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ABSTRACT

This document details state-level actions taken in Texas during 1990-92 as part of the state's continuing education-reform efforts. Following the state's educational mission statement and long-range plan for public education (1991-1995), nine sections detail the state's educational goals and objectives, which include: (1) all students will achieve their full educational potential; (2) a well-balanced and appropriate curriculum will be provided to all students; (3) qualified and effective personnel will be attracted and retained; (4) the organization and management of all levels of the educational system will be productive, efficient, and accountable; (5) the financing of public education will be adequate, equitable, and efficient; (6) parents will be full partners in the education of their children; (7) businesses and other members of the community will be partners in the improvement of schools; (8) instruction and administration will be improved through research that identifies creative and effective methods; and (9) communications among all public education interests will be consistent, timely, and effective. Appendices contain the public education program budget and the agency operating budget for 1991-93. (LMI)

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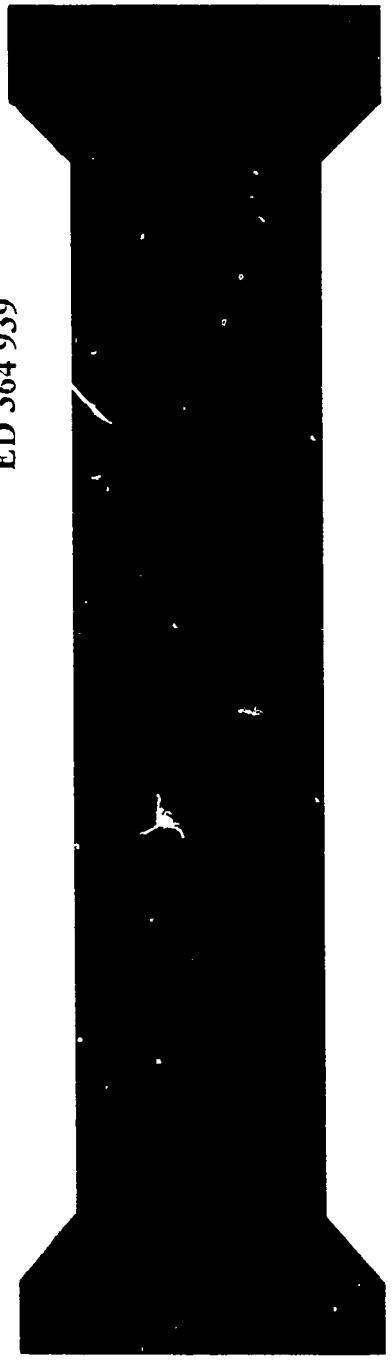
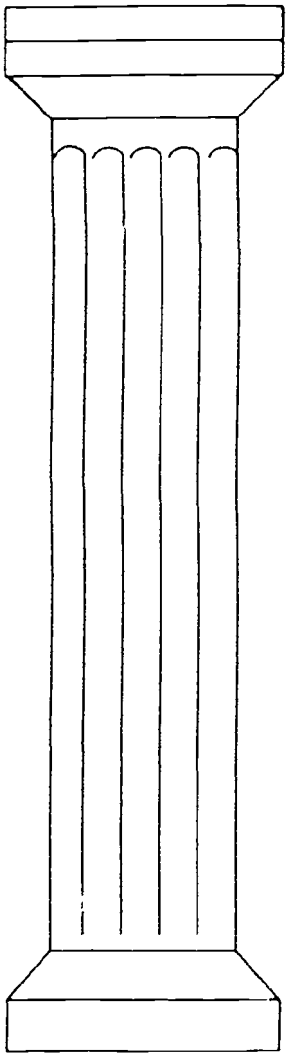
FOR ALL STUDENTS



TEXAS PUBLIC SCHOOL EDUCATION: AIMING FOR EXCELLENCE AND EQUITY 1990-1992

Texas Education Agency
Austin, Texas

EXCELLENCE AND EQUITY
FOR ALL STUDENTS



TEXAS PUBLIC SCHOOL EDUCATION: AIMING FOR EXCELLENCE AND EQUITY

A Biennial Report to the 73rd Texas Legislature From the State Board of Education and the Texas Education Agency

1990-1992

Texas Education Agency
Austin, Texas

State Board of Education

1701 North Congress Avenue
Austin, Texas 78701-1494
(512) 463-9007

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 Legislature

As Texas entered the decade of the 1990s, efforts to improve the state's public education system shifted from an approach emphasizing compliance with restrictive mandates to one emphasizing flexibility with accountability. At the same time, the State Board of Education launched a major effort to achieve excellence and equity in student achievement. Emphasis has been placed on improving performance, instead of adherence to prescribed processes and programs. Our education program has become a cooperative, results-based, partnership approach under which the program is negotiable but the student is non-negotiable. This approach has enabled the state to make significant progress in realizing the dramatic improvement in student achievement necessary to successfully lead the state into the twenty-first century.

This report fulfills requirements of Texas Education Code, Section 11.26 (c)(1), which requires a biennial report to the Legislature on activities of the State Board of Education and Central Education Agency. The report details state-level actions during the last two years as part of the state's continuing education reform efforts.

We are all acutely aware of the importance of our public education system to the future success of Texas. The State Board of Education looks forward to continuing to work with you as we develop a world-class system of public education which will ensure a bright future for all Texans.

Sincerely,

Carolyn Honea Crawford, Chairman
State Board of Education

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Mission of Public Education In Texas

Texas is moving toward the 21st century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the state shares responsibility with families for preparing young Texans to live and work in this changing future.

All students need to be literate. They need to develop essential academic skills and to acquire a knowledge base on which to build lifelong learning. 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 abilities, 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 life situations.

The chief responsibility of the education system, working in concert with parents, business, and the public, is to provide instruction and related support to school-aged children. Schools will also be centers where learners of all ages can acquire a variety of academic, vocational, and parenting skills so that Texans can better serve their communities, enhance their local and state economies, and prepare their children for formal education. In cooperation with the private sector and community colleges and other public institutions, services are encouraged for all learners from infancy to adulthood.

Educating our children and adults to be productive in a changing future necessitates an excellent educational system. A system that can accomplish this mission must be characterized by **quality**, **equity**, and **accountability**.

Instruction must be provided at the highest levels of **quality**.

Educational opportunities and resources must be distributed with **equity** for all students.

The educational system must maintain **accountability** for demonstrated results and continuous improvement.

Such a system will have the vitality to prepare our children for the changes and the challenges of the future, a future which will belong to the educated.

—Quality, Equity, Accountability:
Long-Range Plan for Public Education
1991-1995

Long-Range Plan for Public Education, 1991-1995

In 1990, the elected 15-member State Board of Education adopted a long-range plan for Texas public schools which described public education as a shared responsibility with families and communities. The document was the result of more than one year of discussions and planning by numerous professional and community groups and organizations.

The need for community cooperation in preparing children for the future is a recurring theme of the plan, titled *Quality, Equity, Accountability: Texas State Board of Education Long-Range Plan for Public Education, 1991-1995.*

The plan was the result of more than 18 months of development involving a dozen public hearings and contributions by the Board's Committee on Long-Range Planning, the Commissioner's Advisory Committee on the Long-Range Plan, Texas Education Agency staff and state and national experts.

The plan outlines a vision of Texas public schools in which children and their diverse demands will be the first priority, and in which parents will be welcomed into the public education system to receive help with literacy, job training and parental skills. It contains actions that the state will take to meet the goals and objectives as well as actions that education service centers, institutions of higher education and other facets of the public and private sectors are encouraged to take.

The plan emphasizes that it is the responsibility of public schools to "take the lead in ensuring coordination and provision of the services that children and their families need in order for children to succeed in school."

But schools will not be able to succeed if left to act alone, the plan states. "Attaining this vision demands the concerted and coordinated dedication not only of educators but also of all of those who interact with children and who share responsibility for their growth and welfare. These include parents, teachers and other direct care providers, members of the health care, human services and judicial and legal systems as well as neighbors, employers and other community and business members."

The mission of public education is described as "educating our children and adults to be productive in a changing future." To do so requires an "excellent educational system," one that is characterized by "quality, equity and accountability," the plan says.

The goals of the Long-Range Plan are:

- All students will achieve their full educational potential.
- A well-balanced and appropriate curriculum will be provided to all students.
- Qualified and effective personnel will be attracted and retained.
- The organization and management of all levels of the educational system will be productive, efficient, and accountable.
- The financing of public education will be adequate, equitable, and efficient.
- Parents will be full partners in the education of their children.
- Businesses and other members of the community will be partners in the improvement of schools.
- Instruction and administration will be improved through research that identifies creative and effective methods.
- Communications among all public education interests will be consistent, timely, and effective.

In keeping with its goal of implementing timely communications, the Board transmitted the plan to the 72nd Texas Legislature, school districts and other educational entities.

GOAL 1 STUDENT LEARNING:

All Students will achieve their full educational potential.

OBJECTIVES

1-1 Set increasingly challenging expectations for academic performance by all students in Texas schools.

1-2 Strengthen and increase the acquisition of literacy, reading, writing, spelling, and other communications skills.

1-3 Develop second language skills in all students.

1-4 Close the achievement gap between educationally disadvantaged students and other populations.

1-5 Support the development of infants and young children through early childhood education and parenting education.

1-6 Identify and assist slower learners to achieve their learning potential.

1-7 Through enhanced dropout prevention efforts, raise the graduation rate to 95 percent of students who enter the seventh grade.

1-8 Identify and provide appropriate prevention and intervention strategies for students with special needs.

1-9 Measure student learning through multiple indicators.

GOAL 2 CURRICULUM AND PROGRAMS:

A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVES

2-1 Strengthen the state core curriculum, especially the areas of language arts, mathematics, science, and social studies.

2-2 Raise promotion and graduation requirements.

2-3 Increase instructional time by a lengthened school day and school year.

2-4 Develop students' citizenship skills, self-esteem, and respect for others.

2-5 Incorporate developmentally appropriate higher-order thinking skills, for example, critical-thinking and problem-solving skills, throughout the curriculum.

2-6 Provide career opportunities through vocational education.

2-7 Provide special education services to meet individual educational needs in the least restrictive environment.

2-8 Provide appropriate language and content-area instruction to limited-English-proficient students.

2-9 Provide enriched and advanced curricula for gifted and talented students.

2-10 Encourage healthy lifestyles and meet students' health needs through the curriculum and appropriate programs.

2-11 Implement appropriate and challenging programs for students with multiple learning needs.

2-12 Provide increased emphasis on the role of homework in the instructional process.

2-13 Provide new textbooks and electronic materials that are developmentally appropriate for student learning.

GOAL 3 PERSONNEL:

Qualified and effective personnel will be attracted and retained.

OBJECTIVES

3-1 Set standards for the profession and ensure that all personnel demonstrate competence in professional skills.

3-2 Establish extended personnel contracts for increased instructional time and enhanced professional training.

3-3 Ensure adequate and competitive compensation commensurate with responsibilities.

3-4 Provide effective, professional working environments.

3-5 Provide training in alternative methods and techniques of instruction to meet students' varying abilities and learning styles.

3-6 Recruit, train, and retain qualified staff in critical shortage areas.

3-7 Increase the number of qualified minority teachers and administrators to reflect the ethnic composition of the state.

3-8 Provide a variety of management systems to assist personnel in teaching and managing instruction.

3-9 Review and refine teacher and administrator appraisal policies and procedures.

GOAL 4 ORGANIZATION AND MANAGEMENT:

The organization and management of all levels of the educational system will be productive, efficient and accountable.

OBJECTIVES

4-1 Review and redefine the responsibilities of the State Board of Education, the Texas Education Agency, and Regional Education Service Centers, and reorganize to ensure efficient and effective leadership and management.

4-2 Implement performance-based accreditation linked to research on effective schools and attend, on a priority basis, to those districts most in need of technical assistance.

4-3 Provide an efficient and effective system to ensure compliance with rule and law.

4-4 Ensure that the training of school board members strengthens their abilities to provide policy direction to the educational process.

4-5 Coordinate statewide and local educational planning.

4-6 Implement the Public Education Information Management System.

4-7 Strengthen coordination among the Texas Education Agency and other state agencies, colleges and universities, employment training programs and the private sector.

4-8 Enhance local responsibility for quality educational programs.

4-9 Implement methods to improve the ability of small districts to use funds efficiently and to deliver a well-balanced curriculum of high quality to all students.

4-10 Provide services at the state level to ensure effective management of the public education system.

4-11 Implement site-based management and other systems to support campus decision making.

4-12 Strengthen coordination among the Texas Education Agency, the Legislative Education Board, the Legislative Budget Board, and the Educational Economic Policy Center.

GOAL 5 FINANCE:

The financing of public education will be adequate, equitable and efficient.

OBJECTIVES

5-1 Provide adequate and equitable funding levels for education.

5-2 Provide funding to ensure adequate school facilities.

5-3 Fund necessary variations in program and service costs among districts on a continuous basis.

5-4 Establish an efficient education system in which funding supports effective programs and student progress.

5-5 Administer and manage the Permanent School Fund for the optimum use and benefit of public school students and public education.

5-6 Adopt efficient and effective financial and business practices.

5-7 Develop a management and financial reporting system that will provide meaningful and timely information at the state, district, and campus levels.

GOAL 6 PARENT RESPONSIBILITY:

Parents will be full partners in the education of their children.

OBJECTIVES

6-1 Encourage parental participation in all facets of the school program, including homework.

6-2 Increase interaction between school personnel and parents regarding the performance and development of students.

6-3 Provide educational programs that strengthen parenting skills.

6-4 Coordinate, strengthen, and expand adult literacy programs to help parents provide educational assistance to their children.

GOAL 7 COMMUNITY AND BUSINESS PARTNERSHIPS:

Businesses and other members of the community will be partners in the improvement of schools.

OBJECTIVES

7-1 Seek extensive and varied participation by the private sector in public education.

7-2 Coordinate, strengthen, and increase adequate literacy and secondary education programs for out-of-school youth and adults.

7-3 Encourage the full use of school resources and facilities for community lifelong learning.

7-4 Develop mutually beneficial partnerships between schools and community-based organizations.

7-5 Promote the establishment or expansion of school volunteer programs.

7-6 Increase the public's awareness of the role of public education in the state's economic development.

GOAL 8 RESEARCH, DEVELOPMENT AND EVALUATION:

Instruction and administration will be improved through research that identifies creative and effective methods.

OBJECTIVES

8-1 Develop and sustain a comprehensive, coordinated plan for statewide educational research.

8-2 Apply research results to improve all facets of public education.

8-3 Institute and maintain a research clearinghouse.

8-4 Develop demonstration programs and encourage local initiatives for new instructional arrangements and management techniques.

8-5 Use technology to increase the equity, efficiency, and effectiveness of classroom instruction, instructional management and administration.

8-6 Establish systems of multiple measures and indicators in program and campus evaluation.

8-7 Investigate options for parental choice in educational programs and school sites.

GOAL 9 COMMUNICATIONS:

Communications among all public education interests will be consistent, timely and effective.

OBJECTIVES

9-1 Communicate state education policies, needs, and performance to the Governor, the Legislature, students, parents, teachers, school administrators and the public.

9-2 Determine public perceptions of local schools and provide complete and accurate information about developments and achievements in the public school system.

9-3 Establish an effective, integrated telecommunications system.

9-4 Recognize outstanding achievements by students, teachers, administrators, parents, businesses, staff, schools and school districts.

Goal 1: Student Learning

All Students will achieve their full educational potential.

Highlights

During 1990-1992, the State Board of Education took several major actions designed to enhance student achievement. Highlights of Board activity during this period included:

- An upgrade of the statewide student assessment program from one emphasizing minimum skills in reading, mathematics and writing to one emphasizing higher-level academic skills in those areas.
- Approval of major modifications to the assessment program to broaden the number of subjects tested, change the grade levels and reduce the number of grades at which the test is administered, move testing dates from fall to spring, and reduce the amount of time students spend taking tests. Plans also were begun to develop additional tests in subject areas such as fine arts, vocational education and business education, and end-of-year examinations in selected high school courses to provide educators with additional information on student performance above the minimum level required for graduation.
- Administration of a new, norm-referenced test designed to compare the performance of Texas students to students in the rest of the country.
- Participation with 36 other states in the country's first state-by-state trial assessment of students' mathematics skills.
- A reduction in the number of dropouts among students in grades 7 through 12 for the third consecutive year.
- Approval of a plan to identify the knowledge and skills that students will need to acquire in order to properly prepare for a variety of adult roles after graduating from high school.

The TAAS Tests

Texas' statewide student assessment program was overhauled in the fall of 1990 with the implementation of the Texas Assessment of Academic Skills (TAAS) tests. This new examination replaced the Texas Assessment of Academic Skills, or TEAMS test, which was last administered during the 1989-90 school year.

Texas Assessment of Academic Skills
Percent Meeting Minimum Expectations
All Students Performance
Fall 1991 - Spring 1993

Fall 5th Grade - Spring 4th Grade

	Grade 5 Fall 1991	Grade 4 Spring 1993*	+/- Change
Writing	76%	81%	+5
Reading	61%	56%	-5
Mathematics	56%	59%	+3
All Tests	46%	47%	+1

Fall 9th Grade - Spring 8th Grade

	Grade 9 Fall 1991	Grade 8 Spring 1993*	+/- Change
Writing	60%	71%	+11
Reading	58%	60%	+2
Mathematics	42%	43%	+1
All Tests	34%	38%	+4

Exit Level Performance

	Grade 10 Spring 1993*
Writing	80%
Reading	70%
Mathematics	55%
All Tests	49%

*Results for Spring 1993 are preliminary.

Unlike the TEAMS test, which measured minimum basic skills in reading, writing and mathematics, the TAAS emphasizes higher-level skills, such as critical thinking, problem solving and analysis. Like the TEAMS, the TAAS was administered to students in grades 3, 5, 7, 9 and 11 (exit-level), with students required to pass the exit-level examination in order to be eligible to receive a high school diploma.

The TAAS was first administered in October of 1990. Final results for the 1990-91 school year showed that 64 percent of third grade students passed all tests taken, as did 52 percent of fifth grade students, 46 percent of seventh grade students and 48 percent of ninth grade students. On the exit-level test, 65 percent of students passed all sections of the examination.

TAAS performance during 1991-92 was largely unchanged from 1990-91. At grade 3, 56 percent of students passed all tests taken, while only 46 percent of fifth-grade students passed all tests taken. At grade 7, only 35 percent of students passed all tests taken, while only 34 percent of ninth-grade students passed all tests taken. And only 48 percent of students taking the exit-level TAAS test passed all sections of the test.

Students taking the TAAS tests for the first time during the 1990-91 school year were required to correctly answer 65 percent of test items in order to pass the examination at grades 3 and 5, while students taking the tests given at grades 7, 9 and the exit-level had to correctly answer 60 percent of test items in order to pass the examination.

For the 1991-92 school year, students at all grade levels had to correctly answer 70 percent of test items in order to pass the examinations. But high school seniors who had failed any section of the test as juniors during 1990-91 had only to meet the 60 percent standard in order to pass the examination because the 60 percent standard was in effect the first time they took the required graduation examination.

After the October 1991 administration of the TAAS, nearly 19,000 high school seniors had not yet passed all sections of the exit-level examination. To enable school districts to help those students pass the examination in May—the last opportunity they would have to pass the exit-level TAAS while they were still in school and graduate with their peers—the Agency in January 1992 launched a special initiative in cooperation with regional education service centers and local school districts to help seniors who had not passed all sections of the exit-level test. One part of the initiative allowed school districts to substitute math or language arts courses specifically designed to correct weaknesses identified by the exit-level test for some elective credits. The Agency also provided regional education service centers with additional funding for exit-level TAAS activities, provided an analysis of performance on the writing portion of the TAAS to those schools which had not yet received the information, and helped education service centers to provide teachers and principals with successful teaching strategies. TAAS data also were analyzed to identify the mathematics, reading and writing skills students needed to master to pass the exit-level test.

As a result of the initiative, 10,929 of the 18,925 high school seniors who took the exit-level TAAS in April 1992 passed the examination. The 7,996 who failed the test represented slightly more than 5 percent of the total seniorclass of 1992. An analysis of the data revealed that between 40 percent to 50 percent of these students also did not meet all other graduation requirements.

Students who fail any or all sections of the exit-level TAAS can continue to take the examination

until they pass the required sections. In July 1992, 6,687 students who were seniors during 1991-92 registered to take a special summer administration of the exit-level TAAS. Of those, 5,376 took the examination, and 1,876 passed the section or sections of the test they needed to pass in order to receive a diploma. Final results for the senior class of 1992 showed that of the original group of 174,871 students who took the exit-level TAAS for the first time as juniors in 1990-91, 3,490 students needed only to pass the test in order to receive a diploma.

At the beginning of the 1992-93 school year, 51,200 members of the senior class of 1993 had not yet passed all sections of the exit-level TAAS after more than one previous attempt. These students have two more opportunities during the 1992-93 school year to pass the test.

In an effort to enable students who fail the TAAS to pass the examination, the Agency plans to focus efforts and resources on school districts with low exit-level passing rates. Additional plans also call for the Agency to expand its efforts to support programs designed to enable out-of-school individuals to pass the exit-level TAAS.

At the State Board of Education's direction, the Agency also will explore allowing students to take other tests in lieu of the TAAS exit-level test in order to graduate from high school. The Agency will conduct studies to determine whether performance on other tests could be considered equivalent to the exit-level TAAS. Study results will be submitted for Board consideration once they are completed.

National Assessment of Educational Progress

Texas was one of 37 states which participated in the nation's first state-by-state assessment of mathematics skills known as the National Assessment of Educational Progress (NAEP). The program was established in 1988 to provide a voluntary state-by-state assessment of student performance in core subject areas.

In Texas, 2,542 eighth-grade students took the NAEP mathematics test, earning an average scaled score of 258 on the examination. Test officials said the Texas score was equivalent to the national average of 261. Both the state and national average, however, were below 300, the level defined by NAEP as the ability to solve problems involving fractions, decimals, percentages, elementary geometry and algebra.

The results indicated that although most Texas students have mastered simple mathematics skills such as addition and subtraction, the vast majority lack the ability to reason and solve problems involving more complex mathematics skills. According to the results, 97 percent of the Texas students taking the test had acquired reasoning and problem solving skills using whole numbers, meaning that they can solve simple addition and subtraction problems. But only 10 percent had acquired reasoning and solving skills involving fractions, decimals, percentages, geometric properties and simple algebraic equations. Nationally, only 12 percent of students taking the test demonstrated that they had acquired the higher-level skills.

State education officials expect that Texas students will, however, be able to improve their mathematics skills because the State Board of Education has incorporated the mathematics learning standards recommended by the National Council of Teachers of Mathematics into mathematics courses beginning with the 1991-92 school year.

Modifications to Student Assessment Program

Beginning with the 1991-92 school year, the Texas Education Agency began focusing its efforts

to help achieve academic excellence and equity for all students. As part of this effort, Commissioner of Education Lionel R. Meno developed a plan for improved student achievement and accountability. One of the plan's components called for modifications to the statewide student assessment program. The modifications add new subject areas to the TAAS program, change the grade levels and reduce the number of grades at which the tests are administered, and move testing dates from fall to spring. The modifications also reduce the amount of time students spend taking tests.

Subject areas which will be added to the TAAS program are social studies, science, second-language proficiency, computer literacy, and physical fitness/health. Future plans also call for tests to be administered in fine arts, vocational education, and business education as part of the assessment program. In addition, end-of-year examinations in selected high school courses will be developed to provide educators with additional information on student performance above the minimum level required for graduation. Agency officials believe that these tests will be needed, because as more students are encouraged to take more appropriate-level or advanced courses, standards for those courses will be needed.

Previously administered at grades 3, 5, 7, 9 and 11, the TAAS tests will be administered at grades 4, 8 and 10, with students taking the exit-level test for the first time as high school sophomores. Administering the exit-level test at grade 10 also will enable students to gain an extra opportunity to pass the test while they are still in school. The Agency will continue to administer the exit-level test every fall, spring and summer for those students who fail any portion of the test.

TAAS testing dates also will be moved from the fall semester to near the end of the school year, because spring is considered the best time of year for obtaining achievement data. Moving testing dates from fall to spring also will avoid "summer learning loss" by students, the majority of whom do not attend school during the summer. It also will allow school districts to receive achievement data before the beginning of the next school year, facilitating instructional planning.

The Norm-Referenced Assessment Program For Texas

In April 1992, Texas students in grades 3 through 11 took a new, norm-referenced test designed to show how well they perform when compared to their peers in the rest of the United States in language, reading, science, mathematics and social studies. The new test, known as the Norm-Referenced Assessment Program for Texas (NAPT), was a result of legislation passed in 1990 by the 71st Texas Legislature, which directed the State Board of Education to adopt one nationally recognized, norm-referenced test to be administered annually to students in grades 4, 6, 8 and 10. Because state law also requires the Texas Education Agency to obtain national norm-referenced results for the grades at which the TAAS tests are administered, the Board in 1989 approved plans for adopting a single norm-referenced test as part of the state's student assessment program. The combination of requirements enables the Agency to obtain national comparative data on the performance of students in grades 3 through 11 each year.

The NAPT was administered for the first time to 1.9 million Texas students in grades 3 through 11. Composite results showed that the majority of students tested scored above their peers in the rest of the country. Students in grades 3, 4, 5, 6, and 10 performed above the national average, with third-graders recording the highest ranking at the 61st percentile. The second-highest performance was recorded by fifth graders, who scored at the 59th percentile, followed by fourth graders at the 55th percentile. Students in grades 6 and 10 each placed at the 53rd percentile.

Students in grades 7, 8, 9 and 11 performed slightly below the national average on the NAPT. Students in grades 8 and 9 each performed at the 48th percentile, while seventh-graders scored at the 47th percentile.

A percentile rank higher than 50 at a particular grade indicates

that Texas students performed better than half of the students at that grade level in a national sampling, while a percentile rank below 50 means that performance was lower than the national average.

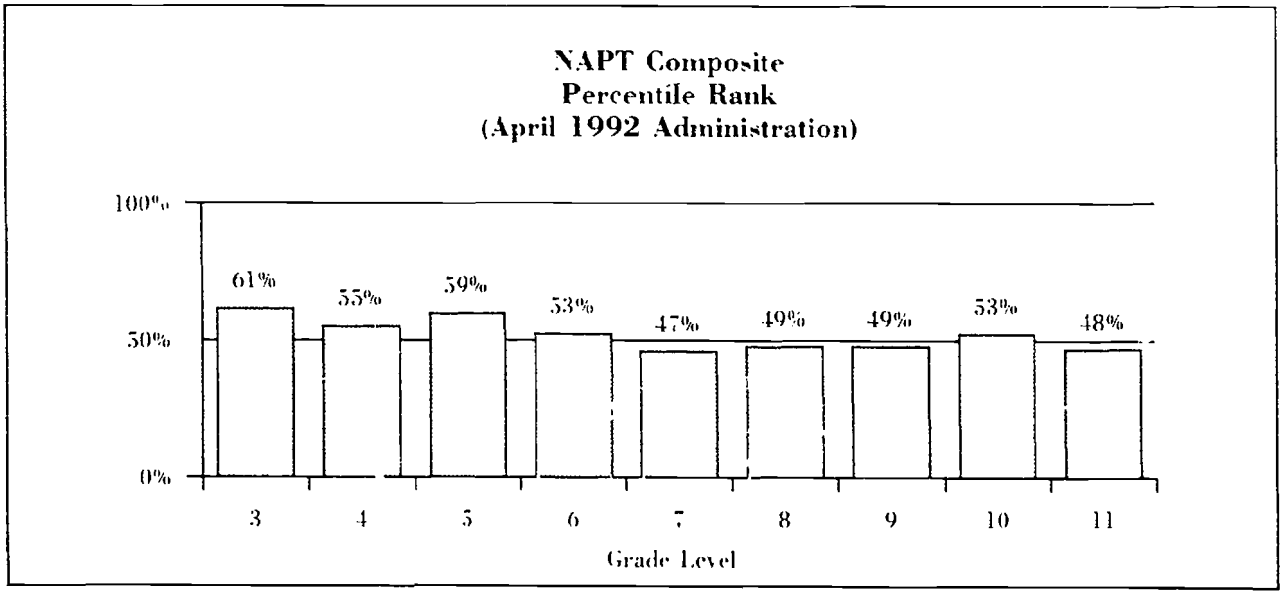
On the reading portion of the NAPT, third-graders recorded the highest performance, ranking at the 52nd percentile. Fourth-graders placed at the 46th percentile, fifth-graders at the 49th percentile, sixth-graders at the 44th percentile, and seventh-graders at the 43rd percentile. Eighth-grade and ninth-grade students each performed at the 45th percentile, tenth-graders at the 49th percentile, and eleventh-graders performed at the 44th percentile.

On the language section of the NAPT, third graders again recorded the highest performance, placing at the 60th percentile. Fourth-grade students performed at the 55th percentile, fifth-graders at the 56th percentile, sixth-graders performed at the 48th percentile, while seventh-graders performed at the 53rd percentile. Eighth-grade students performed at the 55th percentile, ninth-graders placed at the 53rd percentile, and tenth-graders performed at the 52nd percentile. Eleventh-grade students performed at the 53rd percentile.

Third-graders also topped all grades on the mathematics portion of the NAPT, placing at the 59th percentile. Fourth-graders performed at the 50th percentile, fifth-graders placed the 54th percentile, sixth-graders performed at the 49th percentile, and seventh graders' performance was at the 47th percentile. Eighth-grade students performed at the 46th percentile, ninth-graders placed at the 41st percentile, sophomores were at the 48th percentile, and juniors performed at the 42nd percentile.

In social studies, third-graders once again topped all grades in performance, placing at the 57th percentile. Other percentile rankings on the social studies portion of the test were 53 percent for fourth-graders; 54 percent for fifth-graders; 50 percent for sixth-graders; 42 percent for seventh-graders; 49 percent for eighth-graders; 47 percent for ninth-graders; 56 percent for tenth-graders; and 53 percent for eleventh-graders.

In science, third-grade students placed at the 57th percentile, fourth-graders performed at the 54th percentile, fifth-graders placed at the 62nd percentile, sixth-graders were at the 59th percentile, seventh-graders performed at the 50th percentile, and eighth-graders performed at the 48th percentile. Secondary percentile rankings on the science



portion of the NAPT were 57 percent for ninth-graders, 60 percent for tenth-graders and 53 percent for eleventh-graders.

Unlike a criterion-referenced test, which measures performance against a predetermined standard, a norm-referenced test reports performance as compared to the performance of an identified sample of students in a given grade level. The TAAS test measures how well Texas students have mastered the essential elements of the curriculum at a particular grade level according to passing standards established by the State Board of Education, while the NAPT reports the performance of Texas students as compared to the performance of a national sample of students in grades 3 through 11 in core curriculum areas common to most schools.

As part of the modifications to the student assessment program approved by the State Board of Education in April 1992, the NAPT will continue to be administered to students in grades 3 through 11 each year, but will test students only in reading and mathematics beginning with the 1992-93 school year.

College Entrance Examination Results

Texas students' performance on the country's two major college entrance examinations from 1991 to 1992 remained relatively stable as increased numbers of high school seniors took the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) program.

Texas students registered a mean score of 466 on the mathematics portion of the SAT in 1992, a three-point increase over their 1991 score, while their mean score on the verbal portion of the examination dropped one point from 411 to 410. During 1991-92, 80,174 Texas students took the SAT, an increase of 3 percent, or 228 more than the 79,946 students who took the test during 1990-91.

The state's composite score on the ACT remained stable from 1991 to 1992, with Texas students earning an average composite score of 19.9, as the number of Texas students taking the ACT reached an all-time high in 1992 at 53,201. The total number of students taking college entrance examinations in Texas last year increased by 3,193.

As in previous years, students who took more college preparatory courses scored higher on the two examinations than those who did not. On the SAT, Texas students with 20 or more course credits earned an average of 530 on the mathematics section of the test and a 469 on the verbal section. On the ACT, students who enrolled in college preparatory programs, defined as four years of English and three years each of mathematics, social studies and natural science, earned an average ACT composite score of 21.3.

On the SAT, the mean verbal scores for African-American students decreased from 344 in 1991 to 341 in 1992, while their math scores also decreased, from 385 to 383. Hispanic students' mathematics scores increased from 423 to 424 over the same period, while their verbal scores decreased, from 371 to 367.

On the ACT, African-American students' composite score in 1992 was the same as in 1991 at 17.1, while Hispanic students' average composite score increased slightly from 17.9 in 1991 to 18.0 in 1992. The average composite score for Asian-American students increased slightly from 21.5 to 21.7 for the same period, while the scores of other Hispanic students (such as Puerto Rican and Cuban) dipped slightly from 18.5 to 18.4.

Two significant State Board of Education actions which occurred in 1992 are expected to enable Texas students to improve their performance on the SAT and ACT. In June 1992, the Board approved eliminating below-level courses in language arts, mathematics and science from course offerings because the courses tend to isolate low-performing students and minimize expectations of them. Elimination of the watered-down courses is expected to result in increased enrollment in more rigorous academic programs. In July, the Board approved a plan under which the Agency will identify the knowledge and skills students need to have to prepare for a variety of post-secondary options, including college. Courses that students should take to be prepared for their chosen option will be identified.

The SAT is administered by the College Board, an association of 2,800 high schools, colleges, universities, and educational associations and agencies headquartered in New York City. The ACT is administered by American College Testing, a nonprofit educational service organization headquartered in Iowa City, Iowa.

Dropout prevention

Texas schools continued to show significant progress during the biennium in reducing the number of students who drop out of school, according to reports compiled by the Texas Education Agency.

During 1990-91, school districts reported 53,965 dropouts, almost 12,000 fewer than for 1989-90. The figure also represents a 23 percent decrease from the prior year. Since 1987-88, the first year for which the Agency began reporting dropout data, the number of reported dropouts has declined by 16 percent per year. From 1988 to 1991, the overall dropout rate has decreased by 41.2 percent.

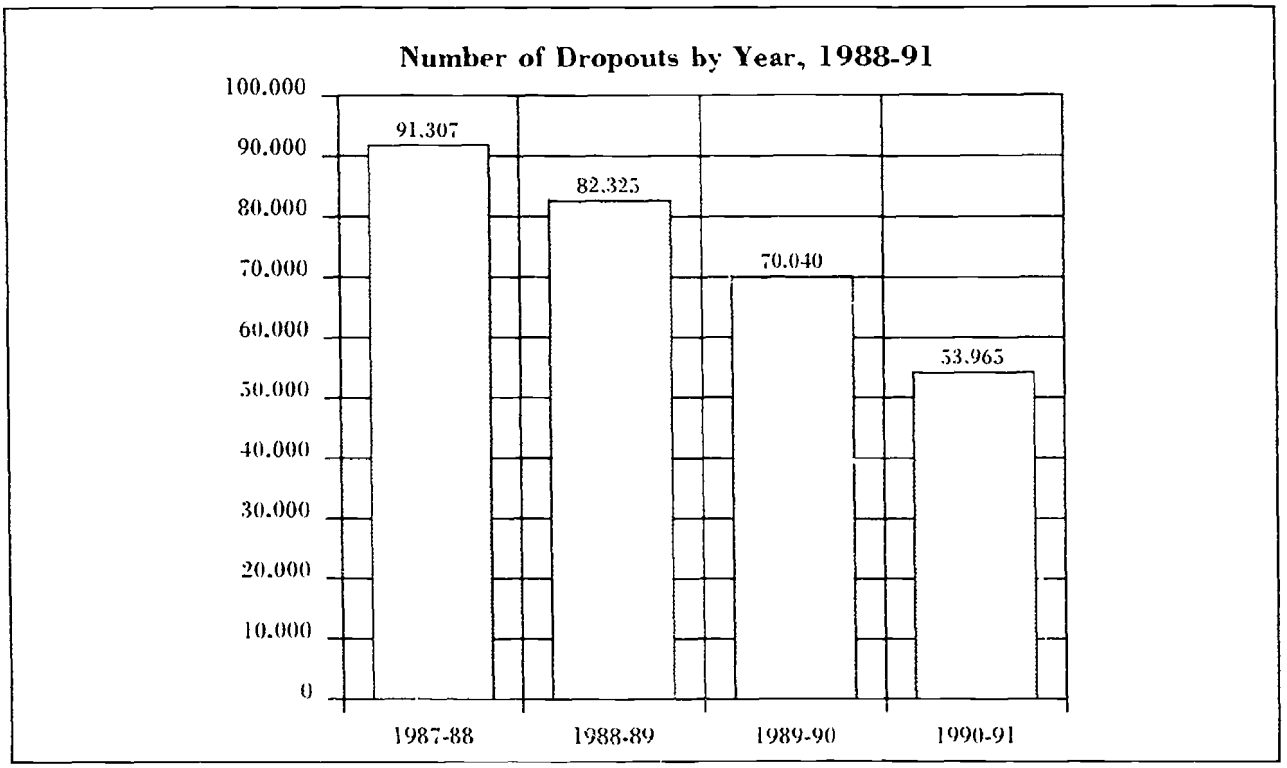
In 1987-88, more than 91,000 Texas public school students in the seventh through twelfth grades dropped out of school, an estimated longitudinal rate of 34.03 percent and an annual rate of 6.7 percent. The 53,965 students who were reported as dropouts for the 1990-91 school year represent an estimated longitudinal rate of 21.39 percent, or an annual rate of 3.93 percent.

The reduction enabled the State Board of Education to exceed its goal of achieving an annual dropout rate of no more than 4.31 percent, or a reduction of 11,000 dropouts, for 1989-90. The Board adopted the goal in 1990. The annual rate is determined by comparing the total number of dropouts in grades 7 through 12 in a particular year to the total number of students enrolled in those grades that year. The longitudinal rate is an estimate for comparison purposes and does not track students longitudinally or over time, as an actual longitudinal rate does. The state's longitudinal dropout rate is estimated because state law requires the Agency to project cross-sectional and longitudinal rates.

A number of factors are credited with reducing the dropout rate, including implementation of state and local dropout prevention and recovery programs; improved ability by local districts to track dropouts; implementation of a statewide personal identification number for all public school students; and uniform acceptance of a standard definition of a dropout.

Although the dropout rate among all ethnic groups has declined, minority students continue to show the highest dropout rates. Although these students comprised approximately 48.7 percent of all students in grades 7 through 12 during 1990-91, they accounted for 69.1 percent of all dropouts. Hispanic students accounted for 45.8 percent of all dropouts in 1990-91, followed by white students, who accounted for 35.1 percent of dropouts. African-American students accounted for 17.3 percent of all dropouts, while students from other ethnic groups made up 1.8 percent of all dropouts.

The 1990-91 dropout report also revealed that most dropouts (31.6 percent) leave school in the ninth grade. The most frequent



reason students gave for dropping out of school was poor attendance.

With the significant reduction in the number of dropouts, the Agency will begin identifying those dropout prevention and recovery programs that have had the greatest impact on dropout reduction. The Agency also plans to study why dropout rates for minority students are consistently higher than those of white students.

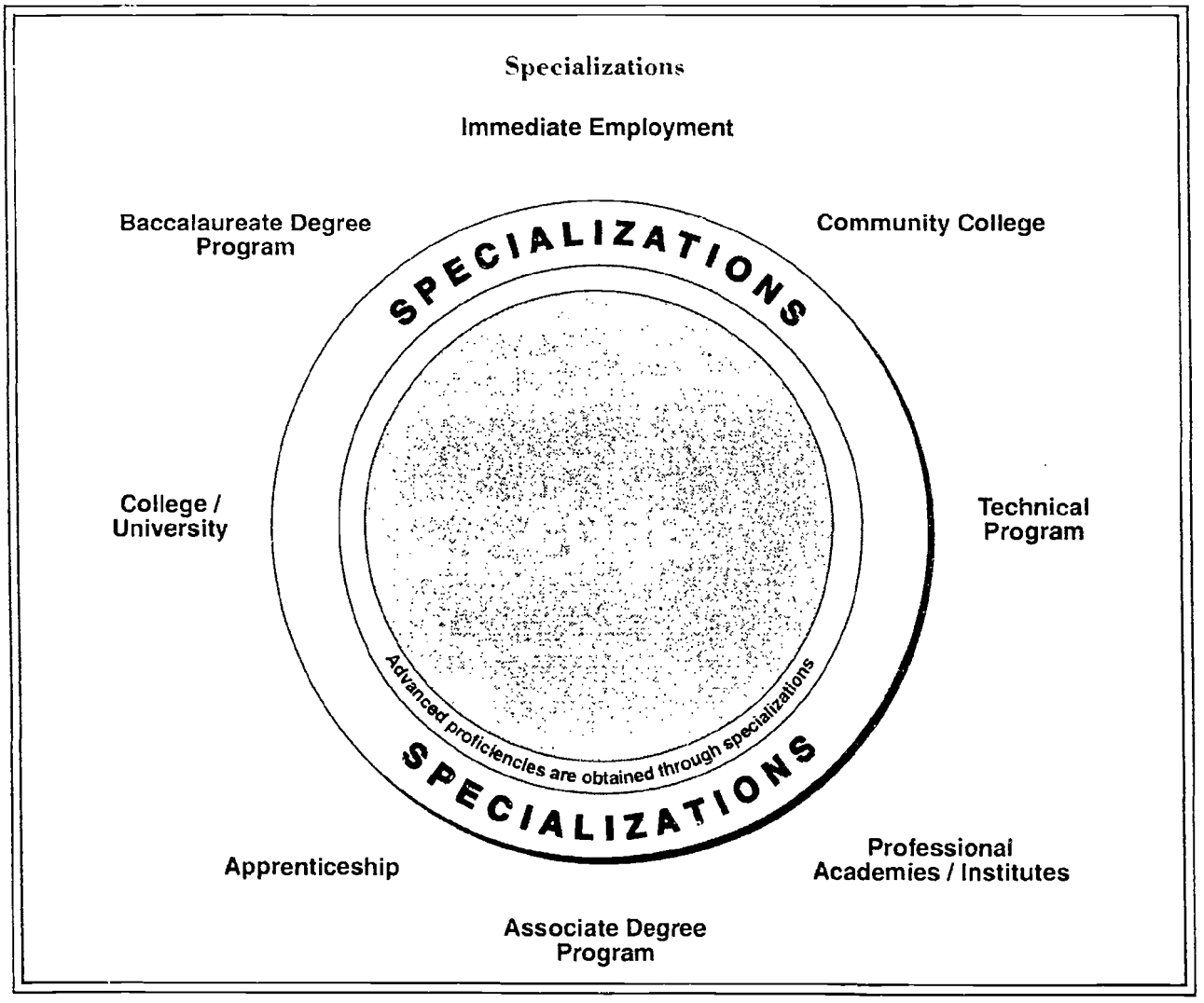
Identification of Proficiencies

The recent move to focus school reform efforts more on results than prescribed programs or processes has caused educators to ponder the knowledge and skills students should have when they leave the public schools. The State Board of Education and Texas Education Agency are leading a statewide effort to identify these outcomes or proficiencies, as they are often called. In July 1992, the Board approved a plan under which the Agency will identify the knowledge and skills students will need to acquire in order to properly prepare for life after they leave the public schools. The plan is based on proficiencies recommended by the Task Force on High School Education as part of its policy statement on high school education adopted by the Board. The recommendations include defining the knowledge and skills that all students should acquire in order to be adequately prepared for a variety of adult roles. The proposal also calls for the Agency to identify the additional proficiencies students will need in order to pursue higher education, postsecondary vocational/technical training or immediate entry into the work force.

Under the plan approved by the Board, the Agency will identify proficiencies in ten subject areas: English language arts; mathematics; science; social studies; foreign languages; health; fine arts; physical education; computer skills; and life skills. All students would be expected to attain proficiencies in these subject or core areas in order to be adequately prepared to choose from a variety of postsecondary options.

Additional proficiencies also will be developed for specific post-secondary options. For example, students who wish to pursue college after graduation would be urged to obtain additional proficiencies in algebra, precalculus, biology, chemistry, physics and fine arts, plus other proficiencies developed by taking certain elective courses. Students seeking to enter post-secondary technical training programs or the work force immediately after high school would be encouraged to seek additional proficiencies in mathematics, science and a coherent sequence of courses designed to develop technology proficiencies leading to post-secondary programs, or vocational and applied technology proficiencies leading to employment, plus other proficiencies developed by elective courses.

Identifying the areas in which students need to be proficient is expected to help close the gap that exists between what students learn in school and what they need to know in order to be successful as adults. The Agency will use the state's student assessment program to measure how well students achieve those proficiencies. That is expected to be accomplished through the use of end-of-year tests in selected subjects which were approved for addition to the student assessment program by the Board in April 1992.



Goal 2: Curriculum and Programs

A well-balanced and appropriate curriculum will be provided to all students.

Highlights

Several major activities were conducted by the State Board of Education and the Texas Education Agency during the 1991-1992 biennium to meet the Board's goal of providing a well-balanced and appropriate curriculum to all students. These activities included:

- Completion of the first, five-year review of the state curriculum.
- Revisions to the essential elements in ten different areas of the curriculum, including approval of a plan to restructure the state's science curriculum.
- Development of supplemental curricula on drug abuse prevention, prevention of human immunodeficiency virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) and nutrition education.
- Revisions to vocational education and applied technology courses, leadership for the statewide implementation of programs for gifted and talented students, and continued implementation of transition planning for students preparing to exit special education programs and pursue a variety of options after completion.
- Approval of a plan to gradually eliminate "watered-down" or below-level courses from the public school curriculum.

The Essential Elements Of the Curriculum

Legislation enacted by state lawmakers in 1981 required that a standard, statewide curriculum be taught to students in all public schools. The legislation also directed the State Board of Education to specify the essential elements of every course at every grade level. These requirements were phased in gradually over several years and fully implemented with the 1985-86 school year, coinciding with the implementation of many of the major school reform provisions passed by the Legislature in 1984 in House Bill 72. In addition, the Board's Long-Range Plan for Public Education calls for Texas to strengthen its core curriculum, particularly in the areas of language arts, mathematics, science and social

studies. The plan also calls for raising the state's high school graduation requirements. The Board expects the curriculum to expand students' higher-order thinking skills, improve citizenship skills and self-esteem, and encourage healthy life-styles.

To provide for ongoing evaluation of the appropriateness of the essential elements, Board rules call for the state's curriculum to be reviewed every five years. In 1990, the first such review was completed after curriculum reviewers met annually at selected regional education service centers throughout the state. To obtain further input from educators and the public, a series of hearings was held in all 20 regional education service centers during the summer of 1991. Testimony received from these meetings provided information and recommendations for changes to the essential elements and other curriculum rules. Participants included a broad range of educators representing all areas of the curriculum, including general education subjects and special programs, such as vocational education, gifted and talented education, bilingual education and special education, participated at these hearings. In addition, special advisory committees, review panels and curriculum writing groups participated in the process, which also included input from various professional associations representing teachers and supervisors in the various curriculum areas.

As a result of the hearings, revisions to the essential elements were approved by the Board during the 1991-92 biennium. These revisions were made to courses in the following areas: fine arts; English language arts; other languages; mathematics; physical education; science; social studies; business education; technology education; and courses in prekindergarten and kindergarten. In addition, activities in a number of special areas of the curriculum, including vocational education, bilingual education, health education, gifted and talented education, special education, migrant education, and adult and community education were conducted by the Board and Texas Education Agency. Changes also were made to the content specifications in the 1993 textbook proclamation so that the proclamation would reflect the revised essential elements prior to review by the state textbook proclamation advisory committee.

Following is a summary of the curriculum areas in which essential elements were revised or other Board and Texas Education Agency activities were conducted.

Fine Arts Education

Essential elements for fine arts in grades 7 and 8 focused on the expressive use of the body and voice, acting concepts and skills, theater production concepts and skills, and aesthetic growth through appreciation of theatrical events.

In addition, the Board expanded and strengthened the fine arts curriculum during the 1991-92 biennium through the addition of new electronic media and technical theater courses. In addition, the content in several existing subjects and courses, such as general music, choral music, theater arts, technical theater, theater production and dance also was revised and updated.

Other Languages

For grades 9 through 12, essential elements for other languages focused on the integration of skills and content of both modern and classical languages. Minor refinements, based on input from language teachers, coordinators, and teacher educators, also were adopted by the Board. These refinements resulted in more detailed descriptions of what the desired language proficiency of students should be as they move through sequences of study. The revisions also facilitate the integration of language skills and the spiraling content throughout the learning process.

Mathematics Education

In mathematics, revisions to the essential elements reflected the recommendations of various research reports and national recommendations, particularly those developed by the National Council of Teachers of Mathematics. Some of the major changes in mathematics courses for students in first through eighth grades implemented by schools in the fall of 1991 in-

cluded narrowing the spiral of the mathematics curriculum so that teachers are presenting some topics in the curriculum at intervals later than is traditional. This helps eliminate redundancy in the mathematics curriculum. In addition, the role of review in the mathematics curriculum also was revised. The majority of mathematics content at each grade level is now new materials, and review is placed in appropriate context. Other major changes included emphasizing the development of problem-solving skills; 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 the fall of 1990, schools implemented revised essential elements for algebra, geometry and trigonometry courses. The revisions incorporate the use of current technology, including calculators, graphing calculators and computers. The changes also emphasized the collecting, representing and processing of data, because these are major activities of contemporary society and because algebra focuses on solving relevant and interesting problems and applying algebraic principles in a variety of real-world settings. Geometry was revised to emphasize connections within geometry, among mathematical topics, between geometry and other disciplines, and with the real world. Revised essential elements for trigonometry focused on extending the concepts of function and relation and on applying trigonometric functions and relations to the solution of relevant problems.

In the fall of 1992, school districts began using revised essential elements for courses in informal geometry and pre-algebra and a course covering the mathematics of money. Revised essential elements for these courses incorporated the extensive use of current technology, including calculators and computers. The mathematics of money course represented a complete revision of a pre-existing course in the mathematics of consumer economics. The revised course content provides students with a wide variety of decision-making skills in areas such as earning, spending, borrowing and investing money. Pre-algebra's focus has been changed from one emphasizing remediation of elementary mathematics skills to an approach which focuses on preparing students for algebra. Essential elements for informal geometry were revised to focus on the development of geometric concepts through hands-on activities and applications rather than formal proof.

Future plans call for essential elements for elementary analysis, analytic geometry and precalculus to be implemented by schools no later than the fall of 1994, while revised essential elements for calculus will be implemented in the fall of 1995. Changes to the computer mathematics curriculum will be implemented by the fall of 1996. The revised essential elements for analytic geometry, precalculus and calculus will expand the study of functions to a more advanced level while emphasizing applications to real-world situations. Graphing techniques, including computer and calculator graphics technology will be an important emphasis of these courses. The calculus course content also is closely aligned with the advanced placement calculus curriculum of the College Board, which develops and administers the Scholastic Aptitude Test (SAT), and other college placement examinations. The revised essential elements for computer mathematics, meanwhile, will focus on students using computers as tools for exploring and solving mathematics problems.

Social Studies

Revisions to the state's social studies curriculum were determined by a 15-member task force and an advisory committee of social studies experts. The task force began meeting in June 1991 to work on the scope and

sequence for social studies in grades 1 through 12 and the essential elements for social studies courses in grades 1 through 6. The revisions made to the essential elements for elementary social studies were designed to enable students to develop appropriate knowledge, processes and beliefs necessary for them to experience responsible, participatory citizenship.

The task force also made recommendations for secondary social studies courses. These recommendations will be made to the State Board of Education as specific courses are scheduled for review in the textbook adoption cycle, with world history studies being the first secondary social studies course that may be affected by the task force's recommendations. The Board is scheduled to adopt revised essential elements for this course in March of 1994.

In addition, the essential elements for the state's high school economics course which emphasizes 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. New essential elements emphasizing attitudes, values and skills for citizenship also were added to the course. These revised essential elements will become effective in the fall of 1995 as new economics textbooks enter Texas classrooms.

Restructuring the Science Curriculum

In November of 1990, the State Board of Education approved a plan to restructure the state's science curriculum beginning in the 1994-95 school year. The plan, developed by the Texas Education Agency and a statewide task force composed of individuals representing education, business and industry, seeks to improve learning opportunities in science for Texas students by teaching science in a coordinated, thematic fashion under which students will receive instruction in several different areas of science. The aim of the plan is to establish a curriculum that will develop more positive attitudes about science so that a greater number of students, especially women and minorities, take science courses at the secondary level. Other goals of the plan are to provide science instruction that enables all students to develop scientific literacy, provide students with a foundation in science that will allow a greater number of students to prepare for science-related careers, and upgrade science instruction by providing science teachers with additional skills and materials necessary for the implementation of the restructured science curriculum.

The restructuring will start with the seventh-grade curriculum in the 1994-95 school year. The existing year-long seventh-grade life science course may be replaced at the discretion of local school districts with a course called Science I. This new course will feature a coordinated thematic approach emphasizing instruction in life science, chemistry, physics and earth/space science. Science II will be offered at grade 8 beginning in the fall of 1995, to be followed at grade 9 with Science III in the fall of 1996 and Science IV at grade 10 in the fall of 1997. Essential elements for these courses were approved by the Board during the 1991-92 biennium.

To complement this restructuring, the Board provided for new textbooks to accompany the new science courses. In Proclamation 69, adopted in 1991, the Board called for the adoption of dual textbooks for seventh-grade science. Textbooks for Science I and Life Science will be adopted by the Board and local school districts will decide which book is best suited for the seventh-grade science curriculum. The Board also has called for the adoption of textbooks for both Earth Science and Science II for grade 8 and will allow school districts to decide which course to offer for eighth-grade science.

In addition to approving essential elements for the new courses, the Board also revised the essential elements in anatomy and physiology courses and courses in aquatic science, physical science and environ-

mental science. These revisions focus on laboratory skills and hands-on use of scientific tools and materials; 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.

Physical Education

Revisions to the essential elements in elementary physical education courses were made during the 1991-92 biennium according to recommendations made through the five-year curriculum review process. Meanwhile, essential elements for physical education in middle school are under development. These revisions will focus on participation in individual, dual and team sports, an understanding of the relationship between physical fitness 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 in Foundations of Personal Fitness, Lifetime Activities, and Intramurals/Fitness for Life also were developed to reflect the movement toward lifetime fitness and the enjoyment of leisure and recreational activities.

For the first time, textbooks will be adopted to accompany physical education courses in 1995. The 1993 textbook proclamation calls for publishers to submit textbooks for the Foundations of Personal Fitness course. These books are scheduled to be in schools by the fall of 1996.

Kindergarten and Prekindergarten

One of the country's national education goals adopted in 1990 states by the year 2000, all American children will start school ready to learn. In addition to concerns about readiness as it relates to the curriculum, concerns also were raised about inappropriate curricular and instructional expectations of young children in prekindergarten and kindergarten. As a result of these concerns, the essential elements for the prekindergarten and kindergarten curriculum were revised to make them more appropriate for young children. Based on age-appropriate and individually appropriate expectations for young children, these new essential elements must be taught beginning with the 1995-96 school year, when state-adopted learning systems based on these essential elements will be available to schools.

One of the changes placed essential elements for kindergarten under the same developmental headings as pre-kindergarten, rather than under the specific subject area categories, where they had been previously located. This helped integrate the curriculum, ensuring that social and emotional development will be emphasized along with intellectual, aesthetic, and physical factors. The move also addressed concerns that while some children are intellectually capable of performing the academic curriculum of the first grade, they may be incapable of meeting the social and emotional demands expected of first-graders. The 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.

The original list of essential elements for prekindergarten and kindergarten was so lengthy that it raised concerns that the elements did not promote high levels of achievement in later schooling. To address these concerns, the essential elements were streamlined to avoid duplication, to emphasize essential learning, and to integrate content whenever possible. As a result, the new essential elements for kindergarten and prekindergarten now are reduced, are more briefly stated, and emphasize higher-order thinking skills.

These curriculum changes required school districts to make changes in local curriculum guides, but allowed sufficient time to update curriculum guides and materials and planning for staff development programs for implementing new textbooks based on the changes. The changes to the curriculum also helped textbook publishers in developing textbooks based on the new essential elements. The new curriculum elements also will be reflected in textbook proclamations, which specify the content requirements for textbooks to be considered for use in the state's public schools.

Business Education

During the 1991-92 biennium, the state's business education program was extensively revised. The names and content of all secondary typewriting courses were changed to incorporate keyboarding and word processing concepts. The essential elements for high school accounting and advanced accounting courses also were revised to ensure relevant and current instruction in those courses. Three new courses in business computer applications, business computer programming and office administrative systems reflected combined and revised essential elements for a number of office education and business education courses. Two other business education courses—personal business management and career exploration—were combined into a new introductory business course, while the essential elements for the course were revised to incorporate the teaching of life skills. Another new course in microcomputer applications was designed to serve as a transition from computer literacy to all other computing courses in the high school curriculum.

English Language Arts

The essential elements for English language arts in first through eighth grades were revised, as were the essential elements for reading courses in grades 7 and 8 and in first-year through fourth-year high school English courses to provide for the integration of all areas of the language arts. Essential elements for seventh- and eighth-grade reading improvement courses and first-year through third-year high school reading improvement courses also were revised for integration of all areas. The revisions will enable students taking the courses to apply instruction in listening, speaking, reading and writing in a purposeful manner in content-area material and real-world activities. The essential elements for speech, debate, public speaking, journalism and photojournalism also were revised.

In 1991, high school language and composition textbooks emphasizing the integration of the language arts were adopted. In 1992, the Board postponed issuing a textbook proclamation calling for literature textbooks in grades 6 through 12 until 1995 to give textbook publishers time to develop combined literature and language/composition texts.

Also in 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 panel plans to develop a spelling resource handbook for use in Texas public schools by 1994, when spelling textbooks currently in use expire. Plans call for the handbook to be developed by September 1993 and distributed to schools by January 1994. The schedule will enable school districts to implement programs which will provide updated training in spelling instruction for teachers. The spelling handbook is expected to have several major advantages compared to traditional spelling textbooks, such as presenting a variety of instructional approaches ranging from the traditional phonics approach to an approach completely integrating spelling instruction into other areas of instruction.

Health Education

Like many other institutions, today's public schools often reflect the society in which they exist. As a result, the issues and problems that schools must confront are seen throughout American culture. The 1980s and 1990s have witnessed a sharp increase in the number and severity of health-related concerns, including Acquired Immune Deficiency Syndrome (AIDS) and other sexually transmitted diseases, teenage pregnancy, and drug abuse, all of which can jeopardize educational and economic opportunities for today's children.

Realizing that a good education means teaching students more than academic subjects, the Texas Education Agency in 1989 began developing a program consisting of a series of supplementary curriculum materials designed to help local school districts combat three major societal problems: school-age pregnancy, drug abuse and AIDS. Called "Education for Self-Responsibility," the program uses the essential elements for health, science, social studies, and home economics to offer strategies for teaching students how to make responsible personal decisions.

The program contains four components. "Education for Self-Responsibility I: Prevention of School-Age Pregnancy," was developed in 1987 and provides approaches for combating teen pregnancies. "ESR II: Prevention of Drug Abuse," was developed in 1988 to provide teachers with strategies for teaching children about the dangers of drug abuse. "ESR III: Prevention of AIDS," was developed to enable school districts to educate students about how to avoid AIDS, the human immunodeficiency virus (HIV) that causes AIDS, and other potentially fatal sexually transmitted diseases.

In 1991-92, the program's fourth component, "ESR IV: Nutrition Education," was developed. This component, which encourages cooperative delivery of nutrition education by teachers and food service personnel, was made possible by a $1.4 million grant from the Food and Nutrition Service of the U.S. Department of Agriculture through the Agency's Child Nutrition Programs Division. This component of the ESR series is designed to improve the nutritional health of school-age youth through nutrition education and to prepare them for a lifetime of healthy dietary habits. The program offered educators a supplementary nutrition education curriculum guide for prekindergarten through high school and a teacher training package, including a manual and videotapes. The curriculum guide and videotapes were developed under contracts between the Agency and the Home Economics Curriculum Center at Texas Tech University and the University of Texas Health Science Center in Houston. Nearly 150 educators from throughout Texas learned how to train local school district educators to incorporate nutrition education into lessons plans.

In preparation for use of "ESR IV: Nutrition Education," dur-

ing the 1992-93 school year, each of the more than 6,200 Texas public school campuses received a copy of supplementary curriculum package by the end of May 1992.

Pregnancy Education and Parenting Programs

Texas ranks second in the nation in the number of births to women age 19 and under, and ties for second in the nation in the number of births for every 1,000 teenagers in the 15-17 age group. To help combat this problem, state lawmakers in 1989 enacted legislation establishing pilot programs designed to enable pregnant students or students who are parents to continue their education while caring for their children or preparing to have children. These programs, called Pregnancy Education and Parenting (PEP) programs, provide various types of services to pregnant students and student parents designed to help these students stay in school. Services provided include counseling, job readiness training, parent education, child care, transportation, and assistance in obtaining such social services such as prenatal and postnatal health and nutrition programs. In some cases, these programs served students as early as the fifth grade.

The 1991-92 school year marked the third year of these programs, which operated at 95 selected school sites and served 7,500 school-age parents and their children. To enable other districts with significant numbers of pregnant students and student parents to implement similar programs, the Agency is developing a curriculum guide and videotape designed to equip teachers with effective strategies for teaching these types of students.

AIDS, HIV Education

In addition to implementing the "ESR II: Prevention of AIDS" curriculum to help educate students about sexually transmitted diseases, Texas also was allocated $900,000 from the U.S. Centers for Disease Control for HIV prevention education in elementary and secondary schools for 1991-93. During 1991-92, workshops on implementing HIV prevention education programs were conducted at regional education service centers located in the Texas counties with the highest number of AIDS cases. As a result, the percentage of school districts which offer supplementary HIV education increased from 35 percent in 1990-91 to 89 percent in 1991-92. For the 1992-93 school year, all 20 of the state's regional education service centers will offer workshops to school districts in their regions. In addition, a curriculum guide and videotape, both containing strategies for educating students about the dangers of HIV were developed and put in use at elementary and secondary schools.

Comprehensive School Health Network

The Texas Cancer Council also provided $726,544 for 1991-92 to provide health specialists in 16 of the state's 20 regional education service centers. These specialists make up the Texas Comprehensive School Health Network, which promotes comprehensive school health programs by providing staff development and technical assistance to local educators and by promoting collaboration through community and regional coalitions. For the 1992-93 school year, $600,000 was allocated by the Cancer Council, the Texas Department of Health and the Agency to continue support and operation of the network.

Texas also received $70.6 million from the U.S. Drug-Free Schools and Communities Program. Seventy percent of the funds were disbursed directly to school districts on a formula allocation basis. During 1991-92, 11 Texas schools were recognized by the U.S. Department of Education for their drug use prevention programs. These programs emphasized the hazards of illegal use of drugs, including alcohol and tobacco, and cautioned against the abuse of legal medications, including generic, over-the-counter drugs.

Bilingual Education

Bilingual education and special language instruction is provided for students in prekindergarten through grade 12 for students whose primary language is not English. More than 100 different languages are spoken in the homes of Texas' public school students, with Spanish-speaking households accounting for 93 percent of those homes where a foreign language is the predomi-

nantly spoken language. Other frequently reported primary student languages are Vietnamese, Cambodian, Laotian, Chinese and Korean. Most students who are served through dual language programs at the first grade, however, will be placed in all-English classrooms by the time they reach the fourth or fifth grade.

During the 1990-91 school year, Texas school districts identified 317,969 limited English proficient (LEP) students, including those served in half-day and full-day prekindergarten and kindergarten programs. That number increased to 361,115 for the 1991-92 school year, with increased numbers of LEP students reported at every grade level.

To serve this increased number of limited English proficient students, school districts hired more than 1,100 new bilingual education teachers and more than 500 new English as a second language (ESL) teachers. Approximately 23 percent of these new teachers received their training through the state's alternative teacher certification programs, which prepare individuals with bachelor's degrees in a specific subject for jobs as teachers in those subject areas. Approximately 22 percent of new bilingual and ESL teachers employed in school districts during the 1991-92 biennium were teaching on emergency permits while they worked on completing plans to become fully certified teachers. Urban and border school districts also recruited qualified bilingual teachers through international exchange programs.

Students participating in bilingual education and ESL programs are provided comprehensible, linguistically appropriate instruction. Every effort is made to develop self-esteem and to value humanity in its ethnic and cultural diversity. Instruction also is cognitively appropriate in that creativity, problem-solving, and other thinking skills are cultivated through mathematics, science and social studies in the language that students understand.

In 1991, the Board also adopted essential elements for primary language for bilingual education in prekindergarten through grade 5, and for ESL courses in prekindergarten through grade 12. The essential elements were designed to develop literacy, thinking skills, and language skills for mathematics, science and social studies to help students master the essential elements for required subjects at the appropriate grade level.

Gifted and Talented Education

The 1991-92 biennium marked the first biennium during which every Texas public school district was required to offer a gifted and talented program for its students, with the requirement applying to school districts beginning with the 1990-91 school year. During 1991-92, more than 240,000 students in kindergarten through grade 12 were enrolled in gifted programs. School districts spent approximately $143 million that year on services designed to meet the needs of gifted learners.

Since implementation of the requirement for gifted and talented programs, the Texas Education Agency has focused its activities on providing leadership training to assist district personnel in ensuring that students have equitable access to program services and excellence in the quality of those services. To support this effort, the Agency's Division of Gifted and Talented Education initiated a quarterly publication titled *Update on Gifted Education*. The publication, which is disseminated to all Texas school districts, includes articles written by local district educators, national consultants and Agency staff members that provide practical information to help districts enhance local gifted and talented programs. Some of the topics covered in the publication include testing and serving underrepresented students in gifted programs; services offered in high school gifted and talented programs; and curriculum development issues. The publication supports other professional development activities sponsored by the division, including statewide conferences, quarterly leadership meetings involving professionals from regional education service centers and the Agency, and focus group meetings that seek solutions to concerns expressed by various groups involved in gifted education. During the 1991-92 bien-

biennium, more than 4,000 people were trained in gifted and talented education through Agency-sponsored activities. In addition, the Agency has worked jointly with the Texas Association for the Gifted and Talented to sponsor an annual conference for parents of gifted students.

During the biennium, the Agency's Division of Gifted and Talented Education has coordinated one of 60 Jacob K. Javits grants competitively offered by the United States Department of Education. The purpose of the grant is to develop and field-test performance assessment measures that support the inclusion of under-represented student population groups in gifted and talented programs. The Texas Student Portfolio and Activity Placemats are being used in a growing number of school districts. Use of the placemats aims to change commonly held beliefs about giftedness and to encourage greater diversity in assessment practices and procedures used to identify gifted students. The grant will continue throughout 1993, which is the final year of the three-year project.

To ensure active and ongoing communication with practicing educators in gifted and talented education, the Agency in 1991 created the Commissioner's Advisory Council on the Education of Gifted Students. The council is composed of members representing parents, educators and trainers in gifted education, plus community advocates for services to gifted students. The council was one of several groups that offered recommendations concerning the two latest initiatives relating to gifted education—program excellence indicators for the Agency's results-based monitoring system and the Long-Range Leadership Initiative in Gifted Education. Both of these activities will be completed during the 1993-94 school year.

Special Education

More than 337,000 Texas students were served by local school districts' special education programs during the 1990-91 school year. State law and State Board of Education rules allow special education services to be provided to students with disabilities from infancy through age 21.

Based on education reforms designed to enhance learning opportunities for all students, local school districts are encouraged to offer students with disabilities, whenever possible, the same curriculum that is provided to other students. Under law, students with disabilities must be educated in the "least restrictive environment," meaning they must be educated with their non-disabled peers when appropriate. Board rules require that all students with disabilities be considered for placement in other programs before being referred to special education.

A number and variety of student placement options are available. These include the regular classroom; the regular classroom with support; resource room; self-contained classrooms; homebound programs; community centers; and residential schools. Placement is determined by the needs of the individual student.

The goal of special education is to prepare the students to live and work in the community. Therefore, the Board in 1989 adopted rules that require all students with disabilities who graduate from Texas public schools to have employable skills.

At the end of 1990-91, nearly 4,400 students with disabilities had graduated from high school through the regular, traditional academic program that non-disabled students complete. In addition, more than 9,000 students graduated through special curriculum or completed their individual education plan.

School districts have been developing transition plans for students with disabilities ages 16 through 21. Planning goals are shaped around education, employment, recreation and leisure

activities and individual living options. Each plan must be tailored to an individual's skills, abilities, and preferences and take into account income, resources, medical services and transportation.

This program is significant not only in the expansion of governmental assistance available to students with disabilities but in the interagency cooperation and planning required. The Texas Education Agency, the Texas Department of Mental Health and Mental Retardation and the Texas Rehabilitation Commission were required by the Legislature to develop and adopt a memorandum of understanding defining the role of each agency in helping students with disabilities to make adjustments after leaving public school. The law also allows participation by other agencies such as Texas Commission for the Blind, Texas Department of Human Services and Texas Employment Commission.

The rules also set out procedures for the allocation of $4 million for the biennium for noneducational community-based support services. These services may be provided for certain students with disabilities who need to remain in or be placed in private residential programs, primarily for educational reasons, without the noneducational support services.

The Texas Education Agency also conducted 90 special education compliance monitoring visits during the 1990-91 school year. The Agency is currently developing an outcome-based monitoring system that will evaluate program effectiveness and student performance.

During the 1991-92 biennium, the Agency also sponsored three conferences for special education professionals and parents. Approximately 1,700 participants attended the statewide conferences, with covered topics ranging from transition from school to adult life, best practices for young children with disabilities, and best practices for autistic students.

The Agency also recognizes campuses and districts demonstrating innovative practices for students with disabilities. The program is coordinated with the assistance of the Texas Elementary Principals and Supervisors Association and the Texas Association of Secondary School Principals.

Vocational Education

In 1987, the appointed State Board of Education adopted a master plan for vocational education. The plan was designed to serve as the blueprint to restructure the state's vocational education program to provide students with strong academic foundations and broad occupational skills.

During the 1991-92 biennium, instructional materials for vocational education courses were developed through projects funded at vocational education curriculum development centers located at East Texas State University, Texas A&M University, Texas Tech University and The University of Texas at Austin.

Existing courses in marketing education, health occupations education, and industrial technology education were revised and updated to reflect restructuring efforts. Two technical committees, one in office education and one in trade and industrial education, were appointed by the State Board of

Education to provide recommendations on revising and updating courses in the two program areas.

Instructional materials for agricultural science and technology courses were updated to include the latest advancements and information on biotechnology. Several courses in aquaculture, or fish farming, that are appropriate for the future of the Texas economy, also were developed. Home economics courses also were revised and updated to include a course on parenting and instruction on managing the dual roles of family and career. Instructional materials also were developed for industrial technology, while a new life management skills course and revised career investigation course were implemented in grades 7 and 8.

Other efforts to restructure vocational education according to the master plan resulted in the funding of projects to identify and develop appropriate instructional activities to integrate vocational and academic education. Other projects were designed to serve students who are members of special populations to enable them to succeed in vocational education. The course in career investigation was expanded to the ninth grade to provide more students with career awareness and career development opportunities.

The major changes in vocational education courses and curriculum revealed the need for extensive training for vocational education teachers, counselors and administrators. To meet this need, the Texas Education Agency developed and conducted 51 workshops for 11,000 participants during the 1991-92 biennium. The Agency also conducted an increased number of regional workshops than in previous bienniums in order to reach more vocational educators in local school districts.

These conferences, known as professional improvement conferences, provide teachers and administrators with opportunities for training in their subject areas and facilitate the improvement of instruction delivered in classrooms by updating and expanding local educators' subject matter knowledge and teaching methodology. These conferences also provide current information on state and federal rules.

In 1989, a tri-agency partnership was formed between the Agency, the Texas Higher Education Coordinating Board and the Texas Department of Commerce to promote and implement quality work force planning. The same year, state lawmakers passed legislation requiring regional planning for vocational-technical education and training. The legislation called for employers, educators, and training providers to create partnerships to address the issue of building a quality work force. Quality work force planning was viewed as a crucial link needing to be established between identifying employer needs and ensuring that students who complete vocational-technical education and training programs are prepared for jobs in the year 2000 and beyond.

As part of this planning process, pilot projects were jointly sponsored in nine of Texas' 24 planning regions. Each planning region established quality work force planning committees with representation from business, industry and education and training institutions.

These pilot projects achieved successful program-related outcomes that included:

- linking the curriculum between high schools, colleges and technical institutes in fields such as medical technology, drafting/design technology and microcomputer technology;
- agreements that allow high school students to receive concurrent high school and college course credit for technical coursework;
- start-up of new courses based on labor market demand such as law enforcement, manufacturing production, and health occupations; and
- initiation of adult literacy program coordination efforts.

The management team representing agencies participating in the tri-agency partnership met with employers, educators and training providers from the remaining 15 regions which did not participate in the pilot projects in order to begin activities to establish planning committees in those regions. At

the same time, a tri-agency legislative appropriations request was submitted in order to obtain funding necessary for successful statewide implementation, and the Texas Quality Work Force Planning report, which summarized partnership activities, was made to the 72nd Legislature.

During the 1991-92 biennium, several developments occurred in technical preparation programs. A six-year plan was developed for these programs that outlines the coursework which begins in the ninth grade and culminates with an advanced associate degree. Six-year plans were jointly developed by the participating high schools and the community and technical colleges. These plans were submitted to the Coordinating Board for approval by the tri-agency staff, while high school courses are submitted to the Agency for approval. Statewide curriculum committees worked during the summer of 1992 to define the collegiate-level high school/college technical courses that will form the core of each Tech-Prep curriculum.

With advice and recommendations from business and industry, the Agency's health occupation education department revised existing courses and implemented new courses. The Texas Quality Work Force Planning Committee reported that health services is one of the leading occupations in all of the 24 Texas planning regions. Health occupations education had a program growth of 9.5 percent during the 1991-92 biennium. The Agency also conducted five workshops for 200 health occupation education teachers during the biennium.

Phase-out of Below-level Courses

In 1992, the State Board of Education took a major step toward improving the academic achievement of the state's 3.4 million schoolchildren. That year, the Board approved a plan calling for the elimination of below-level or "watered down" courses from the Texas public school curriculum.

Under the plan, scheduled to begin with the 1992-93 school year, courses such as 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 after the 1991-92 school year. The Board voted to eliminate the courses because they tend to isolate low-performing students and minimize expectations of them. In addition, eliminating below-level courses also will enable students to be better prepared to demonstrate real-world requirements.

The plan also specified that the 1992-93 school year will be the last year that Correlated Language Arts II-IV and Applied Biology can be offered, while Pre-Algebra can no longer be offered after the 1995-96 school year.

Because the plan was adopted in June 1992, after the 1991-92 school year had ended, the Board approved a transition plan so that school districts whose students had already been scheduled to take Correlated Language Arts, Fundamentals of Mathematics, Consumer Mathematics and Introductory Physical Science would be able to offer those courses for elective credit for the 1992-93 school year if eliminating the courses would pose an undue hardship on those students because of lack of readiness by the district. Under that provision, districts which chose to offer the courses for elective credit were required to notify the commissioner of education and identify the number of students enrolled in the courses. The transition period did not apply to the remaining below-level courses.

The number of credits students are required to earn in order to graduate from high school were increased in 1984 from 18 to 21 credits. Students who began grade 9 in the 1984-85 school year and thereafter were required to meet the increased graduation requirements. That same year, the appointed 15-member State Board of Education approved the establishment of the below-level courses as an alternative because it believed that not all students were adequately prepared to meet the demands of the more rigorous

statewide curriculum and the increased number of English language arts and mathematics credits required for high school graduation.

Eliminating the below-level courses from the curriculum also is expected to improve professional development activities for teachers as school districts determine how best to prepare students to succeed in more rigorous courses. Schools also are expected to have to account for the absence of the watered-down courses when scheduling courses for students and to provide appropriate instructional materials to enable students and teachers to perform successfully in the teaching and learning of more rigorous subject matter.

Below-Grade Level Courses Phaseout Schedule

(The school year indicates the last year the courses can be offered for state graduation credit.)

SUBJECT AREAS	1991-92	1992-93	1993-94	1994-95	1995-96
English Language Arts	Correlated Language Arts I	Correlated Language Arts II-IV			
Mathematics	Fundamentals of Mathematics	Business Mathematics			Pre-Algebra
	Consumer Mathematics				
Science	Introductory Physical Science	Applied Biology			

Goal 3: Personnel

Qualified and effective personnel will be attracted and retained.

Highlights

The State Board of Education took several major actions during 1990-92 to ensure a well-trained and qualified supply of teachers and administrators for the state's public schools. Major actions taken by the Board in this area included:

- Modification of the Texas Teacher Appraisal System to lower the number of appraisals required for teachers who meet the state minimum requirements for placement on Level II of the career ladder, but are not placed because of stricter local standards. The Board also reduced the level of appraisals required for teachers who are entitled to be advanced to Level II or III of the career ladder.
- Adoption of rules allowing psychologists certified by the National Association of School Psychologists to be eligible for certification as a school psychologist or associate school psychologist. The new rules benefit students by creating a larger number of psychologists eligible to serve in the schools.
- Expansion of the number of Board-approved programs offering alternative teacher certification programs.
- Increases in the number of teachers certified to teach in multiple subject areas by allowing teachers to be certified in specialized areas through passage of the specific subject area certification examination.
- Appointment of a task force to study and make recommendations concerning professional educator preparation programs.

Teacher Education

In November 1991, the State Board of Education appointed a task force to develop a policy and issue recommendation concerning the initial preparation programs for teachers and administrators, as well as the continuing professional development of educators. The task force, known as the Task Force on Professional Preparation and Development, conducted a series of public hearings throughout the state to allow educators and the public to provide comments on educator preparation programs.

The task force found that educator preparation programs historically have been fragmented between preservice and inservice efforts, and that these programs have been perceived as activities done to educators, instead of activities designed to provide professional growth. It also found that the division of roles and responsibilities of school districts and institutions of higher education concerning preparation and inservice pro-

grams has served neither the teaching profession nor students well.

In a series of recommendations to the State Board of Education, the task force said that the issue of professional preparation and development must be viewed as an on-going, collaborative effort between public schools, higher education, education service centers and other entities. Both types of programs also must be attentive to the changing needs of the educator and society, and should be based on emerging needs and individual professional goals, the task force said.

The task force also recommended that professional preparation and development programs should:

- reflect state-of-the art teaching and learning practices based on current research;
- respond to current and emerging needs in areas such as technology, the arts and affective needs of students;
- provide educators with knowledge and experience to work effectively with students in an everexpanding diverse culture;
- be field-based, including induction and internship experiences;
- promote concepts and skills for site-based decision making and total quality management;
- include needs assessment, collaborative design and delivery and evaluation; and
- address the short- and long-range goals of the campus, the district and the state.

The Board, which adopted the task force's policy recommendations in September 1992, plans to develop an outcomes-based accreditation system for teacher education programs. This new system is expected to result in increased collaboration between university and public school educators and establish common standards for teacher preparation programs, regardless of the route taken. The process also is expected to redefine relationships and responsibilities in the teacher education process.

The Texas Teacher Appraisal System

The enactment of House Bill 72 in 1984 required the development of a uniform evaluation system for teachers. The State Board of Education established the criteria used to appraise teacher performance, basing evaluations on observable job-related behaviors. The end result of this process was the Texas Teacher Appraisal System (TTAS). TTAS results are used to advance teachers on the career ladder and to identify their professional development needs.

Appraisal procedures require at least two appraisers qualified with the appropriate state-mandated training for each appraisal period. Under TTAS, teachers must undergo annual teacher orientation, observation and conferences with supervisors. Conferences provide the opportunity for teacher response and the development of a personal growth plan.

Recent modifications to the TTAS have included new appraisal procedures requiring two appraisals, each consisting of at least two observations for probationary teachers and those on Level I of the career ladder who have not meet the minimum state requirements for advancement to Level II.

Additional modifications require at least one appraisal per year for teachers who meet state minimum criteria for placement on Level II, but are not placed because of stricter local district performance criteria.

Higher performance standards usually are applied by local school districts with insufficient funds to pay all teachers meeting state minimum requirements for career ladder advancement. Additionally, districts may reduce the level of appraisals required for teachers who are entitled to be advanced to Level II or III. The new procedures took effect in the fall of 1992.

As of August 1992, there were 87,544 teachers on Level I of the career ladder, 71,900 teachers on Level II and another 55,700 teachers on Level III. Placement of teachers on Level IV of the career ladder has been delayed pending further development of the Texas Master Teacher Examination.

Development of the TTAS began in 1984. The system was pilot-tested in 1985-86 and fully implemented in 1986-87. The State Board of Education has established the following standards

for performance scores: unsatisfactory, below expectations, meets expectations, exceeds expectations and clearly outstanding. Statewide performance results indicate that most teachers are scored at the "meets expectations" level or higher.

A survey conducted by the Texas Education Agency regarding the TTAS in early 1991 showed most school administrators believed TTAS had improved teaching skills, while less than half of the teachers polled agreed.

Recommendations made after a through review of this study recommended a number of changes aimed at improving the appraisal system. Some of those were:

- Investigate the relationship of student achievement to individual teachers and to average campus-level appraisal scores.
- Eliminate annual evaluations after the first two years of teaching and appraise teachers every third year for a minimum of four observations, only one of which would be scheduled.
- Separate the appraisal system from the career ladder.
- Investigate the potential for adding new domains or criteria which would assess a teacher's ability to teach critical thinking skills and to teach students of different ability levels.
- Abolish the career ladder and find new ways of allocating career ladder funds.

Teacher Certification

The need for teachers trained for bilingual education and English as a Second Language (ESL) rose with an ever-increasing population of students requiring bilingual or ESL instruction during the 1991-92 biennium.

During 1990-91, 559 emergency bilingual permits and 1,030 emergency ESL permits were issued to address the demand. During 1991-92, 670 emergency bilingual permits and 1,289 emergency ESL permits were issued.

These permits allow individuals who have bilingual or second-language instructional ability but are not fully certified in those areas to teach them while completing the necessary certification requirements.

The Board revised the testing requirements for educators seeking certification in bilingual education by eliminating the requirement for taking the College Level Examination Program (CLEP) Test for assessing written proficiency in Spanish for bilingual teachers.

Additionally, the Board dropped the Language Proficiency Instrument (LPI), which had been used since 1974 to assess bilingual teachers' oral proficiency. Both tests overlapped with skills measured by the Examination for the Certification of Educators in Texas (ExCET) Bilingual Test and the Texas Oral Proficiency Test (TOPT). The TOPT, which assesses the oral proficiency of persons who will teach Spanish or French as another language and who use Spanish in a bilingual setting, replaces the LPI.

Changes also were made in rules which recognized school psychologists educated in programs which follow the training standards and certification requirements of the National Association of School Psychologists (NASP). Psychologists certified by NASP are eligible for state certification and assignment as a school psychologist or associate school psychologist under these changes.

The rules previously limited the state certification and assignment of individuals as school psychologists and associate school psychologists to those licensed by and qualified in training programs recognized by the State Board of Examiners of Psychologists.

The new rules were put in place to benefit school districts by creating a potentially larger pool of applicants already possessing NASP certification.

The rules also provide school districts with greater flexibility in selecting individuals to fill psychologist positions. Students benefit from the services of certified psychologists whose nationally standardized training focuses on service in public schools.

Alternative Teacher Certification

Recognizing the need to recruit new teachers to fill teaching

vacancies throughout the state. education reforms enacted in 1984 provided for alternative certification programs, which allow individuals who have college degrees but lack teaching credentials. Alternative certification allows degreed individuals to become certified teachers through an intensive one-year internship and apprenticeship program. These programs began operating in Texas in 1985.

During the 1991-92 biennium, teachers certified through alternative programs were teaching in one out of every three school districts in the state. The number of alternative certification programs increased by 25 percent during the biennium, resulting in a 30 percent increase in the number of interns.

The field-based programs included four district programs, seven university-based programs and 10 programs operated by regional educational service centers that provided certification in the critical need areas of special education, bilingual education and English as a second language.

Alternative certification programs continue to be the primary means of certifying minority teachers. More than half of the 3,243 interns in the programs during the biennium were minority. More than a third of the interns were male. Because most of the certificates were earned in areas dealing primarily with elementary students, alternative certification, provided many additional male role models for children in public schools.

Texas Education Agency staff provided technical assistance to each program as it was developed, implemented and monitored. The number of requests to develop new programs and provide technical assistance continued to increase.

Administrator Certification

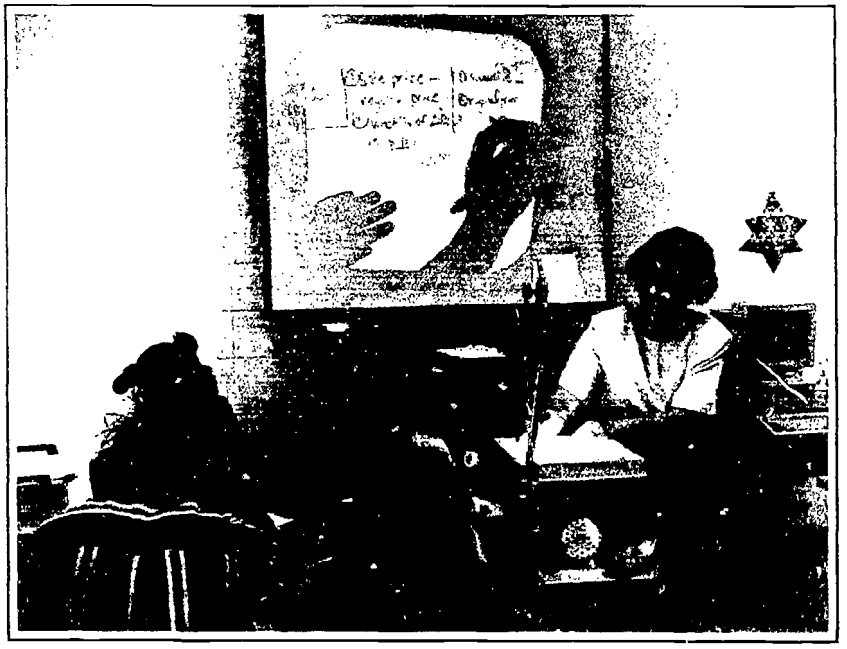
To facilitate the certification of school administrators, the State Board of Education approved a rule to require administrator certification programs to allow educators to use prior management training for part of the qualifications required for mid-management administrator certification.

The rule allows specified training to substitute for up to six semester hours credit in instructional leadership training and Texas Teacher Appraisal System training for individuals seeking a mid-management administrator certificate. Both of these training programs are required for first-year administrators who have teacher appraisal responsibilities.

The substitution process was developed on behalf of public school teachers and administrators who have exceptional records of service, specific management training and experience, and who are often serving as principals or assistant principals with temporary certificates.

Alternative Administrator Certification

An alternative certification program for school administrators was established in 1990 by the State Board of Education to enable both practicing educators and individuals without teacher certification to enter administra-



tor training programs. The program was established in response to Senate Bill 417, passed in 1989 by the 71st Legislature, which directed the Board to provide an alternative certification for administrators in addition to the state's current alternative certification program for teachers.

Still under development, the program will enable both practicing educators and individuals who do not have prior teaching experience to enter administrator training programs.

Major components of the program will include development of an assessment profile to evaluate the skills and knowledge of each candidate; demonstrated proficiency of specified knowledge and skills; completed coursework of at least 18 semester hours or contact-hour equivalents; a two-year internship program with an assigned mentor; and passage of all training courses and state-required examinations.

Teacher Testing

A number of tests are required of educators by state law. The Texas Academic Skills Program (TASP) test is a basic skills test of reading, writing and mathematics required of all individuals seeking admission to any Texas teacher preparation program. The Examination for the Certification of Educators in Texas (ExCET) has been given since 1986. All persons seeking certification as teachers or administrators in Texas must perform satisfactorily on these comprehensive examinations. The purpose of the ExCET is to ensure that each educator has the knowledge to begin teaching in Texas schools or to be granted a professional certification. The Texas Oral Proficiency Test (TOPT) is an oral proficiency test in college Spanish or French required of individuals seeking certification as a Spanish bilingual teacher or as a teacher of Spanish or French. The Texas Master Teacher Examination (TMTE) was administered twice in 1990-91 for teachers seeking placement on Level IV of the teacher career ladder. The TMTE is currently undergoing revision and redevelopment.

Generally, persons wishing to enter the teaching profession take a combination of tests, the contents of which are determined by the area or areas in which they are seeking certification. The ExCET program consists of 63 examinations. Content specialization areas account for 53 of the examinations, covering areas such as history, art and computer information systems. Three of the tests are pedagogy or professional development tests which cover elementary, secondary or special education certification areas. All candidates for entry into the teaching profession in Texas must take a professional development test. Seven of the examinations relate to professional level certification and qualify individuals to work as reading specialists, counselors, principals or superintendents, depending on the examination taken.

Certified Texas teachers may acquire additional certifications in specialized areas by successfully completing the appropriate ExCET and, in some cases the completion of a one-year internship under the supervision of an experienced teacher certified in that area.

From September 1991 through August 1992, a total of 31,213 persons took one or more ExCET tests. Of these 15.7 percent were Hispanic, 6.2 percent were African-American and 78.1 percent were Anglo or of other ethnicity.

Overall, persons taking the ExCET tests for the first time during this period passed 85.4% of the tests. Hispanics passed 73.3 percent on their first attempt. African-Americans passed 59.3 percent and Anglos and all others passed 88.7 percent. Individuals may take ExCET tests as often as needed to pass.

In 1991, the State Board of Education exempted deaf individuals from taking the TASP, ExCET and TMTE examinations. Once a deaf individual meets all certification requirements other than the testing requirements, the teacher is eligible for a temporary exemption certificate. The temporary exemption will remain in effect until the various examinations are pilot tested and

determined to be valid and reliable, as required by House Bill 1679, passed by the 72nd Texas Legislature in 1991.

Centers for Professional Development and Technology

Legislation enacted in 1991 called for the establishment of centers for professional development designed to integrate technology and innovative teaching practices in teacher preparation and staff development programs through the state's colleges of education. In 1992, the State Board of Education approved funding for eight of these centers, which employ field-based, research-oriented, technology-literate strategies which concentrate on increasing student performance. The centers were selected through a competitive process jointly developed by the Board and the Texas Higher Education Coordinating Board.

The centers were established in colleges of education through a collaborative process involving public schools, regional education service centers, community organizations and businesses. The centers are required to implement programs and services in culturally diverse school settings and to provide programs that enhance student and teacher outcomes by linking student achievement, teacher performance and campus improvement plans. Additionally, the centers are to establish field-based teacher education programs designed on the basis of current research on effective teaching practices; establish laboratory schools in conjunction with a local school district which can serve as demonstration sites for technology and effective teaching; and to recruit and train teacher candidates, including minority teacher candidates, in subject areas in which teacher demand outpaces supply.

Centers for professional development and technology approved for funding during 1991-92 operated at East Texas State University; Laredo State University; Southwest Texas State University; Stephen F. Austin University; Texas A&M University; Texas Tech University; the University of North Texas; and the University of Texas at San Antonio.

Goal 4: Organization and Management

The organization and management of all levels of the educational system will be productive, efficient and accountable.

Highlights

During the 1991-92 biennium, the State Board of Education and Texas Education Agency took significant actions to ensure an efficient, productive and accountable public schools system. Major activities during this period included:

- Approval of a plan reorganizing the Texas Education Agency;
- Development of a resource guide to enable school districts to implement new requirements calling for site-based decision making;
- Approval of rules to support the development and implementation of a new performance-based accreditation system emphasizing school districts' performance on the Academic Excellence Indicator System. The new accreditation system was pilot-tested during spring 1992;
- Providing school districts with regulatory relief by granting waivers of state education laws or rules which inhibit student achievement;
- Selection of 83 campuses as Partnership Schools to work cooperatively with the Texas Education Agency to improve student achievement;
- Development of a results-based system by which to measure the success of specialized education programs, such as bilingual education, special education and vocational education.
- Completion of the first two years of a three-year sunset review of Texas Education Agency rules which resulted in elimination of more than 40 percent of the 557 rules reviewed.

Agency Organization

Helping school districts achieve equity and excellence in student achievement is the mission of the Texas Education Agency. By working in partnership with local school districts, the Agency is dedicated to being a positive factor in the improvement of instruction and the educational environment in Texas schools.

The State Board of Education together with the commissioner of education and the Texas Education Agency constitute the Central Education Agency.

The commissioner serves as the chief executive officer of the Board and head of the Agency, which is organized into ten management areas. Three are headed by deputy commissioners and within these departments, smaller functional teams are headed by associate commissioners, coordinators, senior directors and division directors. Their responsibilities are to respond to school districts and their needs as they direct their efforts towards improving student achievement.

Accomplishing this goal calls for greater flexibility and freedom from restrictive laws, rules and

regulations that inhibit local efforts to improve student achievement, while holding districts accountable for student achievement.

In an effort to better serve school districts, the Agency in 1991 was reorganized to make it more client-centered and field-based.

This reorganization, approved by the Board, restructured the agency around six specific functions designed to:

- Identify desired student outcomes, develop curriculum and administer a statewide student assessment program (**Curriculum and Assessment**);
- Help create and administer a comprehensive professional career development system for educators (**Professional Development**);
- Provide a direct communication link between local school districts and the commissioner (**Field Services**);
- Direct a policy development system for and supervise activities related to programs serving diverse student population groups, including providing leadership for elementary, middle and high school programs designed to serve special populations (**Programs and Instruction**);
- Administer a system of accountability, including student achievement analysis, compliance analysis, governance and special investigations (**Accountability**);
- Administer a system of comprehensive school support services, including state and federal funds distribution, textbooks, and use of technology and facilitate services in school districts throughout the state (**School Support Services**).

Special emphasis has been placed on improving communication between local school districts and the Agency through the field service unit. This unit gives school districts a direct communication link to the commissioner of education. The field services office also administers a Small Schools Unit to help small school districts operate effective schools and programs.

The reorganization also strengthened accountability and coordination with the state's 20 regional education service centers. The centers house 60 field service agents who act as ombudsmen for each school district in their service area. An additional twenty individuals have been designated as facilitators and placed at the service centers to assist in the implementation of the Partnership School Initiative. These facilitators work closely with teachers and administrators to identify professional development that addresses the diverse needs of the student population and assures increased academic achievement for all students. The facilitators have been vital to the continued success of the Partnership Schools Initiative.

During the 1991-92 biennium, the Agency also reorganized its teacher certification services by transferring ten positions to the regional education service centers. These individuals help school districts and individuals obtain proper certification for teaching in the public schools. The establishment of regional certification officers has significantly improved the administrative aspect of certification.

School Accreditation

In 1992, the State Board of Education adopted new rules detailing the requirements and procedures for accrediting schools. The new rules conform with legislative changes and established the procedures for the Texas Education Agency to implement a new performance-based accreditation process emphasizing excellence and equity in student performance.

The Agency's Office of Accountability has primary responsibility for accreditation, with onsite visiting teams composed of school district personnel trained in the state's school accreditation process through a program known as Texas School Improvement Initiative. Designed to involve school personnel more directly in the accreditation process, TSII prepares local educators to become members of state accreditation teams. Participants learn how accreditation monitoring visits are conducted, the role of the accreditation team, and how accreditation reports are prepared and recom-

mendations are made. During on-site accreditation visits to local school district campuses, TSII members observe and ask questions of district personnel, acting as peer examiners. This exchange in the accreditation process has made districts receptive to recommendations presented in the exit interviews and final report.

State law requires that a school district's performance on the Academic Excellence Indicator System (AEIS) be the main criteria in determining a district's accreditation status. A school district's initial accreditation status is based on its AEIS report, which shows performance on state-administered student examinations and other indicators of educational quality. This information also is complemented by other performance data, such as information from state compliance monitoring of other educational program areas, financial audits, facilities inventories and other sources. Together, these information sources are used to evaluate campus and district student achievement, performance gaps between minority and non-minority students and between economically disadvantaged and non-disadvantaged students, and the effectiveness of planning, decision making and governance.

To implement these requirements, the Board's rules called for the performance of all Texas school districts to be reviewed annually by the Agency in a desk-audit fashion. Using the aforementioned performance data sources, this review determines a district's preliminary accreditation rating. Districts are issued an accreditation rating of exemplary, recognized, accredited, accredited advised, or academically unaccredited. Districts earning a less than fully accredited rating are reviewed by the accreditation teams, with a district's final accreditation status determined by the outcome of the review.

During the on-site review, the accreditation team collects additional information to validate to preliminary judgments established during the desk audit. An exit-conference with the superintendent is held after completion of the visit but prior to the accreditation team's departure. Written reports of the team's visits to individual school campuses also are provided to the superintendent prior to exiting the district. Following the on-site review, the accreditation team reviews all the data it gathered prior to developing a final district report and a recommended accreditation rating. Completed reports are provided to districts approximately four weeks after completion of the on-site review.

The new accreditation process was piloted in 16 school districts in the spring of 1992. Following completion of the pilot, the new process was fully implemented with the 1992-93 school year with accreditation visits to 97 school districts.

Results-Based Monitoring

To facilitate the continued movement toward emphasizing student performance instead of adherence to rules and regulations in the state's public education system, the Texas Education Agency launched an effort during the 1991-92 biennium to shift its system of monitoring specialized education programs from a compliance-based system to a results-based system.

The compliance monitoring system used for the past several years helped districts identify and eliminate systemic problems. The system was guided by federal requirements requiring the state to ensure compliance with special program federal regulations. However, expanding the scope of the compliance review will better complement other accountability components.

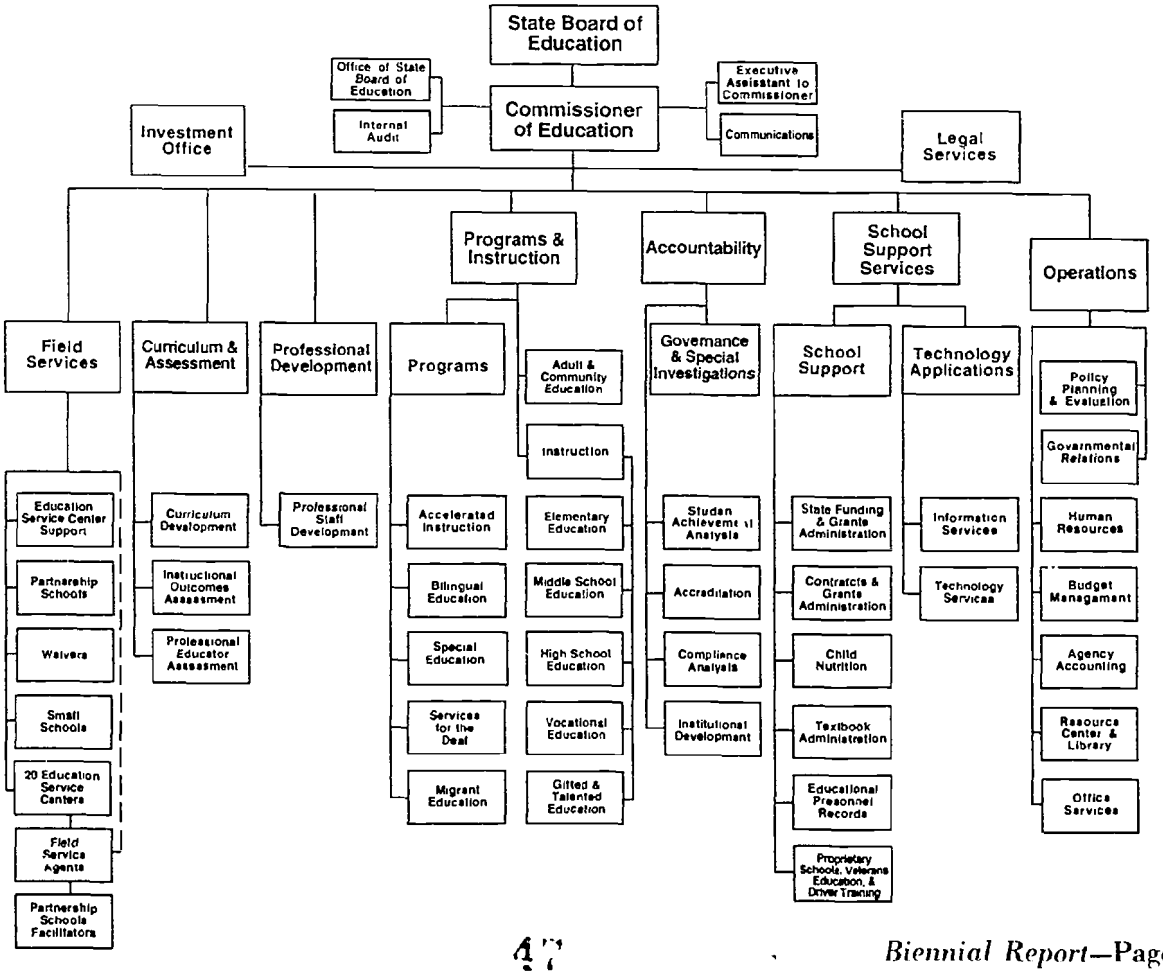
A results-based monitoring system reflects a shift in priorities. Instead of being process-oriented only, results-based monitoring will focus on program excellence indicators as well as compliance, which includes the critical protection of fiscal integrity and students' due process rights. Instead of a single method of review, multiple methods will be used to review district performance. Instead of a uniform cycle, the intensity of visits will be based on needs identified through a desk and/or a local district review, with a limited group of items to be reviewed on site. The technical assistance focus will shift to include leader-

ship training as well as post-monitoring assistance.

The system will be composed of five major components. They are:

- **Technical Assistance.** A variety of technical assistance documents will be developed that will actually serve as teaching guides to help districts in ensuring compliance as well as guide districts in appropriately evaluating the effectiveness of their programs. Training of district, agency and education service center staff in the use of these technical assistance documents will be conducted to enable districts to eliminate inequities in student performance.
- **Performance Analysis.** The Academic Excellence Indicator System (AEIS) and various program excellence indicators will serve to evaluate the effectiveness of the districts' special programs.
- **Desk Review.** An Agency desk review component will monitor compliance as well as program performance by evaluating and analyzing various data from the Public Education Information Management System (PEIMS), the Academic Excellence Indicator System, and other sources.
- **Local Review.** A local district review component will permit districts to assess their programs' compliance as well as the performance of their programs using the technical assistance documents described earlier.
- **On-Site Review.** The on-site review will consist of two types of visits—(1) visits to provide assistance when potential problems are identified through the desk and/or local district reviews; and (2) visits to verify data submitted to the agency that will be used to assess the districts' compliance and program performance.

1991-92 Texas Education Agency Organization Effective January 1, 1992



Beginning with the 1992-93 school year, the Texas Education Agency will pilot the results-based monitoring system. Based on pilot results, the system will be revised and implemented fully during the 1993-94 school year.

The purpose of this results-based monitoring system will be improving student performance. The system will focus on Academic Excellence Indicator System (AEIS) data to help eliminate of equity gaps in student performance. Additionally, compliance reviews previously conducted by the Agency's Division of Accreditation, including the 22:1 student-teacher ratio, will be reviewed through the local component of results-based monitoring. Results of districts' summary reports will be reported to the accountability unit for use in determining a district's accreditation rating.

The Public Education Information Management System

The Public Education Information Management System (PEIMS) is the statewide data-management system developed to support increased accountability in education. The major goal of PEIMS is to deliver accurate and comprehensive information about the public education system in Texas to the general education community. PEIMS provides a structure for the gathering and analysis of information required by the Texas Education Agency, State Board of Education, Texas Legislature, local school districts and teachers. Collecting and organizing detailed data from local school districts enhances the ability to support and respond to student needs.

Currently the major categories of data collected are organizational, budgetary, financial, staff, retention, drop-out and graduation. The information gathered through PEIMS is used extensively in the preparation of the Academic Excellence Indicator System (AEIS) and the performance-based accreditation system.

PEIMS began in 1984 with the first data submission during the 1987-88 school year. These submissions were prepared by PEIMS coordinators located at the 20 regional education service centers. During the 1991-92 academic year, data standards were refined, replacing various sets of forms and definitions previously sent to districts from the Agency. Today a policy committee on PEIMS appointed by the commissioner of education has a membership from legislative staff, school districts, education service centers and agency staff. During the 1991-92 biennium, the committee worked to redesign the collection schedule and created a subcommittee to examine data elements. The committee also recommended that 15 percent of the data elements previously collected be eliminated, adopted a standard pilot process for inclusion of new data and developed a sunset process for data requests.

By collecting data at a more detailed level of school operations and using state-of-the-art data base management software, PEIMS enables increased user queries and reports. While not in a perfected state, the system continues to provide a more comprehensive, manageable and efficient system for compiling and evaluating the needs of public education in Texas. Future PEIMS projects include improving the mechanical processing component, creating a microcomputer-based software, increasing the accuracy of PEIMS data, and redesigning the Agency's financial accounting manual.

The Partnership Schools Initiative

In September 1991, public schools throughout Texas were invited to participate in an innovative program under which schools would be granted maximum flexibility from state education rules and regulations

in order to improve student achievement. Known as the Partnership Schools Initiative, the program teams local school district campuses with the Texas Education Agency for a three-to five-year period, during which time both entities would work on ways to improve student learning and close the achievement gap between different student groups.

Campuses were sought for the program that had innovative leaders, committed staffs, supportive boards and involved communities. Within a month after the program was announced, more than 2,000 campuses from around the state applied for the program. After a rigorous selection process, 83 campuses were named Partnership Schools. During the spring and summer of 1992, these schools identified the needs of their students and developed their campus plan. The fall of 1992 marked the beginning of the implementation of each campus plan.

As a catalyst for systemic change, the Partnership Schools Initiative provides support, freedom and empowerment to campuses in meeting their unique needs and involves all stake holders in facilitating academic excellence and equity. The goal of the initiative is to demonstrate that schools can overcome complex challenges to improve student achievement and close performance gaps that exist between the different subgroups of the student population.

The underlying premise of the Partnership Schools Initiative is that as the demands of the world change and increase, educators cannot continue to teach the same skills with the same techniques and expect students to be successful. Partnership Schools are charged with restructuring education to meet the needs of students living in an increasingly complex world. The multifaceted problems of a changing world must be met by schools which are devising and implementing innovative programs to enable students to be successful. The schools—their trustees, administrators, students and their communities—are pioneers committed to this challenge. The Agency and the state's 20 regional education service centers also participate in the program.

The Partnership Schools Initiative gives schools the opportunity and the responsibility, through risk-taking, creativity and collaboration, to develop innovative practices in the pursuit of educational excellence. They are empowered to scrutinize traditional rules and methods and discard or alter them to achieve that goal. The following basic beliefs provide the foundation and guidance for the initiative:

- The students and student outcomes are nonnegotiable; programs are totally negotiable.
- Full involvement of all levels of school staff in the decision-making process leads to ownership and pride in the program.
- Investing in intensive staff development will improve teacher competency which will lead to improved student performance.
- Creating environments that promote staff growth and development is essential.
- A partnership among the state, the school, parents and other interested parties is one major strategy for reaching the goal of increased performance of all Texas students.

Based on the belief that when given maximum opportunity, including relief from rules and regulations, a school will develop and implement a program that leads to improved performance of all students. Partnership Schools receive maximum flexibility from state education laws and regulations through the waiver process. This allows those closest to the students to have the flexibility and creativity to determine how to best serve the needs of their students and reach their goals.

In order to improve student performance, Partnership Schools identify areas of need; involve all levels of the campus community in the decision-making process; remain willing to question and modify the existing system; develop a plan to address needs; identify barriers which hinder student performance; and implement and continually evaluate their plans.

To facilitate the successful execution of the Partnership Schools Initiative, the commissioner delegated his authority to waive rules and regulations to the executive directors of the regional education service centers. This waiver process gives Partnership Schools maximum freedom to create effective programs and practices that will improve student performance.

To encourage comprehensive staff development that addresses campus needs, time for such training is being provided. Through the waiver process, Partnership Schools also may use up to 15 days of the school year for staff development in lieu of student attendance. These staff development days must be planned by the campus staff and must be based on the specific needs of the student.

Although how Partnership Schools achieve their goals is determined by individual campuses, their results in terms of student achievement in all population groups will serve as the measure of their success. While campuses are expected to show substantial improvement in all areas of student performance, systemic change requires time and extended effort. As a result, incremental gains in student performance will be expected throughout this initiative.

Over a period of three to four years, it is expected that successful models for restructuring will develop that can be duplicated throughout the state, thus spreading the success of the initiative.

Site-Based Decision Making

As state government decided prescriptions on how local educational programs were to be structured, independent school districts searched for alternative and more effective ways to meet the needs of diverse student populations. A number of local districts pioneered the use of strategic planning utilizing committees of parents, teachers and community members to set long-range educational goals.

This grass-roots reform surfaced at the state level with a shift in legislation aimed at redirecting the 1984 educational reform. This new wave of reform focused on decreasing the role of the state in determining specifically how programs are conducted at the school level. The new reform focused on identifying a path for campus-based initiatives aimed at improving outcomes for all students.

In 1990, Senate Bill 1 mandated the establishment of district and campus committees to function as leadership teams. In May 1991, the Legislature passed House Bill 2885, which requires the commissioner of education to identify or make available various models for implementing site-based decision making. The commissioner was also charged with arranging for training on site-based decision making through multiple sources for school board trustees, superintendents, principals, teachers, parents and other members of school committees.

In order to address the provisions in law, in a way reflecting broad-based support from many perspectives, the commissioner of education established the State Advisory Committee on Site-Based Decision Making in September of 1991. It is a collaborative team that represents teachers, board members, parents, business leaders, principals, central office administrators, superintendents and regional education service centers.

Following a review of numerous professional development materials on site-based decision making and district and campus planning, the committee developed a resource guide on site-based decision making. This guide, which represents the combined perspectives of the committee's members, is designed to serve as a tool for school districts to use in developing local site-based decision making plans while avoiding prescribed models or requirements that would be contrary to the philosophy of site-based decision making. The guide was distributed to all Texas school districts during the 1991-92 biennium.

Waivers

The waiver process was first established as an instrument of public education policy in 1988 when the State Board of Education adopted a rule authorizing the commissioner of education to

waive rules of the board. State law previously only allowed the commissioner to grant exemptions to certain laws. The 72nd Texas Legislature in 1991 consolidated the waiver authority of state law and SBOE rules under the commissioner of education, effective September 1991. Since then, the Texas Education Agency, has aggressively promoted the use of waivers to encourage progressive and innovative efforts to improve student achievement.

During the 1991-92 state fiscal year, the commissioner granted waivers in the categories of staff development, course requirements, Texas Teacher Appraisal System, final examinations, physical education, textbooks and other general waivers.

The commissioner has authority to grant a waiver for a period not to exceed three years. Where waivers result in improving student achievement, the commissioner may grant an exemption to the district or campus that has had the waiver for a three-year period, and the exemption remains in effect until the commissioner determines that the achievement level of the campus or district has declined.

Waivers are contributing to the efforts of local schools to improve their educational programs and improve student achievement.

Deregulation of Public Education

Legislation passed by state lawmakers in 1990 directed the State Board of Education to review all Texas Education Agency rules, other than those dealing with curriculum, during a three-year period and to establish a schedule under which those rules would be void unless readopted. The legislation was enacted as part of an effort to reduce the level of regulation of public schools and provide school districts with increased flexibility.

In keeping with the intent of the legislation, the Board took the opportunity to eliminate as many rules as possible. During the first two years of the three-year review process, the Board reviewed a total of 557 Texas Education Agency rules and regulations, eliminating more than 40 percent of those measures. In addition, the Board eliminated approximately 25 percent of the reviewed rules after it determined that the measures were no longer needed. The Board also streamlined and reorganized the remaining rules so that they could be more easily understood and more efficiently complied with by local school districts.

During 1990-91, the first year of the review, the Board reviewed 424 rules, 38 percent of which it eliminated because they were no longer needed, repeated state law or were rules for which the Board had no statutory authority. The remaining 62 percent were readopted.

During 1991-92, the Board reviewed 133 Agency rules, 40 percent of which were eliminated because they also repeated

state law, were no longer needed or were moved to Agency operating rules. Another 23 percent were rules for which the Board had no statutory authority, and the remaining 37 percent were readopted.

During the two-year period, the Board readopted 56 percent, or slightly more than half, of the rules it reviewed. The end result was that the amount of red tape with which school districts had to deal was reduced, while existing rules and regulations were relocated and streamlined to facilitate comprehension and compliance by local school districts.

Rules reviewed by the Board during 1991-92 dealt with financial and contractual issues, students and accreditation issues, among others. During 1992-93, the final year of the three-year sunset review, the Board is scheduled to review 389 rules dealing with administration, professional education, professional development and certification.

Goal 5: Finance

The financing of public education will be adequate, equitable and efficient.

Highlights

Highlights of State Board of Education and Texas Education Agency activity during the biennium included:

- Implementation of a new school finance system which established county education districts which equalized the school finance system by redistributing funds from wealthy to poor districts within the same county education district.
- Revising rules regarding the use of compensatory education funds to place greater emphasis on incorporating programs serving at-risk students into the total education program.
- Completion of a school facilities and technology inventory, awarding $50 million in school facilities grants to school districts, and development of school facilities standards which establish minimum standards for new school facilities construction and major renovation projects.
- Prudent management of the Permanent School Fund which enabled the Fund's book value to increase by more than $800 million during the 1991-92 biennium.

Implementation of Senate Bill 351

The 1991-92 biennium found state legislators continuing to grapple with the state's long-running school finance lawsuit known as *Edgewood vs. Kirby*. In that suit, property-poor school districts sued the state, claiming that wide disparities in property wealth and expenditures between wealthy and poor school districts violated requirements of the Texas Constitution, which mandates that the state provide an efficient system of free public schools. On two separate occasions, one in 1989 and another in 1990, the Texas Supreme Court ruled in favor of the plaintiffs, saying the disparities in the state's existing school funding plan and another adopted in 1990 in response to the 1989 decision, failed to meet the constitutional mandate.

In response to the 1990 decision, lawmakers in April 1991 adopted another plan which significantly altered the state's school finance system. The plan, contained in Senate Bill 351, called for the establishment of county education districts (CEDs) for the limited purpose of levying certain school taxes and distributing education funds to school districts. Under the plan, county funds were distributed on the basis of property values, and were limited to the cost of the first tier or level of the Foundation School Program in each school district, minus the district's per capita distribution

from the Available School Fund. The law also required the equivalent of a 72-cent tax rate to be levied in each county education district during 1991-92, increasing in increments to $1.00 by 1994-95.

SB 351 also established a guaranteed yield system to provide for local enrichment and facilities construction and renovation. Under the guaranteed yield provision, school districts were guaranteed to receive at least $21.50 per pupil for each penny of local tax effort, up to a maximum local tax rate of 45 cents above the minimum CED rate. This would enable all school districts to have access to no less than $215,000 of property wealth per weighted student. The plan further called for the guaranteed yield amount to increase to $28 per pupil by 1994-95, raising the amount of property wealth to which school districts would have access to $280,000 per student by the same year.

Following passage of the plan, the Texas Education Agency produced a 240-page document explaining the impact of legislation on local school district finances. The document was distributed to all school districts in June of 1991. In addition to information, the document included 10 pages of answers to the most frequently asked questions about the plan. The Agency also conducted a series of workshops at all 20 of the state's regional education service centers to provide additional information and answer questions from local school officials concerning the new plan.

Shortly after passage of the plan, a coalition of wealthy school districts challenged it in court, claiming that the CED tax the plan created amounted to a statewide property tax in violation of the state constitution. Although a state district judge initially upheld the constitutionality of the plan, that ruling was overturned by the Texas Supreme Court in January 1992, marking the third time that the Court had declared the state's school funding system unconstitutional. The ruling, however, allowed the plan to function for the 1991-92 and 1992-93 fiscal years, and gave lawmakers a June 1, 1993 deadline to develop a new funding system.

In response to concerns over the amount of time and effort spent dealing with the school finance crisis, the State Board of Education in July 1992 identified school finance as one of the areas for which it would ask state lawmakers for legislation. The Board determined that it would ask the Texas Legislature to define the elements of a funding system that will meet all legal requirements, eliminate proration (the shortfall that occurs when the state's share of the cost of public education exceeds legislative appropriations), increase administrative efficiency, and preserve the positive, long-term impact of the Permanent School Fund.

Compensatory Education Fund

Compensatory or remedial education provides instruction in identified areas of deficiency and additional time on tasks to enable students to master the essential elements of a course or subject area. Education reforms enacted by the Texas Legislature in 1984 increased state appropriations for compensatory education from approximately $50 million to more than $300 million a year to fund efforts to provide remedial assistance to students. Compensatory education funds are distributed to schools under the state's school finance formulas and increase the per-pupil allotment school districts receive based on the number of educationally disadvantaged students that districts serve. Districts are required to offer programs financed by compensatory education funds to students whose test scores are below standards established by the State Board of Education, or who are identified as being at risk of dropping out of school.

Legislation enacted by state lawmakers in 1991 removed an earlier restriction that required compensatory education funds to fund only supplemental programs and services, instead requiring that compensatory funds be used to improve and enhance programs and services funded under the regular education program. These programs and services would help identify at-risk students to enable them to be successful in school and achieve desired student outcomes.

As a result of the change, the Board in July 1991 required school districts to develop eligibility criteria to identify at-risk students before placing them in courses financed with compensatory education funds. Under the rules, local districts must adopt a school board policy identifying which students will be eligible for compensatory education funds, then design programs and services to specifically meet those needs. These programs and policies must be reviewed annually to determine student progress through the use of graduation rates and standardized tests, such as the Texas Assessment of Academic Skills.

In school districts which place at-risk students in regular instructional classes, compensatory funds can be used to improve and enhance regular school programs with special materials, tutors, computer-assisted instruction, summer school programs and reduced class sizes. The rules also included a provision that requires school districts to file a report that clearly details where and how compensatory funds are being used at the campus level. The commissioner of education is authorized to withhold state compensatory education funds from districts failing to make the reports available to the public on a timely basis.

School Facilities

One of the provisions of Senate Bill 351, passed by the 72nd Texas Legislature in 1991, directed the State Board of Education to establish procedures for awarding $50 million appropriated by lawmakers for the construction of local school district facilities, an area for which the state had not previously allocated funds. The Board was also directed to develop school facilities standards to be in place by September 1, 1992. As part of the development of the standards, the Board directed the Texas Education Agency to conduct an inventory of the state's school facilities, including technology, and to develop a formula by which facilities grants would be awarded. The Board further directed that the formula be based on district wealth, tax effort and growth rates. The inventory was completed in 1991. Based on the formula, 125 districts were eligible for facilities grants.

In July 1992, the Board approved rules which establish standards for local school facilities construction. The rules establish minimum standards for classroom size, educational adequacy and construction quality. They apply to any school district planning new construction. They focus on the minimum square footage requirements for specific instructional spaces, require districts to comply with recognized building codes, authorize the commissioner of education to make recommendations concerning educational adequacy, and require districts to comply with standards for space and construction quality. School districts and their design and construction professionals also must certify to the Texas Education Agency that new construction meets the minimum standards for facilities and construction quality. The standards apply to all new construction projects or major building renovations for which final design documents had not been approved by a school board before September 1, 1992.

Under the Board's standards, final design documents include an evaluation of the owner's program, schedule and construction budget; the development of alternative approaches to design and construction; preparation of drawings illustrating scale, size and the relationship of project components; and a preliminary estimate of construction costs based on current area, volume or other unit costs. Facility standards apply to major renovations when at least 50 percent of the building's gross square footage is involved in the renovation project.

Under the standards approved by the Board, prekindergarten or kindergarten classrooms must have a minimum of 36 square feet per pupil or 800 square feet per room, while elementary classrooms must be no smaller than 30 square feet per pupil or 700 square feet per room. Secondary school classrooms must have a minimum of 28 square feet per pupil or 700 square feet per room.

The Board also established minimum standards for specialized classrooms. Under these standards, language laboratories must have a minimum of 35 square feet per pupil or 900 square feet per room at all grade

levels, while computer laboratories must have a minimum of 41 square feet per pupil or 900 square feet per room at the elementary level and 36 square feet per pupil or 900 square feet per room.

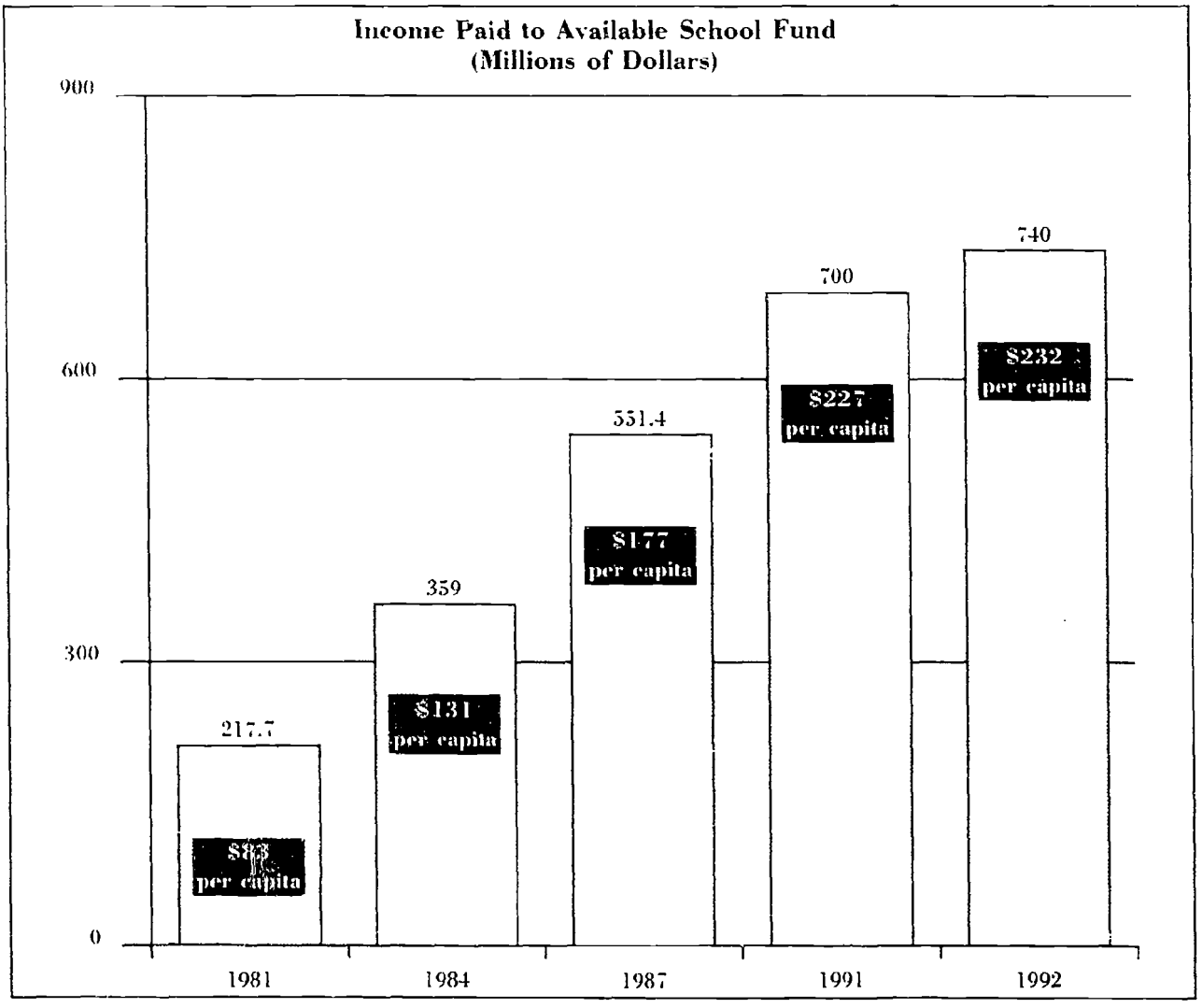
Science lecture rooms and workrooms must have a minimum of 50 square feet per pupil or 1,200 feet per room at the middle school and high school levels. Gymnasiums and physical education areas must have a minimum of 3,000 square feet per room must be provided at the elementary level, 4,800 square feet at the middle school level, and 7,500 square feet at the high school level.

School libraries must meet minimum standards of three square feet multiplied by the planned student capacity of the school, with the minimum size for elementary school libraries established as 1,400 square feet. Middle and high school libraries cannot be smaller than 2,100 square feet. Under the standards, a library is defined as containing a reading room, stack area and necessary service areas.

The standards also require major renovations to comply with applicable building codes.

Permanent School Fund

The Permanent School Fund continues to be a stable source of funding for public education in Texas. In fiscal years 1991



and 1992, the fund provided $1.44 billion to local school districts to assist in paying for the education of schoolchildren.

The Permanent School Fund, created with a $2 million appropriation by the 1854 Texas Constitution, was established as a means of ensuring adequate financing for Texas schools. Subsequent constitutions, legislative acts and constitutional amendments gave the fund all proceeds from the sale and rent of more than 46 million acres of public land as well as mineral production rights to 7 million acres of land. Mineral rights to tidelands to a distance of 10.35 miles also have been granted to the fund.

Over the years, $6.1 billion from these sources has been deposited into the fund by the General Land Office. Income produced by the Permanent School Fund for the schools increased from $144.61 per child in 1985 to $232.79 per child in 1992. Current yield of the fund's portfolio is 6.63 percent. During 1991 and 1992, the book value increased by $838.6 million: $320.3 million from the General Land Office deposits and $518.2 million from realized capital gains.

In addition to employing an investment officer and staff at the Texas Education Agency to advise the State Board of Education on investment of the Permanent School Fund, the Board continued to use independent investment advisers. Advice from staff and outside counsel provides the Board with valuable information with which to make decisions regarding asset allocation of available funds, proper category of bonds to be purchased and specific equity to be bought and sold.

The principal of the Permanent School Fund can be used to guarantee the bonded indebtedness of school districts to help them receive the most favorable financing and interest rates on their locally issued new and refunding bonds used for construction. School districts thus are able to save partial costs of interest and the costs of private bond insurance. In the fall of 1992, 548 school district bond issues of more than $3.5 billion were guaranteed by the fund.

This use of the fund to guarantee bonds was made possible through a broadening of the scope of the Texas Administrative Code approved by the State Board of Education in October 1991 and in response to legislation passed by the 72nd Legislature.

The Permanent School Fund has earned a reputation as one of the highest-performing trust funds in Texas and the nation. The Texas Performance Review, an audit of state agencies conducted in 1991 by the State Comptroller's Office, found the return on the fund to be the highest of the state's major trust funds.

During the past five years ending August 30, 1992, the total portfolio of the Permanent School Fund returned a 12.7 percent compounded total return, placing in the top 1 percent of funds, according to a report issued by Holbein Associates' Wilshire Cooperative Universe. This annual return of 12.7 percent was the highest return earned by 26 trust funds in the firm's universe which has $3 billion or more under management.

Goal 6: Parent Responsibility

Parents will be full partners in the education of their children.

Highlights

Operation of pilot programs designed to increase parental involvement in public education and efforts to improve adult education and literacy highlighted state efforts in this area during the 1991-92 biennium.

Parental Involvement Pilot Projects

Educational research consistently shows that parental involvement plays a key role in a child's educational progress and ultimate success. Parents who emphasize the importance of education to their children and who are involved to a high degree in their children's education increase the likelihood that their children will be successful in school.

The education reforms enacted by Texas lawmakers in 1984 included several provisions to ensure that parents are made aware of their children's educational progress and that parents and students know their responsibilities in school. Law requires that school districts involve parents in the development of school discipline management plans, which must include a student code of conduct and which must thoroughly outline the responsibilities of teachers, parents, students and school administrators. State Board of Education rules also require parents and students to play an active role in the development of discipline management plans by participating in school meetings, advisory committees and training workshops. A school district's discipline management plan also must provide for parent training workshops that teach home reinforcement of study skills and specific curriculum objectives.

But many parents have little contact with schools and lack the information necessary to provide strong support for their children's education. To remedy that problem, Senate Bill 1, enacted in 1990, established pilot programs to examine avenues for parents to become involved in the education of their children. The pilot programs aim to provide parents with information on how to foster their children's academic performance. These pilot programs launched operations midway through the 1989-90 school year at 10 different sites, serving a total of 1,129 mothers and 225 fathers.

During 1990-91, an additional 1,618 mothers and 330 fathers were reached by these parental involvement pilot programs. In addition to serving parents of students, these pilot programs also served 242 student parents who were enrolled in public schools. As with the traditional, non-enrolled parents, mothers accounted for more than 90 percent of the parent students who were served by these programs.

An analysis of program participants by the Texas Education Agency also revealed that 65 percent of the parents participating in these pilot parental involvement programs were Hispanic, while 24 percent were African-American and 10 percent were Anglo. Less than one percent of these parents were Asian. The analysis also showed that 28 percent of the students of these parents were limited English proficient and 63 percent were eligible for free or reduced-price lunches.

These parents received more than 3,000 hours of specialized training in parenting and child development. Training sessions took place both in group meetings and in parents' homes and was based upon standard or locally developed curricula, complemented by activities which extended the training into parents' homes. The educational content of group meetings was integrated with the content of training that occurred in individual homes.

These programs made liberal use of resource materials to bolster their training efforts. Although books, handouts, and worksheets were the most frequently used materials, programs also gave or loaned educational toys, games, puzzles, instructional kits, video tapes, computer hardware and software, and infant car seats to

parents. The programs also made special efforts to obtain or produce Spanish-language materials because of the high number of Hispanic parents served.

Fewer than five percent of parents participating in parental involvement programs dropped out of the programs during the first partial year of operation, but as many as 19 percent left during the 1990-91 fiscal year. Although the reasons for the attrition rate are unclear, improved record keeping and more vigorous recruiting of parents who are difficult to reach and difficult to retain are thought to be two possible reasons.

Most parents participating in parental involvement pilot programs, however, speak highly of the programs. More than 93 percent of parents responding to a spring 1991 opinion survey said they believed the parental involvement pilot program in which they participated was helpful and worthy of their time and energy and that the programs in their districts should continue and spread to other districts. They also said that the programs made them better informed of their child's progress and better able to contribute to that progress.

Teachers and other school district employees participating in parental involvement programs who responded to the same survey also held the programs in high regard. Approximately 87 percent of them said they thought the program was worthy of the time and effort spent, that the programs improved cooperation and collaboration between schools and participating families, and that they expected students would be more successful in school because of the programs.

Nearly one-third of the children whose parents participated in parental involvement programs were not old enough to attend kindergarten during 1990-91. As a result, data with which to examine the effects of these programs on student performance is limited. Comparisons between students of parental involvement participants and those of nonparticipating parents revealed no systematic differences in attendance, course grades, scores on standardized reading or mathematics achievement tests, promotion or local academic progress indicators.

Adult Education and Literacy

Adult education provides basic and secondary education to community members to provide for an educated workforce and citizenry and to adult family members to support the work of the public schools. The goal of adult education is to enable all undereducated adults to acquire the basic skills necessary for literate functioning in the adult world, and to continue their education to at least the secondary level. Adult education programs are delivered at local school facilities, thereby receiving both state and local-level support. In addition, the coordination and collaboration between entities which offer adult education and literacy programs allows for a community approach in attempting to reduce adult illiteracy. Although adult education is not usually thought of as being part of the state's public school system, adult education programs are offered through public schools, meaning that they receive various in-kind contributions, such as classrooms and utilities donated by local schools. In return, adult education programs provide support for local schools by offering undereducated parents the opportunity to become a stable base for their children, encouraging literacy behaviors in the home and helping children of individuals receiving adult education services to understand and appreciate the importance of education. In addition, adult education offers schools a resource for a range of services to students and other members of their communities who find themselves in at-risk situations of one kind or another.

In its efforts to help build community support for schools, the Texas Education Agency currently administers the majority of adult education and literacy programs. Despite a shortage of funds for these programs, more than 220,000 individuals received adult education and literacy services during 1990-91 and more than 224,000 individuals in 1991-92. More than 70 percent of those individuals were minorities, and more than 66,000 were out-of-school youth. Adult education represented a second opportunity for these individuals to complete their

public education. During the 1990-91 school year, between 18 percent and 20 percent of the total number of high school diplomas awarded in the state were general educational development (GED) certificates, which are considered equivalent to a high school diploma.

Although adult education programs serve all levels of undereducated adults, Texas Education Agency activities during the 1991-92 biennium focused on serving the hard-to-reach population of adults who are the least educated—those who function below a fifth-grade level or have limited English proficiency. Curriculum development, based on best knowledge, and intensive staff training initiatives are providing needed resources for expanding the capacity to serve those most-needy adults. Under state law, the adult education and adult literacy program administered by the Agency is given responsibility for providing the education component under the federal Aid to Families with Dependent Children (AFDC) program. During 1991-92, more than 13,000 parents who relied on the federal welfare program were served in adult education and literacy programs.

During the 1991-92 fiscal year, more than 75 percent of individuals who enrolled in adult education and literacy programs continued advancing in or completed the program in which they were enrolled, a three percent increase over the previous year's figure.

During 1991-92, Texas also was one of 11 states which participated in a survey to help establish literacy rates for the state and nation. The study, part of the 1992 National Adult Literacy Survey, assessed the literacy skills of approximately 13,000 adults throughout the country. As the national project began, a separate survey concentrated on the literacy of Texans. To finance the survey, the State Board of Education in 1992 allocated $345,000. It was coordinated by the Texas Education Agency's Division of Adult and Community Education and conducted by the Educational Testing Service, a research and measurement organization, and Westat, Inc., a survey research firm.

From February through June of 1992, approximately 1,000 Texans ranging in age from 16 to 64 were interviewed in their homes and asked about their education, employment status and language background. They also were asked to simulate a number of tasks using printed materials encountered at home or at work, many of which required written responses. Survey participants were randomly selected, but chosen to reflect the social and demographic characteristics of the state population.

Results of the survey are expected to enable legislators, educators and policymakers to make informed decisions concerning adult education programs and funding and also will provide information for use in future studies.

The last functional literacy survey conducted in Texas in 1975 estimated that one in five Texans was functionally illiterate, meaning they did not have the skills to function successfully in society. That study also estimated that only one in three Texans had marginally competent literacy skills.

Results of the survey are expected to be available in 1993.

Goal 7: Community and Business Partnerships

Businesses and other members of the community will be partners in the improvement of schools.

Highlights

Highlights of activity involving community and business partnerships with public education during the biennium included incorporation of the importance of such partnerships into Board policy statements on middle school education and high school education. The number of business-education-community partnerships in the state also increased during the period.

School-Business Partnerships

Recognizing the importance of private sector and community involvement in education, the State Board of Education identified community and business partnerships as one of the goals of its Long-Range Plan for Texas Public Education 1991-95 when it adopted the plan in 1990. The Board also outlined goals and objectives for the state, local school districts, institutions of higher education, the private sector and community-based organizations which it believes must be met in order for such partnerships to be successful.

Although only recently identified as a formal goal of the Long-Range Plan, local school and business partnerships have been active in Texas for many years, primarily as local initiatives. Numerous companies participate in adopt-a-school programs by donating money or equipment to schools. Other volunteer efforts involve mentoring programs in which business executives are paired with individual students to assist with homework and school projects or to serve as role models.

One example of successful school business partnerships is the Globe Scholars Program, a collaborative effort that resulted from a partnership between the Longview Independent School District and the Greater Longview Chamber of Commerce. This program provides opportunities and support for students to complete a rigorous high school education program so that they are better prepared to meet the demands of work and higher education. The Globe Scholars Program has been adopted for statewide implementation by the Texas Business and Education Coalition, a statewide alliance of business and education leaders working together to enhance student achievement. Major business corporations which are part of the coalition include IBM Corporation, Tenneco, Inc., Texas Instruments, Inc., Southwestern Bell Telephone and Exxon Company, U.S.A.

According to TBEC's annual report for 1992, there were 89 business-education-community coalitions in Texas. These coalitions existed in all of the state's major metropolitan areas and are being established with greater frequency in suburban areas, smaller cities, and towns. Adding programs organized under the America 2000 banner increases estimates of the number of school-business partnerships in Texas to 180. Although all of these partnerships operate independently, they share a common commitment to making more effective connections between education and the real world. They also support and actively encourage high levels of student achievement, school restructuring and state recognition of school success.

The Board's policy statements on middle school and high school

education recognize the importance of community involvement in public education. The policy statement on middle schools identifies local communities as playing key roles in supporting middle school students, and recommends that parental support for and involvement in public education be actively solicited. It also notes that health and human service agencies, community organizations and local businesses can support the educational efforts of middle schools. The policy statement on high school education recommends that high schools collaborate with employers, technical schools, and higher education to provide school-to-work and school-to-school transition services.

Site-based management is another area which actively involves businesses and other members of the school community in education. The campus planning committees mandated by state lawmakers in site-based management legislation must include community representatives among their members.

Goal 8: Research, Development and Evaluation

Instruction and administration will be improved through research that identifies creative and effective methods.

Highlights

During the 1990-91 biennium, the State Board of Education and Texas Education Agency undertook various activities related to research, development and evaluation. These efforts were designed to achieve the Board's goal of improving instruction and administration by identifying effective programs and practices. Highlights of the activities included:

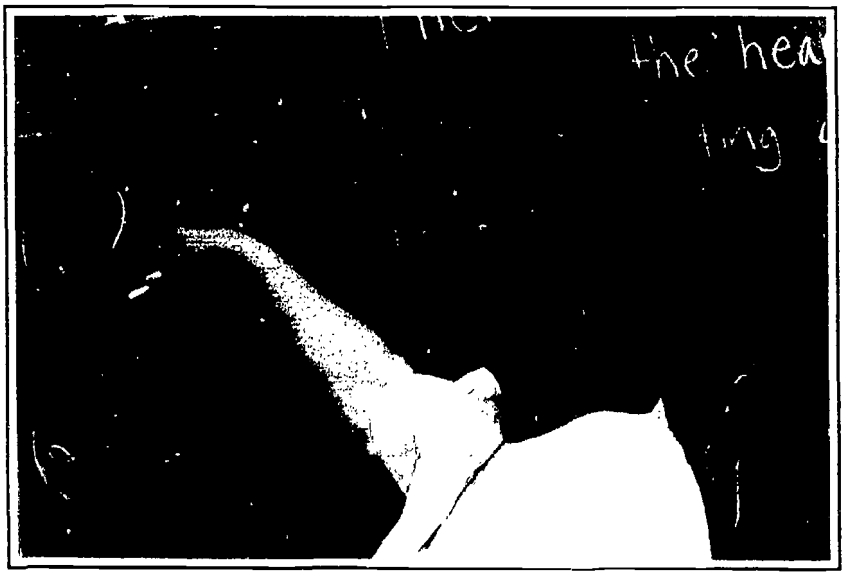
- Progress and evaluation reports on innovative education programs and pilot programs designed to improve the academic performance of students.
- Development of policy statements outlining the desirable characteristics for the state's middle school and high school programs.
- Research into the effectiveness of the state's prekindergarten program, the impact of education reforms on at-risk students, and on transition programs for students completing special education programs.
- Adoption and implementation of a system to report student performance at the campus, district and state levels on various indicators of educational quality.
- Adoption of new standards by which to evaluate the effectiveness of local school district vocational education and applied technology programs.
- Issuance of a progress report on the Board's Long-Range Plan for Technology.
- Startup of a new statewide educational technology and research and development center known as the Texas Center for Educational Technology.

Education Pilot Programs

In an effort to improve the academic performance of and reduce the dropout rate among the state's public school students, the Texas Legislature in 1989 enacted a number of laws mandating the establishment of pilot programs in seven different areas of education. Funding for the implementation of the programs combined newly appropriated funds with funds from the compensatory education allotment from the Foundation School Program. More thau $13 million was provided from these sources for pilot programs during the 1990 and 1991 fiscal years.

Pilot programs established by the bills were prekindergarten programs for three-year-olds; academic programs for students below grade level; high school equivalency examination; elementary at-risk students; school-age pregnancy and parenting; parent involvement and parent education; and technology demonstration.

A study presented to the Board in 1992 revealed that the pilot



projects have achieved some measure of success, serving large numbers of students, parents and children of student parents. The programs began operation during the 1989-90 school year at 82 sites in 58 school districts and one regional education service center. During that initial year, the programs served more than 7,000 individuals. By the 1990-91 school year, more than 23,000 participants at 151 sites in 108 school districts and one regional education service center were served. Participants included more than 13,000 students, 7,000 parents and 3,600 children.

The report found that pilot programs offering prekindergarten to three-year-olds helped those children progress developmentally and resulted in caretakers enrolling in adult education classes.

The report also found that pilot programs allowing students to prepare for the high school equivalency examination helped 70 percent of credit-deficient students enrolled in such programs to pass the GED examination. A recent change in state law which allows at-risk students to enroll in GED preparation programs while they are still in school has increased the number of at-risk students and dropouts enrolling in GED preparation programs, the report revealed.

The study also found that pilot programs for at-risk students improved educational opportunities for educational success for students from disadvantaged families through case management techniques that addressed non-academic factors that hinder school performance.

Programs aimed at pregnant students also were found to have helped substantial numbers of students who dropped out of school before or after becoming parents to return to school by providing a wide range of support services, including child care and transportation. Funding of these services through state compensatory education funds was found to be a key factor in the ability of these programs to entice student parents who had dropped out of school to return to school and continue their education.

The study also reported that technology demonstration programs revealed ways that technological innovation can challenge and change traditional teaching as well as improve learning opportunities for students. The projects also made local districts aware of the need for realistic and timely staff development for teachers as schools incorporate technological advancements into their instructional programs.

As a result of legislative action in 1991, three of the pilot projects were expanded into statewide programs. Legislation established prekindergarten for three-year-olds, GED preparation programs and school-age pregnancy and parenting.

Innovative Education Programs

Legislative action in 1990 allowed school campuses to receive funding for projects proposing innovative approaches to improving student performance. Under the law, priority must be given to schools where fewer than 60 percent of students have passed the Texas Assessment of Academic Skills (TAAS) tests. In addition, 70 percent of the funds must support programs designed to improve the academic performance of low-achieving students.

A report on the first group of 33 projects found that by fall 1991, the programs has served more than 7,500 students and 2,000 parents. Most of the students served were either elementary or high school students.

The 72nd Legislature authorized more than $3 million in awards to the first group of projects, which operated on 34 campuses. Individual amounts ranged from $8,000 to more than $340,000. These projects were approved for funding in the spring of 1990 and represented the first of three funding cycles. The second funding cycle began in the spring of 1992, with 26 projects from 19 school districts receiving funding. Awards for the third funding cycle are expected to be made in mid-1993.

The target areas addressed by most of these projects were alternative learning environments; increased parental involvement with schools; instructional technology; coordination of school

activities with community health and human services programs: and interdisciplinary curriculum.

The report noted that 24 of the 33 projects funded in 1991 were implemented as planned, with directors of 25 of the 33 reporting that said that they had either partially or fully met their state objectives by fall 1991. About half of the projects could be implemented at other sites interested in starting a similar project, the report noted.

Although evaluation of the projects covered only one year of the projects' operations, six areas of education were identified as the most productive features of the program. Those included increased access to technology, greater access to highly specialized staff development through the grant, enhanced investment in curriculum development and increased attention to learners as individuals. The latter was reflected by intensive efforts to link support services to students in need of them and by individualizing instruction to better match learners' unique needs. Other benefits noted from the programs were increased attention to learning as being a context-bound, familial process and the encouragement of school restructuring.

Academic Excellence Indicator System

Legislation enacted in 1990 directed the Texas Education Agency to implement a performance indicator system to assess the quality of learning on school campuses. The legislation also requires several measures to be used as indicators for the system. Those are criterion-referenced tests, college entrance examinations, norm-referenced test information, high school graduation rates, enrollment in advanced courses and student attendance. The legislation further requires the system to report for comparison purposes the performance of campuses and districts which are demographically similar.

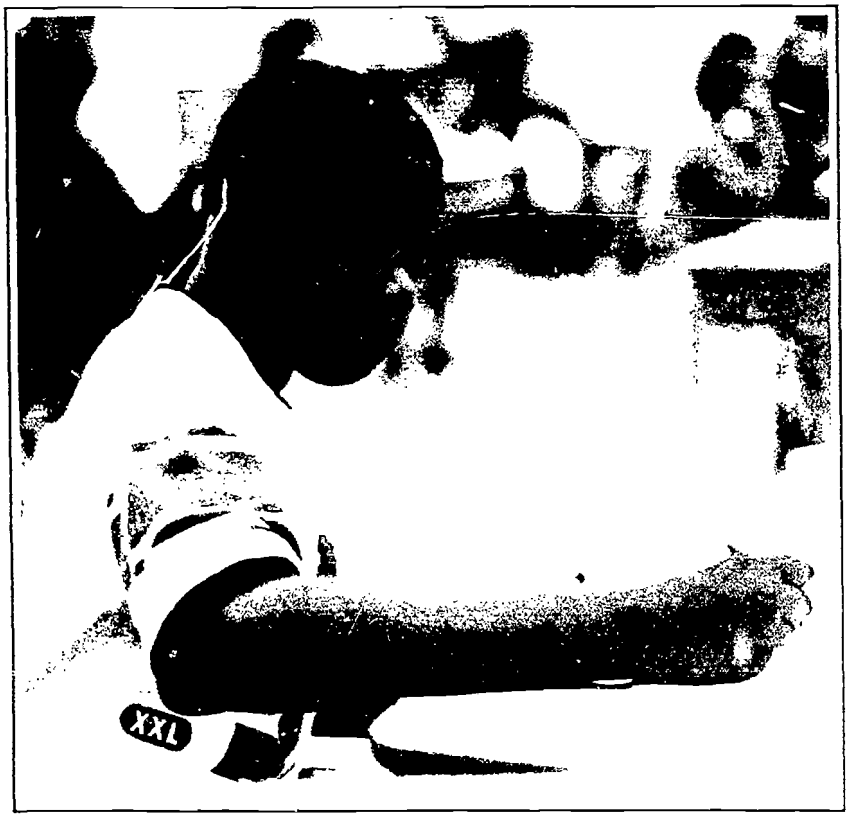
An advisory committee began working on the system early in 1990 and recommended to the State Board of Education that additional indicators be added. The advisory committee recommended including dropout rates, performance on the Texas Academic Skills Program (TASP) test and the percentage of seniors expected to graduate with the "advanced" or "advanced with honors" seal affixed to their diplomas. This system, known as the Academic Excellence Indicator System (AEIS) was adopted by the Board in June 1991 and was to be phased in over the three years. Subsequent changes to the system were made in 1992.

Indicators approved by the Board for the first year of the AEIS covering the 1990-91 school year, were: results of the Texas Assessment of Academic Skills (TAAS); results of the Scholastic Aptitude Test (SAT) and American College Test (ACT); enrollment in advanced courses; student attendance; dropout rate; percent of seniors expected to receive the advanced or advanced with honors seal on their transcripts, and expected graduation rate. TASP results also were reported for the 1991-92 school year.

In January 1992, the Board adopted standards for each indicator on the AEIS. These standards are used in reporting the performance of the state and local school districts and campuses on the AEIS indicators. Performance on the AEIS also is used in assigning preliminary accreditation ratings to districts under a new performance-based accreditation system also adopted by the Board in 1992.

The standards approved by the Board are 90 percent of students passing the TAAS at all grade levels; 97 percent for student attendance; 1 percent for the dropout rate; 99 percent for graduation rate; 70 percent for the percentage of students taking the SAT or ACT; and 35 percent for the percent of students scoring above 1000 on the SAT or 24 on the ACT.

Under the AEIS, school districts and campuses can compare their performance to other districts and campuses which are demographically similar to their own. Each campus is placed in a comparison group of 100 campuses based on selected demographics, with the following variables and weights used for comparison purposes: percent of economically disadvantaged students, 40 percent; percent of minority students, 40 percent; district wealth, 10 percent; percent of



students who are limited English-proficient, 5 percent; and student mobility, 5 percent. School districts are placed in one of 16 major groups, based on selected demographics. Variables used to compare districts are enrollment, wealth and percent of economically disadvantaged students.

Vocational Education Standards

In May 1992, the State Board of Education adopted new standards by which to measure the effectiveness of local school districts' vocational and applied technology education programs. The standards were adopted in response to new federal requirements for vocational education programs. The Carl D. Perkins Vocational and Applied Technology Act requires each state to develop and implement a statewide system of core standards and measures for secondary and post-secondary vocational education programs before the beginning of the 1992-93 school year.

The standards adopted by the Board require that at least 90 percent of a school's students enrolled in a coherent sequence of courses in vocational and applied technology education pass the Texas Assessment of Academic Skills (TAAS) exit-level test. Additionally, the new standards require that at least 95 percent of twelfth grade students enrolled in such a sequence of courses either obtain a certificate of competency by an accepted licensing or certification agency, successfully complete a validated test of occupational competency, or demonstrate completion and competency in the essential elements for the coherent sequence of courses. Within three years, this standard must be based on performance measures that test the skill levels required by employers and institutions of higher education.

The standards also require that one year after receiving their high school diploma, 75 percent of a school's students who completed a coherent sequence of vocational and applied technology courses be enrolled in either a post-secondary vocational institution, a registered apprenticeship program, training related to their vocational education program, military service or employed in a job related to their vocational and applied technology education and training.

The new standards will require school districts to annually evaluate the effectiveness of their vocational and applied technology programs. The Board also expects the standards to improve the quality of vocational and applied technology programs, thereby encouraging local efforts to pursue excellence and equity in vocational education and applied technology programs.

The Perkins Act also directed the Board to appoint a committee of practitioners to review, comment on and propose revisions to a draft proposal for the core standards and measures.

Under the law, the core standards and measures must include measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills, and one or more measures of performance. The law specifies that these specific performance measures include only attainment of competency: the attainment or enhancement of a specific job skills, including student progress in achieving occupational skills necessary to obtain employment in the field for which the student has been prepared or in the industry the student is preparing to enter: retention in school or the completion of secondary school or the equivalent: and placement into additional training or education, military service or employment.

The standards were based on research conducted by the University of Texas at Austin, which was awarded funding for a project to conduct the research and to develop appropriate proposed standards and measures for vocational and applied technology education. The standards were reviewed by the Texas Education Agency and the practitioners committee appointed by the Board.

The Board plans to adopt additional standards and measures to address high quality vocational and applied technology education programs and high levels of achievement for those programs. The Board plans to develop the additional standards by obtaining input from Agency personnel, practicing academic and vocational educators, business and industry representatives, and the public. These additional standards also are expected to serve as the basis for reforming vocational and applied technology education to provide excellence and equity for all students.

Policy Statement on Middle School Education

In March 1991, the State Board of Education appointed an Ad Hoc Committee on Middle Grade Education to study and make recommendations concerning middle school education in Texas. The committee conducted a nine-month study of middle grade education, an effort that included numerous public hearings throughout the state on the reorganization of middle schools. The task force was funded by a $60,000 grant from the Carnegie Corporation of New York, which financed similar studies in other 26 states. A 1989 report from the corporation recommended reforms for middle schools, such as establishing specialty training for middle school teachers, implementing a cooperative learning approach in classrooms and creating programs to improve adolescents' health and fitness.

After completing its study, the committee developed a policy statement on middle schools which was adopted by the Board in September 1991. The policy statement is intended to serve as a vision for middle school education in Texas.

The policy statement recommends that middle schools should be designed to accommodate the unique developmental needs and characteristics of adolescentage students. It also describes the role of middle schools as being concerned not only with academic achievement, but with the individual, personal and social development of youth ages 10 to 14 who typically experience difficulties.

Among the recommendations contained in the statement are that:

- Teachers should be organized into academic teams to share in the responsibility of meeting academic and personal goals of a common group of students. Doing so would promote a feeling of belonging in the school. The policy statement also recommends flexible scheduling and interdisciplinary programs, which would better suit the needs of middle school students.
- Teachers need to vary their instructional strategies in order to accommodate different learning styles and maintain student interest. Suggested strategies range from cooperative learning groups to peer tutoring.
- To understand thoroughly the unique characteristics and needs of adolescents, ongoing staff development is essential so that middle school professionals can help the students bridge the gap between elementary and high school grades.
- Adult mentors selected from the middle school staff can en-

sure that no middle school student is anonymous: school personnel can be important role models, encouraging youths on an individual basis to experience self-worth and self-confidence.

- The local community has a role in supporting the adolescent, and parental support and involvement must be actively solicited. Health and human service agencies, community organizations and local businesses can support the educational efforts of middle schools.

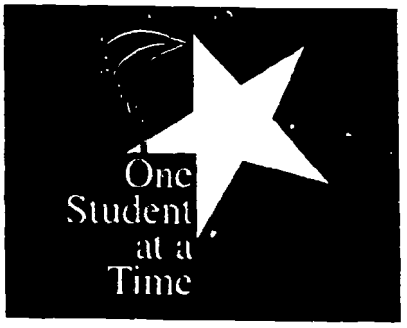
The Carnegie Corporation grant enabled the Texas Education Agency to establish and fund the Texas Middle School Network, which provides an opportunity for middle school educators to exchange ideas and develop professionally. Nineteen middle schools were selected as mentor schools to lead the network in 1991, with an additional 18 mentor schools selected in 1992. All middle schools in Texas are given the opportunity to join the network. Upon joining, a school is immediately assigned to the nearest mentor school, which can provide the new member school with information, workshops on effective practices and any other assistance the new member school may need. Since its inception in January of 1992, more than 400 schools have joined the network.

High School Education Policy Statement

In November 1991, the State Board of Education appointed a 28-member task force to study and make recommendations concerning high school education. The Task Force on High School Education consisted of local educators, parents, business representatives and state education officials, and conducted seven public hearings throughout the state during March and April of 1992 to allow Texans the opportunity to provide advice and opinions on high school education. From its study and testimony provided at the hearings by more than 125 individuals, the task force developed a policy statement on high school education which was approved by the State Board of Education in July 1992.

The policy statement emphasizes that Texas' cultural diversity, coupled with a knowledge-intensive economy and stresses that undermine families and threaten children, calls for fundamental changes in the way that high schools prepare their students for adulthood.

The policy statement also found that the typical, modern-day high school program is not adequate to prepare students for the 21st century, which the task force said will require individuals who are capable of handling diverse information, of performing effectively in cooperative work groups, solving complex problems and continuing to learn in a rapidly changing world and workplace.



The policy statement addresses six high school policy areas: mission; community of learning; organization; curriculum, instruction and assessment; professional growth and development; and student supports. It recommends changes in these areas that will help graduates of Texas high schools as well as the state to meet the social, economic and political challenges of the 21st century.

Following adoption of the policy statement, the Agency began planning for the state's first-ever conference on high school education to be held in November of 1992. Conference plans called for a full report from the task force to be disseminated directly to teams of teachers, administrators and other school staff members attending the conference.

Research Studies

During the 1991-92 biennium, the Texas Education Agency continued three ongoing educational research studies. These studies focused on the effectiveness of the state's prekindergarten programs, the impact of education reform on students in at-risk situations, and transition programs that enable mentally or physically handicapped students make the transition from special education programs to the world that awaits them after completing high school.

The prekindergarten study began in 1989 and will help the Board establish a framework for a policy initiative in early childhood and elementary education. The longitudinal portion of this study is scheduled for completion in August 1994. Preliminary findings from this study were presented to the Board in November 1991, and an interim report of the study was published in November 1992.

The study of the effect of education reforms on at-risk students is focusing on how four state education policies—attendance, no pass/no play, the exit-level test and the driver's license law—are affecting students who are at risk of dropping out of school. The attendance policy requires students to attend school at least 80 days during a semester to receive course credit. The no pass/no play law requires students to pass every course during a grading period to be eligible to participate in extracurricular activities during the following period. The exit-level test policy stipulates that students must pass a rest in reading, writing and mathematics to be eligible to receive a high school diploma, and the driver's license law requires persons under age 18 to hold a high school diploma or its equivalent or be enrolled in high school or high school equivalency program before being issued a driver's license. This study began in 1988 and is scheduled to be completed in 1993.

The study of transition from special education programs was mandated by legislation passed in 1989 and began in 1990. It is charged with evaluating how effective special education programs are in providing students with the life skills the need to function as adults after they leave the public school system, developing ways to monitor the effectiveness of special education programs, and determining the appropriateness of essential elements for special education curriculum, as well as the design of a state assessment for special education programs. This study is scheduled to be completed by December 1994.

Long-Range Plan For Technology

The Long-Range Plan for Technology was adopted by the State Board of Education in 1988. The plan outlines the course of action for meeting educational needs in the state of Texas through the application of technology in education from 1988 to 2000.

The plan is required by statute to evaluate, develop and acquire computer software for use in the classroom and develop technology based systems such as the Texas Education Network (TENET) and the Texas School Telecommunications Access Resource (T-STAR) for instructional purposes in the classroom. Additionally, the plan is to designed to foster computer literacy among public school students, so that by the year 2000, all Texas high school graduates will have computer skills meeting standards adopted by the State Board of Education.

The plan also called for the creation of a statewide educational and technology research and development center. The center, open since 1990, is known as the Texas Center for Educational Technology (TCET) and is based at the University of North Texas at Denton.

A report detailing the progress made toward implementing this plan is submitted by the Texas Education Agency every two years to the governor and the Texas Legislature.

Texas Center for Educational Technology

In 1988, the State Board of Education adopted the Long Range Plan for Technology, which called for the creation of a statewide educational technology research and development center. The Board envisioned that the center would consist of public school educators, teacher training institutions and commercial companies in the field of technology working cooperatively, sharing perspectives and creating dynamic uses of technology aimed at preparing Texas public schools to meet the challenges of the 21st Century.

The Texas Center for Educational Technology (TCET) was created by the Texas Legislature in June of 1990 to fill this role. A site for TCET was chosen at the University of North Texas at Denton, through the competitive bid process in the spring of 1990.

TCET is an independent research unit within the governing authority of the State Board of Education. The center is required by the Texas Education Code to devote its research and development efforts in the following areas:

- Applications of educational technology designed to improve the quality and efficiency of the educational process;

- New applications of technologies specifically designed for educational purposes;
- Computer-based methods for diagnosing students' learning methods;
- Prototypes of technological devices for handicapped students and teachers; and
- Prototype educational applications of technology originally developed for commercial or other purposes.

To carry out these mandates, TCET supported activities in 14 laboratories during the 1991-92 biennium. These activities produced the following benefits:

- Forty-three products, 42 publications and 96 conference presentations that informed Texas educators, as well as educators throughout America and other parts of the world;
- Special residential institutes were conducted each summer for Texas teachers, providing them with hands-on instruction in multimedia production, the use of innovative computing, telecommunications in the classroom and writing on local area networks;
- Annotated bibliographies of recent research involving integrated learning systems, computer assisted instruction and a variety of other technology topics;
- Sample science, math and social studies lessons designed by teachers and programmed by university students in a hypercard environment.

All Texas public schools automatically receive a free TCET membership. Some of the direct benefits of this membership include free copies of selected materials, such as TCET's annual report. This is a description of the center's research and development activities over the past two years. Districts may also purchase at cost more than 40 technology-related products. Included are the *K-12 Planning Guide for Video-disc Usage: Packet Radio: An Educator's Alternative to Costly Telecommunication; and Evaluating Technology-Based Instructional Programs—an Educator's Guide.*

Goal 9: Communications

Communications among all public education interests will be consistent, timely and effective.

Highlights

Highlights of activity during the 1991-92 biennium in this area included continuation of efforts to improve communications between public education interests through the establishment of two communications networks mandated by legislation in 1989.

Telecommunications Networks

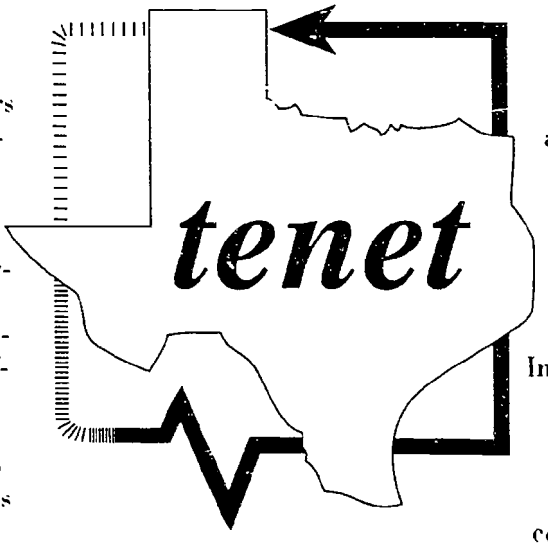
The Texas Legislature in 1989 established new requirements governing the use of technology and telecommunications in public education. Legislation enacted that year requires the establishment of telecommunications networks linking the schools of Texas to provide in-service training, instructional software, and the transmission of text, graphics, audio and video services. The legislation also provided for technical assistance, digitized communications equipment and services.

The Texas Education Agency began working on two systems to fulfill these requirements in 1989 and continued those efforts during the 1991-92 biennium.

The first system is a communication network which, when fully implemented, will enable school districts to receive a full range of audio, data and video services. Known as T-STAR, the network uses satellites to beam one-way video images into schools throughout Texas. T-STAR also provides two-way audio and data transmission services to Texas schools.

By the end of the 1991-92 biennium, more than 170 school districts had facilities in place to receive T-STAR programming. Plans call for the completion of 250 installations by the fall of 1993.

Video programming on the network will begin in the fall of 1993, with an initial goal of providing three hours of Agency-sponsored video services each week. During this period, additional efforts will be made to develop capabilities which will enable local districts and the Agency to exchange information via T-STAR.



Given adequate appropriations, full implementation of the T-STAR network should be completed by the end of fiscal year 1996-97.

The second network, the Texas Education Network (TENET), replaced a previously used electronic information network with another system which has much greater capability.

In operation since the summer of 1991, TENET has more than 19,000 users consisting of public school teachers, administrators and educators. During the biennium, the network grew by a rate of 1,000 new users per month.

Through the use of TENET, teachers, students and administrators can gain access to a wealth of information from the Agency, professional associations, the Texas Computer Education Association, the University Interscholastic League, other state agencies, computerized encyclopedias, and educational data bases. TENET also gives educators access to college and university libraries throughout the world through the Internet system. The latter pro-

vides timely, cost-effective communications between school districts, regional education service centers and the Agency by offering users electronic mail, information sources, conferences and data bases.

Classroom teachers can use TENET to access instructional materials to enhance classroom lessons. Additionally, connecting to TENET gives Texas educators access to news and information services such as United Press International, the Cable News Network's CNN Newsroom and the National Aeronautics and Space Administration's (NASA) Spacelink.

The network is accessible with a computer, telephone line and modem. Users dial either a local phone number or a toll-free telephone number to connect to the system. There are no on-line charges to the individual or school district. Each public school district in the state receives one free TENET account. Individual accounts are available for public school teachers and administrators for $5 per year. Individual accounts for private school teachers and administrators are $25 per year.

Training on TENET is available through each regional education service center.

APPENDIX I:
Public Education Program Budget 1991-93

	Expended 1991	Est/Esp 1992	Budgeted 1993
1. Chapter 16 Formula Funding to Local School Districts (16.254(d))			
Basic Allotment, estimated	$6,105,005,186	$7,276,797,825	$8,144,525,766
Special Education Allotment, estimated	850,349,879	1,009,670,250	1,125,443,648
Compensatory Education Allotment, estimated	551,371,261	710,375,917	834,492,998
Bilingual Education Allotment, estimated	47,954,242	66,789,109	75,559,061
Vocational Education Allotment, estimated	283,390,834	321,356,775	367,318,048
Gifted and Talented Allotment, estimated	38,413,958	45,668,901	50,985,695
Transportation, estimated	217,690,935	230,473,703	230,401,187
Career Ladder Allotment, estimated	276,679,954	285,787,733	293,333,808
Technology Allotment, estimated	0	0	94,628,788
Less: Net Local Share, estimated	(3,256,938,680)	(4,536,253,029)	(5,203,575,348)
Net Guaranteed Yield (Tier II), estimated	716,161,648	1,259,725,845	1,533,870,417
Hold Harmless (SB1-1.21)	52,927,519	0	0
Less:Prior Year Adjustments	(10,730,263)	(8,278,190)	(3,000,000)
Less: Total Aid Proration, estimated (includes Administrative Cost Adjustment	(168,094,267)	(320,001,122)	(580,915,644)
2. Texas Successful Schools Awards	0	9,952,042	20,000,000
3. Education Service Centers	19,711,225	22,919,329	23,823,893
4 Incentive Aid, estimated	1,838,081	1,747,856	1,752,050
5. Textbooks	121,658,962	88,092,314	130,104,142
6. Long-Range Plan for Technology	4,476,629	2,683,519	0
7. Public Education Development Fund	3,033,851	2,480,130	2,306,005
8. Federal Programs, General Education			
Elementary & Secondary Education Act, Chapter 2	29,693,047	30,074,167	29,736,120
Drug Free Schools	20,988,968	24,742,899	27,448,799
Elementary and Secondary Education Act, Title II Math and Science	6,300,682	7,588,334	11,408,890
Driver Education—Occupant Protection	78,224	88,562	135,000
Human Immodeficiency Virus (HIV) Education	256,686	173,130	375,000
Elementary and Secondary Education Act, Title II, Part B—Foreign Language	0	0	1,075,985
Carnegie Corporation—Middle School Network	0	70,000	0
National Science Foundation	0	0	1,944,452
Local Child Care	0	0	1,000,000
Initiative for Excellence in Environmental Education	0	0	221,400
9. Statewide Program for Visually Handicapped	6,005,267	6,005,267	6,005,267
10. Regional Day School for the Deaf	28,633,200	28,117,975	28,133,200
11. Non-educational Community Based Support Services	673,790	810,982	1,000,000
12. State Schools, Section 30.83, estimated	967,951	1,036,687	926,607
13. Federal Programs, Special Education			
Individuals with Disabilities Education Act, Part B, Assistance to Local and State Education Agencies	119,739,882	125,395,994	137,429,575
Individuals with Disabilities Education Act—Preschool	13,589,430	18,141,422	18,923,543
Elementary and Secondary Education Act, Chapter 1—Handicapped Program	6,071,078	7,108,504	6,175,592
Individuals with Disabilities Education Act, Part C, Deaf-Blind Education	206,630	475,555	513,027
Individuals with Disabilities Education Act, Part D, Personnel Preparation—Handicapped	243,003	126,813	334,000

APPENDIX I:
Public Education Program Budget 1991-92 *(continued)*

		Expended 1991	Est/Esp 1992	Budgeted 1993
14.	Pre-Kindergarten			
	Pre-Kindergarten Allotment, Section 21.136	$ 55,000,000	$ 0	$ 0
	Pre-Kindergarten Pilot Program	914,682	0	0
15.	Summer School Limited English Proficiency	5,101,859	3,799,055	3,800,000
16.	Early Childhood Pilot Projects	924,315	0	0
17.	School Community Guidance Centers	1,273,085	0	0
18.	Testing and Appraisal	328,878	0	0
19.	Teacher Certification Assessment	248,708	0	0
20.	Research, Development and Evaluation	196,569	0	0
21.	Geography Teacher Improvement	47,578	0	0
22.	Communities in Schools	500,000	0	0
23.	Federal Programs for the Disadvantaged Elementary and Secondary Education Act, Chapter 1, Regular Education Program	296,069,216	333,728,582	378,464,431
	Elementary and Secondary Education Act, Chapter 1, Migrant Education Program	40,534,201	39,089,688	40,659,265
	Elementary and Secondary Education Act, Chapter 1, Neglected and Delinquent/Correctional Institutions	1,385,442	1,368,282	1,436,074
	Elementary and Secondary Education Act, Chapter 1, Children in Private Schools	0	1,606,254	1,090,061
	Elementary and Secondary Education Act, Chapter 1, State Program Improvement Grant	777,482	543,400	1,542,774
	Elementary and Secondary Education Act, Chapter 1, Central Stream Program Coordination Center	736,993	657,453	730,501
	Elementary and Secondary Education Act, Chapter 1, National Program of Secondary Credit Exchange and Accrual	139,743	323,670	619,464
	Education for the Homeless—Children	211,368	286,721	1,342,448
	Even Start Family Literacy	0	0	3,818,445
	National and Community Service Act, Serve America	0	0	916,242
	Transition Program for Refugee Children	79,223	41,842	0
	Job Training Partnership Act, PEIMS At-Risk System	22,852	0	0
	Emergency Immigration Education Assistance	2,402,410	1,159,495	1,536,148
	Title VII Bilingual Education	9,537	34,877	99,935
24	Vocational and Adult Education Program			
	Adult Basic and Secondary Education Program	15,822,911	19,632,990	23,269,792
	State Legalization Impact Assistance Grants	18,840,118	9,667,594	4,000,000
	Adult Education for the Homeless	245,368	147,005	220,280
	Adult Education—English Literacy	530,541	325,710	0
	Job Opportunities and Basic Skills Program (AFDC)	1,[illegible]6,556	1,696,935	2,000,000
	Department of Criminal Justice, (Windham Schools), estimated	29,000,000	30,655,530	37,300,000
	Apprenticeship Training	896,515	1,237,144	1,500,000
	Federal Programs, Vocational (Perkins)	34,390,363	30,739,959	40,587,719
	Regional Planning	194,263	0	0
	Occupational Education	205,460	79,466	0
	Quality Workforce Planning Committees	0	324,788	700,000

APPENDIX I:
Public Education Program Budget 1991-92 *(continued)*

		Expended 1991	Est/Esp 1992	Budgeted 1993
25.	School Lunch Program			
	National School Lunch Program—Special Cash Assistance	$ 265,856,715	$ 305,613,137	$ 321,000,000
	School Breakfast Program	83,657,071	96,194,764	102,000,000
	National School Lunch Program—General Cash Assistance	52,873,377	57,622,945	63,000,000
	State Match for National School Lunch Program	13,140,193	13,255,664	13,284,914
	Nutrition Education	0	1,705,156	1,650,314
26.	School Health Project	663,020	637,305	624,000
27.	Art Curriculum Program	26,208	0	0
28.	Engineering and Science Recruitment Fund	$ 360,794	$ 395,215	$ 400,000
29.	Gifted and Talented Education			
	Governor's School	91,764	100,000	100,000
	Gifted and Talented Education	97,525	117,242	190,112
30.	Management Training for School Administrators	79,499	0	0
31.	Facilities Grants	0	0	50,000,000
32.	Year Round School Incentives	0	1,500,000	1,500,000
33.	Professional Staff Development	0	4,023,219	20,000,000
GRAND TOTAL, PROGRAM BUDGET		**$7,013,641,194**	**$7,678,256,285**	**$8,533,223,890**

		Expended 1991	Est/Exp 1992	Budgeted 1993
METHOD OF FINANCE				
001	General Revenue Fund	$ 32,974,480	$ 47,807,388	$ 122,536,815
003	State Textbook Fund	121,658,962	88,092,314	130,104,142
148	U.S. Department of Education	582,127,250	634,909,456	721,165,622
171	Federal School Lunch Fund	402,387,163	461,136,002	487,650,314
193	Foundation School Fund	5,852,952,576	6,433,218,049	7,060,863,545
751	Certification and Proprietary School Funds	0	576,000	500,000
777	Interagency Contracts	21,540,763	12,517,076	10,403,452
GRAND TOTAL, METHOD OF FINANCE		**$7,013,641,194**	**$7,678,256,285**	**$8,533,223,890**

APPENDIX II:
Agency Operating Budget 1991-93

Agency Administration	Expended 1991	Est/Esp 1992	Budgeted 1993
Expense Classication			
Salaries	$ 33,452,396	$ 34,524,144	$ 37,516,992
Fringe Benefits	2,719,243	2,506,766	2,924,635
Travel	2,602,674	2,494,546	3,875,873
Rentals	1,065,803	1,118,685	1,333,379
Communications and Utilities	1,800,170	1,896,947	1,971,143
Office Expense and Printing	1,435,132	1,928,183	2,206,020
Professional Fees and Services	7,612,007	3,415,502	7,987,925
Repairs and Maintenance	884,163	1,003,783	1,139,698
Capital Outlay	1,685,557	1,783,336	2,194,822
Total Operating Expense	**$ 53,257,145**	**$ 50,671,892**	**$ 61,150,487**
Method of Financing			
General Revenue	$ 22,685,774	$ 20,429,063	$ 21,435,456
Collected Revenues	4,387,711	4,596,426	5,776,264
Available School Fund	719,727	933,052	1,724,996
State Textbook Fund	1,730,380	2,466,739	3,383,550
Foundation School Fund	4,169,312	2,635,241	5,926,414
Federal Health, Education and Welfare Fund	12,816,788	14,421,291	18,555,706
Federal School Lunch Fund	1,028,076	1,618,797	2,398,013
Federal Veterans Education Fund	701,072	637,817	748,612
Interagency Contracts	588,035	586,112	520,291
Earned Federal Funds	4,430,270	2,347,354	681,185
Total Method of Financing	**$ 53,257,145**	**$ 50,671,892**	**$ 61,150,487**

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 BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; 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; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH 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, rules, 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, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Employment Opportunity/ Affirmative Action employer.

Texas Education Agency
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Spring 1993
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