2006 Comprehensive Annual Report on Texas Public Schools

A Report to the 80th Legislature from the Texas Education Agency

TEXAS EDUCATION AGENCY
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Shirley J. Neeley
Commissioner

December 1, 2006

The Honorable Rick Perry, Governor of Texas
The Honorable David Dewhurst, Lieutenant Governor of Texas
The Honorable Tom Craddick, Speaker of the House
Members of the Texas Legislature

The *2006 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.182 of the Texas Education Code. The report will be posted on the Texas Education Agency (TEA) website by December 1, 2006, at www.tea.state.tx.us/reports/. A copy of the report can be printed directly from the web. A paper copy can be requested from the TEA Governmental Relations Office.

This report contains an executive summary and 14 chapters on the following topics: state performance on the academic excellence indicators; student performance on the state performance assessments and a study of the correlation between course grades and state assessments; students in alternative education settings; performance of students at risk of dropping out of school; student dropouts; grade-level retention of students; district and campus performance in meeting state accountability standards; status of the curriculum; deregulation and waivers; school district expenditures and staff hours used for direct instructional activities; district reporting requirements; TEA funds and expenditures; performance of open-enrollment charters on the academic excellence indicators, accountability measures, and student performance, in comparison to the performance of school districts; and character education programs.

If you require additional information, please contact the agency staff listed at the end of each chapter.

Respectfully submitted,

Shirley J. Neeley
Commissioner of Education

"Good, Better, Best—never let it rest—until your good is better—and your better is BEST!"

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For general information about this report, contact the Texas Education Agency Division of Accountability Research, at (512) 475-3523, or the Department of Accountability and Data Quality, at (512) 463-9701. For additional information on specific issues, contact the agency staff listed at the end of each chapter. Additional copies of this document may be purchased, while supplies last, through the Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494, (512) 463-9744. This report also is available on the Texas Education Agency website at www.tea.state.tx.us/reports/.

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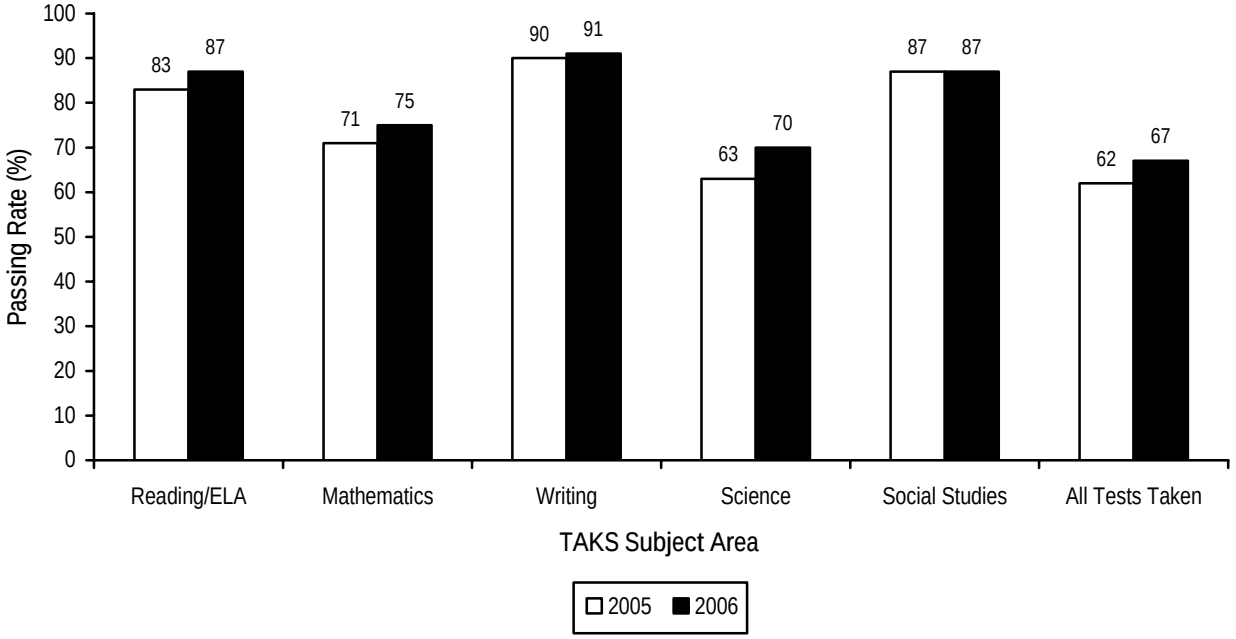
Executive Summary

Following are highlights of the *2006 Comprehensive Annual Report on Texas Public Schools*.

- An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. For over a decade, a set of criterion-referenced assessments aligned to the state curriculum has been the tool for measuring student progress toward these ends. The performance of Texas public school students has been measured by the Texas Assessment of Knowledge and Skills (TAKS) since 2003. The TAKS program assesses: reading at Grades 3-9; English language arts (ELA) at Grades 10 and 11; writing at Grades 4 and 7; science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. The Grade 8 science test was administered for the first time in 2006. Spanish-version TAKS tests are administered at Grades 3-6. The State-Developed Alternative Assessment (SDAA II) measures the progress of students in Grades 3-10 who are receiving special education services and are being taught the Texas Essential Knowledge and Skills (TEKS), but for whom the TAKS is not an appropriate assessment. The TAKS–Inclusive (TAKS-I), a new assessment in 2006, provides testing for students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses students at their enrolled grade levels.
- TAKS passing standards were developed in summer 2002 by panels of educators and other



Note. To allow for comparisons between two years of TAKS performance, the 2006 standards were used for analyses of 2005 and 2006 TAKS scores. In 2005, the panel-recommended standard was the TAKS passing standard for all grades and subjects except Grade 11. In 2006, the panel-recommended standard applied for all grades and subjects except the new Grade 8 science test. Grade 8 science test results are not included in the 2006 results for Science and All Tests Taken because the assessment will not be used in the accountability system until 2008. Results include performance of students receiving special education services who took the TAKS and students who took the Spanish version of the TAKS in Grades 3-6. Results reflect the performance of only those students enrolled in the same districts as of October of each school year. This assures that accountability ratings are based only on the performance of students who have been in the same school districts for most of the academic year.

interested citizens convened by the Texas Education Agency (TEA). The State Board of Education (SBOE) approved a plan to phase in the panel-recommended standards over a three-year period. In school year 2005-06, students in all grades were required to perform at the panel-recommended standard or higher on all TAKS tests except the Grade 8 science test. This test was administered for the first time in 2006, and standards for student performance will be phased in over a three-year period. The 2006 passing standard was 2 standard errors of measurement (SEM) below the panel-recommended standard.

- The percentage of all students passing each of the TAKS subject area tests separately was equal to or higher than that in 2005. Texas students passed the writing test at a rate of 91 percent. The passing rate for both social studies and reading/ELA was 87 percent. In mathematics, 75 percent of all students passed the TAKS assessment. In science, excluding Grade 8 performance, 70 percent of students met the standard.
- The TAKS program includes a formal performance category for students who demonstrate academic achievement considerably above the passing standard. Standards for commended performance were established in 2003 without a phase-in. In 2006, among all Grade 3-11 students tested, over 25 percent achieved commended performance on three of the subject area tests (reading/ELA, writing, and social studies). Compared to 2005, the percentages of students achieving commended performance in 2006 increased by 1 percentage point on all tests taken and by 2 to 4 percentage points on individual subject area tests.
- TAKS passing rates for four student groups are evaluated under the Texas accountability system: African American, Hispanic, White, and economically disadvantaged students. Rates for all four groups increased on all tests taken and in every subject area tested except social studies. In 2006, each group achieved the same passing rate on the social studies test as in 2005. Passing rates were highest in reading/ELA and writing, ranging from 81 percent in reading/ELA (economically disadvantaged students) to 95 percent in writing (White students). Each student group also performed well in social studies; African American, Hispanic, and economically disadvantaged students had passing rates of 81 percent, 80 percent, and 79 percent, respectively. White students passed social studies at a rate of 94 percent.
- Under the TAKS assessment program, exit-level tests required for graduation are administered in Grade 11 and include tests in all content areas assessed by the TAKS: ELA, mathematics, science, and social studies. Of the Grade 11 students in the class of 2007 who took exit-level TAKS tests in spring 2006, 64 percent met the passing standard on all tests taken, and 4 percent achieved commended performance.
- Students who do not pass all of the exit-level tests have four more opportunities to do so before their expected graduation date. The cumulative passing rate for the class of 2006 was 87 percent. Three student groups had rates of 80 percent or higher: Asian/Pacific Islanders (94%), Hispanics (80%), and Whites (94%). The rate for both African American and economically disadvantaged students was 78 percent. Cumulative passing rates were lowest for students in special education programs (56%) and limited English proficient students (48%). Students may continue to retest after their expected graduation date.
- Beginning in 2006, students in special education who are taught the TEKS, but for whom the TAKS is not appropriate, take the SDAA II and/or the new TAKS-I to measure their progress. SDAA II tests are given in the areas of reading/ELA, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their admission, review, and dismissal (ARD) committees. TAKS-I assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11, the exit level. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels, uses the same questions found on the TAKS tests, and accommodates students by excluding embedded field-test items, using larger type, and presenting fewer questions per page.
- SDAA II results are reported as the percentage of SDAA II examinations meeting ARD expectations and as the percentage of examinees meeting ARD expectations. On the first measure, 84 percent of SDAA II examinations met or exceeded ARD expectations in 2006. On the second measure, 74 percent of students taking the SDAA II met ARD expectations for all tests taken. TAKS-I performance was not used in determining 2006 accountability ratings, but was reported in 2006 Academic Excellence Indicator System reports.
- As the state assessments have become more rigorous, fewer students have been exempted and more have been assessed and/or included in the accountability system. In 2006, 97.1 percent of all

students eligible to be tested with the English- or Spanish-version TAKS, the SDAA II, or the TAKS-I were tested. The 2005 participation rate was 97.0 percent. Most students (90.7%) took TAKS tests, either alone, or in combination with TAKS-I and/or SDAA II tests. All other tested students (6.4%) took only assessments other than TAKS: TAKS-I only (0.1%), SDAA II only (5.4%), or a combination of TAKS-I and SDAA II (0.8%). The results of 90.5 percent of all students were included for accountability ratings purposes.

- In 2004-05, the number of dropouts in Grades 7-12 (18,290) rose from that reported in 2003-04 (16,434). The annual dropout rate remained unchanged (0.9%). The longitudinal dropout rate for the class of 2005 Grade 9 cohort (4.3%) was 0.4 percentage points higher than that for the previous class (3.9%). The target set in law was to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code [TEC] §39.182).
- The state graduation rate for the class of 2005 was 84.0 percent, a decrease from the 2004 rate (84.6%). Graduation rates for African American and Hispanic students declined slightly. African American students in the class of 2005 achieved a graduation rate of 81.7 percent, a decrease of 1.1 percentage points from the 2004 rate (82.8%). Hispanic students graduated at a rate of 77.4 percent, 1.0 percentage point lower than the 2004 rate (78.4%). The rate for White students rose slightly, from 89.4 percent to 89.5 percent.
- In the 2004-05 school year, a total of 201,960 students in Grades K-12 were retained in grade. The overall grade-level retention rate of 5.0 percent was an increase of 0.3 percentage points over the previous year. African American and Hispanic students had higher retention rates than White students in all grades except kindergarten. At the elementary level, the highest retention rate was in Grade 1 (6.4%). At the secondary level, the highest rate was in Grade 9 (16.2%). In 2005, there were 14,589 students in Grade 3 who did not pass the reading TAKS or SDAA II after three administrations. In the fifth grade, 42,934 students did not pass the TAKS or SDAA II reading and mathematics tests after three administrations.
- Participation in Advanced Placement (AP)/ International Baccalaureate (IB) examinations continued to increase. The percentage of 11th and 12th graders in public schools taking at least one AP or IB test rose to 18.4 percent in 2004-05 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 2003-04 and 2004-05. The number of AP examinees in Texas public and non-public schools combined increased by 198.9 percent between 1996-97 and 2004-05, compared to a national increase of 111.3 percent.
- A total of 140,003 Texas public high school students in the class of 2005 took the SAT I, the ACT, or both. Participation in college admissions testing has increased at higher rates in Texas than nationally. The percentage of examinees that scored at or above the criterion score on either test was 27.4 percent for the class of 2005, up from 26.3 percent for the class of 1996. From 1996 to 2005, the number of SAT I test takers in public and non-public schools combined increased 49.0 percent in Texas, compared to 36.0 percent nationwide. Over the same time period, the number of ACT test takers increased 30.4 percent in Texas, compared to 28.3 percent nationwide.
- The state accountability system is an integrated system of standard and alternative education accountability (AEA) procedures. The most significant change to the 2006 standard procedures was the increase in TAKS standards for achieving the *Academically Acceptable* rating. The most significant change to the AEA procedures was the requirement for registered alternative education campuses (AECs) to have a minimum percentage of at-risk students enrolled in order to remain registered and be evaluated under AEA procedures.
- In addition to the increase in TAKS standards for the *Academically Acceptable* rating, changes to the accountability system for 2006 included the following: the underreported students indicator was made more rigorous; the student passing standard for TAKS reached the panel-recommended standard for all grades and subjects; Completion Rate I became the base indicator for districts and campuses evaluated under the standard accountability procedures; additional Required Improvement opportunities for SDAA II were incorporated; schools and districts adversely affected by Hurricane Katrina or Hurricane Rita received adjustments to accountability subsets and ratings; the Recommended High School Program/ Distinguished Achievement Program indicator for Gold Performance Acknowledgment (GPA) was made more rigorous; and the Texas Assessment of Academic Skills/Texas Academic Skills Program Equivalency indicator for GPA was replaced with the Texas Success Initiative (TSI) – Higher Education Readiness Component indicator.
- Of the 1,227 public school districts and open-enrollment charters in Texas, 19 (1.5%) were rated *Exemplary* in 2006, and 337 (27.5%) were rated

Recognized. A total of 809 districts and charters (65.9%) achieved the *Academically Acceptable* rating, and 55 (4.5%) were rated *Academically Unacceptable*. More than half (52.7%) of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Only 4 districts and 3 charters were *Not Rated: Other* in 2006. Of the 7,956 public school campuses and charter campuses, 564 (7.1%) were rated *Exemplary* in 2006, and 2,826 (35.5%) were rated *Recognized*. A total of 3,586 campuses (45.1%) achieved the *Academically Acceptable* rating, and 286 (3.6%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 694 (8.7%) were *Not Rated: Other*.

- Since 2005, charter operators that operate only registered AECs have been eligible to be evaluated under AEA procedures. Charters that operate both standard campuses and registered AECs have the option to be evaluated under AEA procedures if at least 50 percent of the charter's students are enrolled at registered AECs. In 2006, 110 charter operators were rated under standard accountability procedures, and 84 were rated under AEA procedures. Among all charter operators, 6 were *Exemplary*, 24 were *Recognized*, 132 were *Academically Acceptable*, 29 were *Academically Unacceptable*, and 3 were *Not Rated: Other*. Of the 313 charter campuses, 156 (49.8%) were rated under standard procedures, and 157 (50.2%) were rated under AEA procedures. Among all charter campuses, 12 were *Exemplary*, 34 were *Recognized*, 214 were *Academically Acceptable*, and 37 were *Academically Unacceptable*. Sixteen charter campuses were *Not Rated: Other*.
- Between 2005 and 2006, the passing rates for charter school students taking the English-version TAKS increased in all subject areas tested and on all tests taken; nevertheless, rates for at-risk charters were lower than those for not at-risk charters and school districts. In 2006, the average passing rate for all tests taken was 42 percent for charters serving predominantly at-risk students, 70 percent for not at-risk charters, and 68 percent for school districts. In three subjects (reading/ELA, mathematics, and social studies), African American, Hispanic, and economically disadvantaged students in not at-risk charters had passing rates higher than rates for the same student groups in school districts. In 2006, the passing rates on all TAKS tests taken for students in Grades 6-9 were 2 to 15 percentages points higher for students in not at-risk charters than those for students in school districts.
- In 2004-05, the Grade 7-12 annual dropout rate for not at-risk charters (2.7%) was over three times as high as the rate for school districts (0.8%). The rate for at-risk charters was 2.6 percent. All student groups had higher dropout rates in both types of charters than in school districts. Hispanic and economically disadvantaged students had lower annual dropout rates in at-risk charters than in not at-risk charters. The dropout rate was highest for Hispanic students in not at-risk charters (4.4%).
- In 1995, school districts were required to establish Disciplinary Alternative Education Programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (TEC Chapter 37). In 2004-05, a total of 100,909 students were assigned to DAEPs, a decrease from the 103,696 students assigned in 2003-04. The average length of student assignment was 38.1 days in 2004-05, compared to 42.5 days in 2003-04. Statewide, 77.6 percent of students assigned to DAEPs took the 2005 TAKS reading/ELA test, and 13.5 percent took the 2005 SDAA II reading test. On the 2005 TAKS, students assigned to DAEPs had passing rates of 58 percent in reading/ELA and 32 percent in mathematics.
- In the 2005-06 school year, 2,195,942 (49%) of the 4,505,572 public school students in Texas were identified as at risk of dropping out of school, an increase of three percentage points from the 2004-05 school year. On the 2006 TAKS assessments, students not at risk outperformed at-risk students at all grade levels and on all subjects tested. For example, on the mathematics TAKS, passing rates for students not at risk ranged from a low of 84 percent at Grade 10 to a high of 93 percent at Grade 11. At-risk students passed the test at rates ranging from a low of 30 percent at Grade 9 to a high of 72 percent at Grade 3. Across subjects and grades, at-risk students had TAKS passing rates of 70 percent or more on the following tests: reading/ELA at Grades 3, 6, 9, 10, and 11 (81%, 82%, 78%, 73%, and 82%, respectively); mathematics at Grade 3 (72%); writing at Grades 4 and 7 (83% and 81%, respectively); and social studies at Grade 11 (90%). The largest performance gaps on TAKS between at-risk and not at-risk students were in mathematics and science.
- Over 86 percent of the 359 districts and charters that responded to a TEA survey in school year 2005-06 reported having some type of character education program. Of those, 236 (65.7%) described programs that met the statutory criteria for designation as Character Plus programs.

1. Academic Excellence Indicators

This chapter of the *2006 Comprehensive Annual Report on Texas Public Schools* presents the progress the state is making on the Academic Excellence Indicators established in Texas law, adopted by the commissioner of education, or adopted by the State Board of Education. Detailed analyses of two key indicators, Texas Assessment of Knowledge and Skills (TAKS) results and dropout rates, can be found in Chapters 2 and 5 of the report. This chapter provides an analysis of other measures and indicators presented in the Academic Excellence Indicator System (AEIS) state performance report (pages 7-20), including:

- results of students in special education programs meeting admission, review, and dismissal (ARD) committee expectations on the State-Developed Alternative Assessment II (SDAA II);
- results of students in special education programs taking the TAKS–Inclusive (TAKS-I);
- student participation in TAKS/SDAA II/TAKS-I testing (i.e., percentages of students tested and not tested);
- cumulative percentage of students passing the exit-level TAKS;
- progress of students who failed the reading/English language arts (ELA) or mathematics portion of TAKS the prior year;
- Grades 3 and 5 reading results and Grade 5 mathematics results for the Student Success Initiative (SSI);
- progress of English Language Learners (ELL);
- attendance rates;
- completion/student status rates;
- indicators of college readiness:
  - completion of advanced/dual enrollment courses;
  - completion of the Recommended High School Graduation Program (RHSP) or the Distinguished Achievement Graduation Program (DAP);
  - results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
  - percentage of Grade 11 students attaining the college readiness standard under the Texas Success Initiative (TSI); and
  - results of college admission tests (SAT and ACT); and
- profile information on students, programs, staff, and finances.

SDAA II Results

The SDAA II assesses students in special education programs in Grades 3-10 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom the TAKS is an inappropriate measure of academic progress. SDAA II tests are given in the areas of reading/ELA, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their ARD committees.

Two sets of SDAA II results are presented in AEIS reports. The first set, labeled SDAA II Examinations, provides the SDAA II results used in the accountability ratings system. Results are based on the number of tests meeting ARD expectations divided by the total number of SDAA II tests taken across all subject areas. Statewide, 84 percent of SDAA II tests taken in 2006 met ARD expectations, compared to 79 percent the previous year. Results varied slightly by ethnic group, with 83 percent of tests taken by African American students, 82 percent of tests taken by Hispanic students, and 87 percent of tests taken by White students having met ARD expectations.

The second set, labeled SDAA II Examinees, provides the SDAA II results disaggregated by subject area and all tests taken. Results are based on the number of students meeting ARD expectations divided by the number of students tested. Of students taking the SDAA II in 2006, 74 percent met ARD committee expectations on all tests taken. Results varied by subject area, with 87 percent of students meeting ARD expectations in reading/ELA, 86 percent in mathematics, and 68 percent in writing.

Technical Note. The TAKS results shown in the AEIS state performance report (pages 7-20) differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same districts as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same districts for most of the academic year. The Student Performance chapter contains the results of all students who took the TAKS in the spring of each year, regardless of their enrollment status the previous October.

Texas Assessment of Knowledge and Skills–Inclusive (TAKS-I) Results

Administered for the first time in 2006, TAKS-I provides testing to students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11, the exit level. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students in special education programs by excluding embedded field-test items, using larger type, and presenting fewer questions per page. The passing and commended performance standards for TAKS-I tests are the same as those for the corresponding TAKS tests. TAKS-I performance was not used in determining 2006 accountability ratings but was reported in 2006 AEIS reports.

Across all grades tested, 30 percent of students passed the TAKS-I in ELA, and 13 percent passed the TAKS-I in mathematics. Twenty percent of TAKS-I examinees met the passing standard in science, and 31 percent met the passing standard in social studies.

TAKS/SDAA II/TAKS-I Participation

Every student enrolled in a Texas public school in Grades 3-11 must be given the opportunity to take the TAKS, the SDAA II, or the TAKS-I. AEIS reports present percentages of students tested and not tested, as well as percentages of students included and excluded in determining accountability ratings. Percentages are based on the unduplicated count of students for whom TAKS, SDAA II, or TAKS-I answer documents were submitted. Test results for accountability evaluations included students in regular and special education programs in Grades 3-11 who took the English-version TAKS, students in regular and special education programs in Grades 3-6 who took the Spanish-version TAKS, and students in special education programs who took the SDAA II.

Statewide, 97.1 percent of all students were tested in 2006, and 2.9 percent were not tested. Participation rates by assessment were as follows.

- 90.7 percent of students took one or more TAKS tests.
- 6.4 percent of students were tested only on assessments other than TAKS.
- 0.1 percent of students took one or more TAKS-I tests only.
- 5.4 percent of students took one or more SDAA II tests only.
- 0.8 percent of students took at least one TAKS-I test and at least one SDAA II test.

Statewide, 90.5 percent of all students had test results that were used in determining accountability ratings in 2006, and 6.5 percent had results that were excluded. Those excluded were grouped into three categories.

- 5.6 percent of students were not enrolled in the fall in the same districts where they tested in the spring; these students comprise the "Mobile" category.
- 0.2 percent of students took the TAKS-I or the Grade 8 science TAKS only; these students comprise the "Non-Accountability Test" category.
- 0.8 percent of students were displaced because of Hurricane Katrina or Hurricane Rita; these students comprise the "Katrina/Rita" category.

Statewide, 2.9 percent of all students were not tested on a state assessment in 2006. Those not tested were grouped into five categories.

- 0.2 percent of students were absent on all days of testing.
- 0.7 percent of students were served in special education and exempted from all tests by their ARD committees.
- 1.0 percent of students were exempted from all tests because of limited English proficiency.
- 1.0 percent of students had answer documents coded with combinations of the "Not Tested" categories or had testing disrupted by illness or other similar events.
- Less than 0.1 percent of students (984) were displaced because of Hurricane Katrina or Hurricane Rita and were not tested.

Cumulative Percent Passing Exit-Level TAKS

This measure is the percentage of a class of students passing all exit-level TAKS tests taken. Students must pass the exit-level TAKS in ELA, mathematics, science, and social studies to be eligible to receive high school diplomas.

The exit-level TAKS is first administered in the spring of the students' 11th-grade year. Students have four additional opportunities to retake the test before their

graduation date. The TAKS cumulative passing rate for the class of 2006 shows the percentage of students who first took the exit-level test in spring 2005 as juniors and eventually passed all tests taken by the end of their senior year in May 2006. The measure includes only students who took the test in the spring of the 11th grade and continued to retake the test, if needed, in the same district up to their expected graduation date. Students may continue to retest after that date.

Statewide, 87 percent of the class of 2006 passed the exit-level TAKS. Results varied by ethnic group, with 94 percent of White and Asian/Pacific Islander students, 80 percent of Hispanic students, 78 percent of African American students, and 76 percent of Native American students passing the exit-level TAKS before their expected high school graduation date. Compared to the cumulative passing rates for the class of 2005, rates for the class of 2006 decreased for all student groups. The declines occurred at the same time the TAKS passing standard increased from 2 standard errors of measurement (SEM) below the panel-recommended standard to 1 SEM below the panel-recommended standard.

Progress of Prior Year TAKS Failers

This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year: (a) the percentage who passed the corresponding assessment in the current year; and (b) the average Texas Growth Index (TGI) between the prior year and current year. Statewide, about half (51 percent) of the students who failed the reading/ELA assessment in 2005 passed in 2006. Progress in mathematics was lower, with 32 percent of prior year failers passing in 2006. Performance of prior year failers in 2006 showed improvement over the previous year for all student groups.

The TGI is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). A TGI score of zero indicates that the year-to-year change in the scale score is equal to the average predicted change as calculated in the 2003 to 2004 base comparison years. A positive TGI score indicates that academic growth was larger than expected. A negative TGI score indicates that academic growth was less than expected. Statewide, students who failed one or more of the TAKS tests in 2005 demonstrated an average TGI growth of 0.56 in reading/ELA and 0.34 in mathematics in 2006.

Student Success Initiative (SSI)—Grades 3 and 5 Reading and Grade 5 Mathematics Results

As required by the SSI, Grade 3 students must pass the reading test, and Grade 5 students must pass the reading and mathematics tests to advance to the next grade level (Texas Education Code [TEC] §28.0211). Students have three opportunities to pass each required test and may still be promoted by a grade placement committee if the members unanimously decide that the student is likely to perform on grade level after receiving accelerated instruction. The grade promotion requirements for Grade 3 students began with the initial TAKS administration in spring 2003; requirements for Grade 5 students became effective in 2005. Students in Grade 8 will have to pass the reading and mathematics tests beginning in 2008.

Four SSI indicators are included in AEIS reports: Students Requiring Accelerated Instruction, TAKS Cumulative Met Standard (First and Second Administrations), TAKS Failers Promoted by Grade Placement Committee, and TAKS Met Standard / SDAA II Met ARD Expectations (Failed in Previous Year). For Grade 3 students, two years of results are shown for all four indicators. For Grade 5 students, two years of results are shown for the first two indicators, but only one year is shown for the last two indicators. Results for the last two indicators require two years of data to calculate, and 2005 was the first year fifth graders were subject to SSI requirements.

The indicator, Students Requiring Accelerated Instruction, shows the percentages of students who did not meet the passing standard on the Grade 3 reading test and Grade 5 reading and mathematics tests in the first test administration and were provided accelerated instruction in preparation for the second administration. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction. In 2006, 12 percent of Grade 3 students and 20 percent of Grade 5 students needed accelerated instruction following the initial administration of TAKS reading in February. In addition, 19 percent of the Grade 5 students needed accelerated instruction following the initial administration of TAKS mathematics in April.

The indicator, TAKS Cumulative Met Standard (First and Second Administrations), shows the percentages of students who passed the Grade 3 reading test and

Grade 5 reading and mathematics tests in the first and second test administrations combined. The cumulative passing rate for Grade 3 students in 2006 (94%) was up slightly from the cumulative rate of 93 percent in 2005. Grade 5 students in 2006 had cumulative passing rates of 89 percent in reading and 90 percent in mathematics, both improvements over the previous year.

The indicator, TAKS Failers Promoted by Grade Placement Committee, shows the percentages of students who did not meet the passing standard on the tests but were promoted to the next grade level by their grade placement committees. Statewide, 49.0 percent of students who did not pass the Grade 3 TAKS reading test in 2005 were promoted to Grade 4, compared to 48.2 percent in 2004. Of students in 2005 who failed Grade 5 TAKS tests, 69.9 percent who failed reading were promoted to Grade 6, and 69.6 percent who failed mathematics were promoted.

The indicator, TAKS Met Standard/SDAA II Met ARD Expectation (Failed in Previous Year), provides results for Grade 3 students who did not pass the TAKS reading test the previous year. For those who were promoted to fourth grade, the indicator shows the percentage that passed the Grade 4 reading test (either TAKS or SDAA II). For those who were retained in third grade, the indicator shows the percentage that passed the Grade 3 reading test (either TAKS or SDAA II). Statewide, 38 percent of the students who were promoted to fourth grade passed the Grade 4 reading test in 2006, a decrease from 56 percent in 2005. In contrast, 86 percent of the students who were retained in third grade passed the Grade 3 reading test in 2006, an increase from 76 percent in 2005.

The same indicator is shown for Grade 5 students who did not pass the reading test or the mathematics test the previous year. Of students who failed reading and were promoted to sixth grade, 57 percent passed the Grade 6 reading test in 2006. In contrast, 68 percent of the students who were retained in fifth grade passed the Grade 5 reading test in 2006. Of students who failed mathematics and were promoted to sixth grade, 28 percent passed the Grade 6 mathematics test in 2006. In contrast, 75 percent of the students who were retained in fifth grade passed the Grade 5 mathematics test in spring 2006.

English Language Learner (ELL) Progress Measure

This indicator, reported for the first time in 2005-06 AEIS reports, shows the percentage of students identified as limited English proficient (LEP) who met one or more of the following criteria: (a) achieved the passing standard on the English-version TAKS reading/ELA test; (b) achieved the proficiency level on the Reading Proficiency Tests in English (RPTE) that is based on years in U.S. schools for first-time RPTE testers; or (c) showed progress on the RPTE from the previous year. The group of students reported for this measure includes students currently identified as LEP, as well as students previously identified as LEP whose performance is monitored for two years after entering regular, all-English instructional programs. The measure does not include results from Spanish-version TAKS tests or results from the Texas English Language Proficiency Assessment System (TELPAS) Texas Observation Protocols (TOP).

For 2005-06, the ELL measure is based on 2006 TAKS and RPTE results and progress on the RPTE between 2005 and 2006. Statewide, 66 percent of current and monitored LEP students met one or more of the ELL progress criteria.

Student Attendance

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2004-05 (95.7%) was unchanged from the previous year. All student groups had attendance rates of at least 95.0 percent in 2004-05, except Native American and at-risk students (94.9% each) and students served in special education (94.2%). Attendance rates are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Completion/Student Status Rate

A completion rate is the percentage of students from a class of ninth graders who complete their high school education by their anticipated graduation date. Members of the class of 2005 were identified as students who attended Grade 9 for the first time in the 2001-02 school year and were expected to have graduated in spring 2005.

Two completion rate measures, Completion Rate I and Completion Rate II, were defined for Texas public school accountability beginning in 2004. Both rates include students who graduate or continue high school. Completion Rate II, in addition, includes students who receive General Educational Development (GED) certificates. Completion Rate II was used as a base indicator in the 2004 and 2005 accountability cycles. Starting with the 2006 accountability cycle, Completion Rate I is used as a base indicator for districts and campuses evaluated under the standard accountability procedures.

Completion Rate II continues to be used for alternative education accountability.

Statewide, 91.9 percent of students in the class of 2005 met the requirements of Completion Rate I, the same percentage as in the class of 2004. Across ethnic groups, completion rates were highest for Asian/Pacific Islander students (97.0%), followed by White students (93.3%), African American students (91.9%), Native American students (89.9%), and Hispanic students (89.7%). Completion rates were 87.2 percent for at-risk students, 89.4 percent for economically disadvantaged students, 82.4 percent for LEP students, and 90.4 percent for students in special education programs. Between the classes of 2004 and 2005, completion rates increased for Asian/Pacific Islander, White, and LEP students and decreased for all other student groups. In the class of 2005, 21.1 percent of LEP students and 15.7 percent of students in special education programs were continuing school after anticipated graduation. Overall, 5.5 percent of at-risk students and 1.2 percent of Asian/Pacific Islander students received GED certificates.

Statewide, 95.7 percent of students in the class of 2005 met the requirements of Completion Rate II, a decrease from the percentage in the class of 2004 (96.1%). Completion rates were highest for Asian/Pacific Islander and White students (98.2% and 98.0%, respectively). The completion rate for LEP students was 84.0 percent.

Percentage Completing Advanced/Dual Enrollment Courses

The percentage of students completing advanced/dual enrollment courses is based on a count of the number of students who complete and receive credit for at least one advanced course in Grades 9-12. Advanced courses include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment courses for which students can obtain both high school and college credit, and other courses designated as academically advanced. This indicator is evaluated for Gold Performance Acknowledgment in the statewide accountability system.

In 2004-05, the most recent year for which data are available, 20.5 percent of students in Grades 9-12 completed at least one advanced course. Across ethnic groups, the percentage of students completing advanced courses was highest for Asian/Pacific Islander students at 41.2 percent, followed by White students (25.4%), Native American students (18.9%), Hispanic students (16.0%), and African American students (13.7%). The percentage of students completing advanced courses increased for all student groups between 2003-04 and 2004-05, except Native American and at-risk students.

Percentage Completing Recommended High School Graduation Program (RHSP) or Distinguished Achievement Graduation Program (DAP)

This indicator, which shows the percentage of graduates reported as having satisfied the course requirements for the RHSP or DAP, is evaluated for Gold Performance Acknowledgment in the statewide accountability system. For a student entering ninth grade beginning in the 2004-05 school year, the RHSP is the default curriculum, unless the student, the student's parents, and a school counselor or administrator agree that the student should be permitted to take courses under the Minimum High School Graduation Program (19 Texas Administrative Code §74.51).

For the class of 2005, 72.3 percent of graduates statewide met the requirements for the RHSP or DAP, up from the 68.4 percent reported for the class of 2004. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islander students (87.0%), followed by White students (73.6%), Hispanic students (72.1%), Native American students (70.0%), and African American students (64.9%). Among special populations, the percentages were 57.1 percent for at-risk students, 68.2 percent for economically disadvantaged students, 58.1 percent for LEP students, and 16.6 percent for students in special education programs. The percentages for all student groups increased over the previous school year.

Advanced Placement (AP) and International Baccalaureate (IB) Results

AEIS reports present participation and performance results for the College Board's AP and the International Baccalaureate Organisation's IB examinations. High school students may take these examinations, usually after completing AP or IB courses, and may receive advanced placement or course credit, or both, upon entering college. Generally, colleges award credit or advanced placement for scores at or above the criterion scores of 3 on AP examinations and 4 on IB examinations. AP/IB participation and performance are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Statewide, the percentage of 11th or 12th graders taking at least one AP or IB examination rose from 17.4 percent in 2004 to 18.4 percent in 2005. The percentages of students participating in these examinations rose for all student groups, except Native American students, between 2004 and 2005.

The percentage of examinees with at least one score at or above criterion decreased statewide from 53.9 percent in 2004 to 51.8 percent in 2005. Likewise, the percentage of examinations with scores at or above criterion declined statewide, from 49.3 percent in 2004 to 47.4 percent in 2005. Performance for all student groups, except Native American students, declined on both measures in 2005.

The overall declines in the percentages of AP/IB examinations and examinees with high scores should be considered in the context of increased participation in AP/IB examinations. Generally, as participation rates increase, overall performance tends to decrease.

Texas Success Initiative (TSI)—Higher Education Readiness Component

The TSI indicator shows the percentage of students who met the Higher Education Readiness Component standards on the exit-level mathematics and English language arts (ELA) TAKS tests. The standards, as set by the Texas Higher Education Coordinating Board (THECB), are a score of 2200 on the mathematics test, a score of 2200 on the ELA test, and a score of 3 on the written composition. Performance on these tests is used to assess a student's readiness to enroll in an institution of higher education. A student who meets the standards adopted by the THECB is exempt from the TSI requirements (TEC §51.3062). TSI results are evaluated for Gold Performance Acknowledgment in the state accountability system.

TAKS results from 2006 showed that 40 percent of Grade 11 students achieved the college readiness standard in ELA, an increase of 1 percentage point from 2005. The standard in mathematics was met by 51 percent of Grade 11 students, an increase of 3 percentage points from 2005.

College Admissions Tests

The AEIS report presents participation and performance results for the SAT, published by the College Board, and the ACT, published by ACT, Inc. The results are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

The percentage of graduates who took either the SAT or the ACT increased from 61.9 percent for the class of 2004 to 65.5 percent for the class of 2005. Of the class of 2005 examinees, 27.4 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a slight increase from 27.0 percent for the class of 2004. Performance results varied greatly by ethnic group, with 48.0 percent of Asian/Pacific Islander students, 38.7 percent of White students, 29.9 percent of Native American students, 11.0 percent of Hispanic students, and 8.1 percent of African American students scoring at or above the criterion on either test.

The average SAT combined score for the class of 2005 was 992, a slight increase over the average score of 987 for the class of 2004. The average ACT composite score was 20.0 for the class of 2005, a slight decrease from 20.1 for the class of 2004.

Profile Information

In addition to performance data, the AEIS state performance report provides descriptive statistics (counts and/or percentages) on a variety of student, program, staff, and financial data.

Agency Contact Persons

For information about the academic excellence indicators, contact Criss Cloudt, Associate Commissioner for Accountability and Data Quality, (512) 463-9701; or Shannon Housson, Performance Reporting Division, (512) 463-9704.

Other Sources of Information

AEIS performance reports and profiles for each public school district and campus are available from each district, the Division of Communications at (512) 463-9000, or online at www.tea.state.tx.us/perfreport/.

See *Pocket Edition, 2005-06: Texas Public School Statistics* at www.tea.state.tx.us/perfreport/pocked/ (available in January 2007).

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2005-06 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2006 Standard Grade 3 (English) First Administration Only													
Reading	2006	90%	82%	86%	96%	92%	95%	89%	91%	83%	85%	82%	82%
	2005	89%	83%	85%	95%	93%	96%	88%	90%	83%	84%	79%	80%
Mathematics	2006	83%	70%	78%	91%	84%	95%	83%	82%	76%	76%	75%	73%
	2005	82%	70%	77%	91%	87%	94%	83%	81%	75%	75%	73%	71%
All Tests	2006	77%	63%	71%	87%	78%	91%	77%	77%	66%	68%	65%	63%
	2005	76%	63%	70%	87%	81%	91%	77%	76%	65%	67%	62%	61%
TAKS Met 2006 Standard Grade 3 (Spanish) First Administration Only													
Reading	2006	76%	80%	76%	85%	42%	> 99%	71%	81%	53%	76%	76%	76%
	2005	74%	61%	74%	87%	29%	> 99%	71%	78%	53%	74%	74%	74%
Mathematics	2006	69%	82%	69%	88%	55%	> 99%	69%	69%	52%	69%	69%	69%
	2005	68%	59%	68%	93%	71%	> 99%	68%	67%	53%	67%	67%	67%
All Tests	2006	56%	64%	56%	69%	33%	83%	53%	58%	35%	55%	55%	55%
	2005	54%	44%	54%	66%	29%	> 99%	53%	55%	34%	54%	54%	54%
TAKS Met 2006 Standard Grade 4 (English)													
Reading	2006	83%	74%	77%	92%	87%	92%	81%	85%	75%	76%	63%	65%
	2005	80%	69%	74%	89%	83%	92%	78%	81%	70%	71%	58%	58%
Mathematics	2006	84%	74%	80%	92%	86%	96%	85%	84%	78%	78%	72%	67%
	2005	82%	68%	77%	90%	84%	95%	83%	81%	73%	74%	68%	62%
Writing	2006	92%	89%	90%	95%	91%	97%	90%	94%	84%	89%	83%	84%
	2005	91%	87%	89%	94%	90%	97%	88%	94%	82%	87%	81%	80%
All Tests	2006	74%	62%	68%	85%	76%	89%	73%	76%	64%	65%	55%	51%
	2005	70%	56%	63%	82%	74%	88%	69%	72%	57%	60%	49%	45%
TAKS Met 2006 Standard Grade 4 (Spanish)													
Reading	2006	76%	62%	76%	97%	*	*	72%	80%	57%	76%	76%	76%
	2005	69%	68%	69%	79%	71%	*	65%	73%	42%	69%	69%	69%
Mathematics	2006	70%	64%	70%	94%	*	80%	72%	67%	57%	69%	70%	70%
	2005	65%	75%	65%	77%	50%	*	66%	64%	50%	65%	65%	65%
Writing	2006	90%	86%	90%	96%	*	*	87%	93%	78%	90%	90%	90%
	2005	88%	90%	88%	92%	> 99%	*	84%	91%	71%	87%	88%	88%
All Tests	2006	63%	53%	63%	89%	*	80%	61%	65%	47%	63%	63%	63%
	2005	56%	64%	56%	65%	50%	*	54%	59%	35%	56%	56%	56%

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2006 Standard Grade 5 (English) First Administration Only													
Reading	2006	81%	71%	73%	92%	86%	92%	79%	82%	71%	72%	48%	59%
	2005	75%	64%	66%	88%	79%	87%	75%	76%	62%	64%	37%	48%
Mathematics	2006	82%	70%	77%	91%	87%	95%	83%	81%	73%	75%	63%	64%
	2005	80%	65%	74%	89%	85%	93%	81%	79%	67%	72%	59%	58%
Science	2006	76%	61%	68%	88%	81%	90%	78%	73%	66%	66%	46%	53%
	2005	64%	47%	55%	80%	72%	81%	68%	61%	45%	52%	32%	37%
All Tests	2006	64%	47%	54%	80%	70%	84%	65%	63%	53%	51%	28%	35%
	2005	55%	36%	44%	72%	61%	75%	57%	53%	36%	41%	19%	24%
TAKS Met 2006 Standard Grade 5 (Spanish) First Administration Only													
Reading	2006	65%	33%	65%	88%	*	*	63%	68%	51%	65%	65%	65%
	2005	60%	*	60%	43%	*	*	57%	63%	48%	60%	60%	60%
Mathematics	2006	49%	85%	49%	50%	*	*	51%	46%	43%	49%	49%	49%
	2005	45%	*	45%	71%	*	*	46%	44%	28%	45%	45%	45%
Science	2006	31%	*	31%	80%	*	*	35%	27%	26%	31%	31%	31%
	2005	24%	*	24%	20%	*	*	26%	22%	13%	23%	24%	24%
All Tests	2006	16%	< 1%	16%	8%	*	*	18%	14%	13%	15%	16%	16%
	2005	13%	*	13%	< 1%	*	*	14%	13%	8%	13%	13%	13%
TAKS Met 2006 Standard Grade 6 (English)													
Reading	2006	92%	89%	88%	97%	93%	97%	90%	93%	79%	87%	64%	83%
	2005	86%	78%	80%	94%	90%	95%	84%	87%	70%	78%	51%	70%
Mathematics	2006	81%	68%	75%	90%	84%	94%	80%	81%	60%	73%	55%	63%
	2005	73%	58%	65%	85%	78%	92%	73%	73%	51%	62%	41%	49%
All Tests	2006	78%	66%	72%	88%	82%	93%	77%	79%	60%	69%	45%	59%
	2005	69%	54%	60%	83%	75%	90%	69%	70%	50%	58%	31%	43%
TAKS Met 2006 Standard Grade 6 (Spanish)													
Reading	2006	67%	*	67%	*	*	*	60%	74%	43%	66%	67%	67%
	2005	61%	*	61%	*	*	*	58%	64%	25%	61%	61%	61%
Mathematics	2006	54%	*	54%	*	*	*	54%	55%	50%	54%	54%	55%
	2005	45%	*	45%	*	*	*	46%	44%	< 1%	45%	45%	45%
All Tests	2006	51%	*	51%	*	*	*	48%	53%	44%	50%	50%	51%
	2005	43%	*	43%	*	*	*	43%	43%	25%	43%	43%	43%

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2006 Standard Grade 7													
Reading	2006	80%	71%	72%	90%	84%	92%	77%	82%	59%	70%	29%	60%
	2005	81%	74%	74%	91%	86%	93%	79%	83%	62%	73%	33%	61%
Mathematics	2006	71%	56%	63%	84%	77%	92%	72%	71%	50%	61%	33%	46%
	2005	65%	48%	55%	79%	70%	88%	65%	64%	41%	52%	25%	34%
Writing	2006	91%	89%	87%	96%	93%	98%	88%	94%	75%	86%	56%	81%
	2005	89%	85%	84%	94%	90%	96%	85%	93%	68%	83%	52%	76%
All Tests	2006	65%	50%	55%	80%	70%	87%	63%	67%	41%	52%	18%	36%
	2005	60%	44%	49%	75%	66%	85%	59%	61%	36%	47%	16%	28%
TAKS Met 2006 Standard Grade 8													
Reading	2006	84%	78%	77%	93%	88%	93%	83%	86%	63%	76%	32%	69%
	2005	84%	79%	76%	93%	87%	92%	83%	84%	62%	75%	30%	65%
Mathematics	2006	68%	52%	59%	81%	71%	90%	68%	68%	41%	57%	29%	42%
	2005	62%	45%	51%	76%	63%	86%	62%	62%	32%	49%	23%	30%
* Science	2006	72%	56%	62%	88%	80%	89%	76%	69%	48%	60%	23%	50%
Soc Studies	2006	84%	78%	77%	92%	88%	96%	84%	84%	62%	76%	46%	69%
	2005	85%	79%	79%	93%	90%	95%	85%	85%	62%	78%	51%	71%
* All Tests	2006	58%	40%	46%	75%	63%	84%	59%	57%	32%	44%	12%	28%
	2005	58%	42%	46%	73%	61%	83%	58%	58%	33%	44%	14%	26%
TAKS Met 2006 Standard Grade 9													
Reading	2006	88%	84%	82%	96%	92%	94%	85%	91%	69%	82%	41%	79%
	2005	83%	75%	75%	93%	88%	91%	78%	87%	57%	74%	30%	68%
Mathematics	2006	58%	40%	46%	75%	61%	85%	58%	58%	27%	44%	19%	31%
	2005	58%	40%	45%	74%	62%	84%	58%	58%	28%	43%	18%	29%
All Tests	2006	57%	40%	46%	75%	62%	83%	56%	58%	35%	44%	16%	32%
	2005	56%	38%	43%	73%	60%	80%	55%	57%	31%	41%	13%	28%

* Grade 8 Science (tested at 2 SEM below Panel Recommended value) is included in All Tests for 2006.

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2006 Standard Grade 10													
Eng Lang Arts	2006	86%	80%	79%	93%	90%	93%	81%	90%	56%	78%	32%	74%
	2005	68%	59%	59%	77%	72%	81%	61%	75%	37%	57%	20%	51%
Mathematics	2006	62%	43%	51%	76%	70%	85%	63%	61%	29%	48%	23%	34%
	2005	59%	39%	46%	75%	67%	84%	61%	58%	27%	44%	18%	28%
Science	2006	61%	41%	46%	80%	72%	79%	66%	57%	34%	44%	13%	35%
	2005	55%	35%	39%	72%	63%	78%	58%	52%	24%	37%	11%	25%
Soc Studies	2006	84%	76%	76%	93%	90%	94%	85%	83%	60%	75%	41%	70%
	2005	85%	76%	77%	93%	90%	94%	85%	84%	61%	76%	43%	69%
All Tests	2006	50%	30%	36%	67%	60%	74%	52%	48%	21%	34%	8%	21%
	2005	40%	22%	27%	56%	46%	66%	39%	41%	12%	24%	6%	13%
TAKS Met 2006 Standard ^ Grade 11													
Eng Lang Arts	2006	89%	85%	83%	94%	92%	94%	86%	91%	65%	81%	36%	82%
	2005	87%	83%	80%	93%	88%	92%	84%	90%	59%	79%	34%	78%
Mathematics	2006	78%	63%	70%	88%	83%	92%	81%	76%	47%	68%	43%	65%
	2005	72%	55%	62%	84%	75%	89%	75%	69%	39%	59%	35%	52%
Science	2006	76%	61%	64%	88%	83%	89%	80%	72%	47%	62%	30%	60%
	2005	71%	56%	58%	85%	78%	86%	77%	66%	40%	56%	29%	52%
Soc Studies	2006	94%	92%	90%	98%	97%	97%	95%	93%	80%	90%	65%	90%
	2005	91%	88%	85%	97%	95%	95%	93%	90%	72%	85%	53%	84%
All Tests	2006	66%	48%	53%	80%	73%	84%	68%	64%	34%	50%	16%	47%
	2005	60%	41%	45%	75%	64%	79%	63%	57%	26%	42%	13%	35%

^ Primary Spring Administration, plus June 2005 and October 2005 first-time testers who pass all 4 tests.

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2006 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science) (Standard Accountability Indicator)													
Reading/ELA	2006	87%	82%	82%	94%	90%	94%	85%	89%	71%	81%	63%	76%
	2005	83%	76%	77%	91%	87%	92%	80%	85%	65%	76%	58%	68%
Mathematics	2006	75%	61%	68%	86%	79%	92%	75%	74%	57%	66%	58%	55%
	2005	71%	55%	63%	83%	75%	90%	72%	70%	52%	61%	53%	47%
Writing	2006	91%	89%	89%	95%	92%	97%	89%	94%	79%	88%	77%	83%
	2005	90%	86%	87%	94%	90%	97%	86%	93%	75%	85%	74%	78%
Science	2006	70%	54%	59%	85%	79%	86%	74%	67%	49%	58%	35%	49%
	2005	63%	45%	50%	79%	70%	82%	67%	59%	37%	48%	26%	38%
Soc Studies	2006	87%	81%	80%	94%	91%	95%	88%	86%	67%	79%	49%	76%
	2005	87%	81%	80%	94%	91%	95%	87%	86%	65%	79%	49%	75%
All Tests	2006	67%	52%	58%	81%	72%	87%	67%	67%	49%	56%	45%	44%
	2005	62%	45%	52%	76%	67%	83%	62%	62%	41%	50%	39%	36%
TAKS Met 2006 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science) (2008 Preview at Panel Recommended)													
Science	2006	66%	49%	53%	82%	74%	83%	70%	62%	44%	52%	29%	43%
All Tests	2006	65%	50%	56%	79%	70%	85%	66%	65%	47%	54%	44%	42%
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science)													
Reading/ELA	2006	27%	17%	18%	38%	29%	43%	24%	30%	12%	17%	10%	10%
	2005	25%	15%	17%	36%	28%	40%	23%	27%	12%	15%	9%	8%
Mathematics	2006	23%	11%	16%	32%	24%	50%	24%	22%	12%	15%	12%	7%
	2005	20%	9%	13%	29%	21%	46%	21%	19%	10%	12%	9%	5%
Writing	2006	30%	21%	22%	40%	30%	49%	24%	35%	12%	20%	11%	13%
	2005	26%	17%	19%	36%	26%	46%	21%	32%	10%	17%	11%	9%
Science	2006	16%	6%	9%	23%	16%	31%	19%	12%	8%	9%	4%	4%
	2005	14%	6%	8%	20%	15%	27%	16%	11%	7%	8%	3%	3%
Soc Studies	2006	30%	17%	19%	43%	34%	53%	35%	25%	11%	17%	3%	11%
	2005	26%	14%	15%	38%	29%	47%	30%	22%	8%	13%	3%	8%
All Tests	2006	11%	4%	6%	17%	11%	27%	11%	11%	5%	5%	4%	2%
	2005	10%	4%	5%	15%	10%	24%	10%	10%	4%	5%	3%	2%
TAKS-I (Sum of All Grades Tested) Met Standard													
ELA	2006	30%	22%	25%	39%	38%	29%	25%	39%	30%	25%	18%	31%
Mathematics	2006	13%	3%	10%	20%	< 1%	11%	16%	8%	13%	9%	7%	13%
Science	2006	20%	11%	15%	32%	28%	28%	23%	15%	20%	16%	11%	19%
Soc Studies	2006	31%	23%	24%	43%	45%	39%	33%	27%	31%	26%	19%	30%

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)													
	2006	84%	83%	82%	87%	87%	87%	83%	85%	84%	83%	82%	83%
	2005	79%	78%	76%	83%	83%	83%	78%	81%	79%	78%	76%	78%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations													
Reading/ELA	2006	87%	86%	85%	90%	91%	90%	86%	88%	87%	86%	85%	86%
	2005	82%	81%	80%	86%	85%	87%	81%	85%	82%	81%	78%	81%
Mathematics	2006	86%	85%	85%	89%	89%	89%	86%	87%	86%	86%	86%	86%
	2005	80%	79%	78%	84%	86%	84%	80%	81%	80%	80%	78%	79%
Writing	2006	68%	67%	65%	71%	68%	73%	66%	71%	68%	67%	65%	67%
	2005	65%	65%	62%	70%	69%	70%	63%	69%	65%	64%	61%	63%
All Tests	2006	74%	72%	72%	79%	79%	78%	73%	76%	74%	73%	72%	74%
	2005	68%	66%	64%	73%	74%	74%	67%	70%	68%	66%	63%	67%

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)												
Tested	97.1%	97.3%	95.8%	98.5%	97.6%	96.0%	96.7%	97.4%	90.5%	96.1%	87.2%	95.5%
By Assessment												
TAKS (1 or more)	90.7%	87.2%	89.3%	93.4%	89.9%	94.3%	88.5%	92.9%	39.8%	87.4%	76.4%	86.7%
Not on TAKS	6.4%	10.1%	6.6%	5.1%	7.7%	1.7%	8.2%	4.5%	50.7%	8.8%	10.8%	8.9%
TAKS-I Only	0.1%	0.2%	0.1%	0.1%	0.3%	0.0%	0.2%	0.1%	1.1%	0.2%	0.1%	0.2%
SDAA II Only	5.4%	8.7%	5.6%	4.3%	6.3%	1.5%	7.0%	3.8%	42.9%	7.5%	9.5%	7.5%
TAKS-I/SDAA II Only	0.8%	1.2%	0.8%	0.7%	1.2%	0.2%	1.1%	0.6%	6.6%	1.1%	1.2%	1.2%
By Acct Status												
Acct System	90.5%	84.8%	90.4%	93.3%	87.1%	91.8%	90.1%	91.2%	81.4%	89.3%	82.7%	89.9%
Non-Acct System	6.5%	12.5%	5.5%	5.2%	10.4%	4.2%	6.7%	6.3%	9.0%	6.9%	4.5%	5.6%
Mobile	5.6%	7.9%	5.3%	4.9%	9.6%	3.6%	5.7%	5.4%	7.3%	5.4%	4.3%	4.3%
Non-Acct Test	0.2%	0.3%	0.1%	0.1%	0.3%	0.0%	0.2%	0.1%	1.1%	0.2%	0.1%	0.2%
Katrina/Rita	0.8%	4.3%	0.1%	0.2%	0.6%	0.6%	0.7%	0.8%	0.6%	1.3%	0.1%	1.2%
Not Tested	2.9%	2.7%	4.2%	1.5%	2.4%	4.0%	3.3%	2.6%	9.5%	3.9%	12.8%	4.5%
Absent	0.2%	0.3%	0.3%	0.2%	0.4%	0.1%	0.3%	0.2%	0.5%	0.3%	0.2%	0.4%
ARD Exempt	0.7%	0.9%	0.7%	0.6%	0.6%	0.4%	0.8%	0.5%	5.2%	0.8%	1.0%	0.7%
LEP Exempt	1.0%	0.2%	2.1%	0.1%	0.3%	2.3%	1.1%	1.0%	0.0%	1.6%	8.9%	2.0%
Other	1.0%	1.1%	1.2%	0.6%	1.1%	1.1%	1.1%	0.8%	3.7%	1.2%	2.7%	1.3%
Katrina/Rita	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%
Total Count	3,001,657	445,706	1,312,319	1,132,571	10,472	94,641	1,536,639	1,461,791	379,444	1,577,706	348,334	1,397,945
2005 TAKS/SDAA II Participation (Grades 3-11)												
Tested	97.0%	97.2%	95.7%	98.4%	97.4%	96.0%	96.6%	97.4%	90.1%	96.0%	87.0%	95.1%
By Assessment												
TAKS (1 or more)	90.8%	87.3%	89.3%	93.5%	90.0%	94.4%	88.7%	93.0%	43.0%	87.3%	76.5%	86.3%
SDAA II Only	6.2%	9.9%	6.4%	4.9%	7.4%	1.6%	7.9%	4.4%	47.1%	8.7%	10.6%	8.8%
By Mobility Status												
Acct Subset	91.3%	89.5%	90.4%	93.4%	88.2%	92.6%	90.9%	92.0%	82.7%	90.6%	82.7%	90.7%
Mobile Subset	5.7%	7.7%	5.3%	5.0%	9.2%	3.4%	5.7%	5.4%	7.4%	5.4%	4.4%	4.5%
Not Tested	3.0%	2.8%	4.3%	1.6%	2.6%	4.0%	3.4%	2.6%	9.9%	4.0%	13.0%	4.9%
Absent	0.2%	0.3%	0.3%	0.2%	0.3%	0.1%	0.3%	0.2%	0.5%	0.3%	0.2%	0.4%
ARD Exempt	0.8%	1.1%	0.8%	0.7%	0.9%	0.5%	1.0%	0.6%	5.9%	0.9%	1.0%	0.9%
LEP Exempt	1.0%	0.2%	2.1%	0.1%	0.3%	2.3%	1.1%	1.0%	0.0%	1.7%	9.0%	2.1%
Other	1.0%	1.1%	1.2%	0.6%	1.1%	1.1%	1.1%	0.8%	3.5%	1.1%	2.7%	1.4%
Total Count	2,931,773	419,924	1,261,614	1,144,136	9,937	88,936	1,501,929	1,426,001	385,626	1,511,786	333,324	1,262,502
TAKS Exit-Level Cumulative Pass Rate												
Class of 2006	87%	78%	80%	94%	76%	94%	87%	86%	56%	78%	48%	77%
Class of 2005	91%	85%	86%	95%	90%	95%	90%	91%	60%	84%	60%	83%

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)												
Percent of Failers Passing TAKS												
Reading/ELA 2006	51%	49%	46%	67%	59%	65%	50%	53%	44%	46%	31%	51%
2005	45%	42%	40%	58%	53%	56%	44%	46%	37%	40%	30%	44%
Mathematics 2006	32%	26%	29%	41%	34%	46%	33%	32%	25%	28%	23%	31%
2005	25%	21%	23%	34%	29%	38%	26%	25%	20%	22%	18%	25%
Average TGI Growth												
Reading/ELA 2006	0.56	0.51	0.45	0.87	0.72	0.91	0.53	0.60	0.37	0.46	0.28	0.51
2005	0.53	0.49	0.43	0.80	0.75	0.70	0.53	0.52	0.35	0.44	0.32	0.51
Mathematics 2006	0.34	0.30	0.32	0.42	0.35	0.53	0.35	0.34	0.28	0.32	0.34	0.34
2005	0.38	0.34	0.34	0.47	0.40	0.58	0.40	0.36	0.30	0.34	0.32	0.37
Student Success Initiative												
Grade 3 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2006	12%	18%	16%	5%	9%	5%	13%	10%	19%	17%	21%	20%
2005	13%	18%	17%	6%	9%	5%	14%	11%	20%	18%	23%	22%
TAKS Cumulative Met Standard (First and Second Administrations)												
2006	94%	91%	92%	98%	96%	98%	94%	95%	91%	91%	89%	90%
2005	93%	90%	90%	98%	97%	98%	92%	94%	89%	90%	86%	87%
TAKS Failers Promoted by Grade Placement Committee												
2005	49.0%	52.5%	47.5%	52.4%	28.6%	47.1%	49.1%	48.9%	70.7%	48.2%	48.4%	49.3%
2004	48.2%	54.6%	43.8%	57.5%	72.7%	54.3%	50.5%	44.8%	84.9%	47.4%	44.6%	49.0%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)												
Promoted to Grade 4												
2006	38%	38%	36%	50%	29%	29%	37%	38%	16%	37%	33%	36%
2005	56%	56%	50%	73%	67%	71%	56%	54%	13%	54%	49%	50%
Retained in Grade 3												
2006	86%	85%	86%	93%	83%	89%	86%	86%	81%	85%	84%	86%
2005	76%	73%	75%	86%	*	84%	76%	76%	76%	75%	72%	76%

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)												
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2006	20%	30%	28%	9%	15%	9%	22%	19%	30%	29%	49%	41%
2005	25%	36%	34%	12%	22%	13%	26%	25%	39%	36%	57%	51%
TAKS Cumulative Met Standard (First and Second Administrations)												
2006	89%	83%	83%	96%	93%	96%	88%	89%	82%	83%	67%	75%
2005	86%	79%	80%	95%	90%	95%	85%	87%	76%	79%	61%	68%
TAKS Failers Promoted by Grade Placement Committee												
2005	69.9%	70.9%	69.3%	70.7%	68.0%	73.3%	70.1%	69.6%	86.4%	69.6%	69.2%	69.6%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)												
Promoted to Grade 6												
2006	57%	62%	53%	68%	85%	67%	53%	61%	46%	55%	47%	56%
Retained in Grade 5												
2006	68%	71%	65%	81%	67%	79%	66%	70%	57%	66%	59%	68%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
2006	19%	30%	24%	9%	14%	5%	18%	20%	28%	26%	39%	37%
2005	21%	35%	27%	11%	16%	7%	20%	22%	34%	30%	44%	43%
TAKS Cumulative Met Standard (First and Second Administrations)												
2006	90%	82%	87%	96%	93%	98%	90%	90%	84%	85%	76%	78%
2005	88%	78%	84%	95%	92%	97%	89%	87%	80%	82%	72%	72%
TAKS Failers Promoted by Grade Placement Committee												
2005	69.6%	71.9%	68.5%	71.1%	52.2%	70.3%	69.3%	70.0%	87.5%	69.3%	68.2%	69.3%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)												
Promoted to Grade 6												
2006	28%	29%	26%	36%	31%	36%	29%	28%	15%	27%	25%	27%
Retained in Grade 5												
2006	75%	73%	73%	84%	> 99%	81%	74%	75%	72%	74%	70%	75%
English Language Learners Progress Measure												
2005-06	66%	72%	65%	81%	65%	87%	63%	69%	24%	65%	59%	61%
Attendance Rate												
2004-05	95.7%	95.3%	95.5%	95.8%	94.9%	97.6%	95.7%	95.7%	94.2%	95.4%	96.5%	94.9%
2003-04	95.7%	95.4%	95.5%	95.9%	95.0%	97.7%	95.7%	95.8%	94.3%	95.4%	96.5%	94.9%

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)												
2004-05	0.2%	0.2%	0.3%	0.1%	0.3%	0.1%	0.2%	0.2%	0.2%	0.2%	0.5%	0.2%
2003-04	0.2%	0.2%	0.3%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.5%	0.2%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)												
2004-05	0.9%	1.2%	1.4%	0.5%	1.1%	0.4%	1.0%	0.8%	1.3%	1.0%	2.1%	1.2%
2003-04	0.9%	1.0%	1.3%	0.4%	0.8%	0.4%	0.9%	0.8%	1.2%	0.9%	2.0%	1.1%
Completion/Student Status Rate (Gr 9-12)												
Class of 2005												
Graduated	84.0%	81.7%	77.4%	89.5%	84.3%	92.7%	80.8%	87.3%	74.8%	77.4%	61.2%	72.9%
Received GED	3.8%	2.6%	3.4%	4.7%	5.2%	1.2%	4.8%	2.9%	2.8%	3.9%	1.6%	5.5%
Continued HS	7.9%	10.2%	12.3%	3.9%	5.6%	4.3%	9.7%	6.0%	15.7%	12.0%	21.1%	14.2%
Dropped Out (4-yr)	4.3%	5.5%	6.9%	2.0%	4.9%	1.8%	4.7%	3.9%	6.8%	6.7%	16.0%	7.3%
Class of 2004												
Graduated	84.6%	82.8%	78.4%	89.4%	84.3%	92.7%	81.4%	87.8%	75.4%	78.6%	58.1%	75.6%
Received GED	4.2%	3.1%	3.8%	5.1%	6.1%	1.6%	5.2%	3.2%	3.2%	4.2%	1.9%	5.7%
Continued HS	7.3%	9.2%	11.6%	3.7%	5.9%	4.0%	9.1%	5.5%	15.1%	11.3%	23.7%	12.8%
Dropped Out (4-yr)	3.9%	4.9%	6.3%	1.9%	3.7%	1.7%	4.3%	3.4%	6.3%	5.9%	16.3%	6.0%
Completion Rate II (w/GED) (AEA Indicator)												
Class of 2005	95.7%	94.5%	93.1%	98.0%	95.1%	98.2%	95.3%	96.1%	93.2%	93.3%	84.0%	92.7%
Class of 2004	96.1%	95.1%	93.7%	98.1%	96.3%	98.3%	95.7%	96.6%	93.7%	94.1%	83.7%	94.0%
Completion Rate I (w/o GED) (Standard Accountability Indicator)												
Class of 2005	91.9%	91.9%	89.7%	93.3%	89.9%	97.0%	90.5%	93.3%	90.4%	89.4%	82.4%	87.2%
Class of 2004	91.9%	92.0%	90.0%	93.0%	90.1%	96.7%	90.5%	93.3%	90.5%	90.0%	81.9%	88.3%
COLLEGE READINESS INDICATORS												
Advanced Course/Dual Enrollment Completion												
2004-05	20.5%	13.7%	16.0%	25.4%	18.9%	41.2%	18.2%	22.8%	4.5%	14.2%	8.8%	10.7%
2003-04	19.9%	13.0%	15.5%	24.7%	19.8%	38.6%	17.7%	22.2%	4.4%	13.6%	8.5%	11.0%
RHSP/DAP Graduates												
Class of 2005	72.3%	64.9%	72.1%	73.6%	70.0%	87.0%	66.8%	77.7%	16.6%	68.2%	58.1%	57.1%
Class of 2004	68.4%	59.9%	68.2%	69.9%	64.8%	83.1%	62.9%	73.7%	14.6%	64.7%	48.8%	55.5%
AP/IB Results												
Tested												
2005	18.4%	9.8%	14.7%	21.8%	17.3%	42.3%	16.1%	20.6%	n/a	n/a	n/a	n/a
2004	17.4%	9.2%	13.2%	21.0%	18.3%	39.8%	15.2%	19.4%	n/a	n/a	n/a	n/a
Examinees >= Criterion												
2005	51.8%	25.2%	40.2%	59.1%	51.7%	66.0%	54.0%	50.2%	n/a	n/a	n/a	n/a
2004	53.9%	26.6%	44.9%	59.5%	43.3%	68.0%	55.8%	52.6%	n/a	n/a	n/a	n/a
Scores >= Criterion												
2005	47.4%	23.2%	31.0%	54.7%	44.0%	61.5%	50.1%	45.3%	n/a	n/a	n/a	n/a
2004	49.3%	24.5%	34.5%	55.3%	37.5%	62.5%	51.8%	47.3%	n/a	n/a	n/a	n/a

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Texas Success Initiative (TSI) - Higher Education Readiness Component													
Eng Lang Arts	2006	40%	28%	31%	49%	43%	57%	33%	46%	13%	28%	4%	26%
	2005	39%	28%	30%	48%	44%	53%	32%	46%	13%	27%	4%	24%
Mathematics	2006	51%	29%	39%	64%	55%	77%	54%	47%	19%	36%	17%	28%
	2005	48%	26%	34%	62%	51%	74%	52%	44%	17%	32%	14%	22%
SAT/ACT Results													
Tested													
Class of 2005		65.5%	66.2%	50.7%	70.7%	80.4%	86.9%	62.6%	68.1%	n/a	n/a	n/a	n/a
Class of 2004		61.9%	60.9%	46.3%	67.2%	76.3%	80.3%	59.4%	64.0%	n/a	n/a	n/a	n/a
At/Above Criterion													
Class of 2005		27.4%	8.1%	11.0%	38.7%	29.9%	48.0%	30.3%	24.9%	n/a	n/a	n/a	n/a
Class of 2004		27.0%	7.6%	10.5%	37.6%	30.6%	45.6%	30.0%	24.6%	n/a	n/a	n/a	n/a
Mean SAT Score													
Class of 2005		992	855	902	1059	1004	1095	1013	974	n/a	n/a	n/a	n/a
Class of 2004		987	843	894	1047	993	1072	1008	970	n/a	n/a	n/a	n/a
Mean ACT Score													
Class of 2005		20.0	17.0	17.8	21.8	20.9	22.4	20.0	20.0	n/a	n/a	n/a	n/a
Class of 2004		20.1	17.1	17.9	21.8	20.7	22.3	20.1	20.1	n/a	n/a	n/a	n/a

'*' indicates results are masked due to small numbers to protect student confidentiality.
'n/a' indicates data reporting is not applicable for this group.

STUDENT INFORMATION		Count	Percent
Total Students		4,505,572	100.0%
Students By Grade:	Early Childhood Education	13,234	0.3%
	Pre-Kindergarten	181,420	4.0%
	Kindergarten	349,748	7.8%
	Grade 1	359,006	8.0%
	Grade 2	344,441	7.6%
	Grade 3	340,527	7.6%
	Grade 4	329,798	7.3%
	Grade 5	336,923	7.5%
	Grade 6	323,870	7.2%
	Grade 7	338,731	7.5%
	Grade 8	335,606	7.4%
	Grade 9	391,955	8.7%
	Grade 10	322,715	7.2%
	Grade 11	281,269	6.2%
	Grade 12	256,329	5.7%
Ethnic Distribution:	African American	664,242	14.7%
	Hispanic	2,040,449	45.3%
	White	1,644,308	36.5%
	Native American	14,984	0.3%
	Asian/Pacific Islander	141,589	3.1%
Economically Disadvantaged		2,503,755	55.6%
Limited English Proficient (LEP)		711,237	15.8%
Students w/Disciplinary Placements (2004-05)		104,198	2.3%
At-Risk		2,195,942	48.7%
Total Graduates (Class of 2005):		239,716	100.0%
By Ethnicity (incl. Special Ed.):			
African American		32,811	13.7%
Hispanic		84,566	35.3%
White		113,212	47.2%
Native American		764	0.3%
Asian/Pacific Islander		8,363	3.5%
By Graduation Type (incl. Special Ed.):			
Minimum H.S. Program		66,380	27.7%
Recommended H.S. Pgm./DAP		173,336	72.3%
Special Education Graduates		25,951	10.8%
Data Quality:	PID Errors (student)	12,720	0.2%
	Underreported Students	3,449	0.2%

PROGRAM INFORMATION		Count	Percent
Student Enrollment by Program:			
Bilingual/ESL Education		657,716	14.6%
Career and Technology Education		914,268	20.3%
Gifted and Talented Education		342,353	7.6%
Special Education		500,037	11.1%
Teachers by Program (population served):			
Bilingual/ESL Education		26,441.0	8.8%
Career and Technology Education		11,958.5	4.0%
Compensatory Education		9,814.1	3.2%
Gifted and Talented Education		6,591.3	2.2%
Regular Education		208,245.2	68.9%
Special Education		31,437.5	10.4%
Other		7,660.9	2.5%
Class Size Averages by Grade and Subject:			
Elementary:	Kindergarten		19.3
	Grade 1		18.9
	Grade 2		18.9
	Grade 3		18.9
	Grade 4		19.3
	Grade 5		21.9
	Grade 6		21.4
	Mixed Grades		25.7
Secondary:	English/Language Arts		20.3
	Foreign Language		21.3
	Mathematics		20.3
	Science		21.5
	Social Studies		22.5

		Non-Special Education Rates	Special Education Rates
Retention Rates By Grade:	Kindergarten	2.9%	11.8%
	Grade 1	5.9%	10.2%
	Grade 2	3.5%	4.3%
	Grade 3	3.3%	2.6%
	Grade 4	1.8%	1.4%
	Grade 5	3.8%	2.2%
	Grade 6	1.5%	1.6%
	Grade 7	2.3%	2.5%
	Grade 8	1.7%	3.0%

STAFF INFORMATION	Count	Percent
Total Staff:	596,297.7	100.0%
Professional Staff:	372,671.4	62.5%
Teachers	302,148.7	50.7%
Professional Support	47,868.5	8.0%
Campus Administration (School Leadership)	16,744.4	2.8%
Central Administration	5,909.8	1.0%
Educational Aides:	60,944.2	10.2%
Auxiliary Staff:	162,682.2	27.3%
Total Minority Staff:	247,644.6	41.5%
Teachers by Ethnicity and Sex:		
African American	27,464.8	9.1%
Hispanic	60,816.9	20.1%
White	209,743.0	69.4%
Native American	803.9	0.3%
Asian/Pacific Islander	3,319.1	1.1%
Males	69,103.0	22.9%
Females	233,044.6	77.1%
Teachers by Highest Degree Held:		
No Degree	2,884.1	1.0%
Bachelors	233,604.7	77.3%
Masters	64,148.7	21.2%
Doctorate	1,511.2	0.5%
Teachers by Years of Experience:		
Beginning Teachers	22,763.9	7.5%
1-5 Years Experience	87,513.1	29.0%
6-10 Years Experience	58,741.1	19.4%
11-20 Years Experience	73,121.5	24.2%
Over 20 Years Experience	60,009.0	19.9%
Number of Students Per Teacher:	14.9	n/a

	Years
Average Yrs. Experience of Teachers:	11.5 yrs.
Average Yrs. Experience of Teachers with Districts:	7.6 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$34,505
1-5 Years Experience	$36,567
6-10 Years Experience	$39,008
11-20 Years Experience	$43,978
Over 20 Years Experience	$51,998
Average Actual Salaries (regular duties only):	
Teachers	$41,744
Professional Support	$50,029
Campus Administration (School Leadership)	$62,704
Central Administration	$77,499

Turnover Rate For Teachers:	14.6%
Instructional Staff Percent:	64.0%

EXCLUSIONS:

Shared Services Arrangement Staff:	Count
Professional Staff	1,390.0
Educational Aides	315.4
Auxiliary Staff	808.7
Contracted Instructional Staff:	4,958.9

TAX INFORMATION (CALENDAR YEAR 2005)	State Amount	State Percent/Rate
Adopted Tax Rate		
Maintenance and Operations	n/a	$1.457
Interest and Sinking Fund #	n/a	$0.112
Total Rate (sum of above)	n/a	$1.569
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$1,217,164,215,099	n/a
Value Per Pupil ^	$274,818	n/a
Value by Category		
Business	$462,652,835,760	33.4%
Residential	$755,943,876,961	54.6%
Land	$89,686,042,868	6.5%
Oil and Gas	$67,412,630,466	4.9%
Other	$9,539,467,375	0.7%
FUND BALANCE INFORMATION		
Fund Balance (End of Year 2004-05 audited)	$5,477,398,260	n/a
Percent of Total Budgeted Expenditures (2005-06)	n/a	17.9%

ACTUAL PROGRAM EXPENDITURE INFORMATION (2004-05)	State All Funds	State Percent	State Per Student
By Program:			
Total Operating Expenditures	$23,792,801,952	100.0%	$5,428
Bilingual/ESL Education (25)	$1,018,445,900	4.3%	$232
Career & Technology Education (22)	$841,369,287	3.5%	$192
Accelerated Education (24,30)	$2,985,766,010	12.5%	$681
Gifted & Talented Education (21)	$364,115,599	1.5%	$83
Regular Education (11)	$13,869,852,144	58.3%	$3,164
Special Education (23)	$3,881,430,242	16.3%	$886
Athletics/Related Activities (91)	$563,302,935	2.4%	$129
Other (26,28,29)	$268,519,835	1.1%	$61

ACTUAL EXPENDITURE INFORMATION (2004-05)	State All Funds	State Percent	State Per Student
By Object:			
Total Expenditures	$40,627,525,739	100.0%	$9,269
Payroll Costs	$25,422,926,260	62.6%	$5,800
Other Operating Costs	$6,715,530,914	16.5%	$1,532
Debt Service	$3,261,371,054	8.0%	$744
Capital Outlay	$5,227,697,511	12.9%	$1,193
By Function (Objects 6100-6400 only):			
Total Operating Expenditures	$31,684,439,697	100.0%	$7,229
Instruction (11,95)	$18,304,800,060	57.8%	$4,176
Instructional-Related Services (12,13)	$1,152,087,258	3.6%	$263
Instructional Leadership (21)	$493,685,877	1.6%	$113
School Leadership (23)	$1,787,967,963	5.6%	$408
Support Services-Student (31,32,33)	$1,519,774,521	4.8%	$347
Student Transportation (34)	$863,357,045	2.7%	$197
Food Services (35)	$1,676,750,837	5.3%	$383
Cocurricular Activities (36)	$809,628,358	2.6%	$185
Central Administration (41,92)	$1,122,303,126	3.5%	$256
Plant Maintenance and Operations (51)	$3,328,712,192	10.5%	$759
Security and Monitoring Services (52)	$222,250,998	0.7%	$51
Data Processing Services (53)	$402,072,261	1.3%	$92
Community Services (61)	$183,873,319	n/a	$42
Equity Transfers (excluded from expenditures)	$1,107,002,300	n/a	$253
Instructional Expenditure Ratio *(11,12,13,31)		62.5%	
ACTUAL REVENUE INFORMATION (2004-05)			
By Source:			
Total Revenues	$36,596,399,901	100.0%	$8,349
Local Tax	$17,592,408,827	48.1%	$4,014
Other Local & Intermediate	$1,939,988,233	5.3%	$443
State	$13,166,271,425	36.0%	$3,004
Federal	$3,897,731,416	10.7%	$889
Equity Transfers (excluded from revenues)	$1,107,002,300	n/a	$253

The $0.112 includes 293 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.156.
* For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html.
^ Not Used for School Funding calculations.
'n/a' indicates data reporting is not applicable for this group.

2. Student Performance

This chapter provides an overview of student performance on all state-mandated standardized tests, including the Texas Assessment of Knowledge and Skills (TAKS), the Texas English Language Proficiency Assessment System (TELPAS), the State-Developed Alternative Assessment II (SDAA II), and new in 2006, the Texas Assessment of Knowledge and Skills–Inclusive (TAKS-I).

As mandated by the 76th Texas Legislature, Texas public school students took the TAKS tests for the first time in 2003. Two to four TAKS subject-area tests, depending on the grade level, are administered annually to students in Grades 3-11 (Table 2.1). TAKS assessments are related to the curriculum in one of two ways. In Grades 3-8, TAKS assesses the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), which is grade-specific. For example, the Grade 5 TAKS reading test is based on the knowledge and skills presented in the Grade 5 TEKS reading curriculum. In Grades 9-11, TAKS assesses broader curricula based on courses required for high school graduation. For example, the Grade 11 exit-level TAKS mathematics test assesses the knowledge and skills from Algebra I and high school geometry, as well as some curriculum from Grade 8 mathematics. TAKS results are reported to school districts, parents, students, and the public. Reports include the numbers of students who took the tests, the percentages of students who met the passing standard, and the percentages of students who achieved commended performance.

In 2001, the U.S. Congress passed the No Child Left Behind Act (NCLB). Under NCLB, all eligible limited English proficient (LEP) students in Grades K-12 must be assessed annually in four language domains: listening, speaking, reading, and writing. In response to the requirement, the Texas Education Agency (TEA) developed TELPAS in 2005. TELPAS has two components, both designed to assess the progress of LEP students: the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). The RPTE assesses reading in Grades 3-12. The TOP assesses reading in Grades K-2 and listening, speaking, and writing in Grades K-12.

Another component of the statewide assessment program is the SDAA II. SDAA II measures the academic progress of students in Grades 3-10 who are served in special education programs and who are receiving TEKS-based instruction in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. First administered in 2005, SDAA II is a revision of the original SDAA. It assesses more of the TEKS than did SDAA and asks questions in more authentic ways to better reflect good instructional practice and more accurately measure student learning. SDAA II assesses reading in Grades 3-9, mathematics in Grades 3-10, writing in Grades 4 and 7, and English language arts (ELA) in Grade 10. Students enrolled in Grade 10 who are receiving instruction below grade level in ELA may take separate reading and writing tests.

New in 2006 is the TAKS-I test, which provides testing to students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses science in

Table 2.1. State Assessment Tests and Subjects, by Grade, 2006

Grade	English-Version TAKS/TAKS-I[a]	Spanish-Version TAKS/TAKS-I	SDAA II[b]	RPTE[c]
3	Math, Reading	Math, Reading	Math, Reading	Reading
4	Math, Reading, Writing	Math, Reading, Writing	Math, Reading, Writing	Reading
5	Math, Reading, Science	Math, Reading, Science	Math, Reading	Reading
6	Math, Reading	Math, Reading	Math, Reading	Reading
7	Math, Reading, Writing		Math, Reading, Writing	Reading
8	Math, Reading, Science, Social Studies		Math, Reading	Reading
9	Math, Reading		Math, Reading	Reading
10	Math, ELA[d], Science, Social Studies		Math, ELA[e]	Reading
11[f]	Math, ELA, Science, Social Studies			Reading
12				Reading

[a]The Texas Assessment of Knowledge and Skills–Inclusive, administered for the first time in 2006, assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and English language arts, mathematics, science, and social studies in Grade 11. [b]State-Developed Alternative Assessment II. [c]Reading Proficiency Tests in English. [d]English language arts. [e]Separate reading and writing tests may be administered. [f]Exit level.

Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11, the exit level. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students in special education programs by excluding embedded field-test items, using larger type, and presenting fewer questions per page.

Development of the Assessment System

In summer 2002, TEA invited approximately 350 educators and interested citizens to participate in panels to develop recommendations for passing standards for the TAKS tests. In November 2002, the State Board of Education adopted TAKS passing standards designed to provide a three-year transition from the previous assessment program to the more challenging TAKS. The plan was to phase in the panel-recommended passing standard over time using a standard error of measurement (SEM). SEM is a measure of the extent to which factors other than achievement, such as chance error, testing conditions, and imperfect test reliability, can cause a student's observed score (the score actually achieved on a test) to fluctuate above or below his or her true score (the true ability of the student). The transition plan did not include a phase-in period for the commended performance standard.

In 2006, all students in Grades 3-11 were required to achieve the panel-recommended standard on all TAKS tests, except the Grade 8 science test. This test was administered for the first time in 2006, and the passing standard was 2 SEM below the panel-recommended standard. Following is a brief description of the three categories of TAKS performance.

- Commended performance. This category indicates high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Students demonstrated a thorough understanding of the knowledge and skills measured.
- Met the standard. This category indicates satisfactory academic achievement. Students in this category performed at a level that was at, or somewhat above, the state passing standard. Students demonstrated a sufficient understanding of the knowledge and skills measured.
- Did not meet the standard. This category indicates unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard. Students demonstrated an insufficient understanding of the knowledge and skills measured.

Establishment of the Student Success Initiative (SSI)

In 1999, the 76th Texas Legislature established the SSI to ensure that all public school students have the skills they need to meet performance expectations on grade level. Since the 2002-03 school year, students in Grade 3 have been required to meet the passing standard on the TAKS reading test to be promoted to Grade 4. Since the 2004-05 school year, students in Grade 5 have been required to meet the passing standard on both the reading and mathematics tests to be promoted to Grade 6. Beginning with the 2007-08 school year, students in Grade 8 will have to meet the passing standard on both the reading and mathematics tests to be promoted to Grade 9. Students in SSI grades taking the SDAA II must meet achievement expectations set by their admission, review, and dismissal (ARD) committees to be promoted.

As specified under the SSI, students are given three opportunities to pass the designated tests. School districts must provide accelerated instruction in the subject areas failed after each test administration. If a student fails the test a second time, the district must establish a grade placement committee (GPC) to determine the accelerated instruction the student will receive before the third testing opportunity. The GPC may decide the student should take an alternate assessment. A student who fails the test a third time is to be retained. A parent or guardian may appeal the retention decision to the GPC. The GPC may decide in favor of advancement if committee members unanimously conclude, based on standards adopted by the local school board, that the student is likely to perform on grade level if given additional accelerated instruction during the school year.

To ensure that as many students as possible meet the SSI requirements, the state has provided support in reading and mathematics to students in the grades leading up to Grades 3, 5, and 8. Support has included professional development for teachers, diagnostic tests for assessing student learning difficulties, and funding for local implementation of accelerated instructional strategies.

Definitions and Methods

Unless otherwise specified, TAKS performance data for 2005 and 2006 are based on the primary administrations of the tests. Results for all tests, except Grade 8 science, are presented at the panel-recommended and commended performance standards. Results for Grade 8 science, which was administered for the first time in 2006, are presented at the 2 SEM and commended performance standards. Although the

passing standard for Grade 11 in 2005 was 1 SEM below the panel-recommended standard, results for that year, unless otherwise noted, are presented at the panel-recommended and commended standards to allow for comparison with 2006 data.

Student Performance Results: All Students

On the 2006 English-version TAKS reading tests for Grades 3-9, percentages of students meeting the passing standard ranged from 79 percent at Grade 7 to 91 percent at Grade 6 (Table 2.2 on page 24). Students in Grade 6 made the most progress over the previous year, with an increase in passing rate of 6 percentage points (Figure 2.1 on page 25). In SSI Grades 3 and 5, more students met the passing standard after additional test administrations (see Student Performance Results: Student Success Initiative on page 31). Percentages of students achieving commended performance ranged from 20 percent at Grades 4 and 9 to 43 percent at Grade 3.

In ELA, 85 percent of 10th graders and 88 percent of 11th graders achieved the passing standard (Figure 2.1 on page 25). There was little change in the performance of 11th graders between 2005 and 2006, but the percentage of 10th graders meeting the passing standard increased by 18 percentage points. Further, 13 percent of 10th graders and 21 percent of 11th graders achieved commended performance.

In writing, 92 percent of Grade 4 students and 90 percent of Grade 7 students met the passing standard in 2006 (Figure 2.2 on page 25), both 2 percentage points higher than the previous year. Twenty percent of fourth graders and 37 percent of seventh graders achieved commended performance.

In mathematics, passing rates in 2006 ranged from 56 percent of Grade 9 students to 83 percent of Grade 4 students (Figure 2.3 on page 26). Students in Grade 6 showed the most improvement over 2005, with an increase in passing rate of 7 percentage points. Percentages of students achieving commended performance ranged from 12 percent in Grade 10 to 38 percent in Grade 5.

In social studies, 83 percent of Grade 8 and Grade 10 students and 94 percent of students at the exit level met the passing standard in 2006 (Figure 2.4 on page 27). Compared to 2005, passing rates decreased by 2 percentage points in Grade 8, decreased by 1 percentage point in Grade 10, and increased by 3 percentage points in Grade 11. Thirty percent of Grade 8 students and 29 percent of Grade 10 and Grade 11 students met the commended standard in social studies.

In science, percentages of students meeting the passing standard in 2006 ranged from 60 percent of Grade 10 students to 75 percent of Grade 5 and exit-level students (Figure 2.5 on page 27). Grade 5 had the largest increase in passing rate (11 percentage points). Grade 5 also had the highest percentage of students achieving commended performance (24%).

In 2006, percentages of students meeting the passing standard on all tests taken ranged from 49 percent at Grade 10 to 78 percent at Grade 3 (Table 2.2 on page 24). Although 10th graders had the lowest passing rate, they showed the most improvement over the previous year, with an increase of 10 percentage points. Grades 3 and 6 had the highest percentages of students meeting the commended performance standard (22% each).

After the April 2006 administration of the exit-level TAKS test, taken by graduating seniors who had not yet passed the exit test, a cumulative total of 87 percent of students passed all tests taken (Table 2.3 on page 28). In ELA, a cumulative total of 95 percent of students met the passing standard. In mathematics and science, students had cumulative passing rates of 92 percent each. The cumulative passing rate was highest in social studies, at 98 percent.

Student Performance Results: Ethnic Groups

Grade 3

In 2006, third graders took TAKS tests in reading and mathematics. The number of third graders taking the primary administration of the reading test increased from 270,771 in 2005 to 284,987, and the percentage of third graders meeting the passing standard held steady at 89 percent (Appendix 2-A on page 38). Passing rates fell by 1 percentage point for African American students, increased by 1 percentage point for Hispanic students, and remained the same for White students. Although the percentage of all third graders meeting the passing standard in reading remained unchanged from the previous year, the percentage meeting the commended performance standard increased 6 percentage points to 43 percent.

Of the 289,074 third graders who took the 2006 mathematics test, 82 percent met the passing standard, and 28 percent achieved commended performance. There was little change from the previous year in the passing rates for ethnic groups. Rates decreased by 1 percentage point for African American students, increased by 1 percentage point for Hispanic students, and remained the same for White students.

Table 2.2. English-Version TAKS Performance, All Students, by Grade and Subject, 2005 and 2006

Grade	Met (%), 2005		Met (%), 2006		Change, 2005 to 2006 (Percentage-Point)	
	Standard	Commended	Standard	Commended	Standard	Commended
Reading/English Language Arts						
3	89	37	89	43	0	6
4	79	23	82	20	3	-3
5	75	23	80	22	5	-1
6	85	39	91	39	6	0
7	81	21	79	21	-2	0
8	83	37	83	36	0	-1
9	82	18	87	20	5	2
10[a]	67	5	85	13	18	8
11[a]	87	20	88	21	1	1
Writing						
4	90	23	92	20	2	-3
7	88	28	90	37	2	9
Mathematics						
3	82	25	82	28	0	3
4	81	28	83	31	2	3
5	79	30	81	38	2	8
6	72	27	79	31	7	4
7	64	12	70	13	6	1
8	61	15	67	15	6	0
9	56	15	56	14	0	-1
10	58	9	60	12	2	3
11	72	16	77	18	5	2
Social Studies						
8	85	25	83	30	-2	5
10	84	26	83	29	-1	3
11	91	25	94	29	3	4
Science						
5	64	26	75	24	11	-2
8	n/a[b]	n/a	71	12	n/a	n/a
10	54	8	60	11	6	3
11	71	5	75	9	4	4
All Tests Taken						
3	78	18	78	22	0	4
4	70	9	73	8	3	-1
5	56	11	64	11	8	0
6	69	21	77	22	8	1
7	59	6	64	7	5	1
8	57	9	57	6	0	-3
9	54	8	56	8	2	0
10	39	1	49	3	10	2
11	59	3	64	4	5	1

Note. Results are based on the primary administrations of the TAKS tests. In 2005 and 2006, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science and Grade 11. The Grade 8 science test was administered for the first time in 2006, and the passing standard was 2 SEM (standard error of measurement) below the panel-recommended standard. The percentage shown for all tests taken at Grade 8 in 2006 is based on science at the 2 SEM standard and all other subjects at the panel-recommended standard. The passing standard for Grade 11 in 2005 was 1 SEM below the panel-recommended standard, but data for that year are presented at the panel-recommended and commended standards to allow for comparison with 2006 data.

[a]English language arts includes reading and writing. [b]Not applicable.

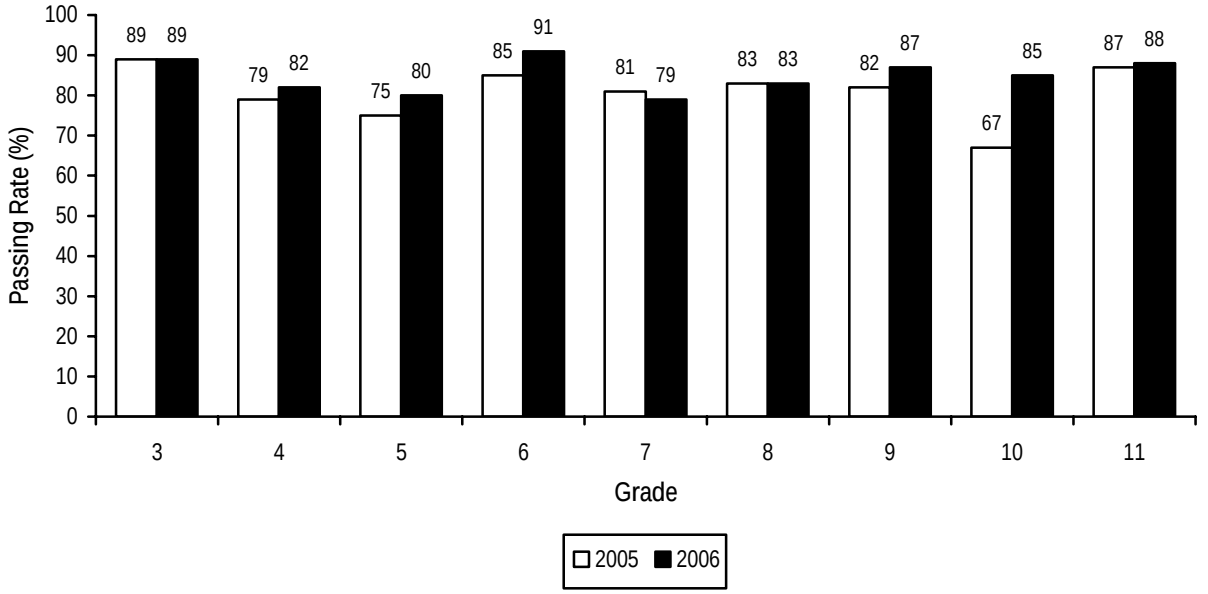
Grade 4

Of the 291,395 students in 2006 who took Grade 4 TAKS tests in reading, mathematics, and writing, 73 percent met the passing standard on all tests taken, and 8 percent achieved commended performance (Table 2.2).

In reading, passing rates improved for all ethnic groups: by 3 percentage points each for African American and White students and by 4 percentage points for Hispanic students (Appendix 2-B on page 39).

In mathematics, 71 percent of African American students met the passing standard, up 4 percentage

Figure 2.1. English-Version
TAKS Reading and English Language Arts (ELA) Passing Rates, by Grade, 2005 and 2006



Note. Results are based on the primary administrations of the TAKS tests. In 2005 and 2006, the passing standard for TAKS reading/ELA tests was the panel-recommended standard for all grades, except Grade 11. The passing standard for Grade 11 in 2005 was 1 SEM (standard error of measurement) below the panel-recommended standard, but data for that year are presented at the panel-recommended standard to allow for comparison with 2006 data.

points; 79 percent of Hispanic students, up 3 percentage points; and 91 percent of White students, up 1 percentage point.

In writing, all groups continued to perform well, with 87 percent of African American students, 90 percent of Hispanic students, and 95 percent of White students meeting the passing standard.

Grade 5

In 2006, fifth-grade students took TAKS tests in reading, mathematics, and science. Of the 291,992 students who took the primary administration of the reading test, 80 percent met the passing standard, up 5 percentage points from 2005 (Appendix 2-C on page 40). Hispanic students had the largest improvement in reading performance among ethnic groups (7 percentage points), with 73 percent meeting the passing standard. Passing rates for African American students (69%) and White students (91%) were up 5 and 3 percentage points, respectively.

On the primary administration of the mathematics test, 81 percent of all students met the passing standard in 2006, up 2 percentage points from the previous year. Among ethnic groups, African American students had the largest increase in passing rate, up 4 percentage points to 68 percent. The passing rate for Hispanic

Figure 2.2. English-Version TAKS Writing Passing Rates, by Grade, 2005 and 2006

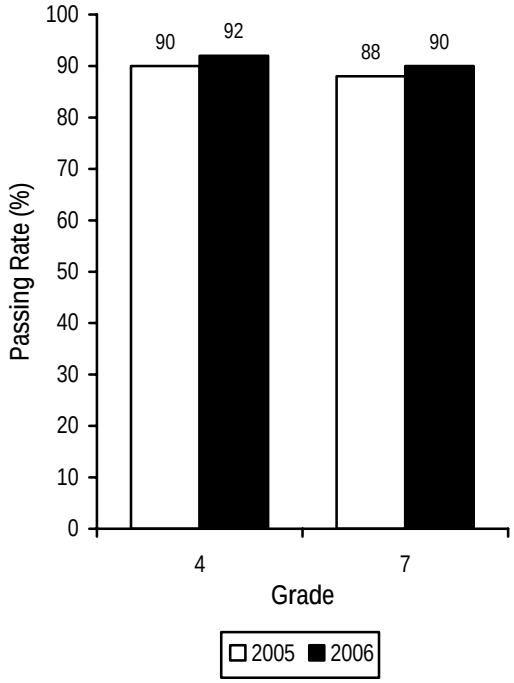
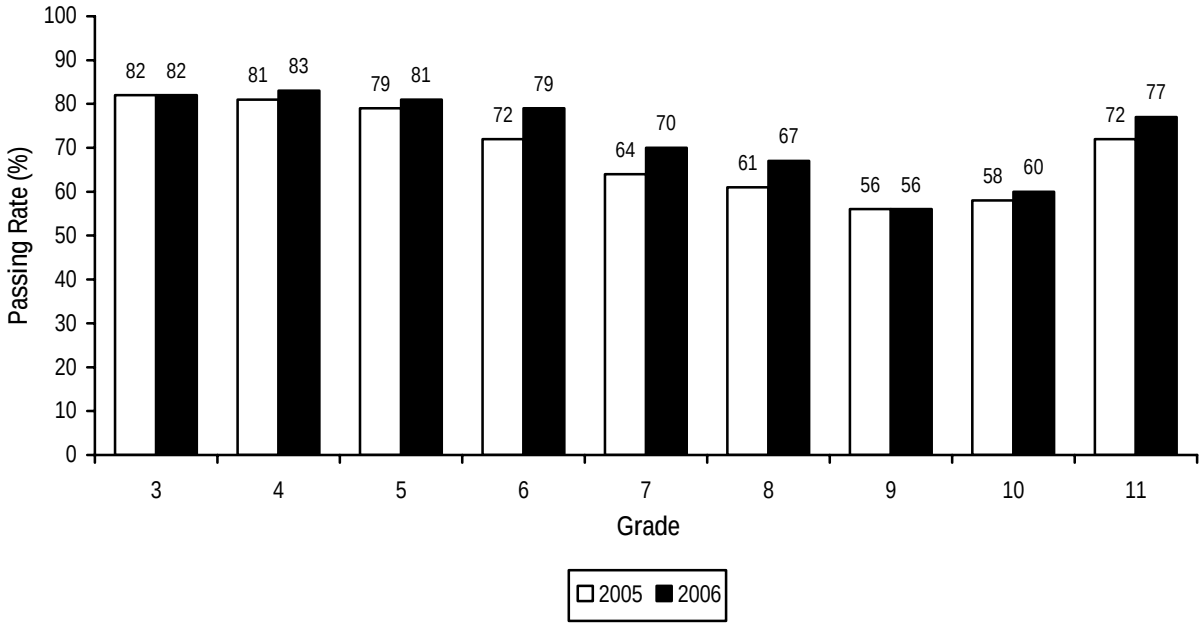


Figure 2.3. English-Version TAKS Mathematics Passing Rates, by Grade, 2005 and 2006



Note. Results are based on the primary administrations of the TAKS tests. In 2005 and 2006, the passing standard for TAKS mathematics tests was the panel-recommended standard for all grades, except Grade 11. The passing standard for Grade 11 in 2005 was 1 SEM (standard error of measurement) below the panel-recommended standard, but data for that year are presented at the panel-recommended standard to allow for comparison with 2006 data.

students increased 3 percentage points to 77 percent, and the rate for White students increased 2 percentage points to 91 percent.

In science, 75 percent of all students met the passing standard, an increase of 11 percentage points from 2005. Passing rates for African American and Hispanic students rose 13 percentage points each to 59 percent and 67 percent, respectively.

Grade 6

Of the 288,480 students in 2006 who took Grade 6 TAKS tests in reading and mathematics, 77 percent met the passing standard on all tests taken, and 22 percent achieved commended performance (Table 2.2 on page 24).

In reading, the performance of African American and Hispanic students in 2006 showed considerable improvement over 2005 (Appendix 2-D on page 41). The passing rate for African American students increased 9 percentage points to 87 percent, and the rate for Hispanic students increased 8 percentage points to 87 percent. The passing rate for White students increased 3 percentage points to 96 percent.

In mathematics, Hispanic students had the largest increase in passing rate, up 10 percentage points to 74 percent. The passing rate for African American students increased 8 percentage points to 65 percent, and the passing rate for White students increased 5 percentage points to 89 percent.

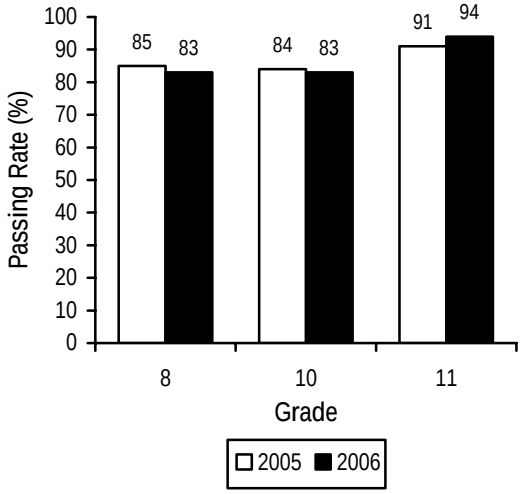
Grade 7

Of the 307,515 students in 2006 who took Grade 7 TAKS tests in reading, mathematics, and writing, 64 percent met the passing standard on all tests taken, and 7 percent achieved commended performance (Table 2.2 on page 24).

In reading, percentages of students meeting the passing standard fell from the previous year for all ethnic groups, most notably African American students (Appendix 2-E on page 42). The passing rate for African American students decreased 5 percentage points to 68 percent in 2006.

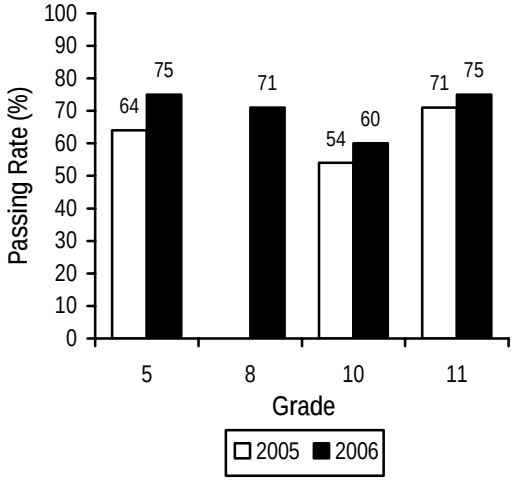
In mathematics, by contrast, percentages of students meeting the passing standard increased for all ethnic groups. Passing rates increased by 7 percentage points for African American students, 8 percentage points for Hispanic students, and 5 percentage points for White students. Notably, 20 percent of White students met the commended performance standard on the mathematics test.

Figure 2.4 English-Version TAKS Social Studies Passing Rates, by Grade, 2005 and 2006



Note. In 2005 and 2006, the passing standard for TAKS social studies tests was the panel-recommended standard for all grades, except Grade 11. The passing standard for Grade 11 in 2005 was 1 SEM (standard error of measurement) below the panel-recommended standard, but data for that year are presented at the panel-recommended standard to allow for comparison with 2006 data.

Figure 2.5. English-Version TAKS Science Passing Rates, by Grade, 2005 and 2006



Note. In 2005 and 2006, the passing standard for TAKS science tests in Grades 5 and 10 was the panel-recommended standard. The Grade 8 science test was administered for the first time in 2006, and the passing standard was 2 SEM (standard error of measurement) below the panel-recommended standard. The passing standard for Grade 11 in 2005 was 1 SEM below the panel-recommended standard, but data for that year are presented at the panel-recommended standard to allow for comparison with 2006 data.

In writing, performance improved for all ethnic groups at both the passing and commended performance standards. Percentages achieving commended performance increased by 8 percentage points for African American and Hispanic students and by 10 percentage points for White students.

Grade 8

Of the 303,536 students in 2006 who took Grade 8 TAKS tests in reading, mathematics, social studies, and science, 57 percent met the passing standard on all tests taken, and 6 percent achieved commended performance (Table 2.2 on page 24).

In reading, 76 percent of African American and Hispanic students and 93 percent of White students met the passing standard in 2006 (Appendix 2-F on page 43). There was little change in the percentages from the previous year.

In mathematics, percentages of students meeting the passing standard increased from the previous year by at least 5 percentage points for all ethnic groups. The increase was greatest for Hispanic students, at 8 percentage points.

In social studies, passing rates decreased slightly for all ethnic groups in 2006. Nevertheless, percentages meeting the commended performance standard increased. Eighteen percent of African American students met the commended standard, up 4 percentage points; 19 percent of Hispanic students, also up 4 percentage points; and 43 percent of White students, up 6 percentage points.

The Grade 8 TAKS science test was administered for the first time in spring 2006. The State Board of Education established a three-year phase-in period for the panel-recommended passing standard, with interim standards based on a standard error of measurement (SEM). In 2006, students were evaluated at 2 SEM below the panel-recommended standard. In 2007, the passing standard will be 1 SEM below the panel-recommended standard, and in 2008, the passing standard will be the panel-recommended standard. At the 2 SEM standard, 54 percent of African American students, 61 percent of Hispanic students, and 87 percent of White students met the passing standard.

Grade 9

Of the 345,288 students in 2006 who took Grade 9 TAKS tests in reading and mathematics, 56 percent met

Table 2.3. TAKS Cumulative Pass Rate, Exit Level (Grade 11), by Subject, Spring 2005 Through April 2006

	Spring 2005			Cumulative Results		
Subject	Tested	Met Standard	Rate (%)	Tested	Met Standard	Rate (%)
English Language Arts	230,147	201,901	88	234,672	223,393	95
Mathematics	228,069	183,732	81	231,307	212,914	92
Social Studies	230,317	217,231	94	233,228	228,436	98
Science	228,802	184,094	80	232,418	212,965	92
All Tests Taken	238,926	163,450	68	239,228	207,542	87

Note. The passing standard for Grade 11 TAKS in 2005 was 1 SEM (standard error of measurement) below the panel-recommended standard. The cumulative pass rate is based on test administrations from Spring 2005 through April 2006.

the passing standard on all tests taken, and 8 percent achieved commended performance (Table 2.2 on page 24).

In reading, over 80 percent of students in each ethnic group met the passing standard (Appendix 2-G on page 44). Performance improved over the previous year for all ethnic groups: by 8 percentage points for African American students; 7 percentage points for Hispanic students; and 3 percentage points for White students.

In mathematics, 37 percent of African American students, 45 percent of Hispanic students, and 73 percent of White students met the passing standard in 2006. There was little change in the percentages from the previous year.

Grade 10

Of the 291,725 students in 2006 who took Grade 10 TAKS tests in English Language Arts (ELA), mathematics, social studies, and science, 49 percent met the passing standard on all tests taken, up 10 percentage points since 2005 (Table 2.2 on page 24). Just 3 percent achieved commended performance on all tests taken.

In ELA, percentages of students meeting the passing standard increased dramatically from the previous year for all ethnic groups (Appendix 2-H on page 45). Passing rates increased by 20 percentage points for African American and Hispanic students and by 16 percentage points for White students.

In mathematics, the passing rate for Hispanic students increased 5 percentage points to 50 percent. Rates for African American and White students increased by smaller amounts to 40 and 74 percent, respectively.

In social studies, 74 percent of African American students, 75 percent of Hispanic students, and 92 percent of White students passed the social studies test in 2006. There was little change in the percentages from the previous year.

In science, passing rates increased for all ethnic groups in 2006. Thirty-nine percent of African American students met the passing standard, up 5 percentage points; 45 percent of Hispanic students, up 7 percentage points; and 79 percent of White students, up 8 percentage points.

Exit Level (Grade 11)

Of the 243,457 students in 2006 who took exit-level TAKS tests in ELA, mathematics, social studies, and science, 64 percent met the passing standard on all tests taken, and 4 percent achieved commended performance (Table 2.2 on page 24).

In ELA, 83 percent of African American students, 82 percent of Hispanic students, and 94 percent of White students met the passing standard (Appendix 2-I on page 46). Twelve percent of African American students, 13 percent of Hispanic students, and 29 percent of White students met the commended performance standard.

In mathematics, Hispanic students saw the greatest improvement in performance over the previous year (8 percentage points), with 69 percent meeting the passing standard in 2006. Passing rates increased by 6 percentage points for African American students and by 4 percentage points for White students.

In social studies, performance improved for all ethnic groups at both the passing and commended performance standards. Ninety-one percent of African American students, 90 percent of Hispanic students, and 98 percent of White students passed the test in 2006. Improvement at the commended standard was greatest for White students, up 6 percentage points to 42 percent.

In science, 58 percent of African American students, 63 percent of Hispanic students, and 88 percent of White students passed the test. Hispanic students had the largest increase in passing rate from the previous year (6 percentage points). White students saw the greatest improvement in commended performance among ethnic groups, up 7 percentage points to 14 percent.

Student Performance Results: Special Populations

Grade 3

Of all Grade 3 students who took the primary administration of the English-version TAKS reading test: 119,889 were identified as at risk of dropping out of school; 155,389 were identified as economically disadvantaged; 46,190 were identified as limited English proficient (LEP); and 13,386 received special education services. All of the groups showed improved performance at the passing standard in 2006, except students in special education programs, whose passing rate was unchanged (Appendix 2-A on page 38). At the commended performance standard, all groups improved by at least 5 percentage points over the previous year.

In mathematics, as in reading, all special populations showed improved performance at the passing standard in 2006, except students in special education programs. And all had higher percentages meeting the commended performance standard, with increases ranging from 2 to 4 percentage points. LEP students increased 3 percentage points to 75 percent meeting the passing standard and 4 percentage points to 18 percent achieving commended performance.

Grade 4

In 2006, performance at the passing standard improved for all special populations in all subjects (Appendix 2-B on page 39). In reading, passing rates increased over the previous year by at least 4 percentage points for all special populations, but percentages achieving commended performance decreased for all special populations.

In mathematics, the passing rate for students in special education programs increased 6 percentage points to 78 percent.

In writing, 83 percent of at-risk, LEP, and students in special education programs and 88 percent of economically disadvantaged students met the passing standard in 2006. Percentages of special populations achieving commended performance were the same or slightly lower than in 2005.

Grade 5

Across all subjects in 2006, percentages of students meeting the passing standard increased for all special populations (Appendix 2-C on page 40). On the primary administration of the reading test, passing rates for at-risk and LEP students (59% and 48%, respectively) were up by 11 percentage points each over the previous year. Economically disadvantaged students and students in special education programs had passing rates of 71 percent and 70 percent, respectively.

On the primary administration of the mathematics test, performance improved for all special populations by at least 3 percentage points at both the passing and commended standards.

In science, the increases in passing rates for special populations were substantial, ranging from 14 percentage points for economically disadvantaged students to 21 percentage points for students in special education programs. Although the improvement is encouraging, passing rates remained relatively low in 2006, especially for LEP students (46%) and at-risk students (53%).

Grade 6

Passing rates for all special populations improved since 2005 in all subjects (Appendix 2-D on page 41). In reading, increases ranged from 9 percentage points for economically disadvantaged and students in special education programs to 13 percentage points for LEP students. Economically disadvantaged students had a passing rate of 87 percent in 2006, and LEP students had a passing rate of 64 percent.

In mathematics, increases in passing rates ranged from 8 percentage points for students in special education programs to 13 percentage points for at-risk and LEP students. In addition, the percentages of special populations achieving commended performance rose 3 percentage points for at-risk, economically disadvantaged, and LEP students and 1 percentage point for students in special education programs.

Grade 7

In reading, passing rates decreased from the previous year for all special populations. The percentage of LEP students meeting the passing standard fell 4 percentage points in 2006 to 29 percent (Appendix 2-E on page 42).

In mathematics, passing rates increased by 11 percentage points for at-risk students and by 8 percentage points for all other special populations. Still, only 33 percent of LEP students met the passing standard in 2006.

In writing, 86 percent of economically disadvantaged students met the passing standard, and 25 percent achieved the commended performance standard.

Eighty-one percent of at-risk students met the passing standard, up 5 percentage points; 56 percent of LEP students, up 4 percentage points; and 74 percent of students in special education programs, up 6 percentage points.

Grade 8

In reading, passing rates increased by 2 to 4 percentage points over the previous year for all special populations, except economically disadvantaged students (Appendix 2-F on page 43). The rate for economically disadvantaged students (75%) was unchanged. LEP students had a passing rate of 32 percent in 2006.

In mathematics, passing rates for all special populations improved considerably over the previous year (7 to 12 percentage points), but still remained low. Forty-two percent of at-risk students, 56 percent of economically disadvantaged students, 29 percent of LEP students, and 40 percent of students in special education programs met the passing standard.

In social studies, passing rates decreased or remained the same for all special populations, compared to 2005. The passing rate for LEP students decreased 4 percentage points to 46 percent.

The Grade 8 TAKS science test was administered for the first time in spring 2006, and the passing standard was 2 SEM below the panel-recommended standard. Forty-nine percent of at-risk students, 59 percent of economically disadvantaged students, 23 percent of LEP students, and 47 percent of students in special education programs met the passing standard.

Grade 9

In reading, passing rates for all special populations increased substantially over the previous year: 10 percentage points for at-risk students; 8 percentage points for economically disadvantaged students; 11 percentage points for LEP students; and 12 percentage points for students in special education programs (Appendix 2-G on page 44).

In mathematics, there was little change in the performance of special populations, with passing rates for all groups remaining well below 50 percent.

Grade 10

In ELA, all special populations had large increases in passing rates over the previous year (Appendix 2-H on page 45). Seventy-three percent of at-risk students met the passing standard, up 23 percentage points; 77 percent of economically disadvantaged students, up 20 percentage points; 32 percent of LEP students, up 12 percentage points; and 55 percent of students in special education programs, up 19 percentage points.

In mathematics, passing rates for all special populations improved over 2005, but remained below 50 percent. Increases in passing rates ranged from 2 to 5 percentage points.

In social studies, percentages of special populations meeting the passing standard remained steady or declined slightly, compared to the previous year. Nevertheless, percentages meeting the commended performance standard increased, with at-risk and economically disadvantaged students showing improvements of 3 percentage points each.

In science, as in mathematics, passing rates for all special populations improved over 2005 but remained below 50 percent. Increases ranged from 2 to 10 percentage points.

Exit Level (Grade 11)

Across all subjects at the exit level, percentages of students meeting the passing standard increased for all special populations (Appendix 2-I on page 46). In ELA, at-risk students had the highest passing rate (82%), up 4 percentage points from 2005, followed by economically disadvantaged students (81%), up 2 percentage points.

In mathematics, passing rates increased by 8 to 12 percentage points over the previous year for all special populations. Sixty-four percent of at-risk students, 66 percent of economically disadvantaged students, 43 percent of LEP students, and 46 percent of students in special education programs met the passing standard in 2006.

In social studies, the performance of LEP students improved by 11 percentage points, with 64 percent meeting the passing standard in 2006. Ninety percent of at-risk students, 89 percent of economically disadvantaged students, and 79 percent of students in special education programs met the passing standard in 2006.

In science, the passing rate for at-risk students in 2006 was up 9 percentage points over the previous year to 60 percent. The passing rate for students in special education programs was up 6 percentage points to 46 percent.

Student Performance Results: Spanish TAKS

Grade 3

Of the 28,781 Grade 3 students who took the primary administration of the Spanish-version TAKS reading test, 76 percent met the passing standard, up 2 percentage points from 2005 (Appendix 2-J on page 47). The 27,010 students who took the Spanish-version mathematics test had similar results: 69 percent met the passing standard, up 2 percentage points.

Grade 4

Grade 4 students improved at both the passing and commended performance standards on all Spanish-version TAKS tests in 2006 (Appendix 2-K on page 48). In reading, 76 percent of students met the passing standard, up 7 percentage points from 2005, and 16 percent achieved commended performance, up 2 percentage points. In mathematics, 69 percent of students met the passing standard, up 5 percentage points, and 23 percent achieved commended performance, up 3 percentage points. In writing, 90 percent of students met the passing standard, up 3 percentage points, and 24 percent achieved commended performance, up 1 percentage point.

Grade 5

Grade 5 students had higher passing rates on all Spanish-version TAKS tests in 2006 (Appendix 2-L on page 49). On the primary administration of the reading test, the passing rate increased 5 percentage points from the previous year to 65 percent. On the primary administration of the mathematics test, the passing rate increased 3 percentage points to 47 percent. In science, the passing rate increased 8 percentage points to 31 percent.

Grade 6

Sixth-grade passing rates on the Spanish-version TAKS reading and mathematics tests increased over 2005 by 7 and 8 percentage points, respectively (Appendix 2-M on page 50). Sixty-six percent of students met the passing standard in reading in 2006, and 52 percent of students met the passing standard in mathematics.

Student Performance Results: Student Success Initiative (SSI)

Overview

All students who are not exempt from state-mandated assessments are subject to SSI grade advancement requirements for reading at Grade 3 and reading and mathematics at Grade 5. A student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction. All students who take TAKS (in English or in Spanish) or SDAA II must be given three opportunities to meet the grade advancement requirements. Whereas the TAKS tests are administered three times during the year, the SDAA II tests are administered only once. As a result, school districts must provide students who take the SDAA II with two additional testing opportunities, as needed, using assessments based on the Texas Essential Knowledge and Skills (TEKS). After each test administration, districts must provide students with accelerated instruction in the subject areas failed.

TAKS Results

In 2006, third graders took the English- or Spanish-version TAKS reading test for the first time in February. Of these students, 89 percent met the passing standard on the English-version test (Table 2.4 on page 32), and 76 percent met the passing standard on the Spanish-version test (Appendix 2-J on page 47). After the second test administration in April for students retesting and those testing for the first time, Grade 3 students had cumulative passing rates of 94 percent on the English-version test and 87 percent on the Spanish-version test. After the third and final testing opportunity in June, Grade 3 students had cumulative passing rates of 95 percent on the English-version test (Table 2.4 on page 32) and 91 percent on the Spanish-version test.

In 2006, fifth graders took the English- or Spanish-version TAKS reading test for the first time in February. Of these students, 80 percent met the passing standard on the English-version test (Table 2.5 on page 32), and 65 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 49). After the second test administration in April, Grade 5

Table 2.4. English-Version TAKS Reading Passing Rates, Grade 3, All Administrations, by Student Group, 2006

	February Cohort[a]		April Results for February Cohort[b]		June Results for February Cohort[c]		Cumulative[d]	
Group	Met Standard	Rate (%)[e]	Met Standard	Rate (%)	Met Standard	Rate (%)	Met Standard	Rate (%)
All Students	254,167	89	15,084	51	3,767	33	273,018	95
African American	35,252	81	3,781	48	965	30	39,998	91
Hispanic	102,311	86	7,458	47	2,243	33	112,012	94
White	105,478	95	3,487	68	488	44	109,453	99
At-Risk	97,185	81	10,043	47	2,906	32	110,134	91
Economically Disadvantaged	130,750	84	11,091	48	3,062	32	144,903	93
Limited English Proficient	37,519	81	3,478	42	1,233	31	42,230	91
Special Education	11,102	83	1,049	52	218	30	12,369	92

[a]Includes students tested in February and students whose answer sheets were coded absent, LEP-exempt, SDAA II, or Other. [b]Includes students in the February cohort who retested or tested for the first time in April. [c]Includes students in the February cohort who retested or tested for the first time in June. [d]Includes all students in the February cohort who tested in February and/or April and/or June. [e]The percentage of students tested during the designated TAKS administration who met the passing standard.

students had cumulative passing rates of 88 percent on the English-version test and 82 percent on the Spanish-version test. After the third and final testing opportunity in June, Grade 5 students had cumulative passing rates of 91 percent on the English-version test (Table 2.5) and 86 percent on the Spanish-version test.

In 2006, fifth graders took the English- or Spanish-version TAKS mathematics test for the first time in April. Of these students, 81 percent met the passing standard on the English-version test (Table 2.6), and 47 percent met the passing standard on the Spanish-version test (Appendix 2-C on page 40). After the second test administration in May, Grade 5 students had cumulative passing rates of 90 percent on the English-version test and 67 percent on the Spanish-version test. After the third and final testing opportunity in June, Grade 5 students had cumulative passing rates of 93 percent on the English-version test (Table 2.6) and 74 percent on the Spanish-version test.

SDAA II Results

In 2006, the only administration of the SDAA II took place in April. Of students who took the Grade 3 reading test, 96 percent met admission, review, and dismissal (ARD) committee expectations (Table 2.9 on page 35). Of students who took the Grade 5 reading test, 91 percent met ARD expectations. Of students who took the Grade 5 mathematics test, 94 percent met ARD expectations.

Intensive Instruction

During the 2005-06 school year, districts were required to offer intensive instruction by subject area to each student in Grades 3-11 who did not meet the passing standard on one or more TAKS tests (Texas Education Code [TEC] §28.0213). Based on results of the 2006 assessments, the number of students requiring intensive

Table 2.5. English-Version TAKS Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2006

	February Cohort[a]		April Results for February Cohort[b]		June Results for February Cohort[c]		Cumulative[d]	
Group	Met Standard	Rate (%)[e]	Met Standard	Rate (%)	Met Standard	Rate (%)	Met Standard	Rate (%)
All Students	232,778	80	25,068	44	8,931	31	266,777	91
African American	29,058	69	5,213	41	1,966	31	36,237	85
Hispanic	93,128	73	13,760	40	5,495	30	112,383	87
White	100,630	91	5,558	58	1,293	40	107,481	97
At-Risk	63,892	59	16,520	38	6,953	29	87,365	80
Economically Disadvantaged	113,349	71	18,269	41	7,020	29	138,638	86
Limited English Proficient	13,736	48	4,513	31	2,284	25	20,533	71
Special Education	7,937	70	1,337	45	412	32	9,686	85

[a]Includes students tested in February and students whose answer sheets were coded absent, LEP-exempt, SDAA II, or Other. [b]Includes students in the February cohort who retested or tested for the first time in April. [c]Includes students in the February cohort who retested or tested for the first time in June. [d]Includes all students in the February cohort who tested in February and/or April and/or June. [e]The percentage of students tested during the designated TAKS administration who met the passing standard.

Table 2.6. English-Version TAKS Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2006

	April Cohort[a]		May Results for April Cohort[b]		June Results for April Cohort[c]		Cumulative[d]	
Group	Met Standard	Rate (%)[e]	Met Standard	Rate (%)	Met Standard	Rate (%)	Met Standard	Rate (%)
All Students	239,903	81	25,438	47	9,886	39	275,227	93
African American	28,623	68	5,342	40	2,310	33	36,275	85
Hispanic	100,323	77	13,945	47	5,599	39	119,867	91
White	100,558	91	5,749	56	1,831	49	108,138	97
At-Risk	70,432	63	16,868	42	7,614	37	94,914	85
Economically Disadvantaged	120,318	74	18,271	44	7,498	37	146,087	90
Limited English Proficient	19,382	63	4,530	41	2,098	35	26,010	84
Special Education	9,702	72	1,618	47	542	38	11,862	88

[a]Includes students tested in April and students whose answer sheets were coded absent, LEP-exempt, SDAA II, or Other. [b]Includes students in the April cohort who retested or tested for the first time in May. [c]Includes students in the April cohort who retested or tested for the first time in June. [d]Includes all students in the April cohort who tested in April and/or May and/or June. [e]The percentage of students tested during the designated TAKS administration who met the passing standard.

instruction in one or more of the subject areas assessed ranged from a low of 23 percent of 3rd and 6th graders tested to a high of 51 percent of 10th graders tested (Table 2.7). The percentages include students in Grades 3-6 who took the Spanish-version TAKS tests. At the exit level, 36 percent of students tested in 2006 did not meet the passing standard on one or more tests and required intensive instruction.

TEA is required to develop study guides to assist parents in helping their children strengthen academic skills during the summer (TEC §39.024). TAKS study guides were developed during the 2002-03 school year for all grade levels and subject areas tested. In 2006, a study guide was provided free of charge through districts to each student who failed one or more TAKS tests.

Beginning in fall 2004, TEA began providing personalized study guides to exit-level students who had failed one or more TAKS tests. The program was expanded to include Grades 9 and 10 starting in fall 2005. Personalized study guides, which are customized for students based on their TAKS scores, identify and help students focus on specific areas in need of improvement. The guides are available in print and on-line versions.

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is composed of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). TELPAS was designed to meet federal testing requirements under the No Child Left Behind Act of 2001 (NCLB) and assesses all eligible limited English proficient (LEP) students in Grades K-12 in the domains of listening, speaking, reading, and writing.

The RPTE, first administered in the 1999-00 school year, is a multiple-choice reading assessment designed specifically for LEP students. This assessment measures English reading ability in a manner that takes second language learning into account. RPTE results help districts monitor the progress of LEP students in Grades 3-12 toward acquiring the English reading

Table 2.7. TAKS Performance Requiring Intensive Instruction, by Grade, 2006

	One Subject Test		Two Subject Tests		Three Subject Tests		Four Subject Tests		Students Failing One or More Tests	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	54,436	17	22,235	7	–	–	–	–	76,671	23
4	49,023	16	25,151	8	10,468	3	–	–	84,642	27
5	56,758	18	33,793	11	24,989	8	–	–	115,540	37
6	48,929	17	18,068	6	–	–	–	–	66,997	23
7	59,132	19	34,849	11	17,638	6	–	–	111,619	36
8	50,172	17	33,587	11	24,965	8	22,810	8	131,534	43
9	121,085	35	32,376	9	–	–	–	–	153,461	44
10	55,556	19	46,389	16	30,166	10	17,670	6	149,781	51
11	41,023	17	27,470	11	12,533	5	5,426	2	86,452	36

Note. Results are for English- and Spanish-version TAKS combined. Depending on grade level, the number of TAKS subject area tests administered ranges between two and four (Table 2.1 on page 21). A dash (–) indicates that, at the grade level shown, a third and/or fourth subject area test was not administered. Grades 3 and 5 data include results for the primary administrations only of the Grade 3 reading, Grade 5 reading, and Grade 5 mathematics tests.

proficiency needed to understand academic instruction and assessments of academic skills, such as the TAKS. Because the RPTE is aligned with the TEKS reading curriculum, districts are also able to monitor the progress of LEP students toward developing the reading skills all students are required to learn. RPTE tests are developed for each of four grade clusters: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12.

The TOP uses a holistic rating system to evaluate English language proficiency in reading (Grades K-2 only) and in writing, listening, and speaking (Grades K-12). After trained teachers observe LEP students over time during classroom activities, they assign English language proficiency ratings in each domain using state-developed holistic scoring rubrics. The TOP was benchmarked in spring 2004 and fully implemented in spring 2005.

Unlike TAKS, which measures mastery of content with a pass or fail score, TELPAS provides an annual measure of progress on a continuum of second language development. The continuum is divided into four proficiency levels (Beginning, Intermediate, Advanced, and Advanced High) and helps school districts monitor the progress of LEP students in learning to listen, speak, read, and write in English.

NCLB requires states to generate composite scores from their English language proficiency assessments. The composite score for a student indicates the overall level of his or her English language proficiency and is computed from the student's ratings in listening, speaking, reading, and writing. The composite score ranges from 1 (Beginning) to 4 (Advanced High). In determining composite results, ratings in the domain of reading are given the greatest weight. In Texas, only students rated in all four language areas receive composite results.

For the 277,443 students in Grades K-2 who participated in TELPAS in 2006, the average composite rating was 1.9 (Table 2.8). Of these students, 47 percent were rated Beginning, 25 percent were rated Intermediate, 17 percent were rated Advanced, and 10 percent were rated Advanced High. For the 341,780 students in Grades 3-12 who participated in TELPAS, the average composite rating was 2.9. Of these students, 11 percent were rated Beginning, 16 percent were rated Intermediate, 41 percent were rated Advanced, and 32 percent were rated Advanced High.

Table 2.8. TELPAS[a] Participation and Performance, by Grade, 2006

		Proficiency Level Met (%)				
Grade	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	Av. Comp. Score[f]
K	93,434	70	17	9	4	1.5
1	95,585	45	27	17	10	1.9
2	88,424	25	33	26	16	2.3
K-2	277,443	47	25	17	10	1.9
3	81,595	13	21	29	37	2.8
4	54,325	12	16	42	30	2.8
5	46,661	9	12	38	41	3.0
6	31,968	9	13	48	30	2.9
7	30,150	9	13	48	30	2.9
8	26,363	7	12	44	37	3.0
9	31,619	18	17	48	16	2.6
10	17,734	9	14	52	25	2.9
11	13,112	6	10	52	32	3.1
12	8,253	5	9	55	32	3.1
3-12	341,780	11	16	41	32	2.9

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Average Composite Score.

State-Developed Alternative Assessment II (SDAA II)

The SDAA II assesses students enrolled in Grades 3-10 who are served in special education programs and who are receiving TEKS-based instruction in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. ARD committees make all decisions regarding instruction, assessment, and assessment expectations for students who are receiving special education services. SDAA II allows for assessments to be selected by instructional level, so that assessments match the instruction individual students have received during that school year, regardless of enrolled grade. The test is designed to measure academic growth from year to year as students are assessed at the appropriate level of instruction. Performance results are reported as the percentage of students meeting ARD expectations.

Of the 208,158 students in Grades 3-10 who took the 2006 SDAA II reading test, 87 percent met ARD expectations (Table 2.9). Of the 4,672 students in Grade 10 who took the SDAA II ELA test, administered to students working on grade level in English language arts, 74 percent met ARD expectations. Of the 210,388 students in Grades 3-10 who took the SDAA II mathematics test, 86 percent met ARD expectations. Of the 72,678 students in Grades 4, 7, and 10 who took the SDAA II writing tests, 68 percent met ARD expectations.

Texas Assessment of Knowledge and Skills–Inclusive (TAKS-I)

Administered for the first time in 2006, TAKS-I provides testing to students in special education programs in subjects and grade levels that are assessed

Table 2.9. SDAA II[a]
Participation and Performance Meeting ARD[b] Expectations, by Subject and Enrolled Grade, 2006

Enrolled Grade	Tested	Met ARD (%)
Reading		
3	22,082	96
4	26,921	91
5	31,443	91
6	31,097	88
7	29,418	84
8	27,065	86
9	25,405	80
10	14,727	80
Total	208,158	87
ELA[c]		
10	4,672	74
Mathematics		
3	19,305	98
4	24,465	95
5	29,239	94
6	29,804	88
7	29,668	83
8	28,824	83
9	27,376	74
10	21,707	78
Total	210,388	86
Writing		
4	27,277	73
7	30,233	68
10	15,168	57
Total	72,678	68

[a]State-Developed Alternative Assessment II. [b]Admission, review, and dismissal committee. [c]English language arts.

with TAKS tests but not with SDAA II tests: Grade 5 science (in English and in Spanish); Grade 8 science and social studies; Grade 10 science and social studies; and all exit-level subjects (Table 2.10). Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students in special education programs by excluding embedded field-test items, using larger type, and presenting fewer questions per page. Scores from these tests were not considered in accountability ratings.

Of the 15,088 students in Grade 5 who took the English-version TAKS-I science test, 27 percent met the passing standard. Of the 118 students who took the Spanish-version test, 4 percent met the passing standard.

Grade 8 TAKS-I tests were administered in social studies and science. Of the 12,320 students who took the social studies test, 29 percent met the passing standard. Of the 12,606 students who took the science test, 18 percent met the passing standard.

Grade 10 TAKS-I tests were administered in social studies and science. Of the 5,415 students who took the social studies test, 24 percent met the passing standard. Of the 5,551 students who took the science test, 8 percent met the passing standard.

Table 2.10. TAKS–I[a]
Participation and Performance, by Subject and Grade, 2006

		Met (%)	
Grade	Tested	Standard	Commended
ELA[b]			
11	2,400	29	<1
Mathematics			
11	2,716	13	<1
Social Studies			
8	12,320	29	1
10	5,415	24	1
11	3,676	45	1
Science			
5 (English-version)	15,088	27	2
5 (Spanish-version)	118	4	<1
8	12,606	18	<1
10	5,551	8	<1
11	3,660	15	<1

[a]Texas Assessment of Knowledge and Skills–Inclusive. [b]English language arts.

Grade 11 TAKS-I tests were administered in ELA, mathematics, social studies, and science. Of the 2,400 students who took the ELA test, 29 percent met the passing standard. Of the 2,716 students who took the mathematics test, 13 percent met the passing standard. Of the 3,676 students who took the social studies test, 45 percent met the passing standard. Of the 3,660 students who took the science test, 15 percent met the passing standard.

TAKS and SDAA II Exemptions

In the 2005-06 school year, 96,747 (3.2%) of the 3,014,550 students eligible to participate in TAKS or SDAA II were not tested (Table 2.11 on page 36). Of these, 16,131 (0.5%) were absent; 36,458 (1.2 %) were exempted by their language proficiency assessment committees; 37,776 (1.3%) were exempted by their ARD committees; and 6,382 (0.2%) were not tested for various other reasons.

Correlation Between Exit-Level TAKS Performance and TAKS-Related Course Performance

Overview

Texas Education Code §39.182(a)(6) mandates an evaluation of the correlation between student grades

Table 2.11. TAKS and SDAA II[a] Exemptions, by Grade and Type of Exemption, 2005 and 2006

Grade	Total Students	Total Tested		LEP[b] Exempt		ARD[c] Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2005													
3	335,567	329,134	98.1	2,956	0.9	3,032	0.9	215	0.1	230	0.1	6,433	1.9
4	330,476	324,607	98.2	3,410	1.0	1,735	0.5	235	0.1	489	0.1	5,869	1.8
5	334,399	326,515	97.6	3,699	1.1	3,489	1.0	205	0.1	491	0.1	7,884	2.4
6	330,306	323,196	97.8	4,278	1.3	1,750	0.5	634	0.2	448	0.1	7,110	2.2
7	337,908	329,374	97.5	5,377	1.6	1,508	0.4	888	0.3	761	0.2	8,534	2.5
8	330,224	321,172	97.3	4,962	1.5	2,109	0.6	1,014	0.3	967	0.3	9,052	2.7
9	380,081	361,658	95.2	8,023	2.1	1,585	0.4	7,979	2.1	836	0.2	18,423	4.8
10	306,970	298,853	97.4	2,107	0.7	2,125	0.7	2,476	0.8	1,409	0.5	8,117	2.6
11	259,532	238,416	91.9	n/a[d]	n/a	15,407	5.9	2,536	1.0	3,173	1.2	21,116	8.1
Total	2,945,463	2,852,925	96.9	34,812	1.2	32,740	1.1	16,182	0.5	8,804	0.3	92,538	3.1
2006													
3	350,022	343,263	98.1	3,411	1.0	2,904	0.8	223	0.1	221	0.1	6,759	1.9
4	336,157	330,256	98.2	3,421	1.0	1,768	0.5	209	0.1	503	0.1	5,901	1.8
5	348,564	340,077	97.6	4,092	1.2	3,935	1.1	162	0.0	298	0.1	8,487	2.4
6	325,161	317,885	97.8	4,281	1.3	1,771	0.5	772	0.2	452	0.1	7,276	2.2
7	343,852	335,179	97.5	5,472	1.6	1,517	0.4	901	0.3	783	0.2	8,673	2.5
8	336,884	327,272	97.1	4,839	1.4	2,866	0.9	1,012	0.3	895	0.3	9,612	2.9
9	388,349	369,751	95.2	8,380	2.2	1,558	0.4	8,005	2.1	655	0.2	18,598	4.8
10	318,709	310,065	97.3	2,562	0.8	2,669	0.8	2,515	0.8	898	0.3	8,644	2.7
11	266,852	244,055	91.5	n/a	n/a	18,788	7.0	2,332	0.9	1,677	0.6	22,797	8.5
Total	3,014,550	2,917,803	96.8	36,458	1.2	37,776	1.3	16,131	0.5	6,382	0.2	96,747	3.2

Note. Data include students taking the Spanish-version TAKS in Grades 3-6.

[a]State-Developed Alternative Assessment II. [b]Limited English proficient. [c]Admission, review, and dismissal committee. [d]Not applicable. Students are not eligible for exemption from the exit-level TAKS on the basis of limited English proficiency, but LEP students who are recent immigrants may postpone the initial administration of the exit-level TAKS one time (19 Texas Administrative Code §101.1005).

and student performance on state-mandated assessment instruments. The most recent TEA study compared overall pass/fail rates of exit-level (Grade 11) students on spring 2005 exit-level TAKS subject tests with their passing credit/not passing credit rates in related courses. The complete study, including results by ethnicity, gender, and economic status, is included in the *Texas Student Assessment Program Technical Digest for the Academic Year 2005-2006*.

The following comparisons of student performance were conducted: performance on TAKS ELA was compared with performance in English III courses; performance on TAKS mathematics was compared with performance in Algebra I and geometry courses; performance on TAKS science was compared with performance in biology, Integrated Physics and Chemistry (IPC), physics, and chemistry courses; and performance on TAKS social studies was compared with performance in world history, U.S. history, and world geography courses. For a student who enrolled in a course multiple times, the most recent course enrollment was used. Numbers of students for whom exit-level TAKS results and related course results could be matched for comparison ranged from 59,979 to 213,960 (Table 2.12).

Overall Student Performance Results

TAKS passing rates were highest for students who had taken world history, U.S. history, or world geography courses (95% each) and lowest for students who had taken IPC and Algebra I (76% each). Course passing rates were highest for world history and world geography (96% each) and lowest for chemistry (89%). With the exception of U.S. history, passing rates were higher in the courses than on the related TAKS subject tests.

Percentages of students who passed both the course and related TAKS subject test were highest for students who had taken world history or world geography courses (91% each) and lowest for students who had taken Algebra I (71%). Percentages of students who passed the course but failed the related TAKS subject test were highest for science courses, except physics, and mathematics courses. Percentages of students who failed both the course and related TAKS subject test ranged from 1 percent to 4 percent.

Table 2.12. Performance of Exit-Level TAKS Examinees Taking Related Courses, 2005

TAKS Subject	Related Course	Students	TAKS Passing Rate (%)	Course Passing Rate (%)	Passed TAKS and Related Course (%)	Passed TAKS Only (%)	Passed Course Only (%)	Failed TAKS and Related Course (%)
English Language Arts	English III	213,683	89	90	82	7	8	3
Mathematics	Algebra I	150,246	76	92	71	4	21	4
Mathematics	Geometry	207,103	81	91	77	5	14	4
Science	Biology	212,738	81	95	78	3	17	2
Science	IPC[a]	151,787	76	94	73	3	21	3
Science	Physics	59,979	94	95	90	4	5	1
Science	Chemistry	179,963	85	89	78	7	11	4
Social Studies	World History	212,930	95	96	91	4	5	1
Social Studies	U.S. History	213,960	95	93	89	6	4	1
Social Studies	World Geography	210,932	95	96	91	3	5	1

Note. Parts may not add to 100 percent because of rounding.

[a]Integrated Physics and Chemistry

Agency Contact Person

For information about the current or future state assessment system or assessment results, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Lisa Chandler, Student Assessment Division, (512) 463-9536.

Other Sources of Information

The TAKS, TELPAS, and SDAA II test results, as well as information about all state testing activities, including test development, are available online at www.tea.state.tx.us/student.assessment/. Released TAKS tests from 2003, 2004, and 2006 are also available online.

Appendix 2-A. English-Version TAKS Participation and Performance, Grade 3, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading: Primary Administration								
All Students	270,771	89	37	284,987	89	43	0	6
African American	39,482	82	24	43,767	81	27	-1	3
Hispanic	111,040	85	27	118,914	86	33	1	6
White	109,327	95	50	110,550	95	58	0	8
At-Risk	108,046	79	18	119,889	81	24	2	6
Econ. Dis.[a]	143,887	83	24	155,389	84	31	1	7
LEP[b]	42,110	78	18	46,190	81	25	3	7
Special Ed.[c]	13,948	83	27	13,386	83	32	0	5
Mathematics								
All Students	275,574	82	25	289,074	82	28	0	3
African American	39,741	69	12	43,860	68	14	-1	2
Hispanic	113,892	77	17	121,482	78	21	1	4
White	110,778	91	35	111,730	91	38	0	3
At-Risk	111,182	70	11	122,478	72	14	2	3
Econ. Dis.	146,887	74	15	157,856	75	18	1	3
LEP	44,145	72	14	48,078	75	18	3	4
Special Ed.	17,145	75	17	16,259	75	19	0	2

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-B. English-Version TAKS Participation and Performance, Grade 4, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	273,508	79	23	280,737	82	20	3	-3
African American	38,833	69	13	40,626	72	11	3	-2
Hispanic	114,902	73	16	119,492	77	13	4	-3
White	109,123	88	33	109,156	91	30	3	-3
At-Risk	71,145	58	7	89,249	65	6	7	-1
Econ. Dis.[a]	145,599	71	14	151,128	75	11	4	-3
LEP[b]	25,809	58	8	29,775	63	6	5	-2
Special Ed.[c]	11,329	69	16	11,452	74	14	5	-2
Mathematics								
All Students	278,466	81	28	285,433	83	31	2	3
African American	39,340	67	14	40,988	71	17	4	3
Hispanic	117,929	76	21	122,818	79	24	3	3
White	110,406	90	39	110,085	91	42	1	3
At-Risk	74,628	62	11	92,885	66	13	4	2
Econ. Dis.	149,297	74	19	154,842	77	21	3	2
LEP	27,985	68	14	32,323	72	16	4	2
Special Ed.	11,742	72	21	12,203	78	23	6	2
Writing								
All Students	266,822	90	23	275,099	92	20	2	-3
African American	38,354	86	15	40,376	87	13	1	-2
Hispanic	112,418	89	17	117,203	90	15	1	-2
White	105,737	93	31	106,374	95	28	2	-3
At-Risk	69,139	80	8	87,389	83	8	3	0
Econ. Dis.	142,616	87	15	148,663	88	13	1	-2
LEP	24,745	80	9	28,690	83	8	3	-1
Special Ed.	10,992	81	12	10,866	83	11	2	-1

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-C. English-Version TAKS Participation and Performance, Grade 5, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading: Primary Administration								
All Students	276,878	75	23	291,992	80	22	5	-1
African American	38,650	64	12	42,397	69	12	5	0
Hispanic	118,501	66	14	128,348	73	14	7	0
White	109,556	88	35	110,191	91	34	3	-1
At-Risk	87,521	48	5	108,898	59	5	11	0
Econ. Dis.[a]	147,348	64	12	160,162	71	12	7	0
LEP[b]	24,264	37	3	28,849	48	4	11	1
Special Ed.[c]	11,619	62	13	11,302	70	13	8	0
Mathematics: Primary Administration								
All Students	281,002	79	30	295,119	81	38	2	8
African American	38,864	64	15	42,402	68	22	4	7
Hispanic	121,183	74	22	130,720	77	30	3	8
White	110,633	89	41	110,801	91	50	2	9
At-Risk	90,324	58	10	111,343	63	15	5	5
Econ. Dis.	150,147	71	20	162,295	74	27	3	7
LEP	26,159	58	11	30,837	63	16	5	5
Special Ed.	14,047	67	16	13,431	72	23	5	7
Science								
All Students	283,477	64	26	292,450	75	24	11	-2
African American	39,525	46	12	42,037	59	11	13	-1
Hispanic	121,687	54	17	129,516	67	16	13	-1
White	111,865	79	39	109,733	88	36	9	-3
At-Risk	91,930	36	8	109,923	53	8	17	0
Econ. Dis.	151,489	51	15	160,679	65	15	14	0
LEP	25,915	31	6	30,553	46	6	15	0
Special Ed.	18,445	44	14	11,831	65	17	21	3

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-D. English-Version TAKS Participation and Performance, Grade 6, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	288,501	85	39	283,859	91	39	6	0
African American	40,528	78	26	40,006	87	28	9	2
Hispanic	124,004	79	27	122,954	87	27	8	0
White	113,730	93	56	110,191	96	55	3	-1
At-Risk	116,199	70	13	112,034	82	15	12	2
Econ. Dis.[a]	152,189	78	25	149,475	87	26	9	1
LEP[b]	24,204	51	6	20,111	64	6	13	0
Special Ed.[c]	11,574	70	20	11,054	79	18	9	-2
Mathematics								
All Students	290,792	72	27	285,671	79	31	7	4
African American	40,796	57	14	40,140	65	17	8	3
Hispanic	125,514	64	19	124,285	74	23	10	4
White	114,174	84	39	110,465	89	43	5	4
At-Risk	117,918	49	7	113,519	62	10	13	3
Econ. Dis.	153,964	62	17	150,914	72	20	10	3
LEP	25,185	41	6	20,971	54	9	13	3
Special Ed.	13,406	51	11	12,428	59	12	8	1

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-E. English-Version TAKS Participation and Performance, Grade 7, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	293,873	81	21	298,996	79	21	-2	0
African American	41,029	73	11	43,616	68	11	-5	0
Hispanic	123,775	73	11	128,652	71	13	-2	2
White	118,711	91	33	115,908	90	32	-1	-1
At-Risk	112,045	61	4	126,501	60	5	-1	1
Econ. Dis.[a]	148,333	72	11	154,102	70	12	-2	1
LEP[b]	17,047	33	1	18,751	29	1	-4	0
Special Ed.[c]	10,085	61	7	10,168	58	7	-3	0
Mathematics								
All Students	294,745	64	12	299,160	70	13	6	1
African American	41,000	46	4	43,537	53	5	7	1
Hispanic	124,769	54	6	129,193	62	8	8	2
White	118,563	78	18	115,537	83	20	5	2
At-Risk	112,963	34	1	126,846	45	2	11	1
Econ. Dis.	149,235	51	5	154,535	59	6	8	1
LEP	17,854	25	1	19,366	33	2	8	1
Special Ed.	9,139	40	3	9,235	48	4	8	1
Writing								
All Students	287,818	88	28	293,337	90	37	2	9
African American	40,274	84	18	42,903	87	26	3	8
Hispanic	121,976	84	19	127,089	86	27	2	8
White	115,461	94	40	112,791	95	50	1	10
At-Risk	109,825	76	8	124,354	81	15	5	7
Econ. Dis.	145,830	83	18	152,044	86	25	3	7
LEP	16,830	52	2	18,655	56	3	4	1
Special Ed.	10,202	68	7	9,943	74	12	6	5

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-F. English-Version TAKS Participation and Performance, Grade 8, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	291,845	83	37	297,866	83	36	0	-1
African American	40,754	78	25	42,907	76	23	-2	-2
Hispanic	120,378	75	24	125,261	76	24	1	0
White	120,588	92	53	118,927	93	51	1	-2
At-Risk	116,701	65	13	135,171	69	13	4	0
Econ. Dis.[a]	141,873	75	23	148,106	75	23	0	0
LEP[b]	14,395	30	3	16,389	32	2	2	-1
Special Ed.[c]	12,770	61	14	11,998	63	12	2	-2
Mathematics								
All Students	291,433	61	15	296,430	67	15	6	0
African American	40,572	44	6	42,545	50	6	6	0
Hispanic	120,883	50	9	125,170	58	9	8	0
White	119,833	75	22	117,919	80	23	5	1
At-Risk	116,806	30	2	134,397	42	2	12	0
Econ. Dis.	142,074	48	7	147,588	56	8	8	1
LEP	15,002	22	2	16,738	29	2	7	0
Special Ed.	11,981	31	3	10,408	40	3	9	0
Social Studies								
All Students	294,927	85	25	294,630	83	30	-2	5
African American	41,375	79	14	42,359	76	18	-3	4
Hispanic	121,805	79	15	124,141	77	19	-2	4
White	121,579	92	37	117,446	91	43	-1	6
At-Risk	119,049	70	7	133,274	69	9	-1	2
Econ. Dis.	144,089	78	14	146,533	76	18	-2	4
LEP	15,203	50	3	16,435	46	3	-4	0
Special Ed.	17,721	62	9	12,249	62	12	0	3
Science[d]								
All Students	n/a[e]	n/a	n/a	295,971	71	12	n/a	n/a
African American	n/a	n/a	n/a	42,771	54	3	n/a	n/a
Hispanic	n/a	n/a	n/a	124,664	61	5	n/a	n/a
White	n/a	n/a	n/a	117,791	87	21	n/a	n/a
At-Risk	n/a	n/a	n/a	134,039	49	2	n/a	n/a
Econ. Dis.	n/a	n/a	n/a	147,365	59	5	n/a	n/a
LEP	n/a	n/a	n/a	16,529	23	1	n/a	n/a
Special Ed.	n/a	n/a	n/a	12,163	47	4	n/a	n/a

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education. [d]The Grade 8 TAKS science test was administered for the first time in 2006, and the passing standard was 2 SEM (standard error of measurement) below the panel-recommended standard. [e]Not applicable.

Appendix 2-G. English-Version TAKS Participation and Performance, Grade 9, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	322,176	82	18	330,495	87	20	5	2
African American	46,317	74	9	49,023	82	10	8	1
Hispanic	134,796	74	11	142,823	81	13	7	2
White	129,975	92	28	127,197	95	31	3	3
At-Risk	146,673	68	5	161,442	78	7	10	2
Econ. Dis.[a]	147,496	73	9	157,693	81	11	8	2
LEP[b]	17,582	30	1	18,833	41	1	11	0
Special Ed.[c]	16,741	56	3	16,249	68	5	12	2
Mathematics								
All Students	318,635	56	15	325,606	56	14	0	-1
African American	45,286	38	5	47,898	37	4	-1	-1
Hispanic	133,081	44	7	140,216	45	7	1	0
White	128,896	73	24	125,767	73	24	0	0
At-Risk	142,742	28	2	156,482	30	2	2	0
Econ. Dis.	144,602	42	6	154,078	42	6	0	0
LEP	17,448	18	2	18,746	19	2	1	0
Special Ed.	14,393	27	3	13,481	26	3	-1	0

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-H. English-Version TAKS Participation and Performance, Grade 10, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
English Language Arts								
All Students	270,825	67	5	281,932	85	13	18	8
African American	37,090	58	2	40,148	78	6	20	4
Hispanic	104,090	59	2	110,528	79	7	20	5
White	118,940	76	8	120,333	92	19	16	11
At-Risk	116,226	50	1	131,457	73	3	23	2
Econ. Dis.[a]	109,031	57	2	117,817	77	6	20	4
LEP[b]	12,759	20	0	12,190	32	0	12	0
Special Ed.[c]	12,942	36	1	12,771	55	2	19	1
Mathematics								
All Students	266,419	58	9	276,538	60	12	2	3
African American	36,347	38	3	39,027	40	3	2	0
Hispanic	101,952	45	4	108,197	50	6	5	2
White	117,385	73	14	118,335	74	18	1	4
At-Risk	112,312	28	1	126,741	33	1	5	0
Econ. Dis.	106,327	43	4	114,636	47	5	4	1
LEP	12,457	18	1	12,048	23	1	5	0
Special Ed.	10,419	26	1	10,191	28	2	2	1
Social Studies								
All Students	267,797	84	26	274,314	83	29	-1	3
African American	36,702	74	13	38,445	74	15	0	2
Hispanic	101,987	77	15	106,756	75	17	-2	2
White	118,381	92	38	118,251	92	42	0	4
At-Risk	113,164	69	7	125,102	69	10	0	3
Econ. Dis.	107,007	75	13	113,243	74	16	-1	3
LEP	12,381	43	2	11,706	41	3	-2	1
Special Ed.	12,587	60	8	11,964	59	10	-1	2
Science								
All Students	265,187	54	8	275,777	60	11	6	3
African American	36,276	34	2	38,939	39	3	5	1
Hispanic	100,838	38	3	107,520	45	4	7	1
White	117,409	71	14	118,407	79	19	8	5
At-Risk	111,433	25	1	126,070	35	2	10	1
Econ. Dis.	105,710	36	3	114,155	43	4	7	1
LEP	12,180	11	0	11,806	13	0	2	0
Special Ed.	12,085	24	2	11,234	33	4	9	2

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-I. English-Version TAKS Participation and Performance, Grade 11, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
English Language Arts								
All Students	230,147	87	20	235,465	88	21	1	1
African American	30,010	82	10	32,404	83	12	1	2
Hispanic	83,139	80	11	86,055	82	13	2	2
White	107,330	93	29	106,862	94	29	1	0
At-Risk	112,121	78	6	127,982	82	9	4	3
Econ. Dis.[a]	83,265	79	10	88,001	81	11	2	1
LEP[b]	10,102	34	1	9,861	36	1	2	0
Special Ed.[c]	10,024	58	3	9,284	64	3	6	0
Mathematics								
All Students	228,069	72	16	232,620	77	18	5	2
African American	29,624	54	4	31,854	60	6	6	2
Hispanic	82,086	61	8	84,727	69	10	8	2
White	106,680	83	23	105,800	87	25	4	2
At-Risk	110,051	52	4	125,229	64	5	12	1
Econ. Dis.	81,858	58	7	86,282	66	9	8	2
LEP	9,875	35	2	9,594	43	4	8	2
Special Ed.	9,130	38	3	7,792	46	3	8	0
Social Studies								
All Students	230,317	91	25	233,553	94	29	3	4
African American	29,979	88	13	31,848	91	15	3	2
Hispanic	82,715	85	14	84,890	90	17	5	3
White	107,903	96	36	106,588	98	42	2	6
At-Risk	111,785	84	10	126,181	90	13	6	3
Econ. Dis.	82,855	84	13	86,584	89	15	5	2
LEP	9,955	53	2	9,589	64	3	11	1
Special Ed.	11,309	71	8	9,983	79	10	8	2
Science								
All Students	228,802	71	5	233,472	75	9	4	4
African American	29,738	55	1	31,955	58	2	3	1
Hispanic	82,226	57	1	84,925	63	4	6	3
White	107,154	84	7	106,306	88	14	4	7
At-Risk	110,716	51	1	125,886	60	2	9	1
Econ. Dis.	82,223	55	1	86,593	60	3	5	2
LEP	9,886	29	0	9,590	30	1	1	1
Special Ed.	10,407	40	1	8,858	46	2	6	1

Note. The TAKS passing standard for Grade 11 in 2005 was 1 SEM (standard error of measurement) below the panel-recommended standard; whereas, the passing standard in 2006 was the panel-recommended standard. For comparison purposes, all data are presented at the panel-recommended and commended standards.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-J. Spanish-Version TAKS Participation and Performance, Grade 3, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading: Primary Administration								
All Students	27,489	74	17	28,781	76	16	2	-1
At-Risk	26,862	74	17	28,135	76	16	2	-1
Econ. Dis.[a]	26,117	74	17	27,197	76	16	2	-1
Special Ed.[b]	801	53	9	760	53	6	0	-3
Mathematics								
All Students	26,033	67	10	27,010	69	16	2	6
At-Risk	25,376	67	10	26,365	69	16	2	6
Econ. Dis.	24,691	67	10	25,492	69	16	2	6
Special Ed.	809	53	5	829	52	8	-1	3

[a]Economically disadvantaged. [b]Special education.

Appendix 2-K. Spanish-Version TAKS Participation and Performance, Grade 4, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	16,553	69	14	16,207	76	16	7	2
At-Risk	16,130	69	14	15,828	76	16	7	2
Econ. Dis.[a]	15,762	69	14	15,319	76	16	7	2
Special Ed.[b]	441	42	6	350	57	7	15	1
Mathematics								
All Students	15,419	64	20	14,563	69	23	5	3
At-Risk	14,997	64	20	14,174	69	23	5	3
Econ. Dis.	14,660	64	20	13,771	69	23	5	3
Special Ed.	457	50	11	331	55	14	5	3
Writing								
All Students	17,324	87	23	17,203	90	24	3	1
At-Risk	16,899	87	23	16,841	90	24	3	1
Econ. Dis.	16,503	87	23	16,290	90	24	3	1
Special Ed.	428	71	10	370	78	13	7	3

[a]Economically disadvantaged. [b]Special education.

Appendix 2-L. Spanish-Version TAKS Participation and Performance, Grade 5, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading: Primary Administration								
All Students	7,970	60	10	7,885	65	19	5	9
At-Risk	7,792	60	10	7,724	65	19	5	9
Econ. Dis.[a]	7,516	60	10	7,449	64	19	4	9
Special Ed.[b]	159	49	5	136	51	10	2	5
Mathematics: Primary Administration								
All Students	6,874	44	10	6,490	47	12	3	2
At-Risk	6,722	44	10	6,315	48	12	4	2
Econ. Dis.	6,482	44	10	6,098	47	11	3	1
Special Ed.	140	26	6	103	44	9	18	3
Science								
All Students	7,220	23	3	5,960	31	5	8	2
At-Risk	7,025	23	3	5,826	31	5	8	2
Econ. Dis.	6,815	23	3	5,619	30	4	7	1
Special Ed.	189	13	1	90	26	1	13	0

[a]Economically disadvantaged. [b]Special education.

Appendix 2-M. Spanish-Version TAKS Participation and Performance, Grade 6, by Subject and Student Group, 2005 and 2006

	2005			2006			Change, 2005 to 2006 (Percentage-Point)	
		Met (%)			Met (%)			
Group	Tested	Standard	Commended	Tested	Standard	Commended	Standard	Commended
Reading								
All Students	1,479	59	12	1,190	66	18	7	6
At-Risk	1,411	60	12	1,140	66	17	6	5
Econ. Dis.[a]	1,371	60	12	1,097	66	17	6	5
Special Ed.[b]	16	25	0	7	43	0	18	0
Mathematics								
All Students	1,397	44	10	1,076	52	17	8	7
At-Risk	1,325	44	11	1,035	52	17	8	6
Econ. Dis.	1,297	44	10	998	52	17	8	7
Special Ed.	7	0	0	6	50	0	50	0

[a]Economically disadvantaged. [b]Special education.

3. Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature required school districts to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code [TEC] Chapter 37). Statute specifies that the academic mission of a DAEP is to enable students to perform at grade level. Each DAEP must provide for the educational and behavioral needs of students, focusing on English language arts, mathematics, science, history, and self-discipline. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Not later than the beginning of the 2005-06 school year, a teacher in a DAEP must meet all certification requirements established under TEC Chapter 21, Subchapter B.

DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators also may assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved.

A student may be assigned to a DAEP or expelled more than once in a school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (a) specify whether consideration was given to self-defense, intent or lack of intent at the time the student engaged in the conduct, a student's disciplinary history, or a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct as factors in a decision to order suspension, removal to a DAEP, or expulsion; (b) provide guidelines for setting the length of a term of removal to a DAEP under TEC §37.006 or expulsion under TEC §37.007; and (c) address the notification of a student's parent or guardian of a violation of the student code of conduct by the student that results in suspension, removal to a DAEP, or expulsion. The code of conduct must also prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. The code of conduct will provide, as appropriate for students at each grade level, methods and options for: (a) managing students in the classroom and on school grounds; (b) disciplining students; and (c) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

Program Characteristics

Districts have implemented a variety of DAEP programs with different instructional arrangements and behavior management approaches. Some programs provide direct, teacher-oriented classroom instruction; others combine direct instruction with self-paced, computer-assisted programs. Behavior management approaches include "boot camp" systems, as well as "point" systems that reward positive behavior. Most DAEPs are highly structured. For example, many DAEPs use metal detectors, require students to wear uniforms, maintain small student-to-teacher ratios, and escort students from one area of campus to another. DAEPs may be housed on home campuses or in separate, dedicated facilities. Several small, rural districts have entered into cooperative arrangements with other districts to provide DAEPs.

DAEPs differ from other alternative education programs (AEPs), such as dropout recovery programs and other alternative school settings. Students assigned to DAEPs are required to attend because of disciplinary reasons. Students who enroll in AEPs generally do so by choice, often for academic reasons or interest in a less traditional school setting.

Data Sources and Methods

Data on gender, ethnicity, economic status, and leaver reason (used to compute dropout rates) were drawn from the Public Education Information Management System (PEIMS). Data on discipline were also available in PEIMS. All summary DAEP data presented are based on analyses of student-level data. Unless otherwise noted, only student records with complete demographic information are included in the analyses. State data are based on Academic Excellence Indicator System reports and PEIMS standard reports.

DAEP Assignment and Expulsion

Approximately 2.3 percent (100,909) of the more than 4 million students in Texas public schools in 2004-05 received DAEP assignments (Table 3.1). Compared to the previous year, the number of students assigned to DAEPs decreased by 2.7 percent. The total number of DAEP assignments, including multiple assignments for students, decreased by 4.7 percent.

Table 3.1. Assignment to DAEPs,[a] 2003-04 and 2004-05

DAEP Assignments	2003-04	2004-05
Individual Student Count	103,696	100,909
Total[b]	138,701	132,158

Note. Counts include all students, regardless of missing demographic information.

[a]Disciplinary alternative education programs. [b]Includes multiple assignments for individual students.

In 2004-05, disparities were evident between the percentages of student groups assigned to DAEPs and the percentages of these groups in the student population as a whole. Across Grades 1-12, the percentages of African American and economically disadvantaged students assigned to DAEPs were higher than the percentages of these groups in the student population as a whole (Table 3.2). This was especially true at the early grade levels. Conversely, the percentages of White students assigned to DAEPs were lower across all grades than their percentages in the total student population. The percentages of Hispanic students assigned to DAEPs were lower in Grades 1-5 than their percentages in the student population as a whole and higher in Grades 6-11.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2004-05 increased markedly at Grade 6, continued rising to a maximum of 6.1 percent of all students in Grade 9, then steadily declined through the high school grades. Of all students assigned to DAEPs, 25.8 percent were ninth graders.

Males made up 72.7 percent of students assigned to DAEPs in 2004-05, compared to 51.4 percent of the total student population (Table 3.3). About 24 percent of students assigned to DAEPs were receiving special education services, compared to less than 12 percent of students statewide. The overrepresentation of students receiving special education services in the DAEP population may be related to the overrepresentation of male students, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

Statewide in 2004-05, for students assigned to DAEPs, the average number of discretionary assignments (1.28) exceeded the average number of mandatory assignments (1.06) (Table 3.4). Only about 21 percent of students assigned to DAEPs in 2004-05 received additional assignments during the year. There was relatively little variation across student groups on these measures.

For each student assigned to a DAEP in 2004-05, the total length of assignment was calculated by adding the number of days across multiple assignments. A student with one assignment for 10 days, for example, would have the same total length of assignment as a student with two assignments of 5 days each. White students were assigned for an average of about 36 days during the school year, whereas African American students and Hispanic students were assigned an average of about 39 days. The differences between White students and other ethnic groups on this measure were less than those in 2003-04.

Table 3.2. Enrollment and Assignment to DAEPs,[a] by Grade and Student Group, 2004-05

		DAEP		African American (%)		Hispanic (%)		White (%)		Econ. Disad.[b] (%)	
Grade	Students	Number	Percent	State	DAEP	State	DAEP	State	DAEP	State	DAEP
1	345,666	651	0.2	13.5	39.5	48.3	32.1	34.9	26.7	60.7	74.7
2	334,127	692	0.2	13.6	42.5	47.3	34.8	35.5	21.7	59.7	78.3
3	326,897	1,024	0.3	13.6	39.3	46.5	36.0	36.4	23.6	58.7	81.6
4	324,366	1,543	0.5	14.0	36.7	45.7	38.0	37.0	24.2	58.0	80.6
5	323,603	2,554	0.8	14.2	32.8	44.8	40.7	37.7	25.8	56.9	80.1
6	328,664	7,684	2.3	14.6	28.3	44.0	49.9	38.1	21.0	56.0	80.7
7	332,916	12,402	3.7	14.5	24.3	43.3	53.0	39.0	21.8	54.0	77.4
8	329,095	15,304	4.7	14.5	21.3	42.4	52.8	40.0	24.9	51.7	71.7
9	383,447	23,547	6.1	15.0	21.2	43.6	52.4	38.4	25.5	49.5	65.0
10	311,091	12,667	4.1	14.5	22.8	39.6	45.8	42.4	30.1	43.4	57.6
11	274,896	7,993	2.9	14.0	22.5	37.4	39.4	44.7	36.5	39.2	50.2
12	247,314	5,157	2.1	13.8	20.8	36.1	34.6	46.3	42.7	35.7	41.0

[a]Disciplinary alternative education programs. [b]Economically disadvantaged.

Table 3.3. Assignment to DAEPs[a] (%), by Gender and Special Education Services, 2004-05		
Group	State	DAEP
Female	48.6	27.3
Male	51.4	72.7
Receiving Spec. Ed.[b] Services	11.6	24.3
Not Receiving Spec. Ed. Services	88.4	75.7

[a]Disciplinary alternative education programs. [b]Special education.

Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Participation and Performance

In 2004-05, TAKS measured mastery of the statewide curriculum in reading/English language arts (ELA) and mathematics at Grades 3-11; in writing at Grades 4 and 7; in science at Grades 5, 10, and 11; and in social studies at Grades 8, 10, and 11. SDAA II assessed students in special education programs in Grades 3-10 who were receiving instruction in the state curriculum but for whom TAKS was an inappropriate measure of academic progress.

Statewide, 77.6 percent of students assigned to DAEPs took the 2005 TAKS reading/ELA test, and 13.5 percent took the 2005 SDAA II reading/ELA test (Table 3.5). Of those not tested, 0.5 percent were exempted because of limited English proficiency, 1.4 percent were students in special education exempted by their admission, review, and dismissal (ARD) committees, and 6.2 percent were absent.

The TAKS passing standards adopted by the State Board of Education in fall 2002 are being phased in over a three-year period. In 2005, students in Grades 3-10 were required to meet expectations at the panel-recommended standard, and students in Grade 11 were required to meet expectations at 1 standard error of measurement below the panel-recommended standard. The passing standard for Grade 11 students will increase to the panel-recommend standard in 2006. TAKS scores for students assigned to DAEPs at any time during the year are included in the DAEP averages.

Passing rates on the 2005 TAKS reading/ELA and mathematics tests were lower for students assigned to DAEPs than for students statewide (Table 3.6 on page 54). On the reading/ELA test, the passing rate for students assigned to DAEPs (58%) was 25 percentage points lower than the passing rate for students statewide (83%). On the mathematics test, the difference in passing rates between students assigned to DAEPs (32%) and students statewide (72%) was 40 percentage points. Among students assigned to DAEPs, as well as students statewide, White students had higher TAKS passing rates in reading/ELA and mathematics than African American and Hispanic students.

Almost 25 percent of students assigned to DAEPs in 2004-05 were receiving special education services, and many of these students took the SDAA II. Tests are given in the areas of reading/ELA, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their ARD committees. The percentages of students in

Table 3.4. Frequency and Length of DAEP[a] Assignment, 2004-05				
	Average Number of Assignments			
Group	Discretionary	Mandatory	Single Assignment (%)	Average Length of Assignment (Days)
African American	1.25	1.05	79.4	38.9
Hispanic	1.31	1.06	77.6	39.0
White	1.27	1.05	79.1	36.2
Economically Disadvantaged	1.32	1.07	77.8	38.1
Special Education	1.28	1.06	78.1	37.7
All	1.28	1.06	78.5	38.1

[a]Disciplinary alternative education program.

Table 3.5. English-Version Reading/ELA[a] TAKS and SDAA II[b] Participation (%), Students Assigned to DAEPs,[c] by Student Group, 2005						
Group	Tested on TAKS	LEP Exempt[d]	ARD Exempt[e]	Absent	Other	Tested on SDAA II
African American	74.2	<0.1	1.9	6.2	0.8	16.8
Hispanic	78.1	1.1	1.1	6.5	0.8	12.4
White	79.5	<0.1	1.4	5.7	0.8	12.6
Economically Disadvantaged	75.8	0.7	1.4	6.0	0.8	15.4
All	77.6	0.5	1.4	6.2	0.8	13.5

[a]English language arts. [b]State-Developed Alternative Assessment II. [c]Disciplinary alternative education programs. [d]Students exempted from testing because of limited English proficiency (LEP). [e]Students in special education programs exempted from testing by their admission, review, and dismissal (ARD) committees.

Table 3.6. TAKS Passing Rates (%), All Grades Tested, by Subject and Student Group, 2005

Group	DAEP[a]	State
Reading/ELA[b]		
African American	52	76
Hispanic	54	77
White	70	91
Economically Disadvantaged	53	76
Female	64	86
Male	55	81
All	58	83
Mathematics		
African American	24	57
Hispanic	27	64
White	49	84
Economically Disadvantaged	28	62
Female	30	71
Male	33	72
All	32	72

Note. In 2005, the TAKS passing standards were the panel-recommended standard for Grades 3-10 and 1 standard error of measurement below the panel-recommended standard for Grade 11.

[a]Disciplinary alternative education program. [b]English language arts.

Table 3.7. SDAA II[a] Performance Meeting ARD[b] Expectations (%), Grades 3-10, by Subject and Student Group, 2005

Group	DAEP[c]	State
Reading/ELA[d]		
African American	74	81
Hispanic	72	80
White	79	86
Economically Disadvantaged	73	81
Female	79	85
Male	73	81
All	74	82
Mathematics		
African American	71	79
Hispanic	66	78
White	75	84
Economically Disadvantaged	69	80
Female	70	81
Male	70	80
All	70	80

[a]State-Developed Alternative Assessment II. [b]Admission, review, and dismissal committee. [c]Disciplinary alternative education program. Data include all students who received special education services and were assigned to DAEPs in 2004-05. [d]English language arts.

special education programs assigned to DAEPs who met ARD expectations on the 2005 SDAA II reading/ELA and mathematics tests were lower than the percentages of students in special education programs statewide who met ARD expectations (Table 3.7). On the SDAA II reading/ELA test, 74 percent of students in special education programs assigned to DAEPs met ARD expectations, compared to 82 percent of students in special education programs statewide—a difference of 8 percentage points. The difference on the SDAA II mathematics test was 10 percentage points. Among students in special education programs assigned to DAEPs, as well as students in special education programs statewide, higher percentages of White students met ARD expectations in reading/ELA and mathematics than African American and Hispanic students.

Dropout Rates

Out of 77,070 students in Grades 7-12 assigned to DAEPs in the 2004-05 school year, 4,094 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 5.3 percent, far greater than the rate for students statewide (0.9%) (Table 3.8). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Table 3.8. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2004-05

Group	DAEP[a]	State
African American	5.3	1.2
Hispanic	5.8	1.4
White	4.5	0.5
Economically Disadvantaged	5.3	1.0
Special Education	5.6	1.3
Female	4.4	0.8
Male	5.7	1.0
All	5.3	0.9

[a]Disciplinary alternative education program.

Agency Contact Persons

For additional information on DAEPs, contact Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Leslie Smith or Lauralea Bauer, Student Involvement Unit, Safe Schools Program, (512) 463-9982.

4. Performance of Students At Risk of Dropping Out of School

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, Senate Bill 702 revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2005-06 school year, 49 percent (2,195,942) of the 4,505,572 public school students in Texas were identified as at risk of dropping out of school, an increase of 3 percentage points from the 2004-05 school year.

Definition of At Risk

A student at risk of dropping out of school is a student who is under 21 years of age and who:

- was not advanced from one grade level to the next for one or more school years;
- is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing and Exemption Information

All students enrolled in Texas public schools, Grades 3-11, must be given the opportunity to take either the state assessment (the Texas Assessment of Knowledge and Skills, or TAKS) or the State-Developed Alternative Assessment II (SDAA II). The SDAA II assesses students served in special education programs who are receiving instruction in the state curriculum but for whom the TAKS is not an appropriate assessment. State law requires districts to use student performance data from the TAKS and any other achievement tests administered under TEC Chapter 39, Subchapter B, to identify and provide accelerated intensive instruction to students who have

not performed satisfactorily or who are at risk of dropping out of school.

As mandated by the 76th Texas Legislature in 1999, the TAKS was administered beginning in the 2002-03 school year. The TAKS measures the statewide curriculum in reading at Grades 3-9; writing at Grades 4 and 7; English language arts (ELA) at Grades 10 and 11; mathematics at Grades 3-11; science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3-6. Satisfactory performance on the TAKS at Grade 11 is a prerequisite for a high school diploma.

The TAKS passing standards, adopted in fall 2002 by the Texas State Board of Education (SBOE), were phased in over a three-year period. By 2006, all students in Grades 3-11 were required to achieve the panel-recommended standard on all TAKS tests, except the Grade 8 science test. This test was administered for the first time in 2006, and the passing standard was 2 standard errors of measurement (SEM) below the panel-recommended standard.

In 2006, there were multiple administrations of the reading TAKS for Grades 3 and 5 and the mathematics TAKS for Grade 5. TAKS performance results for these grades are based on the first test administrations only. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

TAKS Performance for Students At Risk, 2006

State Compensatory Education (SCE) Policy on Student Performance

Beginning with the implementation of Senate Bill 702, a student is considered at risk of dropping out of school from the time he or she fails to perform satisfactorily on the TAKS examination until he or she performs at a level equal to at least 110 percent of the level of satisfactory performance on the same assessment instrument or another appropriate test. One of the goals of the SCE program is to increase the academic performance of students identified as being at risk of dropping out of school. TEC §29.081(c) requires each district to evaluate its SCE program by documenting program success in reducing any disparity in performance, as measured by assessment instruments administered under TEC Chapter 39, Subchapter B, or in the rates of high school completion between students at risk of dropping out of school and all other students.

Reading and ELA

In 2006, passing rates for at-risk students overall on the TAKS reading/ELA test were highest in Grades 6 and 11 (82% each) and Grade 3 (81%) (Table 4.1).

Table 4.1. English-Version TAKS Reading/ELA[a] Passing Rates, by At-Risk Status, Student Group, and Grade, 2006

	Grade								
Group	3	4	5	6	7	8	9	10	11[b]
At-Risk									
African American	71	54	52	81	55	66	76	71	80
Hispanic	81	64	55	79	56	64	73	69	77
White	88	74	74	89	72	80	89	82	89
Economically Disadvantaged	79	62	55	79	55	64	74	69	76
Female	83	67	60	85	64	71	82	80	85
Male	79	62	58	79	55	67	74	67	78
All	81	65	59	82	60	69	78	73	82
Not At-Risk									
African American	88	82	83	93	84	89	90	88	90
Hispanic	94	88	90	97	91	95	95	94	95
White	98	95	96	98	96	98	98	97	97
Economically Disadvantaged	92	85	88	95	89	93	94	92	94
Female	96	92	93	98	94	96	97	97	97
Male	94	89	92	96	91	95	95	93	94
All	95	91	92	97	93	96	96	95	96

[a]English language arts. [b]Grade 11 is the exit-level examination.

Across student groups and grade levels, passing rates were highest for White at-risk students in Grades 6, 9, and 11 (89% each) and lowest for African American at-risk students in Grade 5 (52%). Female at-risk students outperformed male at-risk students at all grade levels, with differences in passing rates ranging from 2 percentage points in Grade 5 to 13 percentage points in Grade 10.

Compared to students not identified as at risk, at-risk students had lower passing rates on the TAKS reading/ELA test across all grade levels and student groups. Performance differences between at-risk and not at-risk students were largest for Hispanic students in Grades 5 and 7 (35 percentage points each) and smallest for White students in Grade 11 (8 percentage points). The differences were larger for African American, Hispanic, and economically disadvantaged students than White students in every grade. For African American students, the performance difference was smallest in 11th grade (10 percentage points); for Hispanic and economically disadvantaged students, the differences were smallest in 3rd grade (13 percentage points each). Across grade levels, differences in passing rates were largest in Grades 5 and 7.

Mathematics

Among at-risk students overall, the passing rate on the TAKS mathematics test was highest in Grade 3, at 72 percent (Table 4.2). Between Grades 3 and 10, the performance of at-risk students generally declined from one grade level to the next, from 72 percent in Grade 3 to 33 percent in Grade 10. At each grade level, African American at-risk students had the lowest passing rate, and White at-risk students had the highest passing rate. Male at-risk students had higher mathematics passing rates than female at-risk students at all grade levels, except Grade 6. The performance difference between genders was largest in 11th grade (8 percentage points).

Differences in TAKS mathematics performance between at-risk students overall and not at-risk students increased dramatically across grades, from 17 percentage points in Grade 3 to 51 percentage points in Grade 10. For all student groups, the differences in passing rates were largest in Grades 7-10, ranging from 36 percentage points for White 7th graders to 52 percentage points for female 10th graders. Performance differences between at-risk and not at-risk students were smallest for Grade 3 Hispanic and economically disadvantaged students (14 percentage points each), followed by Grade 3 White students (15 percentage points).

Writing

At-risk students overall performed relatively well on the TAKS writing test, with 83 percent of Grade 4 students and 81 percent of Grade 7 students achieving the passing standard (Table 4.3 on page 58). Across ethnic groups in Grade 4, passing rates were highest for Hispanic and White at-risk students (84% each) and lowest for African American at-risk students (77%). Across ethnic groups in Grade 7, passing rates were highest for White at-risk students (88%) and lowest for Hispanic at-risk students (78%). Economically disadvantaged at-risk students had passing rates of 82 percent in Grade 4 and 78 percent in Grade 7. Passing rates for at-risk females were higher than those

Table 4.2. English-Version TAKS Mathematics Passing Rates, by At-Risk Status, Student Group, and Grade, 2006

	Grade								
Group	3	4	5	6	7	8	9	10	11[a]
At-Risk									
African American	56	51	50	52	35	32	21	23	52
Hispanic	72	68	63	62	43	40	26	31	60
White	79	72	73	71	57	52	43	42	74
Economically Disadvantaged	69	65	61	60	42	38	26	30	57
Female	70	63	60	63	44	40	29	30	60
Male	73	69	67	62	47	43	31	36	68
All	72	66	63	62	45	42	30	33	64
Not At-Risk									
African American	77	82	82	80	74	73	61	65	78
Hispanic	86	90	91	89	86	85	74	80	91
White	94	95	95	94	93	91	87	88	96
Economically Disadvantaged	83	88	89	86	83	82	72	78	89
Female	89	91	92	91	88	87	80	82	92
Male	90	92	93	91	89	88	80	85	94
All	89	92	92	91	88	88	80	84	93

[a]Grade 11 is the exit-level examination.

Table 4.3. English-Version TAKS Writing Passing Rates, by At-Risk Status, Student Group, and Grade, 2006

	Grade	
Group	4	7
At-Risk		
African American	77	82
Hispanic	84	78
White	84	88
Economically Disadvantaged	82	78
Female	87	87
Male	80	75
All	83	81
Not At-Risk		
African American	92	94
Hispanic	95	97
White	97	98
Economically Disadvantaged	94	96
Female	97	98
Male	94	96
All	96	97

for at-risk males by 7 percentage points in Grade 4 and 12 percentage points in Grade 7.

Compared to the passing rates for not at-risk students on the TAKS writing test, rates for at-risk students overall were 13 percentage points lower in Grade 4 and 16 percentage points lower in Grade 7. Across student groups other than gender, performance differences between at-risk and not at-risk students in Grade 4 ranged from 11 percentage points for Hispanic students to 15 percentage points for African American students. In Grade 7, the differences ranged from 10 percentage points for White students to 19 percentage points for Hispanic students. By gender, differences in passing rates between at-risk and not at-risk students ranged from 10 percentage points for female 4th graders to 21 percentage points for male 7th graders.

Social Studies

Overall, more than two-thirds of at-risk students in Grade 8 (69%), Grade 10 (69%), and Grade 11 (90%) passed the TAKS social studies test (Table 4.4). Across student groups and grade levels, White at-risk students had the highest passing rates, with 78 percent of 8th graders, 80 percent of 10th graders, and 95 percent of 11th graders meeting the TAKS standard. Hispanic and economically disadvantaged at-risk students had the lowest passing rates in Grade 8 (65% each) and Grade 11 (86% each), and shared the lowest rate with African American at-risk students in Grade 10 (64% each). Male at-risk students had higher passing rates than female at-risk students in each grade, with performance differences ranging from 3 to 6 percentage points.

Table 4.4. English-Version TAKS Social Studies Passing Rates, by At-Risk Status, Student Group, and Grade, 2006

	Grade		
Group	8	10	11[a]
At-Risk			
African American	67	64	88
Hispanic	65	64	86
White	78	80	95
Economically Disadvantaged	65	64	86
Female	67	66	88
Male	70	72	92
All	69	69	90
Not At-Risk			
African American	89	87	95
Hispanic	93	93	98
White	97	97	99
Economically Disadvantaged	92	92	97
Female	95	94	98
Male	95	95	99
All	95	95	99

[a]Grade 11 is the exit-level examination.

Passing rates on the TAKS social studies test for at-risk students overall were 26 percentage points lower than those for not at-risk students in Grades 8 and 10 and 9 percentage points lower in Grade 11. Across student groups other than gender, performance differences at each grade level between at-risk and not at-risk students were smallest for White students and largest for Hispanic students. Differences in passing rates between at-risk and not at-risk males were slightly smaller than the differences between at-risk and not at-risk females in each grade.

Science

The percentage of at-risk students overall meeting the TAKS science standard declined from Grade 5 (53%), to Grade 8 (49%), to Grade 10 (35%) (Table 4.5). In Grade 11, the passing rate increased to 60 percent. Across ethnic groups at each grade level, passing rates were highest for White at-risk students, ranging from 54 percent to 75 percent, and lowest for African American at-risk students, ranging from 24 percent to 50 percent. Economically disadvantaged at-risk students had passing rates ranging from 27 percent to 50 percent. Higher percentages of at-risk males than at-risk females passed the science test at all grade levels.

Generally, performance differences between at-risk and not at-risk students were larger in science than in other subject areas, except mathematics at Grades 7-10. Across student groups other than gender, White students had the smallest differences in passing rates

Table 4.5. English-Version TAKS Science Passing Rates, by At-Risk Status, Student Group, and Grade, 2006

	Grade			
Group	5	8	10	11[a]
At-Risk				
African American	41	38	24	50
Hispanic	50	43	28	51
White	68	67	54	75
Economically Disadvantaged	49	43	27	50
Female	47	42	28	52
Male	58	55	41	67
All	53	49	35	60
Not At-Risk				
African American	75	75	62	76
Hispanic	84	86	72	87
White	93	95	90	96
Economically Disadvantaged	82	83	70	86
Female	86	88	78	91
Male	90	92	86	94
All	88	90	82	92

Note. The passing standard for Grades 5, 10, and 11 was the panel-recommended standard. The Grade 8 TAKS science test was administered for the first time in 2006, and the passing standard was 2 SEM (standard errors of measurement) below the panel-recommended standard.

[a]Grade 11 is the exit-level examination.

at all grade levels, ranging from 21 to 36 percentage points. In Grade 5, performance differences were largest for African American and Hispanic students (34 percentage points each). In Grades 8, 10, and 11, the differences were largest for Hispanic and economically disadvantaged students, ranging from 36 to 44 percentage points. Differences in passing rates for females exceeded those for all other student groups at every grade level, ranging from 39 to 50 percentage points.

SDAA II Performance for Students At Risk, 2006

The SDAA has been available under TEC Chapter 39, Subchapter B, since spring 2001 for assessing students in special education programs in Grades 3-8 for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic progress. Starting in spring 2005, the SDAA was replaced with the SDAA II, a redesigned assessment aligned with TAKS that is available for students in special education programs enrolled in Grades 3-10. The SDAA II assesses each student at his or her appropriate instructional level as determined by the student's admission, review, and dismissal (ARD) committee. A student's instructional level may differ from subject to subject and also may differ from the grade level in which the student is enrolled.

In all grade levels and subject areas, students not identified as at risk performed the same as, or slightly better than, at-risk students on the SDAA II (Table 4.6). In Grades 3 and 5 reading and Grades 3 and 4 mathematics, at-risk students performed at the same level as not at-risk students. The largest performance differences in reading and mathematics (3 and 4 percentage points, respectively) were in Grade 9. The largest performance differences in writing and ELA (5 percentage points each) were in Grade 10.

Table 4.6. SDAA II[a] Performance Meeting ARD[b] Expectations, by Subject, At-Risk Status, and Grade, 2006

	Grade							
Group	3	4	5	6	7	8	9	10
Reading								
At-Risk	96	91	91	87	83	85	79	79
Not At-Risk	96	92	91	89	85	87	82	81
Mathematics								
At-Risk	98	95	94	88	83	82	72	78
Not At-Risk	98	95	95	89	85	84	76	79
Writing								
At-Risk	n/a[c]	73	n/a	n/a	67	n/a	n/a	55
Not At-Risk	n/a	74	n/a	n/a	70	n/a	n/a	60
ELA[d]								
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	72
Not At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	77

[a]State-Developed Alternative Assessment II. [b]Admission, review, and dismissal committee. [c]Not applicable. [d]English language arts.

TAKS and SDAA Exemptions

In 2001, Senate Bill 676 narrowed provisions for test exemptions by shortening the exemption period for immigrant limited English proficient (LEP) students who meet specific criteria related to performance on the Reading Proficiency Tests in English and to education outside the U.S. As a result, certain immigrant LEP students are now eligible for exemption only during their first or second years in the U.S.

Since 2001, when the SDAA was first implemented, students receiving special education services have been exempt only if their ARD committees determine that the students should be administered the Locally-Developed Alternative Assessment rather than the English- or Spanish-version TAKS or SDAA. Data on test exemptions include all students identified as exempt either from the English- or Spanish-version TAKS or the SDAA II in 2006 (Table 4.7 on page 60).

Table 4.7. TAKS and SDAA II[a] Exemptions, Students At Risk, by Grade and Type of Exemption, 2006

	Total	Total Tested		LEP[b] Exempt		ARD[c] Exempt		Absent		Other Students Not Tested		Total Not Tested	
Grade	Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	171,215	166,565	97.3	3,009	1.8	1,427	0.8	119	0.1	95	0.1	4.650	2.7
4	128,842	124,727	96.8	2,995	2.3	695	0.5	95	0.1	330	0.3	4,115	3.2
5	146,410	140,662	96.1	3,619	2.5	1,903	1.3	74	0.1	152	0.1	5,748	3.9
6	139,174	133,927	96.2	3,859	2.8	691	0.5	373	0.3	324	0.2	5,247	3.8
7	156,133	149,516	95.8	4,860	3.1	596	0.4	585	0.4	576	0.4	6,617	4.2
8	161,944	154,955	95.7	4,342	2.7	1,314	0.8	661	0.4	672	0.4	6,989	4.3
9	200,893	186,467	92.8	7,260	3.6	730	0.4	6,037	3.0	399	0.2	14,426	7.2
10	155,246	149,216	96.1	2,238	1.4	1,316	0.8	1,893	1.2	583	0.4	6,030	3.9
11	147,674	133,617	90.5	n/a[d]	n/a	11,765	8.0	1.621	1.1	671	0.5	14,057	9.5

Note. Data include students taking the Spanish-version TAKS in Grades 3-6.

[a]State-Developed Alternative Assessment II. [b]Limited English proficient. [c]Admission, review, and dismissal committee. [d]Not applicable. Students are not eligible for exemption from the exit-level TAKS on the basis of limited English proficiency, but LEP students who are recent immigrants may postpone the initial administration of the exit-level TAKS one time (19 Texas Administrative Code §101.1005).

Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Dr. Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation, (512) 463-8992. For more information about funding for at-risk students, contact the Financial Audits Division, (512) 463-9095.

Other Sources of Information

For additional information on at-risk students, see the State Compensatory Education website at www.tea.state.tx.us/stcomped/.

5. Student Dropouts

In 2004-05, the number of dropouts in Grades 7-12 from Texas public schools increased to 18,290 from 16,434 in 2003-04 (Table 5.1). Out of 1,954,752 students who attended Grades 7-12 in the 2004-05 school year, 0.9 percent were reported to have dropped out—the same percentage as in the previous year (Table 5.2 on page 62 and Table 5.7 on page 67). The four-year longitudinal dropout rate for the class of 2005 increased to 4.3 percent from 3.9 percent for the class of 2004 (Table 5.3 on page 63 and Table 5.4 on page 64). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (Texas Education Code [TEC] §39.182).

Table 5.1. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, 2004-05

Students	Dropouts	Annual Dropout Rate (%)
1,954,752	18,290	0.9

Dropout Definition

Each fall, school districts in Texas are required to account for all students enrolled or in attendance in Grades 7-12 at any time during the previous school year. Students who leave school during the school year without an approved excuse or who complete the school year and do not return the following year are school leavers, falling into one of three categories: graduates, dropouts, or other leavers. A dropout is defined as a student who left school during the school year without an approved excuse or completed the school year and: (a) did not graduate; or (b) did not return to school the following year.

A student who left to enter another educational setting outside the Texas public school system such as home school, private school, and college was not counted as a dropout for accountability purposes. In addition, a student who met all graduation requirements but did not pass the exit-level Texas Assessment of Academic Skills (TAAS) or Texas Assessment of Knowledge and Skills (TAKS) was not counted as a dropout through 2004-05.

In addition, records for some students reported to have dropped out of school were excluded from the count of dropouts for accountability purposes. For example, a student who was found to have received a General Educational Development (GED) certificate or who was found to have been enrolled in another Texas public school was not counted as a dropout for accountability purposes.

In 2003, the 78th Texas Legislature passed Senate Bill 186 requiring school districts to report dropout data using the National Center for Education Statistics (NCES) definition by 2005-06 (TEC §39.051).

All dropouts under the Texas accountability definition of dropouts are considered dropouts under the NCES definition. Some students who were not counted as dropouts under the accountability definition are now counted as dropouts under the NCES definition, including:

- a student who withdraws to enroll in an approved adult education GED preparation program;
- a senior who leaves after meeting all graduation requirements except for passing the exit-level TAAS or TAKS;
- a student previously counted as a dropout;
- a student enrolled in school but not eligible for state Foundation School Program funds; and
- a dropout for whom the last district of attendance cannot be determined.

Finally, the Texas Education Agency (TEA) and NCES have different return dates for considering students to have re-enrolled in the fall. For the NCES dropout definition, a student must return by the first day of school or its approximation not to be considered a dropout. Under the TEA definition, a student had until mid-January to return to school not to be considered a dropout. To calculate state, district, and campus dropout counts and rates consistent with NCES guidelines, districts began collecting dropout data consistent with the NCES definition in the 2005-06 school year.

Longitudinal Completion Rates

Calculation and Methods

A completion rate is the percentage of students from a class of ninth graders or seventh graders who complete

Table 5.2. Common Methods of Measuring Student Progress Through School				
	Annual dropout rate	Completion rate	Longitudinal dropout rate	Attrition rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a General Educational Development (GED) certificate, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 three years later.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	♦ Measure of annual performance. ♦ Requires only one year of data. ♦ Can be calculated for any school or district with students in any of the grades covered. ♦ Can be disaggregated by grade level.	♦ More consistent with the public's understanding of a dropout rate. ♦ Districts have more time to encourage dropouts to return to school before being held accountable. ♦ More stable measure over time. ♦ The completion rate is a more positive indicator than the dropout rate, measuring school success rather than failure.		Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	♦ Produces the lowest rate of any method. ♦ May not correspond to the public's understanding of a dropout rate.	♦ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ♦ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. ♦ Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12. ♦ Does not produce a dropout rate by grade.		♦ Produces the highest rate of any method. ♦ Does not distinguish attrition that results from dropping out from attrition that results from grade-level retentions, transfers to other schools, early graduation, etc. ♦ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. ♦ Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by TEA since 1987-88.	The method used to calculate the 1998-99 completion rate was revised so the longitudinal dropout rate and completion rate add to 100%.	TEA began calculating an actual Grade 7-12 longitudinal dropout rate with the class of 1998.	The attrition rate reported by TEA is not adjusted for growth.
TEA 2003-04	Annual dropout rate: Grades 7-12 0.9% Grades 9-12 1.2% Grades 7-8 0.2%	Completion rate: Grades 7-12 95.8% Grades 9-12 96.1%	Longitudinal dropout rate: Grades 7-12 4.2% Grades 9-12 3.9%	Unadjusted attrition rate: Grades 7-12 20.0% Grades 9-12 32.6%
TEA 2004-05	Annual dropout rate: Grades 7-12 0.9% Grades 9-12 1.3% Grades 7-8 0.2%	Completion rate: Grades 7-12 95.4% Grades 9-12 95.7%	Longitudinal dropout rate: Grades 7-12 4.6% Grades 9-12 4.3%	Unadjusted attrition rate: Grades 7-12 19.3% Grades 9-12 32.1%

Table 5.3. Longitudinal Completion Rates, Grades 9-12, by Student Group, Class of 2005

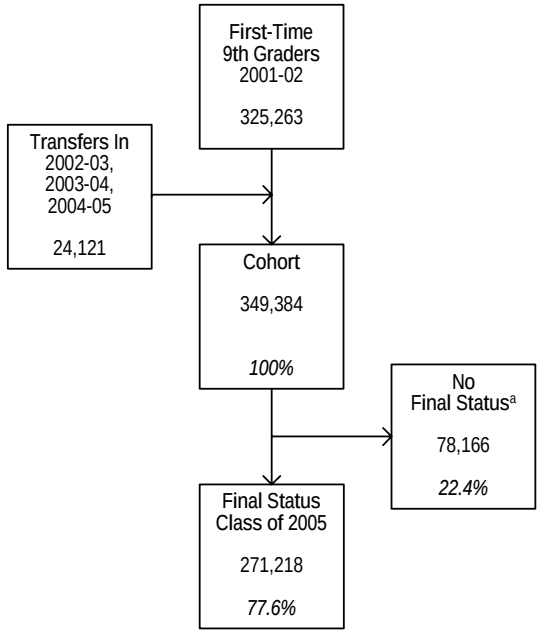
Group	Class (Number)	Completion I[a] Rate (%)	Longitudinal Dropout Rate (%)
African American	37,777	91.9	5.5
Asian/Pacific Islander	8,795	97.0	1.8
Hispanic	100,781	89.7	6.9
Native American	871	89.9	4.9
White	122,994	93.3	2.0
Econ. Disad.[b]	99,637	89.4	6.7
Female	133,707	93.3	3.9
Male	137,511	90.5	4.7
State	271,218	91.9	4.3

[a]Completion I consists of students who graduated or continued high school.
[b]Economically disadvantaged.

their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Students who transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class (Figure 5.1).

TEA calculates longitudinal completion rates that combine the completion and longitudinal dropout rate so that they add to 100 percent. The longitudinal completion rates have three components: graduates, students who continued their high school education, and GED recipients. The final component is the longitudinal dropout rate. The longitudinal dropout rate is based on the definition of dropouts used in the TEA annual dropout rate. Students assigned no final status were those who transferred out of school or those who could not be followed from year to year because of student identification problems.

Figure 5.1. Cohort for the Class of 2005 Longitudinal Completion Rate



[a]Students who transferred out of school or could not be followed from year to year because of student identification problems.

Completion Rates in the Accountability System

Two completion rate measures have been defined for Texas public school accountability beginning in 2004. Completion I includes graduates and continuing enrollees. Completion II includes graduates, continuing enrollees, and GED recipients. In the 2006 ratings, school districts and campuses subject to standard accountability procedures were rated on Completion I for the class of 2005, whereas those subject to alternative education accountability procedures were rated on Completion II for the class of 2005.

State Summary

The longitudinal rates for the class of 2005 tracked students who began Grade 9 for the first time in 2001-02. Out of 271,218 students in the class of 2005 Grade 9 cohort, 91.9 percent either graduated by 2005 or continued school the following year (Table 5.4 on page 64). An additional 3.8 percent received GED certificates, and 4.3 percent dropped out. The Completion I rate was highest for Asian/Pacific Islander students (97.0%). The Completion I rate for White students (93.3%) was higher than the state average (91.9%), and the rate for African American students matched the state average. Completion I rates for Hispanic, Native American, and economically disadvantaged students were below the state average. Completion II rates showed similar trends, except that the rate for African American students (94.5%) was below the state average of 95.7 percent.

Rates by Student Group

Completion rates demonstrate that secondary school experiences varied considerably by student group. For example, in the class of 2005, White students had a graduation rate of 89.5 percent, whereas African American students and Hispanic students had graduation rates of 81.7 percent and 77.4 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal

Table 5.4. Longitudinal Completion Rates, Grades 9-12, by Student Group, Classes 1996 Through 2005

		Graduated		Continued		Received GED[a]		Dropped Out		Completion I[b]		Completion II[c]	
Class Year	Class	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
Class of 2004	37,281	30,860	82.8	3,438	9.2	1,139	3.1	1,844	4.9	34,298	92.0	35,437	95.1
Class of 2005	37,777	30,858	81.7	3,862	10.2	994	2.6	2,063	5.5	34,720	91.9	35,714	94.5
Asian/Pacific Islander													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
Class of 2004	8,613	7,983	92.7	348	4.0	138	1.6	144	1.7	8,331	96.7	8,469	98.3
Class of 2005	8,795	8,149	92.7	380	4.3	105	1.2	161	1.8	8,529	97.0	8,634	98.2
Hispanic													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2
Class of 2003	93,063	71,966	77.3	11,769	12.6	2,732	2.9	6,596	7.1	83,735	90.0	86,467	92.9
Class of 2004	98,337	77,094	78.4	11,386	11.6	3,701	3.8	6,156	6.3	88,480	90.0	92,181	93.7
Class of 2005	100,781	77,985	77.4	12,377	12.3	3,452	3.4	6,967	6.9	90,362	89.7	93,814	93.1
Native American													
Class of 1996	506	360	71.1	36	7.1	41	8.1	69	13.6	396	78.3	437	86.4
Class of 1997	500	374	74.8	42	8.4	35	7.0	49	9.8	416	83.2	451	90.2
Class of 1998	755	432	57.2	222	29.4	30	4.0	71	9.4	654	86.6	684	90.6
Class of 1999	724	589	81.4	49	6.8	38	5.2	48	6.6	638	88.1	676	93.4
Class of 2000	605	477	78.8	42	6.9	38	6.3	48	7.9	519	85.8	557	92.1
Class of 2001	681	520	76.4	53	7.8	51	7.5	57	8.4	573	84.1	624	91.6
Class of 2002	650	550	84.6	43	6.6	34	5.2	23	3.5	593	91.2	627	96.5
Class of 2003	746	632	84.7	46	6.2	34	4.6	34	4.6	678	90.9	712	95.4
Class of 2004	832	701	84.3	49	5.9	51	6.1	31	3.7	750	90.1	801	96.3
Class of 2005	871	734	84.3	49	5.6	45	5.2	43	4.9	783	89.9	828	95.1
White													
Class of 1996	108,807	90,275	83.0	4,020	3.7	7,093	6.5	7,419	6.8	94,295	86.7	101,388	93.2
Class of 1997	112,078	94,258	84.1	4,030	3.6	7,128	6.4	6,662	5.9	98,288	87.7	105,416	94.1
Class of 1998	115,797	98,738	85.3	5,071	4.4	5,633	4.9	6,355	5.5	103,809	89.6	109,442	94.5
Class of 1999	119,590	103,141	86.2	5,080	4.2	5,556	4.6	5,813	4.9	108,221	90.5	113,777	95.1
Class of 2000	121,267	105,158	86.7	4,407	3.6	6,806	5.6	4,896	4.0	109,565	90.4	116,371	96.0
Class of 2001	121,838	105,805	86.8	4,790	3.9	7,024	5.8	4,219	3.5	110,595	90.8	117,619	96.5
Class of 2002	122,739	108,270	88.2	4,881	4.0	6,244	5.1	3,344	2.7	113,151	92.2	119,395	97.3
Class of 2003	125,262	112,460	89.8	4,870	3.9	5,115	4.1	2,817	2.2	117,330	93.7	122,445	97.8
Class of 2004	125,848	112,495	89.4	4,605	3.7	6,416	5.1	2,332	1.9	117,100	93.0	123,516	98.1
Class of 2005	122,994	110,029	89.5	4,766	3.9	5,783	4.7	2,416	2.0	114,795	93.3	120,578	98.0

[a]General Educational Development certificate. [b]Completion I consists of students who graduated or continued high school. [c]Completion II consists of students who graduated, continued high school, or received GEDs. [d]Numbers in class for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

continues

Table 5.4. Longitudinal Completion Rates, Grades 9-12, by Student Group, Classes 1996 Through 2005 (continued)

		Graduated		Continued		Received GED[a]		Dropped Out		Completion I[b]		Completion II[c]	
Class Year	Class	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Economically Disadvantaged													
Class of 1996	55,302	35,463	64.1	5,978	10.8	3,351	6.1	10,510	19.0	41,441	74.9	44,792	81.0
Class of 1997	58,481	39,801	68.1	6,219	10.6	3,459	5.9	9,002	15.4	46,020	78.7	49,479	84.6
Class of 1998	63,372	44,723	70.6	7,441	11.7	2,491	3.9	8,717	13.8	52,164	82.3	54,655	86.2
Class of 1999	67,639	48,204	71.3	7,991	11.8	2,562	3.8	8,882	13.1	56,195	83.1	58,757	86.9
Class of 2000	71,486	51,896	72.6	7,988	11.2	3,345	4.7	8,257	11.6	59,884	83.8	63,229	88.4
Class of 2001	74,246	54,352	73.2	9,125	12.3	3,450	4.6	7,319	9.9	63,477	85.5	66,927	90.1
Class of 2002	78,567	59,564	75.8	9,857	12.5	3,073	3.9	6,073	7.7	69,421	88.4	72,494	92.3
Class of 2003	85,880	66,843	77.8	10,638	12.4	2,719	3.2	5,680	6.6	77,481	90.2	80,200	93.4
Class of 2004	93,528	73,556	78.6	10,573	11.3	3,888	4.2	5,511	5.9	84,129	90.0	88,017	94.1
Class of 2005	99,637	77,131	77.4	11,955	12.0	3,902	3.9	6,649	6.7	89,086	89.4	92,988	93.3
Female													
Class of 1996	103,835	81,641	78.6	5,878	5.7	5,394	5.2	10,922	10.5	87,519	84.3	92,913	89.5
Class of 1997	108,034	86,884	80.4	6,152	5.7	5,270	4.9	9,728	9.0	93,036	86.1	98,306	91.0
Class of 1998	113,056	92,933	82.2	7,156	6.3	3,871	3.4	9,096	8.0	100,089	88.5	103,960	92.0
Class of 1999	118,170	98,058	83.0	7,170	6.1	3,670	3.1	9,272	7.8	105,228	89.0	108,898	92.2
Class of 2000	121,614	102,455	84.2	6,938	5.7	4,268	3.5	7,953	6.5	109,393	90.0	113,661	93.5
Class of 2001	123,452	104,608	84.7	7,416	6.0	4,394	3.6	7,034	5.7	112,024	90.7	116,418	94.3
Class of 2002	126,336	109,215	86.4	7,603	6.0	3,810	3.0	5,708	4.5	116,818	92.5	120,628	95.5
Class of 2003	130,964	114,795	87.7	7,742	5.9	3,022	2.3	5,405	4.1	122,537	93.6	125,559	95.9
Class of 2004	134,484	118,122	87.8	7,397	5.5	4,330	3.2	4,635	3.4	125,519	93.3	129,849	96.6
Class of 2005	133,707	116,660	87.3	8,049	6.0	3,844	2.9	5,154	3.9	124,709	93.3	128,553	96.1
Male													
Class of 1996	108,688	76,785	70.6	9,452	8.7	7,665	7.1	14,786	13.6	86,237	79.3	93,902	86.4
Class of 1997	110,259	81,420	73.8	9,496	8.6	7,493	6.8	11,850	10.7	90,916	82.5	98,409	89.3
Class of 1998	114,993	86,446	75.2	11,589	10.1	5,828	5.1	11,130	9.7	98,035	85.3	103,863	90.3
Class of 1999	120,110	91,383	76.1	11,914	9.9	5,854	4.9	10,959	9.1	103,297	86.0	109,151	90.9
Class of 2000	123,163	95,124	77.2	10,883	8.8	7,380	6.0	9,776	7.9	106,007	86.1	113,387	92.1
Class of 2001	125,709	97,444	77.5	12,164	9.7	7,584	6.0	8,517	6.8	109,608	87.2	117,192	93.2
Class of 2002	127,704	101,166	79.2	12,812	10.0	6,715	5.3	7,011	5.5	113,978	89.3	120,693	94.5
Class of 2003	132,607	107,226	80.9	13,190	9.9	5,727	4.3	6,464	4.9	120,416	90.8	126,143	95.1
Class of 2004	136,427	111,011	81.4	12,429	9.1	7,115	5.2	5,872	4.3	123,440	90.5	130,555	95.7
Class of 2005	137,511	111,095	80.8	13,385	9.7	6,535	4.8	6,496	4.7	124,480	90.5	131,015	95.3
State													
Class of 1996[d]	212,523	158,426	74.5	15,330	7.2	13,059	6.1	25,708	12.1	173,756	81.8	186,815	87.9
Class of 1997	218,293	168,304	77.1	15,648	7.2	12,763	5.8	21,578	9.9	183,952	84.3	196,715	90.1
Class of 1998	228,049	179,379	78.7	18,745	8.2	9,699	4.3	20,226	8.9	198,124	86.9	207,823	91.1
Class of 1999	238,280	189,441	79.5	19,084	8.0	9,524	4.0	20,231	8.5	208,525	87.5	218,049	91.5
Class of 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2	215,400	88.0	227,048	92.8
Class of 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2	221,632	89.0	233,610	93.8
Class of 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0	230,796	90.9	241,321	95.0
Class of 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5	242,953	92.2	251,702	95.5
Class of 2004	270,911	229,133	84.6	19,826	7.3	11,445	4.2	10,507	3.9	248,959	91.9	260,404	96.1
Class of 2005	271,218	227,755	84.0	21,434	7.9	10,379	3.8	11,650	4.3	249,189	91.9	259,568	95.7

[a]General Educational Development certificate. [b]Completion I consists of students who graduated or continued high school. [c]Completion II consists of students who graduated, continued high school, or received GEDs. [d]Numbers in class for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

dropout rates, at 6.9 percent and 6.7 percent, respectively. Hispanic and economically disadvantaged students were most likely among the student groups to be continuing school in the fall after anticipated graduation (12.3% and 12.0%, respectively). Native Americans had the largest percentage of students receiving GED certificates (5.2%). Females had a higher graduation rate (87.3%) than males (80.8%) and lower rates of continuation, GED certification, and dropping out.

When comparing the classes of 2004 and 2005, graduation rates decreased for African American, Hispanic, and economically disadvantaged students, remained the same for Native Americans and Asian/Pacific Islanders, and increased for White students. Longitudinal dropout rates for the class of 2005 increased from the previous year for all student groups. The increases ranged from 0.1 percentage points for Whites and Asian/Pacific Islanders to 1.2 percentage points for Native Americans.

Rates by Student Characteristic and Program Participation

In 2005, students participating in Title I programs had a Completion I rate (91.4%) close to that of the state (91.9%) (Table 5.5). Students identified as at risk and students participating in special education or in bilingual or English as a second language programs had Completion I rates below the state average.

Table 5.5. Longitudinal Completion Rates, Grades 9-12, by Student Characteristic and Program Participation, Class of 2005

Group	Class	Completion I[a] Rate (%)	Completion II[b] Rate (%)
At Risk	130,119	87.2	92.7
Bilingual/ESL[c]	9,789	78.7	80.3
Special Education	33,408	90.4	93.2
Title I	101,574	91.4	94.5
State	270,911	91.9	96.1

Note. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort.

[a]Completion I consists of students who graduated or continued high school. [b]Completion II consists of students who graduated, continued high school, or received General Educational Development certificates. [c]English as a second language.

Students Completing High School in More Than Four Years

Many students took longer than four years to finish their high school education. For example, the group of students who began ninth grade for the first time in 1998-99 was followed through their expected graduation year in 2002. At that time, 82.8 percent of the class of 2002 had graduated, 8.0 percent were still in high school, 4.1 percent had received GED certificates, and 5.0 percent had dropped out (Table 5.6).

In 2005, three years after expected graduation and seven years after the students began Grade 9 in 1998-99, more students in this cohort had graduated (86.5%) or received GED certificates (8.1%). Because of better tracking of students over time, the total number of students with final statuses increased from 254,040 in 2002 to 256,337 in 2005.

Annual Dropout Rates

State Summary

Since 1987-88, the Grade 7-12 annual dropout rate has gradually decreased (Table 5.7). Since the late 1980s, there have been refinements in dropout reporting, data processing, and calculations. Also, the dropout rate became a base indicator in the accountability system in 1993-94. From 1996-97 through 1998-99, the state rate was 1.6 percent, but in 1999-00, the rate fell to 1.3 percent. The rate decreased for the third successive year to 0.9 percent in 2001-02 and held steady at 0.9 percent through 2004-05.

When the leaver record was introduced in 1997-98, the overall number of dropouts increased for the first time, but the rate remained constant. The number of dropouts rose only slightly in the second year of the leaver record collection. The number of dropouts decreased significantly in 1999-00 and decreased even more in 2000-01, the second year the dropout standards for ratings had been raised since a dropout indicator was introduced. Although the dropout rate remained constant from 2003-04 to 2004-05, the number of dropouts increased by 1,856 students, or 11.3 percent.

Rates by Student Group

The dropout rates of some student groups remained significantly higher in 2004-05 than the overall dropout rate (Table 5.7). The Grade 7-12 dropout rate for African American students (1.2%) was more than twice as high as that for White students (0.5%), and the rate for Hispanic students (1.4%) was almost three times as high. The gap in Grade 7-12 dropout rates between African American and White students increased by 0.1 percentage points over the previous year. The dropout rate for African American students rose by 0.2 percentage points over the previous year, whereas the rates for Hispanic students and White students rose by 0.1 percentage points each. The number of dropouts also increased for the three ethnic groups.

Since the 1987-88 school year, African American and Hispanic students have accounted for larger percentages

Table 5.6. Longitudinal Completion Rates, Grades 9-12, Class of 2002, Fall 2002 and Fall 2005

		Graduated		Continued		Received GED[a]		Dropped Out	
Status Date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Fall 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0
Fall 2005	256,337	221,806	86.5	380	0.1	20,836	8.1	13,315	5.2

[a]General Educational Development certificate. [b]Because of better tracking of students over time, the total number of students with final statuses increased from fall 2002 to fall 2005.

Table 5.7. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Student Group, 1987-88 Through 2004-05

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	Dropout Rate (%)
1987-88					
African American	194,373	14.3	16,364	17.9	8.4
Hispanic	396,411	29.1	34,911	38.2	8.1
White	744,254	54.6	38,305	42.0	5.1
Other	28,160	2.1	1,727	1.9	6.1
Economically Disadvantaged	n/a[a]	n/a	n/a	n/a	n/a
State	1,363,198	100	91,307	100	6.7
1988-89					
African American	193,299	14.2	14,525	17.6	7.5
Hispanic	412,904	30.4	33,456	40.6	8.1
White	724,622	53.3	32,921	40.0	4.5
Other	29,290	2.2	1,423	1.7	4.9
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a
State	1,360,115	100	82,325	100	6.1
1989-90					
African American	192,802	14.2	13,012	18.6	6.7
Hispanic	427,032	31.4	30,857	44.1	7.2
White	711,264	52.2	24,854	35.5	3.5
Other	30,396	2.2	1,317	1.9	4.3
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a
State	1,361,494	100	70,040	100	5.1
1990-91					
African American	192,504	14.0	9,318	17.3	4.8
Hispanic	444,246	32.4	24,728	45.8	5.6
White	703,813	51.3	18,922	35.1	2.7
Other	32,075	2.3	997	1.8	3.1
Economically Disadvantaged	399,025	29.1	14,755	27.3	3.7
State	1,372,738	100	53,965	100	3.9
1991-92					
African American	196,915	14.0	9,370	17.5	4.8
Hispanic	462,587	32.9	25,320	47.4	5.5
White	712,858	50.7	17,745	33.2	2.5
Other	34,478	2.5	985	1.8	2.9
Economically Disadvantaged	442,139	31.4	15,614	29.2	3.5
State	1,406,838	100	53,420	100	3.8
1992-93					
African American	216,741	14.1	7,840	18.1	3.6
Hispanic	516,212	33.7	21,512	49.6	4.2
White	760,143	49.6	13,236	30.5	1.7
Other	40,101	2.6	814	1.9	2.0
Economically Disadvantaged	463,452	30.2	13,515	31.1	2.9
State	1,533,197	100	43,402	100	2.8
1993-94					
African American	221,013	14.0	7,090	17.6	3.2
Hispanic	537,594	34.1	20,851	51.9	3.9
White	775,361	49.2	11,558	28.7	1.5
Other	42,047	2.7	712	1.8	1.7
Economically Disadvantaged	502,494	31.9	13,537	33.7	2.7
State	1,576,015	100	40,211	100	2.6

Note. Parts may not add to 100 percent because of rounding.

[a]Not available.

continues

Table 5.7. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Student Group, 1987-88 Through 2004-05 (continued)

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	Dropout Rate (%)
1994-95					
African American	227,684	14.1	5,130	17.1	2.3
Hispanic	556,684	34.4	14,928	49.9	2.7
White	789,481	48.8	9,367	31.3	1.2
Other	43,673	2.7	493	1.6	1.1
Economically Disadvantaged	535,480	33.1	10,176	34.0	1.9
State	1,617,522	100	29,918	100	1.8
1995-96					
African American	234,175	14.1	5,397	18.5	2.3
Hispanic	580,041	34.9	14,649	50.2	2.5
White	802,509	48.3	8,639	29.6	1.1
Other	45,853	2.8	522	1.8	1.1
Economically Disadvantaged	555,318	33.4	9,608	32.9	1.7
State	1,662,578	100	29,207	100	1.8
1996-97					
African American	240,142	14.1	4,737	17.6	2.0
Asian/Pacific Islander	43,314	2.5	330	1.2	0.8
Hispanic	603,067	35.4	13,859	51.5	2.3
Native American	4,274	0.3	81	0.3	1.9
White	815,175	47.8	7,894	29.3	1.0
Economically Disadvantaged	595,036	34.9	9,393	34.9	1.6
State	1,705,972	100	26,901	100	1.6
1997-98					
African American	244,987	14.1	5,152	18.7	2.1
Asian/Pacific Islander	45,169	2.6	420	1.5	0.9
Hispanic	619,855	35.6	14,127	51.3	2.3
Native American	4,468	0.3	117	0.4	2.6
White	828,660	47.5	7,734	28.1	0.9
Economically Disadvantaged	626,080	35.9	9,911	36.0	1.6
State	1,743,139	100	27,550	100	1.6
1998-99					
African American	248,748	14.0	5,682	20.6	2.3
Asian/Pacific Islander	47,762	2.7	424	1.5	0.9
Hispanic	638,041	36.0	14,413	52.2	2.3
Native American	5,292	0.3	67	0.2	1.3
White	833,274	47.0	7,006	25.4	0.8
Economically Disadvantaged	616,720	34.8	9,391	34.0	1.5
State	1,773,117	100	27,592	100	1.6
1999-00					
African American	253,986	14.2	4,675	19.9	1.8
Asian/Pacific Islander	49,086	2.7	325	1.4	0.7
Hispanic	658,869	36.7	12,540	53.5	1.9
Native American	4,923	0.3	65	0.3	1.3
White	827,657	46.1	5,852	24.9	0.7
Economically Disadvantaged	646,760	36.0	8,303	35.4	1.3
State	1,794,521	100	23,457	100	1.3

Note. Parts may not add to 100 percent because of rounding.

[a]Not available.

continues

Table 5.7. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Student Group, 1987-88 Through 2004-05 (continued)

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	Dropout Rate (%)
2000-01					
African American	259,665	14.3	3,288	18.7	1.3
Asian/Pacific Islander	51,125	2.8	255	1.5	0.5
Hispanic	679,412	37.4	9,489	54.0	1.4
Native American	5,174	0.3	49	0.3	0.9
White	823,564	45.3	4,482	25.5	0.5
Economically Disadvantaged	673,821	37.0	6,534	37.2	1.0
State	1,818,940	100	17,563	100	1.0
2001-02					
African American	264,887	14.3	3,323	20.0	1.3
Asian/Pacific Islander	53,764	2.9	251	1.5	0.5
Hispanic	706,244	38.2	9,343	56.2	1.3
Native American	5,358	0.3	47	0.3	0.9
White	819,427	44.3	3,658	22.0	0.4
Economically Disadvantaged	720,113	38.9	6,518	39.2	0.9
State	1,849,680	100	16,622	100	0.9
2002-03					
African American	271,985	14.4	3,194	18.6	1.2
Asian/Pacific Islander	55,470	2.9	218	1.3	0.4
Hispanic	739,315	39.1	10,085	58.8	1.4
Native American	5,778	0.3	50	0.3	0.9
White	818,813	43.3	3,604	21.0	0.4
Economically Disadvantaged	771,666	40.8	7,485	43.6	1.0
State	1,891,361	100	17,151	100	0.9
2003-04					
African American	278,151	14.5	2,815	17.1	1.0
Asian/Pacific Islander	56,992	3.0	208	1.3	0.4
Hispanic	771,874	40.1	9,999	60.8	1.3
Native American	6,228	0.3	52	0.3	0.8
White	811,472	42.2	3,360	20.4	0.4
Economically Disadvantaged	812,815	42.2	7,180	43.7	0.9
State	1,924,717	100	16,434	100	0.9
2004-05					
African American	283,815	14.5	3,358	18.4	1.2
Asian/Pacific Islander	59,380	3.0	220	1.2	0.4
Hispanic	802,472	41.1	10,943	59.8	1.4
Native American	6,576	0.3	74	0.4	1.1
White	802,509	41.1	3,695	20.2	0.5
Economically Disadvantaged	868,359	44.4	8,876	48.5	1.0
State	1,954,752	100	18,290	100	0.9

Note. Parts may not add to 100 percent because of rounding.

[a]Not available.

of the dropout population than of the student population in Grades 7-12. Hispanic students have made up the greatest percentage of dropouts since 1988-89, and have constituted over 50 percent of all annual dropouts since 1995-96. The proportion of all dropouts accounted for by Hispanics in 2004-05 decreased by 1.0 percentage point from the previous year, whereas the proportion accounted for by African Americans increased by 1.3 percentage points.

Rates by Grade Level

In 2004-05, Grade 7 had the lowest dropout rate (0.1%) and Grade 12 had the highest dropout rate (1.6%) (Table 5.8 and Table 5.9 on page 70). Between 2003-04 and 2004-05, the number of dropouts in Grade 7 increased by 0.9 percent, and the number in Grade 8 decreased by 5.3 percent. The Grade 7 dropout rate remained at 0.1 percent, whereas the Grade 8

Table 5.8. Students and Dropouts, by Grade, 2004-05				
	Students		Dropouts	
Grade	Number	Percent	Number	Percent
7	341,945	17.5	440	2.4
8	338,857	17.3	794	4.3
9	401,442	20.5	4,765	26.1
10	322,569	16.5	3,980	21.8
11	280,896	14.4	4,077	22.3
12	269,043	13.8	4,234	23.1
7-12	1,954,752	100	18,290	100

Note. Parts may not add to 100 percent because of rounding.

dropout rate decreased from 0.3 percent to 0.2 percent. The number of dropouts increased in all four high school grades, with Grades 11 and 12 showing the greatest increases (20.7% and 19.5%, respectively).

Projected Dropout Rates

As required by TEC §39.182, the five-year projected Grades 9-12 dropout rates are based on the assumption that no change in policy will be made. The rates in Table 5.10 are based on changes in enrollment for student groups. Using this method, the annual dropout rate was projected to decline slightly for Grade 9 and to increase slightly for Grade 12 between 2005-06 and 2009-10. The longitudinal dropout rate was projected to increase by 0.2 percentage points over the same period.

A second method for calculating projected Grades 9-12 rates used the actual 2004-05 dropout rates to project future rates. Based on this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.11). The lowest annual rates would be at Grades 9 and 10.

State Efforts to Reduce the Dropout Rate

TEA is implementing a number of comprehensive programs and initiatives to reduce the dropout rate among Texas students. In the early grades, the Texas Early Education Model is designed to improve the school readiness of children entering kindergarten and to increase access to early childhood education by streamlining Title I Pre-K, Head Start, and child care resources. In the elementary and middle grades, Texas spends more than $150 million annually on the Student Success Initiative. The initiative enables schools to develop research-based programs that help students meet performance standards in reading and mathematics and reduce the risk that students will fall behind grade level—an academic outcome that increases the chance a student will drop out of school.

In the secondary grades, the Texas High School Project (THSP) is designed to boost graduation rates and ensure every student graduates from high school prepared for college and career success. TEA administers $148 million in state and federal funds directed toward the THSP, and private partners have contributed $112 million. The THSP supports a variety of activities aimed at systemic and sustainable high school improvement. Projects have been developed to:

- redesign existing low-performing high schools and create and support innovative new schools;
- award grants to help schools develop tutoring, on-line acceleration programs, counseling, and other interventions for students at risk of dropping out of school;
- expand access to dual credit, Advanced Placement, and International Baccalaureate programs;
- support the creation and expansion of early and middle college high schools in partnership with community colleges and four-year colleges and universities; and
- improve instruction and academic performance in science- and math-related subjects in Texas high schools through implementation of the Texas Science, Technology, Engineering, and Math (T-STEM) Initiative.

Other TEA dropout prevention projects include: the Optional Flexible School Day program, which allows

Table 5.9. Dropouts and Annual Dropout Rate, by Grade and Ethnicity, 2004-05												
	African American		Asian/ Pacific Islander		Hispanic		Native American		White		State	
Grade	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
7	81	0.2	—[a]	—	290	0.2	—	—	56	<0.1	440	0.1
8	131	0.3	—	—	518	0.4	—	—	132	0.1	794	0.2
9	846	1.4	35	0.3	3,117	1.8	18	1.3	749	0.5	4,765	1.2
10	765	1.6	43	0.4	2,404	1.9	15	1.4	753	0.6	3,980	1.2
11	751	1.9	46	0.5	2,318	2.2	17	1.8	945	0.8	4,077	1.5
12	784	2.1	77	0.9	2,296	2.3	17	2.0	1,060	0.9	4,234	1.6

[a]A dash (-) indicates data are not reported to protect student anonymity.

schools to institute flexible schedules for at-risk and non-traditional students; and the Communities In Schools (CIS) program, which uses a case-management model to provide support and services for students at risk of dropping out. TEA also has received a $2.5 million grant from the U.S. Department of Education to establish the Texas School Dropout Prevention and Reentry Grant Program. The program will increase capacity for dropout prevention and recovery by piloting a high school reform model at four to five high schools with higher than average dropout rates, expanding CIS to 10 new schools, and contracting with Big Brothers Big Sisters of North Texas to provide mentoring services at the new CIS sites. In addition, the program will create on-line resources and training opportunities to promote effective programs for dropout prevention and recovery.

Agency Contact Persons

For information on student dropout data, contact Criss Cloudt, Associate Commissioner for Accountability and Data Quality, (512) 463-9701; or Karen Dvorak, Accountability Research Division, (512) 475-3523.

For information on *The Six Statewide Goals of Dropout Prevention: 2002-2014*, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Cory Green or Joey Lozano, No Child Left Behind Program Coordination Division, (512) 463-9374.

For information about the Texas High School Project or other dropout prevention initiatives, contact Christi Martin or Barbara Knaggs, Office of Education Initiatives, (512) 936-6060.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2004-05 (July 2006), Accountability Research Division, Department of Accountability and Data Quality. The report is available on-line at www.tea.state.tx.us/research/.

The TEA Dropout Prevention Clearinghouse may be found at www.tea.state.tx.us/dpchse/.

Table 5.10. Projected Dropout Rates (%) Based on Enrollment Trends

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Annual Dropout Rate					
9	1.2	1.2	1.0	1.0	1.0
10	1.3	1.3	1.3	1.3	1.3
11	1.5	1.5	1.5	1.5	1.5
12	1.6	1.6	1.6	1.6	1.7
Longitudinal Dropout Rate					
9-12	4.3	4.4	4.4	4.5	4.5

Table 5.11. Projected Dropout Rates (%) Based on Dropout Trends

Grade	2005-06	2006-07	2007-08	2008-09	2009-10
Annual Dropout Rate					
9	1.1	1.0	0.8	0.8	0.7
10	1.1	1.0	0.9	0.8	0.7
11	1.4	1.3	1.2	1.1	1.0
12	1.5	1.4	1.3	1.3	1.2
Longitudinal Dropout Rate					
9-12	3.9	3.5	3.1	2.8	2.5

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level is a factor in meeting these goals. Since 2002-03, students in Grade 3 have been required to pass the state reading test to advance to Grade 4 (Texas Education Code [TEC] §28.0211). Students in Grade 5 were required to pass the reading and mathematics tests beginning in 2004-05. Starting in 2007-08, students in Grade 8 will also be required to pass the reading and mathematics tests. The Texas Legislature has provided support for educational programs in anticipation of the promotion requirements. Diagnostic reading instruments have been identified, research on reading and mathematics instruction has been compiled and distributed, reading and mathematics academies have been established, and funding for accelerated reading was expanded to include Grades K-5. Mathematics programs were expanded and developed for Grade 5 promotion standards. Similar reading and mathematics programs for students in the higher grades leading up to Grade 8 are being developed for promotion requirements that will take effect later.

Students in Grades 3, 5, and 8 who do not pass the assessments required for promotion on the first attempt must be provided accelerated instruction. Accelerated instruction provides opportunities for students experiencing difficulties to engage in more intensive, more targeted, and more supportive reading and mathematics instruction. It is designed to ensure that students acquire the skills needed to continue with their classmates. Students have two additional opportunities to take and pass the tests for their grade levels before the next school year begins. After failing the test or tests for the second time, the student is referred to a district-established grade placement committee (GPC) to determine the accelerated instruction the district will provide before the student is administered the test for the third time. A district may use an alternative assessment instrument in the third testing opportunity. Each GPC consists of the principal or a designee, the parent or guardian of the student, and the teacher of the student in the subject of the test the student failed. The number of students per teacher in an accelerated instruction group may not exceed 10. Students who fail to perform satisfactorily on the test after three attempts are to be retained. Parents may appeal decisions to retain their children by submitting requests to GPCs.

GPCs may decide to promote students only if it is likely they will perform at grade level if promoted and given accelerated instruction. Grade-level retention should be the avenue of last resort, and districts must provide accelerated instruction for all students who are retained, as well as for students who are promoted based on GPC appeals. The progress of retained students must be monitored throughout the year. In this chapter, information about grade-level retention is presented by grade, gender, and ethnicity, as well as a number of other student characteristics.

Definitions and Calculations

Student attendance in the 2004-05 school year was compared to October 2005 enrollment for the 2005-06 school year. Students who enrolled both years or who graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students who dropped out or migrated out of the Texas public school system after the first school year, 2004-05, were excluded from the total student count, as were students new to the system in the second school year, 2005-06. The retention rate was calculated by dividing the number of students retained by the total student count.

Through 1997-98, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for calculation of the secondary school completion rates. This collection expanded enrollment to include all students in Grades 7-12 who enrolled at any time during the fall, not just those enrolled on the last Friday in October. The expanded definition of enrollment was incorporated in the retention rate calculations for Grades 7-12. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more similar to that of the Texas Education Agency's (TEA) secondary school completion rates. The collection of enrollment data did not change for students in Grades K-6, so the method used for retention calculations for the elementary grades was unchanged from previous years.

The source for information on limited English proficiency (LEP) status was changed for 2003-04 retention rates. Prior to 2003-04, LEP status was drawn from fall enrollment records. Beginning in 2003-04, LEP status was drawn from the Public Education

Information Management System (PEIMS) summer data collection; the data collection includes students identified as LEP at any time during the school year. In addition, determination of LEP students not receiving special education or language services was changed for 2003-04. Prior to 2003-04, LEP students who did not receive bilingual, English as a second language (ESL), or special education services were identified as not receiving services. Beginning in 2003-04, LEP students who did not receive bilingual, ESL, or special education services and those whose parents did not give permission for participation in special language programs were identified as not receiving services.

PEIMS includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data on student characteristics and program participation are also available in PEIMS. Data on the Texas Assessment of Knowledge and Skills (TAKS) and the State-Developed Alternative Assessment II (SDAA II) performance were provided to TEA by the state's testing contractor, Pearson Educational Measurement.

State Summary

In the 2004-05 school year, 5.0 percent of students in kindergarten through Grade 12 (201,960) were retained (Table 6.1). The rate increased 0.3 percentage points from the previous year. Males at each grade level were more likely than females to be retained. In 2004-05, the retention rate for females was 4.0 percent, and the rate for males was 5.8 percent. Male students made up 60.4 percent of all students retained.

Table 6.1. Grade-Level Retention, by Student Group, 2004-05

		Retained	
Group	Students	Number	Rate (%)
African American	573,183	36,767	6.4
Asian/Pacific Islander	123,776	2,436	2.0
Hispanic	1,797,293	115,941	6.5
Native American	13,207	613	4.6
White	1,569,174	46,203	2.9
Economically Disadvantaged	2,117,465	131,930	6.2
Female	1,987,356	79,900	4.0
Male	2,089,277	122,060	5.8
Grades K-6	2,268,998	77,601	3.4
Grades 7-12	1,807,635	124,359	6.9
State	4,076,633	201,960	5.0

As in 2003-04, retention rates for African American and Hispanic students were over twice the rate for White students. Average retention rates for African American and Hispanic students increased from the previous year by 0.4 percentage points and 0.5 percentage points, respectively; whereas, the rate for White students did not change. In the 2004-05 school year, 2.9 percent of White students were retained in grade, compared to 6.4 percent of African American students and 6.5 percent of Hispanic students. Although 58.1 percent of students enrolled in Texas public schools were African American or Hispanic, 75.6 percent of students retained in the public schools were from one of these two ethnic groups.

Grade-Level Retention by Grade

Across all grade levels in 2004-05, the retention rate was highest in Grade 9 (16.2%) and lowest in Grade 6 (1.5%) (Tables 6.2 and 6.3). In kindergarten through Grade 6, the highest retention rate was in first grade (6.4%). In the secondary grades, eighth graders had the lowest retention rate (1.8%). Grade 5 showed the greatest increase from the previous year (2.5 percentage points).

Grade-Level Retention by Ethnicity

In 2004-05, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 6.2). In first grade, 7.6 percent of African American students and 7.8 percent of Hispanic students were retained, compared to 4.2 percent of White students. In Grades 2-6, retention rates for African American and Hispanic students were two to three times those for White students.

In Grades 7-12, as in the elementary grades, retention rates for African American and Hispanic students in 2004-05 were substantially higher than those for White students at most grade levels (Table 6.3). African American and Hispanic students in Grades 7 and 9-11 had retention rates more than double those of White students. Overall, ninth grade had the highest rate of retention across all ethnicities.

Grade-Level Retention by Gender

Sixth-grade female students had the lowest retention rate (1.0%) across all grades (Table 6.4 and Table 6.5 on page 76). Males in the ninth grade had the highest retention rate (18.9%). Males in the first grade had the highest retention rate (7.5%) among elementary-grade students. Females in the eighth grade had the lowest retention rate (1.5%) at the secondary level.

Table 6.2. Grade-Level Retention, by Grade and Ethnicity, Grades K-6, 2004-05

	African American		Asian/ Pacific Islander		Hispanic		Native American		White		State	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
K	1,513	3.5	148	1.5	5,684	3.6	53	4.8	4,792	4.2	12,190	3.7
1	3,440	7.6	216	2.2	12,900	7.8	56	5.2	4,884	4.2	21,496	6.4
2	2,088	4.7	148	1.4	7,464	4.8	32	2.9	2,127	1.8	11,859	3.6
3	1,955	4.5	116	1.2	6,758	4.5	23	2.3	1,514	1.3	10,366	3.2
4	1,171	2.7	50	0.5	3,435	2.3	15	1.4	959	0.8	5,630	1.8
5	2,362	5.3	115	1.2	6,857	4.8	24	2.5	1,801	1.5	11,159	3.5
6	1,130	2.4	34	0.4	2,584	1.8	17	1.6	1,136	0.9	4,901	1.5
K-6	13,659	4.4	827	1.2	45,682	4.3	220	3.0	17,213	2.1	77,601	3.4

Grade-Level Retention by Limited English Proficiency Status

Reading and language problems have been highly correlated with retention in the elementary grades. Students with limited English proficiency are learning English at the same time they are learning reading and other language arts skills. Depending on grade level and program availability, most LEP students were enrolled in bilingual or ESL programs (TEC §29.053). LEP students participating in special education received bilingual or ESL services as part of their special education programs. Although parents could request that a child not receive special language services, in 2004-05, over 92 percent of LEP students participated in bilingual or ESL programs.

The retention rates for LEP students in most service categories were higher than the rates for other students (Table 6.6 and Table 6.7 on page 76). LEP students in the elementary grades had similar retention rates, whether they were participating in bilingual (5.1%), ESL (4.7%), or special education (5.4%) programs. At the secondary level, the retention rates for LEP students receiving ESL (12.4%) or special education services (13.8%) and for LEP students not receiving services (13.3%) were notably higher than the rate for other students (6.3%).

Grade-Level Retention of Students Receiving Special Education Services by Primary Disability

Each student receiving special education services has an individualized education program that specifies goals and objectives for the year. The student progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabling conditions vary across Texas districts.

Each student receiving special education services is assigned a primary disability from 1 of 13 categories of disability. For most elementary-grade students participating in special education in 2004-05 (88.2%), the primary disability was learning disability; speech impairment; other health impairment, such as attention deficit disorder; emotional disturbance; or mental retardation.

In 2004-05, retention rates for students in the elementary grades receiving special education services varied widely based on primary disability and grade (Table 6.8 on page 77). In kindergarten, students with other health impairments had the highest retention rate. In Grades 1-3, retention rates were highest for students with speech impairment. In Grades 4-6, retention rates were highest for students with mental retardation. In

Table 6.3. Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, 2004-05

	African American		Asian/ Pacific Islander		Hispanic		Native American		White		State	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
7	1,583	3.3	39	0.4	4,225	3.0	15	1.4	1,848	1.4	7,710	2.3
8	1,113	2.4	58	0.6	3,195	2.3	16	1.5	1,587	1.2	5,969	1.8
9	10,659	19.7	647	6.4	34,873	22.3	204	16.8	12,222	8.7	58,605	16.2
10	4,997	11.9	402	4.2	13,846	12.2	81	8.8	6,073	4.9	25,399	8.7
11	2,789	7.9	254	2.8	7,815	8.2	44	5.5	3,756	3.3	14,658	5.7
12	1,967	5.7	209	2.5	6,305	7.1	33	4.2	3,504	3.0	12,018	4.9
7-12	23,108	8.9	1,609	2.9	70,259	9.6	393	6.8	28,990	3.9	124,359	6.9

Table 6.4. Grade-Level Retention, by Grade and Gender, Grades K-6, 2004-05

	Female		Male	
Grade	Retained	Rate (%)	Retained	Rate (%)
K	4,156	2.6	8,034	4.8
1	8,304	5.1	13,192	7.5
2	4,963	3.1	6,896	4.1
3	4,590	2.9	5,776	3.5
4	2,305	1.5	3,325	2.0
5	5,427	3.5	5,732	3.6
6	1,547	1.0	3,354	2.0

Grades K-3, students with emotional disturbance had the lowest or next to lowest retention rates. In Grades 2-6, students with learning disabilities had the lowest or next to lowest retention rates.

For most secondary-grade students participating in special education (92.8%), the primary disability was learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; or autism. As in the elementary grades, 2004-05 retention rates for students in the secondary grades receiving special education services varied widely based on primary disability and grade (Table 6.9 on page 78). In Grades 7, 9, and 10, retention rates were highest for students with emotional disturbance. In Grades 8 and 11, students with mental retardation had the highest retention rates. In Grade 12, students with autism had the highest retention rate, followed closely by students with mental retardation. In Grades 7, 9, and 10, retention rates were lowest for students with autism. In Grades 8, 11, and 12, students with learning disabilities had the lowest retention rates.

Retention and Student Performance

In 2001, the 77th Texas Legislature required TEA to begin reporting the performance of retained students (TEC §39.182). Spring 2005 TAKS and SDAA II passing rates for students in Grades 3-10 repeating a grade in 2005-06 were compared to spring 2006 TAKS and SDAA II passing rates. Passing rates were calculated separately, by grade level, for English-

Table 6.5. Grade-Level Retention, by Grade and Gender, Grades 7-12, 2004-05

	Female		Male	
Grade	Retained	Rate (%)	Retained	Rate (%)
7	2,668	1.7	5,042	3.0
8	2,327	1.5	3,642	2.2
9	23,010	13.3	35,595	18.9
10	9,916	6.9	15,483	10.5
11	5,732	4.5	8,926	6.9
12	4,955	4.0	7,063	5.7

Table 6.6. Grade-Level Retention, by LEP[a] Status and Service Received, Grades K-6, 2004-05

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	13,535	5.1
English as a Second Language	5,729	4.7
Special Education	567	5.4
No Services[b]	984	4.3
Total	25,445	5.3
Non-LEP Students	52,156	2.9

[a]Limited English proficiency. [b]Includes LEP students whose parents did not give permission for participation in special language programs and those whose services received are unknown.

and Spanish-language versions of the TAKS reading/English language arts (ELA) and mathematics tests and for SDAA II reading/ELA and mathematics tests. For comparison purposes, the 2005 TAKS and SDAA II results for promoted students also were calculated.

Of students in Grades 3-10 who took the English-version mathematics TAKS in spring 2005 and were subsequently promoted, passing rates in 2005 ranged from 61.6 percent in Grade 8 to 94.6 percent in Grade 5 (Table 6.10 on page 78). Of students who were subsequently retained, passing rates in 2005 ranged from 9.4 percent in Grade 8 to 36.4 percent in Grade 5. Passing rates for retained students were 43 to 66 percentage points lower than passing rates for their promoted counterparts. After a second year in the same grade, students who had been retained had increases in TAKS passing rates of 5 to 52 percentage points; nevertheless, they still failed to reach passing rates for students who had been promoted. Of students repeating Grades 3-10 who took the English-version mathematics TAKS test in spring 2006, passing rates ranged from 22.4 percent in Grade 9 to 82.5 percent in Grade 5.

Results on the English-version reading/ELA TAKS were similar (Figure 6.1 on page 79). Across all

Table 6.7. Grade-Level Retention, by LEP[a] Status and Service Received, Grades 7-12, 2004-05

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	11	4.9
English as a Second Language	11,348	12.4
Special Education	1,381	13.8
No Services[b]	995	13.3
Total	18,532	13.7
Non-LEP Students	105,827	6.3

[a]Limited English proficiency. [b]Includes LEP students whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Table 6.8. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades K-6, 2004-05

	Learning Disability			Speech Impairment			Other Health Impairment		
Grade	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	261	1,727	15.1	2,234	20,402	11.0	359	2,018	17.8
1	550	6,212	8.9	2,351	18,738	12.6	250	3,074	8.1
2	379	11,479	3.3	746	14,050	5.3	164	3,695	4.4
3	332	19,274	1.7	432	10,058	4.3	103	5,015	2.1
4	225	23,423	1.0	119	6,612	1.8	78	5,859	1.3
5	268	26,643	1.0	158	3,988	4.0	143	6,340	2.3
6	298	27,401	1.1	35	2,2632	1.6	107	6,0226	1.8
K-6	2,313	116,159	2.0	6,075	76,074	8.0	1,204	32,023	3.8

	Emotional Disturbance			Mental Retardation			All Special Education		
Grade	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	57	544	10.5	167	1,147	14.6	3,547	30,006	11.8
1	69	1,169	5.9	86	1,515	5.7	3,635	35,597	10.2
2	44	1,644	2.7	85	1,692	5.0	1,615	37,724	4.3
3	37	2,242	1.7	52	1,901	2.7	1,117	43,668	2.6
4	40	2,954	1.4	60	1,975	3.0	631	45,871	1.4
5	61	3,469	1.8	171	2,374	7.2	1,057	47,698	2.2
6	84	4,070	2.1	109	2,308	4.7	749	46,644	1.6
K-6	392	16,092	2.4	730	12,912	5.7	12,351	287,208	4.3

grades, passing rates for students who were retained were lower than 59 percent in spring 2005, and passing rates for students who were promoted were above 70 percent. In spring 2006, increases in the passing rates for students who had been retained ranged from 16 to 58 percentage points, and the passing rates were between 50.8 percent and 89.4 percent.

Spanish-version TAKS results were similar to English-version results in that the passing rates for students who were later retained were significantly lower than the passing rates for students who were subsequently promoted. Also, the passing rates for retained students showed gains in the second year. In one instance, the passing rate for students who had been retained was higher than the passing rate for students who had been promoted. Specifically, the passing rate for retained sixth graders taking the Spanish-version mathematics test a second time exceeded the passing rate for their previously promoted counterparts.

Differences between passing rates for promoted and retained students were much smaller for SDAA II examinees than for TAKS examinees. For example, passing rates for retained students on the SDAA II reading/ELA test were 6 to 15 percentage points lower than passing rates for their promoted counterparts. Except on the mathematics tests in Grades 3 and 6, SDAA II passing rates for retained students improved in the second year. In several cases (Grade 4 reading and Grades 5, 7, and 8 mathematics), passing rates for students who had repeated a grade surpassed those for students who had been promoted the previous year.

In the 2004-05 school year, 14,589 students in the third grade did not pass the reading TAKS or reading SDAA II (Figure 6.2 on page 80). Nearly 43,000 fifth graders failed to pass the TAKS or SDAA II reading and mathematics tests (Figure 6.3 on page 81). Just over 43 percent (6,332) of the third graders who failed were retained, and about 22 percent (9,320) of fifth graders who did not pass the reading and mathematics tests were retained after the 2004-05 school year.

Agency Contact Persons

For information on student grade-level retention data, contact Criss Cloudt, Associate Commissioner for Accountability and Data Quality, (512) 463-9701; or Karen Dvorak, Accountability Research Division, (512) 475-3523.

For information on retention reduction programs, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or George Rislov, Curriculum Division, (512) 463-9581.

Other Sources of Information

For a detailed presentation of the results of grade-level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 2004-05*, at www.tea.state.tx.us/research/.

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades 7-12, 2004-05

	Learning Disability			Other Health Impairment			Emotional Disturbance		
Grade	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	600	27,040	2.2	142	5,520	2.6	158	4,321	3.7
8	398	26,251	1.5	144	5,071	2.8	153	4,443	3.4
9	6,756	30,649	22.0	1,131	5,337	21.2	1,717	5,587	30.7
10	2,889	23,478	12.3	446	3,868	11.5	698	3,397	20.6
11	1,600	20,018	8.0	288	3,085	9.3	340	2,432	14.0
12	980	20,051	4.9	312	2,937	10.6	261	2,283	11.4
7-12	13,223	147,467	9.0	2,463	25,818	9.5	3,327	22,463	14.8

	Mental Retardation			Autism			All Special Education		
Grade	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	69	2,435	2.8	13	694	1.9	1,115	44,458	2.5
8	353	2,699	13.3	112	1,043	10.7	1,274	43,036	3.0
9	394	2,894	13.6	65	803	8.1	10,605	48,287	22.0
10	224	2,451	9.1	36	615	5.9	4,548	35,983	12.6
11	451	2,776	16.3	65	599	10.9	2,915	30,728	9.5
12	1,604	3,668	43.7	317	697	45.5	3,799	31,626	12.0
7-12	3,100	16,817	18.4	614	4,774	12.9	24,256	234,118	10.4

Table 6.10. TAKS and SDAA II[a] Percentage Passing 2005 and 2006, by Grade and Promotion Status 2004-05, Grades 3-10

	TAKS English-version				TAKS Spanish-version				SDAA II			
	Reading/ELA[b]		Mathematics		Reading		Mathematics		Reading/ELA		Mathematics	
Status	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006	2005	2006
Grade 3												
Promoted	97.8	–[c]	83.8	–	95.3	–	71.3	–	91.2	–	96.9	–
Retained	32.1	89.4	18.3	69.4	22.1	85.9	15.1	68.1	77.0	90.0	93.3	90.5
Grade 4												
Promoted	80.5	–	82.4	–	71.4	–	66.7	–	85.5	–	92.1	–
Retained	16.6	64.8	17.3	68.9	16.8	70.4	12.2	65.0	78.4	88.9	89.7	90.3
Grade 5												
Promoted	93.4	–	94.6	–	89.4	–	81.2	–	85.3	–	89.6	–
Retained	26.5	74.8	36.4	82.5	29.2	79.9	16.0	58.8	74.6	83.7	84.4	90.2
Grade 6												
Promoted	85.9	–	72.9	–	60.2	–	44.8	–	81.2	–	79.7	–
Retained	37.2	68.2	13.9	42.9	23.1	46.2	18.2	45.5	68.5	71.3	73.5	71.7
Grade 7												
Promoted	82.0	–	65.1	–	n/a[d]	n/a	n/a	n/a	78.7	–	72.7	–
Retained	34.2	50.8	11.5	35.4	n/a	n/a	n/a	n/a	64.9	76.7	61.2	78.2
Grade 8												
Promoted	83.9	–	61.6	–	n/a	n/a	n/a	n/a	79.6	–	72.2	–
Retained	39.7	59.4	9.4	31.0	n/a	n/a	n/a	n/a	73.1	78.8	67.8	75.6
Grade 9												
Promoted	86.7	–	63.3	–	n/a	n/a	n/a	n/a	79.3	–	68.1	–
Retained	58.2	74.2	16.4	22.4	n/a	n/a	n/a	n/a	69.2	73.3	62.4	67.5
Grade 10												
Promoted	70.6	–	62.3	–	n/a	n/a	n/a	n/a	77.7	–	77.3	–
Retained	37.4	65.1	19.3	24.5	n/a	n/a	n/a	n/a	68.3	69.1	70.2	76.1

Note. Passing rates for retained students in both years are based on the same groups of students.

[a]State-Developed Alternative Assessment II. [b]English language arts. [c]Students promoted in 2005 did not repeat the same grade-level test in 2006. [d]Not applicable. The Spanish-version TAKS test is only available in Grades 3-6.

Figure 6.1. Grade-Level Retention 2004-05
and Reading/English Language Arts Passing Rates
on the English-Version TAKS 2005 and 2006, Grades 3-10

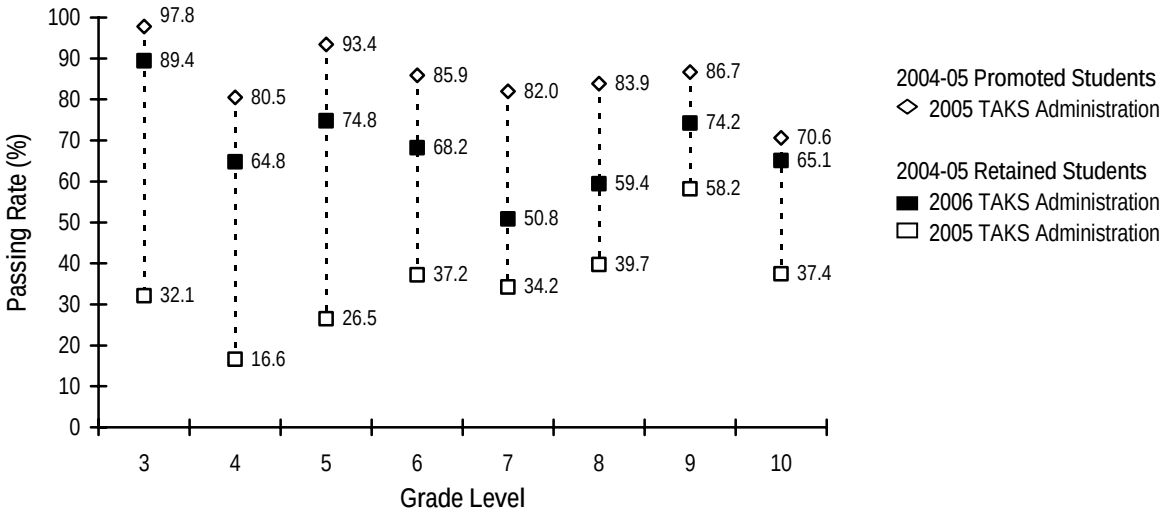
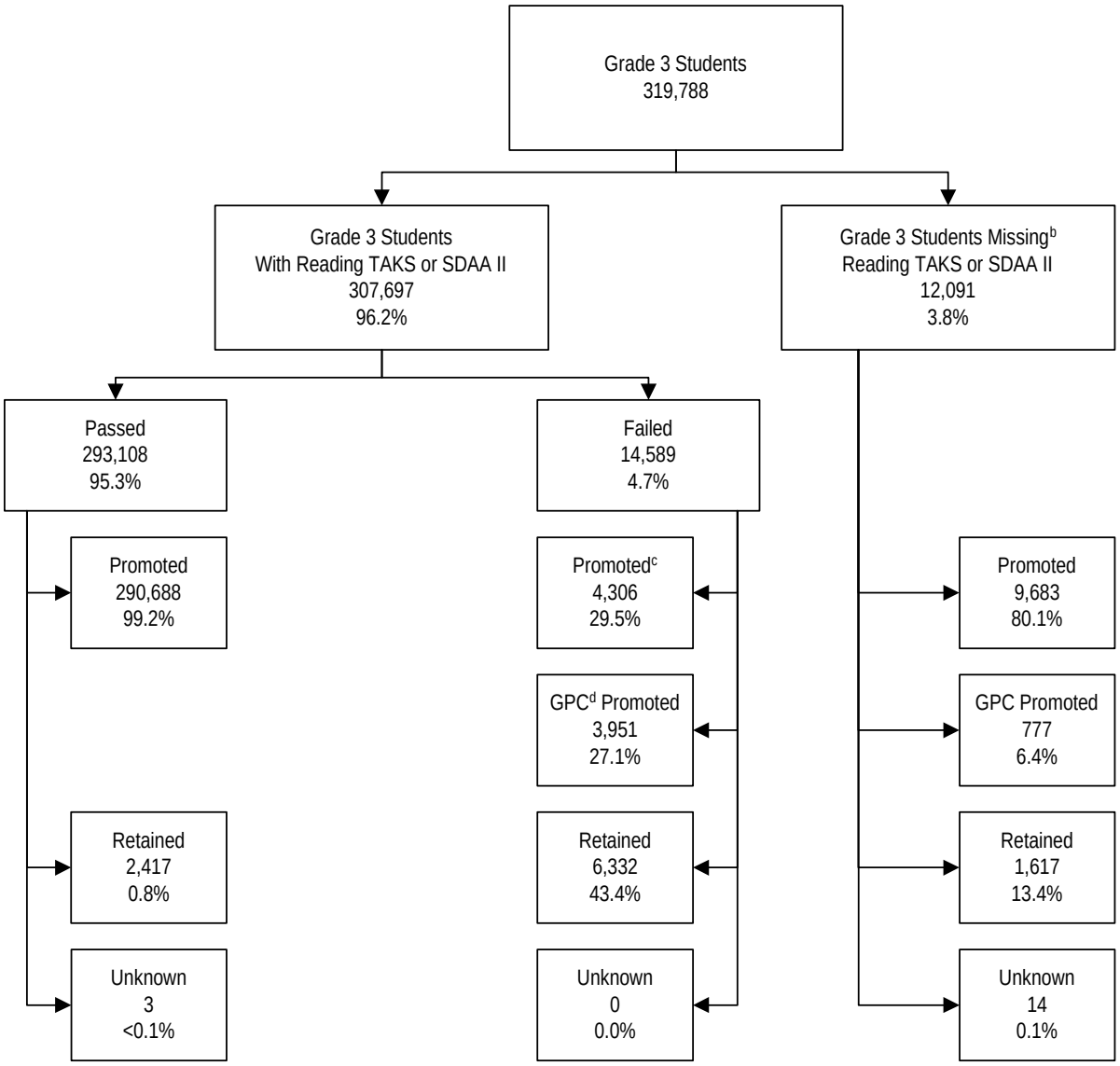


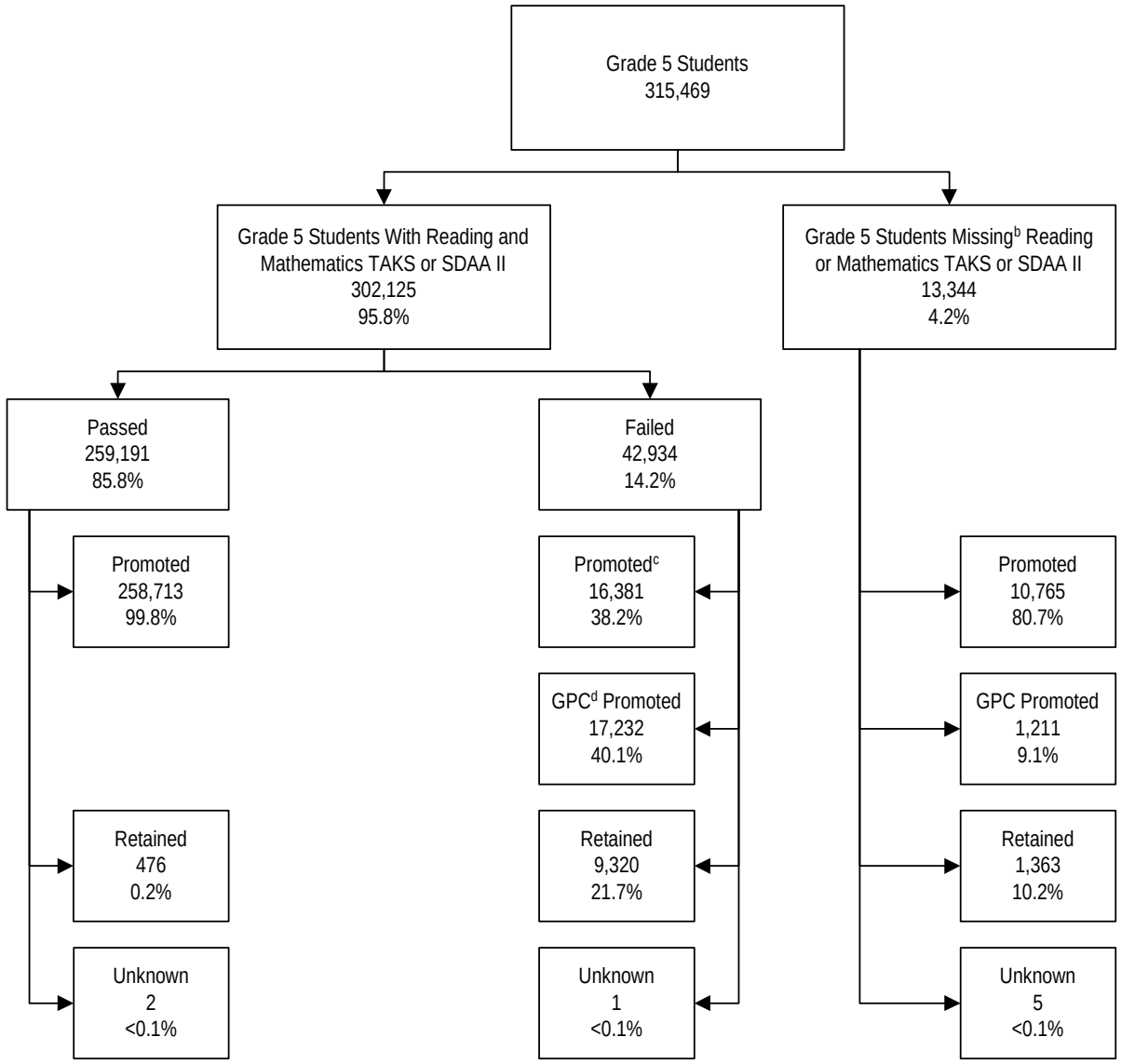
Figure 6.2. Performance on the TAKS and SDAA II[a] Reading Test 2005 and Promotion Status 2004-05, Grade 3



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

[a]State-Developed Alternative Assessment II (SDAA II). [b]Students may be missing TAKS or SDAA II results because Public Education Information Management System (PEIMS) records could not be matched to TAKS or SDAA II records or students may have been exempted from taking TAKS or SDAA II. Students not tested with TAKS or SDAA II may have been administered a local alternate assessment. [c]These students: may have had passing TAKS or SDAA II records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered a local alternate assessment. [d]Promoted by GPC decision.

Figure 6.3. Performance on the TAKS and SDAA II[a] Reading and Mathematics Tests 2005 and Promotion Status 2004-05, Grade 5



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

[a]State-Developed Alternative Assessment II (SDAA II). [b]Students may be missing TAKS or SDAA II results because Public Education Information Management System (PEIMS) records could not be matched to TAKS or SDAA II records or students may have been exempted from taking TAKS or SDAA II. Students not tested with TAKS or SDAA II may have been administered a local alternate assessment. [c]These students: may have had passing TAKS or SDAA II records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered a local alternate assessment. [d]Promoted by GPC decision.

7. District and Campus Performance

One of the primary objectives of the Texas Education Agency (TEA) is to ensure educational excellence for all students. Public school districts and campuses are held accountable for student achievement through a system of rewards, recognition, interventions, and sanctions. Academic accountability is administered through two state systems, the Accountability Rating System for Texas Public Schools and School Districts and the Performance-Based Monitoring System.

Accountability Rating System

Overview

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to rate school districts and evaluate campuses. The state accountability system in place from 1994 through 2002 issued ratings based largely on results from the Texas Assessment of Academic Skills (TAAS) and annual dropout rates. Following an update in 1997 of the state curriculum and introduction in 2003 of a new state assessment, the Texas Assessment of Knowledge and Skills (TAKS), the accountability system needed to be redesigned. Development of the new system began as soon as results from the 2003 TAKS were available and analyzed. The commissioner of education relied extensively on the detailed review, study, and advice of educators and many others in establishing accountability criteria and setting standards. With the 2004 ratings, the system began with an assessment program more rigorous than ever and set forth an accountability plan to raise the standards progressively over time.

The new accountability system for 2004 and beyond, which is based on the academic excellence indicators required by law, incorporates results of the TAKS and State-Developed Alternative Assessment (SDAA) testing programs. The SDAA has been available under Texas Education Code (TEC) Chapter 39, Subchapter B, since spring 2001 for assessing students in special education programs in Grades 3-8 for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic progress. Starting in spring 2005, the SDAA was replaced with the SDAA II, a redesigned assessment aligned more closely with TAKS that is available for students in special education programs enrolled in Grades 3-10.

Beginning in 2006, the new Texas Assessment of Knowledge and Skills Inclusive (TAKS-I) became available for testing students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students in special education programs by excluding embedded field-test items, using larger type, and presenting fewer questions per page. The passing and commended performance standards for TAKS-I tests are the same as those for the corresponding TAKS tests. TAKS-I performance was not used in determining 2006 accountability ratings, but was reported in 2005-06 AEIS reports.

For the TAKS test, the state accountability ratings are based on the percentage of students who meet the standard in each of the subject areas tested summed across all grade levels tested (Grades 3-11). All students and each student group (African American, Hispanic, White, and economically disadvantaged) that meets minimum size criteria are evaluated. For the SDAA II test, the all students group is evaluated across all grade levels tested (Grades 3-10) for all SDAA II subjects assessed (reading/English language arts [ELA], mathematics, and writing).

High school campuses serving Grades 9-12 also are evaluated on completion rates. Two completion rate measures, Completion Rate I and Completion Rate II, were defined for Texas public school accountability beginning in 2004. Both rates include students who graduate or who continue high school four years after beginning ninth grade. Completion Rate II, in addition, includes students who receive General Educational Development (GED) certificates. Completion Rate II was used as a base indicator in the 2004 and 2005 accountability cycles. Starting with the 2006 accountability cycle, Completion Rate I is used as a base indicator for districts and campuses evaluated under standard accountability procedures. Completion Rate II continues to be used for alternative education accountability (AEA). Under standard procedures, campuses serving students in Grades 7 and/or 8 are evaluated on Grade 7-8 annual dropout rates. Under AEA procedures, campuses serving students in Grades 7-12 are evaluated on Grade 7-12 annual dropout rates.

In 2006, TAKS accountability standards for the *Academically Acceptable* rating increased from the

2005 standards by 5 percentage points for mathematics and 10 percentage points for all other subjects. For a district or campus to achieve the rating of *Academically Acceptable*, 60 percent of all students and each student group must meet standards on the reading/ELA, writing, and social studies tests; 40 percent must meet the standard on the mathematics test; and 35 percent must meet the standard on the science test. At least 50 percent of the SDAA II tests must meet admission, review, and dismissal (ARD) committee expectations. The completion rate standard of 75.0 percent or more for Grades 9-12 and the dropout rate standard of 1.0 percent or less for Grades 7-8 also must be achieved by all students and each student group that meets minimum size criteria.

For a district or campus to achieve the rating of *Recognized*, 70 percent of all students and each student group must meet standards on each of the TAKS subject area tests. At least 70 percent of the SDAA II tests must meet ARD expectations. The completion rate standard of 85.0 percent or higher and the dropout rate standard of 0.7 percent or less also must be achieved by all students and each student group that meets minimum size criteria.

For a district or campus to achieve the rating of *Exemplary*, at least 90 percent of all students and each student group must meet standards on each of the TAKS subject area tests. At least 90 percent of the SDAA II tests must meet ARD expectations. The completion rate standard of 95.0 percent or higher and the dropout rate standard of 0.2 percent or less also must be achieved by all students and each student group that meets minimum size criteria.

Alternative Education Accountability (AEA) Procedures

Beginning with the 1994-95 school year, TEA implemented optional AEA procedures for campuses dedicated to serving students who were at risk of dropping out of school. New AEA procedures were developed and used for rating alternative education campuses (AECs) beginning in 2005. The overall design of the AEA procedures is an improvement model. The AEA procedures also address the following issues that affect many components of the accountability system.

- Small numbers of test results and mobility. AECs are smaller on average than standard campuses and have high mobility rates.
- Attribution of data. High mobility also affects attribution of data and complicates evaluation of AEC data.
- Residential facilities. Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission, students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission, and students in private residential treatment centers.

To be evaluated under AEA procedures, schools must meet AEC eligibility criteria and register for AEA. Of the 417 campuses evaluated under AEA procedures for 2006, there were 80 residential facilities and 337 AECs of choice. Over one-third of the registered AECs (157 campuses) were charter campuses.

The AEA indicators meet the following guidelines, which were established at the beginning of the accountability development process.

- The AEA indicators are based on data submitted through standard data submission systems, such as the Public Education Information Management System (PEIMS), or by the state test contractor.
- TEA developed measures that are appropriate for alternative education programs, rather than setting lower standards on the same measures used in the standard accountability ratings. The measures still take into account the requirement that all students must demonstrate proficiency on the state assessment to graduate.
- A TAKS growth index, known as the Texas Growth Index (TGI), is used in evaluating alternative education campuses.

For the AEA ratings, a single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across all grade levels tested (Grades 3-12) and across all subject areas tested. The indicator is based on: (a) the number of tests on which students meet the passing standard or have a TGI score that meets the growth standard; and (b) the number of TAKS exit-level retests meeting the passing standard. All students and each student group (African American, Hispanic, White, and economically disadvantaged) that meets minimum size criteria are evaluated. To achieve a rating of *AEA: Academically Acceptable* in 2006, 40 percent of tests for all students and each student group must meet either the performance standard or the growth standard on the TAKS Progress indicator. AECs are evaluated on the same SDAA II indicator used for the standard accountability ratings, but with a 40 percent standard.

High school campuses serving Grades 9-12 also are evaluated on Completion Rate II: the percentage of students who graduate, receive GEDs, or continue high school four years after beginning ninth grade. The

completion rate standard of 75.0 percent is the same as that used for standard accountability ratings. Campuses serving students in any of Grades 7-12 are evaluated on annual dropout rates. In 2006, the Grade 7-12 annual dropout rate standard is 10.0 percent.

An additional feature of the AEA procedures is use of district data to evaluate the AEC. In limited circumstances, data for at-risk students in the district are used to evaluate registered AECs. Use of data for at-risk students in the district acknowledges that AECs are part of the overall district strategy for education of students at risk of dropping out of school.

2006 Accountability Ratings

Of the 1,227 public school districts and charters, 19 (1.5%) were rated *Exemplary* in 2006, and 337 (27.5%) were rated *Recognized* (Table 7.1 on page 86). Approximately 17.6 percent of students were enrolled in *Exemplary* and *Recognized* districts or charters. A total of 809 districts or charters (65.9%) achieved the *Academically Acceptable* rating, and 55 (4.5%) were rated *Academically Unacceptable*. More than half (52.7%) of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Most students (81.3%) were enrolled in *Academically Acceptable* districts or charters. Approximately 0.8 percent of students were enrolled in *Academically Unacceptable* districts or charters. Four districts and 3 charter operators were *Not Rated: Other* in 2006.

Of the 7,956 public school campuses and charter campuses, 564 (7.1%) were rated *Exemplary* in 2006, and 2,826 (35.5%) were rated *Recognized* (Table 7.2 on page 87). A total of 3,586 campuses (45.1%) achieved the *Academically Acceptable* rating, and 286 (3.6%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 694 (8.7%) were *Not Rated: Other*. Enrollment on these 694 campuses accounted for only 1.9 percent of the total student population. Most students (53.2%) were enrolled in *Academically Acceptable* campuses. Approximately 40.7 percent of all students were enrolled in *Exemplary* or *Recognized* campuses, and 4.2 percent were enrolled in *Academically Unacceptable* campuses.

Campuses rated under AEA procedures are not eligible for the *Exemplary* or *Recognized* rating. Overall, 396 (95.4%) of the campuses rated under AEA procedures were rated *AEA: Academically Acceptable*, and 19 (4.6%) were rated *AEA: Academically Unacceptable*.

Although there was a slight increase in the number campuses rated *Academically Unacceptable* in 2006, the number of campuses earning an *Exemplary* or *Recognized* rating increased dramatically, from 2,213 in 2005 to 3,390. Almost 94 percent of Texas students attended a campus in the 2005-06 school year that was rated *Exemplary*, *Recognized*, or *Academically Acceptable*. Improvements occurred despite the following changes that increased the rigor of the accountability system between 2005 and 2006:

- Completion rate. The completion rate indicator used under standard accountability procedures changed from Completion Rate II to Completion Rate I. Only students who graduate or who continue high school four years after beginning ninth grade are included in Completion Rate I. Students who receive GED certificates are no longer considered completers.
- TAKS passing standard. The TAKS passing standard for Grade 11 increased from 1 standard error of measurement (SEM) below the panel-recommended standard to the panel-recommended standard. As a result, all students in Grades 3-11 were required to achieve the panel-recommended standard on all TAKS tests in 2006, except the Grade 8 science test. The science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 SEM below the panel-recommended standard. The Grade 8 science test will not be used in the accountability system until 2008, when the passing standard reaches the panel-recommended standard.
- TAKS accountability standards. The *Academically Acceptable* standards for TAKS performance increased by 5 percentage points for mathematics and by 10 percentage points for all other subjects. Sixty percent of all students and each student group must meet standards on the reading/ELA, writing, and social studies tests; 40 percent must meet the standard on the mathematics test; and 35 percent must meet the standard on the science test.
- Exceptions. Exceptions applied in 2005 to achieve a rating of *Academically Acceptable* cannot be reused in 2006.
- Underreported students. To maintain a rating of *Exemplary* or *Recognized*, a district must not exceed two thresholds for underreported students. The threshold for the count of underreported students (100) did not change, but the threshold for the percentage of underreported students was lowered from 5.0 percent to 2.0 percent.

Charters and Accountability

The Texas Legislature authorized the establishment of charters in 1995 to promote local initiative and innovation in education, and some of the first charters

Table 7.1. School District Accountability Ratings, by Rating Category, Standard and AEA[a] Procedures, 2005 and 2006

	2005		2006[b]	
Rating	Number	Percent	Number	Percent
School Districts, Including Charter Operators				
Exemplary	11	0.9	19	1.5
Recognized	172	14.0	337	27.5
Acad.[c] Acceptable	989	80.5	809	65.9
Standard Procedures	915	74.5	733	59.7
AEA Procedures	74	6.0	76	6.2
Acad. Unacceptable	52	4.2	55	4.5
Standard Procedures	37	3.0	47	3.8
AEA Procedures	15	1.2	8	0.7
NR:[d] Other	4	0.3	7	0.6
NR: Data Integrity Issues	1	0.1	0	0.0
Total	1,229	100	1,227	100
School Districts, Excluding Charter Operators				
Exemplary	9	0.9	13	1.3
Recognized	162	15.6	313	30.3
Acad. Acceptable	851	82.1	677	65.5
Standard Procedures	851	82.1	677	65.5
AEA Procedures	n/a[e]	n/a	n/a	n/a
Acad. Unacceptable	14	1.4	26	2.5
Standard Procedures	14	1.4	26	2.5
AEA Procedures	n/a	n/a	n/a	n/a
NR: Other	0	0.0	4	0.4
NR: Data Integrity Issues	1	0.1	0	0.0
Total	1,037	100	1,033	100
Charter Operators				
Exemplary	2	1.0	6	3.1
Recognized	10	5.2	24	12.4
Acad. Acceptable	138	71.9	132	68.0
Standard Procedures	64	33.3	56	28.9
AEA Procedures	74	38.5	76	39.2
Acad. Unacceptable	38	19.8	29	14.9
Standard Procedures	23	12.0	21	10.8
AEA Procedures	15	7.8	8	4.1
NR: Other	4	2.1	3	1.5
NR: Data Integrity Issues	0	0.0	0	0.0
Total	192	100	194	100

[a]Alternative education accountability. [b]2006 ratings as of October 2006.
[c]Academically. [d]Not applicable. [e]Not rated.

have been in operation since fall of 1996. Depending on the student population served, charters may choose to be rated under the standard accountability procedures or the AEA procedures.

Although most charters have only one campus, some operate multiple campuses. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. Beginning in 2004, charters as well as the campuses they operated were rated. Charters were rated under school district rating criteria based on aggregate performance of the campuses operated by each charter. Charters also were subject to the additional performance requirements applied to districts, including standards for underreported student records and checks for *Academically Unacceptable* campuses. Beginning in 2005, some charter operators were eligible to be evaluated under AEA procedures. Charters that operated only registered AECs were evaluated under AEA procedures. Charters that operated both standard campuses and registered AECs were given the option to be evaluated under AEA procedures if at least 50 percent of the charter's students were enrolled at registered AECs.

In 2006, 110 charter operators were rated under the standard accountability procedures, and 84 were rated under AEA procedures (Table 7.1). Six charter operators were *Exemplary*, 24 were *Recognized*, 132 were *Academically Acceptable*, and 29 were *Academically Unacceptable.* Three charters were *Not Rated: Other* because they had insufficient TAKS results in the accountability subset to assign one of the other rating labels.

Of the 313 charter campuses, 156 (49.8%) were rated under the standard accountability procedures in 2006, and 157 (50.2%) were rated under AEA procedures (Table 7.2). Twelve charter campuses were *Exemplary*, 34 were *Recognized*, 214 were *Academically Acceptable*, and 37 were *Academically Unacceptable.* A total of 16 charter campuses were *Not Rated: Other*.

Interventions for Academically Unacceptable Performance, 2005-06

In 2005, 61 school districts and 364 campuses initially were rated *Academically Unacceptable*. Of those, 9 districts and 100 campuses were successful in appealing their initial ratings. Appendix 7-A on page 93 presents a list of school districts and campuses rated *Academically Unacceptable* in 2005, with information about the reasons they received these ratings. TEA uses a framework of graduated interventions for districts and campuses rated *Academically Unacceptable*. In 2005-06, graduated interventions applied to districts and campuses receiving the rating for one year only, as well as to those receiving the rating for two, three, and four consecutive years.

Campuses rated *Academically Unacceptable* in 2005 were required to engage in intervention activities ranging from issuance of public notice to campus reconstitution under the oversight of special campus intervention teams appointed by TEA. A first-year *Academically Unacceptable* campus was given the option to elect innovative redesign of the campus. If redesign was elected, the campus was required to

Table 7.2. Campus Accountability Ratings, by Rating Category, Standard and AEA[a] Procedures, 2005 and 2006

	2005		2006[b]	
Rating	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Exemplary	304	3.8	564	7.1
Recognized	1,909	24.1	2,826	35.5
Acad.[c] Acceptable	4,748	60.0	3,586	45.1
Standard Procedures	4,356	55.1	3,190	40.1
AEA Procedures	392	5.0	396	5.0
Acad. Unacceptable	264	3.3	286	3.6
Standard Procedures	233	2.9	267	3.4
AEA Procedures	31	0.4	19	0.2
NR:[d] Other	683	8.6	694	8.7
NR: Data Integrity Issues	0	0.0	0.0	0.0
Total	7,908	100	7,956	100
Campuses, Excluding Charter Campuses				
Exemplary	301	4.0	552	7.2
Recognized	1,891	24.8	2,792	36.5
Acad. Acceptable	4,534	59.6	3,372	44.1
Standard Procedures	4,282	56.3	3,125	40.9
AEA Procedures	252	3.3	247	3.2
Acad. Unacceptable	217	2.9	249	3.3
Standard Procedures	204	2.7	238	3.1
AEA Procedures	13	0.2	11	0.1
NR: Other	669	8.8	678	8.9
NR: Data Integrity Issues	0	0.0	0	0.0
Total	7,612	100	7,643	100
Charter Campuses				
Exemplary	3	1.0	12	3.8
Recognized	18	6.1	34	10.9
Acad. Acceptable	214	72.3	214	68.4
Standard Procedures	74	25.0	65	20.8
AEA Procedures	140	47.3	149	47.6
Acad. Unacceptable	47	15.9	37	11.8
Standard Procedures	29	9.8	29	9.3
AEA Procedures	18	6.1	8	2.6
NR: Other	14	4.7	16	5.1
NR: Data Integrity Issues	0	0.0	0	0.0
Total	296	100	313	100

[a]Alternative education accountability. [b]2006 ratings as of October 2006.
[c]Academically. [d]Not rated.

engage in redesign planning activities according to TEA requirements. If redesign was not elected, the campus was required to issue public notice, conduct a focused data analysis, engage in improvement planning activities with a defined local planning group, and develop a focused student achievement improvement plan to be presented to the public for input. Based on a random and/or stratified selection process, the campus may have been required to submit the plan for TEA review and engage in ongoing communication with the agency regarding its implementation.

A campus rated *Academically Unacceptable* for a second consecutive year in 2005 underwent a campus evaluation conducted by a special campus intervention team (SCIT) appointed by TEA, as required under TEC §39.132(a)(7). During 2005-06, the SCIT was required to assist the campus in planning the required reconstitution of the campus. Additionally, the SCIT was required to determine which educators would be retained at the campus as the reconstitution was implemented. The campus and SCIT were required to submit campus improvement and reconstitution plans to TEA and engage in ongoing communication with the agency regarding implementation of the plan.

A campus rated *Academically Unacceptable* for a third or fourth consecutive year in 2005 was subject to interventions and/or sanctions ranging from implementation of a required reconstitution plan with a hearing before the commissioner of education to campus closure and/or proposed nonrenewal of a charter school contract.

Additional sanctions or interventions for a district or campus rated *Academically Unacceptable* for multiple years may include one or more of the following: education service center support; assignment of a monitor, conservator, or management team; or appointment of a board of managers.

Performance-Based Monitoring (PBM) System

Overview

State and federal statute guide TEA monitoring activities. The passage of House Bill 3459 (78th Texas Legislature, Regular Session), combined with reorganizations of TEA in 2003 and 2004, limited and redirected agency monitoring efforts. To address these changes, the agency developed and implemented a PBM system that is data-driven and results-based, includes targeted interventions, and is coordinated and aligned with other TEA evaluation systems.

Performance-Based Monitoring Analysis System (PBMAS)

School districts receive annual performance information through the PBMAS, which includes a set of performance and program effectiveness indicators for the various special programs that TEA is required by state or federal statute to monitor. The following programs comprise PBMAS:

- special education;
- bilingual education/English as a second language;

- career and technology education; and
- No Child Left Behind (economically disadvantaged students, migrant students, limited English proficient students, and highly qualified teachers).

PBM Data Integrity

As part of an overall agency effort to ensure data integrity, PBM data analyses are conducted annually to evaluate district leaver and dropout data, student assessment data, and discipline data. Additional data analyses, including random audits, are conducted as necessary to ensure the integrity of data submitted to TEA. Data integrity interventions are coordinated with performance interventions and tailored to specific data quality concerns.

Additional TEA Oversight

Other criteria that are considered in the agency's PBM system include school district governance issues, results of the dispute resolution process (complaints and due process hearings), and findings of local independent financial audits. Two required federal monitoring activities—Office for Civil Rights (OCR) career and technology education monitoring and Civil Action 5281 monitoring—also are integrated into the system.[1]

Because districts may demonstrate egregious performance or compliance problems, the PBM system incorporates an imminent-risk component that allows for a coordinated agency response to occur when necessary and appropriate. The response is immediate and involves a comprehensive review that may include an on-site investigation. As appropriate, interventions and/or sanctions are implemented to address findings from the review.

PBM Interventions

A primary goal of the PBM system is alignment of interventions with program needs and requirements and across program and monitoring areas. PBM interventions emphasize a continuous improvement process. Districts are required to implement activities that promote improved student performance and program effectiveness, and TEA monitors progress toward these goals. Improvement planning occurs in a team environment, with required and recommended participants, including community stakeholders.

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance interventions and compliance review. Intervention activities include: focused data analyses; submission of local continuous improvement plans for state review; program effectiveness reviews; compliance reviews; provision of public meetings for interested community members; and on-site reviews. (See PBM Special Education Monitoring and Interventions, 2005-06, on page 89 for more detailed information on interventions.)

Other Interventions

TEC §39.075 authorizes the commissioner of education to conduct special accreditation investigations related to data integrity, district testing practices, civil rights complaints, financial accounting practices, student disciplinary placements, and governance problems between local board members and/or the superintendent, and as the commissioner otherwise deems necessary. Additionally, statute authorizes the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §39.075 and Chapter 39, Subchapter G). The commissioner may:

- appoint a TEA monitor to participate in the activities of the board of trustees or superintendent of the district and report on the activities to the agency;
- appoint a conservator to oversee the operations of the district;
- appoint a management team to direct the operations of the district in areas of unacceptable performance;
- appoint a board of managers to exercise the powers and duties of the board of trustees of the district;
- annex the district to one or more adjoining districts;
- order closure of a campus or all programs operated by a home-rule school district or open-enrollment charter school; or
- impose sanctions on the district designed to improve high school completion rates.

Appendix 7-B on page 102 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2005, and August 31, 2006.

[1] *The OCR monitoring requirements establish procedures and minimum requirements for states to ensure civil rights compliance of districts that receive federal funds from the U.S. Department of Education (USDE) and operate career and technology programs. Civil Action 5281 is a court order resulting from a lawsuit brought against the State of Texas by the USDE. The court found schools in Texas to be segregated in violation of the U.S. Constitution, and Civil Action 5281 (modified order 1971, amended 1973) requires state oversight and regulation of student transfers as a result of that finding.*

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM system is to ensure compliance by local education agencies (LEAs) with state and federal law related to special education, including the Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code §§1400 *et seq.*, and its implementing regulations, Title 34 of the Code of Federal Regulations §§300.1 *et seq.* Reviews of special education programs and of plans for program improvement are essential components of the PBM monitoring process. The scope and schedule of program review and intervention activities are determined based on regular analyses of district and charter school special education data and of complaints filed with TEA about special education services.

PBM Special Education Monitoring and Interventions, 2005-06

TEA special education monitoring activities are based on the data-driven PBM system, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or noncompliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis (see Special Education Monitoring System, 2005-06, in Appendix 7-C on page 103). Additionally, because state and federal law requires close coordination among special education policy, program, and monitoring functions, TEA's integrated program review processes include district self-evaluation, on-site review, and the use of data to identify risk.

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for the special education program; disproportionate student representation based on race or ethnicity or on limited English proficiency; ARD committee exemptions from the TAKS and the State-Developed Alternative Assessment II (SDAA II); and disciplinary actions (Table 7.3 on page 90). Interventions for 2005-06 were defined as follows.

Stage 1A Intervention: Focused Data Analysis. At this level of intervention, the LEA was required to conduct a data analysis of certain PBMAS indicators revealing higher levels of performance concern and to include the results in the continuous improvement plan (CIP). The purpose of the focused analysis is to work with stakeholders to gather, disaggregate, and review data to determine possible causes for areas of performance concern and address identified issues in the CIP. The LEA was required to complete all review materials by a specified completion date and retain all templates and materials at the LEA. Based on a random and/or stratified selection process, the LEA also may have been required to submit the materials to TEA for review and verification.

Stage 1A Intervention was implemented for any LEA that met one of the following criteria, as indicated on the *Performance-Based Monitoring Analysis System 2005 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3, as defined in the PBMAS Manual; or (b) no special education PBMAS indicator with a performance level of 3, but seven or more with performance levels of 2 each.

Stage 1B Intervention: Focused Data Analysis and Program Effectiveness Review. At this level of intervention, the LEA was required to conduct a data analysis related to certain PBMAS indicators revealing higher levels of performance concern. Additionally, the LEA was required to conduct a systemic program effectiveness review related to certain overarching program requirements. The purpose of the program effectiveness review is to address systemic program issues and/or areas of noncompliance with program requirements. The LEA was required to include results of the data analysis and review in the CIP. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 1B Intervention was implemented for any LEA that met the following criteria, as indicated on the *Performance-Based Monitoring Analysis System 2005 Summary Report* provided to the LEA: two special education PBMAS indicators with performance levels of 3 each and three or fewer with performance levels of 2 each.

Stage 2 Intervention: Focused Data Analysis, Program Effectiveness Review, and Public Program Performance Review (LEA Public Meeting). An LEA identified at this level of intervention was required to complete the activities in Stage 1B Intervention and a public program performance review. The purpose of the LEA public meeting is to conduct a needs assessment

Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2005

Number	Indicator
1(i-v)	District-level percentage of students served in special education who passed each TAKS subject test (mathematics, reading/English language arts, science, social studies, and writing).
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each TAKS subject test (mathematics, reading/English language arts, science, social studies, and writing).
3(i-iii)	District-level percentage of students served in special education (Grades 3-8) who took each State-Developed Alternative Assessment II (SDAA II) subject test (mathematics, reading, and writing) on grade level or one grade level below enrolled grade level.
4(i-ii)	District-level percentage of students served in special education (Grades 3-10) who took each SDAA II subject test (mathematics and reading) on grade level or one grade level below enrolled grade level (report-only indicator).
5	District-level percentage of students served in special education who were tested on the TAKS only (report-only indicator).
6	District-level percentage of students served in special education who were tested on the SDAA II only (report-only indicator).
7	District-level percentage of students served in special education (Grades 3-10) who received admission, review, and dismissal committee exemptions from the TAKS and SDAA II assessments.
8	District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments (report-only indicator).
9	District-level percentage of students served in special education (ages 3-11) who were placed in less restrictive environments.
10	District-level percentage of students served in special education (ages 12-21) who were placed in less restrictive environments.
11	District-level percentage of students served in special education (Grades 7-12) who dropped out of school.
12	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas (report-only indicator).
13	District-level percentage of students identified to be served in special education.
14	District-level percentage of African American students served in special education.
15	District-level percentage of Hispanic students served in special education.
16	District-level percentage of limited English proficient students served in special education (report-only indicator).
17	District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs), compared to percentage of all students in the district placed in DAEPs.
18	District-level percentage of students served in special education who were expelled at the district's discretion, compared to percentage of all students in the district who were expelled at the district's discretion.
19	District-level percentage of students served in special education who were placed in in-school suspension (ISS), compared to percentage of all students in the district who were placed in ISS.

and gather feedback from community stakeholders, through one or more community focus groups that address predetermined topics, on the effective operation of the special education program. The LEA was required to include the results of the data analysis, program effectiveness review, and program performance review in the CIP. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 2 Intervention was implemented for any LEA that met the following criteria: (a) two special education PBMAS indicators with performance levels of 3 each and four or more with performance levels of 2 each; or (b) three special education PBMAS indicators with performance levels of 3 each and three or fewer with performance levels of 2 each.

Stage 3 Intervention: Focused Data Analysis, Program Effectiveness Review, Public Program Performance Review (LEA Public Meeting), and Compliance Review. An LEA identified at this level of intervention was required to complete the activities in Stage 2 Intervention and a compliance review related to identified areas of performance concern. The purpose of the compliance review is to ensure the LEA is implementing the program as required by federal statute or regulation. The LEA was required to include the results of the data analysis, program effectiveness review, program performance review, and compliance review in the CIP. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 3 Intervention was implemented for any LEA that met the following criteria: (a) three special education PBMAS indicators with performance levels of 3 each and four or more with performance levels of 2 each; or (b) four or more special education PBMAS indicators with performance levels of 3 each.

State Supervision Intervention: Special Program Compliance Review. A targeted on-site review by TEA is conducted to address issues of substantial or imminent risk related to: noncompliance identified in substantiated complaints; adverse due process hearing decisions; previously determined areas of noncompliance; or other areas of concern identified in LEA data. The activities in this level of intervention may or may not be combined with other monitoring

activities. An LEA will be required to develop a CIP in response to both the visit and any other required data review activities, and the Special Education Monitoring Unit of the TEA Division of Program Monitoring and Interventions will review the CIP.

State supervision intervention will occur in the event that TEA identifies an imminent or substantial concern as described above. As of September 11, 2006, no districts or charter schools had been identified for this intervention.

PBM Special Education Monitoring Results and Ratings, 2005-06

An LEA was required to submit specified program review data and a CIP when areas of poor program performance or noncompliance were identified. The program status for the LEA and the required level of interaction with TEA generally were determined based on results of the initial data review (Appendices 7-D through 7-G, starting on page 104). The program status for certain LEAs is based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the 2003-04 or 2004-05 PBM system; (b) coordinated TEA interventions related to compliance, performance, fiscal, and/or governance concerns; and (c) ongoing and/or escalated interventions resulting from identification of ongoing compliance concerns. In 2005-06, there were 16 program status categories (Table 7.4). The categories were defined as follows.

Table 7.4. Special Education Monitoring Ratings, Pilot Year 2005-06

Rating	Districts
Local Interventions Implemented	484
Completed: Routine Follow-up	130
Completed: Noncompliance Follow-up	96
Pending Continuous Improvement Plan Resubmission	0
Pending TEA[a] On-Site Action	0
TEA On-Site Action Completed: Routine Follow-up	0
TEA On-Site Action Completed: Noncompliance Follow-up	1
TEA On-Site Action Completed: Oversight/Sanction/Intervention	2
Pending Random Data Verification	0
Pending Random Process Verification	0
Oversight/Sanction/Intervention	1
On-Site Intervention Assigned	0
Proposed Charter Non-renewal	0
Campus Closure	1
In Review	0
ISD[b] Voluntarily Ceased Operation	0
Total	715

[a]Texas Education Agency. [b]Independent School District.

Local Interventions Implemented. The LEA completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.

Completed: Routine Follow-up. The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP.

Completed: Noncompliance Follow-up. The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

Pending CIP Resubmission. TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.

Pending TEA On-Site Action. The LEA documentation indicated that the LEA implementation of the review process did not meet minimum TEA requirements. As a result, additional TEA intervention will occur.

TEA On-Site Action Completed: Routine Follow-up. TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP. TEA will monitor implementation of the CIP.

TEA On-Site Action Completed: Noncompliance Follow-up. TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

TEA On-Site Action Completed: Oversight/Sanction/ Intervention. TEA has completed an on-site review of the LEA program. As a result, ongoing noncompliance for longer than one year was identified, and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.

Pending Random Data Verification. Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data.

Pending Random Process Verification. Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of monitoring system implementation.

Oversight/Sanction/Intervention. TEA oversight, sanctions, and interventions were implemented under

the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, Stage 3, or State Supervision Intervention was not adequate; (b) the CIP of an LEA at the State Supervision Intervention level was not adequately developed after a special program compliance review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; or (e) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.

On-Site Intervention Assigned. TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.

Proposed Charter Non-Renewal. The charter school has been notified of TEA's intent not to renew the charter.

Campus Closure. The campus was closed as a result of TEA sanctions.

In Review. TEA had not completed initial review of the information submitted by the LEA. As of September 11, 2006, no school district had received this program status.

Independent School District (ISD) Voluntarily Ceased Operation. The school district was assigned a performance status under PBMAS and a stage of intervention, but ceased operation before any intervention activities were initiated.

Agency Contact Persons

For information on accountability ratings, contact Criss Cloudt, Associate Commissioner for Accountability and Data Quality, (512) 463-9701; or Shannon Housson, Performance Reporting Division, (512) 463-9704.

For information on interventions and special education accountability requirements, contact Gene Lenz, Special Programs, Monitoring, and Interventions Office, (512) 463-9414.

Other Sources of Information

For additional information on the state accountability system, see the *2006 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2006/manual/.

For additional information on performance-based monitoring, see the Performance-Based Monitoring Division and Program Monitoring and Interventions Division websites at www.tea.state.tx.us/pbm/ and www.tea.state.tx.us/pmi/.

Appendix 7-A

The following table presents information about the 37 school districts and 233 campuses rated *Academically Unacceptable* in 2005 under standard accountability procedures.

Of the 37 *Academically Unacceptable* districts:

- 32 received the rating because of Texas Assessment of Knowledge and Skills (TAKS) performance only;
- 1 because of SDAA II performance only;
- 2 because of dropout rate only;
- 1 because of a combination of dropout rate and poor performance on the TAKS; and
- 1 because of a combination of completion rate and poor performance on the TAKS.

Of the 233 *Academically Unacceptable* campuses:

- 184 received the rating because of TAKS performance only;
- 16 because of SDAA II performance only;
- 18 because of a combination of poor performance on the TAKS and SDAA II;
- 6 because of dropout rate only;
- 5 because of a combination of dropout rate and poor performance on the TAKS;
- 1 because of a combination of dropout rate and poor performance on the SDAA II;
- 1 because of a combination of dropout rate, and poor performance on both the TAKS and SDAA II; and
- 2 because of a combination of completion rate and poor performance on the TAKS.

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating D	T	C	S
Academically Unacceptable Districts						
Academy of Beaumont				T		
	American Academy of Excellence	2		T	C	
	Benji's Special Educational Academy			T		
Burton ISD				T		
Calvert ISD				T		
	Career Plus Learning Academy	2		T		
	Crossroads Community Ed Ctr Charter School	2		T		
	DRAW Academy			T		
	Encino School			T		
	Gabriel Tafolla Charter School			T		
	Honors Academy	2	D	T		
	Houston Alternative Preparatory	2		T		
Humble ISD			D			
	Impact Charter	2		T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating D	T	C	S
Jesse Jackson Academy						S
Jubilee Academic Center				T		
Kendleton ISD				T		
Kennard ISD				T		
La Amistad Love & Learning Academy				T		
Lighthouse Charter School				T		
Medical Center Charter School				T		
Megargel ISD				T		
Morgan ISD				T		
Outreach Word Academy				T		
Penelope ISD				T		
Por Vida Academy				T		
Ramirez CSD				T		
San Antonio School For Inquiry		2		T		
San Felipe-Del Rio CISD			D			
Star ISD				T		
Technology Education Charter				T		
Two Dimensions Preparatory Academy				T		
Waco Charter School				T		
Waelder ISD				T		
Walnut Springs ISD				T		
Wilmer-Hutchins ISD		2		T		
Zoe Learning Academy				T		
Academically Unacceptable Campuses						
Abilene ISD	Juvenile Detention Center			T		
Academy Of Beaumont	Academy Of Beaumont			T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating D	T	C	S
Amarillo ISD	Lee Elementary			T		
	Mann Middle		D			
American Academy Of Excellence	American Academy Of Excellence	4		T	C	
Arlington ISD	Crouch Elementary			T		
Arp ISD	Arp J H			T		
Austin ISD	Johnston H S	2		T		
	Pearce Middle			T		S
	Pecan Springs Elementary	2		T		
	Porter Middle					S
	Webb Middle	2		T		
Axtell ISD	Waco Ctr For Youth			T		
Beaumont ISD	Austin Middle					S
	Central Senior H S					S
	Fehl Elementary			T		
	Guess Elementary					S
	Homer Dr Elementary					S
	M L King Middle					S
	Odom Middle					S
	Smith Middle					S
	Vincent Middle					S
Benji's Special Educational Academy	Benji's Special Educational Academy			T		
Breckenridge ISD	South Elementary			T		
Brenham ISD	Success Bound 7Th & 8Th Grades			T		
	Success Bound Middle School			T		
Burkeville ISD	Burkeville Middle School			T		
Calvert ISD	Calvert Junior High			T		
	W D Spigner Elementary			T		
Cameron ISD	Ben Milam Elementary			T		
	Cameron Elementary			T		
Career Plus Learning Academy	Career Plus Learning Academy	3		T		
Carrizo Springs CISD	Carrizo Springs J H					S
Castleberry ISD	Marsh Middle			T		
Chapel Hill ISD	Chapel Hill J H			T		
Clarksville ISD	Cheatham Middle			T		S

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating			
			D	T	C	S
Corpus Christi ISD	Driscoll Middle			T		
Cotulla ISD	Burks Elementary			T		
	Ramirez Elementary			T		
Crockett ISD	Crockett Int			T		
Crossroads Community Ed Ctr CS	Crossroad Community Ed Ctr CS	3		T		
Crystal City ISD	Fly J H			T		
Dallas ISD	A Maceo Smith H S			T		S
	Barbara Jordan Elementary			T		
	Clara Oliver Elementary			T		
	E B Comstock Middle		D	T		
	E H Cary Middle		D			S
	Edison Runyon Elementary			T		
	H Grady Spruce H S			T		S
	H S Thompson Elementary			T		
	James Madison H S			T		
	John B Hood Middle			T		
	North Dallas H S			T		
	Robert T Hill Middle			T		
	Rufus C Burleson Elementary			T		S
	South Oak Cliff H S			T		
	Thomas J Rusk Middle			T		
	W W Samuell H S			T		S
Denton ISD	Borman Elementary			T		
Desoto ISD	Desoto East J H			T		S
	The Meadows Int			T		
Dilley ISD	Dilley H S			T		
	Mary Harper Middle			T		
Donna ISD	Daniel Singleterry Sr			T		
	Dora M Sauceda Middle School			T		S
	Patricia S Garza Elementary			T		
Draw Academy	Draw Academy			T		
Edcouch-Elsa ISD	Santiago Garcia Elementary			T		
Edgewood ISD	John F Kennedy High School			T		
Edna ISD	Meadie Pumphrey Junior High			T		
El Paso ISD	Alta Vista Elementary			T		
	Andress H S			T		S
	Austin H S			T		S

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating			
			D	T	C	S
	Bassett Middle			T		
	Beall Elementary			T		
	Bowie H S			T		
	Irvin H S					S
	Lincoln Middle			T		
Encino School	Encino School			T		
Fort Worth ISD	A M Pate Elementary			T		
	Polytechnic H S			T		
	Success H S	2		T	C	
Freer ISD	Freer J H			T		
Ft Hancock ISD	Fort Hancock Middle School			T		
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School			T		
Galveston ISD	Alamo Elementary			T		
	San Jacinto Elementary			T		
Garrison ISD	Garrison Middle			T		
Granbury ISD	Granbury H S			T		
Grape Creek ISD	Grape Creek Middle			T		
Greenville ISD	Greenville H S			T		
	Greenville Middle	2		T		
Hallettsville ISD	Hallettsville J H			T		
Hempstead ISD	Hempstead H S	2		T		
	Hempstead Middle			T		
High Island ISD	High Island Elementary			T		
Hitchcock ISD	Hitchcock H S			T		S
Honors Academy	Excel Academy		D	T		
	Honors Academy	2		T		
	Landmark School			T		
	Legacy High School	2		T		
Houston Alternative Preparatory Ch Sch	Houston Alternative Preparatory CS	2		T		
Houston ISD	A A Milne Elementary			T		
	Attucks Middle		D	T		
	Benavidez Elementary			T		
	Blackshear Elementary			T		
	De Chaumes Elementary	2		T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating			
			D	T	C	S
	Dogan Elementary			T		
	Dowling Middle			T		
	Fairchild Elementary			T		
	Fondren Middle		D			
	Foster Elementary			T		
	Furr H S			T		
	Gregory-Lincoln Ed Ctr	2		T		
	Grimes Elementary			T		S
	Henderson N Elementary			T		
	Jones H S			T		
	Kashmere H S	3		T		
	Key Middle			T		
	Long Middle		D	T		
	Longfellow Elementary			T		
	Looscan Elementary			T		
	M C Williams Middle		D	T		
	McReynolds Middle	2		T		
	Poe Elementary			T		
	Rhoads Elementary			T		
	Rodriguez Elementary			T		
	Sam Houston H S	3		T		
	Sanderson Elementary			T		
	Thomas Middle		D	T		S
	Wheatley H S			T		
	Woodson Elementary			T		
	Worthing H S			T		
Humble ISD	Humble Middle		D			
	Lakeland Elementary			T		
Impact Charter	Impact Charter	2		T		
Irving ISD	Elliott Elementary			T		
Jesse Jackson Academy	Jesse Jackson Academy					S
Jubilee Academic Center	Omega Academic Center			T		
Kendleton ISD	Powell Point Elementary			T		
Killeen ISD	Fairway Middle School		D			
	Smith Middle School		D			
Kingsville ISD	Memorial Middle			T		S
La Amistad Love & Learning Academy	La Amistad Love & Learning Academy			T		
La Vega ISD	La Vega Inter HPM Campus			T		
La Villa ISD	La Villa Middle			T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating D	T	C	S
Laredo ISD	Bruni Elementary			T		
	Buenos Aires Elementary			T		
	Christen Middle					S
	Daiches Elementary			T		
	Farias Elementary			T		
	Macdonell Elementary			T		
	Memorial Middle			T		S
	Santo Nino Elementary			T		
	T Sanchez Elem / H Ochoa Elem			T		
Lighthouse Charter School	Lighthouse Charter School			T		
Lockhart ISD	Lockhart H S					S
Lubbock ISD	Brown Elementary			T		
	Dunbar J H			T		S
	Slaton J H			T		
Luling ISD	Leonard Shanklin Elementary			T		
	Luling Primary			T		
Manor ISD	Bluebonnet Trail Elementary			T		
Marlin ISD	Marlin MS			T		
Mart ISD	Mart Middle			T		
Medical Center Charter School	Medical Center Charter School/SW			T		
Megargel ISD	Megargel School			T		
Mesquite ISD	Hanby Elementary			T		
Morgan ISD	Morgan School			T		
Munday CISD	Munday H S			T		
Needville ISD	Needville Junior High			T		
Newton ISD	Newton Elementary			T		
North Forest ISD	East Houston Intermediate			T		
	Keahey Intermediate	2		T		
	Kirby Middle			T		
	Oak Village Middle	2		T		
	Tidwell Elementary			T		
Outreach Word Academy	Outreach Word Academy			T		
Penelope ISD	Penelope School			T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating D	T	C	S
Por Vida Academy	Corpus Christi Academy			T		
Port Arthur ISD	Wilson Middle			T		
Poteet ISD	Poteet J H			T		
Presidio ISD	Presidio Elementary			T		
Progreso ISD	Dorothy Thompson Middle			T		
Ramirez CSD	Ramirez Elementary			T		
Rapoport Charter School	Rapoport Academy/Quinn Campus			T		
Raul Yzaguirre School For Success	Raul Yzaguirre School For Success			T		
Raymondville ISD	Myra Green Middle School			T		
	Raymondville H S					S
Rice CISD	Eagle Lake Middle			T		
Robstown ISD	Seale J H			T		
Rockdale ISD	Rockdale J H			T		
Royal ISD	Royal Middle			T		
San Antonio ISD	Davis Middle			T		
	Highlands H S			T		
	Houston H S			T		S
	Pershing Elementary			T		
San Antonio School For Inquiry & C	San Antonio School For Inquiry &	3		T		
San Benito CISD	Amador R Rodriguez Juvenile Boot			T		
San Diego ISD	Bernarda Jaime J H			T		
Sheldon ISD	Sheldon Int			T		
Socorro ISD	Col John O Ensor Middle			T		
	Elementary Dorado High School		D			
	Paso Del Norte School			T		
Southside ISD	Southside Middle			T		S
Stafford MSD	Stafford Middle School					S
Star ISD	Star School			T		
Tenaha ISD	Tenaha H S			T		
	Tenaha Middle			T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2005 (continued)

District	Campus	Consecutive Years AU	Reasons for 2005 AU Rating D	T	C	S
Texarkana ISD	Dunbar Intermediate Center			T		
	Fifteenth Street Early Literacy Ctr			T		
Timpson ISD	Timpson Middle			T		
Two Dimensions Preparatory Academy	Two Dimensions Preparatory Academy			T		
Tyler ISD	Griffin Elementary			T		
United ISD	Rodolfo C Centeno Elementary			T		
Varnett Charter School	The Varnett School - East			T		
Waco Charter School	Waco Charter School			T		
Waco ISD	Brook Avenue Elementary School			T		
	Doris Miller Elementary	2		T		
	G L Wiley Middle	2		T		
	J H Hines Elementary			T		
	West Avenue Elementary			T		
Waelder ISD	Waelder Elementary			T		
Walnut Springs ISD	Walnut Springs School			T		
Weimar ISD	Weimar H S			T		
West ISD	Brookhaven Youth Ranch			T		
West Orange-Cove CISD	West Orange-Stark Middle			T		
Wilmer-Hutchins ISD	Alta Mesa Elementary	2		T		
	Bishop Heights Elementary			T		
	Kennedy-Curry Middle			T		
	Wilmer-Hutchins H S			T		
Zoe Learning Academy	Zoe Learning Acad - Ambassador Campus			T		S
	Zoe Learning Academy			T		

Note. Those not designated "ISD" are charter schools. Codes for additional rating information represent the following:

D Low rating because of dropout performance.

T Low rating because of Texas Assessment of Knowledge and Skills performance.

S Low rating because of State-Developed Alternative Assessment II performance.

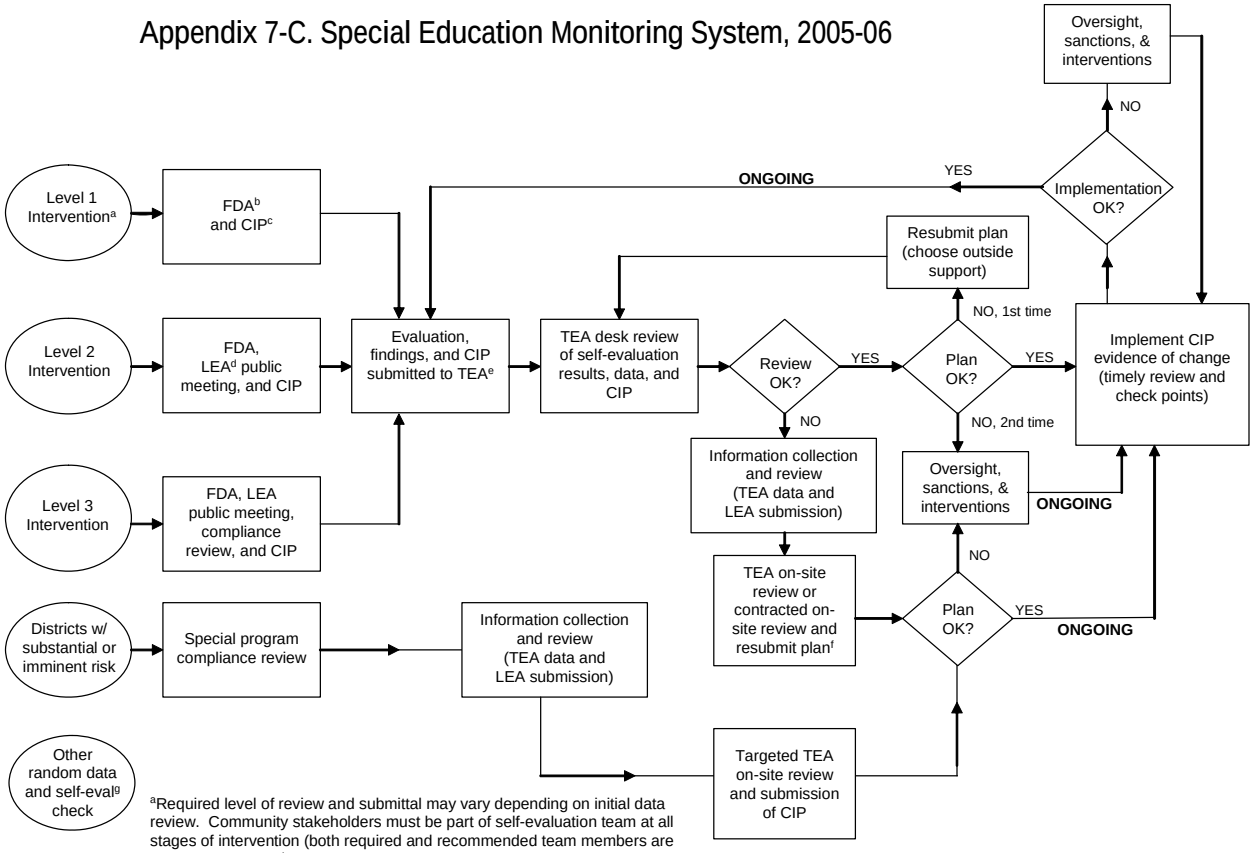
C Low rating because of completion rate performance.

Appendix 7-B. Monitors, Conservators, and Other Interventions, September 1, 2005, Through August 31, 2006

Region	District/Charter School	Change From	Change To	Date of Change
05	El Paso School of Excellence Charter School	Charter School	Charter School/Conservator	07/29/03
		Charter School/Conservator	Not Rated: AE/Conservator	09/30/04
		Not Rated: AE[a]/Conservator	AEA[b]: Academically Unacceptable/ Conservator	08/01/05
04	Gulf Shores Academy Charter School	Charter School	AEA: Academically Unacceptable/ Conservator	10/03/05
		AEA: Academically Unacceptable/ Conservator	AEA: Academically Acceptable/ Conservator	08/19/06
18	Midland Academy Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Not Rated: AE/Monitor	09/30/04
		Not Rated: AE/Monitor	AEA: Academically Acceptable/ Monitor	10/03/05
		AEA: Academically Acceptable/ Monitor	Academically Acceptable/Monitor	08/19/06
06	Mumford ISD	Academically Acceptable	Academically Acceptable/Conservator	08/11/05
		Academically Acceptable/Conservator	Academically Acceptable	07/24/06
05	Port Arthur ISD	Academically Acceptable	Academically Acceptable/Monitor	11/18/04
		Academically Acceptable/Monitor	Academically Acceptable/Conservator	08/19/05
		Academically Acceptable/Conservator	Academically Acceptable/ Management Team	02/17/06
		Academically Acceptable/ Management Team	Not Rated: Other/Management Team	08/19/06
10	Wilmer Hutchins ISD	Academically Acceptable	Academically Unacceptable/ Management Team	10/20/04
		Academically Acceptable/ Management Team	Academically Unacceptable/ Board of Managers	03/21/05
		Academically Unacceptable/ Board of Managers	Academically Unacceptable/ Board of Managers, plus Agreement with Dallas ISD to Assume education of students in 2005-06	July 2005
			No Ratings: Annexed to Dallas ISD	07/01/06

[a]Alternative education. [b]Alternative education accountability.

Appendix 7-C. Special Education Monitoring System, 2005-06



[a]Required level of review and submittal may vary depending on initial data review. Community stakeholders must be part of self-evaluation team at all stages of intervention (both required and recommended team members are to be determined). [b]Focused data analysis. [c]Continuous improvement plan. [d]Local education agency. [e]Texas Education Agency. [f]Other interventions and sanctions may be used on a case-by-case basis. [g]Self-evaluation.

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2005-06

District	Status
Abbott ISD	Local Intervention Implemented
Abilene ISD	Local Intervention Implemented
Academy ISD	Local Intervention Implemented
Academy of Careers and Technologies Charter School	Local Intervention Implemented
Academy of Dallas	Local Intervention Implemented
Accelerated Intermediate Academy	Local Intervention Implemented
Agua Dulce ISD	Local Intervention Implemented
Alamo Heights ISD	Completed—Routine Follow-up
Alba-Golden ISD	Local Intervention Implemented
Aldine ISD	Local Intervention Implemented
Alief ISD	Local Intervention Implemented
Allen ISD	Local Intervention Implemented
Alpine ISD	Local Intervention Implemented
Alto ISD	Local Intervention Implemented
Amherst ISD	Local Intervention Implemented
Andrews ISD	Local Intervention Implemented
Anson ISD	Local Intervention Implemented
Anton ISD	Local Intervention Implemented
Aransas Pass ISD	Local Intervention Implemented
Arp ISD	Local Intervention Implemented
Athens ISD	Local Intervention Implemented
Austin ISD	Local Intervention Implemented
Austwell-Tivoli ISD	Local Intervention Implemented
Avalon ISD	Local Intervention Implemented
Avinger ISD	Local Intervention Implemented
Axtell ISD	Local Intervention Implemented
Banquete ISD	Local Intervention Implemented
Bastrop ISD	Local Intervention Implemented
Bay City ISD	Local Intervention Implemented
Bells ISD	Local Intervention Implemented
Bellville ISD	Local Intervention Implemented
Belton ISD	Local Intervention Implemented
Benjamin ISD	Local Intervention Implemented
Benji's Special Educational Academy Charter School	TEA On-Site Action Completed: Oversight/Sanction/Intervention—Ongoing Noncompliance
Bexar County Academy	Local Intervention Implemented
Big Sandy ISD (ESC[a] 6)	Local Intervention Implemented
Big Sandy ISD (ESC 7)	Local Intervention Implemented
Big Springs Charter School	Local Intervention Implemented
Bishop CISD	Local Intervention Implemented
Blanco ISD	Local Intervention Implemented
Bland ISD	Local Intervention Implemented
Bloomburg ISD	Local Intervention Implemented
Blue Ridge ISD	Local Intervention Implemented
Boles ISD	Local Intervention Implemented
Boling ISD	Local Intervention Implemented
Bonham ISD	Local Intervention Implemented
Bosqueville ISD	Local Intervention Implemented
Brady ISD	Local Intervention Implemented
Brazos River Charter School	Local Intervention Implemented
Bridge City ISD	Local Intervention Implemented
Broaddus ISD	Local Intervention Implemented
Brownfield ISD	Local Intervention Implemented
Brownsville ISD	Local Intervention Implemented
Bryan ISD	Local Intervention Implemented
Buckholts ISD	Local Intervention Implemented
Bullard ISD	Local Intervention Implemented
Calallen ISD	Local Intervention Implemented
Caldwell ISD	Local Intervention Implemented
Calhoun County ISD	Local Intervention Implemented
Calvert ISD	Local Intervention Implemented
Cameron ISD	Local Intervention Implemented
Campbell ISD	Local Intervention Implemented
Canton ISD	Local Intervention Implemented
Canutillo ISD	Local Intervention Implemented
Carlisle ISD	Local Intervention Implemented
Cayuga ISD	Local Intervention Implemented
Cedars International Academy	Local Intervention Implemented
Celeste ISD	Local Intervention Implemented
Center ISD	Local Intervention Implemented
Centerville ISD	Local Intervention Implemented
Central Heights ISD	Local Intervention Implemented
Central ISD	Local Intervention Implemented
Cherokee ISD	Local Intervention Implemented
Childress ISD	Local Intervention Implemented
Chillicothe ISD	Local Intervention Implemented
Chilton ISD	Local Intervention Implemented
China Spring ISD	Local Intervention Implemented
Chisum ISD	Local Intervention Implemented
Cisco ISD	Local Intervention Implemented
Clyde CISD	Local Intervention Implemented
Colorado ISD	Local Intervention Implemented
Columbia-Brazoria ISD	Local Intervention Implemented
Columbus ISD	Local Intervention Implemented
Coolidge ISD	Local Intervention Implemented
Corsicana ISD	Local Intervention Implemented
Cotton Center ISD	Local Intervention Implemented
Cranfills Gap ISD	Local Intervention Implemented
Crawford ISD	Local Intervention Implemented
Cross Roads ISD	Local Intervention Implemented
Crowley ISD	Local Intervention Implemented
Crystal City ISD	Local Intervention Implemented
Cuero ISD	Local Intervention Implemented
Culberson County-Allamoore ISD	Local Intervention Implemented
Cumberland Academy	Local Intervention Implemented
Cumby ISD	Local Intervention Implemented
Dallas Community Charter School	Local Intervention Implemented
Dallas County Juvenile Justice	Local Intervention Implemented
Dallas ISD	Local Intervention Implemented
Deer Park ISD	Local Intervention Implemented
Denison ISD	Local Intervention Implemented
Denton ISD	Local Intervention Implemented

[a]Education service center.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2005-06 (continued)

District	Status	District	Status
Denver City ISD	Local Intervention Implemented	Galveston ISD	Local Intervention Implemented
DeSoto ISD	Local Intervention Implemented	Garland ISD	Local Intervention Implemented
Detroit ISD	Local Intervention Implemented	Garrison ISD	Local Intervention Implemented
Devers ISD	Local Intervention Implemented	Gary ISD	Local Intervention Implemented
Devine ISD	Local Intervention Implemented	Gatesville ISD	Local Intervention Implemented
Dew ISD	Local Intervention Implemented	Gause ISD	Local Intervention Implemented
Diboll ISD	Local Intervention Implemented	George Gervin Academy	Local Intervention Implemented
Dilley ISD	Local Intervention Implemented	George I Sanchez Charter HS San Antonio Branch	Local Intervention Implemented
Doss Consolidated CSD	Local Intervention Implemented	George West ISD	Local Intervention Implemented
Dripping Springs ISD	Local Intervention Implemented	Giddings ISD	Local Intervention Implemented
Duncanville ISD	Local Intervention Implemented	Gilmer ISD	Local Intervention Implemented
Eagle Academy of Bryan	Local Intervention Implemented	Gladewater ISD	Local Intervention Implemented
Eagle Academy of Dallas	Local Intervention Implemented	Glasscock County ISD	Local Intervention Implemented
Eagle Academy of Del Rio	Local Intervention Implemented	Godley ISD	Local Intervention Implemented
Eagle Academy of Laredo	Local Intervention Implemented	Gold Burg ISD	Local Intervention Implemented
Eagle Academy of Midland	Local Intervention Implemented	Goldthwaite ISD	Local Intervention Implemented
Eagle Academy of Pharr/McAllen	Local Intervention Implemented	Goliad ISD	Local Intervention Implemented
Eagle Academy of San Antonio	Local Intervention Implemented	Gonzales ISD	Local Intervention Implemented
Eagle Academy of Tyler	Local Intervention Implemented	Goose Creek CISD	Local Intervention Implemented
Eagle Academy of Waco	Local Intervention Implemented	Gordon ISD	Local Intervention Implemented
Eagle Advantage Schools	Local Intervention Implemented	Gorman ISD	Local Intervention Implemented
Eagle Pass ISD	Local Intervention Implemented	Grady ISD	Local Intervention Implemented
East Fort Worth Montessori Academy	Local Intervention Implemented	Grand Prairie ISD	Local Intervention Implemented
East Texas Charter Schools	Local Intervention Implemented	Grape Creek ISD	Local Intervention Implemented
Ector ISD	Local Intervention Implemented	Greenville ISD	Local Intervention Implemented
Eden CISD	Local Intervention Implemented	Gregory-Portland ISD	Local Intervention Implemented
Edna ISD	Local Intervention Implemented	Gruver ISD	Local Intervention Implemented
Education Center	Local Intervention Implemented	Guardian Angel Performance Arts Academy	Local Intervention Implemented
Education Center International Academy	Local Intervention Implemented	Hale Center ISD	Local Intervention Implemented
El Campo ISD	Local Intervention Implemented	Hallettsville ISD	Local Intervention Implemented
Elgin ISD	Local Intervention Implemented	Hallsburg ISD	Local Intervention Implemented
Elkhart ISD	Local Intervention Implemented	Happy ISD	Local Intervention Implemented
Erath Excels Academy Inc.	Local Intervention Implemented	Hardin-Jefferson ISD	Local Intervention Implemented
Eustace ISD	Local Intervention Implemented	Harleton ISD	Local Intervention Implemented
Everman ISD	Local Intervention Implemented	Harlingen CISD	Local Intervention Implemented
Excelsior ISD	Local Intervention Implemented	Harmony Science Academy	Local Intervention Implemented
Fabens ISD	Local Intervention Implemented	Harmony Science Academy (Austin)	Local Intervention Implemented
Fairfield ISD	Local Intervention Implemented	Harper ISD	Local Intervention Implemented
Floydada ISD	Local Intervention Implemented	Hart ISD	Local Intervention Implemented
Focus Learning Academy	Local Intervention Implemented	Haskell CISD	Local Intervention Implemented
Fort Worth Academy of Fine Arts	Local Intervention Implemented	Hawley ISD	Local Intervention Implemented
Fort Worth ISD	Local Intervention Implemented	Hemphill ISD	Local Intervention Implemented
Franklin ISD	Local Intervention Implemented	Hermleigh ISD	Local Intervention Implemented
Frankston ISD	Local Intervention Implemented	Higgins ISD	Local Intervention Implemented
Frenship ISD	Local Intervention Implemented	Higgs Carter King Gifted & Talented Charter Academy	Local Intervention Implemented
Friona ISD	Local Intervention Implemented	Highland ISD	Local Intervention Implemented
Frost ISD	Local Intervention Implemented	Holland ISD	Local Intervention Implemented
Fruit of Excellence	Local Intervention Implemented	Hondo ISD	Local Intervention Implemented
Fruitvale ISD	Local Intervention Implemented	Honey Grove ISD	Local Intervention Implemented
Gainesville ISD	Local Intervention Implemented		

[a]Education service center.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2005-06 (continued)

District	Status	District	Status
Hooks ISD	Local Intervention Implemented	Little Cypress-Mauriceville CISD	Local Intervention Implemented
Houston Alternative Preparatory Charter	Local Intervention Implemented	Littlefield ISD	Local Intervention Implemented
Houston ISD	Local Intervention Implemented	Livingston ISD	Local Intervention Implemented
Huckabay ISD	Local Intervention Implemented	Llano ISD	Local Intervention Implemented
Hull-Daisetta ISD	Local Intervention Implemented	Lockhart ISD	Local Intervention Implemented
Hunt ISD	Local Intervention Implemented	London ISD	Local Intervention Implemented
Huntington ISD	Local Intervention Implemented	Lone Oak ISD	Local Intervention Implemented
Huntsville ISD	Local Intervention Implemented	Longview ISD	Local Intervention Implemented
I Am That I Am Academy	Local Intervention Implemented	Loop ISD	Local Intervention Implemented
Industrial ISD	Local Intervention Implemented	Loraine ISD	Local Intervention Implemented
Iola ISD	Local Intervention Implemented	Lorenzo ISD	Local Intervention Implemented
Iowa Park CISD	Local Intervention Implemented	Lovelady ISD	Local Intervention Implemented
Iraan-Sheffield ISD	Local Intervention Implemented	Lueders-Avoca ISD	Local Intervention Implemented
Irion County ISD	Local Intervention Implemented	Lufkin ISD	Local Intervention Implemented
Jacksonville ISD	Local Intervention Implemented	Lyford CISD	Local Intervention Implemented
Jean Massieu Academy	Local Intervention Implemented	Madisonville CISD	Local Intervention Implemented
Jesse Jackson Academy	Local Intervention Implemented	Malone ISD	Local Intervention Implemented
Joaquin ISD	Local Intervention Implemented	Malta ISD	Local Intervention Implemented
Johnson City ISD	Local Intervention Implemented	Manor ISD	Local Intervention Implemented
Jourdanton ISD	Local Intervention Implemented	Mansfield ISD	Local Intervention Implemented
Judson ISD	Local Intervention Implemented	Marathon ISD	Local Intervention Implemented
Junction ISD	Local Intervention Implemented	Marietta ISD	Local Intervention Implemented
Katherine Anne Porter School	Local Intervention Implemented	Marion ISD	Local Intervention Implemented
Katy ISD	Local Intervention Implemented	Marshall ISD	Local Intervention Implemented
Keene ISD	Local Intervention Implemented	Martins Mill ISD	Local Intervention Implemented
Kendleton ISD	Local Intervention Implemented	Martinsville ISD	Local Intervention Implemented
Kerens ISD	Local Intervention Implemented	May ISD	Local Intervention Implemented
Kilgore ISD	Local Intervention Implemented	Maypearl ISD	Local Intervention Implemented
Kipp Truth Academy	Local Intervention Implemented	McCamey ISD	Local Intervention Implemented
Klein ISD	Local Intervention Implemented	McGregor ISD	Local Intervention Implemented
Klondike ISD	Completed—Routine Follow-up	McKinney ISD	Local Intervention Implemented
Knippa ISD	Local Intervention Implemented	McLeod ISD	Local Intervention Implemented
Kountze ISD	Local Intervention Implemented	McMullen County ISD	Local Intervention Implemented
Krum ISD	Local Intervention Implemented	Meadow ISD	Local Intervention Implemented
La Grange ISD	Local Intervention Implemented	Medical Center Charter School	Local Intervention Implemented
La Marque ISD	Local Intervention Implemented	Megargel ISD	Local Intervention Implemented
La Vernia ISD	Local Intervention Implemented	Menard ISD	Local Intervention Implemented
La Villa ISD	Local Intervention Implemented	Mercedes ISD	Local Intervention Implemented
Lamesa ISD	Local Intervention Implemented	Merkel ISD	Local Intervention Implemented
Lancaster ISD	Local Intervention Implemented	Midland Academy Charter School	Local Intervention Implemented
LaPoynor ISD	Local Intervention Implemented	Midland ISD	Local Intervention Implemented
Latexo ISD	Local Intervention Implemented	Midway ISD (ESC[a] 9)	Local Intervention Implemented
Lefors ISD	Local Intervention Implemented	Midway ISD (ESC 12)	Local Intervention Implemented
Leonard ISD	Local Intervention Implemented	Milano ISD	Local Intervention Implemented
Levelland ISD	Local Intervention Implemented	Milford ISD	Local Intervention Implemented
Leveretts Chapel ISD	Local Intervention Implemented	Miller Grove ISD	Local Intervention Implemented
Lexington ISD	Local Intervention Implemented	Millsap ISD	Local Intervention Implemented
Liberty Hill ISD	Local Intervention Implemented	Mineral Wells ISD	Local Intervention Implemented
Liberty ISD	Local Intervention Implemented	Mission CISD	Local Intervention Implemented
Life School	Local Intervention Implemented	Moran ISD	Local Intervention Implemented
Lindale ISD	Local Intervention Implemented	Morgan ISD	Local Intervention Implemented
Lingleville ISD	Local Intervention Implemented		

[a]Education service center.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2005-06 (continued)

District	Status	District	Status
Moulton ISD	Local Intervention Implemented	Plano ISD	Local Intervention Implemented
Mount Calm ISD	Local Intervention Implemented	Pleasant Grove ISD	Local Intervention Implemented
Murchison ISD	Local Intervention Implemented	Port Aransas ISD	Local Intervention Implemented
Nacogdoches ISD	Local Intervention Implemented	Prairiland ISD	Local Intervention Implemented
Navasota ISD	Local Intervention Implemented	Pringle-Morse CISD	Local Intervention Implemented
Neches ISD	Local Intervention Implemented	Prosper ISD	Local Intervention Implemented
Nederland ISD	Local Intervention Implemented	Quinlan ISD	Local Intervention Implemented
Needville ISD	Local Intervention Implemented	Radiance Academy of Learning	Local Intervention Implemented
New Braunfels ISD	Local Intervention Implemented	Ralls ISD	Local Intervention Implemented
New Deal ISD	Local Intervention Implemented	Randolph Field ISD	Local Intervention Implemented
New Diana ISD	Local Intervention Implemented	Ranger ISD	Local Intervention Implemented
New Frontiers Charter School	Local Intervention Implemented	Raul Yzaguirre School for Success	Local Intervention Implemented
New Waverly ISD	Local Intervention Implemented	Red Oak ISD	Local Intervention Implemented
Newcastle ISD	Local Intervention Implemented	Redwater ISD	Local Intervention Implemented
Nocona ISD	Local Intervention Implemented	Ricardo ISD	Local Intervention Implemented
Normangee ISD	Local Intervention Implemented	Rice CISD	Local Intervention Implemented
North Hopkins ISD	Local Intervention Implemented	Rice ISD	Local Intervention Implemented
Northside ISD	Local Intervention Implemented	Richard Milburn Academy (Midland)	Local Intervention Implemented
Nova Charter School (Southeast)	Local Intervention Implemented	Richard Milburn Academy (Killeen)	Local Intervention Implemented
Novice ISD	Local Intervention Implemented	Richards ISD	Local Intervention Implemented
Nueces Canyon CISD	Local Intervention Implemented	Richardson ISD	Local Intervention Implemented
Nursery ISD	Local Intervention Implemented	Richland Springs ISD	Local Intervention Implemented
NYOS Charter School	Local Intervention Implemented	Riesel ISD	Local Intervention Implemented
Oakwood ISD	Local Intervention Implemented	Rio Hondo ISD	Local Intervention Implemented
Odyssey Academy Inc.	Local Intervention Implemented	Rio Vista ISD	Local Intervention Implemented
Oglesby ISD	Local Intervention Implemented	Rise Academy	Local Intervention Implemented
Olney ISD	Local Intervention Implemented	Rising Star ISD	Local Intervention Implemented
Olton ISD	Local Intervention Implemented	Riviera ISD	Local Intervention Implemented
Onalaska ISD	Local Intervention Implemented	Roby CISD	Local Intervention Implemented
Orange Grove ISD	Local Intervention Implemented	Rochelle ISD	Local Intervention Implemented
Ore City ISD	Completed—Routine Follow-up	Rockdale ISD	Local Intervention Implemented
Outreach Word Academy	Local Intervention Implemented	Roscoe ISD	Local Intervention Implemented
Paint Creek ISD	Local Intervention Implemented	Rule ISD	Local Intervention Implemented
Paint Rock ISD	Local Intervention Implemented	Runge ISD	Local Intervention Implemented
Palestine ISD	Local Intervention Implemented	Sabine ISD	Local Intervention Implemented
Pampa ISD	Local Intervention Implemented	San Antonio Technology Academy	Local Intervention Implemented
Panhandle ISD	Local Intervention Implemented	San Augustine ISD	Local Intervention Implemented
Panther Creek CISD	Local Intervention Implemented	San Perlita ISD	Local Intervention Implemented
Paradigm Accelerated School	Local Intervention Implemented	San Vicente ISD	Local Intervention Implemented
Paris ISD	Local Intervention Implemented	Sanford ISD	Local Intervention Implemented
Pasadena ISD	Local Intervention Implemented	Sanger ISD	Local Intervention Implemented
Patton Springs ISD	Local Intervention Implemented	Santa Gertrudis ISD	Local Intervention Implemented
Pawnee ISD	Local Intervention Implemented	Savoy ISD	Local Intervention Implemented
Pearland ISD	Local Intervention Implemented	Schleicher ISD	Local Intervention Implemented
Pearsall ISD	Local Intervention Implemented	Schulenburg ISD	Local Intervention Implemented
Pegasus School of Liberal Arts and Sciences	Local Intervention Implemented	Scurry-Rosser ISD	Local Intervention Implemented
Pflugerville ISD	Local Intervention Implemented	Seagraves ISD	Local Intervention Implemented
Pharr-San Juan-Alamo ISD	Local Intervention Implemented	Sealy ISD	Local Intervention Implemented
Pittsburg ISD	Local Intervention Implemented	Seminole ISD	Local Intervention Implemented
Plains ISD	Local Intervention Implemented	Shallowater ISD	Local Intervention Implemented
Plainview ISD	Local Intervention Implemented		

[a]Education service center.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2005-06 (continued)

District	Status	District	Status
Sharyland ISD	Local Intervention Implemented	Transformative Charter Academy	Local Intervention Implemented
Sherman ISD	Local Intervention Implemented	Trinity ISD	Local Intervention Implemented
Shiner ISD	Local Intervention Implemented	Troup ISD	Local Intervention Implemented
Sidney ISD	Local Intervention Implemented	Troy ISD	Local Intervention Implemented
Silsbee ISD	Oversight/Sanction/Intervention: Ongoing Noncompliance	Tuloso-Midway ISD	Local Intervention Implemented
Silverton ISD	Local Intervention Implemented	Turkey-Quitaque ISD	Local Intervention Implemented
Simms ISD	Local Intervention Implemented	Two Dimensions Preparatory Academy	Local Intervention Implemented
Sinton ISD	Local Intervention Implemented	Union Hill ISD	Local Intervention Implemented
Skidmore-Tynan ISD	Local Intervention Implemented	Universal Academy	Local Intervention Implemented
Slidell ISD	Local Intervention Implemented	University of Houston Charter School	Local Intervention Implemented
Slocum ISD	Local Intervention Implemented	University of Texas Elementary Charter School	Local Intervention Implemented
Smithville ISD	Local Intervention Implemented	Utopia ISD	Local Intervention Implemented
Snyder ISD	Local Intervention Implemented	Uvalde CISD	Local Intervention Implemented
Somerville ISD	Local Intervention Implemented	Valley View ISD	Local Intervention Implemented
South Plains	Local Intervention Implemented	Van Vleck ISD	Local Intervention Implemented
South San Antonio ISD	Local Intervention Implemented	Varnett Charter School	Local Intervention Implemented
South Texas ISD	Local Intervention Implemented	Venus ISD	Local Intervention Implemented
Southland ISD	Local Intervention Implemented	Vernon ISD	Local Intervention Implemented
Southwest ISD	Local Intervention Implemented	Vidor ISD	Local Intervention Implemented
Southwest School	Local Intervention Implemented	Vysehrad ISD	Local Intervention Implemented
Spearman ISD	Local Intervention Implemented	Waco Charter School	Local Intervention Implemented
Spur ISD	Local Intervention Implemented	Waelder ISD	Local Intervention Implemented
St. Mary's Academy Charter School	Local Intervention Implemented	Wall ISD	Local Intervention Implemented
Stamford ISD	Local Intervention Implemented	Waxahachie Faith Family Academy	Local Intervention Implemented
Sulphur Bluff ISD	Local Intervention Implemented	Waxahachie ISD	Local Intervention Implemented
Sulphur Springs ISD	Local Intervention Implemented	Wellman-Union CISD	Local Intervention Implemented
Sunnyvale ISD	Local Intervention Implemented	West ISD	Local Intervention Implemented
Sunray ISD	Local Intervention Implemented	West Rusk ISD	Local Intervention Implemented
Taft ISD	Local Intervention Implemented	Wharton ISD	Local Intervention Implemented
Tarkington ISD	Local Intervention Implemented	Whiteface CISD	Local Intervention Implemented
Tatum ISD	Local Intervention Implemented	Whitehouse ISD	Local Intervention Implemented
Taylor ISD	Local Intervention Implemented	Wichita Falls ISD	Local Intervention Implemented
Teague ISD	Local Intervention Implemented	Willis ISD	Local Intervention Implemented
Technology Education Charter High School	Local Intervention Implemented	Windthorst ISD	Local Intervention Implemented
Tekoa Academy of Accelerated Studies	Local Intervention Implemented	Winfree Academy	Completed—Routine Follow-up
Temple Education Center	Local Intervention Implemented	Wink-Loving ISD	Local Intervention Implemented
Terrell County ISD	Local Intervention Implemented	Winters ISD	Local Intervention Implemented
Terrell ISD	Local Intervention Implemented	Wolfe City ISD	Local Intervention Implemented
Texas City ISD	Local Intervention Implemented	Woodson ISD	Local Intervention Implemented
Texas Empowerment Academy	Local Intervention Implemented	Yoakum ISD	Local Intervention Implemented
Thorndale ISD	Local Intervention Implemented	Yorktown ISD	Local Intervention Implemented
Tom Bean ISD	Local Intervention Implemented	Zephyr ISD	Local Intervention Implemented
Tornillo ISD	Local Intervention Implemented	Zoe Learning Academy	Local Intervention Implemented

[a]Education service center.

Appendix 7-E. Special Education Monitoring Status, Districts in Stage 1B Intervention, 2005-06

District	Status
Alice ISD	Completed—Noncompliance Follow-up
Alpha Charter School	Completed—Noncompliance Follow-up
American Youthworks Charter School	Completed—Routine Follow-up
Anahuac ISD	Completed—Noncompliance Follow-up
Anderson-Shiro CISD	Completed—Routine Follow-up
Apple Springs ISD	Completed—Routine Follow-up
Austin Can Academy Charter School	Completed—Routine Follow-up
Avery ISD	Completed—Noncompliance Follow-up
Baird ISD	Completed—Routine Follow-up
Bangs ISD	Completed—Routine Follow-up
Bartlett ISD	Completed—Noncompliance Follow-up
Beckville ISD	Completed—Routine Follow-up
Beeville ISD	Completed—Noncompliance Follow-up
Blackwell CISD	Completed—Routine Follow-up
Blanket ISD	Completed—Noncompliance Follow-up
Boerne ISD	Completed—Noncompliance Follow-up
Brackett ISD	Completed—Routine Follow-up
Brazos ISD	Completed—Routine Follow-up
Brenham ISD	Completed—Routine Follow-up
Brookeland ISD	Completed—Routine Follow-up
Bruceville-Eddy ISD	Completed—Routine Follow-up
Burnett CISD	Completed—Noncompliance Follow-up
Bynum ISD	Completed—Routine Follow-up
Carthage ISD	Completed—Noncompliance Follow-up
Channelview ISD	Completed—Noncompliance Follow-up
Chapel Hill ISD (ESC[a] 7)	Completed—Noncompliance Follow-up
Chester ISD	Completed—Routine Follow-up
Chireno ISD	Completed—Routine Follow-up
Clarendon ISD	Completed—Routine Follow-up
Clarksville ISD	TEA On-site Action Completed: Noncompliance Follow-up
Cleburne ISD	Completed—Noncompliance Follow-up
College Station ISD	Completed—Noncompliance Follow-up
Commerce ISD	Completed—Noncompliance Follow-up
Como-Pickton CISD	Completed—Noncompliance Follow-up
Cooper ISD	Completed—Routine Follow-up
Corrigan-Camden ISD	Completed—Routine Follow-up
Crosbyton CISD	Completed—Routine Follow-up
Crossroads Community Education Center Charter School	Campus Closure
Crowell ISD	Completed—Routine Follow-up
Dawson ISD (ESC 17)	Completed—Routine Follow-up
Dekalb ISD	Completed—Noncompliance Follow-up
Dime Box ISD	Completed—Noncompliance Follow-up
Eagle Academy of Abilene	Completed—Routine Follow-up
Eagle Academy of Lubbock	Completed—Routine Follow-up
East Bernard ISD	Completed—Noncompliance Follow-up
El Paso School of Excellence	Completed—Routine Follow-up
Elysian Fields ISD	Completed—Noncompliance Follow-up
Ennis ISD	Completed—Noncompliance Follow-up
Era ISD	Completed—Routine Follow-up
Eula ISD	Completed—Routine Follow-up
Faith Family Academy of Oak Cliff	Completed—Routine Follow-up
Fannindel ISD	Completed—Routine Follow-up
Follett ISD	Completed—Routine Follow-up
Forestburg ISD	Completed—Routine Follow-up
Fort Bend ISD	Completed—Noncompliance Follow-up
Fort Davis ISD	Completed—Routine Follow-up
Goodrich ISD	Completed—Routine Follow-up
Grandfalls-Royalty ISD	Completed—Routine Follow-up
Grandview ISD	Completed—Routine Follow-up
Groveton ISD	Completed—Routine Follow-up
Gunter ISD	Completed—Routine Follow-up
Hallsville ISD	Completed—Routine Follow-up
Hamlin ISD	Completed—Routine Follow-up
Hamshire-Fannett ISD	Completed—Noncompliance Follow-up
Hardin ISD	Completed—Routine Follow-up
Harrold ISD	Completed—Routine Follow-up
Hearne ISD	Completed—Routine Follow-up
Hempstead ISD	Completed—Routine Follow-up
Houston Gateway Academy	Completed—Routine Follow-up
Idalou ISD	Completed—Routine Follow-up
Inspired Vision Academy	Completed—Routine Follow-up
Ira ISD	Completed—Routine Follow-up
Jamie's House Charter School	Completed—Routine Follow-up
Karnes City ISD	Completed—Noncompliance Follow-up
Kennedy County Wide CSD	Completed—Routine Follow-up
Kennard ISD	Completed—Routine Follow-up
Kopperl ISD	Completed—Noncompliance Follow-up
Leakey ISD	Completed—Noncompliance Follow-up
Linden-Kildare CISD	Completed—Noncompliance Follow-up
Lockney ISD	Completed—Routine Follow-up
Lohn ISD	Completed—Routine Follow-up
Lorena ISD	Completed—Routine Follow-up
Louise ISD	Completed—Routine Follow-up
Lubbock-Cooper ISD	Completed—Noncompliance Follow-up
Luling ISD	Completed—Noncompliance Follow-up
Maud ISD	Completed—Routine Follow-up
Medina ISD	Completed—Noncompliance Follow-up
Memphis ISD	Completed—Noncompliance Follow-up
Miles ISD	Completed—Routine Follow-up
Moody ISD	Completed—Routine Follow-up
Mount Pleasant ISD	Completed—Noncompliance Follow-up
Muenster ISD	Completed—Routine Follow-up
Munday CISD	Completed—Routine Follow-up
Natalia ISD	Completed—Routine Follow-up
Nazareth ISD	Completed—Noncompliance Follow-up
New Home ISD	Completed—Routine Follow-up
New Summerfield ISD	Completed—Noncompliance Follow-up
Newton ISD	Completed—Noncompliance Follow-up
Nordheim ISD	Completed—Routine Follow-up
Paducah ISD	Completed—Noncompliance Follow-up
Perrin-Whitt CISD	Completed—Routine Follow-up
Petersburg ISD	Completed—Routine Follow-up

[a]Education service center.

continues

Appendix 7-E. Special Education Monitoring Status, Districts in Stage 1B Intervention, 2005-06 (continued)

District	Status	District	Status
Pettus ISD	Completed—Noncompliance Follow-up	Southwest Preparatory School	Completed—Noncompliance Follow-up
Pewitt CISD	Completed—Routine Follow-up		
Pine Tree ISD	Completed—Noncompliance Follow-up	Spring Hill ISD	Completed—Noncompliance Follow-up
Pleasanton ISD	Completed—Routine Follow-up	Springlake-Earth ISD	Completed—Noncompliance Follow-up
Plemons-Stinnett-Phillips CISD	Completed—Routine Follow-up	Star Charter School	Completed—Routine Follow-up
		Sterling City ISD	Completed—Routine Follow-up
Port Arthur ISD	Completed—Noncompliance Follow-up	Stratford ISD	Completed—Routine Follow-up
Post ISD	Completed—Routine Follow-up	Strawn ISD	Completed—Routine Follow-up
Poth ISD	Completed—Routine Follow-up	Sudan ISD	Completed—Noncompliance Follow-up
Prairie Valley ISD	Completed—Routine Follow-up	Sundown ISD	Completed—Noncompliance Follow-up
Premont ISD	Completed—Noncompliance Follow-up	Temple ISD	TEA On-site Action Completed: Oversight/Sanction/Intervention
Progreso ISD	Completed—Noncompliance Follow-up		
Quanah ISD	Completed—Routine Follow-up	Terlingua CSD	Completed—Routine Follow-up
Queen City ISD	Completed—Routine Follow-up	Texarkana ISD	Completed—Noncompliance Follow-up
Rankin ISD	Completed—Routine Follow-up	Timpson ISD	Completed—Routine Follow-up
Reagan County ISD	Completed—Routine Follow-up	Trinidad ISD	Completed—Noncompliance Follow-up
Refugio ISD	Completed—Noncompliance Follow-up	Tyler ISD	Completed—Routine Follow-up
Robstown ISD	Completed—Routine Follow-up	Valley Mills ISD	Completed—Noncompliance Follow-up
Rocksprings ISD	Completed—Noncompliance Follow-up	Vega ISD	Completed—Noncompliance Follow-up
Rosebud-Lott ISD	Completed—Noncompliance Follow-up	Waskom ISD	Completed—Routine Follow-up
Rusk ISD	Completed—Routine Follow-up	Weimar ISD	Completed—Routine Follow-up
Sabinal ISD	Completed—Noncompliance Follow-up	Wellington ISD	Completed—Routine Follow-up
Saltillo ISD	Completed—Routine Follow-up	West Hardin County CISD	Completed—Routine Follow-up
San Antonio Can High School	Completed—Routine Follow-up	West Sabine ISD	Completed—Routine Follow-up
		Westwood ISD	Completed—Noncompliance Follow-up
San Benito CISD	Completed—Noncompliance Follow-up	Whitesboro ISD	Completed—Noncompliance Follow-up
Santa Anna ISD	Completed—Routine Follow-up	Whitewright ISD	Completed—Noncompliance Follow-up
Sivells Bend ISD	Completed—Routine Follow-up	Woodsboro ISD	Completed—Routine Follow-up
Slaton ISD	Completed—Noncompliance Follow-up	Woodville ISD	Completed—Noncompliance Follow-up
Snook ISD	Completed—Routine Follow-up		

[a]Education service center.

Appendix 7-F. Special Education Monitoring Status, Districts in Stage 2 Intervention, 2005-06

District	Status	District	Status
Arlington ISD	Completed—Noncompliance Follow-up	John H. Wood Charter School	Completed—Noncompliance Follow-up
Aspermont ISD	Completed—Noncompliance Follow-up	Karnack ISD	Completed—Routine Follow-up
Atlanta ISD	Completed—Noncompliance Follow-up	Kermit ISD	Completed—Routine Follow-up
Beaumont ISD	Completed—Noncompliance Follow-up	Knox City-O'Brien CISD	Completed—Routine Follow-up
Ben Bolt-Palito Blanco ISD	Completed—Noncompliance Follow-up	Lazbuddie ISD	Completed—Routine Follow-up
Bremond ISD	Completed—Routine Follow-up	Leggett ISD	Completed—Routine Follow-up
Bryson ISD	Completed—Noncompliance Follow-up	Lometa ISD	Completed—Routine Follow-up
Buffalo ISD	Completed—Routine Follow-up	Malakoff ISD	Completed—Routine Follow-up
Burkeville ISD	Completed—Noncompliance Follow-up	Mart ISD	Completed—Noncompliance Follow-up
Carrizo Springs CISD	Completed—Noncompliance Follow-up	Mount Enterprise ISD	Completed—Noncompliance Follow-up
Cushing ISD	Completed—Routine Follow-up	Mullin ISD	Completed—Routine Follow-up
Dallas Can Academy Charter School	Completed—Routine Follow-up	New Boston ISD	Completed—Noncompliance Follow-up
Donna ISD	Completed—Noncompliance Follow-up	O'Donnell ISD	Completed—Noncompliance Follow-up
Driscoll ISD	Completed—Routine Follow-up	Overton ISD	Completed—Noncompliance Follow-up
Electra ISD	Completed—Routine Follow-up	Panola Charter School	Completed—Routine Follow-up
Ferris ISD	Completed—Routine Follow-up	Por Vida Academy	Completed—Noncompliance Follow-up
Fort Worth Can Academy Charter School	Completed—Routine Follow-up	Raymondville ISD	Completed—Noncompliance Follow-up
Grapeland ISD	Completed—Routine Follow-up	Rotan ISD	Completed—Noncompliance Follow-up
Hawkins ISD	Completed—Routine Follow-up	Roxton ISD	Completed—Noncompliance Follow-up
Hedley ISD	Completed—Routine Follow-up	Sands CISD	Completed—Routine Follow-up
Henderson ISD	Completed—Routine Follow-up	Santa Maria ISD	Completed—Noncompliance Follow-up
Houston Can Academy Charter School	Completed—Noncompliance Follow-up	Seymour ISD	Completed—Routine Follow-up
Italy ISD	Completed—Routine Follow-up	Shekinah Radiance Academy	Completed—Routine Follow-up
Jasper ISD	Completed—Routine Follow-up	Tahoka ISD	Completed—Routine Follow-up
Jefferson ISD	Completed—Noncompliance Follow-up	Tenaha ISD	Completed—Noncompliance Follow-up
Jim Hogg County ISD	Completed—Noncompliance Follow-up	Waco ISD	Completed—Routine Follow-up
		Walnut Bend ISD	Completed—Routine Follow-up

Appendix 7-G. Special Education Monitoring Status, Districts in Stage 3 Intervention, 2005-06			
District	Status	District	Status
Burton ISD	Completed—Noncompliance Follow-up	Laneville ISD	Completed—Noncompliance Follow-up
Castleberry ISD	Completed—Noncompliance Follow-up	Laredo ISD	Completed—Noncompliance Follow-up
Crockett ISD	Completed—Routine Follow-up	North Forest ISD	Completed—Noncompliance Follow-up
D'Hanis ISD	Completed—Routine Follow-up	Roma ISD	Completed—Noncompliance Follow-up
Flatonia ISD	Completed—Noncompliance Follow-up	San Isidro ISD	Completed—Noncompliance Follow-up
High Island ISD	Completed—Noncompliance Follow-up	Shamrock ISD	Completed—Routine Follow-up
Hillsboro ISD	Completed—Noncompliance Follow-up	Stafford MSD	Completed—Noncompliance Follow-up
Kenedy ISD	Completed—Noncompliance Follow-up		

8. Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-128, became effective in all content areas and grade levels on September 1, 1998. Statute required that the TEKS be used for instruction in the foundation areas of English language arts and reading, mathematics, science, and social studies. TEKS in the enrichment subjects, including health education, physical education, fine arts, career and technology education, and economics, served as guidelines, rather than requirements. Senate Bill (SB) 815, which took effect in the 2003-04 school year, added enrichment subjects to the list of subject areas required to use the TEKS. The state continues to promote rigorous and high standards by:

- facilitating the implementation of the TEKS in all classrooms in the state;
- adopting textbooks aligned to the TEKS; and
- aligning the statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS), to the TEKS.

The Texas Essential Knowledge and Skills in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts address such important basic skills as spelling, grammar, language usage, and punctuation. In addition, they emphasize rigor through research, analysis of literature and media, and informal and formal writing, as well as synthesis of information in reading, writing, speaking, and viewing. The process of refining and aligning the TEKS for English language arts and reading across grade levels was begun in September 2005. In June 2006, the State Board of Education (SBOE) decided that more significant revisions were necessary. This revision process will occur in stages throughout the 2006-07 school year.

The curriculum continues to emphasize an integrated approach to reading instruction. Students learning to read are assessed for their ability to segment and manipulate phonemes in spoken language, as well as their ability to understand the relationship between letters and sounds. Instruction in the area of word identification is balanced with comprehension strategies, such as predicting, self-monitoring, and rereading. Students learn the skills in literature-rich classrooms.

In collaboration with Regional Education Service Center (ESC) 4, TEA developed guides for writing instruction, including *Effective Writing Instruction for All Students*, *Effective Writing Instruction for ESL Students*, and *Effective Writing Instruction for Struggling Students*. The guides are available on the TEA website.

TEA collaborated with Discovery Communications, Inc., and the Texas Cable and Telecommunications Association to produce materials to assist teachers in implementing the TEKS related to viewing and representing (e.g., interpretation, analysis, and production of visual images and messages) at the middle and high school levels. These materials are available through the ESCs.

Each ESC also has a designated dyslexia liaison. The liaisons collaborate with the state dyslexia coordinator in ESC 10 to provide information and training on dyslexia throughout the state. TEA curriculum staff are working with the SBOE and the state dyslexia coordinator to oversee updates to the state publication, *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders*.

Texas Reading Initiative

The Texas Reading Initiative is a multifaceted effort to provide parents and educators with the knowledge and resources to promote and support student success in reading. The goal of the initiative is to ensure that all students are reading on grade level or higher by the end of third grade and continue to read on grade level or higher throughout their education.

Parental involvement in children's education is vital, especially in the early years. TEA provides school districts with both English and Spanish versions of a parent brochure explaining the grade advancement requirements under the Student Success Initiative (SSI) (Texas Education Code [TEC] §28.0211). (See Student Success Initiative on page 3.)

Another important component of the reading initiative is early assessment, which enables educators to make informed decisions about the instructional needs of students who are learning to read. TEC §28.006, added by the 75th Texas Legislature, requires school

districts to measure the reading development and comprehension of students in kindergarten through Grade 2. Under this statute, the commissioner of education adopted several instruments for measuring early reading development and made recommendations about administration of the instruments and use of results. The commissioner's list of early reading instruments is updated annually and made available on the Texas Reading Initiative website.

The most commonly used early reading instrument is the Texas Primary Reading Inventory (TPRI). A Braille version of the TPRI for visually impaired children was introduced in the 2004-05 school year. "El Inventario de Lectura en Español de Tejas" (Tejas LEE), an early Spanish reading instrument comparable to the TPRI, measures skills and development of Spanish reading and comprehension. The instruments are provided biennially to districts upon request.

SB 4, passed by the 76th Texas Legislature, requires school districts to provide accelerated, intensive reading instruction to students identified by the early reading instruments as being at risk for reading difficulties, including dyslexia. Districts received funds for accelerated reading intervention at Grades K-6 in 2005-06. A school district must notify the parents of a student identified for accelerated instruction of the student's particular needs and the plans to meet those needs.

The 76th Texas Legislature also established the master reading teacher (MRT) grant program and MRT certification. The program pays stipends for certified MRTs in designated positions at high-need campuses. The State Board for Educator Certification (SBEC) established standards for certification, approved MRT training entities, and developed frameworks for the certification examination. As of January 2005, SBEC-approved training entities included 41 colleges and universities, 10 regional ESCs, and 1 school district. In the 2005-06 school year, the MRT grant program paid $2,229,000 to districts for 140 MRT stipends.

The Texas Adolescent Literacy Project was initiated in January 2006 to develop and evaluate assessment and intervention approaches for middle school students who struggle with reading and are at risk of not performing at proficient levels on the eighth-grade TAKS reading assessment. The project team, which is led by the University of Texas at Austin, Vaughn Gross Center for Reading and Language Arts, and includes researchers at the University of Houston, will develop an assessment for identifying and planning instruction for struggling middle school readers, along with a multitiered, schoolwide intervention approach for students with reading difficulties of differing severity. The project will result in a set of quality professional development materials that will be accessible by middle schools in Texas. Initial training was conducted in August 2006. Ongoing professional development through teacher study groups will be held approximately every three weeks throughout the academic year.

In 2005, the 79th Texas Legislature allocated $15 million to fund intensive reading instruction programs in schools struggling to improve reading achievement for students in Grades 4-7. Funding priority was given to schools with the greatest need, based on TAKS reading performance. Program providers were selected through a request for qualifications, and campuses began implementing the programs in summer 2006.

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 92 percent of homes in which English is not the primary language. Other frequently reported primary student languages are Vietnamese, Urdu, Korean, Arabic, Mandarin, Cantonese, Tagalog, and German. During the 2005-06 school year, 711,737 students were identified as LEP, an increase of 397,031 since the 1990-91 school year.

The TEKS for Spanish Language Arts (SLA) and ESL are based on the principle that second language learners should be expected to achieve the same high academic standards as native English speakers. To emphasize this principle, the SLA/ESL TEKS are placed side-by-side with the TEKS for English language arts and reading in the TAC.

Since 1999, numerous teacher training guides and instructional materials have been developed and disseminated statewide to ensure the success of English language learners (ELLs). Many of the resources are available on the TEA website. The TEA website also provides links to the English language proficiency standards and content area TEKS for classrooms with ELLs, as well as information on program design, instruction, assessment, data, research, state and federal law, and administrative rules.

ESC 2 has developed sustained and research-based training guides for all ESCs in the state. *LEER MAS II* provides resources for teaching Spanish reading in Grades 2-6, including an overview of the Texas English Language Proficiency Assessment System, strategies for developing effective Spanish literacy and for

transitioning to English, and sample activities in Spanish and English.

In May 2006, ESC 2 conducted the fourth annual Title III Management Institute. The institute informs school district personnel of the federal and state requirements of the No Child Left Behind Act of 2001 (NCLB), Title III, and assists them in developing programs and instructional strategies to improve the English language proficiency and academic achievement of ELLs. In June 2006, ESC 2 conducted the 11th annual Symposium Addressing the Needs of Secondary LEP Students, which provides administrators, ESL teachers, and curriculum directors with information on best practices, program design, literacy across the curriculum, and state assessment requirements.

Under the Limited English Proficient Student Success Initiative, several ESCs delivered sustained and research-based training-of-trainers. In June 2006, ESC 1 delivered sessions on *LEER MAS 1* (Grades PK-1) and *What Every Secondary Content Area Teacher Needs to Know* to all ESCs in the state and to districts with high percentages of LEP students. ESC 2 developed and delivered sessions on *Sheltered Instruction in the Elementary Content Areas through the English Language Proficiency Standards* and *Science in the Elementary ESL Classroom* through the Institute for Second Language Achievement at Texas A&M, Corpus Christi.

Mathematics

The TEKS for mathematics were refined and aligned across grade levels during 2004 and 2005. Amendments to the secondary grades mathematics TEKS were adopted by the SBOE in February 2005. Amendments to the mathematics TEKS for elementary grades were adopted in September 2005 and scheduled to be implemented beginning with the 2006-07 school year.

The curriculum requirements for high school mathematics are designed to ensure that each student completes a course sequence that is on or above grade level before graduation. Requirements for graduation under the Recommended and Distinguished Achievement High School Programs include mathematics credits in Algebra I, Algebra II, and Geometry. The TAKS exit-level test includes content from all three courses. House Bill (HB) 1, passed by the 79th Texas Legislature (3rd Called Session), added a fourth course in mathematics to the graduation requirements under the Recommended and Distinguished Achievement High School Programs. This requirement will be implemented beginning with students who enter Grade 9 in 2007-08.

Texas Mathematics Initiative

In 2001, the 77th Texas Legislature created the Texas Mathematics Initiative, patterned after the state's Reading Initiative. Beginning in 2003, SSI funds were made available to support students struggling with mathematics in the elementary grades through teacher training, curriculum resources, and intervention programs.

One component of the Mathematics Initiative, the Texas Mathematics Diagnostic System, assists educators in assessing student mathematics skills. The system also serves to inform instructional practice and provide intervention for students working below grade level or struggling with mathematics concepts.

To improve teaching effectiveness, the Mathematics Initiative is creating professional development in three critical areas: (a) use of TEKS instructional standards; (b) instruction of ELLs; and (c) use of technology tools. The training focuses on effective mathematics instructional practices for Grades K-12 and is being developed with university partners to ensure good research foundations. A total of 15 training modules have been created by four university partners. This professional development was provided to master trainers in ESCs and large school districts during the summer of 2006. The master trainers will provide the training to constituent school districts. All professional development modules are also being made available on-line.

The Mathematics for English Language Learners project, coordinated by the Texas State University System, is a multiyear effort to develop instructional resources that increase the effectiveness of mathematics instruction for ELLs in Grades K-12. The project will identify common issues associated with teaching mathematics to ELLs, develop tools and training for educators that target these issues, and develop guidance for policymakers on how best to support ELLs and their teachers in increasing mathematics proficiency.

The master mathematics teacher (MMT) grant program pays stipends for certified MMTs in designated positions at high-need campuses. SBEC established standards for certification, approved MMT training entities, and developed frameworks for the certification examination. As of September 2004, SBEC-approved training entities included 10 colleges and universities, 2 regional ESCs, and 1 school district. In the 2005-06 school year, the MMT grant program paid $104,000 to districts for 20 MMT stipends.

In 2005, the 79th Texas Legislature allocated $5 million to fund intensive mathematics instruction programs in schools struggling to improve mathematics

achievement for students in Grades 4-7. Funding priority was given to schools with the greatest need, based on TAKS mathematics performance. Program providers were selected through a request for qualifications, and campuses began implementing the programs in summer 2006.

Science

The science TEKS require that students investigate topics in depth to develop scientific observation, problem solving, and critical thinking skills. In addition, the TEKS incorporate scientific investigation skills throughout the grades and integrate the science disciplines of life, earth, and physical sciences throughout the elementary and middle school grades. The TEKS also require that 40 percent of time spent in high school science courses be devoted to laboratory and field investigations.

HB 1, passed by the 79th Texas Legislature (3rd Called Session), added a fourth course in science to the graduation requirements under the Recommended and Distinguished Achievement High School Programs. This requirement will be implemented beginning with students who enter Grade 9 in 2007-08.

Texas Science Initiative

As with the Reading and Mathematics Initiatives, the Texas Science Initiative includes a variety of programs designed to increase instructional knowledge and resources and to improve student achievement. The Texas Science Initiative is part of a multimillion dollar effort to increase student achievement in science, technology, engineering, and mathematics, known as the Texas STEM Initiative. The T-STEM Initiative is supported by public/private partnerships to improve student performance through research-based teaching and intervention strategies. Programs designed to increase student achievement include: the master teacher certification programs; on-line diagnostic instruments to assist teachers with assessing student needs; intensive after-school and summer programs for struggling students; and professional development emphasizing effective strategies for teaching mathematics and science.

The 78th Texas Legislature required SBEC to establish master science teacher certificates and standards appropriate to three different levels of certification: early childhood through Grade 4, Grades 4-8, and Grades 8-12. In addition, The Texas Regional Collaboratives for Excellence in Science Teaching, a network of K-16 partnerships, provides high-quality, sustained, and intensive teacher mentoring focused on strengthening content and pedagogy. The goal of this program is to empower teachers to lead systemic reform in science education. Currently, the 32 regional collaboratives are training and mentoring elementary teachers across the state.

Other Science Initiative efforts include the Texas Science Diagnostic System (TSDS), a Web-based product that provides teachers, parents, and students with tools to assess science skills and instruction in Grades 4-11. The TSDS identifies skills that must be addressed to help students succeed on TAKS. By providing individual student profiles, the system enables teachers to customize materials and develop targeted instruction.

Texas Environmental Education Advisory Committee (TEEAC)

The TEEAC continues to develop a network of more than 130 professional development providers for environmental education teachers that includes museums, zoos, nature centers, and other science-based community resources. TEEAC representatives receive training in implementing the science TEKS.

Social Studies

The social studies TEKS in all grade levels and courses include strands in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The eight strands are integrated for instructional purposes across Grades K-12, with the history and geography strands establishing a sense of time and place. The skills strand, in particular, supports deeper understanding of complex content by requiring students to analyze primary and secondary sources and apply critical-thinking and decision-making skills. In addition, the science, technology, and society strand provides students with an opportunity to evaluate the effects of major scientific and technological discoveries and innovations on societies throughout history.

Elective courses at the high school level are included in the social studies TEKS. For example, Special Topics in Social Studies and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for multiple state graduation credits. Another elective course is Social Studies Advanced Studies, developed for students who are pursuing the Distinguished Achievement High School Program. This course is intended to guide students as they develop, research, and present the mentorship or independent study advanced measure required under this more rigorous graduation plan.

TEA continues to collaborate with organizations such as the Institute of Texan Cultures, the Bob Bullock Texas State History Museum, and the Law-Related

Education Division of the State Bar of Texas to provide curriculum materials and professional development opportunities for social studies teachers.

Economics with Emphasis on the Free Enterprise System and Its Benefits

One-half credit in Economics with Emphasis on the Free Enterprise System and Its Benefits is required in all high school graduation plans. The TEKS for the course emphasize the nature of economics, the American free enterprise system and its benefits, the relationship between government and the American economic system, and international economic relations.

The 79th Texas Legislature passed two bills that address the area of personal financial literacy. SB 851 created a pilot program for financial literacy. House Bill (HB) 492 directed the SBOE to approve personal financial literacy materials for use in economics courses. Materials were approved by the SBOE in April and July of 2006. Additionally, in July 2006, the SBOE adopted amendments to 19 TAC Chapter 74 outlining the personal financial literacy topics to be covered in economics courses.

Languages Other Than English

The development of meaningful language proficiency remains the goal for programs in languages other than English (LOTE). The programs emphasize development of the linguistic skills of listening, speaking, reading, and writing, and of the knowledge of culture and language. The TEKS for LOTE are described within five areas—communication, cultures, connections, comparisons, and communities—and reflect performance expectations for various lengths of learning sequences.

Two initiatives have ensured effective implementation of the TEKS in Texas language classrooms: (a) *A Texas Framework for LOTE*, a curriculum framework developed to help teachers implement the TEKS; and (b) the Center for Educator Development (CED) in LOTE, which created professional development resources for implementing the TEKS. CED resources remain available to school districts through a website maintained by the Southwest Educational Development Laboratory.

An agreement among TEA, SBEC, and Spain's Ministry of Education and Culture has established several programs that provide opportunities to employ visiting teachers, sponsor study abroad experiences, and initiate cultural exchanges.

The LOTE program in Texas schools has experienced growth in enrollment at most grade levels. Instructional materials for LOTE were adopted in November 2004 for use in classrooms in the 2005-06 school year.

Health Education

The TEKS in health education are designed to develop health literacy among students. Health literacy is the ability to obtain, understand, and apply health information in ways that enhance personal health. Many serious health problems can be established during youth and extended into adulthood, including: use of tobacco, alcohol, and other drugs; unhealthy dietary behaviors; physical inactivity; and sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases. The aims of health education are to prevent such behaviors and improve the health of adolescents and adults.

In 2001, the Texas Legislature required that each elementary school in Texas implement a coordinated health program by September 1, 2007 (TEC §§38.013 and 38.014). The program must be approved by TEA and include a health education classroom component and a physical education component. Districts coordinate training for implementing the programs through the regional ESCs or program providers. Approved programs include *Coordinated Approach To Child Health (CATCH); The Great Body Shop; Bienestar;* and *Healthy and Wise*.

The 79th Texas Legislature passed SB 42, which addressed many components of health education. The bill required that the health curriculum emphasize the importance of proper nutrition and exercise. The bill also required each school district to implement a coordinated school health program in all middle and junior high schools in the district. New health education textbooks for Grades K-12 were adopted by the SBOE in November 2004 for use in fall of 2005.

Physical Education

In the publication, *Healthy People 2010: Understanding and Improving Health,* the U.S. Department of Health and Human Services identifies inactive persons as having the highest risk of death and disability. Moreover, the report finds that young people today are more sedentary than previous generations. *The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity* names schools as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The TEKS in physical education were adopted to help address these challenges.

The TEKS emphasize traditional concepts, such as movement skills, physical activity, and social development, as well as enjoyment of physical

activities. The TEKS also contain components for wellness, such as nutrition, safety, and making decisions about health issues.

Under state statute, coordinated health programs implemented by elementary schools must include a physical education component (TEC §§38.013 and 38.014). In addition, the SBOE is authorized to adopt rules requiring students in elementary schools, Grades K-6, to participate in structured daily physical activity (TEC §28.002). In March 2002, the SBOE adopted 19 TAC §74.32, requiring participation in physical activity for a minimum of 30 minutes daily or 135 minutes weekly.

Under SB 42, the 79th Texas Legislature authorized the SBOE to adopt rules requiring students in Grades 6-8 to participate in regular physical activity. In July 2006, the SBOE adopted amendments to 19 TAC §74.32, requiring school districts and open-enrollment charter schools to adopt policies determining the extent to which students enrolled in middle and junior high school settings are allowed to meet physical activity requirements under TEC §28.002(l).

Fine Arts

The purpose of fine arts education is to cultivate the whole child, developing literacy in specific areas of the creative arts while enhancing such general skills as intuition, reasoning, imagination, and dexterity. In the arts, students learn to creatively express themselves, respect the ways of others, and solve problems in varied and difficult situations. Title IX, Part A, §9101(1)(D)(11) of the NCLB Act identifies the arts as one of the "core academic subjects," which traditionally have been defined as English, mathematics, science, foreign languages, government, economics, history, and geography.

The subject areas encompassed by the fine arts TEKS are art, dance, music, and theatre. The TEKS in these subject areas are organized into four strands—perception, creative expression/performance, historical/cultural heritage, and response/evaluation. At the high school level, a wide array of courses provides choices for students studying the arts as a lifelong interest or career. One credit in a fine arts course is required for graduation in both the Recommended and the Distinguished Achievement High School Programs.

The Center for Educator Development in Fine Arts (CEDFA) was established by TEA in 1998-99 to support TEKS implementation. CEDFA serves as a coordinated, statewide fine arts network funded through outside grants. The center supports leadership in each of the four fine arts subject areas and develops products, processes, and strategies to help Texas teachers increase student acquisition of fine arts knowledge and skills. Through CEDFA and its website, teachers and administrators obtain assistance in implementing the fine arts TEKS, including information about ways to effectively incorporate the learning standards in instruction.

Career and Technical Education

Career and technical education, formerly career and technology education, includes TEKS for agricultural science and technology education, business and marketing education, family and consumer sciences education, health science technology education, technology education, and trade and industrial education. The TEKS for career and technical education courses address relevant and rigorous academic and technical skills that students need for postsecondary and career success. Whenever possible, the TEKS take an interdisciplinary approach to student learning and application of the content. Most career and technical education courses also include components that integrate the use of technology to the greatest extent possible.

Career and technical education has been reorganized into 16 career clusters and 81 career pathways endorsed by the U. S. Department of Education. These broad clusters support the Governor's Industry Cluster Initiative, which identifies high-growth, high-paying jobs in the 21st century Texas economy. AchieveTexas, a new education initiative, was established to highlight the career clusters and prepare every student for secondary and postsecondary education opportunities, career preparation and advancement, meaningful work, and active citizenship.

Career and technical education promotes development of a seamless secondary to postsecondary education system that allows students to progress efficiently and without repetition. Statewide committees of secondary and postsecondary educators have identified content enhancements to make high school career and technical courses equivalent to postsecondary courses. Over 100 approved content-enhanced career and technical courses provide statewide articulated advanced technical credit for which high school students can receive college credit upon enrollment at a community college. Enrollment in secondary career and technical education programs increased from 893,243 students in 2004-05 to 916,357 students in 2005-06.

To provide school districts with maximum flexibility in offering courses in new and emerging careers, TEA approved 16 innovative career and technical courses in 2004-05 and 24 innovative courses in 2005-06. Among the innovative courses approved are Animal Biomedical Science, Software Engineering, Digital Electronics, Geographic Information Systems, and Aerospace Engineering.

Career and technical education courses provide opportunities for students to develop the knowledge and skills necessary to obtain over 100 different industry credentials. Over 14,000 students earned industry licensures or certifications in 2004-05.

School districts are provided technical support and curriculum resources to facilitate effective instruction of the career and technical education TEKS and to provide course enhancements necessary for students to earn articulated credit, dual credit, advanced technical credit, and industry certifications and licensures. Support strategies include websites; curriculum resources; regional and statewide teacher training workshops; and summer professional development conferences for career and technical educators, counselors, and administrators. Workshops and conferences provide participants with information on current education initiatives, as well as specific subject area content.

In addition to providing support for career and technical instructional programs, TEA updated the *State Plan for Career and Technology Education* for 2005-2007, as required under TEC §29.182. Based on the statutory goals for career and technical education established in TEC §29.181, the plan was developed as a guide to assist districts in their efforts to offer quality career and technical education programs that prepare students for college and career. The agency annually submits a state plan and a consolidated annual report to the U.S. Department of Education, as required by the Carl D. Perkins Vocational and Technical Education Act of 1998.

Kindergarten and Prekindergarten Education

TEKS for kindergarten were developed for each content area, excluding career and technical education. They identify skills and concepts that five-year-olds are expected to know and be able to do by the end of the kindergarten year. The TEKS apply to both full- and half-day kindergarten programs.

Although there is no state-required prekindergarten curriculum, TEC §29.153 contains certain requirements concerning prekindergarten education. In 1999, at the request of the commissioner of education, a working group of educators and community members from across the state convened to draft guidelines for a prekindergarten curriculum that school districts could use on a voluntary basis. Development of the guidelines drew upon the expertise of Texas educators, nationally recognized experts, professional organizations, and university personnel. The guidelines were distributed to school districts and various educational groups in early 2000.

The prekindergarten guidelines are intended to help local educators make informed decisions about curriculum content for three- and four-year-old children. Based on theory and research about how children develop and learn, the guidelines reflect an emphasis on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also provide a means to align prekindergarten programs with the TEKS curriculum.

In 2003, the 78th Texas Legislature authorized the State Center for Early Childhood Development to create a quality rating demonstration project for prekindergarten programs. Results of the project, called the Texas Early Education Model (TEEM), were reported to the legislature in 2005. Findings indicated that children who participated in TEEM made substantial progress in learning key oral language and emergent literacy skills that provide the foundation for learning to read. Results also indicated that teachers from all settings who participated in TEEM achieved substantial gains in teaching behaviors that support school readiness.

HB 1, passed by the 79th Texas Legislature (3rd Called Session), adds children of active duty members of the U.S. armed forces and children of members of the armed forces who were injured or killed while serving on active duty to the list of children eligible for enrollment in prekindergarten classes. Beginning in the 2006-07 school year, these children are eligible for prekindergarten services.

Technology Applications

The technology applications curriculum focuses on teaching, learning, and integrating digital technology knowledge and skills across the curriculum to support learning and promote student achievement. Digital technology refers to the use of computers and related technologies, such as handheld digital devices, digital cameras and recorders, and probes. The curriculum provides a vertical view of expectations for students in prekindergarten through Grade 12. The technology applications TEKS address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 1996-2010,* and the requirements for students and teachers specified in NCLB, Title II, Part D.

The technology applications TEKS for Grades K-8 specify expectations for the "technology literate" eighth grader in Texas, as required under NCLB, with benchmarks at Grades 2, 5, and 8. High school courses offer opportunities for in-depth study of technology and prepare students for higher education. 19 TAC Chapter 74, Curriculum Requirements, specifies that districts must offer at least four of the technology applications courses. There are multiple avenues for

providing instruction in these courses, including distance learning and dual credit/concurrent enrollment. All high school graduation plans require one technology applications graduation credit.

Beginning in 2005-06, schools received technology applications instructional materials for Grades K-12. The instructional materials for Grades K-8 provide all students and teachers with the resources they need to gain digital technology knowledge and skills while improving learning in English language arts/reading, mathematics, science, and social studies. The materials for high school are course specific.

Since 2002, TEA has funded the Technology Applications Teacher Network (TATN) through NCLB, Title II, Part D. The Web-based project provides resources for implementing the technology applications TEKS and for addressing the technology literacy and integration requirements for students and teachers outlined under NCLB. Resources include information about annual best practices events and professional development opportunities. The TATN, as well as the technology applications instructional materials, assist teachers in meeting SBEC Technology Applications Standards, I-V.

Textbooks and Other Instructional Materials

In November 2004, the SBOE adopted new instructional materials under Proclamation 2002 for fine arts, languages other than English, health education, and Grades 1-12 physical education for distribution in 2005-06. There were no instructional materials adopted in November 2005, as Proclamation 2003 was not issued. In 2005, Rider 78 of the General Appropriations Act indicated legislative intent that no additional proclamations be issued prior to passage of legislation reforming the textbook adoption process.

The commissioner of education presented the preliminary Proclamation 2004 to the SBOE in February 2004. The proclamation called for adoption of instructional materials for Grades 6-12 mathematics, Advanced Placement and International Baccalaureate mathematics, and Grade 6 mathematics. State review panels were convened in June 2006 to evaluate instructional materials submitted for adoption to determine if the essential knowledge and skills were covered. The materials are scheduled for adoption by the SBOE in November 2006 and distribution in school year 2007-08.

Proclamation 2005 was presented to the SBOE at the November 2005 meeting. The proclamation called for adoption of instructional materials for Grades K-5 mathematics in both English and Spanish. State review panels are scheduled to convene in June 2007. The materials are scheduled for adoption by the SBOE in November 2007 and distribution in school year 2008-09.

HB 1, passed by the 79th Texas Legislature (3rd Called Session), stipulates that the SBOE should not issue additional proclamations, pending consideration of legislation reforming the textbook adoption process.

Changes to the Curriculum Rules

In December 2003, the SBOE modified the high school graduation requirements (19 TAC Chapter 74, Subchapter E). The amendments took effect with the 2004-05 school year. The three graduation plans—minimum, recommended, and distinguished achievement—were revised to reflect the more rigorous content and skills required on the exit-level TAKS, which has been administered since the 2002-03 school year. Most students entering ninth grade are required to select one of the two latter plans. The Recommended High School Program (RHSP) is the default curriculum, unless: (a) the student and the student's parents select the Distinguished Achievement High School Program (DAP), which is the most challenging graduation program available; or (b) the student, the student's parents, and a school counselor or administrator agree that the student should be permitted to take courses under the Minimum High School Graduation Program (19 TAC §74.51, 2005). Specific revisions for students entering Grade 9 in the 2004-05 school year and thereafter who intend to undertake either the RHSP or DAP curriculum include the following.

- Students are required to earn at least 24 credits.
- Three credits of science are required. One credit must be a biology credit, and the other two must be from integrated physics and chemistry, chemistry, or physics.
- Three credits of mathematics are required: Algebra I, Algebra II, and Geometry.
- A fourth option for earning one credit of technology applications was added, allowing students who participate in a coherent sequence of career and technology courses or who are enrolled in a Tech Prep high school plan of study to use three credits consisting of two or more state-approved career and technology courses.

In July 2004, the SBOE adopted new 19 TAC Chapter 74, Subchapter F, describing graduation requirements to take effect with the 2007-08 school year. All ninth-grade students will be required to demonstrate proficiency in science by earning four science credits to complete the RHSP or the DAP. Subchapter F will expire on September 1, 2007, unless the board, on or before August 1, 2007, determines that

sufficient funding has been appropriated by the legislature to implement the new requirement. HB 1, passed by the 79th Texas Legislature (3rd Called Session), added requirements for four courses in mathematics and science. The SBOE is developing amendments to Subchapter F to address the provisions of HB 1.

Texas Government Code, §2001.039, mandates a four-year sunset review cycle for all state agency rules, including SBOE rules. The review is designed to ensure that the reasons for initially adopting the rules continue to exist. In accordance with statute, the SBOE adopted the review of 19 TAC Chapter 74, Curriculum Requirements, determining that the reasons for initially adopting the rules continued to exist.

Agency Contact Person

For information on the state curriculum program, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or George Rislov, Curriculum Division, (512) 463-9581.

Other Sources of Information

The TEA Division of Curriculum website is located at www.tea.state.tx.us/curriculum.

The Texas Essential Knowledge and Skills, 19 TAC Chapters 110-128, are available on-line at www.tea.state.tx.us/teks/index.html.

The commissioner of education's list of early reading instruments is available on-line at www.tea.state.tx.us/reading/ordering/ordering.html.

The *Dyslexia and Related Disorders Handbook* is available on-line at www.tea.state.tx.us/reading/products/dyshdbook2001.pdf.

The *Long-Range Plan for Technology, 1996-2010;* and the *Progress Report on the Long-Range Plan for Technology, 1996-2010* are available on-line at www.tea.state.tx.us/technology/lrpt.

Additional teacher resources are available on-line at www.tea.state.tx.us/resources. Following is a list of curriculum areas and related websites maintained by the agency or former Centers for Educator Development.

- Bilingual/English as a Second Language: www.tea.state.tx.us/curriculum/biling/
- Career and Technology: www.tea.state.tx.us/cte/resources.html
- English Language Arts and Reading: www.texasreading.org
- Fine Arts: www.cedfa.org
- Languages Other Than English: www.sedl.org/loteced/welcome.html
- Mathematics: www.utdanacenter.org/mathtoolkit/
- Science: www.utdanacenter.org/sciencetoolkit/
- Social Studies: www.tea.state.tx.us/ssc/
- Technology Applications: www.tea.state.tx.us/technology/ta/
- Technology Applications Teacher Network: www.techappsnetwork.org

9. Deregulation and Waivers

In past years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of state efforts to enable all students to achieve exemplary levels of performance.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature provided for a new type of school, known as an open-enrollment charter school (Texas Education Code [TEC], Chapter 12, Subchapter D). Subject to fewer state laws than other public schools, charter schools were designed to promote local initiative and capitalize on innovative and creative approaches to educating students. In 1996, the State Board of Education (SBOE) awarded the first charters authorized under TEC, Chapter 12, Subchapter D. The legislature established a separate category of open-enrollment charter schools in 2001 to be operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E). As of September 2006, the SBOE had awarded a total of 260 open-enrollment charters under Subchapter D. Of the 205 active open-enrollment charters granted under Subchapter D, 189 are currently serving students. Eleven of the 260 open-enrollment charters have been revoked, rescinded, or denied renewal; 43 have been returned, have been merged with other charters, or have expired; and one has changed to a public senior college or university charter granted under Subchapter E. Two open-enrollment charters have been granted to a university under TEC, Chapter 12, Subchapter E. Both of these charters are active and are currently operating schools.

Charters typically are awarded by the SBOE for a period of five years, with renewal dependent on performance. The SBOE may award no more than 215 charters, excluding charters granted under TEC, Chapter 12, Subchapter E, which may be granted in unlimited number. Like school districts, charter schools are monitored, accredited, and rated under the statewide testing and accountability system.

In 2001, House Bill 6 transferred responsibility for charter amendments, renewals, and adverse actions from the SBOE to the commissioner of education. In 2001, before the commissioner assumed responsibility for renewals, the SBOE reviewed 18 first-generation charter renewal applications; all were renewed in the spring of 2001. Of the 150 second- and third-generation charters granted, 122 applied for renewal. As of September 2006, 98 had been renewed; 11 had been denied renewal, returned, or merged with other charters; and 13 remained under review by agency staff. Of the 40 fourth-, fifth-, and sixth-generation charters granted, 37 applied for renewal. As of September 2006, 12 had been renewed, and 25 remained under review by agency staff.

State Waivers

In the 2005-06 school year, the commissioner of education granted a combined total of 2,591 expedited and general state waivers (Table 9.1 on page 124). The type of expedited waiver most frequently requested was one allowing a school district or campus to modify its calendar to make additional time available for staff development. In 2005-06, the commissioner approved 645 expedited waivers granting a maximum of three days for general staff development. This accounted for 24.9 percent of all state waivers approved in 2005-06. To encourage staff development related to reading/language arts, mathematics, science, and social studies, the commissioner approved two additional waiver days for staff development. One additional day of staff development was approved for districts requesting to participate in eligible conferences appropriate to individual teaching assignments. A total of 252 waivers were granted for one or more of these additional days for staff development in 2005-06.

The type of general waiver most frequently requested was one allowing a school district to change the date of the first day of instruction for school year 2006-07. The

Table 9.1. State Waivers Approved, 2005-06		
Type of Waiver	Number	Percent
Expedited Waivers		
Staff Development - General	645	24.9
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	226	8.7
Staff Development for Conference Attendance	26	1.0
Modified Schedule - Texas Assessment of Knowledge and Skills	318	12.3
Early Release Days	312	12.0
General Waivers		
Course Requirements - Curriculum	0	<0.1
Course Requirements - Career and Technology Education	7	0.3
Certification	15	0.6
Disciplinary Alternative Education Campus	1	<0.1
Education Home Instruction	0	<0.1
First Day of Instruction for Students	840	32.4
Alternative Education Program Attendance	14	0.5
Student Identification - Gifted and Talented	0	<0.1
Foreign Exchange Students	32	1.2
Pregnancy-Related Service - Break-In-Service	4	0.2
Pregnancy-Related Services - Compensatory Education Home Instruction	19	0.7
Site-Based Decision Making Committee	0	<0.1
Textbooks	103	4.0
Other Miscellaneous	29	1.1
Total Waivers Approved	2,591	100

Note. Waivers approved from 6/1/05 through 5/31/06. Parts may not add to 100 percent because of rounding.

commissioner of education approved 840 waivers for this purpose in 2005-06, compared to 681 the previous year. The increase is related to provisions of TEC §25.0811 prohibiting school districts from beginning instruction earlier than the week in which August 21 occurs.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. A class size waiver may be granted under the following conditions: (a) a district is unable to employ qualified teachers; (b) a district is unable to provide educational facilities; or (c) a district is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to be exceeded by only one or two students in only one section at any grade level on any campus. In the 2005-06 school year, 243 class size waivers were granted (Table 9.2).

TEC §39.112 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption

Table 9.2. Class Size Waivers Approved, 2005-06	
Semester	Number
Fall 2005	129
Spring 2006	114
Total	243

Note. Waivers approved from 06/01/05 through 05/31/06. Totals may include school districts that received class size waivers in both fall and spring of school year 2005-06.

remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. As of October 2006, the number of *Exemplary* districts, excluding charter operators, was 13 (1.3%), and the number of *Exemplary* campuses, excluding charter campuses, was 552 (7.2%).

Education Flexibility Partnership Act (Ed-Flex)

Overview

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs. In exchange, Ed-Flex requires increased accountability for the performance of students.

TEA was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the United States Department of Education (USDE) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April, President Bush signed legislation that allowed USDE to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

Statewide Administrative Waivers

During the 2005-06 school year, the commissioner of education used Ed-Flex authority to continue three statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex without the need for individual application.

Statewide Programmatic Waivers

Title I, Part A, Program—Schoolwide Eligibility

This statewide, programmatic waiver eliminates the poverty requirement for Title I, Part A, schoolwide eligibility. It is available to campuses that are eligible for Title I, Part A, services but do not meet the criteria for percentage of students from low-income families. To apply for this waiver on behalf of a campus, a district must include an Ed-Flex waiver schedule in its Application for Federal Funding. For the 2005-06 school year, the poverty threshold for schoolwide eligibility was 40 percent, and 115 campuses received waivers.

Title I, Part A, Program—Roll Forward

Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. Eight LEAs used this waiver in the 2005-06 school year.

Highly Qualified Teachers and Paraprofessionals Hired Under the Hurricane Katrina Emergency Certificate

This waiver allowed a teacher or paraprofessional hired from out-of-state because of increased student enrollments resulting from Hurricane Katrina to be considered highly qualified for the 2005-06 school year if the teacher: (a) held a valid out-of-state teacher certificate or credential; (b) was issued the Hurricane Katrina Emergency Certificate from the Texas State Board for Educator Certification; and (c) was hired by a sponsoring LEA for the purpose of meeting unanticipated staffing requirements caused by the arrival of new students displaced by Hurricane Katrina. Because the teachers were considered highly qualified, LEAs were not required to notify parents that the teachers may not have met requirements under the No Child Left Behind Act of 2001 for highly qualified teachers, as implemented in Texas. Seventeen school districts hired 87 teachers under this waiver.

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs can also apply for individual programmatic waivers, based on their specific program needs. The state Ed-Flex committee reviews each application and makes a recommendation to the commissioner of education, who makes the final decision regarding approval or denial. Programs for which LEAs receive waivers undergo rigorous evaluation to ensure the waivers do not have negative effects on the students they are intended to benefit.

No LEAs requested individual programmatic waivers for the 2005-06 school year.

Agency Contact Persons

For information on open-enrollment charter schools, contact Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Mary Perry, Charter Schools Division, (512) 463-9575.

For information on general state waivers, contact Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Philip Cochran, Education Services and Waivers Division, (512) 463-9371.

For information on federal Ed-Flex waivers, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Cory Green, No Child Left Behind Program Coordination Division, (512) 463-9374.

Other Sources of Information

For additional information on charter schools, see www.tea.state.tx.us/charter/. For a list of state waivers granted by the commissioner of education, see www.tea.state.tx.us/waivers/granted.html. For additional information on federal Ed-Flex waivers, see www.tea.state.tx.us/edflex/.

10. Expenditures and Staff Hours for Direct Instructional Activities

In 2003, the Texas Legislature amended the Texas Education Code (TEC §39.182 and §44.0071, 2004) to require the Texas Education Agency (TEA) to provide an annual summary of the percentages of expenditures and staff hours used by school districts and charter schools for direct instructional activities in the previous fiscal year.

The percentage of expenditures used by a school district or charter school for direct instructional activities is calculated as the sum of operating expenditures reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures. Total operating expenditures comprise actual financial data reported through PEIMS in function codes 11-61 and expenditure codes 6112-6499; they do not include expenditures reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In fiscal year 2005, 62.6 percent of school district and charter school expenditures statewide were used for direct instructional activities (Table 10.1).

Table 10.1. Expenditures Used for Direct Instructional Activities, Texas Public School Districts and Charter Schools, Fiscal Year 2005

Activity	Expenditures (%)
Instruction	55.8
Instructional Resources and Media Services	1.7
Curriculum Development and Instructional Staff Development	1.8
Guidance and Counseling Services	3.3
Direct Instructional Total	62.6

The percentage of staff hours used by a school district or charter school for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total staff hours. The numbers of hours worked by staff are not reported through PEIMS. For each employee, total hours worked is calculated by multiplying the percentage of the day worked, as reported through PEIMS, times the number of days worked, as reported through PEIMS, times 7 hours. The percentage of an employee's total hours that is used for direct instructional activities is calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In the 2005-06 school year, 63.7 percent of school district and charter school staff hours statewide were used for direct instructional activities (Table 10.2).

Table 10.2. Staff Hours Used for Direct Instructional Activities, Texas Public School Districts and Charter Schools, 2005-06

Activity	Staff Hours (%)
Instruction	58.0
Instructional Resources and Media Services	1.8
Curriculum Development and Instructional Staff Development	0.8
Guidance and Counseling Services	3.1
Direct Instructional Total	63.7

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter school identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter school is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Agency Contact Person

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Rita Chase, Financial Audits Division, (512) 463-9095.

Other Sources of Information

See the *2005-2006 Public Education Information Management System Data Standards, Addendum Version,* at www.tea.state.tx.us/peims/standards/0506/index.html. See the *Financial Accountability System Resource Guide, Update 12.0,* at www.tea.state.tx.us/school.finance/audit/resguide12/.

11. District Reporting Requirements

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections and paper collections. Automated data collections are those in which the data submissions are exclusively electronic. In most instances, districts are given the option to submit paper collections in an electronic format.

There are now several data submissions from school districts that are exclusively electronic. The most extensive of these systems is the Public Education Information Management System (PEIMS), a large-scale data collection designed to meet a number of data submission requirements in federal and state law. PEIMS gathers information about public education organizations, school district finances, staff, and students (Table 11.1). In the 2006-07 school year, there are 149 data elements in PEIMS, the same number as in the previous school year. All reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*.

The PEIMS system and its data requirements are the subject of reviews by two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school districts, regional education service centers (ESCs), and legislative and executive state government offices. The Information Task Force (ITF) prepares technical reviews of proposed changes to PEIMS data standards and reports to the PCPEI. The ITF, which is made up of agency, school district, and ESC staff, conducted sunset reviews of all PEIMS data elements in 1991-92, 1996-97, and 2003-04 to minimize reporting burdens on school districts. A three-year sunset review process was adopted as part of the ongoing responsibilities of the task force.

Another automated data collection maintained by TEA is the Child Nutrition Program Information Management System (CNPIMS), which is designed to meet the administrative data requirements of the National School Lunch, School Breakfast, and After School Snack reimbursement systems. School districts submit information electronically via the Internet, and all reporting requirements for the data elements are documented on-line. Total data requirements vary by school district size, but monthly reimbursement claims require entering only eight fields.

The 21st Century Tracking and Reporting System uses data submitted via the Internet to track student participation in out-of-school activities for the Texas 21st Century Community Learning Centers grant program. Through 122 grants as of August 2006, the system was tracking approximately 207,539 students

Table 11.1. Information Types in the PEIMS[a] Electronic Data Collection

Organizations

- District name and assigned number
- Shared service arrangement types, fiscal agent, and identifying information
- Campus identification and program component information specific to a campus

Staff

- Identification information, including Social Security number and name
- Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
- Employment, including days of service, salary, and experience within the district
- Responsibilities, including the types of work performed, its location, and, in some cases, the time of day

Finances

- Budgeted revenue and expenditures for required funds, functions, objects, organizations, and programs
- Actual revenue and expenditures for required funds, functions, objects, organizations, shared services, and programs

Students

- Identification, including a unique student number, name, and basic demographic information
- Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
- Attendance information for each six-week period and special program participation
- Course completion for Grades 9-12
- Student graduation information
- School leaver information
- Disciplinary actions
- Special Education Restraint
- Title I, Part A

[a]Public Education Information Management System.

from 624 campuses who were being served in 485 school-based learning centers and 11 community-based learning centers. Twenty-three 21st Century Cycle 4 grants were implemented beginning in September 2006. The new grants are expected to add to the system approximately 13,030 students from 104 campuses who are served in 94 school-based learning centers.

TEA also maintains an automated system for ordering textbooks. The Web-based Educational Materials (EMAT) system allows schools to place textbook orders, adjust student enrollments, and update district inventories. In 2006-07, as in the previous school year, there are 100 data elements in the EMAT, and districts have access to 100 reports.

School districts can enter other transactional data directly through the Internet. The Texas Educating Adults Management System (TEAMS) allows users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive, interstate information network for migrant students that allows student data to be shared among school districts serving migrant students. Also, school districts update contact and organizational data through a Web-based application known as AskTED (Texas Education Directory).

Applications for funding and related documentation for a selected set of grant programs can be completed on-line. For example, applications for Carl Perkins funds and some funds managed by the TEA Division of Individuals with Disabilities Education Act (IDEA) Coordination can be completed and submitted via the Internet. In some cases, expenditure reports may be completed on-line.

Many agency grants are now administered through eGrants, a comprehensive web portal that enables submission, tracking, review, and processing of grant applications and the compliance and progress reports associated with grant programs and other grant-related data collections. All grants that can be produced efficiently in electronic format in the time available are considered candidate grants for eGrants. Currently, about 72 percent of candidate grants are administered through eGrants. It is anticipated that approximately 98 percent of all candidate agency grants and 100 percent of compliance reports will be administered through eGrants by the end of 2007. Automation of grants has reduced agency processing time, which in turn has allowed school districts to receive funding more quickly.

TEA uses other collection instruments for information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats allow.

Paper collection requirements are presented on the TEA website, along with a downloadable version of each collection instrument. The on-line compilation replaces the paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The list excludes certain short-term data collections, such as one-time surveys or transitional collection systems. The number of paper collections has been reduced through the addition of Web-based systems, elimination of statutory requirements, and reassignment of functions to other agencies. The 18 paper data collection instruments (Table 11.2) have less than 65 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

Table 11.2. Bulletin 742 Summary, 2006-07

Description	Number
Documents Published on the TEA Bulletin 742 Website	
Business Forms	15
Data Collection Instruments	18
Total	33
Data Collections for 2006-07	
Federal Requirements:	
Title I	4
Special Education	1
State Requirements:	
Bilingual Education	1
Special Education	1
Other	11
Total	18

The Data and Information Review Committee (DIRC) is responsible for conducting a sunset review of all agency data collections. Made up of staff from across the agency, the committee also is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome.

Agency Contact Persons

For information on the Public Education Information Management System (PEIMS), Bulletin 742, the Policy Committee on Public Education Information (PCPEI), the Information Task Force (ITF), and the Data and Information Review Committee (DIRC), contact Criss Cloudt, Associate Commissioner for Accountability and

Data Quality, (512) 463-9701; or Karen Dvorak, Accountability Research Division, (512) 475-3523.

For information on the New Generation System (NGS), contact Pat Meyertholen, No Child Left Behind Program Coordination Division, (512) 463-9374.

For information on the Texas Educating Adults Management System (TEAMS), contact Joanie Rethlake, Harris County Department of Education, (713) 696-0700.

For information on the Child Nutrition Program Information Management System (CNPIMS), contact the CNPIMS help desk at the Texas Department of Agriculture, Food and Nutrition Division, (888) TEX-KIDS.

For information on the Educational Materials (EMAT) system, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Chuck Mayo, Instructional Materials and Educational Technology Division, (512) 463-9601.

For information on the eGrants system, contact Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation, (512) 463-7004; or Ellen Montgomery, Planning and Grant Reporting Division, (512) 463-7004.

For information on the 21st Century Tracking and Reporting System, contact Christi Martin, Senior Advisor for Education Initiatives, (512) 936-6060; or Geraldine Kidwell, High School Completion and Student Support Division, (512) 463-9068.

Other Sources of Information

For additional information on PEIMS, see www.tea.state.tx.us/peims/ and the *2006-2007 Public Education Information Management System Data Standards, Addendum Version,* at www.tea.state.tx.us/peims/standards/0607/. For additional information on Bulletin 742, see www.tea.state.tx.us/data.html.

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of funds administered by TEA are passed from the agency directly to school districts. The agency administered $17.6 billion in public education funds in fiscal year (FY) 2006, or school year 2005-06, and will administer $20.0 billion in FY 2007. Amounts for FY 2007 include an additional $3.8 billion in Foundation School Fund spending authorized under House Bill (HB) 1 by the 79th Texas Legislature (3rd Called Session).

In FY 2007, as in the previous fiscal year, general revenue funds are the primary method of financing and account for the largest portion (72.2%) of total agency funds (Table 12.1). Federal funds make up 19.9 percent of agency funds in FY 2007, and other funds make up the remaining 7.9 percent. General revenue funds make up the largest percentage of the TEA administrative budget in FY 2007 (63.9%) (Table 12.2 on page 134).

TEA will retain very little of the state and federal funds received at the agency in FY 2007; 99.4 percent of state funds and 99.0 percent of federal funds pass through the agency to school districts, charter schools, and regional education service centers (Table 12.3 on page 134).

Actual agency expenditures in 2005-06 and planned expenditures for 2006-07 are linked to the goals and strategies outlined in the agency strategic plan, with expenditures reflected at the strategy level (Table 12.4 on page 135).

Agency Contact Persons

For information on TEA funds and expenditures, contact Adam Jones, Associate Commissioner for Finance and Operations, (512) 463-9437; Shirley Beaulieu, Chief Financial Officer, (512) 463-9189; or Dana Aikman, Budget Director, (512) 463-9189.

Table 12.1. TEA, Method of Financing, 2005-06 and 2006-07

Method of Financing	2005-06	2006-07
General Revenue-Related Funds		
General Revenue Funds:		
General Revenue Fund	$ 366,854,297	$ 224,294,208
Available School Fund	1,539,419,498	1,622,000,000
State Textbook Fund	19,162,176	2,389,999
Foundation School Fund	8,582,674,533	11,406,005,066
Certification and Assessment Fees	21,738,505	20,106,917
General Revenue MOE[a] for Temporary Assistance for Needy Families	2,000,000	2,000,000
Lottery Proceeds	1,045,000,000	1,046,000,000
Subtotal, General Revenue Fund	$ 11,576,849,009	$ 14,322,805,190
General Revenue Dedicated:		
Specialty License Plates	85,576	86,700
Telecommunications Infrastructure Fund	115,000,000	115,000,000
Subtotal, General Revenue Dedicated	$ 115,085,576	$ 115,086,700
Subtotal, General Revenue-Related Funds	$ 11,691,934,585	$ 14,437,891,890
Federal Funds		
Health, Education, and Welfare Fund	3,251,776,466	2,861,962,393
School Lunch Fund	1,058,000,000	1,104,000,000
Other Federal Funds	12,915,777	13,075,480
Subtotal, Federal Funds	$ 4,322,692,243	$ 3,979,037,873
Other Funds		
State Highway Fund	50,000,000	50,000,000
Permanent School Fund	6,877,688	7,151,954
Appropriated Receipts – Attendance Credits, Estimated	1,133,000,000	1,284,000,000
Interagency Contracts	435,556	668,220
Economic Stabilization Fund	397,057,000	228,643,000
Subtotal, Other Funds	$ 1,587,370,244	$ 1,570,463,174
Total, All Methods of Financing	$ 17,601,997,072	$ 19,987,392,937
Total Full Time Equivalents	781.1	797.1

[a]Maintenance of effort.

Other Sources of Information

Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); HB 1, 79th Texas Legislature (3rd Called Session); HB 1, 79th Texas Legislature (1st Called Session); HB 10, 79th Texas Legislature (Regular Session).

Table 12.2. TEA Administrative Budget, 2006-07

Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Fund	$ 50,695,400	37.6
Textbook Fund	2,087,999	1.5
Foundation School Fund	13,271,251	9.8
Certification and Assessment Fees	20,106,917	14.9
Subtotal, General Revenue-Related Funds	$ 86,161,567	63.9
Federal Funds		
Health, Education, and Welfare Fund	37,258,058	27.6
Other Federal Fund	1,968,332	1.5
Subtotal, Federal Funds	$ 39,226,390	29.1
Other Funds		
Permanent School Fund	7,151,954	5.3
Interagency Contracts	668,220	0.5
Economic Stabilization Fund	1,598,602	1.2
Subtotal, Other Funds	$ 9,418,776	7.0
Total, All Methods of Financing	$ 134,806,733	100.0

Note. Amounts do not include fringe benefits.

Table 12.3. State and Federal Funds Appropriated to TEA and Passed Through to School Districts, Education Service Centers, and Education Providers, 2006-07

Source of Funds	Amount	Percent
State Funds		
Administrative Budget	$ 95,580,343	0.6
State Funds Passed Through	15,912,774,721	99.4
Total State Funds	$ 16,008,355,064	100.0
Federal Funds		
Administrative Budget	39,226,390	1.0
Federal Funds Passed Through	3,939,811,483	99.0
Total Federal Funds	$ 3,979,037,873	100.0

Table 12.4. Expenditures Under TEA Goals and Strategies, 2005-06 and 2006-07		
Goals and Strategies	2005-06	2006-07
A. Goal: Program Leadership		
To fulfill the promise for all Texas children, TEA will provide program leadership to the state public education system, ensuring all students achieve the state's public education goals and objectives.		
A.1.1. Strategy: Foundation School Program – Equalized Operations Ensure all Texas students graduate from high school with a world-class education funded by an efficient and equitable school finance system; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	$ 11,829,397,384	$ 14,416,868,970
A.1.2. Strategy: Foundation School Program – Equalized Facilities Operate an equalized school facilities program by ensuring the allocation of a guaranteed yield for existing debt and disbursing facilities funds.	765,000,000	774,000,000
A.2.1. Strategy: Student Success Build the capacity of school districts to ensure that all Texas students have the skills they need to succeed; that all third grade and fifth grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	494,239,066	486,493,560
A.2.2. Strategy: Achievement of Students at Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all at-risk students graduate from high school with a world-class education.	1,672,075,096	1,321,071,531
A.2.3. Strategy: Students with Disabilities Develop and implement programs that ensure all students with disabilities graduate from high school with a world-class education.	944,128,213	935,778,508
A.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs. Develop and implement the support programs necessary for all students to graduate from high school with a world-class education.	146,513,160	250,068,643
A.2.5. Strategy: Adult Education and Family Literacy Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.	73,354,673	62,951,575
Subtotal, Goal A	$ 15,924,707,592	$ 18,247,232,787

Source. Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); House Bill 1, 79th Texas Legislature (3rd Called Session); House Bill 1, 79th Texas Legislature (1st Called Session); House Bill 10, 79th Texas Legislature (Regular Session).

continues

Table 12.4. Expenditures Under TEA Goals and Strategies, 2005-06 and 2006-07 (continued)		
Goals and Strategies	2005-06	2006-07
B. Goal: Operational Excellence		
TEA will fulfill the promise for all Texas children through challenging assessments, supportive school environments, and high standards of student, campus, district, and agency performance.		
B.1.1. Strategy: Assessment and Accountability System The state's assessment and accountability systems will continue to provide a basis for evaluation and reporting the extent to which students, campuses, and districts achieve high standards.	$ 86,886,209	$ 94,997,650
B.2.1. Strategy: Educational Technology Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	42,923,497	23,222,333
B.2.2. Strategy: Safe Schools Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to graduate from high school with a world-class education.	48,748,335	45,689,930
B.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	1,071,745,000	1,117,745,000
B.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to ensure that students have the basic education skills they need to contribute to their families, communities, and the world.	57,569,745	59,425,745
B.3.1. Strategy: Improving Teacher Quality Ensure educators have access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Ensure that the regional education service centers facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	272,354,599	264,272,759
B.3.2. Strategy: Agency Operations Develop and implement efficient and effective business processes and operations that support the state's goals for public education and ensure all Texas students graduate from high school with a world-class education.	44,192,738	63,526,135
B.3.3. Strategy: Central Administration Provide efficient agency administration to support the Commissioner of Education as the educational leader of the state.	11,530,693	12,975,985
B.3.4. Strategy: Information Systems – Technology TEA will purchase, develop, and implement information systems that support students, educators, and stakeholders.	21,476,695	23,113,753
Subtotal, Goal B	$ 1,657,427,512	$ 1,704,969,290

Source. Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); House Bill 1, 79th Texas Legislature (3rd Called Session); House Bill 1, 79th Texas Legislature (1st Called Session); House Bill 10, 79th Texas Legislature (Regular Session).

continues

Table 12.4. Expenditures Under TEA Goals and Strategies, 2005-06 and 2006-07 (continued)		
Goals and Strategies	2005-06	2006-07
C. Goal: Educator Certification (State Board for Educator Certification)		
The State Board for Educator Certification will ensure the highest level of educator preparation and practice to achieve student excellence.		
C.1.1. Strategy: Educator Quality and Credentialing Build the capacity of the Texas public education system through the review of educator preparation programs and the credentialing of qualified educators.	$ 3,423,871	$ 4,814,883
C.1.2. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state.	13,142,537	11,480,000
C.1.3. Strategy: Retention, Recruitment Reduce the teacher shortage through the creation and expansion of preparation programs and the support of beginning educators.	86,549	15,083,943
C.1.4. Strategy: Educator Professional Conduct Implement measures to ensure all educators engage in high levels of professional conduct.	3,209,011	3,812,034
Subtotal, Goal C	$ 19,861,968	$ 35,190,860
Total, All Goals and Strategies	$ 17,601,997,072	$ 19,987,392,937

Source. Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); House Bill 1, 79th Texas Legislature (3rd Called Session); House Bill 1, 79th Texas Legislature (1st Called Session); House Bill 10, 79th Texas Legislature (Regular Session).

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education (SBOE) in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters were to be subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation.

The majority of charters have been in operation for six years or less. Although most charters have only one campus, some operate several campuses. As of September 2006, there were 207 open-enrollment charters with 359 approved charter campuses. Charter enrollment is relatively small, compared to enrollment in traditional school districts. In 2005-06, a total of 70,904 students (approximately 1.6% of enrollment statewide) were enrolled in charters, with an average campus enrollment of 218 students.

Charters are held accountable under the state testing and accountability system. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. Beginning in 2004, charters, as well as the campuses they operated, were rated. Charters were rated under school district rating criteria based on aggregate performance of the campuses operated by each charter.

Charter campuses that serve predominantly students identified as at risk of dropping out of school have the option to register to be rated under alternative education accountability (AEA) procedures. In the 2005-06 school year, approximately 50.2 percent of charter campuses were registered under AEA. By comparison, approximately 3.4 percent of school district campuses were registered under the AEA procedures. Charter campuses registered as alternative education campuses received ratings in 2006 of either *AEA: Academically Acceptable* or *AEA: Academically Unacceptable*.

In 2001, the 77th Texas Legislature required that the performance of charters on the academic excellence indicators (TEC §39.051(b)) be reported in comparison to the performance of school districts. In addition, the legislature required that the performance of charters enrolling predominantly students at risk of dropping out of school (TEC §29.081(d)) be compared with that of school districts.

In the analyses that follow, charter campuses that report at least 51.0 percent of students as being at risk of dropping out of school are referred to as "at-risk charters." Conversely, charter campuses that report fewer than 51.0 percent of students as at-risk are referred to as "not at-risk charters." Traditional school districts are referred to as "school districts."

Texas Assessment of Knowledge and Skills (TAKS) passing standards, developed by panels of educators and other citizens and adopted in fall 2002 by the SBOE, were phased in over a three-year period. In 2005, students in Grades 3-10 were required to achieve the panel-recommended standard, and Grade 11 students were required to meet expectations at 1 standard error of measurement (SEM) below the panel-recommended standard. In 2006, all students in Grades 3-11 were required to achieve the panel-recommended standard on all TAKS tests, except the Grade 8 science test. The TAKS science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 SEM below the panel-recommended standard. The test will not be used in the accountability system until 2008, when the passing standard reaches the panel-recommended standard.

In this chapter, 2005 and 2006 TAKS results for all tests, except Grade 8 science, are presented at the panel-recommended standard. Results for Grade 8 science are presented separately at the 2 SEM standard but are not included in results summed across all grades tested in science or results for all tests taken. The Grade 8 test results will be included in these aggregate measures when the test becomes part of the accountability system in 2008. Grade 11 results for 2005 were converted from the 1 SEM standard to the panel-recommended standard to allow for comparison with 2006 results. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

Note. Please refer to Chapter 1 on the Academic Excellence Indicators and Chapter 2 on Student Performance for definitions and descriptions of indicators used. In addition, Chapter 9 on Deregulation and Waivers contains information on the inception and growth of charters.

TAKS Performance

State Summary

The passing rates for charter school students taking the English-version TAKS increased in all subject areas from 2005 to 2006 (Table 13.1). Overall, the largest increase was in science among at-risk charters, up 11 percentage points to 41 percent. Nevertheless, across all TAKS subject areas in 2006, passing rates for at-risk charters were lower than those for not at-risk charters and school districts. Not at-risk charters had higher passing rates in reading, mathematics, and social studies than school districts.

In reading/English language arts (ELA), across all grades tested, the passing rate for at-risk charters was 74 percent in 2006, and the rate for not at-risk charters was 88 percent (Table 13.1). The rate for school districts was 1 percentage point lower than the rate for not at-risk charters. Notably, in Grades 6-9, the passing rates for not at-risk charters were 2 to 7 percentage points higher than those for school districts (Table 13.2). In Grade 10, ELA passing rates increased from the previous year by 22 percentage points each for at-risk and not at-risk charters and by 17 percentage points for school districts.

In mathematics, across all grades tested, the passing rate for not at-risk charters in 2006 increased 7 percentage points from the previous year to 77 percent (Table 13.1). Among not at-risk charters, the greatest improvements were in Grades 8 and 9, up 12 and 13 percentage points, respectively (Table 13.2). Not at-risk charters had higher passing rates than school districts in Grades 6-9. Among at-risk charters, the greatest improvements were in Grade 6 (13 percentage points) and Grades 7 and 11 (12 percentage points each).

In writing, across all grades tested, the passing rate for at-risk charters in 2006 increased 6 percentage points from the previous year to 83 percent (Table 13.1). The rate for school districts was 3 percentage points higher than that for not at-risk charters and 9 percentage points higher than that for at-risk charters.

In science, across Grades 5, 10, and 11, the passing rate for at-risk charters in 2006 increased 11 percentage points from the previous year to 41 percent (Table 13.1). The rate for not at-risk charters increased 9 percentage points to 65 percent. The largest increase was in Grade 5 among at-risk charters, up 17 percentage points (Table 13.2). In Grade 8, the passing rate for not at-risk charters was 6 percentage points higher than the rate for school districts. As discussed earlier in this chapter, results for Grade 8 science are presented separately at the 2 SEM standard but are not included in results summed across all grades tested in science or results for all tests taken.

In social studies, across all grades tested, the passing rate for not at-risk charters in 2006 was 88 percent, compared to 87 percent for school districts (Table 13.1). In Grade 8, the passing rate for not at-risk charters (90%) was 6 percentage points higher than the rate for school districts (84%) (Table 13.2).

Analyses by grade and subject of the performance of students in at-risk and not at-risk charters on the Spanish-version TAKS is limited by the small numbers of students taking the tests (Table 13.3 on page 142).

TAKS Performance by Student Group

Across student groups in at-risk and not at-risk charters, TAKS subject-area passing rates generally increased between 2005 and 2006 (Table 13.4 on page 143). Gains in both types of charters were largest in science. In at-risk charters, science passing rates increased by

Table 13.1. English-Version TAKS Passing Rates (%), by Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2005 and 2006

	At-Risk Charters[a]			Not At-Risk Charters			School Districts[b]		
Subject	2005	2006	Change, 2005 to 2006	2005	2006	Change, 2005 to 2006	2005	2006	Change, 2005 to 2006
Reading/ELA[c]	65	74	9	84	88	4	83	87	4
Mathematics	41	49	8	70	77	7	71	75	4
Writing	77	83	6	88	89	1	90	92	2
Science	30	41	11	56	65	9	63	71	8
Social Studies	67	70	3	85	88	3	87	87	0
All Tests Taken	34	42	8	61	70	9	62	68	6

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject. In 2005 and 2006, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science and Grade 11. The TAKS science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 SEM (standard error of measurement) below the panel-recommended standard. Results for Grade 8 science are not included in results summed across all grades tested in science or results for all tests taken. The Grade 8 test results will not be included in these aggregate measures until 2008, when the passing standard reaches the panel-recommended standard, and the test becomes part of the accountability system. The passing standard for Grade 11 in 2005 was 1 SEM below the panel-recommended standard, but data for that year include Grade 11 at the panel-recommended standard to allow for comparison with 2006 data.

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]English language arts.

Table 13.2. English-Version TAKS Passing Rates (%), by Grade and Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2005 and 2006

	At-Risk Charters[a]			Not At-Risk Charters			School Districts[b]		
Subject	2005	2006	Change, 2005 to 2006	2005	2006	Change, 2005 to 2006	2005	2006	Change, 2005 to 2006
Grade 3									
Reading	76	77	1	84	74	-10	89	90	1
Mathematics	61	66	5	71	70	-1	83	83	0
Grade 4									
Reading	63	69	6	74	77	3	80	84	4
Mathematics	57	68	11	68	74	6	82	85	3
Writing	74	79	5	83	86	3	91	92	1
Grade 5									
Reading	60	68	8	69	77	8	76	81	5
Mathematics	61	67	6	68	77	9	80	83	3
Science	43	60	17	53	63	10	65	76	11
Grade 6									
Reading	76	88	12	88	94	6	86	92	6
Mathematics	55	68	13	74	85	11	73	81	8
Grade 7									
Reading	72	69	-3	88	87	-1	82	80	-2
Mathematics	47	59	12	74	80	6	65	72	7
Writing	79	87	8	92	93	1	89	91	2
Grade 8									
Reading	75	76	1	89	90	1	84	85	1
Mathematics	40	51	11	65	77	12	62	69	7
Science	n/a[c]	59	n/a	n/a	79	n/a	n/a	73	n/a
Social Studies	73	73	0	88	90	2	86	84	-2
Grade 9									
Reading	67	76	9	87	93	6	83	89	6
Mathematics	23	27	4	61	74	13	59	59	0
Grade 10									
English Language Arts	41	63	22	63	85	22	69	86	17
Mathematics	21	28	7	53	60	7	60	63	3
Science	20	30	10	53	63	10	55	62	7
Social Studies	63	61	-2	80	80	0	85	84	-1
Grade 11									
English Language Arts	59	67	8	80	86	6	88	89	1
Mathematics	34	46	12	62	73	11	73	79	6
Science	36	44	8	66	73	6	72	76	4
Social Studies	70	79	9	87	92	5	92	95	3

Note. In 2005 and 2006, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science and Grade 11. The Grade 8 science test was administered for the first time in 2006, and the passing standard was 2 SEM (standard error of measurement) below the panel-recommended standard. The passing standard for Grade 11 in 2005 was 1 SEM below the panel-recommended standard, but data for that year are presented at the panel-recommended standard to allow for comparison with 2006 data.

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Not applicable.

14 percentage points for Hispanic students and by 17 percentage points for white students. In not at-risk charters, science passing rates increased by 13 percentage points for African American students and by 16 percentage points for economically disadvantaged students. In 2006, African American, Hispanic, and economically disadvantaged students in not at-risk charters had passing rates in reading/ELA, mathematics, and social studies that were higher than the rates for the same student groups in school districts.

Progress of Prior Year TAKS Failers

In reading/ELA, the 2006 TAKS passing rate for students who failed the test the previous year was 50 percent in not at-risk charters, compared to 51 percent in school districts (Table 13.5 on page 144). In mathematics, the passing rate for prior year TAKS failers in not at-risk charters was 37 percent, 5 percentage points higher than the rate in school districts.

Table 13.3. Spanish-Version TAKS Passing Rates (%), by Grade and Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2005 and 2006

Subject	At-Risk Charters[a] 2005	At-Risk Charters[a] 2006	At-Risk Charters[a] Change, 2005 to 2006	Not At-Risk Charters 2005	Not At-Risk Charters 2006	Not At-Risk Charters Change, 2005 to 2006	School Districts[b] 2005	School Districts[b] 2006	School Districts[b] Change, 2005 to 2006
Grade 3									
Reading	69	74	5	c	c	d	75	76	1
Mathematics	51	63	12	c	c	d	68	70	2
All Tests Taken	42	53	11	c	c	d	54	56	2
Grade 4									
Reading	63	82	19	c	c	d	69	76	7
Mathematics	32	73	41	c	c	d	65	70	5
Writing	79	87	8	c	c	d	88	90	2
All Tests Taken	24	60	36	c	c	d	56	63	7
Grade 5									
Reading	63	81	18	c	c	d	60	65	5
Mathematics	42	64	22	c	c	d	45	49	4
Science	13	21	8	c	c	d	24	32	8
All Tests Taken	5	13	8	c	c	d	13	16	3
Grade 6									
Reading	c	83	d	c	c	d	61	67	6
Mathematics	c	67	d	c	c	d	46	54	8
All Tests Taken	c	50	d	c	c	d	43	51	8

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Fewer than five students were in the accountability subset. [d]Student scores not available to compute change.

State Assessment Participation

In 2006, 95.8 percent of all students in at-risk charters and 98.5 percent of all students in not at-risk charters took the TAKS, the State-Developed Alternative Assessment II (SDAA II), or the TAKS–Inclusive (TAKS-I), compared to 97.1 percent of all students in school districts (Figure 13.1 on page 144).

SDAA II measures the academic progress of students in Grades 3-10 who are served in special education programs and who are receiving instruction in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. First administered in 2005, SDAA II is a revision of the original SDAA. It assesses more of the Texas Essential Knowledge and Skills (TEKS), the state curriculum, than did SDAA and asks questions in more authentic ways to better reflect good instructional practice and more accurately measure student learning. SDAA II assesses reading in Grades 3-9, mathematics in Grades 3-10, writing in Grades 4 and 7, and ELA in Grade 10. Students enrolled in Grade 10 who are receiving instruction below grade level in ELA may take separate reading and writing tests.

New in 2006, the TAKS-I provides testing to students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11, the exit level. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students in special education programs by excluding embedded field-test items, using larger type, and presenting fewer questions per page. TAKS-I test results were not used in determining ratings for 2006.

Test participation is divided into two categories, based on accountability status. Results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on the TAKS or SDAA II; and (b) the students were enrolled in the same districts or charters on the date of testing as they were on the last Friday in October. Results for students who met one or more of the following criteria were not used in determining accountability ratings: (a) the students were mobile—they moved from one district or charter to another between the last Friday in October and the date of testing; (b) the students were tested exclusively on assessments administered for the first time in 2006—the TAKS-I or the Grade 8 Science TAKS; or (c) the students were displaced because of Hurricane Katrina or Hurricane Rita.

Because students attending charters tend to be a more mobile population, the percentage whose test results are excluded when determining accountability ratings is generally higher for charters than for school districts. In 2006, test results for 35.3 percent of all students in

Table 13.4. English-Version TAKS Passing Rates (%), by Subject and Student Group, At-Risk Charters, Not At-Risk Charters, and School Districts, 2005 and 2006

	At-Risk Charters[a]			Not At-Risk Charters			School Districts[b]		
Group	2005	2006	Change, 2005 to 2006	2005	2006	Change, 2005 to 2006	2005	2006	Change, 2005 to 2006
Reading/ELA[c]									
African American	63	70	7	77	83	6	77	82	5
Hispanic	64	74	10	83	88	5	77	82	5
White	70	80	10	91	94	3	91	94	3
Economically Disadvantaged	64	73	9	79	85	6	76	81	5
Mathematics									
African American	42	46	4	60	67	7	56	61	5
Hispanic	40	51	11	70	79	9	63	68	5
White	41	48	7	78	83	5	83	86	3
Economically Disadvantaged	42	50	8	65	75	10	62	67	5
Writing									
African American	79	84	5	85	86	1	86	89	3
Hispanic	75	83	8	88	90	2	87	89	2
White	78	81	3	91	91	0	94	95	1
Economically Disadvantaged	76	83	7	85	88	3	86	88	2
Science									
African American	28	31	3	40	53	13	46	55	9
Hispanic	26	40	14	49	59	10	50	59	9
White	46	63	17	74	80	6	79	86	7
Economically Disadvantaged	28	39	11	42	58	16	48	58	10
Social Studies									
African American	61	64	3	81	85	4	81	82	1
Hispanic	67	69	2	82	86	4	81	81	0
White	80	82	2	91	91	0	94	94	0
Economically Disadvantaged	66	68	2	82	85	3	79	80	1

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject. In 2005 and 2006, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science and Grade 11. The TAKS science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 SEM (standard error of measurement) below the panel-recommended standard. Results for Grade 8 science are not included in results summed across all grades tested in science or results for all tests taken. The Grade 8 test results will not be included in these aggregate measures until 2008, when the passing standard reaches the panel-recommended standard, and the test becomes part of the accountability system. The passing standard for Grade 11 in 2005 was 1 SEM below the panel-recommended standard, but data for that year include Grade 11 at the panel-recommended standard to allow for comparison with 2006 data.

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]English language arts.

at-risk charters and 16.1 percent of all students in not at-risk charters were excluded for accountability purposes, compared to 7.8 percent of all students in school districts. The percentages of all students in at-risk and not at-risk charters whose test results were included for accountability purposes (60.5% and 82.4%, respectively) increased over the previous year but were still lower than the percentage in school districts (89.3%).

Grade 7-12 Annual Dropout Rates

In 2004-05, Grade 7-12 annual dropout rates for all student groups were considerably higher in at-risk and not at-risk charters than school districts (Table 13.6 on page 145). Hispanic students in not at-risk charters had the highest rate, at 4.4 percent.

Completion Rates

The class of 2005 longitudinal graduation rate of 83.6 percent for school districts was much higher than the rate for not at-risk charters (52.1%) or for at-risk charters (39.6%) (Table 13.7 on page 145). Large percentages of students in both types of charters continued to attend school after their expected graduation date. The class of 2005 longitudinal dropout rate for not at-risk charters was 13.5 percent, more than twice the rate for school districts (5.4%). The rate for at-risk charters was 9.8 percent.

Student Attendance

The 2004-05 attendance rate for not at-risk charters (95.5%) was slightly lower than the rate for school

Table 13.5. Progress of Prior Year TAKS Failers (%), Reading/ELA[a] and Mathematics, At-Risk Charters, Not At-Risk Charters, and School Districts, 2006

TAKS Performance	At-Risk Charters[b]	Not At-Risk Charters	School Districts[c]
Pass Reading/ELA	43	50	51
Pass Mathematics	24	37	32

Note. Results for this TAKS accountability indicator are summed across Grades 4-11. In 2005 and 2006, the TAKS passing standard in reading/ELA and mathematics was the panel-recommended standard for all grades, except Grade 11. The passing standard for Grade 11 was 1 standard error of measurement (SEM) below the panel-recommended standard in 2005 and the panel-recommended standard in 2006.

[a]English language arts. [b]Charters with 51.0 percent or more of students at risk of dropping out of school. [c]Excludes charters.

districts (95.7%). The attendance rate for at-risk charters was 90.2 percent.

Advanced Courses

In 2004-05, 21.0 percent of students in Grades 9-12 in not at-risk charters completed at least one advanced course, compared to 20.3 percent in school districts (Table 13.8). The advanced-course completion rate for students in at-risk charters was 5.3 percent. Across student groups, the difference in rates between not at-risk charters and school districts was largest for economically disadvantaged students (3.8 percentage points).

Recommended High School Graduation Plan (RHSP)

For the class of 2005, 57.5 percent of students in not at-risk charters met the requirements for the RHSP. In school districts, the rate for the class of 2005 was 73.3 percent. In at-risk charters, 27.2 percent of the class of 2005 met the requirements for the RHSP.

College Admissions Tests

In not at-risk charters, the percentage of graduates who took either the SAT or the ACT was 64.4 percent for the class of 2005. In school districts, the participation rate was 66.6 percent. In at-risk charters, only 9.3 percent of graduates participated.

Of examinees in the class of 2005, 28.9 percent of students in not at-risk charters scored at or above criterion on either test, 1.5 percentage points higher than the 27.4 percent in school districts. Criterion on

Figure 13.1. TAKS and SDAA Participation, At-Risk Charters, Not At-Risk Charters, and School Districts, 2005 and 2006

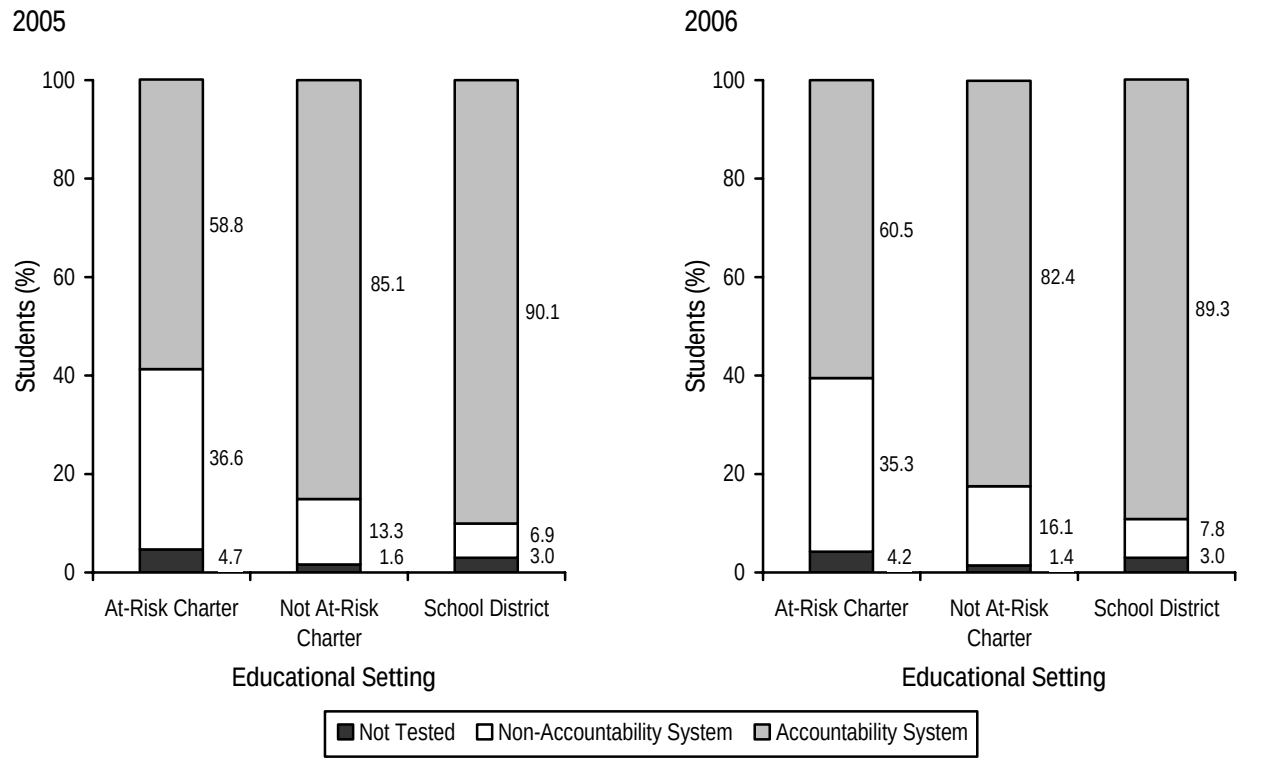


Table 13.6. Annual Dropout Rates (%), Grades 7-12, by Student Group, At-Risk Charters, Not At-Risk Charters, and School Districts, 2004-05

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
African American	2.7	2.2	0.9
Hispanic	2.7	4.4	1.2
White	2.3	1.5	0.4
Econ. Disad.[c]	2.1	2.2	0.8
State	2.6	2.7	0.8

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Economically disadvantaged.

the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24. In at-risk charters, 13.6 percent of students scored at or above criterion. In not at-risk charters, the average SAT combined score for the class of 2005 was 994, and the average ACT composite score was 19.7. In school districts, the class of 2005 had an average SAT combined score of 992 and an average ACT composite score of 20.0. The average SAT combined score in at-risk charters was 869, and the average ACT composite score was 16.9.

Table 13.7. Longitudinal Completion Rates (%), Grades 9-12, At-Risk Charters, Not At-Risk Charters, and School Districts, Class of 2005

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
Graduated	39.6	52.1	83.6
Continued High School	36.8	26.1	7.7
Received GED[c]	13.9	8.3	3.3
Dropped Out	9.8	13.5	5.4

Note. Parts may not add to 100 percent because of rounding.

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]General Educational Development certificate.

Table 13.8. Advanced Course Completion Rates (%), by Student Group, At-Risk Charters, Not At-Risk Charters, and School Districts, 2004-05

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
African American	3.7	11.1	13.7
Hispanic	5.7	17.7	15.9
White	6.2	26.3	25.1
Econ. Disad.[c]	6.4	17.8	14.0
State	5.3	21.0	20.3

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Economically disadvantaged.

Agency Contact Persons

For information on charters, contact Dr. Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Mary Perry, Charter Schools Division, (512) 463-9575.

Other Sources of Information

Accountability ratings and Academic Excellence Indicator System (AEIS) performance reports and profiles for each charter operator and charter campus are available from each charter, the Division of Communications at (512) 463-9000, or online at www.tea.state.tx.us/perfreport/. This website also provides access to the AEIS Glossary, which describes each item on the AEIS reports.

14. Character Education

Texas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) to maintain a list of these programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- stress positive character traits;
- use integrated teaching strategies;
- be age-appropriate; and
- be approved by a district committee.

Since June 2002, TEA has conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of these programs on student discipline and academic achievement. TEA designates campuses as Character Plus Schools based on responses to the survey.

For the 2005-06 school year, 359 Texas school districts or charters (approximately 29%) responded to the survey. Over 86 percent of districts and charters completing the survey reported having character education programs (Table 14.1). A total of 1,931 campuses in these districts and charters had programs meeting the Character Plus criteria, and 443 campuses had programs not meeting the criteria. About 14 percent of survey respondents reported not having character education programs.

Table 14.1. School District and Charter Implementation of Character Education Programs, 2005-06

	Participation	
Program	Number	Percent
Character Plus Program	236	65.7
Other Character Education Program	74	20.6
No Character Education Program	49	13.7

Source. TEA survey of school districts and charters.

Note. The total number of respondents was 359.

Districts and charters that reported implementing character education programs were asked if the programs had effects on academic achievement and student discipline. Nearly 55 percent reported improved standardized tests scores, and about 47 percent reported improved local grades (Table 14.2). Almost 72 percent reported fewer discipline referrals, and over 42 percent reported improved attendance.

Table 14.2. Effects of Character Education Programs, 2005-06

Measure	Response (%)
Improved Standardized Test Scores	54.5
Improved Local Grades	46.8
Fewer Discipline Referrals	71.6
Improved Attendance	42.3
Other Effects	20.3

Source. TEA survey of school districts and charters.

Note. The total number of respondents was 310. Respondents could choose more than one item.

Agency Contact Persons

For information about Character Plus Schools or character education programs, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or George Rislov, Curriculum Division, (512) 463-9581.

Other Sources of Information

See the criteria for Character Plus Schools, as defined by TEC §29.906, and the lists of Character Plus Schools for school years 2001-02 through 2005-06 at www.tea.state.tx.us/curriculum/charplus.html.

Compliance Statement

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

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

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

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

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

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

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

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

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