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December 1, 2000

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

This *2000 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. As per HB1016, this report will be posted by this date at the agency's web site under <http://www.tea.state.tx.us/reports/>. You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

This report contains ten chapters on the following topics: a summary compilation of overall student performance on the state performance 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 Texas Education Agency.

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

Respectfully submitted,

Jim Nelson  
Commissioner of Education



# **2000 Comprehensive Biennial Report on Texas Public Schools**

A Report to the 77<sup>th</sup> Texas Legislature  
from the Texas Education Agency

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December 2000

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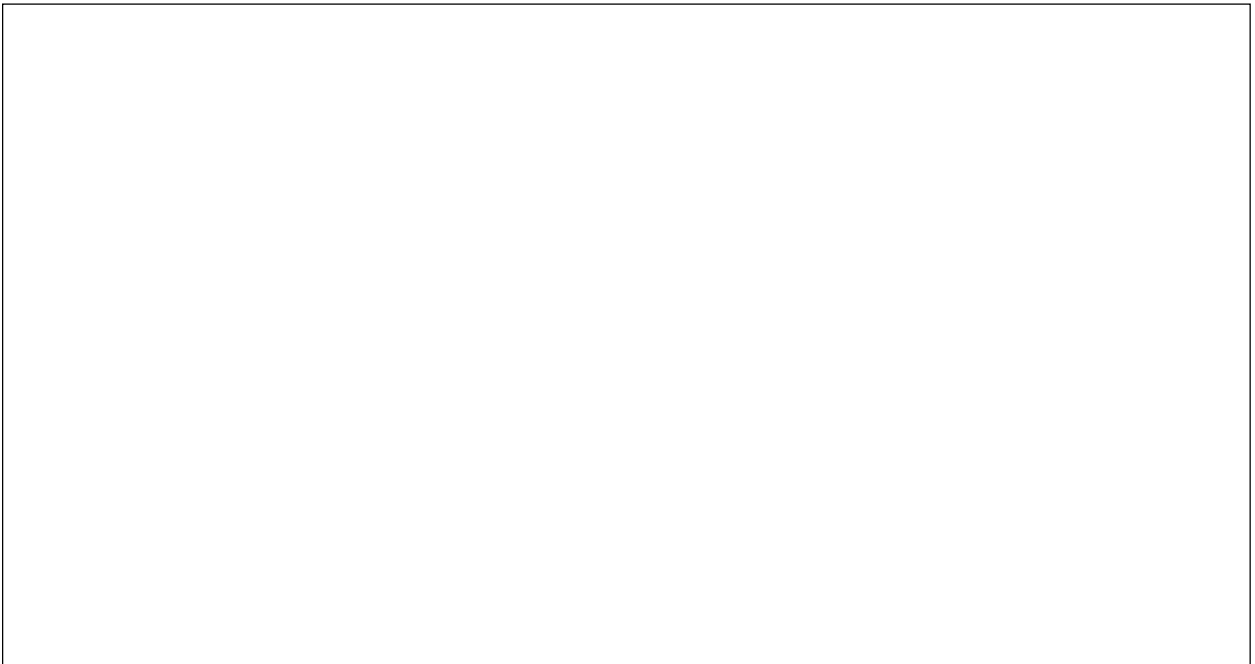
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# Executive Summary

The following are highlights of the *2000 Comprehensive Biennial Report on Texas Public Schools*:

- ◆ Nearly 80 percent of all students taking the Texas Assessment of Academic Skills (TAAS) passed all tests taken\* in 2000. Performance has increased by 24.3 percentage points over the past six years, with some minority groups increasing their performance by as much as 35 percentage points. This increase is evident even as more students take the TAAS, fewer are being exempted, and more students are





percentage of African American students passing mathematics TAAS increased by 39 percentage points. Hispanic students and economically disadvantaged students both increased their performance by 36 percentage points.

- ◆ Texas students have also shown improvement on the reading TAAS test. Reading performance on the Grade 3 TAAS was 87.9 percent passing in 2000, an increase of 7.4 percentage points over 80.5 percent passing in 1996. These gains suggest that the Texas Reading Initiative implemented in 1996 has had a positive impact on student reading ability in the early grades. Highlights of this initiative include establishing the components of effective reading programs; creating early reading assessments to help identify students' instructional needs; providing high quality professional development, in coordination with the Texas Center for Reading and Language Arts; establishing grants for Teaching Reading academies; having a reading liaison at each education service center; implementing the Master Reading Teacher grant program; and providing for Accelerated Reading Instructional programs.
  - ◆ Statewide, 91.6 percent of the Class of 2000 passed the exit-level TAAS, an increase of 8.8 percentage points over the passing rate (82.8%) for the Class of 1995. The greatest gains were for African American students whose passing rates increased by 13.9 percentage points (from 73.7% in 1995 to 87.6% in 2000) and Hispanic students with an increase of 12.1 percentage points (from 74.5% in 1995 to 86.6% in 2000).
  - ◆ A total of 27,592 students in Grades 7-12 were identified as dropping out in school year 1998-99, representing a slight increase in the number of students who were reported to have dropped out the previous year. However, the 1998-99 annual dropout rate remained at 1.6 percent. The Class of 1999 Grade 7 cohort longitudinal dropout rate was 9.0 percent. The target set in law was to reduce the longitudinal dropout rate to 5 percent or less by the 1997-98 school year (TEC §39.182). To meet this statutory goal, the current rate will need to be reduced by almost 50 percent.
  - ◆ In 1998-99, 17.5 percent of students in Grades 9-12 completed at least one advanced course.
- This rate is down from the 18.9 percent who completed advanced courses in 1997-98. This decrease, which occurred across all student groups, is due to the alignment of the definition of "advanced course" with the more rigorous curriculum standards of the Texas Essential Knowledge and Skills (TEKS), which were implemented in 1998-99.
- ◆ Participation in AP/IB examinations continues to increase. The percent of 11th or 12th graders taking at least one Advanced Placement (AP) or International Baccalaureate (IB) test rose to 12.7 percent in 1999-00 from 8.6 percent in 1996-97. The number of AP examinees in Texas has increased by 118 percent since 1995, compared to a national increase of 51.6 percent.
  - ◆ Almost 114,000 Texas students in the Class of 1999 took either the SAT I or the ACT by the end of the 1998-99 school year. Participation in college admission testing has increased in Texas at higher rates than the nation. From 1995 to 1999, the number of SAT test takers increased 21.6 percent in Texas, compared to 14.2 percent nationwide; while the number of ACT test takers increased 8.7 percent in Texas, compared to 7.8 percent nationwide. The percentage of examinees who scored at or above the criterion score on either test was 27.2 percent for the Class of 1999, compared to 27.7 percent for the Class of 1995.
  - ◆ Performance on the Algebra I end-of-course test, although far from satisfactory, rose to 45 percent passing in 2000 from 27 percent passing in 1996. 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 1998. Performance on the Biology I end-of-course test improved to 81 percent passing in 2000 from 71 percent passing in 1995. Students taking the English II and U.S. History end-of-course tests had higher passing rates in 2000 (78 percent and 73 percent, respectively) than did students in 1999 (74 percent and 71 percent, respectively).
  - ◆ In the 1998-99 school year, a total of 170,534 students were retained in grade. The overall retention rate for students in Grades K-12 was 4.7 percent. The highest retention rate across all grades was found in Grade 9 (18.8%). At the elementary level, the highest retention rate







(Continued on page 4)

Grade	Reading								Mathematics								Writing					All Tests Taken							
	'94	'95	'96	'97	'98	'99	2000	2000	'94	'95	'96	'97	'98	'99	2000	'94	'95	'96	'97	'98	'99	2000	'94	'95	'96	'97	'98	'99	2000
3	76%	77%	78%	78%	83%	88%	87%	61%	71%	73%	78%	78%	82%	80%									56%	65%	67%	70%	73%	78%	76%
<p>ownward shift compared to the 1999 results, Grade 3 students have made significant gains in all categories since 1994.</p>																													

\*Does not include results of the science and social studies tests.



from 84 percent meeting minimum expectations at Grade 8 to 90 percent meeting minimum expectations at both Grades 4 and 10. The writing TAAS data are presented graphically in Figure 1.3 on page 3.

In addition, nearly all grade levels made gains in the **all tests taken** category; for the first time, all grade levels had passing rates at 76 percent or above. The percentage of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 76 percent at Grade 3 to 84 percent at Grade 5. The TAAS data for all tests taken are presented graphically in Figure 1.4.

## Texas Learning Index

Spring 2000 marks the seventh year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard, was developed to allow students, parents, and schools the opportunity to relate student performance to the state average. The TLI score is based on the percentage of students who are at or above the passing standard. The TLI score is calculated as follows:  $TLI = \frac{100 - \text{percentage below passing standard}}{2}$ . For example, if 33.8 percent of students are below the passing standard, the TLI score is 33.1. Because the TLI score is based on the percentage of students who are at or above the passing standard, the TLI score is always between 0 and 100. The TLI score is reported in the following table.

## **Average TLI: All Students**

*TLI scores for 2000 show continuing improvement at every grade level in mathematics and in all but one grade level in reading.*

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. The following tables present:

- seven years of average TLI scores for each



## Grades 4, 8, and 10 Percent Meeting Minimum Expectations:

### Results by Ethnicity, Economically Disadvantaged Population Spring TAAS Administrations 1994-2000

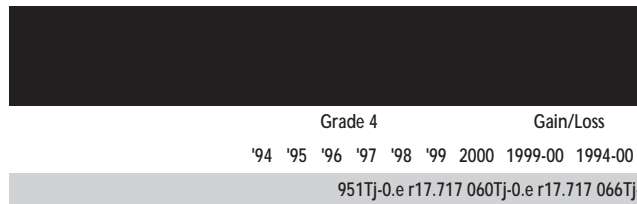
Note: This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

#### Grade 4

#### *Writing scores for African American students rose 4 percentage points from 1999 to 2000.*

The comparison of Grade 4 TAAS passing rates between 1994 and 2000 shows that African American, Hispanic, and economically disadvantaged students have all made impressive gains (see Table 1.5).

African American students' **reading** scores in 2000 rose 3 percentage points from 1999 levels, with 82 percent



meeting minimum expectations. Economically disadvantaged students' scores increased by 2 percentage points to reach 84 percent passing. Both Hispanic and White students' scores improved by 1 percentage point to reach 85 percent and 95 percent passing, respectively. The comparison between 1994 and 2000 shows that African American students made the greatest gain, with an increase of 26 percentage points.

Compared to 1999 levels, the percent passing for **mathematics** increased by 2 percentage points for African American students in 2000. For White students, the percent passing in 2000 remained the same as in 1999. There was a slight decline of 1 percentage point for both Hispanic students and economically disadvantaged students. The percent passing ranged from 75 percent meeting minimum expectations (African American students) to 93 percent (White students). The comparison of TAAS scores between 1994 and 2000 shows impressive gains: 39 percentage points for African American students, 36 percentage points both for economically disadvantaged students and Hispanic students, and 26 percentage points for White students.

**Writing** scores in 2000 rose by 4 percentage points over 1999 levels for African American students to 84 percent passing. Both economically disadvantaged students' and White students' scores rose by 2 percentage points to 85 and 94 percent passing, respectively. Hispanic students' scores rose by 1 percentage point to 86 percent meeting minimum expectations.

The results of **all tests taken** provide evidence of improvement across all groups of students. Scores in 2000 rose by 4 percentage points (66 percent meeting minimum expectations) compared to the previous year's levels for African American students. White students' scores rose by 3 percentage points (88 percent meeting minimum expectations). Economically disadvantaged students' scores rose by 2 percentage points (71 percent meeting minimum expectations). The percent passing for Hispanic student rose by 1 percentage point (74 percent meeting minimum expectations). The comparison between 1994 and 2000 indicates that African American students made the greatest gain in this category, showing an impressive increase of 34 percentage points.

## Grade 8

*The 2000 mathematics scores for African American students were 7 percentage points higher than 1999 levels.*

Table 1.6 presents the Grade 8 TAAS results for 1994 through 2000 for the four student groups.

**Reading** scores in 2000 rose by 2 percentage points for African American, Hispanic, and economically disadvantaged students compared to the previous year's levels. White students gained 1 percentage point. African American and Hispanic students reached 83 percent passing, economically disadvantaged students posted an 82-percent passing rate, and White students reached 95 percent passing. The comparison between 1994 and 2000 indicates that African American students made the greatest gain, with an increase of 25 percentage points.

In **mathematics**, every student group made notable gains. Results showed improvement for African American students with a gain of 7 percentage points; economically disadvantaged students posted a gain of 6 percentage points; the results for Hispanic students rose by 5 percentage points; and White students' scores increased by 3 percentage points. Percent passing results for these groups ranged from 81 percent for African American students to 95 percent for White students. Compared to 1994 levels, all groups have made significant gains. African American students have gained an impressive 49 percentage points, economically disadvantaged students have gained 47 percentage points, Hispanic students have gained 45 percentage points, and White students have gained 25 percentage points.

The **writing** scores showed a slight downward trend for most student groups. Economically disadvantaged students' and African American students' passing rates decreased by 2 percentage points, while Hispanic students' performance

results showed improvement. African American students made the greatest gain, with an increase of 25 percentage points.

## **Grade 10 (Exit Level)**

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*The comparisons between 1994 and 2000 show a dramatic upward trend in the all tests taken category, with 36-percentage point gains for Hispanic and economically disadvantaged students and a 39-percentage point gain for African American students.*

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The Grade 10 (Exit Level) TAAS results from 1994 to 2000 for the four student groups are presented in Table 1.7.

**Reading** scores reflected gains across all student groups, with economically disadvantaged and Hispanic students gaining 3 percentage points compared to last year's levels. African American students, at 85 percent meeting minimum expectations, gained 2 percentage points compared to last year's levels. White students exhibited a 1-percentage point gain, reaching 96 percent passing. Six-year gains in reading ranged from 10 percentage points for White students to 25 percentage points for African American students.

**Mathematics** scores showed improvement for all groups, and for the first time, all grade levels had passing rates in the 70s or above. Compared to 1999 levels,

gains ranged from 4 to 8 percentage points for each group. The percent passing results in 2000 were: 74 percent for African American students, 79 percent for economically disadvantaged students, 80 percent for Hispanic students, and 93

Table 1.8 Percent Meeting Minimum Expectations  
Results by LEP/Non-LEP Students, 1994-2000

All Tests Taken**																		
	LEP Students							Gain/Loss		Non-LEP Students							Gain/Loss	
	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00
Grade 3	34	47	52	57	62	70	64	-6	30	58	66	68	72	74	79	78	-1	20
Grade 4	30	39	42	45	56	61	58	-3	28	53	62	64	69	75	79	82	3	29
Grade 5	26	33	41	46	56	56	58	2	32	58	65	70	76	81	84	87	3	29
Grade 6	19	21	24	35	36	44	44	0	25	55	60	68	75	78	82	85	3	30
Grade 7	15	15	22	30	29	35	34	-1	19	55	58	66	73	76	80	82	2	27
Grade 8*	12	11	13	19	24	32	32	0	20	49	49	57	65	70	79	80	1	31
Grade 10	13	14	15	21	25	31	34	3	21	53	55	60	67	72	78	83	5	30

\*Does not include results of the science and social studies tests. \*\*Includes only the English version test



All Tests Taken																		
	At-Risk Students							Gain/Loss		Not At-Risk Students							Gain/Loss	
	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00
Grade 3	31	43	45	51	54	64	60	-4	29	65	72	75	77	79	74	4		

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## Average TLI: Results By Ethnicity

### Spring TAAS Administrations 1994-2000

*Between 1994 and 2000, Hispanic and African American students registered double-digit gains in their average TLI in mathematics at all grade levels.*

In the seven-year period, overall average TLI scores in **reading** rose for all major ethnic groups in most grades, except for a decline at Grade 3 for all groups (see Table 1.10). For African American students, average TLI scores in 2000 ranged from 77.9 at Grade 7 to 81.8 at Grade 8, with the greatest six-year gain (11.8 points) at Grade 8. For Hispanic students, average TLI scores ranged from 77.9 at Grade 7 to 83.3 at Grade 4, with the great-

est six-year gain (10.7 points) at Grade 8. The average TLI for White students ranged from 86.3 at Grade 3 to 90.1 at Grade 5; between 1994 and 2000, the greatest gain (7.7 points) was exhibited at Grade 5.

In **mathematics** (see Table 1.10), all grade levels exhibited improvement, with the exception of Hispanic fourth graders whose scores declined slightly (0.1 point). For African American students, average TLI scores in 2000 ranged from 72.3 at Grade 3 to 79.7 at Grade 5; the greatest improvement since 1994 was at Grade 5 (17.2 points). For Hispanic students, average TLI scores ranged from 76.1 at Grade 3 to 82.5 at Grade 5, with the greatest six-year gain (16.1 points) at Grade 5. The average TLI for White students ranged from 81.8 at Grade 3 to 86.1 at Grade 5; the greatest improvement since 1994 was exhibited at Grade 5, with a 12-point gain in average TLI.

Economically Disadvantaged Students																		
	Reading							Gain/Loss		Mathematics							Gain/Loss	
	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00
Grade 3	72.5	72.1	72.4	73.7	77.3	80.1	79.2	-0.9	6.7	64.7	68.1	71.2	73.6	73.3	74.5	75.0	0.5	10.3
Grade 4	72.7	74.7	73.2	74.4	78.9	80.8	82.4	1.6	9.7	65.0	69.3	72.0	74.0	75.5	77.8	78.1	0.3	13.1
Grade 5	72.6	73.5	74.6	77.2	79.5	79.9	81.6	1.7	9.0	65.2	69.1	72.1	75.7	77.7	80.3	81.7	1.4	16.5
Grade 6	71.9	73.9	73.6	76.4	77.0	79.5	79.8	0.3	7.9	64.4	66.5	71.3	73.5	75.9	78.2	79.1	0.9	14.7
Grade 7	71.1	72.1	74.2	75.2	76.0	77.1	77.3	0.2	6.2	63.6	64.8	68.9	71.8	73.8	76.7	78.5	1.8	14.9
Grade 8	70.4	70.7	72.1	74.7	76.1	79.5	81.4	1.9	11.0	62.8	62.5	66.9	70.4	73.3	76.7	78.6	1.9	15.8
Grade 10	69.9	70.1	72.5	74.9	77.6	79.2	79.6	0.4	9.7	63.4	64.3	66.8	69.0	71.9	74.9	77.3	2.4	13.9



At-Risk Students																		
	Reading							Gain/Loss		Mathematics							Gain/Loss	
	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00
Grade 3	69.0	68.8	68.9	70.5	74.5	77.9	76.4	-1.5	7.4	61.4	65.4	68.1	71.5	71.1	72.9	72.8	-0.1	11.4
Grade 4	69.7	71.8	68.7	69.6	74.7	76.5	77.9	1.4	8.2	62.2	66.1	68.4	70.3	71.9	74.7	74.3	-0.4	12.1
Grade 5	70.7	70.9	71.0	73.1	74.9	75.1	76.6	1.5	5.9	62.9	66.3	68.7	72.4	73.9	76.8	78.4	1.6	15.5
Grade 6	69.1	71.8	70.8	72.3	72.1	74.7	74.9	0.2	5.8	61.6	63.8	68.1	69.5	71.7	74.5	75.6	1.1	14.0
Grade 7	69.3	69.6	71.7	70.9	71.0	72.6	72.6	0.0	3.3	61.2	61.7	65.6	67.6	68.8	72.3	74.8	2.5	13.6
Grade 8	70.0	68.5	69.4	71.2	71.6	75.3	77.6	2.3	7.6	61.7	59.8	63.3	65.8	68.9	73.0	75.7	2.7	14.0
Grade 10	69.0	70.4	72.2	74.6	76.2	78.4	78.5	0.1	9.5	61.2	63.3	64.8	67.0	69.1	72.5	75.2	2.7	14.0

Not At-Risk Students																		
	Reading							Gain/Loss		Mathematics							Gain/Loss	
	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00	1994	1995	1996	1997	1998	1999	2000	1999-00	1994-00
Grade 3	80.5	80.0	80.5	81.2	83.5	85.6	85.4	-0.2	4.9	72.6	75.1	78.0	79.4	79.2	79.8	80.7	0.9	8.1
Grade 4	83.0	4.5																



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### **Release of Tests**

*Every August all TAAS and end-of-course tests administered during the previous school year are released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. Field-test items embedded in each of the tests are not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.*

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## Biology

Results of the spring 2000 administration showed that 81 percent of all students tested performed successfully. Compared to the previous year, significant gains were made by all ethnic groups, special population groups, and economic groups. Over the period from 1995 to 2000, all groups have exhibited gains, with the greatest gains achieved by African American students (17 percentage points). Hispanic, LEP, and economically disadvantaged students followed closely with each group registering a gain of 14 percentage points.

## English II

Results of the spring 2000 administration show that 78 percent of all students tested performed successfully. The student group performance data show that percentages passing ranged from 45 percent (LEP students) to 87 percent (not at-risk students). LEP students made the greatest one-year gain, 13 percentage points.

## U.S. History

In 2000, 73 percent of all students taking the U.S. History test passed, which was a 2-point gain over 1999 levels. The student group performance data show that scores ranged from 31 percent passing (LEP students) to 84 percent passing (White and not at-risk students). The greatest one-year gain



Student Population	English II			Gain/Loss 1999-00	U.S. History			Gain/Loss 1999-00
	1998	1999	2000		1998	1999	2000	

\*Benchmark year

Figure 1.5 Percent Passing Algebra I Course, 1999

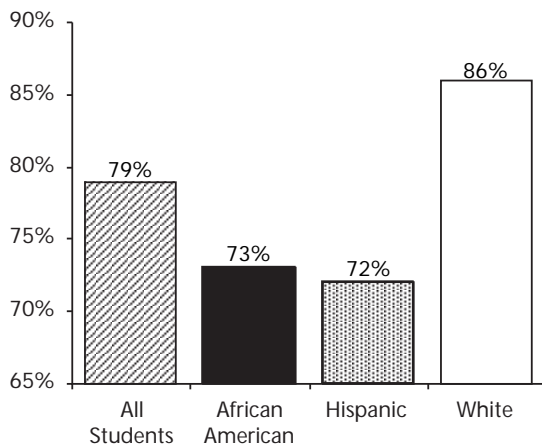
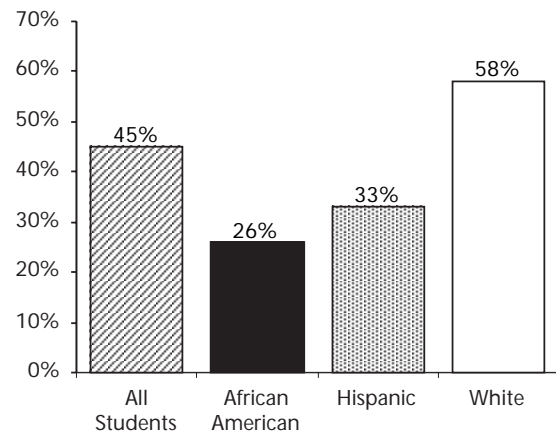


Figure 1.6 Percent Passing Algebra I EOC Test, 1999



tion of all middle school and high school students who took the Algebra I end-of-course test in spring 1999. Requests for data were sent to 932 school districts. A total of 815 school districts responded to this request, supplying pass/fail information and numeric grades for Algebra I for 16,401 students (82% of the original sample). Because courses in Algebra I range from one to four semesters, numeric grades for each student were requested from districts only for the spring 1999 semester (the terminal semester of the course for the students in the study). The pass/fail information used was based on the entire Algebra I course.

The results of this study are presented in two sections. Part I presents results based on pass/fail information for both the Algebra I course and Algebra I end-of-course test. Part II presents results based on numeric grades received in the Algebra I course and scale scores received on the Algebra I end-of-course test.

### Part I: Results Based on Pass/Fail Data

Overall, 45 percent of students in the study passed the Algebra I EOC test, while 79 percent passed their Algebra I course. Figures 1.5 and 1.6 present this information for all students and African Ameri-geb, Hispawimat\*0Algu Ams i0.14sam sm\*s couwima 9(cent0955 Tw(ge the stud)]TJconfi0 -c.4 TD-0.0349 TwAlge5 c

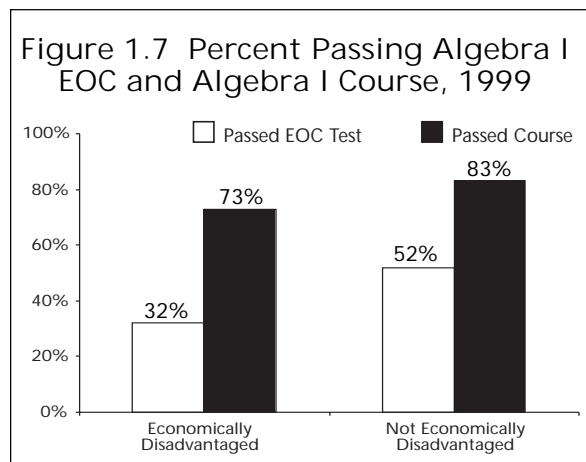
Algebra I EOC test but failed their Algebra I course; however, quite a large percentage (36 percent) passed the Algebra I course but failed the Algebra I EOC test.

For each of the ethnic groups analyzed, more students passed the Algebra I course but failed the Algebra I EOC test than passed the Algebra I EOC test but failed the Algebra I course. For example, 48 percent of African American students passed

the Algebra I course but failed the Algebra I EOC test while only 2 percent passed the Algebra I EOC test but failed the Algebra I course. This same pattern held true for Hispanic and White students.

Figure 1.7 presents the percent of students passing the Algebra I EOC test and the percent passing the Algebra I course by economically disadvantaged status.

For both groups of students, those classified as



\*All correlation coefficients are estimated within a bound of 0.05 with 95% confidence.

Table 1.22 Mean Algebra I EOC Test Scale Scores\* for Given Algebra I Course Grades

Student Groups	Course Grade				
	60	70	80	90	100
All Students	1,365	<b>1,396</b>	1,483	1,594	1,728
African American Students	1,348	<b>1,379</b>	1,438	1,569	1,659
Hispanic Students	1,368	<b>1,385</b>	1,447	1,536	1,645
White Students	1,372	<b>1,416</b>	1,515	1,616	1,751

\*1,500 is passing score for Algebra I EOC test

course and the scale scores that they received on their Algebra I end-of-course test. Passing the Algebra I end-of-course test was defined as attaining a scale score of at least 1,500, and passing the Algebra I course was defined as receiving a numeric grade of at least 70.

#### Linear Correlation Analyses

Because the Algebra I course grades were not normally distributed and were highly positively skewed, Spearman correlation coefficients were computed to measure the linear correlation between Algebra I course grades and EOC test scores. The Spearman correlation coefficient between the Algebra I EOC scale scores and the Algebra I course grades for all students was 0.64 ( $p < .0001$ ). A correlation of this magnitude indicated that there was a significant relationship between students' scores on the EOC test and the scores they received in their Algebra I course. In other words, there was a general trend for students who did well in their Algebra I course also to perform well on the Algebra I EOC test, and for students who did not do as well in their Algebra I course to receive lower scores on the Algebra I EOC test. As can be seen in Table 1.21, the same trend was apparent for all ethnic groups and for students classified as economically disadvantaged and not economically disadvantaged.

#### Regression Analysis

A stepwise regression analysis was performed to further analyze the relationship between Algebra I EOC test scale scores and spring 1999 Algebra I course grades. The analysis was performed with the scale score on the Algebra I EOC test as the criterion variable and the following variables as predictors: Algebra I course grade, ethnic group membership, economically disadvantaged status, and the interactions among these variables. The selection criterion used was the maximum  $R^2$  cri-

terion which first included in the regression model the predictor variable that accounted for the most variance in the criterion variable (produces the highest  $R^2$  value for the regression model), followed by the variable that produced the largest increment in  $R^2$ , and so on until all variables were added to the model.

Algebra I course grade was found to be the predictor variable which singly accounted for the most variation in Algebra I EOC test scale score. With this predictor variable alone, an  $R^2$  value of 0.35 was obtained for the model. With all predictor variables included in the model, the  $R^2$  value increased only to 0.41. The interaction between Algebra I course grade and ethnicity accounted for nearly all of the  $R^2$  difference between the model containing only Algebra I course grade and the full model, which means that the regression line slopes were different for each ethnic group. Ethnicity alone and variables involving economic disadvantaged status contributed very little to the model.

#### Mean Scale Scores by Course Grade

Algebra I EOC test scale score means were computed for each Algebra I course grade value for all students and for each of the three major ethnic groups. From these means the following relationships were observed: (1) the mean scale score for students who earned a course grade of 70 was below 1,500 (the passing Algebra I EOC test scale score) for all three major ethnic groups; (2) course grade had a positive relationship with Algebra I EOC test score for all ethnic groups but the relationship was different for each group; and (3) pass/fail performance in the Algebra I course was most predictive of pass/fail performance on the Algebra I EOC test for White students. Table 1.22 shows mean Algebra I EOC test scale scores for students who earned Algebra I EOC course grades of



exactly 60, 70, 80, 90, and 100, respectively, for all students and for each of the three major ethnic groups.

## Texas Assessment of Academic Skills (TAAS) II

Senate Bill 103 of the 76th Texas legislature in 1999 mandated that TEA develop a new assessment to replace the TAAS. The new assessment will first be administered in the 2002-2003 school year. An important distinction between the TAAS and TAAS II is that the exit-level assessment will be moved from Grade 10 to Grade 11. The new Grade 11 exit-level assessment will consist of tests in mathematics, science, social studies, and English language arts, which will integrate reading and writing. Since the new Grade 10 test will be designed to be a predictor of performance on the new Grade 11 test, it will assess the same subject areas. In addition, the new testing program will measure mathematics and reading in Grades 3 through 9. Writing will be assessed in Grades 4 and 7. Science will be measured in Grade 5, and social studies will continue to be assessed in Grade 8.

The Student Assessment Division at TEA has begun the three-year developmental process to create the TAAS II. Committees of educators and professionals convened in Austin to determine which student expectations from the state-mandated curriculum were appropriate to measure in the new statewide assessment. TEA content-area specialists from the Curriculum Development and Student Assessment Divisions then met and grouped the appropriate expectations under draft test objectives. In late spring 2000, surveys were distributed to all districts so that educators and other interested parties in the state could review the new draft objectives and student expectations for the Grade 11 exit-level test. Reviewers voted on which student expectations were appropriate to measure on a statewide assessment. These surveys also included space for any narrative comments that reviewers felt were important. As a result of this process, a total of 27,350 surveys were returned to TEA. Approximately 98 percent of all respondents identified themselves as teachers. About 5,000 surveys included narrative comments. The suggestions from the narrative comments were incorporated, and a second draft survey was distributed to all districts in October 2000. At the

same time, results of the surveys of the first drafts of the Grades 3 through 10 test objectives and student expectations were distributed to districts. Feedback from the surveys will be analyzed and then discussed with educator committees in early 2001.

## Agency Contact Person

Ann Smisko, Associate Commissioner of Curriculum, Assessment, and Technology, (512) 463-9087.

## Other Sources of Information

The TAAS and End-of-Course test results as well as information about all the agency testing activities and test development are on the TEA website ([www.tea.state.tx.us/](http://www.tea.state.tx.us/)) under Curriculum/Assessment. Released TAAS tests are also available.

State/district/campus/charter school accountability ratings and the Academic Excellence Indicator System (AEIS) performance reports are also available on the TEA website under Performance Reporting (also see Chapter 3 of this report).

page 26). The dropout count increased slightly for the first time the following year, when TEA introduced a major change in data submission requirements.

(Continued on page 25)

The following are selected characteristics of the 27,592 students who dropped out in Grades 7-12 during the 1998-99 school year.

62	Female	17,100	62.1%
66	Male	10,492	66.0%
73	Hispanic	20,190	73.2%

\*See definitions in Table 2.2, page 24.

	7th - 12th Grade enrollment	Dropouts	Dropout Rate	Female	Male
African American	248,748	5,682	20.6%	2.3%	11.7%
Hispanic	638,041	14,413	52.2%	2.3%	14.3%
White	833,274	7,006	25.4%	0.8%	5.1%
Other	53,054	491	1.8%	0.9%	4.9%
<b>Gender</b>					
Female	1,311,117	20,800	1.6%	1.6%	9.0%
Male	1,462,000	6,792	0.5%	0.5%	0.5%
<b>Grade Level</b>					
7	315,126	939	3.4%	0.3%	Not Applicable
8	312,470	1,767	6.4%	0.6%	
9	376,422	7,659	27.8%	2.0%	
10	288,371	5,497	19.9%	1.9%	
11	246,075	5,014	18.2%	2.0%	
12	234,653	6,716	24.3%	2.9%	
<b>Total</b>	<b>1,773,117</b>	<b>27,592</b>	<b>100.0%</b>	<b>1.6%</b>	<b>9.0%</b>

Source: TEA PEIMS (1998-99)

## Table 2.2 Dropout Definition, Data Collection, and Methodology

Starting in fall 1998, the Texas Education Agency (TEA) began collecting information from public school districts about all students leaving Grades 7 – 12 after the end of each school year. School districts report the number of secondary grade “leavers” through the Public Education Information Management System (PEIMS); instructions for coding leavers’ records with reasons for their departures are included in the *PEIMS Data Standards* (TEA, August 2000). Dropout information is extracted for Grades 7 – 12 from the leaver data. 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. Each of the more than 40 reason codes listed in the *Data Standards* is marked to indicate whether it could cause a student’s “leaver record” to be counted as a dropout for accountability purposes.

School leavers in the following categories are identified as dropouts:

- ◆ Students who drop out as defined above from Grades 7 – 12 only;
- ◆ 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

2. has received a General Educational Develop-

ments for districts. Before the 1997-98 school year, districts were only required to report students in Grades 7-12 who graduated or dropped out. The status of students who left school for any other reason was not reported. Since fall 1998, however, districts have had to report the status of all students who were enrolled in Grades 7-12 during the prior year. Using the "leaver" record, districts now report up to three of 41 leaver reason codes to describe the circumstances of a student's departure. With this more comprehensive information about student departures, the number of dropouts increased from 26,901 in 1996-97 to 27,550 in 1997-98. The number increased again in 1998-99 to 27,592. Dropout recovery programs, implemented by school districts to bring students who have dropped out back into the classroom, have contributed to the long term reduction in dropouts. The accountability system also provides an impetus for preventing dropouts by including the annual dropout rate as a criterion for campus and district ratings. The declines also reflect enhancements to school district student tracking systems. Additionally, records for some students are excluded from the count of dropouts for accountability purposes. A reported dropout's record is not counted for accountability if the student:

1. has remained enrolled in public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;



	Number of Students, Grades 7-12	Number of Dropouts	Percentage of All Dropouts	Annual Dropout Rate
<b>1987-88</b>				
African American	194,373	16,364	17.9%	8.4%
Hispanic	396,411	34,911	38.2%	8.8%
White	744,254	38,305	42.0%	5.1%
Other	28,160	1,727	1.9%	6.1%
Economically Disadvantaged	N/A	N/A	N/A	N/A
All Students	1,363,198	91,307	100.0%	6.7%
<b>1988-89</b>				
African American	193,299	14,525	17.6%	7.5%
Hispanic	412,904	33,456	40.6%	8.1%
White	724,622	32,921	40.0%	4.5%
Other	29,290	1,423	1.7%	4.9%
Economically Disadvantaged	N/A	N/A	N/A	N/A
All Students	1,360,115	82,325	100.0%	6.1%
<b>1989-90</b>				
African American	192,802	13,012	18.6%	6.7%
Hispanic	427,032	30,857	44.1%	7.2%
White	711,264	24,854	35.5%	3.5%
Other	30,396	1,317	1.9%	4.3%
Economically Disadvantaged	N/A	N/A	N/A	N/A
All Students	1,361,494	70,040	100.0%	5.1%
<b>1990-91</b>				
African American	192,504	9,318	17.3%	4.8%
Hispanic	444,246	24,728	45.8%	5.6%
White	703,813	18,922	35.1%	2.7%
Other	32,075	997	1.8%	3.1%
Economically Disadvantaged	399,025	14,755	27.3%	3.7%
All Students	1,372,738	53,965	100.0%	3.9%
<b>1991-92</b>				
African American	196,915	9,370	17.5%	4.8%
Hispanic	462,587	25,320	47.4%	5.5%
White	712,858	17,745	33.2%	2.5%
Other	34,478	985	1.8%	2.9%
Economically Disadvantaged	442,139	15,614	29.2%	3.5%
All Students	1,406,838	53,420	100.0%	3.8%
<b>1992-93</b>				
African American	216,741	7,840	18.1%	3.6%
Hispanic	516,212	21,512	49.6%	4.2%
White	760,143	13,236	30.5%	1.7%
Other	40,101	814	1.9%	2.0%
Economically Disadvantaged	463,452	13,515	31.1%	2.9%
All Students	1,533,198	43,402	100.0%	2.8%
<b>1993-94</b>				
African American	221,013	7,090	17.6%	3.2%
Hispanic	537,594	20,851	51.9%	3.9%
White	775,361	11,558	28.7%	1.5%
Dther	8	0	j	

(Continued from page 25)

from 1995-96, both African American and Hispanic students continue to have the highest rates among all ethnic groups. All other student groups have a dropout rate that is lower than the state overall rate.

African American and Hispanic students have represented a higher percentage of total annual dropouts since the 1990-91 school year (Table 2.3 on page 26). Hispanic students have made up the greatest percentage of dropouts since 1990-91. Since 1992-93, Hispanic students have represented approximately 50 percent of all annual dropouts. Relative to last year, African Americans represented a larger share (by 1.9 percentage points) of all annual dropouts in 1998-99. The annual dropout rate for males, 1.6 percent, is slightly higher than that of females, 1.5 percent (Table 2.1 on page 23).

The Grades 7-12 cohort dropout rates for Hispanic and African American students are also higher than for other groups (Table 2.1 on page 23). The cohort rate for Hispanic students is 14.3 percent and the rate for African American students is 11.7 percent, both of which are significantly higher than the state target of 5 percent.

## Dropout Rates by Grade Level

Again in 1998-99, the highest annual dropout rate was found in the 12th grade, at 2.9 percent (Table 2.1 on page 23). This is a change from 1995-96, when the highest dropout rate occurred at the 9th grade, at 2.7 percent. The dropout rate for 10th grade in 1998-99 (1.9 percent) represents the lowest rate for high school grades. The highest dropout rates for all ethnic groups are found in the 12th grade, where African Americans had a higher dropout rate at 5.3 percent than did Hispanics, at 3.9 percent.

While students in the 9th grade have consistently represented the highest number of total dropouts, students in the 12th grade have steadily increased as a percentage of total dropouts (Figure 2.2 on page 25). In 1987-88, students in the 12th grade represented almost 12 percent of all dropouts, but by 1998-99 they represented 24 percent, continuing the pattern of increases observed last year. The greatest decline in numbers of dropouts was in the 9th and 10th grades; all other grades saw increased numbers of dropouts.

The 12th grade now reflects the highest *projected* grade level annual dropout rate. The longitudinal rate is projected to increase by small increments through 2003-04 (Table 2.4).

## Characteristics of Dropouts

The percentage of Grades 7-12 enrollment and the percentage of total dropouts identified as economically disadvantaged have decreased slightly from 1996-97 after increasing in 1997-98. The 1998-99 dropout rate for economically disadvantaged students is 1.5%, less than the overall state rate (Table 2.5 on page 28).

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.



decreased from 2.5 percent two years ago to 2.0 percent in 1998-99.

In 1998-99, 26.9 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 remained stable since 1996-97, while the percentage of dropouts who were enrolled in those courses the year they dropped out decreased.

## Reasons for Dropping Out

School districts recorded specific reasons for leaving school for 54 percent of the 1998-99 dropouts. Of the 14,900 dropouts for whom a reason for leaving school was reported, a school-related concern, such as poor attendance or failing grades had been listed for 50.0 percent; a job-related concern, such as finding a job or joining the military had been listed for 15.9 percent; 8.7 percent listed a family-related concern, such as pregnancy or marriage; and 25.5 percent listed other concerns, such as age or enrollment in a non-state-approved alternative program (Table 2.6).

Districts were more likely to report job-related concerns for males than females. More than twice as many males than females were reported as leaving school to pursue a job. Females were more likely

than males to leave for family-related concerns. Almost 8 percent of females were reported to have dropped out of 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 charters (6.8%) and school districts located in urban areas (2.6%), and lower rates occur in rural (0.8%) and non-metropolitan, fast growing areas (0.8%). Texas student demographic data indicate that minority 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 peers. Districts with the largest enrollments are also more concentrated in urban areas, again coinciding with higher dropout rates. As the

**Table 2.6 Common Reasons for Dropping Out of School as Reported by School Districts for 1998-99**

Reason for Dropping Out	Total	Gender		Ethnicity			
		Female	Male	African American	Hispanic	White	Other
Poor attendance	23.5%	23.5%	23.6%	28.0%	20.0%	27.3%	21.6%
Pursue a job	8.3%	5.5%	10.7%	5.4%	9.9%	7.4%	8.6%
Because of age	6.3%	5.9%	6.6%	10.9%	6.0%	3.2%	4.9%
Enter alternative program, not in compliance with compulsory attendance	4.2%	3.6%	4.7%	4.2%	3.1%	6.3%	5.5%
Enter alternative program, not pursuing diploma	3.1%	2.6%	3.6%	2.3%	3.0%	4.2%	2.4%
To get married	2.2%	4.1%	0.6%	<0.1%	3.4%	1.6%	0.2%
Pregnancy	1.8%	4.0%	<0.1%	1.0%	2.2%	1.8%	0.4%
Low or failing grades	1.2%	1.2%	1.3%	1.0%	1.1%	1.8%	1.0%
Failed exit-level TAAS, not met all graduation requirements	1.1%	1.3%	1.0%	1.7%	1.1%	0.7%	1.6%
Other reasons	2.2%	1.6%	2.7%	2.6%	1.7%	2.9%	1.4%
Reason not reported	46.0%	46.9%	45.2%	42.7%	48.6%	42.9%	52.3%

Source: TEA PEIMS (1998-99)





# Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators adopted by the commissioner of education or the State Board of Education (SBOE). Analysis of TAAS results and dropout rates can be found in greater detail in Chapters 1 and 2. Other measures and indicators in the Academic Excellence Indicator System (AEIS) State Performance Report on pages 36 to 46 include:

- ◆ numerical progress of students who failed the reading or mathematics portion of TAAS the prior year;
- ◆ cumulative percent of students passing the exit-level TAAS;
- ◆ results from end-of-course tests;
- ◆ participation of students in TAAS testing (i.e., percentages of students tested and not tested);
- ◆ attendance rates;
- ◆ completion rate/student status;
- ◆ completion of advanced courses;
- ◆ completion of the recommended high school program;
- ◆ results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- ◆ equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test;

- ◆ results from college admission tests (SAT I and ACT); and
- ◆ profile information on students, programs, staff, and finances.

## Progress of Prior Year TAAS Failers

As now required by statute, the progress of students who failed the reading or mathematics portion of the TAAS (English version) in the prior year and who took those tests in the current year is calculated. An average Texas Learning Index (TLI) growth measure is calculated for reading and mathematics across Grades 3 through 8 and 10. A report providing this information by grade for each campus and district is accessible from the individual 1999-2000 AEIS reports on the Division of Performance Reporting's website.

Statewide, students demonstrated an average TLI growth of 9.32 in reading and 8.82 in mathematics, up from 8.51 in reading and 7.90 in mathematics in 1999. Average TLI growth in 2000 was higher for all student groups in both reading and mathematics compared to 1999. It is important for students who fail the TAAS in a given year to demonstrate substantial growth the following year so that they will be prepared to pass the exit-level TAAS, currently administered at Grade 10, and therefore meet the testing requirement for graduation.

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### Technical Note

*The TAAS results shown in the AEIS State Performance Report on pages 36 through 46 differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. TAAS results for English and Spanish are also combined. The Student Performance chapter, however, contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October, and TAAS results for English and Spanish are reported separately. TAAS results in both chapters reflect similar trends. The end-of-course (EOC) test results shown in this chapter also differ by a few percentage points from those reported in the Student Performance chapter. The EOC test results reported in AEIS are from three administrations: the summer preceeding a school year, the fall semester, and the spring semester of a given school year. The Student Performance chapter, however, contains EOC test results for only the spring administration of a given school year. EOC test results in both chapters reflect similar results.*

## Cumulative Percent Passing Exit-Level TAAS

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

This measure reports the percent of students passing all tests taken on the exit-level TAAS for the Class of 2000 cohort and the Class of 1999 cohort. For example, the TAAS cumulative passing rate for the Class of 2000 shows the percentage of students who first took the exit-level test in spring 1998 when they were sophomores, and eventually passed all tests taken by the end of their senior year, May 2000. The measure only includes those students who took the test in the spring of the tenth grade and continued to retake the test, if needed, in the same district.

Statewide, 91.6 percent of the Class of 2000 and 90.0 percent of the Class of 1999 passed the exit-level TAAS. Passing rates were higher for all student groups in the Class of 2000 compared to the Class of 1999. The greatest gains were for African American students (87.6 percent compared to 84.4 percent) and Hispanic students (86.6 percent compared to 84.1 percent).

## Results for End-of-Course Examinations

Students completing Algebra I, Biology, English II, or United States History must take an end-of-course examination. The AEIS shows the percent of students who took the test, and who passed the test, in either December or May of each school year, or in the summer preceding the school year. For Biology, English II and United States History, results for students in Grades 9-12 are reported. For Algebra I, results for students in Grades 7-12 are reported.

Statewide in 1999-2000, 17.6 percent of students in Grades 7-12 took the Algebra I test, down slightly from the 18.0 percent taking this test the previous year. In Grades 9-12, 24.0 percent of students took the Biology test, down from 24.2 percent the prior year; 21.9 percent took English II, up very slightly from 21.4 percent the prior year; and 18.7 percent took United States History, compared to 18.9 percent the prior year.

The percent of students passing Algebra I was 43.9 in 1999-2000, up very slightly from 1998-99 when 43.4 percent passed the test. The percent passing Biology was 80.3 in 1999-2000, up from 76.4 percent in 1998-99. The greatest improvement in percent passing was for English II, where 77.7 percent of students passed in 1999-2000, compared to 72.7 percent the prior year. For United States History, 72.1 percent passed in 1999-2000, an improvement over 1998-98 when 69.8 percent passed. End-of-course assessments are considered the best currently available predictor of performance of the new exit-level examinations to be administered in 2003.

## 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. In 2000, test results for accountability evaluation included students in regular and special education in Grades 3 through 8 and 10, and regular and students in special education who took the Spanish version of TAAS in Grades 3 through 6. 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 2000,

- ◆ 90.2 percent of students were tested. The results of 85.5 percent of students were included for accountability ratings purposes. The results of 4.7 percent were excluded for the following policy reasons: 4.6 percent were students not enrolled in the fall in the district where they tested in the spring (mobile subset), and 0.1 percent took only the Science and Social Studies components of the 8th grade assessment.
- ◆ 9.8 percent of students were not tested. Of those, 0.6 percent were absent on all days of testing, 7.1 percent were students served in special education who were exempt from all the tests by their Admission, Review, and Dis-





# College Admission Tests

Results from the SAT I of the College Board and  
the Enhanced ACT of the American College Test-



T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 1999-2000 State Performance Report

<u>Indicator:</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pac.Is.</u>	<u>Male</u>	<u>Female</u>	<u>Econ. Disadv.</u>	<u>Special Educ.</u>
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TAAS % Passing

Grade 5 (English\_ac.is.

gGrad.15 77.05 103.5 -m 18 Tc -0.0d3c53e1s ReportEnglish ac7dl8 Cs8

dl8 Cs8 Tm -8sn6 365.2379 7eow (Grade 7 Tm6or 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  
 1999-2000 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing										
<u>Grade_7</u>										
Reading	83.5%	75.6%	74.7%	92.1%	89.1%	91.8%	81.4%	85.5%	73.5%	58.6%
	83.6%	73.9%	75.0%	92.1%	84.1%	93.0%	80.8%	86.3%	73.6%	57.4%
Math	88.1%	78.1%	83.7%	94.0%	88.1%	96.3%	86.3%	89.8%	81.6%	66.0%
	84.9%	73.3%	78.7%	92.1%	86.5%	95.8%	82.9%	86.9%	77.0%	57.4%
All Tests	79.3%	67.8%	70.1%	89.4%	82.8%	90.5%	76.9%	81.8%	68.1%	52.0%
	77.7%	63.9%	68.0%	88.1%	78.3%	91.5%	74.6%	80.9%	66.0%	46.2%
TAAS % Passing										
<u>Grade_8</u>										
Reading	89.6%	83.6%	84.0%	95.1%	93.3%	94.8%	87.8%	91.4%	82.7%	68.9%
	88.2%	81.8%	81.9%	94.0%	88.4%	93.6%	85.5%	90.9%	80.7%	63.7%
Writing	84.3%	76.4%	76.9%	91.7%	86.7%	92.0%	80.5%	88.1%	75.4%	53.8%
	85.7%	79.1%	79.4%	91.7%	86.7%	92.1%	81.7%	89.7%	77.6%	54.2%
Math	90.2%	81.8%	86.1%	95.2%	91.1%	97.1%	89.7%	90.7%	84.5%	70.7%
	86.3%	74.7%	80.5%	92.9%	86.3%	95.6%	85.2%	87.3%	78.7%	58.8%
Science	88.2%	78.9%	81.3%	95.5%	93.8%	95.3%	88.6%	87.8%	80.2%	67.9%
	87.1%	74.4%	79.5%	95.4%	88.8%	92.8%	88.0%	86.1%	77.9%	67.2%
Social S.	71.8%	58.1%	57.8%	85.2%	77.0%	87.0%	73.0%	70.5%	56.5%	43.9%
	70.1%	53.6%	56.1%	83.6%	75.2%	84.6%	71.4%	68.9%	54.4%	40.1%
All Tests	64.6%	48.3%	50.1%	79.1%	67.8%	82.6%	63.5%	65.6%	48.0%	31.8%
	63.3%	44.9%	48.9%	77.6%	67.4%	80.0%	62.4%	64.2%	46.6%	28.0%
TAAS % Passing *										
<u>Grade_10</u>										
Reading	90.3%	85.9%	83.1%	96.1%	94.2%	91.2%	88.9%	91.7%	82.0%	68.0%
	88.8%	83.1%	80.5%	95.5%	89.0%	89.1%	87.9%	89.7%	79.4%	64.5%
Writing	90.7%	86.6%	84.5%	95.8%	93.8%	91.5%	88.5%	92.9%	83.5%	65.0%
	90.6%	86.4%	84.5%	95.6%	89.7%	91.2%	88.1%	93.0%	83.6%	63.6%
Math	86.8%	75.0%	80.8%	93.2%	88.3%	94.6%	86.9%	86.7%	79.2%	58.3%
	81.6%	67.4%	73.7%	89.8%	76.7%	91.5%	82.4%	80.9%	72.0%	47.4%
All Tests	80.4%	68.2%	70.4%	89.8%	84.2%	86.5%	78.7%	82.1%	68.4%	45.6%
	76.2%	61.5%	65.1%	86.8%	71.1%	83.7%	75.4%	77.0%	63.0%	39.0%

\* Credit for End-of-Course examinations is not included in the passing rate.

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	State	African American		Hispanic	White	Native American		Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
		American	American			American	American					
Progress of Prior Year TAAS Failers												
Average TLI Growth												
<u>Sum of 4-8 &amp; 10</u>												
Reading	2000	9.32	9.06	8.76	10.73	11.24	11.33	11.33	9.50	9.10	8.78	7.82
	1999	8.51	7.54	8.02	10.19	8.13	10.90	10.90	8.62	8.37	7.72	6.79
Math	2000	8.82	8.39	8.65	9.52	9.59	11.53	11.53	9.10	8.54	8.60	7.73
	1999	7.90	6.97	7.80	8.83	7.42	9.86	9.86	7.92	7.88	7.64	6.57
TAAS % Passing (Sum of 3-8 & 10)												
<u>Accountability Subset *</u>												
Reading	2000	87.4%	80.8%	80.7%	94.3%	90.3%	93.6%	93.6%	85.4%	89.3%	79.8%	71.0%
	1999	86.3%	78.2%	79.0%	93.7%	87.2%	93.6%	93.6%	84.3%	88.3%	77.8%	66.6%
Writing	2000	88.2%	82.4%	82.3%	94.0%	89.8%	92.7%	92.7%	85.3%	91.0%	81.3%	65.6%
	1999	87.9%	81.9%	82.4%	93.1%	88.2%	92.7%	92.7%	84.9%	90.8%	80.9%	62.7%
Math	2000	87.4%	77.0%	82.9%	93.6%	88.0%	95.7%	95.7%	86.9%	87.9%	81.1%	71.1%
	1999	85.6%	72.8%	80.5%	92.5%	85.3%	95.4%	95.4%	85.1%	86.1%	78.6%	64.6%
All Tests	2000	79.9%	68.0%	71.8%	89.3%	81.8%	90.4%	90.4%	77.8%	82.0%	70.0%	58.8%
	1999	78.1%	64.0%	69.5%	87.9%	77.8%	90.3%	90.3%	76.0%	80.2%	67.5%	52.7%

\* Both 1999 and 2000 includes performance of Special Education students and grade 3 - 6 Spanish TAAS takers. Also includes as (passers) 2,654 students in 2000, and 1,892 students in 1999, who qualified for End-of-Course Exam credit and did not take the exit-level TAAS test.



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2000 TAAS Participation Grades 3-8 & 10	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.
Tested	90.2%	86.6%	87.8%	93.4%	89.5%	92.4%	88.0%	92.5%	85.9%
Accountability Subset	85.5%	81.1%	83.3%	89.2%	79.9%	88.7%	83.3%	87.9%	81.4%
Mobile Subset	4.6%	5.4%	4.3%	4.1%	9.6%	3.7%	4.5%	4.5%	4.4%
Sci &/or Soc St only	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Not Tested	9.8%	13.4%	12.2%	6.6%	10.5%	7.6%	12.0%	7.5%	14.1%
Absent	0.6%	0.8%	0.7%	0.6%	0.9%	0.4%	0.7%	0.6%	0.6%
ARD Exempt	7.1%	11.6%	7.7%	5.5%	7.8%	2.3%	9.1%	5.0%	10.3%
LIEP Exempt	1.3%	0.2%	2.8%	0.1%	0.7%	4.3%	1.3%	2	7.7%
									4.3%
									1.3%

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
<u>Attendance Rate</u>										
1998-99	95.4%	95.1%	95.0%	95.8%	94.8%	97.3%	95.4%	95.4%	95.1%	94.1%
1997-98	95.3%	94.9%	94.9%	95.7%	94.6%	97.2%	95.3%	95.3%	95.0%	94.0%
<u>Annual Dropout Rate (Gr. 7-12)</u>										
1998-99	1.6%	2.3%	2.3%	0.8%	1.3%	0.9%	1.6%	1.5%	1.5%	1.8%
1997-98	1.6%	2.1%	2.3%	0.9%	2.6%	0.9%	1.6%	1.5%	1.6%	1.8%
<u>Completion Rate/Student Status</u>										
<u>Class of 1999</u>										
% Graduated	79.5%	74.7%	70.6%	86.2%	81.4%	87.4%	76.1%	83.0%	71.3%	69.6%
% Received GED	4.0%	3.1%	3.5%	4.6%	5.2%	2.2%	4.9%	3.1%	3.8%	2.5%
% Continued HS	8.0%	10.6%	12.8%	4.2%	6.8%	6.3%	9.9%	6.1%	11.8%	15.8%
% Dropped Out (4-yr)	8.5%	11.6%	13.1%	4.9%	6.6%	4.2%	9.1%	7.8%	13.1%	12.1%
<u>Class of 1998</u>										
% Graduated	78.7%	74.2%	69.8%	85.3%	57.2%	85.8%	75.2%	82.2%	70.6%	68.8%
% Received GED	4.3%	3.2%	3.9%	4.9%	4.0%	1.9%	5.1%	3.4%	3.9%	2.8%
% Continued HS	8.2%	11.0%	12.0.9%	c6 1.6%	1.8%					



STUDENT INFORMATION

Students By Grade:	Count	Percent	PROGRAM INFORMATION	Count	Percent
Total Students	3,991,783	100.0%	Student Enrollment by Program:	498,222	12.5%
Early Childhood Education	13,463	0.3%	Bilingual/ESL Education	741,806	18.6%
Pre-Kindergarten	124,772	3.1%	Career and Technology Education	336,532	8.4%
Kindergarten	290,806	7.3%	Gifted and Talented Education	482,427	12.1%
Grade 1	320,102	8.0%	Special Education		
Grade 2	313,688	7.9%			
Grade 3	311,133	7.8%	Teachers by Program (population served):		





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TAX INFORMATION		BUDGETED EXPENDITURE INFORMATION		
	Amount	Percent/ Rate	Total Expenditures: Total Expenditures by Object:	Amount Percent
Total Adopted Tax Rate (calendar year 1999)	n/a	\$1.512	Operating	\$25,364,399,671 100.0%
Standardized Tax Rates (comptroller valuation)			Payroll Costs (6100)	\$22,695,383,750 89.5%
Maintenance and Operations	n/a	\$1.358	Contracted Svcs (6200)	\$18,727,255,150 73.8%
Interest and Sinking Fund	n/a	\$0.153	Supplies and Materials (6300)	\$7,552,750 7.5%
Total Rate (sum of above)	n/a	\$1.511	Other Operating Costs (6400)	\$1,620,007,754 6.4%
Standardized Local Tax Base (comptroller valuation)			Non-Operating	\$442,385,294 1.7%
Value (after exemptions)	\$784,481,744,211	n/a	Debt Service (6500)	\$2,669,015,921 10.5%
Value Per Pupil	\$198,090	n/a	Capital Outlay (6600)	\$1,969,323,120 7.8%
Value by Category			Total Operating Expend. by Function:	\$699,692,801 2.8%
Business	\$365,253,369,321	40.6%	Instruction (11,95)	\$22,625,990,304 100.0%
Residential	\$437,990,378,175	48.7%	Instruct.-Related Services (12,13)	\$13,166,780,206 58.2%
Land	\$65,792,648,074	7.3%	Instructional Leadership (21)	\$666,294,654 2.9%
Oil and Gas	\$24,817,052,309	2.8%	School Leadership (23)	\$311,220,547 1.4%
Other	\$5,631,986,886	0.6%	Support Services-Student (31,32,33)	\$1,326,894,889 5.9%
			Student Transportation (34)	\$1,013,514,855 4.5%
			Food Services (35)	\$616,224,181 2.7%
			Curricular/Extracurricular (36)	\$1,228,742,205 5.4%
			Central Administration (41,92)	\$580,840,151 2.6%
			Plant Maintenance & Operations (51)	\$890,376,205 3.9%
			Security & Monitoring Services (52)	\$2,445,463,630 10.8%
			Data Processing Services (53)	\$136,016,222 0.6%
			Per Pupil Expenditures:	\$243,622,559 1.1%
			Total Expenditures	\$6,354
			Total Operating Expenditures by Function:	\$5,668
			Instruct. (11,95) & Inst. Leader. (21)	\$3,376
			School Leadership (23)	\$332
			Central Administration (41,92)	\$223
			Other Operating (12,13,31-36,51-53)	\$1,736
			Total Expend. for Community Services	\$54,908,812
			Total Expend. for Athletic Programs	\$433,360,289

**FUND BALANCE INFORMATION**

Fund Balance (EOY 1998-99 Audited)	\$3,093,931,700	n/a		
% of Total Budgeted Exp. (1999-2000)	n/a	13.6%		

Statewide, districts budgeted \$688,490,722 of TRS "on-behalf" expenditures. The Special Revenue Funds (including SSAs) and the Capital Projects Funds have not been reported for budgeted data since 1996-97.

# Grade Level Retention

## Highlights

*How extensive was grade level retention in Texas?*

- ◆ In the 1998-99 school year, a total of 170,534 students were retained in grade.
- ◆ The overall retention rate for students in Grades K-12 was 4.7 percent.
- ◆ The highest retention rate was found in Grade 9 (18.8 percent).
- ◆ At the elementary level, the highest retention rate was found in Grade 1 (6.5 percent).

*Who was retained?*

- ◆ Males were retained more often than females.
- ◆ African American and Hispanic 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 were they retained?*

- ◆ At the district and/or campus levels, higher retention rates were generally observed in urban school districts.
- ◆ Retention rates were higher among districts and campuses with higher percentages of minority students and with lower percentages of students passing the TAAS.

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**G**rade level retention is typically defined as delayed entry of a child who is of appropriate chronological age but not developmentally ready or mature enough to enter school, or repetition of a grade a student was unable to complete successfully (Shepard, 1989). The primary goal of retention is to give a student a year to mature or master the academic tasks of one grade level before advancing to the next. Governor George W. Bush has proposed enrolling students who fail the Texas Assessment of Academic Skills (TAAS) at Grades 3, 5, and 8 in accelerated classes designed to ensure students learn the skills needed to catch up and continue with their classmates. Strategies such as after-school programs, individual tutoring, and summer school are proposed as the first response to TAAS failure. Reading academies are also being established to concentrate assistance in this subject. In-grade retention is viewed as the avenue of last resort.

This chapter looks at grade level retention in Texas based on data collected over a five-year period,

beginning with the 1994-95 school year. This information was analyzed by grade, gender, and ethnicity, as well as other student characteristics.

## Methodology

The Public Education Information Management System (PEIMS) provided the data necessary to compute retention rates. Through the 1997-98 school year, the retention calculations included students enrolled on the last Friday in October. Beginning in 1998-99, the retention calculations for Grades 7-12 included all students enrolled at any time during the fall. To determine the number and percentage of students retained in grade, enrollment data were compared to attendance in the final, six-week period of the previous school year. Students who enrolled both years or graduated were included in the total student count. Students who dropped or migrated out of the Texas public school system after the first year were excluded from the total student count, as were students new to the system in the second year.

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.

**Table 4.1 Historical Overview of Grade Level Retention, 1994-95 Through 1998-99\***

Year	Total Students*	Total Retained	Retention Rate
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%
1997-98	3,470,630	150,953	4.3%
<b>1998-99</b>	<b>3,606,933</b>	<b>170,534</b>	<b>4.7%</b>

Source: TEA PEIMS

\* Through the 1997-98 school year, the retention calculations included students enrolled on the last Friday in October. Beginning in 1998-99, the retention calculations for Grades 7-12 included students enrolled at any time during the fall.

## Number of Students Retained

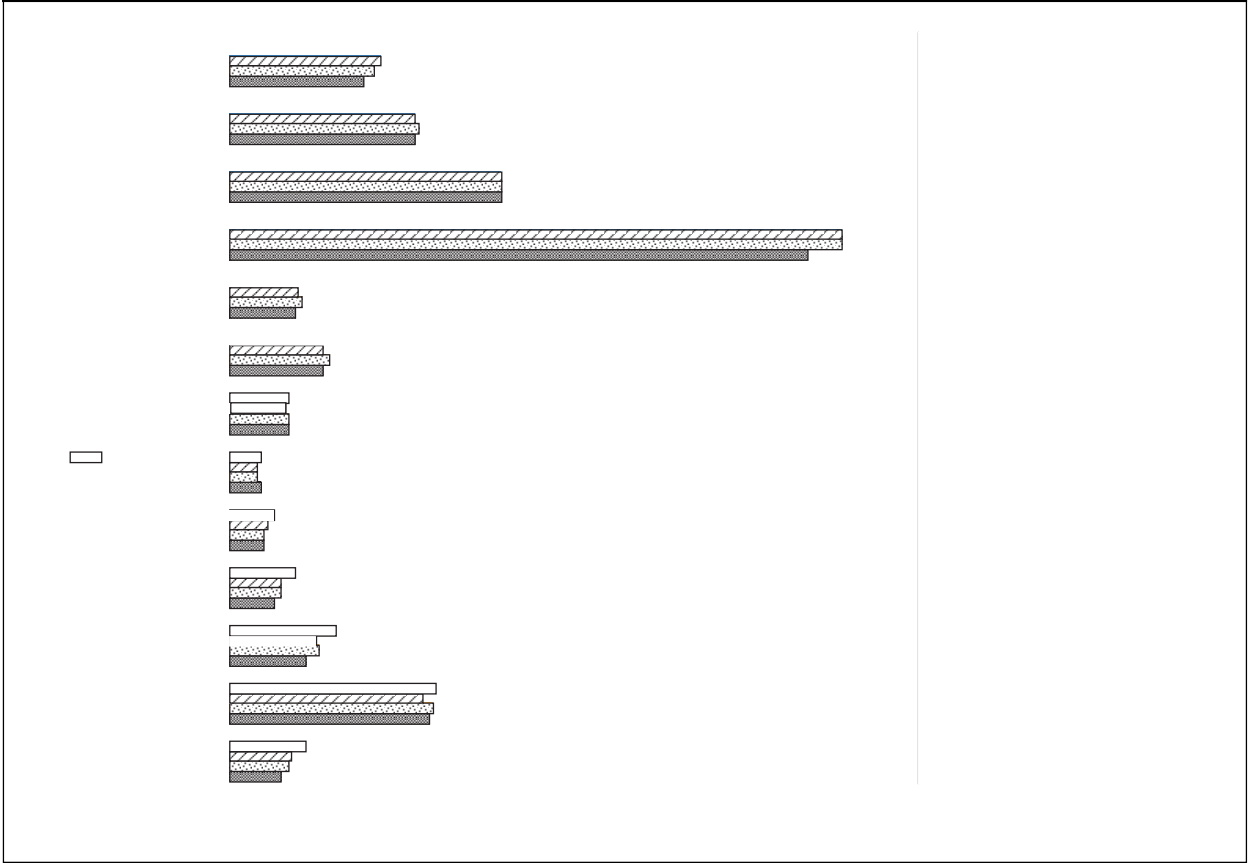
Table 4.1 shows the grade level retention rates for the 1994-95 through 1998-99 school years. Of the total number of Texas public school students reported in Grades Kindergarten through 12 in the 1994-95 school year, 4.0 percent (128,369) were retained in grade. For the 1998-99 school year, student retention rose to 4.7 percent. The absolute number of students retained has increased steadily.

## Grade Level Retention by Grade

The percentage of students retained in each grade over the five-year period from 1994-95 to 1998-99 is displayed in Figure 4.1. 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 five years. Moreover, the retention rates for all high school grades except Grade 12 were well above the average retention rate for all students each year.

*First Grade.* At the elementary level, the highest retention rate was in first grade. Table 4.3 pre-

Figure 4.1 Trends in Retention Rates by Grade, 1994-95 Through 1998-99\*



Source: TEA PEIMS

\* Through the 1997-98 school year, the retention calculations included students enrolled on the last Friday in October. Beginning in 1998-99, the retention calculations for Grades 7-12 included students enrolled at any time during the fall.

Year	White		African American		Hispanic		Other Minorities Combined		Total	
	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
1994-95	11,764	9.2%	9,190	23.2%	23,944	25.0%	534	7.8%	45,432	16.8%
1995-96	13,409	9.9%	10,414	24.2%	27,603	25.9%	647	8.7%	52,073	17.8%
1996-97	13,229	9.6%	10,506	24.2%	29,076	25.9%	669	8.5%	53,480	17.8%
1997-98	13,052	9.6%	10,440	24.3%	28,537	25.3%	680	8.5%	52,709	17.6%
1998-99	14,341	10.2%	11,558	25.0%	33,046	27.1%	793	9.1%	59,738	18.8%

Figure 4.2 Grade Level Retention Rates by Ethnicity, 1994-95 Through 1998-99\*

Source: TEA PEIMS

\* Through the 1997-98 school year, the retention calculations included students enrolled on the last Friday in October. Beginning in 1998-99, the retention calculations for Grades 7-12 included students enrolled at any time during the fall.

Students With Limited English Proficiency (LEP)													
Grade	Year	Receiving Bilingual Services		Receiving ESL <sup>a</sup> Services		Receiving Special Education Services		Receiving No Services <sup>b</sup>		LEP Students		Non-LEP Students	
		Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
KG - 6	1994-95	4,803	2.8%	2,141	3.1%	201	3.6%	539	2.5%	7,684	2.9%	30,816	2.0%
	1995-96	4,929	2.7%	2,303	3.1%	228	4.2%	527	2.5%	7,987	2.8%	35,440	2.1%
	1996-97	5,036	2.6%	2,302	2.8%	234	4.2%	614	2.5%	8,186	2.7%	35,188	2.1%
	1997-98	6,458	3.2%	2,776	3.2%	231	4.2%	647	2.9%	10,112	3.2%	38,973	2.3%
	1998-99	7,509	3.7%	3,266	3.5%	233	4.6%	646	3.0%	11,421	3.6%	42,769	2.5%
7 - 12	1994-95	64	4.9%	7,772	12.1%	647	11.5%	1,760	10.9%	10,243	11.7%	79,626	6.4%
	1995-96	57	5.1%	8,088	11.9%	628	10.7%	1,809	11.3%	10,582	11.6%	90,674	6.8%
	1996-97	71	8.3%	8,504	12.1%	729	12.1%	2,217	11.4%	11,521	11.9%	92,307	6.7%
	1997-98	50	7.4%	8,341	12.0%	621	11.5%	1,660	11.4%	10,672	11.8%	91,196	6.5%
	1998-99	40	5.8%	9,806	13.4%	729	13.5%	1,737	12.4%	11,583	13.2%	103,799	7.0%

Year	Economically Disadvantaged		Non-Economically Disadvantaged	
	Total Retained	Retention Rate	Total Retained	Retention Rate
1994-95	66,237	4.9%	62,132	3.4%
1995-96	75,640	5.0%	69,043	3.6%
1996-97	79,718	5.1%	67,484	3.6%
1997-98	86,294	5.4%	64,659	3.4%
<b>1998-99</b>	<b>94,623</b>	<b>5.8%</b>	<b>75,911</b>	<b>3.8%</b>

education, or no special language services, had similar retention rates, although the rates were consistently higher than the rates for non-LEP students. In Grades 7-12, 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.

*Students Who Were Economically Disadvantaged.* As shown in Table 4.7, the retention rates for students identified as economically disadvantaged were consistently higher than those for other students from 1994-95 through 1998-99. Economically disadvantaged students represented a higher proportion each year of both the total number of students enrolled and retained in Texas public schools. In 1998-99, 48.5 percent of students overall and 55.5 percent of students retained 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 had the highest retention rates in 1998-99. 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 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 consistent relationship between retention rates and percentages of students identified as economically disadvantaged at the campus level.

## Agency Contact Persons

For information on student grade level retention data, Criss Cloudt, Associate Commissioner of

Accountability Reporting and Research, (512) 463-9701 or the Research and Evaluation Division, (512) 475-3523.

For information on retention reduction programs, Elvis Shoaf, Student Support Programs, (512) 463-9374.

## Other Sources of Information

For a summary of the results of grade level retention in Texas, see *Report on Grade Level Retention of Texas Students, 1998-99*, published by the Division of Research and Evaluation, Department of Accountability Reporting and Research.





# Status of the Curriculum

to make connections across books and content,

guides, entitled *Bilingual/ESL TEKS - Elementary Professional Development Manual* and *Bilingual/ESL TEKS - Secondary Professional Development Manual*, explain the structure of the SLA/ESL TEKS document, provide an analysis of the actual content of the document, and provide guidance on how to develop curriculum and lessons. Videotapes showing teachers implementing lessons and using different strategies to teach concepts in a variety of classroom environments were also developed and disseminated to districts statewide.

In July 1999, in collaboration with ESC Region IV in Houston, TEA developed professional development guides to assist bilingual, ESL, and content area teachers with LEP students in their classrooms in implementing the TEKS in mathematics, science, and social studies. The *Elementary Professional Development Manual* provided resources for teaching the content area TEKS in Spanish within the context of bilingual education programs. It also provided resources and strategies for teaching these subjects using ESL and sheltered English approaches within the context of ESL programs or in mainstream classes with LEP students. The *Secondary Professional Development Manual* provided ESL approaches for instruction in middle and



son. The liaison is responsible for distributing information about the initiative and answering questions from districts and campuses in their respective regions. The liaisons meet several times a year to receive training on the latest research in reading instruction, including implications for classroom instruction. Additionally, each ESC has a dyslexia liaison to work with the districts in their respective areas. The liaisons meet several times a year to update their information and to receive training.

**Master Reading Teacher.** House Bill 2307, implemented during the 76th Texas Legislature, established the Master Reading Teacher (MRT) Grant Program.

fessional development modules for all levels of mathematics. Additionally, the project has developed five-day professional development institutes for teachers of Prekindergarten and Kindergarten,





sional development of LOTE educators in the implementation of the TEKS. In addition to establishing an interactive and functional website for LOTE educators as a professional development resource, the LOTE CED has produced quarterly newsletters related to professional development sent to all schools. Also the LOTE CED disseminated to all schools with LOTE programs, a trainer-of-trainers package, *Peer Coaching and Mentoring for Teachers of LOTE*, and four training modules for use in training facilitators statewide to assist in TEKS implementation for Texas LOTE teachers. The modules are: Module 1–*TEKS for LOTE/ Overview*; Module 2–*TEKS for LOTE/Classroom Implementation*; Module 3A–*TEKS for LOTE/Addressing Assessment*; and Module 3B–*TEKS for LOTE/Curriculum Development*.

report on Physical Activity and Health in 1996, 60

## Technology Applications

Technology Applications focuses on the teaching and learning of technology skills in Grades K–12. In this curriculum, “technology” refers to the use of computers and related technologies such as digital cameras and microscopes, scanners, and hand-held digital computing devices. As a part of this academic curriculum, students use technology to access information related to their studies and analyze and evaluate that information. They use technology to record and organize new information, allowing them to synthesize and make connections to other knowledge and skills. Students use technology to communicate their new knowledge with others. In the classroom, students are fully immersed in a learning process that promotes deep and complex understanding, and technology is used to facilitate this learning.

The Technology Applications curriculum was built on the premise that students acquire Technology Applications knowledge and skills in a continuum beginning at the elementary level and continuing through the secondary level. Technology Applications standards were developed and adopted for Grades K–12. The TEKS found in 19 TAC Chapter 126 describe what students should know and be able to do using technology. The Technology Applications TEKS are divided into four strands for all grade levels: Foundations; Information Acquisition; Work in Solving Problems; and Communication. These strands are not linear and can be used in any order. With these common strands, the use of technology can be tied to the TEKS in other curriculum areas. The goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels. Being able to acquire information, solve problems, and communicate using technology is important for students and educators today as well as in their future. These Technology Applications TEKS are important for life-long learning in a digital age.

Technology Applications TEKS are divided into grade clusters for Grades K–2, 3–5, 6–8 and courses for Grades 9–12. Students should demonstrate proficiency with the TEKS before they exit the benchmark Grades of 2, 5, and 8. Interim grade-level expectations are local definitions of strategies that build toward student success. While the Technology Applications TEKS are specific to technology, it is expected that the TEKS at Grades

K–8 are not taught in isolation but are the proficiencies necessary for integrating technology into the foundation and enrichment curriculum. These TEKS continue to be applied across the curriculum in Grades 9–12. In addition, they are the prerequisites for 8 high school courses, including Computer Science I and II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. The courses offer opportunities for in-depth study of technology at the high school level.

All high school graduates are required to have one technology application graduation credit under all graduation plans. The State Board approved courses to count for the Technology Applications graduation credit. Students who take any of the 8 courses in Technology Applications TEKS, Chapter 126 receive this credit. In addition, there are courses in Career and Technology Education that students can take to earn this credit.

**Prekindergarten Guidelines in Technology Applications.** Guidelines for Technology Applications were made available to schools in December 1999. They articulate what three- and four- year old students should know and be able to do using technology. This curriculum was added from the areas that were included in the essential elements to align with the TEKS.

**Technology Applications Web Site.** The Technol-

echnology Applications TEK-  
theulum.Tthadit.tecpJore at\*OntS





## **Textbooks and Other Instructional Materials**

In 1997, the SBOE voted to move to a single subject-area adoption process for Kindergarten through Grade 12 (see Table 5.1 on page 68). This process is designed to align adoption of in-



Table 5.1 (continued) Adoption Cycle for Foundation and Enrichment Subjects  
 Approved by the SBOE - May 2000

<p>Proclamation 2004                  State Adoption 2006                  Implementation 2007-2008</p> <p>_____</p>	



participating libraries to contribute to and participate in local, state, and national resource sharing initiatives, including the academic library statewide initiative, TexShare, and the public library statewide initiative, the Texas State Electronic Library. Currently resources valued at more than \$20,000 per campus are provided to the 4,200 campuses enrolled in TLC. An encyclopedia, magazines, journals, newspapers, primary source material, and a virtual catalog containing 44 million items for interlibrary loan are available from the library for use in classrooms, and homes of students in participating campuses.

### **Texas Assessment of Academic Skills (TAAS)**

The statewide assessment program includes the TAAS tests and end-of-course examinations. TAAS measures the statewide curriculum in reading and mathematics at Grades 3 through 8 and the exit level; in writing in Grades 4, 8, and the exit level; and in science and social studies at Grade 8. Spanish-language TAAS tests are administered at Grades

- ◆ Certain course titles were changed. English as a Second Language was replaced by English for Speakers of Other Languages and was made available to immigrant second language learners; United States History was changed to United States History Since Reconstruction; 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 tech-



# District and Campus Performance

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

## Accountability Ratings

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

Accountability ratings for 2000 showed that more Texas districts and campuses received high performance ratings (see Table 6.1 on page 74) than ever before. The number of *exemplary* schools increased from 1,120 in 1999 to 1,296 in 2000. The number of *recognized* schools increased from 1,843 in 1999 to 2,009 in 2000. Legislation enacted in 1993 required the establishment of the accountability system, which is now in its eighth year of implementation. The number of *exemplary* and *recognized* schools has increased each year, with more schools receiving *exemplary* and *recognized* ratings in 2000 than in any of the previous seven years.

District accreditation ratings showed similar improvements: in 2000, 168 districts received *exemplary* ratings, compared to 122 in 1999. Another 439 districts were rated *recognized* in 2000, compared to 383 in 1999. One district included in this total underwent annexation on July 1, 2000.

Schools and districts earned higher ratings in 2000 even though the number of students taking the TAAS increased. In 1999, 84.7 percent of the students in Grades 3-8 and 10 were tested and were included in the accountability subset used to compute the accountability ratings. In 2000, the percentage of students taking the TAAS and included in the accountability subset increased to 85.5 percent. Exemption rates for students in special education increased slightly from 6.9 percent in 1999 to 7.1 percent in 2000. LEP exemptions decreased from 2.2 percent in 1999 to 1.3 percent in 2000. Beginning in 1998-99, scores of students enrolled

in special education who took the TAAS, and students in Grades 3 and 4 who took the reading and mathematics Spanish TAAS were included in the accountability ratings. In 2000, scores of students who took the reading and mathematics Spanish TAAS in Grades 5 and 6 and writing in Grade 4 were also included.

Districts and campuses are rated on 3 indicators: TAAS passing rates in reading, mathematics, and writing; the annual dropout rate for students in Grades 7-12; and the annual attendance rate for students in Grades 1-12.

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, to 40 percent in 1998, to 45 percent in 1999, and to 50 percent in 2000.

The standard for achieving *recognized* status increased from 70 percent of all students and each student population group passing TAAS in 1995 and 1996, to 75 percent passing in 1997, to 80 percent in 1998, 1999, and 2000. Standards for dropout rate and student attendance have remained constant since 1995.

The standard for achieving *exemplary* status has remained constant since 1994. At least 90.0 percent of all students and each student population group must pass each subject area of the TAAS.

The dropout rate standard is 6.0 percent or less for *acceptable*; 3.5 percent or less for *recognized*; and 1.0 percent or less for *exemplary*. These standards apply to all students and each student group. The attendance rate standard of 94 percent must be met for all students.

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 1999. The number of campuses rated *low performing* decreased from 267 in 1995 to 96 in 1999. However, in 2000, the number of campuses rated *low performing* increased to 146. The number of campuses rated *low performing* decreased from 267 in 1995 to 146 in 2000, however, there were less *low-performing* campuses in 1997 (67), 1998 (59), and 1999 (96). This increase in the number of *low-performing* schools was predicted and is due to a number of changes in 2000: the increase in TAAS passing standards from 45 percent to 50 percent; the inclusion of results for students taking the Spanish version of the TAAS at Grades 5 and 6 in reading and mathematics, and Grade 4 in writing; changes in the LEP-exemption policy which resulted in testing more LEP students (22,324 more in reading, 23,128 more in mathematics, and 8,479 more in writing); and improvements in the collection of leaver and dropout data. In 1999, 7 districts were rated *academically unacceptable* in 1999; 5 were rated *academically unacceptable* in 2000. In addition, districts can be rated *unacceptable* by action of the commissioner of education as a result of the findings of a special accreditation investigation (SAI). In 1998 there were 2 and in 1999 there were 3. The *unacceptable: SAI* rating for one of those districts (Wilmer Hutchins ISD) was changed to *academically acceptable* in November 1998. Another district (Asherton ISD) was annexed in July 1999, leaving two districts (Kendleton ISD and Lakeview ISD) rated *unacceptable: SAI* as of October 1, 1999. On August 1, 2000, the commissioner raised the status of Kendleton ISD from *unacceptable: SAI* to *academically acceptable*. Effective July 1, 2000, Lakeview consolidated with Memphis, and the consolidation resulted in one dis-

trict, Memphis ISD. When accreditation ratings for all Texas school districts were released in August 2000, Memphis ISD and Lakeview ISD each received the rating earned through student performance. Likewise, Kendleton ISD received a rating earned through student performance. The district was rated *academically unacceptable* due to low TAAS scores. The status designation of *unacceptable: SAI* was removed from Lakeview ISD. At publication, no school districts are currently rated as *unacceptable: SAI*.

Concerns about the accuracy of some accountability information reported by school districts led to the creation of two new rating categories for the 1999 ratings — *unacceptable: data quality* for districts and *acceptable: data issues*

eral Educational Development (GED) completion rates, and/or dropout recovery rates. In 2000, the alternative procedures included criteria for AE: *commendable* ratings and 5 alternative campuses received this rating (see Table 6.1). The alternative accountability procedures rate schools that fail to meet targeted campus performance objectives as AE: *needs peer review* (formerly called AE: *needing peer review*).

In 1998, 383 campuses or charter schools were rated through the alternative accountability procedures: 316 were rated AE: *acceptable* and 67 were rated as AE: *needing peer review*. In 1999, 378 campuses or charter schools were rated: 354 were rated AE: *acceptable* and 24 were rated AE: *needing peer review*. In 2000, of the 311 alternative campuses or charter schools rated, 5 campuses were AE: *commendable*, 273 were rated AE: *acceptable*, and 33 were rated AE: *needs peer review*.

The TEA established a Special Data Inquiry Unit in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. During the 1997-98 school year, the unit conducted 230 campus investigations. Ninety-one campuses were investigated for excessive exemptions and absences on TAAS, and 76 campuses were investigated due to high numbers of student withdrawals. In addition, unit staff investigated 63 campuses whose ratings were based on less than 40 percent of the student populations eligible for TAAS. During the 1998-99 school year, the unit conducted 144 campus investigations. Fifty-three campuses were investigated for excessive exemptions and absences on TAAS, and 62 campuses whose ratings were based on less than 40 percent of the student population eligible for TAAS. In addition, unit staff conducted desk audits on 12 campuses identified as first-year low performing due to a high dropout rate. The unit also made on-site visits to the 17 first generation open-enrollment charter schools. As a result of the implementation of the leaver record, the focus of investigations for high numbers of student withdrawals changed to a review of high numbers or percentages of underreported student leavers. Seventeen districts received this new type of investigation in fall 1999.

The 1996-97 school year marked the first year of operation for 17 open-enrollment charter schools approved by the State Board of Education. All charter schools are held accountable for student per-

Table 6.2 Charter School Accountability Ratings, 1998-2000

	1998	1999	2000
<i>Exemplary</i>	0	2	5
<i>Recognized</i>	1	3	7
<i>Acceptable</i>	7	7	34
<i>Low Performing</i>	2	3	20
AE: <i>Acceptable</i>	2	5	9
AE: <i>Needs Peer Review</i>	5	1	24
AE= <i>Alternative Education</i>			

formance 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. All open-enrollment charter schools, in a newly authorized charter, receive a *not rated (charter)* rating for the first full year of operation. The following year, these charter schools are rated through the regular accountability or alternative accountability procedures, as appropriate.

Seventeen charter schools were rated for the first time in 1998 (see Table 6.2). Of the ten charter schools rated through regular procedures in 1998, one was *recognized*, seven were *acceptable*, and two were *low performing*. Of the seven charter schools rated through alternative procedures in 1998, two were AE: *acceptable* and five were AE: *needs peer review*.

In 1999, 21 open-enrollment charter schools received accountability ratings. Of the 15 charter schools rated through regular procedures in 1999, two were *exemplary*, three were *recognized*, seven were *acceptable*, and three were *low performing*. Of the six charter schools rated through alternative procedures in 1999, five were AE: *acceptable* and one was AE: *needs peer review*.

In 2000, 99 open-enrollment charter schools received accountability ratings. Of the 66 charter schools rated through regular procedures in 2000, 5 were *exemplary*, 7 were *recognized*, 34 were *acceptable*, and 20 were *low performing*. Of the 33 charter schools rated through alternative procedures in 2000, 9 were AE: *acceptable* and 24 were AE: *needs peer review*.

On-site evaluations were conducted during the 1998-99 school year for the 17 charter schools receiving ratings for the first time in 1998; two charter schools receiving ratings for the first time

in 1999 were visited by the Special Data Inquiry Unit during the 1999-2000 school year. Three charter schools rated *low performing* and one rated AE: *needs peer review* in 1999 were visited by the Division of Accountability Evaluations. In 2000, 20 charter schools rated *low performing* and 24 rated AE: *needs peer review* will be visited by the Division of Accountability Evaluations.

## Framework for Interventions

The agency has developed a framework for

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**Key to Symbols**

Annexed Asherton ISD was annexed to Carrizo Springs ISD effective July 1, 1999 by order of the Commissioner.

\* The campus was rated *low performing* for the second consecutive year.

\*\* The campus was rated *low performing* for the third consecutive year.



**Hitchcock ISD**

Northside Elementary School  
Stewart Elementary School

**Houston ISD**

Attucks Middle School  
Black Middle School<sup>DA</sup>  
Community Services – Secondary\*  
Concord Elementary School  
Durham Elementary School  
Employment Training Center<sup>DA</sup>  
Franklin Elementary School  
Gulf Shores Alternative School<sup>DA</sup>  
Harper School  
HCC - Alternative<sup>DA</sup>  
Houston Accelerated Charter Academy  
Kashmere Gardens Elementary  
L E A <sup>PDA</sup>  
Lee Elementary School  
McCardell Academy<sup>DA</sup>  
Scott Elementary School  
Sherman Elementary School  
Y E S<sup>DA</sup>

**Hull-Daisetta ISD**

Hull-Daisetta High School

**Lampasas ISD**

Challenger High School<sup>DA</sup>

**Littlefield ISD**

Littlefield Instructional Center

**Livingston ISD**

Livingston High School<sup>DA</sup>

**Manor ISD**

Bluebonnet Trail Elementary

**Mathis ISD**

Mathis High School<sup>DA</sup>

**Mineral Wells ISD**

Mineral Wells High School<sup>DA</sup>

**Morton ISD**

Morton Junior High School

**New Braunfels ISD**

The NBISD Learning Center

**North East ISD**

Alternative Middle School

**North Forest ISD**

Fonwood Elementary School  
Northwood Middle School  
Forrest Brooke High School<sup>DA</sup>  
Tidwell Elementary School

**Northside ISD**

Holmgreen Junior-Senior High School  
Northside Children Center  
Special Education Night School

**One Stop Multiservice Charter School**

One Stop Multiservice High School

**Pampa ISD**

Lamar Elementary School

**Renaissance Charter School**

Renaissance Charter High School

**Roosevelt ISD**

Roosevelt Junior High School

**Spring ISD**

Wunsche School

**Taft ISD**

Alternative Ed Campus Shoreline

**Tornillo ISD**

Tornillo High School

**Waller ISD**

Waller Junior High School

**Wilmer-Hutchins ISD**

Hutchins Academic Center  
Wilmer-Hutchins High School

**Winona ISD**

Winona Elementary School

Four (4.2 percent) of the above listed campuses were second-year low performing. One was rated *low performing* for the third consecutive year.

**Alternative Campuses rated AE:  
Needs Peer Review**

In 1999, 378 campuses and open-enrollment charter schools received ratings under the alternative accountability procedures. Three hundred fifty-four (93.7 percent) of the campuses or charters

rated under the alternative procedures were rated AE: *acceptable* and 24 (6.3 percent) were rated AE: *needs peer review*. In shared services arrangements, one alternative campus serves students from all member districts. Each member district receives a rating for the alternative campus. Therefore, although several districts receive AE: *needs peer review* campus ratings, only one actual alternative campus that AE: *needs peer review* receives an on-site peer review accreditation visit.

On-site reviews were conducted during the 1999-2000 school year at 22 alternative campuses and one open-enrollment charter school rated AE: *needs peer review*. Two appeals were granted to cancel the on-site visit to alternative campuses rated AE: *needs peer review*.

Eleven additional alternative schools identified as AE: *needs peer review* received a site visit during the 1999-2000 school year. Because these schools enrolled students after the submission of the fall attendance report through PEIMS, they were not listed below and their ratings were not included in the total counts of campuses rated in 1999.

**Alief ISD**

Alief Learning Center

**Bandera ISD**

Challenge High School

**Bronte ISD**

Juvenile Detention Center\*

**Brownfield ISD**

Student Alternative Program<sup>NV</sup>

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**Key to Symbols**

\* The campus was rated AE: *needs peer review* for the second consecutive year in 1998.

LP in 99 The campus was rated *low performing* in 1999 through regular accountability procedures.

NPR in 99 The campus was rated *needs peer review* in 1999 through alternative accountability procedures.

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.

**Burleson ISD**

Burleson Alternative School

**Corpus Christi ISD**

Student Learning and Guidance Center  
Teenage Mothers School

**Fabens ISD**

Fabens ALTA Program

**Frenship ISD**

Reese Educational Center

**George I. Sanchez Charter School**

George I. Sanchez High School\*

**Goose Creek Consolidated ISD**

School Community Guidance Center

**Huntsville ISD**

Huntsville Alternative School

**Killeen ISD**

Bell County Detention Center\*

**La Vega ISD<sup>FA</sup>**

**China Spring ISD<sup>MD</sup>**

**Lorena ISD<sup>MD</sup>**

**Midway ISD<sup>MD</sup>**

**Waco ISD<sup>MD</sup>**

OPTIONS

**Liberty Hill ISD**

Panther Academy<sup>NV</sup>

**Northwest ISD**

Denton Creek

**Raymondville ISD**

Raymondville Instructional Center

**Roma ISD**

Instructional and Guidance Center\*

**Ropes ISD<sup>FA</sup>**

Four (16.7 percent) of the above listed campuses were rated AE: *needs peer review* for the second consecutive year. Fourteen alternative campuses, 3 rated AE: *low performing* and 11 rated AE: *needs peer review* in 1998, did not receive ratings in 1999 because student data was not attributed to these campuses. In most instances, the on-site visit in 1998-99 revealed that the campus did not meet

criteria to be registered as an alternative school. Local decisions resulted in either closing the alternative campuses or attributing student data to a regular campus.

## Efforts to Improve Performance

Of the 7 districts rated *academically unacceptable* in 1999, 6 showed sufficient progress to receive an *academically acceptable* rating in 2000 and one (Three Rivers ISD) earned a *recognized* rating. Of the 96 campuses listed as *low performing* in 1999, 51 received a rating of *acceptable* and 7 received a *recognized* rating in 2000. Both campuses rated *low performing* for the second consecutive year in 1999 received an *acceptable* rating in 2000. In 2000, 21 of the 96 campuses were *low performing* for the second year, while one (McCallum High School, Austin ISD) was *low performing* for the third consecutive year. The campus rated *low performing* for the third consecutive year in 1999 (Goodrich Elementary, Goodrich ISD) received an *acceptable* rating in 2000.

Peer review teams visited *academically unacceptable* districts and *low-performing* campuses. Each review team analyzed district and campus performance on the academic excellence indicators and developed a specific set of recommendations that provided clear direction for local restructuring and improvement initiatives.

Desk audits were conducted for campuses rated first-year *low performing* due solely to high dropout rates. The effectiveness of the desk audit is evident in the analysis of the 1998 and 1999 ratings. Only one of the 18 campuses (Jefferson High School in Port Arthur ISD) receiving a desk audit for dropout in 1997 was rated *low performing* in 1998. The second-year *low-performing* rating was due to low TAAS performance, not a high dropout rate. In 1999, none of the 12 *low-performing* campuses receiving a desk audit were rated *low performing*; in fact, 2 of the 12 (Big Sandy High School in Big Sandy ISD and Malakoff High School in Malakoff ISD) received *recognized* ratings.

There were 24 campuses listed as *low performing* due to dropout rate only in 1999. Of these, 9 received a *low-performing* rating for the second consecutive year in 2000 (7 due to dropout rate and 2 due to low TAAS performance). A third campus received a third year *low-performing* rating in 2000 (only the last two years were for dropout

rate). Two of the 24 campuses received a *recognized* rating and 8 received an *acceptable* rating in 2000.

The commissioner assigned state intervention to improve student performance in 3 districts. On April 12, 1996, the status of Wilmer-Hutchins ISD was lowered to *academically unacceptable*, and the commissioner assigned a monitoring team to assist the district in the areas of student performance, governance, and finances. The monitoring team was upgraded to a management team on June 6, 1996. The district was rated *unacceptable: SAI* on August 1, 1997. The commissioner removed the management team on November 9, 1997. In 1998, the district rating was *academically acceptable*, three campuses were *recognized*, and three were *acceptable*. However, the 1999 district rating was *academically unacceptable*, and two campuses were rated *low performing*. Four campuses were *acceptable*, and one was *recognized*. The 2000 ratings indicate an *academically acceptable* rating for Wilmer-Hutchins ISD, with three campuses rated *low performing* and three rated *acceptable*.

## 2000 Ratings

Five districts were designated as academically unacceptable in 2000 due to low performance on TAAS or high dropout rates. In these 5 districts were 5 *low-performing* campuses. The remaining 141 *low-performing* campuses were in 75 other districts and charter schools.

On-site peer review accreditation visits are scheduled in 2000-01 at 4 of the 5 *academically unacceptable* districts and 134 *low-performing* campuses and charter schools. One district rated *academically unacceptable* and 12 campuses rated *low performing* due solely to a high dropout rate (first year) will submit self-evaluations and improvement plans for desk audits.

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### Key to Symbols

- 2 indicates the district/campus has been rated low for two consecutive years
- 3 indicates the district/campus has been rated low for three consecutive years.
- D indicates low rating due to dropout performance only.
- T indicates low rating due to TAAS performance only.
- B indicates low rating due to both dropout and TAAS performance.

***Academically Unacceptable  
Districts***

Hitchcock ISD *D*  
Kendleton ISD *T*  
Mirando City ISD *T*  
Sierra Blanca ISD *T*  
Walnut Bend ISD

**Donna ISD**

C. Stainke Elementary School *T*  
Patricia S. Garza Elementary School *T*

**Eagle Mountain-Saginaw ISD**

Alternative Discipline Campus *T*

**East Central ISD**

Pecan Valley Elementary School *T*

**Ector County ISD**

Odessa High School *D*  
Periman High School *D*

**Ed White School-Education**

Ed White School of Education Charter  
School *B*

**Eden Park Academy**

Eden Park Academy Charter *T*

**Edinburg CISD**

Hargill Elementary School *2T*

**Fairfield ISD**

Fairfield Elementary School *T*  
Fairfield Intermediate School *T*

**Faith Family Academy-Oak Cliff**

Faith Family Academy of Oak Cliff  
Charter *T*

**Fort Worth ISD**

Detention Center School *B*  
Handley Middle School *T*  
Homebound School *D*  
Horizon Middle School *T*  
Meacham Middle School *T*

**Gabriel Tafolla Charter**

Gabriel Tafolla Charter School *T*

**Galveston ISD**

Morgan Academy of Fine Arts *T*

**Grand Prairie ISD**

Crockett Elementary School *T*

**Greenville ISD**

Greenville Middle School

**Judson ISD**  
Judson Senior High School *D*

**Kendleton ISD**  
Powell Point Elementary School *T*

**Kermit ISD**  
Kermit Junior High School *T*

**Kingsville ISD**  
L A S E R Expulsion/Suspension  
School *T*

**Lamar CISD**  
Juvenile Detention Center School *T*

**Life Charter-Oak Cliff**  
Life Charter School of Oak Cliff *T*

**Lorenzo ISD**  
Lorenzo Elementary School *T*

**Lytle ISD**  
Lytle High School *D*

**Manor ISD**  
Decker Elementary School *T*

**Marshall ISD**  
G. W. Carver Elementary School *T*

**McKinney ISD**  
Faubion Middle School *T*

**Midland ISD**  
Rusk Elementary School *T*

**Mineola ISD**  
Mineola Middle School *T*

**Mirando City ISD**  
Mirando Elementary School *T*

**Navasota ISD**  
Navasota High School *D*

**New Frontiers Charter**  
New Frontiers Charter School *T*

**North Forest ISD**  
Tidwell Elementary School *2T*

**NOVA**  
NOVA Charter School *T*

**N W Math Science & Language**  
Northwest Mathematics Science and  
Language Charter School *T*

**Richardson ISD**  
Richardson North Junior High School *T*

**Roma ISD**  
Roma Middle School *T*

**Rylie Faith Family Academy**  
Rylie Faith Family Academy Charter *T*

**San Antonio ISD**  
M. L. King Middle School *T*  
Pershing Elementary School *T*  
Wheatley Middle School *T*

**Sherman ISD**  
Washington Elementary School *T*

**Sierra Blanca ISD**  
Sierra Blanca School *T*

**Somerville ISD**  
Somerville Elementary School *T*

**Terrell ISD**  
Kennedy Elementary School *T*  
W. H. Burnett Elementary School *T*

**Texarkana ISD**  
Dunbar Elementary School *T*

**Texas City ISD**  
Alternative Learning Center School *T*

**Theresa B. Lee Academy**  
Theresa B. Lee Academy Charter *T*

**Tornillo ISD**  
Tornillo Middle School *T*

**Tyler ISD**  
Dogan Middle School *T*

**Untied ISD**  
Kennedy Zapata Elementary School *T*

**Universal Academy**  
Universal Academy Charter *T*

**Valley High**  
Valley High Charter School *B*

**Victoria ISD**

Devereux School T

**Waco ISD**

Cesar Chavez Academy T

**Walnut Bend ISD**

Walnut Bend Elementary School T

**Warren**

Fred Elementary School T

**Waxahachie ISD**

Wedgeworth Elementary School T

**West Orange-Cove CISD**

Anderson Elementary School T

Bancroft Elementary School T

**Wilmer-Hutchins ISD**

Kennedy-Curry Middle School T

Wilmer Elementary School T

Wilmer-Hutchins High School B

**Alternative Campuses Rated**

**AE: *Needs Peer Review***

**Roma ISD**  
Accelerated Learning Academy

**Texas Serenity Academy**  
Texas Serenity Academy Charter

**San Antonio ISD**  
Adelante Academy

**Transformative Charter Academy**  
Transformative Charter Academy

**Sentry Technology Preparatory**  
Sentry Technology Preparatory  
Charter School

**Ysleta ISD**  
Academy of Science and Technology  
Cesar Chavez Academy

**Southwest Preparatory**  
Southwest Preparatory Charter School

## Monitors, Masters, and Alternative Interventions

**Technology Education Charter**  
Technology Education Charter  
High School

Texas Education Code §39.131 grants authority to the commissioner of education to take specific actions if a district does not satisfy accreditation criteria. Among these actions, the commissioner may: (1) appoint an agency monitor to participate in and report to the agency on the activities

**Texas Serenity Academy-Bayshore**  
Texas Serenity Academy-Bayshore  
Charter



Region	District	Change From	Change To	Date of Change
NA	Academy of America Charter School	Charter School	Charter School/Monitor Charter School	12/10/99 9/01/00
04	All Saint's Academy Charter School	Charter School	Charter School/Master	9/29/00
10	Dallas	Academically Acceptable	Academically Acceptable/Monitor	2/10/00
13	Eden Park Academy Charter School	Charter School	Charter School/Monitor	4/28/00
06	Goodrich	Academically Unacceptable	Academically Unacceptable/Monitor Academically Acceptable/Monitor Academically Acceptable	11/05/99 8/17/00 9/01/00
11	Heritage Academy Charter School	Charter School	Charter School/Monitor Charter School/Master	4/17/00 9/01/00
04	Impact Charter School	Charter School	Charter School/Monitor	2/04/00
20	La Pryor	Academically Acceptable	Academically Acceptable/Monitor	3/15/99
08	Marietta	Academically Unacceptable	Academically Unacceptable/Monitor Academically Acceptable/Monitor Academically Acceptable	4/30/99 8/16/99 9/01/00
10	Renaissance Charter School	Charter School	Charter School/Monitor	2/04/00
10	Rylie Charter School	Charter School	Charter School/Monitor	10/03/00
01	Santa Maria	Academically Acceptable	Academically Acceptable/Monitor	7/13/00
19	Ysleta	Recognized	Recognized/Master	8/29/00



of the board of trustees or the superintendent, (2) appoint a master to oversee the operations of a district, or (3) appoint a management team to direct the operations of the district in areas of unacceptable performance.

As of October 2000, three school districts (Dallas ISD, La Pryor ISD, and Santa Maria ISD) and 4 charter schools (Eden Park Academy Charter School, Impact Charter School, Renaissance Charter School, and Rylie Charter School) were assigned a monitor. Heritage Academy Charter School, All Saint's Academy Charter School, and Yselta ISD were assigned masters. Because of improvement, monitors were removed from Goodrich ISD, Marietta ISD, and Academy of America Charter School. See Table 6.3 for a listing of the monitors, masters, and other interventions assigned by the commissioner to districts and charter schools experiencing problems from 1999 through October 2000.

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

## Compliance with State Special Education Requirements

One of the major responsibilities of TEA is to ensure compliance by school districts and other local education agencies with the provisions of the federal law — the Individuals with Disabilities Education Act (IDEA), *20 U.S.C. §§1400 et seq.*, its implementing regulations, *34 C.F.R. §§300.1 et seq.*, and applicable state laws and rules relating to special education.

## Special Education Monitoring

TEA has developed and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. The monitoring system provides for ongoing analysis of district and charter school special education data and of complaints filed with TEA concerning special education services. Inspections and reviews of district and charter school programs and facilities are an essential component of the monitoring pro-

cess. TEA uses the information obtained through its analysis of special education data and from the complaints management system to determine the appropriate schedule for and extent of its inspection and review activities.

**Historical Summary.** The current TEA special education monitoring system is based on a system devised in 1996. At that time, TEA developed a 6-year schedule for conducting an on-site visit to every school district in the state by the end of the 2001-02 school year. That system was implemented as planned from 1996-97 through 1998-99.

During the 1997-98 school year, TEA began the development of a new system for analyzing district and charter school special education data and using the results of that analysis to select districts and charter schools for on-site visits. TEA piloted that system with 15 school districts in spring 1999.

During the 1999-2000 school year, TEA implemented a dual system for identifying districts and charter schools for on-site special education monitoring reviews. Certain districts and charter schools were visited as planned under the 6-year cycle adopted in 1996. Another set of districts and charter schools were visited based on TEA's analysis of their special education data (the Data Analysis System) and of information obtained from complaints filed with TEA concerning special education services. See Table 6.4 for a summary of the data elements analyzed in 1999-2000.

**The On-Site Process.** On-site evaluations of school district and charter school special education programs and services are conducted in accordance with TEA's District Effectiveness and Compliance (DEC) monitoring process. An on-site DEC review of a district's or charter school's special education program includes the following components:

1. A self-evaluation by the district.
2. Classroom observations by on-site monitors.
3. Staff interviews.
4. Case studies of selected students.
5. Reviews of a "purposeful sample" of student folders to evaluate compliance with federal and state special education requirements. The "purposeful sample" of student folders is selected based on

criteria established by TEA to ensure that various ages, disability categories, and instructional service arrangements are represented in the student folders

ter school for which the Agency's analysis of special education program data resulted in a decision to conduct an on-site monitoring visit to the school district or charter school and, as of the end of the 1999-2000 school year, the visit had not been completed.

**4. Site-Visit: Compliant.** This is the SpECS assigned to each school district and charter school which received an on-site monitoring visit of its special education program during the 1999-2000 school year (whether the result of the Agency's analysis of special education program data or for other reasons) and no compliance discrepancies were cited by the Agency.

**5. Site-Visit: Corrective Action Compliant.** This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 1999-2000 school year (based on compliance discrepancies noted during an on-site monitoring visit by the Agency) which resulted in a finding by the Agency that the corrective actions were sufficient to bring the school district or charter school into compliance with federal and state laws relating to special education.

**6. Site-Visit: Corrective Action Required (Under Review by TEA).** This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 1999-2000 school year (based on compliance discrepancies noted during an on-site monitoring visit by the Agency), and the corrective actions were still being reviewed for sufficiency by the Agency as of August 31, 2000.

**7. Site-Visit: Corrective Action Required (Unresolved).** This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 1999-2000 school year (based on compliance discrepancies noted during an on-site monitoring visit by the Agency), and the Agency has responded to the corrective actions and discrepancies continue to be unresolved.

**8. Sanctions Imposed: Unresolved Corrective Actions.** This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 1999-2000 school year (based on compliance discrepancies noted during an on-site monitoring visit by the Agency), and the failure of the school district or charter school to adequately address outstanding discrepancies has resulted in the imposition of one or more sanctions by the Agency.

Table 6.5 summarizes the SpECS for each school district and charter school for 1999-2000.

## Noncompliance of Specific School Districts and Charter Schools

Section 39.182(a)(15) of the TEC requires TEA to provide as part of this Biennial Report a list of each school district and charter school that is not in compliance with state special education requirements. The list is required to include the following information:

1. The period of time for which the district or charter school has not been in compliance.
2. The manner in which TEA considered the district's or charter school's failure to comply in determining the accreditation status of the district or charter school.
3. An explanation of the actions taken by the commissioner to ensure compliance and an evaluation of the results of those actions.



Status	Number	Percent
Desk Audit: Compliant	961	81.3%
Desk Audit: Self-Evaluation Required	8	0.7%
Desk Audit: Site Visit Pending	0	0.0%
Site-Visit: Compliant	23	2.0%
Site-Visit: Corrective Action Compliant	39	3.3%
Site-Visit: Corrective Action Required (Under Review by TEA)	129	10.9%
: Corrective Action Required (Unresolved)		

Since the provisions of Section 39.182(a)(15) of the TEC took effect on September 1, 1999, the period of noncompliance for any district or charter school listed below is reported as of:

- a. September 1, 1999; or
- b. a date more recent than September 1, 1999 if TEA's determination of noncompliance is based on an on-site visit which occurred after September 1, 1999.

In the interest of completeness, included are all districts and charter schools with a 2000 SpECS of: *Sanctions Imposed: Unresolved Corrective Actions; Site-Visit: Corrective Actions Required (Unresolved); and Site-Visit: Corrective Actions Required (Under Review by TEA)*. A total of 151 districts are listed.

### **Sanctions Imposed: Unresolved Corrective Actions (2 Districts)**

#### **Dallas ISD**

#### **(Out of Compliance since 9/1/99)**

On February 10, 2000, the commissioner exercised the authority granted to him under TEC §39.131 and appointed a special education monitor to Dallas ISD. This decision was based on Dallas ISD's systemic failure over an extended period of time to ensure that children with disabilities living in residential facilities in Dallas ISD were identified, evaluated, and appropriately served. Concerns in this area were originally noted by TEA following an on-site visit to Dallas ISD in March of 1997. After working with Dallas ISD for two years to develop and implement corrective actions (including the

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tion plan without the assistance of a special education monitor. This decision was based, in part, on the fact that TEA planned to conduct an on-site visit to La Pryor ISD on October 27-28, 1999. In a letter dated December 15, 1999, La Pryor ISD was informed of the commissioner's decision to reinstate the district's special education monitor.

In a letter from the commissioner dated October 10, 2000, La Pryor ISD was notified that its 2000 SpECS would be *Sanctions Imposed: Unresolved Corrective Actions*. In addition, La Pryor ISD was informed that if the district had not successfully demonstrated compliance with all federal and state laws relating to special education by March 1, 2001, the district's accreditation rating will be lowered to *Academically Unacceptable: Special Accreditation Investigation (SAI)*. The district's accreditation rating will then remain *Academically Unacceptable: SAI* until the district is able to demonstrate that it has resolved all outstanding corrective actions and that it is in full compliance with federal and state laws relating to special education.

In addition to the foregoing, La Pryor ISD was informed by the commissioner's October 10, 2000 letter that if it has not demonstrated significant progress toward correcting deficiencies in its special education program by March 1, 2001, the commissioner may review the role of the special education monitor assigned to the district and to consider whether the role should be changed to a master to oversee the operation of the district's overall special education program.

As of the date of this report, TEA is optimistic that the actions it has taken with respect to La Pryor ISD will be effective in bringing the district into full compliance with federal and state special education requirements. TEA is currently planning to conduct a comprehensive on-site DEC review of all of La Pryor ISD's special programs, including special education, the week of November 13, 2000.

District/Charter  
School  
SD

Out of Compliance  
Since:

Each district and charter school assigned a 2000 SpECS of *Site-Visit: Corrective Action Required (Unresolved)* received an on-site visit during the 1998-99 school year. In addition, each district and charter school had outstanding unresolved corrective actions pending as of September 1, 1999. As of August 31, 2000, the corrective action plans submitted by these districts and charter schools continue to be insufficient to bring the districts and charter schools into full compliance with federal and state special education laws.

Each district and charter school has been notified that if it has not successfully demonstrated compliance with all federal and state laws relating to special education by the end of the 2000-01 school year, the district's or charter school's accreditation rating will be lowered to *Academically Unacceptable: SAI*. The district's or charter school's accreditation rating will then remain *Academically Unacceptable: SAI* until the district or charter school is able to demonstrate that it has resolved all outstanding corrective actions and that it is in full compliance with

federal and state laws relating to special education.

In addition to the foregoing, the commissioner may consider other appropriate sanctions, as listed in TEC §39.075. TEA is optimistic that any such actions taken will be effective in bringing these districts and charter schools into full compliance with federal and state special education requirements.

District/Charter School	Out of Compliance Since:
Academy of Beaumont Charter School	02/09/00
Academy of Dallas Charter School	02/08/00
Academy of Houston Charter School	02/07/00
Academy of San Antonio Charter School	02/23/00
Adrian ISD	09/01/99
Aldine ISD	10/11/99
Amherst ISD	09/27/99
Anna ISD	12/06/99
Arlington ISD	11/01/99
Atlanta ISD	10/18/99
Austwell-Tivoli ISD	09/01/99
Avinger ISD	10/18/99
Axtell ISD	04/03/00
Bastrop ISD	04/24/00
Beeville ISD	05/01/00
Blanco ISD	03/20/00

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# 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 and support 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

Beginning in 1991, the TEA conducted a three-year sunset review of State Board of Education (SBOE) rules. This three-year sunset review reduced the number of SBOE rules from 936 to 466, a decrease of 50 percent. In May 1996, the TEA completed a one-year review of SBOE rules, resulting in a reduction of rules from 551 to 250, a decrease of nearly 55 percent.

In accordance with the 1998-99 General Appropriations Act, which established a four-year sunset review cycle for all state agency rules, the TEA initiated a sunset review of all agency rules (SBOE and commissioner of education rules) that is scheduled to take place from September 1997-August

2001. On March 27, 1998, the TEA filed with the Office of the Governor, Legislative Budget Board (LBB), and Secretary of State a review plan for all rules with effective dates before September 1, 1997. Revisions to the plan were filed on September 25, 1998, and June 13, 2000. The plan, as revised, scheduled the review of 360 TEA rules for the 1997-2001 rule review period.

During the period of September 1997-August 2000, the TEA reviewed 323 rules, nearly 90 percent of the 360 rules that were in effect on September 1, 1997. The TEA readopted 201 rules and repealed 122 rules. In addition, the TEA adopted 108 new rules. Forty-three rules remain to be reviewed during the final year of the 1997-2001 rule review plan. As of August 2000, this four-year sunset review has reduced the number of SBOE rules that were in effect September 1, 1997, from 179 to 141, a decrease of 21 percent. During that same period, commissioner rules increased from 132 to 201, an increase of 34 percent.

It should be noted that the number of SBOE rules (179) that were in effect September 1, 1997, does not include the 49 curriculum rules that were in effect at that time. Those 49 curriculum consisted of 45 essential elements and four mathematics Texas Essential Knowledge and Skills (TEKS). The number of SBOE rules (141) in effect August 31, 2000, does not include the 541 TEKS that took effect September 1, 1998. Including the TEKS rules in the above counts would not give a clear view of the results of the sunset process due to a major change in format for curriculum rules that took place in 1996-1997 during the development and adoption of the TEKS. The formatting change, independent of the curriculum content of the rules themselves, caused a substantial increase in the count of SBOE/TEA rules.

Senate Bill 178, 76th Texas Legislature, 1999, amended the Texas Government Code by adding §2001.039, which codifies the review of existing state agency rules. Rules with effective dates on



or after September 1, 1997, must be reviewed no later than four years after their respective effective dates. In accordance with this legislative requirement, the TEA filed a sunset review plan on August 16, 2000, for SBOE and commissioner of education rules that is scheduled to take place from September 2001-2006.

The sunset review plan for SBOE and commissioner of education rules is available on-line at [www.tea.state.tx.us/rules/home/](http://www.tea.state.tx.us/rules/home/).

## Open-Enrollment Charter Schools

To further promote local initiative, the 1995 revision of the Texas Education Code established a new type of school, known as an open-enrollment charter school. Charter schools are subject to fewer state laws than other public schools and capitalize on innovative and creative approaches to educating students. In 1996, the SBOE authorized 20 charter schools. In 1997, the 75th Legislature granted the board the authority to approve 100 additional open-enrollment charters and an unlimited number of open-enrollment charters to

serve students at risk of dropping out of school. The board approved guidelines for the second generation of open-enrollment charters in July 1997. In 1998, the board awarded 141 additional charters, of which 42 were granted to primarily serve students at risk of dropping out of school. In March, 1999, the board awarded nine more charters in this category. As of September 2000, the SBOE had awarded 189 charters. Of these 189, 3 had their charters revoked and 13 returned their charters. Of the 173 remaining charters, 163 are currently in operation and 10 are inactive primarily due to extensions granted by the SBOE to delay their starting dates.

Charter schools are monitored and accredited under the statewide testing and accountability sys-

Table 7.1 General State Waivers  
Approved in 1999-2000

additional waiver day for staff development related to reading/language arts and/or an additional waiver day for staff development related to mathematics. One additional day of staff development was approved for districts requesting to participate in eligible conferences, such as the National Conference of Texas. A total of 91 districts requested one or all of these additional days for staff development.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. Class size waivers may be granted under the following criteria: (1) a district is unable to employ qualified teachers, (2) a district is unable to provide educational facilities, or (3) a district which budgeted for a class size ratio of 22:1 in Grades Prekindergarten through 4, but has a campus (or campuses) with enrollment increases or shifts that result in exceeding this limit by only one or two students in only one section at any grade level on any campus. Table 7.2 presents the class size waivers approved in the 1999-2000 school year.

The overall impact of general state waivers may be seen in improved student educational performance statewide, including rising TAAS scores and gains in the number of campuses and districts achieving exemplary status under the state's accountability rating system. In fiscal year 2000, the number of exemplary districts increased to 168 districts, or to 16.1 percent of the total, and the number of exemplary campuses increased to 1,296, or to 20.3 percent of the total campuses. The comparable numbers for fiscal year 1999 were 122, or 11.7 percent of the districts, and 1,120, or 17.9 percent of the campuses. Texas Education Code §39.112, automatically exempts any school district or campus that is rated exemplary from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined.

## Education Flexibility Partnership Demonstration Program (Ed-Flex) Status

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to re-

form and improve education. Ed-Flex is designed to help districts and schools carry out education reforms and raise the achievement levels of all children by providing increased flexibility in the implementation of certain federal education programs in exchange for enhanced accountability for the performance of students.

During the 1999-2000 school year, the commissioner of education used his Ed-Flex authority to grant three administrative statewide waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex without the need for individual application. Also during the 1999-2000 school year, 770 districts received one or more programmatic Ed-Flex waivers.

The following three programmatic es.10(oe comparable n(LEAs

Approximately 70 percent of the LEAs or campuses that were granted the increased flexibility provided in the three programmatic statewide waivers met the waiver evaluation requirements which shows that the Ed-Flex Program is an important component in the state's reform efforts to improve student performance.

## Agency Contact Persons

For information on the sunset review of SBOE rules, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701.

For information on charter schools, Hugh Hayes, Deputy Commissioner for Initiatives and Administration, (512) 463-9354.

For information on general state waivers and federal Ed-Flex waivers, Carol V. Francois, Associate Commissioner for the Education of Special Populations, (512) 463-8992.

## Other Sources of Information

For a list of general state waivers granted by the commissioner of education, see the waiver report included in the agenda for each SBOE meeting. For additional information on the sunset review of board rules, state waivers, and federal Ed-Flex waivers, see the agency's home page at [www.tea.state.tx.us](http://www.tea.state.tx.us).

# Administrative Cost Ratios

Table 8.2 Districts Exceeding Administrative Cost Standards

ADA Group	Standard	Number of Districts				Percent of Districts			
		1996	1997	1998	1999	1996	1997	1998	1999
10,000 and Above	0.1105	0	0	0	0	0%	0%	0%	0%
5,000 to 9,999	0.1250	0	0	0	1	0%	0%	0%	2%
1,000 to 4,999	0.1401	9	5	4	7	3%	1%	1%	2%







the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of affected students, staff, or campuses. In the basic form, the 32 data collection instruments have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

## Agency Contact Persons

Nina Taylor, Customer Assistance and Training, 463-9049 (Bulletin 742 and General Questions); Karen Cornwell, Planning and Strategic Services, 463-9229 (Information Planning and Information Requirements Clearinghouse); Joe Wisnoski, School Finance and Fiscal Analysis, 463-8994  
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# Texas Education Agency Funds and Expenditures

The Texas Education Agency will administer just over \$14 billion in state and federal funds during the 1999-2000 school year (fiscal year 2000). This is the second year of a biennium during which the agency will administer major legislative initiatives contained in Senate Bill (SB) 4, which, among other provisions, financed a \$3000 annual salary increase for every teacher, counselor, librarian, and nurse in the Texas public schools. SB 4 also increased the state share of public education. State and federal sources now fund over 50 percent of the total cost of public education in Texas. It is important to note that the agency does not administer local school district funds generated through property tax assessments.

## New Programs to Improve Student Achievement

The 76th Texas Legislature aggressively debated and passed a significant number of new grant programs for Texas students. The agency will begin the second year of administering over \$230 million in new or expanded grant programs. The programs include a \$25 million After-School Initiative aimed at middle school students, as well as \$85 million focused on preventing student retention in 9th grade. Academic achievement in lower grades also continues to be a focus of legislative funding initiatives; the Governor's Texas Reading Initiative program will be funded at \$50 million over the biennium, with an additional \$26 million allocated to the early childhood "Ready to Read" program, Head Start and the new Master Reading Teacher initiative. The Investment Capital Fund, a grant program aimed at increasing parental involvement in the public schools, received a funding increase to \$14 million for the biennium. Finally, the legislature funded the Advanced Placement grant and reimbursement program at \$21 million for the biennium. See Table 10.1.

The agency has also begun implementation of several new federal programs including: the \$105 million Federal Class Size Reduction Act; \$36 million in the Reading Excellence Act – called

"Read for Texas" at the state level; and the \$5 million GEAR-UP program. All three programs are in the second year of activity and are beginning to benefit Texas students.

	\$85 million
Texas Reading Initiative	\$50 million
Texas After-School Initiative	\$25 million
Advanced Placement	\$21 million
Investment Capital Fund	\$14 million
Head Start	\$12 million
Master Reading Teachers	\$12 million
Early Childhood "Ready to Read"	\$ 2 million

## Major Funding Initiatives: Prekindergarten, Kindergarten, and Student Success

The agency has also administered two major funding initiatives in the areas of early childhood education and reading proficiency. The legislature appropriated \$200 million as an economic incentive to increase enrollment in state Prekindergarten and Kindergarten programs. This funding is above and beyond the Foundation School Program support of Kindergarten programs. In the 1999-2000 school year, over \$49 million was granted in the

that will be fully implemented when the fall Kindergarten class of 1999 reaches the 3rd grade. The agency included funds adequate to continue the Student Success Initiative in the August 2000 Legislative Appropriations Request.

## The Foundation School Program

The major funding source administered by the agency remains the Foundation School Program (FSP). The FSP represents the major state education funding source, allocated to school districts through funding formulas based upon average daily student attendance and adjusted for local tax effort. Fiscal year 2001 FSP appropriations amount to just under \$11.6 billion. The foundation program also includes \$223 million for 2001 for the instructional facilities allotment.

## Sources of Funds

While the Foundation School Fund is the major funding source administered by the agency, accounting for almost 75 percent of the agency's administered funds, there are also other significant state and federal fund sources to take into account. The FSP is augmented by some \$730 million from the Available School Fund. This revenue is generated by the Texas Permanent School Fund, a public education endowment in excess of \$20 billion.

Federal sources make up roughly 15 percent of agency funds. The U.S. Department of Education will allocate approximately \$1.45 billion to Texas in FY 2001. The majority of federal funding comes from the Title I grant, targeting economically disadvantaged students and the Individuals with Disabilities in Education Act (IDEA), targeting students in special education programs.

The other component of federal funding is the free and reduced price lunch and breakfast programs administered by the agency through the U.S. Department of Agriculture. These child nutrition programs are budgeted at about \$761 million for FY 2001.

Agency expenditures presented in this chapter are

**Table 10.2**  
**Expenditures Under TEA Goals, Objectives, and Strategies**

<b>Goal A</b>		
<p><b>Standards of Achievement and Equity:</b> The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability. (Texas Education Code §4.002)</p>		
<p><i>Strategy A.1.1.</i> <b>Assessment:</b> The state's assessment system will continue to provide a basis for evaluating and reporting the extent to which the Texas educational system is achieving its goals for student performance.</p>	<p>1999-00 \$66,356,482</p>	<p>2000-01 \$68,556,483</p>
<p><i>Strategy A.1.2.</i> <b>Accountability System:</b> Build the capacity of the state public education system by developing and implementing standards of district and campus accountability for the achievement of all students.</p>	<p>\$2,500,000</p>	<p>\$2,500,000</p>
<p><i>Strategy A.2.1.</i> <b>Foundation School Program:</b> Operate an efficient and equitable school finance system, disburse Foundation School Program formula funding to school districts, and ensure that formula allocations are accounted for in an accurate and appropriate manner.</p>	<p>\$10,515,583,801</p>	<p>\$11,184,711,700</p>
<p><i>Strategy A.2.2.</i> <b>Maximizing School Facilities:</b> Operate an equalized school facilities program and disburse facilities funds.</p>	<p>\$173,000,000</p>	<p>\$223,000,000</p>
<p><i>Strategy A.3.1.</i> <b>Instructional Materials:</b> Provide students equitable access to instructional materials supporting the state's essential knowledge and skills.</p>	<p>\$583,769,002</p>	<p>\$115,455,002 +U.B.*</p>
<p><i>Strategy A.3.2.</i> <b>Technology:</b> Support the implementation of a statewide technological infrastructure for education; increase access to educational data; and encourage school districts to implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.</p>	<p>\$43,594,604</p>	<p>\$44,841,804</p>

\*U.B. = unobligated balance

**Table 10.2 (continued)**  
**Expenditures Under TEA Goals, Objectives, and Strategies**

<p><i>Strategy A.3.3.</i>  <b>Improving Educator Performance:</b> Develop and implement professional development initiatives that encourage collaboration between K-12 and higher education and ensure all educators access to training and evaluation tied to the Texas Essential Knowledge and Skills.</p>	<p align="center">1999-00 \$9,800,024</p>	<p align="center">2000-01 \$9,800,024</p>
<p align="center"><b>1999-00 Total - Goal A</b> \$11,394,603,913</p>	<p align="center"><b>2000-01 Total - Goal A</b> \$11,648,865,013</p>	
<p><b>Goal B</b>  <b>Local Excellence and Achievement:</b> The state public education system will foster local innovation, support local authority, and encourage regional, district, and university efforts to ensure that 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)</p>		
<p><i>Strategy B.1.1.</i>  <b>Instructional Excellence:</b> Build the capacity of school districts to plan and implement challenging early literacy, 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.</p>	<p align="center">\$285,567,407</p>	<p align="center">\$288,817,407</p>
<p><i>Strategy B.2.1.</i>  <b>Program and Funding Flexibility:</b> 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.</p>	<p align="center">\$759,645,978</p>	<p align="center">\$758,243,599</p>
<p><i>Strategy B.2.2.</i>  <b>Students with Disabilities:</b> 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.</p>	<p align="center">\$388,133,043</p>	<p align="center">\$388,133,043</p>
<p><i>Strategy B.2.3.</i>  <b>Support Programs:</b> Build the capacity of the state public education system by developing and implementing the academic counseling and support service programs necessary for all students to demonstrate exemplary academic performance.</p>	<p align="center">\$48,372,327</p>	<p align="center">\$48,372,327</p>

Table 10.2 (continued)  
Expenditures Under TEA Goals, Objectives, and Strategies

<i>Strategy B.2.4.</i> <b>Child Nutrition Programs:</b> Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.	1999-00 \$725,887,815	2000-01 \$726,615,815
<i>Strategy B.2.5.</i> <b>Adult Education:</b> Build the capacity of the state public education system by encouraging school districts and service providers to improve adult education and literacy programs, improving the adult literacy rate, and implementing an accountability system for adult education.	\$40,021,086	\$40,421,086
<i>Strategy B.2.6.</i> <b>Windham School District:</b> Build the capacity of the Windham School District by ensuring that students are provided effective instructional and support services.	\$57,712,213	\$57,712,213
<i>Strategy B.3.1.</i> <b>Regional Training and Development:</b> The regional education service centers will facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	\$58,824,345	\$58,824,345
<i>Strategy B.3.2.</i> <b>Deregulation and School Restructuring:</b> Encourage educators, parents, community members, and university faculty and personnel to increase involvement in education, improve student learning,	\$109,290,755	\$115,920,775
<b>1999-00 Total - Goal B</b> \$2,473,454,969	<b>2000-01 Total - Goal B</b> \$2,483,060,610	

	1999-00 \$10,990,776	2000-01 \$11,366,053
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## **COMPLIANCE STATEMENT**

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

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

- (1) acceptance policies on student transfers from other school districts;
- (2) operation of school bus routes or runs on a nonsegregated basis;
- (3) nondiscrimination in extracurricular activities and the use of school facilities;
- (4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
- (5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
- (6) nondiscriminatory practices relating to the use of a student's first language; and
- (7) evidence of published procedures for hearing complaints and grievances.

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

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

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

### **TITLE VII, CIVIL RIGHTS ACT OF 1964 AS AMENDED BY THE EQUAL EMPLOYMENT OPPORTUNITY ACT OF 1972; EXECUTIVE ORDERS 11246 AND 11375; EQUAL PAY ACT OF 1964; TITLE IX, EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED; IMMIGRATION REFORM AND CONTROL ACT OF 1986; AMERICANS WITH DISABILITIES ACT OF 1990; AND THE CIVIL RIGHTS ACT OF 1991.**

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







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