



2023

# ANNUAL REPORT

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▲ Alice ISD

### A MESSAGE FROM **Commissioner Morath**

My Fellow Texans,

The achievements of Texas students are a testament to the hard work of educators across the state. Their training, passion and commitment are the driving forces behind the positive outcomes for our students. With skilled educators, strong school system leaders, and statewide policies passed by lawmakers that prioritize the needs of our students, Texas has taken significant steps to ensure that education is a pathway to success for all, regardless of zip code or circumstance.

As we celebrate the progress and achievements of 2023, we must also acknowledge that our work is far from complete. The ever-changing nature of the educational landscape requires us, as educators, to learn and grow. It is with this spirit that the Texas Education Agency will continue to support school leaders in their efforts to continuously improve for our students. Together, we will ensure Texas students are well-prepared for a future of unlimited potential.

Yours in Service,

**Mike Morath**  
Texas Education Commissioner

## VISION

Every child, prepared for success in college, career, or the military.

## GOAL

By 2030, at least 60% of Texans will have a degree, certificate, or other postsecondary credential of value as part of Building a Talent Strong Texas.<sup>1</sup>

## 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**

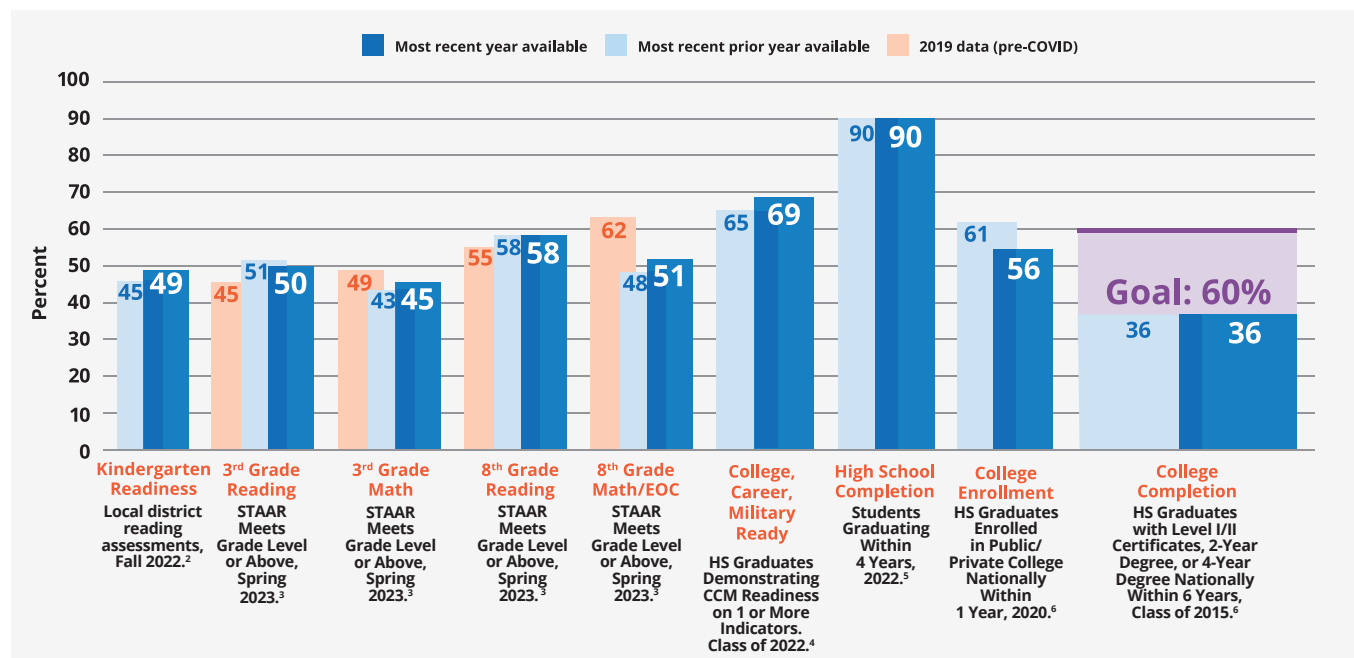
Rigor and relevance matter.



**IMPROVE LOW-PERFORMING SCHOOLS**

Every child. Every classroom. Every day.

## Year-Over-Year Student Outcomes



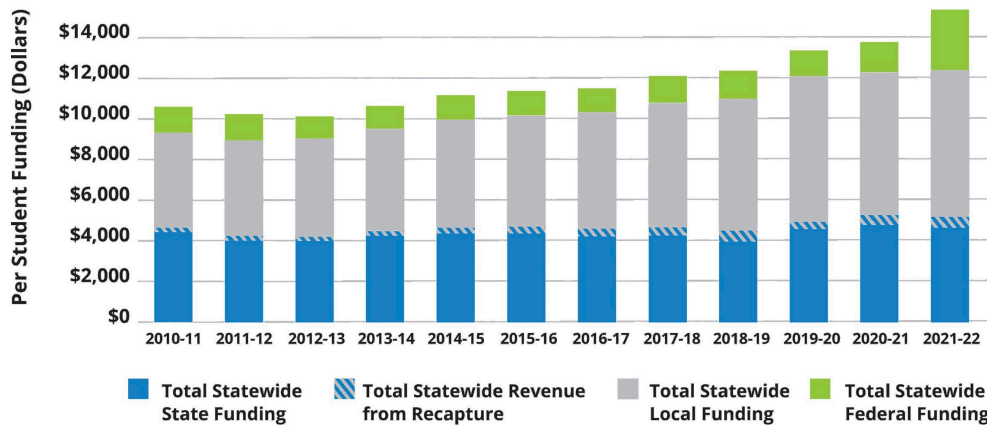
# School Finance

To support student outcomes, 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 funds for school systems each year.



▲ Aldine ISD

## Annual Funding

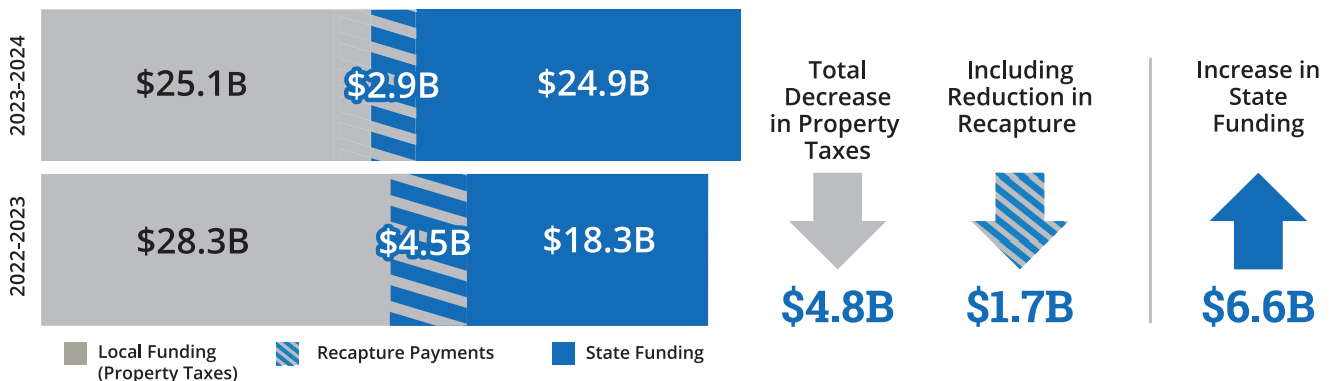


**\$14,928**  
PER STUDENT<sup>7</sup>

↑ **+42%**  
SINCE 2011

**TOTAL**  
**\$80.6B**

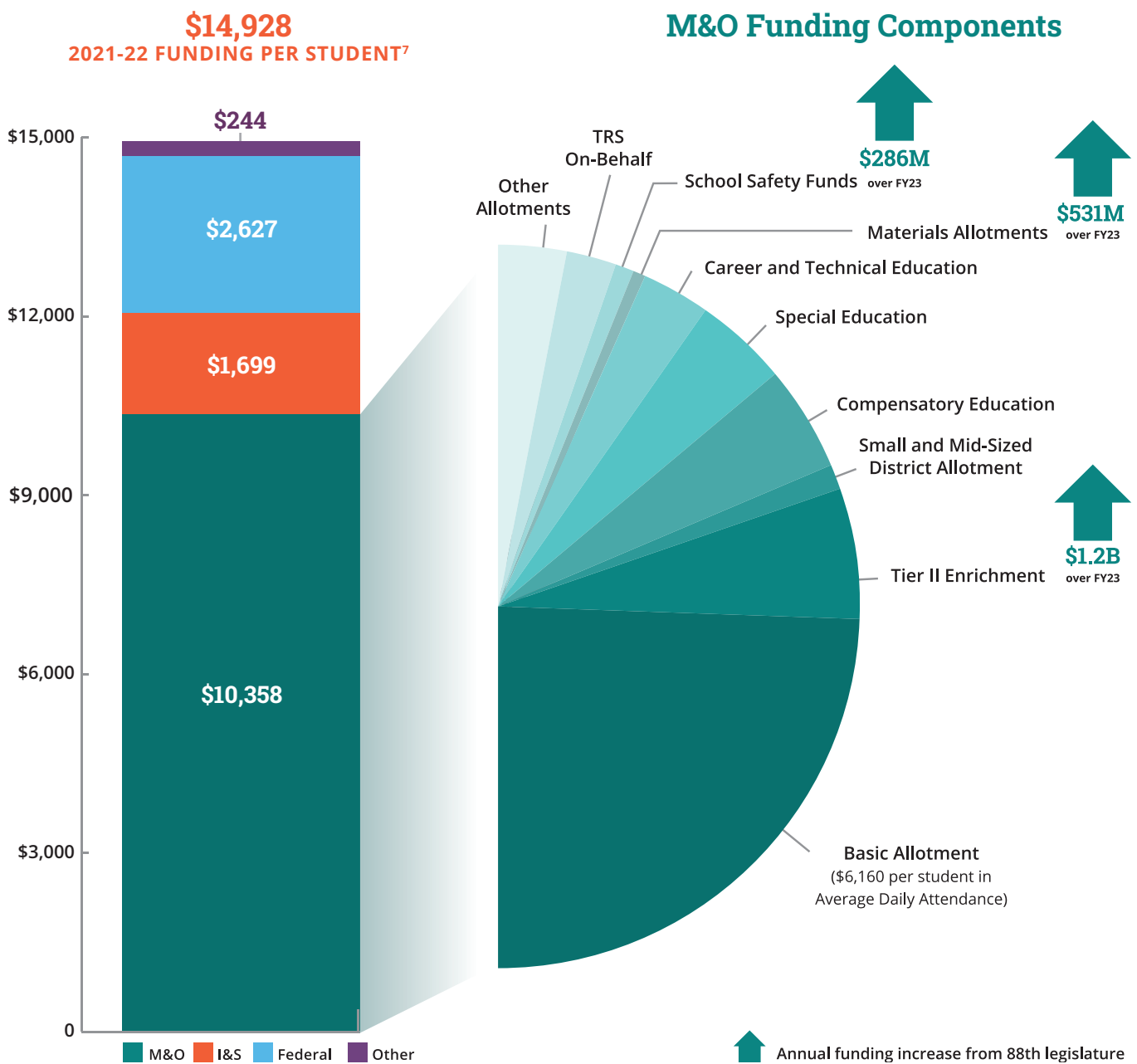
## Increased Maintenance and Operations (M&O) Funding



# 88th Legislative Updates to School Funding

## School Funding Components

Most funding is allocated to school systems based on needs, using weighted per-pupil funding formulas. These formulas allocate resources to schools for various purposes. The largest allocation addresses the ongoing operating costs of schools, known as Maintenance and Operations (M&O) funding.<sup>7</sup> In addition, the subset of public schools that are Independent School Districts can raise property taxes to cover debt service related to building construction in an allocation known as Interest and Sinking (I&S) funds. Lastly, federal funding, along with other state grants and fees, contribute to the financial support of schools. M&O funding is made up of a variety of allotments<sup>7</sup>, with only about half of M&O funding coming from the Basic Allotment.



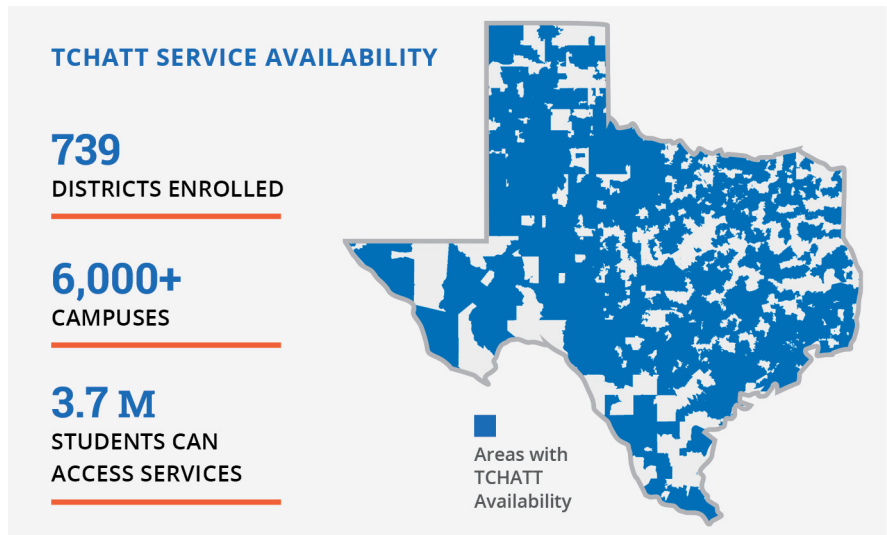
# School Safety & Security

## Supporting Safer Schools

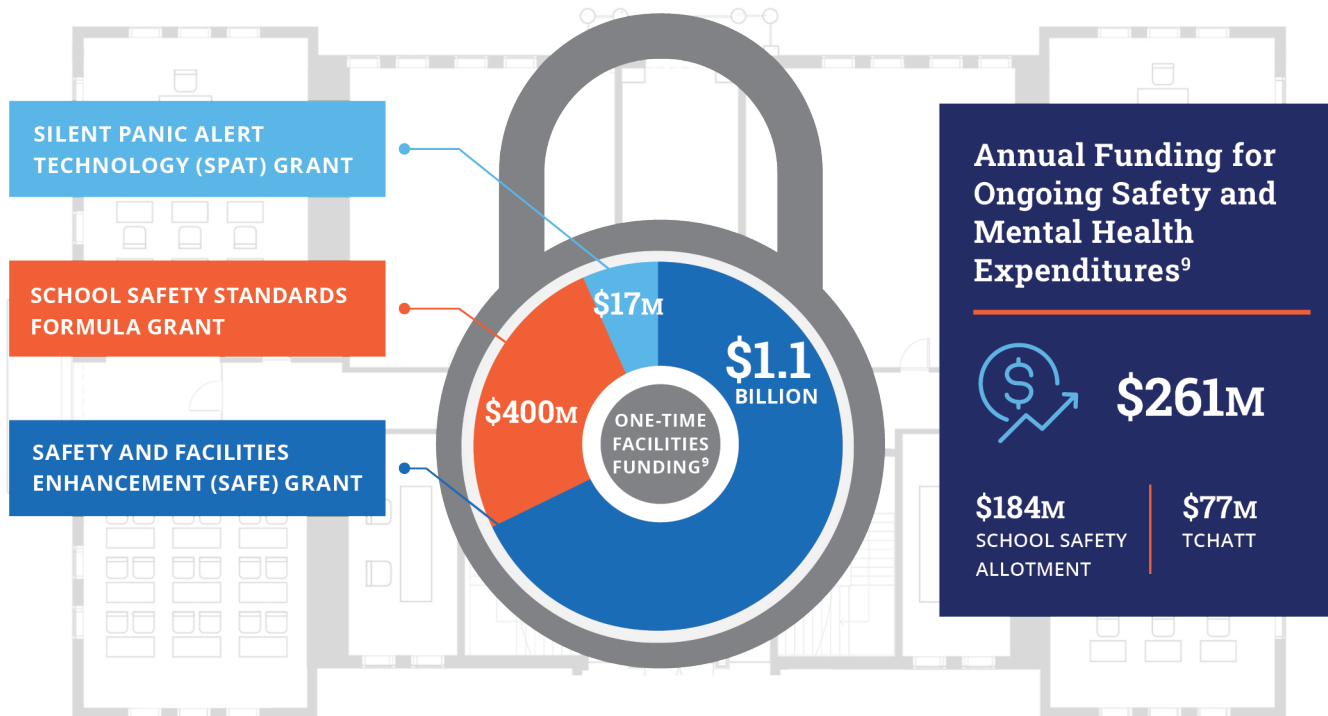
Ensuring the safety of Texas students, educators, and campus staff is paramount. With a combination of legislative initiatives and regional support, Texas is creating a comprehensive approach to school safety. Based in seven sectors throughout Texas, TEA's technical assistance team visits schools every day, offering support and expertise to help schools bolster their safety measures. The Texas Legislature continues to enact policies and allocate resources for Texas school systems to enhance safety measures and safeguard their campuses.

## Supporting Mental Health

The Texas Child Health Access Through Telemedicine (TCHATT)<sup>8</sup> initiative, with funding provided through higher education medical institutions, is available for every school system in the state. With permission from parents, referrals from educators allow for access to trained mental health professionals. Currently, over 700 school systems have opted in, including 90% of rural districts.



## 2022-25 Funding to Secure Texas Schools



# Special Education

## Special Education Progress



Students with disabilities have the right to receive individualized learning opportunities. Parents have special legal rights to request a special education evaluation for their child at any time.<sup>9</sup>

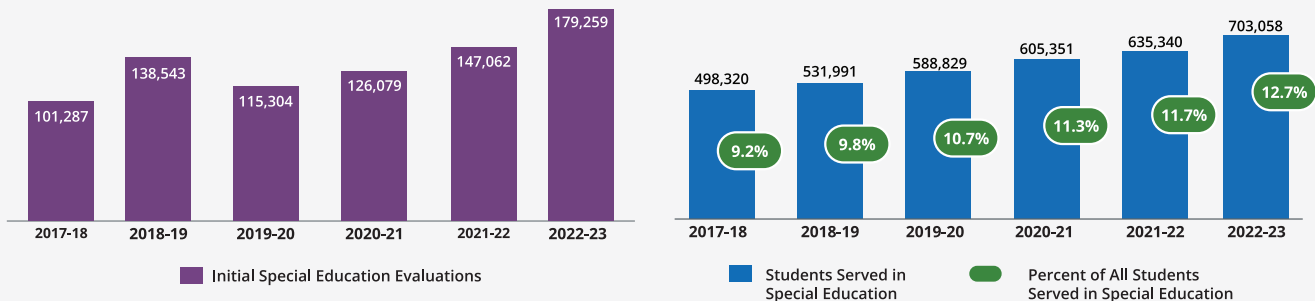
### STEPS TO BEGIN RECEIVING SPECIAL EDUCATION SERVICES:

RECEIVING SPECIAL EDUCATION SERVICES:



School systems in Texas have made major improvements in identifying students with disabilities.

### MORE STUDENTS EVALUATED & SERVED<sup>10,11</sup>



## Texas SPED Support

TEA offers school systems a variety of targeted trainings in Special Education.<sup>12</sup> As an example, one TEA training helps districts ensure they have strong individualized education programs (IEPs) written for each student. Strong plans lead to improvements in student learning.

*“I attended the Standards-Based IEP training my very first year teaching Kindergarten and First Grade Special Education and I was extremely thankful I did! This training gave me tools to help support the curriculum for my students and bridge the gaps between my students’ present levels in their general education setting and the state standards. I encourage all SPED teachers, regardless of years of experience, to take part in this worthwhile training.”*

CARL HANNEMANN, MCGREGOR ISD TEACHER



▲ Carl Hannemann, McGregor ISD Teacher



## Recruit, Support and Retain Teachers and Principals

Surveys consistently show that teacher satisfaction is driven by three key factors – pay, training, and working conditions.<sup>13</sup> There are many factors that contribute to teacher working conditions, but time is a universal constraint. Many teachers spend time searching for and creating instructional materials and lesson plans, and still have to find additional hours in the day to plan instructional differentiation and grade papers. To respect and value teacher time, the Teacher Vacancy Task Force recommended that local school systems provide educators with access to high-quality instructional materials.



▲ Spring ISD

### Supporting Teachers Means Providing Materials

Teachers are spending **7 hours per week<sup>14</sup>** developing instructional materials but only have **3.75 hours per week<sup>15</sup>** for planning in their master schedule.



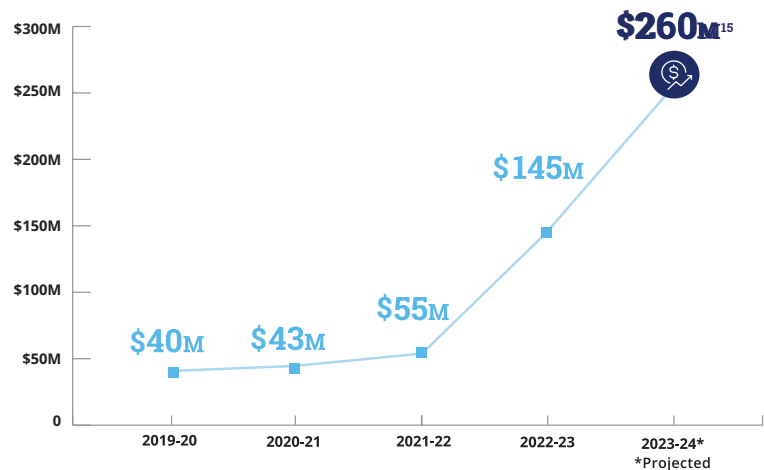
Part of the solution involves providing teachers with **rigorous content**.



### Teacher Incentive Allotment Increasing Pay for Teachers

Improving compensation strategically means ensuring our best teachers have access to higher pay to help keep them in the classroom. Much progress has been made in recent years due to the Teacher Incentive Allotment (TIA).<sup>14</sup> Created by House Bill (HB) 3 in 2019, TIA offers Texas teachers a viable route to earning a six-figure salary, with higher weighted funding for rural and high-needs schools. Overall, TIA funding is dramatically increasing as more teachers see significant pay raises.

TOTAL ALLOTMENTS DISTRIBUTED TO TEXAS DISTRICTS BY YEAR



Currently, **251 rural districts**, or **33% of all rural districts** participate in TIA. Rural participation continues to increase, with 73 new districts joining TIA in the last year.





## Build a Foundation for Reading and Math

Students greatly benefit when teachers have access to high-quality instructional materials. These materials ensure teachers can offer content that is rigorous and on grade level, while also supporting the acceleration of students who are behind. Recognizing the importance of ensuring these materials are available to educators, the Legislature passed HB 1605 (88R). HB 1605 establishes a new instructional material review and approval process for the State Board of Education to evaluate and approve high-quality materials and provides school systems formula funding to purchase those materials.<sup>16</sup>



▲ Maypearl ISD



**RIGOROUS CONTENT**



**SUPPORTED  
TEACHERS**

**IMPROVED STUDENT  
OUTCOMES**

## High-Quality Instructional Materials

LEARNING QUALITY



Ensure full coverage of Texas Essential Knowledge and Skills (TEKS).



Are aligned to evidence-based best-practices in the relevant content areas of reading/language arts, math, science, and social studies.



Support all learners, including students with disabilities, emergent bilingual/English learners, and students identified as gifted and talented.



Enables frequent progress monitoring through embedded and aligned assessments.



Features implementation supports, including teacher and student-facing lesson-level materials.

IMPLEMENTATION QUALITY



### New Resources for High-Quality Instructional Materials

House Bill 1605 was passed in 2023 with biennial funding incentives for Texas school systems to provide high-quality instructional materials to teachers.

**\$540M<sup>17</sup>**

for acquiring materials

**\$175M**

for implementation supports



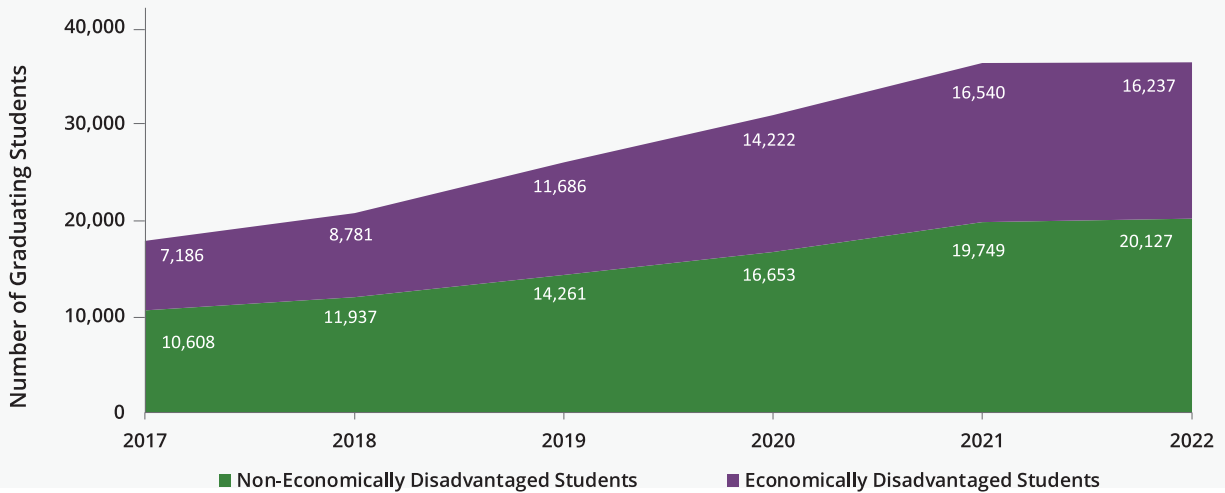
## Connect High School to Career and College

Preparing students for life beyond high school is vital for their economic future and the growth of the state, as most jobs require some education and training beyond high school. HB 8 (88R) created an incentive for colleges to partner with school systems to help students earn 15 hours of college credit in high school. The Legislature also provides incentives to transform certain traditional high schools into specially-designed college and career readiness schools to maximize the postsecondary success of students.



▲ Fort Worth ISD

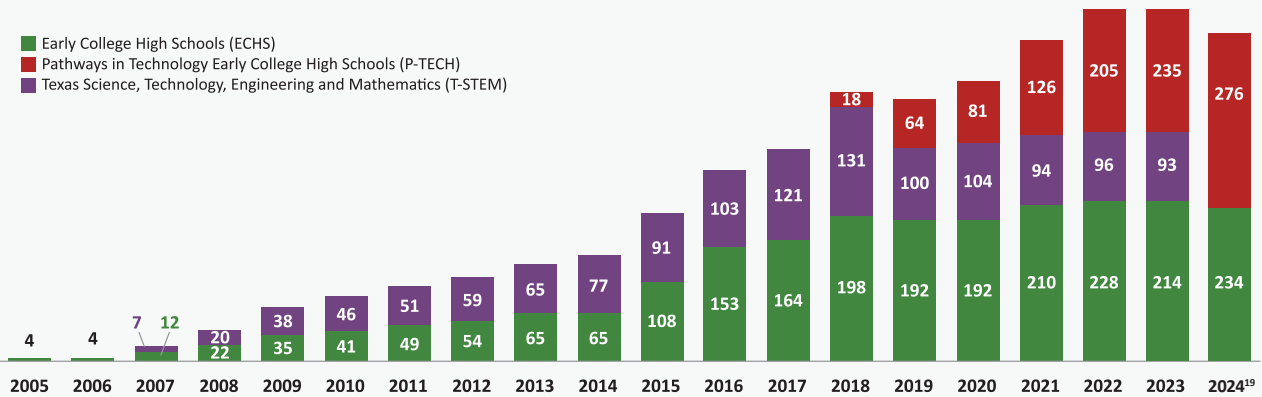
### GRADUATES EARNING 15 OR MORE DUAL CREDIT HOURS<sup>17</sup>



Schools that adopt a specialized College and Career Readiness School Model have the most success supporting students to graduate with 15 or more dual credit hours, with on average **66% of their graduates** reaching that achievement.

### GROWTH OF COLLEGE AND CAREER READINESS SCHOOL MODELS<sup>18</sup>

- Early College High Schools (ECHS)
- Pathways in Technology Early College High Schools (P-TECH)
- Texas Science, Technology, Engineering and Mathematics (T-STEM)





# Improve Low-Performing Schools

## Accelerating Campus Excellence

Strategic campus and district-level supports are critical to improve low-performing schools. The Accelerating Campus Excellence (ACE) model is a strategic approach with proven effectiveness. Within the first year of implementation, campuses adopting ACE have demonstrated remarkable progress in their accountability ratings, in many cases transforming from F-rated to B-rated schools in a single year.



40+  
CAMPUSES



50,000+  
STUDENTS

### The 5 Components of ACE

1



#### STRATEGIC STAFFING

Strategic staffing of effective teachers and principals (with \$10k-\$15k stipends annually for 3 years).

2



#### INSTRUCTIONAL EXCELLENCE

Coaching practices focused on data-driven instruction and early interventions.

3



#### EXTEND LEARNING TIME

Extending school day by one hour, providing meals to students, and offering daily after-school enrichment.

4



#### WRAPAROUND SUPPORTS

Mental health and social resiliency support for students and training for educators.

5



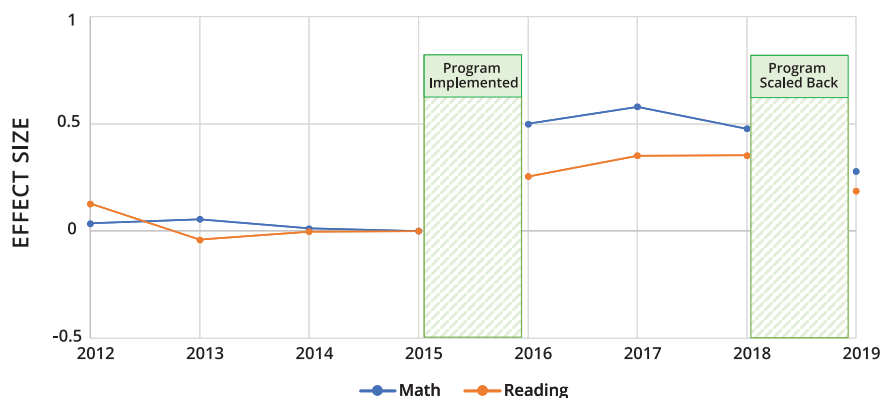
#### PARENT AND COMMUNITY ORGANIZATIONS

Strong partnerships with parent and community organizations.

## District Success with an ACE Model

Recent research on one district's ACE implementation found positive impacts on student performance in math and in reading when compared to similar schools.<sup>20</sup> Further, the researchers identified that students who had more time in ACE schools had the greatest benefits, and that the program was scalable.

### IMPROVEMENTS IN ACHIEVEMENT FOR STUDENTS AT ACE SCHOOLS



# Assessment

## STAAR Redesign



As a result of HB 3906, passed by the 86th Texas Legislature in 2019, students were assessed on redesigned State of Texas Assessments of Academic Readiness (STAAR®) during the 2022-2023 school year.<sup>21</sup> The redesign was focused on changes to the tests to align more closely with the classroom experience. TEA collaborated with teachers, administrators, parents, and students to develop an instructionally supportive approach to implementing these changes.



▲ El Paso ISD

## A Test Created to Align with Effective Instruction

STAAR was redesigned in four key ways to improve alignment to the classroom experience.

1

Prioritize cross-curricular passages in reading that reference topics that students have learned about in other classes

2

Include writing in all reading tests, and have students write in response to what they have read

3

Add new, non-multiple-choice test items that are more like questions teachers ask in class

4

Students with specific learning needs can use a full suite of accommodations while taking the test, matching accommodations provided by teachers during instruction



## 80%+ of Educators

agree that new question types will impact instructional planning.



The biggest benefit lies in it mirroring our classroom practices. With the STAAR redesign, the state is aligning assessment with how our students learn and demonstrate their understanding; this change gets a resounding thumbs up from educators.



## Student Focus Groups

Students participated in input gathering around new question types including feedback sessions, think-alouds, and perception sharing.



I enjoyed answering some of these questions more than multiple choice problems. The drop down box in the sentence allows me to think, put words into sentences, and help me organize my thoughts.



# Student Demographics



STATE OF TEXAS EDUCATION<sup>22</sup>



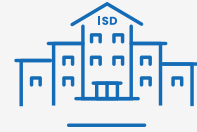
**5,518,432**  
STUDENTS



**371,778**  
TEACHERS



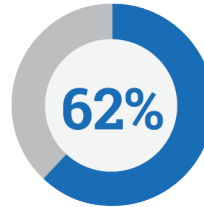
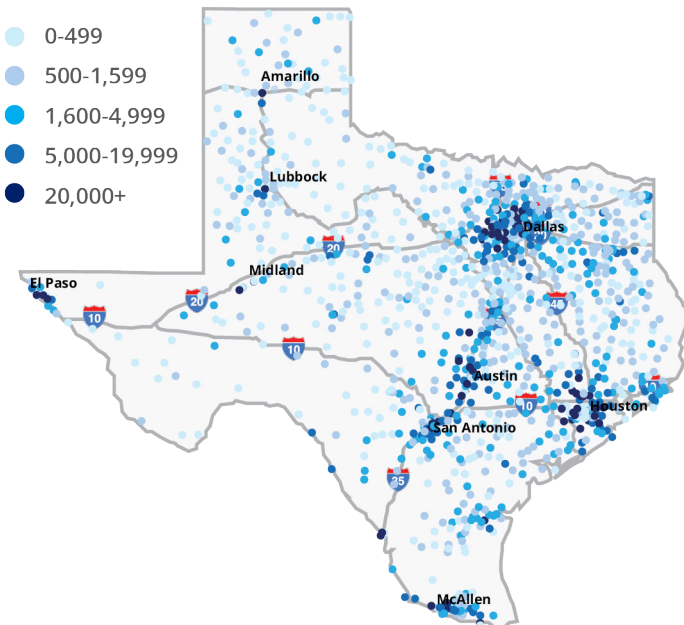
**9,054**  
CAMPUSES



**1,209**  
SCHOOL SYSTEMS

## NUMBER OF STUDENTS ENROLLED IN EACH SCHOOL SYSTEM<sup>23</sup>

Enrolled as of October 2022

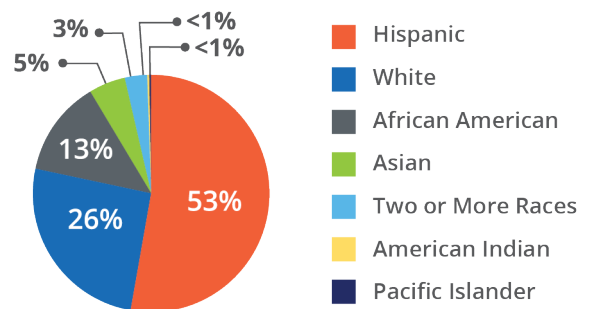


ECONOMICALLY DISADVANTAGED



EMERGENT BILINGUAL/ ENGLISH LEARNER

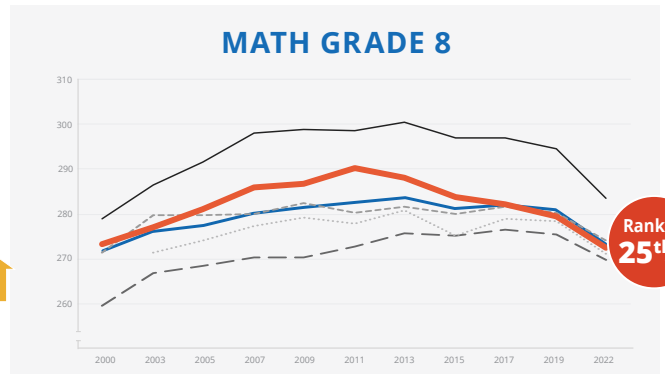
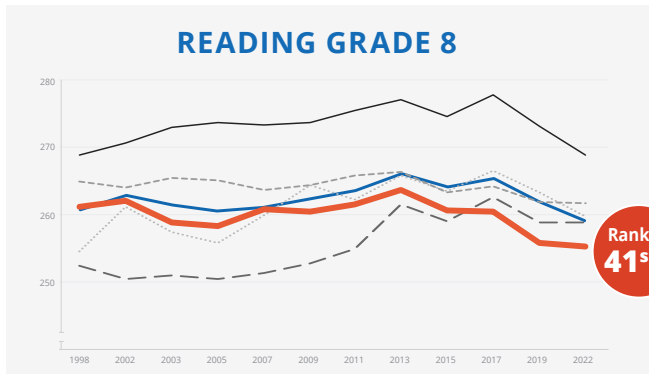
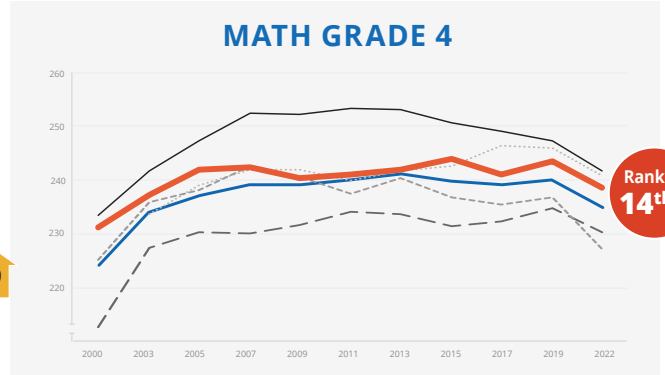
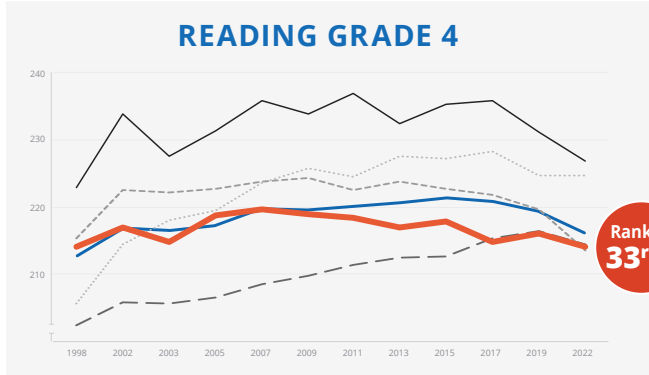
## ETHNICITY



# A National Comparison

## 2022: HOW TEXAS COMPARES

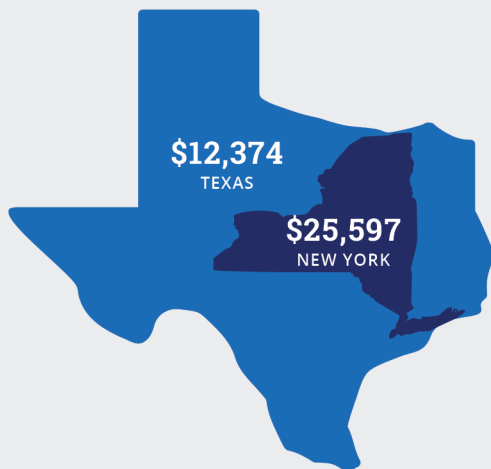
Results from the 2022 NAEP (National Assessment of Educational Progress), also known as the Nation's Report Card, highlight the hard work of Texas teachers and students.<sup>24</sup>



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

## Texas vs. New York: Comparing Funding and Student Outcomes

**STATE SPENDING COMPARISON<sup>25</sup>**  
Expenditure per pupil in enrollment from 2019-20



**STATE WITH HIGHER SCALE SCORE ON NAEP<sup>26</sup>**

	4th Reading	4th Math	8th Reading	8th Math
White	TX	TX	NY	NY
African American	TX	TX	TX	TX
Hispanic	NY	TX	NY=TX	TX
Asian	TX	TX	TX	TX
Economically Disadvantaged	NY=TX	TX	NY	TX
Non Economically Disadvantaged	TX	TX	NY	NY

# References and Citations

- 1 <https://www.highered.texas.gov/our-work/talent-strong-texas/>
- 2 SY 22-23 Data: Texas Public Education Information Resource (TPEIR) <http://www.texaseducationinfo.org/>, Texas Education Agency.  
  
SY 21-22 Data 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 2023 Consolidated Accountability File (CAF), Texas Education Agency.
- 4 The College Board, ACT, PEIMS, International Baccalaureate, and the Texas Higher Education Coordinating Board (THECB).
- 5 <https://rptsvr1.tea.texas.gov/acctres/completion/2022/state.html>
- 6 PEIMS, THECB, and National Student Clearinghouse.
- 7 <https://tea.texas.gov/about-tea/news-and-multimedia/2023-annual-report-school-finance-and-88th-legislative-updates-end-notes.pdf>
- 8 <https://tcmhcc.utsystem.edu/tchatt/>
- 9 <https://tea.texas.gov/academics/special-student-populations/special-education/overview-of-special-education-for-parents.pdf>
- 10 PEIMS Fall 2022 Snapshots (A.ENROLL\_DEMOG23F, A.DEMOG\_DOB23F, SPECED\_DIS\_STUDENT23F, SPECED\_PGM\_STUDENT23F and SPECED\_SVC\_STUDENT23F) with Windham separate submission.
- 11 sch\_cc.v\_cf\_stu\_program\_view (TSDS Child Find data) extracted from the Oracle database where SCHOOL\_YEAR=2023 and duplicate records removed based on TX\_UNIQUE\_STUDENT\_ID and DISTRICT\_ID.
- 12 <https://spedsupport.tea.texas.gov/>
- 13 Teacher Vacancy Task Force Report; <https://tea.texas.gov/texas-schools/health-safety-discipline/tvtf-final-report.pdf>
- 14 2022-23 TIA Annual Report; <https://tiatexas.org/wp-content/uploads/2023/11/TIA-Annual-Report-2022-23.pdf> (<https://tiatexas.org/>)
- 15 The 2023-24 projection is based on recent district TIA system acceptance and proposed designations. The final 2023-24 TIA allotment will be available in Spring 2024.
- 16 <https://tea.texas.gov/academics/instructional-materials/house-bill-1605>
- 17 PEIMS; Pass/Fail indicator and Dual Credit Course Hour fields
- 18 Texas Education Agency. Annual Portfolio size data. <https://tea.texas.gov/academics/college-career-and-military-prep/texas-college-and-career-readiness-school-models-ccrsm>
- 19 As a result of changes to statutory authority and a decrease in the total number of T-STEM campuses, the T-STEM model was officially sunset in June 2023. At that time, T-STEM campuses had the option to transition to either the ECHS model or the P-TECH model.
- 20 Morgan, A. J., Hguyen, M., Hanushek, E. A., Ost, B., & Rivkin, S. G. (2023). Attracting and Retaining Highly Effective Educators in Hard-to-Staff Schools (National Bureau of Economic Research Working Paper No. 31051); [https://www.nber.org/system/files/working\\_papers/w31051/w31051.pdf](https://www.nber.org/system/files/working_papers/w31051/w31051.pdf)
- 21 <https://tea.texas.gov/student-assessment/assessment-initiatives/staar-redesign>
- 22 Texas Education Agency. PEIMS
- 23 Texas Education Agency. <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/enroll-2022-23.pdf>
- 24 U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP)  
  
Ranking does not include DoDEA = Department of Defense Education Activity or DC = District of Columbia
- 25 NCES; [https://nces.ed.gov/programs/digest/d22/tables/dt22\\_236.70.asp](https://nces.ed.gov/programs/digest/d22/tables/dt22_236.70.asp)  
  
This graphic includes an expenditure per pupil of \$12,374 from the 2019-20 school year from NCES. Note, this is a different data source than that used to calculate per student funding values on pages 4 & 5, and the \$14,928 value on those pages is for a different school year: 2021-22.
- 26 US Department of Education, IES, NCES, NAEP 2022



[tea.texas.gov](http://tea.texas.gov) | [TXschools.gov](http://TXschools.gov) | [texasassessment.gov](http://texasassessment.gov)



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