TEXAS SCHOOL SOCIAL WORKERS: WHO AND WHERE ARE THEY?

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Abstract

School social workers have a long history in American education and much research is needed to better understand their role and impact in schools. Texas schools employ one of the highest numbers of school social workers in the country, but there is also little to no research related to their demographics, working conditions, or effectiveness. Only one recent study on Texas school social workers was found in the research literature.

This report analyzes Texas state reports, available to the public on the internet or by specific request from the Texas Education Agency, to develop a descriptive and exploratory overview of school social work implementation in Texas. The purpose of the report is to support increased understanding of Texas school social workers and incite further and deeper research into their work and success.

Keywords

Social Worker, Education, Schools, Texas

The challenges of maximum K-12 educational success for every child have long been studied and never fully realized at every American school for many assorted reasons. Many decades ago, Ronald Edmond (1979) stated:

> We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us; (b) We already know more than we need to do that; and (c) Whether or not we do it must finally depend on how we feel about the fact that we haven't so far. (p. 23)

Every educator and every community must address Edmond's provocative question.

America's local communities must address the ramifications of unequal educational success including educational attainment (National Center for Education Statistics [NCES], 2021, Table 104.10), labor force participation (NCES, 2020a, Tbn 501.10), and job earnings (NCES, 2020b, Table 502.30). For over two hundred years, social work is one approach American communities and many other communities around the world have implemented to address people needs spurred by social inequalities (Okpych & Yu, 2014). Since the beginning of the 20th century, many American schools have integrated social work services in supporting student success (Philloppo & Stone, 2011). Educational decision makers at all levels must fully understand school social work to support its successful implementation. This study shall provide a descriptive and exploratory overview of school social work implementation in Texas, a state with many school social workers (SSWs), to support increased understanding of Texas SSWs and incite further and deeper research into their work and success.

Literature Review

School social work has developed tremendously and includes a national association, the School Social Workers Association of America (SSWAA), "the only national organization solely dedicated to promoting the profession of School Social Work" (SSWAA, 2022a, Line 1). SSWAA has developed a national SSW model, standards, services, and ethical guidelines (SSWAA, 2022b).

Numerous writers describe a great need for SSW research (Alvarez et al., 2013, p. 235, Allen-Meares & Montgomery, 2014; Forenza & Echhardt, 2020). Studies have found a great need to develop national SSW standards because of the immense variation across states regarding SSW certificate requirements (Forenza & Echhardt, 2020). Various researchers note the need to develop SSW research to define SSW services, their impact

on student achievement, and SSWs' experiences in the school environment (Agresta, 2006; Arches, 1991; Costin, 1981; Fanklin et al., 2009; Jayratne & Chess, 1984; Kelly et al., 2010; Teasley et al., 2012).

In May 2019, Texas employed the fourth highest number of child, family, and school social workers among all states with an average salary of $63,810 for those working in elementary or secondary schools. The Dallas-Fort Worth-Arlington area was the seventh highest metropolitan area employing child, family, and school social workers in the nation (US Bureau of Labor and Statistics, 2022). Yet, Texas does not legislatively recognize SSW as a school staff member despite past efforts to do so (National Association of Social Workers Texas Chapter, 2021). Moreover, except for a recent study reported by Texas School Social Worker Network (TSSWN) in 2020, there have been no research conducted on Texas school social workers.

Very recently, the University of Texas organized the TSSWN to support SSWs with "Texas-specific guidance" (TSSWN, 2022, para. 2) and "tools and research" (TSSWN, 2020, p. 26). TSSWN (2020) completed a survey of Texas SSWs connected to a major state SSW conference in 2020. This is the only Texas SSW research found after reviewing the literature.

TSSWN's survey found the most and least frequent services performed in case management, intervention/assessment, clinical/mental health, and administration. It also identified work barriers, and most needed resources, tools, and training. Within its sampling, TSSWN's recent study provides useful information to support further exploration and expansion of understanding Texas SSW experiences.

The present study follows TSSWN's lead to define Texas SSWs demographics, educational background, and work and community environments. The study's data will include Texas Education Agency data sets related to SSWs, schools, district, and geographic areas. While this data is descriptive, it may provide areas to further explore SSW work experiences and impact on student learning, school culture, and community.

Methodology

The study focused on school year 2018-2019 since this was the most recent school year student achievement data was not greatly affected by COVID. Texas SSW data for this school year was requested and received a data file from the Texas Education Agency (TEA), Artf359211_NONTEACHER_MASTER (TEA, 2022l). This data file will be referred to as TEA SSW Data and is described as follows:

> This file includes the demographic and employment information for all staff persons other than teachers, excluding Education Service Center staff. There is one row for each unique combination of a staff person, a role, and a campus. (TEA, 2022l, p. 8)

The data provided in this data set is specific for the role of school social worker, and its elements are defined in a more recent available file (Appendix 1).

TEA SSW Data will be disaggregated to develop a specific picture of SSWs across Texas. Additional Texas data sets related to school demographics, staffing, and student academic achievement will be retrieved from TEA internet resources to integrate with TEA SSW Data and further enhance representation of SSW utilization in Texas.

Since different data sets include different district and school eligibility requirements, the total number of districts and schools may vary across data analyses. Descriptive quantitative analyses will be used to compile descriptors of Texas SSW utilization and to potentially identify future exploration areas.

Results and Findings

Texas School Social Workers
The TEA SSW Data includes 971 SSW entries; however, when duplicates are removed, there were only 814 total individual SSWs. Of the 814 SSWs, four were from the Texas Regional Center 16, and thus not from a district or assigned to a campus. Additionally, there were five entries with no information about campus assignment or SSW characteristics.

Texas assigns school districts into twenty geographic areas identified as Region 1-20. Each region includes a Region Service Center to serve the following purposes:

- Assist school districts in improving student performance in each region of the system;
- Enable school districts to operate more efficiently and economically; and
- Implement initiatives assigned by the legislature or the commissioner.(TEA, 2022n, para. 1)

Region Service Centers work to help school districts attain the missions, goals, and objectives set forth by the Texas Education Agency (TEA, 2022n).

Table 1 shows the number of SSWs by Texas regions. Notably, six regions constitute over 75% of all SSWs in Texas: Regions 4, 20, 1, 13, 10, and 11 in descending order.

Region	SSWs	Percent of Total
1	99	12.2%
2	6	0.7%
3	4	0.5%
4	136	16.7%
5	7	0.9%
6	15	1.8%
7	13	1.6%
8	12	1.5%
9	12	1.5%
10	84	10.3%
11	73	9.0%
12	25	3.1%
13	96	11.8%
14	3	0.4%
15	1	0.1%
16	27	3.3%
17	8	1.0%
18	8	1.0%
19	56	6.9%
20	129	15.8%
Total	**814**	**100.0%**

Table 1: Total SSWs by Texas Region Area

TEA SSW Data identifies eleven Campus Types (Appendix 1), although only four were assigned in the data set. Table 2 displays the total number and percentage of times an SSW was assigned to each Campus Type by Region, excluding the five blanks. Some SSWs are designated to more than one Campus Type as reflected in the total assignments in Table 2. The highest percentage of SSW designations are to Instructional Campuses (56.2%), followed by District Administration (36.3%). Twelve regions include a higher percentage of SSW assignments to Instructional Campus, while seven regions assigned SSWs more times to District Administration. In one region, there was an equal number of assignments to these two campus types. In total, 56.2% SSW assignments are to Instructional Campus, and 36.3% are District Administration designations. District Administration designation may represent an SSW who works at the central district office rather than at a campus. This SSW may supervise, guide, and even assist schools with social work.

Region	Alternative Instructional Unit		DAEP Only Campus		District Administration		Instructional Campus		Sub-Total	
1	6	4.10%	11	7.50%	31	21.10%	99	67.30%	147	100%
2					3	50.00%	3	50.00%	6	100%
3					1	25.00%	3	75.00%	4	100%
4	2	1.30%	5	3.30%	33	21.90%	111	73.50%	151	100%
5					3	42.90%	4	57.10%	7	100%
6	1	6.70%			12	80.00%	2	13.30%	15	100%
7					3	20.00%	12	80.00%	15	100%
8					3	18.80%	13	81.30%	16	100%
9					4	30.80%	9	69.20%	13	100%
10	14	15.60%	4	4.40%	48	53.30%	24	26.70%	90	100%
11	3	3.80%	2	2.50%	43	53.80%	32	40.00%	80	100%
12	1	1.30%	2	2.60%	19	25.00%	54	71.10%	76	100%
13	1	1.00%	1	1.00%	42	42.00%	56	56.00%	100	100%
14					1	33.30%	2	66.70%	3	100%
16					16	55.20%	13	44.80%	29	100%
17	1	12.50%			7	87.50%			8	100%
18	2	25.00%			5	62.50%	1	12.50%	8	100%
19	2	3.50%	2	3.50%	47	82.50%	6	10.50%	57	100%
20	6	4.30%	6	4.30%	30	21.30%	99	70.20%	141	100%
Total:	39	4.00%	33	3.40%	351	36.30%	543	56.20%	966	100%

Note: The five blank entries were omitted from this table.

Table 2: SSW Campus Type Assignments by Region

The following segmented Table 3 describes demographics of individual Texas SSWs. The overwhelming majority of SSWs are female (90.3%). Almost half of SSWs are Hispanic/Latino (46.9%), almost a third are White (31.9%), and almost one-fifth are Black or African American (18.8%). The average age of SSWs is 43 years old and ranges from 22 to 83 years old. Over half of SSWs are between 30 and 49 years of age (57%), with almost one-third in the

30-39 age group (30.1%). Almost 30-percent of SSWs have 0-3 years of experience in SSW, and 17.8% have more than 20 years of experience. Finally, 70.3% of SSWs earned a Master's degree and 27.1% earned a Bachelor's degree. Less than one percent earned a Doctorate degree, and 2.2% had no Bachelor's or higher degree. Differences with common demographics found in the 2020 TSSWN survey to the findings here may be due to difference in years when data was collected and/or sampling effects related to the survey's connection to a specific state conference.

SSW Gender		
Gender	Count	Percent
F	735	90.3%
M	79	9.7%
Total:	814	100%
SSW Ethnicity		
Ethnicity	Count	Percent
American Indian or Alaska Nat	4	0.49%
Asian	5	0.61%
Black or African American	153	18.80%
Hispanic/Latino	382	46.93%
Native Hawaiian/Other Pacific	3	0.37%
Two or more races	7	0.86%
White	260	31.94%
Total:	814	100%
SSW by Age Group		
Age Group*	Count	Percent
20-29	95	11.7%
30-39	245	30.1%
40-49	219	26.9%
50-59	166	20.4%
60-65	66	8.1%
>65	23	2.8%
Total:	814	100.0%
*Age as of September 1, 2018		
SSW Years of Experience		
Years of Experience in SSW	Count	Percent
0-3	236	29.0%
4-6	106	13.0%
7-10	101	12.4%
11-15	116	14.3%
16-20	110	13.5%
>20	145	17.8%
Total:	814	100.0%
SSW Degree Earned		
Degree Earned	Count	Percent
Bachelor's	221	27.1%
Doctorate	3	0.4%
Master's	572	70.3%
No Bachelor's Degree Or Higher	18	2.2%
Total:	814	100.0%

Table 3: SSW Demographics

Source: TEA SSW Data

A SSW's total FTE (full-time equivalent) reflects to what degree the individual works fulltime in a district (PEIMS Reporting Unit, n.d.). Table 4 demonstrates that SSWs who work fulltime (FTE=1) received an average base pay of $58,546 with a high base pay of $10,7791. Of course, the base pay varies according to years of experience.

Years of Experience Group	**Average Base Pay**	**Count**
0-3	$54241	205
4-6	$54857	95
7-10	$58085	90
11-15	$58547	109
16-20	$60804	106
>20	$66573	129
Total:	$58546	734

Table 4- Fulltime SSWs: Average Base Pay by Years of Experience

Source: TEA SSW Data

Table 5 shows the SSW fulltime equivalent (FTE) average by campus type. DAEP Only Campus has an FTE of one, the highest FTE average, but only slightly above Alternative Instructional Unit (0.99), Instructional Campus (0.98), and District Administration (0.98). The four blank entries averaged the lowest FTE (0.86). The average FTE for all SSWs was 0.98, almost a full one FTE.

Campus Type	FTE Average
Alternative Instructional Unit	0.99
DAEP Only Campus	1.00
District Administration	0.98
Instructional Campus	0.98
(blank)	0.86
Total:	0.98

Table 5: SSW FTE Average by Campus Type

Source: TEA SSW Data

Partial FTE (PFTE) is the sum of all worktimes an SSW provides at a campus (PEIMS Reporting Unit, n.d.). As noted in Table 6, the average PFTE of all SSWs was 0.81, with the highest average for those assigned to District Administration (0.95), followed by Alternative Instructional Unit (0.90), DAEP Only Campus (0.73) and Instructional Campus (0.73). SSWs with unidentified Campus Type had a 0.86 PFTE average.

Campus Type	Average of PFTE
Alternative Instructional Unit	0.90
DAEP Only Campus	0.73
District Administration	0.95
Instructional Campus	0.73
(blank)	0.86
Total:	0.81

Table 6: SSW PFTE by Campus Type

Source: TEA SSW Data

The average PFTE for all SSWs assigned to campuses only, 707 of 814 SSWs, was calculated at 0.74 (See Table 7). PFTE for SSWs was also calculated for grade group (Appendix 1). Elementary schools include the lowest SSW PFTE average (0.63), followed by middle (0.72) and junior high schools (0.73), then high schools (0.81), and finally elementary/secondary schools which had the highest SSW PFTE average (0.95).

Grade Type	PFTE Average
Elementary	0.63
Elementary/Secondary	0.95
High School	0.81
Junior High School	0.73
Middle School	0.72
Total:	0.74
Note: No Blanks or District Administration entries were included.	

Table 7: SSW PFTE Average by Grade Type Assignment

Source: TEA SSW Data

Average PFTEs were also calculated by district community type (Appendix 1, Table 8). Schools from charter school districts and major urban areas include the highest PFTE averages, followed by independent town, major suburban, and non-metro stable areas. Other central city area includes a considerably lesser PFTE average, and other central city suburban area has the lowest PFTE average.

School Community Type	PFTE Average
Charter School Districts	0.99
Independent Town	0.87
Major Suburban	0.86
Major Urban	0.98
Non-Metro Stable	0.84
Other Central City Suburban	0.54
Other Central City	0.67
Rural	0.83
Blank (Region Service Center 16)	0.87
Total:	0.81

Table 8: SSW Average PFTE by School Community Type

Source: TEA SSW Data

TEA SSW data was analyzed to determine how many different school/program assignments were assigned to SSWs. Table 9 shows the percentage of number of assignments for each SSW assignment. One DA assigned to District Administration included a total of 33 assignments. This outlier was not included in any calculations except for All SSWs and District Administration SSWs. Five SSWs did not include any specific assignment; these were not included in any calculation. Of course, SSWs with only one assignment are unique SSWs, while SSWs with more than one assignment may include the same SSW more than once. It noteworthy that over 93% of SSWs were assigned to only one campus or location. Also, the SSWs with the highest percentage of only one assignment were those assigned to District Administration.

SSWs	Percentage of Number of Assignments									
	1	2	3	4	5	6	7	8	9	33
All	93.24	4.42	0.49	0	0.49	0.49	0	0.37	0.37	0.12
AIPU	89.19	8.11	0	0	0	0	0	0	2.70	N/A
DAEP	75.86	10.34	0	0	3.45	3.45	0	3.45	3.45	N/A
Instructional Campus	87.32	8.29	0.98	0	0.98	0.998	0	0.73	0.73	N/A
District Administration	97.15	0	0.28	0	0.28	0.57	0	0.85	0.57	0.28

Table 9: SSWs and Number of Assignments

Source: TEA SSW Data

TEA SSW data set includes 632 unique SSW school entries after duplicate schools were removed. Table 10 shows the predominant campus type was Instructional Campus (75.3%), followed by District Administration (15.7%). In three of the twenty regions, District Administration reflected the highest percentage of campus type. Nine SSWs designated as District Administration were also designated as Instructional Campus. Interestingly, one of District Administration-designated SSWs was also designated as Instructional Campus SSW for 32 campuses in the district. The data set also contains four blank entries regarding campus type. Only one of these blank campus entries has a state campus number traceable in state data to a specific campus. However, all other campus data for this blank campus is blank. Four SSW entries from Region Service Center 16 were designated as District Administration. SSW entries designated as District Administration or a blank in campus type will not be used in campus-related data analyses since no campus information was designated to retrieve campus information from other data sets. Thus, only 529 total SSW school entries will be utilized for school data analyses if they meet all eligibility requirements for the other TEA data set being examined.

Region	Alternative Instructional Unit	DAEP Only Campus	District Administration	Instructional Campus	(Blank)	Sub-Total
1	6	7	12	86		111
2			3	2		5
3			1	3		4
4	2	5	14	95		116
5			2	2		4
6	1		4	2		7
7			3	10		13
8			2	10	1	13
9			3	7		10
10	5	2	9	24		40
11	2	2	9	30		43
12	1	2	7	44		54
13	1	1	8	48		58
14			1	1		2
15					1	1
16			3	13		16
17	1		1			2
18	1		1	1		3
19	2	1	7	6		16
20	5	6	9	92	2	114
Total	27	26	99	476	4	632
Percent	4.3%	4.1%	15.7%	75.3%	0.6%	100%

Table 10: SSW Campus Type by Region

Source: TEA SSW Data

Table 11 identifies the grade group of SSW schools by region. School entries designated as District Administration or that were left blank are not included in the table data, although the data set included them as "Other Grade." Regions 4, 1, and 20 have the greatest number of SSW schools representing more than 57% of all SSW schools. Regions 2, 3, 5, 6, 14, 17, and 18 have three or less SSW schools, with Region 17 having only one SSW school. Region 15 includes no SSW schools, but as noted in the previous table included one blank entry. The greatest percentage of SSW schools are High School, followed by Middle School, and then Elementary. Grade group

percentage distributions vary across the twenty Regions, with most having the highest percentage of SSWs in elementary schools, others in high schools, and even one in middle schools.

Region	Elementary	Elementary/ Secondary	High School	Junior High School	Middle School	Sub-Total	In %
1	31	10	29	2	27	99	18.7%
2			1	1		2	0.4%
3	3					3	0.6%
4	44	21	23	1	13	102	19.3%
5	2					2	0.4%
6	2	1				3	0.6%
7	8		1		1	10	1.9%
8	5	1	1	1	2	10	1.9%
9	5		1		1	7	1.3%
10	14	5	7		5	31	5.9%
11	8	3	20		3	34	6.4%
12	26		9	1	11	47	8.9%
13	9	4	17	2	18	50	9.5%
14	1					1	0.2%
16	9			1	3	13	2.5%
17			1			1	0.2%
18	1	1				2	0.4%
19	5	1	3			9	1.7%
20	49	6	24	2	22	103	19.5%
Total:	222	53	138	10	106	529	100.0%

Note: Does not include District Administration or Blank entries.

Table 11: SSW School Grade Group by Region

Source: TEA SSW Data

As shown in Table 12, the vast majority of SSW schools, over 89%, are Not A Charter School. Only three SSW schools were identified as Campus Level Charter schools representing just over one-half a percent of all SSW schools

Region	Campus Level Charter	Member Of An Open Enroll District*	Not A Charter School	Grand Total
Elementary	2	12	208	222
Elementary/ Secondary		24	29	53
High School		5	133	138
Junior High School			10	10
Middle School	1	10	95	106
Total:	3	51	475	529
Percent:	0.60%	9.60%	89.80%	100.00%

* A member of an open enrollment charter school district that anticipates less than 75% at risk students

Table 12

Source: TEA SSW Data

As noted in the tables above, the TEA SSW Data provides much information about Texas SSWs.

SSW and Non-Schools

The Texas Academic Progress Report (TAPR) is a comprehensive report that provides details of district and campus academic performance, financial reports, and information about staff, programs, and demographics (TEA, 2022o). To compare the percentage of SSW and Non-SSW schools, the TEA Data set was integrated with TEA 2018-19 TAPR Reference Information for Campus, District or Region data set that includes all Texas schools, 8838 (Table 13). Again, seven SSW and 522 Non-SSW schools are missing from this integrated set because they did not meet all eligibility requirements necessary for the TAPR data set.

Region	Non-SSW Schools		SSW Schools		Total
	Count	Percent	Count	Percent	
1	569	85.60%	96	14.40%	665
2	213	99.10%	2	0.90%	215
3	145	98.00%	3	2.00%	148
4	1338	93.00%	101	7.00%	1439
5	167	98.80%	2	1.20%	169
6	321	99.10%	3	0.90%	324
7	380	97.40%	10	2.60%	390
8	137	93.20%	10	6.80%	147
9	105	93.80%	7	6.30%	112

Region	Non-SSW Schools		SSW Schools		Total
	Count	Percent	Count	Percent	
10	1271	97.70%	30	2.30%	1301
11	893	96.40%	33	3.60%	926
12	318	87.40%	46	12.60%	364
13	609	92.40%	50	7.60%	659
14	169	99.40%	1	0.60%	170
15	159	100.00%		0.00%	159
16	210	94.20%	13	5.80%	223
17	213	99.50%	1	0.50%	214
18	164	98.80%	2	1.20%	166
19	252	96.60%	9	3.40%	261
20	683	86.90%	103	13.10%	786
Total:	8316	94.10%	522	5.90%	8838

Table 13: Texas SSW and Non-SSW Schools
Integrated Sources: TEA SSW Data & TEA 2018-19 Campus Reference (TEA, 2022b)

National CES (2022) defines school geographic location into twelve categories based on four basic types: City, Suburban, Town, and Rural (See Appendix 2). Texas schools are organized under NCES's locale classification in Table 14. Notably, a much higher percentage of SSW schools, over 87%, are in City or Suburban areas compared to just over 61% of Non-SSW schools. Proportionally, Non-SSW schools are more than twice likely than SSW schools to be in Rural and Town areas.

Locale Classification	Non-SSW School		SSW School		Row Total
	Count	Percent	Count	Percent	
City: Large	2165	26.1%	212	40.6%	2377
City: Midsize	554	6.7%	86	16.5%	640
City: Small	324	3.9%	27	5.2%	351
City Subtotal:	3043	36.6%	325	62.3%	3368
Rural: Distant	756	9.1%	5	1.0%	761
Rural: Fringe	982	11.8%	49	9.4%	1031
Rural: Remote	403	4.8%	1	0.2%	404
Rural Subtotal:	2141	25.8%	55	10.5%	2196
Suburb: Large	1789	21.5%	87	16.7%	1876
Suburb: Midsize	232	2.8%	24	4.6%	256
Suburb: Small	57	0.7%	6	1.1%	63
Suburban Subtotal:	2078	25.0%	117	22.4%	2195
Town: Distant	488	5.9%	7	1.3%	495
Town: Fringe	214	2.6%	4	0.8%	218
Town: Remote	346	4.2%	14	2.7%	360
Town Subtotal:	1048	12.6%	25	4.8%	1073
Grand Total:	8310	100.0%	522	100.0%	8832

Table 14: SSW & Non-SSW Schools and NCES Locale Classification
Sources: TEA SSW Data & TEA 2018-19 Campus Reference (TEA, 2022b)

Table 15 combines TEA SSW Data and TEA Campus Student Information (2022e). Total schools in the integrated data are 8,838, including 8,830 Non-SSW and 508 SSW schools. Table 15 shows SSW schools include a higher student population average than Non-SSW schools. This may reflect the locale classifications that predominate these two types of schools, as noted earlier. African American (15.4%) and Hispanic (66.1%) students constitute greater percentages of the student population in SSW schools than in Non-SSW schools (12.2%, 50.8% respectively). Conversely, the average percent of White student population in SSW schools (13.5%) is less than half that of the average for Non-SSW schools (30.9%). SSW schools also have a higher percentage of economically disadvantaged (76.4%) and at-risk students (60.7%) than Non-SSW schools (63.6%, 52.4%, respectively). The percentages of English Learners (24.0%) and Bilingual/ESL (24.3%) students are also higher for SSW schools than Non-SSW schools (18.9%, 19.1%, respectively). However, the percentages for Special Education, Section 504, Gifted and Talented students, and student mobility are similar for SSW and Non-SSW schools. District Alternative Education Program (DAEP) is a student discipline measure that places elementary through high school students in an educational setting away from their home campus for certain conduct violations (Texas Education Code §37.008). Average DAEP student placement in 2018 for SSW schools (2.2%) is slightly higher than the average for Non-SSW schools (1.5%). Overall and clearly, SSW schools include proportionally more academically challenging students than Non-SSW schools.

2019 Campus Student Population	Non-SSW School	SSW School	Total Average
All Students Total Average	597	873	613
African American Percent Average	12.2	15.4	12.4
Hispanic Percent Average	50.8	66.1	51.7
White Percent Average	30.9	13.5	29.9
Asian Percent Average	3.3	2.3	3.2
American Indian Percent Average	0.4	0.3	0.4
Pacific Islander Percent Average	0.1	0.3	0.1
Economically Disadvantaged Percent Average	63.6	76.4	64.3
English Learners (EL) Percent Average	18.9	24.0	19.2
Bilingual/ESL Percent Average	19.1	24.3	19.4
At Risk Percent Average	52.4	60.7	52.9
Special Education Percent Average	10.9	10.5	10.9
Section 504 Percent Average	6.7	7.0	6.8
Gifted & Talented Percent Average	6.7	6.4	6.7
Student Mobility (2018) Average	19.0	20.6	19.1
Campus DAEP Placement (2018) Average	1.5	2.2	1.5

Table 15: SSW & Non-SSW School Student Population
Sources: TEA SSW Data & TEA 2018-19 Campus Student Information (TEA, 2022e)

Given the higher percentage of economically disadvantaged students, a list of 2018-19 Title I Texas schools was requested from TEA (2022p). Table 16 represents a higher percentage of SSW Title I schools(75.9%) than Non-SSW Title I schools (68.2%). This data re-emphasizes the more challenging student demographics in SSW schools.

	Schoolwide		Targeted Assistance		Not Title I		Total	
Non-SSW School	5668	68.2%	95	1.1%	2553	30.7%	8316	100%
SSW School	396	75.9%	2	0.4%	124	23.8%	522	100%
Total:	6064	68.6%	97	1.1%	2677	30.3%	8838	100%

Table 16: SSW and Non-SSW Schools Title I Status
Source: TEA SSW Data & TEA 2018-19 Title I School (TEA, 2022p, March)

Examining staff data, required combining TEA SSW Data and TEA 2018-19 Campus Staff Information (2022d) data set to create Table 17. This table notes minor differences between SSW and Non-SSW school staff. SSW schools' teacher and principal experience and tenure and teacher student ratios are similar to those of Non-SSW schools.

School Staff Information	Non-SSW School	SSW School	Total
Teacher Experience Average	11.2	10.5	11.2
Teacher Tenure Average	7.2	7.2	7.2
Principal Experience Average	5.9	5.9	5.9
Average Principal Tenure	5.1	5.2	5.1
Teacher Student Ratio	14.4	14.7	14.4

Table 17: SSW and Non-SSW School Staff Information
Sources: TEA SSW Data & TEA 2018-19 Campus Staff Information (TEA, 2022d)

TEA utilizes a state accountability system to evaluate the academic performance of Texas public schools. Accountability includes three domains Student Achievement, School Progress, and Closing the Gaps. Each domain and an overall rating are a given school-grade type of rating: A, B, C, D, F, or Not Rated. The F rating reflects not meeting the state performance target to receive at least a D, and Not Rated refers to a school or district not receiving a rating for various reasons, such as no data (TEA, 2019). TEA SSW Data and TEA 2018-19 Accountability data were integrated to examine state accountability among SSW and Non-SSW schools as noted in Table 18 and Figure 1. SSW schools had less A's, slightly more B's, more C's, slightly less D's, and slightly more F's. When the failing ratings are added, SSW schools had slightly less schools failing (13.0%) than Non-SSW schools (13.3%). Thus, while Non-SSW schools have more A's than SSW schools, they also have slightly more schools with failing ratings. SSW schools' state 2018-19 accountability ratings fare well in comparison to those of Non-SSW schools even though, as noted earlier, SSW schools have more challenging student populations than Non-SSW schools.

SSW/Non-SSW School	A	B	C	D	F	Total
Non-SSW School	1679	3069	2013	664	373	7798
Non-SSW School	21.5%	39.4%	25.8%	8.5%	4.8%	100.0%
SSW School	74	198	157	38	26	493
SSW School	15.0%	40.2%	31.8%	7.7%	5.3%	100.0%
All Schools	1753	3267	2170	702	399	8291
All Schools	21.1%	39.4%	26.2%	8.5%	4.8%	100.0%
Difference Between SSS and Non-SSW Schools	-6.5%	0.8%	6.0%	-0.8%	0.5%	

Table 18: SSW and Non-SSW Schools 2018-2019 State Accountability Ratings
Integrated Sources: TEA SSW Data & TEA 2018-19 Campus Reference (TEA, 2022b)
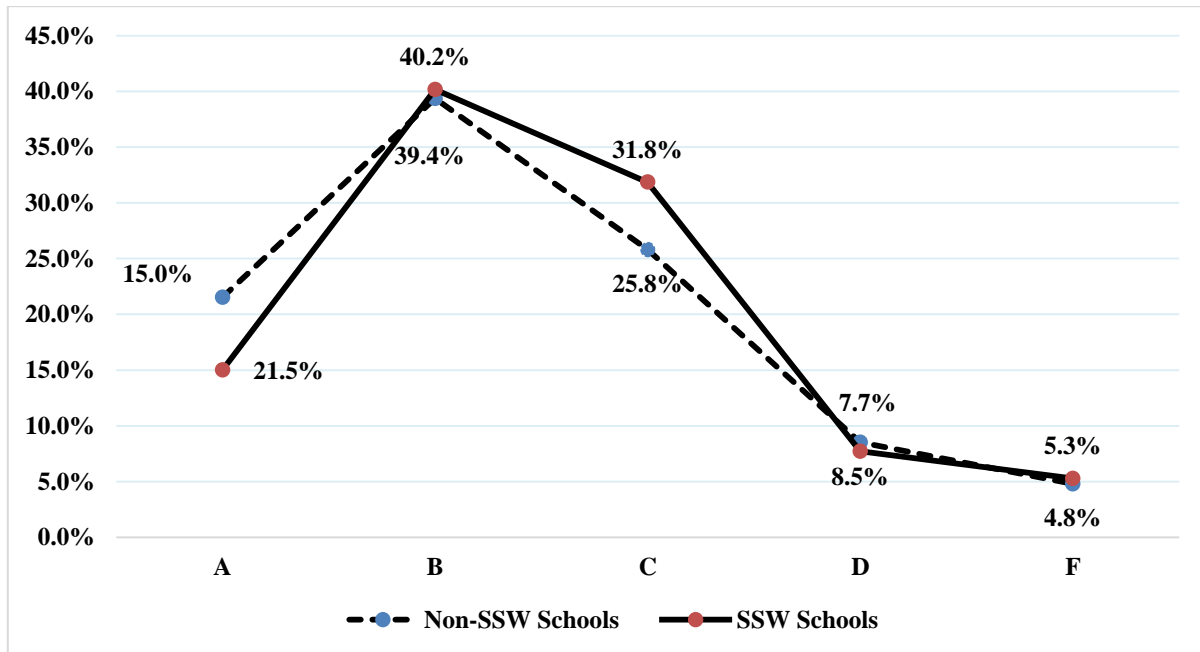

Figure 1: SSW and Non-SSW Schools 2018-19 State Accountability Ratings
Source: Integrated Sources: TEA SSW Data & TEA 2018-19 Campus Reference (TEA, 2022b)

As noted earlier, SSW schools include a higher percentage of economically disadvantaged students. Table 19 organizes the percent of economically disadvantaged students in schools into four subgroups. Consistent with the previous data, there are more SSW schools in the highest percentage subgroup (76%-100%) than Non-SSW schools. Table 20 compares the state accountability ratings within each of these economically disadvantaged percent subgroups for SSW and Non-SSW schools. In the least economically disadvantaged subgroup, 0%-25%, SSW schools had a lesser percent of A (3.04%) and a slightly lesser percent of B (1.01%) than Non-SSW schools (8.43%, 2.74% respectively). On the positive side, SSW schools had a higher percent of C schools (0.41%) and a lesser percent of D schools (0.0%) than Non-SSW schools (0.33% and 0.04% respectively)—no schools in this subgroup had an F rating. In the 26%-50% subgroup, again SSW schools had a lesser percentage of A schools (1.62%), B schools (5.07%), C schools (2.43%) than Non-SSW schools (5.27%, 9.03%, and 3.86% respectively). However, SSW schools had no schools rated D or F, while Non-SSW schools had 0.60% of schools rated D and 0.21% rated F. In the next subgroup, 51%-75%, SSW schools had a higher percent of schools rated A (4.46%) than Non-SSW schools (3.76%). SSW schools had a lesser percent of schools rated B (10.55%) and C (6.90%) than Non-SSW schools (13.07% and 9.62% respectively). SSW schools had a lesser percent of schools rated D (1.62%) and F (0.41%) than Non-SSW schools (3.28% and 1.63% respectively). Finally, in the highest percent of economically disadvantaged student subgroup, 76%-100%, SSW schools had a higher percent of schools in all subgroups: A, B, C, D, and F than Non-SSW schools. These results show that SSW schools demonstrate greater success in some state accountability ratings and in some economically disadvantaged subgroups than Non-SSW schools, especially in the second and third highest economically disadvantaged subgroups. Moreover, in every subgroup except the highest, SSW schools were more successful in avoiding D and F ratings than Non-SSW schools. As noted earlier, SSW schools have more challenging student demographics, although their showing in state accountability ratings includes some positive results when compared to Non-SSW schools.

Percent Group	Non-SSW		SSW		Total	
	Count	Percent	Count	Percent	Count	Percent
0%-25%	900	11.54%	22	4.46%	922	11.12%
26%-50%	1479	18.97%	45	9.13%	1524	18.38%
51%-75%	2445	31.35%	118	23.94%	2563	30.91%
76%-100%	2974	38.14%	308	62.47%	3282	39.59%
All Students	7798	100.00%	493	100.00%	8291	100.00%

Table 19: SSW and Non-SSW Schools Economically Disadvantaged Student Percent Groups
Sources: TEA SSW Data & TEA 2018-19 Campus Reference (TEA, 2022b)

Subgroup	Rating	Non-SSW Schools		SSW Schools		All Schools	
		Count	Percent	Count	Percent	Total	Percent
0%-25%	A	657	8.43%	15	3.04%	672	8.11%
	B	214	2.74%	5	1.01%	219	2.64%
	C	26	0.33%	2	0.41%	28	0.34%
	D	3	0.04%	0	0.00%	3	0.04%
	Subtotal	900	11.54%	22	4.46%	922	11.12%
26%-50%	A	411	5.27%	8	1.62%	419	5.05%
	B	704	9.03%	25	5.07%	729	8.79%
	C	301	3.86%	12	2.43%	313	3.78%
	D	47	0.60%	0	0.00%	47	0.57%
	F	16	0.21%	0	0.00%	16	0.19%
	Subtotal	1479	18.97%	45	9.13%	1524	18.38%
51%-75%	A	293	3.76%	22	4.46%	315	3.80%
	B	1019	13.07%	52	10.55%	1071	12.92%
	C	750	9.62%	34	6.90%	784	9.46%
	D	256	3.28%	8	1.62%	264	3.18%
	F	127	1.63%	2	0.41%	129	1.56%
	Subtotal	2445	31.35%	118	23.94%	2563	30.91%
76%-100%	A	318	4.08%	29	5.88%	347	4.19%
	B	1132	14.52%	116	23.53%	1248	15.05%
	C	936	12.00%	109	22.11%	1045	12.60%
	D	358	4.59%	30	6.09%	388	4.68%
	F	230	2.95%	24	4.87%	254	3.06%
	Subtotal	2974	38.14%	308	62.47%	3282	39.59%
Total:		7798	100.00%	493	100.00%	8291	100.00%

Table 20: SSW and Non-SSW Schools by Economically Disadvantaged Subgroups and State Accountability Campus Ratings
Sources: TEA SSW Data & TEA 2018-19 Campus Reference (TEA, 2022b)

Appendix 3 presents 2018-19 Texas accountability results by student demographics, specific state test, and level of state standard met. In Appendix 3, SSW schools had lower percentages in all tests for White students than Non-SSW schools, and in all Reading/ELA cases. Overall, SSW schools had a higher percentage of students meeting the standard than Non-SSW schools in 44.8% of the cases not including "All Tests." However, in cases where Non-SSW schools had a higher percentage of students meeting the standard, the average difference was 2.9 which was higher than the average difference of 2.4 when SSW schools had higher percentages.

Table 21 summarizes Appendix 2 and shows the results of SSW and Non-SSW schools in the Texas accountability state tests for different student groups. Again, it is important to note that SSW schools include much higher academic challenging students than Non-SSW schools. When the results are reviewed for All Students, Non-SSW schools met each standard level at a higher rate than SSW schools in all tests, except Social Studies in which SSW schools met each standard at a higher rate. The greatest differences between SSW and Non-SSW schools were in Reading/ELA tests. Although Non-SSW schools had more higher rates in meeting standard levels than SSW schools, still SSW schools had some rates higher than Non-SSW schools in some student groups and tests as noted in Table 21. It is also important to note that SSW schools did not achieve higher rates in any test for White students.

Student Group	All Tests	Science	Mathematics	Readin ELA	Social studies	Writing
All Students	Non	Non	Non	Non	SSW	Non
White	Non	Non	Non	Non	Non	Non
African American	Non	>SSW	Non	>Non	SSW	>SSW
Hispanic	Non	>SSW	Non	Non	SSW	>SSW
Economically Disadvantaged	Non	>Non	Non	Non	SSW	>Non
At-Risk	>Non	SSW	SSW	>Non	SSW	>Non
Special Education	Non	>SSW	Non	>Non	SSW	>Non
ELL	Non	SSW	>Non	>Non	SSW	SSW

Non/SSS: indicates whether Non-SSW or SSW schools achieved higher rates in meeting all standard levels for that student group and test

\> indicates Non-SSW or SSW Schools achieved more higher rates in all standard levels for that student group and test

Table 21: SSW Schools Higher Rates in State Accountability Tests

As noted in Table 22, SSW schools experience greater dropout average rates among all students and almost every student subpopulation except White, Asian, American Indian, and Migrant student subpopulations. Critically, SSW school average annual dropout rate for all students is 0.5 higher than the rate for Non-SSW schools. However, again, it is important to remember that SSW schools include much higher challenging student demographics, and the difference is just a half point difference. Thus, the small higher rate may be an overall positive result for SSW schools.

Student Population Group	Non-SSW School	SSW School	Total Average
All Students	1.3	1.8	1.3
African American	1.4	1.7	1.4
Asian	1.0	0.7	1.0
Hispanic	1.2	1.8	1.3
American Indian	1.4	1.2	1.4
Pacific Islander	1.6	1.8	1.6
White	1.2	1.2	1.2
Economically Disadvantaged	1.2	1.7	1.3
Not Economically Disadvantaged	1.3	1.5	1.3
At-Risk	1.2	1.7	1.3
Bilingual or English As A Second Language (ESL)	1.4	1.5	1.4
English Learner (EL) Rate	1.6	1.7	1.6
Migrant	1.7	1.4	1.7
Section 504 Rate	1.1	1.7	1.1
Special Education	0.9	1.2	0.9
Title I	1.4	1.8	1.5

Table 22: Average Campus Annual Dropout Rate
Sources: TEA SSW Data & TEA 2018-19 Campus Annual Dropout and Attendance (TEA, 2022a)

SSW and Non-SSW Districts
Table 23 includes the total number and percentage of school districts that employ school social workers in each of Texas region. Region Service Center 16 is in TEA's SSW Data employing SSWs. While its SSWs were included in individual SSW analyses, Region Service Center 16 is not included in district data since it is not a school district, nor was it included in school analyses since no specific school was designated for its SSWs. Of the 1,200 Texas school districts, 155 (12.9%), employ school social workers (SSW districts) while 1,045 (87.1%) do not (Non-SSW Districts). The region with the highest percentage of SSW districts is Region 1 with 41.9%, and the lowest is Region 15 with only 2.3% or only one SSW district. Highly contrasting percentages across regions are notable.

	District Employs SSWs				Total
	No		Yes		
01	25	58.1%	18	41.9%	43
02	42	91.3%	4	8.7%	46
03	37	94.9%	2	5.1%	39
04	58	70.7%	24	29.3%	82
05	33	91.7%	3	8.3%	36
06	57	93.4%	4	6.6%	61
07	96	94.1%	6	5.9%	102
08	41	87.2%	6	12.8%	47
09	34	91.9%	3	8.1%	37
10	107	90.7%	11	9.3%	118
11	77	83.7%	15	16.3%	92
12	74	91.4%	7	8.6%	81

	District Employs SSWs				Total
	No		Yes		
13	59	79.70%	15	20.30%	74
14	41	95.30%	2	4.70%	43
15	42	97.70%	1	2.30%	43
16	58	93.50%	4	6.50%	62
17	57	96.60%	2	3.40%	59
18	34	94.40%	2	5.60%	36
19	12	63.20%	7	36.80%	19
20	61	76.30%	19	23.80%	80
Total:	1045	87.10%	155	12.90%	1200

Table 23: SSW and Non-SSW School Districts by Region
Sources: TEA SSW Data & TEA 2018 2019 District Reference (TEA, 2022f)

Table 24 shows school district types by region and the percent each region provides toward the total SSW districts in Texas. The regions that contribute more to the overall number of total SSW districts are Regions 4, 20, and 1, again demonstrating the contrasting percentages across regions. Over 91% of SSW districts are independent school districts versus just over 8% that are open enrollment charter school districts.

Table 24 shows school district types by region and the percent each region provides toward the total SSW districts in Texas. The regions that contribute more to the overall number of total SSW districts are Regions 4, 20, and 1, again demonstrating the contrasting percentages across regions. Over 91% of SSW districts are independent school districts versus just over 8% that are open enrollment charter school districts.

Region	Type of School District		Total	Percent
	Independent School District	Open Enrollment Charter School District		
1	17	1	18	11.6%
2	4		4	2.6%
3	2		2	1.3%
4	22	2	24	15.5%
5	3		3	1.9%
6	4		4	2.6%
7	6		6	3.9%
8	6		6	3.9%
9	3		3	1.9%
10	10	1	11	7.1%
11	13	2	15	9.7%
12	7		7	4.5%
13	10	4	14	9.0%
14	2		2	1.3%
15	1		1	0.6%
16	4		5	2.6%
17	1	1	2	1.3%
18	2		2	1.3%
19	7		7	4.5%
20	18	2	20	12.9%
Total	142	13	155	100.0%
Percent	91.6%	8.4%	100%	

Table 24: Total Districts By Region
Sources: TEA SSW Data & TEA 2018 2019 District Reference (TEA, 2022f)

Table 25 shows the community type of SSW districts as defined by TEA (2020m). Over 36-percent of SSW districts are in Other Central City Suburban or Other Central City community areas. The community type with the lowest percent of SSW districts is Rural (3.9%).

Region	Charter School Districts	Independent Town	Major Suburban	Major Urban	Non-Metro Stable	Other CC Suburban	Other Central City	Rural	Grand Total
1	1				4	7	5	1	18
2		1			2		1		4
3		2							2
4	2	1	10	1		6	4		24
5		1				1	1		3
6							3	1	4
7		3			1	1	1		6
8		5						1	6
9					1		1	1	3
10	1	1	5	1		1	2		11
11	2		7	2		3	1		15
12						5	2		7
13	4	1	5	1	1	1	1		14
14					1		1		2
15						1			1
16					1	1	1	1	4
17	1						1		2
18							2		2
19			2	3	1			1	7
20	2	3	9	3	1	1	1		20
Total	13	18	38	11	13	28	28	6	155
	8.40%	11.60%	24.50%	7.10%	8.40%	18.10%	18.10%	3.90%	100%

Table 25: SSW School District Community Type By Region
Source: TEA SSW Data & TEA 2018 2019 Texas Public School Districts Categorized by TEA and NCES District Types (TEA, 2022k)

Table 26 shows total student subgroups for SSW and Non-SSW districts. Notably, SSW districts include a much higher total percentage (50.3%) in the three largest total student groups than Non-SSW districts (3.7%).

Total Students	Non-SSW District		SSW District		Grand Total
	Total	**Percent**	**Total**	**Percent**	
Under 500	390	37.3%	4	2.6%	394
500 to 999	225	21.5%	9	5.8%	234
1,000 to 1,599	146	14.0%	6	3.9%	152
1,600 to 2,999	127	12.2%	12	7.7%	139
3,000 to 4,999	66	6.3%	19	12.3%	85
5,000 to 9,999	53	5.1%	27	17.4%	80
10,000 to 24,999	30	2.9%	35	22.6%	65
25,000 to 49,999	6	0.6%	25	16.1%	31
50,000 and over	2	0.2%	18	11.6%	20
Grand Total	1045	100.0%	155	100.0%	1200

Table 26: SSW and Non-SSW District Total Student Subgroups
Sources: TEA SSW Data & TEA 2018 2019 District Staff, Student, and Annual Graduates (TEA, 2022i)

Table 27 more specifically shows that the total student population average of all SSW districts (20,696) is much larger than the total student average of all Non-SSW districts (2,083). This relationship remains true for every region except Region 15, which had only one SSW district. The greater total student average for SSW districts than Non-SSW districts may reflect the predominant district community types identified previously.

Region	Non-SSW District	SSW District	Region Total
1	3508	19153	3508
2	1362	11620	1362
3	963	8903	963
4	7043	33363	7043
5	1623	9948	1623

Region	Non-SSW District	SSW District	Region Total
6	1866	22963	1866
7	1325	7038	1325
8	860	3470	860
9	618	5490	618
10	4281	37027	4281
11	2860	24612	2860
12	1133	12907	1133
13	2243	17322	2243
14	989	9043	989
15	1160	1132	1160
16	758	10252	758
17	983	14006	983
18	971	28921	971
19	1576	22697	1576
20	1789	19225	1789
Grand Total	2083	20696	2083

Table 27: SSW and Non-SSW District Total Student Average by Region
Sources: TEA SSW Data & TEA 2018 2019 District Staff, Students and Annual Graduates (TEA, 2022i)

Table 28 shows the average percent of African American, Hispanic, and White students in SSW and Non-SSW districts. SSW districts include a much higher percentage of minority students, African American and Hispanic students, than Non-SSW districts. SSW districts also include a much higher percentage of English Learners and Economically Disadvantaged students. SSW districts contain a higher percentage of Gifted and Talented students and a similar percentage of Special Education students. The higher percentages in SSW Districts of minority students, English Learners, and economically disadvantaged students project greater academic challenges for SSW than Non-SSW districts.

District Type	Percent of Student Subgroup Population						
	African American	Hispanic	White	English Learners	Economically Disadvantaged	Gifted & Talented	Special Education
Non-SSW District	8.3	39	48	9.8	59	5	10
SSW District	11	58	26	18	65	7	10
Total:	8.7	42	45	1.1	60	5	10

Table 28: SSW and Non-SSW Districts Percent of Student Subgroup Population
Sources: TEA SSW Data & TEA 2018 2019 District Staff, Students and Annual Graduates (TEA, 2022i)

Texas issues state accountability grades to school districts based on student achievement on state student tests. Table 29 shows the letter grades received by SSW and non-SSW school districts. Compared to non-SSW districts, SSW districts had a slightly less percentage of districts earning an A, more earning a B, more earning a C, slightly more earning a D, and slightly less earning an F. There does not seem to be much difference between non-SSW and SSW districts in grade designations of A, D, and F, but larger differences in grades B and C favor SSW districts.

District Type	A	B	C	D	F
Non-SSW District	12.92%	28.61%	20.00%	4.69%	1.44%
SSW District	11.61%	36.77%	24.52%	5.16%	1.29%
Total:	12.75%	29.67%	20.58%	4.75%	1.42%
Difference:	-1.31%	8.16%	4.52%	0.47%	-0.15%

Table 29: State District Accountability Ratings
Sources: TEA SSW Data & TEA 2018 2019 District Reference (TEA, 2022f)

Texas' student testing program involves the State of Texas Assessments of Academic Readiness (STAAR) state tests that measure if a student has mastered specific knowledge of a school core subject at a certain grade level (TEA, 2022o). Again, despite the greater challenging student demographics, in average percent of STAAR results,

SSW districts were similar in Approaches Grade Level Standard, equal in Grade Level Standard Or Above, and greater in Masters Grade Level Standard compared to Non-SSW districts. These results show similar and, in some areas, even greater student achievement by SSW districts than Non-SSW districts.

	Average Percent of STAAR Results for All Subjects		
District Type	Approaches Grade Level Standard	Grade Level Standard Or Above	Masters Grade Level Standard
Non-SSW District	74.8	43.9	17.8
SSW District	73.9	43.9	18.5
Total:	74.7	43.9	17.9

Table: 30: Average Percent of STAAR Results by District Type
Sources: TEA SSW Data & TEA 2018 2019 District Reference (TEA, 2022f)

Discussion and Conclusion

The above analyses of data gathered from available TEA data sets regarding Texas SSWS, schools, district, and geographic state regions have provided an overall representation of SSW utilization in Texas. A total of 814 SSWs are employed in the Texas school systems in just 5.9% of all schools. Although SSWs are not a universal educational staff in Texas, findings suggest Texas SSW utilization is strongly based on Region Service Center areas with six Region areas including over 75% of all SSWs in Texas. Additionally, over 60% of school districts employing SSWs are located in Major Suburban, Other Central City Suburban, and Other Central City areas which reflect the three largest student enrollment categories. These findings suggest SSW utilization may depend on the emphasis individual Region Service Centers place on SSW and/or the population size of communities in the region. Future research may focus on the relevance Region Service Centers place on SSW and on perceived differences that small and large student enrollments have on the need for SSW services.

A high percentage of SSWs were assigned to District Administration. This makes this avenue for SSW a major focus for future research. If districts are investing in this type of SSW job classification, then how do District Administration SSWs provide the best support to schools to ensure meeting student social work needs? Addressing this research area will contribute to these types of SSWs. Additionally, in eight Education Regions, there were no SSWs assigned to DAEP Only campuses. Students assigned to such campuses often require much social work support to improve their school success (TEA, 2007). Districts must review the effectiveness of their DAEP only campuses and assess SSW utilization.

The findings show that Hispanic/Latino SSWs constituted 46.9% of all SSWs, while Hispanic students averaged 66.1% average of the total enrollment among all SSW schools. Additionally, 18.8% of all SSWs were Black or African American, while the average student enrollment for African American students among all SSW schools was 15.4%. Finally, 32% of all SSWs were White, although almost 13.5% of Texas SSWs were White. While ethnicity may or may not affect the success an SSW may have with students, reviewing differences in the ethnicity composition of SSWs and SSW school student populations suggests more Hispanic and African American SSWs are needed to reflect similar student ethnicities. Future research on the impact ethnicity has on the success of SSWs with students is warranted, as well as advocating that SSW college programs recruit more minority students.

Texas SSWs were well-educated with over 70% possessing a Master's and over 27% possessing a Bachelor's degree. SSWs also reflected a wide range of SSW age and experience. SSWs age range was from 22 to 83 years old, with over half between 30 and 49 years of age. At 29%, the highest percentage of experience by SSWs was 0-3 years, so supporting new SSWs is critically important for schools. SSWs were paid an average of $5,8546 which varied according to work experience and included the highest base pay of $10,7791.

The findings noted similar school staff and principal experience and tenure between SSW and Non-SSW schools. Noted also was the more challenging student demographics of SSW schools over Non-SSW schools. Yet, findings related to student achievement through state accountability ratings and student testing between SSW and Non-SSW schools demonstrated some positives for SSW schools in all, but especially, in schools with a high percentage of economically disadvantaged students and a higher percentage under Title I status. Thus, a major difference in the positive academic results of these schools may have been SSW utilization. These findings support future research into the impact SSWs may have on student achievement, most notably in schools with high economic disadvantaged students. Moreover, findings showed that SSW schools reached greater academic success in some academic areas with specific student demographics more than others. Future research should study how SSWs may help more students reach academic success in the academic and student demographic areas needing improvement. Another area for SSW improvement identified by the findings is student dropouts. A future study of SSW schools with challenging student demographics but positive student dropout rates may help identify supportive strategies employed by SSWs to guide other SSW schools toward improved dropout rates.

In conclusion, this descriptive, explorative quantitative study analyzed existing Texas state data sets to establish a data-supported representation of the utilization of SSWs in Texas. The representation depicted in the findings of this study will hopefully incite research that will further improve the utilization, effectiveness, and impact of SSWs on student success in Texas, and hopefully, help schools decisively respond to Edmund's question

of how we feel about the fact that we have not taught all students successfully even though "We can, whenever and wherever we choose" (Edmund, 1979, p. 23).

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Appendix 1

2020-21 Statewide Staff Files (PEIMS Reporting Unit, 2022).
Data Documentation
This file includes each teacher's demographic and teaching information. There is one row for each unique combination of a teacher and a campus.

Field Name (Top row)	Field Description
YEAR	Academic year
REGION	Region/Education Service Center (ESC)
COUNTY	County number
CNTYNAME	County name
DISTRICT	District number
DISTNAME	District name
DISTTYPE	District type: the code indicates whether the district is a common school district, state hospital, independent school district, education service center, or an open enrollment charter school district.

Field Name (Top row)	Field Description
DISTTYPEX	District type description. The numbers at the end such as "(901-939)" indicate ranges of the last three digits of the district numbers for the district types.
DIST_CHARTTYPE	District charter type: the code indicates whether the district is an open enrollment charter district (01), an open enrollment charter district anticipating 75% at-risk students (02), an open enrollment college or university charter (04), or a non-charter district (00).
DIST_CHARTTYPEX	District charter type description
TEA_District_Type	2018-19 TEA district types. TEA classifies Texas public school districts into community types using factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. These community types, or "district types", group districts into eight categories ranging from major urban to rural. Charter school districts make up a ninth category. TEA uses district type classifications in reporting and monitoring systems.
TEA_Description	2018-19 TEA district type description. For more details, please see https://tea.texas.gov/reports-and-data/school-data/district-type-data-search/district-type-glossary-of-terms-2018-19#teadist
NCES_District_Type	2018-19 NCES district type. The National Center for Education Statistics (NCES) classifies districts using factors such as population size and proximity to urbanized areas.
NCES_Description	2018-19 NCES district type description. For more details, please see https://tea.texas.gov/reports-and-data/school-data/district-type-data-search/district-type-glossary-of-terms-2018-19#ncesdist
D_PHONE	District telephone number
D_FAX	District fax number
D_STREET	District street mailing address
D_CITY	District city mailing address
D_STATE	District state mailing address
D_ZIP	District zip code mailing address
D_EMAIL	District email address (one same email address for all employees in a district)
CAMPUS	Campus number
CAMPNAME	Campus name
PEIMS_LOWGRADE	The lowest grade reported at the campus for enrollment
PEIMS_HIGHGRADE	The highest grade reported at the campus for enrollment
CAMPTYPE	Campus type based on information from the district. The code indicates whether the campus is: A - a DAEP only campus, 0 - a campus assigned to account for children served but not enrolled, 1 - an instructional campus, 2 - an alternative instructional unit, 3 - a budgeted campus, 4 - a private school, 5 - summer school, 6 - district administration, 7 - shared services arrangement administration, 8 - a juvenile justice alternative education program, or 9 - an open enrollment charter school.
CAMPTYPEX	Campus type description
CAMP_CHARTTYPE	Campus charter type. The code indicates whether the campus is: 00 - not a charter school, 01 - a member of an open enrollment charter school district that anticipates less than 75% at risk students, 02 - a member of an open enrollment charter school district that anticipates 75% at-risk students, 03 - a campus-level charter, or 04 - a member of an open enrollment college or university charter district.
CAMP_CHARTTYPEX	Campus charter type description
GRADEGRP1	Grade group of the campus. The code indicates whether the campus is considered an elementary, middle school, junior high school, high school, elementary/secondary, or other grade group campus.
GRADEGRP1X	Grade group description
C_STREET	Campus street mailing address
C_CITY	Campus city mailing address
C_STATE	Campus state mailing address
C_ZIP	Campus zip code mailing address
C_PHONE	Campus telephone number (one same phone number for all staff members at a campus)
C_EMAIL	Campus email address (one same email address for all staff members at a campus)
PERSONID_SCRAM	Scrambled staff identification number
FNAME	First name
MNAME	Middle name
LNAME	Last name
SEX	Gender
SEXX	Gender description
SEPT1_AGE	Age on September 1st of the academic year

Field Name (Top row)	Field Description
ETHNIC	Ethnicity code
ETHNICX	Ethnicity description
EXPER	Number of verifiable completed years (not including current year) of creditable professional experience
TENURE	Number of completed years that a person has been employed in any professional position in the current district or education service center, whether or not there has been any interruption in service
DEGREE	Highest post-secondary degree a person has earned from an institution recognized as accredited by the agency
DEGREEX	Degree description
FTE	Total FTE (full-time equivalent) of a staff person in a district
BASEPAY	Total base salary a staff person receives in a district
OTHER_SUPP	Supplemental pay that a staff person receives in a district
TOTALPAY	Total pay, which is the sum of the employee's base salary and supplemental salary
ROLE	Capacity in which a person serves. In this file, the roles are either 87 (teacher) or 47 (substitute teacher).
ROLEX	Role description. In this file the role descriptions are either teacher (87) or substitute teacher (47).
PFTE	Sum of all partial FTEs (full-time equivalent) a staff person provides at a campus
PBASEPAY	Sum of all partial base salary at a campus
CONTRACTOR_INDICATOR	A flag that indicates whether a staff member is a contracted staff member rather than directly employed by the district
SUBJAREAX1 - SUBJAREAX11	Subject areas that a staff person teaches at a campus

Appendix 2

National Center for Education Statistics Locale Classifications and Criteria

- City-Large: Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.
- City-Midsize: Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.
- City-Small: Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.
- Suburban-Large: Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.
- Suburban-Midsize: Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.
- Suburban-Small: Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.
- Town-Fringe: Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.
- Town-Distant: Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.
- Town-Remote: Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.
- Rural-Fringe: Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.
- Rural-Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.
- Rural-Remote: Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

(Source: National Center for Education Statistics. (2022, February 12). *Rural Education in America. Exhibit A***.**
https://nces.ed.gov/surveys/ruraled/definitions.asp

Appendix 3

SSW and Non-SSW Schools 2018-19 Texas Accountability Test Results by Student Demographics, Specific Test, and State Standard Met

Students	Test	Mastery	School		Total	Diff
			Non-SSW	SSW		
All Students		Meets Grade Level Standard	47.36	43.93	47.17	-3.43
	All Tests	Masters Grade Level Standard	22.41	19.09	22.22	-3.32
		Approaches Grade Level Standard	76.70	73.22	76.50	-3.48
		Meets Grade Level Standard	49.38	46.07	49.18	-3.31
	Science	Masters Grade Level Standard	22.10	18.97	21.92	-3.13
		Approaches Grade Level Standard	77.14	75.64	77.05	-1.50
		Meets Grade Level Standard	49.49	46.32	49.30	-3.16
	Mathematics	Masters Grade Level Standard	25.74	22.72	25.56	-3.02
		Approaches Grade Level Standard	80.01	77.77	79.89	-2.24
	Reading/ ELA Rate	Meets Grade Level Standard	46.28	41.35	45.99	-4.93
		Masters Grade Level Standard	21.39	16.33	21.10	-5.06
		Approaches Grade Level Standard	75.17	70.02	74.88	-5.15
	Social Studies	Meets Grade Level Standard	48.34	49.60	48.43	1.26
		Masters Grade Level Standard	27.03	28.05	27.11	1.02
		Approaches Grade Level Standard	76.55	76.76	76.56	0.22
	Writing	Meets Grade Level Standard	36.36	31.90	36.14	-4.46
		Masters Grade Level Standard	12.20	10.39	12.11	-1.81
		Approaches Grade Level Standard	67.34	62.89	67.11	-4.45
African American		Meets Grade Level Standard	34.87	34.33	34.84	-0.54
	All Tests	Masters Grade Level Standard	14.43	13.46	14.37	-0.97
		Approaches Grade Level Standard	63.77	62.32	63.69	-1.45
		Meets Grade Level Standard	25.99	28.64	26.14	2.66
	Science	Masters Grade Level Standard	9.10	9.43	9.12	0.32
		Approaches Grade Level Standard	47.59	53.67	47.95	6.08
		Meets Grade Level Standard	30.63	29.91	30.59	-0.72
	Mathematics	Masters Grade Level Standard	13.56	12.79	13.51	-0.77
		Approaches Grade Level Standard	57.63	58.29	57.67	0.66
	Reading/ ELA Rate	Meets Grade Level Standard	30.37	29.71	30.33	-0.65
		Masters Grade Level Standard	12.62	10.51	12.50	-2.12
		Approaches Grade Level Research	55.20	54.47	55.16	-0.74
	Social Studies	Meets Grade Level Standard	29.38	34.68	29.79	5.30
		Masters Grade Level Standard	14.88	18.10	15.13	3.22
		Approaches Grade Level Standard	50.39	55.06	50.75	4.67
	Writing	Meets Grade Level Standard	18.79	18.71	18.79	-0.08
		Masters Grade Level Standard	5.35	5.50	5.36	0.15
		Approaches Grade Level Standard	39.17	41.96	39.31	2.80
Hispanic		Meets Grade Level Standard	43.56	42.69	43.51	-0.87
	All Tests	Masters Grade Level Standard	19.00	17.74	18.92	-1.26
		Approaches Grade Level Standard	74.85	72.89	74.73	-1.95
	Science	Meets Grade Level Standard	43.34	44.53	43.41	1.18
		Masters Grade Level Standard	17.42	17.14	17.40	-0.27
		Approaches Grade Level Standard	72.04	75.05	72.22	3.01
	Mathematics	Meets Grade Level Standard	46.22	45.83	46.20	-0.40
		Masters Grade Level Standard	22.55	21.87	22.51	-0.68
		Approaches Grade Level Standard	78.21	77.69	78.18	-0.52
	Reading/ ELA Rate	Meets Grade Level Standard	41.94	39.80	41.81	-2.14
		Masters Grade Level Standard	17.85	14.97	17.68	-2.88
		Approaches Grade Level Standard	72.64	69.51	72.46	-3.13
	Social Studies	Meets Grade Level Standard	41.67	47.21	42.09	5.55
		Masters Grade Level Standard	21.72	25.79	22.03	4.06
		Approaches Grade Level Standard	69.80	75.15	70.20	5.35
	Writing	Meets Grade Level Standard	31.10	30.49	31.07	-0.62
		Masters Grade Level Standard	9.41	9.48	9.41	0.08
		Approaches Grade Level Standard	62.00	62.41	62.02	0.41

White	All Tests	Meets Grade Level Standard	53.1	50.5	53	-2.65
		Masters Grade Level Standard	27.2	24.3	27.1	-2.98
		Approaches Grade Level Standard	78.4	74.5	78.1	-3.82
	Science	Meets Grade Level Standard	50.9	42.3	50.4	-8.66
		Masters Grade Level Standard	26	20.7	25.7	-5.31
		Approaches Grade Level Standard	70	58.5	69.3	-11.4
	Mathematics	Meets Grade Level Standard	49.6	45	49.4	-4.65
		Masters Grade Level Standard	27.3	23.3	27.1	-4.06
		Approaches Grade Level Standard	73.7	67	73.3	-6.71
	Reading/ ELA Rate	Meets Grade Level Standard	49.3	44.6	49	-4.73
		Masters Grade Level Standard	24.7	19.8	24.4	-4.86
		Approaches Grade Level Standard	72.1	65.7	71.8	-6.4
	Social Studies	Meets Grade Level Standard	50.1	44.2	49.7	-5.93
		Masters Grade Level Standard	31.2	29.5	31.1	-1.69
		Approaches Grade Level Standard	71.5	58.8	70.6	-12.7
	Writing	Meets Grade Level Standard	35.3	26.3	34.9	-9.01
		Masters Grade Level Standard	12.7	8.67	12.5	-3.99
		Approaches Grade Level Standard	59.4	46.3	58.8	-13.1
Economically Disadvantaged	All Tests	Meets Grade Level Standard	40.4	39.7	40.3	-0.63
		Masters Grade Level Standard	16.8	15.8	16.7	-1
		Approaches Grade Level Standard	72.3	70.5	72.2	-1.81
	Science	Meets Grade Level Standard	41.6	41.5	41.6	-0.11
		Masters Grade Level Standard	15.9	15.2	15.9	-0.76
		Approaches Grade Level Standard	**71.9**	**72.8**	**72**	**0.9**
	Mathematics	Meets Grade Level Standard	43	42.6	43	-0.44
		Masters Grade Level Standard	20.2	19.7	20.1	-0.47
		Approaches Grade Level Standard	76.3	75.2	76.2	-1.05
	Reading/ ELA Rate	Meets Grade Level Standard	38.9	36.9	38.8	-1.92
		Masters Grade Level Standard	15.6	13.1	15.5	-2.53
		Approaches Grade Level Standard	70.4	67.1	70.2	-3.31
	Social Studies	**Meets Grade Level Standard**	**41.8**	**45.3**	**42**	**3.58**
		Masters Grade Level Standard	**21.2**	**23.9**	**21.4**	**2.72**
		Approaches Grade Level Standard	**71.5**	**73.8**	**71.6**	**2.34**
	Writing	Meets Grade Level Standard	29.1	28.1	29	-0.98
		Masters Grade Level Standard	**8.29**	**8.37**	**8.3**	**0.08**
		Approaches Grade Level Standard	60.6	59.7	60.5	-0.92
At Risk	**All Tests**	**Meets Grade Level Standard**	**29.4**	**29.6**	**29.5**	**0.15**
		Masters Grade Level Standard	10	9.58	10	-0.46
		Approaches Grade Level Standard	64.7	63.5	64.6	-1.16
	Science	**Meets Grade Level Standard**	**30**	**30.9**	**30**	**0.97**
		Masters Grade Level Standard	8.49	8.32	8.48	-0.18
		Approaches Grade Level Standard	**64.4**	**66.3**	**64.5**	**1.9**
	Mathematics	**Meets Grade Level Standard**	**33.3**	**34.2**	**33.4**	**0.82**
		Masters Grade Level Standard	**13.3**	**13.5**	**13.3**	**0.13**
		Approaches Grade Level Standard	**70.5**	**70.7**	**70.5**	**0.2**
	Reading/ ELA Rate	Meets Grade Level Standard	27.2	26.1	27.1	-1.02
		Masters Grade Level Standard	8.66	7.15	8.57	-1.51
		Approaches Grade Level Standard	62.3	59.4	62.1	-2.91
	Social Studies	**Meets Grade Level Standard**	**30.1**	**35.2**	**30.4**	**5.14**
		Masters Grade Level Standard	**12.2**	**15.7**	**12.5**	**3.43**
		Approaches Grade Level Standard	**62.5**	**67.1**	**62.8**	**4.58**
	Writing	Meets Grade Level Standard	18.2	17.5	18.1	-0.71
		Masters Grade Level Standard	4.35	4.33	4.35	-0.02
		Approaches Grade Level Standard	48.2	48.1	48.2	-0.08

		Meets Grade Level Standard	24.1	22.5	24	-1.64
	All Tests	Masters Grade Level Standard	9.09	8.21	9.04	-0.87
		Approaches Grade Level Standard	46.4	43.3	46.2	-3.1
		Meets Grade Level Standard	21.9	21.9	21.9	0.05
	Science	Masters Grade Level Standard	7.95	7.71	7.93	-0.24
		Approaches Grade Level Standard	41.2	43.8	41.4	2.6
		Meets Grade Level Standard	25.9	24.5	25.8	-1.36
	Mathematics	Masters Grade Level Standard	10.7	9.69	10.6	-1.01
		Approaches Grade Level Standard	51.3	49.4	51.2	-1.91
Special Ed		Meets Grade Level Standard	21.8	19.8	21.7	-2.02
	Reading/ELA Rate	Masters Grade Level Standard	7.49	6.17	7.41	-1.32
		Approaches Grade Level Standard	41.7	36.8	41.4	-4.88
		Meets Grade Level Standard	20.4	24.6	20.7	4.15
	Social Studies	Masters Grade Level Standard	8.41	10.8	8.6	2.41
		Approaches Grade Level Standard	38.5	45.4	39	6.91
		Meets Grade Level Standard	15.7	16.6	15.8	0.83
	Writing	Masters Grade Level Standard	5.16	6.34	5.22	1.18
		Approaches Grade Level Standard	27.5	27.4	27.5	-0.15
		Meets Grade Level Standard	29.1	28.1	29.1	-1.05
	All Tests	Masters Grade Level Standard	11.3	9.91	11.3	-1.43
		Approaches Grade Level Standard	62.5	61.3	62.5	-1.18
		Meets Grade Level Standard	21.3	25.3	21.5	4.05
	Science	Masters Grade Level Standard	6.51	6.66	6.52	0.15
		Approaches Grade Level Standard	47.6	58.2	48.3	10.63
		Meets Grade Level Standard	34.3	35.1	34.3	0.88
	Mathematics	Masters Grade Level Standard	15.3	14.9	15.3	-0.43
		Approaches Grade Level Standard	66.2	68.7	66.3	2.51
ELL		Meets Grade Level Standard	24.3	22.8	24.2	-1.45
	Reading/ELA Rate	Masters Grade Level Standard	9.36	7.7	9.26	-1.66
		Approaches Grade Level Standard	55.3	54.2	55.2	-1.07
		Meets Grade Level Standard	14.2	22.1	14.9	7.95
	Social Studies	Masters Grade Level Standard	4.9	7.4	5.11	2.51
		Approaches Grade Level Standard	38.3	55.1	39.7	16.83
		Meets Grade Level Standard	17.5	19.4	17.6	1.87
	Writing	Masters Grade Level Standard	4.25	4.78	4.28	0.53
		Approaches Grade Level Standard	42.8	48.8	43.1	6.04

Sources: TEA SSW Data & TEA STAAR Approaches Grade Level, Meets Grade Level, and Masters Grade Level (All Grades) 2019 (TEA, 2022c)