

TABSE by the Numbers

Public Service Report

Presented by

Dr. Andres Garcia

Research and Evaluation Institute

Harris County Department of Education



Value | Opportunity | Service

TABSE by the Numbers

Study type: Descriptive

Study question: What are the demographic characteristics and academic indicators of TABSE member and Non-TABSE member school districts?

Sources of data: TEA 2017-18 Texas Academic Performance Report (TAPR) Data Download, Discipline Reports – Annual District Summary

TABSE by the Numbers

Indicator Categories

- **Student Disciplinary Data**
- **College Readiness Indicators**

School Districts and Students

	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
	Count	Count
Number of School Districts	67	1,140
Number of Students	1,157,900	3,499,783

Student Enrollment

Ethnicity	TABSE Members' Represented School Districts		Non-TABSE Members' Represented School Districts	
	Count	%	Count	%
White	359,361	19.1	1,139,282	32.6
African American	367,309	19.5	312,163	8.9
Hispanic	988,161	52.4	1,833,028	52.4
Asian	118,496	6.3	116,599	3.3
American Indian	8,068	0.4	12,453	0.4
Pacific Islander	3,238	0.2	4,770	0.1
Two or more raced	40,569	2.1	81,488	2.3
Total	1,885,229	100.0	3,499,783	100.0
At-risk	1,050,778	55.7	1,685,769	48.2
Economically Disadvantaged	1,157,900	61.4	2,006,449	57.3

Disciplinary Data In School Suspensions

ISS	TABSE Represented School Districts	Non-TABSE Represented School Districts
	ISS %	ISS %
White	5.3	7.8
African American	13.2	17.2
Hispanic	7.0	8.5
Male	9.8	12.0
Female	5.3	5.5
At-risk	10.1	12.7
Economic Disadvantage	9.0	10.6
Special Education	10.4	12.7

The highest proportion of students in ISS were representative of African American, male, at-risk, and special education. The student groups were consistent for both TABSE and non-TABSE school districts. Non-TABSE school districts showed higher proportion of students in ISS than TABSE school districts.

Disciplinary Data

Out of School Suspensions

OSS	TABSE Represented School Districts	Non-TABSE Represented School Districts
	OSS %	OSS %
White	2.3	2.2
African American	9.9	8.2
Hispanic	3.9	3.6
Male	6.0	4.7
Female	3.2	2.1
At-risk	6.4	5.4
Economic Disadvantage	5.8	4.5
Special Education	7.9	6.1

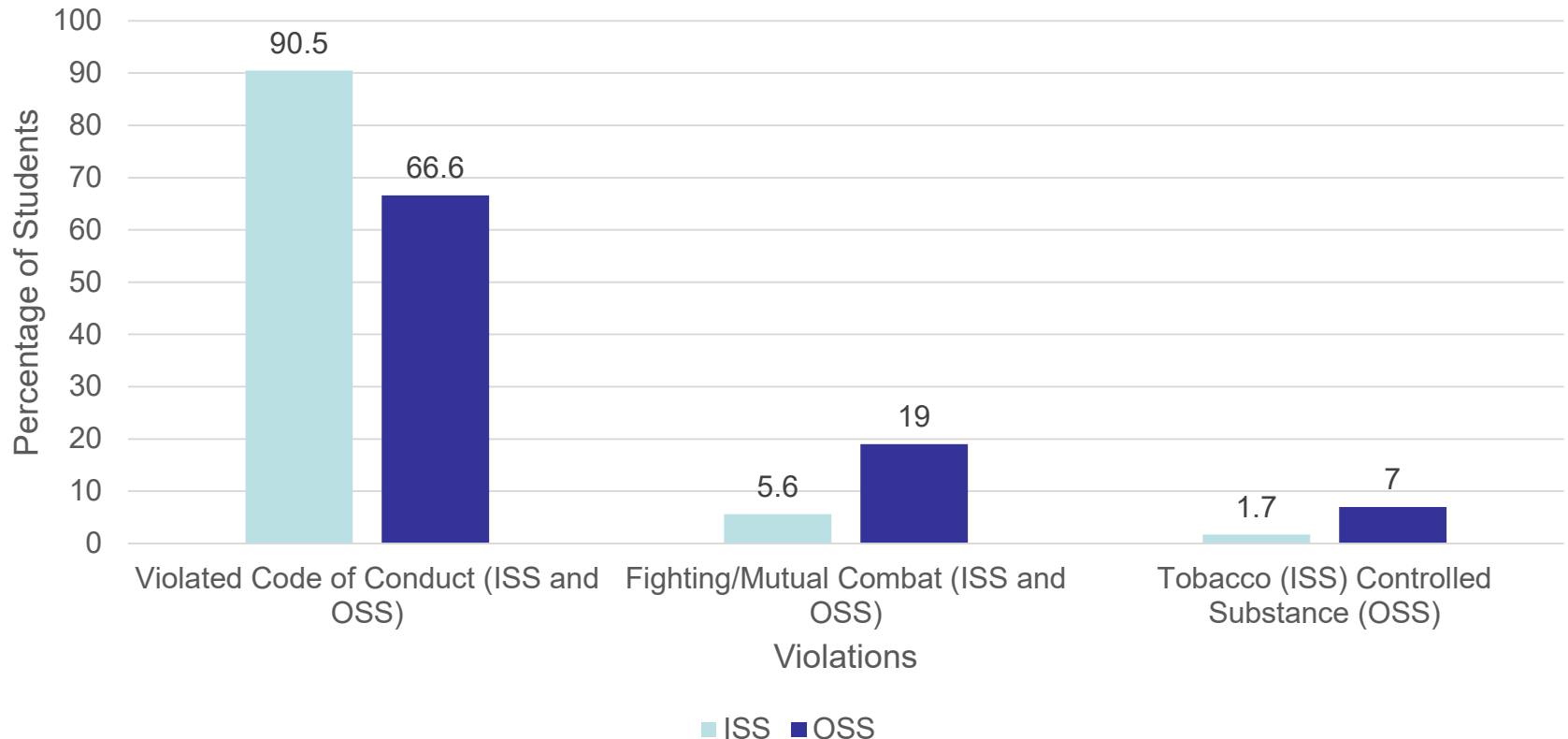
The highest proportion of students in OSS were African American, male, and special education. The same student groups were apparent in both TABSE and non-TABSE school districts. TABSE school districts showed a slightly higher proportion of students in OSS than non-TABSE school districts.

Disciplinary Violations

01-PERMANENT REMOVAL BY TEACHER	12-UNLAWFL CRRY OF AN ILEGL KNIFE	27-ASSAULT-DISTRICT EMPLOYEE	41-FIGHTING/MUTUAL COMBAT
02-CONDUCT PUNISHABLE AS A FELONY	13-UNLAWFUL CARRYING OF A CLUB	28-ASSAULT-NONDISTRICT EMPLOYEE	46-AGGRAVATED ROBBERY
04-CONTROLLED SUBSTANCE/DRUGS	14-OFFENSE RELATG TO PROHB WEAPON	29-AGG ASSAULT-DISTRICT EMPLOYEE	47-MANSLAUGHTER
05-ALCOHOL VIOLATION	16-ARSON	30-AGG ASSAULT-NONDIST EMPLOYEE	49-ENGAGES IN DEADLY CONDUCT
06-ABUSE OF A VOLATILE CHEMICAL	18-INDECENCY WITH A CHILD	31-SEXUAL ASSAULT-DIST EMPLOYEE	55-STDNT RGSTR SEX OFF-COURT SUPV
07-PUBLIC LEWDNESS/INDCT EXPOSURE	19-AGGRAVATED KIDNAPPING	32-SEXUAL ASSAULT-NONDIST EMPLOYE	57-CONT SEX ABUSE CHILD-SCH PROP
08-RETALIATION AGAINST DIST EMPL	21-VIOLATED LOCAL CODE OF CONDUCT	33-TOBACCO	58-BREACH OF COMPUTER SECURITY
09-TITLE 5 FELONY - OFF CAMPUS	22-CRIMINAL MISCHIEF	34-SCHOOL-RELATED GANG VIOLENCE	59-SERIOUS MISBEHAV WHILE IN DAEP
10-NON-TITLE 5 FELONY-OFF CAMPUS	23-EMERGENCY PLACEMENT/EXPULSION	35-FALSE ALARM/FALSE REPORT	
11-FIREARM OR HANDGUN VIOLATION	26-TERRORISTIC THREAT	36-FELONY CONTROLLED SUBS VIOLAT	

Top Three Discipline Violations in ISS and OSS

Top Three Discipline Violations in ISS and OSS



The two most frequently committed disciplinary violations for ISS and OSS were violations of the code of conduct followed by fighting. The third most committed violation for ISS was tobacco while OSS was controlled substance.

College Readiness Indicators

4Year Longitudinal Graduation Rate

2017 Graduates	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
	% Graduated	% Graduated
White	93.7	95.0
African American	88.7	88.1
Hispanic	88.2	90.0
Male	87.8	90.3
Female	92.4	93.8
Economic Disadvantage	88.1	89.1

Male, African American, Hispanic, and economically disadvantaged student groups showed the lowest percentage of students graduating within a four year cohort. Non-TABSE school districts reported slightly higher four year cohort graduation rates than TABSE school districts.

College Readiness Indicators

4Year Longitudinal Dropout Rate

	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
	% Dropout	% Dropout
White	3.5	2.6
African American	7.7	7.1
Hispanic	7.4	5.7
Male	7.5	5.5
Female	4.9	3.4
Economic Disadvantage	7.9	6.3

Economically disadvantaged, male, African American and Hispanic student groups revealed higher dropout rates in both TABSE and non-TABSE school districts. TABSE school districts reported slightly higher four year cohort dropout rates than non-TABSE school districts.

Postsecondary Readiness College, Career, and Military Readiness (CCMR)

CCMR Graduates	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
Percentage of annual graduates who demonstrated CCMR by meeting at least one of the eight criteria.	% CCMR	% CCMR
White	69.8	63.2
African American	37.4	36.1
Hispanic	48.6	49.9
Male	51.8	51.9
Female	55.2	57.2
Economic Disadvantage	44.2	44.7

The highest percentage of graduates identified as College, Career, or Military ready were white students. Lower percentage of student groups identified as CCMR were African American, Hispanic, and economically disadvantaged. Results were similar for both TABSE and non-TABSE school districts.

College Admissions SAT/ACT

College Admissions SAT/ACT	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
Percentage Test Takers for Graduating Students	% Tested	% Tested
White	81.8	70.7
African American	82.4	68.4
Hispanic	80.9	66.8
Male	79.3	64.9
Female	85.2	73.6
Economic Disadvantage	81.0	61.6
Percentage at or above criterion	% At or above criterion	% At or above criterion
White	45.6	37.3
African American	7.9	9.6
Hispanic	9.9	11.5
Male	23.0	21.3
Female	20.1	24.5
Economic Disadvantage	8.3	9.2

Results show a greater percentage of students in TABSE school districts taking the SAT/ACT than non-TABSE school districts. Results for percentages students at or above the SAT/ACT test criterion, revealed the lowest percentage for African American, Hispanic, and economically disadvantaged students in both TABSE and non-TABSE school districts.

Advanced Courses Taken

Advanced Courses Taken 9-12 Any Subjects	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
	% of Students who received credit for at least one course	% of Students who received credit for at least one course
White	45.2	39.1
African American	28.9	27.8
Hispanic	33.8	34.9
Male	33.2	33.3
Female	41.4	40.3
Economic Disadvantage	31.7	31.1

TABSE school districts showed higher to slightly higher percentage of students who received at least one advanced course credit in grades 9-12 than non-TABSE school districts for white, African American, and female student groups.

Graduates Enrolled in Texas Higher Education School in 2017

	TABSE Members' Represented School Districts	Non-TABSE Members' Represented School Districts
2016 graduates enrolled in TX higher educational school in 2017	% of Graduates Enrolled in Higher Education	% of Graduates Enrolled in Higher Education
White	59.7	57.9
African American	54.5	52.4
Hispanic	48.9	51.4
Male	50.7	50.4
Female	58.4	59.1
Economic Disadvantage	48.5	46.6

TABSE school districts show a slightly higher percentage of graduates enrolling in higher education compared to non-TABSE school districts for white, African American, and economically disadvantaged student groups.

Addressing the Issue

- Research/Evaluation
- Policy
- Practice