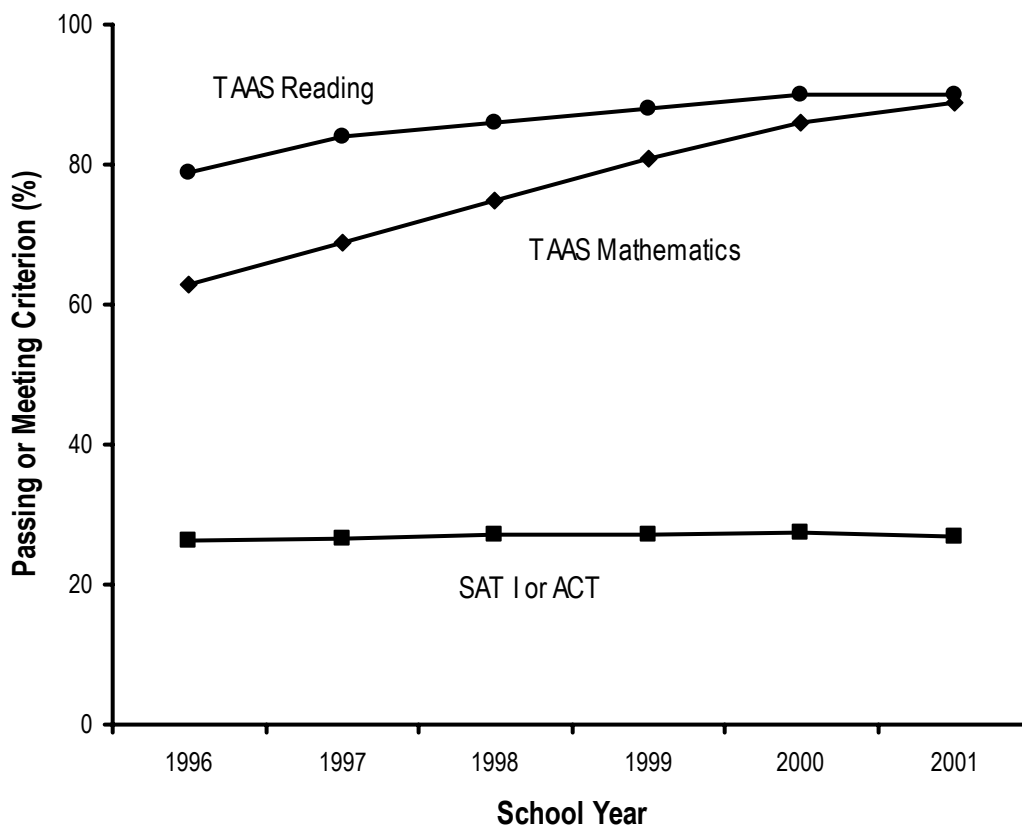


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Texas Assessment of Academic Skills and College Entrance Examination Performance Trends in Texas



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Abstract. Two key measures of high school performance in Texas public schools are performance on the exit-level Texas Assessment of Academic Skills (TAAS) and performance on the SAT I and ACT. Between 1994 and 2002, TAAS scores increased substantially, whereas SAT I and ACT scores remained essentially stable. This report reviews differences between the TAAS and the SAT I and ACT examinations that contributed to differences in performance trends, namely (1) purpose and type of test; (2) examinee population; and (3) academic proficiency level assessed. Because of these differences, the assessments are valuable, but distinct, measures of high school performance. The gains in exit-level TAAS scores indicate that an increasing percentage of students were mastering the academic skills required to obtain a high school diploma in Texas. The essentially stable SAT I and ACT performance indicates that high school students in Texas maintained a stable level of college readiness, relative to the mean performance of the national norm groups for the SAT I and ACT.

Keywords. TAAS, SAT,[®] ACT, college entrance examination, testing, accountability, indicators.

Cover. Percentage Passing Exit-Level TAAS and Percentage Meeting Criterion on SAT I or ACT, Texas Public Schools, 1996 Through 2001. See page 5 for details.

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Texas Assessment of Academic Skills and College Entrance Examination Performance Trends in Texas

Texas Education Agency
Austin, Texas
December 2003

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Texas Assessment of Academic Skills and College Entrance Examination Performance Trends in Texas

Introduction

From the inception of the Texas Assessment of Academic Skills (TAAS) in 1990 through 2002, the performance of Texas public high school students on the exit-level TAAS steadily improved. During the same time period, performance of Texas public high school students on national college entrance examinations held steady. The purpose of this report is to review the factors that contribute to differences in performance trends on the TAAS and the SAT I and ACT examinations. If the exit-level TAAS and the SAT I and ACT both assess knowledge that high school students should know, why were the increases in TAAS performance levels not accompanied by similar increases in SAT I and ACT performance levels? And should trends in performance be expected to correlate on the examinations?

This report will focus on three factors that could contribute to differences in TAAS and SAT I and ACT performance trends: (1) TAAS and SAT I and ACT are different types of tests; (2) TAAS and SAT I and ACT have dissimilar populations of examinees; and (3) TAAS and SAT I and ACT target different levels of academic proficiency. As a consequence of these practical differences, performance trends on the TAAS and the SAT I and ACT may be dissimilar, while each examination provides accurate, but distinct, information on high school performance.

TAAS

The TAAS was implemented in 1990 as a comprehensive assessment of the state-mandated curriculum in Texas (Texas Education Agency [TEA], 2000). From 1994 through 2002, TAAS Reading and Mathematics tests were administered to students in Grades 3 through 8 and 10; TAAS Writing was administered in Grades 4, 8, and 10; and TAAS Science and Social Studies were administered in Grade 8. The exit-level TAAS assessed mastery of high school-level skills in

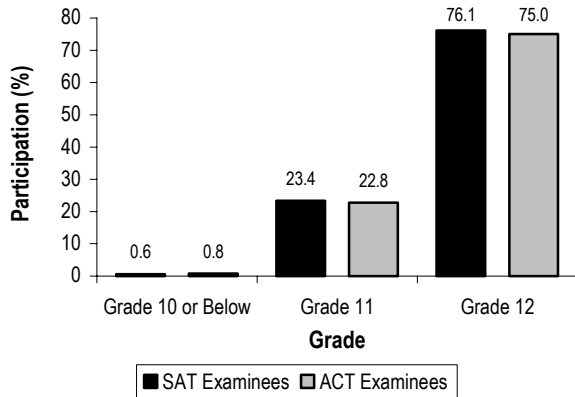
Reading, Mathematics, and Writing and was initially aligned with the Texas Essential Elements, the statewide curriculum in effect at the time. In 1997, the Texas Essential Knowledge replaced (TEKS) the Essential Elements as the statewide curriculum. The linking of the TAAS with the new curriculum was completed in 1998. The exit-level TAAS was administered to high school students in Texas beginning in Grade 10, and, with a few exceptions, participation in TAAS testing at the exit level was mandatory. In order to receive a high school diploma, a Texas public high school student was required to pass all sections of the TAAS—Reading, Mathematics, and Writing. From Grade 10 to Grade 12, there were six opportunities to take and pass the examination.

One type of score reported for the TAAS was a Texas Learning Index (TLI) scale score. TLI scores ranged from 1 to approximately 100, although there were slight variations depending on the grade and subject. To pass a section of the TAAS, a student had to achieve a TLI score of at least 70. A score of 70 indicated that the student met the minimum academic expectations for the section, as determined by the Texas State Board of Education. Performance on the TAAS was used through 2002 in the Texas public school accountability system as a base indicator to determine district and campus ratings. The percentage of examinees scoring at or above the passing TLI of 70 on the Reading, Mathematics, and Social Studies TAAS tests served as one indicator in determining the accountability rating of a district or campus.

SAT I and ACT

The SAT I and ACT are administered to college-bound high school students, most of whom take the examinations in Grade 11 or 12. In Texas, approximately three fourths of SAT I and ACT examinees took the tests in Grade 12, about one fifth in Grade 11, and less than one percent in Grade 10 or below (see Figure 1 on page 4). The

Figure 1
Grade Tested, SAT I and ACT, Texas Public Schools, Class of 2001



SAT I is administered an average of seven times per year, and the ACT is administered an average of six times per year. Participation in SAT I and ACT testing is voluntary. Usually only those students who are interested in pursuing college study take the SAT I or ACT. Students may take either examination, both examinations, or neither, and they may take the examinations as many times as they are administered.

The SAT I and ACT were designed to assess readiness for college-level work. Students who do well on these examinations are likely to perform well in college studies. Like the TAAS, the SAT I and ACT measure verbal and mathematics skills. Unlike the TAAS, college entrance examinations are independent of specific curricula. The SAT I consists of two sections: Verbal and Mathematics. The ACT consists of four sections: English, Reading, Mathematics, and Science Reasoning.

Scale scores on each section of the SAT I range from 200 to 800; the Total score is the sum of the Verbal and Mathematics scores and ranges from 400 to 1600. Scale scores on each section of the ACT range from 1 to 36, and the Composite score is the average of the scores on the four sections. Performance on the SAT I and ACT was used in the Texas public school accountability system to acknowledge districts and campuses for high performance on indicators that do not affect accountability ratings. The percentage of examinees scoring at or above the criterion score of 1110 on the SAT I Total or 24 on the ACT Com-

posite determined district or campus acknowledgement. The criterion scores for accountability purposes were set in 1996 based on a review of concordance analyses conducted by the College Board and ACT, Inc. (College Board, 1996, Dorans et al., 1997). Because SAT I scores were recentered in 1996, the criterion score was transferred to the new scale, and the relationship between the SAT I and ACT scores was reestablished. Each college and university establishes its own score criteria for admission of individual students.

Performance Trends

Because SAT I scores were recentered in 1995, the discussion of trends in this report will focus on the time period from 1996 to 2001. From 1996 to 2001, mean TLI scores on the Reading and Mathematics sections of the exit-level TAAS steadily increased (see Figure 2). The mean Reading TLI score increased from 79 in 1996 to 86

Figure 2
Mean TLI Scores, Exit-Level TAAS, Texas Public Schools, 1996 Through 2001

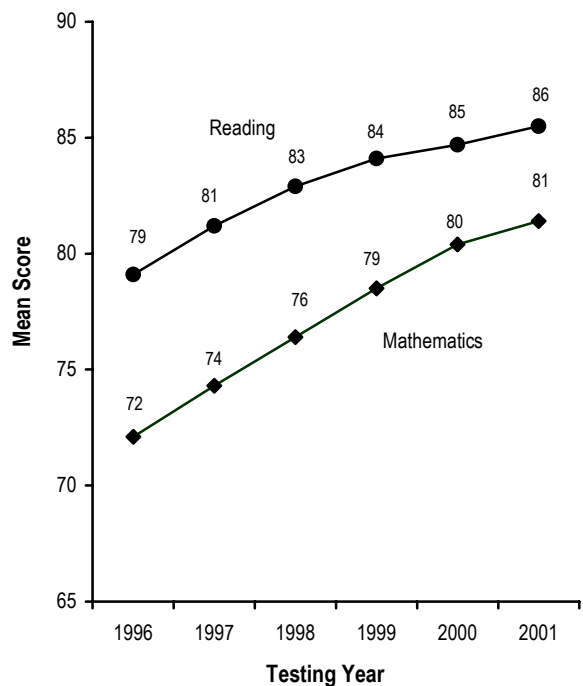
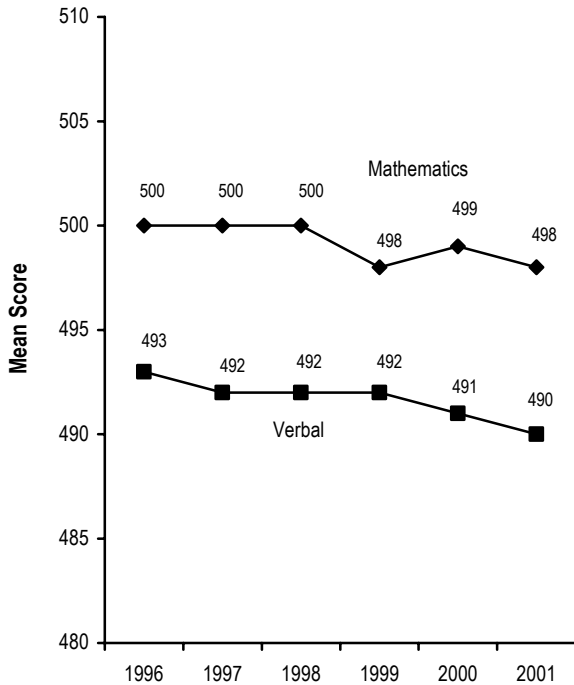


Figure 3
SAT I and ACT Scores, Graduating Seniors,
Texas Public Schools, 1996 Through 2001

SAT



ACT

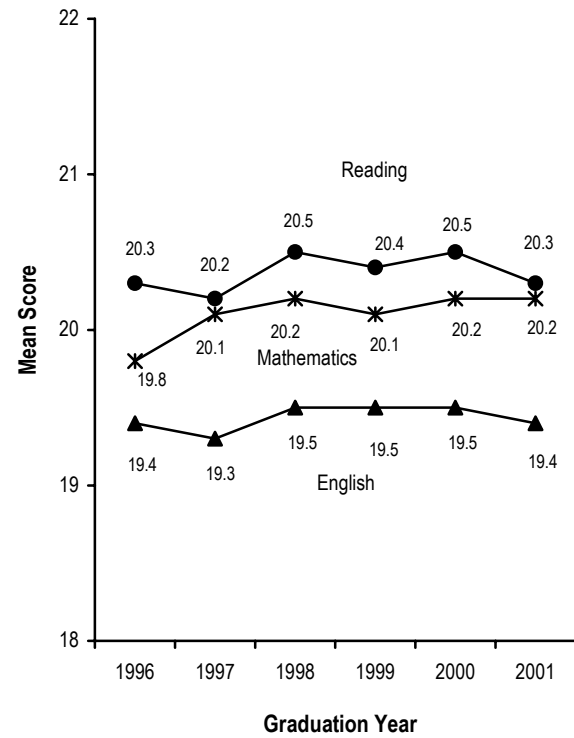
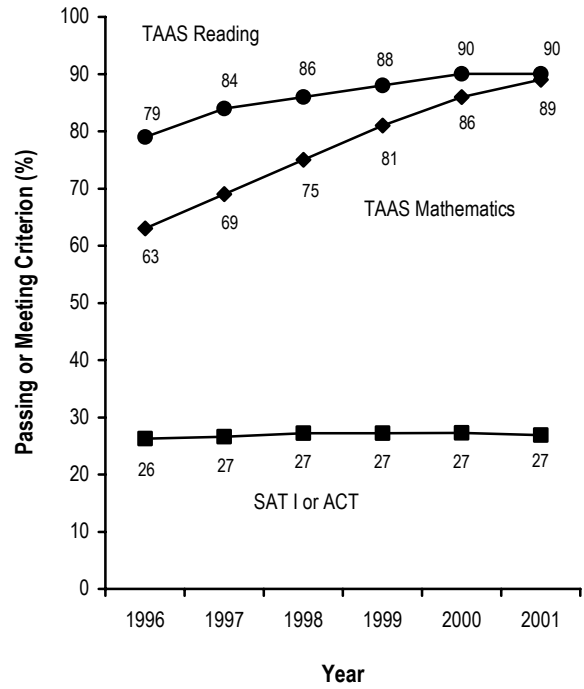


Figure 4
Percentage Passing Exit-Level TAAS and
Percentage Meeting Criterion on SAT I or ACT,
Texas Public Schools, 1996 Through 2001



in 2001, and the mean Mathematics TLI score increased from 72 to 81. The mean scale scores on the SAT I Verbal and Mathematics sections decreased slightly during this time period: from 493 to 490 for Verbal and from 500 to 498 for Mathematics. Mean scale scores on the ACT English, Reading, and Mathematics were essentially stable (see Figure 3).

The trends in the percentages of students who met criterion scores were similar to the trends in mean scores (see Figure 4). The percentage of examinees passing TAAS Reading increased from 79 percent in 1996 to 90 percent in 2001, and the percentage of examinees passing TAAS Mathematics increased substantially from 63 percent in 1996 to 89 percent in 2001. The percentage of examinees meeting the criterion on either the SAT I or ACT increased slightly from 26 percent to 27 percent during the same time period.

TAAS and SAT I and ACT: Different Types of Tests

Two Major Types of Standardized Tests

Standardized tests can be categorized into two major groups: criterion-referenced and norm-referenced (see Table 1). Criterion-referenced and norm-referenced tests differ in purpose, selection of item content, and assignment of scores (Bond, 1996). Each type of test has advantages and limitations, and each is appropriate in certain situations (Isaac & Michael, 1995).

TAAS Is a Criterion-Referenced Test

As a statewide, criterion-referenced assessment, the TAAS was designed to assess mastery of a specific domain of knowledge. Content validity—the degree to which the items on a test adequately assess the content they were designed to assess—is the primary concern in the construction of items for and interpretation of results of a criterion-referenced test. Items on the exit-level TAAS were selected to ensure adequate content coverage of the first two years of the state-mandated high school curriculum. Through 1996, items were selected to represent the range of content and difficulty of the skills outlined in the Essential Elements. From 1997, item content reflected the skills outlined in the TEKS (TEA, 2001). Examinee performance was compared to a preset standard or criterion score that was determined to be an acceptable level of performance. Examinees who met or exceeded the criterion score were deemed to have achieved the required degree of mastery of the skills measured by the test.

Because performance on the TAAS was measured against objective criteria rather than against the performance of other students, the percentage of participants that passed the examination was not limited. Effort on the part of students, parents, and educators over time can increase the percentage of students mastering the domain of knowledge on a criterion-referenced test. Gains in performance can be achieved through factors such as alignment of instruction with the curriculum, increased parental involvement, tutoring, accelerated instruction, teacher training, and increased student motivation and effort. The increase in

Table 1
Characteristics of Criterion-Referenced and Norm-Referenced Tests

Criterion-referenced	Norm-referenced
Purpose: Tests are constructed to determine whether examinees have achieved a predetermined level of mastery of a skill or knowledge of a specific content area or areas.	Purpose: Tests are constructed to discriminate among levels of performance, producing a rank order of performance across a continuum of achievement.
Item Selection: Items are selected to ensure adequate content coverage of the area of interest.	Item Selection: Items are selected to reliably rank examinees by performance.
Score Interpretation: Individual scores are compared with a preset criterion score that is determined to be an acceptable level of performance.	Score Interpretation: Scores are interpreted relative to the scores of a norm group, usually as a percentile rank.

TAAS scores indicated that more students each year were learning the essential knowledge and skills prescribed in the state curriculum. The improvement in TAAS scores was consistent with expectations for a high-stakes, criterion-referenced test in a public school accountability system.

SAT I and ACT Are Norm-Referenced Tests

As norm-referenced tests, the SAT I and ACT are designed “to highlight achievement differences between and among students to produce a dependable rank order of students across a continuum of achievement from high achievers to low achievers” (Stiggins, 1994, as cited in Bond, 1996, p. 1). The SAT I and ACT are used to predict performance in college classes. As such, predictive validity—the degree to which a test accurately estimates some criterion level of performance—is of primary concern in the construction of items and interpretation of results. Items are selected to discriminate between high performers and low performers; that is, difficult items should be answered correctly by many of the highest performers but by few of the lowest performers. Examinees’ scores on a norm-referenced test are interpreted relative to the scores of a norm group, a group which serves as a frame of reference against which to interpret individual scores. Individual performance is represented both as a scale score and as a percentile rank. A scale score is a

transformation of a raw score that facilitates interpretation of performance across different versions of a test and different groups of examinees. A percentile rank is the percentage of examinees whose scores fall below the scale score. It expresses individual performance relative to other examinees, because it specifies the percentage of examinees with lower scores.

The SAT I and ACT are designed so that the distribution of scores of all examinees is stable from year to year. When there is too much drift from the standardized distribution of scores based on the national norm group, the tests are recentered. An increase or decrease in the average score for an examinee group, such as a state, can only occur relative to the performance of the norm group. A state average score can increase or decrease if a state makes more or less progress than is made nationally in preparing students for college. Average state performance can also change because of significant shifts in population or examination participation. The nature of norm-referenced college entrance examinations is such that large annual increases in state average performance are uncommon (College Board, 2003; ACT Inc., 2003). Stability in average state scores on a norm-referenced test does not necessarily mean that students in that state are not making any progress in their level of college readiness. The essentially stable SAT I and ACT performance indicates that, on average, college readiness among Texas high school students was stable relative to the mean performance of the national norm groups for the SAT I and ACT.

Test Limitations

The TAAS and SAT I and ACT have different limitations on the information provided. Variations across years in the maximum TLI score possible for a given subject and a “ceiling” effect made it difficult to discriminate among high levels of academic performance. Because the meaningfulness of TAAS scores at the upper end of the TLI was limited, the TLI was not a particularly informative index of high performance.

The SAT I and ACT also have limitations on the types of score comparisons that can be made. Unlike scores on criterion-referenced tests, which are interpreted in an absolute sense, mean SAT I

and ACT scores are interpreted relative to national performance averages. There is no psychometric standard for evaluating individual performance independent of group performance. Therefore, the SAT I and ACT are not suitable measures of performance against fixed criteria set by a state.

TAAS and SAT I and ACT: Different Examinee Populations

The populations of Texas high school students who took the TAAS and those who took the SAT I and ACT were not directly comparable. Beginning in Grade 10, all Texas high school students, with a small percentage of exemptions, were required to take the exit-level TAAS. On the other hand, the SAT I and ACT are voluntary tests taken by high school students who were interested in college study. The population of SAT I/ACT examinees in Texas was therefore a self-selected subset of students who took the TAAS. For example, out of a total of 261,326 Texas public high school students in Grade 10 in 1998-99, over 89 percent (233,657) of them took the TAAS in spring 1999 (see Figure 5). Only about 35 percent (91,026) of the 10th-grade students in 1998-99 also took the SAT I or ACT two years later.

Performance on the TAAS differed significantly for students who later took the SAT I or ACT and those who did not take the SAT I or

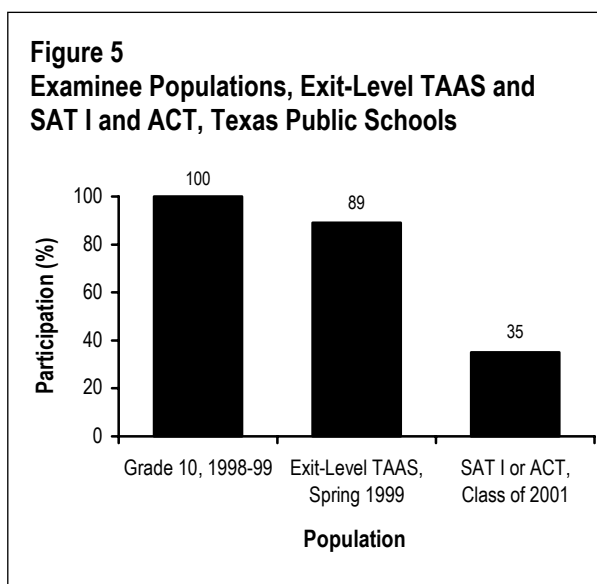
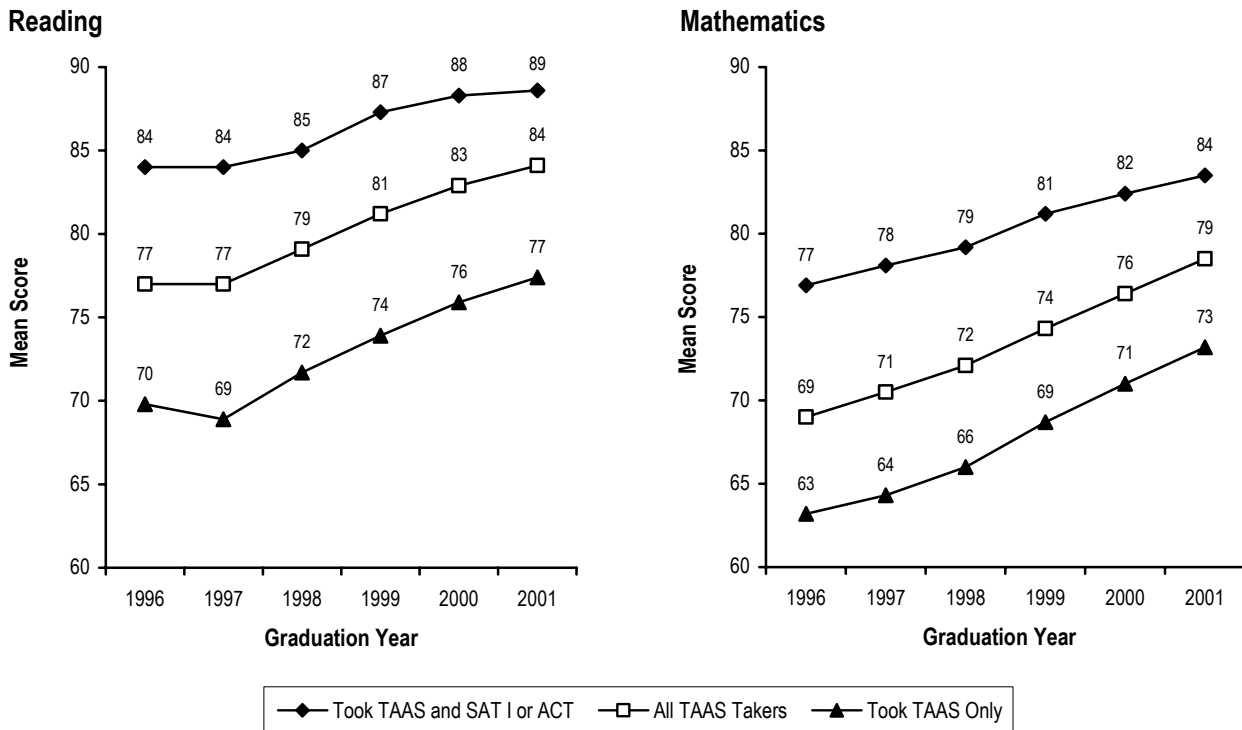


Figure 6
Mean TLI Scores, Exit-Level TAAS, by Group, Texas Public Schools, Classes of 1996 Through 2001



ACT (see Figure 6). The TAAS examinees who later took the SAT I or ACT had Reading and Mathematics TLI scores that were from 11 to 15 points higher than the subset of TAAS examinees who did not later take the SAT I or ACT. For example, the 91,026 students who took the TAAS in 1999 and then took the SAT I/ACT in 2001 had a mean Reading TLI score of 89 and a mean Mathematics TLI score of 84. The 142,631 students who took the TAAS in 1999 but did not later take the SAT I or ACT had a mean Reading TLI score of 77 and a mean Mathematics TLI score of 73. The SAT I and ACT examinee population was self-selected and made up primarily of students planning to apply to colleges. On the other hand, the population of TAAS test takers was more academically diverse and included many students who did not take college entrance examinations.

The differences in the TAAS trends between the two groups were also substantial (see Figure 7). The increase in average TAAS scores of the students who did not take college entrance examinations was greater than the increase in av-

erage TAAS scores of students who did. From 1994 to 1999, mean Reading TLI scores increased by 6 percent for the group that took TAAS and the SAT I or ACT and by 10 percent for the group that took TAAS only. Mean Mathematics TLI scores rose by 9 percent for the group that took TAAS and the SAT I or ACT, and by 16 percent for the group that took TAAS only.

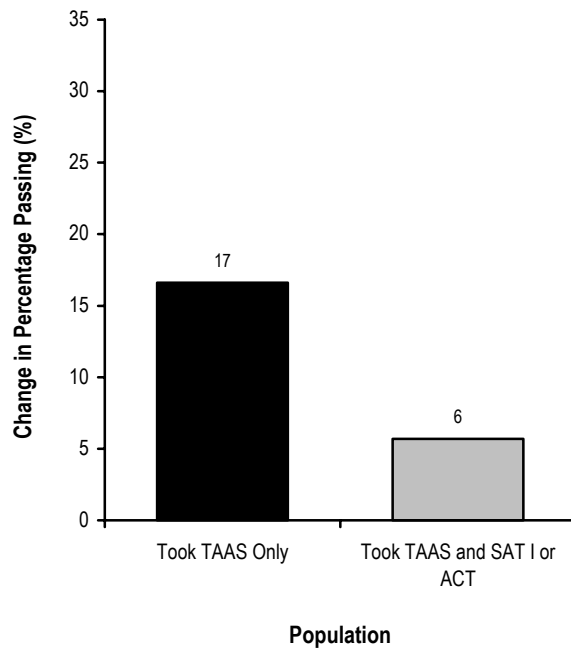
Because the examinees who later took the SAT I or ACT were a self-selected group of more academically able, more motivated, or better prepared students, their TAAS scores met or were close to meeting the proficiency standards. In addition, because of the TAAS score scale ceiling effect, there was not as much room for increases in the average TLI score for the group that later took the SAT I or ACT.

Because of the differences between the two populations in terms of average scores and changes in scores over time, it is more appropriate to compare the scores of students who took college entrance examinations with the scores of these

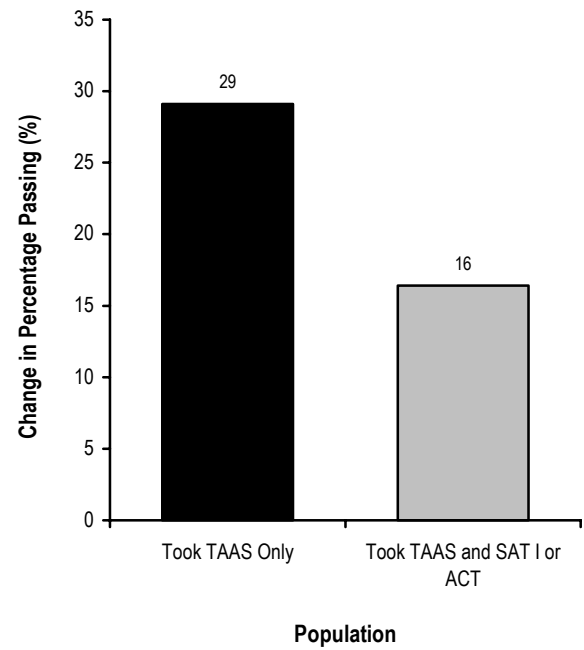
Figure 7

Change in Percentage of Examinees Passing Exit-Level TAAS, Texas Public Schools, Classes of 1996 and 2001

Reading



Mathematics



same students on the TAAS, rather than with all students who took the TAAS. It is likely that if there were more overlap between the two populations, resulting from a larger percentage of graduates taking the SAT I or ACT, the trends in average scores would appear more similar over time. This outcome would still be limited, of course, by the fact that the TAAS and SAT I and ACT are different types of tests.

TAAS and SAT I and ACT: Different Proficiency Levels

The exit-level TAAS targeted fundamental high school knowledge and skills that students were expected to acquire by Grade 10. It was first administered to students in Grade 10, and the material assessed did not exceed the Grade 10 level. The SAT I and ACT target more advanced academic skills that are usually acquired in the later high school years, regardless of specific curriculum. The SAT I and ACT are most commonly

taken by Texas students in Grade 12 and are specifically designed to assess college readiness.

The purpose of the exit-level TAAS was to provide a means of assessing whether high school students achieved a minimum academic competency, as defined by the Texas State Board of Education, by the time they graduated. Over time, efforts to increase student learning should lead to steadily increasing mean examination scores, primarily as a result of more students achieving the competency standards set by the state.

Based on the TAAS scores between 1996 and 2001, improvement in performance was most apparent for students at the lower to middle levels of performance (see Figure 8 on page 10). Reading and Mathematics TLI scores were rank ordered and separated into four quartiles, each containing 25 percent of the scores. Mean scores were calculated for each of the four performance quartiles. Students in the first and second quartiles showed the greatest improvements in performance. For example, Mathematics TLI scores at the lowest quar-

tile increased 15 points, from 48 in 1996 to 63 in 2001. Mathematics TLI scores at the highest quartile increased only 2 points, from 88 to 90, over the same time period.

True improvement in performance for students at higher levels of performance could not be precisely determined, because the TAAS lost discriminating power at the upper levels of performance. In other words, TAAS provided minimal information on student progress above its targeted level. On the other hand, the SAT I and ACT are designed to assess whether high school students have acquired higher-order, advanced academic skills required for college success. Therefore, SAT I and ACT results provide more information on the progress of students at higher academic proficiency levels.

More rigorous high school graduation requirements and competency standards that incorporate more advanced academic skills may reduce the disparity between the targeted competency levels of the state assessment and the SAT I and

ACT. The new Texas state assessment, the Texas Assessment of Knowledge and Skills (TAKS), assesses academic skills through the Grade 11 level and contains more items requiring higher-order, analytical thinking than TAAS. As higher percentages of Texas high school students undertake the more rigorous curriculum and assessments, the correlation between state assessment and college entrance examination results could increase.

Summary

Two key measures of high school performance in Texas public schools are performance on the exit-level TAAS and performance on the SAT I and ACT. Between 1994 and 2002, TAAS scores in Texas increased substantially, whereas SAT I and ACT scores remained essentially stable. The state assessment and the national college entrance examinations differed in three important ways: (1) purpose and type of test; (2) examinee population; and (3) academic proficiency level assessed (see Table 2).

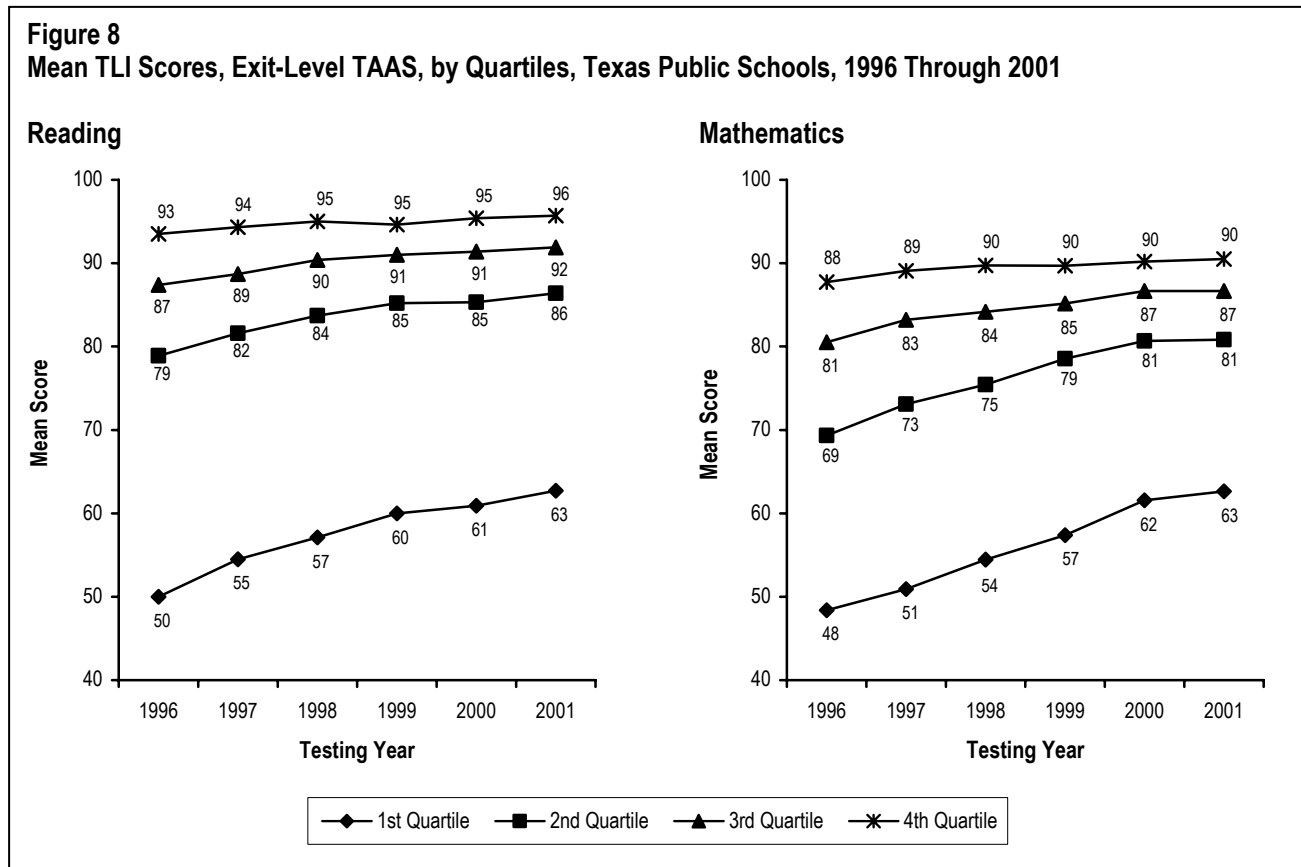


Table 2
Summary of Differences Between Exit-Level TAAS and SAT I and ACT

Exit-level TAAS	SAT I and ACT
Purpose: To assess mastery of the state curriculum and to award high school diplomas to graduating seniors	Purpose: To select high school graduates who are likely to succeed in college
Type of Test: Criterion-referenced	Type of Test: Norm-referenced
Targeted Academic Proficiency Level: Fundamental high school academic skills, as defined by the Texas State Board of Education	Targeted Academic Proficiency Level: Advanced high school academic skills necessary for success in college
Grade Tested: Primarily Grade 10	Grade Tested: Primarily Grades 11 and 12
Participation: Required, with a few exemptions Exit-level TAAS is administered to all high school students in Texas except for those who receive exemptions. Participation in TAAS is mandated by the state.	Participation: Voluntary SAT I and ACT are college entrance examinations administered to students who choose to participate.
Performance Over Time: Increases in the percentage of students who meet or exceed the criterion score over time are expected if there is increased effort to help students gain mastery of the curriculum.	Performance Over Time: Increases in performance over time are not necessarily expected. Only if a group of examinees is making better than average progress over time compared to the national population of examinees would an increase in average scores be found.

The exit-level TAAS was a criterion-referenced test and was designed to assess mastery of essential skills of the Texas high school curriculum. Progress was interpreted relative to a set criterion score. Effort on the part of students, parents, and educators over time can increase the percentage of students mastering the domain of knowledge on a criterion-referenced test. The improvement in TAAS scores was consistent with expectations for a high-stakes, criterion-referenced test in a public school accountability system.

On the other hand, the SAT I and ACT are norm-referenced tests and are designed to discriminate among examinees with higher and lower levels of readiness for college-level study. SAT I and ACT scores must be interpreted relative to national norms. The nature of norm-referenced college entrance examinations is such that large annual increases in state average performance are uncommon. The relatively flat SAT I and ACT performance trends indicate that high school students in Texas, on average, maintained a stable level of college readiness, relative to the mean performance of the national norm groups for the SAT I and ACT.

The TAAS was a mandatory examination. Satisfactory performance on the TAAS was required for a Texas high school student to receive a diploma. The SAT I and ACT are voluntary tests, taken by only a self-selected subset of those stu-

dents who took the TAAS. TAAS performance trends were distinct for the group of TAAS examinees who later took the SAT I or ACT and the group of examinees who did not take the SAT I or ACT. Much of the increase evident in TAAS performance was attributable to the student population that did not take college entrance examinations.

The TAAS targeted essential high school knowledge and skills that generally did not exceed the tenth grade level. Improvements in performance were most evident for students at the lower and middle levels of performance. The SAT I and ACT target more advanced academic skills that are required for success in college and are more likely to be acquired in Grades 11 and 12. The difference in academic skills measured by TAAS and SAT I and ACT contributes to the dissimilarity in performance trends. Trends on the TAAS reflected continued improvement in mastery of essential high school skills. Trends on the SAT I and ACT reflect stability in college readiness of Texas high school students.

The TAAS and the SAT I and ACT results are consistent with the intended uses of the examinations. The tests differ in design, population tested, and proficiency level assessed, and results will differ accordingly. The differences in performance trends between the TAAS and the SAT I and ACT should not be viewed as evidence that the tests

were not valid or that improvements in performance were not real. Each examination is a valuable, but distinct, measure of high school performance, and each provides insight on educational progress in Texas.

Performance trends on state and national assessments in other states also depend on test designs, populations tested, and proficiency levels assessed. Likewise, the variability in state assessment programs limits comparisons of performance across states. The more similar the assessment measures are, the higher the correlation of performance results will be.

The gains in exit-level TAAS scores indicate that an increasing percentage of students were mastering the academic skills required to obtain a high school diploma in Texas. In other words, more students showed each year that they were learning the essential knowledge and skills prescribed in the Texas high school curriculum. Continued improvements in performance on statewide assessments such as TAAS and TAKS would require that students continue to make progress in acquiring essential academic skills.

The relatively flat SAT I and ACT performance trend indicates that high school students in Texas maintained a stable level of college readiness, relative to the mean performance of the national norm groups for the SAT I and ACT. Stability does not necessarily mean that college-

bound Texas students did not make any progress in their level of college readiness. It does mean that, on average, the level of college readiness among Texas high school students has not changed, relative to the mean performance of the national norm groups.

A state average SAT I or ACT score can increase if a state makes more progress than is made nationally in preparing students for college. In recent years, the Texas Legislature has put into place more rigorous high school graduation requirements and assessment standards. Starting from the 1996-1997 fiscal biennium, the legislature has provided millions of dollars in funding during each biennium for schools to offer more advanced courses such as AP and IB (TEA, 2003). For students entering the 9th grade in the 2004-05 school year and thereafter, the Recommended or Advanced High School Program became the default curriculum, unless students or parents chose not to participate (TEC §28.025, 2001). Legislators also appropriated funding to develop and administer the new Texas state assessment, the TAKS, which assesses academic skills through the Grade 11 level (General Appropriation Act, Article III, Rider 13 and Strategy A.1.1, 77th Legislature). Providing high school students with opportunities to follow a more rigorous high school curriculum could lead to performance gains sufficient to increase state average scores on the SAT I or ACT.

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Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

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

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

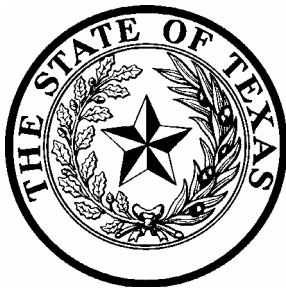
In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

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

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

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

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



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