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## ABSTRACT

The impact on some student behavior of the no pass/no play rule enacted in Texas was studied for the variables of: (1) grades; (2) enrollment in honors courses and (3) dropping out. Under the rule, enacted in 1985, a student must pass every course (with an average of at least 70) or sit out extracurricular activities in the next 6-week grading period. Focus is on the rule's impact on high school students in the Austin (Texas) Independent School District. Selected student data for the school years between 1982 and 1988 are provided. Students did fail fewer courses under the new rule, particularly in the fall semester. The decline in failure was greater for those participating in extracurriculars. Overall, the dropout rate did not increase, although there was a possible increase for those participating in varsity sports. Enrollments in honors courses did not decline under the new rule. Students agreed that the rule encouraged them to make better grades. On balance, the new rule appears to have had a positive effect. Since many other changes were implemented at the same time, it is difficult to be sure that these changes are attributable to no pass/no play, but there are no evident negative effects in the areas of course enrollments and overall dropout rates. Attachments include a list of courses involving extracurricular activities and a table showing percentages of failures. Six statistical figures are included. (SLD)

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Austin Independent School District  
July, 1988

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*No Pass—No Play:  
Impact on Failures, Dropouts,  
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*Austin Independent School District  
July, 1988*

# No Pass—No Play: Impact on Failures, Dropouts, and Course Enrollments

## EXECUTIVE SUMMARY

**AUTHOR:** Glynn Ligon

In January, 1985, the rules changed. Since that time, secondary students who wish to participate in extracurricular activities must pass ALL courses each six-week grading period or lose eligibility for the following six-week period. The controversy surrounding this new rule focused upon several key issues. This report studies those issues as they impact the high school students in the Austin Independent School District.

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## MAJOR FINDINGS

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1. Did students take fewer courses under the influence of the no pass/no play rule? Yes. Especially during the fall semester when many extracurricular activities occur, the percentage of high school failing grades has declined from 15.5% in 1984-85 to 12.8% in 1987-88.
2. Was the impact greater for students enrolled in extracurricular courses? Yes. The decline in failing grades has been greater for students who are enrolled in courses associated with extracurricular activities.
3. Did the dropout rate increase under the influence of no pass/no play? Overall, no. For students participating in varsity sports, the dropout rate may be increasing. For other students, the dropout rate may be declining.
4. Did enrollments in honors courses decline under the influence of no pass/no play? No. Overall, the percentage of enrollments that are in honors courses has remained above 13%, growing from 13.6% to 13.9%.
5. Did students agree that the no pass/no play rule encouraged them to make better grades? Yes. For the first time in 1987-88, a majority of AISD high school students (52%) agreed that the no pass/no play rule encouraged them to make better grades.

**On balance, the no pass/no play rule appears to have been a positive change.** Clearly, because no pass/no play began during a time when many other changes were being implemented, we cannot conclude with assurance that this one rule change is responsible for these positive outcomes associated with failing grades, dropouts, and honors course enrollments. However, a negative impact of no pass/no play has failed to be evidenced in course enrollments or overall dropout rates.

## No Pass--No Play: Impact on Failures, Dropouts, and Course Enrollments

### INTRODUCTION

Too many students fail. In the desperate search for a solution, no pass/no play rules have gained popularity across the nation. However, is being barred from participation in extracurricular activities a sanction that encourages students to pass their courses? No pass/no play is controversial for political reasons. Legislation authorizing it is often inspired more by the pressure for educational reform than by any research supporting the efficacy of stricter sanctions for failing grades. This was the case in Texas; however, we now have a short history with the rule. We can now examine whether student behaviors—earning grades, enrolling in honors courses, dropping out—have been impacted.

This report describes the impact on these three variables of Texas' no pass/no play rule on high school students in the Austin Independent School District. However, there are larger issues of interest to public school evaluators. When public school research and evaluation offices began to expand in the early 1970s, practitioners were faced with a lack of longitudinal data bases, the need to establish pre- and posttesting paradigms, and the necessity to create baseline data for future analyses. Many policy studies were impossible or prohibitively expensive because of a lack of a longitudinal data base from which to draw baseline data. In the past 15 years, the nature of public school evaluation has matured in many school districts. This report is representative of today's advances toward using the invaluable data bases begun by insightful evaluators years earlier in conjunction with powerful statistical packages such as SAS and SPSS to conduct policy studies more quickly and less expensively than in the 1970s.

### THE STUDY

The Rule. The no pass/no play rule requires that a student have a six-week average of at least 70 in **EVERY COURSE** or to sit out of all extracurricular activities for the next six-week grading period. Prior to January, 1985, a student retained eligibility for extracurricular activities for an entire semester by passing at least three courses during the preceding semester.

To complicate the comparison of failure rates before and after the new rule became effective, the education reforms also changed how grades are reported and what a failing grade is. Before 1984-85, a grade below 65 was

failing and affected eligibility for extracurricular activities. Beginning in 1984-85, a grade below 70 is failing. During the 1984-85 school year, our grade reporting system did not distinguish between failing grades below 65 and those between 65 and 69. Therefore, in this paper, all failing grades will be divided between below 65 and 65-69 except for the 1984-85 school year in which all failing grades will be shown as below 70. This study also keeps separate grades below 65 whenever possible. Obviously, we cannot separate out the impact of the failing standard's being changed from below 65 to below 70 from the impact of the change in no pass/no play.

However, we can compare the grades of students enrolled in courses associated with extracurricular activities to those who are not. This is not a perfect comparison, because not all extracurricular activities are tied to course enrollments; however, the link is substantial and includes the major activities. Attachment A is a listing of the courses associated with extracurricular activities.

Evaluation Questions. The impact of the no pass/no play rule has been most discussed in terms of three anticipated outcomes—one positive, and two negative. Positively, students were expected to pass more courses overall in order to maintain their eligibility for extracurricular activities. Negatively, students were reluctantly expected to enroll in fewer higher level or honors courses, and to drop out at a higher rate when they lost their eligibility. Indeed stories are being swapped across the State to attest to these negative outcomes. To offset these negative expectations, educators were challenged to be proactive in counseling students and encouraging them to succeed.

This study addressed these five questions.

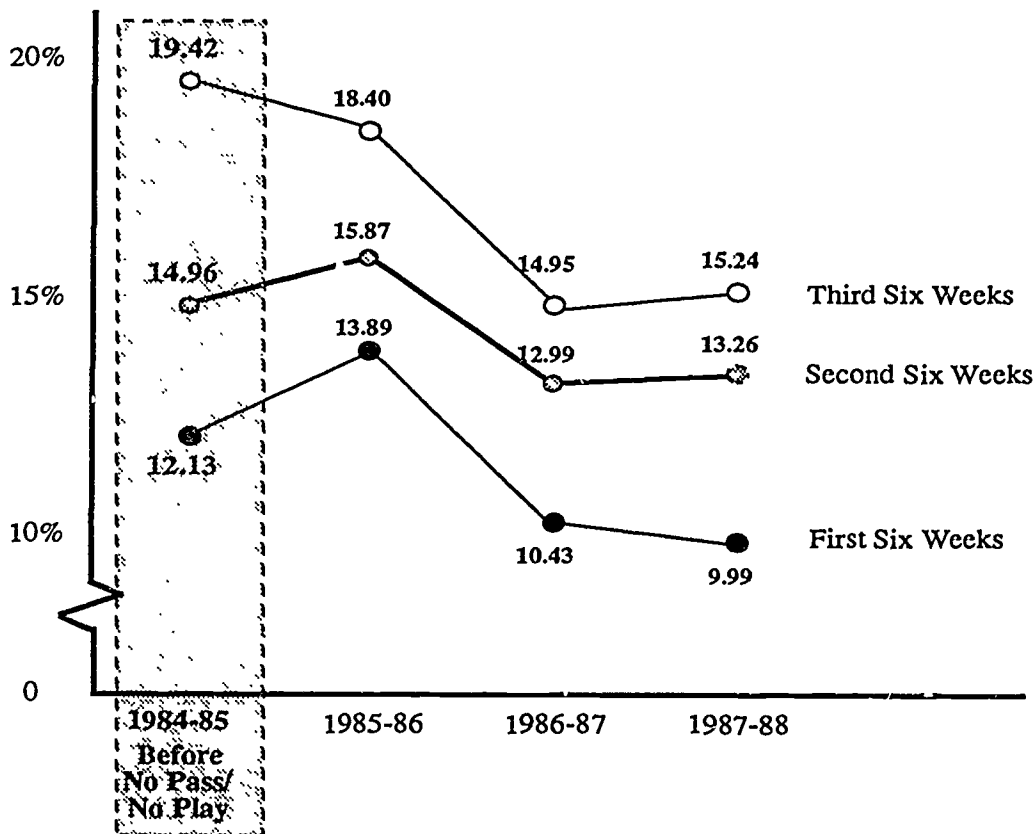
1. Did students fail fewer courses under the influence of the no pass/no play rule?
2. Was the impact greater for students enrolled in extracurricular courses?
3. Did the dropout rate increase under the influence of the no pass/no play rule?
4. Did enrollments decline in honors courses under the influence of the no pass/no play rule?
5. Did students agree that the no pass/no play rule encouraged them to make better grades?



The Data Base. In the mid-70s, a decision was made to save the course enrollment and grade distribution data from each six weeks in anticipation of the need for baseline data for future studies. The notion was greeted with some skepticism at the time because data storage was much less efficient then and the grade reporting files were substantial. The data base contains a student-by-student record of each course and grade for each six-week reporting period and for final semester grades. A second data base has been built in the more recent past of the enrollment and dropout status of students. This file records the date of withdrawal of secondary students and notes whether or not a transcript request has been received from another school system.

Did Students Fail Fewer Courses Under the Influence of the No Pass/No Play Rule? Yes. However, this is not a simple answer because there were multiple changes occurring during these years. Attachment B summarizes the number of students failing at least one course and the percentage of all grades that were failing for the year before and the subsequent years of the no pass/no play rule. Figure 1 summarizes the recent downward trend in the percentage of grades that are considered failing.

**Figure 1**  
**Percentage of High School Failing Grades**



Was the Impact Greater for Students Enrolled in Extracurricular Courses?

Yes. If these numbers are broken out by those students enrolled in extracurricular courses and those enrolled only in regular courses (see Figure 2), then some more interesting trends become evident. In the fall semester when many activities occur or begin, the trend was for students in extracurricular courses to fail at a somewhat lower rate than students enrolled only in regular courses, but for that rate to even out in the spring semester. The first part of that trend continues, but the extracurricular course enrollees now also make fewer failing grades in the spring semester.

Figure 3 compares 1982-83 to 1987-88 fall semester failing grades. The decline in failing grades is consistently greater for the students enrolled in extracurricular courses.

**Figure 3**  
**Change in Percentage of Failing Grades Earned by**  
**Students in Extracurricular Courses and Others**

		<u>GRADES BELOW 70</u>			<u>FAILING GRADES*</u>		
		Six-Week Period			Six-Week Period		
		1st	2nd	3rd	1st	2nd	3rd
<u>Extra-Curricular Enrollees</u>	82-83	13%	15%	17%	10%	12%	15%
	87-88	7%	10%	12%	7%	10%	12%
	Change	-6%	-5%	-5%	-3%	-2%	-3%
	% Change	-46%	-33%	-29%	-30%	-17%	-20%
<u>Other Students</u>	82-83	18%	21%	24%	14%	17%	21%
	87-88	11%	16%	19%	11%	16%	19%
	Change	-7%	-5%	-5%	-3%	-1%	-2%
	Change	-39%	-24%	-21%	-21%	-6%	-10%

\* Failing grades were below 65 in 1982-83; below 70 in 1987-88.



Figure 2: Failing Grades by Extracurricular Course Participants and Other Students

PERCENT OF FAILING GRADES

YEAR	STUDENTS	COURSE TYPE	1ST 6 WKS		2ND 6 WKS		3RD 6 WKS		FINAL		4TH 6 WKS		5TH 6 WKS		6TH 6 WKS		FINAL	
			Less than 65	Less than 70	Less than 65	Less than 70	Less than 65	Less than 70	Less than 65	Less than 70	Less than 65	Less than 70	Less than 65	Less than 70	Less than 65	Less than 70	Less than 65	Less than 70
82-83	Ext. Curr. Part.	Ext. Curr.	2	2	3	4	4	4	3	3	2	2	3	4	5	5	4	4
		Regular	11	14	14	17	18	21	13	17	14	17	16	19	19	22	15	19
		All	10	13	12	15	15	17	11	14	12	15	14	16	16	18	13	16
	No Ext. Curr. Part.	All	14	18	17	21	21	24	17	22	13	16	16	19	18	21	15	19
83-84	Ext. Curr. Part.	Ext. Curr.	2	2	2	2	4	5	3	3	2	2	4	4	5	5	4	4
		Regular	12	15	15	18	18	21	14	18	15	17	17	19	19	21	15	19
		All	10	12	12	14	16	18	12	15	12	14	14	16	17	19	13	16
	No Ext. Curr. Part.	All	14	17	17	20	22	25	18	22	15	18	17	20	20	23	10	20
84-85	Ext. Curr. Part.	Ext. Curr.	3		4		6		4		3		5		7		6	
		Regular	13		15		19		15		13		15		19		15	
		All	11		13		17		13		11		13		17		13	
	No Ext. Curr. Part.	All	14		18		23		19		13		17		20		16	
85-86	Ext. Curr. Part.	Ext. Curr.	2	3	3	4	5	6	4	5	2	2	4	5	5	6	4	5
		Regular	8	11	11	14	13	17	11	14	9	12	11	14	14	18	11	14
		All	7	9	9	12	12	16	10	13	8	10	10	13	12	15	9	11
	No Ext. Curr. Part.	All	11	15	14	18	18	22	15	18	11	14	13	17	15	19	13	16
86-87	Ext. Curr. Part.	Ext. Curr.	2	3	2	3	3	3	3	4	2	3	3	4	5	6	4	5
		Regular	6	8	8	11	11	15	8	11	7	10	10	13	12	16	9	12
		All	5	7	7	10	9	12	7	10	6	8	9	12	11	14	8	11
	No Ext. Curr. Part.	All	8	11	11	15	14	18	11	15	9	12	12	16	13	17	11	14
87-88	Ext. Curr. Part.	Ext. Curr.	2	2	3	3	4	5	3	4	3	4						
		Regular	6	8	8	11	10	14	8	11	9	12						
		All	5	7	7	10	9	12	7	10	8	11						
	No Ext. Curr. Part.	All	8	11	12	16	15	19	12	16	11	14						

Not available at time of printing.

Did the Dropout Rate Increase Under the Influence of No Pass/No Play?

For students participating in varsity sports, the dropout rate may be increasing. For other students, the dropout rate may be declining. In fact, the numbers reported here support the renaming of this rule to "no play/no stay."

Keep in mind that no pass/no play did not burst alone upon the scene. Many other education reforms changed credit requirements, added a graduation test, lowered the number of unexcused absences, etc. Therefore, based upon an earlier study that showed that varsity sports was the one course area that correlated positively with staying in school, athletes and nonathletes were separated and investigated.

Figure 4 illustrates that the dropout rate for athletes is considerably lower than for other students. In this comparison two cohorts are tracked—first-time ninth graders from 1984-84 and from 1985-86. Each cohort was examined at the end of grade 10 and again at the end of grade 11. The athletes were defined as those students enrolled in a varsity sport during the fall semester of their 10th grade year.

**Figure 4**  
**Dropout Rates for Athletes and Nonathletes**

	Grade 9	Grade 10	Grade 11
Athletes	1984-85	3.3%	7.6%
	1985-86	2.6%	7.8%
Nonathletes	1984-85	16.3%	25.1%
	1985-86	15.4%	24.0%

These trends need to be tracked over a longer period of time. However, to date, the athletes from the 1985-86 cohort have a dropout rate of 7.8%, up .2 percentage point from the previous year's cohort. The nonathletes from the 1985-86 cohort have a dropout rate of 24.0%, down 1.1 percentage point from the previous year's cohort. Interestingly, a more detailed analysis not included in this report indicates that Black and Hispanic athletes have a lower dropout rate and the overall increase for athletes comes from the Anglo students.

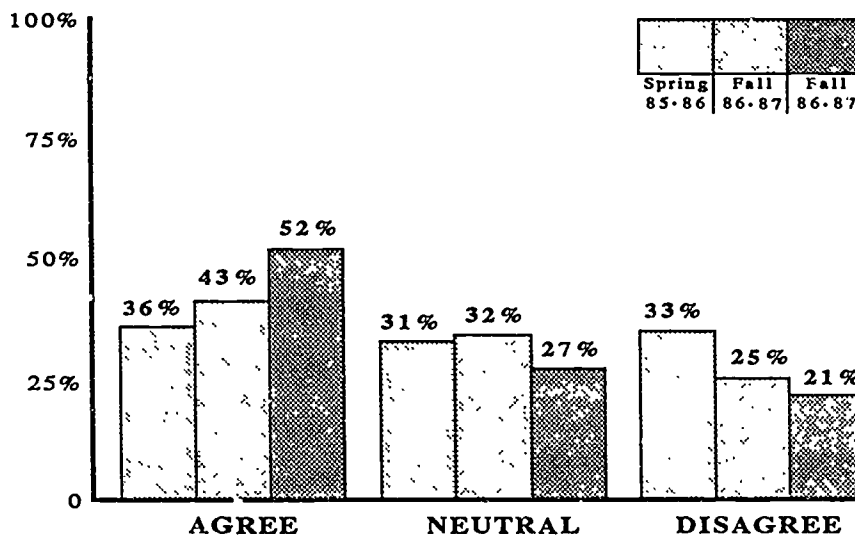
Did Enrollments in Honors Courses Decline Under the Influence of the No Pass/No Play Rule? No. Figure 5 shows that the overall percentage of enrollments that are in honors courses has remained above 13%. Mathematics honors course enrollments are virtually unchanged; science honors course enrollments declined 4.31 percentage points; English honors course enrollments grew 1.33 percentage points; and social studies honors course enrollments grew 3.46 percentage points. Overall, honors course enrollments in these areas grew from 13.60% to 13.91%.

Figure 5  
Honors Course Enrollments

COURSE AREA	YEAR	HONORS ENROLLMENT	TOTAL ENROLLMENT	PERCENT HONORS
English	83-84	1,342	13,836	13.31%
	87-88	2,396	16,368	14.64% +1.33%
Mathematics	83-84	1,323	11,264	11.75%
	87-88	1,636	13,923	11.74% -.01%
Science	83-84	1,994	9,251	21.55%
	87-88	1,822	10,567	17.24% -4.31%
Social Studies	83-84	976	10,756	9.07%
	87-88	1,511	12,062	12.53% +3.46%
All Areas	83-84	6,135	45,107	13.60%
	87-88	7,365	52,929	13.91% +.31%

Did Students Agree That the No Pass/No Play Rule Encouraged Them to Make Better Grades? Yes. For the first time in 1987-88, a majority of AISD high school students (52%) agreed that the no pass/no play rule encouraged them to make better grades. In the rule's first year, 1985-86, surveyed high school students' opinions were divided among agreement, agreement and neutrality on this issue. Each year since, opinions have become more positive. Figure 6 illustrates this trend.

**Figure 6**  
**Student Responses to: " No Pass/No Play Encourages Students to Make Better Grades."**



### CONCLUSIONS

On balance, no pass/no play appears to have been a positive change. The downside may be that students who before might have stayed in school to participate in varsity sports appear to be dropping out at a slightly higher rate. On the other hand, students in general appear to be staying in school longer despite no pass/no play and the entire set of educational reforms. In addition, all students, especially those enrolled in extracurricular courses, are failing fewer courses.

Clearly, because no pass/no play began during a time when many other changes were being implemented, one cannot conclude with assurance that this one rule change is responsible for these generally positive outcomes. However, the negative impact of no pass/no play has failed to be evidence in course enrollments or overall dropout rates.

To address the issue of using our data bases for this policy analysis, we must be pleased that all these analyses were accomplished without the collection of a single datum above and beyond those already being collected. However, one shortcoming of such studies being conducted solely by a public school evaluation unit is that resources and other obligations limit the depth to which analyses can be made. So, I ask the reader to accept this report as a starting point for designing additional analyses. Possibly others will be inspired to explore our data bases for independent studies along these and other lines of inquiry.

87.58

## ATTACHMENTS

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## Courses that involve extracurricular activity

Course	Course number	Six weeks of activity
Advanced Journalism: Yearbook or Literary Magazine Prod. I A & B	1815 & 18166	All
Advanced Journalism: Yearbook or Literary Magazine Prod. II A & B	1825 & 1826	All
Advanced Journalism: Yearbook or Literary Magazine Prod. III A & B	1835 & 1836	All
Advanced Journalism: Newspaper Production I A & B	1817 & 1818	All
Advanced Journalism: Newspaper Production II A & B	1827 & 1828	All
Advanced Journalism: Newspaper Production III A & B	1837 & 1838	All
Photojournalism A & B	1813 & 1814	All
Theatre Production IA & IB	1615 & 1616	All
Theatre Production IIA & IIB	1617 & 1618	All
Theatre Production IIIA & IIIIB	1619 & 1620	All
Theatre Production IVA & IVB	1625 & 1626	All
Band I A & B	5310 & 5311	All
Band II A & B	5312 & 5313	All
Band III A & B	5314 & 5315	All
Band IV A & B	5316 & 5317	All
Orchestra I A & B	5410 & 5411	All
Orchestra II A & B	5412 & 5413	All
Orchestra III A & B	5414 & 5415	All
Orchestra IV A & B	5416 & 5417	All
Stage Band I A & B	5318 & 5319	All
Stage Band II A & B	5320 & 5321	All
Stage Band III A & B	5322 & 5323	All
Stage Band IV A & B	5324 & 5325	All
Instrumental Ensembles I A & B	5512 & 5513	All
Instrumental Ensembles II A & B	5514 & 5515	All
Instrumental Ensembles III A & B	5516 & 5517	All
Instrumental Ensembles IV A & B	5518 & 5519	All



Course	Course number	Six weeks of activity
Girls Chorus A & B	5611 & 5612	All
Boys Chorus A & B	5613 & 5614	All
Mixed Chorus A & B	5615 & 5616	All
Concert Choir A & B	5617 & 5618	All
Small Vocal Ensemble I A & B	5711 & 5712	All
Small Vocal Ensemble II A & B	5713 & 5714	All
Small Vocal Ensemble III A & B	5715 & 5716	All
Small Vocal Ensemble IV A & B	5717 & 5718	All
Body Building	6014	4, 5, 6
Ball/Fld Sprt (Basketball, Volleyball)	6111	2, 3, 4
Soccer	6112	3, 4, 5
Gymnastics	6311	All
Tennis	6412	4, 5, 6
Bowling	6413	All
Ice Skating	6414	4, 5, 6
Roller Skating	6415	4, 5, 6
Racquetball	6428	All
Swim/Tumble	6711	All
Wrestling	6411	All
Athletics	6900	All
Wrestling	6901	All
Baseball	6911	4, 5, 6
Girls Basketball	6912	2, 3, 4
Track & Field	6913	4, 5, 6
Cross Country	6914	4, 5, 6
Volleyball	6915	3, 4, 5
Golf	6916	4, 5, 6
Gymnastics	6917	All
Swimming	6918	All
Tennis	6919	4, 5, 6
Boys Basketball	6920	3, 4, 5
Drill Team	6922	All
Football	6923	All
Soccer	6924	3, 4, 5
Dance I	6200	All
Dance IA	6211	All
Dance IB	6212	All
Dance III	6213	All
Dance IIA	6221	All
Dance IIB	6222	All
Dance IIIA	6231	All
Dance IIIB	6232	All
Dance IVA	6241	All
Dance IVB	6242	All
Olympics Training	6951	All

## Percentages of Students Receiving at Least One F

Reporting Period		Grade Level							
		7	8	7-8	9	10	11	12	9-12
First Six Weeks	84-85	33.39%	30.97%	32.17%	44.59%	34.84%	33.88%	22.36%	35.61%
	85-86	47.12%	39.92%	43.56%	50.57%	37.99%	37.62%	24.15%	39.82%
	86-87	42.59%	34.45%	38.96%	41.98%	32.08%	30.14%	17.60%	31.97%
	87-88	33.10%	27.33%	30.46%	39.05%	31.55%	28.74%	18.49%	30.40%
Second Six Weeks	84-85	37.26%	32.96%	35.09%	50.55%	40.15%	38.38%	25.23%	40.50%
	85-86	47.20%	43.00%	45.12%	53.96%	42.06%	36.85%	27.39%	42.41%
	86-87	44.40%	35.18%	40.26%	47.61%	38.88%	36.93%	23.36%	38.13%
	87-88	38.39%	31.08%	35.03%	46.09%	39.28%	36.94%	25.79%	37.92%
Third Six Weeks	84-85	39.75%	36.66%	38.19%	57.33%	46.83%	45.98%	32.18%	47.46%
	85-86	48.23%	42.61%	45.45%	60.45%	45.40%	40.54%	30.46%	46.81%
	86-87	46.36%	38.12%	42.65%	51.54%	41.71%	38.49%	26.08%	40.94%
	87-88	38.79%	31.35%	35.39%	47.96%	42.86%	38.94%	28.20%	40.30%
Final Grade First Sem.	84-85	----	----	----	49.53%	36.54%	33.88%	20.46%	37.38%
	85-86	----	----	----	52.48%	38.76%	33.14%	21.25%	39.07%
	86-87	----	----	----	44.37%	34.68%	31.42%	18.54%	33.75%
	87-88	----	----	----	41.36%	36.00%	32.25%	20.03%	33.27%
Any Period First Sem.	84-85	52.22%	49.69%	50.94%	68.17%	59.64%	60.68%	44.70%	59.90%
	85-86	61.28%	56.39%	58.86%	70.83%	58.27%	55.35%	44.87%	59.52%
	86-87	57.78%	50.47%	54.49%	63.59%	54.75%	52.40%	37.90%	53.61%
	87-88	51.49%	44.64%	48.35%	58.74%	54.04%	51.58%	39.15%	51.65%
Fourth Six Weeks	84-85	41.72%	38.39%	40.03%	45.35%	32.90%	31.59%	18.30%	34.09%
	85-86	49.40%	44.01%	46.71%	50.60%	38.85%	31.42%	22.29%	38.28%
	86-87	43.86%	36.16%	40.41%	45.43%	34.08%	29.03%	19.23%	33.69%
	87-88	35.39%	30.84%	33.25%	47.94%	37.19%	32.01%	24.30%	36.54%
Fifth Six Weeks	84-85	40.55%	39.50%	40.02%	49.20%	36.96%	34.23%	22.92%	37.90%
	85-86	49.33%	44.40%	46.87%	51.30%	43.46%	37.08%	27.19%	41.76%
	86-87	45.57%	35.34%	40.96%	49.27%	40.70%	36.85%	25.37%	39.50%
	87-88	36.40%	32.37%	34.49%	48.65%	42.03%	36.95%	29.00%	40.06%
Sixth Six Weeks	84-85	42.82%	40.94%	41.87%	55.15%	44.82%	39.06%	26.83%	43.70%
	85-86	52.32%	49.03%	50.68%	54.65%	46.07%	38.40%	30.26%	44.37%
	86-87	45.90%	37.17%	41.95%	51.75%	42.46%	37.09%	28.08%	41.28%
	87-88	36.66%	33.45%	35.14%	50.54%	42.25%	39.62%	27.07%	40.82%
Final Grade Second* Sem.	84-85	29.69%	26.62%	28.14%	46.60%	34.39%	30.69%	15.08%	34.09%
	85-86	40.60%	34.46%	37.54%	45.69%	36.00%	27.23%	16.93%	33.82%
	86-87	39.92%	29.39%	35.16%	44.10%	35.09%	29.46%	17.57%	33.12%
	87-88	29.39%	22.81%	26.27%	43.69%	36.05%	29.67%	15.99%	32.48%
Any Period Second Sem.	84-85	----	----	----	69.79%	62.49%	58.69%	39.66%	59.62%
	85-86	----	----	----	67.45%	58.86%	52.93%	43.76%	57.68%
	86-87	----	----	----	63.87%	56.42%	50.49%	39.67%	54.05%
	87-88	----	----	----	63.76%	57.11%	53.09%	41.54%	54.77%

\*For entire year for grades 7 and 8

## Percentages of Grades That Are F's

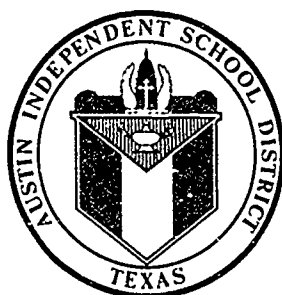
Reporting Period		Grade Level								
		7	8	7-8	9	10	11	12	9-12	
First	84-85	11.34%	9.67%	10.49%	17.09%	10.73%	9.84%	6.65%	12.13%	
	Six	85-86	17.21%	12.42%	14.85%	19.39%	12.09%	11.69%	7.15%	13.89%
	Weeks	86-87	15.41%	10.15%	13.07%	14.51%	10.01%	9.16%	5.06%	10.43%
		87-88	10.09%	7.26%	8.80%	14.29%	9.73%	8.26%	5.51%	9.99%
2nd	84-85	13.11%	10.95%	12.02%	21.21%	13.52%	12.08%	7.59%	14.96%	
	Six	85-86	19.10%	15.02%	17.08%	22.82%	14.22%	11.77%	8.24%	15.87%
	Weeks	86-87	16.03%	11.23%	13.89%	17.75%	12.53%	11.23%	7.07%	12.99%
		87-88	13.52%	9.07%	11.49%	17.95%	12.95%	11.74%	8.05%	13.26%
Third	84-85	14.71%	12.69%	13.69%	26.56%	17.83%	16.25%	10.78%	19.42%	
	Six	85-86	18.98%	15.20%	17.11%	26.58%	16.25%	13.84%	9.61%	18.40%
	Weeks	86-87	16.85%	11.58%	14.49%	20.52%	14.45%	12.75%	8.21%	14.95%
		87-88	13.58%	8.92%	11.46%	20.31%	15.51%	13.32%	9.33%	15.24%
Final Grade	84-85	----	----	----	22.51%	13.34%	11.43%	6.46%	15.08%	
	85-86	----	----	----	23.23%	13.55%	11.00%	6.58%	15.37%	
	First	86-87	----	----	17.21%	11.60%	9.73%	5.52%	11.93%	
	Sem.	87-88	----	----	17.32%	12.18%	10.41%	6.32%	12.18%	
4th	84-85	14.98%	12.51%	13.73%	17.30%	10.28%	9.37%	5.92%	11.94%	
	Six	85-86	19.21%	15.46%	17.35%	19.42%	12.12%	9.17%	6.90%	13.30%
	Weeks	86-87	15.30%	10.99%	13.38%	16.84%	10.71%	8.75%	5.92%	11.53%
		87-88	11.17%	8.23%	9.79%	18.33%	12.09%	9.98%	7.84%	12.75%
Fifth	84-85	15.32%	13.87%	14.59%	21.13%	12.77%	10.93%	7.74%	14.61%	
	Six	85-86	19.11%	15.83%	17.47%	21.28%	15.07%	11.46%	8.86%	15.54%
	Weeks	86-87	16.29%	11.03%	13.93%	19.52%	13.54%	12.02%	8.46%	14.32%
		87-88	12.13%	8.99%	10.64%	20.80%	14.50%	12.20%	9.55%	14.99%
Sixth	84-85	16.71%	14.71%	15.70%	25.58%	16.65%	13.56%	9.11%	18.00%	
	Six	85-86	21.38%	17.88%	19.64%	23.15%	16.80%	12.47%	9.54%	16.96%
	Weeks	86-87	17.07%	11.44%	14.54%	21.38%	14.71%	12.53%	9.05%	15.44%
		87-88	12.82%	10.11%	11.54%	21.68%	15.82%	13.54%	8.58%	15.68%
Final Grade	84-85	11.56%	9.44%	10.49%	21.84%	12.65%	10.26%	5.10%	14.24%	
	85-86	17.69%	13.40%	15.56%	20.05%	12.87%	8.63%	5.43%	13.32%	
	2nd	86-87	16.28%	9.81%	13.37%	18.83%	12.03%	9.66%	5.65%	12.64%
	Sem.*	87-88	11.48%	7.10%	9.41%	19.54%	13.30%	9.79%	5.17%	12.81%

\*For entire year for grades 7 and 8

# *Austin Independent School District*

*Department of Management Information*

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*Publication Number 87.58  
July, 1988*