special Education – Percentage of Students Who Met Grade Level



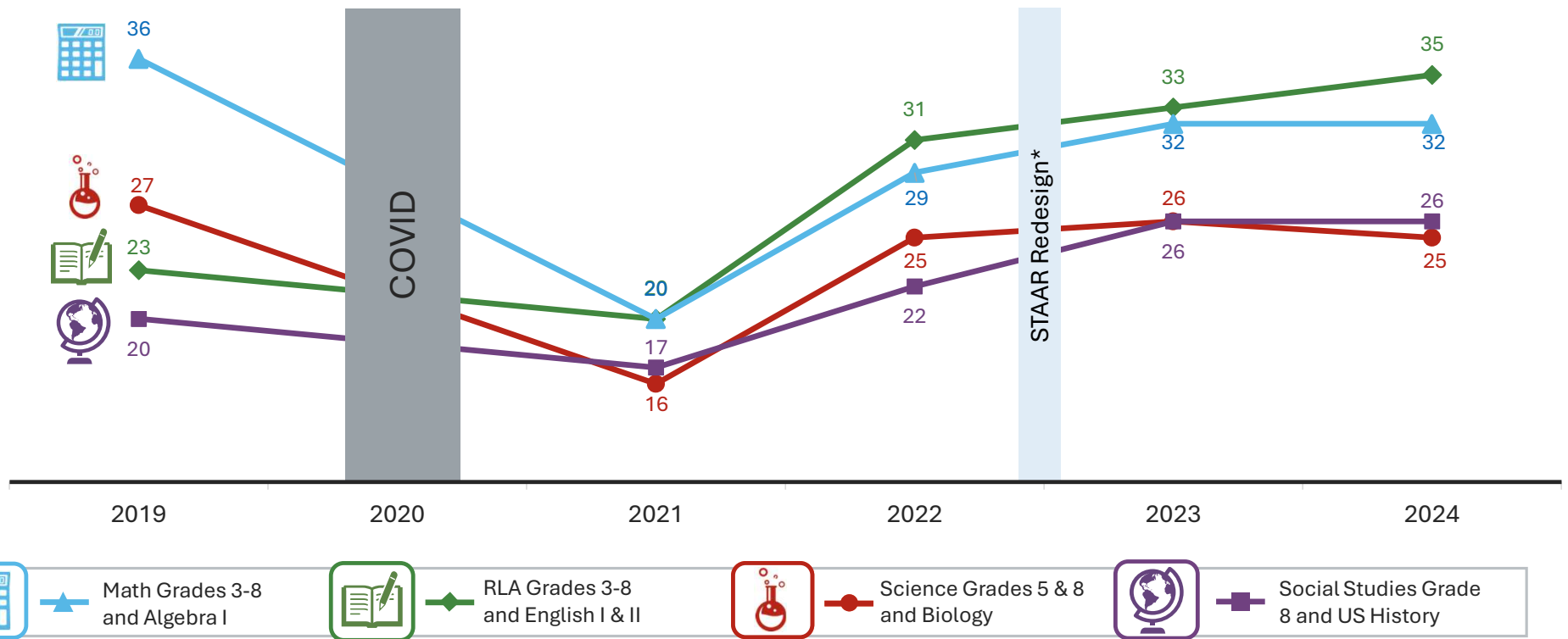
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Emergent Bilingual



Emergent Bilingual –
Percentage of Students Who Met Grade Level



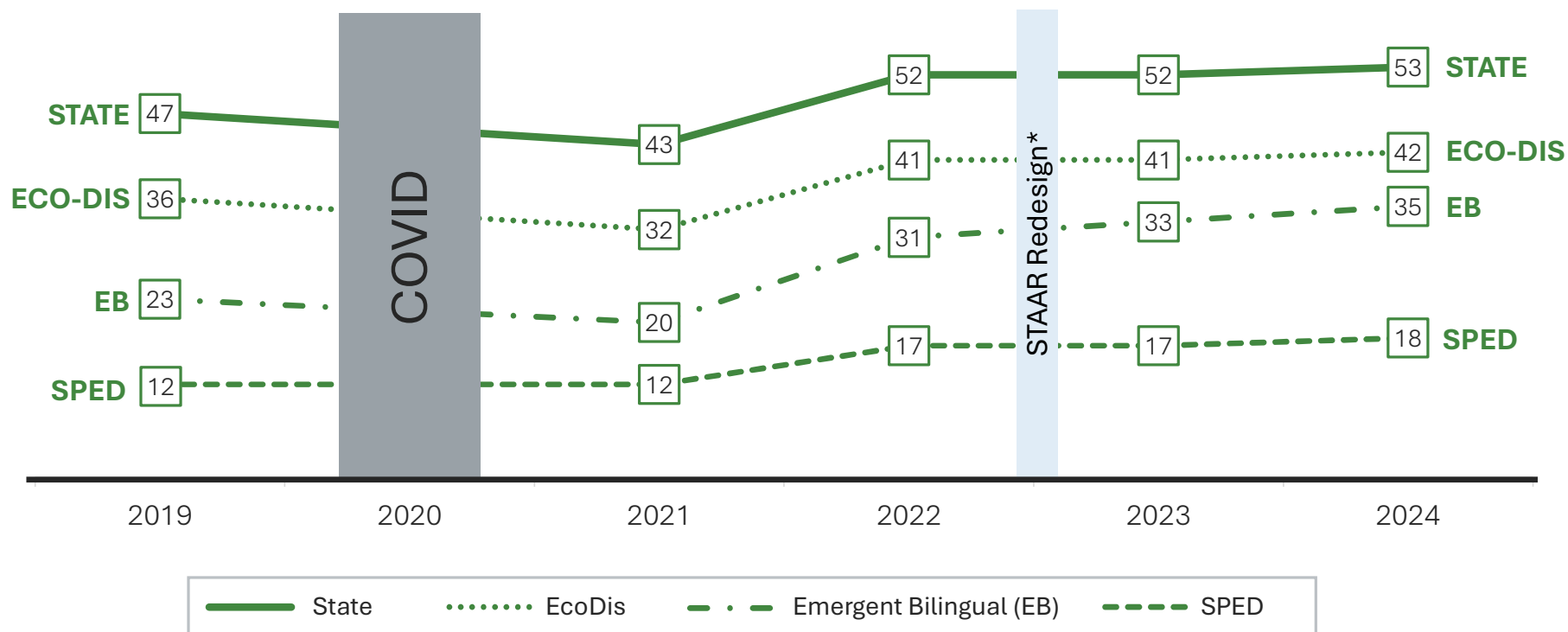
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



RLA – Grades 3-8 and English I & II



All RLA: by Population –
Percentage of Students Who Met Grade Level



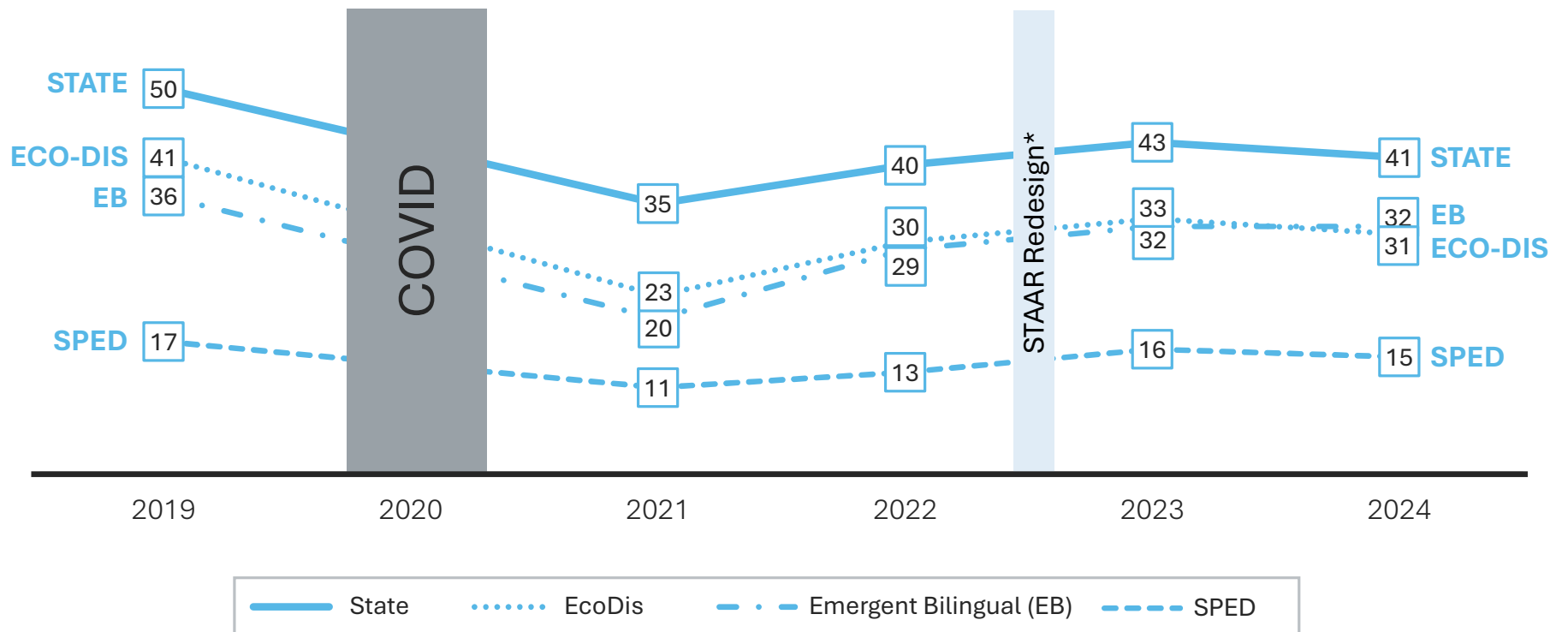
*In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated re-setting of standards and scales from 2022 to 2023.



Math – Grades 3-8 and Algebra I



All Math: by Population –
Percentage of Students Who Met Grade Level



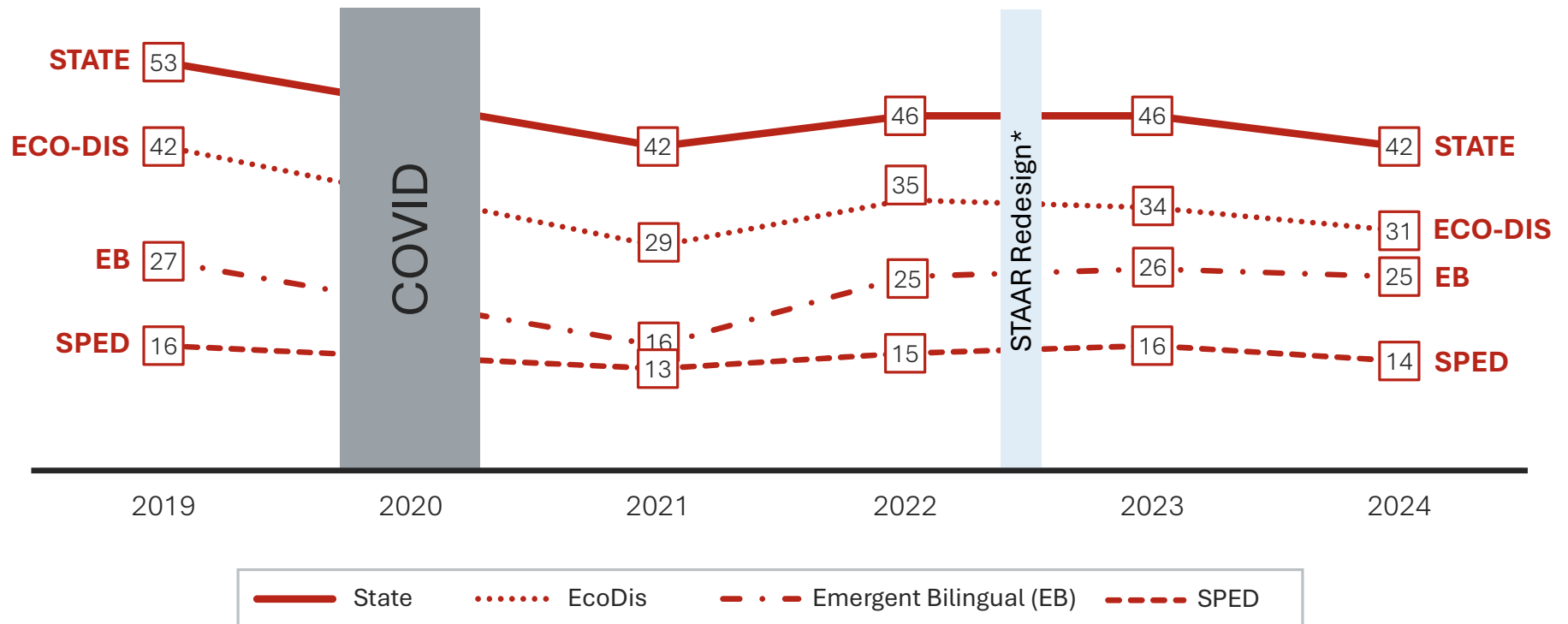
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Science – Grades 5 & 8 and Biology



All Science: by Population –
Percentage of Students Who Met Grade Level



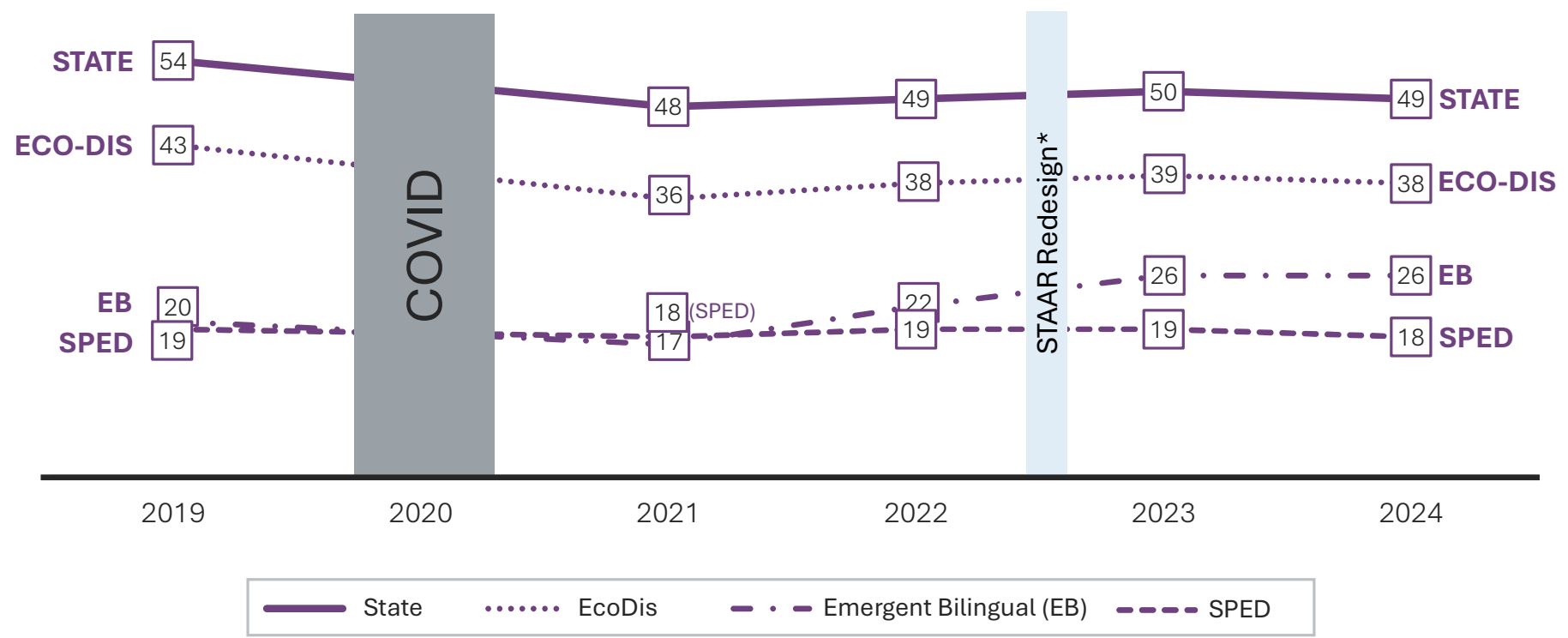
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Social Studies – Grade 8 and US History



All Social Studies: by Population –
Percentage of Students Who Met Grade Level



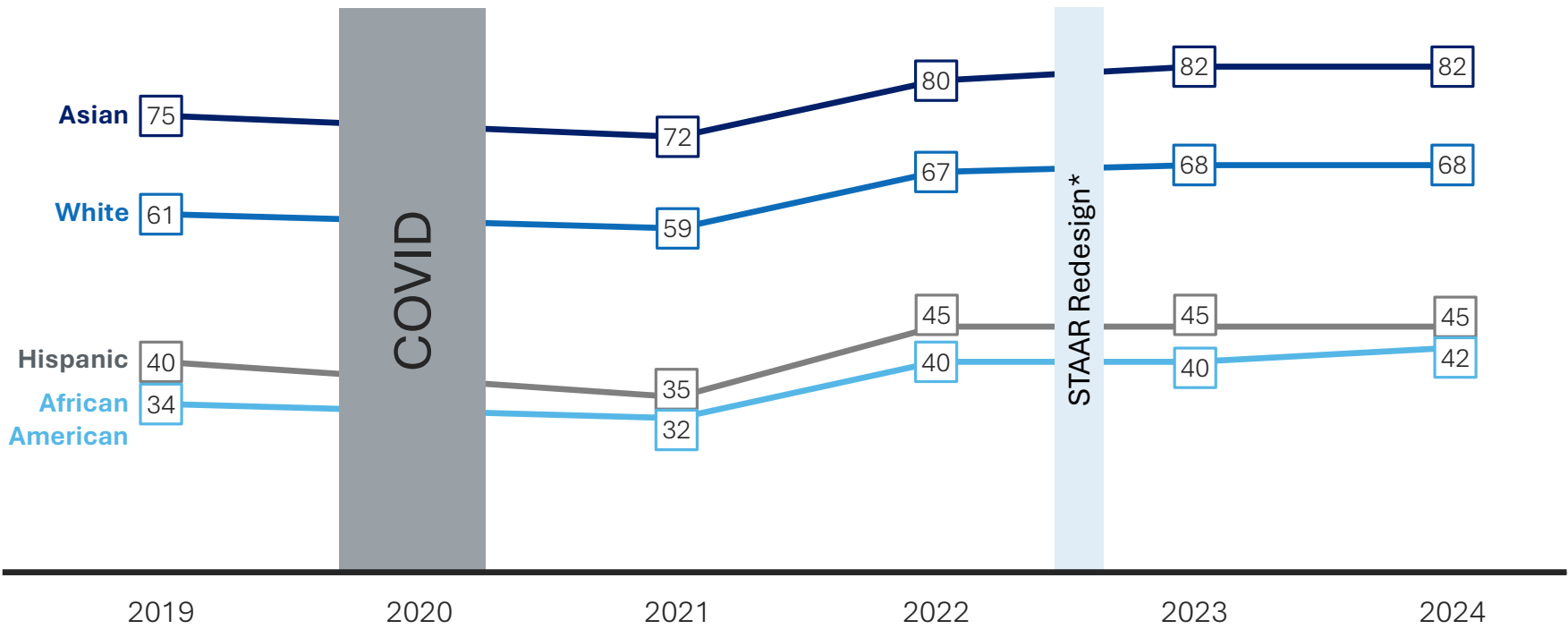
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RLA – Grades 3-8 and English I & II



All RLA: by Race/Ethnicity –
Percentage of Students Who Met Grade Level



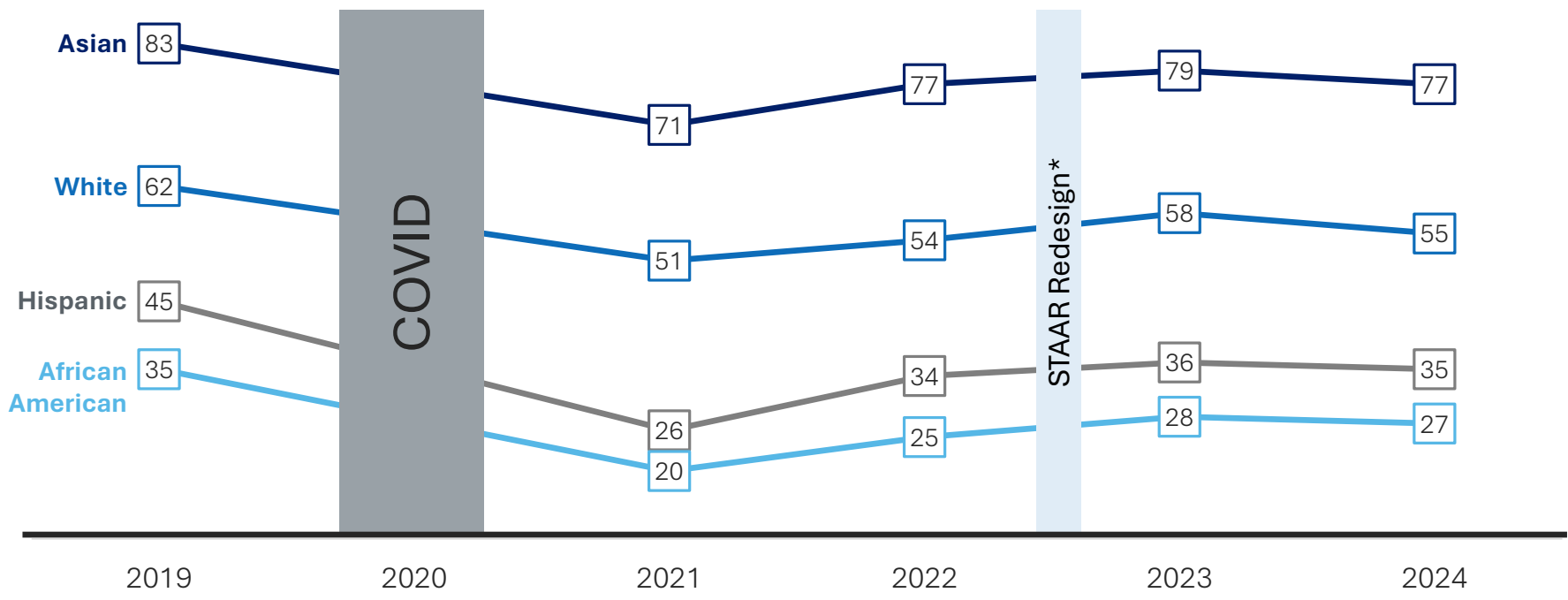
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Math – Grades 3-8 and Algebra I



All Math: by Race/Ethnicity –
Percentage of Students Who Met Grade Level



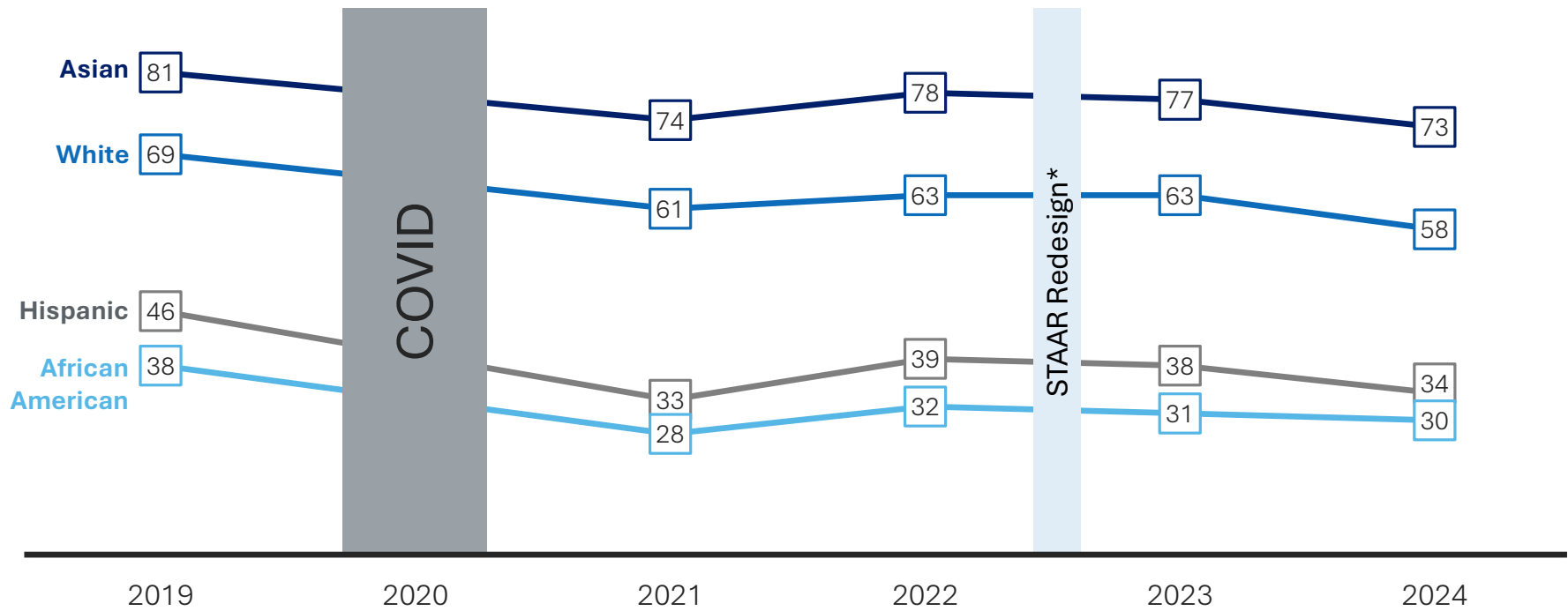
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Science – Grades 5, 8, and Biology



All Science: by Race/Ethnicity –
Percentage of Students Who Met Grade Level



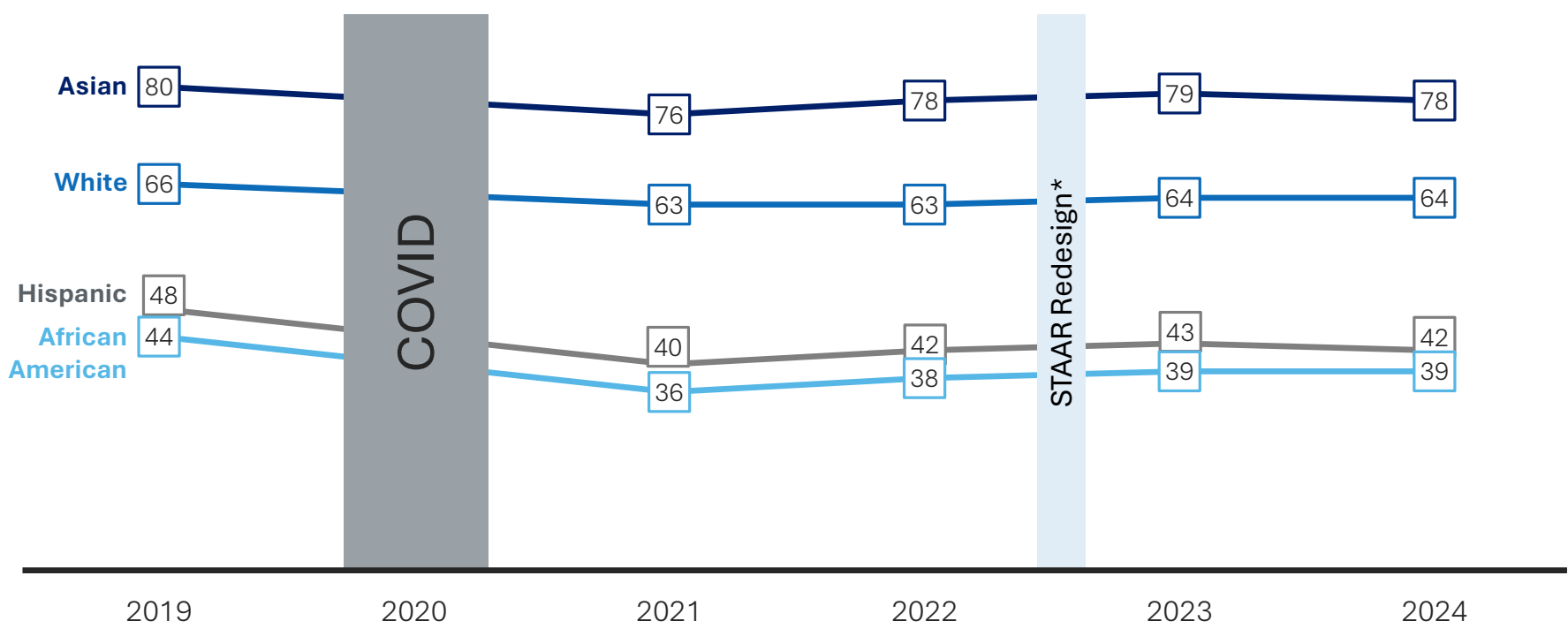
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Social Studies – Grades 8 and US History



All Social Studies: by Race/Ethnicity –
Percentage of Students Who Met Grade Level



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Expectations Matter

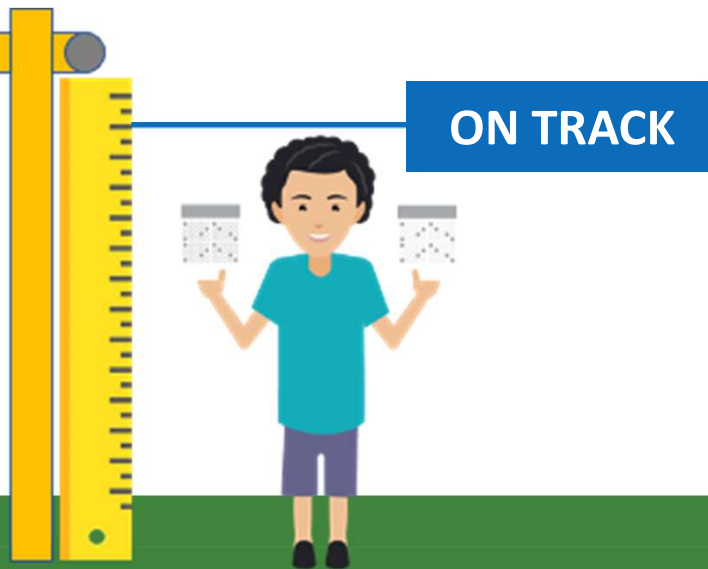
We believe that all students can learn and achieve at high levels.



Expectations Matter, At All Grade Levels

The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).

College, Career, & Military Readiness

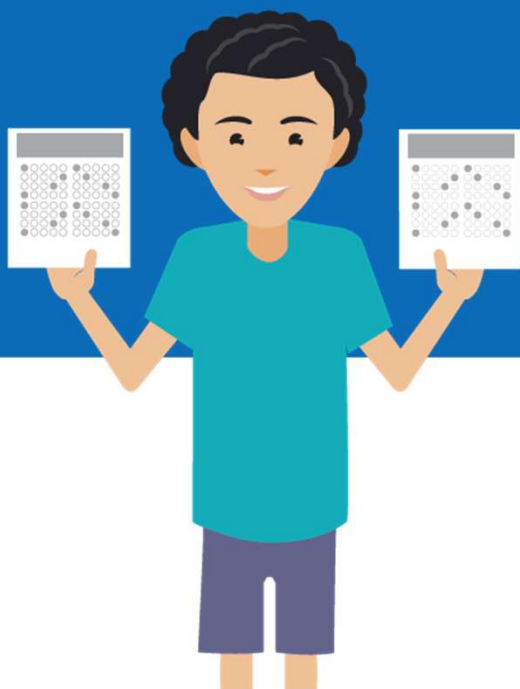


What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.

Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations.



Actual 3rd Grade STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- A) $736 - 197 - 150 = \underline{\quad}$
- B) $736 - 197 + 150 = \underline{\quad}$
- C) $736 + 197 + 150 = \underline{\quad}$
- D) $736 + 197 - 150 = \underline{\quad}$

STAAR has been proven valid, reliable, aligned to the Texas Essential Knowledge and Skills (TEKS), with passage readability on grade-level



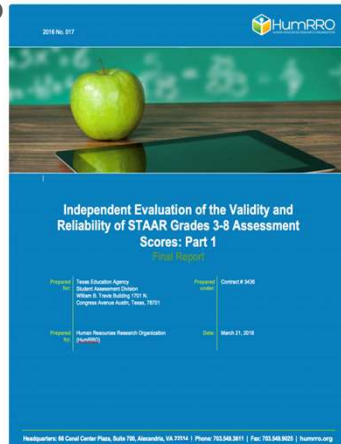
House Bill 743, Rep. Huberty/Sen. Seliger

84th Texas Legislature

“The assessment instrument must, on the basis of empirical evidence, be determined to be **valid and reliable** by an entity that is independent of the agency and of any other entity that developed the assessment instrument.”

Analysis Completed in 2016

Findings: STAAR was found to be valid. The evaluation confirmed the “**test bears a strong association with on-grade curriculum requirements.**”



House Bill 3, Rep. Huberty/Sen. Taylor

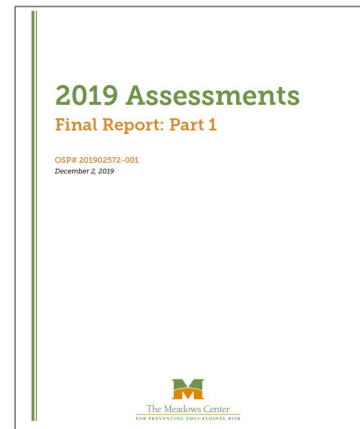
86th Texas Legislature

Required an institution of higher education to conduct a study on the state assessment instruments to independently evaluate the readability and alignment.

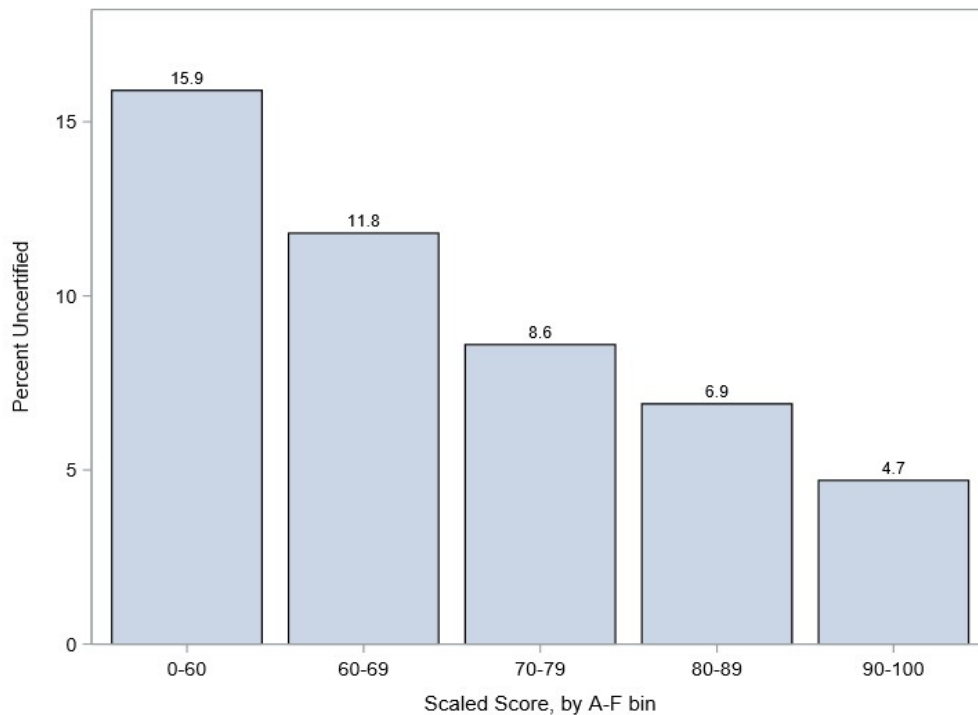
Analysis Completed in 2019

Findings: Across grade levels and subjects, all tests included in the study **were aligned with the TEKS** for the grade level tested.

- **91% of passages met the criterion for readability** as defined in the study in terms of text complexity



Initial analysis shows a clear relationship between the rate of uncertified teachers and campus-level outcomes



- Campuses with lower accountability scores are also those with higher rates of uncertified teachers.
- The uncertified teacher rate is well-correlated with all domain scores in the accountability system.
- Campuses that have decreased in rating since 2019 have also increased in percent of uncertified teachers

Well-prepared early career teachers also ensure that students are getting the early supports that they need



	Certified New Teacher	Uncertified New Teacher
Dyslexia Identification 3rd Grade	7.91%	3.56%
Student Absence rate 1st Grade	5.52%	6.56%

Uncertified new teachers identify students for dyslexia services at a lower rate than their prepared counterparts.

Students in the classrooms of uncertified new teachers are absent at a higher rate than in certified teacher classrooms.

Kirksey, 2024. <https://hdl.handle.net/2346/98166>