

No. 14-0776

In The Supreme Court of Texas

**MICHAEL WILLIAMS, COMMISSIONER OF EDUCATION, IN
HIS OFFICIAL CAPACITY, ET AL.**

Appellants/Cross-Appellees

v.

**THE TEXAS TAXPAYER & STUDENT FAIRNESS COALITION, ET
AL.; CALHOUN COUNTY ISD, ET AL.; EDGEWOOD ISD, ET AL.;
FORT BEND ISD, ET AL.; TEXAS CHARTER SCHOOL
ASSOCIATION, ET AL.; AND JOYCE COLEMAN, ET AL.**

Appellants/Appellees/Cross-Appellants

*On Direct Appeal from the
200th Judicial District Court, Travis County,
Texas No. D-1-GN-11-003130*

**AMICUS BRIEF OF
PROFESSOR JOHN MERRIFIELD
Professor of Economics, University of Texas at San Antonio**

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Interest of *Amici*

Amici is an economist and a professor of economics at the University of Texas at San Antonio, and for seven years was the editor of the *Journal for School Choice*. He is also the founder and editor of the *School System Reform Journal*, author of several books on the issue of economics and school reform as well as numerous articles on the economics of various public issues including, but not limited to, school system reform. *Amici* has been an invited speaker to the Texas Legislature (2015), the American Legislative Exchange (2014), the State Policy Network (2014) and the Cato Institute (2005). A copy of *Amici's* curriculum vitae is attached in the Appendix to this brief. *See Item (1), Appendix.* (*Amici* files this brief, solely in his individual capacity, and not as a representative of the University of Texas of San Antonio.)

Amici acknowledges the principle of judicial restraint and that courts, including this Court, should defer to the State Legislature on the mechanism(s) chosen to provide the “*efficient mechanism for the public dissemination of general knowledge*” as required by the Texas Constitution. TEX. CONST. art. VII, § 1. However, the Court has traditionally reserved to itself the right to rule on whether the mechanism selected by the State Legislature meets the state constitutional requirements established by the Court. *Amici* seeks to provide this Court with economic facts and figures to underscore the fact that the current mechanism for

public education is not efficient and therefore does not meet the Texas Constitution mandate expressly required of the State Legislature.

Amici freely admits that he is a proponent of school choice, advocating the various tools of education savings accounts, tuition tax credits, tuition vouchers, and strong charter school laws that include ‘price control’. *Amici*’s brief will summarily list a recitation of the possible solutions that the State Legislature may resort to in fixing a public educational system that is clearly broken. However, *Amici* does not list those potential alternatives with the aim of urging this Court to act in forming or even suggesting mechanisms to the State Legislature that meet the Texas Constitution. Instead, these alternatives are mentioned as possible solutions to assure this Court that in ruling that the existing public school system is unconstitutional, it is not casting the State Legislature into a problematic abyss from which it cannot emerge. There are solutions to the current broken state of our state public system. This Court, in ruling that the current public school system is so fundamentally and fatally inefficient that it fails to meet the minimal standards of efficiency required by the Texas Constitution, is not only acting well within its jurisdictional ambit but is fulfilling its duty in requiring that the State Legislature adhere to the Texas Constitution of designing and implementing an educational system that provides “*a general diffusion of knowledge*” that is efficient.

I. The Current System of Public Education in Texas is a Monopoly

A. According to the traditional measure of industry competitiveness, Texas public education is a monopoly.

Monopolies are nothing new in society. Monopolies can be established by a government, form naturally or form by integration. For monopolies formed or at least sanctioned by government, the presumption at least is that the monopoly is in the best interest of society. An example of a government-granted monopoly (also sometimes referred to as a “*de jure* monopoly”) would be the granting of copyrights, trademarks, and patents. These forms of monopoly sanctioned by government have an ostensibly beneficial interest to society, either in terms of encouraging innovation or invention, or in the case of trademarks specifically, avoiding consumer confusion as to the source of (i.e., the manufacturer, distributor or marketer) of goods or services. There is little doubt that in creating the public education system, the framers of the 1875 Texas Constitution intended any such monopoly effectively exercised by that system to be beneficial in nature to society as a whole, and inherently optimal.

To begin this discussion, *Amici* believes it is necessary to underscore that the Texas public school system effectively functions as a monopoly. The traditional measure of industry competitiveness (i.e., whether a state of industry

monopoly potentially exists) is the Herfindahl–Hirschman Index (HHI).² The HHI is an economic concept widely applied in competition law, antitrust³, and also technology management⁴. The United States Federal anti-trust authorities such as the Department of Justice and the Federal Trade Commission use the HHI as a screening tool to determine whether a proposed merger is likely to raise antitrust concerns.

Applying the HHI entails measuring the largest firms' market share, and then summing the square of their market shares. So, for example, suppose an industry has only two firms, A and B. If A and B share the market equally (50% each), the $HHI = 0.5^2 + 0.5^2 = 0.25 + 0.25 = 0.5$. If Firm A has a 90% market share, and B has the other 10%, the $HHI = 0.9^2 + 0.1^2 = 0.81 + 0.01 = 0.82$. Additionally, the effect of squaring the numbers make market shares of 10% or less virtually disappear.

² See Wikipedia article on Herfindahl-Hirshman Index at https://en.wikipedia.org/wiki/Herfindahl_index; see also “The Herfindahl-Hirschman Index”, technical advisory abstract issued U.S. Federal Reserve Bank - St. Louis (March, 1993) at https://fraser.stlouisfed.org/docs/publications/FRB/pages/1990-1994/33101_1990-1994.pdf

³ USDOJ 2010 Merger Guidelines, Section 5.3. (<http://www.justice.gov/atr/horizontal-merger-guidelines-08192010>)

⁴ See Wikipedia article on Herfindahl-Hirshman Index at https://en.wikipedia.org/wiki/Herfindahl_index, endnote 2, citing Catherin Liston-Hayes, Alan Pilkington, “Inventive Concentration: An Analysis of Fuel Cell Patents,” (<http://dx.doi.org/10.3152/147154304781780190>) Science and Public Policy, (2004). Vol. 31, No. 1, p. 15-25.

An HHI below 0.01 (or 100 if percents are used as whole numbers) indicates a highly competitive index.

An HHI below 0.15 (or 1,500) indicates an unconcentrated index.

An HHI between 0.15 to 0.25 (or 1,500 to 2,500) indicates moderate concentration.

An HHI above 0.25 (above 2,500) indicates high concentration (i.e., the likely presence of a monopoly-like condition.

An HHI = 0.81 (or .82, if you add the 10% market share provider from *Amici's* example above) is more than triple the standard threshold of about 0.25 to gain the U.S. Justice Department, Antitrust Division's attention for a possible anti-trust lawsuit to break up the largest firms due to their monopoly power with the HHI above that level⁵.

Using 'Snapshot' data from the Texas Education Agency for 2012 and 2010 (ritter.tea.state.tx.us/perfreport/snapshot/2010/), *Amici* estimated the average HHI for Texas to be 0.83 for 2010 and 0.81 for 2012. Because the state public school system was not notably changed by either the 2013 or 2015 legislature, it is reasonable to conclude that the current (2015) HHI, were such figures publicly

⁵ "Herfindahl-Herschman Index" (<http://www.justice.gov/atr/public/guideline/hhi.html>). USDOJ. See also Horizontal Merger Guidelines (08/19/2010)" (<http://www.justice.gov/atr/public/guidelines/hmg-2010.html>)

available, have not materially changed⁶. As a consequence, using the HHI and the aforementioned USDOJ and USFTC standards, the Texas public school system (with an HHI hovering around .83 to .81) is a monopoly by accepted legal and economic standards. Backing into the numbers then, typically you would find that on the average, the public school district enrolls at least 90%-91% of an area's school-children.

II. Monopolies are Characteristically Inefficient.

Given that the Texas public school system functions as a *de jure* monopoly, it is noteworthy that in the field of economics it is commonly accepted that monopolies often go hand-in-hand with inefficiency. Major inefficiencies associated with monopolies include: (1) allocative inefficiency prices borne by consumers will tend to higher (i.e., in the case at hand, the financial costs to the taxpayer and the State of Texas in subsidizing the public school system), output lower (i.e., meaning either the quantity or even the quality of the product or services rendered by the monopoly); (2) weakened market forces (meaning, that when consumers of a product have many alternatives, producers must serve their

⁶ *Amici's* HHI estimates are statewide averages with larger HHI's for places with fewer alternatives to school district traditional public schools, and less than that where there are more alternatives (chartered public schools and private schools). Since the state's largest urban areas contain the vast majority of charters and private schools, and to make sure that nearly zero competition areas don't mask significantly greater competition in others, *Amici* examined the TEA Snapshot data for Harris County (Houston) and Dallas County, and calculated HHIs that were only barely below the statewide average.

customers efficiently in order to stay in business. If consumers can't purchase competitive products easily, the monopolist doesn't need to worry a lot about losing customers when poor service or a poor quality good is provided); (3) favor seeking (i.e., the creation of high entry barriers; an example of this might be the current teacher certification program which fails to allow individuals with either equivalent industry experience or those holding PhDs in a subject taught at a public school to teach without receiving 'teacher certification'. Consequently, *Amici*, despite being a professor of economics at a university, would be "unqualified" to teach at a public high school. Another market entry barrier is the statutory cap based on the number of charter schools that can be created, limiting the effective amount of competitive alternatives that are provided in the market.)

While monopolies can present a common sense and efficient means for addressing certain issues (such as the United States armed forces having a 'monopoly' on national defense), it is a given that monopolies are prone to inefficiency in classic economic theory, and therefore a monopoly's claim to be efficient at its assigned task(s) should be viewed with a jaundiced eye by this Court. *Amici's* viewpoint of the typical failure of monopolies is based not only on his training as an economist, but the practical observance of economic systems in the United States and throughout the world over the last thirty-three years, including

the failures of government run, command-and-control economies around the world (such as those of the failed Soviet Union, as well as the current communist regimes of Cuba and Venezuela, where reports of shortages and lack of access to goods and services we take for granted in the United States are the stuff of common knowledge, easily verified by a review of news periodicals).

III. There is More Than Sufficient Evidence that the Current System of Public Education is Inefficient and Ineffective

One of the questions before this Court is whether the Texas public school system is a qualitatively “efficient” means of the transfer of general knowledge as required by the Texas Constitution. Because there are no publicly available statistics to measure the qualitative “efficiency” of the Texas public school system, this might have been a problematic inquiry for the Court were it not for the widespread and available observation that the public school system is failing to produce well-educated graduates on a consistent basis.

A. The Vast Majority of Texas Professors of Economics would Agree that the Public School Delivery System for Grades K-12 is Not Efficient.

Amici submits with this brief a 1994 study of Texas’ economics professors entitled “*Efficiency of the Texas Public School Delivery System*”. See *Item (2), Appendix*. The major conclusions of that study, with which *Amici* agrees, are a

damning indictment of the ability (or the inability) of the public school system to prepare its graduates for college and university:

- a. Less than four percent (4%) of Texas economics professors consider the Texas education delivery system to be efficient.
- b. Eighty-three percent (83%) of the professors surveyed believed that the public delivery system for grades K through 12 is not efficient or not as efficient as it could be.
- c. Eighty-seven percent (87%) of these professors believe providing consumer choice will enhance efficiency of the system.
- d. Most economic professors think that our schools are not delivering the results needed by society. Only 2.8% felt our children are well prepared for college.
- e. Less than 6% thought Texas public schools are doing a good job in providing a general diffusion of knowledge to Texas students.

This almost unanimous opinion among Texas Professors of Economics shows that lack of competition and market forces produces inefficiency. While the referenced survey of economists was conducted in 1994, there have been no changes in the structure of the public education system which *Amici* believes would change the results of this survey. The public school system cannot be efficient as it is

certainly not effective, and expenditure of monies with ineffective results is not an efficient system.

B. Additional Indications that the Texas Public School System is Ineffective and is therefore Inefficient.

In March, 2013, the Texas Legislative Study Group, during the 83rd Regular Session of the Texas Legislature, issued the sixth edition of a report entitled “*Texas on the Brink*”. www.TexasLSG.org/TexasOnTheBrink. See *Item (3), Appendix*. The purpose of the study was to highlight the various societal issues the State needs to confront, including the state of the education system. Among the statistics cited by the report were:

- Average Scholastic Achievement (SAT) Scores - Texas was ranked 47th (50th = lowest, 1st = highest) among the 50 states.⁷
- High School Graduation Rate – Texas was ranked 44th among the 50 states.⁸
- Percentage of Population Graduated from High School – Texas was ranked 50th among the 50 states.⁹

⁷Texas Legislative Study Group, “*Texas on the Brink*”, (March, 2013), www.TexasLSG.org/TexasOnTheBrink, p. 4

⁸ Id.

⁹ Id., at p. 11.

The report goes on to cite the following statistics for the 2010-2011 class year:

- 28 percent of Texas 4th graders read at or above NAEP proficiency levels, 3 percent below the national average.¹⁰
- 27 percent of Texas 8th graders read at or above NAEP proficiency levels, 4 percent below national average.¹¹
- 4th graders eligible for the National School Lunch Program performed 14 percent lower than ineligible students at NAEP basic math levels.¹²
- 8th graders eligible for the National School Lunch Program performed 18 percent lower than ineligible students at NAEP basic math levels.¹³
- In 2010, 31 percent of teachers in high poverty middle schools were assigned to courses outside their field of expertise.¹⁴

¹⁰ Id.

¹¹ Id.

¹² Id. Eligibility for free/reduced-price school lunch is an indicator of low family income, according to the National Assessment of Educational Progress (NAEP).

¹³ Id. Eligibility for free/reduced-price school lunch is an indicator of low family income, according to the National Assessment of Educational Progress (NAEP).

¹⁴ Id.

- Teachers at Texas schools that have a 97.5 percent or higher minority enrollment performed much lower on the Teacher Quality Index (TQI) rating compared to schools with the lowest minority enrollment.¹⁵

While there are a number of interesting findings in the report regarding the state of public education, perhaps the most disheartening is the clear disadvantage that Hispanic and black students face in the Texas public school system. Page 12 of the 2013 “*Texas On The Brink*” report touches upon the achievement gaps between white versus Hispanic or black students, as measured by the National Assessment of Educational Progress (NAEP).¹⁶ The report first explains the significance of the “achievement gap” measurement, and then goes on to lay out the significant superiority in scores by white children in math and reading skills over both Hispanic and black children. The disparities between the white versus Hispanic and black children uniformly increase from 4th grade to 8th grade, indicating that as the children age through the school system, the educational opportunities for white children improve, while they correspondingly diminish for Hispanic and black children. While some of these disparities have marginally improved, the disparities remain significant.

¹⁵ Id.

¹⁶ Id., at p. 12.

IV. The Results and Consequences of Continued Inefficiency

The typical concern of a mediocre or failing educational system is the consequential ebbing of our workforce's skill levels, threatening our international competitiveness. That is a valid concern. Without a skilled workforce, our State and our country will diminish in its economic prosperity. Low-performing school systems severely narrow the adult occupational and cultural options of schoolchildren. For example, the United States' inherent propensity to develop an interest in science, engineering, and other deeply intellectual pursuits is probably much lower than it otherwise should be. Evidence of this failure is the high percentage of foreign-trained faculty in U.S. universities, especially in the so-called STEM fields (Science, Technology, Engineering, and Math).

That narrowing of adult options doesn't necessarily translate into low life-time earnings. It is possible to have only one really developed skill and earn a good income. However, narrow specialization and a lack of adaptability due to a lack of breadth in skills and knowledge makes an individual, and by extension, that individual's community and his/her State, vulnerable to change in circumstance, technology, and the economy. However, in addition to the threat a mediocre or failing educational system has to our economic prosperity, Thomas Jefferson warned that "*(i)f a nation expects to be ignorant and free, in a state of civilization, it expects*

what never was and never will be."¹⁷ Beyond the dismal statistics of poor math and reading scores, and the inability of students to meet the challenges they face once they graduate, a failure to properly educate our children and provide them with the opportunity to succeed sows the seeds of not only their individual failure, but the failure of our State and our republic.

V. Credible Alternatives Exist to the Current System of Public Education

Amici concludes its brief to this Court by underscoring that there are tools and alternatives to the current system of public education that the Texas Legislature may explore in its search for an efficient mechanism to educate Texas' children. The monopoly status that our public school system enjoys creates inefficiencies, and one size cannot fit all. One approach is to level the playing field, financially, between public schools, including chartered public schools, and alternatives to public schools that for-profit and not-for-profit entrepreneurs believe are useful and financially viable additions to the menu of schooling options. Examples of this approach would be the granting of education savings accounts (ESA) to parents that opt one or more children out of the public school system. Such a law was just enacted by the State of Nevada which avoids the shortcoming of other states' ESA programs in that there is no limits to eligibility on the number of children who can participate, and funding

¹⁷ Letter to Colonel Charles Yancey, written January 6, 1816, <http://www.yamaguchy.com/library/jefferson/yancey.html>

for Nevada's ESA has not been capped; however, Nevada's ESA average annual deposit is \$5,100... far less than the typical public school district expenditure per pupil.¹⁸

Tuition tax credits and vouchers are also tools to open the public education system (distinguishable from a 'public school system') to a wider, more diverse array of schooling alternatives. Charter schools can serve the same purpose, especially if no price controls are required by the State, but the schools are allowed to charge upon market supply and demand, including the parents' perception of the value being provided by the school in educating their children.

Finally, *Amici* points out the recently developed option of "course choice". Course choice allows a student to take a course via computer (typically via the Internet) as a means of dealing with inadequate teacher staff or an advanced level course (e.g., advanced chemistry or mathematics). Course choice is an option is offered in several states, including Texas, and *Amici* recommends that the Texas Legislature make that option more universally available Texas students. See, *Expanding the Education Universe: A Fifty-State Strategy for Course Choice*, by Michael Brickman, Fordham Institute,

¹⁸ See Fact Sheet, Friedman Foundation for Educational Choice at <http://www.edchoice.org/school-choice/programs/Nevada---Education-Savings-Accounts/>; see also Nevada Department of Education website, http://www.doe.nv.gov/Legislative/Education_Savings_Accounts/.

<http://edexcellence.net/publications/expanding-the-education-universe-a-fifty-state-strategy-for-course-choice>.

VI. Prayer

For the reasons stated above, *Amici* prays that the prayer and relief sought by Appellant Efficiency Intervenors be granted.

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APPENDIX

- (1) Curriculum Vitae, Professor John Merrifield
- (2) *“Efficiency of the Texas Public School Delivery System”*, 1994 Study
- (3) *“Texas on the Brink”*, Texas Legislative Study Group, 6th Edition
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Doctor of Philosophy in Economics, College of Commerce and Industry, University of Wyoming at Laramie, December 21, 1984.

Master of Arts in Economic Geography, College of Liberal Arts and Sciences, University of Illinois at Urbana, August 15, 1979.

Bachelor of Science in Natural Resources Management, California Polytechnic State University, San Luis Obispo, June 11, 1977.

PRIMARY TEACHING AND RESEARCH FIELDS:

School System Reform Studies (K-12) Natural Resource and Environmental Economics
Urban-Regional Economics Public Finance Public Choice

COURSES TAUGHT:

1. Urban and Regional Economics (Grad and Undergrad [G+U])
2. Natural Resource and Environmental Economics
3. Micro and Macro Principles
4. Price Theory
5. Economic Issues
6. Economics of School System Reform (G+U).

PUBLISHED BOOKS:

Basic Economic Tools and Policy Issues (E-textbook).

Parental Choice as an Education Reform Catalyst: Global Lessons (Wellington, NZ: Business Roundtable, 2005).

School Choices (Oakland, CA: Independent Institute, 2002).

The School Choice Wars (Lanham, MD: Rowman-Littlefield, 2001; re-printed in Portuguese in January 2015).

ARTICLES PUBLISHED IN REFEREED JOURNALS:

“A Private Universal Voucher Program’s Effects on Traditional Public Schools,” Journal of Economics and Finance (2014, with Adzima and Gray).
<http://link.springer.com/article/10.1007/s12197-014-9309-z/fulltext.html>

“Aquifer Storage and Recovery Project Optimization Through User-Friendly Benefit-Cost Analysis,” Water Resources and Economics (2014):
<http://www.sciencedirect.com/science/article/pii/S2212428414000504>

“State Fiscal Policies for Budget Stabilization and Economic Growth: a Dynamic Scoring Analysis,” Cato Journal 34:1 (2014, with Poulson), 47-82.

"School Choice and Development: Evidence from the Edgewood Experiment," Cato Journal 33:1 (2013, with Gray), 127-142.

"Fiscal Notes for School Choice Programs: Issues, Past Practice, and Moving Forward," Journal of School Choice 7:1 (2013, with Ford), 37-60.

"Instructional Comparative Advantages May Exist Despite the 'Comprehensive Uniformity' of Traditional Public Schools," Journal of School Choice 6:1 (2012), 128-140.

"The Property Value Effects of Universal Tuition Vouchers," Journal of Housing Research 20:2 (2011, with Adzima, Nesbit, and Gunasekara), 225-238.

"Simulation of a Constitutional Spending Limit for a Conservative State: With Dynamic Adjustment and Sensitivity Analysis," Public Budgeting and Finance 31:3 (2011, with Monson), 1-25.

"An Education Freedom Index," Journal of School Choice 5:3 (2011), 319-349.

"Treatment Effect of Schooling on Academic Performance: Evidence from Developing Countries," Journal of School Choice 5:1 (2011, with Tooley, Bao, and Dixon), 1-39.

"Defining Continuous Improvement and Cost Minimization Possibilities Through School Choice Experiments," Journal of School Choice 3:3 (2009), 271-289.

"The Potential for System-Friendly K-12 Reform," Cato Journal 29:2 (2009), 373-387.

"Imagined Evidence and False Imperatives," Journal of School Choice 3:1 (2009), 55-78.

"Goldin and Katz and Education Policy Failings in Historical Perspective," Econ Journal Watch 6:1 (2009; with Kling), 2-20.

"The School Choice Evidence and its Significance," Journal of School Choice 2:3 (2008), 223-259.

"The Twelve Policy Approaches to Increased School Choice," Journal of School Choice 2:1 (2008), 4-19.

"Charter School Legislation: Disaster, Detour, Irrelevant, or Reform Tool," Journal of School Choice 1:1 (2006), 3-22.

"The Competitive Education Industry Concept and Why it Deserves More Scrutiny," Cato Journal 25:2 (2005; with Salisbury), 177-196.

"Specialization in a Competitive Education Industry: Areas and Impacts," Cato Journal 25:2 (2005), 317-336.

"The Edgewood Voucher Program: Some Preliminary Findings," Cato Journal 23:3 (2004), 447-462.

"An Optimal Timing Model of Water Reallocation and Reservoir Construction," European Journal of Operational Research 145:1 (2003; with Firoozi), 165-174.

"Key Policies for a Competitive Education Industry," Journal of Private Enterprise 18:1 (2002), 69-83.

- "A General Equilibrium Analysis of the Insurance Bonding Approach to Pollution Threats," Ecological Economics 40 (2002), 103-115.
- "The School Choice Choices," The Independent Review 5:2 (2000), 189-207.
- "Groundwater Resources: The Transition from Capture to Allocation," Policy Studies Review 17:1 (2000), 105-124.
- "State Government Expenditure Determinants and Tax Revenue Determinants Revisited," Public Choice 102 (2000), 25-50.
- "Efficient Water Pricing Policies as a Municipal Revenue Source," Public Works Management and Policy 4:2 (1999; with Collinge), 119-130.
- "Implementation Issues: The Political Economy of Efficient Fishing," Ecological Economics 30 (1999), 5-12.
- "Monopsony Power in the Market for Teachers," Journal of Labor Research 20:3 (1999), 377-391.
- "Regional Policies for Gross Emitting Vehicles," Planning and Markets 1:1 (1998).
- "Sensitivity Analysis in Benefit-Cost Analysis: the Key to Increased Use and Acceptance," Contemporary Economic Policy 15:3 (1997), 82-92.
- "A Simple Export Country-Market Ranking Technique for Small US Businesses," Journal of Business Strategies 13 (1996), 126-150.
- "A Market Approach to Conserving Biodiversity," Ecological Economics 16 (1996), 217-226.
- "A Dynamic Model of Ground Water Restoration with Accelerator Constraint," Applied Mathematical Modelling 19 (1995; with Firoozi), 173-181.
- "Renewable Resource Use: Transition from Capture to Allocation and Optimal Stock Recovery," Journal of Environmental Management 44 (1995; with Firoozi), 195-211.
- "A Principal Components-Based Tourism Activity Index," Journal of Travel Research 32 (1994; with de la Viña, Ford, and Hollas), 37-40.
- "The Factors That Influence the Level of Underground Government," Public Finance Quarterly 22 (1994), 462-482.
- "Coasian Resolutions of Two-Party Externalities: A Special Case of Bilateral Monopoly" Public Finance, 48 (1993), 67-75.
- "The Institutional and Political Factors That Influence Voter Turnout," Public Choice 77 (1993), 657-667.
- "The Impact on Residential Property Values of Burning Hazardous Waste-Derived Fuel," The Journal of Real Estate Appraisal and Economics 6 (1992), 47-54.
- "The Institutional and Political Factors Which Influence Taxation," Public Choice 69 (1991), 295-310.
- "A Critical Overview of the Evolutionary Approach to Air Pollution Abatement Policy," Journal of Policy Analysis and Management 9 (1990), 367-380.

"A Practical Note on the Neoclassical Economic Base Marginal Multiplier," Journal of Regional Science 30 (1990), 123-127.

"The Impact of Selected Abatement Strategies on Transnational Pollution," The Terms of Trade and Factor Reward: A General Equilibrium Approach," Journal of Environmental Economics and Management 15 (1988), 259-284.

"A Neoclassical Anatomy of the Economic Base Multiplier," Journal of Regional Science 27 (1987), 283-294.

"A Note on the General Mathematical Equivalency of Economic Base and Aggregate Input-Output Multipliers: Fact or Fiction," Journal of Regional Science 27 (1987), 651-4

"Quasi-Experimental Control Group Methods for Regional Analysis: An Application to Energy Boomtowns and Growth Pole Theory," Econ Geography 63 (1987; with Isserman), 3-19.

"Regional Tests of the Linkage Hypothesis," Revue d' Economie Regionale et Urbaine 25 (1984; with Hewings and Schneider), 275-289.

"Impact Mitigation in Energy Boomtowns," Growth and Change 15 (1984): 23-28.

"Shift-Share in Regional Analyses," Regional Science Perspectives (1983), 48-53.

"Using Analog Regions to Assess the Economic Impact of Federal Land Management Policies," The Professional Geographer 35 (1983), 298-302.

"The Use of Control Groups in Evaluating Regional Economic Policy," Regional Science and Urban Economics 12 (1982; with Isserman), 43-58.

"The Wyoming Economy: Historical Trends and Projections," The Southwestern Review of Economics and Management 2 (1982; with Gerking), 37-55.

SUBMITTED MANUSCRIPTS:

"The Fiscal Significance of the TEL Cap Choices," Contemporary Economic Policy (with Poulson).

"Ratchet-Down Effects of Spending Caps: A Dynamic Scoring Simulation Analysis," Economic Inquiry (with Poulson).

WORK IN PROGRESS (journal target):

Can the Debt be Stopped?: Rules Based Policy Options for Addressing the Federal Fiscal Crisis (book, with Poulson; contract to deliver final copy (Rowman and Littlefield), 11/15/15).

School System Reform Perspectives (book).

The School Choice Wars (book – 2nd Edition).

"A Dynamic Scoring Simulation Analysis of Corporate Income Tax Repeal," Contemporary Economic Policy (with D'Angelis).

"State Fiscal Adjustment and Tax Reform: A Dynamic Scoring Analysis," Cato Journal (with Poulson).

"State Budget Stability Through a Budget Stabilization Fund," Public Finance Quarterly (with Poulson).

“An Assessment of National Fiscal Rules in OECD countries,” Journal of Economic Issues (with Poulson).

“Plausible Federal Fiscal Restraint and Tools for Reaching it,” Southern Economic Journal (with Poulson).

“Determinants of Tax Credit Scholarship Donations,” Economics of Education Review (with Ford).

“A Reform Imperative: Price Systems in K-12 Education,” School System Reform Journal.

“An Assessment of the Post-Katrina, Charter-Led Makeover of New Orleans’s Schools,” Review of Economics and Finance (with Gray).

“School Choice in Milwaukee: A Systems Comparison,” Education Economics.

Political Control of K-12 Education (book).

“Opportunities Created by Cyclical Construction Demand: Implications for State and Local Fiscal Policy,” Journal of Public Economics (with Waltz).

MONOGRAPHS AND OTHER SCHOLARLY PUBLICATIONS:

“Reinventing the Alabama K-12 School System to Engage More Children in Productive Learning,” 2014. In: D. Sutter, ed., *Freeing the Invisible Hand: A Vision for Economic Freedom and Prosperity in Alabama* (with Ortiz).

“Budget Impact of the Texas Taxpayers’ Savings Grant Program,” (2011). Chicago, IL: The Heartland Institute.

“An Evaluation of the CEO Horizon, 1998-2008, Edgewood Tuition Voucher Program,” (2009). Searle Freedom Trust and CEO Foundation (with Gray).

Invited Response to: “Voting Down Vouchers,” Summer 2008 Education Next.

“Continuous Improvement and Cost Minimization in K-12 Education,” in the *School Finance Redesign Project*, Dr. Jacob Adams, Jr., Director/Founder (2009).

“Dismal Science: The Shortcomings of U.S. School Choice Research and How to Address Them,” Cato Institute Policy Analysis Monograph #616 (April, 2008).

Home Schooling: From the Extreme to the Mainstream, 2nd Edition, Fraser Institute Studies in Education Policy. November 2006 (with Basham and Hepburn).

“School Choice in Sweden: Lessons for Canada,” Fraser Institute Studies in Education Policy. November 2006 (with Hepburn).

“Why Canadian Education Isn’t Improving,” Fraser Institute Studies in Education Policy. September, 2006 (with Hepburn and Dare).

“Discipline is the Key to Milton Friedman’s Education Reform Gold Standard,” in Robert Enlow and Lenore Ealy (eds). *Choice in Education: A Symposium on the Progress and Prospects of Milton Friedman’s Voucher Idea* (Indianapolis: Friedman Foundation, 2006).

“Is Every ‘Choice’ a Good One,” The School Choice Advocate. June 2006; p 12-13.

“Choice as an Education Reform Catalyst and Lessons from Chile, Cleveland,

Edgewood, Florida, New Zealand, Milwaukee, and Sweden," in: David Salisbury and James Tooley (eds). *What America Can Learn from School Choice in Other Countries*. (Washington: Cato Institute, 2005): 175-219.

"The Chilean Version of School Choice," *CREO Quarterly* 1, #3 (December, 2004): <http://www.hcreo.org/pdfs/CREO%20Quarterly%203.pdf>

"School Choice Fallacies" and "School Finance that Puts Children First," in Chris Patterson (ed.), *Putting the Sides Together: School Choice in Texas?* (San Antonio: Texas Public Policy Foundation, 2003/2004).

"School Choice Fallacies in the U.S.," Paper #8, Institute of Economic Affairs Web Series (London, UK: IEA, 2003). <http://www.iea.org.uk/record.jsp?type=article&ID=65>

"Parental Choice Options," *Texas Education Review* 1:2 (Summer 2000): 48-60.

Book Reviews: 1.) Several; *Journal of School Choice*, 2008-2013. 2.) *The Logic of Democracy*, by Anthony McGann Ann Arbor: University of Michigan Press, 2006. 243 Pages. *Public Choice* (2007 forthcoming). 3.) *Education Matters: Government, Markets, and New Zealand Schools*, by Mark Harrison (Wellington, New Zealand: Education Forum, 2004). pp. ix + 412. *Economics of Education Review* (2005); 4.) *The Economics of School Choice*, Caroline Hoxby (ed) (Chicago: University of Chicago Press, 2003). pp. xiv + 352. *Economics of Education Review* (2005); 5.) *The Education Gap*, by William Howell and Paul Peterson (Washington, DC: Brookings Institution Press, 2002). pp. xix + 208 + 67 (Appendices and Notes). *Economics of Education Review* (2005); 6.) *The Economics of Schooling and School Quality*. Eric Hanushek (ed) (Northampton, MA: Edward Elgar Publishing, 2003). pp. xiv + 440 (Vol. 1) + 528 (Vol. 2). *Economics of Education Review* (2005); 7.) *Schools, Vouchers, and the American Public*, by Terry Moe (Washington, DC: Brookings Institution, 2001). a.) *The Independent Review* (2002) 7:2; b.) *Texas Education Review* (2002) 3:1; and c.) *Humane Studies Review* (2002) 14:3; 8.) *The Teacher Unions*, *Journal of Policy Analysis and Management* 17:4 (1998): 743-744; 9.) "Public Interest in the Use of Private Lands," *Southern Economic Journal* 57:3 (January, 1991): 876.

"The Impact of Selected Abatement Strategies on Transnational Pollution, The Terms of Trade, and Factor Rewards: A General Equilibrium Approach," republished in Judith Dean (ed), *International Trade and the Environment* (London, UK: Ashgate Publishing, 2001) AND republished (A.A. Batabyal and H. Beladi, editors) in *The Economics of International Trade and the Environment* (London, UK: CRC Press, Inc., 2001).

"A Market-Based Partnership Approach to Species Protection;" 1996 Texas Public Policy Foundation monograph endorsed by public officials and newspaper editors.

"Squeezing Out Vehicle Emissions," *Environmental Forum*, (March/April, 1995): 3.

"The Edwards Aquifer: An Economic Perspective," a 1993 Texas Water Resources Institute Technical Report (TR-159: 4 co-authors).

"Quasi-Experimental Methods for Analyzing Regional Economic and Spatial Change: An Application to an Energy Boomtown," Chapter 18 in *Regional Development Processes and Policies*, editors: W.H. Berentsen, D.R. Danta, and E. Daroczi, Centre for Regional Studies, 1989 (With A.M. Isserman).

"The Federal Interest in Flexible Interstate Water Allocations in the Southwest," in

Water and the Future of the Southwest, Z. Smith (ed), Univ of New Mexico, 1989.

"Economic Impacts of the Electricity Industry in West Virginia," Chapter 6 in Power from the Appalachians, F. Calzonetti (ed.), Greenwood Press, 1988 (3 co-authors).

Opinion-Editorial pieces in the Independent Institute Lighthouse, Fox News, San Antonio Express-News, and Letters in the Wall Street Journal, Express-News, Austin American-Statesman, Newsweek, Education Next, and Education Week.

RECENT GRANT AWARDS:

Study Tax Expenditure Limits as they might apply to state and federal fiscal restraint. \$18,000 out of a \$34,000 Coalition to Reduce Spending grant to Barry Poulson, 2014-15.

Assorted policy analyses, including especially, a fiscal simulation analysis of 'no Texas franchise tax' scenarios. ~\$15,000 from the Texas Conservative Coalition Research Institute, 2014.

"Reinventing the Alabama K-12 School System to Engage More Children in Productive Learning," in: *Freeing the Invisible Hand: A Vision for Economic Freedom and Prosperity in Alabama*. \$3000 from Troy University, 2013-2014.

School-Choice-Fiscal-Notes-Calculator.net; \$33,700 from Friedman Foundation for Educational Choice and American Federation for Children; 2013-14.

Simulate Tax Cuts with Dynamic Scoring (2011): \$10,000 – Montana Policy Institute.

First Annual School Choice and Reform International Academic Conference, January 14-17, 2012 in Florida: ~\$70,000, plus sponsorships, from assorted funders.

Develop "School System Reform Studies" online course; supervise student research and student research projects (2011-13): \$11,500 - Charles G. Koch Foundation.

Simulate a Constitutional Spending Limit (2011): \$11,000 – Kansas Policy Institute.

Re-Inventing the Kansas K-12 School System to Engage More Children in Productive Learning (2010): \$10,000 - Center for Applied Economics, Kansas School of Business

Assessment of the Edgewood Voucher Program (2008-09): ~\$50,000 - Searle Freedom Trust and CEO Foundation.

Assessment of the San Antonio Water System's Aquifer Storage and Recovery Project (2009): \$15,000 - San Antonio Water System.

Simulate a Constitutional Spending Limit (2009-11): \$25,000 - Sutherland Institute.

Treatment Effect of Schooling on Academic Performance: Evidence from Developing Countries (2007): \$20,000 - UK's E.G. West Centre.

Continuous Improvement Experiments (2007-08): \$10,000 - Center on Reinventing Public Education.

Schooling in Canada and Education Freedom Index (2006): \$20,000 - Fraser Institute.

RECENT CONFERENCE PRESENTATIONS:

"Determinants of Tax Credit Scholarship Donations," Fourth Annual School Choice and Reform International Academic Conference, (2015), Fort Lauderdale

Organized Three Panels, Co-Author of Two Papers: State Fiscal Studies, Federal Fiscal Studies, and School System Reform. Southern Economic Association Annual Conference (2014), Atlanta.

Organized Panel: "State Fiscal Studies: Dynamic Scoring Simulation Analysis of Tax Expenditure Limits;" co-author of all 3 papers in that session. Western Economic Association Annual Conference (2014), Denver.

Organized Panel: "Online Fiscal Notes Calculator for Private School Choice Legislation;" part of another panel and co-author of a paper presented by Nathan Gray, Third Annual School Choice and Reform International Academic Conference (2014), Fort Lauderdale, Florida

"An Assessment of the Post-Katrina, Charter-Led Makeover of New Orleans's Schools," Second Annual School Choice and Reform International Academic Conference, (2013), Fort Lauderdale, and Public Choice Society (2013) New Orleans.

"Fiscal Significance of Rainy Day Fund Rules," Southern Economic Association (2012), New Orleans.

"School Choice Legislation: Impact Assessment and Fiscal Notes," First Annual School Choice and Reform International Academic Conference, (2012), Florida

"The Edgewood Voucher Program: Between the Pick-Axe and the Bulldozer," Public Choice Society (2011), San Antonio.

"Economic Fundamentals of Charter Law, Tuition Vouchers, and Tuition Tax Credits," Southern Economic Association (2010), Atlanta; Invited Presidential Session.

"The Edgewood Voucher Program: Universal, Temporary, and Geographically Targeted," American Educational Research Association (2010), Denver.

"Local Economic Development Through a Universal Tuition Voucher Program," Southwestern Economics Association (2010), Houston.

"The Political Economy of School Choice and School Choice Avoidance," Southwestern Economics Association (2010), Houston.

"User-Friendly Benefit-Cost Analysis of an Aquifer Storage and Recovery Project," Southern Economic Association (2009), San Antonio.

"Tax Free Income and the Housing Bubble (with Bao and Field)," Southern Economic Association (2009), San Antonio.

"Goldin and Katz: Educational Policy Failings in Historical Perspective (best of *Econ Journal Watch* session)," Southern Economic Association (2009).

"Simulation Analysis of a Taxpayer Bill of Rights," Public Choice Society (2009), Las Vegas.

"The Property Value Effects of Universal Tuition Vouchers," Southern Economic Association (2008), Washington, DC.

Panel Discussion of "Markets vs. Standards: Debating the Future of American Education," Cato Institute Forum (April 16, 2008), Washington.

"Treatment Effect of Schooling on Academic Performance: Evidence from Developing Countries," Public Choice Society (2008), San Antonio.

"A 'Nation at Risk' Imperative: Ending Price Control in K-12 Education," Southern Economics Association (2007), New Orleans; organized the session.

“Residential Property Taxation: Is Periodic Reassessment Worth It?” Western Economics Association (2007), Seattle; also organized another session.

“A Preliminary Assessment of the Potential for System Friendly K-12 Reform,” Western Economics Association (2006), San Diego; also organized two sessions.

“Assessing the School Choice Evidence,” and “Education Research in a Competitive Education Industry,” Southern Economics Association (2005), Washington.

Panel Discussion of *What America Can Learn from School Choice in Other Countries*, Cato Institute Forum (July 21, 2005), Washington.

“A Competitive Education Industry Index” in a Western Economics Association session I organized (2005), San Francisco, chaired by Milton Friedman.

Invited Speaker and Core Panelist for the Cato Institute Competitive Education Industry (CEI) Project and CEI Special Forum (Sept. 28, 2004), Washington.

“Choice as an Education Reform Catalyst and Lessons from Chile, New Zealand, Milwaukee, Sweden, and the USA.” Invited Speaker for Special Cato Institute Forum on School Choice Around the World (May 27, 2004), Washington.

“Choice as an Education Reform Catalyst: Lessons from Chile, Cleveland, Edgewood, Florida, New Zealand, Milwaukee, and Sweden.”+ discussant twice. Southern Economic Association (2003), San Antonio.

“A Kinder and Gentler Property Tax”+ *School Choices: True and False* + Organizer and Chair of two sessions. Public Choice Society (2003), Nashville.

“User Friendly Benefit-Cost Analysis” + “Charter School Legislation: Disaster, Detour, Irrelevant, or Reform Tool.” + Session Chair + Discussant. Western Economic Association (2003), Denver.

“A General Equilibrium Analysis of Recycling Incentives.” + Session Chair + Discussant. Western Economic Association (2002), Seattle.

“Charter School Legislation: Disaster, Detour, Irrelevant, or Reform Tool” + Session Organizer and Chair. Public Choice Society (2002), San Diego.

“Specialization in a Competitive Education Industry: Areas and Impacts” + Session Organizer, Chaired by Milton Friedman + “A General Equilibrium Analysis of Recycling Mandates.” Western Economic Association (2001), San Francisco.

“Key Elements and Policy Essentials of a Competitive Education Industry,” Association for Private Enterprise Education (2001), Washington.

“School Choice Fallacies.” Public Choice Society (2001), San Antonio.

“A Preliminary Examination of the Edgewood Voucher 'Experiment': Issues and Data” Southern Economic Association (2000), Washington.

CONTRACT RESEARCH EXPERIENCE:

Online Fiscal Notes Calculator for Private School Choice Legislation. Sponsored by the American Federation for Children and the Friedman Foundation for Education Choice. Online in 2014.

Fiscal Simulations – 2014) Coalition for Reduced Spending; 2012) Montana Policy Institute; 2011) Kansas Policy Institute; 2009-2011) Sutherland Institute (Utah).

School System (K-12) Reform Studies - 2013) National Center for Policy Analysis; 2011) Heartland Institute; 2010) Kansas Policy Institute; 2009) CEO Foundation; 2007) E.G. West Centre; 2006) Fraser Institute.

San Antonio Water System (2009): Assess Aquifer Storage and Recovery management options.

Environmental Defense - 2002-04) Public Finance Template for Water Projects; 2000-01) Texas Water Plan; 1997-98) Texas Bay Shrimp Fishery; 1995-96) Benefit-Cost Analysis; 1994) Edwards Aquifer/Applegate Reservoir; 1993) Endangered Species Act reform.

"School Choice: Agent of Change" for the 'School Choices' website (Fall 2000)

"Air Quality: How to Keep San Antonio's Attainment Status" for the UTSA Metropolitan Research and Policy Institute (Spring 1999).

"An Economic Analysis of the Proposed SOS Ordinance" and related documents for the Save Our Springs Coalition (1992).

Socioeconomic Chapter of Southwest Research Risk Assessment of Hazardous Waste-Derived Fuels Use by the Lafarge Plant near New Braunfels, TX (1991-2).

"Analysis of the Long-Term Impacts and Benefits of Grand Teton National Park on the Economy of Teton County, Wyoming." 1982 National Park Service contract.

"Assessing Revenue Adequacy and Capital Facility Needs of Wyoming Local Government." Governor' Office contract (3 coauthors: Winter 1981).

Consultant to Peacekeeper Missile Project (Summer, 1983) and to the Consortium on Energy Impacts (Summer, 1982); US DOE's "Emergency Energy Conservation Management Plan" (2 coauthors: Spring 1981).

PROFESSIONAL SERVICE AND AFFILIATIONS:

Blogger-in-Chief, School System Reform Perspectives in educationblog.ncpa.org, 2013 -

Initiator, Key Organizer: Annual School Choice and Reform International Academic Conferences, January, 2012-2015, so far.

Editor, School System Reform Journal, 2014 –

Editor, Journal of School Choice, 2007 – 2014.

Advisory Council, E.G. West Centre for Market Solutions in Education, Newcastle, UK.

Referee for: Southern Economic Journal, Contemporary Economic Policy, Journal of Regional Science, Journal of Environmental Economics and Management, Growth and Change, Economic Geography, Water Resources Research, Public Choice, Ecological Economics, International Economic Review, Journal of Economic Education, Review of Regional Studies, Cato Journal, Educational Researcher.

Wyoming Quarterly Update magazine editor (1982-3): Made forecasts, determined contents, layout, graphics; also, media interviews on economic outlook.

EMPLOYMENT HISTORY:

Professor (2001 – present), Associate Professor (1991-2001) and Assistant Professor (1987-1991), Department of Economics, University of Texas - San Antonio.

Assistant Professor, Division of Business Administration and Economics, University of Hawaii - Hilo (1984 – 1987).

Research Associate II, Institute for Policy Research, University of Wyoming (1980-1984).

Planning Analyst, Illinois Bureau of the Budget (1979 – 1980).

Forestry Technician, U.S. Forest Service (Summers: 1975, 1976, and 1977).

HONORS:

Contributed an invited chapter to: *Choice in Education: A Symposium on the Progress and Prospects of Milton Friedman's Voucher Idea*, commemorating the 50th Anniversary of Milton Friedman's seminal chapter on K-12 reform through vouchers.

Featured Speaker, 2 Cato Institute Special International Forums (May and Sept., 2004), and Guest Co-Editor, Theme Issue of the Cato Journal (2005).

"Who's Who" and the Guide to Public Policy Experts – 2000, 2003, 2006, 2009, and 2012

"Who's Who Among America's Teachers" - 2005

UTSA College of Business Best Researcher: 1988, 1995, and 2002

COMMUNITY SERVICE:

Invited Speaker on Tax Expenditure Limits, Texas Public Policy Foundation Policy Orientation for Legislators, Austin (1/8/15).

Invited Speaker on "School Choice Fiscal Notes Calculator," American Legislative Exchange Council (8/1/14 – Dallas) and State Policy Network (9/25/14 – Denver).

Invited Speaker on Public School Choice Options, Education Task Force, Austin (9/8/14).

Invited testimony at public hearings on proposed Reservoirs (including a formal benefit-cost analysis), Regional Water Plans, and Environmental Impact Assessments.

Occasional television and radio debate panel and talk show expert guest and luncheon speaker on topics such as K-12 school reform, water resource management, Endangered Species Act, a proposed domed stadium, clean air, tax level differences, over-extended voters, and off-budget government spending.

February, 2015

REFERENCES:

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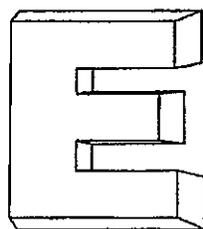
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Efficiency of the Texas Public School Delivery System



Input Equals Output

By Kent Grusendorf
State Representative District 94

Denise Pittard
Research Assistant

Dr. Tom Marshall
University of Texas Arlington

**EFFICIENCY OF THE TEXAS
PUBLIC SCHOOL DELIVERY SYSTEM**

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EFFICIENCY OF THE PUBLIC SCHOOL DELIVERY SYSTEM

"[I]t shall be the duty of the Legislature of the State to establish and make suitable provision for the support and maintenance of an *efficient* system of public free schools." Texas Constitution Article 7 Section 1 (emphasis added)

HISTORICAL PERSPECTIVE:

During the 1875 Constitutional debate, a major issue centered upon one of the basic economics questions raised earlier in that century: Will education "be best produced by monopoly or by competition?"¹ Historically, local governments in Texas had used privately run schools to provide education.² During the 1800's intellectual leaders were divided on the issue of how education could best and most efficiently be provided. One side, "public school" proponents, argued that a northern-style, government-controlled monopoly would produce greater efficiency due to economies of scale. Conversely, Voluntaryists, or free-traders, who supported the concept of privately controlled "free schools" contended that markets would produce greater efficiency and that a publicly controlled system would produce bureaucratic waste and inefficiency.³

At the time of the constitutional debate, neither side had empirical evidence to support their arguments. Nor did either side have sufficient votes to prevail over the other side. Therefore, the final compromise, in the drafting of the Texas Constitution, allowed either a market-driven or a public delivery system, but required that in any event, the educational delivery system must be "efficient".⁴

This study is intended to determine how economics experts view the issue of efficiency as it relates to the current educational delivery system in Texas.

SUMMARY

A vast majority of economists who teach in Texas public and private universities and colleges believe that the current public school delivery system is "*not efficient*". Less than four percent of Texas economics professors consider the current educational delivery system to be clearly "*efficient*".

¹ Eclectic Review, (July - December 1847)

² John Sharp, Forces of Change

³ Everhart, The Public School Monopoly

⁴ Allen Parker, "Public Free Schools", Southwestern Law Journal Vol.45, No. 2

Eighty-three percent of the economists surveyed believe that the current public delivery system for grades K through 12 is not efficient or not as efficient as it could be.

The survey also showed that Texas economists overwhelmingly agree that private service providers in general are more efficient than the government-run service providers that offer the same services. Only 3.7 percent of the economics professors surveyed think the government-run service providers were more efficient than private service providers.

An overwhelming majority of Texas economics professors consider that allowing consumers a choice in determining which service providers to use will enhance the efficiency of the system. The phrase heard most often in this survey was, "*With competition comes efficiency.*" Most economists contend that a more competitive environment among our schools would bring better educational results for Texas school children. Eighty-three percent of those surveyed agree that a delivery system that allows consumers to choose between different providers would be more efficient than a system that does not provide for consumer choice. Only four percent think it would be less efficient.

Eighty-seven percent of all economists believe a delivery system that allows new providers to enter the market and that allows poor performing providers to fail, is more efficient. Less than three percent of those surveyed feel it would be less efficient.

Most economists surveyed think that our schools are not delivering the results needed in today's society. Only 2.8 percent of these professors felt that our children are learning enough to be well prepared for college. Less than six percent of those surveyed thought Texas public schools are doing a good job in providing "*a general diffusion of knowledge*" to Texas students.

In summation, in the opinion of these experts, *competition and market forces* are essential to get efficiency back into our school system and produce effective results for our students. Such restructuring will allow us to become more effective competitors with other states and the rest of the world.

SURVEY METHODOLOGY

The survey consisted of identifying and attempting to contact all economics professors who teach in Texas four-year private and public universities. Economists were selected for the survey since "efficiency" requires the allocation of resources to produce a desired output and "economics" is the analysis of the allocation of scarce resources. Therefore, economics professors were chosen since they are the most qualified, yet independent, experts to evaluate efficiency. Each four year institution was contacted and, a list of all economics professors was obtained. A total of 373 professors were identified as teaching economics at all Texas four-year institutions. Eventually, 233 professors or 62.5 percent of the total targeted group were interviewed. The economists were contacted by telephone a minimum of three times, from April 20, 1994 to May 4, 1994.

RESPONSES OF ECONOMISTS

There was no significant difference noted between the responses of professors among the Big Three public universities compared to the remaining public universities (see Table 3 and 4). The Big Three public universities include the University of Texas system, the Texas A&M system, and the University of Houston system. Although responses were very similar between public and private universities, on most questions there was a five to twelve point spread, in favor of markets, between private and public universities (see Table 2 and 3). This difference was offset by about an eight percent increase in "no response" by professors in the publically funded universities.

FINDINGS OF SURVEY

Less than three percent of those surveyed thought Texas high school graduates were *well prepared for college*. Only 1.3 percent of professors from the public universities felt students were well prepared for college. Several economists also expressed the concern that many of the students cannot spell, read proficiently, or perform simple math skills. While there are always exceptional students to be found in a school system, most professors surveyed believed that more than half of the students were not well prepared for college. Two-thirds of the survey participants expressed views that student preparedness varied a lot from school to school and from school district to school district. Some students graduate from high school being well prepared for college while others graduate being far from adequately prepared.

A majority (62 percent) agreed that in general, public-run service providers are *not* as efficient as the private service providers that offer the same services. Only 3.7 percent thought that government-run providers were more efficient. The majority, 83 percent, of the Texas economics professors agreed that a delivery system would be more efficient if consumers were given a *choice* among alternative providers. A majority of economists, 87 percent, believe that allowing *poor providers to fail and allowing new providers to enter* the market would create more efficiency. Many professors volunteered that in their opinion the state's primary emphasis should be on improvement in our schools.

Although the Texas Constitution requires that the educational system provide for a "*general diffusion of knowledge*", 83 percent of the professors think that the current educational system is only providing a fair or poor "*general diffusion of knowledge*" to Texas school children. Many economists attributed this problem to a system that has a lot of paperwork and bureaucracy and cannot concentrate on academics. Several economists noted that teachers are doing a good job with what they have to work with. Many of the economists indicated that there are "*too many administrators administrating*" in the system. Too much money is going toward administrative costs and not enough going into actual educational costs. Many believe that with the larger school districts, there were more inefficiencies as well as disparities in results. Most attributed the inefficiencies to the system, not the people in the system.

CONCLUSION

Texas economists *do not* consider the current educational delivery system to be "efficient". Only 3.7 percent view the system as efficient. The overwhelming majority, 83 percent, consider the system to be either not efficient or somewhat short of being efficient. In the view of Texas economists, the decisions we have made regarding our educational system, are clearly *not efficient*. Although our "public free school" system makes virtually exclusive use of public providers, and excludes private providers, very few economists believe this is efficient. Although, Texas consumers, for the most part, are not allowed to choose the schools their children will attend - the overwhelming majority of these experts believe it would be more efficient to allow consumer choice. In practice, new providers are not allowed to enter the market, nor or poor performing providers removed. Only 2 out of 100 economists believe this is efficient.

We must conclude from these findings that Texas economics professors overwhelmingly agree with the contentions of the "free-schoolers" of 1875. Just as feared during the Constitutional debate of 1875, a publicly controlled education system does produce unavoidable waste and inefficiency. An efficient educational delivery system will require the injection of competition and market forces to assure the allocation of scarce resources in an effective manner to maximize educational results.

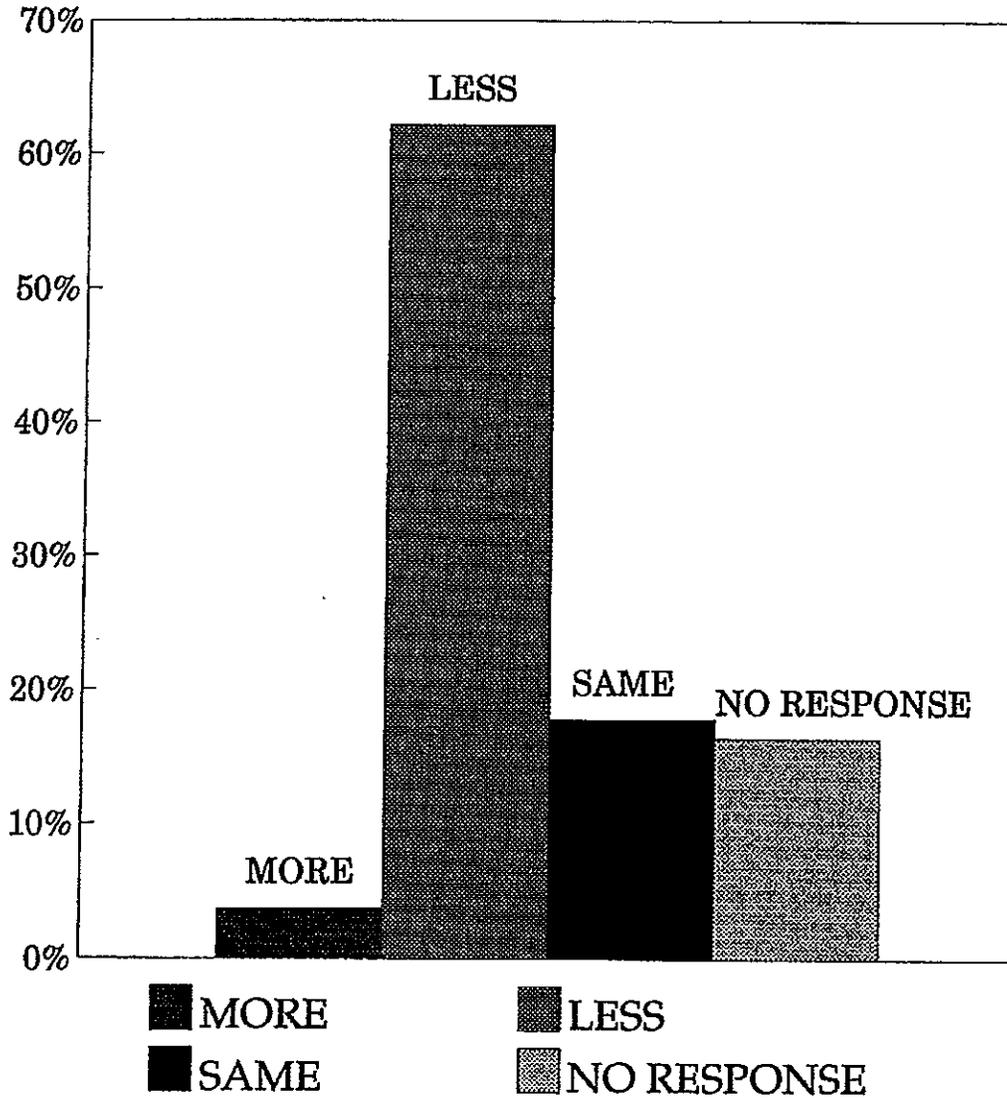
"The whole world is being swept by a realization that markets have tremendous advantages over central control and bureaucracy."⁵

Texas economists overwhelmingly agree!

⁵ Chubb and Moe, School Reform in Great Britain

SURVEY OF TEXAS ECONOMISTS

Efficiency of Public vs. Private Providers



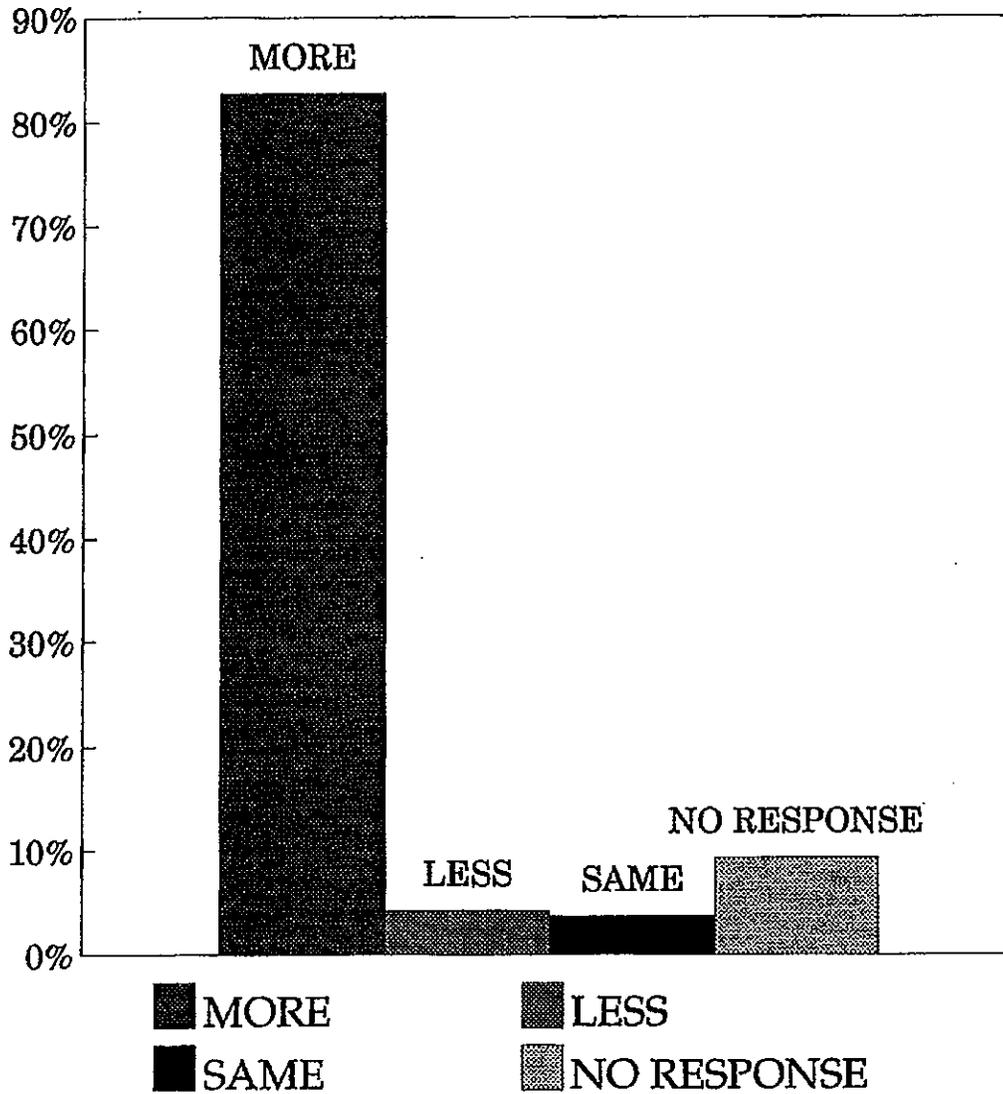
"As an economist, would you say that government-run service providers are more more efficient, less efficient, or about the same as privately-run service providers who offer the same services?"

	ALL	PRIVATE	PUBLIC	BIG 3	OTHER
MORE	3.7%	1.7%	4.5%	2.8%	8.7%
LESS	62.1%	71.2%	58.7%	63.3%	47.8%
SAME	17.8%	16.9%	18.1%	14.7%	26.1%
NO RESPONSE /DON'T KNOW	16.4%	10.2%	18.7%	19.3%	17.4%

Question # 2

SURVEY OF TEXAS ECONOMISTS

Efficiency of Consumer Choice



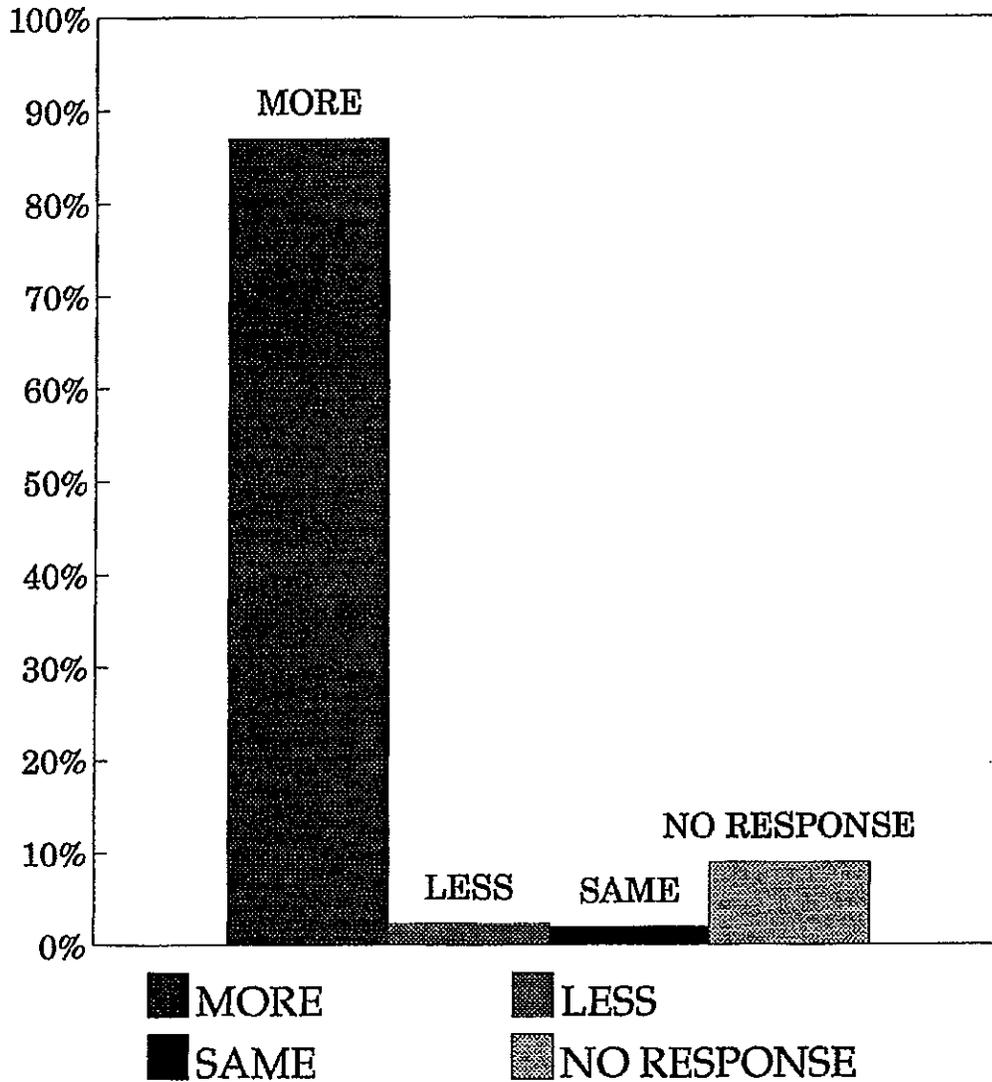
"Would you say a delivery system which allows consumers to choose between different providers is normally more efficient, less efficient, or about the same as a system which allows no choice of providers?"

	ALL	PRIVATE	PUBLIC	BIG 3	OTHER
MORE	82.7%	89.8%	80.0%	80.7%	78.3%
LESS	4.2%	3.4%	4.5%	4.6%	4.3%
SAME	3.7%	3.4%	3.9%	2.8%	6.5%
NO RESPONSE /DON'T KNOW	9.3%	3.4%	11.6%	11.9%	10.9%

Question # 3

SURVEY OF TEXAS ECONOMISTS

Efficiency of Free Entry / Exit

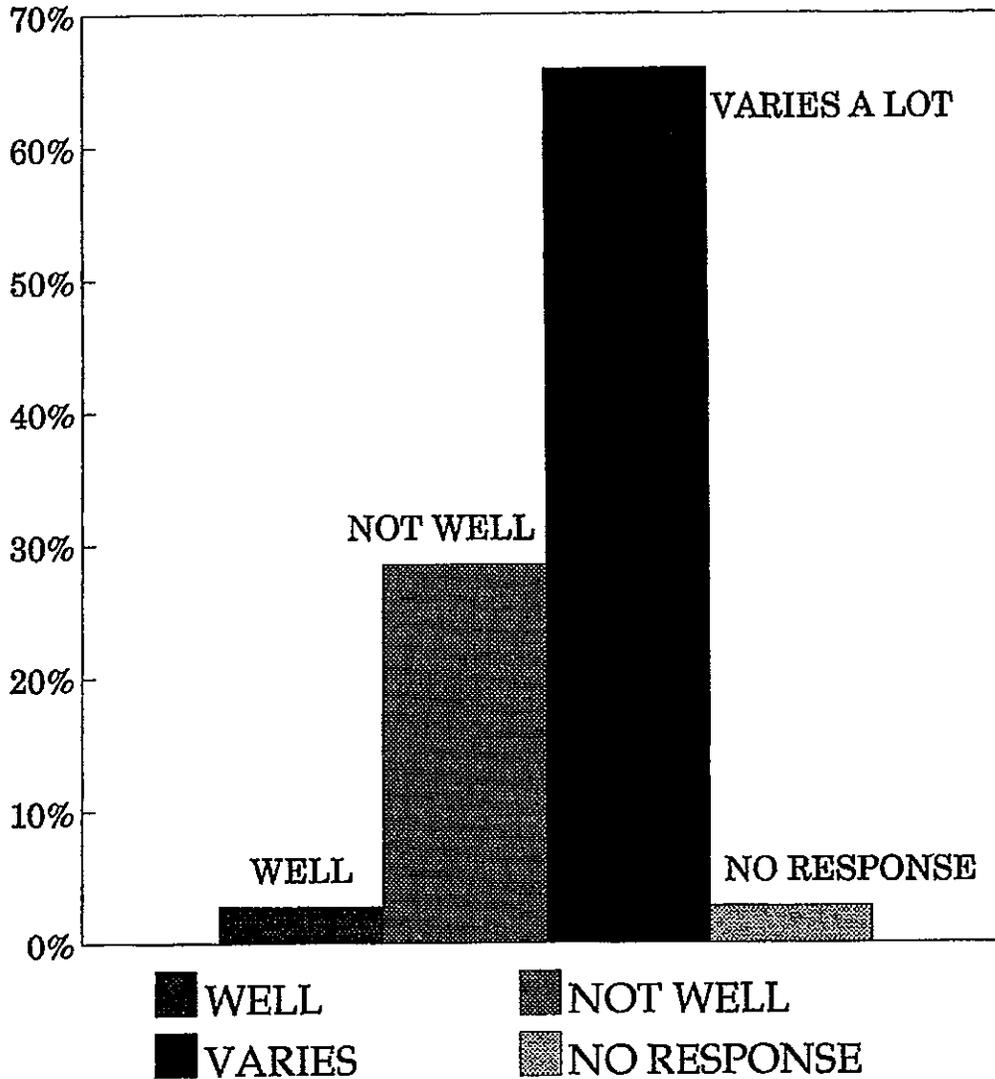


"Would you say a delivery system which allows new providers to enter the market, and allows poor performing providers to fail, is; more efficient, less efficient, or about the same as a system where the number of providers does not change ?"

	ALL	PRIVATE	PUBLIC	BIG 3	OTHER
MORE	86.9%	94.9%	83.9%	84.4%	82.6%
LESS	2.3%	1.7%	2.6%	1.8%	4.3%
SAME	1.9%	0.0%	2.6%	0.9%	6.5%
NO RESPONSE /DON'T KNOW	8.9%	3.4%	10.9%	12.8%	6.5%

SURVEY OF TEXAS ECONOMISTS

Preperation for College



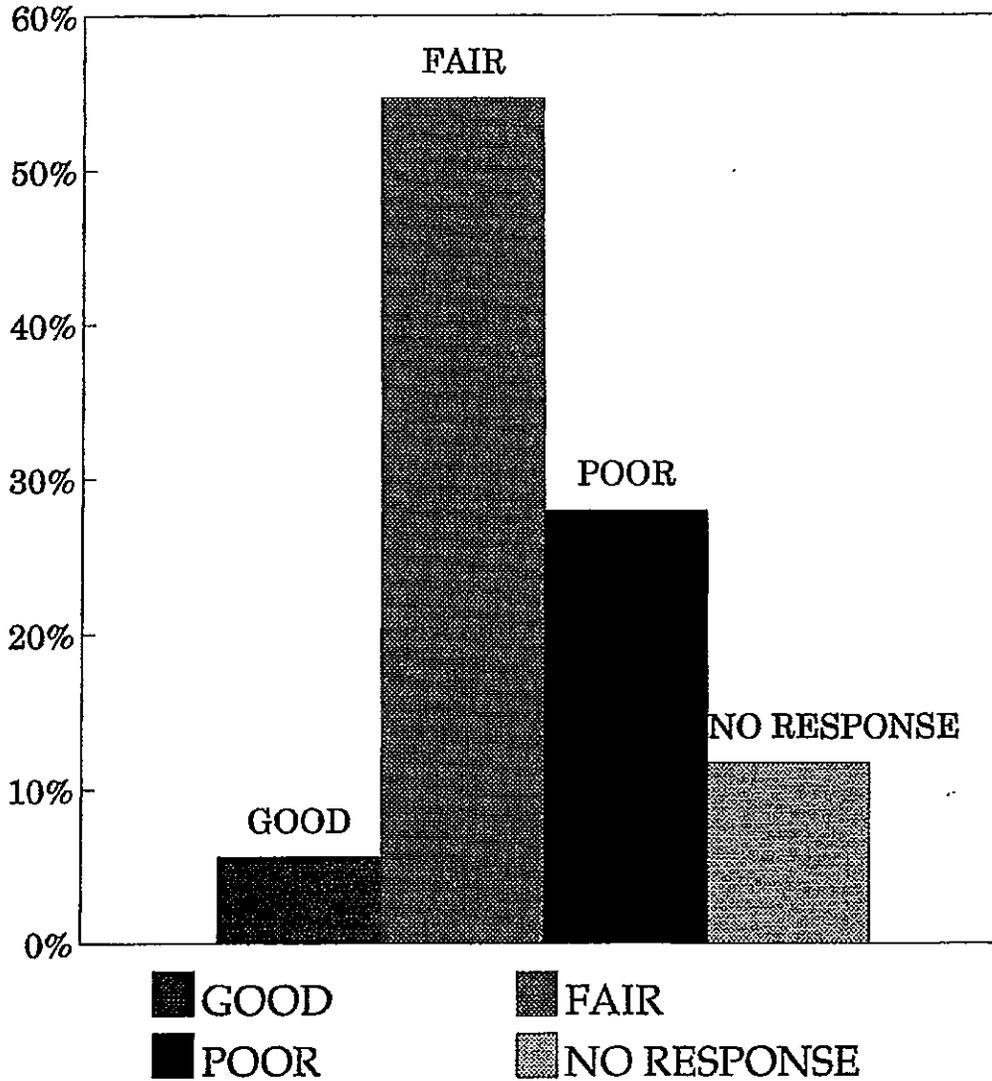
"As a college professor, would you say that Texas High school graduates are well prepared for college, not well prepared, or that it varies a lot ?"

	ALL	PRIVATE	PUBLIC	BIG 3	OTHER
WELL	2.8%	6.8%	1.3%	1.8%	0.0%
NOT WELL	28.5%	16.9%	32.9%	35.8%	26.1%
VARIES A LOT	65.9%	73.0%	63.2%	59.6%	71.8%
NO RESPONSE /DON'T KNOW	2.8%	3.4%	2.6%	2.8%	2.2%

Question # 5

SURVEY OF TEXAS ECONOMISTS

General Diffusion of Knowledge

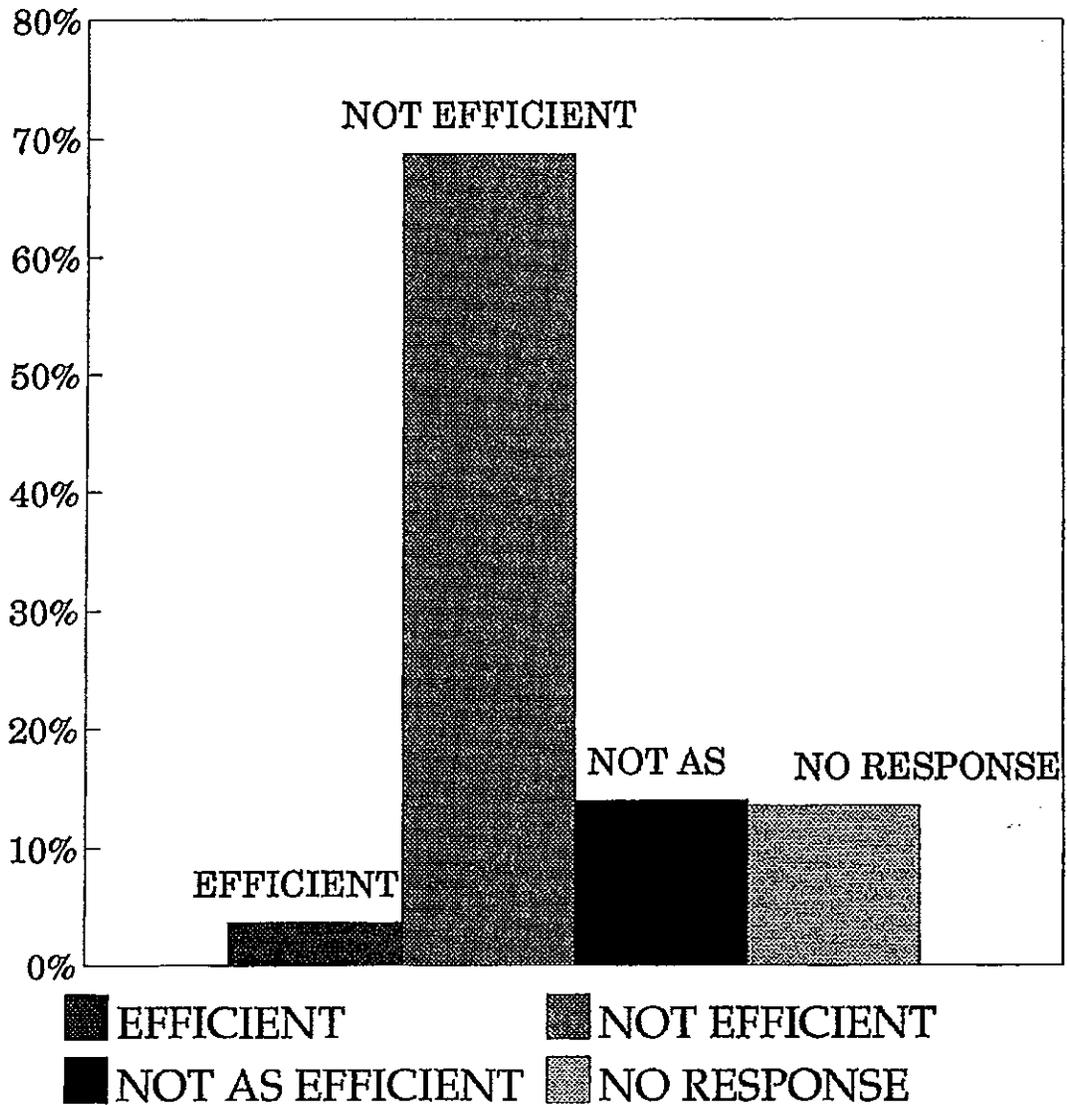


"Would you say that Texas Public Schools are doing a good job, a fair job, or a poor job in providing a general diffusion of knowledge to Texas students ?"

	ALL	PRIVATE	PUBLIC	BIG 3	OTHER
GOOD	5.6%	5.1%	5.8%	3.7%	10.9%
FAIR	54.7%	57.6%	53.5%	50.5%	60.9%
POOR	28.0%	25.4%	29.0%	32.1%	21.7%
NO RESPONSE /DON'T KNOW	11.7%	11.9%	11.6%	13.8%	6.5%

SURVEY OF TEXAS ECONOMISTS

"EFFICIENT SYSTEM"



"As an economist, would you say that the current institutional delivery system for grades K through 12 is efficient, or not efficient in providing educational results ?"

	ALL	PRIVATE	PUBLIC	BIG 3	OTHER
EFFICIENT	3.7%	5.1%	3.2%	3.7%	2.2%
NOT EFFICIENT	68.7%	71.2%	67.7%	67.9%	67.4%
NOT AS EFFICIENT (VOLUNTEERED)	14.0%	16.9%	12.9%	11.9%	15.2%
NO RESPONSE /DON'T KNOW	13.6%	6.8%	16.1%	16.5%	15.2%

TABLE 1:
SURVEY RESULTS - ALL PUBLIC AND PRIVATE UNIVERSITIES

(214 RESPONSES OUT OF 373)

QUESTION 1: "AS AN ECONOMIST, WOULD YOU SAY THAT GOVERNMENT-RUN SERVICE PROVIDERS ARE MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS PRIVATELY-RUN SERVICE PROVIDERS WHO OFFER THE SAME SERVICES?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
3.7%	17.8%	62.1%	16.4%

QUESTION 2: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS CONSUMERS TO CHOOSE BETWEEN DIFFERENT PROVIDERS IS NORMALLY MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHICH ALLOWS NO CHOICE OF PROVIDERS?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
82.7%	3.7%	4.2%	9.3%

QUESTION 3: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS NEW PROVIDERS TO ENTER THE MARKET, AND ALLOWS POOR PERFORMING PROVIDERS TO FAIL, IS; MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHERE NUMBER OF PROVIDERS DOES NOT CHANGE?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
86.9%	1.9%	2.3%	8.9%

QUESTION 4: "AS A COLLEGE PROFESSOR, WOULD YOU SAY THAT TEXAS HIGH SCHOOL GRADUATES ARE WELL PREPARED FOR COLLEGE, NOT WELL PREPARED, OR THAT IT VARIES A LOT?"

<u>WELL PREPARED</u>	<u>VARIES A LOT</u>	<u>NOT WELL PREPARED</u>	<u>DON'T KNOW. (OTHER)</u>
2.8%	65.9%	28.5%	2.8%

QUESTION 5: "WOULD YOU SAY THAT TEXAS PUBLIC SCHOOLS ARE DOING A GOOD JOB, A FAIR JOB, OR A POOR JOB IN PROVIDING A GENERAL DIFFUSION OF KNOWLEDGE TO TEXAS STUDENTS?"

<u>GOOD JOB</u>	<u>FAIR JOB</u>	<u>POOR JOB</u>	<u>DON'T KNOW. (OTHER)</u>
5.6%	54.7%	28.0%	11.7%

QUESTION 6: "AS AN ECONOMIST, OVERALL, WOULD YOU SAY THAT THE CURRENT INSTITUTIONAL DELIVERY SYSTEM FOR GRADES K THROUGH 12 IS EFFICIENT, OR NOT EFFICIENT IN PROVIDING EDUCATIONAL RESULTS?"

<u>EFFICIENT</u>	<u>NOT AS EFFICIENT AS IT COULD BE (VOLUNTEERED)</u>	<u>NOT EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
3.7%	14.0%	68.7%	13.6%

TABLE 2: SURVEY RESULTS FOR PRIVATE COLLEGES

(59 RESPONSES)

QUESTION 1: "AS AN ECONOMIST, WOULD YOU SAY THAT GOVERNMENT-RUN SERVICE PROVIDERS ARE MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS PRIVATELY-RUN SERVICE PROVIDERS WHO OFFER THE SAME SERVICES?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
1.7%	16.9%	71.2%	10.2%

QUESTION 2: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS CONSUMERS TO CHOOSE BETWEEN DIFFERENT PROVIDERS IS NORMALLY MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHICH ALLOWS NO CHOICE OF PROVIDERS?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
89.8%	3.4%	3.4%	3.4%

QUESTION 3: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS NEW PROVIDERS TO ENTER THE MARKET, AND ALLOWS POOR PERFORMING PROVIDERS TO FAIL, IS; MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHERE NUMBER OF PROVIDERS DOES NOT CHANGE?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
94.9%	0.0%	1.7%	3.4%

QUESTION 4: "AS A COLLEGE PROFESSOR, WOULD YOU SAY THAT TEXAS HIGH SCHOOL GRADUATES ARE WELL PREPARED FOR COLLEGE, NOT WELL PREPARED, OR THAT IT VARIES A LOT?"

<u>WELL PREPARED</u>	<u>VARIES A LOT</u>	<u>NOT WELL PREPARED</u>	<u>DON'T KNOW. (OTHER)</u>
6.8%	73.0%	16.9%	3.4%

QUESTION 5: "WOULD YOU SAY THAT TEXAS PUBLIC SCHOOLS ARE DOING A GOOD JOB, A FAIR JOB, OR A POOR JOB IN PROVIDING A GENERAL DIFFUSION OF KNOWLEDGE TO TEXAS STUDENTS?"

<u>GOOD JOB</u>	<u>FAIR JOB</u>	<u>POOR JOB</u>	<u>DON'T KNOW. (OTHER)</u>
5.1%	57.6%	25.4%	11.9%

QUESTION 6: "AS AN ECONOMIST, OVERALL, WOULD YOU SAY THAT THE CURRENT INSTITUTIONAL DELIVERY SYSTEM FOR GRADES K THROUGH 12 IS EFFICIENT, OR NOT EFFICIENT IN PROVIDING EDUCATIONAL RESULTS?"

<u>EFFICIENT</u>	<u>NOT AS EFFICIENT AS IT COULD BE (VOLUNTEERED)</u>	<u>NOT EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
5.1%	16.9%	71.2%	6.8%

TABLE 3: SURVEY RESULTS FOR ALL PUBLIC UNIVERSITIES

(155 RESPONSES)

QUESTION 1: "AS AN ECONOMIST, WOULD YOU SAY THAT GOVERNMENT-RUN SERVICE PROVIDERS ARE MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS PRIVATELY-RUN SERVICE PROVIDERS WHO OFFER THE SAME SERVICES?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
4.5%	18.1%	58.7%	18.7%

QUESTION 2: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS CONSUMERS TO CHOOSE BETWEEN DIFFERENT PROVIDERS IS NORMALLY MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHICH ALLOWS NO CHOICE OF PROVIDERS?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
80.0%	3.9%	4.5%	11.6%

QUESTION 3: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS NEW PROVIDERS TO ENTER THE MARKET, AND ALLOWS POOR PERFORMING PROVIDERS TO FAIL, IS; MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHERE NUMBER OF PROVIDERS DOES NOT CHANGE?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
83.9%	2.6%	2.6%	10.9%

QUESTION 4: "AS A COLLEGE PROFESSOR, WOULD YOU SAY THAT TEXAS HIGH SCHOOL GRADUATES ARE WELL PREPARED FOR COLLEGE, NOT WELL PREPARED, OR THAT IT VARIES A LOT?"

<u>WELL PREPARED</u>	<u>VARIES A LOT</u>	<u>NOT WELL PREPARED</u>	<u>DON'T KNOW. (OTHER)</u>
1.3%	63.2%	32.9%	2.6%

QUESTION 5: "WOULD YOU SAY THAT TEXAS PUBLIC SCHOOLS ARE DOING A GOOD JOB, A FAIR JOB, OR A POOR JOB IN PROVIDING A GENERAL DIFFUSION OF KNOWLEDGE TO TEXAS STUDENTS?"

<u>GOOD JOB</u>	<u>FAIR JOB</u>	<u>POOR JOB</u>	<u>DON'T KNOW. (OTHER)</u>
5.8%	53.5%	29.0%	11.6%

QUESTION 6: "AS AN ECONOMIST, OVERALL, WOULD YOU SAY THAT THE CURRENT INSTITUTIONAL DELIVERY SYSTEM FOR GRADES K THROUGH 12 IS EFFICIENT, OR NOT EFFICIENT IN PROVIDING EDUCATIONAL RESULTS?"

<u>EFFICIENT</u>	<u>NOT AS EFFICIENT AS IT COULD BE (VOLUNTEERED)</u>	<u>NOT EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
3.2%	12.9%	67.7%	16.1%

TABLE 4: SURVEY RESULTS FOR BIG THREE PUBLIC UNIVERSITIES

(109 RESPONSES)

QUESTION 1: "AS AN ECONOMIST, WOULD YOU SAY THAT GOVERNMENT-RUN SERVICE PROVIDERS ARE MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS PRIVATELY-RUN SERVICE PROVIDERS WHO OFFER THE SAME SERVICES?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
2.8%	14.7%	63.3%	19.3%

QUESTION 2: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS CONSUMERS TO CHOOSE BETWEEN DIFFERENT PROVIDERS IS NORMALLY MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHICH ALLOWS NO CHOICE OF PROVIDERS?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
80.7%	2.8%	4.6%	11.9%

QUESTION 3: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS NEW PROVIDERS TO ENTER THE MARKET, AND ALLOWS POOR PERFORMING PROVIDERS TO FAIL, IS; MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHERE NUMBER OF PROVIDERS DOES NOT CHANGE?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
84.4%	0.9%	1.8%	12.8%

QUESTION 4: "AS A COLLEGE PROFESSOR, WOULD YOU SAY THAT TEXAS HIGH SCHOOL GRADUATES ARE WELL PREPARED FOR COLLEGE, NOT WELL PREPARED, OR THAT IT VARIES A LOT?"

<u>WELL PREPARED</u>	<u>VARIES A LOT</u>	<u>NOT WELL PREPARED</u>	<u>DON'T KNOW. (OTHER)</u>
1.8%	59.6%	35.8%	2.8%

QUESTION 5: "WOULD YOU SAY THAT TEXAS PUBLIC SCHOOLS ARE DOING A GOOD JOB, A FAIR JOB, OR A POOR JOB IN PROVIDING A GENERAL DIFFUSION OF KNOWLEDGE TO TEXAS STUDENTS?"

<u>GOOD JOB</u>	<u>FAIR JOB</u>	<u>POOR JOB</u>	<u>DON'T KNOW. (OTHER)</u>
3.7%	50.5%	32.1%	13.8%

QUESTION 6: "AS AN ECONOMIST, OVERALL, WOULD YOU SAY THAT THE CURRENT INSTITUTIONAL DELIVERY SYSTEM FOR GRADES K THROUGH 12 IS EFFICIENT, OR NOT EFFICIENT IN PROVIDING EDUCATIONAL RESULTS?"

<u>EFFICIENT</u>	<u>NOT AS EFFICIENT AS IT COULD BE (VOLUNTEERED)</u>	<u>NOT EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
3.7%	11.9%	67.9%	16.5%

**TABLE 5: SURVEY RESULTS FOR PUBLIC UNIVERSITIES
THAT ARE NOT PART OF THE BIG THREE**

(46 RESPONSES)

QUESTION 1: "AS AN ECONOMIST, WOULD YOU SAY THAT GOVERNMENT-RUN SERVICE PROVIDERS ARE MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS PRIVATELY-RUN SERVICE PROVIDERS WHO OFFER THE SAME SERVICES?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
8.7%	26.1%	47.8%	17.4%

QUESTION 2: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS CONSUMERS TO CHOOSE BETWEEN DIFFERENT PROVIDERS IS NORMALLY MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHICH ALLOWS NO CHOICE OF PROVIDERS?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
78.3%	6.5%	4.3%	10.9%

QUESTION 3: "WOULD YOU SAY A DELIVERY SYSTEM WHICH ALLOWS NEW PROVIDERS TO ENTER THE MARKET, AND ALLOWS POOR PERFORMING PROVIDERS TO FAIL, IS; MORE EFFICIENT, LESS EFFICIENT, OR ABOUT THE SAME AS A SYSTEM WHERE NUMBER OF PROVIDERS DOES NOT CHANGE?"

<u>MORE EFFICIENT</u>	<u>ABOUT THE SAME</u>	<u>LESS EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
82.6%	6.5%	4.3%	6.5%

QUESTION 4: "AS A COLLEGE PROFESSOR, WOULD YOU SAY THAT TEXAS HIGH SCHOOL GRADUATES ARE WELL PREPARED FOR COLLEGE, NOT WELL PREPARED, OR THAT IT VARIES A LOT?"

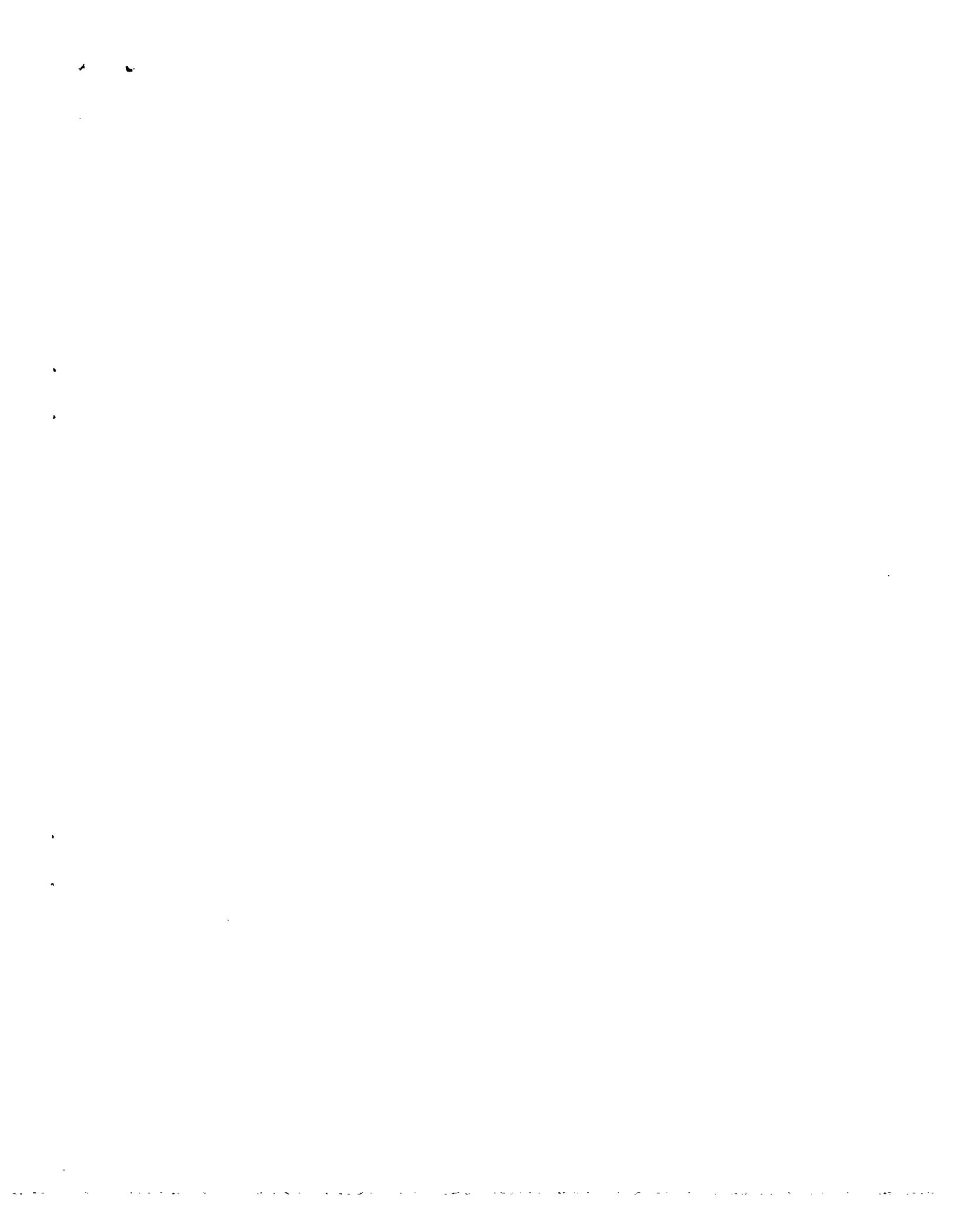
<u>WELL PREPARED</u>	<u>VARIES A LOT</u>	<u>NOT WELL PREPARED</u>	<u>DON'T KNOW. (OTHER)</u>
0.0%	71.8%	26.1%	2.2%

QUESTION 5: "WOULD YOU SAY THAT TEXAS PUBLIC SCHOOLS ARE DOING A GOOD JOB, A FAIR JOB, OR A POOR JOB IN PROVIDING A GENERAL DIFFUSION OF KNOWLEDGE TO TEXAS STUDENTS?"

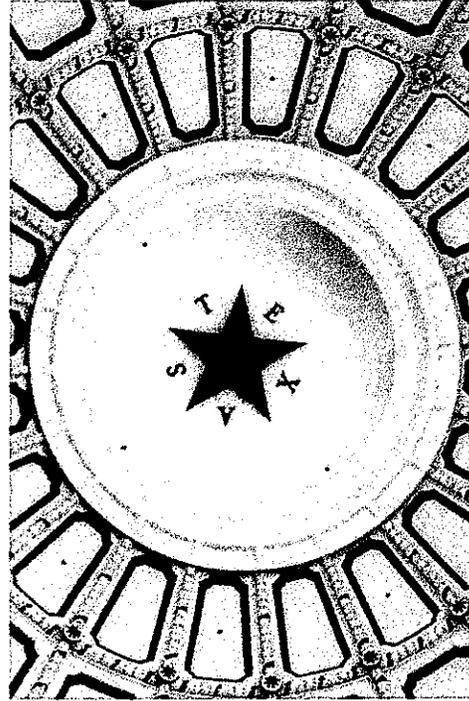
<u>GOOD JOB</u>	<u>FAIR JOB</u>	<u>POOR JOB</u>	<u>DON'T KNOW. (OTHER)</u>
10.9%	60.9%	21.7%	6.5%

QUESTION 6: "AS AN ECONOMIST, OVERALL, WOULD YOU SAY THAT THE CURRENT INSTITUTIONAL DELIVERY SYSTEM FOR GRADES K THROUGH 12 IS EFFICIENT, OR NOT EFFICIENT IN PROVIDING EDUCATIONAL RESULTS?"

<u>EFFICIENT</u>	<u>NOT AS EFFICIENT AS IT COULD BE (VOLUNTEERED)</u>	<u>NOT EFFICIENT</u>	<u>DON'T KNOW. (OTHER)</u>
2.2%	15.2%	67.4%	15.2%



TEXAS ON THE BRINK



**A Report from the
Texas Legislative Study Group
On the State of Our State**

**March 2013
83rd Regular Session of the Texas Legislature**



Legislative Study Group

Texas House of Representatives

Chair Rep. Garnet Coleman Vice Chair Rep. Lon Burnam
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March 1, 2013

Fellow Texans,

In 2003, State Senator Eliot Shapleigh released the first edition of *Texas on the Brink*. With this effort, Senator Shapleigh made quality statistics and policy research that affects the lives of Texas' future easily available to the public. Today, the Texas Legislative Study Group has the distinct pleasure of carrying on the essential public policy service Senator Shapleigh championed with the publication of *Texas on the Brink: Sixth Edition*.

We hope *Texas on the Brink* will be a recurring resource for elected officials and the public as we work together on solving the public policy challenges Texas faces in our new century.

We invite you to download a copy of this report at www.TexasLSG.org/TexasOnTheBrink. On that site, we will also post reports from policy organizations from here in Texas and throughout the country that detail the impact our public policy decisions have on the lives of Texas families.

Sincerely,

Garnet F. Coleman
Chair, Texas Legislative Study Group
State Representative, House District 147

Texas on the Brink

How Texas Ranks Among the 50 States

March 2013 - Sixth Edition

Since 1836, Texas has stood as an icon of the American dream.

Blessed with land, rivers, oil, and other abundant natural resources, early Texas welcomed everyone from cattle ranchers to *braceros*, from cotton farmers to Chinese railroad workers. These pioneers built a great state, and together we fulfilled a destiny.

From humble beginnings, we built a state with the firm belief that *every* Texan might rise as high and as far as their spirit, hard work, and talent might carry them. With education and determination *every* Texan might achieve great success – home ownership, reliable healthcare, safe neighborhoods, and financial prosperity.

In Texas today, the American dream is distant. Texas has the highest percentage of uninsured adults in the nation, and second highest percentage of uninsured children. Texas is dead last in the percentage of adults who graduated from high school and near last in SAT scores. If we do not change course, for the first time in our history, the Texas generation of tomorrow will be less prosperous than the generation of today.

Without the courage to invest in the minds of our children and steadfast support for great schools, we face a daunting prospect. Those who value tax cuts over children and budget cuts over college have put Texas at risk in her ability to compete and succeed.

Let us not forget that the business of Texas is Texans. To 'Close the Gap' in Texas, we must graduate more of our best and brightest with the skills to succeed in a world based on knowledge. If we invest in our greatest resource – our children – Texas will be the state of the future. If we do not, Texas will only fall further behind.

Texas is on the brink, but Texas can do better. The choice is ours.

State Rankings

Excluding Washington D.C.



State Taxes

(50th=Lowest, 1st=Highest)

- Tax Revenue Raised per Capita¹ 45th
- State Spending per Capita² 48th
- Sales Tax per Capita³ 18th



Education

(50th=Lowest, 1st=Highest)

- Public School Enrollment⁴ 2nd
- Average Salary of Public School Teachers⁵ 31st
- Average Teacher Salary as a Percentage of National Average⁶ 31st
- Current Expenditures per Student based on Average Daily Attendance⁷ 42nd
- Percentage of Elementary/Secondary School Funding from State Revenue⁸ 35th
- Average Scholastic Assessment Test (SAT) Scores⁹ 47th
- High School Graduation Rate¹⁰ 44th
- Percentage of Adults with at Least a Bachelor's Degree¹¹ 30th
- Percentage Enrollment in Public Higher Education¹² 8th
- Per Capita State Spending on State Arts Agencies¹³ 48th
- Pupil-Teacher Ratio in Public Elementary and Secondary Schools¹⁴ 26th
- Percentage of Population Graduated from High School¹⁵ 50th



State of the Child

(50th=Lowest, 1st=Highest)

- Birth Rate¹⁶ 2nd
- Percent of Babies Born at Low Birth Weight¹⁷ 33rd
- Percent of Population Under 18¹⁸ Tied 2nd
- Percent of Uninsured Children¹⁹ 2nd
- Percent of Children Living in Poverty²⁰ Tied 6th
- Percent of Children Fully Immunized²¹ 22nd
- Percent of Children Overweight or Obese²² 19th



Health Care

(50th=Lowest, 1st=Highest)

- Percent of Population Uninsured²³ 1st
- Percent of Non-Elderly Uninsured²⁴ 1st
- Percent of Low Income Population Covered by Medicaid²⁵ 47th
- Percent of Population with Employer-Based Health Insurance²⁶ 42nd
- Health Care Expenditures per Capita²⁷ 45th
- Per Capita State Spending on Mental Health²⁸ 49th
- Medicaid Payments per Enrollee²⁹ 40th
- Percent of Adults Physically Active³⁰ 36th
- Hospital Beds per 1,000 Population³¹ 28th
- Health Care Professionals per Capita:*
- Physicians³² 43rd
- Dentists³³ 35th
- Registered Nurses³⁴ 45th



Health and Well-Being

(50th=Lowest, 1st=Highest)

- Percent Living Below Federal Poverty Level³⁵ 7th
- Percent of Population with Food Insecurity³⁶ 3rd
- Average Monthly (WIC) Benefits per Person³⁷ 50th
- Percent of Adults who are Overweight or Obese³⁸ 8th
- Rate of Death due to Heart Disease³⁹ 21st
- Prevalence of Diagnosed Diabetes⁴⁰ 15th
- Diabetes Death Rate⁴¹ 17th
- Percent of Adults Who Visit the Dentist⁴² 45th



Women's Issues

(50th=Lowest, 1st=Highest)

- Overall Birth Rate⁴³ 3rd
- Teenage Birth Rate⁴⁴ 4th
- Births to Unmarried Mothers⁴⁵ 16th
- Percent of Women with Pre-Term Birth⁴⁶ 10th
- Percent of Non-Elderly Women with Health Insurance⁴⁷ 50th
- Percent of Women Who have had a Dental Visit within the Past Year⁴⁸ 46th
- Rate of Women Aged 40+ Who Received Mammograms⁴⁹ 41st
- Rate of Women Aged 18+ Who Received Pap Smears⁵⁰ 40th
- Breast Cancer Rate⁵¹ 37th
- Cervical Cancer Rate⁵² 8th
- Percent of Women with High Blood Pressure⁵³ 17th
- Percent of Needs Met for Women Seeking Contraceptives⁵⁴ 35th
- Percent of Pregnant Women Receiving Prenatal Care in First Trimester⁵⁵ 50th

- Women's Voter Registration⁵⁶ 46th
- Women's Voter Turnout⁵⁷ 50th
- Percentage of Women Living in Poverty⁵⁸ 4th
- Percentage of Women with a Bachelor's Degree or Higher⁵⁹ 31st
- Percentage of Businesses Owned by Women⁶⁰ 17th
- Percentage of Median Income for Full Time Work⁶¹ 27th



Access to Capital (50th=Lowest, 1st=Highest)

- Consumers with Subprime Credit⁶² 2nd
- Housing Cost Burden⁶³ 35th
- Foreclosure Rates⁶⁴ 43rd
- Private Loans to Small Businesses⁶⁵ 39th
- Asset Poverty Rate⁶⁶ 20th
- (Ranks 16 places higher than 2010)
- Median Net Worth of Households⁶⁷ 44th
- Financial Literacy⁶⁸ 38th
- Financial Behavior⁶⁹ 43rd
- Retirement Plan Participation⁷⁰ 45th
- Credit Card Debt Balance per Borrower⁷¹ 45th



Environment (50th=Lowest, 1st=Highest)

- Amount of Carbon Dioxide Emissions⁷² 1st
- Amount of Volatile Organic Compounds Released into Air⁷³ 1st
- Amount of Toxic chemicals released into water⁷⁴ 1st
- Amount of Recognized Cancer-Causing

Carcinogens Released into Air⁷⁵	1st
• Amount of Hazardous Waste Generated⁷⁶	1st
• Hazardous Air Pollutant Ranking (By added health risks)⁷⁷	20th
• Total Reported Environmental Toxic Releases⁷⁸	4th
• Amount of Recognized Cancer-Causing Carcinogens Released into Water⁷⁹	7th
• Number of Hazardous Waste Sites on National Priority List⁸⁰	7th
• Total Energy Consumption Per Capita⁸¹	6th



Workforce

(50th=Lowest, 1st=Highest)

• Average Hourly Earnings of Production Workers on Manufacturing Payroll⁸²	17th
• Percent of Workforce that are Members of a Union⁸³	42nd
• Workers' Compensation Coverage⁸⁴	50th
• Earnings Ratio Between Full-time Year-Round Workers by Gender⁸⁵	11th
• Unemployment Rate⁸⁶	35th
• Median Household Income^{87 88}	29th
○ Median Household Income in Texas: 3 year average: \$49,195; 1 year average: \$48,295	
○ Median Household Income for African Americans in Texas: \$35,438	
○ Median Household Income for Hispanics/Latinos in Texas: \$35,628	
○ Median Household Income for Asians in Texas: \$63,692	
○ Median Household Income for Whites, non-Hispanic, in Texas: \$59,836	



Quality of Life
(50th=Lowest, 1st=Highest)

- Income Inequality Between the Rich and the Poor⁸⁹ 43rd
- Income Inequality Between the Rich and the Middle Class⁹⁰ 43rd
- Home Ownership Rate⁹¹ 42nd
- Affordability of Homes⁹² 6th
- Homeowner's Insurance Affordability⁹³ 6th
- Auto Insurance Affordability⁹⁴ 38th
- Personal Bankruptcy Filings Rate, Per Capita⁹⁵ 4th
- Percent of Households with Internet Access⁹⁶ 34th



Public Safety
(50th=Lowest, 1st=Highest)

- Number of Executions⁹⁷ 1st
- Rate of Incarceration⁹⁸ 4th
- Violent Crime Rate⁹⁹ 16th
- Murder Rate¹⁰⁰ Tied 16th
- Percentage of Murders Involving Firearms¹⁰¹ 28th
- Reported Rape Cases Per Capita¹⁰² 22nd
- Property Crime Rate¹⁰³ 2nd
- Larceny and Theft Rate¹⁰⁴ 2nd
- Deaths Due to Motor Vehicle Accidents¹⁰⁵ 19th



Democracy
(50th=Lowest, 1st=Highest)

- Percent of Voting-Age Population Registered to Vote¹⁰⁶ 48th
- Percent of Voting-Age Population that Votes¹⁰⁷ 50th

Key Facts and Figures

Children and Families:

- In fiscal year 2012, there were 74,258 confirmed cases of child abuse and neglect.¹⁰⁸
- 246 children died due to abuse or neglect in 2011.¹⁰⁹
- The rate of immunization in the 4:3:1 series (most basic vaccination series) for Texas children ages 19-35 months was 81.6 percent in 2011, below the national average of 82.6 percent.¹¹⁰
- 48 percent of children in Texas live in low-income families – families whose household income is up 200 percent of federal poverty level – compared to 44 percent nationwide.¹¹¹
- 86 percent of children whose parents do not have a high school diploma live in low-income families, compared to 33 percent of children whose parents have some college education.¹¹²
- In Texas, 65 percent of Latino children and 58 percent of black children live in low-income families, compared to 25 percent of white children.¹¹³
- 47 percent of children in urban areas and 55 percent of children in rural areas live in low-income families.¹¹⁴
- The maximum Temporary Assistance for Needy Families (TANF) grant for a family of three with no income is \$260 per month in Texas, ranking 44th amongst the states.¹¹⁵
- In FY 2012, the average monthly benefit for Women, Infant, and Children (WIC) recipients in Texas in Texas was \$29.30, the lowest in the nation. The national average was \$45.03.¹¹⁶
- 23 percent of poor children in Texas are uninsured as compared to 15 percent nationwide.¹¹⁷

Education:

In the 2010-2011 school year:

- 28 percent of Texas 4th graders read at or above NAEP proficiency levels, 3 percent below national average.¹¹⁸
- 27 percent of Texas 8th graders read at or above NAEP proficiency levels, 4 percent below national average.¹¹⁹
- 4th graders eligible for the National School Lunch Program* performed 14 percent lower than ineligible students at NAEP basic math levels.¹²⁰
- 8th graders eligible for the National School Lunch Program* performed 18 percent lower than ineligible students at NAEP basic math levels.¹²¹
- In 2010, 31 percent of teachers in high poverty middle schools were assigned to courses outside their field of expertise.¹²²
- Teachers at Texas schools that have 97.5 percent or higher minority enrollment performed much lower on the Teacher Quality Index (TQI) rating compared to schools with the lowest minority enrollment.¹²³
- 18 percent of teachers in high schools with the lowest TQI ratings graduated from high-performing college programs compared to 60 percent from the highest TQI rated high schools.¹²⁴
- Based on the 2012-2013 ranking estimates, Texas expenditures per student were 27 percent less than the national average.¹²⁵

*Note: Eligibility for free/reduced-price school lunch is an indicator of low family income, according to the National Assessment of Educational Progress (NAEP).

Achievement Gaps:

The National Assessment of Educational Progress (NAEP) is administered by the National Center for Education Statistics. It is a nationally recognized assessment of what America's students “know and can do in various academic subjects.” According to the U.S. Department of Education website, “Achievement gaps are calculated by subtracting the scale scores of one subgroup from the scale scores of another subgroup. NAEP scores are based on a scale from 0 to 500. The scale scores are a measure of student performance on the NAEP.”

The following are the differences – or achievement gaps – between the average scale scores of the following groups of Texas students in the 2010-2011 school year:

Whites & Hispanic Students

- 4th grade math: 18 (-)¹²⁶
- 8th grade math: 20 (-)¹²⁷

- 4th grade reading: 23 (+)¹²⁸
- 8th grade reading: 20 (-)¹²⁹

White & Black Students

- 4th grade math: 22 (-)¹³⁰
- 8th grade math: 27 (-)¹³¹

- 4th grade reading: 22 (+)¹³²
- 8th grade reading: 22 (-)¹³³

+ Indicates the achievement gap has increased since the last report

- Indicates the achievement gap has decreased since the last report

Higher Education:

- In Texas, only 31.6 percent of the population aged 25-34 has an associate's degree or higher, less than the national average of 41.1 percent.¹³⁴
- Texas is ranked 41st in residents 25-34 with an associate's degree or higher.¹³⁵
- 15.7 percent of degree and certificate seeking Texas white students attending two-year colleges graduate within 3 years.¹³⁶
- 23 percent of degree and certificate seeking Texas Hispanic students attending two-year colleges graduate within 3 years.¹³⁷
- 14.4 percent of degree and certificate seeking Texas Asian, Native Hawaiian and Other Pacific Islander students attending two-year colleges graduate within 3 years.¹³⁸
- 18.1 percent of degree and certificate seeking Texas African American students attending two-year colleges graduate within 3 years.¹³⁹
- Texas college graduates have an average student loan debt of 22,140.¹⁴⁰
- Texas currently ranks 41st in the number of high school graduates going to college, with 56.9 percent. The national average is 63.8 percent.¹⁴¹
- 49.8 percent of Texas high school graduates attended an in-state college or university.¹⁴²
- In El Paso County, 19.8 percent of the population has a Bachelor's degree or higher,¹⁴³ as opposed to 44 percent in Travis County.¹⁴⁴
- 17.7 percent of Texans have attained a Bachelor's degree.¹⁴⁵
- Only 8.5 percent of Texans have attained a graduate or professional degree.¹⁴⁶

- 54.6 percent of first time students at Texas two-year colleges are not college ready.¹⁴⁷
- 15.7 percent first time students at Texas universities are not college ready.¹⁴⁸
- The University of Texas at Austin and Texas A&M University at College Station are the only Texas public institutions of higher education ranked in the top 100 in U.S. News and World Report's Best Colleges in the U.S., with UT at #46 and Texas A&M at #65.¹⁴⁹
- 31.5 percent of blacks and 41.3 percent of Hispanics graduate from a four-year institution within six years, compared with 58.6 percent of whites.¹⁵⁰
- 50.9 percent of Texas college students earn a Bachelor's degree within six years of entering college.¹⁵¹

The Elderly:

- In a 2010-2011 report, Texas had a 16 percent poverty rate among the elderly population (ages 65 and older), compared to 12 percent nationally.¹⁵²
- In 2011, there were 24.6 different prescriptions filled at retail drug stores by the elderly in Texas; in the United States, there were 28 prescriptions filled by retail drug stores for the elderly.¹⁵³
- The population of people over the age of 65 in Texas will be expected to grow from 2.1 to 7.4 million, or 258 percent, by 2040.¹⁵⁴
- In 2012, Texas elderly population, ages 65 and over, was approximately 2.8 million.¹⁵⁵
- There were 59,595 validated cases of elderly abuse in 2012 in Texas. The highest reports made to Adult Protective Services (APS) came from medical personnel followed by relatives.¹⁵⁶

The Uninsured:

- In 2011, almost 48 million people in the United States, or 16 percent, of the nonelderly population were uninsured.¹⁵⁷
- 24 percent, or 6.1 million Texans, are uninsured, compared to 16 percent nationally, the largest proportion of uninsured in the nation.¹⁵⁸
- Full implementation of the Affordable Care Act in Texas with moderate program enrollment, is projected to cut the uninsured rate in Texas by half, or 3 million Texans.¹⁵⁹
- From 2000 to 2011, the annual family health insurance premiums in Texas rose an estimated \$6,638¹⁶⁰ to \$14,903,¹⁶¹ or about 125 percent. During the same time period, median household income only increased 24 percent.^{162, 163}
- Tax-credits and cost-controls, brought by the Affordable Care Act, are expected to lower health insurance premiums for Texas families by an average of \$693 by 2019.¹⁶⁴
- 51 percent of working Texans, under age 65, had employer based health coverage in 2009-2010, down 11 percent from 2000-2010.¹⁶⁵
- 17 percent of children (0-18) in Texas were uninsured in 2011, compared to 10 percent nationally.¹⁶⁶
- In Texas 58 percent of adults, ages 19-64, living in poverty do not have health insurance, down 5 percent from the previous year.¹⁶⁷
- Of those uninsured, 60 percent, or 3.6 million, were Hispanic, compared with 10 percent of blacks and 24 percent of whites.¹⁶⁸
- 1.2 million Texas children or 20 percent of the population under the age of 18 were without health insurance in 2010-2011.¹⁶⁹
- Texas does not provide health coverage (Medicaid) for all of its working poor - unless they are caretakers of uninsured children and make under \$4,882 in a year, which is 25 percent of Federal Poverty Income level or less.^{170,171}

Health Professionals:

- Between 2005 and 2020, the demand for Registered Nurses in Texas will increase by 86 percent, while the supply of Registered Nurses will only increase by 53 percent, leaving Texas 71,000 full-time Registered Nurses short of its needs.¹⁷²
- Approximately 18,000 primary care doctors practice in Texas, serving a population that will soon exceed 26 million.¹⁷³
- Harris County, which includes Houston, Texas, has 30,857 licensed Resident Nurses, 22,015 of whom are employed as full-time nurses; 2,124 are unemployed.¹⁷⁴
- Travis County, which includes Austin, Texas, has 9,208 licensed Resident Nurses; 5,936 of whom are employed as full-time nurses while 732 are unemployed.¹⁷⁵
- Bexar County, which includes San Antonio, Texas, has 18,090 licensed Resident Nurses, 13,120 of whom are employed as full-time nurses; 1,301 are unemployed.¹⁷⁶
- Dallas County, which includes Dallas, Texas, has 18,404 licensed Resident Nurses; 13,338 of whom are employed as full-time nurses while 1,216 are unemployed.¹⁷⁷
- El Paso County, which includes El Paso, Texas, has 6,172 licensed Resident Nurses; 4,725 of whom are employed as full-time nurses; 309 are unemployed.¹⁷⁸
- Lamar County, which includes Paris, Texas, has 652 licensed Resident Nurses; 490 of whom are employed as full-time nurses while 45 are unemployed.¹⁷⁹
- Potter County, which includes Amarillo, Texas, has 1,409 licensed Resident Nurses, 973 of whom are employed as full-time nurses; 104 are unemployed.¹⁸⁰

Income Disparity and Employment:

- The personal per capita income for Texans in 2011 was \$40,147.¹⁸¹
- Approximately 4.6 million Texans live in poverty representing 18.5 percent of the state's population in 2011.¹⁸²
- 6.3 percent of Texas workers are members of a union.¹⁸³
- 24 percent (approximately 1.56 million) of Texan children in 2010 live in low-income families.¹⁸⁴
- Maverick County led the state in 2010 with 39.9 percent of the population living in poverty.¹⁸⁵
- The richest 5 percent of households in Texas have average incomes of \$255,800, which is 14.3 times higher than the bottom 20 percent of households (\$17,900) and 4.8 times higher than the middle 20 percent of households (\$53,200).¹⁸⁶

Taxation:

- A 2013 study found that Texas's tax system is one of the most regressive state and local tax systems in the nation.¹⁸⁷
- Taxation and Economic Analysts, from the Institute on Taxation and Economic Policy, report that the structure of the Texas Tax System ensures that the poorest families in the bottom 20 percent of the income scale will pay nearly four-times a greater share of their earnings in taxes in ratio to the top 1 percent of wealthy Texan families.¹⁸⁸
- The poorest 20 percent of Texan families pay 12.6 percent of their income in taxes, fifth highest percentage in the nation.¹⁸⁹
- According to Susan Combs, the Comptroller of Public Accounts, the Lone Star State has \$40.5 billion of outstanding state debt and \$192.7 billion of outstanding local debt.¹⁹⁰

Transportation:

- Out of the nation's 100 largest metropolitan areas in 2011, Austin, TX ranked 10th in worst U.S. Traffic Cities. Austin drivers waste an average of 30 hours in traffic per year.¹⁹¹
- Over the next 25 years, road use in Texas will grow by 214 percent, much of it concentrated in the state's most congested metropolitan areas.¹⁹²
- As of 2011, Texas has 51,277 bridges.¹⁹³
- Texas ranks 2nd best nationally in terms of the overall safety and reliability of the state's bridges in 2011.¹⁹⁴
- In 2011, there were 3,015 traffic fatalities in Texas.¹⁹⁵

Sex Education:

- In 2010, the birth rate for ages 15-19 in Texas was 52.2 per 1,000 people, compared to 34.2 in the U.S. ¹⁹⁶
- According to a 2011 study of sex education materials from 96 percent of all Texas schools, only 25 percent of schools in Texas teach about pregnancy and STD prevention in schools.¹⁹⁷
- 3.7 million Texas students are not taught basic information in public schools about STD prevention and unplanned pregnancies.¹⁹⁸
- Studies of abstinence-only materials have revealed a number of additional problems, including misleading or factually incorrect information about condoms and STDs, reliance on shaming and fear-based instruction, and promotion of stereotypes and bias based on gender and sexual orientation. According to Texas Education Agency's (TEA) new school health data, these well-documented flaws remain present in the 27 percent of Texas school districts that rely on vendor-produced abstinence programs.¹⁹⁹

- 52 percent of Texas students have had sexual intercourse, compared with 46 percent nationwide; 38 percent of Texas students are currently sexually active, compared with 34 percent nationwide; and 42 percent of Texas students did not use a condom during their last instance of sexual intercourse, compared with 39 percent nationwide.²⁰⁰

Acknowledgements

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Amanda Williams, Policy Analyst

If you want an additional hard copy for your organization, you may e-mail Info@TexasLSG.org or write to us at the address below. *Texas on the Brink: Sixth Edition* may be downloaded at www.TexasLSG.org/TexasOnTheBrink.

Endnotes

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State of the Child

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1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability, particularly in financial reporting and auditing.

2. The second part of the text focuses on the role of internal controls in preventing fraud and errors. It highlights that a robust system of internal controls is essential for safeguarding an organization's assets and ensuring the integrity of its financial statements.

3. The third part of the text addresses the importance of regular audits and reviews. It states that these processes are necessary to identify any weaknesses or discrepancies in the organization's financial reporting and internal control systems.

4. The fourth part of the text discusses the need for clear communication and collaboration between different departments and stakeholders. It emphasizes that effective communication is key to ensuring that everyone is aware of their responsibilities and the overall goals of the organization.

5. The fifth part of the text concludes by reiterating the importance of these practices and encourages organizations to continuously improve their financial reporting and internal control systems to stay ahead in a competitive market.

6. The sixth part of the text provides a detailed overview of the various components of a financial reporting system, including the balance sheet, income statement, and cash flow statement. It explains how these statements are prepared and how they relate to each other.

7. The seventh part of the text discusses the challenges and risks associated with financial reporting, such as the potential for misstatements and the impact of changing regulations. It offers strategies to mitigate these risks and ensure compliance with relevant standards.

8. The eighth part of the text focuses on the role of technology in financial reporting. It highlights how modern software solutions can streamline the reporting process, reduce errors, and provide real-time insights into an organization's financial performance.

9. The ninth part of the text discusses the importance of data security and privacy in financial reporting. It emphasizes that organizations must implement strong security measures to protect sensitive financial information from unauthorized access and disclosure.

10. The tenth part of the text concludes by summarizing the key takeaways from the document and encouraging organizations to adopt a proactive approach to financial reporting and internal control.

11. The eleventh part of the text provides a detailed overview of the various components of an internal control system, including the control environment, risk assessment, and monitoring activities. It explains how these components work together to ensure the reliability of financial reporting.

12. The twelfth part of the text discusses the importance of documentation and record-keeping in internal control. It emphasizes that clear and concise documentation is essential for demonstrating the effectiveness of the control system and for facilitating audits.

13. The thirteenth part of the text concludes by reiterating the importance of these practices and encourages organizations to continuously improve their internal control systems to stay ahead in a competitive market.

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