DOCUMENT RESUME

ED 432 814 EA 029 962

TITLE	Interim Report on Texas Public School, 1997. A Report to the 75th Texas Legislature.
INSTITUTION	Texas Education Agency, Austin. Office of Policy Planning and Research.
REPORT NO	GE8-600-02
PUB DATE	1997-00-00
NOTE	73p.
AVAILABLE FROM	Texas Education Agency, 1701 North Congress Ave., Austin, TX 78701-1494; Tel: 512-463-9744; Web site: http://www.tea.state.tx.us
PUB TYPE	Legal/Legislative/Regulatory Materials (090) -- Numerical/Quantitative Data (110) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Achievement; Annual Reports; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Excellence in Education; *Public Schools; Student Evaluation; Student Improvement; Tables (Data)
IDENTIFIERS	*Texas

ABSTRACT

This report describes the status of Texas schools as required by state law. The document contains 6 chapters on the following topics: (1) student performance on state assessments; (2) student dropouts; (3) state performance on the academic excellence indicators; (4) district and campus performance in meeting state accountability standards; (5) deregulation and waivers; and (6) funds and expenditures of the Texas Education Agency. The highlights of the report indicate that nearly 75 percent of all students passed all tests taken on the Texas Assessment of Academic Skills (TAAS) in 1997; mathematics performance has risen considerably, especially among minority groups; reading performance continues to improve as 84 percent of all students in grades 3-8 and 10 passed the reading TAAS in 1997, up from 77 percent 3 years ago; more students are taking the TAAS and fewer are being exempt; participation in advanced-placement examinations continues to increase; and from 1996 to 1997 the number of exemplary campuses rose by 73 percent and the number of recognized campuses increased by 24 percent. Although the annual dropout rate in 1995-96 stood at 1.8 percent for the second year in a row, enrollment in grades 7-12 rose by over 45,000 students, thus ameliorating the significance of this statistic. Finally, performance on the Algebra I end-of-course test rose from 28 percent passing in 1996 to 35 percent passing in 1997. (RJM)

TEXAS EDUCATION AGENCY

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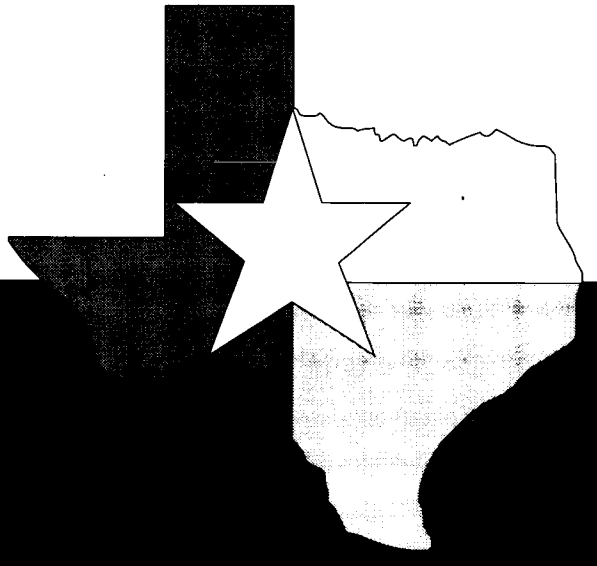
INTERIM REPORT ON TEXAS PUBLIC SCHOOLS



1997 Interim Report on Texas Public Schools

A Report to the 75th Texas Legislature

from the Texas Education Agency

TEXAS EDUCATION AGENCY

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MIKE MOSES
COMMISSIONER OF EDUCATION

December 1, 1997

The Honorable George W. Bush, Governor of Texas
The Honorable Bob Bullock, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the 75th Texas Legislature

This 1997 Interim Report of the Texas Education Agency describes the status of Texas public schools, as required by the Texas Education Code, §39.185. The report must be submitted to you by December 1 of each odd-numbered year.

The report contains six chapters on the following topics: student performance on state assessments; student dropouts; state performance on the academic excellence indicators; district and campus performance in meeting state accountability standards; waivers and other forms of deregulation; and funds and expenditures of the agency.

If you require additional information, please contact me at (512) 463-8985 or the agency staff listed at the end of each chapter.

Respectfully submitted,

Mike Moses
Commissioner of Education

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For general information regarding this document, contact the Texas Education Agency Office of Policy Planning and Research, (512) 463-9701. For additional information on specific issues, contact the agency staff listed at the end of each chapter.

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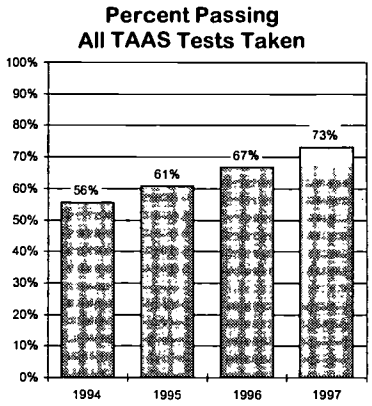
EXECUTIVE SUMMARY

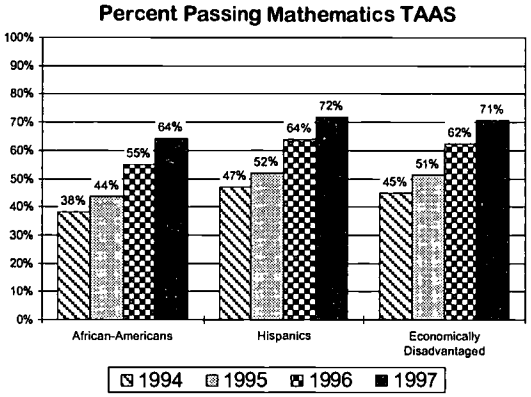
The *1997 Interim Report on Texas Public Schools* contains six chapters on the following topics:

1. student performance on state assessments;
2. student dropouts;
3. state performance on the academic excellence indicators;
4. district and campus performance in meeting state accountability standards;
5. deregulation and waivers; and
6. funds and expenditures of the Texas Education Agency.



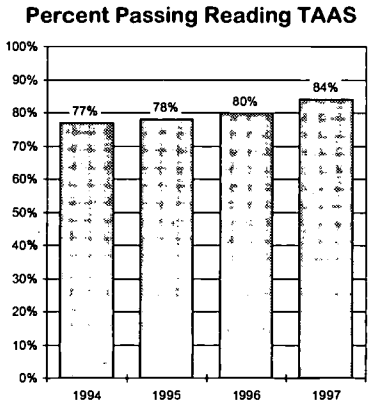
The following are highlights of the *1997 Interim Report*:

- **Nearly three-quarters of all students passed all tests taken* on the Texas Assessment of Academic Skills (TAAS) in 1997.** Performance has increased by 17 percentage points over the past three years.



- **Mathematics performance, traditionally lower than other subject areas, has risen considerably, especially among minority groups.** Over a three-year period, the percentage of African American students passing mathematics TAAS increased by 26 percentage points. Hispanic students increased their performance on the test by 25 points, and performance of economically disadvantaged students improved by 26 points.

- **Reading performance continues to improve.** Eighty-four percent of all students in Grades 3-8 and 10 passed the reading TAAS in 1997, up from 77 percent three years ago. The Texas Reading Initiative is seeking to increase reading performance beyond these levels by targeting the goal of having all students read on grade level by Grade 3.



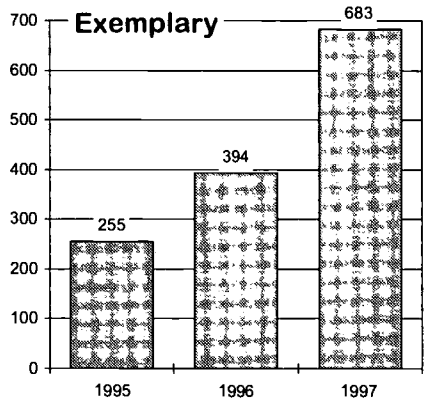
- **More students are taking the TAAS and fewer are being exempt.** About 49,000 more students took the TAAS in 1997 than in 1996, while enrollment in the

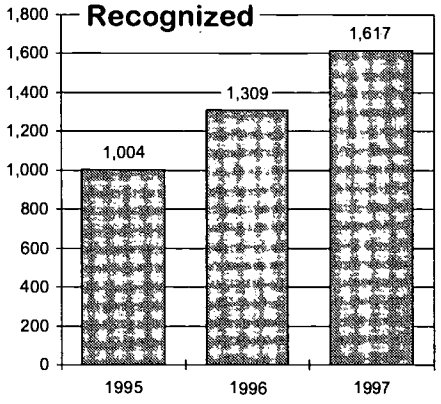
*Includes results of reading, writing, and mathematics TAAS for all students not in special education in Grades 3-8 and 10 whose results are used to determine district and campus accountability ratings.

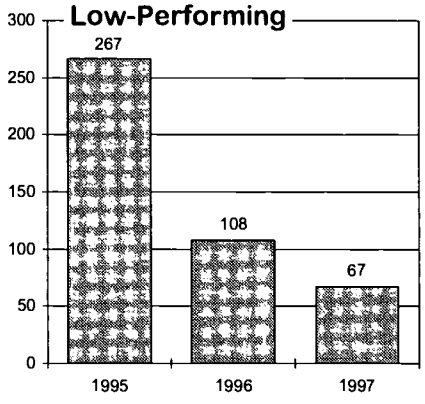
grades tested increased by 32,000. The percent of students exempted from the TAAS fell from 8.8 percent in 1996 to 7.8 percent in 1997.

- **Performance on the Algebra I end-of-course test, although far from satisfactory, rose from 28 percent passing in 1996 to 35 percent passing in 1997.** Mastery of Algebra is a strong indicator of preparation for college. Algebra I is a required course for high school students beginning with the freshman class of 1997-98.
- **The annual dropout rate in 1995-96 stood at 1.8 percent for the second year in a row.** The number of reported dropouts in Grades 7-12 fell by over 700, while enrollment in those grades rose by over 45,000 students.
- **Participation in advanced courses and Advanced Placement (AP) examinations continues to increase**. Performance on AP examinations has declined marginally; however, the decline is outweighed by the increased participation, indicating that more students are taking challenging courses.
- **In 1997, a year when accountability standards increased for the *recognized* and *acceptable* levels, the number of *exemplary* campuses rose by 73 percent and the number of *recognized* campuses increased by 24 percent from a year ago.** The 683 *exemplary* campuses in 1997 represent over ten times the number of campuses that received the honor three years ago. The number of *exemplary* districts rose to a high of 64, also a tenfold increase since 1994. Meanwhile, the number of *low-performing* campuses fell to a low of 67 despite higher standards for the percentage of students passing the TAAS.

Campus Accountability Ratings







1. STUDENT PERFORMANCE

Texas public school students continued an upward trend in performance by recording gains on all but one of the Texas Assessment of Academic Skills (TAAS) tests administered in the spring of 1997. Only a slight decrease in the percentage passing the Grade 8 social studies test marred the otherwise across-the-board rise in performance at all grade levels. The increased passing rates occurred even as the number of students tested rose by over 49,000 students. The results from the state assessment program provide tangible evidence of continuing achievement as schools prepare students for postsecondary education and careers.

This chapter outlines statewide TAAS results for the 1996-97 school year, including results for various student groups. Data presented includes a comparison of both the percentage passing rates and the Texas Learning Index (TLI). Also included in this report are statewide results of both the Biology I and Algebra I end-of-course examinations.

> *"It is always gratifying to see our TAAS scores improve. But the gains made this year are especially significant because they occurred during a year when we had a significant increase in the number of students taking the test."*
>
> — Mike Moses, Commissioner of Education, May 1997

The data in this chapter represent the results of the English-language TAAS tests for all students not in special education, including students who attend year-round education schools. Results of the Spanish-language TAAS tests, as well as results for students in special education, can be found in a separate report titled *Student Performance Results 1996-97* published by the Texas Education Agency Division of Student Assessment. District and campus-level results can be found in the Academic Excellence Indicator System (AEIS) reports, available through the Division of Communications.

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

Percent Passing

The 1997 TAAS results indicate the continuation of an upward trend in achievement at all grade levels. In **reading**, the percentage of students passing rose across the board, with each grade level now showing passing rates in the eighties. Reading performance ranged from 81 percent of all students passing at Grade 3 to 86 percent passing at Grade 10 (Table 1.1 and Figure 1.1).

In **mathematics**, all grade levels made notable gains, with the most improvement at Grade 7 (a 9-point gain compared to the 1996 results) and at Grade 5 (an 8-point gain). Performance ranged from 72 percent passing at Grade 10 to 86 percent passing at Grade 5.

Writing scores improved at all three grades tested in this subject. Scores ranged from 80 percent passing at Grade 8 to 88 percent passing at Grade 10.

In addition, every grade level made gains in the **all tests taken** category; for the first time, no grade level had a passing rate below sixty percent. The percentage of students passing on all tests taken (reading and mathematics at Grades 3, 5, 6, and 7 and reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 66 percent at Grade 8 to 79 percent at Grade 5.

For purposes of comparison across grade levels, the all tests taken category includes the

Table 1.1

	Reading				Mathematics				Writing				All Tests Taken*			
	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997	1994	1995	1996	1997
Grade 3	77%	79%	80%	81%	62%	73%	76%	81%					58%	67%	70%	73%
	Grade 3 continues its steady improvement, with 1997 gains ranging from 1 to 5 percentage points in each category compared to 1996 results.															
Grade 4	75%	79%	78%	82%	59%	70%	78%	82%	85%	84%	86%	87%	54%	63%	66%	71%
	Reading and mathematics scores both climb into the eighties this year, while the "all tests taken" category rises into the seventies. Writing scores continue to improve.															
Grade 5	77%	79%	82%	84%	62%	72%	78%	86%					58%	66%	73%	79%
	Over the three-year period, Grade 5 exhibits the largest gain of any grade level in mathematics: a 24-point rise between 1994 and 1997. This year's "all tests taken" results are the highest of any grade level.															
Grade 6	73%	78%	78%	84%	60%	64%	77%	81%					56%	60%	69%	76%
	Grade 6 shares honors with Grade 8 for the largest gain in reading, rising 6 percentage points compared to the 1996 level. The "all tests taken" category reflects a gain of 7 percentage points.															
Grade 7	75%	78%	82%	84%	59%	61%	70%	79%					55%	58%	67%	74%
	Grade 7 mathematics scores jump 9 percentage points compared to 1996 results, the largest gain of any grade level in mathematics.															
Grade 8	76%	75%	77%	83%	57%	56%	68%	75%	69%	74%	76%	80%	49%	50%	58%	66%
	This year's jump of 8 points in "all tests taken" is the largest gain of any grade level in this category. Writing scores reach the 80% mark.															
Grade 10	76%	76%	81%	86%	57%	59%	65%	72%	81%	86%	85%	88%	52%	54%	60%	67%
	Grade 10 continues its trend of improvement in all categories, with mathematics and "all tests taken" each reflecting a 7-point gain compared to 1996 results and a 15-point gain compared to 1994 results.															

** Does not include results of the science and social studies tests administered at Grade 8.*

TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

Percent Passing: Results by Student Groups

Texas minority students continue to make gains in closing the performance gap on TAAS.

Figure 1.2 indicates passing rates of African American students, Hispanic students, white students, and economically disadvantaged students in Grades 4, 8, and 10. This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

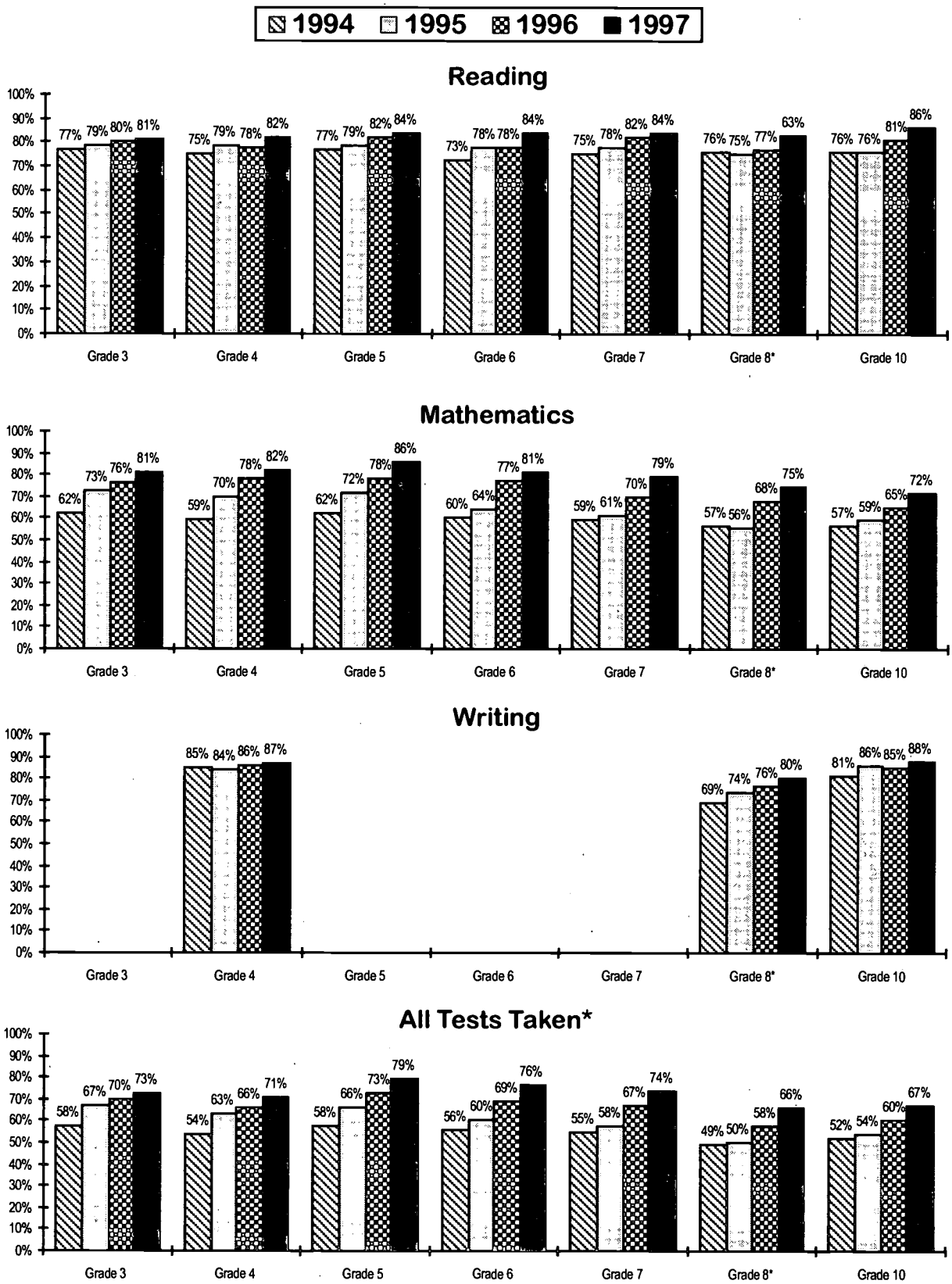
Grade 4

African American, Hispanic, and economically disadvantaged groups each made a gain of 28 percentage points on the mathematics test over the three-year period between 1994 and 1997.

Grade 4 **reading** scores in 1997 rose by 6 percentage points compared to the previous year's levels for both African American students (69 percent passing) and economically disadvantaged students (73 percent). Percent passing results for Hispanic students rose by 5 percentage points to 75 percent, while white students gained 4 points to reach 90 percent passing. The comparison between 1994 and 1997 shows that African American students made the greatest gain, with an increase of 11 percentage points.

Figure 1.1
Percent Passing Texas Assessment of Academic Skills

All Students Not in Special Education



** does not include science and social studies tests at Grade 8*

Mathematics scores in Grade 4 continued their notable upward trend. Compared to 1996 levels, the percent passing rose by 5 percentage points for the African American, Hispanic, and economically disadvantaged groups; the white group gained 4 points. Scores ranged from 65 percent passing (African American group) to 90 percent (white group). The comparison between 1994 and 1997 shows that the African American, Hispanic, and economically disadvantaged groups have each made a gain of 28 percentage points.

Writing scores in Grade 4 rose by 1 percentage point over 1996 levels for the Hispanic (83 percent passing), economically disadvantaged (80 percent), and white groups (92 percent); African American students held steady at 76 percent passing. Gains compared to 1994 results ranged from 1 percentage point for white students to 4 percentage points for the Hispanic group.

All tests taken results in Grade 4 provide evidence of improvement across all groups. Scores in 1997 rose by 6 percentage points compared to the previous year's levels for both African American students (53 percent passing) and Hispanic students (63 percent). Percent passing results for economically disadvantaged students rose by 5 percentage points to 59 percent, while white students gained 4 points to reach 81 percent passing. The comparison between 1994 and 1997 shows that African American and Hispanic students made the greatest gains in this category, with each group showing an increase of 20 percentage points.

Grade 8

In the all tests taken category, African American students exhibited the greatest three-year improvement of any group, with a notable 22-point gain. Closely following were the economically disadvantaged group and the Hispanic group, both with 19-point gains.

Grade 8 **reading** scores in 1997 rose by 8 percentage points compared to the previous year's levels for both Hispanic students (73 percent passing) and economically disadvantaged students (72 percent). Percent passing results for African American students showed the greatest gain, rising 10 percentage points to 73 percent, while white students gained 3 points to reach 92 percent passing. The comparison between 1994 and 1997 indicates that the African American students made the greatest gain, with an increase of 13 percentage points.

In Grade 8 **mathematics,** results showed double digit improvement for African American students (a gain of 12 percentage points), Hispanic students (a gain of 10 points) and economically disadvantaged students (also a 10-point gain). Percent passing results for these three groups ranged from 58 percent for the African American group to 64 percent for the Hispanic group. White students gained 5 percentage points to reach 87 percent passing. Compared to 1994 levels, African American students exhibited the greatest gain: 25 percentage points. Closely following were the economically disadvantaged group and the Hispanic group with three-year gains of 24 and 23 points, respectively.

Writing scores rose for all groups in Grade 8, with both the Hispanic group (70 percent passing) and the economically disadvantaged group (69 percent passing) each gaining 6 percentage points compared to last year's levels. The African American group also had 69 percent passing, which represented a rise of 5 percentage points, and the white group rose 2 points to reach 89 percent passing. Gains compared to 1994 results ranged from 9 percentage points for white students to 17 percentage points for African American students.

In the **all tests taken** category, which includes reading, mathematics, and writing tests at Grade 8, the 1997 results indicate notable gains in performance by all groups. African American students, with 48 percent passing, had the greatest one-year gain: 11 percentage points. Both

Figure 1.2
Percent Passing Texas Assessment of Academic Skills

All Students Not in Special Education

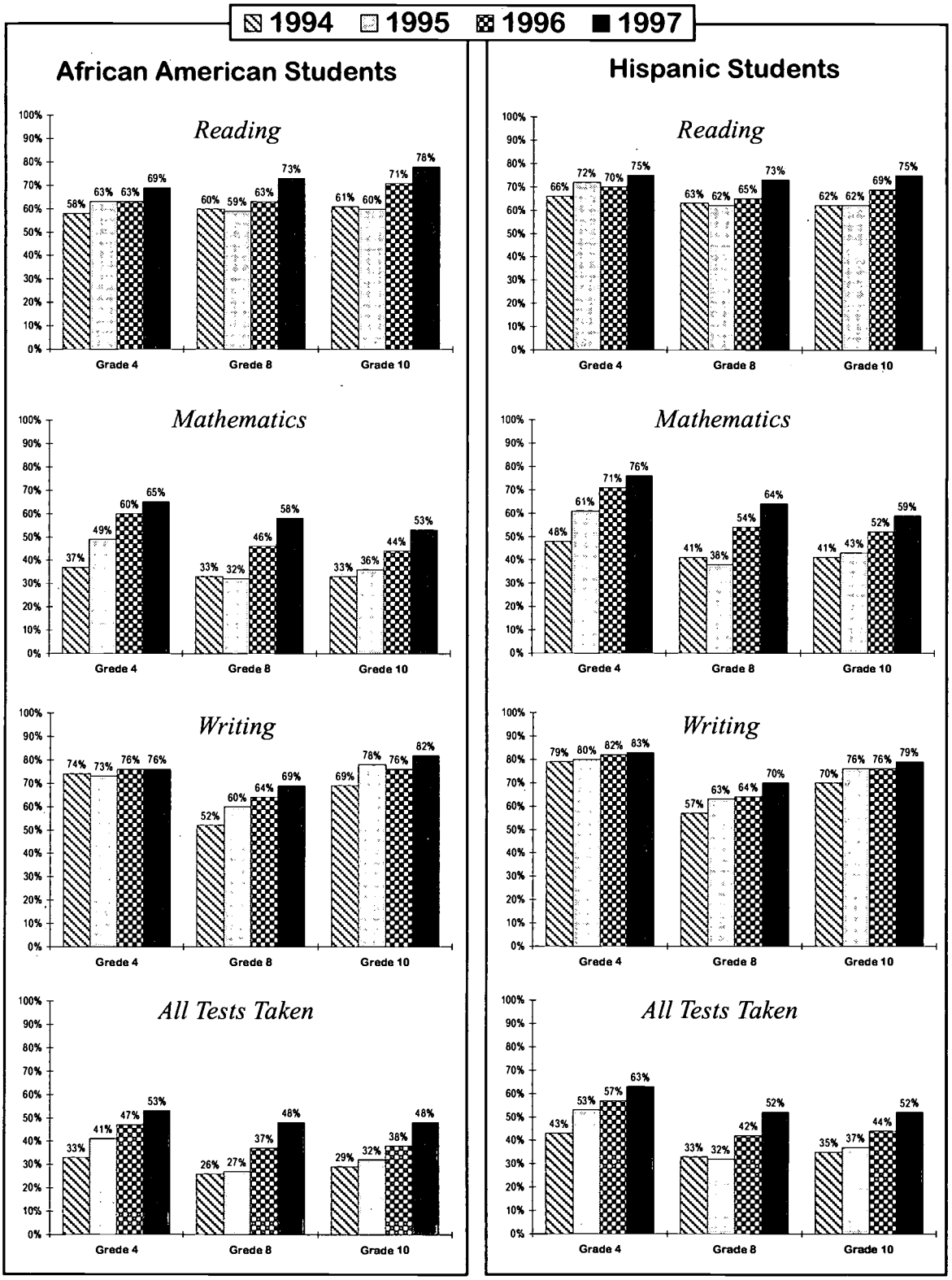
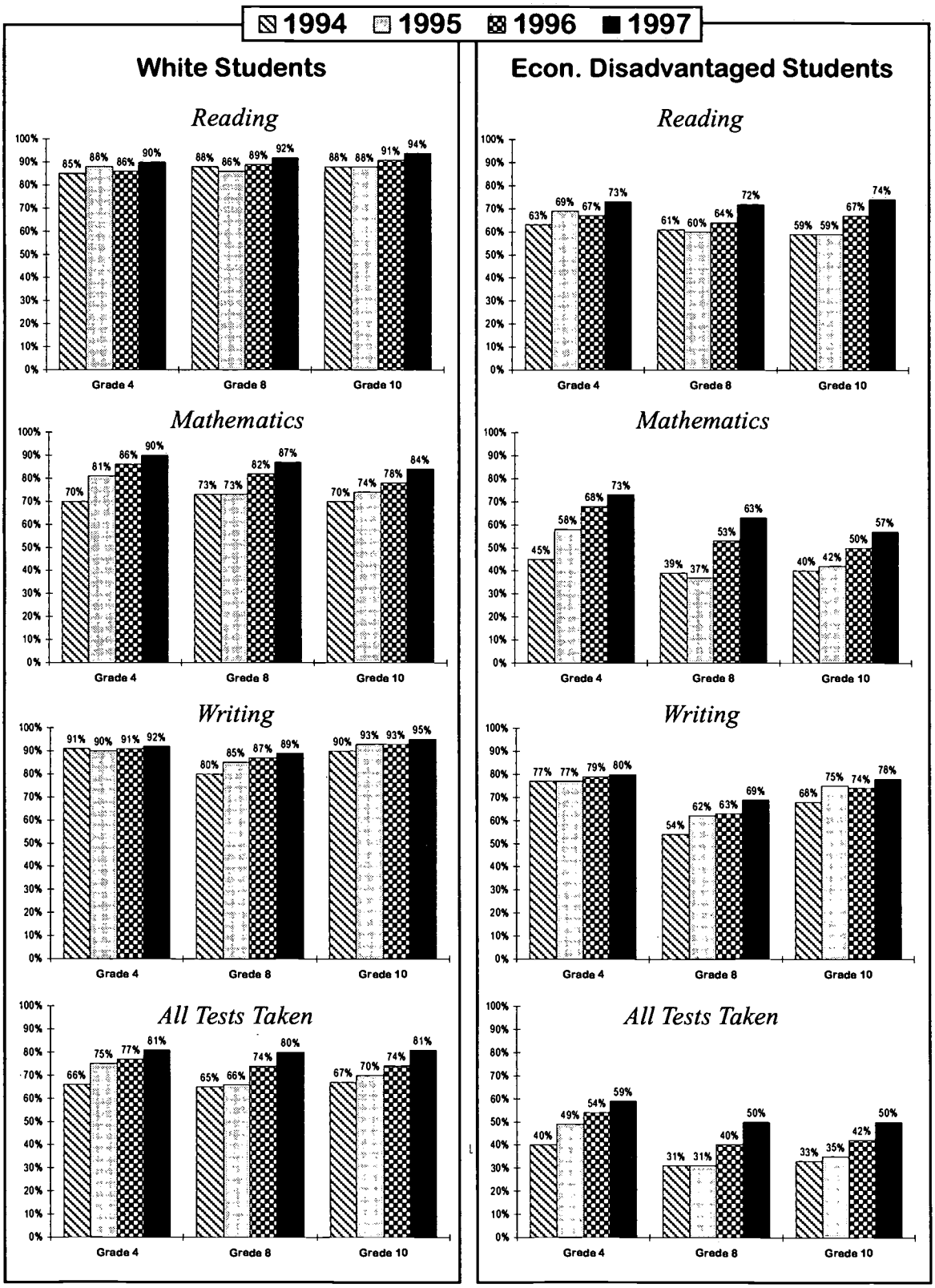


Figure 1.2 (Continued)
Percent Passing Texas Assessment of Academic Skills

All Students Not in Special Education



the Hispanic and the economically disadvantaged populations, at 52 percent and 50 percent respectively, saw 10-point increases in scores compared to last year's levels. At 80 percent passing, the white group registered a 6-point gain. Compared to 1994 levels, African American students, with a notable 22-point gain, exhibited the greatest improvement. Closely following were the economically disadvantaged group and the Hispanic group, both with 19-point gains. The white group registered a 15-point gain between 1994 and 1997.

Grade 10 (Exit Level)

The comparison between 1994 and 1997 shows an upward trend in performance on the mathematics test, with notable gains of 20 percentage points for the African American group and 18 percentage points for the Hispanic group.

Reading performance improved for all groups in Grade 10, with both the African American group (78 percent passing) and the economically disadvantaged group (74 percent passing) each gaining 7 percentage points compared to last year's levels. Hispanic students, at 75 percent passing, exhibited a 6-point gain, while the white group rose 3 points to reach 94 percent passing. Three-year gains in reading ranged from 6 percentage points for the white students to 17 points for the African American group.

Mathematics scores reflected gains across all groups in Grade 10. Compared to 1996 levels, the percent passing rose by 9 percentage points for the African American group, 6 points for the white group, and 7 points for both the Hispanic and the economically disadvantaged groups. Scores ranged from 53 percent passing (African American group) to 84 percent (white group). The comparison between 1994 and 1997 shows an upward trend, with the African American group making a notable gain of 20 percentage points. The other groups also registered double-digit gains: 18 percentage points for the Hispanic students, 17 points for the economically disadvantaged students, and 14 points for the white students.

Writing scores improved as well in Grade 10, with the scores of African American students rising into the eighties for the first time (82 percent passing); this represented a gain of 6 points compared to 1996 levels. Hispanic students' scores rose 3 points to reach 79 percent passing, while the economically disadvantaged group gained 4 points to reach 78 percent passing. The white group, at 95 percent passing, exhibited a 2-point gain. Three-year gains in writing ranged from 5 percentage points for the white students to 13 points for the African American group.

Increases across all groups were evident in the **all tests taken** category in Grade 10. The percentage of African American students passing on all tests taken rose to 48 percent, a gain of 10 points compared to the previous year. Both the Hispanic group (52 percent passing) and the economically disadvantaged group (50 percent passing) registered 8-point gains, while the white group's scores rose 7 points to reach 81 percent passing. The comparison between 1994 and 1997 exhibits a notable increase in performance, with the African American group making a gain of 19 percentage points. The other populations also registered double-digit gains: 17 percentage points for both the Hispanic and the economically disadvantaged groups and 14 points for the white students.

Percent Passing: Results By Special Population

Between 1994 and 1997, limited English proficient (LEP) and at-risk students achieved double-digit gains in passing rates in the all tests taken category at almost every grade level.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified

Table 1.2
Percent Passing TAAS: Results by Special Population
All Students Not in Special Education

ALL TESTS TAKEN												
	LEP Students						Non-LEP Students					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	35	48	55	60	5	25	59	68	71	75	4	16
Grade 4	32	41	46	49	3	17	56	65	68	73	5	17
Grade 5	27	35	45	50	5	23	60	68	74	81	7	21
Grade 6	21	22	27	37	10	16	58	63	72	79	7	21
Grade 7	16	16	24	32	8	16	58	61	69	77	8	19
Grade 8*	13	11	15	21	6	8	51	52	61	69	8	18
Grade 10	14	14	15	22	7	8	54	57	62	70	8	16
	At-Risk Students						Not At-Risk Students					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	32	44	48	55	7	23	66	74	77	80	3	14
Grade 4	30	37	40	45	5	15	69	80	80	84	4	15
Grade 5	34	42	47	55	8	21	78	84	88	91	3	13
Grade 6	30	32	41	49	8	19	70	80	86	90	4	20
Grade 7	29	29	39	46	7	17	73	78	84	89	5	16
Grade 8*	25	20	27	33	6	8	72	72	78	84	6	12
Grade 10	25	31	35	44	9	19	69	72	74	81	7	12

** Does not include results of the science and social studies tests administered at Grade 8.*

by school districts as being at risk of dropping out of school.

Limited English Proficient (LEP) Students

Table 1.2 indicates that both LEP and non-LEP groups at all grades continued making gains in performance. LEP students' 1997 scores in the *all tests taken* category ranged from 21 percent passing at Grade 8 to 60 percent passing at Grade 3. Between 1994 and 1997, the passing rate of Grade 3 LEP students showed the greatest improvement, rising 25 percentage points.

Grade 10 results show only 22 percent of LEP students are passing all sections of the TAAS, compared to 70 percent of non-LEP students. All students not in special education must pass the Grade 10 (exit-level) TAAS in English in order to graduate. Students have several opportunities to retake the test between Grade 10 and their graduation date.

At-Risk Students

As Table 1.2 also shows, at-risk students made gains in performance at all grades. Grade 10 at-risk students exhibited the greatest 1996 to 1997 improvement, rising by 9 percentage points to 44 percent passing. Between 1994 and 1997, the passing rate of Grade 3 at-risk students registered the greatest gain, rising 23 percentage points.

Texas Learning Index

Spring 1997 marked the fourth year of the Texas Learning Index (TLI), a score that describes how far a student's performance is above or below the passing standard. The TLI, provided for the TAAS reading and mathematics tests at Grades 3-8 and at the exit level, was developed to allow students, parents, and schools the opportunity both to relate student performance to a passing standard and to compare student performance from year to year. Since the purpose of the TLI is to show year-

Table 1.3
Average Texas Learning Index (TLI)
All Students Not in Special Education

	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	78.2	78.0	78.6	79.7	1.1	1.5	70.3	73.3	76.5	78.4	1.9	8.1
Grade 4	78.4	80.1	79.9	80.9	1.0	2.5	70.5	74.6	77.4	79.0	1.6	8.5
Grade 5	78.8	79.9	81.6	83.8	2.2	5.0	71.0	74.7	77.5	80.6	3.1	9.6
Grade 6	78.5	79.8	80.8	83.3	2.5	4.8	70.7	72.6	77.0	78.9	1.9	8.2
Grade 7	78.3	78.8	81.1	82.2	1.1	3.9	70.6	71.8	75.6	77.6	2.0	7.0
Grade 8	77.9	78.0	79.8	81.8	2.0	3.9	70.0	69.7	73.8	76.7	2.9	6.7
Grade 10	77.7	77.8	80.0	82.1	2.1	4.4	69.9	71.2	72.9	75.3	2.4	5.4

to-year progress, the TLI is not used for reporting the results of those tests which are not administered in sequential grades, i.e., the writing test (administered only at Grades 4 and 8 and at the exit level), science and social studies tests (administered only at Grade 8), and end-of-course tests.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of passing the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third grade reading and mathematics tests as it is for an eighth grader to pass the eighth grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3-8 should be in line to succeed on the exit level test if current academic progress continues.

Average TLI

1997 TLI scores show continuing improvement at every grade level in both mathematics and reading.

In order to pass the TAAS reading and mathematics assessments, a student must achieve a Texas Learning Index (TLI) of at least 70.

Table 1.3 indicates that at all grades, average TLI scores in both reading and mathematics have continued to rise. Average 1997 TLIs in **reading** ranged from 79.7 at Grade 3 to 83.8 at Grade 5. Over the three-year period from 1994 to 1997, Grades 5 and 6 exhibited the greatest gains, with increases of 5.0 and 4.8, respectively.

In **mathematics**, average TLI scores also increased at every grade level, with average 1997 TLIs ranging from 75.3 at Grade 10 to 80.6 at Grade 5. Over the three-year period, Grades 5 and 4 exhibited the greatest gains, with increases of 9.6 and 8.5, respectively.

Table 1.4 presents a comparison of average TLI scores across the three-year period from 1994 to 1997 for three sets of students who were in Grades 6, 7, and 8, respectively, in 1996-97. Between 54 and 56 percent of all 1996-97 6th, 7th, and 8th graders are included in the matched group. These matched groups of students tested in both reading and mathematics every year from 1994 through 1997. For example, the average TLI of students who tested in reading and mathematics at Grade 5 in 1994 is compared to the average TLI those same students achieved on the Grade 8 reading and mathematics tests in 1997.

The table indicates that TLI scores in both reading and mathematics have been rising steadily for all of the matched groups. In **reading**, the largest gain was posted by those students who tested at Grade 6 in 1997; their average TLI score of 85.0 at Grade 6 represented a gain of

Table 1.4
Average Texas Learning Index (TLI) of Matched Group of Students

All 1996-97 6th, 7th, and 8th graders who tested in reading and mathematics each of the four years from 1994 to 1997

	Sample Size*	READING					MATHEMATICS				
		1994	1995	1996	1997	Gain/Loss 94-97	1994	1995	1996	1997	Gain/Loss 94-97
Grade 3 - Grade 6	54%	79.5	81.0	82.4	85.0	5.5	71.7	75.5	78.3	80.1	8.4
Grade 4 - Grade 7	54%	79.5	81.0	82.5	84.0	4.5	71.7	75.9	78.4	79.1	7.4
Grade 5 - Grade 8	56%	80.0	81.4	83.0	83.5	3.5	72.4	74.4	77.5	78.3	5.9

*denotes the percentage of total 1996-97 enrollment in Grades 6, 7, and 8 that is represented in each cohort.

Note: All numbers have been rounded.

5.5 points over their performance on the Grade 3 test in 1994.

The largest gain in **mathematics** was also recorded by those students who tested at Grade 6 in 1997; their average TLI score of 80.1 represented a gain of 8.4 points over their performance on the Grade 3 test in 1994. The students who tested at Grade 7 in 1997 also showed a notable gain, increasing their average TLI by 7.4 points over their performance on the Grade 4 test in 1994.

Average TLI: Results By Student Groups

All groups and all grade levels showed improvement, with Grade 5 mathematics leading the advance. Between 1994 and 1997, Grade 5 average TLI in mathematics rose 11.6 points for African Americans and 11.3 points for Hispanics.

As Table 1.5 indicates, average TLI scores in **reading** rose for all major ethnic groups in all grades. For the African American group, average TLI scores in 1997 ranged from 74.1 at Grade 3 to 78.1 at Grade 10; the greatest three-year gain (6.7) was at Grade 10. For the Hispanic group, average TLI scores ranged from 75.8 at Grade 3 to 79.6 at Grade 5, with the greatest three-year gain (5.4) at Grade 5. The average TLI for white students ranged from 83.5 at Grade 3 to 88.2 at Grade 6; the greatest three-year gain (4.8) was exhibited at Grade 5.

In **mathematics**, all grade levels and all groups exhibited improvement. For the African American group, average TLI scores in 1997 ranged from 68.7 at Grade 10 to 74.7 at Grade 5; the greatest improvement since 1994 was at Grade 5, with an 11.6 gain in average TLI. For the Hispanic group, average TLI scores ranged from 70.6 at Grade 10 to 78.5 at Grade 5, with the greatest three-year gain (11.3) at Grade 5. The average TLI for white students ranged from 79.7 at Grade 10 to 83.3 at Grade 5; the greatest three-year gain (8.2) was exhibited at Grade 5.

Average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in **reading** across all grades. Average TLI scores in 1997 for this group ranged from 75.1 at Grade 3 to 78.9 at Grade 5, with one-year gains ranging from 1.3 at Grade 7 to 2.9 at Grade 6. Economically disadvantaged students at Grade 5 posted the greatest three-year gain, with a rise in average TLI of 5.6.

For the first time, average TLI scores in **mathematics** rose into the seventies at all grade levels of economically disadvantaged students. Average TLI scores in 1997 for this group ranged from 70.1 at Grade 10 to 77.4 at Grade 5, with one-year gains ranging from 2.2 at

Grade 4 to 3.8 at Grade 5. Between 1994 and 1997, Grade 5 students identified as economically disadvantaged registered the greatest gain, with a rise in average TLI of 11.4.

Average TLI: Results by Special Population

Between 1994 and 1997, LEP students achieved double-digit gains in average TLI in mathematics at Grades 3, 4, and 5.

Table 1.5
Average Texas Learning Index (TLI) by Student Groups

All Students Not in Special Education

AFRICAN-AMERICAN STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	71.7	71.5	71.9	74.1	2.2	2.4	62.5	65.9	69.9	72.3	2.4	9.8
Grade 4	71.2	73.2	72.9	74.7	1.8	3.5	62.6	66.9	70.6	73.0	2.2	10.4
Grade 5	71.9	72.7	75.0	77.9	2.9	6.0	63.1	66.6	70.1	74.7	4.6	11.6
Grade 6	71.8	73.7	74.9	77.7	2.8	5.9	62.8	65.0	71.0	73.0	2.0	10.2
Grade 7	71.2	72.4	75.6	77.2	1.6	6.0	62.6	63.0	68.2	71.6	3.4	9.0
Grade 8	70.8	71.4	73.3	76.7	3.4	5.9	61.7	61.5	66.3	70.4	4.1	8.7
Grade 10	71.4	71.1	75.1	78.1	3.0	6.7	61.7	63.0	65.6	68.7	3.1	7.0
HISPANIC STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	74.0	73.8	74.7	75.8	1.1	1.8	66.3	69.7	73.5	75.9	2.4	9.6
Grade 4	74.3	76.5	75.8	77.1	1.3	2.8	67.0	71.3	74.7	76.8	2.1	9.8
Grade 5	74.2	75.5	77.3	79.6	2.3	5.4	67.2	71.4	75.0	78.5	3.5	11.3
Grade 6	73.3	75.3	75.4	78.3	2.9	5.0	66.2	68.0	73.3	75.7	2.4	9.5
Grade 7	72.8	73.5	76.2	77.3	1.1	4.5	65.5	66.3	71.0	74.0	3.0	8.5
Grade 8	72.1	72.5	74.1	76.7	2.6	4.6	64.4	63.9	69.1	72.6	3.5	8.2
Grade 10	71.7	71.9	74.3	76.8	2.5	5.1	64.6	65.5	68.4	70.6	2.2	6.0
WHITE STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	82.2	82.0	82.7	83.5	0.8	1.3	74.5	77.3	80.1	81.5	1.4	7.0
Grade 4	82.6	83.9	84.1	84.9	0.8	1.3	74.4	78.3	80.6	81.9	1.3	7.5
Grade 5	83.2	84.3	85.8	88.0	2.2	4.8	75.1	78.6	80.8	83.3	2.5	8.2
Grade 6	83.5	84.2	85.8	88.2	2.4	4.7	75.3	77.5	80.8	82.5	1.7	7.2
Grade 7	83.4	83.8	85.8	86.8	1.0	3.4	75.6	77.5	80.4	81.5	1.1	5.9
Grade 8	83.1	83.0	85.2	86.5	1.3	3.4	75.3	75.3	78.7	81.0	2.3	5.7
Grade 10	82.9	82.9	84.6	86.5	1.9	3.6	74.7	76.3	77.3	79.7	2.4	5.0
ECONOMICALLY DISADVANTAGED STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	73.2	72.9	73.7	75.1	1.4	1.9	65.4	68.8	72.4	74.9	2.5	9.5
Grade 4	73.3	75.4	74.7	76.1	1.4	2.8	65.8	70.1	73.5	75.7	2.2	9.9
Grade 5	73.3	74.5	76.3	78.9	2.6	5.6	66.0	70.1	73.6	77.4	3.8	11.4
Grade 6	72.7	74.7	75.0	77.9	2.9	5.2	65.3	67.4	72.8	75.1	2.3	9.8
Grade 7	72.1	73.0	75.7	77.0	1.3	4.9	64.6	65.7	70.4	73.5	3.1	8.9
Grade 8	71.3	71.8	73.6	76.2	2.6	4.9	63.7	63.5	68.5	72.1	3.6	8.4
Grade 10	70.5	70.9	73.3	76.0	2.7	5.5	64.0	65.0	67.7	70.1	2.4	6.1

Table 1.6
Average Texas Learning Index (TLI) of LEP and At-Risk Students

All Students Not in Special Education

LEP STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	68.7	69.8	71.9	73.0	1.1	4.3	63.5	67.9	72.4	75.5	3.1	12.0
Grade 4	68.2	71.0	70.5	71.3	0.8	3.1	62.6	67.6	72.1	74.1	2.0	11.5
Grade 5	65.4	66.9	69.0	71.3	2.3	5.9	61.6	65.7	70.5	74.2	3.7	12.6
Grade 6	63.7	66.8	64.7	67.4	2.7	3.7	59.6	60.2	66.2	68.5	2.3	8.9
Grade 7	61.4	61.5	64.8	65.1	0.3	3.7	57.3	57.5	62.5	66.7	4.2	9.4
Grade 8	60.6	61.3	61.8	65.2	3.4	4.6	56.5	56.1	60.5	64.5	4.0	8.0
Grade 10	58.3	58.7	58.7	63.1	4.4	4.8	58.0	58.5	60.0	62.9	2.9	4.9
AT-RISK STUDENTS												
	Reading						Mathematics					
					Gain/Loss						Gain/Loss	
	1994	1995	1996	1997	96-97	94-97	1994	1995	1996	1997	96-97	94-97
Grade 3	69.7	69.7	70.5	72.1	1.6	2.4	62.0	66.2	69.5	73.0	3.5	11.0
Grade 4	70.3	72.4	70.2	71.4	1.2	1.1	62.8	66.8	69.8	72.0	2.2	9.2
Grade 5	71.3	71.7	72.5	74.8	2.3	3.5	63.6	67.2	70.0	74.0	4.0	10.4
Grade 6	69.8	72.4	71.9	73.7	1.8	3.9	62.5	64.5	69.4	71.1	1.7	8.6
Grade 7	70.1	70.4	73.0	72.5	-0.5	2.4	62.0	62.5	66.8	69.2	2.4	7.2
Grade 8	70.7	69.3	70.6	72.6	2.0	1.9	62.5	60.5	64.6	67.3	2.7	4.8
Grade 10	69.5	71.1	73.1	75.6	2.5	6.1	61.8	63.9	65.6	67.9	2.3	6.1

In **reading**, LEP students achieved gains in average TLI scores in 1997 at all grades; the largest gain compared to 1996 was registered at Grade 10, with an increase of 4.4 (Table 1.6). The largest three-year gain was an increase of 5.9 at Grade 5. Average TLI scores for LEP students in 1997 ranged from 63.1 at Grade 10 to 73.0 at Grade 3.

Increases in average TLI scores for **mathematics** were registered by LEP students in all grades, with the greatest one-year gain (4.2) registered at Grade 7. The largest three-year gain was an increase of 12.6 at Grade 5. Average TLI scores for LEP students in 1997 ranged from 62.9 at Grade 10 to 75.5 at Grade 3.

At-risk students recorded gains at all grade levels except Grade 7 in **reading**. Grade 10 achieved the largest gain compared to 1996, with an increase of 2.5. The largest three-year gain was an increase of 6.1, also at Grade 10. Average TLI scores for the at-risk students in 1997 ranged from 71.4 at Grade 4 to 75.6 at Grade 10.

In **mathematics**, gains in average TLI scores for at-risk students continued their upward trend at all grade levels, with the greatest one-year gain (4.0) registered at Grade 5. The largest three-year gain was an increase of 11.0 at Grade 3. Average TLI scores for at-risk students in 1997 ranged from 67.3 at Grade 8 to 74.0 at Grade 5.

Grade 8 Science and Social Studies TAAS

Passing rates in science rose substantially for all populations, while social studies performance fell slightly from 1996 levels.

The TAAS science and social studies tests are administered to Grade 8 students only. Table 1.7 presents the 1996 to 1997 comparison of science and social studies test results for all students not in special education.

Table 1.7
Percent Passing Grade 8 Science and Social Studies TAAS

All Students Not in Special Education

	Science			Social Studies		
STUDENT POPULATION	1996	1997	Gain/Loss	1996	1997	Gain/Loss
All Students	77	84	7	69	67	-2
African-American	59	69	10	51	49	-2
Hispanic	64	75	11	54	51	-3
White	90	94	4	83	82	-1
LEP	33	49	16	25	21	-4
Non LEP	80	86	6	72	69	-3
At-Risk	56	66	10	44	37	-7
Not At-Risk	90	94	4	85	83	-2
Economically Disadvantaged	63	73	10	53	49	-4
Not Economically Disadvantaged	86	91	5	80	78	-2

Science

Results of the spring 1997 administration show that 84 percent of all students tested performed successfully, up from 77 percent the previous year. Gains in percent passing were exhibited by all ethnic groups, special population groups, and economic groups. The greatest gains were reflected in the performance of LEP students, whose results rose 16 points to 49 percent passing. Hispanic students, whose results rose 11 points, achieved a passing rate of 75 percent. The African American, at-risk, and economically disadvantaged groups also made double-digit gains.

Social Studies

In the spring 1997 administration, 67 percent of all students tested performed successfully; this passing rate was down 2 percentage points from 1996 levels. All ethnic groups, special population groups, and economic groups posted losses ranging from 1 percentage point (white students) to 7 percentage points (at-risk students).

Intensive Instruction

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

In the 1997-1998 school year, as Table 1.8 indicates, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 21 percent and 35 percent of the students tested at each grade level in Grades 3-8. At Grade 10, 34 percent of the students tested in spring 1997 did not pass one or more tests (reading, writing, mathematics) of the exit level TAAS and must be offered intensive instruction.

Retesting Opportunities

As a result of the additional testing opportunity provided for seniors in late April/early May, an additional 3,547 students were able to satisfy the TAAS diploma requirement prior to spring 1997 graduation ceremonies.

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

Table 1.8
Students Requiring Intensive Instruction Due to Test Failure

All Students Not in Special Education

	ONE TEST ONLY		TWO TEST ONLY		ALL THREE TESTS		TOTAL	
	Number	%	Number	%	Number	%	Number	%
Grade 3	34,075	15	24,826	11			58,901	26
Grade 4	34,295	15	19,010	8	12,469	5	65,774	28
Grade 5	30,213	13	19,472	8			49,685	21
Grade 6	33,094	14	25,639	10			58,733	24
Grade 7	35,941	15	26,718	11			62,659	26
Grade 8*	40,932	17	24,522	10	18,522	8	83,976	35
Grade 10	40,275	19	18,471	9	12,650	6	71,396	34

The late April/early May TAAS administration was introduced in 1994 for twelfth graders who were scheduled to graduate in the spring but who had not yet passed the exit level assessment. This administration in late spring provides seniors an additional opportunity to retest immediately prior to graduation ceremonies.

End-of-Course Examinations

Passing rates in Biology I rose for all but one student group, while Algebra I performance improved for all groups.

Texas Education Code, §39.023, calls for statewide end-of-course tests to be administered to students who complete Algebra I, Biology I, English II, and U.S. History. The State Board of Education has set the passing standard for both the Biology I and the Algebra I end-of-course examinations at an equivalent of 70 percent of the items correct, which is represented by a scale score of 1500.

The English II and U.S. History end-of-course tests were field tested in spring 1997. The State Board of Education will use results from the benchmark administration scheduled for spring 1998 to set passing standards for the new tests.

Table 1.9 presents the 1996-97 Biology I and Algebra I end-of-course test results for all students not in special education.

Biology I

Results of the spring 1997 administration showed that 78 percent of the students tested performed successfully, up from 76 percent the previous year.

Table 1.9
Percent Passing End-of-Course Examinations

All Students Not in Special Education

	Biology I			Algebra I		
STUDENT POPULATION	1996	1997	Gain/Loss	1996	1997	Gain/Loss
All Students	76	78	2	28	35	7
African-American	59	60	1	11	15	4
Hispanic	61	62	1	14	20	6
White	90	91	1	40	48	8
LEP	33	28	-5	9	10	1
Non LEP	79	81	2	29	37	8
At-Risk	58	59	1	7	11	4
Not At-Risk	87	88	1	40	48	8
Economically Disadvantaged	59	60	1	14	19	5
Not Economically Disadvantaged	83	85	2	35	42	7

With the exception of LEP students, whose results were down by 5 percentage points, gains of 1 or 2 points in percent passing were exhibited by all ethnic groups, special population groups, and economic groups.

Algebra I

Although still significantly lower than Biology I's passing rates, Algebra I's rates posted substantial gains across all ethnic groups, special population groups, and economic groups. Results show that 35 percent of the students tested passed, up from 28 percent in 1996. The Hispanic group gained 6 percentage points. Gains ranged from 1 percentage point for LEP students to 8 points for three groups: white, Non-LEP, and Not at-risk.

Agency Contact Person

Keith Cruse, Senior Director of Student Assessment, (512) 463-9536.

Other Sources of Information

Texas Assessment of Academic Skills and End-of-Course Examinations: Student Performance Results, 1996-97, and *Texas Student Assessment Program Technical Digest,* published by the Student Assessment Division, available in early 1998.

2. Student Dropouts

The annual dropout rate reported by school districts* remained constant at 1.8 percent for the second consecutive year, after having fallen considerably over the previous two school years. A total of 29,207 students in Grades 7-12 were identified as dropping out in school year 1995-96 (Table 2.1). Although enrollment in Grades 7-12 increased by 45,026 students between 1994-95 and 1995-96, the number of dropouts reported fell by 711.

The estimated longitudinal dropout rate is 10.1 percent. The target set in law is to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (Texas Education Code, §39.182).

*See definitions, page 22.

Figure 2.1
Profile of Texas High School Dropouts

The following are selected characteristics of the 29,207 students who dropped out in Grades 7-12 during the 1995-96 school year.

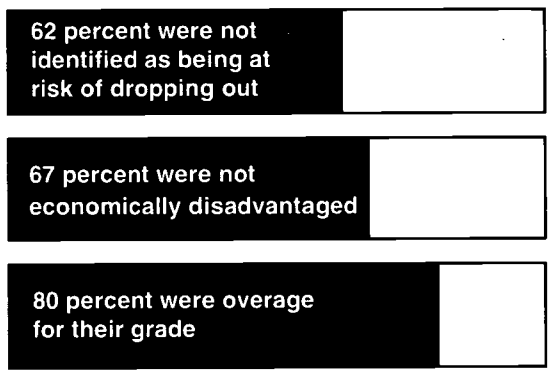


Table 2.1
1995-96 Texas Dropout Rates by Ethnicity, Gender, and Grade Level

	7 - 12th Grade Enrollment	Total Dropouts	Percentage of Total Dropouts	Annual Dropout Rate	Estimated Longitudinal Rate
Ethnicity					
White	802,509	8,639	29.6%	1.1%	6.3%
African American	234,175	5,397	18.5%	2.3%	13.1%
Hispanic	580,041	14,649	50.1%	2.5%	14.2%
Other	45,853	522	1.8%	1.1%	6.6%
Gender					
Male	855,568	15,908	54.5%	1.9%	10.7%
Female	807,010	13,299	45.5%	1.6%	9.5%
Grade Level					
7	304,933	979	3.4%	0.3%	1.9%
8	299,885	1,729	5.9%	0.6%	3.4%
9	360,691	9,733	33.3%	2.7%	15.1%
10	269,998	6,179	21.2%	2.3%	13.0%
11	220,209	5,150	17.6%	2.3%	13.2%
12	206,862	5,437	18.6%	2.6%	14.8%
Total	**1,662,578**	**29,207**	**100.0%**	**1.8%**	**10.1%**

There has been a steady decline in the number of dropouts identified over the last seven years (Table 2.2). Dropout recovery programs, implemented by school districts to bring students who have dropped out back into the classroom, have contributed to the reduction in dropouts. The declines also reflect enhancements to school district student tracking systems and the statewide dropout data recovery system.

In 1994-95, there was a significant decline in the number of dropouts reported from 1993-94. A portion of this reduction can be attributed to changes in the dropout definition, such as not including in the count seniors who fail the exit-level TAAS but pass all other graduation requirements.

Dropout Rates Among Student Groups

The annual dropout rate of Hispanic students for the 1995-96 school year is 2.5 percent, down from 2.7 percent the year before (Tables 2.1 and 2.2). African American students continue to have a 2.3 percent annual dropout rate for the second year in a row. All other student groups have a dropout rate that is lower than the overall rate of 1.8 percent.

The estimated longitudinal dropout rates for Hispanic and African American students are also higher than other groups. The estimated longitudinal rate for Hispanic students is 14.2 percent and the rate for African American students is 13.1 percent, both of which are significantly higher than the state target of 5 percent. The percentage of Hispanics as a percentage of all dropouts rose.

Minority students have represented a higher percentage of total dropouts since the 1987-88 school year (Table 2.2). Hispanic students have made up the greatest percentage of dropouts since 1988-89. This year, Hispanics account for 50.1 percent of all dropouts.

The male dropout rate of 1.9 percent is slightly higher than that of females (1.6 percent).

Dropout Rates by Grade Level

Table 2.1 also shows the dropout rates by grade for the 1995-96 school year. In 1995-96, the highest dropout rates were found in the 9th and 12th grades (2.7 percent and 2.6 percent, respectively). In 1994-95, the highest dropout rate also occurred at the 9th grade level, with 2.8 percent; however, last year only 2.3 percent of 12th graders were dropouts. The 9th grade dropout rate is highest among Hispanics and the 12th grade dropout rate is highest for African Americans. For whites, the highest dropout rate is found in both the 11th and 12th grades.

Characteristics of Dropouts

The percentage of economically disadvantaged students enrolled in Grades 7-12 increased slightly from 1994-95, while the percentage of total dropouts who are economically disadvantaged actually decreased. Not only did the dropout rate for economically disadvantaged students decrease from 1994-95, but this group's dropout rate dipped below the overall state rate.

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

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

In 1995-96, school districts identified 36.7 percent of all students in Grades 7-12 as being at risk of dropping out. However, 62.1 percent of 1995-96 dropouts were not identified that year

Table 2.2. Texas Historical Dropout Rates by Ethnicity

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

Table 2.3
1995-96 Texas Dropout Characteristics

	1993-94	1994-95	1995-96
Economically Disadvantaged			
Grade 7-12 Enrollment	502,494	535,480	555,318
Percentage of Total	31.9%	33.1%	33.4%
Dropouts	13,537	10,176	9,608
Percentage of Dropouts	33.7%	34.0%	32.9%
Dropout Rate	2.7%	1.9%	1.7%
At Risk			
Grade 7-12 Enrollment	671,167	655,773	610,263
Percentage of Total	42.6%	40.5%	36.7%
Dropouts	18,795	13,032	11,072
Percentage of Dropouts	46.7%	43.5%	37.9%
Dropout Rate	2.8%	2.0%	1.8%
Overage/Not on Grade			
Grade 7-12 Enrollment	531,091	533,820	536,202
Percentage of Total	33.7%	33.0%	32.3%
Dropouts	32,848	24,952	23,452
Percentage of Dropouts	81.7%	83.0%	80.3%
Dropout Rate	6.2%	4.6%	4.4%
Title 1 / Chapter 1			
Grade 7-12 Enrollment	82,433	140,005	256,167
Percentage of Total	5.2%	8.7%	15.4%
Dropouts	1,694	1,899	3,217
Percentage of Dropouts	4.2%	6.3%	11.0%
Dropout Rate	2.1%	1.4%	1.3%

as being at risk. This figure represents an 8.8 percentage point increase from two years ago.

In 1995-96, 80.3 percent of dropouts were overage for grade compared to 32.3 percent of all Grade 7-12 students (Table 2.3). The 1995-96 dropouts were between 10 and 21 years of age as of September 1, 1995, with over 75 percent of the dropouts leaving at age 16 or older.

In 1995-96, 12.3 percent of students enrolled in Grades 7-12 received special education services, but 14.7 percent of dropouts received special education services (Table 2.4). The percent of dropouts receiving special education services during the year they dropped out continues to increase each year.

Table 2.4
1995-96 Texas Dropout Characteristics

	1993-94	1994-95	1995-96
Special Education			
Grade 7-12 Enrollment	176,980	191,052	204,020
Percentage of Total	11.2%	11.8%	12.3%
Dropouts	4,929	4,249	4,295
Percentage of Dropouts	12.3%	14.2%	14.7%
Dropout Rate	2.8%	2.2%	2.1%
Bilingual/English as a Second Language			
Grade 7-12 Enrollment	76,713	80,782	83,269
Percentage of Total	4.9%	5.0%	5.0%
Dropouts	3,732	2,397	2,297
Percentage of Dropouts	9.3%	8.0%	7.9%
Dropout Rate	4.9%	3.0%	2.8%
Career and Technology Education			
Grade 7-12 Enrollment	460,977	548,605	592,428
Percentage of Total	29.2%	33.9%	35.6%
Dropouts	12,414	9,703	8,535
Percentage of Dropouts	30.9%	32.4%	29.2%
Dropout Rate	2.7%	1.8%	1.4%

Nearly 8 percent of dropouts received bilingual/ESL services in 1995-96 compared to over 9 percent in 1993-94 (Table 2.4). The percentage of all students in bilingual/ESL programs remained the same.

In 1995-96, 29.2 percent of Texas dropouts were enrolled in career and technology education courses the year they dropped out of school (Table 2.4). Both the percentage of all students and all dropouts enrolled in career and technology education courses have increased since 1993-94.

Reasons for Dropping Out

School districts reported a reason for leaving school for 54 percent of all 1995-96 dropouts. Of the 15,870 students who had a reason listed for leaving school, 56.1 percent listed a school-related reason, such as poor attendance or failing grades; 11.8 percent listed a job-related reason, such as finding a job or joining the military; 8.1 percent listed a family-related reason, such as pregnancy or marriage; and 24 percent listed other reasons, such as drug or alcohol abuse problems, homelessness, or enrollment in a non-state-approved alternative program (Table 2.5).

Dropout Definition, Data Collection, and Methodology

Dropout information is collected from the school districts after the end of each school year. School districts report the number of dropouts through the Public Education Information Management System (PEIMS); instructions for identification of dropouts are included in the PEIMS Data Standards (TEA, 1996). Dropout information is collected for Grades 7-12. A student is identified as a dropout if the individual is absent without an approved excuse or documented transfer and does not return to school by the fall of the following school year, or if he or she completes the school year but fails to reenroll the following school year.

Students in the following categories are identified as dropouts.

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

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

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

DROPOUT DATA RECOVERY

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

1. have remained enrolled in public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
2. have received a General Educational Development (GED) certificate and appear on the GED information file at the time the recovery procedures are executed;
3. have graduated within the last year;
4. were expelled for criminal behavior occurring on school property or at school related functions and were incarcerated;
5. were identified as a dropout at any time back to the 1990-91 school year. A student will be counted only once as a dropout in his or her lifetime, even if the student drops out repeatedly in the future. First-time dropout identification applies to dropouts reported since the 1990-91 school year, the first year that student identification data were collected along with the dropout record;
6. met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS) test; or
7. withdrew to retum to their home country

In 1995-96 the dropout data recovery process was expanded to include students who:

8. were attending approved altemative education programs; or
9. withdrew to attend college.

In 1995-96 the data recovery process identified 15,845 students who were not included in the final dropout count.

ANNUAL (OR CROSS-SECTIONAL) DROPOUT RATE

The current dropout rate is calculated by dividing the number of dropouts by cumulative enrollment in Grades 7-12. Cumulative enrollment is the count of all students reported in attendance during any six-week reporting period. If students enroll on several campuses during a school year, they are counted in attendance at every campus on which they are enrolled. However, when aggregating dropout information, the student is only counted once at the campus, district, county, region, and state level. Cumulative enrollment more closely parallels the number of dropouts counted for that entire school year. Although this rate is less comparable to the dropout rates reported before 1992-93, it provides a more accurate reflection of the dropout situation and more uniform data for comparison between districts and campuses.

ESTIMATED LONGITUDINAL DROPOUT RATE

The estimated longitudinal rate is calculated by subtracting the annual rate as a percentage of 1.0 and raising the resulting retention rate to the sixth power. The retention rate is then subtracted from 1.0 for the final estimated longitudinal dropout rate.

PROJECTED CROSS-SECTIONAL AND LONGITUDINAL DROPOUT RATES

Projected dropout rates by grade level are calculated by taking the population for each grade level and each ethnic group within grade level and incrementing the grade level for each projected year. That is, the first step in determining the 1996-97 rate is to represent all students who were in Grades 6-11 in 1995-96 and who progressed to the next grade level in 1996-97. The 1995-96 dropout rate is then applied to each grade level to give the projected rate for 1996-97. This is determined for each cohort through the year 2001-02. The dropout rates by grade and ethnicity remain constant, and a new grade-level dropout rate is calculated. This calculation is based on the assumption that current dropout rates will remain constant.

Table 2.5
Top Ten Reasons for Leaving School as Reported by School Districts: 1995-96

		Gender		Ethnicity			
Reasons for Dropping Out	**Total**	**Male**	**Female**	**African American**	**Hispanic**	**Other**	**White**
Poor attendance	**45.0%**	45.1%	44.9%	44.3%	41.4%	51.9%	50.1%
Enter alternative program, not pursuing diploma	**18.0%**	19.4%	16.2%	33.7%	14.9%	16.2%	12.9%
Pursue a job	**11.6%**	15.2%	7.0%	5.1%	13.2%	9.4%	13.2%
Low or failing grades	**5.8%**	6.4%	5.1%	2.6%	5.5%	4.3%	8.2%
Because of age	**4.7%**	5.1%	4.2%	5.5%	5.9%	7.2%	2.5%
To get married	**4.3%**	1.4%	8.0%	0.1%	7.1%	1.3%	3.1%
Pregnancy	**3.8%**	—	8.7%	1.7%	4.6%	0.9%	4.4%
Failed exit TAAS/not met all graduation requirements	**3.2%**	2.9%	3.7%	3.6%	3.9%	5.5%	1.9%
Expelled, non-criminal behavior	**1.9%**	2.9%	0.7%	2.4%	2.0%	1.3%	1.6%
Homeless, or non-permanent resident	**1.1%**	0.9%	1.2%	0.6%	1.0%	1.7%	1.3%

Districts were more likely to report job-related reasons for males than females. More than twice as many males than females were reported as leaving school to pursue a job. Females were more likely than males to leave for family-related reasons. About 8 percent of females were reported as leaving school to get married, compared to less than 2 percent of males.

Dropout Rates by District Characteristics

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

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

The resources of school districts and campuses have been considered a factor in the ability to supply needed support services for students at risk of dropping out of school. School districts with the highest operating costs per pupil have the lowest dropout rate; however, districts with the lowest operating costs have the second lowest dropout rate.

Recommendations of the *1997-99 State Plan to Reduce the Dropout Rate*

The Texas Education Agency develops biennial state plans to reduce the dropout rate, as required by TEC, §39.182. The *1997-99 State Plan to Reduce the Dropout Rate* makes the following recommendations to reduce the annual and longitudinal dropout rates:

- Provide professional development opportunities for teachers and support staff in early identification, intervention, and effective instructional techniques for students at risk of dropping out of school.
- Provide opportunities for parents to become involved in their children's education and participate in dropout prevention and intervention efforts.
- Implement alternative academic education programs for at-risk students, such as evening/weekend classes, credit by examination, and credit for work experience.
- Coordinate state, district, and community efforts to reduce the dropout rate. Link academic, guidance, and career education programs in this effort.
- Review and evaluate the criteria and procedures used to identify students as being at risk of dropping out.
- Continue to assist community efforts to strengthen family support systems and parent involvement in local school districts.
- Promote collaboration among schools, businesses, and community organizations in providing dropout prevention and intervention programs.
- Continue to phase in the extended school year initiative to all school districts in the state. Maintain local district options to participate in extended-year programs.
- Furnish districts with dropout reduction research findings.

Agency Contact Persons

For information on student dropout data, Maria Whitsett, Senior Director of Research and Evaluation, (512) 463-9701.

For information on the *1997-99 State Plan to Reduce the Dropout Rate*, Oscar Cardenas, Department of Special Populations, (512) 463-8992.

Other Sources of Information

1995-96 Report on Public School Dropouts, published by the Division of Research and Evaluation.

1997-99 State Plan to Reduce the Dropout Rate, published by the Department of Special Populations.

3. Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in law and/or adopted by the commissioner of education or the State Board of Education. Analysis of TAAS results and dropout rates can be found in greater detail in Chapters 1 and 2. Other measures and indicators in the AEIS State Performance Report on pages 29-34 include:

- cumulative percent of students passing the exit-level TAAS (page 32);
- exemptions from the TAAS (page 32);
- percentage of students taking end-of-course tests (page 32);
- attendance rates (page 32);
- completion of advanced courses (page 33);
- completion of the recommended high school program (page 33);
- results of Advanced Placement (AP) examinations (page 33);
- equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test (page 33); and
- results from college admission tests (SAT I and ACT) (page 33).

Cumulative Percent Passing Exit-Level TAAS

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

This measure reports the percent of students passing all tests taken on the exit-level TAAS for the class of 1997 cohort and the class of 1996 cohort. For example, the TAAS cumulative passing rate for the class of 1997 shows the percentage of students who first took the exit-level test in spring 1995 when they were sophomores, and eventually passed all tests taken by the end of their senior year, May 1997. The measure only includes those students who took the test in the spring of the tenth grade and continued to retake the test, if needed, in the same district.

Statewide, 86.6 percent of the class of 1997 and 84.7 percent of the class of 1996 passed the exit-level TAAS. Passing rates were higher for all student groups in the class of 1997 compared to the class of 1996. The greatest gains were for Native American students (80.9 percent in 1996 to 87.5 percent in 1997), His-

Technical Note

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

panic students (76.2 percent to 79.3 percent) and African American students (76.0 percent to 78.9 percent). Note that these percentages are somewhat lower than might be expected because they include as test failers students who may have dropped out (even if they received a GED) or moved out of state before passing all the tests on the TAAS.

Exemptions from TAAS

A student may be exempted from one or more TAAS subject tests if he or she:

1. has received a special education exemption, as determined by an admission, review and dismissal (ARD) committee and specified in the student's individual education plan; or
2. has received a limited English proficiency exemption, as determined by a language proficiency assessment committee and documented in the student's permanent record file.

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

Approximately 2.7 percent of students (the rate varies slightly depending on the subject) received exemptions from taking the TAAS in spring 1997 because of limited English proficiency. Between 5.7 percent and 6.2 percent received special education exemptions. Almost 10 percent of Asian/Pacific Islander students received exemptions due to limited English proficiency, the highest percentage of this type of exemption among all student groups. In prior years, exemptions due to limited English Proficiency were comparable for Hispanic students. However, the availability of the Spanish version of the TAAS has reduced the exemptions in this student group from 10.4 percent to 7.0 percent in writing and from 9.9 percent to 6.5 percent in reading and mathematics.

Special education exemptions were highest among African Americans, ranging from 10.3 percent to 10.8 percent. Approximately 6 to 7 percent of Hispanic and Native Americans received special education exemptions.

While there was little variance between males and females in the rate of exemptions for limited English proficiency, male students were almost twice as likely to receive special education exemptions as female students. The special education exemption rate for males ranged from 7.3 percent in mathematics to 8.2 percent in writing and the rate for females ranged from 4.0 percent in mathematics to 4.2 percent in reading and writing.

Percentage Taking End-of-Course Examinations

Students completing a Biology I or Algebra I course must take an end-of-course examination. The AEIS shows the percent of students who took the test in either December or May of each school year (summer school test takers are not included). For Biology I, the percent of students who took the test in Grades 8-12 is reported. For Algebra I, the percent of students who took the test in Grades 7-12 is reported.

Statewide, 19.7 percent of students in Grades 8-12 in the 1996-97 school year took the Biology I test, compared to 19.9 percent the prior year. In 1996-97, 18.3 percent of students in Grades 7-12 took the Algebra I test, compared to 17.8 the previous year. For Biology I, the percent taking varied from 22.5 percent for Native American students to 18.0 percent for African American and economically disadvantaged students. For Algebra I, the range was from 21.6 percent for Native American students to 18.0 percent for African American students.

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

Student Attendance

The commissioner of education has established a student attendance standard of 94 percent for all Texas public schools. The statewide attendance rate remained constant at 95.1 percent for the 1994-95 and 1995-96 school years. Rates for all student groups were above the 94 percent standard for both years.

Percentage Completing Advanced Courses

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

In 1995-96, the most recent year for which data are available, 17.3 percent of students in Grades 9-12 completed at least one advanced course. This rate is almost 2 percentage points above the previous school year. All student groups demonstrated improved performance on this indicator.

Percentage Completing Recommended High School Program

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

For the class of 1996, 0.5 percent of students statewide met the requirements for the Recommended High School Program, up slightly from 0.3 percent for the class of 1995. Performance on this measure is low for several reasons. The Recommended High School Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. It is still too soon for significant numbers of students to have qualified for the program. Most districts are still reporting their advanced students as having completed the "Advanced High School Honors Program," which will be phased out by the end of the 1998-99 school year.

Advanced Placement (AP) Tests

This indicator reports the results of the College Board Advanced Placement (AP) examinations taken by Texas public school students in a given school year. High school students may take these examinations, usually upon completion of AP courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations.

- The percent of 11th or 12th graders taking at least one AP examination rose from 7.6 percent in 1995-96 to 8.5 percent in 1996-97.
- The percent of examinations with scores 3, 4, or 5 declined statewide from 60.6 percent to 58.7 percent. All student groups showed declines in this measure between 1995-96 and 1996-97.
- The percent of examinees with at least one AP score of 3, 4, or 5 decreased statewide from 62.6 percent to 61.7 percent. Hispanic students were the only group that improved on this measure, moving from 51.9 percent in 1995-96 to 52.1 percent in 1996-97.

The decline in the percentage of AP examinations and examinees with high scores should be considered in the context of increased participation in AP and other advanced courses.

Twelve schools districts in the state administered the International Baccalaureate (IB) tests to their students during the 1994-95 and 1995-96 school years. Those ten schools received

combined AP/IB results on their AEIS reports. In the future, a combined AP/IB indicator will appear on all AEIS reports.

TAAS/TASP Equivalency

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

Equivalency rates for the class of 1996 showed that 40.0 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. This is a very slight improvement over the equivalency rate for the class of 1995, at 39.9 percent. For the class of 1996 the rates varied from a high of 53.1 percent for Asian/Pacific Islander students to a low of 19.2 percent for African American students.

College Admission Tests

Results from the SAT I of the College Board and the Enhanced ACT of the American College Testing Program are included in this indicator. Beginning with the class of 1996, the College Board now reports results on a "recentered" scale, which created a change in the criterion score calculation used as one of the measures in the College Admissions Tests indicator. In addition, other changes to the methodology were made to make this indicator more consistent with other indicators. Because of these changes, the AEIS reports show SAT I results only for the class of 1996.

- The percentage of graduates who scored at or above the criterion score on either test (1,110 on the SAT I or 24 on the ACT) was 26.3 percent for the class of 1996.
- The percentage of graduates who took either the SAT I or the ACT declined slightly from 64.8 percent for the class of 1995 to 64.7 percent for the class of 1996.
- The average SAT I score for the class of 1996 was 993.
- The average ACT composite score rose slightly to 20.1 for the class of 1996 from 20.0 for the class of 1995.

Agency Contact Person

Cherry Kugle, Senior Director of Performance Reporting, (512) 463-9704.

Other Sources of Information

AEIS Performance Reports and Profiles for each public school district and campus, available from each district or the agency's Division of Communications, (512) 463-9000.

Pocket Edition, 1996-97: Texas Public School Statistics, published by the Division of Performance Reporting.

Snapshot '97: School District Profiles, published by the Division of Performance Reporting, available in early 1998.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 3											
Reading	1997	81.5%	69.3%	73.8%	89.3%	79.4%	92.4%	78.9%	83.9%	72.0%	49.8%
	1996	80.5%	65.7%	72.7%	89.0%	86.3%	91.0%	78.2%	82.8%	70.1%	53.2%
Math	1997	81.7%	66.8%	75.6%	89.4%	78.1%	94.2%	81.9%	81.5%	73.3%	53.0%
	1996	76.7%	59.9%	69.1%	85.4%	79.2%	90.2%	76.7%	76.6%	66.4%	49.1%
All Tests	1997	74.2%	57.6%	65.4%	84.0%	70.7%	89.6%	72.8%	75.6%	62.8%	41.1%
	1996	70.4%	51.4%	60.8%	80.9%	75.4%	85.5%	69.1%	71.6%	57.7%	40.3%
TAAS % Passing Spanish Grade 3											
Reading	1997	44.6%	33.3%	44.6%	60.0%	50.0%	*	39.2%	50.0%	44.3%	27.5%
Math	1997	53.5%	33.3%	53.5%	60.0%	50.0%	*	53.0%	53.9%	53.2%	35.0%
All Tests	1997	37.2%	22.2%	37.2%	56.0%	50.0%	*	33.9%	40.5%	36.9%	21.4%
TAAS % Passing Grade 4											
Reading	1997	82.5%	69.5%	75.5%	90.2%	84.3%	92.5%	80.5%	84.3%	73.0%	46.6%
	1996	78.3%	63.0%	70.3%	86.8%	77.9%	90.5%	76.0%	80.5%	67.5%	44.2%
Writing	1997	87.1%	76.7%	83.3%	92.1%	86.3%	95.2%	84.7%	89.3%	80.4%	52.5%
	1996	86.3%	76.9%	82.4%	90.9%	85.1%	94.8%	83.4%	89.1%	79.9%	53.5%
Math	1997	82.6%	66.3%	77.1%	90.2%	83.8%	94.7%	83.3%	81.9%	73.9%	46.9%
	1996	78.5%	60.7%	71.7%	86.8%	76.8%	92.9%	79.2%	77.9%	68.3%	43.9%
All Tests	1997	72.0%	53.5%	63.5%	82.0%	73.7%	88.1%	70.3%	73.6%	59.8%	31.9%
	1996	67.2%	47.9%	57.7%	77.4%	65.3%	85.3%	65.1%	69.2%	54.1%	29.9%
TAAS % Passing Spanish Grade 4											
Reading	1997	36.8%	*	36.8%	18.2%	*	-	31.8%	41.9%	36.5%	14.8%
Math	1997	48.0%	*	48.0%	54.5%	*	-	48.2%	47.9%	48.0%	22.9%
All Tests	1997	29.6%	*	29.6%	18.2%	*	-	26.9%	32.4%	29.5%	10.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:

		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing											
Grade 5											
Reading	1997	84.8%	72.8%	77.4%	92.4%	86.2%	94.0%	82.6%	86.8%	75.7%	47.5%
	1996	83.0%	69.5%	75.3%	90.8%	85.4%	92.0%	81.2%	84.7%	73.1%	46.1%
Math	1997	86.2%	71.6%	81.5%	92.7%	87.2%	96.4%	86.0%	86.3%	78.7%	48.7%
	1996	79.0%	58.8%	72.4%	87.7%	79.6%	93.5%	79.4%	78.6%	68.7%	42.2%
All Tests	1997	79.2%	62.6%	70.8%	88.6%	79.6%	92.4%	77.6%	80.6%	68.2%	37.0%
	1996	73.5%	52.3%	64.4%	83.9%	74.4%	88.8%	72.8%	74.1%	60.8%	33.7%
TAAS % Passing											
Grade 6											
Reading	1997	84.6%	74.1%	75.4%	93.7%	88.4%	92.3%	82.4%	86.8%	74.3%	47.6%
	1996	78.4%	63.9%	65.8%	90.1%	80.9%	89.6%	76.3%	80.3%	64.6%	40.4%
Math	1997	81.8%	66.4%	73.6%	91.1%	85.0%	93.7%	81.2%	82.4%	71.7%	40.5%
	1996	77.8%	60.8%	67.9%	88.3%	76.7%	91.6%	76.2%	79.3%	66.1%	35.9%
All Tests	1997	76.8%	59.9%	65.7%	88.5%	81.3%	89.6%	75.1%	78.4%	63.8%	33.0%
	1996	70.1%	51.2%	56.1%	83.9%	70.3%	85.9%	68.0%	72.2%	54.4%	27.3%
TAAS % Passing											
Grade 7											
Reading	1997	84.5%	74.8%	75.0%	93.6%	87.1%	90.5%	81.6%	87.3%	74.0%	45.1%
	1996	82.6%	71.0%	73.0%	91.7%	84.9%	90.7%	78.8%	86.2%	71.4%	43.9%
Math	1997	79.7%	63.3%	70.6%	89.8%	82.0%	93.1%	79.0%	80.3%	68.8%	35.9%
	1996	71.5%	50.5%	58.7%	84.7%	72.3%	89.0%	70.7%	72.2%	56.6%	28.1%
All Tests	1997	75.1%	57.9%	63.3%	87.4%	78.1%	87.6%	73.1%	76.9%	61.4%	29.0%
	1996	68.0%	46.9%	53.9%	82.2%	68.8%	85.2%	65.9%	69.9%	51.6%	24.1%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:

		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing											
Grade 8											
Reading	1997	83.9%	74.0%	74.2%	93.0%	85.6%	91.3%	81.3%	86.4%	72.7%	44.4%
	1996	78.3%	63.6%	65.9%	89.8%	83.4%	87.1%	76.8%	79.7%	64.3%	37.5%
Writing	1997	80.7%	69.9%	71.0%	90.0%	80.4%	88.4%	76.3%	85.0%	69.4%	33.6%
	1996	76.9%	65.1%	64.8%	87.4%	76.6%	87.2%	72.6%	80.8%	63.8%	30.8%
Math	1997	76.3%	58.8%	65.2%	87.9%	79.9%	91.7%	77.1%	75.7%	63.6%	30.8%
	1996	69.0%	47.4%	55.4%	82.6%	69.8%	88.1%	69.6%	68.5%	53.4%	24.6%
Science	1997	84.6%	69.3%	75.3%	94.6%	87.5%	92.3%	85.6%	83.6%	73.7%	52.7%
	1996	78.0%	60.0%	64.9%	90.6%	79.7%	87.9%	79.7%	76.3%	63.3%	43.4%
Social S.	1997	67.4%	50.0%	51.4%	82.4%	71.1%	80.6%	68.8%	66.1%	49.5%	27.8%
	1996	70.2%	52.1%	55.3%	83.9%	73.3%	84.6%	71.2%	69.4%	53.3%	32.3%
All Tests	1997	57.3%	36.3%	40.3%	74.1%	59.9%	74.2%	56.8%	57.8%	38.2%	13.8%
	1996	53.7%	31.1%	36.1%	70.4%	52.7%	72.7%	52.9%	54.4%	34.1%	12.5%
TAAS % Passing											
Grade 10											
Reading	1997	86.1%	78.9%	75.7%	94.4%	86.8%	87.2%	85.2%	86.9%	73.9%	50.5%
	1996	81.9%	71.3%	69.7%	91.7%	87.9%	83.5%	81.3%	82.4%	67.1%	46.8%
Writing	1997	88.5%	82.7%	79.6%	95.4%	91.7%	89.6%	86.1%	90.7%	78.6%	49.0%
	1996	86.0%	76.9%	77.0%	93.5%	87.4%	86.8%	83.1%	88.6%	74.9%	45.5%
Math	1997	72.6%	54.0%	59.2%	84.9%	74.8%	87.3%	75.1%	70.2%	57.9%	29.4%
	1996	66.5%	45.1%	53.1%	79.0%	69.7%	84.0%	69.1%	64.2%	51.3%	25.7%
All Tests	1997	67.8%	49.2%	52.1%	81.8%	71.7%	79.4%	68.5%	67.1%	50.3%	22.6%
	1996	60.7%	39.3%	45.1%	74.9%	65.5%	73.8%	61.5%	60.0%	42.6%	19.1%
TAAS % Passing											
Sum of 3-8 & 10											
Accountability Subset											
Reading	1997	84.0%	73.2%	75.3%	92.4%	85.3%	91.3%	81.8%	86.1%	73.7%	47.1%
	1996	80.4%	66.8%	70.3%	90.0%	83.9%	89.0%	78.3%	82.4%	68.4%	44.3%
Writing	1997	85.3%	76.1%	77.6%	92.5%	85.9%	90.8%	82.1%	88.2%	76.0%	44.5%
	1996	82.9%	72.8%	74.2%	90.5%	83.0%	89.3%	79.5%	86.0%	72.9%	43.0%
Math	1997	80.1%	64.1%	71.8%	89.5%	81.6%	92.8%	80.5%	79.8%	70.5%	41.8%
	1996	74.2%	55.0%	63.9%	85.0%	74.9%	89.7%	74.4%	73.9%	62.3%	36.7%
All Tests	1997	73.2%	55.7%	61.9%	84.9%	74.7%	86.7%	71.7%	74.6%	60.2%	31.1%
	1996	67.1%	46.9%	54.2%	79.8%	68.6%	82.8%	65.7%	68.4%	52.5%	27.8%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
1996-97 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS Cumulative Pass Rate - Exit										
Class of 1997	86.6%	78.9%	79.3%	92.7%	87.5%	90.5%	86.2%	87.0%	n/a	n/a
Class of 1996	84.7%	76.0%	76.2%	91.7%	80.9%	88.2%	84.4%	85.1%	n/a	n/a
TAAS % Exempted Sum of 3-8 & 10										
Reading										
LEP 97	2.7%	0.2%	6.5%	0.1%	1.5%	9.8%	2.8%	2.6%	4.8%	0.5%
LEP 96	3.8%	0.2%	9.9%	0.1%	1.6%	11.0%	3.9%	3.7%	7.2%	0.9%
Sp. Ed. (ARD) 97	6.2%	10.8%	6.7%	4.6%	6.9%	2.1%	8.1%	4.2%	9.3%	43.8%
Sp. Ed. (ARD) 96	6.3%	10.6%	6.9%	4.8%	7.1%	2.0%	8.2%	4.3%	9.5%	45.2%
Writing										
LEP 97	2.8%	0.2%	7.0%	0.1%	1.6%	9.6%	2.9%	2.7%	5.2%	0.5%
LEP 96	4.0%	0.2%	10.4%	0.1%	1.6%	10.6%	4.0%	3.9%	7.8%	1.0%
Sp. Ed. (ARD) 97	6.2%	10.6%	6.7%	4.9%	6.8%	1.8%	8.2%	4.2%	9.7%	45.9%
Sp. Ed. (ARD) 96	6.3%	10.3%	6.8%	5.1%	7.1%	1.9%	8.4%	4.1%	9.7%	48.1%
Math										
LEP 97	2.6%	0.2%	6.5%	0.1%	1.4%	9.7%	2.7%	2.6%	4.8%	0.5%
LEP 96	3.8%	0.2%	9.9%	0.1%	1.6%	11.0%	3.9%	3.7%	7.2%	0.9%
Sp. Ed. (ARD) 97	5.7%	10.3%	6.1%	4.2%	6.3%	1.9%	7.3%	4.0%	8.6%	40.5%
Sp. Ed. (ARD) 96	5.9%	10.2%	6.4%	4.5%	6.8%	1.8%	7.6%	4.1%	8.9%	42.5%
End-of-Course Exam (% Taking)										
Biology I										
Grades 8-12 97	19.7%	18.0%	19.1%	20.0%	22.5%	20.6%	19.5%	19.9%	18.0%	10.8%
96	19.9%	18.8%	19.2%	20.1%	26.5%	20.9%	19.7%	20.0%	18.4%	10.6%
Algebra I										
Grades 7-12 97	18.3%	18.0%	18.2%	18.1%	21.6%	18.5%	18.2%	18.4%	17.1%	7.2%
96	17.8%	17.0%	17.3%	17.9%	19.1%	18.3%	17.6%	18.0%	16.2%	6.9%
Attendance Rate										
1995/96	95.1%	94.5%	94.6%	95.6%	94.2%	97.2%	95.1%	95.1%	94.8%	93.8%
1994/95	95.1%	94.5%	94.6%	95.6%	94.2%	97.3%	95.2%	95.1%	95.0%	93.8%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
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Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
Dropout Rate										
1995/96	1.8%	2.3%	2.5%	1.1%	2.0%	1.1%	1.9%	1.6%	1.7%	2.1%
1994/95	1.8%	2.3%	2.7%	1.2%	2.2%	1.0%	2.0%	1.7%	1.9%	2.2%
% Adv. Courses										
1995/96	17.3%	11.7%	12.3%	21.2%	17.0%	32.8%	15.8%	18.8%	10.9%	2.9%
1994/95	15.1%	9.2%	10.5%	18.6%	13.4%	31.0%	14.0%	16.1%	9.1%	2.0%
% Rec. HS Pgm.										
Class of 1996	0.5%	0.2%	0.6%	0.5%	0.0%	0.3%	0.5%	0.5%	0.6%	0.4%
Class of 1995	0.3%	0.4%	0.1%	0.4%	0.0%	0.0%	0.3%	0.3%	0.2%	0.2%
AP Results										
% Taking										
1996-97	8.5%	3.2%	5.2%	10.7%	7.7%	25.3%	7.5%	9.4%	n/a	n/a
1995-96	7.6%	2.6%	4.4%	9.7%	7.8%	23.3%	6.9%	8.3%	n/a	n/a
% Scores >= 3										
1996-97	58.7%	30.0%	45.3%	62.0%	59.2%	69.2%	60.7%	57.1%	n/a	n/a
1995-96	60.6%	31.3%	46.6%	63.4%	62.9%	70.7%	62.1%	59.4%	n/a	n/a
% Examinees >= 3										
1996-97	61.7%	31.4%	52.1%	64.9%	65.6%	73.9%	63.3%	60.5%	n/a	n/a
1995-96	62.6%	32.2%	51.9%	65.4%	70.3%	74.8%	63.8%	61.6%	n/a	n/a
TAAS/TASP Equiv.										
Class of 1996	40.0%	19.2%	24.1%	51.2%	45.9%	53.1%	42.5%	37.7%	22.0%	7.4%
Class of 1995	39.9%	19.1%	23.7%	51.6%	42.5%	52.4%	42.2%	37.9%	20.9%	7.4%
SAT/ACT Results										
% At/Above Crit.										
Class of 1996	26.3%	6.8%	10.1%	34.6%	25.4%	42.7%	29.0%	24.1%	n/a	n/a
% Tested										
Class of 1996	64.7%	60.1%	48.8%	71.1%	90.9%	86.9%	62.4%	66.9%	n/a	n/a
Class of 1995	64.8%	59.1%	49.3%	71.2%	98.1%	86.0%	62.3%	67.1%	n/a	n/a
Mean SAT I Score										
Class of 1996	993	852	908	1043	973	1066	1013	976	n/a	n/a
Mean ACT Score										
Class of 1996	20.1	17.1	17.9	21.4	20.2	21.7	20.0	20.1	n/a	n/a
Class of 1995	20.0	17.2	18.0	21.3	19.8	21.6	20.0	20.1	n/a	n/a

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
1996-97 State Performance Report

Preview
Indicator:

		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Sum of 3-8 & 10 Special Ed. Subset											
Reading	1997	47.1%	33.8%	33.2%	58.1%	50.0%	58.7%	46.7%	48.0%	35.0%	47.1%
	1996	44.3%	31.7%	29.7%	55.1%	48.4%	58.0%	44.4%	44.2%	32.1%	44.3%
Writing	1997	44.5%	31.3%	33.8%	53.3%	42.6%	61.7%	41.8%	49.8%	33.8%	44.5%
	1996	43.0%	33.3%	32.2%	50.6%	47.3%	60.6%	40.9%	47.0%	32.8%	43.0%
Math	1997	41.8%	25.9%	30.6%	51.9%	45.6%	58.8%	43.8%	37.7%	32.4%	41.8%
	1996	36.7%	22.7%	24.9%	46.4%	41.0%	55.3%	38.4%	33.2%	27.2%	36.7%
All Tests	1997	31.1%	18.4%	20.5%	40.3%	34.1%	45.8%	31.7%	29.8%	22.0%	31.1%
	1996	27.8%	16.7%	16.9%	36.3%	30.1%	44.5%	28.4%	26.4%	18.9%	27.8%
TAAS % Passing Sum of 3-4 Spanish Subset											
Reading	1997	41.6%	30.8%	41.6%	47.2%	50.0%	*	36.3%	46.9%	41.3%	22.2%
Math	1997	51.4%	38.5%	51.4%	58.3%	50.0%	*	51.1%	51.6%	51.2%	29.9%
All Tests	1997	34.3%	23.1%	34.2%	44.4%	50.0%	*	31.1%	37.4%	34.0%	16.9%
TAAS % Passing Sum of 3-8 & 10 Inclusive Subset											
Reading	1997	80.3%	70.2%	70.4%	89.3%	81.4%	90.4%	77.2%	83.3%	68.9%	47.0%
Writing	1997	82.2%	73.0%	74.5%	89.3%	81.7%	90.1%	78.2%	86.3%	72.3%	44.5%
Math	1997	76.4%	61.0%	67.4%	85.9%	77.5%	91.8%	75.8%	76.9%	66.0%	41.7%
All Tests	1997	68.8%	52.5%	57.1%	80.5%	69.9%	85.5%	66.2%	71.3%	55.3%	31.0%

4. District and Campus Performance

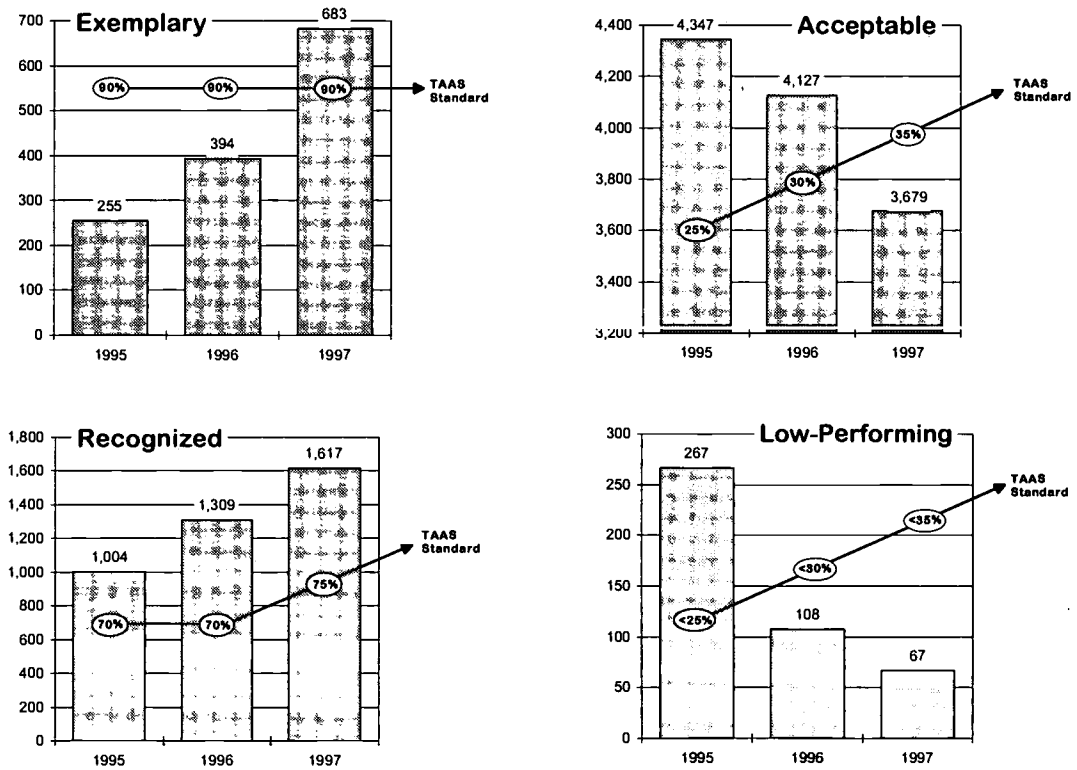
One of the major objectives of the Texas Education Agency is to support the accomplishment of the state's goals for public education by recognizing, rewarding, sanctioning, and intervening in school districts and campuses to ensure excellence for all students.

Accountability Ratings

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

Accountability ratings for 1997 showed that more Texas school districts and campuses received high performance ratings, and fewer were rated *low-performing* (see Table 4.1). The number of *exemplary* schools increased from 255 in 1995 to 394 in 1996 to 683 in 1997. The number of *recognized* schools increased from 1,004 in 1995 to 1,309 in 1996 to 1,617 in 1997. Legislation enacted in 1993 required the establishment of the accountability system, now in its fifth year of implementation. The number of *exemplary* and *recognized* schools has increased each year, with more schools receiving *exemplary* and *recognized* ratings in 1997 than in any of the previous four years.

Figure 4.1
Campus Accountability Ratings*



**as of November 1, 1997; excludes campuses evaluated under alternative procedures.*

District accreditation ratings showed similar improvements: in 1997, 64 districts received *exemplary* ratings, compared to 14 in 1995 and 37 in 1996. Another 322 districts were rated *recognized* in 1997, compared to 137 in 1995 and 209 in 1996.

The record number of high-performance ratings was achieved despite the higher standards used to rate districts and campuses. Of additional significance is the fact that ratings improved as the number of students whose performance was included in the ratings calculations increased. In 1996, TAAS performance for 1,478,121 students was used to determine the ratings. In 1997, the performance of 1,540,702 students was used for accountability purposes, an increase of more than 62,500 students.

Standards for accountability ratings continue to increase. In 1995, at least 25 percent of all students and each student population group (African American, Hispanic, white, and economically disadvantaged students) were required to pass the Texas Assessment of Academic Skills (TAAS) in order for the campus or district to be rated *acceptable*. That standard rose to 30 percent in 1996 and to 35 percent in 1997. The *acceptable* standard is scheduled to increase to 40 percent in 1998, 45 percent in 1999, and 50 percent in 2000.

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

Even though the standard for the percentage of students passing the TAAS increased in 1997, the number of *low-performing* campuses and districts decreased from 1995 to 1997. The number of campuses rated *low-performing* decreased from 267 in 1995 to 108 in 1996 to 67 in 1997. In 1995, 34 districts were rated *accredited warned;* 8 districts were rated *academically unacceptable* in 1996; and only 4 were *academically unacceptable* in 1997. In addition, ratings of two districts were lowered in 1996 by action of the commissioner of education as a result of the findings of a special accreditation investigation (SAI). A third district was added to that list in 1997. The status of one of the three has been raised to *academically acceptable* by the commissioner, resulting in two districts currently rated *academically unacceptable: SAI.*

The agency has implemented optional alternative accountability procedures, developed in 1994-95, for alternative campuses that serve long-term students (those in attendance 90 cumulative days or longer). Ratings for alternative campuses are based on student performance on TAAS, dropout rates, course completion rates, attendance, General Educational Development (GED) completion rates, and/or dropout recovery rates. Schools that fail to meet targeted campus performance objectives receive

Table 4.1
District and Campus Accountability Ratings

Campus Ratings

	1995	1996	1997
Exemplary	255	394	683
Recognized	1004	1309	1617
Acceptable	4347	4127	3679
Low-Performing	267	108	67

Alternative Campus Ratings

	1996	1997
Acceptable	157	285
Needing Peer Review	106	46

District Ratings

	1995	1996	1997
Exemplary	14	37	64
Recognized	137	209	322
Acceptable	860	788	651
Academically Unacceptable	34	8	4
Academically Unacceptable: SAI		2	2

a rating of *needing peer review*. In 1996, 309 campuses were rated through the alternative accountability procedures; in 1997, that number rose to 331. During the 1996-97 school year, on-site accreditation visits were conducted on 46 alternative campuses; 36 alternative campuses *needing peer review* are scheduled for visits during 1997-98.

The agency established a Special Data Inquiry Unit in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. Investigations related to excessive exemptions from the TAAS were conducted for 104 campuses, and 138 campuses were investigated due to high numbers of student withdrawals. Unit staff conducted on-site visits to 57 campuses in 31 districts that reported high numbers of student withdrawals for two consecutive years.

The 1996-97 school year marked the first year of operation for 17 open enrollment charter schools approved by the State Board of Education. All charter schools are held accountable for student performance on the TAAS. Depending on the student population served, charter schools may choose to be rated through the standard rating process or the alternative accountability procedures. The charter campuses did not receive ratings in 1997, but 1997 TAAS scores will be the benchmark for future campus ratings for charter schools. On-site accreditation reviews will be conducted if charter schools are rated *low-performing* or *needing peer review*.

1996

Eight districts were designated as *academically unacceptable* in 1996 due to low performance on TAAS and/or a high dropout rate. There were 13 *low-performing* campuses in the *academically unacceptable* districts. An additional 95 *low-performing* campuses were located in 58 other districts.

Academically Unacceptable Districts

Bovina
Comfort
Gainesville
Lufkin
Madisonville Consolidated
Mason REC
Nacogdoches*
Royal*

Low-Performing Campuses

Alamo Heights ISD
Alamo Heights High School

Amarillo ISD
Palo Duro High School*

Athens ISD
Athens High School

KEY TO SYMBOLS

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

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

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

REC The district or campus improved its rating to *recognized* in 1997.

EXEM The campus improved its rating to *exemplary* in 1997.

Austin ISD
- Austin High School
- McCallum High School*
- Reagan High School*
- Anderson High School
- Johnson High School
- Fulmore Middle
- Martin Junior High School
- Dobie Middle*
- Mendez Middle*
- Blackshear Elementary
- Blanton Elementary

Bastrop ISD
- Bastrop High School

Beaumont ISD
- Central Senior High School
- Central 9th Grade School

Boerne ISD
- Boerne High School REC

Bovina ISD
- Bovina High School

Brownsville ISD
- Alternative Center

Bryan ISD
- Bryan High School*
- Bryan High School at Lamar*

Center ISD
- Center High School

Chapel Hill ISD (Smith County)
- Wise Elementary
- Jackson Elementary
- W. L. Kissam Intermediate

Cleveland ISD
- Cleveland High School*

Coldspring-Oakhurst Consolidated ISD
- Jones High School REC

Comfort ISD
- Comfort High School REC

Cotulla ISD
- Encinal Elementary

Crockett ISD (Houston County)
- Crockett Elementary

Dallas ISD
- Seagoville High School
- Woodrow Wilson High School*
- Oran M. Roberts Elementary

Del Valle ISD
- Del Valle High School

Denton ISD
- Ryan High School

Dilley ISD
- Mary Harper Middle

Edgewood ISD (Bexar County)
- Memorial High School
- Alternative Center

El Campo ISD
- El Campo High School

Ennis ISD
- Ennis High School*

Fort Worth ISD
- Arlington Heights High School
- Polytechnic High School*
- Carroll Peak Elementary
- McRae Elementary
- Versia Williams Elementary

Gainesville ISD
- Gainesville High School

Galveston ISD
- Morgan Elementary
- Rosenberg Elementary

Hempstead ISD
- Hempstead Elementary
- Hempstead Middle

Hitchcock ISD
Hitchcock High School

Houston ISD
Jones High School*
Waltrip High School*
Westbury High School*
Wheatley High School*
Yates High School*
Sharpstown High School*
McReynolds Middle*
T S U/H I S D[Exem]
Martinez C Elementary

Huntsville ISD
Huntsville High School*

Jefferson ISD
Jefferson High School

Kemp ISD
Kemp Intermediate

La Joya ISD
La Joya High School*
La Joya 9th Grade School

La Marque ISD
La Marque High School*

Longview ISD
Longview High School

Lufkin ISD
Lufkin High School*
Lufkin West Junior High School*
Garrett Elementary
Brandon Elementary

Madisonville Consolidated ISD
Madisonville High School

Marlin ISD
Marlin High School

Mason ISD
Mason High School[REC]

Midland ISD
Midland High School*

Mount Pleasant ISD
Mount Pleasant High School

Nacogdoches ISD
Nacogdoches High School
Raguet Elementary

North East ISD
Roosevelt High School

North Zulch ISD
North Zulch High School

Olton ISD
Olton High School

Paris ISD
Paris High School*

Royal ISD
Royal High School*
Royal Middle

San Angelo ISD
Central High School

San Antonio ISD
Fox Technical High School**
Highlands High School
Gates Elementary
Pershing Elementary

Silsbee ISD
Silsbee High School

Sulphur Springs ISD
Sulphur Springs High School

Taft ISD
Taft High School[REC]

Texarkana ISD
Fifteenth Street Elementary

Trinity ISD
Lansberry Elementary

Union ISD
Union School

United ISD
Juarez/Lincoln Elementary

Van ISD
Van High School

Waco ISD
Waco Ninth Grade Center
Waco High School
University High School

Waller ISD
Waller High School

Waxahachie ISD
T. C. Wilemon Elementary REC

West Orange-Cove Consolidated ISD
Oates Elementary

Willis ISD
Parmley Elementary REC

Wilmer-Hutchins ISD
Wilmer Elementary

Winona ISD
Winona Middle

Wylie ISD (Collin County)
Wylie High School

Efforts to Improve Performance

Of the eight districts rated *academically unacceptable* in 1996, seven showed sufficient progress to receive an *academically acceptable* rating in 1997 and one district (Mason ISD) received a *recognized* rating. Of the 108 campuses listed as *low-performing* in 1996, 103 campuses (95.4 percent) were not on the 1997 list of *low-performing* campuses. One campus (TSU/HISD in Houston ISD) rated *low-performing* in 1996 showed sufficient progress to receive an *exemplary* rating in 1997. Seven campuses (6.5 percent) showed sufficient progress to receive a *recognized* rating, and 96 (88.9 percent) were rated *acceptable* in 1997. Of the 26 campuses rated *low-performing* for the second consecutive year in 1996, 24 (92.3 percent) were *acceptable* in 1997. The one campus (Fox Technical High School in San Antonio ISD) rated *low-performing* for the third consecutive year in 1996 was also *low-performing* in 1997. A monitor was assigned to the campus in August 1997.

Peer review teams visited *academically unacceptable* districts and *low-performing* campuses. Seven districts with *low-performing* campuses received integrated on-site visits during the 1996-97 school year. Staff from the Division of Accreditation, the Division of District Effectiveness and Compliance, and the Division of School Financial Audits conducted the integrated visits in Boerne, Bovina, Cleveland, Del Valle, Hempstead, North East, and Paris ISDs. Each review team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

Abbreviated visits were conducted in districts and campuses rated *academically unacceptable* or *low-performing* due only to high dropout rates. The effectiveness of the abbreviated visits is evident in the analysis of the 1997 ratings. None of the seven districts receiving an abbreviated visit for dropout in 1996 was rated *academically unacceptable* in 1997. Only one of the 29 campuses receiving an abbreviated visit for dropouts in 1996 was rated *low-performing* in 1997.

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

Wilmer-Hutchins ISD was assigned a monitoring team on April 12, 1996, to assist the district in the areas of student performance, governance, and finances. The monitoring team

was upgraded to a management team on June 6, 1996. Student performance improved significantly in 1997 on six of the seven campuses in the district, with two campuses receiving *recognized* ratings and one campus rated *exemplary*. One campus was rated *low-performing*. The management team continues to work with the district.

Fox Technical High School, San Antonio ISD was assigned a monitor on August 27, 1997, following the release of the 1997 accountability ratings, which listed the campus *low-performing* for the fourth consecutive year. The campus was restructured following the on-site accreditation visit in 1994, the first year the campus was rated *low-performing*. The district declared all professional positions vacant, opened the application process, and totally restaffed the campus. On-site visits in 1995 and 1996 indicated increased district support, an effective planning process, and collaborative decision-making. However, the 1996 review team recommended careful monitoring of the instructional program, especially in mathematics. The *low-performing* ratings were due to low TAAS scores in 1994, low TAAS scores and a high dropout rate in 1995, a high dropout rate in 1996, and low TAAS scores in 1997.

Framework for Interventions

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

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

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

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

1997

Four districts were designated as *academically unacceptable* in 1997 due to low performance on TAAS or high dropout rates. The status of two other districts has been modified to *academically unacceptable* due to the findings of special accreditation investigations (SAI). Four *low-performing* campuses were in the *academically unacceptable* districts. An additional 63 *low-performing* campuses were located in 39 other districts. On-site peer review accreditation visits are scheduled for all four *academically unacceptable* districts and 44 *low-performing* campuses. Eighteen campuses rated *low-performing* only for dropouts will submit self-evaluations and improvement plans for desk audit. Appeals to cancel the on-site visit were granted to five other *low-performing* campuses.

Academically Unacceptable Districts

Burton
Cameron
Goodrich
Marietta

Academically Unacceptable: *SAI* Districts

Asherton
Kendleton

Low-Performing Campuses

Aransas County ISD
Rockport-Fulton High School NV

Austin ISD
Sims Elementary

Birdville ISD
Alternative Center NV

Brownsville ISD
Lopez High School NV
Pace High School NV
Porter High School NV
Rivera High School NV

Burton ISD
Burton Elementary

Calvert ISD
Calvert High School

Cameron ISD
Yoe High School

Chapel Hill ISD (Smith County)
Chapel Hill High School

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

Decatur ISD
Decatur High School NV

Dickinson ISD
Dickinson High School

Edinburg Consolidated ISD
Lincoln Education Center

Flour Bluff ISD
Flour Bluff Alternative Center
Flour Bluff High School NV

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

Galveston ISD
Ball High School NV
San Jacinto Elementary

Garland ISD
South Garland High School NV

Goodrich ISD
Goodrich Elementary

Houston ISD
Austin High School
Bellaire High School NV
Dowling Middle
Lee High School NV
Pershing Middle NV
Reagan High School NV
Rice School
Sam Houston High School NV
Sharpstown High School**
Varnett Academy NV

Irving ISD
Irving Reassignment School

Jacksonville ISD
Jacksonville High School

KEY TO SYMBOLS

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

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

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

NV No on-site visit will be conducted. Desk audits will be conducted for campuses rated first-year *low-performing* due to the dropout rate only.

La Marque ISD
La Marque High School**

La Pryor ISD
La Pryor High School

La Villa ISD
La Villa High School

Lake Worth ISD
Lake Worth High School

Lamar Consolidated ISD
B. F. Terry High School

Lubbock ISD
Posey Elementary

Marfa ISD
Redford Elementary

Marietta ISD
Marietta Elementary

Nacogdoches ISD
Nacogdoches High School*

Northside ISD (Bexar County)
Sunset High School NV

Port Arthur ISD
Jefferson High School NV

Presidio ISD
Presidio High School

Richardson ISD
Westwood Junior High

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

San Marcos Consolidated ISD
San Marcos High School NV

Seguin ISD
Seguin High School NV

Southland ISD
Southland Elementary

Temple ISD
Freeman Heights Elementary NV
Wheatley Elementary NV

Texarkana ISD
Texas High School

Trinity ISD
Lansberry Elementary*
Trinity Junior High

Waco ISD
Kendrick Elementary

West Oso ISD
West Oso High School NV

Wilmer-Hutchins ISD
Wilmer-Hutchins High School

Two of the above listed campuses are second-year *low-performing*, two are third-year *low-performing*, and one is fourth-year *low-performing*. The five campuses rated *low-performing* two or more consecutive years represent seven percent of the total number of *low-performing* campuses.

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

on-site visit to an alternative campus *needing peer review.*

Alternative Campuses *Needing Peer Review*

Beaumont ISD
Pathways Learning Center[NV]

Brenham ISD
Brenham Alternative School

Brownwood ISD
Career Preparatory High School

Chapel Hill ISD (Smith County)
STEPS

Cisco ISD
CISCO Alternative Education Center

Corsicana ISD
ALPHA Learning Center

Crockett ISD
Crockett Alternative Education Center

Dallas ISD
Language Academy

Dilley ISD
Alternative Center

East Chambers CISD [FA]
Anahuac ISD [MD]
Barbers Hill ISD [MD]
Cleveland ISD [MD]
Dayton ISD [MD]
Hardin ISD [MD]
Hardin-Jefferson ISD [MD]
Liberty ISD [MD]
Hardin-Chambers Center

Frenship ISD
Frenship Instructional Center

Galena Park ISD
Accelerated Center for Education

Graham ISD
Graham Learning Center

Grand Prairie ISD
Shady Grove PLUS Center

Houston ISD
Houston Night High School

Humble ISD
Humble Discipline Program

Keller ISD
New Directions Learning Center

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

Lamesa ISD
Lamesa Alternative Education Center

Laredo ISD
Evening Alternative Education Program

Mathis ISD
Sunrise Educational Center

New Waverly ISD
Gulf Coast Trades Center

Port Arthur ISD
Lamar Community Guidance Center

Progreso ISD
Progreso Multiple Alternative Campus

KEY TO SYMBOLS

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

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

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

Raymondville ISD
Raymondville Independent Instructional Center

Sanford ISD [FA]
Borger ISD [MD]
Dumas ISD [MD]
Panhandle ISD [MD]
Sunray ISD [MD]
CHAMPS

Spring Branch ISD
Spring Branch Education Center

Uvalde ISD
Excel Academy High School

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

Interventions with Monitors, Masters, or Alternative Interventions

During the 1995-96 and 1996-97 school years, 16 school districts were assigned monitors or masters or received alternative interventions. (See Table 4.2 on page 46 for a history of interventions in each district.)

As of November 6, 1997, nine of the 16 districts are currently assigned state intervention. A campus monitor is assigned to Fox Technical High School, a fourth-year *low-performing* campus in San Antonio ISD. One of the nine districts is *recognized* with a monitor (Poolville), four are *academically acceptable* with monitors (Benavides, Driscoll, Mineola, and Warren), two are *academically unacceptable: SAI* with monitors (Asherton and Kendleton), and one is *academically acceptable* with a management team (Wilmer-Hutchins).

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

Agency Contact Persons

For information on accountability ratings, Cherry Kugle, Senior Director for Performance Reporting, (512) 463-9704.

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

For information on alternative education accountability procedures, Deborah Nance, Senior Director for Development and Support, (512) 463-9716.

Other Sources of Information

For an explanation of the accountability system, see *1997 Accountability Manual*, published by the Division of Performance Reporting.

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

Table 4.2
Interventions with Monitors, Masters, or Alternative Interventions: 1995-96 and 1996-97

Region	District	Change From	Change To	Date of Change
20	Asherton	Accredited	Academically Unacceptable/Monitor	03/21/96
			Academically Unacceptable SAI/Monitor	08/01/97
5	Beaumont	Accredited	Accredited/Monitors	01/11/93
			Accredited	01/18/96
2	Benavides	Academically Acceptable	Academically Acceptable/Monitor	09/23/96
7	Chapel Hill	Academically Acceptable	Academically Acceptable/Monitor	09/05/96
			Academically Acceptable	08/15/97
2	Driscoll	Academically Acceptable	Academically Acceptable/Monitor	05/12/97
4	Kendleton	Academically Acceptable	Academically Unacceptable/Monitor	06/16/97
			Academically Unacceptable SAI/Monitor	08/01/97
16	Lakeview	Accredited	Warned	07/28/93
			Warned/Monitor	05/08/95
			Accredited/Monitor	08/01/95
			Acceptable	04/19/96
7	Mineola	Academically Acceptable	Academically Acceptable/Monitor	02/13/97
11	Poolville	Academically Acceptable	Academically Acceptable/Monitor	04/01/97
			Recognized/Monitor	08/01/97
2	Runge	Accredited	Accredited/Alternative Intervention	07/01/93
			Academically Acceptable	07/19/96
20	San Antonio	Accredited	Accredited/Monitor	05/26/95
			Warned/Monitor	08/01/95
			Academically Acceptable/Monitor	08/01/96
			Academically Acceptable	08/26/96
			Academically Acceptable/Campus Monitor	08/28/97
1	Santa Maria	Accredited	Accredited/Alternative Intervention	09/16/94
			Academically Acceptable	07/01/96
8	Texarkana	Accredited	Accredited/Alternative Intervention	01/26/95
			Academically Acceptable	07/01/96
3	Van Vleck	Accredited	Accredited/Alternative Intervention	06/01/94
			Academically Acceptable	07/19/96
5	Warren	Academically Acceptable	Academically Acceptable/Monitor	08/04/97
10	Wilmer-Hutchins	Academically Acceptable	Academically Unacceptable/Monitors	04/12/96
			Academically Unacceptable/ManagementTeam	06/06/97
			Academically Unacceptable SAI/Management Team	08/01/97
			Academically Acceptable/Management Team	11/06/97

5. Deregulation and Waivers

In recent years, the Texas Legislature enacted legislation to deregulate public education in Texas. This flexibility has enabled local educators to provide programs designed to meet the specific needs of students in their communities. Pursuant to this legislative direction, the Texas Education Agency continues to review existing rules, award open enrollment charters, and grant waivers of state and federal law to provide maximum local control to Texas educators with accountability for student performance. There has been continued progress during the past year on each of these major initiatives.

Sunset Review of Agency Rules

The Texas Education Agency continues to review all of its rules in an effort to streamline and simplify regulations. The State Board of Education completed the last sunset review of rules in May 1996, reducing the total number of its rules by 55 percent. Of 373 board rules subject to sunset, 39 percent (144) were readopted, and the remaining 61 percent (229) were repealed or transferred to the commissioner of education. The total number of Texas Education Agency rules, including commissioner rules, fell by 37 percent, from 590 to 374. Just two years earlier, the board had completed a three-year sunset review that resulted in a 50 percent reduction of SBOE rules from 936 to 466. The agency is currently developing a plan to review all rules in accordance with Rider 167, House Bill 1, General Appropriations Act, 75th Texas Legislature, which established a four-year sunset review cycle for all state agency rules. The plan must be filed with the Office of the Governor, Legislative Budget Board, and Secretary of State by August 31, 1998.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature established open-enrollment charter schools. These schools are subject to fewer state laws than are other public schools. In 1995-96, the State Board of Education authorized 20 of these schools to capitalize upon innovative and creative local approaches to educating students. Eleven of the 20 charters are designed to serve students who are at risk of academic failure or dropping out of school. Sixteen charters have won special grants from the United States Department of Education. Nineteen of the 20 are currently operating and serving over 3,700 students. Table 5.1 provides summary information regarding the 20 charter schools.

In 1997, new legislation provided for an additional 100 charters to be made available. A selection process will allow for new charters to be awarded in March 1998.

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

Waivers of State Law and Rule

Waivers of state law, board rule, and commissioner's rule provide another avenue for local educators to tailor programs to improve student performance. During the 1996-97 school year, the commissioner of education

granted 1,305 general state waivers under Texas Education Code, §7.056 (see Table 5.2).

The type of general state waiver most frequently requested allows a district or campus to modify its calendar to make additional time available for staff development. Such waivers are approved for one year, and new waivers may be requested as the calendar is developed for the subsequent year. Staff development waivers accounted for 36 percent of the general state waivers granted. Other commonly requested general state waivers relate to course requirements and early release days.

The overall impact of general state waivers can be seen in improved student performance statewide, including rising TAAS scores and gains in the number of campuses and districts achieving exemplary status under the state's accountability rating system. In 1997, 64 districts and 684 campuses were rated exemplary, an increase over 1996 of 73 percent for districts and 74 percent for campuses. Texas Education Code, §39.112, automatically exempts any school district or campus that is rated exemplary from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that the achievement levels of the district or campus have declined.

In addition to general state waivers, exceptions to the class size requirements in Texas Education Code, §25.112, represent the most numerous type of other state waiver granted by the commissioner of education. In 1996-97, 133 districts were approved for class size exceptions for the fall semester, and 169 districts were approved for the spring semester. Under current law, class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. The criteria for determining undue hardship established by the commissioner of education are as follows: (1) the district is unable to employ qualified teachers; (2) the district is unable to provide educational facilities; or (3) the district has budgeted for a class size ratio of 22:1 in Grades K-4 but has one or more campuses with enrollment increases or shifts that result in no more than one section per grade level increasing to a maximum ratio of 24:1. In all cases, the district is required to document its efforts to come into compliance.

Table 5.1
Charter School Data

as of November 21, 1997

STUDENT POPULATIONS

Ethnicity	State*	Charter School
African American	14.3%	29.3%
Hispanic	36.7%	45.0%
White	46.4%	23.8%
Other	2.6%	1.9%
Special Populations		
At Risk	39.1%	68.0%
Special Education	11.5%	4.5%
Bilingual/ESL	11.3%	6.2%
Gifted/Talented	7.8%	5.3%
Waiting List	N/A	20.0%

STAFFING PATTERNS

Ethnicity	State*	Charter School
African American	8.1%	27.5%
Hispanic	15.0%	20.9%
White	76.1%	44.6%
Other	0.8%	7.0%
Certification		Yes - 48.8% No - 51.2%

Degreed	State	Charter School
Bachelor's	71.6%	68.1%
Master's	26.9%	18.3%
Doctorate	0.4%	5.6%
None	1.0%	7.6%

*All state data from *Public Education Information Management System, 1995-96*

Table 5.2
General State Waivers
Approved in 1996-97

Staff Development	73
Course Requirement	246
Certification	118
Modified Schedule	61
Physical Education	53
Gifted/Talented	28
Student Attendance	26
Early Release Days	211
Other Miscellaneous Waivers	89
Total	**1,305**

Ed-Flex Waivers

Texas was selected as a participant in the federal Education Flexibility Partnership Demonstration Program (Ed-Flex) in January 1996. Ed-Flex provides Texas school districts with greater flexibility in the design and delivery of federal programs with accountability for improved student performance. Ed-Flex waivers also streamline the administration of federal programs, thereby freeing resources for improvement of student performance.

Through August 31, 1997, the commissioner of education granted four statewide administrative waivers to each of 935 single member districts and shared services arrangements (cooperatives). Programmatic waivers were approved for a total of 403 single member districts and members of shared services arrangements.

The Texas Ed-Flex Committee makes recommendations to the commissioner of education on all Ed-Flex waivers. In June 1996, the Texas Ed-Flex Committee recommended four administrative waivers and four programmatic waivers to the commissioner of education to be considered as statewide waivers. Although districts are still required to submit requests for statewide waivers, these requests do not need to be reviewed individually by the Committee. Instead, they are handled on an expedited basis. The Texas Ed-Flex Committee is composed of educators, parents, and school board members.

The overall impact of Ed-Flex waivers is reflected in the increase in student performance statewide, including rising TAAS scores and gains in the number of districts achieving exemplary and recognized status under the state's accountability rating system. Of the 64 districts achieving exemplary status in 1997, 22, or 34 percent, received one or more Ed-Flex programmatic waivers. Of the 321 districts achieving recognized status in 1997, 146 or 45 percent received one or more Ed-Flex programmatic waivers. An evaluation of the performance of individual campuses and districts receiving Ed-Flex programmatic waivers is underway, and the results will be reported in February 1998.

Agency Contact Persons

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

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

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

6. Texas Education Agency Funds and Expenditures

The Texas Education Agency (TEA) administered $10.59 billion during the 1995-96 fiscal year and $10.81 billion during the 1996-97 fiscal year in public education funds. These amounts include state and federal funds and do not include local revenues.

Sources of Funds

The major sources of financing for the $10.59 billion and $10.81 billion administered by the TEA during the 1995-96 and 1996-97 fiscal years, respectively, included the Foundation School Program, the Available School Fund, the General Revenue Fund, the Textbook Fund, federal funds and other state funds.

Expenditures

The expenditures presented in this chapter are linked to the objectives and strategies in the TEA Strategic Plan.

The Foundation School Program, which provides state funding for school districts, constituted $7.62 billion during the 1995-96 fiscal year and $7.57 billion during the 1996-97 fiscal year. These amounts constituted 72 percent and 70 percent of the funds administered by the agency in 1995-96 fiscal year and 1996-97 fiscal year respectively. The Foundation School Program accounted for 84.6 percent of the 1995-96 fiscal year's state funding for school districts, and the Available School Fund accounted for 10.5 percent. During the 1996-97 fiscal year, 83.1 percent of state funding for school districts came from the Foundation School Fund and 13.9 percent came from the Available School Fund.

The agency's strategic plan structure is detailed below, with descriptions of goals, objectives, and strategies. Expenditures are detailed at the strategy level. Strategy 01-01-02, Accountability System, does not have any associated expenditures. Funds for the Principal Incentive

Table 6.1
TEA Source of Funds (in Millions)

Source of Funds	1995-96	1996-97
Foundation School Program	7,629.9	7,573.0
Federal Funds	1,576.8	1,711.6
Available School Fund	950.3	1,270.6
General Revenue Fund	62.4	62.5
Textbook Funds	357.6	178.0
Other State Funds	18.0	18.3
Grand Total, TEA	**10,595**	**10,814**

Program were appropriated in this strategy but were not used during the 1996-97 biennium.

The Texas Education Agency significantly revised its strategic plan for the 1997 – 2001 period to reflect the policy priorities of the Texas Education Code as amended by the 74th Session of the Texas Legislature in Senate Bill 1. Expenditure information for 1995-96 and 1996-97 is listed in the new strategic plan structure to facilitate comparison with the agency's appropriations for the 1998-99 biennium.

Streamlined Agency Operations

The Texas Education Agency has streamlined its operations in response to Senate Bill 1, 74th Texas Legislature, 1995, and Article III, Rider 44, of the 1995 General Appropriations Act. The Texas Education Agency has reduced the number of full-time equivalents (FTEs) from 1,144 in fiscal year 1994-95 to 834 in fiscal year 1997-98 through the elimination of 255 positions and decentralization of technical assistance functions to Education Service Centers. In addition, the agency transferred funding and positions for its proprietary schools, veterans' education, and other workforce education functions to the new Texas Workforce Commission, and its educator preparation, certification, and assessment functions to the new State Board for Educator Certification. These reductions represent a 27% decrease in the size of the agency. The agency is now the smallest it has been since 1974.

The agency decentralized more than $8 million in program funds to the education service centers in fiscal year 1995-96, and more than $25 million in 1996-97. These amounts far exceed the $4.1 million for 1995-96 and $8.2 million for 1996-97 called for in Rider 44 and represent an increase of $21 million over the amount sent to the Education Service Centers (ESCs) in 1992.

According to a 1994 General Accounting Office report, Texas ranks third among the states in the amount of federal and state dollars received for public education. Yet, Texas ranks 48th among all states in the amount of federal funds retained at the state level and 49th among the states in the amount of state funds retained at the state level.

Agency Contact Person

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Other Sources of Information

Texas Education Agency Annual Administrative and Program Strategic Budget Fiscal Year 1998.

Table 6.2

Expenditures Under TEA Goals, Objectives, and Strategies

Goal-Objective-Strategy
Goal 01 **Standards of Achievement and Equity:** The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability. (Texas Education Cod,e §4.002)

Objective 01-01 **State Academic Performance:** By 2001, all Texas third graders will read on grade level, will continue reading at grade level, and all the state's students will demonstrate exemplary performance in comparison to state and national academic standards in reading and the foundation subjects of English language arts, mathematics, science, and social studies.

Strategy 01-01-01 **Assessment:** Provide a basis for evaluating and reporting the extent to which the Texas educational system is achieving its goals for student performance.	
1995-96	1996-97
$22,064,823	$20,371,445

Strategy 01-01-02 **Accountability System:** Develop and implement standards of district and campus accountability for the achievement of all students.

Objective 01-02 **School Finance System:** The state school finance system will build the capacity of Texas public education so that, by 2001, all of the state's school districts and campuses will provide each student access to adequate resources and educational programs.

Strategy 01-02-01 **Foundation School Program:** Develop and implement an efficient and equitable school finance system, disburse Foundation School Program formula funding to school districts, and ensure that formula allocations are accounted for in an accurate and appropriate manner.	
1995-96	1996-97
$8,285,271,320	$8,472,887,012

Strategy 01-02-02 **Maximizing School Facilities:** Implement an equalized school facilities program and disburse facilities funds.	
1995-96	1996-97
$47,162,152	$104,869,400

Objective 01-03
Improving Instruction: By 2001, the state's foundation and enrichment curriculum will reflect real-world requirements; the Texas Education Agency will provide students equitable access to instructional materials supporting the foundation and enrichment curriculum, provide training to educators in the essential knowledge and skills of the foundation and enrichment subjects, and communicate the essential knowledge and skills to the public.

Strategy 01-03-01
Instructional Materials: Provide students equitable access to instructional materials supporting the state's essential knowledge and skills.

1995-96	1996-97
$357,462,032	$177,294,270

Strategy 01-03-02
Technology: Maintain and expand the technological capabilities of the state public education system, increase access to educational data, and encourage school districts to implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.

1995-96	1996-97
$8,923,141	$7,074,607

Strategy 01-03-03
Improving Educator Performance: Develop and implement a statewide professional development initiative that ensures all educators access to training and evaluation tied to the essential knowledge and skills of the state's foundation and enrichment curriculum.

1995-96	1996-97
$15,771,508	$19,936,713

1995-96 Total - Goal 1	**1996-97 Goal - 1**
$8,736,654,976	**$8,802,433,447**

Goal 02
Local Excellence and Achievement: Foster local innovation, support local authority, and encourage regional and district efforts to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies. (Texas Education Code, §§7.021 and 7.055)

Objective 02-01
Local Academic Performance: The state public education system will develop and implement instructional programs that ensure, by 2001, all Texas students and adult learners demonstrate exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.

Strategy 02-01-01
Instructional Excellence: Build the capacity of school districts to plan and implement challenging academic, advanced academic, career and technology education, and bilingual/English as a Second Language education programs to ensure all Texas students are prepared to gain entry level employment in a high-skill, high-wage job or continue their education at the post-secondary level.

1995-96	1996-97
$99,791,329	$116,112,517

Objective 02-02
Special Populations: By 2001, the state public education system will improve achievement levels and rates of high school completion for all students through the development and provision of effective instruction and support, and innovative programs that take full advantage of Texas' status as an Ed-Flex state.

Strategy 02-02-01
Program and Funding Flexibility: Develop and implement, with regional education service centers and school districts, accelerated instruction programs that take full advantage of Texas' status as an Ed-Flex state.

1995-96	1996-97
$676,199,392	$703,213,936

Strategy 02-02-02
Achievement and Equity for Students with Disabilities: Build the capacity of regional education service centers, school districts, and service providers to develop and implement programs that ensure students with disabilities attain the state's goals of exemplary academic performance and are prepared to successfully enter the workplace.

1995-96	1996-97
$233,340,462	$278,049,605

Strategy 02-02-03
Support Programs: Build the capacity of the state public education system to develop and implement the academic support, counseling, and support services programs necessary for all students to demonstrate exemplary academic performance.

1995-96	1996-97
$35,272,855	$33,139,643

Strategy 02-02-04
Child Nutrition Programs: The Texas Education Agency will build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.

1995-96	1996-97
$582,242,535	$617,891,639

Strategy 02-02-05 **Adult Education:** The Texas Education Agency will build the capacity of the state public education system by seeking adequate funding for adult education and literacy and encouraging school districts and service providers to develop and implement effective adult education and literacy programs.	
1995-96	1996-97
$29,888,619	$28,723,476

Strategy 02-02-06 **Windham School System:** Build the capacity of the Windham School System to ensure students are provided effective instructional and support services.	
1995-96	1996-97
$57,622,568	$52,638,375

Objective 02-03
Increasing Local Authority for Education: By 2001, the state public education system will encourage flexibility and support educators, parents, and community members in the development of programs based on regional and local needs so that all students demonstrate exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.

Strategy 02-03-01 **Regional Training and Development:** Facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support through regional education service centers based on the needs and objectives of the school districts they serve.	
1995-96	1996-97
$38,760,208	$42,436,952

Strategy 02-03-02 **Deregulation and School Restructuring:** Encourage educators, parents, and community members to increase involvement in education, improve student learning, and develop and implement programs that meet local needs.	
1995-96	1996-97
$53,280,715	$81,168,872

1995-96 Total - Goal 2	**1996-97 Total - Goal 2**
$1,806,398,683	**$1,953,375,015**

Goal 03
Texas Education Agency Operations: Fulfill statutory responsibilities in building the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies. (Texas Education Code, §§7.021 and 7.055)

Objective 03-01
Achievement and Equity Operations: By 2001, the Texas Education Agency will develop and implement the state accountability system to support high levels of district and campus performance, respond to districts and campuses not meeting state standards, efficiently manage the state and federal funds in the Foundation School Program, increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund, and provide equitable access to instructional materials for the state's foundation and enrichment curriculum.

Strategy 03-01-01
Accountability Operations: Develop and implement standards of district and campus accountability for the achievement of all students, conduct research, report results, and respond to districts and campuses not meeting state standards.

1995-96	1996-97
$7,069,586	$9,257,596

Strategy 03-01-02
School Finance System Operations: Efficiently manage the state and federal funds in the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.

1995-96	1996-97
$9,751,711	$13,451,681

Strategy 03-01-03
Improving Instruction Operations: Align the statewide student assessment program, skills, and instructional materials with the state's essential knowledge and skills, provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the state's essential knowledge and skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.

1995-96	1996-97
$7,231,546	$8,094,517

Objective 03-02
Local Excellence and Achievement Operations: By 2001, the Texas Education Agency will encourage local innovation and authority and support access by all students to the rigorous content described by the state's essential knowledge and skills

Strategy 03-02-01 **Local Academic Performance and Authority Operations:** The Texas Education Agency will foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, and community members to develop programs that increase involvement in education, improve student learning, and meet local needs.	
1995-96	1996-97
$4,208,512	$3,906,362

Strategy 03-02-02 **Special Populations Operations:** Support access by all students to instructional programs based on the state's essential knowledge and skills.	
1995-96	1996-97
$7,872,133	$6,395,567

1995-96 Total - Goal 3	1996-97 Total - Goal 3
$36,133,488	$41,105,723

Goal 04 **Indirect Administration**

Strategy 04-01-01 **Indirect Administration - Central Administration**	
1995-96	1996-97
$7,405,558	$7,762,932

Strategy 04-01-02 **Indirect Administration - Information Resources**	
1995-96	1996-97
$8,585,311	$9,488,864

1995-96 Total - Goal 4	1996-97 Total - Goal 4
$15,990,869	$17,251,796

1995-96 GRAND TOTAL	1996-97 GRAND TOTAL
$10,595,178,016	$10,814,165,981

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.

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