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Cover photo: Clint ISD



# A Message from Commissioner Morath

**TEA VISION**  
**EVERY CHILD, PREPARED**  
**FOR SUCCESS IN COLLEGE, A**  
**CAREER, OR THE MILITARY.**

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.



**Accountability**  
HB 22 (85R) and  
HB 1365 (87R)



**Assessment**  
HB 3906 (86R)



**In-Person  
Instruction**  
EO GA-34



**Curricular Rigor**  
HB 1525 (87R)



**Reading  
Academies**  
HB 3 (86R)



**Tutoring**  
HB 4545 (87R)

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



Uplift Education

## 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.<sup>1</sup>

## 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.

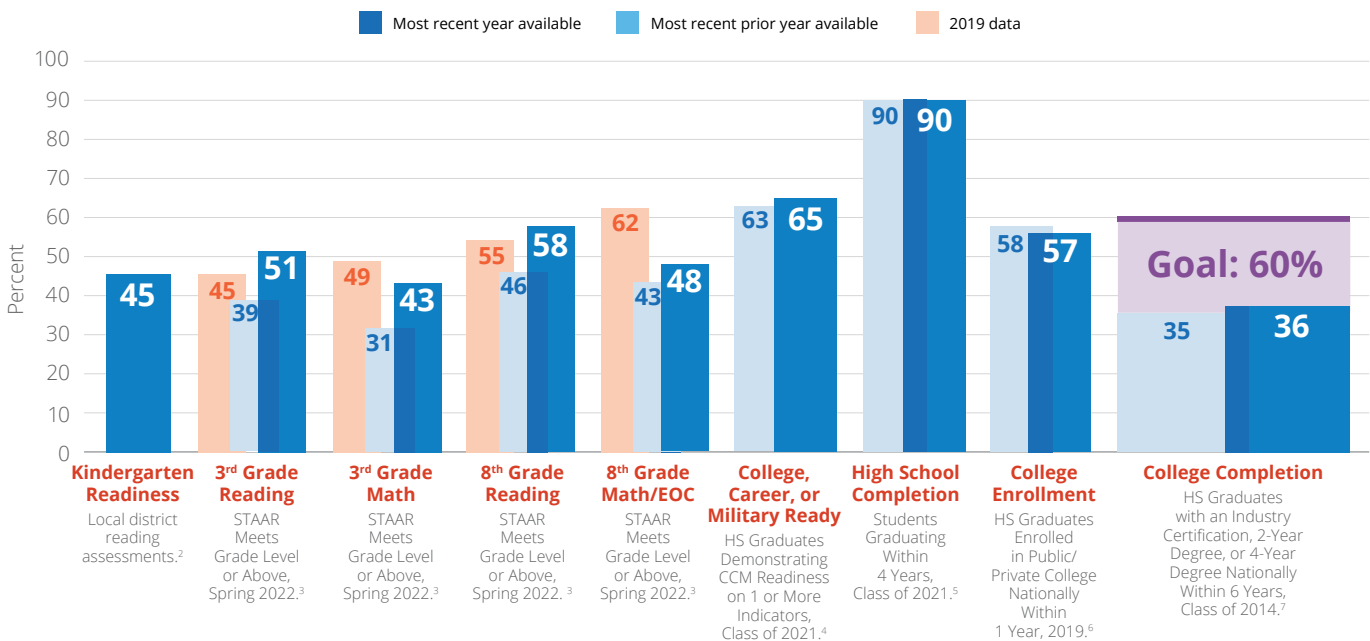
**CONNECT HIGH SCHOOL TO CAREER AND COLLEGE**

Rigor and relevance matter.

**IMPROVE LOW PERFORMING SCHOOLS**

Every child. Every classroom. Every day.

## YEAR-OVER-YEAR STUDENT OUTCOMES





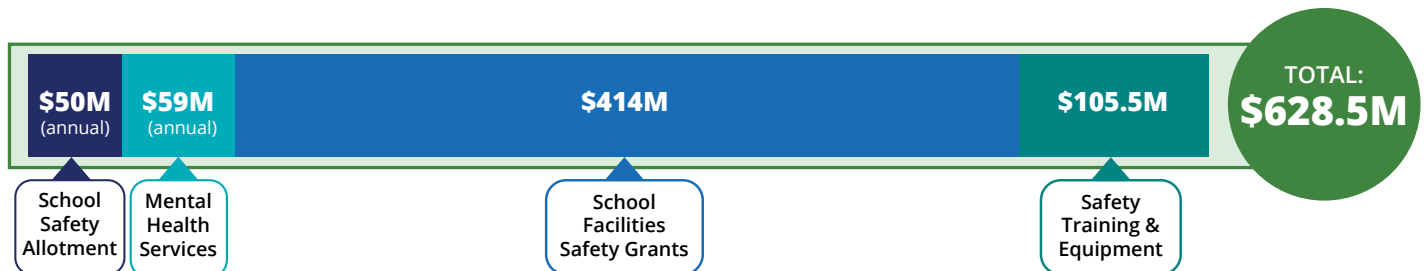
## Supporting Safer Schools

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

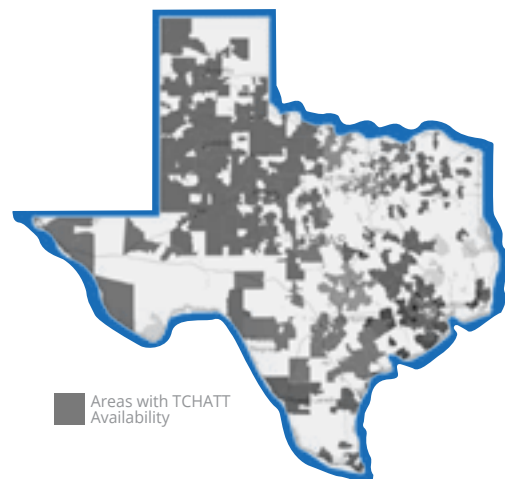
In the last year, the Governor and legislature provided more than \$500M in new funds for safe schools.<sup>8</sup>



## Supporting Mental Health

The Texas Child Health Access Through Telemedicine (TCHAT) 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, TCHAT services are currently available for roughly half the state of Texas.

## CURRENT TCHAT SERVICE AVAILABILITY<sup>9</sup>





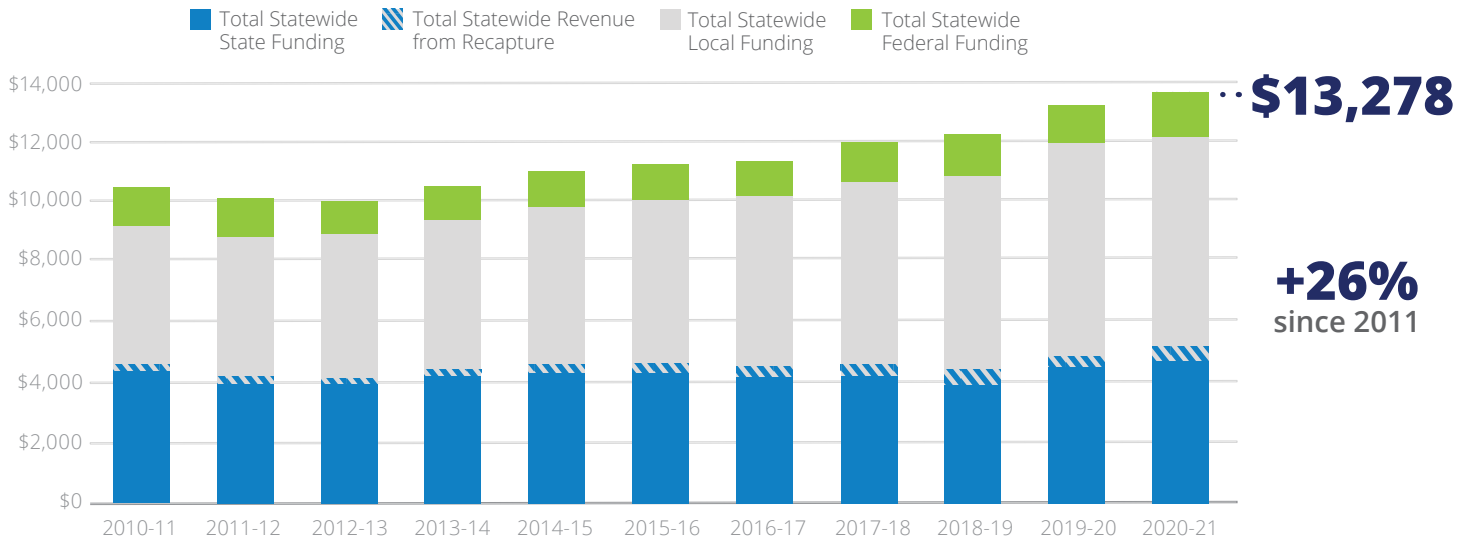
# SCHOOL FINANCE



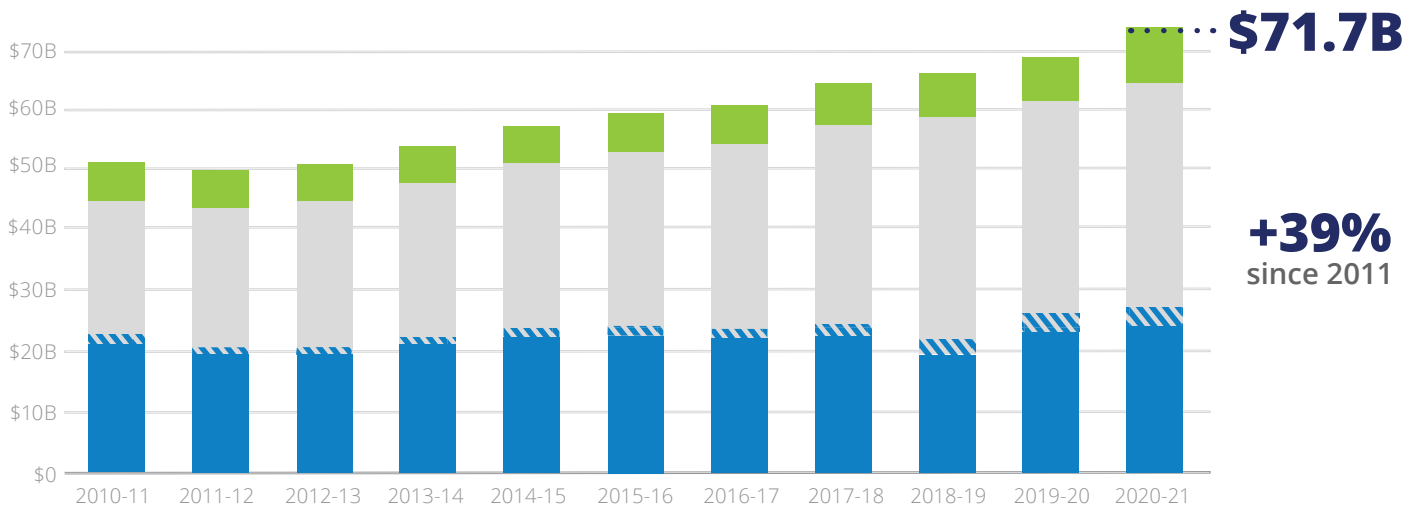
Malone ISD

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.<sup>10</sup>

## PER STUDENT ANNUAL FUNDING



## TOTAL ANNUAL FUNDING: \$71,710,051,834

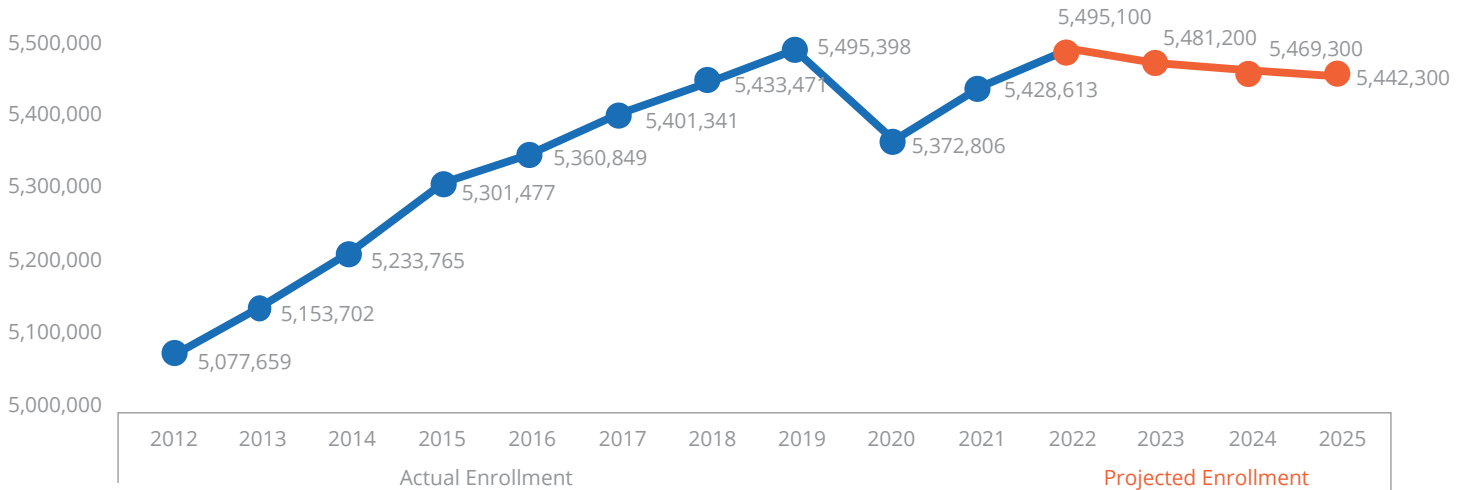




Richardson ISD

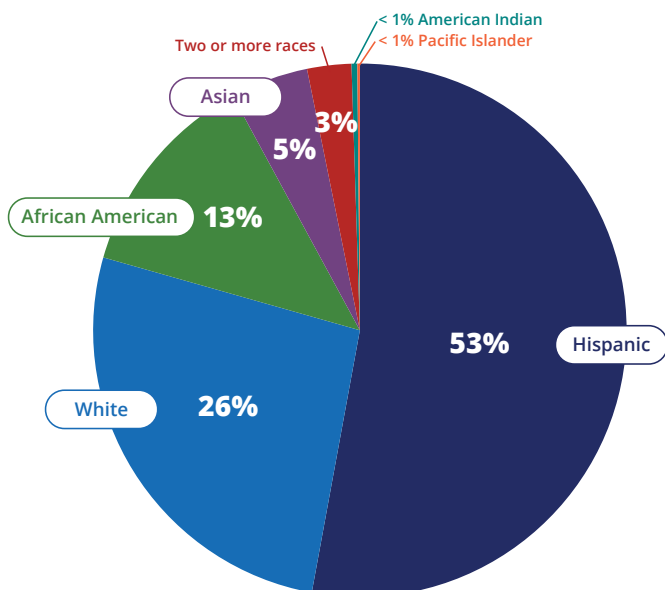
Over the past two decades, overall student enrollment has grown rapidly in Texas. But due to falling birth rates and other factors, demographers are projecting statewide enrollment to begin a gradual decline.<sup>11</sup>

## ENROLLMENT TRENDS AND PROJECTIONS



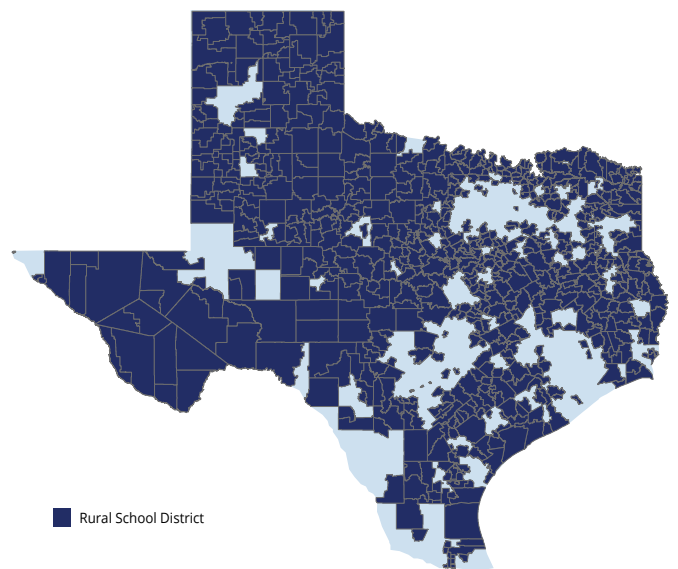
**61% Economically Disadvantaged<sup>12</sup>**  
**22% Emergent Bilingual**

### ETHNICITY



**644,121 Texas students in rural schools in 2021-22<sup>13</sup>**

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



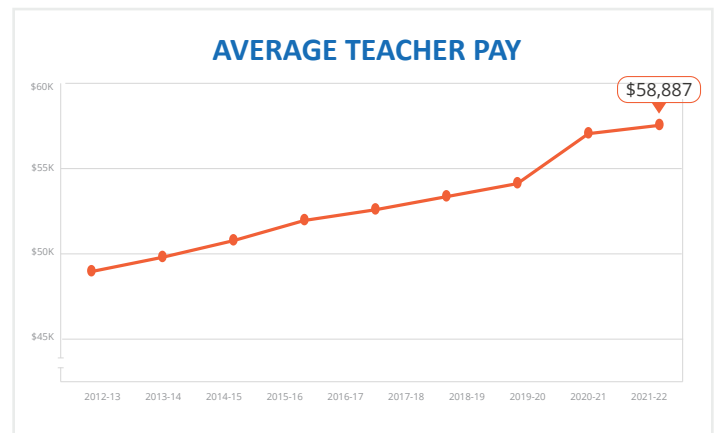
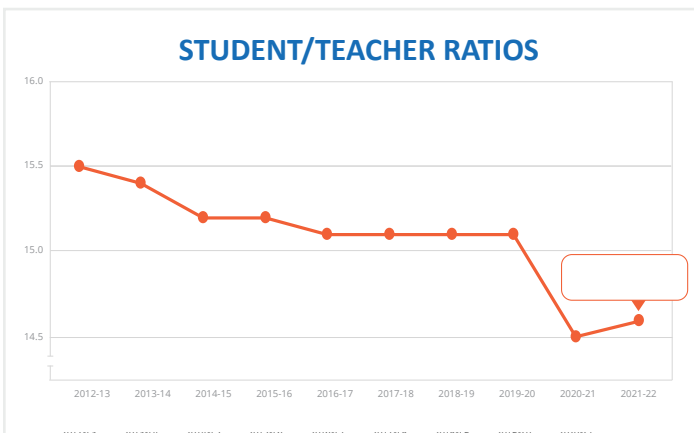
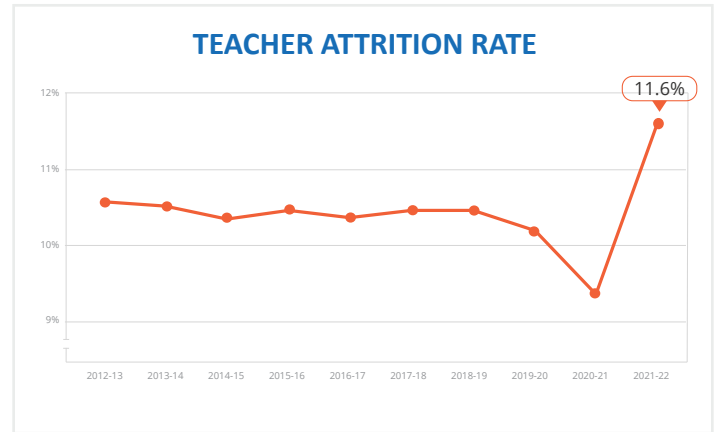
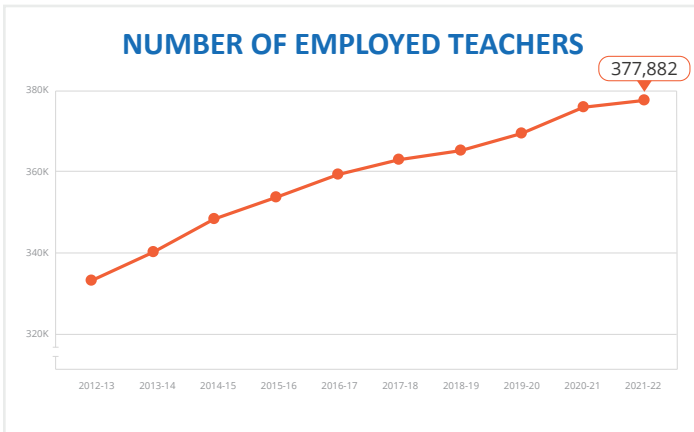


# RECRUIT, SUPPORT AND RETAIN TEACHERS AND PRINCIPALS



Texas is employing more teachers than ever before.<sup>14</sup> Average pay is also the highest it has ever been.<sup>15</sup> 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.<sup>16</sup>



## 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.





Connally 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.<sup>18</sup>



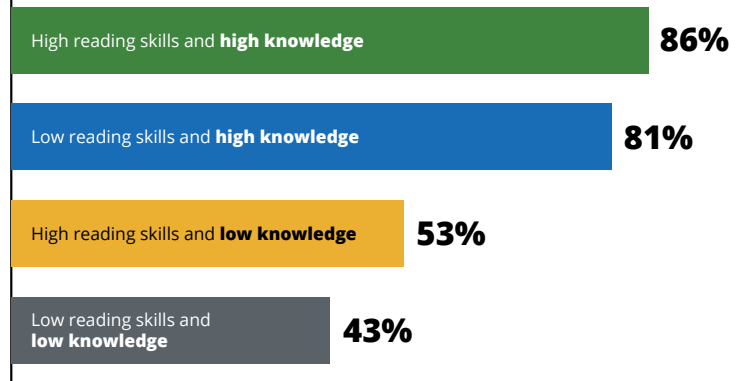
Students who have high levels of background knowledge and high decoding skills have the highest levels of reading comprehension.

## 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.<sup>17</sup>

## MEASURE OF COMPREHENSION<sup>19</sup>



### 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.

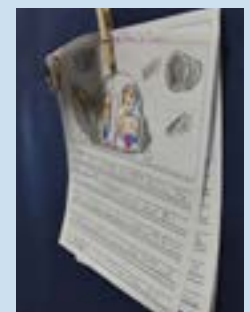
STAAR reading passages are now selected to prioritize content students have been taught in other subjects, such as social studies and science, reflecting the importance of background knowledge in literacy.



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



– Lubbock ISD





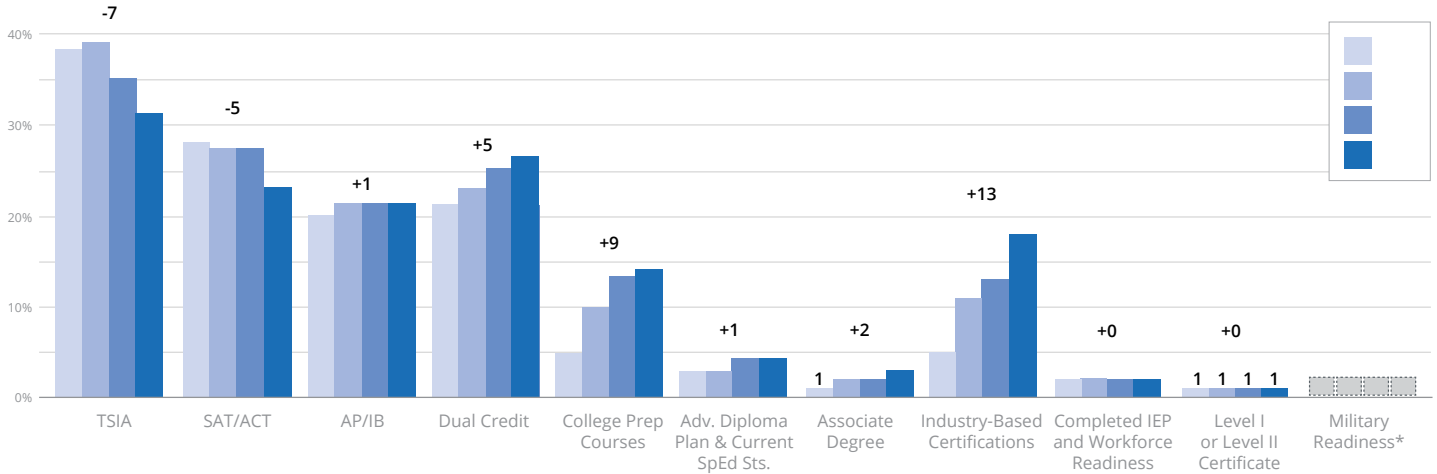
# CONNECT HIGH SCHOOL TO CAREER AND COLLEGE



Brownsville 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<sup>20</sup>

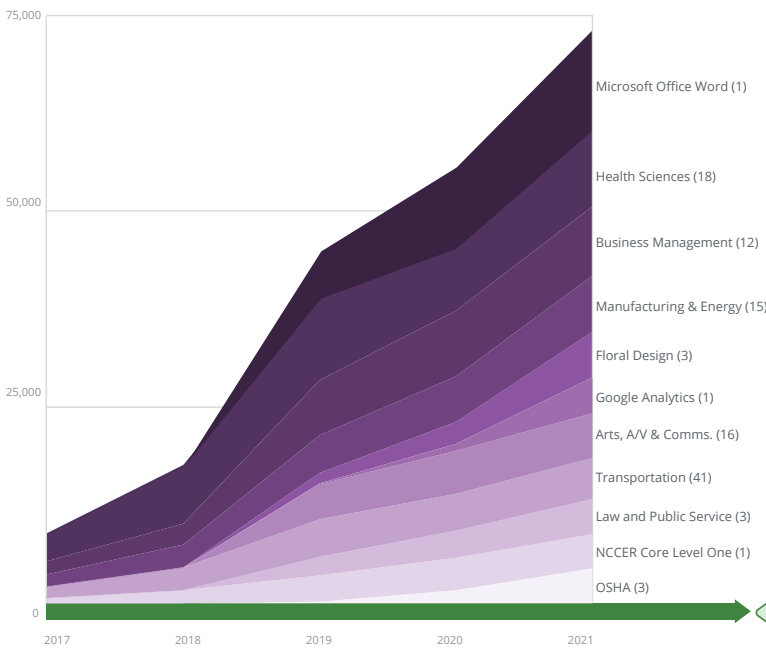


## Growth in Industry-Based Certifications (IBCs)

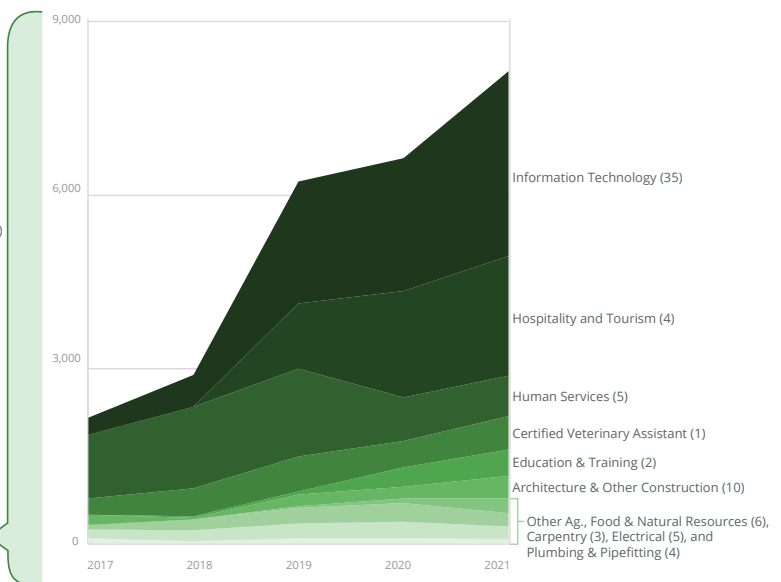
IBCs and courses sequenced as a Program of Study work together to form strong career preparation.

### NUMBER OF GRADUATES BY IBC<sup>21</sup>

#### POPULAR IBCs



#### OTHER IBCs



(#) counts denote the number of different IBCs applicable.



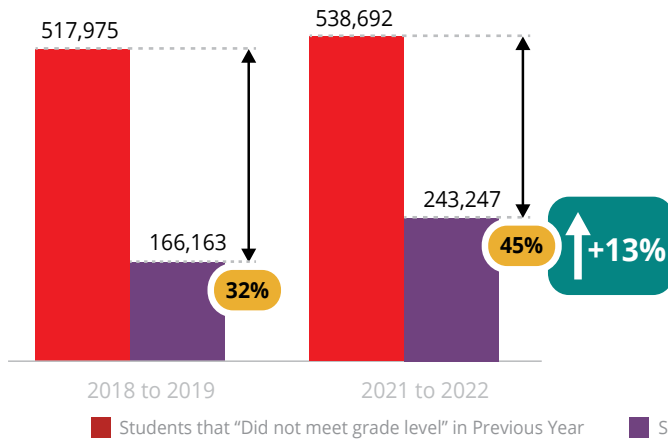
Connally ISD



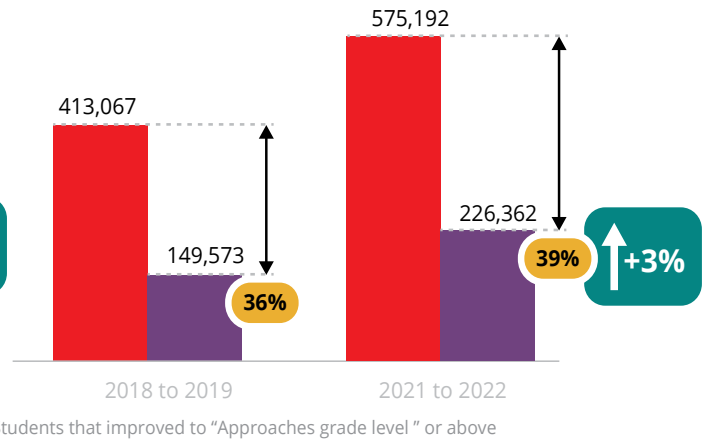
Immediately following the pandemic, far more students were below grade level than in past years. The legislature made investments in accelerated instruction for Texas students, and the initial results are promising, with more students catching up in reading than ever before. While this is a positive trend, much work remains, especially in math.

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

### READING (GRADES 3-8)\*



### MATH (GRADES 3-8)\*



\*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)<sup>22</sup>

### 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.





# A-F ACCOUNTABILITY

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.



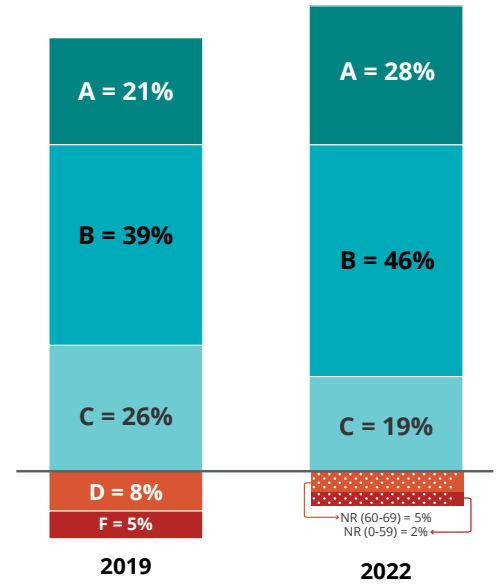
Aubrey ISD

## 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.<sup>23</sup>

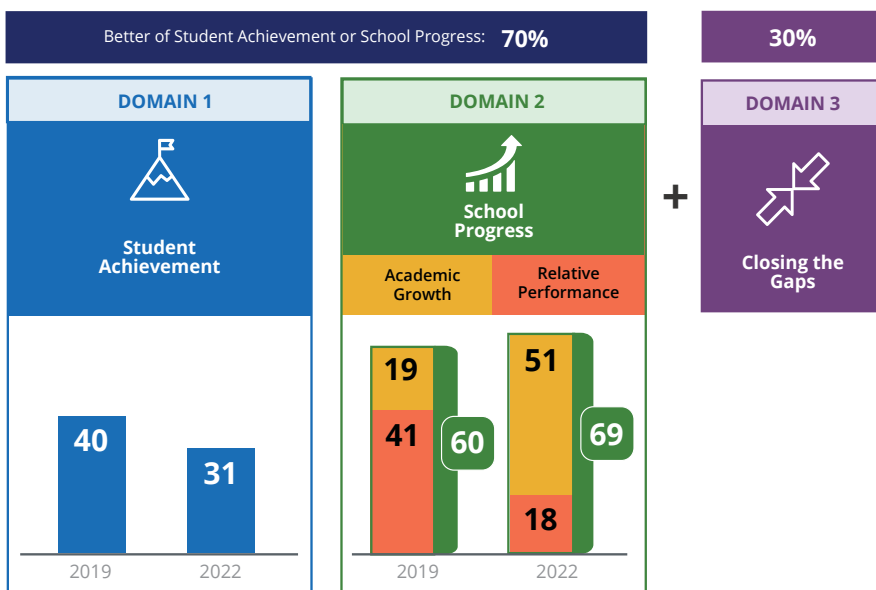
## Unpacking Ratings: Big Jump in School Progress

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.



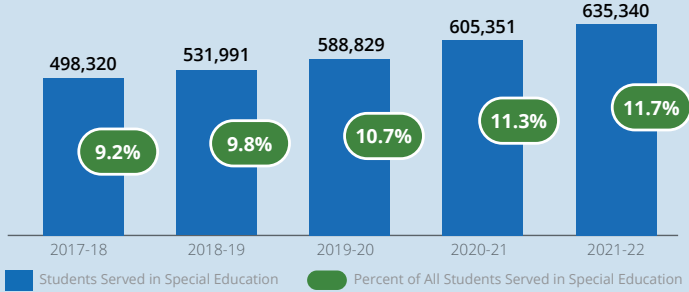
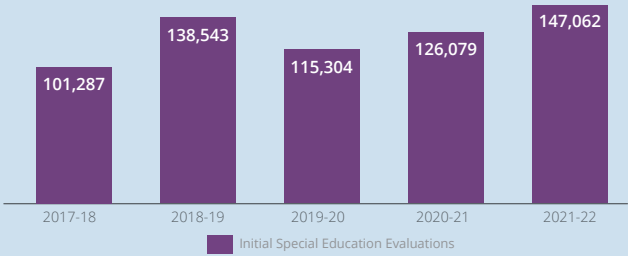
Numbers represent percent of campuses in that year where this domain was the highest rating.



Eanes ISD

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.

**MORE STUDENTS EVALUATED & SERVED<sup>24</sup>**

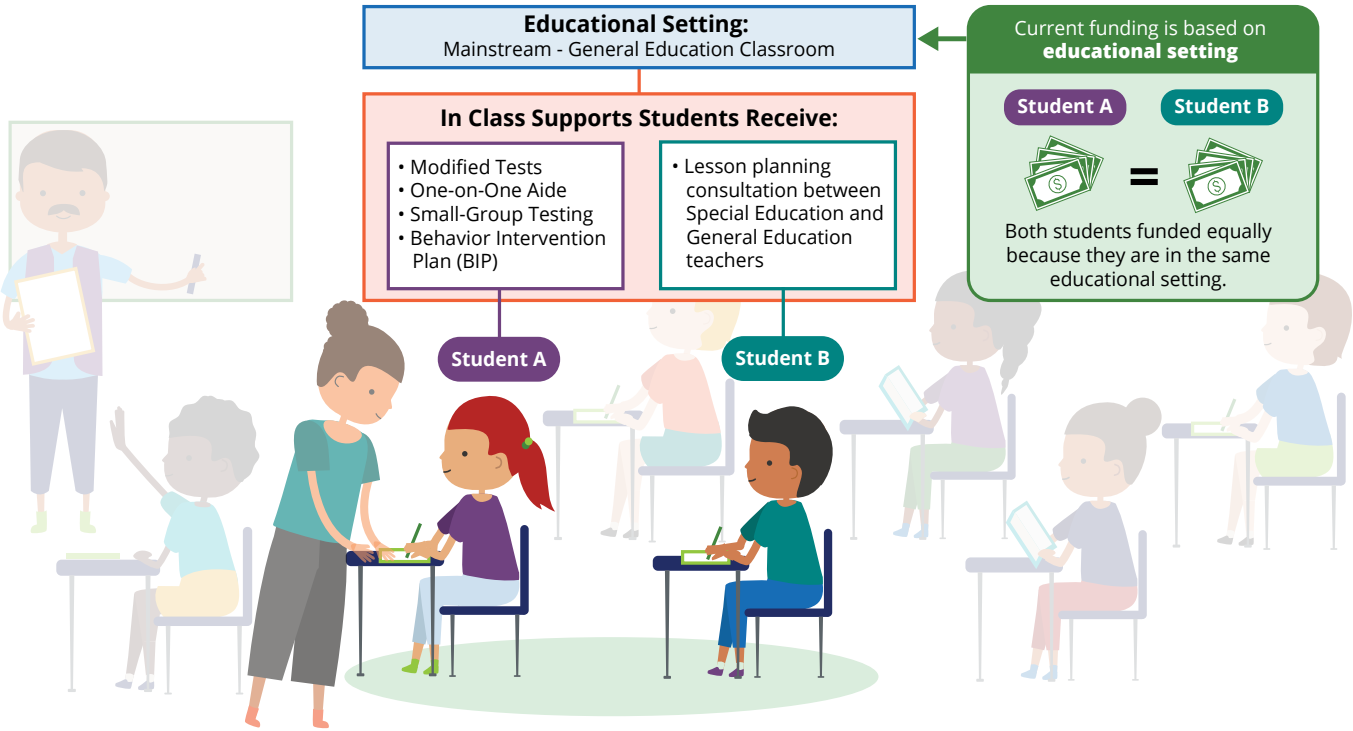


**Texas Commission on Special Education Funding**



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**



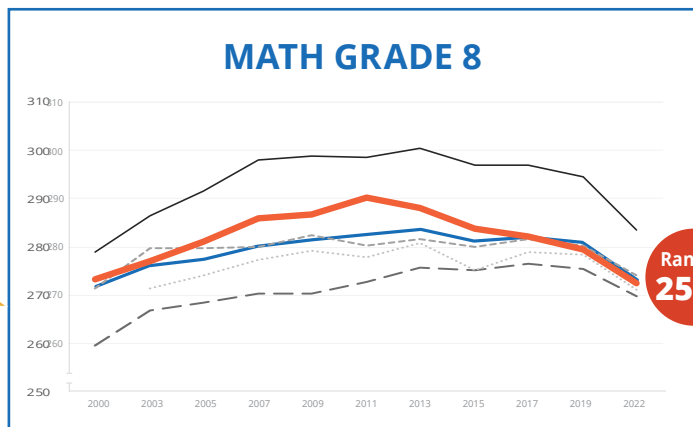
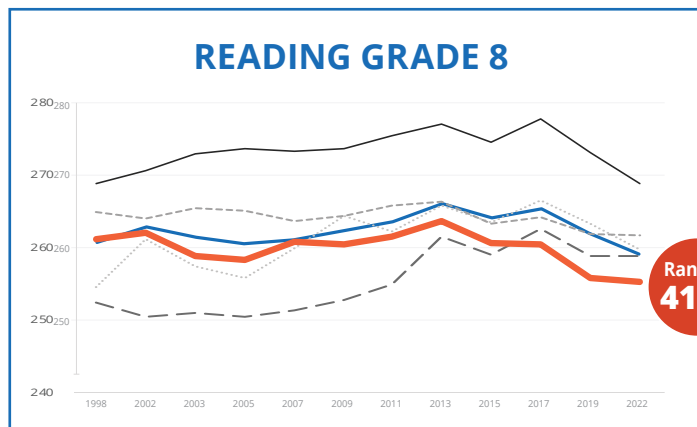
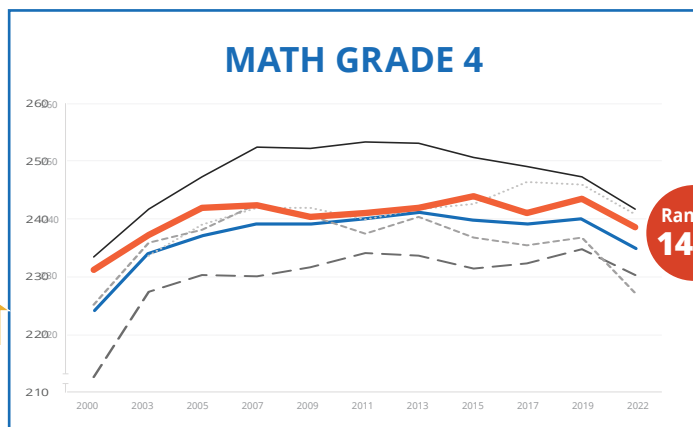
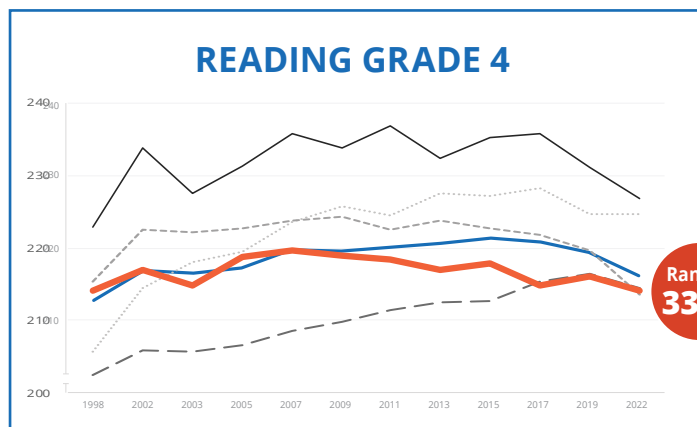


## 2022: How Texas Compares

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.<sup>25</sup>



Borger ISD



KEY: — USA — TX — CA — MA ..... FL - - - NY Change in ranking from 2019

### AFRICAN AMERICAN STUDENTS

Reading **6<sup>th</sup>** in 4<sup>th</sup> grade • **6<sup>th</sup>** in 8<sup>th</sup> grade

Math **1<sup>st</sup>** in 4<sup>th</sup> grade • **1<sup>st</sup>** in 8<sup>th</sup> grade

### ECONOMICALLY DISADVANTAGED

Reading **20<sup>th</sup>** in 4<sup>th</sup> grade • **22<sup>nd</sup>** in 8<sup>th</sup> grade

Math **6<sup>th</sup>** in 4<sup>th</sup> grade • **9<sup>th</sup>** in 8<sup>th</sup> grade

### HISPANIC STUDENTS

Reading **21<sup>st</sup>** in 4<sup>th</sup> grade • **26<sup>th</sup>** in 8<sup>th</sup> grade

Math **4<sup>th</sup>** in 4<sup>th</sup> grade • **7<sup>th</sup>** in 8<sup>th</sup> grade

### WHITE STUDENTS

Reading **15<sup>th</sup>** in 4<sup>th</sup> grade • **40<sup>th</sup>** in 8<sup>th</sup> grade

Math **2<sup>nd</sup>** in 4<sup>th</sup> grade • **24<sup>th</sup>** in 8<sup>th</sup> grade



Bangs ISD

- 1 <https://www.highered.texas.gov/our-work/talent-strong-texas/>
- 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.
- 5 <https://rptsvr1.tea.texas.gov/acctres/completion/2021/state.html>
- 6 PEIMS, THECB, and National Student Clearinghouse.
- 7 PEIMS, THECB, and National Student Clearinghouse.  
The most recent prior year available (2013) data provided in this year's report contains national data for the entire tracking period.
- 8 [https://tea.texas.gov/sites/default/files/Annual\\_Report\\_Funding\\_Citation\\_%202022.pdf](https://tea.texas.gov/sites/default/files/Annual_Report_Funding_Citation_%202022.pdf)
- 9 <https://tcmhcc.utsystem.edu/tchatt/>
- 10 <https://tea.texas.gov/reports-and-data/legislative-reports>
- 11 National Center for Education Statistics (n.d.). Digest of Education Statistics, 2022, Table 203.20. Retrieved August 18, 2022 from [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_203.20.asp?current=yes](https://nces.ed.gov/programs/digest/d22/tables/dt22_203.20.asp?current=yes)
- 12 Texas Education Agency. <https://tea.texas.gov/sites/default/files/enroll-2021-22.pdf>
- 13 Based on the Teacher Incentive Allotment rural campus definition. Texas Education Code Sec. 48.112 and <https://tea.texas.gov/sites/default/files/ch150aa.pdf>.
- 14 PEIMS  
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.

- 15 TAPR/TPRS
- 16 <https://tea.texas.gov/texas-schools/health-safety-discipline/covid/teacher-vacancy-task-force-overview>
- 17 <https://tea.texas.gov/student-assessment/assessment-initiatives/hb-3906/staar-redesign>
- 18 Gough, P. B., & Tunmer, W. E. (1986). Decoding, Reading, and Reading Disability. *Remedial and Special Education*, 7(1), 6–10.
- 19 Recht, D. R. and Leslie, L. "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text." *Journal of Educational Psychology*, 80(1), (1988): p.16.
- 20 [https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_program=perf rept.perfmast.sas&\\_debug=0&ccyy=2022&lev=S&prgopt=reports/acct/domain1b.sas](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&ccyy=2022&lev=S&prgopt=reports/acct/domain1b.sas)  
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.
- 21 <https://tea.texas.gov/sites/default/files/industry-based-certifications-earned-by-graduates-from-2017-thru-2021.pdf>
- 22 STAAR results 2018, 2019, 2021, and 2022.
- 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.  
Enrollment for 2021-22 - Reported April 2022\_Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count and Educational Environments Collection," 2021-22. From file specifications 002 and 089.
- 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.



## LEARN MORE:

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 [TXschools.gov](https://TXschools.gov)

 [texasassessment.gov](https://texasassessment.gov)

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