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ABSTRACT

In 1981, the Texas Legislature established a systematic structure for the development and implementation of a state curriculum for Texas public schools. This biennial report outlines the state's responses to curriculum-related legislation issues from fall 1990 to fall 1992. The introduction offers a historical review of state legislation that begins with House Bill 246 of the 67th Legislature and includes bills passed by the 72nd Legislature. The second section discusses activities related to the various components of the state curriculum during the years 1991 and 1992. Modifications in the required essential elements of instruction are explained as well as other changes to the State Board of Education rules. Also addressed are changes in the textbook-adoption process and the state's student assessment program. The concluding section makes the point that curriculum success depends on providing inservice teacher training and adequate textbook funding. A civil rights compliance statement is included. (LMI)

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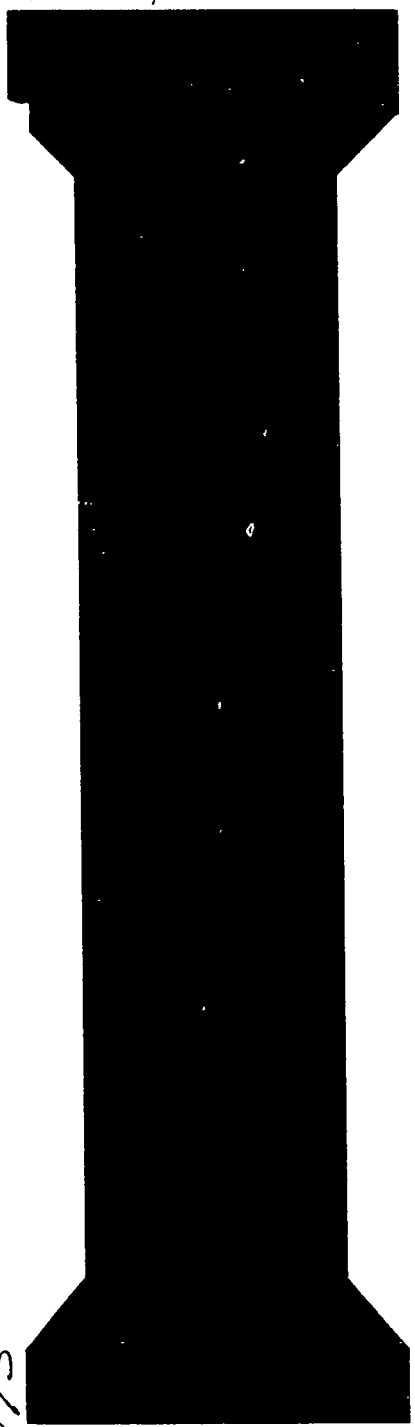

THE STATUS OF THE CURRICULUM IN THE PUBLIC SCHOOLS

Texas Education Agency
Austin Texas

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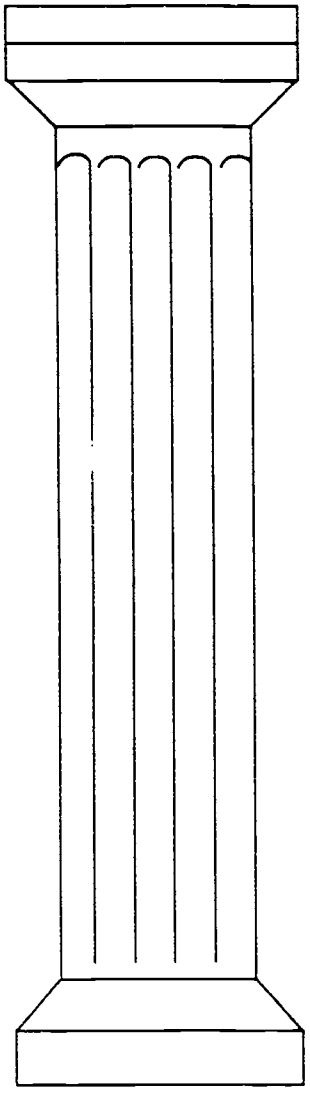

THE STATUS OF THE CURRICULUM IN THE PUBLIC SCHOOLS

A REPORT FROM THE STATE BOARD OF EDUCATION

Submitted to the Governor, Lieutenant Governor, Speaker, and the Seventy-Third Texas Legislature

1990-1992

Texas Education Agency
Austin, Texas

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State Board of Education

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January 1993

The Honorable Ann W. Richards, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the 73rd Texas Legislature

The State Board of Education is pleased to provide this report on the implementation of Section 21.101, Texas Education Code. *The Status of the Curriculum in the Public Schools* covers the state's response to legislation relating to curriculum issues from Fall 1990 to Fall 1992. Included is an historical overview that begins with House Bill 246 of the 67th Legislature and includes bills passed by the 72nd Legislature.

The report discusses activities in the various components of the state curriculum during the biennium. Modifications in the required essential elements of instruction are explained as well as other changes to Board rules. Also addressed are changes in the textbook adoption process and the state's student assessment program.

The Board approved this report at its meeting in November 1992, and the report is now transmitted to you as required by state law.

Respectfully submitted,

Carolyn Honea Crawford, Chairman
State Board of Education

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EXECUTIVE SUMMARY

The change toward results-based learning represents a move beyond the required essential elements of instruction which have been the base of the state curriculum since 1984.

In the 1980s, state legislation effected change in public education by significant, mid-course corrections. Change in the '90s is setting education on a whole new course to help ensure excellence and equity in achievement for all students.

The new direction for education is necessitated, in large part, by the changing character of workforce needs in the state. In the past, mainstays of the Texas economy were farming, ranching, and oil and gas exploration and production. These industries employed large numbers of workers with relatively low educational levels. The recent fall of the old economic order represented by these industries has forced reconsideration of education's role in developing the state's economy, reports recent publications* of the Texas Research League. Business and government leaders, the League notes, are calling for schools to provide an educated workforce that can compete globally with increased knowledge, skills, and technical training. A major strategy to achieve the goal is to move to results-based education.

In the near future, the State Board of Education will establish standards for expected student results, and training and resources will be provided to local educators to help them achieve these results. Then districts will develop programs appropriate for their own campuses and will be held accountable for student achievement.

The change toward results-based learning represents a move beyond the required essential elements of instruction which have been the base of the state curriculum since 1984. The expected student results will answer critical questions such as, "What should students know, be able to do, and be like when they graduate from the public school system?"

The Committee on Student Learning, established by House Bill 2885 of the 72nd Texas Legislature, is responsible for making recommendations to the State Board along this line. According to statute, the Committee is to identify essential knowledge and

*For example: Texas Research League, "Achieve!" (Austin: The League, September 1992), p. 4.

skills including, at a minimum, knowledge and skills in reading, writing, speaking, mathematics, and critical thinking. Since early 1992, the Committee has been meeting regularly and exploring its responsibilities. Ultimately, its recommendations will be coordinated with a proposed process to derive student results statements that will involve community members, parents, business people, and educators over the state.

With results-based education, the required essential elements will support instruction as enabling mechanisms for attaining desired student learning. The essential elements will remain the testing basis for subjects included in statewide student assessments, and the indicators of student achievement will continue to relate directly to the essential elements.

Extensive revision of essential elements and other actions taken in 1991-92 have been guided by state legislation and by the State Board's and the Commissioner's vision for improved student achievement accountability. Recommendations made at annual curriculum review meetings, 1986-1990, and at subsequent public hearings have continued to influence change. Also, the Board has acted in line with its goals as identified in the long-range plan for public education, 1991-95. To reflect these recommendations and goals, the State Board has adopted new rules for curriculum as needed. This report, *The Status of the Curriculum in the Public Schools*, outlines this response to the curricular needs of students.

Development of this biennial report is one of the mandates of House Bill 246 of the 67th Legislature. The mandate requires the State Board to transmit a report on the status of the curriculum in the public schools to the Governor, Lieutenant Governor, Speaker of the House, and Legislature. Although, the report may include recommendations for changes necessary to improve, modify, and add to the curriculum, the current report contains no specific legislative recommendations.

INTRODUCTION

HISTORICAL OVERVIEW

The response of the State Board of Education to bills and resolutions passed by the Texas Legislature over the past decade amounts to a significant revision of public school education in the state. Legislation mandating this revision began with House Bill 246 of the 67th Texas Legislature in 1981 and included bills passed by the 72nd Legislature in 1991.

HB 246 revised §21.101 of the Texas Education Code and established a systematic structure for the development and implementation of a sound curriculum for the state. The State Board was given the responsibility of establishing essential elements of instruction for the subjects and courses that school districts are required to offer to maintain a well-balanced curriculum. Recommendations of representative individuals over the state were reviewed by advisory groups and discussed in a series of public meetings. In 1984, the State Board approved the essential elements which are listed in Title 19, Chapter 75 of the Texas Administrative Code.

The essential elements were implemented by Texas school districts in 1985-86. They are defined as representing the core areas of knowledge, attitudes, values, and skills that must be included in instruction and that each student must be provided an opportunity to learn to be an effective and productive member of society.

To provide for an ongoing evaluation of the essential elements and other provisions of Chapter 75, the State Board adopted a rule (Section 75.5) calling for five-year reviews of the curriculum. In 1990, the first five-year curriculum review was completed after reviewers met annually at selected education service centers over the state. To obtain further input from educators and the public, a series of hearings was held in all education service center regions in Summer 1991. Input received from these meetings provided information and recommendations for changes in the essential elements and other Chapter 75 rules. Participants included a broad range of hundreds of Texas educators representing general education subjects and courses, vocational education programs, and programs serving special populations, including gifted/talented, bilingual, and special education.

The former curriculum had become overcrowded, leaving confusion and uncertainty about what was of critical importance for teachers to teach and for students to learn.

The purpose of HB 246, which mandated establishment of the essential elements, was to improve student achievement by extensively upgrading the curriculum and making it more uniform. The passage of the bill reflected widespread concern about education in the state at the time. The former curriculum had become overcrowded, leaving confusion and uncertainty about what was of critical importance for teachers to teach and students to learn. Subjects, courses, and students' time on task varied considerably from district to district, campus to campus, and classroom to classroom. Educators and others feared that wide variations, given the highly mobile Texas population, limited student access to a basic and consistent curriculum.

Today, the essential elements of instruction make up the content of the curriculum that is required to be taught in the state's public schools. Districts are urged to expand and add to the essential elements, but they may not delete any. In addition, both at the state and district levels, student results or expectations are being established based upon needs dictated by real-world requirements.

Other significant legislation of recent years includes House Bill 72 of the 68th Legislature. HB 72 restructured vocational education and the textbook adoption process and effected numerous other changes related to how students are taught.

Then in 1987-88, the 71st Legislature passed what may have been a record number of new laws affecting the Texas public school system. Included in the legislation was Senate Bill 417, the Texas Education Agency sunset bill, which continues the Central Education Agency through 2001.

In response to legislation, the state basic curriculum has been continually reviewed and refined. In addition, school districts have received assistance in implementing the curriculum across the state.

Thus the State Board has recognized that Texas schools must equip students with the high levels of knowledge and skills they will need to compete and cooperate globally in the 21st century.

A Strengthened State Curriculum

In Spring 1991, the State Board of Education released a new long-range plan for public education for 1991-1995. Statutory requirement mandates that the State Board develop and implement such four-year plans for achieving goals for education. The first plan covered 1986-90. In the current 1991-95 plan, the State Board has reiterated its commitment to strengthen the curriculum for all students in the state.

The plan sets forth nine goals. Goal 1 states that all students will achieve "their full educational potential." Goal 2 affirms that a "well-balanced and appropriate curriculum will be provided to all students." Thus the State Board has recognized that Texas schools must equip students with the high levels of knowledge and skills they will need to compete and cooperate globally in the 21st century.

In *Quality, Equity, Accountability: Long-Range Plan for Public Education, 1991-95*, the State Board stipulates that all students will be taught a core curriculum of reading, English language arts, mathematics, science, foreign language, social studies, fine arts, health, physical education, and technological literacy. All students will acquire a knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage, including its multicultural richness. To the full extent of their individual capabilities, students will be provided the opportunity to develop the ability to think logically, independently, and creatively and to communicate effectively. Students will be provided the opportunity to develop vocational skills and to apply knowledge to real-world situations. Strategies that will assist students in developing creative and critical thinking and problem-solving skills, citizenship skills, and self-esteem and self-responsibility will be incorporated in the state curriculum and into annual textbook proclamations which the State Board issues calling for publishers' submission of new textbooks for adoption consideration.

To strengthen public school education, coordinated efforts are aligning the state curriculum, the statewide student testing program, textbook adoptions, and state-level staff development efforts. In addition, policies, curricula, and programs relating to students with special needs are being reviewed and revised. The vocational education program has been revised through reinforcement of basic and academic skills, technological developments in business and industry, knowledge of emerging career opportunities, employer recommendations, and regional planning for occupational education and training. In addition, curricula are being developed to enable children with handicaps to master the academic, social, vocational, and living skills they need for productive lives. Transition programs are being developed for students of limited English proficiency, and textbooks will provide curriculum for these students.

The 1991-95 plan directs teachers and principals to adapt their schools and classrooms to the needs, learning styles, and learning rates of individual students including the gifted, economically disadvantaged, and at-risk as well as those in the broad middle of the academic spectrum. Districts are urged to focus on instruction, integrate technology, and adapt the state curriculum for local needs.

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THE STATE CURRICULUM: RESPONSES TO NEEDS

During 1991-92, State Board of Education members responded to students' curricular needs through their role as state leaders in public school education. In their deliberations and actions, they considered what is happening in education not only in Texas but in the nation and around the world. Likewise, as Texas Education Agency staff members attempted to determine what is appropriate curriculum, they coordinated with specialists for the gifted/talented, bilingual and other special populations, and early childhood education. They worked extensively together to effect curriculum improvements.

COMPONENTS OF THE CURRICULUM

Effective middle schools focus on the whole child with a balance between intellectual development and personal/social growth.

Texas has made significant progress in improving the state's curriculum in the past two years. For example, major strides were made in the elementary school curricula to encourage the teaching of higher order thinking skills and to foster the integration of these skills throughout the elementary curriculum. As these students move to higher grade levels, the increasing emphasis on higher order skills will permeate the secondary level as well.

Integration of curriculum is a continuing, current thrust in Texas public education. Curriculum reviewers have recommended further study of elementary curriculum rules and essential elements to facilitate interdisciplinary instruction. Also recommended is increasing the relevancy of the middle school/junior high school curriculum to student needs and the integration into appropriate courses at these grade levels of more problem-solving skills, character education, health-related issues, and societal issues. For all grade levels, an integrated curriculum is recommended, both in teachers' approaches to instruction and in students' approaches to learning. These recommendations are being reviewed and considered for implementation as new textbooks and materials are made available.

To help strengthen secondary school education, the State Board adopted two policy statements which were each developed by special task forces. A policy statement on middle grade educa-

In high school, a rigorous, high-quality curriculum presents the knowledge students need to meet real-world requirements.

tion and middle grade schools recognizes that early adolescence is a period of dramatic growth and development. Effective middle schools focus on the whole child with a balance between intellectual development and personal/social growth. The statement describes recommended organizational structure, curriculum, instruction, assessment, professional growth and development, student support, and community involvement in effective middle schools.

The second policy statement, developed by the High School Education Task Force, recommends changes to help graduates meet the social, economic, and political challenges of the coming century. The statement describes the effective high school as one that supports the continuous progress of each student toward explicit postsecondary goals set forth in an individual education plan. In high school, a rigorous, high-quality curriculum presents the knowledge students need to meet real-world requirements. Campus schedules allow teachers to collaborate in planning learning opportunities that highlight connections across subject areas, and instructional practices accommodate differences among students. The policy statement addresses effective high school organization; curriculum, instruction, and assessment; professional growth and development; and student support services.

Changes in Curriculum Requirements

The State Board of Education moved to bring the process of revising essential elements in line with the textbook adoption process. Changes in essential elements are now made in sequence with the adoption cycle, as appropriate, and school districts are to implement the revised essential elements when the new textbooks are made available to students and teachers in the districts. For example, revisions to essential elements in mathematics, fine arts, languages, physical education, science, and social studies were made so that content specifications in the *1993 Proclamation of the State Board of Education Advertising for Bids on Textbooks* would reflect the revised essential elements prior to the work of the state textbook proclamation advisory committees. The proclamation advisory committees for mathematics, science, and social studies met in Summer 1992; the Board was to consider adoption of texts called for in the *1993 Textbook Proclamation* in March 1993. However, due to budgetary problems, the *1993 Textbook Proclamation* will now be adopted in March 1994 as the *1994 Textbook Proclamation.*

The majority of the modifications in essential elements made during the past two years were developed according to recommendations of participants in the five-year curriculum review process, special advisory committees, and task forces. In addition, they reflect input from various professional associations of teachers and supervisors.

The modifications have benefited a number of content areas such as the following:

Bilingual Education/ESL

In 1991, the State Board adopted essential elements for primary language for bilingual education, prekindergarten-Grade 5, and for English as a second language, prekindergarten through Grade 12. These essential elements were designed to develop literacy, thinking skills, and language skills for mathematics, science, and social studies to assist students in mastering the essential elements for required subjects on grade level.

Business Education

The development of student skills in new technologies is the focus of the extensively revised business education program. For example, the names and content of all Grade 7-12 typewriting courses were changed to incorporate the concept of keyboarding and word processing. Grades 9-12 essential elements for Accounting and Advanced Accounting were revised to ensure relevant and current instruction. Three new courses—Business Computer Applications, Business Computer Programming, and Office Administrative Systems—reflect combined and revised essential elements of a number of office education and business education courses. Two other business education courses—Personal Business Management and Career Exploration—were combined into the new Introduction to Business, and essential elements were revised to incorporate the teaching of life skills. Microcomputer Applications is a wholly new course designed as a transition from Computer Literacy to all other computing courses in the high school curriculum.

English Language Arts

The emphasis in the language arts has continued to shift to an integrated course of study with all aspects of language arts addressed during instruction. The integrated approach demonstrates the importance of all the program's components: reading, language, handwriting, spelling, composition, literature.

Revisions of essential elements during the past two years reflect the more integrated approach to teaching the language arts.

Revisions of essential elements during the past two years reflect a more integrated approach to teaching the language arts. The revisions were based on current field-based research and practice.

Revisions in essential elements for English language arts, Grades 1-8; reading courses, Grades 7 and 8; and English I-IV provide for the integration of all areas of language arts. Essential elements were also revised for Reading Improvement, Grades 7 and 8, and for high school Reading Improvement I, II, and III to provide for the integration of all areas. Students in these courses will apply instruction in listening, speaking, reading, and writing in a purposeful manner in content area material and real-world activities. In addition, essential elements were revised for speech, debate, public speaking, journalism, and photojournalism.

High school language and composition textbooks emphasizing the integration of the language arts were adopted in 1991. In 1992, the State Board postponed issuing a proclamation calling for literature textbooks for Grades 6-12 until 1995. The postponement of the proclamation, originally scheduled for 1992, allows time for publishers to develop combined literature and language/composition texts.

In Spring 1992, a task force of teachers, curriculum supervisors, and teacher organization representatives began working with the Agency's Division of Curriculum Development to develop a new teaching guide on spelling. The plan calls for the spelling resource handbook to be in schools by 1994, when the current spelling textbooks expire. The publication is scheduled to be developed by September 1993 and distributed to schools no later than January 1994. School districts will then implement staff development activities on spelling instruction for teachers. The spelling publication is expected to have major advantages over traditional spelling textbooks. For example, the publication will contain a variety of instructional approaches, from the traditional phonics approach to a somewhat or entirely integrated approach. This versatility is not always available in traditional commercial spelling textbooks. After review of extensive research and field studies, the State Board decided in 1989 not to readopt spelling texts.

Current arts education focuses on the intellectual and affective development of every student.

Fine Arts

Study of the fine arts as they are taught today is preparing students for 21st-century tasks such as handling diverse infor-

mation, performing effectively in cooperative work groups, solving complex problems, and continued learning in a rapidly changing world and workplace. In addition, the study of arts has intrinsic value that helps satisfy every student's need for the aesthetic.

Current arts education focuses on the intellectual and affective development of every student. It provides opportunities for the student to develop means of expression that go beyond the dimensions of speaking, writing, and computing. Study of the arts provides dynamic ways for the student to communicate individual thoughts and ideas, to access the imagination, to engage in critical and creative problem solving, and to develop reflective judgment. The student learns to think innovatively and originally, developing confidence and self-esteem.

The fine arts curriculum has been expanded and strengthened over the past two years with the addition of the following courses: Electronic Media, Technical Theatre III, and Technical Theatre IV. In addition, content has been revised and updated in several existing subjects and courses, including General Music, Grades 1-8; Choral Music I-IV; Theatre Arts, Grades 1-8; Theatre Arts I-IV; Technical Theatre I-II; Theatre Production I-IV; and Dance I-IV.

New essential elements for theatre arts, Grades 7 and 8, focus on the expressive use of the body and voice, acting concepts and skills, theatre production concepts and skills, and aesthetic growth through appreciation of theatrical events.

Health

The Agency has continued to make available to school districts a comprehensive health education curriculum as called for in SCR 61 of the 71st Legislature and as specified in Chapter 75. Curriculum guides, prekindergarten-Grade 12, have been developed to focus on education for self-responsibility. These guides promote prevention of school-age pregnancy, drug use, and HIV/AIDS and other communicable diseases and provide nutrition education lessons. In addition, technical assistance for school districts has been promoted through the regional education service centers.

Curriculum guides, prekindergarten-Grade 12, have been developed to focus on education for self-responsibility.

Specific activities of the comprehensive school health program include the following:

- Pregnancy, Education, and Parenting programs provide services for pregnant and parenting students that are designed to help keep students in school. The services include counseling, job readiness training, parent education, child care, transportation, and assistance in obtaining social services such as prenatal and postnatal health and nutrition programs. Students as young as fifth graders have been served. During 1991-92, the third year of the program, services at 95 selected school sites reached 7,500 school-age parents and their children. A curriculum guide and training videotapes are being developed.

- From 1991-93, the U.S. Centers for Disease Control is providing a total of $900,000 for HIV prevention education in elementary and secondary schools. During 1991-92, workshops were presented in education service center regions that included counties with the largest number of AIDS cases. The percentage of schools that offer HIV education has increased from 35 to 89 percent. All 20 ESC regions will participate in the program in 1992-93. A curriculum guide and training videotapes were developed and are being used in elementary and secondary schools.

- The Texas Cancer Council provided $726,544 from 1991-92 for the Texas Comprehensive School Health Network which consists of school health specialists in 16 of the 20 ESCs. In 1992-93, $600,000 is provided by the Texas Cancer Council, the Texas Department of Health, and the Texas Education Agency. This program promotes comprehensive school health programming by providing staff development and technical assistance to individuals and groups within the school community and by promoting collaboration with regional and local coalitions.

- The Nutrition Education Program was initiated with $1,141,144 for 1991-93 by the Food and Nutrition Service of the U.S. Department of Agriculture through the Child Nutrition Programs Division within the Agency. Curriculum and training videotapes were developed during 1991-92 and are being used in elementary and secondary schools in 1992-93. This program encourages cooperative delivery of nutrition education by teachers and school food service personnel.

The Texas drug education program is considered a national model and is being used in other states and in some foreign countries.

- The U.S. Drug-Free Schools and Communities program has allocated $70.6 million to Texas during 1991-93; 70 percent of these funds were passed directly to school districts on a formula allocation basis. In 1991-92, the U.S. Department of Education gave national recognition to 11 Texas schools. The Drug-Free Schools program stresses the hazards of minors' illegal use of drugs, including alcohol and tobacco, and cautions against the misuse of legal medications and over-the-counter drugs. Curriculum and training videotapes were developed and used in elementary and secondary schools. The Texas drug education program is considered a national model and is being used in other states and in some foreign countries.

Major changes include emphasizing the development of problem-solving skills.

Languages

Revised essential elements for languages were approved by the State Board in July 1992, and local districts will use them for the first time in Fall 1996. The revision process began in 1986 and involved hundreds of language educators and curriculum administrators. The fine tuning of the essential elements resulted in sharper descriptions of what the language proficiency expectations of students should be as they move through sequences of study. The approved changes facilitate the integration of language skills and the spiraling of content throughout the learning process. What language students should know and be able to do is now clearly the focus of the essential elements.

Mathematics

Schools have implemented revised essential elements for mathematics during the past two years. These reflect the recommendations of various research reports and national recommendations, especially the National Council of Teachers of Mathematics' *Curriculum and Evaluation Standards for School Mathematics*.

Major changes for mathematics, Grades 1-8, which schools implemented in Fall 1991, include narrowing the spiral of the curriculum. That is, teachers are presenting some topics in the curriculum later than is traditional and finishing some sooner which helps to eliminate redundancy. Also, in a revision of the role of review, the majority of each grade level is now new material, and review is placed in relevant contexts. Major changes include emphasizing the development of problem-solving skills. Other changes call for incorporating calculators and computers throughout all grades as problem-solving tools; adding an essential element on patterns, relations, and functions; separating the teaching of operations and computation

so that all students learn the meaning of the operations; strengthening the areas of probability, statistics, and geometry; emphasizing the importance of communication in mathematics; building on a sound foundation of concepts rather than on rote procedures; and putting mathematics into meaningful contexts.

In Fall 1990, schools implemented revised essential elements for Algebra I, Algebra II, Geometry, and Trigonometry. The revisions incorporate the use of current technology including calculators, graphing calculators, and computers. The focus of Algebra I and Algebra II is on solving relevant and interesting problems and on applying algebraic principles in a variety of real-world situations. Collecting, representing, and processing data—major activities of contemporary society—are important new emphases in Algebra II. A new emphasis of Geometry is on connections. The course stresses connections within geometry, among mathematical topics, between geometry and other disciplines, and with the real world. The presentation of proof represents a shift from the traditional geometry course. Proof remains an important component of Geometry, but it is not the only focus of the course. Trigonometry focuses on extending the concepts of function and relation and on applying trigonometric functions and relations to the solution of relevant problems.

Schools began using revised essential elements for Informal Geometry, Pre-Algebra, and Mathematics of Money in Fall 1992. The essential elements of each of these courses incorporate the extensive use of current technology, including calculators and computers. Mathematics of Money is a complete revision of Mathematics of Consumer Economics. The revised course content provides students with a wide variety of decision-making skills in the context of topics such as earning, spending, borrowing, and investing money. The focus in Pre-Algebra has been changed from remediation of elementary skills to preparing students for Algebra. Informal Geometry focuses on the development of geometric concepts through hands-on activities and applications rather than formal proof.

Revisions were based on input from mathematics teachers, supervisors, and teacher educators from across the state and from national experts.

Revised essential elements for Elementary Analysis, Analytic Geometry, and Precalculus will be implemented by schools no later than Fall 1994; revised essential elements for Calculus, Fall 1995; and revised essential elements for Computer Mathematics, Fall 1996. Essential elements for Analytic Geometry, Precalculus, and Calculus expand the study of functions to a more advanced level while emphasizing applications

to real-world situations. Graphing techniques including computer/calculator graphics technology are an important focus of the courses. The content of Calculus is closely aligned with the College Board's Advanced Placement AB Calculus curriculum. The revised essential elements for Computer Mathematics focus on students' using the computer as a tool to explore and solve problems in mathematics.

Revisions were based on input from mathematics teachers, supervisors, and teacher educators from across the state and from national experts.

Physical Education

The new emphasis in physical education is on health-related fitness. Essential elements for elementary school have been revised according to recommendations made through the five-year curriculum review process. Essential elements for middle school are under development. They will focus on participation in individual, dual, and team sports; an understanding of the relationship between physical fitness activities and stress; the knowledge and motor skills for basic and efficient movement; and an understanding of sound nutritional practices as related to physical education.

New essential elements for high school physical education courses—Foundations of Personal Fitness, Lifetime Activities, and Intramurals/Fitness for Life—were developed to reflect the contemporary movement toward lifetime fitness and the enjoyment of leisure and recreational activities.

For the first time, student textbooks will be adopted for physical education. The *1994 Textbook Proclamation* will call for publishers to submit textbooks for consideration for Foundations of Personal Fitness. The texts will be adopted by the State Board in 1996 and will be in the schools in Fall 1997.

Prekindergarten and Kindergarten

School readiness has been a widely discussed topic for the past two years. In 1990, six national education goals were identified, the first of which is: "By the year 2000, all children in America will start school ready to learn." This goal raised concerns in Texas about readiness as it relates to the curriculum. Also, concerns were raised about inappropriate curricular and instructional expectations of young children in prekindergarten and kindergarten.

The new emphasis in physical education is on health-related fitness.

Therefore, prekindergarten and kindergarten essential elements were revised to make them more developmentally appropriate for young children. The revisions were based on age-appropriate and individually appropriate expectations for young children. The new essential elements will be required to be taught beginning with the 1995-96 school year when state-adopted learning systems based on the elements will be available to schools.

Changes included the placement of kindergarten essential elements under the same developmental headings as prekindergarten rather than under subject area headings as they were previously presented. This reorganization served to help integrate the curriculum which had formerly been fragmented under discrete content area headings. The move ensured that social and emotional development will be emphasized along with intellectual, aesthetic, and physical factors. It also addressed the concern that some children are intellectually capable of first grade work but incapable of meeting the social and emotional demands of Grade 1. Emphasis in physical, social/emotional, aesthetic, and intellectual domains was balanced in the new essential elements so that one area will not receive an inordinate amount of attention to the detriment of the others.

The original list of essential elements was so lengthy that the curriculum tended toward rote memory-level learning. It did not promote high achievement in later schooling. Revised essential elements were streamlined to avoid duplication, to emphasize essential learnings, and to integrate content whenever possible. As a result, the new essential elements are reduced in number, are more succinctly stated, and emphasize higher order thinking.

Science

Since Fall 1990, the State Board has been implementing a plan under which science instruction in the state's secondary schools will be restructured beginning in the 1994-95 school year. Under the plan, the science curriculum will consist of a coordinated approach in which students receive instruction in several different areas of science.

Increased participation of women and minorities in science and technology programs is a primary goal.

The restructuring will start with the seventh grade science curriculum in the 1994-95 school year. The current Grade 7 science curriculum, which consists of a year-long course in life science, may be replaced at the discretion of local school districts with a course called Science I. The new course will feature a coor-

dinated thematic approach emphasizing instruction in life science, chemistry, physics, and earth/space science. The plan to restructure science education was developed by Agency staff and a statewide task force composed of individuals representing education, business, and industry. Increased participation of women and minorities in science and technology programs is a primary goal. Additional goals are to provide science instruction that enables all students to develop scientific literacy, to provide for a foundation in science that will allow a greater number of students to prepare for science-related careers, and to upgrade science instruction by providing science teachers with additional skills and materials necessary for the implementation of the program.

New textbooks will complement the restructuring of science education.

The State Board approved essential elements for the new coordinated thematic Science I, Grade 7; Science II, Grade 8; Science III, Grade 9; and Science IV, Grade 10. The implementation schedule calls for Science I to be implemented in Fall 1994; Science II in Fall 1995; Science III, Fall 1996; and Science IV, Fall 1997.

New textbooks will complement the restructuring of science education. The board issued a call for the adoption of dual textbooks for Grade 7. Both Science I and Life Science texts will be adopted, and school districts may decide which course to offer for the Grade 7 science curriculum. The Board has called for the adoption of both Earth Science and Science II textbooks, and school districts may decide which course to offer for the Grade 8 science curriculum.

Revisions in essential elements were also approved for Anatomy and Physiology, Aquatic Science, Physical Science, and Environmental Science. The revisions focus on laboratory skills and hands-on use of scientific tools and materials. Also, emphasis is on students' interpreting and communicating scientific data; using skills to infer, form generalized statements, and make predictions using scientific data; identifying problems; designing and conducting experiments; and relating and applying technology and scientific information to daily life.

In response to SB 1340 of the 72nd Legislature, which coordinates an effort to promote environmental education, the Agency has identified essential elements across the curriculum that districts may use in developing interdisciplinary curriculum. Also, the Commissioner of Education has established the Texas Environmental Education Advisory Committee (TEEAC) which

is reviewing curriculum materials and activities for dissemination. To help the Agency fund environmental education efforts, TEEAC plans to establish a nonprofit corporation to seek and receive monies. The Committee will contract with state agencies and others interested in developing environmental education curricula. In the future, the Agency will develop essential elements for environmental education which can be incorporated into the curriculum where appropriate.

Social Studies

A task force was appointed by the State Board in Spring 1991 to review the social studies curriculum, Grades 1-12. Following recommendations of the task force, the State Board in Summer 1992 adopted new essential elements. A more multicultural international focus is called for in Grades 1-6. The State Board also made some revisions in essential elements based on input from citizens' groups. Schools will be responsible for teaching the new essential elements beginning in Fall 1996 when new state-adopted materials will be available in the schools.

In addition, the task force made recommendations for secondary courses. These suggestions will be available to the State Board as specific courses come up for review in the textbook adoption cycle. World History Studies is the first secondary course that may be affected by the recommendations of the task force. The State Board will adopt revised essential elements for this course in 1994.

A more multicultural international focus is called for in Grades 1-6.

Essential elements for the high school course Economics with Emphasis on the Free Enterprise System and its Benefits were revised to reflect an emphasis on the nature of economics, the American free enterprise system, interrelationships between government and the American economic system, international economic relations, and consumer economics. Essential elements for attitudes, values, and skills for citizenship were also added to the course. The revised essential elements will be effective in Fall 1995 as new economics textbooks enter the classroom.

Technology Education

The essential elements for Computer Literacy were revised according to recommendations made during the five-year curriculum review. The focus of the course was changed from students' learning about computers to learning with computers and to reflect the real-world applications of technology. The

change will provide students with hands-on learning opportunities. The new essential elements are to be implemented by the 1993-94 school year. In addition, *Proclamation 68* called for only electronic instructional media systems to be submitted in lieu of textbooks for the course. These new instructional materials will provide application software that will enable students to develop skills in word processing, database management, spreadsheet development, telecommunications, and related technology. Long-range plans include performance-based assessment of technology-related competencies as part of the Texas Assessment of Academic Skills (TAAS) in 1995.

The aim is to enrich vocational education courses so they reinforce academic skills.

Vocational and Applied Technology Education

Over the past two years, the State Board has taken action to revise the vocational education program, beginning with changing the name to vocational and applied technology education. The aim is to enrich vocational education courses so they reinforce academic skills. The revised courses also reflect the latest technological developments in business and industry, promote higher order thinking skills, provide information about emerging career opportunities, and reflect regional planning for occupational education and training.

In Spring 1992, the State Board approved new standards used to measure the effectiveness of vocational and applied technology education in schools. The new rules apply to all public schools and require that at least 90 percent of all students enrolled in a coherent sequence of courses in vocational and applied technology education pass the TAAS exit-level test.

Additionally, the new standards require that at least 95 percent of the Grade 12 students enrolled in a sequence of vocational and applied technology courses either obtain a certification of competency by an accepted licensing or certification agency, successfully complete a validated test of occupational competency, or demonstrate competency in the essential elements for a sequence of courses. Within three years, this standard is to be based on performance measures that test the skill levels required by employers and institutions of higher education.

The new standards also require that one year after receiving their high school diplomas, 75 percent of students who completed coherent sequences of courses in vocational and applied technology education programs are enrolled in either postsecon-

dary educational institutions, registered apprenticeship programs, training related to their vocational education programs, military service, or employed in jobs related to their vocational and applied technology education and training.

Establishment of the new standards was mandated by the Carl D. Perkins Vocational and Applied Technology Education Act. The federal Act required that each state develop and implement a statewide system of core standards and measures for secondary and postsecondary vocational education programs prior to the 1992-93 school year. The State Board appointed a committee of practitioners to assist with the development of the standards.

Additional standards and measures to address high-quality vocational and applied technology education programs and high levels of achievement in these programs are currently being developed. These standards are also expected to serve as the basis for reforming vocational and applied technology education to provide equity and excellence for all students.

Other State Board actions included modification of essential elements in Introductory Industrial Technology. These modifications were a result of new technological advances in manufacturing, transportation, and communications systems.

Phaseout of Low-Level Courses

Beginning in 1993, below-level courses in English language arts, mathematics, and science will be phased out of the state's public school curriculum. The State Board approved the phase-out plan in Summer 1992. Under the plan, after the 1991-92 school year, Correlated Language Arts I, Fundamentals of Mathematics, Consumer Mathematics, and Introductory Physical Science can no longer count toward the 21 credits students must earn to graduate from high school. Additional courses are scheduled for future phase out. These include Correlated Language Arts II-IV, 1992-93; Applied Biology, 1992-93; and Pre-Algebra, 1995-96.

The State Board approved the phaseout of below-level courses so students will be better prepared for a variety of assessments and postsecondary options, including higher education. The below-level courses were seen as an obstacle to raising the performance standards and levels of expectations for all students. The courses had tended to isolate low-performing students and to minimize expectations of them.

Elimination of the below-level courses will require school districts to provide appropriate staff development activities for teachers and appropriate instructional materials for students and teachers. The State Board's plan also will require school districts to provide intensive remediation to students who are functioning below grade level.

In the past students with special needs have typically been assigned to the low-level courses now being phased out. Therefore, the State Board appointed a task force to make recommendations to the Commissioner on how to assist special needs students in making the change from below-level to on-level courses.

THE TEXTBOOK ADOPTION PROCESS

In Summer 1992, the State Board of Education changed its rules to require textbooks submitted for adoption to be subjected to a thorough and systematic editorial review. Textbook publishers will be required to submit certifications of accuracy. They will also provide lists of editorial corrections made to the textbooks. The State Board approved the allocation of $131.2 million for the purchase and distribution of textbooks for 1992-93. As part of the allocation, the Board also established penalties for publishers who fail to correct all errors in books adopted by the Board.

During the biennium, State Textbook Subject Area Committees for each subject or course have met to review and recommend textbooks for adoption. The State Board was authorized by HB 884 of the 71st Legislature to appoint the separate committees to replace the previous single State Textbook Committee. Textbook Proclamation Advisory Committees have made recommendations related to specifications for the content of textbooks and for criteria to be used to evaluate textbooks submitted for consideration. The 72nd Legislature limited Proclamation Advisory Committees to the areas of reading, language arts, mathematics, science, and social studies.

In response to a Senate bill of the 71st Legislature—SB 650, which mandated the incorporation of technology—each textbook proclamation includes language making it possible for electronic instructional media materials to replace traditional textbooks. In addition, students are using technology in a variety of other ways as they study business education, industrial technology, and mathematics, for example.

Textbook publishers will be required to submit certifications of accuracy.

For the first time, materials that went into use in elementary schools in Fall 1991 included electronic instructional media systems for science, Grades 1-6. The State Board had earlier adopted such systems. Districts that prefer to implement interactive instructional programs via such technology as computer courseware and videodiscs may select electronic instructional media systems in lieu of traditional textbooks.

STUDENT ASSESSMENT

The redesigned testing plan will be implemented over a three-year period.

In the fall of 1990, the Texas Assessment of Academic Skills (TAAS) replaced the Texas Educational Assessment of Minimum Skills (TEAMS) as the state's criterion-referenced assessment program. TAAS represents a more rigorous assessment than TEAMS. It measures complex thinking and problem solving, whereas TEAMS focused on minimum-level skills in reading, writing, and mathematics. The shift to TAAS established Texas as one of the first states in the nation to modify its testing program to address real-world standards.

A plan for further changes to the state's student assessment program was made in Spring 1992. The Student Assessment Transition Plan, part of an effort for improved student achievement, will expand the number of subjects tested by TAAS, change the grade levels and reduce the number of grades at which the test is administered, and move testing dates from fall to spring. The amount of time students spend taking state-mandated standardized tests will also be reduced.

The plan promises to provide a comprehensive and efficient system that should serve the state's accountability needs. The changes support the concept of using the state assessment program primarily to provide achievement data for accountability, as required by legislation. The redesigned testing plan will be implemented over a three-year period. It will be fully implemented by the 1994-1995 school year.

Subject areas that will be added to the student assessment program, which currently tests students in reading, writing, and mathematics, are social studies, science, oral proficiency in a second language, computer-based technology, and wellness (physical fitness/health).

Future plans also call for tests to be administered in vocational and technological education as well as in business education

as part of the statewide assessment program. In addition, end-of-instruction examinations in selected high school courses will be developed to ensure that the rigor of the high school curriculum is maintained. The first two end-of-course tests scheduled for implementation in 1993-1994 are those for Algebra I and Biology I.

The Norm-referenced Assessment Program for Texas (NAPT) was administered for the first time in April 1992.

The redesigned student assessment plan also calls for the use of formative assessments at the district level at grades other than those assessed by TAAS (Grades 4, 8, and 10). Such instruments may be used to supplement local assessment capabilities and provide information on the state's expected level of achievement for students. As part of this activity, the Agency will undertake a major technical assistance and staff development initiative to help local school districts integrate formative assessment into their daily instructional programs. The Agency also will make training materials available to school districts to help local educators diagnose students' individual learning needs and to determine the extent to which students are meeting performance standards established by the state.

In 1990, the Legislature directed the State Board to adopt one nationally recognized norm-referenced test to be administered annually. The Norm-referenced Assessment Program for Texas (NAPT) was administered for the first time in April 1992. Students in Grades 3 through 11 were tested.

The NAPT measures skills typically taught in public school curricula across the nation and is not aligned with the Texas curriculum which is measured by TAAS, the state's criterion-referenced assessment program. The NAPT tested students in reading, language, mathematics, social studies, and science. The NAPT will be maintained under the Student Assessment Transition Plan, but it will be reduced in scope from five required subject areas to two (reading and mathematics) beginning in 1992-1993 with language, social studies, and science available at district option.

The reforms in public education passed by the Legislature in 1984 continue to impact the educational performance of students positively. As the state criterion-referenced testing program moves from assessment of minimum skills to testing skills representing world class standards, high expectations are being set for student achievement. Certainly these goals are not expected to be reached overnight, but steady progress toward the goals is already evident. As the state moves to a system that

focuses more on results and provides educators the flexibility to design programs locally for students to boost achievement, significant progress is expected.

The results from the first two years of TAAS administrations highlight where progress has been made and where improvement is still needed to reach the goal of excellence and equity in education.

Grades 5, 7, and 9 overall performance results remained steady or showed small increases in the percent of students meeting minimum expectations on all tests taken between October 1990 and October 1991, while slight declines were noted at Grade 3 and Grade 11.

Four of five grade levels assessed in October 1991 achieved a passing rate of 80 percent or higher on the written composition performance portion of the writing assessment with similar performance results across the three major ethnic groups.

The TAAS reading results from the October 1991 administration increased at Grade 3 (up 1 percentage point to 80 percent mastery) and at Grade 7 (up 5 percentage points to 48 percent).

Grade 5 reading results remained steady in October 1991 at 61 percent passing. Slight decreases in reading performance of two percentage points each were shown at Grade 9 (58 percent) and at Grade 11 (71 percent).

Statewide achievement results from TAAS indicate that the lowest level of overall student success in October 1991 occurred in the area of mathematics. Students across all grade levels experienced difficulty in the problem-solving domain of mathematics.

The problem-solving domain represents assessment of higher order thinking skills that have not been emphasized or tested in this manner in previous statewide assessment programs. While 84 percent of students at Grade 3 met minimum expectations in mathematics in October 1991, student results for the same administration at Grade 9 and Grade 11 declined slightly to 42 percent and 56 percent, respectively.

The goal of education in Texas is to assist all students in achieving the TAAS passing standard necessary to graduate. Comparisons of student performance results on all tests taken from

October 1990 and October 1991 show achievement gaps of 23 percent or more between the three major ethnic groups. The gaps in performance between minority and white students are seen as unacceptable and as indications of a lack of educational equity which must be addressed in the state.

During the first administration of the NAPT in 1992, the majority of Texas students scored above their peers in the rest of the nation. Students in Grades 3, 4, 5, 6, and 10 performed above the national average, with Grade 3 recording the highest ranking at the 61st percentile.

Overall, the performance of Texas students was generally above the national average at the early grades but slightly below at higher grade levels. Analyses indicated that the state's strong investment in elementary grade reforms may have resulted in improved performance and scores of these grades.

Texas educators anticipate that, in time, the education reforms such as the phaseout of low-level courses will assist students in reaching their educational goals. In the past, many students were enrolled in less rigorous courses which did not enable them to develop fully the critical-thinking and problem-solving skills needed to perform well on state-mandated assessments. A major effort during the coming years will be to increase enrollment of students in more rigorous courses. Such courses will better prepare students for continued education and the challenges they will face in an increasingly complex world.

A major effort during the coming years will be to increase enrollment of students in more rigorous courses.

STAFF DEVELOPMENT

In its role as support vehicle for school districts, the Texas Education Agency provides training and resources to the state's educators. Effective, relevant staff development is particularly important today in light of the restructuring of science and social studies education, the phaseout of low-level courses, and the emergence of new components of the curriculum.

The State Board of Education's Long-Range Plan lists several objectives relating to staff development. To implement these objectives, the Agency is developing comprehensive staff development, technical assistance, and inservice programs to help districts and campuses meet state and local goals and to address the learning needs of all students. The Agency is working with the regional education service centers to provide these

programs at the local level. In addition, standards for inservice training of professional educators are being continually refined to reflect current effective schools practices.

State-level staff development activities during the biennium included the following:

- **Driver's education.** During 1992, the Agency contracted with a private contractor (D&M Education Enterprises of Huntsville) to develop an occupant restraint unit for the driver education curriculum and to update and revise an existing alcohol and drug unit. The new occupant restraint unit includes a teacher's manual, color transparencies, and a videotape. Three statewide workshops were conducted during Summer 1992 to introduce the new materials and to train driver education teachers in their use. A total of 300 teachers were trained. The driver education inservice training is supported by National Highway Traffic Safety Administration 402 funds through a grant from the Texas Department of Transportation.

  Also, three additional workshops were conducted over the state to train elementary teachers on using the Dusty Dillo Safety Belt Program. A total of 160 second and fourth grade teachers attended.

- **English language arts and reading.** Agency staff conducted numerous staff development sessions throughout the state in 1991-92. These included sessions presented for school districts, education service center regions, and professional organizations. Topics addressed covered a wide range of language arts issues, including integrated language arts, assessment, alternative instructional models, writing across the curriculum, reading and writing as a process, TAAS writing, and interdisciplinary curriculum planning.

  Three staff development publications were developed and disseminated statewide. They are *Reading Inservice Guide for English Language Arts and TAAS*, *Writing Inservice Guide for English Language Arts and TAAS*, and *Spelling: A Proper Perspective*. The reading and writing guides give practical guidance on teaching and are for use in inservice training. The writing guide helps teachers integrate TAAS writing with the overall writing curriculum in a school. The spelling publication is designed to help teachers present spelling instruction within an integrated language arts approach.

- **Comprehensive School Health Programs.** Staff development is provided by the Pregnancy, Education, and Parenting Program; the Drug Use Prevention Program; the HIV Education Program; and the Nutrition Education Program through curriculum training packages. Each package contains a prekindergarten-Grade 12 curriculum guide with lesson plans correlated to the essential elements in seven subject areas. Also included in each package is a training manual and training videotapes. The Texas Comprehensive School Health Network provides staff development and technical assistance in various health-related areas.

- **Mathematics.** A federally funded Mathematics Staff Development Project consists of 30 modules that provide training for teachers, prekindergarten-Grade 12. The modules are presented by well-prepared trainers in education service centers and school districts around the state. They are designed to provide a basic foundation for teaching the mathematics essential elements using a variety of strategies such as manipulative materials, concept-development techniques, and problem-solving applications. Funding sources are the Education for Economic Security Act and Title II of the Dwight D. Eisenhower Mathematics and Science Act.

- **Science.** A two-part plan is being implemented to help prepare educators to teach newly restructured science courses. First, colleges and universities are being funded through Dwight D. Eisenhower Mathematics and Science Act, Title II, funds to offer courses to science teachers which will strengthen skills needed to teach Science I. Secondly, 10 teaching modules for Science I have been developed through The University of Texas at El Paso and the El Paso Independent School District. Two trainers are available in each education service center to assist teachers with the modules. In addition, the Texas Environmental Education Advisory Committee is establishing a network of environmental education teacher inservice sites throughout the state.

- **Social Studies.** In 1992, Agency staff conducted a number of workshops for teachers and administrators at various education service centers. The workshops were designed to address teachers' concerns about the addition of social studies to the Texas Assessment of Academic Skills in Spring 1994. The focus of the workshops was on good instruction as the key to student success. Specific emphasis was given to critical thinking, writing, and interactive strategies in the social studies classroom. Additionally, the Agency worked with several professional organizations in their efforts to develop curriculum and to offer staff development based on the essential elements.

CONCLUSION

The sound condition of the public school curriculum reflects a decade of statewide commitment to education reform by various sectors of the society. Today's curriculum is designed to adequately equip all students with the literacy and conceptual skills employers need, with the citizenship skills necessary to preserve a free society, and with the self-esteem and self-responsibility essential to a healthy lifestyle.

In principle, the curriculum has reached a high degree of quality. Yet the success of the curriculum in practice depends on a number of extrinsic factors. These include, for example, the quality of instruction that teachers across the state are able to deliver to students. Teachers need frequent and varied staff development that will enable skillful teaching and successful learning for all students.

The success of the curriculum also depends on the degree of excellence and the availability of textbooks and other instructional materials. Funding for these items must be sufficiently allocated to ensure that Texas students and teachers have up-to-date materials that complement the curriculum.

The State Board of Education is optimistic that, in the future, support for these critical factors—inservice teacher training and adequate funding for textbooks—will be provided. Thus the curriculum will be as sound in practice as it is soundly designed.

The sound condition of the public school curriculum reflects a decade of statewide commitment to education reform by various sectors of the society.

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964: THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; AMERICAN DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status or a disability requiring accommodation (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/Affirmative Action employer.

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