2000 COMPREHENSIVE BIENNIAL REPORT ON TEXAS PUBLIC SCHOOLS

A Report to the 77th Texas Legislature

from the Texas Education Agency

TEXAS EDUCATION AGENCY

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JIM NELSON
COMMISSIONER OF EDUCATION

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

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from the Texas Education Agency

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Executive Summary

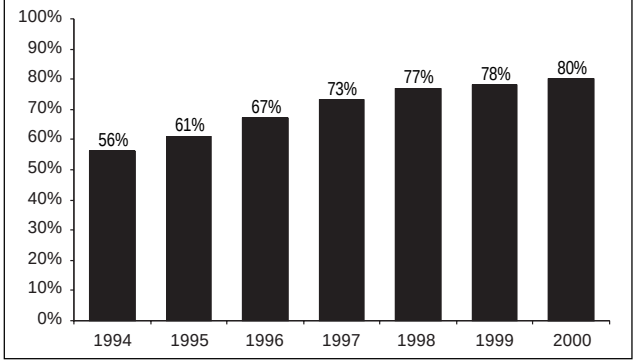
The following are highlights of the *2000 Comprehensive Biennial Report on Texas Public Schools*:

- 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 being included in the accountability system. In 2000, over 90 percent of students enrolled in the spring were tested and 86 percent of those assessment results were included in the accountability system.

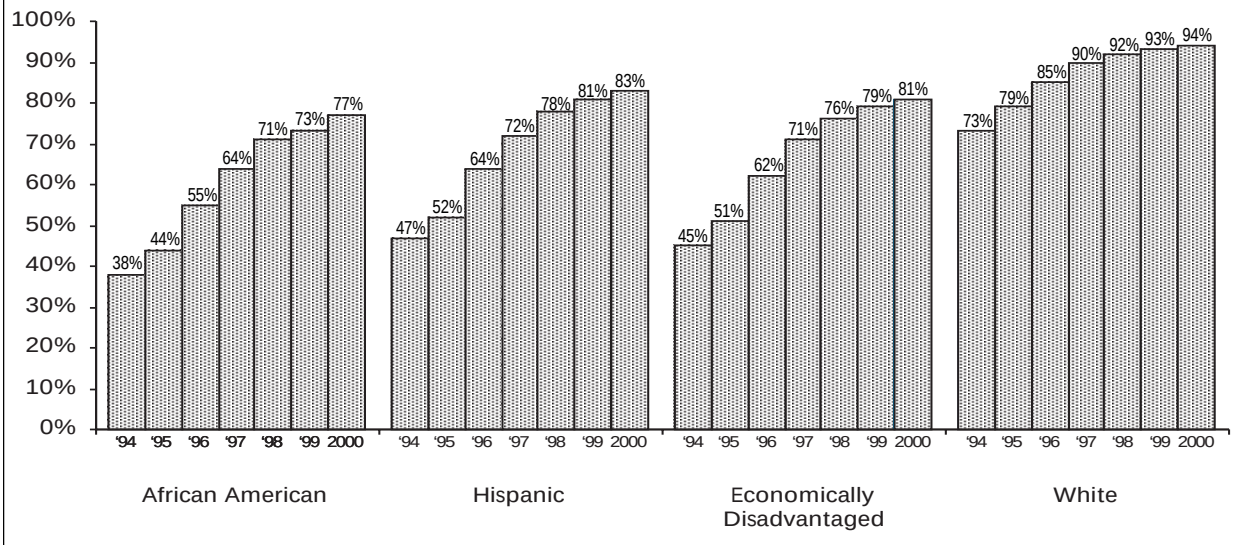
- Texas students continue to make significant advances in mathematics. In 2000, 87.4 percent of all students taking the mathematics TAAS in Grades 3-8 and Grade 10 passed, an increase of almost 27 percentage points over the 60.5 percent passing rate for 1994. Minority students and economically disadvantaged students have made especially impressive gains. Between 1994 and 2000, the

** Includes results of reading, mathematics, and writing TAAS for all students in Grades 3-8 and 10. For the second year this includes performance of students served in special education, Grades 3 and 4 reading and mathematics scores of the students who took the Spanish TAAS, and the 2,654 students who qualified for the end-of-course credit and did not take the exit-level TAAS. For the first year, scores of students who took the Grade 4 writing TAAS in Spanish and students who took the Grades 5 and 6 reading and mathematics TAAS in Spanish were also added.*

Percent Passing All TAAS Tests Taken



Percent Passing Mathematics TAAS



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

was found in Grade 1 (6.5%). 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 in grade more often than students who were not economically disadvantaged.

- The number of districts and campuses that received *exemplary* and *recognized* ratings from the state accountability system continued to increase over previous years in spite of higher accountability standards and more students being included in the system. There were 12 times as many *exemplary* districts in 2000 (168) as there were in 1995 (14). The number of *recognized* districts more than tripled (137 to 439) over this same time period. These increases were also seen in campus ratings. There were slightly more than 5 times as many *exemplary* campuses in 2000 (1,296) as there were in 1995 (255). The number of *recognized* campuses doubled from 1995 to 2000 (1,004 versus 2,009).

- The number of campuses rated *low performing* increased from 59 in 1998 to 96 in 1999 to 146 in 2000. This increase in the number of *low-performing* schools in the last two years was predicted and is due to a number of changes in the accountability system and reporting requirements in 1999 and 2000: the increase in TAAS passing standards from 40 percent in 1998 to 50 percent in 2000; the inclusion of TAAS scores of students provided special education services; the inclusion of results for students taking the Spanish version of the TAAS at Grades 3-6 in reading and mathematics, and Grade 4 in writing; changes in the LEP-exemption policy which resulted in testing more LEP students in 2000 (22,324 more in reading, 23,128 more in mathematics, and 8,479 more in writing); and improvements and expansion of the collection of leaver and dropout data.

- Beginning with the 1999-2000 school year, TEA was required to determine the special education compliance status of each district and charter school in relation to state and federal special education laws. In 1999-00, 83.3 percent of districts and charter schools were judged to be in compliance with state and federal special education requirements through either a desk audit or a site visit. Of the remaining districts or charter schools, 39 (3.3%) were judged via site visits to be in compliance with corrective actions in place, and 8 districts (0.7%) were required to do a self-evaluation of their special education compliance as part of a desk audit. Two districts (0.2%) had sanctions imposed due to unresolved corrective actions, and 149 (12.6%) were judged as needing corrective action.

- As of September 2000, the State Board of Education had awarded 189 open-enrollment charters. Of these 189, 163 are currently in operation, 3 had their charters revoked, 13 returned their charters, and 10 are inactive. In 2000, 99 open-enrollment charter schools received accountability ratings: 5 were rated *exemplary*, 7 were rated *recognized*, 34 were rated *acceptable*, 20 were rated *low performing*, 9 were rated AE: *acceptable,* and 24 were rated AE: *needs peer review*. Charter schools served 25,687 students in the 1999-00 school year which represented 0.6% of total students in Texas public schools.

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

1. Student performance on state assessments and a study of the correlation of course grades with state assessments;
2. Student dropouts;
3. State performance on the academic excellence indicators;
4. Grade level retention;
5. Status of the curriculum;
6. District and campus performance in meeting state accountability standards;
7. Deregulation and waivers;
8. Administrative cost ratios;
9. District reporting requirements; and
10. Funds and expenditures of the Texas Education Agency.

Student Performance

"Texas students continue to perform impressively on the TAAS test. The performance is a testament to the strong instruction and learning that is going on in our schools. Texas students, teachers, and parents can be proud of these results. Texas has justifiably gained national recognition for the performance gains being made by our students."

Jim Nelson, Commissioner of Education, May 2000

Student Performance Results 1999-2000

Texas students posted a record passing rate on the spring 2000 Texas Assessment of Academic Skills (TAAS), with 79 percent of the approximately 1.8 million students tested passing all parts of the test taken. This passing rate for "all students" reflected the performance of students in both regular and special education programs and was up from 78 percent passing last year and 53 percent passing in 1994.

The data in this chapter represent the test results of students not in special education as well as the students in special education and include results of students in year-round education. Spanish TAAS results are presented separately from English results. Beginning in spring 1999, TAAS results used in the Academic Excellence Indicator System (AEIS) included the performance of students in special education as well as the performance of students not in special education. Therefore, the data in this summary, labeled "All Students," reflect this change. Assessment data from previous years have been recomputed to also reflect this change. The 1999-2000 results from the state assessment program provide tangible evidence of continuing achievement as schools work to enable *all* of their students to meet the future and its challenges.

Due to state law and amendments in State Board of Education rules, there was a change in the exemption policy for limited English proficient (LEP) students in the 1999-2000 school year. Only an immigrant LEP student who had been enrolled in U.S. schools for three years or less was eligible for exemption from taking the English or Spanish version of the TAAS test if the student's language proficiency assessment committee (LPAC) recommended the exemption. Previously all LEP students in third through eighth grades were eligible for exemption for up to three consecutive test administrations based on an LPAC decision.

Table 1.1. TAAS

Grade Level	Subjects Tested
3	reading and mathematics *(English and Spanish)*
4	reading, mathematics, and writing *(English and Spanish)*
5	reading and mathematics *(English and Spanish)*
6	reading and mathematics *(English and Spanish)*
7	reading and mathematics *(English)*
8	reading, mathematics, writing, science, and social studies *(English)*
10 (exit level)	reading, mathematics, and writing *(English)*
Varies	Algebra I, Biology, English II, and U.S. History *(English)*

Table 1.1 presents what subjects are tested at what grade levels in the statewide assessment program.

This overview summarizes statewide TAAS results for the 1999-2000 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program's history, a seven-year comparison of both the percentage passing rates and the Texas Learning Index (TLI) data are included; comparing data from seven test administrations (spring 1994 through spring 2000) allows an illustration of six years' worth of gain. Also included are statewide data from the administration of the Spanish TAAS tests and the Algebra I, Biology,

English II, and U.S. History end-of-course examinations.

District- and campus-level results are available in the Academic Excellence Indicator System (AEIS) accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency or can be accessed at the TEA website **http://www.tea.state.tx.us/**.

Comparison of Results Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations, 1994-2000

From 1999 to 2000, the mathematics passing rate at Grade 7 rose 3 percentage points, while Grades 8 and 10 each showed a 5-percentage point gain. In reading, students at Grades 6 and 10 posted 2-percentage point gains.

Table 1.2 highlights spring 1994 through spring 2000 results for each subject area and the all tests taken category. For purposes of comparisons across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, mathematics, and writing tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

The 2000 TAAS results indicate the continuation of an overall upward trend in achievement at all grade levels. In **reading**, the percentage of students meeting minimum expectations rose across most grade levels. The only exception was at Grade 3 where there was a slight decline from 1999 to 2000 (88% to 87%). Reading scores ranged from 83 percent of all students meeting minimum expectations at Grade 7 to 90 percent meeting minimum expectations at Grade 10. The reading TAAS data are presented graphically in Figure 1.1.

In **mathematics**, most grade levels made notable gains. The most impressive improvements, with 5-percentage point gains, were at Grades 8 and 10. Scores ranged from 80 percent meeting minimum expectations at Grade 3 to an unprecedented 92 percent meeting minimum expectations at Grade 5. Grade 3 was the only grade that showed a decline of 2 percentage points in passing rates from 1999 to 2000. The mathematics TAAS data are presented graphically in Figure 1.2.

Writing scores at all three grade levels tested were varied. The scores for Grade 4 increased by 2 percentage points from 1999 to 2000. There was a slight decline of 1 percentage point at Grade 8. The scores at Grade 10 held steady. Scores ranged

(Continued on page 4)

Table 1.2 Percent Meeting Minimum Expectations, All Students, 1994-2000

	Reading							Mathematics							Writing							All Tests Taken						
Grade	'94	'95	'96	'97	'98	'99	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%
	Although there was a slight downward shift compared to the 1999 results, Grade 3 students have made significant gains in all categories since 1994.																											
4	73%	78%	75%	79%	86%	88%	89%	57%	68%	74%	78%	82%	87%	87%	84%	83%	83%	84%	85%	88%	90%	52%	61%	63%	67%	73%	78%	80%
	The writing scores for Grade 4 rose to 90% meeting minimum requirements.																											
5	75%	77%	79%	81%	85%	86%	87%	60%	69%	75%	82%	85%	90%	92%								56%	64%	69%	74%	79%	82%	84%
	Grade 5 reached the 92% passing mark in mathematics and registered a passing rate of 84% or higher for all categories.																											
6	71%	76%	74%	81%	82%	84%	86%	58%	61%	73%	77%	82%	86%	88%								53%	58%	65%	72%	75%	79%	81%
	Scores in the "all tests taken" category for Grade 6 increased by 28 percentage points over the period between 1994 and 2000.																											
7	73%	76%	79%	81%	82%	83%	83%	56%	59%	67%	75%	79%	84%	87%								53%	56%	63%	70%	73%	77%	79%
	Grade 7 mathematics scores rose to 87% meeting minimum requirements.																											
8*	74%	72%	74%	80%	81%	88%	89%	55%	54%	64%	72%	79%	85%	90%	66%	72%	72%	76%	79%	85%	84%	47%	47%	54%	62%	68%	76%	77%
	Grade 8 mathematics scores increased by 5 percentage points compared to 1999 results.																											
10	75%	74%	79%	84%	86%	88%	90%	55%	57%	63%	69%	75%	81%	86%	79%	84%	83%	86%	87%	90%	90%	50%	52%	57%	64%	69%	75%	80%
	The reading scores for Grade 10 rose to 90% meeting minimum expectations, while the passing rate in the "all tests taken" category reached 80%.																											

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

Figure 1.1 Texas Assessment of Academic Skills (TAAS)
Percent Meeting Minimum Expectations, All Students, 1994-2000

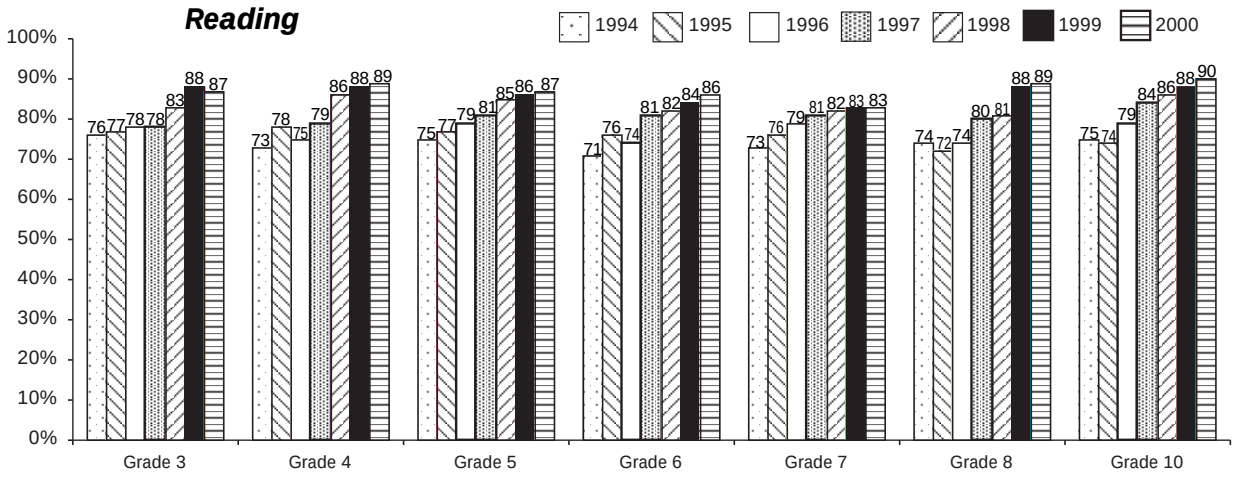


Figure 1.2 Texas Assessment of Academic Skills (TAAS)
Percent Meeting Minimum Expectations, All Students, 1994-2000

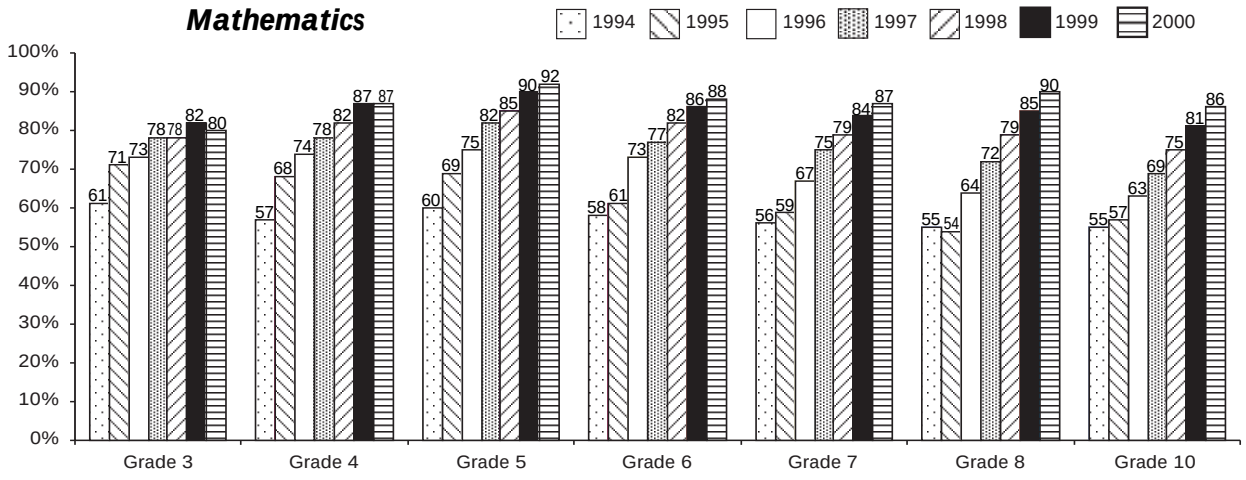
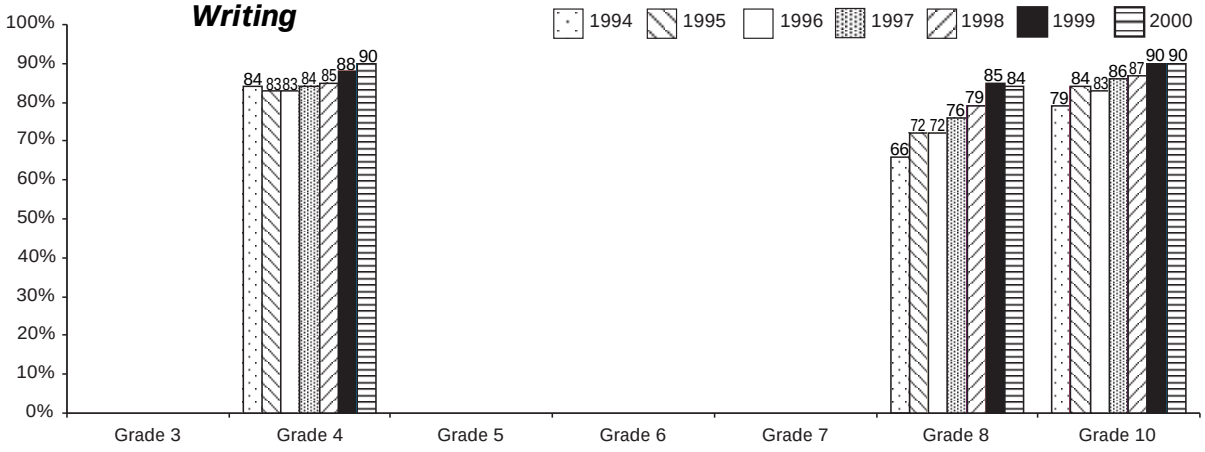


Figure 1.3 Texas Assessment of Academic Skills (TAAS)
Percent Meeting Minimum Expectations, All Students, 1994-2000



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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.

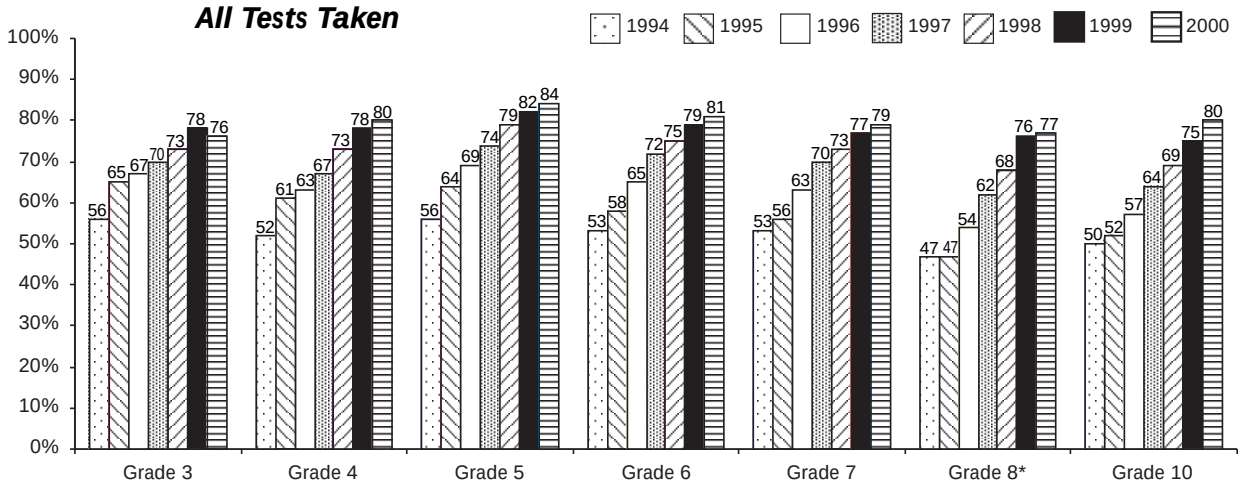
Texas Learning Index

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 a passing standard and to compare student performance from year to year.

Because the purpose of the TLI is to show year-to-year progress as students move toward the exit-level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test (administered only at Grades 4 and 8 and at the exit level), the Spanish reading and mathematics tests (only at Grades 3 through 6), the Spanish writing test (only at Grade 4), the science and social studies tests (only at Grade 8), and the end-of-course tests are reported as scale scores rather than TLI scores.

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

Figure 1.4 Texas Assessment of Academic Skills (TAAS)
Percent Meeting Minimum Expectations, All Students, 1994-2000



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

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 grade level, including the gain registered between the years 1994 and 2000 for both reading and mathematics
- a matched group's average TLI scores from 1995 to 2000

The data in Table 1.3 indicate that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 2000 TLIs in **reading** were in the 80s at all grades, ranging from 82.1 at Grade 7 to 86.1 at Grade 4. Grade 8 exhibited the greatest seven-year gain with an increase of 8.7 points. In **mathematics**, average TLI scores also increased at every grade level since 1994, with average 2000 TLIs ranging from 78.3 at Grade 3 to 83.9 at Grade 5. Since 1994, Grade 5 has exhibited the greatest gain, with an increase in average mathematics TLI of 13.7 points.

Table 1.4 presents seven years of average TLI scores for the same set of students (the matched group). This matched group of 138,954 students tested in both reading and mathematics every year from 1995, when the students were in Grade 3, through 2000, when they were in Grade 8. The data in Table 1.4 indicate that average TLI scores in both reading and mathematics have risen steadily every year for these students. In **reading**, the group's average TLI score of 88.7 at Grade 8 represents a gain of 8.4 points over their performance on the Grade 3 test in 1995. The group's average TLI also showed improvement in **mathematics**, with a gain of 8.1 points when comparing their results on the Grade 3 and Grade 8 mathematics tests.

Table 1.3 Average TLI, All Students, 1994-2000

Grade-Level Comparison of Average Texas Learning Index																
	Reading							Gain/Loss	Mathematics							Gain/Loss
	1994	1995	1996	1997	1998	1999	2000	1994-2000	1994	1995	1996	1997	1998	1999	2000	1994-2000
Grade 3	77.6	77.3	77.5	78.5	81.2	83.5	82.7	5.1	69.7	72.7	75.4	77.3	77.0	77.9	78.3	8.6
Grade 4	77.8	79.5	78.6	79.4	83.1	84.8	86.1	8.3	69.8	73.8	76.1	77.6	78.7	80.5	80.9	11.1
Grade 5	78.1	79.0	80.1	82.3	83.7	84.8	85.9	7.8	70.2	73.8	76.2	79.2	80.7	83.0	83.9	13.7
Grade 6	77.7	79.0	79.5	81.9	82.4	84.3	84.6	6.9	69.7	71.7	75.6	77.5	79.2	81.2	81.9	12.2
Grade 7	77.3	77.9	79.7	80.6	81.3	82.0	82.1	4.8	69.6	70.9	74.3	76.2	78.1	80.4	81.5	11.9
Grade 8	77.0	77.0	78.4	80.4	81.7	83.9	85.7	8.7	69.1	68.8	72.5	75.3	77.3	80.0	81.5	12.4
Grade 10	77.1	77.0	79.1	81.2	82.9	84.1	84.7	7.6	69.3	70.5	72.1	74.3	76.4	78.5	80.4	11.1

Table 1.4 Average 2000 TLI Matched Group — 138,954 Students, Grades 3-8, 1995-2000

Matched Group TLI Comparison							
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Gain/Loss
	1995	1996	1997	1998	1999	2000	1995-2000
Reading	80.3	81.7	85.8	86.6	85.6	88.7	8.4
Mathematics	75.6	79.1	82.1	82.6	83.5	83.7	8.1

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.

Table 1.5 Grade 4 Percent Passing, 1994-2000

	Grade 4							Gain/Loss	
	'94	'95	'96	'97	'98	'99	2000	1999-00	1994-00
Reading									
African American	56	61	60	66	77	79	82	3	26
Hispanic	64	70	66	71	81	84	85	1	21
White	83	86	83	86	92	94	95	1	12
Economically Disadvantaged	61	67	64	69	79	82	84	2	23
Mathematics									
African American	36	47	57	62	69	73	75	2	39
Hispanic	47	59	67	72	77	84	83	–1	36
White	67	79	83	86	88	93	93	0	26
Economically Disadvantaged	44	56	64	69	74	81	80	–1	36
Writing									
African American	72	71	74	73	78	80	84	4	12
Hispanic	78	78	79	79	81	85	86	1	8
White	90	88	88	89	89	92	94	2	4
Economically Disadvantaged	75	75	76	76	79	83	85	2	10
Passed All Tests Taken									
African American	32	39	45	50	59	62	66	4	34
Hispanic	41	51	53	58	67	73	74	1	33
White	63	72	72	77	81	85	88	3	25
Economically Disadvantaged	38	47	50	55	63	69	71	2	33

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' scores fell by 3 percentage points. White students' 2000 scores remained unchanged from 1999 levels. The percent-passing rate for all four groups ranged from 75 percent meeting minimum expectations for economically disadvantaged students to 91 percent meeting minimum expectations for White students. Gains from 1994 to 2000 ranged from 14 percentage points for White students to 26 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 2000 results show continued improvement by all groups. African American students, economically disadvantaged students, and White students all showed a gain of 2 percentage points (65 percent, 66 percent, and 87 percent meeting minimum expectations, respectively). The scores for Hispanic students rose by 1 percentage point to 68 percent meeting minimum expectations. Comparing 1994 to 2000 levels, African American students made an impressive gain of 40 percentage points. Economically disadvantaged students gained 37 percentage points, and Hispanic students followed closely with a gain of 36 percentage points. White students registered a 26-percentage point gain between 1994 and 2000.

Table 1.6 Grade 8 Percent Passing, 1994-2000

	Grade 8							Gain/Loss	
	'94	'95	'96	'97	'98	'99	2000	1999-00	1994-00
Reading									
African American	58	57	60	70	71	81	83	2	25
Hispanic	61	60	62	70	71	81	83	2	22
White	86	84	86	89	90	94	95	1	9
Economically Disadvantaged	59	57	60	68	70	80	82	2	23
Mathematics									
African American	32	30	44	55	66	74	81	7	49
Hispanic	40	37	51	61	71	80	85	5	45
White	70	70	78	83	88	92	95	3	25
Economically Disadvantaged	37	35	49	59	69	78	84	6	47
Writing									
African American	50	58	61	65	71	78	76	–2	26
Hispanic	55	61	61	67	71	79	76	–3	21
White	77	82	83	85	87	91	91	0	14
Economically Disadvantaged	52	59	59	65	69	77	75	–2	23
Passed All Tests Taken*									
African American	25	25	35	44	53	63	65	2	40
Hispanic	32	31	39	48	56	67	68	1	36
White	61	63	69	75	79	85	87	2	26
Economically Disadvantaged	29	29	37	46	54	64	66	2	37

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

Grade 10 (Exit Level)

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.

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 percent for White students. The comparison between 1994 and 2000 shows an impressive upward trend, with economically disadvantaged students and Hispanic students exhibiting a gain of 40 percentage points each and African American students gaining an impressive 42 percentage points. White students gained 25 percentage points over this seven-year period.

The 2000 **writing** scores basically remained constant compared to 1999 levels. African American students, economically disadvantaged students, and Hispanic students all exhibited the same passing rates as in 1999. White students, at 96 percent meeting minimum expectations, exhibited a 1-percentage point gain. Gains over the 1994-2000 period ranged from 8 percentage points for White students to 18 percentage points for African American students.

All student groups improved in the **all tests taken** category. African American students registered a 7-percentage point gain over 1999 scores to rise to 67 percent passing. Hispanic students and economically disadvantaged students each showed a 6-percentage point gain to reach 70 percent passing and 68 percent passing, respectively. White students' scores rose 3 percentage points to reach 89 percent passing. Between 1994 and 2000, there was a notable increase in scores, with African American students making a gain of 39 percentage points. The other populations also registered impressive gains: 36 percentage points for both economically disadvantaged students and Hispanic students and 25 percentage points for White students.

Table 1.7 Grade 10 Percent Passing, 1994-2000

	Grade 10							Gain/Loss	
	'94	'95	'96	'97	'98	'99	2000	1999-00	1994-00
Reading									
African American	60	58	69	76	78	83	85	2	25
Hispanic	61	60	67	73	77	80	83	3	22
White	86	86	89	92	93	95	96	1	10
Economically Disadvantaged	58	57	65	71	75	79	82	3	24
Mathematics									
African American	32	35	43	51	58	66	74	8	42
Hispanic	40	42	51	57	65	73	80	7	40
White	68	71	75	81	85	89	93	4	25
Economically Disadvantaged	39	40	49	55	63	71	79	8	40
Writing									
African American	68	76	74	79	81	86	86	0	18
Hispanic	69	75	74	77	79	84	84	0	15
White	88	91	91	93	93	95	96	1	8
Economically Disadvantaged	66	73	72	75	78	83	83	0	17
Passed All Tests Taken									
African American	28	31	37	46	52	60	67	7	39
Hispanic	34	36	43	49	57	64	70	6	36
White	64	67	71	78	81	86	89	3	25
Economically Disadvantaged	32	34	40	47	54	62	68	6	36

All Tests Taken Percent Meeting Minimum Expectations:

Results By Special Populations Spring TAAS Administrations 1994-2000

Between 1994 and 2000, Grade 5 students with limited English proficiency (LEP) tested in English improved their passing rate on all tests taken by 32 percentage points.

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Note that each non-exempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

The following tables present 1994-2000 TAAS results for all tests taken* results (percent meeting minimum expectations) disaggregated by these special populations for all grade levels.

- Limited English Proficient (LEP)/Non-LEP populations
- At-Risk (of dropping out of school)/Not At-Risk populations

** For comparison purposes the "all tests taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.*

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

Table 1.9 Percent Meeting Minimum Expectations
Results by At-Risk/Not At-Risk Students, 1994-2000

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	84	83	–1	18
Grade 4	29	36	36	41	50	57	58	1	29	67	78	77	82	86	87	90	3	23
Grade 5	33	40	44	51	57	60	66	6	33	76	81	85	89	91	93	94	1	18
Grade 6	28	31	38	45	47	56	58	2	30	68	78	83	87	89	91	92	1	24
Grade 7	27	27	36	42	43	51	54	3	27	71	75	81	86	88	90	91	1	20
Grade 8*	23	18	25	30	37	51	55	4	32	70	70	75	81	84	89	90	1	20
Grade 10	24	30	33	41	46	56	63	7	39	68	70	72	79	82	87	90	3	22

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

Although the data in Table 1.8 on page 9 for **LEP** and **Non-LEP** students indicate that at Grades 3, 4, and 7 the percent passing for LEP students declined slightly in 2000 from 1999 levels, from 1994 to 2000 there was continued progress for LEP students. LEP students' 2000 scores in this category ranged from 32 percent meeting minimum expectations at Grade 8 to 64 percent at Grade 3. Between 1994 and 2000, the passing rate of Grade 5 LEP students showed the greatest improvement across grades, rising a notable 32 percentage points.

As shown in Table 1.9 on page 9, both **At-Risk** and **Not At-Risk** students made gains on the TAAS at most grade levels from 1999 to 2000. There was only a slight decline in Grade 3 for both of these groups. Grade 10 at-risk students exhibited the greatest 1999 to 2000 improvement, with the passing rate rising by 7 percentage points to 63 percent meeting minimum expectations. Between 1994 and 2000, the passing rate of Grade 10 at-risk students registered the greatest gain, rising 39 percentage points.

Table 1.10 Average TLI Results by Ethnicity, 1994-2000

African American 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	71.2	70.8	71.0	73.1	76.6	78.1	78.0	–0.1	6.8	61.9	65.3	68.9	71.4	71.2	70.6	72.3	1.7	10.4
Grade 4	70.7	72.6	71.9	73.5	78.0	79.4	81.5	2.1	10.8	62.0	66.2	69.5	71.7	73.6	75.0	75.9	0.9	13.9
Grade 5	71.3	71.9	73.6	76.5	79.3	79.2	81.0	1.8	9.7	62.5	65.7	68.8	73.3	75.7	77.5	79.7	2.2	17.2
Grade 6	71.2	73.0	73.7	76.4	78.1	79.9	80.6	0.7	9.4	62.0	64.3	69.7	71.6	74.4	76.3	77.8	1.5	15.8
Grade 7	70.4	71.6	74.3	75.7	76.1	77.1	77.9	0.8	7.5	61.8	62.3	67.0	70.2	71.9	75.1	76.8	1.7	15.0
Grade 8*	70.0	70.6	72.0	75.4	76.7	79.9	81.8	1.9	11.8	60.9	60.7	65.0	69.0	72.3	74.9	77.2	2.3	16.3
Grade 10	70.9	70.4	74.2	77.1	78.8	80.4	81.3	0.9	10.4	61.2	62.4	64.8	67.8	70.3	73.1	75.5	2.4	14.3

Hispanic 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	1998-99	1994-99
Grade 3	73.4	73.0	73.5	74.5	78.1	81.3	79.9	–1.4	6.5	65.7	68.9	72.2	74.6	74.3	76.0	76.1	0.1	10.4
Grade 4	73.7	75.8	74.3	75.4	79.7	81.8	83.3	1.5	9.6	66.3	70.6	73.3	75.2	76.6	79.1	79.0	–0.1	12.7
Grade 5	73.5	74.6	75.7	77.9	80.3	80.7	82.2	1.5	8.7	66.4	70.4	73.5	76.9	78.8	81.5	82.5	1.0	16.1
Grade 6	72.6	74.5	74.1	76.9	77.2	80.0	80.1	0.1	7.5	65.4	67.1	71.9	74.3	76.5	78.8	79.7	0.9	14.3
Grade 7	72.0	72.7	74.9	75.7	76.6	77.8	77.9	0.1	5.9	64.6	65.4	69.7	72.6	74.7	77.4	79.4	2.0	14.8
Grade 8*	71.3	71.6	72.8	75.4	76.8	80.1	82.0	1.9	10.7	63.7	63.0	67.8	71.2	74.0	77.3	79.3	2.0	15.6
Grade 10	71.2	71.3	73.6	75.9	78.5	79.7	80.1	0.4	8.9	64.2	64.9	67.7	69.7	72.6	75.5	77.8	2.3	13.6

White 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	81.5	81.2	81.5	82.2	84.2	86.7	86.3	–0.4	4.8	73.8	76.6	79.0	80.4	80.3	81.3	81.8	0.5	8.0
Grade 4	81.9	83.2	82.7	83.4	86.5	88.3	89.5	1.2	7.6	73.6	77.5	79.4	80.6	81.3	82.8	83.8	1.0	10.2
Grade 5	82.4	83.2	84.2	86.5	87.1	89.1	90.1	1.0	7.7	74.1	77.6	79.5	82.0	83.1	85.4	86.1	0.7	12.0
Grade 6	82.5	83.3	84.4	86.6	87.1	88.6	89.1	0.5	6.6	74.2	76.4	79.4	81.1	82.2	84.3	84.7	0.4	10.5
Grade 7	82.3	82.8	84.3	85.2	85.9	86.3	86.5	0.2	4.2	74.4	76.4	78.9	80.0	82.0	83.8	84.4	0.6	10.0
Grade 8*	82.1	81.8	83.7	85.0	86.3	87.5	89.4	1.9	7.3	74.2	74.1	77.2	79.4	80.7	83.1	84.2	1.1	10.0
Grade 10	82.1	81.9	83.6	85.4	86.6	87.8	88.6	0.8	6.5	73.9	75.4	76.3	78.5	80.0	81.7	83.2	1.5	9.3

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

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 greatest 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.

Table 1.11 Average TLI Results by Economic Group, 1994-2000

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

Not 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	81.7	81.6	82.0	82.8	84.8	86.7	86.3	–0.4	4.6	73.7	76.5	79.3	80.7	80.5	81.1	81.7	0.6	8.0
Grade 4	81.9	83.3	83.2	83.9	86.9	88.4	89.5	1.1	7.6	73.6	77.5	79.7	80.9	81.6	82.9	83.7	0.8	10.1
Grade 5	82.3	83.4	84.7	86.9	87.5	89.2	90.0	0.8	7.7	74.0	77.6	79.7	82.3	83.4	85.3	86.1	0.8	12.1
Grade 6	81.9	82.8	84.3	86.6	87.1	88.3	88.8	0.5	6.9	73.6	75.7	79.2	80.9	82.1	83.9	84.5	0.6	10.9
Grade 7	81.2	81.8	83.8	84.8	85.4	85.7	86.0	0.3	4.8	73.3	75.0	78.2	79.5	81.4	83.2	84.0	0.8	10.7
Grade 8	80.6	80.6	82.5	84.3	85.6	86.8	88.7	1.9	8.1	72.6	72.4	76.0	78.6	80.1	82.3	83.5	1.2	10.9
Grade 10	79.8	79.8	82.0	83.9	85.3	86.3	87.2	0.9	7.4	71.5	73.0	74.4	76.7	78.4	80.3	82.0	1.7	10.5

Average TLI: Results By Economic Group

Spring TAAS Administrations 1994-2000

Economically disadvantaged students continued an overall upward trend in performance, with an average TLI at all grade levels greater than 77.3 in reading and greater than 75.0 in mathematics.

As indicated by the data in Table 1.11 on page 11, the average TLI scores of students identified as economically disadvantaged, through eligibility for a free or reduced-price meal program, reflected gains in **reading** across most grades, with the exception of a slight decline at Grade 3. Average 2000 TLI scores for these students ranged from 77.3 at Grade 7 to 82.4 at Grade 4; gains registered in the grades that showed improvement ranged from 0.2 at Grade 7 to 1.9 at Grade 8. The average TLI of students not identified as economically disadvantaged also showed overall improvement, ranging from 86.0 at Grade 7 to 90.0 at Grade 5; one-year gains in the grades that showed improvement ranged from 0.3 at Grade 7 to 1.9 at Grade 8. Economically disadvantaged students at Grade 8 posted the greatest gain over six years, with a rise in average TLI of 11.0 points.

In **mathematics**, both economic groups registered improvement at every grade level. Average 2000 TLI scores for economically disadvantaged students ranged from 75.0 at Grade 3 to 81.7 at Grade 5, with one-year gains ranging from 0.3 at Grade 4 to 2.4 at Grade 10. For students designated as not economically disadvantaged, average TLI scores ranged from 81.7 at Grade 3 to 86.1 at Grade 5. Single-year gains ranged from 0.6 at Grades 3 and 6 to 1.7 at Grade 10. Over the seven-year period, students at Grade 5 posted the greatest improvement, with a gain of 16.5 points.

Table 1.12 Average TLI Results by LEP/Non-LEP Students, 1994-2000

LEP 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	68.2	69.0	70.4	71.7	76.2	79.3	76.4	–2.9	8.2	62.9	67.1	70.8	74.1	73.5	75.4	74.1	–1.3	11.2
Grade 4	67.8	70.4	68.6	69.5	74.8	76.2	76.6	0.4	8.8	62.0	66.8	70.1	72.2	74.0	76.8	74.9	–1.9	12.9
Grade 5	64.9	66.1	67.1	69.6	73.0	71.8	73.0	1.2	8.1	60.8	64.6	68.7	72.4	74.8	77.8	78.1	0.3	17.3
Grade 6	63.1	66.2	63.7	66.5	66.5	69.7	68.9	–0.8	5.8	58.8	59.5	64.8	67.4	70.3	72.7	73.3	0.6	14.5
Grade 7	60.8	61.0	63.7	63.9	64.2	66.0	64.7	–1.3	3.9	56.6	56.8	61.4	65.4	66.1	69.2	71.7	2.5	15.1
Grade 8	60.1	60.7	60.7	64.2	64.2	67.6	69.5	1.9	9.4	55.8	55.4	59.2	63.2	66.4	69.5	72.4	2.9	16.6
Grade 10	58.1	58.4	58.4	62.6	65.1	65.9	67.1	1.2	9.0	57.7	58.1	59.6	62.3	65.4	68.7	71.5	2.8	13.8

Non-LEP 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	78.2	77.8	78.0	79.0	81.6	84.0	83.7	–0.3	5.5	70.2	73.0	75.8	77.6	77.4	78.2	79.0	0.8	8.8
Grade 4	78.4	80.0	79.2	80.1	83.7	85.5	87.1	1.6	8.7	70.3	74.3	76.5	78.1	79.1	80.8	81.7	0.9	11.4
Grade 5	78.8	79.7	80.8	83.2	84.5	85.9	87.2	1.3	8.4	70.7	74.3	76.6	79.7	81.1	83.4	84.6	1.2	13.9
Grade 6	78.6	79.8	80.6	83.1	83.8	85.6	86.1	0.5	7.5	70.4	72.5	76.4	78.3	80.0	82.0	82.8	0.8	12.4
Grade 7	78.3	78.8	80.7	81.9	82.5	83.2	83.4	0.2	5.1	70.3	71.7	75.0	77.0	78.9	81.2	82.3	1.1	12.0
Grade 8	77.9	77.8	79.4	81.5	82.8	84.9	86.7	1.8	8.8	69.8	69.5	73.2	76.1	78.0	80.7	82.1	1.4	12.3
Grade 10	78.4	78.2	80.4	82.4	84.0	85.3	85.9	0.6	7.5	70.1	71.3	72.9	75.2	77.1	79.2	81.0	1.8	10.9

Average TLI: Results By Special Populations

Spring TAAS Administrations 1994-2000

Between 1994 and 2000, LEP students and At-Risk students showed improvement in excess of 11 points in their average TLI in mathematics at all grade levels.

This section presents the TLI results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

LEP/Non-LEP Students

As shown in Table 1.12, in **reading**, LEP students achieved gains from 1999 to 2000 in average TLI scores in Grades 4, 5, 8, and 10 with the other grades showing slight declines; the largest gain was at Grade 8, with an increase of 1.9 points. Average 2000 TLI scores for LEP students ranged from 64.7 at Grade 7 to 76.6 at Grade 4, with the largest six-year gain being an increase of 9.4 points at Grade 8. The average 2000 TLI scores of non-LEP students ranged from 83.4 at Grade 7 to 87.2 at Grade 5, with the greatest six-year gain (8.8 points) posted at Grade 8.

For the first time, the average TLI scores in **mathematics** for LEP students surpassed the 70-point mark for all grade levels. The greatest 1999-2000 gain (2.9 points) was registered at Grade 8. Average 2000 TLI scores for LEP students ranged from 71.5 at Grade 10 to 78.1 at Grade 5; the largest six-year gain was an increase of 17.3 points at Grade 5. The average 2000 TLI scores of non-LEP students ranged from 79.0 at Grade 3 to 84.6 at Grade 5, with the greatest six-year gain (13.9 points) at Grade 5.

At-Risk/Not At-Risk Students

As shown in Table 1.13, in comparing 1999 and 2000 TLI averages of at-risk students in **reading**, gains were recorded at nearly all grade levels, with the exceptions of Grade 7 where there was no change and Grade 3 where there was a slight drop.

Table 1.13 Average TLI Results by At-Risk/Not At-Risk Students, 1994-2000

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	84.5	83.8	84.7	87.2	88.4	89.7	1.3	6.7	74.7	79.0	80.3	81.6	82.1	83.0	84.0	1.0	9.3
Grade 5	84.6	85.1	85.9	87.9	88.4	89.4	90.4	1.0	5.8	76.6	79.4	81.0	83.3	84.4	85.9	86.7	0.8	10.1
Grade 6	82.5	84.2	85.1	87.2	87.6	89.0	89.3	0.3	6.8	74.3	77.5	80.5	81.9	83.0	84.6	85.1	0.5	10.8
Grade 7	83.0	83.5	85.0	86.1	86.2	86.6	86.7	0.1	3.7	75.4	77.1	79.9	81.0	82.5	84.3	84.8	0.5	9.4
Grade 8	83.8	83.5	84.6	86.0	87.1	88.3	90.1	1.8	6.3	76.2	75.7	78.7	81.0	81.7	83.7	84.7	1.0	8.5
Grade 10	82.6	82.2	83.3	85.2	86.5	87.5	88.4	0.9	5.8	74.8	76.2	76.6	79.0	80.4	82.2	83.6	1.4	8.8

Grade 8 achieved the largest gain compared to 1999, with an increase of 2.3 points. Average TLI scores for the at-risk students in 2000 ranged from 72.6 at Grade 7 to 78.5 at Grade 10. The largest gain between 1994 and 2000 was an increase of 9.5 points at Grade 10. The average TLI scores of not at-risk students ranged from 85.4 at Grade 3 to 90.4 at Grade 5, with the greatest six-year gain (6.8 points) posted at Grade 6.

In **mathematics**, gains in average TLI scores for at-risk students continued their upward trend for most grade levels with the exception of small losses at Grades 3 and 4. The greatest 1999-2000 gain (2.7 points) was registered at Grades 8 and 10. Average TLI scores for at-risk students in 2000 ranged from 72.8 at Grade 3 to 78.4 at Grade 5. The largest six-year gain was an increase of 15.5 points at Grade 5. The average TLI scores of not at-risk students ranged from 80.7 at Grade 3 to 86.7 at Grade 5, with the greatest six-year gain (10.8 points) at Grade 6.

Grade 8 Science and Social Studies Tests Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations 1995-2000

Between 1995 and 2000, the passing rates for science and social studies rose for all populations, with African American students making the greatest gains in both subject areas.

Table 1.14 presents the 1995-2000 comparison of science and social studies test results for all students. These tests were benchmarked in 1994.

Science

In comparing 1999 with 2000 science scores, the overall passing rate increased by 1 percentage point, with 88 percent of all students tested meeting minimum expectations. This pattern of gain from 1999 to 2000 was repeated for most groups of students, with the exception of White and not economically disadvantaged students, whose scores remained constant. The comparison between 1995 and 2000 reflects notable increases, with African American students posting a gain of 24 percentage points, economically disadvantaged students increasing their passing rate by 21 percentage points, and Hispanic students achieving a 20-percentage point gain.

Social Studies

In 2000, 71 percent of all students tested met minimum expectations on the social studies test. This passing rate was up 2 percentage points from 1999 levels. Compared to the previous year's passing rate, only the students not at-risk maintained a constant passing rate; the three ethnic groups, special population groups, and the economic groups gained from 2 to 4 percentage points. Over the period from 1995 to 2000, all student groups have exhibited gains, ranging from a 2-percentage point gain for not at-risk students to a 12-percentage point gain for African American students.

Spanish TAAS Percent Meeting Minimum Expectations:

All Students Spring TAAS Administrations 1997-2000

Grade 5 Spanish TAAS reading scores registered a dramatic rise of 19 percentage points from 1999 to 2000.

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5 and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. Passing rates were set after the benchmark administration.

It is important to remember that LEP students who take the Spanish TAAS were not being exempted from the statewide assessment. The students for whom the Spanish TAAS was determined to be the appropriate assessment were tested in the same manner as students taking TAAS in English. Students who took the TAAS in English or Spanish must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Students taking the Spanish TAAS made notable gains from 1999 to 2000 at Grades 4 and 5 (see Table 1.15). In **reading**, passing rates at Grade 5 rose 19 percentage points to 52 percent meeting minimum expectations. The percent meeting minimum expectations in Grade 4 rose by 12 percentage points to 58 percent. At Grade 3, this year's passing rate rose by 1 percentage point to 75 percent meeting minimum expectations. However, a drop of 2 percentage points was registered at Grade 6, with 27 percent passing.

In 2000, the percentage of Grade 5 students meeting minimum expectations on the Spanish TAAS for **mathematics** rose by 11 percentage points over the results from 1999 to 75 percent. The Grade 4 passing rate of 76 percent represented a rise of 4 percentage points over the 1999 level. Grade 3, with 75 percent passing, registered a gain of 1 percentage point over last year's results. The percentage of Grade 6 students meeting minimum expectations remained constant at 50 percent compared to 1999.

Intensive Instruction

Chapter 39, Subchapter B, §39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

Table 1.14 Percent Meeting Minimum Expectations Science and Social Studies, 1995-2000

	Science						Gain/Loss	Social Studies						Gain/Loss
Students	**'95**	**'96**	**'97**	**'98**	**'99**	**2000**	**1995-00**	**'95**	**'96**	**'97**	**'98**	**'99**	**2000**	**1995-00**
All Students	75	74	81	80	87	88	13	63	66	63	66	69	71	8
African American	54	57	66	65	74	78	24	45	49	47	49	53	57	12
Hispanic	61	61	72	70	79	81	20	47	52	48	50	55	57	10
White	88	87	92	91	95	95	7	77	80	78	80	83	85	8
LEP	33	31	47	42	50	52	19	19	23	20	22	24	26	7
Non-LEP	77	77	84	83	89	90	13	65	69	66	68	72	74	9
At-Risk	56	54	63	59	71	73	17	38	42	35	36	42	46	8
Not At-Risk	89	88	92	92	95	95	6	82	83	81	81	84	84	2
Economically Disadvantaged	59	60	70	69	78	80	21	45	50	46	49	54	56	11
Not Economically Disadvantaged	83	84	89	89	93	93	10	73	77	75	77	80	82	9

Table 1.15 Percent Meeting Minimum Expectations Spanish TAAS All Students, 1997-2000

	Spanish TAAS															
	Reading				Gain/Loss		Mathematics				Gain/Loss		Writing				Gain/Loss	
	'97	**'98**	**'99**	**2000**	**1999-00**	**1997-00****	**'97**	**'98**	**'99**	**2000**	**1999-00**	**1997-00****	**'97**	**'98**	**'99**	**2000**	**1999-00**	**1997-00****
Grade 3	43	64	74	75	1	32	51	65	74	75	1	24	**	**	**	**	**	**
Grade 4	36	38	46	58	12	22	46	57	72	76	4	30	*	62	67	73	6	11
Grade 5	*	49	33	52	19	3	*	55	64	75	11	20	**	**	**	**	**	**
Grade 6	*	27	29	27	–2	0	*	36	50	50	0	14	**	**	**	**	**	**

*Benchmark year **Writing test not administered at this grade

Table 1.16 Intensive Instruction
All Students — English and Spanish Tests, 2000

Number and Percent of Students Requiring Intensive Instruction								
	One Test Only		Two Tests Only		All Three Tests		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3	44,254	15	25,652	9			69,906	24
Grade 4	35,217	12	16,466	6	10,343	4	62,026	22
Grade 5	29,681	11	14,617	5			44,298	16
Grade 6	33,194	12	19,302	7			52,496	19
Grade 7	37,619	14	20,877	8			58,496	21
Grade 8*	48,222	18	22,009	8	13,812	5	84,043	31
Grade 10	27,035	11	12,552	5	8,445	4	48,032	20

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

In the 2000-2001 school year, as shown in Table 1.16, districts must offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to between 16 percent and 31 percent of the students tested at each grade level in Grades 3 through 8; these numbers include those students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 20 percent of the students tested in spring 2000 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit-level TAAS and must be offered intensive instruction.

The Texas Legislature also mandated that study guides be provided to assist parents in helping their children strengthen academic skills during the summer break when school is in recess. Therefore, *TAAS Study Guides* were developed by the Texas Education Agency for all grade levels and subject areas tested on TAAS. A study guide is provided free of charge, through districts, to each student who fails one or more TAAS tests. Exit-level study guides are distributed three times a year (December, May, and August), while the study guides for Grades 3 through 8 are distributed once a year, when the results from spring testing are reported.

Retesting Opportunities

As a result of testing held for seniors in early May, an additional 2,471 students were able to satisfy the TAAS diploma requirement prior to spring 2000 graduation ceremonies.

All students not meeting minimum expectations on their first attempt to pass the exit-level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit-level TAAS are provided during every academic semester, including the summer. For each administration, out-of-school examinees are also given the opportunity to retest. The late spring TAAS administration, provided only a few weeks before the end of the school year, gives graduating students and out-of-school examinees an additional opportunity to retest immediately prior to commencement.

Table 1.17 Percent Passing Biology and Algebra I End-Of-Course Tests, 1995-2000

	Biology						Gain/Loss		Algebra I						Gain/Loss	
Student Population	**'95**	**'96**	**'97**	**'98**	**'99**	**2000**	**1999-00**	**1995-00**	**'95**	**'96**	**'97**	**'98**	**'99**	**2000**	**1999-00**	**1996-00**
All Students	71	74	75	78	77	81	4	10	*	27	33	38	45	45	0	18
African American	53	56	57	62	61	70	9	17	*	10	14	19	25	27	2	17
Hispanic	55	59	60	64	64	69	5	14	*	13	19	25	32	34	2	21
White	85	87	89	90	89	91	2	6	*	38	46	50	58	57	–1	19
LEP	27	32	27	35	33	41	8	14	*	8	9	14	19	19	0	11
Non-LEP	74	77	78	81	80	84	4	10	*	28	35	40	47	47	0	19
At-Risk	55	56	57	59	59	65	6	10	*	7	10	14	22	21	–1	14
Not At-Risk	83	85	86	87	87	90	3	7	*	39	47	49	59	59	0	20
Economically Disadvantaged	54	57	58	63	62	68	6	14	*	13	19	24	31	32	1	19
Not Economically Disadvantaged	78	81	83	85	84	87	3	9	*	33	41	45	53	53	0	20

*Benchmark year

End-Of-Course Tests Percent Meeting Minimum Expectations:

All Students
Spring Test Administrations
1995-2000

The passing rate for the Biology EOC test increased to 81 percent passing. Overall passing rates for English II and U.S. History EOC tests were in the 70's. The Algebra I EOC passing rate for all students remained 45 percent after being in the 30's prior to 1999.

End-of-course (EOC) tests are administered at the end of the last semester of the appropriate course. These tests provide requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas. In addition, school districts may use the end-of-course tests for local purposes. Beginning in the 1998-1999 school year, students could meet the testing requirements for high school graduation by passing three end-of-course tests: Algebra I, English II, and either Biology or U.S. History. In 1999-2000, 11,190 students in Grades 10 through 12 fulfilled their graduation requirements by passing three out of the four end-of-course tests.

Table 1.17 presents spring 1995-2000 Biology EOC test results and spring 1996-2000 Algebra I EOC test results. Table 1.18 on page 18 displays the results of spring 1999 and 2000 administration for both the English II and U.S. History EOC tests.

Algebra I

Although still significantly lower than the passing rate for the other end-of-course tests, the passing rate for Algebra I continued an upward trend across most ethnic groups, special population groups, and economic groups. Spring 2000 results show that 45 percent of all the students tested passed – the same rate as in 1999. African American and Hispanic students made the greatest gains from 1999 to 2000, 2 percentage points. Over the period from 1996 to 2000, all groups showed notable improvement, with gains ranging from 11 percentage points to 21 percentage points.

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.

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 was for at-risk students, who showed an increase of 4 percentage points.

A Study of the Correlation Between Course Performance in Algebra I and Algebra I End-of-Course Test Performance

Texas Education Code Section 39.182(a)(4) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between students' classroom performance and their scores on statewide criterion-referenced assessments.

The 1999 study compared (1) the pass/fail rates of students in their Algebra I course with their pass/fail rates on the Algebra I end-of-course (EOC) test, and (2) the numeric grades that students received in their Algebra I course with their scale scores on the 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. A simple random sample of 20,000 students was selected from the popula-

Table 1.18 Percent Passing English II and U.S. History End-Of-Course Tests, 1999 and 2000

	English II			Gain/Loss	U.S. History			Gain/Loss
Student Population	**1998**	**1999**	**2000**	**1999-00**	**1998**	**1999**	**2000**	**1999-00**
All Students	*	74	78	4	*	71	73	2
African American	*	60	69	9	*	56	59	3
Hispanic	*	63	72	9	*	56	58	2
White	*	83	85	2	*	84	84	0
LEP	*	32	45	13	*	28	31	3
Non-LEP	*	76	80	4	*	74	75	1
At-Risk	*	55	64	9	*	49	53	4
Not At-Risk	*	84	87	3	*	84	84	0
Economically Disadvantaged	*	61	69	8	*	53	55	2
Not Economically Disadvantaged	*	79	83	4	*	79	80	1

*Benchmark year

Figure 1.5 Percent Passing Algebra I Course, 1999

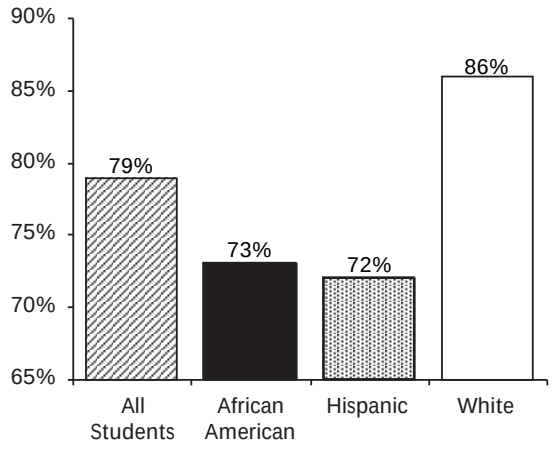
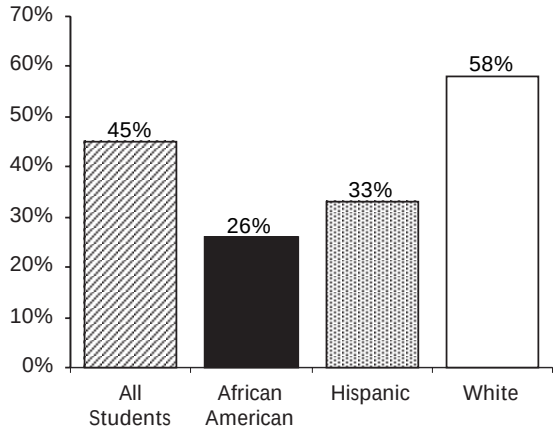


Figure 1.6 Percent Passing Algebra I EOC Test, 1999



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 American, Hispanic, and White students.

In Table 1.19, comparisons are made between pass/fail performance on the Algebra I EOC test and the pass/fail rates on the Algebra I course for all students and African American, Hispanic, and White students. All percentages were estimated within a bound of 0.02 or smaller with 95 percent confidence.

Table 1.19 Performance on Algebra I EOC Test Compared to Performance in Algebra I Course

All Students	Passed Course	Failed Course
Passed EOC Test	43%	2%
Failed EOC Test	36%	19%
African American Students	Passed Course	Failed Course
Passed EOC Test	24%	2%
Failed EOC Test	48%	26%
Hispanic Students	Passed Course	Failed Course
Passed EOC Test	31%	2%
Failed EOC Test	41%	26%
White Students	Passed Course	Failed Course
Passed EOC Test	56%	2%
Failed EOC Test	30%	13%

As can be seen in the "All Students" section of Table 1.19, 43 percent of the students in the sample passed both the Algebra I EOC test and their Algebra I course. 19 percent failed both the Algebra I EOC test and their Algebra I course. A very small percentage (2 percent) passed the

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 Percent Passing Algebra I EOC and Algebra I Course, 1999

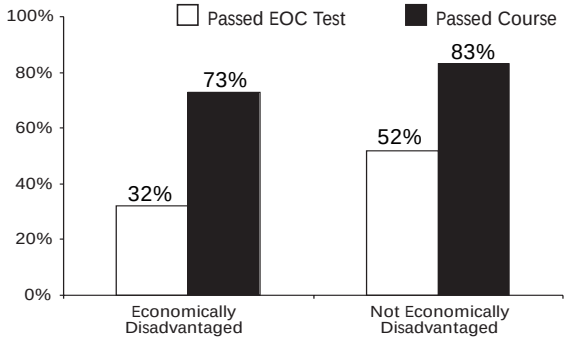


Table 1.20 Performance on Algebra I EOC Test Compared to Performance in Algebra I Course

Economically Disadvantaged Students	Passed Course	Failed Course
Passed EOC Test	30%	2%
Failed EOC Test	42%	26%
Not Economically Disadvantaged Students	Passed Course	Failed Course
Passed EOC Test	51%	2%
Failed EOC Test	32%	15%

Table 1.21 Correlations Between EOC Test Scores and Course Grades

Student Groups	Spearman Correlation Coefficient*
All Students	0.64
African American Students	0.53
Hispanic Students	0.58
White Students	0.64
Economically Disadvantaged Students	0.58
Not Economically Disadvantaged Students	0.66

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

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 economically disadvantaged and those classified as not economically disadvantaged, a higher percentage of students passed their Algebra I course than passed the Algebra I EOC test. Seventy-three percent of students classified as economically disadvantaged passed their Algebra I course whereas only 32 percent passed the Algebra I EOC test. Likewise, 83 percent of students classified as not economically disadvantaged passed their Algebra I course, but only 52 percent passed the Algebra I EOC test.

In Table 1.20, comparisons are made between pass/fail performance on the Algebra I EOC test and the pass/fail rates on the Algebra I course for students who were and were not economically disadvantaged. All percentages were estimated within a bound of 0.02 or smaller with 95 percent confidence.

For both groups (economically disadvantaged and not economically disadvantaged) a higher percentage of students passed the Algebra I course and failed the Algebra I EOC test than passed the Algebra I EOC test and failed the Algebra I course. As can be seen in Table 1.20, 42 percent of economically disadvantaged students passed the Algebra I course but failed the Algebra I EOC test whereas only 2 percent passed the Algebra I EOC test but failed the Algebra I course. A similar pattern can be seen for the not economically disadvantaged group.

Part II: Results Based on Course Grades and Scale Scores

In addition to providing the pass/fail rates for students in Algebra I courses, the districts sampled also provided the specific numeric grade that each student received in Algebra I for the spring 1999 semester. The following statistical analyses examine the degree of association between the numeric grades that students received in their Algebra I

Table 1.22 Mean Algebra I EOC Test Scale Scores* for Given Algebra I Course Grades					
	Course Grade				
Student Groups	***60***	***70***	***80***	***90***	***100***
All Students	1,365	**1,396**	1,483	1,594	1,728
African American Students	1,348	**1,379**	1,438	1,569	1,659
Hispanic Students	1,368	**1,385**	1,447	1,536	1,645
White Students	1,372	**1,416**	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 criterion 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/) 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).

Student Dropouts

The annual dropout rate reported by school districts* has stabilized over the past three years. 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 is again 1.6 percent (Table 2.1) because enrollment numbers increased as well. For the first time, the agency prepared a combined completion/student status rate and longitudinal dropout rate for a cohort of 7th graders. The methodology was revised so that the actual longitudinal dropout rate and completion/student status rate add to 100 percent. For the class of 1999, the value of this longitudinal dropout rate was 9.0 percent. The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (TEC §39.182).

Until 1997-98, a nine-year decline in the annual number of dropouts was observed (Table 2.3 on page 26). The dropout count increased slightly for the first time the following year, when TEA introduced a major change in data submission require-

(Continued on page 25)

*See definitions in Table 2.2, page 24.

Figure 2.1 Profile of Texas Dropouts

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

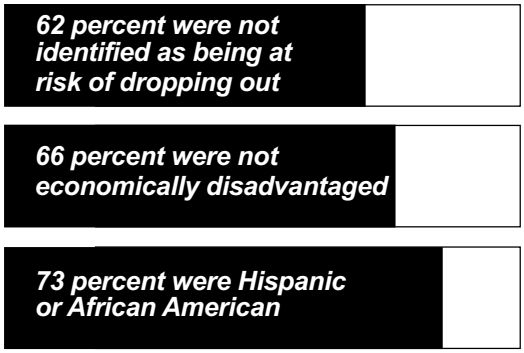


Table 2.1 1998-99 Dropout Rates by Ethnicity, Gender, and Grade Level

	7th - 12th Grade Enrollment	Total Dropouts	Percentage of Total Dropouts	Annual Dropout Rate	Class of 1999 Grade 7 Cohort Dropout Rate
Ethnicity					
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%
Gender					
Female	860,094	12,545	45.5%	1.5%	8.5%
Male	913,023	15,047	54.5%	1.6%	9.6%
Grade Level					
7	315,126	939	3.4%	0.3%	
8	312,470	1,767	6.4%	0.6%	
9	376,422	7,659	27.8%	2.0%	Not Applicable
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%	
Total	1,773,117	27,592	100.0%	1.6%	9.0%

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.

Leavers whose records are coded with the following reason codes are excluded from the dropout count prepared for accountability purposes:

- Students who die;
- Students showing regular attendance at a state-approved alternative program;
- Students enrolled as migrants who have a subsequent school enrollment record (i.e., a new Generation System education record is available);
- Students known to have transferred to another public school, adult or alternative education program, or home schooling;
- Students who were expelled for criminal behavior occurring on school property or at school-related functions and were incarcerated;
- Students who met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS);
- Students who enroll in college early to pursue a degree program;
- Students who transferred or were assigned to another public institution or state-approved educational program; and
- Foreign students who return to their home countries.

Additional Record Exclusions

In 1990-91, the TEA began an automated statewide process to appropriately exclude some records from being counted as dropouts in preparing accountability data. As it now exists, the record exclusion process removes leaver records if the students are enrolled in public school somewhere in the state, have previously graduated or received a GED certificate, or were previously counted as dropouts.

In 1998-99, records for 9,189 students were excluded from the final dropout count.

Annual (or Cross-Sectional) Dropout Rate

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

Completion/Student Status/Rate and Longitudinal Dropout Rate

This year, TEA has introduced a new set of longitudinal rates. These rates show the high school outcomes for a cohort of entering Grade 9 or Grade 7 students. The outcomes are determined the year graduation is expected. Students who transfer out of Texas public schools are removed from the cohort. Students who transfer in to a Texas public school are added to the cohort. The final four outcomes are: graduation, received GED, continued high school, or dropped out. The graduation rate is calculated by dividing the number of students who graduated by the number of students in the entering cohort. The rates for GED recipients, students who continue high school, and dropouts are calculated in a similar manner. The dropout rate calculated this way is called the longitudinal dropout rate. The sum of the four rates is 100 percent.

This year, these rates are calculated for the cohort of students who entered Grade 9 in 1995-96, or the Class of 1999. These are 4-year longitudinal rates. Rates are prepared at the state, region, county and district levels. A campus rate is prepared for a campus that has served Grade 9-12 for 5 years.

The rates are also calculated for the cohort of students who entered Grade 7 in 1993-94, also the Class of 1999. These are 6-year longitudinal rates calculated at the state level. This dropout component is the longitudinal dropout rate required by law.

Attrition Rate

The attrition rate compares the difference between 9th grade enrollment with 12th grade enrollment four years later, often with a mathematical adjustment made for enrollment growth. The unadjusted four-year attrition rate for 1998-99 was 36.6 percent. Attrition rates can be calculated easily at the campus, district, county and state levels. However, attrition rates do not distinguish among all the possible reasons for the difference in 9th versus 12th grade enrollment figures. In calculating the 1998-99 attrition rate, for example, all students in the cohort who were retained in grade at any point in their high school careers, who transferred to other educational settings in Texas (such as private school, home schooling, etc.), who transferred to other states or countries, or who earned GED certificates were treated as "lost" from the system.

Projected Cross-Sectional and Projected Longitudinal Dropout Rates

Projected cross-sectional dropout rates by grade level are calculated by taking the population for each grade level and each ethnic group within grade level and incrementing the grade level for each projected year. That is, the first step in determining the 1999-00 rate is to represent all students who were in Grades 6 – 11 in 1998-99 and who progressed to the next grade level in 1999-00. The 1998-99 annual dropout rate is then applied to each grade level to give the projected rates for 1999-00. This is determined for each cohort through the year 2003-04. The dropout rates by grade and ethnicity remain constant, and a new grade-level dropout rate is calculated. This calculation is based on the assumption that the current dropout rates will remain constant.

Similarly, the projected statewide longitudinal rates for Grades 7-12 are based on the assumption that longitudinal dropout rates for student groups will remain constant. The projected rates are obtained by projecting changes in student group shares in the cohort. The share of each student group in the cohort is based on its share when the cohort entered Grade 7. For example, projections for the Class of 2000 are based on the demographics of Grade 7 students in 1994-95.

Future Dropout Data Collection and Methodology

A study required by Rider 71 of the Appropriations Act passed by the 76th Texas Legislature calls for TEA, the State Auditor's Office, and the Legislative Budget Board (LBB) to collaborate on a thorough study of dropout data collection methodology and rates. The study must include recommendations on whether the current method of reporting dropouts or leavers should be replaced and/or augmented by data examining high school completion, together with a time frame for implementation of any such changes. The study is due to the Legislature and the Governor by January 1, 2001.

(Continued from page 23)

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:

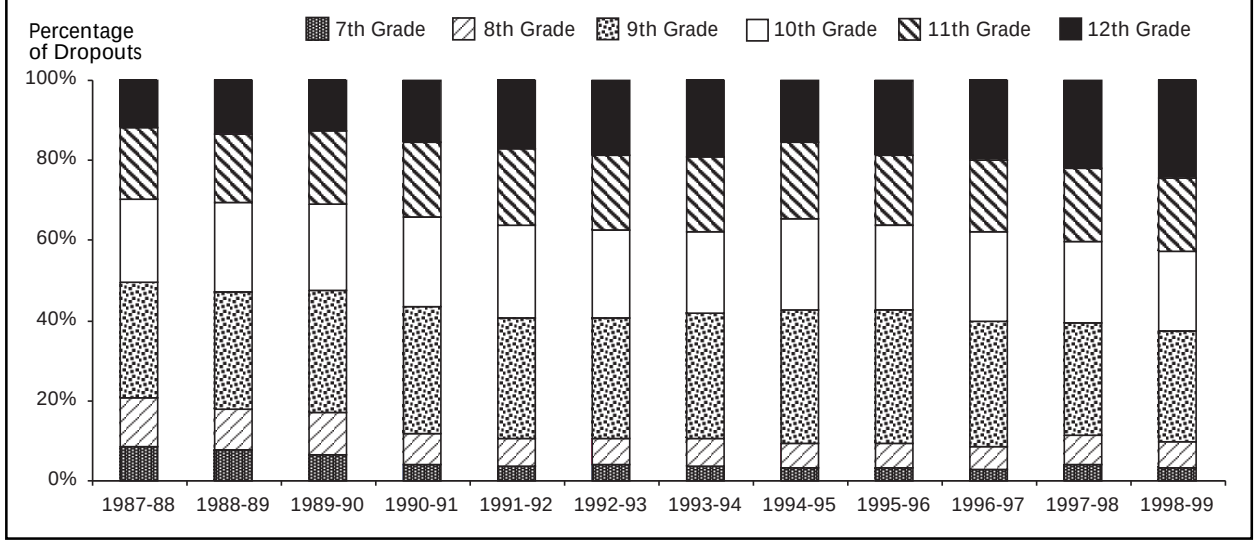
1. has remained enrolled in public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
2. has received a General Educational Development (GED) certificate and appears on the GED information file at the time these procedures are executed;
3. has previously graduated; or
4. was identified as a dropout at any time back to the 1990-91 school year. For the purpose of the annual dropout rate, a student will be counted in the integrated accountability system as a dropout only once in his or her lifetime, even if the student drops out repeatedly. This helps assure that districts and campuses with aggressive dropout recovery programs are not penalized by a relatively higher likelihood of repeated dropout actions by the same students. For the longitudinal dropout rate, however, the student's final status — whether as a first-time or repeat dropout — will determine if he or she is counted as a dropout.

Dropout Rates Among Student Groups

The dropout rate of some student groups remains significantly higher than the overall dropout rate. The annual dropout rate of Hispanic students for the 1998-99 school year remained at 2.3 percent (Table 2.3 on page 26). African American students also have a 2.3 percent annual dropout rate, an increase of 0.2 percentage points from 1997-98. Although the rate for Hispanic students has declined

(Continued on page 27)

Figure 2.2 Percentage of Total Annual Dropouts by Grade Level



Source: TEA PEIMS (1987-88 – 1998-99)

Table 2.3 Historical Annual Dropout Rates by Student Groups

	Number of Students, Grades 7-12	Number of Dropouts	Percentage of All Dropouts	Annual Dropout Rate
1987-88				
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%
1988-89				
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%
1989-90				
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%
1990-91				
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%
1991-92				
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%
1992-93				
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%
1993-94				
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%
Other	42,047	712	1.8%	1.7%
Economically Disadvantaged	502,494	13,537	33.7%	2.7%
All Students	1,576,015	40,211	100.0%	2.6%
1994-95				
African American	227,684	5,130	17.1%	2.3%
Hispanic	556,684	14,928	49.9%	2.7%
White	789,481	9,367	31.3%	1.2%
Other	43,673	493	1.6%	1.1%
Economically Disadvantaged	535,480	10,176	34.0%	1.9%
All Students	1,617,522	29,918	100.0%	1.8%
1995-96				
African American	234,175	5,397	18.5%	2.3%
Hispanic	580,041	14,649	50.2%	2.5%
White	802,509	8,639	29.6%	1.1%
Other	45,853	522	1.8%	1.1%
Economically Disadvantaged	555,318	9,608	32.9%	1.7%
All Students	1,662,578	29,207	100.0%	1.8%
1996-97				
African American	240,142	4,737	17.6%	2.0%
Hispanic	603,067	13,859	51.5%	2.3%
White	815,175	7,894	29.3%	1.0%
Other	47,588	411	1.5%	0.9%
Economically Disadvantaged	595,036	9,393	34.9%	1.6%
All Students	1,705,972	26,901	100.0%	1.6%
1997-98				
African American	244,987	5,152	18.7%	2.1%
Hispanic	619,855	14,127	51.3%	2.3%
White	828,660	7,734	28.1%	0.9%
Other	49,637	537	1.9%	1.1%
Economically Disadvantaged	626,080	9,911	36.0%	1.6%
All Students	1,743,139	27,550	100.0%	1.6%
1998-99				
African American	248,748	5,682	20.6%	2.3%
Hispanic	638,041	14,413	52.2%	2.3%
White	833,274	7,006	25.4%	0.8%
Other	53,054	491	1.8%	0.9%
Economically Disadvantaged	616,720	9,391	34.0%	1.5%
All Students	1,773,117	27,592	100.0%	1.6%

Source: TEA PEIMS, 1988-89 – 1999-2000. *Note.* Parts may not add to totals because of rounding or missing student data.

(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 <u>all</u> 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.

Table 2.4 Projected Dropout Rates by Grade

Annual Dropout Rate					
Grade	**1999-00**	**2000-01**	**2001-02**	**2002-03**	**2003-04**
7	0.3%	0.3%	0.3%	0.3%	0.3%
8	0.6%	0.6%	0.6%	0.6%	0.6%
9	2.0%	2.0%	2.1%	2.1%	2.1%
10	1.9%	1.9%	1.9%	1.9%	1.9%
11	2.0%	2.0%	2.0%	2.1%	2.1%
12	2.9%	2.9%	2.9%	2.9%	2.9%
7-12 Longitudinal Dropout Rate					
Longitudinal Dropout Rate	9.1%	9.1%	9.2%	9.2%	9.2%

Source: TEA PEIMS (1998-99)

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.

Table 2.5 Dropouts by Student Groups

	1996-97	1997-98	1998-99
At Risk			
Enrollment in Grades 7-12	594,143	568,875	585,442
Percentage of Enrollment	34.8%	32.6%	33.0%
Total Dropouts	10,588	10,421	10,444
Percentage of Dropouts	39.4%	37.8%	37.9%
Annual Dropout Rate	1.8%	1.8%	1.8%
Bilingual/English as a Second Language			
Enrollment in Grades 7-12	86,292	85,644	84,629
Percentage of Enrollment	5.1%	4.9%	4.8%
Total Dropouts	2,188	1,902	1,713
Percentage of Dropouts	8.1%	6.9%	6.2%
Annual Dropout Rate	2.5%	2.2%	2.0%
Career and Technology			
Enrollment in Grades 7-12	619,776	632,868	645,378
Percentage of Enrollment	36.3%	36.3%	36.4%
Total Dropouts	7,888	7,766	7,421
Percentage of Dropouts	29.3%	28.2%	26.9%
Annual Dropout Rate	1.3%	1.2%	1.1%
Economically Disadvantaged			
Enrollment in Grades 7-12	595,036	626,080	616,720
Percentage of Enrollment	34.9%	35.9%	34.8%
Total Dropouts	9,393	9,911	9,391
Percentage of Dropouts	34.9%	36.0%	34.0%
Annual Dropout Rate	1.6%	1.6%	1.5%
Overage/Not on Grade			
Enrollment in Grades 7-12	536,688	529,450	522,041
Percentage of Enrollment	31.5%	30.4%	29.4%
Total Dropouts	21,682	21,251	21,458
Percentage of Dropouts	80.6%	77.1%	77.8%
Annual Dropout Rate	4.0%	4.0%	4.1%
Special Education			
Enrollment in Grades 7-12	216,614	228,451	237,379
Percentage of Enrollment	12.7%	13.1%	13.4%
Total Dropouts	4,092	4,132	4,325
Percentage of Dropouts	15.2%	15.0%	15.7%
Annual Dropout Rate	1.9%	1.8%	1.8%
Title I/Chapter 1			
Enrollment in Grades 7-12	363,956	413,083	453,819
Percentage of Enrollment	21.3%	23.7%	25.6%
Total Dropouts	4,071	4,331	4,535
Percentage of Dropouts	15.1%	15.7%	16.4%
Annual Dropout Rate	1.1%	1.0%	1.0%

Source: TEA PEIMS (1995-96 – 1998-99)

As applied by school districts, the state criteria result in 33 percent of students in Grades 7-12 being identified as at risk. Yet, only 37.9 percent of 1998-99 dropouts were identified as at risk of dropping out during the year they dropped out of school. The dropout rate for students at risk has remained stable at 1.8 percent.

In 1998-99, 77.8 percent of dropouts were overage for grade compared to 29.4 percent of all Grades 7-12 students (Table 2.5). The age level of dropouts for 1998-99 ranged from 10 to 21 years old, with over 76 percent of the dropouts leaving at age 16 or older.

In 1998-99, 13.4 percent of students enrolled in Grades 7-12 received special education services, but 15.7 percent of dropouts received special education services. The percentage of dropouts receiving special education services during the year they dropped out has increased since 1996-97.

Students receiving bilingual/ESL services were overrepresented among the 1998-99 dropouts. Slightly under 5 percent of students enrolled in Grades 7-12 received bilingual/ESL services, but 6.2 percent of dropouts received such services. The dropout rate for students receiving bilingual/ESL services has

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 percentage of students passing all TAAS tests increases, the dropout rate decreases.

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

		Gender		Ethnicity			
Reason for Dropping Out	Total	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)

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

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

- Continue to implement appropriate service delivery systems that target students in at-risk situations and the potential dropout student population at every grade level with particular emphasis on groups of students in Grades 7 through 12 that have higher-than-average dropout rates.
- Encourage the prioritizing of state and federal funds in the applications submitted to the Agency for the purpose of implementing dropout prevention and dropout recovery programs as may be permitted by funding criteria.
- Continue a comprehensive leadership effort by the Agency that will focus on the advocacy for recruiting, training, and professional development of model teachers of similar backgrounds as student groups with higher-than-average dropout rates.
- Continue and expand on the statewide parent involvement efforts and encourage school districts to provide ongoing training and information for parents.
- Conduct research studies on dropout prevention and recovery programs to document promising practices and target areas for immediate attention.
- Encourage the continued use of innovative technology such as distance-learning via satellite, interactive diskettes, and video- conferencing by school districts and education service centers.
- Continue to support data improvement activities that will enhance the accuracy of dropout information reported to the Agency.

Agency Contact Persons

For information on student dropout data, Criss Cloudt, Associate Commissioner, Department of Accountability Reporting and Research, (512) 463-9701, or the Research and Evaluation Division, (512) 475-3523.

For information on *The 1999-2001 State Plan to Reduce the Dropout Rate*, Carol Francois, Associate Commissioner, Department for the Education of Special Populations, or the Program Evaluation Unit, (512) 463-9714.

Other Sources of Information

1998-99 Report on Secondary School Completion and Dropouts, to be published December 2000 by the Division of Research and Evaluation, Department of Accountability Reporting and Research.

1999-2001 State Plan to Reduce the Dropout Rate, published by the Program Evaluation Unit, Department for the Education of Special Populations.

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.

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-

missal (ARD) Committee, 1.3 percent were exempt from all tests due to limited English proficiency (LEP), and 0.8 percent had answer documents coded with a combination of the "not tested" categories or had their testing disrupted by illness or other similar events.

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

Special education (ARD) exemptions were highest among African Americans at 11.6 percent, followed by economically disadvantaged (10.3 percent), Native American (7.8 percent), and Hispanic students (7.7 percent).

While there was little variance between males and females in the rate of exemptions for limited English proficiency, a much higher percentage of male students received special education exemptions compared to female students. The special education exemption rate for males was 9.1 percent, while only 5.0 percent of females were ARD-exempt.

Student Attendance

The commissioner of education has established a student attendance standard of 94 percent for all students in Grades 1 through 12 in all Texas public schools. The statewide attendance rate rose slightly to 95.4 percent in the 1998-99 school year from 95.3 percent in 1997-98. Rates for all student groups were at or above the 94 percent standard for the 1998-99 school year.

Completion Rate/Student Status

This year, the AEIS reports include a new set of longitudinal rates, which expand the completion rate indicator reported last year. These rates track a group (or cohort) of students enrolled as 9th graders through the following four school years to determine if they graduated, received their General Education Development (GED) certificate, remained enrolled in high school in the fall following their expected graduation year, or dropped out. This latter measure is an actual four-year longitudinal dropout rate. The four measures sum to 100 percent and are intended to show the status of students in their expected year of high school graduation. For example, the Class of 1999 completion rate includes those students who were in the 9th grade in 1995-96 and graduated (either on time or early), received a GED, were still enrolled during the 1999-2000 school year, or dropped out.

All of these longitudinal rates show improvement from the prior year compared to the most current year of data available. Among the Class of 1999, 79.5 percent graduated, an increase over the 78.7 percent of the Class of 1998. Four percent of the Class of 1999 received a GED, compared to 4.3 percent of the Class of 1998. Eight percent of the Class of 1999 were still enrolled during the 1999-2000 school year, compared to 8.2 percent of the Class of 1998 who were still enrolled the during the 1998-99 school year. Of the Class of 1999, 8.5 percent of students dropped out prior to their expected graduation year, compared to 8.9 percent of the Class of 1998. Among the student groups expected to graduate in 1999, the highest actual four-year longitudinal dropout rates were 13.1 percent for Hispanic students and Economically Disadvantaged students, followed by 12.1 percent for students served in special education and 11.6 percent for African American students.

Percentage Completing Advanced Courses

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

In 1998-99, the most recent year for which data are available, 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 during the 1997-98 school year. 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 beginning with the 1998-99 school year.

Percentage Completing Recommended High School Program

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

For the Class of 1999, 15.0 percent of students statewide met the requirements for the Recommended High School Program, up from the 8.7 percent reported for the Class of 1998. Performance on this measure is low, but showing substantial increases across all student groups, for several reasons. The Recommended High School Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. It is still early for significant numbers of students to have qualified for the program. Most districts continue to report their advanced students as having completed either the "Advanced High School Program," or the "Advanced High School Honors Program" which will no longer be reported beginning with the Class of 2001 graduates. As shown in the profile section of the 1999-2000 state AEIS report, of the Class of 1999 graduates, 53,360 (26.2 percent) were reported as having advanced seals on their diplomas, while 30,560 (15.0 percent) were reported as having met the requirements for the Recommended High School Program or Distinguished Achievement Program.

Advanced Placement (AP) and International Baccalaureate (IB) Results

This indicator reports the results of the College Board Advanced Placement (AP) and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, usually upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. These are referred to as the "criterion scores" in the points below.

- The percent of 11th or 12th graders taking at least one AP or IB examination rose from 11.0 percent in 1998-99 to 12.7 percent in 1999-2000. The percentages of students participating in these examinations rose for all student groups between 1998-99 and 1999-2000.
- The percent of examinations with scores above the criterion declined statewide from 55.7 percent to 53.9 percent, the third year of decline for this measure, which was 57.4 percent in 1997-98. Performance for all student groups declined on this measure.
- The percent of examinees with at least one score above the criterion decreased statewide from 58.6 percent to 57.9 percent. Among the student groups, only Hispanic students improved on this measure, moving from 48.0 percent in 1998-99 to 48.4 percent in 1999-2000.

The overall declines in the percentages of AP/IB examinations and examinees with high scores should be considered in the context of increased participation in AP/IB examinations. Generally speaking with tests of this nature, as participation rates increase, overall performance tends to decrease.

TAAS/TASP Equivalency

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

Equivalency rates for the Class of 1999 showed that 53.5 percent of graduates statewide scored sufficiently high on the TAAS (when they first took the test) to have a 75 percent likelihood of passing the TASP. This is an improvement over the equivalency rate for the Class of 1998, at 45.0 percent. All student groups improved on this measure.

College Admission Tests

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

- The percentage of examinees who scored at or above the criterion score on either test (1,110 on the SAT I or 24 on the ACT) was 27.2 percent for the Class of 1999, the same percent for the Class of 1998.
- The percentage of graduates who took either the SAT I or the ACT increased slightly from 61.7 percent for the Class of 1998 to 61.8 percent for the Class of 1999.
- The average SAT I score for the Class of 1999 was 989, down slightly from 992 for the Class of 1998.
- The average ACT composite score was 20.2 for the Class of 1999, down slightly from 20.3 for the Class of 1998.

Profile Information

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

Agency Contact Person

Criss Cloudt, Associate Commissioner, Department of Accountability Reporting and Research, (512) 463-9701 and Cherry Kugle, Director of Performance Reporting, (512) 463-9704.

Other Sources of Information

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

Pocket Edition, 1999-2000: Texas Public School Statistics, published by the Division of Performance Reporting, Department of Accountability Reporting and Research, available in December 2000.

Snapshot 2000: School District Profiles, published by the Division of Performance Reporting, Department of Accountability Reporting and Research, available in early 2001.

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 Grade 3 (English)											
Reading	2000	87.9%	79.5%	83.6%	93.8%	89.8%	93.8%	85.7%	90.1%	81.9%	80.1%
	1999	88.0%	76.9%	84.5%	93.6%	86.9%	95.7%	86.1%	90.0%	81.6%	78.5%
Math	2000	80.6%	65.8%	75.6%	88.7%	79.9%	92.1%	80.7%	80.4%	72.7%	69.9%
	1999	83.1%	65.4%	79.3%	90.7%	82.7%	94.7%	83.9%	82.4%	75.1%	71.3%
All Tests	2000	77.1%	61.7%	71.0%	86.4%	77.3%	89.6%	76.2%	78.0%	68.0%	65.6%
	1999	78.9%	60.0%	73.8%	87.7%	77.8%	92.6%	78.4%	79.5%	69.3%	65.7%
TAAS % Passing Grade 3 (Spanish)											
Reading	2000	75.7%	50.0%	75.7%	76.2%	66.7%	100.0%	71.0%	80.5%	75.6%	63.2%
	1999	74.2%	80.0%	74.2%	76.7%	50.0%	*	69.0%	79.1%	73.8%	52.3%
Math	2000	75.1%	47.4%	75.2%	78.3%	66.7%	100.0%	75.5%	74.8%	75.1%	63.2%
	1999	74.9%	87.5%	74.9%	83.3%	50.0%	*	74.5%	75.2%	74.6%	54.4%
All Tests	2000	66.3%	35.0%	66.4%	65.2%	66.7%	100.0%	63.9%	68.9%	66.2%	52.5%
	1999	65.4%	80.0%	65.4%	74.2%	35.7%	*	62.0%	68.7%	64.9%	44.0%
TAAS % Passing Grade 4 (English)											
Reading	2000	89.9%	82.8%	85.8%	95.1%	88.8%	95.2%	88.5%	91.4%	84.3%	81.6%
	1999	88.8%	79.2%	84.4%	94.3%	88.1%	96.6%	87.2%	90.4%	82.3%	75.2%
Writing	2000	90.3%	84.7%	86.9%	94.5%	89.4%	94.7%	88.0%	92.6%	85.5%	79.8%
	1999	88.4%	81.0%	85.8%	92.1%	88.5%	95.2%	86.1%	90.7%	83.3%	72.1%
Math	2000	87.1%	75.7%	83.1%	93.4%	86.7%	95.7%	87.5%	86.8%	80.7%	77.0%
	1999	87.6%	74.1%	84.6%	93.1%	87.0%	96.7%	87.3%	87.8%	81.3%	72.7%
All Tests	2000	80.3%	67.0%	74.3%	88.5%	79.1%	90.8%	78.6%	81.9%	71.4%	67.0%
	1999	78.4%	63.1%	73.2%	86.0%	76.6%	91.8%	76.3%	80.6%	69.2%	58.9%
TAAS % Passing Grade 4 (Spanish)											
Reading	2000	58.4%	*	58.5%	69.6%	*	*	53.5%	63.1%	58.4%	42.9%
	1999	46.1%	40.0%	46.2%	35.3%	16.7%	*	41.0%	51.1%	45.4%	29.5%
Writing	2000	73.8%	*	73.8%	87.0%	66.7%	*	68.3%	78.9%	73.7%	52.1%
	1999	67.8%	70.0%	67.9%	56.3%	33.3%	*	61.8%	73.7%	67.3%	43.8%
Math	2000	77.0%	*	77.0%	76.2%	*	*	76.7%	77.3%	76.9%	58.2%
	1999	72.7%	55.6%	72.7%	70.6%	80.0%	*	71.9%	73.4%	72.3%	51.7%
All Tests	2000	52.2%	*	52.3%	60.9%	42.9%	*	47.1%	57.1%	52.2%	36.9%
	1999	40.9%	45.5%	41.0%	23.5%	16.7%	*	35.6%	46.2%	40.2%	23.3%

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 Grade 5 (English)											
Reading	2000	87.8%	79.8%	82.0%	94.2%	89.3%	94.3%	86.0%	89.5%	80.9%	74.6%
	1999	86.4%	76.1%	79.8%	93.6%	89.1%	94.7%	85.4%	87.4%	78.0%	69.2%
Math	2000	92.1%	84.1%	89.6%	96.1%	92.5%	97.5%	91.5%	92.6%	88.0%	81.6%
	1999	90.1%	78.4%	87.5%	94.9%	91.8%	97.8%	90.0%	90.2%	84.9%	74.6%
All Tests	2000	85.0%	74.6%	79.1%	92.3%	86.8%	93.5%	83.4%	86.6%	77.4%	71.1%
	1999	82.5%	68.1%	75.7%	90.9%	85.1%	93.8%	81.8%	83.3%	73.0%	63.2%
TAAS % Passing Grade 5 (Spanish)											
Reading	2000	52.6%	*	52.6%	54.5%	*	*	47.4%	57.6%	51.7%	31.2%
	1999	33.5%	-	33.5%	40.0%	*	-	28.8%	38.3%	32.8%	12.2%
Math	2000	76.8%	*	76.7%	66.7%	*	*	76.0%	77.5%	76.3%	59.5%
	1999	65.1%	-	65.0%	66.7%	*	-	64.2%	66.0%	64.5%	38.8%
All Tests	2000	50.3%	*	50.3%	54.5%	*	*	45.8%	54.7%	49.5%	37.8%
	1999	31.7%	-	31.7%	40.0%	*	-	27.7%	35.9%	31.1%	14.6%
TAAS % Passing Grade 6 (English)											
Reading	2000	86.0%	79.4%	78.2%	93.6%	89.2%	93.9%	83.5%	88.4%	77.5%	67.5%
	1999	84.9%	77.3%	76.9%	92.7%	87.0%	93.0%	82.5%	87.3%	76.1%	61.6%
Math	2000	88.5%	79.4%	83.7%	94.5%	90.5%	96.5%	87.3%	89.7%	82.2%	70.4%
	1999	86.9%	75.7%	81.9%	93.6%	88.0%	96.0%	85.6%	88.2%	80.2%	64.0%
All Tests	2000	81.5%	71.0%	73.1%	90.8%	84.0%	92.6%	79.1%	84.0%	71.7%	60.3%
	1999	79.8%	67.3%	71.1%	89.5%	81.8%	91.4%	77.3%	82.2%	69.3%	52.5%
TAAS % Passing Grade 6 (Spanish)											
Reading	2000	28.2%	-	28.2%	14.3%	*	-	24.0%	32.3%	28.7%	23.1%
	1999	30.2%	*	30.5%	*	0.0%	-	29.4%	30.9%	30.2%	6.7%
Math	2000	52.9%	-	52.9%	42.9%	*	-	49.2%	56.7%	53.5%	69.2%
	1999	51.2%	*	51.7%	*	14.3%	-	50.5%	51.9%	52.1%	6.7%
All Tests	2000	25.7%	-	25.7%	14.3%	*	-	21.9%	29.6%	26.4%	31.3%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
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Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 7											
Reading	2000	83.5%	75.6%	74.7%	92.1%	89.1%	91.8%	81.4%	85.5%	73.5%	58.6%
	1999	83.6%	73.9%	75.0%	92.1%	84.1%	93.0%	80.8%	86.3%	73.6%	57.4%
Math	2000	88.1%	78.1%	83.7%	94.0%	88.1%	96.3%	86.3%	89.8%	81.6%	66.0%
	1999	84.9%	73.3%	78.7%	92.1%	86.5%	95.8%	82.9%	86.9%	77.0%	57.4%
All Tests	2000	79.3%	67.8%	70.1%	89.4%	82.8%	90.5%	76.9%	81.8%	68.1%	52.0%
	1999	77.7%	63.9%	68.0%	88.1%	78.3%	91.5%	74.6%	80.9%	66.0%	46.2%
TAAS % Passing Grade 8											
Reading	2000	89.6%	83.6%	84.0%	95.1%	93.3%	94.8%	87.8%	91.4%	82.7%	68.9%
	1999	88.2%	81.8%	81.9%	94.0%	88.4%	93.6%	85.5%	90.9%	80.7%	63.7%
Writing	2000	84.3%	76.4%	76.9%	91.7%	86.7%	92.0%	80.5%	88.1%	75.4%	53.8%
	1999	85.7%	79.1%	79.4%	91.7%	86.7%	92.1%	81.7%	89.7%	77.6%	54.2%
Math	2000	90.2%	81.8%	86.1%	95.2%	91.1%	97.1%	89.7%	90.7%	84.5%	70.7%
	1999	86.3%	74.7%	80.5%	92.9%	86.3%	95.6%	85.2%	87.3%	78.7%	58.8%
Science	2000	88.2%	78.9%	81.3%	95.5%	93.8%	95.3%	88.6%	87.8%	80.2%	67.9%
	1999	87.1%	74.4%	79.5%	95.4%	88.8%	92.8%	88.0%	86.1%	77.9%	67.2%
Social S.	2000	71.8%	58.1%	57.8%	85.2%	77.0%	87.0%	73.0%	70.5%	56.5%	43.9%
	1999	70.1%	53.6%	56.1%	83.6%	75.2%	84.6%	71.4%	68.9%	54.4%	40.1%
All Tests	2000	64.6%	48.3%	50.1%	79.1%	67.8%	82.6%	63.5%	65.6%	48.0%	31.8%
	1999	63.3%	44.9%	48.9%	77.6%	67.4%	80.0%	62.4%	64.2%	46.6%	28.0%
TAAS % Passing * Grade 10											
Reading	2000	90.3%	85.9%	83.1%	96.1%	94.2%	91.2%	88.9%	91.7%	82.0%	68.0%
	1999	88.8%	83.1%	80.5%	95.5%	89.0%	89.1%	87.9%	89.7%	79.4%	64.5%
Writing	2000	90.7%	86.6%	84.5%	95.8%	93.8%	91.5%	88.5%	92.9%	83.5%	65.0%
	1999	90.6%	86.4%	84.5%	95.6%	89.7%	91.2%	88.1%	93.0%	83.6%	63.6%
Math	2000	86.8%	75.0%	80.8%	93.2%	88.3%	94.6%	86.9%	86.7%	79.2%	58.3%
	1999	81.6%	67.4%	73.7%	89.8%	76.7%	91.5%	82.4%	80.9%	72.0%	47.4%
All Tests	2000	80.4%	68.2%	70.4%	89.8%	84.2%	86.5%	78.7%	82.1%	68.4%	45.6%
	1999	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.

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

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS Cumulative Pass Rate - Exit											
Class of 2000		91.6%	87.6%	86.6%	95.6%	88.7%	94.4%	91.0%	92.2%	n/a	n/a
Class of 1999		90.0%	84.4%	84.1%	94.9%	86.3%	93.9%	89.3%	90.6%	n/a	n/a
End-of-Course Exam (% Passing) (Preview of 2003 Exit Level)											
Algebra I											
% Passing	2000	43.9%	26.5%	32.7%	56.7%	44.8%	71.6%	44.3%	43.6%	31.3%	18.5%
	1999	43.4%	24.9%	31.0%	57.2%	45.0%	71.6%	43.3%	43.5%	30.2%	18.4%
Biology											
% Passing	2000	80.3%	69.0%	69.4%	91.2%	84.8%	86.9%	80.8%	79.9%	68.2%	49.1%
	1999	76.4%	61.7%	64.0%	89.1%	79.9%	84.1%	76.8%	76.0%	62.5%	44.5%
English II											
% Passing	2000	77.7%	68.4%	71.1%	84.4%	79.2%	86.4%	70.6%	84.7%	68.6%	44.1%
	1999	72.7%	59.5%	62.6%	82.5%	73.0%	80.7%	66.6%	78.7%	60.0%	35.1%
US History											
% Passing	2000	72.1%	58.1%	58.3%	84.0%	77.1%	81.4%	75.4%	68.7%	54.9%	39.6%
	1999	69.8%	55.0%	53.9%	83.3%	73.3%	80.6%	72.3%	67.2%	51.5%	37.4%
End-of-Course Exam (% Taking)											
Algebra I											
% Taking	2000	17.6%	16.7%	17.8%	17.3%	20.3%	17.9%	17.1%	18.0%	16.3%	7.9%
	1999	18.0%	17.1%	18.2%	17.6%	18.8%	18.3%	17.6%	18.4%	16.7%	8.5%
Biology											
% Taking	2000	24.0%	22.6%	23.7%	24.2%	26.7%	25.2%	23.5%	24.5%	23.2%	15.1%
	1999	24.2%	22.9%	24.2%	24.1%	25.4%	25.5%	23.7%	24.7%	23.5%	15.6%
English II											
% Taking	2000	21.9%	20.1%	20.9%	22.6%	24.5%	23.6%	21.2%	22.5%	19.8%	10.8%
	1999	21.4%	20.1%	20.1%	22.3%	21.7%	23.4%	20.7%	22.1%	19.3%	10.5%
US History											
% Taking	2000	18.7%	17.5%	17.0%	19.9%	23.4%	22.0%	18.2%	19.2%	16.3%	11.2%
	1999	18.9%	17.6%	17.7%	19.8%	20.9%	21.2%	18.4%	19.5%	16.8%	11.6%

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%
LEP Exempt	1.3%	0.2%	2.8%	0.1%	0.7%	4.3%	1.3%	1.2%	2.2%
Other	0.8%	0.9%	1.0%	0.5%	1.0%	0.6%	0.9%	0.6%	1.0%
Total Answer Documents	2,109,405	301,294	808,339	932,415	6,296	54,529	1,079,444	1,028,128	1,014,638

1999 TAAS Participation Grades 3-8 & 10	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.
Tested	89.4%	86.7%	85.4%	93.5%	89.8%	89.7%	87.2%	91.7%	84.1%
Accountability Subset	84.7%	81.2%	81.0%	89.2%	80.0%	86.2%	82.5%	87.0%	79.7%
Mobile Subset	4.7%	5.4%	4.3%	4.3%	9.8%	3.6%	4.6%	4.7%	4.4%
Sci &/or Soc St only	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%
Not Tested	10.6%	13.3%	14.6%	6.5%	10.2%	10.3%	12.8%	8.3%	15.9%
Absent	0.7%	0.8%	0.7%	0.6%	0.8%	0.4%	0.7%	0.6%	0.6%
ARD Exempt	6.9%	11.6%	7.5%	5.3%	7.3%	2.2%	8.9%	4.9%	10.2%
LEP Exempt	2.2%	0.2%	5.2%	0.1%	1.0%	6.9%	2.3%	2.2%	4.0%
Other	0.8%	0.8%	1.1%	0.5%	1.1%	0.8%	0.9%	0.6%	1.0%
Total Answer Documents	2,081,638	295,798	776,499	944,242	6,409	52,988	1,065,298	1,014,956	980,572

The Accountability Subset includes 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.

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.
Attendance Rate										
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%
Annual Dropout Rate (Gr. 7-12)										
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%
Completion Rate/Student Status										
Class of 1999										
% 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%
Class of 1998										
% 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%	12.8%	4.4%	29.4%	8.3%	10.1%	6.3%	11.7%	15.4%
% Dropped Out (4-yr)	8.9%	11.6%	13.4%	5.5%	9.4%	4.1%	9.7%	8.0%	13.8%	13.0%
% Adv. Courses										
1998-99	17.5%	11.7%	12.9%	21.3%	15.7%	35.5%	15.6%	19.3%	11.3%	3.6%
1997-98	18.9%	13.1%	14.5%	22.7%	18.5%	35.9%	16.8%	21.1%	12.6%	4.7%
% Rec. HS Pgm.										
Class of 1999	15.0%	9.9%	10.9%	17.9%	13.6%	28.9%	13.5%	16.5%	9.4%	2.5%
Class of 1998	8.7%	4.7%	6.0%	10.8%	7.1%	15.2%	7.8%	9.5%	5.4%	1.8%
AP/IB Results										
% Tested										
1999-00	12.7%	5.5%	9.6%	15.0%	13.4%	31.5%	11.1%	14.1%	n/a	n/a
1998-99	11.0%	4.3%	7.9%	13.4%	7.1%	27.6%	9.7%	12.2%	n/a	n/a
% Scores >= Crit.										
1999-00	53.9%	29.2%	38.6%	59.0%	51.5%	65.3%	56.7%	51.6%	n/a	n/a
1998-99	55.7%	29.5%	39.2%	60.4%	57.1%	68.5%	58.5%	53.4%	n/a	n/a
% Examinees >= Crit.										
1999-00	57.9%	31.1%	48.4%	62.6%	51.9%	69.1%	59.7%	56.6%	n/a	n/a
1998-99	58.6%	31.5%	48.0%	62.8%	53.3%	71.6%	60.5%	57.2%	n/a	n/a
TAAS/TASP Equiv.										
Class of 1999	53.5%	34.9%	37.7%	65.5%	56.7%	67.4%	54.6%	52.6%	34.9%	13.1%
Class of 1998	45.0%	25.6%	30.3%	56.4%	42.6%	60.6%	45.7%	44.4%	27.3%	10.0%

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
SAT/ACT Results										
% At/Above Crit.										
Class of 1999	27.2%	7.8%	11.0%	35.6%	28.3%	43.9%	30.4%	24.5%	n/a	n/a
Class of 1998	27.2%	7.6%	10.8%	35.6%	24.8%	42.3%	30.3%	24.6%	n/a	n/a
% Tested										
Class of 1999	61.8%	58.6%	44.5%	68.9%	83.8%	87.3%	59.0%	64.3%	n/a	n/a
Class of 1998	61.7%	55.9%	44.6%	69.4%	80.4%	87.0%	58.9%	64.1%	n/a	n/a
Mean SAT I Score										
Class of 1999	989	846	899	1043	981	1068	1012	970	n/a	n/a
Class of 1998	992	848	904	1045	976	1066	1014	974	n/a	n/a
Mean ACT Score										
Class of 1999	20.2	17.4	18.1	21.5	20.3	21.9	20.2	20.3	n/a	n/a
Class of 1998	20.3	17.3	18.1	21.6	20.8	21.8	20.2	20.3	n/a	n/a

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 Profile Report

STUDENT INFORMATION

		Count	Percent
Total Students		3,991,783	100.0%
Students By Grade:	Early Childhood Education	13,463	0.3%
	Pre-Kindergarten	124,772	3.1%
	Kindergarten	290,806	7.3%
	Grade 1	320,102	8.0%
	Grade 2	313,688	7.9%
	Grade 3	311,133	7.8%
	Grade 4	308,232	7.7%
	Grade 5	303,098	7.6%
	Grade 6	303,447	7.6%
	Grade 7	306,282	7.7%
	Grade 8	300,830	7.5%
	Grade 9	359,368	9.0%
	Grade 10	275,265	6.9%
	Grade 11	243,627	6.1%
	Grade 12	217,670	5.5%
Ethnic Distribution:	African American	576,083	14.4%
	Hispanic	1,578,967	39.6%
	White	1,721,969	43.1%
	Asian/Pacific Islander	103,499	2.6%
	Native American	11,265	0.3%
Economically Disadvantaged		1,955,012	49.0%
Limited English Proficient (LEP)		555,334	13.9%
Students w/Disciplinary Placements (1998-99)		70,575	1.9%

		Non-Special Education Rates	Special Education Rates
Retention Rates By Grade:	Kindergarten	2.0%	8.6%
	Grade 1	5.9%	11.1%
	Grade 2	3.0%	4.3%
	Grade 3	2.3%	3.0%
	Grade 4	1.2%	1.9%
	Grade 5	0.7%	1.9%
	Grade 6	1.5%	2.2%
	Grade 7	2.9%	3.5%
	Grade 8	2.0%	3.8%

Graduates (Class of 1999):	Count
Total (Includes Special Education)	203,393
African American	25,708
Hispanic	63,082
White	107,777
Asian/Pacific Islander	6,340
Native American	486
Special Education Graduates	19,249
Graduated Under Advanced Programs	53,360
Graduated Under Rec. HS Pgm./DAP	30,560

PROGRAM INFORMATION

	Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	498,222	12.5%
Career and Technology Education	741,806	18.6%
Gifted and Talented Education	336,532	8.4%
Special Education	482,427	12.1%
Teachers by Program (population served):		
Bilingual/ESL Education	18,734.7	7.0%
Career and Technology Education	11,445.4	4.3%
Compensatory Education	8,816.2	3.3%
Gifted and Talented Education	5,852.8	2.2%
Regular Education	190,915.3	71.3%
Special Education	25,783.5	9.6%
Other	6,374.0	2.4%

Budgeted Instructional Operating Expenditures by Program:	Amount	Percent
Bilingual/ESL Education	$517,973,651	3.9%
Career and Technology Education	$537,799,816	4.1%
Compensatory Education	$893,557,349	6.8%
Gifted and Talented Education	$244,699,103	1.9%
Regular Education	$9,311,845,038	70.9%
Special Education	$1,624,099,643	12.4%

EXCLUSIONS

Shared Services Arrangement Staff:	Count
Professional Staff	1,234.4
Educational Aides	343.9
Auxiliary Staff	780.6
Contracted Instructional Staff:	847.7

Budgeted Financial:	Amount
Total	$528,972,007
Tuition Transfers-Grades Not Offer (91,94,96)	$8,145,697
Wealth Equalization Transfers (91,96)	$430,854,847
Payments to Fiscal Agents/Members of SSA (93)	$89,971,463

STAFF INFORMATION

	Count	Percent
Professional Staff:	324,226.9	62.1%
Teachers	267,921.9	51.3%
Professional Support	38,364.7	7.3%
Campus Administration (School Leadership)	13,344.9	2.6%
Central Administration	4,595.5	0.9%
Educational Aides:	53,747.1	10.3%
Auxiliary Staff:	144,447.7	27.6%
Total Staff:	522,421.7	100.0%
Total Minority Staff:	194,221.6	37.2%
Teachers by Ethnicity and Sex:		
Females	207,354.8	77.4%
Males	60,567.0	22.6%
African American	23,073.7	8.6%
Hispanic	44,554.5	16.6%
White	197,997.9	73.9%
Asian/Pacific Islander	1,591.4	0.6%
Native American	704.3	0.3%
Teachers by Highest Degree Held:		
No Degree	3,107.7	1.2%
Bachelors	198,587.4	74.1%
Masters	64,995.6	24.3%
Doctorate	1,231.1	0.5%
Teachers by Years of Experience: Average		
Beginning Teachers	20,485.7	7.6%
1-5 Years Experience	72,389.9	27.0%
6-10 Years Experience	47,902.9	17.9%
11-20 Years Experience	70,328.9	26.2%
Over 20 Years Experience	56,814.4	21.2%
Number of Students Per Teacher:	14.9	n/a

	Years
Average Yrs. Experience of Teachers:	11.9 yrs.
Average Yrs. Experience of Teachers with Dist.	8.0 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$28,588
1-5 Years Experience	$31,013
6-10 Years Experience	$34,632
11-20 Years Experience	$41,191
Over 20 Years Experience	$47,140
Average Actual Salaries (regular duties only):	
Teachers	$37,567
Professional Support	$44,698
Campus Administration (School Leadership)	$56,226
Central Administration	$67,463

Permits by Type:	Count
Emergency (for certified personnel)	4,411
Emergency (for uncertified personnel)	5,669
Nonrenewable	1,753
Temporary Classroom Assignment	1,074
District Teaching	346
Temporary Exemption	29

Turnover Rate For Teachers: 15.0%

Class Size Averages by Grade and Subject:

Elementary:	Kindergarten	18.8
	Grade 1	18.4
	Grade 2	18.8
	Grade 3	19.0
	Grade 4	20.0
	Grade 5	23.1
	Grade 6	23.6
	Mixed Grades	24.9
Secondary:	English/Language Arts	20.6
	Foreign Language	21.5
	Mathematics	20.9
	Science	21.9
	Social Studies	23.6

TAX INFORMATION	Amount	Percent/ Rate
Total Adopted Tax Rate (calendar year 1999)	n/a	$1.512
Standardized Tax Rates (comptroller valuation)		
Maintenance and Operations	n/a	$1.358
Interest and Sinking Fund	n/a	$0.153
Total Rate (sum of above)	n/a	$1.511
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$784,481,744,211	n/a
Value Per Pupil	$198,090	n/a
Value by Category		
Business	$365,253,369,321	40.6%
Residential	$437,990,378,175	48.7%
Land	$65,792,648,074	7.3%
Oil and Gas	$24,817,052,309	2.8%
Other	$5,631,986,886	0.6%

BUDGETED REVENUE INFORMATION		
Total Revenues	$24,859,055,784	n/a
Total Revenues per Pupil	$6,228	n/a
Revenues by Source		
Local Tax	$11,435,529,168	46.0%
Other Local & Intermediate	$1,114,207,244	4.5%
State	$11,459,234,493	46.1%
Federal	$850,084,879	3.4%

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%

BUDGETED EXPENDITURE INFORMATION		Amount	Percent
Total Expenditures:		$25,364,399,671	100.0%
Total Expenditures by Object:			
Operating		$22,695,383,750	89.5%
Payroll Costs (6100)		$18,727,255,150	73.8%
Prof. & Contracted Srvcs (6200)	$1,905,735,552	7.5%	
Supplies and Materials (6300)		$1,620,007,754	6.4%
Other Operating Costs (6400)		$442,385,294	1.7%
Non-Operating		$2,669,015,921	10.5%
Debt Service (6500)		$1,969,323,120	7.8%
Capital Outlay (6600)		$699,692,801	2.8%
Total Operating Expend. by Function:		$22,625,990,304	100.0%
Instruction (11,95)		$13,166,780,206	58.2%
Instruct.-Related Services (12,13)		$666,294,654	2.9%
Instructional Leadership (21)		$311,220,547	1.4%
School Leadership (23)		$1,326,894,889	5.9%
Support Services-Student (31,32,33)		$1,013,514,855	4.5%
Student Transportation (34)		$616,224,181	2.7%
Food Services (35)		$1,228,742,205	5.4%
Cocurricular/Extracurricular (36)		$580,840,151	2.6%
Central Administration (41,92)		$890,376,205	3.9%
Plant Maintenance & Operations (51)		$2,445,463,630	10.8%
Security & Monitoring Services (52)		$136,016,222	0.6%
Data Processing Services (53)		$243,622,559	1.1%

Per Pupil Expenditures:	Amount
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

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.

Grade 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%
1998-99	**3,606,933**	**170,534**	**4.7%**

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.

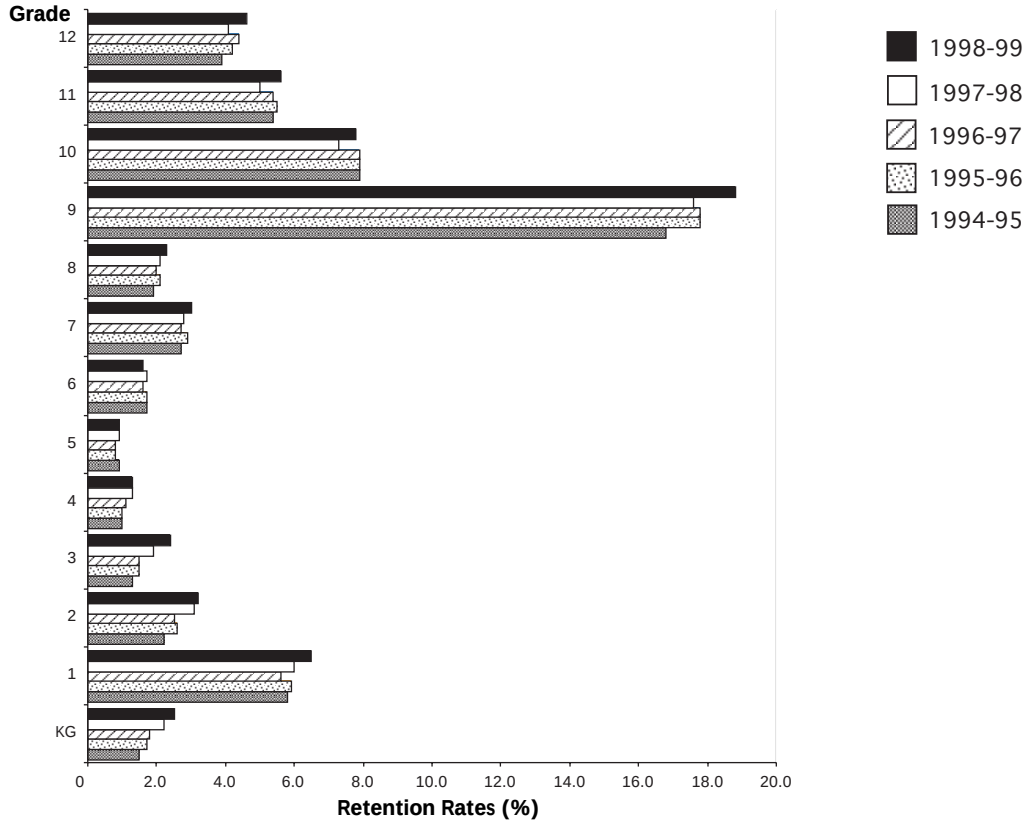
First Grade. At the elementary level, the highest retention rate was in first grade. Table 4.3 pre-

Table 4.2 1998-99 Grade Level Retention by Grade and Ethnicity*

	Total		African American		Hispanic		White		Other	
Grade	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
K	6,996	2.5 %	845	2.1 %	2,752	2.3 %	3,330	3.0 %	69	1.0 %
1	19,693	6.5 %	3,779	8.6 %	10,014	7.8 %	5,670	4.6 %	230	2.9 %
2	9,460	3.2 %	1,896	4.4 %	5,313	4.4 %	2,142	1.7 %	109	1.4 %
3	7,129	2.4 %	1,680	4.0 %	3,964	3.4 %	1,383	1.1 %	102	1.3 %
4	3,881	1.3 %	784	1.9 %	2,049	1.8 %	989	0.8 %	59	0.7 %
5	2,502	0.9 %	445	1.1 %	1,211	1.1 %	797	0.6 %	49	0.6 %
6	4,762	1.6 %	873	2.1 %	2,468	2.3 %	1,372	1.0 %	49	0.6 %
7	8,642	3.0 %	1,633	4.0 %	4,432	4.1 %	2,487	1.8 %	90	1.1 %
8	6,533	2.3 %	1,049	2.7 %	3,440	3.3 %	1,962	1.5 %	82	1.0 %
9	59,738	18.8 %	11,558	25.0 %	33,046	27.1 %	14,341	10.2 %	793	9.1 %
10	19,552	7.8 %	3,856	11.5 %	9,716	11.5 %	5,613	4.6 %	367	4.4 %
11	12,063	5.6 %	2,261	8.3 %	5,722	8.3 %	3,772	3.4 %	308	4.1 %
12	9,583	4.6 %	1,562	5.9 %	4,693	7.2 %	3,085	2.9 %	243	3.4 %
Total	170,534	4.7 %	32,221	6.4 %	88,820	6.5 %	46,943	2.9 %	2,550	2.5 %

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.

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.

Table 4.3 Grade 1 Student Retention by Ethnicity, 1994-95 Through 1998-99*

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	5,714	4.6%	2,708	7.0%	7,353	7.1%	223	3.4%	15,998	5.8%
1995-96	5,953	4.6%	3,174	7.4%	7,956	7.0%	216	3.0%	17,299	5.9%
1996-97	5,655	4.4%	3,039	7.0%	7,866	6.6%	217	3.0%	16,777	5.6%
1997-98	5,475	4.4%	3,375	7.9%	8,689	7.2%	224	3.1%	17,763	6.0%
1998-99	**5,670**	**4.6%**	**3,779**	**8.6%**	**10,014**	**7.8%**	**230**	**2.9%**	**19,693**	**6.5%**

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.

sents the number and percent of students retained in Grade 1 by ethnicity from 1994-95 through 1998-99. The 1998-99 number retained in the first grade increased by nearly 2,000 students over the previous year. The percentage of students retained in first grade has increased to 6.5 percent in 1998-99. Hispanic and African American students had higher retention rates than Whites and other minorities.

Ninth Grade. As shown in Table 4.4, the number of students repeating Grade 9 from 1994-95 through 1998-99 increased by 14,306 students, and the retention rate increased 2 percentage

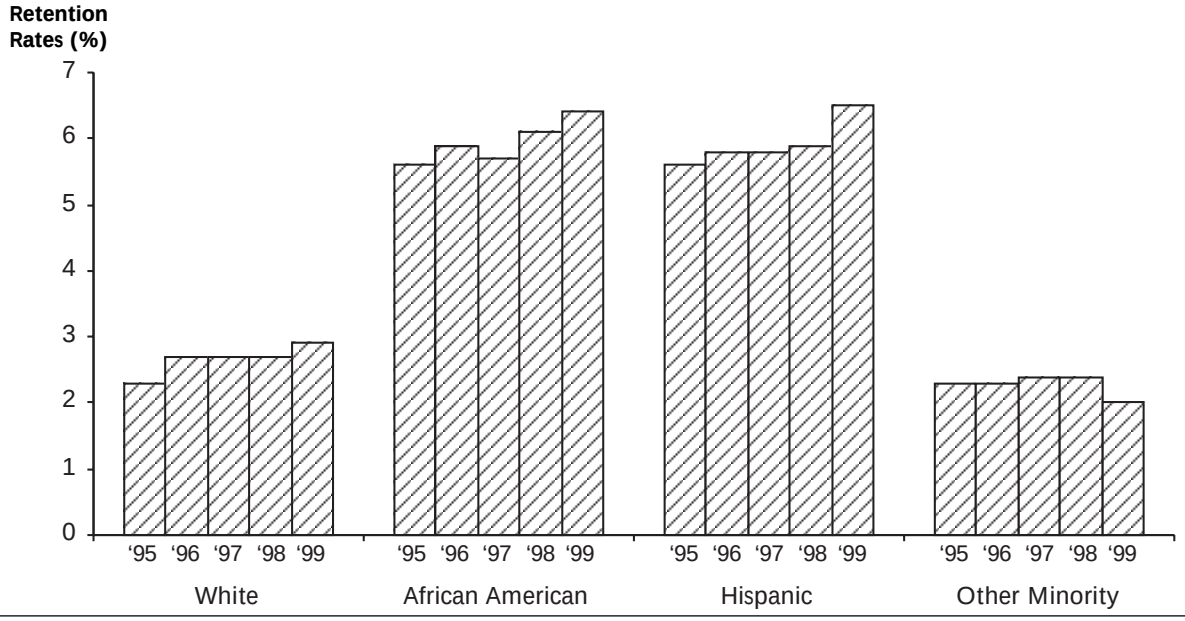
Table 4.4 Grade 9 Student Retention by Ethnicity, 1994-95 Through 1998-99*

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%**

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.

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.

Table 4.5 Grade Level Retention of Students Receiving Special Education Services, 1994-95 Through 1998-99*				
	Students Receiving Special Education Services		Students Not Receiving Special Education Services	
Year	Total Retained	Retention Rate	Total Retained	Retention Rate
1994-95	23,633	6.0%	104,736	3.7%
1995-96	26,792	6.2%	117,891	4.0%
1996-97	28,276	6.2%	118,926	3.9%
1997-98	29,681	6.5%	121,272	4.0%
1998-99	**34,073**	**7.0%**	**136,461**	**4.4%**

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.

points. Nearly 19 percent of ninth graders were retained in the 1998-99 school year. As with first grade, disproportionately larger percentages of Hispanic and African American students were retained relative to their enrollment. The retention rate is 2.5 times that of White students for African American and Hispanic students. Approximately one-fourth of all Hispanic and African American students was retained in ninth grade.

Grade Level Retention by Gender

Over the five-year period, males were more likely to be retained than females at every grade level and within each ethnic group. During the 1998-99 school year, 3.8 percent of female students were retained, compared to 5.7 percent of male students. These percentages reflect an increase of about 0.6 percentage points for female students

Table 4.6 Grade Level Retention of Students With Limited English Proficiency (LEP) and Special Language Services Received, 1994-95 Through 1998-99*														
		Students With Limited English Proficiency (LEP)										Non-LEP Students	
		Receiving Bilingual Services		Receiving ESL[a] Services		Receiving Special Education Services		Receiving No Services[b]		LEP Students			
Grade	Year	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate	Total Retained	Retention Rate
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%**

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.

[a] English as a second language.

[b] Including students whose parents requested the student not be served by a special language program.

Table 4.7 Grade Level Retention by Economic Status, 1994-95 Through 1998-99*				
	Economically Disadvantaged		Non-Economically Disadvantaged	
Year	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%
1998-99	**94,623**	**5.8%**	**75,911**	**3.8%**

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.

and nearly 1 percentage point for male students from 1994-95 to 1998-99.

Grade Level Retention by Ethnicity

Historically, minority students have been over represented in the population of students being retained. As shown in Figure 4.2 on page 50, Hispanic and African American students were, on average, retained at least twice as often as White students or students from other ethnic groups. In 1998-99, for example, 2.9 percent of White students were retained in grade compared to 6.4 percent and 6.5 percent for African American and Hispanic students, respectively. For students in all other ethnic groups, the percent retained was 2.5.

Each year during the five-year period, almost 7 out of 10 students retained in Texas public schools were either African American or Hispanic while only about 5 out of 10 students enrolled were from these two ethnic groups. As Figure 4.2 indicates, the largest number of students retained each year have been Hispanic students, followed by White students.

Grade Level Retention by Student Characteristics

Students in Special Education Programs. Table 4.5 compares the retention rates of students in special education programs with the retention rates of students not in special education programs, from 1994-95 through 1998-99. Each student in a special education program has an individual education plan with goals and objectives the student must meet on a yearly basis. If these goals are met, the student progresses to the next grade level. As can be noted in Table 4.5, a disproportionately higher percentage of students in special education programs were retained each year compared to students not receiving special education services.

Students With Limited English Proficiency. Students with limited English proficiency (LEP) are faced with the challenge of learning English at the same time they learn other skills. Reading and language problems have been shown to be highly correlated with elementary grade retention. Depending on their level of English skills and other factors, LEP students participated in bilingual or English as a second language (ESL) programs or received language services as part of their special education programs. In 1998-99, 12 percent of the students in Texas public schools participated in bilingual/ESL programs. The retention rates for LEP students as compared to non-LEP students are presented in Table 4.6. The table has been separated into two grade-level spans because of the small numbers of secondary students receiving bilingual services.

In 1998-99, all LEP students in the elementary grades, whether receiving bilingual, ESL, special

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

Since the adoption of a statewide curriculum—the essential elements—in 1984, Texas has continued to increase the rigor of student knowledge and skills and raise the standards of student achievement. A new curriculum, The Texas Essential Knowledge and Skills (TEKS), codified in the Texas Administrative Code (TAC) Title 19 Chapters 110–128, became effective in all content areas and grade levels on September 1, 1998. The TEKS replaced 19 TAC Chapter 75 Curriculum, Subchapters B-D, which contained the essential elements. The State Board of Education (SBOE) repealed the essential elements in May 1998. The state continues to promote rigorous and high standards by:

- Facilitating the implementation of the TEKS in all classrooms in the state;
- Adopting textbooks aligned to the TEKS;
- Aligning the statewide assessment to the TEKS; and
- Aligning the graduation requirements to the new statewide assessment to be implemented in 2003.

By law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required for use in instruction and statewide assessment. Those in the enrichment areas are to be used to guide instruction. The TEKS have been widely distributed to assist schools in implementing the TEKS and the public in having access to them. Related professional development on TEKS implementation has been and continues to be available from many sources.

Distribution of the TEKS

The agency distributed a printed copy and a CD-ROM containing the TEKS to every district and campus office, Education Service Center (ESC), institution of higher education, and appropriate professional association. The TEKS are also available on the Agency web site. The Agency also distributed informational brochures in English and Spanish about the TEKS in the foundation areas for Kindergarten through Grade 5 to all districts to be shared with parents of elementary school students. The TEKS are available for purchase in print and on CD-ROM.

Professional Development in the TEKS

The implementation of the TEKS in classrooms, replacing the essential elements that had been in effect since the 1985–86 school year, is requiring significant preparation of teachers and other educators who are expected to raise standards, revise lesson plans, and make other adjustments. To accomplish this task, the Centers for Educator Development (CEDs) in the foundation curriculum areas and statewide centers in the enrichment curriculum areas have developed and disseminated supporting materials and provided training. For example, the "TEKS for Leaders" series of seminars for district and campus administrators provides an in-depth introduction to the TEKS and methods for supporting and monitoring their implementation in the classroom. Many of the centers have established web sites that maintain a common navigational system enabling teachers and administrators easy access to current information and materials that support the TEKS and other aspects of their respective programs. ESCs also provide extensive training in the TEKS to the districts in their respective areas. In addition, materials for areas in which textbooks are not yet adopted are available for teachers' use.

The Texas Essential Knowledge and Skills in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation. Through listening, speaking, reading, writing, viewing, and representing, Texas students use their skills in reading and language arts in purposeful ways. Texas students at all grade levels are asked to inquire into important subject areas,

to make connections across books and content, to evaluate others' work as well as their own, to synthesize information gleaned from text and talk, and to produce their own error-free texts and visual representations.

The curriculum also continues an emphasis on an integrated approach to reading instruction. Students learning to read are assessed for their ability to segment and manipulate phonemes in spoken language as well as their ability to understand the relationship between letters and sounds. Instruction in the area of word identification is balanced with instructional strategies that emphasize such comprehension strategies as predicting, self-monitoring, and rereading. Students learn these skills in literature-rich classrooms.

Textbook adoptions in the last two years included language arts and reading for Grades K–5, literature for Grades 6–12, language arts and composition for Grades 2–12, and all the English language arts electives. These textbooks reflect the integration of the language arts (listening, speaking, reading, written composition, handwriting, spelling, and mechanics of writing) as well as an integrated approach to reading, the philosophy explained in the introduction to the English Language Arts TEKS.

TEA has continued using federal grant money to fund the Texas Center for Reading and Language Arts (TCRLA) at the University of Texas at Austin. The center provides professional development, instructional materials, and student assessment measures aligned with the TEKS. In the past two years, the TCRLA has developed professional development guides focusing on the viewing and representing strand of the TEKS, Communication Applications (the only speech course that will satisfy the one-half credit speech requirement for graduation beginning in 2001–02), reading and writing strategies for secondary students, and literacy at the Prekindergarten level. The center, in collaboration with agency staff, has developed and trained ESC trainers for the Kindergarten and First Grade Teacher Reading Academies.

All ESCs have designated reading liaisons and dyslexia contact persons. The reading liaisons work closely with the TCRLA and with the Statewide Initiatives Division at ESC Region XIII in Austin. Through professional development institutes in reading, provided by center staff, these reading liaisons assist districts in their regions in the implementation of the TEKS, as well as with the Governor's Reading Initiative. Dyslexia contact staff work in collaboration with the statewide dyslexia coordinators at ESC Region X in Dallas. Through professional development efforts led by staff at ESC Region X, the dyslexia contact staff are able to provide information and training on a statewide basis.

Bilingual Education/English as a Second Language

Bilingual education and English as a second language (ESL) instructional programs serve students in Grades Prekindergarten–12 whose primary language is not English and who have been determined to be limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 93 percent of homes where English is not the primary language. Other frequently reported primary student languages are Vietnamese, Cambodian, Laotian, Chinese, Korean, Japanese, French, and German. In 1999–2000, 555,470 LEP students were identified in Texas.

Bilingual education and ESL programs seek to ensure that LEP students learn English and succeed academically in school. Students participating in these programs are provided linguistically appropriate instruction. Instruction is cognitively appropriate in that creativity, problem solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language which students understand.

The TEKS for Spanish Language Arts (SLA) and ESL are based on the principle that second language learners should be expected to achieve the same high academic standards as native English speakers. To demonstrate that students receiving instruction in SLA or ESL are learning the same knowledge and skills as students enrolled in English Language Arts, the SLA/ESL TEKS are placed side-by-side with the TEKS for English Language Arts and Reading in the TAC.

Since the adoption of the SLA and ESL TEKS, TEA has developed two implementation guides in collaboration with ESC Region IV in Houston. The

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 high school. A third professional development guide was developed to help high school ESL teachers understand and implement the TEKS English I and English II for Speakers of Other Languages. As with the previous training materials, videos showing teachers implementing these strategies were also produced and disseminated statewide.

Also in collaboration with ESC Region IV, a website was created to support the implementation of the SLA/ESL TEKS. This website provides information to clarify curriculum and instruction in the form of a tool kit. The tool kit links users to the SLA and ESL TEKS and provides information on professional development, program development, instruction and assessment, data and research, and legal and administrative rules.

The Governor's Reading Initiative

In January 1996, Governor Bush challenged Texans to focus on the most basic of education goals—teaching children to read. The goal the governor set for the state was that all students should be able to read on grade level or higher by the end of third grade and continue to read on grade level or higher throughout their schooling. TEA, in collaboration with the State Board for Educator Certification, ESCs, school districts, and teacher education programs, has undertaken a multifaceted effort aimed at providing resources and knowledge to educators as they undertake the task of teaching children to read.

Defining Good Practice. The first step was to clearly identify common ground on reading issues among the diverse range of agencies and organizations in the state with a professional educational interest in and perspectives on reading. In the spring of 1996, the governor assembled representatives from various organizations to try to reach consensus on issues of good reading practice. These educators reached consensus on a set of basic principles for a balanced and comprehensive approach to reading instruction. These principles were published and distributed statewide in a brief pamphlet entitled *Good Practice: Implications for Reading Instruction–A Consensus Document of Texas Literacy Professional Organizations*.

Components of Effective Reading Programs. Building on the consensus statement, TEA staff began reviewing the large volume of scientific research on reading in an effort to identify critical components of reading instruction. The resulting booklet titled *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program* serves as a guide for administrators and teachers on implementing effective reading programs. The booklet describes 12 essential components of effective beginning reading programs. In addition to the 12 essential components, *Beginning Reading Instruction* also describes features of classrooms and campuses that support effective beginning reading instruction.

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

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

distributed the *2000 Reading Instruments Guide* to school districts. The guide is also available on the TEA website.

The most frequently used early reading measure is the Texas Primary Reading Inventory (TPRI). The TPRI is an informal, individually administered assessment. The TPRI is designed to provide teachers with an additional tool for collecting data to determine how well students are progressing as readers along the continuum of growth. The TPRI consists of a diagnostic screening and an inventory. The reading inventory section includes tasks that ask children to demonstrate their understanding of book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading ability, and comprehension development.

Reading Academies. Funds were allocated by the 75th Texas Legislature to establish intensive reading programs for Prekindergarten through Grade 8 to assist districts in meeting the governor's challenge. The program goals and objectives include implementing research-based reading programs to prevent or remediate reading difficulties. This is done preferably in an academy form, involving parents, assessing reading skills, and monitoring and evaluating progress of student learning. The grants are awarded in three rounds, August 1998–August 2000, May 1999–August 2001, and beginning in January 2001. The funds for 1999–2000 were awarded to two groups. Round 1 districts (34 districts and ESCs) in Year 2 received $5,122,541 continued funding serving 2,669 teachers and 47,034 students. Round 2 districts (21 districts and ESCs) in their first year of funding received $6,484,422 serving 1,728 teachers and 38,354 students and in Year 2 received $5,850,581 continued funding serving 1,488 teachers and 32,818 students. Recipients of grants use the funds for a variety of programs including after-school reading academies, professional development for teachers, a Prekindergarten and Kindergarten language literacy laboratory, instructional staff, instructional and diagnostic materials, library reading materials, and family partnerships.

Parental Involvement. Involving parents in their child's education is especially important in the early years. *Beginning Reading Instruction: Practical Ideas for Parents* has been developed in English and Spanish to provide parents with information and activities to use as they help their children learn to read. This document has been distributed to all elementary school principals and all local PTA presidents. In addition, TEA provided school districts with both an English and Spanish version of a parent brochure explaining the promotion requirements set forth by the 76th Texas Legislature in Senate Bill 4. Senate Bill 4 requires that, beginning in the 2002-2003 school year, students in Grade 3 must pass the reading portion of Texas Assessment of Academic Skills II (TAAS II) before they can be promoted to the next grade level, without the involvement of a decision-making committee. Students will also have to pass both the reading and the mathematics sections of TAAS II in Grade 5 in the 2004–2005 school year and in Grade 8 in 2007-2008 in order to be promoted with committee involvement.

Focus on Professional Development. The Texas Center for Reading and Language Arts (TCRLA) was selected to lead the effort to create a coordinated system of teacher education and professional development in the area of language arts. A website has been developed to give teachers ready access to up-to-date information and to provide a forum for discussion. TCRLA brings nationally known reading experts to Texas to serve as resources for the regional education service centers. TCRLA developed professional training programs for Kindergarten and first-grade teachers that focused on preventing reading failure. Kindergarten teachers were targeted in 1999–2000 with training sessions continuing to be offered in 2000–2001. First-grade teachers are targeted for 2000–2001. The professional development for all Texas Kindergarten and Grade 1 teachers is delivered in 4-day academies through the ESCs in a trainer-of-trainers model. Additional TCRLA special projects include the Texas Family Literacy Center, the Special Education Reading Project (SERP), and Texas Reading Leaders. The purpose of these projects is to continue supporting educators as they implement the TEKS and Reading Initiative goals. The research and evaluation component of the TCLRA has several projects that help educators utilize the TEKS in effective practices. Some of these projects include grouping for effective instruction, evaluation of the Texas Reading Academies, middle school comprehension studies, effective reading instruction for special education students, and ways in which research-based interventions are translated into classroom practice.

Education Service Center (ESC) Liaisons. Each of the 20 ESCs has a Texas Reading Initiative liai-

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 and MRT Certification. The program provides funds ($12,000,000) to initiate the MRT program and to school districts to pay stipends to certified master reading teachers at high-need campuses. The State Board of Educator Certification (SBEC) established standards for certification, approved MRT training entities, developed the certification examination framework, and developed the framework for a pretest to be administered by training entities. The Reading and Language Arts Unit participated in the process and the Curriculum and Professional Development Division at TEA administers the MRT stipends. SBEC approved 34 colleges/universities, 11 ESCs, and 2 districts as training entities. TEA identified high-need campuses in 374 districts. Some campuses, because of their student population, will qualify for 2 MRT stipends. The grant program has the funds for 2,270 stipends at $5,000 each.

Accelerated Reading Instruction Program. Senate Bill 4, implemented during the 76th Texas Legislature, requires school districts to provide accelerated intensive reading instruction that addresses reading deficiencies as determined by the Grades K–2 reading instruments. The districts determine the form, content, and timing of the program. In 1999–2000, each school district in Texas received funds for Accelerated Reading Instruction Programs in Kindergarten based on the number of students who did not pass the reading TAAS in Grade 3.

Mathematics

The state curriculum standards streamline the mathematics program and raise the level of rigor expected at each grade level and course. Fewer topics are addressed at each grade level, and they are studied in greater depth at each level than under the essential elements. Now there are fewer course options at the high school level than previously. The high school program is designed to ensure that all students complete a course sequence that is on or above grade level before completing high school. Because the SBOE eliminated low-level high school mathematics courses in 1994, all students in Texas are required to take Algebra I and 2 other credits in mathematics, which can be selected from Geometry, Algebra II, or Mathematical Models with Applications. Because the TAAS II exit-level test (to be administered beginning in the 2002-2003 school year) will include content from Algebra I and Geometry, graduation requirements in mathematics will include both courses, beginning with all students entering ninth grade in 2001-2002. Students also can take advanced mathematics courses including Precalculus, Advanced Placement (AP) Calculus, AP Statistics, International Baccalaureate (IB) courses, and independent study courses. As a result of efforts to raise expectations, enrollment in and completion of core mathematics courses for the Recommended High School and Distinguished Achievement Programs have continued to increase.

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

Additional professional development training and materials have been developed for mathematics through the Texas Teachers Empowered for Achievement in Mathematics and Science (TEXTEAMS) project funded by the federal Dwight D. Eisenhower Mathematics and Science Education Program. TEXTEAMS has produced 35 pro-

fessional development modules for all levels of mathematics. Additionally, the project has developed five-day professional development institutes for teachers of Prekindergarten and Kindergarten, Grades 1–2, Grades 3–5, Grades 6–8, Algebra I, Geometry, and Mathematical Models with Applications. TEXTEAMS professional development is coordinated through the 20 ESCs. The ESCs also will be instrumental in providing other professional development on implementation of the TEKS.

Science

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

Student enrollment in and completion of higher-level science courses continues to increase. The advanced science program consists of the AP and IB courses, which prepare students for the rigor of college science courses. In addition, 6 courses offered through career and technology education can now be counted toward meeting high school graduation credits in science, further expanding the options for students.

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

Other activities also support establishing and disseminating quality science programs statewide. Regional Collaboratives for Excellence in Science Teaching, funded by federal Eisenhower Mathematics and Science Education Program funds, have the goal of empowering teachers to lead systemic reform in science education. This is done through high quality, sustained, and intensive mentoring that includes 105–130 contact hours with educators and teacher leaders in each of the 20 collaboratives throughout the state (one in each ESC region). The focus of the staff development is on strengthening content and pedagogy for teachers. The regional collaboratives also provide staff development on the science TEKS and the new science framework. Many collaboratives offer graduate courses for teachers leading to Masters Degrees in Science. The regional collaboratives have forged strong ties with business partners that enable them to provide state-of-the-art technology training to their teachers and other educators.

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

Social Studies

The social studies TEKS in all grade levels and courses include strands in history, geography, economics, government, citizenship, culture, science, technology and society, and social studies skills. The 8 strands are intended to be integrated for instructional purposes, with the history and geography strands establishing a sense of time and

a sense of place. The skills strand, in particular, engages students in a greater depth of understanding of complex content material through analyzing primary and secondary sources and applying critical-thinking and decision-making skills. In addition, the science, technology, and society strand provides students with an opportunity to evaluate how major scientific and technological discoveries and innovations have affected societies throughout history.

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

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

To provide social studies educators with the professional development necessary to implement the TEKS, the TEA established the Social Studies Center for Educator Development (SSCED), jointly directed by staff at Texas A and M University and ESC Region VI in Huntsville. The SSCED has worked with teams of trainers from each of the 20 ESCs. Training for the teams has centered on appropriate content and pedagogy that supports the Social Studies TEKS, including the integration of technology into classroom instruction. A social studies framework was developed to provide additional assistance with the implementation of the TEKS.

At its September 2000 meeting, the SBOE approved two new courses–AP Human Geography and AP World History to be first implemented in the 2001–2002 school year. AP World History may be substituted for World History Studies, and districts have the option of offering AP Human Geography either as a one-half credit elective course or a one-credit course that could substitute for World Geography Studies.

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

Economics with Emphasis on the Free Enterprise System and Its Benefits

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

Languages Other Than English

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

In addition to adoption of the TEKS, several initiatives have been undertaken to ensure effective implementation of the TEKS in Texas language classrooms. These are: (1) *A Texas Framework for Languages Other Than English*, a curriculum framework developed to help teachers in schools implement the TEKS; and (2) The Center for Educator Development (CED) in Languages Other Than English, a resource site to assist with the profes-

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*.

An agreement among TEA, the State Board for Educator Certification, and Spain's Ministry of Education and Culture has established several programs that provide school districts, their teachers, and their students opportunities to employ visiting teachers, sponsor study abroad experiences, and initiate cultural exchanges.

The LOTE program in Texas schools has experienced moderate growth in enrollment at most levels in most languages, with significant increases in Spanish classes. Instructional materials have been in place under the current textbook cycle since the 1996 and 1997 adoptions for exploratory languages, French, German, Latin, and Spanish.

Health Education

The primary goal of the Health Education TEKS is to assist in the development of health literacy among students. Health literacy is the ability to obtain and understand health information to use it in ways that enhance health. Many serious health issues, including tobacco use, alcohol and other drug use, unhealthy dietary behaviors, physical inactivity, and sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, can be established during youth and extend into adulthood. The aims of health education are to prevent such behaviors and to improve the health of adolescents and adults.

After the Health and Physical Education TEKS were approved by the SBOE in 1997, attention turned to providing assistance to school districts to implement the TEKS. In February 1998, TEA established a contract with Texas A and M University to provide the leadership and fiscal responsibility associated with the development of the TEKS Implementation Project. The major component of the Texas A and M project was the development and dissemination of a TEKS video series in both health and physical education that would serve as a useful tool for TEKS implementation. In April 2000, over 600 video packages were mailed to school districts, university teacher preparation programs, and ESCs in Texas.

In 1999, TEA moved the Health and Physical Education Project from a university setting to an ESC. The decision was made primarily because ESCs have more direct access to school districts. Thus, the TEKS Implementation Project evolved into the Health and Physical Education Center for Educator Development. A contract was established with Region XV ESC in San Angelo to continue the work of the TEKS Implementation Project.

Senate Bill 162, 75th Texas Legislature, amended TEC, §28.002, to state that "the State Board of Education, in consultation with the Texas Department of Health and the Texas Diabetes Council, shall develop a diabetes education program that a school district may use in the health curriculum." To comply with this statute, the Texas Department of Health and the Texas Diabetes Council recommended the Child and Adolescent Trial for Cardiovascular Health (CATCH) materials developed by the National Heart Lung and Blood Institute as a program that a school district may use in the health curriculum. CATCH materials were recommended based on age appropriateness, comprehensiveness, continuity of instruction, compliance with national school health education standards, cost effectiveness, attention to diabetes risk factors, proven effective behavioral changes, compliance with existing physical education requirements, and simple integration into existing activities. In January 1999, the SBOE unanimously recommended approval of the CATCH materials as the diabetes education program that a school district may use in its health curriculum required under TEC, §28.002(a)(B).

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's

report on Physical Activity and Health in 1996, 60 percent of adults do not achieve the recommended amount of regular physical activity. The TEKS in Physical Education were adopted to help address these challenges.

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

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

Fine Arts

A high quality fine arts education cultivates the whole child, gradually developing many forms of literacy while enhancing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. All students should have access to a deep and rich education in the arts in order to gain an understanding of human experiences, both past and present. In the arts, students learn to creatively express themselves, respect the ways of others, and solve problems in varied and difficult situations. The arts are a vital component to the process of teaching and learning and can transform the entire culture of a school and community. The arts are a powerful tool in bridging cultural differences and are essential to an educational system that values diversity.

The subject areas encompassed by the Fine Arts in the TEKS are art, dance, music, and theater. The TEKS in these subject areas are organized into four strands - perception, creative expression/performance, historical/cultural heritage, and response/evaluation. At the high school level, a wide array of courses provides choices for students studying the arts as a lifelong interest or career. One credit in a fine arts course is required for graduation in both the Recommended High School and the Distinguished Achievement Programs.

The Center for Educator Development in Fine Arts (CEDFA), which is housed at ESC Region XX in San Antonio, was established in 1998–99 to support TEKS implementation. The center serves as a coordinated statewide fine arts network to support leadership in each of the four fine arts disciplines. Through CEDFA and its website, teachers and administrators are able to obtain pertinent information relating to the TEKS, including methods to incorporate these learning standards into effective instruction. TEA, in a partnership with CEDFA and ESC Region XX, is developing products, processes, and strategies to aid Texas teachers in increasing student achievement in fine arts content. Examples of these initiatives are as follows:

Fine Arts Curriculum Frameworks. Fine Arts Curriculum Frameworks, which is aligned with the Fine Arts TEKS, has been provided to all Texas school districts, colleges/universities, and ESCs to assist educators in the development of local curricula and to increase student achievement in the fine arts. The Frameworks may also be viewed and downloaded from the CEDFA website or purchased from ESC Region XX.

Texas Fine Arts Summit. The Texas Fine Arts Summit, which is a collaborative project of TEA, CEDFA, ESC Region XX, and the Texas Commission on the Arts, is an annual statewide gathering of fine arts educators and stakeholders to generate increased support for fine arts education in Texas public schools. All ESCs are invited to participate in the Fine Arts Summit with expectations of conducting similar statewide professional development activities for fine arts educators.

Fine Arts Video Series. A Fine Arts video series titled, *Fine Arts Education: Portrait for Excellence*, has been produced by TEA in conjunction with the T-STAR Communications Network. This video series highlights the Fine Arts TEKS and covers art, dance, music, and theater in addition to a fine arts overview. The videos are available for checkout by school districts through ESCs and may be purchased from ESC Region XX. Due to the success of this endeavor, production of a second Fine Arts video series is planned for the 2000–01 academic year.

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 Technology Applications website was developed to provide official information and resources for implementing the Technology Applications curriculum. It includes information about the Technology Applications curriculum, TEKS, graduation credit, professional development opportunities, and other resources. It is found at www.tea.state.tx.us/technology/ta.

Technology Applications Promising Practices T-STAR Series. To assist educators in the teaching of Technology Applications, a nine-part television series was developed highlighting promising practices in the implementation of the Technology Applications TEKS in schools across the state. The series was produced by TEA for broadcast over the T-STAR Network to schools in the spring of 2000. For each program additional resources were provided on the Technology Applications website.

Technology Applications Center for Educator Development. The Technology Applications Center for Educator Development (CED) was established through the Texas Center for Educational Technology at the University of North Texas. The Technology Applications CED has developed and compiled resources for teaching and learning the Technology Applications TEKS for Grades K–12 and for integrating these TEKS across curriculum areas. The Technology Applications CED provides resources and a mechanism to share via a website. These resources can be accessed from the Technology Applications website at www.tea.state.tx.us/technology/ta.

In February 2000, the Technology Applications CED developed a *Curriculum Connections* planning package to assist schools in making technology curriculum connections with the foundation curriculum areas. It included several planning resources such as planning posters for Grades K–2, 3–5, and 6–8. *Curriculum Connections* was mailed to every campus librarian, district technology contact, and to each ESC. In addition, it was shared with educators at state and regional conferences and meetings.

Instructional Materials. Computer literacy and computer science materials were made available to schools in previous textbook/instructional materials adoptions. However, there are no adopted instructional materials for the elementary level or for the new high school courses including Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. The call for Technology Applications instructional materials will be made in Proclamation 2001 to be issued during the 2000–2001 school year with materials available in schools in 2004–2005. Schools have used resources and materials provided by the Technology Applications CED as well as other sources to assist with the implementation of Technology Applications.

Other Resources. Several other resources support the Technology Applications TEKS and the integration of technology throughout all curriculum areas. The state-funded technology allotment has provided $30 per student per year since 1992. With this allotment, schools can purchase hardware, software, and training. In addition, grant opportunities are available from many sources, including the Telecommunications Infrastructure Fund and the Technology Literacy Challenge Fund. Through Technology Preview and Training Centers at ESCs, district personnel receive hands-on experience and an orientation to state-of-the-art technologies for classroom use. They also receive staff development on the integration of technology into the teaching and learning process. Technology institutes, video-conferencing sessions, and other professional development opportunities were offered through each ESC. Many districts, professional organizations, and businesses provided professional development focusing on technology applications.

Career and Technology Education

The subject areas encompassed by Career and Technology Education TEKS are home economics education, agricultural science and natural resources education, trade and industrial education, technology education/industrial technology education, marketing education, business education, and health science technology education. The TEKS for each program area within career and technology address rigorous and relevant academic skills that students need for continuing education and employment. Whenever possible, the TEKS include interdisciplinary content. Most Career and Technology Education TEKS were designed to include components that encourage students to use technology.

In order to provide school districts with maximum flexibility in offering career and technology courses that meet local needs, the Agency approved several career and technology innovative courses during the biennial period. Among the innovative courses approved are Internetworking Technologies I and II; Animal Biomedical Science; Early Childhood Professions I and II; Operating Systems II, III and IV; Personal Finance Education; Careers in Education; Basics of Pathology; and Diagnosis and Management of Computer Systems I and II.

Strategies to assist school districts in implementing the TEKS have included websites, TEKS implementation guides for each career and technology subject area, regional and statewide workshops, and week-long summer conferences for career and technology educators, counselors, and administrators. The workshops and conferences provided participants with information on broad educational initiatives as well as in their specific subject areas. Participants also received training in recent tech-

nological advances related to program disciplines, and current information on state and federal rules and regulations.

In addition to development of the TEKS, the agency revised the *State Plan for Career and Technology Education*, as required in TEC §29.182. The plan is based on the statutory goals for Career and Technology Education established in TEC §29.181. The plan was developed as a guide to assist districts in their efforts to offer effective career and technology education programs that prepare students for further education and eventual employment. The plan rests on the premise that career and technology education should complement and enhance rigorous academic preparation by enabling students to apply academic principles to a variety of community and career situations. The plan strongly supports local control of Texas public schools by offering strategies school districts may choose to implement based on local needs and decisions.

During the 1998–2000 biennium, enrollment in secondary career and technology education programs rose, from 689,800 students during the 1998–99 school year to 721,470 students during the 1999–2000 school year (unduplicated counts).

Kindergarten and Prekindergarten Education

The TEKS for Kindergarten are found in the TAC for each content area (excluding Career and Technology Education). The placement of Kindergarten TEKS under each discipline represents a change from the essential elements which were placed under four developmental domains—social/emotional development, intellectual development, aesthetic development, and physical development. This organizational change from developmental domains under the essential elements to subject area-specificity under the TEKS still allows for an integrated developmental approach to the Kindergarten curriculum. The Kindergarten TEKS focus on academic content of what five-year-olds are expected to know and be able to do and apply to both full- and half-day programs.

Following the adoption of the TEKS in 1997, the essential elements at all grades, including Prekindergarten, were repealed. In 1999, at the request of then-Commissioner Mike Moses, a working group of educators and community members from across the state convened to draft guidelines for a Prekindergarten curriculum that school districts could use on a voluntary basis. Development of the guidelines drew upon the expertise from Texas educators, nationally recognized individuals, professional organizations, and university personnel. The guidelines were distributed to school districts and various educational groups in early 2000. The Prekindergarten guidelines are intended to help educators make informed decisions about curriculum content for Prekindergarten children and define and implement a comprehensive curriculum that will provide many opportunities for our youngest students to achieve knowledge and skills.

The Prekindergarten guidelines are based on knowledge of theory and research about how children develop and learn. The guidelines reflect the growing consensus among early childhood professional organizations that a greater emphasis be placed on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also delineate the content that children are to learn and what they should be able to achieve. Finally, the guidelines provide a means to align the Prekindergarten programs with the TEKS curriculum.

The Prekindergarten guidelines describe specific goals in each content area. The intent of this organizational design is to ensure that all three-and four-year-old children have the opportunity to strive towards these goals. The guidelines help to build connections between subject matter disciplines by organizing the large amounts of information children must learn into a set of meaningful concepts. Because there is no state-required Prekindergarten curriculum, the use of these guidelines is voluntary. TEC §29.153 contains the statutory requirements concerning Prekindergarten education.

Implementing the Texas Essential Knowledge and Skills

In addition to the professional development opportunities already cited, implementation of the TEKS is promoted through adoption of textbooks, through access to school library resources, and through administration of the statewide assessment based on the TEKS.

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 instructional materials in one content area with review of the TEKS in that content area (as well as with the statewide assessment). The adoption cycle was extended from six years to eight years. In keeping with TEC §31.002, however, textbooks in the foundation areas will be reviewed after six years to determine whether new textbooks are needed sooner.

The transition to this new approach is contained in Proclamation 1997, which focuses on two subject areas—English language arts and reading and science, Grades 1–5. Books in these content areas are fully aligned with the TEKS and were used in classrooms in fall 2000. Proclamation 1998 focuses solely on English language arts and reading, including Spanish language arts and English as a Second Language. These instructional materials will be adopted in fall 2000.

T-STAR Series

A series called *TEKS in Action* was broadcast over the T-STAR network during the 1999–2000 school year. The focus of the series was demonstration of the implementation of TEKS from various subject areas in actual classrooms across Texas. Subject areas presented included reading, science, social studies, mathematics, and health and physical education.

School Libraries

Within a few short years educators replaced the vocabulary term "knowledge explosion" with that of "information age". Librarians altered their terminology from "library skills" to "research and study skills". The current descriptor for the evolution of these activities is "information skills." These denote a commitment to assist students in developing the skills necessary for purposeful inquiry, informed decision-making, and lifelong learning. Research and study skills are taught together so students can access and use information efficiently and effectively. These skills are related to curriculum content, and use many forms of technology.

Library Standards. The five components of School Library Standards focus on activities that will result in a student who is information literate. The first component, Library Learning Environment provides opportunities for students to access library resources at the point of information need. Second is Curriculum Integration which provides access beyond the instructional day and supports the need for a variety of print, electronic, and online information sources thus integrating technology into the TEKS. The third component is the Library Program Management which supports the concept of a librarian as manager who plans, organizes, staffs, directs, reports, and budgets for the school library program. Within the scope of this standard is the description of a librarian which includes strategic planning. This planning results in the development of policies and procedures, long-range plans and operational tasks that insure a library program that provides exemplary service for students, teachers, and other school staff. The fourth component is Resources that provide students and faculty opportunities for research, reading and life-long learning. Fifth is the Facilities Component that ensures a barrier-free learning environment, access to a centralized collection of information resources, and access to an electronically networked telecommunications infrastructure.

Learner Impact statements are woven into all levels and throughout the components to ensure that resources are current, in good repair, selected according to district-adopted board-approved selection policies, and reflect an appropriate balance among print, software, and electronic resources. Outdated and worn library materials are regularly discarded according to guidelines generally accepted by the library profession.

The Texas Library Connection. The mission of the Texas Library Connection (TLC) is to ensure that all citizens of its school communities are provided current, relevant information resources regardless of a district's size or geographic location. This mission is accomplished by: (1) providing an integrated, statewide resource sharing system through which needed information resources are identified, accessed, and retrieved; (2) facilitating library technical services and local collection development; (3) providing appropriate electronic full text journals, newspapers, and other informational databases; and (4) enhancing the ability of

(Continued on page 70)

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

Proclamation 1996 **State Adoption 1998** **Implementation 1999-2000** Mathematics, Grades K-8 Mathematics (Spanish), Grades K-6 Geology, Meteorology & Oceanography Aquatic Science World History Studies *Enrichment:* Technical Theatre I-IV Choir 1-3	**Proclamation 1997** **State Adoption 1999** **Implementation 2000-2001** English Language Arts & Reading, Grades K-1 Reading, Grades 2-3 Spanish Language Arts & Reading, Grades K-1 Spanish Reading, Grades 2-3 Literature, Grades 9-12 Science, Grades 1-5 Science (Spanish), Grades 1-5
Proclamation 1998 **State Adoption 2000** **Implementation 2001-2002** English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 Reading, Grades 4-5 Spanish Reading, Grades 4-5 Literature, Grades 6-8 Spanish Literature, Grade 6 *Enrichment:* English for Speakers of Other Languages, Grades 9-12 Communication Applications English Language Arts Electives	**Proclamation 1999** **State Adoption 2001** **Implementation 2002-2003** Science, Grades 6-12 Science (Spanish), Grade 6
Proclamation 2000 **State Adoption 2002** **Implementation 2003-2004** Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 Prekindergarten *Enrichment:* Economics with Emphasis on Free Enterprise	**Proclamation 2001** **State Adoption 2003** **Implementation 2004-2005** *Enrichment:* Health Education, Grades 1-12 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Education
Proclamation 2002 **State Adoption 2004** **Implementation 2005-2006** Kindergarten — All Subjects Mathematics, Grades 1-5 Mathematics (Spanish), Grades 1-5	**Proclamation 2003** **State Adoption 2005** **Implementation 2006-2007** Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6

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

Proclamation 2004 **State Adoption 2006** **Implementation 2007-2008** *Enrichment:* Languages Other Than English Fine Arts Physical Education	**Proclamation 2005** **State Adoption 2007** **Implementation 2008-2009** English Language Arts & Reading, Grade 1 Spanish Language Arts & Reading, Grade 1 Reading, Grades 2-5 Spanish Reading, Grades 2-5 Literature, Grades 6-12 Spanish Literature, Grades 6-12
Proclamation 2006 **State Adoption 2008** **Implementation 2009-2010** English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 English as a Second Language, Grades 1-8 English I-II for Speakers of Other Languages *Enrichment:* Speech, Grades 7-8 Speech Communication Public Speaking I-III Communication Applications Debate I-III Journalism Advanced Broadcast Journalism Photojournalism	**Proclamation 2007** **State Adoption 2009** **Implementation 2010-2011** Science, Grades 1-12 Science (Spanish), Grades 1-6
Proclamation 2008 **State Adoption 2010** **Implementation 2011-2012** Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-12 Prekindergarten Systems *Enrichment:* Economics with Emphasis on Free Enterprise	**Proclamation 2009** **State Adoption 2011** **Implementation 2012-2013** *Enrichment:* Health Education, Grades 1-12 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Applications
Proclamation 2010 **State Adoption 2012** **Implementation 2013-2014** Kindergarten — All Subjects Mathematics, Grades 1-5 Mathematics (Spanish), Grades 1-5	**Proclamation 2011** **State Adoption 2013** **Implementation 2014-2015** Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6

(Continued from page 67)

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 3 through 6. Satisfactory performance on the TAAS exit-level tests is a prerequisite to a high school diploma.

End-of-course examinations measure the statewide curriculum of certain high school courses (Algebra I, Biology, English II, and U.S. History) to ensure that high academic standards are being met. Demonstrating satisfactory performance on three of the four end-of-course tests is an additional means (in place of the exit-level TAAS) for students to be eligible to graduate. The end-of-course examinations will be phased out in 2003 when the TAAS II is implemented, replacing the TAAS.

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

School year 1998–99 was a transitional year in the alignment process. The spring 1999 TAAS tested only previously tested skills common to both the TEKS and the essential elements. In 1999–2000, those skills found in the TEKS but not previously tested on TAAS were integrated into the TAAS. Students taking the TAAS administered in spring 2000 were tested on the TEKS that they would have studied during the previous two school years. Copies of the *Educator's Guide to the TEKS-based TAAS* at the elementary, middle, and high school levels were distributed to schools prior to that administration. The Curriculum and Professional Development staff in the foundation areas are currently collaborating with the Student Assessment staff in the development of the objectives for TAAS II, the new statewide assessment aligned to the TEKS that will be implemented in 2003 in Grades 3–11.

Highlights of Changes in Curriculum Rules

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

Subchapter A. Required Curriculum

- References to essential elements were replaced with essential knowledge and skills, and courses that no longer exist were deleted and, where appropriate, replaced with courses that exist in the TEKS
- Requirements to review the curriculum every five years were deleted, enabling the review to be aligned with the textbook adoption cycle
- New requirements in mathematics, science, physical education, fine arts, and speech were added.

Subchapter B. Graduation Requirements

Minimum High School Program

- College Board AP and IB courses were added as courses that students may take for required courses.
- English IV (Academic) was deleted; English IV remains.

- 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 technology.
- Communication Applications was added to the list of speech courses available to meet graduation requirements.
- Language was added stating that students can take up to 4 credits of Reserve Officer Training Corps (ROTC) and one-half credit of driver education as an elective.
- A new one-credit technology applications requirement was added beginning in the 1997–98 school year (applicable to all graduation plans). Students may choose from 8 high school technology applications TEK courses or from selected career and technology education TEKS courses in the areas of business education and technology education.

Recommended High School Program

- Science requirements were changed so that students must choose their 3 required credits from the following 4 areas with not more than 1 credit available from each area:
  - Integrated Physics and Chemistry;
  - Biology, AP Biology, or IB Biology;
  - Chemistry, AP Chemistry, or IB Chemistry; and
  - Physics, Principles of Technology I, AP Physics, or IB Physics.
- Language was added encouraging students who want to complete this program to take Biology, Chemistry, and Physics and to study the foundation areas every year.
- The requirement for health was changed to allow students to take either one-half credit of health or 1 credit of health science technology.
- In *Option I: mathematics, science, elective* all mathematics course options were deleted except Precalculus, and the number of available science courses was increased.
- Language was added to say that no substitutions are allowed.

Distinguished Achievement Program

- In addition to the changes noted under the Recommended High School Program, the advanced measures were revised, as follows:
- Original research/projects may not be used for more than 2 of the 4 advanced measures.
- The provision for licenses was deleted.

Subchapter C. Other Provisions

Award of Credit

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

Innovative Courses and Programs

Previously approved experimental courses underwent a sunset review during the 1997–1998 school year. TEA has had a process for approving locally developed "experimental courses," courses designed to enable students to master knowledge, skills, and competencies not included in the essential elements. Based on the new rules concerning graduation requirements, and based on the adoption of the TEKS, experimental courses, which had been approved in previous years for state credit toward graduation, were no longer approved on August 31, 1998. "Innovative course" approvals replaced experimental courses. During the sunset process for experimental courses, agency staff reviewed requests for approval of innovative courses in the subject areas defined in the foundation and enrichment curriculum. Requests for approval of innovative courses that did not fall within any of the subject areas in the re-

quired curriculum were reviewed and approved by the SBOE in May 1998. A total of 160 innovative courses have been approved for instruction in one or more school districts. School districts may continue to apply for approval of innovative or other locally designed courses to enable students to master knowledge and skills not included in the TEKS. TEA and the SBOE will continue to review innovative course applications.

Academic Achievement Record

TEC §28.025, requires student academic achievement records to be on forms adopted by the SBOE. In addition, the statute requires that the adopted forms clearly differentiate between each of the high school diploma programs and identify whether a student received a diploma or a certificate of coursework completion. During 1996–97, the forms were reviewed by a task force consisting of agency staff and school personnel and chaired by an ESC representative. In the past, the form of the academic achievement record had been very prescriptive. The task force focused on finding ways to allow more flexibility in the design of the forms, while still maintaining standards that would assure accuracy and consistency in student transcripts for use in transfers, for potential employers, or for application for admission to a college or university. The proposed new forms were pilot-tested during the 1997–98 school year and were subsequently approved by the SBOE for use beginning in the 1998–99 school year. The instructions for completing the Academic Achievement Record were revised to provide alignment to the new forms. Districts were provided with samples of the new transcript forms along with the new Minimum Standards for the Academic Achievement Record in June 1998. Subsequent review occurred in May 2000 to reflect eligibility for TEXAS grants, as approved by the Texas Legislature in 1999.

Agency Contact Person

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Other Sources of Information

19 Texas Administrative Code (TAC), Chapters 110-128, *Texas Essential Knowledge and Skills* (formats available include print, CD-ROM, and on the TEA website at www.tea.state.tx.us)

19 TAC Chapter 74 *Curriculum Requirements; Chapter 74 handbook* (including information on graduation requirements and "frequently asked questions" on Chapter 74 topics); and *Chapter 74 questions and answers* (on the TEA website)

Dyslexia and related disorders handbook

List of Products and Services for TEKS Implementation

Progress report on the long-range plan for technology, 1988-2000; Long-range plan for technology, 1996-2010; and *Progress report on long-range plan for technology, 1996-2010*

The TEA Educator Resources website at www.tea.state.tx.us/resources/

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, Lakeveiw consolidated with Memphis, and the consolidation resulted in one district, 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.

Table 6.1 District and Campus Accountability Ratings, 1995-2000

Campus Ratings	1995	1996	1997	1998	1999	2000
Exemplary	255	394	683	1,048	1,120	1,296
Recognized	1,004	1,309	1,617	1,666	1,843	2,009
Acceptable	4,347	4,127	3,679	3,365	3,148	2,916
Acceptable: Data Issues	NA	NA	NA	NA	36	0
Low Performing	267	108	67	59	96	146
Alternative Campus Ratings		**1996**	**1997**	**1998**	**1999**	**2000**
Commended		NA	NA	NA	NA	5
Acceptable		157	285	316	354	273
Needs Peer Review		106	46	67	24	33
District Ratings	**1995**	**1996**	**1997**	**1998**	**1999**	**2000**
Exemplary	14	37	65	120	122	168
Recognized	137	209	321	329	383	439
Acceptable	860	788	650	585	523	429
Academically Unacceptable	34	8	4	6	7	5
Unacceptable: SAI	NA	2	3	2	3	0
Unacceptable: Data Quality	NA	NA	NA	NA	4	0

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* for campuses. Four districts, Austin ISD, North Forest ISD, Quitman ISD, and Ysleta ISD, received the new low rating because the dropout information turned in by the districts was so severely flawed the Agency could not be assured of its accuracy and completeness. Because the flawed data directly affected the ratings of all secondary education campuses in Austin and Ysleta, 36 middle schools, junior high school, or senior high schools in these districts were given the new rating of *acceptable: data issues*. In addition, the Special Data Inquiry Unit conducted investigations of data quality in 14 other districts. No districts are currently rated as *suspended: data inquiry,* the term selected for use in 2000.

The TEA has implemented optional alternative accountability procedures, developed in 1994-95, for alternative campuses that serve long-term students (those served for 85 cumulative days or longer). Ratings for alternative campuses can be based on student performance on TAAS, dropout rates, course completion rates, attendance, Gen-

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 performance on TAAS. Depending on the student population served, charter schools may choose to be rated through the standard rating process or the alternative accountability procedures. 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.

Table 6.2 Charter School Accountability Ratings, 1998-2000

	1998	1999	2000
Exemplary	0	2	5
Recognized	1	3	7
Acceptable	7	7	34
Low Performing	2	3	20
AE: Acceptable	2	5	9
AE: Needs Peer Review	5	1	24

AE= Alternative Education

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 multiyear sanctions and interventions for first-, second-, third-, and fourth-year *academically unacceptable* districts and *low-performing* campuses.

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

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

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

1999 Ratings

Seven districts were designated as *academically unacceptable* in 1999 due to low performance on TAAS or high dropout rates. Seven *low-performing* campuses were in the *academically unacceptable* districts. An additional 85 *low-performing* campuses were located in 39 other districts. Three open-enrollment charter schools were also rated *low performing*.

In August 1999, three other districts were rated *unacceptable* due to the findings of special accreditation investigations (SAI). One of the three districts, Asherton ISD, was annexed to Carrizo Springs ISD by order of the commissioner. The status of the other districts, Kendleton ISD and Lakeview ISD, remained *unacceptable: SAI*. Four districts (Austin ISD, North Forest ISD, Quitman ISD, and Ysleta ISD) were rated *unacceptable* due to questions concerning the quality of data submitted to the Agency. Thirty-six campuses in Austin ISD and Ysleta ISD were rated *acceptable: data quality*.

On-site peer review accreditation visits were made to 7 *academically unacceptable* districts, 76 *low-performing* campuses, and 4 open-enrollment charter schools rated *low performing*. Sixteen campuses rated first-year *low performing* due solely to a high dropout rate submitted self-evaluations and improvement plans for desk audit.

Academically Unacceptable Districts

Big Spring ISD
Cleveland ISD
Fabens ISD
Goodrich ISD
Hull-Daisetta ISD
Three Rivers ISD
Wilmer-Hutchins ISD

Unacceptable: SAI Districts

Asherton ISD[Annexed]
Kendleton ISD
Lakeview ISD

Unacceptable: Data Quality Districts

Austin ISD
North Forest ISD
Quitman ISD
Ysleta ISD

Low-Performing Campuses

Academy of Transitional Studies
Academy of Transitional Studies Charter School

Andrews ISD
Andrews High School

Athens ISD
Athens Middle School

Austin ISD
ACC/Robbins Academy
Blackshear Elementary School*
Crockett High School[DA]
Dobie Middle School[DA]
Govalle Elementary School
Johnston High School
Lanier High School[DA]
McCallum High School[DA]
Mendez Middle School
Palm Elementary School
Pearce Middle School[DA]
Pecan Springs Elementary School
Reagan High School[DA]
Special Placement Center*
Travis High School[DA]
Wooldridge Elementary School

Axtell ISD

Methodist Home Boys Ranch
Waco Center for Youth

Beaumont ISD
Paul A. Brown Alternative Center
Price Elementary School

Big Spring ISD
Big Spring High School

Buna ISD
Buna High School[DA]

Calvert ISD
W. D. Spigner Elementary School

Clarksville ISD
Clarksville High School[DA]

Cleveland ISD
Cleveland High School*

Coldspring-Oakhust Consolidated ISD
Lincoln Junior High School

Conroe ISD
Anderson Elementary School

Corpus Christi ISD
Broken Camp Residential

Dallas ISD
Bryan Adams High School
Julius Dorsey Elementary School
Maria Moreno Elementary School
North Dallas High School
Onesimo Hernandez Elementary School
Oran M. Roberts Elementary School
Priscilla L. Tyler Elementary School
Sequoyah Elementary School
Stevens Park Elementary School

Denver City ISD
Excalibur GED/AEP[DA]

Eagle Pass ISD
EPHS – C. C. Winn Campus
Eagle Pass High School[DA]

Edinburg Consolidated ISD
Hargill Elementary School

Faben ISD
Fabens High School

Galveston ISD
Alternative School[DA]

Goodrich ISD
Goodrich Elementary School**

High Island ISD
High Island Middle School

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.
DA	Desk audit. The first-year *low-performing* campuses whose ratings were due solely to a high dropout rate will receive a desk audit.

Hitchcock ISD
Northside Elementary School
Stewart Elementary School

Houston ISD
Attucks Middle School
Black Middle School[DA]
Community Services – Secondary[*]
Concord Elementary School
Durham Elementary School
Employment Training Center[DA]
Franklin Elementary School
Gulf Shores Alternative School[DA]
Harper School
HCC - Alternative[DA]
Houston Accelerated Charter Academy
Kashmere Gardens Elementary
L E A P[DA]
Lee Elementary School
McCardell Academy[DA]
Scott Elementary School
Sherman Elementary School
Y E S[DA]

Hull-Daisetta ISD
Hull-Daisetta High School

Lampasas ISD
Challenger High School[DA]

Littlefield ISD
Littlefield Instructional Center

Livingston ISD
Livingston High School[DA]

Manor ISD
Bluebonnet Trail Elementary

Mathis ISD
Mathis High School[DA]

Mineral Wells ISD
Mineral Wells High School[DA]

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[DA]
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 Schooll

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 NV

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 FA
China Spring ISD MD
Lorena ISD MD
Midway ISD MD
Waco ISD MD
OPTIONS
Liberty Hill ISD
Panther Academy NV

Northwest ISD
Denton Creek

Raymondville ISD
Raymondville Instructional Center

Roma ISD
Instructional and Guidance Center*

Ropes ISD FA

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

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.

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.

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 *T*

Low-Performing Campuses

Academy of Houston
Academy of Houston Charter *T*

Arlington ISD
Crouch Elementary School *T*
Workman Junior High School *T*

Austin ISD
Dobie Middle School *2T*
Johnson High School *D*
Johnston High School *2D*
Langford Elementary School *T*
Lanier High School *2D*
McCallum High School *3D*
Pearce Middle School *2T*
Reagan High School *2D*
Travis High School *2T*

Axtell ISD
Methodist Home Boys Ranch *2T*

Beaumont ISD
Central Senior High School *T*

Big Spring ISD
Goliad Elementary School *T*

Bright Ideas Charter
Bright Ideas Charter School *T*

Brownsville ISD
Teen Learning Community School *T*

Bryan ISD
Special Opportunity School *T*

Calvert ISD
W.D. Spigner Elementary School *2T*

Carrizo Springs CISD
Asherton Elementary School *T*

Children First Academy-Dallas
Children First Academy of Dallas Charter *T*

Children First Academy-Houston
Children First of Houston Charter School *T*

Clarksville ISD
Cheatham Middle School *T*

Cleveland ISD
Cleveland Junior High School *T*

Conroe ISD
Austin Elementary School *T*

Corsicana ISD
Carroll Elementary School T

Dallas ISD
Amelia Earhart Elementary School *T*
Ascher Silberstein Elementary School *T*
Bayles Elementary School *T*
Buckner Academy *T*
David G. Burnet Elementary School *T*
Esperanza Medrano Elementary School *T*
J. L. Long Middle School *T*
James B. Bonham Elementary School *T*
James Bowie Elementary School *T*
James S. Hogg Elementary School *T*
Joseph McMillan Primary School *T*
Julian T. Saldivar Elementary School *T*
Lida Hooe Elementary School *T*
Lorenzo De Zavala Elementary School *T*
Maple Lawn Elementary School *T*
Mount Auburn Elementary School *T*
Onesimo Hernandez Elementary School *2T*
Oran M. Roberts Elementary School *2T*
Phyllis Wheatley Elementary School *T*
Prairie Creek Academy *T*
Preston Hollow Elementary School *T*
R. C. Buckner Elementary School *T*
Richard Lagow Elementary School *T*
S. S. Conner Elementary School *T*
Sam Houston Elementary School *T*
Stevens Park Elementary School *2T*
W. W. Bushman Elementary School *T*
William B. Miller Elementary School *T*

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*

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.

Galveston ISD
Morgan Academy of Fine Arts *T*

Grand Prairie ISD
Crockett Elementary School *T*

Greenville ISD
Greenville Middle School *T*

Guardian Angel Performance Academy
Guardian Angel Performance Academy Charter *T*

Higgs, Carter, King Gifted/Talented
Higgs, Carter, King, Gifted and Talented Charter School ***T***

Hitchcock ISD
Hitchcock High School *D*

Houston ISD
Centripet II School *T*
Community Education Partners South School *T*
Community Education Partners S. W. School *B*
Cullen Middle School *T*
Education Learning Enrichment Center School *D*
Employment and Training Center School *2D*
Energized For Excellence Academy *T*
Gregory-Lincoln Education Center School *T*
Gulf Shores Alternative School *2D*
HCC-Alternative Education School *2D*
Houston Accelerated Academy *2T*
Houston Read Commission School *D*
L E A P School *2D*
Language Acquisition Transitional School *D*
McCardell Academy *2D*
MLK Projects S A F E School *T*
Westbury High School *D*

Jacksonville ISD
Joe Wright Elementary School *T*

Jesse Jackson Academy
Jesse Jackson Academy Charter *B*

John H. Wood Charter
John H. Wood Charter School *B*

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*

On-site reviews will be conducted during the 2000-2001 school year at the 8 alternative education campuses and 25 charter schools that were rated AE: *needs peer review* in 2000.

Academy of Skills and Knowledge
Academy of Skills and Knowledge Charter

Academy of Accelerated Learning
Academy of Accelerated Learning Charter

Academy of Transitional Studies
Academy of Transitional Studies Charter

Austin ISD
Huston-Tillotson GED School

Benji's Special Academy
Benji's Special Education Academy Charter

Blessed Sacrament Academy
Blessed Sacrament Academy Charter High School

Building Alternatives Charter
Building Alternatives Charter School

Cedar Ridge Charter
Cedar Ridge Charter School

Corpus Christi-Richard Milburn Charter
Corpus Christi-Richard Milburn Alternative Charter School

Cotulla ISD
Cotulla Alternative School

Eagle Advantage School
Eagle Advantage Charter School

Fort Worth ISD
Newcomer Career Academy

Gateway (Student Alternative Program)
Gateway (Student Alternative Program) Charter School

Heritage Academy
Heritage Academy Charter

Houston Can! Academy Charter
Houston Can! Academy Charter

Killeen ISD
Bell County Detention Center School

Killeen-Richard Milburn Charter
Killeen-Richard Milburn Alternative High School Charter

Nancy Ney Charter
Nancy Ney Charter School

One Stop Multiservice Charter
One Stop Multiservice Charter School

Paso Del Norte
Paso Del Norte Charter School

Positive Solutions Charter
Positive Solutions Charter School

Raven School
Raven Charter School

Raymondville ISD
Raymondville Instructional Center School

Roma ISD
Accelerated Learning Academy

San Antonio ISD
Adelante Academy

Sentry Technology Preparatory
Sentry Technology Preparatory Charter School

Southwest Preparatory
Southwest Preparatory Charter School

Technology Education Charter
Technology Education Charter High School

Texas Serenity Academy-Bayshore
Texas Serenity Academy-Bayshore Charter

Texas Serenity Academy
Texas Serenity Academy Charter

Transformative Charter Academy
Transformative Charter Academy

Ysleta ISD
Academy of Science and Technology
Cesar Chavez Academy

Monitors, Masters, and Alternative Interventions

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

Table 6.3 Monitors, Masters, and Alternative Interventions for 1999 through October 2000

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 process. 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

Table 6.4 Special Education Data Elements Analyzed For Selection of Districts and Charter Schools in 1999-2000	
1.	District-level percentage of special education students relative to the State median (50th percentile) of special education students.
2.	District-level analysis of potential disproportionality of student populations served in special education identified by ethnicity, limited English proficiency, and economic disadvantage.
3.	District-level percentages of special education students by disability category relative to the State median (50th percentile) by disability category.
4.	District-level placement percentages by instructional arrangement relative to the State average placement percentages.
5.	Percentage of special education students exempted (ARD) from the statewide assessment compared to the State median (50th percentile) for exemption rates for each section of the TAAS (Reading, Mathematics, Writing).
6.	District-level analysis of number of referrals for students with disabilities to alternative education programs and/or other alternative settings due to discretionary disciplinary incidents relative to the State median (50th percentile) of referral of non-special education students in disciplinary Alternative Education Programs.
7.	District-level percentages of special education students that were reported as dropouts.
8.	District's pattern of complaints indicated by the Agency's complaint findings (for and against the district) and due process hearing findings (for and against the district).
9.	District's pattern for removing discrepancies relative to timeliness and implementation of appropriate corrective actions.
10	Percentage of special education students passing the statewide assessment compared to State median (50th percentile) for passing rates for each section of the TAAS (Reading, Mathematics, Writing).

criteria established by TEA to ensure that various ages, disability categories, and instructional service arrangements are represented in the student folders selected for review. The monitors review compliance with 36 identified indicators that measure compliance with special education requirements.

6. Roundtable discussions with parents of students with disabilities.

Special Education Compliance Status

Pursuant to legislation passed by the 76th Legislature (House Bill 2172) TEA is required, beginning with 1999-2000 school year, to determine the special education compliance status (SpECS) of each school district and charter school in the state. For 1999-2000, TEA determined the SpECS of each school district and charter school in accordance with the methodology described below. The 2000 SpECS of each school district and charter school is based upon information available to the Agency as of August 31, 2000.

1. Desk Audit: Compliant. Based on the Agency's analysis of the special education program data of every eligible school district and charter school (i.e., a "desk audit"), the Agency selected certain school districts and charter schools for either an on-site monitoring visit or a self-evaluation review. All school districts and charter schools not selected for either an on-site monitoring visit or a self-evaluation review were assigned the status **Desk Audit: Compliant**, unless the school district or charter school received an on-site review of its special education program during the 1999-2000 school year or was required, during the 1999-2000 school year, to implement corrective actions relating to outstanding compliance discrepancies resulting from an on-site monitoring review conducted prior to the 1999-2000 school year. The special education compliance status (SpECS) of each such school district and charter school was determined in accordance with the descriptions below.

2. Desk Audit: Self-Evaluation Required. This is the SpECS assigned to each school district and charter school for which the Agency's analysis of special education program data resulted in the school district or charter school being required to conduct a self-evaluation review during the 1999-2000 school year.

3. Desk Audit: Site Visit Pending. This is the SpECS assigned to each school district and char-

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.

Table 6.5 Special Education Compliance Status (SpECS), 1999-2000

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%
Site-Visit: Corrective Action Required (Unresolved)	20	1.7%
Sanctions Imposed: Unresolved Corrective Actions	2	0.2%

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 a mandate to obtain technical assistance from Region X ESC in March, 1999), TEA conducted a follow-up on-site visit in October, 1999. During that visit, TEA determined significant issues of noncompliance still existed. A special education monitor was appointed on February 10, 2000.

Since the appointment of the monitor, Dallas ISD has made progress in some areas of its special education program. However, the commissioner remains very concerned about the significant time it has taken for the district to respond to corrective actions identified to be necessary by TEA. In a letter from the commissioner dated October 10, 2000, Dallas ISD was notified that its 2000 SpECS would be *Sanctions Imposed: Unresolved Corrective Actions.* In addition, Dallas ISD was informed that if the district has 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 is 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, Dallas 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 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, together with recent changes in the administrative leadership of Dallas ISD, will be effective in bringing the district into full compliance with federal and state special education requirements. TEA is currently planning to conduct an on-site review of Dallas ISD's special education program in spring 2001.

La Pryor ISD
(Out of Compliance since 9/1/99)

On March 15, 1999, the commissioner exercised the authority granted by TEC §39.131 and appointed a special education monitor to La Pryor ISD. This decision was based on La Pryor ISD's repeated failure to submit documentation of follow-up actions needed to correct certain areas of noncompliance originally identified by TEA during an on-site DEC visit to the district in December, 1996.

Following the appointment of the monitor, La Pryor ISD submitted a number of corrective actions. In a letter dated September 21, 1999, La Pryor ISD was informed of TEA's decision to provide the district with an opportunity to continue the implementation of its corrective ac-

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 is 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.

Site-Visit: Corrective Action Required (unresolved) (20 Districts/Charter Schools)

District/Charter School	Out of Compliance Since:
Austin ISD	09/01/99
Beaumont ISD	09/01/99
Blessed Sacrament Academy Charter School	09/01/99
Building Alternatives Charter School	09/01/99
Corpus Christi ISD	09/01/99
Edgewood ISD	09/01/99
Ft. Hancock	09/01/99
Girls and Boys Prep Academy Charter School	09/01/99
Medical Center Charter School	09/01/99
Milano ISD	09/01/99
Nordheim ISD	09/01/99
One Stop Multiservice Charter School	09/01/99
Port Arthur ISD	09/01/99
R.Yzaguirre School For Success Charter	09/01/99
Timpson ISD	09/01/99
United ISD	09/01/99
University of Houston Charter School	09/01/99
Waco Charter School	09/01/99
West Houston Charter School	09/01/99
White Settlement ISD	09/01/99

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 is 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.

Site-Visit: Corrective Action Required (Under Review by TEA) (129 Districts/Charter Schools)

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
Bloomburg ISD	10/18/99
Bloomington ISD	09/01/99
Blue Ridge ISD	12/06/99
Brady ISD	11/15/99
Brooks County ISD	01/31/00
Brownsboro ISD	02/28/00
Bruceville-Eddy ISD	04/03/00
Buena Vista ISD	09/13/99
Burnet CISD	02/28/00
Bushland ISD	09/01/99
Carrollton-Farmers Branch ISD	10/18/99
Celina ISD	12/06/99
Cherokee ISD	11/15/99
Chilton ISD	04/24/00
China Spring ISD	04/03/00
Clarksville ISD	03/20/00
Community ISD	12/06/99
Conroe ISD	04/03/00
Coolidge ISD	02/14/00
Cotton Center ISD	09/27/99
Cross Roads ISD	02/28/00
Edcouch-Elsa ISD	11/29/99
Elgin ISD	04/24/00
Elysian Fields ISD	03/20/00
Eustace ISD	02/28/00
Falls City ISD	09/01/99
Fannindel ISD	02/28/00
Farmersville ISD	12/06/99
Frisco ISD	12/06/99
Georgetown ISD	05/08/00
Glen Rose ISD	09/27/99
Goliad ISD	09/01/99
Goodrich ISD	11/15/99
Goose Creek ISD	03/06/00
Grapeland ISD	05/08/00
Groesbeck ISD	02/14/00
Hallsburg ISD	04/03/00
Hallsville ISD	03/20/00
Houston ISD	02/14/00
Huffman ISD	02/28/00
Hughes Springs ISD	10/18/99
Iraan-Sheffield ISD	09/13/99
Jasper ISD	03/20/00
Jourdanton ISD	03/20/00
Karnack ISD	03/20/00
Karnes City ISD	09/01/99
Kenedy ISD	09/01/99
Kirbyville CISD	05/01/00
La Villa ISD	11/29/99
Lapoynor ISD	02/28/00
Laredo ISD	01/31/00
Liberty-Eylau ISD	03/20/00
Linden-Kildare CISD	10/18/99
Lipan ISD	09/27/99
Littlefield ISD	09/27/99
Livingston ISD	04/24/00
Lockhart ISD	05/08/00
Lohn ISD	11/15/99
Longview ISD	10/18/99
Lorena ISD	04/03/00
Malakoff ISD	02/28/00
Marlin ISD	04/24/00
Mart ISD	04/03/00
McCamey ISD	09/13/99
McLeod ISD	10/18/99
Melissa ISD	12/06/99
Memphis ISD	05/01/00
Mexia ISD	02/14/00
Midlothian ISD	03/06/00
Monte Alto ISD	11/29/99
Morgan ISD	01/31/00
Muleshoe ISD	05/01/00
Murchison ISD	02/28/00
Navasota ISD	01/31/00
Perrin-Whitt CISD	11/29/99
Prosper ISD	12/06/99
Rankin ISD	09/13/99
Red Oak ISD	03/06/00
Refugio ISD	09/01/99
Richland Springs ISD	11/15/99
Riesel ISD	04/24/00
Rio Grande City CISD	01/31/00
Rochelle ISD	11/15/99
Rocksprings ISD	01/31/00
Roma ISD	01/31/00
Rosebud-Lott ISD	04/24/00
Royal ISD	05/01/00
Runge ISD	09/01/99
San Marcos CISD	03/06/00
San Saba ISD	11/15/99
Schleicher ISD	01/31/00
Silsbee ISD	05/01/00
Slidell ISD	02/28/00
Slocum ISD	01/31/00
Snyder ISD	02/28/00
Southside ISD	03/20/00
Spade ISD	09/27/99
Springlake-Earth ISD	09/27/99
Sudan ISD	09/27/99
Tenaha ISD	02/28/00
Tolar ISD	09/27/99
Tornillo ISD	04/03/00
Trinidad ISD	02/28/00

(continued)

Site-Visit: Corrective Action Required (Under Review by TEA) (129 Districts/Charter Schools)

District/Charter School	Out of Compliance Since:
Tulia ISD	05/01/00
Vega ISD	09/01/99
Victoria ISD	05/08/00
Walcott ISD	08/30/99
West ISD	04/03/00
Westphalia ISD	04/24/00
Wildorado ISD	09/01/99
Wilmer-Hutchins ISD	01/10/00
Woodsboro ISD	08/30/99
Wylie ISD	12/06/99

Each district and charter school assigned a 2000 SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)* received an on-site visit during the 1999-2000 school year. The period of time for which each district or charter school is considered to be out of compliance begins as of the date of the on-site visit. It is important to note, however, that each district and charter school identified has submitted to TEA a corrective action plan for addressing compliance citations noted by TEA as a result of the on-site visit. TEA staff is currently in the process of reviewing these corrective action plans. TEA anticipates that in the majority of cases, the corrective action plans submitted by these districts and charter schools will be sufficient to bring the districts and charter schools into compliance with federal and state special education laws.

Agency Contact Person

For information on accountability ratings, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701.

For information on intervention and state special education accountability requirements, Karen Case, Associate Commissioner for Quality, Compliance, and Accountability Reviews, (512) 463-8998.

Other Sources of Information

For an explanation of the accountability system, see the *2000 Accountability Manual* published by the Division of Performance Reporting, Department of Accountability Reporting and Research.

The *2000-2001 Alternative Education Accountability Manual*, published by the Division of Accountability Development and Support, Department of Quality, Compliance, and Accountability Reviews, provides the most current information regarding procedures for rating alternative campuses.

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

Reference Guide, Part I, District Effectiveness and Compliance (published each school year).

Reference Guide, Part II, District Effectiveness and Compliance, Special Education (published each school year).

Special Education Operating Guidelines Manual For Accountability Monitoring On-Site Reviews 2000-2001

Accountability Procedures Manual for On-Site Evaluations (published each school year).

Special Education Data Analysis System, School Year 2000-2001.

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/.

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 system. Like school districts, charter schools are rated based on Texas Assessment of Academic Skills (TAAS) performance, attendance rates, and dropout rates. Charters are granted for a period of five years, with renewal dependent on performance. In addition to evaluation under the statewide accountability system, charter schools are evaluated annually by an independent evaluation team.

Additional information about charter schools and charter school students may be obtained from the Agency. Information derived from 1999-2000 school year data will be available after November 1, 2000.

Table 7.1 General State Waivers Approved in 1999-2000

Type	1999-00
Staff Development	580 (34.1%)
Staff Development For Reading/Language Arts	35 (2.1%)
Reading/Language Arts-Mathematics..	36 (2.1%)
Mathematics	20 (1.2%)
Course Requirements	76 (4.5%)
Certification	105 (6.2%)
Modified Schedule Alternative Education Program	48 (2.8%)
Texas Assessment of Academic Skills (TAAS)	132 (7.8%)
Student Identification/Gifted and Talented	25 (1.5%)
Early Release Days	397 (23.4%)
Pregnancy-Related Services	26 (1.5%)
Textbooks	154 (9.1%)
Other Misc. Waivers	66 (3.9%)
Total General Waivers Approved	**1,700 (100.0%)**

State Waivers

While the new Texas Education Code and the sunset review of SBOE rules have greatly enhanced local authority, school districts and campuses continue to seek waivers from state laws and rules they believe impede efforts to improve student performance. During the 2000 fiscal year, the commissioner of education granted 1,700 general state waivers (see Table 7.1).

The type of waiver most frequently requested allows a district or campus to modify its calendar to make additional time available for staff development. For the 1999-2000 school year, the commissioner of education approved 580 waivers granting a maximum of three days for general staff development. These waivers for additional general staff development accounted for 34 percent of the general state waivers approved in fiscal year 2000. To encourage staff development related to reading/language arts, the commissioner approved an

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 enrollement 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 reform 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.

Table 7.2 Class Size Waivers Approval in 1999-2000

Fall 1999	141
Spring 2000	127
Total for 1999-2000	**268**

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 statewide waivers accounted for 94 percent of the programmatic waivers received by districts in 1999-2000:

1) *Title I, Part A Program*—This waiver eliminates the 50 percent poverty requirement for Title I, Part A schoolwide eligibility. This waiver applies to campuses that are eligible for Title I, Part A services, but which do not have at least 50 percent of its students from low-income families.

2) *Title II, Eisenhower Professional Development Program*—This waiver allows the use of up to 25 percent of Title II Eisenhower Professional Development Program funds reserved for professional development in mathematics and science for professional development in reading/language arts and in social studies.

3) *Title II, Eisenhower Professional Development Program*—This waiver eliminates the 33 percent local cost share requirement for the Title II Eisenhower Professional Development Program.

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.

Administrative Cost Ratios

In 1999 and 2000, the Texas Education Agency (TEA) examined the ratio of school districts' administrative expenditures to instructional expenditures as required by Section 42.201 of the Texas Education Code. The following information summarizes the methodology used to determine a district's administrative cost ratios for school years 1997-98 and 1998-99.

The administrative cost ratio for a school district is determined by dividing non-federal operating expenditures in general administration and instructional leadership by expenditures in instruction, instructional resources, curriculum development and instructional staff development, and guidance and counseling services. These ratios are compared to target standards set by commissioner's rule for districts within one of six average daily attendance (ADA) groups. Table 8.1 shows the statewide mean administrative cost ratio for the years 1988 through 1999.

Districts exceeding the applicable standard are required to either submit a plan to reach compliance during the next full school year or request a waiver from the commissioner. The commissioner has authorized a small number of waivers for districts that demonstrate justified costs over which the district has no control. Districts awarded a waiver are allowed a higher standard than other districts in the same ADA group but cannot exceed the standard established by waiver. If a district again exceeds the applicable standard or waiver standard during the subsequent school year, an amount equal to the excess administrative expenditures is withheld from state aid payments.

During the 1997-98 school year, 11 districts exceeded the applicable administrative cost standard. Of this number, 2 districts also exceeded standards during the 1995-96 school year. For the 1999-2000 school year, a total of $23,914 was withheld from state aid payments to these districts. For the 1998-99 school year, 16 districts exceeded the applicable administrative cost standard. Of this number, 2 districts also exceeded standards during the 1996-97 school year and are subject to having a total of $11,926 withheld from state aid for the 2000-2001 school year. Table 8.2 shows ADA groups, the standards set by commissioner's rule, and the distribution of districts that have exceeded standards for the past four years.

Agency Contact Person

For information on administrative cost ratios, contact Joe Wisnoski in the Department of School Finance and Fiscal Analysis at (512) 463-8994.

Table 8.1 Historical Administrative Cost Ratios, 1998 Through 1999

1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
0.181	0.179	0.174	0.171	0.162	0.116	0.136	0.133	0.125	0.122	0.118	0.119

Table 8.2 Districts Exceeding Administrative Cost Standards

		Number of Districts				Percent of Districts			
ADA Group	**Standard**	**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%
500 to 999	0.1561	3	3	2	5	1%	1%	1%	2%
Less than 500	0.2654	3	4	4	2	1%	1%	1%	1%
Sparse	0.3614	4	3	1	1	5%	4%	1%	1%
Statewide		**19**	**15**	**11**	**16**	**2%**	**1%**	**1%**	**2%**

District Reporting Requirements

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

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

There are 147 data elements in PEIMS for the 2000-01 school year, and all reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. This large-scale data collection is designed to meet a number of data submission requirements in federal and state law. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education Information meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by this committee, which is comprised of representatives of school districts, regional education service centers, and legislative and executive state government offices.

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

The agency maintains a system used for gathering information in an electronic format for the Child Nutrition Program Information Management System (CNPIMS). This data collection sys-

Table 9.1 Information Types in the PEIMS Electronic Collection

Organizations

- District name and assigned number
- Shared service arrangement types, fiscal agent, and identifying information
- Campus identification and certain program component information specific to that campus

Finances

- Budgeted revenue and expenditures for required funds, functions, objects, organizations and programs
- Actual revenue and expenditures for required funds, functions, objects, organizations and programs

Staff

- Identification information, including Social Security number and name
- Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
- Employment, including days of service, salary, and experience within the district
- Permits held by staff to perform certain job functions
- Responsibilities, including the types of work performed, its location, and, in some cases, the times of day

Students

- Identification, including a unique student number, name, and basic demographic information
- Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
- Attendance information for each six-week period and special program participation
- Course completion for Grades 9-12
- Graduated student information
- School leaver information
- Disciplinary actions

tem is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through an Internet connection. There are approximately five principal entry screens with about 30 data elements in the CNPIMS for the 2000-01 school year, and all reporting requirements for the elements are documented online. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A comparable system for order entry of textbooks has also been developed at the agency. The Educational Materials (EMAT) system allows schools to place textbook orders over the Internet. There are multiple steps to the process, but school districts generally enter the materials code and a quantity to place an order.

School districts have been given the ability to enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) was implemented to allow users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive interstate information network for migrant students. This system is designed to allow student data to be shared among school districts serving migrant children. School districts now update certain basic contact and organizational data through a web-based application known as Ask TED (Texas Education Directory).

Certain applications for funding and related documentation for a limited set of grant programs can also be done online in an Internet-based application. Applications for Carl Perkins funds and certain funds managed by the Divisions of Special Education and Service for the Deaf can be completed and submitted over the Internet. Certain expenditure reports may also be completed online.

The Texas Education Agency proscribes paper collection instruments for certain information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead-time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values, or requires a more open reporting format than electronic formats provide.

Table 9.2 Bulletin 742 Summary for 1999-2000

Documents published and available on TEA web site	**50**
Business forms	18
Data collection instruments	32
32 Total Data Collections for 2000-2001	
Federal Requirements	**16**
Title I	6
Eisenhower Professional Development	1
Safe and Drug-Free Schools	1
Emergency Immigrant Education	1
Gun-Free Schools	1
Special Education	3
Civil Action 5281	3
State Requirements	**14**
Bilingual Education	2
Special Education	1
Transportation	2
Other	9
Both State and Federal Requirements	**2**
Adult Education	1
Career and Technology	1

Paper collection requirements are presented on the TEA web site, along with a downloadable version of each collection instrument. This form of publication replaces the published paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The web site publication has excluded certain short-term data collections, such as one-time surveys or transitional collection systems.

The Texas Education Agency Data Approval Committee (TEADAC) is made up of agency staff from across the agency. In addition to conducting a sunset review of documents in Bulletin 742, the committee is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make paper collections more effective and less burdensome. The result is a much smaller set of paper collections, which are categorized in Table 9.2.

The sources of remaining data requirements are also shown in Table 9.2. The number of paper collections has been substantially reduced in part due to elimination of statutory requirements or

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 (TEADAC).

Other Sources of Information

2000-01 Public Education Information Management System Data Standards; TEA Web Site http://www.tea.state.tx.us.

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.

Table 10.1 New and Expanded State Programs for Public Education (Biennium 2000-2001)

9th Grade Basic Skills	$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 Prekindergarten program. Funding will increase in 2000-2001. In addition, the legislature appropriated $173 million to the Student Success Initiative. This initiative focuses resources on teaching children to read in the early grades. It is a goal of the legislature, and of the State Board of Education and this agency, that all children will demonstrate reading proficiency on the 3rd grade TAAS assessment. The Student Success Initiative provides funds for teacher training, student remediation and instruction in reading and more opportunities for students to pass the 3rd grade TAAS reading assessment. The initiative is a "ground up" approach

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 linked to the goals, strategies and objectives of the agency strategic plan. The agency's strategic plan structure is detailed at the conclusion of the chapter with expenditures reflected at the strategy level (Table 10.2).

Agency Operations

The agency consistently ranks among the states as one of the most efficient state departments of K-12 public education. With over 1000 school districts and 844 full time equivalent employees (FTE), the agency increasingly relies on technology and the innovation and creativity of program staff to carry out its mission.

In 1998, the agency was recognized by the American Productivity Council and the Education Commission of the States as a "Best Practice Partner." The recognition was, in part, a reflection of the agency's ability to undertake successful change management and respond positively to a challenging environment. The agency downsized from 1144 FTE in FY 1995 to 834 FTE by FY 1998. With an increasing confidence in local control of school districts and a less-regulated environment for school administrators, the smaller agency staff has focused on its core mission of accountability for student results with great success.

The agency administration will continue to face challenges in the coming year stemming from the implementation of all of the new funding programs approved by the 76th legislature, as well as the continuing support given to the expanding open-enrollment charter school populations. With an emphasis on "working smart" through technological tools such as ISAS and the development of a new Foundation School Program payment system, along wtih an increased emphasis on risk-based monitoring of school district programs and finances, the agency stands ready to meet those challenges.

Agency Contact Persons

Bill Monroe, Chief of Operations, (512) 463-9437; Shirley Beaulieu, Managing Director of Financial Management, (512) 475-3773; Adam Jones, Director of Budget and Planning, (512) 463-9171

Other Sources of Information

FY 2001 Agency Annual Administrative and Program Strategic Budget; *Legislative Appropriations Request for Fiscal Years 2002-2003,* Texas Education Agency, August 2000

Table 10.2 Expenditures Under TEA Goals, Objectives, and Strategies		
Goal A **Standards of Achievement and Equity:** The Texas Education Agency will build the capacity of the state public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies by developing and communicating standards of student achievement and district and campus accountability. (Texas Education Code §4.002)		
Strategy A.1.1. **Assessment:** 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.	1999-00 $66,356,482	2000-01 $68,556,483
Strategy A.1.2. **Accountability System:** 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.	$2,500,000	$2,500,000
Strategy A.2.1. **Foundation School Program:** 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.	$10,515,583,801	$11,184,711,700
Strategy A.2.2. **Maximizing School Facilities:** Operate an equalized school facilities program and disburse facilities funds.	$173,000,000	$223,000,000
Strategy A.3.1. **Instructional Materials:** Provide students equitable access to instructional materials supporting the state's essential knowledge and skills.	$583,769,002	$115,455,002 +U.B.*
Strategy A.3.2. **Technology:** 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.	$43,594,604	$44,841,804

*U.B. = unobligated balance

Table 10.2 (continued) Expenditures Under TEA Goals, Objectives, and Strategies		
	1999-00	2000-01
Strategy A.3.3. **Improving Educator Performance:** 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.	$9,800,024	$9,800,024
1999-00 Total - Goal A $11,394,603,913	**2000-01 Total - Goal A** $11,648,865,013	
Goal B **Local Excellence and Achievement:** 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)		
Strategy B.1.1. **Instructional Excellence:** 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.	$285,567,407	$288,817,407
Strategy B.2.1. **Program and Funding Flexibility:** Develop and implement, with regional education service centers and school districts, accelerated instruction programs that take full advantage of Texas' status as an Ed-Flex state.	$759,645,978	$758,243,599
Strategy B.2.2. **Students with Disabilities:** Build the capacity of regional education service centers, school districts, and service providers to develop and implement programs that ensure students with disabilities attain the state's goals of exemplary academic performance.	$388,133,043	$388,133,043
Strategy B.2.3. **Support Programs:** 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.	$48,372,327	$48,372,327

Table 10.2 (continued) Expenditures Under TEA Goals, Objectives, and Strategies		
	1999-00	2000-01
Strategy B.2.4. **Child Nutrition Programs:** Build the capacity of the state public education system by implementing and supporting efficient state child nutrition programs.	$725,887,815	$726,615,815
Strategy B.2.5. **Adult Education:** 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
Strategy B.2.6. **Windham School District:** 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
Strategy B.3.1. **Regional Training and Development:** 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
Strategy B.3.2. **Deregulation and School Restructuring:** Encourage educators, parents, community members, and university faculty and personnel to increase involvement in education, improve student learning, and develop and implement programs that meet local needs.	$109,290,755	$115,920,775
1999-00 Total - Goal B $2,473,454,969	**2000-01 Total - Goal B** $2,483,060,610	
Goal C **Texas Education Agency Operations:** The Texas Education Agency will fulfill its statutory responsibilities in building the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
	1999-00	2000-01
Strategy C.1.1. **Accountability Operations:** Develop and implement standards of district and campus accountability for the student achievement and financial performance of districts by conducting research, reporting results, and responding to districts and campuses not meeting state standards.	$10,990,776	$11,366,053

Table 10.2 (continued) Expenditures Under TEA Goals, Objectives, and Strategies		
Strategy C.1.2. **School Finance System Operations:** Efficiently manage the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.	1999-00 $20,902,758	2000-01 $20,902,758
Strategy C.1.3. **Improving Instruction Operations:** Provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the state's essential knowledge and skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.	$12,686,286	$9,874,854
Strategy C.2.1. **Local Authority Operations:** Foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, and community members to develop programs that increase involvement in education, improve student learning, and meet local needs.	$6,048,636	$6,911,189
Strategy C.2.2. **Special Populations Operations:** Support access by all students to instructional programs based on the state's essential knowledge and skills.	$7,800,810	$7,801,652
1999-00 Total - Goal C $58,429,266	**2000-01 Total - Goal C** $56,856,506	
Goal D **Indirect Administration**		
Strategy D.1.1. **Indirect Administration - Central Administration**	1999-00 $9,083,390	2000-01 $9,012,614
Strategy D.1.2. **Indirect Administration - Information Resources**	$15,737,839	$16,750,515
1999-00 Total - Goal D **$24,821,229**	**2000-01 Total - Goal D** **$25,763,129**	
1999-00 GRAND TOTAL **$13,951,309,377**	**2000-01 GRAND TOTAL** **$14,214,545,258**	

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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