



A

from
the **76**
Texas
Education
Agency

Report
to
the
76th Texas Legislature

1998
Comprehensive
Biennial Report on
Texas Public Schools

December 1998

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A Report to the 76th Texas Legislature
from the Texas Education Agency

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TEXAS EDUCATION AGENCY

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MIKE MOSES

COMMISSIONER OF EDUCATION

December 1, 1998

The Honorable George W. Bush, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

This *1998 Comprehensive Biennial Report on Texas Public Schools* describes the status of Texas public education, as required by Section 39.182 of the Texas Education Code. The report must be submitted to you by December 1 of each even-numbered year.

The report contains ten chapters on the following topics: student performance on state assessments; student dropouts; state performance on the academic excellence indicators; grade level retention of students; status of the curriculum; district and campus performance in meeting state accountability standards; deregulation and waivers; administrative cost ratios of school districts; district reporting requirements; and funds and expenditures of the agency.

If you require additional information, please contact the agency staff listed at the end of each chapter.

Respectfully submitted,

Mike Moses
Commissioner of Education

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Executive Summary

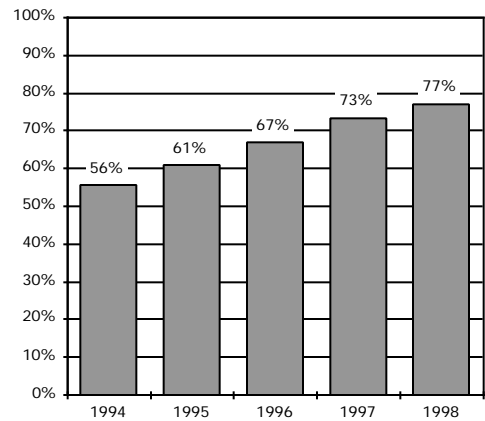
The following are highlights of the 1998 *Comprehensive Biennial Report on Texas Public Schools*:

- ◆ Over 77 percent of all students passed all tests taken on the Texas Assessment of Academic Skills (TAAS) in 1998*. Performance has increased by 21 percentage points over the past four years, with some minority groups increasing their performance by as much as 33 percentage points. This increase is evident even as more and more students take the TAAS and fewer are being exempted. In 1997, 1.84 million students enrolled in Grades 3-8 and 10 took the TAAS. In 1998, 1.87 million students took the test, an increase of 31,000 over 1997.
- ◆ Texas students continue to make significant advances in mathematics. Over a four-year period, the percentage of African American students passing mathematics TAAS increased by 33 percentage points. Hispanic students and economically disadvantaged students both increased their performance by 31 points. These improvements were also reflected in the

1996 National Assessment of Educational Progress (NAEP). Texas ranked first among the ten most populous states in the percentage of African American, Hispanic, and white students performing at or above the basic level in Grade 4. Texas was one of two states showing the highest gains in average scores on the Grade 4 mathematics NAEP between 1992 and 1996.

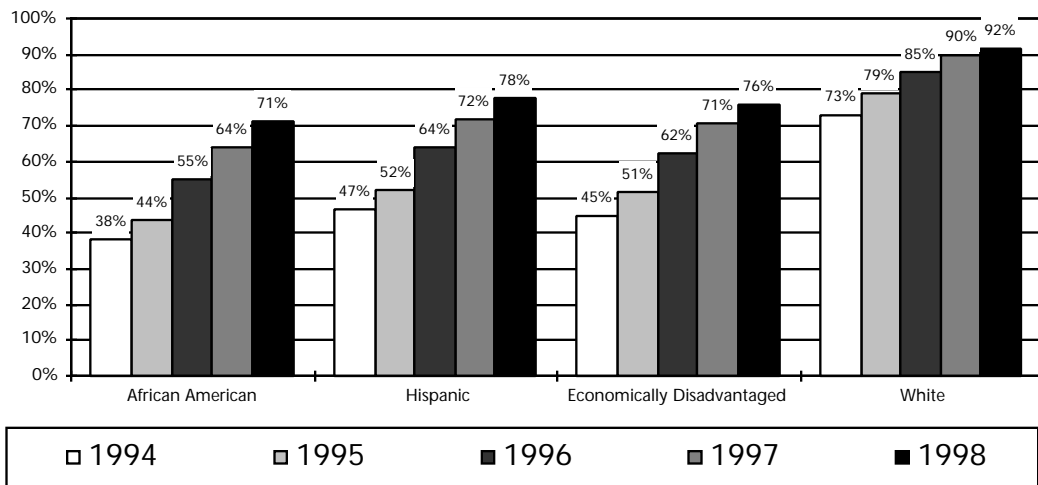
- ◆ The advances in performance are especially noteworthy in light of changes in the Texas

Percent Passing All TAAS Tests Taken

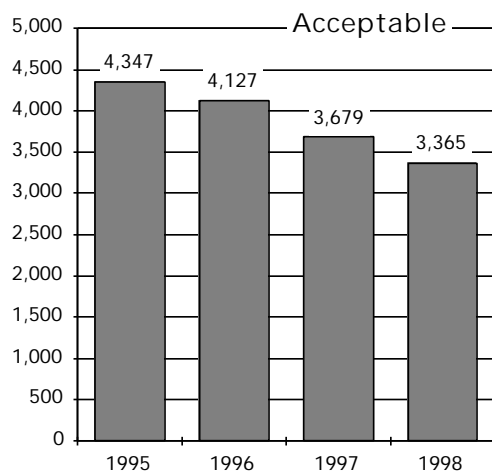
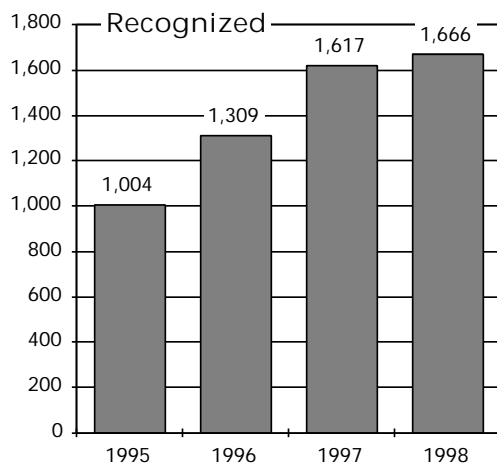
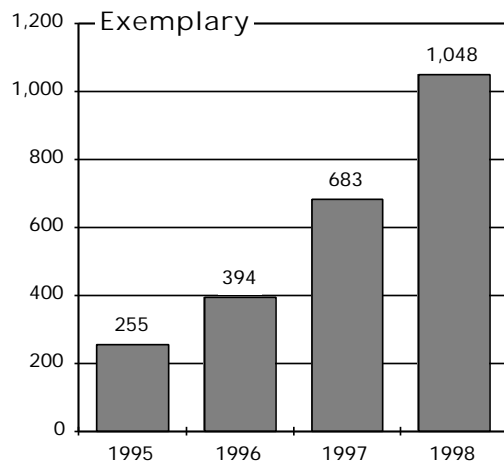


*includes results of reading, writing, and mathematics TAAS for all students not in special education in Grades 3-8 and 10 whose results are used to determine district and campus accountability ratings.

Percent Passing Mathematics TAAS



Campus Accountability Ratings



public school student population. Over the past decade, Texas public school enrollment grew by over 600,000, or 21 percent, with the Hispanic population growing by 45 percent, and the economically disadvantaged population increasing by 65 percent. Participation in special education programs increased 75 percent. The number of students enrolled in bilingual or English as a Second Language programs nearly doubled over the same period. These trends are expected to continue.

- ◆ Performance on the Algebra I end-of-course test, although far from satisfactory, rose from 28 percent passing in 1996 to 35 percent in 1997 and to 39 percent in 1998. Mastery of algebra is a strong indicator of preparation for college. Algebra I is a required course for high school students beginning with the freshman class of 1997-98.
- ◆ The Texas Reading Initiative continues to pursue the goal established by Governor George W. Bush in January 1996 of having all students read on grade level by Grade 3. Highlights of the efforts over the past two years include development of consensus documents on teaching reading; implementation of early reading assessments for Grades K-2; and the creation of 36 reading academies to implement activities such as after-school reading academies, professional development of teachers, early literacy laboratories, and family partnerships. Reading performance on the Grade 3 TAAS improved to 86 percent in 1998, up five percentage points from 1997.
- ◆ Participation in advanced courses and Advanced Placement (AP) examinations continues to increase. Texas experienced an 18 percent increase in the number of students taking AP examinations this year, double the national increase in AP participation. Performance on AP examinations has declined marginally over the past two years; however, the decline is outweighed by the increased participation, indicating that more students are taking challenging courses.
- ◆ Over 100,000 Texas students took the SAT I: Reasoning Test in 1998. This is an increase of 6,383 students over 1997, the largest increase in the last 10 years and the largest increase of any state in the country.

- ◆ The annual dropout rate stood at 1.6 percent in 1996-97. The number of dropouts reported by school districts for Grades 7-12 fell by over 2,300 students, to 26,901, while enrollment in those grades rose by over 43,000 students. The Texas Education Agency is currently working to improve its data collection system to account for all students who leave the public school system, including graduates, dropouts, transfers, and other withdrawals. Beginning this year, the Academic Excellence Indicator System (AEIS) reports include a completion rate for each graduating class in addition to annual dropout rates. The completion rate for the Class of 1997 was 90.7 percent, compared to 89.3 percent for the Class of 1996.
- ◆ The Texas Essential Knowledge and Skills (TEKS) became effective September 1, 1998. Considerable efforts are underway to provide relevant professional development to current and prospective educators and to align the state assessments with the TEKS.
- ◆ Accountability standards continued to increase in 1998. The minimum standard for the percentage of students passing TAAS rose from 35 percent to 40 percent for the *acceptable* rating and from 75 percent to 80 percent for the *recognized* rating. In spite of this, the number of *exemplary* campuses rose to 1,048, up 53 percent from 1997 and 266 percent from 1996. The number of *exemplary* districts almost doubled, increasing from 65 in 1997 to 120 in 1998. Meanwhile, the number of *low-performing* campuses fell to a low of 59. The number of *academically unacceptable* districts rose from 4 in 1997 to 6 in 1998.
- ◆ The State Board of Education (SBOE) approved 98 additional open-enrollment charter schools under the expanded charter school legislation passed in 1997. In addition, the SBOE ap-

proved 42 charter schools to serve at-risk students. In total, the SBOE has approved 159 charter schools, of which 55 are currently in operation, serving an estimated 11,520 students. Of the seventeen charter schools that received accountability ratings in 1998, one was rated *recognized*, seven *acceptable*, and two *low-performing*. Seven others were rated under alternative accountability procedures, with two being rated *acceptable* and five rated *needing peer review*.

- ◆ The TEA is currently conducting a four-year review of all rules in accordance with Section 167 of the 1998-99 General Appropriations Act. The last sunset review in 1995-96 reduced the number of SBOE rules by 55 percent.

This report contains ten chapters on the following topics, as required by Texas Education Code, §39.182:

1. student performance on state assessments and a study of the correlation of course grades with state assessments;
2. student dropouts;
3. state performance on the academic excellence indicators;
4. grade level retention;
5. status of the curriculum;
6. district and campus performance in meeting state accountability standards;
7. deregulation and waivers;
8. administrative cost ratios;
9. district reporting requirements; and
10. funds and expenditures of the Texas Education Agency.

Student Performance

“The 1998 results of the Texas Assessment of Academic Skills tests show that student performance in Texas continues to improve. The TAAS and our state accountability system are challenging both students and school districts to reach their fullest potential.”

Mike Moses, Commissioner of Education, May 1998

In 1998, Texas public school students continued an upward trend in performance by recording substantial gains on the percentages passing the Texas Assessment of Academic Skills (TAAS) tests. The increased passing rates occurred even as the number of students tested rose by over 31,000. The results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable their students to meet the future and its challenges.

This chapter outlines statewide TAAS results for the 1997-1998 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, a five-year comparison of both the percentage passing rates and the Texas Learning Index (TLI) data is included; comparing data from five test administrations (spring 1994 through spring 1998) allows an illustration of four years' worth of gain. Also included are statewide data from the administration of the Spanish TAAS tests and the Biology I and Algebra I end-of-course examinations.

The data in this chapter represent the test results of students not in special education and include results of students in year-round education. Results for students receiving special education services can be found in a separate publication titled *Student Performance Results 1997-1998*, published by the Texas Education Agency Division of Student Assessment. District and campus-level results can be found in the Academic Excellence Indica-

tor System (AEIS) reports, available through the Division of Communications, or online at www.tea.state.tx.us.

Each year, the agency releases to the public all items on the TAAS and end-of-course tests used to determine student performance. It also provides districts with detailed item analysis reports to help identify strengths and weaknesses in their academic programs.

Percent Passing TAAS

The 1998 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In **reading**, the percentage of students passing rose across the board, with each grade level now showing passing rates of 85 percent or higher. Reading scores ranged from 85 percent of all students passing at Grades 6, 7, and 8 to 89 percent passing at Grade 4.

In **mathematics**, most grade levels made notable gains, with the most impressive improvement at Grade 8 (an 8-point gain compared to the 1997 results) and at Grade 10 (a 6-point gain). Scores ranged from 78 percent passing at Grade 10 to 89 percent passing at Grade 5.

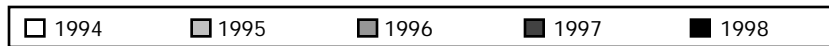
Writing scores improved at all three grades tested in this subject. Scores ranged from 83 percent passing at Grade 8 to 89 percent passing at Grade 10.

In addition, every grade level made gains in the **all tests taken** category; for the first time, all grade levels had passing rates in the 70s or above. The percentage of students passing all tests taken (reading and mathematics at Grades 3, 5, 6, and 7 and reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 72 percent at Grades 8 and 10 to 83 percent at Grade 5.

For purposes of comparison across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

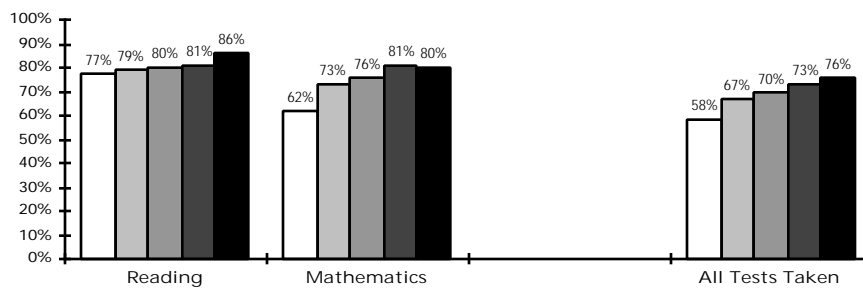
Figure 1.1 Percent Passing Texas Assessment of Academic Skills (TAAS)

all students not in special education



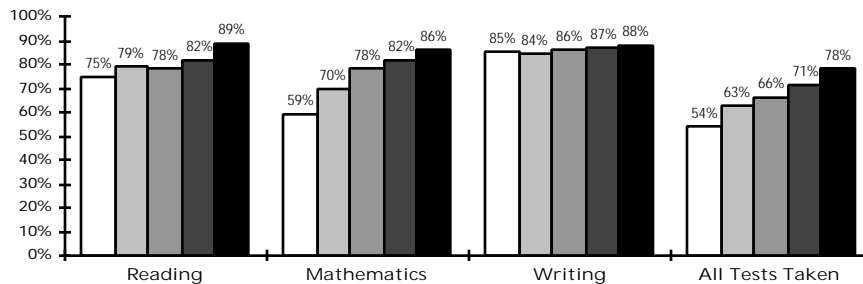
Grade 3

Reading scores rise 5 percentage points compared to 1997 results. Mathematics performance declines by 1 percentage point.



Grade 4

Grade 4 shows the largest one-year gain of any grade level in reading and all tests taken.



Grade 5

Grade 5 continues to score the highest of any grade level in the all tests taken category.

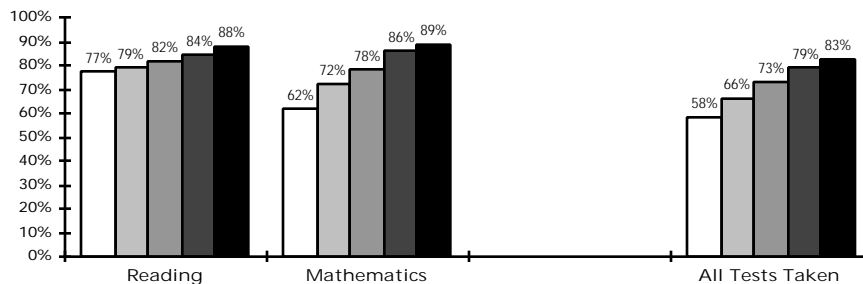
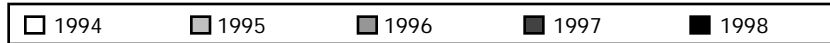


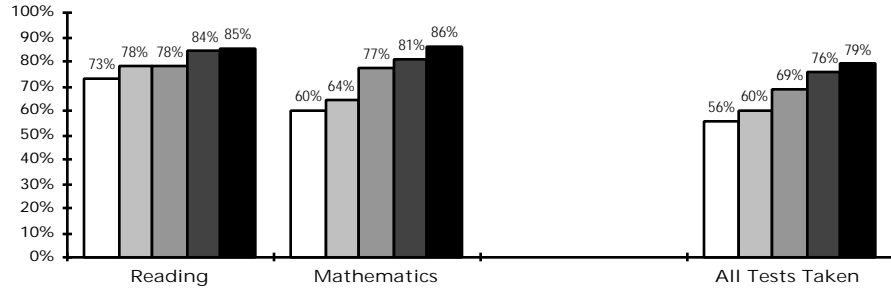
Figure 1.1 Percent Passing Texas Assessment of Academic Skills (TAAS) (cont'd.)

all students not in special education



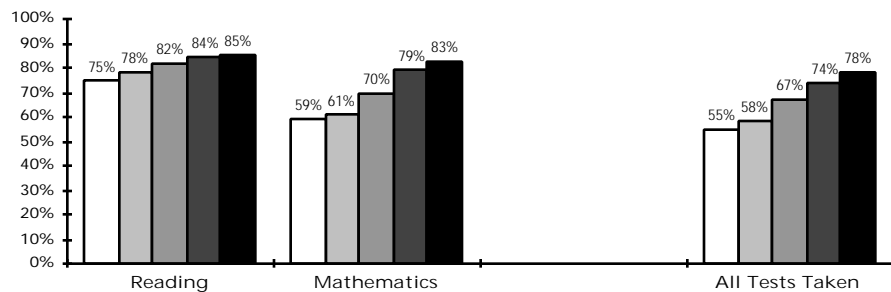
Grade 6

Over four years, Grade 6 gains 26 percentage points in mathematics and 23 percentage points in all tests taken.



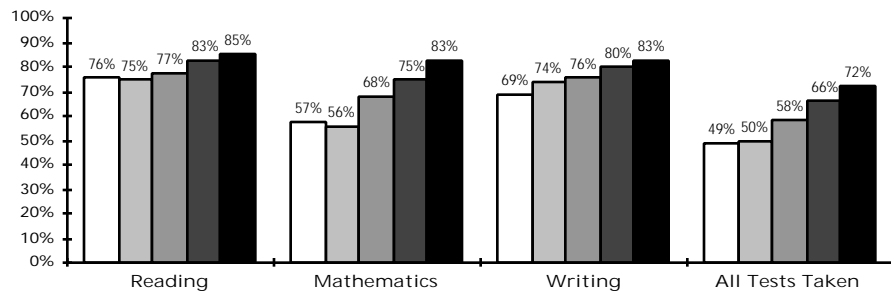
Grade 7

Mathematics scores climb into the 80s this year, while the all tests taken results continue to improve.



Grade 8

Between 1994 and 1998, Grade 8 exhibits an impressive 26-point rise in the mathematics passing rate.



Grade 10

For the first time, the passing rate for Grade 10 in the all tests taken category rises into the 70s.

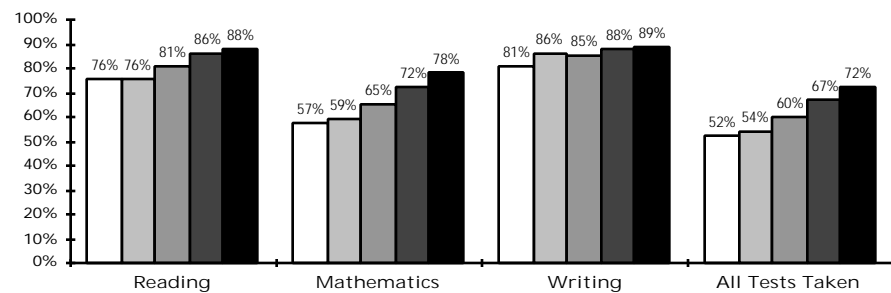
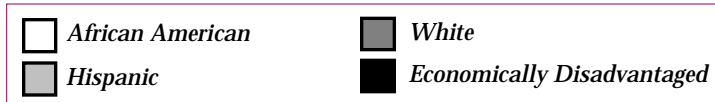


Figure 1.2 Percent Passing TAAS: Results by Student Groups

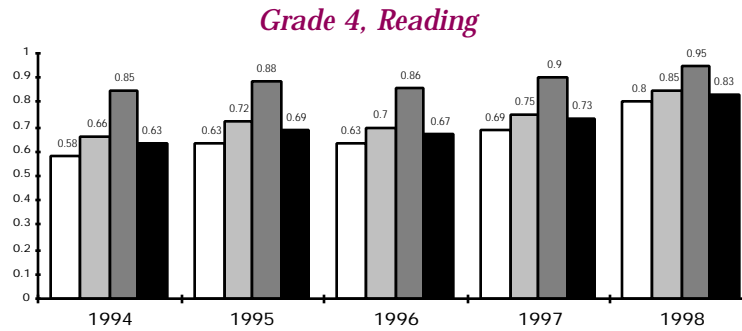
(NOTE: Only results of grades 4, 8, and 10 are compared so that writing scores can be included in the comparison).



Grade 4

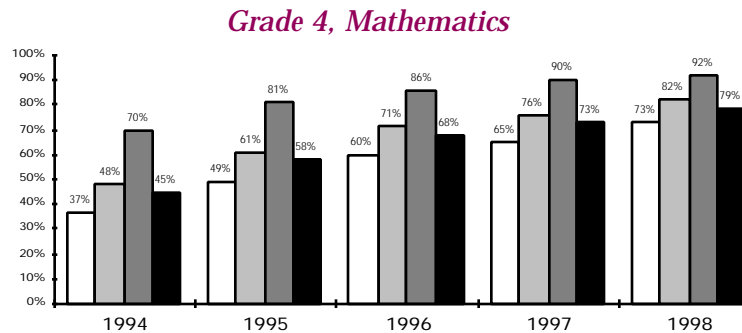
Reading

African American students made the biggest one-year gain, improving 11 percentage points to 80 percent passing in 1998. White students reach 95 percent passing.



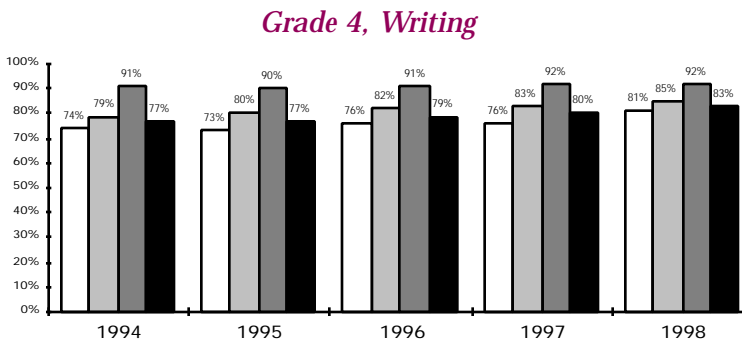
Mathematics

The comparison between 1994 and 1998 shows impressive improvement: 36 percentage points for African American students and 34 points for both economically disadvantaged and Hispanic students.



Writing

Scores rose by 5 percentage points over 1997 levels for the African American students, 3 percentage points for economically disadvantaged students, and 2 percentage points for Hispanic students; white students held steady.



All Tests Taken

All groups showed improvement in 1998. African American students improved their performance to 63 percent passing, an increase of 10 percentage points compared to 1997 and 30 percentage points compared to 1994.

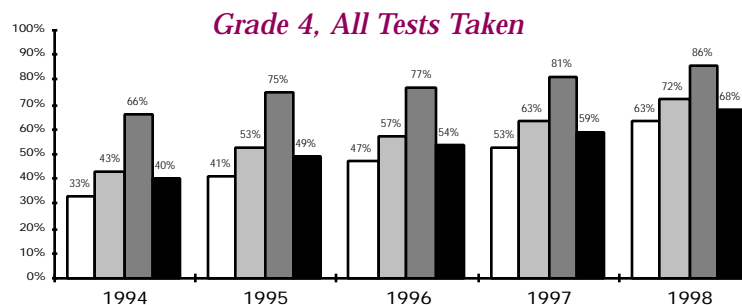
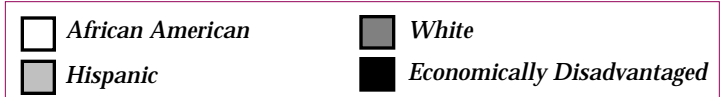


Figure 1.2 Percent Passing TAAS: Results by Student Groups (cont'd.)

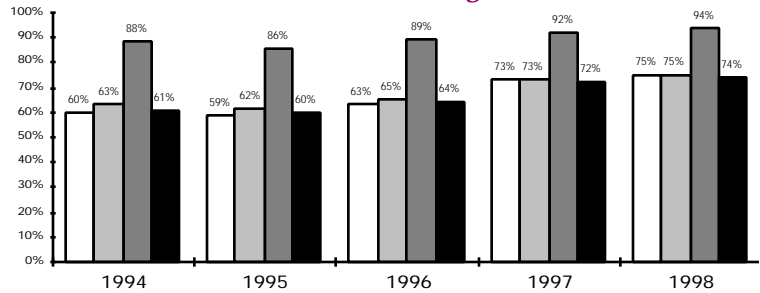


Grade 8

Reading

African American and Hispanic students reached 75 percent passing, economically disadvantaged students posted a 74-percent passing rate, and white students reached 94 percent passing. African American students made the greatest four-year gain, with an increase of 15 percentage points.

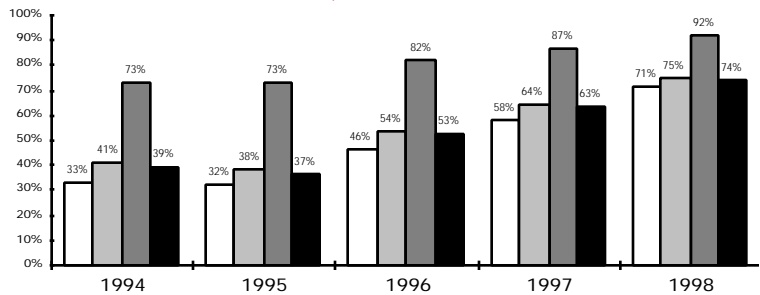
Grade 8, Reading



Mathematics

African American students showed a one-year gain of 13 percentage points; Hispanic and economically disadvantaged students each posted a gain of 11 points. The difference between passing rates of African American students and white students has fallen from 40 percentage points in 1994 to 21 points in 1998.

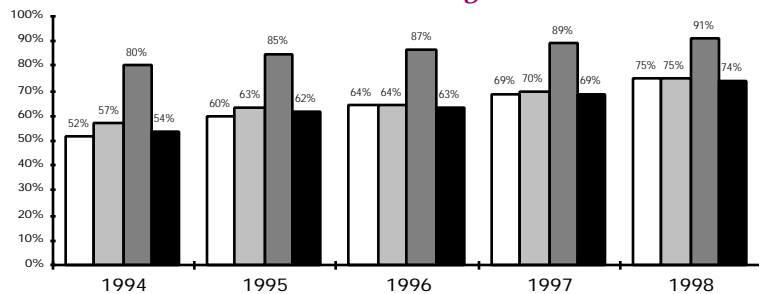
Grade 8, Mathematics



Writing

African American and Hispanic students reached passing levels of 75 percent. Economically disadvantaged students gained 5 points compared to 1997 with 74 percent passing, and white students improved to 91 percent passing.

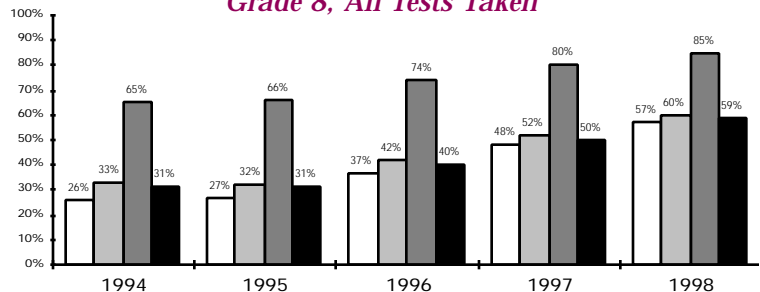
Grade 8, Writing



All Tests Taken*

All groups continue to make substantial gains; however, significant progress remains to be made to ensure that more minority and economically disadvantaged students pass all tests at Grade 8.

Grade 8, All Tests Taken



*excludes science and social studies results, which are presented separately

Figure 1.2 Percent Passing TAAS: Results by Student Groups (cont'd.)

Grade 10 (Exit Level)

Reading

Hispanic students and economically disadvantaged students each gained 4 percentage points compared to last year's levels. African American students, at 81 percent passing, exhibited a 3 point gain, while white students' results rose 1 point to reach 95 percent passing.

Mathematics

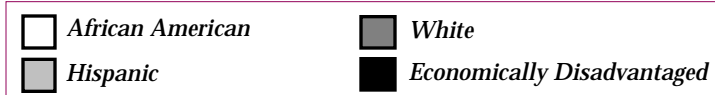
The comparison between 1994 and 1998 shows African American students exhibiting a gain of 28 percentage points and both the Hispanic and the economically disadvantaged groups making notable gains of 26 percentage points each. White students gained 18 percentage points over this four-year period.

Writing

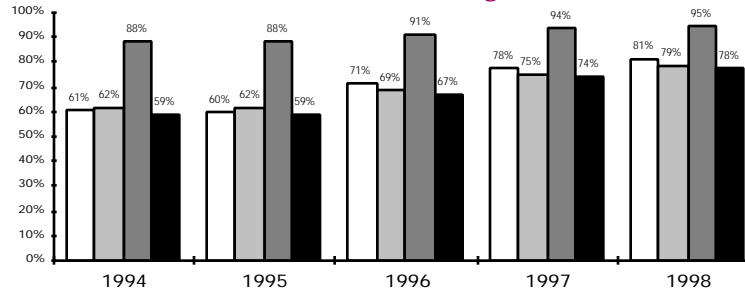
All groups exhibited passing rates of over 80 percent. Hispanic students and economically disadvantaged students reached 82 and 81 percent passing, respectively; African American students gained 2 points to reach 84 percent passing, while white students reached 96 percent passing.

All Tests Taken

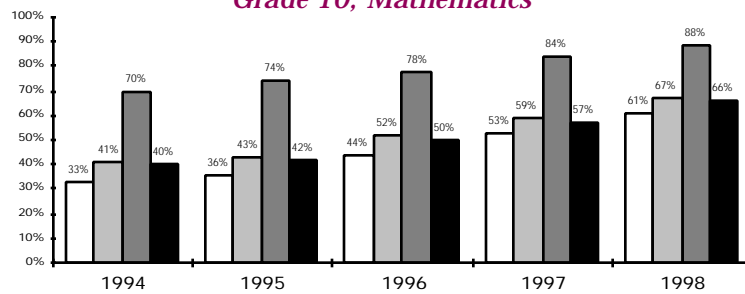
Passing rates that stood in the 30-35 percent range in 1994 have risen to almost 60 percent. While this increase is substantial, even more students must pass all sections of the exit-level TAAS, a requirement for graduation.



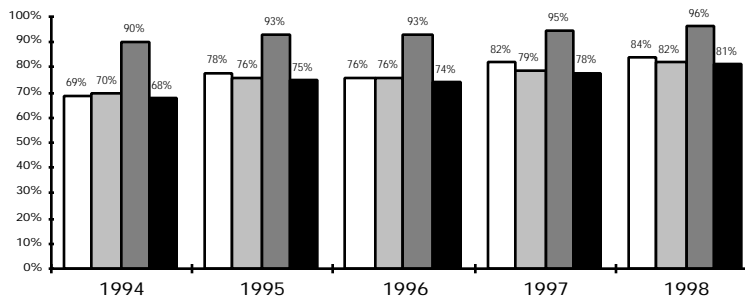
Grade 10, Reading



Grade 10, Mathematics



Grade 10, Writing



Grade 10, All Tests Taken

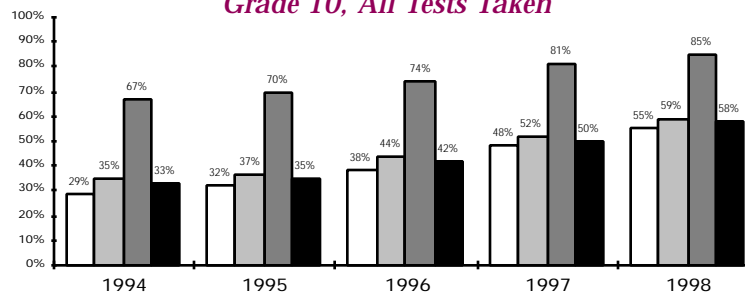


Table 1.1
Percent Passing TAAS: Results by Special Population

<i>all students not in special education</i>															
ALL TESTS TAKEN															
LEP Students						Non-LEP Students									
						Gain								Gain	
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98	
Grade 3	35	48	55	60	66	6	31	59	68	71	75	77	2	18	
Grade 4	32	41	46	49	61	12	29	56	65	68	73	79	6	23	
Grade 5	27	35	45	50	61	11	34	60	68	74	81	85	4	25	
Grade 6	21	22	27	37	39	2	18	58	63	72	79	83	4	25	
Grade 7	16	16	24	32	32	0	16	58	61	69	77	81	4	23	
Grade 8*	13	11	15	21	26	5	13	51	52	61	69	75	6	24	
Grade 10	14	14	15	22	26	4	12	54	57	62	70	75	5	21	
At-Risk Students						Not At-Risk Students									
						Gain								Gain	
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98	
Grade 3	32	44	48	55	58	3	26	66	74	77	80	82	2	16	
Grade 4	30	37	40	45	55	10	25	69	80	80	84	88	4	19	
Grade 5	34	42	47	55	62	7	28	78	84	88	91	93	2	15	
Grade 6	30	32	41	49	52	3	22	70	80	86	90	92	2	22	
Grade 7	29	29	39	46	47	1	18	73	78	84	89	90	1	17	
Grade 8*	25	20	27	33	42	9	17	72	72	78	84	87	3	15	
Grade 10	25	31	35	44	49	5	24	69	72	74	81	84	3	15	

*excludes results of Grade 8 science and social studies TAAS

Percent Passing TAAS: Results By Special Population

Table 1.1 provides aggregate TAAS percent passing results of limited English proficient (LEP) students and those at risk of dropping out of school and compares them to the results of students who are not LEP or at-risk.

Note that a LEP student who is not exempt from state assessments takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

Table 1.1 indicates that LEP students continued making gains in performance at all grades. LEP students' 1998 scores in the *all tests taken* category ranged from 26 percent passing at Grade 8 and Grade 10 to 66 percent at Grade 3. Between 1994 and 1998, the passing rate of Grade 5 LEP students showed the greatest improvement, rising a notable 34 percentage points.

Table 1.1 also shows that at-risk students made gains in performance at all grades. Grade 4 at-risk students exhibited the greatest 1997 to 1998 improvement, rising by 10 percentage points to 55 percent passing all tests taken. Between 1994 and 1998, the passing rate of Grade 5 at-risk students registered the greatest gain, rising 28 percentage points.

Grade 8 Science and Social Studies Tests

Science

Results of the spring 1998 administration show that, compared to the previous year, passing rates held steady, with 84 percent of all students tested passing (Table 1.2). This pattern of consistent results from 1997 to 1998 is repeated for most groups of students, although passing rates were down by 1 percentage point for Hispanic students, 5 points for LEP students, and 4 points for at-risk students. When comparing this year's performance to 1995 results, however, a substantial gain is apparent, with African American students posting a

Table 1.2
Percent Passing Science and Social Studies TAAS

<i>all students not in special education</i>										
STUDENT POPULATION	Science					Social Studies				
	1995	1996	1997	1998	Gain (95-98)	1995	1996	1997	1998	Gain (95-98)
All Students	76	77	84	84	8	65	69	67	69	4
African American	56	59	69	69	13	46	51	49	53	7
Hispanic	63	64	75	74	11	48	54	51	53	5
White	90	90	94	94	4	80	83	82	84	4
LEP	34	33	49	44	10	20	25	21	24	4
Non-LEP	79	80	86	86	7	67	72	69	72	5
At-Risk	57	56	66	62	5	39	44	37	39	2
Not At-Risk	91	90	94	94	3	84	85	83	83	-1
Economically Disadvantaged	62	63	73	73	11	47	53	49	52	5
Not Economically Disadvantaged	85	86	91	91	6	75	80	78	80	5

gain of 13 points and both the Hispanic and economically disadvantaged groups achieving 11-point gains over this period.

Social Studies

In the spring 1998 administration, 69 percent of all students tested passed; this rate was up 2 percentage points from 1997 levels. Compared to the previous year's passing rate, all ethnic groups, special population groups, and economic groups gained from 2 to 4 percentage points with the exception of the not at-risk group, whose scores held steady. Over the period from 1995 to 1998, the at-risk group's passing rate has remained consistent and the not at-risk group's passing rate has declined by 1 percentage point; all other groups, however, have exhibited gains over this period, ranging from 4-point gains for white and LEP students to a 7-point gain for African American students.

Percent Passing Spanish TAAS

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5 and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. At the time of a benchmark administration, passing rates have not yet been set. As a result, data exist for a one-year comparison of results only at Grades 3 and 4 and only in mathematics and reading.

LEP students who take the Spanish TAAS are not being exempted from the statewide assessment. The students for whom Spanish TAAS is determined to be the appropriate assessment are being tested in the same manner as students taking TAAS in English because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Table 1.3
Percent Passing Spanish TAAS

<i>all students not in special education</i>									
	Reading			Mathematics			Writing		
	1997	1998	Gain 97-98	1997	1998	Gain 97-98	1997	1998	Gain 97-98
Grade 3	44	65	21	52	66	14			
Grade 4	36	39	3	47	58	11	*	63	N/A
Grade 5	*	50	N/A	*	56	N/A			
Grade 6	*	27	N/A	*	36	N/A			

*benchmark year

Table 1.4
Number and Percent of Students Requiring Intensive Instruction

<i>all students not in special education</i>								
	One Test Only		Two Tests Only		All Three Tests		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3	37,832	15%	25,497	10%			63,329	26%
Grade 4	32,033	13%	16,482	7%	11,669	5%	60,184	25%
Grade 5	26,733	11%	16,341	7%			43,074	18%
Grade 6	31,022	13%	21,185	9%			52,207	21%
Grade 7	31,954	13%	23,643	9%			55,597	22%
Grade 8*	34,328	14%	19,881	8%	14,374	6%	68,583	28%
Grade 10	35,529	16%	15,112	7%	10,465	5%	61,106	28%

*does not include results of science and social studies TAAS

Results of the spring 1998 administration show notable gains at Grades 3 and 4 (Table 1.3). In reading, passing rates rose 21 percentage points at Grade 3 to 65 percent passing. Scores at Grade 4 rose 3 percentage points to 39 percent passing.

Gains in mathematics were also dramatic, with double-digit gains at both Grade 3 and Grade 4.

The Grade 3 passing rate of 66 percent represented a rise of 14 percentage points over the previous year's results, while Grade 4, with 58 percent passing, registered a gain of 11 percentage points.

Intensive Instruction

Texas Education Code, §39.024, requires that districts offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

In the 1998-1999 school year, as Table 1.4 indicates, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 18 percent and 28 percent of the students tested at each grade level in Grades 3 through 8. At Grade 10, 28 percent of the students tested in spring 1998 did not pass one or more tests (reading, writing, mathematics) of the exit level TAAS and must be offered intensive instruction.

The legislature also mandated that study guides be provided to assist parents in helping their children strengthen academic skills during the summer when school is in recess. Therefore, the Texas Education Agency developed *TAAS Study Guides* for all grade levels and subject areas tested on TAAS. A study guide is provided free of charge,

through districts, to each student who fails one or more TAAS tests. Exit level study guides are distributed three times a year (December, May, and August), while the study guides for Grades 3 through 8 are distributed once a year, when the results from spring testing are reported.

Retesting Opportunities

All students who do not pass the exit level TAAS on their first attempt during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit level TAAS are provided during every academic semester, including the summer. During all but the late spring administration, out-of-school examinees are also given the opportunity to retest.

The late spring TAAS administration, provided only a few weeks before the end of the school year, gives graduating students an additional opportunity to retest immediately prior to commencement. As a result of the late spring administration, an additional 3,224 students were able to satisfy the TAAS diploma requirement prior to spring 1998 graduation ceremonies.

End-Of-Course Examinations

End-of-course examinations are administered at the end of the last semester of Biology I, Algebra I, U.S. History, and English II. The end-of-course tests provide statewide, regional, and district-level data on performance in the specified secondary-level courses. In addition, school districts may use the end-of-course tests for local purposes. The State Board of Education has set the passing standards

Table 1.5
Percent Passing End-of-Course Tests

<i>all students not in special education</i>												
STUDENT POPULATION	Biology I						Algebra I					
	1995	1996	1997	1998	Gain		1995	1996	1997	1998	Gain	
					97-98	95-98					97-98	96-98
All Students	73	76	78	80	2	7	*	28	35	39	4	11
African American	55	59	60	64	4	9	*	11	15	20	5	9
Hispanic	56	61	62	67	5	11	*	14	20	26	6	12
White	87	90	91	92	1	5	*	40	48	52	4	12
LEP	28	33	28	37	9	9	*	9	10	14	4	5
Non-LEP	76	79	81	83	2	7	*	29	37	41	4	12
At-Risk	56	58	59	62	3	6	*	7	11	15	4	8
Not At-Risk	84	87	88	88	0	4	*	40	48	51	3	11
Economically Disadvantaged	56	59	60	65	5	9	*	14	19	25	6	11
Not Economically Disadvantaged	79	83	85	87	2	8	*	35	42	47	5	12

for Biology I, Algebra I, U.S. History, and English II end-of-course tests at an equivalent of 70 percent of the items correct, which is represented by a scale score of 1500.

Table 1.5 presents the spring 1995-1998 Biology I end-of-course test results and the spring 1996-1998 Algebra I end-of-course test results for all students not in special education. Note that no passing rates are listed for Algebra I in 1995 because the test was benchmarked in the spring of that year and the passing rate had not yet been set. The U.S. History and English II end-of-course tests were benchmarked in spring 1998 and will be implemented fully in spring 1999.

Biology I

Results of the spring 1998 administration showed that 80 percent of the students tested performed successfully, up from 78 percent the previous year. Compared to the previous year's passing rate, all ethnic groups, special population groups, and economic groups gained from 1 to 9 percentage points with the exception of the not at-risk group, whose scores remained consistent. Over the period from 1995 to 1998, all groups have exhibited gains, with the greatest gains achieved by Hispanic students (11 percentage points) and African American, LEP, and economically disadvantaged students (9 percentage points).

Algebra I

Although still significantly lower than the passing rate for the Biology I end-of-course test, the pass-

ing rate for the Algebra I end-of-course test continued an upward trend across all ethnic groups, special population groups, and economic groups. Spring 1998 results show that 39 percent of the students tested passed, up from 35 percent in 1997. Hispanic and economically disadvantaged students made the greatest gains (6 percentage points). Over the period from 1996 to 1998, all groups showed improvement, with double-digit gains achieved by Hispanic, white, non-LEP, not at-risk, economically disadvantaged, and not economically disadvantaged students.

Texas Learning Index

Spring 1998 marked the fifth year of the Texas Learning Index, or TLI. The TLI is a score that describes how far a student's performance is above or below the passing standard. The TLI was developed to allow students, parents, and schools the opportunity both to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit level test, the TLI is only reported for tests administered in sequential grades, i.e., English TAAS reading and mathematics tests at Grades 3 through 8 and at the exit level.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of passing the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit

Table 1.6
Average TLI by Grade

<i>all students not in special education</i>												
	Reading						Mathematics					
						Gain						Gain
	1994	1995	1996	1997	1998	1994-1998	1994	1995	1996	1997	1998	1994-1998
Grade 3	78.2	78.0	78.6	79.7	82.3	4.1	70.3	73.3	76.5	78.4	78.1	7.8
Grade 4	78.4	80.1	79.9	80.9	84.4	6.0	70.5	74.6	77.4	79.0	80.0	9.5
Grade 5	78.8	79.9	81.6	83.8	85.3	6.5	71.0	74.7	77.5	80.6	82.1	11.1
Grade 6	78.5	79.8	80.8	83.3	83.9	5.4	70.7	72.6	77.0	78.9	80.6	9.9
Grade 7	78.3	78.8	81.1	82.2	82.8	4.5	70.6	71.8	75.6	77.6	79.5	8.9
Grade 8	77.9	78.0	79.8	81.8	83.3	5.4	70.0	69.7	73.8	76.7	78.7	8.7
Grade 10	77.7	77.8	80.0	82.1	83.9	6.2	69.9	71.2	72.9	75.3	77.4	7.5

level. In other words, it is as difficult for a third grader to pass the third-grade reading and mathematics tests as it is for an eighth grader to pass the eighth-grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 should be in line to succeed on the exit level test if current academic progress continues.

The results presented here are those for all students not in special education.

Average TLI

In order to pass the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. Table 1.6 presents five years of average TLI scores, including the gain registered between the years 1994 and 1998 for both reading and mathematics. The table indicates that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 1998 TLIs in **reading** were in the 80s at all grades for the

first time, ranging from 82.3 at Grade 3 to 85.3 at Grade 5. Grade 5 exhibited the greatest four-year gain with an increase of 6.5 points. In **mathematics**, average TLI scores also increased at nearly every grade level, with average 1998 TLIs ranging from 77.4 at Grade 10 to 82.1 at Grade 5. Since 1994, Grade 5 has exhibited the greatest gain, with an increase in average TLI of 11.1 points.

Table 1.7 presents five years of average TLI scores for the same set of students. This group of 147,940 students tested in both reading and mathematics every year from 1994, when the students were in Grade 4, through 1998, when they were in Grade 8. The chart indicates that average TLI scores in both reading and mathematics have been rising steadily every year for these students. In **reading**, the group's average TLI score of 85.4 at Grade 8 represents a gain of 5.4 points over their performance on the Grade 4 test in 1994. The group's average TLI gain was even greater in mathematics, with a gain of 8.2 points when comparing their results on the Grade 4 and Grade 8 mathematics tests.

Table 1.7
Longitudinal TLI Growth of 147,940 Students

Reading						
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Gain	
1994	1995	1996	1997	1998	1994-1998	
80.0	81.6	82.9	84.6	85.4	5.4	
Mathematics						
Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Gain	
1994	1995	1996	1997	1998	1994-1998	
72.2	76.4	78.9	79.7	80.4	8.2	

Table 1.8
Average TLI: Results by Ethnic Groups

AFRICAN AMERICAN STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	71.7	71.5	71.9	74.1	77.6	3.5	5.9	62.5	65.9	69.9	72.3	72.2	-0.1	9.7
Grade 4	71.2	73.2	72.9	74.7	79.2	4.5	8.0	62.6	66.9	70.6	73.0	74.8	1.8	12.2
Grade 5	71.9	72.7	75.0	77.9	80.7	2.8	8.8	63.1	66.6	70.1	74.7	77.0	2.3	13.9
Grade 6	71.8	73.7	74.9	77.7	79.6	1.9	7.8	62.8	65.0	71.0	73.0	75.9	2.9	13.1
Grade 7	71.2	72.4	75.6	77.2	77.6	0.4	6.4	62.6	63.0	68.2	71.6	73.4	1.8	10.8
Grade 8	70.8	71.4	73.3	76.7	78.4	1.7	7.6	61.7	61.5	66.3	70.4	73.9	3.5	12.2
Grade 10	71.4	71.1	75.1	78.1	79.9	1.8	8.5	61.7	63.0	65.6	68.7	71.4	2.7	9.7
HISPANIC STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	74.0	73.8	74.7	75.8	79.5	3.7	5.5	66.3	69.7	73.5	75.9	75.6	-0.3	9.3
Grade 4	74.3	76.5	75.8	77.1	81.3	4.2	7.0	67.0	71.3	74.7	76.8	78.2	1.4	11.2
Grade 5	74.2	75.5	77.3	79.6	82.1	2.5	7.9	67.2	71.4	75.0	78.5	80.5	2.0	13.3
Grade 6	73.3	75.3	75.4	78.3	78.7	0.4	5.4	66.2	68.0	73.3	75.7	78.0	2.3	11.8
Grade 7	72.8	73.5	76.2	77.3	78.2	0.9	5.4	65.5	66.3	71.0	74.0	76.1	2.1	10.6
Grade 8	72.1	72.5	74.1	76.7	78.5	1.8	6.4	64.4	63.9	69.1	72.6	75.5	2.9	11.1
Grade 10	71.7	71.9	74.3	76.8	79.4	2.6	7.7	64.6	65.5	68.4	70.6	73.5	2.9	8.9
WHITE STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	82.2	82.0	82.7	83.5	85.3	1.8	3.1	74.5	77.3	80.1	81.5	81.3	-0.2	6.8
Grade 4	82.6	83.9	84.1	84.9	87.8	2.9	5.2	74.4	78.3	80.6	81.9	82.5	0.6	8.1
Grade 5	83.2	84.3	85.8	88.0	88.6	0.6	5.4	75.1	78.6	80.8	83.3	84.4	1.1	9.3
Grade 6	83.5	84.2	85.8	88.2	88.6	0.4	5.1	75.3	77.5	80.8	82.5	83.5	1.0	8.2
Grade 7	83.4	83.8	85.8	86.8	87.4	0.6	4.0	75.6	77.5	80.4	81.5	83.4	1.9	7.8
Grade 8	83.1	83.0	85.2	86.5	88.0	1.5	4.9	75.3	75.3	78.7	81.0	82.1	1.1	6.8
Grade 10	82.9	82.9	84.6	86.5	87.7	1.2	4.8	74.7	76.3	77.3	79.7	81.2	1.5	6.5

Average TLI: Results By Ethnicity

As Table 1.8 indicates, average TLI scores in **reading** rose for all major ethnic groups in all grades. For African American students, average TLI scores in 1998 ranged from 77.6 at Grade 3 and Grade 7 to 80.7 at Grade 5; the greatest four-year gain (8.8 points) was at Grade 5. For Hispanic students, average TLI scores ranged from 78.2 at Grade 7 to 82.1 at Grade 5, with the greatest four-year gain (7.9 points) at Grade 5. The average TLI for white students ranged from 85.3 at Grade 3 to 88.6 at Grades 5 and 6; between 1994 and 1998, the greatest gain (5.4 points) was exhibited at Grade 5.

In **mathematics**, only Grade 3 showed a slight decline at all groups; all other grade levels exhibited improvement. For African American students, average TLI scores in 1998 ranged from 71.4 at Grade 10 to 77.0 at Grade 5; the greatest improvement since 1994 was at Grade 5, with a 13.9 gain in average TLI. For Hispanic students, average TLI scores ranged from 73.5 at Grade 10 to 80.5 at Grade 5, with the greatest four-year gain (13.3 points) at Grade 5. The average TLI for white students ranged from 81.2 at Grade 10 to 84.4 at Grade 5; the greatest improvement since 1994 (9.3 points) was exhibited at Grade 5.

Table 1.9
Average TLI: Results by Economic Groups

ECONOMICALLY DISADVANTAGED STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	73.2	72.9	73.7	75.1	78.7	3.6	5.5	65.4	68.8	72.4	74.9	74.6	-0.3	9.2
Grade 4	73.3	75.4	74.7	76.1	80.5	4.4	7.2	65.8	70.1	73.5	75.7	77.2	1.5	11.4
Grade 5	73.3	74.5	76.3	78.9	81.4	2.5	8.1	66.0	70.1	73.6	77.4	79.5	2.1	13.5
Grade 6	72.7	74.7	75.0	77.9	78.7	0.8	6.0	65.3	67.4	72.8	75.1	77.5	2.4	12.2
Grade 7	72.1	73.0	75.7	77.0	77.7	0.7	5.6	64.6	65.7	70.4	73.5	75.5	2.0	10.9
Grade 8	71.3	71.8	73.6	76.2	78.0	1.8	6.7	63.7	63.5	68.5	72.1	75.1	3.0	11.4
Grade 10	70.5	70.9	73.3	76.0	78.7	2.7	8.2	64.0	65.0	67.7	70.1	73.1	3.0	9.1
NOT ECONOMICALLY DISADVANTAGED STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	82.2	82.2	82.9	83.8	85.6	1.8	3.4	74.3	77.1	80.1	81.6	81.3	-0.3	7.0
Grade 4	82.5	84.0	84.3	85.0	87.8	2.8	5.3	74.3	78.2	80.7	81.9	82.5	0.6	8.2
Grade 5	83.0	84.3	85.9	88.1	88.7	0.6	5.7	74.8	78.4	80.7	83.3	84.4	1.1	9.6
Grade 6	82.7	83.6	85.4	87.7	88.3	0.6	5.6	74.5	76.5	80.4	82.0	83.2	1.2	8.7
Grade 7	82.1	82.6	84.9	86.0	86.6	0.6	4.5	74.2	75.9	79.3	80.7	82.5	1.8	8.3
Grade 8	81.5	81.5	83.7	85.4	86.9	1.5	5.4	73.4	73.3	77.2	79.8	81.2	1.4	7.8
Grade 10	80.5	80.5	82.7	84.8	86.2	1.4	5.7	72.1	73.7	75.2	77.6	79.4	1.8	7.3

Average TLI: Results By Economic Groups

As Table 1.9 indicates, average TLI scores of students identified as economically disadvantaged through eligibility for the free or reduced-price meal program reflected gains in **reading** across all grades. Average 1998 TLI scores for these students ranged from 77.7 at Grade 7 to 81.4 at Grade 5, with one-year gains ranging from 0.7 at Grade 7 to 4.4 at Grade 4. The average TLI of students not identified as economically disadvantaged also showed improvement, ranging from 85.6 at Grade 3 to 88.7 at Grade 5; one-year gains ranged from 0.6 at Grades 5, 6, and 7 to 2.8 at Grade 4. Economically disadvantaged students at Grade 10 posted the greatest gain over four years, with a rise in average TLI of 8.2 points.

In **mathematics**, both economic groups registered improvement at every grade level except at Grade 3, which exhibited a decline of 0.3 points for both groups. Average 1998 TLI scores for economically disadvantaged students ranged from 73.1 at Grade 10 to 79.5 at Grade 5, with one-year gains ranging from 1.5 at Grade 4 to 3.0 at Grades 8 and 10. The average TLI of students not identified as

economically disadvantaged ranged from 79.4 at Grade 10 to 84.4 at Grade 5, with one-year gains ranging from 0.6 at Grade 4 to 1.8 at Grades 7 and 10. Between 1994 and 1998, Grade 5 students identified as economically disadvantaged registered the greatest gain, with a rise in average TLI of 13.5 points.

Average TLI: Results By Special Population

Table 1.10 provides aggregate average TLI scores of limited English proficient (LEP) students and those at risk of dropping out of school and compares them to the results of students who are not part of these groups.

Note that a LEP student who is not exempt from state assessments takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests.

In **reading**, LEP students achieved gains in average TLI scores in 1998 at all grades; the largest

gain compared to 1997 was registered at Grade 4, with an increase of 5.3 points. Average 1998 TLI scores for LEP students ranged from 65.3 at Grade 7 to 77.9 at Grade 3, with the largest four-year gain being an increase of 9.7 points at Grade

5. The average 1998 TLI scores of non-LEP students ranged from 82.7 at Grade 3 to 86.1 at Grade 5, with the greatest four-year gain (6.6 points) posted at Grade 5.

Table 1.10
Average TLI: Results by Special Population

LEP STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	68.7	69.8	71.9	73.0	77.9	4.9	9.2	63.5	67.9	72.4	75.5	75.1	-0.4	11.6
Grade 4	68.2	71.0	70.5	71.3	76.6	5.3	8.4	62.6	67.6	72.1	74.1	75.9	1.8	13.3
Grade 5	65.4	66.9	69.0	71.3	75.1	3.8	9.7	61.6	65.7	70.5	74.2	76.8	2.6	15.2
Grade 6	63.7	66.8	64.7	67.4	67.6	0.2	3.9	59.6	60.2	66.2	68.5	71.6	3.1	12.0
Grade 7	61.4	61.5	64.8	65.1	65.3	0.2	3.9	57.3	57.5	62.5	66.7	67.3	0.6	10.0
Grade 8	60.6	61.3	61.8	65.2	65.6	0.4	5.0	56.5	56.1	60.5	64.5	67.8	3.3	11.3
Grade 10	58.3	58.7	58.7	63.1	65.6	2.5	7.3	58.0	58.5	60.0	62.9	66.1	3.2	8.1
Non-LEP STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	78.8	78.5	79.1	80.3	82.7	2.4	3.9	70.8	73.7	76.8	78.7	78.4	-0.3	7.6
Grade 4	79.0	80.6	80.4	81.6	85.0	3.4	6.0	71.0	75.0	77.7	79.4	80.3	0.9	9.3
Grade 5	79.5	80.6	82.2	84.7	86.1	1.4	6.6	71.5	75.2	77.9	81.0	82.5	1.5	11.0
Grade 6	79.4	80.6	81.9	84.6	85.3	0.7	5.9	71.3	73.4	77.7	79.7	81.3	1.6	10.0
Grade 7	79.2	79.8	82.1	83.4	84.0	0.6	4.8	71.3	72.6	76.4	78.4	80.3	1.9	9.0
Grade 8	78.8	78.8	80.8	82.8	84.5	1.7	5.7	70.7	70.4	74.6	77.5	79.5	2.0	8.8
Grade 10	79.0	79.0	81.2	83.4	85.1	1.7	6.1	70.7	72.0	73.7	76.2	78.2	2.0	7.5
AT-RISK STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	69.7	69.7	70.5	72.1	76.2	4.1	6.5	62.0	66.2	69.5	73.0	72.5	-0.5	10.5
Grade 4	70.3	72.4	70.2	71.4	76.5	5.1	6.2	62.8	66.8	69.8	72.0	73.6	1.6	10.8
Grade 5	71.3	71.7	72.5	74.8	76.9	2.1	5.6	63.6	67.2	70.0	74.0	75.7	1.7	12.1
Grade 6	69.8	72.4	71.9	73.7	73.6	-0.1	3.8	62.5	64.5	69.4	71.1	73.4	2.3	10.9
Grade 7	70.1	70.4	73.0	72.5	72.6	0.1	2.5	62.0	62.5	66.8	69.2	70.4	1.2	8.4
Grade 8	70.7	69.3	70.6	72.6	73.4	0.8	2.7	62.5	60.5	64.6	67.3	70.7	3.4	8.2
Grade 10	69.5	71.1	73.1	75.6	77.5	1.9	8.0	61.8	63.9	65.6	67.9	70.3	2.4	8.5
NOT AT-RISK STUDENTS														
Reading							Mathematics							
					Gain							Gain		
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
Grade 3	81.0	80.6	81.2	82.2	84.3	2.1	3.3	73.0	75.6	78.8	80.2	80.0	-0.2	7.0
Grade 4	83.5	85.0	84.7	85.5	88.0	2.5	4.5	75.2	79.6	81.1	82.4	82.9	0.5	7.7
Grade 5	85.2	85.8	87.0	88.8	89.3	0.5	4.1	77.2	80.2	82.0	84.2	85.2	1.0	8.0
Grade 6	83.2	84.9	86.1	88.2	88.4	0.2	5.2	75.0	78.3	81.6	82.9	83.8	0.9	8.8
Grade 7	83.7	84.2	86.0	87.0	87.0	0.0	3.3	76.3	77.9	80.9	81.9	83.3	1.4	7.0
Grade 8	84.5	84.3	85.6	86.8	88.0	1.2	3.5	77.0	76.5	79.7	81.9	82.5	0.6	5.5
Grade 10	83.1	82.8	83.9	85.9	87.2	1.3	4.1	75.3	76.9	77.2	79.7	81.2	1.5	5.9

Increases in average TLI scores for **mathematics** were registered by LEP students at all grades except Grade 3, which showed a slight decline of 0.4 points; the greatest 1997-1998 gain (3.3 points) was registered at Grade 8. Average 1998 TLI scores for LEP students ranged from 66.1 at Grade 10 to 76.8 at Grade 5; the largest four-year gain was an increase of 15.2 points at Grade 5. The average 1998 TLI scores of non-LEP students ranged from 78.2 at Grade 10 to 82.5 at Grade 5, with the greatest four-year gain (11.0 points) at Grade 5.

In comparing 1997 and 1998 TLI averages of at-risk students in **reading**, gains were recorded at all grade levels except Grade 6, which exhibited a decline of 0.1 points. Grade 4 achieved the largest gain compared to 1997, with an increase of 5.1 points. Average TLI scores for the at-risk students in 1998 ranged from 72.6 at Grade 7 to 77.5 at Grade 10. The largest gain between 1994 and 1998 was an increase of 8.0 points at Grade 10. The average TLI scores of not at-risk students ranged from 84.3 at Grade 3 to 89.3 at Grade 5, with the greatest four-year gain (5.2 points) posted at Grade 6.

In **mathematics**, gains in average TLI scores for at-risk students continued their upward trend at all grade levels except for a decline of 0.5 points at Grade 3; the greatest 1997-1998 gain (3.4 points) was registered at Grade 8. Average TLI scores for at-risk students in 1998 ranged from 70.3 at Grade 10 to 75.7 at Grade 5. The largest four-year gain was an increase of 12.1 points at Grade 5. The average TLI scores of not at-risk students ranged from 80.0 at Grade 3 to 85.2 at Grade 5, with the greatest four-year gain (8.8 points) at Grade 6.

A Study of the Correlation of Course Grades with Student Performance on the Grade 8 TAAS Social Studies Test

Texas Education Code, §39.182(a)(4), mandates biennial studies to evaluate the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Texas Education Agency has conducted periodic studies to determine the relationship between a student's classroom performance and his/her scores on statewide criterion-referenced assessments.

This section describes a study completed in 1997 which compares specific end-of-year social studies course grades of eighth-grade students with their pass/fail rates on the TAAS Grade 8 social studies test. Only students enrolled in the course described as "social studies, Grade 8" in the state-mandated curriculum were considered in this study. Passing the Grade 8 TAAS social studies test is defined as attaining a scale score of at least 1500. One large urban district, one small urban district, one rural district, and two large suburban districts, each representing a different region of the state, volunteered to participate in this study. District assistance with this study was critical since data representing specific final grades for Grade 8 social studies are not available through the Public Education Information Management System (PEIMS). All five districts used a numeric grading scale. For this study, the numerical grades were transformed into letter grades using the following scale:

A	=	90 – 100
B	=	80 – 89
C	=	70 – 79
D	=	60 – 69
F	=	below 60

Each district provided data for the TAAS social studies test administered in May 1997 and for the social studies course completed in May 1997. The purpose of this case study is to examine the relationship between pass/fail rates of eighth graders on TAAS social studies and the specific letter grades issued to those same students at the end of their social studies course. This study is not intended to represent statewide patterns.

Large Urban District

This large urban district administered the May 1997 TAAS Grade 8 social studies test to more than 10,400 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. Fifty-two percent of these students were Hispanic, 32 percent were African American, 11 percent were white, and 3 percent were Asian. In addition, more than 51 percent were classified as economically disadvantaged, and 45 percent were identified as at risk of dropping out of school.

As shown in Figure 1.3, the higher the letter grade a student received in the Grade 8 social studies

course, the more likely it was that he or she passed the TAAS social studies test. For example, students who received a final grade of A or B passed at rates of 79 and 61 percent, respectively. Similarly, the lower the letter grade, the more likely it was that a student failed the test: 27 percent of students who received an F in Grade 8 social studies passed the TAAS social studies test, and 30 percent who received a D passed the test.

Small Urban District

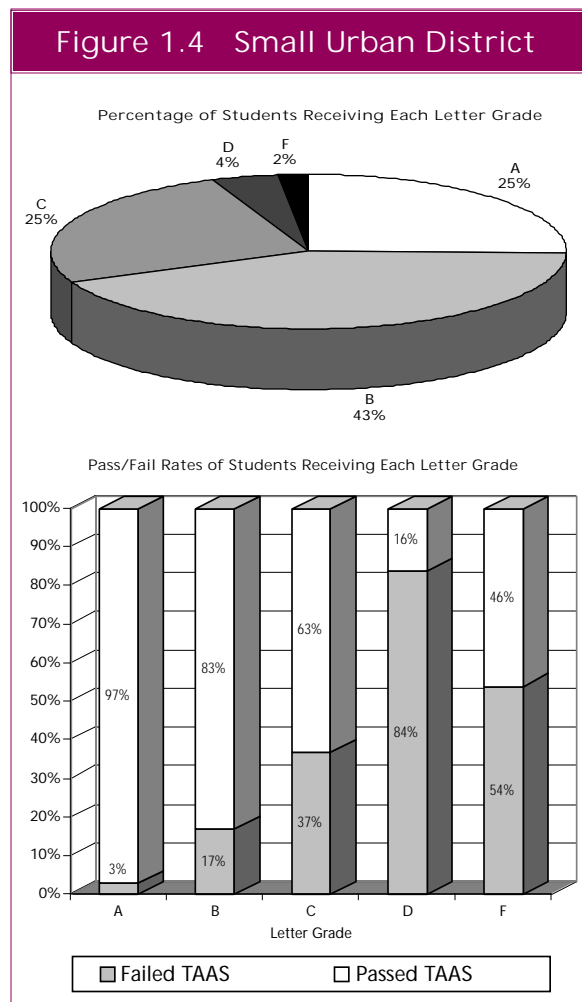
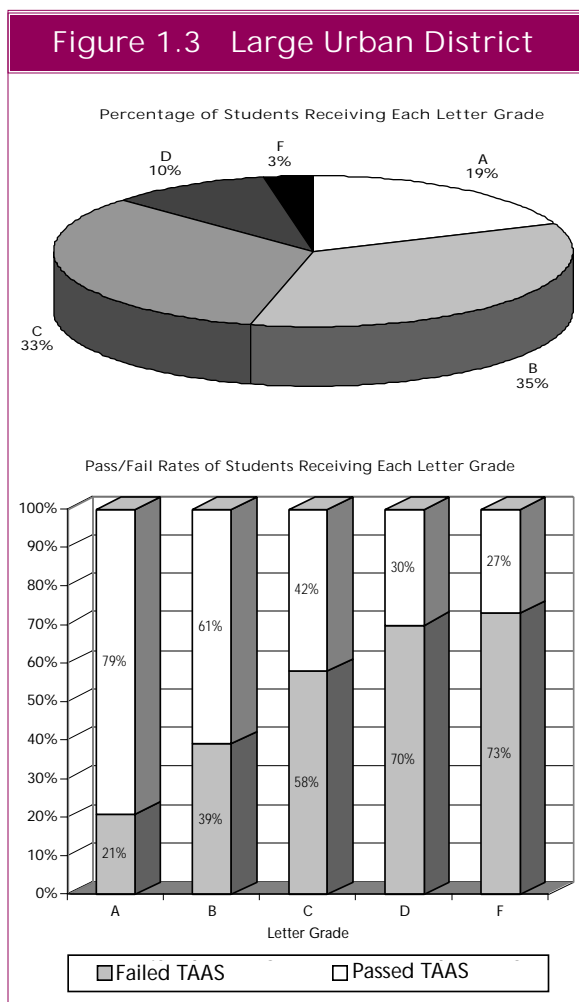
This district administered the May 1997 TAAS Grade 8 social studies test to approximately 750 students who were also enrolled in the Grade 8 social studies course during the 1996-1997 school year. Approximately 64 percent of these students were white, 16 percent were Hispanic, 15 percent were African American, and almost 3 percent were Asian. In addition, more than 39 percent of these students were classified as economically disadvan-

aged and 33 percent were at risk of dropping out of school.

As shown in Figure 1.4, the higher the letter grade a student received in the Grade 8 social studies course, the more likely it was that he or she passed the TAAS social studies test: 97 percent of students receiving an A, 83 percent receiving a B, and 63 percent receiving a C passed the TAAS social studies test. Only 16 percent of students receiving a D in the Grade 8 social studies course passed the TAAS social studies test; however, nearly half (46 percent) of students receiving an F in the course passed the TAAS.

Rural District

This district administered the May 1997 TAAS Grade 8 social studies test to over 700 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 96 percent of these students were Hispanic, and 3



percent were white. Also, 87 percent of the students were classified as economically disadvantaged, and 41 percent were identified as at risk of dropping out of school.

As shown in Figure 1.5, students earning higher grades in the course did progressively better on the TAAS test: 23 percent who earned a C passed the test, 64 percent who earned a B passed the test, and 92 percent who earned an A passed the test. Students whose performance in the social studies course earned a grade lower than C were less likely to pass the TAAS social studies test: only 6 percent of students who received an F or a D for the Grade 8 social studies course passed the Grade 8 TAAS social studies test.

Large Suburban District I

This large suburban district administered the May 1997 TAAS Grade 8 social studies test to more than 3,200 students who were also enrolled in Grade 8

social studies during the 1996-1997 school year. More than 65 percent of these students were white, 16 percent were Hispanic, 9 percent were African American, and 8 percent were Asian. In addition, more than 14 percent of the students were classified as economically disadvantaged, and 19 percent were identified as at risk of dropping out of school.

As shown in Figure 1.6, students earning higher grades in the course did progressively better on the TAAS test: 64 percent who earned a C passed the test, 84 percent who earned a B passed the test, and 97 percent who earned an A passed the test. Students whose performance in the social studies course earned a D or F were less likely to pass the TAAS social studies test; 30 percent of students who received an F for the Grade 8 social studies course passed the Grade 8 TAAS social studies test, and 40 percent of students receiving a D in the course passed the test.

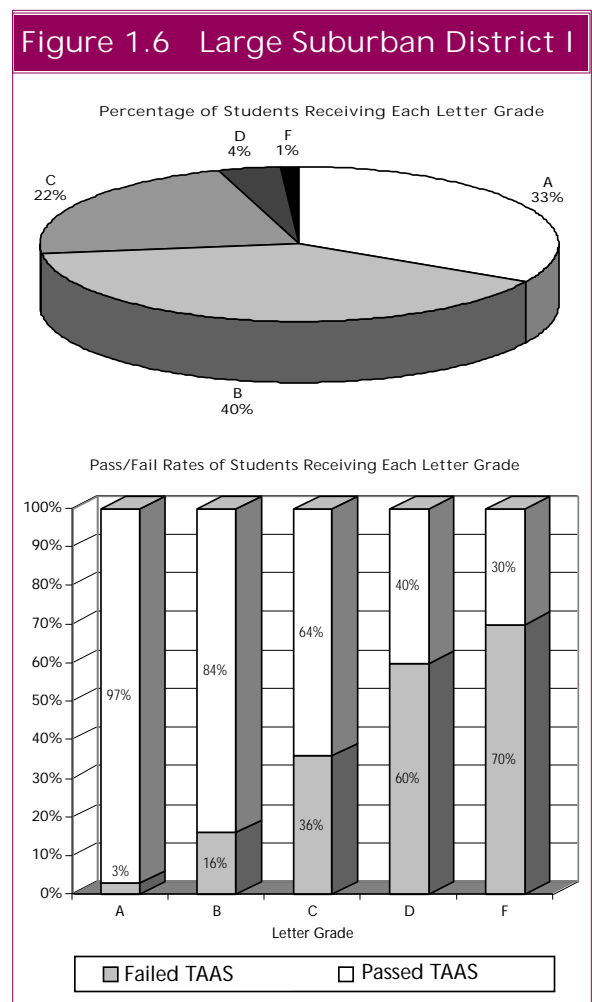
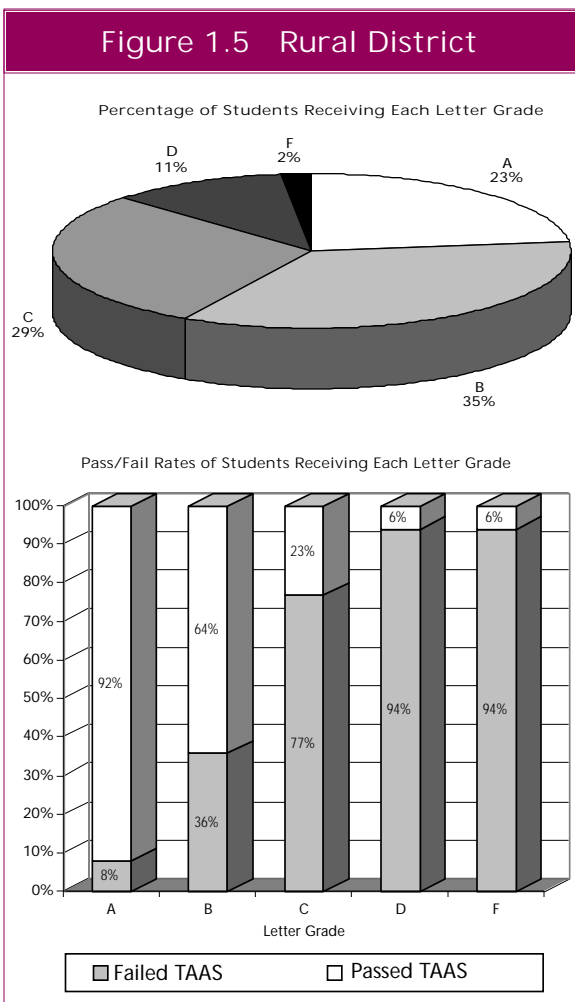
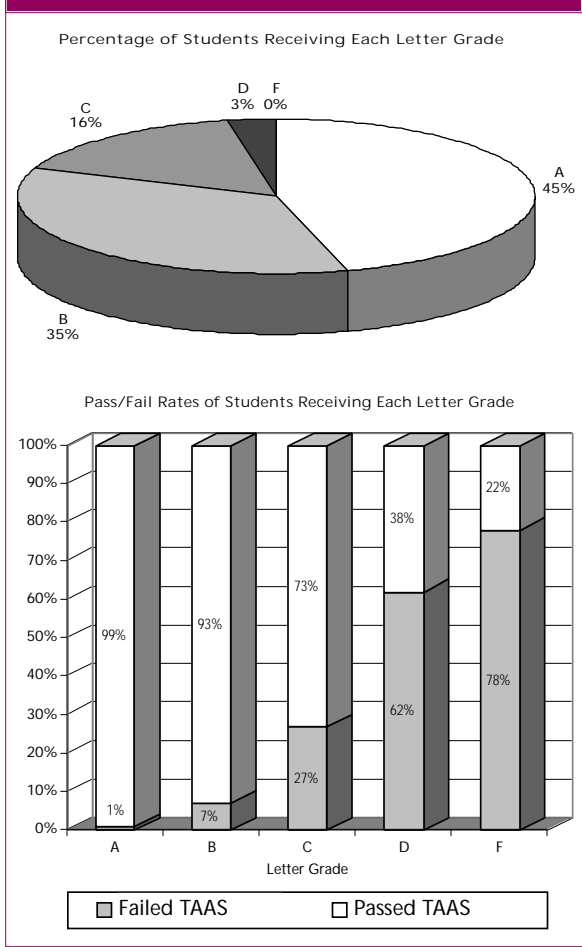


Figure 1.7 Large Suburban District II



Large Suburban District II

This large suburban district administered the May 1997 TAAS Grade 8 social studies test to nearly 3,000 students who were also enrolled in Grade 8 social studies during the 1996-1997 school year. More than 77 percent of these students were white, 11 percent were Asian, 6 percent were Hispanic, and 6 percent were African American. More than 6 percent of the students were classified as economically disadvantaged, and 10 percent were identified as at risk of dropping out of school.

As shown in Figure 1.7, students earning higher grades in the course did progressively better on the TAAS test: 73 percent who earned a C passed the test, 93 percent who earned a B passed the test, and 99 percent who earned an A passed the test. Students whose performance in the social studies course earned a grade lower than C were less likely to pass the TAAS social studies test. For example, 22 percent of students who received an F for the Grade 8 social studies course passed the Grade 8 TAAS social studies test, and 38 percent of students receiving a D in the course passed the test.

Agency Contact Person

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Other Sources of Information

Texas Student Assessment Program: Student Performance Results, 1997-98, and Texas Student Assessment Program Technical Digest, published by the Student Assessment Division, available in early 1999.

Student Dropouts

The annual dropout rate reported by school districts* has continued to fall over the past two years. Although the 26,901 students in grades 7-12 identified as dropping out in school year 1996-97 represent far too many instances of school failure, they are over 2,300 fewer than the number of students who were reported to have dropped out the previous year. The 1996-97 annual dropout rate is 1.6 percent (Table 2.1). The estimated longitudinal dropout rate is 9.1 percent. The target set in law is to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (TEC §39.182).

There has been a steady decline in the number of dropouts identified over the last ten years (Table 2.3). Dropout recovery programs, implemented by school districts to bring students who have dropped out back into the classroom, have contributed to the reduction in dropouts. The accountability system also places an impetus on preventing dropouts by including the annual dropout rate as a criterion for campus and district ratings. The de-

clines also reflect enhancements to school district student tracking systems and the statewide dropout data recovery system, and changes in the

Figure 2.1
Profile of Texas
High School Dropouts

The following are selected characteristics of the 26,901 students who dropped out in Grades 7-12 during the 1996-97 school year.

61 percent were not identified as being at risk of dropping out

65 percent were not economically disadvantaged

81 percent were on average for their grade

*See definitions in Table 2.2, page 20.

Table 2.1
1996-97 Dropout Rates by Ethnicity, Gender, and Grade Level

	7 – 12th Grade Enrollment	Total Dropouts	Percentage of Total Dropouts	Annual Dropout Rate	Estimated Longitudinal Rate
Ethnicity					
White	815,175	7,894	29.4%	1.0%	5.7%
African American	240,142	4,737	17.6%	2.0%	11.3%
Hispanic	603,067	13,859	51.5%	2.3%	13.0%
Other	47,588	411	1.5%	0.9%	5.1%
Gender					
Male	878,314	14,618	54.3%	1.7%	9.6%
Female	827,658	12,283	45.7%	1.5%	8.6%
Grade Level					
7	307,283	819	3.0%	0.3%	1.9%
8	303,353	1,508	5.6%	0.5%	3.0%
9	367,960	8,374	31.1%	2.3%	12.9%
10	278,762	6,069	22.6%	2.2%	12.4%
11	231,081	4,782	17.8%	2.1%	11.8%
12	217,533	5,349	19.9%	2.5%	13.9%
Total	1,705,972	26,901	100.0%	1.6%	9.1%

Table 2.2 Dropout Definition, Data Collection, and Methodology

Dropout information is collected from the school districts after the end of each school year. School districts report the number of dropouts through the Public Education Information Management System (PEIMS); instructions for identification of dropouts are included in the *PEIMS Data Standards* (TEA, August 1998). Dropout information is collected for Grades 7 - 12. A student is identified as a dropout if the individual is absent without an approved excuse or documented transfer and does not return to school by the fall of the following school year, or if he or she completes the school year but fails to reenroll the following school year.

Students in the following categories are identified as dropouts:

- ◆ Students who drop out as defined above;
- ◆ Students who enter the military before graduation;
- ◆ Students from special education, ungraded, or alternative education programs who leave school;
- ◆ Students who leave school and enter a program not qualifying as an elementary/secondary school (e.g., cosmetology school); and
- ◆ Students enrolled as migrants and whose whereabouts are unknown.

Students in the following categories are not included in the dropout count:

- ◆ Students who die;
- ◆ Students who drop out as defined above, before the seventh grade;
- ◆ Students who are out of school for temporary periods with an approved excuse;
- ◆ Students showing regular attendance at a state-approved alternative program;
- ◆ Students enrolled as migrants who have a subsequent school enrollment record (i.e., a New Generation System education record is available);
- ◆ Students known to have transferred to another public school, adult or alternative education program, or home schooling;
- ◆ Students who move to another grade level;
- ◆ Students who enroll in college early;
- ◆ Students transferred or assigned to another public institution or state-approved educational program; and
- ◆ Foreign students who return to their home country.

Dropout Data Recovery

In 1990-91, the Texas Education Agency (TEA) began an automated statewide recovery of reported dropouts. The dropout data recovery process removes dropouts from the number submitted by school districts if the reported dropouts:

1. have remained enrolled in public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
2. have received a General Educational Development (GED) certificate and appear on the GED information file at the time the recovery procedures are executed;
3. have graduated within the last year;
4. were expelled for criminal behavior occurring on school property or at school related functions and were incarcerated; or
5. were identified as a dropout at any time back to the 1990-91 school year. A student will be counted only once as a dropout in his or her lifetime, even if the student drops out repeatedly in the future. First-time dropout identification applies to dropouts reported since the 1990-91 school year, the first year that student identification data were collected along with the dropout record.

In 1994-95 the dropout recovery process was expanded to include students who:

6. met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS) test; or
7. withdrew to return to their home country.

The dropout recovery process was expanded again in 1995-96 to include students who:

8. were attending approved alternative programs or withdrew to attend college.

In 1996-97 the recovery process identified 16,167 students who were not included in the final dropout count.

Annual (or Cross-Sectional) Dropout Rate

The current dropout rate is calculated by dividing the number of dropouts by cumulative enrollment in Grades 7 - 12. Cumulative enrollment is the count of all students reported in attendance during any six-week reporting period. If students enroll on several campuses during a school year, they are counted in attendance at every campus on which they are enrolled. However, when aggregating

dropout information, the student is only counted once at the campus, district, county, region, and state level. Cumulative enrollment more closely parallels the number of dropouts counted for that entire school year. Although this rate is less comparable to the dropout rates reported before 1992-93, it provides a more accurate reflection of the dropout situation and more uniform data for comparison between districts and campuses.

Longitudinal Dropout Rate

A longitudinal rate may be calculated by dividing the number of students who drop out over several years, such as from 7th to 12th grade, by the number of students who entered school during the beginning year of the period under study. The process to calculate the actual longitudinal rate is in development. Texas' estimated longitudinal rate is calculated by subtracting the annual rate as a percentage of 1.0 and raising the resulting retention rate to the sixth power. The retention rate is then subtracted from 1.0 for the final estimated longitudinal dropout rate.

Projected Cross-Sectional and Longitudinal Dropout Rates

Projected dropout rates by grade level are calculated by taking the population for each grade level and each ethnic group within grade level and incrementing the grade level for each projected year. That is, the first step in determining the 1997-98 rate is to represent all students who were in Grades 6-11 in 1996-97 and who progressed to the next grade level in 1997-98. The 1996-97 dropout rate is then applied to each grade level to give the projected rate for 1997-98. This is determined for each cohort through the year 2002-03. The dropout rates by grade and ethnicity remain constant, and a new grade-level dropout rate is calculated. This calculation is based on the assumption that current dropout rates will remain constant.

Future Dropout Data Collection and Methodology

In 1998-99, the *PEIMS Data Standards* require the use of leaver records rather than dropout records. That is, for the first time since the inception of PEIMS, districts are being required to report to the TEA the status of *all* students who were previously enrolled but are no longer enrolled by the October snapshot date this school year, including graduates, dropouts, transfers, and other withdrawals.

In addition, the Academic Excellence Indicator System (AEIS) began reporting high school completion rates in 1998. The completion rate shows the progress of students in a given cohort across academic years through their expected graduation year.

dropout definition, such as not including in the count seniors who fail the exit-level TAAS but complete all other graduation requirements.

Dropout Rates Among Student Groups

The dropout rate among certain ethnic minorities remains significantly higher than the overall dropout rate. The annual dropout rate of Hispanic students for the 1996-97 school year is 2.3 percent (Table 2.1). African American students have a 2.0 percent annual dropout rate. Although these rates have declined from 1995-96, these groups continue to have the highest rates among all ethnic groups. All other student groups have a dropout rate that is lower than the state overall rate.

The estimated longitudinal dropout rates for Hispanic and African American students are also higher than for other groups. The estimated longitudinal rate for Hispanic students is 13.0 percent and the rate for African American students is 11.3 percent, both of which are significantly higher than the state target of five percent. Despite the high dropout rates, the total number of dropouts has declined among all ethnic groups.

Minority students have represented a higher percentage of total dropouts since the 1987-88 school year (Table 2.3). Hispanic students have made up the greatest percentage of dropouts since 1988-89. Since 1992-93, Hispanic students have represented approximately 50 percent of all dropouts.

The annual dropout rate for males, 1.7 percent, is slightly higher than that of females (1.5 percent, Table 2.1).

Dropout Rates by Grade Level

In 1996-97 the highest dropout rate was found in the 12th grade, at 2.5 percent (Table 2.1). In 1995-96, the highest dropout rate occurred at the 9th grade, at 2.7 percent, followed by the dropout rate for 12th grade at 2.6 percent. The dropout rate for 11th grade in 1996-97 (2.1 percent) represents the lowest rate for high school grades. The 9th grade dropout rate is the highest rate among Hispanics, but the highest dropout rate for all other groups is found in the 12th grade.

While students in the 9th grade have consistently represented the highest percentage of total dropouts, students in the 12th grade have steadily increased as a percentage of total dropouts (Figure 2.2). In 1987-88, students in the 12th grade represented almost 12 percent of all dropouts, while in 1995-96 they represented almost 19 percent. In 1996-97, the percentage of dropouts who are in the 12th grade appears to be increasing. The greatest decline in number of dropouts continues to be in the 7th and 8th grades.

The 10th and 12th grades now reflect the highest *projected* grade level annual and longitudinal dropout rates. The estimated longitudinal rate is projected to increase slightly through 2002-03 (Table 2.4).

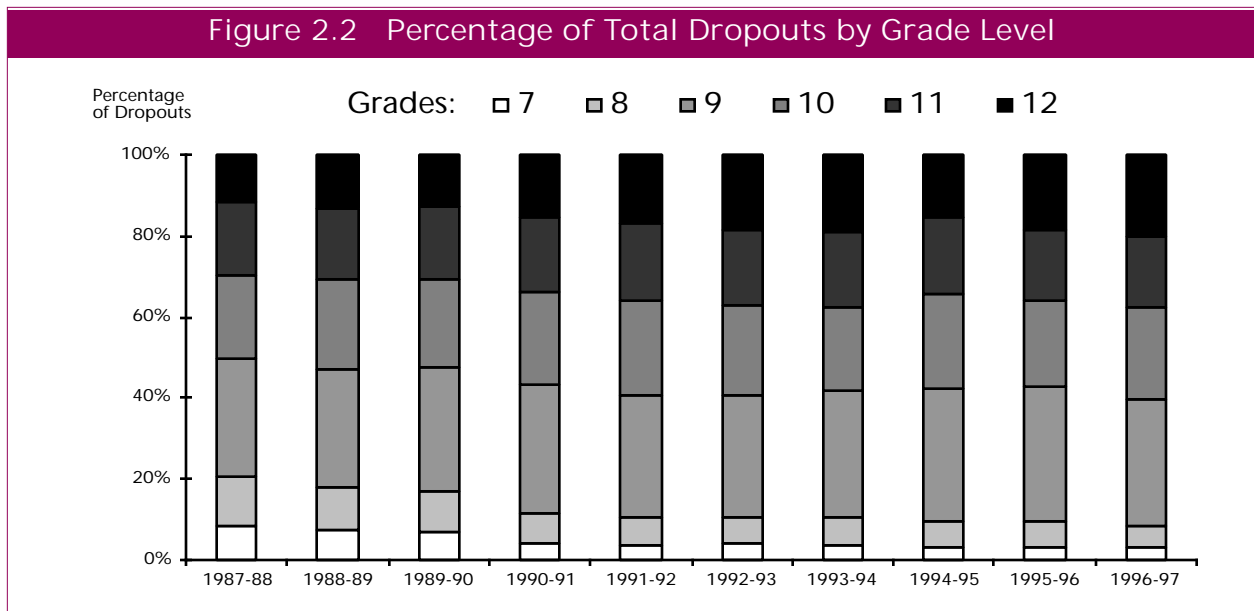


Table 2.3 Historical Dropout Rates by Ethnicity

	7 - 12th Grade Enrollment	Total Dropouts	Percent of Total Dropouts	Annual Dropout Rate	Estimated Longitudinal Rate
1987-88					
White	744,254	38,305	42.0%	5.2%	27.2%
African American	194,373	16,364	17.9%	8.4%	41.0%
Hispanic	396,411	34,911	38.2%	8.8%	42.5%
Other	28,160	1,727	1.9%	6.1%	31.6%
Total	1,363,198	91,307	100.0%	6.7%	34.0%
1988-89					
White	724,622	32,921	40.0%	4.5%	24.3%
African American	193,299	14,525	17.6%	7.5%	37.4%
Hispanic	412,904	33,456	40.6%	8.1%	39.8%
Other	29,290	1,423	1.7%	4.9%	25.8%
Total	1,360,115	82,325	100.0%	6.1%	31.3%
1989-90					
White	711,264	24,854	35.5%	3.5%	19.2%
African American	192,802	13,012	18.6%	6.8%	34.3%
Hispanic	427,032	30,857	44.1%	7.2%	33.6%
Other	30,396	1,317	1.9%	4.3%	23.3%
Total	1,361,494	70,040	100.0%	5.1%	27.2%
1990-91					
White	703,813	18,922	35.1%	2.7%	15.1%
African American	192,504	9,318	17.3%	4.8%	25.8%
Hispanic	444,246	24,728	45.8%	5.6%	29.1%
Other	32,075	997	1.8%	3.1%	17.3%
Total	1,372,638	53,965	100.0%	3.9%	21.4%
1991-92					
White	712,858	17,745	33.2%	2.5%	14.0%
African American	196,915	9,370	17.5%	4.8%	25.4%
Hispanic	462,587	25,320	47.4%	5.5%	28.7%
Other	34,478	985	1.8%	2.9%	16.0%
Total	1,406,838	53,421	100.0%	3.8%	20.7%
1992-93					
White	760,143	13,236	30.5%	1.7%	10.0%
African American	216,741	7,840	18.1%	3.6%	19.9%
Hispanic	516,212	21,512	49.6%	4.2%	22.6%
Other	40,101	814	1.9%	2.0%	11.6%
Total	1,533,197	43,402	100.0%	2.8%	15.8%
1993-94					
White	775,361	11,558	28.7%	1.5%	8.6%
African American	221,013	7,090	17.6%	3.2%	17.8%
Hispanic	537,594	20,851	51.9%	3.9%	21.1%
Other	42,047	712	1.8%	1.7%	9.7%
Total	1,576,015	40,211	100.0%	2.6%	14.4%
1994-95					
White	789,481	9,367	31.3%	1.2%	6.9%
African American	227,684	5,130	17.1%	2.3%	12.8%
Hispanic	556,684	14,928	49.9%	2.7%	15.0%
Other	43,673	493	1.6%	1.1%	6.6%
Total	1,617,522	29,918	100.0%	1.8%	10.6%
1995-96					
White	802,509	8,639	29.6%	1.1%	6.3%
African American	234,175	5,397	18.5%	2.3%	13.1%
Hispanic	580,041	14,649	50.1%	2.5%	14.2%
Other	45,853	522	1.8%	1.1%	6.6%
Total	1,662,578	29,207	100.0%	1.8%	10.1%
1996-97					
White	815,175	7,894	29.4%	1.0%	5.7%
African American	240,142	4,737	17.6%	2.0%	11.3%
Hispanic	603,067	13,859	51.5%	2.3%	13.0%
Other	47,588	411	1.5%	0.9%	5.1%
Total	1,705,972	26,901	100.0%	1.6%	9.1%

Table 2.4
Projected Dropout Rates by Grade

Grade	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03
7	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%
8	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%	0.5%
9	2.3%	2.1%	2.1%	2.1%	2.1%	2.2%	2.2%
10	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%	2.2%
11	2.1%	2.1%	2.2%	2.1%	2.1%	2.1%	2.1%
12	2.5%	2.3%	2.4%	2.5%	2.4%	2.4%	2.4%
Total	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%	1.6%
Estimated Longitudinal Rate	9.1%	9.1%	9.1%	9.2%	9.2%	9.2%	9.2%

Characteristics of Dropouts

The percentage of Grade 7-12 enrollment and the percentage of total dropouts identified as economically disadvantaged have increased slightly from 1995-96. The 1996-97 dropout rate for economically disadvantaged students is now equal to the overall state rate. The dropout rate for that group continued to decrease from 1994-95 (Table 2.5).

School districts are required to identify students in Grades 7 - 12 as at risk of school failure or of dropping out (TEC §29.081). A student is defined as at risk if the student:

1. was not advanced from one grade level to the next for two or more school years;
2. is two or more years below grade level in reading or mathematics;
3. has failed at least two courses and is not expected to graduate within four years of ninth grade entrance;
4. has failed at least one section of the most recent Texas Assessment of Academic Skills (TAAS); or
5. is pregnant or is a parent.

As applied by school districts, the state and local criteria result in 34.8 percent of students in Grades 7-12 being identified as at risk. Yet, only 39.4 percent of 1996-97 dropouts were identified as at risk of dropping out during the year they dropped out of school. This is a decrease from the percentage identified in 1994-95.

In 1996-97, 80.6 percent of dropouts were over-age for grade compared to 31.5 percent of all Grade 7-12 students (Table 2.5). The age level of

dropouts for 1996-97 ranged from 10 to 21 years old, with over 75 percent of the dropouts leaving at age 16 or older.

In 1996-97, 12.7 percent of students enrolled in Grades 7-12 received special education services, but 15.2 percent of dropouts received special education services. The percent of dropouts receiving special education services during the year they dropped out continues to increase each year.

Students receiving bilingual/ESL services were overrepresented among the 1996-97 dropouts. Slightly over five percent of students enrolled in Grades 7-12 received bilingual/ESL services, but 8.1 percent of dropouts received such services. The dropout rate for students receiving bilingual/ESL dropped from 2.8 percent to 2.5 percent.

In 1996-97, 29.3 percent of Texas dropouts were enrolled in career and technology education the year they dropped out of school. The percentage of all students enrolled in career and technology education courses increased since 1994-95, while the percentage of dropouts who were enrolled in those courses the year they dropped out decreased from 1994-95.

Reasons for Dropping Out

The reason for leaving school, as identified by the district, was reported on 58 percent of all 1996-97 dropouts. Of the 15,798 students who had a reason listed for leaving school, 55.5 percent listed a school-related concern, such as poor attendance or failing grades; 12.4 percent listed a job-related concern, such as finding a job or joining the military; 8.2 percent listed a family-related concern, such as pregnancy or marriage; and 23.9 percent

listed other concerns, such as drug or alcohol abuse problems, homelessness, or enrollment in a non-state-approved alternative program (Table 2.6).

Districts were more likely to report job-related concerns for males than females. More than twice as many males than females were reported as leav-

Table 2.5
Dropouts by Student Groups

	1994-95	1995-96	1996-97
Economically Disadvantaged			
Grade 7-12 Enrollment	535,480	555,318	595,036
Percentage of Total	33.1%	33.4%	34.9%
Dropouts	10,176	9,608	9,393
Percentage of Dropouts	34.0%	32.9%	34.9%
Dropout Rate	1.9%	1.7%	1.6%
At Risk			
Grade 7-12 Enrollment	655,773	610,263	594,143
Percentage of Total	40.5%	36.7%	34.8%
Dropouts	13,032	11,072	10,588
Percentage of Dropouts	43.5%	37.9%	39.4%
Dropout Rate	2.0%	1.8%	1.8%
Overage/Not on Grade			
Grade 7-12 Enrollment	533,820	536,202	536,688
Percentage of Total	33.0%	32.3%	31.5%
Dropouts	24,952	23,452	21,682
Percentage of Dropouts	83.0%	80.3%	80.6%
Dropout Rate	4.6%	4.4%	4.0%
Title 1 / Chapter 1			
Grade 7-12 Enrollment	140,005	256,167	363,956
Percentage of Total	8.7%	15.4%	21.3%
Dropouts	1,899	3,217	4,071
Percentage of Dropouts	6.3%	11.0%	15.1%
Dropout Rate	1.4%	1.3%	1.1%
Special Education			
Grade 7-12 Enrollment	191,052	204,020	216,614
Percentage of Total	11.8%	12.3%	12.7%
Dropouts	4,249	4,295	4,092
Percentage of Dropouts	14.2%	14.7%	15.2%
Dropout Rate	2.2%	2.1%	1.9%
Bilingual/English as a Second Language			
Grade 7-12 Enrollment	80,782	83,269	86,292
Percentage of Total	5.0%	5.0%	5.1%
Dropouts	2,397	2,297	2,188
Percentage of Dropouts	8.0%	7.9%	8.1%
Dropout Rate	3.0%	2.8%	2.5%
Career and Technology			
Grade 7-12 Enrollment	548,605	592,428	619,776
Percentage of Total	33.9%	35.6%	36.3%
Dropouts	9,703	8,535	7,888
Percentage of Dropouts	32.4%	29.2%	29.3%
Dropout Rate	1.8%	1.4%	1.3%

ing school to pursue a job. Females were more likely than males to leave for family-related concerns. Almost 8 percent of females were reported as leaving school to get married, compared to fewer than 2 percent of males.

District Characteristics

Texas school districts differ greatly based on characteristics such as community type, district size, student performance, and expenditures. The dropout rates of schools among these categories differ as well.

The highest dropout rates are found in school districts located in urban areas, the lowest in rural and major suburban areas. Texas student demographic data indicate that both minority students and economically disadvantaged students are found in greater numbers in the urban areas, and these students are already known to drop out of public schools at higher rates than their nonminority and wealthier peers. Districts with the largest enrollments are also more concentrated in urban areas, again coinciding with higher dropout rates. The average dropout rate tends to decrease as district size decreases. As the percentage of students passing all TAAS tests increases, the dropout rate decreases.

The resources of school districts and campuses have been considered a factor in the ability to supply needed support services for students at risk of dropping out of school. School districts with average and below average operating costs per pupil serve a large proportion of the state's total enrollment and a similarly large percentage of the total dropouts. School districts with the highest operating costs per pupil have the lowest dropout rate, at 0.9 percent, and those with just above average operating costs per pupil had the next lowest dropout rate (1.3 percent).

Recommendations of the 1999-2001 State Plan to Reduce the Dropout Rate

The Texas Education Agency develops biennial state plans to reduce the dropout rate, as required by TEC, §39.182. *The 1999-2001 State Plan to Reduce the Dropout Rate* makes the following recommendations to reduce the annual and longitudinal dropout rates:

- ◆ Continue to implement appropriate service delivery systems that target students in at-risk situations and the potential dropout student population at every grade level with particular emphasis on groups of students in Grades 7 through 12 that have higher-than-average dropout rates.

Table 2.6
Top Ten Reasons for Leaving School,
as Reported by School Districts for 1996-97

Reasons for Dropping Out	Gender			Ethnicity			
	Total	Male	Female	African American	Hispanic	Other	White
Poor attendance	45.0%	45.8%	44.0%	44.3%	40.9%	53.8%	51.2%
Enter alternative program, not pursuing diploma	17.8%	18.0%	17.4%	32.8%	15.2%	15.4%	13.4%
Pursue a job	12.3%	16.4%	7.1%	5.1%	14.9%	12.0%	12.3%
Low or failing grades	6.8%	7.4%	6.0%	3.0%	6.9%	3.8%	8.8%
Because of age	5.0%	5.2%	4.8%	6.5%	5.8%	5.8%	2.9%
To get married	4.2%	1.2%	7.9%	0.2%	6.8%	0.5%	2.7%
Pregnancy	4.0%	----	8.4%	2.7%	4.7%	1.0%	3.6%
Failed exit TAAS/not met all graduation requirements	1.8%	1.6%	2.2%	2.4%	1.9%	3.4%	1.4%
Expelled, non-criminal behavior	1.8%	2.6%	0.7%	2.1%	1.6%	2.4%	1.7%
Homeless, or non-permanent resident	0.8%	0.6%	1.1%	0.4%	0.8%	1.0%	1.1%

- ◆ Encourage the prioritizing of state and federal funds in the applications submitted to the Agency for the purpose of implementing dropout prevention and dropout recovery programs as may be permitted by funding criteria.
- ◆ Continue a comprehensive leadership effort by the Agency that will focus on the advocacy for recruiting, training, and professional development of model teachers of similar backgrounds as student groups with higher-than-average dropout rates.
- ◆ Continue and expand on the statewide parent involvement efforts and encourage school districts to provide ongoing training and information for parents.
- ◆ Conduct research studies on dropout prevention and recovery programs to document promising practices and target areas for immediate attention.
- ◆ Encourage the continued use of innovative technology such as distance-learning via satellite, interactive diskettes, and video-conferencing by school districts and education service centers.
- ◆ Continue to support data improvement activities that will enhance the accuracy of dropout information reported to the Agency.

Agency Contact Persons

For information on student dropout data, Maria Whitsett, Senior Director of Research and Evaluation, Department of Policy Planning and Research, (512) 475-3523.

For information on *The 1999-2001 State Plan to Reduce the Dropout Rate*, Oscar M. Cárdenas, Senior Director of the Program Evaluation Unit, Department for the Education of Special Populations, (512) 463-9714.

Other Sources of Information

1996-97 Report on Public School Dropouts, published by the Division of Research and Evaluation, Department of Policy Planning and Research.

1999-2001 State Plan to Reduce the Dropout Rate, published by the Program Evaluation Unit, Department for the Education of Special Populations.

Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in law and/or adopted by the Commissioner of Education or the State Board of Education (SBOE). Analysis of TAAS results and dropout rates can be found in greater detail in Chapters 1 and 2. Other measures and indicators in the Academic Excellence Indicator System (AEIS) State Performance Report on pages 31 to 40 include:

- ◆ cumulative percent of students passing the exit-level TAAS;
- ◆ percentage of students taking end-of-course tests;
- ◆ participation of students in TAAS testing (i.e., percentages of students tested and not tested);
- ◆ attendance rates;
- ◆ completion rates;
- ◆ completion of advanced courses;
- ◆ completion of the recommended high school program;
- ◆ results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- ◆ equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test;
- ◆ results from college admission tests (SAT I and ACT); and
- ◆ profile information on students, programs, staff, and finances.

Cumulative Percent Passing Exit-Level TAAS

Students must pass the exit-level TAAS in order to receive a high school diploma. The exit-level TAAS is first administered in the spring of the tenth grade. Students have seven additional opportunities to retake the test until their graduation date.

This measure reports the percent of students passing all tests taken on the exit-level TAAS for the class of 1998 cohort and the class of 1997 cohort. For example, the TAAS cumulative passing rate for the class of 1998 shows the percentage of students who first took the exit-level test in spring 1996 when they were sophomores, and eventually passed all tests taken by the end of their senior year, May 1998. The measure only includes those students who took the test in the spring of the tenth grade and continued to retake the test, if needed, in the same district.

Statewide, 88.7 percent of the class of 1998 and 86.6 percent of the class of 1997 passed the exit-level TAAS. Passing rates were higher for all student groups in the class of 1998 compared to the class of 1997, except for Native American students (85.5 percent in 1998 compared to 87.5 percent in 1997). The greatest gains were for African American students (82.4 percent compared to 78.9 percent) and Hispanic students (82.6 percent compared to 79.3 percent).

Percentage Taking End-of-Course Examinations

Students completing a Biology I or Algebra I course must take an end-of-course examination. The AEIS

Technical Note

The TAAS results shown in the AEIS State Performance Report on pages 31 to 40 differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance chapter, however, contains the results of all students not in special education who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. TAAS results in both chapters reflect similar trends.

shows the percent of students who took the test in either December or May of each school year (summer school test takers are not included). For Biology I, the percent of students who took the test in Grades 8-12 is reported. For Algebra I, the percent of students who took the test in Grades 7-12 is reported.

Statewide, 19.7 percent of students in Grades 8-12 in the 1997-98 school year took the Biology I test, which is the same percent as the prior year. In 1997-98, 18.5 percent of students in Grades 7-12 took the Algebra I test, up slightly from the 18.3 percent taking this test the previous year. For Biology I, the percent taking varied from 23.4 percent for Native American students to 18.5 percent for African American students. Only 18.4 percent of economically disadvantaged students took the Biology I end-of-course test. For Algebra I, the range was from 21.3 percent for Native American students to 18.2 percent for African American students; 17.6 percent of economically disadvantaged students took this test.

The AEIS will report the percentage of students taking end-of-course examinations in English II and United States History when the tests are fully implemented.

TAAS Participation

Every student enrolled in a Texas public school in grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS test. However, there are circumstances under which some students are not tested. In addition, not all test results are included when evaluating test performance for accountability ratings purposes. The TAAS Participation section of the AEIS reports provides the percentages of students tested and not tested. The percentages are based on the number of answer documents submitted; districts are required to submit an answer document for each student enrolled at the time of the spring TAAS administration in the grades tested.

In 1998,

- ◆ 91.1 percent of students were tested. The results of 76 percent of students were included for accountability ratings purposes. The results of 15.1 percent were excluded for the following policy reasons: 4.4 percent were students not enrolled in the fall in the district where they tested in the spring, 8.7 percent were tested students enrolled in special education

programs, and 2 percent were students who took the Spanish version of the TAAS. Beginning in 1999, results for students served in special education who take the TAAS and students taking the Spanish version of the TAAS will be included in the results for accountability purposes.

- ◆ 8.9 percent of students were not tested. Of those, 0.8 percent were absent on all days of testing, 5.2 percent were students served in special education who were exempt from all the tests by their Admission, Review, and Dismissal (ARD) Committee, 2.3 percent were exempt from all tests due to limited English proficiency (LEP), and 0.7 percent had answer documents coded with a combination of the "not tested" categories or had their testing disrupted by illness or other similar events.

The limited English proficiency (LEP) exemption is not an option for exit-level students. Beginning in 1997, the Spanish TAAS was available for Spanish-speaking students in Grades 3-6 who otherwise might have been exempted due to limited English proficiency.

Special education (ARD) exemptions were highest among African Americans at 9.6 percent, followed by economically disadvantaged (7.8 percent), Native American (5.8 percent) and Hispanic students (5.5 percent).

While there was little variance between males and females in the rate of exemptions for limited English proficiency, a much higher percentage of male students received special education exemptions compared to female students. The special education exemption rate for males was 6.7 percent, while only 3.6 percent of females were ARD-exempt.

Student Attendance

The commissioner of education has established a student attendance standard of 94 percent for all students in grades 1 through 12 in all Texas public schools. The statewide attendance rate rose slightly to 95.2 percent in the 1996-97 school year from 95.1 percent in 1995-96. Rates for all student groups were above the 94 percent standard for both years, except for students served in special education who had a statewide attendance rate of 93.9 percent in 1996-97, and 93.8 percent in 1995-96.

Completion Rate

Completion rates are calculated and included for the first time on the 1997-98 AEIS reports. This longitudinal measure tracks a group (or cohort) of students enrolled as 9th graders through the following four school years to determine if they completed their high school education. For example, the Class of 1997 completion rate includes those students who were in the 9th grade in 1993-94 and graduated (either on time or early), received a GED, or were still enrolled during the 1997-98 school year. The completion rate for the Class of 1997 was 90.7 percent. This is an increase over the completion rate for the Class of 1996, at 89.3 percent. The lowest completion rates for the Class of 1997 were for students served in special education (83.6 percent) and economically disadvantaged students (84.7 percent).

Percentage Completing Advanced Courses

This indicator is based on a count of the number of students who complete and receive credit for at least one advanced course in Grades 9-12. The course list includes all advanced courses as well as the College Board Advanced Placement (AP) courses, and the International Baccalaureate (IB) courses.

In 1996-97, the most recent year for which data are available, 19.6 percent of students in Grades 9-12 completed at least one advanced course. This rate is over 2 percentage points higher than that for the previous school year (17.3 percent). All student groups demonstrated improved performance on this indicator.

Percentage Completing Recommended High School Program

This indicator shows the percentage of graduates reported as having satisfied the course requirements for the State Board of Education Recommended High School Program. It also includes those who met the requirements for the Distinguished Achievement Program.

For the class of 1997, 1.4 percent of students statewide met the requirements for the Recommended High School Program, up from the 0.5 percent reported for the class of 1996. Performance on this measure is low for several reasons. The Rec-

ommended High School Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. It is still very early for significant numbers of students to have qualified for the program. Most districts continue to report their advanced students as having completed either the "Advanced High School Program," or the "Advanced High School Honors Program" which will no longer be reported beginning with the class of 2001 graduates. As shown in the profile section of the 1997-98 state AEIS report, of the class of 1997 graduates, 71,602 (39.4 percent) were reported as having advanced seals on their diplomas. This compares with 68,944 (40.1 percent) in the class of 1996.

Advanced Placement (AP) and International Baccalaureate (IB) Results

This indicator reports the results of the College Board Advanced Placement (AP) and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, usually upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. These are referred to as the "criterion scores" in the points below.

- ◆ The percent of 11th or 12th graders taking at least one AP or IB examination rose from 8.6 percent in 1996-97 to 9.7 percent in 1997-98. The percentages of students participating in these examinations rose across all student groups between 1996-97 and 1997-98.
- ◆ The percent of examinations with scores above the criterion declined statewide from 59.2 percent to 57.4 percent. African American and Asian/Pacific Islander students were the only groups that improved on this measure between 1996-97 and 1997-98.
- ◆ The percent of examinees with at least one score above the criterion decreased statewide from 62.0 percent to 59.6 percent. All student groups declined on this measure between 1996-97 and 1997-98.

The decline in the percentage of AP/IB examinations and examinees with high scores should be

considered in the context of increased participation in AP/IB examinations.

TAAS/TASP Equivalency

The Texas Academic Skills Program (TASP) is a test of reading, writing, and mathematics, required of all persons entering undergraduate programs at Texas public institutions of higher education for the first time. This indicator shows the percent of graduates who did well enough on the exit-level TAAS to have a 75 percent likelihood of passing the Texas Academic Skills Program (TASP) test.

Equivalency rates for the class of 1997 showed that 42.4 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. This is an improvement over the equivalency rate for the class of 1996, at 40.0 percent. For the class of 1997 the rates varied from a high of 56.4 percent for Asian/Pacific Islander students to a low of 21.1 percent for African American students.

College Admission Tests

Results from the SAT I of the College Board and the Enhanced ACT of the American College Testing Program are included in this indicator.

- ◆ The percentage of examinees who scored at or above the criterion score on either test (1,110 on the SAT I or 24 on the ACT) was 26.6 percent for the class of 1997, up slightly from 26.3 percent for the class of 1996.
- ◆ The percentage of graduates who took either the SAT I or the ACT declined from 64.7 percent for the class of 1996 to 63.6 percent for the class of 1997; however, the number of

graduates taking at least one test increased by over 3,700.

- ◆ The average SAT I score for the class of 1997 was 992, a one-point decline from the average for the class of 1996.
- ◆ The average ACT composite score was 20.1 for both the classes of 1997 and 1996.

Profile Information

In addition to performance data, the AEIS State Performance Report also provides descriptive profile statistics (counts and percentages) on a variety of data relating to students, programs, staff, and finances.

Agency Contact Person

Cherry Kugle, Senior Director of Performance Reporting, Department of Policy Planning and Research, (512) 463-9704.

Other Sources of Information

AEIS Performance Reports and Profiles for each public school district and campus, available from each district, the agency's Division of Communications, (512) 463-9000, or online at www.tea.state.tx.us/perfreport/.

Pocket Edition, 1997-98: Texas Public School Statistics, published by the Division of Performance Reporting, Department of Policy Planning and Research, available in December 1998.

Snapshot '98: School District Profiles, published by the Division of Performance Reporting, Department of Policy Planning and Research, available in early 1999.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1997-98 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing										
Grade 3										
Reading	86.2%	76.4%	81.1%	92.1%	85.0%	94.9%	84.4%	88.0%	79.0%	56.9%
1997	81.5%	69.3%	73.8%	89.3%	79.4%	92.4%	78.9%	83.9%	72.0%	49.8%
1998	81.0%	65.7%	75.0%	89.1%	80.8%	93.7%	81.8%	80.3%	72.2%	52.2%
Math	81.7%	66.8%	75.6%	89.4%	78.1%	94.2%	81.9%	81.5%	73.3%	53.0%
1997	76.6%	60.2%	69.2%	85.7%	75.6%	91.3%	76.1%	77.0%	66.2%	44.0%
1998	74.2%	57.6%	65.4%	84.0%	70.7%	89.6%	72.8%	75.6%	62.8%	41.1%
TAAS % Passing										
Spanish Grade 3										
Reading	65.6%	60.0%	65.6%	59.5%	75.0%	*	59.3%	71.6%	65.4%	39.3%
1997	44.6%	33.3%	44.6%	60.0%	50.0%	*	39.2%	50.0%	44.3%	27.5%
1998	66.4%	55.6%	66.4%	70.7%	62.5%	*	65.4%	67.3%	66.3%	43.2%
Math	53.5%	33.3%	53.5%	60.0%	50.0%	*	53.0%	53.9%	53.2%	35.0%
1997	55.2%	40.0%	55.3%	50.0%	56.3%	*	51.3%	59.1%	55.0%	30.2%
1998	37.2%	22.2%	37.2%	56.0%	50.0%	*	33.9%	40.5%	36.9%	21.4%
TAAS % Passing										
Grade 4										
Reading	89.7%	80.3%	85.3%	95.0%	88.2%	97.0%	88.3%	91.1%	83.4%	56.6%
1997	82.5%	69.5%	75.5%	90.2%	84.3%	92.5%	80.5%	84.3%	73.0%	46.6%
1998	88.7%	81.1%	85.2%	92.7%	87.0%	96.3%	86.0%	91.2%	83.0%	52.6%
Math	87.1%	76.7%	83.3%	92.1%	86.3%	95.2%	84.7%	89.3%	80.4%	52.5%
1997	86.3%	73.3%	82.4%	92.1%	84.6%	96.7%	86.6%	86.0%	79.5%	51.4%
1998	82.6%	66.3%	77.1%	90.2%	83.8%	94.7%	83.3%	81.9%	73.9%	46.9%
All Tests	78.6%	63.6%	72.3%	86.4%	77.0%	93.0%	76.7%	80.3%	68.9%	36.9%
1997	72.0%	53.5%	63.5%	82.0%	73.7%	88.1%	70.3%	73.6%	59.8%	31.9%
TAAS % Passing										
Spanish Grade 4										
Reading	39.5%	85.7%	39.3%	52.6%	63.6%	*	33.6%	45.2%	39.4%	18.0%
1997	36.8%	*	36.8%	18.2%	*	-	31.8%	41.9%	36.5%	14.8%
1998	64.2%	*	64.1%	81.0%	86.4%	*	58.1%	70.2%	64.3%	36.9%
Math	59.5%	*	59.4%	83.3%	95.5%	*	58.1%	60.9%	59.5%	30.6%
1997	48.0%	*	48.0%	54.5%	*	-	48.2%	47.9%	48.0%	22.9%
1998	33.1%	85.7%	33.0%	52.4%	63.6%	*	28.3%	37.9%	33.2%	14.8%
All Tests	29.6%	*	29.6%	18.2%	*	-	26.9%	32.4%	29.5%	10.8%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1997-98 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing										
Grade 5										
Reading 1998	88.4%	80.1%	83.3%	94.0%	91.5%	95.9%	86.8%	90.0%	81.7%	52.1%
Reading 1997	84.8%	72.8%	77.4%	92.4%	86.2%	94.0%	82.6%	86.8%	75.7%	47.5%
Math 1998	89.6%	78.2%	86.6%	94.5%	91.5%	97.5%	89.3%	89.9%	84.0%	54.2%
Math 1997	86.2%	71.6%	81.5%	92.7%	87.2%	96.4%	86.0%	86.3%	78.7%	48.7%
All Tests 1998	83.9%	70.8%	78.0%	91.1%	87.2%	94.7%	82.5%	85.1%	75.3%	42.4%
All Tests 1997	79.2%	62.6%	70.8%	88.6%	79.6%	92.4%	77.6%	80.6%	68.2%	37.0%
TAAS % Passing										
Spanish Grade 5										
Reading 1998	50.2%	*	50.1%	50.0%	*	*	45.4%	55.0%	50.0%	20.7%
Math 1998	57.7%	*	57.8%	87.5%	*	*	57.4%	58.1%	57.9%	28.4%
All Tests 1998	41.9%	*	41.9%	50.0%	*	*	38.9%	44.9%	41.9%	15.4%
TAAS % Passing										
Grade 6										
Reading 1998	85.6%	78.1%	75.8%	94.6%	90.5%	92.5%	83.7%	87.5%	75.8%	48.5%
Reading 1997	84.6%	74.1%	75.4%	93.7%	88.4%	92.3%	82.4%	86.8%	74.3%	47.6%
Math 1998	86.1%	74.3%	79.8%	93.6%	88.1%	95.6%	85.1%	87.1%	78.4%	46.3%
Math 1997	81.8%	66.4%	73.6%	91.1%	85.0%	93.7%	81.2%	82.4%	71.7%	40.5%
All Tests 1998	79.9%	67.0%	69.2%	90.8%	83.8%	90.8%	78.0%	81.7%	68.2%	36.1%
All Tests 1997	76.8%	59.9%	65.7%	88.5%	81.3%	89.6%	75.1%	78.4%	63.8%	33.0%
TAAS % Passing										
Spanish Grade 6										
Reading 1998	28.2%	*	28.2%	*	*	-	22.1%	33.9%	28.0%	10.0%
Math 1998	38.2%	*	38.2%	*	*	-	33.8%	42.2%	38.4%	15.0%
All Tests 1998	22.2%	*	22.2%	*	*	-	18.1%	26.1%	22.3%	9.1%

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Academic Excellence Indicator System
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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAAS % Passing Grade 7										
Reading	85.5%	75.1%	76.9%	94.2%	87.9%	92.1%	83.2%	87.8%	75.5%	47.7%
Math	84.5%	74.8%	75.0%	93.6%	87.1%	90.5%	81.6%	87.3%	74.0%	45.1%
All Tests	83.7%	67.9%	75.6%	93.2%	86.3%	94.0%	83.5%	83.9%	73.7%	41.7%
	79.7%	63.3%	70.6%	89.8%	82.0%	93.1%	79.0%	80.3%	68.8%	35.9%
	78.5%	61.3%	67.7%	90.4%	80.8%	89.6%	77.1%	79.9%	65.5%	33.4%
	75.1%	57.9%	63.3%	87.4%	78.1%	87.6%	73.1%	76.9%	61.4%	29.0%
TAAAS % Passing Grade 8										
Reading	85.3%	76.2%	75.8%	94.2%	86.8%	91.1%	82.6%	87.9%	74.8%	45.3%
Writing	83.9%	74.0%	74.2%	93.0%	85.6%	91.3%	81.3%	86.4%	72.7%	44.4%
Math	84.0%	75.6%	75.8%	91.7%	83.9%	90.5%	79.8%	87.9%	74.7%	37.1%
Science	80.7%	69.9%	71.0%	90.0%	80.4%	88.4%	76.3%	85.0%	69.4%	33.6%
Social S.	83.8%	71.6%	75.8%	92.2%	85.5%	94.5%	83.3%	84.3%	74.6%	40.1%
All Tests	76.3%	58.8%	65.2%	87.9%	79.9%	91.7%	77.1%	75.7%	63.6%	30.8%
	84.3%	70.0%	74.6%	94.4%	86.6%	92.3%	84.8%	83.8%	73.2%	48.2%
	84.6%	69.3%	75.3%	94.6%	87.5%	92.3%	85.6%	83.6%	73.7%	52.7%
	69.9%	53.3%	54.1%	84.7%	75.5%	84.0%	71.0%	68.9%	52.8%	30.5%
	67.4%	50.0%	51.4%	82.4%	71.1%	80.6%	68.8%	66.1%	49.5%	27.8%
	61.8%	42.3%	45.2%	78.1%	65.8%	78.9%	60.9%	62.7%	43.5%	16.5%
	57.3%	36.3%	40.3%	74.1%	59.9%	74.2%	56.8%	57.8%	38.2%	13.8%
TAAAS % Passing Grade 10										
Reading	88.3%	81.5%	80.0%	95.4%	91.3%	88.8%	87.5%	89.1%	78.3%	52.2%
Writing	86.1%	78.9%	75.7%	94.4%	86.8%	87.2%	85.2%	86.9%	73.9%	50.5%
Math	89.9%	85.2%	82.5%	95.9%	91.5%	91.0%	88.3%	91.5%	81.7%	49.8%
Science	88.5%	82.7%	79.6%	95.4%	91.7%	89.6%	86.1%	90.7%	78.6%	49.0%
All Tests	78.4%	61.8%	68.0%	88.5%	82.3%	89.3%	81.1%	75.9%	66.6%	35.0%
	72.6%	54.0%	59.2%	84.9%	74.8%	87.3%	75.1%	70.2%	57.9%	29.4%
	73.1%	56.2%	60.1%	85.2%	78.1%	81.5%	74.1%	72.2%	58.2%	25.3%
	67.8%	49.2%	52.1%	81.8%	71.7%	79.4%	68.5%	67.1%	50.3%	22.6%

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Academic Excellence Indicator System
1997-98 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
1999 Preview Indicator										
TAAS % Passing (Includes Spec. Ed. & Spanish 3-4)										
Sum of 3-8 & 10										
Accountability Subset										
Reading	87.0%	78.2%	79.5%	94.2%	88.7%	93.0%	85.1%	88.7%	78.4%	51.1%
1997	84.0%	73.2%	75.3%	92.4%	85.3%	91.3%	81.8%	86.1%	73.7%	47.1%
Writing	87.4%	80.4%	80.9%	93.4%	87.2%	92.4%	84.5%	90.1%	79.7%	46.0%
1997	85.3%	76.1%	77.6%	92.5%	85.9%	90.8%	82.1%	88.2%	76.0%	44.5%
Math	84.2%	70.5%	77.7%	91.9%	85.7%	94.3%	84.4%	84.0%	76.1%	46.7%
1997	80.1%	64.1%	71.8%	89.5%	81.6%	92.8%	80.5%	79.8%	70.5%	41.8%
All Tests	1998	77.7%	68.1%	87.9%	79.6%	89.3%	76.3%	79.0%	66.4%	35.1%
1997	73.2%	55.7%	61.9%	84.9%	74.7%	86.7%	71.7%	74.6%	60.2%	31.1%
2000 Preview Indicator										
TAAS % Passing (Includes Spec. Ed. & Spanish 3-6)										
Sum of 3-8 & 10										
Reading	83.3%	74.8%	74.8%	91.3%	84.7%	92.2%	80.6%	86.1%	73.7%	51.0%
1998	84.2%	77.0%	77.4%	90.1%	82.6%	91.7%	80.2%	88.0%	75.6%	46.0%
Writing	80.4%	67.0%	73.3%	88.6%	81.2%	93.4%	79.7%	81.2%	71.5%	46.6%
1998	80.4%	67.0%	73.3%	88.6%	81.2%	93.4%	79.7%	81.2%	71.5%	46.6%
Math	73.1%	58.8%	63.1%	83.6%	74.0%	88.1%	70.6%	75.7%	61.2%	35.0%
1998	73.1%	58.8%	63.1%	83.6%	74.0%	88.1%	70.6%	75.7%	61.2%	35.0%
All Tests	1998	83.2%	74.8%	91.3%	84.6%	92.2%	80.4%	85.9%	73.4%	50.9%
1998	83.8%	77.0%	76.7%	90.1%	82.7%	91.7%	79.8%	87.7%	75.1%	45.9%
Writing	80.3%	67.1%	73.0%	88.6%	81.1%	93.4%	79.5%	81.0%	71.3%	46.6%
1998	80.3%	67.1%	73.0%	88.6%	81.1%	93.4%	79.5%	81.0%	71.3%	46.6%
Math	72.9%	58.8%	62.7%	83.6%	74.0%	88.1%	70.4%	75.5%	60.9%	34.9%
1998	72.9%	58.8%	62.7%	83.6%	74.0%	88.1%	70.4%	75.5%	60.9%	34.9%

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 Academic Excellence Indicator System
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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
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TAAS Cumulative										
Pass Rate - Exit										

Class of 1998	88.7%	82.4%	82.6%	93.9%	85.5%	91.8%	88.1%	89.2%	n/a	n/a
Class of 1997	86.6%	78.9%	79.3%	92.7%	87.5%	90.5%	86.2%	87.0%	n/a	n/a
End-of-Course Exam										
(% Taking)										

Biology I										
Grades 8-12 1998	19.7%	18.5%	19.3%	20.0%	23.4%	20.4%	19.6%	19.8%	18.4%	11.1%
1997	19.7%	18.0%	19.1%	20.0%	22.5%	20.6%	19.5%	19.9%	18.0%	10.8%
Algebra I										
Grades 7-12 1998	18.5%	18.2%	18.7%	18.0%	21.3%	18.7%	18.4%	18.5%	17.6%	7.6%
1997	18.3%	18.0%	18.2%	18.1%	21.6%	18.5%	18.2%	18.4%	17.1%	7.2%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1997 & 1998 TAAS Participation Report for All Students (Grades 3-8, & 10)
All Tests - % Answer Documents

1998 Taas Participation Grades 3-8 & 10	State	Native American				Asian/ Pac. Is.				Male	Female	Econ. Disadv.
		African American	Hispanic	White	Native American	African American	Hispanic	White	Native American			
Totals	91.1%	88.5%	87.2%	95.0%	91.0%	89.2%	89.2%	89.3%	89.3%	92.9%	86.4%	
Accountability	76.0%	74.9%	69.9%	81.2%	69.2%	82.7%	82.7%	71.9%	71.9%	80.4%	68.8%	
TAAS Mobile	4.4%	5.1%	3.8%	4.2%	10.0%	3.7%	3.7%	4.2%	4.2%	4.5%	3.9%	
Special Education	8.7%	8.5%	8.0%	9.6%	10.9%	2.8%	2.8%	11.3%	11.3%	5.9%	9.7%	
Spanish (gr. 3-6)	2.0%	0.0%	5.5%	0.0%	1.0%	0.0%	0.0%	2.0%	2.0%	2.1%	4.0%	
Not Tested	8.9%	11.5%	12.8%	5.0%	9.0%	10.8%	10.8%	10.7%	10.7%	7.1%	13.6%	
Absent	0.8%	0.9%	0.8%	0.7%	0.8%	0.4%	0.4%	0.8%	0.8%	0.7%	0.8%	
ARD Exempt	5.2%	9.6%	5.5%	3.8%	5.8%	1.8%	1.8%	6.7%	6.7%	3.6%	7.8%	
LEP Exempt	2.3%	0.2%	5.4%	0.1%	1.2%	7.9%	7.9%	2.3%	2.3%	2.2%	4.1%	
Other	0.7%	0.8%	1.0%	0.4%	1.1%	0.7%	0.7%	0.8%	0.8%	0.6%	1.0%	
Total Answer Documents	2,052,472	289,287	753,013	947,170	5,978	50,888	50,888	1,051,417	1,051,417	999,500	972,809	
1997 Taas Participation Grades 3-8 & 10	State	Native American				Asian/ Pac. Is.				Male	Female	Econ. Disadv.
Totals	90.6%	88.4%	86.2%	94.8%	90.6%	88.0%	88.0%	88.7%	88.7%			
Accountability	76.0%	75.6%	69.6%	81.2%	69.8%	81.5%	81.5%	71.9%	71.9%	80.3%	68.7%	
TAAS Mobile	4.5%	5.2%	3.9%	4.3%	9.9%	3.8%	3.8%	4.3%	4.3%	4.6%	4.0%	
Special Education	8.2%	7.6%	7.4%	9.3%	10.4%	2.7%	2.7%	10.6%	10.6%	5.6%	9.0%	
Spanish (gr. 3-4)	2.0%	0.0%	5.3%	0.0%	0.5%	0.0%	0.0%	1.9%	1.9%	2.0%	3.9%	
Not Tested	9.4%	11.6%	13.8%	5.2%	9.4%	12.0%	12.0%	11.3%	11.3%	7.5%	14.4%	
Absent	0.8%	1.0%	0.9%	0.7%	1.0%	0.4%	0.4%	0.8%	0.8%	0.7%	0.8%	
ARD Exempt	5.3%	9.6%	5.7%	4.0%	6.0%	1.8%	1.8%	6.9%	6.9%	3.7%	8.0%	
LEP Exempt	2.4%	0.2%	5.8%	0.1%	1.3%	8.9%	8.9%	2.5%	2.5%	2.4%	4.4%	
Other	0.9%	0.9%	1.4%	0.4%	1.2%	0.9%	0.9%	1.0%	1.0%	0.7%	1.2%	
Total Answer Documents	2,028,676	283,225	735,435	948,748	5,718	48,857	48,857	1,039,863	1,039,863	987,043	950,764	

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
<u>Attendance Rate</u>										
1996/97	95.2%	94.7%	94.7%	95.6%	94.4%	97.3%	95.2%	95.2%	94.8%	93.9%
1995/96	95.1%	94.5%	94.6%	95.6%	94.2%	97.2%	95.1%	95.1%	94.8%	93.8%
<u>Dropout Rate</u>										
1996/97	1.6%	2.0%	2.3%	1.0%	1.9%	0.8%	1.7%	1.5%	1.6%	1.9%
1995/96	1.8%	2.3%	2.5%	1.1%	2.0%	1.1%	1.9%	1.6%	1.7%	2.1%
<u>Completion Rate</u>										
Class of 1997	90.7%	87.2%	85.6%	94.5%	89.0%	95.7%	89.9%	91.6%	84.7%	83.6%
Class of 1996	89.3%	85.5%	83.4%	93.8%	88.9%	94.2%	88.4%	90.3%	82.5%	81.6%
<u>% Adv. Courses</u>										
1996/97	19.6%	14.0%	14.9%	23.4%	20.6%	35.7%	18.0%	21.2%	13.2%	4.2%
1995/96	17.3%	11.7%	12.3%	21.2%	17.0%	32.8%	15.8%	18.8%	10.9%	2.9%
<u>% Rec. HS Pgm.</u>										
Class of 1997	1.4%	1.1%	1.1%	1.6%	1.9%	1.7%	1.3%	1.4%	1.2%	1.0%
Class of 1996	0.5%	0.2%	0.6%	0.5%	0.0%	0.3%	0.5%	0.5%	0.6%	0.4%
<u>AP/IB Results</u>										
<u>% Tested</u>										
1997-98	9.7%	3.7%	6.5%	11.9%	9.8%	27.2%	8.5%	10.7%	n/a	n/a
1996-97	8.6%	3.3%	5.3%	10.8%	7.8%	25.5%	7.6%	9.5%	n/a	n/a
<u>% Scores >= Crit.</u>										
1997-98	57.4%	29.9%	42.8%	60.9%	56.1%	70.1%	60.1%	55.2%	n/a	n/a
1996-97	59.2%	29.5%	45.5%	62.5%	60.8%	69.8%	61.2%	57.6%	n/a	n/a
<u>% Examinees >= Crit.</u>										
1997-98	59.6%	30.5%	50.0%	63.1%	53.3%	72.9%	61.3%	58.3%	n/a	n/a
1996-97	62.0%	31.5%	52.2%	65.3%	66.2%	74.5%	63.5%	60.8%	n/a	n/a
<u>TAAS/TASP Equiv.</u>										
Class of 1997	42.4%	21.1%	26.4%	54.4%	43.5%	56.4%	45.4%	39.7%	24.1%	8.5%
Class of 1996	40.0%	19.2%	24.1%	51.2%	45.9%	53.1%	42.5%	37.7%	22.0%	7.4%
<u>SAT/ACT Results</u>										
<u>% At/Above Crit.</u>										
Class of 1997	26.6%	7.1%	10.9%	34.6%	28.5%	44.2%	29.5%	24.2%	n/a	n/a
Class of 1996	26.3%	6.8%	10.1%	34.6%	25.4%	42.7%	29.0%	24.1%	n/a	n/a
<u>% Tested</u>										
Class of 1997	63.6%	58.2%	46.9%	70.6%	88.3%	88.9%	61.0%	66.0%	n/a	n/a
Class of 1996	64.7%	60.1%	48.8%	71.1%	90.9%	86.9%	62.4%	66.9%	n/a	n/a
<u>Mean SAT I Score</u>										
Class of 1997	992	849	907	1044	967	1067	1011	976	n/a	n/a
Class of 1996	993	852	908	1043	973	1066	1013	976	n/a	n/a
<u>Mean ACT Score</u>										
Class of 1997	20.1	17.2	18.0	21.4	20.8	21.8	20.1	20.1	n/a	n/a
Class of 1996	20.1	17.1	17.9	21.4	20.2	21.7	20.0	20.1	n/a	n/a

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
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STUDENT INFORMATION

Students By Grade:	Count	Percent	Count	Percent
Total Students	3,891,877	100.0%	466,527	12.0%
Early Childhood Education	14,375	0.4%	676,547	17.4%
Pre-Kindergarten	121,241	3.1%	462,379	11.9%
Kindergarten	289,683	7.4%	313,131	8.0%
Grade 1	313,192	8.0%		
Grade 2	307,106	7.9%		
Grade 3	299,984	7.7%		
Grade 4	296,894	7.6%		
Grade 5	296,071	7.6%	181,353.8	71.2%
Grade 6	297,957	7.7%	24,049.3	9.4%
Grade 7	303,310	7.8%	10,377.7	4.1%
Grade 8	292,648	7.5%	10,494.7	4.1%
Grade 9	347,951	8.9%	17,358.2	6.8%
Grade 10	270,516	7.0%	5,259.2	2.1%
Grade 11	234,021	6.0%	5,664.8	2.2%
Grade 12	206,928	5.3%		

PROGRAM INFORMATION

Student Enrollment by Program:	Count	Percent
Special Education	466,527	12.0%
Career and Technology Education	676,547	17.4%
Bilingual/ESL Education	462,379	11.9%
Gifted and Talented Education	313,131	8.0%

Teachers by Program (population served):

Regular Education	181,353.8	71.2%
Special Education	24,049.3	9.4%
Compensatory Education	10,377.7	4.1%
Career and Technology Education	10,494.7	4.1%
Bilingual/ESL Education	17,358.2	6.8%
Gifted and Talented Education	5,259.2	2.1%
Other	5,664.8	2.2%

Budgeted Instructional Operating Expenditures by Program:

Regular Education	\$7,940,368,020	70.7%
Special Education	\$1,333,977,384	11.9%
Compensatory Education	\$906,275,767	8.1%
Career and Technology Education	\$446,865,973	4.0%
Bilingual/ESL Education	\$406,838,459	3.6%
Gifted and Talented Education	\$198,142,066	1.8%

Ethnic Distribution:

African American	559,708	14.4%
Hispanic	1,476,008	37.9%
White	1,750,561	45.0%
Asian/Pacific Islander	95,038	2.4%
Native American	10,562	0.3%

Economically Disadvantaged Limited English Proficient (LEP)

Economically Disadvantaged	1,886,926	48.5%
Limited English Proficient (LEP)	519,793	13.4%

Retention Rates By Grade:

Grade	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Kindergarten	1.4%	7.0%							
Grade 1	5.0%	10.2%							
Grade 2	2.3%	3.8%							
Grade 3	1.4%	2.2%							
Grade 4	1.0%	1.6%							
Grade 5	0.6%	2.0%							
Grade 6	1.5%	2.0%							
Grade 7	2.6%	3.0%							
Grade 8	1.8%	3.2%							

Graduates (Class of 97):

Total (Includes Special Education)	181,794
African American	22,840
Hispanic	54,131
White	98,868
Asian/Pacific Islander	5,526
Native American	429
Special Education Graduates	16,825
Graduates With Advanced Seals	71,602

EXCLUSIONS

Shared Services Arrangement Staff:

Professional Staff	1,056.2	Count
Educational Aides	298.5	Count
Auxiliary Staff	724.0	Count

Contracted Instructional Staff:

Contracted Instructional Staff:	488.7	Count
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Budgeted Financial:

Total	\$430,071,763	Amount
Tuition Transfers-Grades Not Offer (91,94,96)	\$8,782,094	Amount
Wealth Equalization Transfers (91,96)	\$351,927,950	Amount
Payments to Fiscal Agents/Members of SSA (93)	\$69,361,719	Amount

STAFF INFORMATION

Professional Staff:	Count	Percent	Average Yrs. Experience of Teachers:	Years
Teachers	304,653.8	61.9%	Average Yrs. Experience of Teachers with Dist.	11.8 yrs.
Professional Support	254,557.7	51.7%		8.0 yrs.
Campus Administration (School Leadership)	33,669.5	6.8%		
Central Administration	12,287.1	2.5%	Average Teacher Salary by Years of Experience:	Amount
Educational Aides:	4,139.4	0.8%	(regular duties only)	
	48,626.2	9.9%	Beginning Teachers	\$24,736
Auxiliary Staff:	138,677.0	28.2%	1-5 Years Experience	\$26,787
Total Staff:	491,957.1	100.0%	6-10 Years Experience	\$30,811
Total Minority Staff:	176,491.3	35.9%	11-20 Years Experience	\$37,240
			Over 20 Years Experience	\$42,624
Teachers by Ethnicity and Sex:			Average Actual Salaries (regular duties only):	
Females	196,887.1	77.3%	Teachers	\$33,537
Males	57,670.6	22.7%	Professional Support	\$40,713
African American	20,753.8	8.2%	Campus Administration (School Leadership)	\$52,030
Hispanic	40,225.9	15.8%	Central Administration	\$62,946
White	191,484.6	75.2%	Permits by Type:	Count
Asian/Pacific Islander	1,364.3	0.5%	Emergency (for certified personnel)	3,150
Native American	729.1	0.3%	Emergency (for uncertified personnel)	4,574
			Nonrenewable	1,695
Teachers by Highest Degree Held:			Temporary Classroom Assignment	838
No Degree	2,473.1	1.0%	District Teaching	188
Bachelors	185,887.2	73.0%	Temporary Exemption	62
Masters	65,133.3	25.6%	Turnover Rate For Teachers:	13.3%
Doctorate	1,064.2	0.4%	Class Size Average by Subject Area:	Average
Teachers by Years of Experience:			Elementary	19.8
Beginning Teachers	17,907.6	7.0%	Secondary: English	20.8
1-5 Years Experience	67,690.3	26.6%	Foreign Language	21.4
6-10 Years Experience	44,628.2	17.5%	Mathematics	20.7
11-20 Years Experience	73,090.4	28.7%	Science	21.7
Over 20 Years Experience	51,241.2	20.1%	Social Studies	22.7
Number of Students Per Teacher:	15.3	n/a		

TAX INFORMATION			BUDGETED EXPENDITURE INFORMATION	
	Amount	Percent/ Rate	Amount	Amount Percent
Total Adopted Tax Rate (calendar year 1997)	n/a	\$1.497		\$21,783,918,315 100.0%
Standardized Tax Rates (comptroller valuation)				
Maintenance and Operations	n/a	\$1.305		\$19,527,368,239 89.6%
Interest and Sinking Fund	n/a	\$0.191		\$15,918,710,362 73.1%

Total Rate (sum of above)	n/a	\$1.496		\$1,704,005,986 7.8%

Standardized Local Tax Base (comptroller valuation)				\$1,498,723,707 6.9%
				\$405,928,184 1.9%
				\$2,256,550,076 10.4%
Value (after exemptions)	\$708,921,744,666	n/a		\$1,531,985,683 7.0%
Value Per Pupil	\$182,154	n/a		\$724,564,393 3.3%
Value by Category				
Business	\$327,151,343,673	40.8%		\$19,465,285,020 100.0%
Residential	\$373,799,742,014	46.7%		\$11,245,811,208 57.8%
Land	\$59,500,145,583	7.4%		\$562,761,247 2.9%
Oil and Gas	\$37,090,568,118	4.6%		\$265,584,022 1.4%
Other	\$3,664,587,637	0.5%		\$1,137,476,933 5.8%
BUDGETED REVENUE INFORMATION				
Total Revenues	\$21,483,063,493	n/a		\$849,752,434 4.4%
Total Revenues per Pupil	\$5,520	n/a		\$550,716,637 2.8%
Revenues by Source				\$1,088,906,943 5.6%
Local Tax	\$10,101,854,657	47.0%		\$490,126,870 2.5%
Other Local & Intermediate	\$945,522,633	4.4%		\$801,049,679 4.1%
State	\$9,716,447,548	45.2%		\$2,183,072,112 11.2%
Federal	\$719,238,655	3.3%		\$103,877,919 0.5%
FUND BALANCE INFORMATION				
Fund Balance (EOY 1996-97 Audited)	\$4,216,602,117	n/a		\$186,149,016 1.0%
% of Total Budgeted Expend. (1997-98)	n/a	21.3%		
Total Operating Expend. by Function:				
				\$19,465,285,020 100.0%
Instruction (11,95)				\$11,245,811,208 57.8%
Instruct.-Related Services (12,13)				\$562,761,247 2.9%
Instructional Leadership (21)				\$265,584,022 1.4%
School Leadership (23)				\$1,137,476,933 5.8%
Support Services-Student (31,32,33)				\$849,752,434 4.4%
Student Transportation (34)				\$550,716,637 2.8%
Food Services (35)				\$1,088,906,943 5.6%
Curricular/Extracurricular (36)				\$490,126,870 2.5%
Central Administration (41,92)				\$801,049,679 4.1%
Plant Maintenance & Operations (51)				\$2,183,072,112 11.2%
Security & Monitoring Services (52)				\$103,877,919 0.5%
Data Processing Services (53)				\$186,149,016 1.0%
Per Pupil Expenditures:				Amount
Total Expenditures				\$5,597
Total Operating Expenditures by Function:				\$5,002
Instruct. (11,95) & Inst. Leader. (21)				\$2,958
School Leadership (23)				\$292
Central Administration (41,92)				\$206
Other Operating (12,13,31-36,51-53)				\$1,546
Total Expend. for Community Services				\$45,524,736
Total Expend. for Athletic Programs				\$339,277,132

The state budgeted \$592,296,759 of TRS 'on-behalf' expenditures. Beginning in 1996-97 the TEA stopped collecting budgeted data for the Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds. Therefore, amounts budgeted by districts in these funds no longer appear.

Grade Level Retention

Highlights

How extensive is grade level retention in Texas?

- ◆ In the 1996-97 school year, 147,202 students were retained in grade.
- ◆ The overall retention rate for students in Grades K-12 was 4.2 percent.
- ◆ The highest retention rate was found in Grade 9 (17.8 percent).
- ◆ At the elementary level, the highest retention rate was found in Grade 1 (5.6 percent).

Who is retained?

- ◆ Males were retained more often than females.
- ◆ Hispanic and African American students were retained more often than White students or students from other ethnic groups.
- ◆ Economically disadvantaged students were retained more often than students who were not economically disadvantaged.

Where are they retained?

- ◆ Districts in urban areas (excluding 16 charter schools) had the highest retention rates in 1996-97.
- ◆ Districts and campuses with higher percentages of minority and economically disadvantaged students had higher retention rates.

Grade level retention is typically defined as having a student repeat a grade he or she was unable to successfully complete, or holding back a child who is of appropriate chronological age but not developmentally ready or mature enough to enter school. The primary goal of retention is to give a student a year to grow and master the academic tasks of the current grade level before advancing to the next level. Governor George W. Bush has proposed enrolling students who fail the Texas Assessment of Academic Skills (TAAS) at Grades 3, 5, and 8 in accelerated classes designed to ensure that students learn the skills needed to catch up and continue with their classmates. Strategies such as after-school programs, individual tutoring, and summer school are proposed as the first response to TAAS failure. Reading academies are also being established to concentrate assistance in that subject. Retention is the avenue of last resort.

This chapter looks at retention in Texas based on data collected over a four-year period, beginning with the 1993-94 school year. The information is

analyzed by grade, ethnicity, and gender, as well as other student characteristics.

Methodology

The Public Education Information Management System (PEIMS) provides the data necessary to compute retention rates. The values for the total numbers of students enrolled and retained were determined by comparing student grade levels during the final six-week attendance period of a given year and October enrollment data for the subsequent year.

Student-level files were compared to identify students who: (a) were enrolled both years; (b) left after the first year; and (c) were new to Texas public schools in the second year. As used to compute grade level retention rates, total enrollment (or "total students") included students who attended any six-week attendance period of a given year and graduated that year or returned the following year. Students who dropped out or migrated out of Texas public schools after the first year were

excluded from the total student counts. For students enrolled in both years, the numbers enrolled in the same grades were determined. Each student enrolled in the same grade for two consecutive years was identified as retained. The retention rate was calculated by dividing the number of students retained by the total enrolled.

Number of Students Retained

Table 4.1 shows the grade level retention rates for the 1993-94 through 1996-97 school years. Of the total number of Texas public school students reported in kindergarten through Grade 12 in the 1993-94 school year, 4.0 percent (125,959) were retained in grade. The retention rate remained stable in the 1994-95 school year, when 4.0 percent (128,369) were again retained. The retention rate rose to 4.3 percent in the 1995-96 school year and declined slightly to 4.2 percent in 1996-97. Nevertheless, the absolute number of students retained increased each year. Table 4.2 provides

Table 4.1
Historical Overview
of Grade Level Retention

Year	Total Students	Number Retained	Retention Rate
1993-94	3,129,085	125,959	4.0%
1994-95	3,193,214	128,369	4.0%
1995-96	3,399,451	144,683	4.3%
1996-97	3,475,407	147,202	4.2%

retention rates for 1996-97 by ethnic group and grade.

Grade Level Retention by Grade

Figure 4.1 displays the percentage of students retained in each grade over the four-year period from 1993-94 to 1996-97. As the figure indicates, the percentage of students retained varied markedly by grade. Students in ninth grade had the highest average retention rate in each of the four years. Moreover, the retention rates for all high school grades except 12th were well above the average retention rate for all students each year.

Grade Level Retention in Grade 9. Table 4.3 displays the number and percentage of students retained by ethnicity in Grade 9 for the four-year period. Between the 1993-94 and 1996-97 school years, the number of students repeating Grade 9 rose by 11,400, and the retention rate increased from 16.5 percent to 17.8 percent. Approximately one out of six ninth grade students was repeating the grade each year. Compared with White students and students in other ethnic groups, disproportionately larger percentages of Hispanic and African American students were retained relative to their enrollment. Even in terms of absolute numbers, more than twice as many African American and Hispanic students as White students were retained in ninth grade in 1996-97. Approximately one-fourth of all students in these two ethnic groups were retained in ninth grade.

Table 4.2
Grade Level Retention by Grade and Ethnicity

	White		African American		Hispanic		Other Minority		Total	
	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
K	2,698	2.3%	556	1.4%	1,764	1.6%	63	1.0%	5,081	1.8%
1	5,655	4.4%	3,039	7.0%	7,866	6.6%	217	3.0%	16,777	5.6%
2	2,002	1.6%	1,337	3.2%	3,784	3.4%	99	1.3%	7,222	2.5%
3	1,171	0.9%	870	2.1%	2,289	2.1%	70	1.0%	4,400	1.5%
4	917	0.7%	532	1.3%	1,538	1.4%	43	0.6%	3,030	1.1%
5	820	0.6%	339	0.9%	1,081	1.0%	32	0.4%	2,272	0.8%
6	1,340	1.0%	830	2.1%	2,373	2.3%	49	0.7%	4,592	1.6%
7	2,130	1.6%	1,454	3.7%	3,933	3.8%	67	0.9%	7,584	2.7%
8	1,763	1.3%	801	2.1%	2,820	2.9%	68	0.9%	5,452	2.0%
9	13,229	9.6%	10,506	24.2%	29,076	25.9%	669	8.5%	53,480	17.8%
10	5,706	4.8%	3,710	11.6%	8,759	11.4%	371	5.3%	18,546	7.9%
11	3,373	3.2%	2,171	8.3%	4,788	7.9%	237	3.8%	10,569	5.4%
12	2,504	2.5%	1,487	6.3%	4,032	7.2%	174	2.9%	8,197	4.4%
Total	43,308	2.7%	27,632	5.7%	74,103	5.8%	2,159	2.4%	147,202	4.2%

Grade Level Retention in Grade 1. At the elementary level, the highest retention rate was found in first grade. Table 4.4 presents the number and percentage of students retained in Grade 1 by ethnicity over the period between 1993-94 and 1996-97. In 1996-97, the retention rate for first-graders of 5.6 percent was lower than the 5.9 percent observed the previous year. As in ninth grade, Hispanic and African American students accounted for the highest proportions of students retained in first grade.

Grade Level Retention by Gender

Over the four-year period, males were more likely to be retained than females at every grade level and within each ethnic group. About 3.2 percent of female students were retained in the 1993-94 and 1994-95 school years, compared to 4.8 percent of males during the same period. The rate increased to 5.1 percent for males in the 1995-96 school year and slightly declined to 5.0 percent in 1996-97, whereas 3.4 percent of female students were retained in both years. Male students made up 61 percent of all retained students over the four years.

Figure 4.1
Trend in Retention Rates by Grade

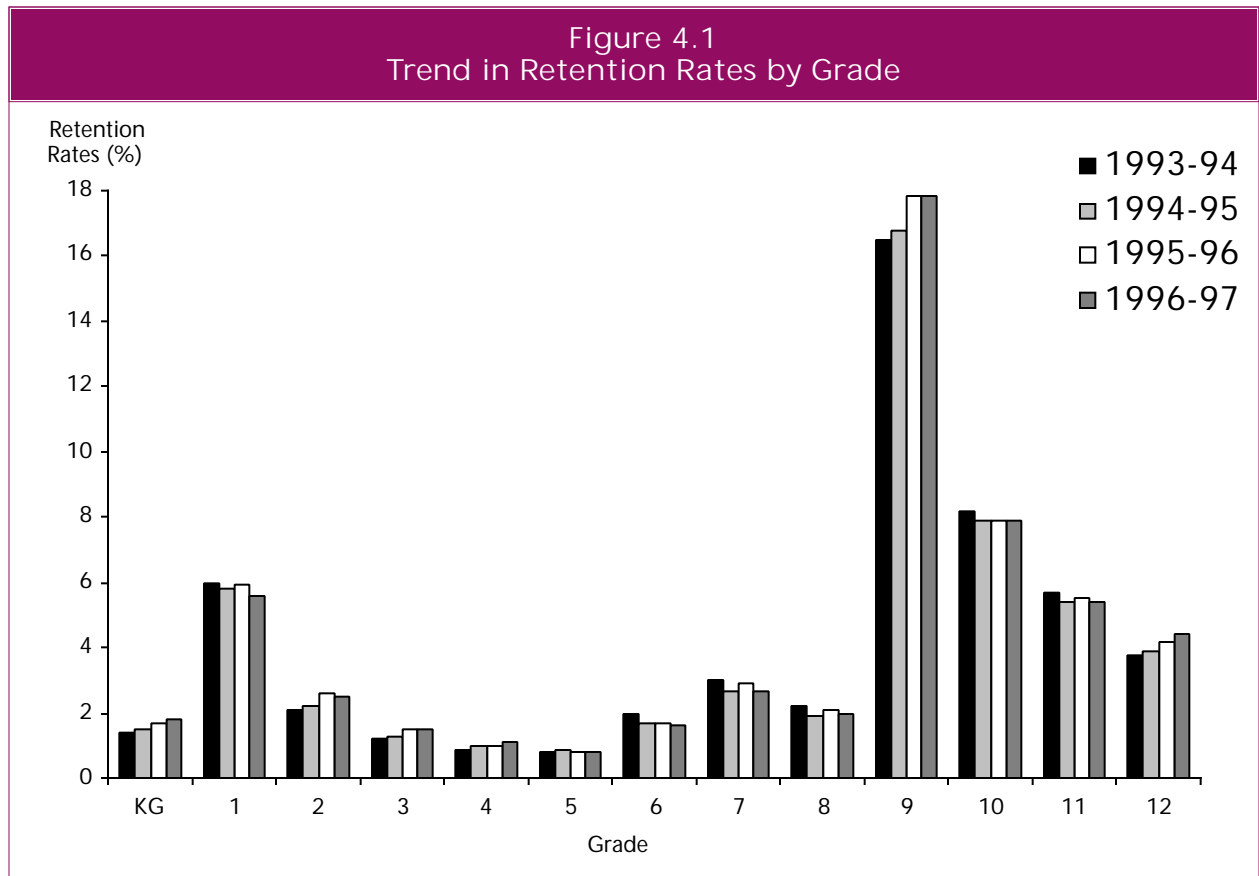


Table 4.3
Students Retained in Grade 9

	White		African American		Hispanic		Other Minority		Total	
	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
1993-94	10,863	8.9%	8,921	24.0%	21,696	24.3%	524	8.2%	42,004	16.5%
1994-95	11,764	9.2%	9,190	23.2%	23,944	25.0%	534	7.8%	45,432	16.8%
1995-96	13,409	9.9%	10,414	24.2%	27,603	25.9%	647	8.7%	52,073	17.8%
1996-97	13,229	9.6%	10,506	24.2%	29,076	25.9%	669	8.5%	53,480	17.8%

Table 4.4
Students Retained in Grade 1

	White		African American		Hispanic		Other Minority		Total	
	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
1993-94	6,045	4.8%	2,721	7.1%	7,482	7.4%	231	3.8%	16,479	6.0%
1994-95	5,714	4.6%	2,708	7.0%	7,353	7.1%	223	3.4%	15,998	5.8%
1995-96	5,953	4.6%	3,174	7.4%	7,956	7.0%	216	3.0%	17,299	5.9%
1996-97	5,655	4.4%	3,039	7.0%	7,866	6.6%	217	3.0%	16,777	5.6%

Grade Level Retention by Ethnicity

Historically, minority students have been overrepresented in the population of students being retained. As Figure 4.2 shows, Hispanic and African American students were, on average, retained at least twice as often as White students or students from other ethnic groups. In 1996-97, for example, 2.7 percent of White students were retained in grade, compared to 5.8 percent of Hispanic students and 5.7 percent of African American students. At 2.4 percent, the retention rate was lowest that year for students from other ethnic groups.

Each year during the four-year period, almost 7 out of 10 students retained in Texas public schools were either Hispanic or African American. (Only about 5 out of 10 enrolled Texas public school students that year were from these two ethnic groups.) Hispanic students have consistently represented the largest percentage of students retained each year, followed by White students.

Grade Level Retention by Student Characteristics

Special Education Students. Table 4.5 compares the retention rates of students in special education programs for the four-year period to the retention rates of students not served by special education. Each student in a special education program has an individual education plan with goals and objectives the student must meet on a yearly basis. If these goals are met, the student progresses to the next grade level. Table 4.4 shows that a disproportionately large number of special education students were retained each year compared to their non-special education counterparts.

Limited English Proficient (LEP) Students. LEP students are faced with the challenge of learning English at the same time they are learning reading and other skills. Reading and language problems have been shown to be highly correlated with elementary grade retention. Depending on their levels of English skills, some LEP students enroll in bilingual or English as a second language (ESL) programs. In 1996-97, just over 86 percent of LEP students participated in bilingual/ESL programs.

Figure 4.2
Grade Level Retention by Ethnicity

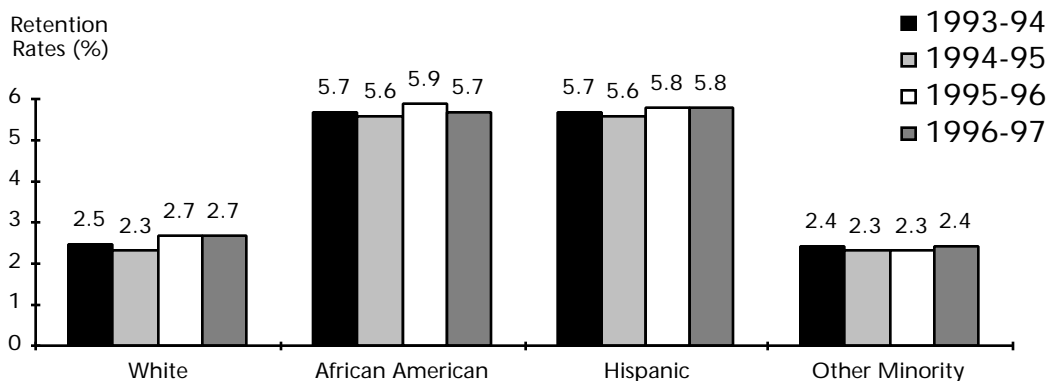


Table 4.5
Retention of Students Served in Special Education

Year	Special Education Students		Non-Special Education Students	
	Total Retained	Retention Rate	Total Retained	Retention Rate
1993-94	22,434	6.00%	103,525	3.80%
1994-95	23,633	6.00%	104,736	3.70%
1995-96	26,792	6.20%	117,891	4.00%
1996-97	28,276	6.20%	118,926	3.90%

The retention rates for LEP students are presented in Table 4.6. The table has been separated into two grade spans due to the small numbers of secondary students receiving bilingual services.

In 1996-97, all LEP students in the elementary grades (whether receiving bilingual, ESL, or no language services) had similar retention rates, although the rates consistently were higher than the rates for non-LEP students. In high school, the retention rates for LEP students receiving ESL services and LEP students not receiving services were notably higher than the rates for non-LEP students over the four years.

Economically Disadvantaged Students. As Table 4.7 indicates, the retention rates for students identified as economically disadvantaged were consistently higher than those for other students over the four-year period. Economically disadvantaged students represented a higher proportion each year of both the total number of students enrolled and retained in Texas public schools. In 1996-97, some 45.4 percent of students overall and 54.2 percent of retained students were identified as economically disadvantaged.

Grade Level Retention by District/Campus Characteristics

District Characteristics. Texas school districts differ considerably based on characteristics such as community type, size, student performance, and expenditures. Retention rates in districts across these categories differ as well.

Districts in urban areas (excluding 16 charter schools) had the highest retention rates in 1996-97. Higher retention rates also were generally associated with districts that had higher percentages of minority students, higher percentages of economically disadvantaged students, higher than average teacher salaries, larger percentages of minority teachers, and lower percentages of students passing the Texas Assessment of Academic Skills (TAAS). As might be expected, many of these characteristics are typical of districts classified as urban.

Campus Characteristics. Higher retention rates were associated with campuses in urban areas and with campuses that had characteristics similar to those of districts with higher retention rates. One exception was the absence of a clear relationship

Table 4.6
Retention of Limited English Proficient (LEP) Students

Grade	Year	Receiving Bilingual Services		Receiving ESL Services		Receiving No Services		Total LEP		Total Non-LEP	
		Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
K - 6	1993-94	4,637	2.9%	2,133	3.4%	735	2.9%	7,505	3.0%	30,970	2.0%
	1994-95	4,803	2.8%	2,141	3.1%	740	2.8%	7,684	2.9%	30,816	2.0%
	1995-96	4,929	2.7%	2,303	3.1%	755	2.9%	7,987	2.8%	35,440	2.1%
	1996-97	5,036	2.6%	2,302	2.8%	848	2.8%	8,186	2.7%	35,188	2.1%
7 - 12	1993-94	55	6.1%	7,447	12.4%	2,201	10.6%	9,703	12.0%	77,781	6.4%
	1994-95	64	4.9%	7,772	12.1%	2,407	11.0%	10,243	11.7%	79,626	6.4%
	1995-96	57	5.1%	8,088	11.9%	2,437	11.2%	10,582	11.6%	90,674	6.8%
	1996-97	71	8.3%	8,504	12.1%	2,946	11.5%	11,521	11.9%	92,307	6.7%

Table 4.7
Retention of Economically Disadvantaged Students

Year	Economically Disadvantaged Students		Non-Economically Disadvantaged Students	
	Total Retained	Retention Rate	Total Retained	Retention Rate
1993-94	63,935	4.90%	62,024	3.40%
1994-95	66,237	4.90%	62,132	3.40%
1995-96	75,640	5.00%	69,043	3.60%
1996-97	79,718	5.10%	67,484	3.60%

between retention rates and percentages of students identified as economically disadvantaged at the campus level.

Agency Contact Persons

For information on student retention data, Maria Whitsett, Senior Director of Research and Evaluation, Department of Policy Planning and Research, (512) 475-3523.

For information on Retention Reduction Programs, B.J. Gibson, Division Director of Accelerated Instruction, (512) 463-9374.

Other Sources of Information

For a summary of the literature on the effects of grade level retention and the results of grade level retention in Texas, see *1996-97 Report on Grade Level Retention of Texas Students*, published by the Division of Research and Evaluation, Department of Policy Planning and Research.

Status of the Curriculum

Since adoption of a statewide curriculum—the essential elements—in 1984, Texas has continued to increase the rigor of student knowledge and skills and raise the standards of student achievement. The state promoted these aims through:

- ◆ updating the essential elements through the textbook alignment process;
- ◆ phasing out low-level courses, such as Fundamentals of Mathematics; and
- ◆ increasing graduation requirements.

The 74th Texas Legislature in 1995 further endorsed this course of action by enacting a new law that established a required curriculum for kindergarten through Grade 12, consisting of a foundation curriculum including:

- ◆ English language arts;
- ◆ mathematics;
- ◆ science; and
- ◆ social studies, consisting of Texas, United States, and world history, government, and geography;

and an enrichment curriculum including:

- ◆ to the extent possible, languages other than English;
- ◆ health;
- ◆ physical education;
- ◆ fine arts;
- ◆ economics, with emphasis on the free enterprise system and its benefits;
- ◆ career and technology education; and
- ◆ technology applications.

Texas Essential Knowledge and Skills (TEKS)

The 74th Texas Legislature also directed the State Board of Education (SBOE) to identify the essential knowledge and skills of each subject area with the direct participation of educators, parents, business and industry representatives, and employers.

During 1995-97, teams composed of representatives of each of these groups drafted curricula for each content area and grade level, kindergarten through Grade 12, such that the knowledge and skills would:

- ◆ ensure rigor in the curriculum;
- ◆ articulate what all students should know and be able to do;
- ◆ specify the levels of performance expected of students at particular grade levels; and
- ◆ ensure that the knowledge and skills meet the learning needs of all students.

Upon completion of the teams' work, the SBOE reviewed and revised the team's submissions and adopted the Texas Essential Knowledge and Skills (TEKS). The SBOE adopted the TEKS in Algebra I, Geometry, and Algebra II in July 1996; the SBOE adopted the remaining TEKS in April and July 1997. The TEKS, codified in the Texas Administrative Code, Title 19 (19 TAC), Chapters 110-128, became effective in all content areas and grade levels on September 1, 1998. They replaced 19 TAC Chapter 75. Curriculum, Subchapters B-D, which contained the essential elements and which the SBOE repealed in May 1998.

By law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required to be used for instruction. Those in the enrichment areas are to be used to guide instruction. Thus, schools have more flexibility in the enrichment areas than they did under the essential elements. Another distinction between the previous curriculum and the TEKS is that whereas the essential elements stated what "students shall be provided opportunities" to learn, the TEKS specify the knowledge and skills that students will achieve, and they detail the expectations for every student. Key factors in the TEKS for each subject area are outlined later in this chapter.

To assist schools in implementing the TEKS and the public in having access to them, the TEKS are being widely distributed, and professional development is available from many sources.

Distribution of the TEKS

The agency distributed a printed copy and a CD-ROM containing the TEKS to every district and campus office, regional education service center, institution of higher education, and appropriate professional association. The TEKS are also available on the Agency web site. The Agency also distributed informational brochures on the foundation curriculum TEKS in Grades K-5 to elementary schools to be shared with parents. The TEKS are available for purchase in print and in CD-ROM.

Professional Development in the TEKS

The implementation of the TEKS in classrooms, replacing the essential elements that have been in effect since the 1985-86 school year, requires significant preparation of teachers and other educators, who are expected to raise standards, revise lesson plans, and make other adjustments. To accomplish this task, Centers for Educator Development (CEDs) in the foundation areas and statewide centers in some enrichment areas have developed and disseminated supporting materials and training. For instance, "TEKS for Leaders," a one-day seminar for district and campus administrators, provides an in-depth introduction to the TEKS and methods for planning to teach them. Many of the centers are also establishing web sites that maintain a common navigational system enabling teachers and administrators easy access to current information and materials that support the TEKS and other aspects of their respective programs. Regional education service centers also provide extensive training in the TEKS. In addition, materials for many areas in which textbooks are not yet adopted are available for teachers' use.

The TEKS in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation. Through listening, speaking, reading, writing, viewing and representing, Texas students use their skills in reading and language arts in purposeful ways. Texas students at all grade levels are asked to inquire into important subject areas, to make connections across books and content, to evaluate others' work as well as their own, to

synthesize information gleaned from text and talk, and to produce their own error-free texts and visual representations.

The curriculum also continues an emphasis on a balanced approach to reading instruction. Students learning to read are assessed for their ability to segment and manipulate phonemes in spoken language as well as their ability to understand the relationship between letters and sounds. Instruction in the area of word identification is balanced with instructional strategies that emphasize such comprehension strategies as predicting, self-monitoring, and rereading. Students gather these skills in literature-rich classrooms. Future textbook adoptions will reflect the integration of the language arts (listening, speaking, reading, written composition, handwriting, spelling, and mechanics of writing) as well as the balanced approach to reading.

The Texas Education Agency (TEA) awarded approximately \$2 million in federal Academics 2000 funds to establish the Texas Center for Reading and Language Arts at The University of Texas at Austin. Through this grant, the center has provided and will continue to provide professional development, instructional materials, and student assessment measures aligned with the TEKS.

All regional education service centers have designated reading liaisons and dyslexia contact persons. The reading liaisons work closely with the Texas Center for Reading and Language Arts and with the Statewide Initiatives Division at Education Service Center Region XIII. Through professional development institutes in reading, provided by center staff, these reading liaisons assist local districts in the implementation of the TEKS as well as with the Governor's Reading Initiative.

Dyslexia contacts work in collaboration with the statewide dyslexia coordinators at Education Service Center Region X in Dallas. Through professional development efforts led by staff at Region X, these dyslexia contacts are able to provide information and training on a statewide basis.

The TEA field tested and benchmarked an end-of-course examination in English II in Spring 1998 and is scheduled to implement the test during the school year 1998-1999.

NOTE: The schedule for adoption of instructional materials in this subject area and others is outlined in Table 5.2, page 58.

Bilingual Education/English as a Second Language

Bilingual education and second language instruction programs serve students in Grades PK-12 whose primary language is not English. More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 93 percent of homes where English is not the primary language. Other frequently reported primary student languages are Vietnamese, Cambodian, Laotian, Chinese, Korean, Japanese, French and German. In 1997-1998, 519,329 limited English proficient (LEP) students were identified in Texas. The number of dual-language programs to develop bilingual literacy in all students continues to increase in all regions of the state.

Bilingual education and English as a second language (ESL) programs seek to ensure that LEP students learn English and succeed academically in school. Students participating in these programs are provided linguistically appropriate instruction. Instruction is cognitively appropriate in that creativity, problem-solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language that students understand.

The TEKS for Spanish Language Arts (SLA) and English as a Second Language are based on the principle that second language learners should be expected to achieve the same high academic standards as native English speakers in our state. To demonstrate that students receiving instruction in Spanish Language Arts or English as a Second Language are learning the same knowledge and skills as students enrolled in English Language Arts, the SLA/ESL TEKS are placed side-by-side with the TEKS for English Language Arts and Reading.

Since the adoption of the Spanish Language Arts and English as a Second Language TEKS, the TEA has developed two implementation guides in collaboration with Education Service Center Region IV. The guides, titled *Bilingual/ESL TEKS - Elementary Professional Development Manual* and *Bilingual/ESL TEKS - Secondary Professional Development Manual*, explain the structure of the SLA/ESL TEKS document, provide an analysis of the actual content of the document, and provide guidance on how to develop curriculum and lessons. Videotapes showing teachers implementing lessons and using different strategies to teach concepts in a

variety of classroom environments were also developed.

The TEA has also created a web site in collaboration with Education Service Center Region IV to support the implementation of the SLA/ESL TEKS. This web site provides information to clarify curriculum and instruction. The toolkits link users to the SLA and ESL TEKS, provide information on professional development, program development, instruction and assessment, resources and technology and includes a 'parents as partners' toolkit to familiarize parents with the program rules and school system.

Texas Reading Initiative

In January 1996, Governor Bush challenged Texans to focus on the most basic of education goals—teaching children to read. The goal the governor set for the state was that all students should be able to read on grade level or higher by the end of third grade and continue to read on grade level or higher throughout their schooling. The TEA, in collaboration with the State Board for Educator Certification, regional education service centers, school districts, and teacher education programs, has undertaken a multifaceted effort aimed at providing resources and knowledge to educators as they undertake the task of teaching children to read.

Defining Good Practice

The first step was to clearly identify common ground on reading issues among the diverse range of agencies and organizations in the state with a professional educational interest in and perspectives on reading. In the spring of 1996, the governor assembled representatives from various organizations to try to reach consensus on issues of good reading practice. These educators reached consensus on a set of basic principles for a balanced and comprehensive approach to reading instruction. These principles were published and distributed statewide in a brief pamphlet entitled *Good Practice: Implications for Reading Instruction—A Consensus Document of Texas Literacy Professional Organizations*.

Components of Effective Reading Programs

Building on the consensus statement, TEA staff began reviewing the large volume of scientific research on reading in an effort to identify critical

components of reading instruction. The resulting booklet titled *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program* serves as a guide for administrators and teachers as they work to meet the governor's reading challenge. The booklet describes 12 essential components of effective beginning reading programs (Table 5.1) and describes features of classrooms and campuses that support effective beginning reading instruction.

Early Reading Assessment

Texas Education Code (TEC), §28.006, enacted by the 75th Texas Legislature, requires school districts to measure the reading skills and comprehension development of students in kindergarten and Grades 1 and 2 beginning with the 1998-99 school year. The use of early data collection allows educators to make informed and appropriate decisions regarding students instructional needs and objectives.

The commissioner adopted several instruments to be used to measure early reading development and made recommendations for administrators, training, and local responsibilities. The TEA distrib-

uted the *1998 Reading Instruments Guide* to school districts in May 1998.

The TEA, in collaboration with the Center for Academic and Reading Skills, revised the Texas Primary Reading Inventory (TPRI). The TPRI is an informal, individually administered assessment. The Inventory is designed to provide teachers with an additional tool for collecting data to determine where along the continuum of growth students are progressing as readers. The TPRI consists of a diagnostic screen and an inventory. The reading inventory section includes tasks that ask children to demonstrate their understanding of book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading ability and comprehension development.

Reading Academies

Funds were allocated by the 75th Texas Legislature to establish intensive beginning reading programs to assist districts in meeting the governor's challenge. These programs could include the purchase of diagnostic reading instruments, additional library material, instructional material, staff development and instructional staff. In August 1998,

Table 5.1
Twelve Essential Components
of Research-Based Programs for Beginning Reading Instruction

Children need to have opportunities to:

1. Expand their use and appreciation of oral language through a wide range of activities that involve listening, speaking, and understanding.
2. Expand their use and appreciation of printed language through activities designed to promote recognition of the important role printed language plays in the world around them.
3. Hear good stories and informational books read aloud daily to demonstrate the benefits and pleasures of good reading and to introduce children to new words and ideas.
4. Understand and manipulate the building blocks of spoken language, including phonemic awareness and the concepts of words and sentences.
5. Learn about and manipulate the building blocks of written language, including alphabetic awareness and practice in writing and manipulation of letters to make words and messages.
6. Learn the relationship between the sounds of spoken language and the letters of written language.
7. Learn decoding strategies such as those involving understanding of letter-sound relationships, word families and rhyming patterns, and blending the components of sounded out words, while also being introduced to phonetically irregular words.
8. Write and relate their writing to spelling and reading, with explicit help in understanding spelling conventions and appreciating the importance of correct spelling.
9. Practice accurate and fluent reading in decodable stories that emphasize the particular sound-letter relationships the children are learning.
10. Read and comprehend a wide assortment of books and other texts, with access to materials for self-selected reading that cover a wide range of skill levels and that can be read both during daily classroom time and taken home for reading independently or to family members.
11. Develop and comprehend new vocabulary through reading many diverse materials and direct vocabulary instruction that includes reading aloud and discussing new words as they occur.
12. Learn and apply comprehension strategies as they reflect upon and think critically about what they read through activities such as discussion with other children and reading of more difficult text with the teacher.

36 school districts or education service centers were awarded funds through the Texas Reading Academies grant program. The grants range in size from approximately \$57,000 to \$547,000. The grants will be used to create reading programs or academies that offer as much direct intervention with students in prekindergarten through third grade as possible. Recipients of grants will use the funds for a variety of programs including after-school reading academies, professional development for teachers, a prekindergarten and kindergarten language literacy laboratory, and a family partnership.

Spotlighting Reading Excellence

In 1996, the Texas Mentor School Network identified a dozen Reading Spotlight Schools that have demonstrated success in teaching elementary students to read. Each of the Spotlight Schools has conducted a self-study analysis matching their reading methods and materials with the essential components of effective reading programs identified in *Beginning Reading Instruction: Components and Features of a Research-based Reading Program*. The resulting document, titled *Spotlight on Reading: A Companion to Beginning Reading Instruction*, provides an analysis of their success. The Spotlight Schools serve as mentors to other schools with similar student demographics.

Parental Involvement

Involving parents in their child's education is especially important in the early years. *Beginning Reading Instruction: Practical Ideas for Parents*, has been developed to provide parents with information and activities to use as they help their children learn to read. The document has been distributed to all elementary school principals and all local PTA presidents.

Focus on Professional Development

The Texas Center for Reading and Language Arts was selected to lead the effort to create a coordinated system of teacher education and professional development in the area of language arts. The Center is also conducting research into the nature of phonemic awareness and its implementation in the curriculum. A web site and listserv have been developed to give teachers ready access to up-to-date information and to provide a forum for discussion. The Center is also bringing nationally known reading experts to Texas to serve as resources for the regional education service centers.

Education Service Center Liaisons

Each of the 20 education service centers has identified a Texas Reading Initiative liaison. The liaison is responsible for distributing information about the initiative and answering questions from the field. Several training sessions have occurred to inform the liaisons about the latest research in reading instruction and the implications the research has on the classroom. Liaisons worked directly with 245 campuses that were identified as needing assistance with their reading programs in the 1996-97 school year.

T-STAR

A series focusing on promising practices in literacy instruction was broadcast over the T-Star network from December 1996 to May 1997. Copies of the series, *Creating Lifelong Readers*, were distributed to the education service centers. A series planned for the 1998-99 school year will provide information on the early reading assessments and provide an update on the Texas Reading Initiative.

Read to Succeed

The 75th Texas Legislature authorized creation of the "Read to Succeed" specialty license plate. The plates will feature student artwork. More than 12,000 elementary students submitted artwork for consideration. Proceeds from the sale of the specialty plate will be dedicated to purchasing early reading diagnostic materials. The "Read to Succeed" license plates are now available and are being distributed through the Department of Transportation.

Reading Summits

The Governor's Business Council has organized "reading summits" around the state. The purpose of the summits is to bring together business, community, and education leaders to address the needs of local school districts. The summits also serve as opportunities to disseminate information about current research in beginning reading instruction.

Mathematics

The new curriculum standards streamline the mathematics program and raise the level of rigor expected at each grade level and course. Fewer topics are addressed, and they are studied in greater depth at each level than under the essen-

tial elements. There are also fewer course options at the high school level now than previously. The high school program is designed to ensure that all students complete a course sequence that is on or above level before exiting high school. Because the SBOE eliminated all low-level high school mathematics courses, all students in Texas are required to take Algebra I and two other credits in mathematics, which can be selected from Geometry, Algebra II or Mathematical Models with Applications. Students can also take advanced mathematics courses including Precalculus, AP Calculus, AP Statistics, International Baccalaureate courses, and independent study courses. As a result of efforts to raise expectations, enrollment in and completion of core mathematics courses for the Recommended High School Program have continued to increase.

Professional development for teachers of mathematics is a critical component of implementing the TEKS. The TEA contracted with the Texas Statewide Systemic Initiative (SSI), at the Charles A. Dana Center at the University of Texas at Austin, to serve as the Center for Educator Development in mathematics. In October 1994, Texas received a four-year grant of \$2 million per annum from the National Science Foundation (NSF) to support the Texas Statewide Systemic Initiative (Texas SSI). This project was funded for an additional five years beginning in 1998. Texas provides a \$1 million match each year. The SSI developed a Mathematics Toolkit, an Internet resource that consists of a wealth of activities and resources for teachers and administrators designed to clarify and provide information for teaching the TEKS.

Additional professional development training and materials have been developed for mathematics through the Texas Teachers Empowered for Achievement in Mathematics and Science (TEXTEAMS) project funded by the federal Dwight D. Eisenhower Mathematics and Science Education Program. The project has produced professional development modules for all levels of mathematics. Also, professional development institutes have been developed through the project for grades 3-5, grades 6-8, Algebra I, and Geometry. TEXTEAMS professional development will be coordinated through the 20 regional education service centers. These centers will also be instrumental in providing other professional development regarding implementation of the TEKS.

Science

The Science TEKS reflect a shift in science education to include more emphasis on science content. While the essential elements focused entirely on science process skills, the TEKS emphasize both content and process skills. In keeping with the results and recommendations of the Third International Mathematics and Science Study (TIMSS), the science content is focused so that students may investigate each topic in depth. The science skills that are developed are observation, problem solving, and critical thinking. In addition, the TEKS incorporate scientific investigation skills throughout the grades and integrate the science disciplines throughout the elementary and middle school grades. The TEKS also require that all high school science courses devote 40% of their time to laboratory and field work.

Student enrollment in and completion of higher-level science courses continues to increase. The advanced science program consists of the Advanced Placement and the International Baccalaureate courses, which will prepare students for the rigor of college science courses. In addition, six courses offered through career and technology education can now be counted toward meeting high school graduation credits in science, further expanding the options for students.

As with mathematics, the science Center for Educator Development is the Statewide Systemic Initiative (SSI), located at the Charles A. Dana Center at the University of Texas at Austin. The SSI provides training, also called TEXTEAMS, on the science TEKS to science supervisors, regional education service center representatives, and master teachers in a trainer-of-trainer model. The center has also developed a Science Toolkit, a technology-based program that will assist school districts with the development of a local curriculum based on the TEKS. The Toolkit's framework, available on the Internet and CD-ROM, provides schools with access to safety regulations, equipment recommendations, certification requirements, and other components of a quality science program. In addition, the SSI sponsors several other programs that complement the TEKS implementation efforts of the Agency, including an Informal Science Network and Building a Presence for Science. The SSI works closely with the Urban Systemic Initiatives and the newly funded Rural Systemic Initiative.

Other activities also support the establishment and dissemination of quality science programs throughout the state. Regional Collaboratives for Excellence in Science Teaching, funded through the Agency by federal Dwight D. Eisenhower Mathematics and Science Education Program of the U.S. Department of Education, have the goal of empowering teachers to lead systemic reform in science education. This is done through high-quality, sustained, and intensive mentoring that includes 105-130 contact hours with educators and teacher leaders in each of the twenty collaboratives throughout the state. The focus of the staff development has been on strengthening content and pedagogy for teachers. These regional collaboratives also provide staff development on the science TEKS and the new science framework. Many collaboratives offer graduate courses leading to Master's Degrees in Science for the teachers. The Regional Collaboratives have forged strong ties to business partners that enable the collaboratives to provide state-of-the-art technology training to their members.

The Texas Environmental Education Advisory Committee (TEEAC) continues to increase professional development sites for teachers. Over 130 TEEAC sites provide environmental education staff development to Texas teachers. TEEAC representatives also receive training in the implementation of the new science TEKS. The Eye on Earth television program produced by the T-STAR television network provides teachers with resources from state natural resource agencies that will assist implementation of the TEKS.

Social Studies

The social studies TEKS in all grade levels and courses include strands in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The eight strands are intended to be integrated for instructional purposes with the history and geography strands establishing a sense of time and a sense of place. The skills strand, in particular, engages students in a greater depth of understanding of complex content material through analyzing primary and secondary sources and applying critical-thinking and decision-making skills. In addition, the science, technology, and society strand provides students with an opportunity to evaluate how major scientific and technological

discoveries and innovations have affected societies throughout history.

A variety of elective courses is included in the social studies TEKS. For example, Special Topics in Social Studies and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for state graduation credits. Another new elective course is Social Studies Advanced Studies developed for students who are pursuing the Distinguished Achievement Program (DAP). This course is intended to guide students as they develop, research, and present the mentorship or independent study advanced measure of the DAP.

As in the other content areas, the Social Studies TEKS are more specific and clearer than were the Essential Elements. An example of the increased specificity of the social studies TEKS can be seen by comparing the requirements at Grade 4 from the EEs and from the TEKS regarding the Texas Revolution. Whereas the EEs stated that students should have the opportunity to "explain basic facts about the founding of Texas as a republic and state," the TEKS state that students should "analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto."

To provide social studies educators with the professional development necessary to implement the new TEKS, the TEA established the Social Studies Center for Educator Development (SSCED), jointly directed by staff at Texas A&M University and Education Service Center Region VI. The SSCED has worked with teams of trainers from each of the 20 education service centers. Training for the teams has centered on appropriate content and pedagogy that supports the social studies TEKS, including the integration of technology into classroom instruction. Currently under development is a social studies framework that will provide additional assistance with the implementation of the TEKS.

Collaborative projects have begun between TEA social studies staff and a number of organizations desiring to provide curriculum materials and professional development opportunities for social studies teachers. These include the Texas Environmental Education Advisory Committee, the Institute of Texan Cultures, the Fort Worth Museum of Science and History, and the Lyndon Baines Johnson National Historic Park.

Economics with Emphasis on the Free Enterprise System and Its Benefits

One-half credit in Economics with Emphasis on the Free Enterprise System and Its Benefits is required in all graduation plans. The TEKS for the high school economics course reflect an emphasis on the nature of economics, the American free enterprise system and its benefits, the relationship between government and the American economic system, and international economic relations.

Languages Other Than English

The development of meaningful language proficiency remains the goal for programs in Languages Other Than English (LOTE). Program emphasis is on the development of the linguistic skills of listening, speaking, reading, and writing, and in the knowledge of culture and language. The TEKS for LOTE are described within the five areas of communication, cultures, connections, comparisons, and communities and reflect performance expectations for various lengths of learning sequences.

In addition to adoption of the TEKS, several initiatives have been undertaken. These are:

- ◆ *A Texas Framework for Languages Other Than English*, a curriculum framework developed to help teachers in schools implement the TEKS,
- ◆ *Professional Development for Language Teachers*, a document that identifies appropriate staff development models for inservice LOTE teachers implementing the TEKS,
- ◆ *Preparing Language Teachers to Implement the TEKS for Languages Other Than English*, a document that delineates high standards for preservice LOTE teachers and programs that prepare them, and
- ◆ The Center for Educator Development in Languages Other Than English, a resource site to assist with the professional development of LOTE educators in the implementation of the TEKS.

An agreement among the TEA, the State Board for Educator Certification, and Spain's Ministry of Education and Culture has established several programs that provide Texas school districts opportunities to alleviate teacher shortages in specific content areas and teachers and students opportunities to initiate cultural exchanges.

The Languages Other Than English program in Texas schools has experienced moderate growth in enrollment at most levels in most languages, with significant increases in Spanish. New instructional materials were adopted for exploratory languages, French, German, Latin, and Spanish.

Health Education

The primary goal of the health education TEKS is to assist in the development of health literacy among students. Health literacy is the ability to obtain and understand health information to use it in ways that enhance health. Many serious health issues, including tobacco use, alcohol, and other drug use, unhealthy dietary behaviors, physical inactivity, and sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, are established during youth and extend into adulthood. The aims of health education are to prevent such behaviors and to improve the health status of adolescents and adults. Prior to adoption of the TEKS, the SBOE adopted high school health textbooks in November 1993 that became available for classroom use at the beginning of the 1995-96 school year.

A statewide center for TEKS implementation in health education has been established at Texas A&M University. The center is developing a video series and instructional manual that districts will be able to use as a part of their health education instruction. The video series will showcase examples of Texas school districts using TEKS as a curriculum framework. The instructional manual will be a collection of detailed instructional activities designed to correlate to the TEKS. These materials will be complete in August 1999 and ready for classroom use in September 1999. Also, the video series and instructional manual are designed for use at regional education service centers as a TEKS training component and at universities as a teaching tool in preservice programs.

Senate Bill 162, 75th Legislature, amended TEC, §28.002, to state that "the State Board of Education, in consultation with the Texas Department of Health and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum".

To comply with this statute, the Texas Department of Health and the Texas Diabetes Council recommend the Child and Adolescent Trial for Cardiovascular Health (CATCH) materials developed by

the National Heart Lung and Blood Institute as a program that a school district may use in the health curriculum. CATCH materials are recommended based on age appropriateness, comprehensiveness, continuity of instruction, compliance with national school health education standards, cost effectiveness, attention to diabetes risk factors, proven effective behavioral changes, compliance with existing physical education requirements, and simple integration into existing activities.

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's report on Physical Activity and Health in 1996, 60 percent of adults do not achieve the recommended amount of regular physical activity. The TEKS in Physical Education were adopted to help address these challenges in Texas.

The TEKS emphasize traditional concepts, such as movement skills, physical fitness, and social development, as well as enjoyment of physical activities. The TEKS encourage physical education instructors to address additional wellness components, such as nutrition, safety, and making health decisions. The TEKS implementation project mentioned under Health Education also includes a video series and instructional manual involving physical education at all grade levels.

In addition, the SBOE adopted a textbook in Physical Education called *Foundation of Personal Fitness*. The textbook, which became available for classroom use in September 1997, focuses on teaching students about becoming fit for a lifetime.

Fine Arts

The subject areas encompassed by the fine arts are art, music, theatre, and dance. The TEKS in these subject areas are organized into four strands—perception, expression, historical heritage, and evaluation. At the high school level, courses provide choices for students who are studying the arts as a lifelong interest or entering a field of the arts as a career. One credit in a fine arts course is required for graduation in both the Recommended High School and the Distinguished Achievement Programs.

Beginning in the 1998-99 school year, a Center for Professional Development in the Fine Arts will be established to support TEKS implementation. The center will serve as a coordinated statewide fine arts network to support leadership in each of the four fine arts areas. Teachers and administrators will be able to obtain a variety of TEKS information, relating to general awareness about the knowledge and skills or incorporating them into effective instruction. TEA, in collaboration with Education Service Center Region XX, is developing products, processes, and strategies to assist Texas teachers in increasing student achievement in fine arts content. Regional education service centers and professional associations are expected to participate in activities of the center, including disseminating materials and conducting statewide professional development.

Technology Applications

The Technology Applications TEKS specify student proficiencies for grades kindergarten through 12. The Technology Applications TEKS were developed in response to the *Long-Range Plan for Technology, 1996-2010*, that called for the establishment of expectations for technology proficiencies by students in kindergarten through Grade 12, including computer-related skills that meet standards for each high school graduate by the year 2000 (TEC, §32.001). This is the first time in Texas that a comprehensive K-12 curriculum has focused on what students should know and be able to do through the use of computers and other related technology.

The Technology Applications TEKS expand on the keyboarding recommendations at the elementary level, computer literacy requirement at the middle school, and computer science and other courses offered at the high school. This required enrichment curriculum focuses on creating, accessing, manipulating, utilizing, communicating, and publishing information during the learning process. It is built on the premise that students acquire technology applications knowledge and skills in a continuum beginning at the elementary level and continuing through Grade 12 and that they apply them to other curriculum areas at all grade levels.

For grades K-8, the Technology Applications TEKS are organized by benchmarks rather than by grade levels. Benchmark years are grades 2, 5 and 8. Interim grade-level expectations are local definitions of strategies that build toward student success. The

high school TEKS are defined in eight courses that give students opportunities for continued development of advanced technology knowledge and skills. All students beginning with the freshmen class of 1997-1998 must have one technology applications graduation credit under all graduation plans.

To assist educators in implementing the Technology Applications TEKS, the Texas Center for Educational Technology (TCET) at the University of North Texas, with support from the TEA, has developed a project called Sharing Technology Applications Resources with Teachers (START). The resources in the START package are available in multiply formats and are designed to assist educators in implementing the Technology Applications TEKS and integrating them across the foundation and enrichment curriculum. The package includes planning and professional development resources for using technology in schools.

Several resources, highlighted in the START package, support the Technology Applications TEKS and the integration of technology throughout all curriculum areas. In addition to various local, state, and federal sources, the technology allotment has provided \$30 per student per year since 1992. With this allotment, schools can buy hardware, software, and training. In addition, grant opportunities are available from many sources, including the Telecommunications Infrastructure Fund and the Technology Literacy Challenge Fund.

Through Technology Preview and Training Centers at regional education service centers, district personnel receive hands-on experience and an orientation to state-of-the-art technologies for use in the classroom. They also receive training and staff development on the integration of technology into the teaching and learning process. Technology Institutes, summer camps, and other staff development opportunities are available through the ESCs. Staff development is also available via T-STAR satellite programming and TETN video conferencing.

Career and Technology Education

The subject areas encompassed by career and technology education are home economics education, agricultural science and natural resources education, trade and industrial education, technology education/industrial technology education, marketing education, business education, and health science technology education. The TEKS for each

program area within career and technology address rigorous and relevant academic skills that students need for continuing education and employment. Whenever possible, the TEKS include interdisciplinary content. Most career and technology TEKS were designed to include components that encourage students to use technology.

Strategies to assist school districts in implementing the TEKS have included web sites, TEKS implementation guides for each career and technology subject area, regional and statewide workshops, and week-long summer conferences for career and technology educators, counselors, and administrators. The workshops and conferences provided participants with information on broad educational initiatives as well as in their specific subject areas. Participants also received training in recent technological advances related to program disciplines, and current information on state and federal rules and regulations.

In addition to development of the TEKS, the agency developed the *State Plan for Career and Technology Education* as required in TEC, §29.182. The plan is based on the statutory goals for career and technology education in TEC, §29.181.

The plan was developed as a guide to assist school districts in their efforts to offer effective career and technology education programs that prepare students for further education and eventual employment. The plan rests on the premise that career and technology education should complement and enhance rigorous academic preparation by enabling students to apply academic principles to a variety of community and career situations. The plan strongly supports local control of Texas public schools by offering strategies school districts may choose to implement based on local needs and decisions.

During the 1996-98 biennium, enrollment in secondary career and technology education programs rose, from 626,783 during the 1995-96 school year to 667,350 during the 1997-98 school year (unduplicated numbers).

Kindergarten and Prekindergarten Education

The TEKS for kindergarten are found in the Texas Administrative Code for each content area (excluding Career and Technology Education). The placement of kindergarten TEKS under each discipline represents a change from the essential elements

which were placed under four developmental domains—social/emotional development, intellectual development, aesthetic development, and physical development. This organizational change from developmental domains under the essential elements to subject area-specificity under the TEKS still allows for an integrated developmental approach to the kindergarten curriculum. The kindergarten TEKS focus on academic content of what five-year-olds are expected to know and be able to do and apply to both full- and half-day programs.

Although essential elements had been adopted for students in prekindergarten in the past, there are not TEKS for this grade level. TEC, §29.153, requires that prekindergarten programs be designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social studies.

Because of the diversity of prekindergarten programs in the state and because the authority for these programs resides at the local level, school districts are encouraged to design these programs to best meet the needs of their students in the development of these skills. Although the essential elements for students in prekindergarten are no longer in effect, districts may consider using them as guidelines.

School Libraries

In May 1997, the Texas State Library, in consultation with the State Board of Education, adopted new standards for school libraries. These standards identify elements of the library program essential to assist students in accessing, evaluating, and using information.

In addition to helping students achieve these standards, school library programs support both integration of technology into the curriculum and teaching of the Technology Applications TEKS. Student expectations that can appropriately be taught collaboratively by librarians and classroom teachers have been identified in the foundation curriculum. In addition, the school library program, especially at the K-8 level, focuses on three strands in the Technology Applications TEKS: information acquisition, problem solving, and communications.

Over 3,000 campus libraries are using a statewide technology initiative, the Texas Library Connection (TLC), to assist in integrating the use of tech-

nology across the curriculum. The Texas Library Connection provides a virtual catalog of over 17 million items held by participating campus libraries. Students in the program can access information resources held in their library, their district, their region, or across the state from their local library, from classrooms, or from home. The Texas Library Connection also provides access to the full text of over 600 magazines, journals, newspapers, periodicals, and other sources through UMI's ProQuest Direct. Britannica Online provides access to the full text of the Encyclopedia Britannica plus hundred of thousands of web links selected by the editors of Encyclopedia Britannica. Additional information is available on the TLC web site at www.tea.state.tx.us/technology/TLC/.

Implementing the TEKS

In addition to the professional development opportunities cited above, implementation of the TEKS will be promoted through adoption of textbooks and through administration of the statewide assessment based on the TEKS. The TEA is also promoting TEKS implementation through T-STAR programs and TETN video conference training sessions with regional education service center staff.

Instructional Materials

Since the 1960s, Texas has followed a mixed subject-area adoption cycle for textbooks and other instructional materials. Under this cycle, books in several different content areas and grade levels were adopted in a given year.

In 1997, the SBOE voted to move to a single subject-area adoption process for kindergarten through grade 12 (Table 5.2). This process is designed to align adoption of instructional materials in one content area with review of the TEKS in that content area (as well as with the statewide assessment). The adoption cycle was extended from six years to eight years. In keeping with TEC, 31.002, however, textbooks in the foundation areas will be reviewed after six years to determine whether new textbooks are needed sooner.

The transition to this new approach is contained in Proclamation 1997, which focuses on two subject areas—English language arts and reading and science, grades 1-5. Books in this content area fully aligned with the TEKS will enter classrooms in fall 2000. Because the SBOE adopted Algebra I, Ge-

Table 5.2
Adoption Cycle for Foundation and Enrichment Subjects
Approved by the SBOE - November 1997

<p>Proclamation 1996 State Adoption 1998 Implementation 1999-2000</p> <p>Mathematics, Grades K-8 Mathematics (Spanish), Grades K-6 Geology, Meteorology & Oceanography Aquatic Science World History Studies Technical Theatre I-IV Choir 1-3</p>	<p>Proclamation 1997 State Adoption 1999 Implementation 2000-2001</p> <p>English Language Arts & Reading, Grades K-1 Reading, Grades 2-3 Spanish Language Arts & Reading, Grades K-1 Spanish Reading, Grades 2-3 Literature, Grades 9-12 Science, Grades 1-5 Science (Spanish), Grades 1-5</p>
<p>Proclamation 1998 State Adoption 2000 Implementation 2001-2002</p> <p>English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 Reading, Grades 4-5 Spanish Reading, Grades 4-5 Literature, Grades 6-8 Spanish Literature, Grade 6 English for Speakers of Other Languages, Grades 9-12 Communication Applications English Language Arts electives</p>	<p>Proclamation 1999 State Adoption 2001 Implementation 2002-2003</p> <p>Science, Grades 6-12 Science (Spanish), Grade 6</p>
<p>Proclamation 2000 State Adoption 2002 Implementation 2003-2004</p> <p>Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 PreKindergarten Kindergarten</p> <p><u>Enrichment</u></p> <p>Economics with Emphasis on Free Enterprise</p>	<p>Proclamation 2001 State Adoption 2003 Implementation 2004-2005</p> <p><u>Enrichment:</u></p> <p>Health Education, Grades 1-12 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Applications</p>
<p>Proclamation 2002 State Adoption 2004 Implementation 2005-2006</p> <p>Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6</p>	<p>Proclamation 2003 State Adoption 2005 Implementation 2006-2007</p> <p>Mathematics, Grades K-5 Mathematics (Spanish), Grades K-5</p>

Table 5.2 (continued)
Adoption Cycle for Foundation and Enrichment Subjects
Approved by the SBOE - November 1997

<p>Proclamation 2004 State Adoption 2006 Implementation 2007-2008</p> <p><i>Enrichment</i></p> <p>Languages Other than English Fine Arts Physical Education</p>	<p>Proclamation 2005 State Adoption 2007 Implementation 2008-2009</p> <p>English Language Arts & Reading, Grades K-1 Spanish Language Arts & Reading, Grades K-1 Reading, Grades 2-5 Spanish Reading, Grades 2-5 Literature, Grades 6-12 Spanish Literature, Grade 6</p>
<p>Proclamation 2006 State Adoption 2008 Implementation 2009-10</p> <p>English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6</p>	<p>Proclamation 2007 State Adoption 2009 Implementation 2010-11</p> <p>Science, Grades 1-12 Science (Spanish), Grades 1-6</p>
<p>Proclamation 2008 State Adoption 2010 Implementation 2011-12</p> <p>Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-12 PreKindergarten Kindergarten</p> <p><i>Enrichment</i></p> <p>Economics with Emphasis on Free Enterprise</p>	<p>Proclamation 2009 State Adoption 2011 Implementation 2012-13</p> <p><i>Enrichment:</i></p> <p>Health Education, Grades 1-12 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Applications</p>
<p>Proclamation 2010 State Adoption 2012 Implementation 2013-14</p> <p>Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6)</p>	<p>Proclamation 2011 State Adoption 2013 Implementation 2014-15</p> <p>Mathematics, Grades K-5 Mathematics (Spanish), Grades K-5</p>
<p>Proclamation 2012 State Adoption 2014 Implementation 2015-16</p> <p>Languages Other than English Fine Arts Physical Education</p>	<p>Proclamation 2013 State Adoption 2015 Implementation 2016-17</p> <p>English Language Arts & Reading, Grades K-1 Spanish Language Arts & Reading, Grades K-1 Reading, Grades 2-5 Spanish Reading, Grades 2-5 Literature, Grades 6-12 Spanish Literature, Grade 6 English for Speakers of Other Languages, Grades K-12</p>

ometry, and Algebra II TEKS in 1996, concurrent with adoption of materials in those subjects under the previous plan, textbooks aligned with the TEKS in these subjects are in place in classrooms in fall 1998. Proclamation 1998 focuses solely on English language arts and reading, including Spanish language arts and English as a Second Language.

Texas Assessment of Academic Skills

The Texas Assessment of Academic Skills (TAAS) must be aligned with the TEKS. A key component of the alignment is that the specific skills tested on the TAAS will be stated in the exact language used in the TEKS. In addition, any skills that were previously tested under the former curriculum, the essential elements, but are not found in the TEKS will no longer be tested.

School year 1998-99 will be a transitional year in the alignment process. The Spring 1999 TAAS will test only previously tested skills common to both the TEKS and the essential elements. Thus, skills found in the TEKS but not in the essential elements at a particular grade level will not be tested in Spring 1999 nor will skills found in the essential elements but not in the TEKS. The test format will not change. Updates on this information, indicating which TEKS are eligible for testing in Spring 1999, have been delivered to schools.

In 1999-2000, those skills found in the TEKS but not previously tested on TAAS will be integrated into the TAAS. Students taking the TAAS administered in Spring 2000 will be tested on the TEKS that they will have studied during the previous two school years. Complete objectives and measurement specifications, including sample test items, will be distributed to schools prior to that administration.

Highlights of Changes in Curriculum Rules

Adoption of the TEKS and the subsequent repeal of the essential elements necessitated revisions to 19 TAC Chapter 74, *Curriculum Requirements*, to make course titles and other aspects of this chapter consistent with the TEKS. Following is a summary of the changes made in the required curriculum, graduation requirements, and other provisions; the revised rule is effective for students entering grade 9 in 1998-99.

Subchapter A. Required Curriculum

- ◆ References to essential elements were replaced with essential knowledge and skills, and courses that no longer exist were deleted and, where appropriate, replaced with courses that exist in the TEKS.
- ◆ Requirements to review the curriculum every five years were deleted, enabling the review to be aligned with the textbook adoption cycle.
- ◆ The new courses Mathematical Models with Applications and Integrated Physics and Chemistry were added as courses that districts must offer.
- ◆ Physical education courses that are no longer offered were replaced by physical education – Foundations of Personal Fitness and at least two of the following:
 - ❖ adventure/outdoor education;
 - ❖ aerobic activities;
 - ❖ individual sports; or
 - ❖ team sports.
- ◆ The language regarding fine arts was changed so that districts must offer courses selected from at least two of the four fine arts.
- ◆ Courses that previously met the speech requirement were removed, and Communication Applications was added as the only speech course that districts are required to offer.

Subchapter B. Graduation Requirements

Minimum High School Program

- ◆ College Board advanced placement and International Baccalaureate courses were added as courses that students may take for required courses.
- ◆ English IV (Academic) was deleted; English IV remains.
- ◆ Certain course titles were changed. English as a Second Language was replaced by English for Speakers of Other Languages and was made available to immigrant second language learners; United States History was changed to United States History Since Reconstruction;

and, Introduction to Speech Communication was changed to Speech Communication.

- ◆ The requirement for health was changed to allow students to take either one-half credit of health or one credit of health science technology.
- ◆ Communication Applications was added to the list of speech courses available to meet graduation requirements.
- ◆ Language was added stating that students can take up to four credits of Reserve Officer Training Corps (ROTC) and one-half credit of driver education as an elective.
- ◆ A new one credit technology applications requirement was added beginning during the 1997-1998 school year (applicable to all graduation plans). Students may choose from eight high school technology applications TEKS courses or from selected career and technology education TEKS courses in the areas of business education and technology education.

Recommended High School Program

- ◆ Science requirements were changed so that students must choose their three required credits from the following four areas with not more than one credit available from each area:
 - ❖ Integrated Physics and Chemistry
 - ❖ Biology, AP Biology, or IB Biology
 - ❖ Chemistry, AP Chemistry, or IB Chemistry
 - ❖ Physics, Principles of Technology I, AP Physics, or IB Physics
- ◆ Language was added encouraging students who want to complete this program to take Biology, Chemistry and Physics and to study the foundation areas every year.
- ◆ The requirement for health was changed to allow students to take either one-half credit of health or one credit of health science technology.
- ◆ In *Option I: mathematics, science, elective* all mathematics course options were deleted except Precalculus, and the number of available science courses was increased.
- ◆ Language was added to say that no substitutions are allowed.

Distinguished Achievement Program

- ◆ In addition to the changes noted under the Recommended High School Program, the advanced measures were revised, as follows:
- ◆ Original research/projects may not be used for more than two of the four advanced measures.
- ◆ The provision for licenses was deleted.

Subchapter C. Other Provisions

Award of Credit

- ◆ It was made clear that out-of-country transfer students includes foreign exchange students.
- ◆ Language was added stating that a course must be considered completed, and credit must be awarded if the student has demonstrated proficiency.
- ◆ Language was added stating that students who complete one semester of a two-semester course can be allowed, in accordance with local policy, to be awarded credit proportionately.

Innovative Courses and Programs

Previously approved experimental courses underwent a sunset review during the 1997-1998 school year. The TEA has had a process for approving locally developed "experimental courses," courses designed to enable students to master knowledge, skills, and competencies not included in the essential elements.

Based on the new rules concerning graduation requirements, and based on the adoption of the TEKS, experimental courses, which had been approved in previous years for state credit toward graduation, ceased being approved on August 31, 1998.

"Innovative course" approvals replace experimental courses. During the sunset process for experimental courses, agency staff reviewed requests for approval of innovative courses in the subject areas defined in the foundation and enrichment curriculum. Requests for approval of innovative courses that did not fall within any of the subject areas in the required curriculum were reviewed and approved by the SBOE in May 1998. A total of 160 innovative courses has been approved for instruction in one or more school districts.

School districts may continue to apply for approval of innovative or other locally designed courses to enable students to master knowledge and skills not included in the TEKS. The TEA and the SBOE will continue to review innovative course applications.

Academic Achievement Record

TEC, §28.025, requires student academic achievement records to be on forms adopted by the SBOE. In addition, the statute requires that the adopted forms clearly differentiate between each of the high school diploma programs and identify whether a student received a diploma or a certificate of coursework completion.

During the 1996-97 school year, the forms were reviewed by a task force made up of agency staff and school personnel. The task force was chaired by a representative of one of the education service centers. In the past, the form of the academic achievement record had been very prescriptive. The task force focused on finding ways to allow more flexibility in the design of the forms, while still maintaining standards that would assure accuracy and consistency in student transcripts for use in transfers, for potential employers, or for application for admission to a college or university.

The proposed new forms were pilot-tested during the 1997-98 school year and were subsequently approved by the SBOE for use beginning in the 1998-99 school year. The instructions for completing the Academic Achievement Record were revised to provide alignment to the new forms.

Districts were provided with samples of the new transcript forms along with the new Minimum Standards for the Academic Achievement Record in June 1998.

Agency Contact Person

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Other Sources of Information

19 Texas Administrative Code (TAC), Chapters 110-128, *Texas Essential Knowledge & Skills* (formats available include print, CD-ROM, and on the TEA web site at www.tea.state.tx.us)

19 TAC Chapter 74, *Curriculum Requirements*

Chapter 74 Handbook (including information on graduation requirements and "frequently asked questions" on Chapter 74 topics)

Chapter 74 Questions & Answers (on the TEA web site)

Dyslexia and Related Disorders Handbook

List of Products & Services for TEKS Implementation

Progress Report on Long-Range Plan for Technology, 1988-2000

Long-Range Plan for Technology, 1996-2010

Progress Report on Long-Range Plan for Technology, 1996-2010

The TEA Educator Resources web site at www.tea.state.tx.us/resources/.

District and Campus Performance

One of the major objectives of the Texas Education Agency (TEA) is to support the accomplishment of the state's goals for public education by recognizing, rewarding, sanctioning, and intervening in school districts and campuses to ensure excellence for all students.

Accountability Ratings

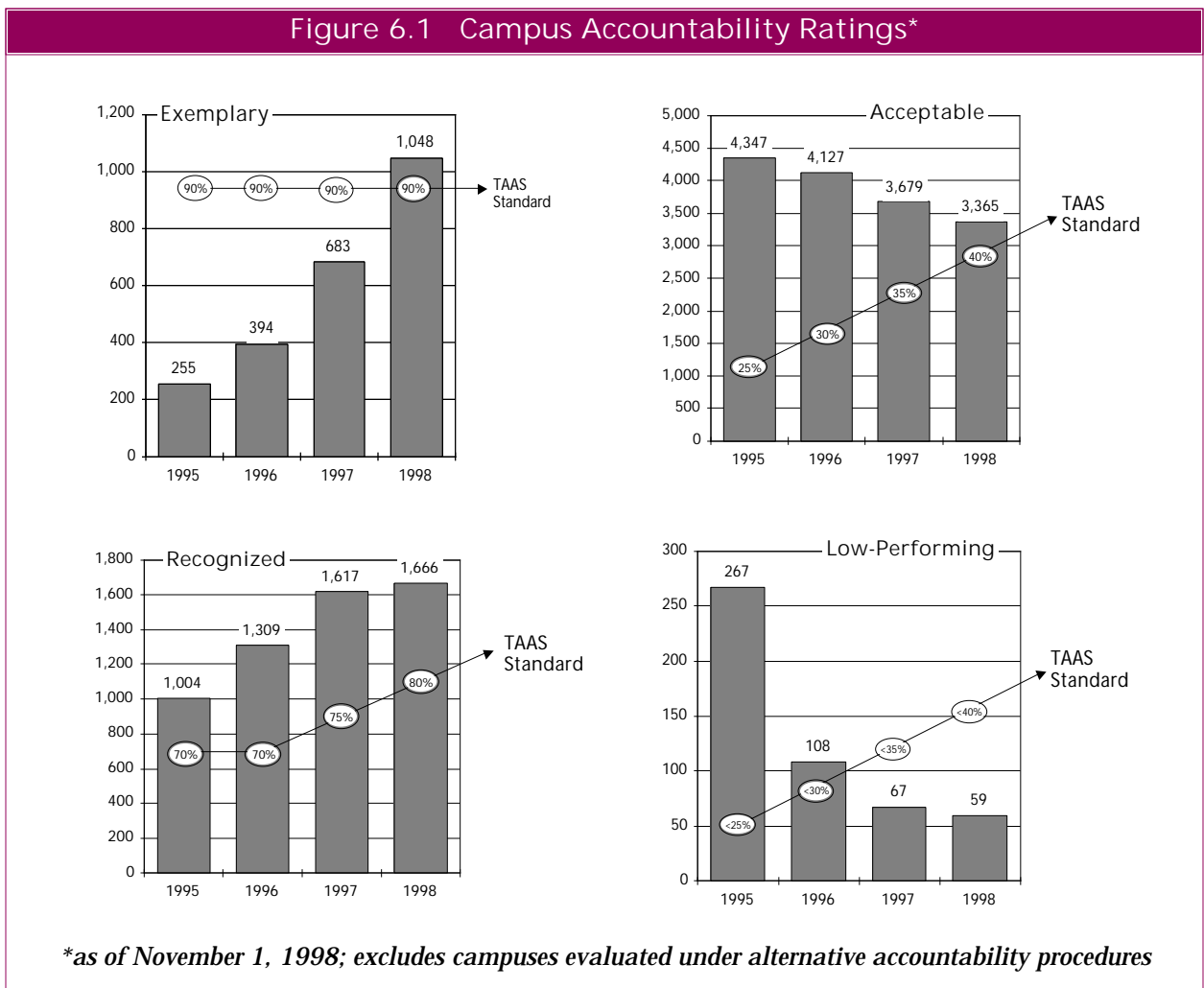
The accreditation status for districts and the performance ratings for campuses are based on the academic excellence indicators required by law and adopted by the State Board of Education.

Accountability ratings for 1998 showed that more Texas school districts and campuses received high performance ratings, and fewer were rated *low*

performing (Figure 6.1 and Table 6.1). The number of *exemplary* schools increased from 255 in 1995 to 394 in 1996 to 683 in 1997 to 1,048 in 1998. The number of *recognized* schools increased from 1,004 in 1995 to 1,309 in 1996 to 1,617 in 1997 to 1,666 in 1998. Legislation enacted in 1993 required the establishment of the accountability system, which is now in its sixth year of implementation. The number of *exemplary* and *recognized* schools has increased each year, with more schools receiving *exemplary* and *recognized* ratings in 1998 than in any of the previous five years.

District accreditation ratings showed similar improvements: in 1998, 120 districts received *exemplary* ratings, compared to 14 in 1995, 37 in 1996, and 65 in 1997. Another 329 districts were rated

Figure 6.1 Campus Accountability Ratings*



recognized in 1998, compared to 137 in 1995, 209 in 1996, and 321 in 1997.

Ratings improved as the percentage and number and percentage of students participating in the TAAS increased. In 1997, 90.6 percent of the students enrolled in Grades 3-8 and 10 participated in the TAAS administration. In 1998, 91.1 percent of the students enrolled in Grades 3-8 and 10 participated. The number of students tested increased by over 31,000 between 1997 and 1998.

The record number of high performance ratings was achieved despite the tougher standards used to rate districts and campuses. In 1995, 25 percent of all students and each student population group (African American, Hispanic, White, and economically disadvantaged students) were required to pass the TAAS in order for the campus or district to be rated *acceptable*. That standard rose to 30 percent in 1996, to 35 percent in 1997, and to 40 percent in 1998.

The standard for achieving *recognized* status increased from 70 percent of all students and each student population group passing TAAS in 1995 and 1996, to 75 percent passing in 1997, and to 80 percent in 1998. Standards for dropout rate and student attendance have remained constant.

Even though the standard for the percentage of students passing the TAAS increased annually, the number of *low-performing* campuses and districts decreased from 1995 to 1998. The number of campuses rated *low performing* decreased from 267 in 1995 to 108 in 1996, to 67 in 1997, and to 59 in 1998. In 1995, 34 districts were rated *accredited warned*; 8 districts were rated *academically unacceptable* in 1996; 4 were *academically unac-*

ceptable in 1997; and 6 were *academically unacceptable* in 1998. In addition, three districts were rated *academically unacceptable* by action of the Commissioner of Education as a result of the findings of a special accreditation investigation (SAI) in 1997; in 1998, two of those districts remain *academically unacceptable: SAI*.

The TEA has implemented optional alternative accountability procedures, developed in 1994-95, for alternative campuses that serve long-term students (those in attendance 90

cumulative days or longer). Ratings for alternative campuses are based on student performance on TAAS, dropout rates, course completion rates, attendance, General Educational Development (GED) completion rates, and/or dropout recovery rates. The procedures rate schools that fail to meet targeted campus performance objectives as *needing peer review*. In 1997, 331 campuses were rated through the

alternative accountability procedures; in 1998, that number rose to 383. The number of alternative campuses rated *acceptable* increased from 285 in 1997 to 316 in 1998. The number of alternative campuses rated *needing peer review* increased from 46 in 1997 to 67 in 1998.

The TEA established a Special Data Inquiry Unit in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. During the 1997-98 school year, the unit conducted 230 campus investigations. Ninety-one campuses were investigated for excessive exemptions and absences on TAAS, and 76 campuses were investigated due to high numbers of student withdrawals. In addition, unit staff investigated 63 campuses whose ratings were based on less than

**Table 6.1
District and Campus
Accountability Ratings**

as of November 1, 1998

Campus Ratings	1995	1996	1997	1998
<i>Exemplary</i>	255	394	683	1,048
<i>Recognized</i>	1,004	1,309	1,617	1,666
<i>Acceptable</i>	4,347	4,127	3,679	3,365
<i>Low-Performing</i>	267	108	67	59
Alternative Campus Ratings	1996	1997	1998	
<i>Acceptable</i>	157	285	316	
<i>Needing Peer Review</i>	106	46	67	
District Ratings	1995	1996	1997	1998
<i>Exemplary</i>	14	37	65	120
<i>Recognized</i>	137	209	321	329
<i>Acceptable</i>	860	788	650	585
<i>Academically Unacceptable</i>	34	8	4	6
<i>Academically Unacceptable: SAI</i>		2	3	2

40 percent of the student population eligible for TAAS.

The 1996-97 school year marked the first year of operation for open-enrollment charter schools approved by the State Board of Education. All charter schools are held accountable for student performance on TAAS. Depending on the student population served, charter schools may choose to be rated through the standard rating process or the alternative accountability procedures. Seventeen charter schools were rated for the first time in 1998. One charter school received a *recognized* rating, seven were *acceptable*, and two were *low performing*. Two charter schools rated under the alternative accountability procedures received an *acceptable* rating and five were rated *needing peer review*. On-site evaluations will be conducted for the 17 charter schools receiving ratings in 1998.

Framework for Interventions

The TEA has developed a framework for multi-year sanctions and interventions for first-, second-, third-, and fourth-year *academically unacceptable* districts and *low-performing* campuses.

Interventions and sanctions for *academically unacceptable* districts and *low-performing* campuses include the issuance of public notice and the provision of a public hearing by the local board of trustees; submission of a local improvement plan for state review; and an on-site peer review. Additional sanctions or interventions may include Education Service Center (ESC) support; a hearing before the commissioner or designee; assignment of an intervention team; assignment of a master, monitor, or management team; or appointment of a board of managers.

For third- and fourth-year *low-performing* campuses, interventions and sanctions include the issuance of public notice and the provision of a public hearing by the local board of trustees; submission of a local improvement plan for state review; and a hearing before the commissioner or designee. Results of the hearing will determine the need for additional sanctions and interventions.

For districts or campuses that are *academically unacceptable* or *low performing* in consecutive years, members of the peer evaluation team that visited the campus the previous year will visit the district or campus again when possible.

1997 Ratings

Four districts were designated as *academically unacceptable* in 1997 due to low performance on TAAS or a high dropout rate. The status of three other districts was modified to *academically unacceptable* due to the findings of a special accreditation investigation (SAI). The commissioner of education raised the rating of one of the three districts to *academically acceptable* in November 1997. Four *low-performing* campuses were in the *academically unacceptable* districts. An additional 63 *low-performing* campuses were located in 39 other districts. On-site peer review accreditation visits were conducted for all four *academically unacceptable* districts and 44 *low-performing* campuses. Eighteen campuses rated *low performing* due solely to a high dropout rate submitted self-evaluations and improvement plans for desk audit. Appeals to cancel the on-site visit were granted to five other *low-performing* campuses.

Academically Unacceptable Districts

Burton
Cameron
Goodrich
Marietta

Academically Unacceptable: SAI Districts

Asherton
Kendleton
Wilmer-Hutchins (rating raised to *academically acceptable* in November 1997)

Low-Performing Campuses

Aransas County ISD
Rockport-Fulton High School

Austin ISD
Sims Elementary

Birdville ISD
Alternative Center

Brownsville ISD
Lopez High School^{REC}
Pace High School^{REC}
Porter High School
Rivera High School

Key to Symbols

^{REC} The campus received a *recognized* rating in 1998.

Burton ISD
Burton Elementary

Calvert ISD
Calvert High School^{REC}

Cameron ISD
Yoe High School

Chapel Hill ISD (Smith County)
Chapel Hill High School

Dallas ISD
L. G. Pinkston High School
Onesimo Hernandez Elementary

Decatur ISD
Decatur High School^{REC}

Dickinson ISD
Dickinson High School

Edinburg Consolidated ISD
Lincoln Education Center

Flour Bluff ISD
Flour Bluff Alternative Center
Flour Bluff High School

Fort Worth ISD
Oakhurst Elementary
Riverside Middle School
S. S. Dillow Elementary

Galveston ISD
Ball High School
San Jacinto Elementary

Garland ISD
South Garland High School

Goodrich ISD
Goodrich Elementary

Houston ISD
Austin High School
Bellaire High School
Dowling Middle School
Lee High School
Pershing Middle School
Reagan High School
Rice School (K-5)
Sam Houston High School
Sharpstown High School^{**}
Varnett Academy^{REC}

Irving ISD
Irving Reassignment School

Jacksonville ISD
Jacksonville High School

La Marque ISD
La Marque High School^{**}

La Pryor ISD
La Pryor High School

La Villa ISD
La Villa High School

Lake Worth ISD
Lake Worth High School

Lamar Consolidated ISD
B. F. Terry High School

Lubbock ISD
Posey Elementary

Marfa ISD
Redford Elementary

Marietta ISD
Marietta Elementary

Nacogdoches ISD
Nacogdoches High School^{*}

Northside ISD (Bexar County)
Sunset High School

Port Arthur ISD
Jefferson High School

Presidio ISD
Presidio High School

Richardson ISD
Westwood Junior High

San Antonio ISD
Carvajal Elementary
David G. Burnet Elementary^{REC}
De Zavala Elementary
Fox Technical High School^{***}
Storm Elementary
Washington Elementary

San Marcos Consolidated ISD
San Marcos High School

Key to Symbols

- * The campus was rated *low performing* for the *second* consecutive year.
- ** The campus was rated *low performing* for the *third* consecutive year.
- *** The campus was rated *low performing* for the *fourth* consecutive year.
- ^{REC} The campus received a *recognized* rating in 1998.

Seguin ISD
Seguin High School

Southland ISD
Southland Elementary

Temple ISD
Freeman Heights Elementary
Wheatley Elementary

Texarkana ISD
Texas High School

Trinity ISD
Lansberry Elementary*
Trinity Junior High

Waco ISD
Kendrick Elementary

West Oso ISD
West Oso High School

Wilmer-Hutchins ISD
Wilmer-Hutchins High School

Two of the above listed campuses were second-year *low performing*, two were third-year *low performing*, and one was fourth-year *low performing*. The five campuses rated *low performing* two or more consecutive years represented 7.5 percent of the total number of *low-performing* campuses.

Alternative Campuses Needing Peer Review

In 1997, 331 campuses received ratings under the alternative accountability procedures. Of these, 285 (86.1 percent) were rated *acceptable* and 46 (13.9 percent) were rated *needing peer review*. In shared services arrangements, one alternative campus serves students from all member districts. Each member district receives a rating for the alternative campus. Therefore, although 46 *needing peer review* campus ratings were issued, only 34 actual alternative campuses *needing peer review* received on-site peer review accreditation visits. One appeal was granted to cancel the on-site visit to an alternative campus *needing peer review*.

Beaumont ISD
Pathways Learning Center

Brenham ISD
Brenham Alternative School

Brownwood ISD
Career Preparatory School

Chapel Hill ISD (Smith County)
STEPS

Cisco ISD
CISCO Alternative Education Campus (AEC)

Corsicana ISD
ALPHA Learning Center

Crockett ISD
Crockett Alternative Education Center

Dallas ISD
Language Academy

Dilley ISD
Alternative Center

East Chambers CISD^{FA}
Anahuac ISD^{MD}
Barbers Hill ISD^{MD}
Cleveland ISD^{MD}
Dayton ISD^{MD}
Hardin ISD^{MD}
Hardin-Jefferson ISD^{MD}
Liberty ISD^{MD}
Hardin-Chambers Center

Frenship ISD
Frenship Independent Instructional Center

Galena Park ISD
Accelerated Center for Education

Graham ISD
Graham ISD Learning Center

Grand Prairie ISD
Shady Grove PLUS Center

Houston ISD
Houston Night High School

Humble ISD
Humble Discipline Center

Keller ISD
New Directions Learning Center

Kingsville ISD
L.A.S.E.R. School

Key to Symbols

- ^{FA} Fiscal agent. The alternative campus serves students from multiple districts in the shared services arrangement.
- ^{MD} Member district of shared services arrangement. The alternative campus serves students from multiple districts in the shared services arrangement.

Lamesa ISD
Alternative Center

Laredo ISD
Evening Alternative Education Program

Mathis ISD
Sunrise Educational Center

New Waverly ISD
Gulf Coast Trades Center

Port Arthur ISD
Lamar Community Guidance Center

Progreso ISD
Progreso Multiple Alternative Campus

Raymondville ISD
Raymondville Independent
Instructional Center

Sanford ISD^{FA}

Borger ISD^{MD}

Dumas ISD^{MD}

Panhandle ISD^{MD}

Sunray ISD^{MD}
CHAMPS

Spring Branch ISD
Spring Branch Education Center

Uvalde ISD
Excel Academy High School

Ysleta ISD
Academy of Science and Technology
Bel Air Accelerated Instruction
Eastwood Accelerated Instruction
Hanks Academy
Recovery Program High School
Tejas School of Choice
Ysleta High School Accelerated Academy

Efforts to Improve Performance

Of the four districts rated *academically unacceptable* in 1997, three showed sufficient progress to receive an *academically acceptable* rating in 1998 and one (Marietta ISD) was *academically unacceptable* for the second consecutive year. Of the 67

Key to Symbols

- ^{FA} Fiscal agent. The alternative campus serves students from multiple districts in the shared services arrangement.
- ^{MD} Member district of shared services arrangement. The alternative campus serves students from multiple districts in the shared services arrangement.

campuses listed as *low performing* in 1997, 60 campuses (89.5 percent) were not on the 1998 list of *low-performing* campuses and 7 (10.5 percent) were *low performing* for the second consecutive year. Six campuses (8.9 percent) rated *low performing* in 1997 showed sufficient progress to receive a *recognized* rating in 1998. All five campuses rated *low performing* for the second, third, or fourth consecutive year in 1997 received *acceptable* ratings in 1998.

Peer review teams visited *academically unacceptable* districts and *low-performing* campuses. Each review team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

Desk audits were conducted for campuses rated *low performing* due solely to high dropout rates. The effectiveness of the desk audit is evident in the analysis of the 1998 ratings. Only one of the 18 campuses (Jefferson High School in Port Arthur ISD) receiving a desk audit for dropout in 1997 was rated *low performing* in 1998. The second-year *low-performing* rating was due to low TAAS performance, not a high dropout rate.

The Commissioner assigned state intervention to improve student performance in two districts:

Wilmer-Hutchins ISD was assigned a monitoring team on April 12, 1996, to assist the district in the areas of student performance, governance, and finances. The monitoring team was upgraded to a management team on June 6, 1996. In 1998, the district had three *recognized* campuses and three *acceptable* campuses. The commissioner removed the management team on November 9, 1998.

Fox Technical High School, San Antonio ISD was assigned a monitor on August 28, 1997, following the release of the 1997 accountability ratings, which listed the campus *low performing* for the fourth consecutive year. The monitor worked closely with district and campus staff to improve TAAS performance and maintain a low dropout rate. In 1998, the campus was rated *acceptable* for the first time in five years.

1998 Ratings

Six districts were designated as *academically unacceptable* in 1998 due to low performance on

TAAS or high dropout rates. The status of two other districts remained *academically unacceptable* due to the findings of special accreditation investigations (SAI). Four *low-performing* campuses were in the *academically unacceptable* districts. An additional 53 *low-performing* campuses were located in 29 other districts. Two open enrollment charter schools were also rated *low performing*. On-site visits will be conducted in the first 17 open enrollment charter schools that opened during the 1996-97 school year and received ratings in 1998. On-site peer review accreditation visits are scheduled for three *academically unacceptable* districts and 40 *low-performing* campuses. Thirteen campuses rated *low performing* and one district rated *academically unacceptable* due solely to a high dropout rate will submit self-evaluations and improvement plans for desk audit. Appeals were granted to cancel the on-site visit to three *low-performing* campuses and to modify the on-site visit to two *academically unacceptable* districts and one *low-performing* campus.

Academically Unacceptable Districts

Anahuac^{DA}
 Ft Hancock
 Kenedy^{MOD}
 Marietta*
 McDade
 Novice^{MOD}

Academically Unacceptable: SAI Districts

Asherton
 Kendleton

Low-Performing Campuses

Amarillo ISD
 Caprock High School^{DA}
 Houston Middle School
 Tascosa High School^{DA}

Austin ISD
 Blackshear Elementary
 McCallum High School
 Special Placement Center
 Travis Heights Elementary

Big Sandy ISD
 Big Sandy High School^{DA}

Bloomington ISD
 Bloomington Elementary

Cleveland ISD
 Cleveland High School

Connally ISD
 Alternative Center^{NV}

Corpus Christi ISD
 Miller High School^{DA}

Dallas ISD
 Arcadia Park Elementary
 City Park Elementary
 J. Q. Adams Elementary
 Justin F. Kimball High School^{DA}
 Learning Alternative Center E Y
 Maple Lawn Elementary
 Roosevelt High School
 South Oak Cliff High School^{DA}
 Urban Park Elementary
 W. W. Samuell High School^{DA}

Floydada ISD
 R. C. Andrews Elementary

Fort Bend ISD
 Lawrence E. Elkins High School^{DA}

Fort Worth ISD
 James Middle School

Ft. Hancock ISD
 Fort Hancock School^{DA}

Galveston ISD
 San Jacinto Elementary*

George I. Sanchez Charter School
 George I. Sanchez High School

Goodrich ISD
 Goodrich Elementary*

Houston ISD
 Bridge High School
 Centripet Project Middle School
 Community Services-Sec
 Gregory-Lincoln Education Center
 McReynolds Middle School

Key to Symbols

* The campus was rated *low performing* or the district was rated *academically unacceptable* for the second consecutive year.

^{DA} Desk audit. The first-year *academically unacceptable* district and *low-performing* campuses whose ratings were due solely to a high dropout rate will receive a desk audit.

^{MOD} On-site visit was modified as a result of an appeal.

^{NV} Appeal to cancel the on-site visit was granted.

North District Alternative Elementary
 Piney Point Elementary
 Rice School (Grades 6-8)^{DA}

Irving ISD
 Irving High School^{DA}

Malakoff ISD
 Malakoff High School^{DA}

Marfa ISD
 Redford Elementary*

Marietta ISD
 Marietta Elementary*

McDade ISD
 McDade Elementary

Novice ISD
 M. Jones/L. Rose

Port Arthur ISD
 Jefferson High School*

Premont ISD
 Premont Central Elementary

Roxton ISD
 Roxton Elementary

San Angelo ISD
 Central High School^{DA}

San Antonio ISD
 Connell Middle School
 Washington Elementary*

San Augustine ISD
 San Augustine Elementary

Seguin ISD
 Ball Elementary

Smithville ISD
 Smithville Junior High

Southside ISD
 Southside Alternative Center^{MOD}

Temple ISD
 Lanier Elementary^{NV}
 Wheatley Elementary*^{NV}

Tyler ISD
 Glenwood Alternative Middle School
 T. J. Austin Elementary

Victoria ISD
 Stroman High School

Waco Charter School
 Waco Charter School

Seven (11.9 percent) of the above listed campuses are second-year *low performing*. No campuses were rated *low performing* for the third or fourth consecutive year.

Alternative Campuses *Needing Peer Review*

In 1998, 383 campuses and open-enrollment charter schools received ratings under the alternative accountability procedures. Of these, 316 (82.5 percent) were rated *acceptable* and 67 (17.5 percent) were rated *needing peer review*. In shared services arrangements, one alternative campus serves students from all member districts. Each member district receives a rating for the alternative campus. Therefore, although several districts receive *needing peer review* campus ratings, only one actual alternative campus *needing peer review* receives an on-site peer review accreditation visit.

On-site reviews will be conducted at 50 alternative campuses and 5 open enrollment charter schools *needing peer review*. Five appeals were granted to cancel the on-site visit to alternative campuses *needing peer review*.

An additional 16 schools were identified as *needing peer review* and will receive a site visit during the 1998-99 school year. Because these schools enrolled students after the submission of the fall attendance report through PEIMS, they are not listed below and their ratings are not included in the total counts of campuses rated in 1998.

Academy of Transitional Studies Charter School
 Academy of Transitional Studies

Aldine ISD
 Night High School

American Institute for Learning Charter School
 American Institute for Learning High School

Key to Symbols

* The campus was rated *low performing* or the district was rated *academically unacceptable* for the second consecutive year.

^{DA} Desk audit. The first-year *academically unacceptable* district and *low-performing* campuses whose ratings were due solely to a high dropout rate will receive a desk audit.

^{MOD} On-site visit was modified as a result of an appeal.

^{NV} Appeal to cancel the on-site visit was granted.

Austin ISD
ACC/Robbins Academy^{NV}

Breckenridge ISD
Breckenridge Alternative Center

Bronte ISD
Juvenile Detention Center

Building Alternatives Charter School
Building Alternatives Charter School

Canadian ISD
Canadian Alternative School

College Station ISD
Timber Academy

Corpus Christi ISD
Alternative High School Center

Cotulla ISD
Juvenile Justice Center

Culberson County-Alamoore
Eagle Mountain Academy

Dallas Can! Academy Charter School
Dallas Can! Academy

Dimmitt ISD
Dimmitt Alternative Center

Ector County ISD
Odessa High School/
School-Within-A-School^{NV}

Edgewood ISD
Competency Based High School

Edinburg Consolidated ISD
Cooperative Alternative Program
Edinburg Academy

El Paso ISD
School-Age Parent Center

Fort Worth ISD
Middle Level Learning Center

Fredericksburg ISD
Alternative School

Galveston ISD
Alternative School

Georgetown ISD
Chip Richarte Learning Center

Gonzales ISD
Gonzales Alternative Campus

Houston ISD
Employment Training Center

Foley's Academy
Houston Community College Alternative
Language Acquisition Transitional Program
Leap, Inc.
McCardell Academy
Ninth Grade Skill Enhancement Center
Read Commission
Seaborne
Terrell Alternative Middle School
Youth for Education and Success

Information Referral Resource Assistance
Charter School
Information Referral Resource Assistance,
Inc.

Iraan-Sheffield ISD
TYC Sheffield Campus

Kaufman ISD^{FA}
Mabank ISD^{MD}
Accelerated Learning Center

Killeen ISD
Bell County Juvenile Detention Center

Lamar Consolidated ISD
Place (16-21)

Lamesa ISD
Alternative Center*^{NV}

Lockhart ISD
Pride School

Mercedes ISD
Mercedes Alternative Educational Center^{NV}

Pecos-Barstow-Toyah ISD
Carver Alternative Education Center

Poteet ISD
ACES

Key to Symbols

* The campus was rated *needing peer review* for the second consecutive year.

^{DA} Desk audit. Campuses rated first-year *needing peer review* due solely to a high dropout rate or a low attendance rate receive a desk audit.

^{NV} Appeal to cancel the on-site visit was granted.

^{FA} Fiscal agent. The alternative campus serves students from multiple districts in the shared services arrangement.

^{MD} Member district of shared services arrangement. The alternative campus serves students from multiple districts in the shared services arrangement.

Roma ISD
Instructional and Guidance Center

San Antonio ISD
Healy-Murphy Center

San Elizario ISD
San Elizario Alternative Center

Schertz-Cibola-Universal City
Enhanced Learning Center

Seguin ISD
Mercer & Blumberg Learning Center

Seminole ISD
Seminole Success Center

Slaton ISD
Instructional Center

South San Antonio ISD
Competency Based High School

Sweeny ISD
Sweeny Optional School

Trinity ISD
Trinity Evening High School^{NV}

Waco ISD
Alternative School

Wall ISD^{FA}

Bronte ISD^{MD}

Eden Consolidated ISD^{MD}

Grape Creek ISD^{MD}

Miles ISD^{MD}

Robert Lee ISD^{MD}

Water Valley ISD^{MD}
Fairview Accelerated Education Co-op

West Orange-Cove Consolidated ISD
West Orange-Cove Education Center

Ysleta ISD
Academy of Science and Technology*
Cesar Chavez Academy

Key to Symbols

- * The campus was rated *needing peer review* for the second consecutive year.
- ^{NV} Appeal to cancel the on-site visit was granted.
- ^{FA} Fiscal agent. The alternative campus serves students from multiple districts in the shared services arrangement.
- ^{MD} Member district of shared services arrangement. The alternative campus serves students from multiple districts in the shared services arrangement.

Monitors, Masters, and Alternative Interventions

During the 1996-97 and 1997-98 school years, 15 school districts and one open enrollment charter school (Girls & Boys Prep Academy) were assigned monitors or masters or received alternative interventions. (See Table 6.2 for a history of interventions in each district.)

As of November 16, 1998, 12 of the 15 districts and the charter school are under some form of state intervention. The charter school is rated *acceptable*. One of the 12 districts is *recognized* with a monitor (Poolville), one is *academically acceptable* with a peer assistance team (Midlothian), eight are *academically acceptable* with monitors (Alba-Golden, Benavides, Driscoll, Mineola, San Diego, Trinity, Warren, and Westwood), and two are *academically unacceptable*: SAI with monitors (Asherton and Kendleton).

The Texas School Improvement Initiative targets for improvement those districts and campuses that do not satisfy the performance standards as defined by the Commissioner. Performance standards are directly tied to the public education academic goals listed in the Texas Education Code, Section 4.002.

Agency Contact Persons

For information on accountability ratings, Criss Cloudt, Associate Commissioner for Policy Planning and Research, (512) 463-9701.

For information on interventions, Linda G. Mora, Associate Commissioner for Accountability and School Accreditation, (512) 463-8998.

Other Sources of Information

For an explanation of the accountability system, see the *1998 Accountability Manual* published by the Division of Performance Reporting, Department of Policy Planning and Research, and the *1998 Alternative Accountability Manual* published by the Division of Accountability Development and Support, Department of Accountability and School Accreditation.

For the most current information on accreditation interventions and sanctions, see *Status Report on the Accreditation, Interventions, and Sanctions of School Districts and Charter Schools* included in the agenda for each State Board of Education meeting.

**Table 6.2
Monitors, Masters, and Alternative Interventions**

1996-97 and 1997-98

Region	District	Change From	Change To	Date of Change
7	Alba-Golden	Academically Acceptable	Academically Acceptable/Monitor	4/17/98
20	Asherton	Accredited	Accredited/Monitor	3/21/96
			Academically Unacceptable/Monitor	8/1/96
			Academically Unacceptable:SAI/Monitor	8/1/97
2	Benavides	Academically Acceptable	Academically Acceptable/Monitor	9/23/96
7	Chapel Hill	Academically Acceptable	Academically Acceptable/Monitor	9/5/96
			Academically Acceptable	8/31/97
2	Driscoll	Academically Acceptable	Academically Acceptable/Monitor	5/12/97
4	Girls & Boys Prep Academy	Charter School	Charter School/Monitor	7/15/98
			Acceptable/Monitor	8/1/98
4	Kendleton	Academically Acceptable	Academically Unacceptable/Monitor	6/16/97
			Academically Unacceptable: SAI/Monitor	8/1/97
10	Midlothian	Academically Acceptable	Academically Acceptable/Peer Assistance Team	7/10/98
7	Mineola	Academically Acceptable	Academically Acceptable/Monitor	2/13/97
11	Poolville	Academically Acceptable	Academically Acceptable/Monitor	4/1/97
			Recognized/Monitor	8/1/97
20	San Antonio	Academically Acceptable	Academically Acceptable/Campus Monitor	8/28/97
			Academically Acceptable	5/8/98
2	San Diego	Academically Acceptable	Academically Acceptable/Monitor	6/3/98
6	Trinity	Academically Acceptable	Academically Acceptable/Monitor	3/26/98
5	Warren	Academically Acceptable	Academically Acceptable/Monitor	8/4/97
7	Westwood	Academically Acceptable	Academically Acceptable/Monitor	6/8/98
10	Wilmer-Hutchins	Academically Acceptable	Academically Unacceptable/Monitors	4/12/96
			Academically Unacceptable/Management Team	6/6/97
			Academically Unacceptable:SAI/Management Team	8/1/97
			Academically Acceptable/Management Team	11/6/97
			Academically Acceptable	11/9/98

Deregulation and Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of the state's efforts to enable all students to achieve exemplary levels of performance.

Based upon this legislative direction, the Texas Education Agency (TEA) undertook a major effort to deregulate public education in this state. These actions include review and elimination of unnecessary State Board of Education (SBOE) rules, approval of open-enrollment charter schools, and removal of barriers to improved student performance by waiving provisions of federal and state laws. These actions to maximize local control support all four of the state's academic goals. These efforts also support the strategic plan goal of local excellence and achievement by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary performance in reading, and in the foundation subjects of English language arts, mathematics, science, and social studies.

Sunset Review of TEA Rules

In accordance with the 1998-99 General Appropriations Act, which established a four-year sunset review cycle for all state agency rules, the TEA has initiated a sunset review of State Board of Education (SBOE) and commissioner of education rules. The TEA filed the sunset review plan for SBOE and commissioner of education rules with the Office of the Governor, Legislative Budget Board (LBB), and Secretary of State on March 27, 1998, and filed a revised plan on September 25, 1998. The current sunset review plan for SBOE and commissioner of education rules is available on-line at www.tea.state.tx.us/rules/home/.

In May 1996, the TEA completed a one-year sunset review of SBOE rules, resulting in a reduction of rules by 55 percent. The TEA also conducted a three-year sunset review of SBOE rules beginning in 1991. The three-year sunset review reduced the number of SBOE rules by 50 percent.

Open-Enrollment Charter Schools

To further promote local initiative, the 74th Texas Legislature established a new type of school, known as an open-enrollment charter school, subject to fewer state laws than other public schools. In 1995-96, the SBOE authorized 20 such schools, which are designed to capitalize on innovative and creative approaches to educating students. The SBOE subsequently revoked one of the 20 charters. The 75th Texas Legislature authorized the creation of 100 additional open-enrollment charter schools and an unlimited number of open-enrollment charter schools to serve students in at-risk situations. In 1998, the SBOE approved 98 additional open-enrollment charter schools and 42 open-enrollment charter schools to serve at-risk students. As of November 16, 1998, a total of 159 open-enrollment charters were in existence, with 55 in operation, serving an estimated 11,520 students.

Table 7.1 compares selected profile characteristics of charter schools to state averages.

These new schools will be monitored and accredited according to the standards of the statewide testing and accountability system. In addition, a comprehensive evaluation is underway in a collaborative effort by (1) the University of Houston Center for Public Policy; (2) the University of Texas at Arlington School of Urban and Public Affairs; and (3) the University of North Texas, the Texas Center for Educational Research and the Texas Justice Foundation.

State Waivers

While the new Education Code and the sunset review of SBOE rules have greatly enhanced local authority, school districts and campuses continue to seek waivers from state laws and rules they believe impede efforts to improve student performance. During the 1998 fiscal year, the commissioner of education granted over 2,000 general state waivers.

The type of waiver most frequently requested allows a district or campus to modify its calendar to make additional time available for staff development. For the 1997-98 school year, the commis-

sioner of education approved waivers granting a maximum of three days for general staff development. These waivers for general staff development accounted for 631, or 31 percent, of the general state waivers approved in fiscal year 1998 (Table 7.2). To encourage staff development related to reading/language arts, the commissioner approved an additional two waiver days for staff development related to reading/language arts and

implementation of the new Texas Essential Knowledge and Skills (TEKS) for reading/language arts. A total of 95 districts received these waivers during the 1998 fiscal year.

The number of general state waivers increased significantly over both the 1996 and 1997 fiscal years. The largest increases were in the areas of staff development and course requirements. The increase in staff development waivers may reflect efforts to prepare teachers to implement the TEKS. The increase in course requirement waivers is attributable to district efforts to prepare for implementation of more stringent graduation requirements in mathematics.

TEC, Section 39.112, automatically exempts any school district or campus rated *exemplary* from all but a specified list of state laws and rules. All districts and campuses remain subject to the state school finance and accountability systems, however. The exemption for an *exemplary* district or campus remains in effect until the rating changes or the commissioner of education determines that achievement levels of the district or campus have declined.

Education Flexibility Partnership Demonstration Program (Ed-Flex) Status

Under Ed-Flex, districts may receive relief from certain federal requirements. Texas is one of 12 states participating in this pilot program. As an Ed-Flex state, the commissioner of education may grant waivers of specified federal laws. Districts seeking to remove federal barriers to improved student performance may apply for an Ed-Flex waiver. Waivers may be granted for provisions of federal law related to the administration of covered federal programs, called administrative Ed-Flex waivers, or provisions of federal law related to the design and delivery of covered federal programs, called programmatic Ed-Flex waivers.

At the end of the 1998 fiscal year, there were 431 districts with programmatic Ed-Flex waivers in effect. The most frequently requested programmatic waiver allows campuses to operate schoolwide programs under the Improving America's Schools Act of 1994, Title I, Part A. This waiver applies to campuses that are eligible for Title I, Part A, services, but which do not have at least 50 percent of students enrolled in the free-and-reduced price lunch program. The waiver allows campuses to

**Table 7.1
Open-Enrollment Charter Schools**

as of November 16, 1998

	Regular Charters	Charters Serving At-Risk Students
Number Approved by SBOE:	117	42
Number in Operation:	55	0
Enrollment:	11,520	0

Characteristics of Charter Schools in Operation

	State*	Charter Schools
STUDENTS		
Ethnicity		
African American	14.4%	36.3%
Hispanic	37.9%	40.7%
White	45.0%	20.7%
Other	2.7%	2.3%
Special Populations		
At Risk	36.9%	61.2%
Special Education	12.0%	7.4%
Bilingual/ESL	11%	7.3%
Gifted/Talented	8.0%	3.4%
STAFF		
Ethnicity		
African American	8.2%	26.6%
Hispanic	15.8%	20.1%
White	75.2%	49.8%
Other	0.8%	2.6%
Certification		Yes - 48% No - 52%

*State data from Public Education Information Management System, 1997-98

coordinate most federal fund sources and to serve any student on the campus that needs additional assistance in achieving the state's performance standards. Other frequently requested waivers allow use of up to 25 percent of Eisenhower Professional Development funds in reading/language arts and in social studies, and elimination of the 33 percent local cost share requirement for the Eisenhower Professional Development program.

The commissioner of education granted 3,824 administrative waivers. These waivers streamlined application procedures and simplified record keeping. During fiscal year 1998, the commissioner of education used his authority to grant two of these waivers to every district without the need for individual application. Additionally, the agency reviewed its discretionary authority available under federal and state law, and extended one of these waivers to all federal and state formula funds for which districts must submit applications to the agency.

The overall effect of Ed-Flex waivers is reflected in the increase in student performance statewide, including rising TAAS scores and gains in the number of districts with Ed-Flex waivers achieving exemplary and recognized status under the state's accountability rating system. Of the 120 districts achieving exemplary status in 1998, 57, or 48 percent, received one or more Ed-Flex programmatic waivers. In 1997, the comparable number was 22, or 34 percent. Of the 329 districts achieving recognized status in 1998, 150, or 46 percent, received one or more Ed-Flex programmatic waivers. In 1997, the comparable statistic was 146, or 45 percent

Agency Contact Persons

For information on the sunset review of SBOE rules, Criss Cloudt, Associate Commissioner for Policy Planning and Research, (512) 463-9701.

**Table 7.2
General State Waivers
Approved in Fiscal Year 1998**

Type	Number
Staff Development	631
Course Requirement	384
Certification	132
Modified Schedule	89
Staff Development For Reading/Language Arts	95
Gifted/Talented	54
Student Attendance	35
Early Release Days	384
Other Misc. Waivers	236
Total	2,040

For information on charter schools, Pat Pringle, Associate Commissioner, School Support and Continuing Education, (512) 463-9354.

For information on general state waivers and federal Ed-Flex waivers, Carol V. Francois, Associate Commissioner, Education of Special Populations, (512) 463-8992.

Other Sources of Information

For a list of general state waivers granted by the commissioner of education, see the waiver report included in the agenda for each SBOE meeting.

For additional information on the sunset review of board rules, state waivers, and federal Ed-Flex waivers, see the agency's web site at www.tea.state.tx.us.

Administrative Cost Ratios

In 1997 and 1998, the Texas Education Agency (TEA) examined the ratio of school districts' administrative expenditures to instructional expenditures as required by Section 42.201 of the Texas Education Code. The following information summarizes the methodology used to determine a district's administrative cost ratios for school years 1995-96 and 1996-97.

The administrative cost ratio for a school district is determined by dividing non-federal operating expenditures in general administration and instructional leadership by expenditures in instruction, instructional resources, curriculum development and instructional staff development, and guidance and counseling services. These ratios are compared to target standards set by commissioner's rule for districts within one of six average daily attendance (ADA) groups. Table 8.1 shows the statewide mean administrative cost ratio for the years 1988-1997.

Districts exceeding the applicable standard are required to either submit a plan to reach compliance during the next full school year or request a waiver from the commissioner. The commissioner has authorized a small number of waivers for districts that demonstrate justified costs over which the district has no control. Districts awarded a

waiver are allowed a higher standard than other districts in the same ADA group but cannot exceed the standard established by waiver. If a district again exceeds the applicable standard or waiver standard during the subsequent school year, an amount equal to the excess administrative expenditures is withheld from state aid payments.

During the 1995-96 school year, 19 districts exceeded the applicable administrative cost standard. Of this number, one district had exceeded its standard during the 1993-94 school year. For the 1997-98 school year, a total of \$5,497 was withheld from state aid payments to this district. For the 1996-97 school year, 15 districts exceeded the applicable administrative cost standard. Of this number, 3 districts also exceeded standards during the 1994-95 school year and are subject to having a total of \$57,486 withheld from state aid for the 1998-99 school year. Table 8.2 shows ADA groups, the standards set by commissioner's rule, and the distribution of districts that have exceeded standards for the past four years.

Agency Contact Person

Janét Spurgin, Department of School Finance and Fiscal Analysis, (512) 463-8994.

Table 8.1 Historical Administrative Cost Ratios

1988	1989	1990	1991	1992	1993	1994	1995	1996	1997
0.181	0.179	0.174	0.171	0.162	0.116	0.136	0.133	0.125	0.126

Table 8.2 Districts Exceeding Administrative Cost Standards

ADA Group	Standard	Number of Districts				Percent of Districts			
		1994	1995	1996	1997	1994	1995	1996	1997
10,000 and Above	0.1105	3	0	0	0	4%	0%	0%	0%
5,000 to 9,999	0.1250	0	1	0	0	0%	2%	0%	0%
1,000 to 4,999	0.1401	16	17	9	5	5%	5%	3%	1%
500 to 999	0.1561	6	12	3	3	3%	6%	1%	1%
Less than 500	0.2654	10	4	3	4	3%	1%	1%	1%
Sparse	0.3614	4	8	4	3	4%	10%	5%	4%
Statewide		39	42	19	15	4%	4%	2%	1%

District Reporting Requirements

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections (those that involve the submission of data in an exclusively electronic format) and paper collections. In most instances, districts are given the option to submit paper collections in an electronic format.

There are now several data requirements that depend on the submission of electronically formatted information from school districts. The most extensive of these systems is the general data collection known as the Public Education Information Management System (PEIMS). This data system gathers information about public education organizations, school district finances, staff, and students. A summary of the information types is shown in Table 9.1.

There are 152 data elements in PEIMS for the 1998-99 school year, and all reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. This large-scale data collection is designed to meet a number of data submission requirements in federal and state law. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education

Information meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by this committee, which is comprised of representatives of school districts, education service centers, and legislative and executive state government offices.

In addition, the Information Task Force provides technical reviews of proposed changes to PEIMS data standards, and reports to the Policy Committee on Public Education Information. This group is made up of agency, school district, and regional education service center staff, and has conducted sunset reviews in 1991-92, and again in 1996-97, of all PEIMS data elements to minimize reporting burdens on school districts.

The agency maintains a system used for gathering information in an electronic format for the Child Nutrition Program Information Management System (CNPIMS). This data collection system is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through an Internet connection. There are approximately five principal entry screens with about 30 data ele-

Table 9.1
Information Types in the PEIMS Electronic Collection

<p>Organizations</p> <ul style="list-style-type: none"> ◆ District name and assigned number ◆ Shared service arrangement types, fiscal agent, and identifying information ◆ Campus identification and certain program component information specific to that campus <p>Finances</p> <ul style="list-style-type: none"> ◆ Budgeted revenue and expenditures for required funds, functions, objects, organizations and programs ◆ Actual revenue and expenditures for required funds, functions, objects, organizations and programs <p>Staff</p> <ul style="list-style-type: none"> ◆ Identification information, including Social Security number and name ◆ Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience 	<ul style="list-style-type: none"> ◆ Employment, including days of service, salary, and experience within the district ◆ Permits held by staff to perform certain job functions ◆ Responsibilities, including the types of work performed, its location, and, in some cases, the times of day <p>Student</p> <ul style="list-style-type: none"> ◆ Identification, including a unique student number, name, and basic demographic information ◆ Enrollment, including campus, grade, special program participation, and various indicators of student characteristics ◆ Attendance information for each six-week period and special program participation ◆ Course completion for grades 9-12 ◆ Graduated student information ◆ Dropout information
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ments in the CNPIMS for the 1998-99 school year, and all reporting requirements for the elements are documented online. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A comparable system for order entry of textbooks has also been developed at the agency. The Educational Materials (EMAT) system allows schools to place textbook orders over the Internet. There are multiple steps to the process, but school districts generally enter the materials code and a quantity to place an order.

School districts have recently been given the ability to enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) was recently implemented to allow users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive interstate information network for migrant students. This system is designed to allow student data to be shared among districts serving migrant children.

Applications for Carl Perkins funds, certain funds managed by the Divisions of Special Education and Service for the Deaf, and certain expenditure reports can now be completed and submitted over the Internet.

The Texas Education Agency proscribes paper collection instruments for certain information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead-time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values, or requires a more open reporting format than electronic formats provide.

Paper collection requirements are presented on the TEA web site, along with a downloadable version of each collection instrument. This form of publication replaces the published paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The online document has excluded certain short-term data collections, such as one-time surveys or transitional collection systems.

The Texas Education Agency Data Approval Committee (TEADAC), composed of staff from across the agency, conducts sunset reviews of documents in Bulletin 742, develops ongoing reviews of new

Table 9.2
Bulletin 742 Summary for 1998-99

<u>Documents published and available on TEA web site</u>		54
Business forms	29	
Data collection instruments	25	
<u>Data collection instruments not published on web site</u>		4
<u>32 Total Data Collections for 1998-99</u>		
Federal Requirements		12
Title I	2	
Eisenhower Professional Development	1	
Safe and Drug-Free Schools	1	
Emergency Immigrant Education	1	
Gun-Free Schools	1	
Special Education	3	
Civil Action 5281	3	
State Requirements		15
Bilingual Education	2	
Special Education	2	
Transportation	2	
Other	9	
Both State and Federal Requirements		2
Adult Education	1	
Career and Technology	1	

data requirements, and is creating an educational program for agency staff to make paper collections more effective and less burdensome. The result is a much smaller set of paper collections, which are categorized in Table 9.2.

The sources of remaining data requirements are also shown in Table 9.2. The number of paper collections has been substantially reduced in part due to elimination of statutory requirements or the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of affected students, staff, or campuses. In the basic form, the 29 data collection instruments have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

Agency Contact Persons

Joe Wisnoski, School Finance and Fiscal Analysis, 463-8994 (General Questions); Fred Brown, Customer Assistance and Training, 463-9800 (*Bulletin 742*); Karen Cornwell, Planning and Strategic Services, 463-9800 (*PEIMS Data Standards*)

Other Sources of Information

1998-99 Public Education Information Management System Data Standards; TEA web site

Texas Education Agency Funds and Expenditures

The Texas Education Agency (TEA) administered \$10.6 billion during the 1996-97 fiscal year and \$12.14 billion during the 1997-98 fiscal year in public education funds. These amounts include state and federal funds and do not include local revenues.

Sources of Funds

The major sources of financing for the \$10.6 billion and \$12.14 billion administered by the TEA during the 1996-97 and 1997-98 fiscal years, respectively, included the Foundation School Fund, the Available School Fund, the State Textbook Fund, and Federal Funds (Figure 10.1).

Expenditures

The Foundation School Fund, which provides the majority of state funding for school districts, constituted \$7.6 billion during the 1996-97 fiscal year and \$8.73 billion during the 1997-98 fiscal year. These amounts accounted for 71.7 percent and 71.9 percent of the funds administered by the agency in 1996-97 fiscal year and 1997-98 fiscal year respectively. Federal Funds accounted for 15.1 percent and 16.4 percent of the funds ad-

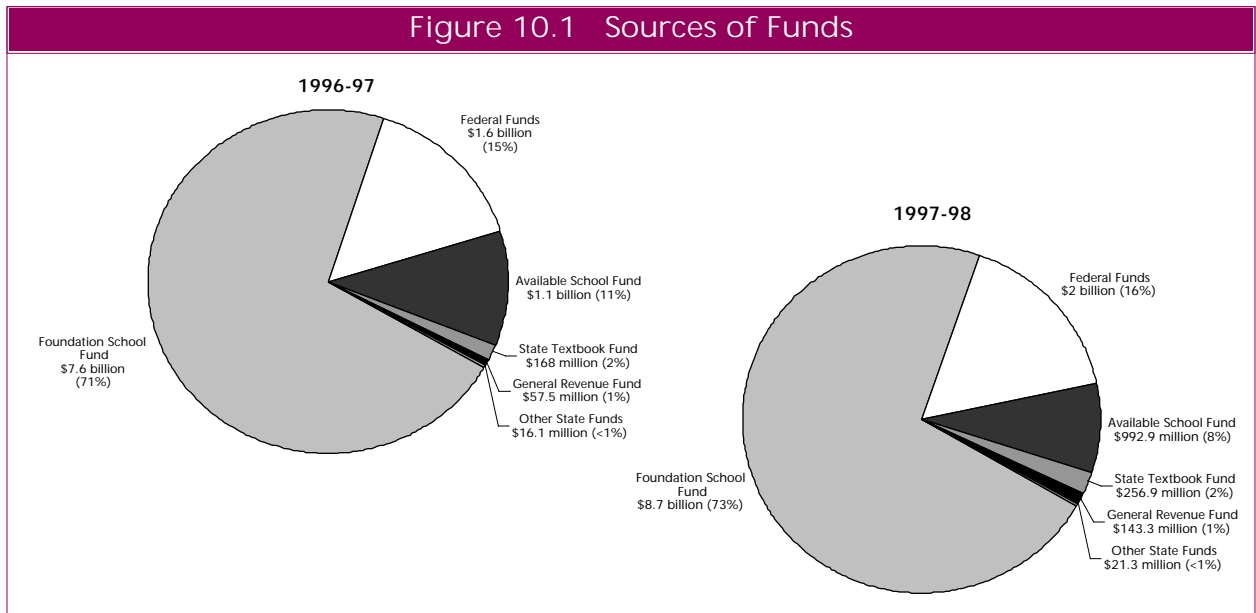
ministered by the agency in 1996-97 fiscal year and 1997-98 fiscal year respectively. The Available School Fund accounted for 10.8 percent and 8.2 percent of the funds administered by the agency in 1996-97 fiscal year and 1997-98 fiscal year respectively. The State Textbook Fund accounted for 1.6 percent and 2.1 percent of the funds administered by the agency in 1996-97 fiscal year and 1997-98 fiscal year respectively.

The expenditures presented in this chapter are linked to the goals, objectives, and strategies in the TEA Strategic Plan (Table 10.1). The agency's strategic plan structure is detailed below, with descriptions of goals, objectives, and strategies. Expenditures are reflected at the strategy level.

Streamlined Agency Operations

The Texas Education Agency continues to analyze and streamline its operations in an effort to provide the highest standard of service to the state. Since FY 1995, the agency has reduced its workforce by 27 percent, from 1144 FTEs to 834. The agency is now the smallest it has been since 1974.

Figure 10.1 Sources of Funds



In 1998, the Education Commission of the States and the American Productivity Center recognized the Texas Education Agency as a “Best Practice Partner.” The agency was selected because of its ability to respond to, plan for, and operate within a dynamic and changing environment.

Three principles define the agency’s role and operations:

- ◆ Fewer employees, with the agency staff clearly focused on its mission and the state goals for public education;
- ◆ Fewer rules, with the agency working with the State Board of Education to produce a less restrictive environment for local educators; and
- ◆ Fewer burdens on school districts, with the agency reducing paperwork requirements and encouraging innovation at the local level.

In November 1997, TEA was the first state agency to implement ISAS, the Integrated Statewide Administrative System. ISAS provides enterprise-wide financial and administrative information to agency employees and managers, as well as to oversight agencies and the state’s policy leadership. With the implementation of ISAS, the agency has streamlined many of its business processes in order to improve internal operations and provide school districts, education service centers and charter schools with new payment information and disbursement systems that take advantage of telephone and Internet technology.

A 1994 GAO report, *Education Finance: Extent of Federal Funding in State Education Agencies*, found Texas to be very efficient in flowing state and federal funds to school districts. The report indicated that Texas ranked third among the states in the amount of state funds it received, but 47th among the states in the amount of state funds it retained at the state level. On a percentage basis, Texas

retained 0.54% of its FY 1993 state funds at the state level.

The percent of state funds retained at the state level has decreased since FY 1993. A draft of the FY 1999 Texas Education Agency *Annual Administrative and Program Strategic Budget* showed state education funds in FY 1998 to be budgeted at more than \$10.1 billion. Of that amount, just over \$42 million, or 0.42%, is budgeted at the state level as part of the agency’s administrative budget.

The GAO report also indicated that Texas ranked third among the states in the amount of federal funds it received, but 49th among states in the amount of federal funds it retained at the state level. On a percentage basis, Texas retained 1.59% of its FY 1993 federal funds at the state level.

The percent of federal funds retained at the state level has decreased since FY 1993. A draft of the FY 1999 Texas Education Agency *Annual Administrative and Program Strategic Budget* shows that Texas was budgeted in FY 1998 to receive just over \$2 billion dollars from federal sources. Of that amount, just under \$25 million, roughly 1.22% is budgeted at the state level as part of the agency’s administrative budget.

Agency Contact Person

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Other Sources of Information

Texas Education Agency Legislative Appropriations Request For Fiscal Years 2000 and 2001

Draft FY 1999 Texas Education Agency Annual Administrative and Program Strategic Budget

Table 10.1
Expenditures Under TEA Goals, Objectives, and Strategies

Goal 01		
Standards of Achievement and Equity: The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability. (Texas Education Code §4.002)		
<i>Objective 01-01</i>		
State Academic Performance: By 2001, all Texas third graders will read on grade level, will continue reading at grade level, and all the state's students will demonstrate exemplary performance in comparison to state and national academic standards in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
<i>Strategy 01-01-01</i>		
Assessment: Provide a basis for evaluating and reporting the extent to which the Texas educational system is achieving its goals for student performance.	1996-97 \$21,127,505	1997-98 \$39,699,943
<i>Strategy 01-01-02</i>		
Accountability System: Develop and implement standards of district and campus accountability for the achievement of all students.	1996-97 \$0	1997-98 \$2,500,000
<i>Objective 01-02</i>		
School Finance System: The state school finance system will build the capacity of Texas public education so that, by 2001, all of the state's school districts and campuses will provide each student access to adequate resources and educational programs.		
<i>Strategy 01-02-01</i>		
Foundation School Program: Develop and implement an efficient and equitable school finance system, disburse Foundation School Program formula funding to school districts, and ensure that formula allocations are accounted for in an accurate and appropriate manner.	1996-97 \$8,359,904,624	1997-98 \$9,274,672,967
<i>Strategy 01-02-02</i>		
Maximizing School Facilities: Implement an equalized school facilities program and disburse facilities funds.	1996-97 \$119,778,157	1997-98 \$100,000,000
<i>Objective 01-03</i>		
Improving Instruction: By 2001, the state's foundation and enrichment curriculum will reflect real-world requirements; the Texas Education Agency will provide students equitable access to instructional materials supporting the foundation and enrichment curriculum, provide training to educators in the essential knowledge and skills of the foundation and enrichment subjects, and communicate the essential knowledge and skills to the public.		
<i>Strategy 01-03-01</i>		
Instructional Materials: Provide students equitable access to instructional materials supporting the state's essential knowledge and skills.	1996-97 \$167,144,364	1997-98 \$254,382,388
<i>Strategy 01-03-02</i>		
Technology: Maintain and expand the technological capabilities of the state public education system, increase access to educational data, and encourage school districts to implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	1996-97 \$3,740,605	1997-98 \$22,182,887

Table 10.1 (continued)
Expenditures Under TEA Goals, Objectives, and Strategies

<p><i>Strategy 01-03-03</i></p> <p>Improving Educator Performance: Develop and implement a statewide professional development initiative that ensures all educators access to training and evaluation tied to the essential knowledge and skills of the state's foundation and enrichment curriculum.</p>			<p>1996-97</p> <p>\$14,259,784</p>	<p>1997-98</p> <p>\$11,304,632</p>
<p><i>Strategy 01-03-04</i></p> <p>HB4 Transition Funding</p>			<p>1996-97</p> <p>\$0</p>	<p>1997-98</p> <p>\$101,080,030</p>
<p>1996-97 Total - Goal 1</p> <p>\$8,685,955,039</p>		<p>1997-98 Total - Goal 1</p> <p>\$9,805,822,847</p>		
<p><i>Goal 02</i></p> <p>Local Excellence and Achievement: Foster local innovation, support local authority, and encourage regional and district efforts to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies. (Texas Education Code, §7.021 and §7.055)</p>				
<p><i>Objective 02-01</i></p> <p>Local Academic Performance: The state public education system will develop and implement instructional programs that ensure, by 2001, all Texas students and adult learners demonstrate exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.</p>				
<p><i>Strategy 02-01-01</i></p> <p>Instructional Excellence: Build the capacity of school districts to plan and implement challenging academic, advanced academic, career and technology education, and bilingual / English as a second language education programs to ensure all Texas students are prepared to gain entry level employment in a high-skill, high-wage job or continue their education at the post-secondary level.</p>			<p>1996-97</p> <p>\$106,245,174</p>	<p>1997-98</p> <p>\$118,574,146</p>
<p><i>Objective 02-02</i></p> <p>Special Populations: By 2001, the state public education system will improve achievement levels and rates of high school completion for all students through the development and provision of effective instruction and support, and innovative programs that take full advantage of Texas' status as an Ed-Flex state.</p>				
<p><i>Strategy 02-02-01</i></p> <p>Program and Funding Flexibility: Develop and implement, with regional education service centers and school districts, accelerated instruction programs that take full advantage of Texas' status as an Ed-Flex state.</p>			<p>1996-97</p> <p>\$644,254,874</p>	<p>1997-98</p> <p>\$785,642,501</p>
<p><i>Strategy 02-02-02</i></p> <p>Students with Disabilities: Build the capacity of regional education service centers, school districts, and service providers to develop and implement programs that ensure students with disabilities attain the state's goals of exemplary academic performance and are prepared to successfully enter the workplace.</p>			<p>1996-97</p> <p>\$240,485,310</p>	<p>1997-98</p> <p>\$332,165,313</p>

Table 10.1 (continued)
Expenditures Under TEA Goals, Objectives, and Strategies

<i>Strategy 02-02-03</i>		
Support Programs: Build the capacity of the state public education system to develop and implement the academic support, counseling, and support services programs necessary for all students to demonstrate exemplary academic performance.	1996-97 \$33,922,591	1997-98 \$35,872,327
<i>Strategy 02-02-04</i>		
Child Nutrition Programs: Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.	1996-97 \$621,453,091	1997-98 \$748,811,976
<i>Strategy 02-02-05</i>		
Adult Education: Build the capacity of the state public education system by encouraging school districts and service providers to develop and implement effective adult education and literacy programs.	1996-97 \$26,837,779	1997-98 \$33,364,151
<i>Strategy 02-02-06</i>		
Windham School System: Build the capacity of the Windham School System to ensure students are provided effective instructional and support services.	1996-97 \$52,638,375	1997-98 \$57,712,213
<i>Objective 02-03</i>		
Increasing Local Authority for Education: By 2001, the state public education system will encourage flexibility and support educators, parents, and community members in the development of programs based on regional and local needs so that all students demonstrate exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
<i>Strategy 02-03-01</i>		
Regional Training and Development: Facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support through regional education service centers based on the needs and objectives of the school districts they serve.	1996-97 \$46,548,391	1997-98 \$59,210,614
<i>Strategy 02-03-02</i>		
Deregulation and School Restructuring: Encourage educators, parents, and community members to increase involvement in education, improve student learning, and develop and implement programs that meet local needs.	1996-97 \$80,255,342	1997-98 \$88,827,226
1996-97 Total - Goal 2 \$1,852,640,927	1997-98 Total - Goal 2 \$2,260,180,467	
<i>Goal 03</i>		
Texas Education Agency Operations: Build the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
<i>Objective 03-01</i>		
Achievement and Equity Operations: By 2001, the Texas Education Agency will develop and implement the state accountability system to support high levels of district and campus performance, respond to districts and campuses not meeting state standards, efficiently manage the state and federal funds in the Foundation School Program, increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund, and provide equitable access to instructional materials for the state's foundation and enrichment curriculum.		

Table 10.1 (continued)
Expenditures Under TEA Goals, Objectives, and Strategies

<i>Strategy 03-01-01</i> Accountability Operations: Develop and implement standards of district and campus accountability for the achievement of all students, conduct research, report results, and respond to districts and campuses not meeting state standards.		1996-97 \$9,836,059	1997-98 \$10,289,437
<i>Strategy 03-01-02</i> School Finance System Operations: Efficiently manage the state and federal funds in the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.		1996-97 \$13,088,765	1997-98 \$18,325,456
<i>Strategy 03-01-03</i> Improving Instruction Operations: Align the statewide student assessment program, skills, and instructional materials with the state's essential knowledge and skills, provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the state's essential knowledge and skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.		1996-97 \$7,139,486	1997-98 \$9,447,874
<i>Objective 03-02</i> Local Excellence and Achievement Operations: By 2001, the Texas Education Agency will encourage local innovation and authority and support access by all students to the rigorous content described by the state's essential knowledge and skills			
<i>Strategy 03-02-01</i> Local Authority Operations: Foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, and community members to develop programs that increase involvement in education, improve student learning, and meet local needs.		1996-97 \$4,113,770	1997-98 \$5,341,972
<i>Strategy 03-02-02</i> Special Populations Operations: Support access by all students to instructional programs based on the state's essential knowledge and skills.		1996-97 \$5,513,512	1997-98 \$7,839,370
1996-97 Total - Goal 3 \$39,691,592		1997-98 Total - Goal 3 \$51,244,109	
<i>Goal 04</i> Indirect Administration			
<i>Strategy 04-01-01</i> Indirect Administration - Central Administration		1996-97 \$7,770,646	1997-98 \$10,135,006
<i>Strategy 04-01-02</i> Indirect Administration - Information Resources		1996-97 \$10,001,713	1997-98 \$13,735,006
1996-97 Total - Goal 4 \$17,772,359		1997-98 Total - Goal 4 \$23,870,012	
1996-97 GRAND TOTAL \$10,596,059,917		1997-98 GRAND TOTAL \$12,141,117,435	



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