IMPACT OF TEXAS COUNSELORS' NETWORK ON STUDENTS:

A PRELIMINARY STUDY

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This study assessed the impact of the Texas Counselors' Network (TCN) on students of counselors who attended TCN workshops. TCN is a professional organization created in 1996 for the professional development of counselors. TCN impacts primary and secondary school students by providing counselors with selected skills to assist them in helping students. In theory, TCN thus impacts these students by improving overall skills of participating counselors. This study assessed the progress of students before and after implementation of TCN. Students' progress was considered in four areas: Texas Accountability Assessment Scores (TAAS), attendance rates, dropout rates, and high school student enrollment in technical programs.

The current study compared student performance in the above four areas during a two to three year period prior to the establishment of TCN, with the initial six years of TCN existence. This study examined data attained through the Texas Educational Agency (TEA) Website using their Academic Excellence Indicator System (AEIS) for four regional TCN groups.

The study used a paired t-test to compare the performance of students before versus after counselor participation in network workshops. The findings indicated that overall, counselor participation in TCN could have a significant effect on student performance. In fact, eight tests were run and all were found significant at the .05 alpha level.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

THE IMPACT OF TEXAS COUNSELORS' NETWORK ON STUDENTS

Introduction to the Problem

Primary and secondary school counselors have recently acquired a more complex role in student development. Historically, a school counselor's primary focus was on career and moral development of students (Paisley & McMahon, 2003). However, the American School Counselor Association (ASCA) describes present-day professional school counselors as trained, certified educators who address students' needs by implementing comprehensive, standard based, and developmental counseling programs (ASCA, 2003). ASCA describes school counselors as specialists in human behavior and relationships. In addition, ASCA recommends counselors attempt to adapt to students' needs using their understanding of each individual student keeping in mind developmental stages of each student and his or her personal interests.

According to ASCA (2003), school counselors have four primary areas of intervention. First, school counselors provide confidential counseling services to groups and individuals focusing on problem resolution and developmental concerns. Second, they collaborate with teachers to plan large group guidance to foster each student's academic, career, social, and personal development. Third, counselors consult with parents, teachers, administrators, social workers, community health professionals, medical professionals, and visiting teachers on students' behalf for a successful educational experience. And finally, they coordinate what ASCA refers to as a leadership process, wherein counselors evaluate and focus their school's counseling program (ASCA, 2003).

Paisley and McMahon (2001) believe the above tasks are becoming increasingly complex. Paisley and McMahon describe professional development as "updating their [the counselors] understanding of presenting issues such as sexual orientation." Per Paisley and McMahon, sexual orientation is just one subject complicating the role of school counselors in an increasingly complex society. Counselors should be sensitive to cultural differences between individuals; the best means of achieving this is through continuing education. The authors suggest using technology or building relationships with other professionals as ways counselors can adapt to a more complex and diverse society and better address the four areas of intervention. Paisley and McMahon were vague regarding how the utilization of technology permits counselors to more efficiently meet their students' needs. The author interpreted their comments to mean counselors should access the Internet to self-educate and enhance existing skills to apply during interaction with students. Building relationships with peers permits counselors to be less isolated and learn from the experiences of others. According to Paisley and McMahon, school counselors should continue to seek educational opportunities to develop professionally and increase their specific skills in the above four areas.

The Texas Counselors Network (TCN) is an organization created to help counselors achieve expertise in the four areas. This organization was created as a result of the Weatherford College Network. In 1996, Weatherford College hosted a professional development meeting for counselors. In 1997, they sought and were granted funding from the Texas Higher Education Coordinating Board's (THECB) division of Community and Technical Colleges to create a similar network throughout Texas; it was named Texas Counselors' Network (TCN) (Scott, 2000; TCN, 2002).

According to the TCN contract (2002), it was created to provide a place where community counselors along with primary, secondary, and post-secondary school counselors can network and acquire additional career development and training. TCN communicates to counselors the availability of student programs and helps counselors establish personal contacts. The personal contacts act as soundboards for counselors as well as live data bases from which to acquire new, different, and alternative perspectives and approaches to situations. In theory, this would help counselors develop skills necessary to adapt to a more culturally diverse population.

Another purpose of TCN is to provide a mechanism through which the state can further professional development on all issues relevant to counseling and guidance in public schools (TCN, 2002). The network uses newsletters, workshops, videoconferencing and other various forms of communication to meet its educational objectives and disseminate information to counselors (Scott, 2000). By coordinating communication and educational opportunities, TCN provides counselors with better access to continuing educational opportunities. Theoretically, counselors utilizing the increasingly available continuing education resources are better equipped to serve the needs of their clients. In the educational setting, school counselors also benefit from participation in TCN by applying newly acquired knowledge to the betterment of their students' educational experiences.

<div align="center">Statement of the Problem</div>

The purpose of this study was to determine whether counselors who participated in Texas Counselors' Network (TCN) professional workshops had an impact on their students in the areas of Texas Assessment of Academic Skills (TAAS) scores,

attendance rates, dropout rates, and enrollment in technical programs. Statistics are kept by the state of Texas on these four objective areas of student performance.

Two previous studies researching the impact of TCN on students of participating counselors were located. One study, completed by University of North Texas (UNT) researchers, was a survey of school counselors participating in TCN and consisted of a subjective questionnaire to determine the effectiveness of TCN. The questionnaire was sent to one hundred random TCN participants within five TCN regions. Thirty out of the one hundred surveys were returned. The questionnaire consisted of twenty questions. Twelve of the questions addressed counselors' perceptions of the impact TCN had on their students and eight questions were demographic information (Scott, 2000). This study was subjective in nature, and had a low participation rate.

The second study was unpublished and also completed by UNT researchers. It was a more objective study and was based on the same schools and data as the current study. This study garnered information on students' performance from kindergarten through their senior year in high school in the areas of TAAS performance, high school technical course enrollment, dropout rates, and attendance rates. The researchers ran a repeated measures analysis of variance (ANOVA) to determine if there was a significant change in the mean score of each area over an eight to nine year period. They used the repeated measures ANOVA to control more variables, as it is statistically more powerful. A significant difference in the scores over the eight to nine years studied was discovered (Holmes & Altekruse, 2003).

The current study used the same data as the Holmes and Altekruse (2003) study; however, an experimental design was utilized. This study assessed the

difference in scores of the first two to three years before TCN existed and compared

them to the six years after TCN was established. Next, the researchers used a paired *t*-

test to compare data.

<center>Purpose of the Study</center>

The purpose of this study is to determine if counselors who attend the Texas

Counselors' Network (TCN) workshops impact students' attendance rates, dropout

rates, Texas Assessment of Academic Skills (TAAS) scores, and enrollment in high

school technical programs.

<center>Review of Literature</center>

A whirlwind of controversy surrounds dropout rates for schools in America. The

U.S. Department of Education reports the nation's dropout rate at eleven percent.

Matthews and Associates (2003) proclaim that the nation's reported dropout rates could

be almost three times higher than estimated by the U.S. Department of Education.

Dropout rates within the state of Texas are not excluded from this controversy.

Intercultural Development Research Association (IDRA) reported that two out of every

five students entering high school in Texas in 1998 dropped out before their graduation

date in 2002. IDRA also claims dropout rates are far higher for minorities than for

Caucasian students. A fifty-one percent dropout rate was estimated for Hispanic

students; African-American students had an estimated forty-six percent dropout rate.

This is significantly higher than the estimated dropout rate of twenty-six percent for

Caucasian students. However, the Texas Education Agency (TEA) reported that

dropout rates were only 1.6% in 1998-99 and 1.3% during the1999-2000 school year.

Education Today (2002) reported the rate for that same time period to be five percent

<center>5</center>

for Hispanic students and seven percent for African-American students. The National

Center for Education Statistics (NCES) reported the 1999-2000 dropout rate for ninth

through twelfth grades as 6.8% for African-American students, 7.3% for Hispanic

students, and 5.0% overall. National statistics from 2000 indicate only eighty-five

percent of nineteen to twenty-four year olds have a high school diploma or its

equivalent. Over the past ten years, five out of one hundred students who were sixteen

years old or older and enrolled in high school dropped out before graduating. This

means over two-thirds (67.3%) of all dropouts were between the ages of sixteen and

eighteen years old (Hayes et al., 2002).

What accounts for the wide discrepancies between reported dropout rates and

actual dropout rates? In 2002, the Texas Education Agency (TEA) reported the

differences in Texas rates versus National Center for Education Statistics (NCES)

figures. NCES is the federal government's main entity that collects, analyzes, and

reports education related data. NCES collects information on dropout rates from each

state. Each state, including Texas, must "submit data using consistent data definitions

and collection procedures so the data can be compared across states." (TEA, 2002, p.

3; Education Today, 2002).

The Texas Education Agency (TEA, 2002) identified the discrepancy between the

Texas formula for dropout rates and the formula used by the National Center for

Education Statistics (NCES).

TEA annual dropout rate =   <u>Number of dropouts during the school year</u>   x 100
                        Number of students served during the school year

NCES event dropout rate =   <u>Number of dropouts during the school year</u>   x 100
                  Number of students enrolled on October 1 of the school year

Two groups of students are not counted as dropouts by TEA; however, these groups are identified as dropouts for purposes of the NCES statistics. First, students who withdraw from school to enroll in a general education (GED) certification programs are not categorized dropouts in Texas. Second, a senior who meets all requirements for graduation yet does not pass the exit level Texas Academic Assessment Skills (TAAS) test is not considered a dropout in Texas. Third, any student who dropped out, returned to school, and dropped out again is only counted as a dropout once in TEA records. Finally, if a student drops out of one school and re-enters another school, that school cannot count that student as a dropout unless it is determined where the student last attended and the student's status there (TEA, 2002). These differences explain why dropout rates between the two reporting agencies vary widely.

In Texas, higher dropout rates carry negative consequences for both schools and students. Texas schools lose important funding as dropout rates increase. Dropouts earn less and have higher unemployment rates than high school graduates (Hayes, Nelson, Tabin, Pearson, & Worthy, 2002).

Mariani (1994) reported in 1992 only thirty-six percent of high school dropouts were employed within one year of withdrawing from school. Sixty-three percent, of high school graduates who were not enrolled in college were employed within a year of graduation. This pattern is also reflected in the overall unemployment rates. The unemployment rate for all high school dropouts in 1992 was thirty-nine percent, compared to nineteen percent overall unemployment rates for high school graduates (Mariani). These statistics are an indication of the financial ramifications faced by high

school dropouts. Students who drop out of school impact society in areas other than the unemployment rate. High school dropouts subsequently cause losses of tax revenue for supported government services, higher demands for and use of social services, and increases in criminal activity and antisocial behaviors (Alspaugh, 1998; Hayes et al., 2002).

For Texas schools, dropout rates are associated with accountability ratings of both individual schools and districts (House Research Organization, 1999). Dropout rates are one of several criteria used to compute the accountability ratings of individual schools and school districts (Ivins & Dubose, 2003). If a school is rated as unacceptable by Texas accountability standards, funding can be taken away from the school and principals can be barred from being hired into any school with a higher rating than unacceptable (Ivins & Dubose). Schools rated as Exemplary or Recognized are eligible for additional funding in Texas. Those rated Unacceptable are subject to sanctions ranging from issuance of a public notice to having the district taken over by the state. Dropout rates must be lower than six percent in order for a district to avoid an Unacceptable rating (House Research Organization). Obviously, dropout rates in Texas schools directly impact schools' accountability ratings and have far reaching consequences.

<u>Dropout Theories</u>

Finn's theory of dropouts (Alexander, Entwisle, & Kabbani, 2001; McNeal, 1997; Griffin, 2002) is called the *frustration-self-esteem* model. According to Finn's theory, many students who failed to complete school did not identify with the academic world. The theory asserts that low self-esteem stems from problem behaviors learned as a

result of early school failure. The student's problematic behavior will continue to erode school performance, which impacts self-esteem and subsequent behavior. Eventually the students will either drop out of school or be removed from school due to increasingly problematic behavior. A student whose experience with school is unsuccessful, i.e. low grades, may develop an impaired sense of self over time. This lower self-esteem often leads to frustration with school and results in even poorer performance and lower grades. This process, if not interrupted, can become a downward spiral where students' frustrations may be displayed through oppositional behaviors such as truancy, absenteeism, or dropping out of school. Finn's theory suggests (Alexander et al.) that dropping out for these students is a means of escape from a psychologically punishing environment.

The opposite effect has been found for students who participate in school activities. By being involved in school through extracurricular activities or asking questions in class, students are more likely to experience better performance outcomes or greater academic success. The more successful student is more often the student who identifies with academics (Alexander et al., 2001).

Black and Hispanic students tend to demonstrate more of the trait Finn called academic *disidentification* compared to Caucasians and Asians. Black and Hispanic students consistently demonstrate lower levels of academic achievement compared to Caucasian students. These students may be disengaging from school in order to protect their self-esteem. Griffin (2002) stated these students might be experiencing an inability to be successful in the school culture where achievement is measured through standardized tests and how well a student can sit through a lecture. These students are

possibly selectively devaluing their education. This allows them to more easily

disengage psychologically from school and eventually dropout (Griffin, 2002).

Family attitude toward school has been found to have significant impact on

dropout rates. According to Alexander, Entwisle, and Kabbani (2001), parents who were

optimistic about schooling and had positive attitudes and high expectations of their

child's performance positively impact their child's graduation. Children achieve at higher

than expected levels through positive feedback from parents. Children do better with

parents that set household rules with school as the priority. Also, parents who help their

children with homework and who monitor school progress positively impact their

student's success.

Attendance Rates

Attendance rates and dropout rates are closely related. Excessive absenteeism is

one of the early signs of students at risk of dropping out. Families whose breadwinners

are migrant workers tend to change schools often and have low school attendance.

Also, parents who are not advocates for education tend to allow more absences for their

children (Alexander, Entwisle, & Kabbani, 2001).

Low attendance rates can to lead to truancy and truancy is another indicator a

student may drop out. Not surprisingly, schools keep track of student absences and

receive funding based on daily attendance. A student must be present at least two

hours of the school day in order to be counted as present. Also, the attendance rate is

another criterion in determining accountability ratings for the schools and school districts

(TEA, 2004).

Texas began standardized testing during the 1980-81 school year. In 1990-91, the Texas Assessment of Academic Skills (TAAS) test was implemented to test students in selected grades. TAAS was based upon the state's standard curriculum. Educators decided what kindergarten through high school senior students should have learned and created TAAS to determine whether schools had been successful in implementing the curriculum (Patterson, 2000). During the 2002-03 school year, Texas Assessment of Knowledge and Skills (TAKS) replaced TAAS in measuring student achievement with the same implications and goals as TAAS.

Passing TAAS (and currently TAKS) is important to both students and faculty. Students enrolled in kindergarten through second grade take the Texas Primary Reading Inventory (TPRI) to assess students' reading skills. Between third and eighth grades, students who do not pass TAAS/TAKS are not allowed to ascend to the next grade. Ultimately, students are not allowed to graduate until they pass the tenth grade version of TAAS/TAKS. Results of the TAAS/TAKS test affect each school campus and district through their impact on school accountability ratings. TAAS/TAKS scores are one of three items factored into school accountability ratings; the other two factors are attendance rates and dropout rates. Each school and district is given a rating of Exemplary (campus and district), Recognized (campus and district), Academically Acceptable (district) / Acceptable (campus), or Academically Unacceptable (district) / Low–Performing (campus) based on percentages of students meeting the minimum standards on the test. Students receive individual reports in each classroom reflecting teacher accountability and allowing comparisons between classrooms (Education USA,

11

2002; Sweatt, 2000).

High School Technical Programs

Historically, schools focused on curriculums geared toward students pursuing a four-year college education; these students are referred to as traditional students (Bragg, 2000). A primary issue for schools teaching the traditional way is trying to keep all students interested. According to D. D. Bragg, some students will lose interest in the college-bound curriculum and eventually drop out of school.

In 1991 and 1992, a nationwide program called Technical Preparation (Tech Prep) was launched; its target is the non-traditional student. Students get technical job skills training while still working toward their high school diploma. Technical programs are rigorous and consist of programs that combine secondary and post secondary education programs. This allows students to take classes that apply to an associate degree in a technical or service oriented career. Tech Prep requires close coordination between secondary and post secondary schools to design a curricula allowing steady progress from one level to the next (Bragg, 2000).

Tech Prep is a comprehensive program Texas has adopted to succeed at keeping nontraditional students enrolled in school. Tech Prep requires the support of parents, administrators, teachers, community leaders, and counselors. Students who elect to participate choose a Tech Prep program in high school. Once enrolled in Tech Prep, the student takes classes in high school that have been approved by a participating college. This ensures students do not duplicate classes and allows the student to gain college credit at the high school level. This is known as articulation in the Tech Prep program (Brown, 2001a).

In 1991, Texas established the Tech Prep consortia in association with the state's individual workforce planning regions. This partnership assisted independent public school districts in matching their technical programs to the available regional labor market and available technical, community, and state colleges (Brown, 2001a).

School Counselors

School counselors have perhaps the most comprehensive understanding of the issues related to dropout, attendance, TAAS scores, and Technical Program enrollment. They are in a leadership role where they counsel students on interpersonal relationship issues and assist students with vocational decision-making. School counselors are trained to collaborate and consult with students; this places the counselor in a prime position to help the student with vocational and other school-related decisions. While there are many outside factors that influence these choices, i.e., parents, teachers, and the student's own cooperation and understanding, school counselors remain at the forefront of influencing student decisions in these critical areas (Granello, 1999).

School counselors have the most complete understanding of students compared to other school personnel. They provide personal, educational, vocational, individual, and group counseling for students. They give students information on course selection. Counselors keep records of students' test results and academic progress; armed with this information, they are distinctly qualified to advise students on which curriculum(s) they should pursue. Counselors also provide students with information about career opportunities thereby further assisting students in preparing for post secondary education opportunities. Counselors provide tests to help students make career choices, and assist students with obtaining jobs. They help students plan for the future

by assisting with college selection or finding career-training programs. In addition, counselors work with special needs students and help them make the proper connections for services within the community (Tennyson, Miller, Thomas, Skovholt, and Williams, 1989). The broad range of information, tools, and knowledge possessed by school counselors, make them the most qualified personnel to deal with student development.

Counselors also assist parents and other school faculty in fostering positive and successful educational experiences for students. Counselors help parents, as well as faculty and staff, by offering guidance and mental health services relating to their children. Counselors are responsible for explaining the results of tests to students, parents, and teachers. Counselors help teachers plan and implement the materials and concepts related to student career development, self-awareness, and decision-making. The role of school counselor embodies more than interacting with students. Counselors play a significant role in assisting parents, faculty, and staff in all aspects of student development (Tennyson, Miller, Thomas, Skovholt, and Williams, 1989).

School counselors are taught to understand developmental needs of students. They are taught to use a variety of techniques to provide students with developmentally appropriate information about the working world. Another strength of counselors is their ability to work with diverse backgrounds; counselors must possess the ability to help students overcome the barriers of discrimination and cultural differences (Granello, 1999). Without sufficient education on issues of culture, discrimination, and child and adolescent development, counselors would be less qualified to deal with cultural diversity.

The role of the school counselor has evolved along with the educational world. As the school counselors' job continues to become more complex, there is less clarity and understanding of their role (Whiston, 2002). The various responsibilities are often so extensive that it is often difficult to determine where the school counselor's duties end and the responsibilities of parents and teachers begin. The vast number of responsibilities outlined above is not easy to accomplish and demonstrate the unequivocal need by school counselors for continuing education and a support system to ensure their success. One way to assist counselors with their myriad of responsibilities is to provide interaction opportunities with other counselors in their field and continued professional development. The Texas Counselors' Network was created to provide such support for counselors.

TCN and Participating Counselors

Texas Counselors' Network was established as a tool for counselors to develop their skills and interact with other professionals. According to the contract between TCN and Texas Higher Education Coordinating Board (THECB), there are seven overall goals for the TCN project:

1. Provide training utilizing the appropriate technology of the workplace,

2. Provide models of professional development that can be implemented across Texas community, technical, and state colleges,

3. Establish counselor network sites in areas currently not being served,

4. Provide professional development activities for and disseminate information to counselors (produce deliverables),

5. Provide workshops via videoconferencing to overcome the barriers of time and

space,

6. Coordinate activities with ongoing state leadership management grants,

7. Provide staff guidance and administrative support to the thirty-three existing statewide networks (TCN, 2002).

The above goals enhance the overall ability of counselors to successfully provide services to their clients. In a school setting, the above resources permit a school counselor to better understand and prepare students for their choices in education, careers, and society. By utilizing technology, counselors will have better access to the latest advances in counseling techniques. Network sites, professional development activities, and videoconferencing workshops make TCN resources assessable to school counselors who would otherwise not have these available. By having these resources, TCN enhances a school counselor's knowledge and ability to provide a positive education experience for their students'.

CHAPTER 2

METHODS

The purpose of this study is to determine whether school counselors who attend the Texas Counselors' Network (TCN) workshops have an impact on students in the areas of TAAS scores, attendance rates, dropout rates and, for secondary schools, student enrollment in technical programs.

Research Question

Do counselors who attend TCN workshops impact students in the areas of TAAS scores, attendance rates, dropout rates, and, for secondary schools, enrollments in technical programs?

Research Hypotheses

The impact on students was measured by four hypotheses:

H1   No significant difference will be found in student Texas Assessment of Academic Skills (TAAS) scores over the years studied for schools whose counselors participated in TCN workshops compared to years before TCN was established.

H2   No significant difference will be found in student attendance rates over the years studied for counselors who participated in TCN workshops compared to years before TCN was established.

H3   No significance will be found in student dropout rates over the years studied for counselors who participated in TCN workshops compared to years before TCN was established.

H4   No significant difference will be found in student enrollment rates in technical programs over the years studied for high schools whose counselors participated in TCN workshops compared to years before TCN was established.

17

Definition of Terms

Academic Excellence Indicator System (AEIS). An accountability system based on student performance created by the Texas Education Agency. Schools are ranked through this system as Exemplary, Recognized, Acceptable, and Unacceptable. District reports are made available each November. The AEIS provides extensive information on school and district programs, staff, demographics, and finances. Performance rates include TAAS passing rate, end of course passing rates, yearly attendance rates, dropout rates, and high school completion rates. The AEIS also includes examination and participation results for the Texas Academic Skill Program (TASP), SAT, and ACT (Glossary for Academic Excellence Indicator System, 2002).

Annual dropout rate. A percentage expressed by dividing the total number of students enrolled in a school divided by the number of students who drop out (Glossary for the AEIS report, 2002).

Attendance rate. Overall student attendance rates is expressed by dividing the total number of days the students were enrolled in school by the number of days they were present (Glossary for the AEIS glossary, 2002).

Dropout. For this study a dropout is a student who was not in attendance and without an excuse or a documented transfer and who did not continue school in the fall of the next year. If a student finished the year but did not return the following year, they would also qualify as a dropout.

According to PEIMS data the following are reasons for leaving school that are documented as dropouts:

1. Students who entered the armed forces before graduating,

2. Students whose whereabouts are unknown and are enrolled as migrants,

3. Students from special education, alternative education, or un-graded programs who left school,

4. Students entered programs not qualified as elementary / secondary school (Glossary for the AEIS, 2002).

Public Education Information System (PEIMS). PEIMS is a data management system for Texas public education information. Texas schools submit data to the local Education Service Center (ESC) (Glossary for the AEIS, 2002).

School accountability ratings. Ratings assigned by the accountability system based on the TAAS and dropout rate. The four ratings are as follows:

- Exemplary (district and campus),

- Recognized (district and campus),

- Academically Acceptable (district) or Acceptable (campus),

- Academically Unacceptable (district) or Low-Performing (campus).

Texas Assessment of Academic Skills (TAAS). A standardized test given to Texas public school students in grades three through eight and tenth. The exam is held every spring with all students enrolled since the last Friday of October in the current school year. In tenth grade the exam measures reading, writing, and math skills. The tenth grade test must be passed before a student is allowed to graduate from high school (Glossary for the AEIS report, 2002).

Texas Counselors' Network (TCN). A professional group funded through the Texas Higher Education Coordinating board's Division of Community and Technical

Colleges. It was created to provide professional development, workshops, newsletters, and other forums for professional interactions for Texas counselors and guidance personal participants (Scott, 2000).

Texas Education Agency (TEA). The central Texas education agency that implements policies developed by the State Board of Education and the Texas State Legislature. TEA monitors and administers educational programs, conducts hearings involving school and state law, and does research on teaching and learning (Texas Education Code, 1999).

Methods and Procedures

This study used a paired *t*-test to compare two to three years of student performance without TCN influence to student performance with six years of TCN training. The same sample was used in a comparison of pre and post training. The first two to three years were prior to the establishment of TCN. Those years were compared to six years after TCN was in existence. The data is based on state gathered information beginning 1993-94 and ending with the 2001-02 school year.

Methods

Data collected in this study was collected from Texas Education Agency (TEA) Website, http://www.tea.state.tx.us. This data was publicly accessed; therefore no permission was needed for access. TEA collects data every year from all public school districts using the Public Education Information Systems (PEIMS). Every school district is required to submit data to the local Education Service Center (ESC). ESC reviews and checks the data for accuracy then forwards it to TEA. Data for this study was downloaded from two areas of the TEA Website: The Texas Education Agency Academic Excellence Indicator System and the Texas Education Agency Accountability Rating System. All the data collected was for the school years starting in 1993-94 and

ending in 2001-02.

Recruitment of Subjects

TCN conducts an average of two workshops per year. Researchers obtained permission from the leaders of Texas Counselors' Network (TCN) to access workshop sign in sheets for four pre-selected TCN regions. Researchers identified regularly participating counselors' schools as schools that have sent counselors to at least one workshop over the past two years.

A sample was randomly pulled from workshop sign in sheets. Attendance data was accessed for thirty-nine junior high schools, and forty-eight high schools. TAAS scores were downloaded for forty-nine elementary schools, forty junior high schools, and forty-eight high schools. Dropout rates were pulled for thirty-seven junior high schools and forty-eight high schools. Finally, technical enrollments were attained for forty-eight high schools. A virtually identical list of schools was used for each category of data.

Procedures

Researchers obtained lists of workshop participants over the past two years from TCN leaders in four pre-selected TCN regions. These regions were North Central Texas/Weatherford, Concho Valley/San Angelo, South Texas/ Laredo, and Navarro College. These regions were chosen because they have been in existence longer than other TCN regions and participants have higher workshop attendance rates.

A sample of counselor participants was randomly pulled from workshop sign-in sheets. Data was downloaded from the Texas Education Agency Accountability Web site into SPSS (a statistics package) for each of the nine hypotheses. The first two to three years were used as a control group in that no workshops were available those years. Then the researcher secured six years of data collected from TEA after the creation of TCN and used it as the experimental group.

A paired *t*-test was run on the corresponding groups for each hypothesis. Due to the sample size and the type of statistical tests used the confidence interval was set at .95 (Gall, Borg, & Gall, 1996).

CHAPTER 3

THE RESULTS

Results

Eight paired *t*-tests were run covering the four hypotheses. For H1, TAAS scores, three *t*-tests were run, one for elementary schools, one for junior high schools, and one for high school scores. For H2, attendance rates, two paired *t*-tests were run, one for junior high and one for high school. For H3, dropout rates, two paired *t*-tests were run, one for junior high and one for high school. For H4, high school technical program enrollment, only one paired *t*-test was run. With the alpha level set at .05, statistical significance was found in all four hypotheses indicating that counselor participation may have a positive affect upon student performance.

In H1, TAAS scores, the results were as follows. Out of an elementary school sample of forty-nine the TAAS *t*-score was 12.661 and significance was found at approximately .0001. Out of a junior high sample of thirty-nine the TAAS *t*-score was 12.784 and significance was also found at approximately .0001. Out of a high school sample of forty-seven the TAAS *t*-score was 15.783 and again the significance was found at approximately .0001. See appendix for further illustration.

In H2, attendance rates, the results were as follows. Out of a junior high sample of thirty-eight the *t*-score was 2.266 and significance was reached at approximately .029. Out of a high school sample of forty-seven the *t*-score was at 3.352 and significance was reached at approximately .002. See appendix for further illustration.

In H3, dropout rates, the results were as follows. Out of a junior high sample of thirty-six the *t*-score was 3.647 with the significance was found at .001. Out of a high school sample of forty-seven the *t*-score was 4.884 with the significance was found at approximately .0001. See appendix for further illustration.

In H4, technical program enrollment rates, the results were as follows. Out of a high school sample of forty-seven the *t*-score of 4.745 with significance found at

approximately .0001. See appendix for further illustration.

Discussion

      Results of this study indicate that school counselor participation in TCN programs could have a positive affect on students in the categories of attendance rates, dropout rates, TAAS scores, and high school technical program enrollment. This study could not control for many internal and external variables. As stated earlier the schools and districts concentrate on three of the four categories (TAAS scores, attendance rates, and dropout rates) in order to be rated by the state. This grade is very important to the schools and districts. The schools may be motivated to improve these scores. Teachers could be asked to teach to the TAAS test in order to improve TAAS scores. Another way a school may ensure positive outcomes on the scores is for the school to hold back students who they feel cannot pass the test allowing one more year of study for slower students.

      Positive impact could also be a result of the possibility that counselors who participate in TCN are more motivated counselors. Without a comparison with non-participating schools, it is difficult to specify the reason these schools showed such marked improvement.

Limitations of the Study

      It is acknowledged that this study has the following limitations:

1.   The research data was collected from the Texas Educational Association (TEA) Website using Academic Excellence Indicator System (AEIS). It is assumed this information was accurately collected.

2.   It is acknowledged that there are other factors affecting these rates and these factors are not controlled for in this study. For example, time can have a positive affect on these scores. The researchers were not able to test the same students over time; therefore, each population could have a different impact on these scores. Also, the fact these scores are monitored by the state creates an

interest for the schools to focus on bettering them.

3.   The sample was pulled from TCN workshop attendance records and may or may not accurately reflect attendance and/or participation in the workshop activities. Actual participation and development as a result of the workshop would be a necessary assumption if these activities, in fact, benefited the subjects of this study.

4.   This study did not control for the intensity of TCN training of counselors. The results may have been more conclusive for counselors with extensive TCN training as opposed to participation in only one workshop. However, it would be difficult to generate such a study due to the very small number of participating counselors with extensive participation in TCN programs.

5.   This study compared two to three years of data with six years of data. The inequity in the years studied may have caused a positive outcome.

Suggestions for Future Research

1. This study would be strengthened if the researcher could have compared several years of pre-treatment with several years of post-treatment.

2. This study could have increased validity if the sample of counselors attending the TCN workshops were compared with a sample of counselors from comparable schools who did not attend TCN workshops.

3. This study may also have been strengthened if TCN had created membership criteria and tracked member participation in workshops. This would allow researchers easier access to counselors who actively participate in TCN events.

Table 1. Hypothesis 1: Paired *t*-test Elementary TAAS Scores

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	49	12.8279	1.01321	12.661	.0001
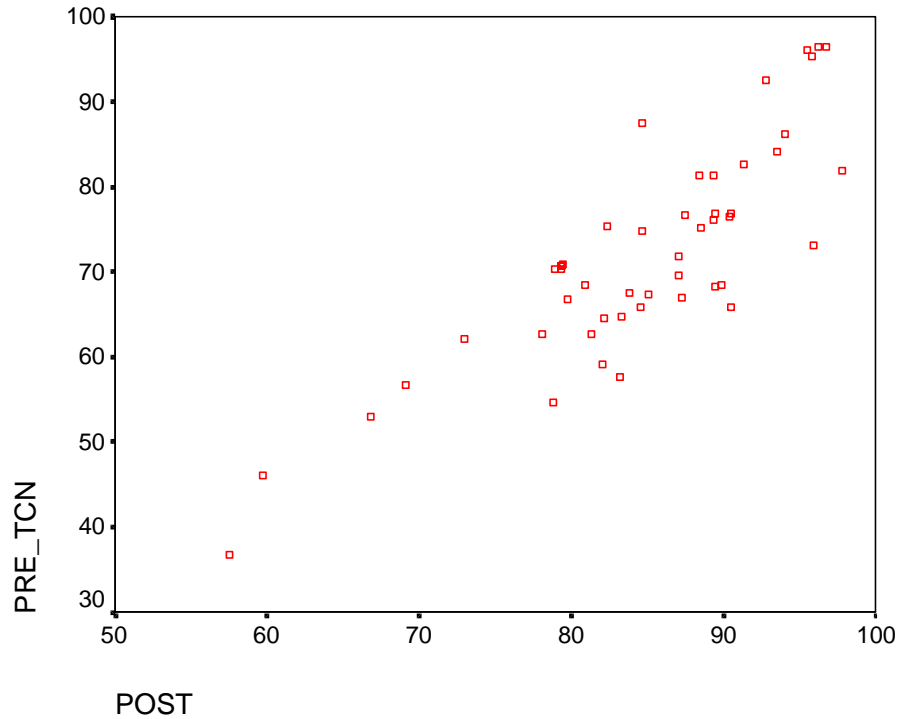
Figure 1. Paired *t*-test elementary TAAS scores: TCN training vs. no TCN training

The graph shows the mean elementary school TAAS scores the three years prior to any TCN training on the Y-axis and compares it to the mean scores of six years of TCN training on the X-axis.

Table 2. Hypothesis 1: Paired *t*-test Junior High School TAAS Scores

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	39	18.1433	1.41928	12.784	.0001
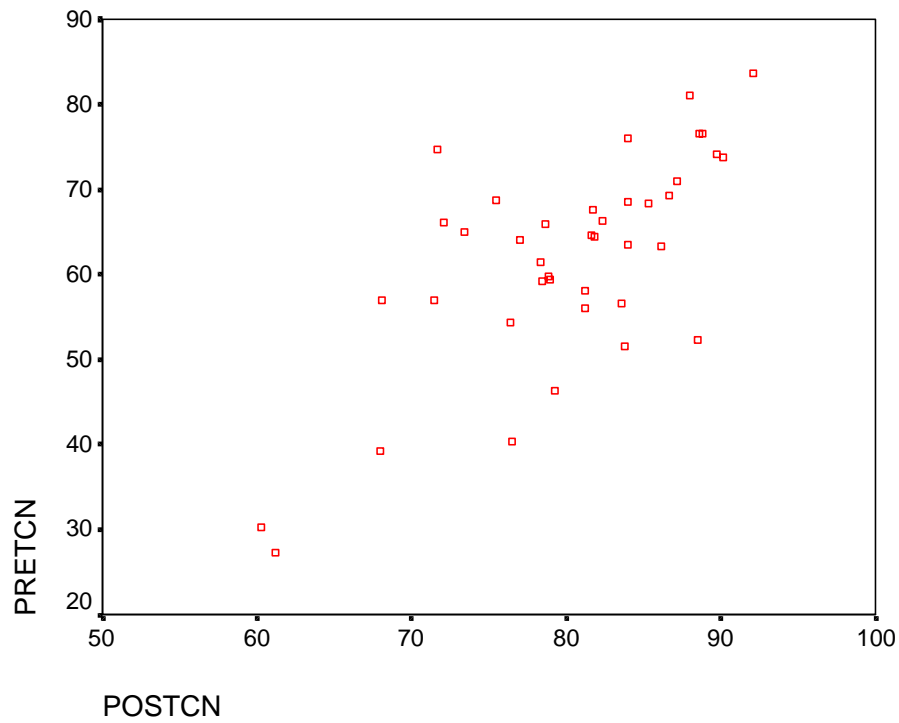
Figure 2. Paired *t*-test junior high school TAAS scores: TCN training vs. no TCN training.

The graph shows the mean scores of junior high TAAS scores for the three years prior to any TCN training on the Y-axis and compares it to the mean of six years of TCN training on the X-axis.

Table 3. Hypothesis 1: Paired *t*-test High School TAAS Scores

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	47	20.1000	1.27355	15.783	.0001
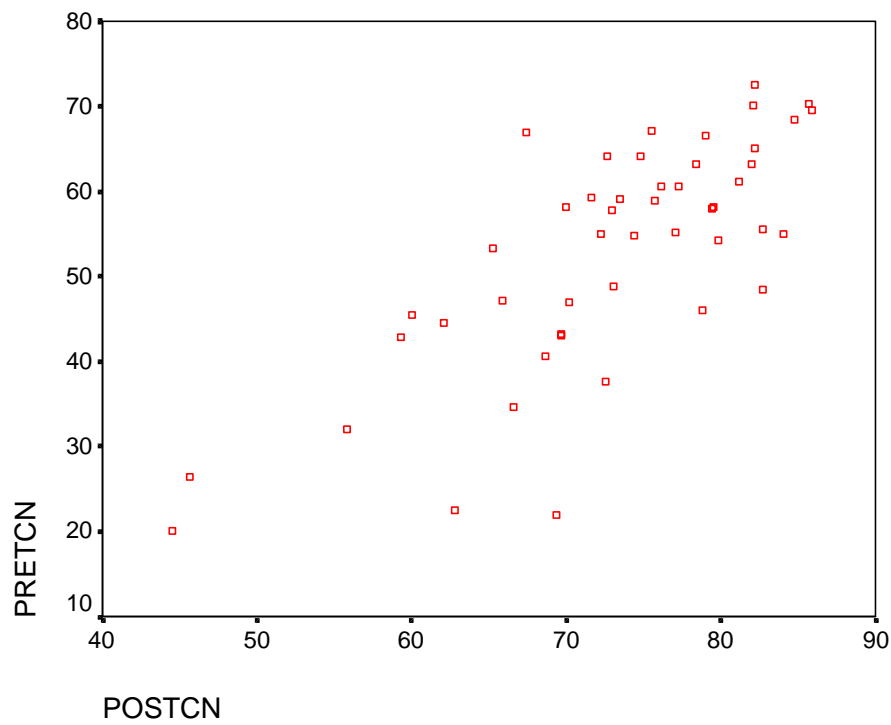
Figure 3. Paired t-test high school TAAS scores: TCN training vs. no TCN training.

The graph shows the mean of high school TAAS scores the three years prior to any TCN training on the Y-axis and compares it to the mean of the six years of TCN training on the X-axis.

Table 4. Hypothesis 2: Paired *t*-test Junior High School Attendance Rates

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	38	.2786	.12299	2.266	.029
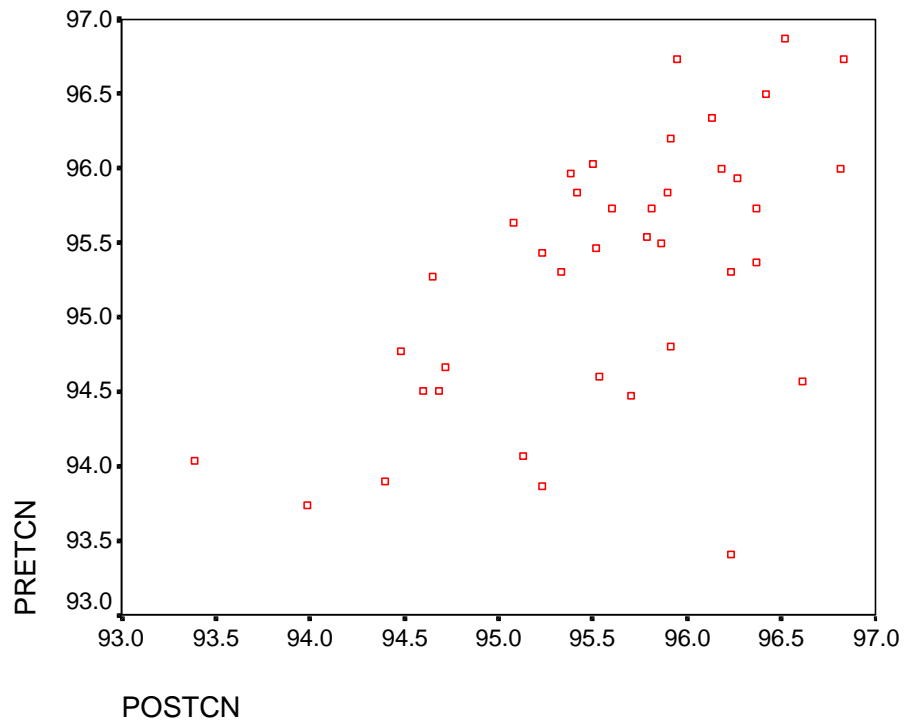
Figure 4. Paired *t*-test junior high school attendance rates: TCN training vs. no TCN training,

The graph shows the mean of junior high attendance rates the three years prior to any TCN training on the Y-axis and compares it to the six year mean of TCN training on the X-axis.

Table 5. Hypothesis 2: Paired *t*-test High School Attendance Rates

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	47	.5576	.16638	3.352	.002
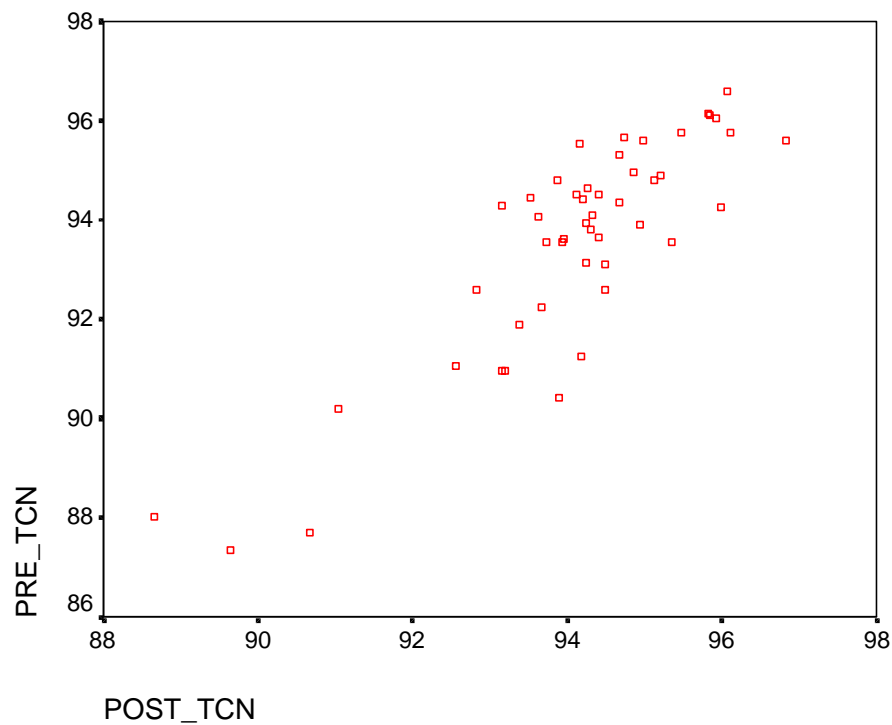
Figure 5. Paired *t*-test high school attendance rates: TCN training vs. no TCN training.

The graph shows the mean of high school attendance rates the three years before TCN training on the Y-axis and compares it to the six year mean of TCN training on the X-axis.

30

Table 6. Hypothesis 3: Paired *t*-test Junior High School Dropout Rates

| Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	36	.2221	.06089	3.647	.001
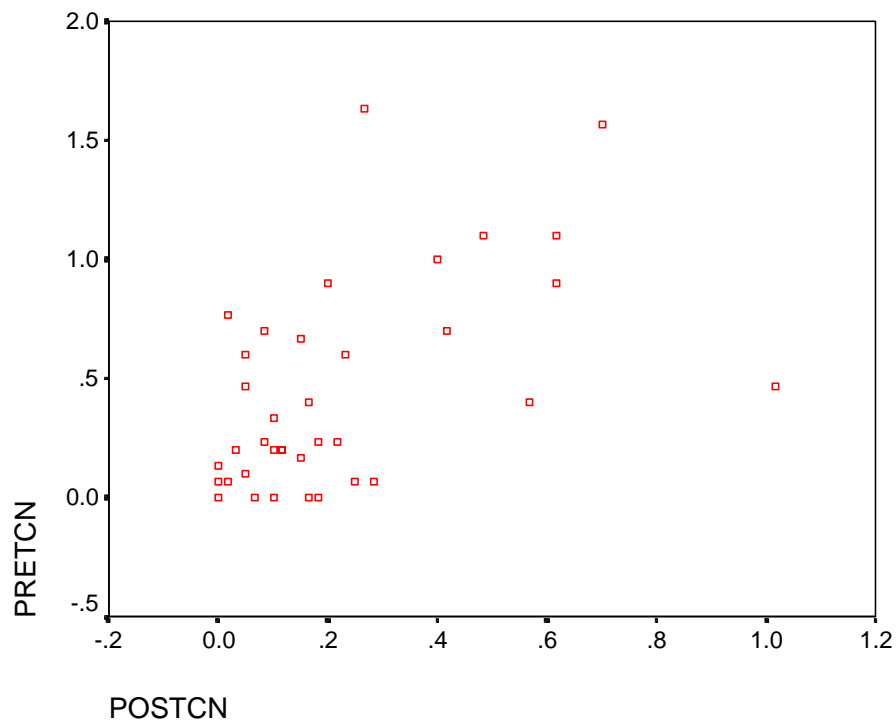
Figure 6. Paired *t*-test junior high school dropout rates: TCN training vs. no TCN training.

The graph shows the mean of junior high dropout rates for the two years before TCN training on the Y-axis and compares it to the six year mean of TCN training on the X-axis.

Table 7. Hypothesis 3: Paired *t*-test High School Dropout Rates

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	47	.8448	.17299	4.884	.0001
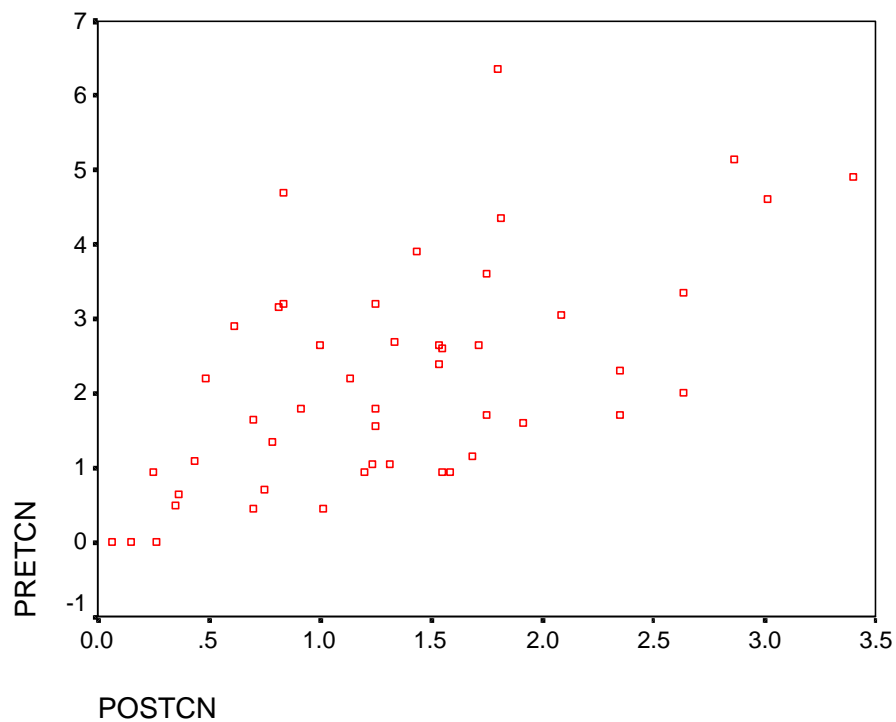
Figure 7. Paired *t*-test high school dropout rates: TCN training vs. no TCN training.

The graph shows the mean of high school dropout rates of the two years before TCN training on the Y-axis and compares it to the six-year mean of TCN training on the X-axis.

Table 8. Hypothesis 4: Paired *t*-test High School Technical Program Enrollment

Source	df	Paired mean difference	Std error mean	t	Sig (2-tailed)
Schools	47	7.5108	1.58301	4.745	.0001
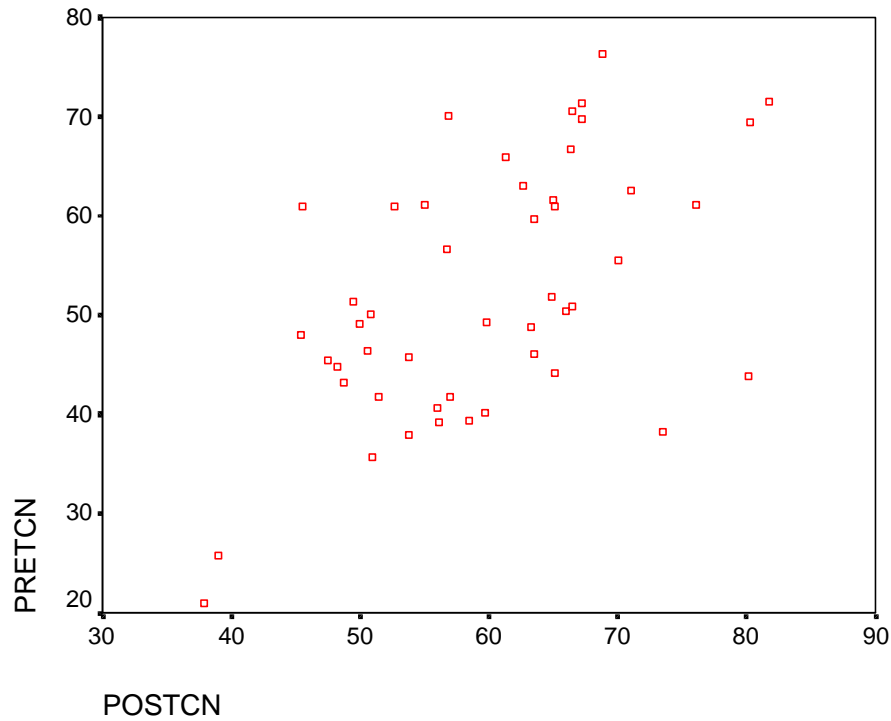
Figure 8. Paired *t*-test high school technical program enrollment: TCN training vs. no TCN training.

The graph shows the mean of high school technical programs enrollment rates the three years before TCN training on the Y-axis and compares it to the six year mean of TCN training on the X-axis.

APPENDIX

RAW DATA

ELEMENTARY TAAS SCORES

YEAR	1	2	3	4	5	6	7	8	9
ACTON	95.90	96.50	96.70	96.10	96.80	96.20	95.80	96.40	95.90
AUSTIN	95.90	96.70	96.80	96.70	96.80	97.00	96.60	97.10	96.40
AZLE	61.80	71.50	68.90	78.00	78.30	85.20	86.40	88.50	94.00
BACCUS	96.00	96.10	95.90	95.40	95.50	95.80	95.60	95.50	95.20
BILLWRIG	52.30	56.50	64.20	74.20	81.40	84.10	86.90	85.10	87.50
BIRDVILL	49.00	71.80	84.30	85.70	84.00	96.50	91.30	85.50	96.50
BOYD	56.80	65.90	65.40	77.40	84.10	77.80	64.60	82.40	82.40
BRIDGEPO	49.60	62.60	65.20	73.50	71.60	85.60	85.50	85.30	90.90
BROCK	77.00	89.90	77.20	80.10	91.00	88.20	87.90	92.30	91.10
BULLOCK	72.50	74.20	81.40	81.10	88.60	92.10	90.70	94.30	89.60
CANNADAY	64.30	64.60	75.90	85.40	90.50	87.20	92.50	92.00	88.90
CASAVIEW	69.60	74.10	82.50	74.60	81.50	84.20	79.80	84.70	89.40
CENTRAL	64.70	71.80	78.20	78.40	93.40	95.90	90.80	89.90	00.00
CHAMBERL	70.20	76.40	82.80	86.40	93.70	95.00	90.90	88.40	88.20
CROCKETT	59.90	72.30	70.20	81.20	81.50	87.20	79.10	88.70	85.10
DOVER	50.30	69.70	90.80	83.50	83.10	83.80	67.10	76.40	81.80
EAGLEHEI	58.00	72.10	70.50	77.30	86.60	82.70	92.90	93.20	90.60
EASTRIDG	86.20	100.0	100.0	100.0	96.50	96.30	96.10	92.60	93.60
FRAZIER	67.70	71.30	73.80	78.20	78.90	73.50	78.40	83.00	84.80
HANBY	61.50	74.70	74.90	67.50	79.50	77.90	81.70	83.10	83.50
EHANDLEY	75.80	82.70	89.50	90.80	90.80	90.70	88.90	91.70	95.20
JACKSBOR	59.00	68.60	69.70	74.00	91.20	93.70	94.30	93.70	96.10
JUSTIN	59.60	68.00	69.70	81.40	84.90	79.40	86.60	88.80	86.20

JCAUSTIN	69.70	80.50	80.30	77.30	80.50	93.50	96.40	96.60	98.60
LAKEVIEW	75.70	85.50	91.10	91.30	94.60	90.90	94.80	93.00	96.30
LAMAR	70.80	70.20	70.80	69.60	65.60	89.80	83.80	73.70	93.20
LAKEHIGH	67.50	82.60	75.20	85.90	91.20	92.50	90.60	86.30	84.90
LIDAHOOE	44.80	44.30	49.30	54.00	59.90	55.90	46.30	60.60	81.80
MCWHORTE	49.00	60.90	60.30	47.50	64.40	70.60	73.00	78.30	80.90
MOSS	69.40	66.50	69.70	68.00	78.80	76.30	87.00	86.10	88.90
PIRRUNG	71.40	82.50	91.70	94.40	98.60	98.30	99.70	98.30	97.70
PORTER	73.10	84.80	86.20	79.90	83.50	94.70	91.70	92.40	94.20
PRICE	73.70	77.60	79.10	83.20	91.90	91.60	92.30	88.00	89.70
ROBERSON	53.80	59.80	80.50	76.20	80.00	88.90	90.40	83.30	81.30
ROWLETT	92.10	94.10	91.60	95.60	98.60	90.90	90.00	91.30	90.50
RUTHERFO	75.40	75.90	73.10	81.50	82.40	84.50	85.70	83.40	90.30
SANTO	42.50	56.80	64.50	79.50	73.80	74.00	78.50	82.00	85.20
SEABOURN	58.90	65.30	62.10	65.40	69.10	72.20	74.90	79.30	77.20
SILVERCR	56.60	64.40	67.20	75.80	75.90	78.10	87.60	84.30	85.90
TEAGUE	62.90	77.90	78.30	90.40	96.10	97.20	96.50	97.50	98.00
TOSCH	69.00	81.00	80.10	83.20	82.10	88.80	89.20	93.00	88.60
TRAVIS	59.90	62.30	71.40	74.10	79.90	80.00	83.30	87.90	87.90
YALE	83.00	88.00	87.50	92.20	93.30	93.00	93.10	96.20	96.60
HASLET	49.00	78.60	81.00	85.40	75.50	84.10	93.20	92.60	91.70
JOYJAMES	58.10	63.50	78.70	88.20	84.10	81.50	70.40	71.80	82.20
HOUSTON	70.80	70.20	70.80	69.60	65.60	89.80	83.80	73.70	93.20
SOUTHGAT	89.30	86.90	86.00	84.50	93.70	83.50	76.50	81.30	88.70
RANGE	69.00	76.60	70.10	72.70	85.10	87.20	91.10	88.80	97.50

RIVAS	50.10	48.80	60.20	71.00	77.50	77.50	47.60	62.60	64.90
GARZA	29.30	34.30	46.80	41.40	71.00	56.00	57.00	53.50	66.10

JUNIOR HIGH TAAS SCORES

YEAR	1	2	3	4	5	6	7	8	9
AZLE	62.40	70.80	72.30	74.60	79.20	81.40	86.70	92.00	90.20
BERTACAB	48.70	54.90	64.20	75.80	81.60	79.30	79.70	83.40	87.50
BOWIE	65.30	65.80	71.70	78.00	82.20	77.50	76.00	88.00	88.70
BRANDENB	62.00	62.80	69.90	75.10	76.00	67.50	70.90	72.70	78.40
BRIDGEPO	52.20	61.30	77.00	77.80	84.70	84.10	81.50	86.70	89.20
BURLESON	62.00	66.90	76.10	82.90	84.40	82.00	84.90	86.90	90.80
BUSSEY	61.40	62.00	70.10	74.30	76.10	81.20	86.50	85.40	87.20
CHICO	76.90	76.80	74.50	80.40	86.30	82.30	87.70	78.30	88.70
COAKLEY	50.60	59.00	60.30	75.00	83.00	84.30	84.30	86.40	88.50
COLLINS	55.00	55.60	60.00	66.90	69.70	69.20	69.70	72.70	80.70
COYLE	75.10	81.30	86.80	83.30	84.60	88.90	90.10	90.70	90.50
CUMMINGS	26.90	28.40	35.40	44.10	62.30	63.20	62.20	64.40	65.10
DELEON	59.00	55.80	74.90	81.80	88.00	84.60	82.80	90.40	89.00
ENNIS	56.10	59.90	61.70	69.60	69.90	81.20	81.50	83.30	85.20
FAIRFIEL	58.00	69.50	71.60	80.90	81.40	80.10	82.00	85.10	84.40
FAULK	23.80	27.80	30.40	48.90	57.20	62.30	58.30	68.20	72.40
GRANBURY	71.70	64.50	71.90	80.20	83.60	89.60	89.10	93.40	84.30
HALL	63.10	62.10	68.50	73.50	80.10	76.50	81.80	89.50	88.40
MARSH	53.90	53.70	63.20	69.30	71.00	73.20	65.00	64.30	65.80
JACKSON	58.80	65.80	73.40	70.90	76.70	82.70	79.90	79.20	82.70
LAKEHIGH	69.50	67.20	69.60	74.60	73.90	73.70	69.30	79.40	82.10
LOSCUATE	43.20	45.60	68.00	81.30	90.60	93.40	89.10	89.40	87.00
LUCIO	00.00	00.00	00.00	00.00	47.30	54.10	58.50	65.00	69.70
LYLES	75.50	75.90	72.90	70.50	71.90	72.00	71.10	70.30	74.30

MAYPEARL	91.80	82.30	76.60	91.70	87.80	91.60	95.20	93.60	92.90
MEADOWS	60.10	57.20	66.90	78.40	83.90	77.70	77.10	72.40	80.50
MEDLIN	00.00	00.00	00.00	00.00	00.00	83.00	87.30	91.40	94.00
MEMORIAL	40.70	44.80	53.70	65.60	78.20	81.00	80.00	83.70	87.00
MINERALW	47.80	51.00	64.30	68.70	64.60	78.50	83.80	82.60	79.90
MISSION	53.80	61.20	63.00	69.80	77.20	81.60	78.90	80.30	86.00
NORTH	35.80	33.80	47.80	55.50	61.40	69.20	69.00	77.30	75.30
PEASTER	00.00	00.00	76.90	81.90	83.80	81.90	86.90	90.20	87.90
REDOAK	49.70	60.50	64.20	75.00	82.10	71.10	80.50	86.00	92.40
RESACA	53.90	73.20	85.60	79.70	85.50	91.30	89.50	89.70	87.50
SAMHOUST	59.20	66.80	72.40	79.40	80.20	69.40	64.10	67.40	71.90
SPRINGTO	52.60	59.40	67.10	70.00	76.50	78.70	79.60	82.00	86.40
SMITHFIE	69.70	73.60	77.80	87.60	85.60	90.50	89.80	91.70	95.60
STELL	33.10	36.00	52.10	66.90	72.90	78.00	75.50	80.90	84.90
STEPHENV	77.00	73.50	79.00	83.60	87.30	85.50	89.40	93.30	93.60
TAHOWARD	66.70	75.50	80.10	86.70	87.10	88.50	90.90	93.20	91.90
VANSTON	58.90	62.20	70.90	73.50	74.60	74.00	81.00	82.00	77.20
WEBB	74.50	73.70	81.20	83.30	86.00	88.30	88.20	92.90	93.00
WILKINSO	45.00	47.20	62.60	72.70	80.20	83.90	90.70	88.40	87.00

HIGH SCHOOL TAAS SCORES

YEAR	1	2	3	4	5	6	7	8	9
MESQUITE	55.90	65.20	60.50	60.40	73.90	76.40	78.90	88.10	86.10
SKYLINE	43.50	49.30	48.60	51.90	56.00	66.50	69.60	72.30	78.90
SPRUCE	20.20	22.80	17.40	34.80	33.30	42.50	44.60	53.80	58.30
HORN	36.40	51.40	41.50	63.40	52.10	66.00	87.20	78.60	70.80
NAAMAN	64.80	57.00	67.60	74.80	81.70	78.40	77.80	78.00	79.80
GARLAND	63.80	68.80	68.90	77.80	80.50	82.60	70.20	70.70	71.20
HILLCRES	40.60	46.30	49.50	49.40	52.00	56.50	62.80	66.20	73.20
ADAMS	50.50	58.60	50.60	55.60	61.10	65.80	55.60	79.10	74.60
SGARLAND	65.90	63.80	70.00	76.10	80.80	81.80	77.40	82.30	75.50
LAKEDALL	51.30	57.70	65.10	79.70	83.90	66.70	82.70	80.60	82.70
POTEET	37.20	45.20	51.10	52.60	65.00	56.60	54.20	70.90	73.30
NMESQUIT	57.90	59.40	59.70	57.30	71.10	77.20	78.00	79.30	78.00
WMESQUIT	47.90	46.30	52.30	56.90	70.40	73.00	72.70	83.70	81.70
LAKEVIEW	63.60	63.50	65.40	73.70	70.80	77.20	72.70	74.20	67.20
SAMUEL	19.30	27.50	32.20	41.30	42.00	44.90	41.30	51.00	53.50
CORSICAN	46.80	60.30	58.30	63.00	70.50	78.40	83.90	85.90	80.50
ENNIS	57.10	50.90	56.50	60.30	77.20	78.20	74.30	72.20	83.90
FAIRFIEL	73.30	73.80	70.70	68.40	79.10	81.90	88.20	92.80	82.80
WORTHAM	26.30	50.00	61.50	72.70	66.70	81.00	81.00	82.60	88.90
ITALY	33.30	50.00	79.40	67.40	76.40	86.10	78.40	91.40	79.50
WAXAHACH	50.60	51.20	64.80	74.70	79.80	83.30	86.20	87.60	84.70
PALMER	33.30	47.90	48.60	53.30	55.40	66.70	81.00	83.10	78.40
WEATHERF	56.50	55.50	62.70	64.70	72.40	78.80	81.60	90.70	88.90

ALEDO	58.20	75.40	75.00	75.00	84.50	87.90	84.00	92.00	92.00
SPRINGTO	64.70	67.20	68.70	52.60	63.70	69.70	69.70	77.20	71.30
AZLE	60.40	66.20	65.60	70.80	73.70	75.50	71.50	81.80	75.30
DECATUR	71.40	60.60	63.10	67.00	74.60	79.40	86.90	95.10	90.00
CHICO	58.60	62.90	68.00	77.80	70.60	87.90	77.40	89.20	89.20
IRVING	52.70	59.30	66.10	62.00	67.90	68.90	75.00	79.80	76.40
BROCK	50.00	52.20	62.50	72.20	81.50	77.80	86.50	90.30	96.10
JOSHUA	47.40	49.60	43.70	57.70	69.60	66.50	79.90	78.90	68.40
BRIDGEPO	54.50	54.30	68.10	64.50	71.30	80.40	72.10	82.20	84.00
GRAFORD	56.50	27.30	61.50	54.20	75.00	83.30	89.30	100.0	94.70
SANTO	66.70	52.40	54.20	46.20	65.40	72.20	76.00	84.00	94.10
HAWLEY	67.50	52.30	54.40	65.20	74.00	70.20	68.80	76.50	65.30
GRANDBUR	60.00	58.70	64.80	74.00	68.70	78.20	89.30	89.20	87.50
COLEMAN	78.30	66.10	66.20	67.20	81.70	85.90	94.50	87.70	97.00
CEDARHIL	61.30	60.70	59.70	67.20	75.80	72.70	76.60	79.20	85.10
RICHLAND	69.00	67.90	68.30	74.00	83.00	85.30	86.90	89.20	90.10
RIVERA	25.00	21.00	21.70	38.00	45.20	65.60	71.90	78.20	77.60
RIOGRAND	14.20	43.50	38.40	38.00	46.70	57.10	57.70	67.70	67.60
RIOHONDO	36.70	33.80	42.60	46.70	66.70	66.30	88.90	87.50	79.30
SANTAMAR	37.90	52.00	38.50	34.50	45.80	61.30	61.50	68.20	84.60
PORTER	19.50	39.80	44.40	39.30	58.10	66.50	70.10	83.50	82.10
ROWE	41.90	37.00	42.90	56.90	58.30	73.40	73.00	73.50	76.50
LOPEZ	00.00	29.70	36.40	35.00	64.20	72.50	79.90	82.30	82.30
OPTIONS	20.00	09.10	30.00	23.80	27.30	24.20	33.30	59.10	
PEASTER	65.80	65.80	78.60	76.90	66.70	81.10	88.30	88.60	90.70
BOWIE	53.10	57.20	54.70	61.20	68.70	70.70	77.90	80.70	74.30

JUNIOR HIGH ATTENDANCE RATES

YEAR	1	2	3	4	5	6	7	8	9
AZLE	93.20	94.00	94.50	93.20	94.00	94.10	94.10	95.20	95.80
BERTACAB	94.10	95.00	94.90	94.90	94.30	94.90	94.60	94.90	94.70
BOWIE	96.30	96.10	95.70	95.30	95.80	96.00	94.90	95.30	95.70
BRANDENB	95.20	95.80	95.30	94.90	95.80	94.90	95.50	95.10	95.20
BRIDGEPO	96.20	95.70	95.30	95.30	95.40	95.50	95.90	95.20	96.30
BURLESON	95.20	95.70	95.50	95.50	95.70	95.40	95.40	95.60	95.50
BUSSEY	96.10	96.00	95.40	95.50	96.20	96.00	96.00	95.80	95.90
CHICO	96.30	96.10	96.20	96.90	96.00	96.60	94.90	95.00	96.10
COAKLEY	94.70	94.80	94.90	94.90	95.90	96.50	96.30	96.00	95.90
COLLINS	95.20	94.10	92.80	93.80	93.80	93.40	92.00	93.70	93.60
COYLE	95.90	95.90	96.20	96.10	96.10	96.00	96.30	96.30	96.30
CUMMINGS	92.60	94.80	96.00	95.50	94.80	95.60	96.20	96.10	96.00
DELEON	95.80	95.80	96.20	96.20	96.10	96.00	96.30	96.50	96.50
ENNIS	95.20	95.30	95.40	95.40	95.40	95.50	95.30	95.20	95.20
FAIRFIEL	95.40	95.90	95.30	95.30	96.00	95.80	96.00	95.90	95.70
FAULK	91.10	93.20	95.90	95.90	96.50	96.00	96.40	96.50	96.10
GRANBURY	95.90	96.40	95.60	96.00	95.10	95.70	95.50	95.10	94.90
HALL	95.70	95.80	95.40	95.50	95.30	95.40	94.80	94.70	94.80
MARSH	94.90	94.40	94.20	94.70	94.60	94.70	94.90	94.60	94.10
JACKSON	95.60	96.00	96.40	96.40	97.10	97.20	97.00	96.80	96.40
LAKEHIGH	93.90	94.80	94.80	93.90	93.80	94.50	95.10	95.30	95.50
LOSCUATE	93.10	95.10	95.50	94.80	96.20	97.40	97.40	96.80	97.10
LUCIO	00.00	00.00	00.00	00.00	00.00	94.60	94.80	95.70	95.60

LYLES	95.90	95.90	95.70	95.40	95.30	95.40	95.30	95.50	95.60
MAYPEARL	96.00	97.10	97.10	97.20	96.40	95.00	94.70	95.70	96.70
MEADOWS	96.60	96.70	96.90	96.60	96.90	96.70	97.30	97.20	96.30
MEDLIN	00.00	00.00	00.00	00.00	00.00	00.00	95.90	97.00	96.20
MEMORIAL	93.90	94.20	94.10	94.20	94.00	95.50	95.90	95.50	95.70
MINERALW	94.50	93.80	92.90	92.90	94.20	93.90	94.40	94.30	94.20
MISSION	95.00	95.80	96.40	96.50	96.00	96.50	96.60	96.30	96.30
NORTH	95.20	95.60	95.70	96.00	96.30	95.40	95.80	95.70	96.00
PEASTER	00.00	00.00	00.00	96.30	96.00	96.60	95.80	96.30	96.40
REDOAK	95.80	95.60	95.80	95.90	95.40	95.90	95.70	95.80	96.20
RESACA	95.60	96.60	96.80	96.60	94.30	96.50	96.30	96.50	96.60
SAMHOUST	95.00	95.00	94.30	94.50	94.70	94.30	94.40	94.40	94.60
SPRINGTO	95.10	95.00	95.70	95.40	94.80	93.80	94.70	94.40	94.80
SMITHFIE	96.30	96.70	96.50	97.00	96.50	96.20	96.10	96.30	96.40
STELL	94.40	95.70	95.80	95.80	95.80	95.70	96.50	96.70	96.90
STEPHENV	94.70	94.50	94.60	95.10	95.20	95.50	95.80	95.90	95.70
TAHOWARD	00.00	96.40	96.00	95.30	95.70	96.30	96.00	96.40	96.00
VANSTON	95.80	94.90	95.40	96.20	96.00	96.70	96.70	96.10	96.50
WEBB	96.80	97.00	96.80	96.90	96.70	96.30	96.20	96.40	96.60
WILKINSO	92.60	93.60	95.40	94.40	94.50	94.90	94.90	96.00	96.70

HIGH SCHOOL ATTENDANCE RATES

YEAR	1	2	3	4	5	6	7	8
MESQUITE	90.50	90.30	94.50	94.10	91.70	93.30	94.80	95.00
SKYLINE	90.90	91.00	92.30	92.90	91.50	94.60	93.80	93.80
SPRUCE	86.20	88.50	92.50	88.70	86.60	92.50	88.40	89.20
HORN	95.10	94.70	94.60	94.90	96.10	95.50	95.00	95.10
NAAMAN	94.80	94.20	94.10	93.80	93.30	94.50	94.50	94.50
GARLAND	93.30	93.80	93.00	93.20	93.40	94.60	93.60	94.60
HILLCRES	88.30	87.10	89.10	91.10	91.70	90.90	91.10	90.10
ADAMS	90.80	89.60	89.90	89.30	91.00	90.90	91.50	93.60
SGARLAND	94.30	94.30	92.70	92.80	93.40	93.10	92.80	94.10
LAKEDALL	95.10	94.80	95.30	95.20	94.10	94.70	95.00	94.80
POTEET	93.20	94.70	95.00	94.60	94.90	94.70	93.30	92.90
NMESQUIT	92.60	91.90	92.20	93.60	93.80	94.00	94.20	94.20
WMESQUIT	91.00	91.50	91.30	91.80	94.40	96.00	96.00	95.60
LAKEVIEW	94.90	94.70	94.00	93.90	94.00	93.80	93.40	94.10
SAMUEL	88.60	87.40	88.70	87.50	87.80	87.80	89.40	90.80
CORSICAN	93.60	94.00	93.50	93.70	94.70	94.60	94.30	95.00
ENNIS	93.20	93.00	93.00	93.90	95.10	94.90	95.00	95.00
FAIRFIEL	96.00	95.20	94.80	95.50	94.80	95.60	94.80	94.40
WORTHAM	95.80	94.80	95.40	94.30	93.20	94.40	95.40	95.30
ITALY	96.50	96.70	96.10	95.80	96.00	95.90	96.60	96.00
WAXAHACH	93.70	94.80	95.60	96.00	95.80	95.80	96.60	96.10
PALMER	92.70	94.60	93.70	93.50	94.10	94.10	95.30	95.70
WEATHERF	94.60	94.70	92.70	96.60	93.10	94.80	93.70	94.70
ALEDO	94.70	94.90	94.70	94.50	95.10	95.10	95.90	95.50

SPRINGTO	93.80	95.10	93.60	94.30	92.50	93.10	93.70	94.00
AZLE	94.00	94.10	93.30	92.40	92.20	94.80	94.50	94.50
DECATUR	95.00	96.20	95.90	96.90	96.40	97.30	97.50	97.00
CHICO	94.10	94.90	95.90	94.30	94.00	94.60	93.80	93.90
IRVING	92.50	93.80	93.50	93.70	93.90	94.40	95.00	94.90
BROCK	95.90	95.60	94.70	94.40	95.80	97.00	97.40	97.40
JOSHUA	92.10	93.10	92.40	90.80	92.30	93.20	93.80	94.50
BRIDGEPO	94.10	94.60	94.10	93.70	93.80	95.60	95.70	95.10
GRAFORD	95.80	96.40	96.10	96.60	95.20	96.00	95.50	95.70
SANTO	95.60	96.50	96.10	96.50	96.50	95.70	95.40	95.30
HAWLEY	96.00	95.30	94.70	94.80	94.30	95.30	95.40	93.90
GRANDBUR	93.50	93.70	93.60	93.70	93.70	94.20	94.30	94.20
COLEMAN	95.90	95.60	95.20	95.40	95.90	95.30	95.40	95.70
CEDARHIL	93.90	93.20	92.60	96.20	97.20	95.50	95.50	95.10
RICHLAND	93.60	93.50	93.70	93.60	93.20	94.00	94.20	94.90
RIVERA	94.10	94.70	94.50	91.90	93.40	94.50	95.60	95.30
RIOGRAND	91.40	90.70	91.00	93.00	92.80	92.70	93.90	91.90
RIOHONDO	94.40	93.80	93.50	94.00	94.10	94.00	94.40	95.90
SANTAMAR	95.40	95.70	95.40	94.50	94.20	93.50	93.70	93.60
PORTER	91.60	92.20	90.80	91.40	93.40	94.50	95.00	95.20
ROWE	90.30	91.60	92.40	93.60	93.50	93.30	92.70	93.70
LOPEZ	91.30	93.90	93.90	93.30	94.70	95.00	95.40	94.60
OPTIONS	92.70	87.10	86.00	83.70	84.40	00.00	00.00	00.00
PEASTER	96.10	96.20	95.80	96.00	96.30	95.50	95.20	96.10
BOWIE	93.70	94.10	94.60	94.10	94.10	95.90	96.30	94.70

JUNIOR HIGH DROPOUT RATES

YEAR	1	2	3	4	5	6	7	8	9
AZLE	.10	.00	.10	.00	.00	.00	.00	.00	.00
BERTACAB	.70	.10	1.90	.50	.30	.30	.00	.00	.10
BOWIE	.00	.30	.30	.30	.40	.00	.00	.00	.00
BRANDENB	.50	.50	.20	.20	.40	.20	.20	.00	.00
BRIDGEPO	.00	1.80	.00	.00	.00	.00	.00	.00	.30
BURLESON	.10	.00	.10	.00	.00	.00	.00	.10	.00
BUSSEY	.30	.00	.00	.00	.00	.00	.00	.00	.30
CHICO	.00	.00	.00	1.10	.00	.00	.00	.00	.00
COAKLEY	.10	.30	.00	.00	.00	.00	.00	.00	.00
COLLINS	1.90	.50	.30	.50	.00	1.50	.20	1.10	.40
COYLE	.50	1.70	.10	.10	.00	.00	.00	.00	.00
CUMMINGS	2.70	2.10	.10	.90	.30	.00	.20	.20	.00
DELEON	2.00	.70	.30	.20	.00	.80	.20	1.00	.20
ENNIS	.00	1.40	.00	.00	.30	.00	.00	.00	.00
FAIRFIEL	.30	.00	.30	.40	.00	.30	.00	.00	.00
FAULK	3.30	1.00	.40	1.10	.40	.30	.40	.30	1.70
GRANBURY	.10	.40	.20	.00	.20	.00	.00	.00	.30
HALL	.20	.00	.50	.50	.10	.30	.00	.20	.00
MARSH	.00	.00	.20	.50	.30	.20	.20	.20	.30
JACKSON	1.20	1.00	1.10	1.20	.60	.70	.80	.30	.10
LAKEHIGH	.70	.20	.50	.90	.70	1.00	.30	2.40	.80
LOSCUATE	.00	.60	.00	.00	.00	.20	.20	.00	.20
LUCIO	.	.	.	.	.	.50	.20	.00	.40
LYLES	.40	.10	.00	.20	.00	.00	.20	.00	.50

MAYPEARL	.00	.00	.00	.00	.00	.00	.00	.00	.00
MEDLIN	.	.	.	.	.	.	.00	.00	.00
MEMORIAL	.80	.90	.30	.10	.10	.00	.00	.60	.10
MINERALW	.30	.50	.40	.50	1.20	1.40	.30	.00	.00
MISSION	.20	.90	2.20	1.70	.40	.30	.20	.20	.10
NORTH	1.10	.60	.40	.10	.00	.10	.10	.00	.20
OBANION	.	.	.	.00	.00	.00	.00	.00	.00
REDOAK	.80	.00	1.30	.60	.10	1.00	.20	.50	.10
RESACA	.	.	.	.	1.90	.80	.00	.20	.00
SAMHOUST	.90	.30	.60	.00	.60	.00	.70	.10	.00
SPRINGTO	.00	.40	.20	.00	.00	.00	.00	.10	.10
SMITHFIE	.00	.00	.00	.00	.00	.20	.20	.20	.00
STELL	.10	.00	.10	.30	.20	.30	.20	.30	.20
STEPHENV	.00	.20	.50	.20	.30	.30	.20	.00	.30
TAHOWARD		.00	.00	.00	.00	.40	.50	.50	.00
VANSTON	.00	.00	.00	.60	.10	.10	.10	.10	.00
WEBB	.10	.90	.00	.00	.10	.30	.00	.10	.10
WILKINSO	.00	.00	.00	.00	.30	.10	.00	.00	.00

HIGH SCHOOL DROPOUT RATES

YEAR	1	2	3	4	5	6	7	8	9
MESQUITE	.00	3.30	2.10	2.20	2.00	1.40	1.00	1.00	.40
SKYLINE	.00	2.40	2.80	2.30	2.10	1.60	1.50	1.00	.80
SPRUCE	.00	1.50	3.80	.30	2.00	.80	2.00	2.80	2.40
HORN	.00	.00	.00	.00	.00	.00	.00	.00	.90
NAAMAN	.00	.50	.50	.10	.30	.80	.40	.20	.30
GARLAND	.00	4.40	2.00	.60	1.30	.70	1.20	.70	.50
HILLCRES	.00	2.80	1.20	2.40	1.80	.50	1.30	9.00	.80
ADAMS	.00	1.60	.60	.40	.20	.20	.30	.90	.60
SGARLAND	.00	.20	1.70	4.20	2.60	1.00	.30	.70	.70
LAKEDALL	.00	2.90	1.50	1.50	.30	.10	.50	.40	.10
POTEET	.00	1.10	1.20	1.20	1.00	2.20	3.60	1.30	.80
NMESQUIT	.00	1.00	1.10	1.70	1.50	1.40	1.20	1.00	.60
WMESQUIT	.00	3.20	1.20	2.40	1.40	1.50	.60	.50	.40
LAKEVIEW	.00	.60	.30	1.00	.60	1.40	.40	.50	.30
SAMUEL	.00	1.20	3.40	1.20	5.10	2.80	1.70	2.80	.50
CORSICAN	.00	4.70	3.10	1.50	2.50	.30	1.80	1.70	.80
ENNIS	.00	7.20	2.20	.80	.70	.80	.60	1.20	.90
FAIRFIEL	.00	1.70	.20	.80	.80	2.40	2.20	2.20	.90
WORTHAM	.00	.50	1.40	.90	2.30	2.30	.90	.00	.80
ITALY	.00	.00	.00	.00	.30	.60	.00	.00	.70
WAXAHACH	.00	3.30	2.50	1.00	.30	.60	.40	.80	.60
PALMER	.00	4.10	3.10	2.20	1.50	1.40	3.10	1.30	1.00
WEATHERF	.00	1.10	1.00	.90	1.40	2.10	2.00	.80	.70
ALEDO	.00	.70	.60	.00	.30	.60	.40	.70	.20

SPRINGTO	.00	1.20	2.20	2.00	3.40	.80	1.30	2.50	.50
AZLE	.00	3.60	5.10	.60	2.30	2.40	2.50	2.00	1.10
DECATUR	.00	3.80	2.60	4.60	1.70	.80	.30	.10	.00
CHICO	.00	4.10	2.20	1.70	1.10	1.10	.00	1.00	.00
IRVING	.00	2.70	.50	2.10	5.80	1.40	1.20	.40	.60
BROCK	.00	.00	.00	.00	.00	.40	.00	.00	.00
JOSHUA	.00	1.90	1.50	2.40	2.90	2.40	1.30	1.70	3.40
BRIDGEPO	.00	2.50	1.10	2.60	1.00	1.80	.40	.40	1.30
GRAFORD	.00	.50	.40	.00	.90	.00	3.70	1.50	.00
SANTO	.00	2.20	3.10	1.10	2.10	1.40	1.40	.00	.00
HAWLEY	.00	.90	.50	.50	.80	.80	.70	.50	1.20
GRANDBUR	.00	2.60	2.70	2.60	2.00	1.10	.60	1.70	1.20
COLEMAN	.00	.60	1.30	.30	.00	.00	.30	.60	.30
CEDARHIL	.00	1.40	1.70	1.90	.30	1.50	.60	1.80	1.40
RICHLAND	.00	1.80	1.50	1.60	1.10	.50	.30	.40	.30
RIVERA	.00	3.00	3.70	6.20	3.10	1.80	1.70	1.50	1.50
RIOGRAND	.00	5.90	3.90	1.20	3.90	1.70	3.00	5.90	4.70
RIOHONDO	.00	2.00	1.60	.60	2.30	.80	1.30	.30	.20
SANTAMAR	.00	8.30	4.40	2.10	.60	1.90	.70	4.80	.70
PORTER	.00	5.70	3.50	8.90	2.00	1.10	2.70	2.60	.80
ROWE	.00	6.10	4.20	2.20	3.30	2.80	3.00	3.20	2.70
LOPEZ	.00	3.30	2.80	6.70	.70	1.30	1.00	1.30	1.50
OPTIONS	.00	.90	1.90	4.20	8.30	4.50	.	.	.
PEASTER	.00	1.40	1.30	.90	1.30	1.20	.70	.30	.30
BOWIE	.00	2.90	1.90	2.10	3.00	2.30	.40	.00	1.40

*** *Year one (column one) is a placeholder. Actual data collection started in year two (the second column).*

HIGH SCHOOL TECHNICAL PROGRAM ENROLLMENT

YEAR	1	2	3	4	5	6	7	8	9
MESQUITE	29.30	47.60	48.30	49.60	52.10	57.20	56.40	62.20	64.70
SKYLINE	68.70	68.70	71.00	77.20	80.10	80.70	81.80	81.80	79.70
SPRUCE	41.90	31.60	47.20	51.90	63.20	58.60	64.90	53.70	65.80
HORN	30.50	34.20	42.30	70.20	60.20	52.40	39.40	45.60	37.80
NAAMAN	43.20	47.30	42.10	65.20	66.70	66.60	62.10	63.10	66.90
GARLAND	53.80	48.40	50.20	64.10	66.70	70.10	65.80	66.80	65.00
HILLCRES	42.20	45.00	42.60	41.40	53.00	43.90	49.20	49.50	55.40
ADAMS	48.00	48.10	43.30	42.20	57.30	53.70	54.50	48.90	46.70
SGARLAND	41.20	40.50	40.00	47.60	49.80	57.70	57.20	60.50	63.50
LAKEDALL	62.20	37.60	48.10	27.20	67.90	57.50	72.30	67.30	66.60
POTEET	72.20	69.60	67.70	67.10	78.00	67.90	65.30	64.80	60.40
NMESQUIT	44.10	63.90	61.70	59.40	57.10	53.80	55.40	55.50	59.40
WMESQUIT	36.90	54.00	43.60	41.90	42.70	44.40	50.30	55.50	54.80
LAKEVIEW	55.20	52.10	48.20	63.60	61.50	73.70	62.00	62.50	65.90
SAMUEL	44.10	45.40	47.60	46.50	59.20	60.60	57.30	49.00	50.20
CORSICAN	63.50	55.60	64.20	48.50	45.50	60.60	66.00	50.30	59.00
ENNIS	48.70	50.60	83.90	64.00	78.70	79.50	79.10	78.80	76.50
FAIRFIEL	66.00	60.40	71.20	66.50	67.20	60.40	61.30	49.50	62.60
WORTHAM	59.60	55.60	69.70	74.20	57.90	65.40	75.00	54.70	63.00
ITALY	47.10	48.20	48.70	40.20	44.70	37.80	50.70	50.00	49.20
WAXAHACH	56.50	62.10	69.00	68.40	73.50	70.70	73.20	68.30	72.00
PALMER	52.30	54.30	59.90	78.80	84.10	86.30	59.90	64.40	47.10
WEATHERF	42.60	41.00	63.00	50.10	56.80	63.90	64.50	68.00	76.20
ALEDO	45.60	40.00	39.90	35.90	54.70	51.50	51.70	61.40	53.60

SPRINGTO	64.20	67.50	80.20	61.00	60.60	70.80	66.80	70.70	69.00
AZLE	35.10	40.60	37.90	33.10	55.40	55.20	55.70	66.50	56.70
DECATUR	47.50	52.40	54.20	51.30	58.20	40.40	44.40	44.90	57.90
CHICO	71.60	76.10	81.10	76.40	70.40	81.30	72.10	62.90	49.70
IRVING	33.40	34.40	50.10	49.80	60.90	54.10	58.80	54.80	72.10
BROCK	57.30	45.90	44.00	51.50	51.20	33.90	62.10	62.20	39.00
JOSHUA	57.20	59.20	66.70	62.50	52.70	54.60	54.00	55.10	37.40
BRIDGEPO	73.40	71.40	69.20	67.80	64.90	64.60	68.90	66.70	70.10
GRAFORD	51.90	56.60	74.20	25.90	44.30	55.50	53.00	36.70	58.00
SANTO	64.50	60.50	64.30	59.30	55.10	72.80	68.00	61.90	58.80
HAWLEY	36.70	29.60	65.20	73.70	73.80	84.40	84.50	89.10	75.20
GRANDBUR	39.80	57.00	53.20	53.90	57.80	54.80	41.50	40.80	56.20
COLEMAN	66.20	65.40	78.80	61.10	60.00	52.60	54.10	57.20	56.50
CEDARHIL	42.90	68.20	71.60	66.60	69.90	69.80	62.60	63.90	57.80
RICHLAND	38.00	48.20	50.10	50.60	43.50	45.30	46.90	48.60	50.30
RIVERA	33.50	10.30	33.50	32.60	32.00	39.90	42.80	47.20	39.50
RIOGRAND	30.00	50.10	58.30	61.20	58.70	61.10	62.50	62.50	74.70
RIOHONDO	68.60	66.10	65.50	57.80	67.30	67.80	70.20	66.10	69.20
SANTAMAR	67.90	65.50	81.30	70.00	83.10	84.80	86.30	86.20	80.20
PORTER	40.00	35.70	42.10	47.60	51.70	57.50	57.70	65.20	56.90
ROWE	42.00	55.50	53.60	73.00	65.60	62.40	62.70	63.50	68.50
LOPEZ	21.60	13.50	27.80	28.10	32.00	34.30	31.10	41.30	60.20
OPTIONS	61.10	49.40	47.10	58.00	63.90	54.30	55.90		
PEASTER	16.90	21.30	76.60	73.00	70.90	71.10	77.80	75.50	73.00
BOWIE	48.20	54.10	76.50	67.80	61.60	60.70	63.50	51.80	75.60

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