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from the
Texas
Education
Agency

December 1998

Report
to
the
6th Texas Legislature

1998
Comprehensive
Biennial Report on
Texas Public Schools

1998 Comprehensive Biennial Report on Texas Public Schools

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

December 1998



TEXAS EDUCATION AGENCY

1701 NORTH CONGRESS AVENUE ★ AUSTIN, TEXAS 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838

MIKE MOSES

COMMISSIONER OF EDUCATION

December 1, 1998

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

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

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

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

Respectfully submitted,

Mike Moses
Commissioner of Education

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Project Staff

Mike Moses, *Commissioner of Education*

Ron McMichael, *Deputy Commissioner, Finance and Accountability*

Criss Cloudt, *Associate Commissioner, Policy Planning and Research*

David Jacob, *Project Director*

The Office of Policy Planning and Research wishes to thank
all agency staff who contributed to this report.

For general information regarding this report, contact the
Texas Education Agency Office of Policy Planning and Research, at (512) 463-9701,
or e-mail pol-plan@mail.tea.state.tx.us

For additional information on specific issues, contact the agency staff listed at the end of each chapter.

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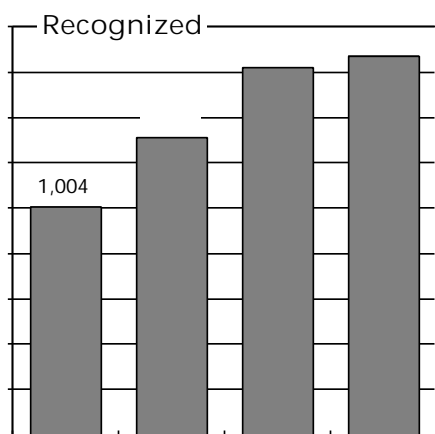
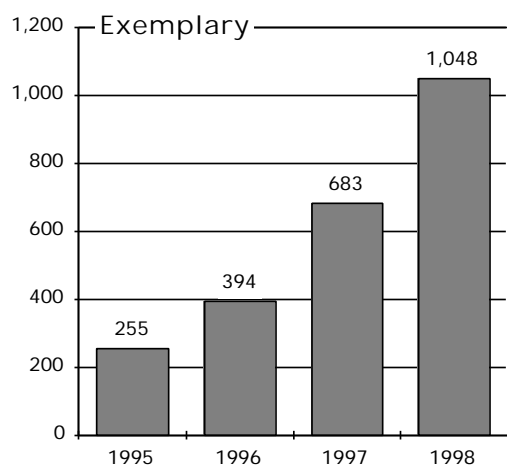
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The following are highlights of the *1998 Comprehensive Biennial Report on Texas Public Schools*:





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

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

- ◆ The annual dropout rate stood at 1.6 percent in 1996-97. The number of dropouts reported by school districts for Grades 7-12 fell by over 2,300 students, to 26,901, while enrollment in those grades rose by over 43,000 students. The Texas Education Agency is currently working to improve its data collection system to account for all students who leave the public school system, including graduates, dropouts, transfers, and other withdrawals. Beginning this year, the Academic Excellence Indicator

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

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

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

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

Student Performance

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

This chapter outlines statewide TAAS results for

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

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

Grade 3

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

Grade 4

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

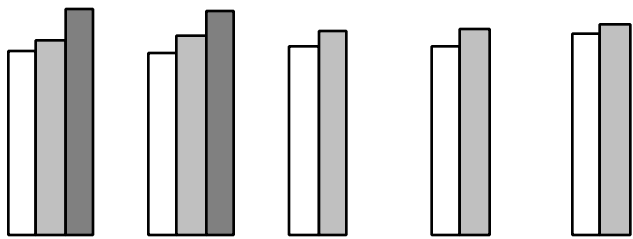
Grade 5

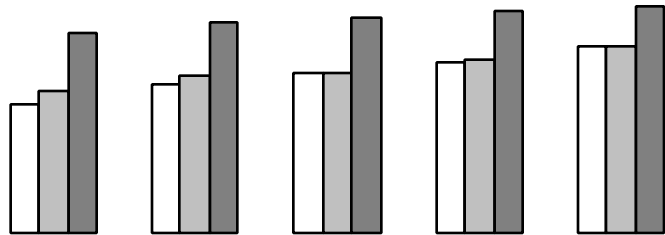
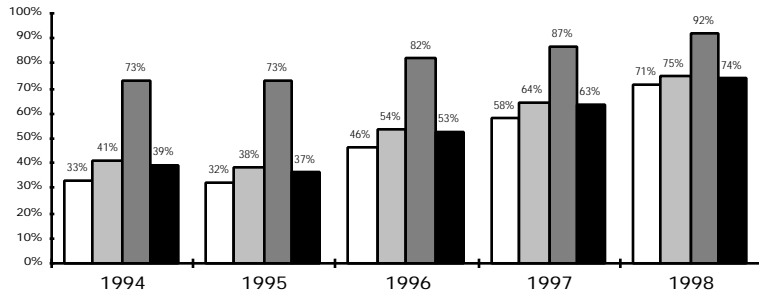
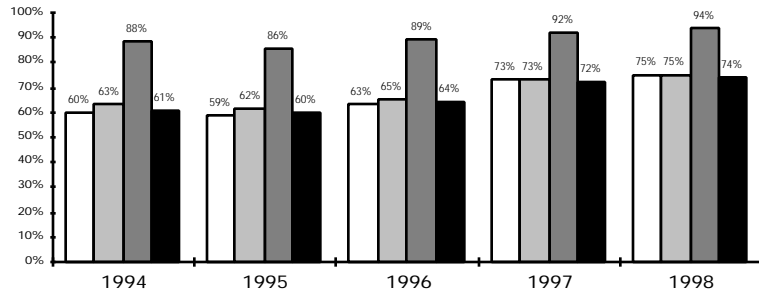
Grade 5 continues to score the highest of any grade level in the all tests taken category.

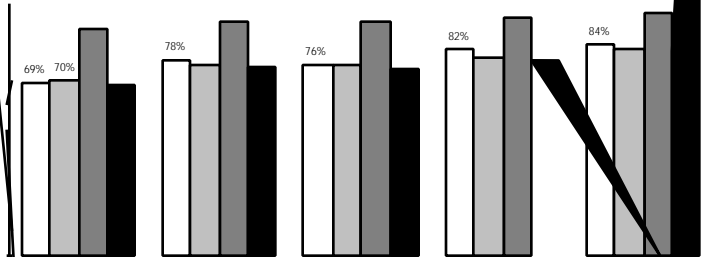
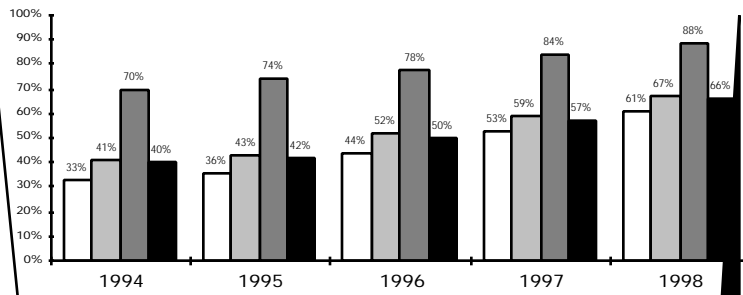
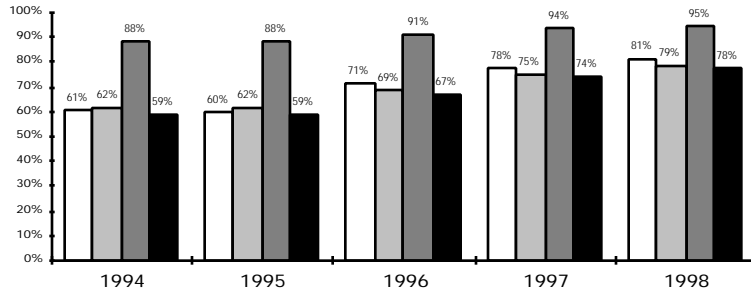
Grade 6

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

Grade 7







ALL TESTS TAKEN														
LEP Students						Non-LEP Students								
	1994	1995	1996	1997	1998	Gain		1994	1995	1996	1997	1998	Gain	
						97-98	94-98						97-98	94-98
Grade 3	35	48	55	60	66	6	31	59	68	71	75	77	2	18
Grade 4	32	41	46	49	61	12	29	56	65	68	73	79	6	23
Grade 5	27	35	45	50	61	11	34	60	68	74	81	85	4	25
Grade 6	21	22	27	37	39	2	18	58	63	72	79	83	4	25
Grade 7	16	16	24	32	32	0	16	58	61	69	77	81	4	23
Grade 8*	13	11	15	21	26	5	13	51	52	61	69	75	6	24
Grade 10	14	14	15	22	26	4	12	54	57	62	70	75	5	21

At-Risk Students						Not At-Risk Students								
	1994	1995	1996	1997	1998	Gain		1994	1995	1996	1997	1998	Gain	
						97-98	94-98						97-98	94-98
Grade 3	32	44	48	55	58	3	26	66	74	77	80	82	2	16
Grade 4	30	37	40	45	55	10	25	69	80	80	84	88	4	19
Grade 5	34	42	47	55	62	7	28	78	84	88	91	93	2	15
Grade 6	30	32	41	49	52	3	22	70	80	86	90	92	2	22
Grade 7	29	29	39	46	47	1	18	73	78	84	89	90	1	17
Grade 8*														

Percent Passing TAAS: Results By Special Population

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

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

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

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

Grade 8 Science and Social Studies Tests

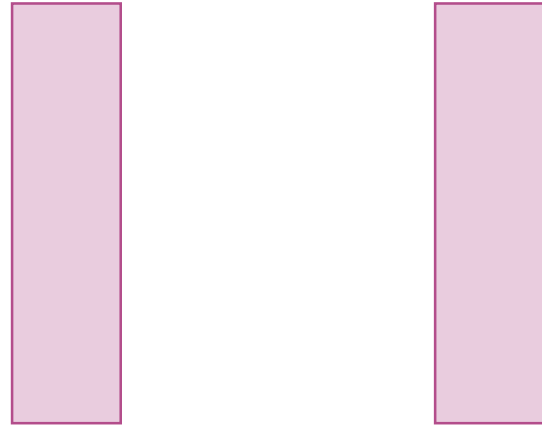
Science

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

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

Social Studies

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



Percent Passing Spanish TAAS

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

LEP students who take the Spanish TAAS are not

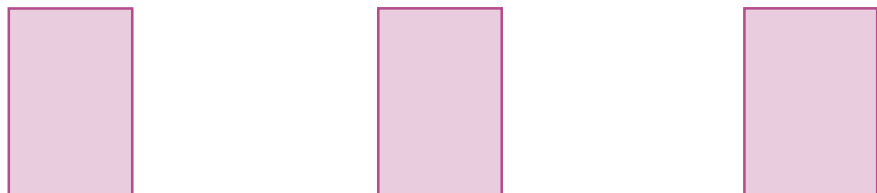


Table 1.4
Number and Percent of Students Requiring Intensive Instruction

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

*does not include results of science and social studies TAAS

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

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

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

Intensive Instruction

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

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

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

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

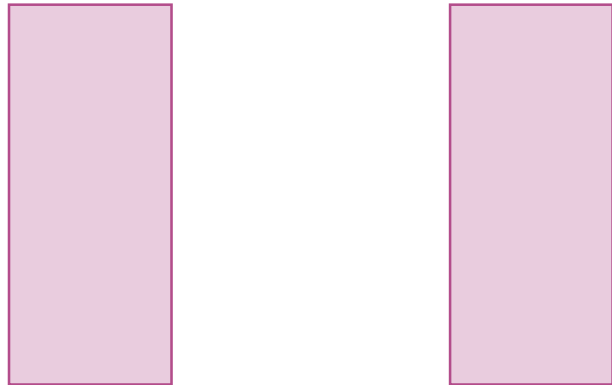
Retesting Opportunities

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

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

End-Of-Course Examinations

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



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

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

Biology I

Results of the spring 1998 administration showed that 80 percent of the students tested performed successfully, up from 78 percent the previous year. Compared to the previous year's passing rate, all

	Reading					Gain 1994-1998	Mathematics					Gain 1994-1998
	1994	1995	1996	1997	1998		1994	1995	1996	1997	1998	
Grade 3	78.2	78.0	78.6	79.7	82.3	4.1	70.3	73.3	76.5	78.4	78.1	7.8
Grade 4	78.4	80.1	79.9	80.9	84.4	6.0	70.5	74.6	77.4	79.0	80.0	9.5
Grade 5	78.8	79.9	81.6	83.8	85.3	6.5	71.0	74.7	77.5	80.6	82.1	11.1
Grade 6	78.5	79.8	80.8	83.3	83.9	5.4	70.7	72.6	77.0	78.9	80.6	9.9
Grade 7	78.3	78.8	81.1	82.2	82.8	4.5	70.6	71.8	75.6	77.6	79.5	8.9
Grade 8	77.9	78.0	79.8	81.8	83.3	5.4	70.0	69.7	73.8	76.7	78.7	8.7
Grade 10	77.7	77.8	80.0	82.1	83.9	6.2	69.9	71.2	72.9	75.3	77.4	7.5

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

first time, ranging from 82.3 at Grade 3 to 85.3 at Grade 5. Grade 5 exhibited the greatest four-year gain with an increase of 6.5 points. In **mathemat-**

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

Average TLI

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

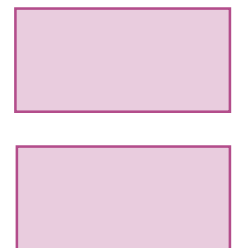


Table 1.8
Average TLI: Results by Ethnic Groups

	Reading					Gain		Mathematics					Gain	
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
	Grade 3	71.7	71.5	71.9	74.1	77.6	3.5	5.9	62.5	65.9	69.9	72.3	72.2	-0.1
Grade 4	71.2	73.2	72.9	74.7	79.2	4.5	8.0	62.6	66.9	70.6	73.0	74.8	1.8	12.2
Grade 5	71.9	72.7	75.0	77.9	80.7	2.8	8.8	63.1	66.6	70.1	74.7	77.0	2.3	13.9
Grade 6	71.8	73.7	74.9	77.7	79.6	1.9	7.8	62.8	65.0	71.0	73.0	75.9	2.9	13.1
Grade 7	71.2	72.4	75.6	77.2	77.6	0.4	6.4	62.6	63.0	68.2	71.6	73.4	1.8	10.8


Average TLI: Results By Ethnicity

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

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

Reading

Gain



Mathematics

Gain

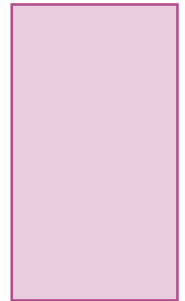
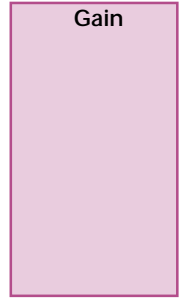


Table 1.10
Average TLI: Results by Special Population

	Reading					Gain		Mathematics					Gain	
	1994	1995	1996	1997	1998	97-98	94-98	1994	1995	1996	1997	1998	97-98	94-98
	Grade 3	68.7	69.8	71.9	73.0	77.9	4.9	9.2	63.5	67.9	72.4	75.5	75.1	-0.4
Grade 4	68.2	71.0	70.5	71.3	76.6	5.3	8.4	62.6	67.6	72.1	74.1	75.9	1.8	13.3
Grade 5	65.4	66.9	69.0	71.3	75.1	3.8	9.7	61.6	65.7	70.5	74.2	76.8	2.6	15.2
Grade 6	63.7	66.8	64.7	67.4	67.6	0.2	3.9	59.6	60.2	66.2	68.5	71.6	3.1	12.0
Grade 7	61.4	61.5	64.8	65.1	65.3	0.2	3.9	57.3	57.5	62.5	66.7	67.3	0.6	10.0
Grade 8	60.6	61.3	61.8	65.2	65.6	0.4	5.0	56.5	56.1	60.5	64.5	67.8	3.3	11.3
Grade 10	58.3	58.7	58.7	63.1	65.6	2.5	7.3	58.0	58.5	60.0	62.9	66.1	3.2	8.1

	Reading					Gain		Mathematics					Gain	

	Reading					Gain		Mathematics					Gain	

	Reading					Gain		Mathematics					Gain	

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

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

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

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

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

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

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = below 60

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

Large Urban District

This large urban district administered the May

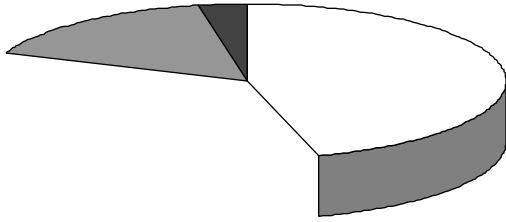
course, the more likely it was that he or she passed the TAAS social studies test. For example, students who received a final grade of A or B passed at rates of 79 and 61 percent, respectively. Similarly, the lower the letter grade, the more likely it was that a student failed the test: 27 percent of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

Small Urban District

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

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

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



Large Suburban District II

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

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

Agency Contact Person

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

Other Sources of Information

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

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

There has been a steady decline in the number of dropouts identified over the last ten years (Table 2.3). Dropout recovery programs, implemented by school districts to bring students who have

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

Students in the following categories are identified as dropouts:

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

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

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

dropout definition, such as not including in the count seniors who fail the exit-level TAAS but com-

Table 2.3 Historical Dropout Rates by Ethnicity

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

Table 2.4
Projected Dropout Rates by Grade

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

Characteristics of Dropouts

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

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

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

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

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

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

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

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

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

Reasons for Dropping Out

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

Table 2.5
Dropouts by Student Groups

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

District Characteristics

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

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

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

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

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

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

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

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

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

Agency Contact Persons

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

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

Other Sources of Information

1996-97 Report on Public School Dropouts,

This chapter presents the progress the state is making on the Academic Excellence Indi-

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

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

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

TAAS Participation

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

In 1998,

- ◆ 91.1 percent of students were tested. The results of 76 percent of students were included for accountability ratings purposes. The results of 15.1 percent of

Completion Rate

Completion rates are calculated and included for the first time on the 1997-98 AEIS reports. This longitudinal measure tracks a group (or cohort)

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

TAAS/TASP Equivalency

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

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

College Admission Tests

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

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

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

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

Profile Information

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

Agency Contact Person

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

Other Sources of Information

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

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

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

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

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

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

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 5										
Reading 1998	88.4%	80.1%	83.3%	94.0%	91.5%	95.9%	86.8%	90.0%	81.7%	52.1%
Reading 1997	84.8%	72.8%	77.4%	92.4%	86.2%	94.0%	82.6%	86.8%	75.7%	47.5%
Math 1998	89.6%	78.2%	86.6%	94.5%	91.5%	97.5%	89.3%	89.9%	84.0%	54.2%
Math 1997	86.2%	71.6%	81.5%	92.7%	87.2%	96.4%	86.0%	86.3%	78.7%	48.7%
All Tests 1998	83.9%	70.8%	78.0%	91.1%	87.2%	94.7%	82.5%	85.1%	75.3%	42.4%
All Tests 1997	79.2%	62.6%	70.8%	88.6%	79.6%	92.4%	77.6%	80.6%	68.2%	37.0%
TAAS % Passing Spanish Grade 5										
Reading 1998	50.2%	*	50.1%	50.0%	*	*	45.4%	55.0%	50.0%	20.7%

T E X A S E D U C A T I O N A G E N C Y
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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 7										
Reading 1998	85.5%	75.1%	76.9%	94.2%	87.9%	92.1%	83.2%	87.8%	75.5%	47.7%
Reading 1997	84.5%	74.8%	75.0%	93.6%	87.1%	90.5%	81.6%	87.3%	74.0%	45.1%
Math 1998	83.7%	67.9%	75.6%	93.2%	86.3%	94.0%	83.5%	83.9%	73.7%	41.7%
Math 1997	79.7%	63.3%	70.6%	89.8%	82.0%	93.1%	79.0%	80.3%	68.8%	35.9%
All Tests 1998	78.5%	61.3%	67.7%	90.4%	80.8%	89.6%	77.1%	79.9%	65.5%	33.4%
All Tests 1997	75.1%	57.9%	63.3%	87.4%	78.1%	87.6%	73.1%	76.9%	61.4%	29.0%
TAAS % Passing Grade 8										

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

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing										
Sum of 3-8 & 10										
Accountability Subset										
Reading 1998	87.0%	78.2%	79.5%	94.2%	88.7%	93.0%	85.1%	88.7%	78.4%	51.1%
1997	84.0%	73.2%	75.3%	92.4%	85.3%	91.3%	81.8%	86.1%	73.7%	47.1%
Writing 1998	87.4%	80.4%	80.9%	93.4%	87.2%	92.4%	84.5%	90.1%	79.7%	46.0%
1997	85.3%	76.1%	77.6%	92.5%	85.9%	90.8%	82.1%	88.2%	76.0%	44.5%
Math 1998	84.2%	70.5%	77.7%	91.9%	85.7%	94.3%	84.4%	84.0%	76.1%	46.7%
1997	80.1%	64.1%	71.8%	89.5%	81.6%	92.8%	80.5%	79.8%	70.5%	41.8%
All Tests 1998	77.7%	62.6%	68.1%	87.9%	79.6%	89.3%	76.3%	79.0%	66.4%	35.1%
1997	73.2%	55.7%	61.9%	84.9%	74.7%	86.7%	71.7%	74.6%	60.2%	31.1%
1999 Preview Indicator										
TAAS % Passing										
(Includes Spec. Ed. & Spanish 3-4)										
Sum of 3-8 & 10										
Reading 1998	83.3%	74.8%	74.8%	91.3%	84.7%	92.2%	80.6%	86.1%	73.7%	51.0%
Writing 1998	84.2%	77.0%	77.4%	90.1%	82.6%	91.7%	80.2%	88.0%	75.6%	46.0%
Math 1998	80.4%	67.0%	73.3%	88.6%	81.2%	93.4%	79.7%	81.2%	71.5%	46.6%
All Tests 1998	73.1%	58.8%	63.1%	83.6%	74.0%	88.1%	70.6%	75.7%	61.2%	35.0%
2000 Preview Indicator										
TAAS % Passing										
(Includes Spec. Ed. & Spanish 3-6)										
Sum of 3-8 & 10										
Reading 1998	83.2%	74.8%	74.4%	91.3%	84.6%	92.2%	80.4%	85.9%	73.4%	50.9%
Writing 1998	83.8%	77.0%	76.7%	90.1%	82.7%	91.7%	79.8%	87.7%	75.1%	45.9%
Math 1998	80.3%	67.1%	73.0%	88.6%	81.1%	93.4%	79.5%	81.0%	71.3%	46.6%
All Tests 1998	72.9%	58.8%	62.7%	83.6%	74.0%	88.1%	70.4%	75.5%	60.9%	34.9%

T E X A S E D U C A T I O N A G E N C Y
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 1997-98 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 1998	88.7%	82.4%	82.6%	93.9%	85.5%	91.8%	88.1%	89.2%	n/a	n/a
Class of 1997	86.6%	78.9%	79.3%	92.7%	87.5%	90.5%	86.2%	87.0%	n/a	n/a
End-of-Course Exam (% Taking)										
Biology I										
Grades 8-12 1998	19.7%	18.5%	19.3%	20.0%	23.4%	20.4%	19.6%	19.8%	18.4%	11.1%
1997	19.7% 8.42	g9.	N	me#5	-/					

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

1998 Taas Participation Grades 3-8 & 10	State	Native American				Asian/ Pac. Is.				Male	Female	Econ. Disadv.
		African American	Hispanic	White	Native American	African American	Hispanic	White	Native American			
Tested	91.1%	88.5%	87.2%	95.0%	91.0%	89.2%	89.2%	89.3%	89.3%	92.9%	86.4%	
Accountability	76.0%	74.9%	69.9%	81.2%	69.2%	82.7%	82.7%	71.9%	71.9%	80.4%	68.8%	
TAAS Mobile	4.4%	5.1%	3.8%	4.2%	10.0%	3.7%	3.7%	4.2%	4.2%	4.5%	3.9%	
Special Education	8.7%	8.5%	8.0%	9.6%	10.9%	2.8%	2.8%	11.3%	11.3%	5.9%	9.7%	
Spanish (gr. 3-6)	2.0%	0.0%	5.5%	0.0%	1.0%	0.0%	0.0%	2.0%	2.0%	2.1%	4.0%	
Not Tested	8.9%	11.5%	12.8%	5.0%	9.0%	10.8%	10.8%	10.7%	10.7%	7.1%	13.6%	
Absent	0.8%	0.9%	0.8%	0.7%	0.8%	0.4%	0.4%	0.8%	0.8%	0.7%	0.8%	
ARD Exempt	5.2%	9.6%	5.5%	3.8%	5.8%	1.8%	1.8%	6.7%	6.7%	3.6%	7.8%	
LEP Exempt	2.3%	0.2%	5.4%	0.1%	1.2%	7.9%	7.9%	2.3%	2.3%	2.2%	4.1%	
Other	0.7%	0.8%	1.0%	0.4%	1.1%	0.7%	0.7%	0.8%	0.8%	0.6%	1.0%	
Total Answer Documents	2,052,472	289,287	753,013	947,170	5,978	50,888	50,888	1,051,417	999,500	972,809		

1997 Taas Participation Grades 3-8 & 10	State	Native American				Asian/ Pac. Is.				Male	Female	Econ. Disadv.
		African American	Hispanic	White	Native American	African American	Hispanic	White	Native American			
Tested	90.6%	88.4%	86.2%	94.8%	90.6%	88.0%	88.0%	88.7%	88.7%	92.5%	85.6%	
Accountability	76.0%	75.6%	69.6%	81.2%	69.8%	81.5%	81.5%	71.9%	71.9%	80.3%	68.7%	
TAAS Mobile	4.5%	5.2%	3.9%	4.3%	9.9%	3.8%	3.8%	4.3%	4.3%	4.6%	4.0%	
Special Education	8.2%	7.6%	7.4%	9.3%	10.4%	2.7%	2.7%	10.6%	10.6%	5.6%	9.0%	
Spanish (gr. 3-4)	2.0%	0.0%	5.3%	0.0%	0.5%	0.0%	0.0%	1.9%	1.9%	2.0%	3.9%	
Not Tested	9.4%	11.6%	13.8%	5.2%	9.4%	12.0%	12.0%	11.3%	11.3%	7.5%	14.4%	
Absent	0.8%	1.0%	0.9%	0.7%	1.0%	0.4%	0.4%	0.8%	0.8%	0.7%	0.8%	
ARD Exempt	5.3%	9.6%	5.7%	4.0%	6.0%	1.8%	1.8%	6.9%	6.9%	3.7%	8.0%	
LEP Exempt	2.4%	0.2%	5.8%	0.1%	1.3%	8.9%	8.9%	2.5%	2.5%	2.4%	4.4%	
Other	0.9%	0.9%	1.4%	0.4%	1.2%	0.9%	0.9%	1.0%	1.0%	0.7%	1.2%	
Total Answer Documents	2,028,676	283,225	735,435	948,748	5,718	48,857	48,857	1,039,863	987,043	950,764		

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

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
<u>Attendance Rate</u>										
1996/97	95.2%	94.7%	94.7%	95.6%	94.4%	97.3%	95.2%	95.2%	94.8%	93.9%
1995/96	95.1%	94.5%	94.6%	95.6%	94.2%	97.2%	95.1%	95.1%	94.8%	93.8%
<u>Dropout Rate</u>										
1996/97	1.6%	2.0%	2.3%	1.0%	1.9%	0.8%	1.7%	1.5%	1.6%	1.9%
1995/96	1.8%	2.3%	2.5%	1.1%	2.0%	1.1%	1.9%	1.6%	1.7%	2.1%
<u>Completion Rate</u>										
Class of 1997	90.7%	87.2%	85.6%	94.5%	89.0%	95.7%	89.9%	91.6%	84.7%	83.6%

STUDENT INFORMATION

Total Students

3,891,877 100.0%

Students By Grade: Early Childhood Education

14,375 0.4%

PROGRAM INFORMATION

Student Enrollment by Program:

Special Education

Count Percent

466,527 12.0%

STAFF INFORMATION

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

TAX INFORMATION		BUDGETED EXPENDITURE INFORMATION		
	Amount	Percent/ Rate		Amount Percent
Total Adopted Tax Rate (calendar year 1997)	n/a	\$1.497	Total Expenditures:	\$21,783,918,315 100.0%
Standardized Tax Rates (comptroller valuation)			Total Expenditures by Object:	
Maintenance and Operations	n/a	\$1.305	Operating	\$19,527,368,239 89.6%
Interest and Sinking Fund	n/a	\$0.191	Payroll Costs (6100)	\$15,918,710,362 73.1%
-----			Prof. & Contracted Svcs (6200)	\$1,704,005,986 7.8%
Total Rate (sum of above)	n/a	\$1.496	Supplies and Materials (6300)	\$1,498,723,707 6.9%
			Other Operating Costs (6400)	\$405,928,184 1.9%
Standardized Local Tax Base (comptroller valuation)			Non-Operating	\$2,256,550,076 10.4%
Value (after exemptions)	\$708,921,744,666	n/a	Debt Service (6500)	\$1,531,985,683 7.0%
Value Per Pupil	\$182,154	n/a	Capital Outlay (6600)	\$724,564,393 3.3%
Value by Category			Total Operating Expend. by Function:	\$19,465,285,020 100.0%
Business	\$327,151,343,673	40.8%	Instruction (11,95)	\$11,245,811,208 57.8%
Residential	\$373,799,742,014	46.7%	Instruct.-Related Services (12,13)	\$562,761,247 2.9%
Land	\$59,500,145,583	7.4%	Instructional Leadership (21)	\$265,584,022 1.4%
Oil and Gas	\$37,090,568,118	4.6%	School Leadership (23)	\$1,137,476,933 5.8%
Other	\$3,664,587,637	0.5%	Support Services-Student (31,32,33)	\$849,752,434 4.4%
			Student Transportation (34)	\$550,716,637 2.8%
			Food Services (35)	\$1,088,906,943 5.6%

Grade Level Retention

Highlights

How extensive is grade level retention in Texas?

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

Who is retained?

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

Where are they retained?

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

Grade level retention is typically defined as having a student repeat a grade he or she

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

Number of Students Retained

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

Table 4.1
Historical Overview
of Grade Level Retention

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

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

Grade Level Retention by Grade

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

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

	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
K	2,698	2.3%	556	1.4%	1,764	1.6%	63	1.0%	5,081	1.8%
1	5,655	4.4%	3,039	7.0%	7,866	6.6%	217	3.0%	16,777	5.6%
2	2,002	1.6%	1,337	3.2%	3,784	3.4%	99	1.3%	7,222	2.5%
3										

Grade Level Retention in Grade 1. At the elementary level, the highest retention rate was found in first grade. Table 4.4 presents the number and per-

Grade Level Retention by Ethnicity

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

Each year during the four-year period, almost 7 out of 10 students retained in Texas public schools

Table 4.5
Retention of Students Served in Special Education

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

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

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

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

Grade Level Retention by District/Campus Characteristics

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

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

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

Grade	Year	Total Retained		Retention Rate		Total Retained		Retention Rate		Total Retained		Retention Rate	
		Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate		
	1993-94	4,637	2.9%	2,133	3.4%	735	2.9%	7,505	3.0%	30,970	2.0%		
	1994-95	4,803	2.8%	2,141	3.1%	740	2.8%	7,684	2.9%	30,816	2.0%		
	1995-96	4,929	2.7%	2,303	3.1%	755	2.9%	7,987	2.8%	35,440	2.1%		
	1996-97	5,036	2.6%	2,302	2.8%	848	2.8%	8,186	2.7%	35,188	2.1%		
	1993-94	55	6.1%	7,447	12.4%	2,201	10.6%	9,703	12.0%	77,781	6.4%		
	1994-95	64	4.9%	7,772	12.1%	2,407	11.0%	10,243	11.7%	79,626	6.4%		
	1995-96	57											

Table 4.7
Retention of Economically Disadvantaged Students

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

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

Agency Contact Persons

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

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

Other Sources of Information

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

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



Distribution of the TEKS

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

Professional Development in the TEKS

The implementation of the TEKS in classrooms, replacing the essential elements that have been in effect since the 1985-86 school year, requires significant preparation of teachers and other educators, who are expected to raise standards, revise lesson plans, and make other adjustments. To accomplish this task, Centers for Educator Development (CEDs) in the foundation areas and statewide centers in some enrichment areas have developed and disseminated supporting materials and training. For instance, "TEKS for Leaders," a one-day seminar for district and campus administrators, provides an in-depth introduction to the TEKS and methods for planning to teach them. Many of the centers are also establishing web sites that maintain a common navigational system enabling teachers and administrators easy access to current information and materials that support the TEKS and other aspects of their respective programs. Regional education service centers also provide

Bilingual Education/English as a Second Language

Bilingual education and second language instruction programs serve students in Grades PK-12 whose primary language is not English. More than 100 languages are spoken in the homes of Texas

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

Early Reading Assessment

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

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

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

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

Reading Academies

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

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

Children need to have opportunities to:

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

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

Spotlighting Reading Excellence

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

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

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

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

Science

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

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

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

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

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

Social Studies

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

discoveries and innovations have affected societies throughout history.

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

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

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

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

Economics with Emphasis on the Free Enterprise System and Its Benefits

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

Languages Other Than English

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

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

- ◆ *A Texas Framework for Languages Other Than English*, a curriculum framework developed to help teachers in schools implement the TEKS,
- ◆ *Professional Development for Language Teachers*, a document that identifies appropriate staff development models for inservice LOTE teachers implementing the TEKS,
- ◆ *Preparing Language Teachers to Implement the TEKS for Languages Other Than English*, a docu-

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

Physical Education

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

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

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

Fine Arts

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

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

Technology Applications

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

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

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

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

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

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

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

Career and Technology Education

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

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

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

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

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

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

Kindergarten and Prekindergarten Education

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

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

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

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

School Libraries

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

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

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

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

Implementing the TEKS

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

Instructional Materials

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

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

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

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

Proclamation 1996
State Adoption 1998
Implementation 1999-2000

Mathematics, Grades K-8
 Mathematics (Spanish), Grades K-6
 Geology, Meteorology & Oceanography
 Aquatic Science
 World History Studies
 Technical Theatre I-IV
 Choir 1-3

Proclamation 1997
State Adoption 1999
Implementation 2000-2001

English Language Arts & Reading, Grades K-1
 Reading, Grades 2-3
 Spanish Language Arts & Reading, Grades K-1
 Spanish Reading, Grades 2-3

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

Proclamation 2004
State Adoption 2006
Implementation 2007-2008

Enrichment

Languages Other than English
 Fine Arts
 Physical Education

Proclamation 2006
State Adoption 2008
Implementation 2009-10

English Language Arts, Grades 2-12
 Spanish Language Arts, Grades 2-6

Proclamation 2008
State Adoption 2010
Implementation 2011-12

Social Studies, Grades 1-12
 Social Studies (Spanish), Grades 1-12
 PreKindergarten
 Kindergarten

Enrichment

Proclamation 2005
State Adoption 2007
Implementation 2008-2009

English Language Arts & Reading, Grades K-1
 Spanish Language Arts & Reading, Grades K-1
 Reading, Grades 2-5
 Spanish Reading, Grades 2-5
 Literature, Grades 6-12
 Spanish Literature, Grade 6

Proclamation 2007
State Adoption 2009
Implementation 2010-11

Science, Grades 1-12
 Science (Spanish), Grades 1-6

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

Texas Assessment of Academic Skills

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

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

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

Highlights of Changes in Curriculum Rules

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

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

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

Recommended High School Program

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

Distinguished Achievement Program

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

Subchapter C. Other Provisions

Award of Credit

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

Innovative Courses and Programs

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

Based on the Bioc0 0 0

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

Academic Achievement Record

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

District and Campus Performance

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

Accountability Ratings

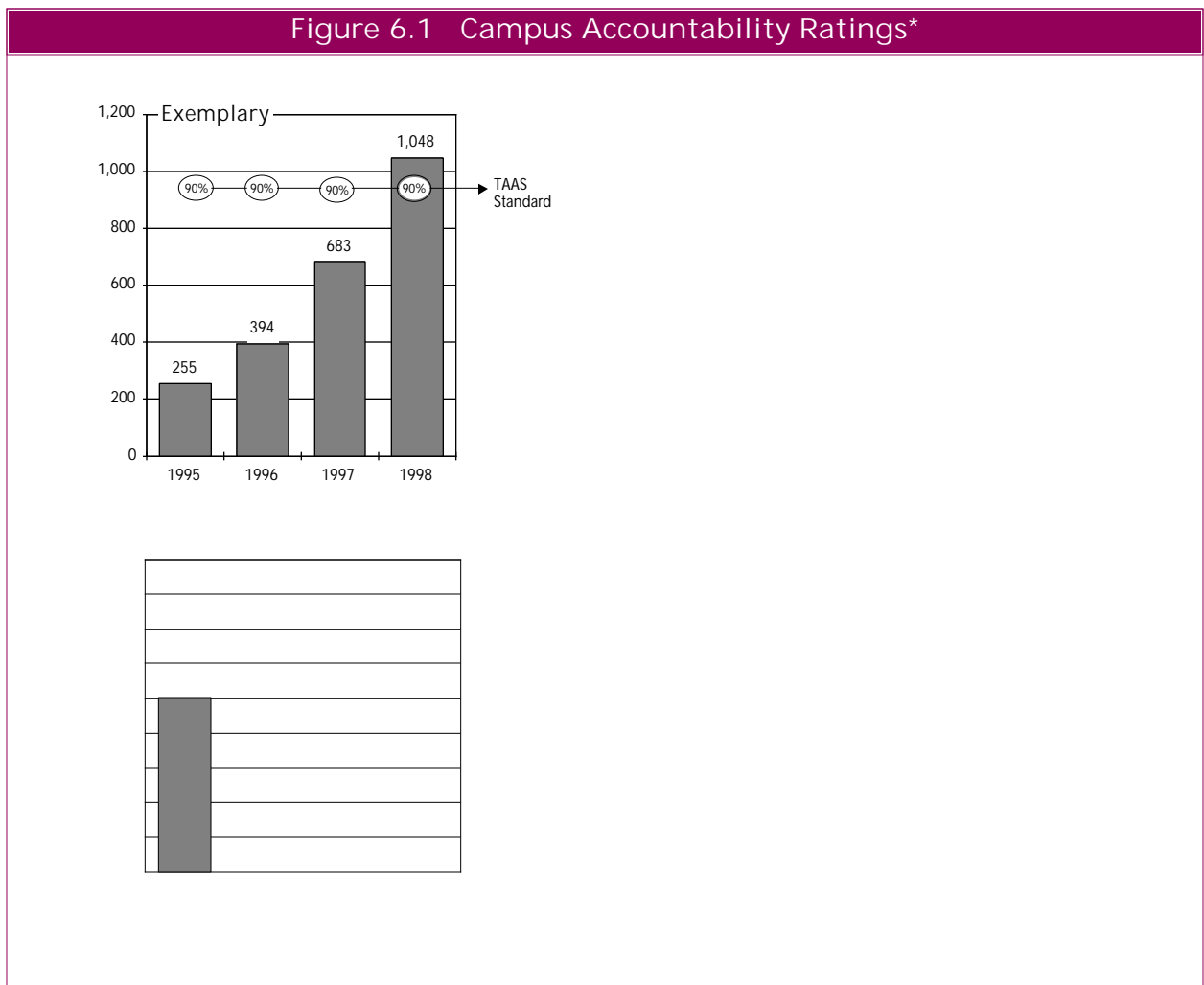
The accreditation status for districts and the performance ratings for campuses are based on the academic excellence indicators required by law and adopted by the State Board of Education.

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

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

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

Figure 6.1 Campus Accountability Ratings*



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

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

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

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

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

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

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

40 percent of the student population eligible for TAAS.

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

Framework for Interventions

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

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

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

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

1997 Ratings

Four districts were designated as *academically unacceptable* in 1997 due to low performance on TAAS or a high dropout rate. The status of three other districts was modified to *academically unacceptable* due to the findings of a special accreditation investigation (SAI). The commissioner of education raised the rating of one of the three districts to *academically acceptable* in November 1997. Four *low-performing* campuses were in the *academically unacceptable*

Burton ISD
Burton Elementary

Calvert ISD
Calvert High School^{REC}

Cameron ISD
Yoe High School

Chapel Hill ISD (Smith County)
Chapel Hill High School

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

Decatur ISD
Decatur High School^{REC}

Dickinson ISD
Dickinson High School

Edinburg Consolidated ISD
Lincoln Education Center

Flour Bluff ISD
Flour Bluff Alternative Center
Flour Bluff High School

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

Galveston ISD
Ball High School
San Jacinto Elementary

Garland ISD
South Garland High School

Goodrich ISD
Goodrich Elementary

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

Irving ISD
Irving Reassignment School

Jacksonville ISD
Jacksonville High School

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

La Pryor ISD
La Pryor High School

La Villa ISD
La Villa High School

Lake Worth ISD
Lake Worth High School

Lamar Consolidated ISD
B. F. Terry High School

Lubbock ISD
Posey Elementary

Marfa ISD
Redford Elementary

Marietta ISD
Marietta Elementary

Nacogdoches ISD
Nacogdoches High School^{*}

Northside ISD (Bexar County)
Sunset High School

Port Arthur ISD
Jefferson High School

Presidio ISD
Presidio High School

Richardson ISD
Westwood Junior High

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

San Marcos Consolidated ISD
San Marcos High School

Key to Symbols

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

Seguin ISD
Seguin High School

Southland ISD
Southland Elementary

Temple ISD
Freeman Heights Elementary
Wheatley Elementary

Texarkana ISD
Texas High School

Trinity ISD
Lansberry Elementary*
Trinity Junior High

Waco ISD
Kendrick Elementary

West Oso ISD
West Oso High School

Wilmer-Hutchins ISD
Wilmer-Hutchins High School

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

Alternative Campuses Needing Peer Review

In 1997, 331 campuses received ratings under the alternative accountability procedures. Of these, 285 (86.1 percent) were rated *acceptable* and 46 (13.9 percent) were rated *needing peer review*. In shared services arrangements, one alternative cam-

Lamesa ISD
Alternative Center

Laredo ISD
Evening Alternative Education Program

Mathis ISD
Sunrise Educational Center

New Waverly ISD
Gulf Coast Trades Center

Port Arthur ISD
Lamar Community Guidance Center

Progreso ISD
Progreso Multiple Alternative Campus

Raymondville ISD
Raymondville Independent
Instructional Center

Sanford ISD^{FA}

Borger ISD^{MD}

Dumas ISD^{MD}

Panhandle ISD^{MD}

Sunray ISD^{MD}
CHAMPS

Spring Branch ISD
Spring Branch Education Center

Uvalde ISD
Excel Academy High School

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

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

Peer review teams visited *academically unacceptable* districts and *low-performing* campuses. Each

Efforts to Improve Performance

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

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

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

Irving ISD
Irving High School ^{DA}

Malakoff ISD
Malakoff High School ^{DA}

Marfa ISD
Redford Elementary*

Marietta ISD
Marietta Elementary*

McDade ISD
McDade Elementary

Austin ISD
ACC/Robbins Academy^{NV}

Breckenridge ISD
Breckenridge Alternative Center

Bronte ISD
Juvenile Detention Center

Building Alternatives Charter School
Building Alternatives Charter School

Canadian ISD
Canadian Alternative School

College Station ISD
Timber Academy

Corpus Christi ISD
Alternative High School Center

Cotulla ISD
Juvenile Justice Center

Culberson County-Alamoore
Eagle Mountain Academy

Dallas Can! Academy Charter School
Dallas Can! Academy

Dimmitt ISD
Dimmitt Alternative Center

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

Edgewood ISD
Competency Based High School

Edinburg Consolidated ISD
Cooperative Alternative Program
Edinburg Academy

El Paso ISD
School-Age Parent Center

Fort Worth ISD
Middle Level Learning Center

Fredericksburg ISD
Alternative School

Galveston ISD
Alternative School

Georgetown ISD
Chip Richarte Learning Center

Gonzales ISD
Gonzales Alternative Campus

Houston ISD
Employment Training Center

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

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

Iraan-Sheffield ISD
TYC Sheffield Campus

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

Killeen ISD
Bell County Juvenile Detention Center

Lamar Consolidated ISD
Place (16-21)

Lamesa ISD
Alternative Center*^{NV}

Lockhart ISD
Pride School

Mercedes ISD
Mercedes Alternative Educational Center^{NV}

Pecos-Barstow-Toyah ISD
Carver Alternative Education Center

Poteet ISD
ACES

Key to Symbols

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

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

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

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

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

Roma ISD
Instructional and Guidance Center

San Antonio ISD
Healy-Murphy Center

San Elizario ISD
San Elizario Alternative Center

Schertz-Cibola-Universal City
Enhanced Learning Center

Seguin ISD
Mercer & Blumberg Learning Center

Seminole ISD
Seminole Success Center

Slaton ISD
Instructional Center

South San Antonio ISD
Competency Based High School

Sweeny ISD
Sweeny Optional School

Trinity ISD
Trinity Evening High School^{NV}

Waco ISD
Alternative School

Wall ISD^{FA}

Bronte ISD^{MD}

Eden Consolidated ISD^{MD}

Grape Creek ISD^{MD}

Miles ISD^{MD}

Robert Lee ISD^{MD}

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

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

Ysleta ISD
Academy of Science and Technology*
Cesar Chavez Academy

Monitors, Masters, and Alternative Interventions

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

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

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

Table 6.2
Monitors, Masters, and Alternative Interventions

1996-97 and 1997-98

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

Deregulation and Waivers

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

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

Sunset Review of TEA Rules

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

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

Open-Enrollment Charter Schools

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

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

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

State Waivers

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

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

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

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

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

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

Education Flexibility Partnership Demonstration Program (Ed-Flex) Status

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

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

**Table 7.1
Open-Enrollment Charter Schools**

as of November 16, 1998

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

Characteristics of Charter Schools in Operation

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

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

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

The commissioner of education granted 3,824 administrative waivers. These waivers streamlined application procedures and simplified record keeping. During fiscal year 1998, the commissioner of education used his authority to grant two of these

Administrative Cost Ratios

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

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

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

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

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

Agency Contact Person

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



District Reporting Requirements

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

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

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

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

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

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

Table 9.1
Information Types in the PEIMS Electronic Collection

<p>Organizations</p> <ul style="list-style-type: none"> ◆ District name and assigned number ◆ Shared service arrangement types, fiscal agent, and identifying information ◆ Campus identification and certain program component information specific to that campus <p>Finances</p> <ul style="list-style-type: none"> ◆ Budgeted revenue and expenditures for required funds, functions, objects, organizations and programs ◆ Actual revenue and expenditures for required funds, functions, objects, organizations and programs <p>Staff</p> <ul style="list-style-type: none"> ◆ Identification information, including Social Security number and name ◆ Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience 	<ul style="list-style-type: none"> ◆ Employment, including days of service, salary, and experience within the district ◆ Permits held by staff to perform certain job functions ◆ Responsibilities, including the types of work performed, its location, and, in some cases, the times of day <p>Student</p> <ul style="list-style-type: none"> ◆ Identification, including a unique student number, name, and basic demographic information ◆ Enrollment, including campus, grade, special program participation, and various indicators of student characteristics ◆ Attendance information for each six-week period and special program participation ◆ Course completion for grades 9-12 ◆ Graduated student information ◆ Dropout information
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<u>Documents published and available on TEA web site</u>		54
Business forms	29	
Data collection instruments	25	
<u>Data collection instruments not published on web site</u>		4
<u>32 Total Data C</u>		

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

Sources of Funds

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

Expenditures

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

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

Three principles define the agency’s role and operations:

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

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

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

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

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

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

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

Agency Contact Person

Bill Monroe, Coordinator of Internal Operations, (512) 463-9437.

Other Sources of Information

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

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

Table 10.1
Expenditures Under TEA Goals, Objectives, and Strategies

Goal 01

Standards of Achievement and Equity:

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

<i>Strategy 01-03-03</i> 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.	1996-97 \$14,259,784	1997-98 \$11,304,632
<i>Strategy 01-03-04</i> HB4 Transition Funding	1996-97 \$0	1997-98 \$101,080,030
1996-97 Total - Goal 1 \$8,685,955,039	1997-98 Total - Goal 1 \$9,805,822,847	

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.

1996-97 \$106,245,174	1997-98 \$118,574,146
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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.

1996-97 \$644,254,874	1997-98 \$785,642,501
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Strategy 02-02-02

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.

1996-97 \$240,485,310	1997-98 \$332,165,313
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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.

1996-97
\$33,922,591

1997-98
\$35,872,327

Strategy 02-02-04

Child Nutrition Programs: Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.

1996-97
\$621,453,091

1997-98
\$748,811,976

Strategy 02-02-05

Adult Education: Build the capacity of the state public education system by encouraging school districts and service providers to develop and implement effective adult education and literacy programs.

1996-97
\$26,837,779

1997-98
\$33,364,151

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.

1996-97
\$52,638,375

1997-98
\$57,712,213

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.

1996-97
\$46,548,391

1997-98
\$59,210,614

Strategy 02-03-02

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.

1996-97	1997-98
\$9,836,059	\$10,289,437

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.

1996-97	1997-98
\$13,088,765	\$18,325,456

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.

1996-97	1997-98
\$7,139,486	\$9,447,874

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



Texas Education Agency
1701 North Congress Avenue,
Austin, Texas 78701-1494

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