

**THE BEST SCHOOL DISTRICTS IN TEXAS
FOR AFRICAN AMERICAN STUDENTS 2002-2005**

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**A REPORT OF THE
TEXAS EDUCATIONAL EXCELLENCE PROJECT**

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The Texas Educational Excellence Project (TEEP) is a program housed within the Department of Political Science at Texas A&M University. The project also has research associates at the University of Kansas, the University of Texas - Pan American, and the University of Wisconsin - Milwaukee. TEEP seeks to apply scholarly research to educational policy issues in order to make recommendations for greater quality and equity in Texas school systems.

The Best School Districts in Texas for African-American Students 2002-2005

Minority students in Texas have consistently improved their scores on the statewide TAKS exam. The 2005 TAKS exam shows that the gap between African American students and Anglo students' scores continues to narrow. Though African American students have made significant improvements, the score gap remains a serious issue. Despite statewide disparities, however, there are several districts that are doing a superior job. The Texas Educational Excellence Project believes in order to improve black test scores, school districts that do a better job of educating black students should be identified. Other districts can improve performance by applying the programs and policies of successful districts.

Galena Park and Tatum independent school districts are excellent examples of the success that can be achieved when proactive measures are taken to improve the education of students. Galena Park, which ranked first among Texas school districts in this report, is a large district with over 20,000 students in which 29% are African American. Galena Park has adopted initiatives such as Align Curriculum that processes test scores and publishes them in a timely manner in which teachers can tailor their teaching strategies according to the data. Galena Park also uses a program called Project READ in order to explore faster ways to learn and teach reading comprehension skills. Another program Galena Park has adopted is called the 21st Century Program that allows for campus and district specialists to model, mentor and perform yearly district assessments.

Similarly, Tatum Independent school district, which is second on our list, credits the success of their high school students with careful attention to individual students and their individual needs. Tatum uses a combination of after-school interventions and tutorials to isolate students who need extra help in certain areas of the curriculum. Tatum administers a benchmark scan-tron test every six weeks to measure the performance of the class compared to each student. Intervention specialists are then used to assist the targeted student body in the essential math and reading skills. The parents receive these reports cards via mail in which they can also decide whether their child needs after-school tutorials. In addition to the programs that Tatum has installed, they credit their teaching philosophy, "every child is special, and no child is left behind."

The Texas Educational Excellence Project uses a technique of analysis known as multiple regressions to identify school districts that do a better job of educating black students. The analytical tool makes it possible to develop generalizations about the overall performance of Texas school districts in how they educate black students, while also providing information that can be used to make comparisons across individual school districts.

Our model is based on what is generally known as an education "production function" where student performance (defined as black pass rates on state standardized tests) is a function of inputs into the educational process, such as operating expenditures, student-teacher ratios, and various educational policies. Estimation of this production

function results in predictions about how well districts are expected to do, given the level of inputs available to them. Based on the result of the production function model, we compare how well districts actually perform to how well the statistical model predicts they should perform based on their inputs. The difference, if any, between the actual results and the predictions indicates how well districts are doing in educating black students.

An Education Production Function

School districts are organizations; they receive inputs (resources and students) from their environment and produce outputs (educating students among others). A vast literature has designated a variety of education production functions whereby the outputs of school systems can be evaluated relative to their inputs (Burtless 1996; Smith 1995; Hanushek 1986; 1989; 1996).

Our dependent variable is the school district's pass rate for black students on the TAAS and TAKS exams¹. Texas requires all school districts to administer exams to students in several grades on an annual basis. We make no claim results on TAAS or TAKS exams account for the overall learning experience of black students. Student performance is a multi-dimensional concept that can be measured in a variety of ways. However, pass rates on these exams do measure whether students are picking up basic academic skills from grade to grade. Our dependent variable, therefore, focuses primarily on how well districts perform in teaching black students basic skills, and should not be constructed as an overall measure of black student learning.

The independent variable fall into four general types--environmental constraints, financial resources, teacher qualifications, and district policies. Environmental constraints are factors that restrict agency performance; in the case of education the key constraint is how difficult/easy it is to educate students. In the context of education policy, poverty is a serious constraint on student performance.

The measures of constraint are the percent of poor students (defined as those eligible for free school lunches) and the percentage of black families that live in poverty. We also measure the educational level of blacks in the school district using the percentage of blacks in the school district over age 25 with at least a high-school diploma. The education variable should be positively related to student performance and the other two measures should be negatively related to black pass rates.

Financial resources are the raw materials of any organization's attempt to meet its

¹ Beginning the 2002-2003 school year, Texas changed their test from the Texas Assessment of Academic Skills to the Texas Assessment of Knowledge and Skills. While pass rates significantly dropped between these two tests due to higher standards of the latter test, the correlation between them is very high. For this reason, this analysis uses the TAAS scores for the first year of data only and the TAKS scores for the last three years. We employed the TEA's transitional passing criteria for the TAKS pass rates; thus, in 2003 districts within 2 standard errors of measurement (SEM) of the panel recommendation (PR) standard were considered passing. In 2004, the passing standard was 1 SEM of PR and in 2005 the PR was used as passing criteria.

goals. Three measures of financial resources are included--per student instructional funds, average teacher's salary, and percent of funds received via state aid. These represent total resources devoted to education, the attractiveness of teaching positions in a competitive marketplace, and state efforts to overcome the unequal distribution of local financial resources. The relationship between expenditures and educational outcomes is one of the most contested questions in all of educational policy. Hanushek (1986; 1989; 1996) contends that there is no consistent relationship between money and student outcomes. Although others have challenged this finding (Hedges and Greenwald 1996), it remains conventional wisdom. In recent longitudinal studies, however, Murray (1995), Evans, Murray and Schwab (1997), and Murray, Evans and Schwab (1995) found that districts that increased expenditures were correlated with higher test scores even when controlling for the previous year's test scores. We consider expenditures a critical variable for inclusion in the model. All relationships should be positive.

The two teacher qualification measures (or lack thereof) are the percent of teachers who hold no college degree and the average number of years of teacher experience. The relationship for non-degree holders should be negative, while the expectation is that more experienced teachers will lead to higher student performance.

Finally, the education production function contains three policy measures--the percentage of students taking gifted classes, class size, and student attendance (percent attending on an average day). Performance should be positively related to gifted classes and attendance and negatively related to class size.

Texas has a large number of school districts; many are very small or deal with a homogeneous student body. In an effort to use a set of organizations relatively similar in the tasks they perform, we have restricted our analysis to school districts with at least 1000 students and at least 10 percent black students. These restrictions resulted in a total of 159 districts in the study. The data analysis is a pooled time series with data from the years 2002 through 2005. In any pooled time series one needs to control for serial correlation resulting from any trend in the variable over time. A series of dummy variables are introduced to achieve this control.

The basic production function is shown in Table 1. Several variables are powerful predictors of black student pass rate. These include background and policy variables. The black student pass rate is strongly influenced by the percentage of black adults age 25 and older with at least a high school education. Attendance is also strongly and positively related to black student pass rate. The greater the percentage of low-income students and surrounding poverty in the district, the lower the black student pass rate. Additionally, teacher salary and teacher experience are significant positive predictors of student pass rate. No other variable achieved statistical significance.

The results of this model allow us to compare school districts as to how well they do above (or below) expectations. As an illustration, the model predicted that the Galena Park Independent School District would have an average black pass rate of 55.08% from 2003-2005; Galena Park's actual pass rate was 70.8%. Based on this method, the top

ranked school district for black students in Texas was Galena Park with a +15.72 score closely followed by Tatum with a +13.44 score and Angleton with a score of +12.61.

The top forty districts are shown in Table 2. The first column is the numerical score on which the districts are ranked. The second column is the average pass rate for black students from 2003 to 2005 and the third column is the ranking score for 2005 only. These forty districts represent a variety of different types of school districts located throughout the state. Table 3 reports the 25 best districts for black students in 2005 only. Pearland ISD and Tatum ISD led the districts with high pass rates for 2005. Recent gains are likely the result of the benefits of policies adopted earlier so these are the districts that are likely to continue to be rated highly in future studies.

Although our top 25 includes districts of all sizes, large districts often cannot change as rapidly as small districts simply because so many students are involved. Table 4 presents the top ten large districts (those with 15,000 or more students). Galena Park, Aldine, and Abilene top this list of large districts. The final table in the Appendix gives an alphabetical listing of all of the school districts examined in this study, along with their scores. Any person interested in a specific school district can examine the Appendix to locate that district and identify the score and rank.

Conclusion

This study has identified those school districts in Texas that performed better than expected on the TAAS and TAKS pass rate for black students. These districts can serve as role models for other districts in Texas. The districts have a wide variety of programs for early diagnosis, coordination of curriculum, and parental involvement. Not all of the districts use the same approach, indicating that success can be attained in a multiplicity of ways. If effective programs and performances from these districts are identified, then they can be transferred to other districts with an overall benefit to black students.

Although this study only examines exemplary districts, that should not detract from the relatively low over-all pass rate for black students in Texas. A great deal of additional improvement is needed in these districts as well as other districts to close the test gap between black and Anglo students. Substantial progress has been made in the last few years a great distance remains to be covered. Improving educational opportunities for all Texas children requires a long-term commitment to education. Problems develop over a period of decades; solutions require both time and hard work.

Table 1. Regression Results for African American Performance

	African American Pass Rate
Percent Low Income	-0.131 (5.16)**
Percent Gifted	-0.165 (1.36)
Attendance	2.029 (3.97)**
Average Teacher Salary (1000s)	0.479 (2.78)**
Class Size	-0.123 (0.33)
Teacher Experience	0.847 (4.66)**
% Teachers with No Degree	-0.160 (1.84)
State Aid	-0.027 (1.40)
Instructional Expenditures	-0.000 (0.22)
High School Education	17.801 (3.40)**
% Poverty Background	-8.641 (2.16)*
2003	-26.524 (33.29)**
2004	-26.505 (27.78)**
2005	-32.516 (31.32)**
Constant	-138.646 (2.72)**
Observations	628
R-squared	0.79

* significant at 5%; ** significant at 1% (Absolute value of t statistics in parentheses)

Table 2. Top 40 Districts

Rank	District	Score	Pass Rate	2005 Score
1	GALENA PARK ISD	15.72	70.80	13.66
2	TATUM ISD	13.44	66.22	14.91
3	ANGLETON ISD	12.61	75.38	12.59
4	CUERO ISD	12.51	64.57	10.97
5	HILLSBORO ISD	12.27	61.35	14.67
6	DEL VALLE ISD	11.26	62.32	9.66
7	NEWTON ISD	10.26	58.90	4.17
8	PEARLAND ISD	10.25	77.35	17.15
9	LUFKIN ISD	10.00	64.43	12.85
10	HOOKS ISD	10.00	67.70	9.43
11	WOODVILLE ISD	9.45	61.55	11.19
12	EL CAMPO ISD	8.91	63.53	4.09
13	ALDINE ISD	8.37	63.03	6.62
14	COLUMBIA-BRAZORIA ISD	7.87	66.22	7.77
15	NEW BOSTON ISD	7.65	65.53	6.42
16	ABILENE ISD	7.20	66.13	4.99
17	KOUNTZE ISD	7.17	59.10	3.68
18	SWEENY ISD	6.83	68.82	5.48
19	SULPHUR SPRINGS ISD	6.67	63.80	-4.86
20	TEXARKANA ISD	6.37	57.53	9.38
21	HARDIN-JEFFERSON ISD	6.12	62.10	11.03
22	DENISON ISD	5.97	63.68	10.90
23	LAMAR CISD	5.48	61.67	9.53
24	CYPRESS-FAIRBANKS ISD	5.46	69.55	4.71
25	MCGREGOR ISD	5.29	59.72	8.84
26	CARROLLTON-FARMERS BRANCH ISD	5.23	68.18	7.42
27	MALAKOFF ISD	4.97	55.95	4.19
28	QUEEN CITY ISD	4.85	56.80	1.67
29	SHERMAN ISD	4.67	58.13	6.07
30	ATLANTA ISD	4.66	59.40	0.40
31	DIBOLL ISD	4.61	52.03	9.96
32	PITTSBURG ISD	4.52	57.13	-0.43
33	MARSHALL ISD	4.39	59.33	7.45
34	SILSBEE ISD	4.12	58.53	-0.91
35	GRAND PRAIRIE ISD	4.08	61.15	3.20
36	MANSFIELD ISD	3.87	67.15	3.10
37	COPPERAS COVE ISD	3.85	64.57	6.93
38	AMARILLO ISD	3.79	55.45	5.17
39	COMMERCE ISD	3.77	55.03	2.12
40	MEXIA ISD	3.57	52.25	0.12

Table 3. Top 25 Districts for 2005

Rank	District	Score	Pass Rate	2005 Score
1	PEARLAND ISD	10.25	77.35	17.15
2	TATUM ISD	13.44	66.22	14.91
3	HILLSBORO ISD	12.27	61.35	14.67
4	GALENA PARK ISD	15.72	70.80	13.66
5	ANAHUAC ISD	2.28	55.97	12.92
6	LUFKIN ISD	10.00	64.43	12.85
7	ANGLETON ISD	12.61	75.38	12.59
8	WOODVILLE ISD	9.45	61.55	11.19
9	HARDIN-JEFFERSON ISD	6.12	62.10	11.03
10	CUERO ISD	12.51	64.57	10.97
11	DENISON ISD	5.97	63.68	10.90
12	DIBOLL ISD	4.61	52.03	9.96
13	LIBERTY-EYLAU ISD	1.01	53.97	9.87
14	TAYLOR ISD	2.68	53.50	9.75
15	DEL VALLE ISD	11.26	62.32	9.66
16	LAMAR CISD	5.48	61.67	9.53
17	HOOKS ISD	10.00	67.70	9.43
18	TEXARKANA ISD	6.37	57.53	9.38
19	MCGREGOR ISD	5.29	59.72	8.84
20	DICKINSON ISD	2.86	56.38	8.69
21	COLUMBIA-BRAZORIA ISD	7.87	66.22	7.77
22	LA VEGA ISD	-3.17	45.53	7.69
23	JACKSONVILLE ISD	2.46	49.80	7.53
24	MARSHALL ISD	4.39	59.33	7.45
25	CARROLLTON-FARMERS BRANCH ISD	5.23	68.18	7.42

Table 4. Top 10 Large Districts (15,000 + Students)

Rank	District	Score	Pass Rate	2005 Score
1	GALENA PARK ISD	15.72	70.80	13.66
2	ALDINE ISD	8.37	63.03	6.62
3	ABILENE ISD	7.20	66.13	4.99
4	LAMAR CISD	5.48	61.67	9.53
5	CYPRESS-FAIRBANKS ISD	5.46	69.55	4.71
6	CARROLLTON-FARMERS BRANCH ISD	5.23	68.18	7.42
7	GRAND PRAIRIE ISD	4.08	61.15	3.20
8	MANSFIELD ISD	3.87	67.15	3.10
9	AMARILLO ISD	3.79	55.45	5.17
10	GARLAND ISD	3.44	63.33	2.89

Appendix. Scores for All Schools

Rank	District	Score	Pass Rate	2005 Score
73	ABILENE ISD	4.64	67.65	3.62
333	ALAMO HEIGHTS ISD	-6.72	70.97	-8.95
12	ALDINE ISD	10.39	71.55	9.28
58	ALICE ISD	5.44	57.65	3.61
303	ALIEF ISD	-5.14	57.95	-1.91
33	ALPINE ISD	7.50	71.25	13.55
186	ALVARADO ISD	-0.35	58.03	-5.77
15	ALVIN ISD	9.60	71.50	11.08
144	AMARILLO ISD	1.11	61.53	0.80
70	ANAHUAC ISD	4.73	66.90	13.39
5	ANGLETON ISD	11.62	80.63	13.61
109	ARANSAS COUNTY ISD	2.49	62.92	-0.79
278	ARANSAS PASS ISD	-3.73	55.82	-2.09
310	ARLINGTON ISD	-5.29	61.78	-6.09
322	ATHENS ISD	-5.63	55.92	-7.18
56	AUBREY ISD	5.56	67.47	6.41
7	BALLINGER ISD	11.58	74.35	8.06
96	BANDERA ISD	3.58	67.47	4.27
10	BANGS ISD	11.14	75.00	9.86
54	BARBERS HILL ISD	5.62	78.00	7.93
216	BASTROP ISD	-1.08	59.05	-0.67
84	BAY CITY ISD	4.25	63.10	1.30
327	BELLVILLE ISD	-5.86	63.20	-5.21
142	BELTON ISD	1.20	64.25	1.02
329	BIRDVILLE ISD	-6.18	63.60	-9.50
66	BISHOP CISD	4.88	69.28	2.87
51	BOERNE ISD	5.94	75.20	8.15
220	BORGER ISD	-1.26	58.83	-2.62
123	BOYD ISD	2.08	61.05	4.93
145	BRADY ISD	1.10	63.58	2.79
57	BRAZOSPORT ISD	5.45	72.97	2.00
270	BRECKENRIDGE ISD	-3.39	57.15	-6.22
156	BRENHAM ISD	0.71	64.60	2.13
308	BRIDGEPORT ISD	-5.27	59.13	-11.91
131	BROOKS COUNTY ISD	1.81	57.05	-2.47
354	BROWNFIELD ISD	-9.35	49.33	-5.22
124	BROWNSVILLE ISD	2.06	61.35	2.90
71	BROWNWOOD ISD	4.67	64.80	8.63
161	BRYAN ISD	0.55	59.20	0.09
68	BURNET CISD	4.74	66.32	1.82
53	CALLEN ISD	5.63	75.40	4.93
167	CALDWELL ISD	0.35	62.78	-0.89
17	CALHOUN COUNTY ISD	9.45	70.10	8.33

199	CAMERON ISD	-0.62	60.63	-4.62
231	CANUTILLO ISD	-1.67	59.45	-2.74
152	CANYON ISD	0.86	72.93	0.00
240	CARRIZO SPRINGS CISD	-1.97	56.35	-0.12
219	CARROLLTON-FARMERS BRANCH ISD	-1.23	64.30	0.78
350	CASTLEBERRY ISD	-8.93	45.97	-9.37
348	CEDAR HILL ISD	-8.79	60.22	-10.42
337	CELINA ISD	-7.42	61.17	0.10
259	CENTER ISD	-2.85	57.33	6.36
232	CHANNELVIEW ISD	-1.70	58.67	-3.26
302	CHAPEL HILL ISD	-5.06	56.40	-1.92
61	CHILDRESS ISD	5.31	67.63	14.53
181	CLEAR CREEK ISD	-0.12	73.38	3.41
347	CLEBURNE ISD	-8.68	56.88	-6.92
355	CLEVELAND ISD	-9.37	46.47	-2.08
242	CLIFTON ISD	-2.05	60.97	-3.05
208	CLINT ISD	-0.86	58.17	-4.67
241	COLLEGE STATION ISD	-2.00	74.55	-2.42
29	COLUMBIA-BRAZORIA ISD	7.85	73.93	8.86
367	COLUMBUS ISD	-16.62	50.78	-14.41
239	COMAL ISD	-1.95	66.88	-2.27
184	COMANCHE ISD	-0.29	61.20	2.40
243	COMFORT ISD	-2.05	60.30	-9.45
266	COMMUNITY ISD	-3.07	54.58	4.03
149	CONNALLY ISD	0.97	62.90	4.81
185	CONROE ISD	-0.31	66.78	0.83
50	COPPERAS COVE ISD	5.98	72.65	7.07
233	CORPUS CHRISTI ISD	-1.76	61.70	-1.70
154	CORRIGAN-CAMDEN ISD	0.76	57.65	-3.95
225	CORSICANA ISD	-1.34	59.42	1.60
351	COTULLA ISD	-8.97	45.05	-7.88
309	CROCKETT ISD	-5.27	52.00	-4.68
147	CROSBY ISD	1.02	64.82	-6.46
120	CROWLEY ISD	2.13	72.53	-0.20
339	CRYSTAL CITY ISD	-7.62	49.15	-8.69
37	CUERO ISD	6.85	68.60	2.51
202	CYPRESS-FAIRBANKS ISD	-0.67	68.57	-1.12
222	DALHART ISD	-1.27	57.03	-7.06
316	DALLAS ISD	-5.48	56.60	-4.11
283	DAYTON ISD	-3.87	53.97	-7.56
275	DECATUR ISD	-3.57	61.47	-6.05
101	DEER PARK ISD	3.29	74.35	2.68
22	DEL VALLE ISD	9.22	64.05	5.42
346	DENTON ISD	-8.66	57.25	-11.74
9	DENVER CITY ISD	11.18	75.93	10.95
274	DESOTO ISD	-3.57	61.50	-5.76

342	DEVINE ISD	-7.83	55.60	-6.13
49	DIBOLL ISD	6.03	63.68	9.85
115	DICKINSON ISD	2.29	61.58	5.04
170	DIMMITT ISD	0.30	54.72	3.32
318	DONNA ISD	-5.54	48.92	-4.34
92	DRIPPING SPRINGS ISD	3.86	74.30	6.00
332	DUBLIN ISD	-6.61	52.88	-5.74
39	DUMAS ISD	6.75	67.90	9.79
136	DUNCANVILLE ISD	1.48	66.53	2.62
343	EAGLE MT-SAGINAW ISD	-8.24	60.22	-6.62
41	EAGLE PASS ISD	6.69	65.55	8.06
67	EARLY ISD	4.80	74.03	5.04
257	EAST CENTRAL ISD	-2.76	63.47	-3.17
256	EAST CHAMBERS ISD	-2.72	59.72	1.46
125	EASTLAND ISD	1.98	66.03	6.90
180	ECTOR COUNTY ISD	-0.12	58.17	-1.69
293	EDCOUCH-ELSA ISD	-4.55	55.92	-5.26
150	EDGEWOOD ISD	0.89	56.00	-2.62
89	EDINBURG CISD	4.00	63.45	3.93
289	EDNA ISD	-4.26	56.75	-4.82
175	EL CAMPO ISD	0.07	63.42	-4.38
299	EL PASO ISD	-4.87	57.08	-5.01
358	ELGIN ISD	-10.54	49.55	-13.02
178	ENNIS ISD	-0.09	63.83	0.46
158	EVERMAN ISD	0.64	64.65	0.69
255	FABENS ISD	-2.70	54.03	-3.34
356	FAIRFIELD ISD	-9.51	55.83	0.07
126	FARMERSVILLE ISD	1.94	68.82	5.32
47	FERRIS ISD	6.09	65.90	5.02
69	FLORESVILLE ISD	4.74	64.75	2.91
72	FLOUR BLUFF ISD	4.64	70.18	4.76
268	FLOYDADA ISD	-3.18	53.33	-4.18
335	FORT BEND ISD	-6.98	65.38	-7.01
133	FORT WORTH ISD	1.60	59.25	-0.89
363	FREDERICKSBURG ISD	-11.14	54.38	-10.06
38	FRENSHIP ISD	6.81	72.28	8.65
31	FRISCO ISD	7.62	76.22	12.31
352	FT STOCKTON ISD	-9.14	52.08	-8.72
362	GAINESVILLE ISD	-11.02	51.83	-8.20
4	GALENA PARK ISD	11.79	70.25	9.74
93	GALVESTON ISD	3.78	62.83	0.57
277	GARLAND ISD	-3.70	63.05	-3.60
32	GATESVILLE ISD	7.50	70.35	9.33
111	GEORGE WEST ISD	2.38	68.03	-1.82
160	GEORGETOWN ISD	0.56	67.13	5.04
40	GIDDINGS ISD	6.72	70.20	12.34

254	GLEN ROSE ISD	-2.63	63.57	-4.61
253	GODLEY ISD	-2.60	57.47	-2.03
83	GOLIAD ISD	4.26	69.95	-0.13
196	GONZALES ISD	-0.56	57.03	1.99
97	GOOSE CREEK CISD	3.58	65.57	4.23
110	GRAHAM ISD	2.43	67.57	7.61
297	GRANBURY ISD	-4.80	58.00	-8.19
229	GRAND PRAIRIE ISD	-1.61	61.20	-5.39
11	GRAND SALINE ISD	10.70	69.78	7.68
13	GRANDVIEW ISD	9.99	73.72	11.70
169	GRAPE CREEK ISD	0.31	57.08	-7.13
164	GREENVILLE ISD	0.42	58.60	-0.74
130	GREENWOOD ISD	1.84	71.72	-1.02
244	GREGORY-PORTLAND ISD	-2.18	67.82	-3.30
99	GROESBECK ISD	3.55	63.80	-1.75
46	HARLANDALE ISD	6.27	62.53	1.05
65	HARLINGEN CISD	4.99	67.82	5.19
284	HAYS CISD	-3.92	60.10	-6.37
345	HEARNE ISD	-8.34	47.13	-7.76
353	HEMPSTEAD ISD	-9.22	51.58	-13.10
258	HENDERSON ISD	-2.82	60.32	2.19
203	HEREFORD ISD	-0.77	59.22	-7.08
8	HIDALGO ISD	11.34	70.97	8.29
21	HILLSBORO ISD	9.25	67.20	12.12
366	HITCHCOCK ISD	-14.61	44.95	-11.97
267	HONDO ISD	-3.18	57.03	-7.13
211	HOUSTON ISD	-0.90	58.65	-3.92
87	HUDSON ISD	4.05	65.47	10.63
338	HUMBLE ISD	-7.50	63.55	-7.86
326	HUNTSVILLE ISD	-5.84	57.92	-4.71
263	HURST-EULESS-BEDFORD ISD	-2.92	69.45	-3.69
140	HUTTO ISD	1.24	68.20	-3.28
193	INGLESIDE ISD	-0.50	63.17	1.59
287	INGRAM ISD	-4.23	55.53	-4.56
245	IRVING ISD	-2.24	60.30	-4.91
192	JACKSONVILLE ISD	-0.47	54.78	3.18
106	JIM HOGG COUNTY ISD	3.01	61.83	5.03
105	JOSHUA ISD	3.05	66.53	4.01
134	JOURDANTON ISD	1.55	63.50	2.08
226	JUDSON ISD	-1.47	63.45	0.15
218	KATY ISD	-1.18	72.30	-1.15
16	KAUFMAN ISD	9.55	72.13	14.62
188	KELLER ISD	-0.40	72.55	0.43
155	KENNEDALE ISD	0.75	67.28	-1.03
307	KERMIT ISD	-5.24	53.80	-8.44
25	KERRVILLE ISD	9.00	72.05	10.32

292	KILGORE ISD	-4.50	55.35	-4.60
168	KILLEEN ISD	0.35	66.03	3.74
189	KINGSVILLE ISD	-0.40	57.42	0.40
280	KLEIN ISD	-3.83	68.82	-4.22
340	KRUM ISD	-7.64	56.20	-4.71
141	LA FERIA ISD	1.22	63.70	-0.79
94	LA GRANGE ISD	3.73	67.88	-0.58
2	LA JOYA ISD	13.14	65.15	10.76
162	LA MARQUE ISD	0.53	60.45	-1.28
116	LA PORTE ISD	2.29	71.75	5.41
191	LA VEGA ISD	-0.46	53.97	1.74
247	LA VERNIA ISD	-2.28	69.45	-1.34
119	LAGO VISTA ISD	2.13	72.18	2.54
217	LAKE DALLAS ISD	-1.13	64.60	-4.57
163	LAKE TRAVIS ISD	0.50	73.25	-0.23
221	LAKE WORTH ISD	-1.26	49.13	3.44
214	LAMAR CISD	-1.00	63.95	-2.01
290	LAMESA ISD	-4.31	55.20	-4.42
271	LAMPASAS ISD	-3.42	59.70	-6.44
319	LANCASTER ISD	-5.59	54.60	-11.55
359	LAREDO ISD	-10.58	50.40	-15.80
117	LEANDER ISD	2.29	70.85	4.64
281	LEWISVILLE ISD	-3.86	68.97	-0.87
19	LIBERTY HILL ISD	9.32	75.97	6.83
294	LIBERTY ISD	-4.56	55.92	-2.60
298	LITTLE ELM ISD	-4.84	54.03	3.38
235	LITTLEFIELD ISD	-1.80	60.78	2.07
212	LIVINGSTON ISD	-0.94	58.95	2.46
27	LLANO ISD	8.43	72.72	9.02
223	LONGVIEW ISD	-1.28	59.53	-1.11
1	LOS FRESNOS CISD	13.16	71.82	14.37
228	LUBBOCK ISD	-1.58	61.45	-3.54
36	LUBBOCK-COOPER ISD	6.86	74.47	15.25
86	LUFKIN ISD	4.08	66.32	6.25
357	LULING ISD	-10.15	48.65	-18.18
260	LYFORD CISD	-2.86	54.13	-5.43
300	LYTLE ISD	-4.90	53.22	-7.61
60	MADISONVILLE CISD	5.37	67.07	6.85
317	MAGNOLIA ISD	-5.51	56.78	-0.95
365	MANOR ISD	-14.26	41.75	-13.00
194	MANSFIELD ISD	-0.52	69.57	-0.34
100	MARBLE FALLS ISD	3.39	66.10	3.94
103	MARION ISD	3.22	72.28	3.20
364	MARLIN ISD	-13.69	41.38	-16.20
88	MARSHALL ISD	4.04	65.90	7.99
330	MATHIS ISD	-6.35	50.85	-8.39

118	MCALLEN ISD	2.19	66.10	1.81
127	MCGREGOR ISD	1.87	66.40	-1.28
26	MCKINNEY ISD	8.93	72.30	12.59
325	MEDINA VALLEY ISD	-5.78	58.25	-2.61
224	MERCEDES ISD	-1.29	57.35	-0.84
198	MERKEL ISD	-0.60	64.05	-5.25
273	MESQUITE ISD	-3.55	64.65	-4.58
102	MEXIA ISD	3.28	60.80	4.17
129	MIDLAND ISD	1.86	63.63	3.18
264	MIDLOTHIAN ISD	-3.03	68.65	-1.15
35	MIDWAY ISD	6.86	75.85	10.83
75	MINEOLA ISD	4.52	68.72	10.18
74	MINERAL WELLS ISD	4.59	61.72	1.32
43	MISSION CISD	6.47	68.20	7.33
23	MONAHANS-WICKETT-PYOTE ISD	9.19	74.38	8.36
288	MOUNT PLEASANT ISD	-4.25	53.95	1.29
6	MOUNT VERNON ISD	11.60	77.50	12.24
78	MULESHOE ISD	4.38	62.03	5.32
313	NACOGDOCHES ISD	-5.44	56.10	-2.19
360	NATALIA ISD	-10.86	45.50	-13.19
48	NAVARRO ISD	6.06	72.75	6.74
246	NAVASOTA ISD	-2.25	57.33	-4.53
312	NEEDVILLE ISD	-5.41	62.65	-5.49
323	NEW BRAUNFELS ISD	-5.68	60.10	-8.04
59	NEW CANEY ISD	5.39	65.57	9.57
79	NORTH EAST ISD	4.37	73.18	4.02
286	NORTH FOREST ISD	-4.09	47.05	0.62
98	NORTHSIDE ISD	3.56	69.53	6.70
296	ODEM-EDROY ISD	-4.80	62.35	-7.42
14	ORANGE GROVE ISD	9.73	71.65	12.44
128	PALACIOS ISD	1.86	69.00	-0.08
207	PALESTINE ISD	-0.85	59.38	2.91
344	PALMER ISD	-8.26	55.88	-4.46
285	PAMPA ISD	-3.96	59.25	-6.00
77	PASADENA ISD	4.43	67.35	5.25
64	PEARLAND ISD	5.01	76.20	8.50
324	PEARSALL ISD	-5.77	54.65	-12.05
114	PECOS-BARSTOW-TOYAH ISD	2.34	60.15	-3.03
174	PERRYTON ISD	0.09	62.38	0.62
250	PFLUGERVILLE ISD	-2.45	67.68	-4.71
55	PHARR-SAN JUAN-ALAMO ISD	5.61	63.40	5.93
334	PILOT POINT ISD	-6.78	56.47	-5.61
159	PINE TREE ISD	0.61	66.03	2.01
197	PITTSBURG ISD	-0.56	58.60	0.27
76	PLAINVIEW ISD	4.52	63.28	1.98
282	PLANO ISD	-3.87	69.65	-1.89

28	PLEASANTON ISD	8.13	67.00	6.56
122	POINT ISABEL ISD	2.08	64.18	2.48
82	PORT ARTHUR ISD	4.26	60.67	2.32
331	POTEET ISD	-6.53	48.85	-10.16
81	PRESIDIO ISD	4.29	54.72	0.83
252	PRINCETON ISD	-2.54	60.35	-4.23
113	PROGRESO ISD	2.35	55.22	0.18
171	PROSPER ISD	0.24	67.60	-2.66
18	QUITMAN ISD	9.37	75.10	7.65
151	RAYMONDVILLE ISD	0.87	53.75	-5.27
234	RED OAK ISD	-1.79	67.68	-1.53
349	RICE CISD	-8.89	51.78	-14.54
213	RICHARDSON ISD	-0.94	66.15	4.62
143	RIO GRANDE CITY CISD	1.14	57.22	3.59
237	RIO HONDO ISD	-1.85	61.90	-5.83
206	ROBINSON ISD	-0.84	70.13	-1.86
146	ROBSTOWN ISD	1.05	54.15	-3.89
320	ROCKDALE ISD	-5.60	59.15	-9.83
215	ROCKWALL ISD	-1.02	68.63	4.77
176	ROMA ISD	-0.03	54.38	1.22
24	ROOSEVELT ISD	9.07	68.30	14.16
201	ROUND ROCK ISD	-0.64	69.22	1.55
132	ROYAL ISD	1.71	60.00	-0.80
62	ROYSE CITY ISD	5.13	66.00	3.41
295	SAN ANGELO ISD	-4.60	58.97	-0.60
261	SAN ANTONIO ISD	-2.87	57.45	-1.53
42	SAN BENITO CISD	6.66	65.97	3.10
341	SAN DIEGO ISD	-7.77	48.35	-8.13
321	SAN ELIZARIO ISD	-5.61	53.17	-10.05
305	SAN FELIPE-DEL RIO CISD	-5.20	58.55	-8.40
182	SAN MARCOS CISD	-0.18	62.63	-6.41
195	SANGER ISD	-0.55	63.00	-0.77
236	SANTA FE ISD	-1.83	62.85	-2.26
306	SANTA ROSA ISD	-5.20	53.45	-10.29
107	SCHERTZ-CIBOLO-U CITY ISD	2.64	70.22	4.20
291	SEALY ISD	-4.38	61.15	-3.74
108	SEGUIN ISD	2.61	62.83	3.94
137	SHALLOWATER ISD	1.36	64.53	2.69
30	SHARYLAND ISD	7.71	73.68	9.49
279	SHELDON ISD	-3.79	56.47	-2.34
269	SHEPHERD ISD	-3.30	52.78	4.78
153	SHERMAN ISD	0.81	63.17	5.77
104	SINTON ISD	3.12	63.42	1.27
251	SLATON ISD	-2.46	59.20	-2.27
210	SMITHVILLE ISD	-0.88	59.28	-2.61
249	SNYDER ISD	-2.38	60.57	-5.20

157	SOCORRO ISD	0.66	61.38	-2.92
139	SOMERSET ISD	1.25	56.03	-2.05
200	SOUTH SAN ANTONIO ISD	-0.63	58.17	-4.04
20	SOUTH TEXAS ISD	9.25	82.90	9.33
272	SOUTHSIDE ISD	-3.43	51.70	-6.26
45	SOUTHWEST ISD	6.32	61.60	4.14
314	SPLENDORA ISD	-5.44	52.42	-5.31
90	SPRING BRANCH ISD	3.88	67.43	5.88
121	SPRING ISD	2.09	66.90	2.76
361	STAFFORD MSD	-10.98	56.75	-20.02
311	STEPHENVILLE	-5.37	62.90	-3.72
172	SULPHUR SPRINGS ISD	0.16	65.03	-1.17
63	SWEENY ISD	5.05	73.82	0.77
112	SWEETWATER ISD	2.38	64.43	7.88
238	TAFT ISD	-1.95	54.75	-10.09
165	TATUM ISD	0.41	61.63	7.00
301	TAYLOR ISD	-5.00	56.15	-0.05
148	TEAGUE ISD	0.97	64.15	5.84
166	TEMPLE ISD	0.40	59.45	4.40
95	TERRELL ISD	3.71	63.30	2.42
173	TEXAS CITY ISD	0.15	65.22	-0.28
187	TOMBALL ISD	-0.36	67.88	-0.59
336	TORNILLO ISD	-7.34	48.72	-3.51
204	TROY ISD	-0.80	64.57	7.77
248	TULIA ISD	-2.30	57.08	-3.93
80	TULOSO-MIDWAY ISD	4.35	69.47	4.49
183	TYLER ISD	-0.28	61.72	-1.48
177	UNITED ISD	-0.04	61.03	-0.14
138	UVALDE CISD	1.32	56.47	0.48
3	VALLEY VIEW ISD	12.92	70.68	12.65
304	VAN ISD	-5.20	55.90	-4.68
179	VENUS ISD	-0.10	54.00	-4.04
276	VERNON ISD	-3.61	59.78	-5.06
209	VICTORIA ISD	-0.87	59.10	-0.20
85	WACO ISD	4.09	60.07	1.30
265	WALLER ISD	-3.04	58.53	3.72
190	WAXAHACHIE ISD	-0.44	68.15	-2.60
205	WEATHERFORD ISD	-0.83	63.50	-0.60
44	WESLACO ISD	6.41	68.88	7.92
315	WEST OSO ISD	-5.48	50.22	-4.11
262	WHARTON ISD	-2.90	60.95	-9.97
91	WHITE SETTLEMENT ISD	3.88	66.18	6.43
227	WICHITA FALLS ISD	-1.48	62.30	-0.28
34	WILLIS ISD	7.34	67.60	7.40
328	WILMER-HUTCHINS ISD	-5.94	48.83	-24.14
135	WYLIE ISD	1.53	71.35	7.20

52	YSLETA ISD	5.76	66.53	4.57
230	ZAPATA COUNTY ISD	-1.63	52.10	5.28