The State of Texas' Failure to Provide an Equitable Education to Latinx Students

Monographs by the Texas Latino School Boards Association

Edited by
Dr. Jayme Mathias

Texas Latino School Boards Association
Austin, Texas

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Preface

Dr. Jayme Mathias

The present collection of monographs advances a simple thesis: The State of Texas continues to fail to fulfill its constitutional, statutory and moral obligation to provide a truly equitable education to all Texas students.

In 2019, while serving as a Director of the Texas Association of School Boards (TASB), Former Katy ISD Trustee George H. Scott shared a thorough and convincing presentation on this thesis to the Board of Directors of the Mexican American School Boards Association (MASBA). Trustee Scott demonstrated the failure of the districts of MASBA and TASB officers to serve students of color, but he squarely laid the blame at the feet of the Texas Legislature, for its failure to adequately fund public education, and the Texas Education Agency, for its manipulation of data to maintain the appearance that it is meeting its responsibilities to disadvantaged students.

In 2021, after 3.5 years of wholehearted service to MASBA, I was entirely disillusioned by its board's unwillingness—likely for political reasons—to champion the needs of the 2.9 million Latinx students who comprise the majority of our Texas public schools. It was clear that another organization—the Texas Latino School Boards Association—was needed to address such needs.

I wish to share the TLSBA's deep appreciation for Trustee George H. Scott. His research, as initially set forth in his work, *The Lies of Texas: The Continued Damage Inflicted by the "Texas Education Miracle" on Disadvantaged Students*, largely inspired the monographs of this work. We thank him for his lifelong passion for the education of disadvantaged students, and we credit him for the numbers behind many of the tables and charts in this work.

We also thank Former MASBA President, Executive Director, and Ambassador Louis Q. Reyes, III. "The Godfather," as he is affectionately known, served for several years as the President of the Seguin ISD Board of Trustees, and he is widely respected in Texas public education circles. Trustee Reyes was of invaluable support to me as I transitioned beyond MASBA, and he graciously served as the inaugural President of our TLSBA Board of Directors. The Godfather is not bashful about noting that everything he does—and ideally everything that all trustees and superintendents do—centers on students and student performance.

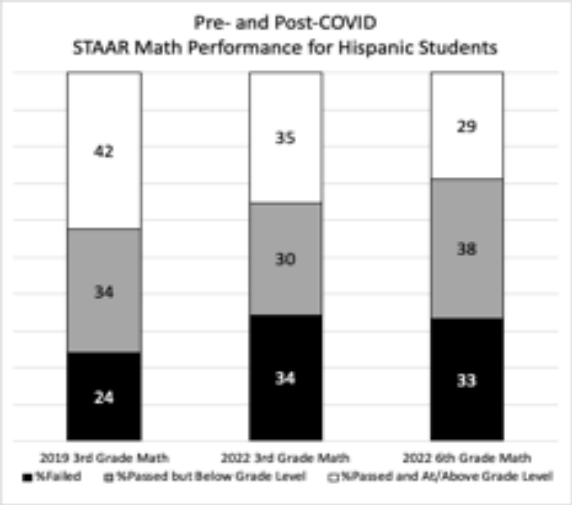
We thank Carlos Alonso Rodríguez for sharing of his extraordinary gifts to visualize the data in this work. All the extremely helpful graphs and bar charts in this work are the fruit of his labors.

We also thank our very dedicated TLSBA Legal Counsel, led by Darrick W. Eugene, Managing Shareholder of Eugene & Associates, P.C. When others waited to see what would become of the TLSBA, Legal Counsel Eugene jumped in with both feet and made a financial gift that enabled the TLSBA to offer as many scholarships as MASBA in 2022.

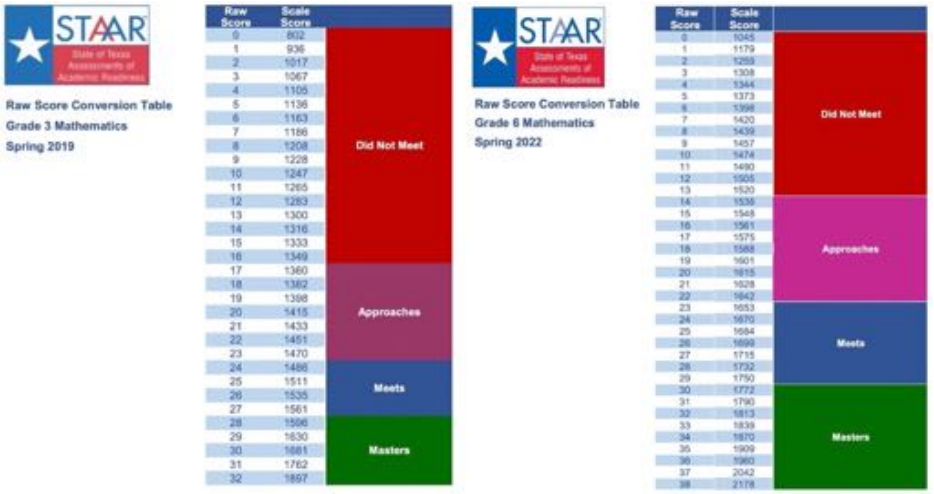
We also gratefully acknowledge the charter Advisors of the Texas Latino School Boards Association. Texas school board members are busy people, fulfilling their civic responsibilities with no remuneration and in addition to other obligations, like family and work. Two initial advisors, in particular, deserve our praise for their prioritizing of TLSBA's mission: Trustee Roger Livingston of the Greenville ISD and Trustee Linda Griffin of the Garland ISD. We thank all our Advisors for their service, not only to their local communities, but also to our statewide organization.

Due to the great disruption caused in public education by the COVID-19 pandemic, much of the student performance data in this work was collected prior to the last pre-COVID year of STAAR testing, in 2019. The August 2022 release of 2022 STAAR results, however, brings light both to the deleterious effects of the pandemic on student achievement and to the continued attempts of the State of Texas to mask truly appalling student performance.

A cursory glimpse of pre-COVID and post-COVID math results for Hispanic third-grade students in 2019 and Hispanic third- and sixth-grade students three years later, in 2022, would suggest that 13% fewer students from the same class passed the test three years later (from 42% to 29%), and that 9% more students failed the test as sixth-graders (from 24% to 33%). This isn't half the story.



The following raw score conversion tables for the 2019 and 2022 administrations of the test show how the State of Texas continues to "lower the bar," thus masking the real impact of the COVID-19 pandemic on our students. Whereas a third-grade student in 2019 needed to correctly answer 17 of 32 questions (53%) to pass to the next grade level, a sixth-grade student in 2022 needed to correctly answer only 14 of 38 questions (37%) to pass! What other academic institution would "pass" students who mastered only 37% of the content?



Soberingly, the same tables show that the State's standard to "meet" grade level required third-grade students to correctly answer 75% of questions in 2019, but only required sixth-grade students in 2022 to correctly answer 60.52% of questions to "meet" grade level.

Further, an "apples-to-apples" comparison would presume that the same level of academic rigor is maintained across grade levels, an assertion disproven in Trustee Scott's work, *The Lies of Texas*.

The Texas Latino School Boards Association is committed to providing research and resources for educational leaders who are dedicated to closing gaps for the students of our Texas public schools. We hope that this work will be of value to you in your advocacy for the many students who are counting on us!

"Passing" Students Not at Grade Level

Texas Latino School Boards Association

The desire to sustain the (mis)perception of a "Texas Education Miracle" has led to a situation where hundreds of thousands of students annually "pass" a state test, allowing the State to argue that it is providing an equitable education to all students, even while those same students are not achieving grade level. The STAAR (State of Texas Assessments of Academic Readiness) divides students into four categories based on test performance: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level.

The percentages of students in these categories, however, does not add up to one—unless the percentage of students who "Meet Grade Level" is subtracted from the percentage of students who "Approach Grade Level."

To be clear, *all* students who do *not* "Meet Grade Level" are *below* grade level. The State's test of constitutional equity, though, is not based on students meeting grade level; it is based on students who are "approaching grade level."

In 2019, during the last administration of the STAAR before the COVID-19 pandemic, more than 90% of Texas students in grades 3 to 8 took the STAAR reading test in English. The following table shows the number of Texas students who took the STAAR in English and in Spanish in grades 3 through 8 in spring 2019.

Grade	English	Spanish	Total	% English
3rd	356,901	33,075	389,976	91.5%
4th	380,152	25,576	405,728	93.7%
5th	394,750	15,979	410,729	96.1%
6th	410,026	-	410,026	-
7th	399,427	-	399,427	-
8th	392,556	-	392,556	-

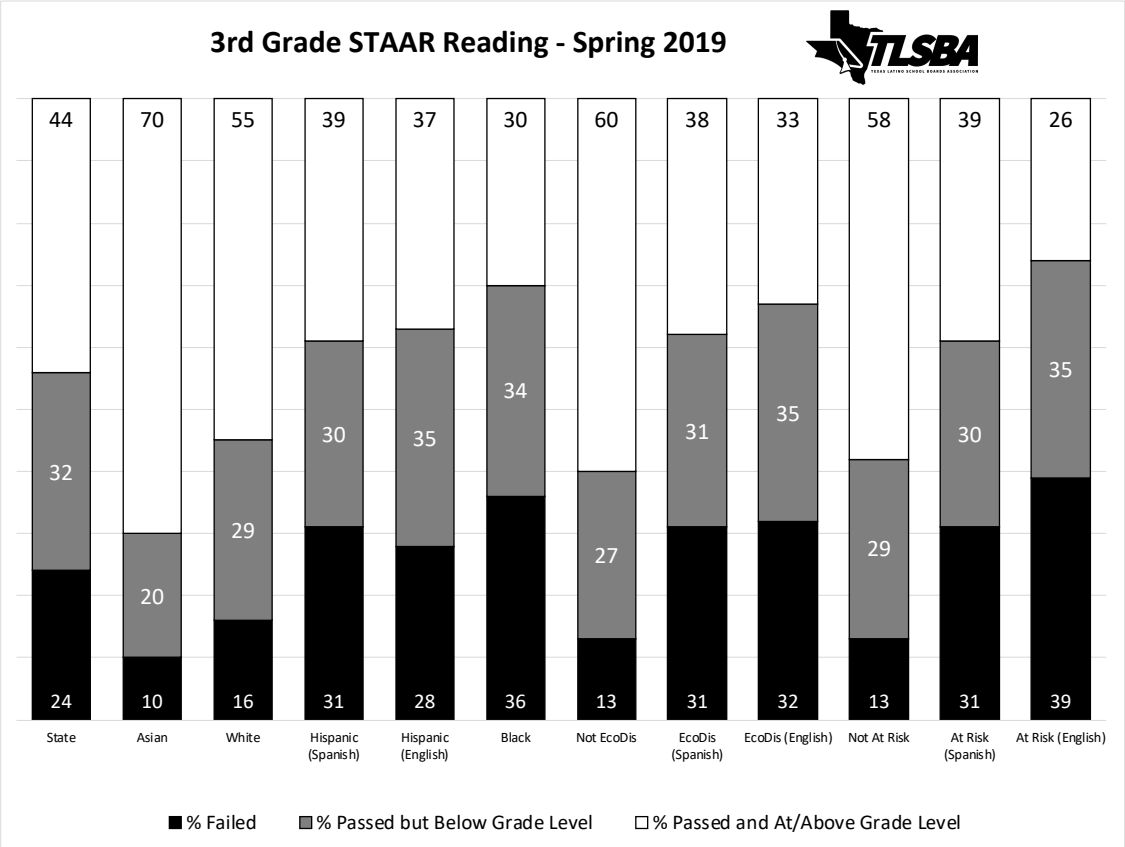
98.7% of the 33,075 third-grade students who took the STAAR in Spanish were Hispanic. Because more Hispanic students took the STAAR in Spanish than Asians students who took the STAAR in English, they are included as a subpopulation in the bar charts below.

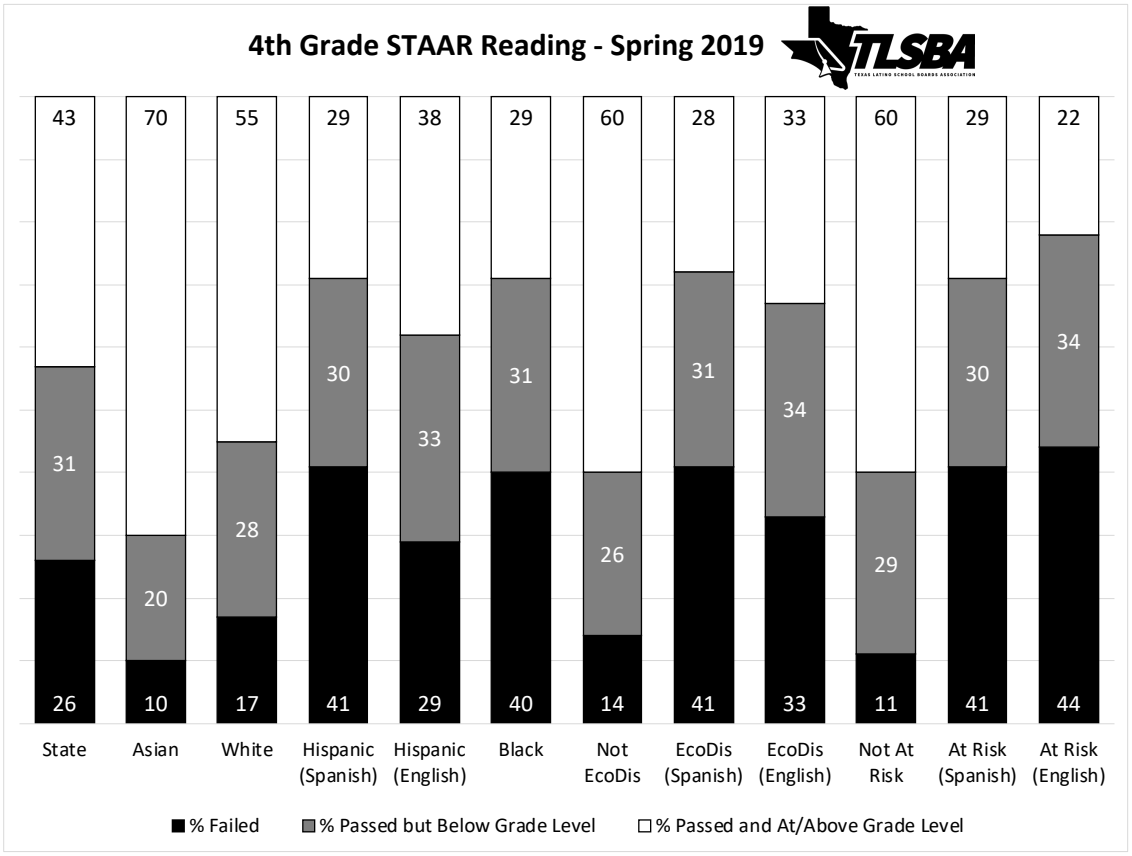
The white area of each bar indicates the percentage of students who passed the test and are at or above grade level. The percentage of students who failed the test and are not at grade level is shown in black.

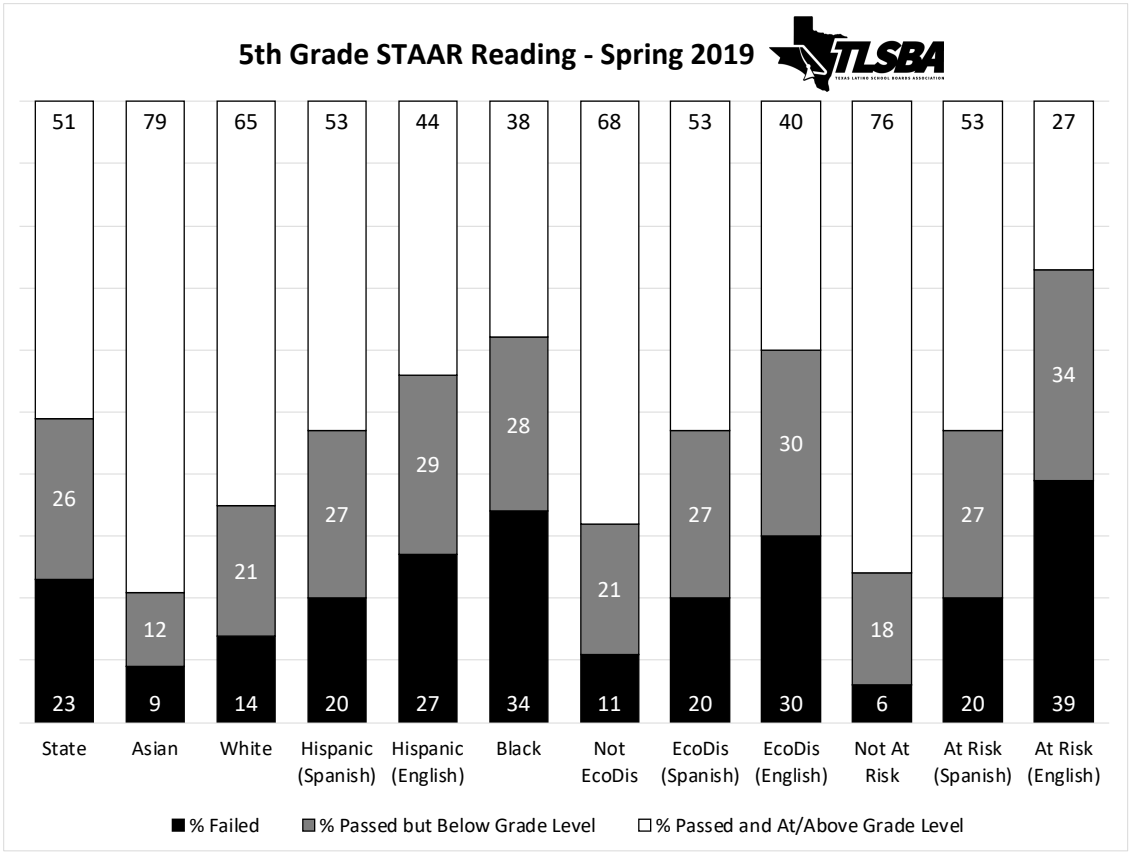
The grey area of each bar represents the deception perpetrated by the state of Texas: These students are classified as "approaches grade level," and they "passed" the STAAR—even though they were *not* at grade level.

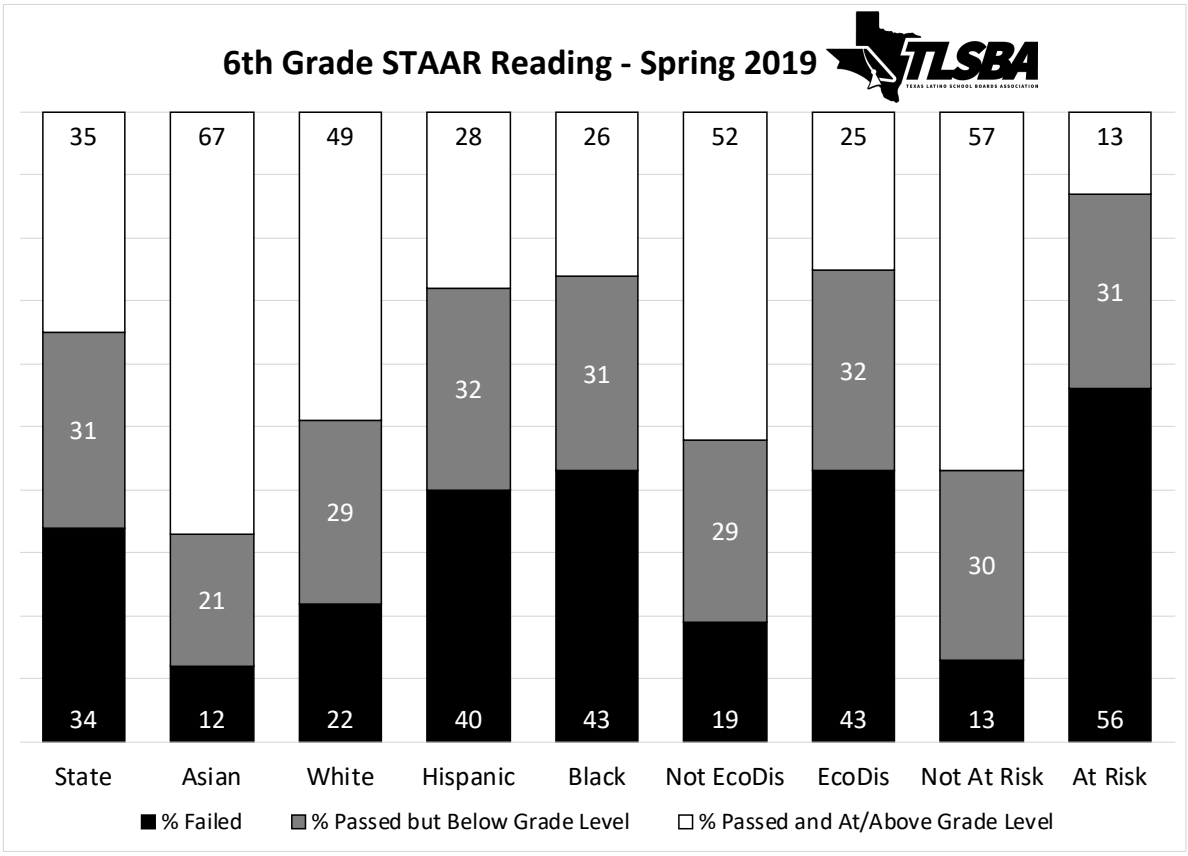
The grey area of each bar becomes increasingly important with each passing year since the inability to be on grade level is often exacerbated over the years, such that, by the time of exit exams in high school, all students who "pass" the STARR, even if not at grade level, are exempted from Individual Graduation Committees, the state's mechanism for awarding diplomas to students who do not pass the STAAR. In short, the grey area represents all the students who were promoted to the next grade or who graduated from high school *without* mastering the necessary knowledge and skills expected of students of their grade level.

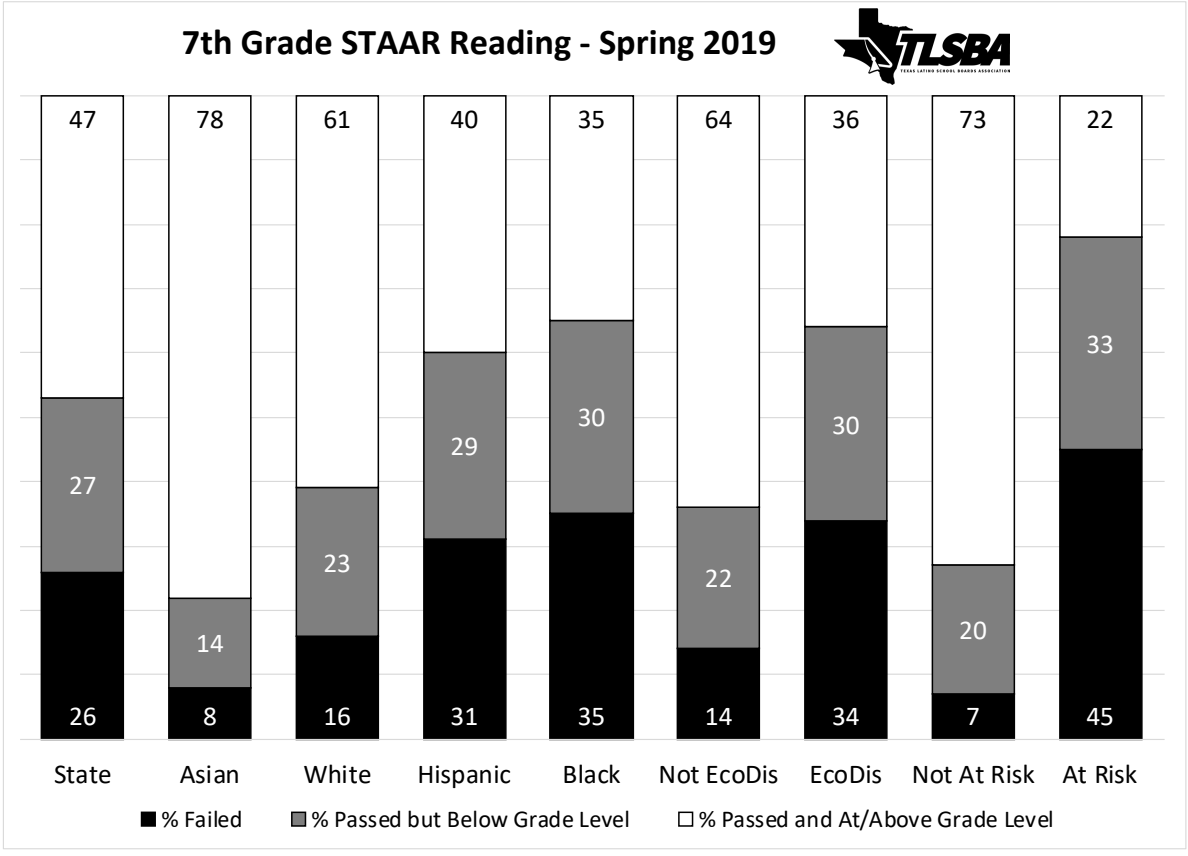
The grey area represents a "gap" in Texas education accountability, not to be confused with opportunity or achievement gaps. The State of Texas points to the white and grey areas together as a representation of students "passing" the STAAR, while the grey and black areas together actually reflect the real percentage of students who are *not* at grade level at the time of testing. When the grey and black areas are seen together—as all students *not* on grade level—a stark picture of Texas public education emerges. One does well to examine the following graphs from this perspective, recognizing the "gap" in each, the way in which the Texas Education Agency views Texas' "success" in providing an equitable education to various students (by combining the white and grey areas), and the ways in which one might more accurately view the percentages of students in Texas who are not at grade level (by seeing the back and grey areas together).

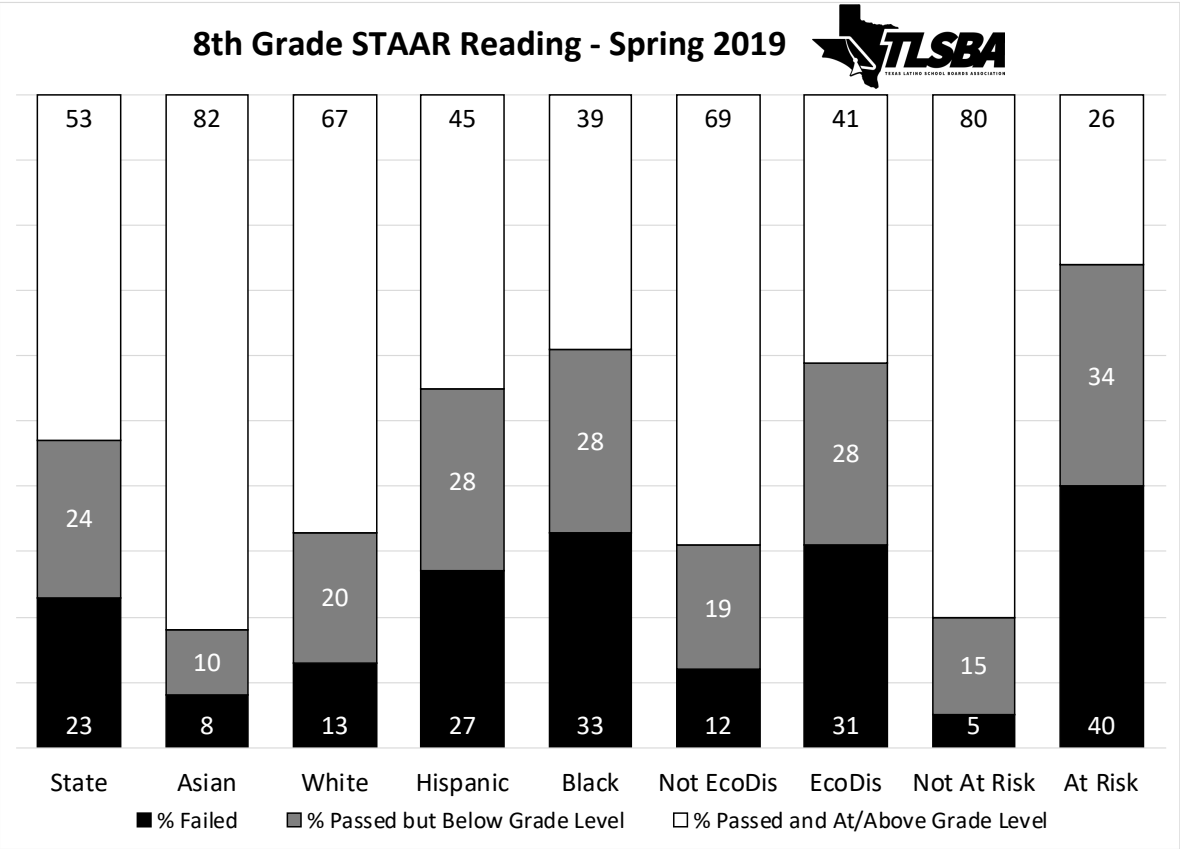



4th Grade STAAR Reading - Spring 2019
43 70 55 29 38 29 60 28 33 60 29 22
31 20 28 30 33 31 26 31 34 29 30 34
26 10 17 41 29 40 14 41 33 11 41 44
State
Asian
White
Hispanic (Spanish)
Hispanic (English)
Black
Not EcoDis
EcoDis (Spanish)
EcoDis (English)
Not At Risk
At Risk (Spanish)
At Risk (English)
% Failed
% Passed but Below Grade Level
% Passed and At/Above Grade Level


5th Grade STAAR Reading - Spring 2019
51 79 65 53 44 38 68 53 40 76 53 27
26 12 21 27 29 28 21 27 30 18 27 34
23 9 14 20 27 34 11 20 30 6 20 39
State
Asian
White
Hispanic (Spanish)
Hispanic (English)
Black
Not EcoDis
EcoDis (Spanish)
EcoDis (English)
Not At Risk
At Risk (Spanish)
At Risk (English)
% Failed
% Passed but Below Grade Level
% Passed and At/Above Grade Level


6th Grade STAAR Reading - Spring 2019
35
67
49
28
26
52
25
57
13
31
21
29
32
31
29
32
30
31
34
12
22
40
43
19
43
13
56
State
Asian
White
Hispanic
Black
Not EcoDis
EcoDis
Not At Risk
At Risk
% Failed
% Passed but Below Grade Level
% Passed and At/Above Grade Level


7th Grade STAAR Reading - Spring 2019
47
78
61
40
35
64
36
73
22
27
14
23
29
30
22
30
20
33
26
8
16
31
35
14
34
7
45
State
Asian
White
Hispanic
Black
Not EcoDis
EcoDis
Not At Risk
At Risk
% Failed
% Passed but Below Grade Level
% Passed and At/Above Grade Level



The above bar charts reveal the following percentages of students in Texas who tested *below* grade level in reading in spring 2019—the last administration of the STAAR before the onset of the COVID-19 pandemic.

Percent of Texas Students *Below* Grade Level in Reading in 2019

Grade	State	Asian	White	Hisp Span	Hisp Engl	Black
3rd	56%	30%	45%	61%	63%	70%
4th	57%	30%	45%	71%	62%	71%
5th	48%	21%	35%	47%	56%	62%
6th	65%	33%	51%	-	72%	74%
7th	53%	22%	39%	-	60%	65%
8th	47%	18%	33%	-	55%	61%

Whereas 47% to 57% of all Texas students in grades 3 to 8 were *not* at grade level in reading in 2019, an astounding 61% to 74% of Black students and 55% to 72% of English-speaking Hispanic students were *not* at grade level. Phrased differently, the *majority* of Texas students in grades 3, 4, 6, and 7 were *not* at grade level in reading in 2019, only three to four of every ten African-American students were at grade level, and only three to five of every ten Hispanic students were at grade level.

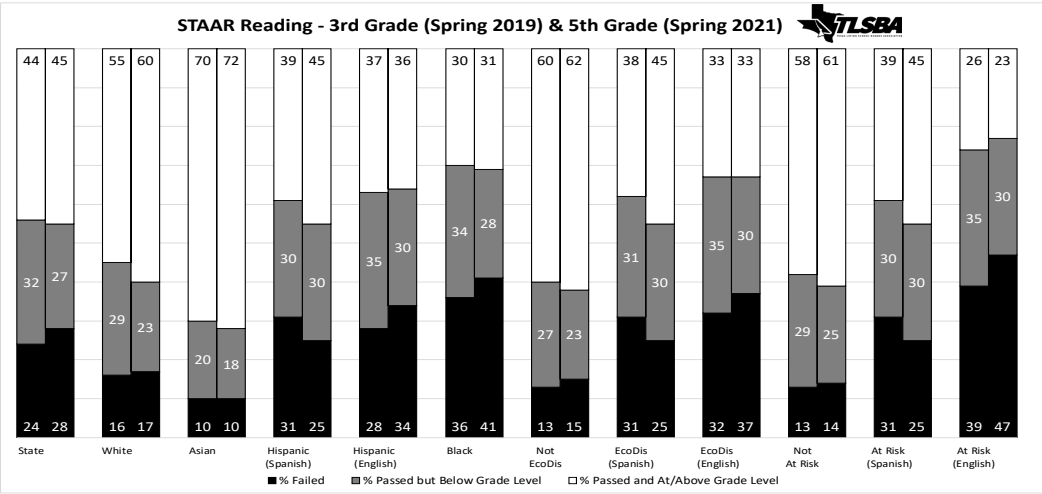
Race largely correlates to socioeconomic status. The above bar charts also share the following percentages of students in Texas who tested *below* grade level in reading in spring 2019—the last administration of the STAAR before the onset of the COVID-19 pandemic.

Percent of Texas Students *Below* Grade Level in Reading in 2019

Grade	Not EcoDis	EcoDis Span	EcoDis Eng	Not At Risk	At Risk Span	At Risk Eng
3rd	40%	62%	67%	42%	61%	74%
4th	40%	72%	67%	40%	71%	78%
5th	32%	47%	60%	24%	47%	73%
6th	48%	-	75%	43%	-	87%
7th	36%	-	64%	27%	-	78%
8th	31%	-	59%	20%	-	74%

Whereas 31% to 48% of all non-socioeconomically-disadvantaged Texas students in grades 3 to 8 were *not* at grade level in reading in 2019, 64% to 75% of socioeconomically-disadvantaged students were *not* at grade level. The high percentages of at-risk students below grade level are more striking: Whereas 20% to 43% of all at-risk Texas students in grades 3 to 8 were *not* at grade level in reading in 2019, 73% to 87% of socioeconomically-disadvantaged students were *not* at grade level. This is particularly alarming in light of the correlations that have been found between third-grade reading skills and postsecondary success—and the fact that Texas builds prisons based on third-grade reading levels.

The full effects of the COVID-19 pandemic remain to be seen on Texas students. The following bar chart shows higher percentages of passing students for five of six racial groups of students in 2021 over the same cohort of students in 2019, despite the pandemic.[1] It also shows higher failure rates for four of six racial groups. The trend of the "shrinking middle" shows that more students either pass the test or fail the test.



[1] STAAR reports available at bit.ly/2YJZG0A (2019 3rd grade reading English), bit.ly/2YGEjwN (2019 3rd grade reading Spanish), bit.ly/2YFe8qi (2021 5th grade reading English), and bit.ly/3iOm4gg (2021 5th grade reading Spanish).

This bar chart does not show the fact that whereas 389,976 third-grade students tested in reading in 2019 (356,901 in English, and 33,075 in Spanish), only 346,549 fifth-grade students tested in reading in 2021 (332,458 in English and 14,091 in Spanish)—a decrease of 43,427 students or 11.1%. The following table shows how the data in the above bar chart are skewed, comparing "apples and oranges": No doubt due to the pandemic, 11.1% fewer students of the same grade took the STAAR reading test in 2021, with the largest decrease in students tested (18.4%) being seen among at-risk students. A negative skew thus results from the absence of 35,118 at-risk students in the above bar chart.

Due to increasing English language ability, less students test in Spanish in 5th grade than in 3rd grade, so the students taking the English and Spanish STAAR in reading are combined for Hispanic students, socioeconomically-disadvantaged students and at-risk students.

Decrease in Texas Students Tested in 2021, likely due to the COVID-19 pandemic

	Tested in 2019	Tested in 2021	Number Decrease	Percent Decrease
Total	389,976	346,549	43,427	11.1
White	106,068	96,277	9,791	9.2
Asian	17,969	16,644	1,325	7.4
Hispanic (Eng+Span)	204,453	179,691	24,762	12.1
Black	48,625	42,154	6,471	13.3
EcoDis (Eng+Span)	243,194	207,092	36,102	14.8
At Risk (Eng+Span)	190,367	155,249	35,118	18.4

These data suggest that at-risk students who took the 2021 STAAR reading test in English were not well served during the pandemic: Many of them did not take the STAAR in 2021, and those who did had a lower passing rate—even with the absence of data from nearly 20% of at-risk students.

Educators speak of various "gaps." This work highlights the "gap" seen here between the picture painted by the Texas Education Agency of Texas' fulfillment of its constitutional, statutory and moral obligation to provide an equitable education to students of color versus a more accurate portrayal of the real numbers and the much more sobering percentages of Texas students who are annually promoted without having grasped the necessary knowledge and skills for their next level of study.

The "Texas Education Miracle" Failed College-going Students

Texas Latino School Boards Association

The "Texas Education Miracle" that helped propel a Texas governor to the White House more than two decades ago continues to unravel, exposing the harm that is perpetrated by the State of Texas against the students for whom it possesses a constitutional responsibility to educate. The present essay shines light on the alarming rate at which students at the height of the "Texas Education Miracle" graduated from Texas high schools without the necessary knowledge and skills to succeed in Texas institutions of higher education.

The data in this report were obtained from the Texas Higher Education Coordinating Board (THECB) pursuant to a public information request by George H. Scott, a researcher and a former member of the Board of Trustees of the Katy Independent School District. Scott subsequently reviewed these data with a high-level THECB official.

Even before the COVID-19 pandemic exacerbated gaps between subpopulations of students, data from the THECB reveal consistent and predictable gaps between students of varying races and ethnicities, as well as a clear, consistent, negative correlation between student skills and the inability to complete postsecondary studies. Stated more simply, the State of Texas is failing to invest in its students and equip them with the necessary knowledge and skills that would prepare them well for postsecondary success and for more effectively contributing to the Texas economy.

The Negative Correlation of SAT/ACT Scores and Departure from Postsecondary Studies

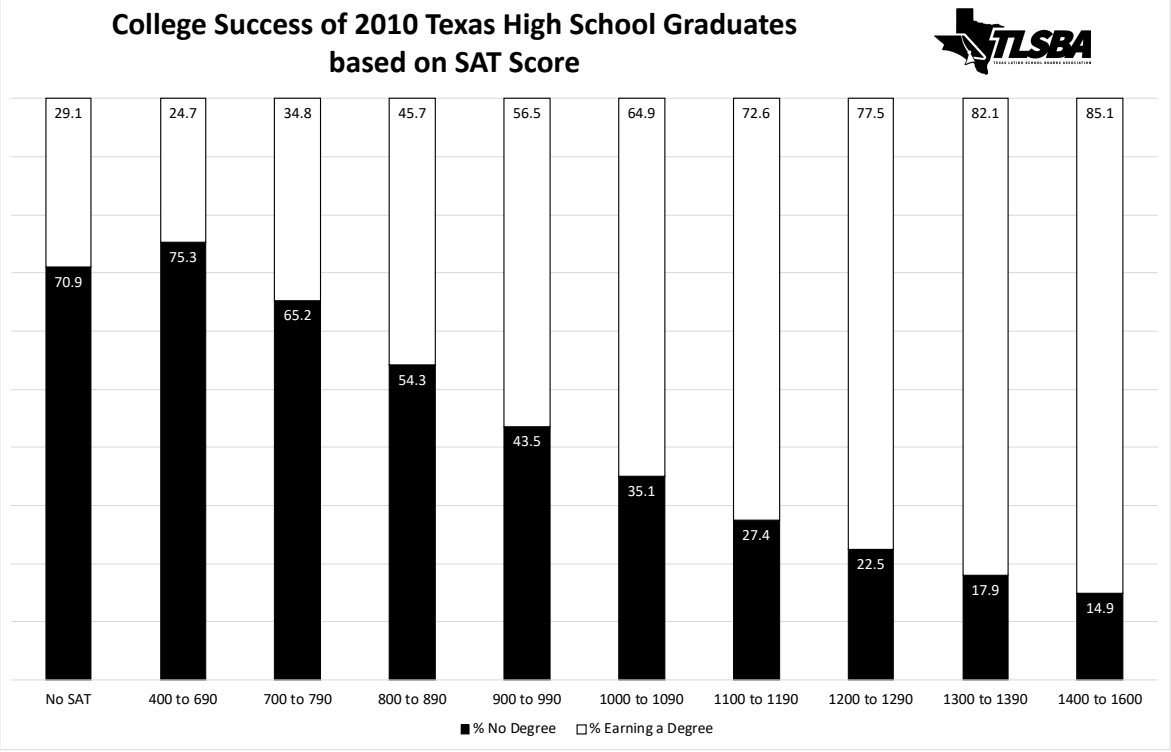
The Scholastic Aptitude Test (SAT) is a three-hour assessment of reading, math, and writing, which results in a composite score that ranges from 400 to 1600. American College Testing (ACT) provides another assessment of student skills, measuring English, mathematics, reading, and scientific reasoning. The ACT shares a composite score that ranges from 1 to 36. Most students enrolling in four-year colleges and universities in Texas take the SAT or ACT.

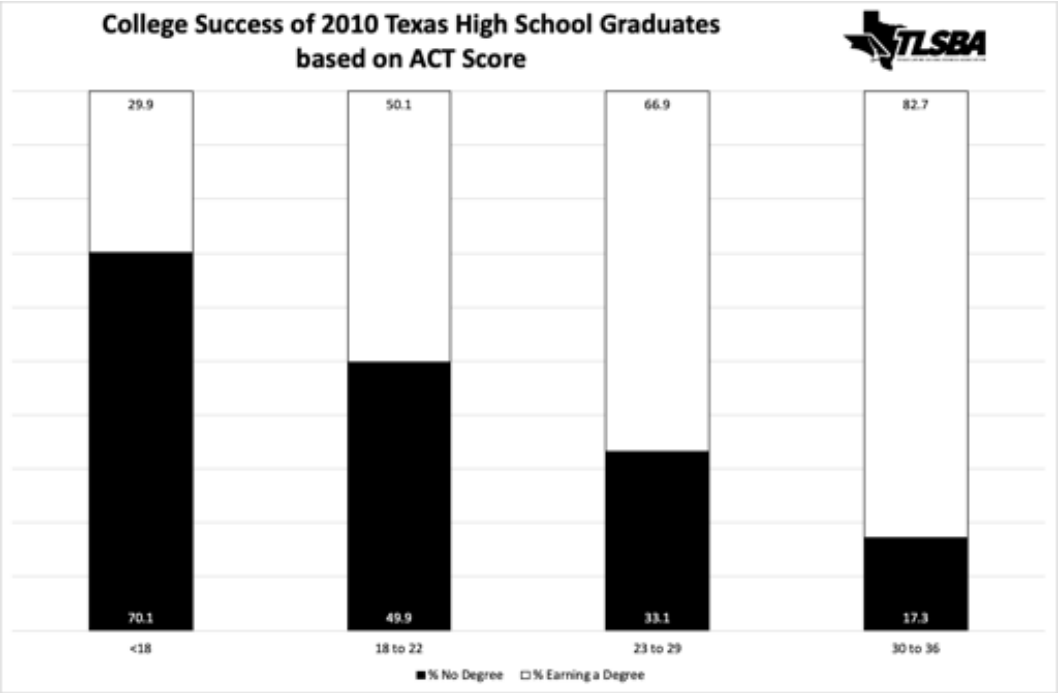
In 2010, when the "Texas Education Miracle" was in full swing, just over half (53.1%) of Texas' 280,520 high school graduates enrolled in postsecondary studies. Nearly half (49.3%) of these graduates enrolled in postsecondary education *without* taking the SAT or ACT—since these tests are *not* required by some colleges and by most community colleges in Texas. Alarmingly, as the following table reveals, over 70% of the graduates from Texas high schools in 2010 abandoned their postsecondary studies before receiving even a two-year degree within six years.

The following table displays the SAT & ACT scores of the graduates of Texas high schools in 2010 who enrolled in postsecondary studies, as well as the degrees they received within six years of graduating from high school. One immediately notes that 55.4% of the 148,919 students enrolled in postsecondary studies did *not* graduate with a degree within six years.

Score	# Students Enrolled	Associate Degree	Assoc. & Bachelor Degrees	Bachelor Degree	No Degree	% No Degree
No SAT or ACT	73,390	9,422	3,291	8,616	52,061	70.9%
SAT 400-690	1,451	117	34	207	1,093	75.3%
SAT 700-790	4,203	358	137	969	2,739	65.2%
SAT 800-890	8,938	706	297	3,085	4,850	54.3%
SAT 900-990	12,285	816	409	5,719	5,341	43.5%
SAT 1000-1090	12,391	508	339	7,199	4,345	35.1%
SAT 1100-1190	10,117	317	196	6,833	2,771	27.4%
SAT 1200-1290	6,887	126	74	5,136	1,551	22.5%
SAT 1300-1390	3,763	47	17	3,025	674	17.9%
SAT 1400-1600	1,859	13	3	1,566	277	14.9%
ACT <13	263	23	4	16	220	83.7%
ACT 13-17	3,512	310	104	673	2,425	69.0%
ACT 18-22	5,804	416	187	2,306	2,895	49.9%
ACT 23-29	3,587	126	68	2,204	1,189	33.1%
ACT 30-36	469	8	2	378	81	17.3%
Total	**148,919**	**13,313**	**5,162**	**47,932**	**82,512**	**55.4%**

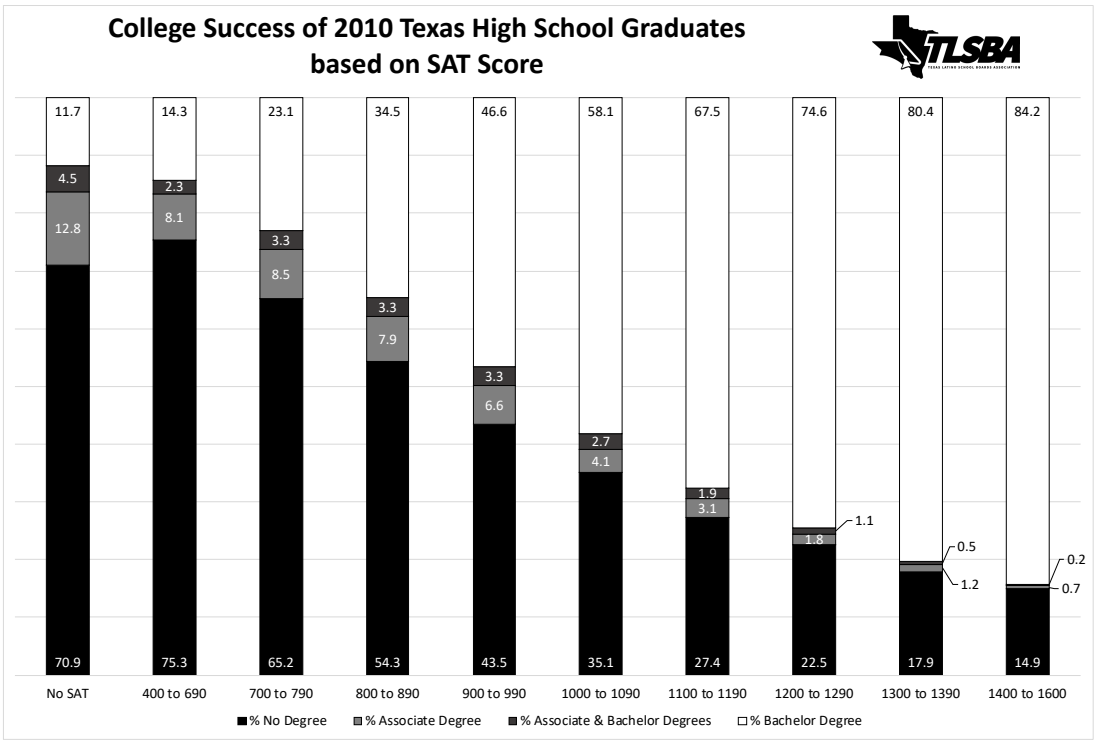
An upward-sloping bar chart would show the positive relationship between test scores and college graduation. In contrast, the following downward-sloping bar charts focus on the high school graduates who enrolled in postsecondary studies, but who did *not* graduate from college, thus bringing light to the *negative* relationship between SAT scores (the first bar chart below) or ACT scores (the second bar chart) and the failure to complete postsecondary studies.

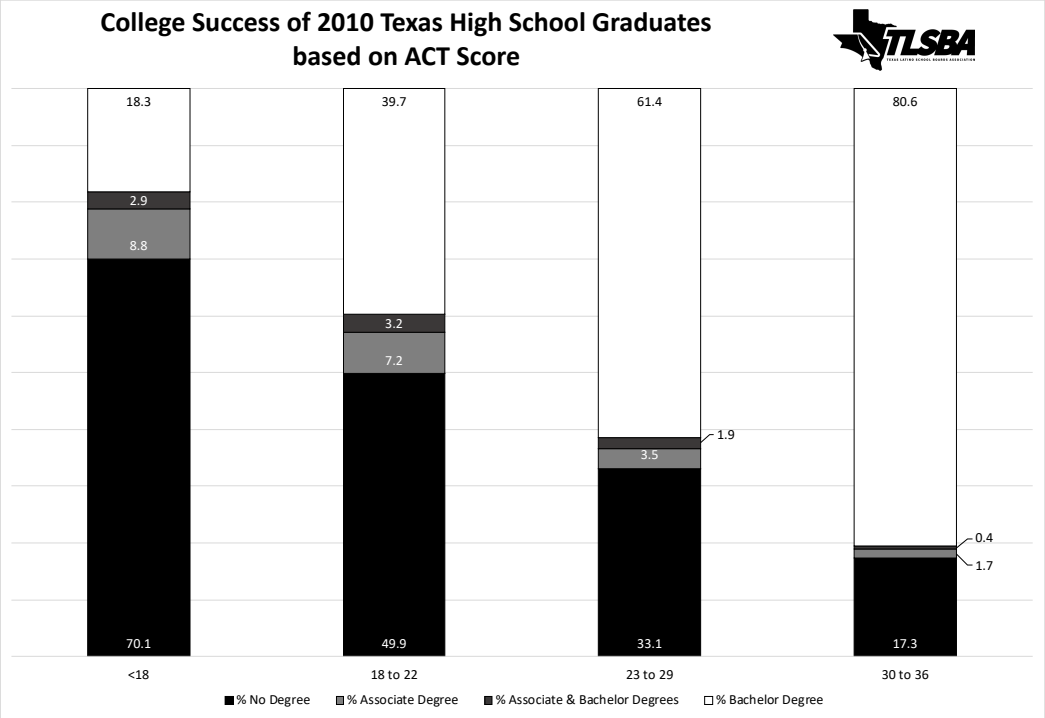




The above bars are not merely numbers. The black section of each bar is comprised of real Texas students who abandoned their postsecondary studies, presumably with debt and certainly with no degree. They now raise their families and contribute to our Texas economy in ways that might have been enhanced with increased postsecondary education and/or with a degree.

The following two bar charts replicate the previous two, this time showing the percentages of the different types of degrees earned by students within six years of graduating from high school.





While these data are hardly surprising, the black section of each bar alarmingly suggests the high numbers and percentages of students who do not successfully complete the degrees for which they enrolled in postsecondary education.

The SAT & ACT Scores and College Graduation Rates of *Latinx* Students

Latinx students (identified by the U.S. Government as "Hispanic") have comprised the majority of students in our Texas public schools since the 2010-2011 academic year. For this reason, one can no longer speak of *Latinx* students as a "minority" in Texas. Instead, as many voices point out, the future economic success of Texas relies in large part on the academic success of our *Latinx* students today.

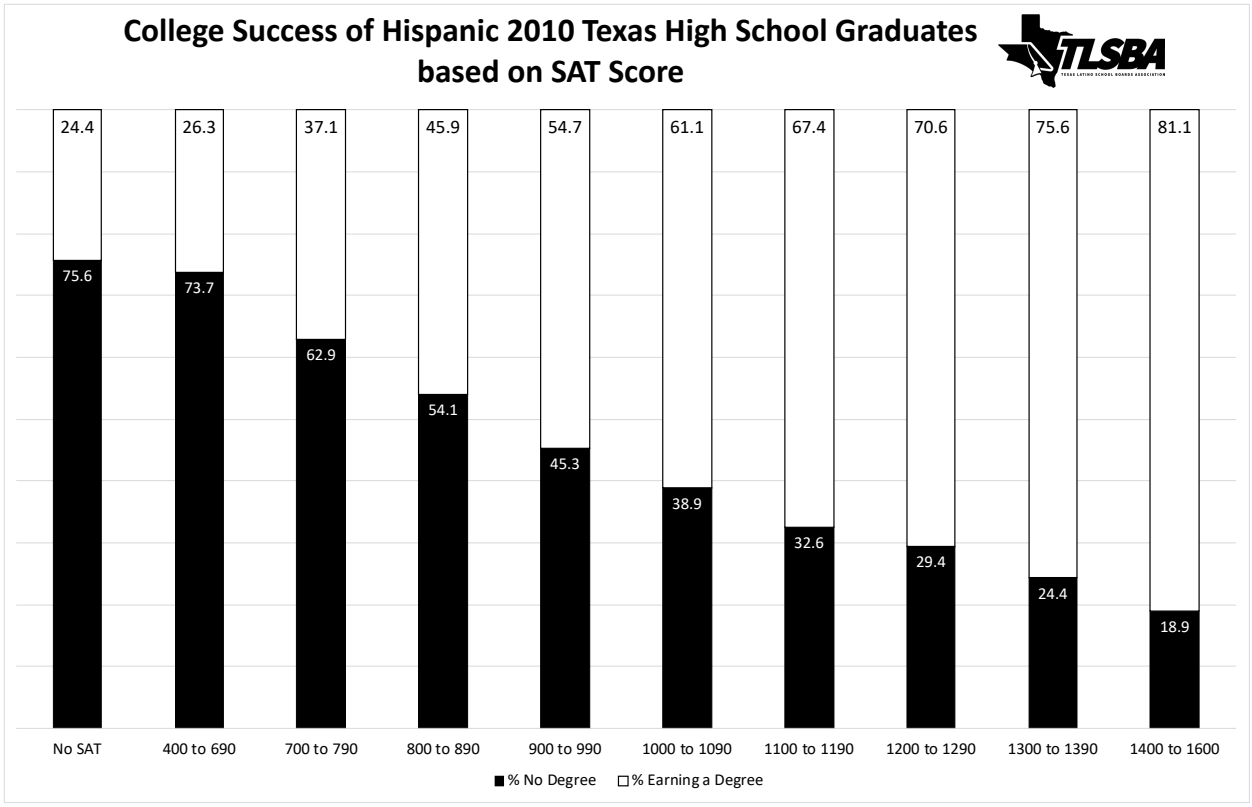
The following table displays the SAT and ACT scores of the *Latinx* graduates of Texas high schools in 2010 who enrolled in postsecondary studies, as well as the degrees they received within six years of graduating from high school.

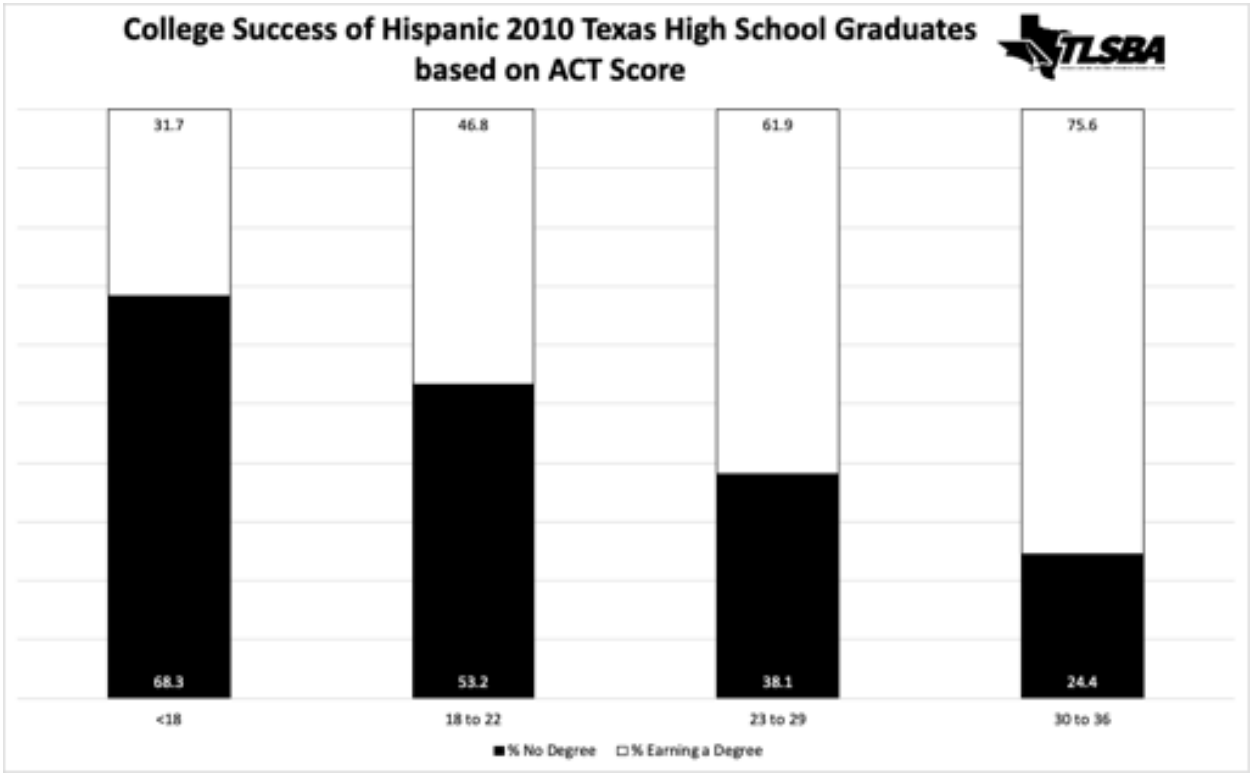
Score	Hispanic Students Enrolled	Hispanic Associate Degree	Hispanic Assoc. & Bachelor Degrees	Hispanic Bachelor Degree	Hispanic No Degree	Hispanic % No Degree
No SAT or ACT	31,662	4,308	1,277	2,152	23,925	75.6%
SAT 400-690	677	68	24	86	499	73.7%
SAT 700-790	2,027	219	86	447	1,275	62.9%
SAT 800-890	3,994	390	182	1,263	2,159	54.1%
SAT 900-990	4,794	381	178	2,064	2,171	45.3%
SAT 1000-1090	3,878	203	109	2,058	1,508	38.9%
SAT 1100-1190	2,377	102	53	1,447	775	32.6%
SAT 1200-1290	1,211	37	14	804	356	29.4%
SAT 1300-1390	414	3	1	309	101	24.4%
SAT 1400-1600	127	5	-	98	24	18.9%
ACT <13	177	23	2	11	141	79.7%
ACT 13-17	2,318	233	81	441	1,563	67.4%
ACT 18-22	2,774	217	72	1,008	1,477	53.2%
ACT 23-29	855	37	13	479	326	38.1%
ACT 30-36	41	2	-	29	10	24.4%
Total	**57,326**	**6,228**	**2,092**	**12,696**	**36,310**	**63.3%**

One notes the following:

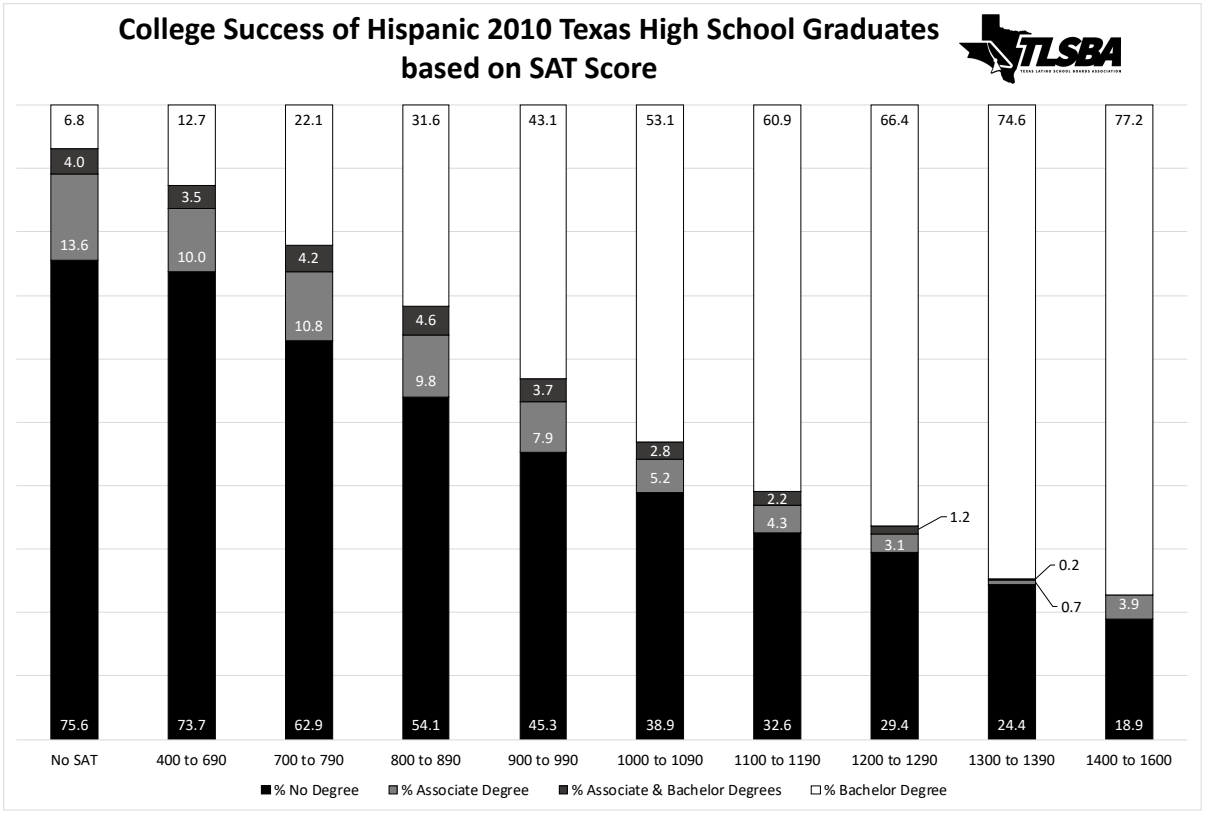
- Three of every four *Latinx* students enrolled in postsecondary studies with *no* SAT or ACT score abandoned their postsecondary studies before receiving a degree.
- The *Latinx* student population in Texas is characterized by higher levels of abandonment of postsecondary studies. Because *Latinx* students comprise the majority of students in Texas, this is no small matter.
- The percentage of *Latinx* students who scored lower than 900 on the SAT and earned college degrees slightly exceeded the percentage of *all* students (by 0.2 to 2.3%), but the general population outperformed *Latinx* students in college graduation at all levels above an SAT score of 900 (by 1.8 to 6.9%).
- The percentage of *Latinx* students earning a bachelor's degree lagged behind the general population—at lower percentages at lower test scores (*viz.*, 1.0 to 3.5% below 1000) and at higher percentages at higher test scores (*viz.*, 5.0 to 8.2% above 1000).
- While *Latinx* students who earned both an associate's and a bachelor's degree slightly outpaced the general population at all levels lower than 1300 (by 1.1 to 3.3%), the general population earned slightly higher percentages above 1300 (by 0.2 to 0.5%).
- *Latinx* students earn associate degrees at slightly higher percentages than the general population at all levels below 1300 (by 1.1 to 2.3%).

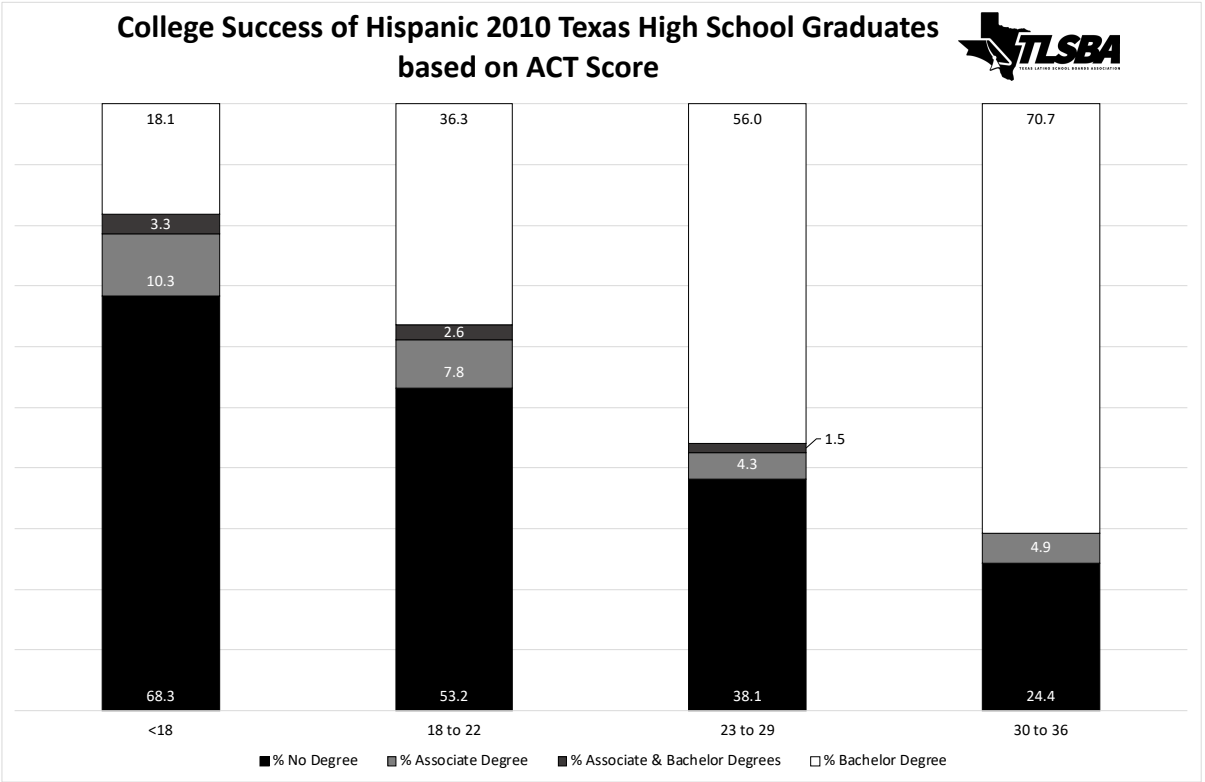
The following bar charts, which largely resemble the previous bar charts, show the *Latinx* students (in black) who enrolled in postsecondary studies but who did *not* graduate from college within six years.


College Success of Hispanic 2010 Texas High School Graduates based on SAT Score
TLSBA
24.4
26.3
37.1
45.9
54.7
61.1
67.4
70.6
75.6
81.1
75.6
73.7
62.9
54.1
45.3
38.9
32.6
29.4
24.4
18.9
No SAT
400 to 690
700 to 790
800 to 890
900 to 990
1000 to 1090
1100 to 1190
1200 to 1290
1300 to 1390
1400 to 1600
% No Degree
% Earning a Degree


College Success of Hispanic 2010 Texas High School Graduates based on ACT Score
TLSBA
31.7
46.8
61.9
75.6
68.3
53.2
38.1
24.4
<18
18 to 22
23 to 29
30 to 36
% No Degree
% Earning a Degree

The following bar charts display the degrees earned within six years by *Latinx* students enrolled in Texas institutions of higher education.





The following tables share similar data for the students of pallor who previously comprised the majority of Texas public schools students, for Asian students, and African-American students.

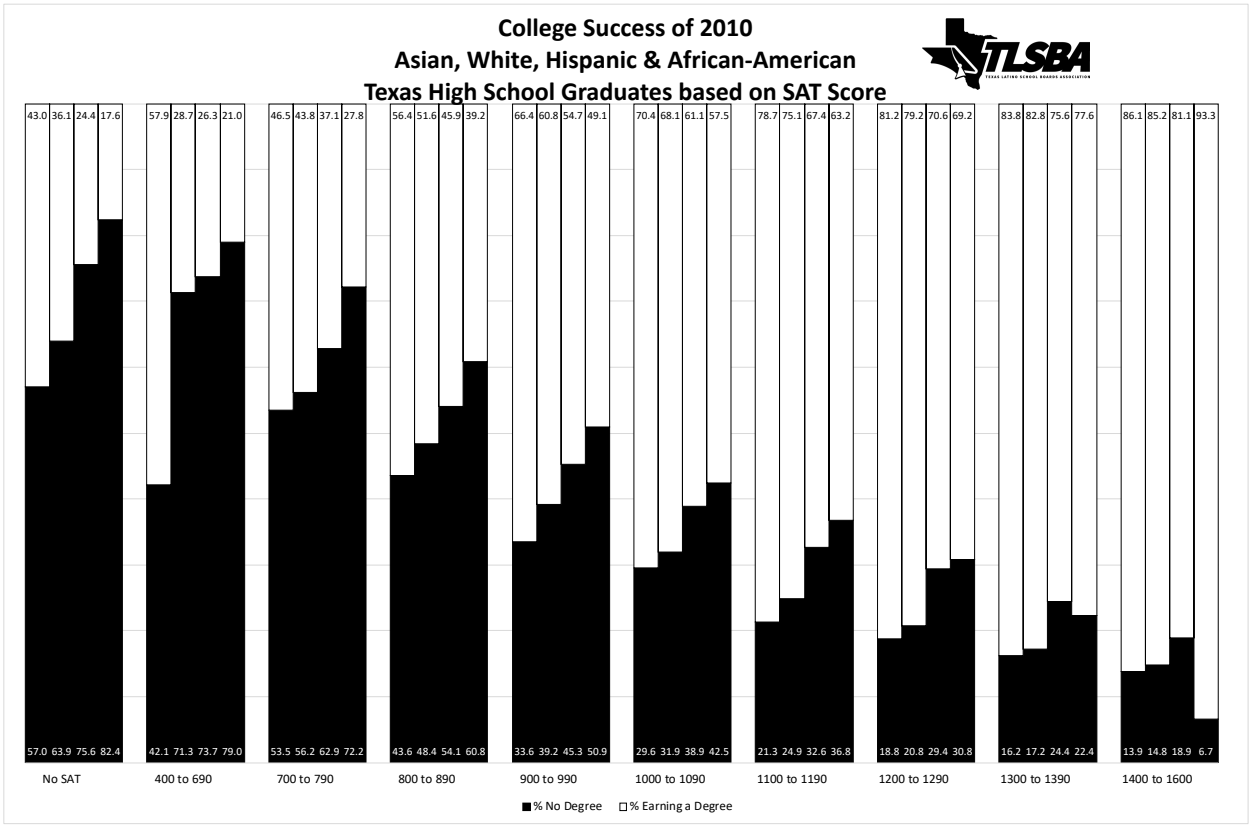
Score	# White Students Enrolled	White Associate Degree	White Assoc. & Bachelor Degrees	White Bachelor Degree	White No Degree	White % No Degree
No SAT or ACT	29,919	3,919	1,608	5,267	19,125	63.9%
SAT 400-690	108	7	5	19	77	71.3%
SAT 700-790	532	54	14	165	299	56.2%
SAT 800-890	2,054	138	70	851	995	48.4%
SAT 900-990	4,544	254	165	2,344	1,781	39.2%
SAT 1000-1090	6,106	238	164	3,756	1,948	31.9%
SAT 1100-1190	5,895	162	118	4,149	1,466	24.9%
SAT 1200-1290	4,480	79	48	3,420	933	20.8%
SAT 1300-1390	2,531	36	15	2,045	435	17.2%
SAT 1400-1600	1,115	5	2	943	165	14.8%
ACT <13	10	(1)	2	2	7	70.0%
ACT 13-17	401	31	13	85	272	67.8%
ACT 18-22	2,150	145	82	987	936	43.5%
ACT 23-29	2,375	82	49	1,511	733	30.9%
ACT 30-36	361	6	2	291	62	17.2%
Total	**62,581**	**5,155**	**2,357**	**25,835**	**29,234**	**46.7%**

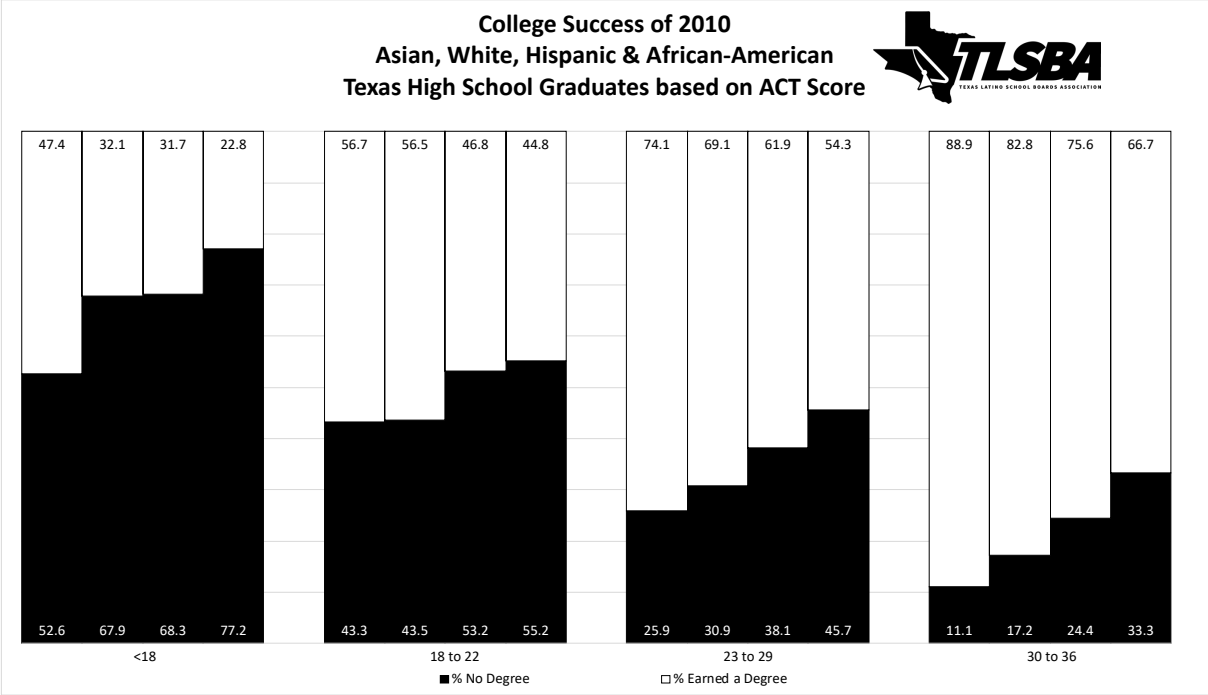
Score	# Asian Students Enrolled	Asian Associate Degree	Asian Assoc. & Bachelor Degrees	Asian Bachelor Degree	Asian No Degree	Asian % No Degree
No SAT or ACT	2,185	394	159	386	1,246	57.0%
SAT 400-690	19	7	1	3	8	42.1%
SAT 700-790	114	18	9	26	61	53.5%
SAT 800-890	367	36	16	155	160	43.6%
SAT 900-990	706	65	30	374	237	33.6%
SAT 1000-1090	916	26	27	592	271	29.6%
SAT 1100-1190	967	18	14	729	206	21.3%
SAT 1200-1290	830	5	8	661	156	18.8%
SAT 1300-1390	654	4	1	543	106	16.2%
SAT 1400-1600	548	3	1	468	76	13.9%
ACT <18*	38	5	-	13	20	52.6%
ACT 18-22	97	6	8	41	42	43.3%
ACT 23-29	135	3	1	96	35	25.9%
ACT 30-36	54	-	-	48	6	11.1%
Total	**7,630**	**590**	**275**	**4,135**	**2,630**	**34.5%**

* Note that, due to FERPA, results for Asian students at levels lower than 18 on the ACT were not broken out by the THECB.

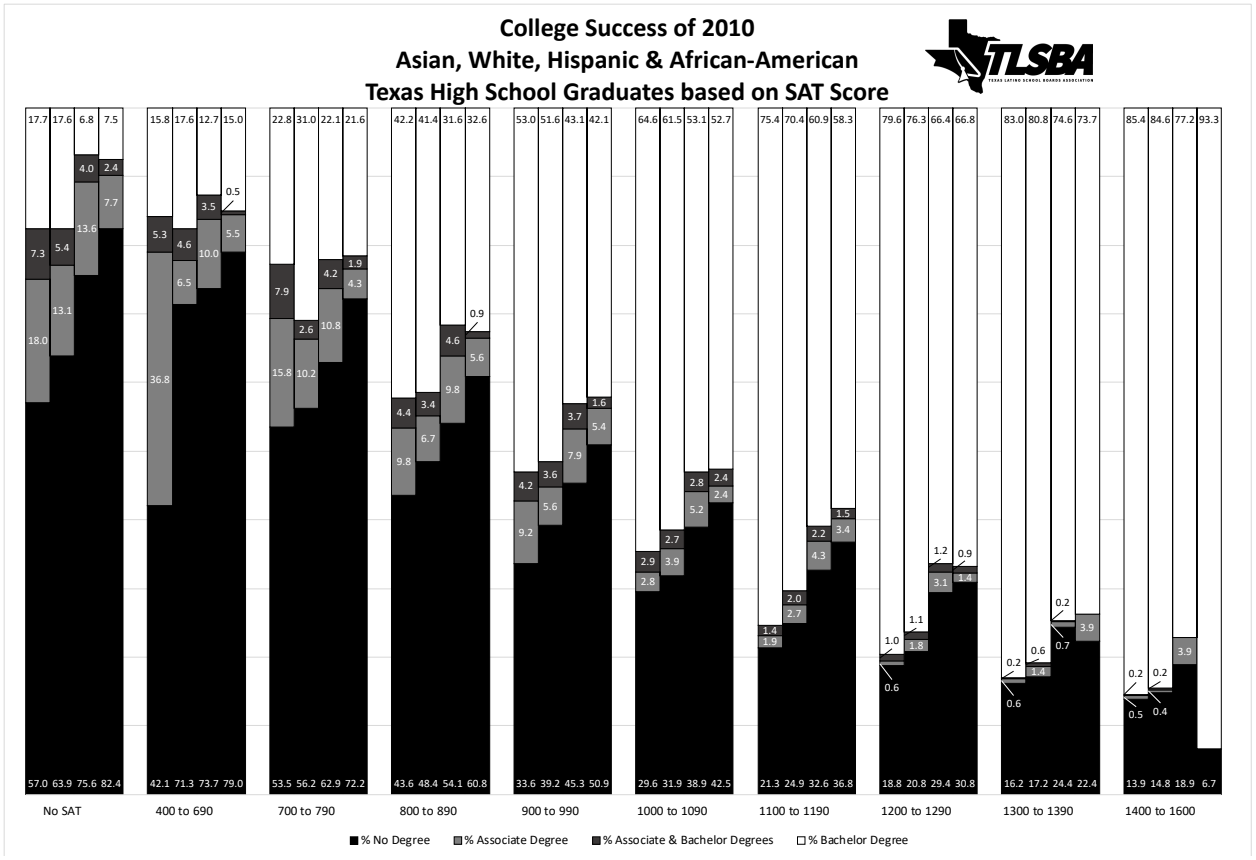
Score	# Black Students Enrolled	Black Associate Degree	Black Assoc. & Bachelor Degrees	Black Bachelor Degree	Black No Degree	Black % No Degree
No SAT or ACT	8,262	636	198	617	6,811	82.4%
SAT 400-690	632	35	3	95	499	79.0%
SAT 700-790	1,476	63	28	319	1,066	72.2%
SAT 800-890	2,381	134	22	777	1,448	60.8%
SAT 900-990	2,030	109	33	855	1,033	50.9%
SAT 1000-1090	1,236	30	30	651	525	42.5%
SAT 1100-1190	617	21	9	360	227	36.8%
SAT 1200-1290	214	3	2	143	66	30.8%
SAT 1300-1390	76	3	-	56	17	22.4%
SAT 1400-1600	15	-	-	14	1	6.7%
ACT <13	72	1	-	3	68	94.4%
ACT 13-17	725	40	9	129	547	75.4%
ACT 18-22	692	45	24	241	382	55.2%
ACT 23-29	151	4	2	76	69	45.7%
ACT 30-36	6	-	-	4	2	33.3%
Total	**18,585**	**1,124**	**360**	**4,340**	**12,761**	**68.7%**

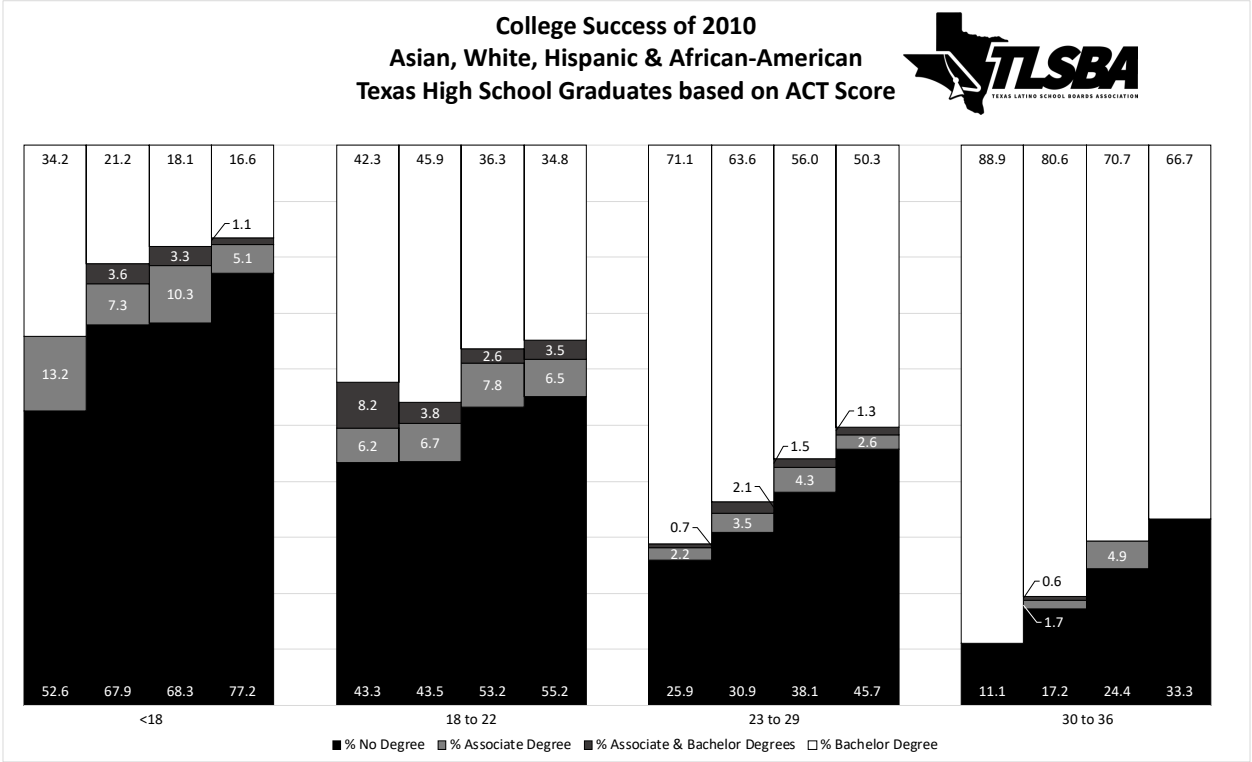
The following two bar charts respectively show the percentages of Asian, White, Hispanic, and African-American students enrolled in college who graduated with a degree within six years. The black bars are striking. One immediately sees that *Latinx* students (represented by the third bar of each set) earned college degrees *at all levels* at lower percentages than Asian and White students (represented by the first and second bars respectively). African-American students were outperformed by all other subgroups at all levels below 1300.





The following two bar charts show the degrees respectively earned by Asian, White, Hispanic and African-American students of Texas high schools in 2010 who enrolled in Texas institutions of higher learning. One immediately sees that Asian students with low scores, particularly below 700, earned associate degrees in far higher percentages than students of other demographics.


College Success of 2010
Asian, White, Hispanic & African-American
Texas High School Graduates based on SAT Score
TLSBA
TEXAS LATINO SCHOOL BOARDS ASSOCIATION
17.7 17.6 6.8 7.5
7.3 5.4 4.0 2.4
18.0 13.1 13.6 7.7
57.0 63.9 75.6 82.4
No SAT
15.8 17.6 12.7 15.0
5.3 4.6 3.5 0.5
36.8 6.5 10.0 5.5
42.1 71.3 73.7 79.0
400 to 690
22.8 31.0 22.1 21.6
7.9 2.6 4.2 1.9
15.8 10.2 10.8 4.3
53.5 56.2 62.9 72.2
700 to 790
42.2 41.4 31.6 32.6
4.4 3.4 4.6 0.9
9.8 6.7 9.8 5.6
43.6 48.4 54.1 60.8
800 to 890
53.0 51.6 43.1 42.1
4.2 3.6 3.7 1.6
9.2 5.6 7.9 5.4
33.6 39.2 45.3 50.9
900 to 990
64.6 61.5 53.1 52.7
2.9 2.7 2.8 2.4
2.8 3.9 5.2 2.4
29.6 31.9 38.9 42.5
1000 to 1090
75.4 70.4 60.9 58.3
1.4 2.0 2.2 1.5
1.9 2.7 4.3 3.4
21.3 24.9 32.6 36.8
1100 to 1190
79.6 76.3 66.4 66.8
1.0 1.1 1.2 0.9
0.6 1.8 3.1 1.4
18.8 20.8 29.4 30.8
1200 to 1290
83.0 80.8 74.6 73.7
0.2 0.6 0.2
0.6 1.4 0.7 3.9
16.2 17.2 24.4 22.4
1300 to 1390
85.4 84.6 77.2 93.3
0.2 0.2
0.5 0.4 3.9
13.9 14.8 18.9 6.7
1400 to 1600
% No Degree
% Associate Degree
% Associate & Bachelor Degrees
% Bachelor Degree


College Success of 2010
Asian, White, Hispanic & African-American
Texas High School Graduates based on ACT Score
TLSBA
TEXAS LATINO SCHOOL BOARDS ASSOCIATION
34.2 21.2 18.1 16.6
13.2 7.3 10.3 5.1
3.6 3.3 1.1
52.6 67.9 68.3 77.2
<18
42.3 45.9 36.3 34.8
8.2 3.8 7.8 6.5
6.2 6.7 2.6 3.5
43.3 43.5 53.2 55.2
18 to 22
71.1 63.6 56.0 50.3
0.7 2.1 1.5 1.3
2.2 3.5 4.3 2.6
25.9 30.9 38.1 45.7
23 to 29
88.9 80.6 70.7 66.7
0.6 4.9
1.7
11.1 17.2 24.4 33.3
30 to 36
% No Degree
% Associate Degree
% Associate & Bachelor Degrees
% Bachelor Degree

Conclusion

While various factors might contribute to the abandonment of postsecondary studies by students, the lack of necessary knowledge and skills possessed by students likely ranks at the top of the list. Jason L. Riley suggests the same in his recent op-ed in *The Wall Street Journal*, "By Ditching the SAT, Harvard Hurts Minority Students." Riley brings light to the predicament of students "who are admitted [into postsecondary education] with lower standards and ill-prepared to handle the workload." The data contained in this report certainly confirm this.

At the height of the "Texas Education Miracle," less than one in four students who graduated from high school in Texas with an SAT score of less than 700 graduated from college with any degree. Conversely, three of every four Texas students who entered postsecondary studies with an SAT score of less than 700 departed college with debt instead of a degree. Over 70% of students who enter postsecondary studies without taking the SAT or ACT left without a degree. One could conclude that people are likely profiting from such a system, which remains unchanged.

The effect of this abusive system is especially tragic for the *Latinx* student population, which might be characterized as both large *and* lagging—a disastrous combination for the future economic condition of any state. It is large: The *Latinx* college-going population is 2.8 times larger than the African-American college-going population, and 6.9 times larger than the Asian college-going population. The *Latinx* student population is also lagging: Only 40% of *Latinx* students enrolled in higher education earn a degree—a 17-point "gap" between *Latinx* students and students of pallor in Texas.

This further cements the assertion that the State of Texas is negligent in its constitutional responsibility to offer an equitable education to all students—a topic that will continue to be explored in depth in future works of the Texas Latino School Boards Association.

How Latinx Students Are Served by 2022 H-E-B Excellence in Education Finalist Districts

Texas Latino School Boards Association

There are few organizational champions of public education in Texas that rival the tremendous support for public schools by the grocery chain giant H-E-B. The Texas Latino School Boards Association applauds H-E-B for its support of public education in Texas, which has manifested itself in the creation of the H-E-B Excellence in Education Awards. Created in 2002, this award program has shared more than $11 million with outstanding public school professionals. The website of the Excellence in Education Awards shares: "H-E-B seeks to pay tribute to those educators who go the extra mile each and every day to serve their students and their communities and who inspire others to do the same."

For a recently-formed statewide organization like the Texas Latino School Boards Association (TLSBA), discretion might be the better part of valor, and some voices might counsel the TLSBA to withhold its candid analysis of how H-E-B Excellence in Education finalist districts are serving the Latinx students who comprise the majority in our Texas public schools. H-E-B's willingness to lift high excellence in education, however, presents an opportunity to test the institutional integrity of organizations like the TLSBA.

As the TLSBA has suggested in preceding works and webinars, school districts in Texas have been victimized by an academically-dishonest statewide testing and accountability system that the TLSBA has characterized as "the Lies of Texas." Nothing we have written or present in this analysis shifts the blame from the Texas Education Agency's three decades of deception with respect to its assertion that it is meeting its constitutional, statutory, and moral obligation to provide an equitable education to all students and to meaningful close academic achievement gaps for economically-disadvantaged students, who are statistically dominated by children of color.

Nor does the TLSBA blame H-E-B for honoring the efforts of school districts throughout Texas. We are confident that the districts appreciate the recognition of their efforts, and we trust they will use the financial support for the benefit of their students.

Yet, when the publicity of excellence is confronted by the reality of the academic tragedies that the deception of the Texas Education Agency has imposed on too many children, our own values compel us to advocate for children over institutions by rigorous and honest analysis.

Before we get to the actual numbers, let us summarize what they will reveal.

In the five large districts that H-E-B honors this year as finalists for its Excellence in Education Awards, the percentage of Latinx students who perform below grade level is nothing short of a human tragedy resulting from the gross deception rooted in the "Texas Education Miracle" that propelled a Texas governor to the White House. The same is true of economically-disadvantaged and at-risk students. Once the press releases, photo opportunities, and warm, fuzzy feelings of receiving an award fade from memory, the grim reality will remain that "the Lies of Texas" will continue to inhibit the compensation of "minority-group" children for past racial and ethnic isolation, as mandated by Judge William Wayne Justice in the 1972 Civil Order #5281. The elaborate, sophisticated testing and accountability systems that have been implemented by the Texas Education Agency during the past three decades are founded on the premise that such testing will help close the academic achievement gap for disadvantaged, at-risk children.

To be fair, the H-E-B Excellence in Education Awards for large districts are *not* based on academic results, student performance, or the actual closing of gaps. These honors are, according to the award program's website, based on the three criteria of commitment to student achievement through innovative programs, parent/community involvement, and professional development opportunities for teachers and administrators. A future study might examine the impact of the efforts and programs in award-winning districts to close academic achievement gaps and effectively serve the economically-disadvantaged and at-risk students of our Texas public schools.

This work explores the challenge of five large district finalists for the 2022 H-E-B Excellence in Education Award—Klein ISD, McAllen ISD, Pasadena ISD, United ISD, and Wylie ISD (Collin County)—to close academic achievement gaps and provide an equitable education to all students.

Enrollment

The COVID-19 pandemic has adversely affected Texas public education in many ways, including such traditional key performance indicators as student enrollment and student performance on standardized tests. For this reason, much of the data presented by the TLSBA comes from 2018-2019 (SY18/19), the last academic year not impacted by the pandemic, with the presupposition that key data have not improved during the past three years of great academic disruption.

Latinx students comprise the largest enrollment block of students in four of the five finalist districts, which makes these districts representative of numerous school districts throughout Texas. Of the five finalists, Wylie ISD possesses the smallest student population and the smallest percentages of Latinx, economically-disadvantaged, and at-risk students—though these subpopulations are still significant enough to provide insight into academic achievement gaps. The following table shares enrollment data for the five finalist districts in SY18/19, breaking down each district's student population by race/ethnicity, and by status as economically-disadvantaged (EcoDis) and at-risk.

	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
Student enrollment	53,328	22,875	53,291	43,364	16,527
% Latinx	41.4%	93.5%	83.4%	98.9%	22.4%
% White	31.3%	4.4%	5.6%	0.6%	47.8%
% African-American	15.0%	0.3%	7.2%	0.1%	14.5%
% Asian	8.4%	1.3%	3.0%	0.3%	10.7%
% EcoDis	45.2%	71.2%	86.2%	75.4%	27.7%
% At-risk	35.2%	57.5%	62.1%	55.0%	30.0%

Below-Grade-Level Performance by Latinx Students in Reading

The desire to sustain the (mis)perception of a "Texas Education Miracle" has led to a situation where hundreds of thousands of students annually "pass" a state test, allowing the state to argue that it is providing an equitable education to all students, even while those same students are not achieving grade level. The STAAR (State of Texas Assessments of Academic Readiness) divides students into four categories based on test performance: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The percentages of students in these categories, however, does not add up to one—unless the percentage of students who "Meet Grade Level" is subtracted from the percentage of students who "Approach Grade Level."

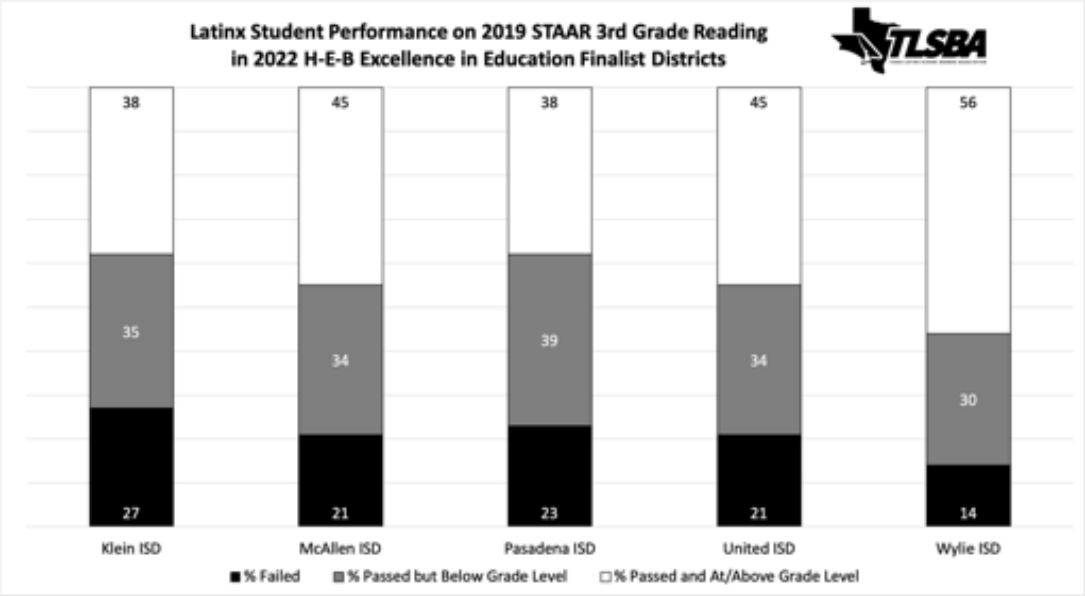
To be clear, *all* students who do *not* "Meet Grade Level" are *below* grade level. The State's test of constitutional equity, though, is not based on student meeting grade level; it is based on students who are "approaching grade level."

The following bar charts reveal the deception perpetrated by the state of Texas. The white area of each bar indicates the percentage of students who passed the State of Texas Assessments of Academic Readiness (STAAR) and were at or above grade level. The percentage of students who failed the test and were below grade level is shown in black. The students in grey are classified by the Texas Education Agency as "approaches grade level": They "passed" the STAAR and thus were counted toward meeting the State's burden of providing an equitable education—even though they were *not* at grade level.

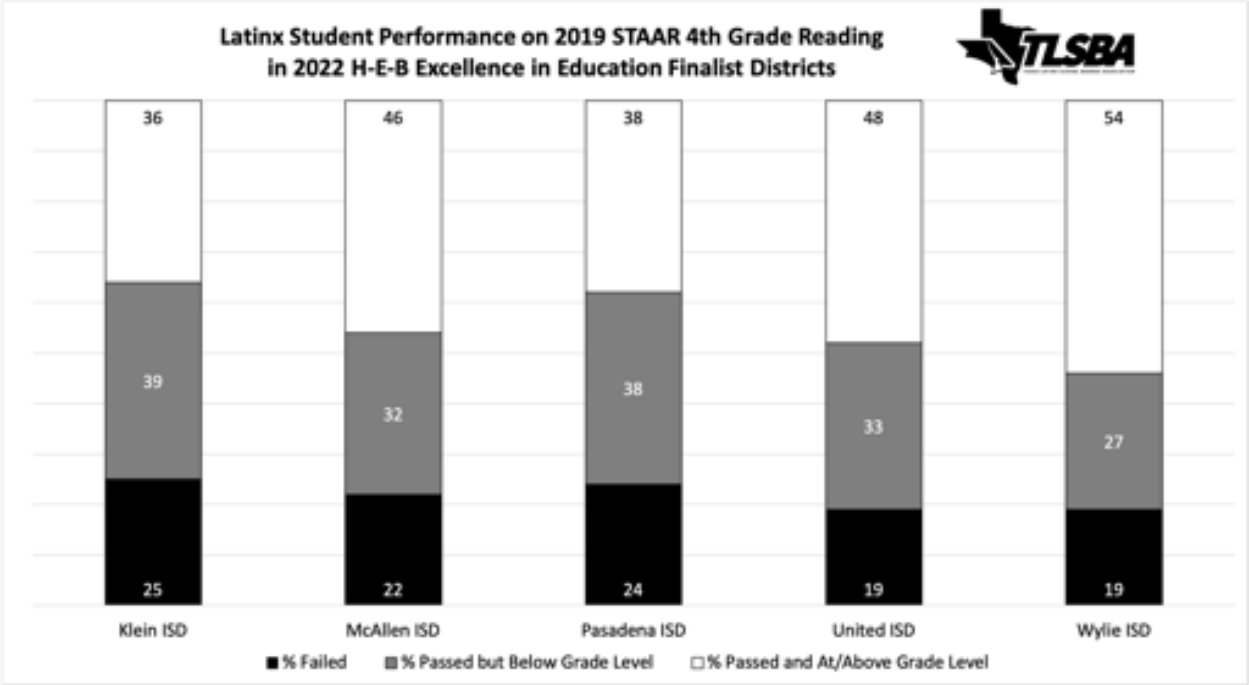
The grey area of each bar becomes increasingly important with each passing year since the inability to be on grade level is often exacerbated over the years, such that, by the time of exit exams in high school, all students who "pass" the STARR, even if not at grade level, are exempted from Individual Graduation Committees, the state's mechanism for awarding diplomas to students who do not pass the STAAR. In short, the grey area represents all the students who were promoted to the next grade or who graduated from high school *without* learning the necessary knowledge and skills expected of students of their grade level.

The grey area represents a "gap" in Texas education accountability, not to be confused with opportunity or achievement gaps. The State of Texas points to the white and grey areas together as a representation of students "passing" the STAAR, while, in reality, the grey and black areas together reflect the real percentage of students who are *not* at grade level at the time of testing. When the grey and black areas are seen together—as all students *not* on grade level—a stark picture of Texas public education emerges. One does well to examine the following graphs from this perspective, recognizing the "gap" in each, the way in which the Texas Education Agency views Texas' "success" in providing an equitable education to various students (by combining the white and grey areas), and the ways in which one might more accurately view the percentages of students in Texas who are not at grade level (by seeing the back and grey areas together).

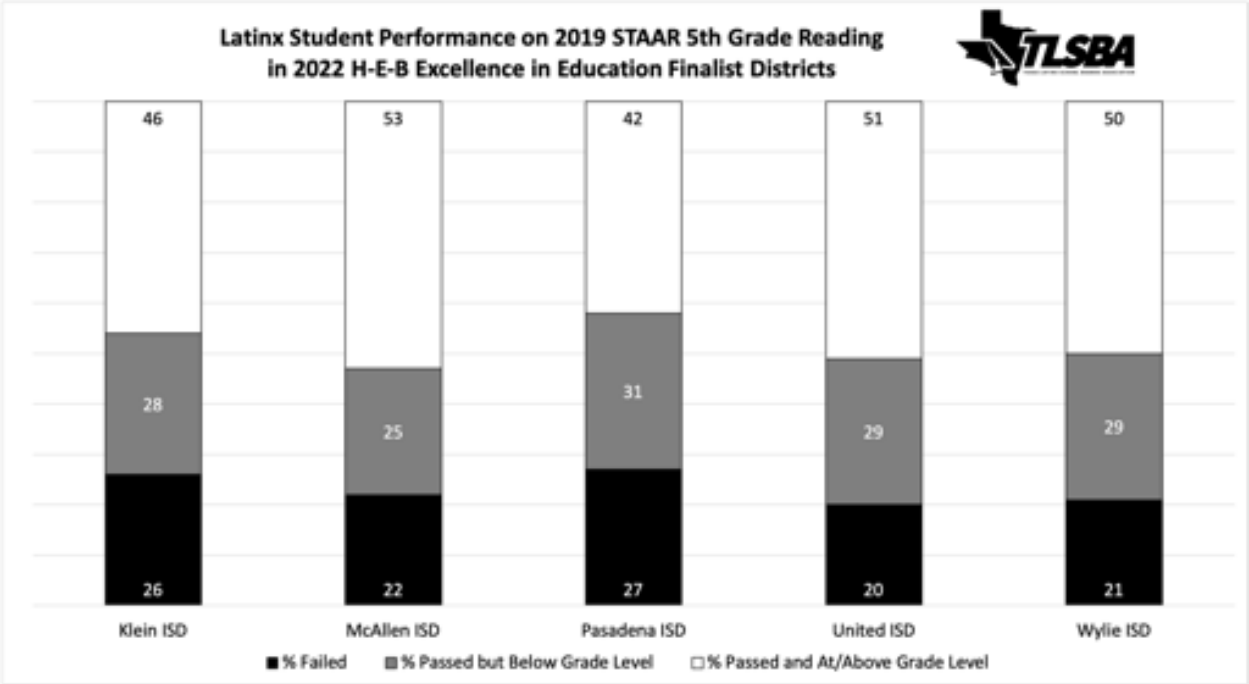
The following chart reveals that in 2019, during the last administration of the STAAR before the COVID-19 pandemic, the majority of Latinx ("Hispanic") third-grade students in four H-E-B Excellence in Education Award finalist districts were reading below grade level, as shown by the grey and black areas of each bar.



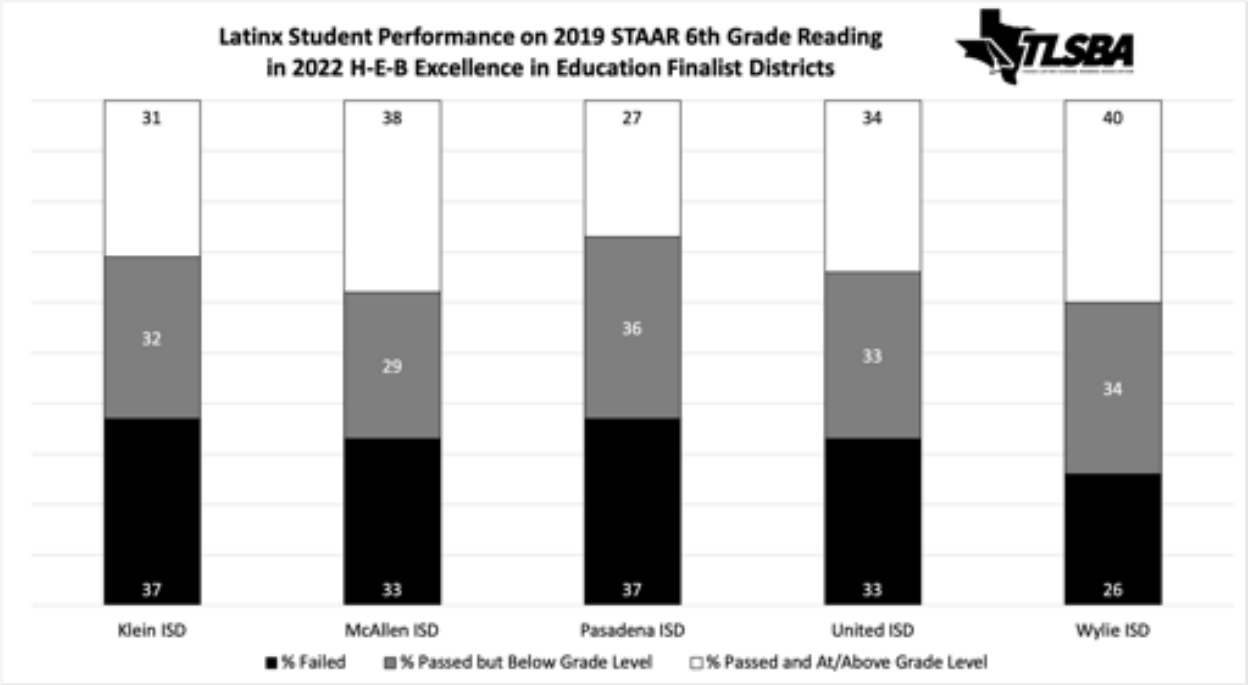
Similar to third-grade results, 36% to 54% of fourth-grade Latinx students performed at grade level in reading prior to the pandemic.



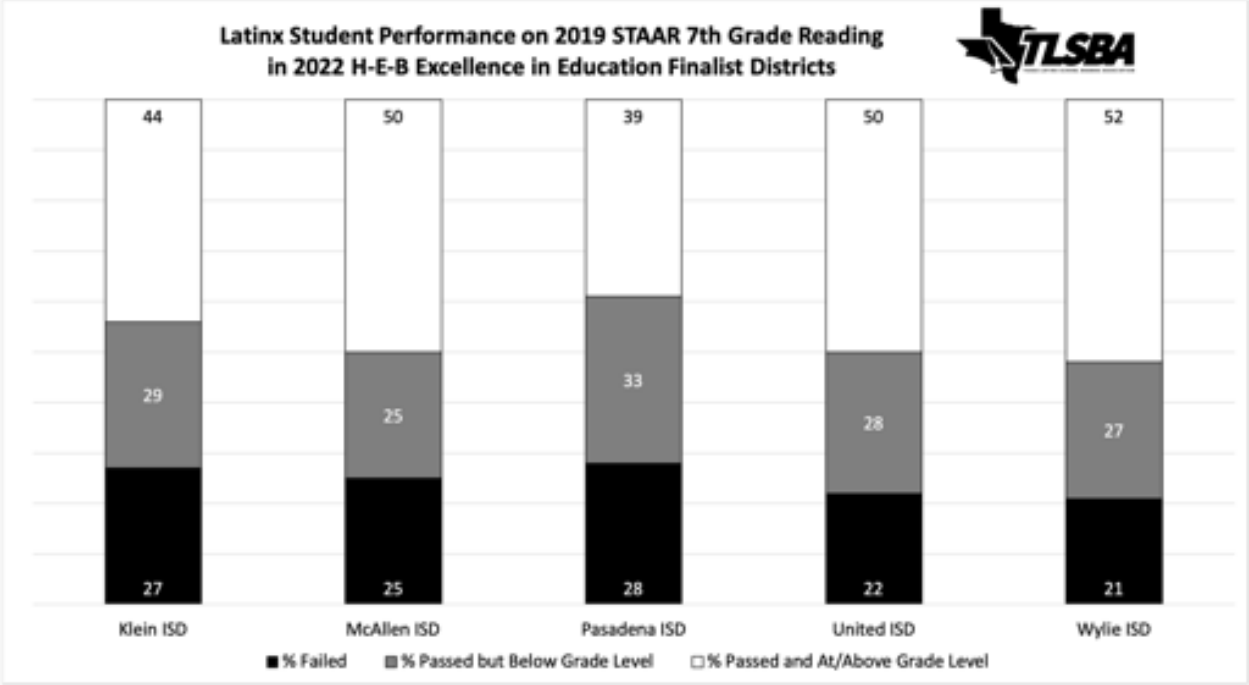
42% to 53% of fifth-grade Latinx students performed at grade level in reading.



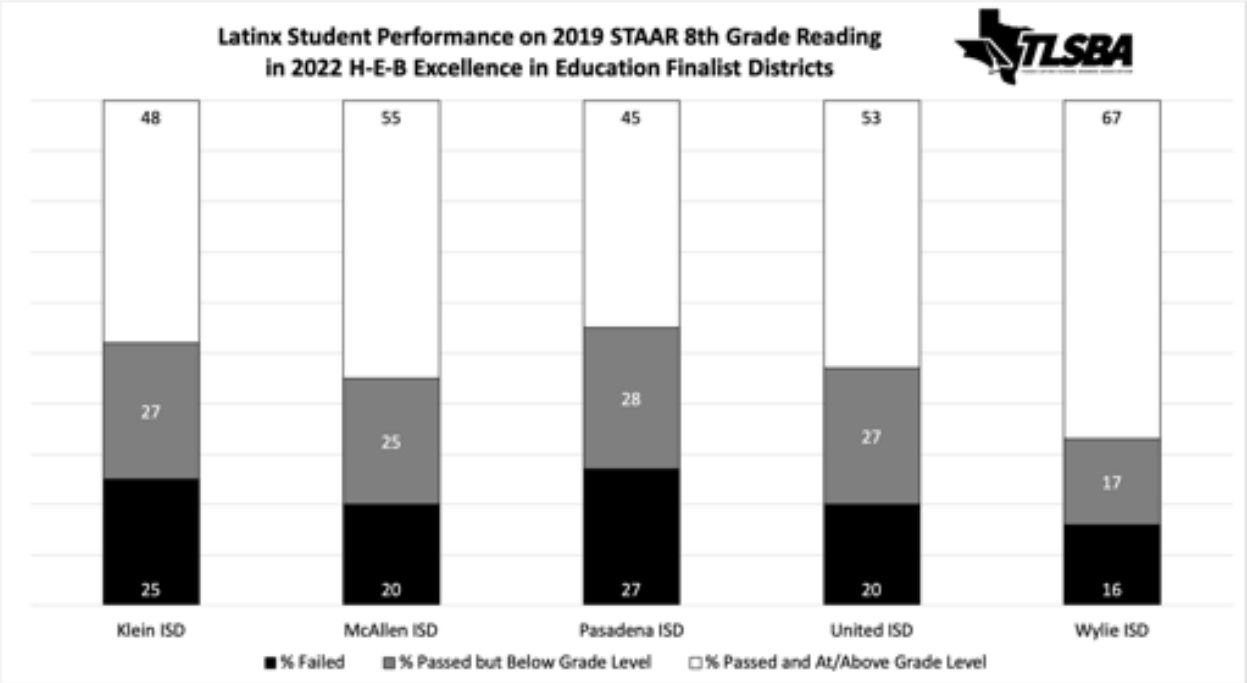
By the sixth-grade, the effect of the inability to be at grade level in previous grades is manifest. One immediately sees that only 27% to 40% of Latinx sixth-grade students in H-E-B Excellence in Education Award finalist districts were at grade level in reading prior to the pandemic. Three districts struggled to get a third of their sixth-grade students to grade level in reading.



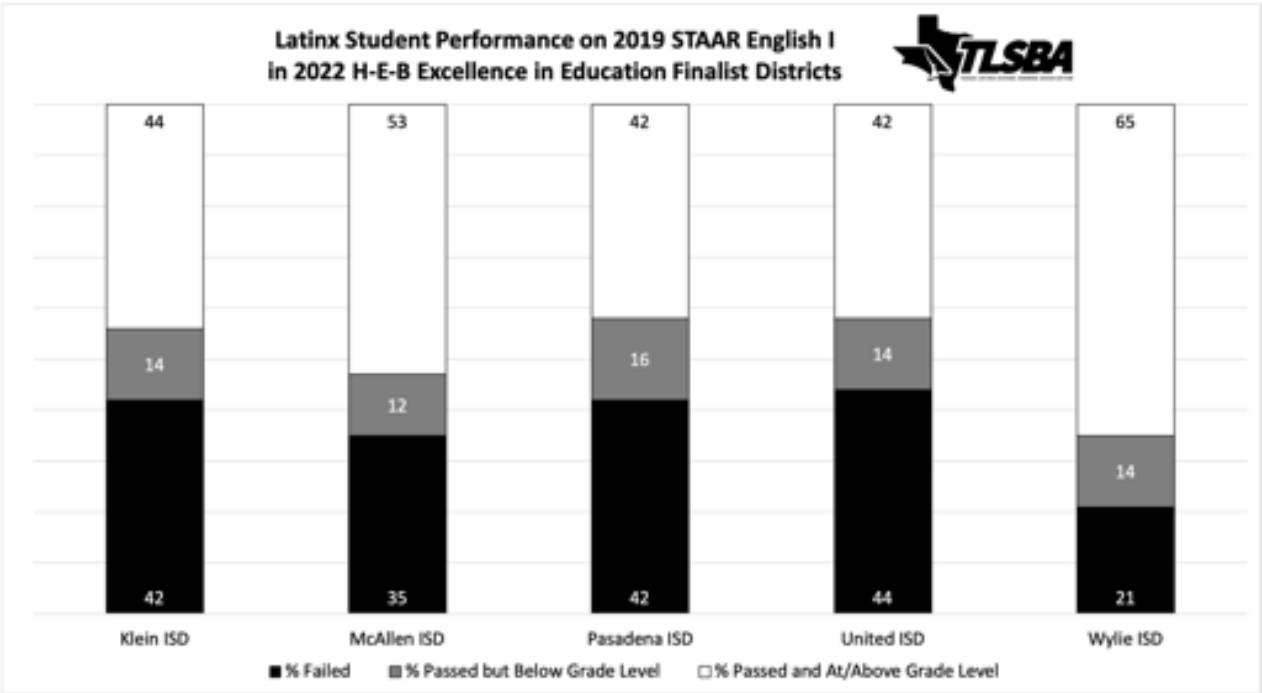
Higher passing rates can be seen in the seventh grade. As previous works of the TLSBA show, however, this is partly due to tests of higher grade levels containing several questions that are below grade level, in an attempt to "pass" as many students as possible.



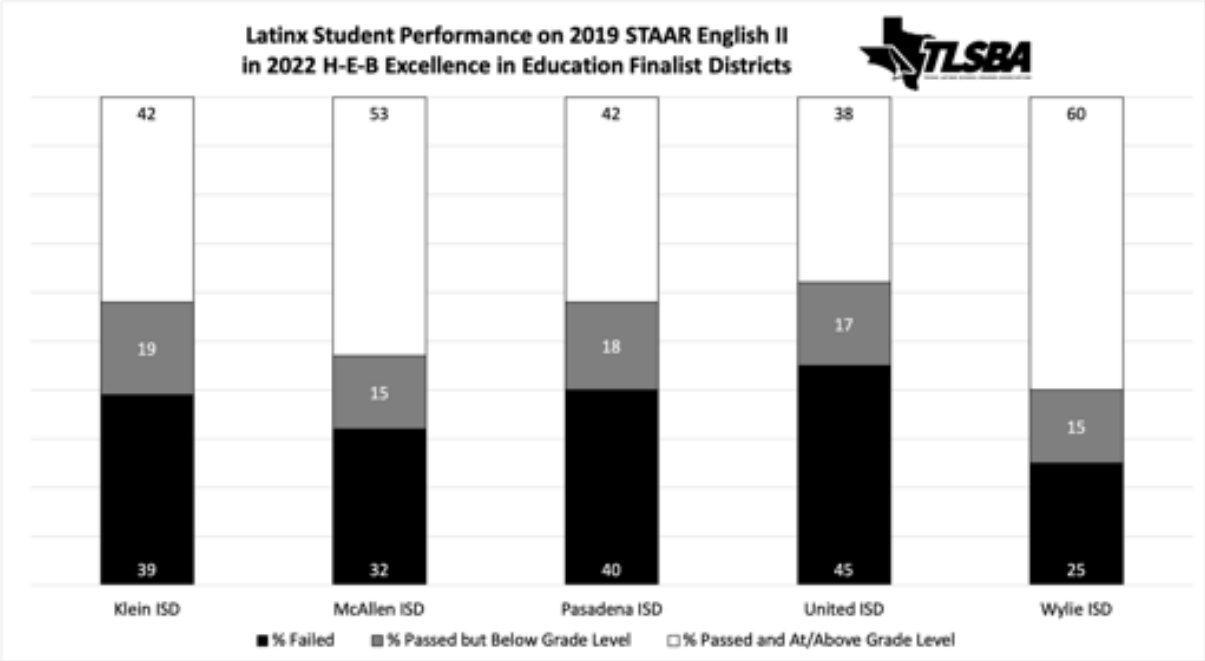
Intriguingly, the State of Texas classifies higher percentages of eighth-grade Latinx students as being at or above grade level.



By the time Latinx students take end-of-course tests in high school, the highest failing rates are witnessed. Here one sees that 21% to 44% of Latinx high school students outright fail the STAAR end-of-course test in English I, and that these end-of-course tests, required for graduation, have the narrowest grey areas, representing students who "passed" the test but are below grade level. As previous TLSBA works have shown, many questions on end-of-course tests are from lower grade levels, thus facilitating higher "passing" rates on these tests.

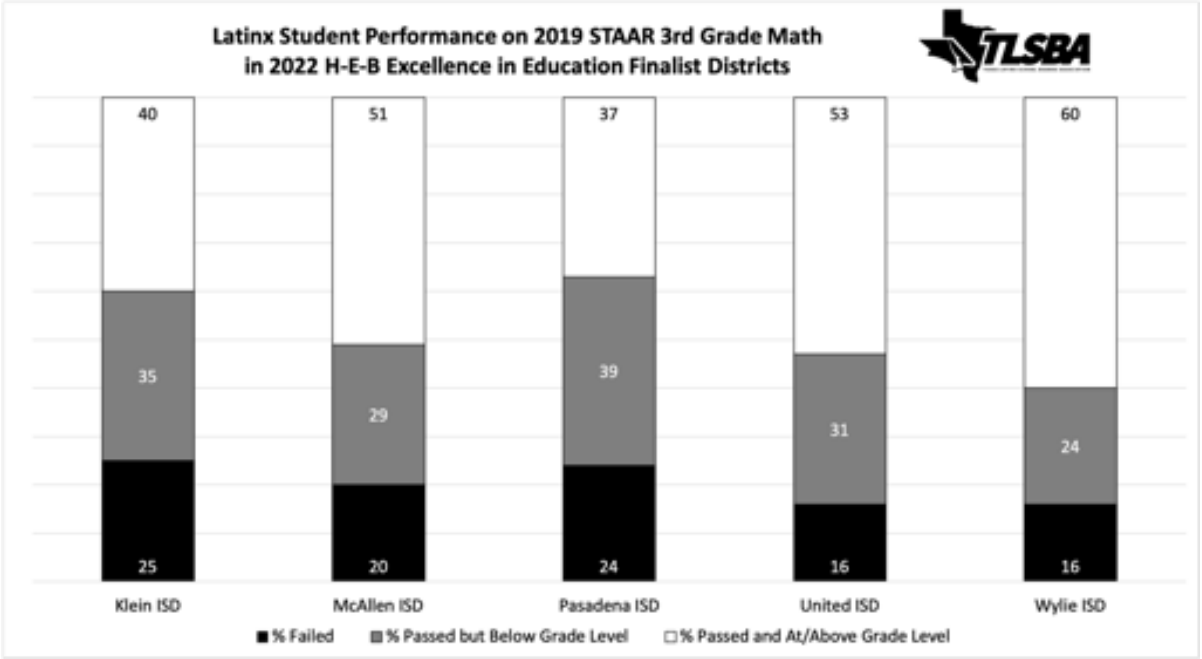


Similarly, 25% to 45% of Latinx students outright failed the last end-of-course test, for English II, in H-E-B Excellence in Education Award finalist districts. By their sophomore year, more than a quarter of students failed the STAAR, and the majority of students in three of five finalist districts were below grade level in end-of-course English II.

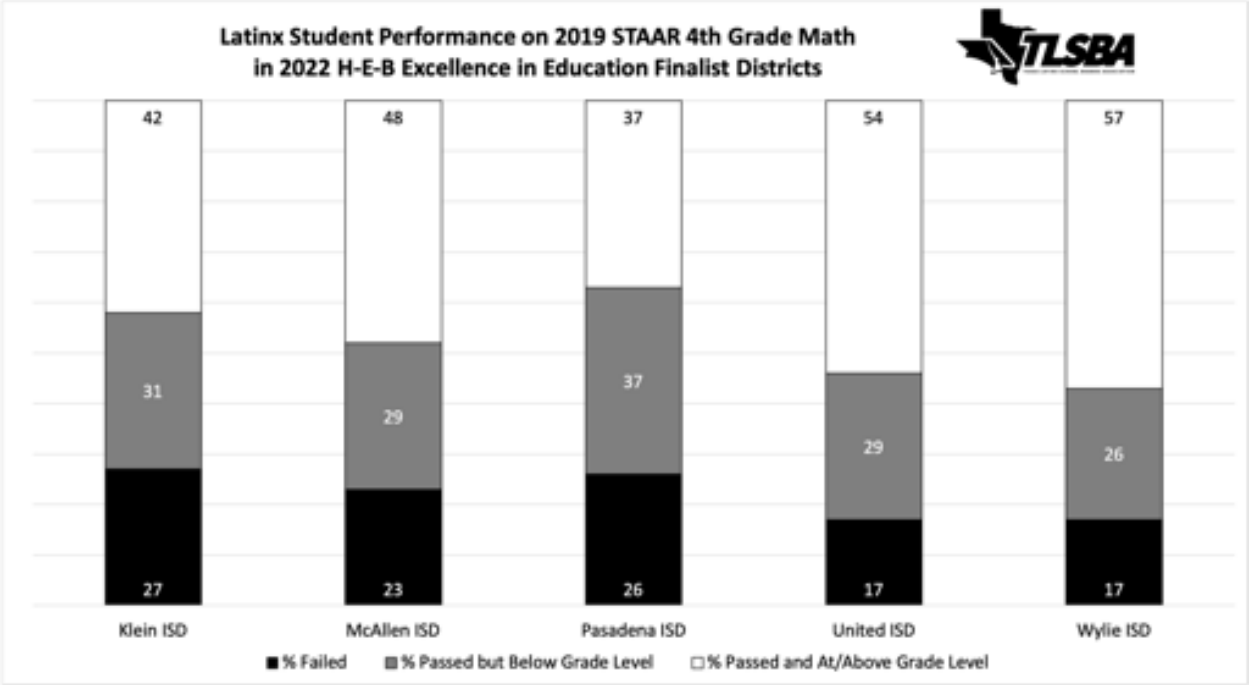


Below-Grade-Level Performance by Latinx Students in Math

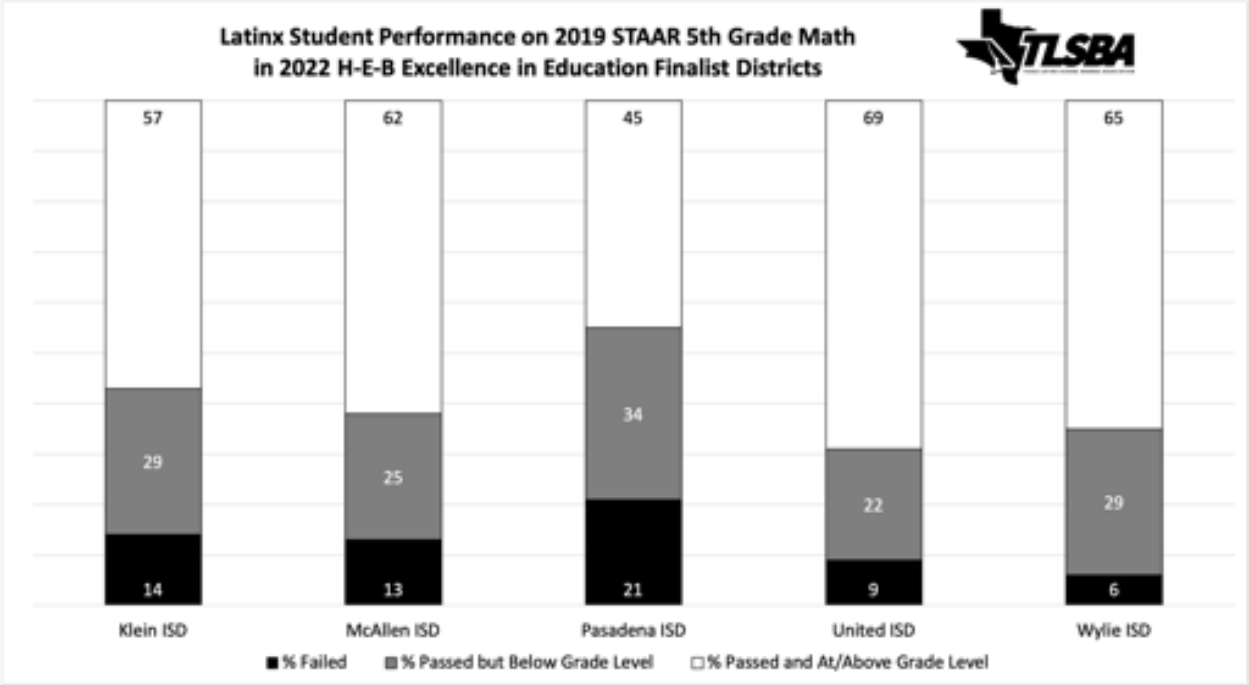
The following charts reveal the pre-pandemic math performance of Latinx students in H-E-B Excellence in Education Award finalist districts. As shown by the white area of each bar, 37% to 60% of third-grade Latinx students were at or above grade level in math.



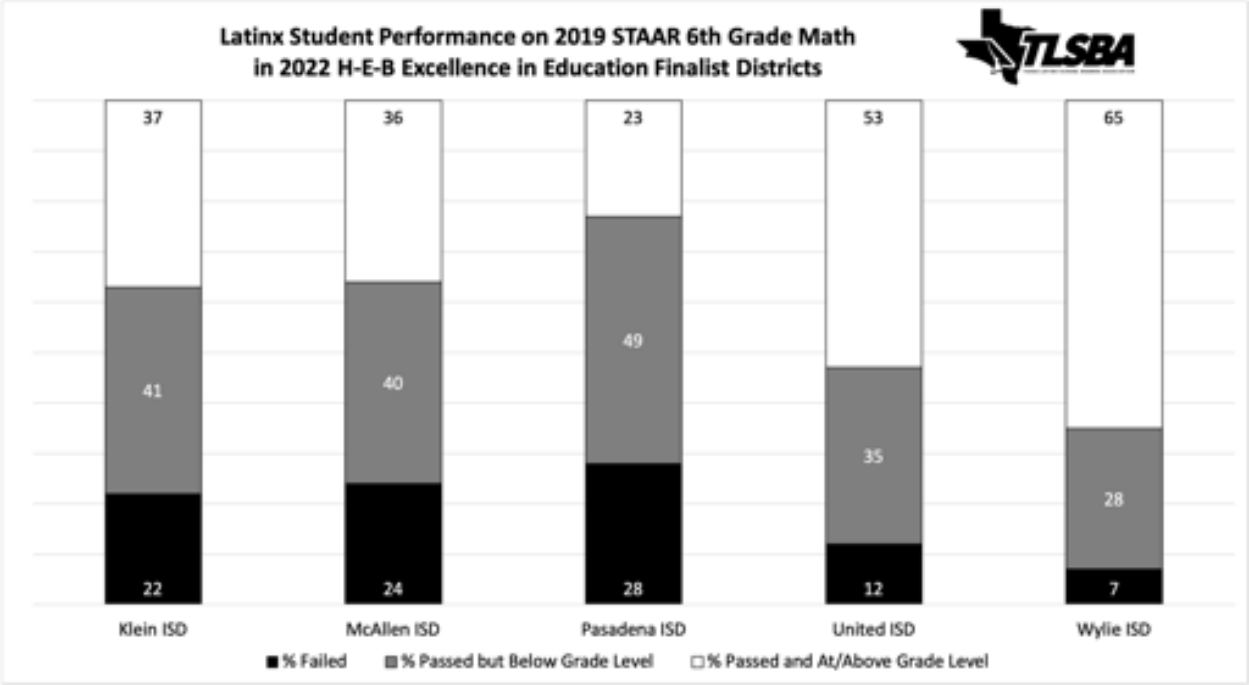
Slightly larger percentages of failing Latinx students are seen in the fourth grade, where 17% to 27% of Latinx fourth-grade students fail the STAAR test in math, but a majority of students in three finalist districts were below grade level even prior to the pandemic.



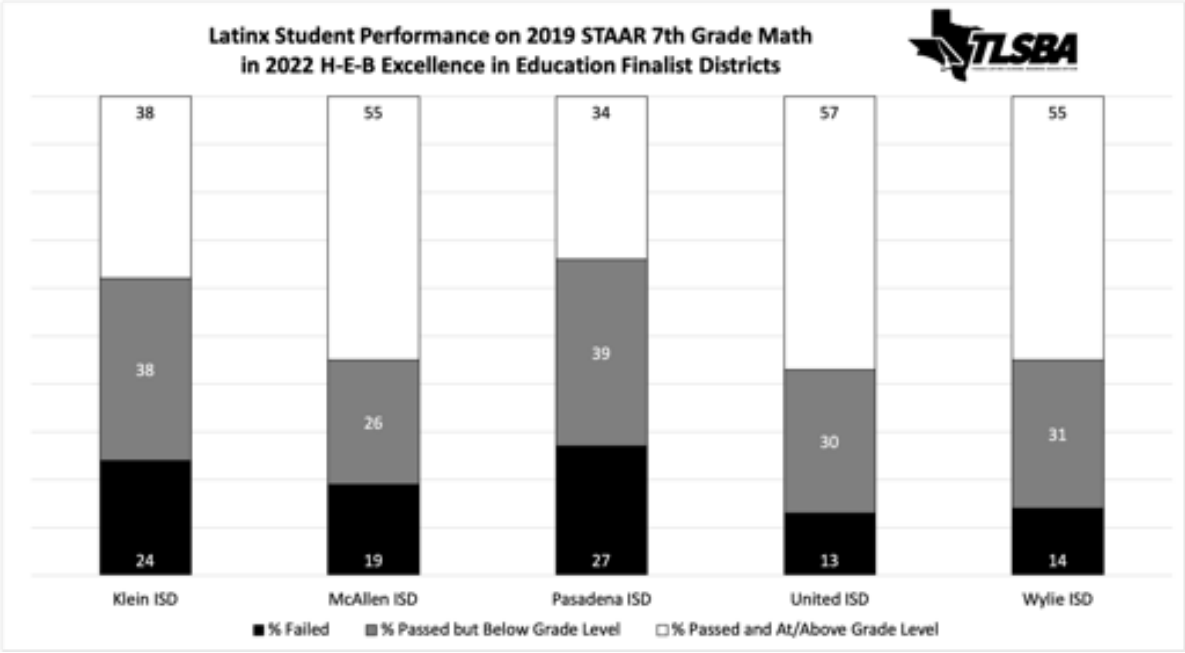
Adjustments in the test ensure that higher percentages of fifth-grade students are at grade level. The following chart would lead us to believe that, even though 37% to 57% of fourth-grade students (above) passed the math test, 45% to 69% of fifth-grade students (below) did the same. This incongruency is worthy of study. One views with incredulity the low failing rates (6% to 21%) at this level.



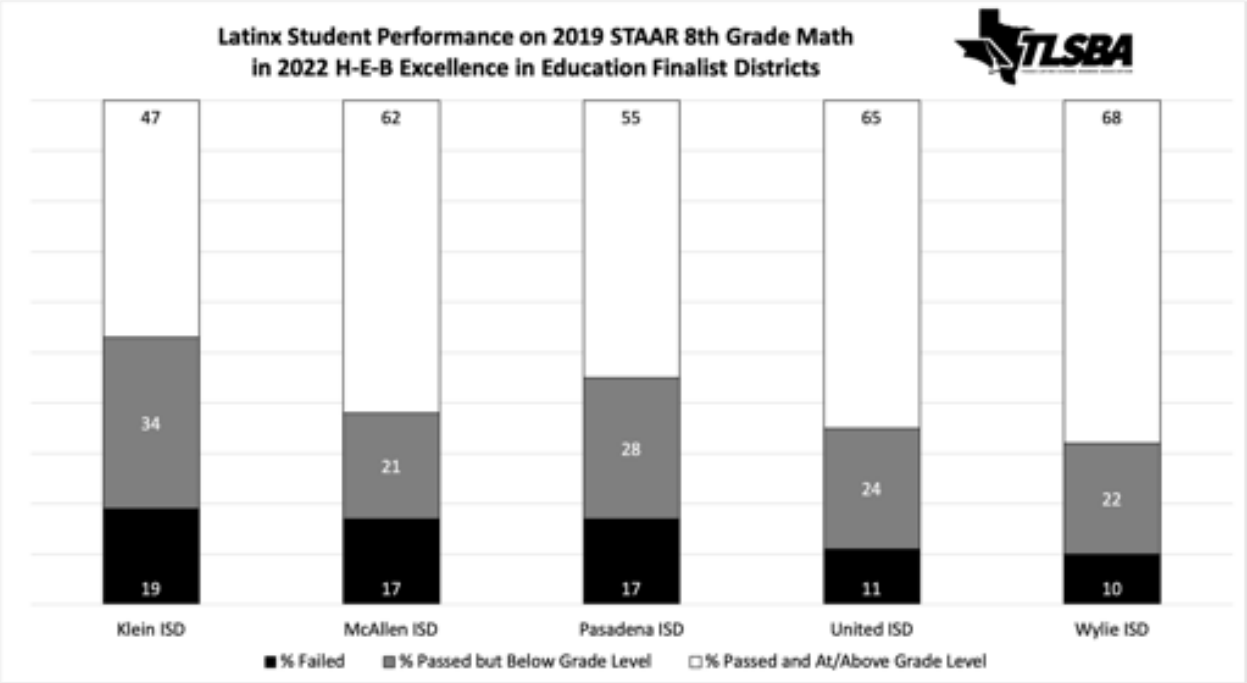
In sixth-grade math, we see the largest-yet grey areas, representing the percentages of students who "passed" the test but were found to be below grade level. This graph reveals "the Lies of Texas": The Texas Education Agency adds the white and grey area of each bar to suggest that 72% to 93% of students in these districts are meeting the State's constitutional burden to provide an equitable education. Viewed from another perspective, though, only 23% to 37% of students in three finalist districts were performing at or above grade level.



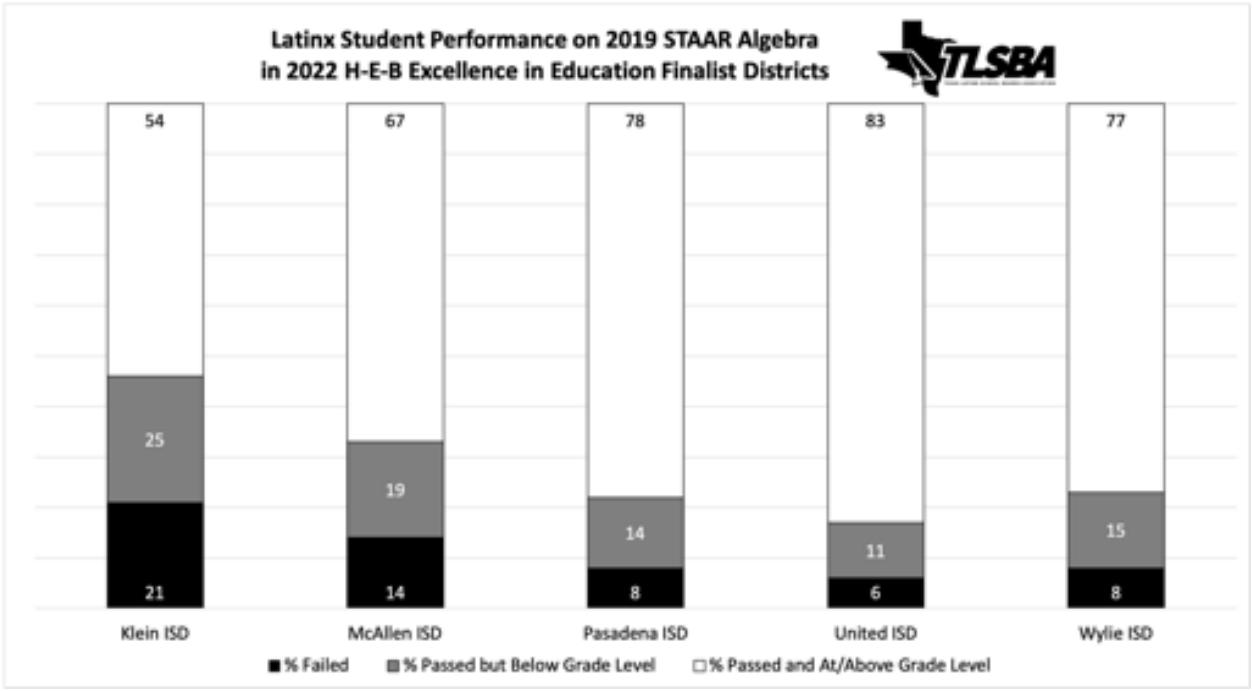
According to the TEA, 73% to 87% of seventh-grade Latinx students were meeting the State's constitutional equity definition, while only 34% to 57% were at grade level.



This chart suggests higher percentages of eighth-grade Latinx students performing at or above grade level.

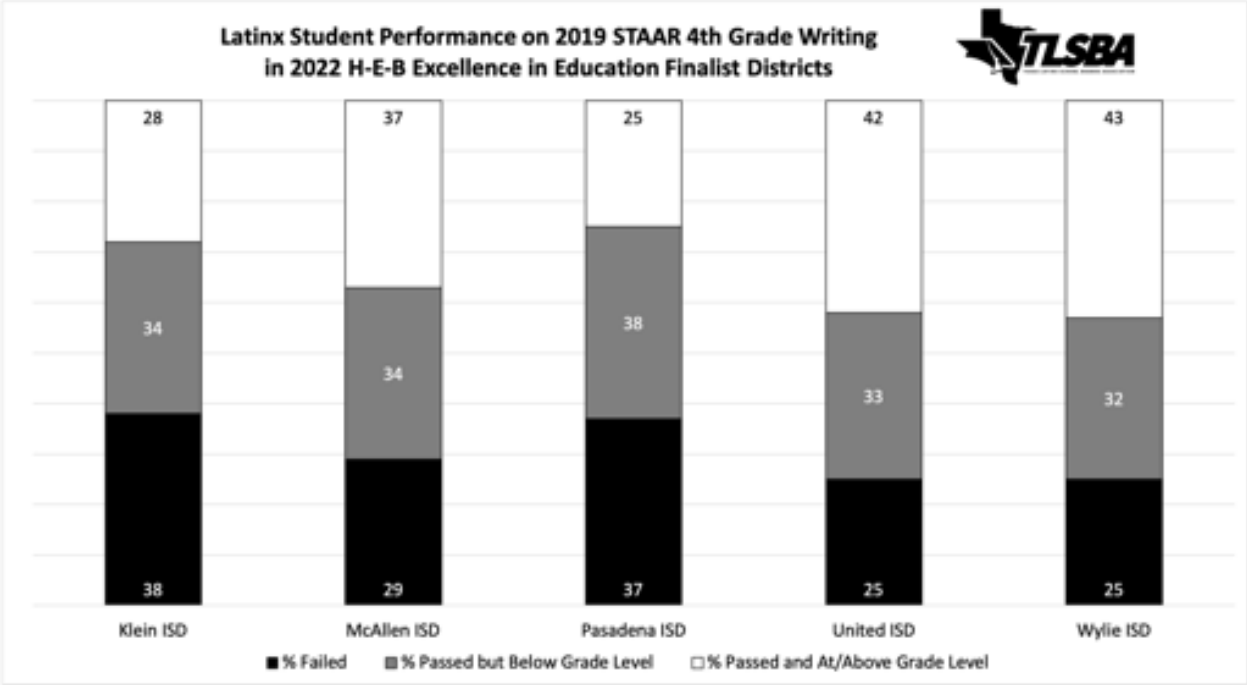


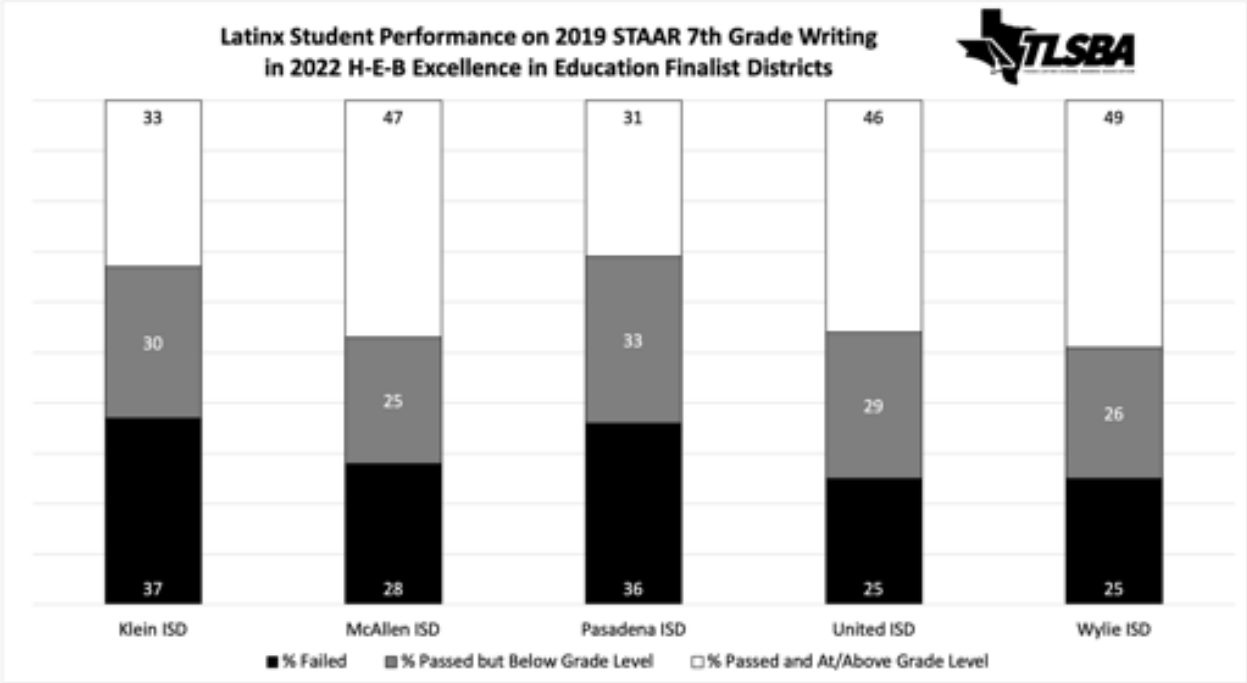
The last bar chart for math, for the end-of-course Algebra I test, confirms that many questions on this test would no doubt be found to be below grade level, since 54% to 83% of Latinx students are found to be at grade level—much higher percentages than any prior grade level. The TLSBA has not yet analyzed the grade level of questions in the SY18/19 administration of the STAAR.



Below-Grade-Level Performance by Latinx Students in Writing

Students are tested in writing only in the fourth and seventh grades. The following charts reveal the pre-pandemic writing performance of Latinx students in H-E-B Excellence in Education Award finalist districts. The following bar charts show that only 28% to 43% of Latinx fourth-grade students and only 31% to 49% of Latinx seventh-grade students were writing at or above grade level. Said differently, the majority of Latinx students in these two grades were performing *below* grade level in these five districts, despite higher percentages "passing" the test.



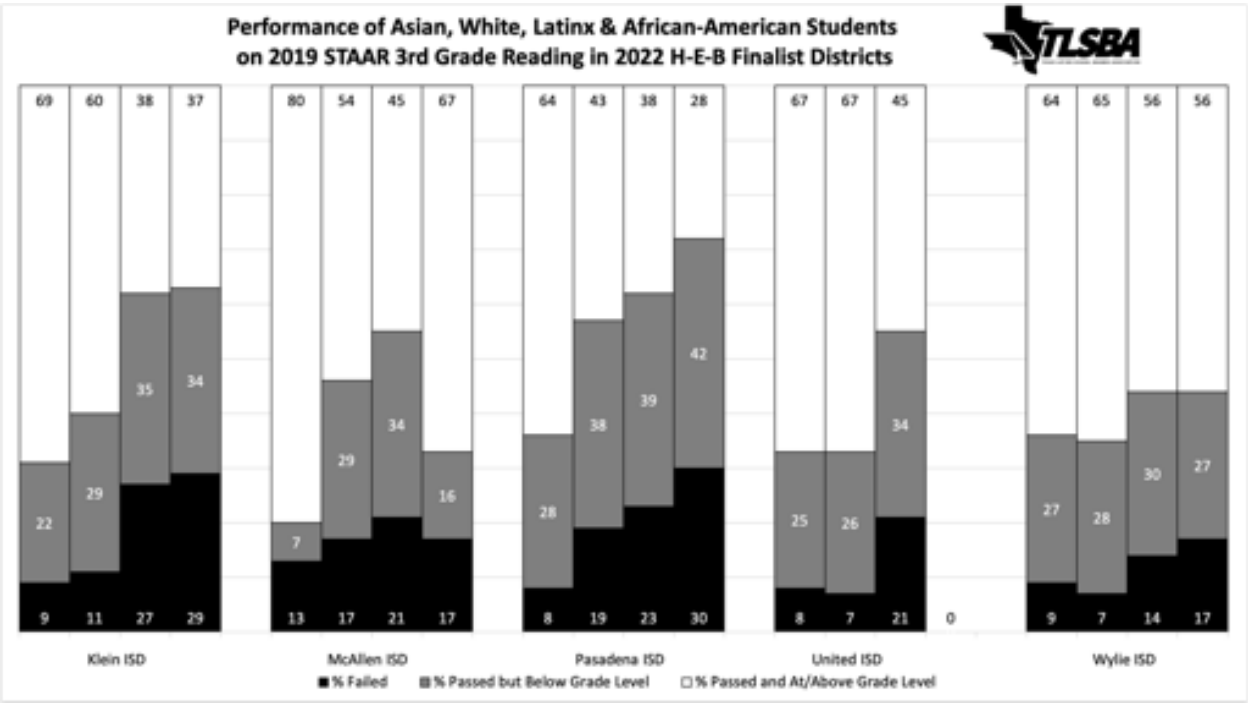


Academic Achievement Gaps in Reading by Race/Ethnicity

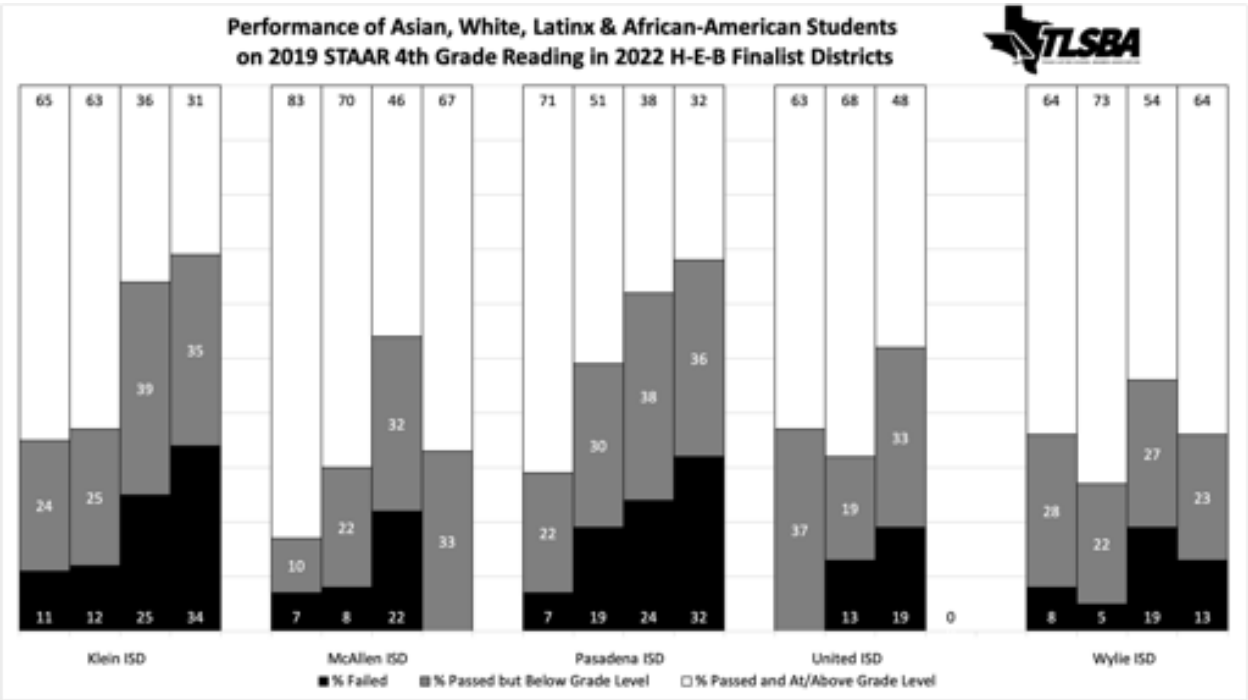
Gaps are exposed when one compares the performance of various student subpopulations. The following charts reveal the pre-pandemic gaps between Asian students, White students, Latinx students, and African-American students who were at or above grade level in reading in H-E-B Excellence in Education Award finalist districts.

In third-grade reading, these gaps prior to the pandemic ranged from nine points in Wylie ISD and 22 points in United ISD, to 32 points in Klein ISD, 35 points in McAllen ISD, and 36 points in Pasadena ISD. To close these gaps would require the State to dedicate the necessary resources to lift the lowest percentages of passing students in each set of bars to be equal to the highest percentage. The importance of closing these gaps is illuminated by the research of Dr. Michael Kline of the Hobby Center at Rice University, who has stated that the closing of these gaps by 2050 would result in adding $899 billion *per year* to our Texas economy.

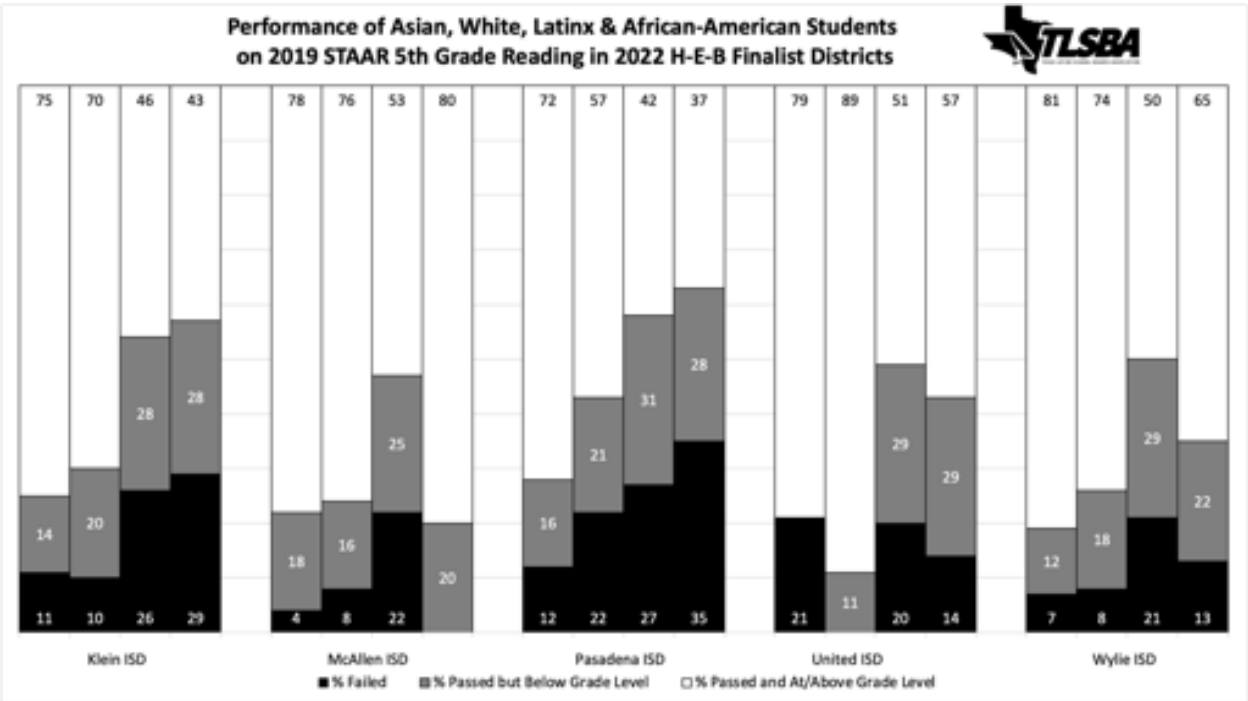
When data are desegregated by race/ethnicity, only one H-E-B Excellence in Education Award finalist district—the district serving the lowest percentages of economically-disadvantaged and at-risk students—was able to get a majority of third-grade Latinx students to grade level in third-grade reading prior to the pandemic. In one finalist district, only 28% of third-grade African-American students were reading at grade level prior to the pandemic.



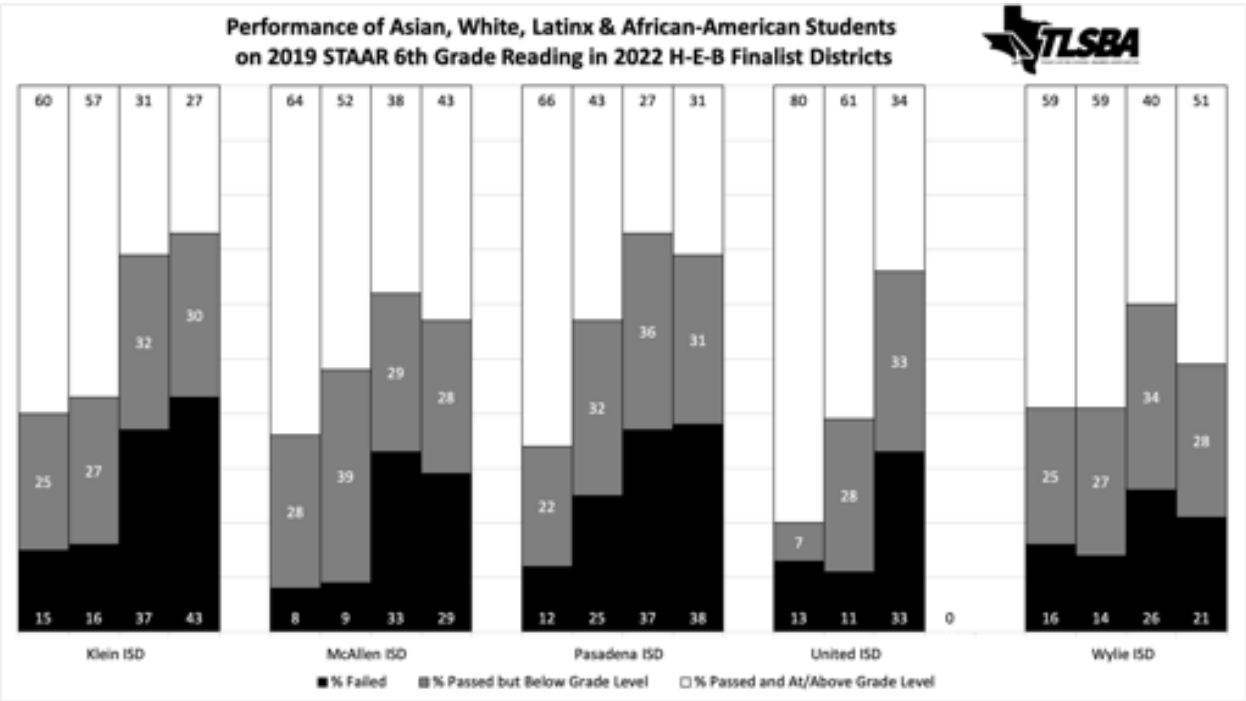
Similarly, gaps in fourth-grade reading ranged from 19 points in Wylie ISD and 20 points in United ISD, to 34 points in Klein ISD, 37 points in McAllen ISD, and 39 points in Pasadena ISD. Even prior to the pandemic, four of five finalist districts were unable to bring a majority of Latinx fourth-grade students to grade level.



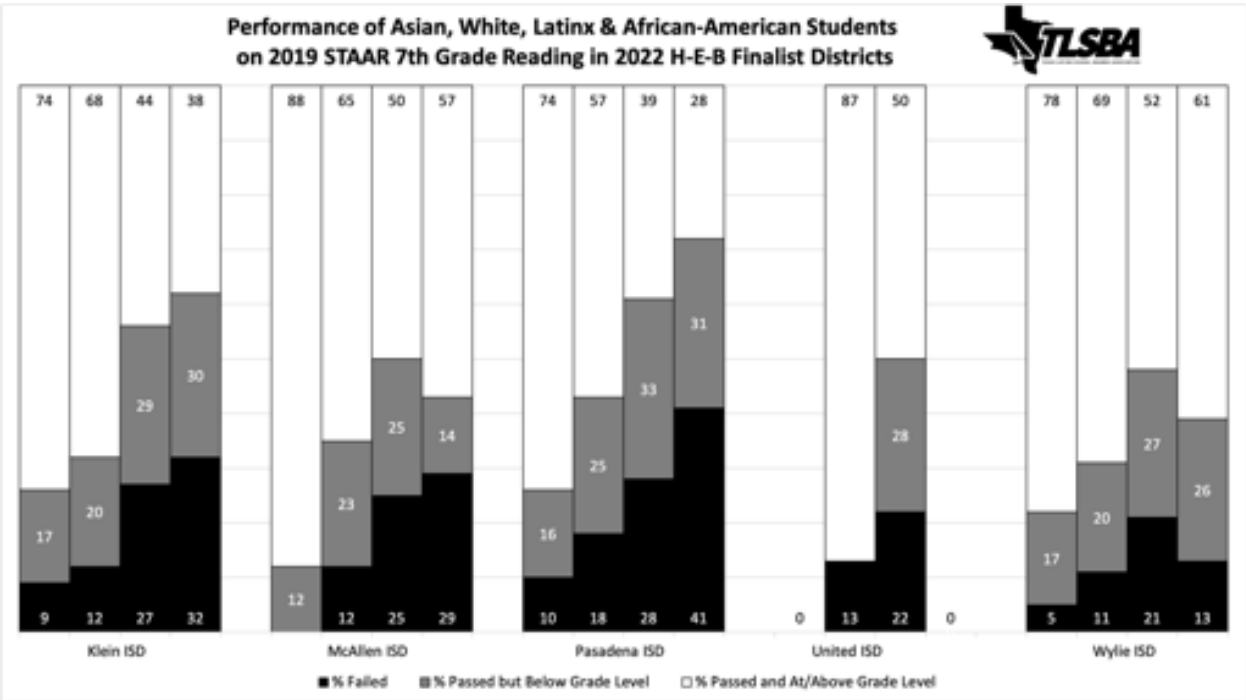
Similarly, gaps in fifth-grade reading ranged from 27 points in McAllen ISD, 31 points in Wylie ISD, and 32 points in Klein ISD, to 35 points in Pasadena ISD and 38 points in United ISD. Note that these gaps are growing in most districts.



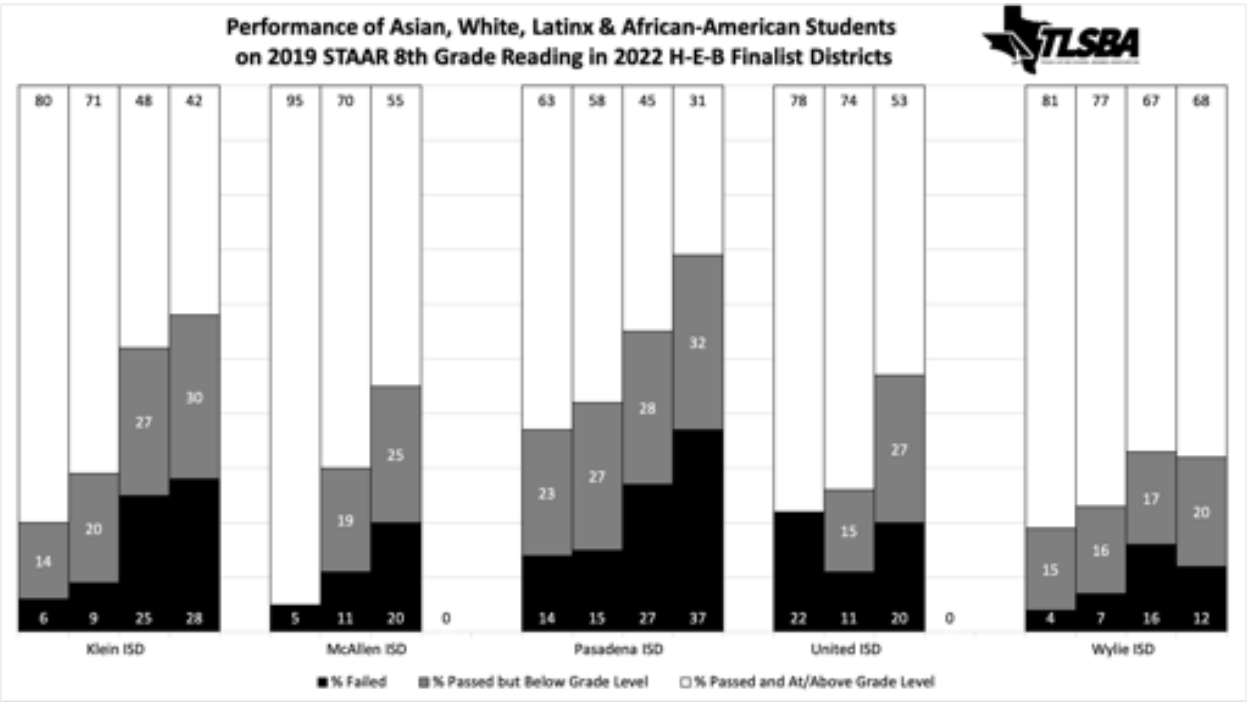
Gaps in sixth-grade reading ranged from 19 points in Wylie ISD, 26 points in McAllen ISD, and 33 points in Klein ISD, to 39 points in Pasadena ISD and 46 points in United ISD. Note that these gaps continue to grow with each grade level. Even prior to the pandemic, no finalist district was able to get more than 40% of Latinx sixth-grade students to grade level in reading.



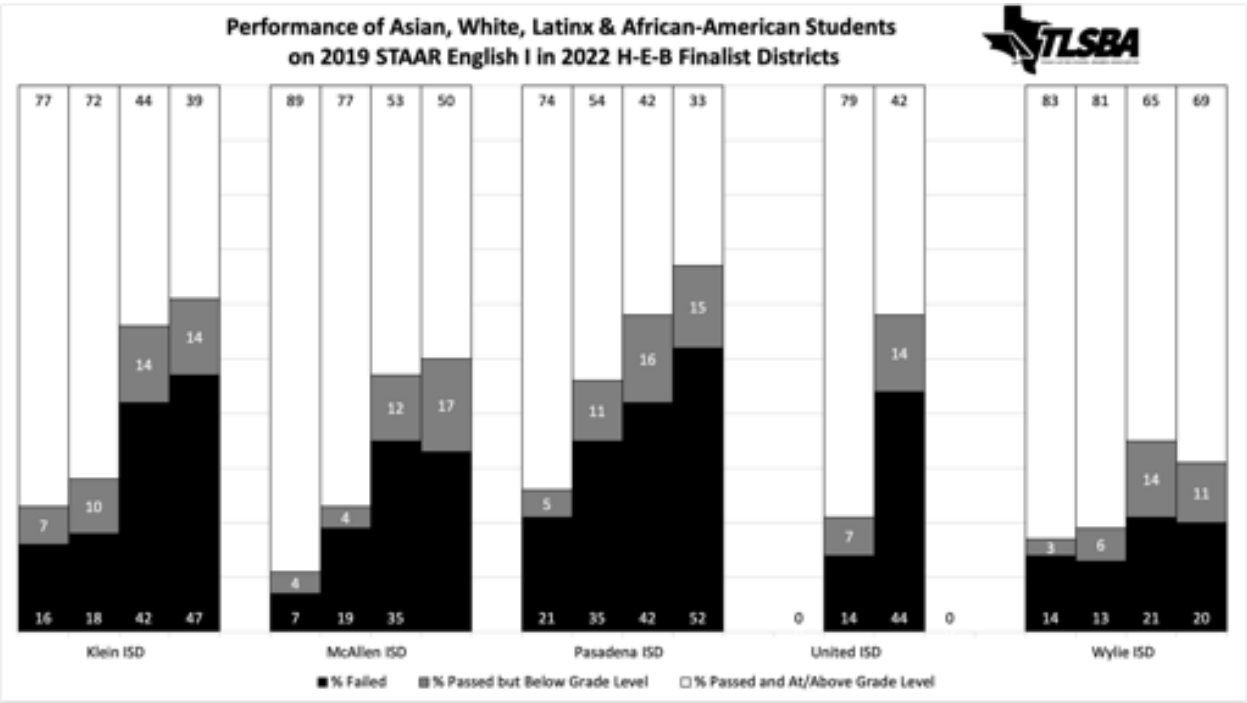
Gaps in seventh-grade reading ranged from 26 points in Wylie ISD and 33 points in McAllen ISD, to 36 points in Klein ISD, 37 points in United ISD, and 46 points in Pasadena ISD.



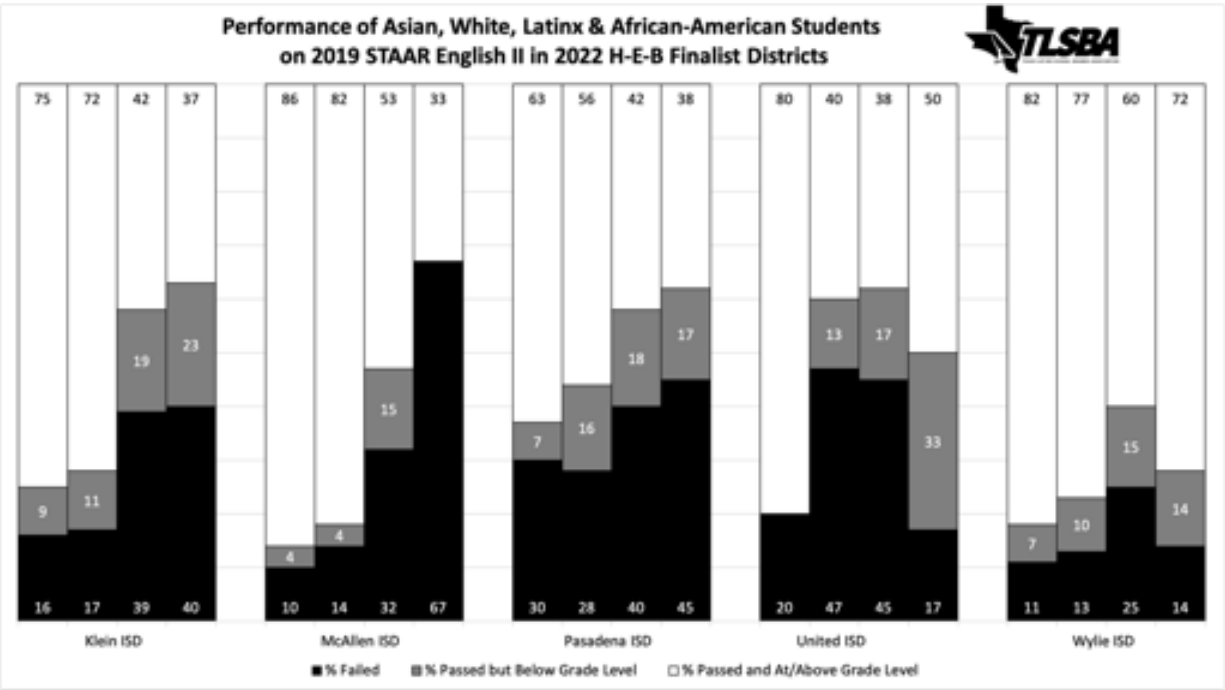
Gaps in eighth-grade reading ranged from 14 points in Wylie ISD and 25 points in United ISD, to 32 points in Pasadena ISD, 38 points in Klein ISD, and 40 points in McAllen ISD.



Gaps in English I ranged from 18 points in Wylie ISD, to 37 points in United ISD, 38 points in Klein ISD, 39 points in McAllen ISD, and 41 points in Pasadena ISD.

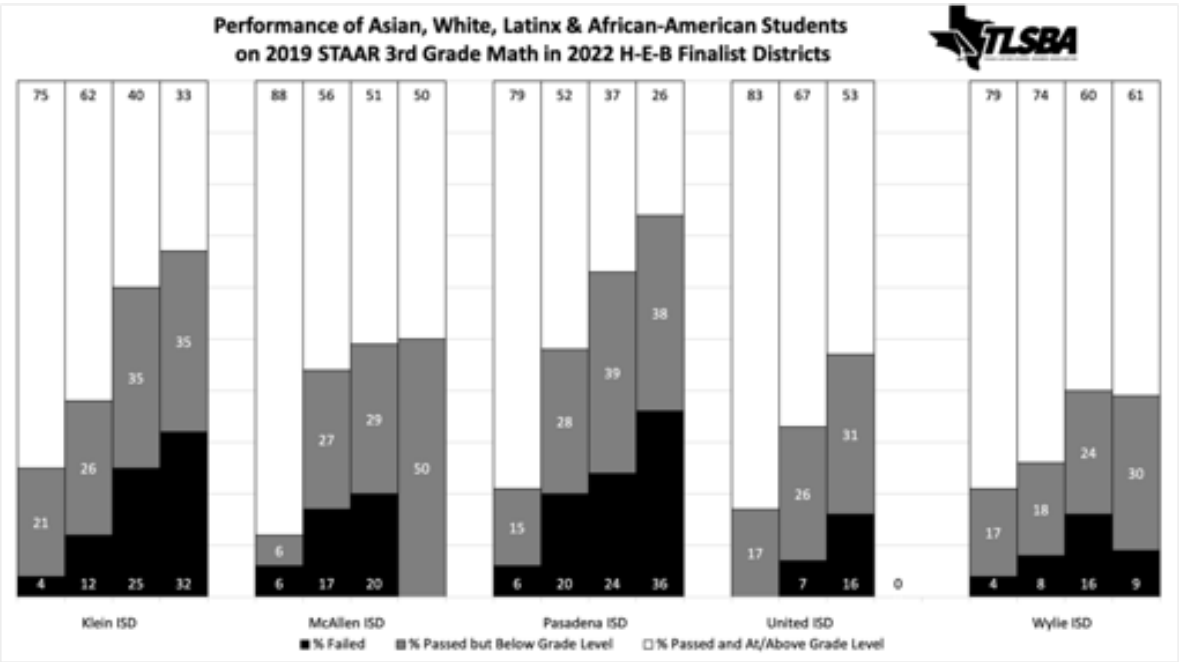


Gaps in English II ranged from 22 points in Wylie ISD and 25 points in Pasadena ISD, to 38 points in Klein ISD, 42 points in United ISD, and 53 points in McAllen ISD.

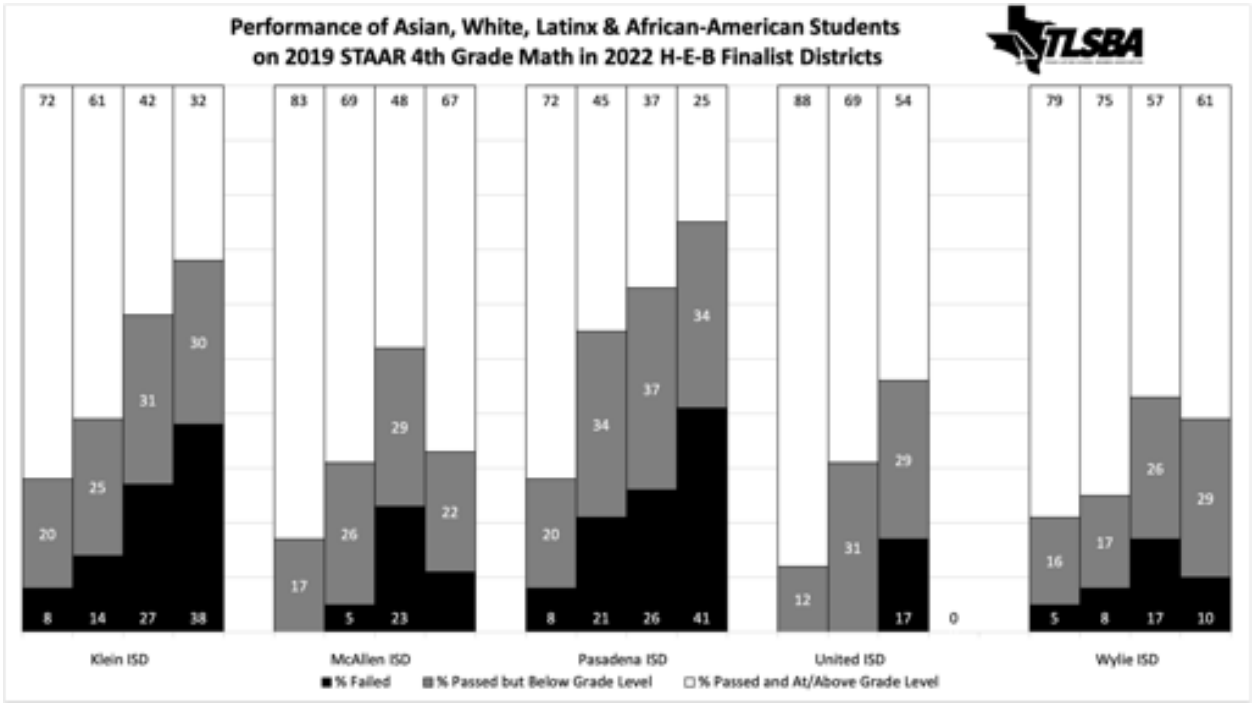


Academic Achievement Gaps in Math by Race/Ethnicity

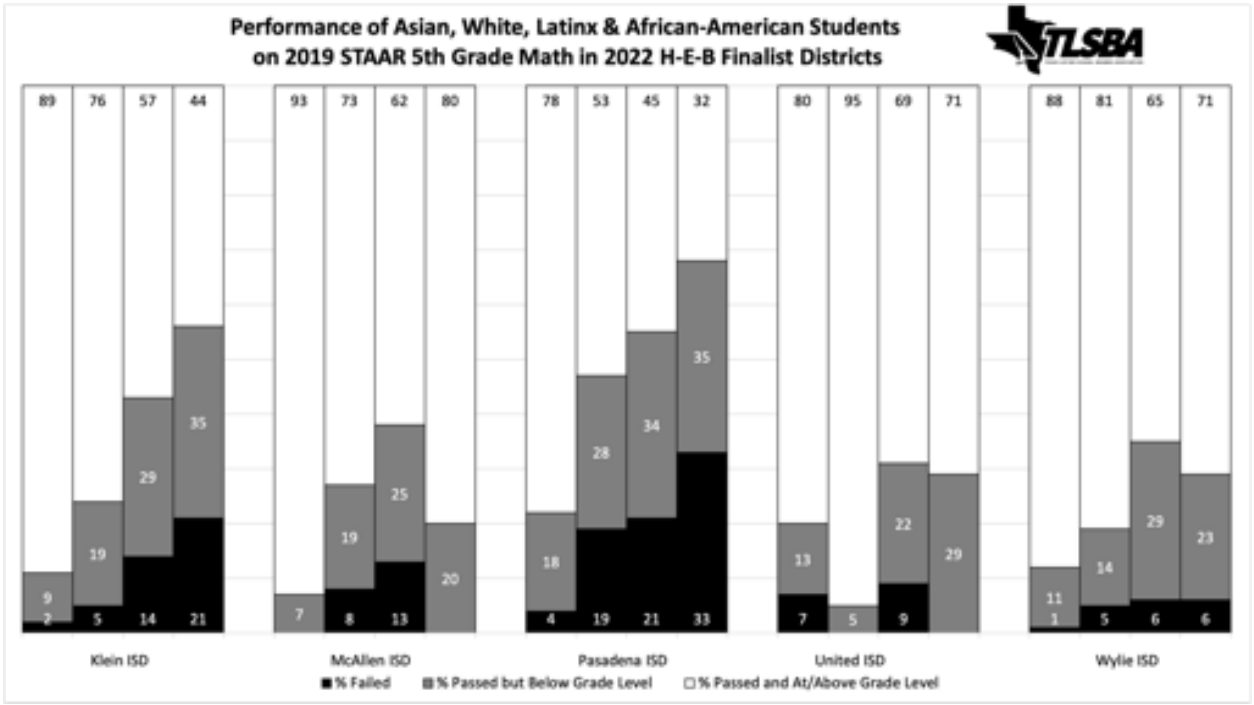
As one might expect, the gaps in math performance largely mirror those in reading. Gaps in third-grade math ranged from 19 points in Wylie ISD and 30 points in United ISD, to 38 points in McAllen ISD, 42 points in Klein ISD, and 53 points in Pasadena ISD. Even prior to the pandemic, three finalist districts were failing to get the majority of their third-grade African-American students to grade level in math.



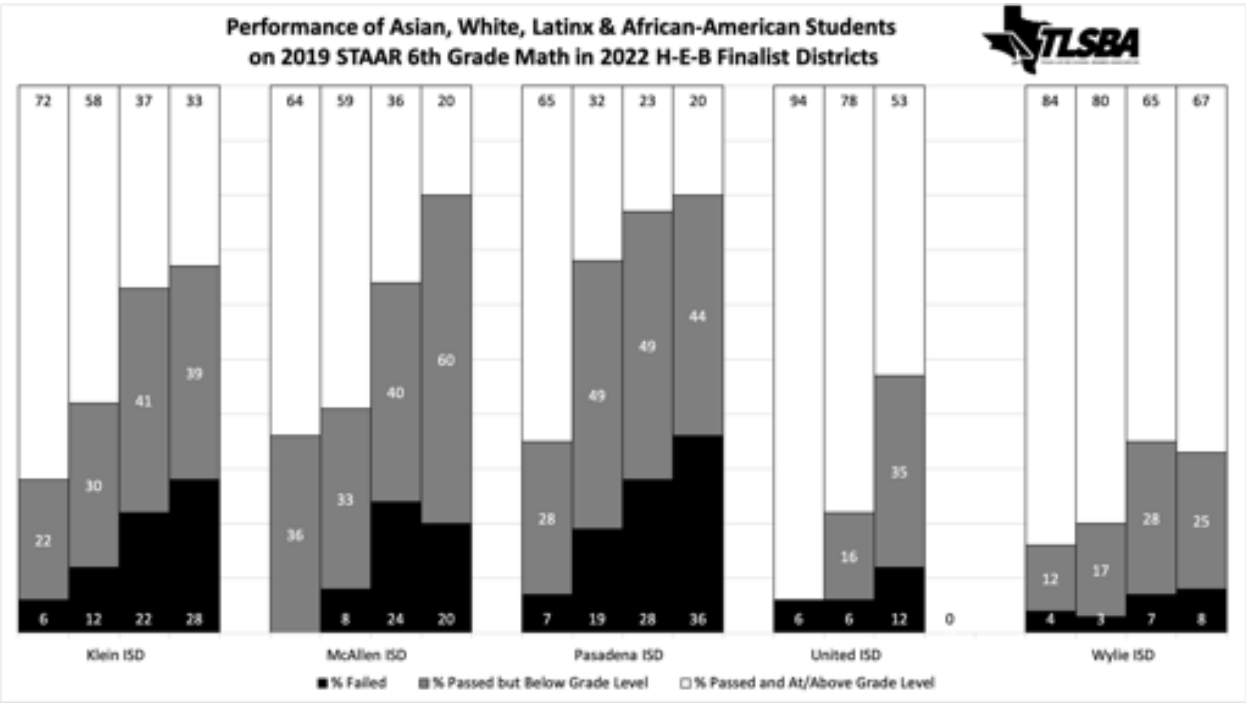
Gaps in fourth-grade math ranged from 22 points in Wylie ISD, 34 points in United ISD, and 35 points in McAllen ISD, to 40 points in Klein ISD and 47 points in Pasadena ISD.



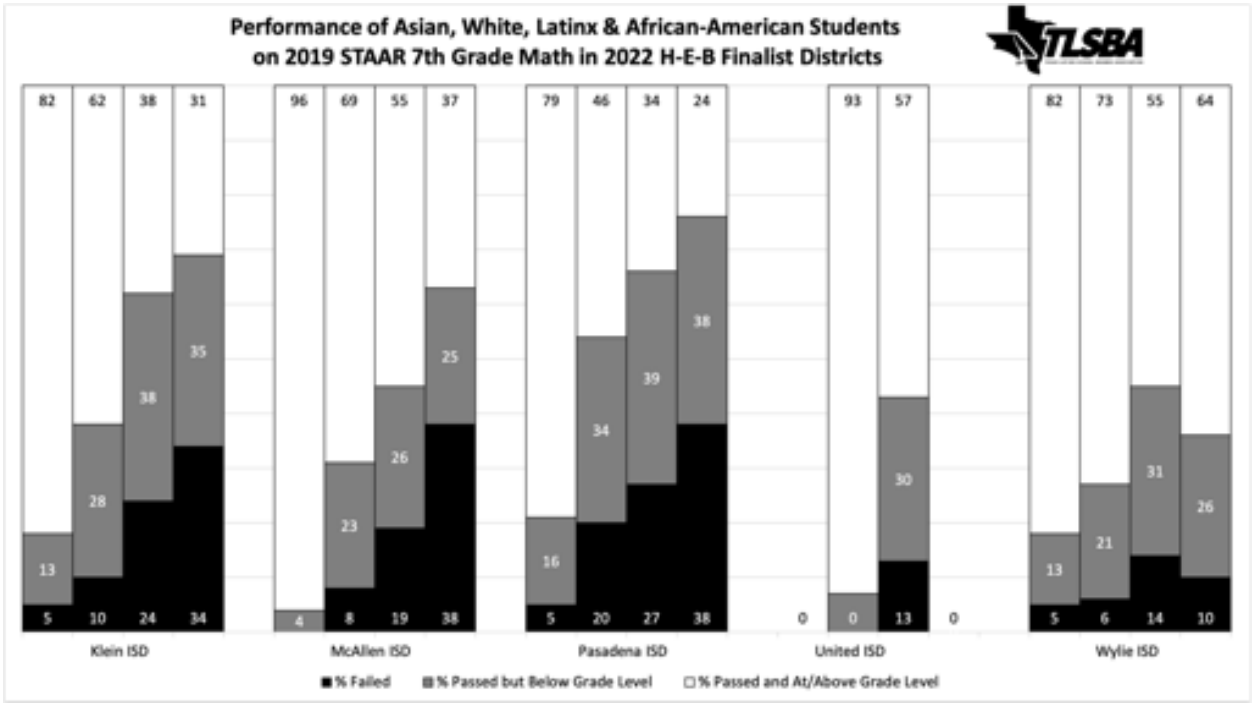
Gaps in fifth-grade math ranged from 23 points in Wylie ISD and 26 points in United ISD, to 31 points in McAllen ISD, 45 points in Klein ISD, and 46 points in Pasadena ISD.



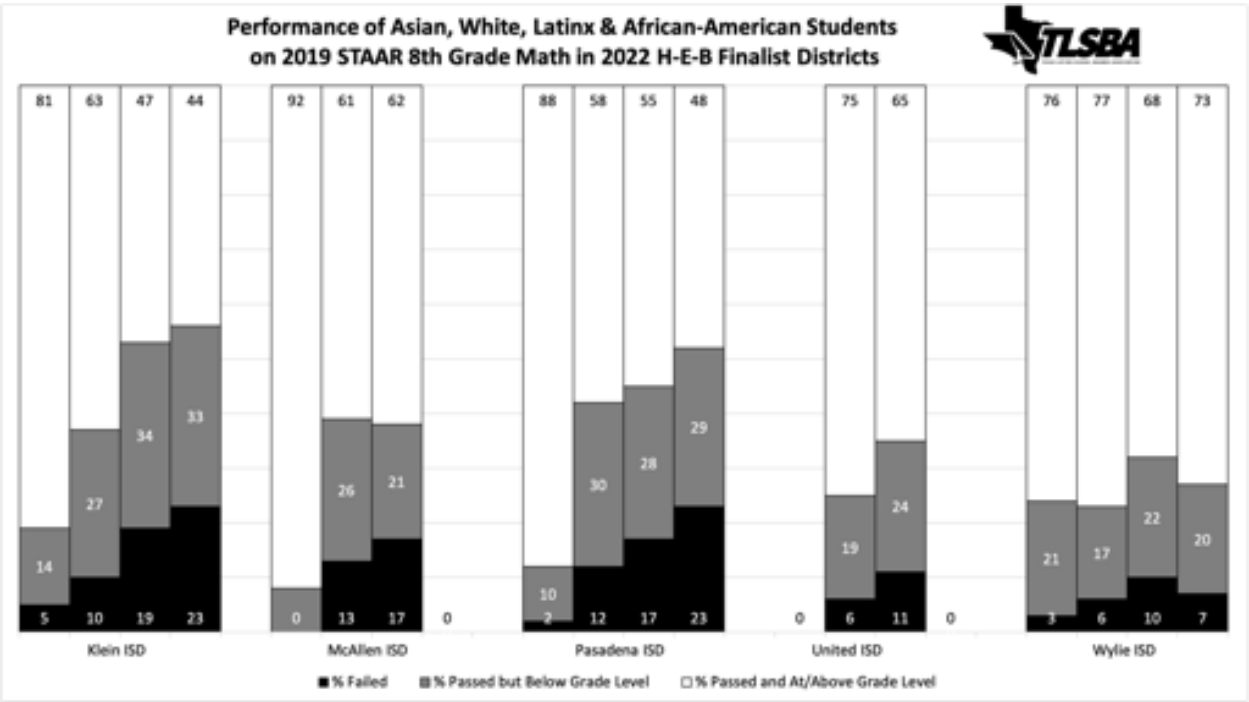
Gaps in sixth-grade math ranged from 19 points in Wylie ISD, to 39 points in Klein ISD, 41 points in United ISD, 44 points in McAllen ISD, and 45 points in Pasadena ISD. In three finalist districts, only 20% to 33% of African-American sixth-grade students were at grade level in math prior to the pandemic. Note the large grey bars that allow the TEA to suggest that Texas is meeting its constitutional, statutory, and moral obligation to provide an equitable education to students—despite much smaller percentages of students being at grade level.



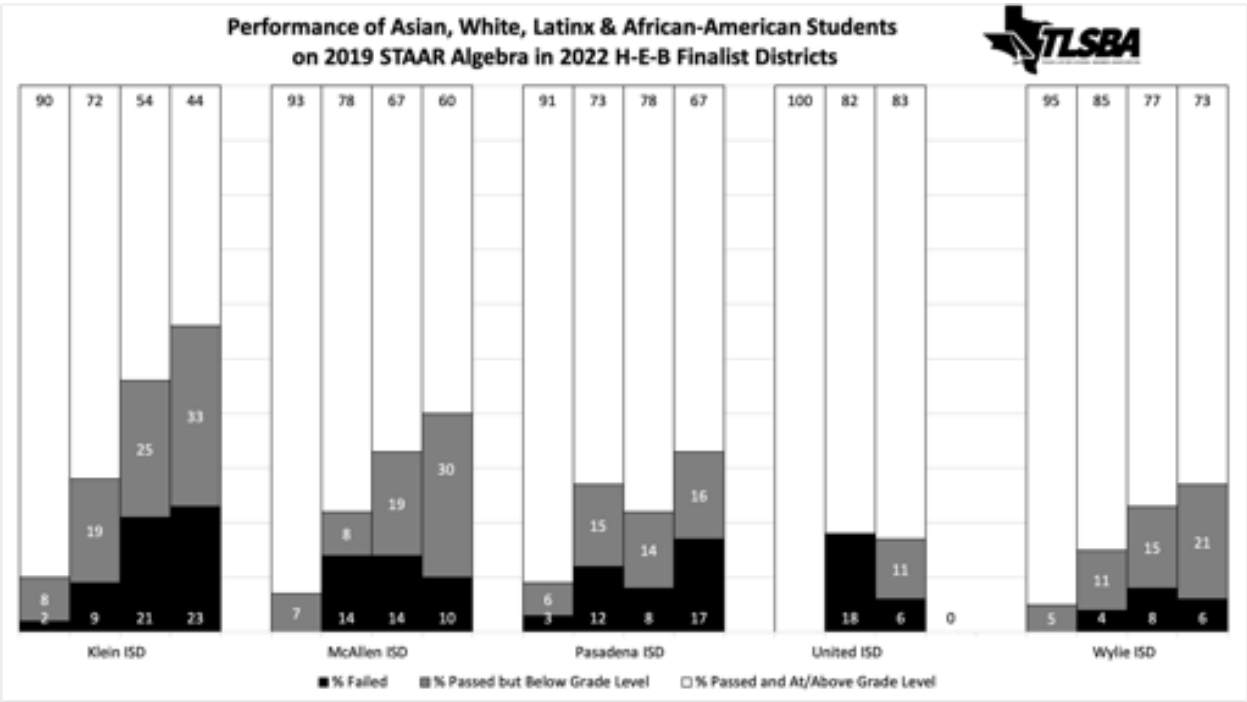
Gaps in seventh-grade math ranged from 27 points in Wylie ISD and 36 points in United ISD, to 51 points in Klein ISD, 55 points in Pasadena ISD, and 59 points in McAllen ISD.



Gaps in eighth-grade math ranged from 9 points in Wylie ISD and 10 points in United ISD, to 31 points in McAllen ISD, 37 points in Klein ISD, and 40 points in Pasadena ISD.

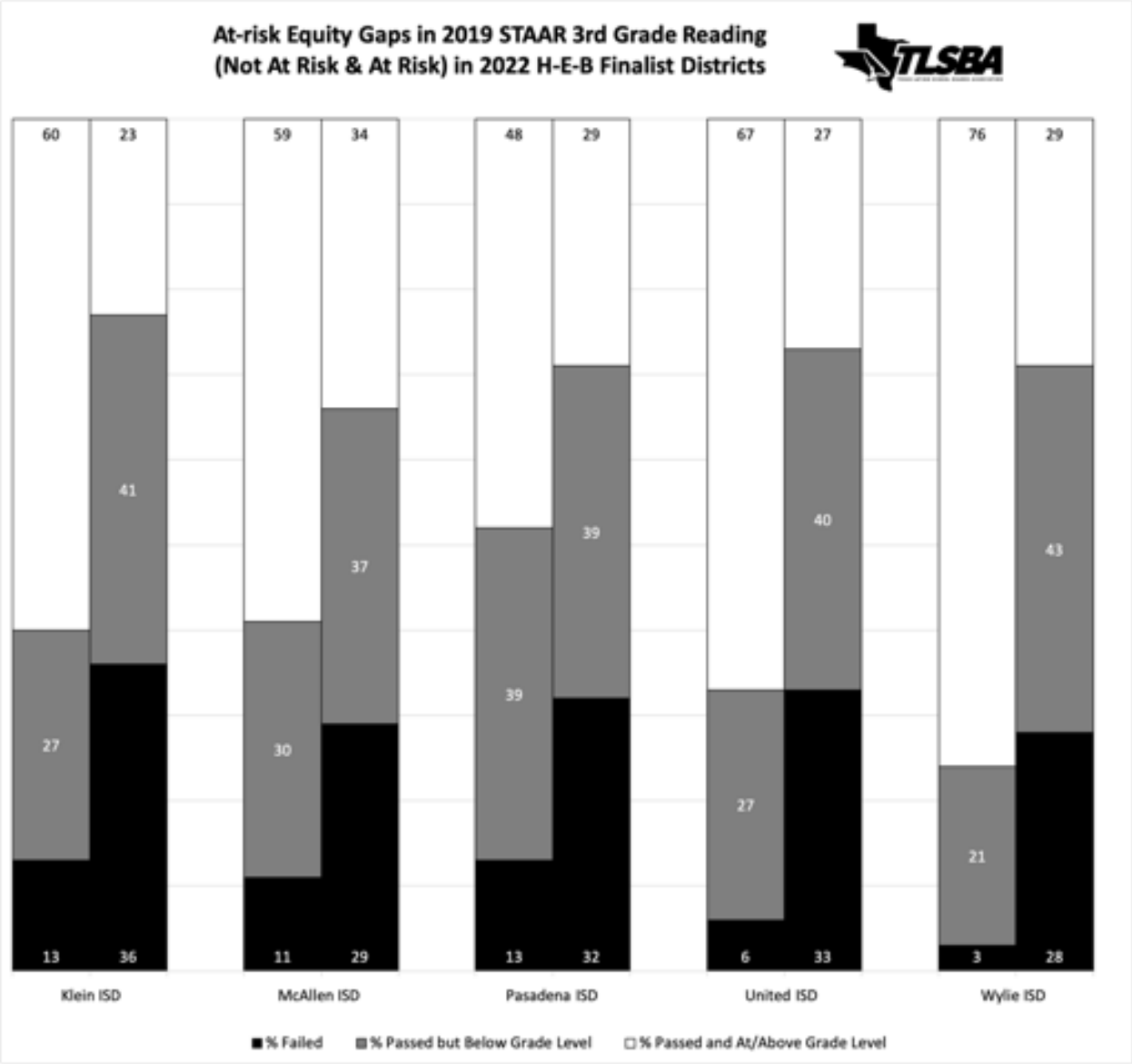


Gaps in Algebra I ranged from 18 points in United ISD, 22 points in Wylie ISD, and 24 points in Pasadena ISD, to 33 points in McAllen ISD and 46 points in Klein ISD.

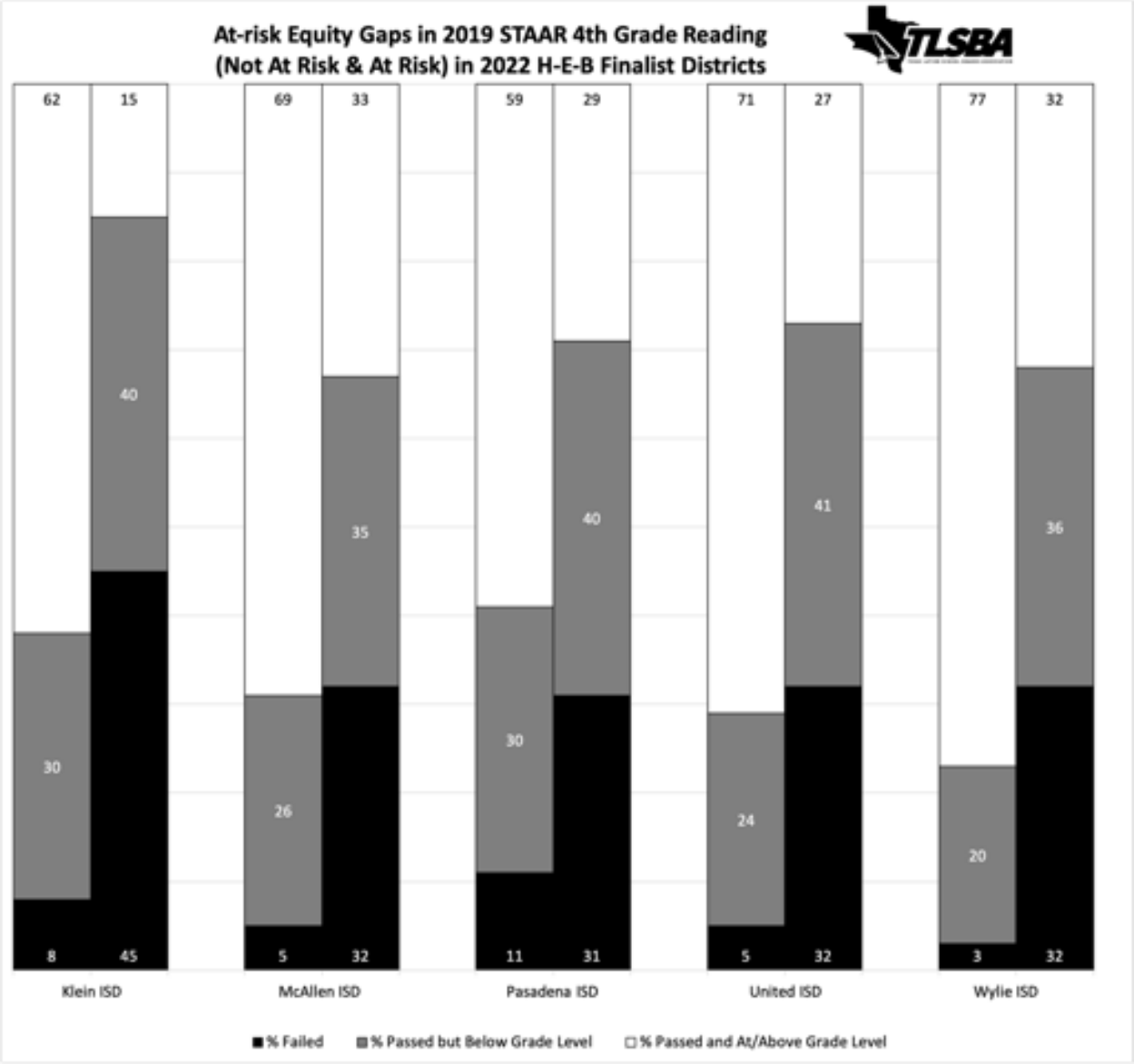


Academic Achievement Gaps in Reading for At-risk Status

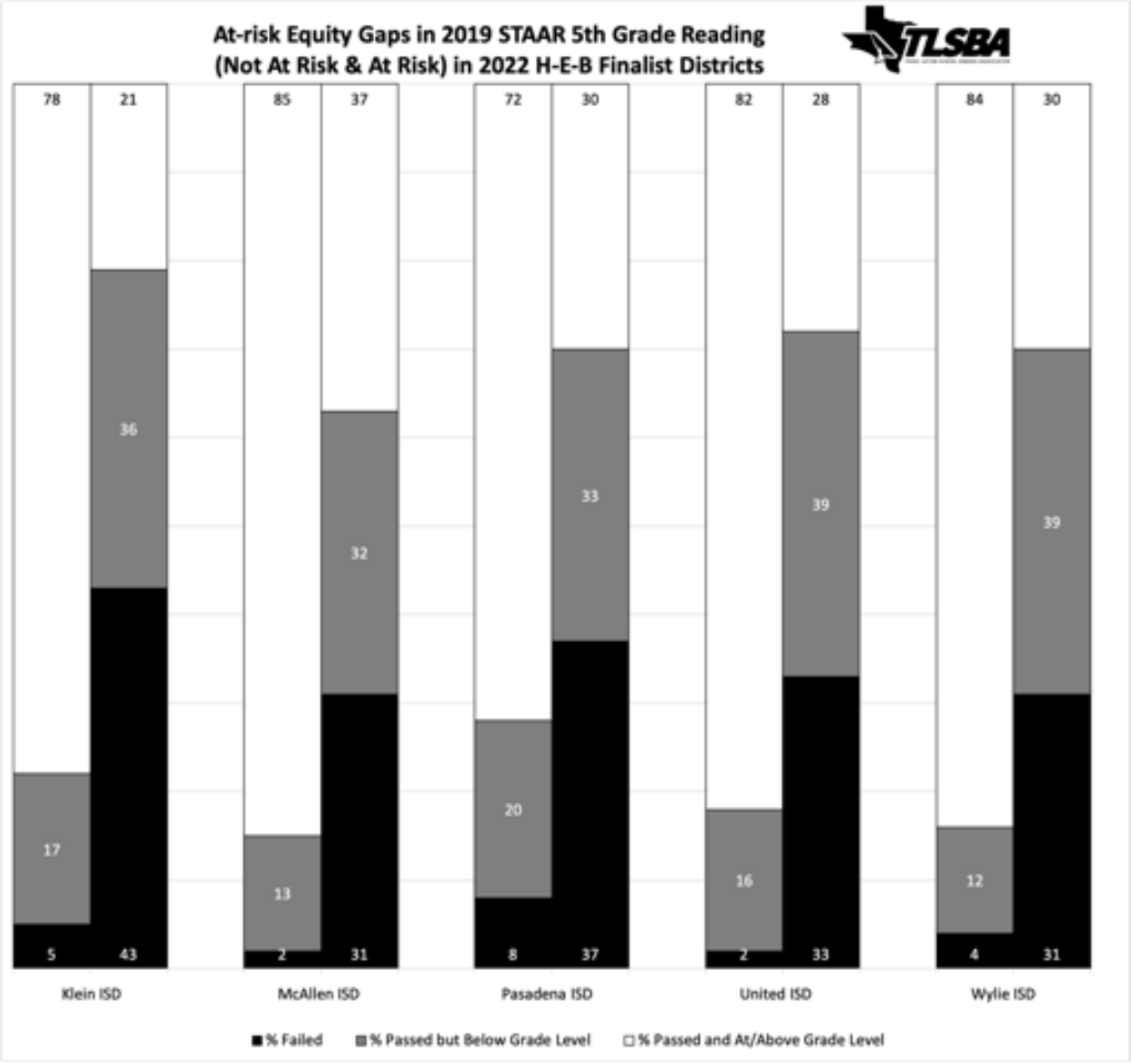
Even more appalling in many districts are the academic achievement gaps that exist between at-risk students and their peers who are not considered at-risk. The above bar charts made clear that the lower percentage of economically-disadvantaged students in the Wylie ISD (27.7%, compared with 71.2%, 75.4%, and 86.2% in United ISD, McAllen ISD, and Pasadena ISD respectively) resulted in narrower academic achievement gaps between students of various races and ethnicities. When data for at-risk students are considered, Wylie ISD fares far worse than other H-E-B Excellence in Education finalist districts, with a 47-point difference between at-risk and not-at-risk students in third-grade reading. Gaps in third-grade reading for at-risk students ranged from 19 points in Pasadena ISD and 25 points in McAllen ISD, to 37 points in Klein ISD, 40 points in United ISD, and 47 points in Wylie ISD. Even prior to the pandemic, four of five districts were unable to get a third of at-risk third-grade students to grade level in reading.



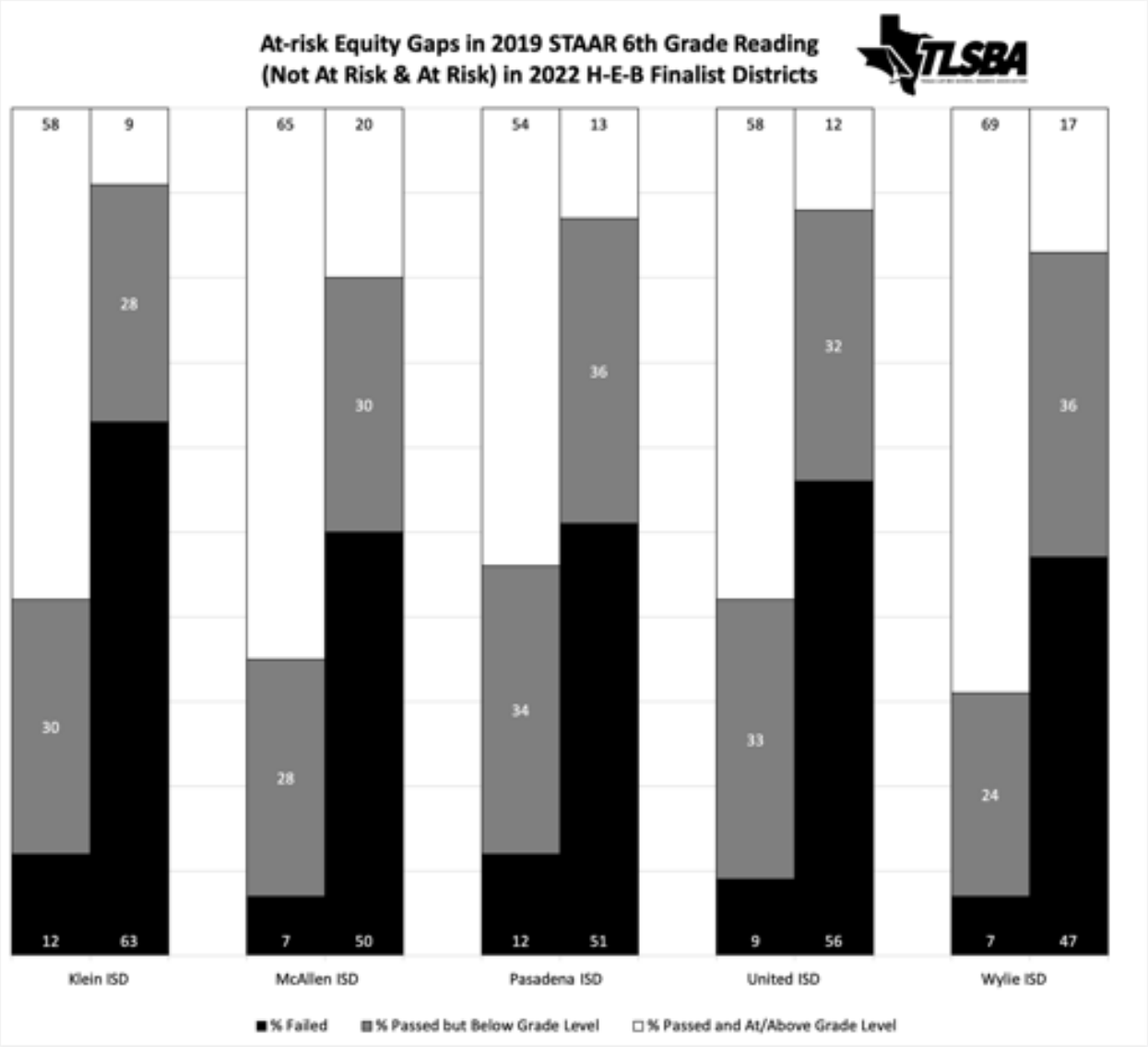
Gaps in fourth-grade reading ranged from 30 points in Pasadena ISD and 36 points in McAllen ISD, to 44 points in United ISD, 45 points in Wylie ISD, and 47 points in Klein ISD. Even prior to the pandemic, one finalist district, Klein ISD, had only 15% of at-risk fourth-grade students at grade level in reading.



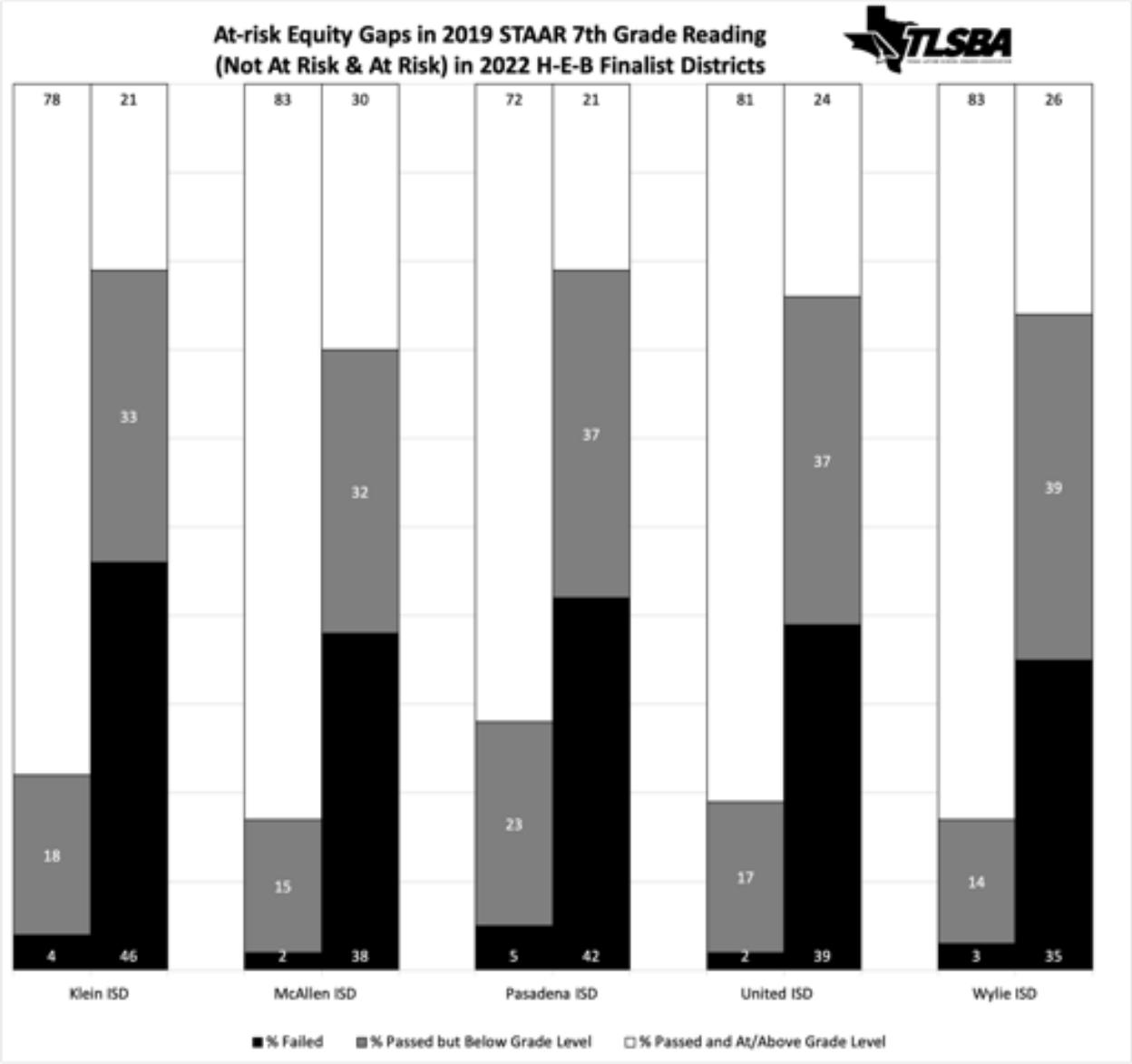
Gaps in fifth-grade reading ranged from 42 points in Pasadena ISD and 45 points in McAllen ISD, to 54 points in United ISD and Wylie ISD, and 57 points in Klein ISD. Even prior to the pandemic, no finalist district was able to get two of five at-risk fifth-grade students to grade level in reading.



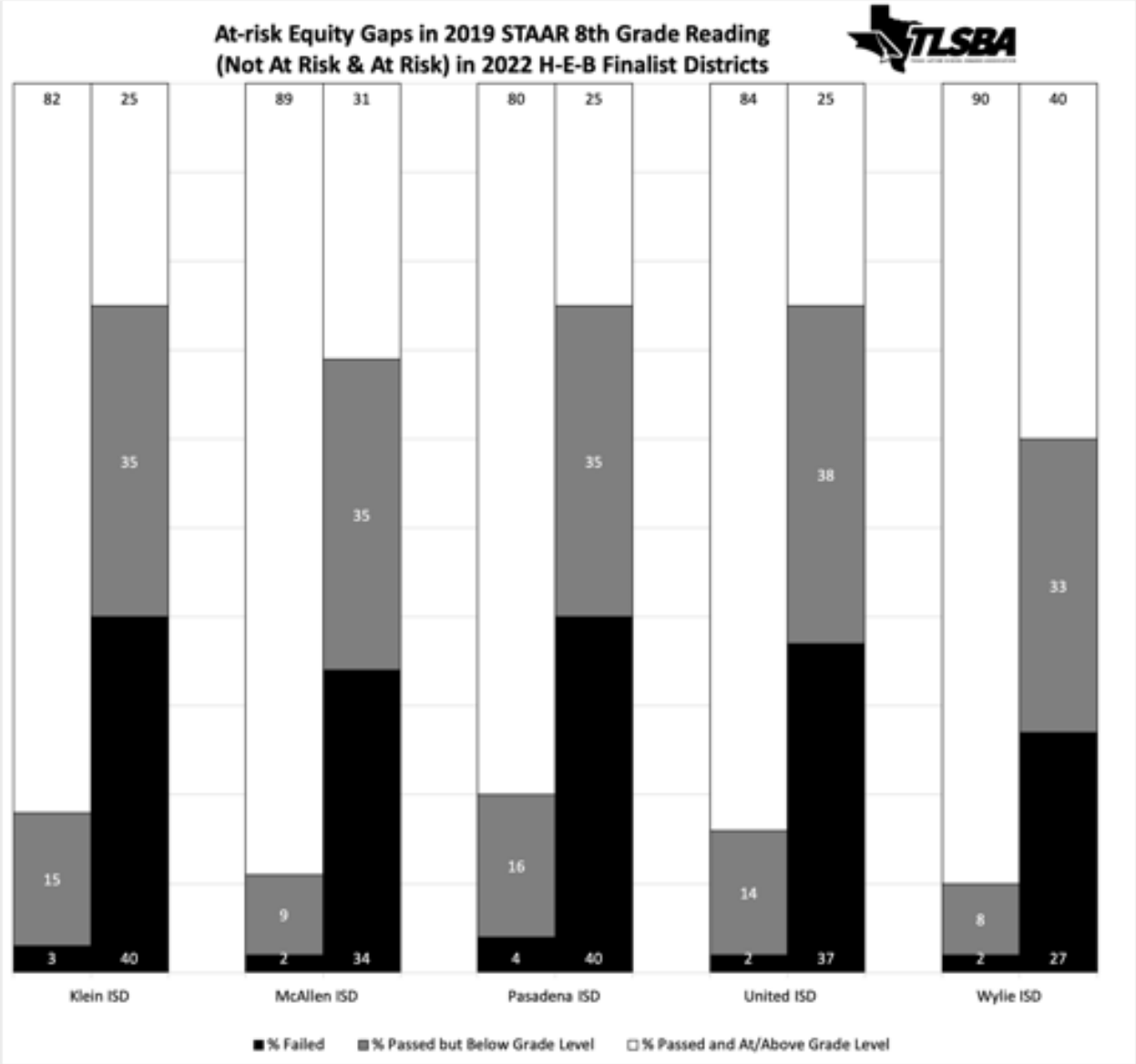
Gaps in sixth-grade reading ranged from 41 points in Pasadena ISD to 45 points in McAllen ISD, 49 points in Klein ISD, 46 points in United ISD, and 52 points in Wylie ISD. Even prior to the pandemic, no finalist district was able get more than one in four at-risk sixth-grade students to grade level in reading. Klein ISD got one in 11 at-risk students to grade level, while Pasadena ISD and United ISD had roughly one in eight at-risk students at grade level.



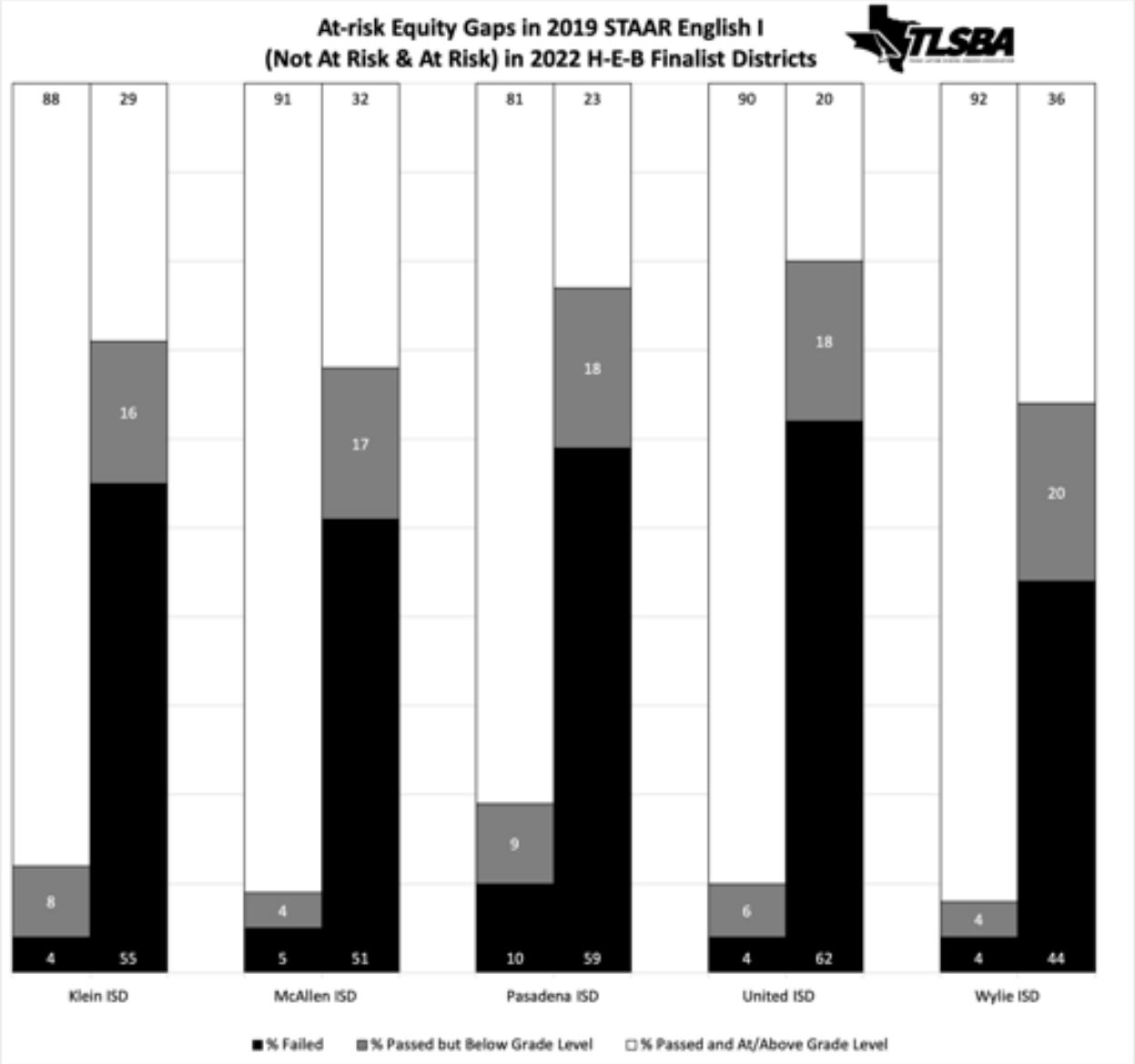
Gaps in seventh-grade reading ranged from 51 points in Pasadena ISD 53 points in McAllen ISD, to 57 points in Klein ISD, United ISD and Wylie ISD. Even prior to the pandemic, no finalist district was able to get one in three at-risk seventh-students to grade level in reading.



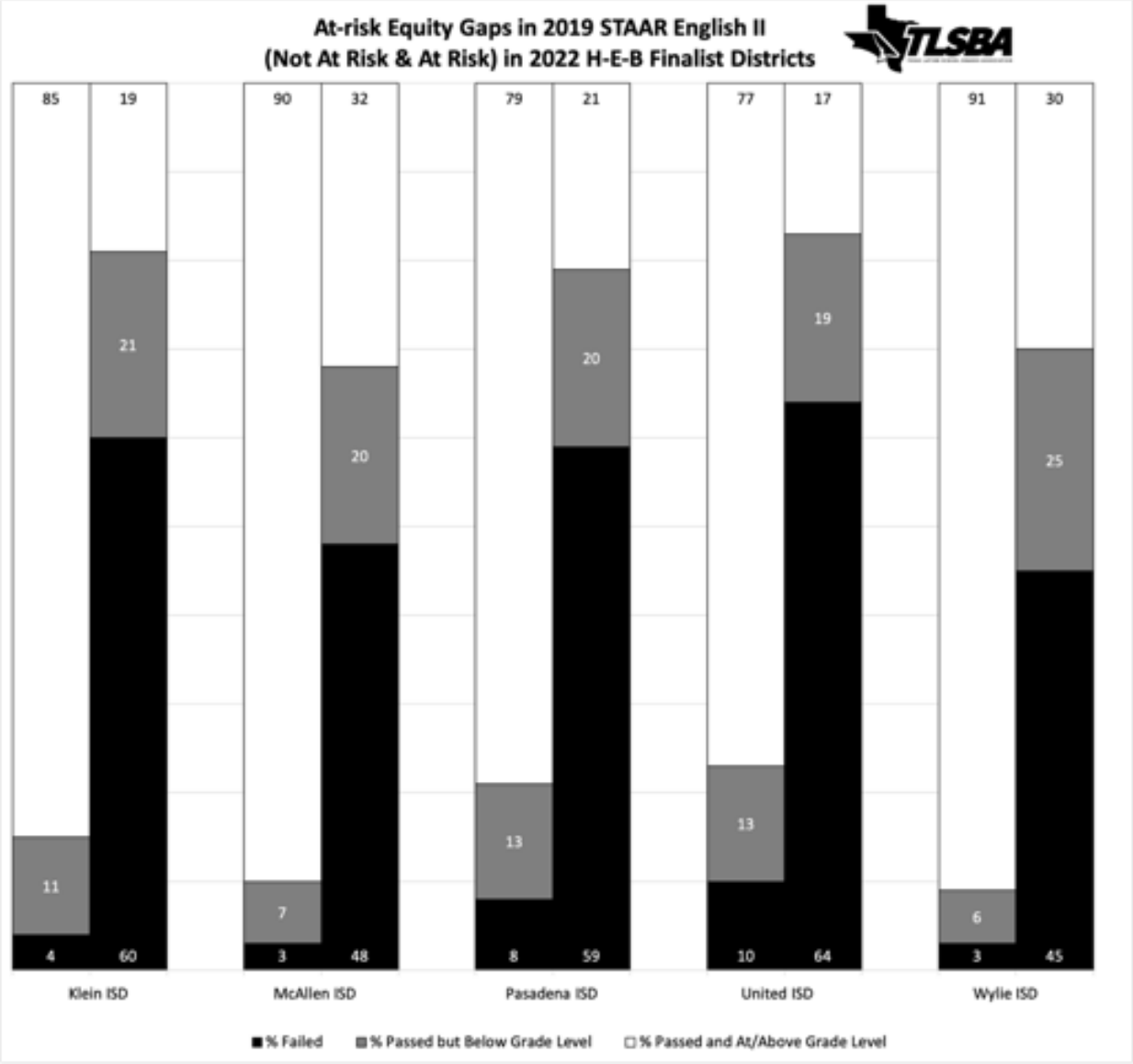
Gaps in eighth-grade reading range from 50 points in Wylie ISD, to 55 points in Pasadena ISD, 57 points in Klein ISD, 58 points in McAllen ISD and 59 points in United ISD. Even prior to the pandemic, four finalist districts were unable to get a third of their at-risk eighth-grade students to grade level in reading.



Gaps in English I end-of-course tests are absolutely jaw-dropping. They range from 56 points in Wylie ISD, 58 points in Pasadena ISD, and 59 points in Klein ISD and McAllen ISD, to 70 points in United ISD. This tells us that though these H-E-B Excellence in Education finalist districts are educating well the "easy" students, they are struggling to serve at-risk students, only 20% to 36% of whom they are able to get to grade level in reading by ninth-grade English I.



Gaps in English II end-of-course tests are also quite sobering, with four of five H-E-B Excellence in Education finalist districts showing their highest gaps at this level. These gaps range from 58 points in McAllen ISD and Pasadena ISD, to 60 points in United ISD, 61 points in Wylie ISD, and 66 points in Klein ISD. Even prior to the pandemic, these finalist districts struggled to serve at-risk students and were able to get only 17% to 30% of students to grade level in reading by tenth-grade English II.



The following table summarizes the gaps in reading for at-risk and not-at-risk students in the five H-E-B Excellence in Education Award finalist districts.

	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
3rd Grade Reading	37	25	19	40	47
4th Grade Reading	47	36	30	44	45
5th Grade Reading	57	45	42	54	54
6th Grade Reading	49	45	41	46	52
7th Grade Reading	57	53	51	57	57
8th Grade Reading	57	58	55	59	50
EOC English I	59	59	58	70	56
EOC English II	66	58	58	60	61

If an award were bestowed for the closure of the achievement gap in math, it would likely be awarded to Pasadena ISD, which shows the narrowest gaps in five of seven grade levels.

The following table shares the percentages of Latinx, economically-disadvantaged, at-risk and retesting students in finalist districts that were ***below* grade level** even prior to the pandemic. The "retesters" are those students who were taking the STAAR for at least the second time.

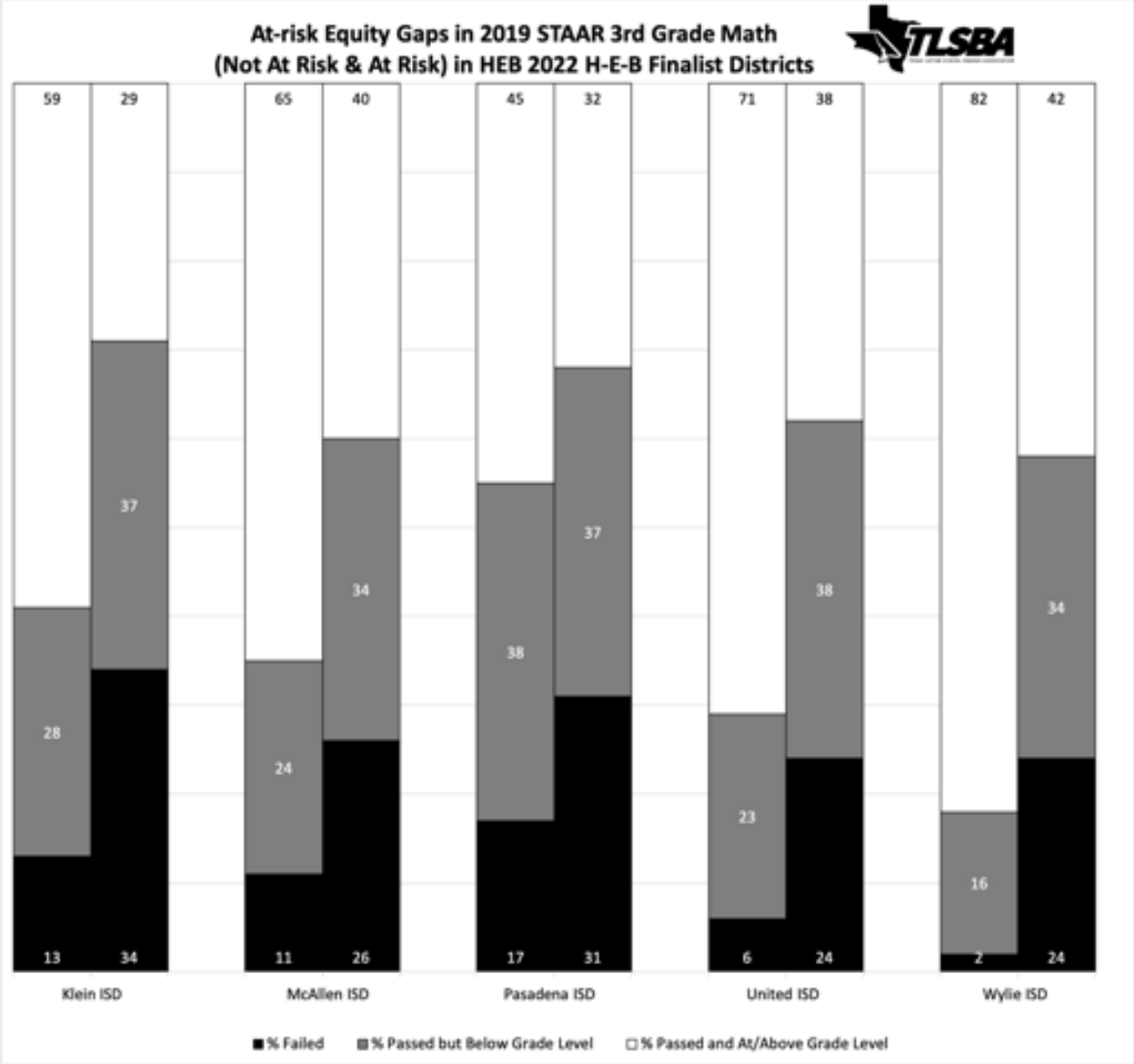
	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
English I Latinx	56%	47%	58%	58%	35%
English I EcoDIS	61%	55%	59%	65%	41%
English I At -risk	71%	68%	77%	80%	64%
English I Retesters	92%	98%	94%	92%	85%
English II Latinx	58%	47%	58%	62%	40%
English II EcoDIS	63%	54%	59%	68%	46%
English II At -risk	81%	68%	79%	83%	70%
English II Retesters	94%	96%	95%	90%	97%

The following table shares the sizes of the above-tested subpopulations as percentages of the total student population in each H-E-B Excellence in Education finalist district. In the first row, for instance, one sees that 45% of English I testers in the Klein ISD were Latinx, and that 56% of these Latinx students performed below grade level in English I. All subsequent rows are similarly structured

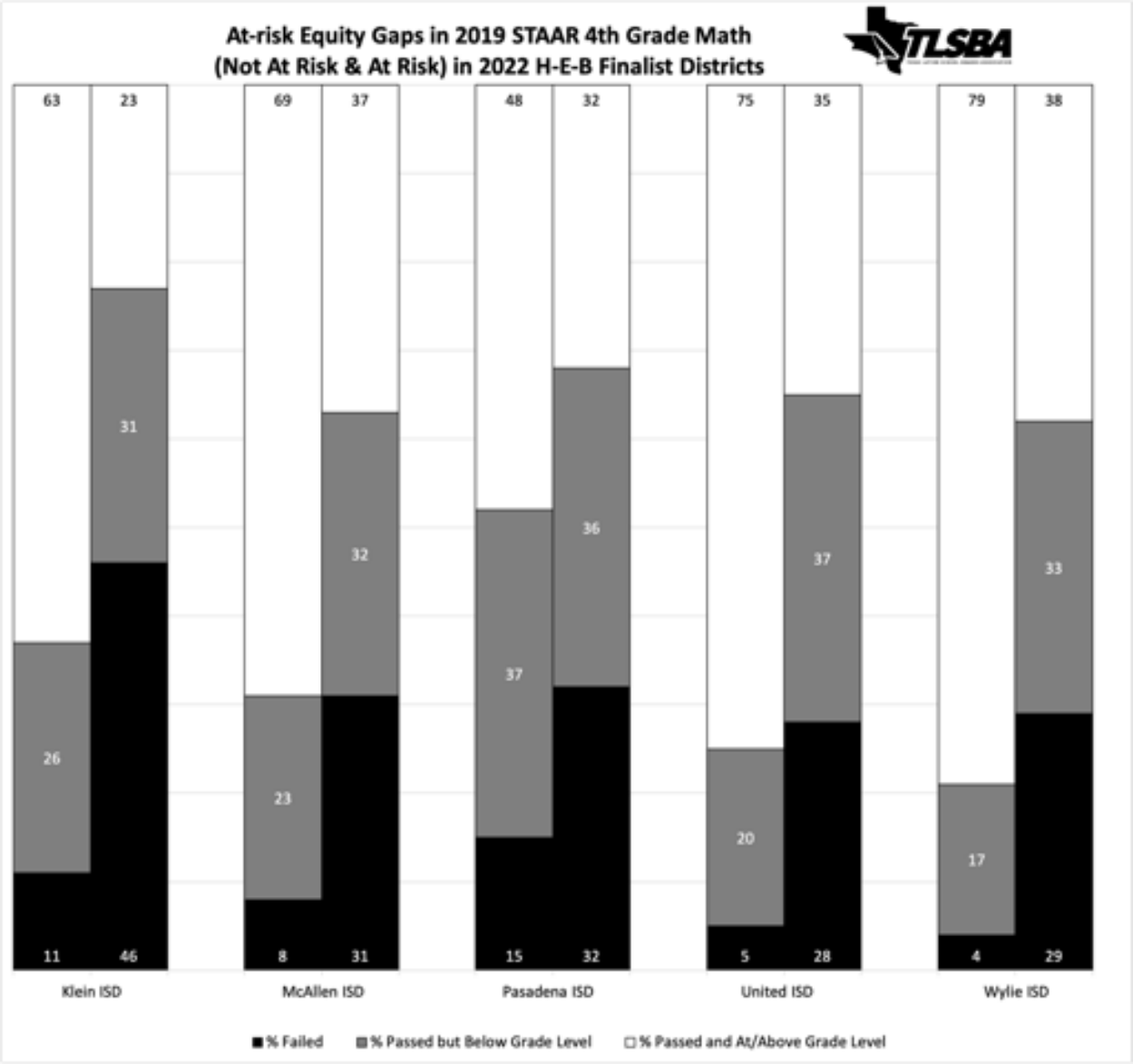
END OF COURSE	English I		English II	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Gr. Lev.	% of Total Tested	% Below Gr. Lev.
Latino				
Klein	45%	56%	44%	58%
McAllen	94%	47%	95%	47%
Pasadena	83%	58%	82%	58%
United	99%	58%	99%	62%
Wylie	25%	35%	24%	40%
Economic Disadv.				
Klein	49%	61%	47%	63%
McAllen	71%	55%	69%	38%
Pasadena	83%	59%	81%	59%
United	76%	65%	80%	68%
Wylie	30%	41%	30%	46%
At-Risk				
Klein	58%	71%	48%	81%
McAllen	63%	68%	62%	68%
Pasadena	66%	77%	62%	79%
United	68%	80%	65%	83%
Wylie	30%	64%	31%	70%
Retesters				
Klein	19%	92%	16%	94%
McAllen	20%	98%	16%	96%
Pasadena	25%	94%	21%	95%
United	36%	92%	39%	90%
Wylie	7%	85%	5%	97%

Academic Achievement Gaps in Math for At-risk Status

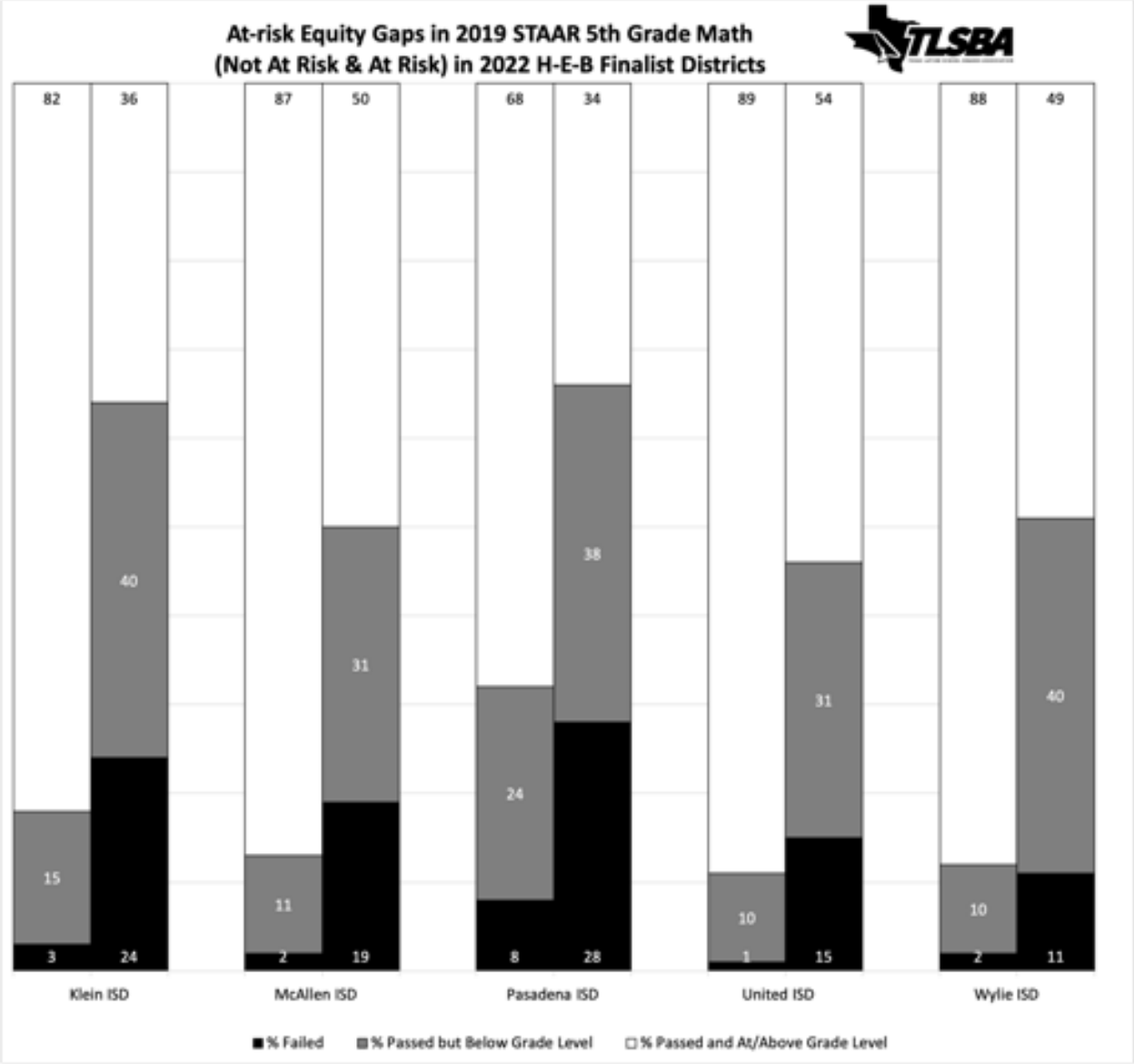
One can expect the academic achievement gaps for math to largely mirror those in reading. Gaps in third-grade math for at-risk students ranged from 23 points in Pasadena ISD and 25 points in McAllen ISD, to 30 points in Klein ISD, 33 points in United ISD, and 40 points in Wylie ISD. Again, particular attention should be paid to the sizes of the grey bars, which represent the disparity between students who are not at grade level (white) and students who "pass" the STAAR and are thus considered to meet the State's criteria for academic equity (white and grey together).



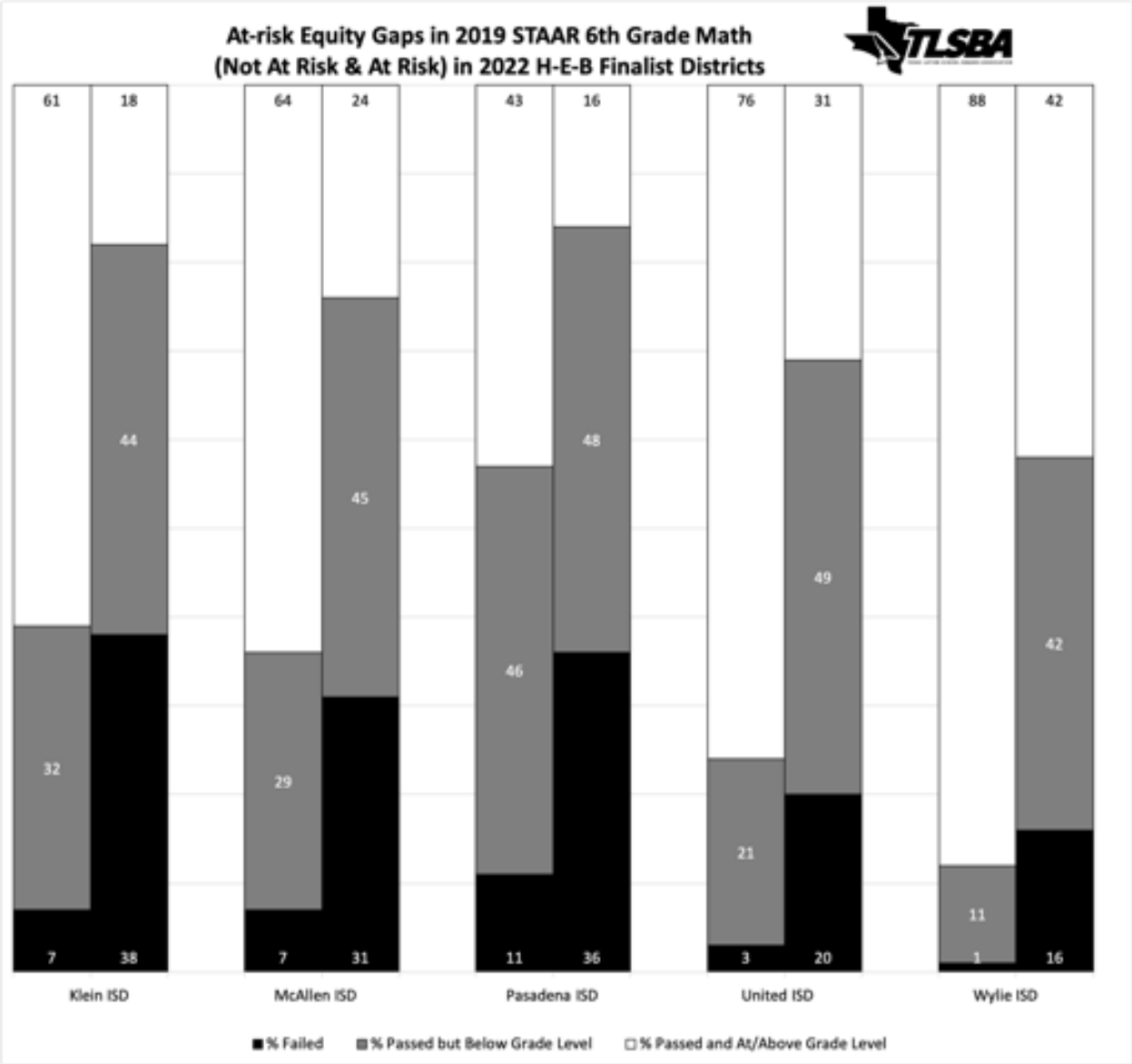
Gaps in fourth-grade math for at-risk students ranged from 16 points in Pasadena ISD and 32 points in McAllen ISD, to 40 points in Klein ISD and United ISD, and 41 points in Wylie ISD.



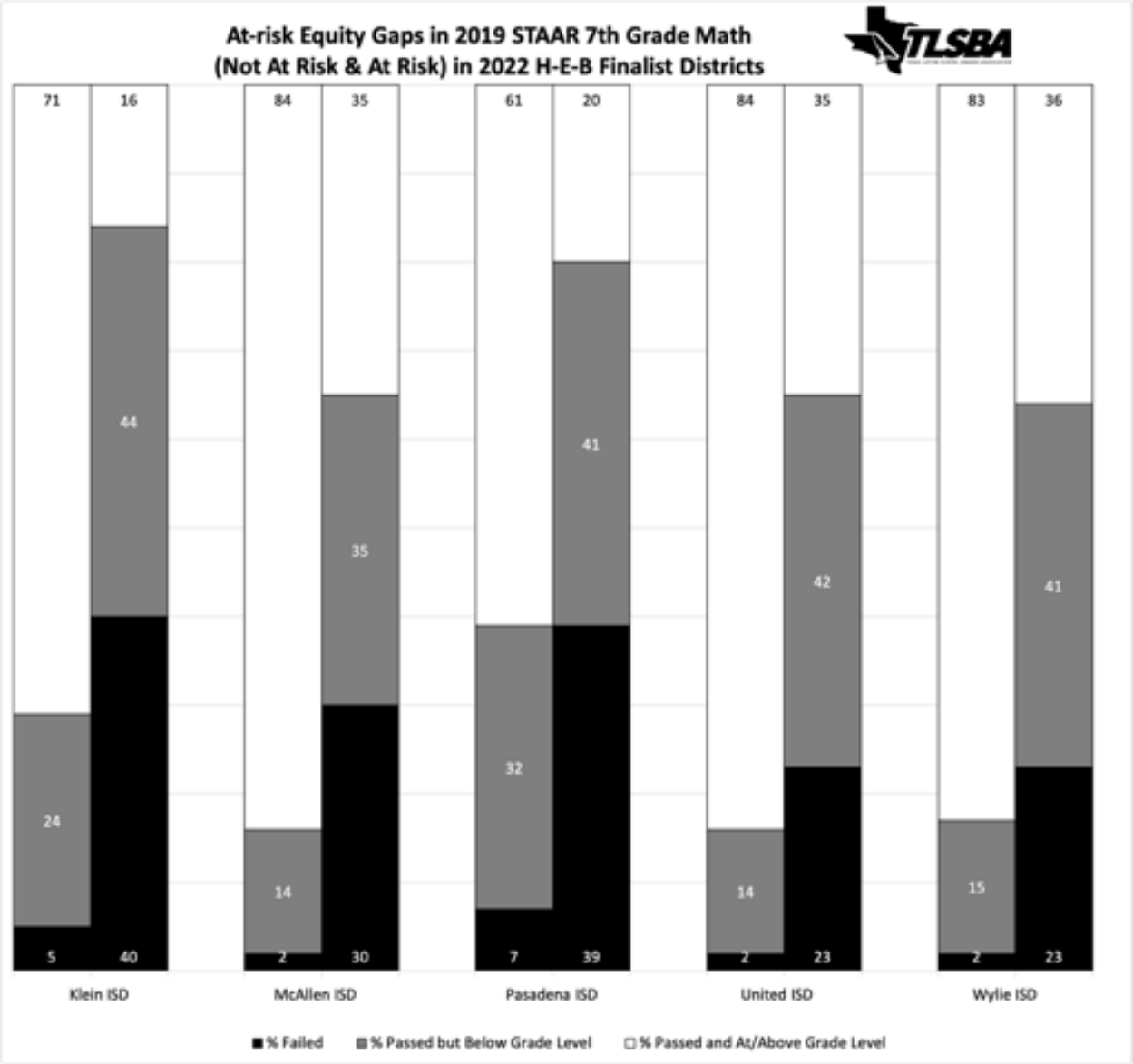
Gaps in fifth-grade math for at-risk students range from 34 points in Pasadena ISD and 35 points in United ISD, to 37 points in McAllen ISD, 39 points in Wylie ISD, and 46 points in Klein ISD.



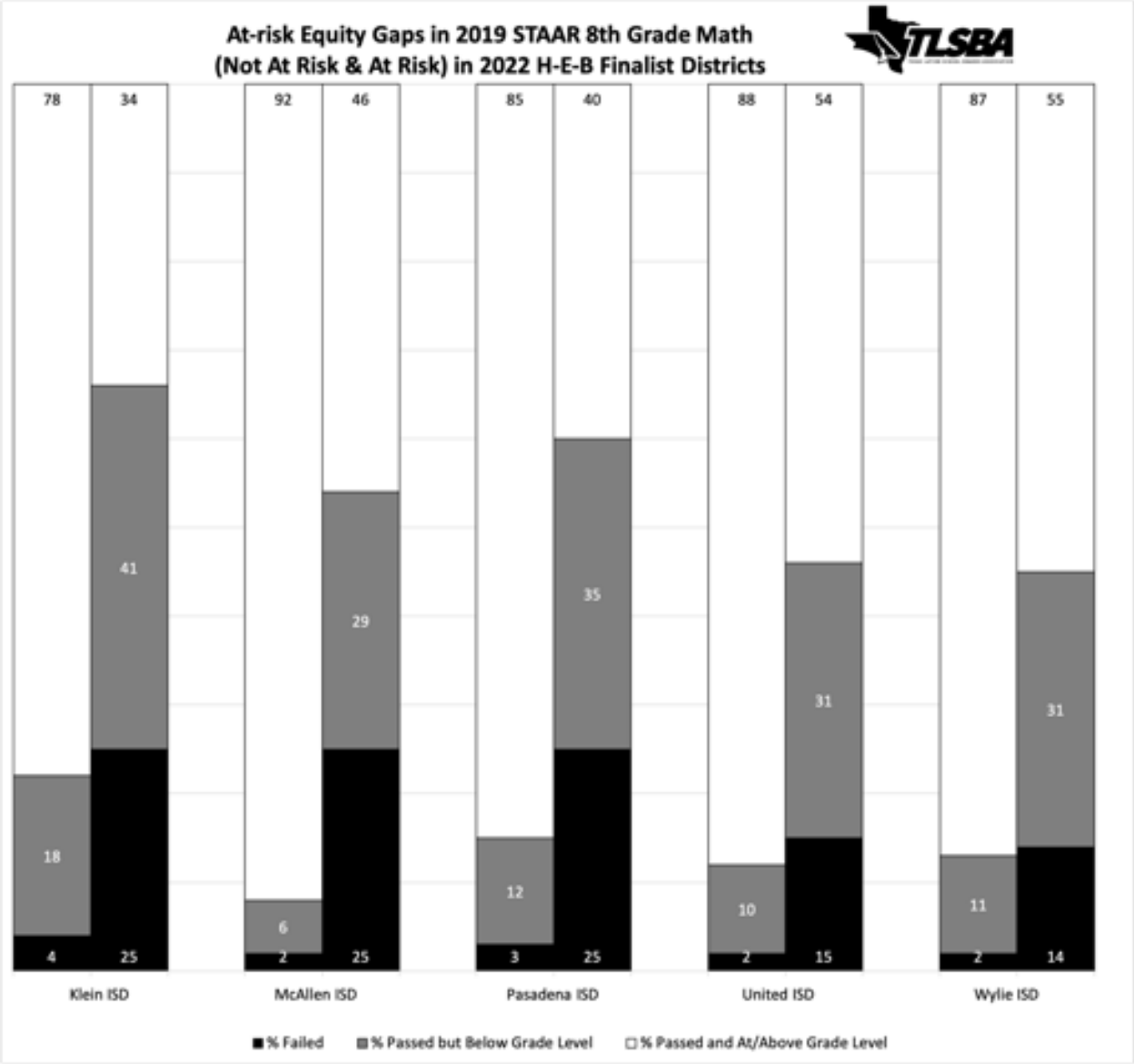
Gaps in sixth-grade math for at-risk students range from 27 points in Pasadena ISD, to 40 points in McAllen ISD, 43 points in Klein ISD, 45 points in United ISD, and 46 points in Wylie ISD. Even prior to the pandemic, two finalist districts were unable to get one in five at-risk sixth-grade students to grade level in math.



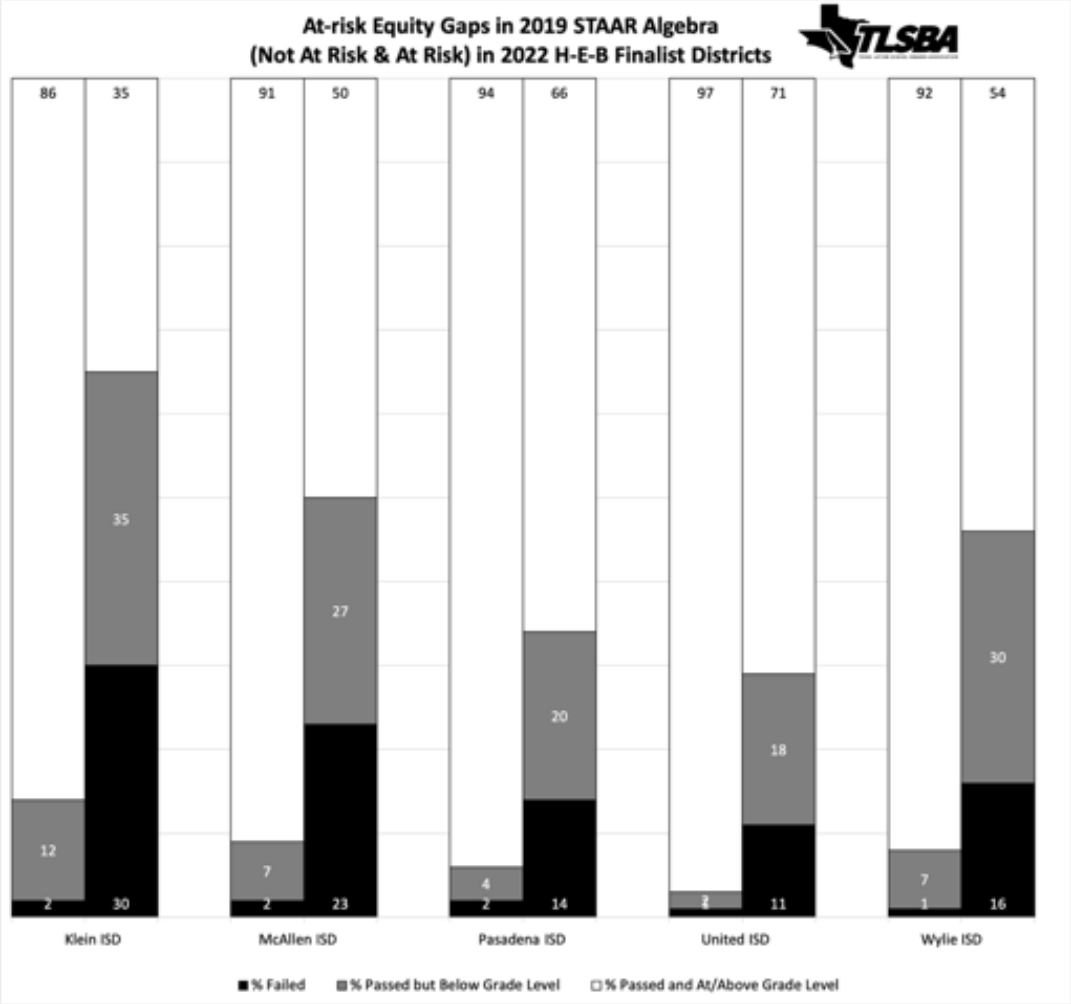
Gaps in seventh-grade math for at-risk students range from 41 points in Pasadena ISD, to 47 points in Wylie ISD, 49 points in McAllen ISD and United ISD, and 55 points in Klein ISD. Even prior to the pandemic, two finalist districts were unable to get more than one in five at-risk seventh-grade students to grade level in math.



Gaps in eighth-grade math for at-risk students range from 32 points in Wylie ISD and 34 points in United ISD, to 44 points in Klein ISD, 45 points in Pasadena ISD, and 46 points in McAllen ISD.



Gaps in algebra end-of-course tests are largely less jaw-dropping, but this might be explained by the lowered standards in high grade-level tests, as illustrated in previous TLSBA works. Gaps in end-of-course algebra ranged from 26 points in United ISD and 28 points in Pasadena ISD, to 38 points in Wylie ISD, 41 points in McAllen ISD, and 51 points in Klein ISD.



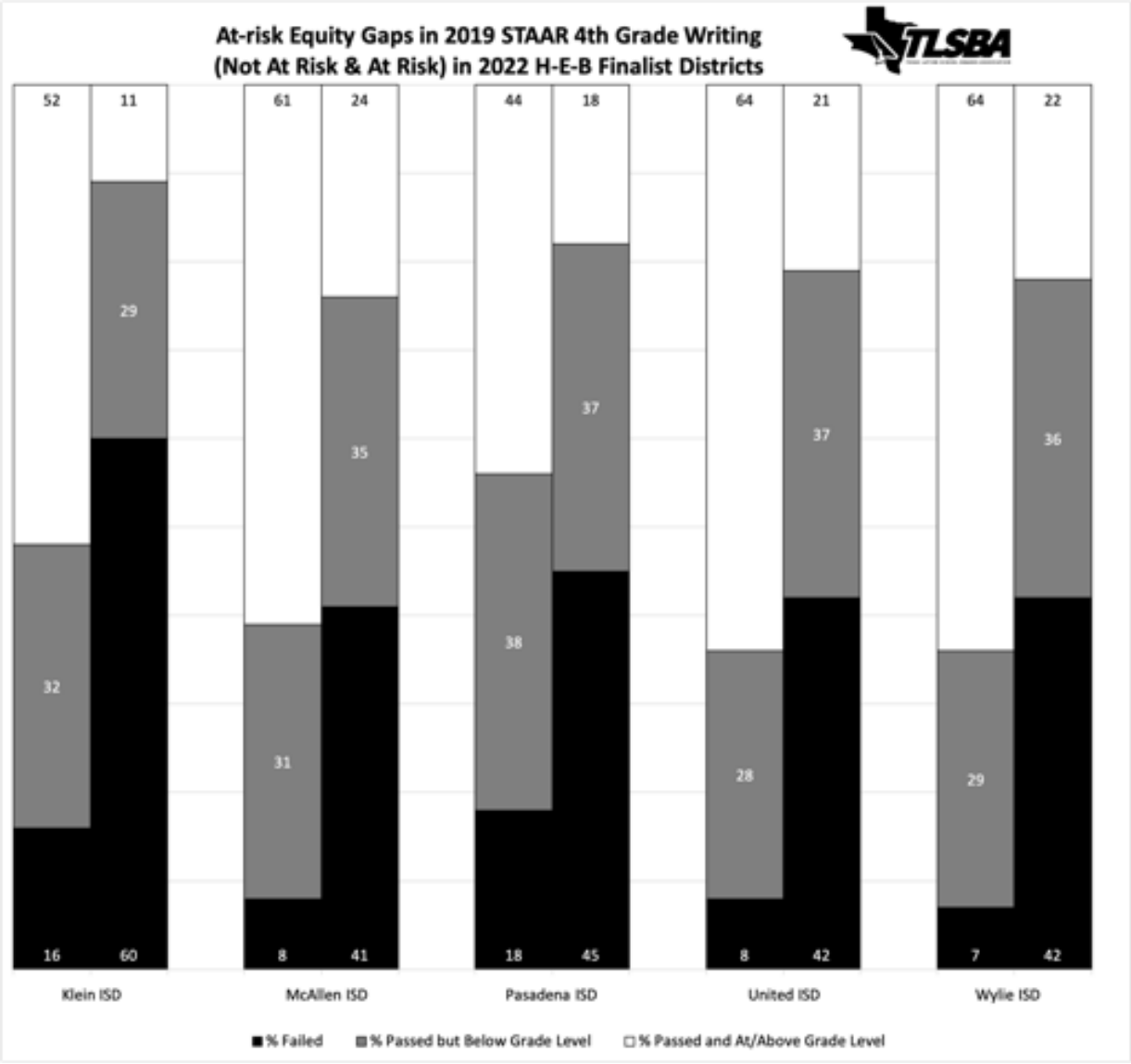
The following table summarizes the gaps in math for at-risk and not-at-risk students in the five H-E-B Excellence in Education Award finalist districts.

	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
3rd Grade Math	30	25	23	33	40
4th Grade Math	40	32	16	40	41
5th Grade Math	46	37	34	35	39
6th Grade Math	43	40	27	45	46
7th Grade Math	55	49	41	49	47
8th Grade Math	44	46	45	34	32
EOC Algebra	51	41	28	26	38

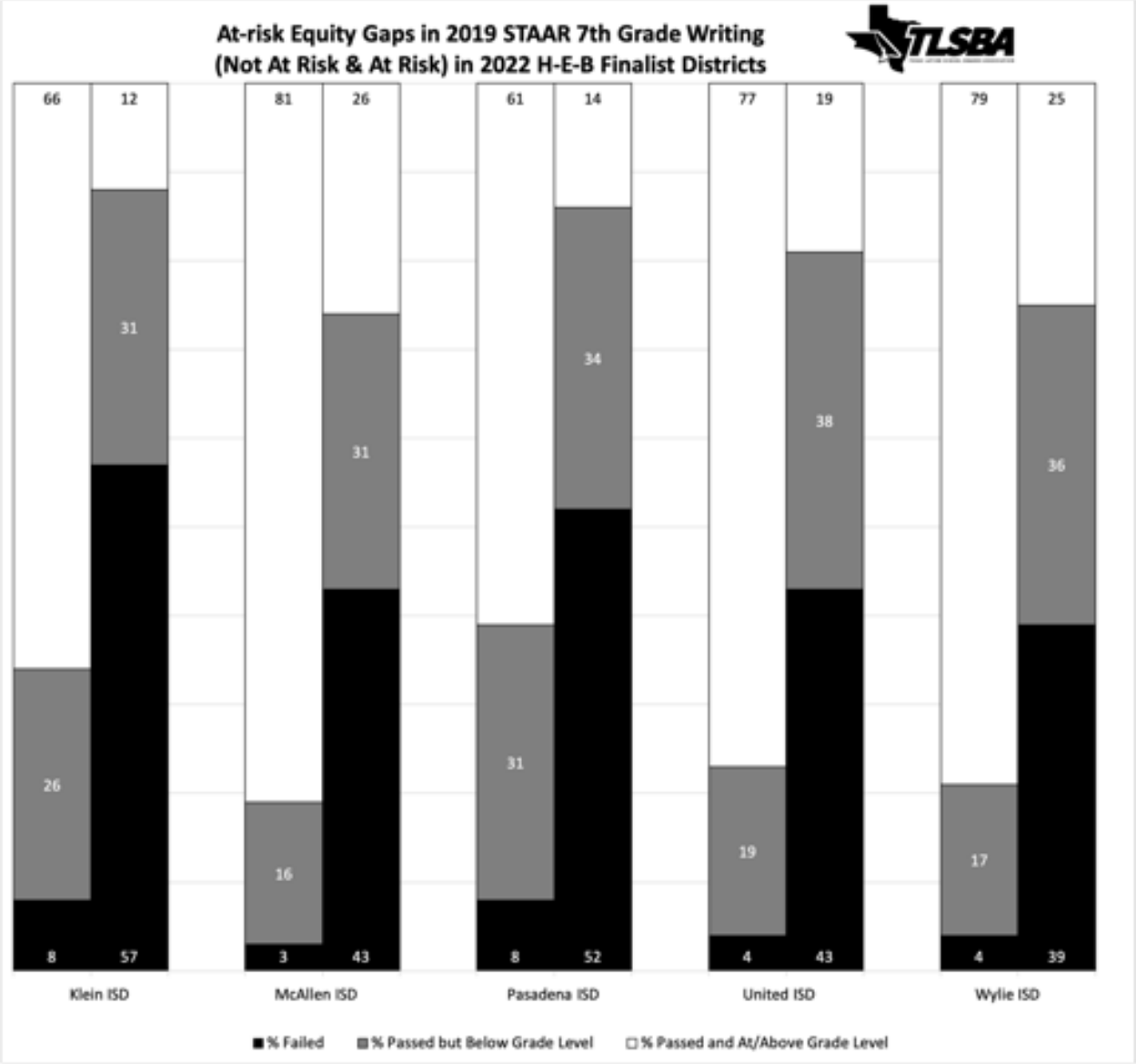
If an award were bestowed for the closure of the achievement gap in math, it would likely be awarded to Pasadena ISD, which shows the narrowest gaps in five of seven grade levels.

Academic Achievement Gaps in Writing for At-risk Status

One can expect the academic achievement gaps for writing to largely mirror those of reading and math. Gaps in fourth-grade writing for at-risk students range from 26 points in Pasadena ISD and 37 points in McAllen ISD, to 41 points in Klein ISD, 42 points in Wylie ISD, and 43 points in United ISD. Phrased less positively, only 11% to 24% of at-risk students in H-E-B Excellence in Education Award finalist districts were writing at grade level in the fourth grade. Even prior to the pandemic, no finalist district was able to get a quarter of its at-risk fourth-grade students to grade level in writing.



Gaps in seventh-grade writing for at-risk students range from 47 points in Pasadena ISD, to 54 points in Klein ISD and Wylie ISD, 55 points in McAllen ISD, and 58 points in United ISD. Phrased less positively, only 12% to 26% of at-risk students in H-E-B Excellence in Education Award finalist districts were writing at grade level in the seventh grade. Even prior to the pandemic, three finalist districts were unable to get one in five at-risk seventh-grade students to grade level in writing.



The following table summarizes the gaps in writing for at-risk and not-at-risk students in the five H-E-B Excellence in Education Award finalist districts.

	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
4th Grade Writing	41	37	26	43	42
7th Grade Writing	54	55	47	58	54

If an award were bestowed for the closure of the achievement gap in writing, it would no doubt be awarded to Pasadena ISD.

The following tables share the percentages of Latinx, economically-disadvantaged and at-risk students in grades five through eight in finalist districts that were ***below*** **grade level** even prior to the pandemic.

5TH GRADE	Reading		Math		Science	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino						
Klein	42%	54%	42%	43%	42%	58%
McAllen	93%	47%	93%	38%	93%	49%
Pasadena	83%	58%	83%	55%	83%	59%
United	99%	49%	99%	31%	99%	43%
Wylie	21%	50%	21%	35%	21%	43%
Economic Disadv.						
Klein	46%	58%	46%	49%	46%	64%
McAllen	72%	53%	73%	43%	72%	55%
Pasadena	86%	60%	86%	57%	87%	61%
United	77%	54%	77%	34%	76%	48%
Wylie	29%	50%	29%	40%	29%	46%
At-Risk						
Klein	39%	79%	39%	64%	39%	78%
McAllen	63%	63%	64%	50%	64%	61%
Pasadena	67%	70%	67%	66%	67%	69%
United	56%	72%	56%	46%	56%	62%
Wylie	29%	70%	29%	51%	29%	56%

6TH GRADE	Reading		Math	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino				
Klein	42%	69%	44%	63%
McAllen	94%	62%	95%	64%
Pasadena	83%	73%	84%	77%
United	99%	66%	99%	47%
Wylie	24%	60%	23%	35%
Economic Disadv.				
Klein	45%	73%	47%	66%
McAllen	71%	68%	76%	68%
Pasadena	87%	73%	88%	77%
United	76%	71%	76%	51%
Wylie	29%	64%	29%	42%
At-Risk				
Klein	33%	91%	36%	82%
McAllen	57%	80%	67%	76%
Pasadena	61%	87%	70%	84%
United	50%	88%	50%	69%
Wylie	30%	83%	30%	58%

7TH GRADE	Reading		Math		Writing	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino						
Klein	44%	56%	43%	62%	43%	67%
McAllen	93%	50%	93%	45%	94%	53%
Pasadena	83%	61%	84%	66%	83%	69%
United	99%	50%	99%	43%	99%	54%
Wylie	23%	48%	23%	45%	23%	51%
Economic Disadv.						
Klein	47%	61%	46%	67%	47%	71%
McAllen	69%	59%	69%	52%	70%	62%
Pasadena	87%	62%	87%	67%	87%	70%
United	76%	55%	76%	46%	76%	60%
Wylie	29%	52%	29%	51%	29%	60%
At-Risk						
Klein	43%	79%	42%	84%	43%	88%
McAllen	61%	70%	58%	65%	61%	74%
Pasadena	61%	79%	62%	80%	61%	86%
United	54%	76%	54%	65%	54%	81%
Wylie	32%	74%	32%	64%	32%	75%

8TH GRADE	Reading		Math		Science		Social Studies	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino								
Klein	41%	52%	45%	53%	42%	55%	41%	70%
McAllen	95%	45%	96%	38%	94%	47%	95%	62%
Pasadena	83%	55%	83%	45%	84%	60%	84%	69%
United	99%	47%	99%	35%	99%	41%	99%	59%
Wylie	25%	33%	29%	32%	24%	37%	24%	50%
Economic Disadv.								
Klein	44%	57%	51%	56%	46%	60%	45%	75%
McAllen	70%	52%	74%	42%	70%	52%	70%	69%
Pasadena	86%	57%	86%	46%	86%	60%	86%	70%
United	76%	52%	80%	37%	75%	46%	75%	64%
Wylie	26%	44%	31%	37%	26%	46%	26%	53%
At-Risk								
Klein	43%	75%	57%	66%	45%	76%	44%	89%
McAllen	56%	69%	65%	54%	56%	70%	56%	81%
Pasadena	64%	75%	65%	60%	64%	76%	64%	83%
United	52%	75%	69%	46%	52%	66%	52%	83%
Wylie	31%	60%	41%	45%	31%	58%	31%	67%

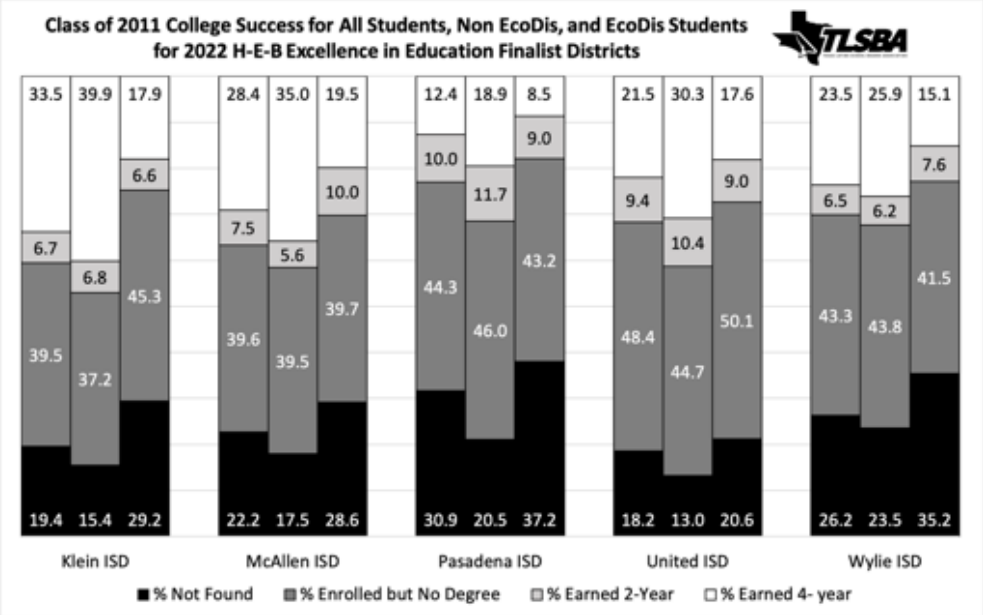
Conclusions Regarding Academic Achievement Gaps

There is no reason to think that the academic achievement of H-E-B Excellence in Education Award finalist districts is dissimilar to other districts throughout the state. Indeed, if these districts are being recognized for their *excellence* in education, it might be suggested that the data in this work may represent "the best of the best." This paints a grim picture of public education in Texas. Even worse is the fact that the grey area of all bar charts above represents the gap between the percentage of students who are at grade level and the percentage of students that the State of Texas considers as "passing" state accountability tests and thus as meeting the State's own lacking definition of academic equity. For this reason, the TLSBA believes that Texas students deserve their day in court, to hold the State of Texas accountable for providing them an equitable education that equips students with the necessary knowledge and skills to be at grade level.

Postsecondary Success of Students Graduating from H-E-B 2022 Excellence in Education Finalist Districts

In the previous sections of this work, one sees how Texas' unwillingness to adequately invest in public education inhibits the ability of students to reach grade level—even if they do meet the state's invented definition of "constitutional equity." The question is raised: What impact does this lack of investment in public education have on postsecondary success and subsequently on the economic future of Texas? The following bar charts, based on a public information request of the Texas Higher Education Coordinating Board, show how H-E-B Excellence in Education finalist districts is pushing high percentages of students into higher education.

The black area of each set of bars below shows the percentages of students who were *not* found in higher education: for all students in the district, for non-economically-disadvantaged students, and economically-disadvantaged students. However, the dark grey area of each bar shows the sobering percentages of students who enrolled in higher education but who did not receive a degree within six years of graduating from high school. The students who earned two-year degrees are shown in light grey, and the students who earned four-year degrees are displayed in white.



The following table summarizes the degrees earned within six years by all graduates of the Class of 2011 in the five H-E-B Excellence in Education Award finalist districts.

	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
Entered higher ed	80.5%	77.8%	69.0%	81.8%	73.8%
Received a degree	40.2%	35.9%	22.4%	30.9%	30.0%
Enrolled, no degree	39.5%	39.6%	44.3%	48.4%	43.3%

The Classes of 2012 and 2013 were the only other classes that would have graduated from higher education six years prior to the onset of the COVID-19 pandemic, and, though these classes were not part of the public information request made by the Texas High Education Coordinating Board, there is no reason to believe that the data from those years would be greatly improved from what is seen here.

The following table summarizes the degrees earned within six years by the economically-disadvantaged graduates of the Class of 2011 in the five H-E-B Excellence in Education Award finalist districts.

	Klein ISD	McAllen ISD	Pasadena ISD	United ISD	Wylie ISD
Entered higher ed	70.7%	71.4%	62.8%	79.5%	64.8%
Received a degree	24.5%	29.5%	17.5%	26.6%	22.7%
Enrolled, no degree	45.3%	39.7%	43.2%	50.1%	41.5%

These small percentages of degrees earned are consistent with the measures of knowledge and skills in the preceding sections of this work. While many factors may influence a student's decision to depart from higher education, the following bar charts suggest that Texas high school students are entering postsecondary studies ill-prepared for the rigors of higher education.

The following table shows the percentages of economically-disadvantaged students, non-economically-disadvantaged students, and total number of students who enrolled (or didn't enroll) in higher education and who did (or did not) earn a degree within six years.

2017-18 Postsecondary Outcomes Summary								
District	**HS Graduation Class**	**Economic Profile**	District	Ever Enroll In Hi-Ed	Never Found Hi-Ed	Ever Enroll NO Degr. Or Cert.	EARN 2-Yr. Degr.	EARN 4-Yr. Degr.
Klein ISD	Class of 2011	Economically Disadvantaged	29.0%	70.7%	29.2%	45.3%	6.6%	17.9%
McAllen ISD	Class of 2011	Economically Disadvantaged	42.5%	71.4%	28.6%	39.7%	10.0%	19.5%
Pasadena ISD	Class of 2011	Economically Disadvantaged	62.4%	62.8%	37.2%	43.2%	9.0%	8.5%
United ISD	Class of 2011	Economically Disadvantaged	69.1%	79.5%	20.6%	50.1%	9.0%	17.6%
Wylie ISD	Class of 2011	Economically Disadvantaged	22.5%	64.8%	35.2%	41.5%	7.6%	15.1%
Klein ISD	Class of 2011	Non-Educationally Disadvantaged	71.0%	84.6%	15.4%	37.2%	6.8%	39.9%
McAllen ISD	Class of 2011	Non-Educationally Disadvantaged	57.5%	82.5%	17.5%	39.5%	5.6%	35.0%
Pasadena ISD	Class of 2011	Non-Educationally Disadvantaged	37.6%	79.5%	20.5%	46.0%	11.7%	18.9%
United ISD	Class of 2011	Non-Educationally Disadvantaged	30.9%	87.0%	13.0%	44.7%	10.4%	30.3%
Wylie ISD	Class of 2011	Non-Educationally Disadvantaged	77.5%	76.5%	23.5%	43.8%	6.2%	25.9%
Klein ISD	Class of 2011	All Students	100.0%	80.5%	19.4%	39.5%	6.7%	33.5%
McAllen ISD	Class of 2011	All Students	100.0%	77.8%	22.2%	39.6%	7.5%	28.4%
Pasadena ISD	Class of 2011	All Students	100.0%	69.0%	30.9%	44.3%	10.0%	12.4%
United ISD	Class of 2011	All Students	100.0%	81.8%	18.2%	48.4%	9.4%	21.5%
Wylie ISD	Class of 2011	All Students	100.0%	73.8%	26.2%	43.3%	6.5%	23.5%

The information in the above table was shared by the Texas Higher Education Coordinating Board (THECB), and, unlike other reports published by the THECB, it includes data on students enrolled outside of Texas, which the THECB obtains through a national clearing house that tracks college graduations rates.

Key take-aways from this table include:

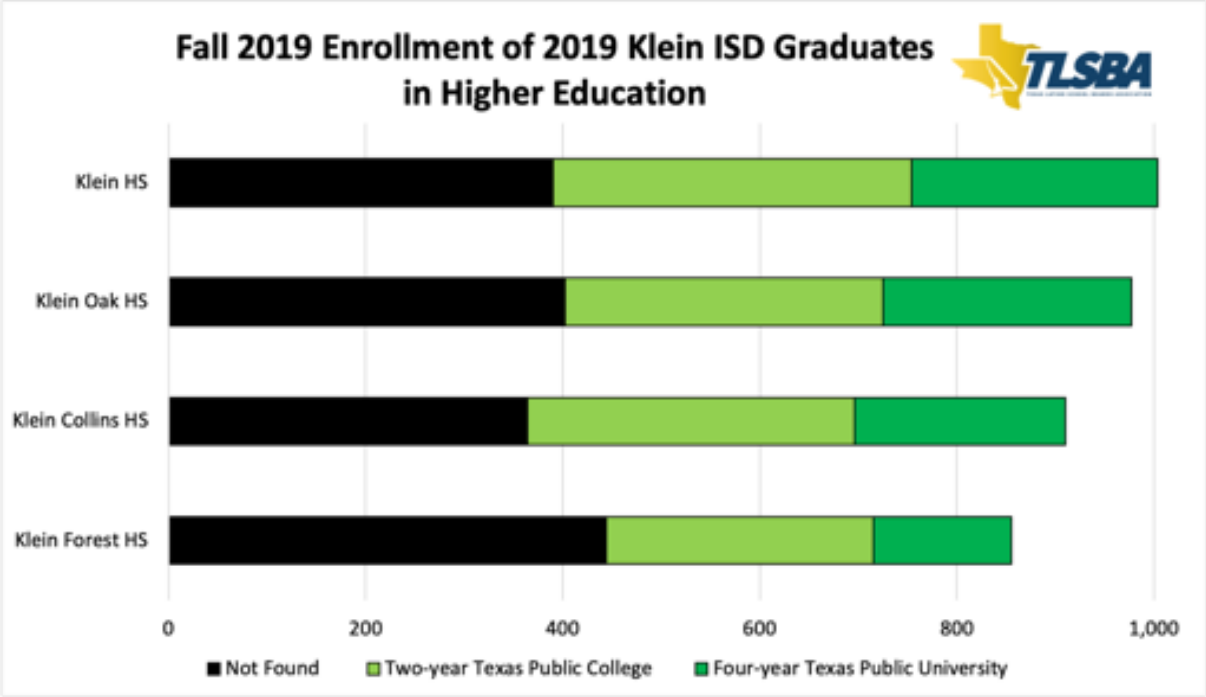
1. High percentages of graduates from all finalist districts entered higher education.
2. 37.2% to 50.1% of those students failed to earn a degree within six years of enrolling in higher education.
3. With two exceptions for non-economically disadvantaged students, less than 10% of students earned two-year degrees.
4. The greatest disparities are seen among economically disadvantaged students and non-economically disadvantaged students earning four-year degrees.

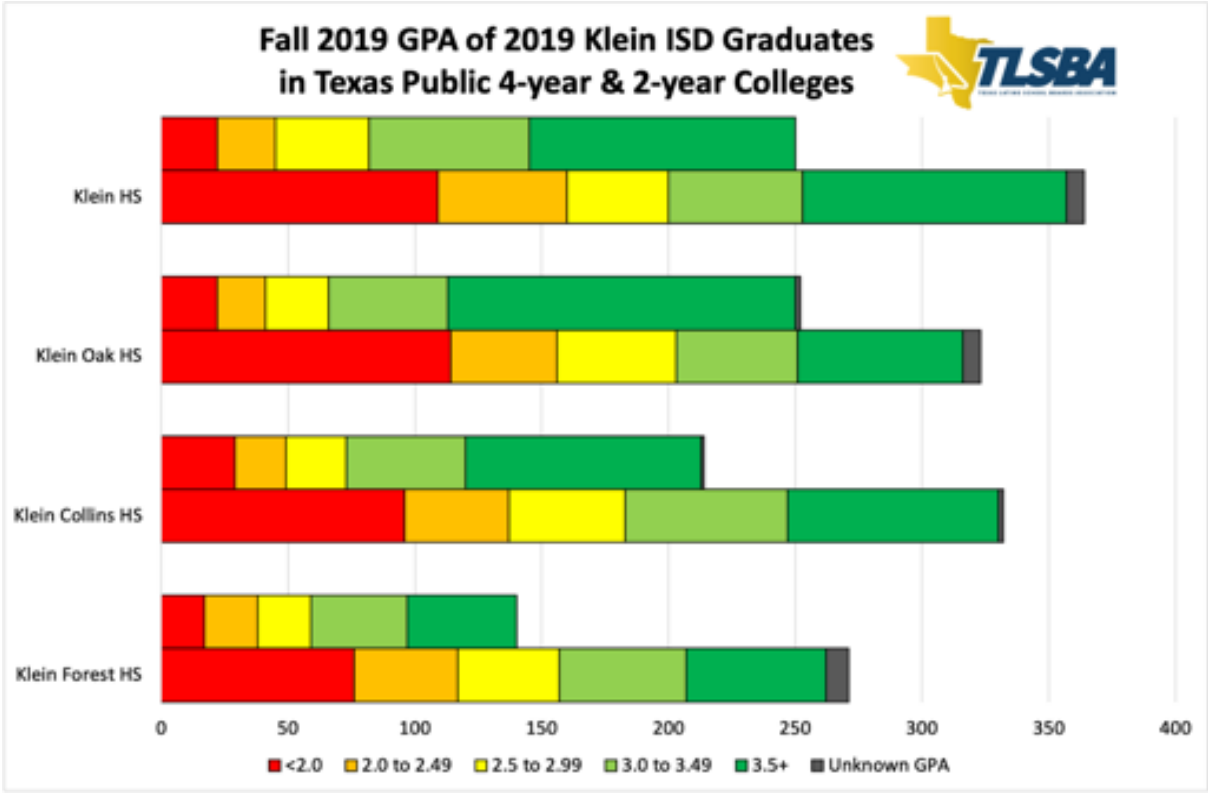
In the following pages, two bar charts are shared for each H-E-B Excellence in Education finalist district. The first bar chart for each district shares the percentages of students entering higher education from each high school in the finalist district in Fall 2019, the last fall semester prior to the onset of the COVID-19 pandemic. Students in black did not enroll in higher education, students in light green enrolled in two-year colleges in Texas, and students in dark green enrolled in four-year colleges and universities in Texas.

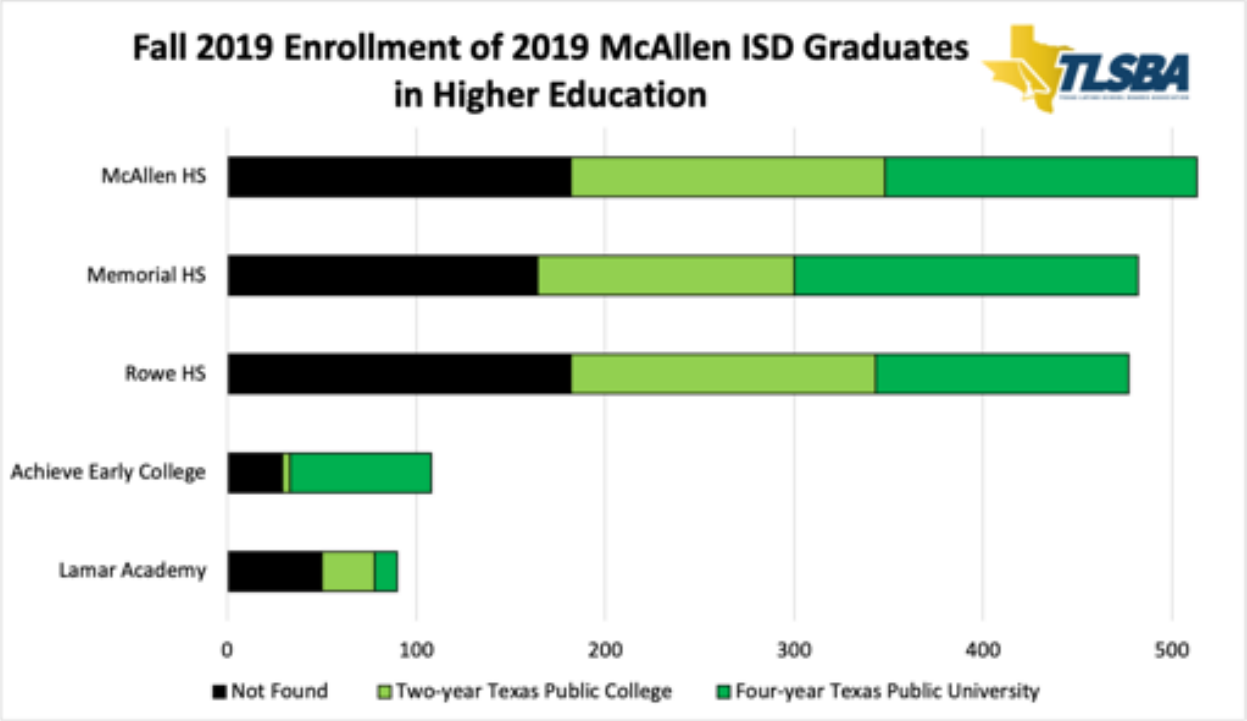
The second bar chart for each district shares the grade point average (GPA) after a single semester of postsecondary studies for the graduates of Texas high schools who enrolled in a Texas college or university in the fall after their spring high school graduation. The top bar represents students in four-year institutions, and the bottom bar represents students in two-year institutions. All students in red were effectively failing out of college during their first semester, with an average GPA of less than 2.0 (or a "C" average).

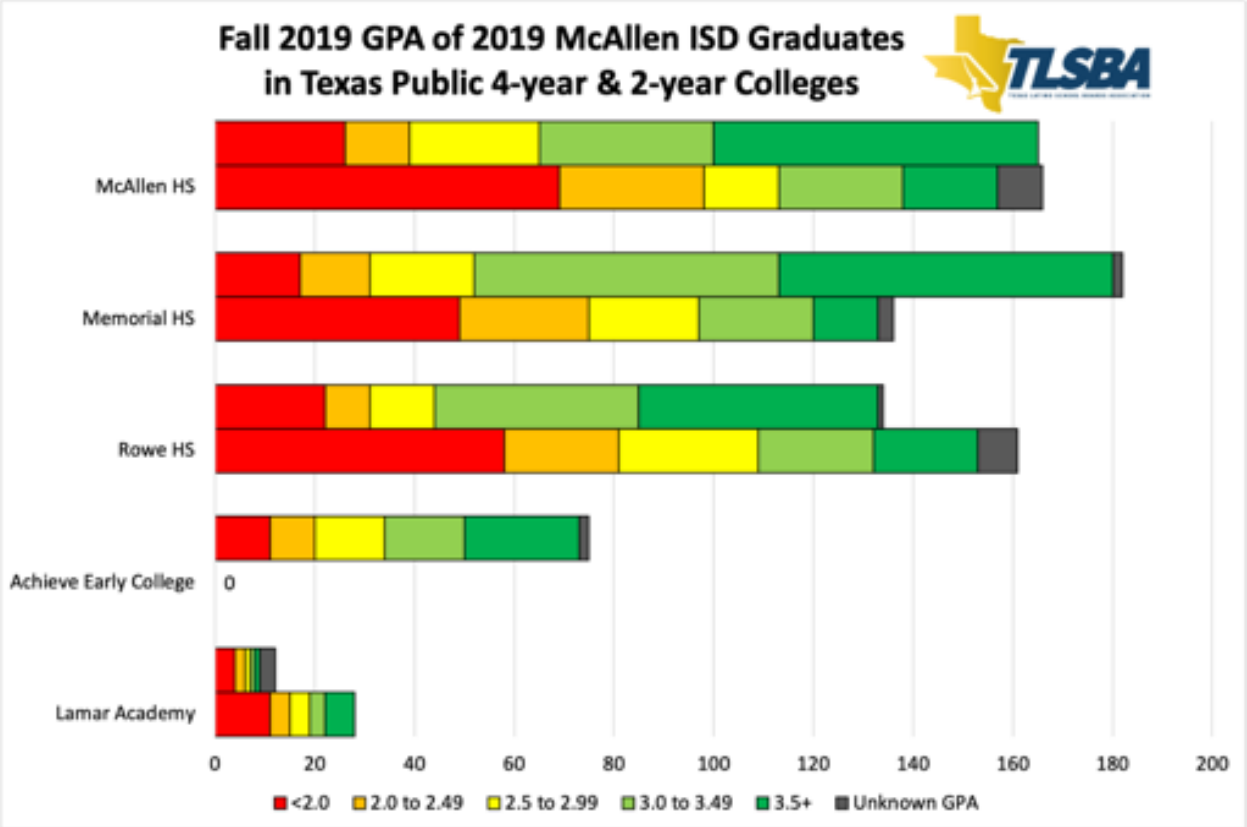
One immediately sees the trend of pushing Texas high school graduates into two-year colleges where large percentages of students leave those institutions with debt but no degrees. Note that these bar charts share the numbers—and not percentages—of students.

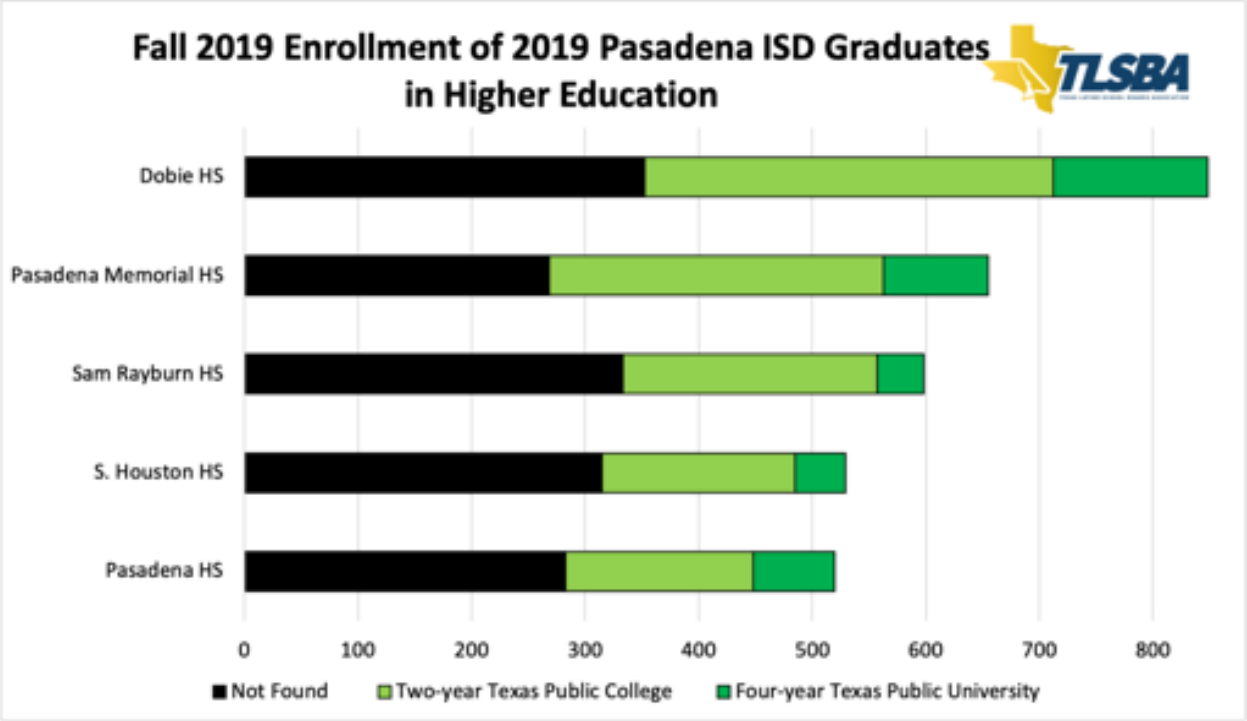
One also notes that there is little "middle ground" for students in college: Most either perform very well (as depicted in green) or very poorly (as depicted in red). Those who perform poorly are obviously most at risk for dropping out of higher education due to academic reasons.

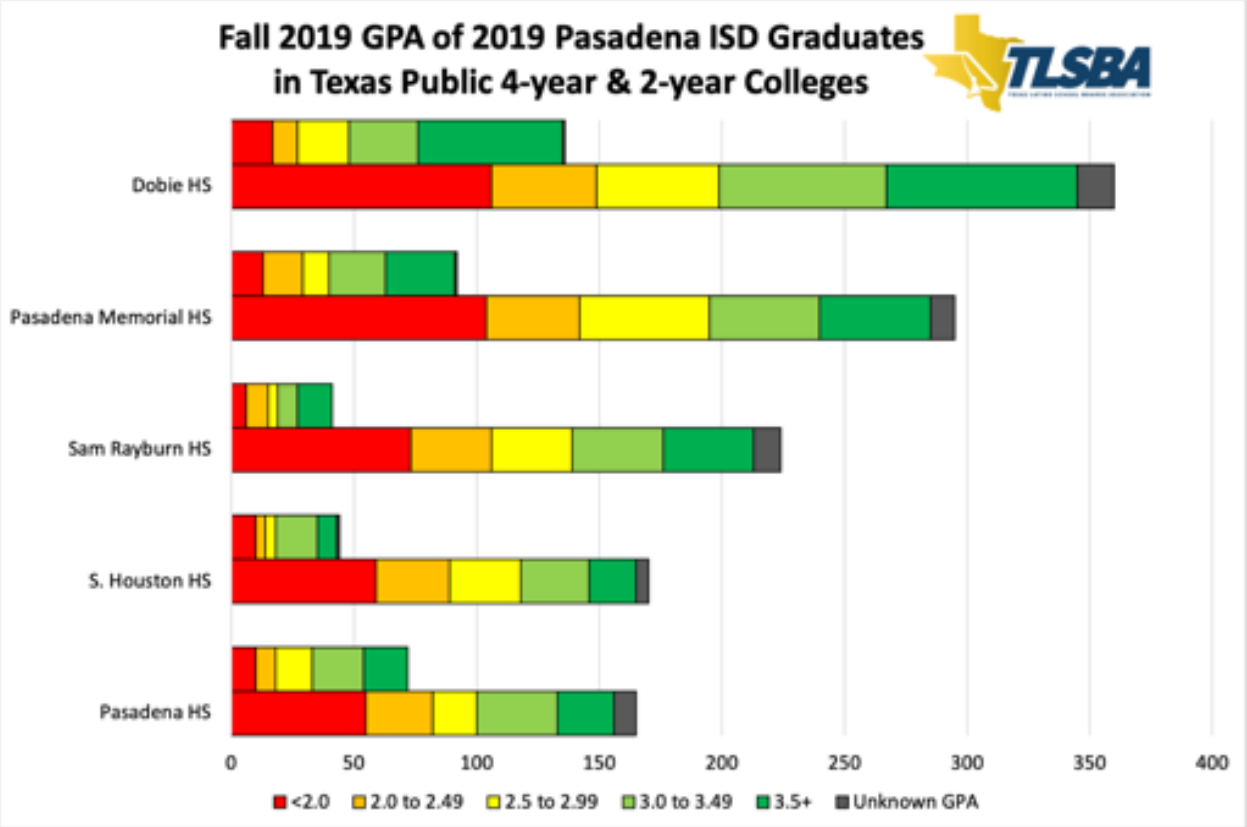

Fall 2019 Enrollment of 2019 Klein ISD Graduates in Higher Education
TLSBA
Klein HS
Klein Oak HS
Klein Collins HS
Klein Forest HS
0
200
400
600
800
1,000
Not Found
Two-year Texas Public College
Four-year Texas Public University

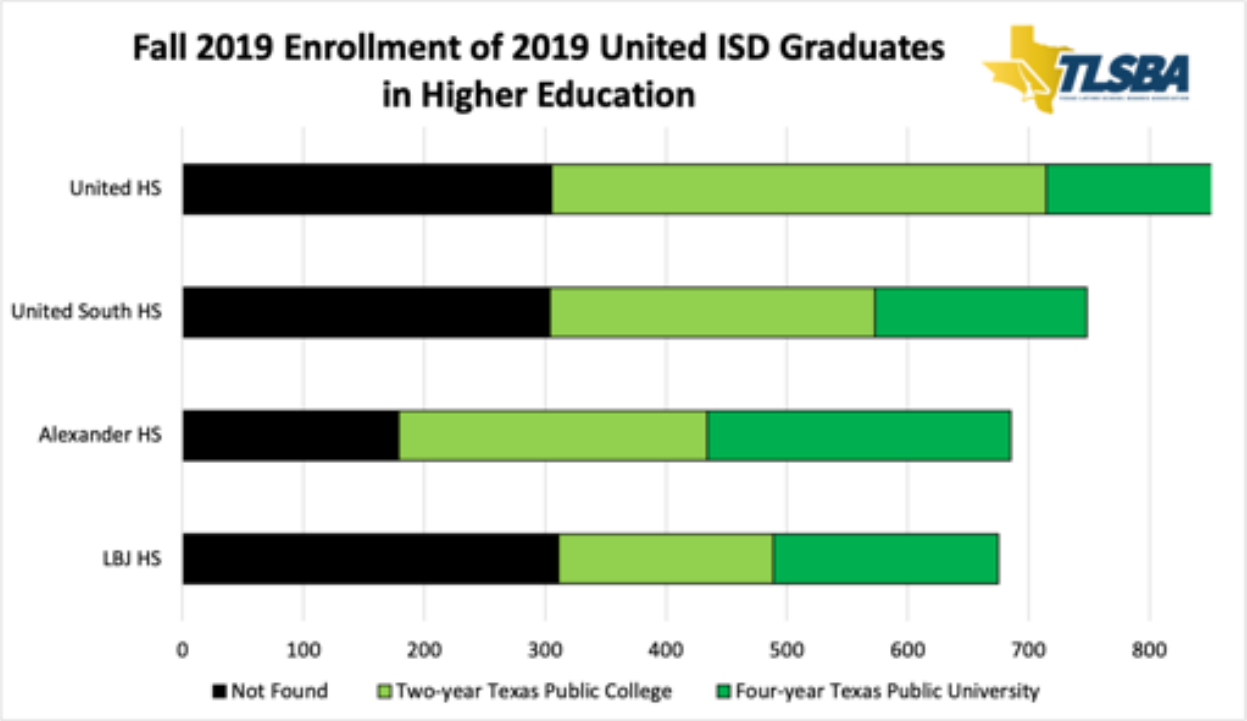

Fall 2019 GPA of 2019 Klein ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Klein HS
Klein Oak HS
Klein Collins HS
Klein Forest HS
0
50
100
150
200
250
300
350
400
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

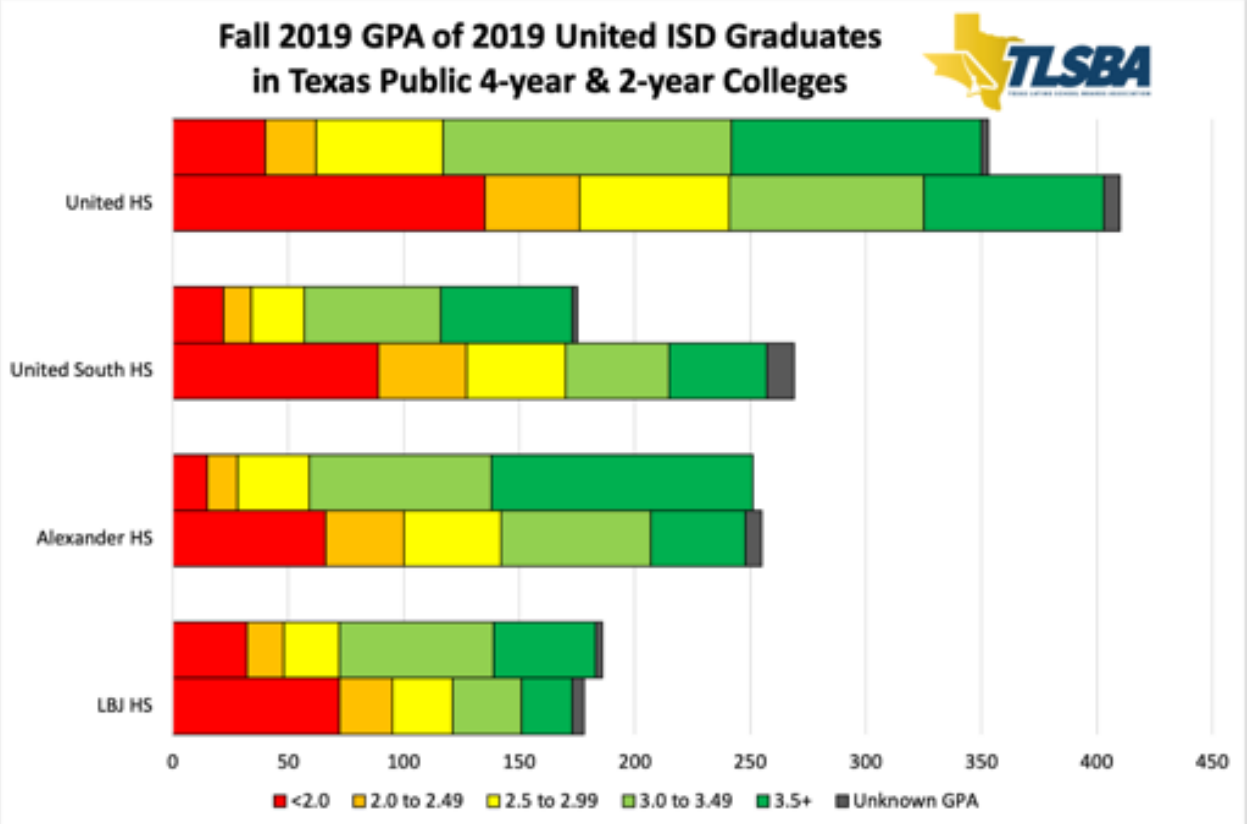

Fall 2019 Enrollment of 2019 McAllen ISD Graduates in Higher Education
TLSBA
McAllen HS
Memorial HS
Rowe HS
Achieve Early College
Lamar Academy
0
100
200
300
400
500
Not Found
Two-year Texas Public College
Four-year Texas Public University

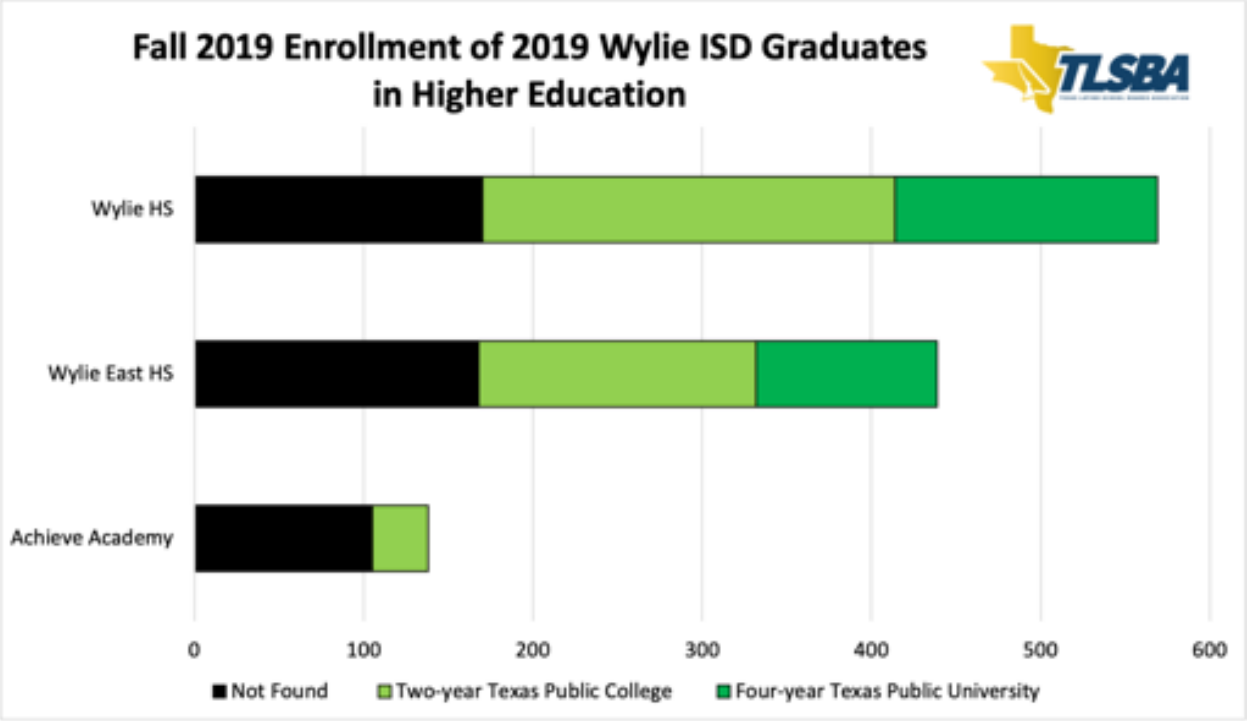

Fall 2019 GPA of 2019 McAllen ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
McAllen HS
Memorial HS
Rowe HS
Achieve Early College
0
Lamar Academy
0
20
40
60
80
100
120
140
160
180
200
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

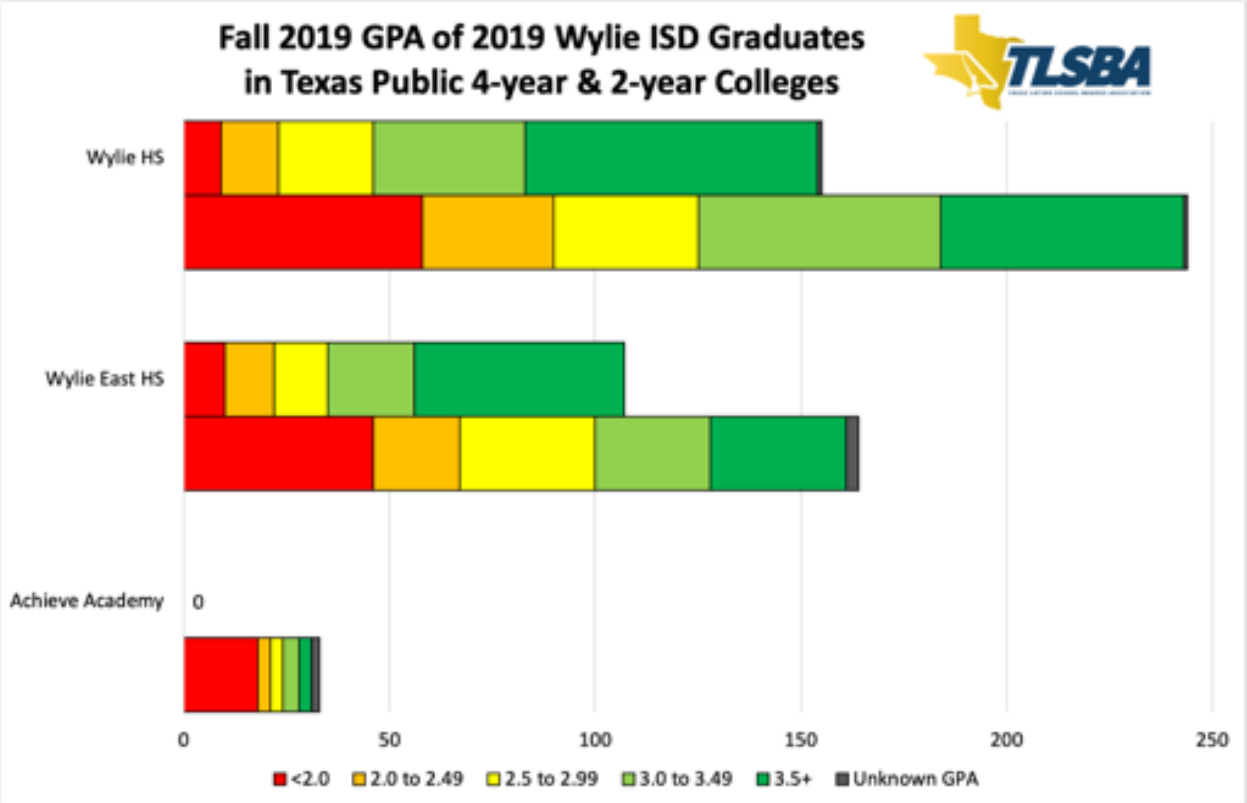

Fall 2019 Enrollment of 2019 Pasadena ISD Graduates in Higher Education
TLSBA
Dobie HS
Pasadena Memorial HS
Sam Rayburn HS
S. Houston HS
Pasadena HS
0
100
200
300
400
500
600
700
800
Not Found
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Pasadena ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Dobie HS
Pasadena Memorial HS
Sam Rayburn HS
S. Houston HS
Pasadena HS
0
50
100
150
200
250
300
350
400
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 United ISD Graduates in Higher Education
TLSBA
United HS
United South HS
Alexander HS
LBJ HS
0
100
200
300
400
500
600
700
800
Not Found
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 United ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
United HS
United South HS
Alexander HS
LBJ HS
0
50
100
150
200
250
300
350
400
450
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Wylie ISD Graduates in Higher Education
Wylie HS
Wylie East HS
Achieve Academy
0
100
200
300
400
500
600
Not Found
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Wylie ISD Graduates in Texas Public 4-year & 2-year Colleges
Wylie HS
Wylie East HS
Achieve Academy
0
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

The following table provides the numbers that were visualized in the above bar charts, as obtained through information obtained from the THECB. These numbers track high school graduates' GPAs in the first year of college or university enrollment *only* in Texas colleges or universities.

High School Graduates of 2018-19 GPA Performance In First Year Enrollment In Texas College or University SOURCE: TX Higher Ed Board							
DISTRICT	**CAMPUS**	**TOTAL GRADS**	**% NOT FOUND***	**% ENROLL 4 Year***	**% ENROLL 2 Year***	**% GPA 2.49 Below At 4 Year**	**% GPA 2.49 Below At 2 Year**
KLEIN ISD	KLEIN H S	1,016	38%	25%	36%	18%	44%
KLEIN ISD	KLEIN FOREST H S	864	51%	16%	31%	27%	43%
KLEIN ISD	KLEIN OAK H S	997	40%	25%	32%	16%	48%
KLEIN ISD	KLEIN COLLINS H S	927	39%	23%	36%	23%	41%
KLEIN ISD	**KLEIN ISD**	**3,804**	**42%**	**23%**	**34%**	**20%**	**44%**
MCALLEN ISD	MCALLEN H S	523	35%	32%	32%	24%	59%
MCALLEN ISD	MEMORIAL H S	495	33%	37%	27%	17%	55%
MCALLEN ISD	ROWE H S	484	38%	28%	33%	23%	50%
MCALLEN ISD	LAMAR ACADEMY	90	56%	13%	31%	50%	54%
MCALLEN ISD	ACHIEVE/Early COLL.	108	27%	69%	4%	27%	0%
MCALLEN ISD	MCALLEN ISD	1,700	36%	33%	29%	22%	54%
PASADENA ISD	PASADENA HS	526	54%	14%	31%	25%	50%
PASADENA ISD	SAM RAYBURN H S	604	55%	7%	37%	37%	47%
PASADENA ISD	S. HOUSTON HS	533	59%	8%	32%	32%	52%
PASADENA ISD	DOBIE H S	860	41%	16%	42%	20%	41%
PASADENA ISD	PASADENA MEM/H S	667	40%	14%	44%	32%	48%
PASADENA ISD	PASADENA ISD	3,190	49%	12%	38%	27%	47%
UNITED ISD	UNITED H S	1,084	28%	33%	38%	18%	43%
UNITED ISD	UNITED SOUTH H S	748	41%	23%	36%	19%	47%
UNITED ISD	ALEXANDER H S	694	26%	36%	37%	11%	39%
UNITED ISD	LYNDON B JOHNSON	676	46%	28%	26%	26%	53%
UNITED ISD	UNITED ISD	3,202	34%	30%	35%	18%	45%
WYLIE ISD	WYLIE H S	580	29%	27%	42%	15%	37%
WYLIE ISD	WYLIE EAST H S	448	38%	24%	37%	21%	41%
WYLIE ISD	ACHIEVE ACADEMY	138	76%	0%	24%	0%	64%
WYLIE ISD	WYLIE ISD	1,166	38%	22%	38%	17%	40%
** EXCLUDES ENROLLMENT RESULTS IN INDEPENDENT COLLEGES OR UNIVERSITIES*							

Conclusion

The Texas Latino School Boards Association is profoundly grateful to H-E-B for its support of public education in Texas and for its willingness to lift up exemplars of "Excellence in Education." Notwithstanding, this work highlights the challenges faced by underfunded public schools in Texas, which struggle to get students to grade level in all subjects. Texas' failure to invest in public education and to bring all students to grade level will have a devastating effect on the future economy of the state.

The Texas Latino School Boards Association looks forward to working with H-E-B and with finalist districts to improve the situation of our students and those who serve them. The TLSBA remains convinced that this change will only occur through litigation: Texas students deserve their day in court, they deserve a high-quality education, and they deserve to be held to higher standards of academic equity that will better prepare them for college, career, and life success. In short, they deserve excellence in education.

How Latinx Students Are Served by the Districts of 2021/2022 Officers of the Texas Association of School Administrators and the Texas Association of School Boards

Texas Latino School Boards Association

Beginning in March 2020, the highly-visible crisis of the COVID-19 pandemic consumed the focus and energy of Texas education leaders, who courageously embraced the challenge of responding to the urgent needs of the students and families served by Texas public schools. The "code red" nature of the crisis created a sense of urgency that did not allow education leaders to engage in "business as usual." The "frog" of public education met the "boiling water" of the COVID-19 pandemic, and it leaped into action! For over 30 years, a far more insidious "pandemic" has ravaged the economically-disadvantaged, at-risk students of Texas' public schools, slowly turning up the heat on an already-dire situation. Lacking the same sense of urgency, Texas educators have largely maintained the *status quo* regarding the academic outcomes of economically-disadvantaged, at-risk students.

To all who will listen, the Texas Latino School Boards Association (TLSBA) is shouting that Texas public education is on fire. For over 30 years, Texas has constructed a testing and accountability system bent on maintaining the deception of the "Texas Education Miracle" that helped catapult a Texas governor to the White House. In what the Texas Latino School Boards Association refers to as the "Lies of Texas," the State continues to manipulate testing and accountability data in order to feign the appearance of academic excellence. Nowhere was this better captured than in April 28, 2021, *U.S. News & World Report* bar chart on the number of Texas schools with a 100% graduation rate: Whereas other large states, like California, Florida, and New York, possessed 32 to 63 total high schools with a 100% graduation rate in 2018-2019, the last academic year not impacted by the COVID-19 pandemic, Texas boasted an astounding and literally incredible 290 high schools—over 10% of Texas high schools—with a 100% graduation rate. Such numbers, likely resulting from Texas' Individual Graduation Committees—the state's mechanism for awarding diplomas to students who are not at grade level—do a tremendous disservice to the students of our Texas public schools.

More than five years ago, Texas Education Agency (TEA) Commissioner Mike Morath addressed the Board of Directors of the Texas Association of School Boards (TASB) during a luncheon at which many current TASB Directors were present. In response to the question of a TASB Director, he confessed that the State of Texas considers itself as meeting its constitutional, statutory and moral obligation to economically-disadvantaged, at-risk students by getting them to "approach" grade level. This work shows the devastating effect of this little-known "secret."

For the sake of transparency, the TLSBA is the only minority school board association in Texas that is not handsomely funded by the Texas Association of School Boards. To date, the TLSBA has not received a cent from TASB. This datum is shared not in a spirit of "sour grapes," but as a poignant reminder of the great good that could be accomplished if TASB were to advocate for the best interests of economically-disadvantaged, at-risk students and if TASB were to—rather than write six-figure checks as tokens of "commitment" to equity to minority school boards associations infamously known by school board members as "party" organizations—provide to well-deserving minority school boards associations even a fraction of the funding currently spent

by school boards associations with much lower returns for the Latinx students who comprise the majority in Texas public schools.

To be clear, the TLSBA applauds the efforts of TASB and of the Texas Association of School Administrators (TASA) on behalf of the students who most need these organizations. This report, however, concludes with a clarion call to action for those who enjoy the title of statewide education leader, particularly concerning the constitutional, statutory and moral obligation of providing an equitable education to all Texas students.

As the TLSBA has suggested in preceding works and webinars, public school districts in Texas are institutional hostages of a state government and its education agency which have imposed on students and those who serve them an academically-dishonest statewide testing and accountability system that the TLSBA has characterized as "the Lies of Texas." Nothing in this analysis shifts the blame from the Texas Education Agency's three decades of deception with respect to its assertion that it is meeting its constitutional, statutory, and moral obligation to provide an equitable education to all students and to meaningful close academic achievement gaps for economically-disadvantaged students, who are statistically dominated by children of color. In 1972, Judge William Wayne Justice mandated through Civil Order 5281 that "minority-group" children must be compensated for past racial and ethnic isolation. The elaborate, sophisticated testing and accountability systems that have been implemented by the Texas Education Agency during the past three decades are founded on the premise that such testing will help close the academic achievement gap for disadvantaged, at-risk children. Fifty years after Civil Order 5281, the "Lies of Texas" continue to inhibit such justice.

The TLSBA is dedicated to relentless advocacy for economically-disadvantaged, at-risk students and it looks forward to the day when such longtime friends and partners in public education as TASA and TASB step forward with a similar sense of urgency and commitment to change.

If the COVID-19 pandemic did nothing else, it showed that large education systems bent on maintaining the status quo *can* pivot to meet the needs of students and families. Even without the disruption of a medical crisis, education leaders must open their eyes to the "pandemic" of poor academic performance that plagues our Texas public schools.

Enrollment

This work explores the challenge of nine Texas public school districts to close academic achievement gaps and provide an equitable education to all students. This subset of districts includes all districts served by the 2021/2022 Officers of the Texas Association of School Administrators (TASA) and the Texas Association of School Boards (TASB). The TLSBA views TASA and TASB as potential allies in helping to secure the day in court that economically-disadvantaged, at-risk students in Texas deserve, and this work is in no way intended to "pick on" these districts or these officers; in fact, a forthcoming work in this series will turn the "microscope" and explore the challenges faced by the members of the TLSBA Board of Advisors, who together serve over 1.1 million Latinx students in the state's top 20 Latinx-serving districts. This work makes clear the very real challenges confronted by longtime education leaders in Texas—who have served on their local school boards or led their school districts for years—to meaningfully close gaps for economically-disadvantaged, at-risk students.

The COVID-19 pandemic has adversely affected Texas public education in many ways, including such traditional key performance indicators as student enrollment and student performance on standardized tests. For this reason, much of the data presented by the TLSBA comes from 2018-2019, the last academic year not impacted by the COVID-19 pandemic, with the

presupposition that key data have *not* improved during the past three years of great academic disruption.

As the following table makes clear, Latinx students comprise the largest enrollment block of students in only four of the nine TASA/TASB Officer districts, which makes these districts less representative of numerous school districts throughout Texas. One immediately observes that the percentages of economically-disadvantaged and at-risk students in Frisco ISD and Sunnyvale ISD comprise much smaller percentages than in other TASA/TASB Officer districts.

	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
Student enrollment	66,854	6,246	76,122	60,182	4,957	8,621	10,739	106,501	1,882
% Latinx	72.8%	93.4%	26.5%	13.5%	45.7%	39.9%	96.3%	67.9%	11.5%
% White	2.3%	4.6%	16.2%	41.7%	49.0%	19.8%	3.0%	18.9%	52.1%
% African-American	22.7%	0.9%	27.2%	11.0%	1.9%	34.5%	0.3%	6.6%	10.0%
% Asian	1.1%	0.4%	26.3%	29.1%	1.4%	1.5%	0.3%	3.3%	22.8%
% EcoDis	87.2%	65.9%	43.2%	12.5%	56.1%	73.7%	78.8%	49.3%	15.1%
% At-risk	73.4%	56.6%	39.9%	20.1%	46.0%	52.6%	37.6%	46.8%	21.2%

Below-Grade-Level Performance by Latinx Students in Reading

The desire to sustain the (mis)perception of a "Texas Education Miracle" has led to a situation where hundreds of thousands of students annually "pass" a state test, allowing the State of Texas to argue that it is providing an equitable education to all students, even while those same students are not achieving at grade level. The STAAR (State of Texas Assessments of Academic Readiness) divides students into four categories based on test performance: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The reporting of these numbers, though, is not straightforward, and the percentages of students in these categories do not add up to one—unless the percentage of students who "Meet Grade Level" is subtracted from the percentage of students who "Approach Grade Level."

To be clear, *all* students who do *not* "Meet Grade Level" are *below* grade level. The State's test of constitutional equity, though, as Commissioner Morath explained to TASB Directors some five years ago, is *not* based on student meeting grade level; it is based on students who "approach" grade level.

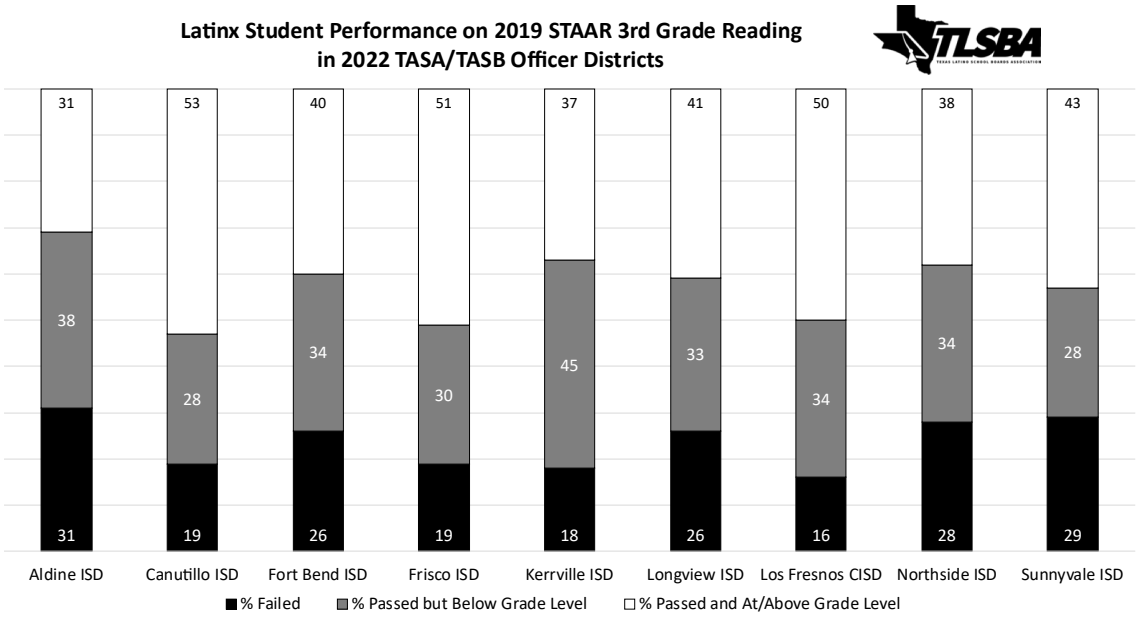
The following bar charts reveal the deception perpetrated by the State of Texas. The white area of each bar indicates the percentage of students who passed the State of Texas Assessments of Academic Readiness (STAAR) and were at or above grade level. The percentage of students who failed the test and were below grade level are shown in black. The students in grey are classified by the Texas Education Agency as "approaches grade level": They "passed" the STAAR and thus were counted toward meeting the State's burden of providing an equitable education—even though they were *not* at grade level.

The grey area of each bar becomes increasingly important with each passing year, since the inability to be on grade level is often exacerbated over the years, such that, by the time of exit exams in high school, all students who "pass" the STARR, even if not at grade level, are exempted from Individual Graduation Committees. In short, the grey area represents a human tragedy: all the students who were promoted to the next grade or who graduated from high school *without* learning the necessary knowledge and skills expected of students of their grade level.

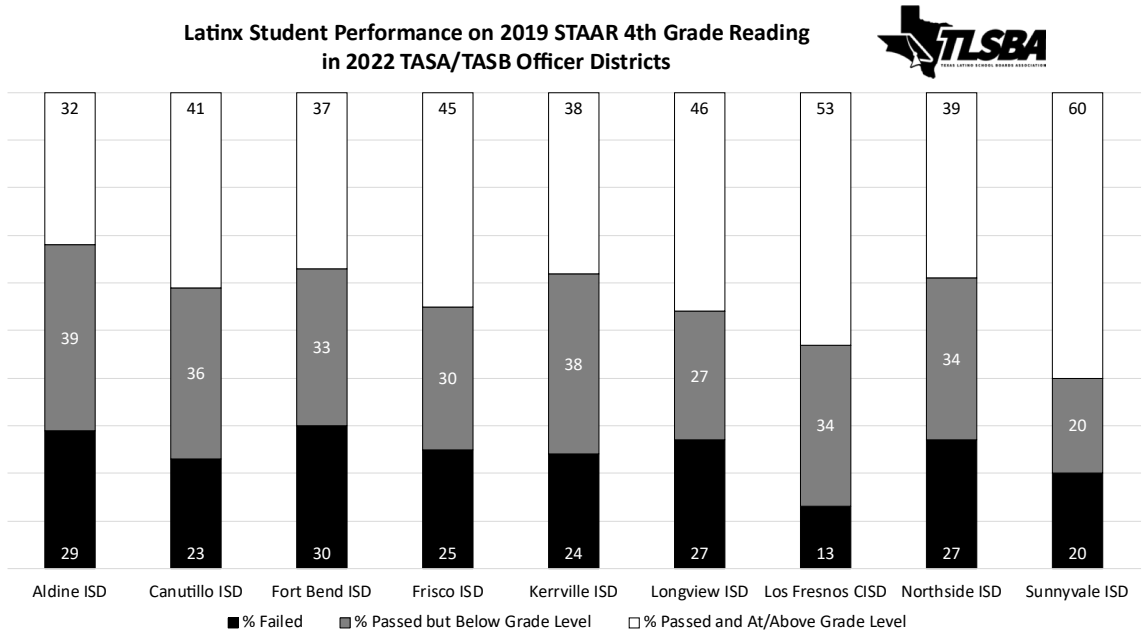
The State of Texas points to the white and grey areas together as a representation of students "passing" the STAAR, while, in reality, the grey and black areas together reflect the real percentage of students who are *not* at grade level at the time of testing. When the grey and black areas are seen together—as all students *not* on grade level—a stark picture of Texas public

education emerges. One does well to examine the following graphs from this perspective, recognizing the "gap" in each, the way in which the Texas Education Agency views Texas' "success" in providing an equitable education to various students (by combining the white and grey areas), and the ways in which one might more accurately view the percentages of students in Texas who are not at grade level (by seeing the back and grey areas together).

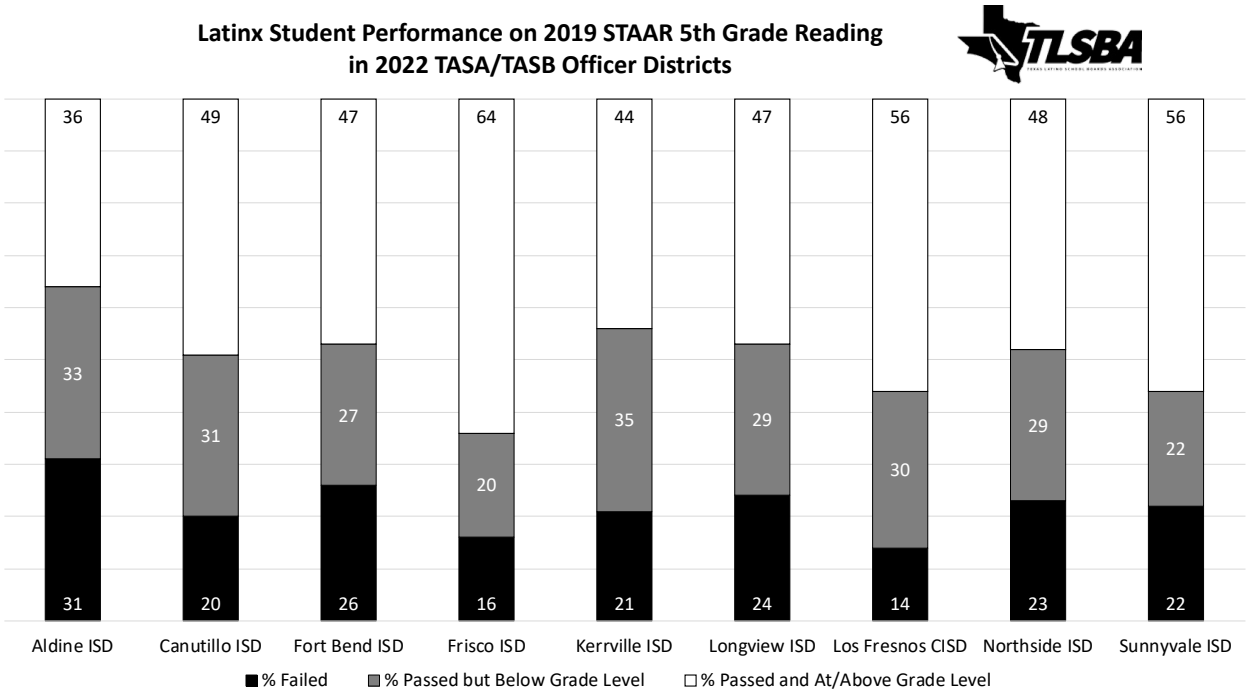
The following chart reveals that in 2019, during the last administration of the STAAR before the COVID-19 pandemic, seven of nine TASA/TASB Officer districts failed to get the majority of Latinx ("Hispanic") third-grade students to grade level in reading.



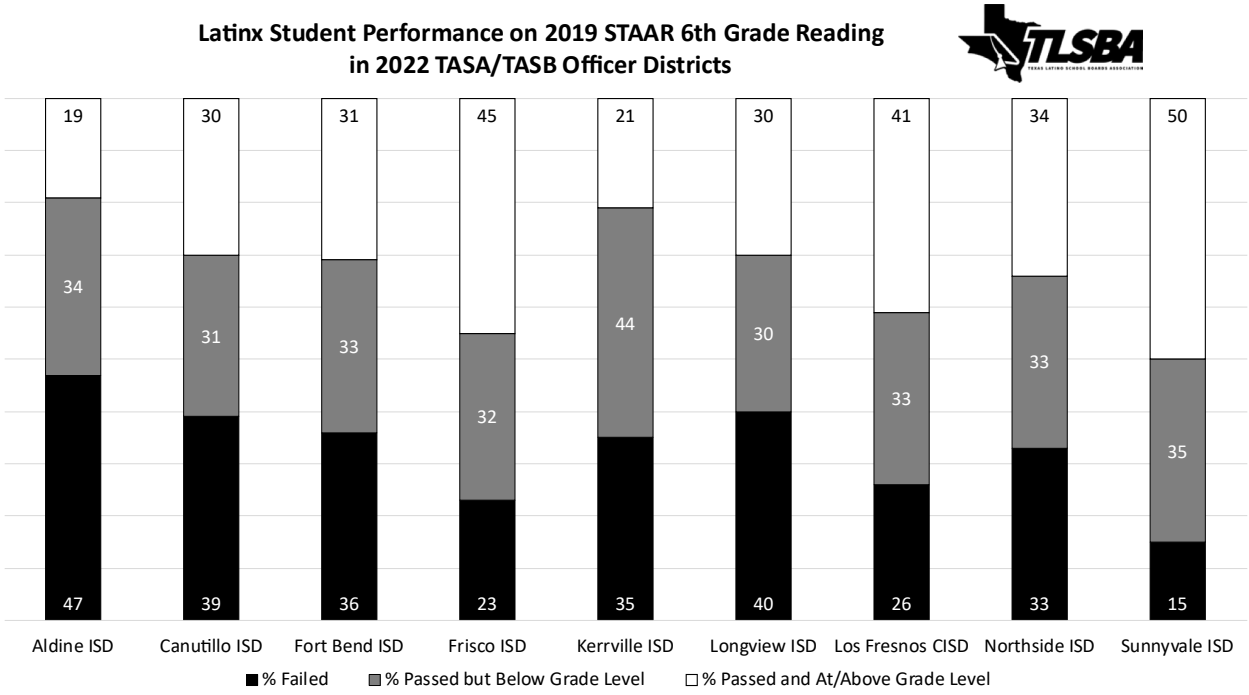
Seven of nine TASA/TASB Officer districts failed to get the majority of Latinx ("Hispanic") third-grade students to grade level in reading. Similar to third-grade results, where 31% to 53% of were reading at grade level, 32% to 60% of fourth-grade Latinx students performed at grade level in reading prior to the pandemic.



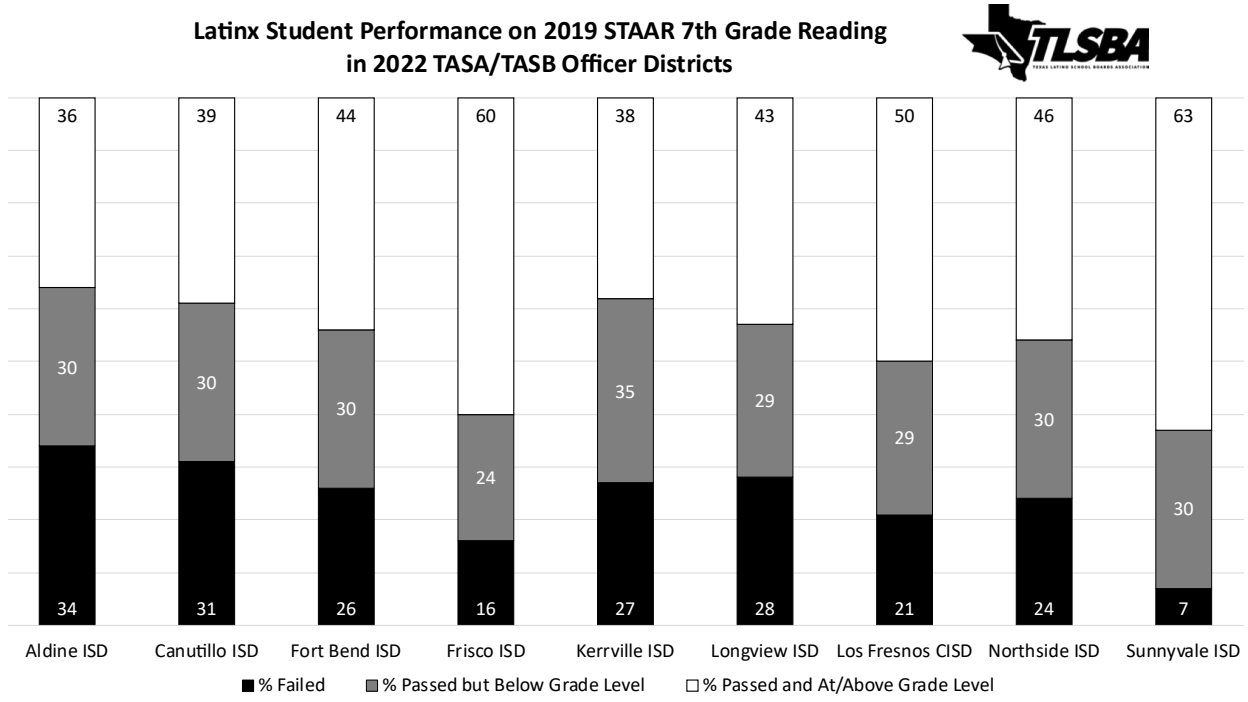
In 2019, TASA/TASB Officer districts succeeded in getting 36% to 64% of fifth-grade Latinx students to grade level in reading.



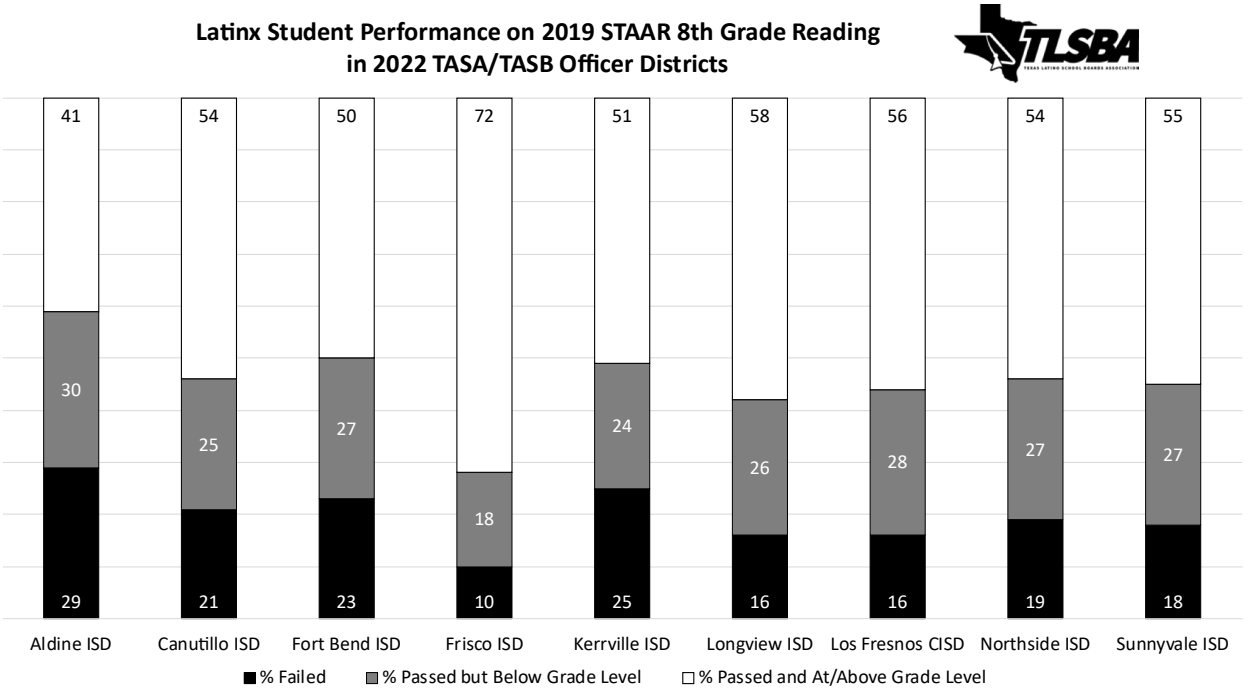
By the sixth grade, the effect of the inability to be at grade level in previous grades is manifest. One immediately sees that no TASA/TASB Officer district was able to get a majority of sixth-grade Latinx students to grade level in reading *prior* to the pandemic.



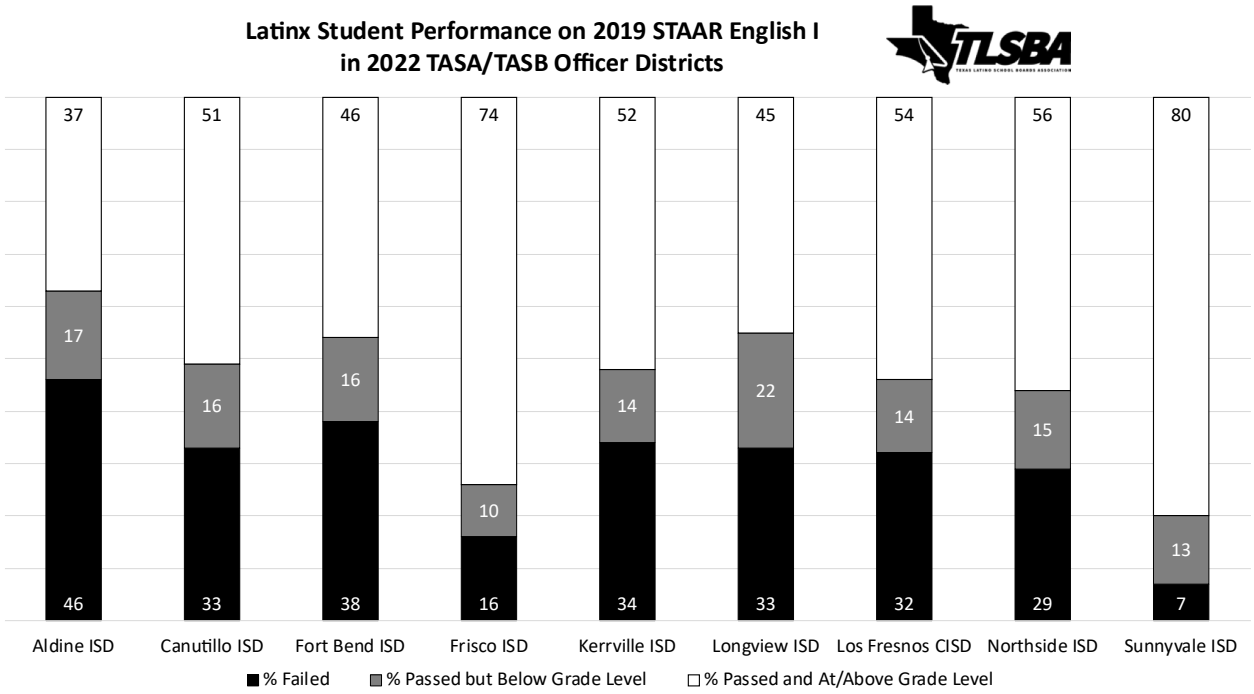
Higher passing rates can be seen in the seventh grade. As previous works of the TLSBA show, however, this is partly due to the fact that the tests of higher grade levels, in an attempt to "pass" as many students as possible, contain an increasing number of questions that are below grade level.



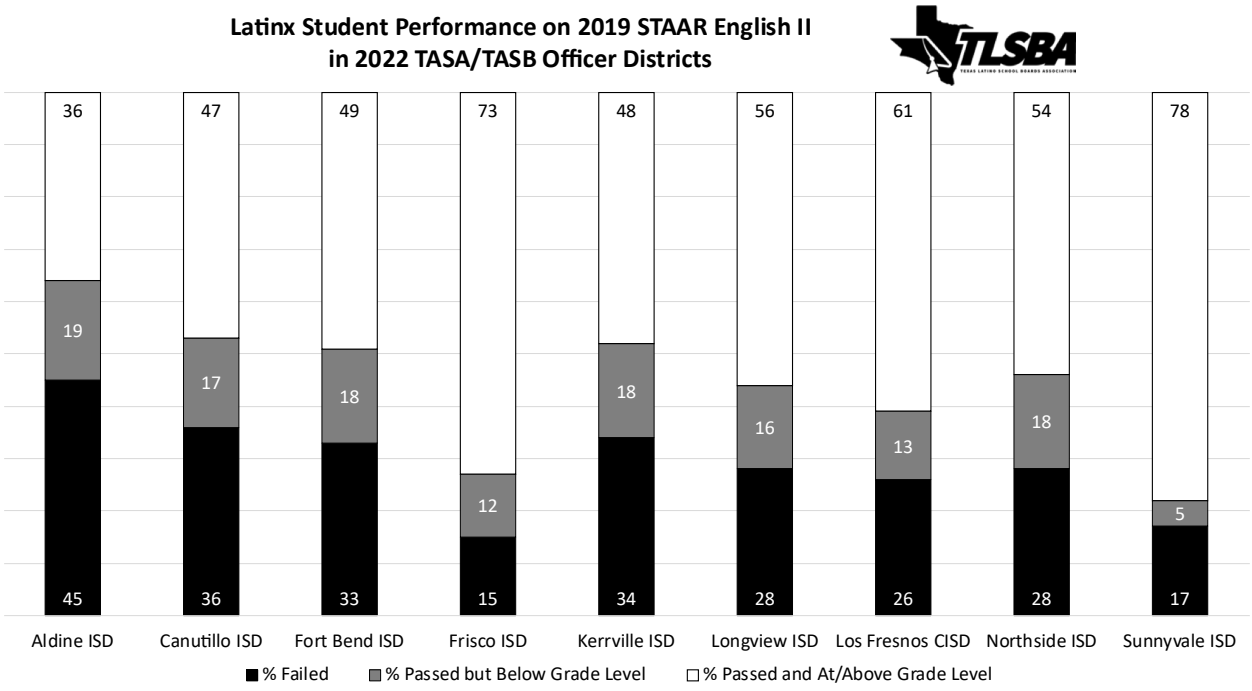
Intriguingly, the State of Texas classifies higher percentages of eighth-grade Latinx students as being at or above grade level. One immediately notes the drastically reduced numbers of students who fail the STAAR in upper grade levels.



By the time Latinx students take end-of-course tests in high school, an average of 31% of students in TASA/TASB Officer districts fail the English I end-of-course exam required for graduation. These high failing rates rival the 33% fail rates by Latinx sixth-grade students in TASA/TASB Officer districts.

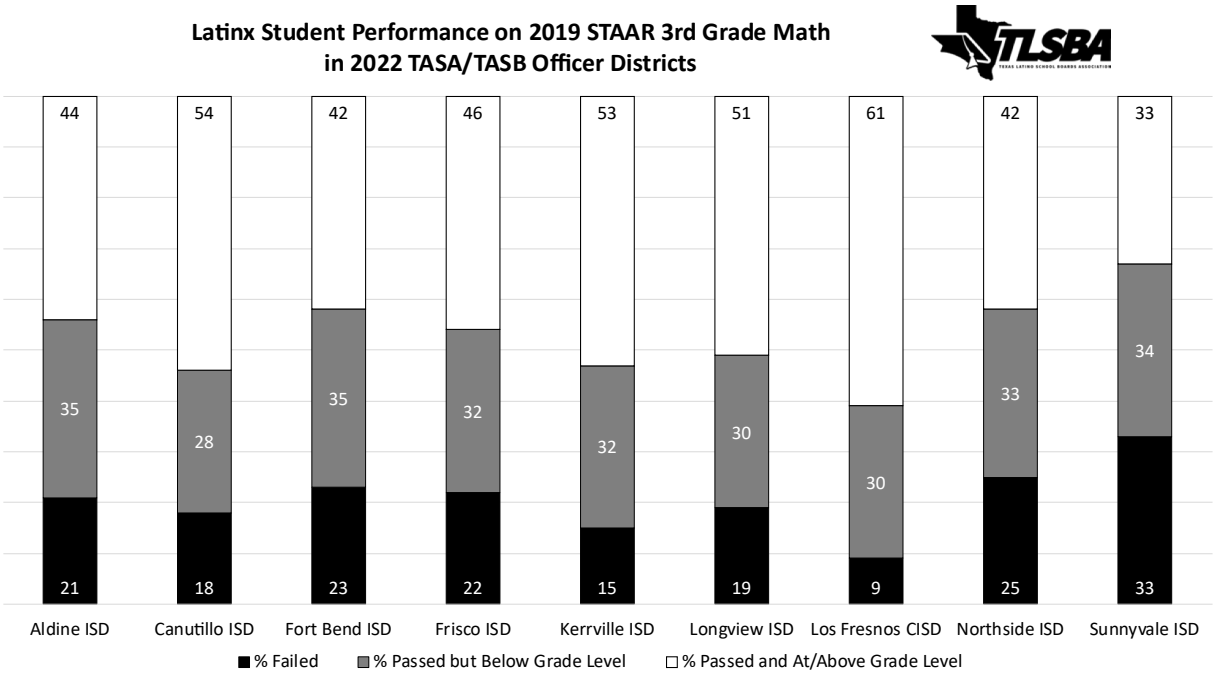


Similarly, an average of 29% of Latinx students in TASA/TASB Officer districts outright fail the English II end-of-course exam. As seen before, the two highest-performing districts in this subset—Frisco ISD and Sunnyvale ISD—possess far lower percentages of economically-disadvantaged, at-risk students than the other seven districts.

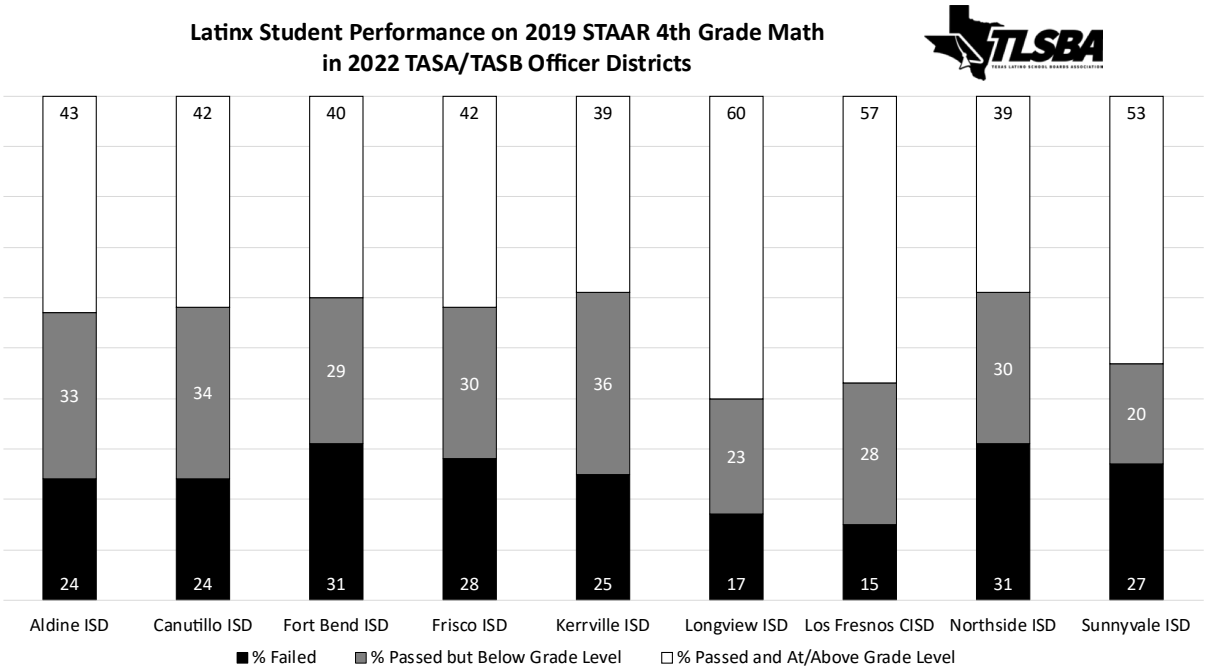


Below-Grade-Level Performance by Latinx Students in Math

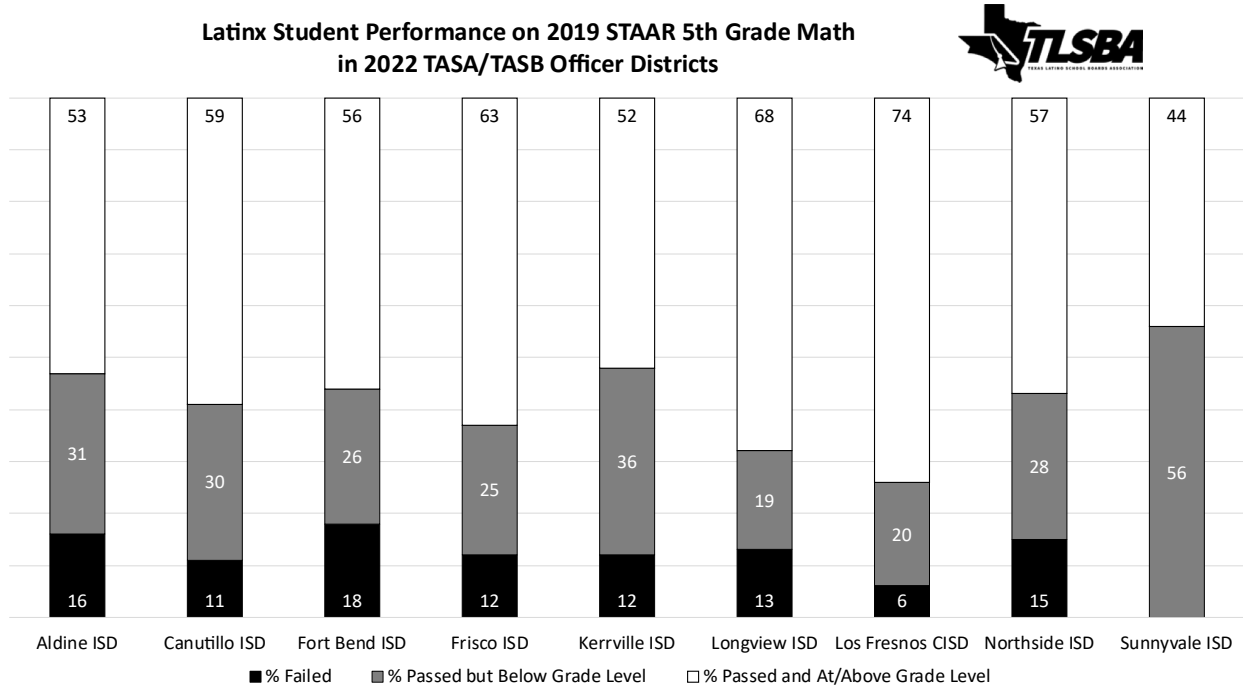
The following charts reveal the pre-pandemic math performance of Latinx students in TASA/TASB Officer districts. As shown by the white area of each bar, 33% to 61% of third-grade Latinx students were at or above grade level in math.



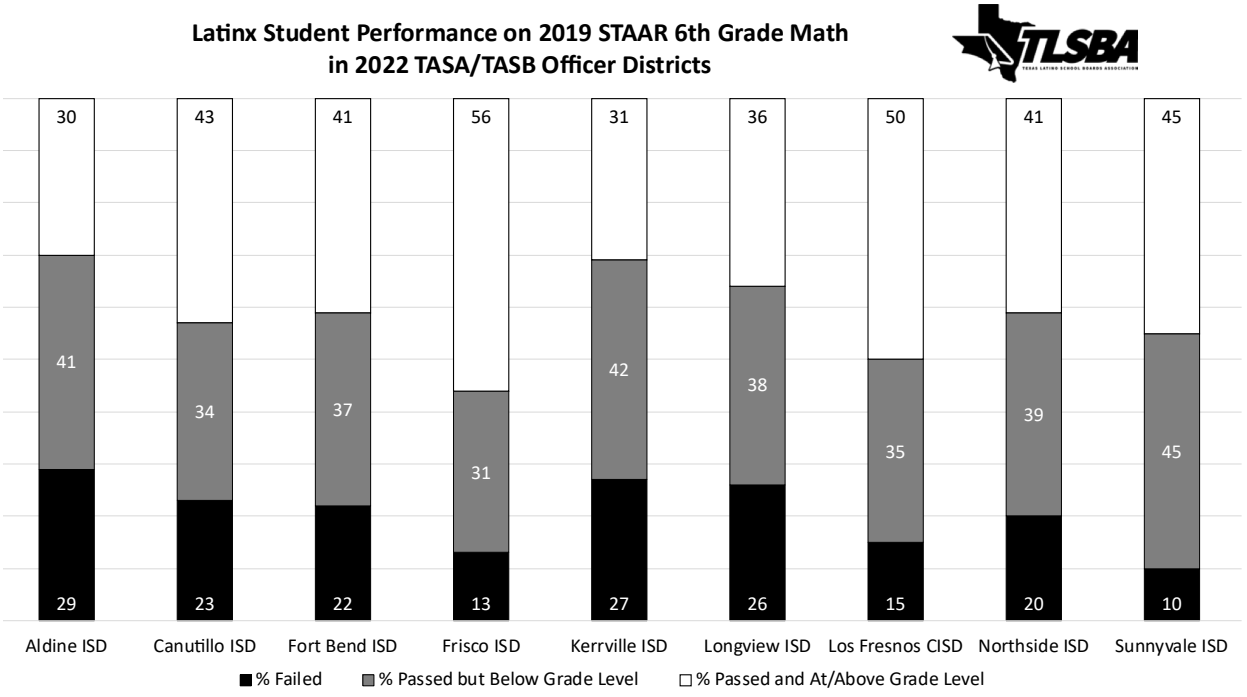
Slightly larger percentages of failing Latinx students are seen in the fourth grade, where 15% to 31% of Latinx fourth-grade students fail the STAAR test in math. Even prior to the COVID-19 pandemic, the majority of Latinx students in six TASA/TASB Officer districts were below grade level in math.



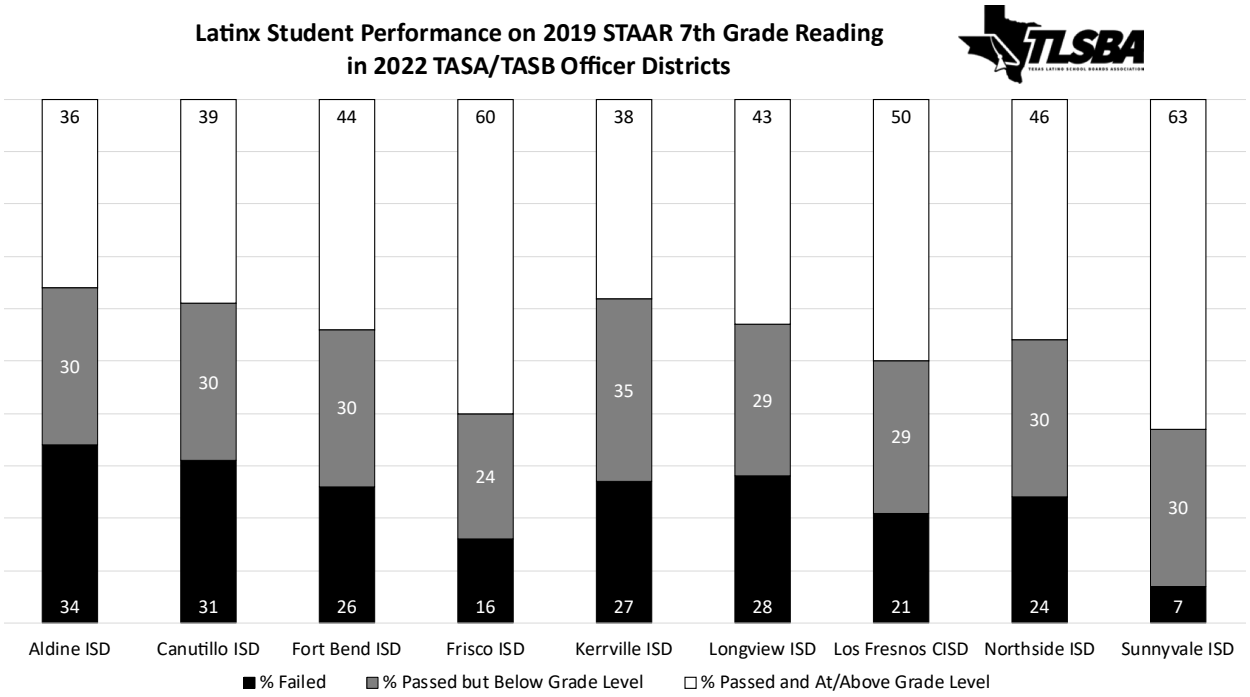
Adjustments in the test ensure that higher percentages of fifth-grade Latinx students are at grade level. The following chart would lead us to believe that, even though 39% to 60% of fourth-grade Latin students (above) were at grade level, 44% to 74% of fifth-grade students (below) did the same. This incongruency is worthy of study. One views with incredulity the low failing rates (0% to 18%) at this level.



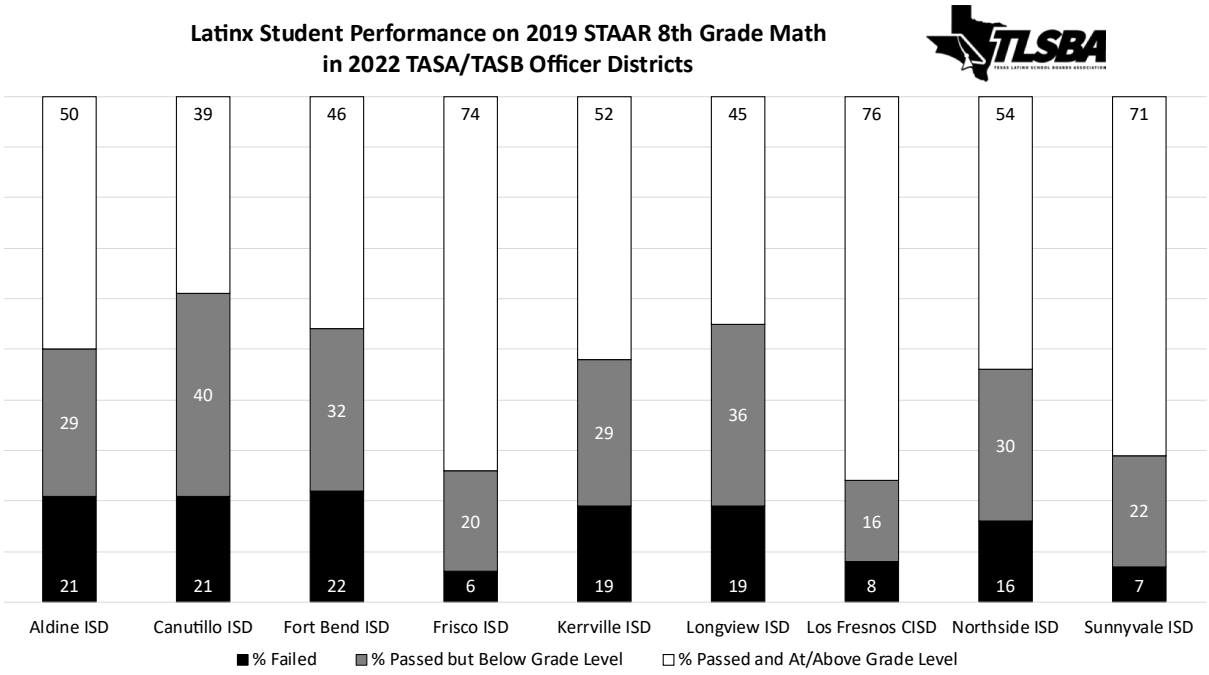
In sixth-grade math, we see the largest-yet grey areas, representing the percentages of below-grade-level students who "passed" the test. This graph reveals "the Lies of Texas": The Texas Education Agency adds the white and grey area of each bar to suggest that 71% to 90% of students in these districts are meeting the State's constitutional burden to provide an equitable education.



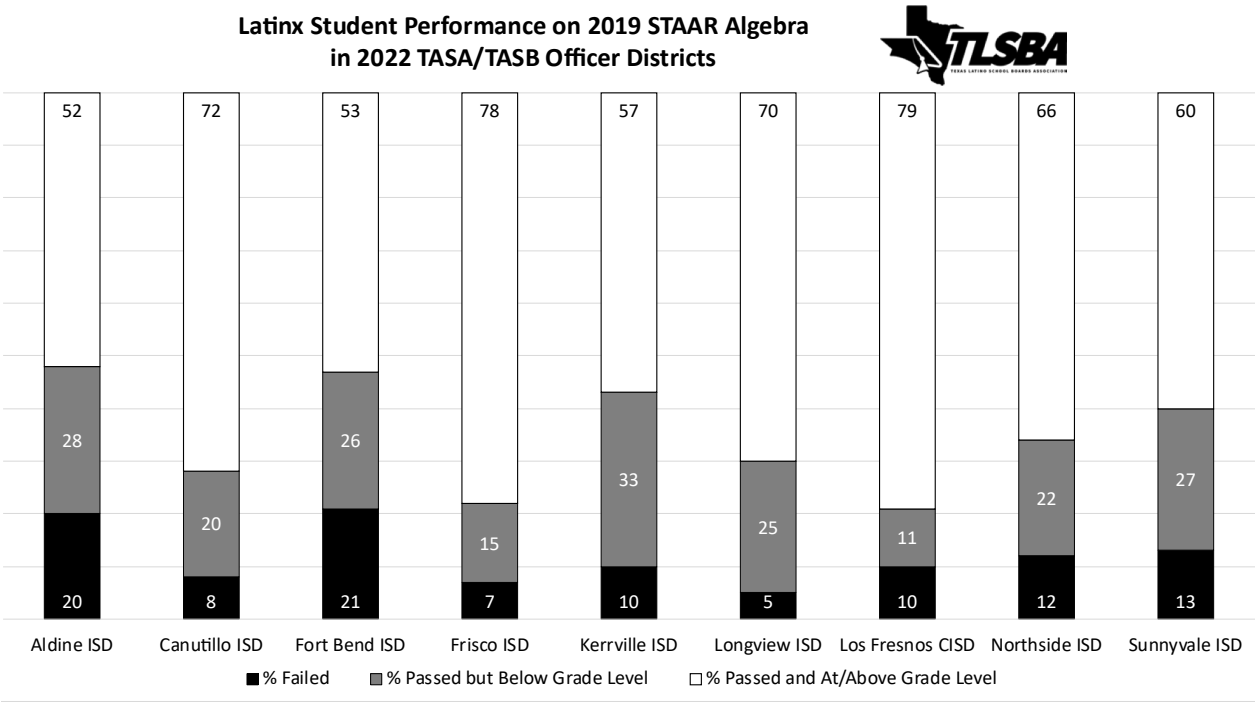
According to the TEA, 66% to 93% of seventh-grade Latinx students were meeting the State's constitutional equity definition, while only 36% to 63% were at grade level.



The following suggests higher percentages of eighth-grade Latinx students performing at or above grade level.

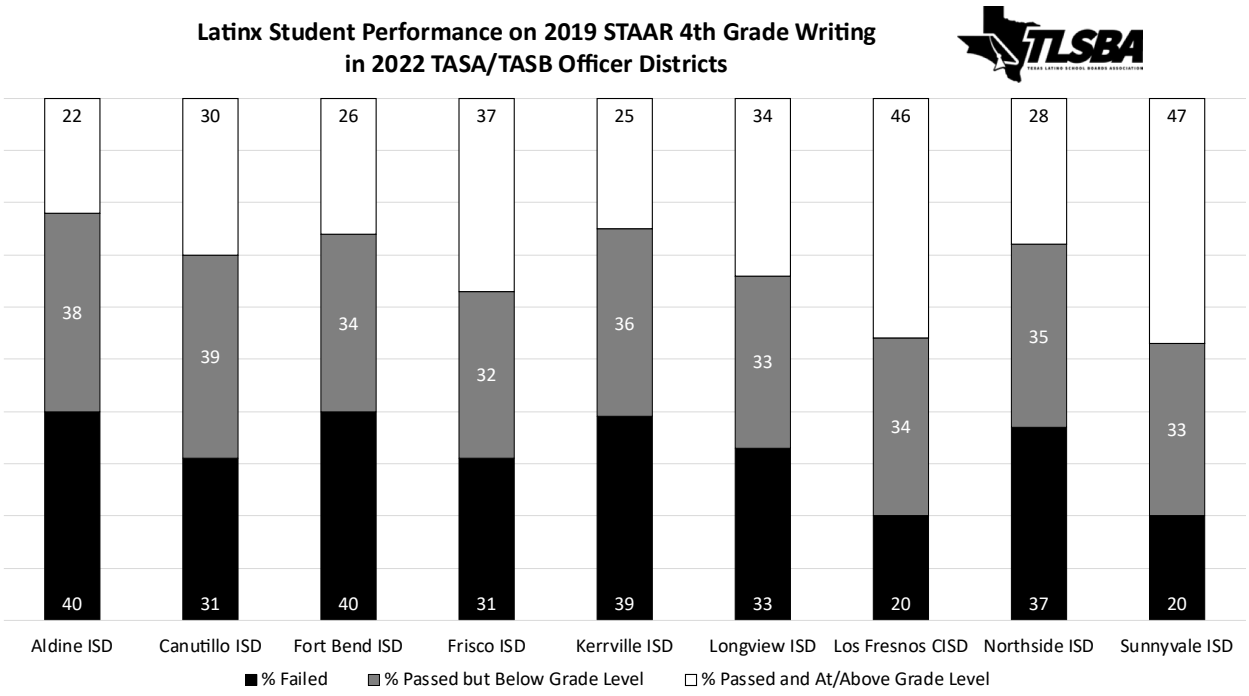


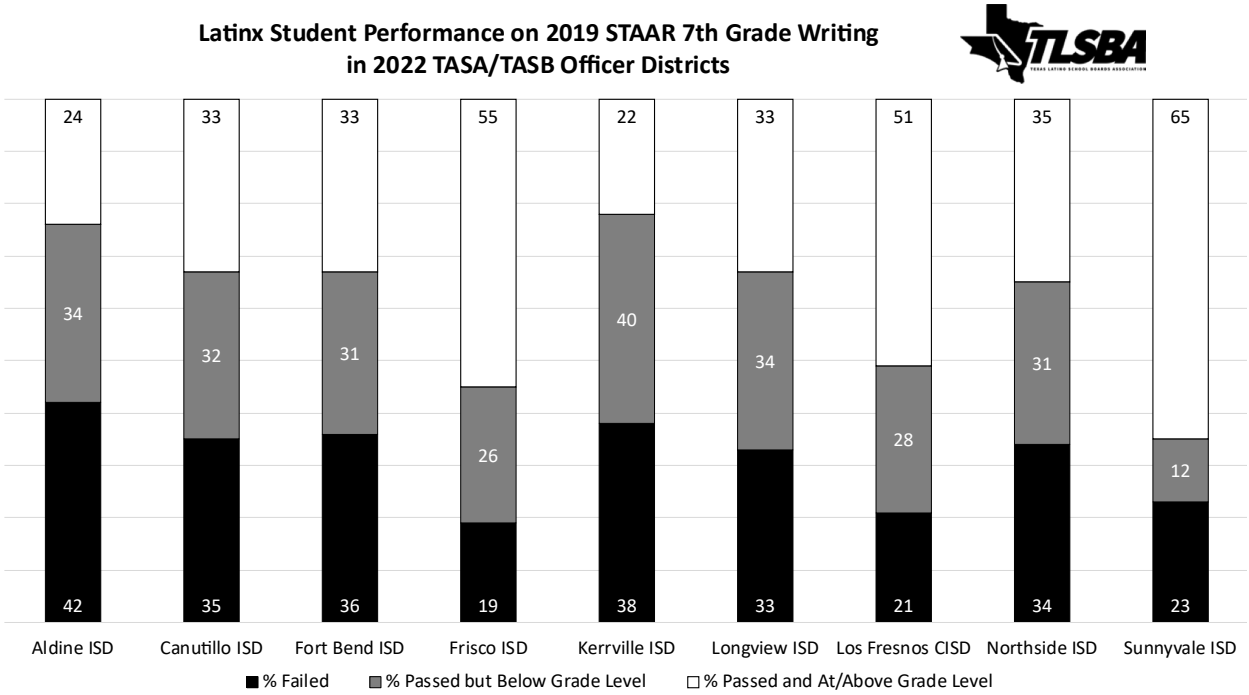
The last bar chart for math, for the end-of-course Algebra I test, confirms that many questions on this test would no doubt be found to be below grade level since an astounding 52% to 79% of Latinx students are found to be at grade level—higher percentages than any prior grade level. Though the TLSBA has not yet analyzed the grade level of questions in the SY18/19 administration of the STAAR, the TLSBA has noted in previous works the research of Dr. Kathleen Coburn of Temple ISD, who concluded that, for one year of testing, not a single question on the end-of-course math test in Texas was found to be at the level of high school math. In her study, 100% of questions on the end-of-course math test were found to be from the fifth- through eighth-grade levels of math.



Below-Grade-Level Performance by Latinx Students in Writing

Students are tested in writing only in the fourth and seventh grades. The following charts reveal the pre-pandemic writing performance of Latinx students in TASA/TASB Officer districts. The following bar charts show that, despite much higher percentages of students "passing" the test, the majority of fourth-grade Latinx students in all nine TASA/TASB Officer districts were writing *below* grade level. The highest gains in writing over those three years were found in the two districts with the far lowest percentages of economically-disadvantaged, at-risk students.





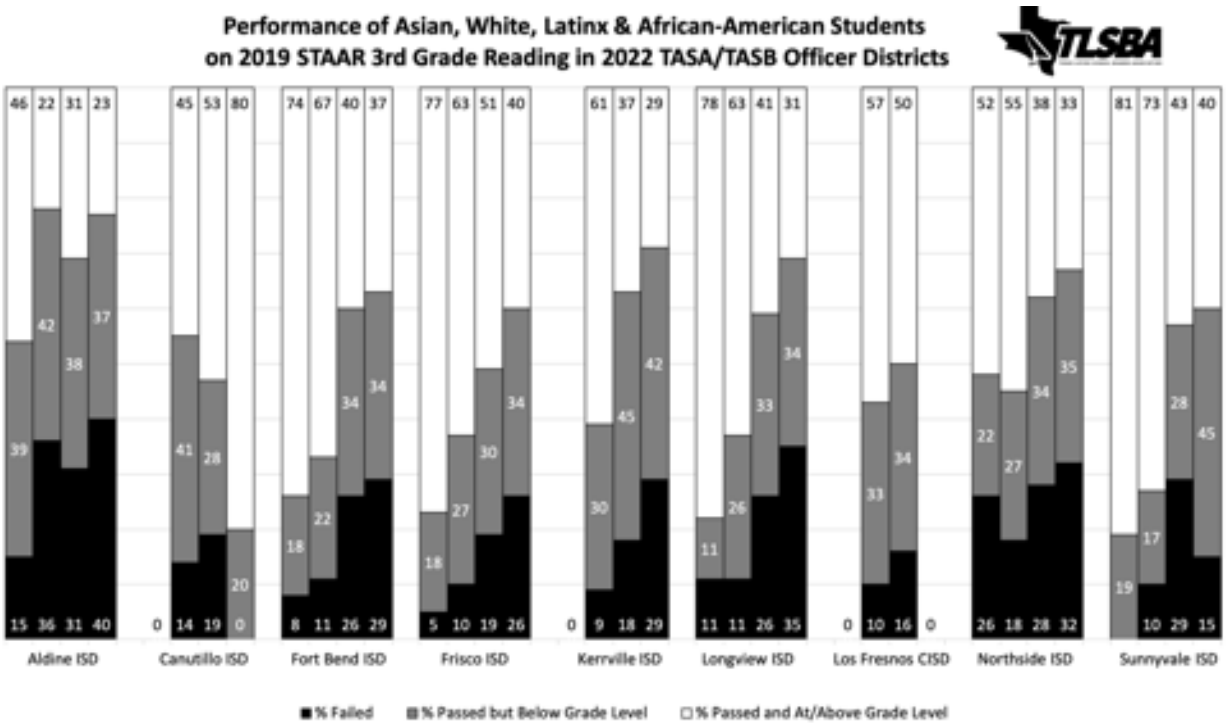
Academic Achievement Gaps in Reading by Race/Ethnicity

Gaps are exposed when one compares the performance of various student subpopulations. The following charts reveal the pre-pandemic gaps of Asian students, White students, Latinx students, and African-American students who were at or above grade level in reading in TASA/TASB Officer districts.

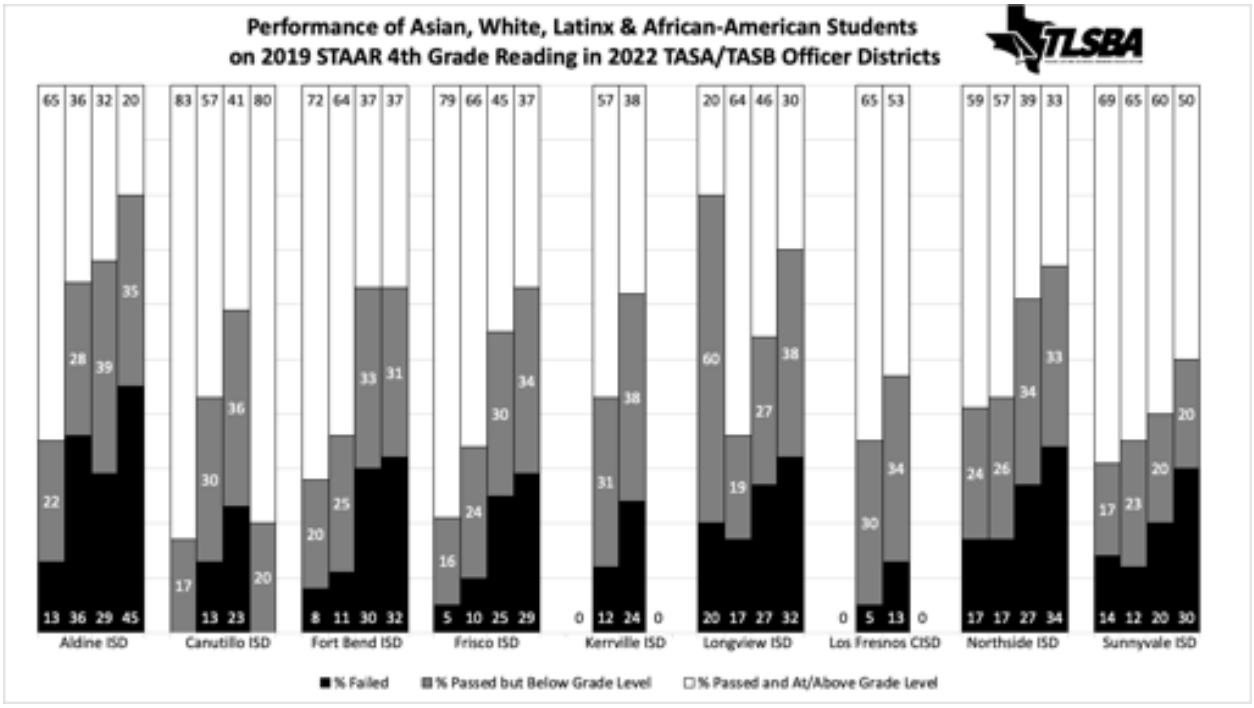
Prior to the pandemic, these gaps in third-grade reading ranged from seven points in Los Fresnos CISD, to 22-24 points in Northside ISD and Aldine ISD, to 32-37 points in Kerrville ISD, Canutillo ISD, and Fort Bend ISD, to 41-47 points in Sunnyvale and Longview ISD.

To close these gaps would require the State to dedicate the necessary resources to lift the lowest percentages of passing students in each set of bars to be equal to the highest percentage. The importance of closing these gaps is illuminated by the research of Dr. Michael Kline of the Hobby Center at Rice University, who has stated that the closing of these gaps by 2050 would result in adding $899 billion *per year* to our Texas economy.

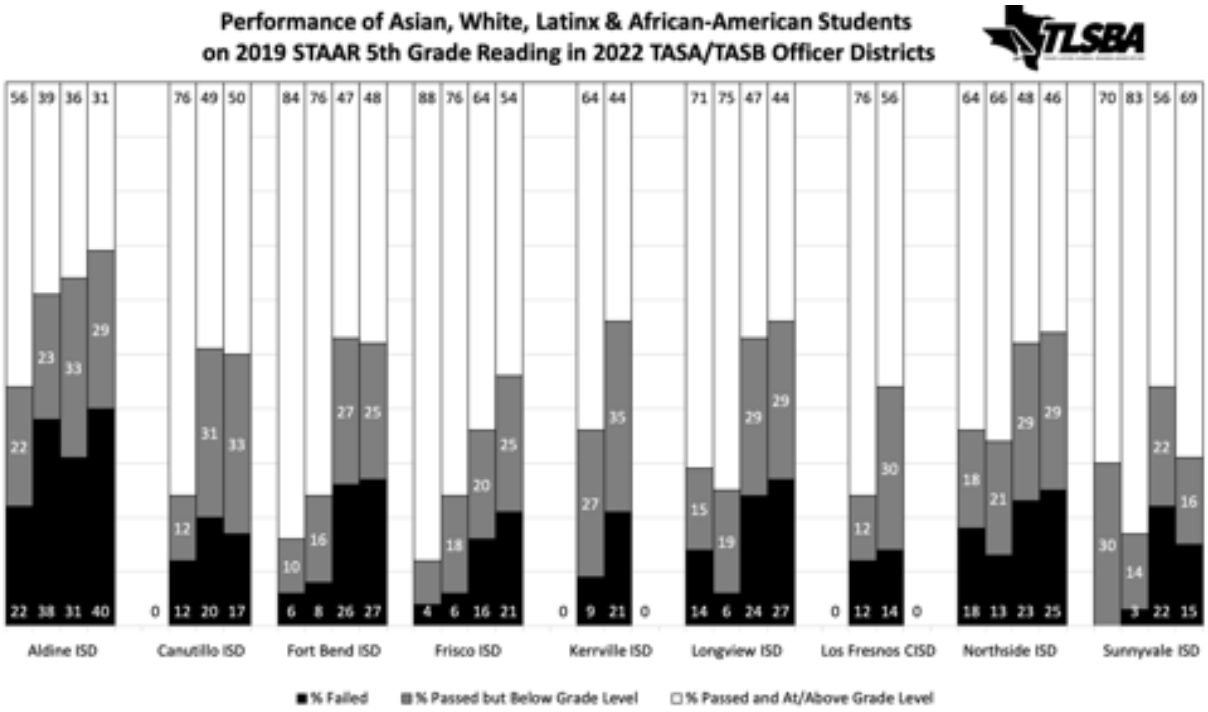
When data are desegregated by race/ethnicity, only two TASA/TASB Officer districts—Canutillo ISD and Frisco ISD—were able to get a majority of third-grade Latinx students to grade level in reading before the pandemic. In one TASA/TASB Officer district, only 22% of White third-grade students and 23% of African-American third-grade students were reading at grade level prior to the pandemic.



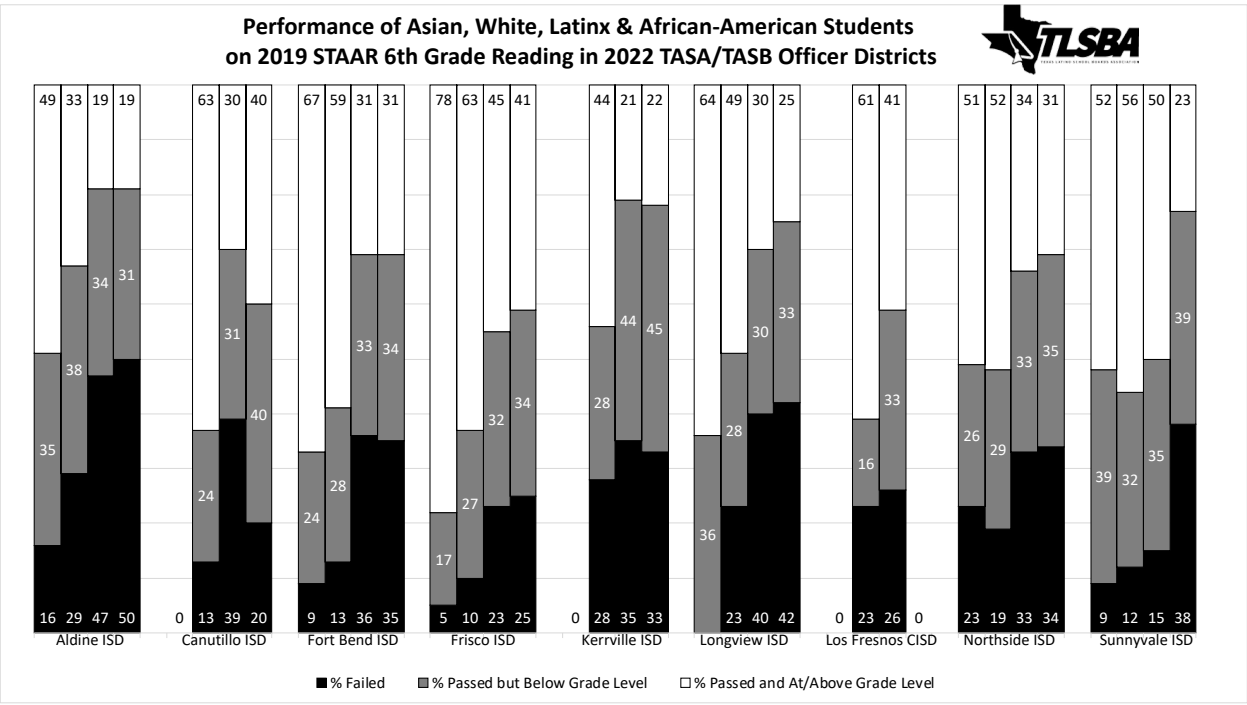
Similarly, gaps in fourth-grade reading ranged from 10 points in Los Fresnos CISD, to 19 points in Kerrville ISD and Sunnyvale ISD, to 26 points in Northside ISD, 35 points in Fort Bend ISD, and 42 to 45 points in Canutillo ISD, Frisco ISD, Longview ISD and Aldine ISD. Even before the pandemic, only two of nine TASA/TASB Officer districts were unable to bring a majority of Latinx fourth-grade students to grade level.



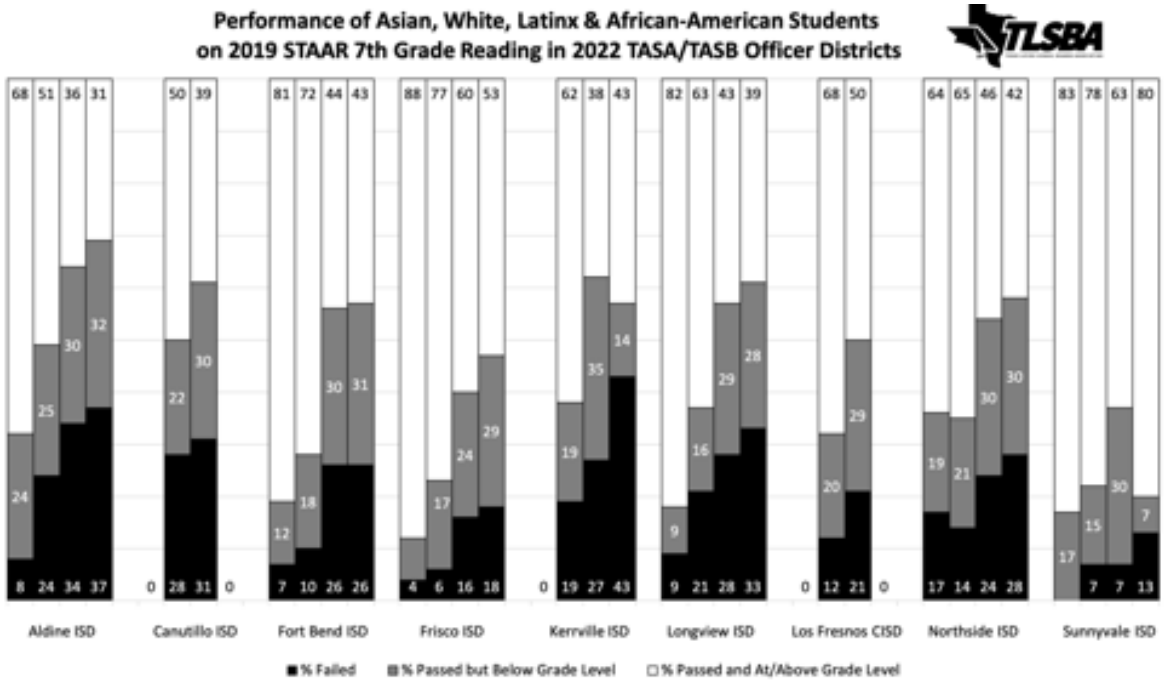
Similarly, gaps in fifth-grade reading ranged from 20 points in Kerrville ISD, Los Fresnos CISD and Northside ISD, to 25-27 points in Aldine ISD, Canutillo ISD and Sunnyvale ISD, and 31-37 points in Longview ISD, Frisco ISD and Fort Bend ISD.



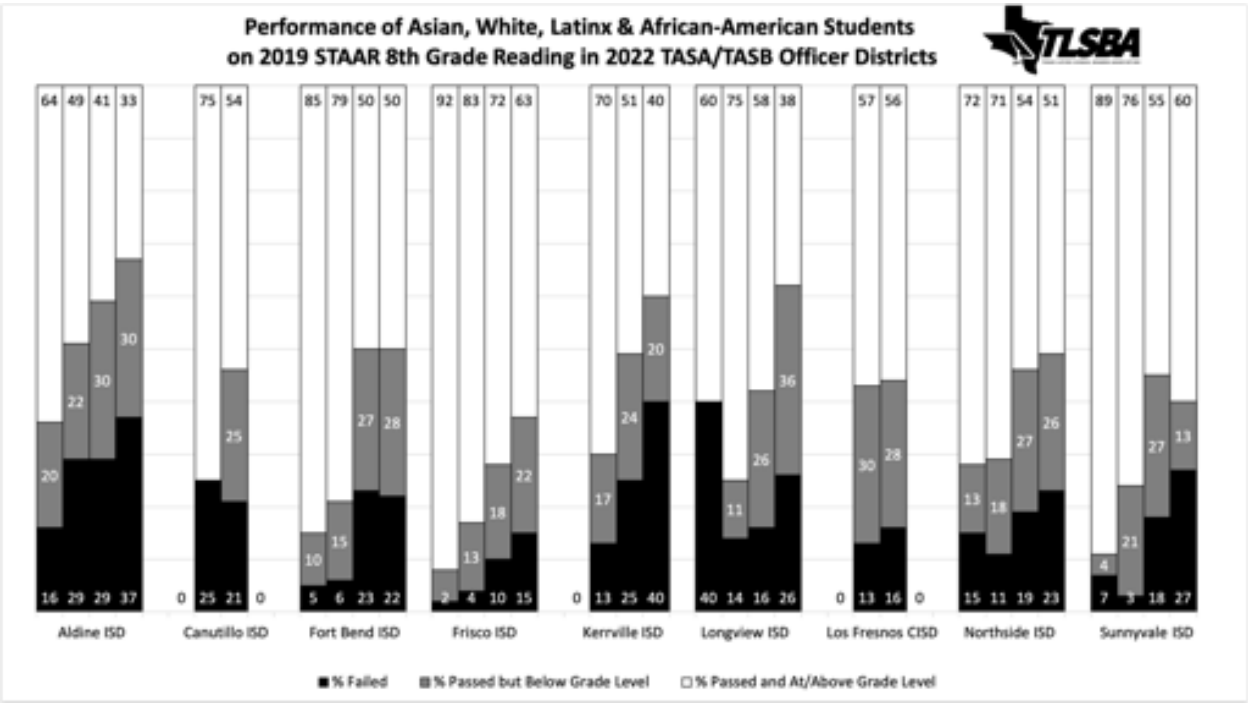
Gaps in sixth-grade reading ranged from 20 points in Los Fresnos CISD, 27 points in Canutillo ISD and Northside ISD, 30-33 points in Aldine ISD and Kerrville ISD, and 36-39 points in Fort Bend ISD, Sunnyvale ISD, Frisco ISD and Longview ISD. Even prior to the pandemic, none of the nine TASA/TASB Officer districts was able to get a majority of Latinx sixth-grade students to grade level in reading.



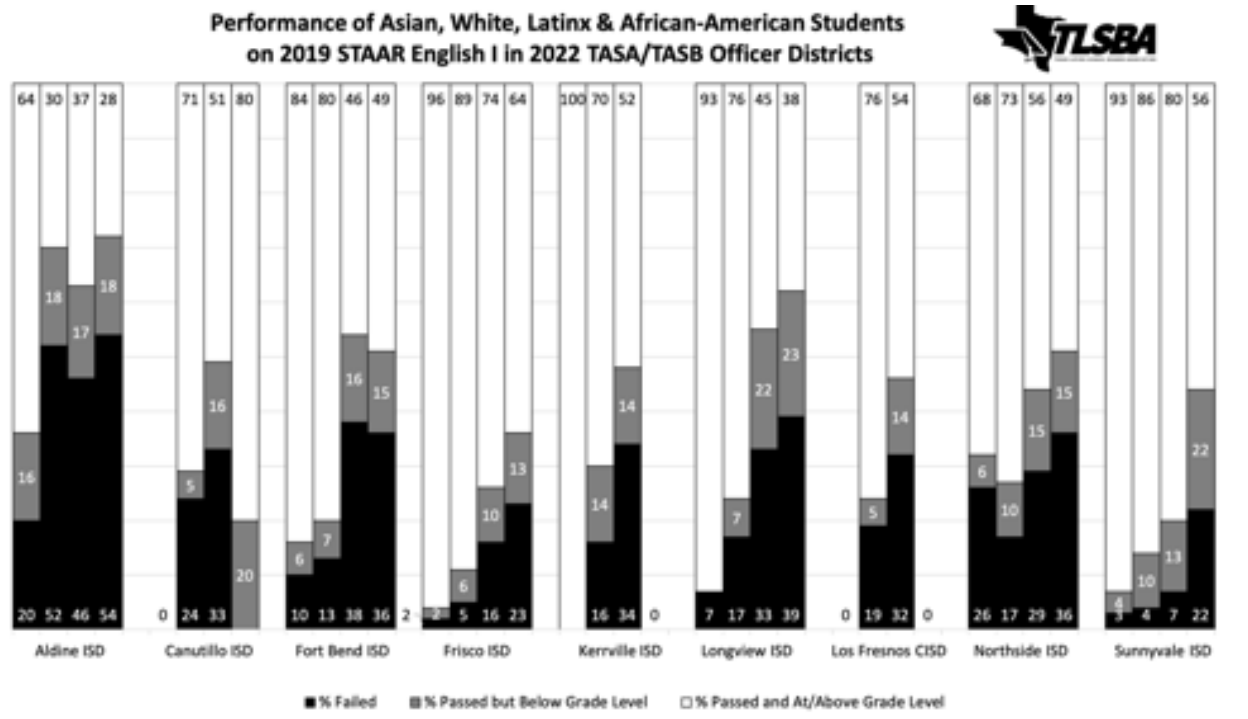
Gaps in seventh-grade reading ranged from 11 points in Canutillo ISD, 18-23 points in Los Fresnos CISD, Sunnyvale ISD and Northside ISD, to 34-35 points in Kerrville ISD and Frisco ISD, to 37-38 points in Aldine ISD and Fort Bend ISD, to 43 points in Longview ISD.



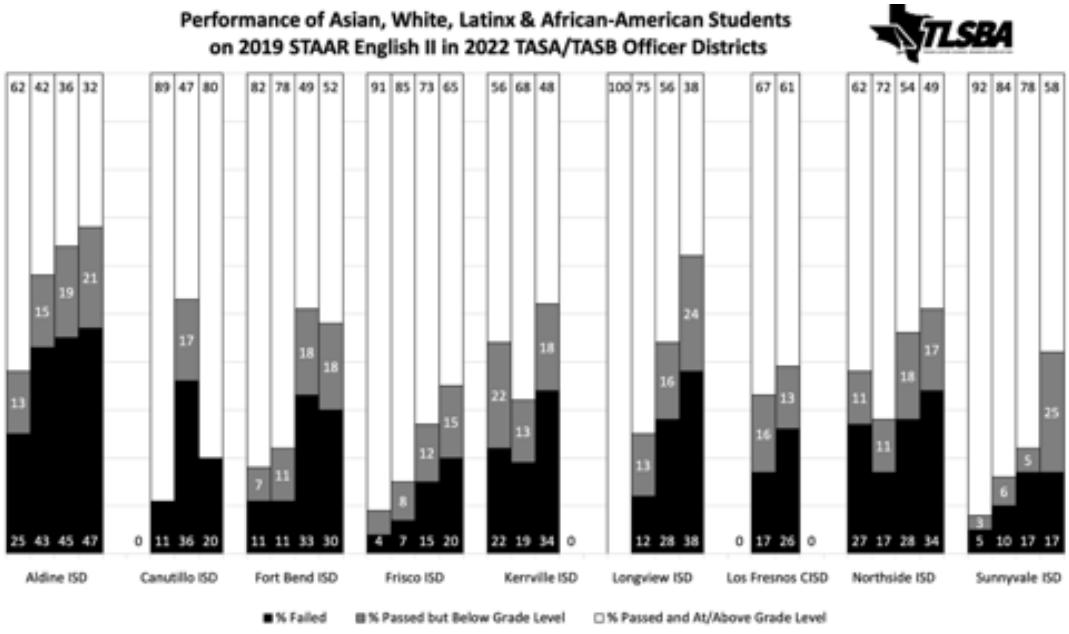
Gaps in eighth-grade reading ranged from one point in Los Fresnos CISD, to 20-21 points in Canutillo ISD and Northside ISD, to 29-31 points in the Frisco ISD, Kerrville ISD and Aldine ISD, to 34-37 points in the Sunnyvale ISD, Fort Bend ISD and Longview ISD.



Gaps in English I ranged from 22-24 points in Los Fresnos CISD and Northside ISD, to 29-32 points in Canutillo ISD and Frisco ISD, to 34-38 points in Aldine ISD, Sunnyvale ISD and Fort Bend ISD, to 48 points in Kerrville ISD and 55 points in Longview ISD.

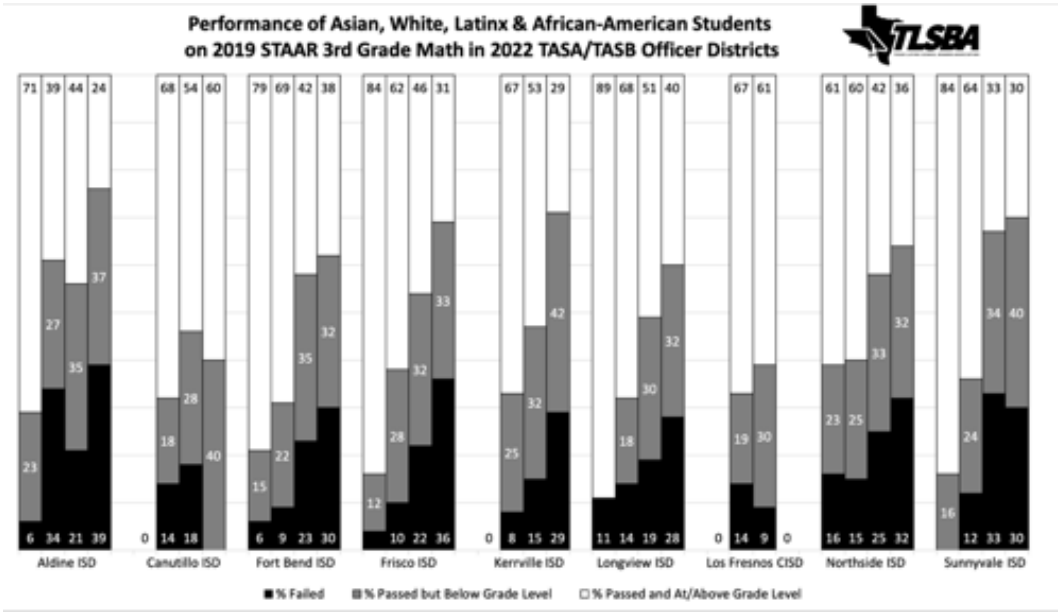


Gaps in English II ranged from six points in Los Fresnos CISD, to 20-26 points in Kerrville ISD, Northside ISD and Frisco ISD, to 30-34 points in Aldine ISD, Fort Bend ISD and Sunnyvale ISD, to 37-42 points in Longview ISD and Canutillo ISD.



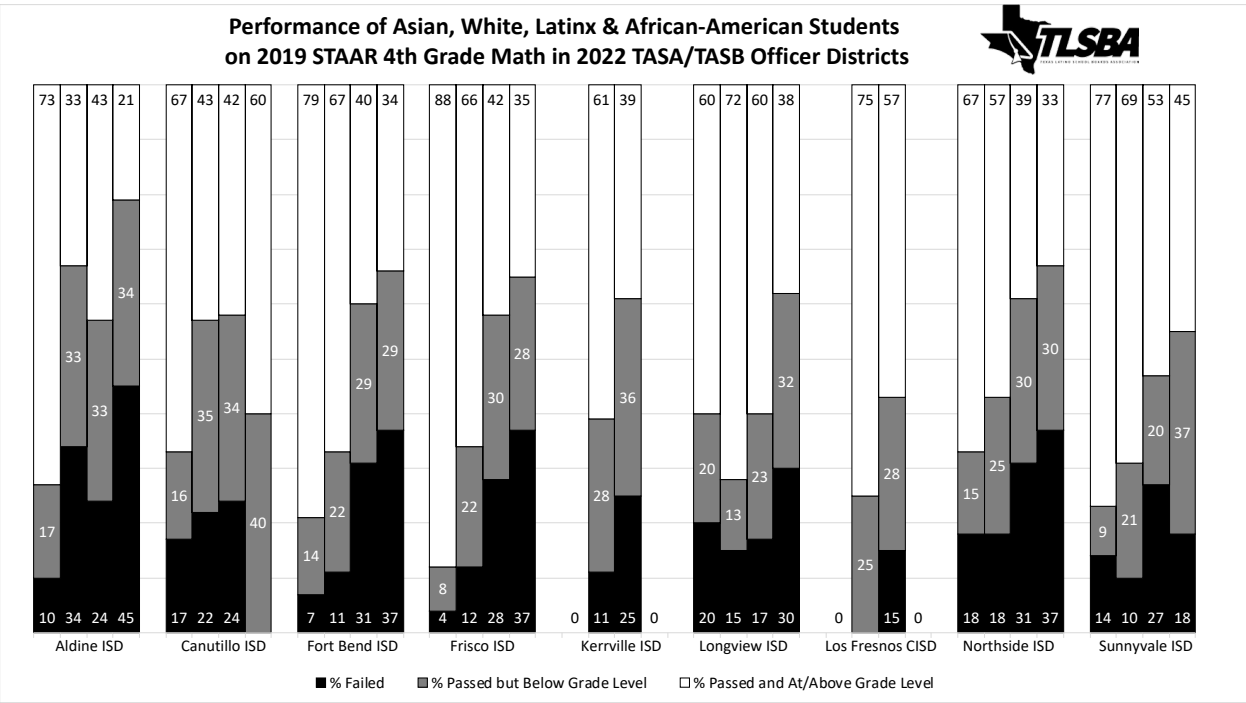
Academic Achievement Gaps in Math by Race/Ethnicity

As one might expect, the gaps in math performance largely mirror those in reading. Gaps in third-grade math ranged from six points in Los Fresnos CISD, to 14 points in Canutillo ISD, to 25 points in Northside ISD, to 38-41 points in Kerrville ISD and Fort Bend ISD, to 47-54 points in Aldine ISD, Longview ISD, Frisco ISD and Sunnyvale ISD. Even prior to the pandemic, only one

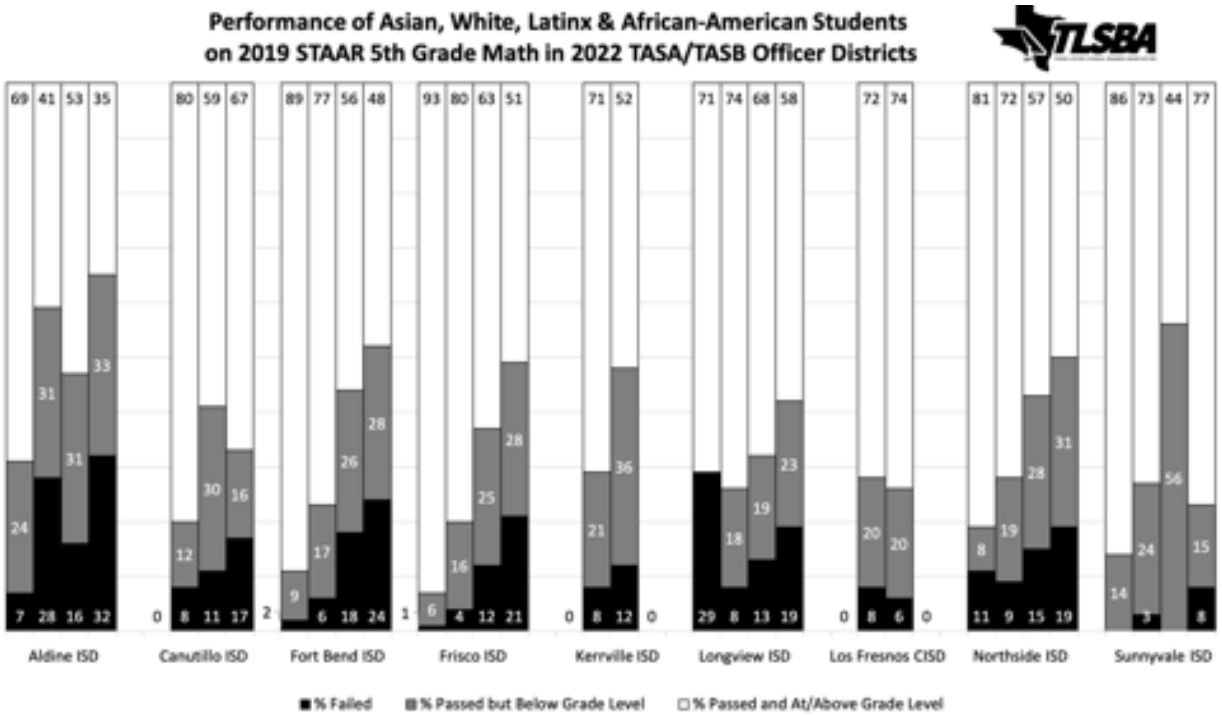


TASA/TASB Officer district was getting the majority of third-grade African-American students to grade level in math.

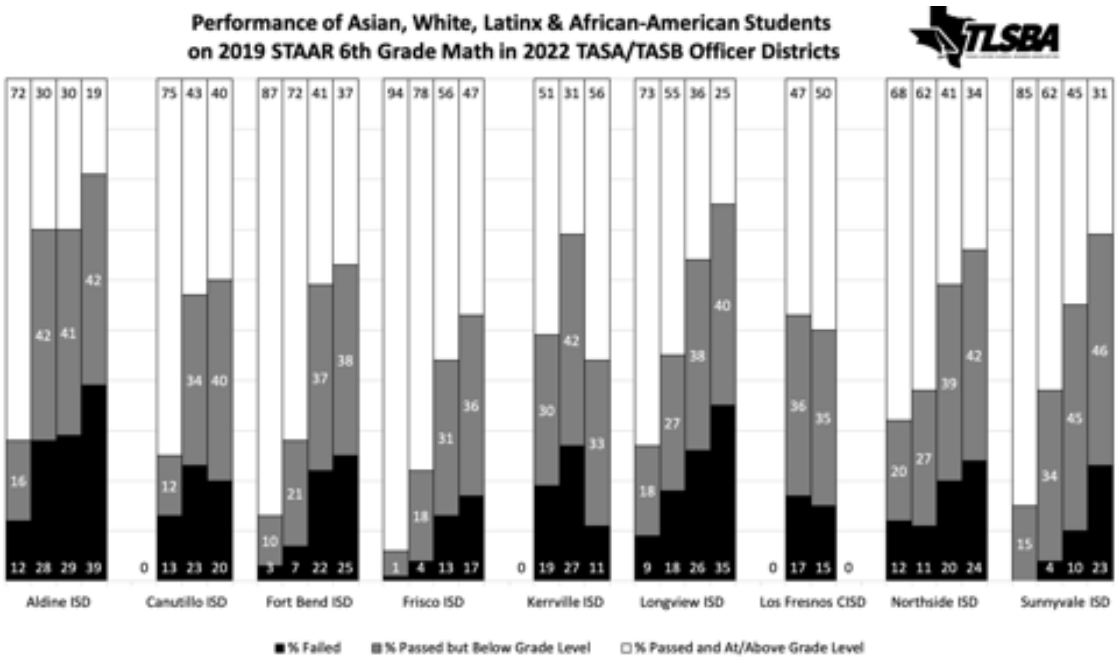
Gaps in fourth-grade math ranged from 18 points in Los Fresnos CISD, to 22-25 points in Kerrville ISD and Canutillo ISD, 32-34 points in Sunnyvale ISD, Longview ISD and Northside ISD, to 43-45 points in Frisco ISD and Fort Bend ISD, to 52 points in Aldine ISD.



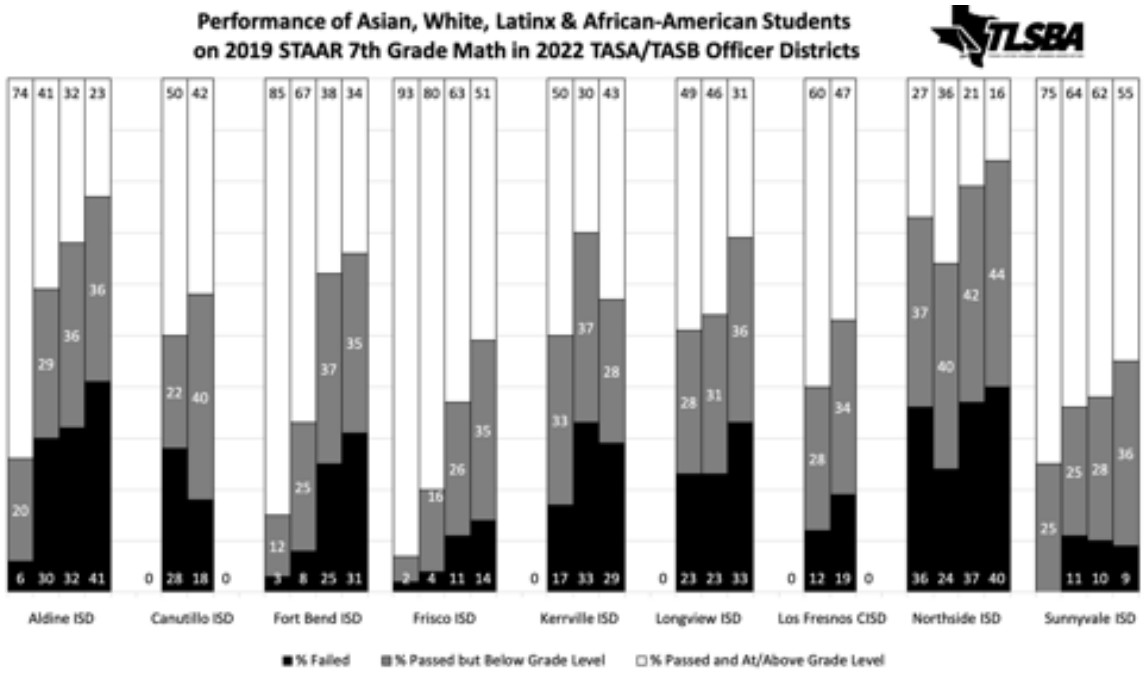
Gaps in fifth-grade math ranged from two points in Los Fresnos CISD, to 16-21 points in Longview ISD, Kerrville ISD, and Canutillo ISD, to 31-34 points in Northside ISD and Aldine ISD, to 41-42 points in Fort Bend ISD, Frisco ISD, and Sunnyvale ISD.



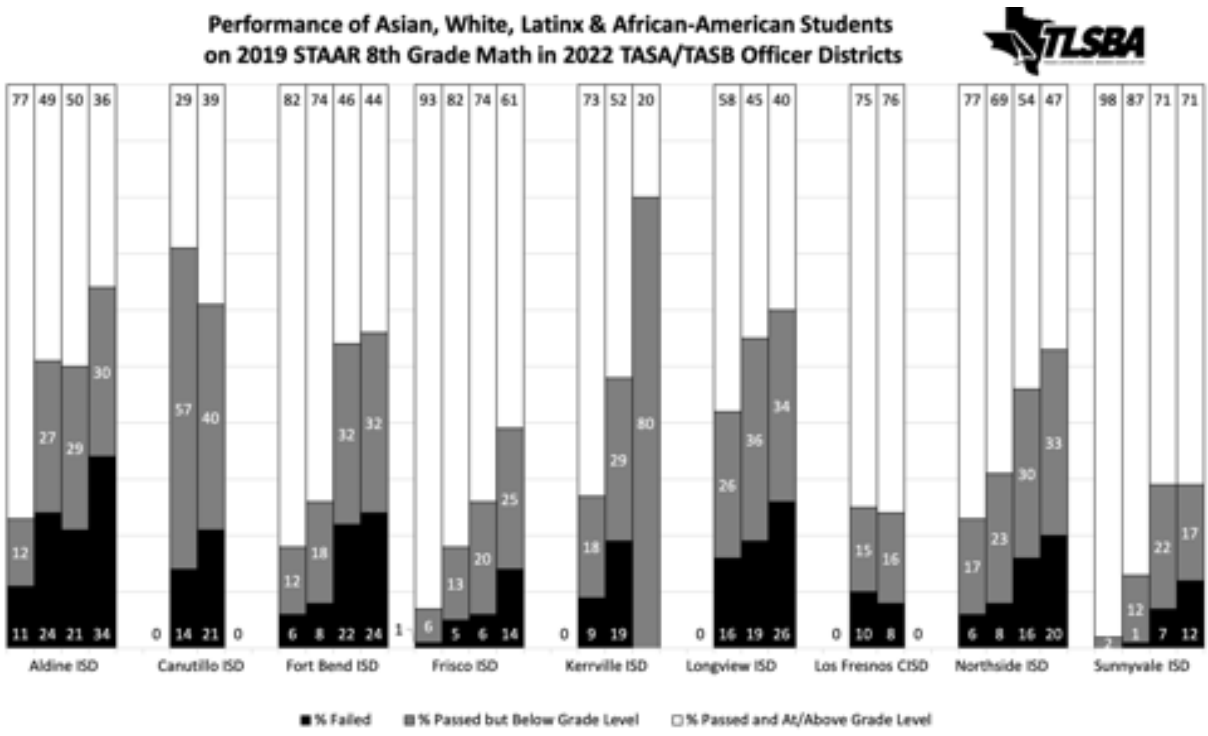
Gaps in sixth-grade math ranged from three points in Los Fresnos CISD, to 25 points in Kerrville ISD, to 34-35 points in Northside ISD and Canutillo ISD, to 47-54 points in Frisco ISD, Longview ISD, Fort Bend ISD, Aldine ISD, and Sunnyvale ISD. Only a single district—Kerrville ISD—succeeded in getting a majority of African-American sixth-grade students to grade level in math prior to the pandemic. Note the large grey bars that allow the TEA to suggest that Texas is meeting its constitutional, statutory, and moral obligation to provide an equitable education to students—despite much smaller percentages of students being at grade level.



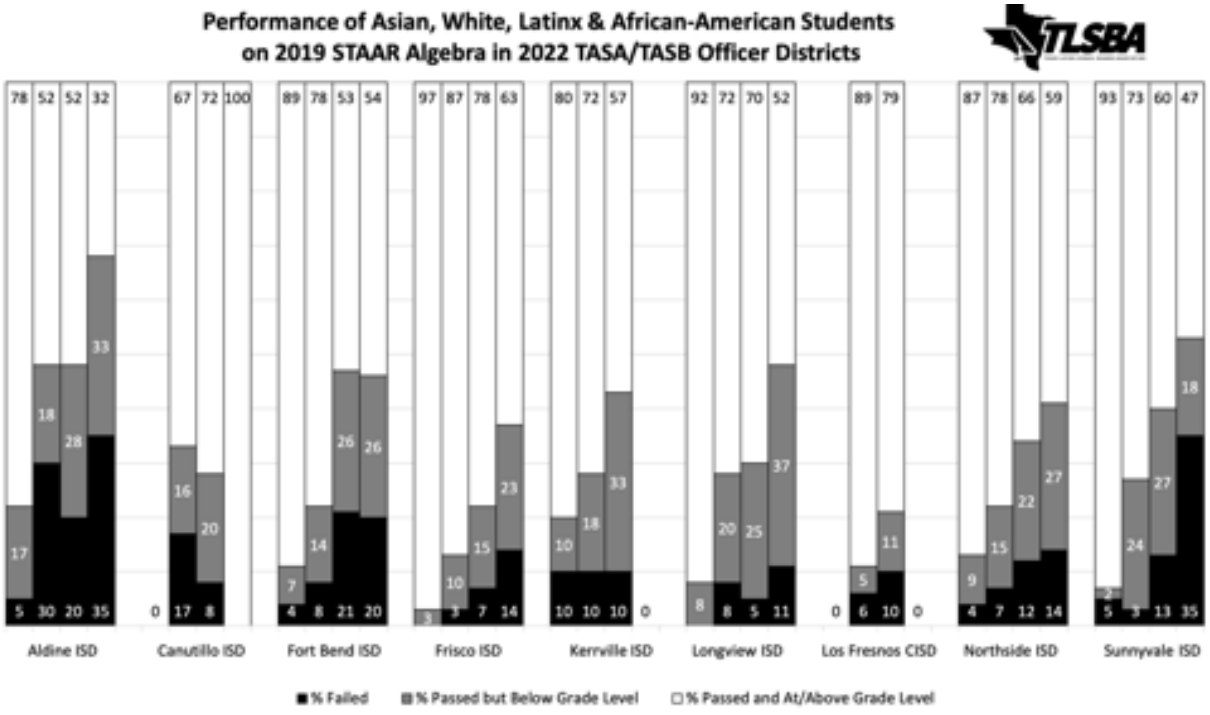
Gaps in seventh-grade math ranged from eight points in Canutillo ISD, to 13 points in Los Fresnos CISD, to 18-20 points in Longview ISD, Kerrville ISD, Northside ISD and Sunnyvale ISD, to 42 points in Frisco ISD, to 51 points in Aldine ISD and Fort Bend ISD.



Gaps in eighth-grade math ranged from one point in Los Fresnos CISD, to 10 points in Canutillo ISD, to 18 points in Longview ISD, to 27-32 points in Sunnyvale ISD, Northside ISD and Frisco ISD, to 38-41 points to Fort Bend ISD and Aldine ISD, to 53 points in Kerrville ISD.

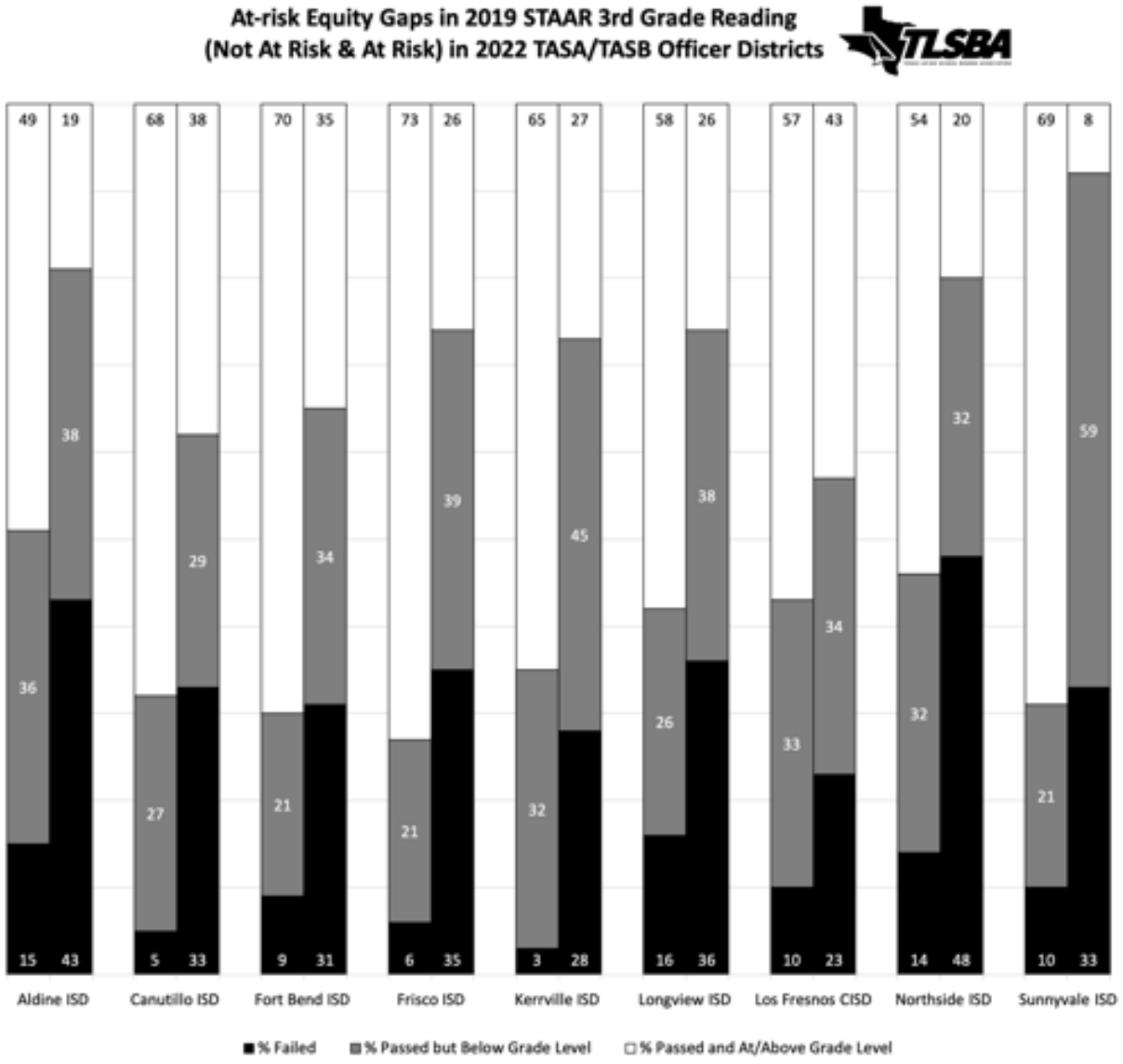


Gaps in Algebra I ranged from 10 points in Los Fresnos CISD, to 23-28 points in Kerrville ISD and Northside ISD, to 33-36 points in Canutillo ISD, Frisco ISD and Fort Bend ISD, to 40-46 points in Longview ISD, Aldine ISD and Sunnyvale ISD.

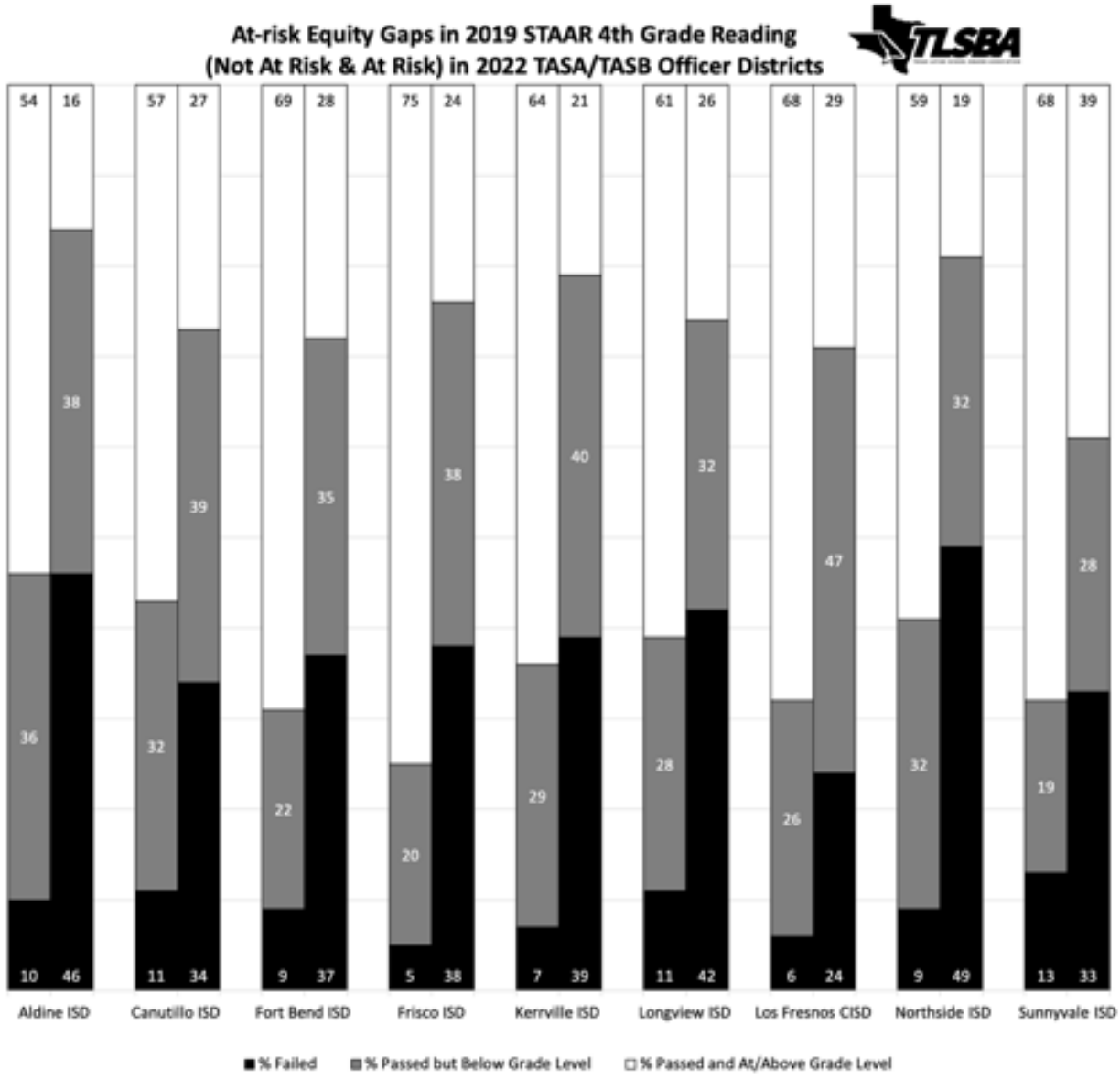


Academic Achievement Gaps in Reading for At-risk Status

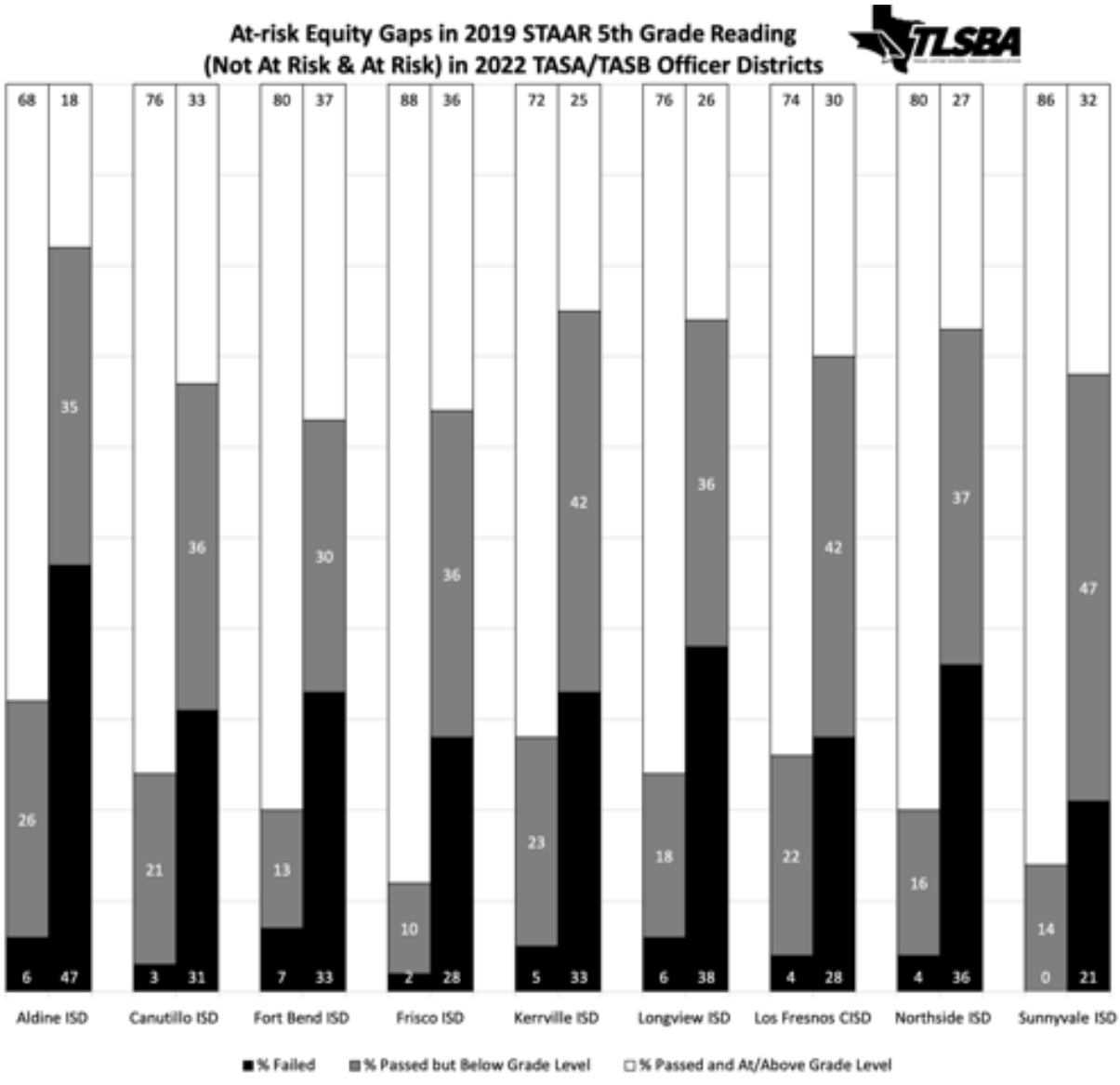
Even more appalling in many districts are the academic achievement gaps that exist between at-risk students and their peers who are not considered at-risk. The above bar charts made clear that the lower percentage of economically-disadvantaged students in the Frisco ISD and Sunnyvale ISD (12.5 to 15.1%, compared with 43.2 to 87.2 % in all other TASA/TASB Officer districts) resulted in narrower academic achievement gaps between students of various races and ethnicities. When data for at-risk students are considered, Sunnyvale ISD fares far worse than other TASA/TASB Officer districts, with a 61-point difference between at-risk and not-at-risk students in third-grade reading. Gaps in third-grade reading for at-risk students ranged from 14 points in Los Fresnos CISD, to 30-32 points in Aldine ISD, Canutillo ISD, and Longview ISD, to 34-38 points in Northside ISD, Fort Bend ISD, and Kerrville ISD, to 47 points in Frisco ISD, to 61 points in Sunnyvale ISD. Even prior to the pandemic, not a single TASA/TASB Officer district was able to get a majority of at-risk third-grade students to grade level in reading, and one district was not able to get a majority of non-at-risk third-grade students to grade level in reading.



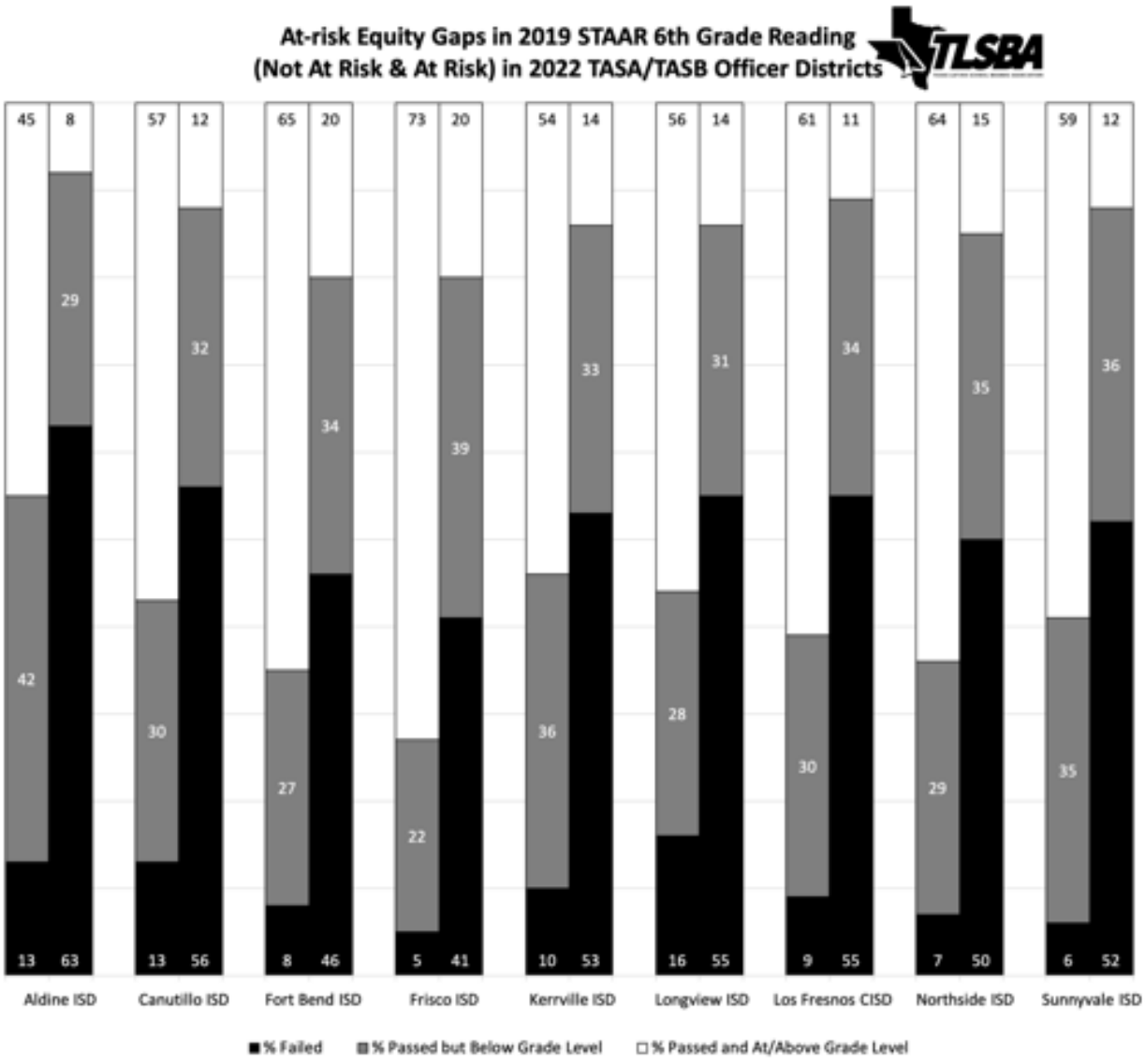
Gaps in fourth-grade reading ranged from 29-30 points in Sunnyvale ISD and Canutillo ISD, to 35-39 points in Longview ISD, Aldine ISD and Los Fresnos CISD, to 40-43 points in Northside ISD, Fort Bend ISD and Kerrville ISD, to 51 points in Frisco ISD. Even prior to the pandemic, only one TASA/TASB Officer district—Sunnyvale ISD—was able to get a third of at-risk fourth-grade students to grade level in reading.



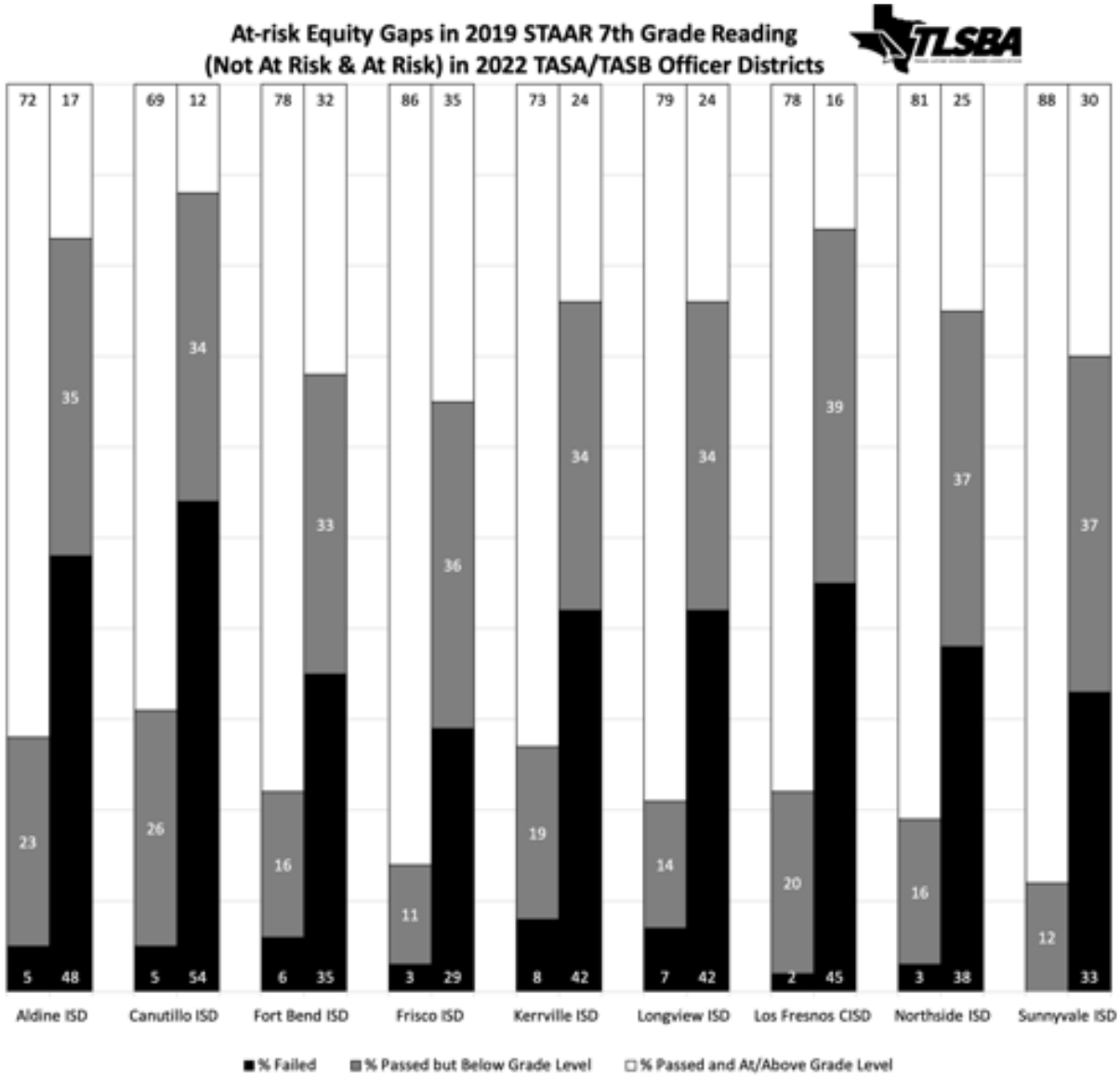
Gaps in fifth-grade reading ranged from 43 to 54 points in all TASA/TASB Officer districts. Note the high percentages of at-risk students who failed the STAAR reading test (in black) and the high percentages of at-risk students who "passed" the STAAR reading test but were below grade level (in grey).



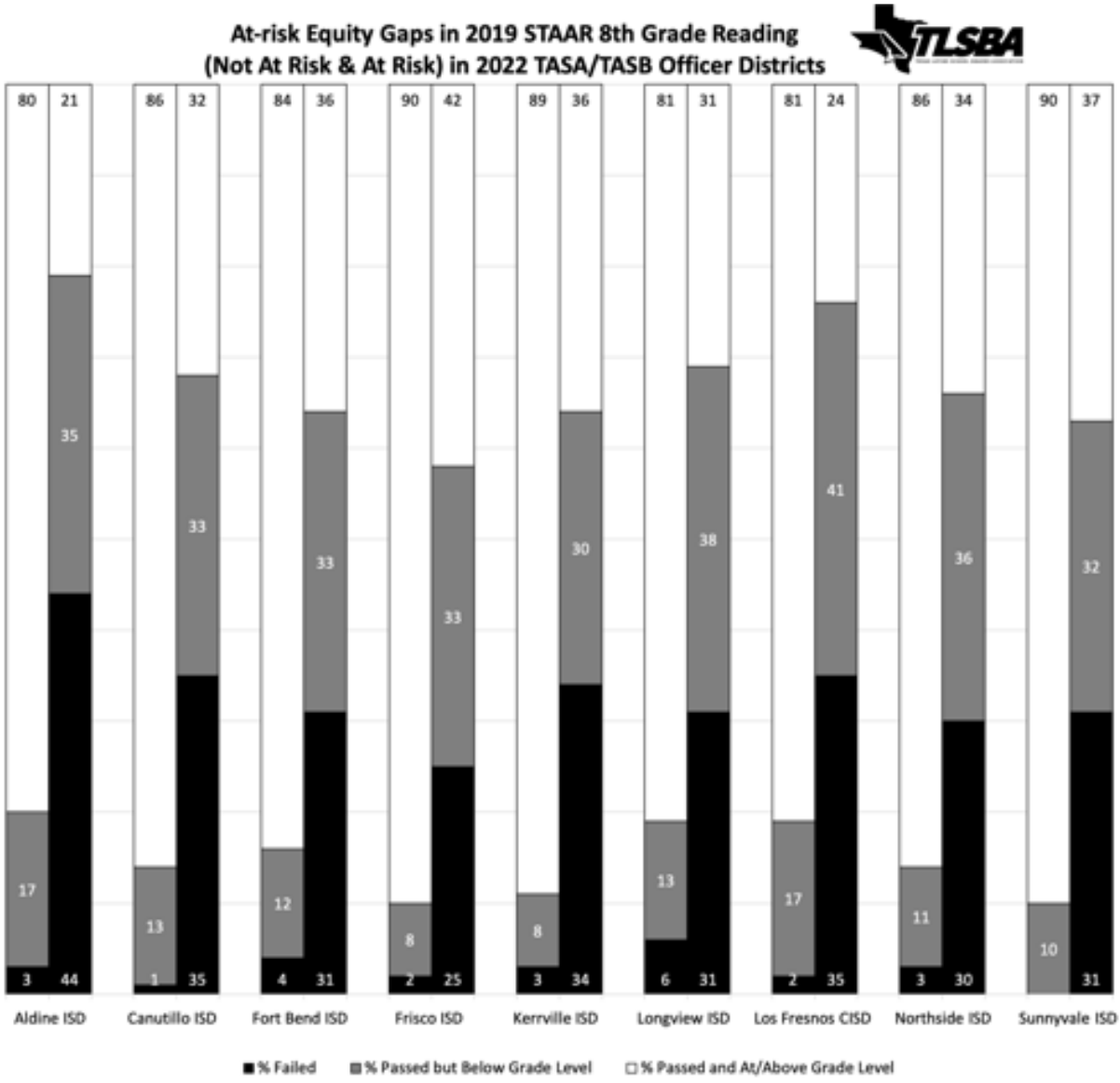
Gaps in sixth-grade reading ranged from 37 to 53 points in all TASA/TASB Officer districts. Even prior to the pandemic, no TASA/TASB Officer district was able get more than one in five at-risk sixth-grade students to grade level in reading.



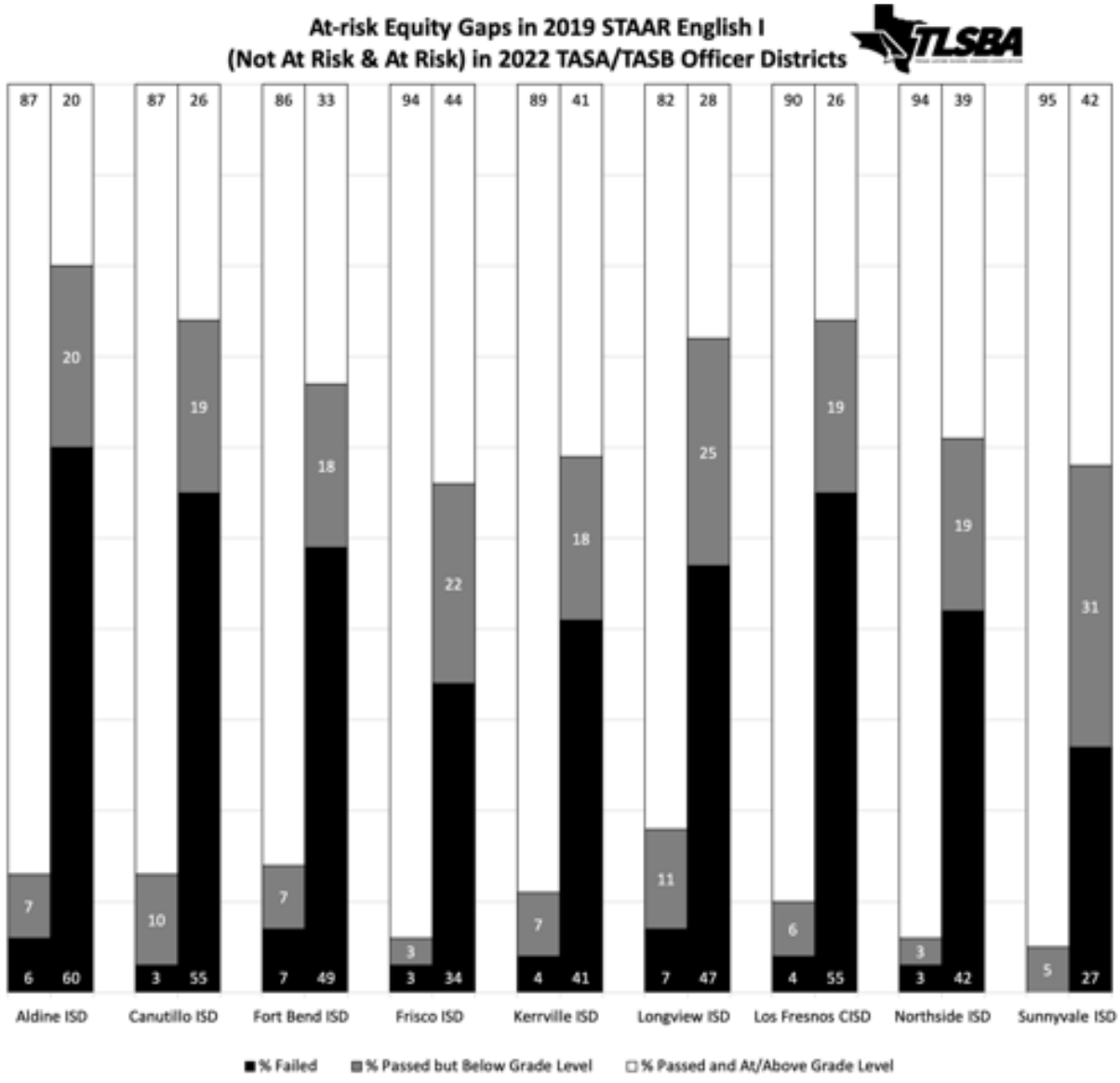
Gaps in seventh-grade reading ranged from 46 to 62 points in all TASA/TASB Officer districts. Even prior to the pandemic, only a single TASA/TASB Officer district was able to get more than a third of at-risk seventh-students to grade level in reading.



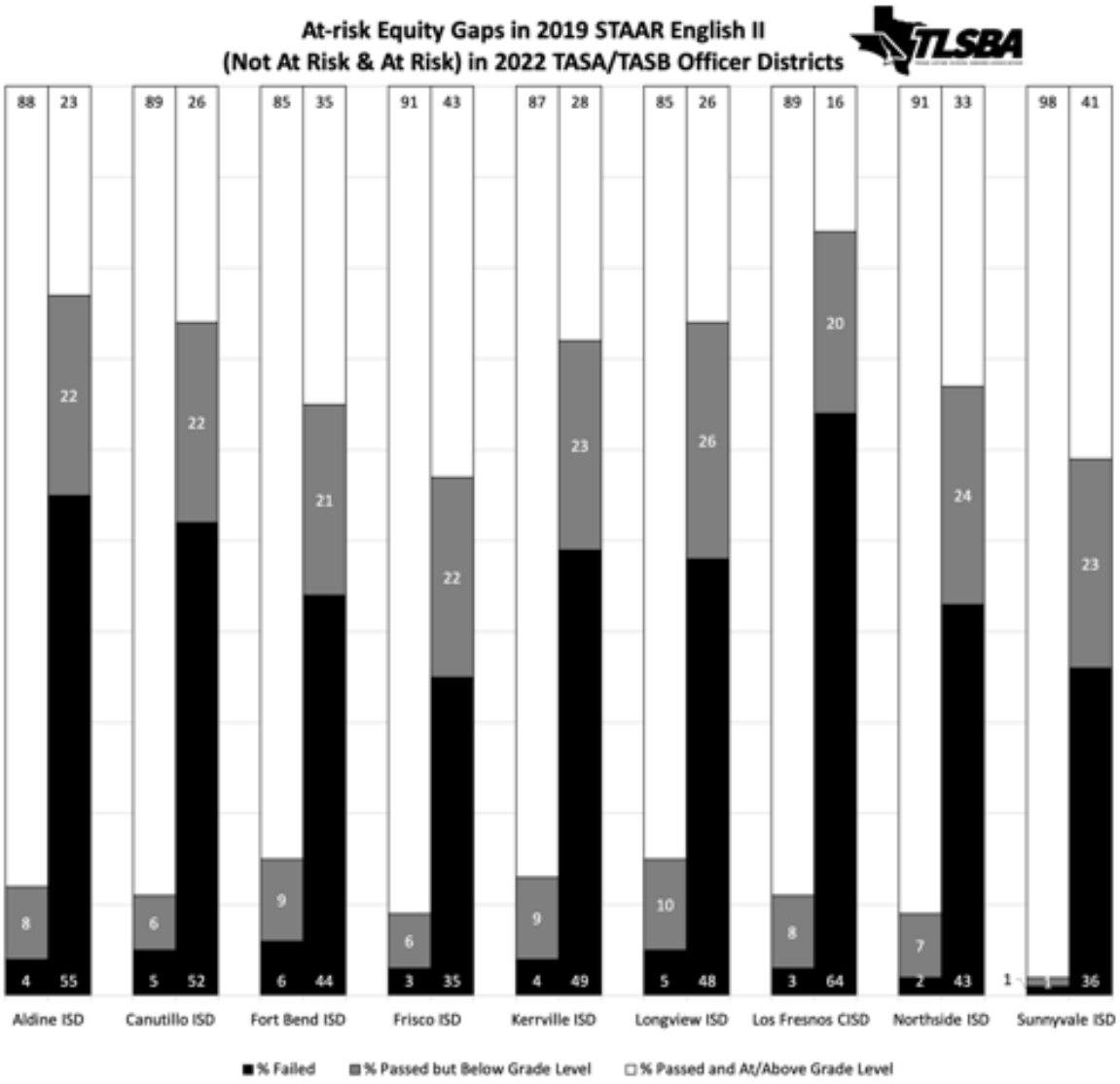
Gaps in eighth-grade reading range from 50 to 61 points in all TASA/TASB Officer districts. These sets of bar charts show that, while these districts are educating non-at-risk students extremely well, large percentages of at-risk students are failing the test and large percentages of at-risk students are "passing" the test and are promoted to the next grade level despite lacking the necessary knowledge and skills for high school English I and English II.



Gaps in English I end-of-course tests are absolutely jaw-dropping. They range from 50 to 67 points in all TASA/TASB Officer districts. Note that the grey areas of these bars have shrunk, thus giving the impression that, even though 27% to 60% of students in these nine districts failed the test, more students were deemed to be at grade level in English I.



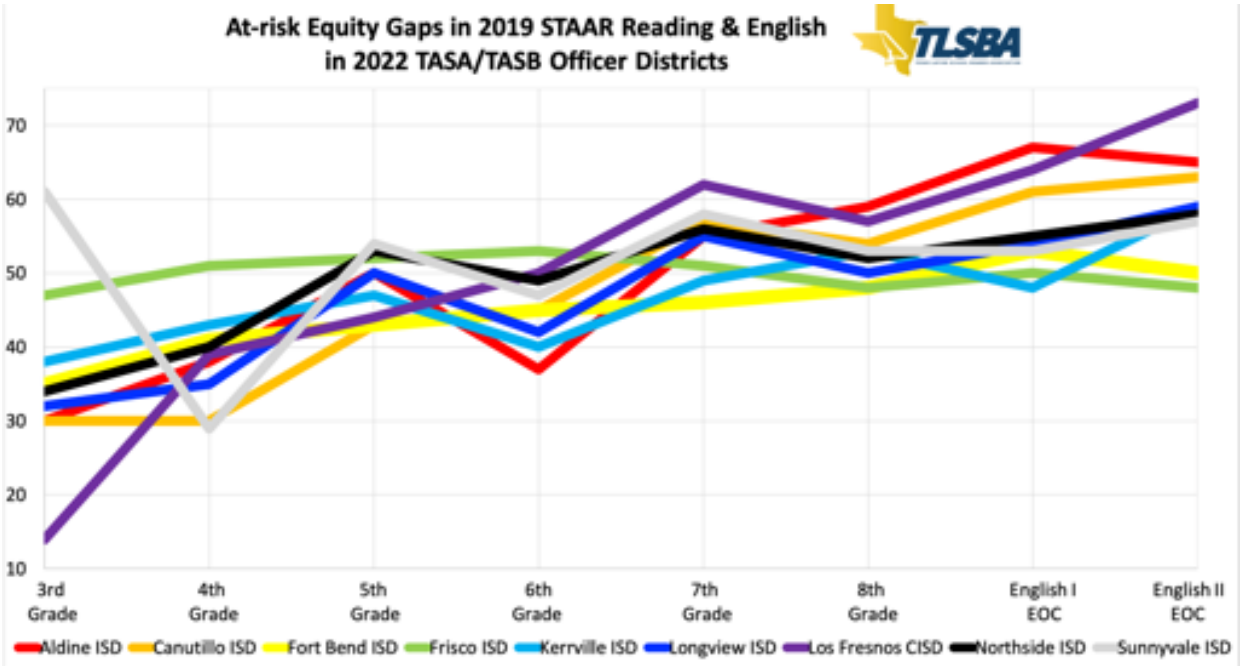
Gaps in English II end-of-course tests are also quite sobering, with gaps ranging from 48 to 73 points. Even prior to the pandemic, more than a third of at-risk students were failing English II in all nine TASA/TASB Officer districts, with the majority of at-risk students failing English II in three TASA/TASB Officer districts.



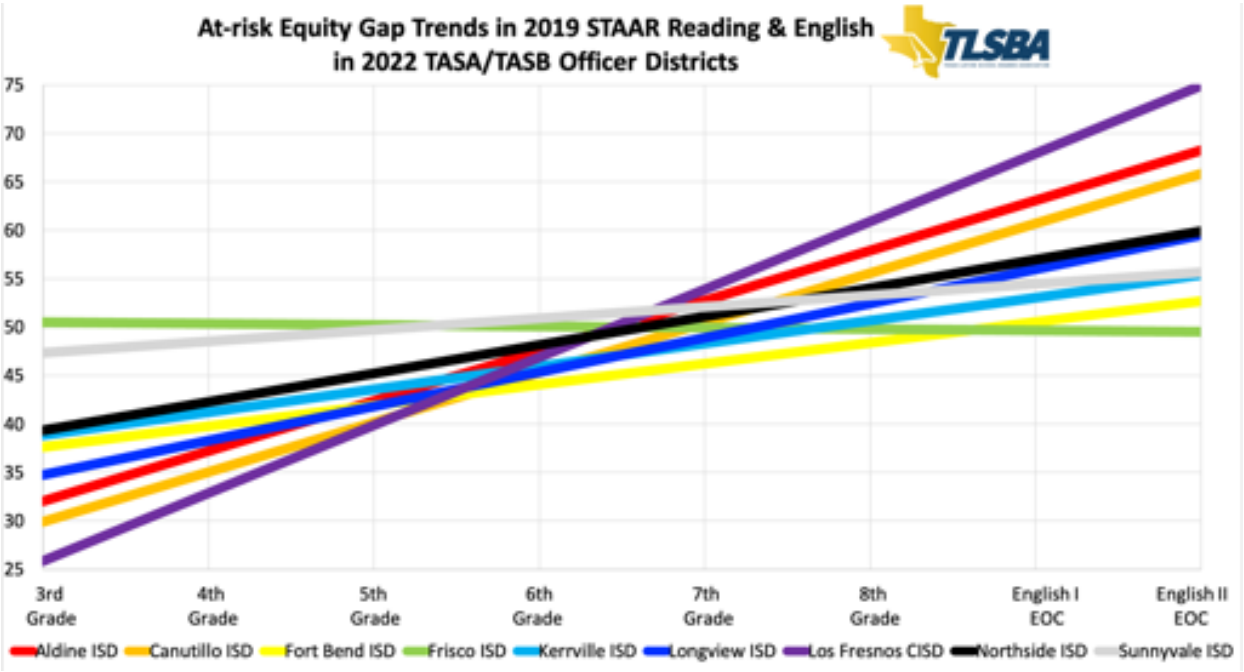
The following table summarizes the gaps in reading for at-risk and not-at-risk students in all nine TASA/TASB Officer districts.

	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
3rd Grade Reading	30	30	35	47	38	32	14	34	61
4th Grade Reading	38	30	41	51	43	35	39	40	29
5th Grade Reading	50	43	43	52	47	50	44	53	54
6th Grade Reading	37	45	45	53	40	42	50	49	47
7th Grade Reading	55	57	46	51	49	55	62	56	58
8th Grade Reading	59	54	48	48	53	50	57	52	53
EOC English I	67	61	53	50	48	54	64	55	53
EOC English II	65	63	50	48	59	59	73	58	57

One notes how gaps between at-risk and non-at-risk students generally grow from one grade level to the next. The following graph presents the gaps in reading and end-of-course English for all grade levels in all nine TASA/TASB Officer districts.



The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that only one district—Frisco ISD, which contains only 20.1% of at-risk students—can close the gap for those students. In contrast, the Los Fresnos CISD possesses a gap between at-risk and non-at-risk students that grows from 14 points in third grade to 73 points in English II end-of-course testing.



The following table shares the percentages of Latinx, economically disadvantaged, at-risk and retesting students in TASA/TASB Officer districts that were ***below* grade level** even prior to the pandemic. The "retesters" are those students who were taking the STAAR for at least the second time. An asterisk marks those numbers that are not available due to FERPA regulations.

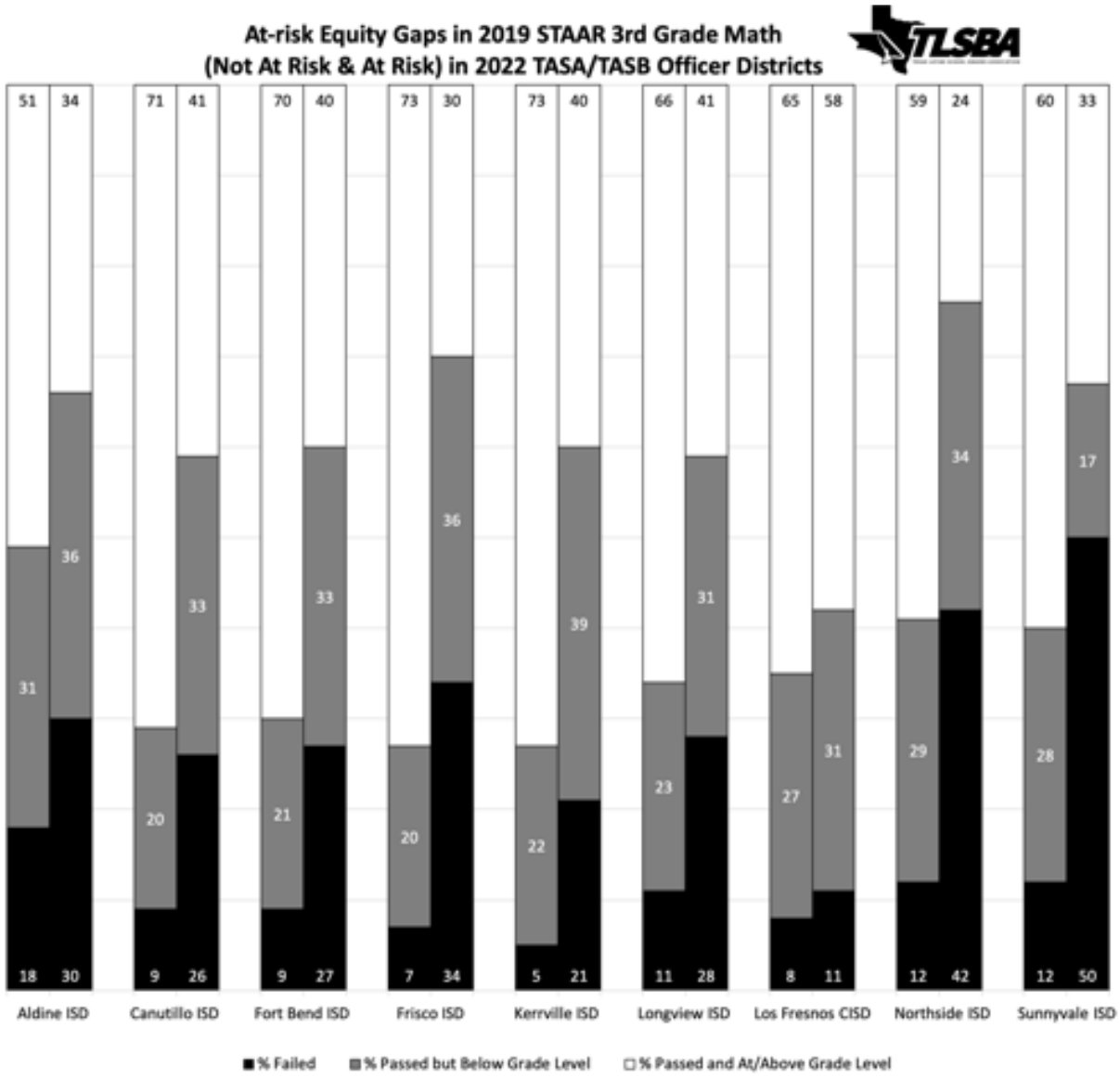
	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
English I Latinx	63%	49%	54%	26%	48%	55%	46%	44%	20%
English I EcoDis	66%	56%	57%	41%	52%	59%	49%	55%	50%
English I At-risk	80%	74%	67%	56%	59%	72%	74%	61%	58%
English I Retesters	95%	99%	93%	94%	92%	90%	95%	93%	*
English II Latinx	64%	53%	51%	27%	52%	44%	39%	46%	22%
English II EcoDis	65%	60%	54%	42%	56%	54%	45%	56%	44%
English II At-risk	77%	74%	65%	57%	72%	74%	84%	67%	59%
English II Retesters	94%	98%	92%	87%	93%	89%	90%	92%	*

The following table shares the sizes of the above-tested subpopulations as percentages of the total student population in each TASA/TASB Officer district. In the first row, for instance, one sees that 72% of English I testers in the Aldine ISD were Latinx, and that 63% of these Latinx students performed below grade level in English I. All subsequent rows are similarly structured.

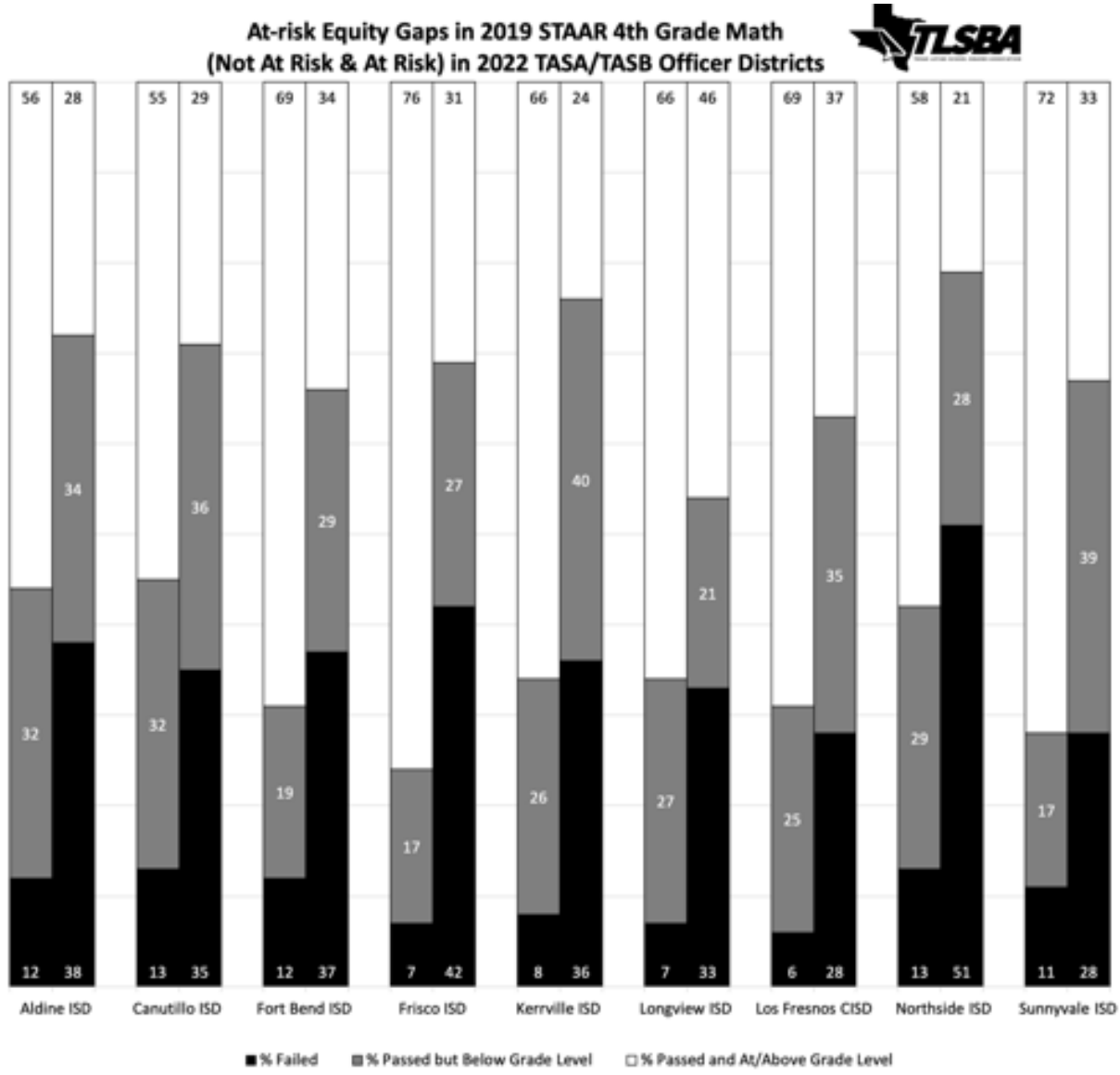
END/COURSE	English I		English II	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Gr. Lev.	% of Total Tested	% Below Gr. Lev.
Latino				
Aldine ISD	72%	63%	73%	64%
Canutillo ISD	96%	49%	95%	53%
Fort Bend ISD	29%	54%	27%	51%
Frisco ISD	15%	26%	15%	27%
Kerrville ISD	50%	48%	48%	52%
Longview ISD	41%	55%	42%	44%
Los Fresnos ISD	97%	46%	96%	37%
Northside ISD	69%	44%	68%	46%
Sunnyvale ISD	10%	20%	12%	22%
Econ. Disadv.				
Aldine ISD	85%	66%	84%	65%
Canutillo ISD	70%	56%	67%	60%
Fort Bend ISD	47%	57%	43%	54%
Frisco ISD	14%	41%	14%	42%
Kerrville ISD	53%	52%	45%	56%
Longview ISD	70%	59%	63%	44%
Los Fresnos ISD	83%	49%	77%	45%
Northside ISD	50%	55%	46%	56%
Sunnyvale ISD	16%	50%	16%	44%
At-Risk				
Aldine ISD	77%	80%	80%	77%
Canutillo ISD	57%	74%	63%	74%
Fort Bend ISD	47%	67%	43%	65%
Frisco ISD	17%	56%	18%	57%
Kerrville ISD	59%	59%	50%	72%
Longview ISD	61%	72%	56%	74%
Los Fresnos ISD	55%	74%	38%	84%
Northside ISD	62%	61%	58%	67%
Sunnyvale ISD	22%	58%	28%	59%
Retesters				
Aldine ISD	26%	95%	25%	94%
Canutillo ISD	18%	99%	18%	98%
Fort Bend ISD	15%	93%	11%	92%
Frisco ISD	3%	94%	4%	87%
Kerrville ISD	10%	92%	13%	93%
Longview ISD	8%	90%	8%	89%
Los Fresnos ISD	14%	95%	33%	90%
Northside ISD	14%	93%	12%	92%
Sunnyvale ISD	2%	*	2%	*

Academic Achievement Gaps in Math for At-risk Status

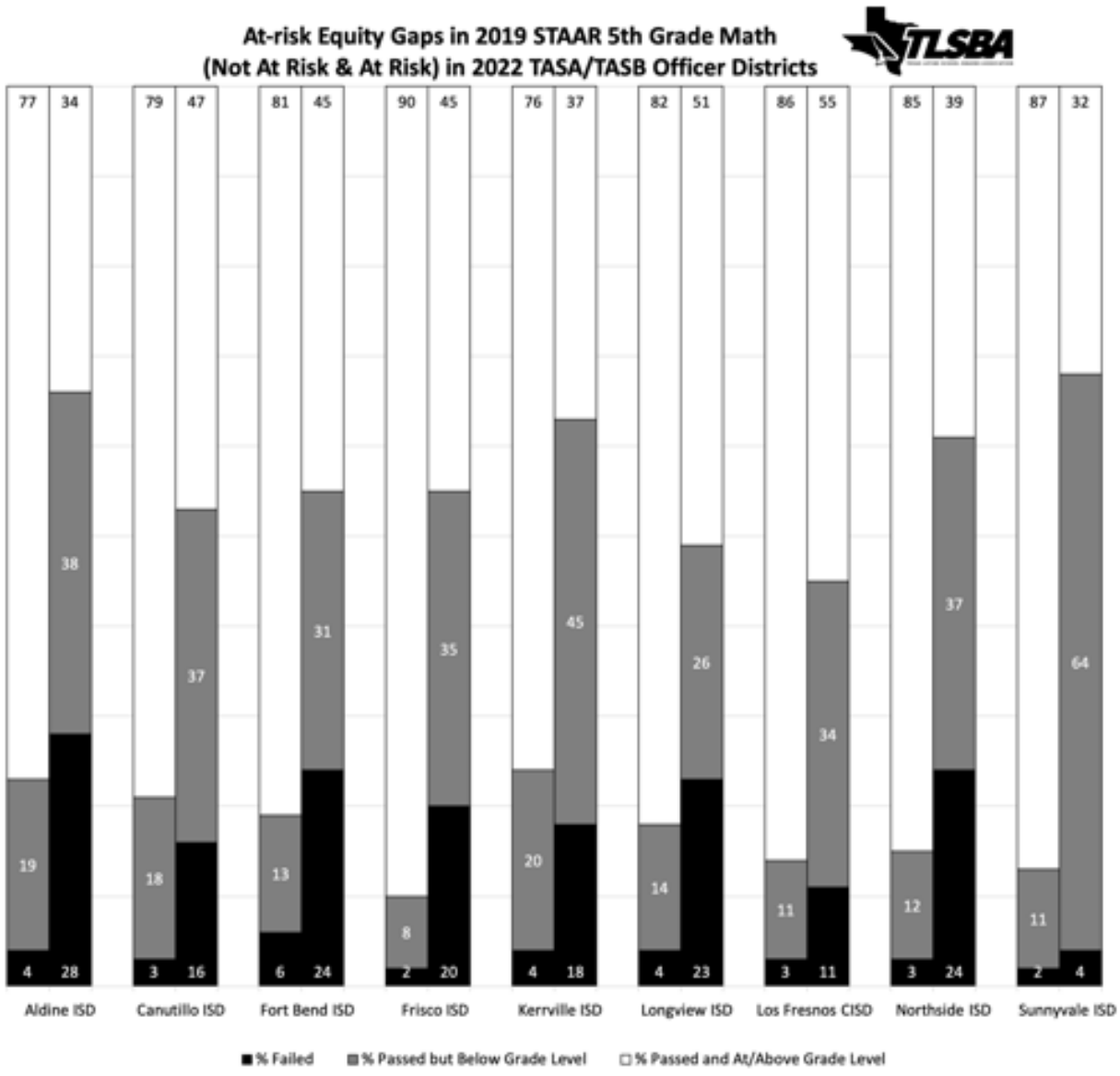
One can expect the academic achievement gaps for math to largely mirror those of reading. Gaps in third-grade math for at-risk students ranged from seven points in Los Fresnos CISD to 35 points in Northside ISD. Half of all at-risk third-grade students in Sunnyvale ISD failed the STAAR in 2019. Again, particular attention should be paid to the sizes of the grey bars, which represent the disparity between students who are not at grade level (white) and students who "pass" the STAAR and are thus considered to meet the State's criteria for academic equity (white and grey together).



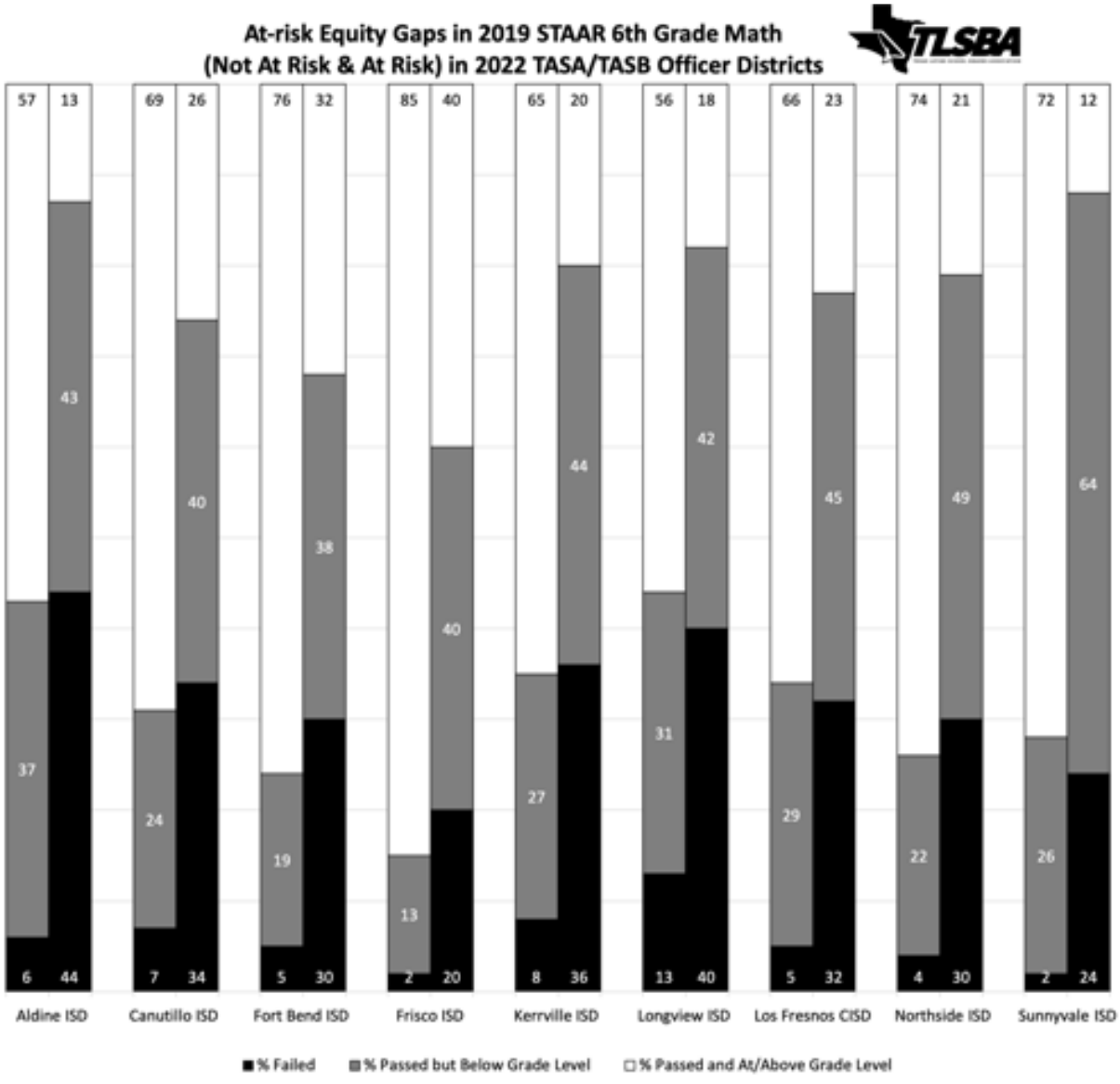
Gaps in fourth-grade math for at-risk students ranged from 20 points in Longview ISD to 45 points in Frisco ISD.



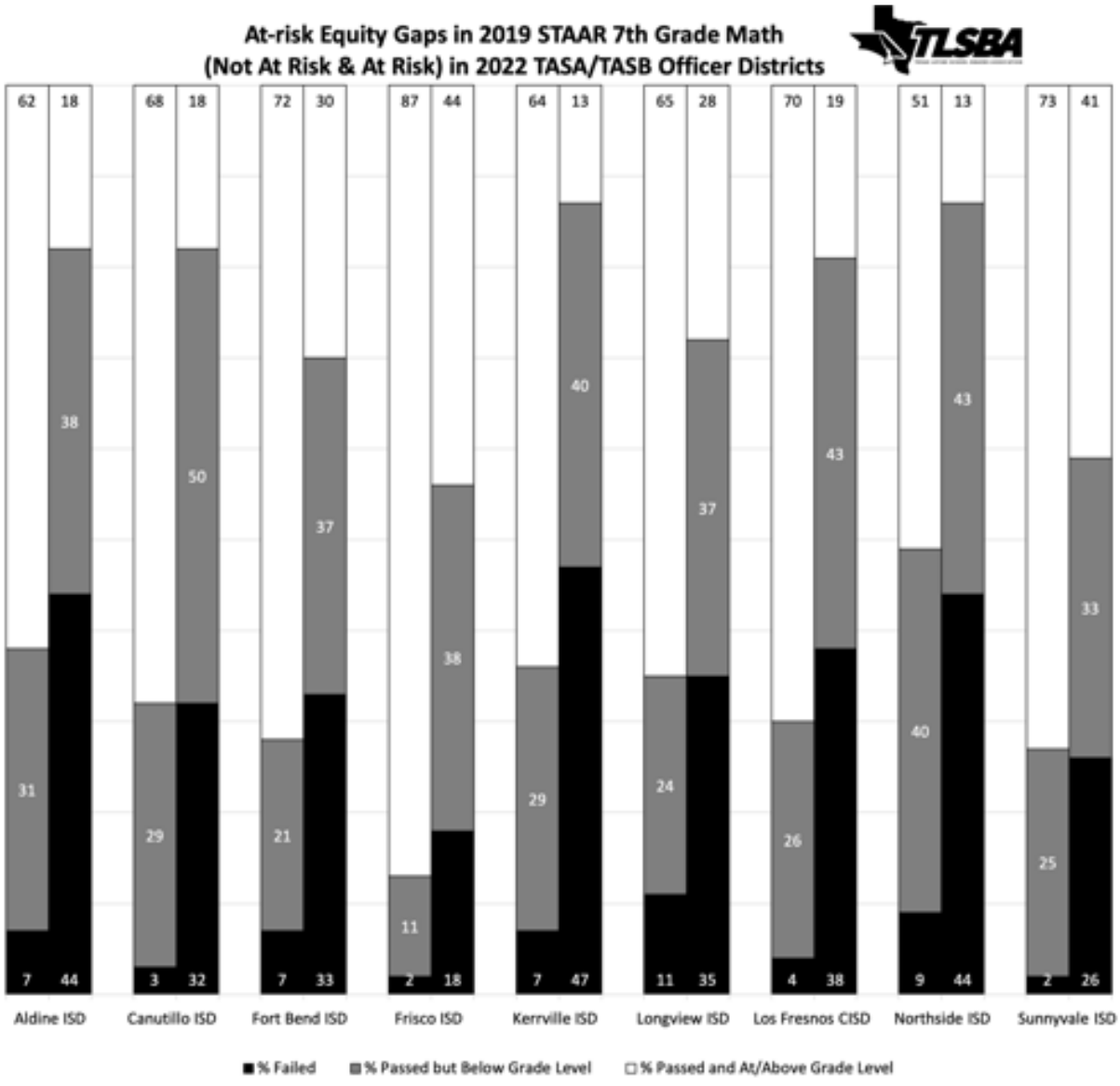
Gaps in fifth-grade math for at-risk students range from 31 points in Longview ISD and Los Fresnos CISD, to 46 points in Northside ISD.



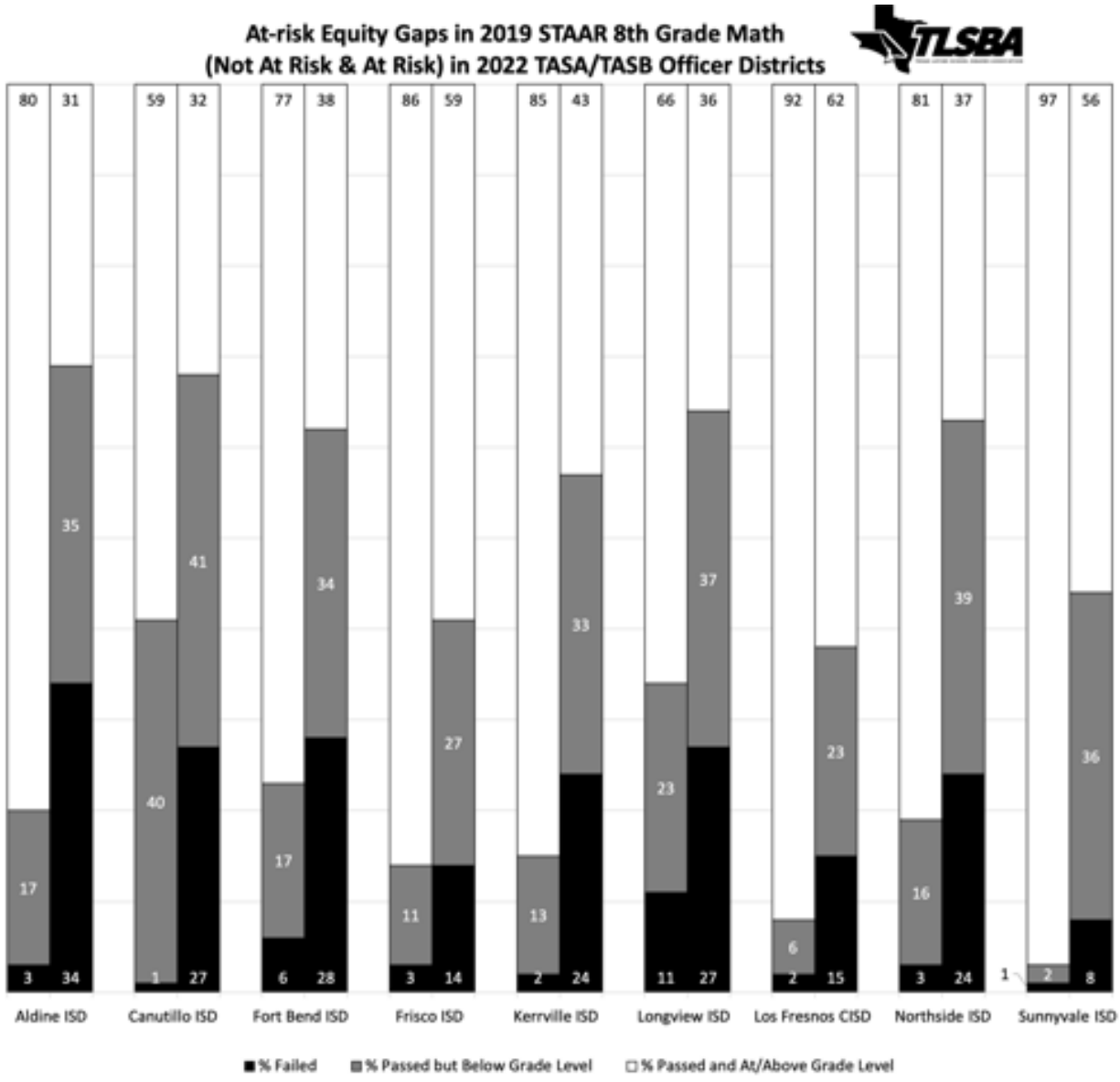
Gaps in sixth-grade math for at-risk students range from 38 points in Longview ISD to 60 points in Sunnyvale ISD. Even prior to the pandemic, six of nine TASA/TASB Officer districts were unable to get a third of at-risk sixth-grade students to grade level in math.



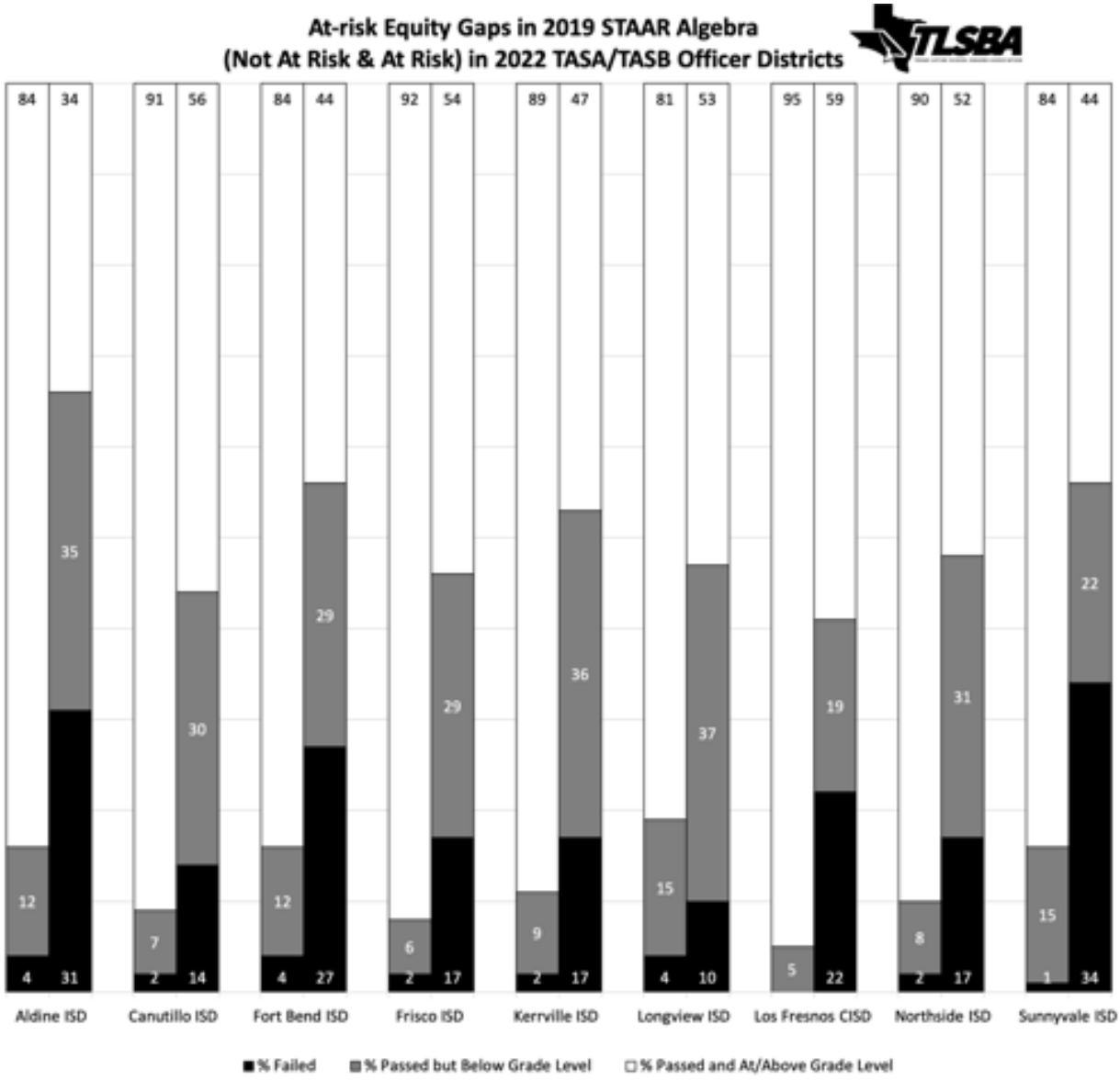
Gaps in seventh-grade math for at-risk students range from 32 points in Sunnyvale ISD to 51 points in Kerrville ISD and Los Fresnos CISD. Even prior to the pandemic, seven of nine TASA/TASB Officer districts were unable to get a third of at-risk seventh-grade students to grade level in math.



Gaps in eighth-grade math for at-risk students range from 27 points in Canutillo ISD and Frisco ISD, to 49 points in Aldine ISD. At this level, three of nine TASA/TASB Officer districts succeeded in getting a majority of at-risk students to grade level in math.



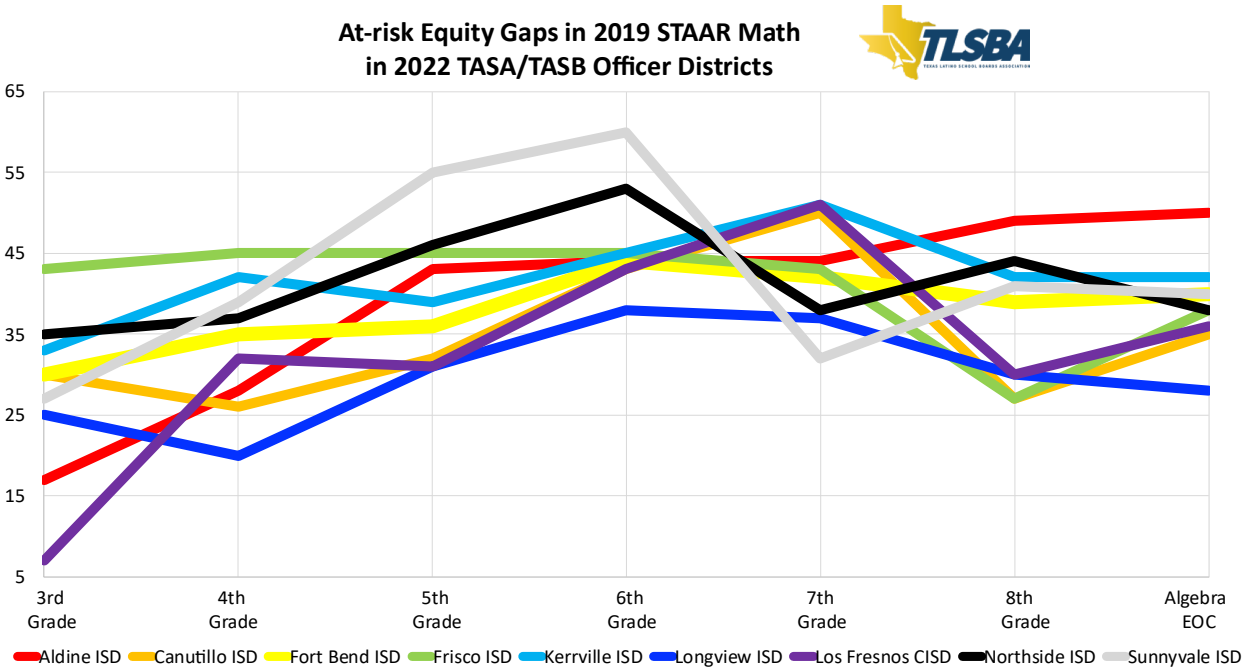
Gaps in algebra end-of-course tests are largely less jaw-dropping, but this might be explained by the lowered standards in high grade-level tests, as illustrated in previous TLSBA works. Gaps in end-of-course algebra ranged from 28 points in Longview ISD to 50 points in Aldine ISD.



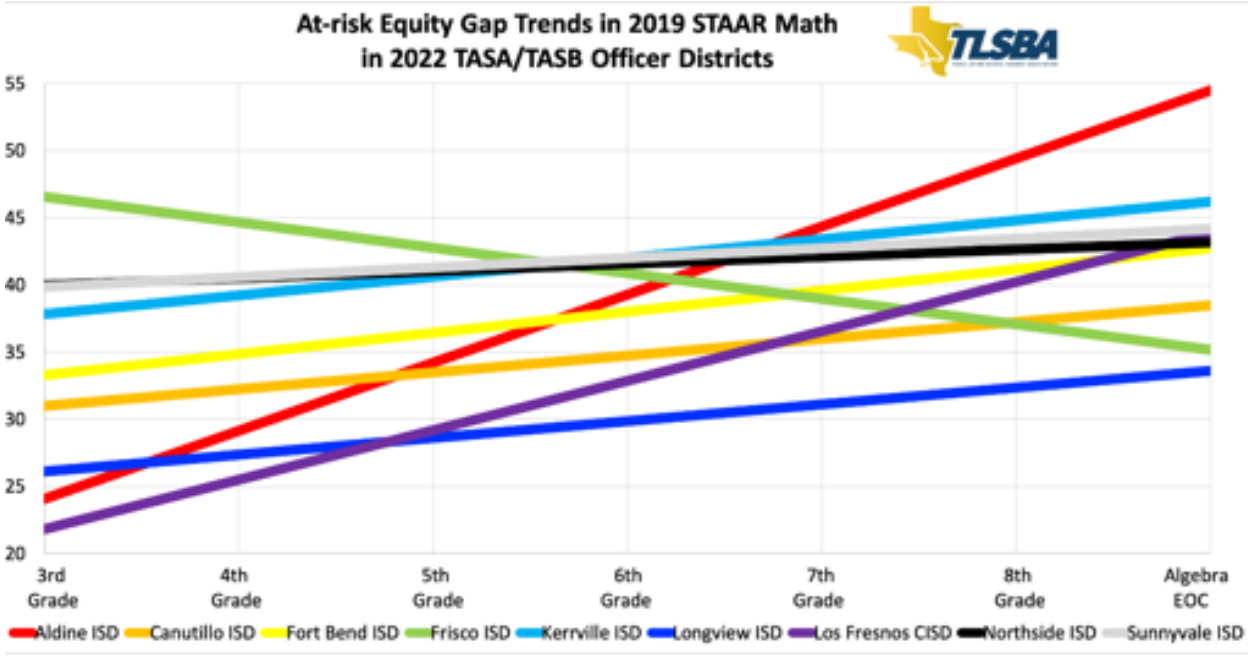
The following table summarizes the gaps in math for at-risk and not-at-risk students in the nine TASA/TASB Officer districts.

	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
3rd Grade Math	17	30	30	43	33	25	7	35	27
4th Grade Math	28	26	35	45	42	20	32	37	39
5th Grade Math	43	32	36	45	39	31	31	46	55
6th Grade Math	44	43	44	45	45	38	43	53	60
7th Grade Math	44	50	42	43	51	37	51	38	32
8th Grade Math	49	27	39	27	42	30	30	44	41
EOC Algebra	50	35	40	38	42	28	36	38	40

One notes how gaps between at-risk and non-at-risk students generally grow from one grade level to the next. The following graph presents the gaps in math and end-of-course Algebra for all grade levels in all nine TASA/TASB Officer districts.

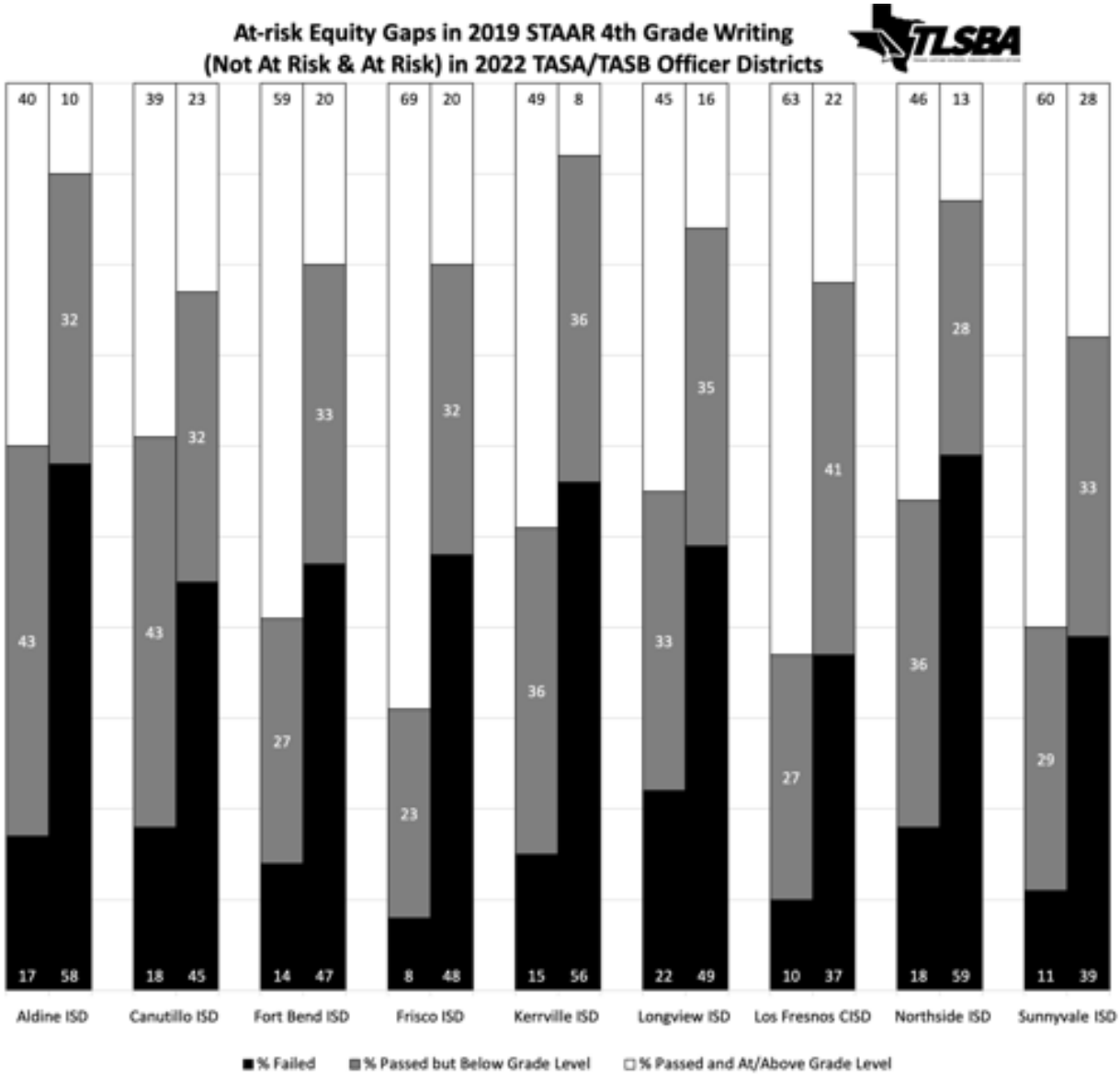


The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that only one district—Frisco ISD, which contains only 20.1% of at-risk students—was able to close the gap for students from one year to the next. In contrast, the Aldine ISD possesses a gap between at-risk and non-at-risk students that grows from 17 points in third grade to 50 points in English II end-of-course testing.

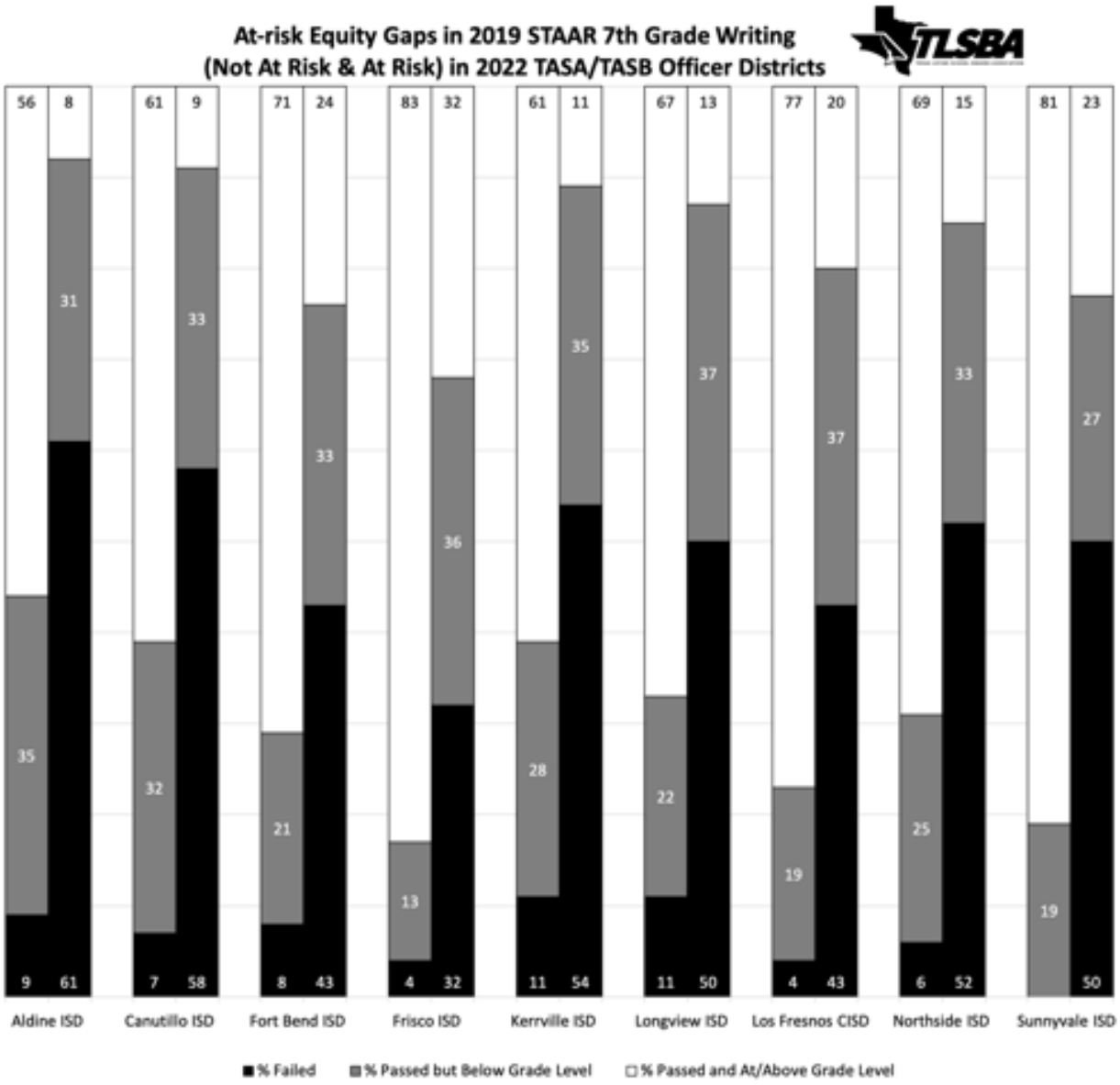


Academic Achievement Gaps in Writing for At-risk Status

One can expect the academic achievement gaps for writing to largely mirror those of reading and math. Gaps in fourth-grade writing for at-risk students range from 16 points in the Canutillo ISD, to 29-33 points in Longview ISD, Aldine ISD, Sunnyvale ISD and Northside ISD, to 39-41 points in Fort Bend ISD, Kerrville ISD and Los Fresnos CISD, to 49 points in Frisco ISD. Phrased less positively, only 8% to 28% of at-risk students in TASA/TASB Officer districts were writing at grade level in the fourth grade. Even prior to the pandemic, no TASA/TASB Officer district was able to get a third of its at-risk fourth-grade students to grade level in writing.



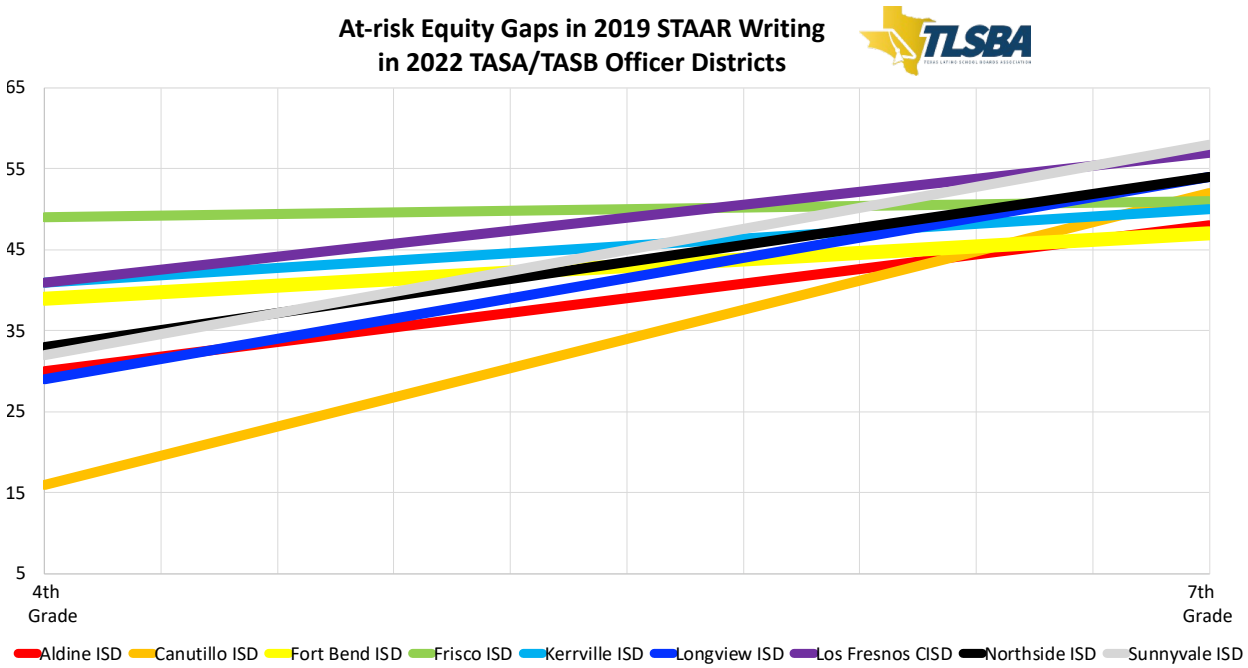
Gaps in seventh-grade writing for at-risk students range from 47 points in Fort Bend ISD to 58 points in Sunnyvale ISD. Phrased less positively, only 8% to 32% of at-risk students in TASA/TASB Officer districts were writing at grade level in the seventh grade. Even prior to the pandemic, no TASA/TASB Officer district was able to get a third of its at-risk seventh-grade students to grade level in writing.



The following table summarizes the gaps in writing for at-risk and not-at-risk students in the nine TASA/TASB Officer districts.

	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
4th Grade Writing	30	16	39	49	41	29	41	33	32
7th Grade Writing	48	52	47	51	50	54	57	54	58

The following graph presents the gaps in writing for fourth grade and seventh grade for all nine TASA/TASB Officer districts. In contrast to reading and math, no TASA/TASB Officer district was able to narrow the gap in writing from the fourth grade to the seventh grade in 2019.



The following tables share the percentages of Latinx, economically-disadvantaged and at-risk students in grades five through eight in TASA/TASB Officer districts that were ***below*** **grade level**, even prior to the pandemic.

5TH GRADE	Reading		Math		Science	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino						
Aldine ISD	74%	64%	74%	47%	74%	67%
Canutillo ISD	92%	51%	92%	41%	92%	50%
Fort Bend ISD	26%	53%	26%	44%	26%	61%
Frisco ISD	12%	36%	12%	37%	12%	43%
Kerrville ISD	52%	56%	52%	48%	52%	44%
Longview ISD	32%	53%	40%	32%	32%	48%
Los Fresnos ISD	96%	44%	96%	26%	96%	25%
Northside ISD	69%	52%	69%	43%	69%	59%
Sunnyvale ISD	6%	44%	6%	56%	6%	22%
Econ. Disadv.						
Aldine ISD	90%	65%	90%	52%	91%	70%
Canutillo ISD	58%	57%	59%	43%	61%	57%
Fort Bend ISD	45%	55%	45%	50%	45%	66%
Frisco ISD	14%	55%	14%	51%	14%	62%
Kerrville ISD	58%	59%	58%	50%	58%	44%
Longview ISD	68%	57%	70%	50%	68%	53%
Los Fresnos ISD	79%	48%	79%	29%	79%	29%
Northside ISD	53%	59%	53%	49%	53%	64%
Sunnyvale ISD	8%	67%	8%	83%	9%	62%
At-Risk						
Aldine ISD	65%	82%	65%	66%	66%	94%
Canutillo ISD	58%	67%	59%	53%	61%	64%
Fort Bend ISD	40%	63%	40%	55%	40%	72%
Frisco ISD	25%	64%	25%	55%	25%	69%
Kerrville ISD	39%	75%	39%	63%	39%	58%
Longview ISD	47%	74%	54%	49%	45%	69%
Los Fresnos ISD	39%	70%	39%	45%	39%	44%
Northside ISD	53%	73%	53%	61%	54%	75%
Sunnyvale ISD	20%	68%	20%	68%	20%	50%

6TH GRADE	Reading		Math	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino				
Aldine ISD	73%	81%	73%	70%
Canutillo ISD	96%	70%	96%	57%
Fort Bend ISD	27%	69%	28%	59%
Frisco ISD	13%	55%	14%	44%
Kerrville ISD	43%	79%	43%	69%
Longview ISD	44%	70%	44%	64%
Los Fresnos ISD	96%	59%	96%	50%
Northside ISD	69%	66%	69%	59%
Sunnyvale ISD	13%	50%	13%	55%
Econ. Disadv.				
Aldine ISD	88%	81%	88%	74%
Canutillo ISD	65%	77%	65%	65%
Fort Bend ISD	46%	72%	46%	62%
Frisco ISD	12%	65%	13%	57%
Kerrville ISD	60%	79%	60%	67%
Longview ISD	77%	72%	77%	70%
Los Fresnos ISD	79%	62%	79%	54%
Northside ISD	50%	74%	50%	68%
Sunnyvale ISD	19%	72%	19%	55%
At-Risk				
Aldine ISD	67%	92%	67%	87%
Canutillo ISD	58%	88%	58%	74%
Fort Bend ISD	43%	80%	43%	68%
Frisco ISD	19%	80%	20%	60%
Kerrville ISD	50%	86%	50%	80%
Longview ISD	54%	86%	54%	82%
Los Fresnos ISD	38%	89%	38%	77%
Northside ISD	50%	74%	53%	79%
Sunnyvale ISD	16%	88%	16%	78%

7TH GRADE	Reading		Math		Writing	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino						
Aldine ISD	73%	64%	73%	68%	73%	76%
Canutillo ISD	94%	61%	94%	58%	94%	67%
Fort Bend ISD	27%	56%	27%	62%	26%	67%
Frisco ISD	14%	40%	14%	37%	14%	45%
Kerrville ISD	44%	62%	44%	70%	44%	78%
Longview ISD	48%	57%	50%	54%	49%	67%
Los Fresnos ISD	96%	50%	96%	53%	96%	49%
Northside ISD	70%	54%	73%	79%	70%	65%
Sunnyvale ISD	16%	37%	24%	38%	16%	35%
Econ. Disadv.						
Aldine ISD	87%	66%	87%	71%	87%	78%
Canutillo ISD	68%	69%	68%	66%	68%	72%
Fort Bend ISD	45%	60%	45%	65%	45%	69%
Frisco ISD	14%	54%	14%	52%	14%	55%
Kerrville ISD	55%	62%	55%	71%	55%	75%
Longview ISD	77%	60%	81%	61%	77%	71%
Los Fresnos ISD	82%	54%	82%	57%	82%	53%
Northside ISD	50%	61%	59%	82%	50%	72%
Sunnyvale ISD	14%	48%	24%	57%	13%	68%
At-Risk						
Aldine ISD	67%	83%	72%	82%	67%	92%
Canutillo ISD	52%	88%	52%	82%	53%	91%
Fort Bend ISD	43%	68%	43%	70%	43%	76%
Frisco ISD	21%	65%	21%	56%	21%	68%
Kerrville ISD	44%	76%	44%	87%	44%	89%
Longview ISD	59%	76%	63%	72%	59%	87%
Los Fresnos ISD	44%	84%	44%	81%	44%	80%
Northside ISD	55%	75%	73%	87%	55%	85%
Sunnyvale ISD	18%	70%	31%	59%	18%	77%

8TH GRADE	Reading		Math		Science		Social Studies	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino								
Aldine ISD	74%	59%	73%	50%	74%	68%	74%	81%
Canutillo ISD	96%	46%	96%	61%	95%	44%	95%	64%
Fort Bend ISD	27%	50%	32%	54%	27%	58%	27%	71%
Frisco ISD	14%	28%	17%	26%	14%	32%	14%	51%
Kerrville ISD	48%	49%	48%	48%	49%	56%	49%	74%
Longview ISD	42%	42%	36%	55%	42%	52%	42%	53%
Los Fresnos ISD	96%	44%	97%	24%	96%	32%	96%	55%
Northside ISD	70%	46%	70%	46%	70%	52%	70%	69%
Sunnyvale ISD	8%	45%	9%	29%	8%	45%	8%	55%
Econ. Disadv.								
Aldine ISD	85%	61%	84%	54%	85%	71%	85%	82%
Canutillo ISD	71%	51%	78%	63%	70%	49%	71%	69%
Fort Bend ISD	44%	52%	51%	57%	44%	60%	44%	70%
Frisco ISD	13%	40%	18%	38%	13%	46%	13%	63%
Kerrville ISD	53%	51%	53%	49%	53%	58%	54%	72%
Longview ISD	74%	53%	77%	58%	74%	61%	74%	65%
Los Fresnos ISD	77%	48%	82%	25%	77%	37%	77%	61%
Northside ISD	48%	55%	49%	52%	49%	60%	49%	75%
Sunnyvale ISD	17%	52%	14%	43%	17%	60%	17%	52%
At-Risk								
Aldine ISD	68%	79%	68%	69%	68%	86%	68%	93%
Canutillo ISD	59%	68%	75%	68%	55%	67%	58%	81%
Fort Bend ISD	41%	64%	53%	62%	41%	71%	41%	79%
Frisco ISD	17%	58%	27%	41%	17%	60%	17%	76%
Kerrville ISD	53%	64%	53%	57%	53%	66%	54%	80%
Longview ISD	55%	69%	68%	64%	56%	76%	56%	75%
Los Fresnos ISD	42%	76%	54%	63%	42%	59%	42%	81%
Northside ISD	54%	66%	54%	63%	55%	71%	55%	83%
Sunnyvale ISD	24%	63%	24%	44%	24%	71%	24%	74%

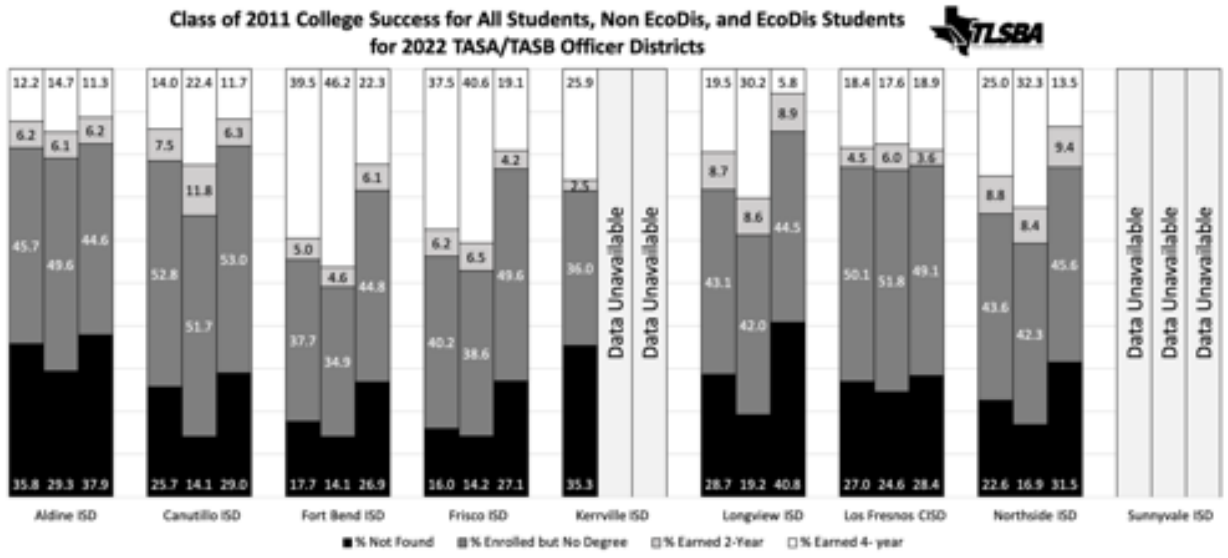
Conclusions Regarding Academic Achievement Gaps

There is no reason to think that the academic achievement of TASA/TASB Officer districts is dissimilar to other districts throughout the state. Indeed, because these districts are led by statewide leaders, it might be suggested that the data in this work may represent "the best of the best." This paints a grim picture of public education in Texas. Even worse is the fact that the grey area of all bar charts above represents the gap between the percentage of students who are at grade level and the percentage of students that the State of Texas considers as "passing" state accountability tests and thus as meeting the State's own lacking definition of academic equity. For this reason, the TLSBA believes that Texas students deserve their day in court to hold the State of Texas accountable for providing them an equitable education that equips students with the necessary knowledge and skills to be at grade level.

Postsecondary Success of Students Graduating from TASA/TASB Officer Districts

In the previous sections of this work, one sees how Texas' unwillingness to adequatly invest in public education inhibits the ability of students to reach grade level—even if they do meet the state's invented definition of "constitional equity." The question is rightly raised: What impact does this lack of investment in public education have on postsecondary success and subsequently on the economic future of Texas? The following bar charts, based on a public information request of the Texas Higher Education Coordinating Board, show how TASA/TASB Officer districts are pushing high percentages of students into higher education.

The black area of each set of bars below shows the percentages of students who were *not* found in higher education: for all students in the district, for non-economically-disadvantaged students, and for economically-disadvantaged students. However, the dark grey area of each bar shows the sobering percentages of students who enrolled in higher education but who did *not* receive a degree within six years of graduating from high school. The students who earned two-year degrees are shown in light grey, and the students who earned four-year degrees are displayed in white.



The following table summarizes the degrees earned within six years by all graduates of the Class of 2011 in the nine TASA/TASB Officer districts.

	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
Entered higher ed	64.1%	74.3%	82.2%	83.9%	64.4%	71.3%	73.0%	77.4%	91.0%
Received a degree	18.4%	21.5%	44.5%	43.7%	28.4%	28.2%	22.9%	33.8%	*
Enrolled, no degree	44.5%	52.5%	37.1%	39.9%	35.7%	40.4%	47.5%	42.8%	*

The Classes of 2012 and 2013 were the only other classes that would have graduated from higher education in six years prior to the onset of the COVID-19 pandemic, and, though these classes were not part of the public information request made of Texas High Education Coordinating Board, there is no reason to believe that the data from those years would be greatly improved from what is seen here.

The following table summarizes the degrees earned within six years by the economically-disadvantaged graduates of the Class of 2011 in the nine TASA/TASB Officer districts.

	Aldine ISD	Canutillo ISD	Fort Bend ISD	Frisco ISD	Kerrville ISD	Longview ISD	Los Fresnos CISD	Northside ISD	Sunnyvale ISD
Entered higher ed	62.1%	71.0%	73.2%	72.9%	45.1%	59.2%	71.6%	68.5%	100.0%
Received a degree	17.5%	18.0%	28.4%	23.3%	11.5%	14.7%	22.5%	22.9%	*
Enrolled, no degree	43.2%	52.7%	44.0%	49.6%	30.1%	41.9%	45.8%	44.5%	*

These relatively-small percentages of degrees earned are consistent with the measures of knowledge and skills in the preceding sections of this work. While many factors may influence a student's decision to depart from higher education, the following bar charts suggest that Texas high school students are entering postsecondary studies ill-prepared for the rigors of higher education.

The following table shows the percentages of economically-disadvantaged students, non-economically-disadvantaged students, and total number of students who enrolled (or didn't enroll) in higher education and who did (or did not) earn a degree within six years.

2017-2018 Postsecondary Outcomes Summary								
District	HS Graduation Class	Economic Profile	District	Ever Enroll In Hi-Ed	Never Found In Hi-Ed	Ever Enroll NO Deg Or Cert.	EARN 2-Yr. Degree	EARN 4-Yr. Degree
Aldine ISD	Class of 2011	Economically Disadvantaged	75.2%	62.1%	37.9%	43.2%	6.2%	11.3%
Canutillo ISD	Class of 2011	Economically Disadvantaged	77.9%	71.0%	29.0%	52.7%	6.3%	11.7%
Fort Bend ISD	Class of 2011	Economically Disadvantaged	28.2%	73.2%	26.9%	44.0%	6.1%	22.3%
Frisco ISD	Class of 2011	Economically Disadvantaged	14.1%	72.9%	27.1%	49.6%	4.2%	19.1%
Kerrville ISD	Class of 2011	Economically Disadvantaged	35.6%	45.1%	54.9%	30.1%	*	11.5%
Longview ISD	Class of 2011	Economically Disadvantaged	43.8%	59.2%	40.8%	41.9%	8.9%	5.8%
Los Fresnos ISD	Class of 2011	Economically Disadvantaged	62.7%	71.6%	28.4%	45.8%	3.6%	18.9%
Northside ISD	Class of 2011	Economically Disadvantaged	38.9%	68.5%	31.5%	44.5%	9.4%	13.5%
Sunnyvale ISD	Class of 2011	Economically Disadvantaged	7.5%	100.0%	0.0%	*	0.0%	*
Aldine ISD	Class of 2011	Non-Economically Disadvantaged	24.8%	70.4%	29.3%	48.7%	6.1%	14.7%
Canutillo ISD	Class of 2011	Non-Economically Disadvantaged	22.1%	85.9%	14.1%	51.9%	11.8%	22.4%
Fort Bend ISD	Class of 2011	Non-Economically Disadvantaged	71.8%	85.7%	14.1%	34.4%	4.6%	46.2%
Frisco ISD	Class of 2011	Non-Economically Disadvantaged	85.9%	85.7%	14.2%	38.3%	6.5%	40.6%
Kerrville ISD	Class of 2011	Non-Economically Disadvantaged	64.4%	75.0%	24.5%	38.7%	*	33.8%
Longview ISD	Class of 2011	Non-Economically Disadvantaged	56.2%	80.8%	19.2%	39.2%	8.6%	30.2%
Los Fresnos ISD	Class of 2011	Non-Economically Disadvantaged	37.3%	75.4%	24.6%	50.3%	6.0%	17.6%
Northside ISD	Class of 2011	Non-Economically Disadvantaged	61.1%	83.0%	16.9%	41.8%	8.4%	32.3%
Sunnyvale ISD	Class of 2011	Non-Economically Disadvantaged	92.5%	90.3%	9.7%	*	*	*
Aldine ISD	Class of 2011	All Students	100.0%	64.1%	35.8%	44.5%	6.2%	12.2%
Canutillo ISD	Class of 2011	All Students	100.0%	74.3%	25.7%	52.5%	7.5%	14.0%
Fort Bend ISD	Class of 2011	All Students	100.0%	82.2%	17.7%	37.1%	5.0%	39.5%
Frisco ISD	Class of 2011	All Students	100.0%	83.9%	16.0%	39.9%	6.2%	37.5%
Kerrville ISD	Class of 2011	All Students	100.0%	64.4%	35.3%	35.7%	2.5%	25.9%
Longview ISD	Class of 2011	All Students	100.0%	71.3%	28.7%	40.4%	8.7%	19.5%
Los Fresnos ISD	Class of 2011	All Students	100.0%	73.0%	27.0%	47.5%	4.5%	18.4%
Northside ISD	Class of 2011	All Students	100.0%	77.4%	22.6%	42.8%	8.8%	25.0%
Sunnyvale ISD	Class of 2011	All Students	100.0%	91.0%	9.0%	*	*	49.3%

The information in the above table was shared by the Texas Higher Education Coordinating Board (THECB), and, unlike other reports published by the THECB, it includes data on students enrolled outside of Texas, which the THECB obtains through a national clearing house that tracks college graduations rates.

Key take-aways from this table include:

1. High percentages of graduates from all TASA/TASB Officer districts entered higher education.
2. 37.1% to 52.5% of students enrolled in higher education but failed to earn a degree within six years of enrolling in higher education.
3. With one exception for non-economically disadvantaged students, less than 10% of students earned two-year degrees.
4. The greatest disparities are seen among economically disadvantaged students and non-economically disadvantaged students earning four-year degrees.

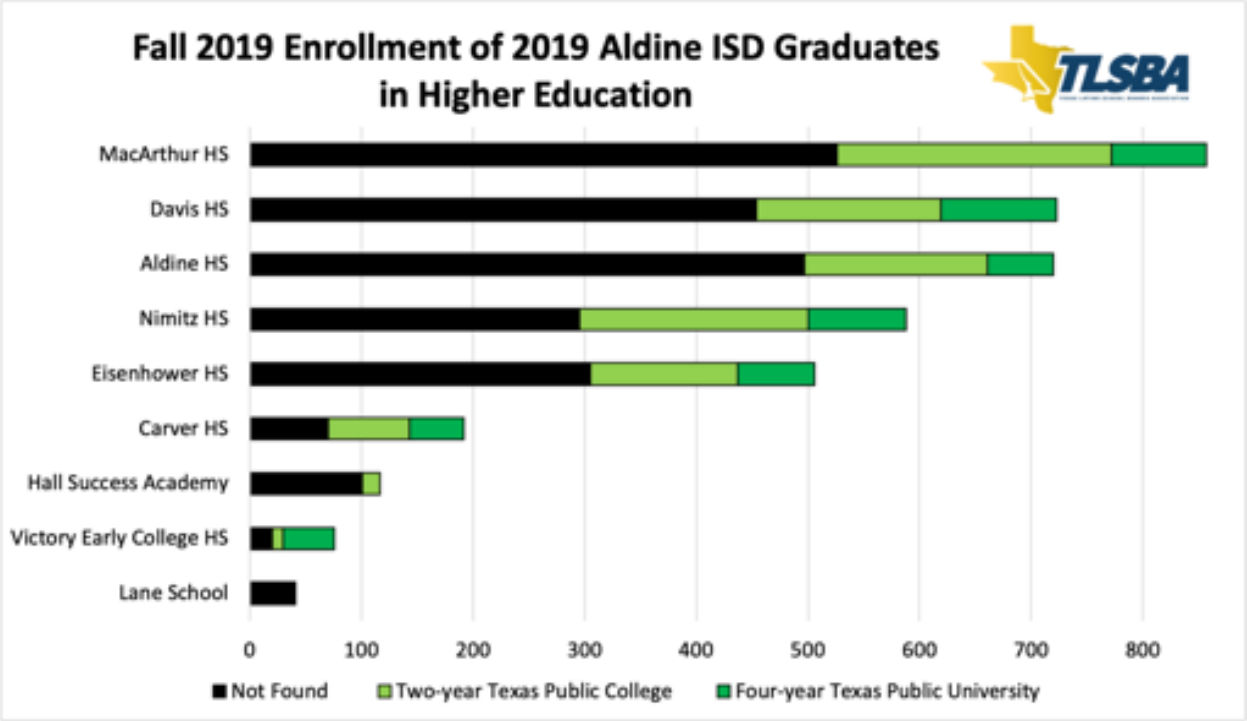
In the following pages, two bar charts are shared for each TASA/TASB Officer district. The first bar chart for each district shares the percentages of students entering higher education from each high school in the TASA/TASB Officer district in Fall 2019, the last fall semester prior to the onset of the COVID-19 pandemic. Students in black did not enroll in higher education, students

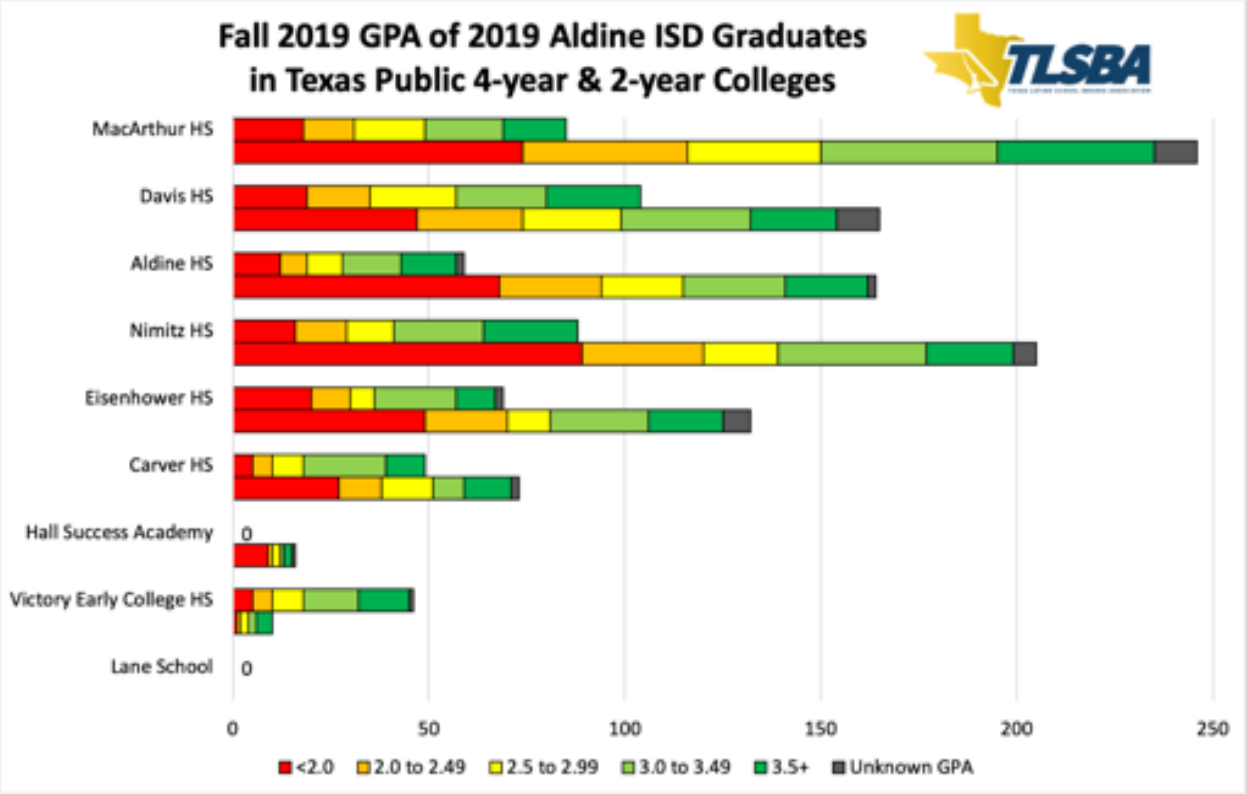
in light green enrolled in two-year colleges in Texas, and students in dark green enrolled in four-year colleges and universities in Texas.

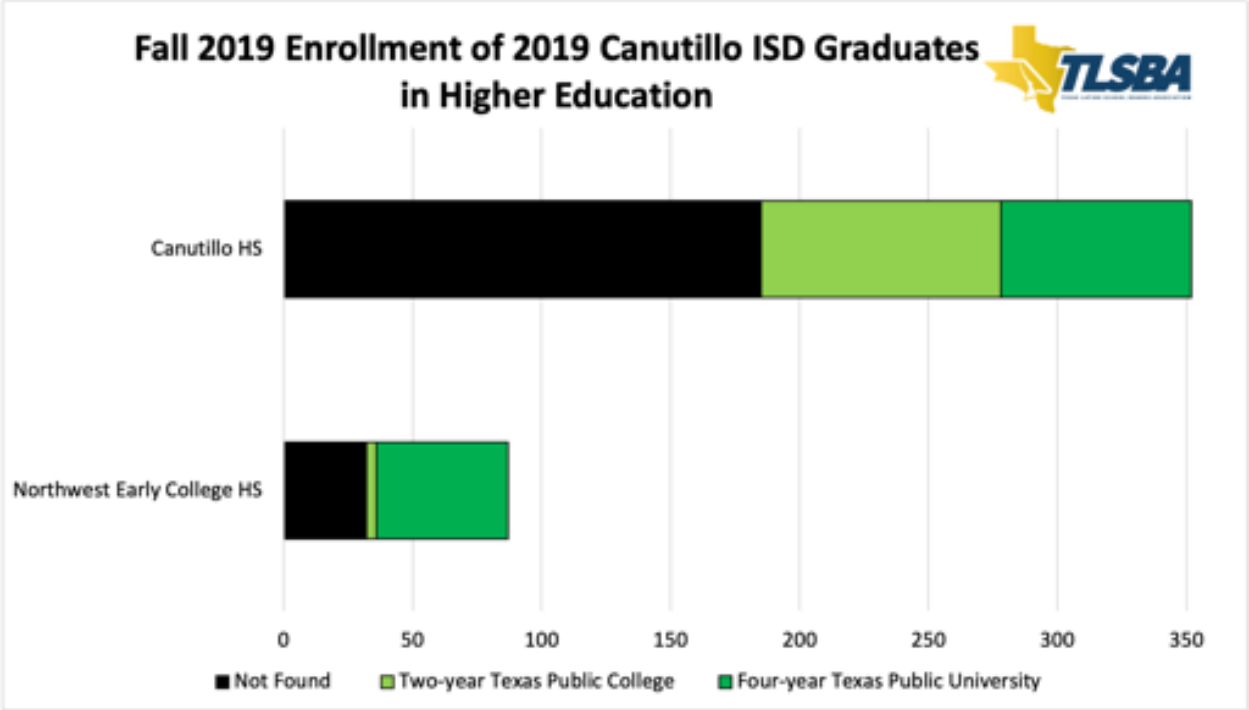
The second bar chart for each district shares the grade point average (GPA) after a single semester of postsecondary studies for the graduates of Texas high schools who enrolled in a Texas college or university in the fall after their spring high school graduation. The top bar represents students in four-year institutions, and the bottom bar represents students in two-year institutions. All students in red were effectively failing out of college during their first semester, with an average GPA of less than 2.0 (or a "C" average).

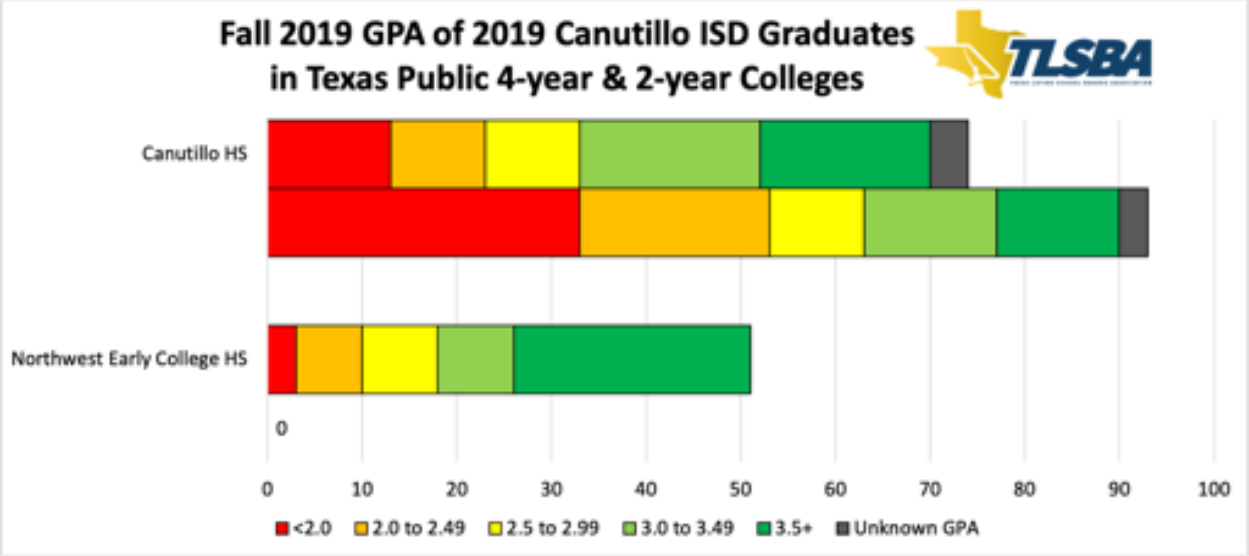
One immediately sees the trend of pushing Texas high school graduates into two-year colleges where large percentages of students leave those institutions with debt but no degrees. Note that these bar charts share the numbers—and not percentages—of students.

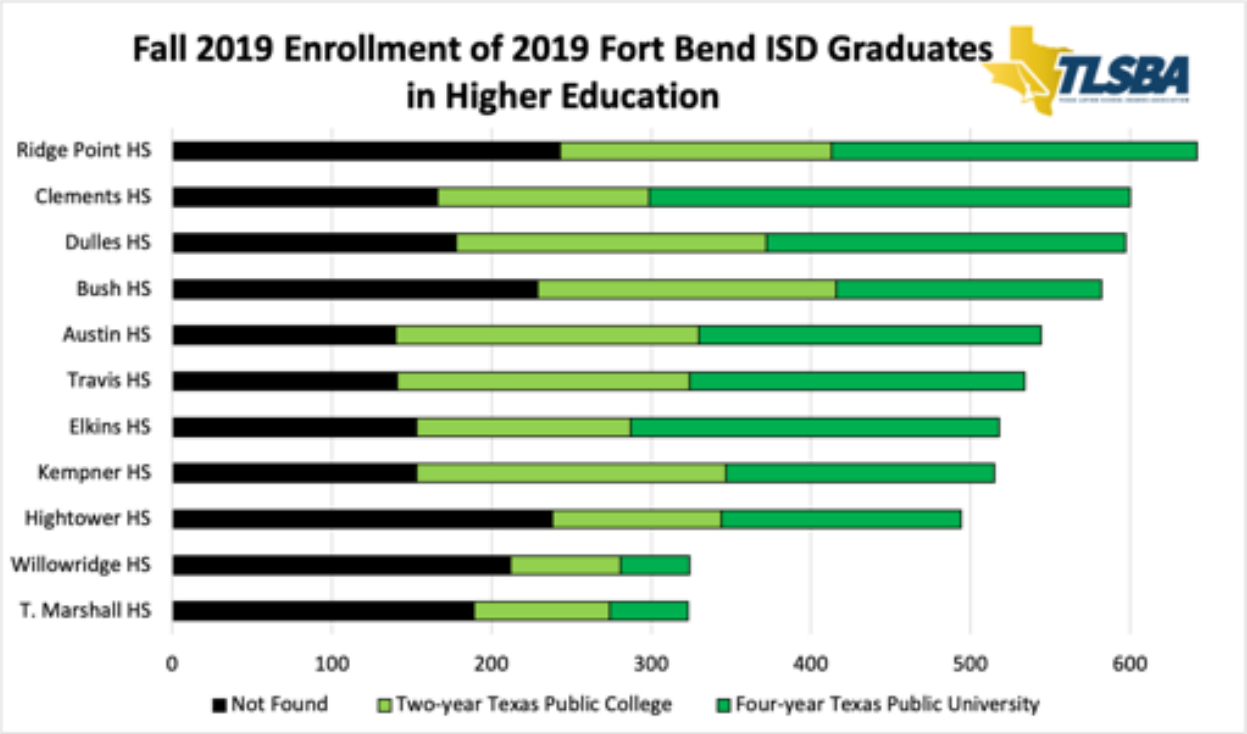
One also notes that there is little "middle ground" for students in college: Most either perform very well (as depicted in green) or very poorly (as depicted in red). Those who perform poorly are obviously most at risk for dropping out of higher education due to academic reasons.

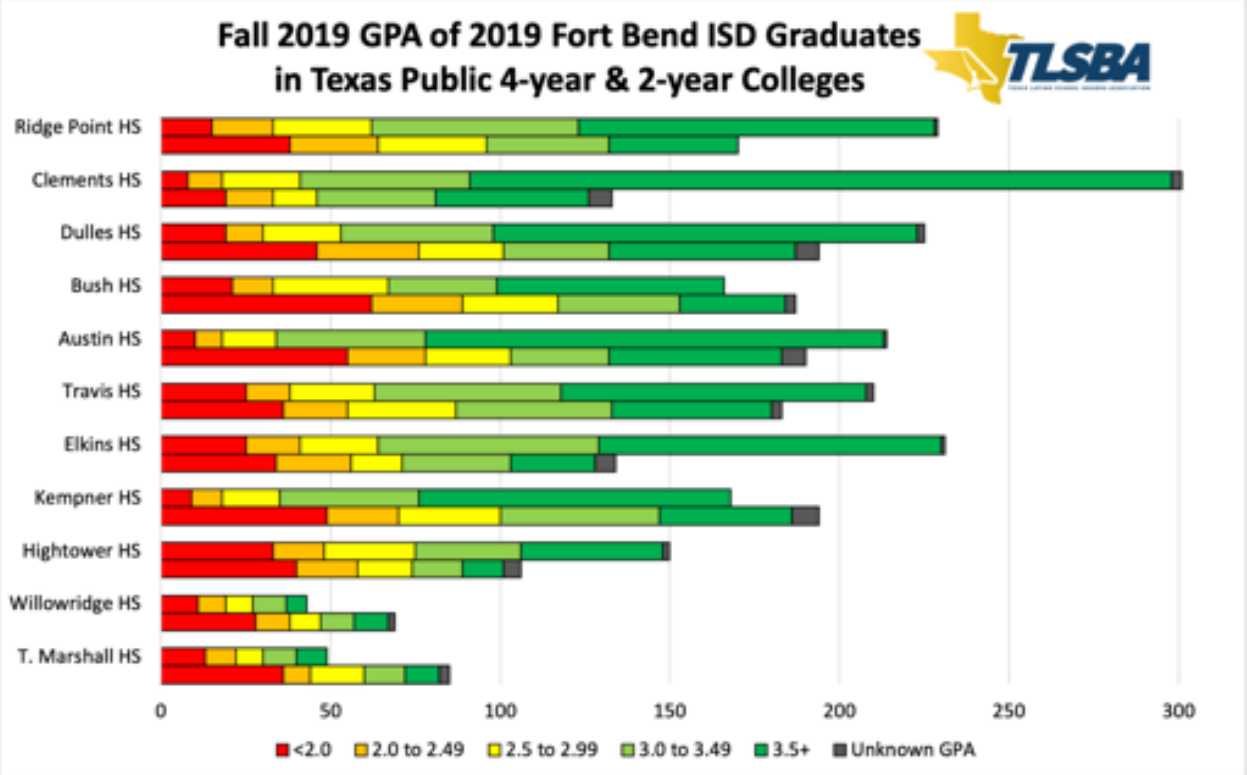

Fall 2019 Enrollment of 2019 Aldine ISD Graduates in Higher Education
TLSBA
MacArthur HS
Davis HS
Aldine HS
Nimitz HS
Eisenhower HS
Carver HS
Hall Success Academy
Victory Early College HS
Lane School
0
100
200
300
400
500
600
700
800
Not Found
Two-year Texas Public College
Four-year Texas Public University

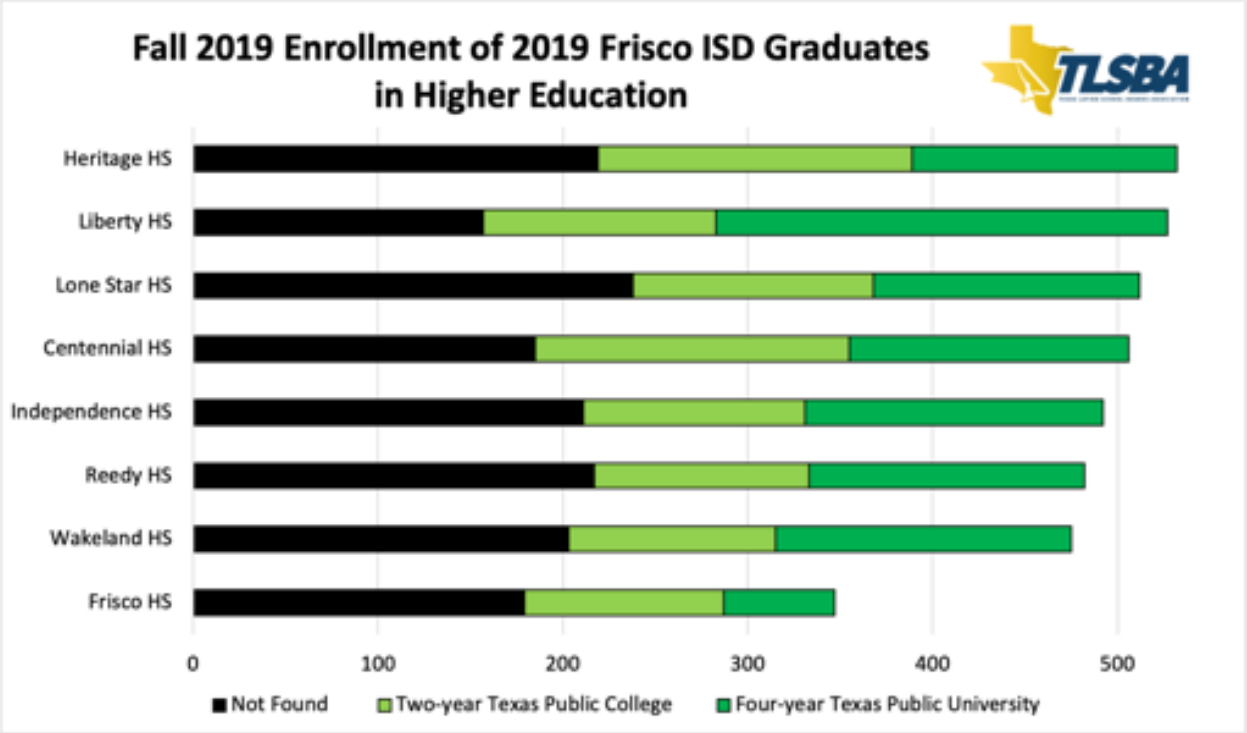

Fall 2019 GPA of 2019 Aldine ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
MacArthur HS
Davis HS
Aldine HS
Nimitz HS
Eisenhower HS
Carver HS
Hall Success Academy
0
Victory Early College HS
Lane School
0
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

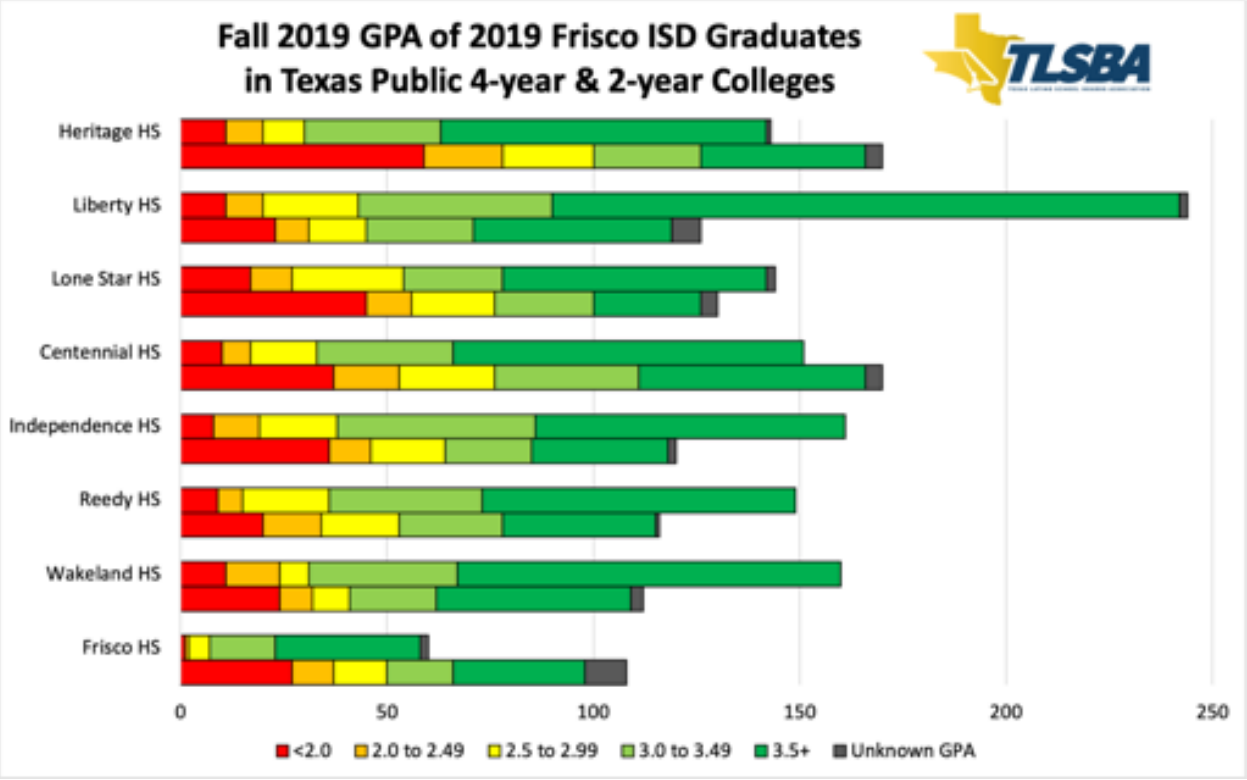

Fall 2019 Enrollment of 2019 Canutillo ISD Graduates in Higher Education
TLSBA
Canutillo HS
Northwest Early College HS
0
50
100
150
200
250
300
350
Not Found
Two-year Texas Public College
Four-year Texas Public University

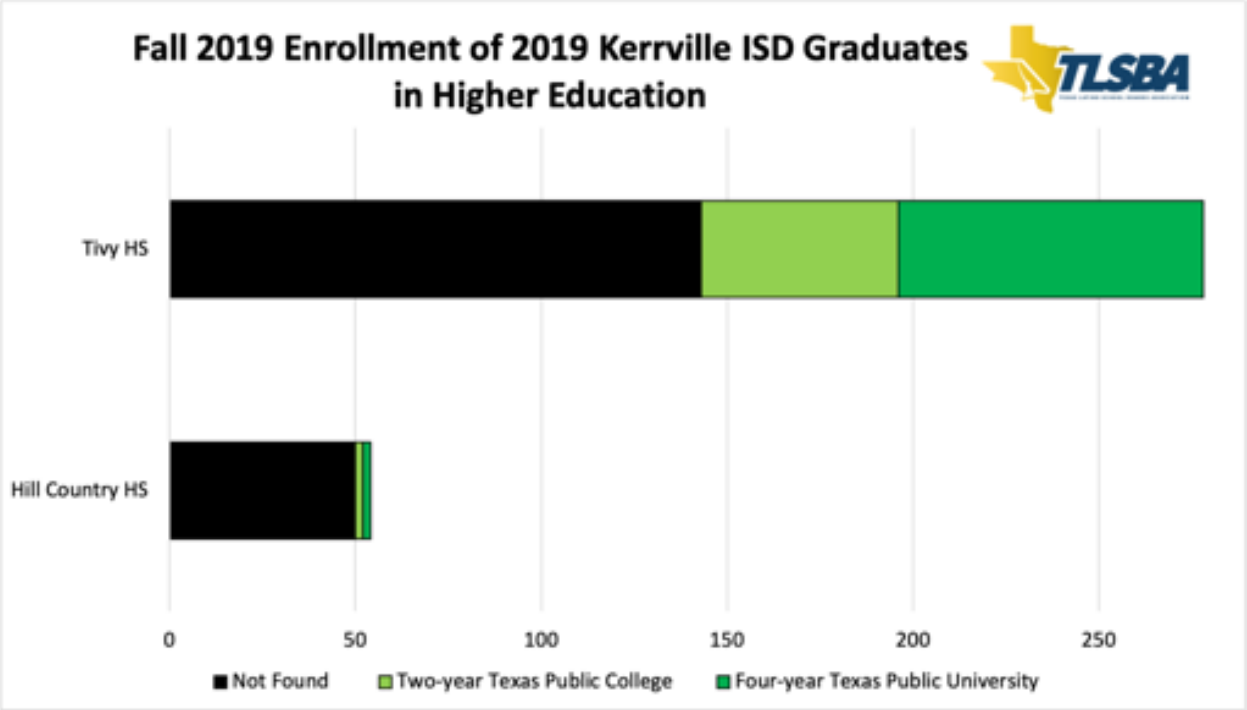

Fall 2019 GPA of 2019 Canutillo ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Canutillo HS
Northwest Early College HS
0
0
10
20
30
40
50
60
70
80
90
100
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

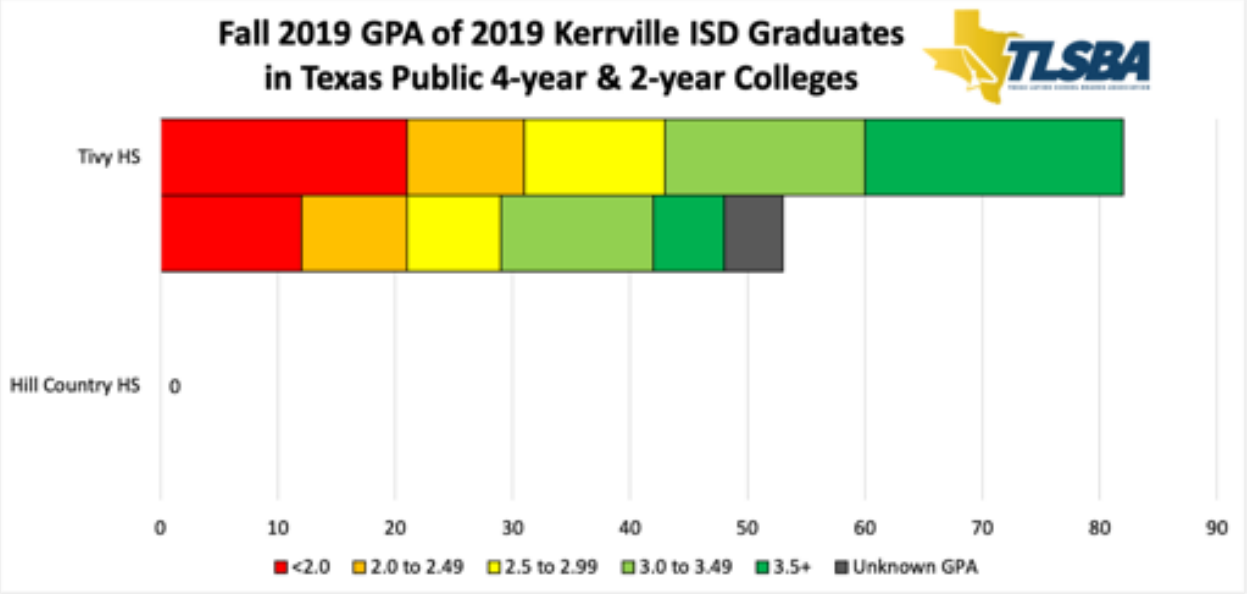

Fall 2019 Enrollment of 2019 Fort Bend ISD Graduates in Higher Education
TLSBA
Ridge Point HS
Clements HS
Dulles HS
Bush HS
Austin HS
Travis HS
Elkins HS
Kempner HS
Hightower HS
Willowridge HS
T. Marshall HS
0
100
200
300
400
500
600
Not Found
Two-year Texas Public College
Four-year Texas Public University

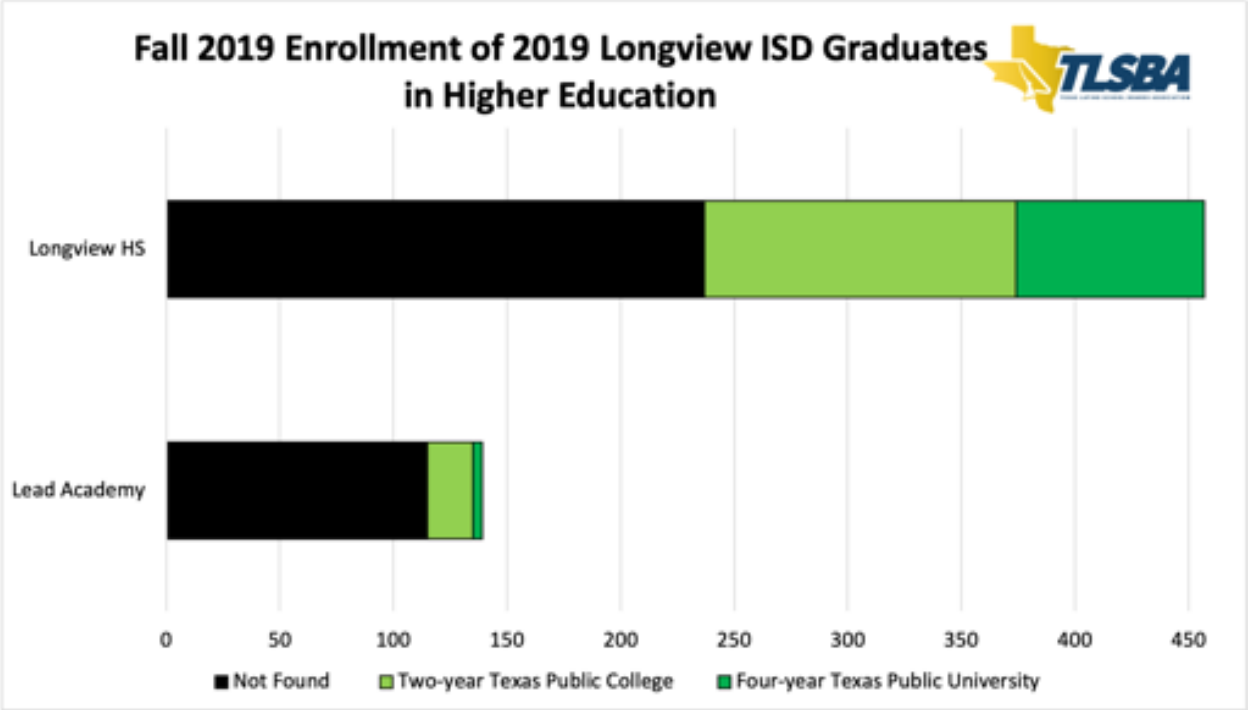

Fall 2019 GPA of 2019 Fort Bend ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Ridge Point HS
Clements HS
Dulles HS
Bush HS
Austin HS
Travis HS
Elkins HS
Kempner HS
Hightower HS
Willowridge HS
T. Marshall HS
0
50
100
150
200
250
300
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

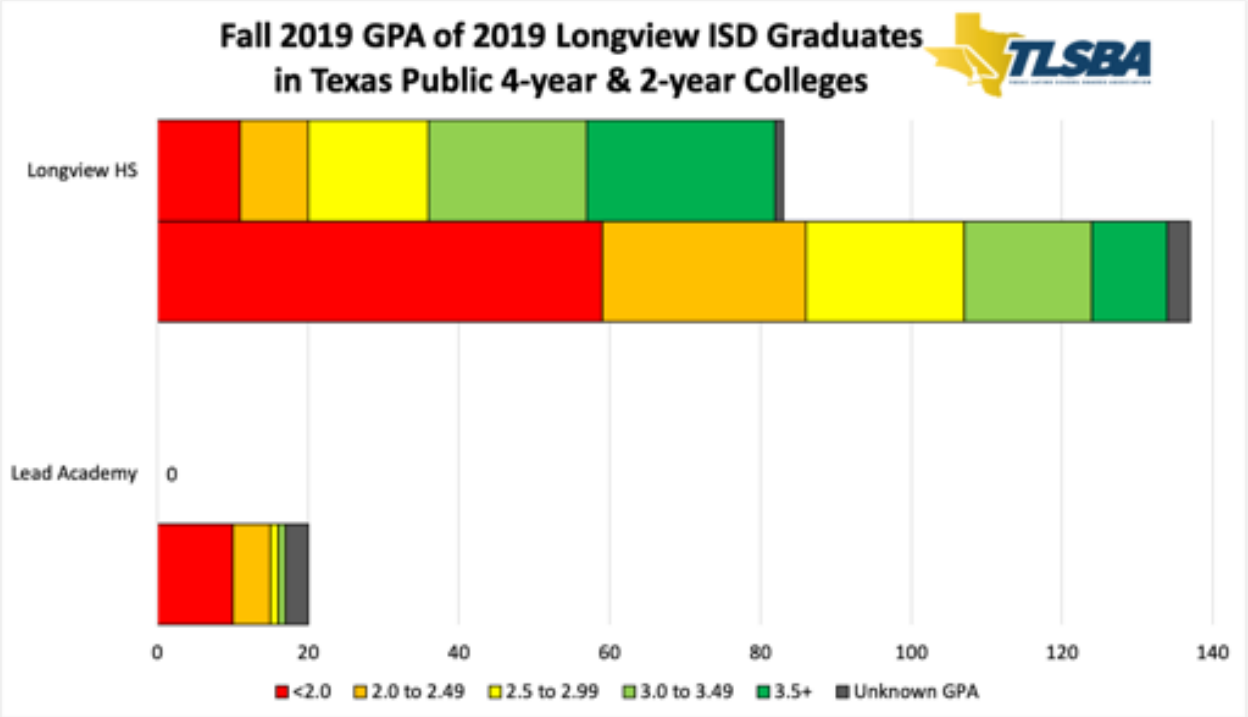

Fall 2019 Enrollment of 2019 Frisco ISD Graduates in Higher Education
TLSBA
Heritage HS
Liberty HS
Lone Star HS
Centennial HS
Independence HS
Reedy HS
Wakeland HS
Frisco HS
0
100
200
300
400
500
Not Found
Two-year Texas Public College
Four-year Texas Public University

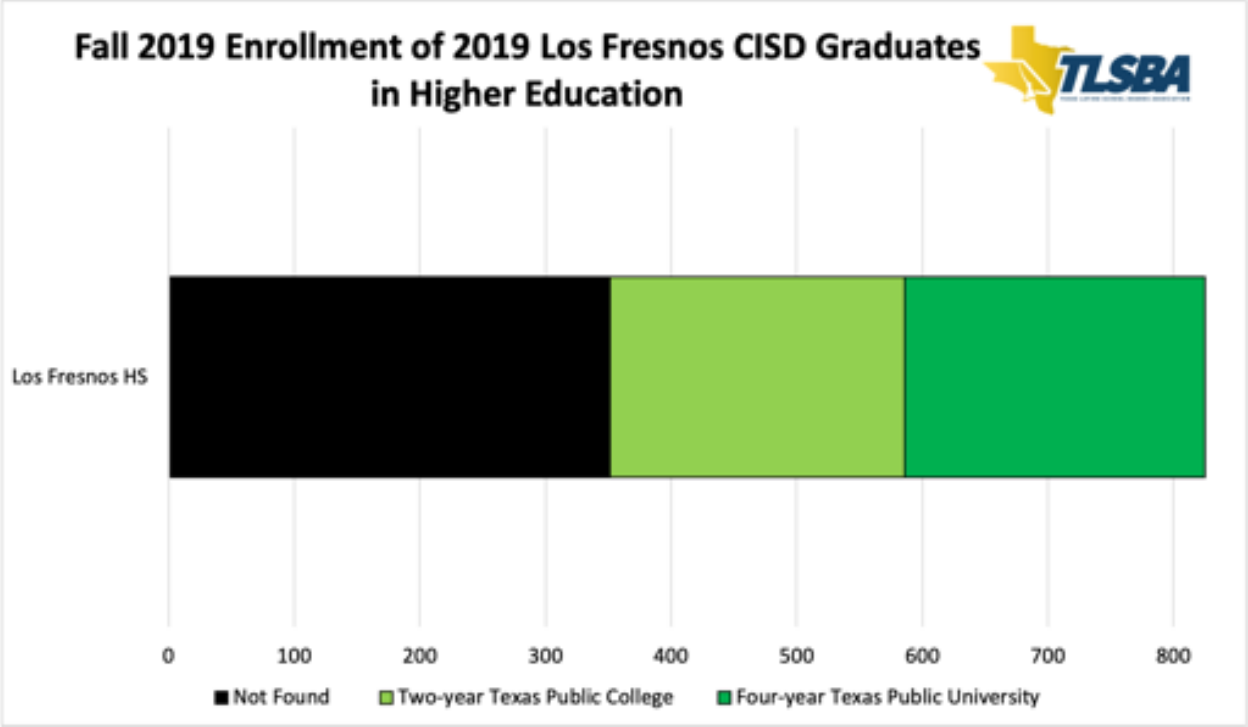

Fall 2019 GPA of 2019 Frisco ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Heritage HS
Liberty HS
Lone Star HS
Centennial HS
Independence HS
Reedy HS
Wakeland HS
Frisco HS
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

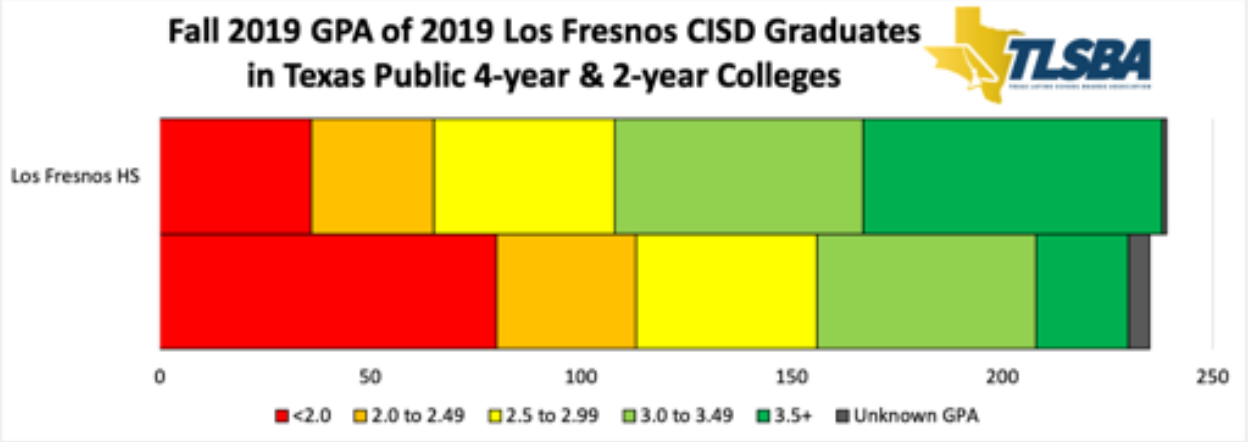

Fall 2019 Enrollment of 2019 Kerrville ISD Graduates in Higher Education
TLSBA
Tivy HS
Hill Country HS
0
50
100
150
200
250
Not Found
Two-year Texas Public College
Four-year Texas Public University

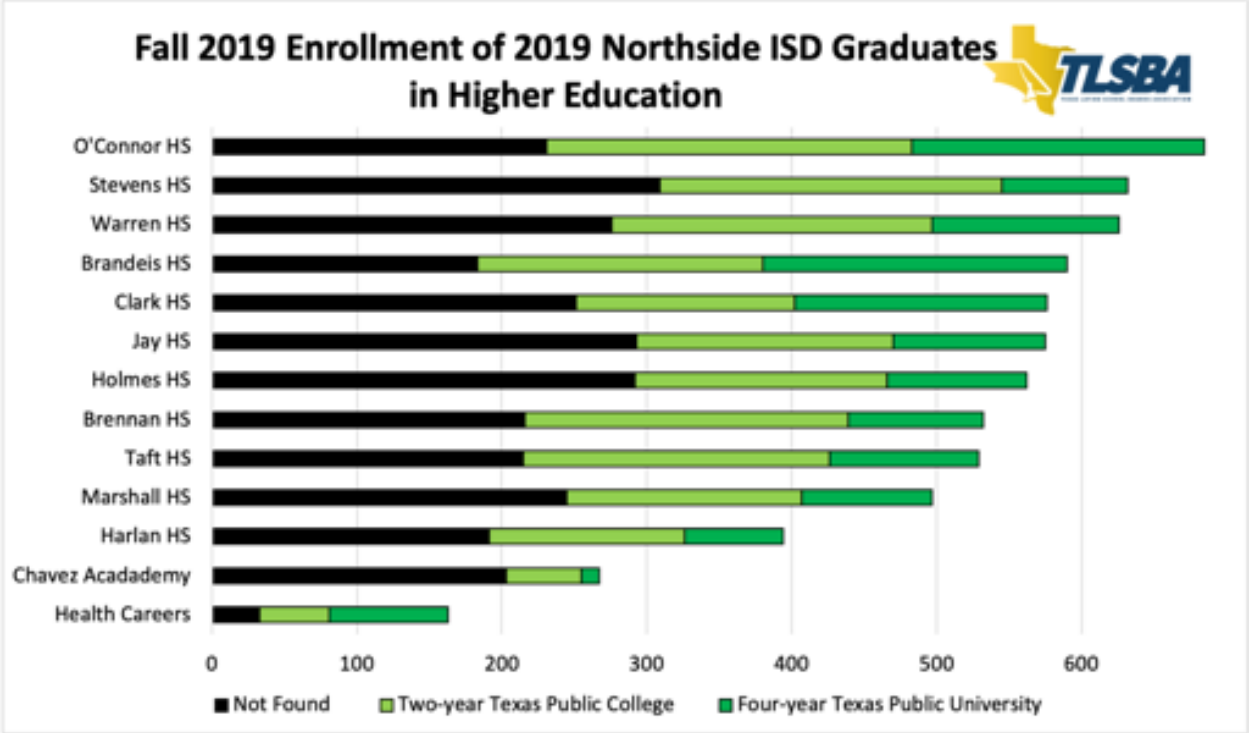

Fall 2019 GPA of 2019 Kerrville ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Tivy HS
Hill Country HS
0
0
10
20
30
40
50
60
70
80
90
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

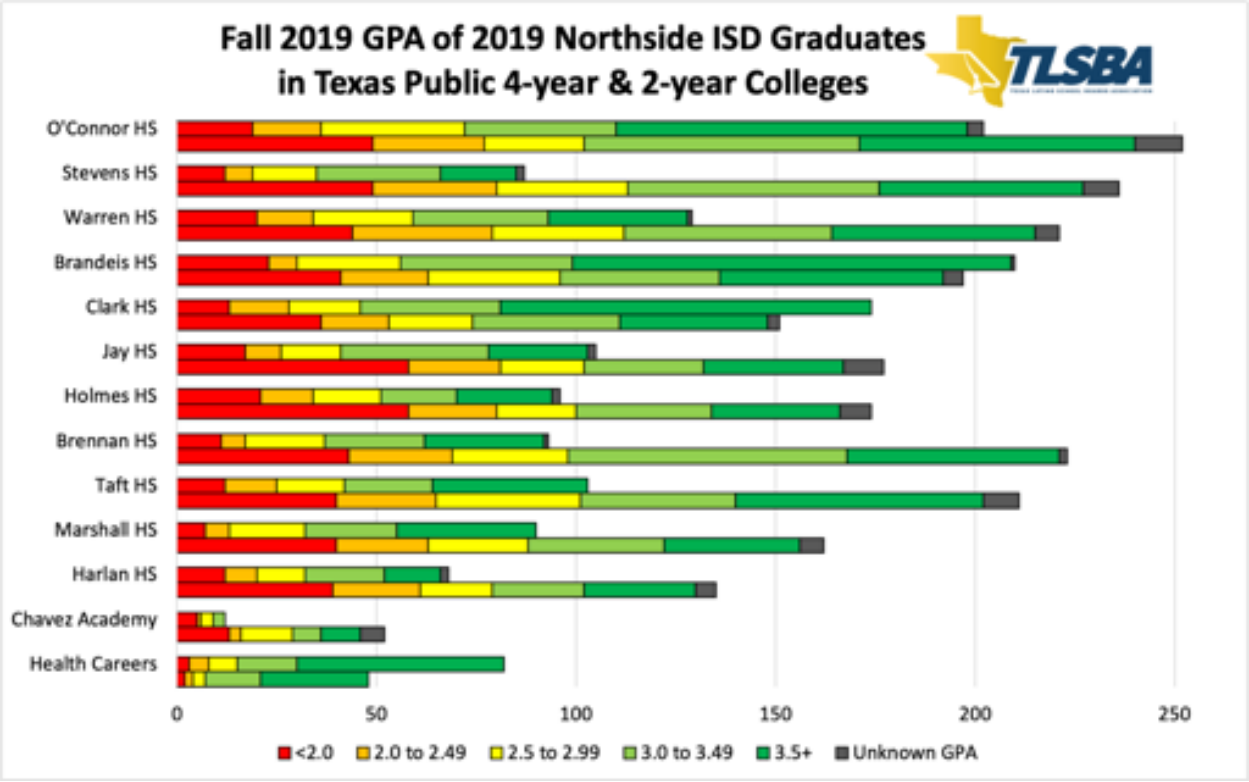

Fall 2019 Enrollment of 2019 Longview ISD Graduates in Higher Education
TLSBA
Longview HS
Lead Academy
0
50
100
150
200
250
300
350
400
450
Not Found
Two-year Texas Public College
Four-year Texas Public University

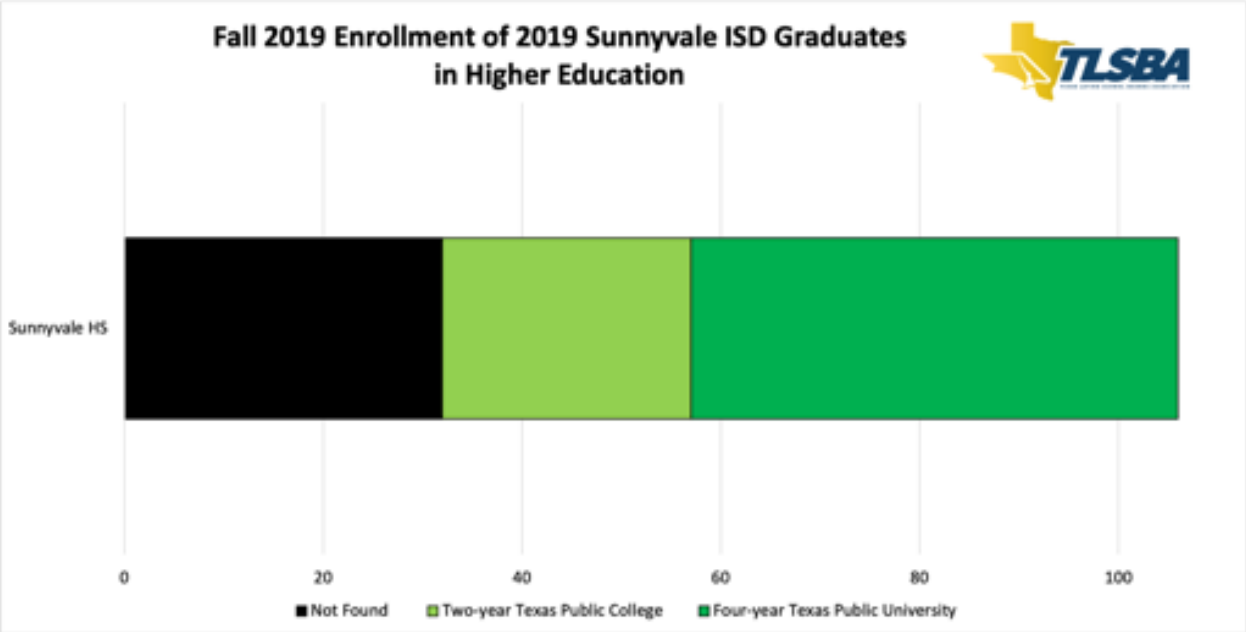

Fall 2019 GPA of 2019 Longview ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Longview HS
Lead Academy
0
0
20
40
60
80
100
120
140
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

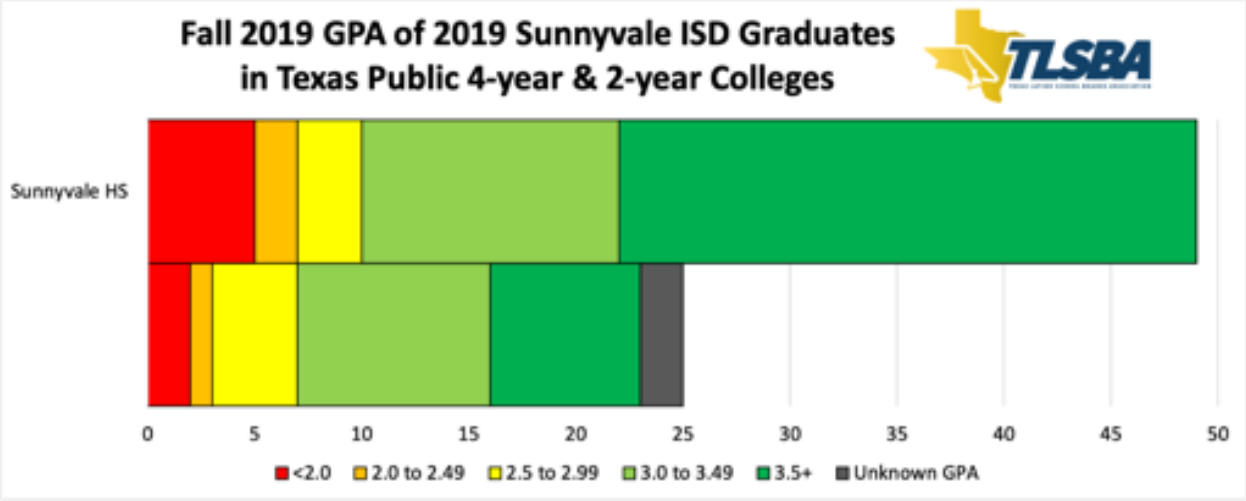

Fall 2019 Enrollment of 2019 Los Fresnos CISD Graduates in Higher Education
TLSBA
Los Fresnos HS
0
100
200
300
400
500
600
700
800
Not Found
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Los Fresnos CISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Los Fresnos HS
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Northside ISD Graduates in Higher Education
TLSBA
O'Connor HS
Stevens HS
Warren HS
Brandeis HS
Clark HS
Jay HS
Holmes HS
Brennan HS
Taft HS
Marshall HS
Harlan HS
Chavez Acadademy
Health Careers
0
100
200
300
400
500
600
Not Found
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Northside ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
O'Connor HS
Stevens HS
Warren HS
Brandeis HS
Clark HS
Jay HS
Holmes HS
Brennan HS
Taft HS
Marshall HS
Harlan HS
Chavez Academy
Health Careers
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Sunnyvale ISD Graduates in Higher Education
TLSBA
Sunnyvale HS
0
20
40
60
80
100
Not Found
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Sunnyvale ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Sunnyvale HS
0
5
10
15
20
25
30
35
40
45
50
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

The following table provides the numbers that were visualized in the above bar charts, as obtained through information obtained from the THECB. These numbers track high school graduates' GPA in the first year of college or university enrollment *only* in Texas colleges or universities.

District	Campus	Total Grads	% Not found	% Enroll 4 Year*	% Enroll 2 Year*	% <2.49 GPA at 4 year	%<2.49 GPA at 2 Year
Aldine ISD	Aldine HS	723	68.7%	8.2%	22.7%	32.2%	57.3%
Aldine ISD	Carver HS	195	35.9%	25.1%	37.4%	20.4%	52.1%
Aldine ISD	Davis HS	730	62.2%	14.2%	22.6%	33.7%	44.8%
Aldine ISD	Eisenhower HS	517	59.0%	13.3%	25.5%	43.5%	53.0%
Aldine ISD	Hall Success Academy	117	86.3%	0.0%	13.7%	-	62.5%
Aldine ISD	Lane School	41	100.0%	0.0%	0.0%	-	-
Aldine ISD	MacArthur HS	863	61.0%	9.8%	28.5%	36.5%	47.2%
Aldine ISD	Nimitz HS	599	49.2%	14.7%	34.2%	33.0%	58.5%
Aldine ISD	Victory Early College HS	92	21.7%	50.0%	10.9%	21.7%	20.0%
Aldine ISD	**Aldine ISD**	**3877**	**59.6%**	**12.8%**	**26.2%**	**31.1%**	**51.6%**
Canutillo ISD	Canutillo HS	355	52.1%	20.8%	26.2%	31.1%	57.0%
Canutillo ISD	Northwest Early College HS	89	36.0%	57.3%	4.5%	19.6%	0.0%
Canutillo ISD	**Canutillo ISD**	**444**	**48.9%**	**28.2%**	**21.8%**	**26.4%**	**54.6%**
Fort Bend ISD	Austin HS	559	25.0%	38.3%	34.0%	8.4%	41.1%
Fort Bend ISD	Bush HS	591	38.7%	28.1%	31.6%	19.9%	47.6%
Fort Bend ISD	Clements HS	627	26.5%	48.0%	21.2%	6.0%	24.8%
Fort Bend ISD	Dulles HS	615	28.9%	36.6%	31.5%	13.3%	39.2%
Fort Bend ISD	Elkins HS	533	28.7%	43.3%	25.1%	17.7%	41.8%
Fort Bend ISD	Hightower HS	505	47.1%	29.7%	21.0%	32.0%	54.7%
Fort Bend ISD	Kempner HS	526	29.1%	31.9%	36.9%	10.7%	36.1%
Fort Bend ISD	Ridge Point HS	661	36.8%	34.6%	25.7%	14.4%	37.6%
Fort Bend ISD	T. Marshall HS	324	58.3%	15.1%	26.2%	44.9%	51.8%
Fort Bend ISD	Travis HS	552	25.5%	38.0%	33.2%	18.1%	30.1%
Fort Bend ISD	Willowridge HS	331	64.0%	13.0%	20.8%	44.2%	55.1%
Fort Bend ISD	**Fort Bend ISD**	**5824**	**35.1%**	**34.1%**	**28.2%**	**16.0%**	**40.2%**
Frisco ISD	Centennial HS	522	35.4%	28.9%	32.6%	11.3%	31.2%
Frisco ISD	Frisco HS	364	49.2%	16.5%	29.7%	3.3%	34.3%
Frisco ISD	Heritage HS	540	40.6%	26.5%	31.5%	14.0%	45.9%
Frisco ISD	Independence HS	503	41.9%	32.0%	23.9%	11.8%	38.3%
Frisco ISD	Liberty HS	543	28.9%	44.9%	23.2%	8.2%	24.6%
Frisco ISD	Lone Star HS	526	45.2%	27.4%	24.7%	18.8%	43.1%
Frisco ISD	Reedy HS	500	43.4%	29.8%	23.2%	10.1%	29.3%
Frisco ISD	Wakeland HS	491	41.3%	32.6%	22.8%	15.0%	28.6%
Frisco ISD	**Frisco ISD**	**3989**	**40.3%**	**30.4%**	**26.4%**	**11.9%**	**34.9%**
Kerrville ISD	Hill Country HS	54	92.6%	3.7%	3.7%	0.0%	0.0%
Kerrville ISD	Tivy HS	309	46.3%	26.5%	17.2%	37.8%	39.6%
Kerrville ISD	**Kerrville ISD**	**363**	**53.2%**	**23.1%**	**15.2%**	**36.9%**	**38.2%**
Longview ISD	Lead Academy	139	82.7%	2.9%	14.4%	0.0%	75.0%
Longview ISD	Longview HS	473	50.1%	17.5%	29.0%	24.1%	62.8%
Longview ISD	**Longview ISD**	**612**	**57.5%**	**14.2%**	**25.7%**	**23.0%**	**64.3%**
Los Fresnos CISD	Los Fresnos HS	838	41.9%	28.5%	28.0%	27.2%	48.1%
Los Fresnos CISD	**Los Fresnos CISD**	**838**	**41.9%**	**28.5%**	**28.0%**	**27.2%**	**48.1%**
Northside ISD	Brandeis HS	619	29.6%	33.9%	31.8%	14.3%	32.0%
Northside ISD	Brennan HS	560	38.6%	16.6%	39.8%	18.3%	30.9%
Northside ISD	Chavez Academy	268	75.7%	4.5%	19.4%	50.0%	30.8%
Northside ISD	Clark HS	614	40.9%	28.3%	24.6%	16.1%	35.1%
Northside ISD	Harlan HS	412	46.4%	16.5%	32.8%	29.4%	45.2%
Northside ISD	Health Careers	192	17.2%	42.7%	25.0%	9.8%	8.3%
Northside ISD	Holmes HS	587	49.7%	16.4%	29.6%	35.4%	46.0%
Northside ISD	Jay HS	601	48.8%	17.5%	29.5%	24.8%	45.8%
Northside ISD	Marshall HS	520	47.1%	17.3%	31.2%	14.4%	38.9%
Northside ISD	O'Connor HS	726	31.8%	27.8%	34.7%	17.8%	30.6%
Northside ISD	Stevens HS	659	46.9%	13.2%	35.8%	21.8%	33.9%
Northside ISD	Taft HS	575	37.4%	17.9%	36.7%	24.3%	30.8%
Northside ISD	Warren HS	656	42.1%	19.7%	33.7%	26.4%	35.7%
Northside ISD	**Northside ISD**	**6989**	**42.0%**	**20.8%**	**32.0%**	**20.4%**	**35.3%**
Sunnyvale ISD	Sunnyvale HS	114	28.1%	43.0%	21.9%	14.3%	12.0%
Sunnyvale ISD	**Sunnyvale ISD**	**114**	**28.1%**	**43.0%**	**21.9%**	**14.3%**	**12.0%**

Excludes Enrollment Results in Independent Colleges or Universities

Conclusion

The Texas Latino School Boards Association is profoundly grateful to the Texas Association of School Administrators and the Texas Association of School Boards for their support of public education in Texas. In many cases, the officers of these organizations are longtime advocates and champions for public education, working alongside other longtime leaders in their local districts. Indeed, the TLSBA salutes the longtime service of these leaders at the local and state levels—and their patience in weathering the many critiques they receive as local and state leaders.

Notwithstanding, this work highlights the challenges faced by underfunded public schools in Texas, which struggle to get students to grade level in all subjects. Texas' failure to invest in public education and to bring all students to grade level will have a devastating effect on the future economy of the state. Perhaps, in retrospect, it might be heartening to see such large academic achievement gaps in the districts of TASA/TASB officers, since this signifies that they enjoy the opportunity of being models for closing academic achievement gaps in Texas and/or of joining their voices to others who decry the unjust systems that perpetuate these gaps.

The Texas Latino School Boards Association looks forward to working with TASA, TASB, and the districts of their officers to improve the situation of our students and those who serve them. The TLSBA remains convinced that this change will only occur through litigation: Texas students deserve their day in court, they deserve a high-quality education, and they deserve to be held to higher standards of academic equity that will better prepare them for college, career, and life success. In short, they deserve excellence in education.

As a result of the COVID-19 pandemic, Texas education leaders "turned on a dime" and recreated public education to benefit students and their families. The TLSBA earnestly hopes that Texas education leaders now turn their attention to the more serious and increasingly-urgent pandemic of the academic achievement gaps that plague our public schools and adversely affect economically-disadvantaged and at-risk students, largely comprised of students of color.

Now, fifty years after Judge William Wayne Justice's mandate in Civil Order 5281 to compensate "minority-group" children for past racial and ethnic isolation, and three decades after the establishment of a testing and accountability system that was meant to close academic achievement gaps, state leaders must ask themselves: "If not us, who? If not here, where? If not now, when? If not for the sake of the children we serve, why?"

A far worse pandemic than COVID-19 rages, and it is long past time for state education leaders to join hands and demand that the State of Texas honors its constitutional, statutory and moral obligation to provide an equitable education to *all* Texas students.

How Latinx Students Are Served by the Districts of 2021/2022 Officers of the Texas Association of Latino Administrators & Superintendents and the Mexican American School Boards Association

Texas Latino School Boards Association

Beginning in March 2020, the highly-visible crisis of the COVID-19 pandemic consumed the focus and energy of Texas education leaders, who courageously embraced the challenge of responding to the urgent needs of the students and families served by Texas public schools. Under the leadership of President Jacinto Ramos, Jr. and Executive Director Dr. Jayme Mathias, the Mexican American School Boards Association (MASBA) showed itself as a leader during the early days of the pandemic, convening school board members and superintendents for a series of conversations that were later published as *Pandemic Public School Perspectives: The Response of Texas Education Leaders to Exacerbated Inequities* (2021). MASBA's longtime partner, the Texas Association of Latino Administrators & Superintendents (TALAS) stepped up, summoning superintendents to take part in this conversation series.

Intriguingly, the sense of urgency demonstrated during the onset of the COVID-19 pandemic has largely been absent during the past 30 years of the deception of the "Texas Education Miracle"—the manipulation of testing and accountability data that the Texas Latino School Boards Association refers to as the "Lies of Texas." Because the Texas Education Agency (TEA) pretends to meet its constitutional, statutory and moral obligation of providing an equitable education to Texas students by getting them to "approach grace level,"

To be clear, the TLSBA applauds the efforts of TALAS and MASBA on behalf of the students who most need these organizations. This report, however, concludes with a clarion call to action for those who enjoy the title of statewide education leader, particularly within Latinx-serving organizations in Texas. In 1972, Judge William Wayne Justice mandated through Civil Order 5281 that "minority-group" children must be compensated for past racial and ethnic isolation. The elaborate, sophisticated testing and accountability systems that have been implemented by the Texas Education Agency during the past three decades are founded on the premise that such testing will help close the academic achievement gap for disadvantaged, at-risk children. Fifty years after Civil Order 5281, the "Lies of Texas" continue to inhibit such justice for the Latinx students who comprise the majority in our Texas public schools.

The TLSBA is dedicated to relentless advocacy for economically-disadvantaged, at-risk students and it looks forward to the day when such longtime friends and partners in public education as TALAS and MASBA step forward with a similar sense of urgency and commitment to change.

If the COVID-19 pandemic did nothing else, it showed that large education systems bent on maintaining the status quo *can* pivot to meet the needs of students and families. Even without the disruption of a medical crisis, the education leaders who serve our Latinx students in Texas must open their eyes to the "pandemic" of poor academic performance that plagues our Texas public schools.

Enrollment

This work explores the challenge of ten Texas public school districts to close academic achievement gaps and provide an equitable education to all students. This subset of districts includes all districts served by the 2021/2022 Officers of the Texas Association of Latino Administrators & Superintendents (TALAS) and the Mexican American School Boards Association (MASBA). During the past months, MASBA has experienced considered disruption, threatening its ability to continue to fulfill its mission: Its President Elect failed to win re-election on her local board, such that she no longer serves the organization, and the President-Elect recently resigned his seat on his local board, such that he will soon be stepping down from his position on the MASBA Board. MASBA also possesses a new Executive Director, which explains the greatly-reduced activity by MASBA during the past ten months. As a result, the findings in the present study reflect the MASBA Officer districts at the time that the data were pulled.

The TLSBA views TALAS and MASBA as tremendous potential allies in helping to secure the day in court that economically-disadvantaged, at-risk students in Texas deserve, and this work is in no way intended to "pick on" these districts or these officers; in fact, a forthcoming work in this series will turn the "microscope" and explore the challenges faced by the members of the TLSBA Board of Advisors, who together serve over 1.1 million Latinx students in the state's top 20 Latinx-serving districts. This work makes clear the very real challenges confronted by longtime education leaders who now lead statewide organizations dedicated to Latinx students and who struggle to meaningfully close gaps for economically-disadvantaged, at-risk students.

The COVID-19 pandemic adversely affected Texas public education in many ways, including such traditional key performance indicators as student enrollment and student performance on standardized tests. For this reason, much of the data presented by the TLSBA comes from 2018-2019, the last academic year not impacted by the COVID-19 pandemic, with the presupposition that key data have *not* improved during the past three years of great academic disruption.

As the following table makes clear, Latinx students comprise the largest enrollment block of students in eight of ten TALAS/MASBA Officer districts. A majority of students in these same eight districts economically-disadvantaged and at-risk.

	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
Student enrollment	30,169	57,315	2,239	84,510	55,987	209,772	9,463	32,682	16,962	41,064
% Latinx	31.2%	83.7%	99.2%	63.1%	51.0%	61.9%	65.6%	99.0%	30.4%	94.7%
% White	46.6%	9.4%	0.8%	11.3%	18.0%	9.0%	7.3%	0.7%	53.1%	3.1%
% African-American	16.5%	3.4%	0.0%	22.1%	17.7%	23.3%	20.1%	0.1%	4.7%	1.4%
% Asian	3.5%	1.2%	0.0%	1.8%	9.1%	4.2%	3.8%	0.1%	7.5%	0.3%
% EcoDis	45.8%	74.5%	90.1%	85.7%	64.8%	79.8%	72.4%	91.9%	24.2%	79.8%
% At-risk	35.4%	59.0%	70.5%	64.9%	51.4%	65.2%	73.1%	75.0%	26.5%	53.4%

Below-Grade-Level Performance by Latinx Students in Reading

The desire to sustain the (mis)perception of a "Texas Education Miracle" has led to a situation where hundreds of thousands of students annually "pass" a state test, allowing the State of Texas to pretend that it is providing an equitable education to all students, even while those students are not achieving at grade level. The State of Texas Assessments of Academic Readiness (STAAR) divides students into four categories based on test performance: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The percentages of students in these categories do not add up to one—unless the percentage of students who "Meet Grade Level" is subtracted from the percentage of students who "Approach Grade Level."

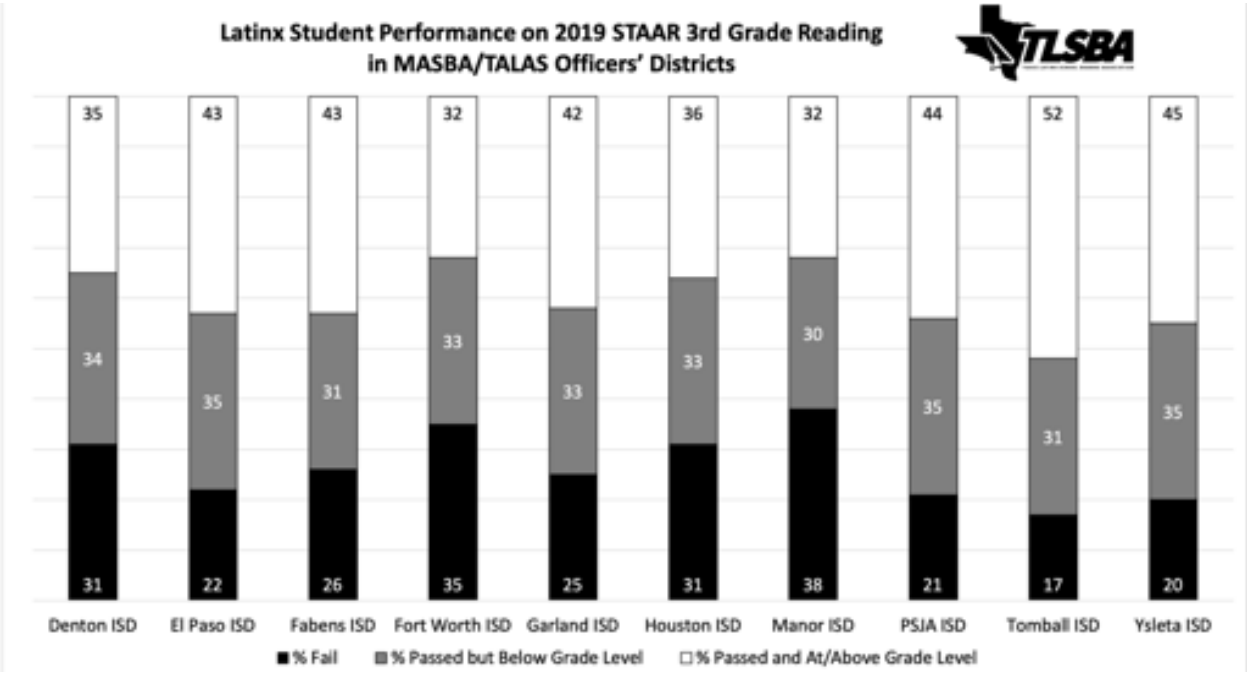
To be clear, *all* students who do *not* "Meet Grade Level" are *below* grade level. The State's test of constitutional equity, though, as Commissioner Morath explained to TASB Directors some five years ago, is *not* based on student meeting grade level; it is based on students who "approach" grade level.

The following bar charts reveal the deception perpetrated by the State of Texas. The white area of each bar indicates the percentage of students who passed the State of Texas Assessments of Academic Readiness (STAAR) and were at or above grade level. The percentage of students who failed the test and were below grade level is shown in black. The students in grey are classified by the Texas Education Agency as "approaches grade level": They "passed" the STAAR and thus were counted toward meeting the State's burden of providing an equitable education—even though they were *not* at grade level.

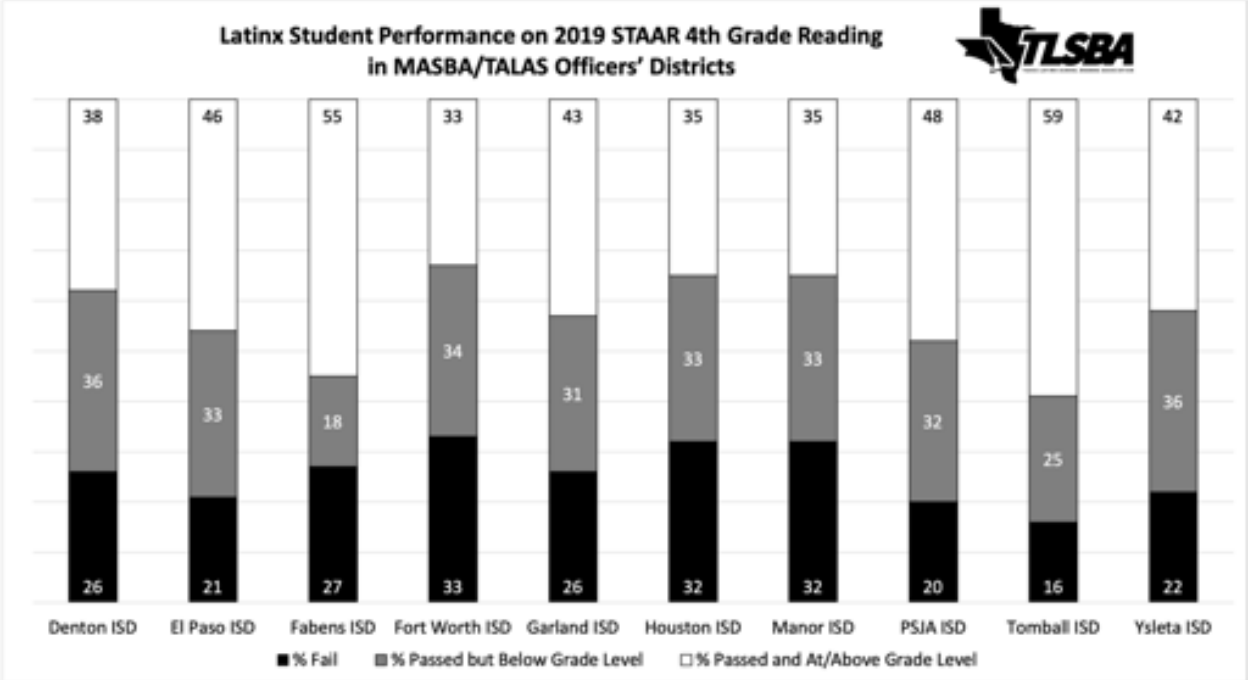
The grey area of each bar becomes increasingly important with each passing year since the inability to be on grade level is often exacerbated over the years, such that, by the time of exit exams in high school, all students who "pass" the STARR, even if not at grade level, are exempted from Individual Graduation Committees. In short, the grey area represents a human tragedy: all the students who were promoted to the next grade or who graduated from high school *without* learning the necessary knowledge and skills expected of students of their grade level.

The State of Texas points to the white and grey areas together as a representation of students "passing" the STAAR, while, in reality, the grey and black areas together reflect the real percentage of students who are *not* at grade level at the time of testing. When the grey and black areas are seen together—as all students *not* on grade level—a stark picture of Texas public education emerges. One does well to examine the following graphs from this perspective, recognizing the "gap" in each, how the Texas Education Agency views Texas' "success" in providing an equitable education to various students (by combining the white and grey areas), and the ways in which one might more accurately view the percentages of students in Texas who are not at grade level (by seeing the back and grey areas together).

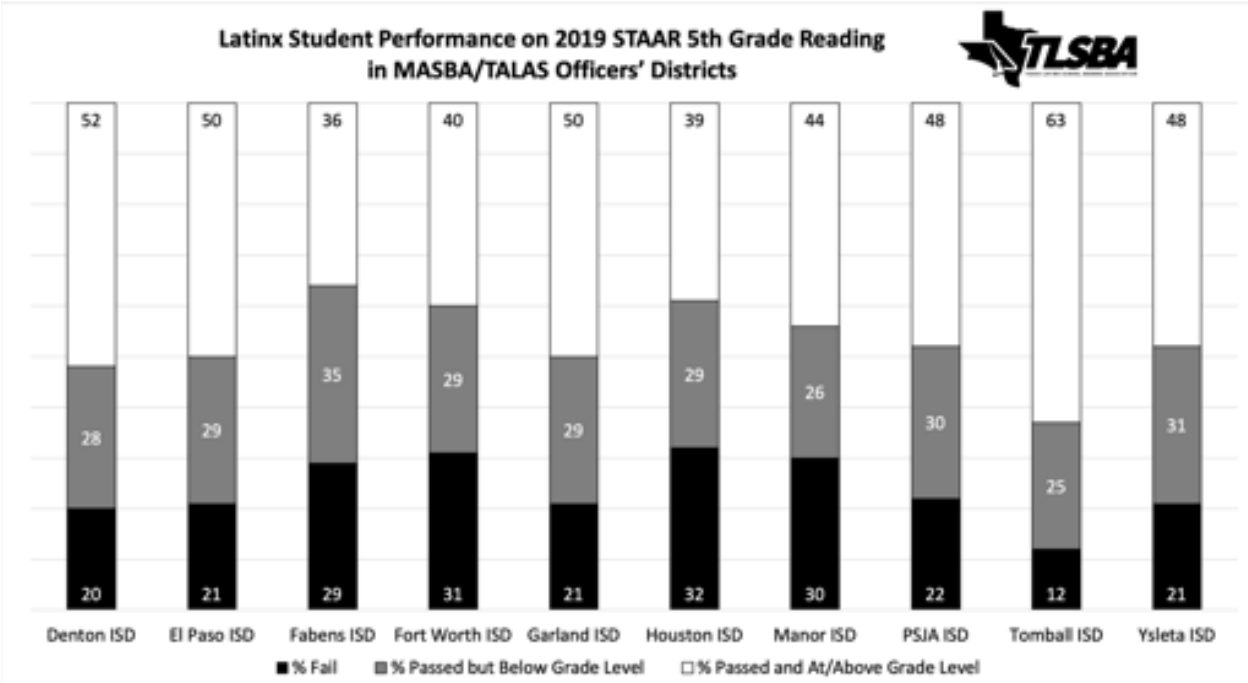
The following chart reveals that in 2019, during the last administration of the STAAR before the COVID-19 pandemic, only one of ten TALAS/MASBA Officer districts (viz., Tomball ISD) was able to get the majority of Latinx ("Hispanic") third-grade students to grade level in reading.



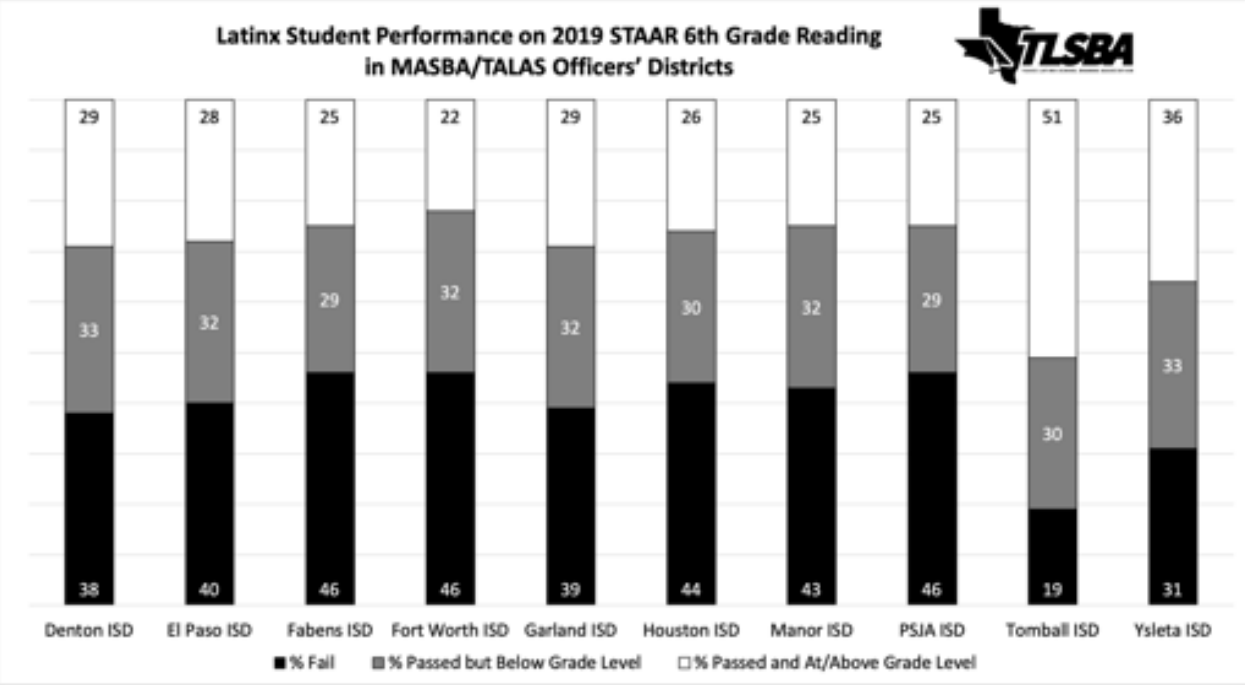
Slightly larger percentages of fourth-grade Latinx students were reading at grade level in TALAS/MASBA districts prior to the pandemic.



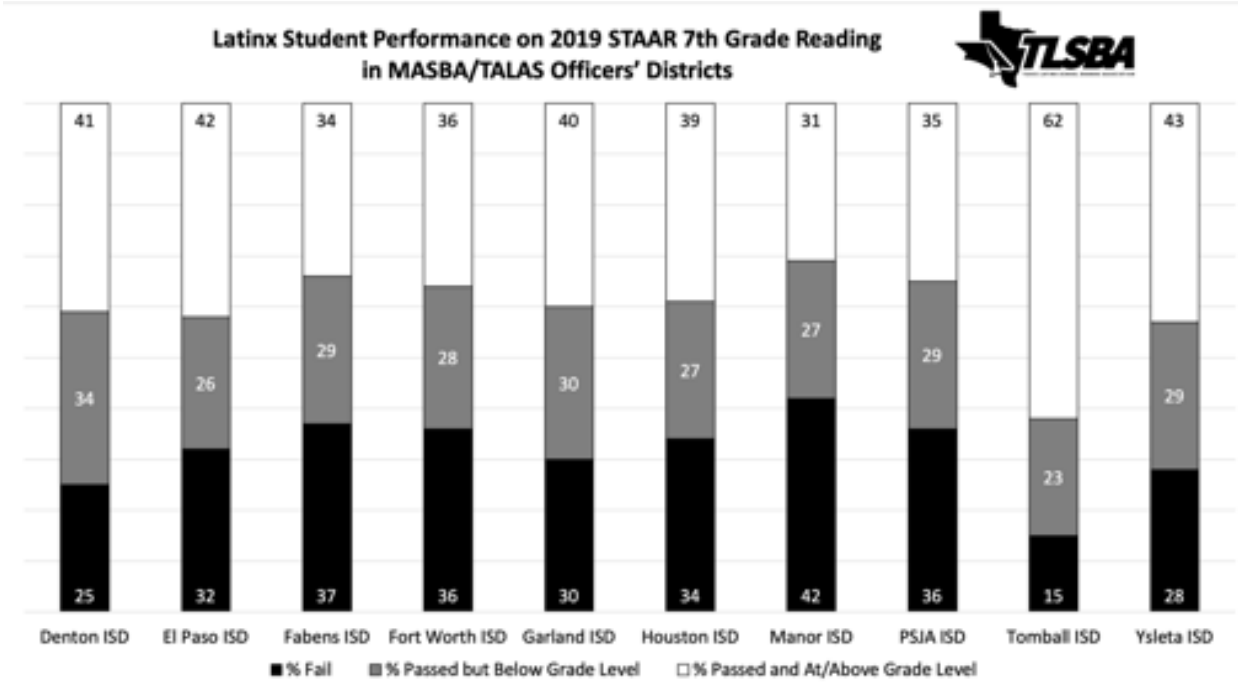
In 2019, TALAS/MASBA Officer districts succeeded in getting 36% to 63% of fifth-grade Latinx students to grade level in reading.



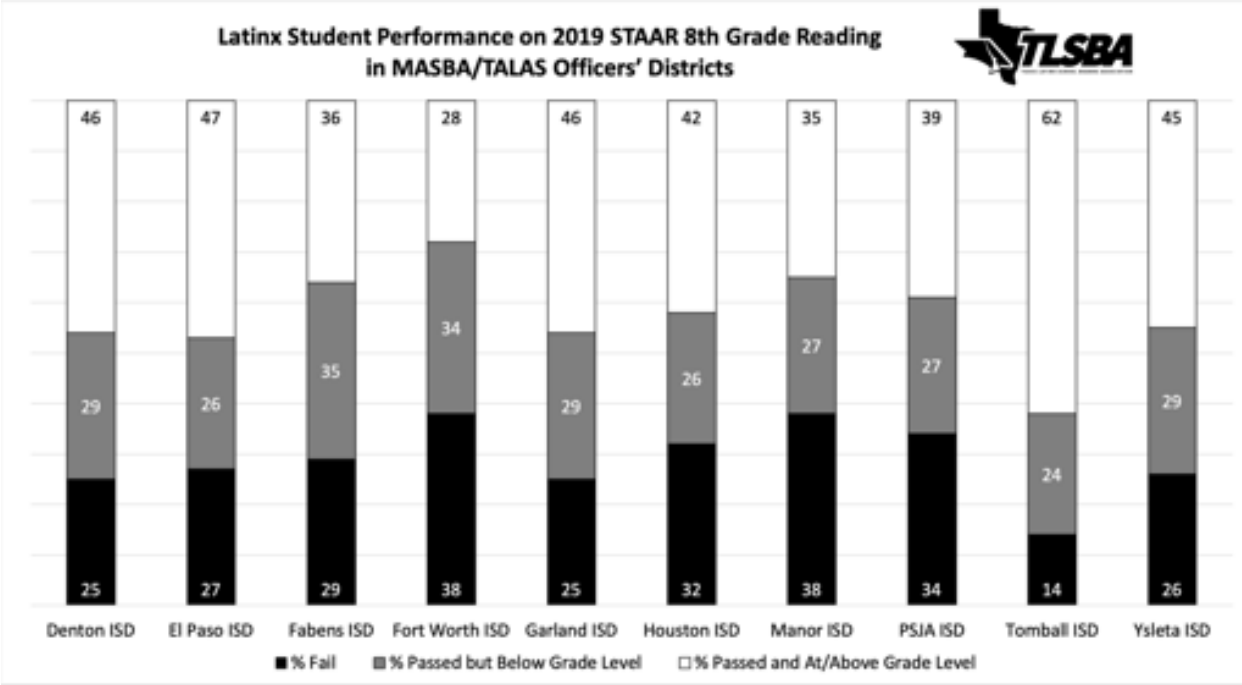
By the sixth-grade, the effect of the inability to be at grade level in previous grades is manifest. One immediately sees that a single TALAS/MASBA Officer district was able to get a majority of sixth-grade Latinx students to grade level in reading *prior* to the pandemic, and that over a third of sixth-grade students failed the reading test in eight of ten TALAS/MASBA districts.



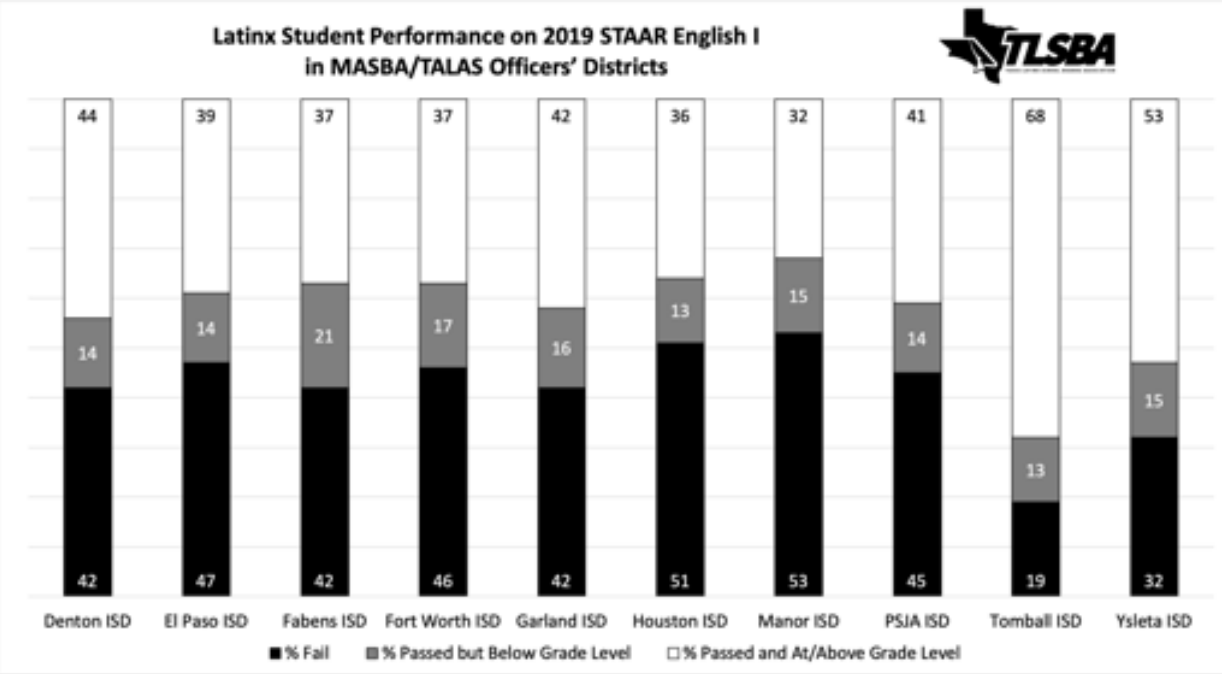
Higher passing rates can be seen in the seventh grade. As previous works of the TLSBA show, however, this is partly due to the fact that the tests of higher grade levels, in an attempt to "pass" as many students as possible, contain an increasing number of questions that are below grade level.



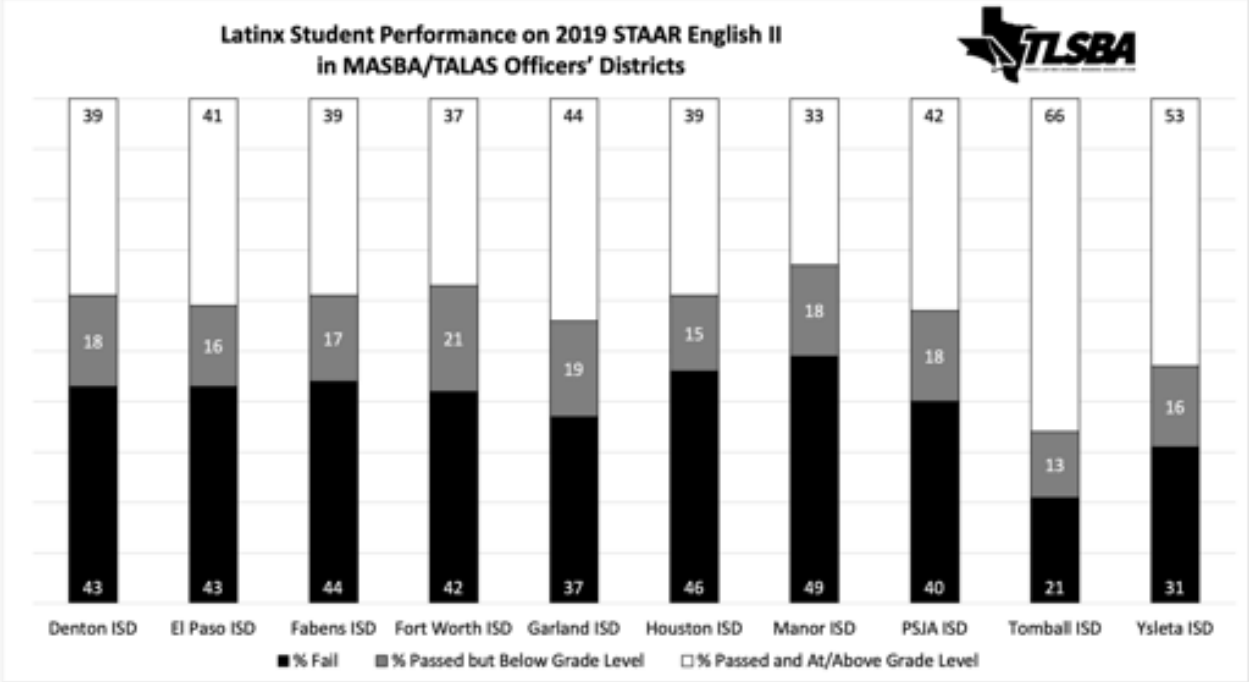
Intriguingly, the State of Texas classifies higher percentages of eighth-grade Latinx students as being at or above grade level. One immediately notes the drastically reduced numbers of students who fail the STAAR in upper grade levels.



By the time Latinx students take end-of-course tests in high school, 42% to 53% of Latinx students in eight of ten TALAS/MASBA districts failed the English I end-of-course exam required for graduation. These high failing rates dwarf the 21% to 38% fail rates by Latinx third-grade students in the same TALAS/MASBA Officer districts, suggesting that gaps only widen from year to year in TALAS/MASBA Officer districts.

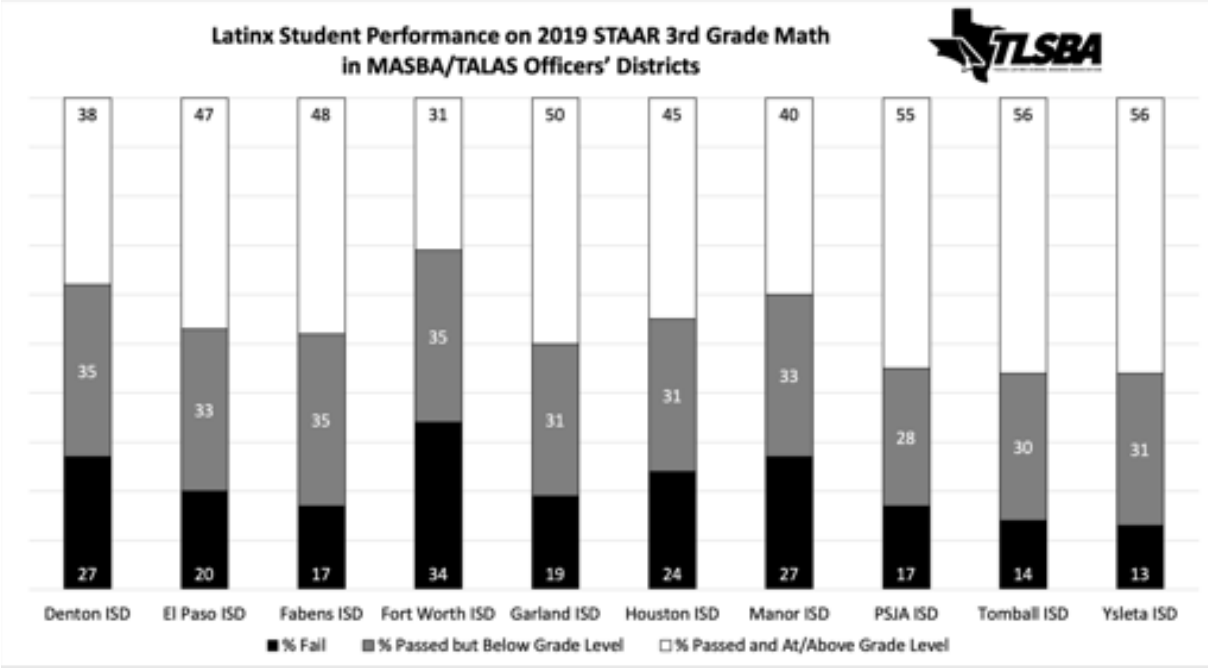


Similarly, 37% to 49% of Latinx students in TALAS/MASBA Officer districts outright fail the English II end-of-course exam.

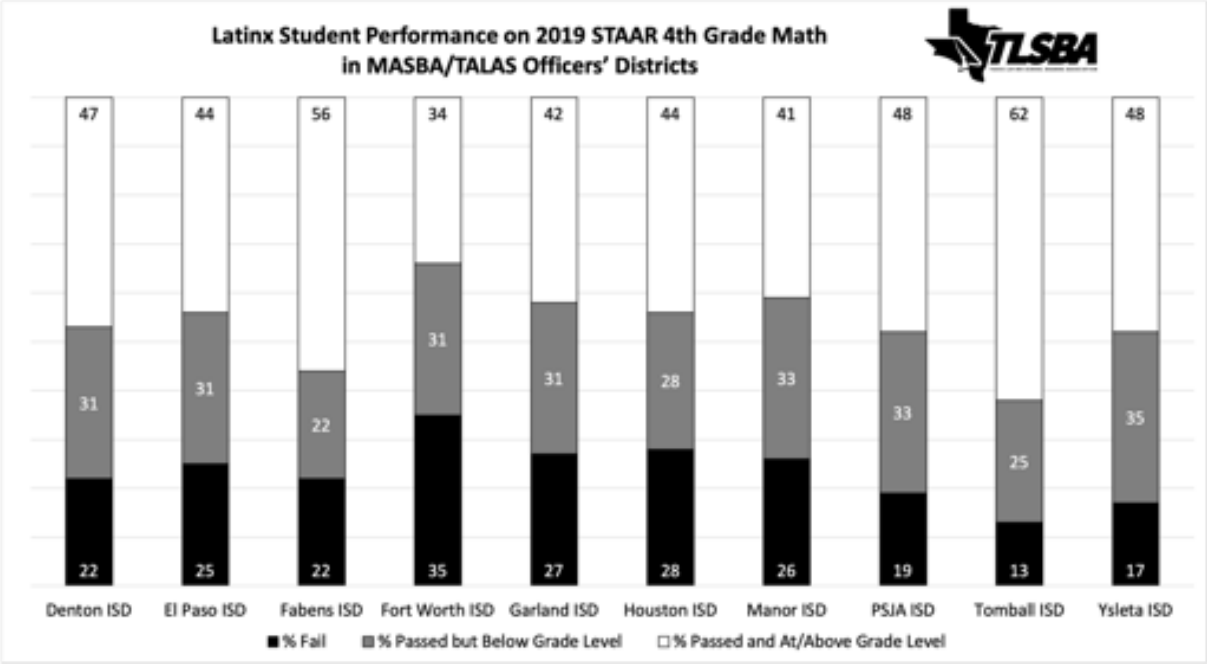


Below-Grade-Level Performance by Latinx Students in Math

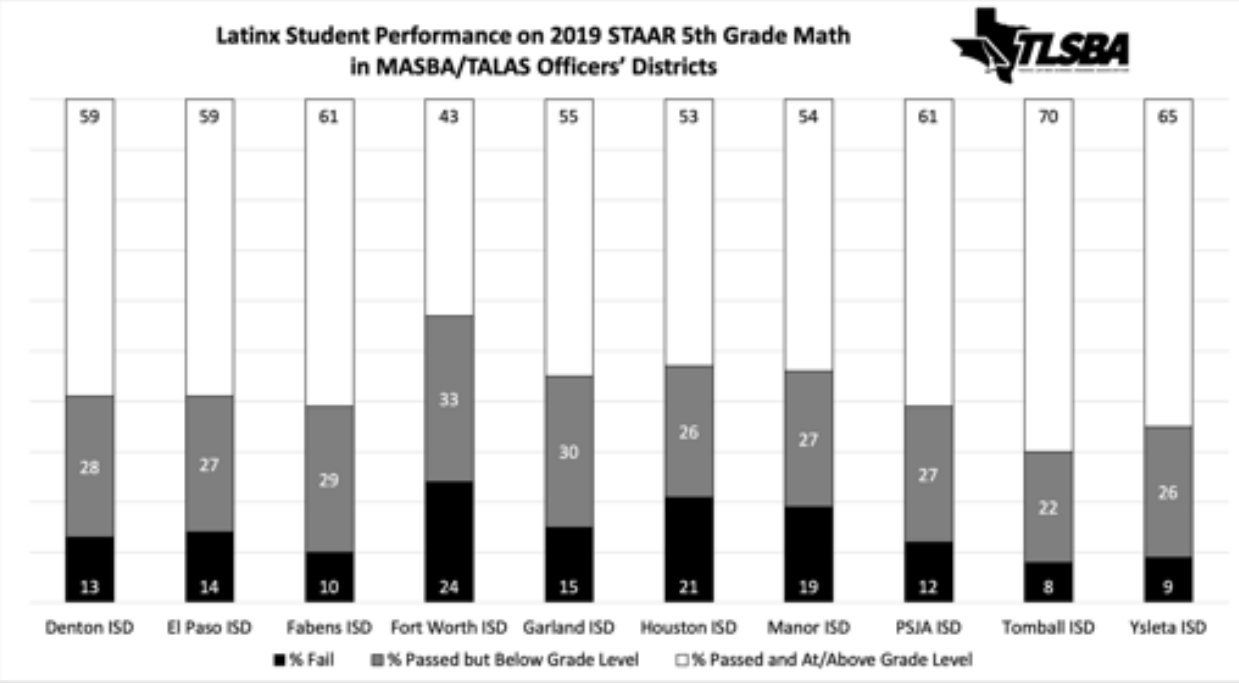
The following charts reveal the pre-pandemic math performance of Latinx students in TALAS/MASBA Officer districts. Seven of ten TALAS/MASBA Officer districts were unable to get a majority of third-grade Latinx students to grade level in math.



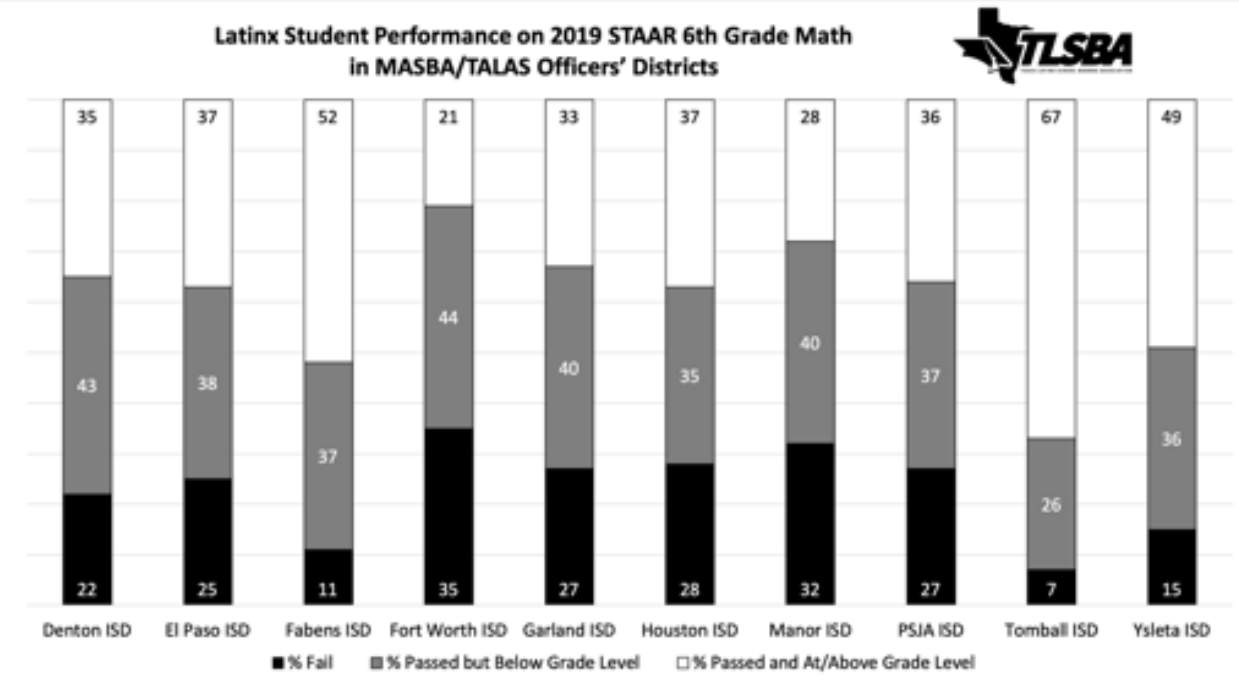
Only the two TALAS/MASBA Officer districts with the lowest percentages of economically-disadvantaged and at-risk students were able to get a majority of fourth-grade Latinx students to grade level in math.



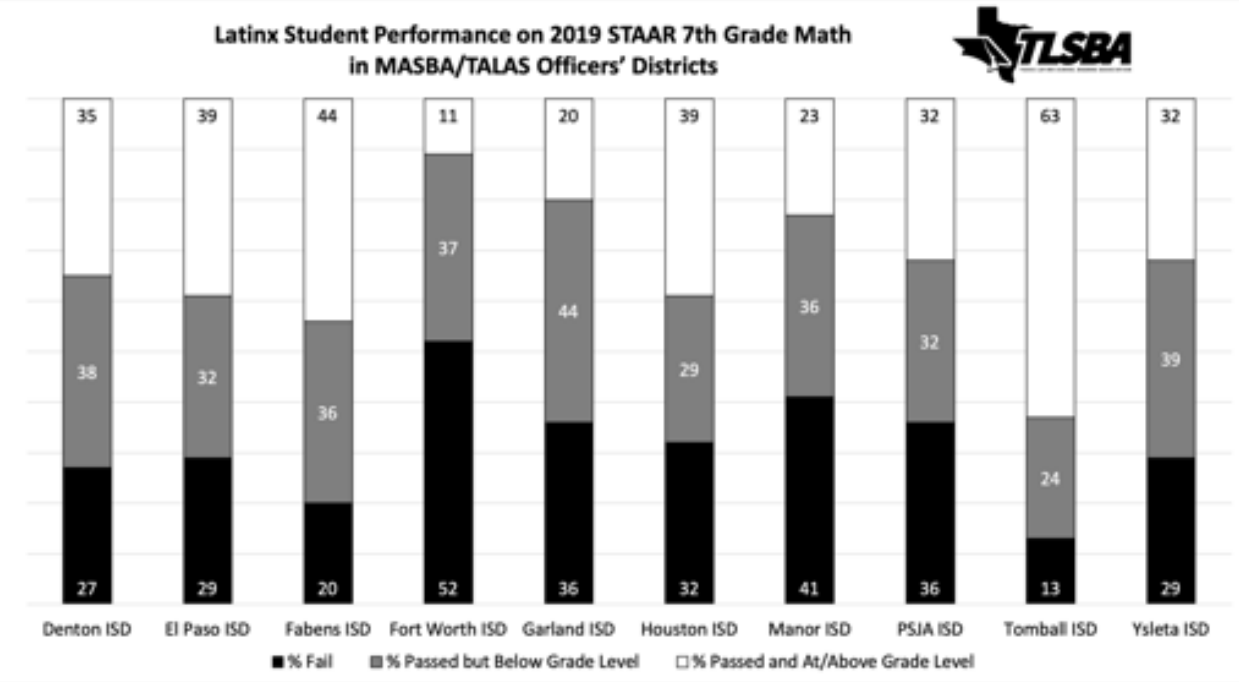
Adjustments in the test ensure that higher percentages of fifth-grade Latinx students are at grade level. The following chart would lead us to believe that, even though 34% to 62% of fourth-grade Latin students (above) were at grade level, 43% to 70% of fifth-grade students (below) did the same. This incongruency is worthy of study. One views with incredulity the low failing rates (9% to 24%) at this level.



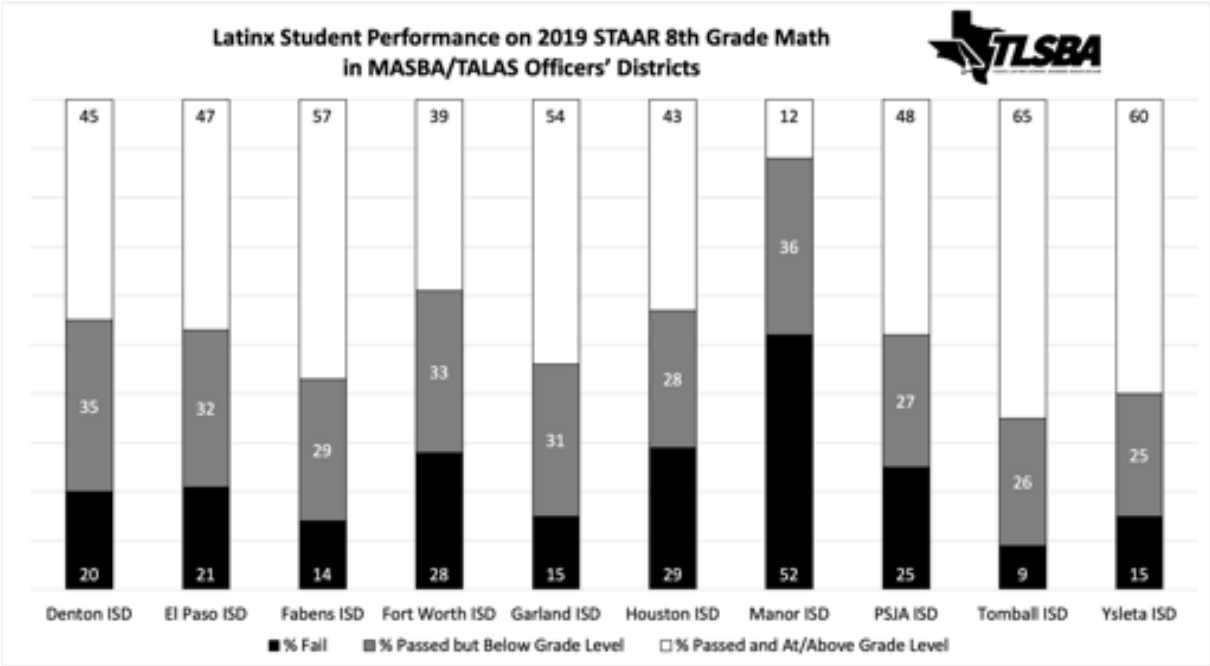
In sixth-grade math, we see the largest-yet grey areas, representing the percentages of below-grade-level students who "passed" the test. This graph reveals "the Lies of Texas": The Texas Education Agency adds the white and grey area of each bar to suggest that 65% to 93% of students in these districts are meeting the State's constitutional burden to provide an equitable education.



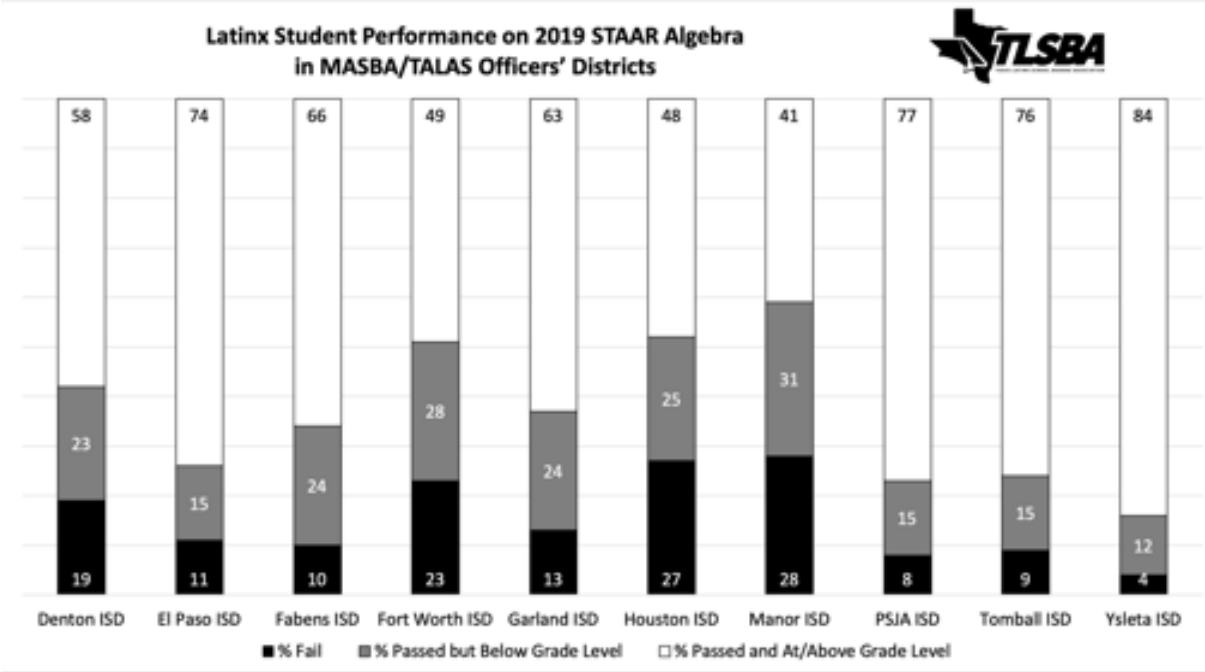
According to the TEA, 48% to 87% of seventh-grade Latinx students in TALAS/MASBA Officer districts were meeting the State's constitutional equity definition, while only 11% to 63% were at grade level.



The following chart suggests higher percentages of eighth-grade Latinx students performing at or above grade level in TALAS/MASBA Officer districts.

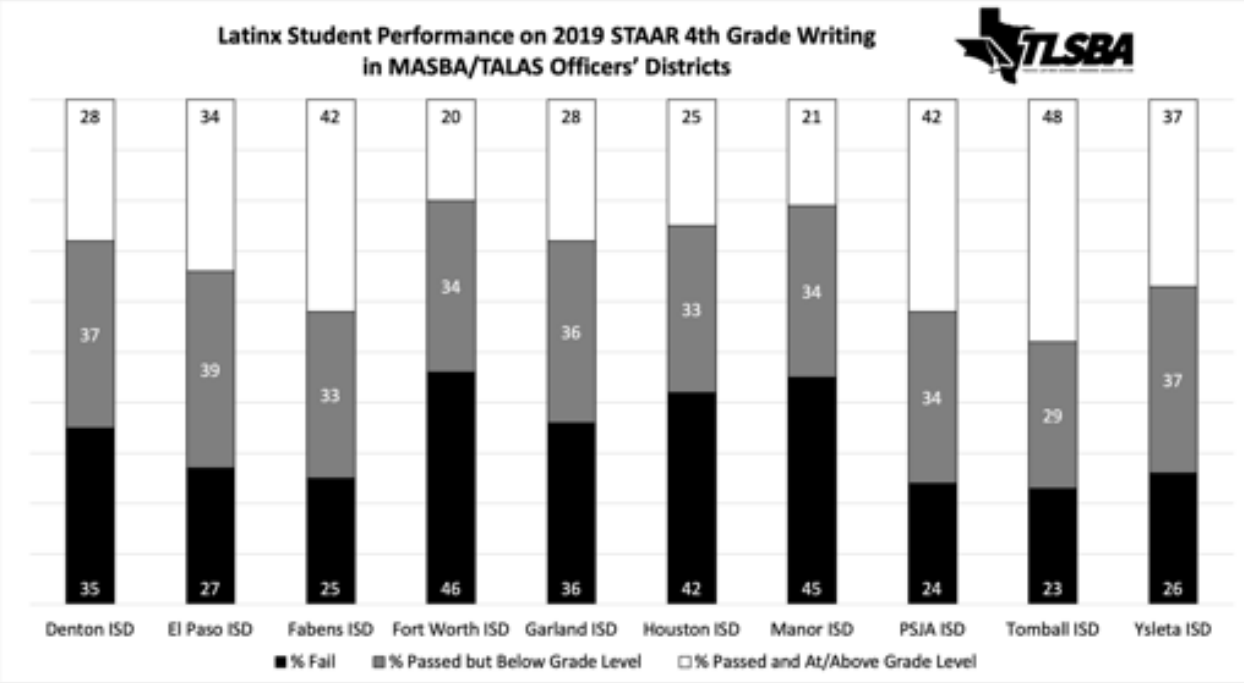


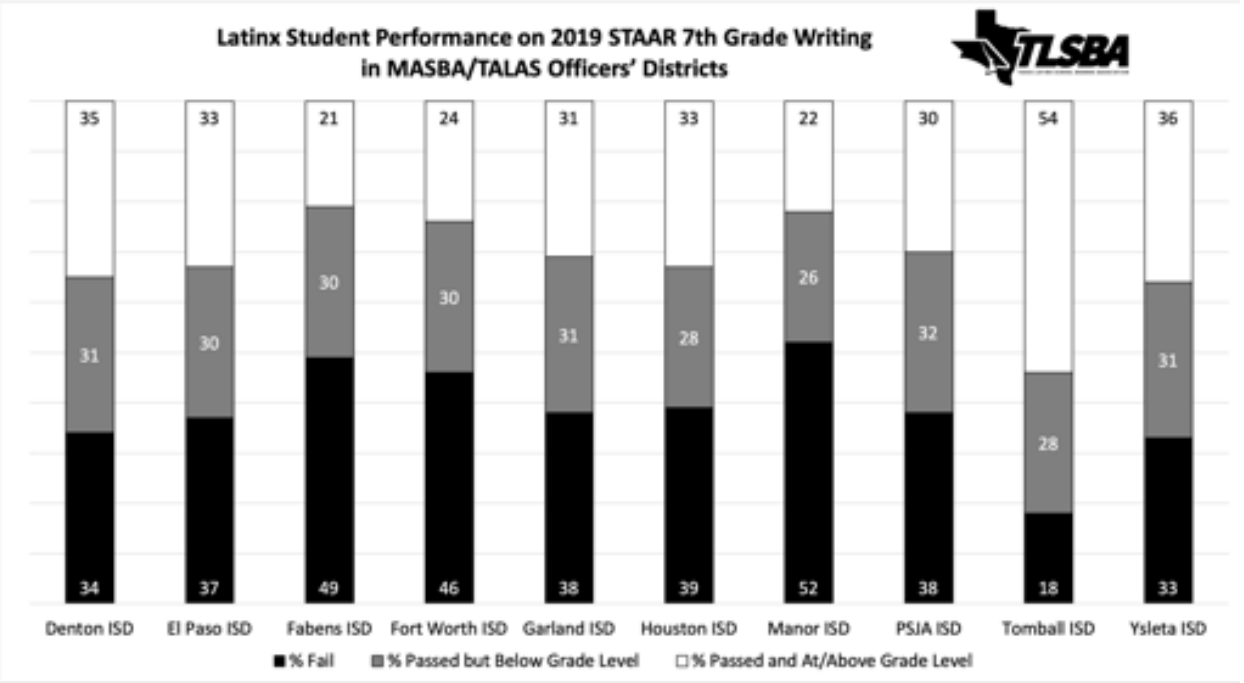
Data for the end-of-course Algebra test confirm that many questions on this test would no doubt be found to be below grade level, since an astounding 41% to 84% of Latinx students are found to be at grade level—higher percentages than any prior grade level. Though the TLSBA has not yet analyzed the grade level of questions in the SY18/19 administration of the STAAR, the TLSBA noted in a previous work the research of Dr. Kathleen Coburn of Temple ISD, who concluded that, for one year of testing, that 100% of questions on the end-of-course math test were found to be from the fifth- through eighth-grade levels of math.



Below-Grade-Level Performance by Latinx Students in Writing

Students are tested in writing only in the fourth and seventh grades. The following charts reveal the pre-pandemic writing performance of Latinx students in TALAS/MASBA Officer districts. The following bar charts show that, despite much higher percentages of students "passing" the test, the majority of fourth-grade Latinx students in all ten TALAS/MASBA Officer districts were writing *below* grade level. The percentages of students at grade level diminished in four of ten TALAS/MASBA Officer districts.





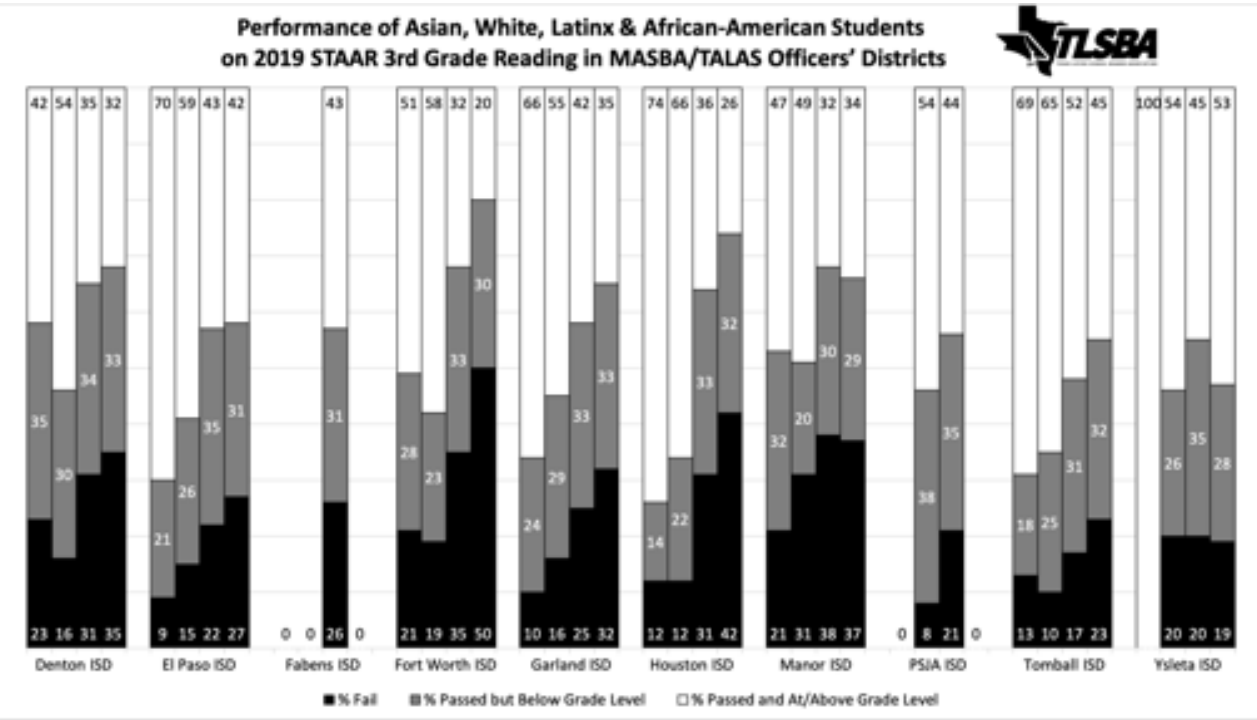
Academic Achievement Gaps in Reading by Race/Ethnicity

Gaps are exposed when one compares the performance of various student subpopulations. The following charts reveal the pre-pandemic gaps of Asian students, White students, Latinx students, and African-American students who were at or above grade level in reading in TALAS/MASBA Officer districts.

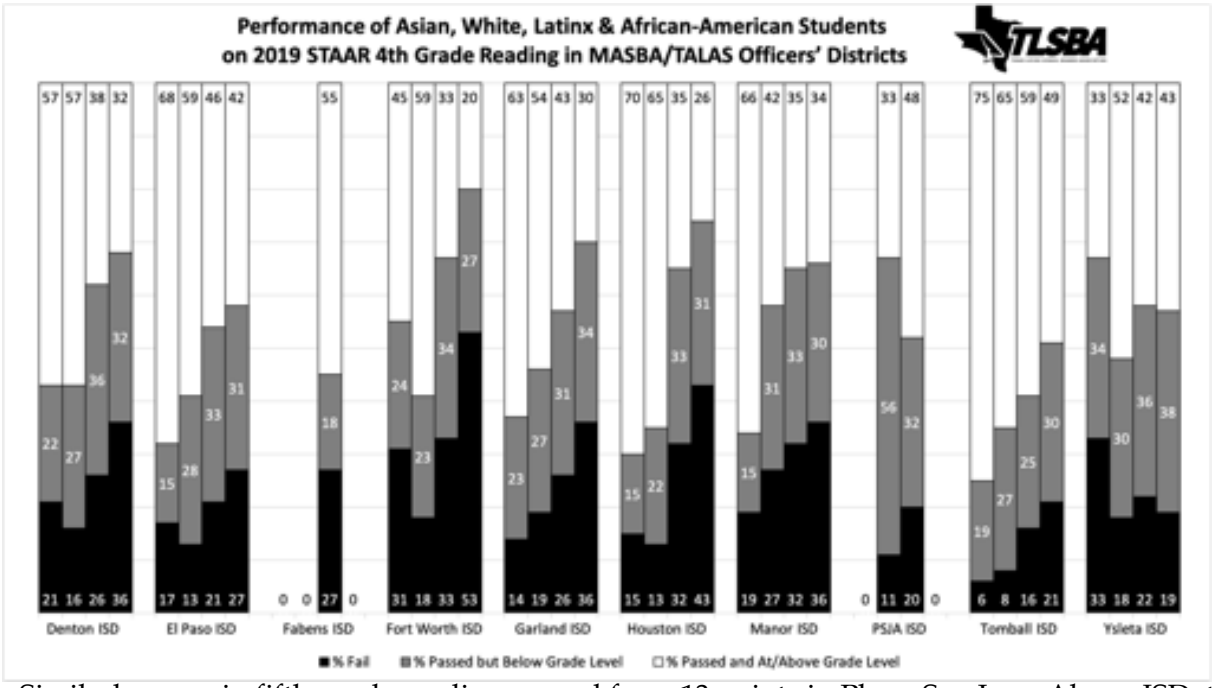
Prior to the pandemic, these gaps in third-grade reading ranged from eight points in Ysleta ISD and nine points in Pharr-San Juan-Alamo ISD, to 15 points in Manor ISD, 22 points in Denton ISD, 24 points in Tomball ISD, 28 points in El Paso ISD, and 31 points in Garland ISD, to especially glaring gaps of 38 points in Fort Worth ISD and 48 points in Houston ISD.

To close these gaps would require the State to dedicate the necessary resources to lift the lowest percentages of passing students in each set of bars to be equal to the highest percentage. The importance of closing these gaps is illuminated by the research of Dr. Michael Kline of the Hobby Center at Rice University, who has stated that the closing of these gaps by 2050 would result in adding $899 billion *per year* to our Texas economy.

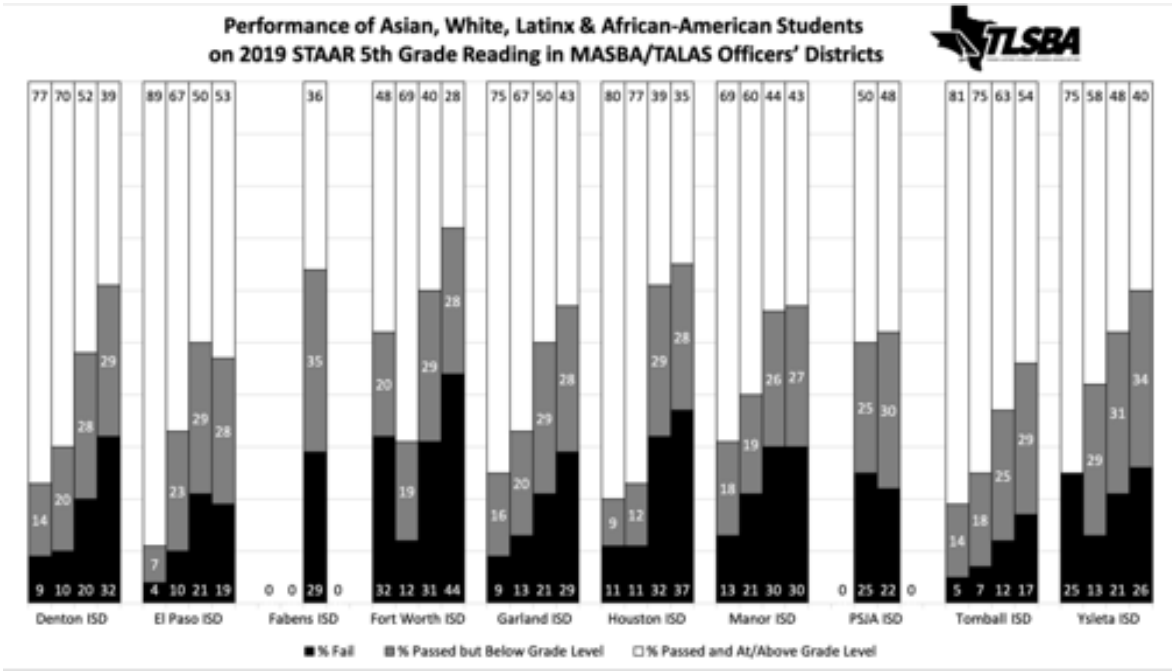
When data are desegregated by race/ethnicity, only one TALAS/MASBA Officer district—Tomball ISD—was able to get a majority of third-grade Latinx students to grade level in reading prior to the pandemic. In two TALAS/MASBA Officer districts—Fort Worth ISD and Manor ISD—less than a third of third-grade Latinx students were reading at grade level prior to the pandemic.



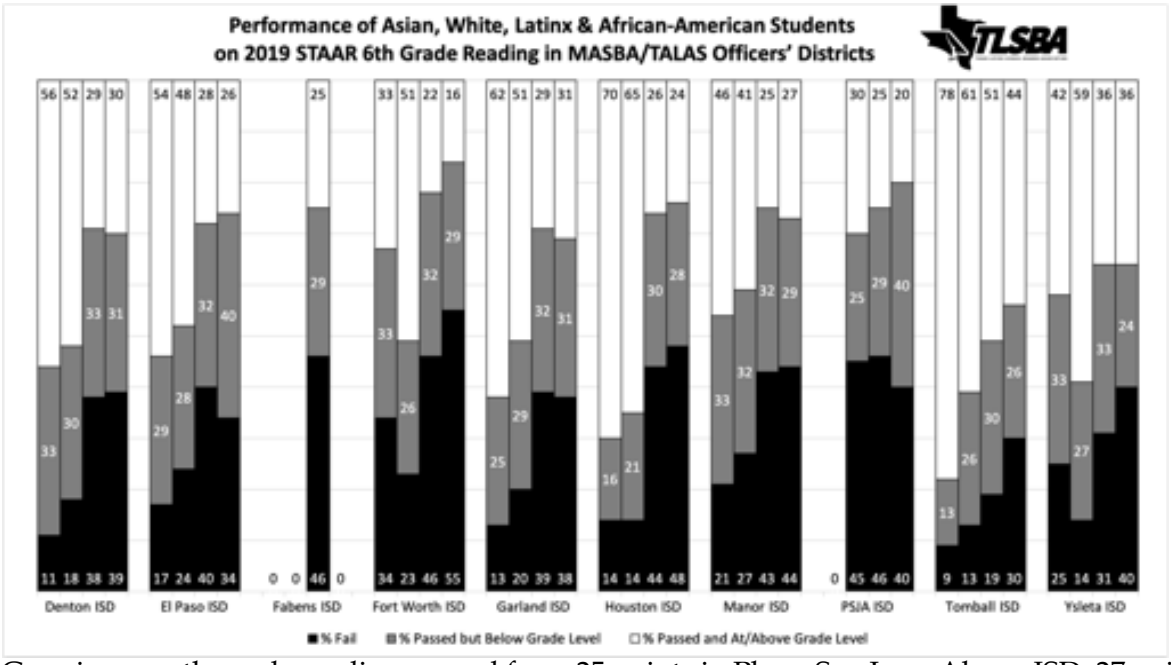
Similarly, gaps in fourth-grade reading ranged from 15 points in Pharr-San Juan-Alamo ISD and 19 points in Ysleta ISD, to 25 points in Denton ISD, 26 points in El Paso ISD and Tomball ISD, to especially glaring gaps of 32 points in Manor ISD, 33 points in Garland ISD, 39 points in Fort Worth ISD and 44 points in Houston ISD. Even prior to the pandemic, only two of ten TALAS/MASBA Officer districts—Fabens ISD and Tomball ISD—were unable to bring a majority of Latinx fourth-grade students to grade level.



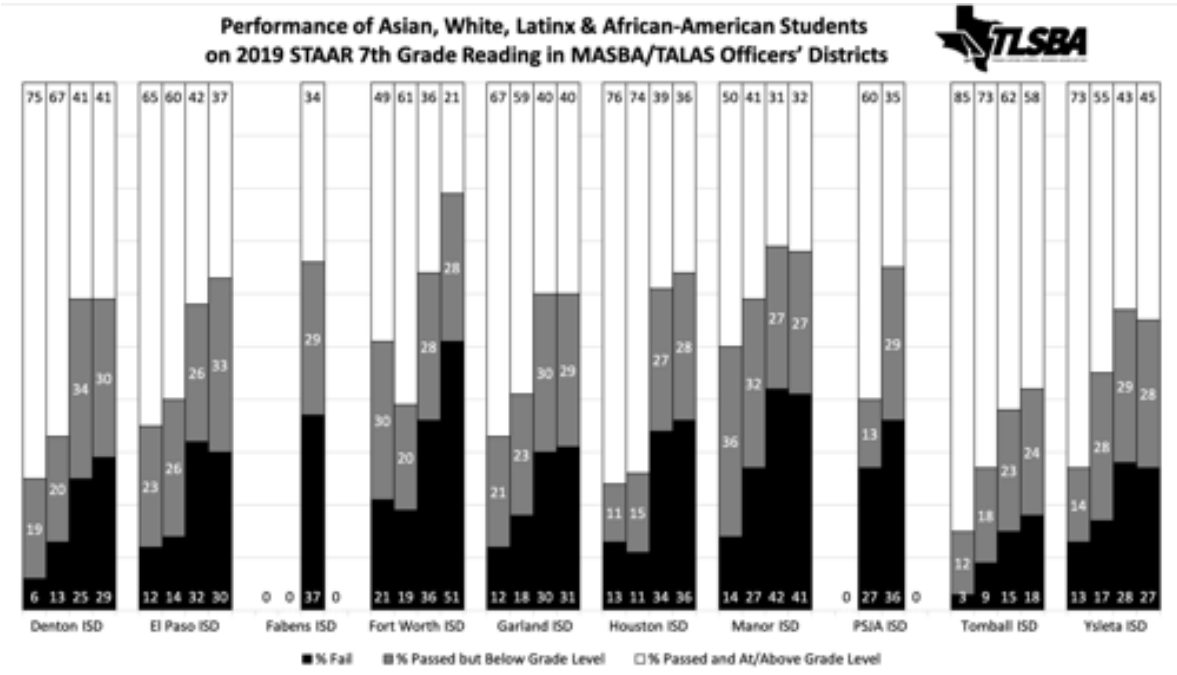
Similarly, gaps in fifth-grade reading ranged from 13 points in Pharr-San Juan-Alamo ISD, to 26 points in Manor ISD and 27 points in Tomball ISD, to 32 points in Garland ISD, 35 points in Ysleta ISD, 38 points in Denton ISD, and 39 points in El Paso ISD, to especially glaring gaps of 41 points in Fort Worth ISD and 45 points in Houston ISD.



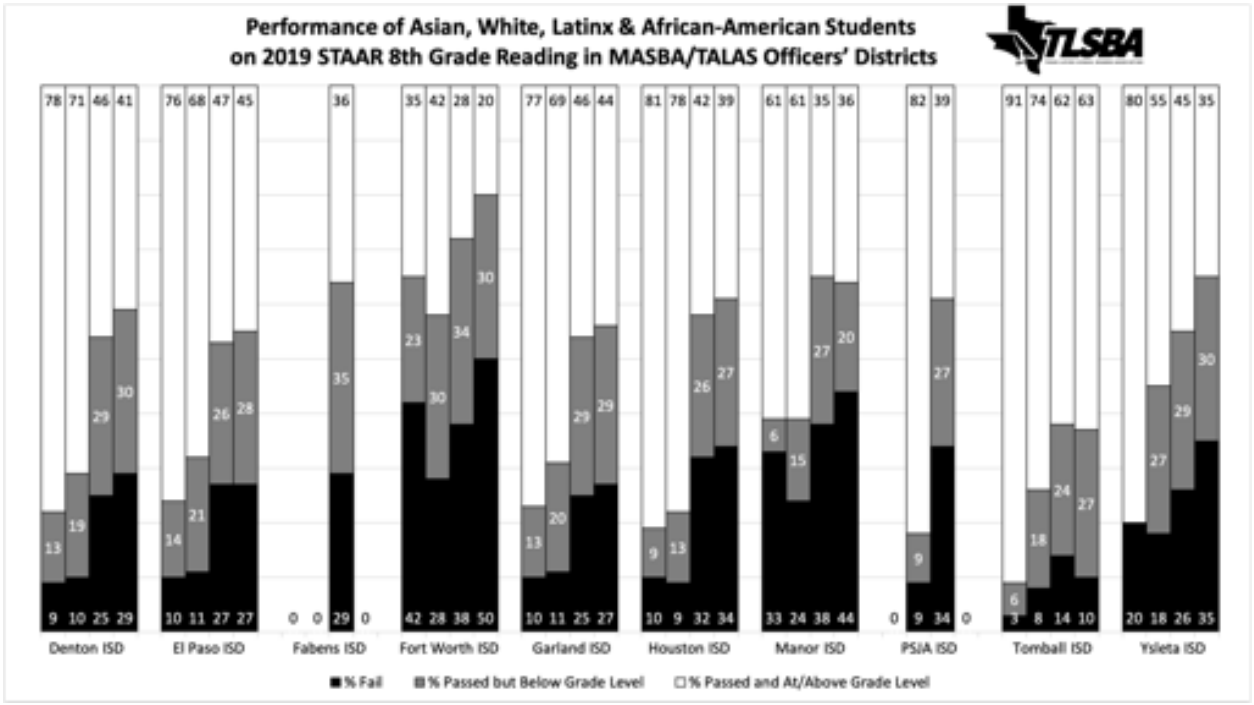
Gaps in sixth-grade reading ranged from 10 points in Pharr-San Juan-Alamo ISD, to 21 points in Manor ISD, 23 points in Ysleta ISD, 27 points in Denton ISD, and 28 points in El Paso ISD, to 33 points in Garland ISD and 34 points in Tomball ISD, to especially glaring gaps of 45 points in Fort Worth ISD and 46 points in Houston ISD. Even prior to the pandemic, only one of ten TALAS/MASBA Officer districts (viz., Tomball ISD) was able to get a majority of Latinx sixth-grade students to grade level in reading.



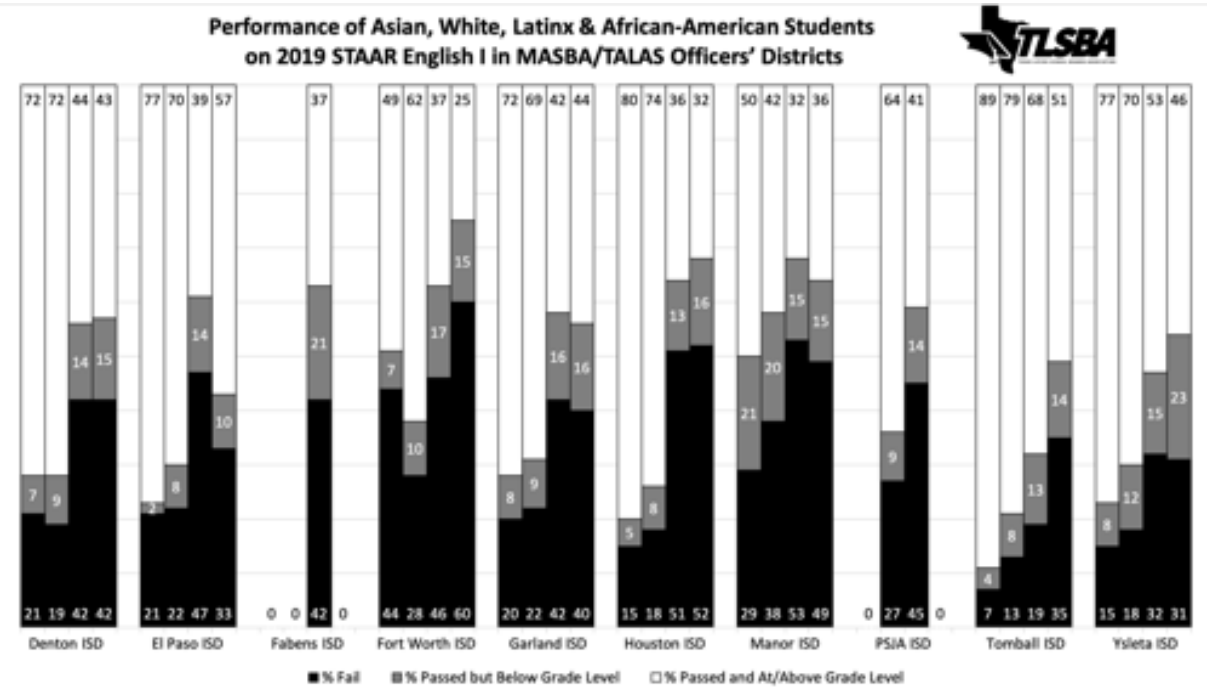
Gaps in seventh-grade reading ranged from 25 points in Pharr-San Juan-Alamo ISD, 27 points in Garland ISD and Tomball ISD, 28 points in El Paso ISD, 29 points in Manor ISD, 30 points in Ysleta ISD and 34 points in Denton ISD, to especially glaring gaps of 40 points in Fort Worth ISD and Houston ISD.



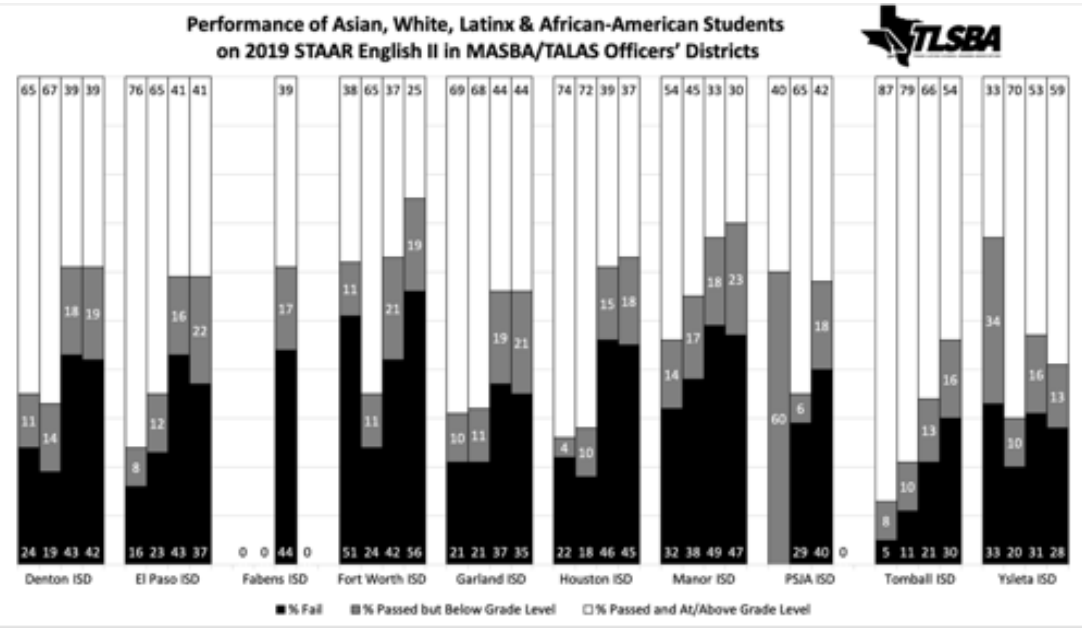
Gaps in eighth-grade reading ranged from 22 points in Fort Worth ISD and 26 points in Manor ISD, to 29 points in Tomball ISD, 31 points in El Paso ISD, 33 points in Garland ISD and 37 points in Denton ISD, to especially glaring gaps of 42 points in Houston ISD, 43 points in Pharr-San Juan-Alamo ISD and 45 points in Ysleta ISD.



Gaps in English I ranged from 18 points in Manor ISD and 23 points in Pharr-San Juan-Alamo ISD, to 29 points in Denton ISD, 30 points in Garland ISD and 31 points in Ysleta ISD, to especially glaring gaps of 37 points in Fort Worth ISD, 38 points in El Paso ISD and Tomball ISD, and 48 points in Houston ISD.

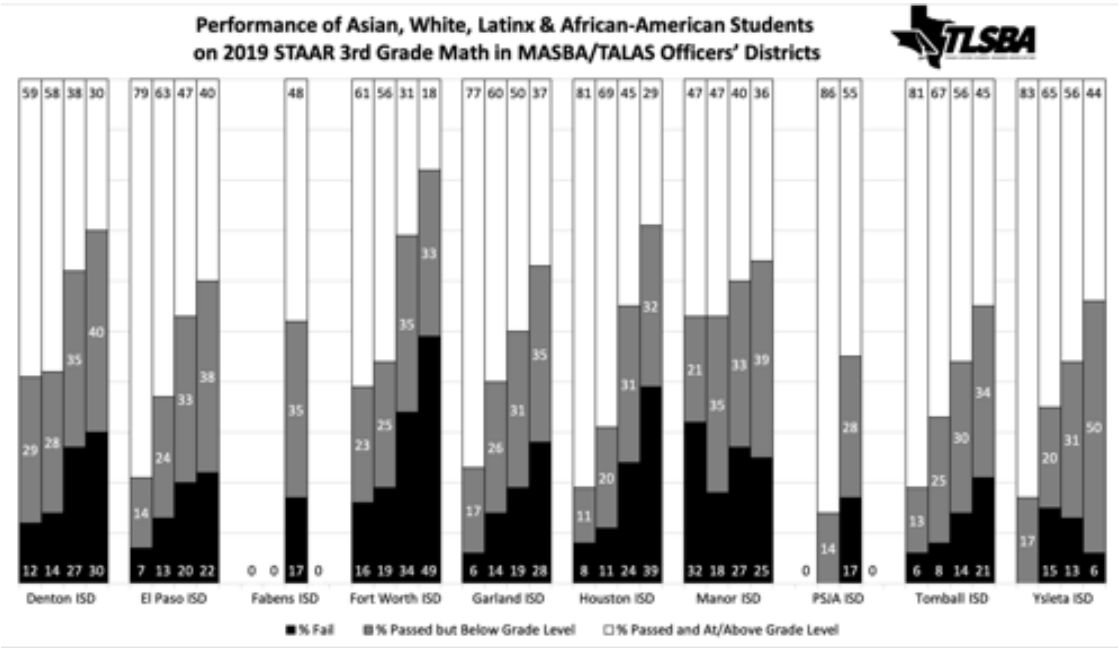


Gaps in English II ranged from 24 points in Manor ISD and 25 points in Garland ISD and Pharr-San Juan-Alamo ISD, to 28 points in Denton ISD, 33 points in Tomball ISD and 35 points in El Paso ISD, to especially glaring gaps of 37 points in Ysleta ISD and Houston ISD, and 40 points in Fort Worth ISD.

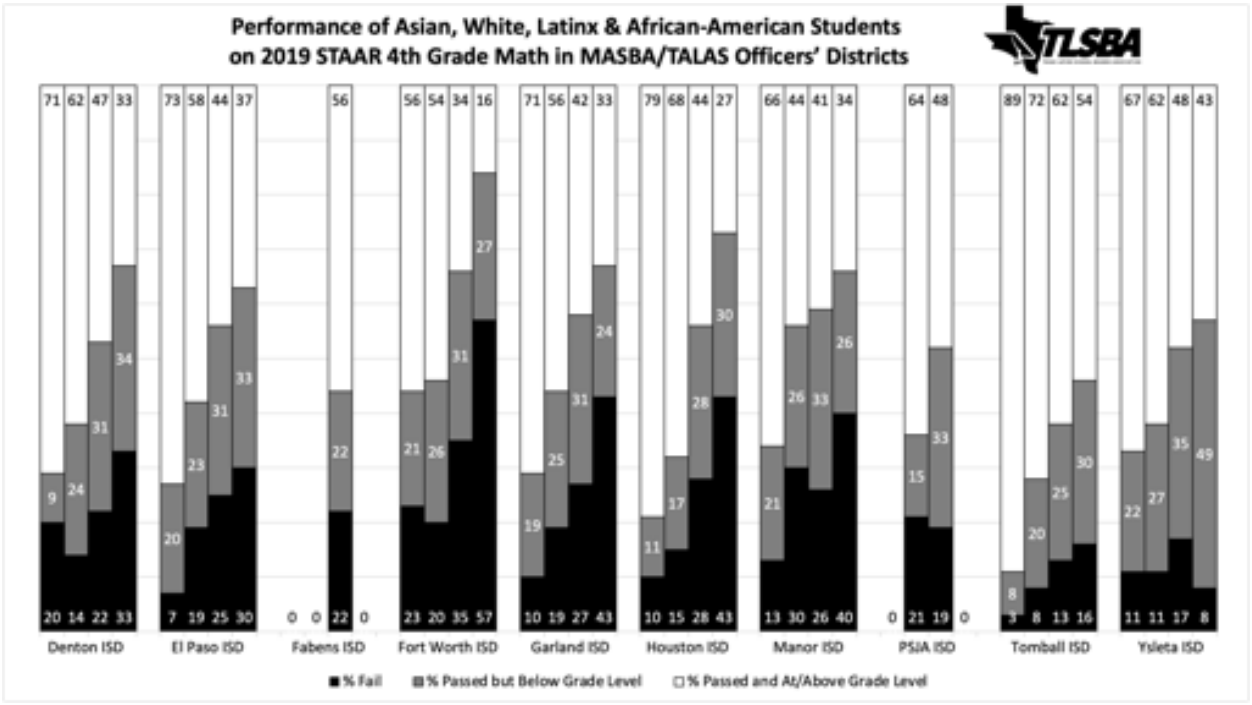


Academic Achievement Gaps in Math by Race/Ethnicity

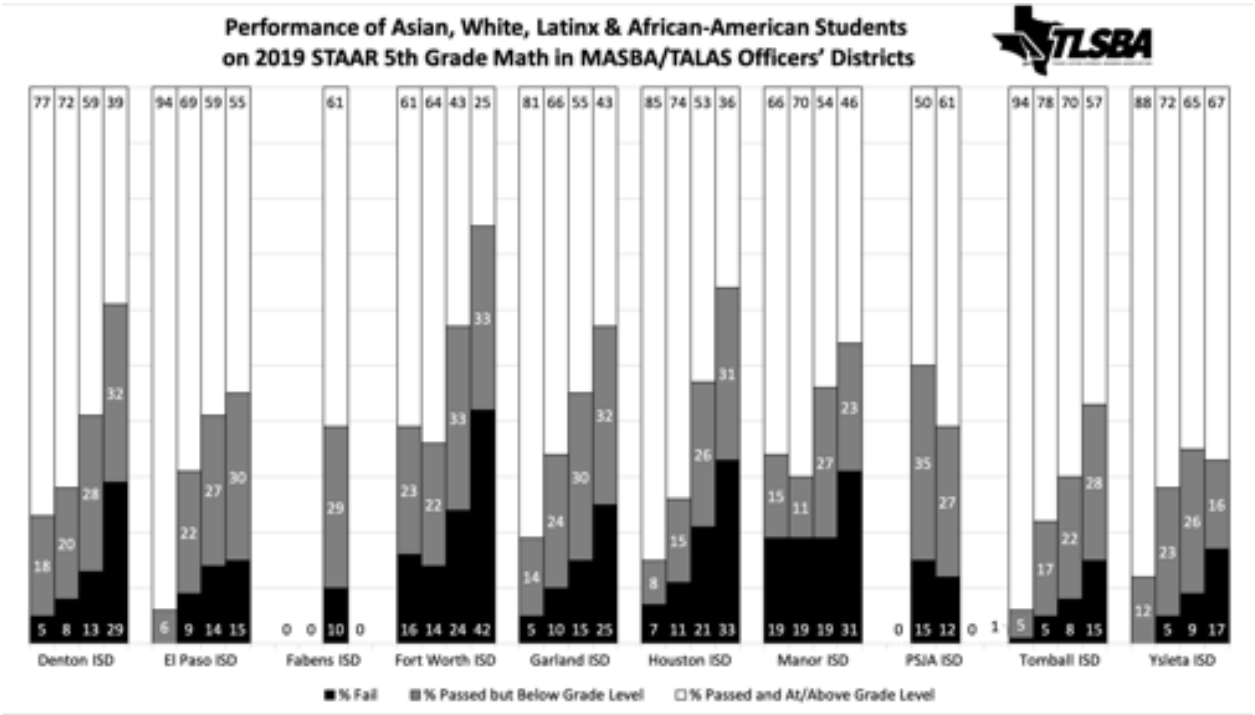
As one might expect, the gaps in math performance largely mirror those in reading. Gaps in third-grade math ranged from 11 points in Manor ISD, to 29 points in Denton ISD and 31 points in Pharr-San Juan-Alamo ISD, to 36 points in Tomball ISD, 39 points in El Paso ISD and Ysleta ISD, 40 points in Garland ISD, and 43 points in Fort Worth ISD, to an especially glaring gap of 52 points in Houston ISD. Even prior to the pandemic, not a single TALAS/MASBA Officer district was getting the majority of third-grade African-American students to grade level in math.



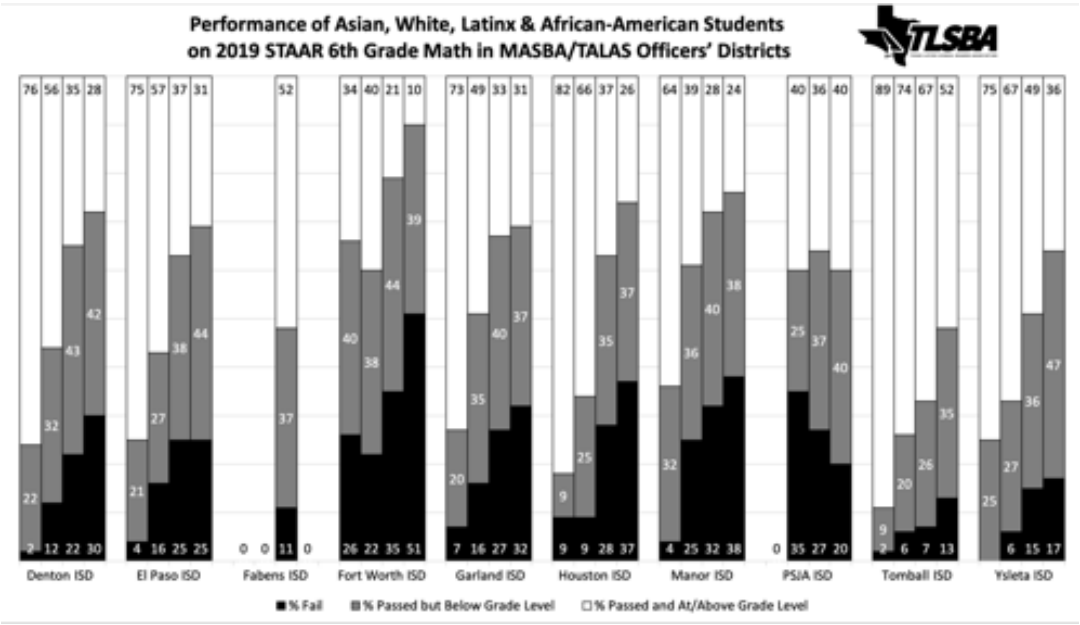
Gaps in fourth-grade math ranged from 16 points in Pharr-San Juan-Alamo ISD, to 24 points in Ysleta ISD and 31 points in Manor ISD, to 35 points in Tomball ISD, 36 points in El Paso ISD and 38 points in Denton ISD and Garland ISD, to 40 points in Fort Worth ISD, to an especially glaring gap of 52 points in Houston ISD.



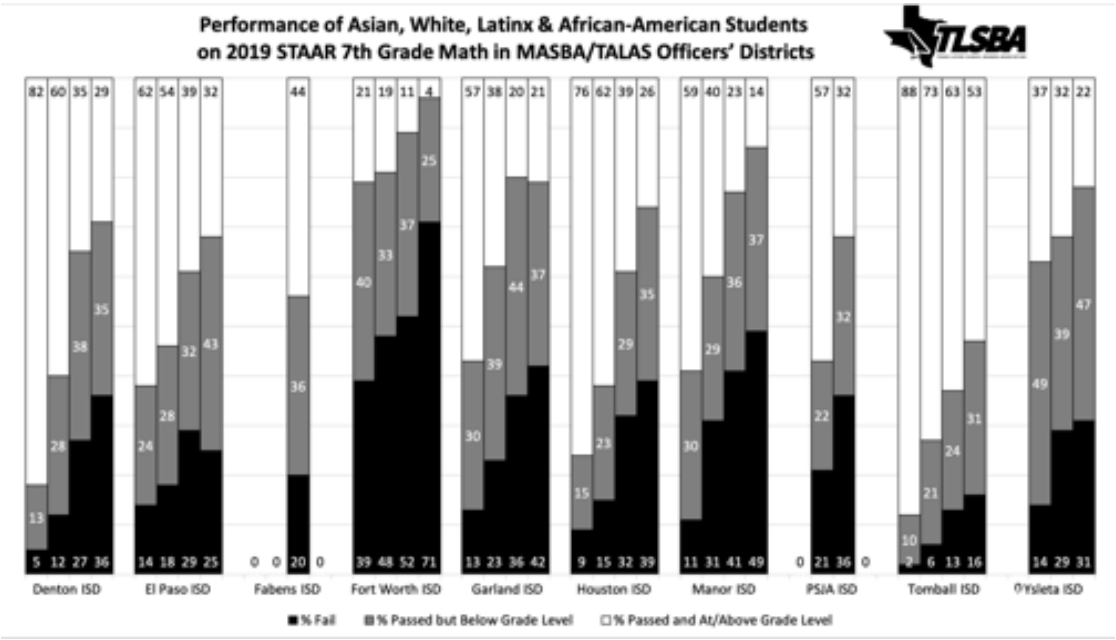
Gaps in fifth-grade math ranged from 11 points in Pharr-San Juan-Alamo ISD, to 23 points in Ysleta ISD and 24 points in Manor ISD, to 37 points in Tomball ISD, 38 points in Denton ISD and Garland ISD, to 39 points in El Paso ISD and Fort Worth ISD, to an especially glaring gap of 49 points in Houston ISD.



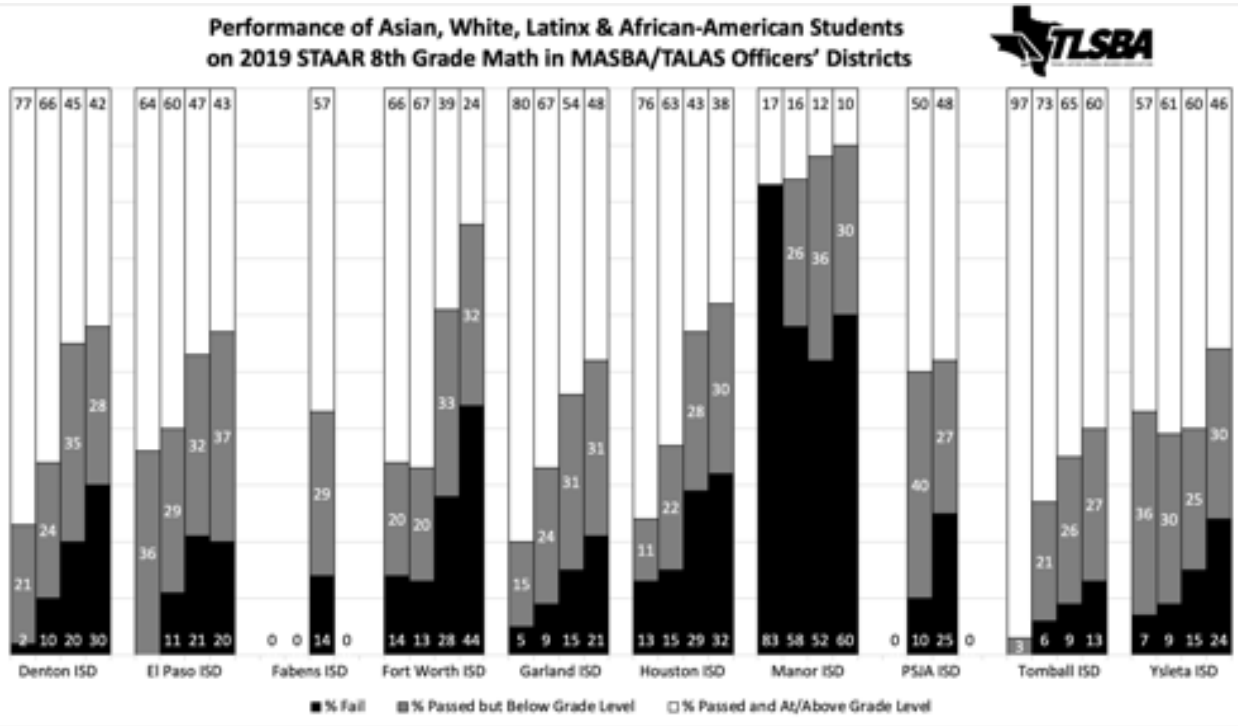
Gaps in sixth-grade math ranged from 4 points in Pharr-San Juan-Alamo ISD, to 30 points in Fort Worth ISD, to 37 points in Tomball ISD, 39 points in Ysleta ISD, 40 points in Manor ISD, 42 points in Garland ISD and 44 points in El Paso ISD, to especially glaring gaps of 48 points in Denton ISD and 56 points in Houston ISD. Even prior to the pandemic, only a single district—Tomball ISD—succeeded in getting a majority of African-American sixth-grade students to grade level in math. Note the large grey bars that allow the TEA to suggest that Texas is meeting its constitutional, statutory and moral obligation to provide an equitable education to students—despite much smaller percentages of students being at grade level.



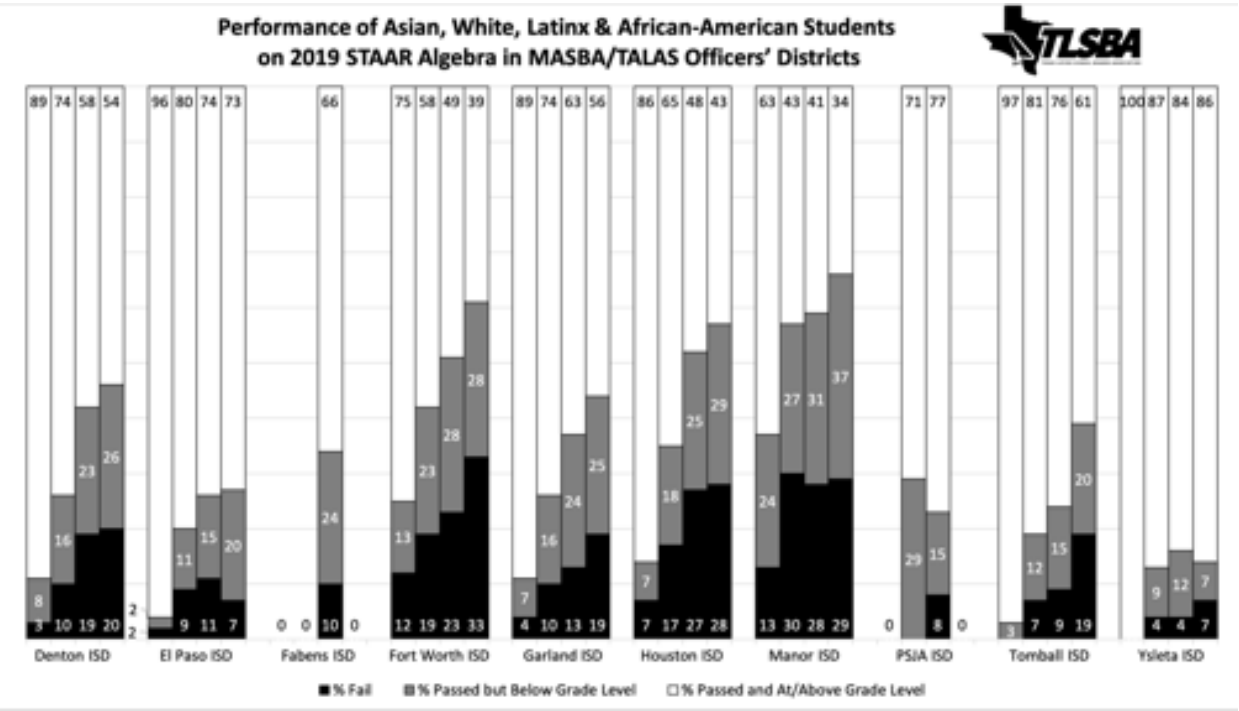
Gaps in seventh-grade math ranged from 15 points in Ysleta ISD and 17 points in Fort Worth ISD, to 25 points in Pharr-San Juan-Alamo ISD, 30 points in El Paso ISD, 35 points in Tomball ISD and 37 points in Garland ISD, to especially glaring gaps of 45 points in Manor ISD, 50 points in Houston ISD, and 53 points in Denton ISD.



Gaps in eighth-grade math ranged from two points in Pharr-San Juan-Alamo ISD and seven points in Manor ISD, to 15 points in Ysleta ISD and 21 points in El Paso ISD, to 32 points in Garland ISD, 35 points in Denton ISD, 38 points in Houston ISD and Tomball ISD, and 43 points in Fort Worth ISD.

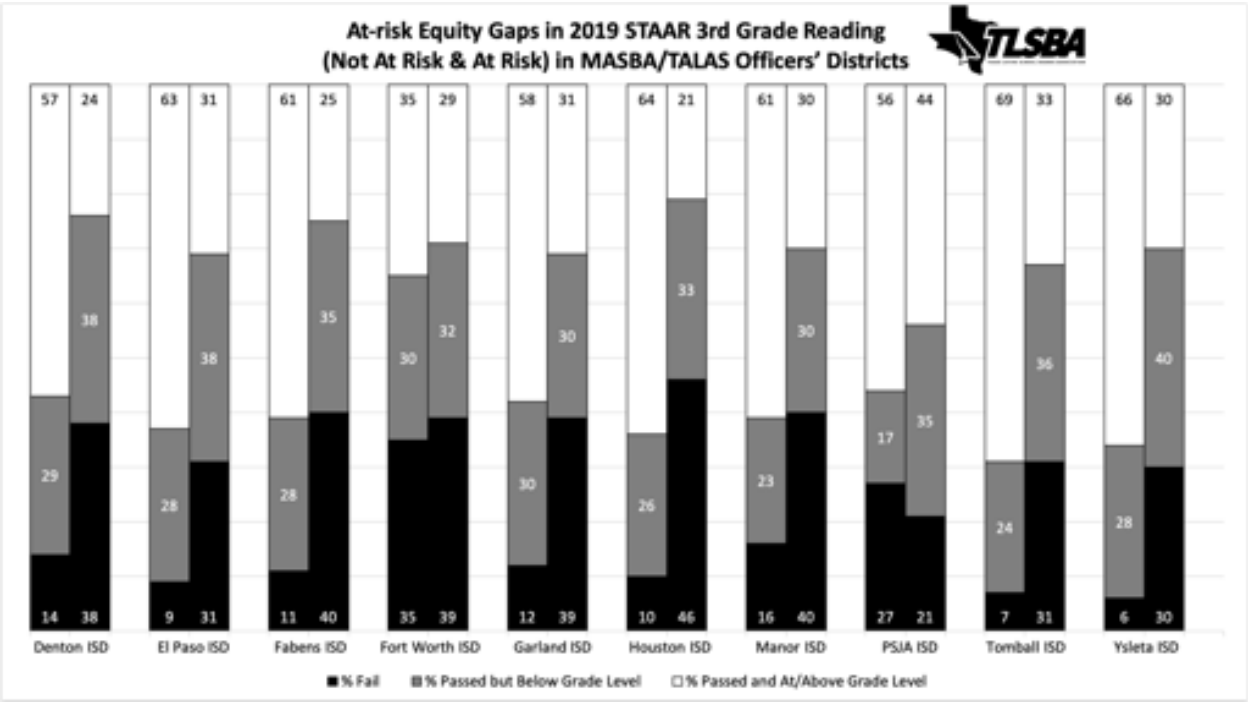


Gaps in Algebra ranged from six points in Pharr-San Juan-Alamo ISD and 16 points in Ysleta ISD, to 23 points in El Paso ISD and 29 points in Manor ISD, to 33 points in Garland ISD, 35 points in Denton ISD, and 36 points in Fort Worth ISD and Tomball ISD, to 43 points in Houston ISD.

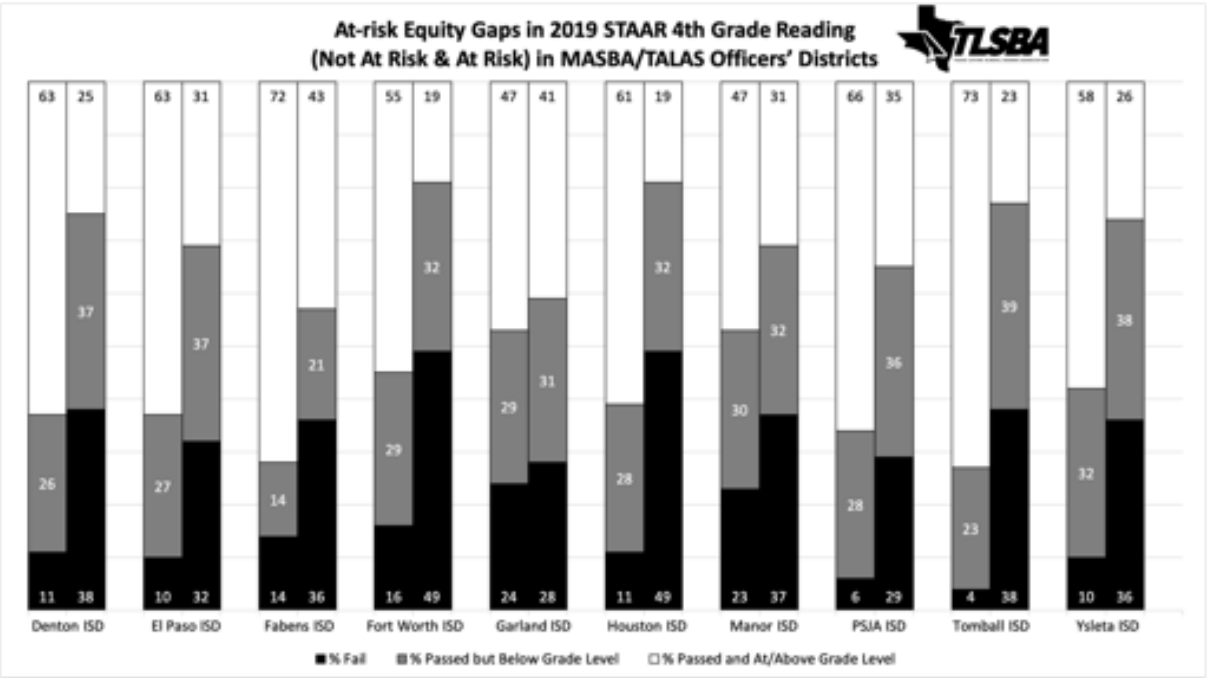


Academic Achievement Gaps in Reading for At-risk Status

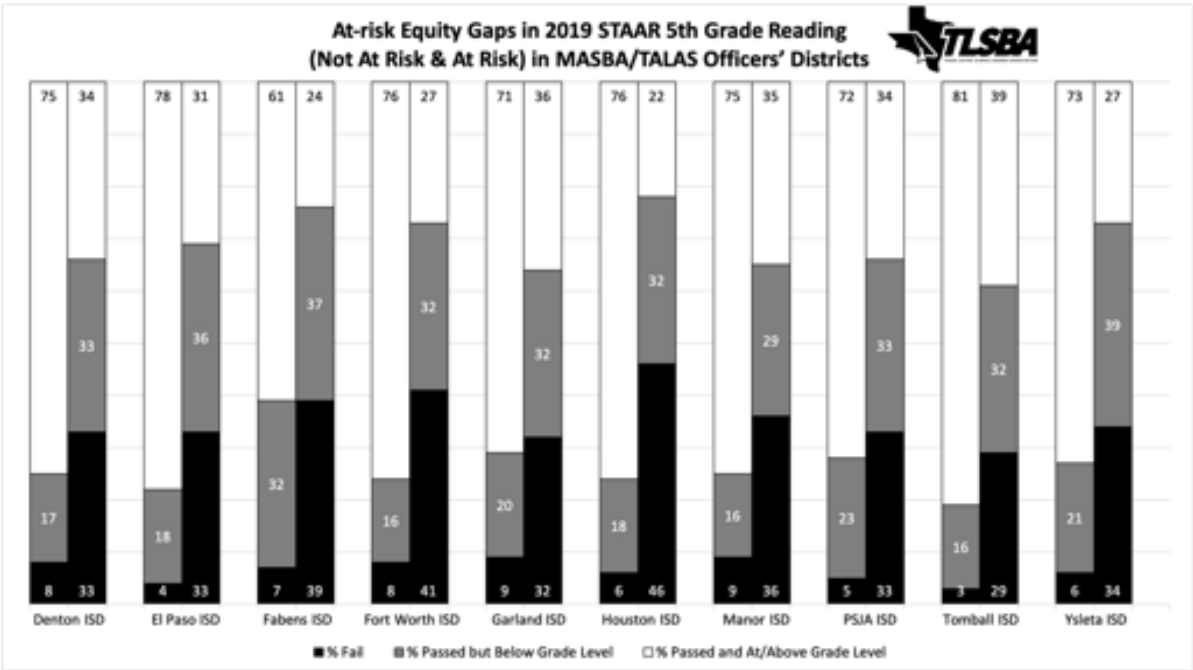
Even more appalling in many districts are the academic achievement gaps that exist between at-risk students and their peers who are not considered at-risk. Gaps in third-grade reading for at-risk students ranged from six points in Fort Worth ISD and 12 points in Pharr-San Juan-Alamo ISD, to 24 points in Ysleta ISD and 27 points in Garland ISD, to 31 points in Manor ISD, 32 points in El Paso ISD, 33 points in Denton ISD, and 36 points in Tomball ISD, to 43 points in Houston ISD. Even prior to the pandemic, not a single TALAS/MASBA Officer district was able to get a majority of at-risk third-grade students to grade level in reading, and nine of ten TALAS/MASBA Officer districts failed to get more than a third of at-risk third-grade students to grade level in reading. Most glaring, even prior to the pandemic, Fort Worth ISD was able to get only 35% of non-at-risk third-grade students to grade level in reading.



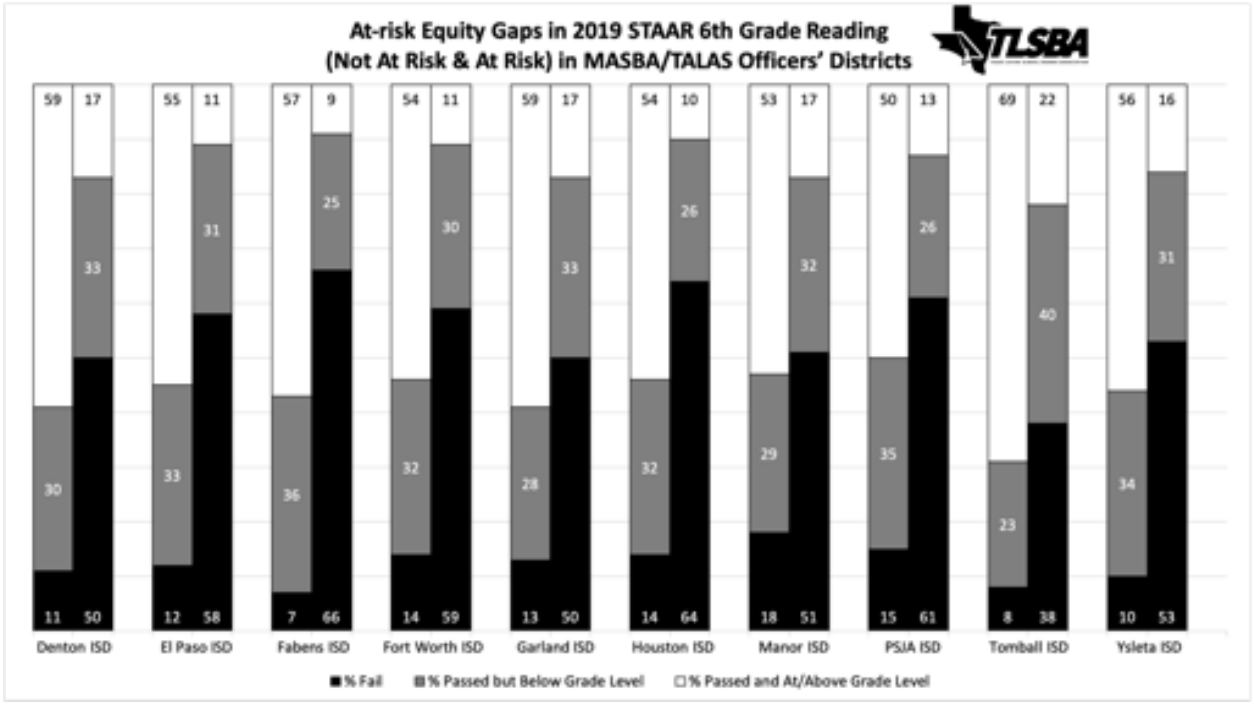
Gaps in fourth-grade reading ranged from six points in Garland ISD and 16 points in Manor ISD, to 31 points in Pharr-San Juan-Alamo ISD, 32 points in El Paso ISD and Ysleta ISD, to 36 points in Fort Worth ISD, 38 points in Denton ISD, and 42 points in Houston ISD, to a glaring 50 points in Tomball ISD. Even prior to the pandemic, only three of ten TALAS/MASBA Officer districts got more than a third of at-risk fourth-grade students to grade level in reading.



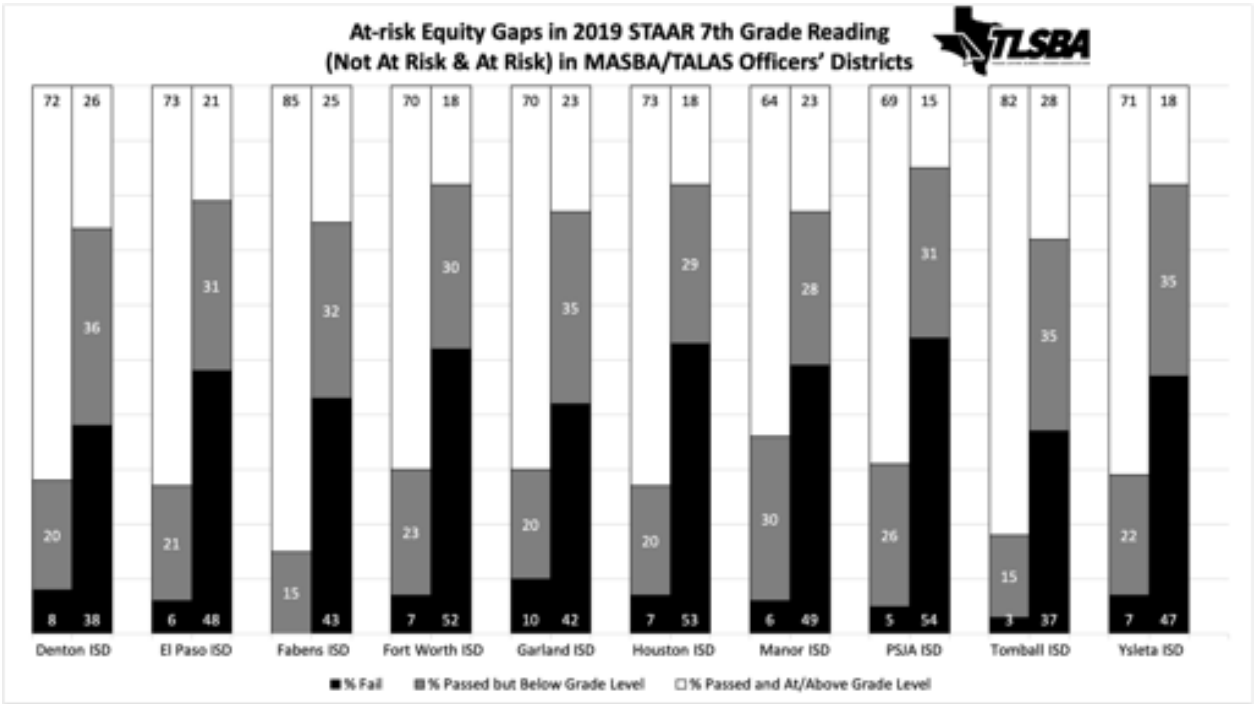
Gaps in fifth-grade reading ranged from 35 to 54 points in all TALAS/MASBA Officer districts. Note the high percentages of at-risk students who failed the STAAR reading test (in black) and the high percentages of at-risk students who "passed" the STAAR reading test but were below grade level (in grey).



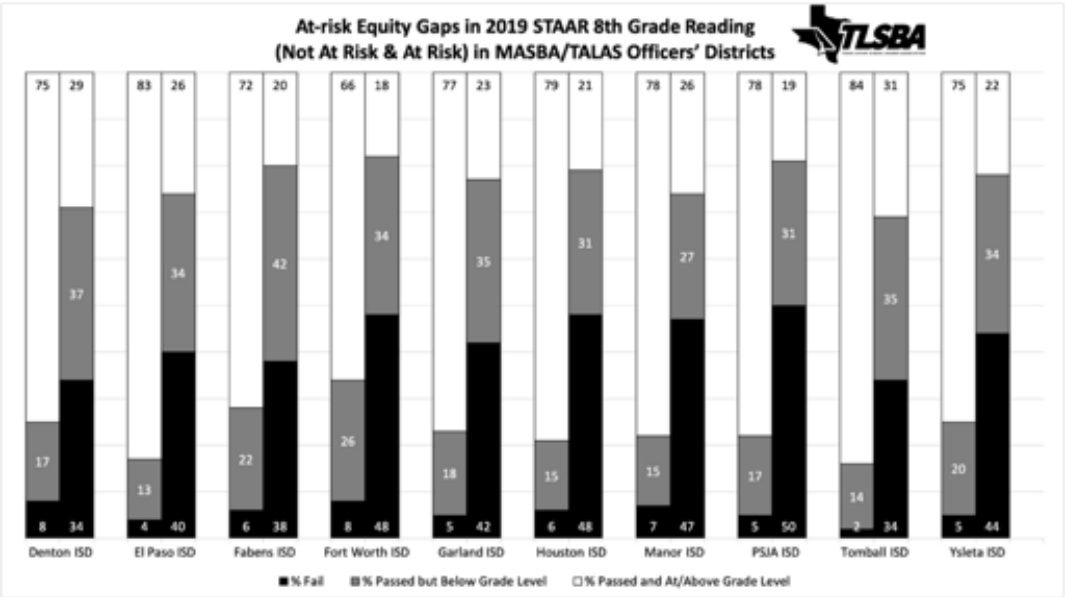
Gaps in sixth-grade reading ranged from 37 to 53 points in all TALAS/MASBA Officer districts. One immediately notes the high percentages of at-risk sixth-grade students who failed the test and that, even prior to the pandemic, no TALAS/MASBA Officer district was able get more than a quarter of at-risk sixth-grade students to grade level in reading.



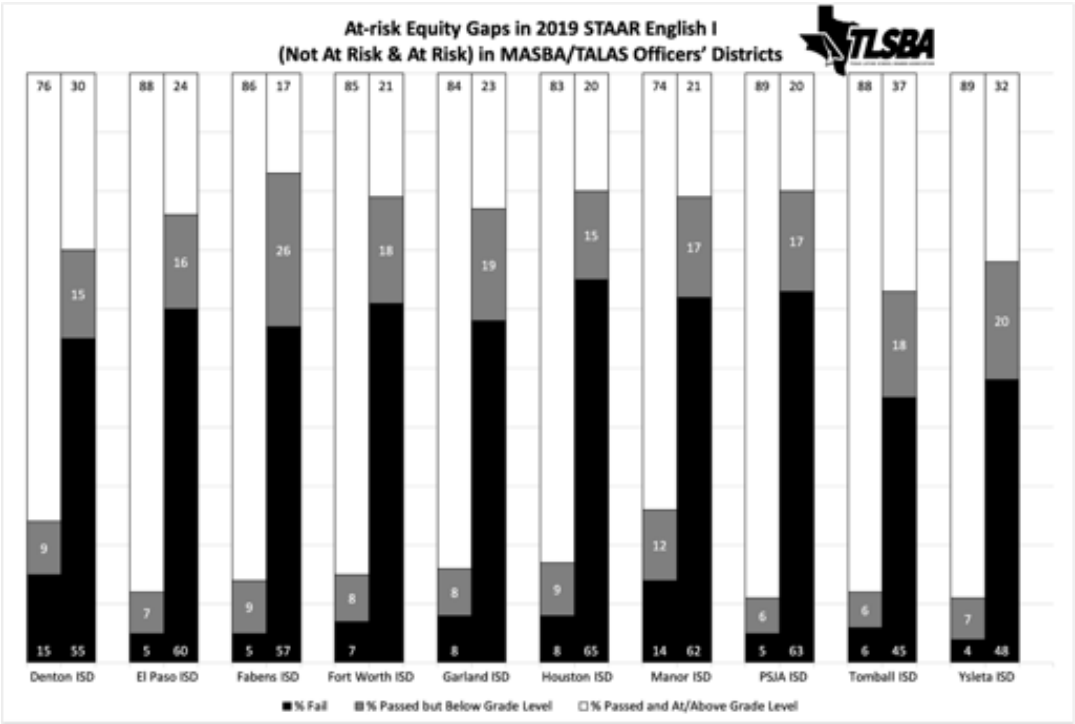
Gaps in seventh-grade reading ranged from 41 to 60 points in all TALAS/MASBA Officer districts. Even prior to the pandemic, only two of ten TALAS/MASBA Officer districts were able to get more than a quarter of at-risk seventh-students to grade level in reading.



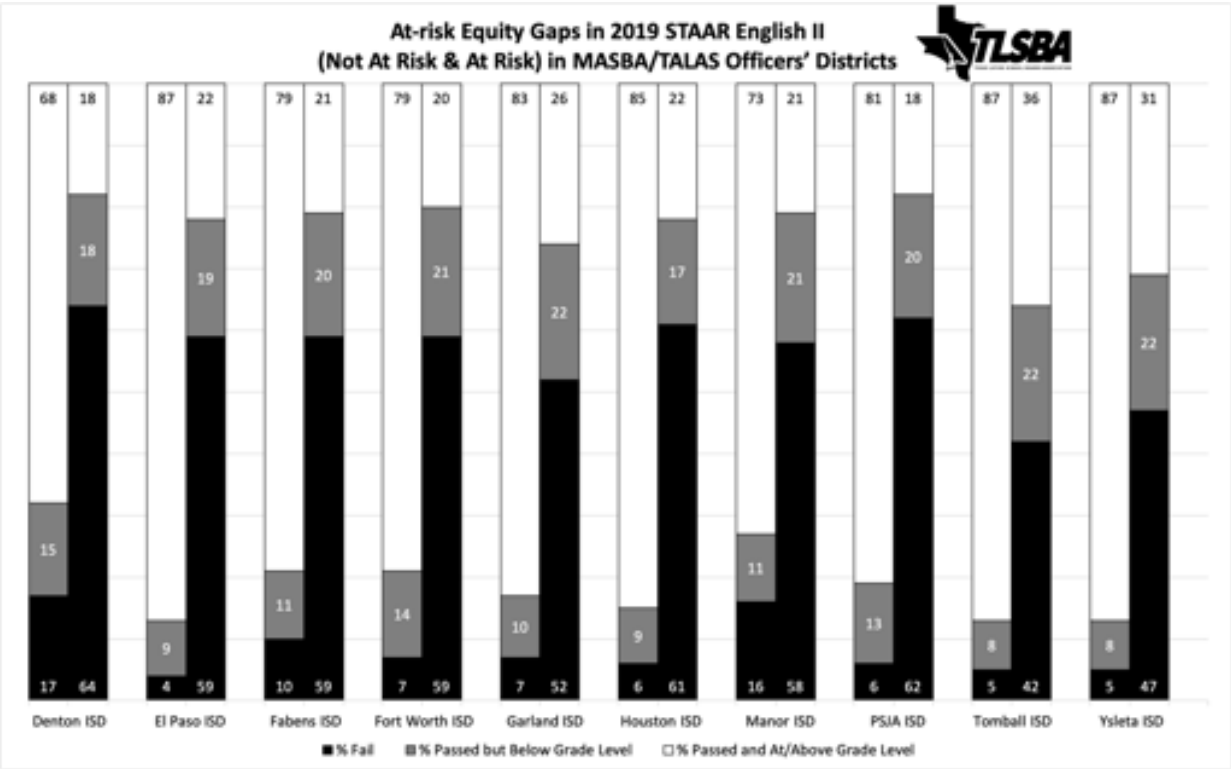
Gaps in eighth-grade reading range from 46 to 59 points in all TALAS/MASBA Officer districts. These sets of bar charts show that, while these districts are educating non-at-risk students extremely well, large percentages of at-risk students are failing the test and large percentages of at-risk students are "passing" the test and are promoted to the next grade level despite lacking the necessary knowledge and skills for high school English I and English II.



Gaps in English I end-of-course tests are absolutely jaw-dropping. They range from 46 to 69 points in all TALAS/MASBA Officer districts. Note that the grey areas of these bars have shrunk, thus giving the impression that, even though an astounding 45% to 65% of at-risk students in these ten districts failed the test, more students were deemed to be "approaching grade level" in English I.



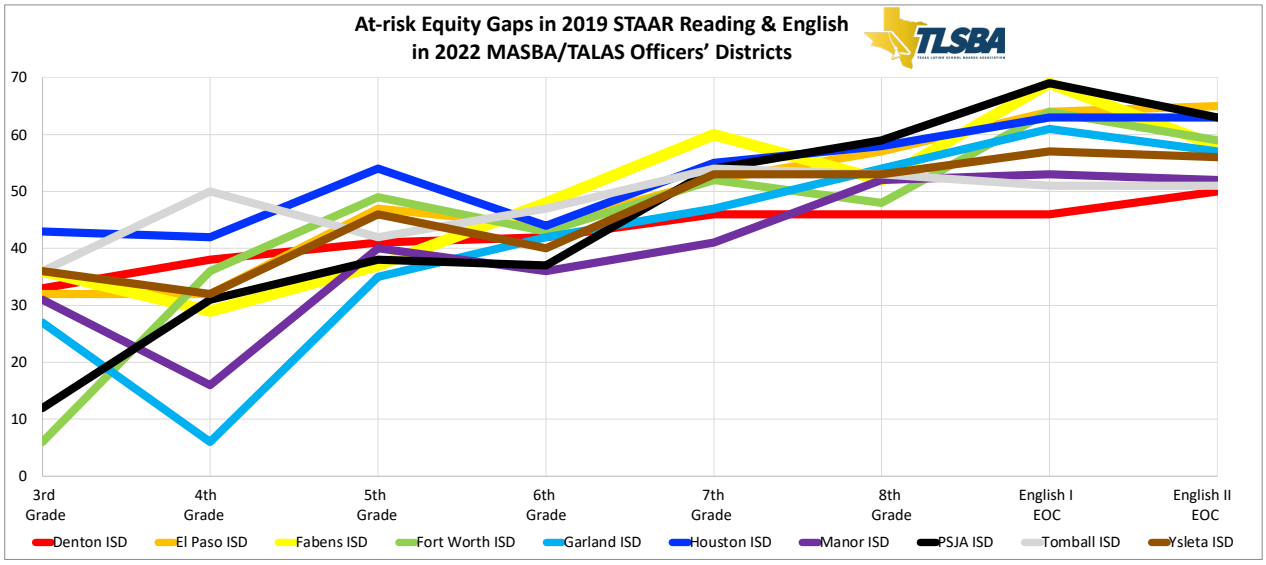
Gaps in English II end-of-course tests are also quite sobering, with gaps ranging from 50 to 65 points. Even prior to the pandemic, a majority of at-risk students were failing English II in eight of ten TALAS/MASBA Officer districts.



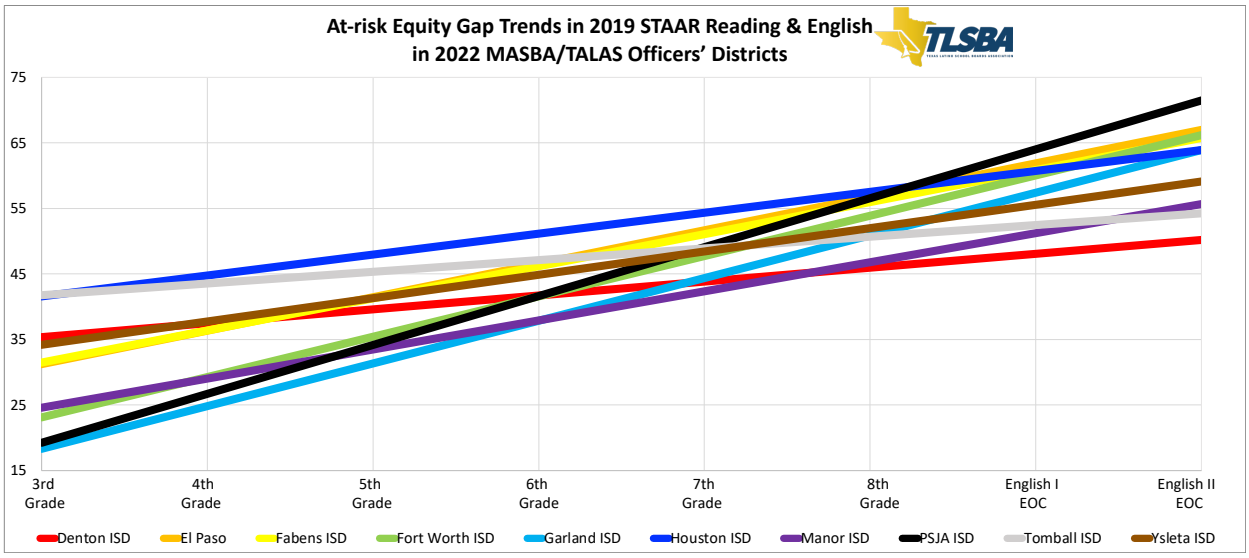
The following table summarizes the gaps in reading for at-risk and not-at-risk students in all ten TALAS/MASBA Officer districts. One notes how gaps between at-risk and non-at-risk students grow from one grade level to the next in all TALAS/MASBA Officer districts.

	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
3rd Grade Reading	33	32	36	6	27	43	31	12	36	36
4th Grade Reading	38	32	29	36	6	42	16	31	50	32
5th Grade Reading	41	47	37	49	35	54	40	38	42	46
6th Grade Reading	42	44	48	43	42	44	36	37	47	40
7th Grade Reading	46	52	60	52	47	55	41	54	54	53
8th Grade Reading	46	57	52	48	54	58	52	59	53	53
EOC English I	46	64	69	64	61	63	53	69	51	57
EOC English II	50	65	58	59	57	63	52	63	51	56

The following graph presents the gaps in reading and end-of-course English for all grade levels in all ten TALAS/MASBA Officer districts.



The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that not a single TALAS/MASBA district was succeeding at that time in closing the achievement gap from one grade to the next. Instead, we see how the gap continues growing from third-grade reading through English II end-of-course testing.



The following table shares the percentages of Latinx, economically-disadvantaged, at-risk and retesting students in TALAS/MASBA Officer districts that were ***below*** **grade level** even prior to the pandemic. The "retesters" are those students who were taking the STAAR for at least the second time.

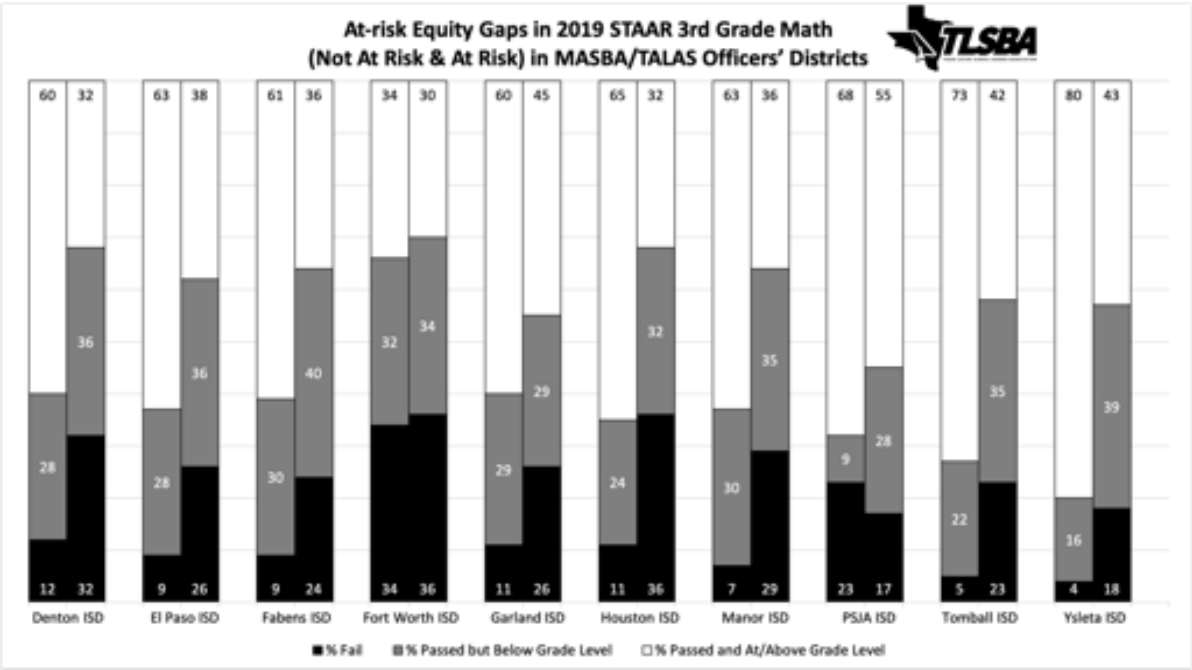
	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
English I Latinx	56%	61%	63%	63%	58%	64%	68%	59%	32%	47%
English I EcoDis	62%	66%	66%	67%	57%	67%	68%	60%	44%	51%
English I At-risk	70%	76%	83%	79%	77%	80%	79%	80%	63%	68%
English I Restesters	92%	93%	91%	95%	94%	96%	93%	97%	92%	91%
English II Latinx	61%	59%	61%	63%	56%	61%	67%	58%	34%	47%
English II EcoDis	65%	65%	63%	67%	57%	64%	68%	59%	50%	52%
English II At-risk	82%	78%	79%	80%	74%	78%	79%	82%	64%	69%
English II Restesters	93%	95%	89%	96%	96%	95%	99%	97%	92%	95%

The table to the right shares the sizes of the above tested subpopulations as percentages of the total student population in each TALAS/MASBA Officer district. In the first row, for instance, one sees that 35% of English I testers in the Denton ISD were Latinx, and that 56% of these Latinx students performed below grade level in English I. All subsequent rows are similarly structured.

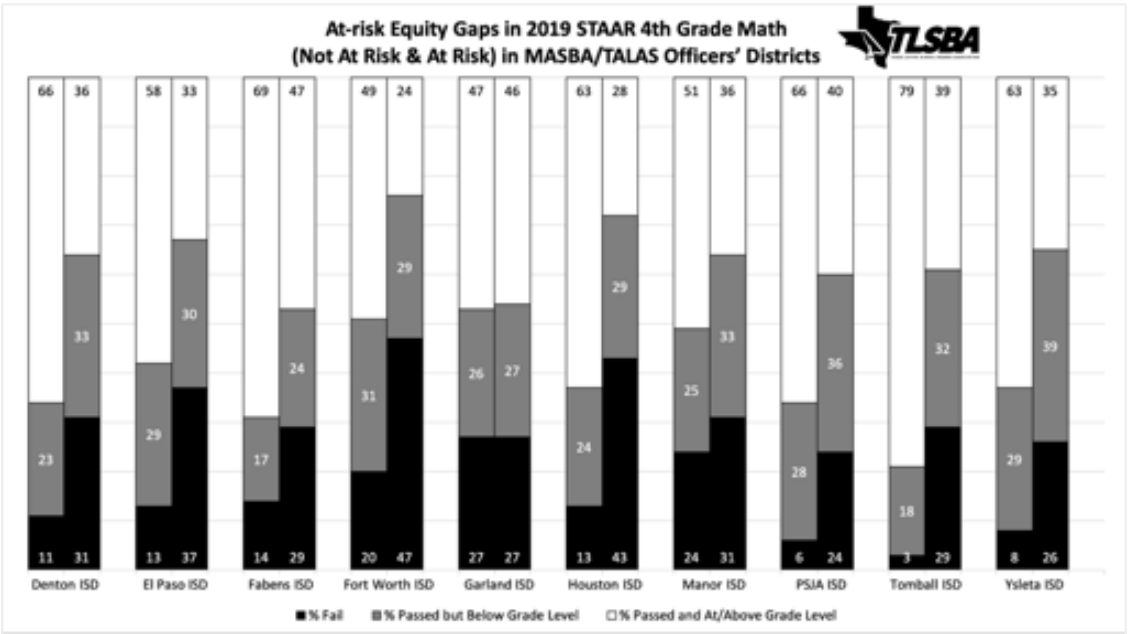
END/COURSE	English I		English II	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Gr. Lev.	% of Total Tested	% Below Gr. Lev.
Latino				
Denton ISD	35%	56%	34%	61%
El Paso ISD	88%	61%	88%	59%
Fabens ISD	99%	63%	98%	61%
Fort Worth ISD	63%	63%	64%	63%
Garland ISD	55%	58%	55%	56%
Houston ISD	63%	64%	64%	61%
Manor ISD	67%	68%	67%	67%
PSJA ISD	99%	59%	99%	58%
Tomball ISD	31%	32%	31%	34%
Ysleta ISD	95%	47%	96%	47%
Econ. Disadv.				
Denton ISD	47%	62%	45%	65%
El Paso ISD	67%	66%	63%	65%
Fabens ISD	85%	66%	85%	63%
Fort Worth ISD	88%	67%	86%	67%
Garland ISD	69%	57%	64%	57%
Houston ISD	80%	67%	79%	64%
Manor ISD	75%	68%	72%	68%
PSJA ISD	94%	60%	94%	59%
Tomball ISD	27%	44%	24%	50%
Ysleta ISD	81%	51%	78%	52%
At-Risk				
Denton ISD	41%	70%	31%	82%
El Paso ISD	71%	76%	67%	78%
Fabens ISD	70%	83%	69%	79%
Fort Worth ISD	76%	79%	70%	80%
Garland ISD	56%	77%	57%	74%
Houston ISD	69%	80%	67%	78%
Manor ISD	75%	79%	75%	79%
PSJA ISD	69%	80%	61%	82%
Tomball ISD	26%	63%	26%	64%
Ysleta ISD	63%	68%	61%	69%
Retesters				
Denton ISD	18%	92%	15%	93%
El Paso ISD	26%	93%	22%	95%
Fabens ISD	23%	91%	14%	89%
Fort Worth ISD	28%	95%	25%	96%
Garland ISD	20%	94%	17%	96%
Houston ISD	26%	96%	24%	95%
Manor ISD	32%	93%	25%	99%
PSJA ISD	28%	97%	22%	97%
Tomball ISD	7%	92%	6%	92%
Ysleta ISD	14%	91%	14%	95%

Academic Achievement Gaps in Math for At-risk Status

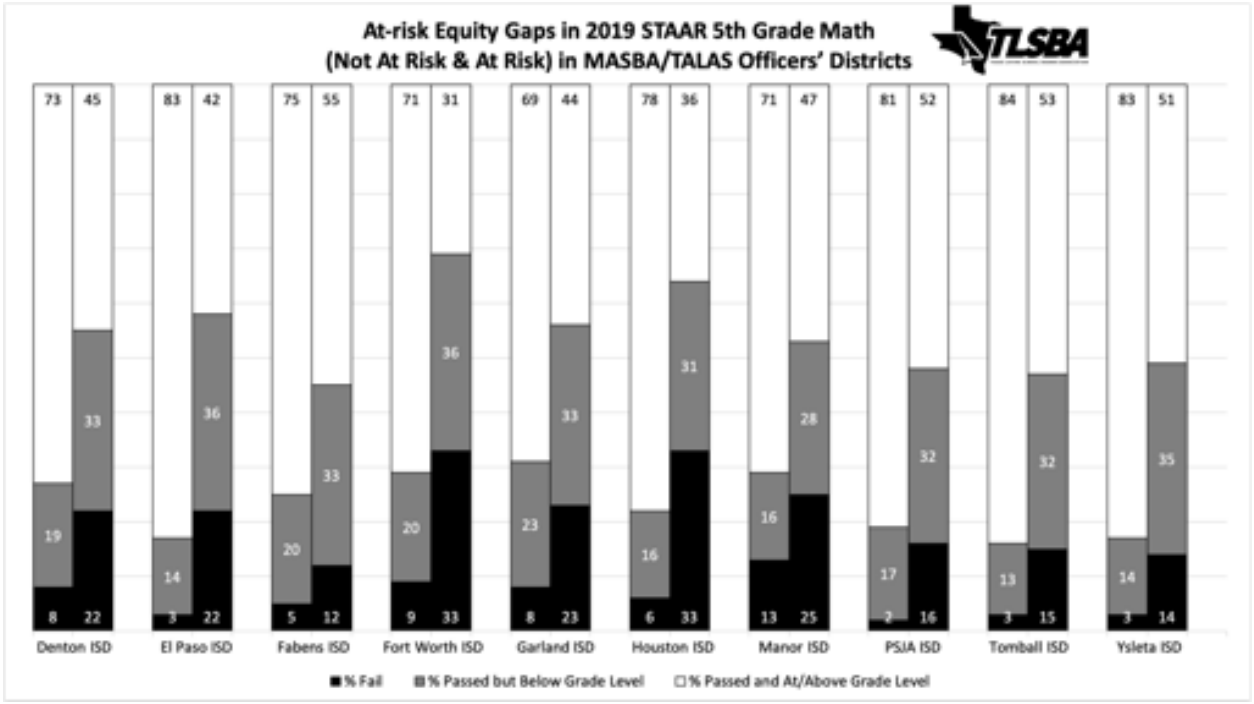
One can expect the academic achievement gaps for math to largely mirror those of reading. Gaps in third-grade math for at-risk students ranged from four points in Fort Worth ISD to 37 points in Ysleta ISD. 18% to 36% of all at-risk third-grade students in TALAS/MASBA Officer districts failed the STAAR in 2019. Again, particular attention should be paid to the sizes of the grey bars, which represent the disparity between students who are not at grade level (white) and students who "pass" the STAAR and are thus considered to meet the State's criteria for academic equity (white and grey together).



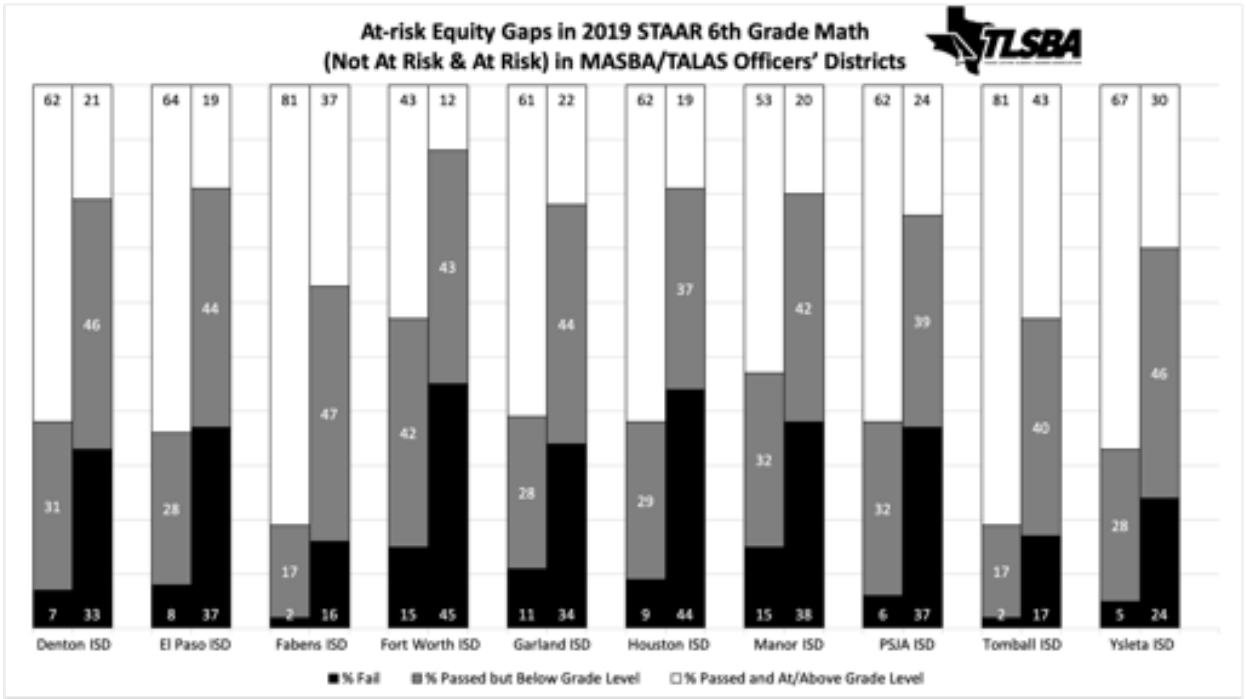
Gaps in fourth-grade math for at-risk students ranged from one point in Garland ISD to 40 points in Tomball ISD.



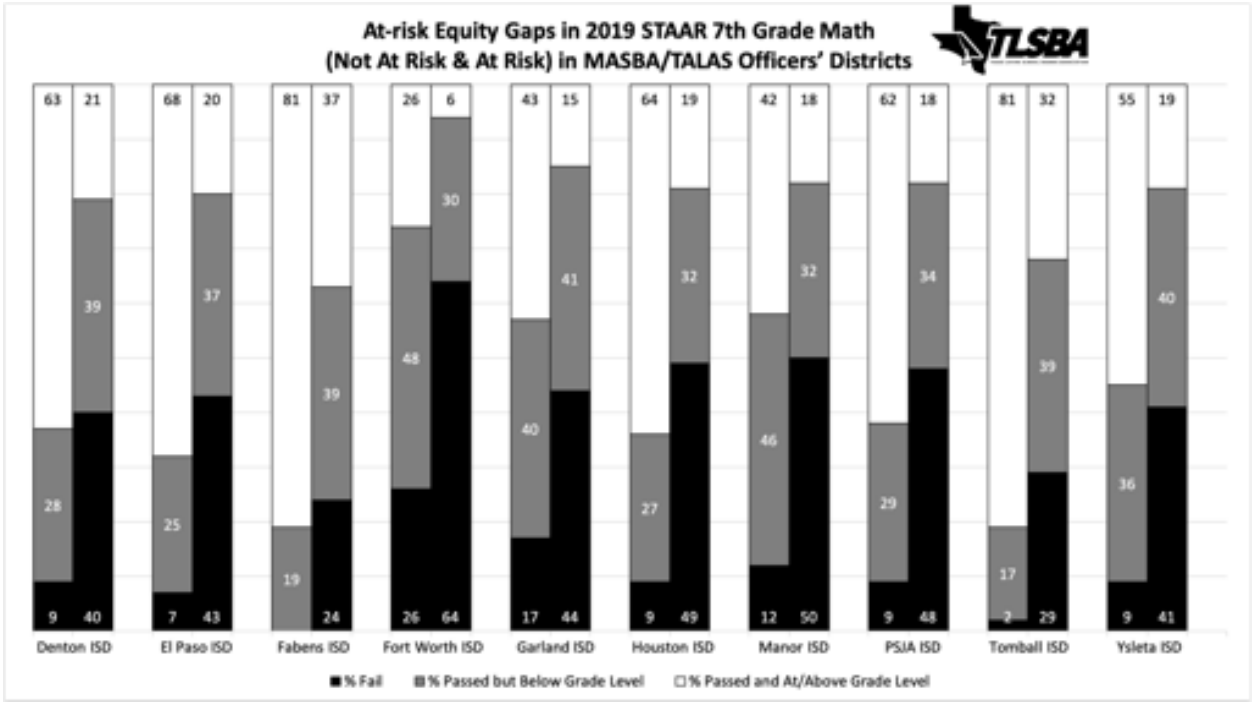
Gaps in fifth-grade math for at-risk students range from 20 points in Fabens ISD to 40 points in Fort Worth ISD, 41 points in El Paso ISD and 42 points in Houston ISD.



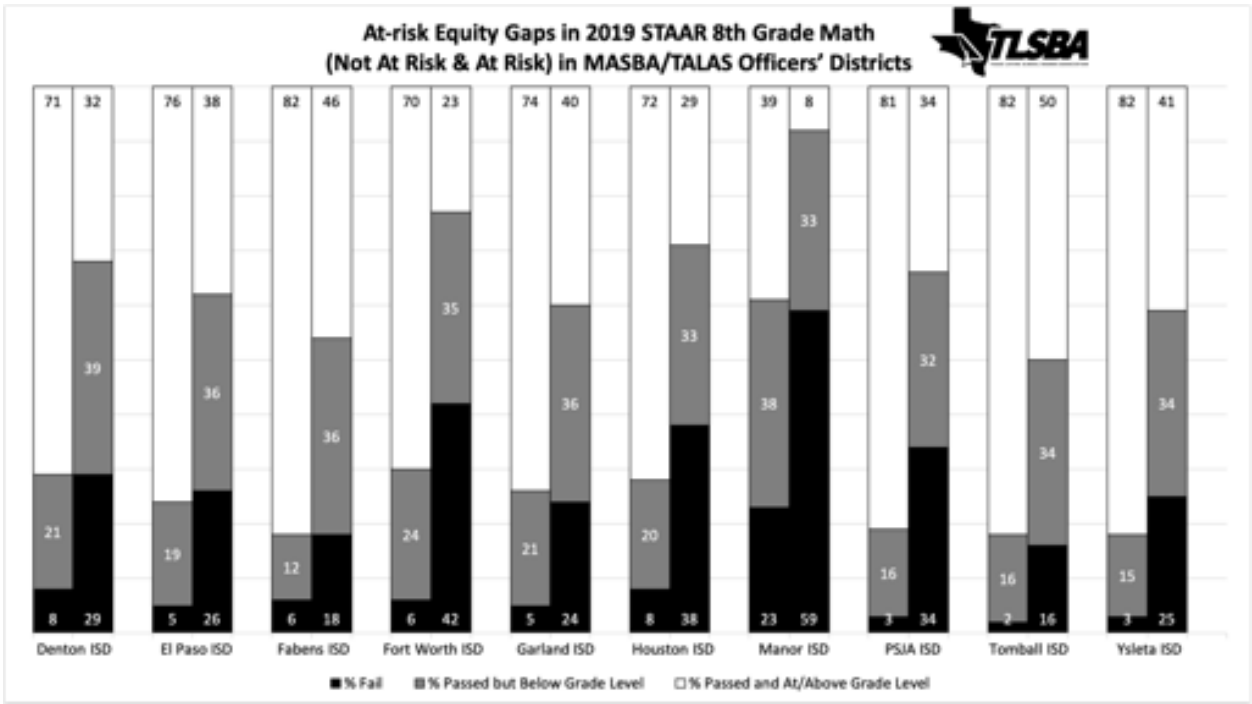
Gaps in sixth-grade math for at-risk students range from 31 points in Fort Worth ISD to 45 points in El Paso ISD. Even prior to the pandemic, only two of ten TALAS/MASBA Officer districts were unable to get a third of at-risk sixth-grade students to grade level in math.



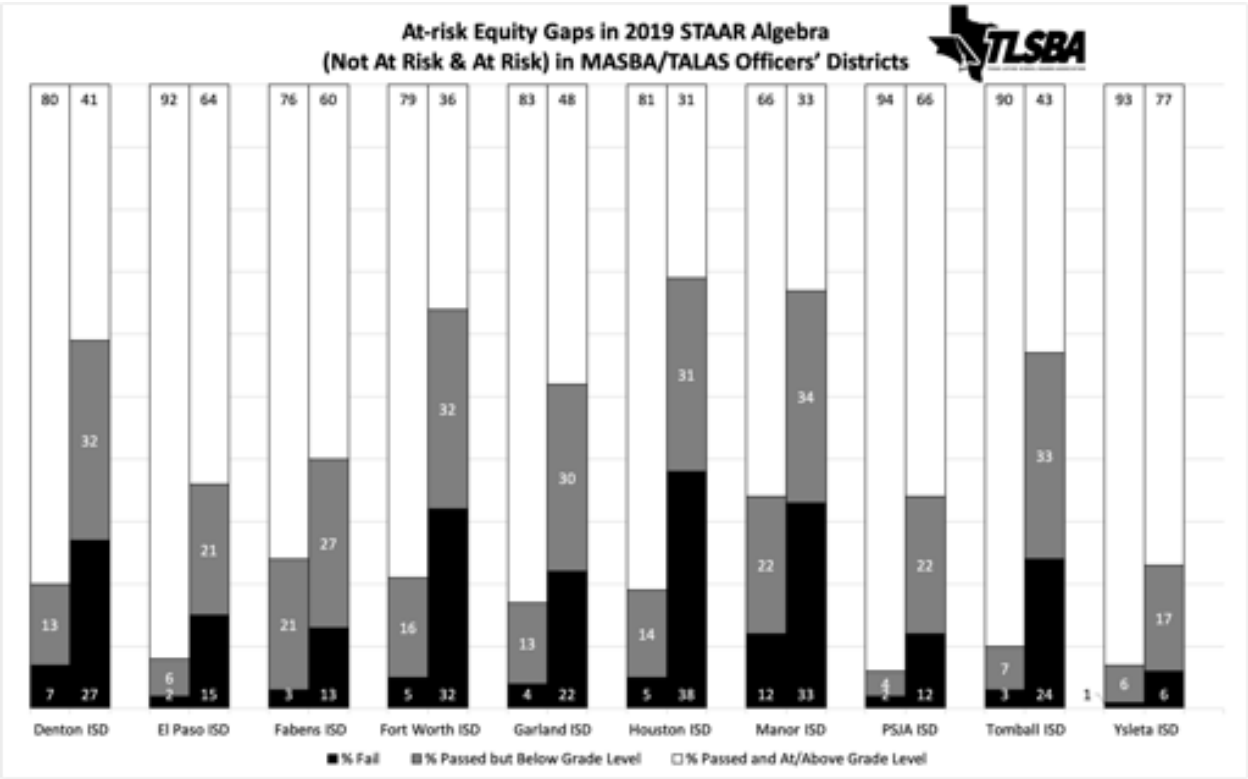
Gaps in seventh-grade math for at-risk students range from 20 points in Fort Worth ISD to 49 points in Tomball ISD. Even prior to the pandemic, only one of ten TALAS/MASBA Officer districts was able to get a third of at-risk seventh-grade students to grade level in math.



Gaps in eighth-grade math for at-risk students range from 31 points in Manor ISD to 47 points in Fort Worth ISD and Pharr-San Juan-Alamo ISD. At this level, not a single TALAS/MASBA Officer district succeeded in getting a majority of at-risk students to grade level in math.



Gaps in algebra end-of-course tests are largely less jaw-dropping, but this might be explained by the lowered standards in high grade-level tests, as illustrated in previous TLSBA works. Gaps in end-of-course algebra ranged from 16 points in Fabens ISD to 50 points in Houston ISD.

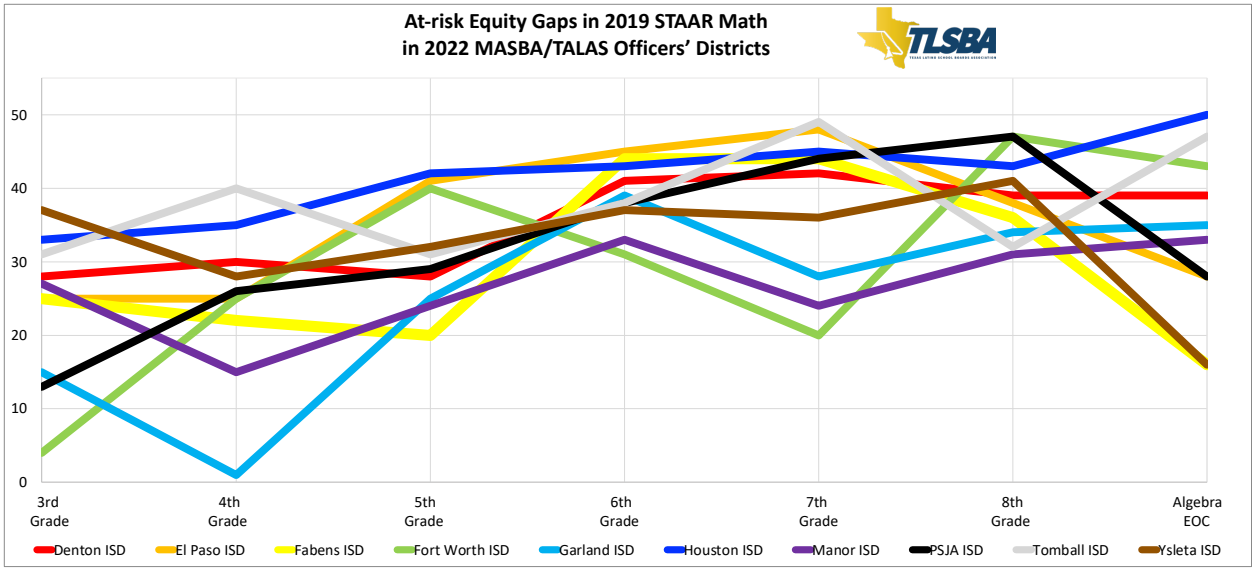


The following table summarizes the gaps in math for at-risk and not-at-risk students in the ten TALAS/MASBA Officer districts.

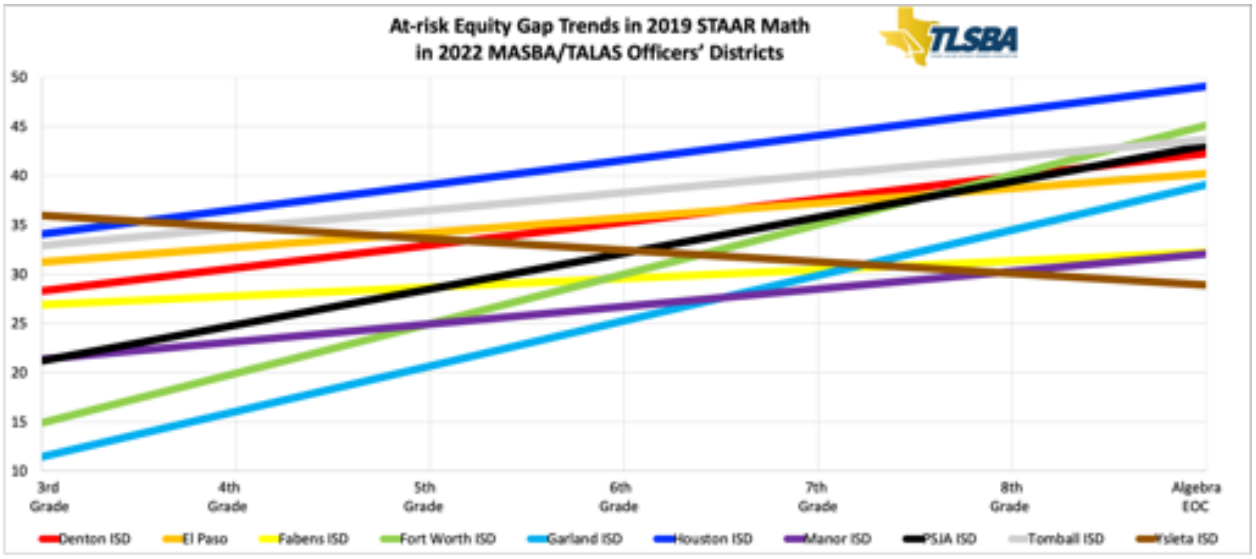
	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
3rd Grade Math	28	25	25	4	15	33	27	13	31	37
4th Grade Math	30	25	22	25	1	35	15	26	40	28
5th Grade Math	28	41	20	40	25	42	24	29	31	32
6th Grade Math	41	45	44	31	39	43	33	38	38	37
7th Grade Math	42	48	44	20	28	45	24	44	49	36
8th Grade Math	39	38	36	47	34	43	31	47	32	41
EOC Algebra	39	28	16	43	35	50	33	28	47	16

One notes how gaps between at-risk and non-at-risk students generally grow from one grade level to the next.

The following graph presents the gaps in math and end-of-course Algebra for all grade levels in all ten TALAS/MASBA Officer districts.

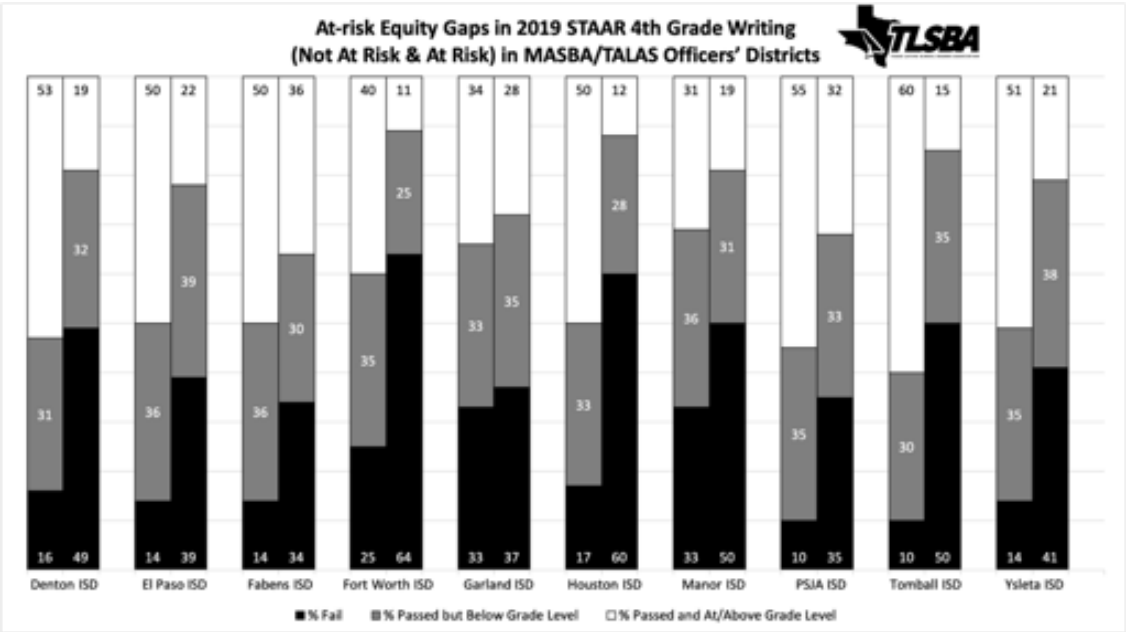


The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that only one district—Ysleta ISD—was able to close the gap for students from one year to the next.

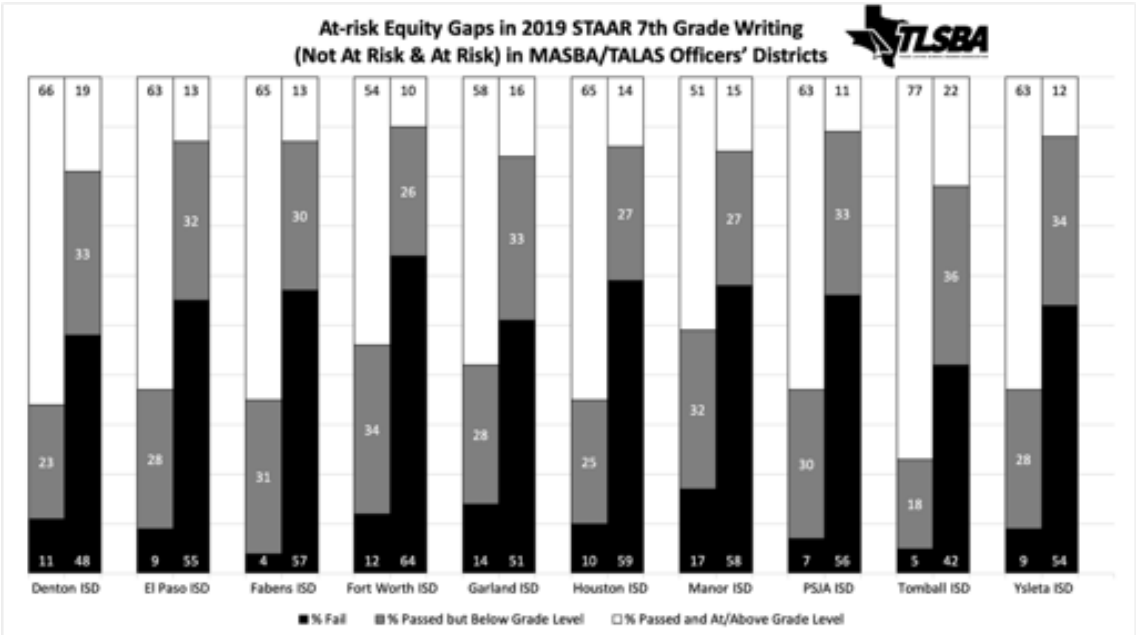


Academic Achievement Gaps in Writing for At-risk Status

One can expect the academic achievement gaps for writing to largely mirror those of reading and math. Gaps in fourth-grade writing for at-risk students range from 6 points in Garland ISD, to 45 points in Tomball ISD. Seen less positively, only 11% to 36% of at-risk students in TALAS/MASBA Officer districts were writing at grade level in the fourth grade. Even prior to the pandemic, only a single TALAS/MASBA Officer district was able to get a third of its at-risk fourth-grade students to grade level in writing.



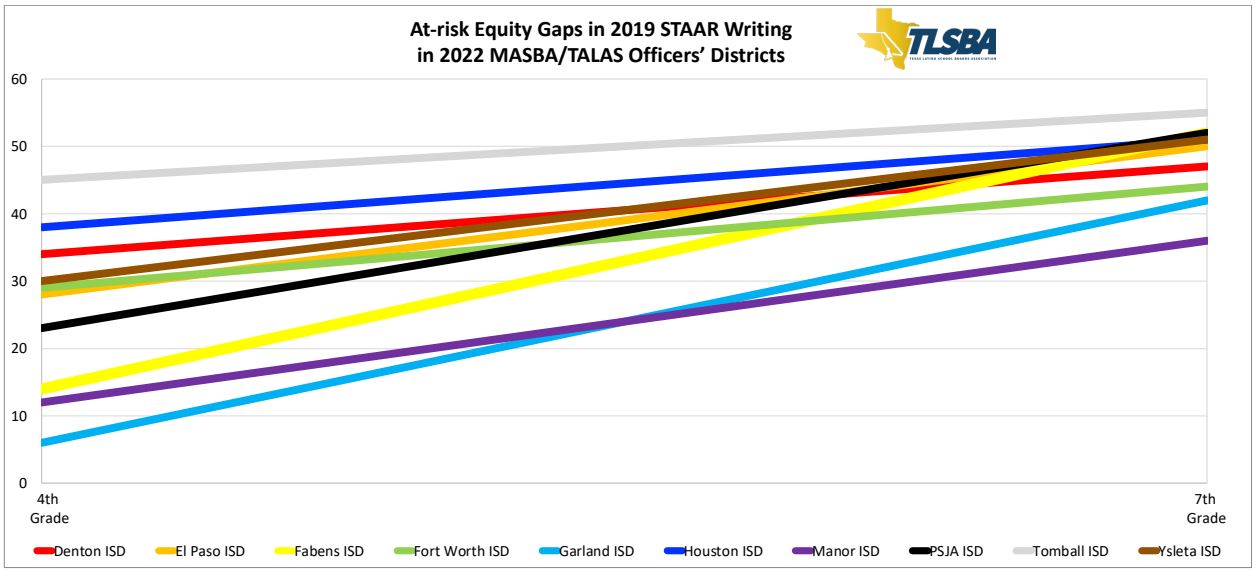
Gaps in seventh-grade writing for at-risk students range from 42 points in Garland ISD to 52 points in Tomball ISD. Phrased less positively, only 10% to 22% of at-risk students in TALAS/MASBA Officer districts were writing at grade level in the seventh grade.



The following table summarizes the gaps in writing for at-risk and not-at-risk students in the ten TALAS/MASBA Officer districts. One immediately sees that gaps grew in all TALAS/MASBA Officer districts from the fourth to the seventh grades.

	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
4th Grade Writing	34	28	14	29	6	38	12	23	45	30
7th Grade Writing	47	50	52	44	42	51	36	52	55	51

The following graph presents the gaps in writing for fourth grade and seventh grade for all ten TALAS/MASBA Officer districts. In contrast to reading and math, no TALAS/MASBA Officer district was able to narrow the gap in writing from the fourth grade to the seventh grade in 2019.



The following tables share the percentages of Latinx, economically disadvantaged and at-risk students in grades five through eight in TALAS/MASBA Officer districts that were ***below*** **grade level**, even prior to the pandemic.

5TH GRADE	Reading		Math		Science	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino						
Denton ISD	28%	48%	29%	41%	29%	56%
El Paso ISD	82%	50%	83%	41%	83%	55%
Fabens ISD	100%	64%	100%	39%	100%	57%
Fort Worth ISD	61%	60%	64%	57%	63%	67%
Garland ISD	47%	50%	48%	45%	48%	55%
Houston ISD	63%	61%	63%	47%	64%	61%
Manor ISD	66%	56%	67%	46%	67%	57%
PSJA ISD	99%	52%	99%	39%	99%	45%
Tomball ISD	30%	37%	32%	30%	32%	41%
Ysleta ISD	95%	52%	95%	35%	95%	40%
Econ. Disadv.						
Denton ISD	42%	56%	43%	50%	44%	60%
El Paso ISD	65%	55%	66%	47%	66%	59%
Fabens ISD	82%	68%	84%	40%	85%	63%
Fort Worth ISD	86%	64%	87%	62%	87%	70%
Garland ISD	65%	53%	65%	50%	66%	58%
Houston ISD	81%	63%	81%	52%	81%	66%
Manor ISD	77%	58%	77%	47%	77%	59%
PSJA ISD	89%	54%	91%	41%	91%	47%
Tomball ISD	24%	54%	24%	43%	26%	52%
Ysleta ISD	81%	57%	81%	38%	82%	44%
At-Risk						
Denton ISD	37%	66%	38%	55%	38%	69%
El Paso ISD	53%	69%	54%	58%	55%	71%
Fabens ISD	92%	76%	69%	45%	74%	69%
Fort Worth ISD	72%	73%	74%	69%	73%	77%
Garland ISD	46%	64%	48%	56%	48%	66%
Houston ISD	60%	78%	61%	64%	61%	78%
Manor ISD	72%	65%	73%	53%	72%	63%
PSJA ISD	64%	66%	71%	48%	70%	55%
Tomball ISD	24%	61%	25%	47%	25%	61%
Ysleta ISD	54%	73%	55%	49%	55%	56%

6TH GRADE	Reading		Math	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino				
Denton ISD	32%	71%	32%	65%
El Paso ISD	84%	72%	84%	63%
Fabens ISD	100%	75%	100%	48%
Fort Worth ISD	65%	78%	66%	79%
Garland ISD	55%	71%	56%	67%
Houston ISD	62%	74%	62%	63%
Manor ISD	63%	75%	64%	72%
PSJA ISD	99%	75%	99%	64%
Tomball ISD	32%	49%	32%	33%
Ysleta ISD	94%	64%	94%	51%
Econ. Disadv.				
Denton ISD	44%	73%	44%	70%
El Paso ISD	68%	77%	68%	69%
Fabens ISD	92%	77%	92%	50%
Fort Worth ISD	87%	80%	89%	82%
Garland ISD	70%	71%	71%	67%
Houston ISD	78%	77%	79%	67%
Manor ISD	80%	77%	80%	72%
PSJA ISD	92%	77%	92%	66%
Tomball ISD	26%	61%	26%	45%
Ysleta ISD	82%	68%	82%	55%
At-Risk				
Denton ISD	42%	83%	42%	79%
El Paso ISD	55%	89%	55%	81%
Fabens ISD	65%	91%	65%	63%
Fort Worth ISD	70%	89%	74%	88%
Garland ISD	55%	83%	57%	78%
Houston ISD	53%	90%	53%	81%
Manor ISD	70%	83%	71%	80%
PSJA ISD	67%	87%	67%	76%
Tomball ISD	24%	78%	24%	57%
Ysleta ISD	48%	84%	48%	70%

7TH GRADE	Reading		Math		Writing	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino						
Denton ISD	33%	59%	33%	65%	33%	65%
El Paso ISD	85%	58%	85%	61%	85%	67%
Fabens ISD	99%	66%	99%	56%	89%	79%
Fort Worth ISD	64%	64%	64%	89%	64%	76%
Garland ISD	54%	60%	56%	80%	54%	69%
Houston ISD	62%	61%	63%	61%	62%	67%
Manor ISD	65%	69%	65%	77%	65%	78%
PSJA ISD	99%	65%	99%	68%	99%	70%
Tomball ISD	32%	38%	32%	37%	32%	46%
Ysleta ISD	95%	37%	95%	68%	95%	64%
Econ. Disadv.						
Denton ISD	44%	62%	45%	71%	44%	69%
El Paso ISD	64%	66%	64%	68%	64%	74%
Fabens ISD	90%	69%	90%	59%	90%	83%
Fort Worth ISD	86%	69%	92%	90%	86%	79%
Garland ISD	68%	61%	72%	80%	68%	70%
Houston ISD	78%	64%	80%	66%	78%	78%
Manor ISD	75%	71%	75%	80%	75%	75%
PSJA ISD	92%	67%	93%	69%	92%	92%
Tomball ISD	24%	51%	25%	50%	24%	24%
Ysleta ISD	80%	62%	83%	72%	80%	80%
At-Risk						
Denton ISD	39%	74%	39%	79%	39%	81%
El Paso ISD	56%	79%	56%	80%	56%	87%
Fabens ISD	83%	75%	83%	63%	83%	87%
Fort Worth ISD	66%	82%	81%	94%	66%	90%
Garland ISD	51%	77%	62%	85%	51%	84%
Houston ISD	53%	82%	55%	81%	53%	86%
Manor ISD	76%	77%	76%	82%	76%	85%
PSJA ISD	63%	85%	68%	82%	63%	89%
Tomball ISD	22%	72%	23%	68%	22%	78%
Ysleta ISD	51%	82%	63%	81%	52%	88%

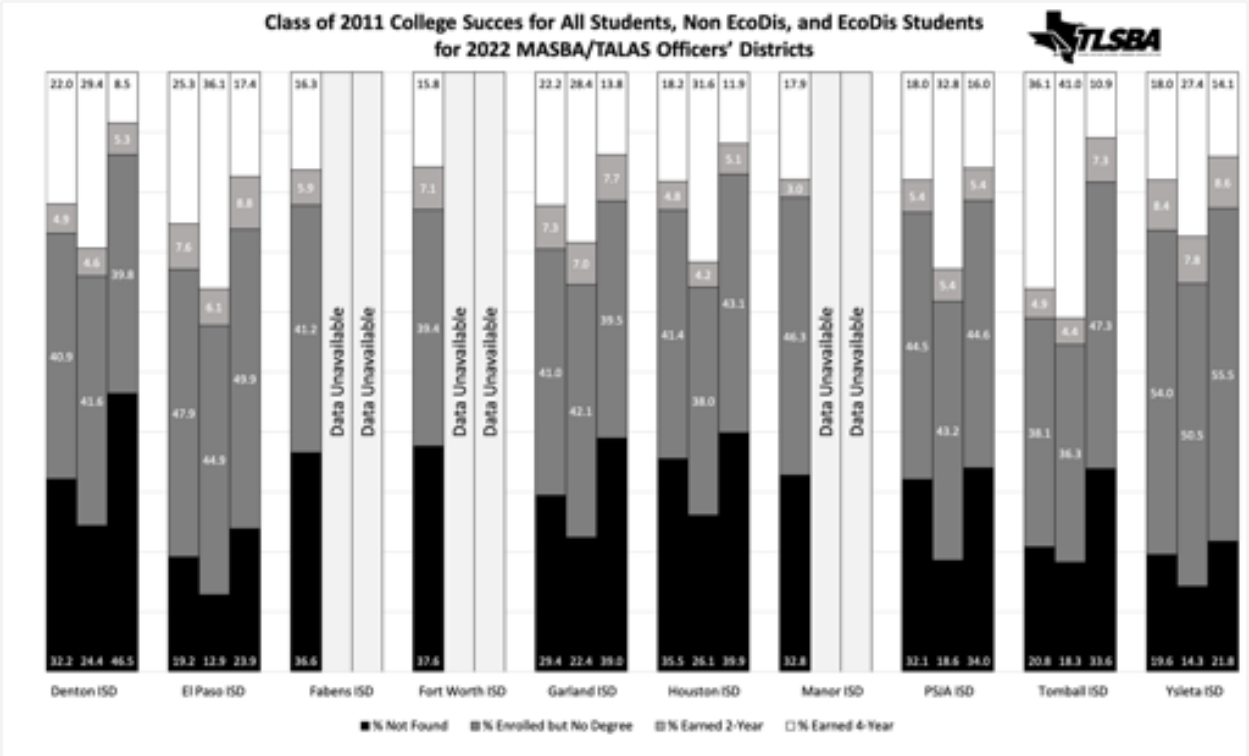
8TH GRADE	Reading		Math		Science		Social Studies	
DISTRICT & TESTED STUDENT PROFILE	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level	% of Total Tested	% Below Grade Level
Latino								
Denton ISD	31%	54%	34%	55%	31%	61%	31%	76%
El Paso ISD	86%	53%	88%	53%	86%	59%	86%	76%
Fabens ISD	99%	64%	99%	43%	99%	42%	99%	68%
Fort Worth ISD	66%	72%	65%	61%	65%	70%	65%	81%
Garland ISD	53%	54%	54%	46%	53%	58%	53%	70%
Houston ISD	62%	58%	62%	57%	62%	65%	62%	78%
Manor ISD	68%	65%	69%	88%	68%	76%	68%	78%
PSJA ISD	99%	61%	99%	52%	99%	59%	99%	73%
Tomball ISD	31%	38%	35%	35%	31%	39%	31%	57%
Ysleta ISD	94%	55%	94%	40%	94%	36%	94%	69%
Econ. Disadv.								
Denton ISD	44%	59%	48%	60%	44%	64%	44%	78%
El Paso ISD	65%	59%	70%	57%	65%	65%	65%	81%
Fabens ISD	90%	67%	90%	44%	91%	44%	91%	72%
Fort Worth ISD	91%	74%	85%	65%	86%	74%	87%	83%
Garland ISD	65%	55%	67%	47%	66%	59%	66%	70%
Houston ISD	76%	60%	78%	60%	76%	67%	76%	79%
Manor ISD	77%	65%	79%	88%	78%	75%	78%	76%
PSJA ISD	92%	63%	93%	54%	92%	61%	92%	75%
Tomball ISD	23%	47%	31%	38%	24%	55%	24%	66%
Ysleta ISD	81%	60%	79%	45%	80%	61%	80%	73%
At-Risk								
Denton ISD	37%	71%	43%	68%	37%	77%	37%	88%
El Paso ISD	58%	74%	73%	62%	58%	78%	58%	89%
Fabens ISD	69%	80%	69%	54%	70%	54%	69%	81%
Fort Worth ISD	81%	82%	65%	77%	67%	87%	69%	93%
Garland ISD	45%	77%	48%	60%	44%	78%	44%	87%
Houston ISD	55%	79%	64%	71%	56%	83%	55%	91%
Manor ISD	77%	74%	85%	92%	77%	84%	77%	84%
PSJA ISD	65%	81%	69%	66%	65%	77%	65%	88%
Tomball ISD	23%	69%	36%	50%	24%	65%	24%	81%
Ysleta ISD	55%	78%	54%	59%	54%	80%	54%	88%

Conclusions Regarding Academic Achievement Gaps

There is no reason to think that the academic achievement of TALAS/MASBA Officer districts is dissimilar to other districts throughout the state. Indeed, because these districts are led by statewide leaders, it might be suggested that the data in this work may represent "the best of the best." This paints a grim picture of public education in Texas. Even worse is the fact that the grey area of all bar charts above represents the gap between the percentage of students who are at grade level and the percentage of students that the State of Texas considers as "passing" state accountability tests and thus as meeting the State's own lacking definition of academic equity. For this reason, the TLSBA believes that Texas students deserve their day in court to hold the State of Texas accountable for providing them an equitable education that equips students with the necessary knowledge and skills to be at grade level.

Postsecondary Success of Students Graduating from TALAS/MASBA Officer Districts

In the previous sections of this work, one sees how Texas' unwillingness to adequatly invest in public education inhibits the ability of students to reach grade level—even if they do meet the state's invented definition of "constitional equity." The question is rightly raised: What impact does this lack of investment in public education have on postsecondary success and subsequently on the economic future of Texas? The following bar charts, based on a public information request of the Texas Higher Education Coordinating Board, show how TALAS/MASBA Officer districts are pushing high percentages of students into higher education.



The black area of each set of bars shows the percentages of students who were *not* found in higher education: for all students in the district, for non-economically-disadvantaged students, and economically-disadvantaged students. However, the dark grey area of each bar shows the sobering percentages of students who enrolled in higher education but who did *not* receive a degree within six years of graduating from high school. The students who earned two-year degrees are shown in light grey, and the students who earned four-year degrees are displayed in white.

The following table summarizes the degrees earned within six years by all graduates of the Class of 2011 in the ten TALAS/MASBA Officer districts.

	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
Entered higher ed	67.8%	80.8%	63.4%	62.3%	70.5%	64.4%	67.2%	67.9%	79.1%	80.4%
Received a degree	26.9%	32.9%	22.2%	22.9%	29.5%	23.0%	20.9%	23.4%	41.0%	26.4%
Enrolled, no degree	40.5%	47.1%	41.2%	38.8%	40.4%	40.4%	46.3%	42.2%	38.0%	53.3%

The Classes of 2012 and 2013 were the only other classes that would have graduated from higher education in six years prior to the onset of the COVID-19 pandemic, and, though these classes were not part of the public information request made of Texas High Education Coordinating Board, there is no reason to believe that the data from those years would be greatly improved from what is seen here.

The following table summarizes the degrees earned within six years by the economically-disadvantaged graduates of the Class of 2011 in the ten TALAS/MASBA Officer districts.

	Denton ISD	El Paso ISD	Fabens ISD	Fort Worth ISD	Garland ISD	Houston ISD	Manor ISD	PSJA ISD	Tomball ISD	Ysleta ISD
Entered higher ed	53.6%	76.1%	62.5%	42.6%	61.0%	60.1%	65.1%	66.0%	65.5%	78.2%
Received a degree	13.8%	26.2%	22.8%	6.4%	21.5%	17.0%	14.8%	21.4%	18.2%	22.7%
Enrolled, no degree	39.6%	48.9%	39.7%	36.2%	38.9%	41.8%	47.9%	42.2%	47.3%	54.8%

These relatively-small percentages of degrees earned are consistent with the measures of knowledge and skills in the preceding sections of this work. While many factors may influence a student's decision to depart from higher education, the following bar charts suggest that Texas high school students are entering postsecondary studies ill-prepared for the rigors of higher education.

The following table shows the percentages of economically-disadvantaged students, non-economically-disadvantaged students, and the total number of students who enrolled (or didn't enroll) in higher education and who did (or did not) earn a degree within six years.

2017-2018 Postsecondary Outcomes Summary								
District	**HS Graduation Class**	**Economic Profile**	**% Of District**	**Ever Enroll in Hi-Ed**	**Never Found in Hi-Ed**	**Ever Enroll NO Deg or Cert.**	**EARN 2-Yr. Degree**	**EARN 4-Yr. Degree**
Denton ISD	Class of 2011	Economically Disadvantaged	**35.4%**	53.6%	46.5%	39.6%	5.3%	8.5%
El Paso ISD	Class of 2011	Economically Disadvantaged	**57.5%**	76.1%	23.9%	48.9%	8.8%	17.4%
Fabens ISD	Class of 2011	Economically Disadvantaged	**88.9%**	62.5%	37.5%	39.7%	6.6%	**
Fort Worth ISD	Class of 2011	Economically Disadvantaged	**1.3%**	42.6%	57.5%	36.2%	*	*
Garland ISD	Class of 2011	Economically Disadvantaged	**42.3%**	61.0%	39.0%	38.9%	7.7%	13.8%
Houston ISD	Class of 2011	Economically Disadvantaged	**68.2%**	60.1%	39.9%	41.8%	5.1%	11.9%
Manor ISD	Class of 2011	Economically Disadvantaged	**70.6%**	65.1%	34.9%	47.9%	**	14.8%
PSJA ISD	Class of 2011	Economically Disadvantaged	**87.7%**	66.0%	34.0%	42.2%	5.4%	16.0%
Tomball ISD	Class of 2011	Economically Disadvantaged	**16.3%**	65.5%	33.6%	47.3%	7.3%	10.9%
Ysleta ISD	Class of 2011	Economically Disadvantaged	**70.5%**	78.2%	21.8%	54.8%	8.6%	14.1%
Denton ISD	Class of 2011	Non-Economically Disadvantaged	**64.6%**	75.6%	24.4%	41.1%	4.6%	29.4%
El Paso ISD	Class of 2011	Non-Economically Disadvantaged	**42.5%**	87.1%	12.9%	44.6%	6.1%	36.1%
Fabens ISD	Class of 2011	Non-Economically Disadvantaged	**11.1%**	70.6%	29.4%	52.9%	0.0%	*
Fort Worth ISD	Class of 2011	Non-Economically Disadvantaged	**98.7%**	62.6%	37.4%	38.9%	**	**
Garland ISD	Class of 2011	Non-Economically Disadvantaged	**57.7%**	77.5%	22.4%	41.4%	7.0%	28.4%
Houston ISD	Class of 2011	Non-Economically Disadvantaged	**31.8%**	73.8%	26.1%	37.3%	4.2%	31.6%
Manor ISD	Class of 2011	Non-Economically Disadvantaged	**29.4%**	72.4%	27.6%	42.5%	*	25.3%
PSJA ISD	Class of 2011	Non-Economically Disadvantaged	**12.3%**	81.4%	18.6%	42.2%	5.4%	32.8%
Tomball ISD	Class of 2011	Non-Economically Disadvantaged	**83.7%**	81.7%	18.3%	36.2%	4.4%	41.0%
Ysleta ISD	Class of 2011	Non-Economically Disadvantaged	**29.5%**	85.7%	14.3%	49.8%	7.8%	27.4%
Denton ISD	Class of 2011	All Students	**100.0%**	67.8%	32.2%	40.5%	4.9%	22.0%
El Paso ISD	Class of 2011	All Students	**100.0%**	80.8%	19.2%	47.1%	7.6%	25.3%
Fabens ISD	Class of 2011	All Students	**100.0%**	63.4%	36.6%	41.2%	5.9%	16.3%
Fort Worth ISD	Class of 2011	All Students	**100.0%**	62.3%	37.6%	38.8%	7.1%	15.8%
Garland ISD	Class of 2011	All Students	**100.0%**	70.5%	29.4%	40.4%	7.3%	22.2%
Houston ISD	Class of 2011	All Students	**100.0%**	64.4%	35.5%	40.4%	4.8%	18.2%
Manor ISD	Class of 2011	All Students	**100.0%**	67.2%	32.8%	46.3%	3.0%	17.9%
PSJA ISD	Class of 2011	All Students	**100.0%**	67.9%	32.1%	42.2%	5.4%	18.0%
Tomball ISD	Class of 2011	All Students	**100.0%**	79.1%	20.8%	38.0%	4.9%	36.1%
Ysleta ISD	Class of 2011	All Students	**100.0%**	80.4%	19.6%	53.3%	8.4%	18.0%
** Indicates results are masked due to small numbers to protect student confidentially*								

The information in the above table was shared by the Texas Higher Education Coordinating Board (THECB), and, unlike other reports published by the THECB, it includes data on students enrolled outside of Texas, which the THECB obtains through a national clearinghouse that tracks college graduations rates.

Key take-aways from this table include:

1. High percentages of graduates from all TALAS/MASBA Officer districts entered higher education.
2. 38.0% to 53.3% of students enrolled in higher education but failed to earn a degree within six years of enrolling in higher education.
3. Without exception, less than 10% of students earned two-year degrees.

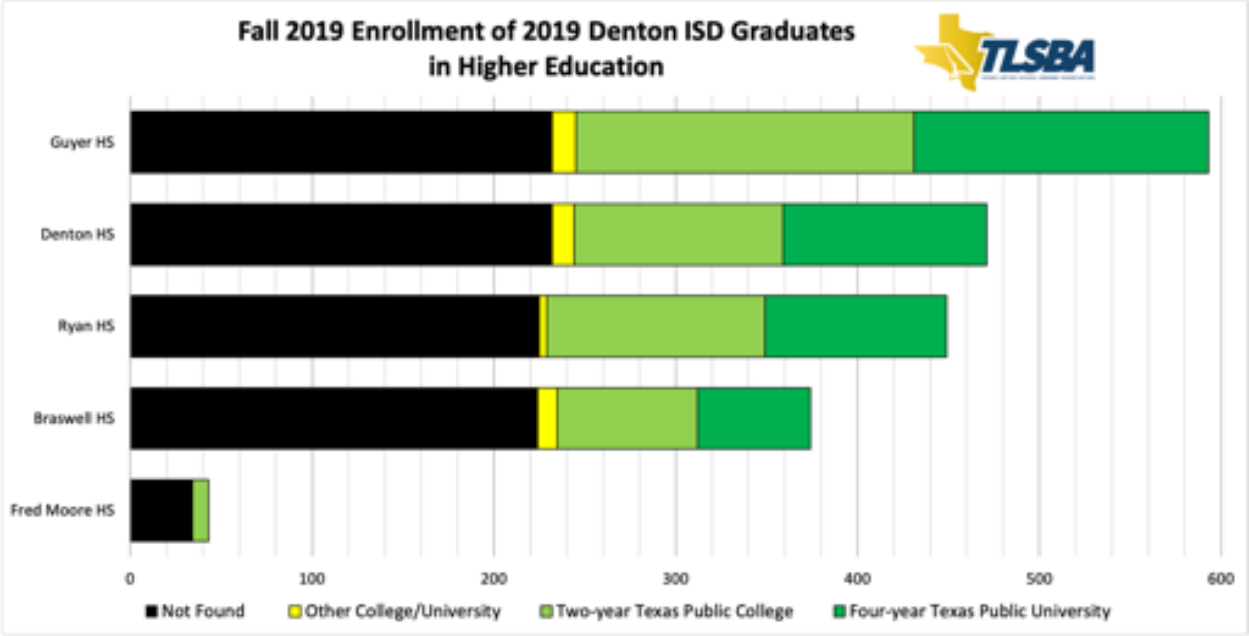
4. The greatest disparities are seen among economically disadvantaged students and non-economically disadvantaged students earning four-year degrees.

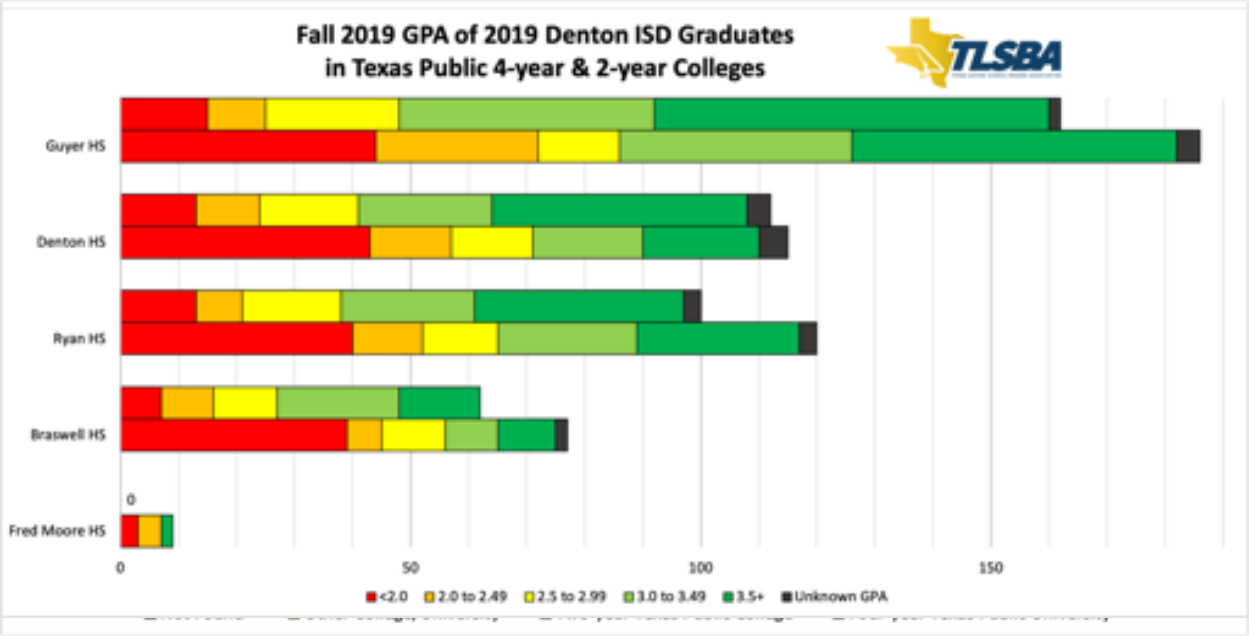
In the following pages, two bar charts are shared for each TALAS/MASBA Officer district. The first bar chart for each district shares the percentages of students entering higher education from each high school in the TALAS/MASBA Officer district in Fall 2019, the last fall semester prior to the onset of the COVID-19 pandemic. Students in black did not enroll in higher education, students in light green enrolled in two-year colleges in Texas, and students in dark green enrolled in four-year colleges and universities in Texas.

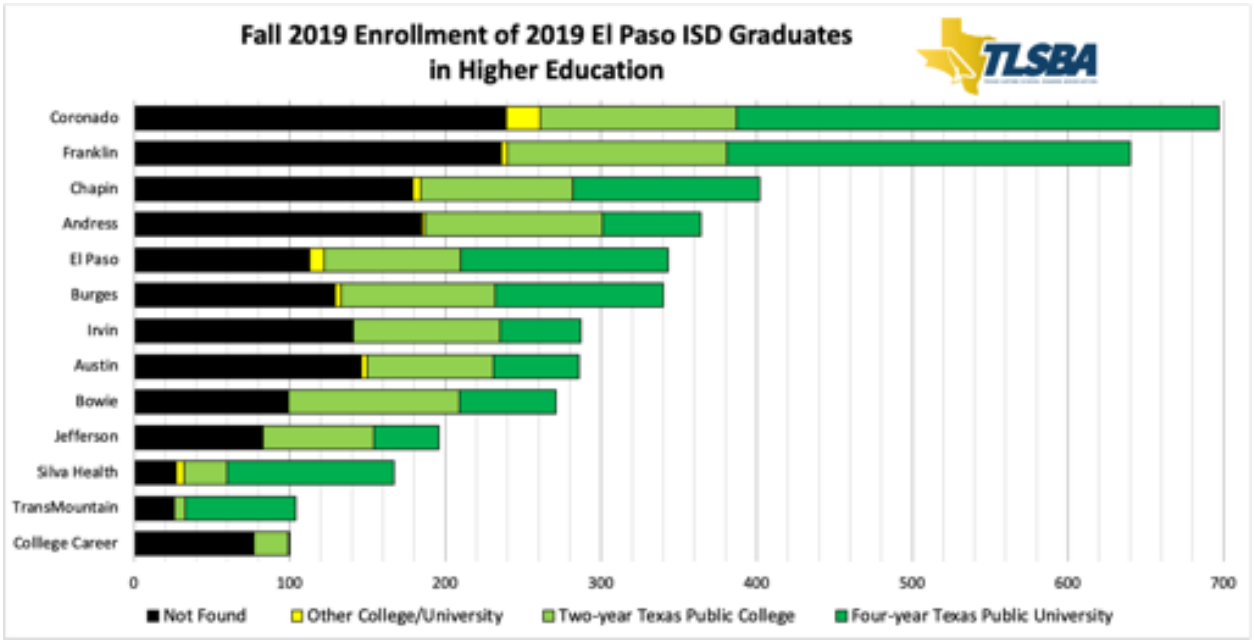
The second bar chart for each district shares the grade point average (GPA) after a single semester of postsecondary studies for the graduates of Texas high schools who enrolled in a Texas college or university in the fall after their spring high school graduation. The top bar represents students in four-year institutions, and the bottom bar represents students in two-year institutions. All students in red were effectively failing out of college during their first semester, with an average GPA of less than 2.0 (or a "C" average).

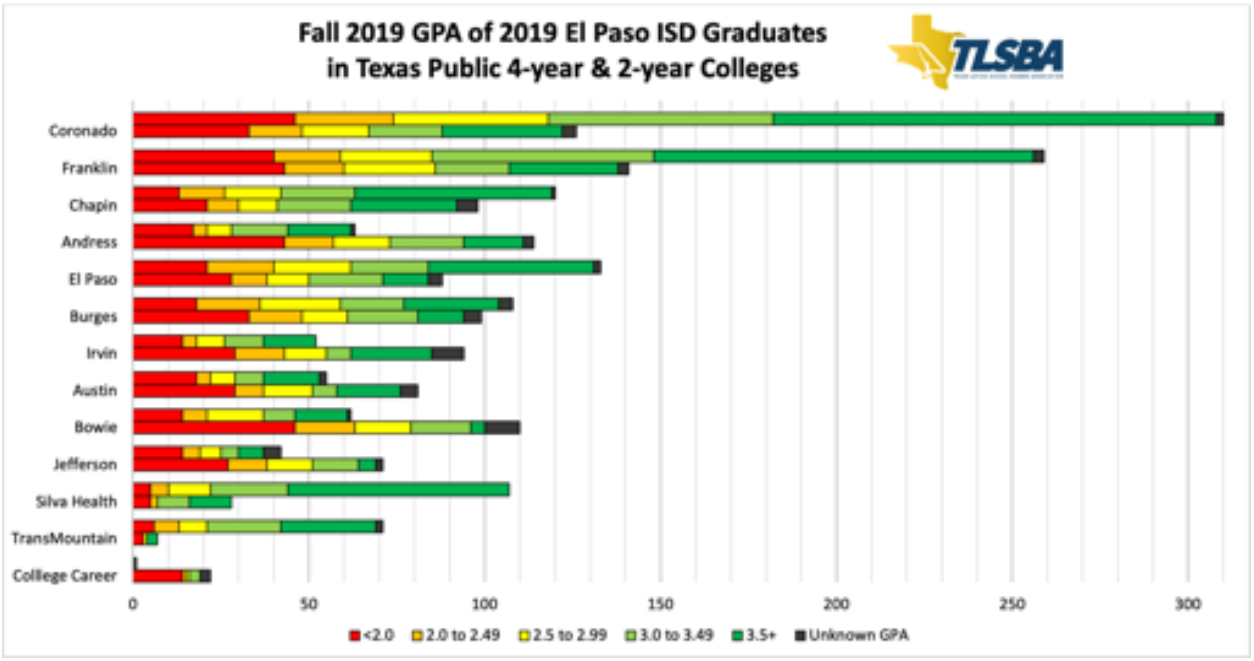
One immediately sees the trend of pushing Texas high school graduates into two-year colleges where large percentages of students leave those institutions with debt but no degrees. Note that these bar charts share the numbers—and not percentages—of students.

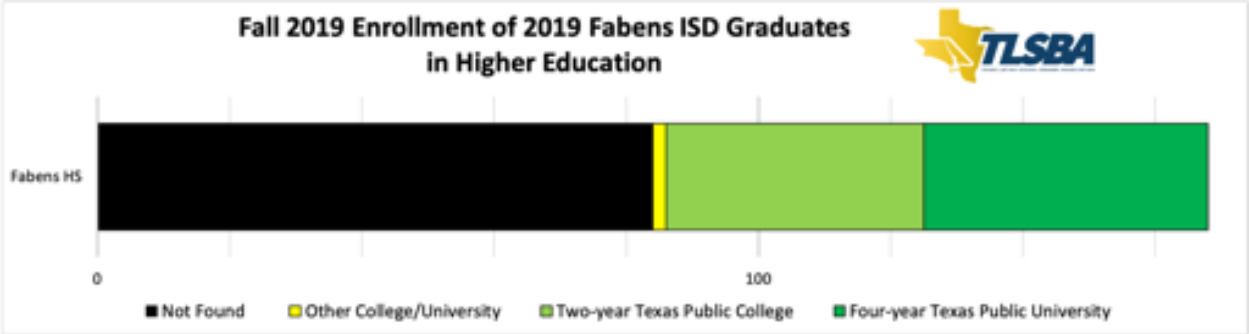
One also notes that there is little "middle ground" for students in college: Most either perform very well (as depicted in green) or very poorly (as depicted in red). Those who perform poorly are obviously most at risk for dropping out of higher education due to academic reasons.

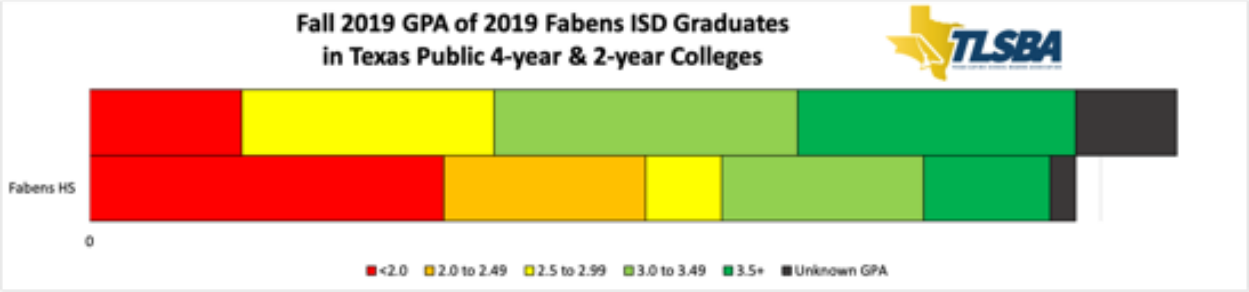

Fall 2019 Enrollment of 2019 Denton ISD Graduates in Higher Education
TLSBA
Guyer HS
Denton HS
Ryan HS
Braswell HS
Fred Moore HS
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

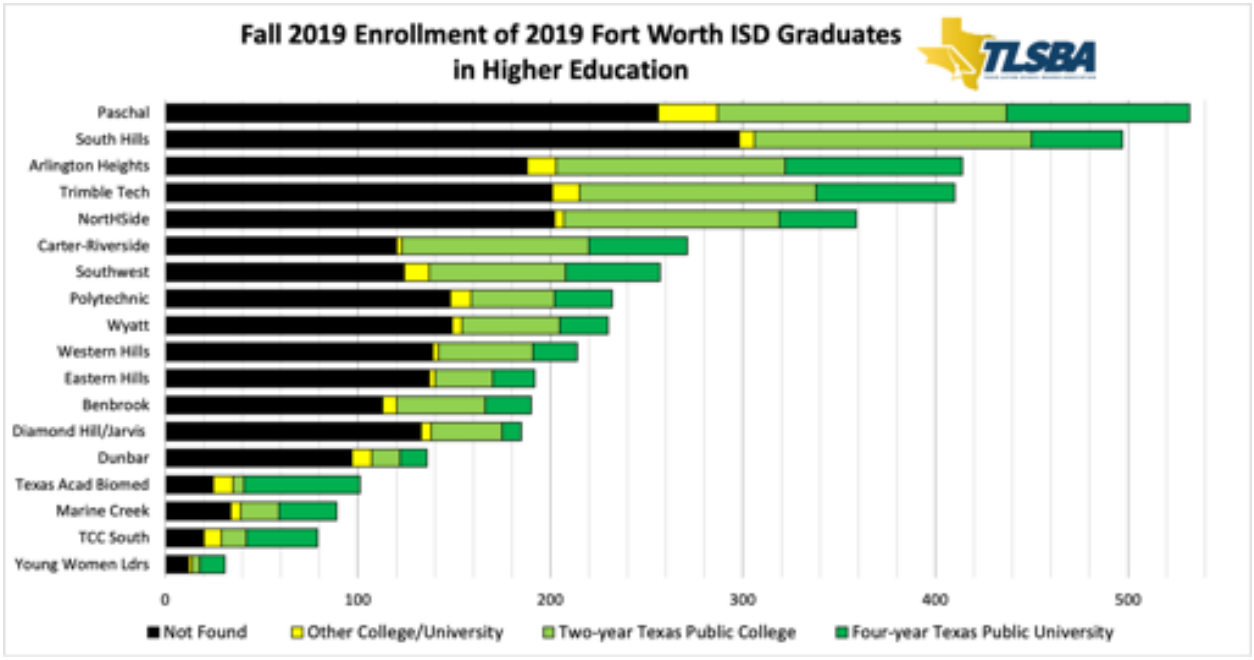

Fall 2019 GPA of 2019 Denton ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Guyer HS
Denton HS
Ryan HS
Braswell HS
0
Fred Moore HS
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

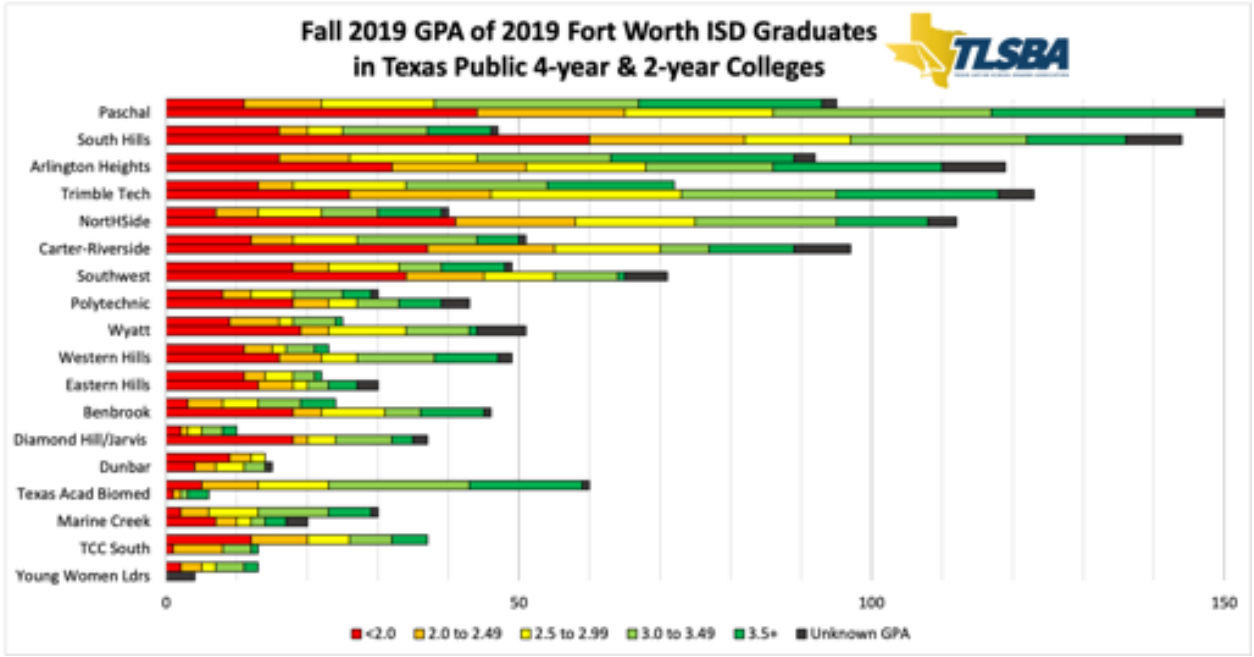

Fall 2019 Enrollment of 2019 El Paso ISD Graduates in Higher Education
TLSBA
Coronado
Franklin
Chapin
Andress
El Paso
Burges
Irvin
Austin
Bowie
Jefferson
Silva Health
TransMountain
College Career
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

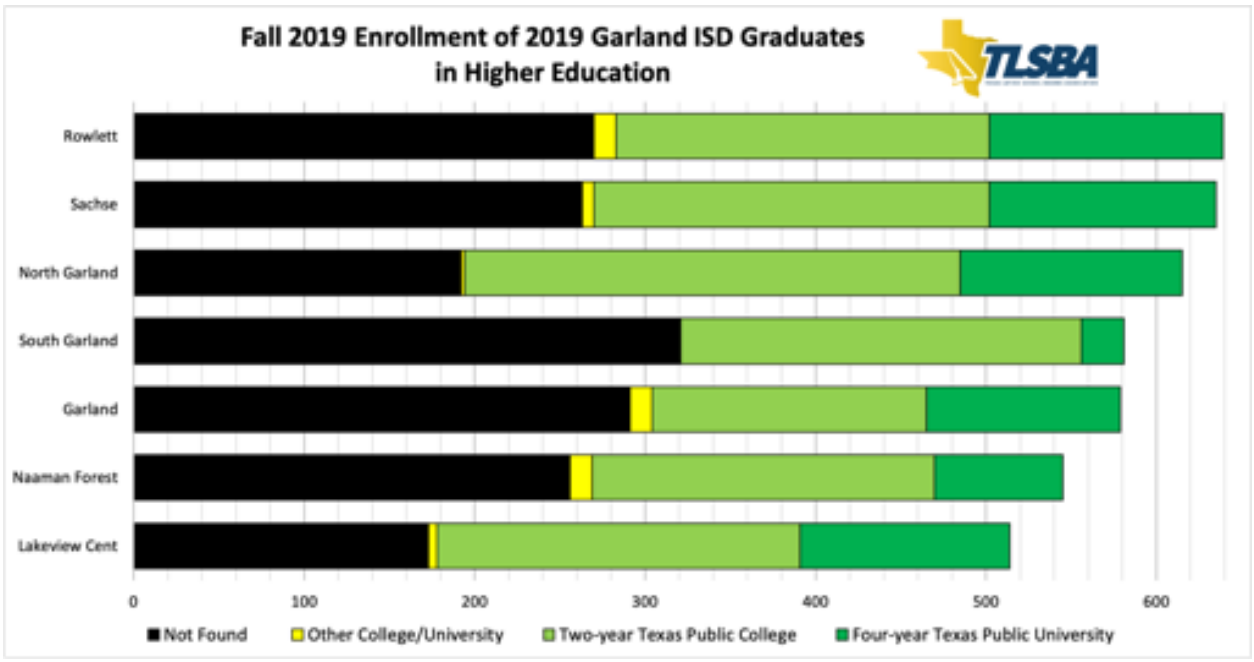

Fall 2019 GPA of 2019 El Paso ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Coronado
Franklin
Chapin
Andress
El Paso
Burges
Irvin
Austin
Bowie
Jefferson
Silva Health
TransMountain
College Career
0
50
100
150
200
250
300
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

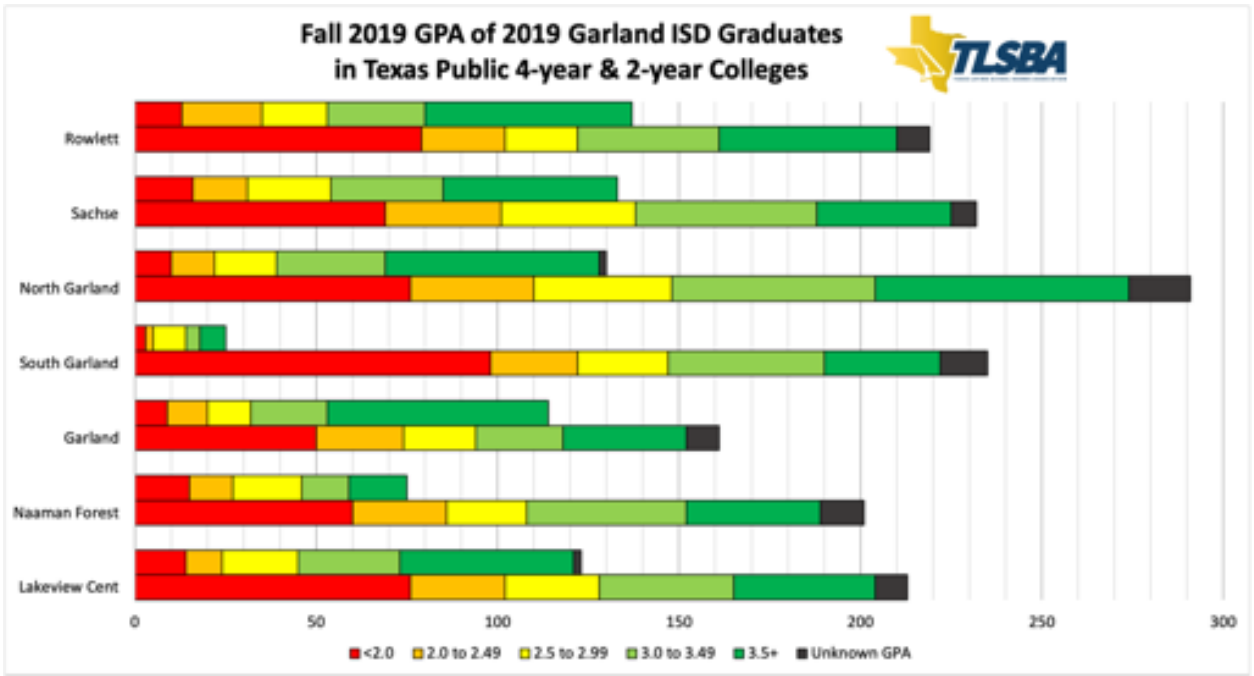

Fall 2019 Enrollment of 2019 Fabens ISD Graduates
in Higher Education
TLSBA
Fabens HS
0
100
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

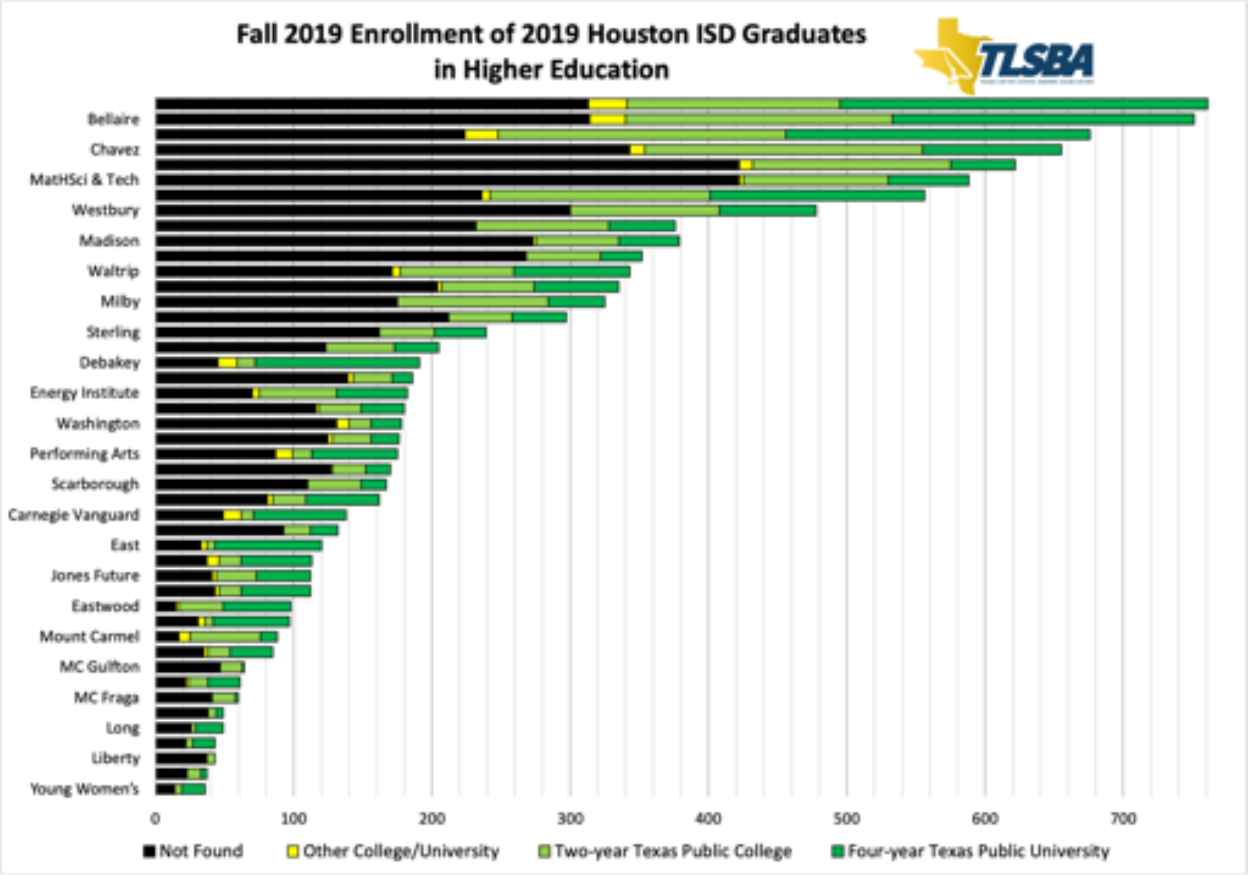

Fall 2019 GPA of 2019 Fabens ISD Graduates
in Texas Public 4-year & 2-year Colleges
TLSBA
Fabens HS
0
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

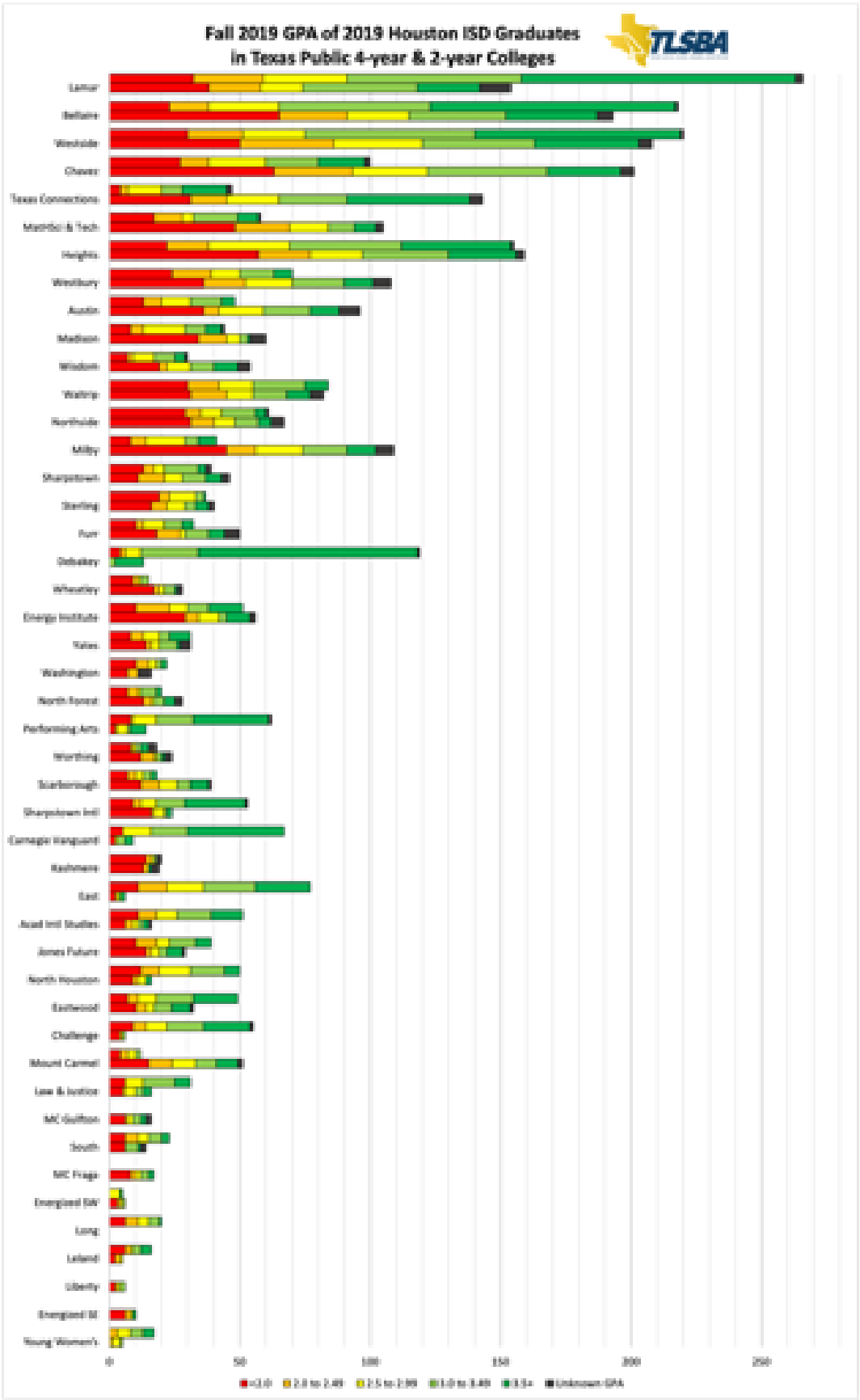

Fall 2019 Enrollment of 2019 Fort Worth ISD Graduates in Higher Education
TLSBA
Paschal
South Hills
Arlington Heights
Trimble Tech
NorthSide
Carter-Riverside
Southwest
Polytechnic
Wyatt
Western Hills
Eastern Hills
Benbrook
Diamond Hill/Jarvis
Dunbar
Texas Acad Biomed
Marine Creek
TCC South
Young Women Ldrs
0
100
200
300
400
500
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

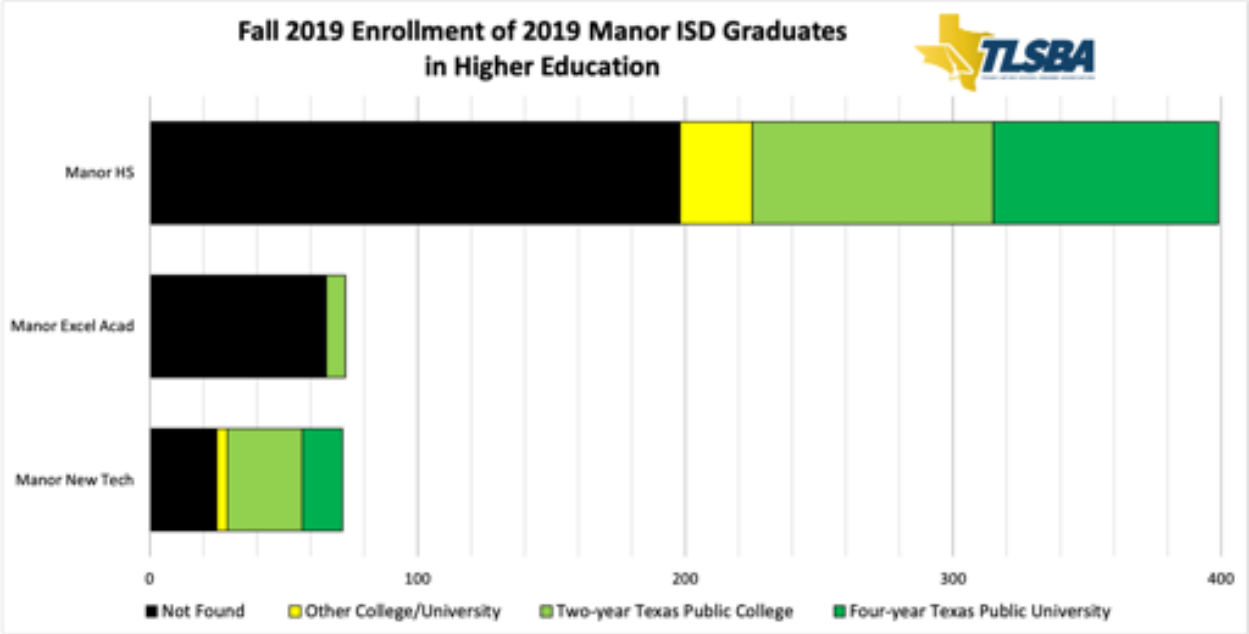

Fall 2019 GPA of 2019 Fort Worth ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Paschal
South Hills
Arlington Heights
Trimble Tech
NorthSide
Carter-Riverside
Southwest
Polytechnic
Wyatt
Western Hills
Eastern Hills
Benbrook
Diamond Hill/Jarvis
Dunbar
Texas Acad Biomed
Marine Creek
TCC South
Young Women Ldrs
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

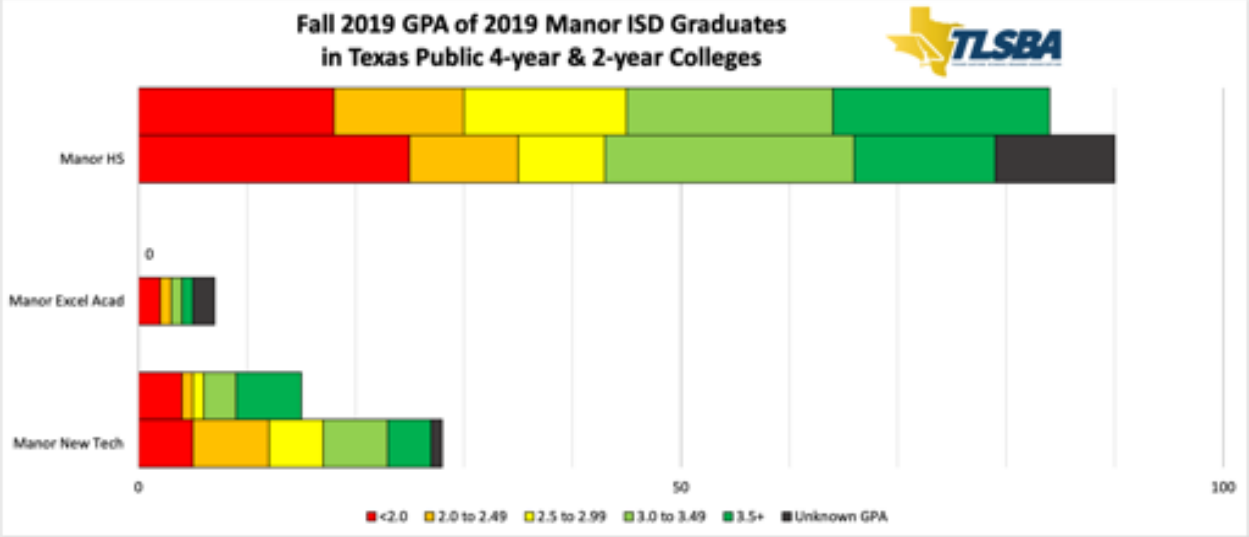

Fall 2019 Enrollment of 2019 Garland ISD Graduates in Higher Education
TLSBA
Rowlett
Sachse
North Garland
South Garland
Garland
Naaman Forest
Lakeview Cent
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

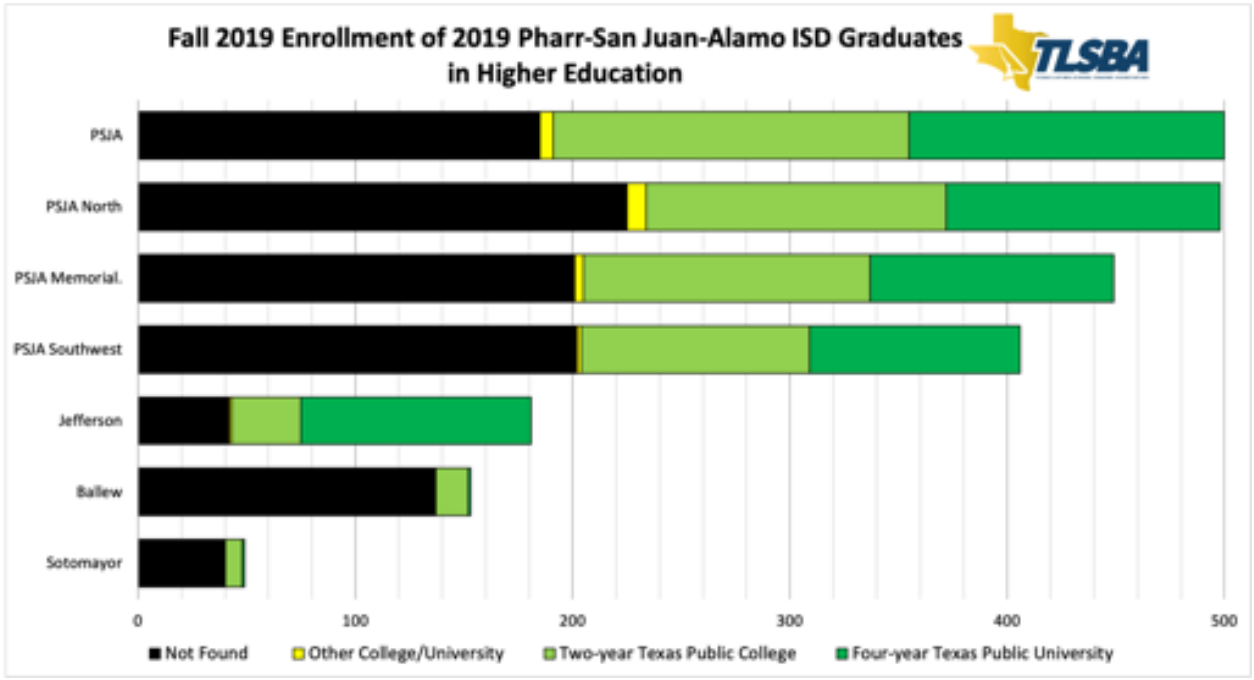

Fall 2019 GPA of 2019 Garland ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Rowlett
Sachse
North Garland
South Garland
Garland
Naaman Forest
Lakeview Cent
0
50
100
150
200
250
300
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

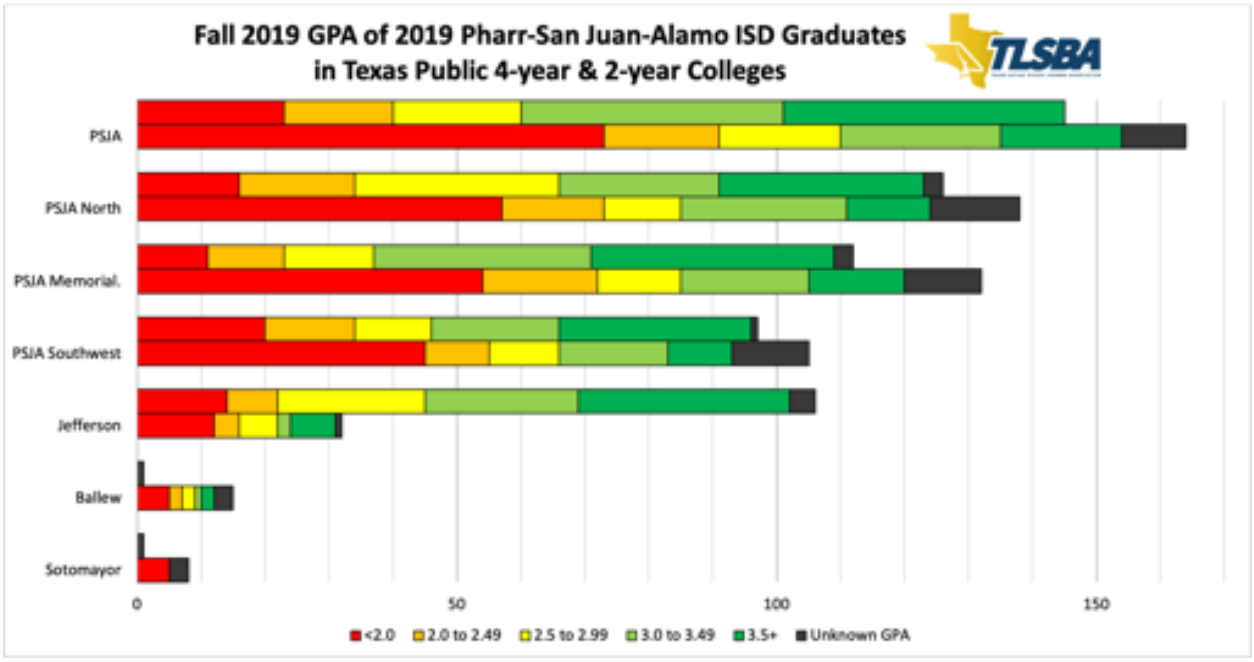

Fall 2019 Enrollment of 2019 Houston ISD Graduates in Higher Education
TLSBA
Bellaire
Chavez
MathSci & Tech
Westbury
Madison
Waltrip
Milby
Sterling
Debakey
Energy Institute
Washington
Performing Arts
Scarborough
Carnegie Vanguard
East
Jones Future
Eastwood
Mount Carmel
MC Gulfton
MC Fraga
Long
Liberty
Young Women's
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

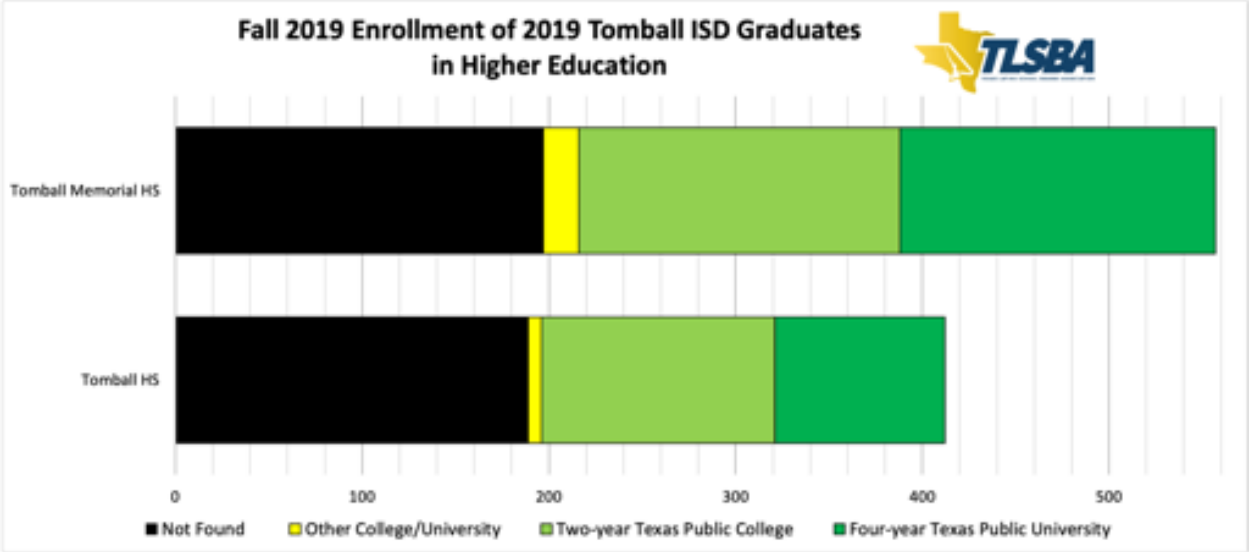

Fall 2019 GPA of 2019 Houston ISD Graduates
in Texas Public 4-year & 2-year Colleges
TLSBA
Lamar
Bellaire
Westside
Chavez
Texas Connections
Madison
Heights
Westbury
Austin
Madison
Wisdom
Waltrip
Northside
Milby
Sharpstown
Sterling
Furr
Debakey
Wheatley
Energy Institute
Yates
Washington
North Forest
Performing Arts
Worthing
Scarborough
Sharpstown Intl
Carnegie Vanguard
Kashmere
East
Acad Intl Studies
Jones Future
North Houston
Eastwood
Challenge
Mount Carmel
Law & Justice
MC Guiffon
South
MC Frags
Energized SW
Long
Leland
Liberty
Energized SE
Young Women's
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

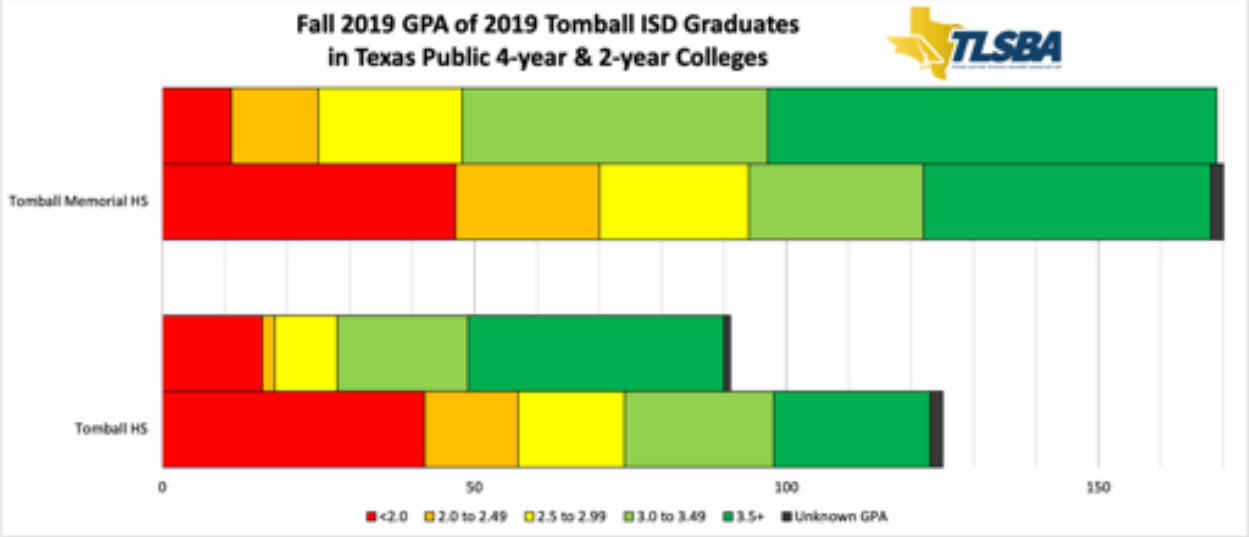

Fall 2019 Enrollment of 2019 Manor ISD Graduates in Higher Education
TLSBA
Manor HS
Manor Excel Acad
Manor New Tech
0
100
200
300
400
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

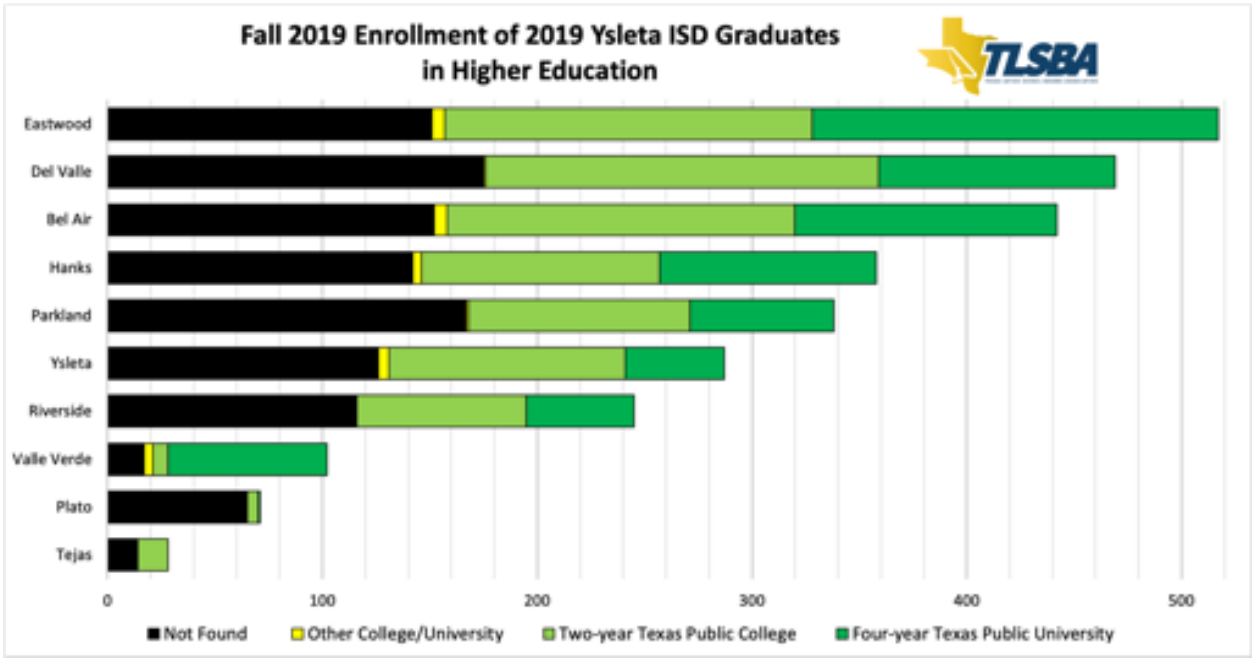

Fall 2019 GPA of 2019 Manor ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Manor HS
Manor Excel Acad
Manor New Tech
0
0
50
100
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

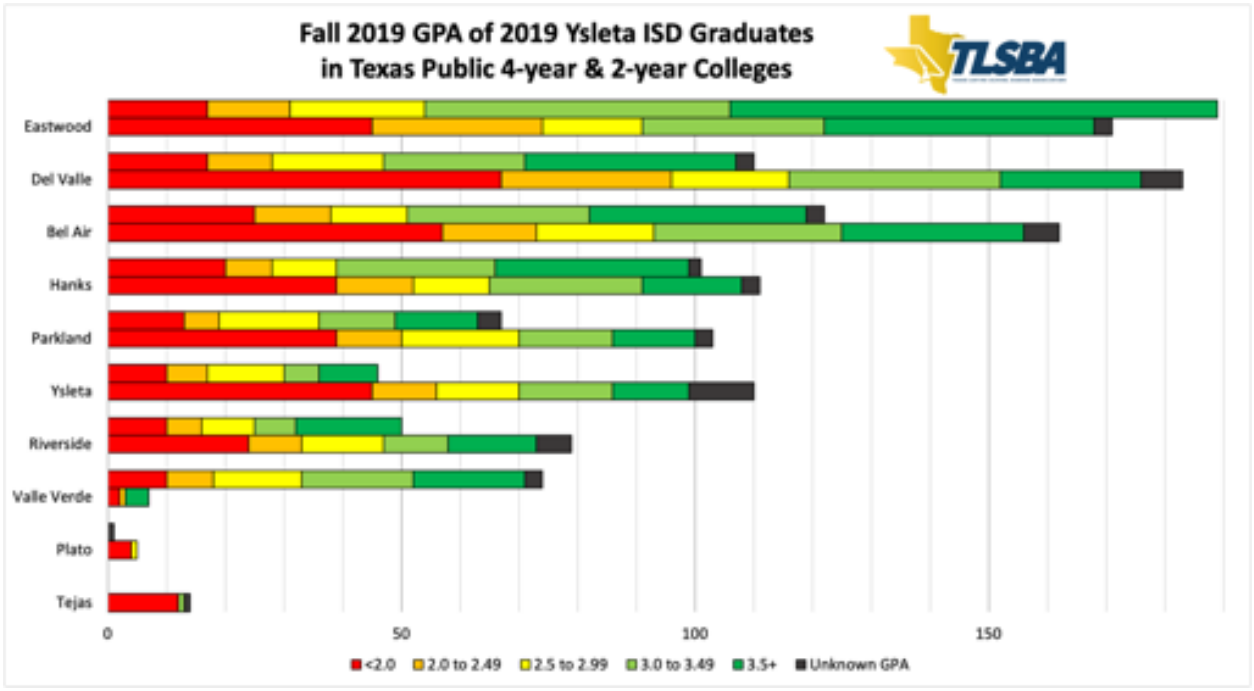

Fall 2019 Enrollment of 2019 Pharr-San Juan-Alamo ISD Graduates in Higher Education
TLSBA
PSJA
PSJA North
PSJA Memorial.
PSJA Southwest
Jefferson
Ballew
Sotomayor
0
100
200
300
400
500
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Pharr-San Juan-Alamo ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
PSJA
PSJA North
PSJA Memorial.
PSJA Southwest
Jefferson
Ballew
Sotomayor
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Tomball ISD Graduates in Higher Education
TLSBA
Tomball Memorial HS
Tomball HS
0
100
200
300
400
500
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Tomball ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Tomball Memorial HS
Tomball HS
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA





The following table provides the numbers that were visualized in the above bar charts, as obtained through information obtained from the THECB. These numbers track high school graduates' GPA in the first year of college or university enrollment *only* in Texas colleges or universities.

DISTRICT	CAMPUS	TOTAL GRADS	% NOT FOUND	% ENROLL 4 Year	% ENROLL 2 Year	% GPA 2.49 Below At 4 Year	% GPA 2.49 Below At 2 Year
Denton ISD	Ryan HS	449	50%	22%	27%	21%	43%
Denton ISD	Denton HS	471	49%	24%	24%	21%	50%
Denton ISD	Guyer HS	593	39%	27%	31%	15%	39%
Denton ISD	Braswell HS	374	60%	17%	21%	26%	58%
Denton ISD	Fred Moore HS	43	79%	0%	21%	NA	78%
Denton ISD	**Denton ISD**	**1,930**	**49%**	**23%**	**26%**	**20%**	**46%**
El Paso ISD	Andress HS	364	51%	17%	31%	33%	50%
El Paso ISD	Austin HS	286	51%	19%	28%	40%	46%
El Paso ISD	Bowie HS	271	37%	23%	41%	34%	57%
El Paso ISD	Burges HS	340	38%	32%	29%	33%	48%
El Paso ISD	Coronado HS	697	34%	44%	18%	24%	38%
El Paso ISD	El Paso HS	343	33%	39%	26%	30%	43%
El Paso ISD	Irvin HS	287	49%	18%	33%	35%	46%
El Paso ISD	Jefferson HS	196	42%	21%	36%	45%	54%
El Paso ISD	Franklin HS	640	37%	40%	22%	23%	43%
El Paso ISD	Silva Health Mag.	167	16%	64%	17%	9%	25%
El Paso ISD	Chapin HS	402	45%	30%	24%	22%	31%
El Paso ISD	Transmountain (Ec)	104	24%	68%	7%	18%	43%
El Paso ISD	Coll/Career/Tech	100	77%	1%	22%	0%	68%
El Paso ISD	**El Paso ISD**	**4,197**	**40%**	**33%**	**26%**	**26%**	**45%**
Fabens ISD	Fabens HS	168	50%	26%	23%	14%	56%
Fabens ISD	**Fabens ISD**	**168**	**50%**	**26%**	**23%**	**14%**	**56%**
Fort Worth ISD	Carter-Riverside	271	44%	19%	36%	35%	57%
Fort Worth ISD	Arlington Heights	414	45%	22%	29%	28%	43%
Fort Worth ISD	South Hills HS	497	60%	9%	29%	43%	57%
Fort Worth ISD	Hill-Jarvis HS	185	72%	5%	20%	30%	54%
Fort Worth ISD	Dunbar HS	136	71%	10%	11%	86%	47%
Fort Worth ISD	Eastern Hills HS	192	71%	11%	16%	64%	60%
Fort Worth ISD	NorthSide HS	359	56%	11%	31%	33%	52%
Fort Worth ISD	Polytechnic HS	232	64%	13%	19%	40%	53%
Fort Worth ISD	Paschal HS	532	48%	18%	28%	23%	43%
Fort Worth ISD	Trimble Tech/HS	410	49%	18%	30%	25%	37%
Fort Worth ISD	Southwest HS	257	48%	19%	28%	47%	63%
Fort Worth ISD	Western Hills HS	214	65%	11%	23%	65%	45%
Fort Worth ISD	O D Wyatt HS	230	65%	11%	22%	64%	45%
Fort Worth ISD	Benbrook Mid/Hs	190	59%	13%	24%	33%	48%
Fort Worth ISD	Women'S Ldrsh. Acad.	31	39%	42%	13%	38%	0%
Fort Worth ISD	Acad/Biomedical	101	25%	59%	6%	22%	33%
Fort Worth ISD	Marine Creek E.C.	89	38%	34%	22%	20%	50%
Fort Worth ISD	Tarrant E.C.	79	25%	47%	16%	54%	62%
Fort Worth ISD	**Fort Worth ISD**	**4,419**	**54%**	**17%**	**26%**	**36%**	**49%**
Garland ISD	Garland HS	579	50%	20%	28%	18%	46%
Garland ISD	S Garland HS	581	55%	4%	40%	20%	52%
Garland ISD	N Garland HS	615	31%	21%	47%	17%	38%
Garland ISD	Lakeview Cent/Hs	514	34%	24%	41%	20%	48%
Garland ISD	Naaman Forest HS	545	47%	14%	37%	36%	43%
Garland ISD	Rowlett HS	639	42%	21%	34%	26%	47%
Garland ISD	Sachse HS	635	41%	21%	37%	29%	44%
Garland ISD	**Garland ISD**	**4,108**	**43%**	**18%**	**38%**	**23%**	**45%**
Houston ISD	Austin HS	376	62%	13%	26%	42%	44%
Houston ISD	Bellaire HS	751	42%	29%	26%	17%	47%
Houston ISD	Northside HS	335	61%	18%	20%	57%	60%
Houston ISD	Furr HS	205	60%	16%	24%	41%	54%
Houston ISD	Jones Fut/Acad	112	37%	35%	26%	46%	55%
Houston ISD	Kashmere HS	132	70%	15%	14%	80%	79%
Houston ISD	Lamar HS	761	41%	35%	20%	22%	38%
Houston ISD	WISDom HS	352	76%	9%	15%	30%	41%
Houston ISD	Madison HS	379	72%	12%	16%	30%	75%
Houston ISD	Milby HS	325	54%	13%	34%	34%	51%
Houston ISD	Heights HS	556	42%	28%	29%	25%	48%
Houston ISD	Sterling HS	239	67%	15%	17%	62%	55%

Houston ISD	Waltrip HS	343	50%	24%	24%	50%	55%
Houston ISD	Washington Hs	178	74%	12%	9%	68%	69%
Houston ISD	Westbury HS	478	63%	15%	23%	56%	48%
Houston ISD	Wheatley HS	186	75%	8%	15%	73%	68%
Houston ISD	Worthing HS	170	75%	11%	14%	50%	71%
Houston ISD	Yates HS	180	64%	17%	17%	42%	52%
Houston ISD	Sharpstown HS	297	71%	13%	15%	44%	46%
Houston ISD	Scarborough HS	167	66%	11%	23%	56%	49%
Houston ISD	Perf/Vis Arts HS	175	50%	35%	8%	15%	21%
Houston ISD	Debakey/Health	191	24%	62%	7%	5%	0%
Houston ISD	Chavez HS	655	52%	15%	31%	38%	46%
Houston ISD	Hs/Law/Justice	85	41%	36%	19%	19%	38%
Houston ISD	Westside HS	676	33%	33%	31%	23%	41%
Houston ISD	Long Academy	49	53%	41%	6%	55%	0%
Houston ISD	Sharpstown Int.	162	50%	33%	15%	23%	71%
Houston ISD	Texas Conn/Acad	622	68%	8%	23%	15%	31%
Houston ISD	Eastwood Acad	98	15%	50%	33%	22%	44%
Houston ISD	N. Hou. E.C.	112	38%	45%	14%	38%	69%
Houston ISD	Hou/Math/Sci/Tech	588	72%	10%	18%	48%	66%
Houston ISD	Mount Carmel Acad	88	19%	14%	58%	58%	47%
Houston ISD	Energized Stem/S.E.	37	62%	11%	27%	0%	80%
Houston ISD	Carnegie Vanguard	138	36%	49%	7%	7%	22%
Houston ISD	Challenge E.C	97	32%	57%	6%	25%	67%
Houston ISD	Liberty HS	43	86%	0%	14%	0%	50%
Houston ISD	East Early Coll.	120	28%	64%	5%	29%	50%
Houston ISD	Houston Acad/Int.	113	33%	45%	14%	35%	10%
Houston ISD	Energized Stem/S.W.	49	76%	10%	12%	0%	67%
Houston ISD	Leland Coll/Prep	43	49%	37%	12%	50%	80%
Houston ISD	Women'S Coll/Prep	36	36%	47%	14%	18%	20%
Houston ISD	Energy Inst. Hs	182	38%	28%	31%	45%	61%
Houston ISD	North Forest HS	176	71%	11%	16%	55%	57%
Houston ISD	Mid/Coll/Gulfton	64	73%	2%	25%	0%	44%
Houston ISD	Mid/Coll/Fraga	60	68%	3%	28%	0%	59%
Houston ISD	South Early Coll	61	36%	38%	23%	48%	43%
Houston ISD	**Houston ISD**	**11,242**	**54%**	**22%**	**22%**	**31%**	**49%**
Manor ISD	Manor HS	399	50%	21%	23%	36%	39%
Manor ISD	Manor Excel Acad	73	90%	0%	10%	0%	43%
Manor ISD	Manor New Tech	72	35%	21%	39%	33%	43%
Manor ISD	**Manor ISD**	**544**	**53%**	**18%**	**23%**	**35%**	**40%**
Pharr S.J.A .ISD	Psja Early Coll	500	37%	29%	33%	28%	55%
Pharr S.J.A .ISD	Memorial E.C.	449	45%	25%	29%	21%	55%
Pharr S.J.A .ISD	North E.C.	498	45%	25%	28%	27%	53%
Pharr S.J.A .ISD	Sotomayor HS	49	82%	2%	16%	0%	63%
Pharr S.J.A .ISD	Ballew HS	153	90%	1%	10%	0%	47%
Pharr S.J.A .ISD	S.West E.C.	406	50%	24%	26%	35%	52%
Pharr S.J.A .ISD	Jefferson T-Stem	181	23%	59%	18%	21%	50%
Pharr/S.J.A.	**Pharr/S.J./Alamo ISD**	**2,236**	**46%**	**26%**	**27%**	**26%**	**54%**
Tomball ISD	Tomball HS	412	46%	22%	30%	20%	46%
Tomball ISD	Tomball Mem/Hs	557	35%	30%	31%	15%	41%
Tomball ISD	**Tomball ISD**	**969**	**40%**	**27%**	**31%**	**17%**	**43%**
Ysleta ISD	Bel Air HS	442	34%	28%	37%	31%	45%
Ysleta ISD	Eastwood HS	517	29%	37%	33%	16%	43%
Ysleta ISD	Parkland HS	338	49%	20%	30%	28%	49%
Ysleta ISD	Ysleta HS	287	44%	16%	38%	37%	51%
Ysleta ISD	Riverside HS	245	47%	20%	32%	32%	42%
Ysleta ISD	J M Hanks HS	358	40%	28%	31%	28%	47%
Ysleta ISD	Del Valle HS	469	37%	23%	39%	25%	52%
Ysleta ISD	Tejas/School Choice	28	50%	0%	50%	0%	86%
Ysleta ISD	Valle Verde E.C.	102	17%	73%	7%	24%	43%
Ysleta ISD	Plato Academy	71	92%	1%	7%	0%	80%
YSLETA ISD	**YSLETA ISD**	**2,857**	**39%**	**27%**	**33%**	**26%**	**48%**

Conclusion

The Texas Latino School Boards Association is profoundly grateful to the Texas Association of Latino Administrators & Superintendents and the Mexican American School Boards Association, which might be tremendous allies in the fight for the Latinx students of Texas. In many cases, the officers of these organizations are longtime advocates and champions for public education, working alongside other longtime leaders in their local districts. Indeed, the TLSBA salutes the longtime service of these leaders at the local and state levels—and their patience in weathering the many critiques they receive as local and state leaders.

Notwithstanding, this work highlights the challenges faced by underfunded public schools in Texas, which struggle to get students to grade level in all subjects. Texas' failure to invest in public education and to bring all students to grade level will have a devastating effect on the future economy of the state. Perhaps, in retrospect, it might be heartening to see such large academic achievement gaps in the districts of TALAS/MASBA officers, since this signifies that they enjoy the opportunity of being models for closing academic achievement gaps in Texas and/or of joining their voices to others who decry the unjust systems that perpetuate these gaps.

The Texas Latino School Boards Association looks forward to working with TALAS, MASBA and the districts of their officers to improve the situation of our students and those who serve them. The TLSBA remains convinced that this change will only occur through litigation: Texas students deserve their day in court, they deserve a high-quality education, and they deserve to be held to higher standards of academic equity that will better prepare them for college, career and life success. In short, they deserve excellence in education.

As a result of the COVID-19 pandemic, Texas education leaders "turned on a dime" and recreated public education to benefit students and their families. The TLSBA earnestly hopes that Texas education leaders now turn their attention to the more serious and increasingly-urgent pandemic of the academic achievement gaps that plague our public schools and adversely affect economically-disadvantaged and at-risk students, largely comprised of students of color.

Now, fifty years after Judge William Wayne Justice's mandate in Civil Order 5281 to compensate "minority-group" children for past racial and ethnic isolation, and three decades after the establishment of a testing and accountability system that was meant to close academic achievement gaps, state leaders must ask themselves: "If not us, who? If not here, where? If not now, when? If not for the sake of the children we serve, why?"

A far worse pandemic than COVID-19 rages, and it is long past time for state education leaders to join hands and demand that the State of Texas honor its constitutional, statutory and moral obligation to provide an equitable education to *all* Texas students.

How Latinx Students Are Served by the Districts of 2021/2022 Officers of the Texas Association of Black School Educators and the Texas Caucus of Black School Board Members

Texas Latino School Boards Association

Beginning in March 2020, the highly-visible crisis of the COVID-19 pandemic consumed the focus and energy of Texas education leaders, who courageously embraced the challenge of responding to the urgent needs of the students and families served by Texas public schools. Almost simultaneously, communities of color in the United States clamored for justice in light of the senseless murders of George Floyd, Atatiana Jefferson and Breonna Taylor by police officers, as well as the gunning down of Ahmaud Arbery by men who felt compelled to bar an unarmed Black jogger from their neighborhood. As part of their response to these events, officers of the Texas Caucus of Black School Board Members (TCBSBM) shared their perspectives in two works: *Seats at the Table: School Board Members' Perspectives on Race & Racism* and *Pandemic Public School Perspectives: The Response of Texas Education Leaders to Exacerbated Inequities*. The latter work focused on the inequities that have long concerned the TCBSBM and the Texas Association of Black School Educators (TABSE).

Intriguingly, the sense of urgency demonstrated during the onset of the COVID-19 pandemic and as a result of certain instances of racial injustice has largely been absent during the past 30 years of the deception that has resulted from the "Texas Education Miracle"—the manipulation of testing and accountability data that the Texas Latino School Boards Association refers to as the "Lies of Texas." Because the Texas Education Agency (TEA) pretends to meet its constitutional, statutory and moral obligation of providing an equitable education to Texas students by getting them to "approach grace level," the TEA has created a system in which students are passed to subsequent grade levels without the necessary knowledge and skills for those higher studies.

To be clear, the TLSBA applauds the efforts of TABSE and TCBSBM on behalf of the students who most need these organizations. This report, however, concludes with a clarion call to action for those who enjoy the title of statewide education leader, particularly within Texas organizations that serve the African-American students and Latinx students who together comprise the majority of Texas public schools. In 1972, Judge William Wayne Justice mandated through Civil Order 5281 that "minority-group" children must be compensated for past racial and ethnic isolation. The elaborate, sophisticated testing and accountability systems that have been implemented by the Texas Education Agency during the past three decades are founded on the premise that such testing will help close the academic achievement gap for disadvantaged, at-risk children. Fifty years after Civil Order 5281, the "Lies of Texas" continue to inhibit such justice for the Latinx students who comprise the majority in our Texas public schools.

The Texas Latino School Boards Association (TLSBA) is dedicated to relentless advocacy for economically-disadvantaged, at-risk students and it looks forward to the day when such longtime friends and partners in public education as TABSE and TCBSBM step forward with a similar sense of urgency and commitment to change.

If the COVID-19 pandemic did nothing else, it showed that large education systems bent on maintaining the status quo *can* pivot to meet the needs of students and families. Even without the disruption of a crisis, the education leaders who serve our Latinx students must open their eyes to the "pandemic" of poor academic performance that plagues our Texas public schools.

Enrollment

This work explores the challenge of nine Texas public school districts to close academic achievement gaps and to provide an equitable education to all students. This subset of districts includes all districts served by the 2021/2022 Officers of the Texas Association of Black School Educators (TABSE) and the Texas Caucus of Black School Board Members (TCBSBM).

The TLSBA views TABSE and TCBSBM as tremendous potential allies in helping to secure the day in court that economically-disadvantaged, at-risk students in Texas deserve, and this work is in no way intended to "pick on" these districts or these officers; in fact, a forthcoming work in this series will turn the "microscope" and explore the challenges faced by the members of the TLSBA Board of Advisors, who together serve over 1.1 million Latinx students in the state's top 20 Latinx-serving districts. This work makes clear the very real challenges confronted by longtime education leaders who now lead statewide organizations dedicated to Latinx students and who struggle to meaningfully close gaps for economically-disadvantaged, at-risk students.

The COVID-19 pandemic adversely affected Texas public education in many ways, including such traditional key performance indicators as student enrollment and student performance on standardized tests. For this reason, much of the data presented by the TLSBA comes from 2018-2019, the last academic year not impacted by the COVID-19 pandemic, with the presupposition that key data have *not* improved during the past three years of great academic disruption.

As the following table makes clear, Latinx students comprise the largest enrollment block of students in seven of nine TABSE/TCBSBM Officer districts, with the other two districts—Lancaster ISD and Marlin ISD—being comprised by a majority of African-American students. Six of nine TABSE/TCBSBM Officer districts contain a majority of economically-disadvantaged and at-risk students.

	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
Student enrollment	45,436	22,289	209,772	53,328	33,444	7,348	880	106,501	35,385
% Latinx	54.2%	79.1%	61.9%	41.4%	42.9%	19.7%	33.6%	67.9%	46.0%
% White	3.8%	4.1%	9.0%	31.3%	27.0%	1.6%	8.0%	18.9%	7.5%
% African-American	28.9%	15.0%	23.3%	15.0%	19.6%	76.1%	56.0%	6.6%	40.0%
% Asian	11.7%	0.6%	4.2%	8.4%	7.0%	0.2%	0.5%	3.3%	2.7%
% EcoDis	84.4%	85.5%	79.8%	45.2%	45.3%	88.1%	Not Available	49.3%	70.1%
% At-risk	79.4%	65.4%	65.2%	35.2%	43.8%	58.8%	54.4%	46.8%	58.3%

Below-Grade-Level Performance by Latinx Students in Reading

The desire to sustain the (mis)perception of a "Texas Education Miracle" has led to a situation where hundreds of thousands of students annually "pass" a state test, allowing the State of Texas to pretend that it is providing an equitable education to all students, even while those students are not achieving at grade level. The State of Texas Assessments of Academic Readiness (STAAR) divides students into four categories based on test performance: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The percentages of students in these categories do not add up to one—unless the percentage of students who "Meet Grade Level" is subtracted from the percentage of students who "Approach Grade Level."

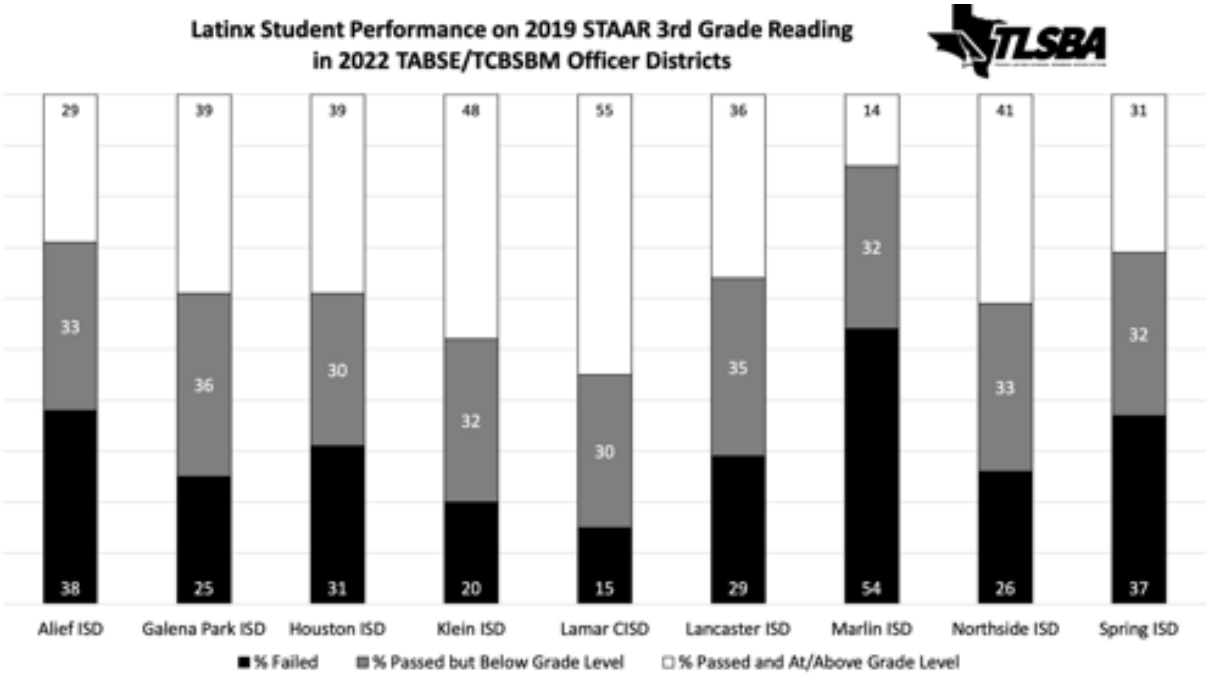
To be clear, *all* students who do *not* "Meet Grade Level" are *below* grade level. The State's test of constitutional equity, though, as Commissioner Morath explained to TASB Directors some five years ago, is *not* based on student meeting grade level; it is based on students who "approach" grade level.

The following bar charts reveal the deception perpetrated by the State of Texas. The white area of each bar indicates the percentage of students who passed the State of Texas Assessments of Academic Readiness (STAAR) and were at or above grade level. The percentage of students who failed the test and were below grade level are shown in black. The students in grey are classified by the Texas Education Agency as "approaches grade level": They "passed" the STAAR and thus were counted toward meeting the State's burden of providing an equitable education—even though they were *not* at grade level.

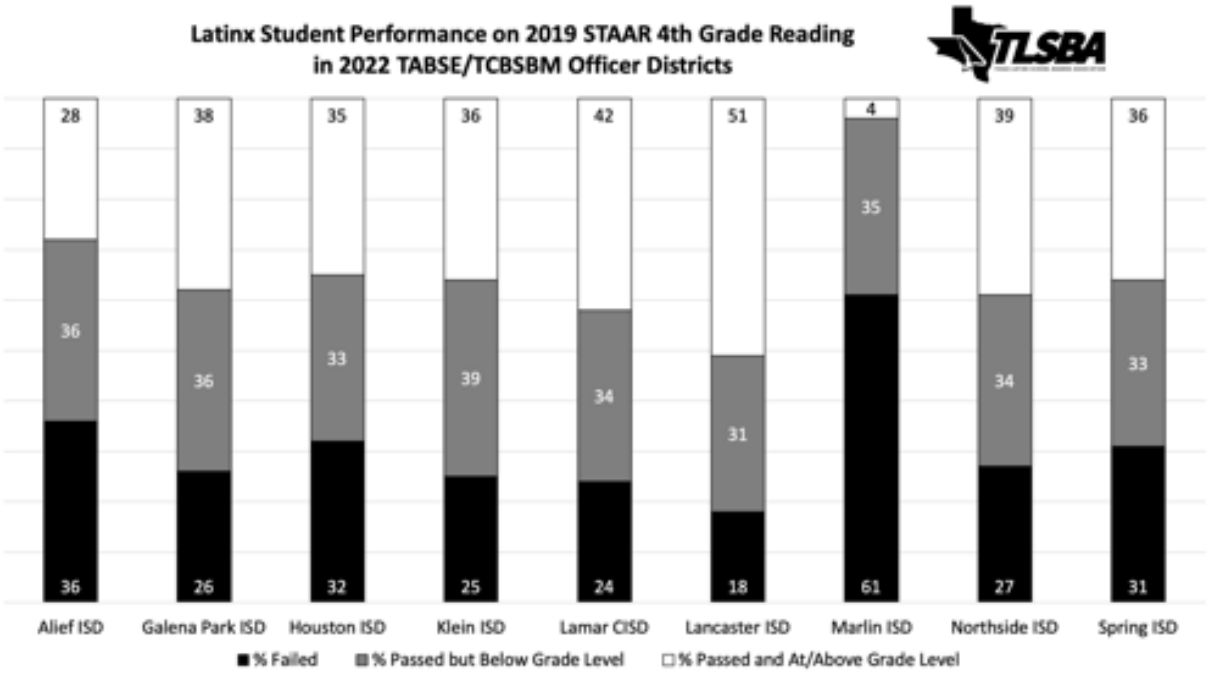
The grey area of each bar becomes increasingly important with each passing year, since the inability to be on grade level is often exacerbated over the years, such that, by the time of exit exams in high school, all students who "pass" the STARR, even if not at grade level, are exempted from Individual Graduation Committees. In short, the grey area represents a human tragedy: all the students who were promoted to the next grade or who graduated from high school *without* learning the necessary knowledge and skills expected of students of their grade level.

The State of Texas points to the white and grey areas together as a representation of students "passing" the STAAR, while, in reality, the grey and black areas together reflect the real percentage of students who are *not* at grade level at the time of testing. When the grey and black areas are seen together—as all students *not* on grade level—a stark picture of Texas public education emerges. One does well to examine the following graphs from this perspective, recognizing the "gap" in each, the way in which the Texas Education Agency views Texas' "success" in providing an equitable education to various students (by combining the white and grey areas), and the ways in which one might more accurately view the percentages of students in Texas who are not at grade level (by seeing the back and grey areas together).

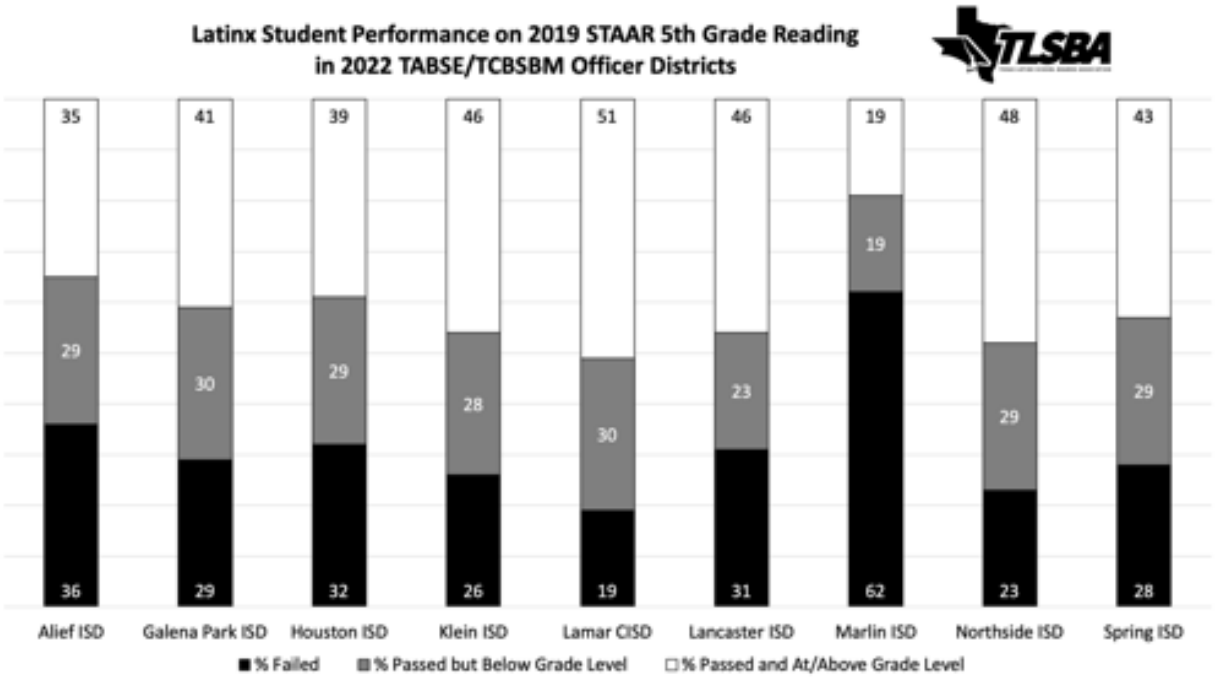
The following chart reveals that in 2019, during the last administration of the STAAR before the COVID-19 pandemic, only one of nine TABSE/TCBSBM Officer districts (viz., Lamar CISD) was able to get the majority of Latinx ("Hispanic") third-grade students to grade level in reading.



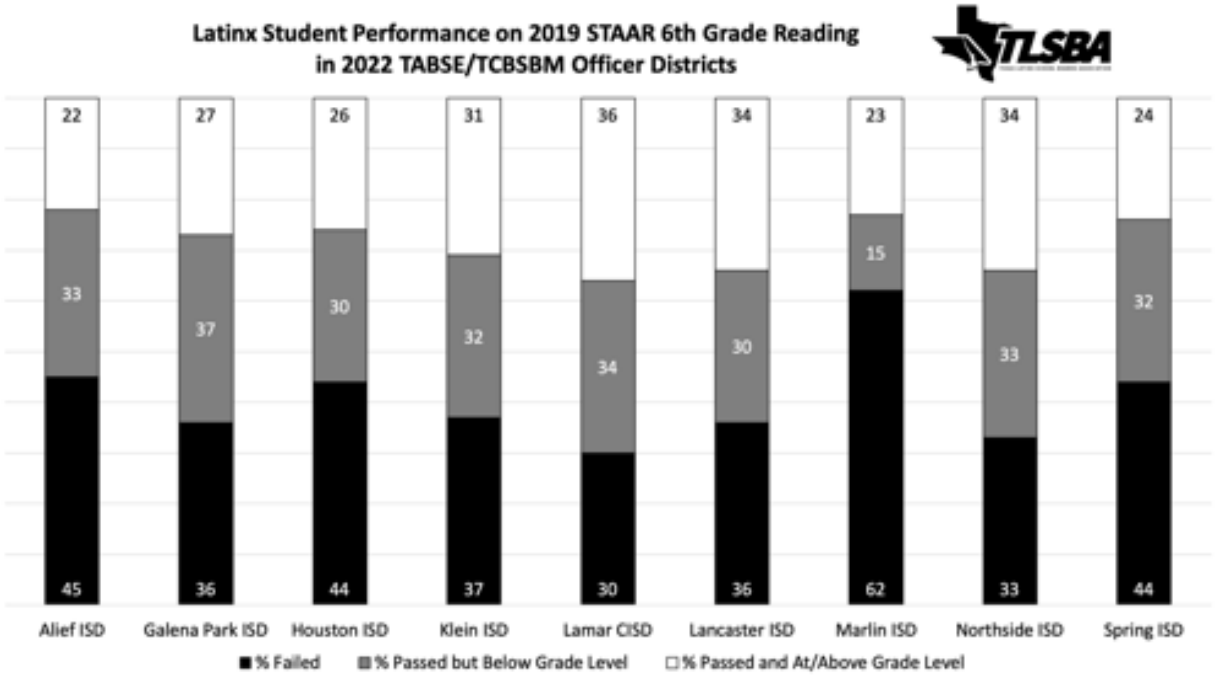
Smaller percentages of fourth-grade Latinx students were reading at grade level in many TABSE/TCBSBM Officer districts prior to the pandemic.



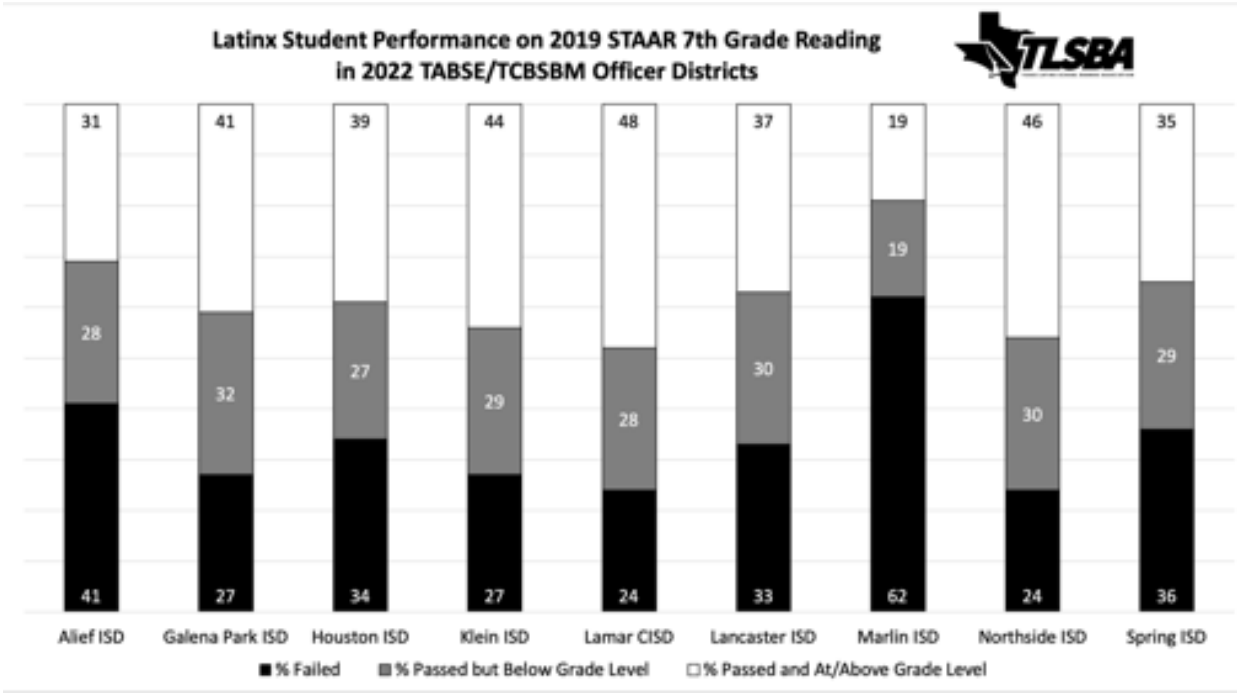
In 2019, TABSE/TCBSBM Officer districts succeeded in getting 19% to 51% of fifth-grade Latinx students to grade level in reading.



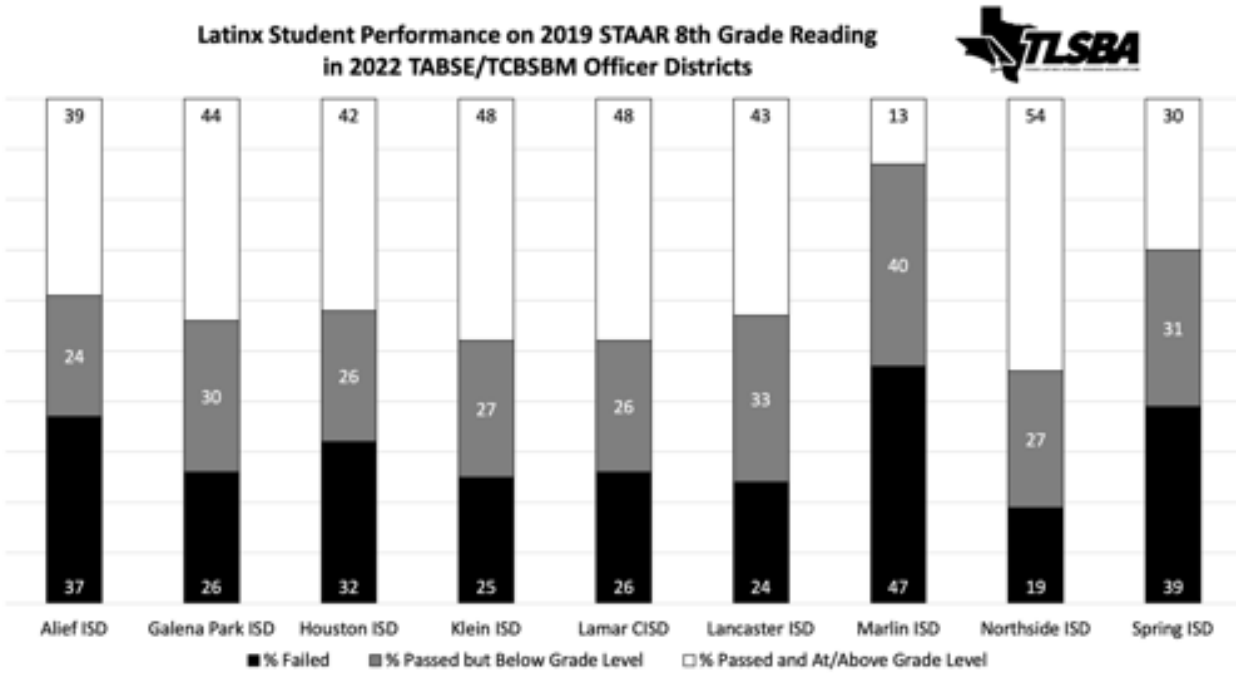
By the sixth-grade, the effect of the inability to be at grade level in previous grades is manifest. One sees that not a single TABSE/TCBSBM Officer district was able to get a majority of sixth-grade Latinx students to grade level in reading *prior* to the pandemic, and that over a third of sixth-grade students failed the reading test in seven of nine TABSE/TCBSBM Officer districts.



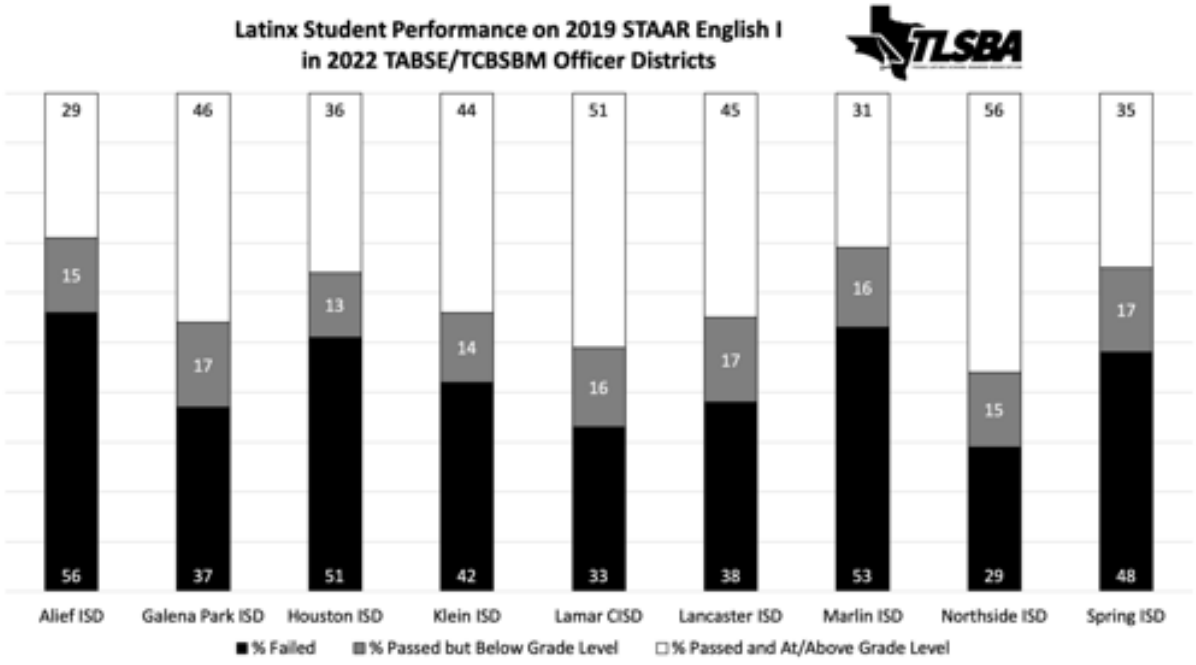
Higher passing rates can be seen in the seventh grade. As previous works of the TLSBA show, however, this is partly due to the fact that the tests of higher grade levels, in an attempt to "pass" as many students as possible, contain an increasing number of questions that are below grade level.



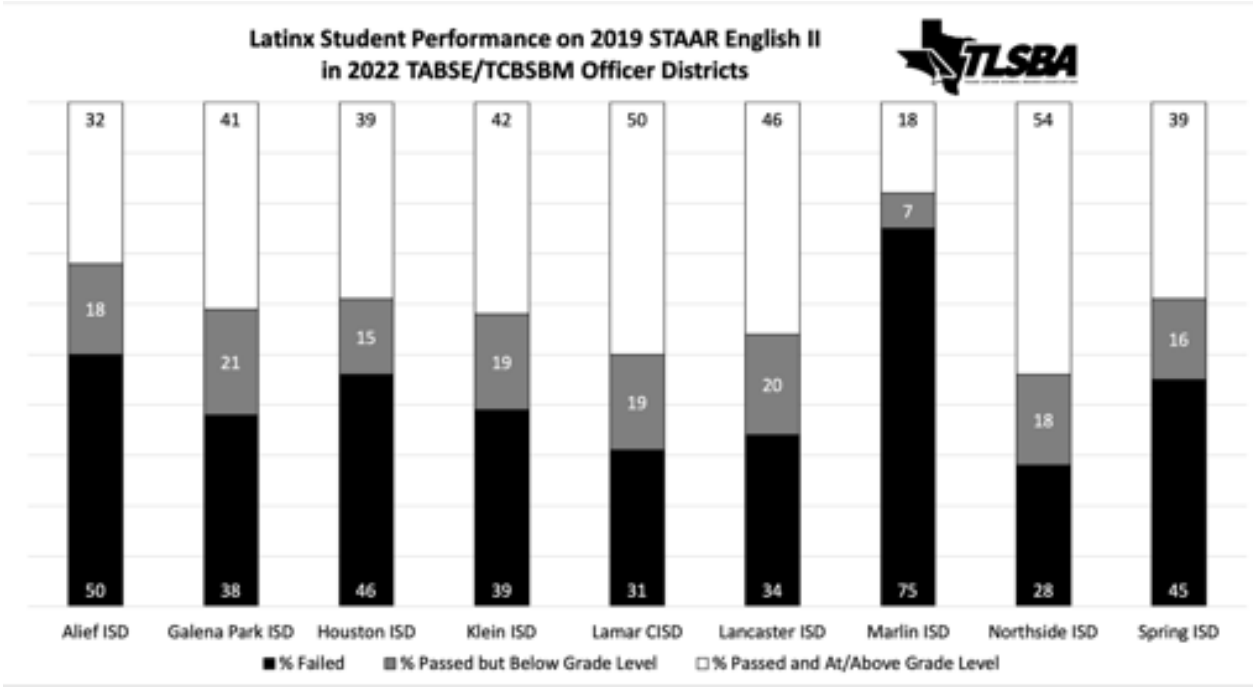
Intriguingly, the State of Texas classifies higher percentages of eighth-grade Latinx students as being at or above grade level. One immediately notes the drastically reduced numbers of students who fail the STAAR in upper grade levels.



By the time Latinx students take end-of-course tests in high school, 29% to 56% of Latinx students all TABSE/TCBSBM Officer districts failed the English I end-of-course exam required for graduation. These high failing rates compare to the 15% to 54% fail rates by Latinx third-grade students in the same TABSE/TCBSBM Officer districts, suggesting that gaps only widen from year to year in TABSE/TCBSBM Officer districts.

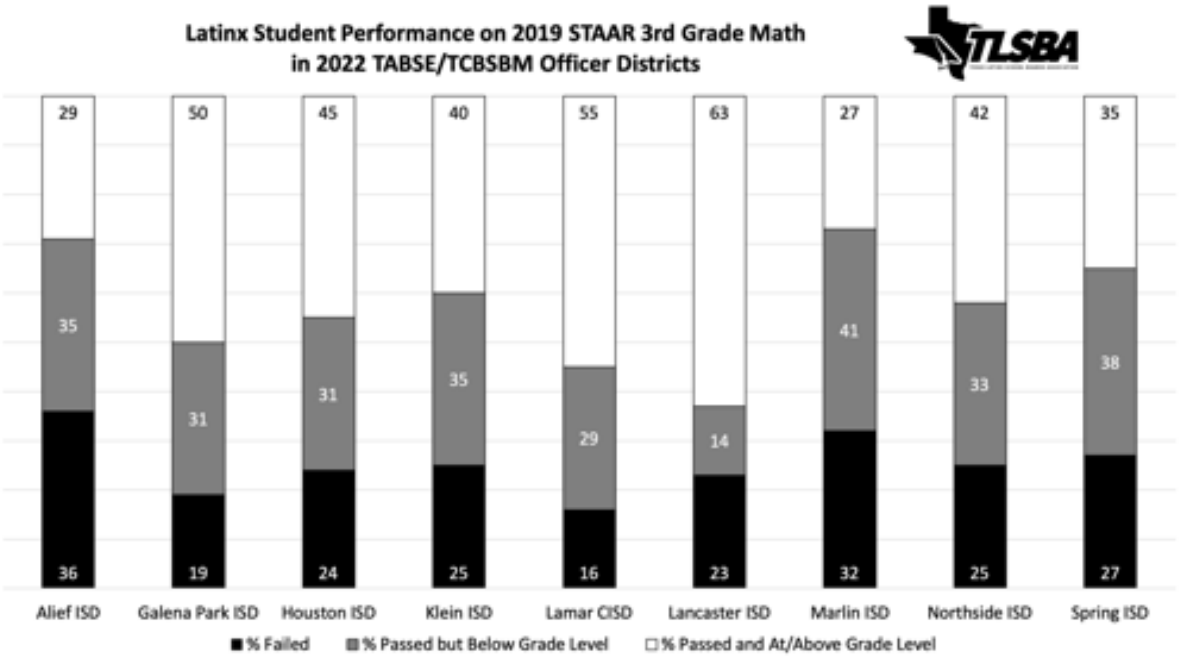


Similarly, 28% to 75% of Latinx students in TABSE/TCBSBM Officer districts outright fail the English II end-of-course exam.

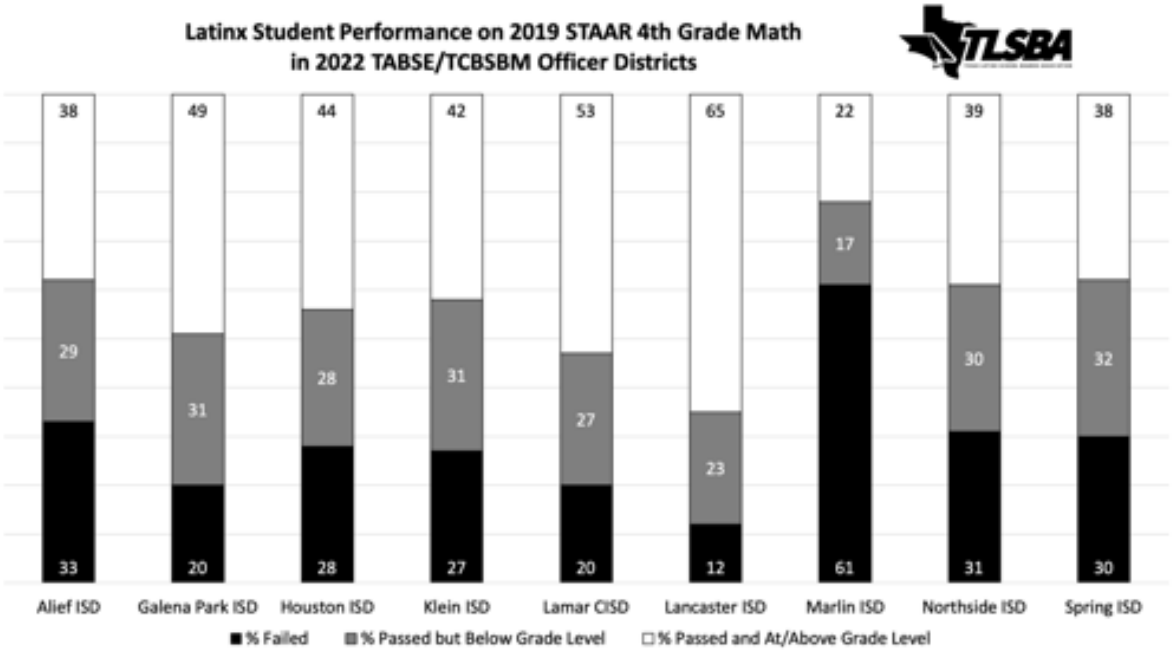


Below-Grade-Level Performance by Latinx Students in Math

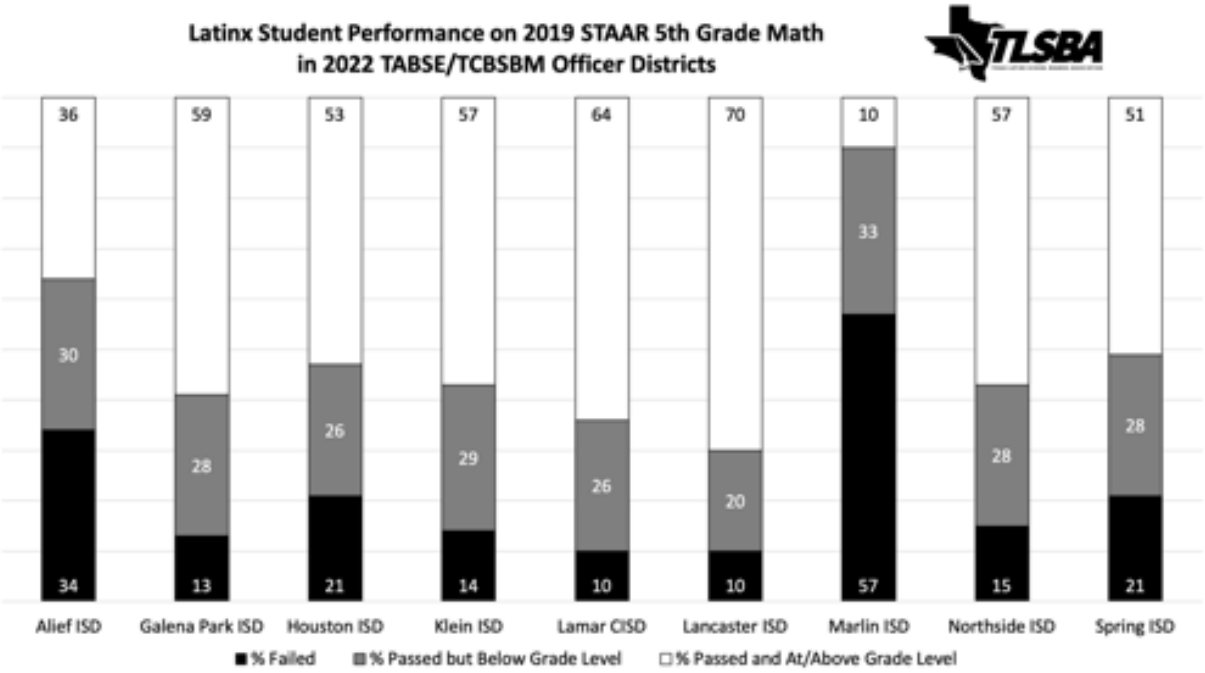
The following charts reveal the pre-pandemic math performance of Latinx students in TABSE/TCBSBM Officer districts. Seven of nine TABSE/TCBSBM Officer districts were unable to get a majority of third-grade Latinx students to grade level in math.



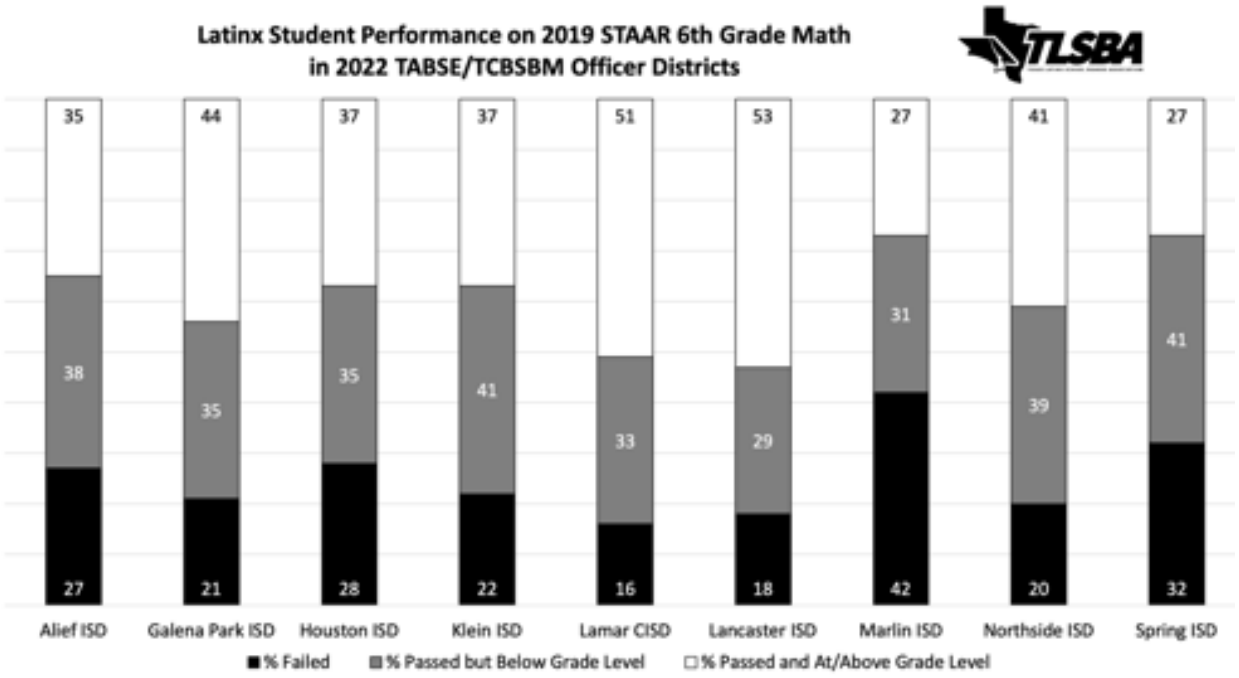
Only two TABSE/TCBSBM Officer districts were able to get a majority of fourth-grade Latinx students to grade level in math.



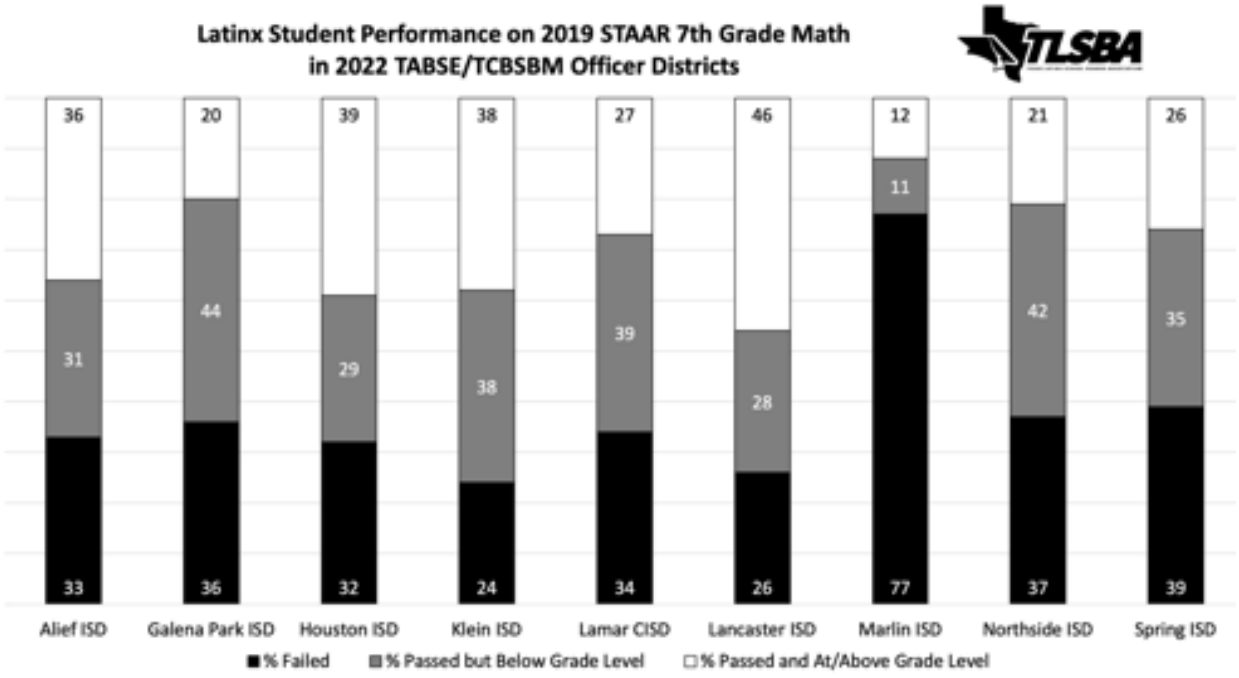
Adjustments in the test ensure that higher percentages of fifth-grade Latinx students are at grade level. One views with incredulity the low failing rates (10% to 57%) at this level.



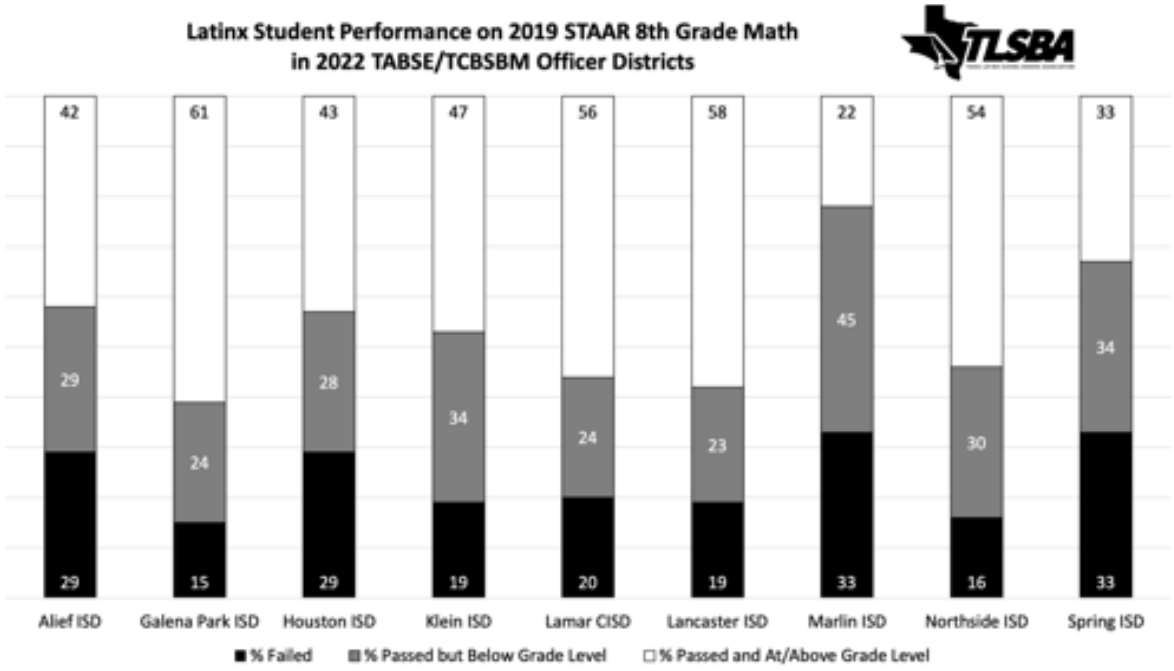
In sixth-grade math, we see the largest-yet grey areas in some districts, representing the percentages of below-grade-level students who "passed" the test. This graph reveals "the Lies of Texas": The TEA adds the white and grey area of each bar to suggest that 58% to 84% of students in these districts are meeting the State's constitutional burden to provide an equitable education.



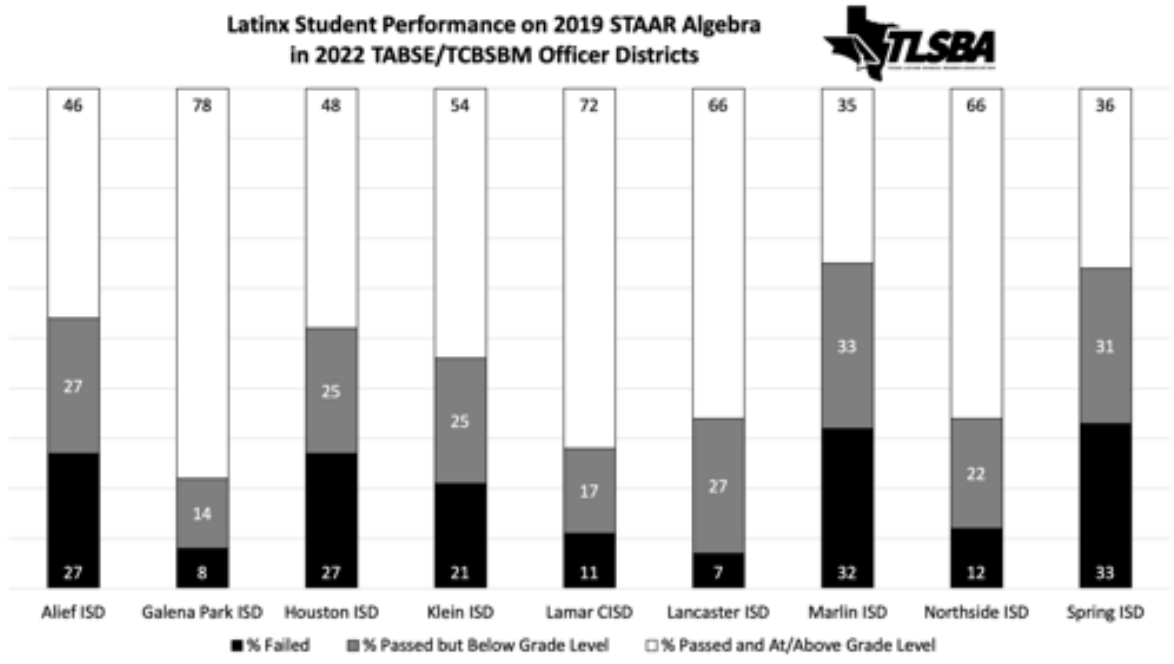
According to the TEA, 33% to 76% of seventh-grade Latinx students in TABSE/TCBSBM Officer districts were meeting the State's constitutional equity definition, while only 12% to 46% were at grade level.



The following chart suggests higher percentages of eighth-grade Latinx students performing at or above grade level in TABSE/TCBSBM Officer districts.

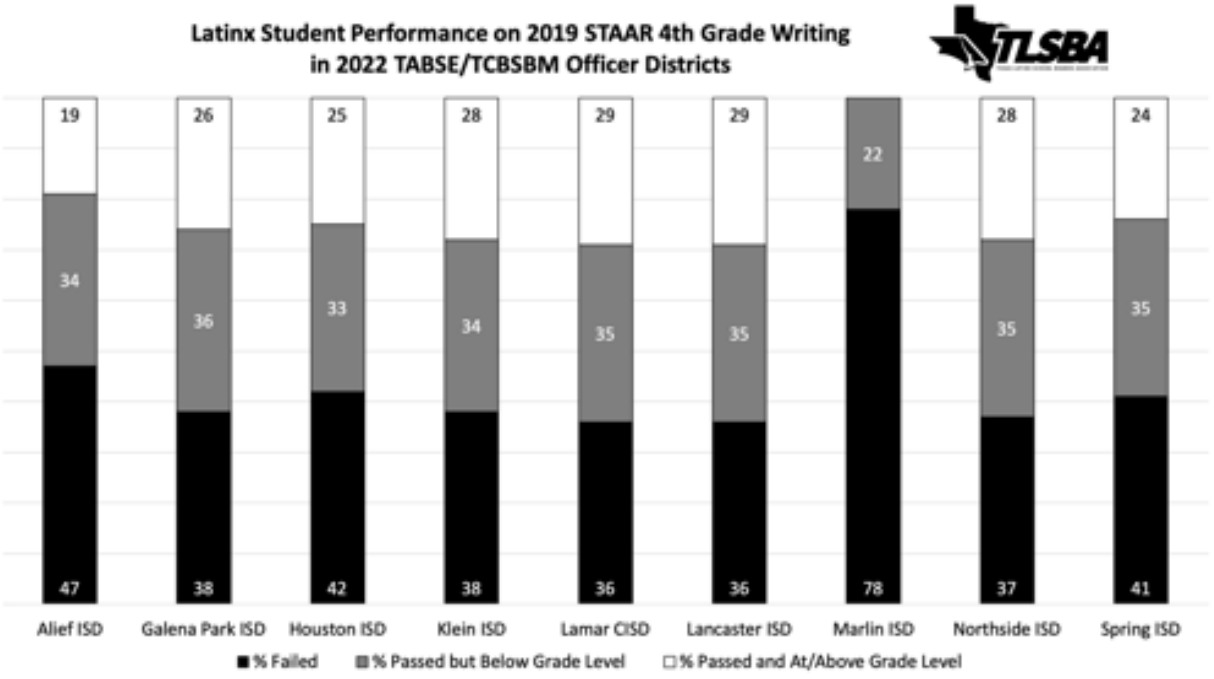


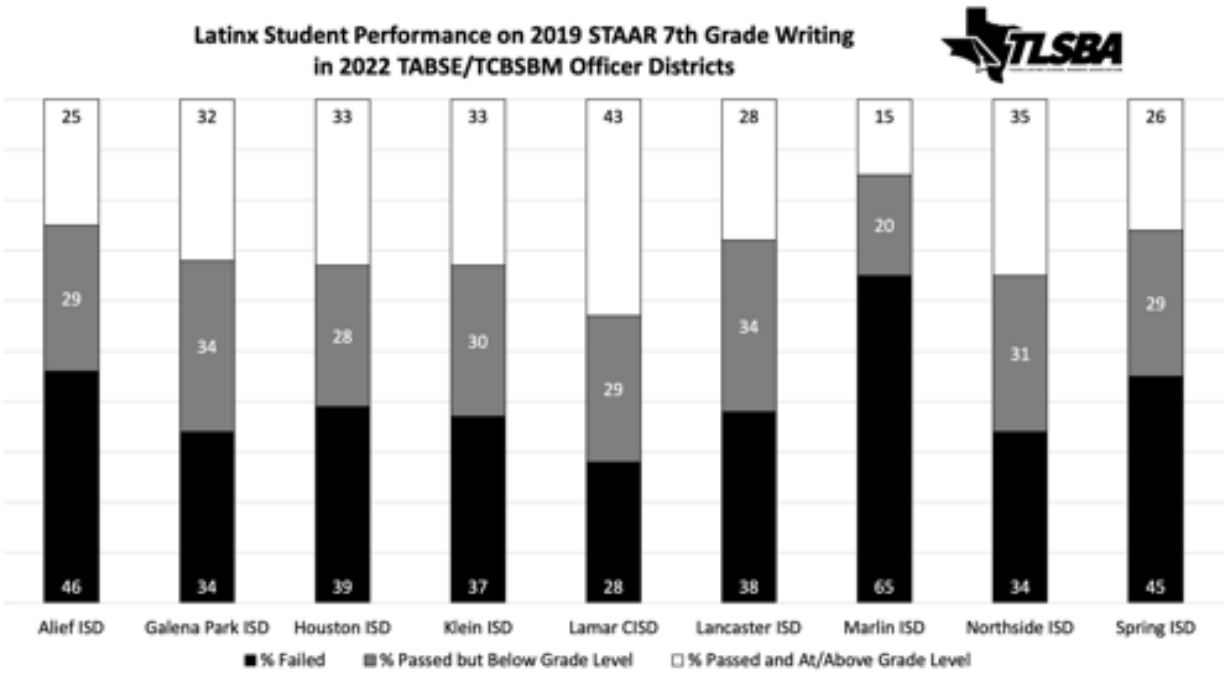
Data for the end-of-course Algebra I test confirm that many questions on this test would no doubt be found to be below grade level, since an astounding 36% to 78% of Latinx students are found to be at grade level—higher percentages than any prior grade level. Though the TLSBA has not yet analyzed the grade level of questions in the SY18/19 administration of the STAAR, the TLSBA noted in a previous work the research of Dr. Kathleen Coburn of Temple ISD, who concluded that, for one year of testing, that 100% of questions on the end-of-course math test were found to be from the fifth- through eighth-grade levels of math.



Below-Grade-Level Performance by Latinx Students in Writing

Students are tested in writing only in the fourth and seventh grades. The following charts reveal the pre-pandemic writing performance of Latinx students in TABSE/TCBSBM Officer districts. The following bar charts show that, despite much higher percentages of students "passing" the test, no TABSE/TCBSBM Officer district was able to get a third of fourth-grade students to grade level in writing.



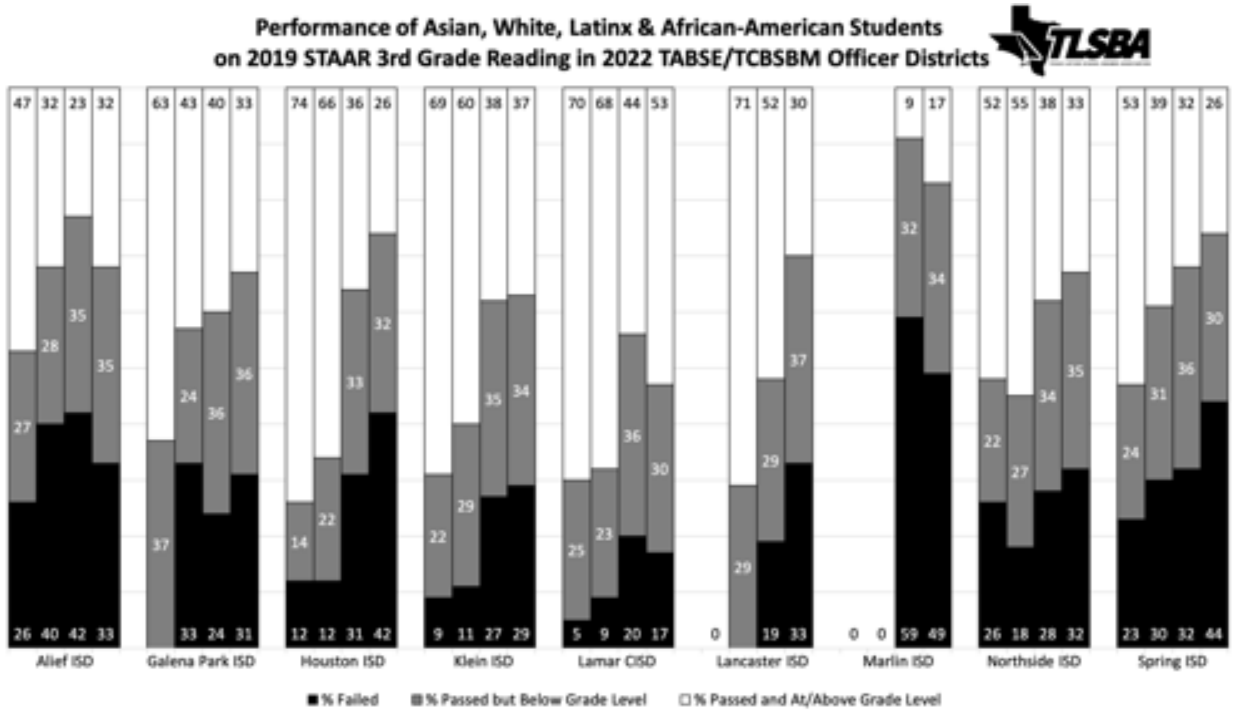


Academic Achievement Gaps in Reading by Race/Ethnicity

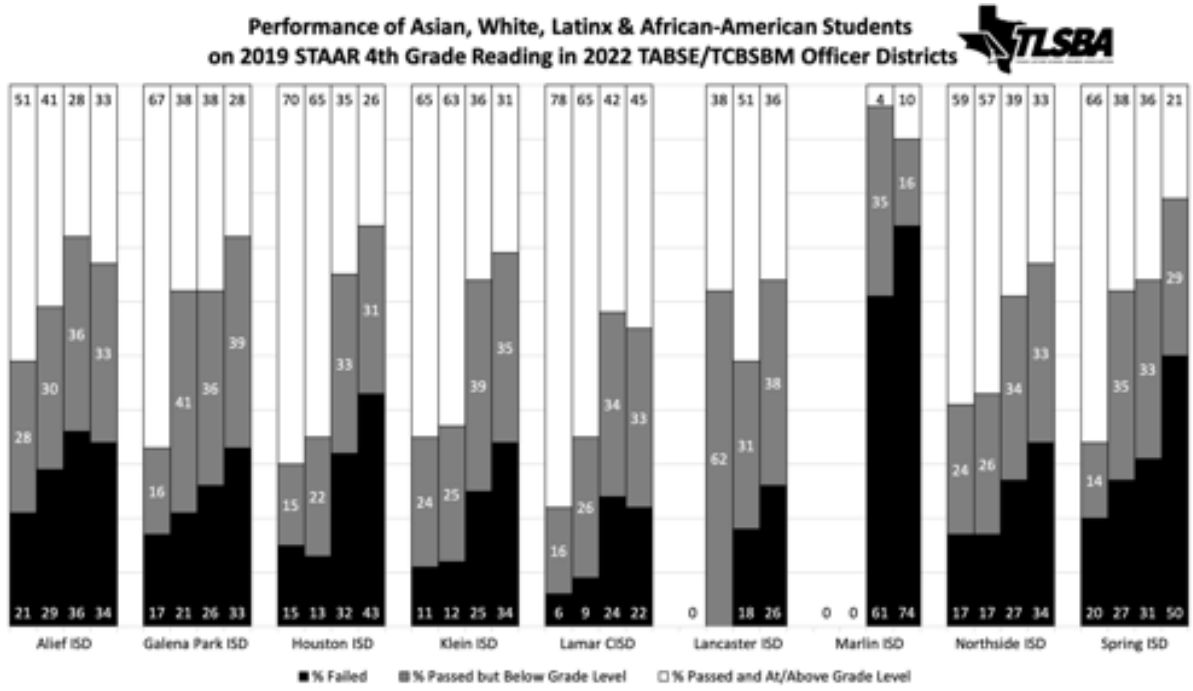
Gaps are exposed when one compares the performance of various student subpopulations. The following charts reveal the pre-pandemic gaps of Asian students, White students, Latinx students and African-American students who were at or above grade level in reading in TABSE/TCBSBM Officer districts.

To close these gaps would require the State to dedicate the necessary resources to lift the lowest percentages of passing students in each set of bars to be equal to the highest percentage. The importance of closing these gaps are illuminated by the research of Dr. Michael Kline of the Hobby Center at Rice University, who has stated that the closing of these gaps by 2050 would result in adding $899 billion *per year* to our Texas economy.

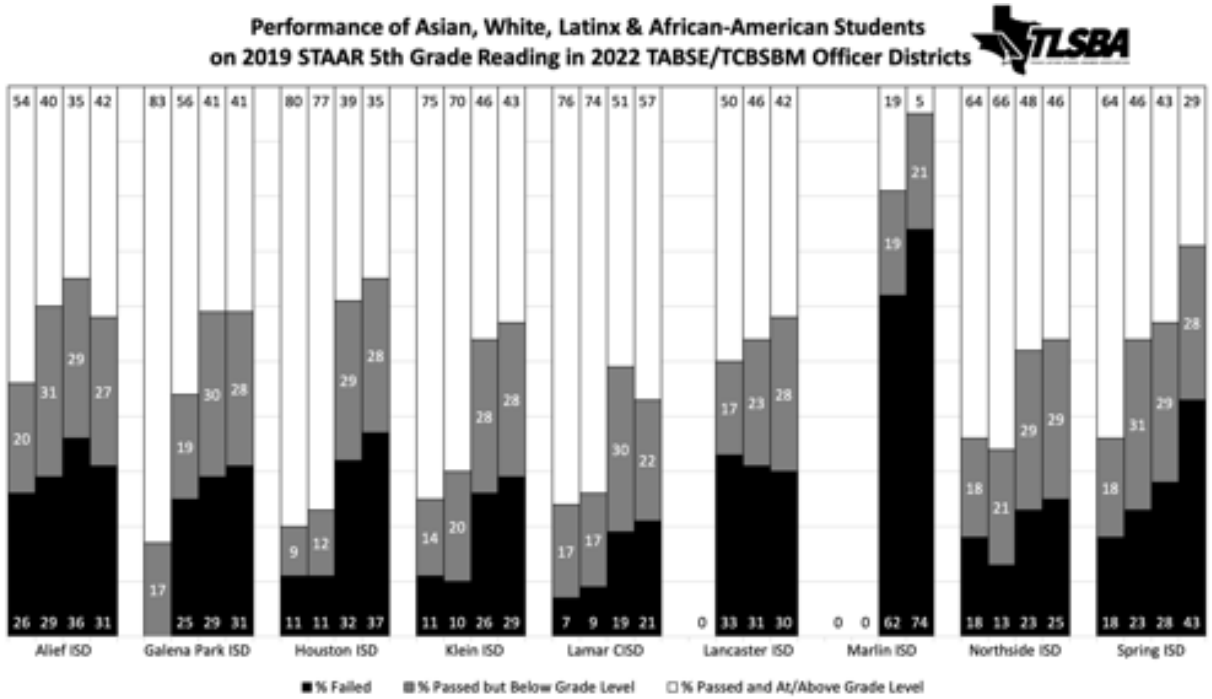
When data are desegregated by race/ethnicity, only one TABSE/TCBSBM Officer district—Lamar CISD—was able to get a majority of third-grade African-American students to grade level in reading prior to the pandemic. Seven of nine TABSE/TCBSBM Officer districts were not able to get more than a third of third-grade African-American students were reading at grade level prior to the pandemic.



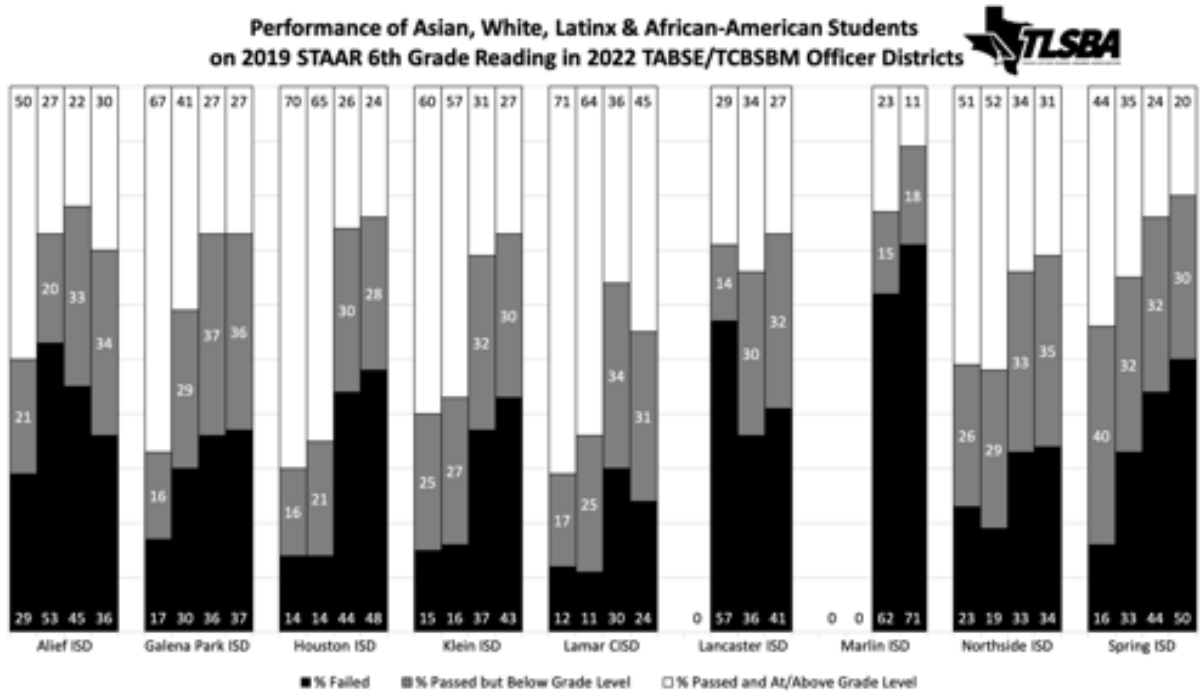
Similarly, even prior to the pandemic, not a single TABSE/TCBSBM Officer district was able to bring a majority of African-American fourth-grade students to grade level.



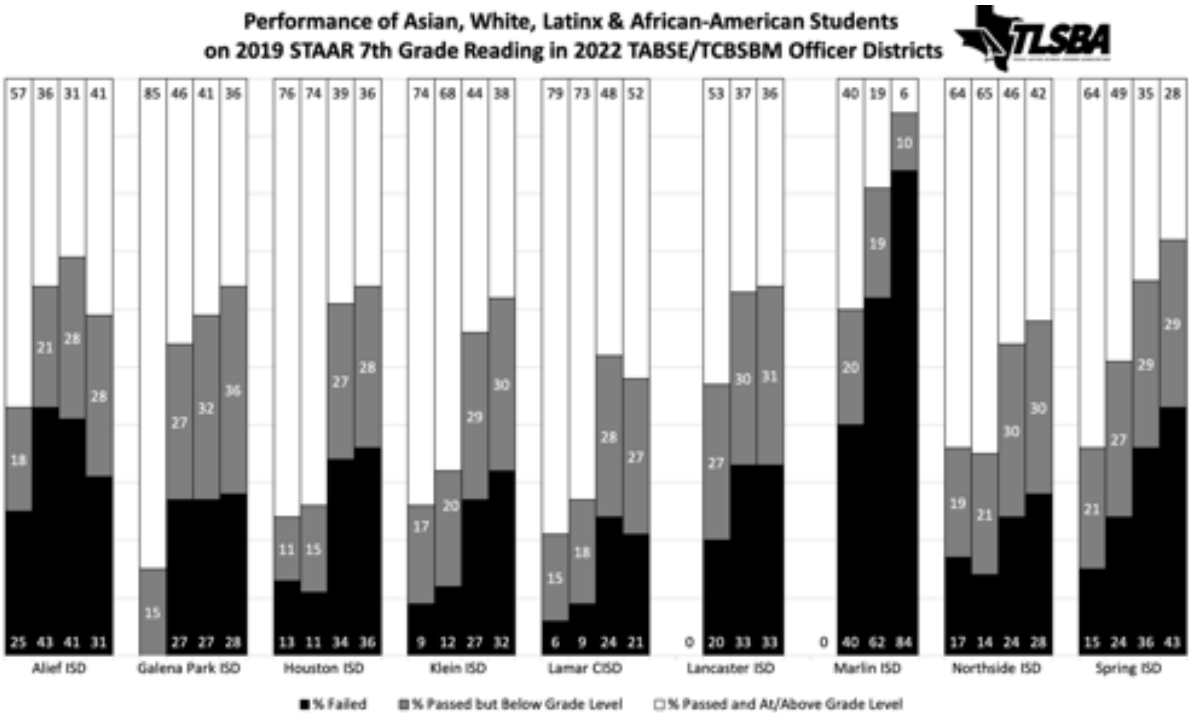
Similarly, only a single TABSE/TCBSBM Officer district—Lamar CISD—was able to get a majority of fifth-grade African-American students to grade level in reading.



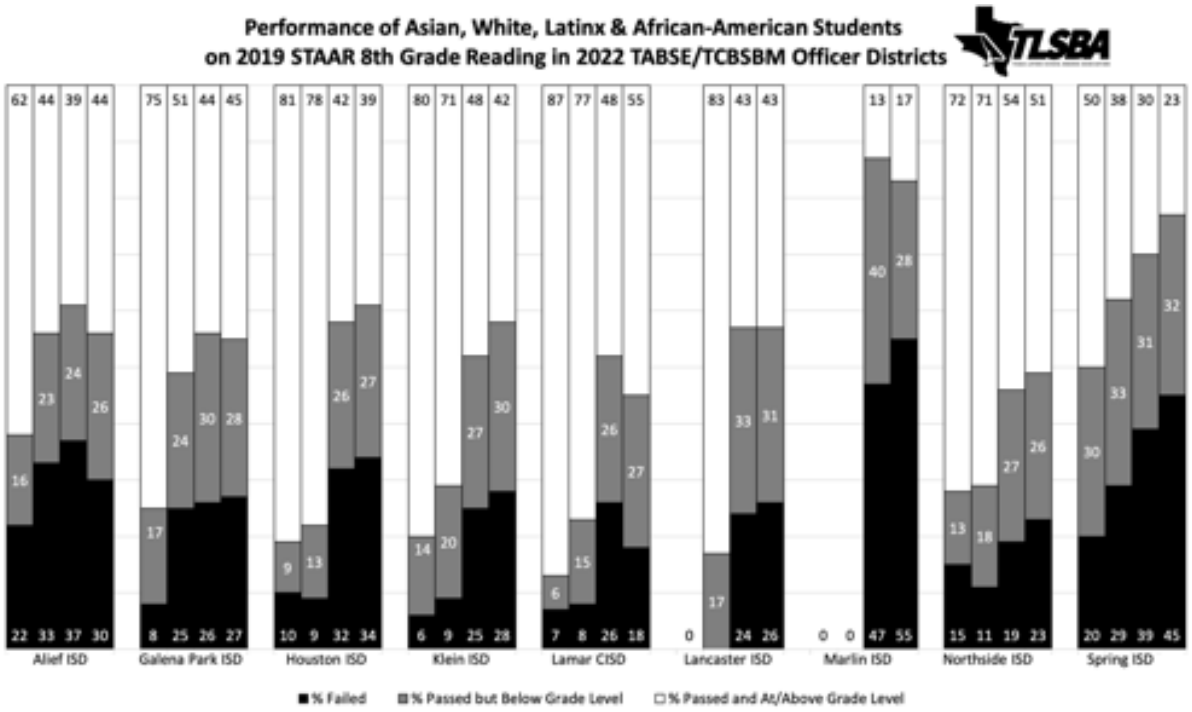
Similarly, even prior to the pandemic, not a single TABSE/TCBSBM Officer district was able to bring a majority of African-American sixth-grade students to grade level.



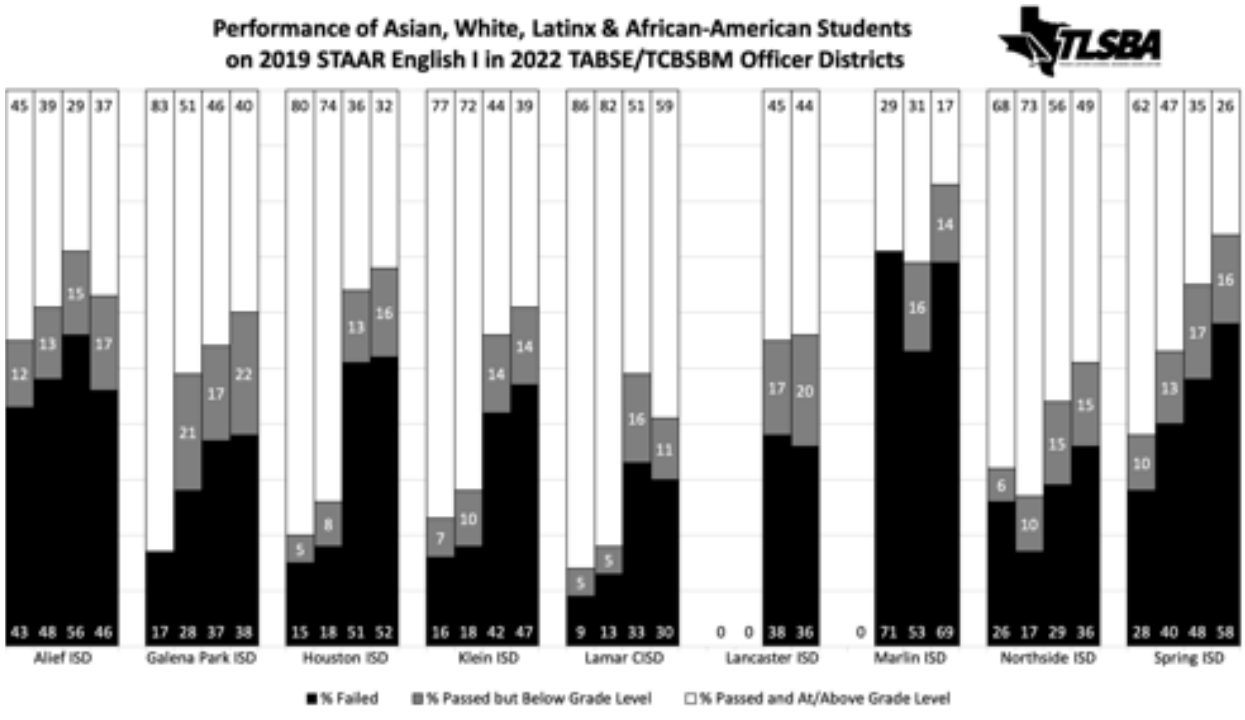
Gaps in seventh-grade reading ranged from 17 points in Lancaster ISD, to 23 points in Northside ISD and 26 points in Alief ISD, to 31 points in Lamar CISD, 34 points in Marlin ISD and 36 points in Klein ISD and Spring ISD, to glaring gaps of 40 points in Houston ISD and 49 points in Galena Park ISD.



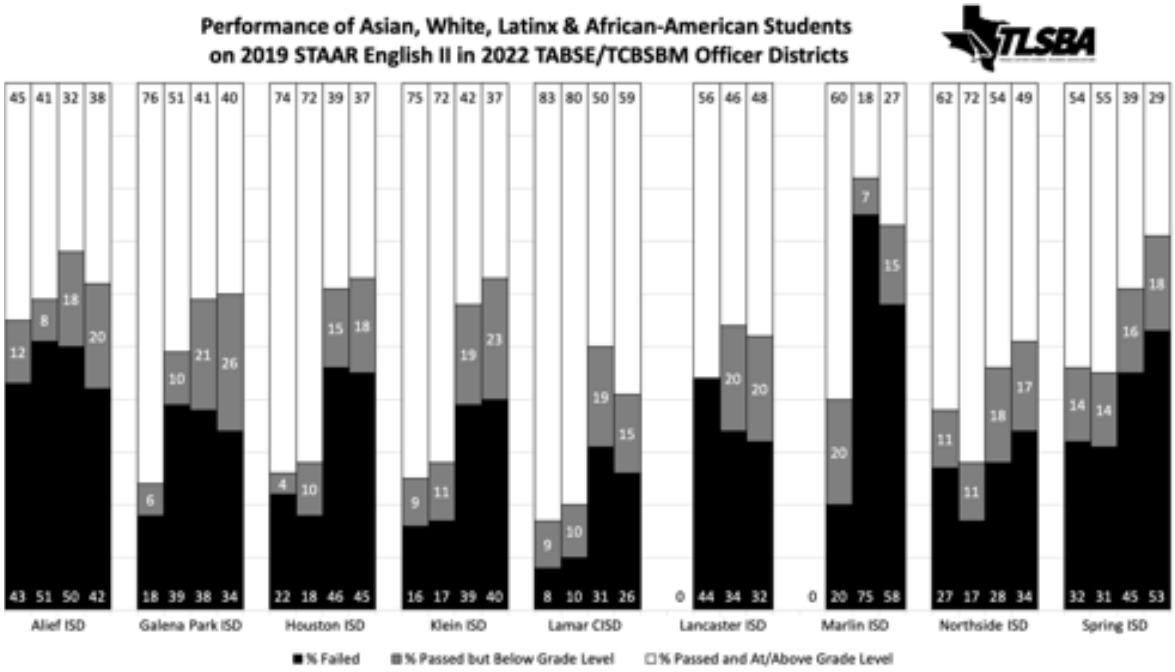
Similar gaps are witnessed in eighth-grade reading.



Gaps in English I ranged from 1 point in Lancaster ISD, to 14 points in Marlin ISD and 16 points in Alief ISD, to 24 points in Northside ISD, 35 points in Lamar CISD, 36 points in Spring ISD and 38 points in Klein ISD, to glaring gaps of 43 points in Galena Park ISD and 48 points in Houston ISD.

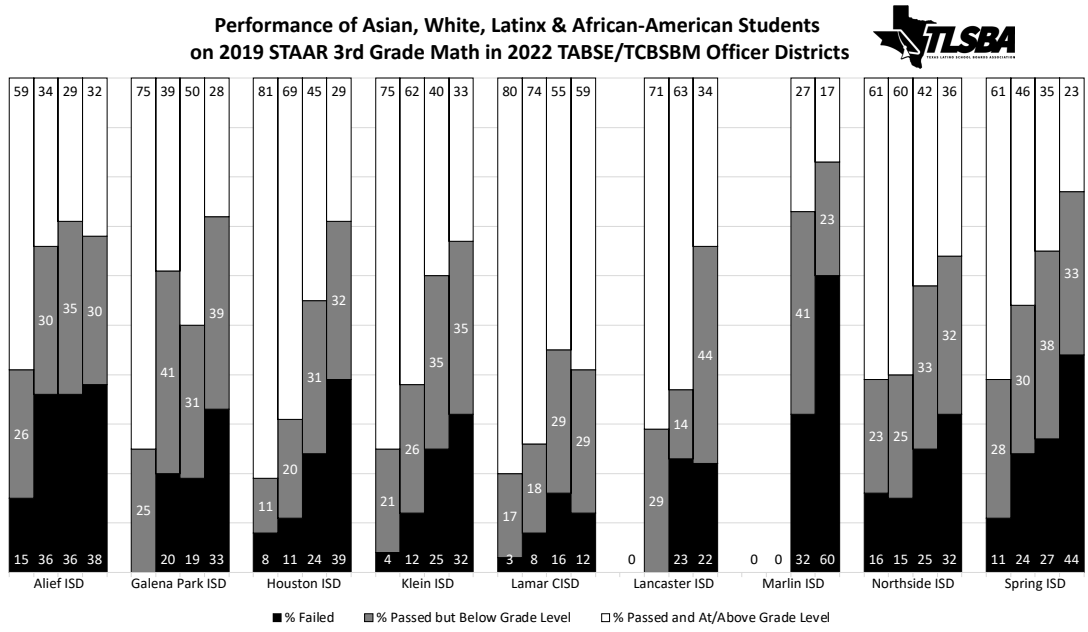


Gaps in English II ranged from 10 points in Lancaster ISD and 13 points in Alief ISD, to 23 points in Northside ISD and 26 points in Spring ISD, to 33 points in Lamar CISD, 36 points in Galena Park ISD, 37 points in Houston ISD and 38 points in Klein ISD, to glaring gaps of 42 points in Marlin ISD.

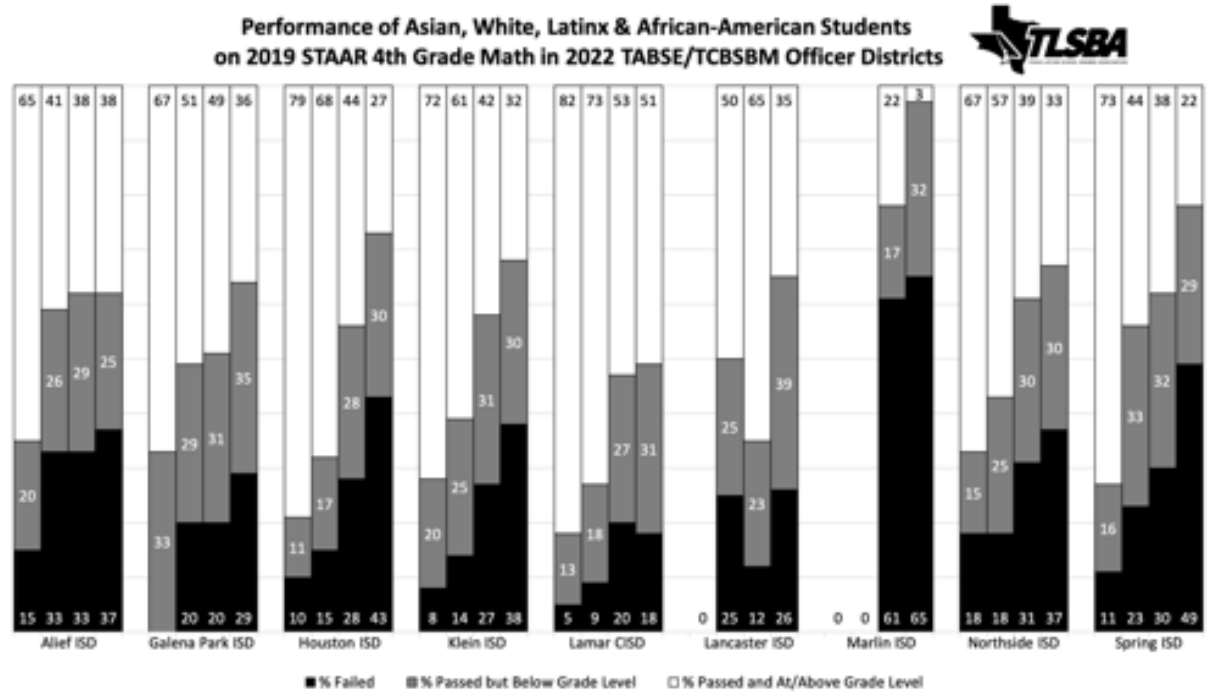


Academic Achievement Gaps in Math by Race/Ethnicity

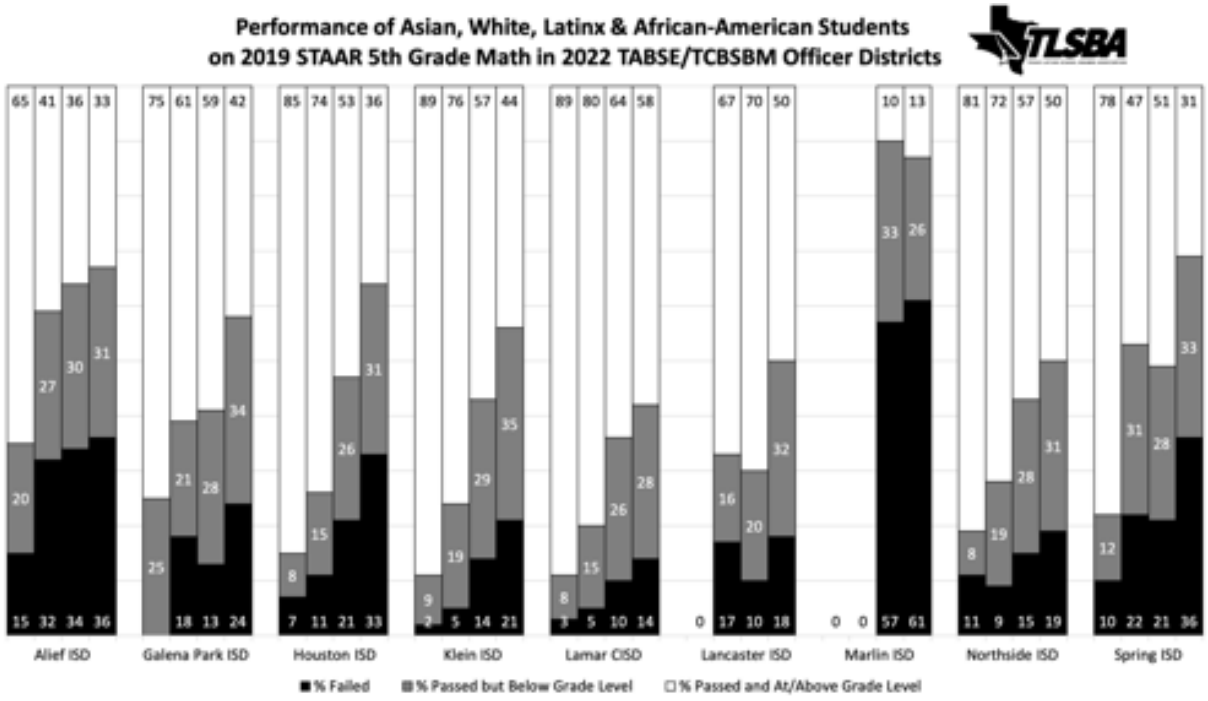
As one might expect, the gaps in math performance largely mirror those in reading. Even prior to the pandemic, only a single TABSE/TCBSBM Officer district—Lamar CISD—was getting the majority of third-grade African-American students to grade level in math.



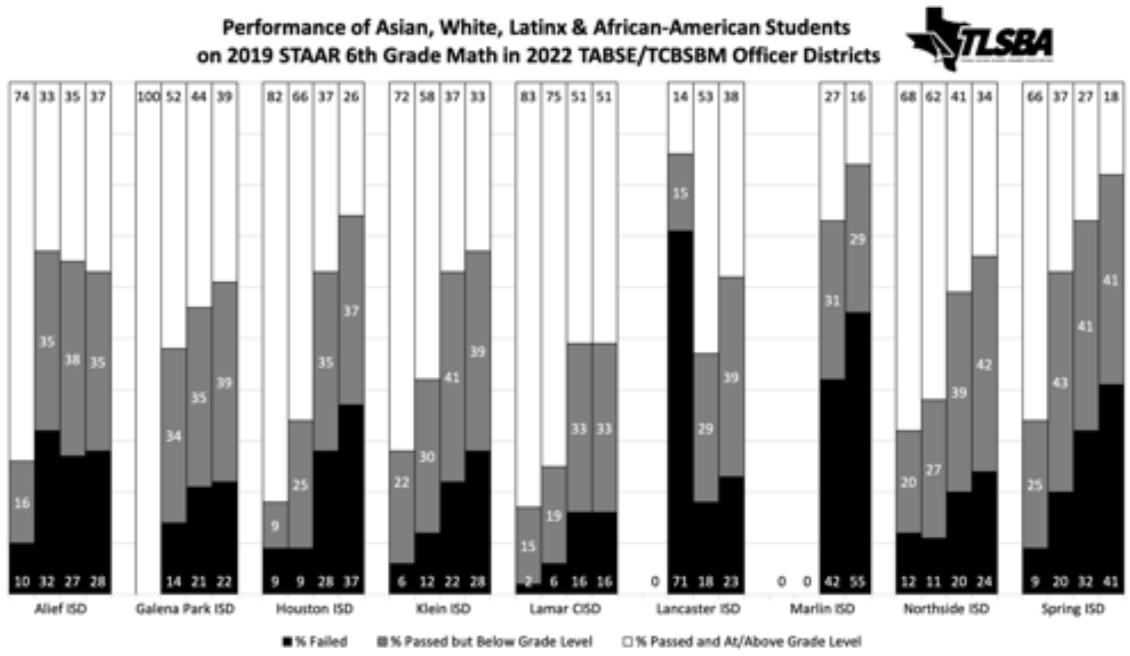
Gaps in fourth-grade math ranged from 19 points in Marlin ISD, to 27 points in Alief ISD, 30 points in Lancaster ISD, 31 points in Galena Park ISD and Lamar CISD, and 34 points in Northside ISD, to glaring gaps of 40 points in Klein ISD, 51 points in Spring ISD, and 52 points in Houston ISD.



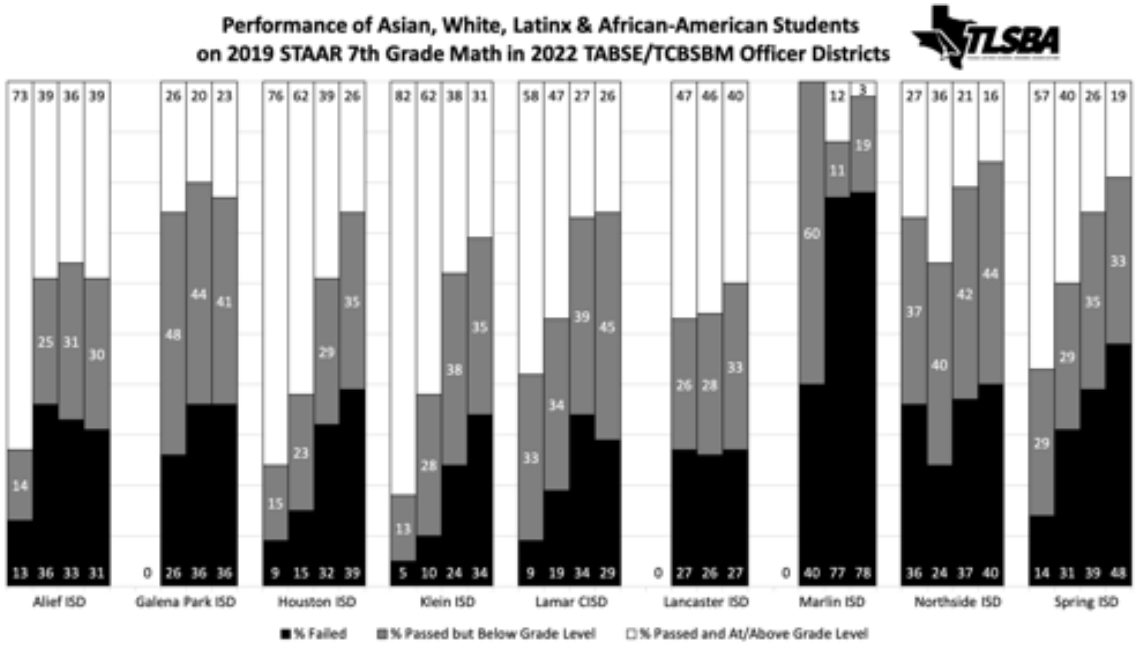
Similar gaps are seen for fifth-grade math.



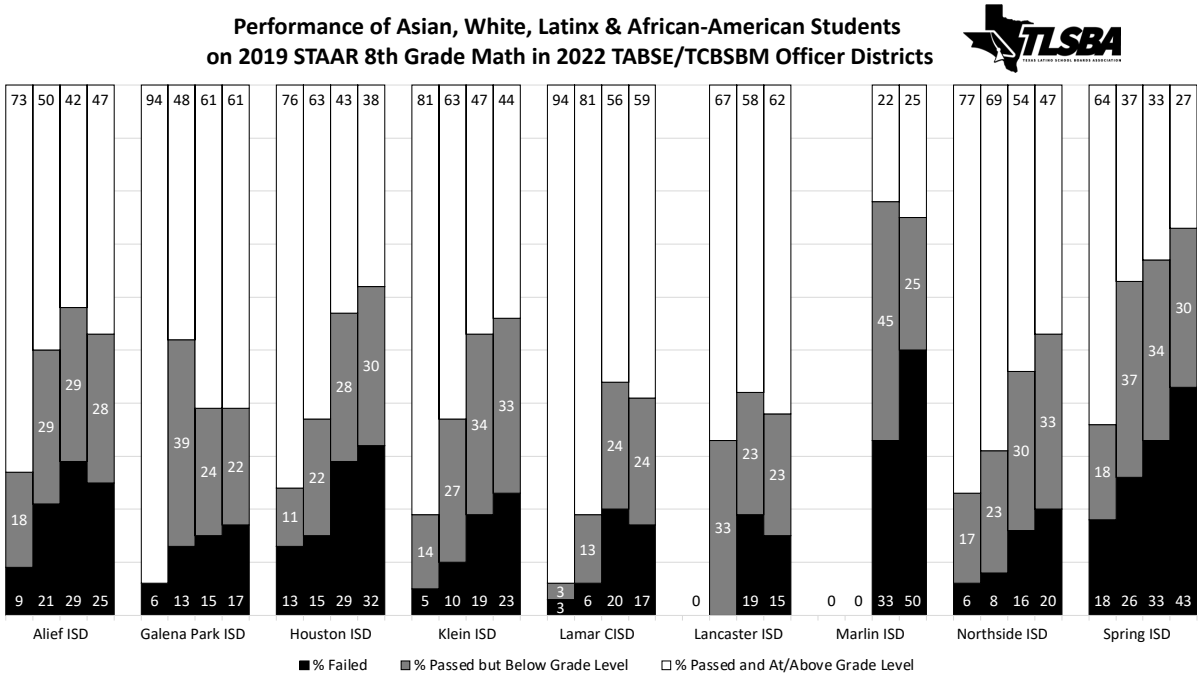
Gaps in sixth-grade math ranged from 11 points in Marlin ISD, to 32 points in Lamar CISD, 34 points in Northside ISD, 39 points in Klein ISD and Lancaster ISD, and 41 points in Alief ISD, to glaring gaps of 48 points in Spring ISD, 56 points in Houston ISD and 61 points in Galena Park ISD. Even prior to the pandemic, only a single district—Lamar CISD—succeeded in getting a majority of African-American sixth-grade students to grade level in math. Note the large grey bars that allow the TEA to suggest that Texas is meeting its constitutional, statutory and moral obligation to provide an equitable education to students—despite much smaller percentages of students being at grade level.



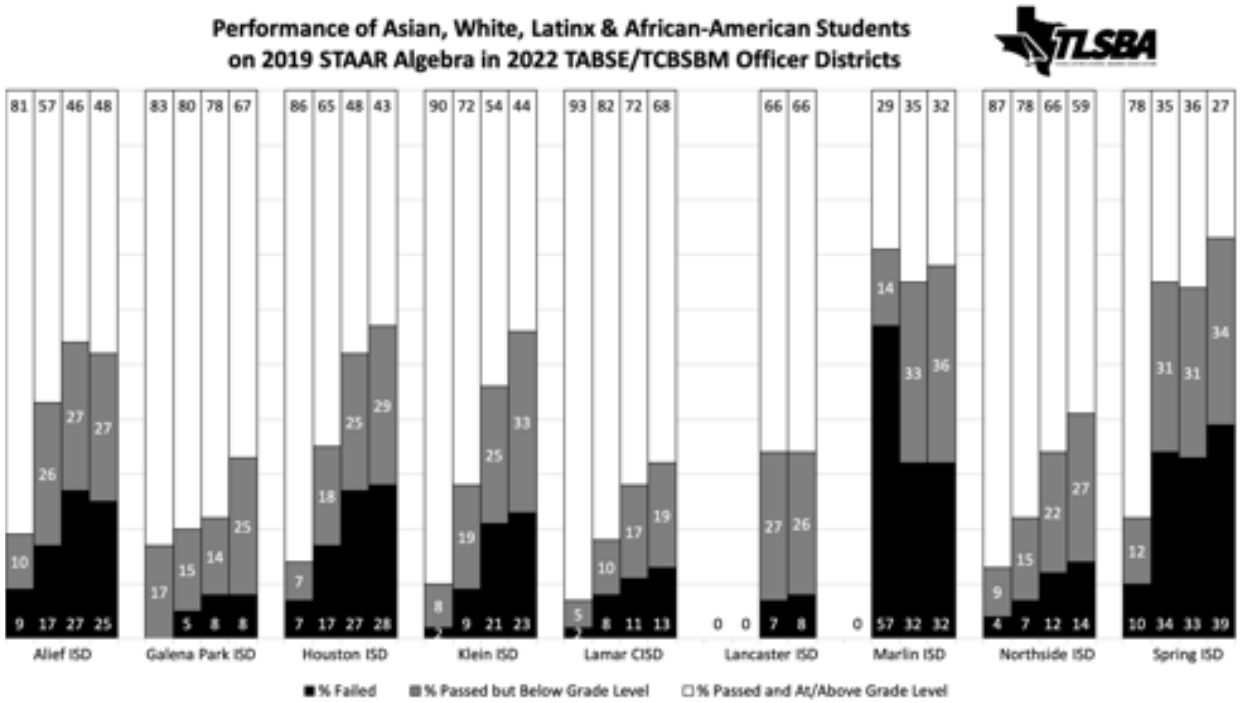
Gaps in seventh-grade math are largely similar.



Gaps in eighth-grade math ranged from 3 points in Marlin ISD and 9 points in Lancaster ISD, to 30 points in Northside ISD, 31 points in Alief ISD, 35 points in Lamar CISD, 37 points in Klein ISD and Spring ISD, and 38 points in Houston ISD, to a glaring gap of 46 points in Galena Park ISD.

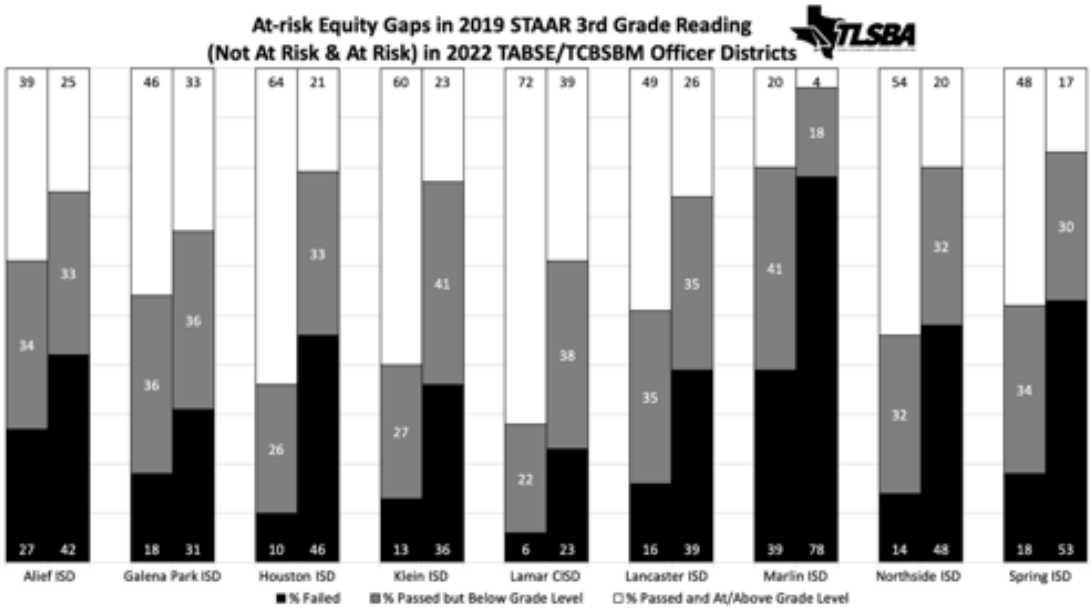


Gaps in Algebra persist, despite the literally-incredible low rates of failing in Algebra.

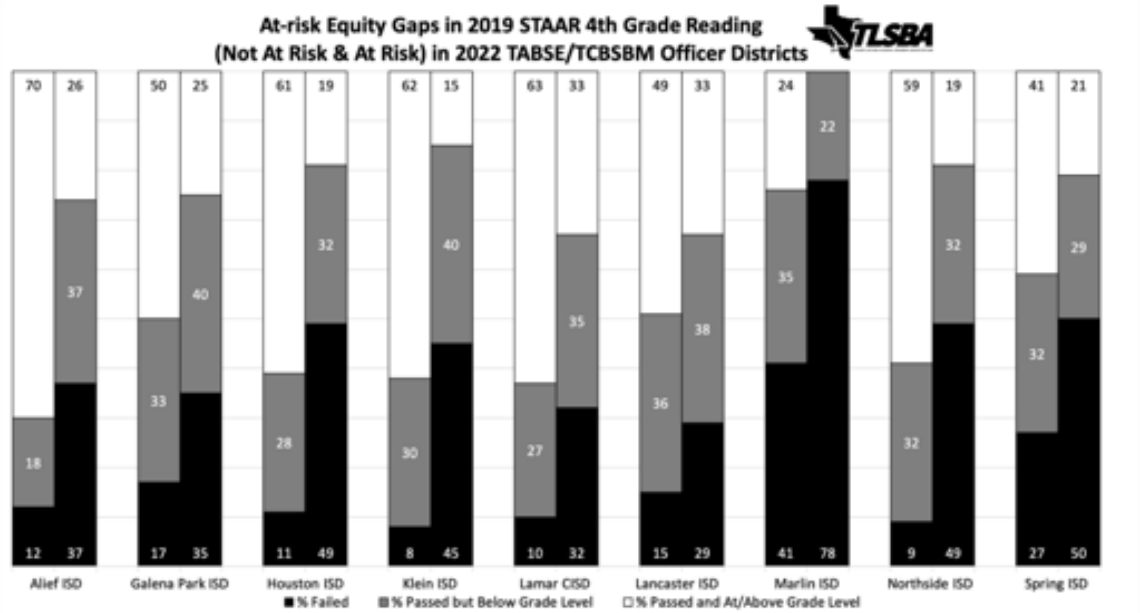


Academic Achievement Gaps in Reading for At-risk Status

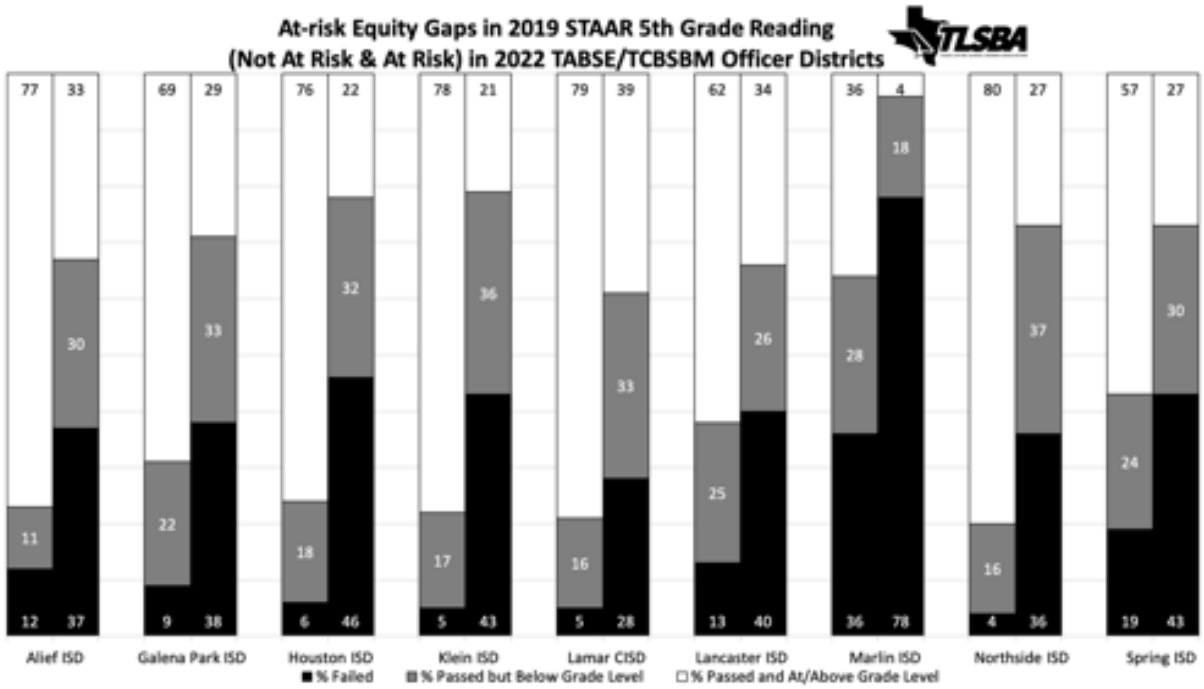
Even more appalling in many districts are the academic achievement gaps that exist between at-risk students and their peers who are not considered at-risk. Gaps in third-grade reading for at-risk students ranged from 13 points in Galena Park ISD, 14 points in Alief ISD and 16 points in Marlin ISD, to 23 points in Lancaster ISD, 31 points in Spring ISD, 33 points in Lamar CISD, 34 points in Northside ISD, 37 points in Klein ISD, and 43 points in Houston ISD. Even prior to the pandemic, not a single TABSE/TCBSBM Officer district was able to get more than two of five at-risk third-grade students to grade level in reading, and nine of nine TABSE/TCBSBM Officer districts failed to get a majority of at-risk third-grade students to grade level in reading.



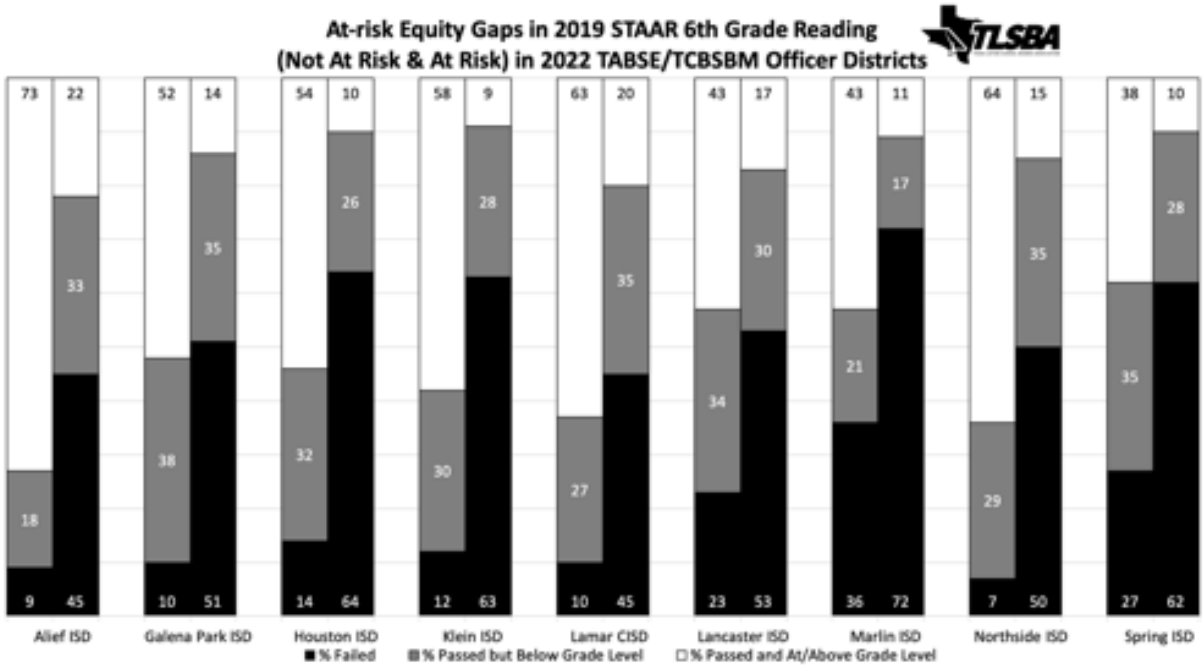
Results for fourth-grade reading are similarly striking, with gaps of 16 to 47 points.



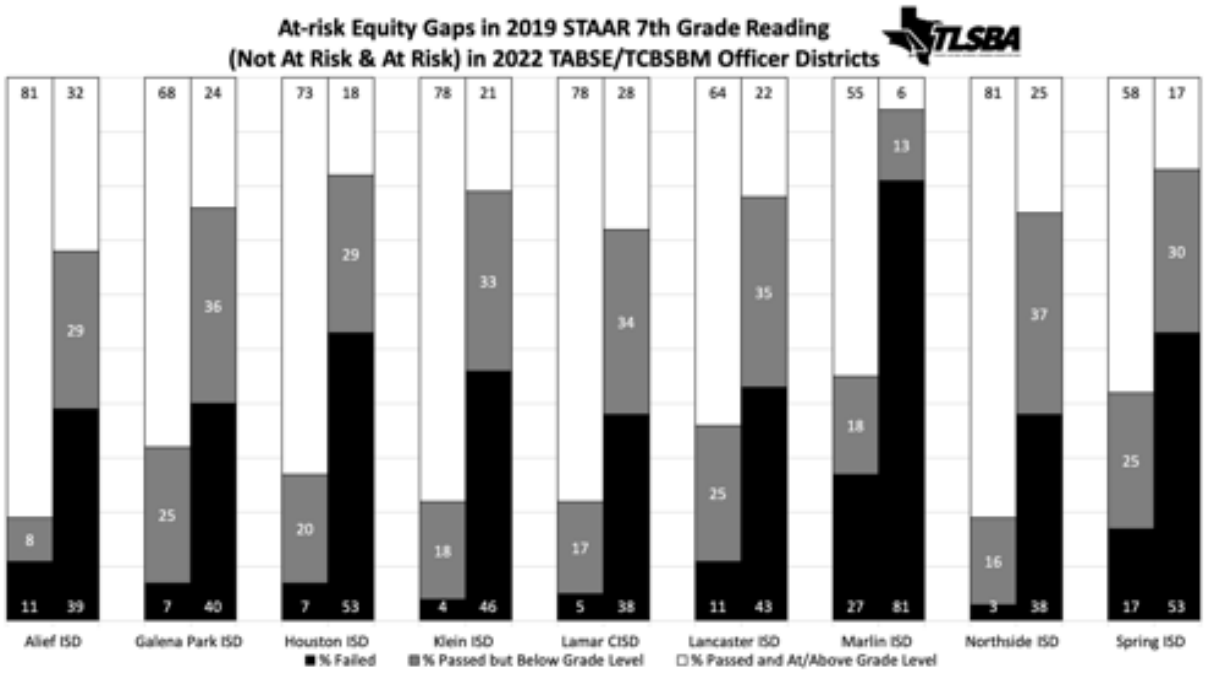
Gaps in fifth-grade reading ranged from 38 to 57 points in all TABSE/TCBSBM Officer districts. Note the high percentages of at-risk students who failed the STAAR reading test (in black) and the high percentages of at-risk students who "passed" the STAAR reading test but were below grade level (in grey).



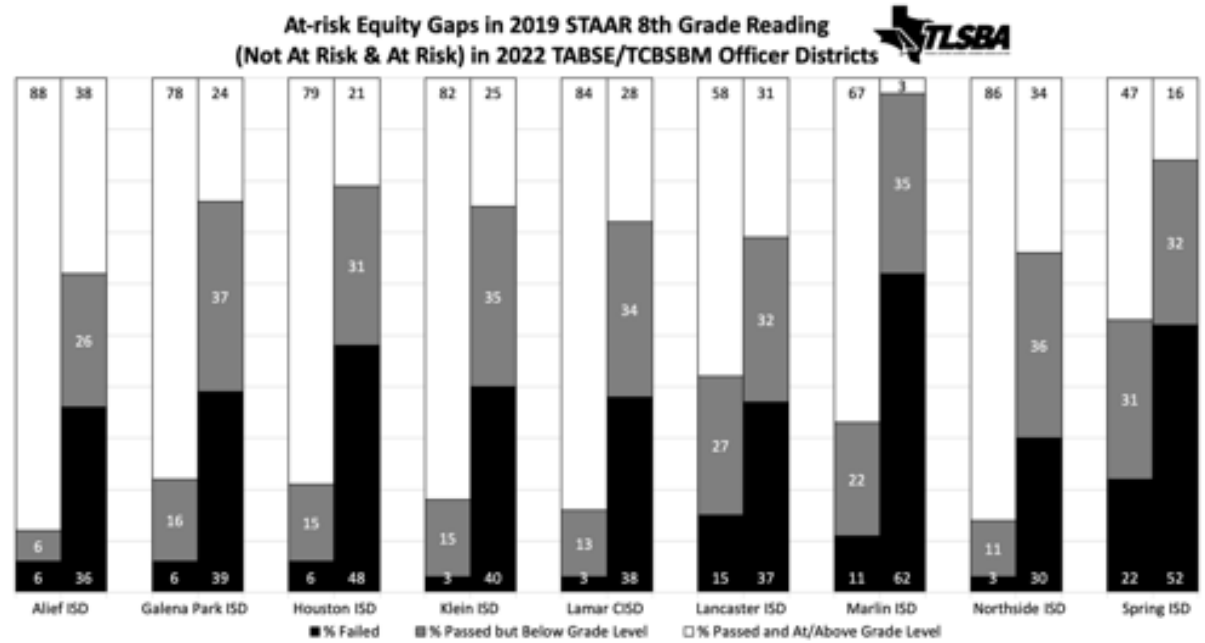
Gaps in sixth-grade reading ranged from 26 to 51 points in all TABSE/TCBSBM Officer districts. One immediately notes that, even prior to the pandemic, only a single TABSE/TCBSBM Officer district was able to get more than one in five at-risk sixth-grade students to grade level in reading.



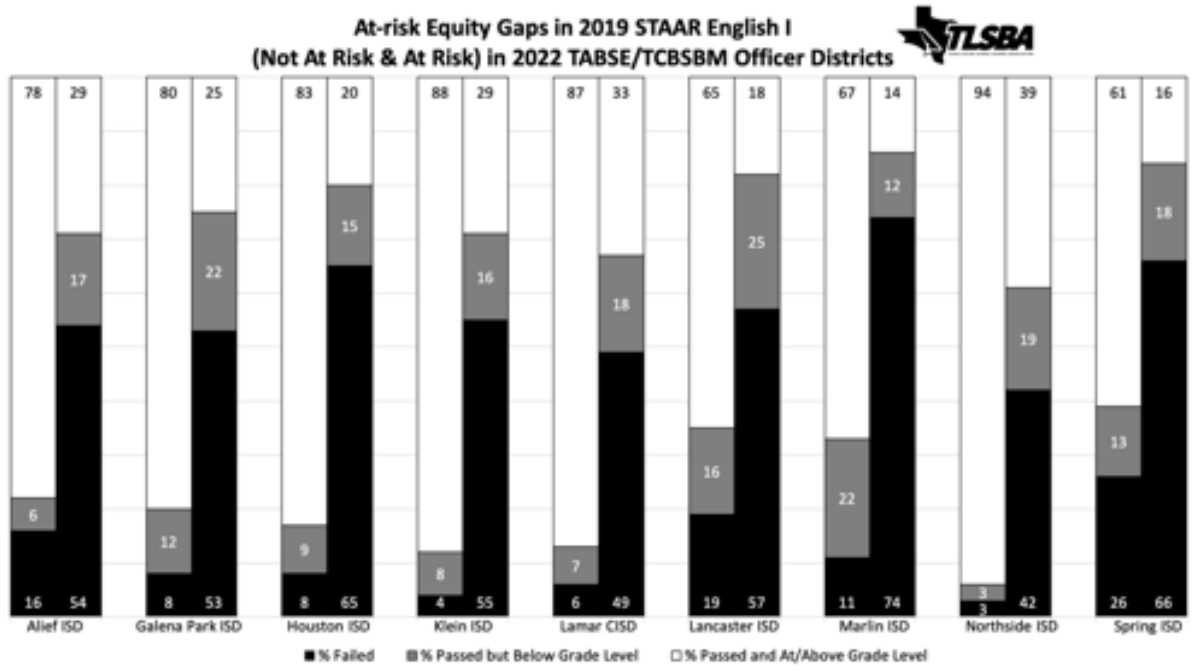
Gaps in seventh-grade reading ranged from 41 to 57 points in all TABSE/TCBSBM Officer districts. Even prior to the pandemic, only two of nine TABSE/TCBSBM Officer districts were able to get more than a quarter of at-risk seventh-students to grade level in reading.



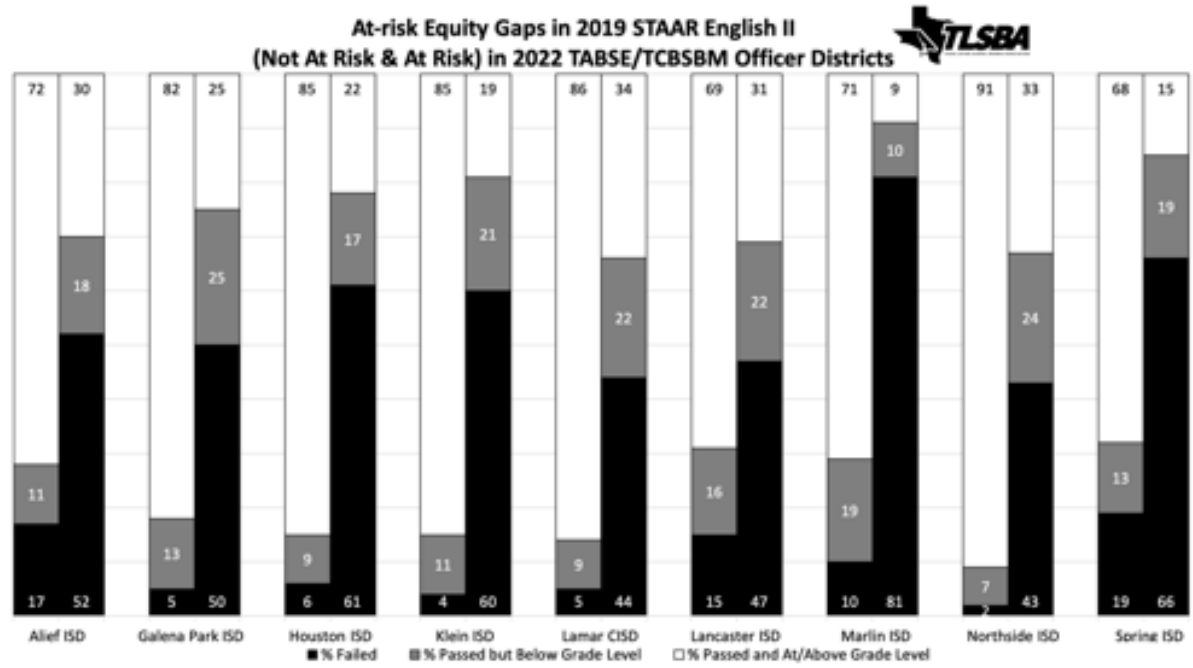
Gaps in eighth-grade reading range from 27 to 64 points in all TABSE/TCBSBM Officer districts. These sets of bar charts show that, while these districts are educating non-at-risk students rather well, large percentages of at-risk students are failing the test and large percentages of at-risk students are "passing" the test and are promoted to the next grade level despite lacking the necessary knowledge and skills for high school English I and English II.



Gaps in English I end-of-course tests are similarly jaw-dropping, ranging from 47 to 63 points in all TABSE/TCBSBM Officer districts. Note that the grey areas of these bars have shrunk, giving the impression that, even though an astounding 42% to 74% of at-risk students in these nine districts failed the test, more students were deemed to be "approaching grade level" in English I.



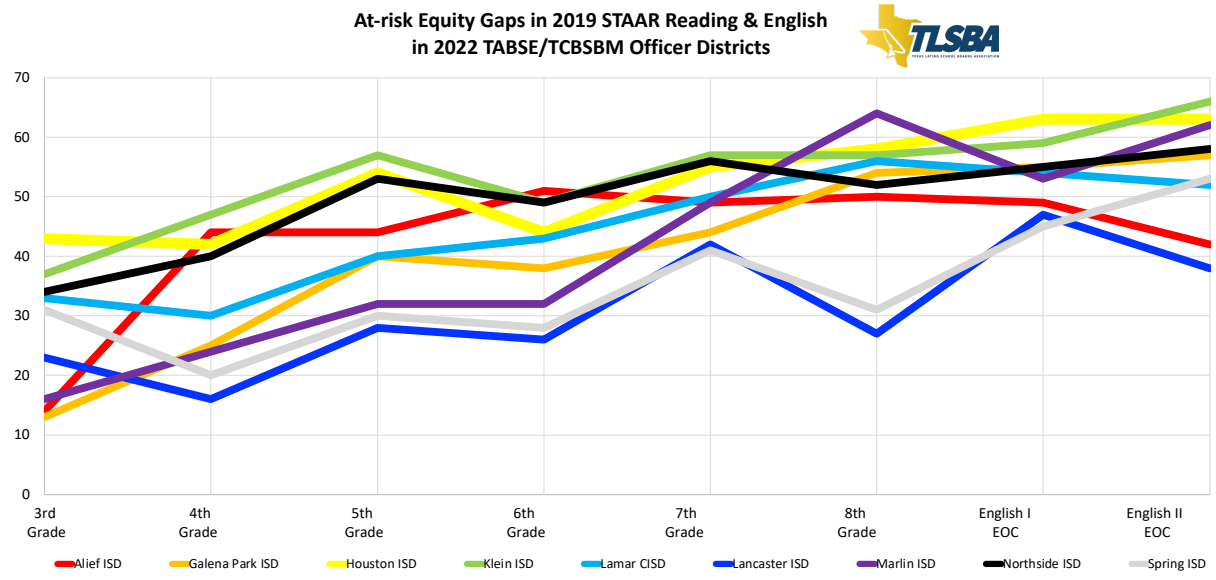
Gaps in English II end-of-course tests are also quite sobering, with gaps ranging from 38 to 66 points. Even prior to the pandemic, a majority of at-risk students were failing English II in six of nine TABSE/TCBSBM Officer districts.



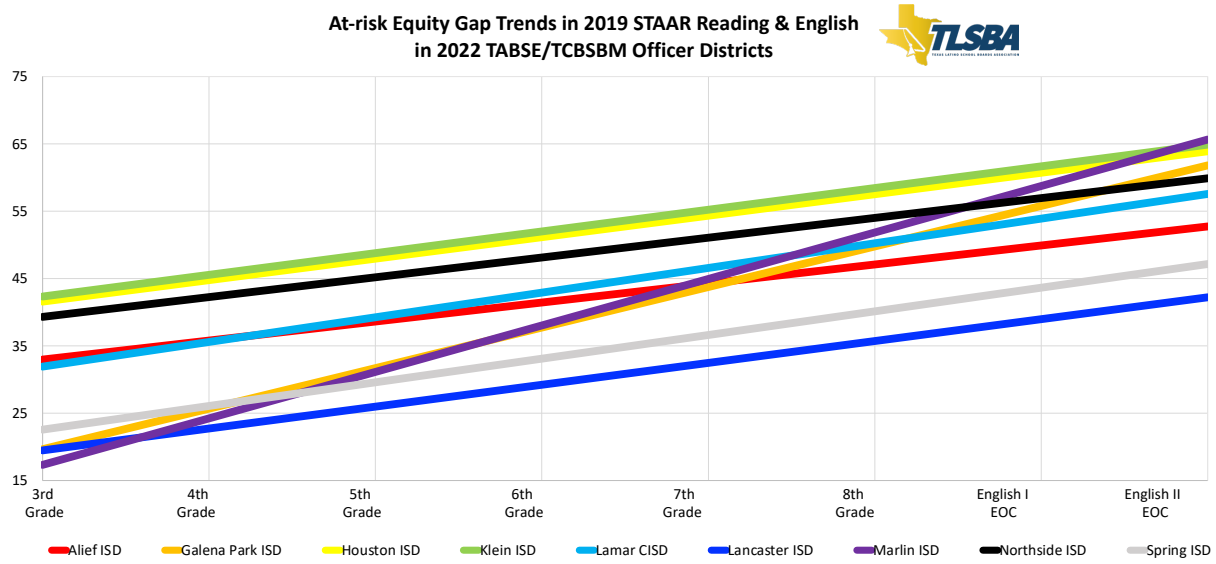
The following table summarizes the gaps in reading for at-risk and not-at-risk students in all nine TABSE/TCBSBM Officer districts. One notes how gaps between at-risk and non-at-risk students grow from one grade level to the next in all TABSE/TCBSBM Officer districts.

	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
3rd Grade Reading	14	13	43	37	33	23	16	34	31
4th Grade Reading	44	25	42	47	30	16	24	40	20
5th Grade Reading	44	40	54	57	40	28	32	53	30
6th Grade Reading	51	38	44	49	43	26	32	49	28
7th Grade Reading	49	44	55	57	50	42	49	56	41
8th Grade Reading	50	54	58	57	56	27	64	52	31
EOC English I	49	55	63	59	54	47	53	55	45
EOC English II	42	57	63	66	52	38	62	58	53

The following graph presents the gaps in reading and end-of-course English for all grade levels in all nine TABSE/TCBSBM Officer districts.



The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that not a single TABSE/TCBSBM Officer district was succeeding at that time in closing the achievement gap from one grade to the next. Instead, we see how gaps continue growing from third-grade reading through English II end-of-course testing.

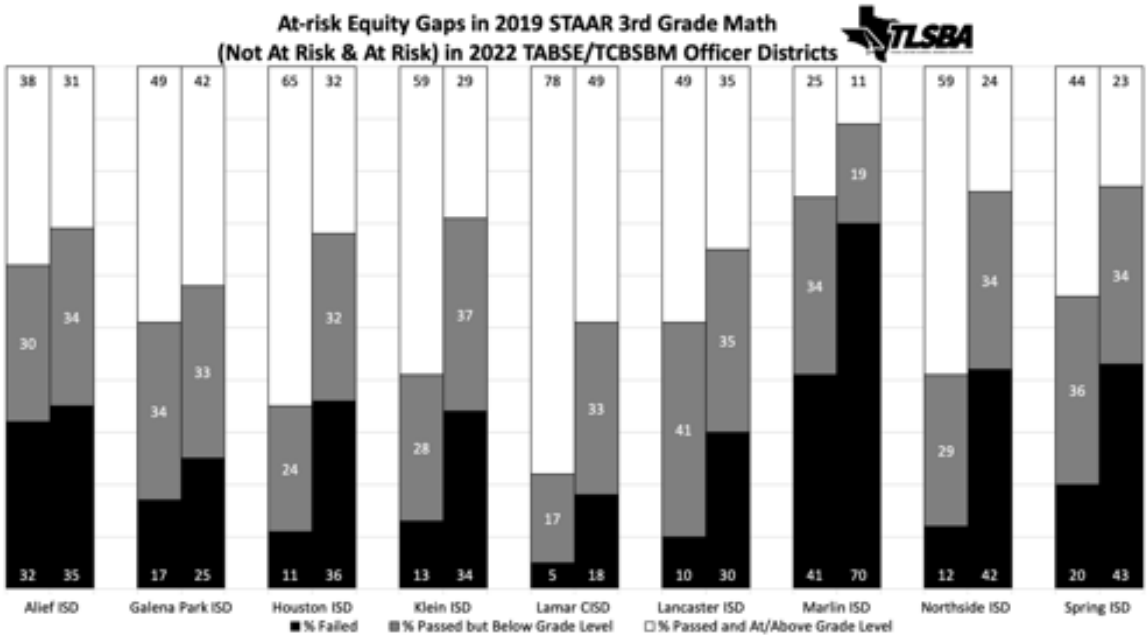


The following table shares the percentages of Latinx, economically-disadvantaged, at-risk and retesting students in TABSE/TCBSBM Officer districts that were ***below*** **grade level** even prior to the pandemic. The "retesters" are those students who were taking the STAAR for at least the second time.

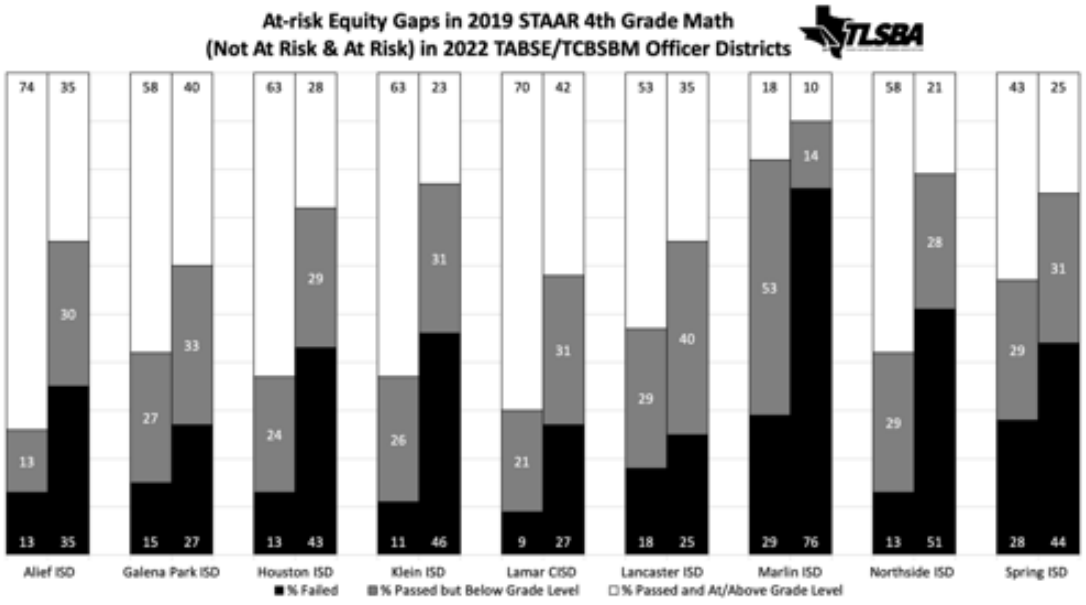
	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
English I Latinx	71%	54%	64%	56%	49%	56%	69%	44%	65%
English I EcoDis	68%	57%	67%	61%	51%	58%	77%	55%	68%
English I At-risk	92%	63%	69%	58%	45%	44%	82%	62%	65%
English I Restesters	96%	94%	96%	92%	89%	89%	92%	93%	95%
English II Latinx	68%	59%	61%	58%	50%	54%	82%	46%	61%
English II EcoDis	65%	60%	64%	63%	52%	54%	75%	56%	64%
English II At-risk	70%	75%	78%	81%	66%	69%	91%	67%	85%
English II Restesters	97%	94%	95%	94%	93%	91%	96%	92%	94%

Academic Achievement Gaps in Math for At-risk Status

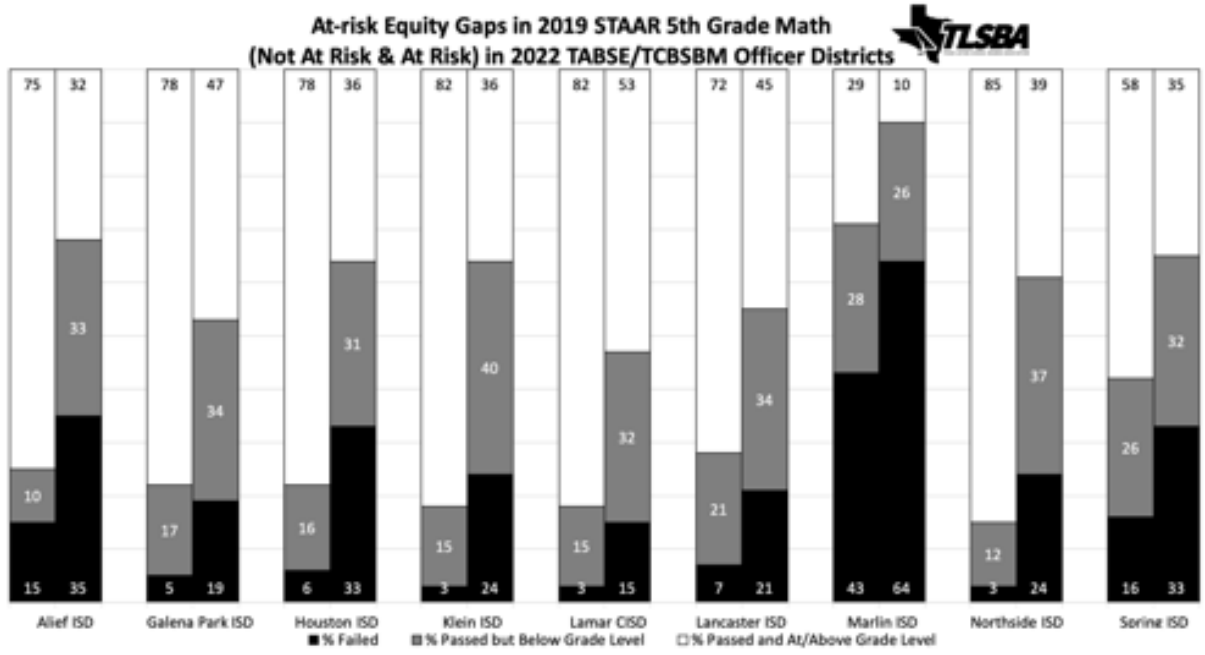
One can expect the academic achievement gaps for math to largely mirror those of reading. Gaps in third-grade math for at-risk students ranged from seven points in Alief ISD and Galena Park ISD, to 35 points in Northside ISD. 12% to 46% of all at-risk third-grade students in TABSE/TCBSBM Officer districts failed the STAAR in 2019. Again, particular attention should be paid to the sizes of the grey bars, which represent the disparity between students who are not at grade level (white) and students who "pass" the STAAR and are thus considered to meet the State's criteria for academic equity (white and grey together).



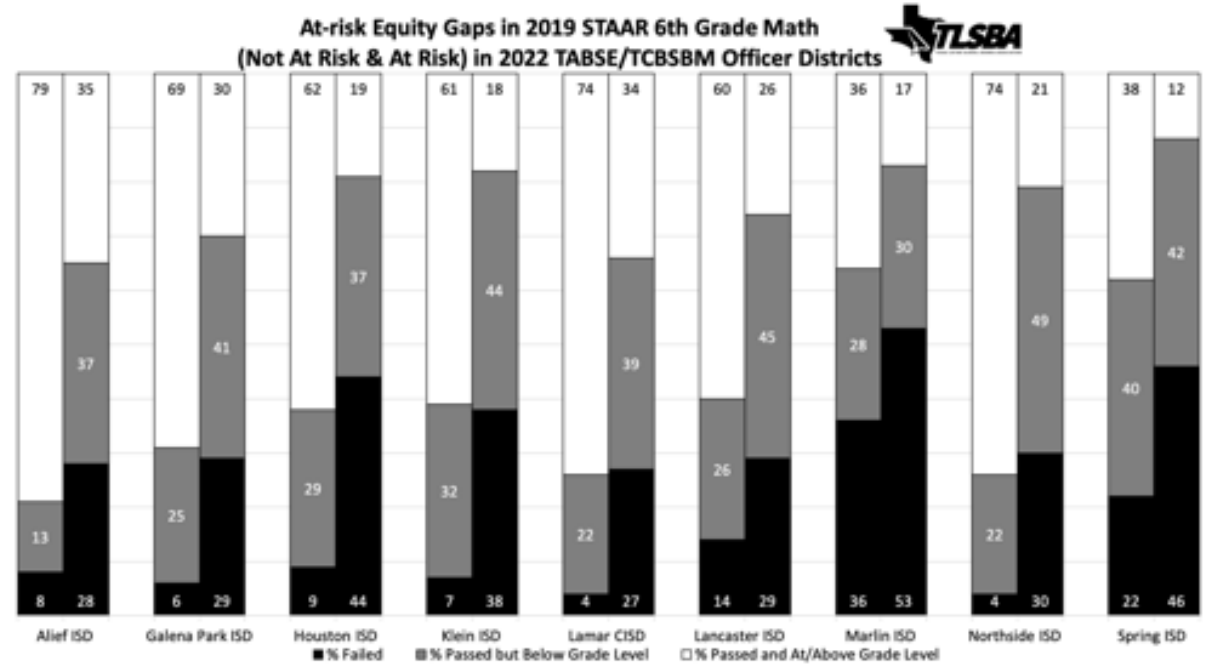
Gaps in fourth-grade math for at-risk students ranged from eight points in Marlin ISD to 40 points in Klein ISD.



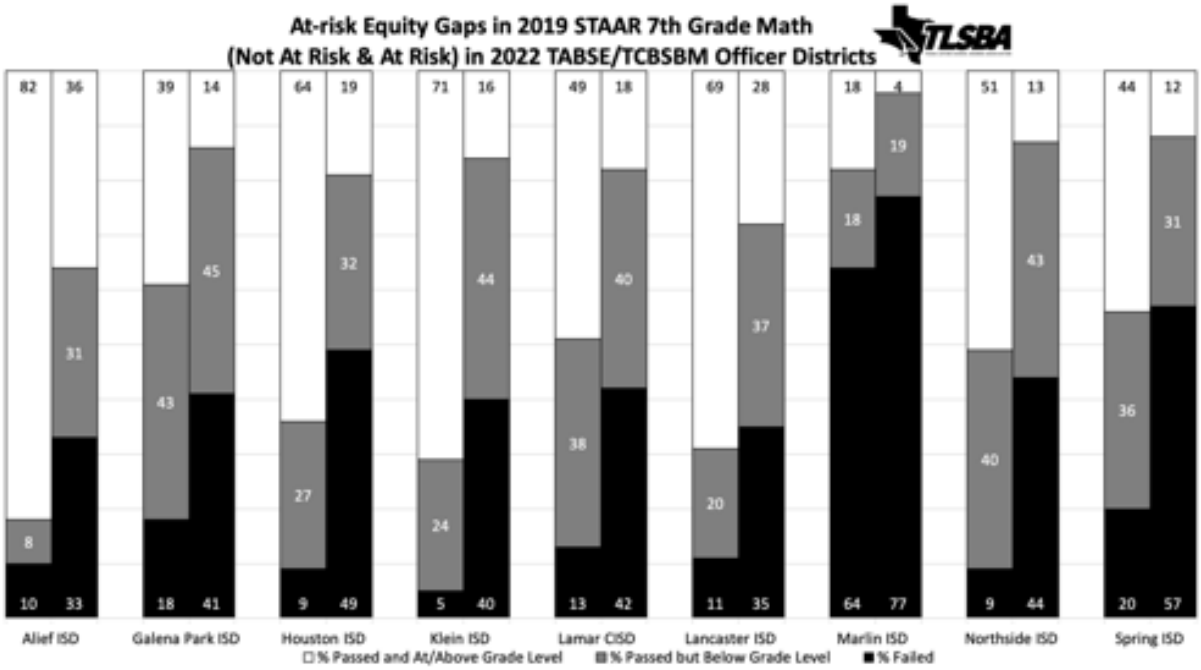
Gaps in fifth-grade math for at-risk students range from 19 points in Marlin ISD to 46 points in Klein ISD and Northside ISD.



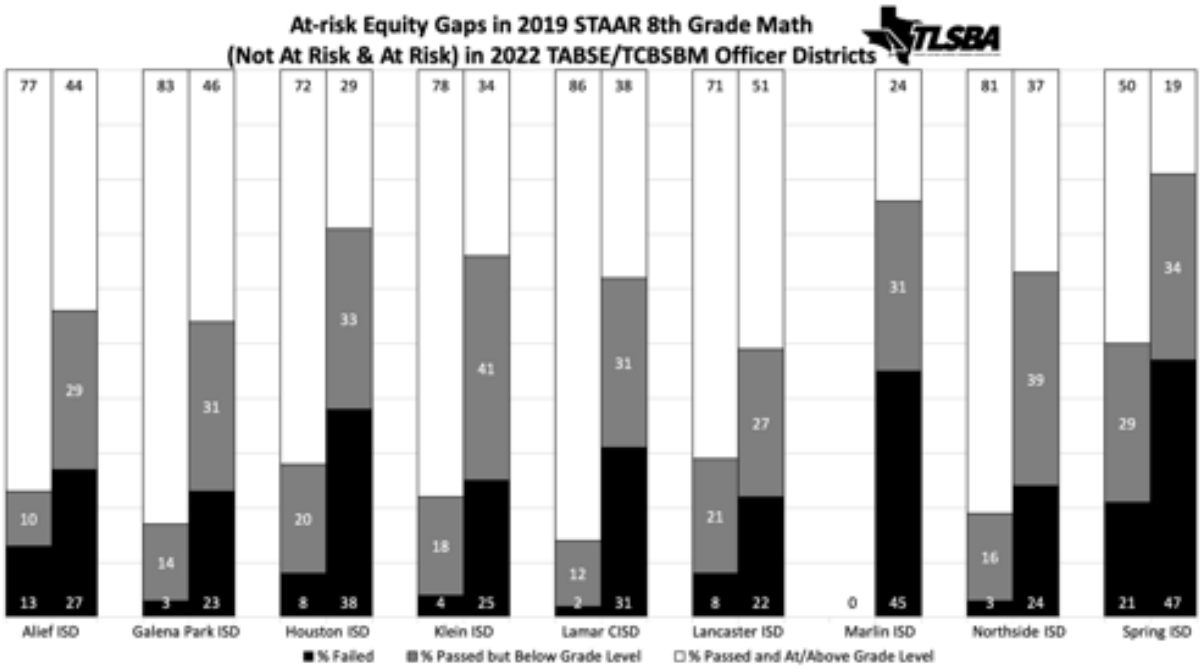
Gaps in sixth-grade math for at-risk students range from 19 points in Marlin ISD to 53 points in Northside ISD. Even prior to the pandemic, only two of nine TABSE/TCBSBM Officer districts were unable to get a third of at-risk sixth-grade students to grade level in math.



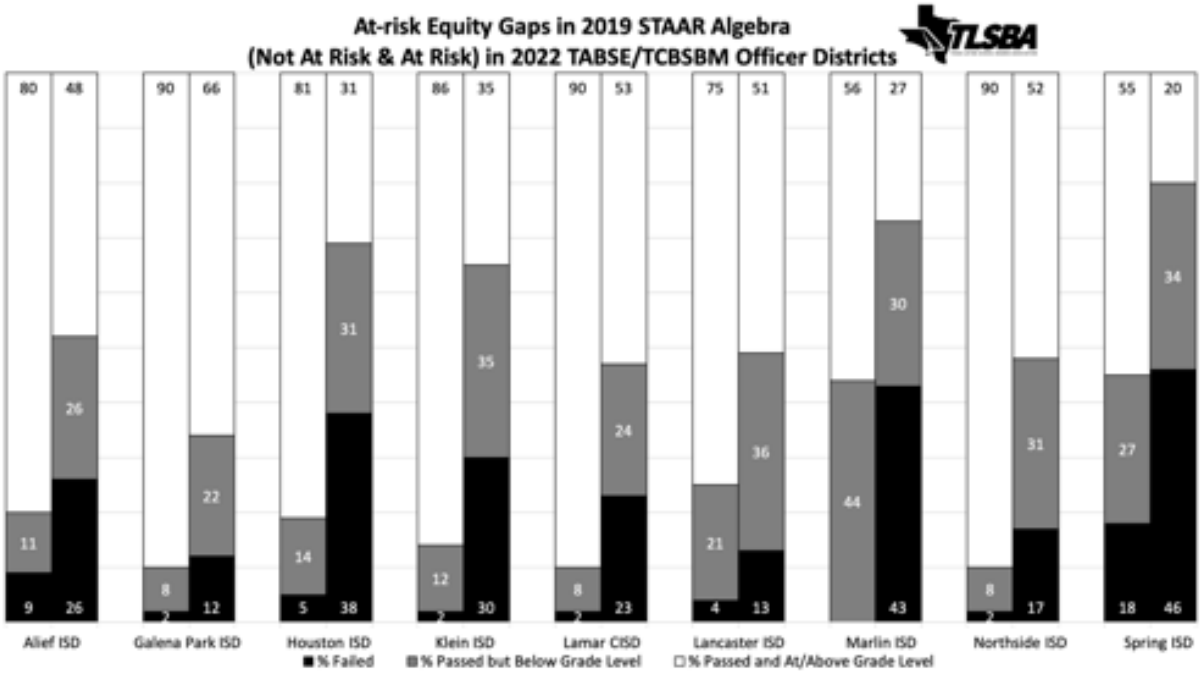
Gaps in seventh-grade math for at-risk students range from 14 points in Marlin ISD to 55 points in Klein ISD. Even prior to the pandemic, only one of nine TABSE/TCBSBM Officer districts was able to get a third of at-risk seventh-grade students to grade level in math.



Gaps in eighth-grade math for at-risk students range from 20 points in Lancaster ISD to 48 points in Lamar CISD. At this level, only a single TABSE/TCBSBM Officer district—Lancaster ISD—succeeded in getting a majority of at-risk students to grade level in math.



Gaps in algebra end-of-course tests are largely less jaw-dropping, in four of nine TABSE/TCBSBM Officer districts, but this might be explained by the lowered standards in high grade-level tests, as illustrated in previous TLSBA works. Gaps in end-of-course algebra ranged from 24 points in Galena Park ISD and Lancaster ISD, to 51 points in Klein ISD.

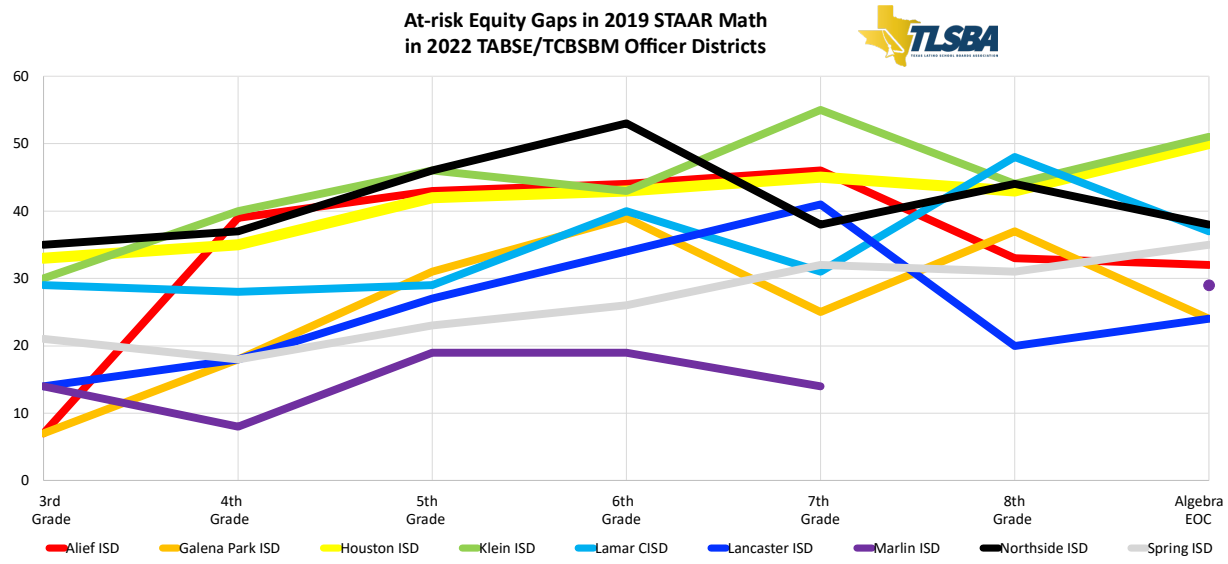


The following table summarizes the gaps in math for at-risk and not-at-risk students in the nine TABSE/TCBSBM Officer districts.

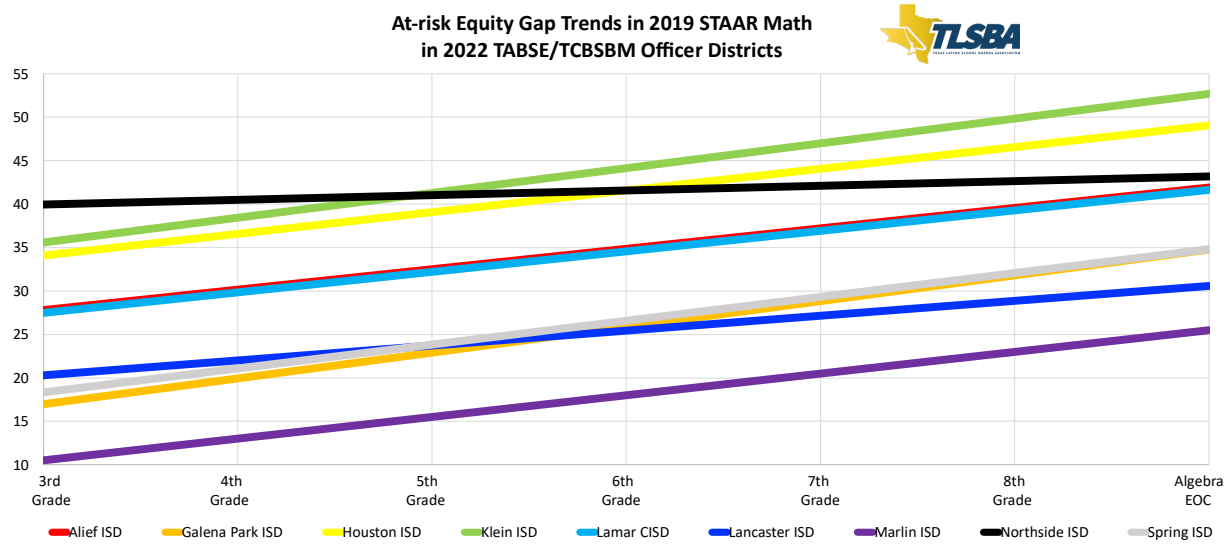
	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
3rd Grade Math	7	7	33	30	29	14	14	35	21
4th Grade Math	39	18	35	40	28	18	8	37	18
5th Grade Math	43	31	42	46	29	27	19	46	23
6th Grade Math	44	39	43	43	40	34	19	53	26
7th Grade Math	46	25	45	55	31	41	14	38	32
8th Grade Math	33	37	43	44	48	20		44	31
EOC Algebra	32	24	50	51	37	24	29	38	35

One notes how gaps between at-risk and non-at-risk students generally grow from one grade level to the next.

The following graph presents the gaps in math and end-of-course Algebra for all grade levels in all nine TABSE/TCBSBM Officer districts. Due to the very small number of not-at-risk, eighth-grade students in the Marlin ISD, data are not presently available for 8th-grade math gap there.

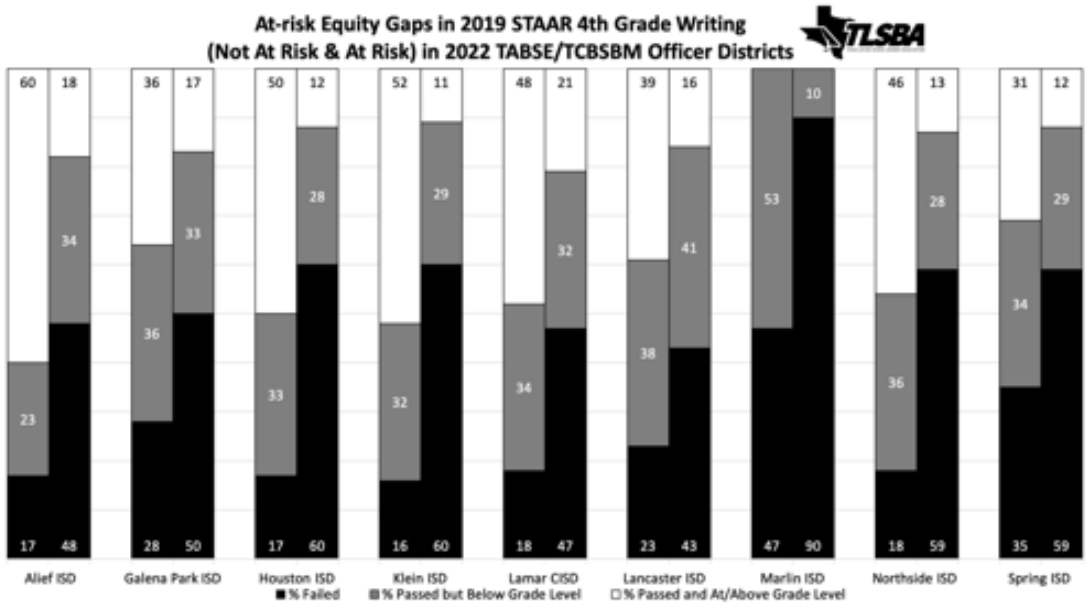


The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that only one district—Northside ISD—was able to slightly close the gap for students from one year to the next.

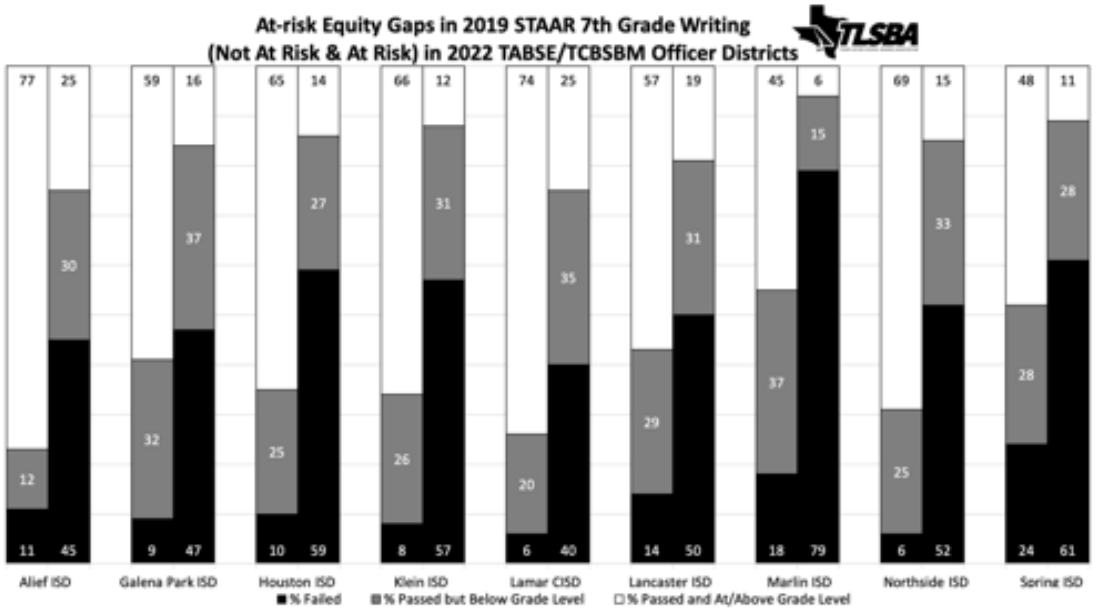


Academic Achievement Gaps in Writing for At-risk Status

One can expect the academic achievement gaps for writing to largely mirror those of reading and math. Gaps in fourth-grade writing for at-risk students range from zero points in Marlin ISD, to 41 points in Klein ISD and 42 points in Alief ISD. Seen less positively, 0% to 21% of at-risk students in TABSE/TCBSBM Officer districts were writing at grade level in the fourth grade. Even prior to the pandemic, only a single TABSE/TCBSBM Officer district was able to get one in five at-risk fourth-grade students to grade level in writing.



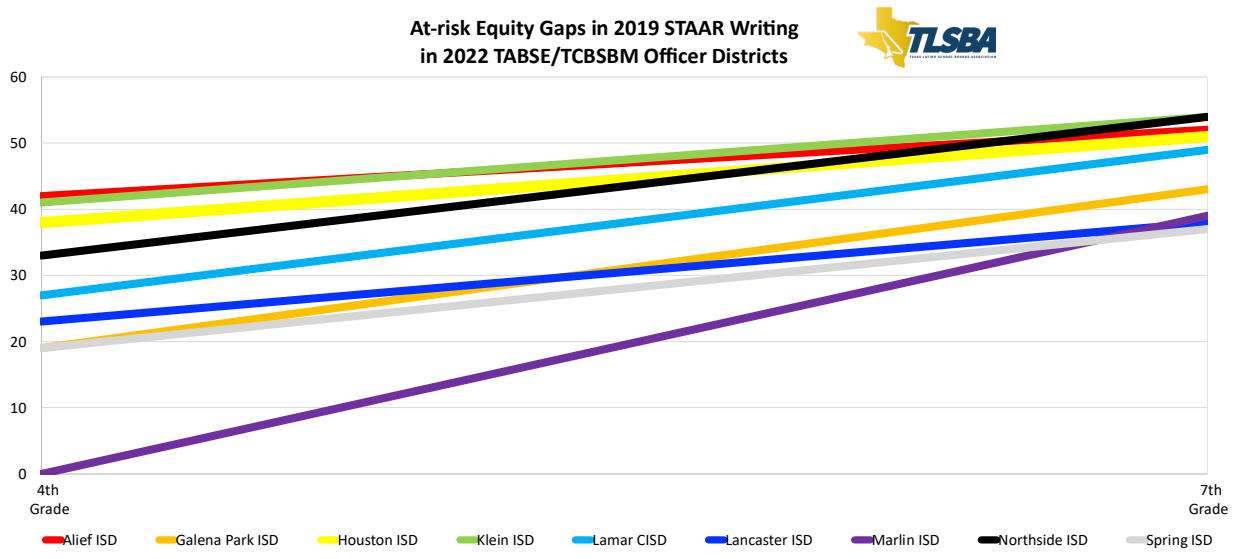
Gaps in seventh-grade writing for at-risk students range from 37 points in Spring ISD, to 54 points in Klein ISD and Northside ISD. Phrased less positively, only 6% to 25% of at-risk students in TABSE/TCBSBM Officer districts were writing at grade level in the seventh grade.



The following table summarizes the gaps in writing for at-risk and not-at-risk students in the nine TABSE/TCBSBM Officer districts. One immediately sees that gaps grew in all TABSE/TCBSBM Officer districts from the fourth to the seventh grades.

	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
4th Grade Writing	42	19	38	41	27	23	0	33	19
7th Grade Writing	52	43	51	54	49	38	39	54	37

The following graph presents the gaps in writing for fourth grade and seventh grade for all nine TABSE/TCBSBM Officer districts. No TABSE/TCBSBM Officer district was able to narrow the gap in writing from the fourth grade to the seventh grade in 2019.



The following tables share the percentages of various subgroups of students in grade three through end-of-course English I and English II in TABSE/TCBSBM Officer districts that were ***below*** **grade level**, even prior to the pandemic.

2018-2019: 3rd GRADE READING							
	District	**Latinx**	**Asian**	**African American**	**White**	**EcoDis**	**At Risk**
Alief ISD	71%	77%	53%	68%	68%	73%	75%
Galena Park ISD	61%	60%	37%	67%	57%	64%	67%
Houston ISD	61%	64%	26%	74%	34%	70%	79%
Klein ISD	52%	62%	31%	63%	40%	65%	77%
Lamar CISD	45%	56%	30%	47%	32%	57%	61%
Lancaster ISD	64%	48%	NA	70%	29%	67%	74%
Marlin ISD	86%	91%	NA	83%	NA	86%	96%
Northside ISD	59%	62%	48%	67%	45%	71%	80%
Spring ISD	69%	68%	47%	74%	61%	72%	83%
2018-2019: 3rd GRADE MATH							
	District	**Latinx**	**Asian**	**African American**	**White**	**EcoDis**	**At Risk**
Alief ISD	67%	71%	41%	68%	66%	68%	69%
Galena Park ISD	55%	50%	25%	72%	61%	57%	58%
Houston ISD	55%	55%	19%	71%	31%	62%	68%
Klein ISD	51%	60%	25%	67%	38%	64%	71%
Lamar CISD	36%	45%	20%	41%	26%	47%	51%
Lancaster ISD	59%	37%	NA	66%	29%	60%	65%
Marlin ISD	80%	73%	NA	83%	NA	80%	89%
Northside ISD	54%	58%	39%	64%	40%	65%	76%
Spring ISD	69%	65%	39%	77%	54%	69%	77%

2018-2019: 4th GRADE READING							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	68%	72%	49%	67%	59%	70%	74%
Galena Park ISD	64%	62%	33%	72%	62%	66%	75%
Houston ISD	62%	65%	30%	74%	35%	69%	81%
Klein ISD	54%	64%	35%	69%	37%	67%	85%
Lamar CISD	47%	58%	22%	55%	35%	62%	67%
Lancaster ISD	61%	49%	NA	64%	62%	61%	67%
Marlin ISD	93%	96%	NA	90%	NA	93%	100%
Northside ISD	57%	61%	41%	67%	43%	68%	81%
Spring ISD	69%	64%	34%	79%	62%	70%	79%
2018-2019: 4th GRADE MATH							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	59%	62%	35%	62%	59%	62%	65%
Galena Park ISD	53%	51%	33%	64%	49%	54%	60%
Houston ISD	56%	56%	21%	73%	32%	62%	72%
Klein ISD	51%	58%	28%	68%	39%	63%	77%
Lamar CISD	39%	47%	18%	49%	27%	52%	58%
Lancaster ISD	59%	35%	NA	65%	50%	59%	65%
Marlin ISD	88%	78%	NA	97%	NA	88%	90%
Northside ISD	57%	61%	33%	67%	43%	67%	79%
Spring ISD	67%	62%	27%	78%	56%	68%	75%
2018-2019: 4th GRADE WRITING							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	76%	81%	58%	76%	67%	78%	82%
Galena Park ISD	75%	74%	33%	82%	69%	76%	83%
Houston ISD	71%	75%	36%	81%	42%	79%	88%
Klein ISD	62%	72%	42%	74%	50%	76%	89%
Lamar CISD	61%	71%	35%	66%	52%	74%	79%
Lancaster ISD	75%	71%	NA	78%	63%	76%	84%
Marlin ISD	100%	100%	NA	100%	NA	100%	100%
Northside ISD	67%	72%	47%	72%	56%	78%	87%
Spring ISD	79%	76%	51%	86%	70%	80%	88%

2018-2019: 5th GRADE READING							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	60%	65%	46%	58%	60%	63%	67%
Galena Park ISD	58%	59%	17%	59%	44%	60%	71%
Houston ISD	56%	61%	20%	65%	23%	63%	78%
Klein ISD	44%	54%	25%	57%	30%	58%	79%
Lamar CISD	39%	49%	25%	43%	26%	54%	61%
Lancaster ISD	56%	54%	NA	58%	50%	58%	66%
Marlin ISD	89%	81%	NA	95%	NA	89%	96%
Northside ISD	48%	52%	36%	54%	34%	59%	73%
Spring ISD	62%	57%	36%	71%	54%	63%	73%
2018-2019: 5th GRADE MATH							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	62%	64%	35%	67%	59%	63%	68%
Galena Park ISD	43%	41%	25%	58%	39%	45%	63%
Houston ISD	47%	47%	15%	64%	26%	52%	64%
Klein ISD	36%	43%	11%	56%	24%	49%	64%
Lamar CISD	31%	36%	12%	42%	20%	41%	47%
Lancaster ISD	45%	30%	NA	50%	33%	45%	55%
Marlin ISD	86%	90%	NA	87%	NA	86%	90%
Northside ISD	40%	43%	19%	50%	28%	49%	61%
Spring ISD	56%	49%	22%	69%	53%	57%	65%
2018-2019: 5th GRADE SCIENCE							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	69%	71%	48%	74%	64%	70%	75%
Galena Park ISD	53%	52%	25%	66%	45%	55%	63%
Houston ISD	60%	61%	27%	74%	32%	66%	78%
Klein ISD	48%	58%	25%	69%	31%	64%	78%
Lamar CISD	41%	50%	23%	50%	26%	56%	61%
Lancaster ISD	57%	47%	NA	60%	42%	57%	65%
Marlin ISD	87%	71%	NA	97%	NA	87%	92%
Northside ISD	54%	59%	42%	62%	36%	64%	75%
Spring ISD	68%	64%	48%	77%	56%	70%	78%

2018-2019: 6th GRADE READING							
	District	**Latinx**	**Asian**	**African American**	**White**	**EcoDis**	**At Risk**
Alief ISD	72%	78%	50%	70%	73%	75%	78%
Galena Park ISD	72%	73%	33%	73%	59%	74%	86%
Houston ISD	69%	74%	30%	76%	35%	77%	90%
Klein ISD	58%	69%	40%	73%	43%	73%	91%
Lamar CISD	51%	64%	29%	55%	36%	68%	80%
Lancaster ISD	72%	66%	NA	73%	71%	72%	83%
Marlin ISD	82%	77%	NA	89%	NA	82%	89%
Northside ISD	62%	66%	49%	69%	48%	74%	85%
Spring ISD	76%	76%	56%	80%	65%	77%	90%
2018-2019: 6th GRADE MATH							
	District	**Latinx**	**Asian**	**African American**	**White**	**EcoDis**	**At Risk**
Alief ISD	60%	55%	26%	63%	67%	62%	65%
Galena Park ISD	56%	56%	NA	61%	48%	57%	70%
Houston ISD	61%	63%	18%	74%	34%	67%	81%
Klein ISD	55%	63%	28%	67%	42%	66%	82%
Lamar CISD	40%	49%	17%	49%	25%	55%	66%
Lancaster ISD	60%	47%	NA	62%	86%	60%	74%
Marlin ISD	79%	73%	NA	84%	NA	79%	83%
Northside ISD	55%	59%	32%	66%	38%	68%	79%
Spring ISD	75%	73%	32%	82%	63%	75%	88%

2018-2019: 7th GRADE READING							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	63%	69%	43%	59%	64%	64%	68%
Galena Park ISD	59%	59%	15%	64%	54%	61%	76%
Houston ISD	56%	61%	24%	64%	26%	64%	82%
Klein ISD	47%	56%	26%	62%	32%	61%	79%
Lamar CISD	42%	52%	21%	48%	27%	53%	72%
Lancaster ISD	63%	63%	NA	64%	47%	64%	57%
Marlin ISD	86%	81%	NA	94%	60%	86%	94%
Northside ISD	49%	54%	36%	58%	35%	61%	75%
Spring ISD	66%	65%	36%	72%	51%	66%	83%
2018-2019: 7th GRADE MATH							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	59%	64%	27%	61%	61%	61%	64%
Galena Park ISD	80%	80%	NA	77%	74%	81%	86%
Houston ISD	61%	61%	24%	74%	38%	66%	81%
Klein ISD	52%	62%	18%	69%	38%	67%	84%
Lamar CISD	68%	73%	42%	74%	53%	74%	82%
Lancaster ISD	58%	54%	NA	60%	53%	59%	72%
Marlin ISD	94%	88%	NA	97%	100%	94%	96%
Northside ISD	77%	79%	73%	84%	64%	82%	87%
Spring ISD	75%	74%	43%	81%	60%	75%	88%
2018-2019: 7th GRADE WRITING							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	69%	75%	46%	67%	73%	71%	75%
Galena Park ISD	68%	68%	15%	71%	63%	69%	84%
Houston ISD	62%	67%	24%	71%	34%	70%	86%
Klein ISD	57%	57%	30%	71%	45%	71%	88%
Lamar CISD	46%	57%	21%	50%	32%	59%	75%
Lancaster ISD	69%	72%	NA	68%	60%	69%	81%
Marlin ISD	87%	85%	NA	91%	80%	87%	94%
Northside ISD	60%	65%	40%	67%	45%	72%	85%
Spring ISD	73%	74%	38%	76%	65%	73%	89%

2018-2019: 8th GRADE READING							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	57%	61%	38%	56%	56%	58%	62%
Galena Park ISD	55%	56%	25%	55%	49%	57%	76%
Houston ISD	53%	58%	19%	61%	22%	60%	79%
Klein ISD	42%	52%	20%	58%	29%	57%	75%
Lamar CISD	39%	52%	13%	45%	23%	55%	72%
Lancaster ISD	55%	57%	NA	57%	17%	57%	69%
Marlin ISD	85%	87%	NA	83%	NA	85%	97%
Northside ISD	42%	46%	28%	49%	29%	55%	66%
Spring ISD	72%	70%	50%	77%	62%	72%	84%
2018-2019: 8th GRADE MATH							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	53%	58%	27%	53%	50%	54%	56%
Galena Park ISD	39%	39%	6%	39%	52%	39%	54%
Houston ISD	55%	57%	24%	62%	37%	60%	71%
Klein ISD	47%	53%	19%	56%	37%	56%	66%
Lamar CISD	34%	44%	6%	41%	19%	47%	62%
Lancaster ISD	39%	42%	NA	38%	33%	39%	49%
Marlin ISD	77%	78%	NA	75%	NA	77%	76%
Northside ISD	43%	46%	23%	53%	31%	52%	63%
Spring ISD	69%	67%	36%	73%	63%	68%	81%
2018-2019: 8th GRADE SCIENCE							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	58%	64%	32%	58%	58%	59%	64%
Galena Park ISD	54%	54%	17%	59%	40%	56%	72%
Houston ISD	61%	65%	22%	71%	34%	67%	83%
Klein ISD	46%	55%	24%	62%	33%	60%	76%
Lamar CISD	42%	55%	17%	49%	22%	59%	72%
Lancaster ISD	50%	47%	NA	52%	50%	52%	62%
Marlin ISD	98%	100%	NA	97%	NA	98%	100%
Northside ISD	47%	52%	32%	55%	30%	60%	71%
Spring ISD	71%	68%	37%	78%	52%	71%	85%
2018-2019: 8th GRADE SOCIAL STUDIES							
	District	Latinx	Asian	African American	White	EcoDis	At Risk
Alief ISD	75%	81%	53%	73%	73%	76%	81%
Galena Park ISD	72%	73%	33%	75%	62%	74%	89%
Houston ISD	73%	78%	32%	81%	44%	79%	91%
Klein ISD	61%	70%	36%	75%	49%	75%	89%
Lamar CISD	54%	68%	26%	57%	39%	70%	84%
Lancaster ISD	60%	65%	NA	60%	83%	62%	76%
Marlin ISD	98%	100%	NA	97%	NA	98%	100%
Northside ISD	63%	69%	43%	67%	46%	75%	83%
Spring ISD	86%	86%	56%	91%	72%	86%	94%

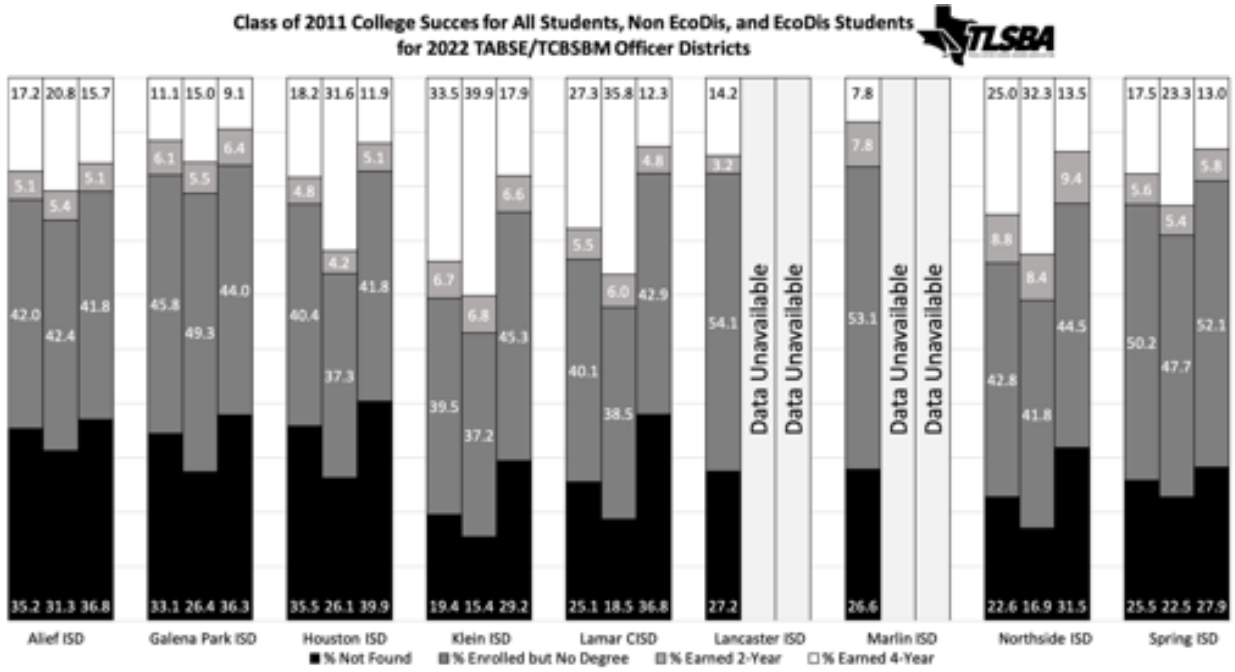
2018-2019: EOC - English I								
	District	Latinx	Asian	African American	White	EcoDis	At Risk	Retester
Alief ISD	67%	71%	55%	63%	61%	68%	71%	96%
Galena Park ISD	55%	54%	17%	61%	49%	57%	75%	94%
Houston ISD	61%	64%	20%	68%	26%	67%	80%	96%
Klein ISD	46%	56%	23%	61%	28%	61%	71%	92%
Lamar CISD	37%	49%	14%	41%	18%	51%	67%	89%
Lancaster ISD	56%	56%	NA	56%	NA	58%	82%	89%
Marlin ISD	77%	69%	NA	83%	71%	77%	86%	92%
Northside ISD	40%	44%	32%	51%	27%	55%	61%	93%
Spring ISD	68%	65%	38%	74%	53%	68%	84%	95%
2018-2019: ENGLISH II								
	District	Latinx	Asian	African American	White	EcoDis	At Risk	Retester
Alief ISD	64%	68%	55%	62%	59%	65%	70%	97%
Galena Park ISD	59%	59%	24%	60%	49%	60%	75%	94%
Houston ISD	57%	61%	26%	63%	28%	64%	78%	95%
Klein ISD	47%	58%	25%	63%	28%	63%	81%	94%
Lamar CISD	38%	50%	17%	41%	20%	52%	66%	93%
Lancaster ISD	52%	54%	NA	52%	44%	54%	69%	91%
Marlin ISD	75%	82%	NA	73%	40%	75%	91%	96%
Northside ISD	46%	46%	38%	51%	28%	56%	67%	92%
Spring ISD	63%	61%	46%	71%	45%	64%	85%	94%

Conclusions Regarding Academic Achievement Gaps

There is no reason to think that the academic achievement of TABSE/TCBSBM Officer districts is dissimilar to other districts throughout the state. Indeed, because these districts are led by statewide leaders, it might be suggested that the data in this work may represent "the best of the best." This paints a grim picture of public education in Texas. Even worse is the fact that the grey area of all bar charts above represents the gap between the percentage of students who are at grade level and the percentage of students that the State of Texas considers as "passing" state accountability tests and thus as meeting the State's own lacking definition of academic equity. For this reason, the TLSBA believes that Texas students deserve their day in court to hold the State of Texas accountable for providing them an equitable education that equips students with the necessary knowledge and skills to be at grade level.

Postsecondary Success of Students Graduating from TABSE/TCBSBM Officer Districts

In the previous sections of this work, one sees how Texas' unwillingness to adequatly invest in public education inhibits the ability of students to reach grade level—even if they do meet the state's invented definition of "constitional equity." The question is rightly raised: What impact does this lack of investment in public education have on postsecondary success and subsequently on the economic future of Texas? The following bar charts, based on a public information request of the Texas Higher Education Coordinating Board, show how TABSE/TCBSBM Officer districts are pushing high percentages of students into higher education.



The black area of each set of bars shows the percentage of students who were *not* found in higher education: for all students in the district, for non-economically-disadvantaged students, and for economically-disadvantaged students. However, the dark grey area of each bar shows the sobering percentage of students who enrolled in higher education but who did *not* receive a degree within six years of graduating from high school. The students who earned two-year degrees are shown in light grey, and the students who earned four-year degrees are displayed in white.

The following table summarizes the degrees earned within six years by <u>all</u> graduates of the Class of 2011 in the nine TABSE/TCBSBM Officer districts.

	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
Entered higher ed	64.6%	66.9%	64.4%	80.5%	74.8%	72.8%	73.4%	77.4%	74.5%
Received a degree	22.6%	21.1%	24.0%	41.0%	34.7%	18.7%	20.3%	34.6%	24.3%
Enrolled, no degree	42.0%	45.8%	40.4%	39.5%	40.1%	54.1%	53.1%	42.8%	50.2%

The Classes of 2012 and 2013 were the only other classes that would have graduated from higher education in six years prior to the onset of the COVID-19 pandemic, and, though these classes were not part of the public information request made of Texas High Education Coordinating Board, there is no reason to believe that the data from those years would be greatly improved from what is seen here.

The following table summarizes the degrees earned within six years by the <u>economically-disadvantaged</u> graduates of the Class of 2011 in the nine TABSE/TCBSBM Officer districts.

	Alief ISD	Galena Park ISD	Houston ISD	Klein ISD	Lamar CISD	Lancaster ISD	Marlin ISD	Northside ISD	Spring ISD
Entered higher ed	63.0%	63.7%	60.1%	70.7%	63.2%	73.5%	76.1%	68.5%	72.2%
Received a degree	21.2%	19.7%	18.3%	25.4%	20.3%	18.5%	26.1%	24.0%	20.1%
Enrolled, no degree	41.8%	44.0%	41.8%	45.3%	42.9%	55.0%	50.0%	44.5%	52.1%

These relatively-small percentages of degrees earned are consistent with the measures of knowledge and skills in the preceding sections of this work. While many factors may influence a student's decision to depart from higher education, the following bar charts suggest that Texas high school students are entering postsecondary studies ill-prepared for the rigors of higher education.

The following table shows the percentages of economically-disadvantaged students, non-economically-disadvantaged students, and total number of students who enrolled (or didn't enroll) in higher education and who did (or did not) earn a degree within six years.

2017-2018 Postsecondary Outcomes Summary								
District	**HS Graduation Class**	**Economic Profile**	**% Of Grads**	**Ever Enroll in Hi-Ed**	**Never Found in Hi-Ed**	**Ever Enroll NO Deg or Cert.**	**EARN 2-Yr. Deg.**	**EARN 4-Yr. Deg.**
State	Class of 2011	EcoDis	45.2%	62.6%	37.3%	42.8%	6.2%	12.0%
Alief ISD	Class of 2011	EcoDis	71.7%	63.0%	36.8%	41.8%	5.1%	15.7%
Galena Park ISD	Class of 2011	EcoDis	67.1%	63.7%	36.3%	44.0%	6.4%	9.1%
Houston ISD	Class of 2011	EcoDis	68.2%	60.1%	39.9%	41.8%	5.1%	11.9%
Klein ISD	Class of 2011	EcoDis	29.0%	70.7%	29.2%	45.3%	6.6%	17.9%
Lamar CISD	Class of 2011	EcoDis	36.3%	63.2%	36.8%	42.9%	4.8%	12.3%
Lancaster ISD	Class of 2011	EcoDis	75.3%	73.5%	26.5%	55.0%	**	13.0%
Marlin ISD	Class of 2011	EcoDis	71.9%	76.1%	23.9%	50.0%	*	10.9%
Northside ISD	Class of 2011	EcoDis	38.9%	68.5%	31.5%	44.5%	9.4%	13.5%
Spring ISD	Class of 2011	EcoDis	56.4%	72.2%	27.9%	52.1%	5.8%	13.0%
State	Class of 2011	Non EcoDis	54.8%	79.3%	20.6%	38.2%	6.4%	33.3%
Alief ISD	Class of 2011	Non EcoDis	28.3%	68.8%	31.3%	42.4%	5.4%	20.8%
Galena Park ISD	Class of 2011	Non EcoDis	32.9%	73.6%	26.4%	49.3%	5.5%	15.0%
Houston ISD	Class of 2011	Non EcoDis	31.8%	73.8%	26.1%	37.3%	4.2%	31.6%
Klein ISD	Class of 2011	Non EcoDis	71.0%	84.6%	15.4%	37.2%	6.8%	39.9%
Lamar CISD	Class of 2011	Non EcoDis	63.7%	81.4%	18.5%	38.5%	6.0%	35.8%
Lancaster ISD	Class of 2011	Non EcoDis	24.7%	70.5%	29.5%	51.3%	*	18.0%
Marlin ISD	Class of 2011	Non EcoDis	28.1%	66.7%	33.3%	61.1%	*	0.0%
Northside ISD	Class of 2011	Non EcoDis	61.1%	83.0%	16.9%	41.8%	8.4%	32.3%
Spring ISD	Class of 2011	Non EcoDis	43.6%	77.5%	22.5%	47.7%	5.4%	23.3%
State	Class of 2011	All Students	100.0%	71.8%	28.2%	40.3%	6.3%	23.6%
Alief ISD	Class of 2011	All Students	100.0%	64.6%	35.2%	42.0%	5.1%	17.2%
Galena Park ISD	Class of 2011	All Students	100.0%	66.9%	33.1%	45.8%	6.1%	11.1%
Houston ISD	Class of 2011	All Students	100.0%	64.4%	35.5%	40.4%	4.8%	18.2%
Klein ISD	Class of 2011	All Students	100.0%	80.5%	19.4%	39.5%	6.7%	33.5%
Lamar CISD	Class of 2011	All Students	100.0%	74.8%	25.1%	40.1%	5.5%	27.3%
Lancaster ISD	Class of 2011	All Students	100.0%	72.8%	27.2%	54.1%	3.2%	14.2%
Marlin ISD	Class of 2011	All Students	100.0%	73.4%	26.6%	53.1%	7.8%	7.8%
Northside ISD	Class of 2011	All Students	100.0%	77.4%	22.6%	42.8%	8.8%	25.0%
Spring ISD	Class of 2011	All Students	100.0%	74.5%	25.5%	50.2%	5.6%	17.5%
*Indicates results are masked due to small numbers to protect student confidentiality								

The information in the above table was shared by the Texas Higher Education Coordinating Board (THECB), and, unlike other reports published by the THECB, it includes data on students enrolled outside of Texas, which the THECB obtains through a national clearing house that tracks college graduations rates.

Key take-aways from this table include:

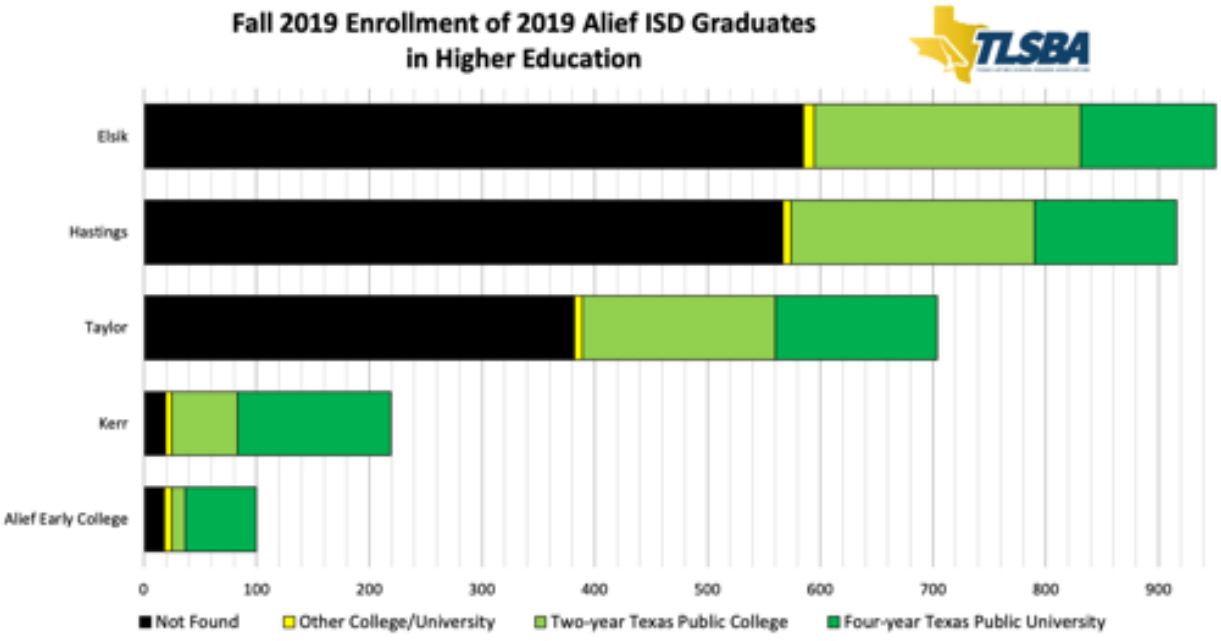
1. Relatively high percentages of graduates from all TABSE/TCBSBM Officer districts entered higher education.
2. 39.5% to 54.1% of students enrolled in higher education and failed to earn a degree within six years of enrolling in higher education.
3. Without exception, less than 10% of students earned two-year degrees.
4. The greatest disparities are seen among economically disadvantaged students and non-economically disadvantaged students earning four-year degrees.

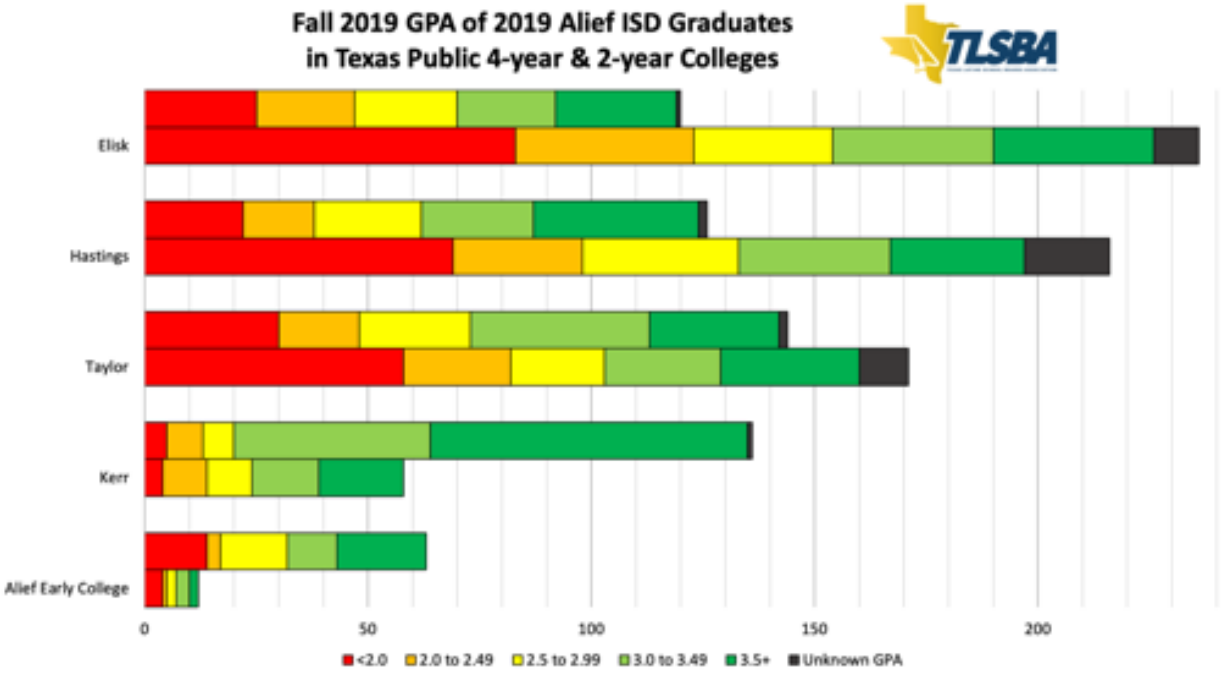
In the following pages, two bar charts are shared for each TABSE/TCBSBM Officer district. The first bar chart for each district shares the percentages of students entering higher education from each high school in the TABSE/TCBSBM Officer district in Fall 2019, the last fall semester prior to the onset of the COVID-19 pandemic. Students in black did not enroll in higher education, students in light green enrolled in two-year colleges in Texas, and students in dark green enrolled in four-year colleges and universities in Texas.

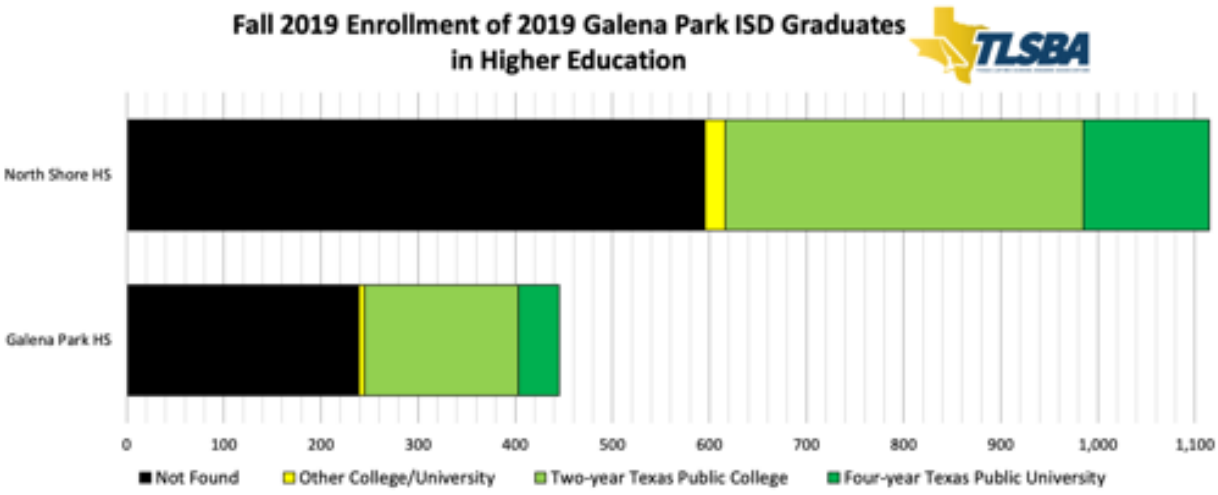
The second bar chart for each district shares the grade point average (GPA) after a single semester of postsecondary studies for the graduates of Texas high schools who enrolled in a Texas college or university in the fall after their spring high school graduation. The top bar represents students in four-year institutions, and the bottom bar represents students in two-year institutions. All students in red were effectively failing out of college during their first semester, with an average GPA of less than 2.0 (or a "C" average).

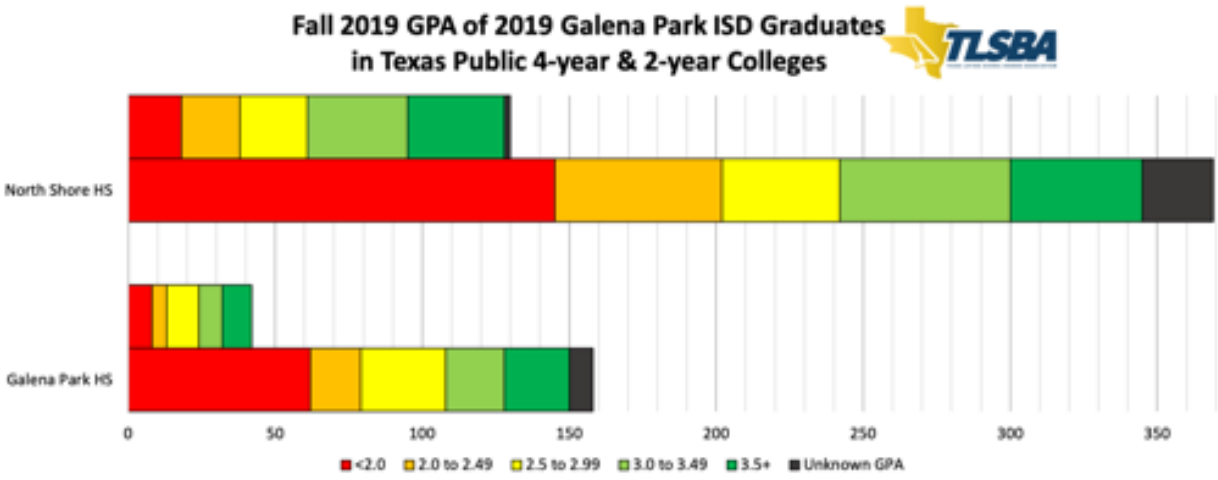
One immediately sees the trend of pushing Texas high school graduates into two-year colleges where large percentages of students leave those institutions with debt but no degrees. Note that these bar charts share the numbers—and not percentages—of students.

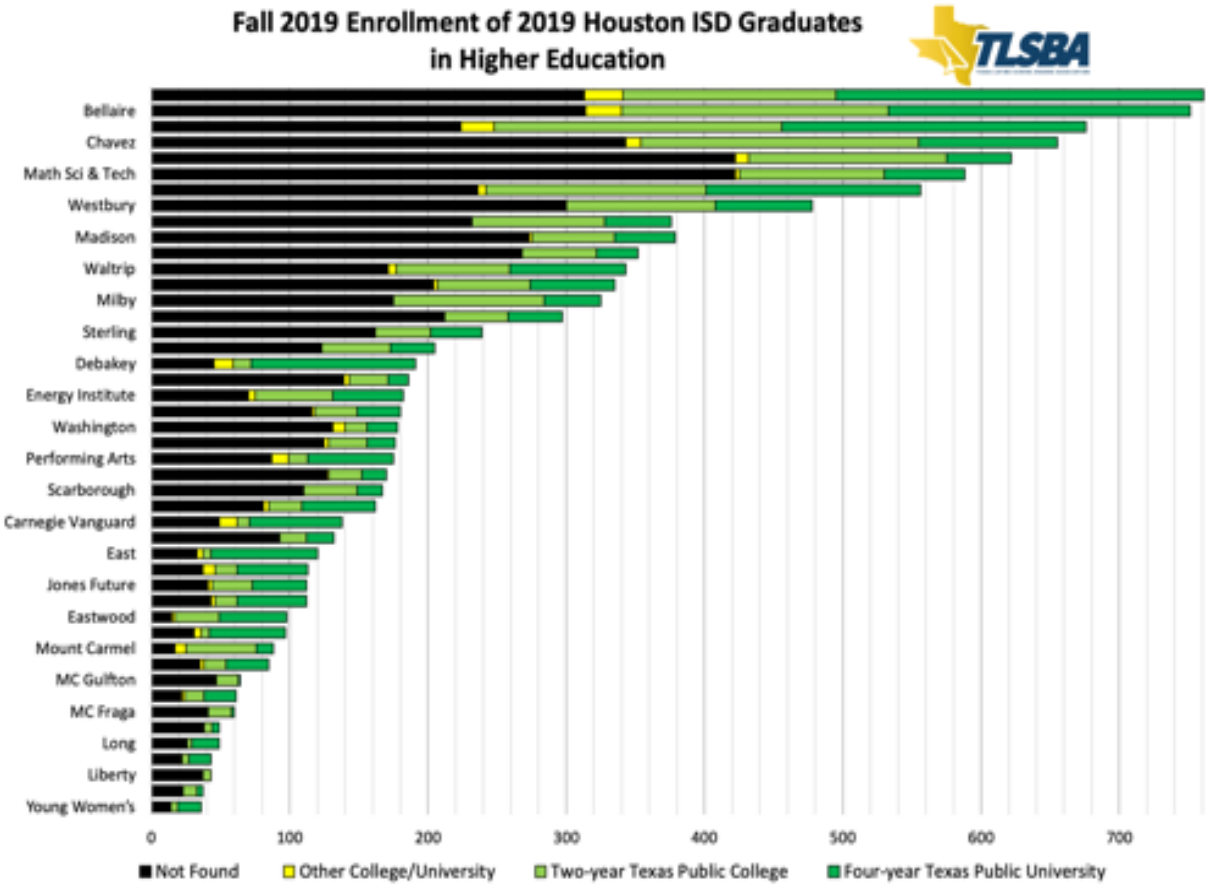
One also notes that there is little "middle ground" for students in college: Most either perform very well (as depicted in green) or very poorly (as depicted in red). Those who perform poorly are obviously most at risk for dropping out of higher education due to academic reasons.

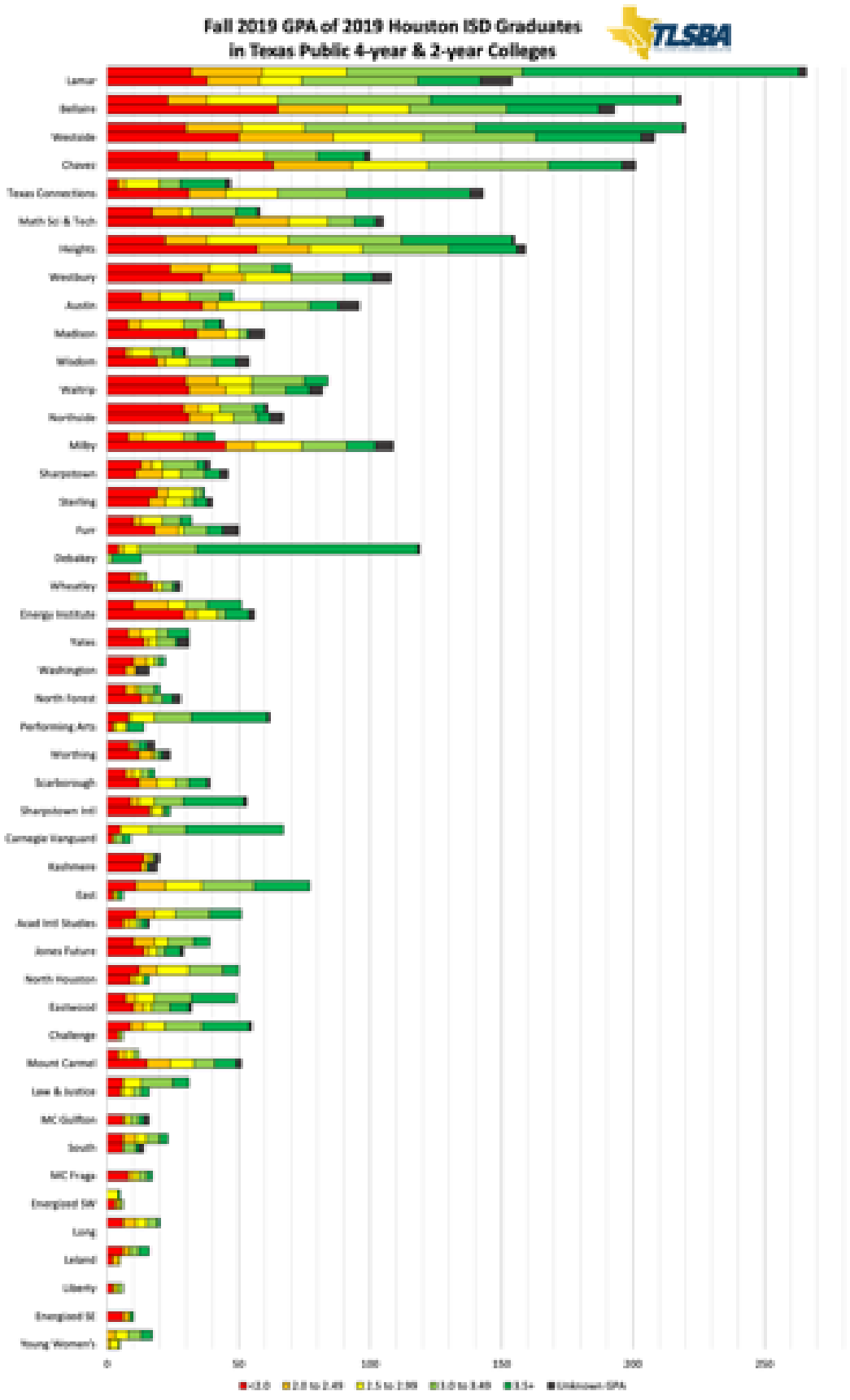

Fall 2019 Enrollment of 2019 Alief ISD Graduates in Higher Education
TLSBA
Elsik
Hastings
Taylor
Kerr
Alief Early College
0
100
200
300
400
500
600
700
800
900
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

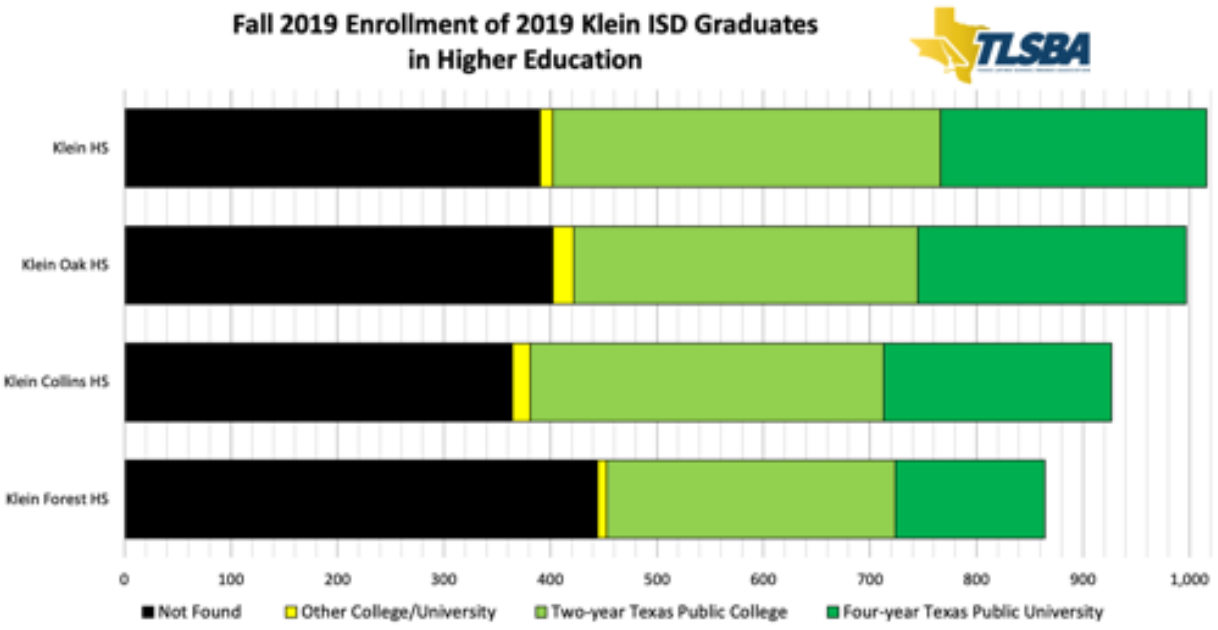

Fall 2019 GPA of 2019 Alief ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Elsik
Hastings
Taylor
Kerr
Alief Early College
0
50
100
150
200
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

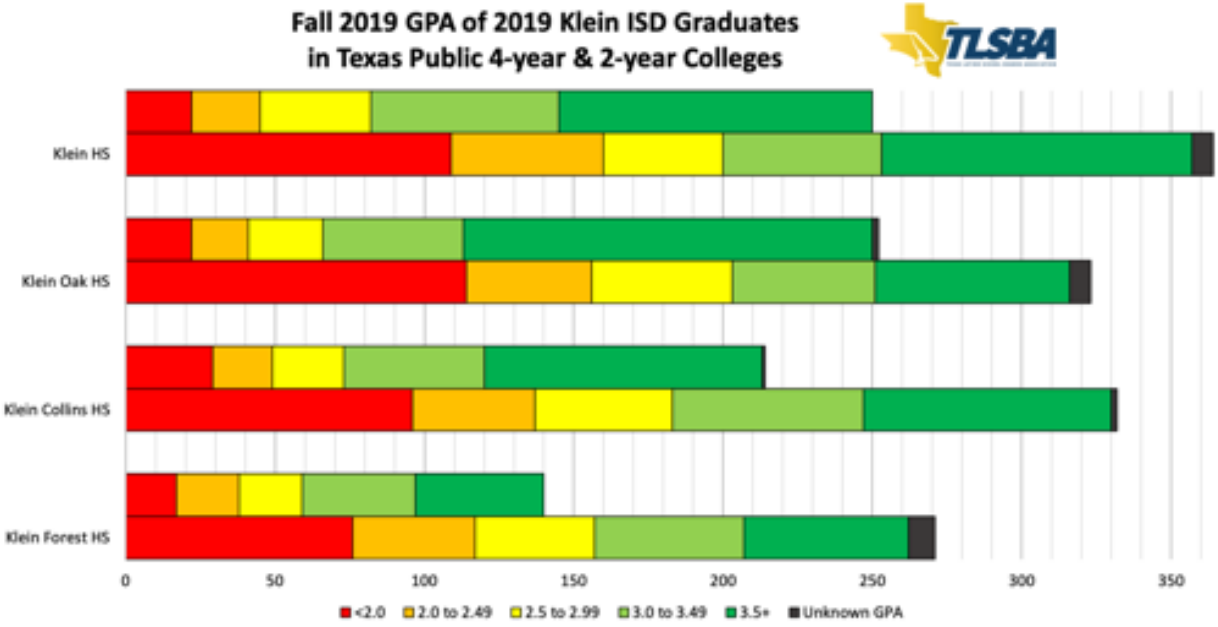

Fall 2019 Enrollment of 2019 Galena Park ISD Graduates in Higher Education
TLSBA
North Shore HS
Galena Park HS
0
100
200
300
400
500
600
700
800
900
1,000
1,100
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

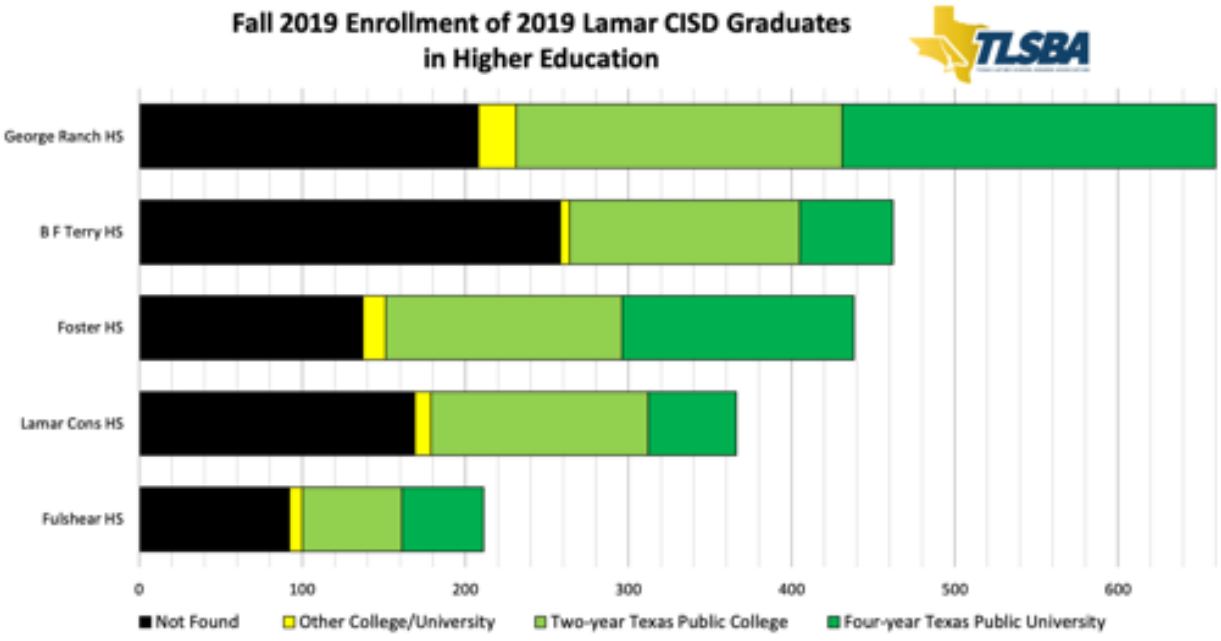

Fall 2019 GPA of 2019 Galena Park ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
North Shore HS
Galena Park HS
0
50
100
150
200
250
300
350
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

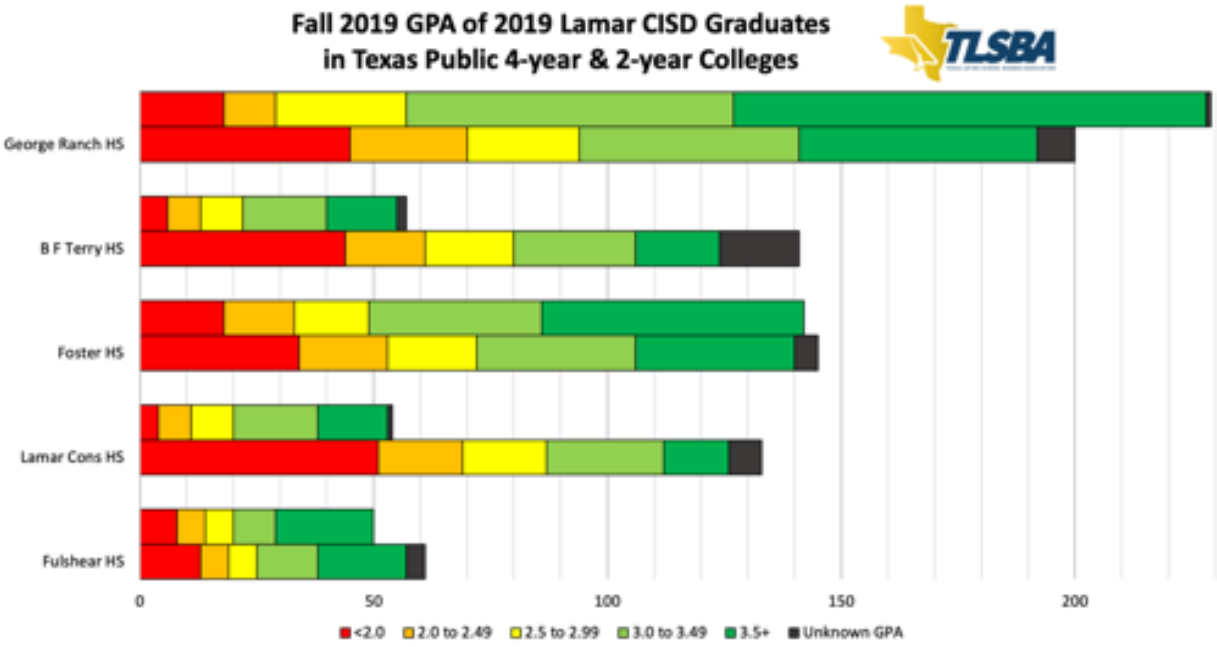

Fall 2019 Enrollment of 2019 Houston ISD Graduates in Higher Education
TLSBA
Bellaire
Chavez
Math Sci & Tech
Westbury
Madison
Waltrip
Milby
Sterling
Debakey
Energy Institute
Washington
Performing Arts
Scarborough
Carnegie Vanguard
East
Jones Future
Eastwood
Mount Carmel
MC Gulfton
MC Fraga
Long
Liberty
Young Women's
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

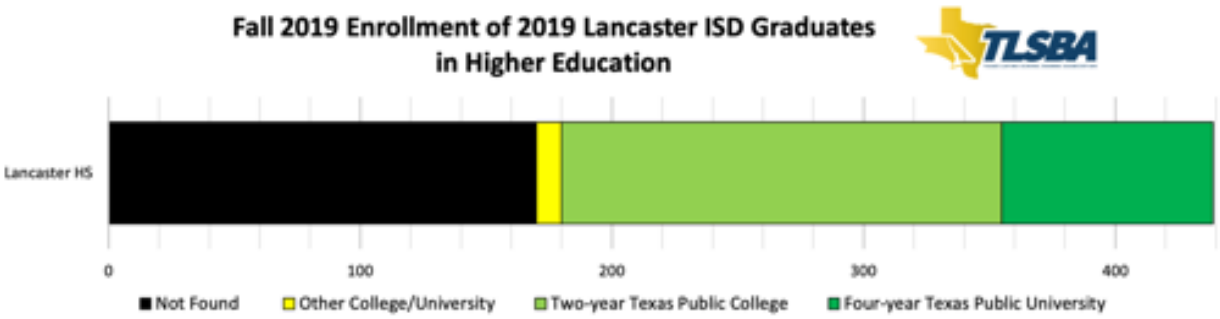

Fall 2019 GPA of 2019 Houston ISD Graduates
in Texas Public 4-year & 2-year Colleges
TLSBA
Lamar
Bellaire
Westside
Chavez
Texas Connections
Math Sci & Tech
Heights
Westbury
Austin
Madison
Wisdom
Waltrip
Northside
Milby
Sharpstown
Sterling
Furr
Debakey
Wheatley
Energy Institute
Yates
Washington
North Forest
Performing Arts
Worthing
Scarborough
Sharpstown Intl
Carnegie Vanguard
Kashmere
East
Arad Int Studies
Jones Future
North Houston
Eastwood
Challenge
Mount Carmel
Law & Justice
MC Guiffon
South
MC Frga
Energized SW
Long
Leland
Liberty
Energized SI
Young Women's
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

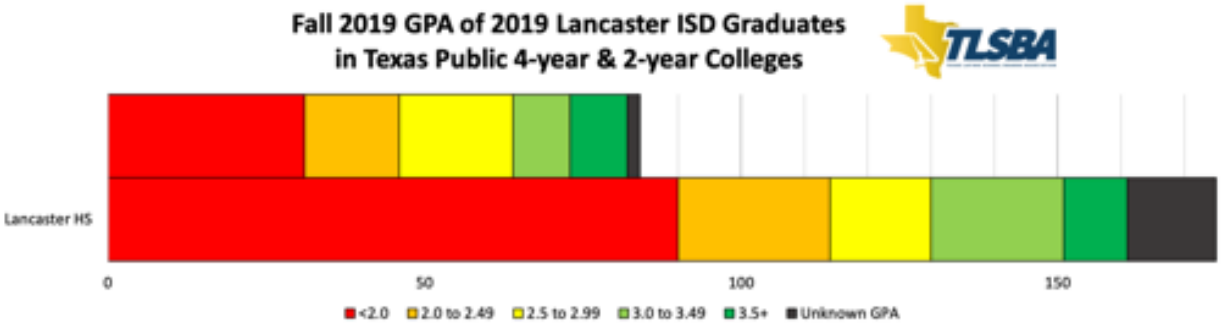

Fall 2019 Enrollment of 2019 Klein ISD Graduates in Higher Education
TLSBA
Klein HS
Klein Oak HS
Klein Collins HS
Klein Forest HS
0
100
200
300
400
500
600
700
800
900
1,000
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

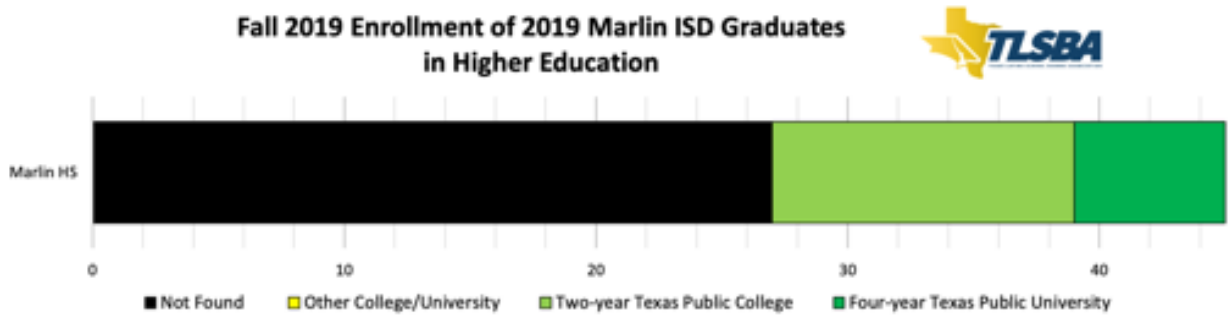

Fall 2019 GPA of 2019 Klein ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Klein HS
Klein Oak HS
Klein Collins HS
Klein Forest HS
0
50
100
150
200
250
300
350
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

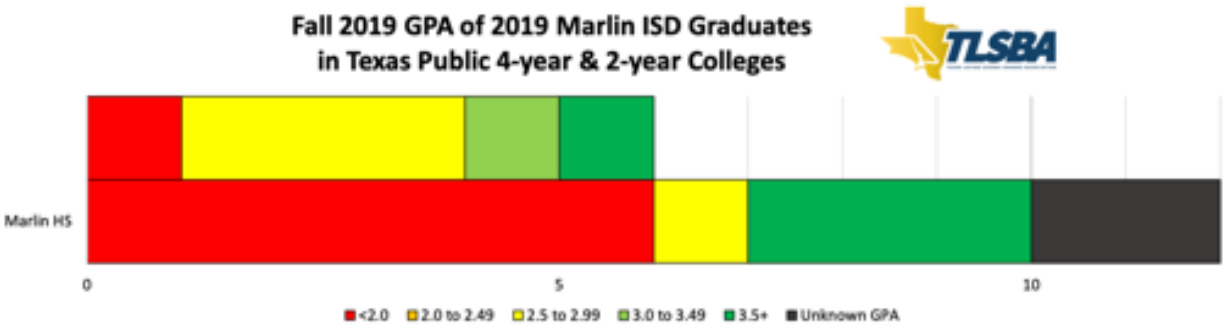

Fall 2019 Enrollment of 2019 Lamar CISD Graduates in Higher Education
George Ranch HS
B F Terry HS
Foster HS
Lamar Cons HS
Fulshear HS
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

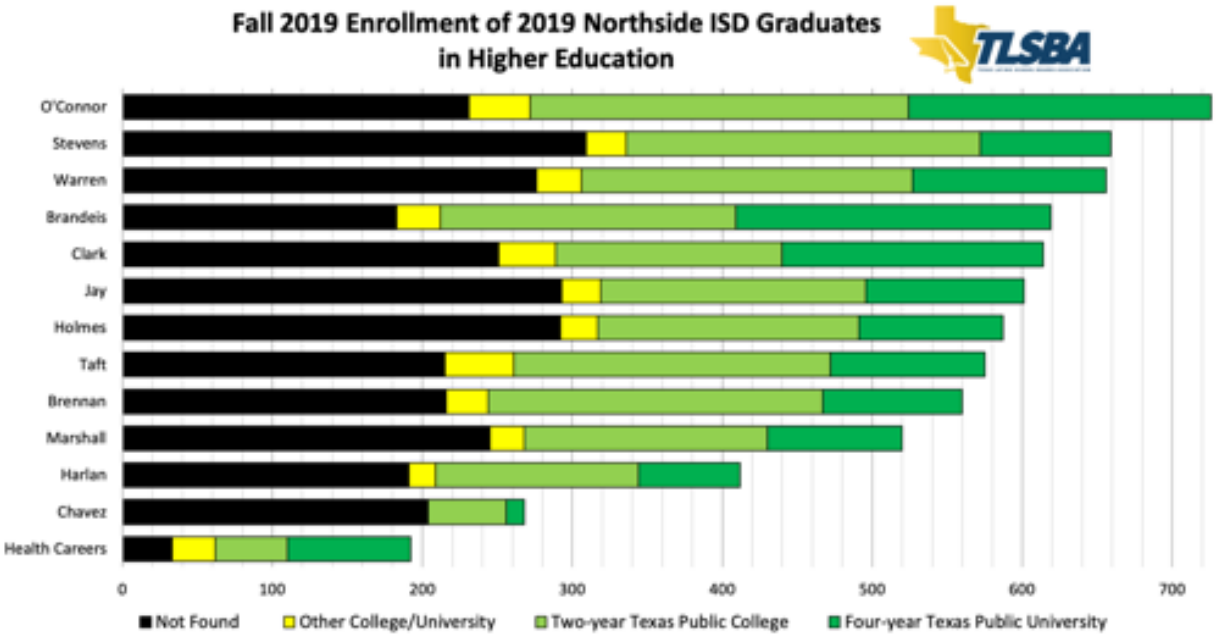

Fall 2019 GPA of 2019 Lamar CISD Graduates in Texas Public 4-year & 2-year Colleges
George Ranch HS
B F Terry HS
Foster HS
Lamar Cons HS
Fulshear HS
0
50
100
150
200
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

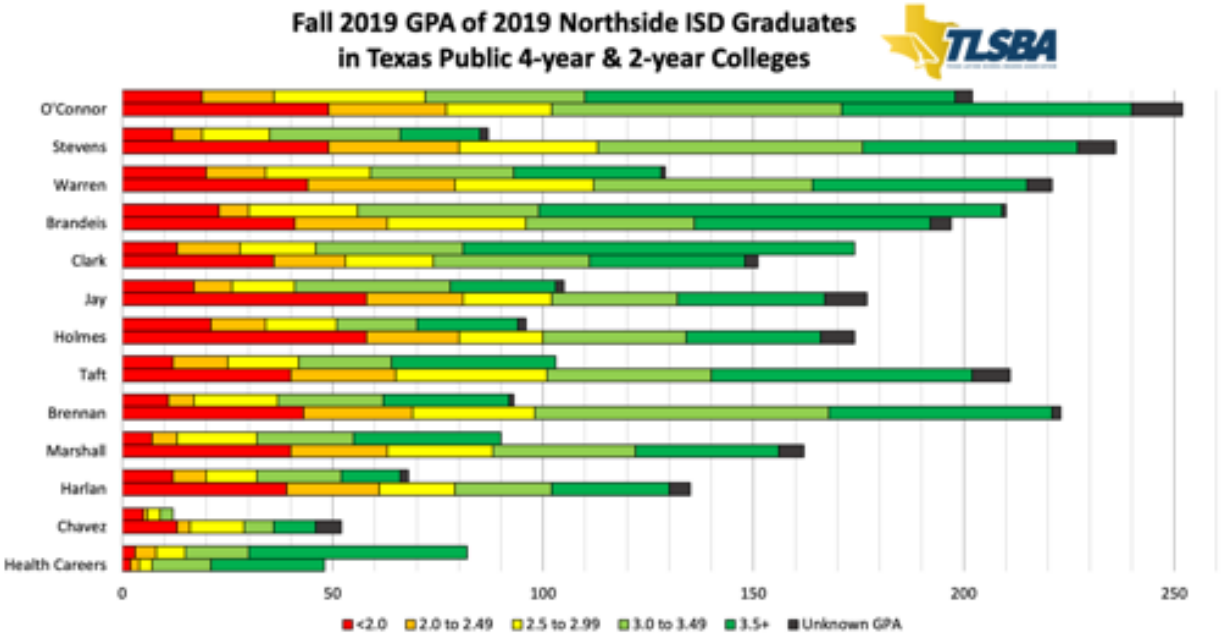

Fall 2019 Enrollment of 2019 Lancaster ISD Graduates in Higher Education
TLSBA
Lancaster HS
0
100
200
300
400
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

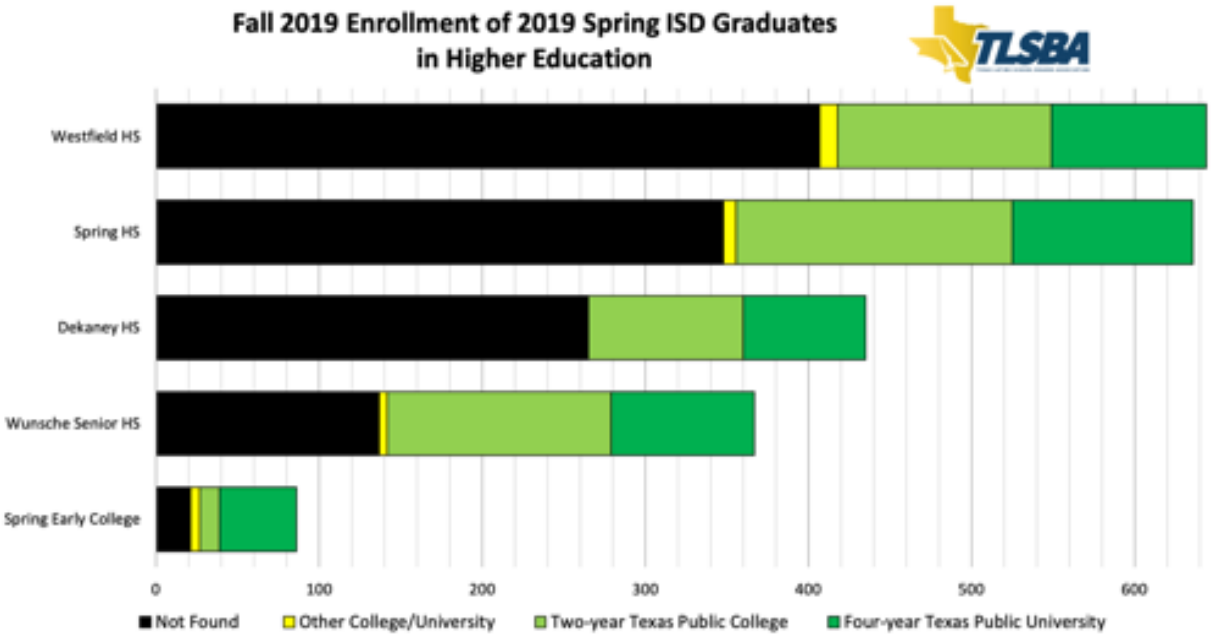

Fall 2019 GPA of 2019 Lancaster ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Lancaster HS
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

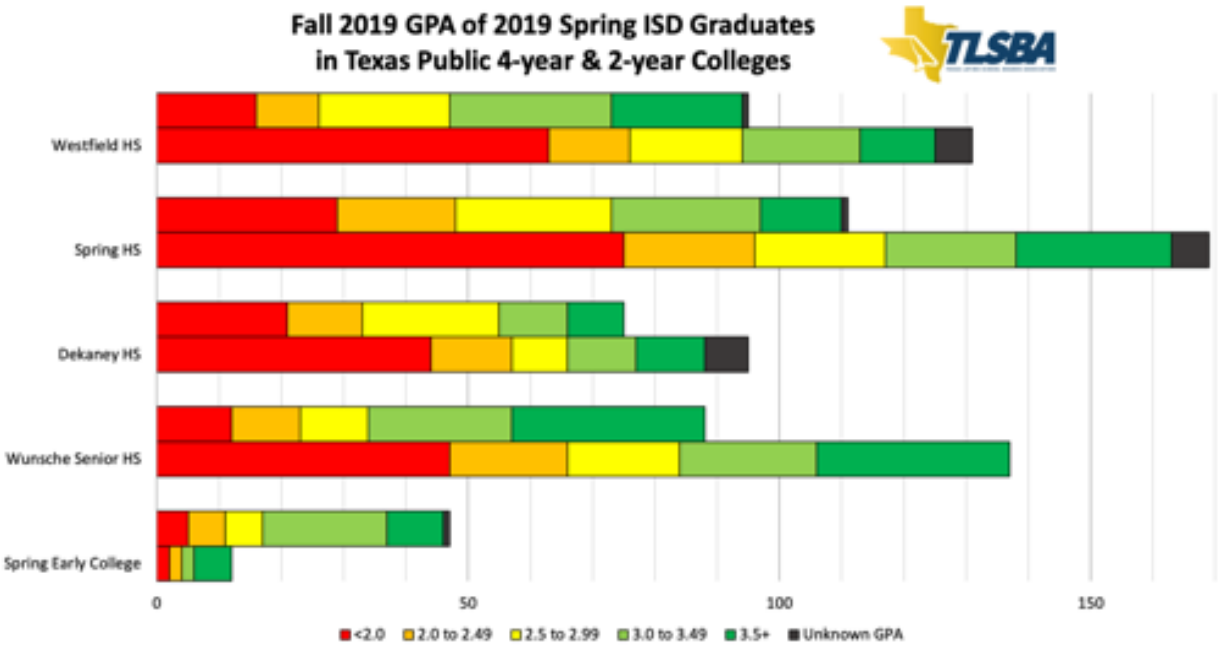

Fall 2019 Enrollment of 2019 Marlin ISD Graduates in Higher Education
TLSBA
Marlin HS
0
10
20
30
40
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Marlin ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Marlin HS
0
5
10
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Northside ISD Graduates in Higher Education
TLSBA
O'Connor
Stevens
Warren
Brandeis
Clark
Jay
Holmes
Taft
Brennan
Marshall
Harlan
Chavez
Health Careers
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Northside ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
O'Connor
Stevens
Warren
Brandeis
Clark
Jay
Holmes
Taft
Brennan
Marshall
Harlan
Chavez
Health Careers
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Spring ISD Graduates in Higher Education
TLSBA
Westfield HS
Spring HS
Dekaney HS
Wunsche Senior HS
Spring Early College
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Spring ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Westfield HS
Spring HS
Dekaney HS
Wunsche Senior HS
Spring Early College
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

The following table provides the numbers that were visualized in the above bar charts, as obtained through information obtained from the THECB. These numbers track high school graduates' GPA in the first year of college or university enrollment *only* in Texas colleges or universities.

2018-19 Spring High School Graduates' GPA Performance in Texas Public Colleges, Universities That Enrolled In Fall Post Graduation

Out of State Enrollees, In-State Private Institutions Excluded From GPA Data

DISTRICT	CAMPUS	TOTAL GRADS	% NOT FOUND	% ENROLL 4 Year	% ENROLL 2 Year	% GPA 2.49 Below At 4 Year	% GPA 2.49 Below At 2 Year
ALIEF ISD	ALIEF EARLY COLL.	100	18%	63%	12%	27%	42%
ALIEF ISD	ELSIK H S	951	62%	13%	25%	39%	52%
ALIEF ISD	HASTINGS H S	916	62%	14%	24%	30%	45%
ALIEF ISD	KERR H S	219	9%	62%	26%	10%	24%
ALIEF ISD	TAYLOR H S	704	54%	20%	24%	33%	48%
ALIEF ISD	**ALIEF ISD**	**2,890**	**54%**	**20%**	**24%**	**28%**	**46%**
GALENA PARK ISD	GALENA PARK H S	445	54%	9%	36%	31%	50%
GALENA PARK ISD	NORTH SHORE HS	1,115	53%	12%	33%	29%	55%
GALENA PARK ISD	**GALENA PARK ISD**	**1,560**	**53%**	**11%**	**34%**	**30%**	**53%**
HOUSTON ISD	AUSTIN H S	376	62%	13%	26%	42%	44%
HOUSTON ISD	BELLAIRE H S	751	42%	29%	26%	17%	47%
HOUSTON ISD	CARNEGIE V'GUARD	138	36%	49%	7%	7%	22%
HOUSTON ISD	CHALLENGE E.C	97	32%	57%	6%	25%	67%
HOUSTON ISD	CHAVEZ H S	655	52%	15%	31%	38%	46%
HOUSTON ISD	DEBAKEY/HEALTH	191	24%	62%	7%	5%	0%
HOUSTON ISD	EAST EARLY COLL.	120	28%	64%	5%	29%	50%
HOUSTON ISD	EASTWOOD ACAD	98	15%	50%	33%	22%	44%
HOUSTON ISD	ENERG/STEM/S.E.	37	62%	11%	27%	0%	80%
HOUSTON ISD	ENERG/STEM/S.W.	49	76%	10%	12%	0%	67%
HOUSTON ISD	ENERGY INST. HS	182	38%	28%	31%	45%	61%
HOUSTON ISD	FURR H S	205	60%	16%	24%	41%	54%
HOUSTON ISD	HEIGHTS H S	556	42%	28%	29%	25%	48%
HOUSTON ISD	HOU/MATH/SCI/TECH	588	72%	10%	18%	48%	66%
HOUSTON ISD	HOUSTON ACAD/INT.	113	33%	45%	14%	35%	10%
HOUSTON ISD	HS/LAW/JUSTICE	85	41%	36%	19%	19%	38%
HOUSTON ISD	JONES FUT/ACAD	112	37%	35%	26%	46%	55%
HOUSTON ISD	KASHMERE H S	132	70%	15%	14%	80%	79%
HOUSTON ISD	LAMAR H S	761	41%	35%	20%	22%	38%
HOUSTON ISD	LELAND COLL/PREP	43	49%	37%	12%	50%	80%
HOUSTON ISD	LIBERTY H S	43	86%	0%	14%	0%	50%
HOUSTON ISD	LONG ACADEMY	49	53%	41%	6%	55%	0%
HOUSTON ISD	MADISON H S	379	72%	12%	16%	30%	75%
HOUSTON ISD	MID/COLL/FRAGA	60	68%	3%	28%	0%	59%
HOUSTON ISD	MID/COLL/GULFTON	64	73%	2%	25%	0%	44%
HOUSTON ISD	MILBY H S	325	54%	13%	34%	34%	51%

HOUSTON ISD	MT. CARMEL ACAD	88	19%	14%	58%	58%	47%
HOUSTON ISD	N. HOU. E.C.	112	38%	45%	14%	38%	69%
HOUSTON ISD	NORTH FOREST H S	176	71%	11%	16%	55%	57%
HOUSTON ISD	NORTHSIDE H S	335	61%	18%	20%	57%	60%
HOUSTON ISD	PERF/VIS ARTS H S	175	50%	35%	8%	15%	21%
HOUSTON ISD	SCARBOROUGH H S	167	66%	11%	23%	56%	49%
HOUSTON ISD	SHARPSTOWN H S	297	71%	13%	15%	44%	46%
HOUSTON ISD	SHARPSTOWN INT.	162	50%	33%	15%	23%	71%
HOUSTON ISD	SOUTH EARLY COLL	61	36%	38%	23%	48%	43%
HOUSTON ISD	STERLING H S	239	67%	15%	17%	62%	55%
HOUSTON ISD	TEXAS CONN/ACAD	622	68%	8%	23%	15%	31%
HOUSTON ISD	WALTRIP H S	343	50%	24%	24%	50%	55%
HOUSTON ISD	WASHINGTON HS	178	74%	12%	9%	68%	69%
HOUSTON ISD	WESTBURY H S	478	63%	15%	23%	56%	48%
HOUSTON ISD	WESTSIDE H S	676	33%	33%	31%	23%	41%
HOUSTON ISD	WHEATLEY H S	186	75%	8%	15%	73%	68%
HOUSTON ISD	WISDOM H S	352	76%	9%	15%	30%	41%
HOUSTON ISD	WOMEN'S COLL/PREP	36	36%	47%	14%	18%	20%
HOUSTON ISD	WORTHING H S	170	75%	11%	14%	50%	71%
HOUSTON ISD	YATES H S	180	64%	17%	17%	42%	52%
HOUSTON ISD	**HOUSTON ISD**	**11,242**	**54%**	**22%**	**22%**	**31%**	**49%**
KLEIN ISD	KLEIN COLLINS H S	927	39%	23%	36%	23%	41%
KLEIN ISD	KLEIN FOREST H S	864	51%	16%	31%	27%	43%
KLEIN ISD	KLEIN H S	1,016	38%	25%	36%	18%	44%
KLEIN ISD	KLEIN OAK H S	997	40%	25%	32%	16%	48%
KLEIN ISD	**KLEIN ISD**	**3,804**	**42%**	**23%**	**34%**	**20%**	**44%**
LAMAR CISD	B F TERRY H S	462	56%	12%	31%	23%	43%
LAMAR CISD	FOSTER H S	438	31%	32%	33%	23%	37%
LAMAR CISD	FULSHEAR H S	211	44%	24%	29%	28%	31%
LAMAR CISD	GEORGE RANCH H S	660	32%	35%	30%	13%	35%
LAMAR CISD	LAMAR CONS H S	366	46%	15%	36%	20%	52%
LAMAR CISD	**LAMAR CISD**	**2,137**	**40%**	**25%**	**32%**	**19%**	**40%**
LANCASTER ISD	LANCASTER H S	439	39%	19%	40%	55%	65%
LANCASTER ISD	**LANCASTER ISD**	**439**	**39%**	**19%**	**40%**	**55%**	**65%**
MARLIN ISD	MARLIN H S	45	60%	13%	27%	17%	50%
MARLIN ISD	**MARLIN ISD**	**45**	**60%**	**13%**	**27%**	**17%**	**50%**
NORTHSIDE ISD	BRANDEIS H S	619	30%	34%	32%	14%	32%
NORTHSIDE ISD	BRENNAN H S	560	39%	17%	40%	18%	31%
NORTHSIDE ISD	CHAVEZ ACAD.	268	76%	4%	19%	50%	31%
NORTHSIDE ISD	CLARK H S	614	41%	28%	25%	16%	35%
NORTHSIDE ISD	HARLAN H S	412	46%	17%	33%	29%	45%
NORTHSIDE ISD	HEALTH CAREERS	192	17%	43%	25%	10%	8%
NORTHSIDE ISD	HOLMES H S	587	50%	16%	30%	35%	46%
NORTHSIDE ISD	JAY H S	601	49%	17%	29%	25%	46%
NORTHSIDE ISD	MARSHALL H S	520	47%	17%	31%	14%	39%
NORTHSIDE ISD	O'CONNOR H S	726	32%	28%	35%	18%	31%
NORTHSIDE ISD	STEVENS H S	659	47%	13%	36%	22%	34%
NORTHSIDE ISD	TAFT H S	575	37%	18%	37%	24%	31%
NORTHSIDE ISD	WARREN H S	656	42%	20%	34%	26%	36%
NORTHSIDE ISD	**NORTHSIDE ISD**	**6,989**	**42%**	**21%**	**32%**	**20%**	**35%**
SPRING ISD	DEKANEY H S	435	61%	17%	22%	44%	60%
SPRING ISD	SPRING EARLY COLL.	86	24%	55%	14%	23%	33%
SPRING ISD	SPRING H S	636	55%	17%	27%	43%	57%
SPRING ISD	WESTFIELD H S	644	63%	15%	20%	27%	58%
SPRING ISD	WUNSCHE SR H S	367	37%	24%	37%	26%	48%
SPRING ISD	**SPRING ISD**	**2,168**	**54%**	**19%**	**25%**	**34%**	**55%**

Conclusion

The Texas Latino School Boards Association is profoundly grateful to the Texas Association of Black School Educators and the Texas Caucus of Black School Board Members, which might be tremendous allies in the fight for the Latinx and African-American students of Texas. In many cases, the officers of these organizations are longtime advocates and champions for public education, working alongside other longtime leaders in their local districts. Indeed, the TLSBA salutes the longtime service of these leaders at the local and state levels—and their patience in weathering the many critiques they receive as local and state leaders.

Notwithstanding, this work highlights the challenges faced by underfunded public schools in Texas, which struggle to get students to grade level in all subjects. Texas' failure to invest in public education and to bring all students to grade level will have a devastating effect on the future economy of the state. Perhaps, in retrospect, it might be heartening to see such large academic achievement gaps in the districts of TABSE/TCBSBM officers, since this signifies that they enjoy the opportunity of being models for closing academic achievement gaps in Texas and/or of joining their voices to others who decry the unjust systems that perpetuate these gaps.

The Texas Latino School Boards Association looks forward to working with TABSE, TCBSBM and the districts of their officers to improve the situation of our students and those who serve them. The TLSBA remains convinced that this change will only occur through litigation: Texas students deserve their day in court, they deserve a high-quality education, and they deserve to be held to higher standards of academic equity that will better prepare them for college, career and life success. In short, they deserve excellence in education.

As a result of the COVID-19 pandemic, Texas education leaders "turned on a dime" and recreated public education to benefit students and their families. As a result of violence against members of the African-American community, citizens rallied for justice. The TLSBA earnestly hopes that Texas education leaders now turn their attention to the more serious and increasingly-urgent pandemic of the academic achievement gaps that plague our public schools and adversely affect economically-disadvantaged and at-risk students, largely comprised of students of color.

Now, fifty years after Judge William Wayne Justice's mandate in Civil Order 5281 to compensate "minority-group" children for past racial and ethnic isolation, and three decades after the establishment of a testing and accountability system that was meant to close academic achievement gaps, state leaders must ask themselves: "If not us, who? If not here, where? If not now, when? If not for the sake of the children we serve, why?"

A far worse pandemic than COVID-19 rages, and it is long past time for state education leaders to join hands and demand that the State of Texas honor its constitutional, statutory and moral obligation to provide an equitable education to *all* Texas students.

How Latinx Students Are Served by the Top 20 Latinx-serving Districts in Texas

Texas Latino School Boards Association

Beginning in March 2020, the highly-visible crisis of the COVID-19 pandemic consumed the focus and energy of Texas education leaders, who courageously embraced the challenge of responding to the urgent needs of the students and families served by Texas public schools. Almost simultaneously, communities of color in the United States clamored for justice in light of the senseless murders of George Floyd, Atatiana Jefferson and Breonna Taylor by police officers, as well as the gunning down of Ahmaud Arbery by men who felt compelled to bar an unarmed Black jogger from their neighborhood. Intriguingly, the sense of urgency demonstrated during the onset of the COVID-19 pandemic and as a result of certain instances of racial injustice has largely been absent during the past 30 years regarding the deception that has resulted from the "Texas Education Miracle"—the manipulation of testing and accountability data that the Texas Latino School Boards Association refers to as the "Lies of Texas." Because the Texas Education Agency (TEA) pretends to meet its constitutional, statutory and moral obligation of providing an equitable education to Texas students by getting them to "approach grace level," the TEA has created a system in which students are passed to subsequent grade levels without the necessary knowledge and skills for those higher studies.

No longer a "minority" in Texas, Latinx students (previously labeled "Hispanic" or less-inclusively with the masculine adjective "Latino") comprise the majority of Texas public schools. In 1972, Judge William Wayne Justice mandated through Civil Order 5281 that "minority-group" children must be compensated for past racial and ethnic isolation. The elaborate, sophisticated testing and accountability systems that have been implemented by the Texas Education Agency during the past three decades are founded on the premise that such testing will help close the academic achievement gap for disadvantaged, at-risk children. Fifty years after Civil Order 5281, the "Lies of Texas" continue to inhibit such justice for the Latinx students who comprise the majority in our Texas public schools. The Texas Latino School Boards Association (TLSBA) is dedicated to relentless advocacy for economically-disadvantaged, at-risk students and it looks forward to the day when leaders of the Top 20 Latinx-serving districts step forward with a similar sense of urgency and commitment to change.

If the COVID-19 pandemic did nothing else, it showed that large education systems bent on maintaining the status quo *can* pivot to meet the needs of students and families. Even without the disruption of a medical crisis or clamors for racial justice, the education leaders who serve our Latinx students in Texas must open their eyes to the "pandemic" of poor academic performance that plagues our Texas public schools.

Enrollment

This work explores the challenge of 20 Texas public school districts to close academic achievement gaps and to provide an equitable education to all students. This subset of districts includes the Top 20 Latinx-serving districts during the 2021-2022 academic year, which together serve over 1.1 million Latinx students. The TLSBA views these 20 districts as tremendous potential allies in helping to secure the day in court that economically-disadvantaged, at-risk students in Texas deserve, and this work is in no way intended to "pick on" these districts; This work makes clear the very real challenges confronted by longtime education leaders who are

dedicated to Latinx students and who struggle to meaningfully close gaps for economically-disadvantaged, at-risk students.

The COVID-19 pandemic adversely affected Texas public education in many ways, including such traditional key performance indicators as student enrollment and student performance on standardized tests. For this reason, much of the data presented by the TLSBA comes from 2018-2019, the last academic year not impacted by the COVID-19 pandemic, with the presupposition that key data have *not* improved during the past three years of great academic disruption.

As expected, Latinx students comprise the largest enrollment block of students in all Top 20 Latinx-serving districts. All districts but one—Katy ISD, which is the 20th Latinx-serving district in Texas—possess a majority of economically-disadvantaged students. 14 of these districts possess a majority of at-risk students.

	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
Student enrollment	66,854	80,032	44,402	37,318	116,512	155,119	34,121	57,315	84,510	55,987
% Latinx	72.8%	55.5%	98.3%	79.9%	44.4%	69.6%	97.6%	83.7%	63.1%	51.0%
% White	2.3%	29.6%	1.4%	13.4%	24.2%	5.7%	1.4%	9.4%	11.3%	18.0%
% African-American	22.7%	7.1%	0.1%	3.7%	18.5%	22.0%	0.2%	3.4%	22.1%	17.7%
% Asian	1.1%	4.4%	0.2%	1.9%	9.3%	1.3%	0.6%	1.2%	1.8%	9.1%
% EcoDis	87.2%	53.4%	88.5%	66.2%	54.4%	86.2%	86.4%	74.5%	85.7%	64.8%
% At-risk	73.4%	49.4%	67.2%	52.1%	46.4%	62.8%	57.3%	59.0%	64.9%	51.4%

	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
Student enrollment	209,772	79,913	65,186	106,501	53,291	32,682	48,745	46,814	43,364	41,064
% Latinx	61.9%	35.4%	59.7%	67.9%	83.4%	99.0%	90.3%	92.2%	98.9%	94.7%
% White	9.0%	34.5%	25.2%	18.9%	5.6%	0.7%	2.4%	3.8%	0.6%	3.1%
% African-American	23.3%	11.1%	7.4%	6.6%	7.2%	0.1%	6.3%	2.3%	0.1%	1.4%
% Asian	4.2%	15.4%	3.7%	3.3%	3.0%	0.1%	0.4%	0.6%	0.3%	0.3%
% EcoDis	79.8%	31.5%	48.4%	49.3%	86.2%	91.9%	90.4%	73.8%	75.4%	79.8%
% At-risk	65.2%	39.4%	43.6%	46.8%	62.1%	75.0%	73.3%	49.2%	55.0%	53.4%

Below-Grade-Level Performance by Latinx Students in Reading

The desire to sustain the (mis)perception of a "Texas Education Miracle" has led to a situation where hundreds of thousands of students annually "pass" a state test, allowing the State of Texas to pretend that it is providing an equitable education to all students, even while those students are not achieving at grade level. The State of Texas Assessments of Academic Readiness (STAAR) divides students into four categories based on test performance: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The percentages of students in these categories do not add up to one—unless the percentage of students who "Meet Grade Level" is subtracted from the percentage of students who "Approach Grade Level."

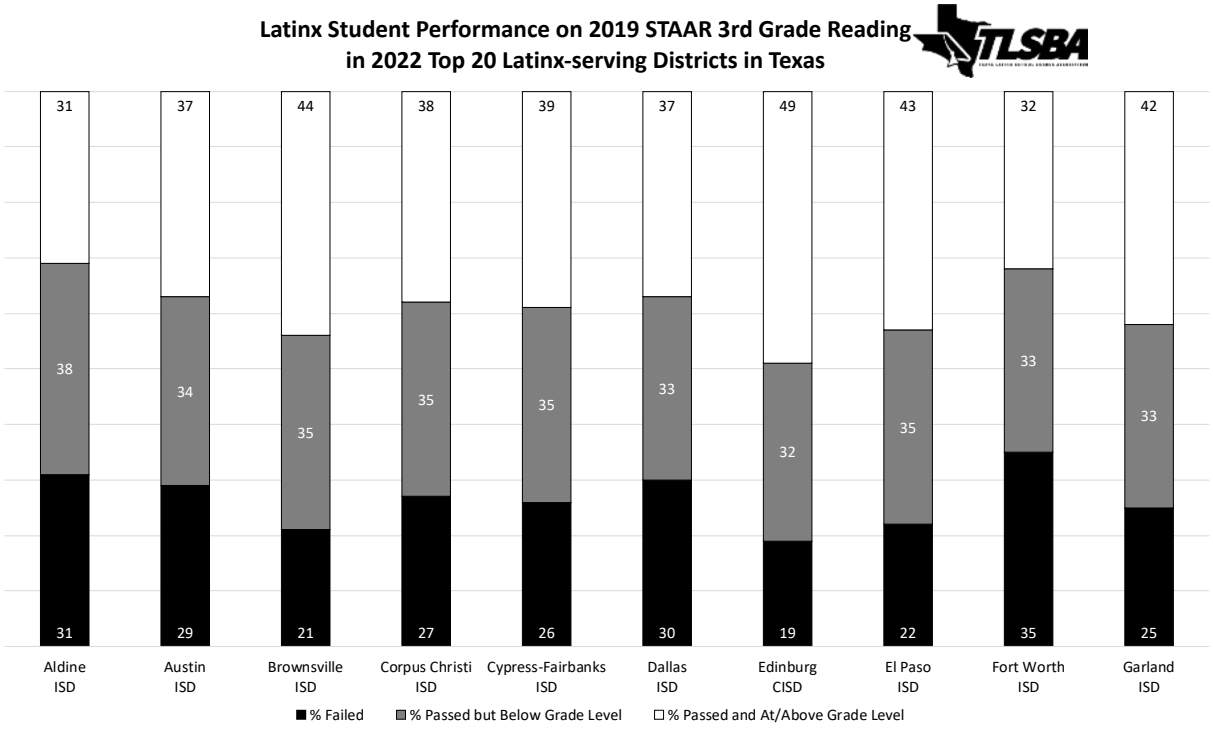
To be clear, *all* students who do *not* "Meet Grade Level" are *below* grade level. The State's test of constitutional equity, though, as Commissioner Morath explained to TASB Directors some five years ago, is *not* based on student meeting grade level; it is based on students who "approach" grade level.

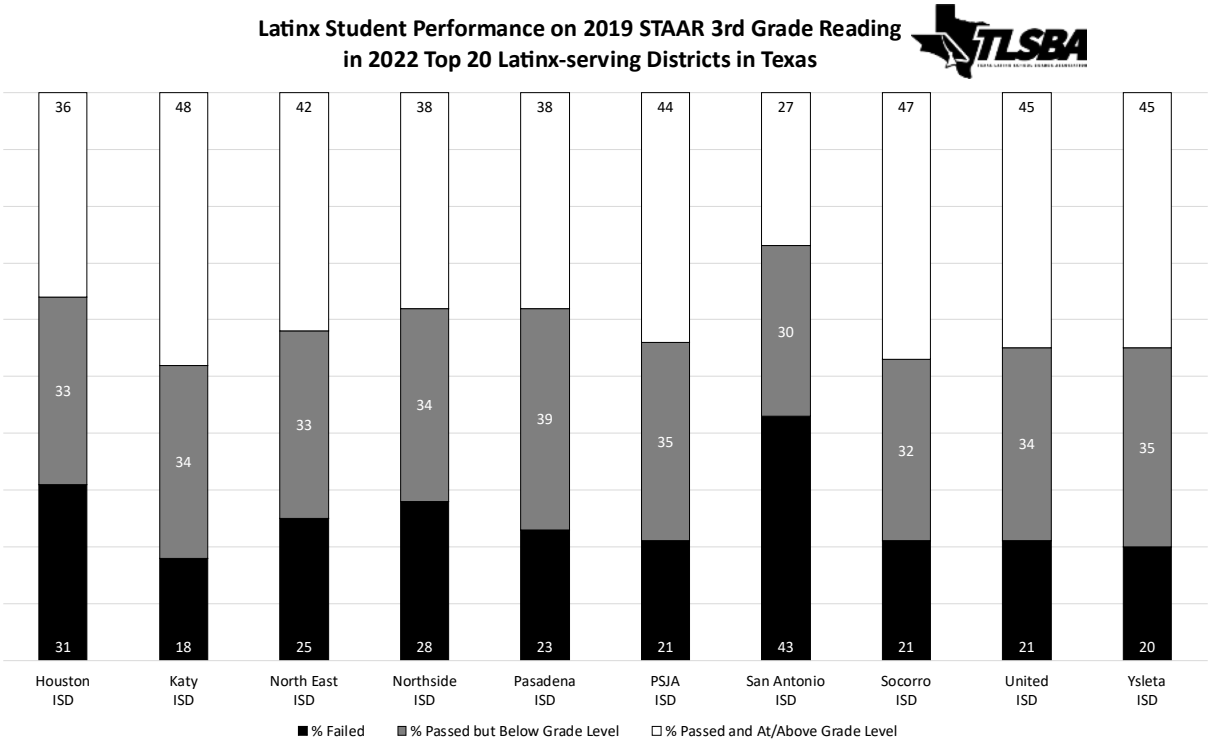
The following bar charts reveal the deception perpetrated by the State of Texas. The white area of each bar indicates the percentage of students who passed the State of Texas Assessments of Academic Readiness (STAAR) and were at or above grade level. The percentage of students who failed the test and were below grade level are shown in black. The students in grey are classified by the Texas Education Agency as "approaches grade level": They "passed" the STAAR and thus were counted toward meeting the State's burden of providing an equitable education—even though they were *not* at grade level.

The grey area of each bar becomes increasingly important with each passing year, since the inability to be on grade level is often exacerbated over the years, such that, by the time of exit exams in high school, all students who "pass" the STARR, even if not at grade level, are exempted from Individual Graduation Committees. In short, the grey area represents a human tragedy: all the students who were promoted to the next grade or who graduated from high school *without* learning the necessary knowledge and skills expected of students of their grade level.

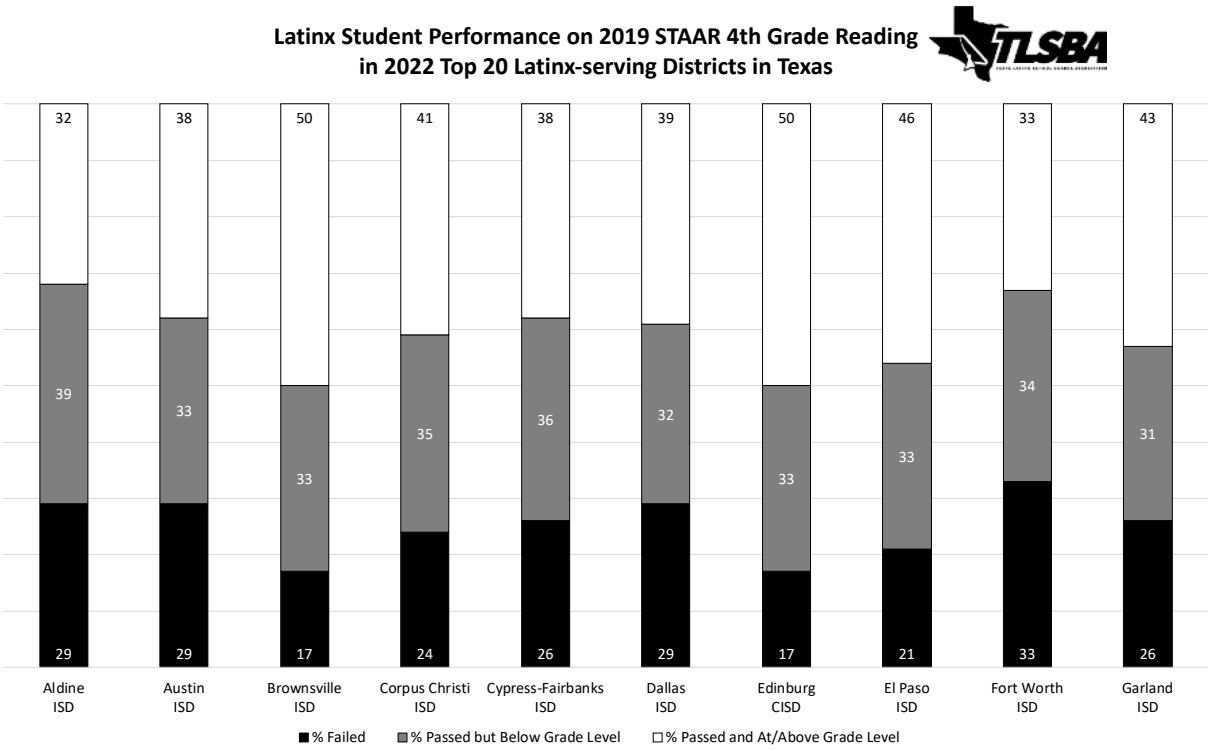
The State of Texas points to the white and grey areas together as a representation of students "passing" the STAAR, while, in reality, the grey and black areas together reflect the real percentage of students who are *not* at grade level at the time of testing. When the grey and black areas are seen together—as all students *not* on grade level—a stark picture of Texas public education emerges. One does well to examine the following graphs from this perspective, recognizing the "gap" in each, the way in which the Texas Education Agency views Texas' "success" in providing an equitable education to various students (by combining the white and grey areas), and the ways in which one might more accurately view the percentages of students in Texas who are not at grade level (by seeing the back and grey areas together).

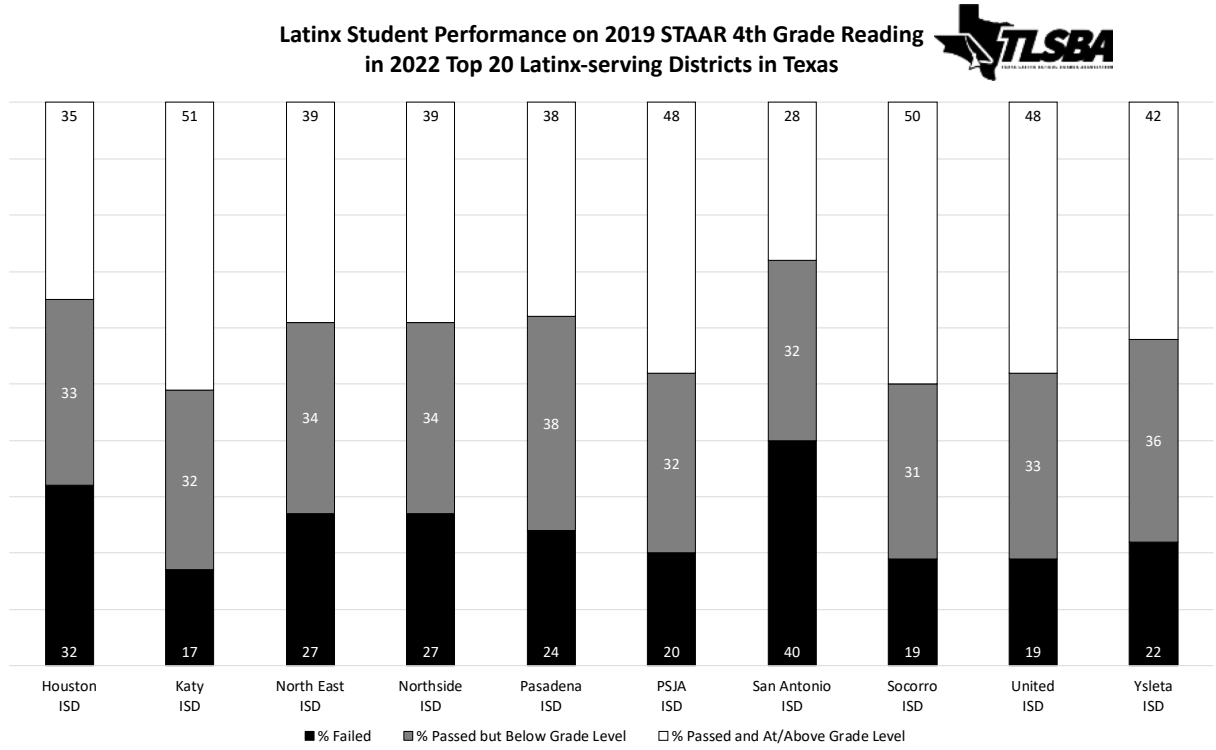
The following chart reveals that in 2019, during the last administration of the STAAR before the COVID-19 pandemic, not a single Top 20 Latinx-serving district was able to get the majority of Latinx ("Hispanic") third-grade students to grade level in reading.



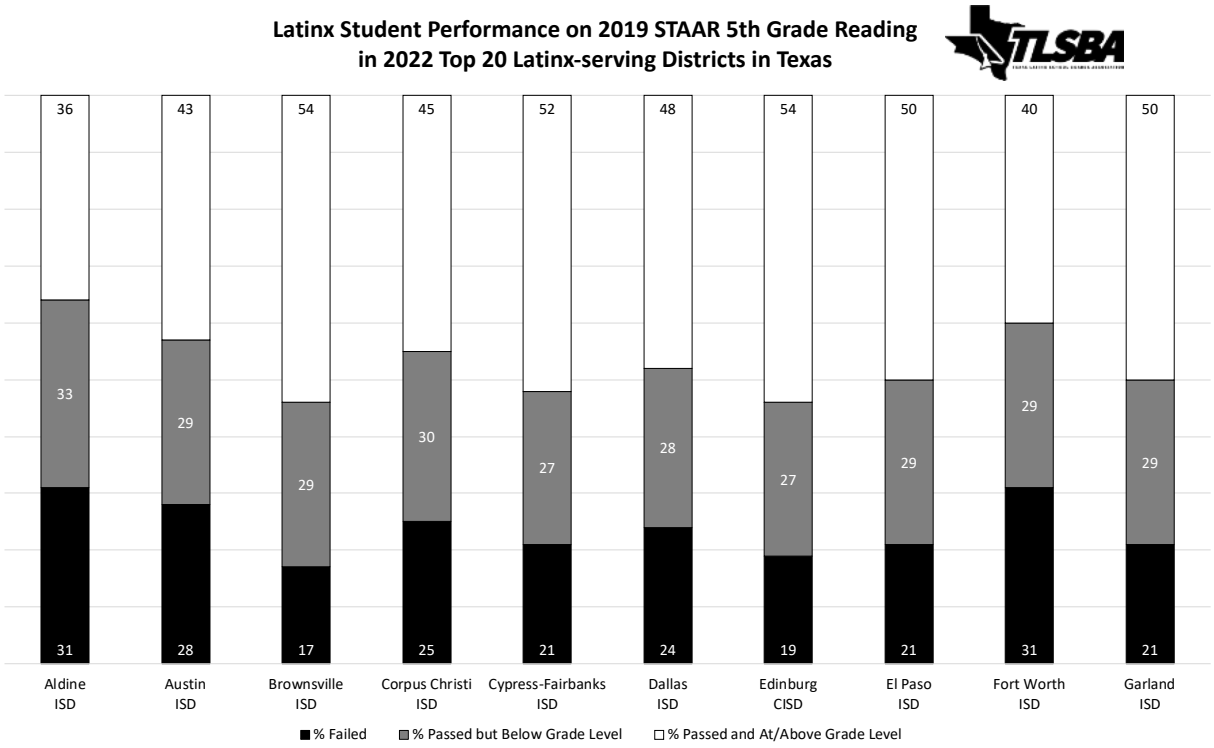


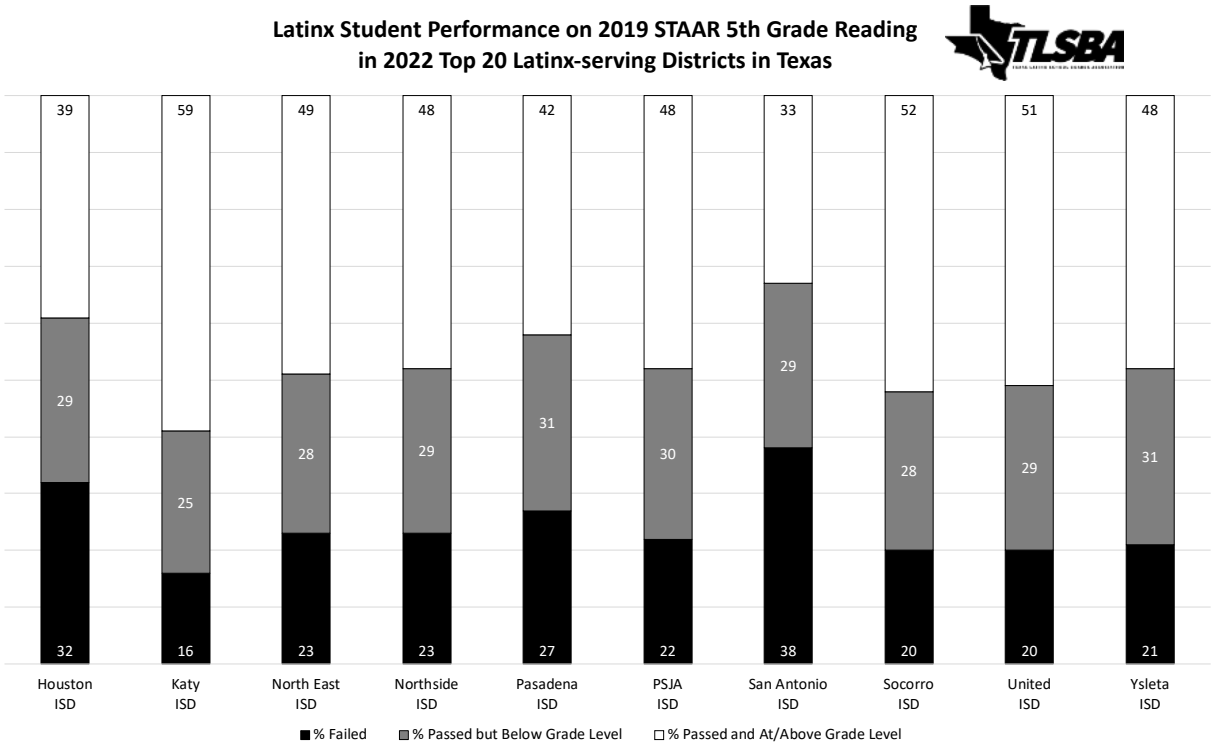
Results for fourth-grade Latinx students were similar in many Top 20 Latinx-serving districts prior to the pandemic.



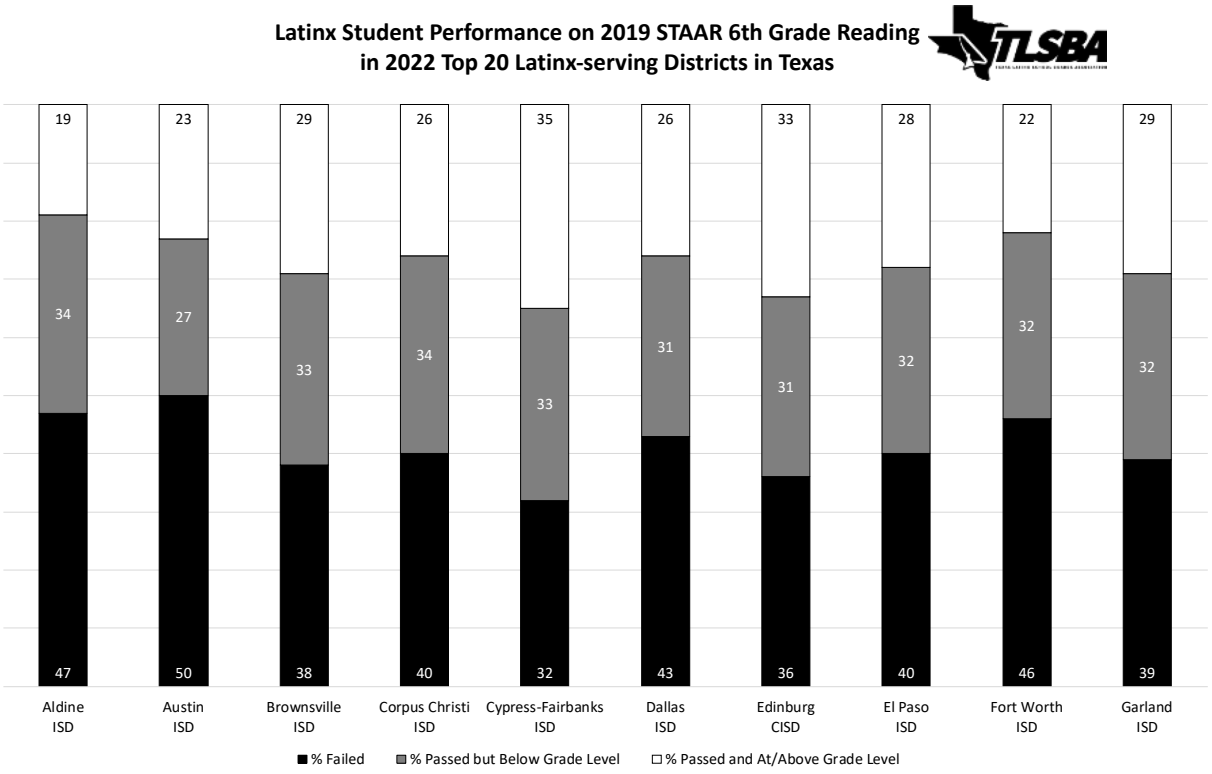


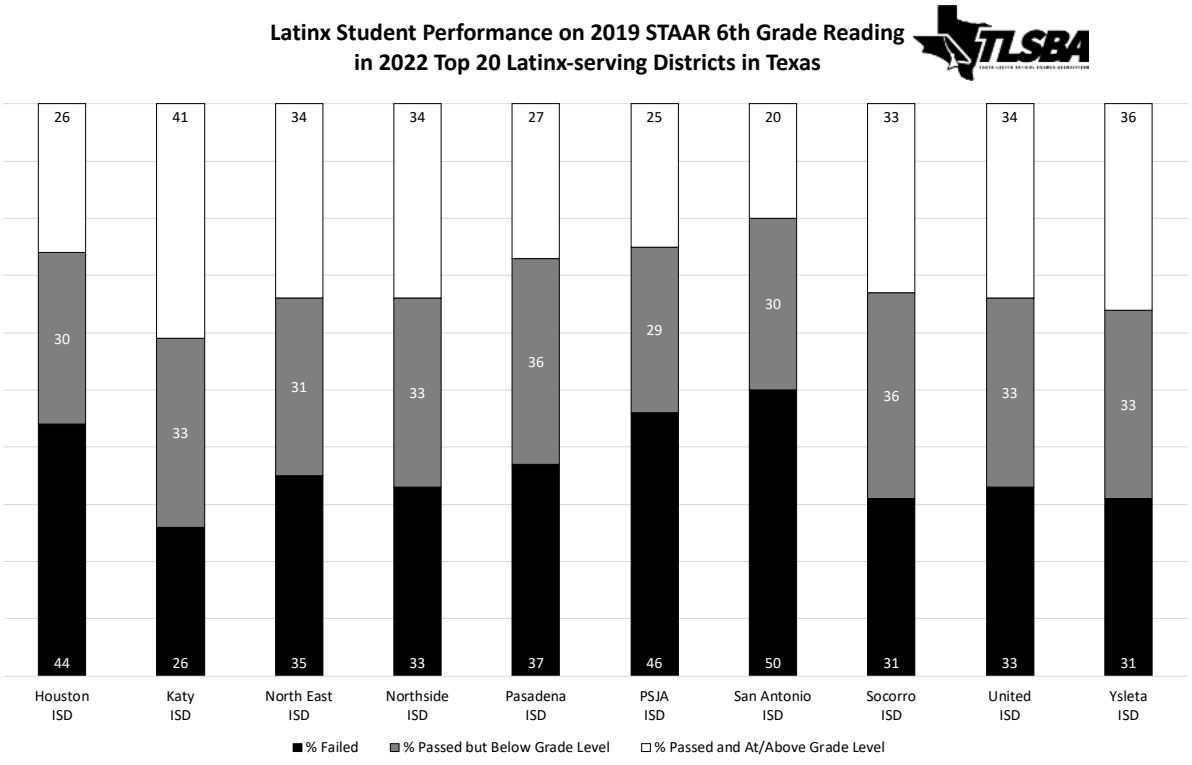
In 2019, Top 20 Latinx-serving districts succeeded in getting 33% to 54% of fifth-grade Latinx students to grade level in reading.



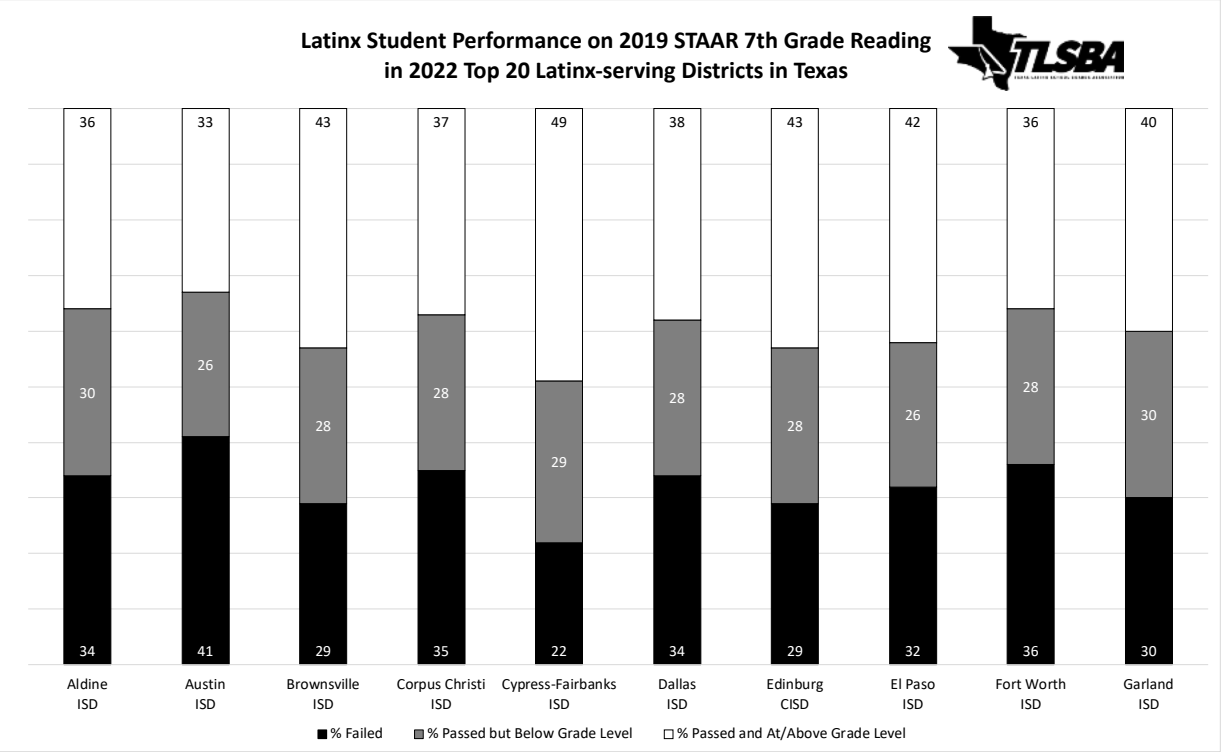


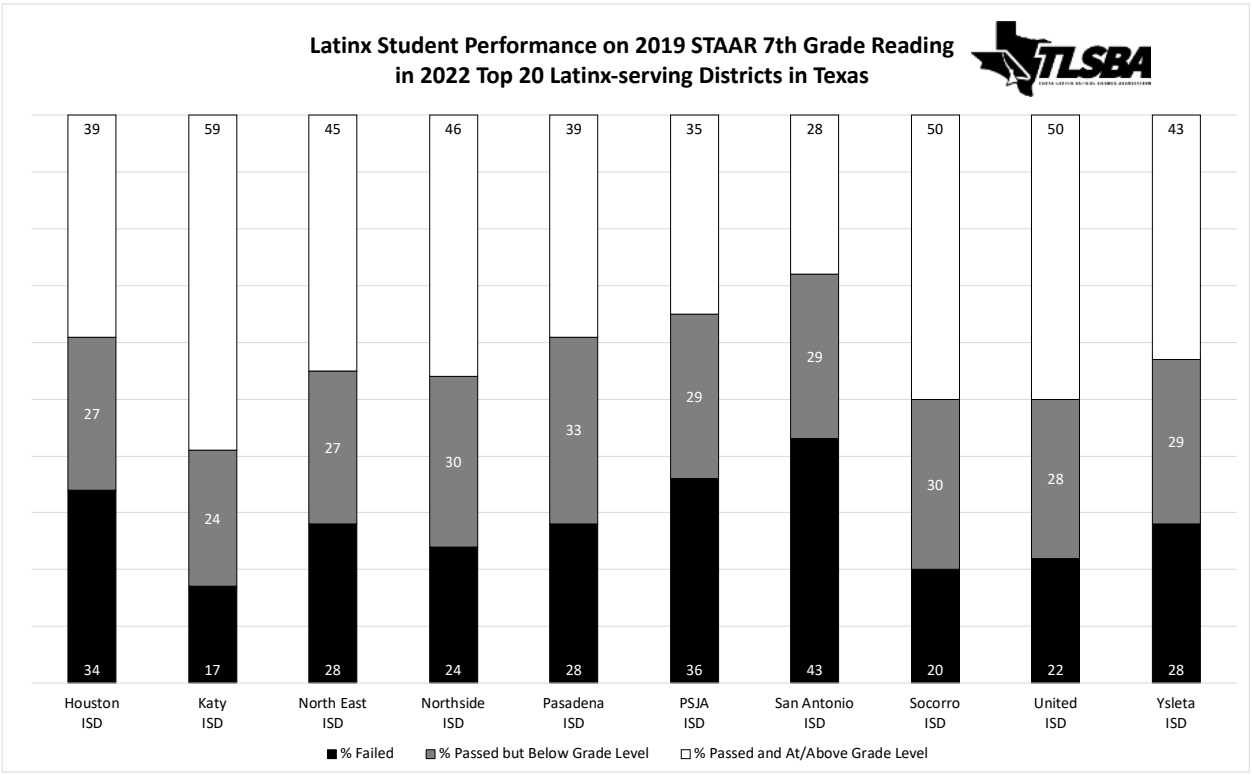
By the sixth-grade, the effect of the inability to be at grade level in previous grades is manifest. One sees that only a single Top 20 Latinx-serving district was able to get more than 40% of sixth-grade Latinx students to grade level in reading *prior* to the pandemic, and that more than a quarter of sixth-grade students failed the reading test in all Top 20 Latinx-serving districts.



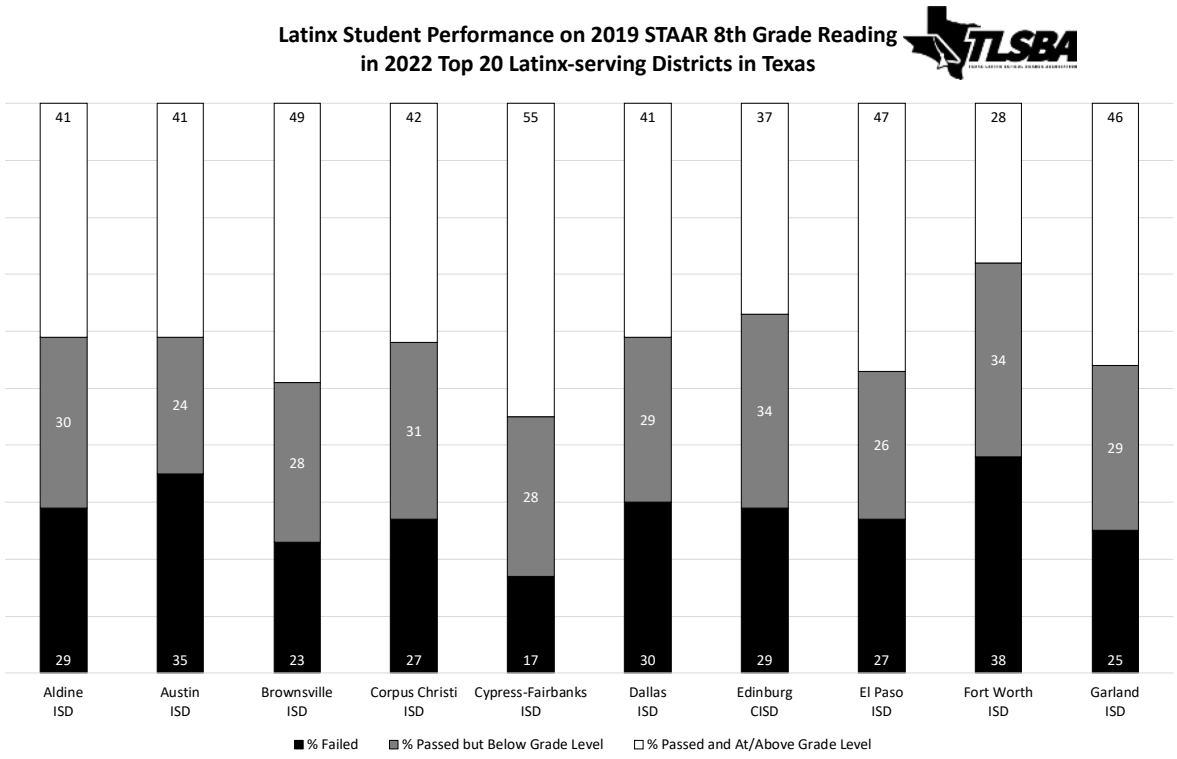


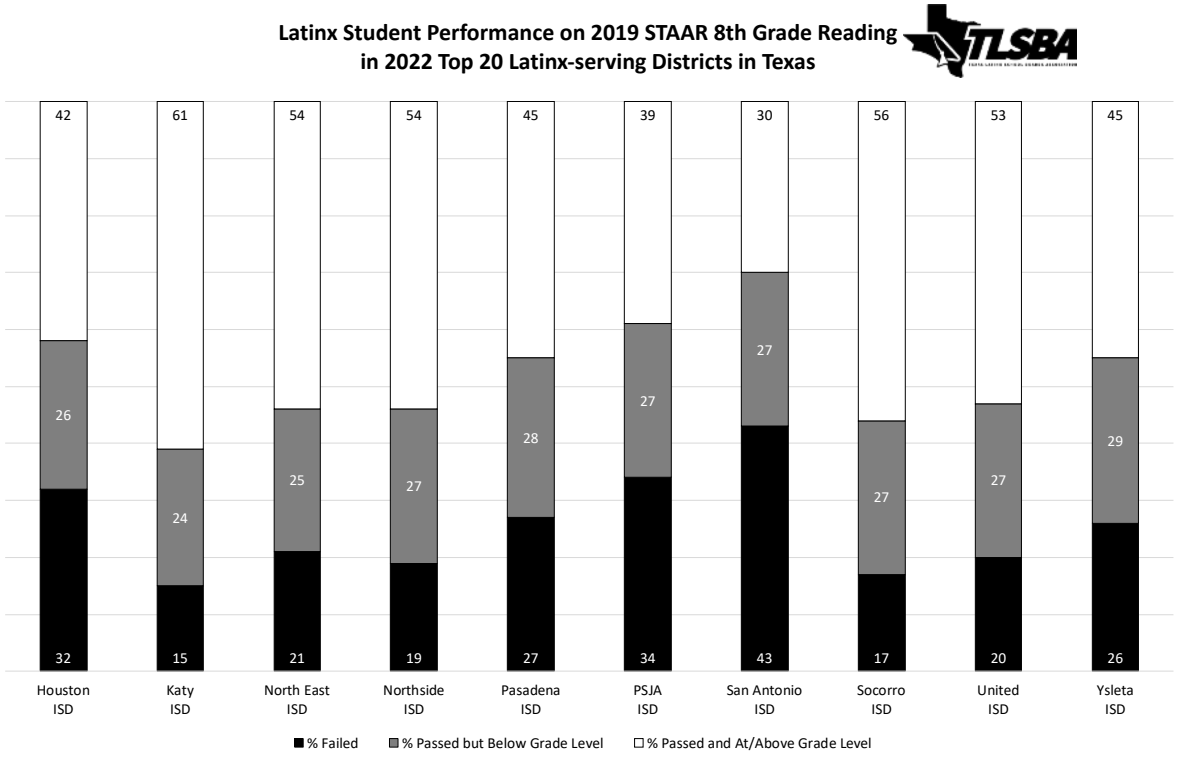
Higher passing rates can be seen in the seventh grade. As previous works of the TLSBA show, however, this is partly due to the fact that the tests of higher grade levels, in an attempt to "pass" as many students as possible, contain an increasing number of questions that are below grade level.



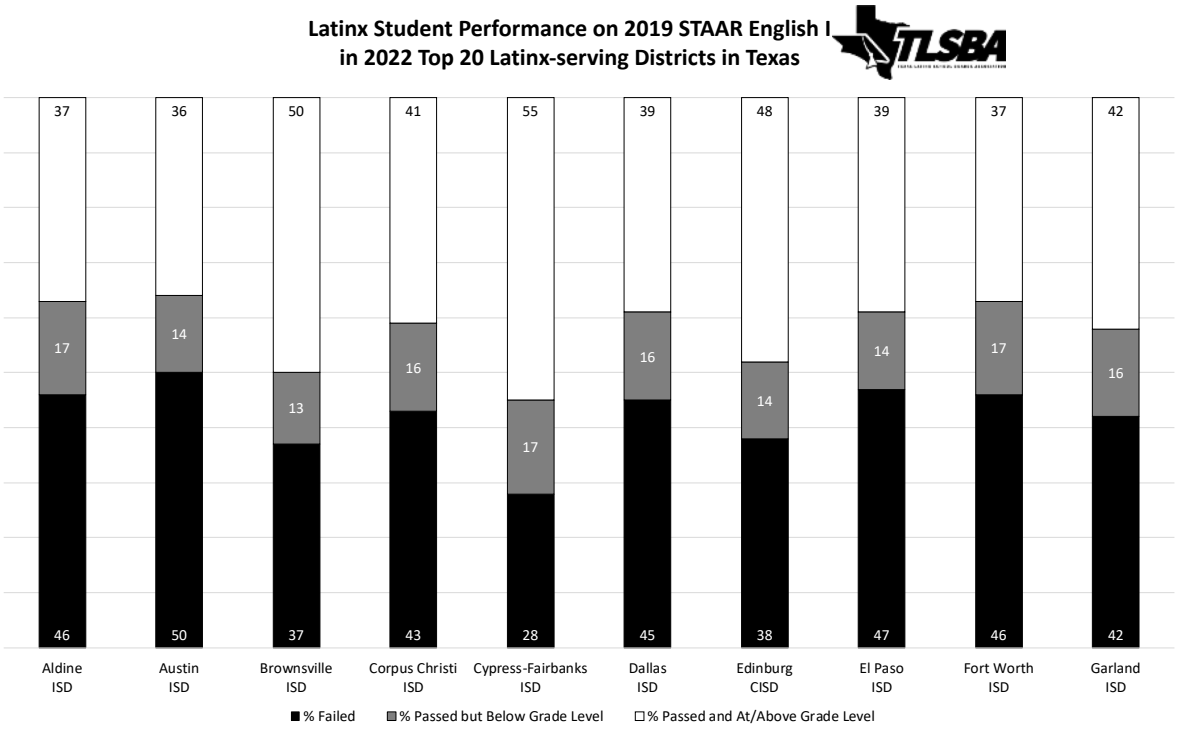


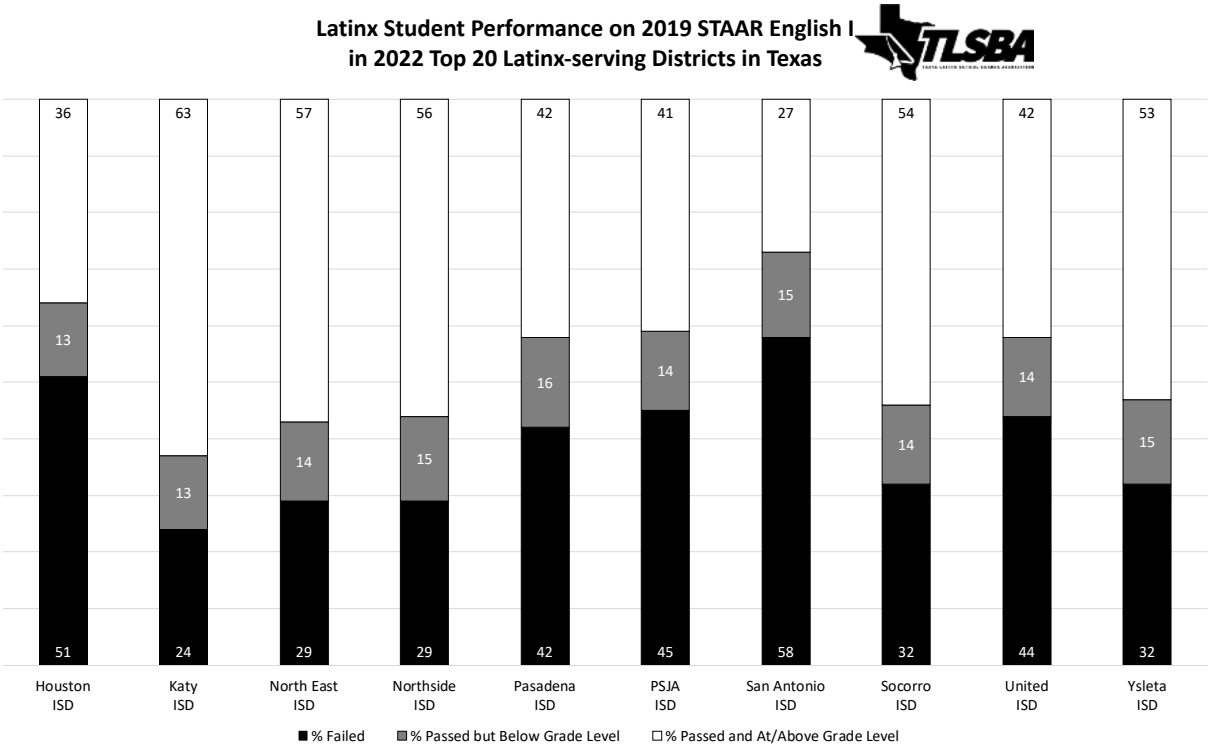
Intriguingly, the State of Texas classifies higher percentages of eighth-grade Latinx students as being at or above grade level. One immediately notes the drastically reduced numbers of students who fail the STAAR in upper grade levels.



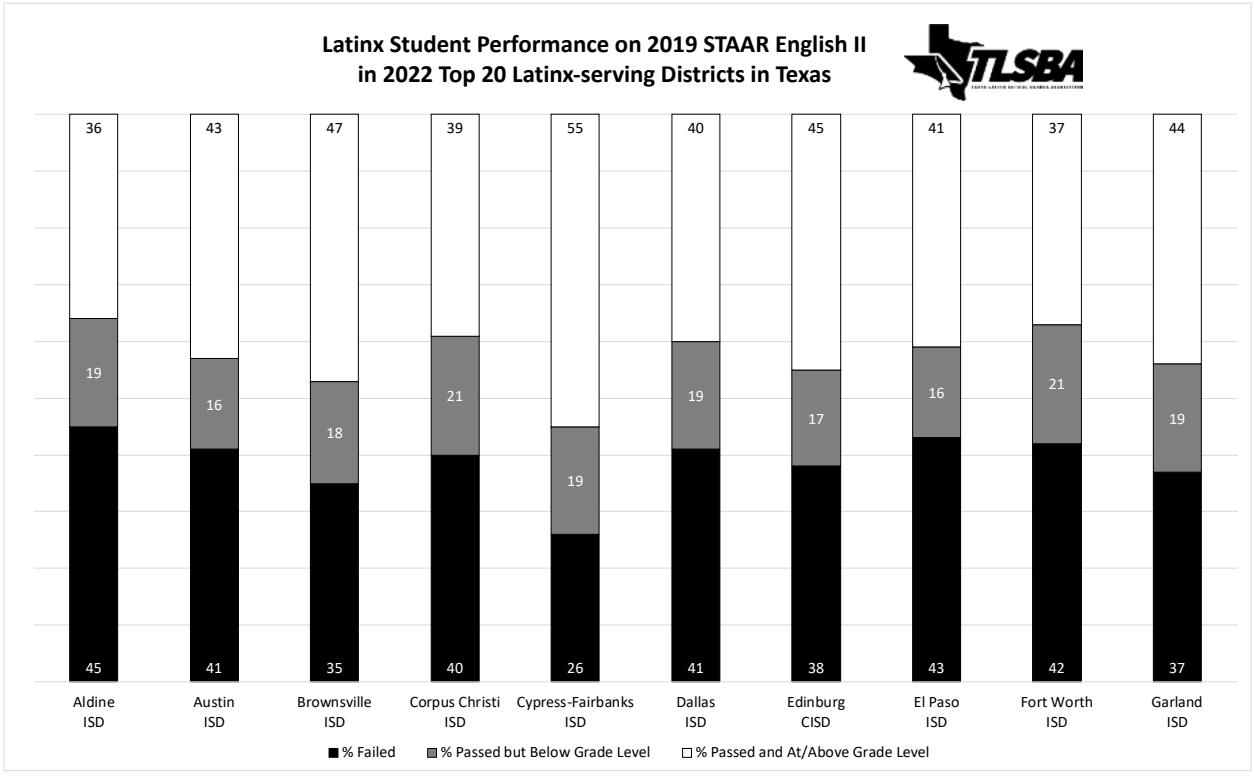


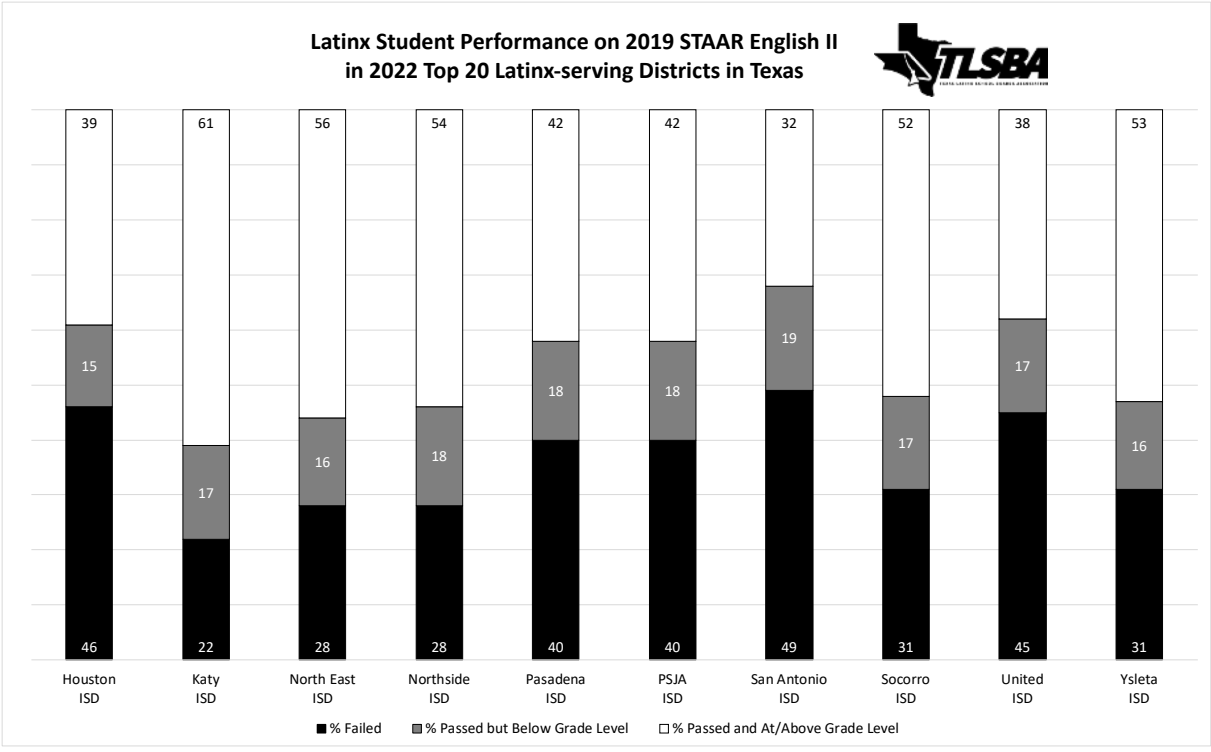
By the time Latinx students take end-of-course tests in high school, 24% to 58% of Latinx students all Top 20 Latinx-serving districts failed the English I end-of-course exam required for graduation. These high failing rates compare to the 18% to 43% fail rates by Latinx third-grade students in the same Top 20 Latinx-serving districts, suggesting that gaps only widen from year to year in Top 20 Latinx-serving districts.





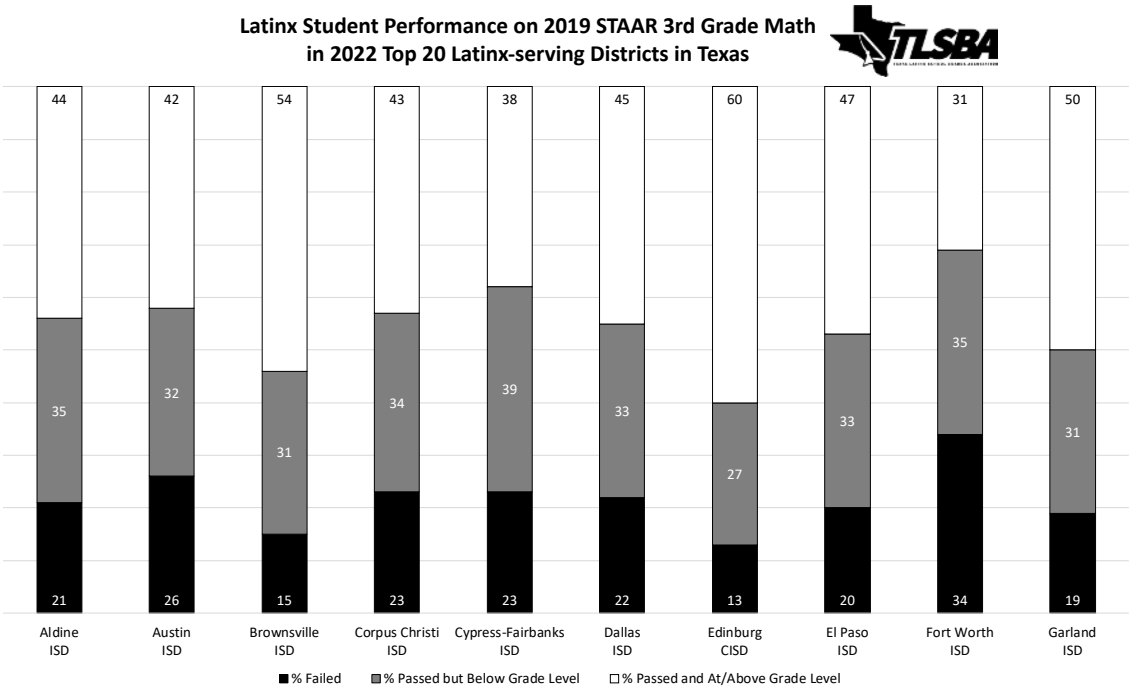
Similarly, 22% to 49% of Latinx students in Top 20 Latinx-serving districts outright fail the English II end-of-course exam.

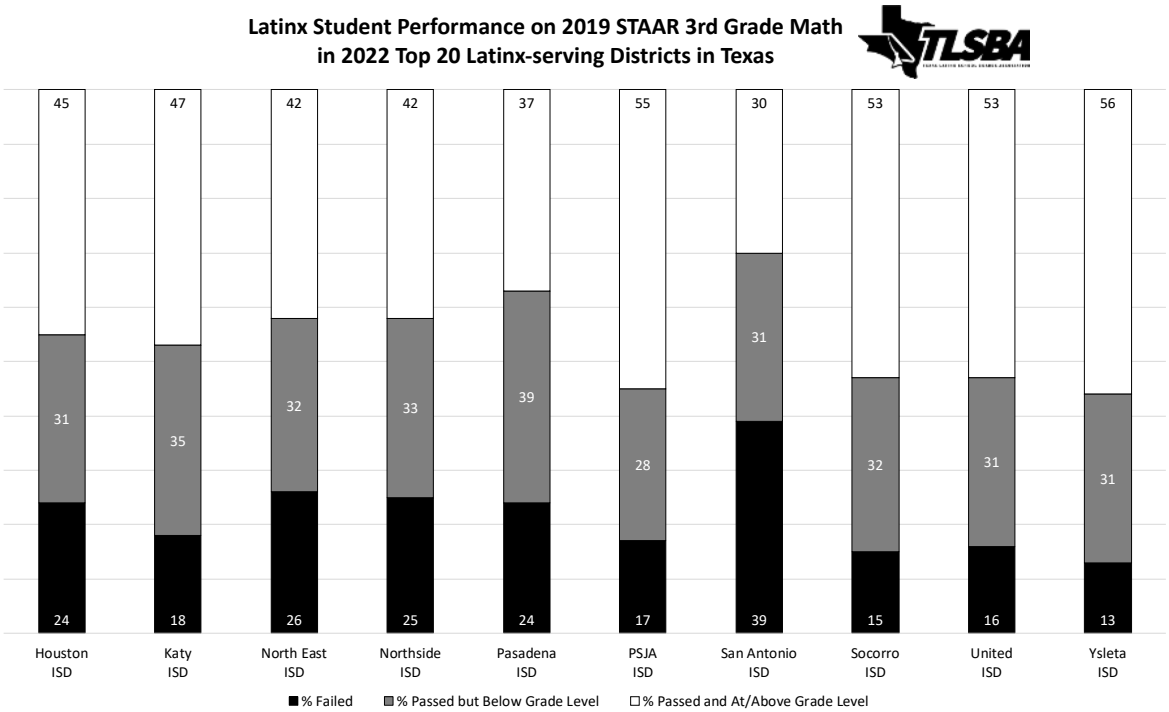




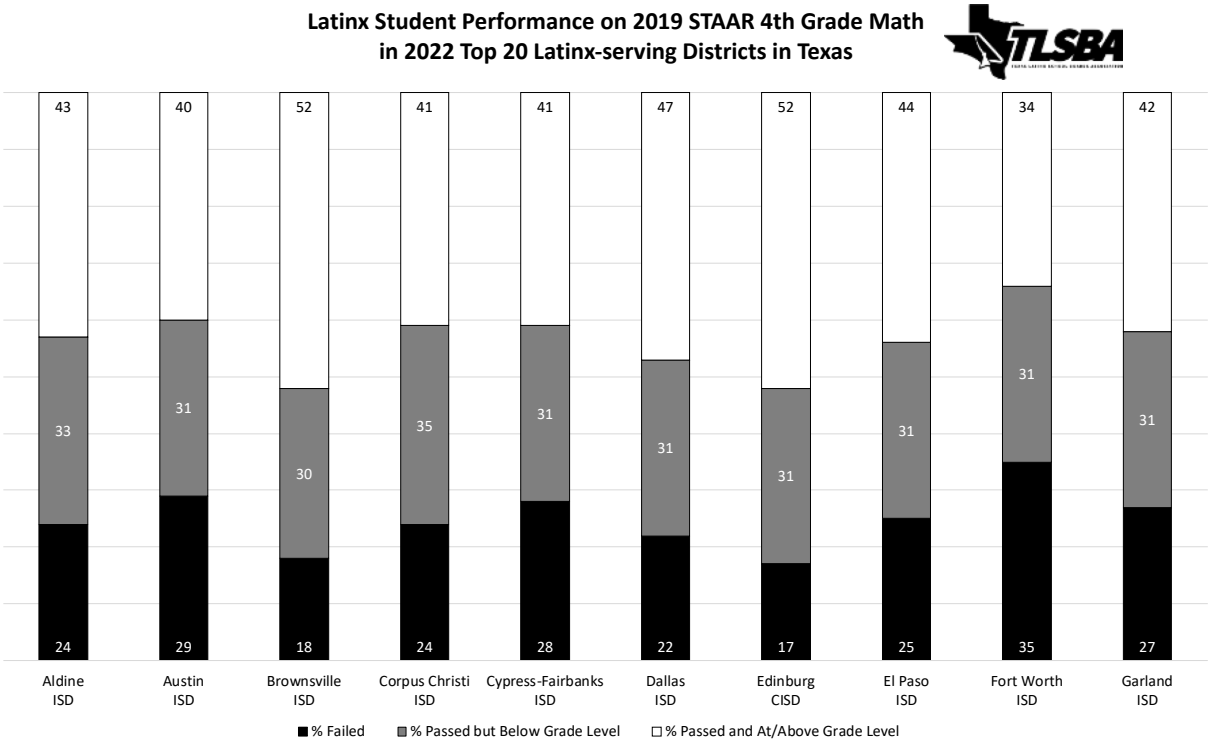
Below-Grade-Level Performance by Latinx Students in Math

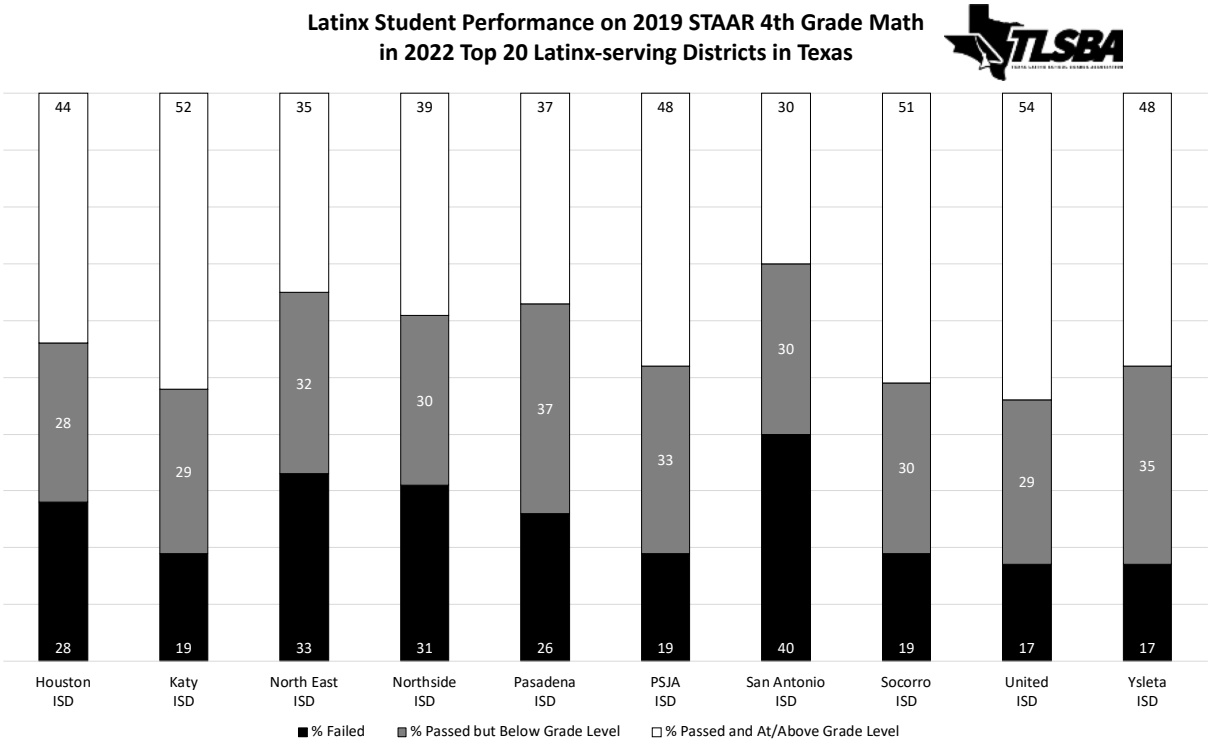
The following charts reveal the pre-pandemic math performance of Latinx students in Top 20 Latinx-serving districts. 14 of the Top 20 Latinx-serving districts were unable to get a majority of third-grade Latinx students to grade level in math.



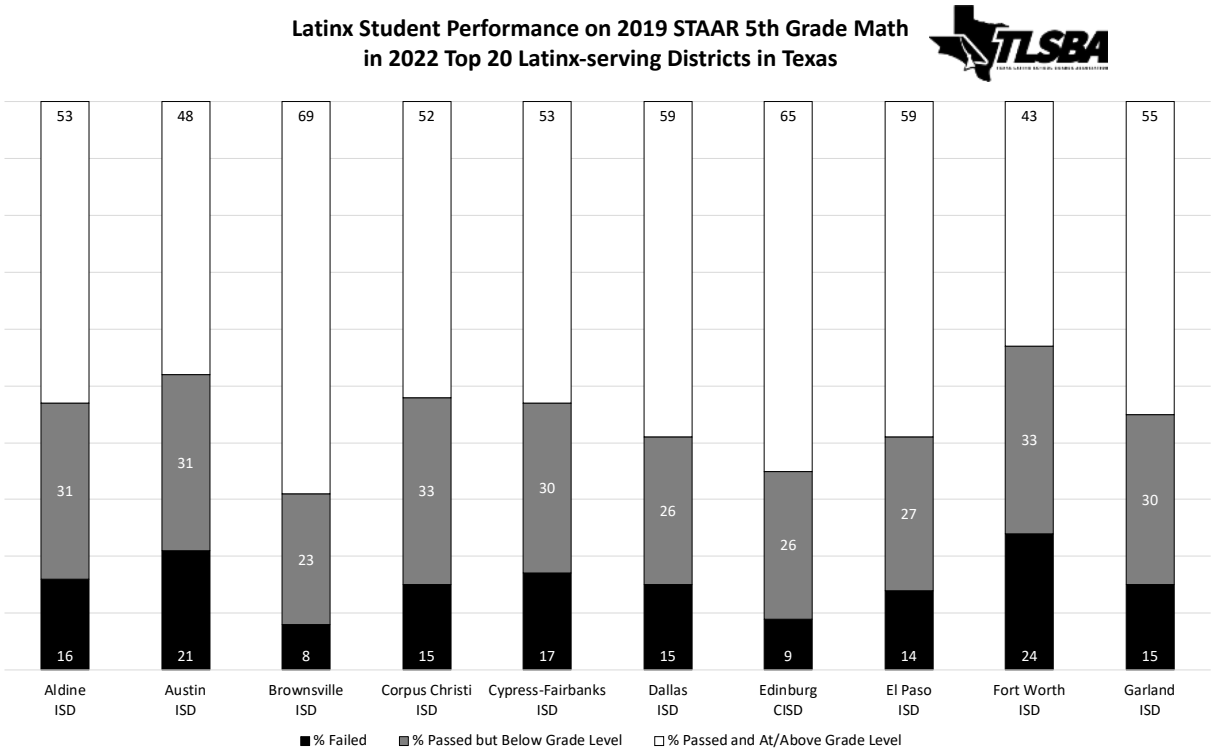


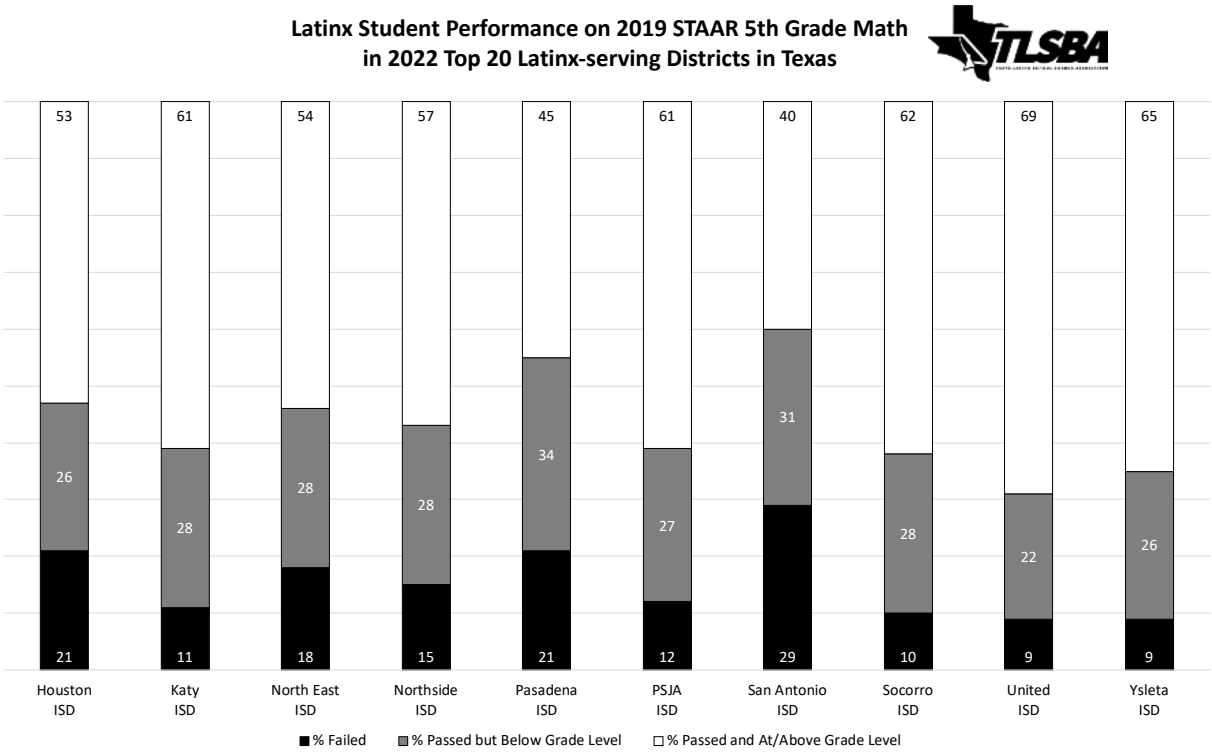
Only five Top 20 Latinx-serving districts were able to get a majority of fourth-grade Latinx students to grade level in math.



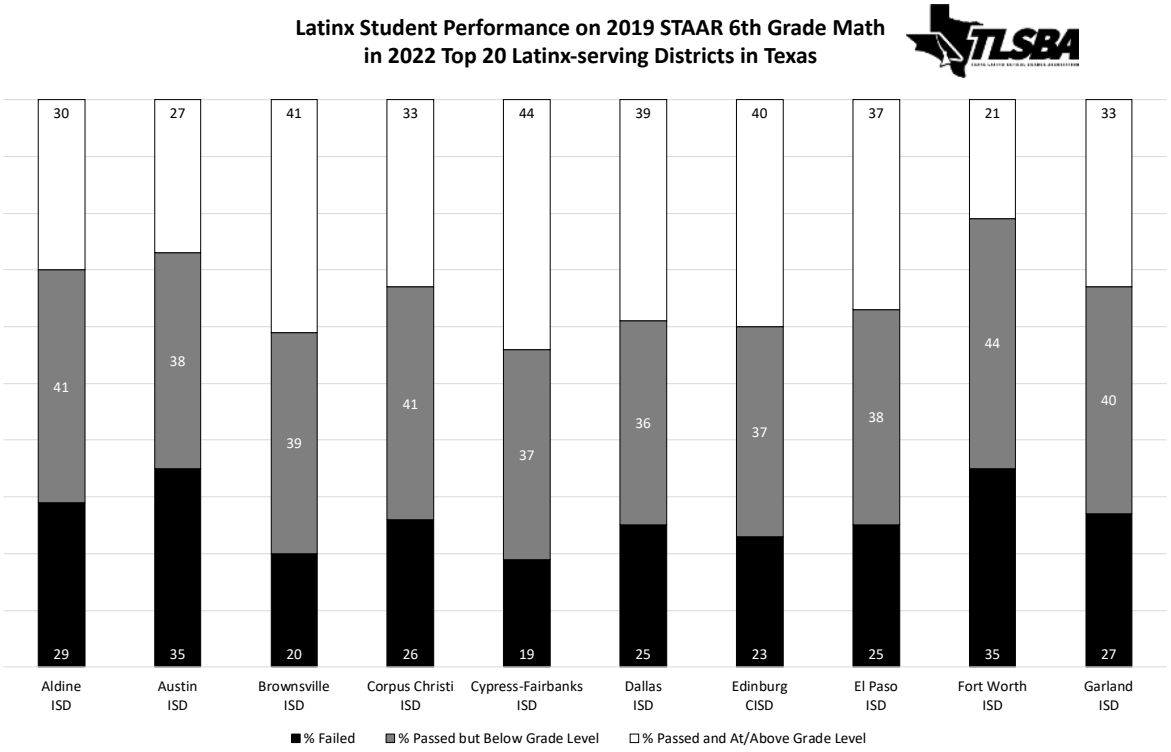


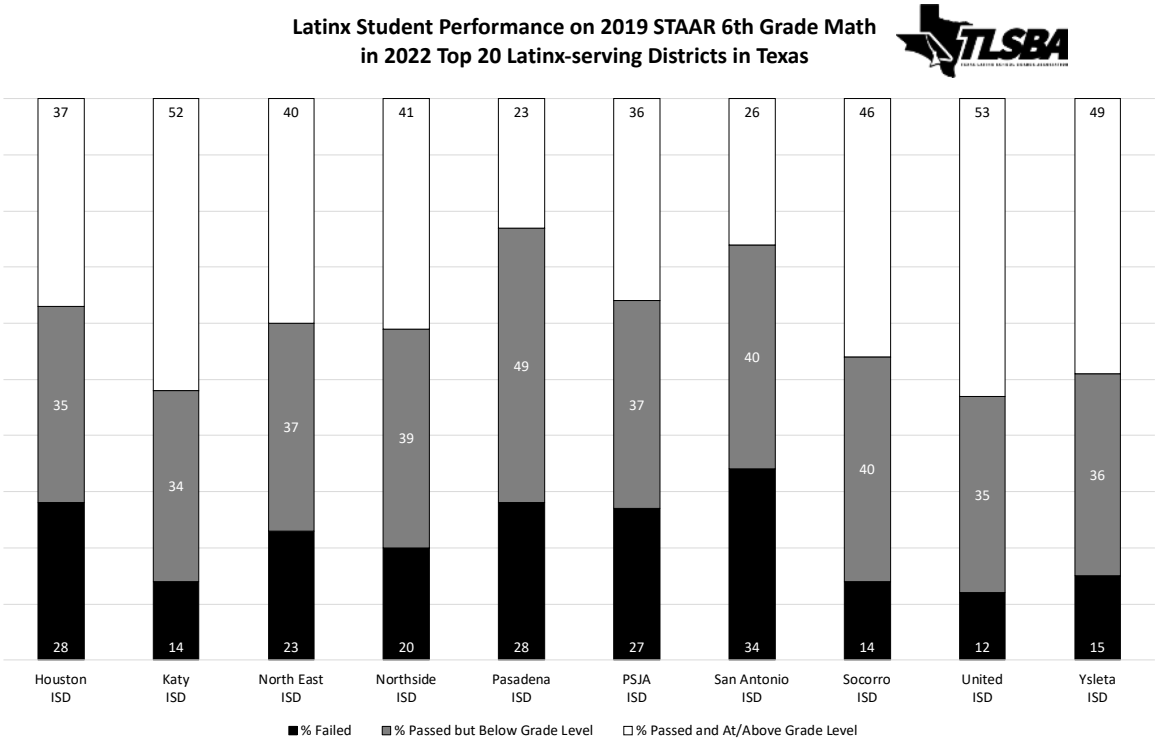
Adjustments in the test ensure that higher percentages of fifth-grade Latinx students are at grade level. One views with incredulity the low failing rates (8% to 29%) at this level.



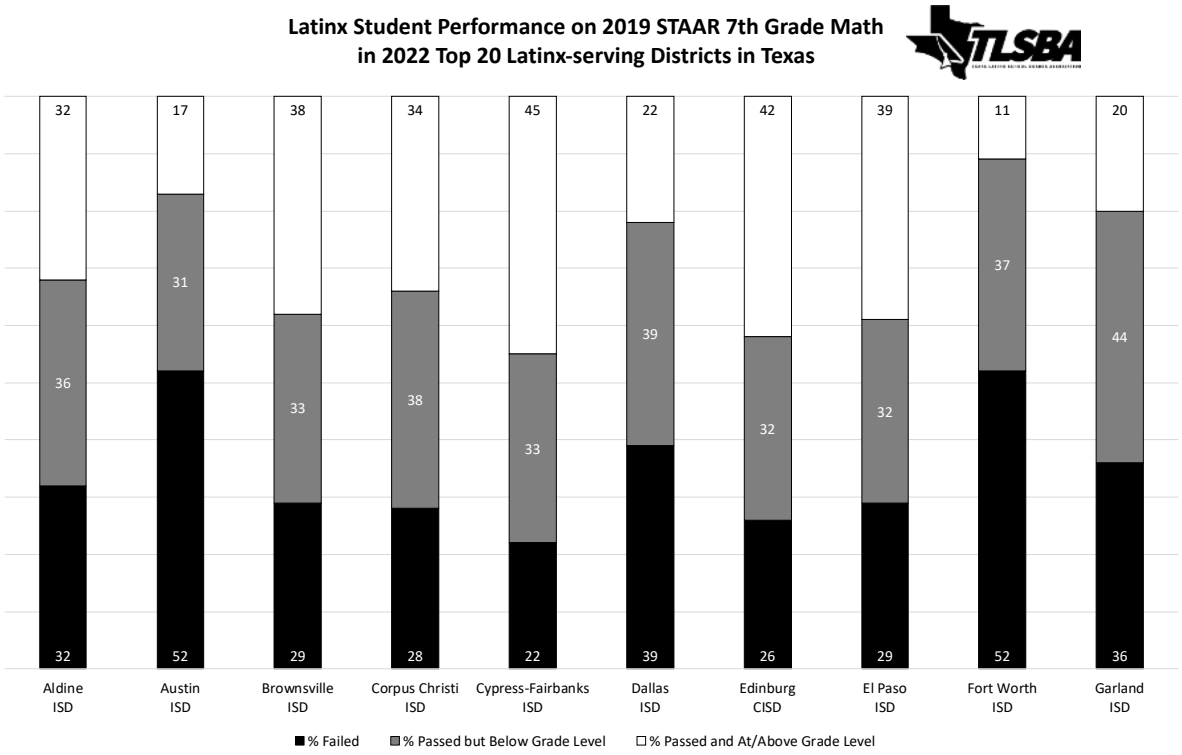


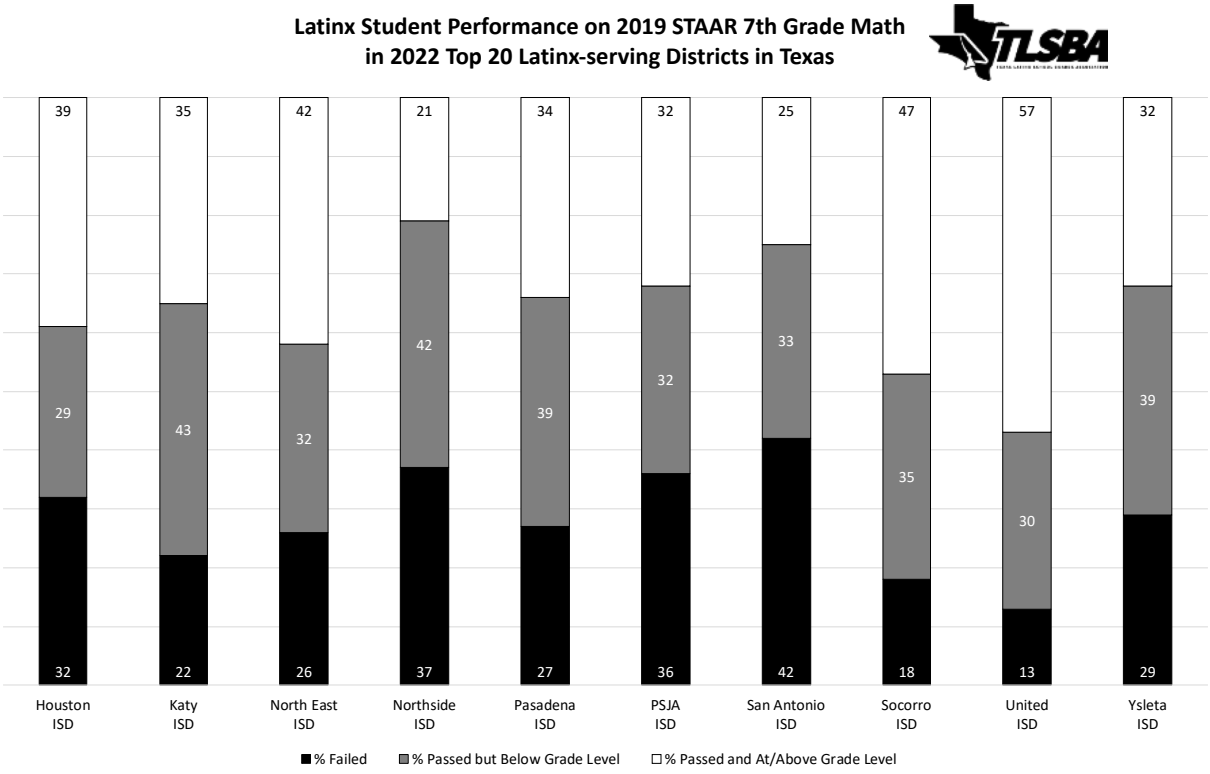
In sixth-grade math, we see the largest-yet grey areas in some districts, representing the percentages of below-grade-level students who "passed" the test. This graph reveals "the Lies of Texas": The TEA adds the white and grey area of each bar to suggest that 65% to 86% of students in these districts are meeting the State's constitutional burden to provide an equitable education.



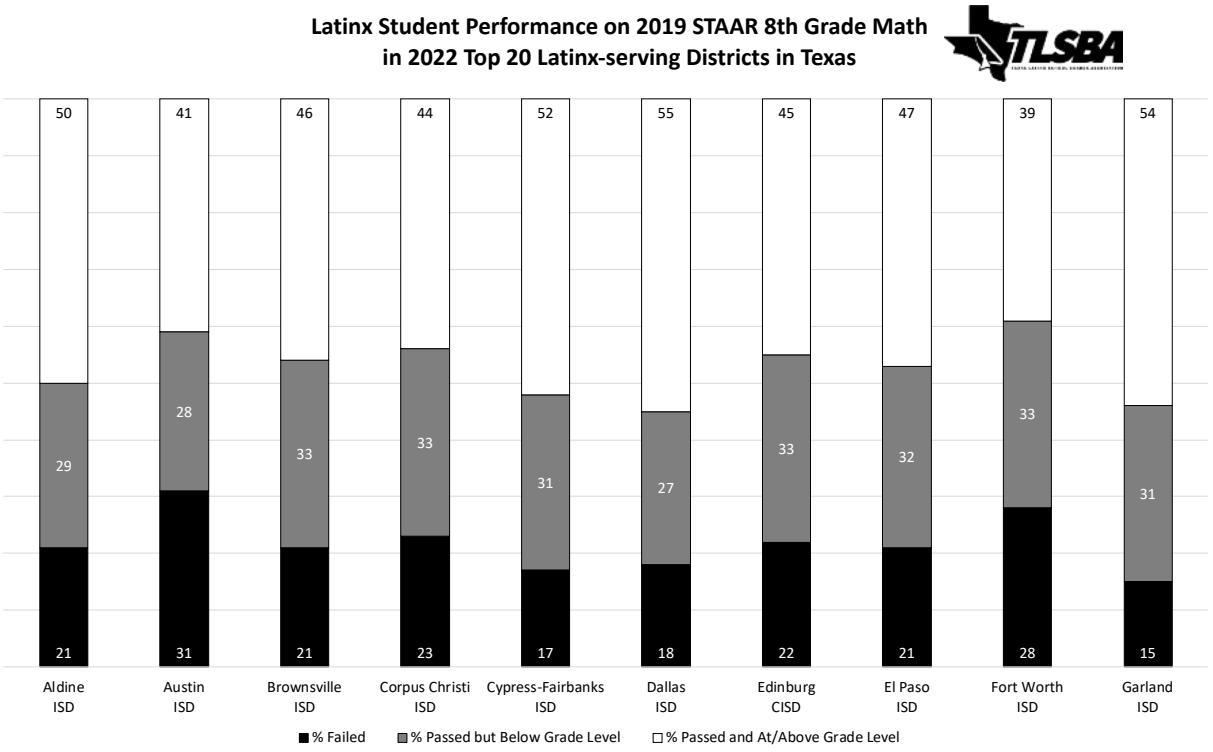


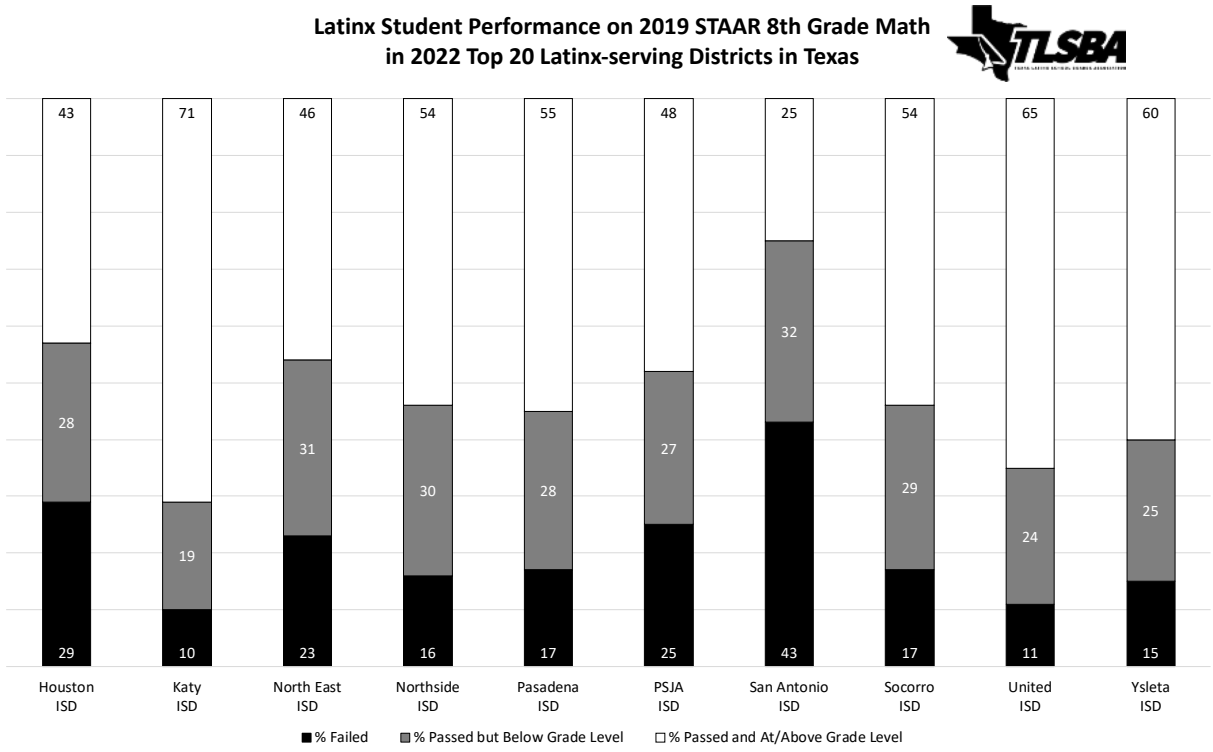
According to the TEA, 48% to 87% of seventh-grade Latinx students in Top 20 Latinx-serving districts were meeting the State's constitutional equity definition, while only 11% to 57% were at grade level.





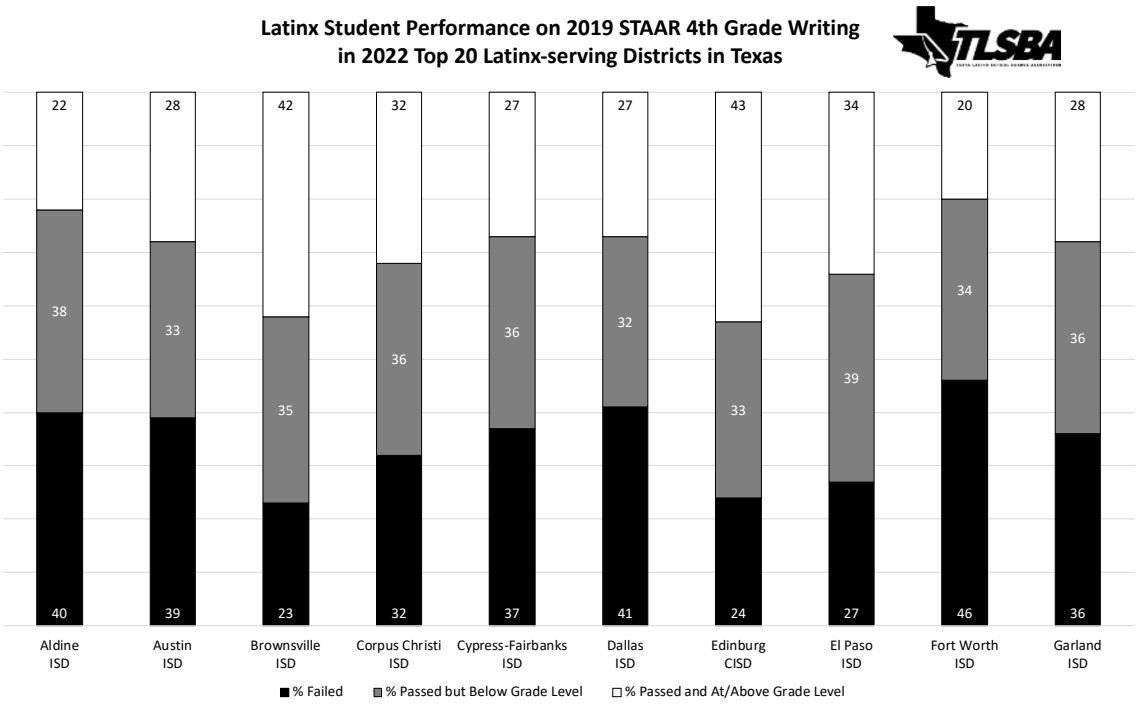
The following chart suggests higher percentages of eighth-grade Latinx students performing at or above grade level in Top 20 Latinx-serving districts.

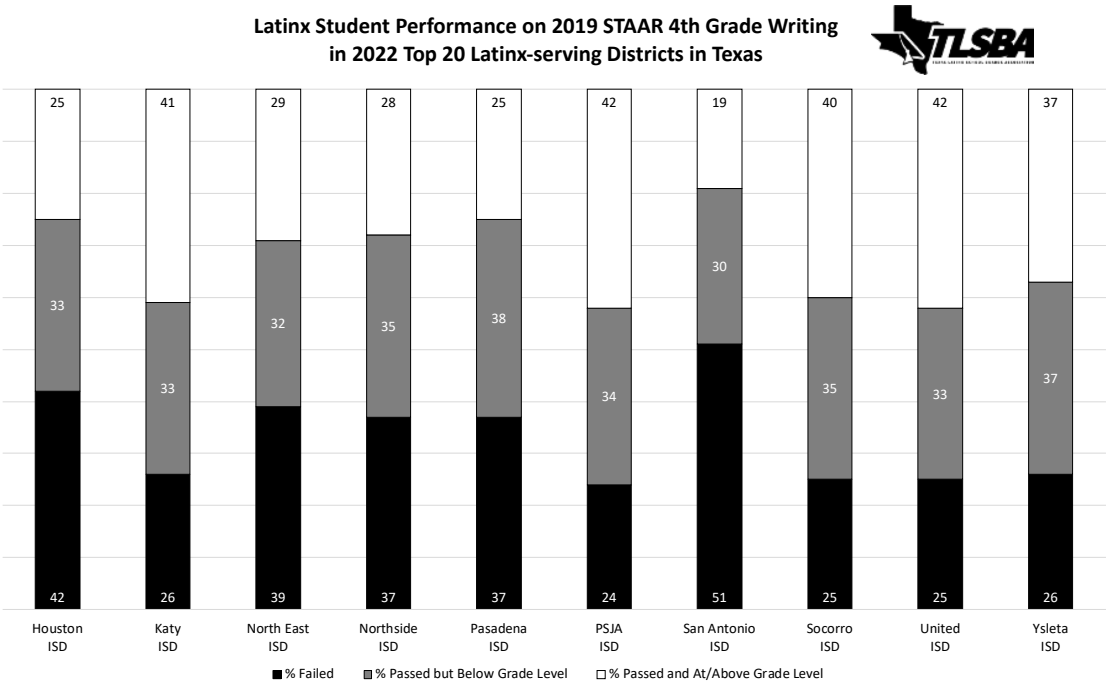




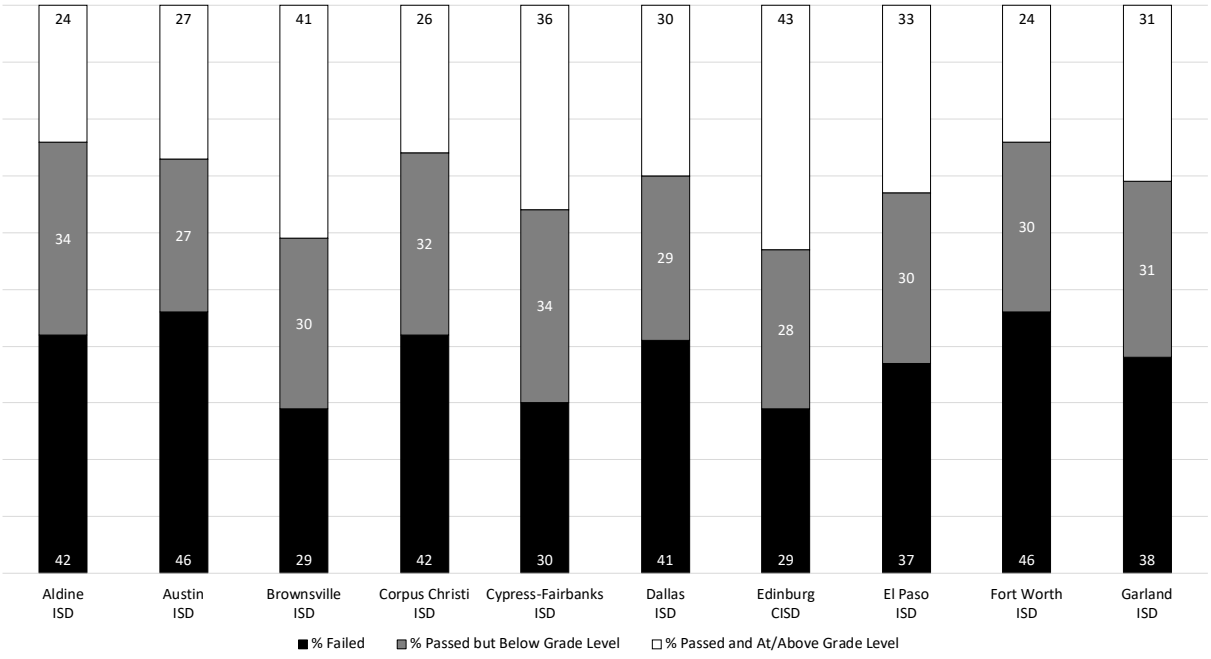
Below-Grade-Level Performance by Latinx Students in Writing

Students are tested in writing only in the fourth and seventh grades. The following charts reveal the pre-pandemic writing performance of Latinx students in Top 20 Latinx-serving districts. The following bar charts show that, despite much higher percentages of students "passing" the test, no Top 20 Latinx-serving district was able to get a majority of fourth-grade students to grade level in writing.

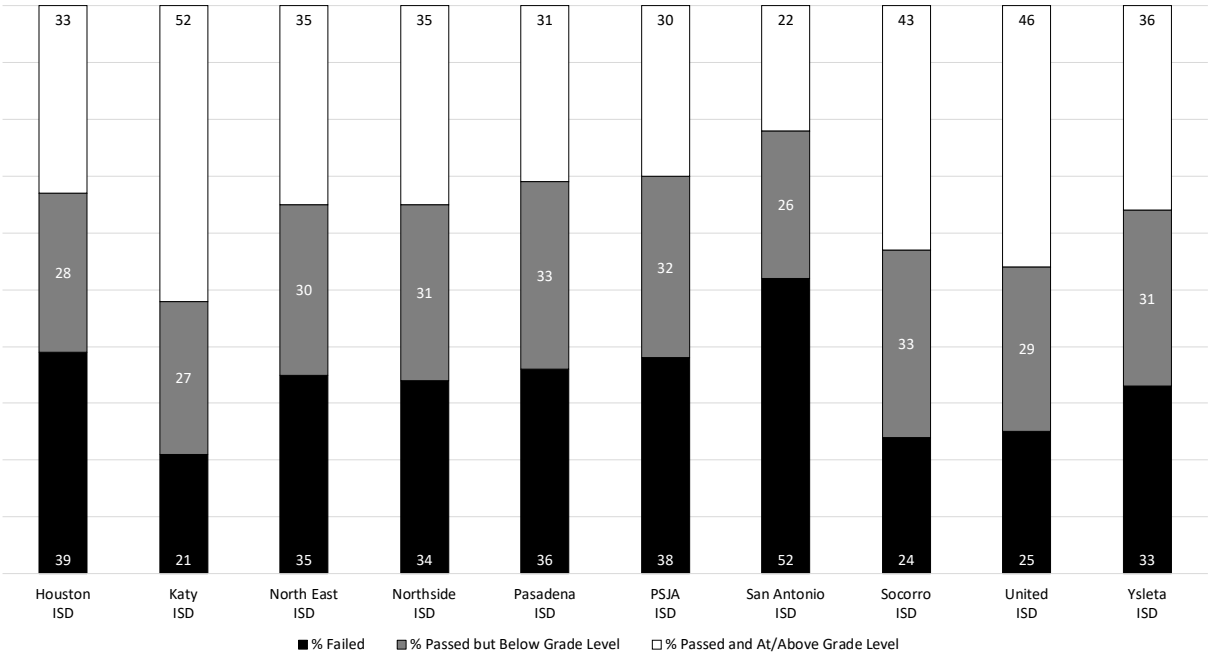




Latinx Student Performance on 2019 STAAR 7th Grade Writing in 2022 Top 20 Latinx-serving Districts in Texas



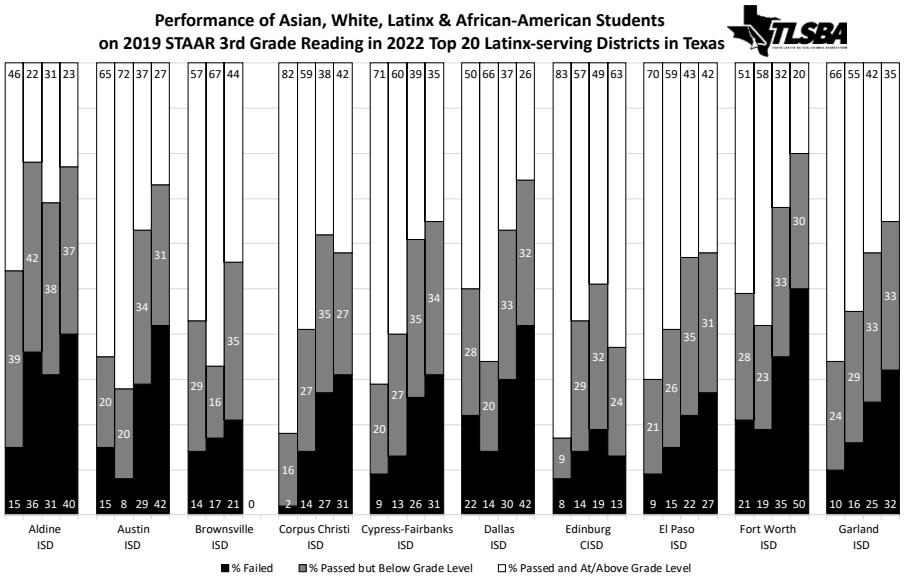
Latinx Student Performance on 2019 STAAR 7th Grade Writing in 2022 Top 20 Latinx-serving Districts in Texas

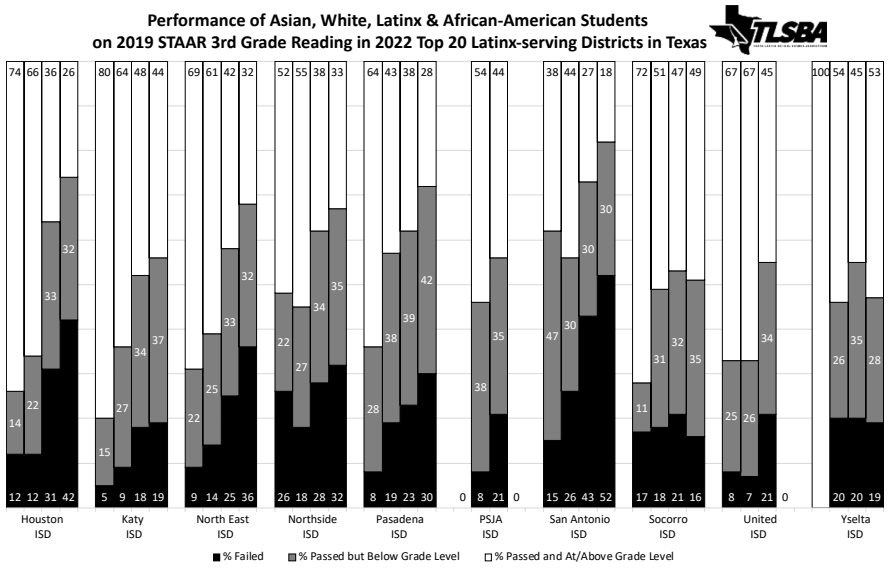


Academic Achievement Gaps in Reading by Race/Ethnicity

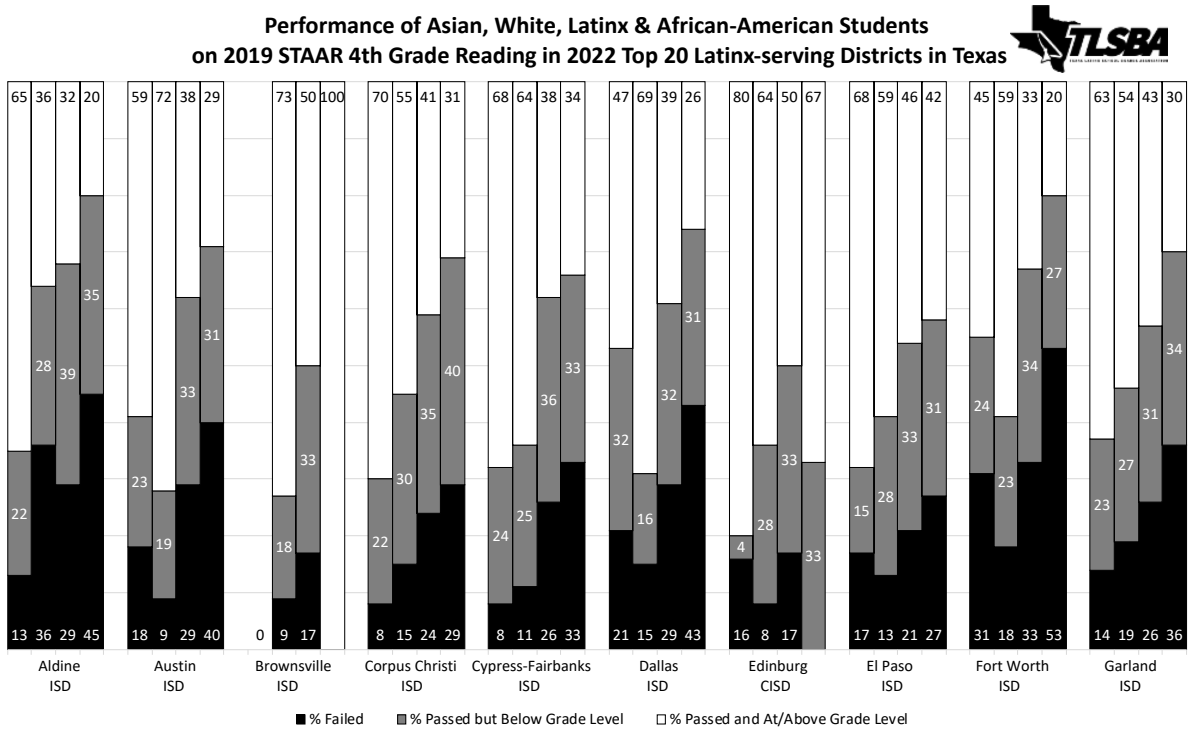
Gaps are exposed when one compares the performance of various student subpopulations. The following charts reveal the pre-pandemic gaps of Asian students, White students, Latinx students and African-American students who were at or above grade level in reading in Top 20 Latinx-serving districts. To close these gaps would require the State to dedicate the necessary resources to lift the lowest percentages of passing students in each set of bars to be equal to the highest percentage. The importance of closing these gaps are illuminated by the research of Dr. Michael Kline of the Hobby Center at Rice University, who has stated that the closing of these gaps by 2050 would result in adding $899 billion *per year* to our Texas economy.

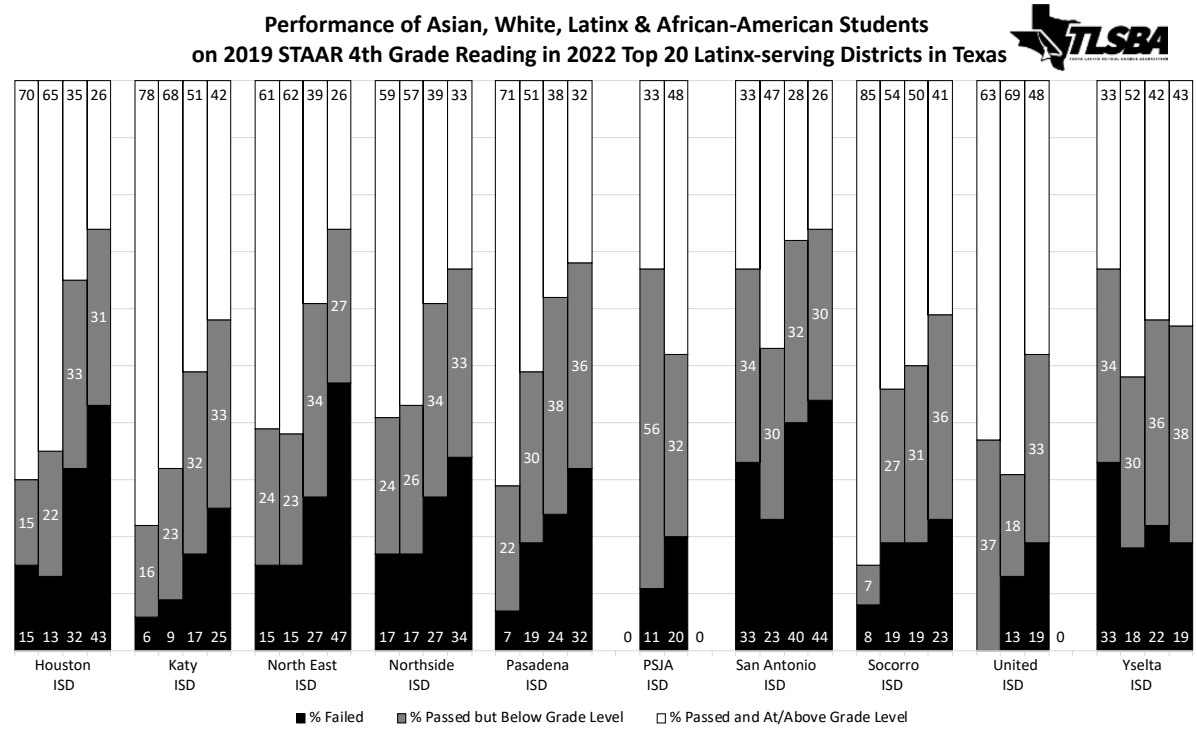
When data are desegregated by race/ethnicity, only one Top 20 Latinx-serving district—Lamar CISD—was able to get a majority of third-grade African-American students to grade level in reading prior to the pandemic. Even prior to the pandemic, not a single Top 20 Latinx-serving district was able to get a majority of third-grade Latinx students to grade level.



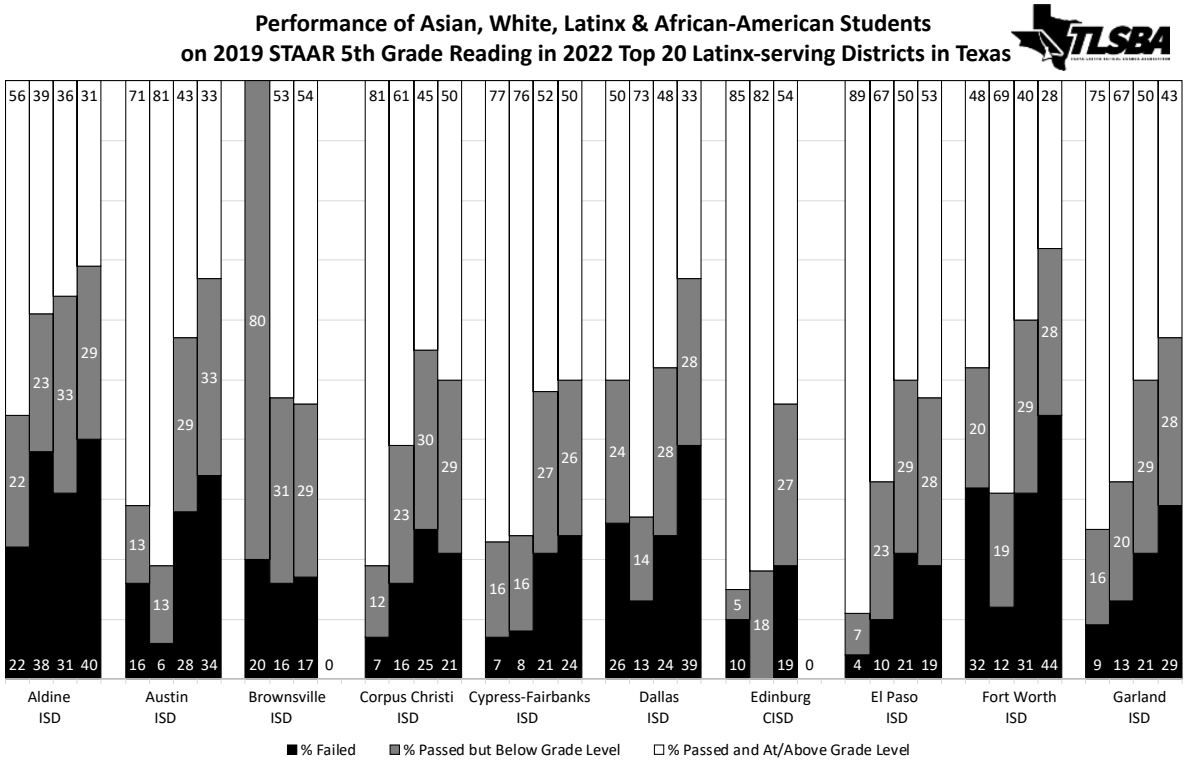


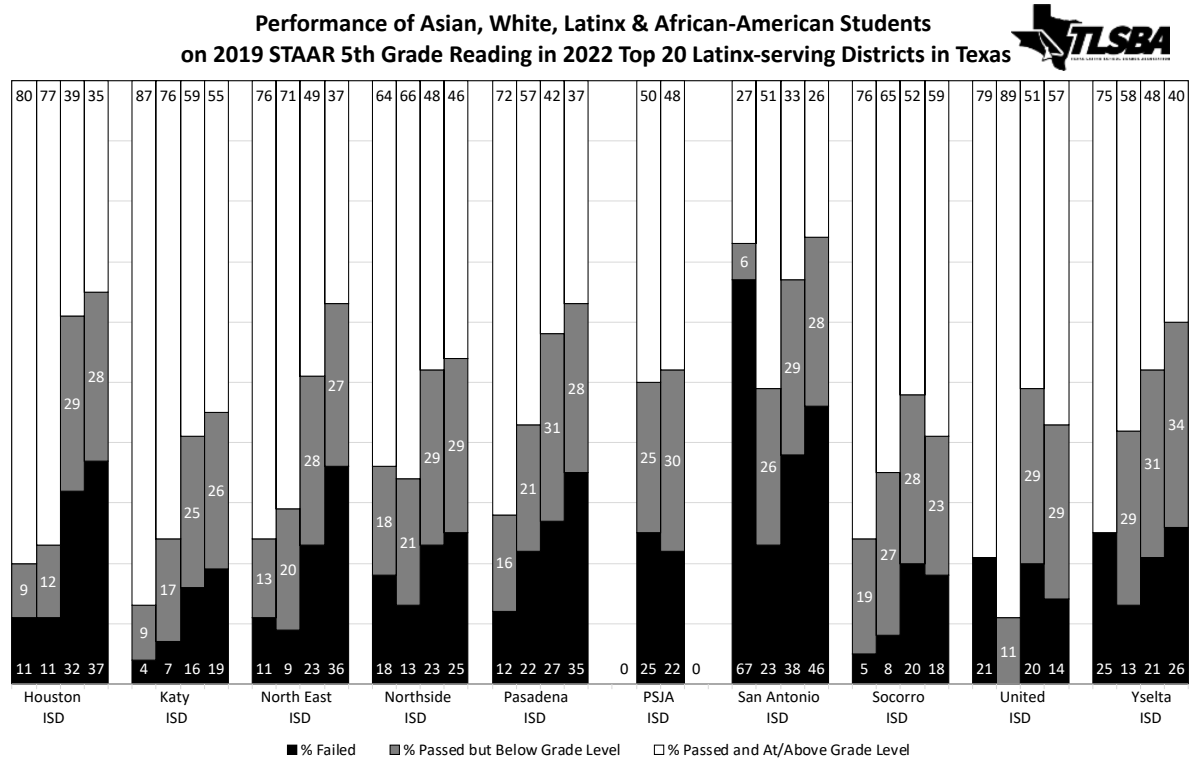
Similarly, even prior to the pandemic, only a single Top 20 Latinx-serving district—Katy ISD—was able to bring a majority of Latinx fourth-grade students to grade level.



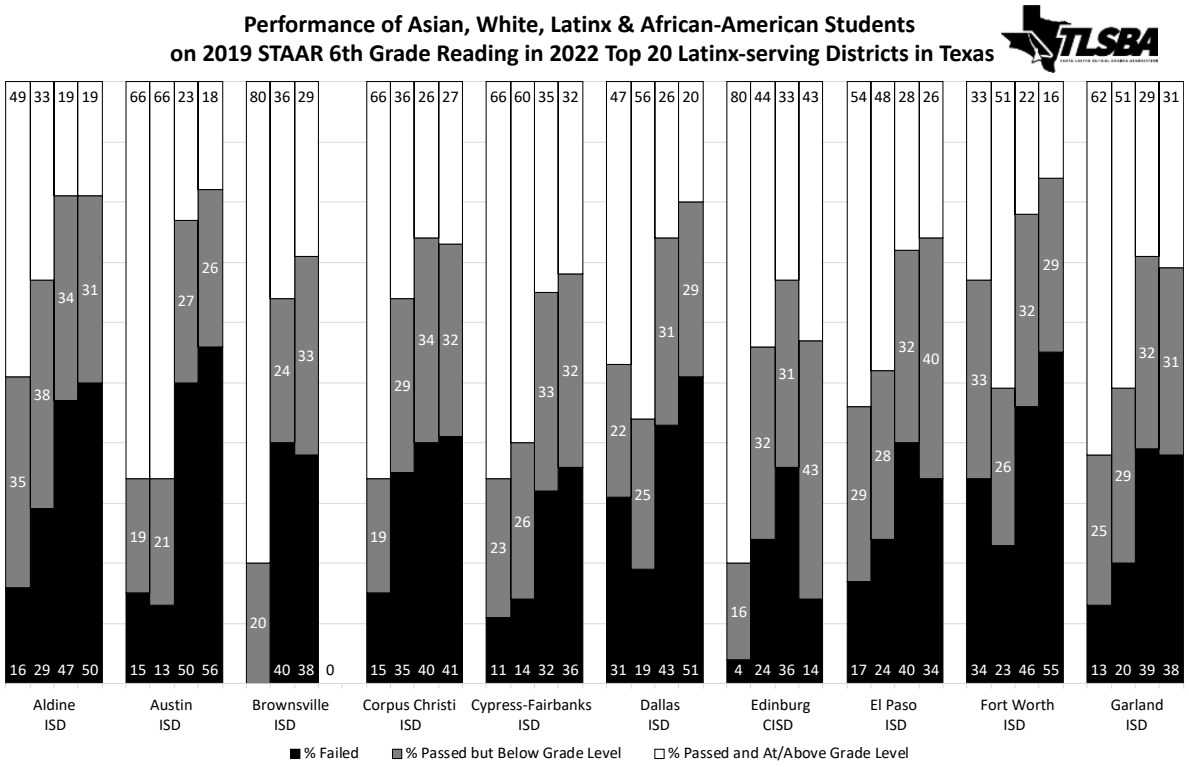


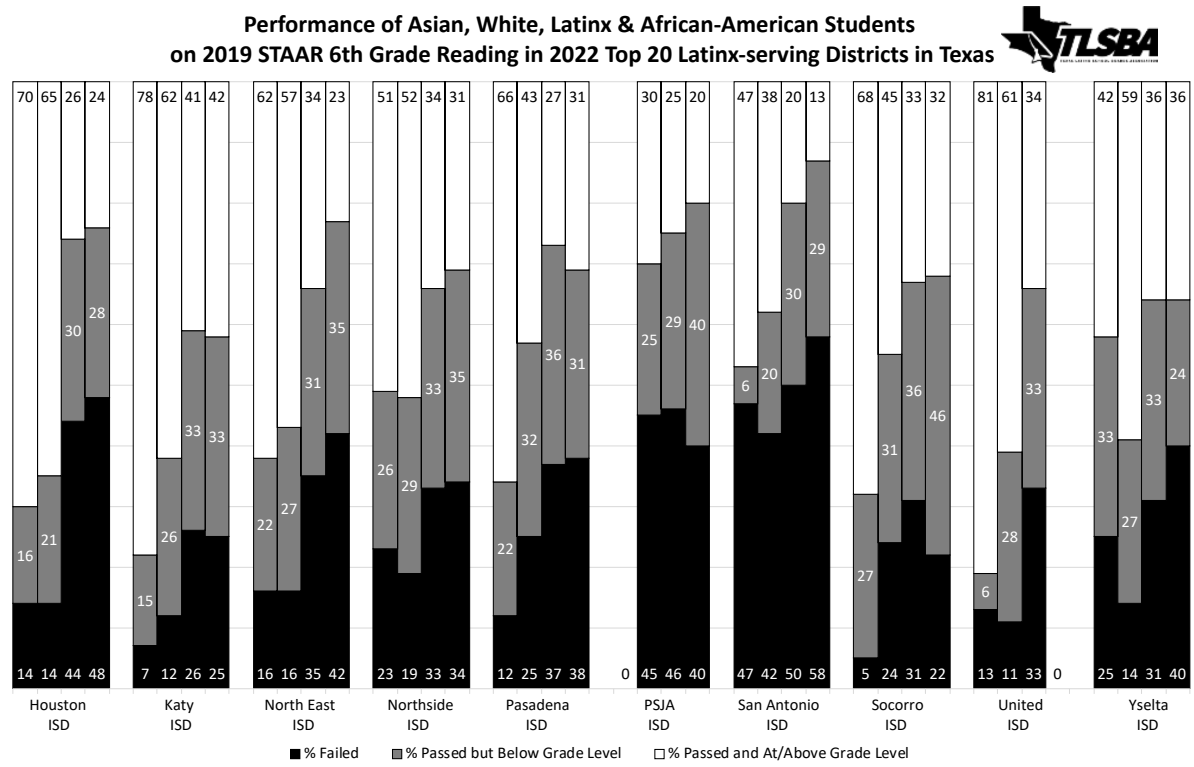
By the fifth grade, six Top 20 Latinx-serving districts were able to get a majority of fifth-grade Latinx students to grade level in reading.



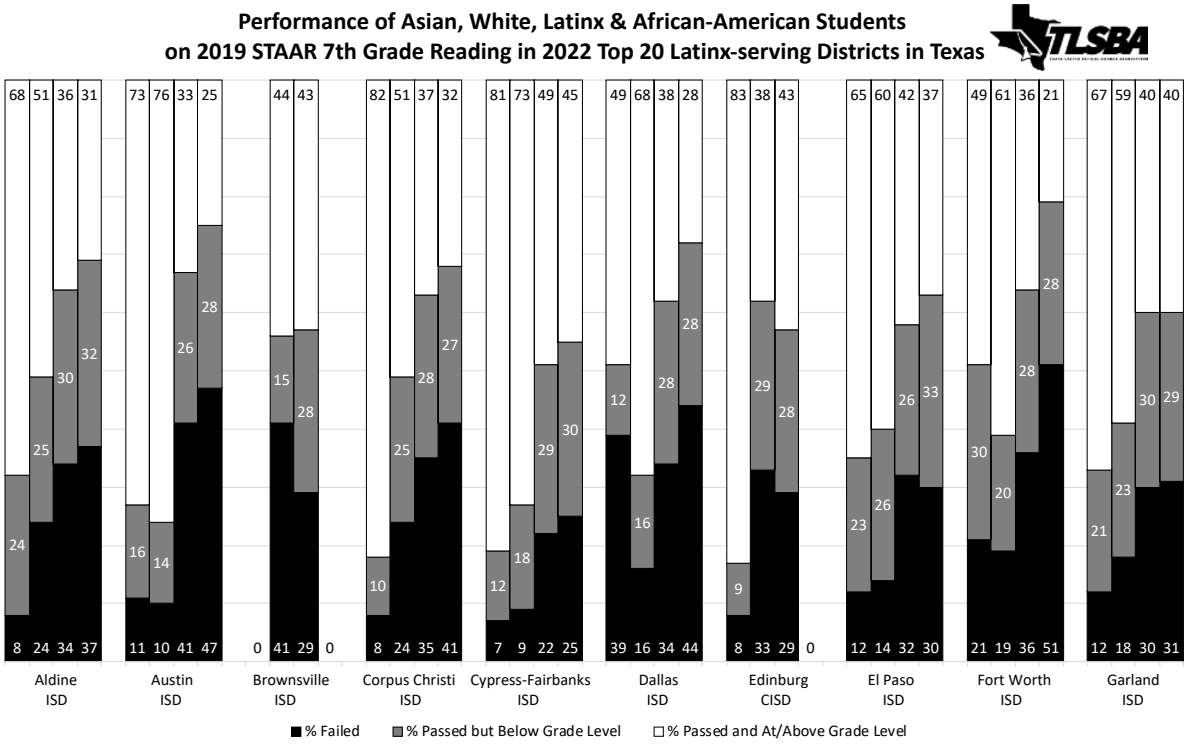


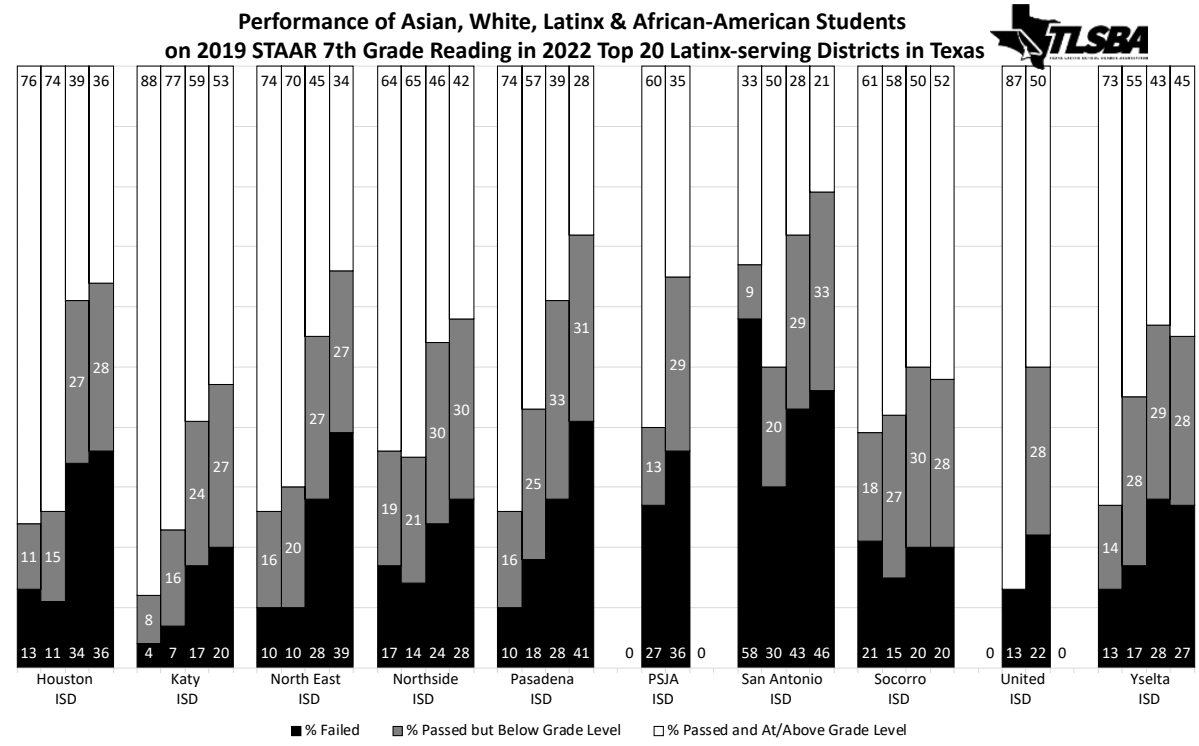
In contrast to fifth-grade results, not a single Top 20 Latinx-serving district was able to bring a majority of Latinx sixth-grade students to grade level.



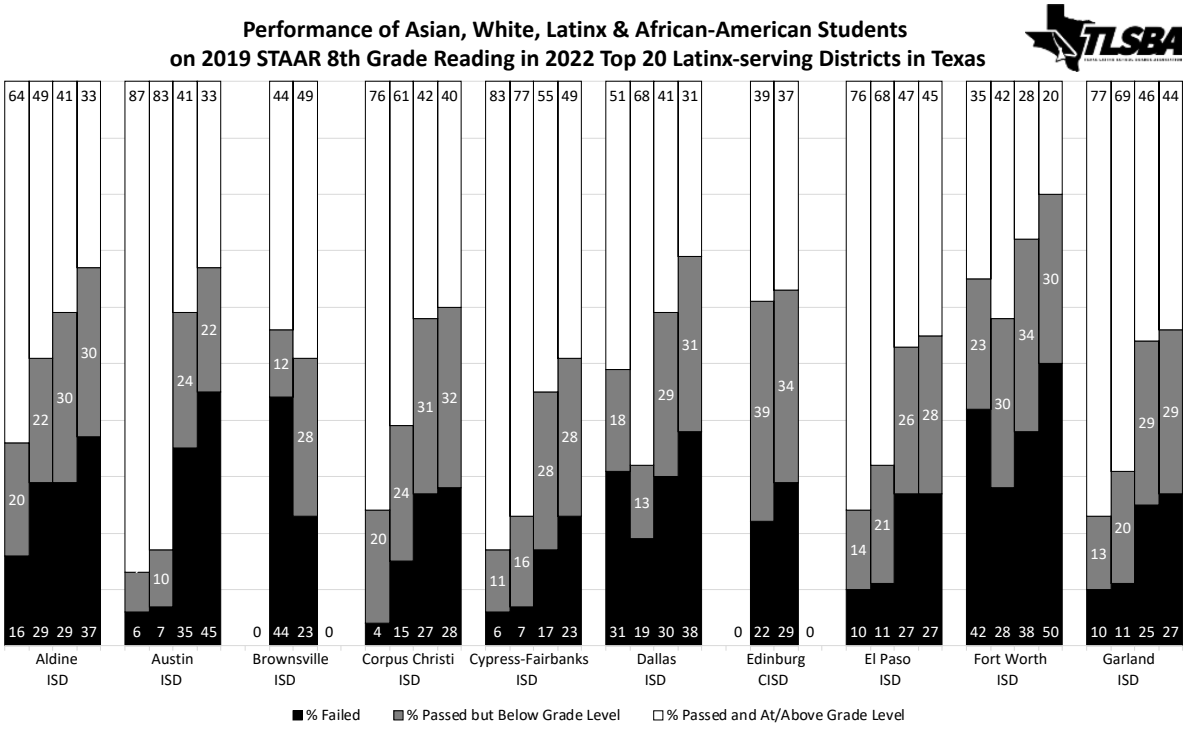


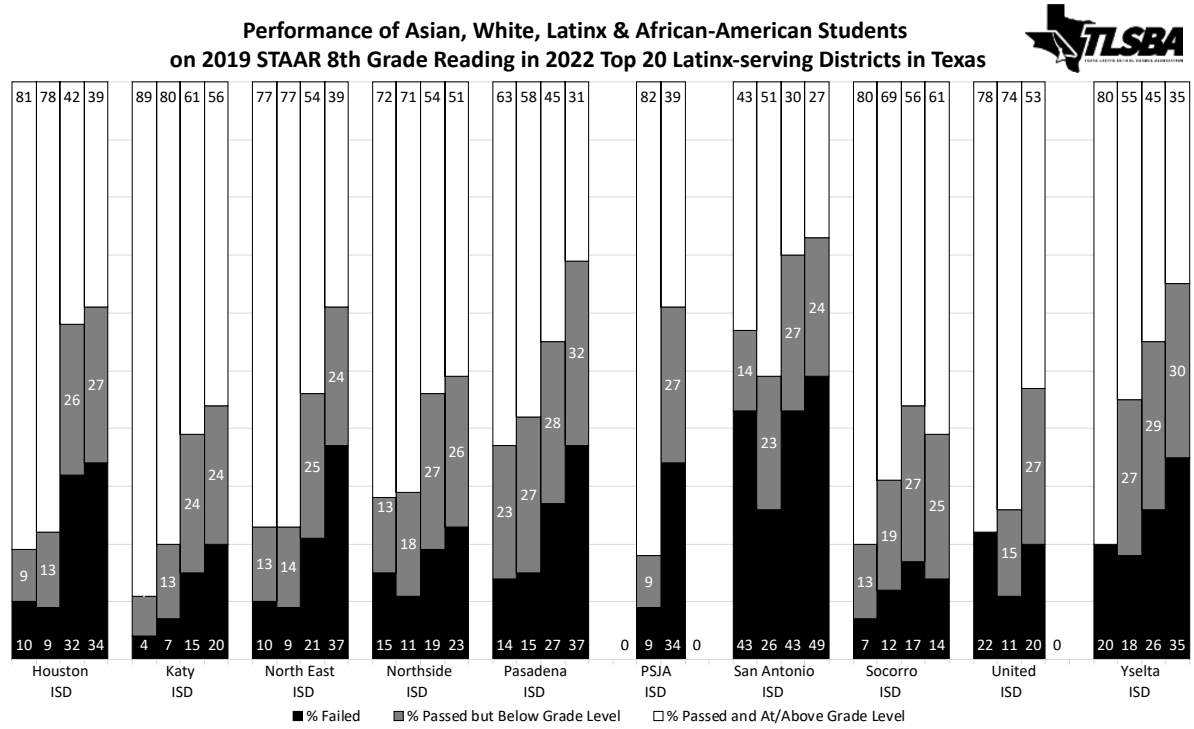
By the seventh grade, gaps in reading become glaring in many Top 20 Latinx-serving districts.



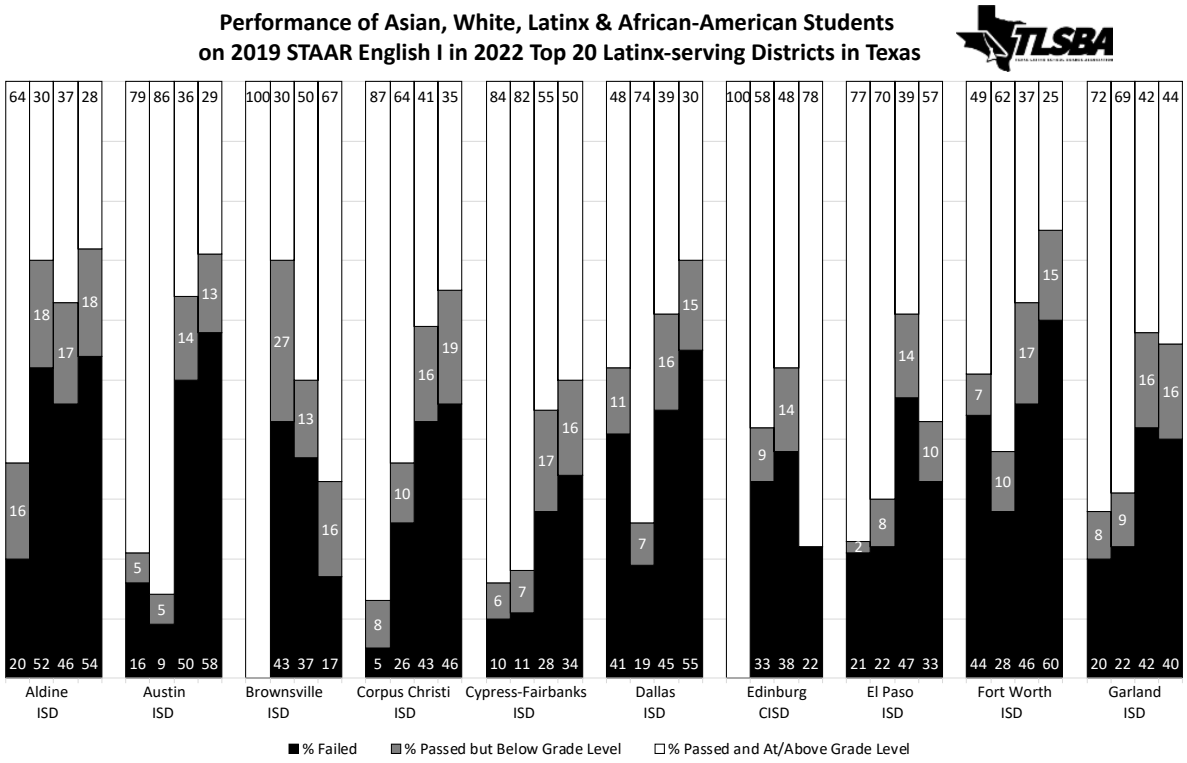


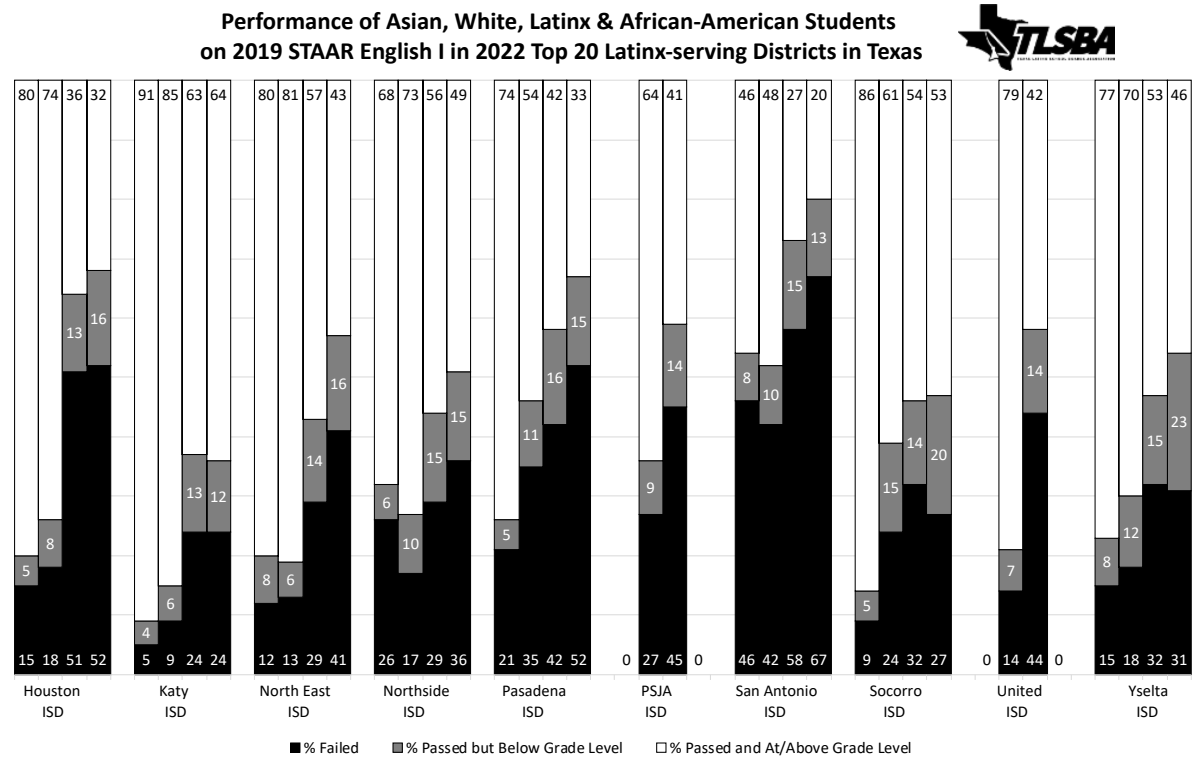
Similar gaps are witnessed in eighth-grade reading.



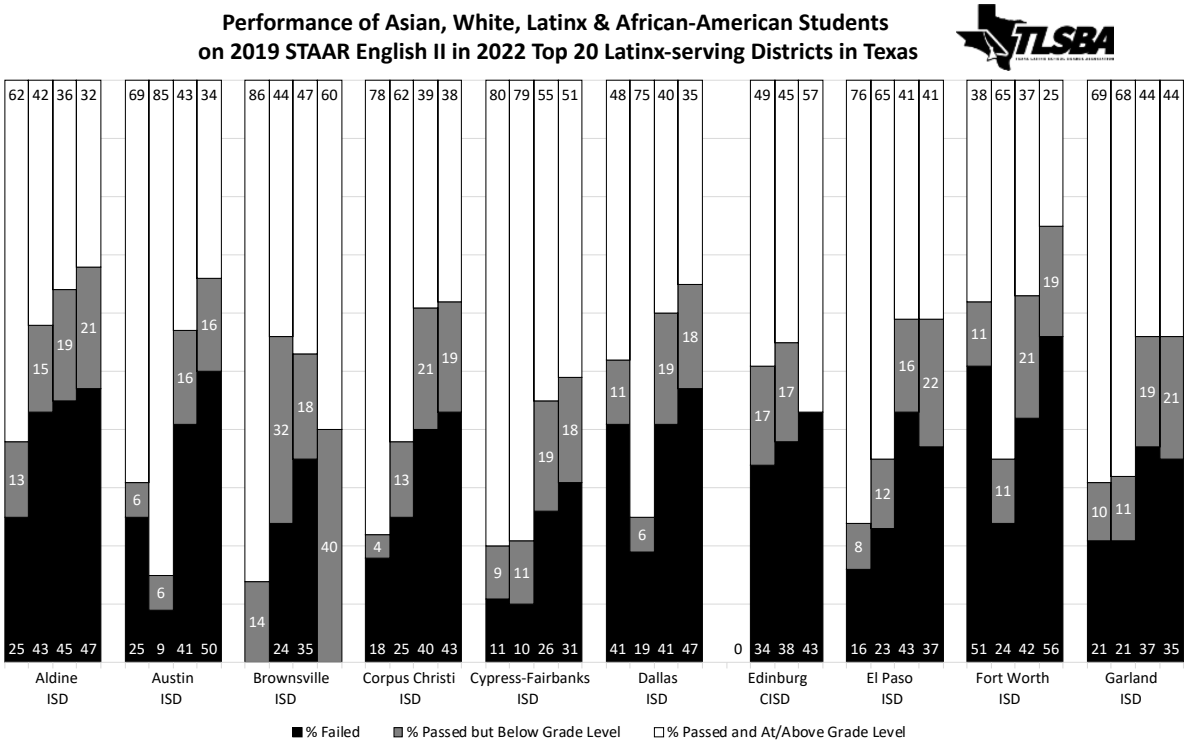


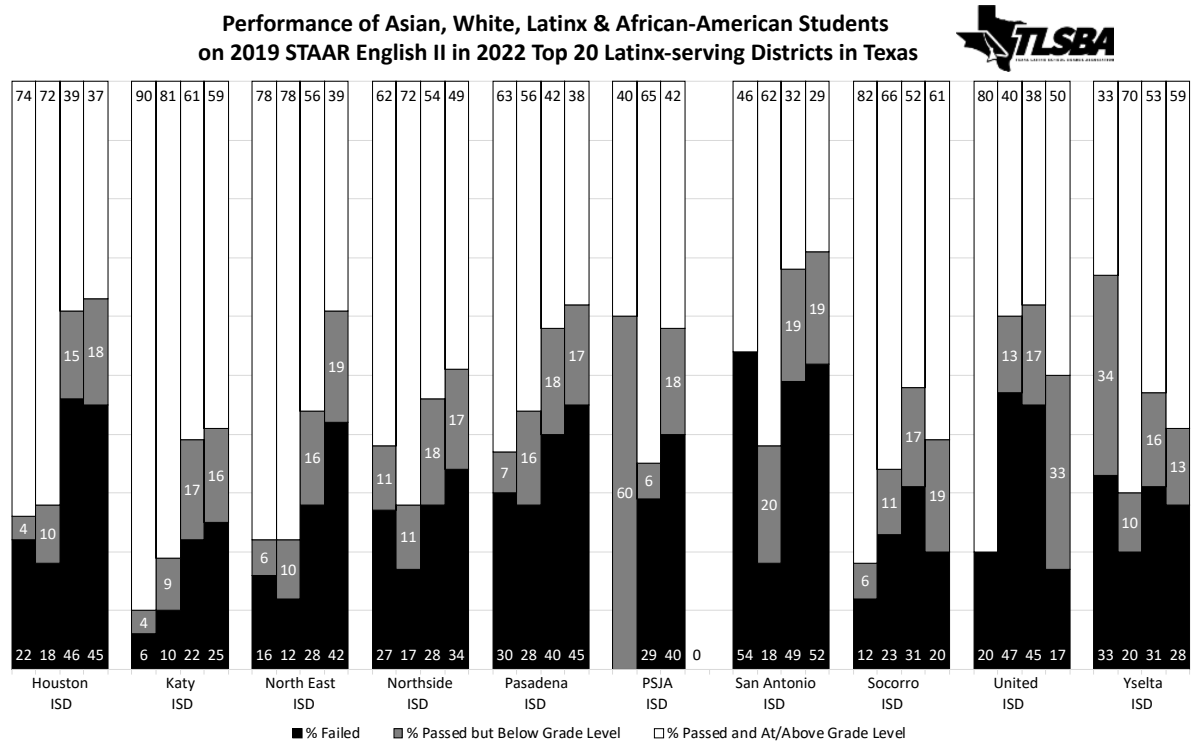
Gaps in English I are similarly glaring.





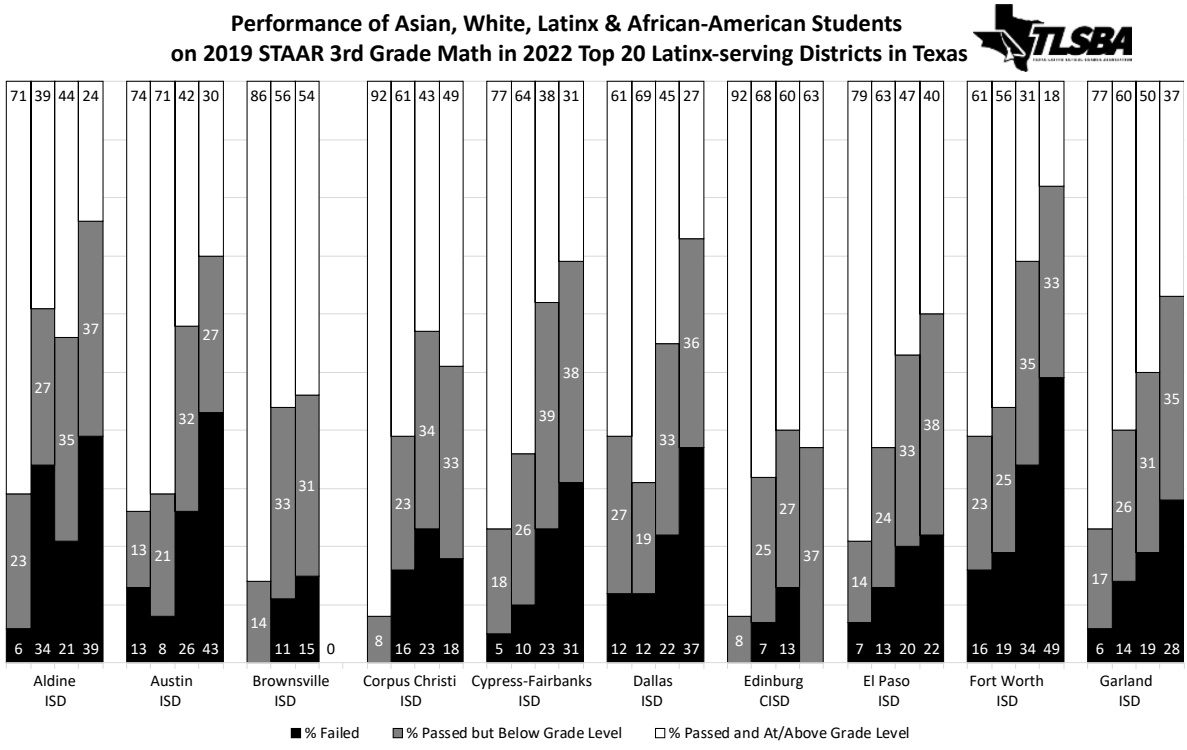
As past TLSBA works have shown, slightly-reduced gaps in English II are likely attributed to below-level questions on the test.

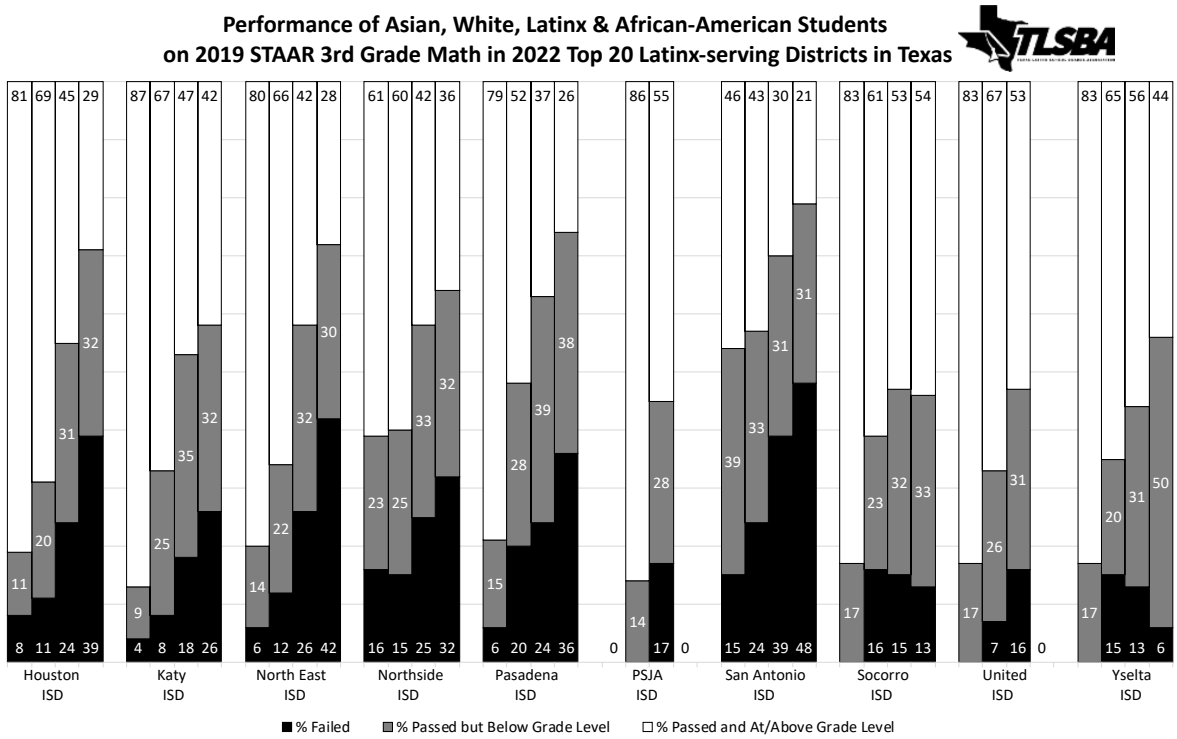




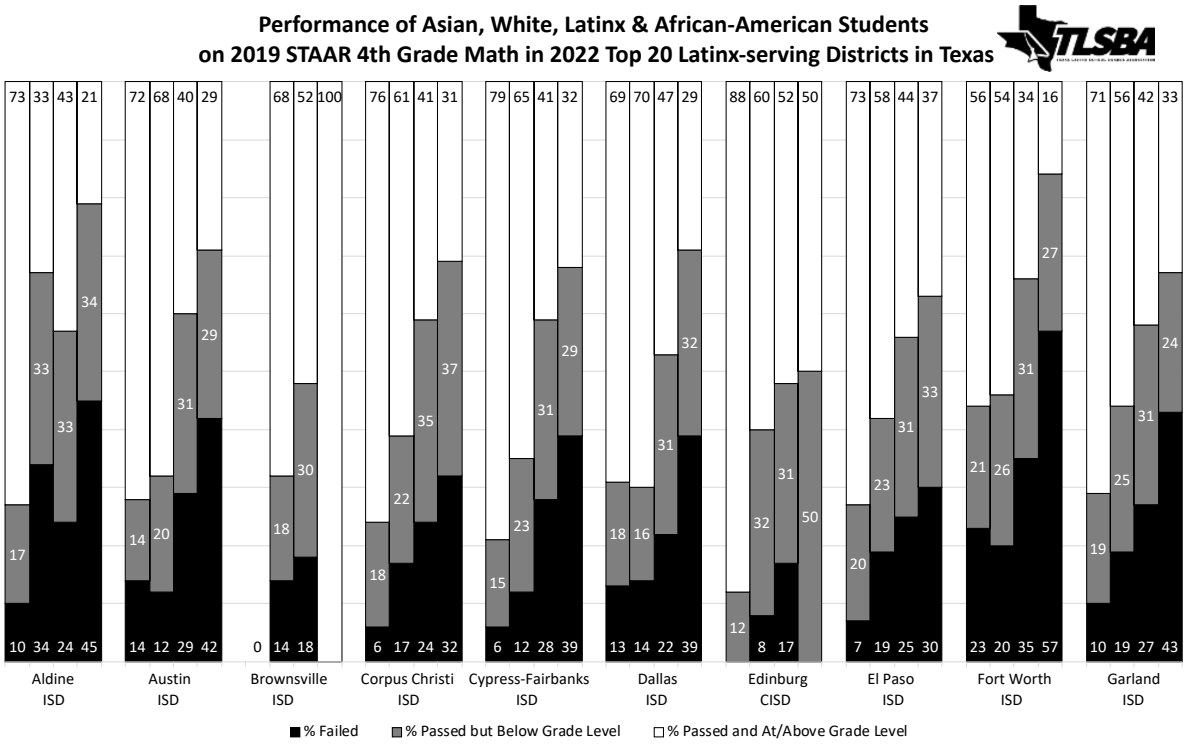
Academic Achievement Gaps in Math by Race/Ethnicity

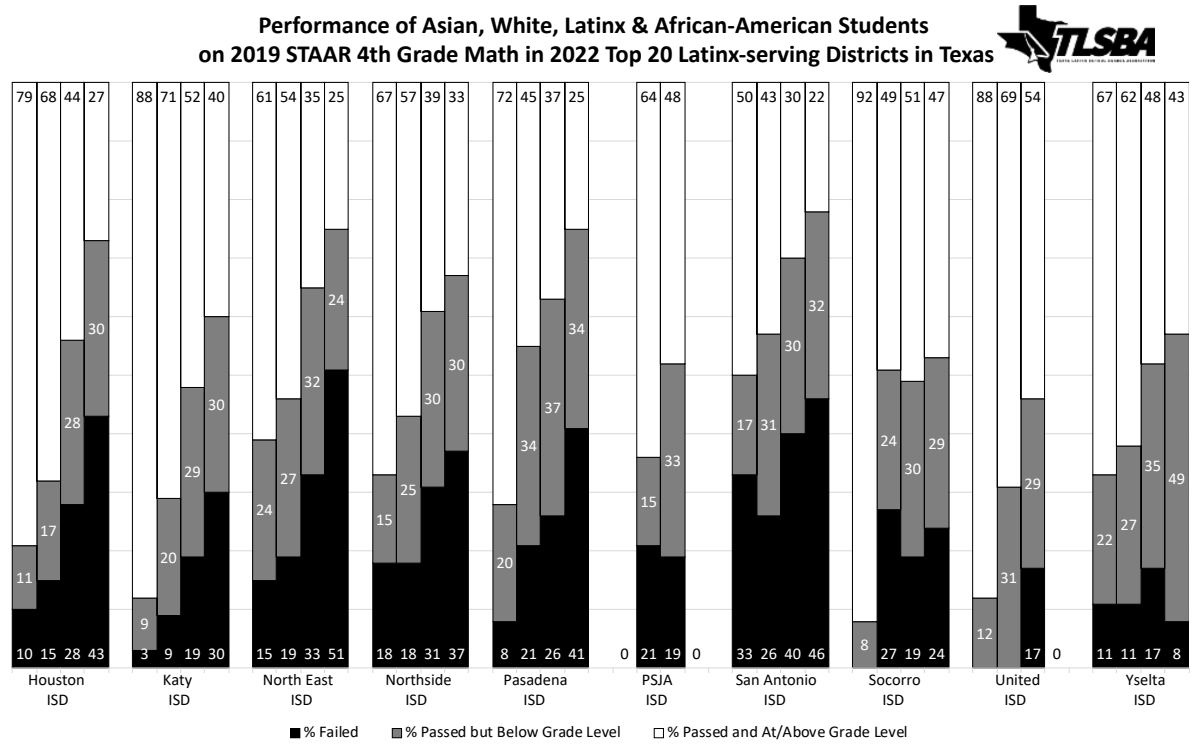
As one might expect, the gaps in math performance largely mirror those in reading. Even prior to the pandemic, only six Top 20 Latinx-serving district were getting the majority of third-grade Latinx students to grade level in math.



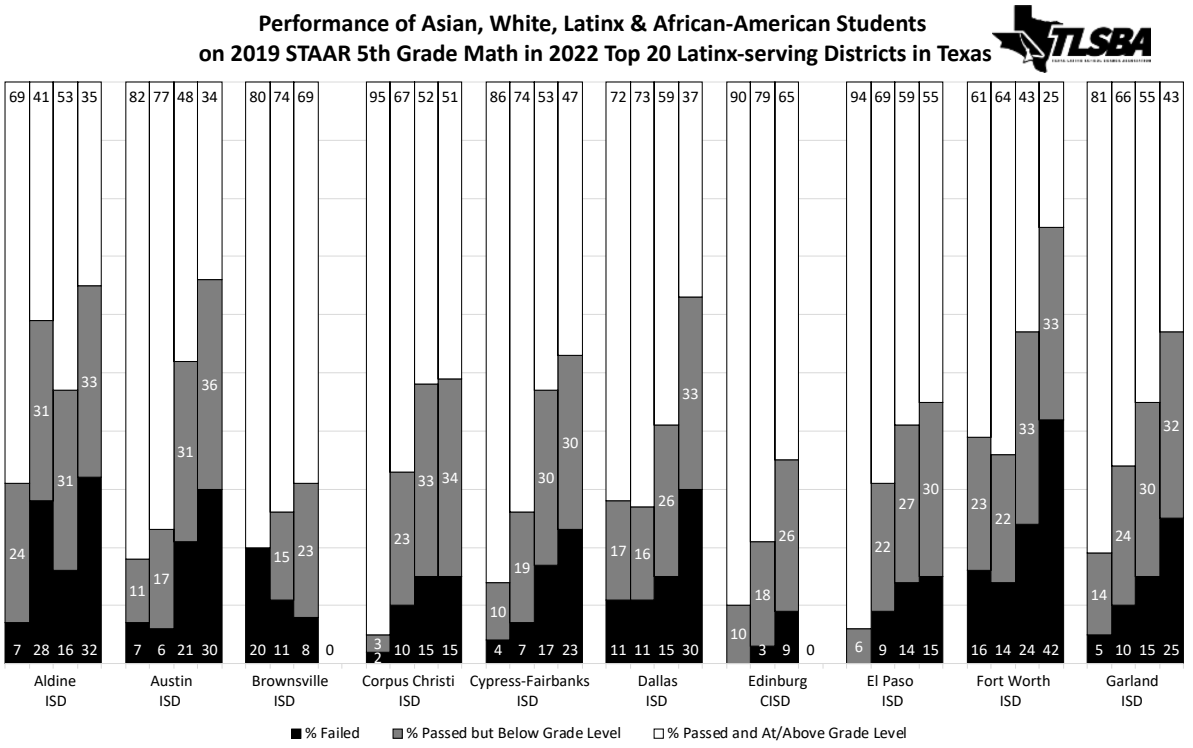


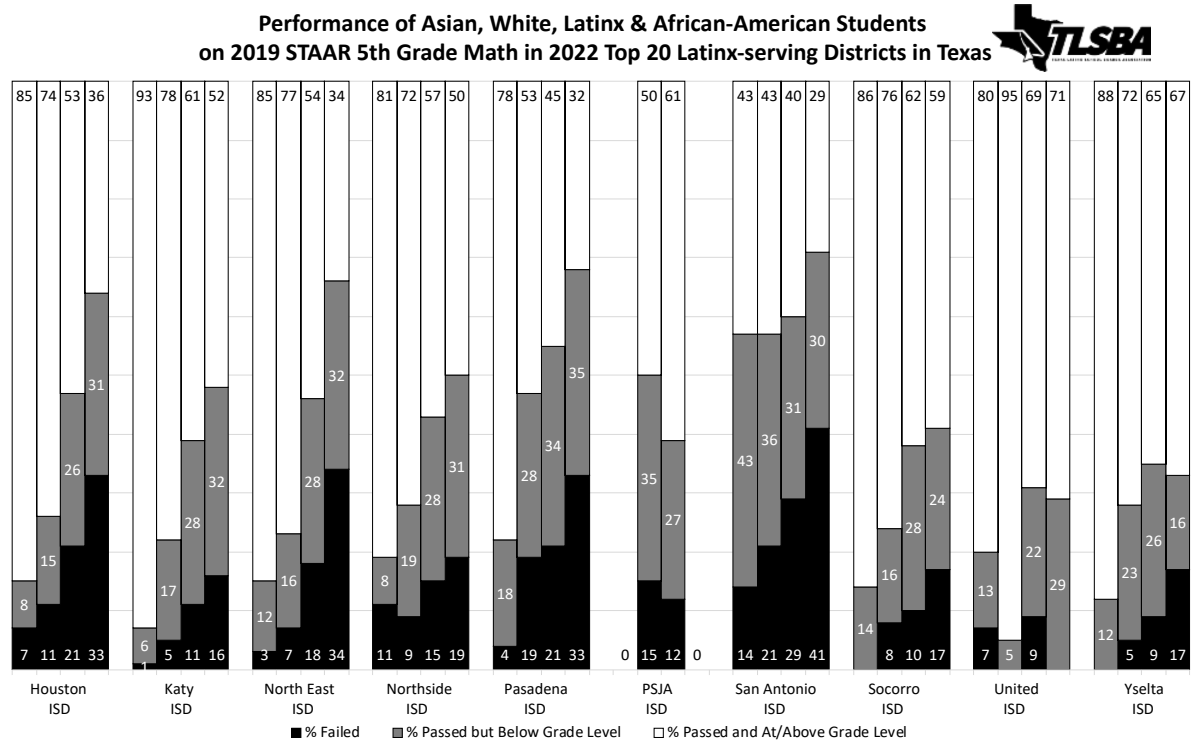
Gaps in fourth-grade math reached over 40 to 50+ points in some Top 20 Latinx-serving districts.



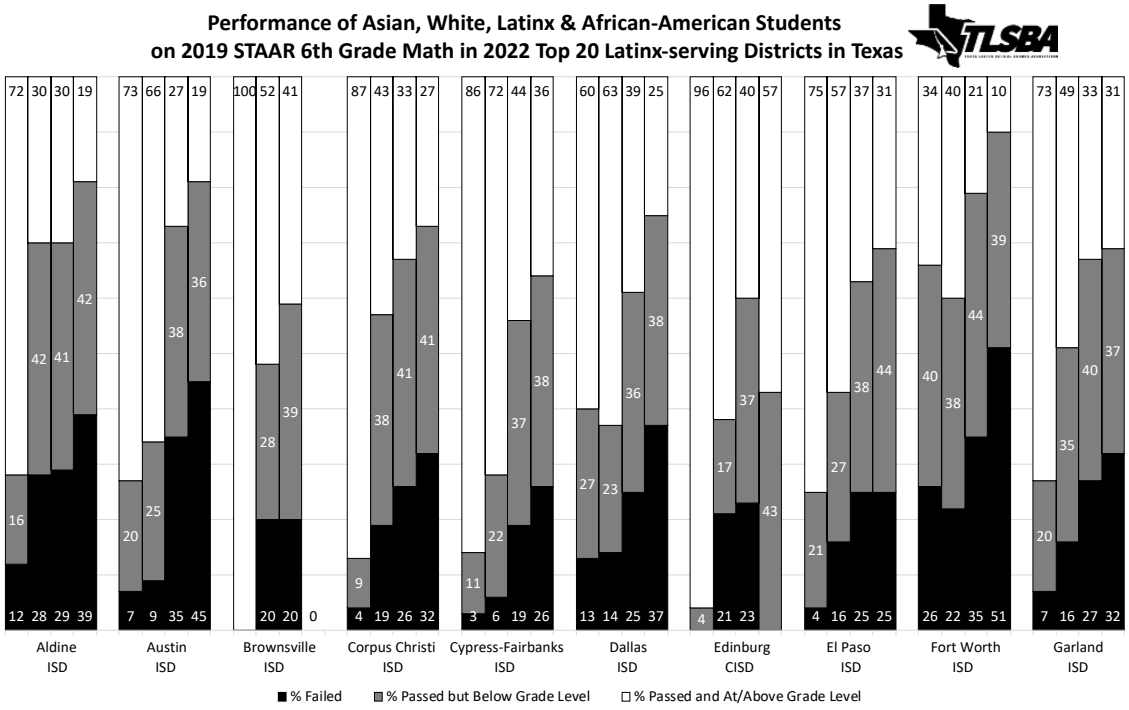


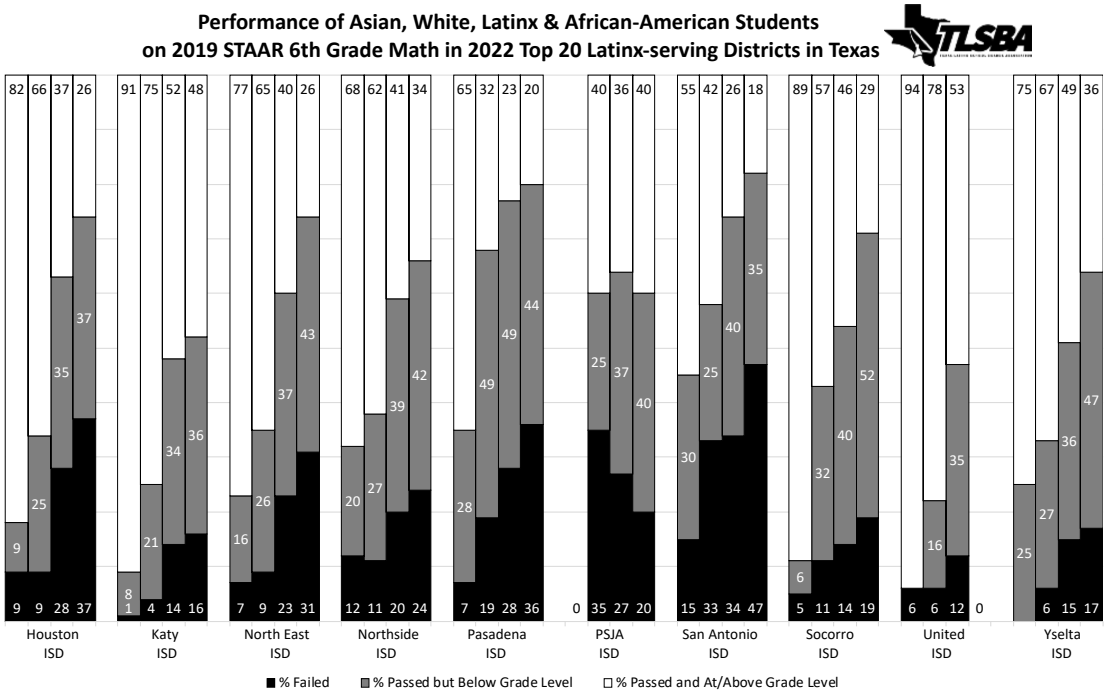
Decreased gaps are seen for fifth-grade math.



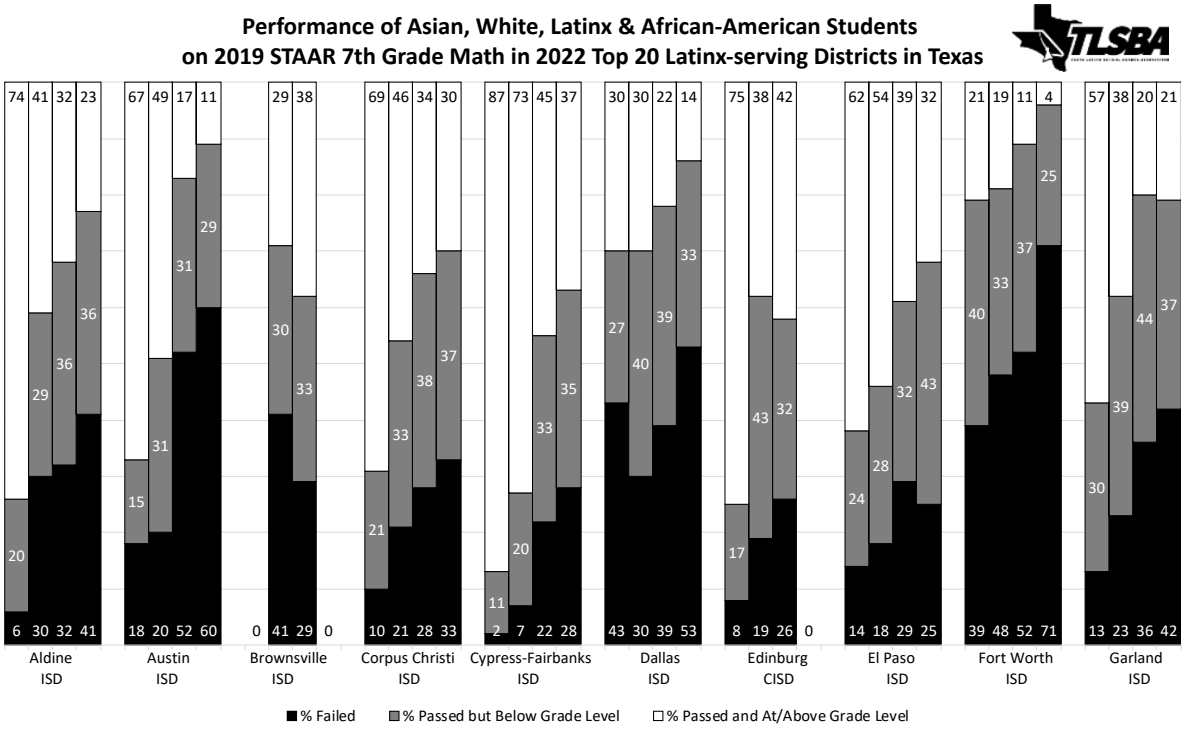


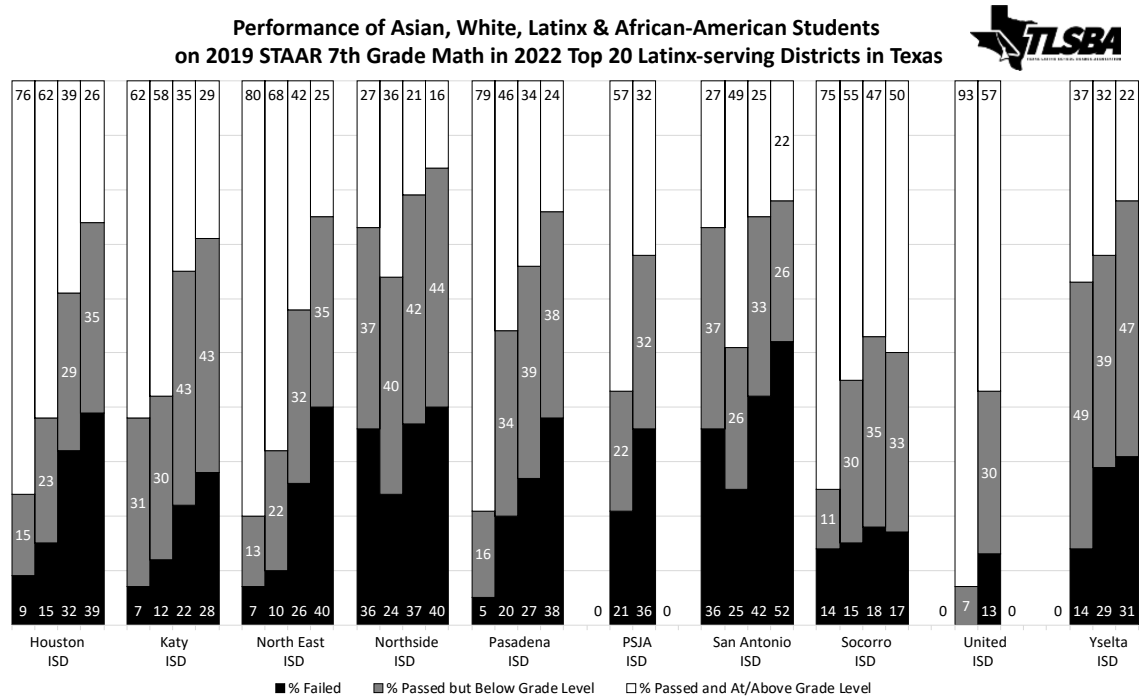
Gaps in sixth-grade math grow to over 50 points in some Top 20 Latinx-serving districts. Even prior to the pandemic, only two districts—Katy ISD and United ISD—succeeded in getting a majority of Latinx sixth-grade students to grade level in math. Note the large grey bars that allow the TEA to suggest that Texas is meeting its constitutional, statutory and moral obligation to provide an equitable education to students—despite much smaller percentages of students being at grade level.



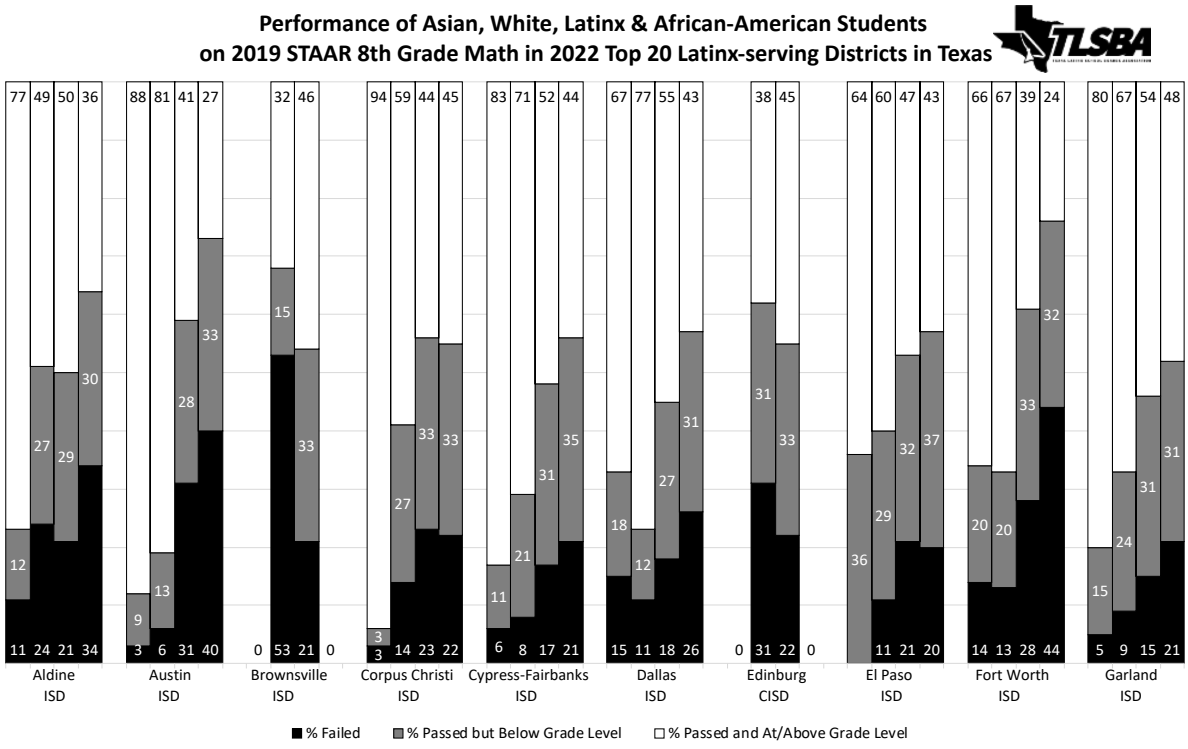


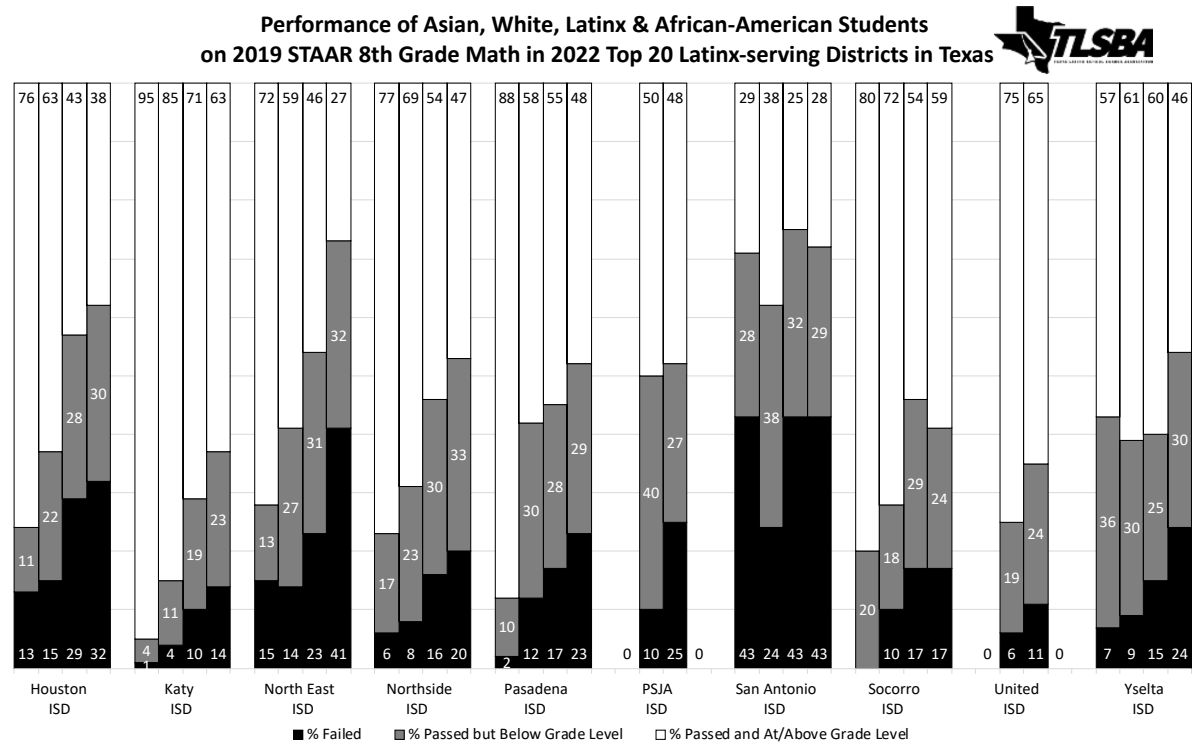
Gaps in seventh-grade math are largely similar. One immediately notes the startlingly low percentages of seventh-grade students at grade level in Fort Worth ISD prior to the pandemic.





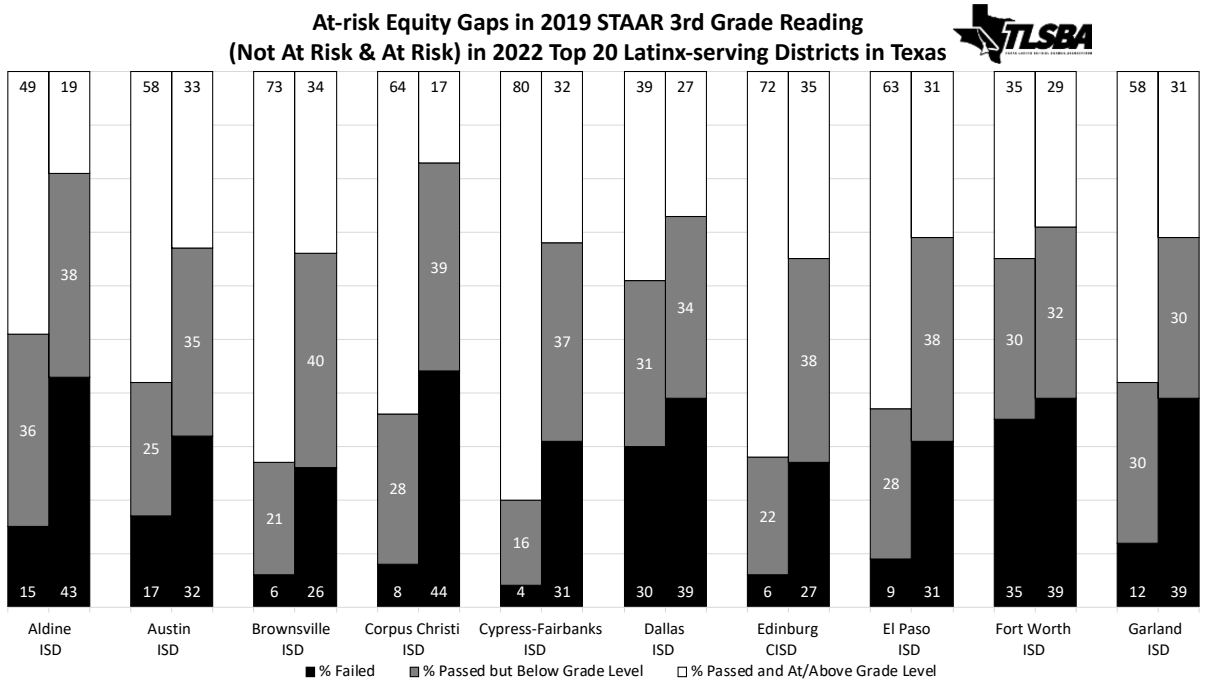
By eighth-grade math, larger percentages of students are shown to be at grade level.

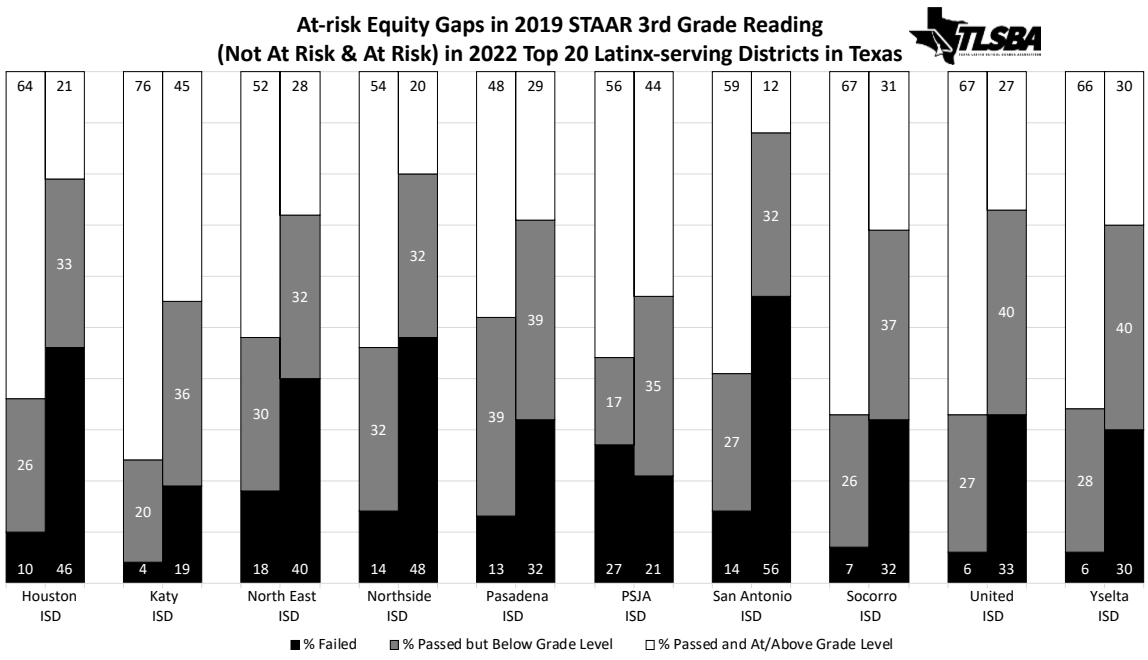




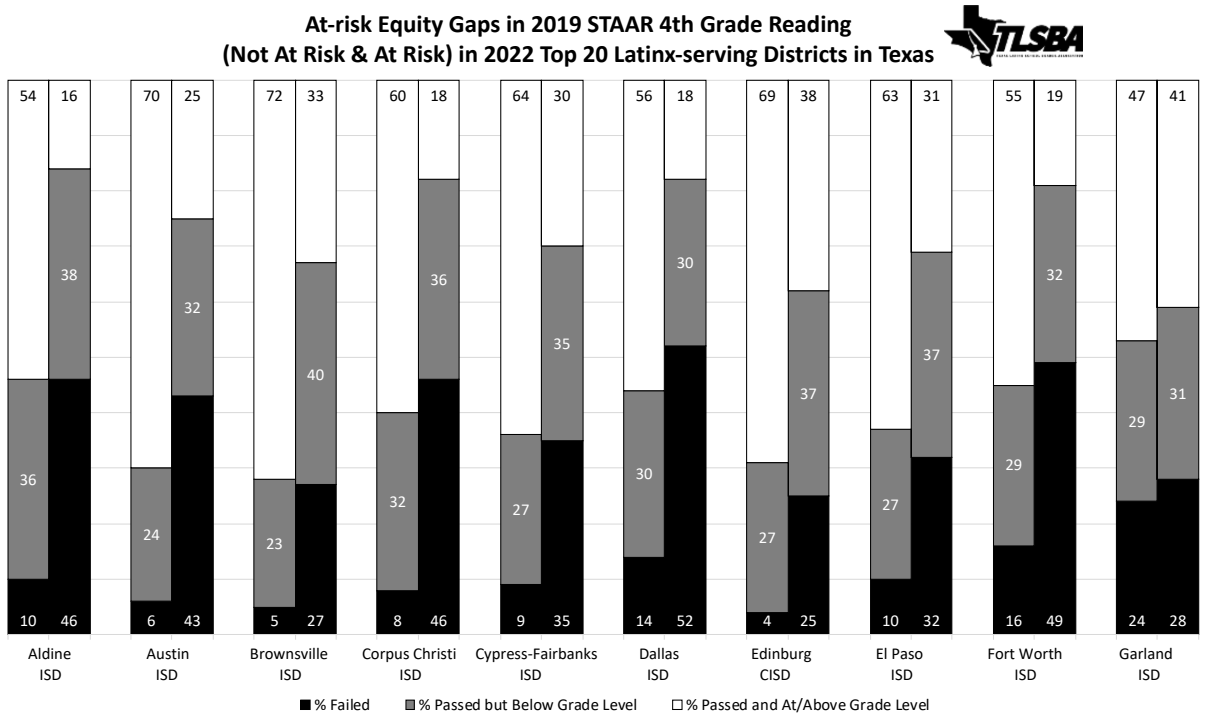
Academic Achievement Gaps in Reading for At-risk Status

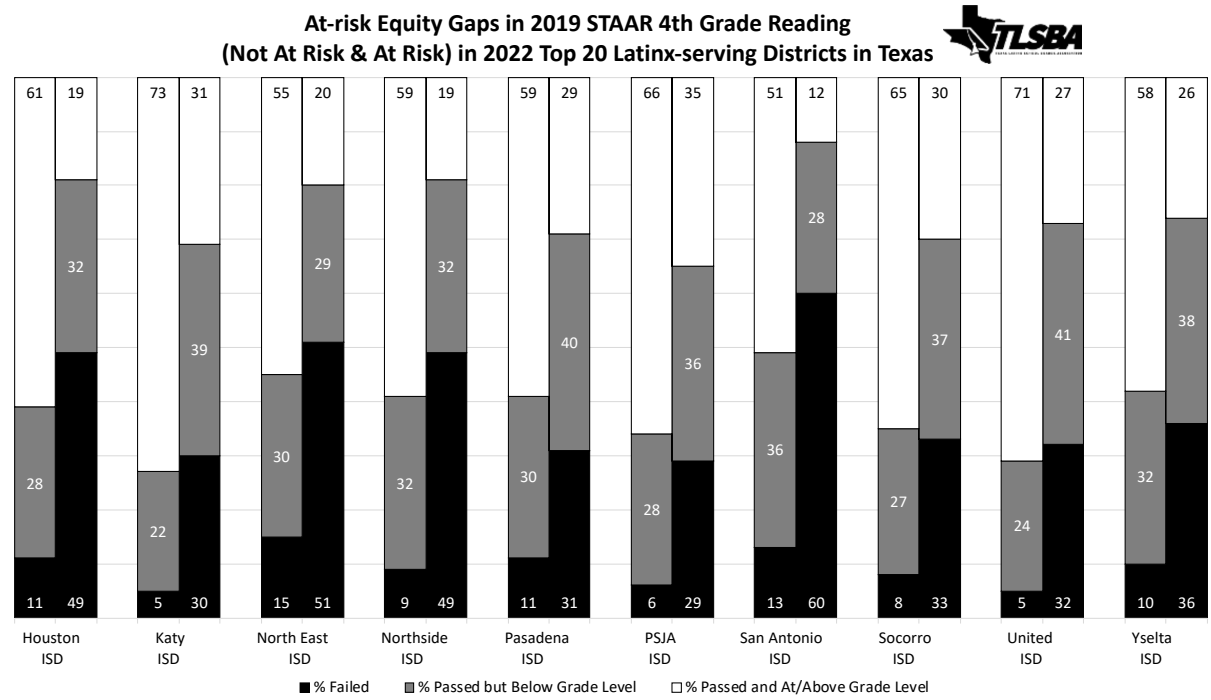
Even more appalling in many districts are the academic achievement gaps that exist between at-risk students and their peers who are not considered at-risk. Gaps in third-grade reading between at-risk and not-at-risk students range from six points in Dallas ISD to 47 points in Corpus Christi ISD and San Antonio ISD. Even prior to the pandemic, only three Top 20 Latinx-serving districts were able to get more than a third of at-risk third-grade students to grade level in reading, and only a single Top 20 Latinx-serving district was able to get less than one in five at-risk students to fail the test.



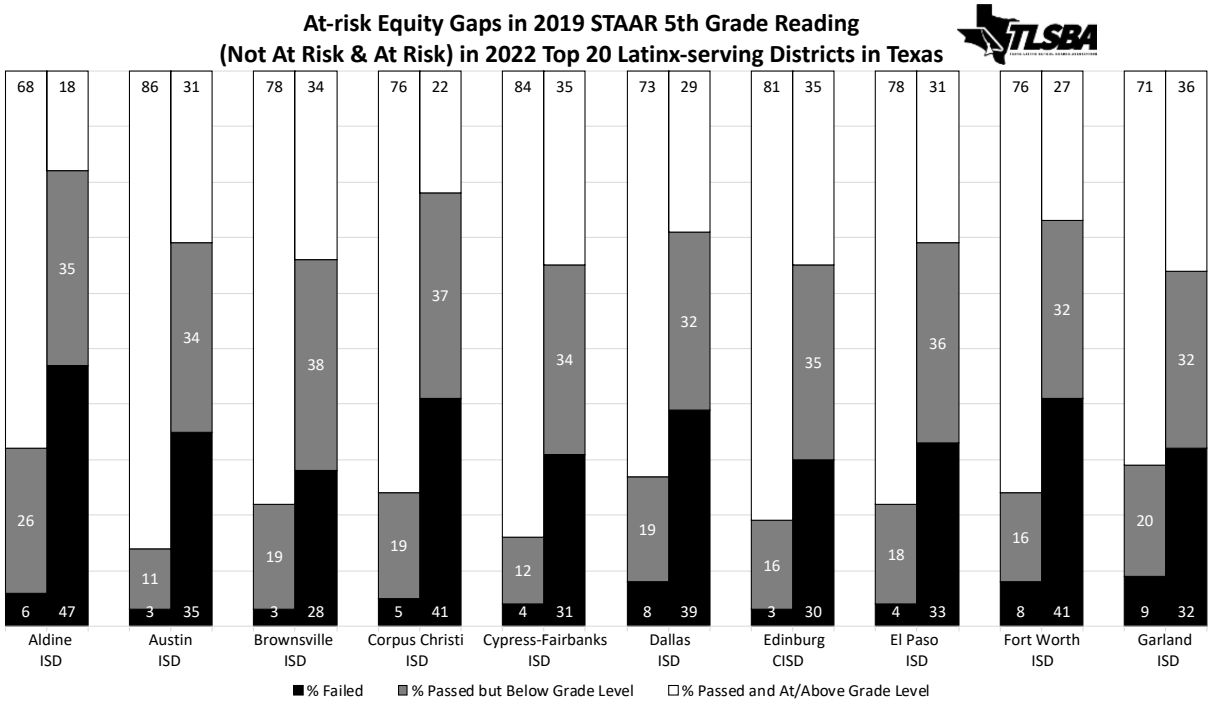


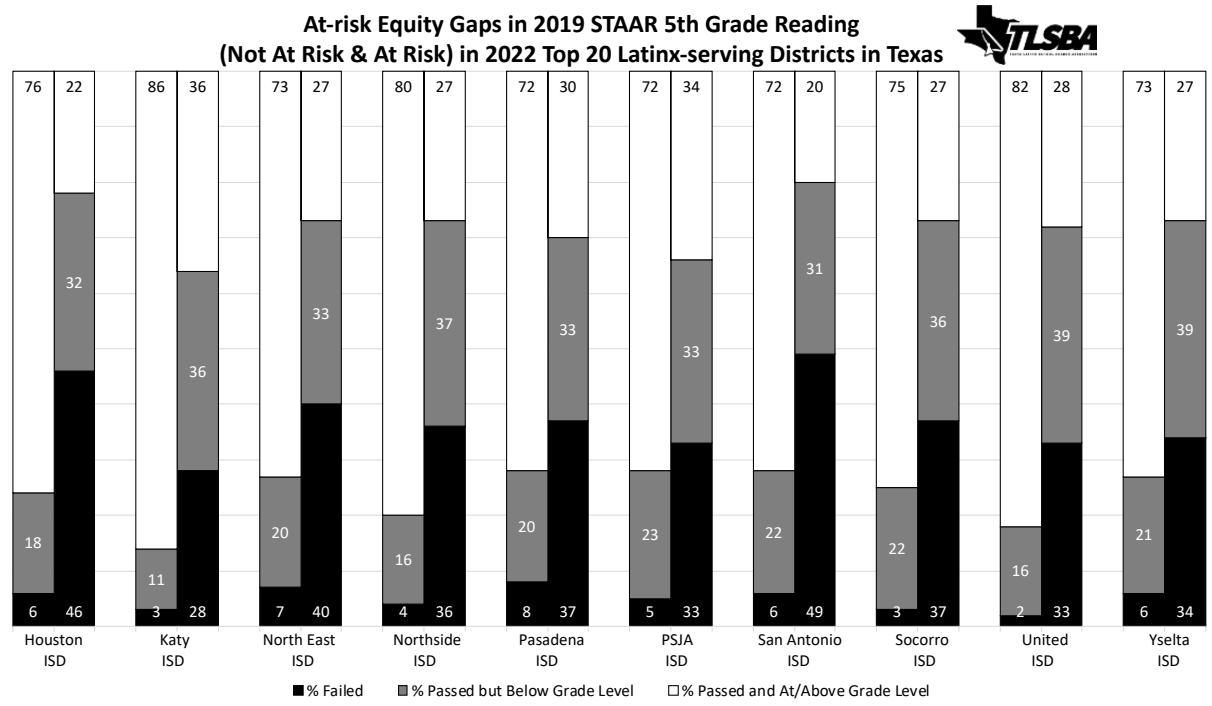
Results for fourth-grade reading are similarly striking, with gaps ranging from six points in Garland ISD to 45 points in Austin ISD.



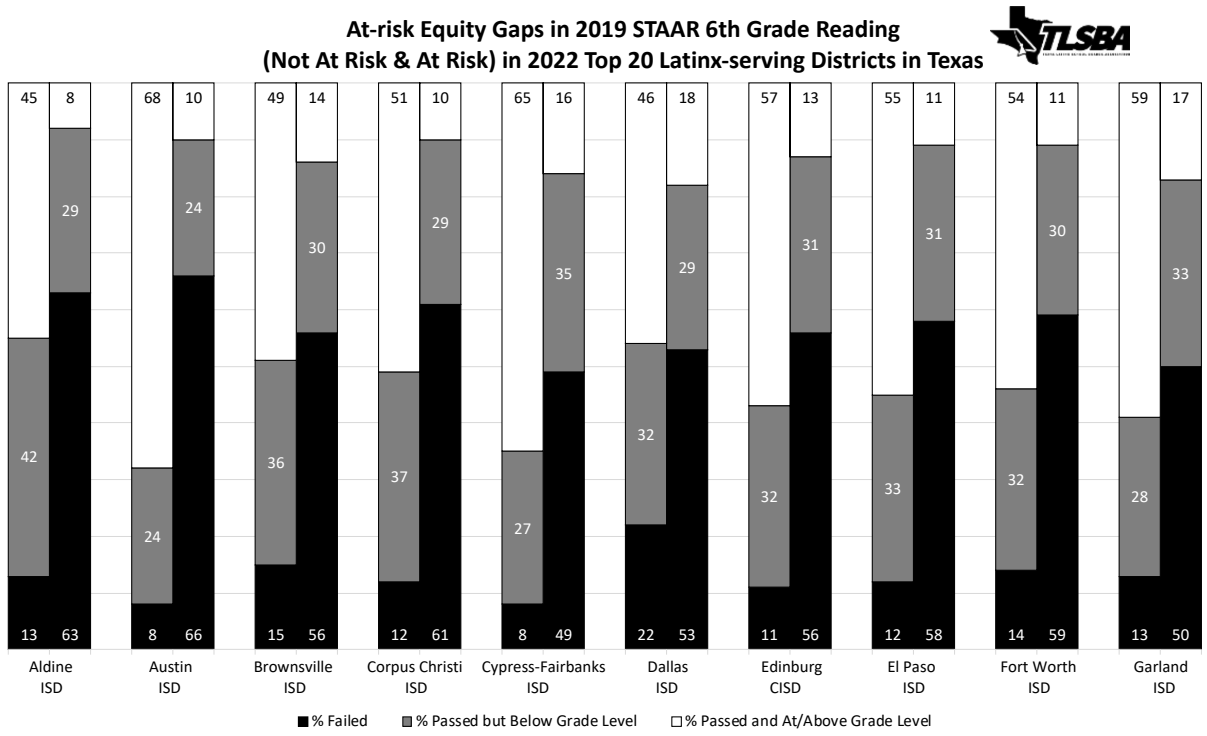


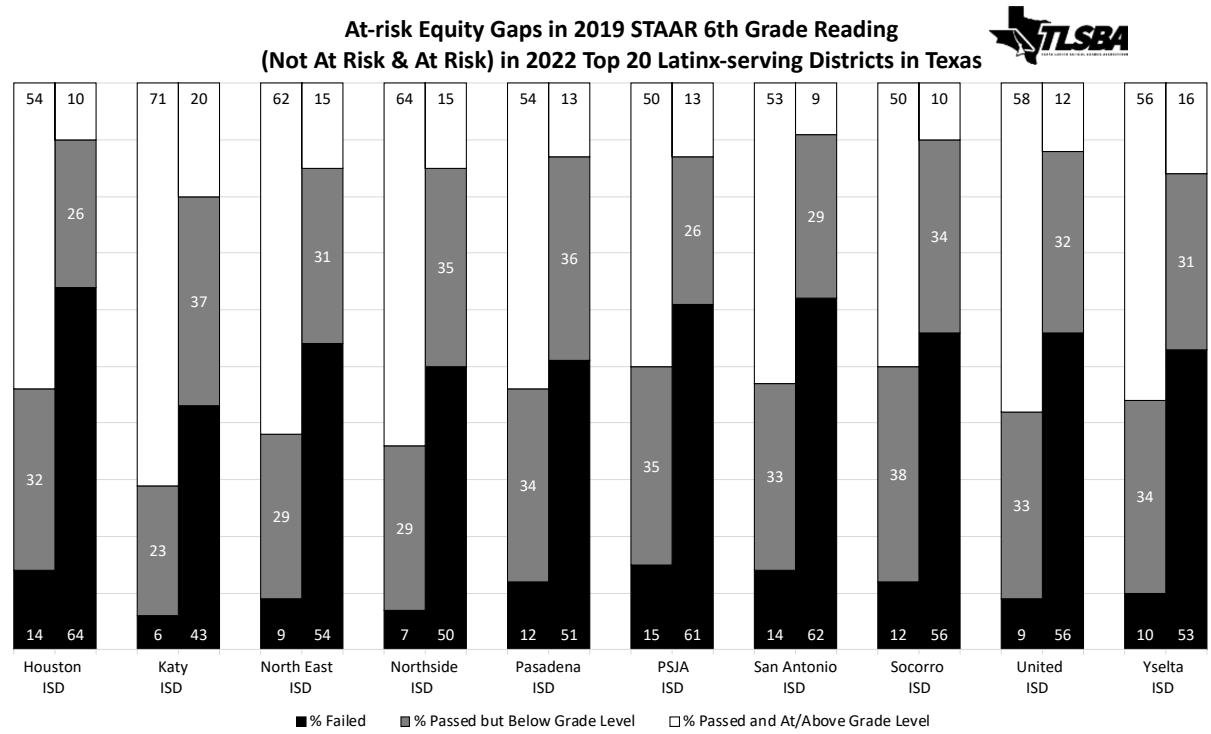
Gaps in fifth-grade reading ranged from 38 points in Pharr-San Juan-Alamo ISD to 55 points in Austin ISD. Note the high percentages of at-risk students who failed the STAAR reading test (in black) and the high percentages of at-risk students who "passed" the STAAR reading test but were below grade level (in grey).



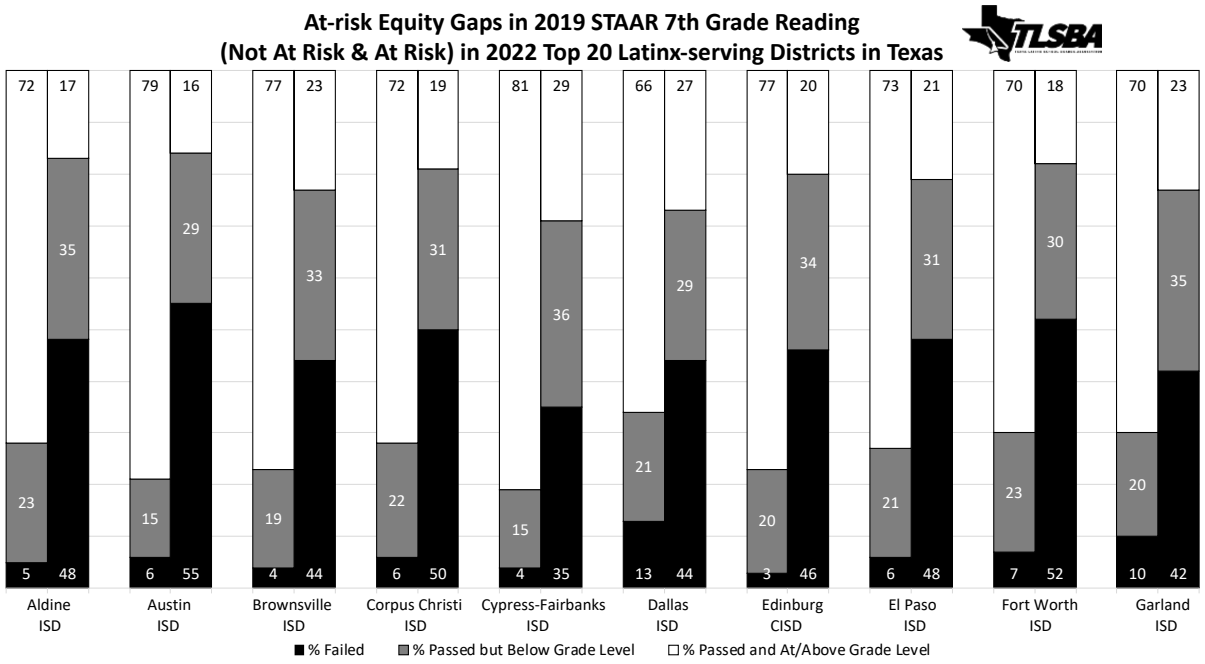


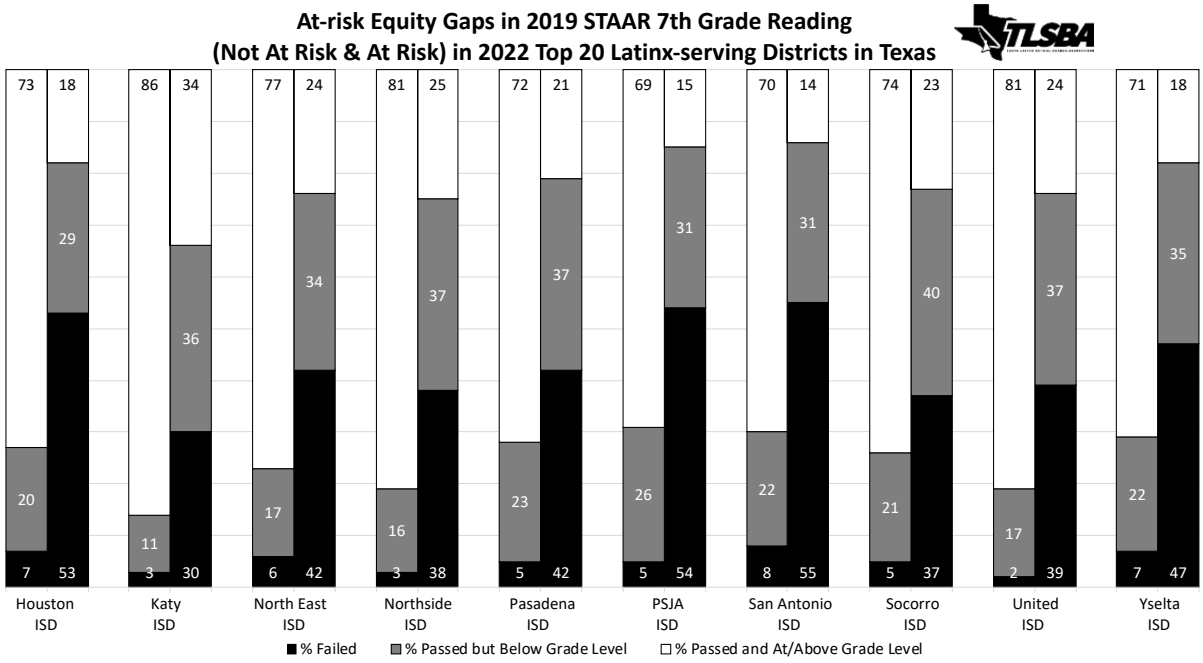
Gaps in sixth-grade reading ranged from 28 points in Dallas ISD to 58 points in Austin ISD. One immediately notes that, even prior to the pandemic, only a single Top 20 Latinx-serving district was able to get more than one in five at-risk sixth-grade students to grade level in reading.



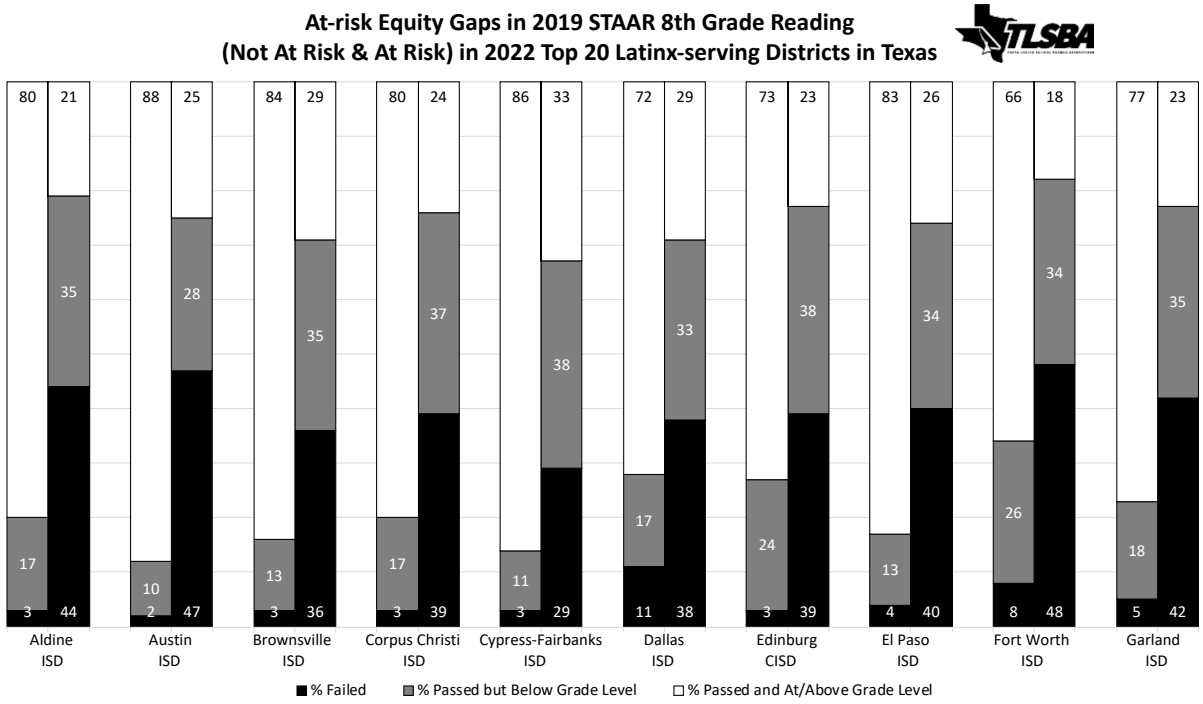


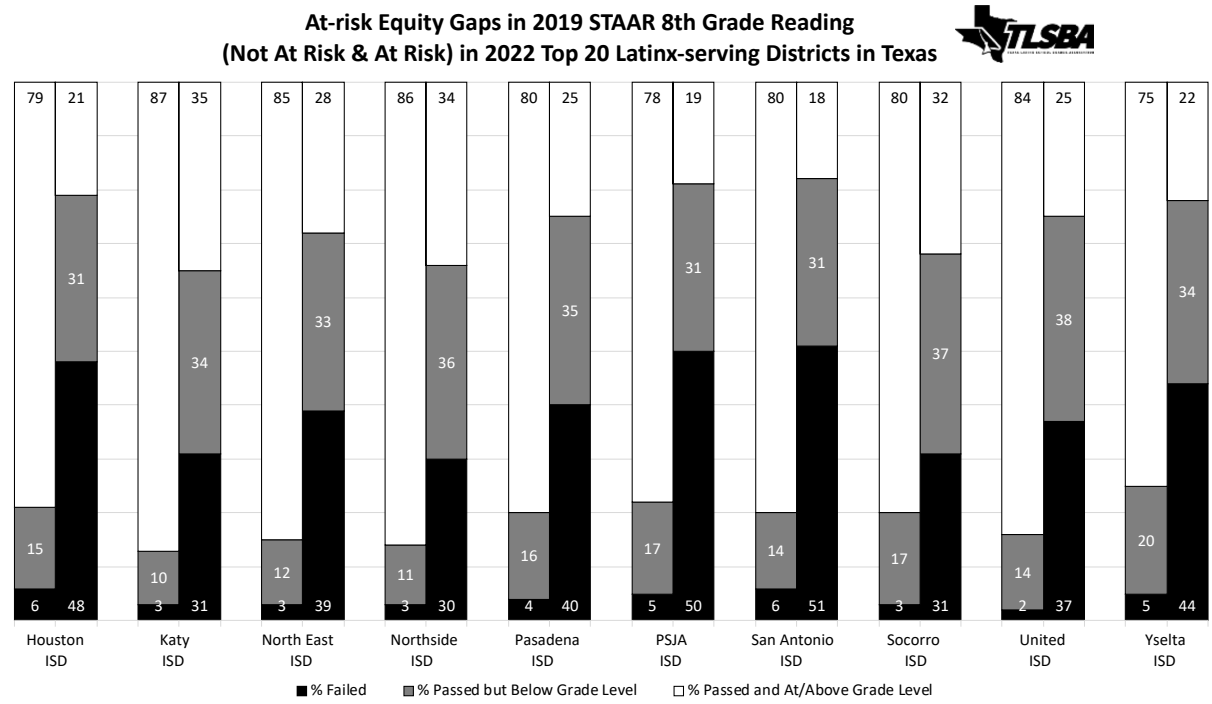
Gaps in seventh-grade reading ranged from 39 points in Dallas ISD to 63 points in Austin ISD. Even prior to the pandemic, only three Top 20 Latinx-serving districts were able to get more than a quarter of at-risk seventh-students to grade level in reading.



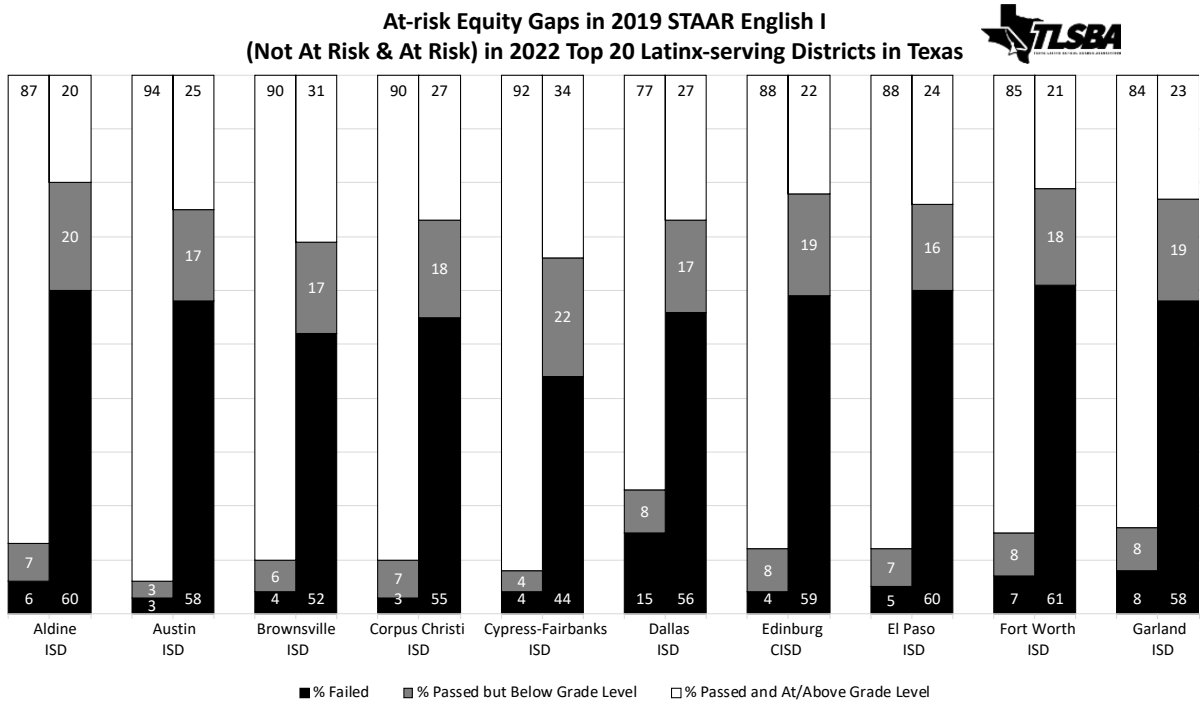


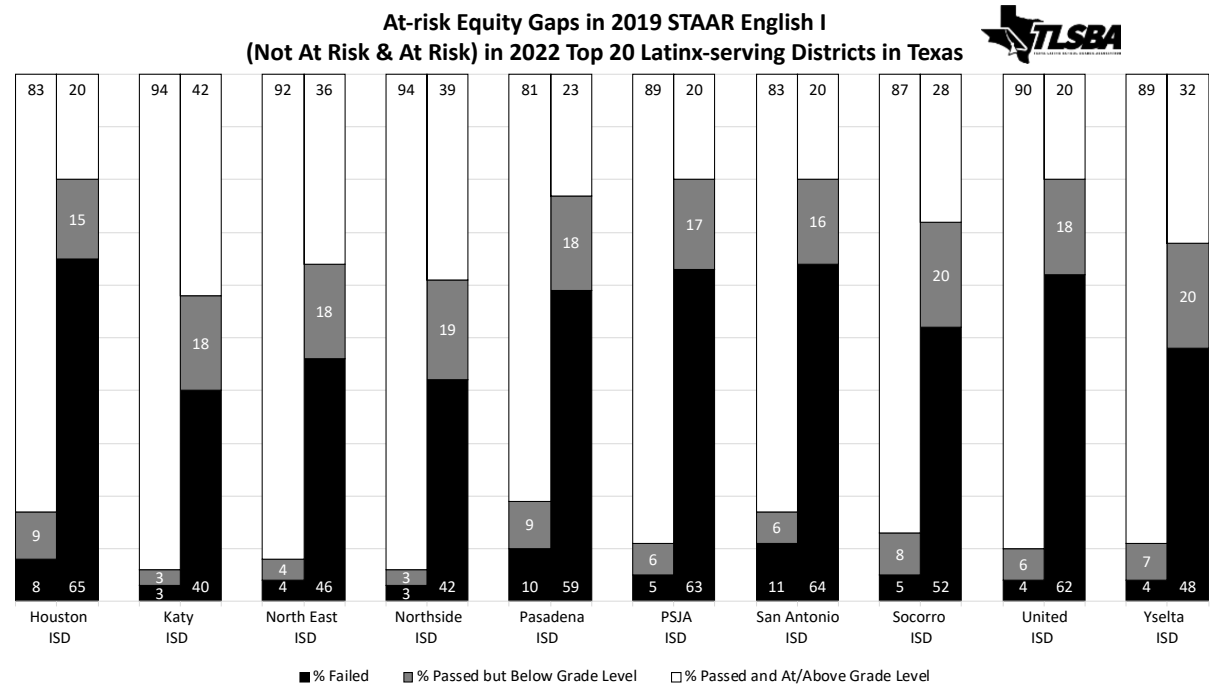
Gaps in eighth-grade reading range from 43 points in Dallas ISD to 62 points in San Antonio ISD and 63 points in Austin ISD. These sets of bar charts show that, while these districts are educating non-at-risk students rather well, large percentages of at-risk students are failing the test and large percentages of at-risk students are "passing" the test and are promoted to the next grade level despite lacking the necessary knowledge and skills for high school English I and English II.



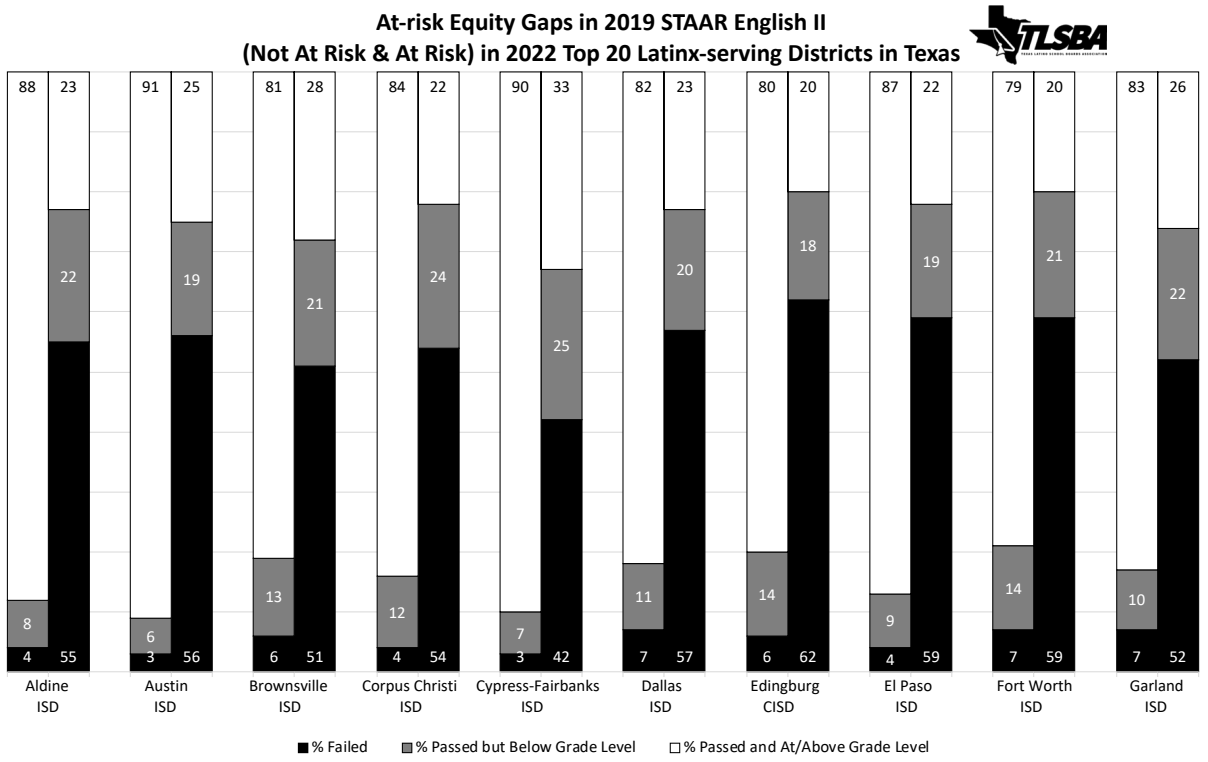


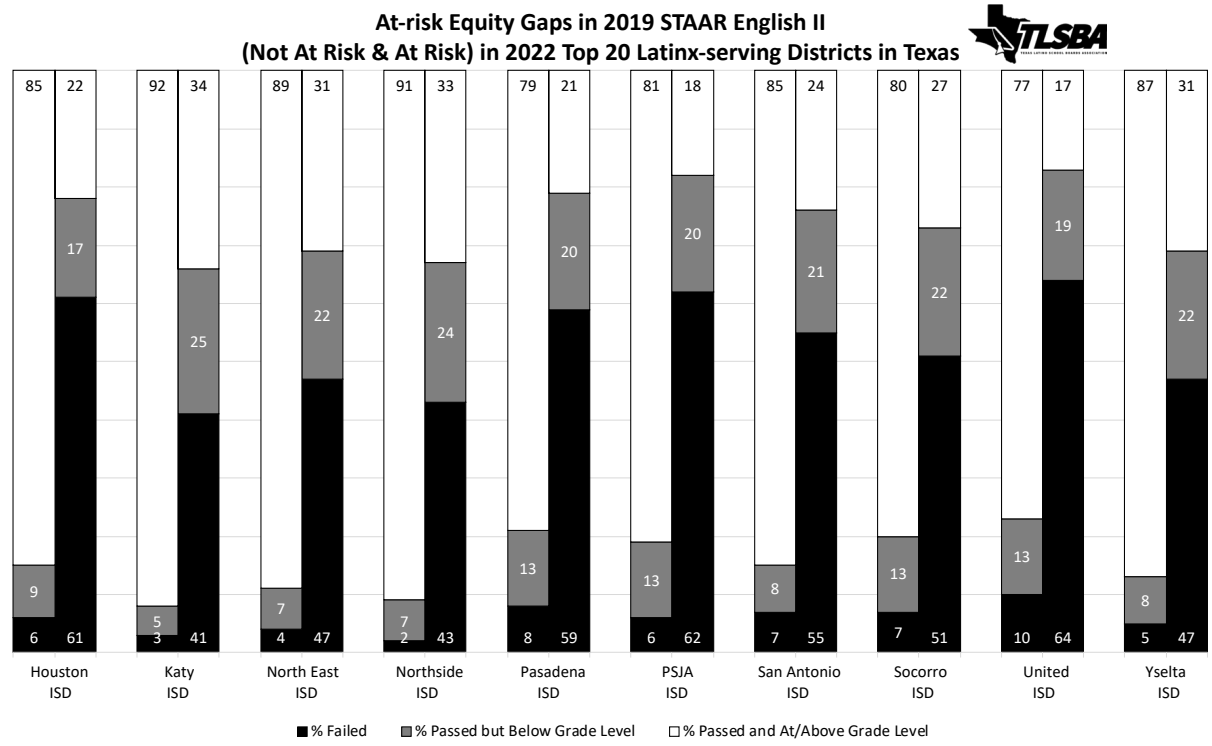
Gaps in English I end-of-course tests are similarly jaw-dropping, ranging from 50 points in Dallas ISD to 69 points in Austin ISD and Pharr-San Juan-Alamo ISD. Note that the grey areas of these bars have shrunk, giving the impression that, even though an astounding 40% to 65% of at-risk students in these 20 districts failed the test, more students were deemed to be "approaching grade level" in English I.





Gaps in English II end-of-course tests are also quite sobering, with gaps ranging from 53 points in Brownsville ISD and Socorro ISD, to 66 points in Austin ISD. Even prior to the pandemic, a majority of at-risk students were failing English II in 18 of the Top 20 Latinx-serving districts.



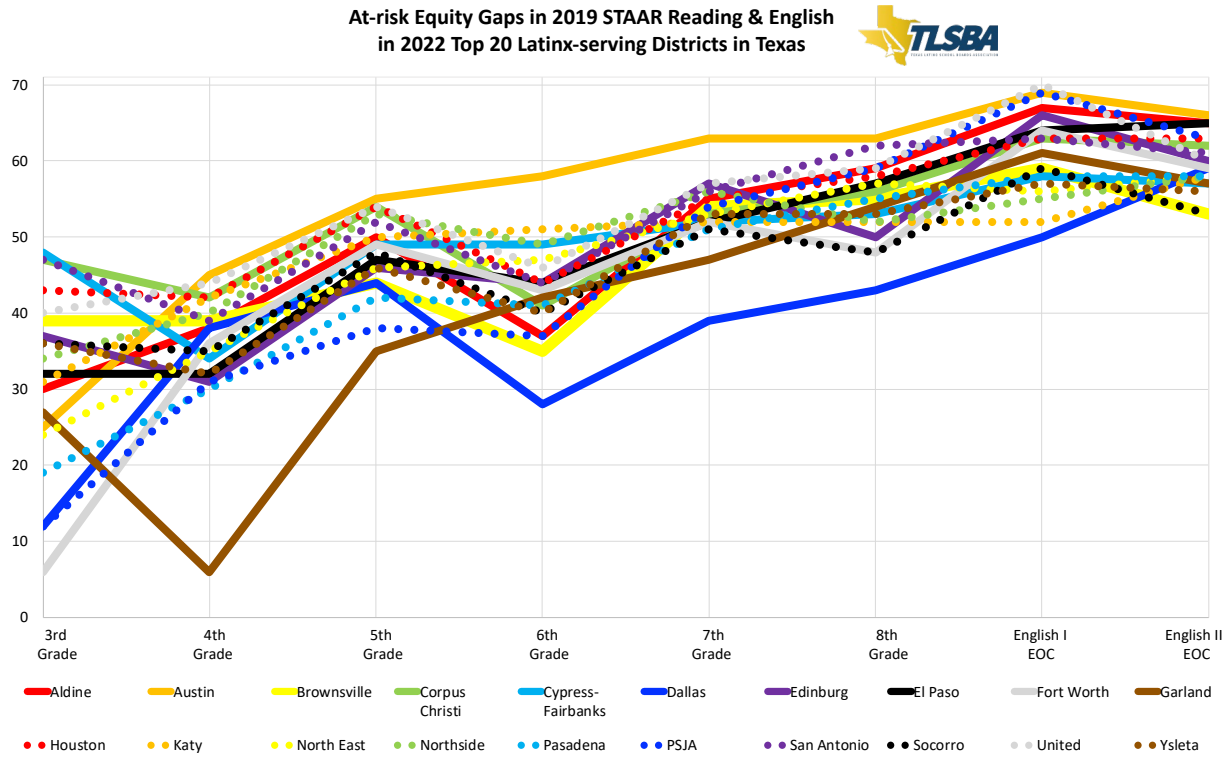


The following table summarizes the gaps in reading for at-risk and not-at-risk students in all Top 20 Latinx-serving districts. One notes how gaps between at-risk and non-at-risk students grow from one grade level to the next in all Top 20 Latinx-serving districts.

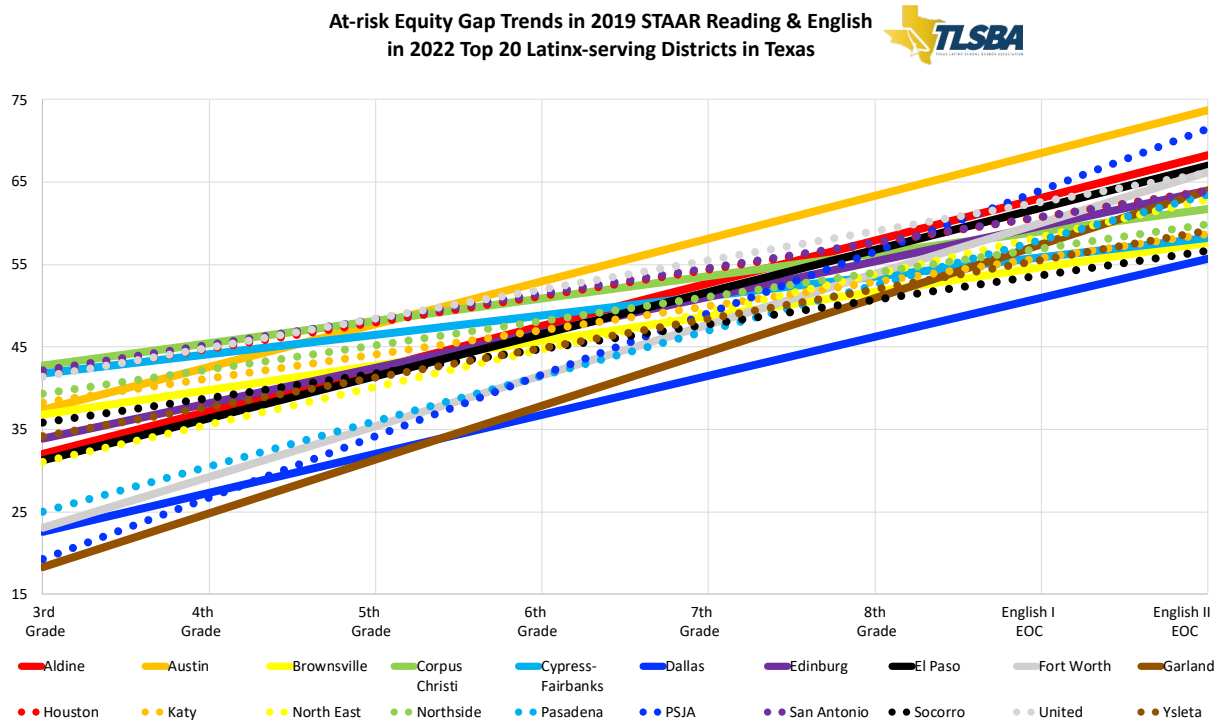
	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
3rd Grade Reading	30	25	39	47	48	12	37	32	6	27
4th Grade Reading	38	45	39	42	34	38	31	32	36	6
5th Grade Reading	50	55	44	54	49	44	46	47	49	35
6th Grade Reading	37	58	35	41	49	28	44	44	43	42
7th Grade Reading	55	63	54	53	52	39	57	52	52	47
8th Grade Reading	59	63	55	56	53	43	50	57	48	54
EOC English I	67	69	59	63	58	50	66	64	64	61
EOC English II	65	66	53	62	57	59	60	65	59	57

	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
3rd Grade Reading	43	31	24	34	19	12	47	36	40	36
4th Grade Reading	42	42	35	40	30	31	39	35	44	32
5th Grade Reading	54	50	46	53	42	38	52	48	54	46
6th Grade Reading	44	51	47	49	41	37	44	40	46	40
7th Grade Reading	55	52	53	56	51	54	56	51	57	53
8th Grade Reading	58	52	57	52	55	59	62	48	59	53
EOC English I	63	52	56	55	58	69	63	59	70	57
EOC English II	63	58	58	58	58	63	61	53	60	56

The following graph presents the gaps in reading and end-of-course English for all grade levels in all nine Top 20 Latinx-serving districts.



The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that not a single Top 20 Latinx-serving district was succeeding at that time in closing the achievement gap from one grade to the next. Instead, we see how gaps continue growing from third-grade reading through English II end-of-course testing.



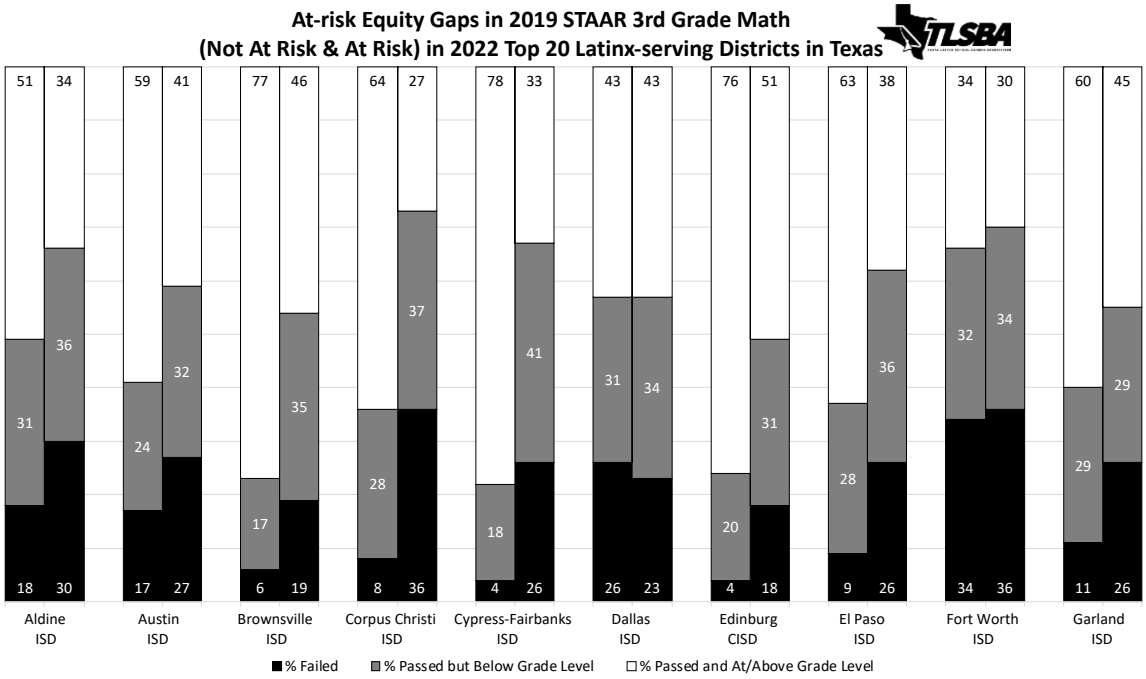
The following table shares the percentages of Latinx, economically-disadvantaged, at-risk and retesting students in Top 20 Latinx-serving districts that were ***below*** **grade level** even prior to the pandemic. The "retesters" are those students who were taking the STAAR for at least the second time.

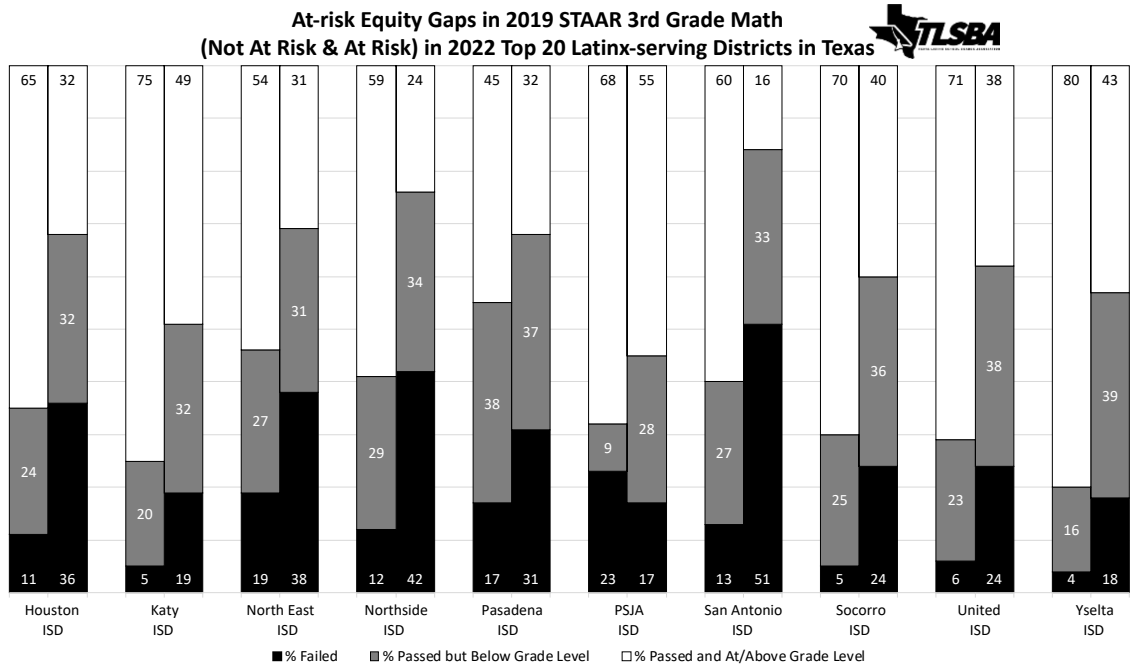
	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
English I Latinx	63%	64%	50%	59%	45%	61%	52%	61%	63%	58%
English I EcoDis	66%	72%	53%	67%	49%	64%	56%	66%	67%	57%
English I At-risk	80%	75%	69%	73%	66%	73%	78%	76%	79%	77%
English I Restesters	95%	93%	95%	92%	91%	93%	95%	93%	95%	94%
English II Latinx	64%	57%	53%	61%	45%	60%	55%	59%	63%	56%
English II EcoDis	65%	65%	56%	66%	49%	62%	59%	65%	67%	57%
English II At-risk	77%	75%	72%	78%	67%	77%	80%	78%	80%	74%
English II Restesters	94%	95%	96%	94%	90%	95%	97%	95%	96%	96%

	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
English I Latinx	64%	37%	43%	44%	58%	59%	73%	46%	58%	47%
English I EcoDis	67%	43%	54%	55%	59%	60%	76%	51%	65%	51%
English I At-risk	80%	58%	64%	61%	77%	80%	80%	72%	80%	68%
English I Restesters	96%	86%	91%	93%	94%	97%	94%	93%	92%	91%
English II Latinx	61%	39%	44%	46%	58%	58%	68%	48%	62%	47%
English II EcoDis	64%	47%	56%	56%	59%	59%	71%	52%	68%	52%
English II At-risk	78%	66%	69%	67%	79%	82%	76%	73%	83%	69%
English II Restesters	95%	90%	91%	92%	95%	97%	95%	94%	90%	95%

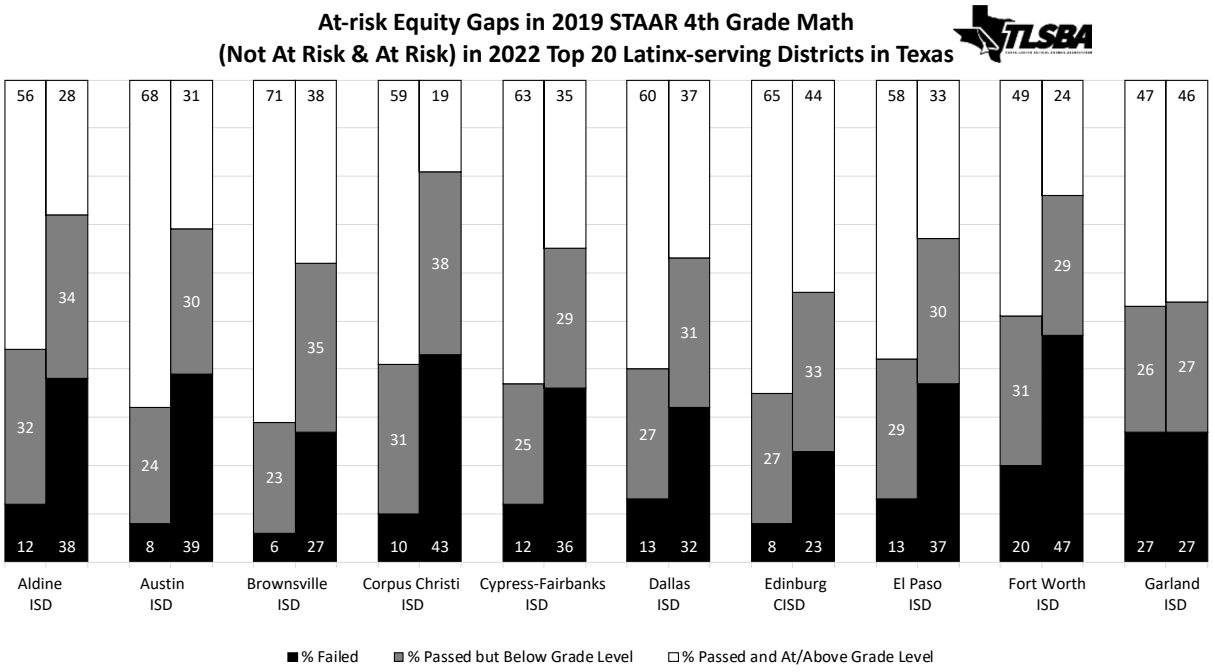
Academic Achievement Gaps in Math for At-risk Status

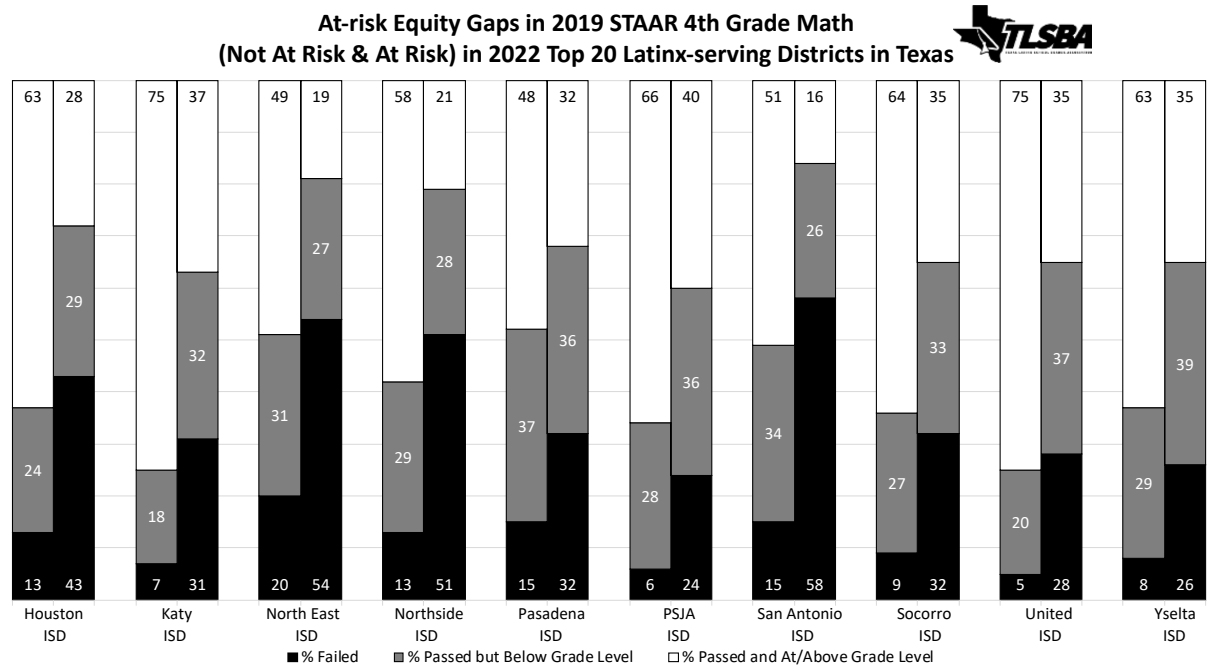
One can expect the academic achievement gaps for math to largely mirror those of reading. Gaps in third-grade math for at-risk students ranged from zero points in Dallas ISD to 44 points in San Antonio ISD and 45 points in Cypress-Fairbanks ISD. 18% to 51% of all at-risk third-grade students in Top 20 Latinx-serving districts failed the STAAR in 2019. Again, particular attention should be paid to the sizes of the grey bars, which represent the disparity between students who are not at grade level (white) and students who "pass" the STAAR and are thus considered to meet the State's criteria for academic equity (white and grey together).



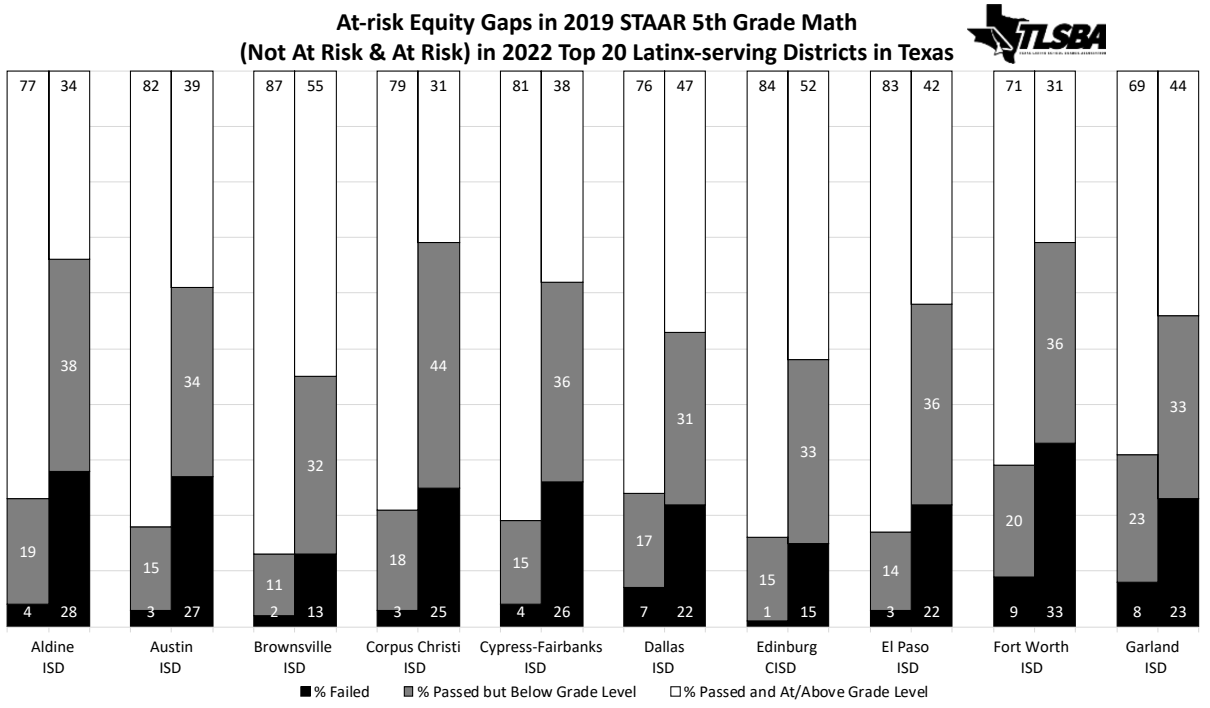


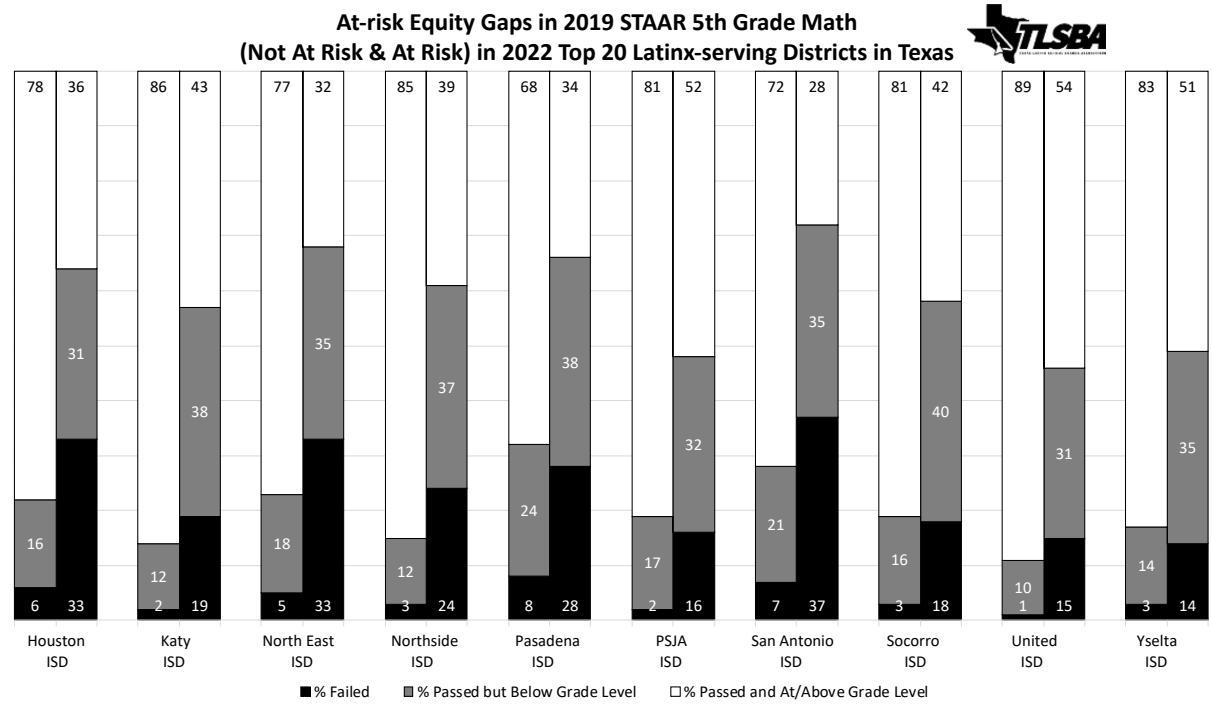
Gaps in fourth-grade math for at-risk students ranged from one point in Garland ISD to 40 points in Corpus Christi ISD and United ISD.



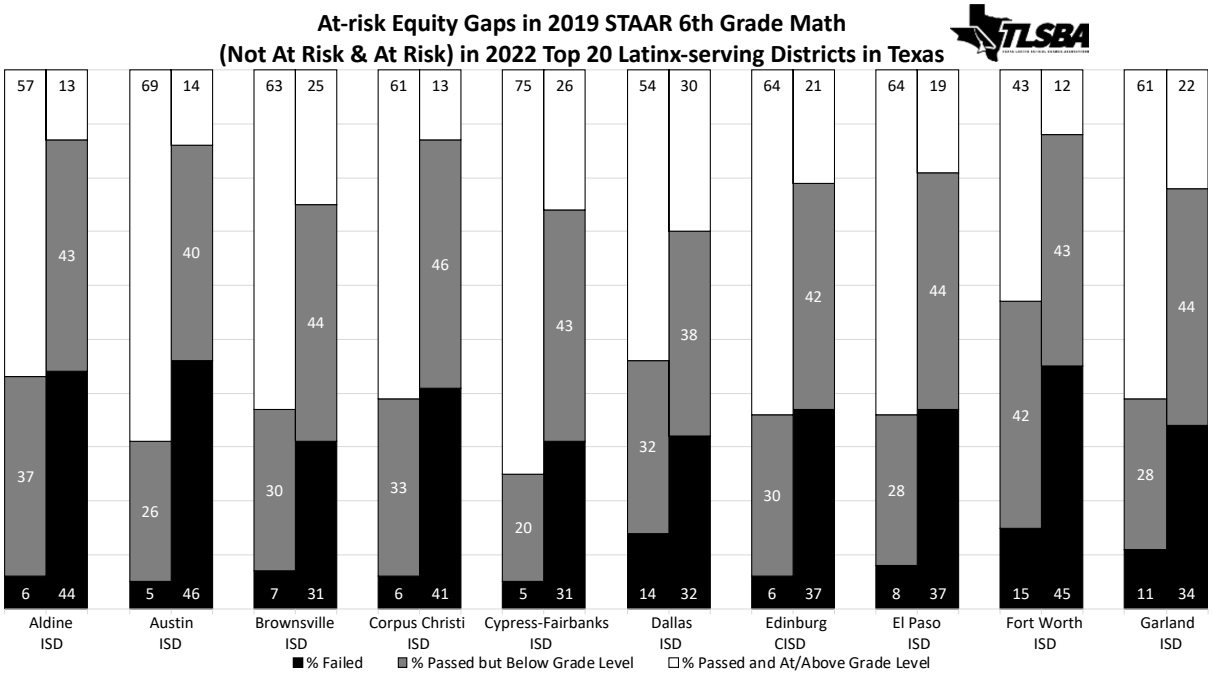


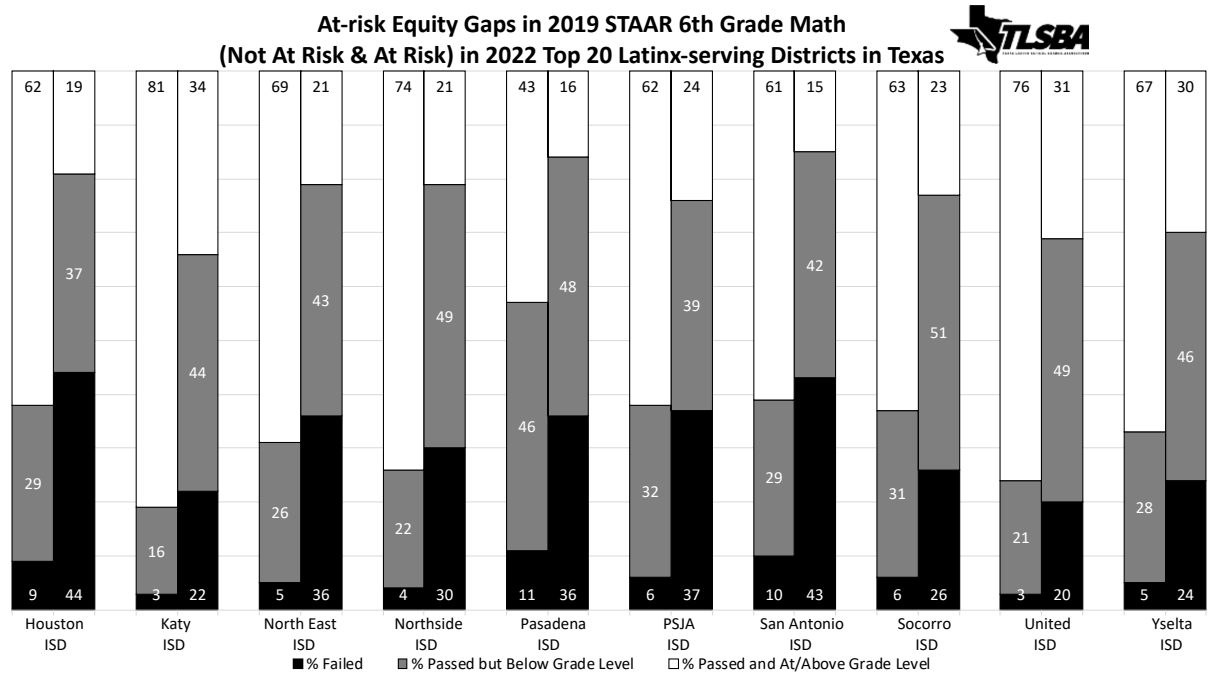
Gaps in fifth-grade math for at-risk students range from 25 points in Garland ISD to 48 points in Corpus Christi ISD.



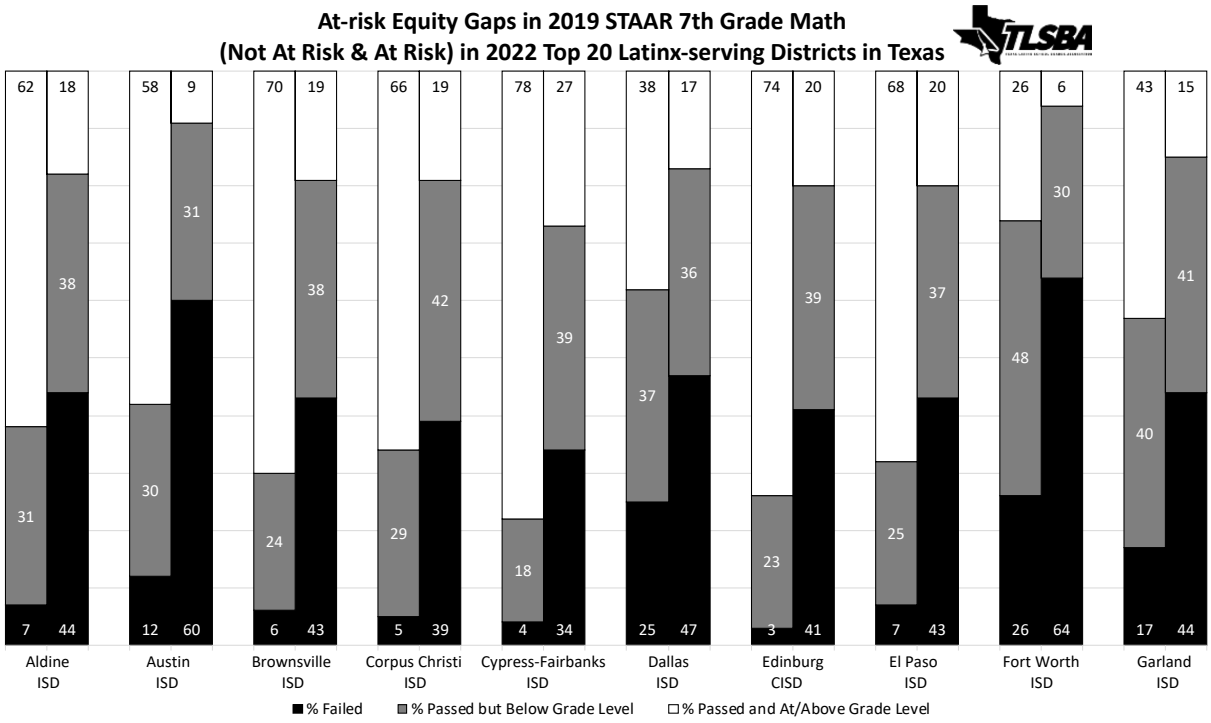


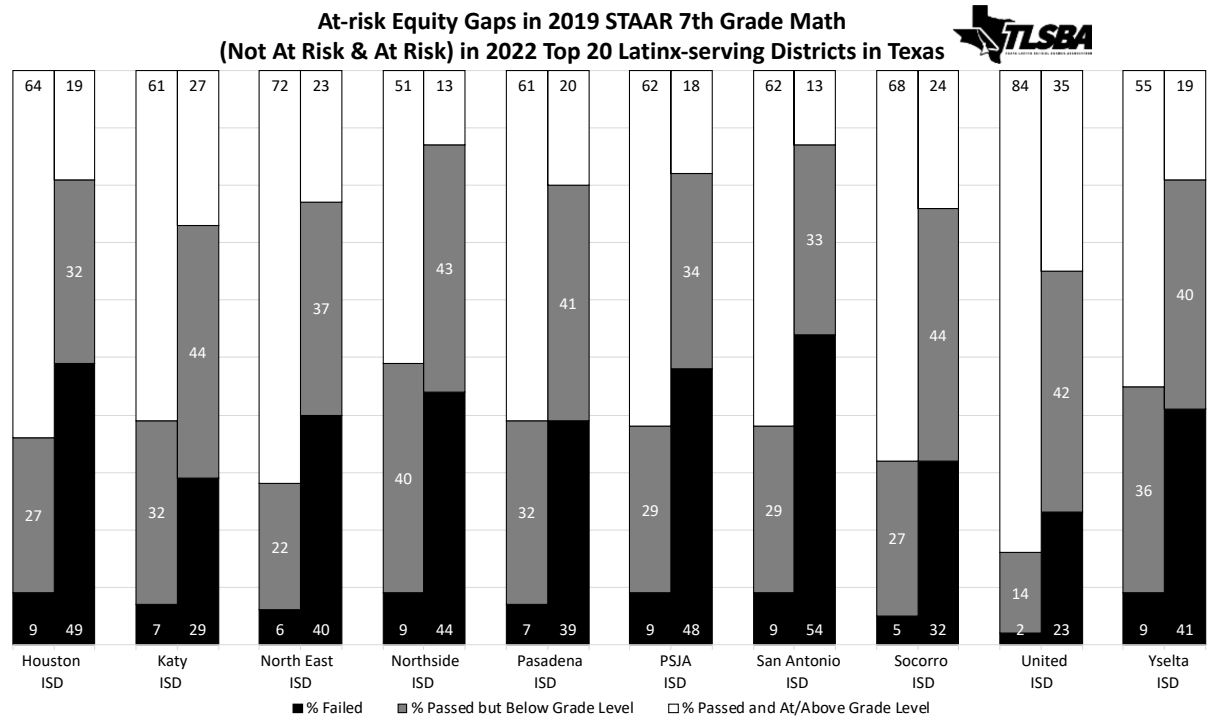
Gaps in sixth-grade math for at-risk students range from 24 points in Dallas ISD to 53 points in Northside ISD and 55 points in Austin ISD. Even prior to the pandemic, only a single Top 20 Latinx-serving district—Katy ISD—was able to get a third of at-risk sixth-grade students to grade level in math.



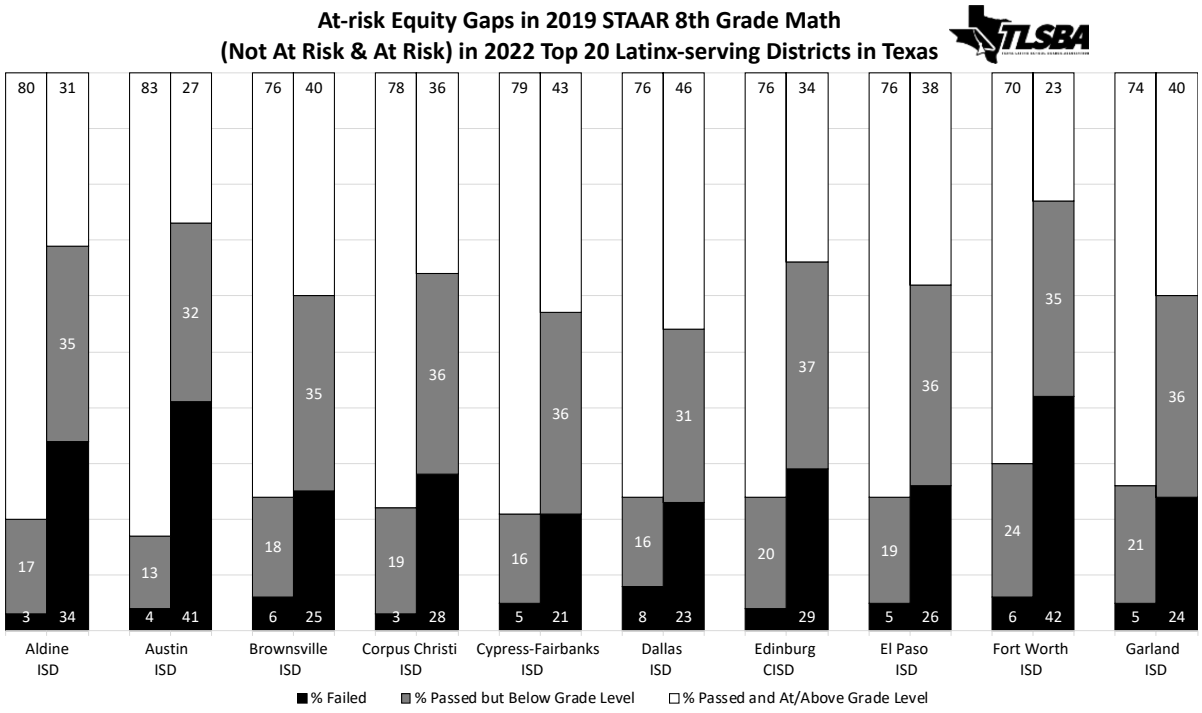


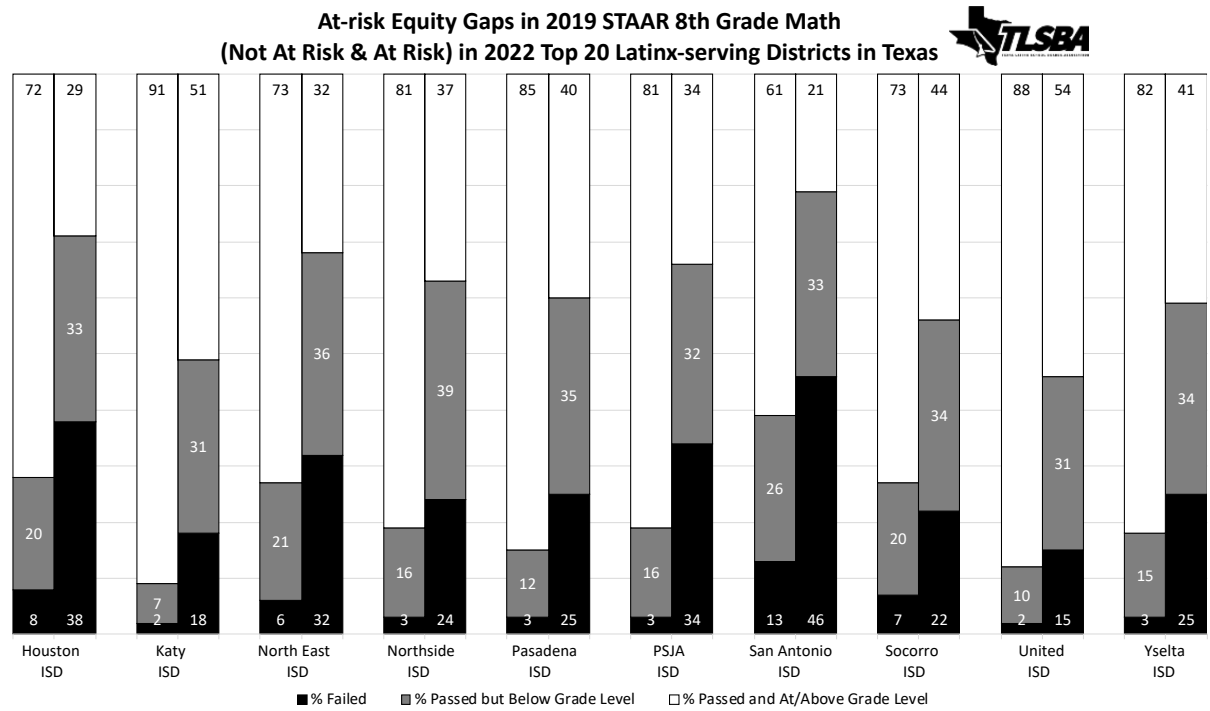
Gaps in seventh-grade math for at-risk students range from 20 points in Fort Worth ISD and 21 points in Dallas ISD, to 51 points in Cy-Fair ISD and 54 points in Edinburg CISD. Even prior to the pandemic, only a single Top 20 Latinx-serving district—United ISD—was able to get a third of at-risk seventh-grade students to grade level in math.





Gaps in eighth-grade math for at-risk students range from 29 points in Socorro ISD and 30 points in Dallas ISD, to 56 points in Austin ISD. At this level, only two Top 20 Latinx-serving districts—Katy ISD and United ISD—succeeded in getting a majority of at-risk students to grade level in math.





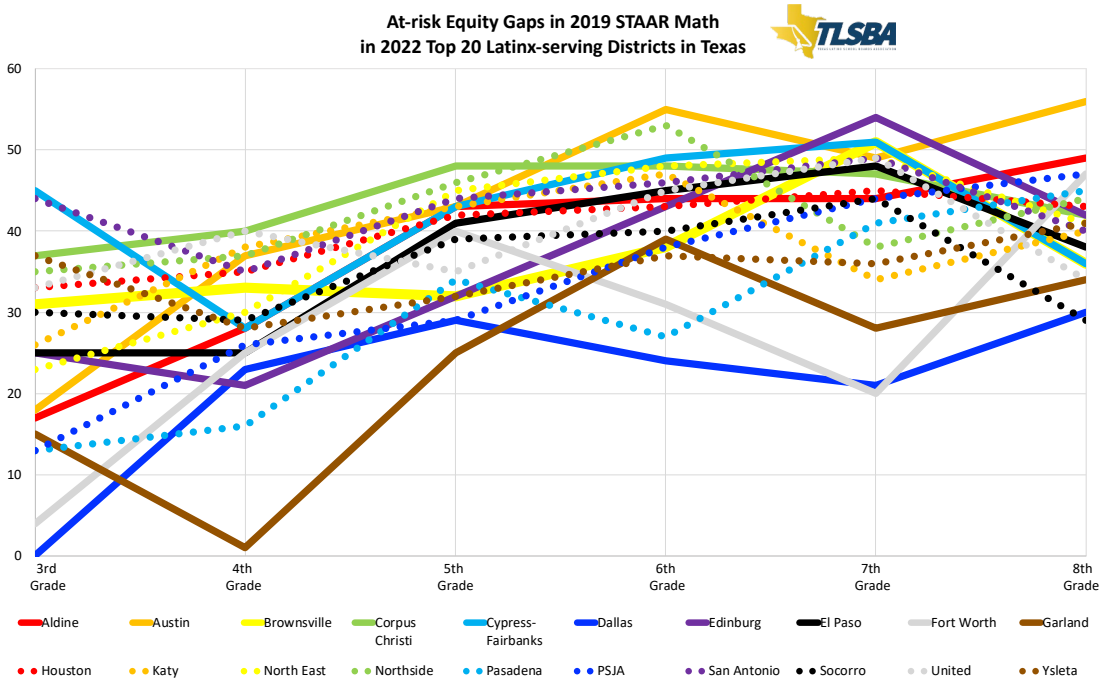
The following table summarizes the gaps in math for at-risk and not-at-risk students in the nine Top 20 Latinx-serving districts.

	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
3rd Grade Math	17	18	31	37	45	0	25	25	4	15
4th Grade Math	28	37	33	40	28	23	21	25	25	1
5th Grade Math	43	43	32	48	43	29	32	41	40	25
6th Grade Math	44	55	38	48	49	24	43	45	31	39
7th Grade Math	44	49	51	47	51	21	54	48	20	28
8th Grade Math	49	56	36	42	36	30	42	38	47	34

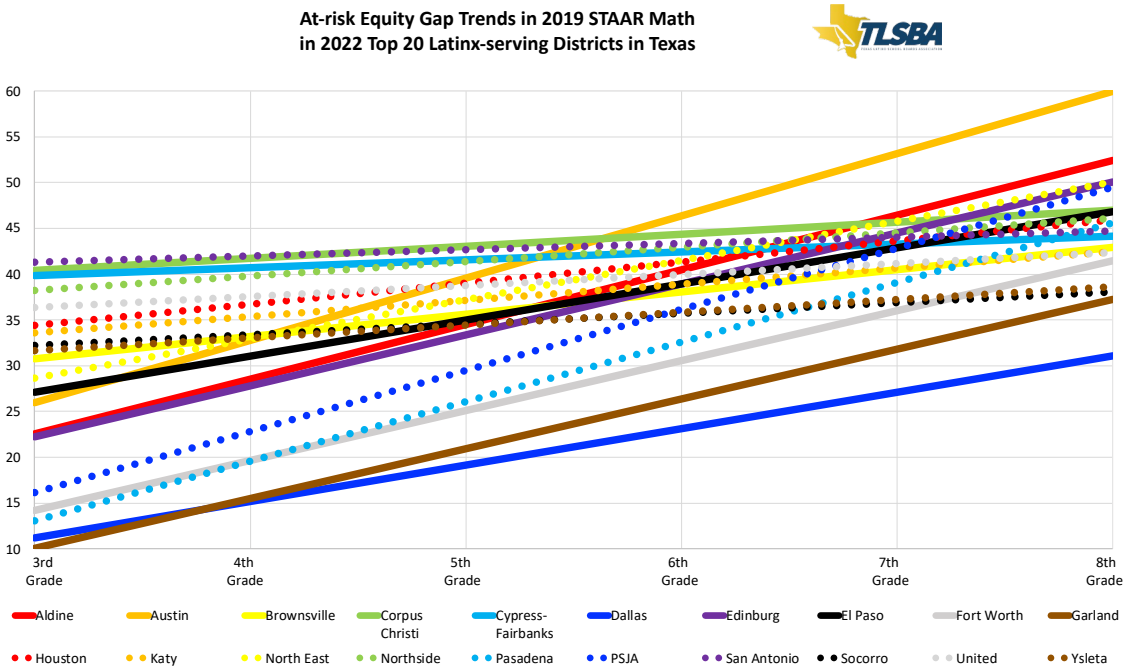
	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
3rd Grade Math	33	26	23	35	13	13	44	30	33	37
4th Grade Math	35	38	30	37	16	26	35	29	40	28
5th Grade Math	42	43	45	46	34	29	44	39	35	32
6th Grade Math	43	47	48	53	27	38	46	40	45	37
7th Grade Math	45	34	49	38	41	44	49	44	49	36
8th Grade Math	43	40	41	44	45	47	40	29	34	41

One notes how gaps between at-risk and non-at-risk students generally grow from one grade level to the next.

The following graph presents the gaps in math for all grade levels in all Top 20 Latinx-serving districts.

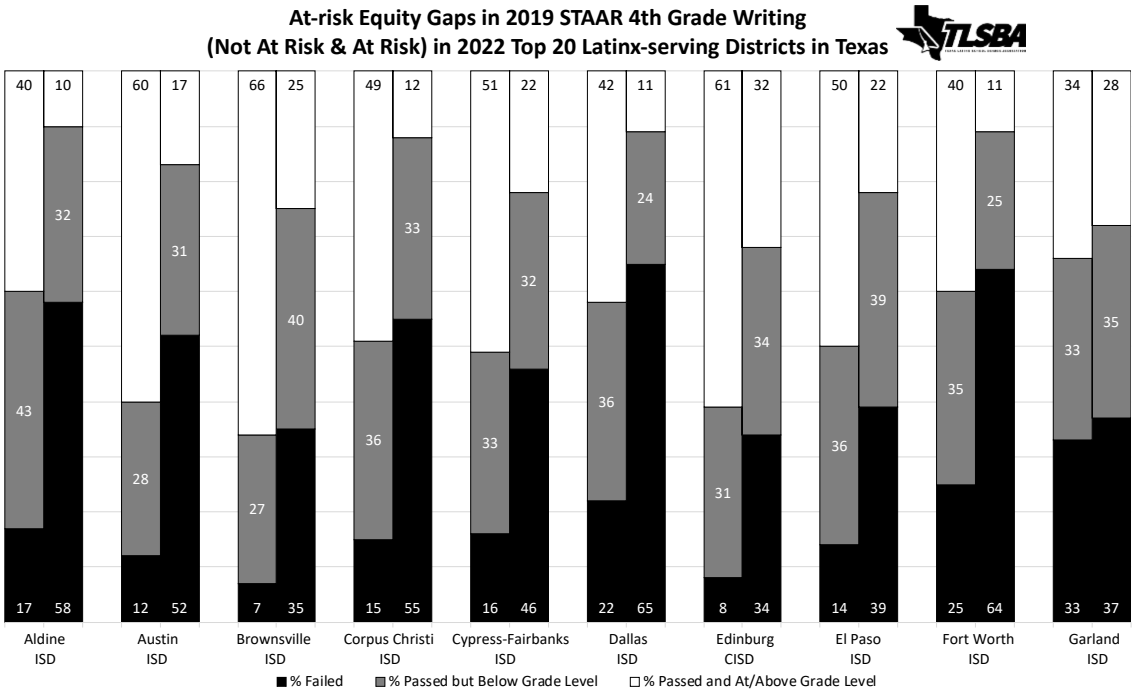


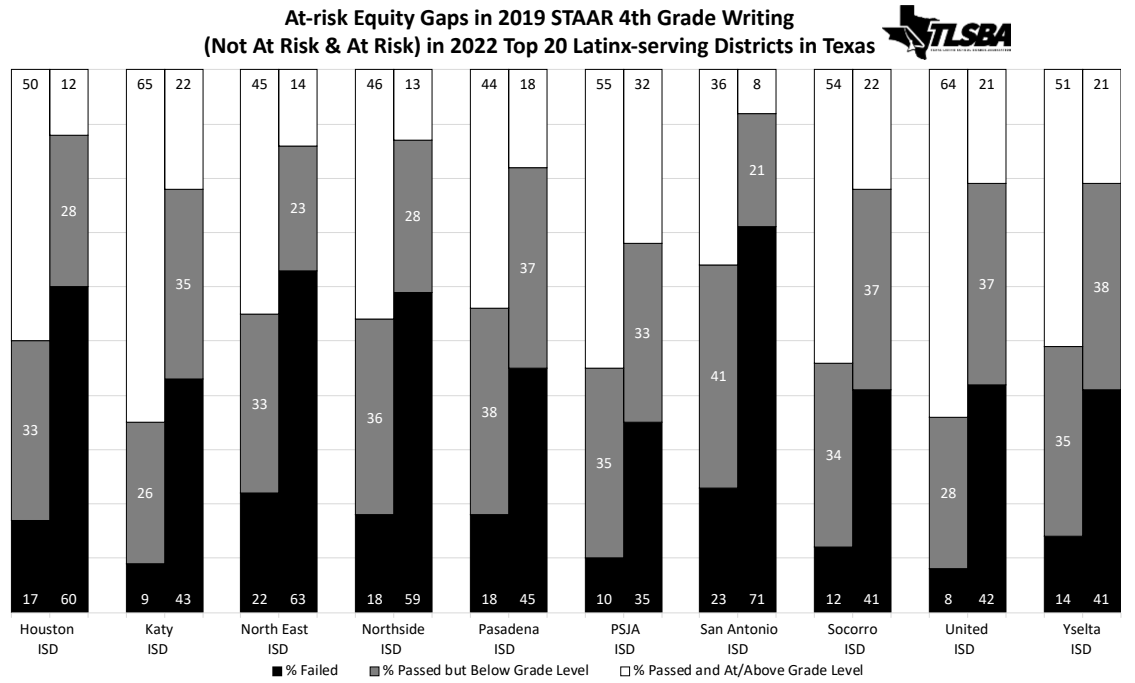
The following graph contains the trendlines of the above graph, to make clear each district's trend with respect to the closing of gaps between at-risk and non-at-risk students. This graph makes clear that not a single Top 20 Latinx-serving district was able to close the gap for students from one year to the next.



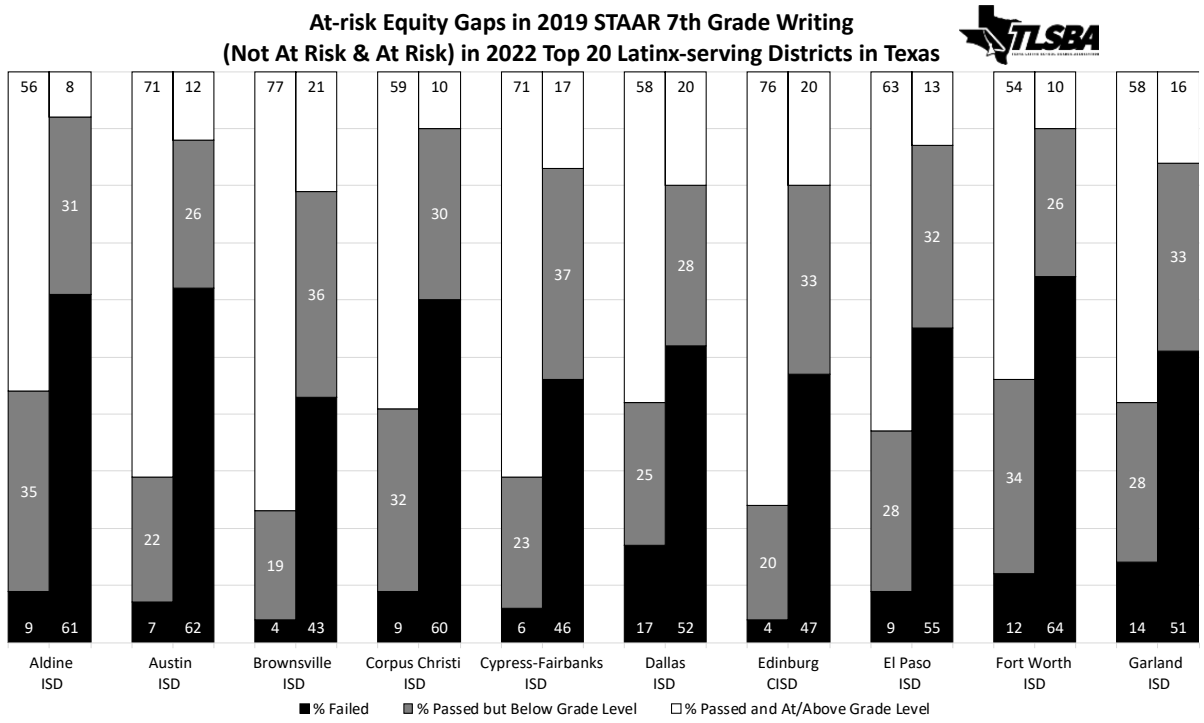
Academic Achievement Gaps in Writing for At-risk Status

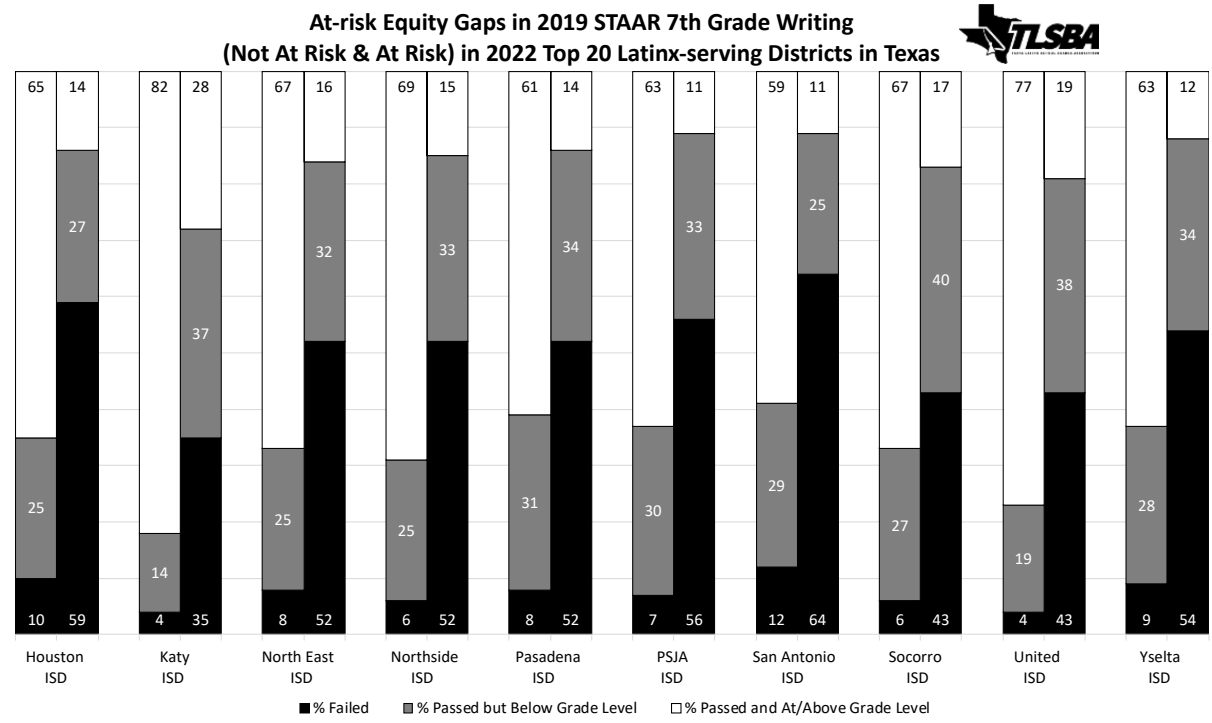
One can expect the academic achievement gaps for writing to largely mirror those of reading and math. Gaps in fourth-grade writing for at-risk students range from six points in Garland ISD to 43 points in Austin ISD, Katy ISD and United ISD. Seen less positively, not a single Top 20 Latinx-serving district was able to get a third of at-risk students to grade level in fourth-grade writing.





Gaps in seventh-grade writing for at-risk students range from 38 points in Dallas ISD to 58 points in United ISD and 59 points in Austin ISD. Phrased less positively, only a single Top 20 Latinx-serving district—Katy ISD—was able to get more than a quarter of at-risk seventh-grade students to grade level in writing.



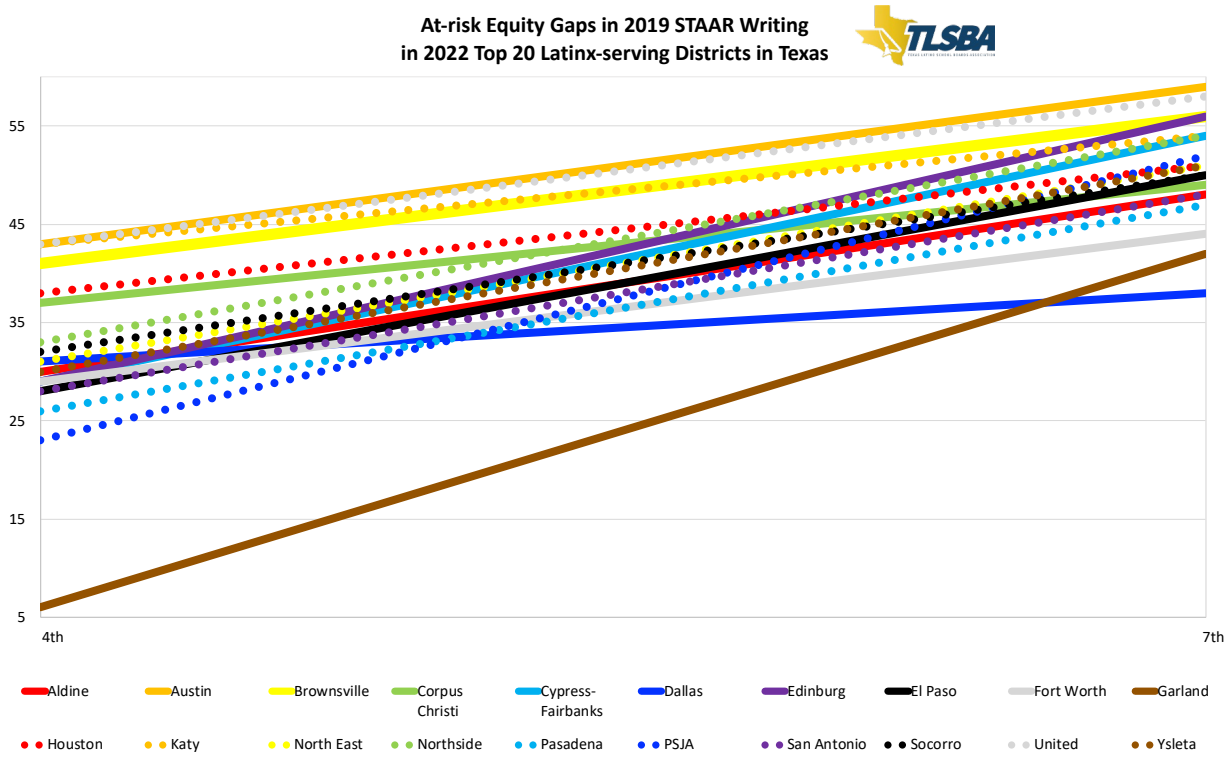


The following table summarizes the gaps in writing for at-risk and not-at-risk students in the Top 20 Latinx-serving districts. One immediately sees that gaps grew in all Top 20 Latinx-serving districts from the fourth to the seventh grades.

	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
4th Grade Writing	30	43	41	37	29	31	29	28	29	6
7th Grade Writing	48	59	56	49	54	38	56	50	44	42

	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
4th Grade Writing	38	43	31	33	26	23	28	32	43	30
7th Grade Writing	51	54	51	54	47	52	48	50	58	51

The following graph presents the gaps in writing for fourth grade and seventh grade for all nine Top 20 Latinx-serving districts. No Top 20 Latinx-serving district was able to narrow the gap in writing from the fourth grade to the seventh grade in 2019.



The following tables share the percentages of various subgroups of students in Top 20 Latinx-serving districts that were ***below*** **grade level**, even prior to the pandemic.

2018-19 3RD READ	**District**	**Latinx**	**Asian**	**African American**	**White**	**EcoDis**	**At Risk**
Aldine	71%	69%	54%	77%	78%	72%	81%
Austin	49%	63%	35%	73%	28%	70%	67%
Brownsville	56%	56%	43%	NA	33%	58%	66%
Corpus Christi	58%	62%	18%	58%	41%	67%	83%
Cypress-Fairbanks	53%	61%	29%	65%	40%	65%	68%
Dallas	64%	63%	50%	74%	34%	70%	73%
Edinburg	51%	51%	17%	38%	43%	55%	65%
El Paso	55%	57%	30%	58%	41%	62%	69%
Fort Worth	67%	68%	49%	80%	42%	74%	71%
Garland	53%	58%	34%	65%	45%	61%	69%
Houston	61%	64%	26%	74%	34%	70%	79%
Katy	40%	52%	20%	56%	36%	61%	55%
North East	52%	58%	31%	68%	39%	68%	72%
Northside	59%	62%	48%	67%	45%	71%	80%
Pasadena	61%	62%	36%	72%	57%	63%	71%
PSJA	56%	56%	NA	NA	46%	58%	56%
San Antonio	73%	73%	62%	82%	56%	75%	88%
Socorro	53%	53%	28%	51%	49%	56%	69%
United	55%	55%	33%	NA	33%	60%	73%
Ysleta	55%	55%	NA	47%	46%	60%	70%

2018-19 3RD MATH	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	61%	56%	29%	76%	61%	61%	66%
Austin	48%	58%	26%	70%	29%	63%	59%
Brownsville	46%	46%	14%	NA	44%	48%	54%
Corpus Christi	53%	57%	8%	51%	39%	61%	73%
Cypress-Fairbanks	53%	62%	23%	69%	36%	65%	67%
Dallas	55%	55%	39%	73%	31%	60%	57%
Edinburg	40%	40%	8%	37%	32%	43%	49%
El Paso	51%	53%	21%	60%	37%	57%	62%
Fort Worth	68%	69%	39%	82%	44%	72%	70%
Garland	48%	50%	23%	63%	40%	54%	55%
Houston	55%	55%	19%	71%	31%	62%	68%
Katy	39%	53%	13%	58%	33%	60%	51%
North East	50%	58%	20%	72%	34%	67%	69%
Northside	54%	58%	39%	64%	40%	65%	76%
Pasadena	62%	63%	21%	74%	48%	64%	68%
PSJA	45%	45%	NA	NA	14%	46%	45%
San Antonio	70%	70%	54%	79%	57%	72%	84%
Socorro	46%	47%	17%	46%	39%	49%	60%
United	47%	17%	NA	33%	33%	51%	62%
Ysleta	44%	44%	17%	56%	35%	48%	57%

2018-19 4TH READ	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	70%	68%	36%	80%	64%	71%	84%
Austin	50%	62%	41%	71%	28%	68%	75%
Brownsville	50%	50%	NA	NA	27%	53%	67%
Corpus Christi	57%	59%	30%	69%	45%	65%	82%
Cypress-Fairbanks	53%	62%	32%	66%	36%	65%	70%
Dallas	63%	61%	53%	74%	31%	69%	82%
Edinburg	50%	50%	20%	33%	36%	53%	62%
El Paso	52%	54%	32%	58%	51%	60%	69%
Fort Worth	67%	67%	55%	80%	41%	72%	81%
Garland	55%	57%	37%	70%	46%	62%	59%
Houston	62%	65%	30%	74%	35%	69%	81%
Katy	39%	49%	22%	58%	32%	58%	69%
North East	55%	61%	39%	74%	38%	72%	80%
Northside	57%	61%	41%	67%	43%	68%	81%
Pasadena	61%	62%	29%	68%	49%	62%	71%
PSJA	52%	52%	NA	NA	67%	55%	65%
San Antonio	72%	72%	67%	74%	53%	74%	88%
Socorro	50%	50%	15%	59%	46%	54%	70%
United	51%	52%	37%	NA	32%	57%	73%
Ysleta	57%	58%	67%	57%	48%	61%	74%

2018-19 4TH MATH	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	62%	57%	27%	79%	67%	63%	72%
Austin	51%	60%	28%	71%	32%	64%	69%
Brownsville	48%	48%	NA	NA	32%	51%	62%
Corpus Christi	56%	59%	24%	69%	39%	64%	81%
Cypress-Fairbanks	51%	59%	21%	68%	35%	63%	65%
Dallas	55%	53%	31%	71%	30%	58%	63%
Edinburg	48%	48%	12%	50%	40%	51%	56%
El Paso	55%	56%	27%	63%	42%	60%	67%
Fort Worth	68%	66%	44%	84%	46%	71%	76%
Garland	54%	58%	29%	67%	44%	61%	54%
Houston	56%	56%	21%	73%	32%	62%	72%
Katy	37%	48%	12%	60%	29%	57%	63%
North East	60%	65%	39%	75%	46%	73%	81%
Northside	57%	61%	33%	67%	43%	67%	79%
Pasadena	62%	63%	28%	75%	55%	64%	68%
PSJA	52%	52%	NA	NA	36%	55%	60%
San Antonio	70%	70%	50%	78%	57%	71%	84%
Socorro	49%	49%	8%	53%	51%	52%	65%
United	46%	46%	12%	NA	31%	51%	65%
Ysleta	51%	52%	33%	57%	38%	55%	65%

2018-19 4TH WRITE	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	79%	78%	43%	86%	73%	80%	90%
Austin	59%	72%	38%	77%	38%	77%	83%
Brownsville	57%	58%	NA	NA	30%	60%	75%
Corpus Christi	66%	68%	29%	73%	53%	74%	88%
Cypress-Fairbanks	64%	73%	38%	74%	49%	74%	78%
Dallas	74%	73%	53%	83%	43%	80%	89%
Edinburg	56%	57%	28%	17%	36%	60%	68%
El Paso	64%	66%	41%	64%	53%	71%	78%
Fort Worth	77%	80%	67%	87%	52%	83%	89%
Garland	68%	72%	48%	78%	60%	76%	72%
Houston	71%	75%	36%	81%	42%	79%	88%
Katy	48%	59%	23%	64%	43%	68%	78%
North East	64%	71%	43%	80%	49%	79%	86%
Northside	67%	72%	47%	72%	56%	78%	87%
Pasadena	73%	75%	44%	74%	62%	75%	82%
PSJA	58%	58%	NA	NA	67%	61%	68%
San Antonio	81%	81%	67%	79%	69%	82%	92%
Socorro	60%	60%	15%	70%	62%	64%	78%
United	58%	58%	33%	NA	45%	64%	79%
Ysleta	63%	63%	50%	61%	50%	67%	79%

2018-19 5TH READ	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	65%	64%	44%	69%	61%	65%	82%
Austin	44%	57%	29%	67%	19%	63%	69%
Brownsville	46%	46%	100%	NA	47%	49%	66%
Corpus Christi	52%	55%	19%	50%	39%	61%	78%
Cypress-Fairbanks	40%	48%	23%	50%	24%	51%	65%
Dallas	55%	52%	50%	67%	27%	60%	71%
Edinburg	46%	46%	15%	NA	18%	49%	65%
El Paso	47%	50%	11%	47%	33%	55%	69%
Fort Worth	59%	60%	52%	72%	31%	64%	73%
Garland	45%	50%	25%	57%	33%	53%	64%
Houston	56%	61%	20%	65%	23%	63%	78%
Katy	30%	41%	13%	45%	24%	48%	64%
North East	45%	51%	24%	63%	29%	60%	73%
Northside	48%	52%	36%	54%	34%	59%	73%
Pasadena	56%	58%	28%	63%	43%	60%	70%
PSJA	53%	52%	NA	NA	50%	54%	66%
San Antonio	67%	67%	73%	74%	49%	70%	80%
Socorro	77%	48%	24%	41%	35%	51%	73%
United	48%	49%	21%	43%	11%	54%	72%
Ysleta	52%	52%	25%	60%	42%	57%	73%

2018-19 5TH MATH	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	51%	47%	31%	65%	59%	52%	66%
Austin	42%	52%	18%	66%	23%	56%	61%
Brownsville	31%	31%	20%	NA	26%	33%	45%
Corpus Christi	45%	48%	5%	49%	33%	54%	69%
Cypress-Fairbanks	40%	47%	14%	53%	26%	51%	62%
Dallas	45%	41%	28%	63%	27%	48%	53%
Edinburg	35%	35%	10%	NA	21%	37%	48%
El Paso	39%	41%	6%	45%	31%	47%	58%
Fort Worth	58%	57%	39%	75%	36%	62%	69%
Garland	42%	45%	19%	57%	34%	50%	56%
Houston	47%	47%	15%	64%	26%	52%	64%
Katy	28%	39%	7%	48%	22%	45%	57%
North East	39%	46%	15%	66%	23%	56%	68%
Northside	40%	43%	19%	50%	28%	49%	61%
Pasadena	55%	55%	22%	68%	47%	57%	66%
PSJA	39%	39%	NA	NA	50%	41%	48%
San Antonio	61%	60%	57%	71%	57%	62%	72%
Socorro	37%	38%	14%	41%	24%	39%	58%
United	31%	31%	20%	29%	5%	34%	46%
Ysleta	35%	35%	12%	33%	28%	38%	49%

2018-19 5TH SCI.	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	69%	67%	49%	78%	60%	70%	84%
Austin	52%	63%	35%	70%	31%	67%	73%
Brownsville	41%	41%	40%	NA	17%	43%	57%
Corpus Christi	58%	62%	17%	62%	40%	67%	82%
Cypress-Fairbanks	37%	42%	16%	53%	21%	48%	58%
Dallas	58%	54%	52%	74%	32%	61%	67%
Edinburg	40%	40%	16%	NA	18%	43%	55%
El Paso	52%	55%	8%	54%	34%	59%	71%
Fort Worth	66%	67%	55%	80%	40%	70%	77%
Garland	51%	55%	30%	65%	35%	58%	66%
Houston	60%	61%	27%	74%	32%	66%	78%
Katy	33%	42%	13%	53%	26%	50%	64%
North East	50%	56%	31%	75%	30%	65%	75%
Northside	54%	59%	42%	62%	36%	64%	75%
Pasadena	58%	59%	24%	70%	42%	61%	69%
PSJA	45%	45%	NA	NA	52%	47%	55%
San Antonio	74%	73%	76%	85%	67%	76%	84%
Socorro	49%	51%	29%	45%	29%	53%	72%
United	43%	43%	21%	33%	11%	48%	62%
Ysleta	40%	40%	22%	41%	18%	44%	56%

2018-19 6TH READ	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	80%	81%	51%	81%	67%	81%	92%
Austin	61%	77%	34%	82%	34%	82%	90%
Brownsville	71%	71%	20%	NA	64%	74%	86%
Corpus Christi	72%	74%	34%	73%	64%	78%	90%
Cypress-Fairbanks	57%	65%	34%	68%	40%	69%	84%
Dallas	74%	74%	53%	80%	44%	77%	82%
Edinburg	66%	67%	20%	57%	56%	70%	87%
El Paso	70%	72%	46%	74%	52%	77%	89%
Fort Worth	76%	78%	67%	84%	49%	80%	89%
Garland	64%	71%	38%	69%	49%	71%	83%
Houston	69%	74%	30%	76%	35%	77%	90%
Katy	46%	59%	22%	58%	38%	67%	80%
North East	59%	66%	38%	77%	43%	76%	85%
Northside	62%	66%	49%	69%	48%	74%	85%
Pasadena	71%	73%	34%	69%	57%	73%	87%
PSJA	75%	75%	NA	80%	70%	77%	87%
San Antonio	80%	80%	53%	87%	62%	82%	91%
Socorro	66%	67%	32%	68%	55%	71%	90%
United	65%	66%	20%	NA	39%	71%	88%
Ysleta	64%	64%	58%	64%	41%	68%	84%

2018-19 6TH MATH	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	72%	70%	28%	81%	70%	74%	87%
Austin	60%	73%	27%	81%	34%	78%	86%
Brownsville	58%	59%	NA	NA	48%	62%	75%
Corpus Christi	65%	67%	13%	73%	57%	73%	87%
Cypress-Fairbanks	47%	56%	14%	64%	28%	60%	74%
Dallas	62%	61%	40%	75%	37%	65%	70%
Edinburg	59%	60%	4%	43%	38%	63%	79%
El Paso	61%	63%	25%	69%	43%	69%	81%
Fort Worth	80%	79%	66%	90%	60%	82%	88%
Garland	61%	67%	27%	69%	51%	67%	78%
Houston	61%	63%	18%	74%	34%	67%	81%
Katy	0%	0%	0%	0%	0%	0%	0%
North East	53%	60%	23%	74%	35%	69%	79%
Northside	55%	59%	32%	66%	38%	68%	79%
Pasadena	76%	77%	35%	80%	68%	77%	84%
PSJA	64%	64%	NA	60%	60%	66%	76%
San Antonio	74%	74%	45%	82%	58%	76%	85%
Socorro	54%	54%	11%	71%	43%	58%	77%
United	47%	47%	6%	NA	22%	51%	69%
Ysleta	51%	51%	25%	64%	33%	55%	70%

2018-19 7TH READ	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	64%	64%	32%	69%	49%	66%	83%
Austin	52%	67%	27%	75%	24%	74%	84%
Brownsville	57%	57%	NA	NA	56%	60%	77%
Corpus Christi	60%	63%	18%	78%	49%	68%	81%
Cypress-Fairbanks	43%	51%	19%	55%	27%	55%	71%
Dallas	63%	62%	51%	72%	32%	66%	73%
Edinburg	57%	57%	17%	NA	62%	59%	80%
El Paso	56%	58%	35%	63%	40%	66%	79%
Fort Worth	65%	64%	51%	79%	39%	69%	82%
Garland	54%	60%	33%	60%	41%	61%	71%
Houston	56%	61%	24%	64%	26%	64%	82%
Katy	31%	41%	12%	47%	23%	49%	66%
North East	48%	55%	26%	66%	30%	64%	76%
Northside	49%	54%	36%	58%	35%	61%	75%
Pasadena	60%	61%	26%	72%	43%	62%	79%
PSJA	65%	65%	NA	NA	40%	67%	85%
San Antonio	72%	72%	67%	79%	50%	74%	86%
Socorro	50%	50%	39%	48%	42%	54%	77%
United	50%	50%	NA	NA	13%	55%	76%
Ysleta	57%	57%	27%	55%	45%	62%	82%

2018-19 7TH MATH	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	69%	68%	26%	77%	59%	71%	82%
Austin	74%	83%	33%	89%	51%	86%	91%
Brownsville	62%	62%	NA	NA	71%	66%	81%
Corpus Christi	64%	66%	31%	70%	54%	71%	81%
Cypress-Fairbanks	46%	55%	13%	63%	27%	59%	73%
Dallas	80%	75%	70%	86%	70%	80%	83%
Edinburg	58%	58%	25%	NA	62%	60%	80%
El Paso	59%	61%	38%	68%	46%	68%	80%
Fort Worth	90%	89%	79%	96%	81%	90%	94%
Garland	65%	80%	43%	79%	62%	80%	85%
Houston	61%	61%	24%	74%	38%	66%	81%
Katy	56%	65%	38%	72%	42%	69%	73%
North East	51%	58%	20%	75%	32%	69%	77%
Northside	77%	79%	73%	84%	64%	82%	87%
Pasadena	65%	66%	21%	76%	54%	67%	80%
PSJA	68%	68%	NA	NA	43%	69%	82%
San Antonio	75%	75%	73%	78%	51%	77%	87%
Socorro	53%	53%	25%	50%	45%	56%	76%
United	42%	43%	NA	NA	7%	46%	65%
Ysleta	68%	68%	0%	78%	63%	72%	41%

2018-19 7TH WRITE	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	76%	76%	35%	80%	64%	78%	92%
Austin	58%	73%	27%	79%	32%	79%	88%
Brownsville	59%	59%	NA	NA	62%	62%	79%
Corpus Christi	71%	74%	25%	80%	62%	79%	90%
Cypress-Fairbanks	54%	64%	22%	64%	38%	67%	83%
Dallas	70%	70%	52%	78%	37%	73%	80%
Edinburg	57%	57%	17%	NA	60%	60%	80%
El Paso	65%	67%	45%	64%	49%	74%	87%
Fort Worth	75%	76%	59%	85%	49%	9%	90%
Garland	63%	69%	39%	68%	51%	70%	84%
Houston	62%	67%	24%	71%	34%	70%	86%
Katy	36%	48%	13%	51%	27%	56%	72%
North East	57%	65%	38%	75%	39%	73%	84%
Northside	60%	65%	40%	67%	46%	72%	85%
Pasadena	68%	69%	32%	79%	51%	70%	86%
PSJA	70%	70%	NA	NA	53%	72%	89%
San Antonio	77%	78%	67%	83%	55%	80%	89%
Socorro	57%	57%	32%	57%	50%	61%	83%
United	54%	54%	NA	NA	20%	60%	81%
Ysleta	63%	64%	40%	67%	54%	69%	88%

2018-19 8TH READ	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	60%	59%	36%	67%	51%	61%	79%
Austin	44%	59%	13%	67%	17%	66%	75%
Brownsville	51%	51%	NA	NA	56%	44%	71%
Corpus Christi	55%	58%	24%	60%	39%	63%	76%
Cypress-Fairbanks	38%	45%	17%	51%	23%	50%	67%
Dallas	60%	59%	49%	69%	32%	62%	71%
Edinburg	62%	63%	NA	NA	61%	74%	77%
El Paso	50%	53%	24%	55%	32%	59%	74%
Fort Worth	73%	72%	65%	80%	58%	74%	82%
Garland	47%	54%	23%	56%	31%	55%	77%
Houston	53%	58%	19%	61%	22%	60%	79%
Katy	28%	39%	11%	44%	20%	47%	65%
North East	39%	46%	23%	61%	23%	56%	72%
Northside	42%	46%	28%	49%	29%	55%	66%
Pasadena	55%	55%	37%	69%	42%	57%	75%
PSJA	60%	61%	NA	NA	18%	63%	81%
San Antonio	70%	70%	57%	73%	49%	71%	82%
Socorro	43%	44%	20%	39%	31%	47%	68%
United	47%	47%	22%	NA	26%	52%	75%
Ysleta	54%	55%	20%	65%	45%	60%	78%

2018-19 8TH MATH	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	53%	50%	23%	64%	51%	54%	69%
Austin	45%	59%	12%	73%	19%	66%	73%
Brownsville	54%	54%	NA	NA	68%	55%	60%
Corpus Christi	53%	56%	6%	55%	41%	60%	64%
Cypress-Fairbanks	45%	48%	17%	56%	29%	51%	57%
Dallas	46%	45%	33%	57%	23%	48%	54%
Edinburg	55%	55%	NA	NA	62%	56%	66%
El Paso	52%	53%	36%	57%	40%	57%	62%
Fort Worth	61%	61%	34%	76%	33%	65%	77%
Garland	42%	46%	20%	52%	33%	47%	60%
Houston	55%	57%	24%	62%	37%	60%	71%
Katy	21%	29%	5%	37%	15%	36%	49%
North East	53%	54%	28%	73%	41%	63%	68%
Northside	43%	46%	23%	53%	31%	52%	63%
Pasadena	44%	45%	12%	52%	42%	46%	60%
PSJA	52%	52%	NA	NA	50%	54%	66%
San Antonio	75%	75%	71%	72%	62%	76%	79%
Socorro	45%	46%	20%	41%	28%	47%	56%
United	35%	35%	NA	NA	25%	37%	46%
Ysleta	40%	40%	43%	54%	39%	45%	59%

2018-19 8TH SCI.	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	70%	68%	42%	80%	58%	71%	86%
Austin	49%	65%	19%	77%	21%	72%	80%
Brownsville	59%	59%	NA	NA	56%	62%	76%
Corpus Christi	65%	68%	23%	72%	49%	72%	83%
Cypress-Fairbanks	68%	46%	13%	55%	18%	51%	65%
Dallas	64%	63%	47%	73%	34%	66%	72%
Edinburg	52%	52%	20%	33%	28%	55%	75%
El Paso	57%	59%	26%	57%	35%	65%	78%
Fort Worth	70%	70%	50%	85%	42%	74%	87%
Garland	50%	58%	23%	62%	29%	59%	78%
Houston	61%	65%	22%	71%	34%	67%	83%
Katy	28%	39%	10%	47%	19%	48%	64%
North East	40%	46%	20%	65%	23%	57%	71%
Northside	47%	52%	32%	55%	30%	60%	71%
Pasadena	58%	60%	24%	66%	40%	60%	76%
PSJA	59%	59%	NA	NA	36%	61%	77%
San Antonio	72%	73%	45%	73%	55%	74%	85%
Socorro	46%	47%	20%	51%	31%	50%	69%
United	41%	41%	11%	NA	32%	46%	66%
Ysleta	55%	56%	29%	73%	42%	61%	80%

2018-19 8TH SOC-ST	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	81%	81%	60%	84%	68%	82%	93%
Austin	62%	77%	27%	82%	36%	82%	89%
Brownsville	68%	69%	NA	NA	63%	72%	83%
Corpus Christi	73%	77%	34%	76%	54%	81%	89%
Cypress-Fairbanks	52%	62%	23%	66%	33%	66%	79%
Dallas	74%	75%	53%	81%	40%	77%	83%
Edinburg	65%	65%	NA	50%	46%	68%	86%
El Paso	73%	76%	45%	70%	54%	81%	89%
Fort Worth	80%	81%	52%	88%	58%	83%	93%
Garland	62%	70%	33%	69%	43%	70%	87%
Houston	73%	78%	32%	81%	44%	79%	91%
Katy	41%	55%	17%	55%	34%	61%	77%
North East	59%	67%	36%	78%	41%	77%	88%
Northside	63%	69%	43%	67%	46%	75%	83%
Pasadena	68%	39%	42%	71%	58%	70%	83%
PSJA	73%	73%	NA	NA	55%	75%	88%
San Antonio	83%	83%	44%	87%	65%	85%	92%
Socorro	64%	65%	37%	58%	62%	68%	83%
United	59%	59%	22%	NA	53%	64%	83%
Ysleta	69%	69%	14%	77%	57%	73%	88%

2018-19 ENGLISH I	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	65%	63%	36%	72%	70%	66%	80%
Austin	47%	64%	21%	71%	14%	72%	75%
Brownsville	50%	50%	NA	33%	70%	53%	69%
Corpus Christi	56%	59%	13%	65%	37%	67%	73%
Cypress-Fairbanks	37%	45%	16%	50%	18%	49%	66%
Dallas	61%	61%	52%	70%	26%	64%	73%
Edinburg	52%	52%	NA	22%	43%	56%	78%
El Paso	57%	61%	23%	43%	30%	66%	76%
Fort Worth	63%	63%	51%	75%	38%	67%	79%
Garland	50%	58%	28%	56%	31%	57%	77%
Houston	61%	64%	20%	68%	26%	67%	80%
Katy	25%	37%	9%	36%	15%	43%	58%
North East	37%	43%	20%	57%	19%	54%	64%
Northside	40%	44%	32%	51%	27%	55%	61%
Pasadena	57%	58%	26%	67%	46%	59%	77%
PSJA	58%	59%	NA	NA	36%	60%	80%
San Antonio	73%	73%	54%	80%	52%	76%	80%
Socorro	46%	46%	14%	47%	39%	51%	72%
United	58%	58%	NA	NA	21%	65%	80%
Ysleta	47%	47%	23%	54%	30%	51%	68%

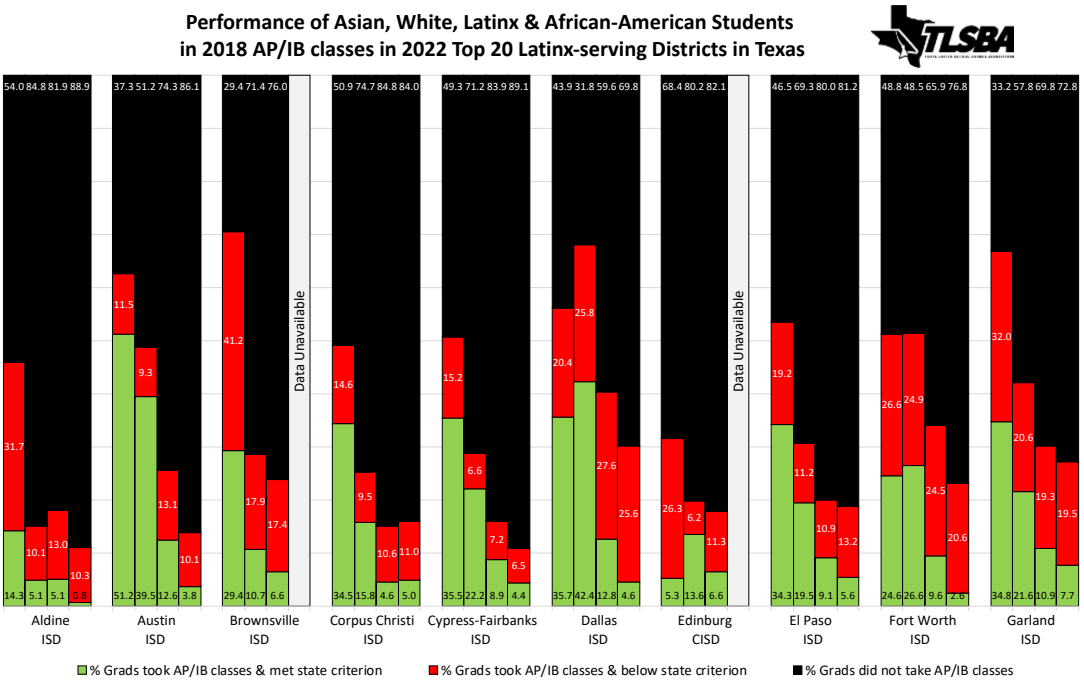
2018-19 ENGLISH II	District	Latinx	Asian	African American	White	EcoDis	At Risk
Aldine	64%	64%	38%	68%	58%	65%	77%
Austin	44%	57%	31%	66%	15%	65%	75%
Brownsville	53%	53%	14%	40%	56%	56%	72%
Corpus Christi	58%	61%	22%	62%	38%	66%	78%
Cypress-Fairbanks	37%	45%	20%	49%	21%	49%	67%
Dallas	59%	60%	52%	65%	25%	62%	77%
Edinburg	55%	55%	NA	43%	51%	59%	80%
El Paso	56%	59%	24%	59%	35%	65%	78%
Fort Worth	63%	63%	62%	75%	35%	67%	80%
Garland	49%	56%	31%	56%	32%	57%	74%
Houston	57%	61%	26%	63%	28%	64%	78%
Katy	28%	39%	10%	41%	19%	47%	66%
North East	38%	44%	22%	61%	22%	56%	69%
Northside	43%	46%	38%	51%	28%	56%	67%
Pasadena	57%	58%	37%	62%	44%	59%	79%
PSJA	57%	58%	60%	NA	35%	59%	82%
San Antonio	68%	68%	54%	71%	38%	71%	76%
Socorro	47%	48%	18%	39%	34%	52%	73%
United	62%	62%	20%	50%	60%	68%	83%
Ysleta	47%	47%	67%	41%	30%	52%	69%

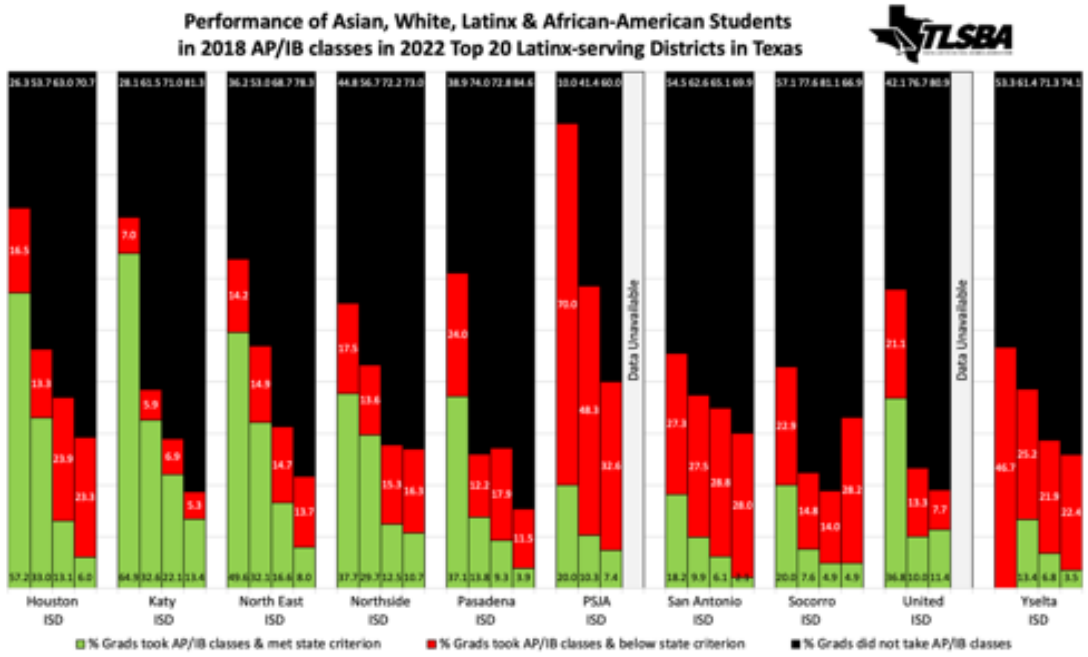
Conclusions Regarding Academic Achievement Gaps

There is no reason to think that the academic achievement of Top 20 Latinx-serving districts is dissimilar to other districts throughout the state. This paints a grim picture of public education in Texas. Even worse is the fact that the grey area of all bar charts above represents the gap between the percentage of students who are at grade level and the percentage of students that the State of Texas considers as "passing" state accountability tests and thus as meeting the State's own lacking definition of academic equity. For this reason, the TLSBA believes that Texas students deserve their day in court to hold the State of Texas accountable for providing them an equitable education that equips students with the necessary knowledge and skills to be at grade level.

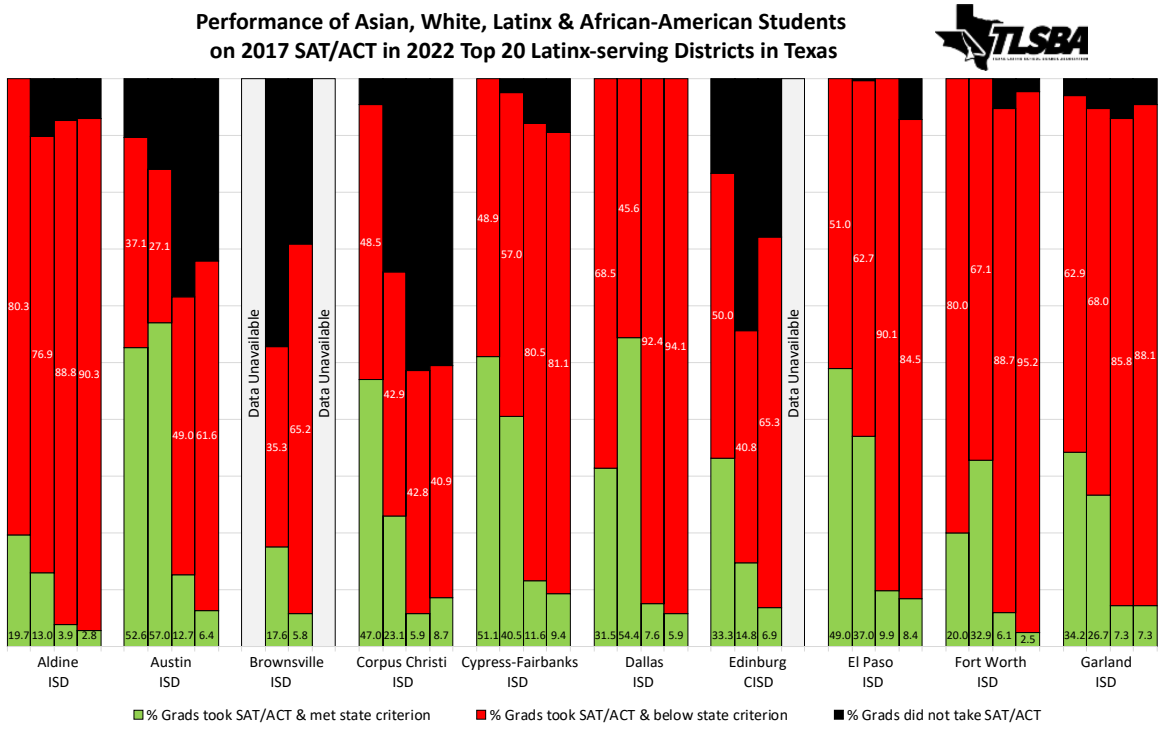
College Readiness of
Top 20 Latinx-serving Districts

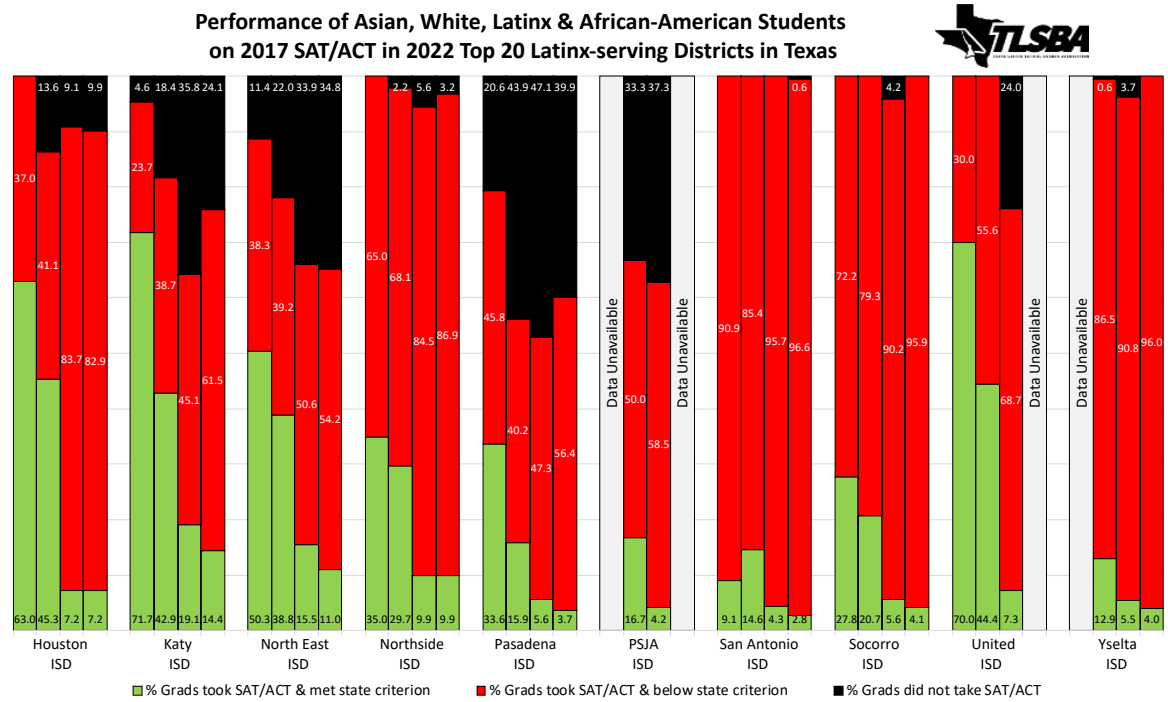
Texas' unwillingness to adequatly invest in public education inhibits the ability of students to graduate from high school prepared for the rigors of postsecondary studies. The following bar charts show the percentages of Asian, White, Latinx and African-American students who did not take Advanced Placement (AP) or International Baccalaurate (IB) classes, (in black) who took such classes but were found not to meet state criteria (red)—defined as scoring a 3 or higher on an AP exam or a 4 or higher on an IB exam—and who took such classes and were found to meet state criteria. In many districts, the gaps between races/ethniticies are glaring.



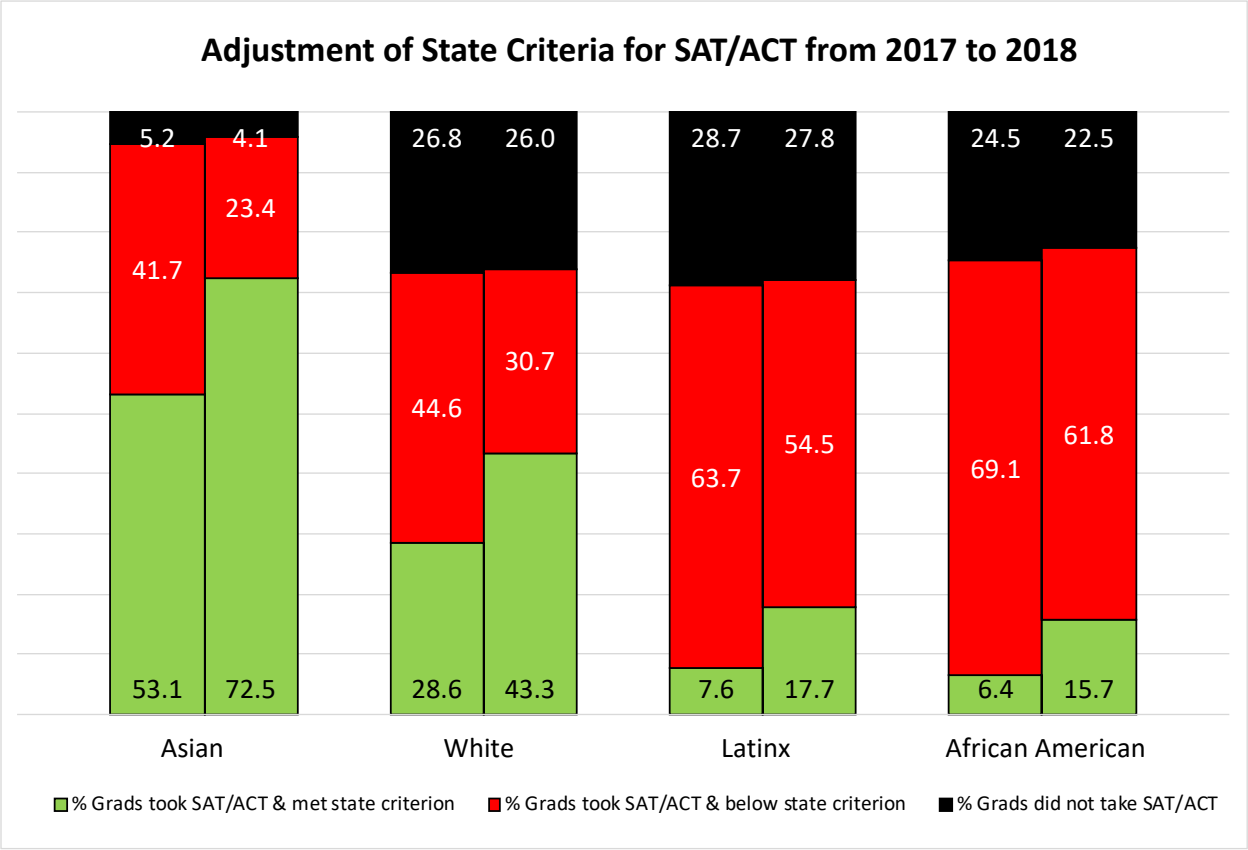


Especially sobering are similar data for students in each district who took the SAT or ACT in 2017, prior the pandemic. In this respect, the state criteria are defined as scoring at least a 480 on the evidence-based reading and writing section of the SAT, or at least a 19 on the English section and a composite score of at least 23 on the ACT. One immediately sees the large percentages of students found to not meet state criteria.

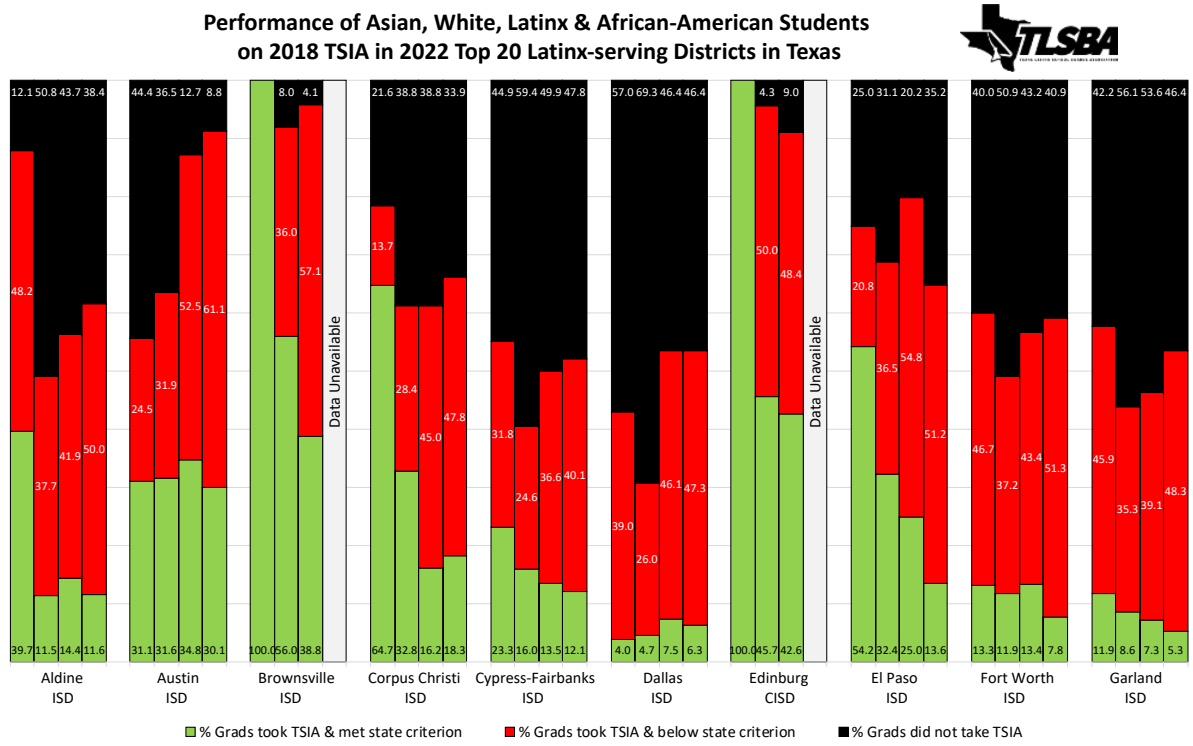


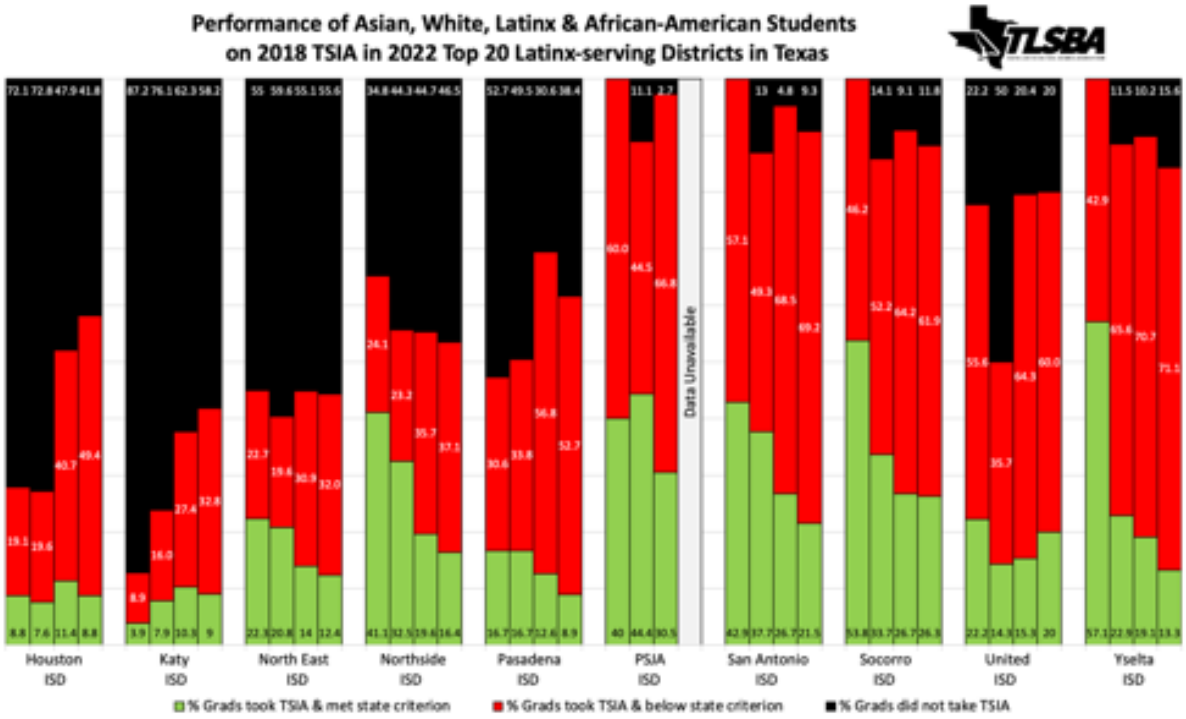


Tellingly, Texas lowered its criteria in 2018, so that greater percentages of students might appear to be doing well. The following bar chart shows how this adjustment in criteria allowed the State to suggest that greater percentages of students met state criteria, as shown in green below.



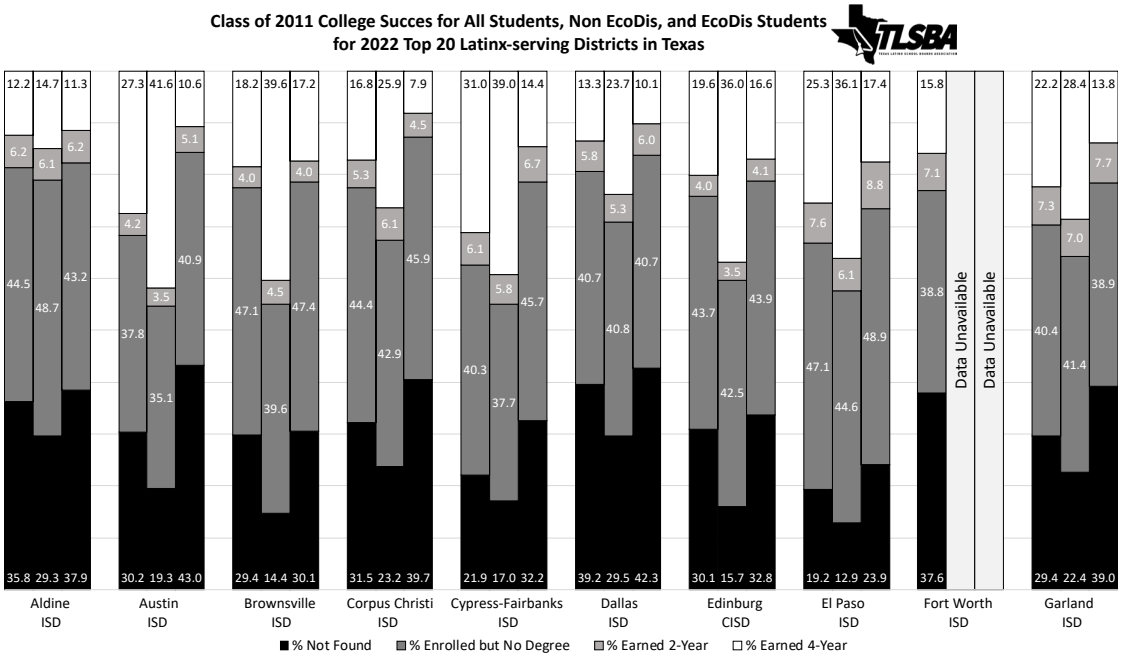
Far fewer students take the Texas Success Initiative Assessment (TSIA), which is often used by two-year postsecondary institutions to assess the reading and math skills of applicants. Meeting state criteria on this test is defined as scoring a 350 in math and a 351 in reading. One immediately notes the large percentages of students who failed to meet state criteria, suggesting that students were ill-prepared for postsecondary success.

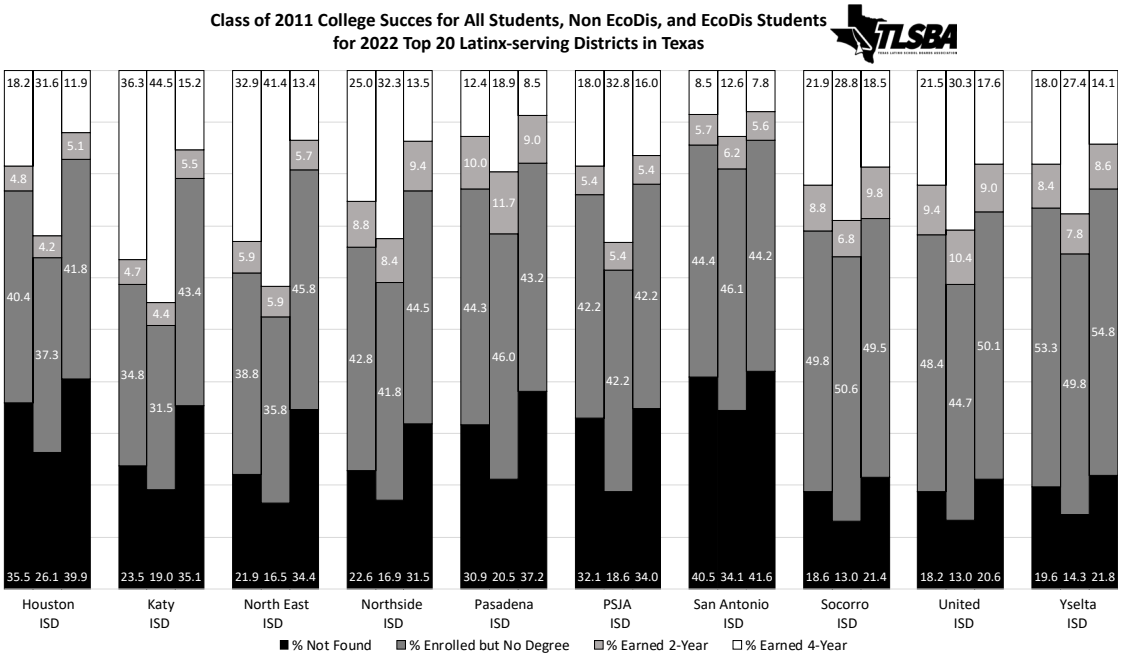




Postsecondary Success of Students Graduating from Top 20 Latinx-serving Districts

In the previous sections of this work, one sees how Texas' unwillingness to adequatly invest in public education inhibits the ability of students to reach grade level—even if they do meet the state's invented definition of "constitional equity." The question is rightly raised: What impact does this lack of investment in public education have on postsecondary success and subsequently on the economic future of Texas? The following bar charts, based on a public information request of the Texas Higher Education Coordinating Board, show how Top 20 Latinx-serving districts are pushing high percentages of students into higher education.





The black area of each set of bars shows the percentage of students who were *not* found in higher education: for all students in the district, for non-economically-disadvantaged students, and for economically-disadvantaged students. However, the dark grey area of each bar shows the sobering percentage of students who enrolled in higher education but who did *not* receive a degree within six years of graduating from high school. The students who earned two-year degrees are shown in light grey, and the students who earned four-year degrees are displayed in white.

The following table summarizes the degrees earned within six years by <u>all</u> graduates of the Class of 2011 in the Top 20 Latinx-serving districts.

	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
Entered higher ed	64.1%	69.7%	70.6%	68.3%	78.0%	60.7%	69.9%	80.8%	62.3%	70.5%
Received a degree	19.6%	31.9%	23.5%	23.9%	37.7%	20.0%	26.2%	33.7%	23.5%	30.1%
Enrolled, no degree	44.5%	37.8%	47.1%	44.4%	40.3%	40.7%	43.7%	47.1%	38.8%	40.4%

	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
Entered higher ed	64.4%	76.3%	78.0%	77.4%	69.0%	67.9%	59.5%	81.3%	81.8%	80.4%
Received a degree	24.0%	41.5%	39.2%	34.6%	24.7%	25.7%	15.1%	31.5%	33.4%	27.1%
Enrolled, no degree	40.4%	34.8%	38.8%	42.8%	44.3%	42.2%	44.4%	49.8%	48.4%	53.3%

The Classes of 2012 and 2013 were the only other classes that would have graduated from higher education in six years prior to the onset of the COVID-19 pandemic, and, though these classes were not part of the public information request made of Texas High Education Coordinating Board, there is no reason to believe that the data from those years would be greatly improved from what is seen here.

The following table summarizes the degrees earned within six years by the <u>economically-disadvantaged</u> graduates of the Class of 2011 in the Top 20 Latinx-serving districts.

	Aldine ISD	Austin ISD	Brownsville ISD	Corpus Christi ISD	Cypress-Fairbanks ISD	Dallas ISD	Edinburg CISD	El Paso ISD	Fort Worth ISD	Garland ISD
Entered higher ed	62.1%	57.0%	69.9%	60.2%	67.7%	57.6%	67.2%	76.1%	42.6%	61.0%
Received a degree	18.9%	16.1%	22.5%	14.3%	22.0%	16.9%	23.3%	27.2%	6.4%	22.1%
Enrolled, no degree	43.2%	40.9%	47.4%	45.9%	45.7%	40.7%	43.9%	48.9%	36.2%	38.9%

	Houston ISD	Katy ISD	North East ISD	Northside ISD	Pasadena ISD	PSJA ISD	San Antonio ISD	Socorro ISD	United ISD	Ysleta ISD
Entered higher ed	60.1%	64.8%	65.5%	68.5%	62.8%	66.0%	58.3%	78.6%	79.5%	78.2%
Received a degree	18.3%	21.4%	19.7%	24.0%	19.6%	23.8%	14.1%	29.1%	29.4%	23.4%
Enrolled, no degree	41.8%	43.4%	45.8%	44.5%	43.2%	42.2%	44.2%	49.5%	50.1%	54.8%

These relatively-small percentages of degrees earned are consistent with the measures of knowledge and skills in the preceding sections of this work. While many factors may influence a student's decision to depart from higher education, the following bar charts suggest that Texas high school students are entering postsecondary studies ill-prepared for the rigors of higher education.

The following tables show the percentages of economically-disadvantaged students, non-economically-disadvantaged students, and total number of students who enrolled (or didn't enroll) in higher education and who did (or did not) earn a degree within six years.

High School Graduating Classes of 2011								
District	HS Graduation Class	Economic Profile	% Of Grads	Ever Enroll in Hi-Ed	Ever Enroll NO Deg or Cert.	Never Found in Hi-Ed	EARN 2-Yr. Deg.	EARN 4-Yr. Deg.
STATE	Class of 2011	EcoDis	45.2%	62.6%	42.8%	37.3%	6.2%	12.0%
Aldine	Class of 2011	EcoDis	75.2%	62.1%	43.2%	37.9%	6.2%	11.3%
Austin	Class of 2011	EcoDis	46.2%	57.0%	40.9%	43.0%	5.1%	10.6%
Brownsville	Class of 2011	EcoDis	95.6%	69.9%	47.4%	30.1%	4.0%	17.2%
Corpus Christi	Class of 2011	EcoDis	50.4%	60.2%	45.9%	39.7%	4.5%	7.9%
Cypress-Fairbanks	Class of 2011	EcoDis	32.4%	67.7%	45.7%	32.2%	6.7%	14.4%
Dallas	Class of 2011	EcoDis	76.1%	57.6%	40.7%	42.3%	6.0%	10.1%
Edinburg	Class of 2011	EcoDis	84.5%	67.2%	43.9%	32.8%	4.1%	16.6%
El Paso	Class of 2011	EcoDis	57.5%	76.1%	48.9%	23.9%	8.8%	17.4%
Fort Worth	Class of 2011	EcoDis	*	42.6%	36.2%	57.5%	*	*
Garland	Class of 2011	EcoDis	42.3%	61.0%	38.9%	39.0%	7.7%	13.8%
Houston	Class of 2011	EcoDis	68.2%	60.1%	41.8%	39.9%	5.1%	11.9%
Katy	Class of 2011	EcoDis	27.9%	64.8%	43.4%	35.1%	5.5%	15.2%
North East	Class of 2011	EcoDis	30.3%	65.5%	45.8%	34.4%	5.7%	13.4%
Northside	Class of 2011	EcoDis	38.9%	68.5%	44.5%	31.5%	9.4%	13.5%
Pasadena	Class of 2011	EcoDis	62.4%	62.8%	43.2%	37.2%	9.0%	8.5%
PSJA	Class of 2011	EcoDis	87.7%	66.0%	42.2%	34.0%	5.4%	16.0%
San Antonio	Class of 2011	EcoDis	85.4%	58.3%	44.2%	41.6%	5.6%	7.8%
Socorro	Class of 2011	EcoDis	66.9%	78.6%	49.5%	21.4%	9.8%	18.5%
United	Class of 2011	EcoDis	69.1%	79.5%	50.1%	20.6%	9.0%	17.6%
Ysleta	Class of 2011	EcoDis	70.5%	78.2%	54.8%	21.8%	8.6%	14.1%

District	HS Graduation Class	Economic Profile	% Of Grads	Ever Enroll in Hi-Ed	Ever Enroll NO Deg or Cert.	Never Found in Hi-Ed	EARN 2-Yr. Deg.	EARN 4-Yr. Deg.
STATE	Class of 2011	Non EcoDis	54.8%	79.3%	38.2%	20.6%	6.4%	33.3%
Aldine	Class of 2011	Non EcoDis	24.8%	70.4%	48.7%	29.3%	6.1%	14.7%
Austin	Class of 2011	Non EcoDis	53.8%	80.7%	35.1%	19.3%	3.5%	41.6%
Brownsville	Class of 2011	Non EcoDis	4.4%	85.6%	39.6%	14.4%	4.5%	39.6%
Corpus Christi	Class of 2011	Non EcoDis	49.6%	76.6%	42.9%	23.2%	6.1%	25.9%
Cypress-Fairbanks	Class of 2011	Non EcoDis	67.6%	83.0%	37.7%	17.0%	5.8%	39.0%
Dallas	Class of 2011	Non EcoDis	23.9%	70.4%	40.8%	29.5%	5.3%	23.7%
Edinburg	Class of 2011	Non EcoDis	15.5%	84.3%	42.5%	15.7%	3.5%	36.0%
El Paso	Class of 2011	Non EcoDis	42.5%	87.1%	44.6%	12.9%	6.1%	36.1%
Fort Worth	Class of 2011	Non EcoDis	*	62.6%	38.9%	37.4%	**	**
Garland	Class of 2011	Non EcoDis	57.7%	77.5%	41.4%	22.4%	7.0%	28.4%
Houston	Class of 2011	Non EcoDis	31.8%	73.8%	37.3%	26.1%	4.2%	31.6%
Katy	Class of 2011	Non EcoDis	72.1%	80.8%	31.5%	19.0%	4.4%	44.5%
North East	Class of 2011	Non EcoDis	69.7%	83.5%	35.8%	16.5%	5.9%	41.4%
Northside	Class of 2011	Non EcoDis	61.1%	83.0%	41.8%	16.9%	8.4%	32.3%
Pasadena	Class of 2011	Non EcoDis	37.6%	79.5%	46.0%	20.5%	11.7%	18.9%
PSJA	Class of 2011	Non EcoDis	12.3%	81.4%	42.2%	18.6%	5.4%	32.8%
San Antonio	Class of 2011	Non EcoDis	14.6%	65.9%	46.1%	34.1%	6.2%	12.6%
Socorro	Class of 2011	Non EcoDis	33.1%	86.8%	50.6%	13.0%	6.8%	28.8%
United	Class of 2011	Non EcoDis	30.9%	87.0%	44.7%	13.0%	10.4%	30.3%
Ysleta	Class of 2011	Non EcoDis	29.5%	85.7%	49.8%	14.3%	7.8%	27.4%

District	HS Graduation Class	Economic Profile	% Of Grads	Ever Enroll in Hi-Ed	Ever Enroll NO Deg or Cert.	Never Found in Hi-Ed	EARN 2-Yr. Deg.	EARN 4-Yr. Deg.
STATE	Class of 2011	All Students	100.0%	71.8%	40.3%	28.2%	6.3%	23.6%
Aldine	Class of 2011	All Students	100.0%	64.1%	44.5%	35.8%	6.2%	12.2%
Austin	Class of 2011	All Students	100.0%	69.7%	37.8%	30.2%	4.2%	27.3%
Brownsville	Class of 2011	All Students	100.0%	70.6%	47.1%	29.4%	4.0%	18.2%
Corpus Christi	Class of 2011	All Students	100.0%	68.3%	44.4%	31.5%	5.3%	16.8%
Cypress-Fairbanks	Class of 2011	All Students	100.0%	78.0%	40.3%	21.9%	6.1%	31.0%
Dallas	Class of 2011	All Students	100.0%	60.7%	40.7%	39.2%	5.8%	13.3%
Edinburg	Class of 2011	All Students	100.0%	69.9%	43.7%	30.1%	4.0%	19.6%
El Paso	Class of 2011	All Students	100.0%	80.8%	47.1%	19.2%	7.6%	25.3%
Fort Worth	Class of 2011	All Students	100.0%	62.3%	38.8%	37.6%	7.1%	15.8%
Garland	Class of 2011	All Students	100.0%	70.5%	40.4%	29.4%	7.3%	22.2%
Houston	Class of 2011	All Students	100.0%	64.4%	40.4%	35.5%	4.8%	18.2%
Katy	Class of 2011	All Students	100.0%	76.3%	34.8%	23.5%	4.7%	36.3%
North East	Class of 2011	All Students	100.0%	78.0%	38.8%	21.9%	5.9%	32.9%
Northside	Class of 2011	All Students	100.0%	77.4%	42.8%	22.6%	8.8%	25.0%
Pasadena	Class of 2011	All Students	100.0%	69.0%	44.3%	30.9%	10.0%	12.4%
PSJA	Class of 2011	All Students	100.0%	67.9%	42.2%	32.1%	5.4%	18.0%
San Antonio	Class of 2011	All Students	100.0%	59.5%	44.4%	40.5%	5.7%	8.5%
Socorro	Class of 2011	All Students	100.0%	81.3%	49.8%	18.6%	8.8%	21.9%
United	Class of 2011	All Students	100.0%	81.8%	48.4%	18.2%	9.4%	21.5%
Ysleta	Class of 2011	All Students	100.0%	80.4%	53.3%	19.6%	8.4%	18.0%

The information in the above tables was shared by the Texas Higher Education Coordinating Board (THECB), and, unlike other reports published by the THECB, it includes data on students enrolled outside of Texas, which the THECB obtains through a national clearing house that tracks college graduations rates.

Key take-aways from this table include:

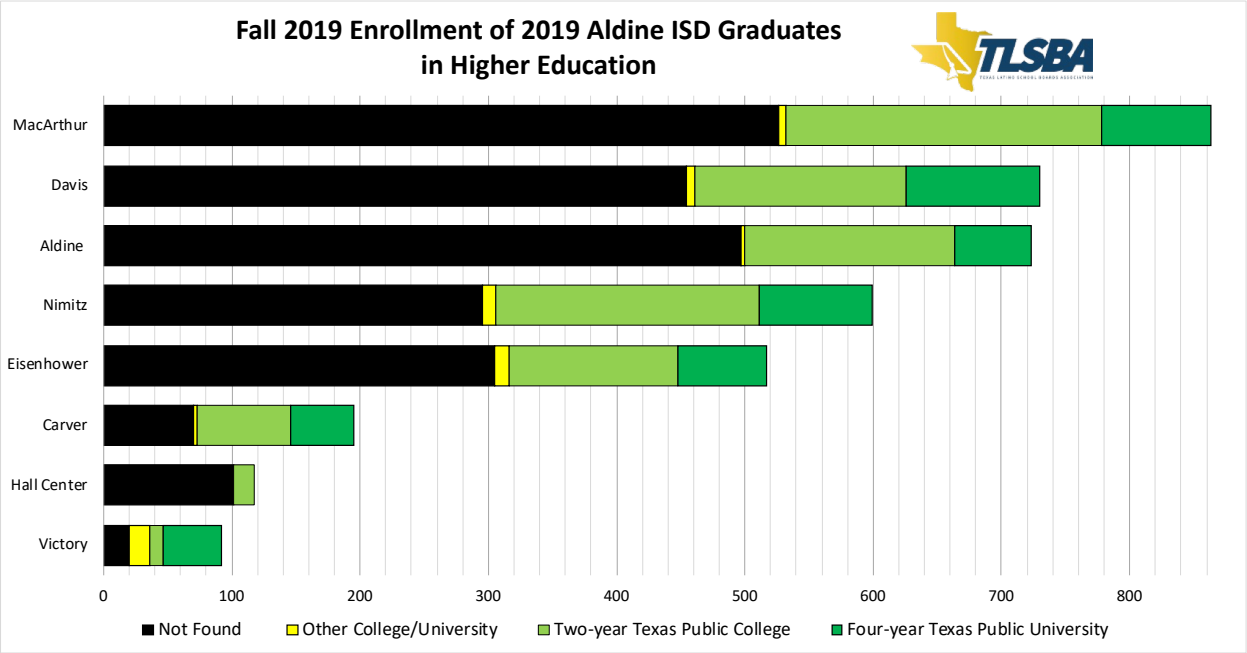
1. Relatively high percentages of graduates from all Top 20 Latinx-serving districts entered higher education.
2. 34.8% to 53.3% of all students enrolled in higher education and failed to earn a degree within six years of enrolling in higher education.
3. Without exception, less than 10% of all students and of economically-disadvantaged students earned two-year degrees.
4. The greatest disparities are seen among economically disadvantaged students and non-economically disadvantaged students earning four-year degrees.

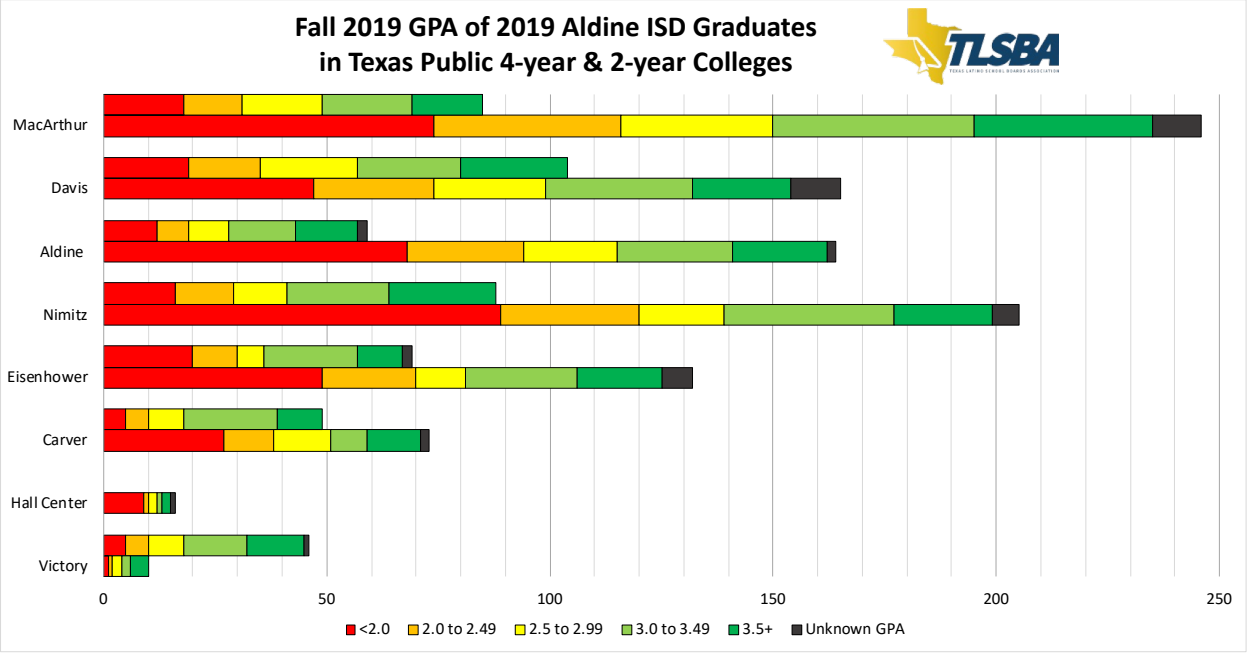
In the following pages, two bar charts are shared for each Top 20 Latinx-serving district. The first bar chart for each district shares the percentages of students entering higher education from each high school in the Top 20 Latinx-serving district in Fall 2019, the last fall semester prior to the onset of the COVID-19 pandemic. Students in black did not enroll in higher education, students in light green enrolled in two-year colleges in Texas, and students in dark green enrolled in four-year colleges and universities in Texas.

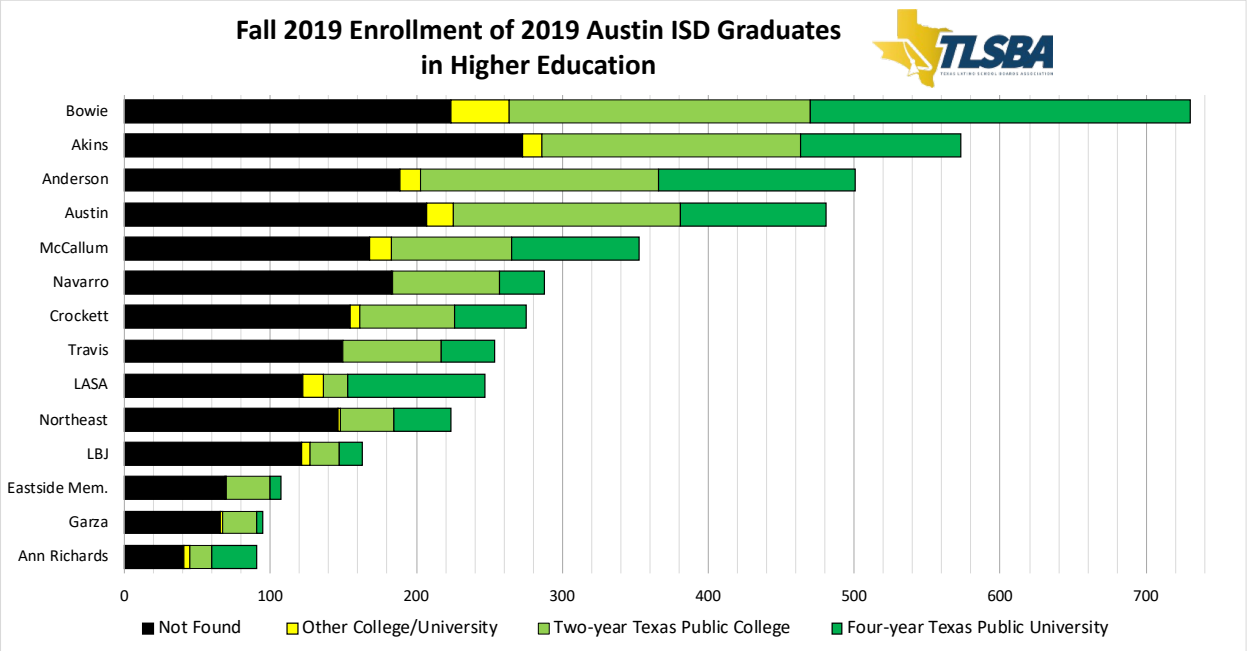
The second bar chart for each district shares the grade point average (GPA) after a single semester of postsecondary studies for the graduates of Texas high schools who enrolled in a Texas college or university in the fall after their spring high school graduation. The top bar represents students in four-year institutions, and the bottom bar represents students in two-year institutions. All students in red were effectively failing out of college during their first semester, with an average GPA of less than 2.0 (or a "C" average).

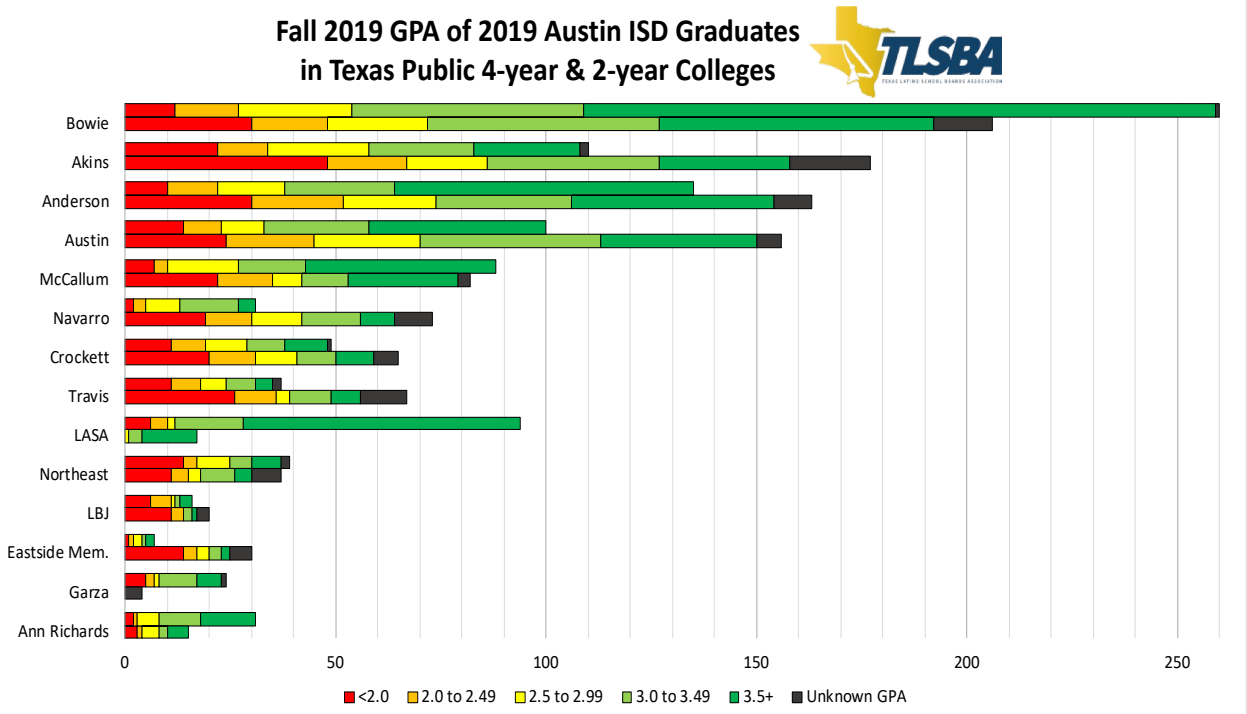
One immediately sees the trend of pushing Texas high school graduates into two-year colleges where large percentages of students leave those institutions with debt but no degrees. Note that these bar charts share the numbers—and not percentages—of students.

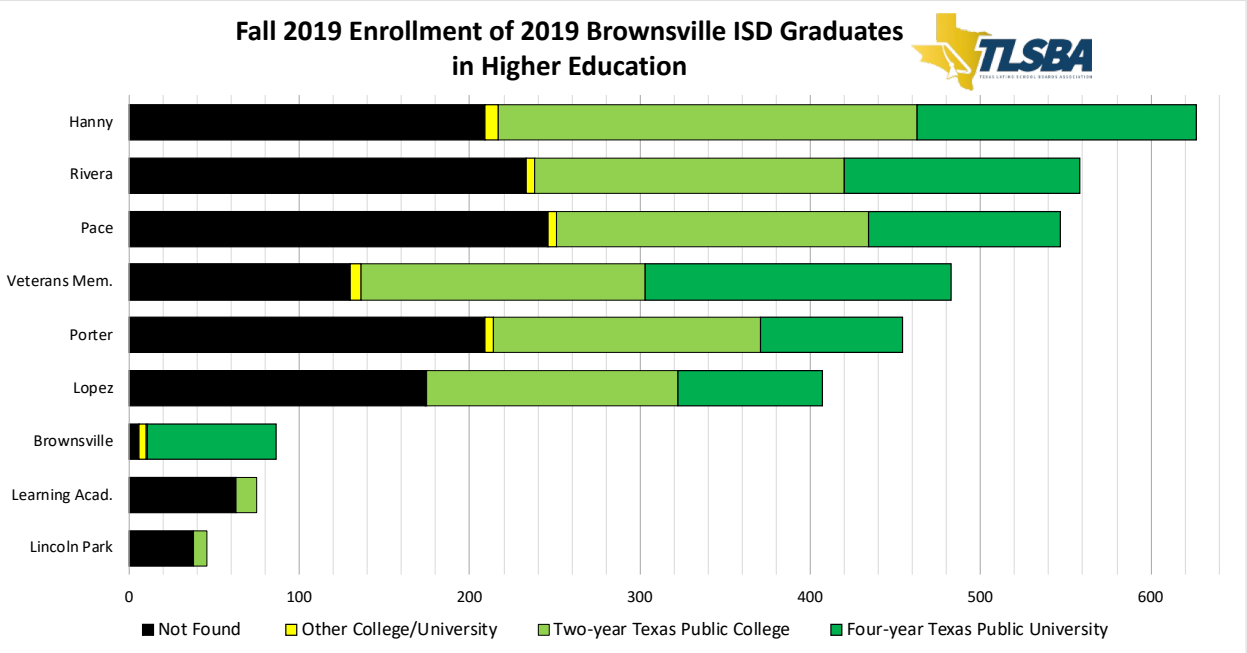
One also notes that there is little "middle ground" for students in college: Most either perform very well (as depicted in green) or very poorly (as depicted in red). Those who perform poorly are obviously most at risk for dropping out of higher education due to academic reasons.

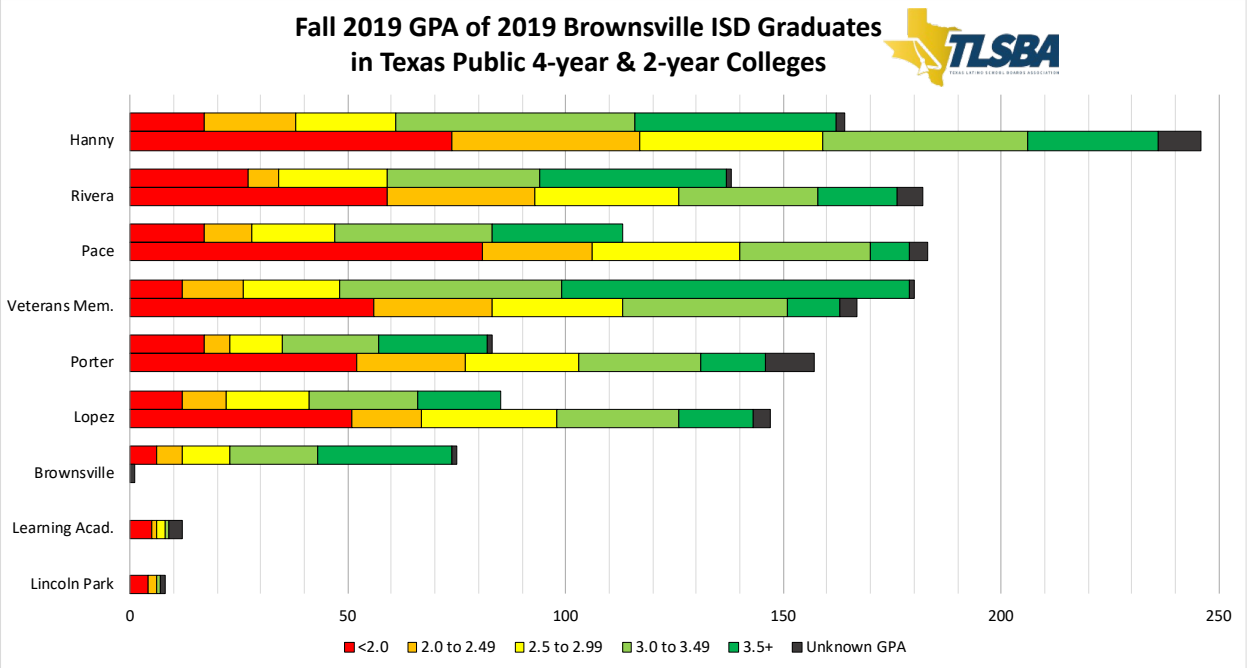

Fall 2019 Enrollment of 2019 Aldine ISD Graduates in Higher Education
MacArthur
Davis
Aldine
Nimitz
Eisenhower
Carver
Hall Center
Victory
0
100
200
300
400
500
600
700
800
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

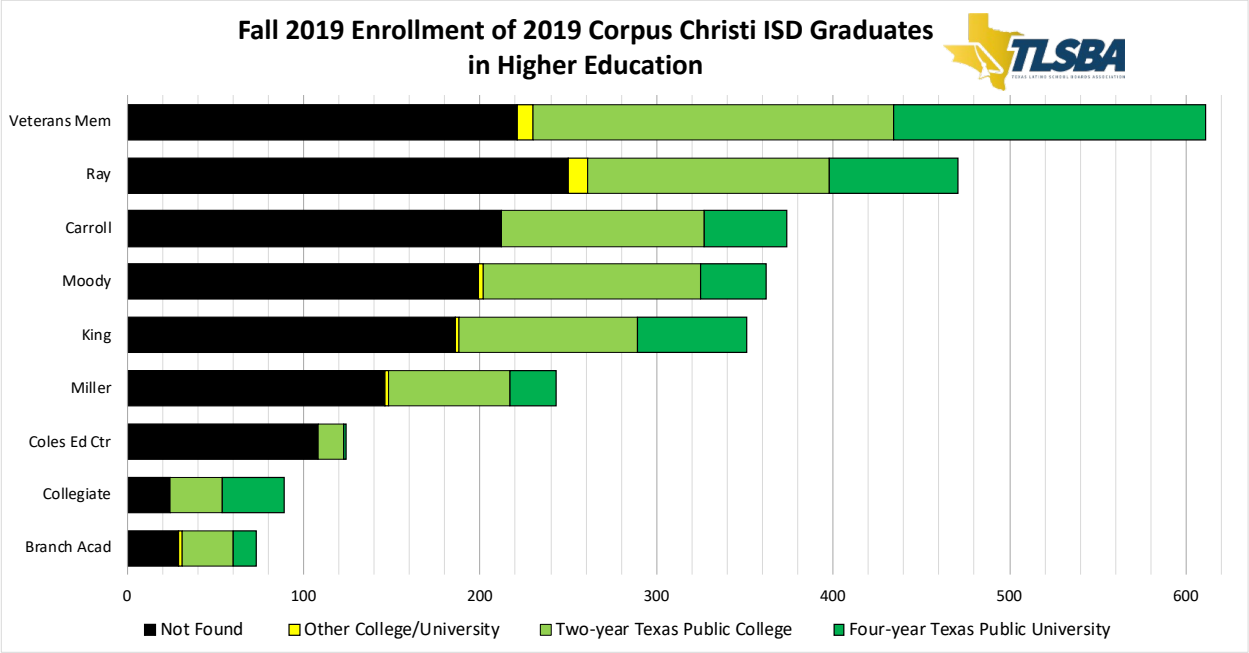

Fall 2019 GPA of 2019 Aldine ISD Graduates in Texas Public 4-year & 2-year Colleges
MacArthur
Davis
Aldine
Nimitz
Eisenhower
Carver
Hall Center
Victory
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

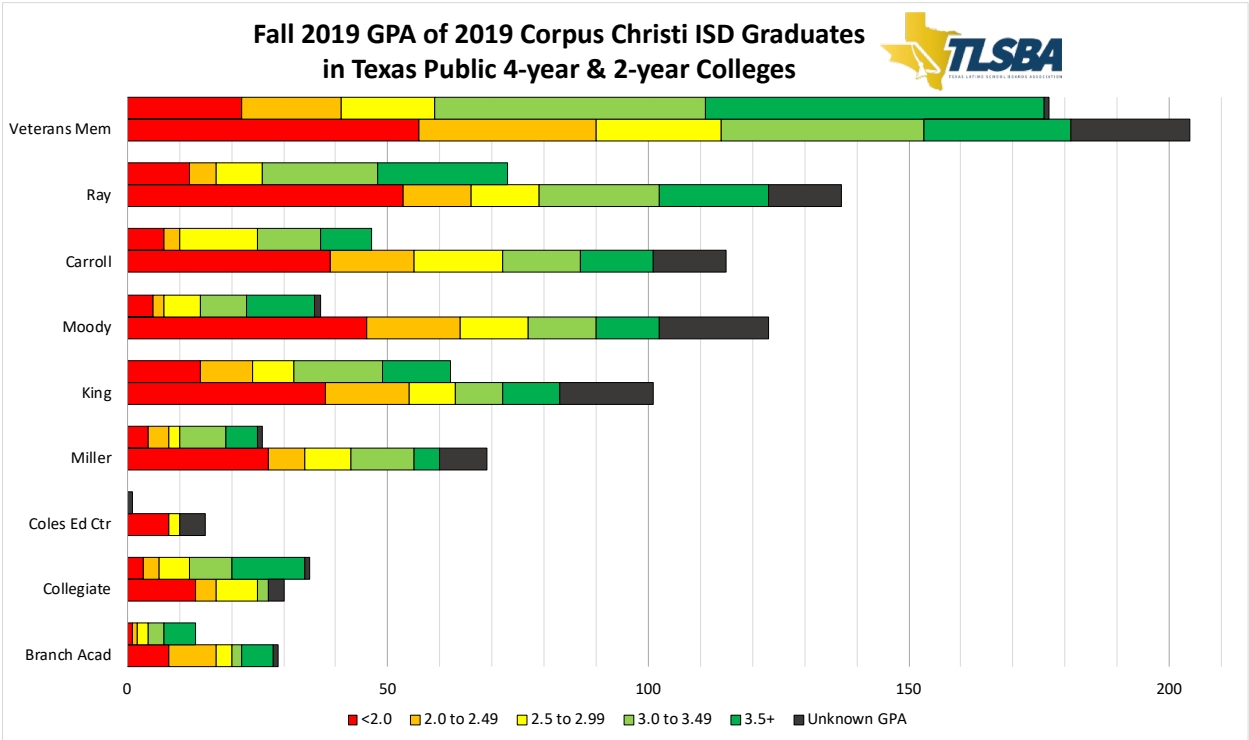

Fall 2019 Enrollment of 2019 Austin ISD Graduates in Higher Education
Bowie
Akins
Anderson
Austin
McCallum
Navarro
Crockett
Travis
LASA
Northeast
LBJ
Eastside Mem.
Garza
Ann Richards
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

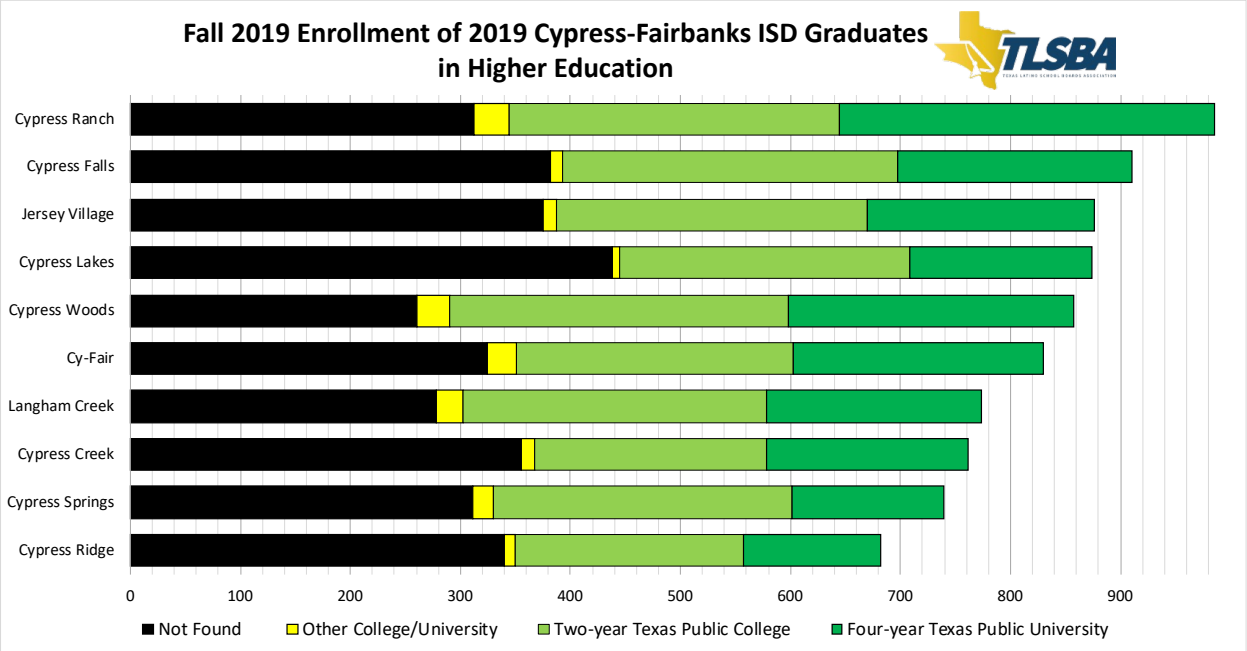

Fall 2019 GPA of 2019 Austin ISD Graduates in Texas Public 4-year & 2-year Colleges
Bowie
Akins
Anderson
Austin
McCallum
Navarro
Crockett
Travis
LASA
Northeast
LBJ
Eastside Mem.
Garza
Ann Richards
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

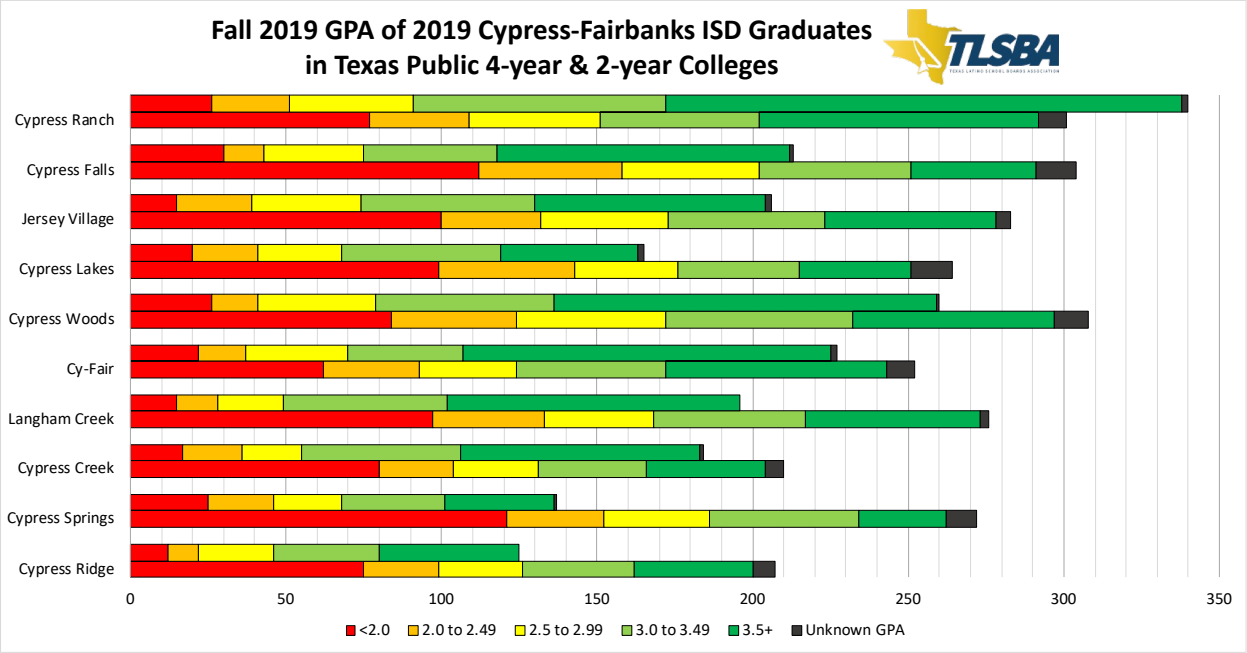

Fall 2019 Enrollment of 2019 Brownsville ISD Graduates in Higher Education
TLSBA
Hanny
Rivera
Pace
Veterans Mem.
Porter
Lopez
Brownsville
Learning Acad.
Lincoln Park
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

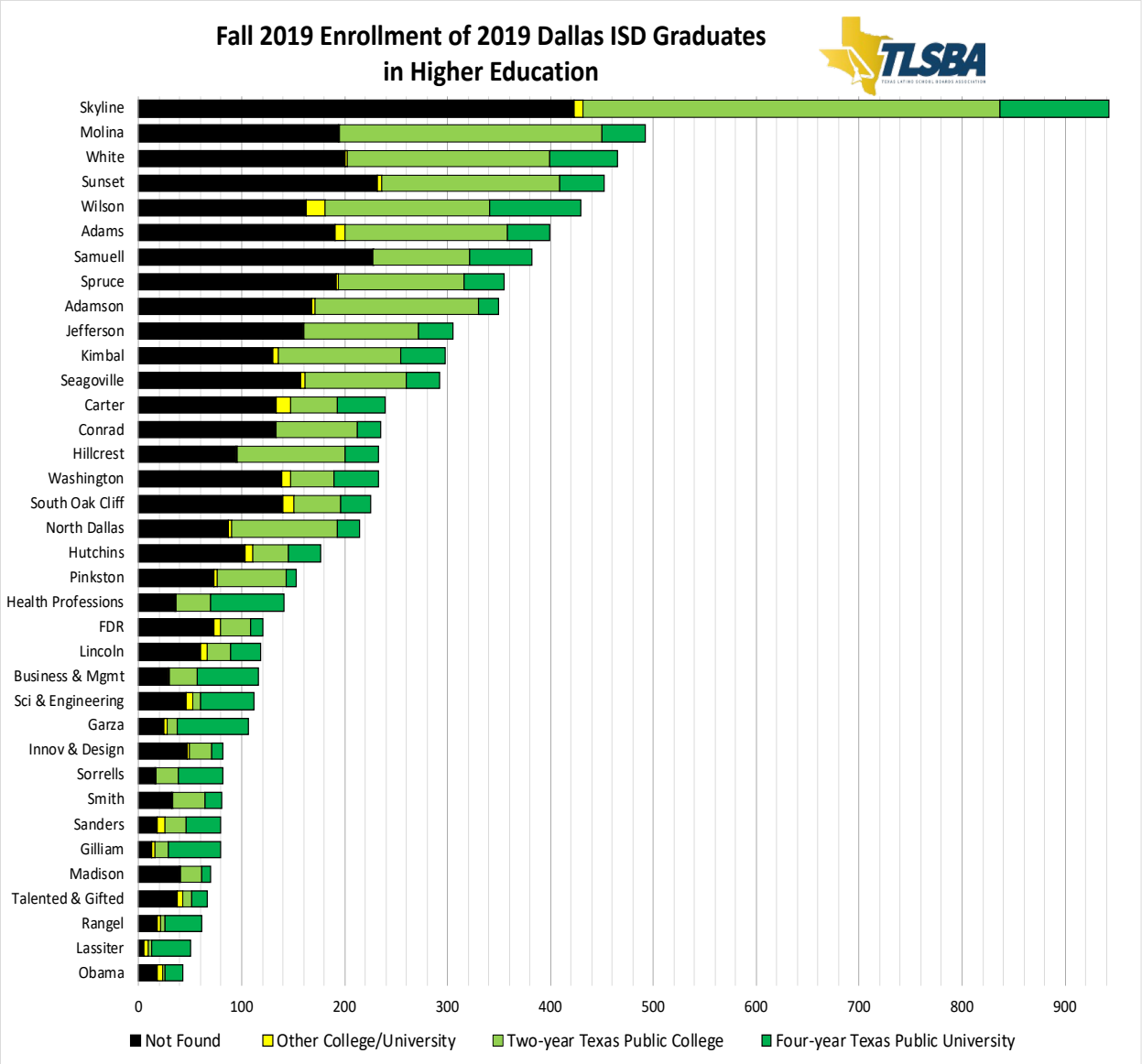

Fall 2019 GPA of 2019 Brownsville ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Hanny
Rivera
Pace
Veterans Mem.
Porter
Lopez
Brownsville
Learning Acad.
Lincoln Park
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

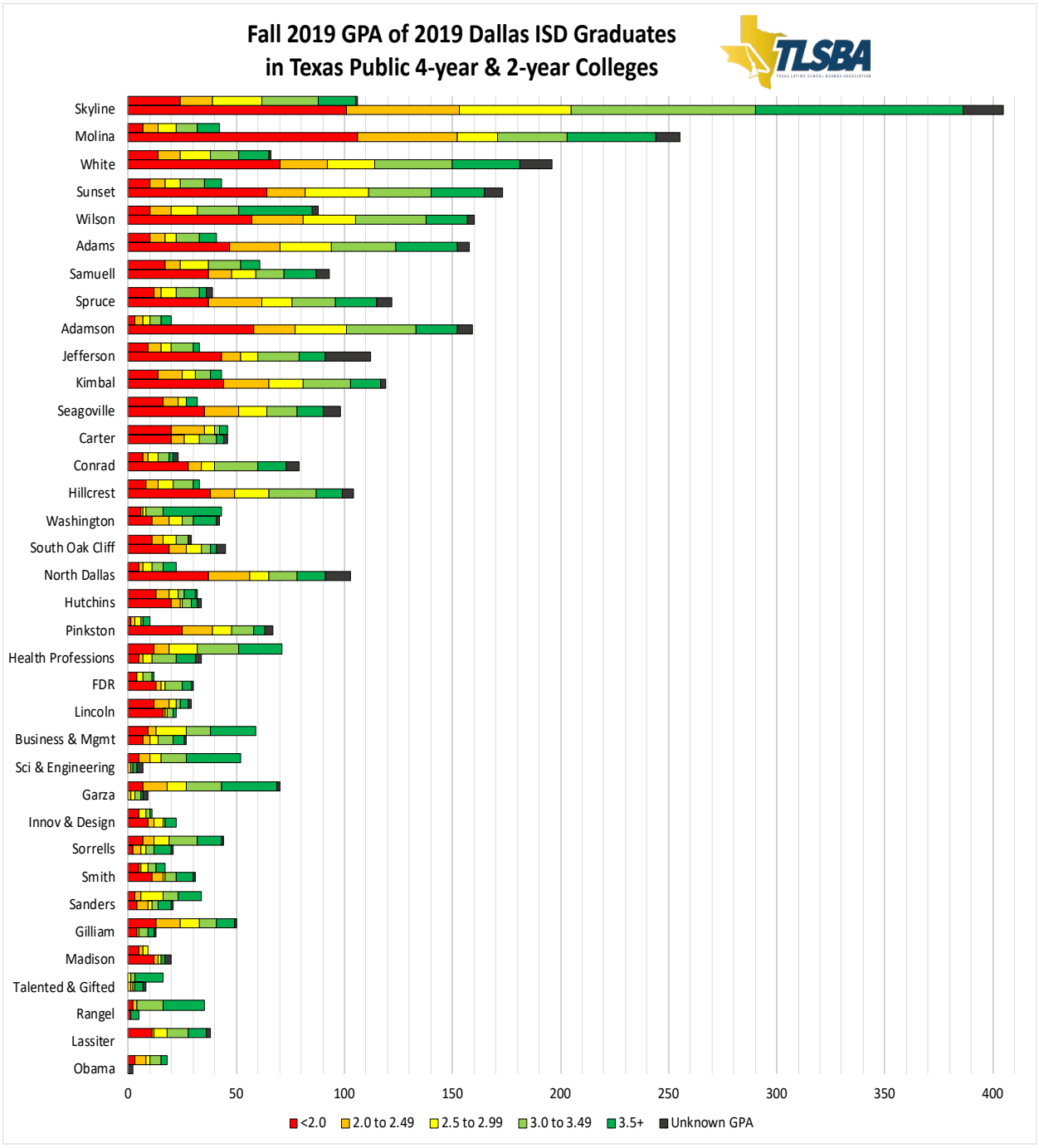

Fall 2019 Enrollment of 2019 Corpus Christi ISD Graduates in Higher Education
TLSBA
Veterans Mem
Ray
Carroll
Moody
King
Miller
Coles Ed Ctr
Collegiate
Branch Acad
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

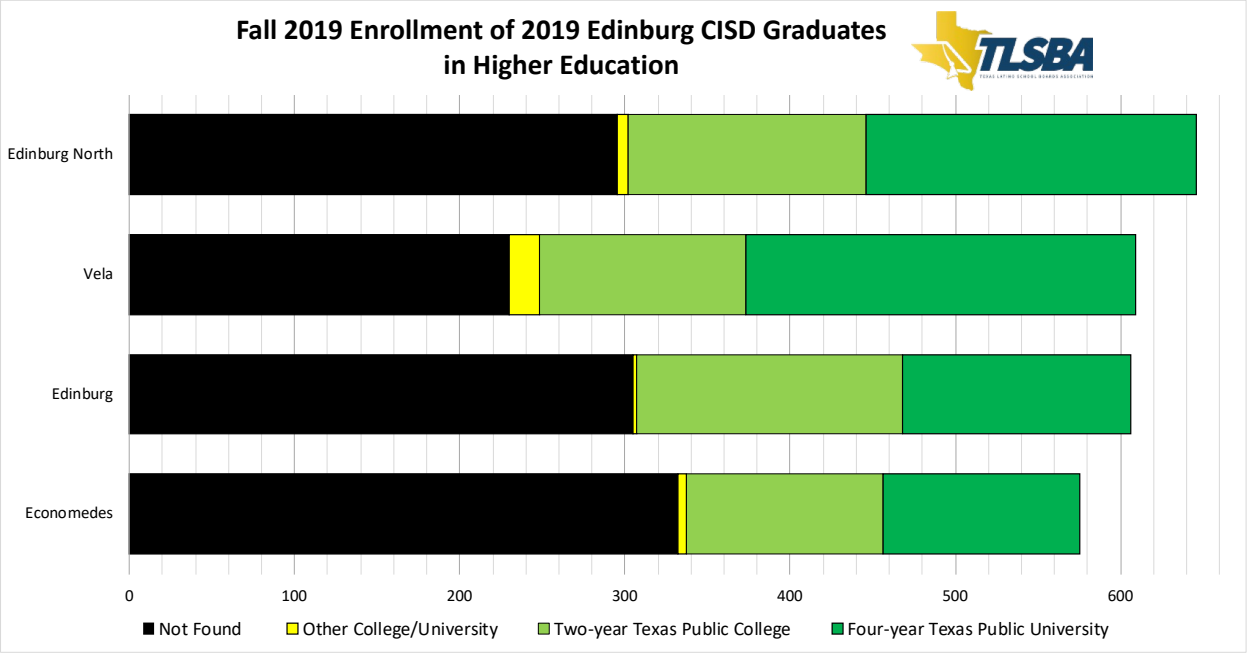

Fall 2019 GPA of 2019 Corpus Christi ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Veterans Mem
Ray
Carroll
Moody
King
Miller
Coles Ed Ctr
Collegiate
Branch Acad
0
50
100
150
200
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

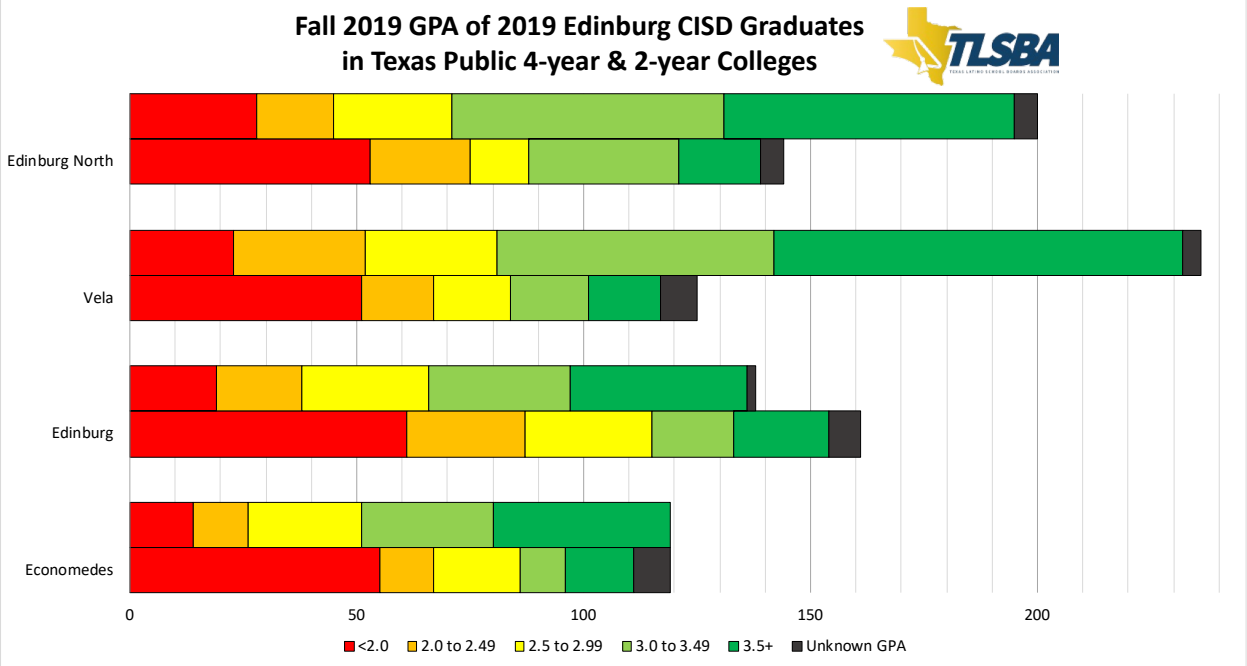

Fall 2019 Enrollment of 2019 Cypress-Fairbanks ISD Graduates in Higher Education
Cypress Ranch
Cypress Falls
Jersey Village
Cypress Lakes
Cypress Woods
Cy-Fair
Langham Creek
Cypress Creek
Cypress Springs
Cypress Ridge
0
100
200
300
400
500
600
700
800
900
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

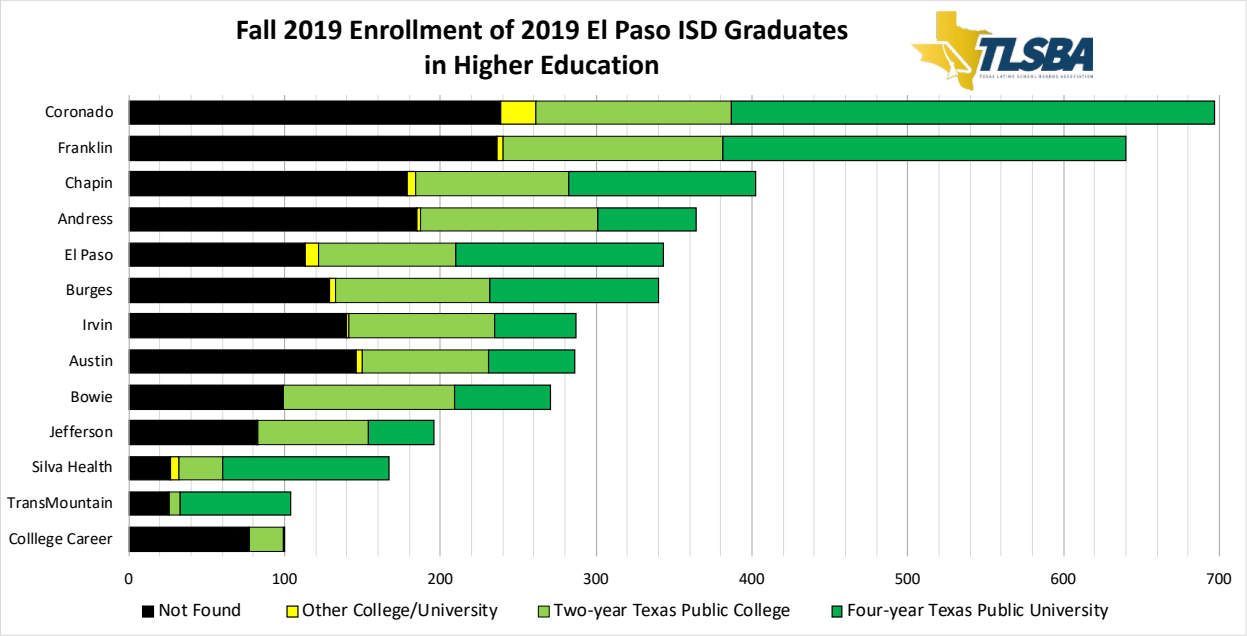

Fall 2019 GPA of 2019 Cypress-Fairbanks ISD Graduates in Texas Public 4-year & 2-year Colleges
Cypress Ranch
Cypress Falls
Jersey Village
Cypress Lakes
Cypress Woods
Cy-Fair
Langham Creek
Cypress Creek
Cypress Springs
Cypress Ridge
0
50
100
150
200
250
300
350
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

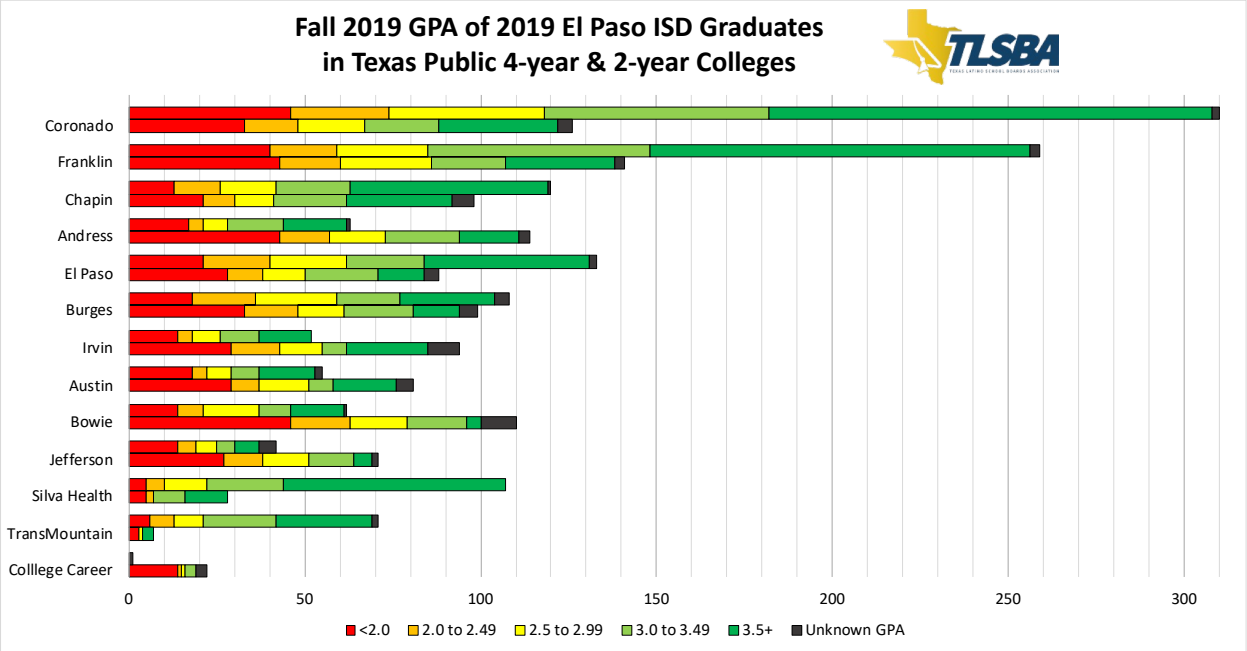

Fall 2019 Enrollment of 2019 Dallas ISD Graduates in Higher Education
TLSBA
Skyline
Molina
White
Sunset
Wilson
Adams
Samuell
Spruce
Adamson
Jefferson
Kimbal
Seagoville
Carter
Conrad
Hillcrest
Washington
South Oak Cliff
North Dallas
Hutchins
Pinkston
Health Professions
FDR
Lincoln
Business & Mgmt
Sci & Engineering
Garza
Innov & Design
Sorrells
Smith
Sanders
Gilliam
Madison
Talented & Gifted
Rangel
Lassiter
Obama
0
100
200
300
400
500
600
700
800
900
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

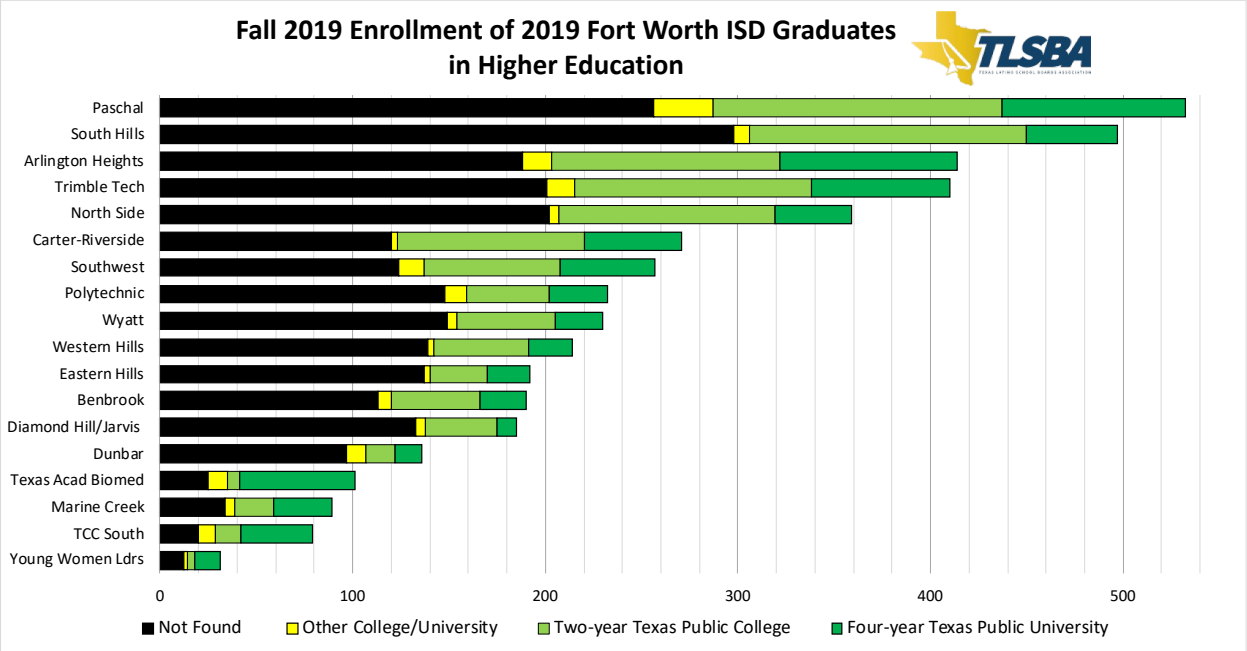

Fall 2019 GPA of 2019 Dallas ISD Graduates
in Texas Public 4-year & 2-year Colleges
TLSBA
Skyline
Molina
White
Sunset
Wilson
Adams
Samuell
Spruce
Adamson
Jefferson
Kimbal
Seagoville
Carter
Conrad
Hillcrest
Washington
South Oak Cliff
North Dallas
Hutchins
Pinkston
Health Professions
FDR
Lincoln
Business & Mgmt
Sci & Engineering
Garza
Innov & Design
Sorrells
Smith
Sanders
Gilliam
Madison
Talented & Gifted
Rangel
Lassiter
Obama
0
50
100
150
200
250
300
350
400
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

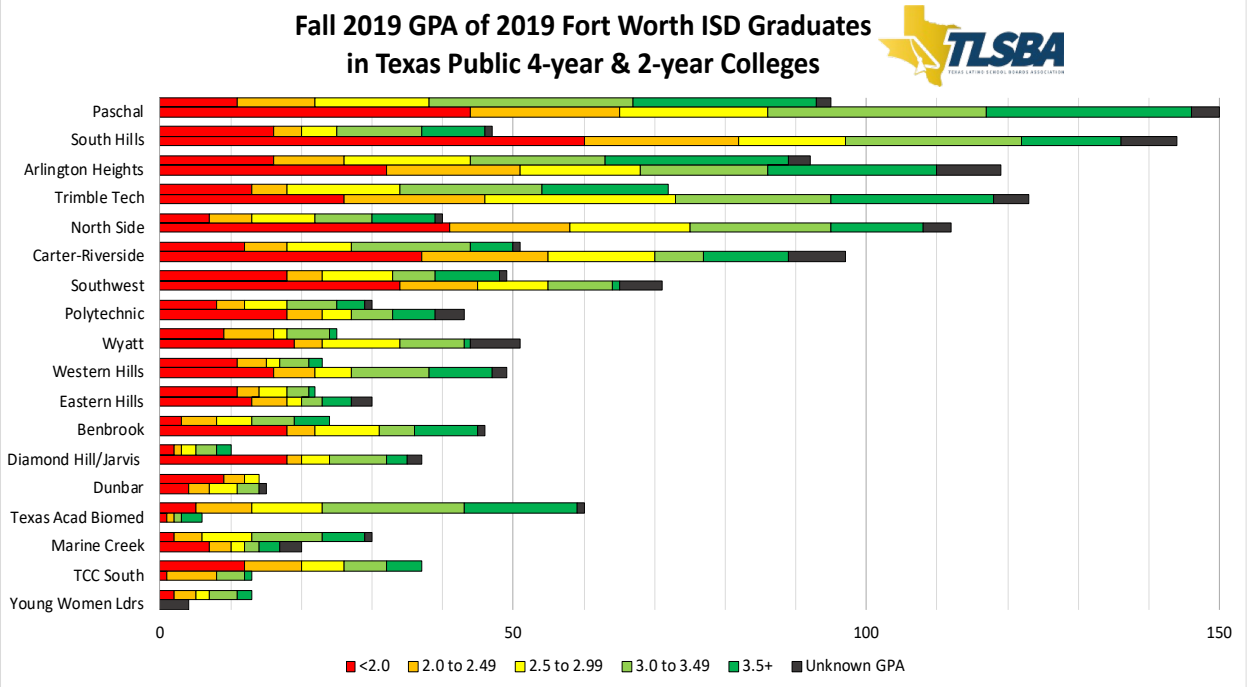

Fall 2019 Enrollment of 2019 Edinburg CISD Graduates in Higher Education
Edinburg North
Vela
Edinburg
Economedes
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

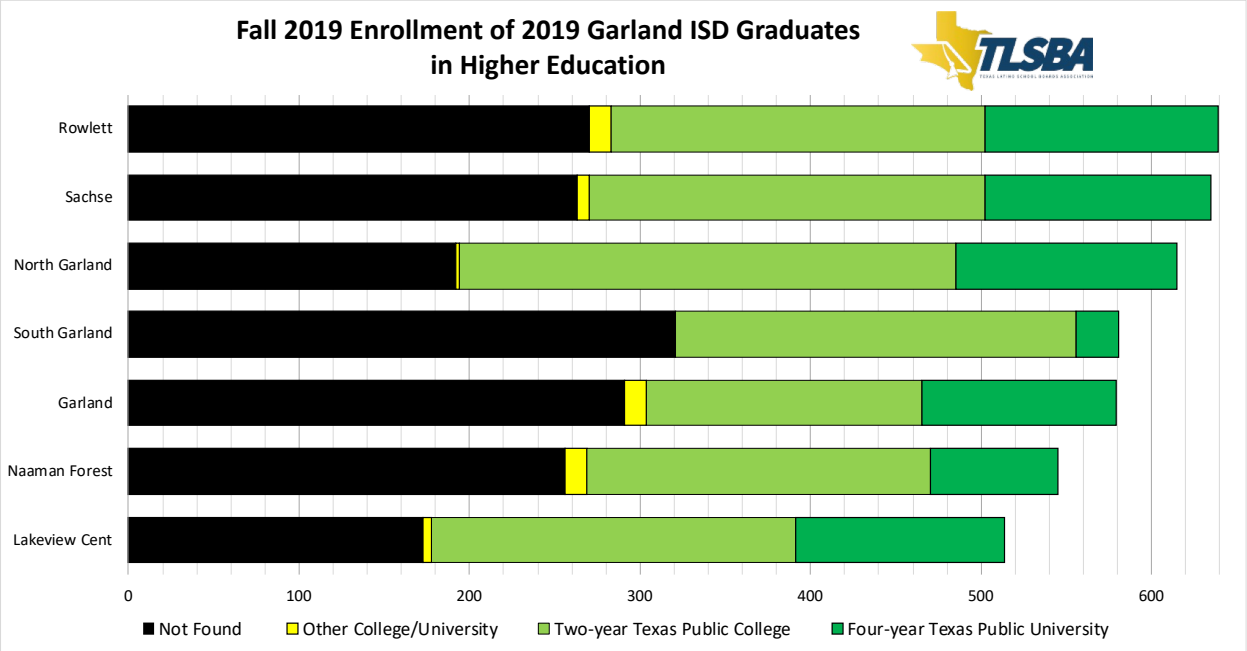

Fall 2019 GPA of 2019 Edinburg CISD Graduates in Texas Public 4-year & 2-year Colleges
Edinburg North
Vela
Edinburg
Economedes
0
50
100
150
200
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

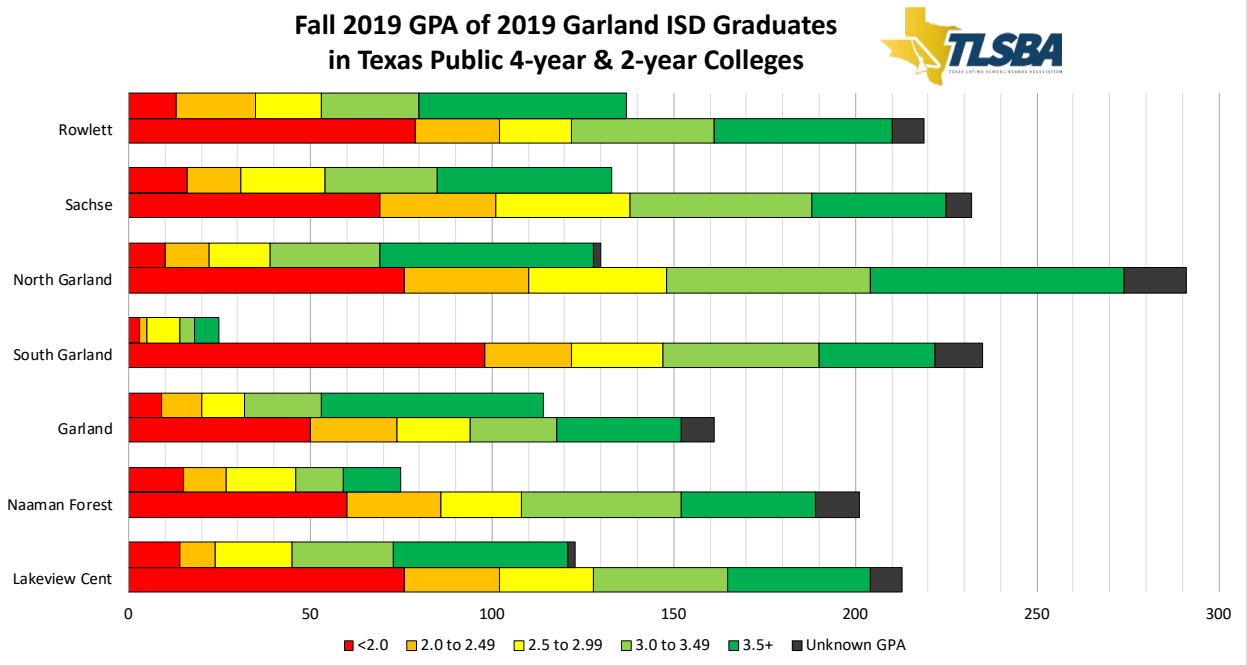

Fall 2019 Enrollment of 2019 El Paso ISD Graduates in Higher Education
Coronado
Franklin
Chapin
Andress
El Paso
Burges
Irvin
Austin
Bowie
Jefferson
Silva Health
TransMountain
Colllege Career
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

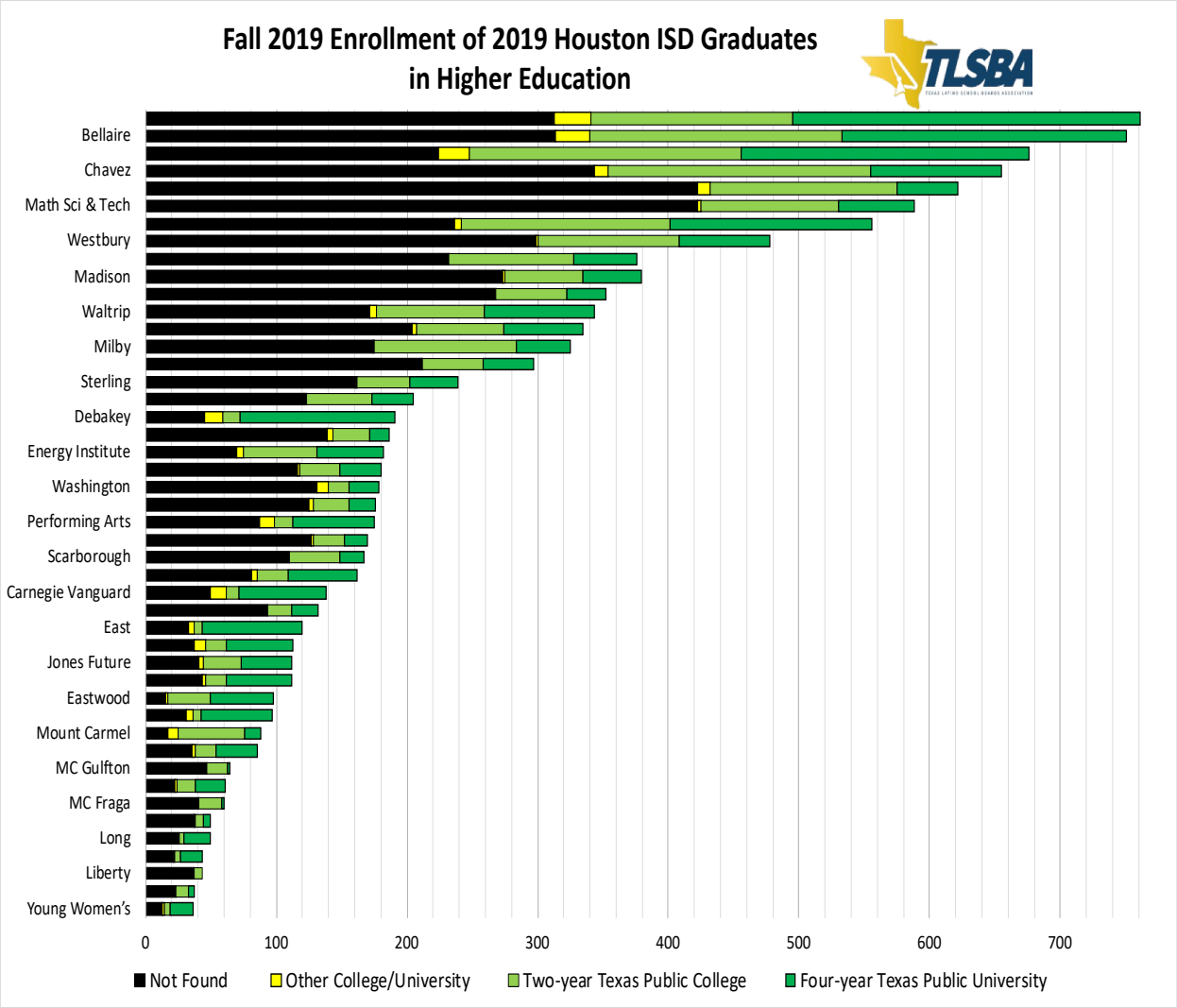

Fall 2019 GPA of 2019 El Paso ISD Graduates in Texas Public 4-year & 2-year Colleges
Coronado
Franklin
Chapin
Andress
El Paso
Burges
Irvin
Austin
Bowie
Jefferson
Silva Health
TransMountain
Colllege Career
0
50
100
150
200
250
300
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

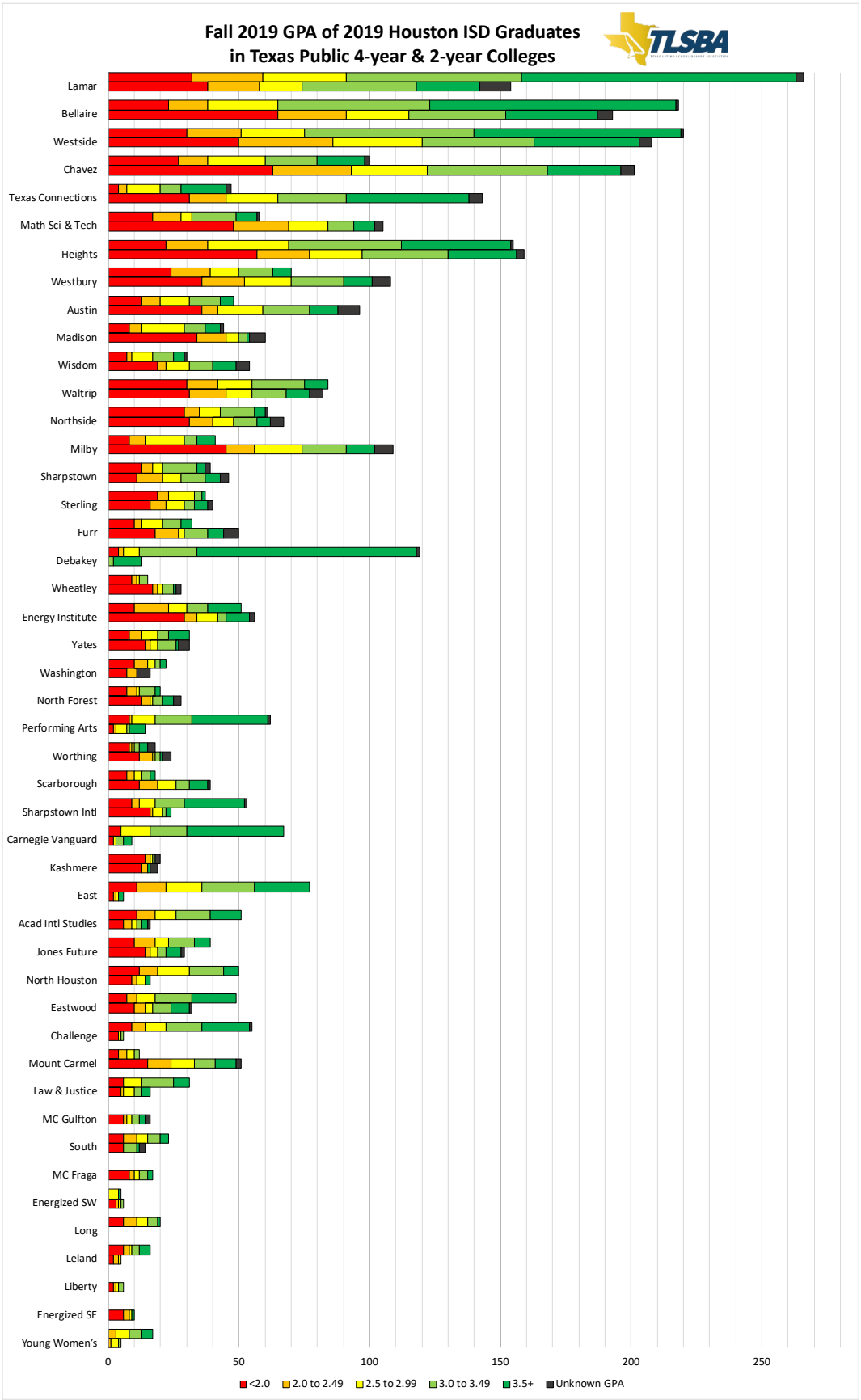

Fall 2019 Enrollment of 2019 Fort Worth ISD Graduates in Higher Education
TLSBA
Paschal
South Hills
Arlington Heights
Trimble Tech
North Side
Carter-Riverside
Southwest
Polytechnic
Wyatt
Western Hills
Eastern Hills
Benbrook
Diamond Hill/Jarvis
Dunbar
Texas Acad Biomed
Marine Creek
TCC South
Young Women Ldrs
0
100
200
300
400
500
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

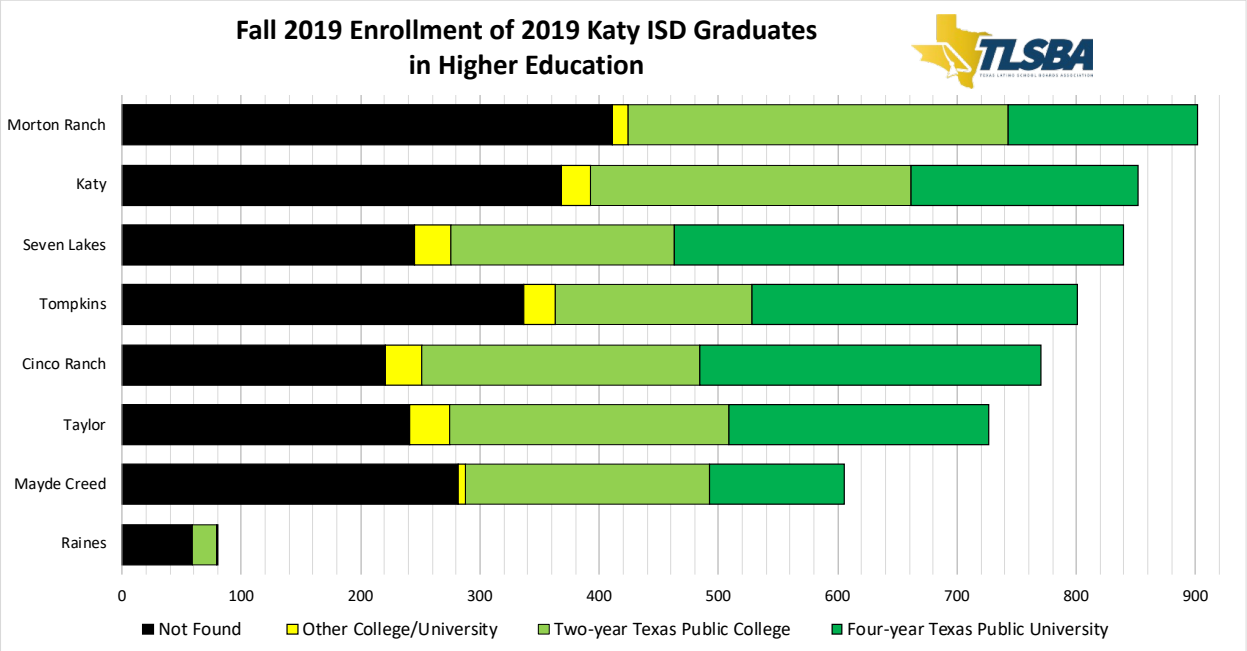

Fall 2019 GPA of 2019 Fort Worth ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
Paschal
South Hills
Arlington Heights
Trimble Tech
North Side
Carter-Riverside
Southwest
Polytechnic
Wyatt
Western Hills
Eastern Hills
Benbrook
Diamond Hill/Jarvis
Dunbar
Texas Acad Biomed
Marine Creek
TCC South
Young Women Ldrs
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

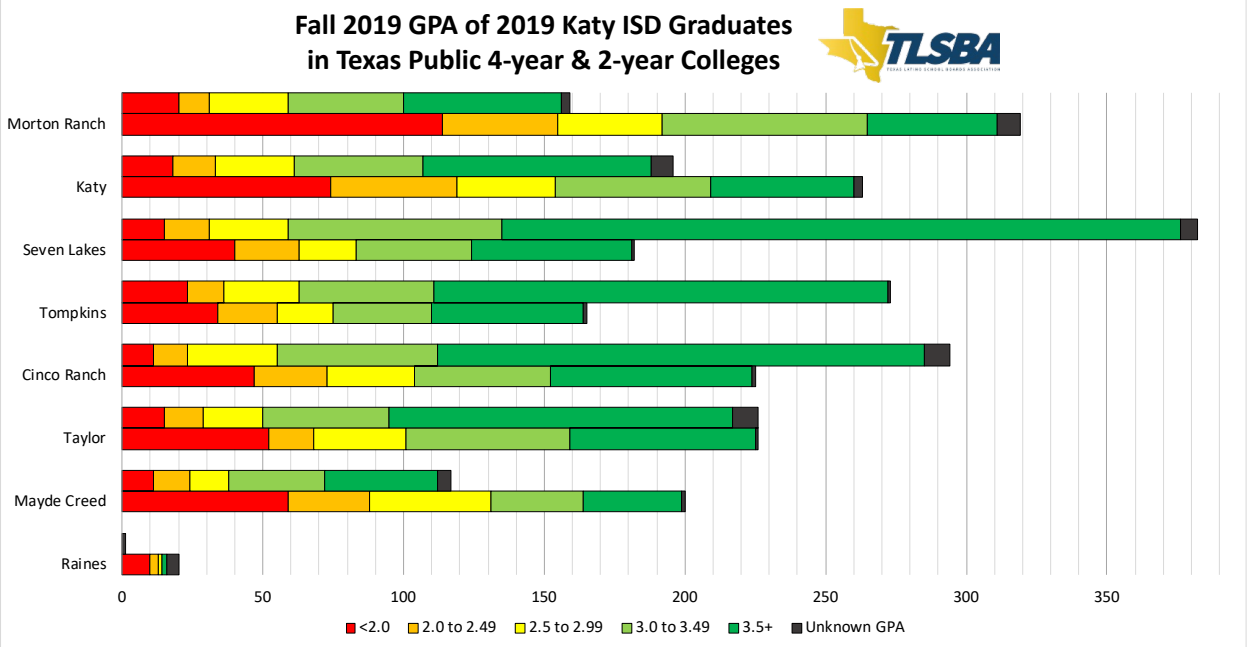

Fall 2019 Enrollment of 2019 Garland ISD Graduates in Higher Education
Rowlett
Sachse
North Garland
South Garland
Garland
Naaman Forest
Lakeview Cent
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

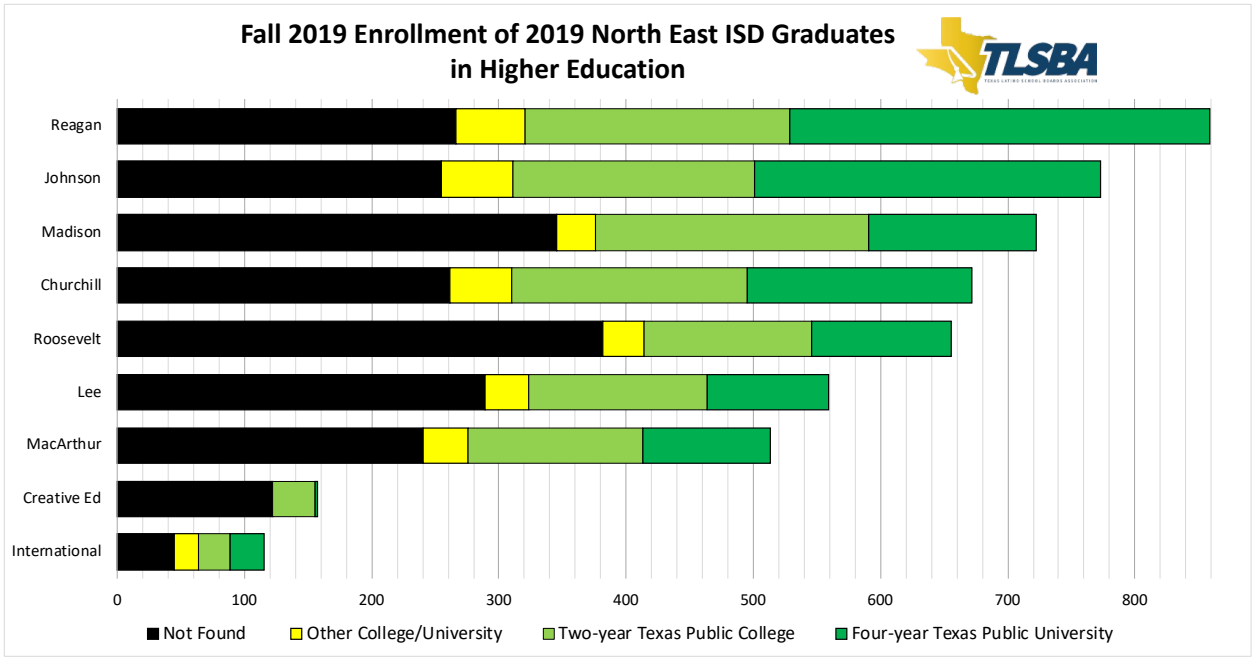

Fall 2019 GPA of 2019 Garland ISD Graduates in Texas Public 4-year & 2-year Colleges
Rowlett
Sachse
North Garland
South Garland
Garland
Naaman Forest
Lakeview Cent
0
50
100
150
200
250
300
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

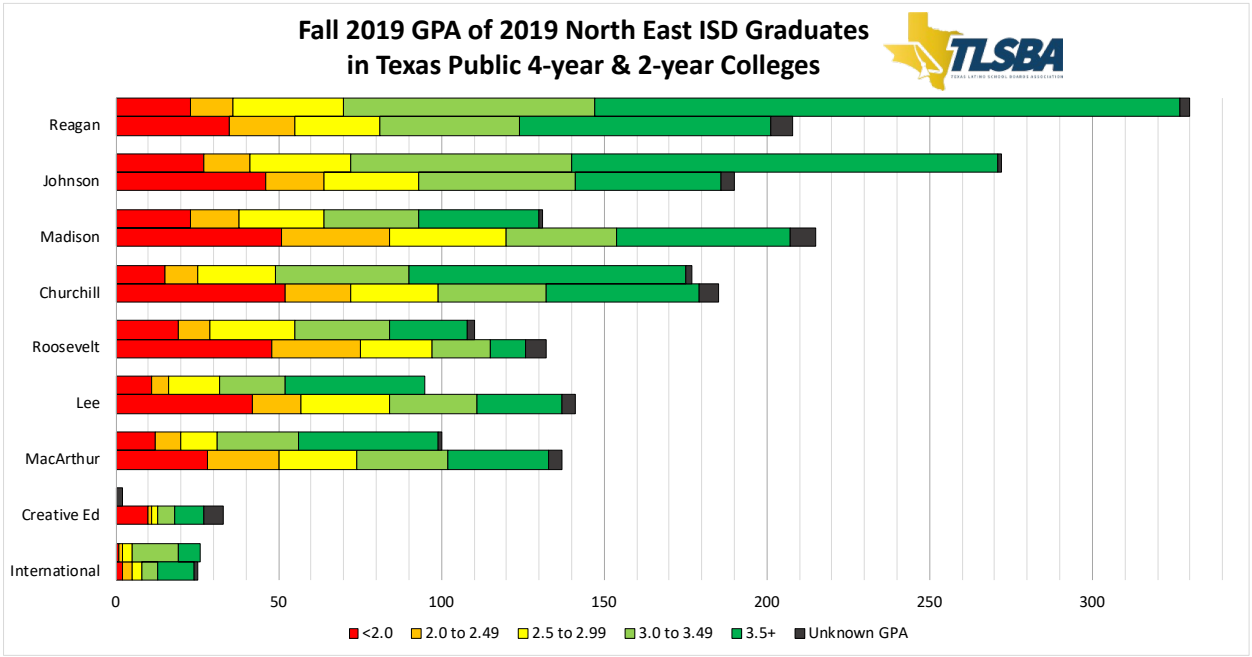

Fall 2019 Enrollment of 2019 Houston ISD Graduates in Higher Education
TLSBA
Bellaire
Chavez
Math Sci & Tech
Westbury
Madison
Waltrip
Milby
Sterling
Debakey
Energy Institute
Washington
Performing Arts
Scarborough
Carnegie Vanguard
East
Jones Future
Eastwood
Mount Carmel
MC Gulfton
MC Fraga
Long
Liberty
Young Women's
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

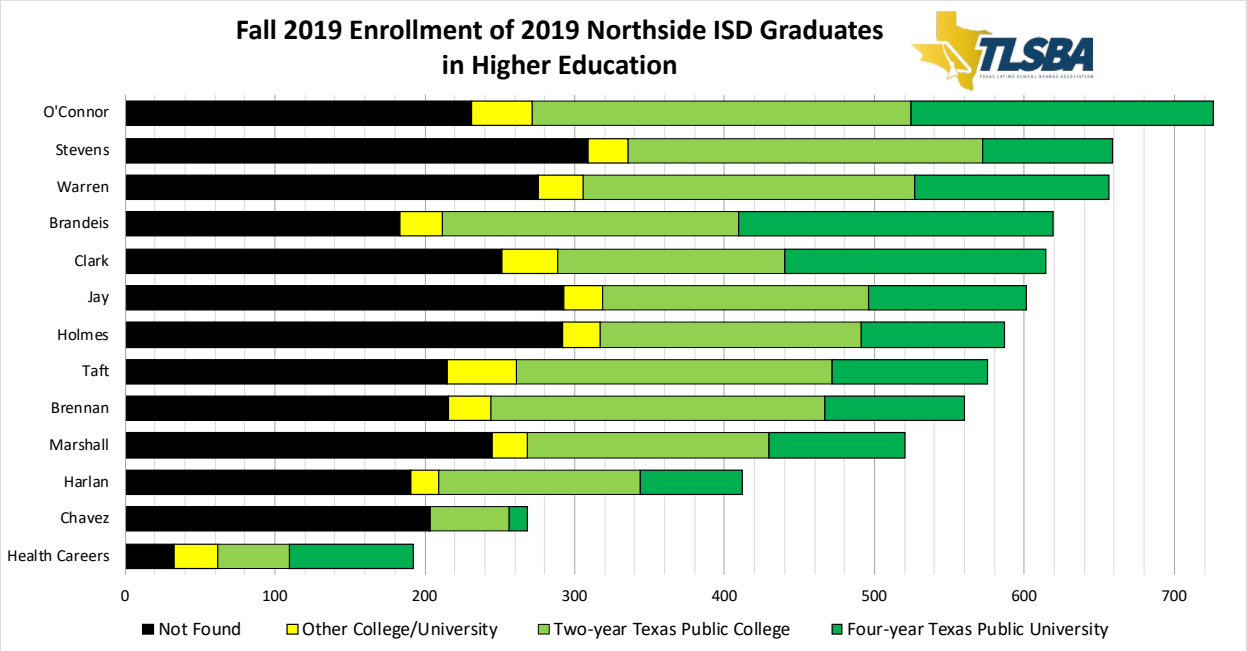

Fall 2019 GPA of 2019 Houston ISD Graduates
in Texas Public 4-year & 2-year Colleges
TLSBA
Lamar
Bellaire
Westside
Chavez
Texas Connections
Math Sci & Tech
Heights
Westbury
Austin
Madison
Wisdom
Waltrip
Northside
Milby
Sharpstown
Sterling
Furr
Debakey
Wheatley
Energy Institute
Yates
Washington
North Forest
Performing Arts
Worthing
Scarborough
Sharpstown Intl
Carnegie Vanguard
Kashmere
East
Acad Intl Studies
Jones Future
North Houston
Eastwood
Challenge
Mount Carmel
Law & Justice
MC Gulfton
South
MC Fraga
Energized SW
Long
Leland
Liberty
Energized SE
Young Women's
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

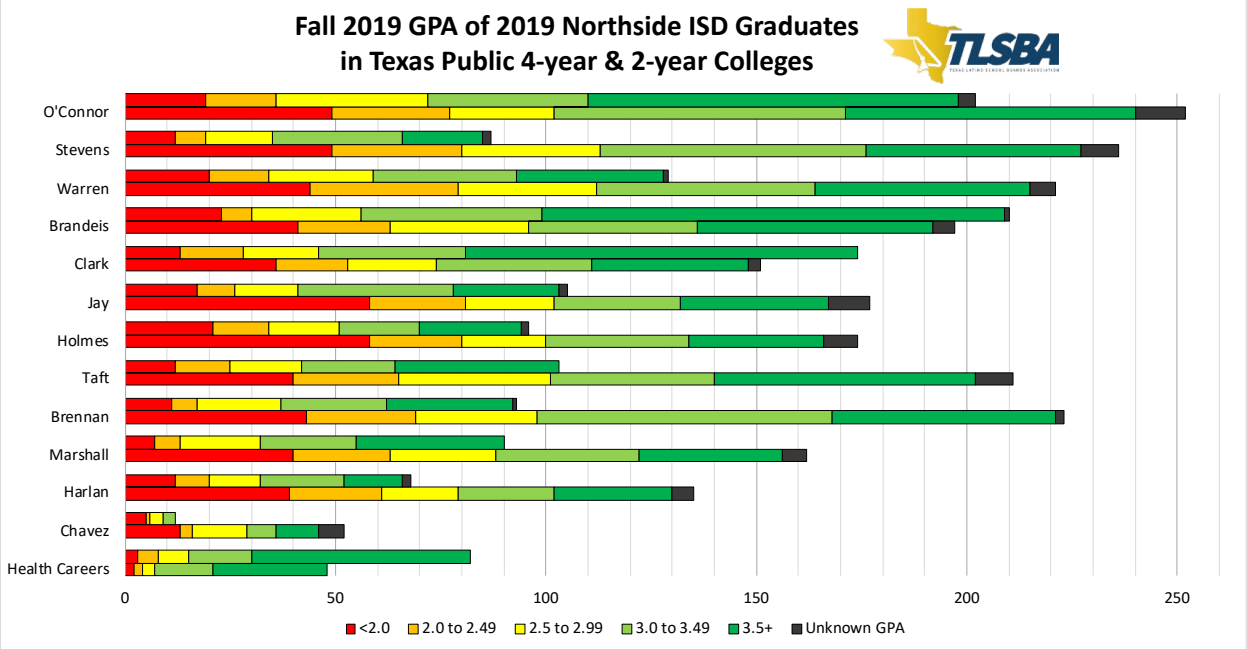

Fall 2019 Enrollment of 2019 Katy ISD Graduates in Higher Education
Morton Ranch
Katy
Seven Lakes
Tompkins
Cinco Ranch
Taylor
Mayde Creed
Raines
0
100
200
300
400
500
600
700
800
900
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

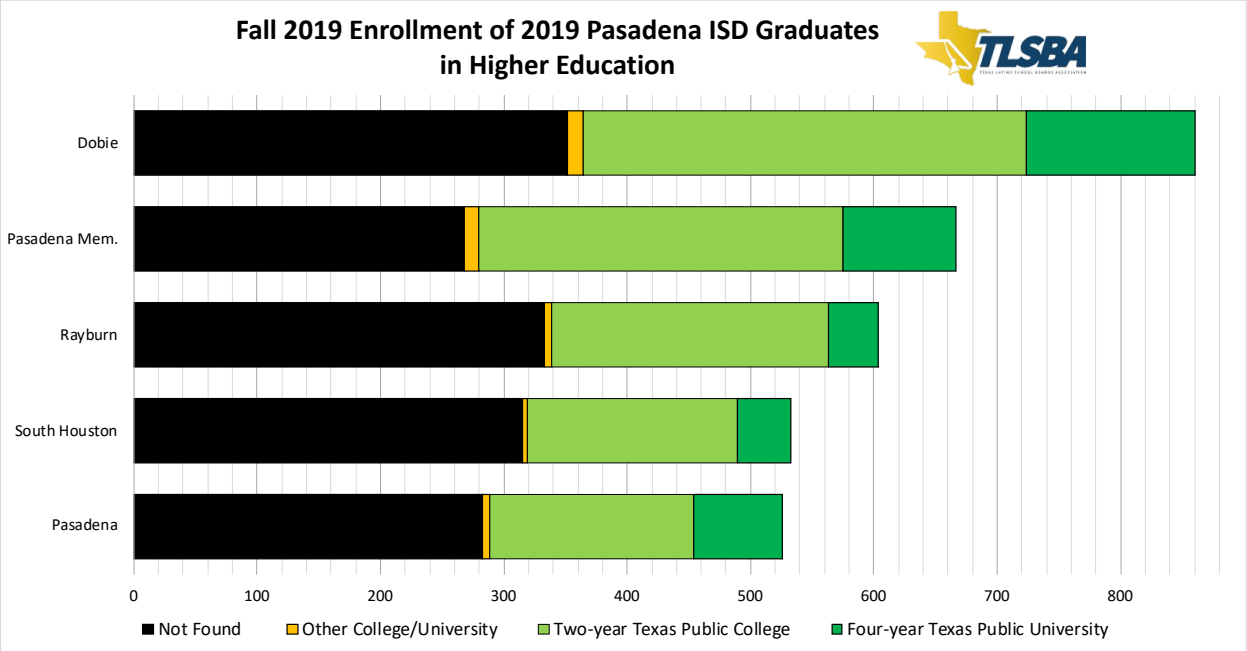

Fall 2019 GPA of 2019 Katy ISD Graduates in Texas Public 4-year & 2-year Colleges
Morton Ranch
Katy
Seven Lakes
Tompkins
Cinco Ranch
Taylor
Mayde Creed
Raines
0
50
100
150
200
250
300
350
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

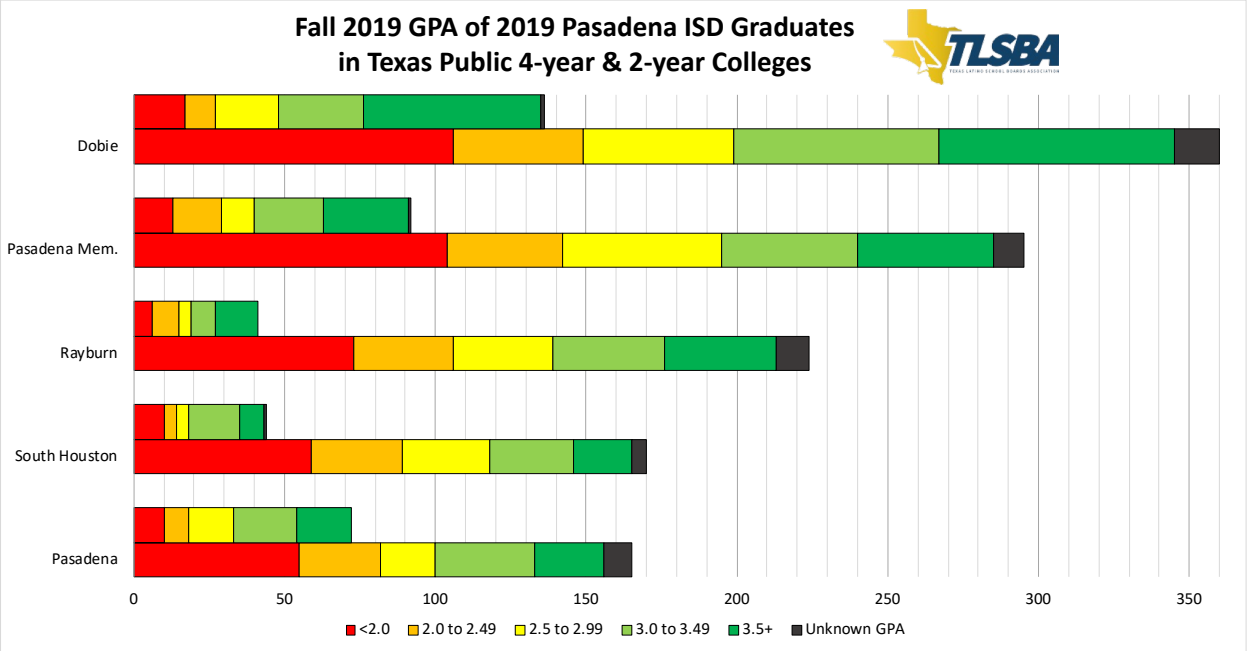

Fall 2019 Enrollment of 2019 North East ISD Graduates in Higher Education
Reagan
Johnson
Madison
Churchill
Roosevelt
Lee
MacArthur
Creative Ed
International
0
100
200
300
400
500
600
700
800
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

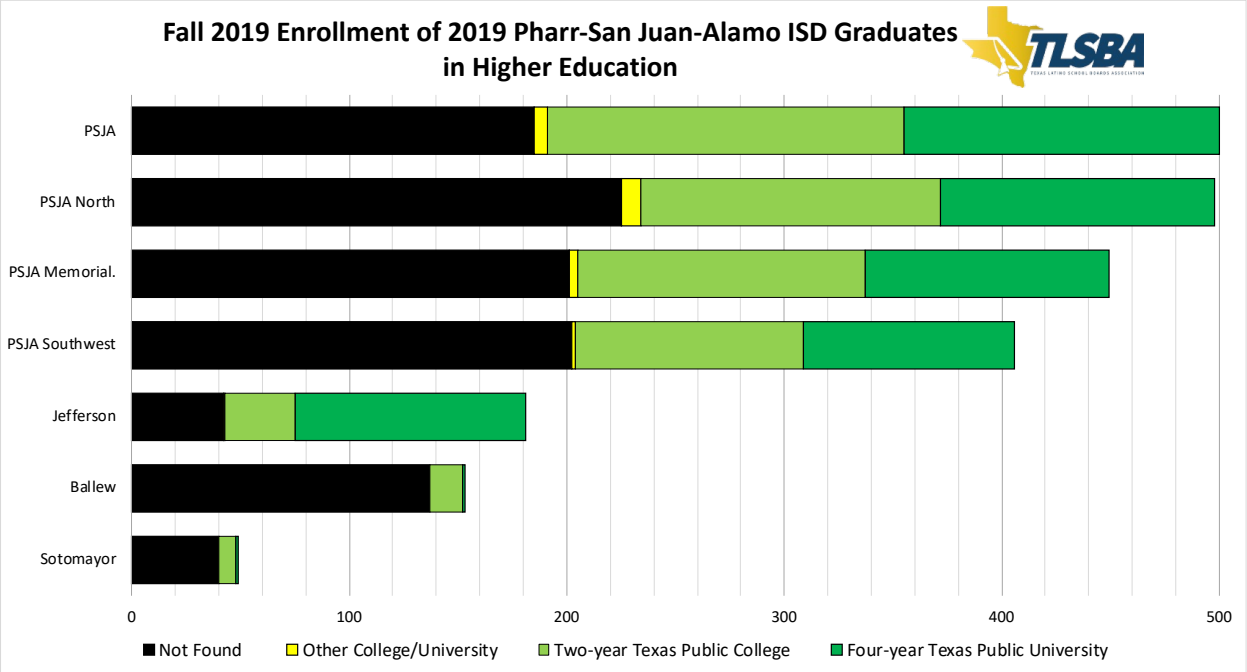

Fall 2019 GPA of 2019 North East ISD Graduates in Texas Public 4-year & 2-year Colleges
Reagan
Johnson
Madison
Churchill
Roosevelt
Lee
MacArthur
Creative Ed
International
0
50
100
150
200
250
300
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

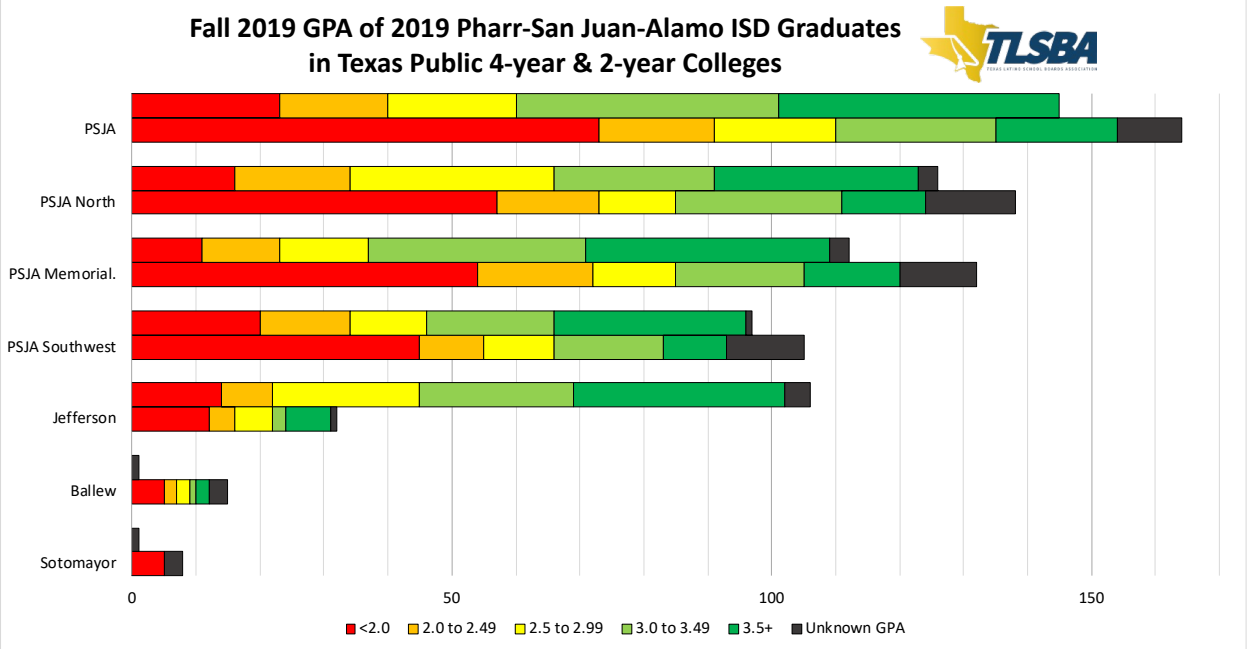

Fall 2019 Enrollment of 2019 Northside ISD Graduates in Higher Education
TLSBA
O'Connor
Stevens
Warren
Brandeis
Clark
Jay
Holmes
Taft
Brennan
Marshall
Harlan
Chavez
Health Careers
0
100
200
300
400
500
600
700
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

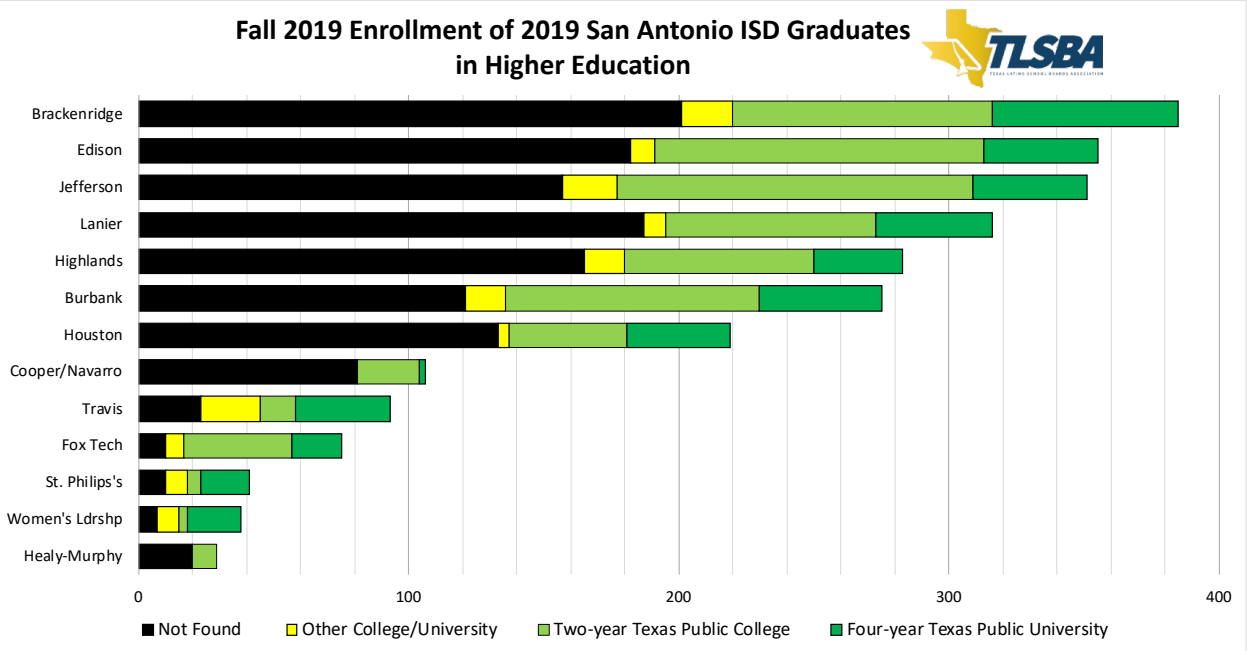

Fall 2019 GPA of 2019 Northside ISD Graduates in Texas Public 4-year & 2-year Colleges
TLSBA
O'Connor
Stevens
Warren
Brandeis
Clark
Jay
Holmes
Taft
Brennan
Marshall
Harlan
Chavez
Health Careers
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

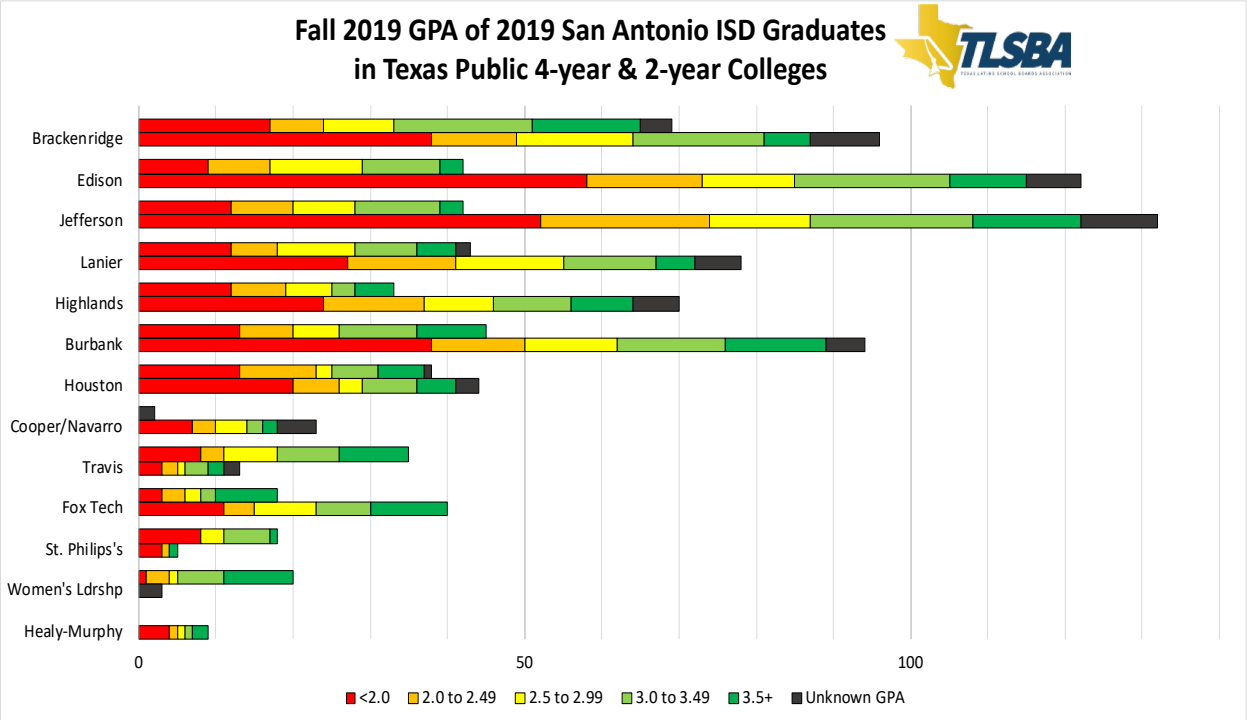

Fall 2019 Enrollment of 2019 Pasadena ISD Graduates in Higher Education
Dobie
Pasadena Mem.
Rayburn
South Houston
Pasadena
0
100
200
300
400
500
600
700
800
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

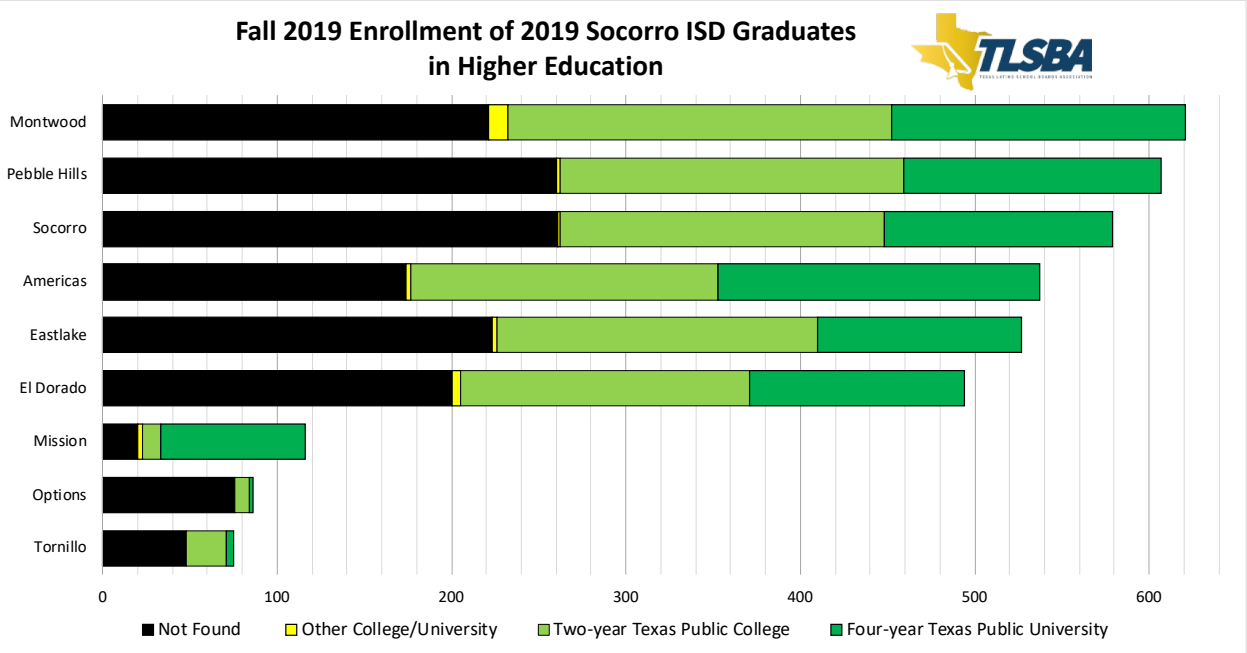

Fall 2019 GPA of 2019 Pasadena ISD Graduates in Texas Public 4-year & 2-year Colleges
Dobie
Pasadena Mem.
Rayburn
South Houston
Pasadena
0
50
100
150
200
250
300
350
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

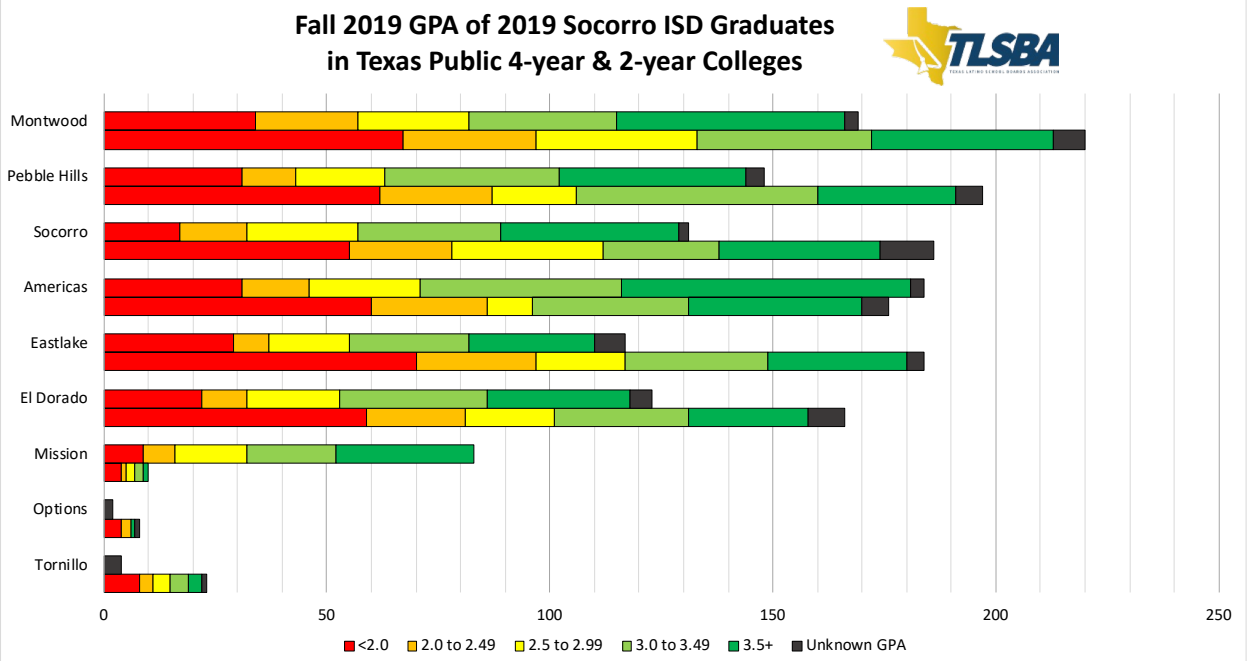

Fall 2019 Enrollment of 2019 Pharr-San Juan-Alamo ISD Graduates in Higher Education
PSJA
PSJA North
PSJA Memorial.
PSJA Southwest
Jefferson
Ballew
Sotomayor
0
100
200
300
400
500
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

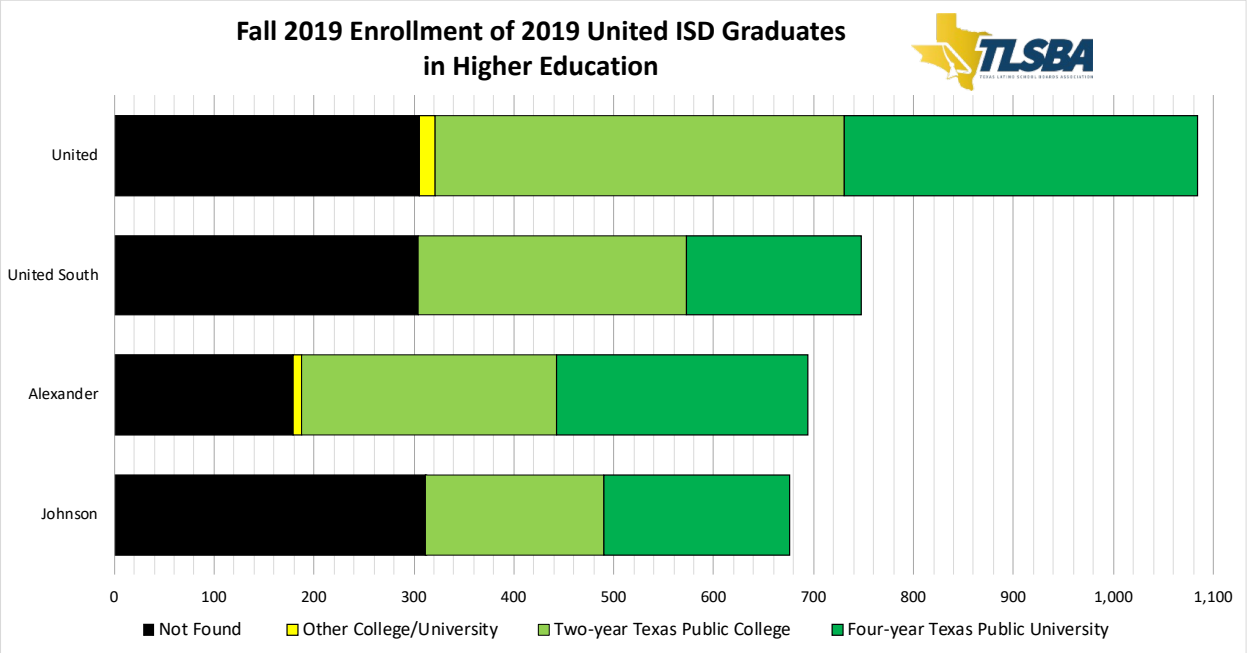

Fall 2019 GPA of 2019 Pharr-San Juan-Alamo ISD Graduates in Texas Public 4-year & 2-year Colleges
PSJA
PSJA North
PSJA Memorial.
PSJA Southwest
Jefferson
Ballew
Sotomayor
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

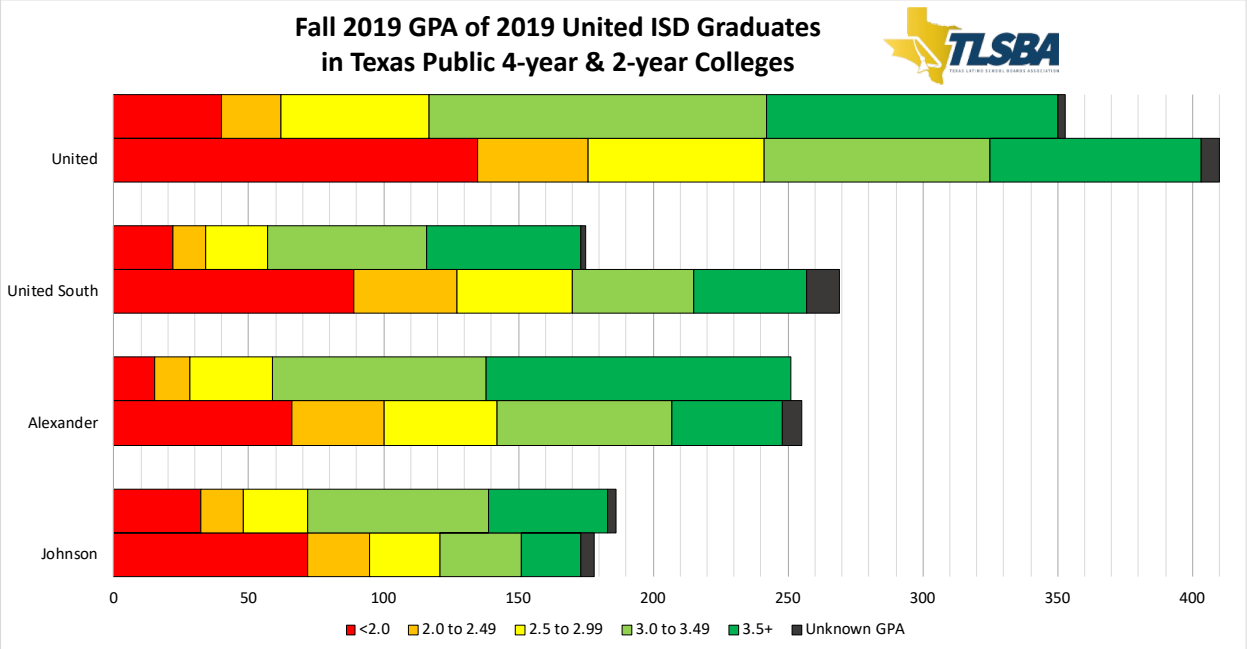

Fall 2019 Enrollment of 2019 San Antonio ISD Graduates in Higher Education
Brackenridge
Edison
Jefferson
Lanier
Highlands
Burbank
Houston
Cooper/Navarro
Travis
Fox Tech
St. Philips's
Women's Ldrshp
Healy-Murphy
0
100
200
300
400
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University

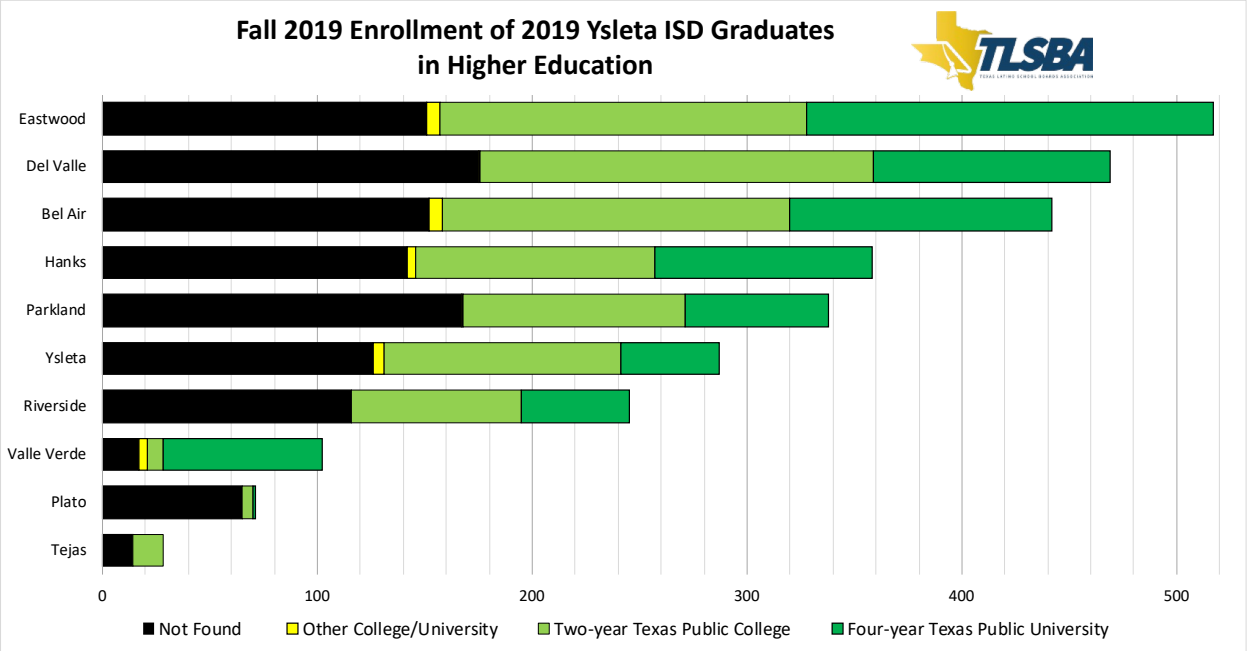

Fall 2019 GPA of 2019 San Antonio ISD Graduates in Texas Public 4-year & 2-year Colleges
Brackenridge
Edison
Jefferson
Lanier
Highlands
Burbank
Houston
Cooper/Navarro
Travis
Fox Tech
St. Philips's
Women's Ldrshp
Healy-Murphy
0
50
100
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

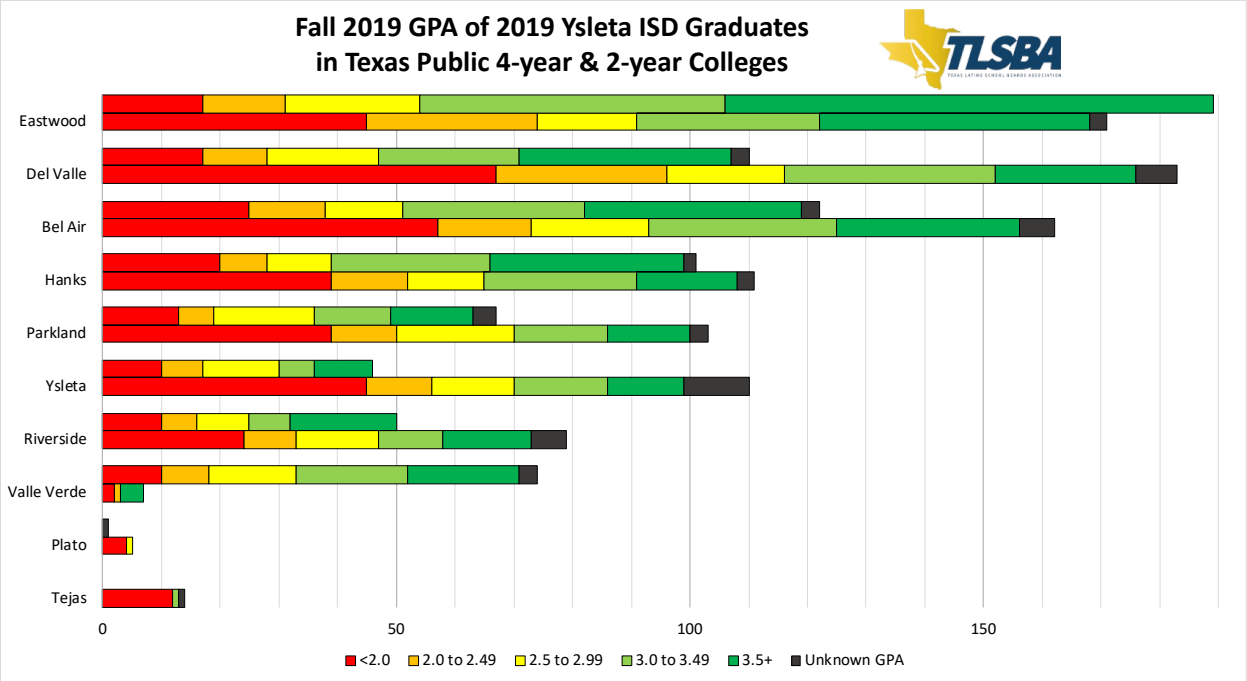

Fall 2019 Enrollment of 2019 Socorro ISD Graduates in Higher Education
Montwood
Pebble Hills
Socorro
Americas
Eastlake
El Dorado
Mission
Options
Tornillo
0
100
200
300
400
500
600
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Socorro ISD Graduates in Texas Public 4-year & 2-year Colleges
Montwood
Pebble Hills
Socorro
Americas
Eastlake
El Dorado
Mission
Options
Tornillo
0
50
100
150
200
250
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 United ISD Graduates in Higher Education
United
United South
Alexander
Johnson
0
100
200
300
400
500
600
700
800
900
1,000
1,100
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 United ISD Graduates in Texas Public 4-year & 2-year Colleges
United
United South
Alexander
Johnson
0
50
100
150
200
250
300
350
400
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA


Fall 2019 Enrollment of 2019 Ysleta ISD Graduates in Higher Education
Eastwood
Del Valle
Bel Air
Hanks
Parkland
Ysleta
Riverside
Valle Verde
Plato
Tejas
0
100
200
300
400
500
Not Found
Other College/University
Two-year Texas Public College
Four-year Texas Public University


Fall 2019 GPA of 2019 Ysleta ISD Graduates in Texas Public 4-year & 2-year Colleges
Eastwood
Del Valle
Bel Air
Hanks
Parkland
Ysleta
Riverside
Valle Verde
Plato
Tejas
0
50
100
150
<2.0
2.0 to 2.49
2.5 to 2.99
3.0 to 3.49
3.5+
Unknown GPA

Conclusion

The Texas Latino School Boards Association is profoundly grateful to the Top 20 Latinx-serving districts in Texas, which might be tremendous allies in the fight for the Latinx students of Texas. In many cases, these districts are led by longtime advocates and champions for public education. Indeed, the TLSBA salutes the longtime service of these leaders and their patience in weathering the many critiques they receive as local education leaders.

Notwithstanding, this work highlights the challenges faced by underfunded public schools in Texas, which struggle to get students to grade level in all subjects. Texas' failure to invest in public education and to bring all students to grade level will have a devastating effect on the future economy of the state. Perhaps, in retrospect, it might be heartening to see such large academic achievement gaps in the Top 20 Latinx-serving districts, since this signifies that they enjoy the opportunity of being models for closing academic achievement gaps in Texas and/or of joining their voices to others who decry the unjust systems that perpetuate these gaps.

The Texas Latino School Boards Association looks forward to working with the Top 20 Latinx-serving districts to improve the situation of our students and those who serve them. The TLSBA remains convinced that this change will only occur through litigation: Texas students deserve their day in court, they deserve a high-quality education, and they deserve to be held to higher standards of academic equity that will better prepare them for college, career and life success. In short, they deserve excellence in education.

As a result of the COVID-19 pandemic, Texas education leaders "turned on a dime" and recreated public education to benefit students and their families. The TLSBA earnestly hopes that Texas education leaders now turn their attention to the more serious and increasingly-urgent pandemic of the academic achievement gaps that plague our public schools and adversely affect economically-disadvantaged and at-risk students, largely comprised of students of color.

Now, fifty years after Judge William Wayne Justice's mandate in Civil Order 5281 to compensate "minority-group" children for past racial and ethnic isolation, and three decades after the establishment of a testing and accountability system that was meant to close academic achievement gaps, state leaders must ask themselves: "If not us, who? If not here, where? If not now, when? If not for the sake of the children we serve, why?"

A far worse pandemic than COVID-19 rages, and it is long past time for state education leaders to join hands and demand that the State of Texas honor its constitutional, statutory and moral obligation to provide an equitable education to *all* Texas students.