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<td>References and Citations</td>
<td>15</td>
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Cover photo: Clint ISD
My Fellow Texans,

During the past year, we have seen tremendous grit and determination from Texas students, families, and educators as we continue to emerge from the effects of the pandemic. That resolve has paid real dividends. While much work remains in mathematics, results from the last school year show that Texas students have largely reached pre-pandemic levels of proficiency in literacy, and Texas high school graduates are showing higher levels of career readiness.

The pandemic disrupted education throughout our country, but Texas fared better than most. According to results from the Nation's Report Card, Texas's rank improved in fourth and eighth grade reading and in eighth grade math, while Texas students continue to perform above the national average in fourth grade math. This was absolutely the result of tremendously hard-working Texas teachers. But it was also the result of statewide policymaking efforts that focused on meeting the needs of all students. Texas prioritized in-person instruction, best practices in reading, tutoring to accelerate learning, curricular rigor, and clear, accessible student performance information.

There are key strengths in Texas education worth celebrating, but there are also challenges. We must join together to overcome these challenges for every Texas child to ensure our state is a national leader in preparing students for postsecondary success. The work is not easy, but we are blessed to have dedicated teachers all across the state who put the needs of students first. Together, we will continue to help students maximize their potential, so they graduate prepared for lives of purpose and productivity.

Yours in Service,

Mike Morath
Commissioner, Texas Education Agency
Goal
By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value as part of Talent Strong Texas.¹

**TEA's Strategic Priorities**

**RECRUIT, SUPPORT AND RETAIN TEACHERS AND PRINCIPALS**

Teachers are the most important in-school factor affecting student outcomes.

**BUILD A FOUNDATION FOR READING AND MATH**

Focus on the fundamentals to eliminate the achievement gap.

**CONNECT HIGH SCHOOL TO CAREER AND COLLEGE**

Rigor and relevance matter.

**IMPROVE LOW PERFORMING SCHOOLS**

Every child. Every classroom. Every day.

---

**YEAR-OVER-YEAR STUDENT OUTCOMES**

<table>
<thead>
<tr>
<th>Kindergarten Reading</th>
<th>3rd Grade Reading</th>
<th>3rd Grade Math</th>
<th>8th Grade Reading</th>
<th>8th Grade Math/EOC</th>
<th>College, Career, or Military Ready</th>
<th>High School Completion</th>
<th>College Enrollment</th>
<th>College Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local district reading assessments.²</td>
<td>STAAR meets Grade Level or Above, Spring 2022.³</td>
<td>STAAR meets Grade Level or Above, Spring 2022.³</td>
<td>STAAR meets Grade Level or Above, Spring 2022.³</td>
<td>STAAR meets Grade Level or Above, Spring 2022.³</td>
<td>HS Graduates Demonstrating CCM Readiness on 1 or More Indicators, Class of 2021.⁴</td>
<td>Students Graduating Within 4 Years, Class of 2021.⁵</td>
<td>HS Graduates Enrolled in Public/Private College Nationally Within 1 Year, 2019.⁶</td>
<td>HS Graduates with an Industry Certification, 2-Year Degree, or 4-Year Degree Nationally Within 6 Years, Class of 2014.⁷</td>
</tr>
<tr>
<td>Most recent year available</td>
<td>Most recent prior year available</td>
<td>2019 data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>45</td>
<td>39</td>
<td>51</td>
<td>31</td>
<td>43</td>
<td>55</td>
<td>46</td>
<td>43</td>
</tr>
</tbody>
</table>

Goal: 60%
Supporting Safer Schools

Keeping schools safe is always a priority for educators. Schools are required by the legislature to implement safety best practice protocols established by the Texas School Safety Center. School systems perform internal audits to ensure those protocols are being followed. Following tragic incidents this year, more steps have been taken. TEA recently established minimum school safety standards. TEA and the Texas School Safety Center also began performing third party reviews of school safety protocols to provide an additional layer of support.

FUNDING FOR SAFE SCHOOLS FOR 2022-23

In the last year, the Governor and legislature provided more than $500M in new funds for safe schools.®

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount (annual)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Safety Allotment</td>
<td>$50M</td>
<td>$50M</td>
</tr>
<tr>
<td>Mental Health Services</td>
<td>$59M</td>
<td>$59M</td>
</tr>
<tr>
<td>School Facilities Safety Grants</td>
<td>$414M</td>
<td>$414M</td>
</tr>
<tr>
<td>Safety Training &amp; Equipment</td>
<td>$105.5M</td>
<td>$105.5M</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>$628.5M</strong></td>
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</table>

Supporting Mental Health

The Texas Child Health Access Through Telemedicine (TCHATT) initiative, with funding provided by the legislature to higher education medical institutions, provides telemedicine and telehealth services to students, which is especially helpful in rural Texas. With permission from parents, referrals come from educators to support student mental health. Begun in 2019, TCHATT services are currently available for roughly half the state of Texas.

CURRENT TCHATT SERVICE AVAILABILITY®
The Texas public education system is funded through local property tax collections, state funding, and federal dollars. The Permanent School Fund – the country’s largest educational endowment – also contributes to the system each year. Most of the state and federal funding is allocated to school systems based on needs-based, weighted per-pupil funding formulas. \(^{10}\)
Over the past two decades, overall student enrollment has grown rapidly in Texas. But due to falling birth rates and other factors, demographers are projecting statewide enrollment to begin a gradual decline.¹¹

### ENROLLMENT TRENDS AND PROJECTIONS

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<tbody>
<tr>
<td>Actual</td>
<td>5,077,659</td>
<td>5,153,702</td>
<td>5,233,765</td>
<td>5,301,477</td>
<td>5,360,849</td>
<td>5,401,341</td>
<td>5,433,471</td>
<td>5,495,398</td>
<td>5,428,613</td>
<td>5,469,300</td>
<td>5,495,100</td>
<td>5,481,200</td>
<td>5,469,300</td>
<td>5,442,300</td>
</tr>
<tr>
<td>Projected</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tbody>
</table>

| 61% Economically Disadvantaged¹² | 22% Emergent Bilingual |

**ETHNICITY**

- **Hispanic**: 53%
- **White**: 26%
- **African American**: 13%
- **Asian**: 5%
- **Two or more races**: 3%
- **1% American Indian**: < 1%
- **1% Pacific Islander**: < 1%

**TEXAS EDUCATES THE LARGEST NUMBER OF RURAL CHILDREN IN THE US**

- **644,121 Texas students in rural schools** in 2021-22¹³
Texas is employing more teachers than ever before.\(^{14}\) Average pay is also the highest it has ever been.\(^{15}\) But the challenges associated with the profession remain significant, with more teachers leaving than ever before.

This year, TEA convened the Teacher Vacancy Task Force (TVTF) to focus on staffing concerns and study reasons teachers seriously consider leaving the profession, including lack of preparation and support, excessive workload, pay, and more. TVTF recommendations are expected in early 2023.\(^{16}\)

### Teacher Incentive Allotment

Created by HB 3 (86R) in 2019, the Teacher Incentive Allotment (TIA) provides between $3,000 and $32,000 of additional compensation per year to high performing teachers in Texas, with greater levels of funding for teachers in rural and high needs schools. Over 375 school systems are currently participating, with approximately 600 school systems expected by the 2023-24 school year.

Fruitvale ISD’s Becky Barnes is a prime example of the teachers TIA is intended to support and keep in the classroom for years to come. Teaching has always been a passion for Mrs. Barnes. She loves seeing the growth shown by her students over the course of a school year and empowering them with the tools needed for a successful future. Her TIA master teacher designation provides much deserved recognition and a major bump in pay.
STAAR is Changing to Reinforce Strong Literacy Instruction

Ensuring students can read well is at the foundation of each school’s mission. To support schools in this mission, the legislature has acted in recent years to provide increased funding, ensured the availability of training and strengthened early years phonics practices.

The legislature also required a significant redesign of the State of Texas Assessment of Academic Readiness (STAAR) to ensure it more closely aligns with effective classroom practices, especially in the area of reading. Required by legislation passed in the 2019 session (HB 3906), and shaped by hundreds of educators across the state, the redesigned STAAR will be administered in Spring 2023.17

Students who have high levels of background knowledge and high decoding skills have the highest levels of reading comprehension.

MEASURE OF COMPREHENSION19

- High reading skills and high knowledge: 86%
- Low reading skills and high knowledge: 81%
- High reading skills and low knowledge: 53%
- Low reading skills and low knowledge: 43%

STAAR reading passages are now selected to prioritize content students have been taught in other subjects, such as social studies and science, reflecting the importance of background knowledge in literacy.

WRITING ABOUT WHAT YOU READ

In many ways, reading and writing are inseparable skills. In order to read well, students must know how to spell and master common rules of grammar. These reading skills are most often achieved by writing. The more students write, the better readers they become, especially when they write about what they have recently read. The redesigned STAAR test will have students write in response to what they have read.

“

We strive to make reading and writing the focus in each classroom for every child, every day.

– Lubbock ISD

CROSS-CURRICULAR KNOWLEDGE: A KEY TO READING

In order to read well, students must master the skill of decoding using phonics. But they must also acquire a lot of background knowledge, learning the vocabulary of history, science, art, and geography, as well as literature.18

Decoding
Phonics & Reading Skills

Language Comprehension
Knowledge & Vocabulary

Reading Comprehension

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“

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– Lubbock ISD
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 can earn industry-based certifications (IBCs) to demonstrate they are ready to start a career right after graduation.

**STUDENTS GRADUATING READY FOR COLLEGE, CAREER, AND THE MILITARY**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSIA</td>
<td>38</td>
<td>39</td>
<td>-7</td>
<td>-7</td>
</tr>
<tr>
<td>SAT/ACT</td>
<td>28</td>
<td>27</td>
<td>22</td>
<td>20</td>
</tr>
<tr>
<td>AP/IB</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>23</td>
<td>23</td>
<td>21</td>
<td>23</td>
</tr>
<tr>
<td>College Prep Courses</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Adv. Diploma Plan &amp; Current SpEd Sts.</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Industry-Based Certifications</td>
<td>11</td>
<td>13</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>Completed IEP and Workforce Readiness</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Level I or Level II Certificate</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Military Readiness*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Growth in Industry-Based Certifications (IBCs)**

IBCs and courses sequenced as a Program of Study work together to form strong career preparation.

**NUMBER OF GRADUATES BY IBC**

**POPULAR IBCs**

- Microsoft Office Word (1)
- Health Sciences (18)
- Business Management (12)
- Manufacturing & Energy (15)
- Floral Design (3)
- Google Analytics (1)
- Arts, A/V & Comms. (10)
- Transportation (41)
- Law and Public Service (3)
- NCCER Core Level One (1)
- OSHA (3)

**OTHER IBCs**

- Information Technology (35)
- Hospitality and Tourism (4)
- Human Services (5)
- Certified Veterinary Assistant (1)
- Education & Training (2)
- Architecture & Other Construction (10)
- Other Ag., Food & Natural Resources (6), Carpentry (5), Electrical (5), and Plumbing & Pipefitting (4)
Immediately following the pandemic, far more students were below grade level than in past years. The legislature made investments in accelerated instruction for Texas students, and the initial results are promising, with more students catching up in reading than ever before. While this is a positive trend, much work remains, especially in math.

### Pre- and Post-Pandemic Progress for Students Below Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Students that &quot;Did not meet grade level&quot; in Previous Year</th>
<th>Students that improved to &quot;Approaches grade level&quot; or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading (Grades 3-8)</td>
<td>517,975</td>
<td>538,692</td>
</tr>
<tr>
<td>Math (Grades 3-8)</td>
<td>413,067</td>
<td>575,192</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Students that &quot;Did not meet grade level&quot; in Previous Year</th>
<th>Students that improved to &quot;Approaches grade level&quot; or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018 to 2019</td>
<td>166,163</td>
<td>32%</td>
</tr>
<tr>
<td>2021 to 2022</td>
<td>243,247</td>
<td>45%</td>
</tr>
<tr>
<td>2018 to 2019</td>
<td>149,573</td>
<td>36%</td>
</tr>
<tr>
<td>2021 to 2022</td>
<td>226,362</td>
<td>39%</td>
</tr>
</tbody>
</table>

*In each pair of years, student results are from the Grades 3-7 in the first year (2018 and 2021) and Grades 4-8 in the second year (2019 and 2022).*

### Supporting Student Success

To help make up for lost time, HB 4545, passed by the 87th Legislature, was designed to ensure that all students who are below grade level have access to well-structured supports designed to accelerate learning, including tutoring. For students, this means more support than ever before, and more success. Consider one fourth-grade student example.

In the prior year, the student did not meet grade level in math, so the district created a tutoring plan for the student. The student's fourth-grade teacher placed the child in a small group for a portion of the day and provided daily tutoring. While the student started the year in the 28th percentile in math on a nationally normed assessment, by the end of the year, the student was performing in the 72nd percentile. The accelerated learning efforts were difficult but necessary, and the results are significant.
The Texas A–F accountability system is a tool to help continuously improve student performance to reach the goals of eliminating achievement gaps based on race, ethnicity, and socioeconomic status and ensuring Texas is a national leader in preparing students for postsecondary success.

A REDUCTION IN THE NUMBER OF LOW-PERFORMING CAMPUSES

The A–F system was established by House Bill 22 in 2017. Cut points were set using 2017 data to determine what A–F rating a campus would receive, and they have remained unchanged since, allowing for apples-to-apples performance comparisons. Performance has improved. Ratings show that far fewer students are enrolled in low-performing campuses today than in 2019. In 2022, 18% of high-poverty campuses in Texas were rated an A, continuing to prove that demographics do not equal destiny.23

Unpacking Ratings: Big Jump in School Progress

State law requires campus ratings to be calculated largely by taking the better of student achievement or school progress. From before and after the pandemic, there was a big shift in the percentage of campuses rated highest because of school progress.

A-F Refresh

In 2023, certain indicators in the accountability system are being changed to ensure statutorily required goals continue to be addressed in A–F ratings. In the wake of COVID-19, lessons learned over the years are being leveraged to improve the rigor, transparency, and fairness of the system, while maintaining a design that allows all schools in the state the opportunity to earn an A.
Since 2018, a statewide strategic plan for special education has helped improve the ability of public schools to identify and serve students in need of special education supports.

**Texas Commission on Special Education Funding**

For the past year, the Texas Commission on Special Education Funding, established by HB 1525, has examined options to improve the approach to special education funding. Under current law, funding is provided to students served in special education based upon the location of a student’s educational setting. Many have noted that the cost of special education services provided can vary substantially, even within the same setting.

**EXAMPLE OF TWO STUDENTS SERVED IN THE SAME SPECIAL EDUCATIONAL SETTING**

**Educational Setting:** Mainstream - General Education Classroom

**In Class Supports Students Receive:**
- Modified Tests
- One-on-One Aide
- Small-Group Testing
- Behavior Intervention Plan (BIP)
- Lesson planning consultation between Special Education and General Education teachers

Both students funded equally because they are in the same educational setting.
2022: How Texas Compares

Results from the 2022 NAEP (National Assessment of Educational Progress), also known as the Nation’s Report Card, highlight the hard work of Texas teachers and students. While it shows Texas schools are largely recovering from the effects of the pandemic in reading, work remains to be done in math.25

2. Source: TX-KEA BOY Assessment Data provided by CLI, SY21-22; mCLASS BOY Assessment Data in ECDS, SY21-22. The shift in the TX-KEA scoring methodology for SY 2021-22 resulted in a change to statewide Kindergarten readiness data from 58% to 45%.

3. 2022 Consolidated Accountability File (CAF), Texas Education Agency; Texas Performance Reporting System (TPRS).

4. TPRS, PEIMS, College Board, and/or ACT.


6. PEIMS, THECB, and National Student Clearinghouse.

7. PEIMS, THECB, and National Student Clearinghouse.

8. The most recent prior year available (2013) data provided in this year's report contains national data for the entire tracking period.

9. https://tea.texas.gov/sites/default/files/Annual_Report_Funding_Citation_%202022.pdf

10. https://tcmhcc.utsystem.edu/tchatt/


15. PEIMS

16. Total teacher counts include all unique individuals with the role of a Teacher as reported by LEAs in PEIMS. Other reports from TEA may set minimum FTE thresholds for inclusion rather than counts of individuals.


TSIA, College Prep, and ACT/SAT data are based on meeting standard/passing course in either reading or math.

*Military enlistment data could not be reliably obtained during this time period. Data will be obtained beginning with the graduating class of 2023.


23. 2019 and 2022 Accountability Ratings.

To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70. In 2022, 8,451 campuses were rated.

24. Initial evaluations for school year (SY) 2021-22 – Reported in final data set from the Texas Student Data System (TSDS) Child Find collection for SPPI-11 and SPPI-12 – to be reported in the FFY 2021 SPP/APR February 1, 2023.


25. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP). Note: Ranking does not include DoDEA = Department of Defense Education Activity or DC = District of Columbia.