



# 2008 Comprehensive Annual Report on Texas Public Schools



A Report to the 81<sup>st</sup> Legislature from the Texas Education Agency







# TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott  
Commissioner

December 1, 2008

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 *2008 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, 2008, at [www.tea.state.tx.us/reports/](http://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 15 chapters on the following topics:

- state performance on the academic excellence indicators;
- student performance on state assessments;
- students in disciplinary alternative education settings;
- performance of students at risk of dropping out of school;
- secondary school completion and 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 in comparison to school districts;
- character education programs; and
- student health and physical activity.

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

Respectfully submitted,

Robert Scott  
Commissioner of Education



**2008**  
**Comprehensive**  
**Annual Report on**  
**Texas Public Schools**

**A Report to the 81st Legislature**  
**from the Texas Education Agency**

**December 2008**

# Project Staff

## **Texas Education Agency**

Robert Scott, Commissioner of Education

Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

## **Department of Assessment, Accountability, and Data Quality**

Criss Cloudt, Associate Commissioner

## **Office of Data Development, Analysis, and Research**

Patricia Sullivan, Deputy Associate Commissioner

## **Division of Accountability Research**

Linda Roska, Director

Richard Kallus, Amanda Callinan, and Cristina Everett, Editorial Staff

## **Additional Acknowledgements**

Special thanks to all Texas Education Agency staff who contributed to this report.

**Citation.** Texas Education Agency. (2008). *2008 comprehensive annual report on Texas public schools* (Document No. GE09 601 03). Austin, TX: Author.

For general information about this report, contact the Texas Education Agency Division of Accountability Research, at (512) 475-3523, or the Department of Assessment, 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/](http://www.tea.state.tx.us/reports/).

**Copyright © Notice.** The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: [copyrights@tea.state.tx.us](mailto:copyrights@tea.state.tx.us).

Texas Assessment of Academic Skills (TAAS™) and Texas Assessment of Knowledge and Skills (TAKS™) are either registered trademarks or trademarks of the Texas Education Agency. Advanced Placement Program®, AP®, and SAT® are registered trademarks of the College Entrance Examination Board. ACT Assessment® is a registered trademark of the ACT, Inc. FITNESSGRAM® is a registered trademark of The Cooper Institute. Other product and company names mentioned in this report may be the trademarks of their respective owners.

# Contents

|                                                                           |     |
|---------------------------------------------------------------------------|-----|
| Executive Summary .....                                                   | v   |
| 1. Academic Excellence Indicators .....                                   | 1   |
| 2. Student Performance .....                                              | 21  |
| 3. Disciplinary Alternative Education Programs .....                      | 53  |
| 4. Performance of Students At Risk of Dropping Out of School.....         | 57  |
| 5. Student Dropouts .....                                                 | 63  |
| 6. Grade-Level Retention.....                                             | 73  |
| 7. District and Campus Performance .....                                  | 83  |
| 8. Status of the Curriculum .....                                         | 121 |
| 9. Deregulation and Waivers.....                                          | 133 |
| 10. Expenditures and Staff Hours for Direct Instructional Activities..... | 137 |
| 11. District Reporting Requirements .....                                 | 139 |
| 12. Agency Funds and Expenditures .....                                   | 143 |
| 13. Performance of Open-Enrollment Charters .....                         | 147 |
| 14. Character Education.....                                              | 155 |
| 15. Student Health and Physical Activity .....                            | 157 |



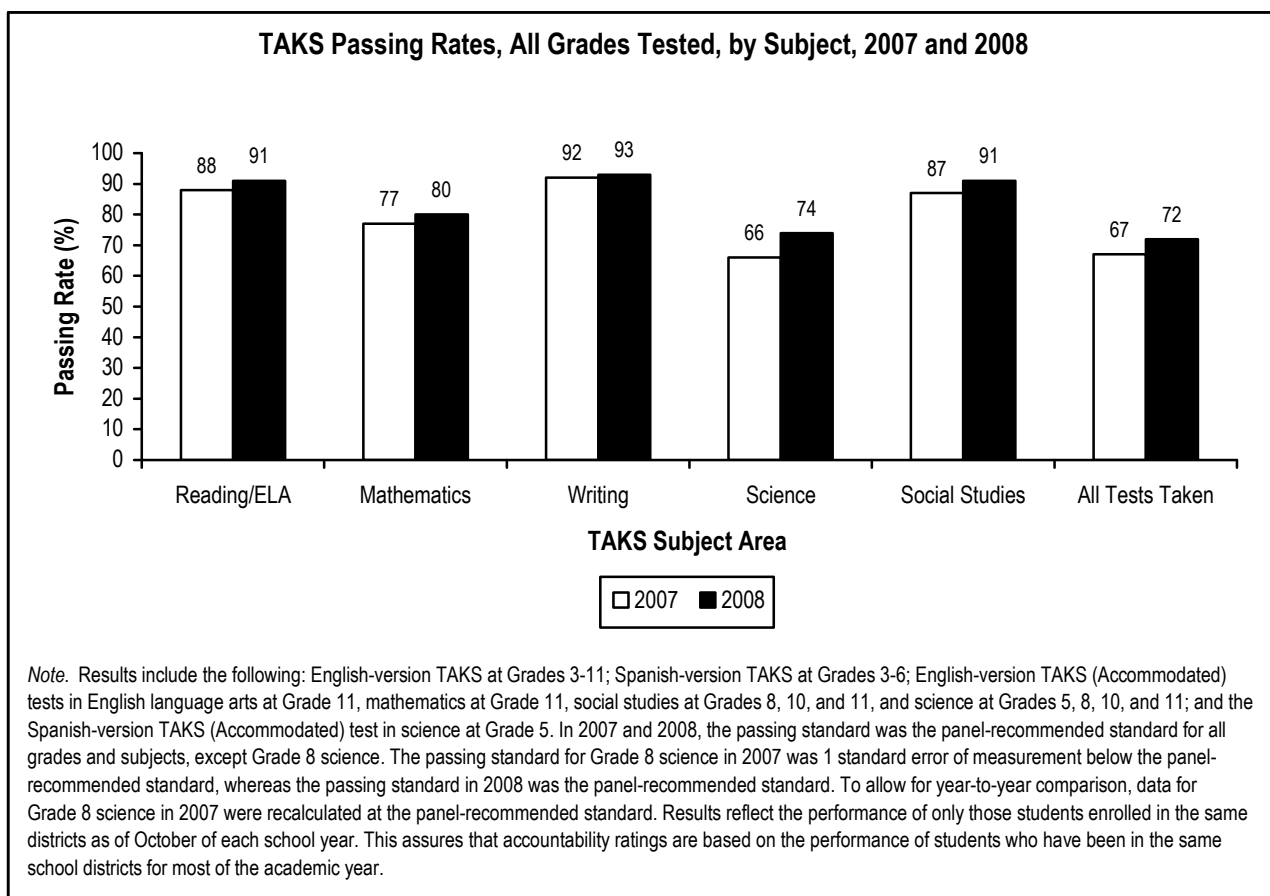


# Executive Summary

Following are highlights of the 2008 *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. Spanish-language versions of the

TAKS tests are available at Grades 3-6. TAKS (Accommodated) is a general assessment available to students served by special education programs who require specific accommodations. Beginning in 2008, TAKS (Accommodated) was incorporated in the state accountability system for selected grades and subjects. All TAKS (Accommodated) grades and subjects will be integrated in the ratings system in 2010. TAKS-Alternate (TAKS-Alt) is an assessment based on alternate academic achievement standards and designed for students with significant cognitive disabilities. TAKS-Modified (TAKS-M) is an alternate assessment based on modified achievement standards designed for students who receive modified instruction in the Texas Essential Knowledge and Skills, but for whom the TAKS, TAKS (Accommodated), and TAKS-Alt are not appropriate measures of academic progress. TAKS-M was administered for the first time in the spring of 2008, but only to



selected grades and subjects. The 2008-09 school year will be the first year TAKS-M is administered to all grades and subjects.

- ◆ TAKS passing standards were developed in summer 2002 by panels of educators and other interested citizens convened by the Texas Education Agency (TEA). The State Board of Education approved a plan to phase in the panel-recommended standards over a three-year period. Starting in school year 2005-06, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. This test was administered for the first time in 2006, and standards for student performance were phased in over a three-year period. For the first time in 2008, the Grade 8 science assessment was included in TAKS assessments evaluated for accountability ratings.
- ◆ The percentage of all students, Grades 3-11 combined, passing each of the TAKS subject area tests separately was higher than that in 2007. Texas students passed the writing test at a rate of 93 percent. The passing rate for both social studies and reading/ELA was 91 percent. In mathematics, 80 percent of all students passed the TAKS assessment. In science, 74 percent of students met the standard.
- ◆ The TAKS program includes a commended performance standard that indicates academic achievement considerably above the passing standard. In 2008, at least one-third of all Grade 3-11 students tested achieved commended performance on three of the subject area tests (reading/ELA, writing, and social studies). Compared to 2007, the percentages of students achieving commended performance in 2008 increased by 3 percentage points on all tests taken and up to 9 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 or were equal to 2007 rates on all tests taken and in every subject area tested. Passing rates were highest in writing, ranging from 90 percent for African American and economically disadvantaged students to 96 percent for White students. All student groups had lower passing rates on the mathematics and science tests than on other subject area tests.
- ◆ Under the TAKS assessment program, exit-level tests required for graduation are administered in

Grade 11 and include tests in the content areas of: ELA, mathematics, science, and social studies. Of the Grade 11 students in the class of 2009 who took exit-level TAKS tests in spring 2008, 71 percent met the passing standard on all tests taken, and 6 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 2008 was 86 percent. Results varied by student group, with 94 percent of White students, 80 percent of Hispanic students, 78 percent of economically disadvantaged students, and 77 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Cumulative passing rates were lowest for limited English proficient students (44%) and students in special education programs (58%). Students may continue to retest after their expected graduation date.
- ◆ Assessments for students receiving special education services underwent substantial changes in 2008. In keeping with the goal of providing all students appropriate assessments to measure and support their achievement of the essential knowledge and skills of the state-mandated curriculum, and to comply with federal regulations, TAKS (Accommodated), TAKS-M, and TAKS-Alt assessments were administered. These assessments replaced the TAKS-Inclusive and State-Developed Alternative Assessment II (SDAA II) state assessments and locally determined alternate assessments.
- ◆ In 2008, passing rates for students taking TAKS-M ranged from 43 percent in Grade 10 mathematics to 83 percent in Grade 3 reading. Passing rates for students assessed by TAKS-Alt ranged from a low of 84 percent in mathematics at Grade 9 and mathematics and science at Grade 10 to a high of 89 percent in reading at Grade 3 and reading and mathematics at Grade 4. Performance on TAKS-M and TAKS-Alt were not used in determining accountability ratings for 2008. Results will be reported on 2008-09 Academic Excellence Indicator System (AEIS) reports but will not be used in the state accountability system until 2011, at the earliest.
- ◆ 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 2008, just over 98 percent of all students eligible to be tested with the

English- or Spanish-version TAKS or TAKS (Accommodated), or TAKS-M, or TAKS-Alt were tested. Most students (90.9%) took TAKS tests, either alone, or in combination with other assessments. All other tested students (7.5%) took only assessments other than TAKS: TAKS (Accommodated) only (2.7%), TAKS-M only (2.9%), TAKS-Alt only (0.7%), or a combination of TAKS (Accommodated), TAKS-M, and/or TAKS-Alt. The results for 87.1 percent of all students were included for accountability ratings purposes.

- ◆ Out of 2,023,570 Texas public students in Grades 7-12 during the 2006-07 school year, 55,306 students, or 2.7 percent, were reported to have dropped out. A total of 2,888 students dropped out of Grades 7-8, and 52,418 students dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 annual dropout rates were 0.4 percent and 3.9 percent, respectively. The four-year longitudinal dropout rate for the class of 2007 was 11.4 percent.
- ◆ Out of 290,662 students in the class of 2007 Grade 9 cohort, 86.7 percent either graduated by 2007 or continued school the following year. An additional 2.0 percent received General Educational Development certificates. The state graduation rate for the class of 2007 was 78.0 percent. Graduation rates varied by ethnic group, ranging from 68.5 percent for Hispanic students to 91.5 percent for Asian/Pacific Islander students.
- ◆ In the 2006-07 school year, a total of 202,099 students in Grades K-12 were retained in grade. The overall grade-level retention rate of 4.8 percent decreased by 0.2 percentage points from 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 (6.3%). At the secondary level, the highest rate was in Grade 9 (15.4%). In 2007, there were 13,148 students in Grade 3 who did not pass the reading TAKS or SDAA II after three administrations. In the fifth grade, 33,291 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 students participating in at least one AP or IB examination rose from 8.6 percent in 1996-97 to 20.0 percent in 2006-07. The rates at which African American,

Hispanic, and White students participated in at least one AP or IB examination climbed steadily between 1996-97 and 2006-07. The number of AP examinees in Texas public and nonpublic schools combined increased by 259.7 percent between 1996-97 and 2006-07, compared to a national increase of 152.7 percent.

- ◆ A total of 146,396 Texas public school graduates in the class of 2007 took the SAT, the ACT, or both examinations. The percentage of examinees scoring at or above the AEIS criterion score on either test decreased slightly from 27.1 percent in 2006 to 27.0 percent in 2007. From 1996 to 2007, the number of SAT test takers in public and nonpublic schools combined increased 47.8 percent in Texas, compared to 37.8 percent nationwide. Over the same time period, the number of ACT test takers increased 40.7 percent nationwide, compared to 38.1 percent in Texas.
- ◆ The state accountability system is an integrated system of standard and alternative education accountability (AEA) procedures. Changes to the 2008 system included the following. For the accountability rating of *Academically Acceptable*, the TAKS indicator standards increased 5 points in reading/ELA, mathematics, and science. The annual dropout rate indicator was reset to 2.0 percent for all rating categories. The SDAA II, used for the last time in 2007 for assessing some students served in special education, is no longer administered and was not part of the accountability system in 2008. Instead, students receiving special education services were included in the system by evaluating TAKS (Accommodated) tests, which will be fully phased in by 2010. For 2008, the TAKS indicator included the results for TAKS (Accommodated) tests in ELA at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11. Additionally, for the first time in 2008, the Grade 8 science assessment was included in TAKS assessments evaluated for accountability ratings.
- ◆ Of the 1,229 public school districts and charters in Texas, 43 (3.5%) were rated *Exemplary* in 2008, and 329 (26.8%) were rated *Recognized*. A total of 818 districts or charters (66.6%) achieved the *Academically Acceptable* rating, and 32 (2.6%) were rated *Academically Unacceptable*. Approximately 66 percent of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Seven charters were *Not Rated: Other* in 2008. Of the 8,195 public school

campuses and charter campuses, 1,000 (12.2%) were rated *Exemplary* in 2008, and 2,819 (34.4%) were rated *Recognized*. A total of 3,508 campuses (42.8%) achieved the *Academically Acceptable* rating, and 202 (2.5%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 665 (8.1%) were *Not Rated: Other*, and one was *Not Rated: Data Integrity Issues*.

- ◆ Since 2005, charter operators that operate only registered alternative education campuses (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 2008, a total of 127 charter operators were rated under standard accountability procedures, and 71 were rated under AEA procedures. Among all charter operators, 14 were *Exemplary*, 41 were *Recognized*, 115 were *Academically Acceptable*, 21 were *Academically Unacceptable*, and 7 were *Not Rated: Other*. Of the 374 charter campuses, 212 (56.7%) were rated under standard accountability procedures, and 162 (43.3%) were rated under AEA procedures. Among all charter campuses, 23 were *Exemplary*, 69 were *Recognized*, 226 were *Academically Acceptable*, and 32 were *Academically Unacceptable*. Twenty-four charter campuses were *Not Rated: Other*.
- ◆ Between 2007 and 2008, the passing rates for charter school students taking the English-version TAKS increased in all subject areas; nevertheless, rates for charters rated under alternative education accountability procedures were lower than those for charters rated under standard accountability procedures and school districts. In 2008, the average passing rate for all tests taken was 33 percent for AEA charters, 72 percent for standard charters, and 73 percent for school districts. Hispanic students in standard charters had passing rates in all subjects that were higher than the rates for Hispanic students in school districts. Among economically disadvantaged students, passing rates in standard charters were the same as, or higher than, those in school districts in all subjects.
- ◆ In 2006-07, the Grade 7-12 annual dropout rate for standard charters (1.5%) was lower than the rate for school districts (2.3%). The rate for AEA charters was 10.9 percent. African American, Hispanic, and economically disadvantaged students had lower dropout rates in standard charters than in school districts. All student groups had higher

annual dropout rates in AEA charters than in standard charters. The dropout rate was highest for African American students in AEA charters (11.7%).

- ◆ In 1995, Texas public school districts were required to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code, Chapter 37). In 2006-07, a total of 106,135 students were assigned to DAEPs, an increase from the 105,530 students assigned in 2005-06. Even though the number of students assigned to DAEPs increased 0.6 percent from the previous year, the percentage of students assigned to DAEPs (2.3%) remained the same. The average length of student assignment was 33.6 days in 2006-07, compared to 32.2 days in 2005-06. Statewide, 79.2 percent of students in Grades 3-10 who were assigned to DAEPs took the 2007 English-version TAKS reading/ELA test, and 14.1 percent took the 2007 SDAA II reading/ELA test. On the 2007 TAKS, students assigned to DAEPs had passing rates of 68 percent in reading/ELA and 38 percent in mathematics.
- ◆ In the 2007-08 school year, 2,256,606 (48%) of the 4,671,493 public school students in Texas were identified as at risk of dropping out of school, the same percentage as in the previous year. On the 2008 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 9 to a high of 94 percent at Grade 11. At-risk students passed the test at rates ranging from a low of 35 percent at Grade 9 to a high of 75 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, and 8-11; mathematics at Grades 3 and 4; writing at Grades 4 and 7; and social studies at Grades 8, 10, and 11. The largest differences in TAKS performance between at-risk and not at-risk students were in mathematics and science.
- ◆ Approximately 83 percent of the 444 districts and charters that responded to a TEA survey in school year 2007-08 reported having some type of character education program. Of those, 265 (59.7%) described programs that met the statutory criteria for designation as Character Plus programs.
- ◆ Beginning with the 2007-08 school year, all public school districts were required to assess the fitness levels of all students in Grades 3-12. Using the FITNESSGRAM program, students were tested in

six areas to measure body composition, aerobic capacity, strength, endurance, and flexibility. A student is considered to be in the "Healthy Fitness Zone" if he or she achieves specified levels on the tests, with performance targets tied to the student's age and gender. The majority of students tested in Texas did not meet the Healthy Fitness Zone in all six categories. Moreover, fitness levels

decreased from the elementary to secondary grades. Approximately 32 percent of third-grade females and almost 28 percent of third-grade males reached the Healthy Fitness Zone in all six categories. In 12th grade, only 8 percent of females and 9 percent of males met the health standards on all six tests.



# 1. Academic Excellence Indicators

This chapter of the *2008 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 three key indicators can be found in Chapters 2 and 5 of the report. Chapter 2 presents Texas Assessment of Knowledge and Skills (TAKS) results, and Chapter 5 presents completion rates and dropout rates. This chapter presents results for other measures and indicators presented in the Academic Excellence Indicator System (AEIS) state performance report (pages 7-20), including:

- ◆ student participation in TAKS/TAKS (Accommodated)/TAKS-Modified (TAKS-M)/TAKS-Alternate (TAKS-Alt) testing (i.e., percentages of students tested and not tested);
- ◆ cumulative percentages 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, 5, and 8 reading results and Grades 5 and 8 mathematics results for the Student Success Initiative (SSI);
- ◆ attendance 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;
  - percentages of Grade 11 students attaining the college readiness standard under the Texas Success Initiative (TSI), based on TAKS data (including TAKS [Accommodated]);

- results of college admission tests (SAT and ACT); and
- percentages of graduates attaining the college readiness standard under the TSI, based on TAKS and college admissions data; and
- ◆ profile information on students, programs, staff, and finances.

## **TAKS/TAKS (Accommodated)/ TAKS-M/TAKS-Alt Participation**

This indicator presents percentages of students tested and not tested on the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt, as well as percentages of students included and excluded in determining accountability ratings. Percentages are based on the unduplicated count of students who participated in the assessments. 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 TAKS (Accommodated) in selected subjects and grades.

TAKS (Accommodated) is a general assessment available to students served by special education programs who require specific accommodations. Beginning in 2008, TAKS (Accommodated) was incorporated in the state accountability system for selected grades and subjects: ELA, mathematics, science, and social studies at Grade 11; science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. All TAKS (Accommodated) grades and subjects will be integrated in the ratings system in 2010.

TAKS-Alternate (TAKS-Alt) is an assessment based on alternate academic achievement standards and designed for students with significant cognitive disabilities. Students served in special education

---

*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 Chapter 2 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. Chapter 2 contains the results for all students who took the TAKS in the spring of each year, regardless of their enrollment status the previous October.*

programs who met participation requirements were administered the TAKS-Alt in spring 2008. The earliest possible use of TAKS-Alt results in the state accountability system is 2011.

TAKS-Modified (TAKS-M) is an alternate assessment based on modified achievement standards designed for students who receive modified instruction in the Texas Essential Knowledge and Skills (TEKS), but for whom the TAKS, TAKS (Accommodated), and TAKS-Alt are not appropriate measures of academic progress. Designed to meet the federal requirements mandated under the No Child Left Behind Act of 2001, TAKS-M was administered for the first time in the spring of 2008, but only in selected grades and subjects. The 2008-09 school year will be the first year TAKS-M is administered to all grades and subjects. Table 1.1 presents the TAKS-M results for the grades and subjects that were tested in spring 2008: reading and mathematics at Grades 3-8 and 10, and science at Grades 5, 8, and 10.

| <b>Table 1.1. TAKS-Modified Passing Rates (%),<br/>by Student Group and Subject,<br/>Grades 3-8 and 10, 2008</b> |                    |                    |                |
|------------------------------------------------------------------------------------------------------------------|--------------------|--------------------|----------------|
| <b>Group</b>                                                                                                     | <b>Reading/ELA</b> | <b>Mathematics</b> | <b>Science</b> |
| All Students                                                                                                     | 78                 | 61                 | 47             |
| African American                                                                                                 | 77                 | 56                 | 40             |
| Asian/Pacific Islander                                                                                           | 73                 | 61                 | 42             |
| Hispanic                                                                                                         | 75                 | 61                 | 43             |
| Native American                                                                                                  | 83                 | 65                 | 50             |
| White                                                                                                            | 82                 | 64                 | 59             |
| Female                                                                                                           | 80                 | 61                 | 43             |
| Male                                                                                                             | 77                 | 61                 | 49             |
| Econ. Disad. <sup>a</sup>                                                                                        | 76                 | 60                 | 44             |
| At-Risk                                                                                                          | 79                 | 63                 | 47             |
| LEP <sup>b</sup>                                                                                                 | 73                 | 60                 | 39             |
| Special Education                                                                                                | 78                 | 61                 | 47             |

<sup>a</sup>Economically Disadvantaged. <sup>b</sup>Limited English proficient.

Statewide, 98.4 percent of all students were tested in 2008, and 1.6 percent were not tested. Participation rates by assessment program were as follows.

- ◆ 90.9 percent of students took one or more TAKS tests.
- ◆ 7.5 percent of students were tested only on assessments other than TAKS.
- ◆ 2.7 percent of students took one or more TAKS (Accommodated) tests only.
- ◆ 2.9 percent of students took one or more TAKS-M tests only.
- ◆ 0.7 percent of students took one or more TAKS-Alt tests only.

- ◆ 1.2 percent of students took a combination of TAKS (Accommodated), TAKS-M, and/or TAKS-Alt tests only.

Statewide, 87.1 percent of all students had test results that were used in determining accountability ratings in 2008, and 11.3 percent had results that were excluded. Those excluded were grouped into two categories.

- ◆ 5.1 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.
- ◆ 6.2 percent of students took the TAKS (Accommodated) in grades and subjects not included in accountability, or they took the TAKS-M or the TAKS-Alt; these students comprise the "Non-Accountability Test" category.

Statewide, 1.6 percent of all students were not tested on a state assessment in 2008. Those not tested were grouped into three categories.

- ◆ 0.2 percent of students were absent on all days of testing.
- ◆ 0.9 percent of students were exempted from all tests because of limited English proficiency.
- ◆ 0.5 percent of students had answer documents coded with combinations of the "Not Tested" categories or had testing disrupted by illness or other similar events.

## 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 2008 shows the percentage of students who first took the exit-level test in spring 2007 as juniors and eventually passed all tests taken by the end of their senior year in May 2008. 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, 86 percent of the class of 2008 passed the exit-level TAKS. Results varied by ethnic group, with 94 percent of Asian/Pacific Islander students,



94 percent of White students, 88 percent of Native American students, 80 percent of Hispanic students, and 77 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Compared to the cumulative passing rates for the class of 2007, rates for the class of 2008 increased for all student groups except Native American students. The rate for Native American students remained the same.

## **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, 53 percent of the students who failed the reading/ELA assessment in 2007 passed in 2008. Progress in mathematics was lower, with 36 percent of prior year failers passing in 2008. In mathematics, performance of prior year failers in 2008 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 was equal to the average expected 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 2007 demonstrated an average TGI growth of 0.58 in reading/ELA and 0.34 in mathematics in 2008.

## **Student Success Initiative (SSI)— Grades 3, 5, and 8 Reading and Grades 5 and 8 Mathematics Results**

As required by the SSI, students in Grade 3 must pass the TAKS reading test, and students in Grades 5 and 8 must pass the TAKS reading and mathematics tests to advance to the next grade levels (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, and those for Grade 8 students became effective 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 (Failed in Previous Year). When possible, two years of results are shown for all four indicators.

The indicator, Students Requiring Accelerated Instruction, shows the percentages of students who did not meet the passing standard 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 2008, 12 percent of Grade 3 students, 15 percent of Grade 5 students, and 6 percent of Grade 8 students needed accelerated instruction following the initial administration of TAKS reading in March. Fifteen percent of the Grade 5 students and 21 percent of Grade 8 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 tests in the first and second test administrations combined. The cumulative passing rate for Grade 3 students in reading in 2008 (94%) was the same as in 2007 and 2006. Grade 5 students in 2008 had cumulative passing rates of 92 percent in reading and 91 percent in mathematics. Grade 8 students in 2008 had cumulative passing rates of 97 percent in reading and 86 percent in mathematics.

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, 53.6 percent of students who did not pass the Grade 3 TAKS reading test in 2007 were promoted to Grade 4, compared to 48.5 percent in 2006. Of students in 2007 who failed Grade 5 TAKS tests, 78.0 percent who failed reading were promoted to Grade 6, and 77.5 percent who failed mathematics were promoted. Grade-level promotion data for the Grade 8 measures will not be available until 2009, when SSI requirements for this grade will have been in place for two years.

The indicator, TAKS Met Standard (Failed in Previous Year), provides results for students who did not pass the TAKS test the previous year. For those who were promoted to fourth grade, the indicator shows the percentage that passed the Grade 4 reading test. For third grade reading failers who were retained in third

grade, the indicator shows the percentage that passed the Grade 3 reading test. Statewide, 14 percent of the students who were promoted to fourth grade passed the Grade 4 reading test in 2008. Eighty percent of the students who were retained in third grade passed the Grade 3 reading test in 2008.

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, 55 percent passed the Grade 6 reading test in 2008. In contrast, 73 percent of the students who were retained in fifth grade passed the Grade 5 reading test in 2008. Of students who failed mathematics and were promoted to sixth grade, 22 percent passed the Grade 6 mathematics test in 2008. In contrast, 71 percent of the students who were retained in fifth grade passed the Grade 5 mathematics test in spring 2008.

The performance of prior year failers cannot be compared to the prior year because data for the prior year include students' subsequent performance on either the SDAA II or the TAKS. Comparable data for 2008 is not available. As with the promotion indicator, Grade 8 data on the performance of prior year failers will not be available until 2009, when grade-level promotion information for Grade 8 students will be available.

## **Student Attendance**

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2006-07 (95.5%), was unchanged from the previous year. Rates for all student groups met or exceeded 94.0 percent in 2006-07. Attendance rates are evaluated for Gold Performance Acknowledgment in the state accountability system.

## **Percentage Completing Advanced/Dual Enrollment Courses**

The percentage of students completing advanced/dual enrollment courses is based on 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 state accountability system.

In 2006-07, the most recent year for which data are available, 22.1 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 (43.8%), followed by White students (27.2%), Native American students (21.2%), Hispanic students (17.9%), and African American students (15.1%). Percentages of students completing advanced courses increased for all student groups between 2005-06 and 2006-07.

## **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 state accountability system. For a student entering ninth grade beginning in the 2005-06 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).

Statewide, 77.9 percent of graduates in the class of 2007 met the requirements for the RHSP or DAP, up from 75.7 percent in the class of 2006. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islander students (90.8%), followed by White students (78.5%), Hispanic students (78.4%), Native American students (75.1%), and African American students (70.4%). Among special populations, 73.9 percent of economically disadvantaged students, 66.2 percent of at-risk students, 51.2 percent of limited English proficient (LEP) students, and 20.5 percent of students in special education programs completed the RHSP or DAP. The percentages increased over the previous school year for all student groups except LEP students.

## **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 Organization's IB examinations. High school students who take these examinations 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 state accountability system.

Statewide, the percentage of 11th or 12th graders taking at least one AP or IB examination rose from 18.9 percent in 2006 to 20.0 percent in 2007. Percentages of students participating in the examinations rose between 2006 and 2007 for all student groups except Native Americans.

The percentage of examinees with at least one score at or above criterion decreased statewide from 51.3 percent in 2006 to 50.5 percent in 2007. Likewise, the percentage of examinations with scores at or above criterion declined statewide, from 47.2 percent in 2006 to 46.8 percent in 2007. Performance on both measures varied by ethnicity in 2007.

## **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 TAKS tests in mathematics and ELA. 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 or higher 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 TAKS 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 2008 showed that 57 percent of Grade 11 students achieved the college readiness standard in ELA, an increase of 5 percentage points from 2007. The standard in mathematics was met by 56 percent of Grade 11 students, an increase of 3 percentage points from 2007. The results for both 2007 and 2008 include performance on the Grade 11 TAKS (Accommodated) tests.

## **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 state accountability system.

The percentage of graduates who took either the SAT or the ACT increased from 65.8 percent for the class of 2006 to 68.2 percent for the class of 2007. Of the class of 2007 examinees, 27.0 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a slight decrease from 27.1 percent for the class of 2006. Performance results varied greatly by ethnic group, with 47.7 percent of Asian/Pacific Islander students, 38.2 percent of White students, 27.1 percent of Native American students, 11.9 percent of Hispanic students, and 8.0 percent of African American students scoring at or above the criterion on either test.

The average SAT combined score for the class of 2007 was 992, a one-point increase from the average score of 991 for the class of 2006. The average ACT composite score was 20.2 for the class of 2007, a slight increase from 20.1 for the class of 2006.

## **College-Ready Graduates**

In response to legislation requiring that the Texas Education Agency (TEA) report a "measure of progress toward preparation for postsecondary success" (TEC §39.051[b][13]), a new indicator of college readiness was added to AEIS reports, beginning with the 2006-07 report. The indicator, College-Ready Graduates, serves as an interim measure, pending implementation of other legislative provisions regarding college readiness. It supplements the higher education readiness component of the Texas Success Initiative (TSI) by adding SAT and ACT test results to the TAKS data used to determine eligibility for exemption from TSI requirements. Under standards established by the Texas Higher Education Coordinating Board, a student may qualify for exemption from TSI requirements with a combined score of 1070 on the SAT, with a 500 on the mathematics and/or verbal sections; or a composite score of 23 on the ACT, with a 19 on the mathematics and/or English sections. Results for the College-Ready Graduates indicator are reported for ELA and mathematics separately and for both subjects combined. To be considered college ready in one or both subjects, a student must meet the TSI exemption standards for the applicable subject area or areas on any combination of the TAKS, the SAT, or the ACT.

For the class of 2007 overall, 49 percent of graduates were college ready in ELA, 56 percent were college ready in mathematics, and 37 percent were college ready in both subjects. Performance varied by student group, with Asian/Pacific Islander students having the highest percentages of college-ready graduates in ELA (67%), mathematics (77%), and both subjects combined (60%). African American students had the

lowest percentages of college-ready graduates in ELA (34%), mathematics (33%), and both subjects combined (19%).

## **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 Assessment, 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 and also are available on the TEA website at [www.tea.state.tx.us/perfreport/index.html](http://www.tea.state.tx.us/perfreport/index.html).

See *Pocket Edition, 2007-08: Texas Public School Statistics* at [www.tea.state.tx.us/perfreport/pocketed/index.html](http://www.tea.state.tx.us/perfreport/pocketed/index.html) (available in December 2008).

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

Academic Excellence Indicators

| Indicator:                                                            |      | State | African American | Hispanic | White | Native American | Asian/Pacific Is | Male | Female | Special Ed | Econ Disad | LEP | At Risk |
|-----------------------------------------------------------------------|------|-------|------------------|----------|-------|-----------------|------------------|------|--------|------------|------------|-----|---------|
| TAKS Met 2008 Standard<br>Grade 3 (English) First Administration Only |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 89%   | 82%              | 86%      | 96%   | 93%             | 96%              | 88%  | 90%    | 83%        | 84%        | 81% | 81%     |
|                                                                       | 2007 | 89%   | 82%              | 85%      | 95%   | 92%             | 95%              | 88%  | 90%    | 82%        | 84%        | 80% | 80%     |
| Mathematics                                                           | 2008 | 85%   | 74%              | 82%      | 92%   | 87%             | 96%              | 86%  | 84%    | 80%        | 79%        | 82% | 77%     |
|                                                                       | 2007 | 82%   | 70%              | 78%      | 90%   | 84%             | 95%              | 83%  | 82%    | 73%        | 76%        | 76% | 72%     |
| All Tests                                                             | 2008 | 80%   | 68%              | 76%      | 90%   | 84%             | 93%              | 81%  | 80%    | 73%        | 73%        | 73% | 69%     |
|                                                                       | 2007 | 78%   | 65%              | 73%      | 88%   | 82%             | 92%              | 78%  | 79%    | 68%        | 70%        | 68% | 65%     |
| TAKS Met 2008 Standard<br>Grade 3 (Spanish) First Administration Only |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 83%   | 78%              | 83%      | 87%   | 78%             | 90%              | 80%  | 86%    | 62%        | 83%        | 83% | 83%     |
|                                                                       | 2007 | 81%   | 74%              | 81%      | 83%   | 73%             | 86%              | 78%  | 84%    | 62%        | 81%        | 81% | 81%     |
| Mathematics                                                           | 2008 | 78%   | 80%              | 78%      | 93%   | 75%             | 89%              | 79%  | 78%    | 63%        | 78%        | 78% | 78%     |
|                                                                       | 2007 | 74%   | 83%              | 74%      | 91%   | 70%             | 86%              | 74%  | 73%    | 59%        | 73%        | 74% | 74%     |
| All Tests                                                             | 2008 | 73%   | 70%              | 73%      | 83%   | 80%             | 90%              | 71%  | 74%    | 52%        | 73%        | 73% | 73%     |
|                                                                       | 2007 | 68%   | 70%              | 68%      | 80%   | 64%             | 71%              | 67%  | 70%    | 49%        | 68%        | 68% | 68%     |
| TAKS Met 2008 Standard<br>Grade 4 (English)                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 85%   | 77%              | 80%      | 93%   | 87%             | 95%              | 84%  | 86%    | 78%        | 78%        | 69% | 70%     |
|                                                                       | 2007 | 84%   | 76%              | 79%      | 92%   | 87%             | 94%              | 83%  | 85%    | 75%        | 77%        | 66% | 68%     |
| Mathematics                                                           | 2008 | 87%   | 77%              | 84%      | 93%   | 87%             | 97%              | 88%  | 86%    | 82%        | 82%        | 80% | 74%     |
|                                                                       | 2007 | 86%   | 76%              | 83%      | 93%   | 87%             | 96%              | 88%  | 85%    | 78%        | 81%        | 76% | 71%     |
| Writing                                                               | 2008 | 93%   | 90%              | 92%      | 95%   | 93%             | 98%              | 90%  | 96%    | 82%        | 90%        | 88% | 86%     |
|                                                                       | 2007 | 91%   | 87%              | 90%      | 94%   | 92%             | 97%              | 89%  | 94%    | 82%        | 88%        | 84% | 83%     |
| All Tests                                                             | 2008 | 77%   | 65%              | 72%      | 87%   | 78%             | 92%              | 76%  | 78%    | 67%        | 68%        | 62% | 57%     |
|                                                                       | 2007 | 75%   | 63%              | 70%      | 85%   | 78%             | 91%              | 74%  | 77%    | 64%        | 67%        | 58% | 54%     |
| TAKS Met 2008 Standard<br>Grade 4 (Spanish)                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 77%   | 67%              | 77%      | 72%   | *               | 30%              | 75%  | 80%    | 60%        | 77%        | 77% | 77%     |
|                                                                       | 2007 | 77%   | 81%              | 77%      | 87%   | 57%             | *                | 73%  | 82%    | 62%        | 77%        | 77% | 77%     |
| Mathematics                                                           | 2008 | 76%   | 71%              | 76%      | 74%   | *               | 50%              | 78%  | 75%    | 63%        | 76%        | 76% | 76%     |
|                                                                       | 2007 | 73%   | 92%              | 73%      | 92%   | *               | *                | 74%  | 72%    | 56%        | 73%        | 73% | 73%     |
| Writing                                                               | 2008 | 91%   | 90%              | 91%      | 98%   | > 99%           | 80%              | 89%  | 94%    | 76%        | 91%        | 91% | 91%     |
|                                                                       | 2007 | 90%   | 89%              | 90%      | 97%   | 67%             | *                | 86%  | 93%    | 75%        | 90%        | 90% | 90%     |
| All Tests                                                             | 2008 | 69%   | 54%              | 69%      | 70%   | 33%             | 30%              | 67%  | 70%    | 49%        | 68%        | 68% | 68%     |
|                                                                       | 2007 | 66%   | 71%              | 66%      | 89%   | 63%             | *                | 63%  | 68%    | 48%        | 65%        | 65% | 65%     |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 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 2008 Standard<br>Grade 5 (English) First Administration Only |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 85%   | 79%              | 80%      | 94%   | 90%             | 94%              | 85%  | 86%    | 77%        | 78%        | 59% | 68%     |
|                                                                       | 2007 | 83%   | 76%              | 76%      | 92%   | 86%             | 93%              | 81%  | 84%    | 72%        | 75%        | 52% | 63%     |
| Mathematics                                                           | 2008 | 86%   | 76%              | 83%      | 93%   | 88%             | 96%              | 87%  | 85%    | 80%        | 81%        | 72% | 71%     |
|                                                                       | 2007 | 86%   | 75%              | 82%      | 93%   | 86%             | 97%              | 86%  | 85%    | 76%        | 80%        | 69% | 69%     |
| @ Science                                                             | 2008 | 82%   | 70%              | 77%      | 91%   | 86%             | 92%              | 84%  | 79%    | 61%        | 74%        | 60% | 64%     |
|                                                                       | 2007 | 74%   | 60%              | 67%      | 87%   | 77%             | 89%              | 77%  | 72%    | 40%        | 65%        | 45% | 52%     |
| @ All Tests                                                           | 2008 | 72%   | 58%              | 65%      | 85%   | 77%             | 89%              | 73%  | 71%    | 54%        | 62%        | 44% | 47%     |
|                                                                       | 2007 | 66%   | 50%              | 57%      | 81%   | 68%             | 86%              | 67%  | 65%    | 35%        | 54%        | 33% | 39%     |
| TAKS Met 2008 Standard<br>Grade 5 (Spanish) First Administration Only |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 73%   | 18%              | 73%      | 50%   | *               | *                | 69%  | 77%    | 53%        | 73%        | 73% | 73%     |
|                                                                       | 2007 | 79%   | *                | 79%      | *     | *               | *                | 76%  | 81%    | 58%        | 78%        | 79% | 79%     |
| Mathematics                                                           | 2008 | 50%   | 13%              | 50%      | 25%   | *               | *                | 51%  | 48%    | 43%        | 49%        | 50% | 49%     |
|                                                                       | 2007 | 50%   | *                | 50%      | *     | *               | *                | 52%  | 49%    | 43%        | 50%        | 50% | 51%     |
| @ Science                                                             | 2008 | 37%   | < 1%             | 38%      | 3%    | *               | *                | 40%  | 35%    | 14%        | 37%        | 38% | 38%     |
|                                                                       | 2007 | 35%   | *                | 35%      | *     | *               | *                | 38%  | 33%    | 9%         | 35%        | 36% | 35%     |
| @ All Tests                                                           | 2008 | 46%   | 9%               | 46%      | 9%    | *               | 13%              | 45%  | 46%    | 25%        | 45%        | 46% | 46%     |
|                                                                       | 2007 | 44%   | *                | 44%      | 60%   | *               | *                | 44%  | 44%    | 20%        | 43%        | 44% | 44%     |
| TAKS Met 2008 Standard<br>Grade 6 (English)                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 94%   | 91%              | 91%      | 97%   | 96%             | 98%              | 92%  | 95%    | 83%        | 90%        | 75% | 85%     |
|                                                                       | 2007 | 92%   | 89%              | 89%      | 97%   | 94%             | 98%              | 90%  | 94%    | 80%        | 88%        | 68% | 83%     |
| Mathematics                                                           | 2008 | 83%   | 72%              | 79%      | 91%   | 85%             | 96%              | 83%  | 83%    | 69%        | 77%        | 66% | 66%     |
|                                                                       | 2007 | 80%   | 67%              | 75%      | 89%   | 82%             | 95%              | 79%  | 80%    | 60%        | 72%        | 57% | 61%     |
| All Tests                                                             | 2008 | 81%   | 70%              | 76%      | 90%   | 83%             | 95%              | 80%  | 82%    | 68%        | 74%        | 57% | 62%     |
|                                                                       | 2007 | 78%   | 65%              | 72%      | 88%   | 80%             | 94%              | 76%  | 79%    | 59%        | 69%        | 48% | 57%     |
| TAKS Met 2008 Standard<br>Grade 6 (Spanish)                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                               | 2008 | 72%   | < 1%             | 76%      | < 1%  | *               | *                | 68%  | 77%    | *          | 74%        | 78% | 74%     |
|                                                                       | 2007 | 76%   | *                | 76%      | *     | *               | *                | 70%  | 81%    | 71%        | 75%        | 75% | 75%     |
| Mathematics                                                           | 2008 | 59%   | < 1%             | 63%      | < 1%  | *               | *                | 59%  | 59%    | 10%        | 60%        | 65% | 61%     |
|                                                                       | 2007 | 59%   | *                | 59%      | *     | *               | *                | 61%  | 58%    | *          | 59%        | 59% | 60%     |
| All Tests                                                             | 2008 | 59%   | < 1%             | 63%      | < 1%  | *               | *                | 57%  | 61%    | 17%        | 60%        | 65% | 61%     |
|                                                                       | 2007 | 59%   | *                | 59%      | *     | *               | *                | 57%  | 61%    | 71%        | 58%        | 59% | 59%     |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 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 2008 Standard Grade 7                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                  | 2008 | 88%   | 83%              | 83%      | 94%   | 92%             | 96%              | 86%  | 90%    | 71%        | 82%        | 51% | 74%     |
|                                                          | 2007 | 85%   | 78%              | 80%      | 93%   | 89%             | 95%              | 84%  | 87%    | 65%        | 78%        | 41% | 70%     |
| Mathematics                                              | 2008 | 80%   | 69%              | 75%      | 90%   | 85%             | 95%              | 80%  | 80%    | 62%        | 72%        | 54% | 59%     |
|                                                          | 2007 | 77%   | 63%              | 70%      | 87%   | 80%             | 93%              | 76%  | 77%    | 52%        | 68%        | 44% | 54%     |
| Writing                                                  | 2008 | 93%   | 91%              | 90%      | 96%   | 94%             | 98%              | 90%  | 96%    | 76%        | 89%        | 69% | 85%     |
|                                                          | 2007 | 93%   | 91%              | 91%      | 96%   | 94%             | 98%              | 91%  | 96%    | 79%        | 90%        | 68% | 86%     |
| All Tests                                                | 2008 | 74%   | 63%              | 67%      | 86%   | 80%             | 92%              | 72%  | 76%    | 54%        | 64%        | 35% | 49%     |
|                                                          | 2007 | 71%   | 57%              | 63%      | 83%   | 75%             | 90%              | 70%  | 72%    | 47%        | 60%        | 27% | 45%     |
| TAKS Met 2008 Standard Grade 8 First Administration Only |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                  | 2008 | 95%   | 92%              | 92%      | 98%   | 97%             | 98%              | 94%  | 95%    | 84%        | 91%        | 64% | 88%     |
|                                                          | 2007 | 89%   | 85%              | 85%      | 95%   | 91%             | 96%              | 88%  | 91%    | 74%        | 84%        | 50% | 79%     |
| Mathematics                                              | 2008 | 79%   | 67%              | 73%      | 89%   | 84%             | 94%              | 80%  | 79%    | 60%        | 71%        | 46% | 59%     |
|                                                          | 2007 | 73%   | 59%              | 65%      | 84%   | 76%             | 92%              | 73%  | 72%    | 48%        | 63%        | 36% | 49%     |
| @ Science                                                | 2008 | 69%   | 56%              | 60%      | 84%   | 75%             | 88%              | 72%  | 67%    | 30%        | 57%        | 24% | 45%     |
|                                                          | 2007 | 67%   | 50%              | 56%      | 84%   | 74%             | 88%              | 69%  | 65%    | 25%        | 53%        | 19% | 42%     |
| @ Soc Studies                                            | 2008 | 91%   | 87%              | 87%      | 96%   | 93%             | 98%              | 91%  | 90%    | 65%        | 86%        | 64% | 82%     |
|                                                          | 2007 | 84%   | 77%              | 78%      | 92%   | 88%             | 96%              | 84%  | 84%    | 46%        | 77%        | 47% | 71%     |
| @ All Tests                                              | 2008 | 64%   | 48%              | 53%      | 79%   | 69%             | 86%              | 65%  | 62%    | 28%        | 50%        | 19% | 36%     |
|                                                          | 2007 | 58%   | 41%              | 47%      | 75%   | 64%             | 85%              | 59%  | 57%    | 19%        | 44%        | 13% | 29%     |
| TAKS Met 2008 Standard Grade 9                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading                                                  | 2008 | 87%   | 82%              | 81%      | 96%   | 91%             | 95%              | 85%  | 89%    | 67%        | 81%        | 42% | 77%     |
|                                                          | 2007 | 87%   | 81%              | 80%      | 95%   | 91%             | 93%              | 84%  | 89%    | 65%        | 80%        | 38% | 76%     |
| Mathematics                                              | 2008 | 64%   | 48%              | 54%      | 80%   | 70%             | 89%              | 64%  | 64%    | 35%        | 52%        | 26% | 39%     |
|                                                          | 2007 | 61%   | 46%              | 51%      | 78%   | 66%             | 87%              | 61%  | 62%    | 29%        | 49%        | 22% | 36%     |
| All Tests                                                | 2008 | 63%   | 48%              | 53%      | 80%   | 69%             | 87%              | 62%  | 64%    | 41%        | 50%        | 20% | 38%     |
|                                                          | 2007 | 60%   | 45%              | 49%      | 77%   | 65%             | 84%              | 59%  | 61%    | 35%        | 47%        | 16% | 36%     |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 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 2008 Standard Grade 10                                                     |       |                  |          |       |                 |                  |      |        |            |            |     |         |     |
| Eng Lang Arts                                                                       | 2008  | 89%              | 85%      | 85%   | 94%             | 90%              | 95%  | 86%    | 92%        | 65%        | 84% | 49%     | 81% |
|                                                                                     | 2007  | 85%              | 80%      | 79%   | 92%             | 87%              | 92%  | 81%    | 89%        | 56%        | 78% | 34%     | 73% |
| Mathematics                                                                         | 2008  | 66%              | 50%      | 57%   | 79%             | 68%              | 89%  | 67%    | 66%        | 35%        | 55% | 29%     | 40% |
|                                                                                     | 2007  | 65%              | 46%      | 55%   | 79%             | 65%              | 87%  | 66%    | 64%        | 30%        | 52% | 24%     | 38% |
| @ Science                                                                           | 2008  | 65%              | 48%      | 53%   | 81%             | 72%              | 85%  | 68%    | 62%        | 25%        | 51% | 17%     | 40% |
|                                                                                     | 2007  | 57%              | 38%      | 44%   | 75%             | 64%              | 81%  | 60%    | 54%        | 17%        | 41% | 13%     | 31% |
| @ Soc Studies                                                                       | 2008  | 89%              | 82%      | 85%   | 95%             | 92%              | 96%  | 89%    | 89%        | 56%        | 83% | 56%     | 79% |
|                                                                                     | 2007  | 85%              | 76%      | 79%   | 93%             | 88%              | 95%  | 85%    | 85%        | 46%        | 77% | 42%     | 73% |
| @ All Tests                                                                         | 2008  | 55%              | 37%      | 43%   | 70%             | 59%              | 80%  | 55%    | 54%        | 19%        | 40% | 12%     | 27% |
|                                                                                     | 2007  | 49%              | 30%      | 37%   | 66%             | 53%              | 76%  | 50%    | 48%        | 12%        | 34% | 8%      | 22% |
| TAKS Met 2008 Standard (TAKS(Accommodated) INCLUDED for All Subjects)<br>^ Grade 11 |       |                  |          |       |                 |                  |      |        |            |            |     |         |     |
| Eng Lang Arts                                                                       | 2008  | 91%              | 87%      | 87%   | 96%             | 93%              | 94%  | 89%    | 93%        | 54%        | 85% | 40%     | 84% |
|                                                                                     | 2007  | 89%              | 84%      | 84%   | 95%             | 92%              | 94%  | 87%    | 92%        | 52%        | 82% | 32%     | 82% |
| Mathematics                                                                         | 2008  | 80%              | 67%      | 73%   | 89%             | 82%              | 94%  | 80%    | 79%        | 31%        | 70% | 44%     | 64% |
|                                                                                     | 2007  | 79%              | 65%      | 72%   | 88%             | 84%              | 93%  | 81%    | 78%        | 34%        | 69% | 42%     | 63% |
| Science                                                                             | 2008  | 81%              | 69%      | 73%   | 91%             | 85%              | 93%  | 85%    | 78%        | 39%        | 70% | 38%     | 66% |
|                                                                                     | 2007  | 76%              | 62%      | 65%   | 88%             | 83%              | 90%  | 78%    | 74%        | 33%        | 63% | 31%     | 59% |
| Soc Studies                                                                         | 2008  | 95%              | 93%      | 93%   | 98%             | 97%              | 98%  | 96%    | 95%        | 74%        | 92% | 69%     | 92% |
|                                                                                     | 2007  | 93%              | 87%      | 88%   | 97%             | 96%              | 97%  | 94%    | 92%        | 65%        | 87% | 60%     | 87% |
| All Tests                                                                           | 2008  | 72%              | 57%      | 62%   | 84%             | 75%              | 88%  | 73%    | 70%        | 25%        | 59% | 20%     | 52% |
|                                                                                     | 2007  | 68%              | 50%      | 56%   | 82%             | 74%              | 85%  | 69%    | 67%        | 23%        | 53% | 16%     | 46% |



T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

Academic Excellence Indicators

| Indicator:                                                                                                                     |      | State | African American | Hispanic | White | Native American | Asian/Pacific Is | Male | Female | Special Ed | Econ Disad | LEP | At Risk |
|--------------------------------------------------------------------------------------------------------------------------------|------|-------|------------------|----------|-------|-----------------|------------------|------|--------|------------|------------|-----|---------|
| TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))<br>(Standard Accountability Indicator) |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading/ELA                                                                                                                    | 2008 | 91%   | 87%              | 87%      | 96%   | 93%             | 96%              | 89%  | 92%    | 75%        | 86%        | 72% | 82%     |
|                                                                                                                                | 2007 | 88%   | 83%              | 84%      | 95%   | 91%             | 95%              | 86%  | 90%    | 71%        | 83%        | 67% | 78%     |
| Mathematics                                                                                                                    | 2008 | 80%   | 69%              | 75%      | 89%   | 83%             | 95%              | 81%  | 80%    | 61%        | 74%        | 68% | 63%     |
|                                                                                                                                | 2007 | 77%   | 64%              | 71%      | 87%   | 79%             | 93%              | 77%  | 77%    | 56%        | 69%        | 62% | 58%     |
| Writing                                                                                                                        | 2008 | 93%   | 90%              | 91%      | 96%   | 93%             | 98%              | 90%  | 96%    | 79%        | 90%        | 84% | 86%     |
|                                                                                                                                | 2007 | 92%   | 89%              | 91%      | 95%   | 93%             | 97%              | 89%  | 95%    | 80%        | 89%        | 82% | 85%     |
| Science                                                                                                                        | 2008 | 74%   | 61%              | 66%      | 87%   | 79%             | 90%              | 77%  | 71%    | 39%        | 63%        | 42% | 53%     |
|                                                                                                                                | 2007 | 66%   | 49%              | 55%      | 81%   | 72%             | 86%              | 69%  | 63%    | 27%        | 53%        | 29% | 42%     |
| Soc Studies                                                                                                                    | 2008 | 91%   | 87%              | 88%      | 96%   | 94%             | 97%              | 92%  | 91%    | 64%        | 87%        | 63% | 84%     |
|                                                                                                                                | 2007 | 87%   | 80%              | 81%      | 94%   | 90%             | 96%              | 87%  | 87%    | 50%        | 79%        | 49% | 76%     |
| All Tests                                                                                                                      | 2008 | 72%   | 58%              | 65%      | 84%   | 76%             | 90%              | 72%  | 72%    | 46%        | 63%        | 52% | 50%     |
|                                                                                                                                | 2007 | 67%   | 52%              | 59%      | 80%   | 71%             | 87%              | 67%  | 67%    | 37%        | 57%        | 47% | 44%     |
| TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated))<br>(2010 Preview)                           |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading/ELA                                                                                                                    | 2008 | 89%   | 84%              | 85%      | 95%   | 91%             | 96%              | 87%  | 91%    | 55%        | 83%        | 69% | 79%     |
| Mathematics                                                                                                                    | 2008 | 78%   | 66%              | 73%      | 87%   | 80%             | 94%              | 78%  | 78%    | 39%        | 71%        | 65% | 60%     |
| Writing                                                                                                                        | 2008 | 91%   | 88%              | 89%      | 94%   | 91%             | 97%              | 87%  | 94%    | 59%        | 88%        | 81% | 83%     |
| Science                                                                                                                        | 2008 | 74%   | 61%              | 66%      | 87%   | 79%             | 90%              | 77%  | 71%    | 39%        | 63%        | 42% | 53%     |
| Soc Studies                                                                                                                    | 2008 | 91%   | 87%              | 88%      | 96%   | 94%             | 97%              | 92%  | 91%    | 64%        | 87%        | 63% | 84%     |
| All Tests                                                                                                                      | 2008 | 70%   | 56%              | 63%      | 82%   | 74%             | 89%              | 70%  | 70%    | 30%        | 60%        | 50% | 48%     |
| TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))                                    |      |       |                  |          |       |                 |                  |      |        |            |            |     |         |
| Reading/ELA                                                                                                                    | 2008 | 34%   | 23%              | 25%      | 47%   | 38%             | 53%              | 31%  | 36%    | 16%        | 23%        | 12% | 14%     |
|                                                                                                                                | 2007 | 30%   | 20%              | 22%      | 42%   | 33%             | 49%              | 27%  | 33%    | 14%        | 20%        | 11% | 12%     |
| Mathematics                                                                                                                    | 2008 | 28%   | 15%              | 21%      | 38%   | 28%             | 58%              | 30%  | 27%    | 15%        | 19%        | 18% | 11%     |
|                                                                                                                                | 2007 | 25%   | 13%              | 18%      | 34%   | 25%             | 54%              | 26%  | 24%    | 12%        | 17%        | 14% | 8%      |
| Writing                                                                                                                        | 2008 | 33%   | 24%              | 25%      | 43%   | 34%             | 56%              | 26%  | 39%    | 14%        | 23%        | 14% | 14%     |
|                                                                                                                                | 2007 | 30%   | 21%              | 23%      | 40%   | 30%             | 52%              | 24%  | 36%    | 13%        | 20%        | 12% | 12%     |
| Science                                                                                                                        | 2008 | 22%   | 11%              | 15%      | 33%   | 25%             | 43%              | 26%  | 19%    | 8%         | 14%        | 8%  | 6%      |
|                                                                                                                                | 2007 | 13%   | 6%               | 8%       | 20%   | 14%             | 27%              | 16%  | 11%    | 4%         | 8%         | 4%  | 3%      |
| Soc Studies                                                                                                                    | 2008 | 36%   | 24%              | 25%      | 50%   | 40%             | 61%              | 41%  | 32%    | 10%        | 23%        | 6%  | 14%     |
|                                                                                                                                | 2007 | 34%   | 19%              | 22%      | 48%   | 38%             | 58%              | 38%  | 30%    | 7%         | 20%        | 3%  | 12%     |
| All Tests                                                                                                                      | 2008 | 15%   | 7%               | 9%       | 23%   | 15%             | 36%              | 15%  | 15%    | 6%         | 8%         | 5%  | 3%      |
|                                                                                                                                | 2007 | 12%   | 5%               | 7%       | 17%   | 12%             | 28%              | 11%  | 12%    | 4%         | 6%         | 5%  | 3%      |

TEXAS EDUCATION AGENCY  
Academic Excellence Indicator System  
2007-08 State Performance Report

| Indicator:                                                               | State     | African American | Hispanic  | White     | Native American | Asian/Pacific Is | Male      | Female    | Special Ed | Econ Disad | LEP     | At Risk   |
|--------------------------------------------------------------------------|-----------|------------------|-----------|-----------|-----------------|------------------|-----------|-----------|------------|------------|---------|-----------|
| 2008 TAKS/TAKS(Accommodated)/TAKS-M/TAKS-Alt Participation (Grades 3-11) |           |                  |           |           |                 |                  |           |           |            |            |         |           |
| Tested                                                                   | 98.4%     | 99.1%            | 97.5%     | 99.6%     | 99.0%           | 96.0%            | 98.4%     | 98.5%     | 99.0%      | 97.9%      | 90.8%   | 97.1%     |
| By Test Version                                                          |           |                  |           |           |                 |                  |           |           |            |            |         |           |
| TAKS (1 or more)                                                         | 90.9%     | 87.7%            | 90.1%     | 93.2%     | 90.0%           | 93.7%            | 88.8%     | 93.3%     | 31.6%      | 88.2%      | 79.0%   | 86.8%     |
| Not on TAKS                                                              | 7.5%      | 11.4%            | 7.5%      | 6.3%      | 9.0%            | 2.3%             | 9.6%      | 5.3%      | 67.3%      | 9.7%       | 11.8%   | 10.3%     |
| TAKS(Acc) Only                                                           | 2.7%      | 3.8%             | 2.7%      | 2.4%      | 3.2%            | 0.6%             | 3.4%      | 1.9%      | 24.3%      | 3.4%       | 3.9%    | 4.3%      |
| TAKS-M Only                                                              | 2.9%      | 5.0%             | 3.0%      | 2.2%      | 3.6%            | 0.9%             | 3.8%      | 2.0%      | 26.3%      | 4.0%       | 5.1%    | 4.2%      |
| TAKS-Alt Only                                                            | 0.7%      | 0.9%             | 0.6%      | 0.6%      | 0.6%            | 0.6%             | 0.8%      | 0.5%      | 6.1%       | 0.8%       | 0.9%    | 0.0%      |
| Combination                                                              | 1.2%      | 1.6%             | 1.2%      | 1.1%      | 1.6%            | 0.3%             | 1.5%      | 0.8%      | 10.6%      | 1.5%       | 1.9%    | 1.8%      |
| By Acct Status                                                           |           |                  |           |           |                 |                  |           |           |            |            |         |           |
| Acct System                                                              | 87.1%     | 82.1%            | 86.4%     | 90.1%     | 83.0%           | 90.8%            | 85.4%     | 89.1%     | 40.4%      | 84.7%      | 77.0%   | 84.8%     |
| Non-Acct System                                                          | 11.3%     | 16.9%            | 11.1%     | 9.5%      | 16.0%           | 5.2%             | 13.0%     | 9.4%      | 58.6%      | 13.2%      | 13.8%   | 12.3%     |
| Mobile                                                                   | 5.1%      | 7.4%             | 4.8%      | 4.4%      | 8.7%            | 3.1%             | 5.0%      | 5.0%      | 2.6%       | 5.0%       | 3.5%    | 4.0%      |
| Non-Acct Test                                                            | 6.2%      | 9.5%             | 6.3%      | 5.1%      | 7.3%            | 2.0%             | 8.0%      | 4.4%      | 55.9%      | 8.3%       | 10.2%   | 8.4%      |
| Not Tested                                                               | 1.6%      | 0.9%             | 2.5%      | 0.4%      | 1.0%            | 4.0%             | 1.6%      | 1.5%      | 1.0%       | 2.1%       | 9.2%    | 2.9%      |
| Absent                                                                   | 0.2%      | 0.2%             | 0.2%      | 0.1%      | 0.3%            | 0.1%             | 0.2%      | 0.1%      | 0.3%       | 0.2%       | 0.1%    | 0.3%      |
| LEP Exempt                                                               | 0.9%      | 0.2%             | 1.6%      | 0.1%      | 0.3%            | 2.9%             | 0.9%      | 0.9%      | 0.1%       | 1.3%       | 7.4%    | 1.8%      |
| Other                                                                    | 0.5%      | 0.5%             | 0.6%      | 0.3%      | 0.5%            | 1.0%             | 0.5%      | 0.5%      | 0.7%       | 0.6%       | 1.7%    | 0.8%      |
| Total Count                                                              | 3,075,682 | 444,125          | 1,404,254 | 1,105,850 | 11,279          | 105,873          | 1,575,038 | 1,497,782 | 342,106    | 1,620,901  | 380,947 | 1,388,699 |
| 2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)            |           |                  |           |           |                 |                  |           |           |            |            |         |           |
| Tested                                                                   | 97.7%     | 98.2%            | 96.7%     | 99.0%     | 98.4%           | 96.2%            | 97.5%     | 98.0%     | 94.8%      | 97.0%      | 88.7%   | 96.2%     |
| By Program                                                               |           |                  |           |           |                 |                  |           |           |            |            |         |           |
| TAKS (1 or more)                                                         | 91.1%     | 87.7%            | 89.9%     | 93.7%     | 90.8%           | 94.2%            | 89.0%     | 93.3%     | 39.3%      | 88.0%      | 77.2%   | 87.2%     |
| Not on TAKS                                                              | 6.7%      | 10.5%            | 6.8%      | 5.3%      | 7.6%            | 2.0%             | 8.5%      | 4.7%      | 55.4%      | 9.0%       | 11.5%   | 8.9%      |
| TAKS-I Only                                                              | 0.3%      | 0.4%             | 0.2%      | 0.2%      | 0.3%            | 0.1%             | 0.3%      | 0.2%      | 2.2%       | 0.3%       | 0.3%    | 0.4%      |
| SDAA II Only                                                             | 4.6%      | 7.4%             | 4.7%      | 3.6%      | 5.3%            | 1.3%             | 5.9%      | 3.2%      | 38.2%      | 6.3%       | 8.3%    | 6.5%      |
| TAKS-Alt Only                                                            | 0.4%      | 0.5%             | 0.4%      | 0.4%      | 0.4%            | 0.4%             | 0.5%      | 0.3%      | 3.6%       | 0.5%       | 0.5%    | 0.0%      |
| Combination                                                              | 1.4%      | 2.2%             | 1.5%      | 1.1%      | 1.6%            | 0.3%             | 1.8%      | 1.0%      | 11.5%      | 1.9%       | 2.5%    | 2.0%      |
| By Acct Status                                                           |           |                  |           |           |                 |                  |           |           |            |            |         |           |
| Acct System                                                              | 91.6%     | 89.1%            | 91.0%     | 93.7%     | 88.2%           | 92.3%            | 91.1%     | 92.3%     | 82.1%      | 91.0%      | 83.8%   | 91.6%     |
| Non-Acct System                                                          | 6.1%      | 9.1%             | 5.7%      | 5.3%      | 10.2%           | 3.9%             | 6.4%      | 5.7%      | 12.6%      | 6.0%       | 4.9%    | 4.6%      |
| Mobile                                                                   | 5.4%      | 8.1%             | 5.1%      | 4.7%      | 9.4%            | 3.5%             | 5.6%      | 5.2%      | 6.8%       | 5.3%       | 4.1%    | 4.2%      |
| Non-Acct Test                                                            | 0.7%      | 1.0%             | 0.6%      | 0.6%      | 0.7%            | 0.4%             | 0.9%      | 0.5%      | 5.8%       | 0.8%       | 0.8%    | 0.4%      |
| Not Tested                                                               | 2.3%      | 1.8%             | 3.3%      | 1.0%      | 1.6%            | 3.8%             | 2.5%      | 2.0%      | 5.2%       | 3.0%       | 11.3%   | 3.8%      |
| Absent                                                                   | 0.2%      | 0.3%             | 0.2%      | 0.2%      | 0.2%            | 0.1%             | 0.2%      | 0.2%      | 0.5%       | 0.2%       | 0.2%    | 0.3%      |
| ARD Exempt                                                               | 0.3%      | 0.4%             | 0.3%      | 0.3%      | 0.3%            | 0.1%             | 0.4%      | 0.2%      | 2.4%       | 0.3%       | 0.4%    | 0.4%      |
| LEP Exempt                                                               | 1.0%      | 0.2%             | 1.9%      | 0.1%      | 0.2%            | 2.5%             | 1.0%      | 0.9%      | 0.0%       | 1.5%       | 8.4%    | 1.9%      |
| Other                                                                    | 0.8%      | 0.9%             | 0.9%      | 0.5%      | 0.9%            | 1.1%             | 0.9%      | 0.7%      | 2.4%       | 0.9%       | 2.2%    | 1.1%      |
| Total Count                                                              | 3,040,283 | 443,197          | 1,361,694 | 1,118,799 | 10,946          | 99,959           | 1,557,297 | 1,480,032 | 365,829    | 1,596,450  | 353,347 | 1,384,040 |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

| Indicator:                                                                                                | State | African American | Hispanic | White | Native American | Asian/Pacific Is | Male  | Female | Special Ed | Econ Disad | LEP   | At Risk |       |
|-----------------------------------------------------------------------------------------------------------|-------|------------------|----------|-------|-----------------|------------------|-------|--------|------------|------------|-------|---------|-------|
| TAKS Exit-Level Cumulative Pass Rate                                                                      |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Class of 2008                                                                                             | 86%   | 77%              | 80%      | 94%   | 88%             | 94%              | 87%   | 86%    | 58%        | 78%        | 44%   | 76%     |       |
| Class of 2007                                                                                             | 84%   | 72%              | 76%      | 92%   | 88%             | 93%              | 84%   | 83%    | 52%        | 74%        | 40%   | 75%     |       |
| Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only) |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Percent of Failers Passing TAKS                                                                           |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Reading/ELA                                                                                               | 2008  | 53%              | 52%      | 50%   | 66%             | 60%              | 62%   | 53%    | 54%        | 48%        | 50%   | 38%     | 53%   |
|                                                                                                           | 2007  | 49%              | 48%      | 46%   | 62%             | 56%              | 58%   | 49%    | 51%        | 43%        | 46%   | 34%     | 49%   |
| Mathematics                                                                                               | 2008  | 36%              | 31%      | 33%   | 45%             | 41%              | 50%   | 36%    | 35%        | 29%        | 33%   | 28%     | 35%   |
|                                                                                                           | 2007  | 34%              | 30%      | 32%   | 44%             | 38%              | 49%   | 35%    | 34%        | 28%        | 31%   | 25%     | 34%   |
| Average TGI Growth                                                                                        |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Reading/ELA                                                                                               | 2008  | 0.58             | 0.53     | 0.53  | 0.80            | 0.74             | 0.77  | 0.58   | 0.59       | 0.40       | 0.53  | 0.43    | 0.56  |
|                                                                                                           | 2007  | 0.55             | 0.54     | 0.49  | 0.74            | 0.67             | 0.70  | 0.54   | 0.57       | 0.40       | 0.51  | 0.39    | 0.53  |
| Mathematics                                                                                               | 2008  | 0.34             | 0.31     | 0.32  | 0.43            | 0.39             | 0.60  | 0.35   | 0.33       | 0.27       | 0.32  | 0.35    | 0.33  |
|                                                                                                           | 2007  | 0.33             | 0.30     | 0.30  | 0.41            | 0.33             | 0.57  | 0.34   | 0.32       | 0.25       | 0.30  | 0.31    | 0.32  |
| Student Success Initiative                                                                                |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Grade 3 Reading (English and Spanish)                                                                     |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Students Requiring Accelerated Instruction                                                                |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
|                                                                                                           | 2008  | 12%              | 18%      | 15%   | 5%              | 8%               | 5%    | 13%    | 10%        | 19%        | 17%   | 19%     | 19%   |
|                                                                                                           | 2007  | 12%              | 19%      | 16%   | 6%              | 9%               | 5%    | 14%    | 11%        | 20%        | 17%   | 20%     | 20%   |
| TAKS Cumulative Met Standard (First and Second Administrations)                                           |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
|                                                                                                           | 2008  | 94%              | 91%      | 92%   | 98%             | 96%              | 98%   | 93%    | 95%        | 89%        | 91%   | 90%     | 90%   |
|                                                                                                           | 2007  | 94%              | 90%      | 91%   | 98%             | 96%              | 98%   | 93%    | 95%        | 90%        | 91%   | 88%     | 89%   |
| TAKS Failers Promoted by Grade Placement Committee                                                        |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
|                                                                                                           | 2007  | 53.6%            | 56.4%    | 53.2% | 48.4%           | 72.2%            | 59.3% | 54.4%  | 52.3%      | 71.2%      | 53.4% | 54.6%   | 54.6% |
|                                                                                                           | 2006  | 48.5%            | 48.9%    | 48.6% | 46.7%           | 68.4%            | 41.8% | 49.1%  | 47.7%      | 70.1%      | 48.8% | 48.4%   | 49.4% |
| TAKS Met Standard (Failed in Previous Year)                                                               |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
| Promoted to Grade 4                                                                                       |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
|                                                                                                           | 2008  | 14%              | 11%      | 14%   | 21%             | 25%              | 23%   | 14%    | 14%        | 13%        | 14%   | 14%     | 13%   |
| Retained in Grade 3                                                                                       |       |                  |          |       |                 |                  |       |        |            |            |       |         |       |
|                                                                                                           | 2008  | 80%              | 77%      | 81%   | 84%             | *                | 80%   | 80%    | 81%        | 54%        | 80%   | 81%     | 80%   |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

| 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                      |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 15%   | 21%              | 21%      | 7%    | 10%             | 6%               | 16%   | 14%    | 24%        | 22%        | 39%   | 32%     |
| 2007                                                            | 18%   | 25%              | 24%      | 9%    | 15%             | 8%               | 19%   | 17%    | 29%        | 25%        | 43%   | 36%     |
| TAKS Cumulative Met Standard (First and Second Administrations) |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 92%   | 89%              | 89%      | 97%   | 96%             | 97%              | 92%   | 93%    | 85%        | 88%        | 76%   | 82%     |
| 2007                                                            | 90%   | 86%              | 85%      | 96%   | 93%             | 96%              | 89%   | 91%    | 82%        | 85%        | 70%   | 77%     |
| TAKS Failers Promoted by Grade Placement Committee              |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2007                                                            | 78.0% | 79.8%            | 78.0%    | 74.4% | 85.7%           | 83.7%            | 79.1% | 76.9%  | 87.6%      | 78.1%      | 78.7% | 78.6%   |
| 2006                                                            | 74.4% | 73.7%            | 75.0%    | 70.9% | 65.6%           | 76.5%            | 75.5% | 73.0%  | 87.4%      | 74.5%      | 75.6% | 75.1%   |
| TAKS Met Standard (Failed in Previous Year)                     |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Promoted to Grade 6                                             |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 55%   | 53%              | 54%      | 64%   | 65%             | 63%              | 49%   | 62%    | 48%        | 54%        | 50%   | 55%     |
| Retained in Grade 5                                             |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 73%   | 73%              | 72%      | 81%   | 60%             | 73%              | 72%   | 74%    | 54%        | 72%        | 67%   | 73%     |
| Grade 5 Mathematics (English and Spanish)                       |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Students Requiring Accelerated Instruction                      |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 15%   | 24%              | 18%      | 8%    | 13%             | 4%               | 14%   | 15%    | 21%        | 21%        | 31%   | 30%     |
| 2007                                                            | 15%   | 26%              | 20%      | 7%    | 14%             | 4%               | 15%   | 16%    | 25%        | 22%        | 34%   | 32%     |
| TAKS Cumulative Met Standard (First and Second Administrations) |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 91%   | 85%              | 89%      | 97%   | 93%             | 98%              | 92%   | 91%    | 86%        | 87%        | 79%   | 81%     |
| 2007                                                            | 91%   | 84%              | 88%      | 97%   | 91%             | 98%              | 92%   | 91%    | 85%        | 87%        | 78%   | 80%     |
| TAKS Failers Promoted by Grade Placement Committee              |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2007                                                            | 77.5% | 80.1%            | 76.9%    | 74.9% | 79.4%           | 78.7%            | 78.3% | 76.8%  | 87.7%      | 77.0%      | 76.5% | 77.6%   |
| 2006                                                            | 73.8% | 74.4%            | 73.8%    | 72.8% | 63.3%           | 68.2%            | 74.2% | 73.4%  | 87.8%      | 73.5%      | 73.8% | 74.2%   |
| TAKS Met Standard (Failed in Previous Year)                     |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Promoted to Grade 6                                             |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 22%   | 17%              | 23%      | 23%   | 28%             | 28%              | 22%   | 22%    | 17%        | 22%        | 25%   | 21%     |
| Retained in Grade 5                                             |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                            | 71%   | 66%              | 72%      | 75%   | 60%             | 69%              | 72%   | 70%    | 51%        | 71%        | 69%   | 71%     |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

| 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 8 Reading                                                     |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Students Requiring Accelerated Instruction                          |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                                | 6%    | 9%               | 8%       | 2%    | 4%              | 2%               | 7%    | 5%     | 17%        | 9%         | 37%   | 12%     |
| TAKS Cumulative Met Standard (First and Second Administrations)     |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                                | 97%   | 96%              | 95%      | 99%   | 99%             | 99%              | 97%   | 97%    | 90%        | 95%        | 73%   | 93%     |
| Grade 8 Mathematics                                                 |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Students Requiring Accelerated Instruction                          |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                                | 21%   | 34%              | 27%      | 11%   | 17%             | 6%               | 20%   | 22%    | 41%        | 29%        | 54%   | 41%     |
| TAKS Cumulative Met Standard (First and Second Administrations)     |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2008                                                                | 86%   | 76%              | 82%      | 94%   | 89%             | 97%              | 87%   | 86%    | 69%        | 80%        | 57%   | 71%     |
| Attendance Rate                                                     |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2006-07                                                             | 95.5% | 95.0%            | 95.3%    | 95.7% | 94.8%           | 97.5%            | 95.5% | 95.5%  | 94.0%      | 95.2%      | 96.3% | 94.6%   |
| 2005-06                                                             | 95.5% | 94.9%            | 95.4%    | 95.8% | 94.8%           | 97.6%            | 95.5% | 95.6%  | 94.1%      | 95.2%      | 96.3% | 94.8%   |
| Annual Dropout Rate (Gr 7-8)<br>(Standard Accountability Indicator) |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2006-07                                                             | 0.4%  | 0.7%             | 0.5%     | 0.2%  | 0.4%            | 0.2%             | 0.4%  | 0.4%   | 0.5%       | 0.5%       | 0.8%  | 0.4%    |
| 2005-06                                                             | 0.4%  | 0.8%             | 0.6%     | 0.2%  | 0.5%            | 0.2%             | 0.4%  | 0.4%   | 0.5%       | 0.5%       | 0.8%  | 0.4%    |
| Annual Dropout Rate (Gr 7-12)<br>(AEA Indicator)                    |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2006-07                                                             | 2.7%  | 4.1%             | 3.7%     | 1.3%  | 2.0%            | 1.0%             | 2.9%  | 2.6%   | 3.2%       | 2.8%       | 4.8%  | 3.6%    |
| 2005-06                                                             | 2.6%  | 3.8%             | 3.5%     | 1.3%  | 2.1%            | 1.0%             | 2.8%  | 2.3%   | 3.2%       | 2.7%       | 4.6%  | 3.2%    |
| Annual Dropout Rate (Gr 9-12)                                       |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| 2006-07                                                             | 3.9%  | 5.8%             | 5.4%     | 1.9%  | 2.8%            | 1.4%             | 4.2%  | 3.7%   | 4.8%       | 4.3%       | 7.6%  | 5.0%    |
| 2005-06                                                             | 3.7%  | 5.4%             | 5.2%     | 1.8%  | 2.9%            | 1.4%             | 4.0%  | 3.4%   | 4.7%       | 4.2%       | 7.3%  | 4.6%    |
| Completion/Student Status Rate (Gr 9-12)                            |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Class of 2007                                                       |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Graduated                                                           | 78.0% | 70.7%            | 68.5%    | 88.2% | 81.4%           | 91.5%            | 75.8% | 80.3%  | 70.3%      | 68.8%      | 39.3% | 64.8%   |
| Received GED                                                        | 2.0%  | 1.6%             | 1.8%     | 2.4%  | 2.8%            | 0.5%             | 2.5%  | 1.4%   | 1.4%       | 2.1%       | 0.8%  | 2.7%    |
| Continued HS                                                        | 8.7%  | 10.5%            | 13.3%    | 4.1%  | 6.2%            | 4.2%             | 9.8%  | 7.6%   | 14.3%      | 11.7%      | 25.3% | 14.4%   |
| Dropped Out (4-yr)                                                  | 11.4% | 17.2%            | 16.4%    | 5.3%  | 9.6%            | 3.8%             | 11.9% | 10.8%  | 13.9%      | 17.3%      | 34.6% | 18.1%   |
| Class of 2006                                                       |       |                  |          |       |                 |                  |       |        |            |            |       |         |
| Graduated                                                           | 80.4% | 74.5%            | 71.7%    | 89.0% | 83.9%           | 92.0%            | 78.0% | 82.8%  | 72.7%      | 72.0%      | 48.5% | 67.4%   |
| Received GED                                                        | 2.3%  | 1.7%             | 2.0%     | 2.8%  | 4.0%            | 0.7%             | 2.9%  | 1.6%   | 1.7%       | 2.4%       | 0.7%  | 3.3%    |
| Continued HS                                                        | 8.6%  | 10.5%            | 13.2%    | 4.2%  | 6.2%            | 4.2%             | 9.8%  | 7.3%   | 15.0%      | 11.9%      | 22.9% | 14.6%   |
| Dropped Out (4-yr)                                                  | 8.8%  | 13.3%            | 13.1%    | 3.9%  | 6.0%            | 3.2%             | 9.3%  | 8.3%   | 10.6%      | 13.7%      | 27.9% | 14.6%   |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

| Indicator:                                                                                                  | State | African American | Hispanic | White | Native American | Asian/Pacific Is | Male  | Female | Special Ed | Econ Disad | LEP   | At Risk |     |
|-------------------------------------------------------------------------------------------------------------|-------|------------------|----------|-------|-----------------|------------------|-------|--------|------------|------------|-------|---------|-----|
| <b>Completion Rate II (w/GED)</b><br>(AEA Indicator)                                                        |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| Class of 2007                                                                                               | 88.6% | 82.8%            | 83.6%    | 94.7% | 90.4%           | 96.3%            | 88.1% | 89.2%  | 86.1%      | 82.7%      | 65.4% | 81.9%   |     |
| Class of 2006                                                                                               | 91.2% | 86.7%            | 86.9%    | 96.1% | 94.0%           | 96.8%            | 90.7% | 91.7%  | 89.4%      | 86.3%      | 72.1% | 85.4%   |     |
| <b>Completion Rate I (w/o GED)</b><br>(Standard Accountability Indicator)                                   |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| Class of 2007                                                                                               | 86.7% | 81.2%            | 81.9%    | 92.3% | 87.6%           | 95.7%            | 85.6% | 87.8%  | 84.7%      | 80.5%      | 64.6% | 79.2%   |     |
| Class of 2006                                                                                               | 88.9% | 85.0%            | 84.9%    | 93.2% | 90.0%           | 96.2%            | 87.8% | 90.1%  | 87.7%      | 83.9%      | 71.4% | 82.0%   |     |
| <b>COLLEGE READINESS INDICATORS</b>                                                                         |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| <b>Advanced Course/Dual Enrollment Completion</b>                                                           |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| 2006-07                                                                                                     | 22.1% | 15.1%            | 17.9%    | 27.2% | 21.2%           | 43.8%            | 19.7% | 24.6%  | 4.9%       | 15.9%      | 9.0%  | 11.9%   |     |
| 2005-06                                                                                                     | 21.0% | 14.0%            | 16.6%    | 26.1% | 21.1%           | 42.5%            | 18.7% | 23.4%  | 4.4%       | 14.7%      | 8.7%  | 11.5%   |     |
| <b>RHSP/DAP Graduates</b>                                                                                   |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| Class of 2007                                                                                               | 77.9% | 70.4%            | 78.4%    | 78.5% | 75.1%           | 90.8%            | 73.0% | 82.7%  | 20.5%      | 73.9%      | 51.2% | 66.2%   |     |
| Class of 2006                                                                                               | 75.7% | 67.8%            | 76.3%    | 76.4% | 74.4%           | 89.5%            | 70.4% | 80.9%  | 17.5%      | 72.0%      | 58.3% | 62.6%   |     |
| <b>AP/IB Results</b>                                                                                        |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| <b>Tested</b>                                                                                               |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| 2007                                                                                                        | 20.0% | 11.1%            | 16.4%    | 23.6% | 19.1%           | 46.0%            | 17.7% | 22.1%  | n/a        | n/a        | n/a   | n/a     |     |
| 2006                                                                                                        | 18.9% | 9.8%             | 15.3%    | 22.4% | 19.8%           | 43.9%            | 16.6% | 21.0%  | n/a        | n/a        | n/a   | n/a     |     |
| <b>Examinees &gt;= Criterion</b>                                                                            |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| 2007                                                                                                        | 50.5% | 26.1%            | 35.7%    | 59.9% | 48.6%           | 68.5%            | 52.9% | 48.7%  | n/a        | n/a        | n/a   | n/a     |     |
| 2006                                                                                                        | 51.3% | 24.8%            | 40.2%    | 58.5% | 51.5%           | 67.3%            | 53.7% | 49.6%  | n/a        | n/a        | n/a   | n/a     |     |
| <b>Scores &gt;= Criterion</b>                                                                               |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| 2007                                                                                                        | 46.8% | 24.0%            | 28.6%    | 55.4% | 42.9%           | 63.3%            | 49.8% | 44.4%  | n/a        | n/a        | n/a   | n/a     |     |
| 2006                                                                                                        | 47.2% | 22.6%            | 30.4%    | 54.9% | 48.7%           | 62.2%            | 50.1% | 44.9%  | n/a        | n/a        | n/a   | n/a     |     |
| <b>Texas Success Initiative (TSI) - Higher Education Readiness Component (INCLUDES TAKS (Accommodated))</b> |       |                  |          |       |                 |                  |       |        |            |            |       |         |     |
| Eng Lang Arts                                                                                               | 2008  | 57%              | 45%      | 47%   | 68%             | 61%              | 72%   | 52%    | 62%        | 15%        | 43%   | 6%      | 39% |
|                                                                                                             | 2007  | 52%              | 38%      | 41%   | 63%             | 55%              | 68%   | 47%    | 57%        | 13%        | 37%   | 4%      | 33% |
| Mathematics                                                                                                 | 2008  | 56%              | 38%      | 46%   | 70%             | 59%              | 82%   | 58%    | 54%        | 14%        | 43%   | 20%     | 30% |
|                                                                                                             | 2007  | 53%              | 32%      | 42%   | 66%             | 58%              | 78%   | 56%    | 49%        | 14%        | 38%   | 17%     | 27% |

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Performance Report

Academic Excellence Indicators

| Indicator:                     | State | African American | Hispanic | White | Native American | Asian/Pacific Is | Male  | Female | Special Ed | Econ Disad | LEP | At Risk |
|--------------------------------|-------|------------------|----------|-------|-----------------|------------------|-------|--------|------------|------------|-----|---------|
| <b>SAT/ACT Results Tested</b>  |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 68.2% | 72.7%            | 54.0%    | 71.8% | 83.7%           | 89.9%            | 64.8% | 70.8%  | n/a        | n/a        | n/a | n/a     |
| Class of 2006                  | 65.8% | 68.1%            | 51.6%    | 70.2% | 77.5%           | 88.9%            | 62.4% | 68.8%  | n/a        | n/a        | n/a | n/a     |
| <b>At/Above Criterion</b>      |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 27.0% | 8.0%             | 11.9%    | 38.2% | 27.1%           | 47.7%            | 29.8% | 24.7%  | n/a        | n/a        | n/a | n/a     |
| Class of 2006                  | 27.1% | 7.8%             | 11.4%    | 38.3% | 31.7%           | 47.8%            | 30.0% | 24.6%  | n/a        | n/a        | n/a | n/a     |
| <b>Mean SAT Score</b>          |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 992   | 867              | 914      | 1056  | 998             | 1095             | 1010  | 978    | n/a        | n/a        | n/a | n/a     |
| Class of 2006                  | 991   | 860              | 903      | 1059  | 1008            | 1096             | 1009  | 976    | n/a        | n/a        | n/a | n/a     |
| <b>Mean ACT Score</b>          |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 20.2  | 16.9             | 18.0     | 22.0  | 20.9            | 23.1             | 20.2  | 20.1   | n/a        | n/a        | n/a | n/a     |
| Class of 2006                  | 20.1  | 17.1             | 17.9     | 22.0  | 21.2            | 22.8             | 20.1  | 20.1   | n/a        | n/a        | n/a | n/a     |
| <b>College-Ready Graduates</b> |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| <b>Eng Lang Arts</b>           |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 49%   | 34%              | 38%      | 59%   | 50%             | 67%              | 44%   | 54%    | 13%        | 34%        | 4%  | 28%     |
| Class of 2006                  | 48%   | 33%              | 36%      | 59%   | 52%             | 65%              | 43%   | 53%    | 13%        | 32%        | 12% | 27%     |
| <b>Mathematics</b>             |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 56%   | 33%              | 45%      | 66%   | 59%             | 77%              | 59%   | 52%    | 15%        | 42%        | 23% | 28%     |
| Class of 2006                  | 52%   | 29%              | 39%      | 64%   | 55%             | 75%              | 56%   | 47%    | 15%        | 36%        | 21% | 23%     |
| <b>Both Subjects</b>           |       |                  |          |       |                 |                  |       |        |            |            |     |         |
| Class of 2007                  | 37%   | 19%              | 25%      | 49%   | 40%             | 60%              | 36%   | 38%    | 6%         | 21%        | 2%  | 12%     |
| Class of 2006                  | 35%   | 16%              | 21%      | 48%   | 39%             | 58%              | 34%   | 36%    | 6%         | 18%        | 7%  | 10%     |

TEXAS EDUCATION AGENCY  
Academic Excellence Indicator System  
2007-08 State Profile Report

| STUDENT INFORMATION                          |           |         | PROGRAM INFORMATION                       |           |         |
|----------------------------------------------|-----------|---------|-------------------------------------------|-----------|---------|
|                                              | Count     | Percent |                                           | Count     | Percent |
| Total Students                               | 4,651,516 | 100.0%  | Student Enrollment by Program:            |           |         |
| Students By Grade:                           |           |         | Bilingual/ESL Education                   | 721,119   | 15.5%   |
| Early Childhood Education                    | 12,461    | 0.3%    | Career & Technical Education              | 972,731   | 20.9%   |
| Pre-Kindergarten                             | 192,858   | 4.1%    | Gifted & Talented Education               | 348,820   | 7.5%    |
| Kindergarten                                 | 356,374   | 7.7%    | Special Education                         | 464,789   | 10.0%   |
| Grade 1                                      | 375,773   | 8.1%    | Teachers by Program (population served):  |           |         |
| Grade 2                                      | 366,632   | 7.9%    | Bilingual/ESL Education                   | 23,378.3  | 7.3%    |
| Grade 3                                      | 355,214   | 7.6%    | Career & Technical Education              | 12,497.0  | 3.9%    |
| Grade 4                                      | 346,313   | 7.4%    | Compensatory Education                    | 11,431.7  | 3.6%    |
| Grade 5                                      | 345,631   | 7.4%    | Gifted & Talented Education               | 6,469.8   | 2.0%    |
| Grade 6                                      | 336,494   | 7.2%    | Regular Education                         | 227,349.0 | 70.7%   |
| Grade 7                                      | 340,340   | 7.3%    | Special Education                         | 31,552.5  | 9.8%    |
| Grade 8                                      | 332,502   | 7.1%    | Other                                     | 9,051.2   | 2.8%    |
| Grade 9                                      | 396,879   | 8.5%    | Class Size Averages by Grade and Subject: |           |         |
| Grade 10                                     | 331,792   | 7.1%    | Elementary:                               |           |         |
| Grade 11                                     | 294,123   | 6.3%    | Kindergarten                              |           | 18.9    |
| Grade 12                                     | 268,130   | 5.8%    | Grade 1                                   |           | 18.9    |
| Ethnic Distribution:                         |           |         | Grade 2                                   |           | 19.0    |
| African American                             | 663,705   | 14.3%   | Grade 3                                   |           | 19.0    |
| Hispanic                                     | 2,193,345 | 47.2%   | Grade 4                                   |           | 19.6    |
| White                                        | 1,619,426 | 34.8%   | Grade 5                                   |           | 22.2    |
| Native American                              | 16,234    | 0.3%    | Grade 6                                   |           | 21.4    |
| Asian/Pacific Islander                       | 158,806   | 3.4%    | Mixed Grades                              |           | 22.4    |
| Economically Disadvantaged                   | 2,572,093 | 55.3%   | Secondary:                                |           |         |
| Limited English Proficient (LEP)             | 774,719   | 16.7%   | English/Language Arts                     |           | 20.0    |
| Students w/Disciplinary Placements (2006-07) | 109,589   | 2.3%    | Foreign Language                          |           | 21.0    |
| At-Risk                                      | 2,251,000 | 48.4%   | Mathematics                               |           | 19.8    |
| Total Graduates (Class of 2007)              | 241,193   | 100.0%  | Science                                   |           | 20.8    |
| By Ethnicity (incl. Special Ed):             |           |         | Social Studies                            |           | 21.8    |
| African American                             | 32,139    | 13.3%   | Non-Special Education Rates               |           |         |
| Hispanic                                     | 86,332    | 35.8%   | Retention Rates By Grade:                 |           |         |
| White                                        | 112,215   | 46.5%   | Kindergarten                              | 2.8%      | 12.3%   |
| Native American                              | 882       | 0.4%    | Grade 1                                   | 5.9%      | 10.6%   |
| Asian/Pacific Islander                       | 9,625     | 4.0%    | Grade 2                                   | 3.5%      | 4.6%    |
| By Graduation Type (incl. Special Ed.):      |           |         | Grade 3                                   | 2.8%      | 2.6%    |
| Minimum H.S. Program                         | 53,423    | 22.1%   | Grade 4                                   | 1.6%      | 1.3%    |
| Recommended H.S. Pgm./DAP                    | 187,770   | 77.9%   | Grade 5                                   | 2.3%      | 1.8%    |
| Special Education Graduates                  | 26,677    | 11.1%   | Grade 6                                   | 1.1%      | 1.6%    |
| Data Quality: PID Errors (student)           | 8,243     | 0.2%    | Grade 7                                   | 1.7%      | 2.2%    |
| Underreported Students                       | 13,316    | 0.7%    | Grade 8                                   | 1.3%      | 2.8%    |



T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2007-08 State Profile Report

| STAFF INFORMATION                         | Count     | Percent |                                                     | Years     |
|-------------------------------------------|-----------|---------|-----------------------------------------------------|-----------|
| Total Staff:                              | 633,346.5 | 100.0%  | Average Yrs. Experience of Teachers:                | 11.3 yrs. |
| Professional Staff:                       | 398,675.1 | 62.9%   | Average Yrs. Experience of Teachers with Districts: | 7.4 yrs.  |
| Teachers                                  | 321,729.5 | 50.8%   | Average Teacher Salary by Years of Experience:      | Amount    |
| Professional Support                      | 52,637.2  | 8.3%    | (regular duties only)                               |           |
| Campus Administration (School Leadership) | 17,861.3  | 2.8%    | Beginning Teachers                                  | \$39,372  |
| Central Administration                    | 6,447.0   | 1.0%    | 1-5 Years Experience                                | \$41,374  |
| Educational Aides:                        | 62,668.8  | 9.9%    | 6-10 Years Experience                               | \$43,886  |
| Auxiliary Staff:                          | 172,002.7 | 27.2%   | 11-20 Years Experience                              | \$48,174  |
| Total Minority Staff:                     | 272,671.6 | 43.1%   | Over 20 Years Experience                            | \$56,354  |
| Teachers by Ethnicity and Sex:            |           |         | Average Actual Salaries (regular duties only):      |           |
| African American                          | 30,854.0  | 9.6%    | Teachers                                            | \$46,179  |
| Hispanic                                  | 68,978.3  | 21.4%   | Professional Support                                | \$54,543  |
| White                                     | 217,159.0 | 67.5%   | Campus Administration (School Leadership)           | \$67,397  |
| Native American                           | 863.6     | 0.3%    | Central Administration                              | \$83,529  |
| Asian/Pacific Islander                    | 3,874.6   | 1.2%    | Turnover Rate For Teachers:                         | 15.2%     |
| Males                                     | 73,395.1  | 22.8%   | Instructional Staff Percent***:                     | 64.0%     |
| Females                                   | 248,334.5 | 77.2%   | EXCLUSIONS:                                         |           |
| Teachers by Highest Degree Held:          |           |         | Shared Services Arrangement Staff:                  | Count     |
| No Degree                                 | 2,419.4   | 0.8%    | Professional Staff                                  | 1,365.0   |
| Bachelors                                 | 250,010.7 | 77.7%   | Educational Aides                                   | 268.2     |
| Masters                                   | 67,572.3  | 21.0%   | Auxiliary Staff                                     | 710.0     |
| Doctorate                                 | 1,727.1   | 0.5%    | Contracted Instructional Staff:                     | 2,641.9   |
| Teachers by Years of Experience:          |           |         |                                                     |           |
| Beginning Teachers                        | 25,395.7  | 7.9%    |                                                     |           |
| 1-5 Years Experience                      | 95,760.6  | 29.8%   |                                                     |           |
| 6-10 Years Experience                     | 63,446.7  | 19.7%   |                                                     |           |
| 11-20 Years Experience                    | 75,414.5  | 23.4%   |                                                     |           |
| Over 20 Years Experience                  | 61,712.0  | 19.2%   |                                                     |           |
| Number of Students Per Teacher:           | 14.5      | n/a     |                                                     |           |

TEXAS EDUCATION AGENCY  
Academic Excellence Indicator System  
2007-08 State Profile Report

| TAX INFORMATION (CALENDAR YEAR 2007)                |                     |              | ACTUAL EXPENDITURE INFORMATION (2006-07) |         |             |
|-----------------------------------------------------|---------------------|--------------|------------------------------------------|---------|-------------|
|                                                     | Amount              | Percent/Rate | All Funds                                | Percent | Per Student |
| Adopted Tax Rate                                    |                     |              |                                          |         |             |
| Maintenance and Operations                          | n/a                 | \$1.042      |                                          |         |             |
| Interest and Sinking Fund #                         | n/a                 | \$0.145      |                                          |         |             |
| Total Rate (sum of above)                           | n/a                 | \$1.187      |                                          |         |             |
| Standardized Local Tax Base (comptroller valuation) |                     |              |                                          |         |             |
| Value (after exemptions)                            | \$1,518,824,250,165 | n/a          |                                          |         |             |
| Value Per Pupil @@                                  | \$333,420           | n/a          |                                          |         |             |
| Value by Category                                   |                     |              |                                          |         |             |
| Business                                            | \$575,855,759,876   | 33.4%        |                                          |         |             |
| Residential                                         | \$933,182,925,966   | 54.2%        |                                          |         |             |
| Land                                                | \$108,168,071,835   | 6.3%         |                                          |         |             |
| Oil and Gas                                         | \$95,227,383,460    | 5.5%         |                                          |         |             |
| Other                                               | \$10,222,442,516    | 0.6%         |                                          |         |             |
| FUND BALANCE INFORMATION                            |                     |              |                                          |         |             |
| Fund Balance (End of Year 2006-07 audited)          | \$6,928,555,936     | n/a          |                                          |         |             |
| Percent of Total Budgeted Expenditures (2007-08)    | n/a                 | 19.4%        |                                          |         |             |
| ACTUAL PROGRAM EXPENDITURE INFORMATION (2006-07)    | All Funds           | Percent      | Per Student                              |         |             |
| By Program:                                         |                     |              |                                          |         |             |
| Total Operating Expenditures                        | \$26,805,417,659    | 100.0%       | \$5,857                                  |         |             |
| Bilingual/ESL Education (25)                        | \$1,147,584,336     | 4.3%         | \$251                                    |         |             |
| Career & Technology Education (22)                  | \$904,463,540       | 3.4%         | \$198                                    |         |             |
| Accelerated Education (24,30)                       | \$3,316,962,237     | 12.4%        | \$725                                    |         |             |
| Gifted & Talented Education (21)                    | \$396,113,945       | 1.5%         | \$87                                     |         |             |
| Regular Education (11)                              | \$15,776,435,075    | 58.9%        | \$3,447                                  |         |             |
| Special Education (23)                              | \$4,327,469,222     | 16.1%        | \$946                                    |         |             |
| Athletics/Related Activities (91)                   | \$648,031,515       | 2.4%         | \$142                                    |         |             |
| Other (26,28,29)                                    | \$288,357,789       | 1.1%         | \$63                                     |         |             |
| By Object:                                          |                     |              |                                          |         |             |
| Total Expenditures                                  | \$46,508,533,420    | 100.0%       | \$10,162                                 |         |             |
| Payroll Costs                                       | \$28,502,387,166    | 61.3%        | \$6,228                                  |         |             |
| Other Operating Costs                               | \$7,837,718,186     | 16.9%        | \$1,713                                  |         |             |
| Debt Service                                        | \$3,986,797,798     | 8.6%         | \$871                                    |         |             |
| Capital Outlay                                      | \$6,181,630,270     | 13.3%        | \$1,351                                  |         |             |
| By Function (Objects 6100-6400 only):               |                     |              |                                          |         |             |
| Total Operating Expenditures                        | \$35,817,918,654    | 100.0%       | \$7,826                                  |         |             |
| Instruction (11,95)                                 | \$20,594,711,222    | 57.5%        | \$4,500                                  |         |             |
| Instructional-Related Services (12,13)              | \$1,272,291,670     | 3.6%         | \$278                                    |         |             |
| Instructional Leadership (21)                       | \$541,787,774       | 1.5%         | \$118                                    |         |             |
| School Leadership (23)                              | \$2,015,752,795     | 5.6%         | \$440                                    |         |             |
| Support Services-Student (31,32,33)                 | \$1,714,609,838     | 4.8%         | \$375                                    |         |             |
| Student Transportation (34)                         | \$986,829,865       | 2.8%         | \$216                                    |         |             |
| Food Services (35)                                  | \$1,864,959,756     | 5.2%         | \$407                                    |         |             |
| Cocurricular Activities (36)                        | \$938,075,929       | 2.6%         | \$205                                    |         |             |
| Central Administration (41,92)                      | \$1,250,828,405     | 3.5%         | \$273                                    |         |             |
| Plant Maintenance and Operations (51)               | \$3,903,183,060     | 10.9%        | \$853                                    |         |             |
| Security and Monitoring Services (52)               | \$265,420,353       | 0.7%         | \$58                                     |         |             |
| Data Processing Services (53)                       | \$469,467,987       | 1.3%         | \$103                                    |         |             |
| Community Services (61)                             | \$199,842,045       | n/a          | \$44                                     |         |             |
| Equity Transfers (excluded from expenditures)       | \$1,429,576,742     | n/a          | \$312                                    |         |             |
| Instructional Expenditure Ratio*** (11,12,13,31)    |                     |              |                                          | 64.1%   |             |
| ACTUAL REVENUE INFORMATION (2006-07)                |                     |              |                                          |         |             |
| By Source:                                          |                     |              |                                          |         |             |
| Total Revenues                                      | \$42,964,784,690    | 100.0%       | \$9,388                                  |         |             |
| Local Tax                                           | \$19,659,646,281    | 45.8%        | \$4,296                                  |         |             |
| Other Local & Intermediate                          | \$2,869,481,556     | 6.7%         | \$627                                    |         |             |
| State                                               | \$16,222,292,576    | 37.8%        | \$3,545                                  |         |             |
| Federal                                             | \$4,213,364,277     | 9.8%         | \$921                                    |         |             |
| Equity Transfers (excluded from revenues)           | \$1,429,576,742     | n/a          | \$312                                    |         |             |

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.  
 '@' Includes TAKS(Accommodated).  
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.  
 '\*' Indicates results are masked due to small numbers to protect student confidentiality.  
 '-' Indicates zero observations reported for this group.  
 'n/a' Indicates data reporting is not applicable for this group.  
 '#' The \$0.145 includes 238 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.189.  
 '@@' Not Used for School Funding calculations.  
 '\*\*\*' For more details on this Chapter 44 measure, please go to [http://www.tea.state.tx.us/school.finance/audit/instexp\\_ratio.html](http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html).

## 2. Student Performance

This chapter provides an overview of student performance on statewide assessments, including the Texas Assessment of Knowledge and Skills (TAKS), the Texas Assessment of Knowledge and Skills (Accommodated) (TAKS [Accommodated]), the Texas Assessment of Knowledge and Skills–Modified (TAKS-M), the Texas Assessment of Knowledge and Skills–Alternate (TAKS-Alt), and the Texas English Language Proficiency Assessment System (TELPAS).

TAKS is the primary statewide assessment. 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). Spanish-version TAKS tests are available in Grades 3-6. By law, students for whom TAKS is the graduation testing requirement must pass exit-level tests in four content areas—English language arts, mathematics, social studies, and science—to graduate from a Texas public high school.

TAKS assessments are aligned to the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In Grades 3-8, TAKS assessments are based on grade-specific TEKS. 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.

Assessments for students receiving special education services underwent substantial changes in 2008. In keeping with the goal of providing all students appropriate assessments to measure and support their achievement of the essential knowledge and skills of the state-mandated curriculum, and to comply with federal regulations under the Individuals With Disabilities Education Act of 2004 (IDEA) and the No Child Left Behind Act of 2001 (NCLB), the TAKS (Accommodated), TAKS–Modified, and TAKS–Alternate were administered. These assessments replaced the TAKS–Inclusive (TAKS-I) and State-Developed Alternative Assessment II (SDAA II) state assessments and locally determined alternate assessments. Because all new assessments are

| <b>Table 2.1. State Assessments and Subjects, by Grade, 2008</b> |                                                                                                       |                   |                      |                                                  |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------|----------------------|--------------------------------------------------|
| <b>Grade</b>                                                     | <b>Texas Assessment of Knowledge and Skills (TAKS)/ TAKS (Accommodated)/TAKS–Alternate (TAKS-Alt)</b> |                   |                      |                                                  |
| 3                                                                | Reading <sup>a</sup>                                                                                  | Math <sup>a</sup> |                      |                                                  |
| 4                                                                | Reading <sup>a</sup>                                                                                  | Math <sup>a</sup> | Writing <sup>a</sup> |                                                  |
| 5                                                                | Reading <sup>a</sup>                                                                                  | Math <sup>a</sup> |                      | Science <sup>a</sup>                             |
| 6                                                                | Reading <sup>a</sup>                                                                                  | Math <sup>a</sup> |                      |                                                  |
| 7                                                                | Reading                                                                                               | Math              | Writing              |                                                  |
| 8                                                                | Reading                                                                                               | Math              |                      | Social Studies Science                           |
| 9                                                                | Reading                                                                                               | Math              |                      |                                                  |
| 10                                                               | ELA <sup>b</sup>                                                                                      | Math              |                      | Social Studies Science                           |
| 11 <sup>c</sup>                                                  | ELA                                                                                                   | Math              |                      | Social Studies Science                           |
| <b>Grade</b>                                                     | <b>TAKS–Modified (TAKS-M)</b>                                                                         |                   |                      |                                                  |
| 3                                                                | Reading                                                                                               | Math              |                      |                                                  |
| 4                                                                | Reading                                                                                               | Math              | Writing <sup>d</sup> |                                                  |
| 5                                                                | Reading                                                                                               | Math              |                      | Science                                          |
| 6                                                                | Reading                                                                                               | Math              |                      |                                                  |
| 7                                                                | Reading                                                                                               | Math              | Writing <sup>d</sup> |                                                  |
| 8                                                                | Reading                                                                                               | Math              |                      | Social Studies <sup>d</sup> Science              |
| 9                                                                | Reading <sup>d</sup>                                                                                  | Math <sup>d</sup> |                      |                                                  |
| 10                                                               | ELA                                                                                                   | Math              |                      | Social Studies <sup>d</sup> Science              |
| 11                                                               | ELA <sup>d</sup>                                                                                      | Math <sup>d</sup> |                      | Social Studies <sup>d</sup> Science <sup>d</sup> |
| <b>Grade</b>                                                     | <b>Texas English Language Proficiency Assessment System (TELPAS)</b>                                  |                   |                      |                                                  |
| K-1                                                              | Holistically-rated listening, reading, speaking, and writing assessments.                             |                   |                      |                                                  |
| 2-12                                                             | Reading test and holistically-rated listening, speaking, and writing assessments.                     |                   |                      |                                                  |

<sup>a</sup>English- and Spanish-language versions available for TAKS and TAKS (Accommodated). <sup>b</sup>English language arts. <sup>c</sup>Exit level for TAKS and TAKS (Accommodated). <sup>d</sup>Field test.

administered at the same grade levels and in the same content areas tested by TAKS, admission, review, and dismissal (ARD) committees have considerable flexibility in determining the most appropriate assessment for each subject area for each student receiving special education services.

TAKS (Accommodated) is designed for students served in special education programs whose academic achievement and progress can be measured appropriately using the general assessment. TAKS (Accommodated) is not an alternate assessment. It is the TAKS test with format accommodations (larger font, fewer items per page, etc.) and no embedded field-test items. Students who meet the eligibility requirements for specific accommodations, as determined by their ARD committees, may be assessed

with TAKS (Accommodated). As with TAKS, TAKS (Accommodated) subject tests at Grade 11 satisfy graduation requirements and are provided for retesting, and Spanish-version tests are available in Grades 3-6.

TAKS-Modified is an alternate assessment based on modified academic achievement standards. It measures the academic progress of students for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. Although students are assessed on grade-level curriculum, TAKS-M tests have been modified in format (e.g., larger font, fewer items per page) and test design (e.g., fewer answer choices, simpler vocabulary and sentence structure). TAKS-M reading/ELA and mathematics tests at Grades 3-8 and 10 and science tests at Grades 5, 8, and 10 were field-tested in October 2007 and administered as operational tests in spring 2008. Passing standards for these tests were established in fall 2008. TAKS-M tests not field-tested in October 2007 (writing at Grades 4 and 7; reading and mathematics at Grade 9; social studies at Grades 8 and 10; and ELA, mathematics, social studies, and science at Grade 11) were field-tested in spring 2008 and will be operational in 2009. TAKS-M is not a requirement for graduation and, therefore, is not considered an exit-level test with retesting opportunities. TAKS-M is not available in Spanish.

TAKS-Alternate assesses students who have significant cognitive disabilities and who are unable to participate in other statewide assessments, even with substantial accommodations or modifications. TAKS-Alt requires teachers to design activities that link to the grade-level TEKS curriculum. Student performance is observed and scored using the TAKS-Alt rubric, and the results and supporting evidence are submitted through an on-line system. Each student who meets the participation criteria for TAKS-Alt must be assessed in all subject areas tested by TAKS in the student's enrolled grade. TAKS-Alt was administered for the first time in spring 2007 as a mandatory field test. State standards were set based on those results and applied to the 2008 assessments.

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the annual progress that limited English proficient (LEP) students make in learning English in four language domains: reading, listening, speaking, and writing. Proficiency tests for the domain of reading (known formerly as the Reading Proficiency Tests in English) have been administered to LEP students in Grades 3-12 since the 1999-00 school year. Holistically-rated assessments (known formerly as the Texas Observation Protocols) were benchmarked in spring 2004 and implemented

fully in spring 2005. In the 2007-08 school year, the Texas Education Agency (TEA) implemented the second edition of the reading proficiency assessment and added a test for Grade 2. TELPAS now consists of holistically-rated reading for Grades K and 1; reading tests for students in Grades 2-12; and holistically-rated assessments of listening, speaking, and writing for students in Grades K-12.

### ***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 on-grade-level performance expectations. 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. Beginning in the 2004-05 school year, students in Grade 5 were required to meet the passing standards on the TAKS reading and mathematics tests to be promoted to Grade 6. In the 2007-08 school year, for the first time, students in Grade 8 were required to meet the passing standards on the TAKS reading and mathematics tests to be promoted to Grade 9.

Under the SSI grade advancement requirements, a student is allowed three testing opportunities to meet the passing standard. If the student does not perform satisfactorily, a grade placement committee (GPC) is formed to develop an accelerated instruction plan and make promotion decisions for the student. The GPC consists of the principal or principal's designee, the teacher in the subject tested, and the parent or guardian. For a student in special education, the ARD committee functions as the GPC. In the 2007-08 school year, SSI requirements for retesting applied to students who received special education services and who were tested with TAKS or TAKS (Accommodated). Because passing standards for TAKS-M were not set until fall 2008, spring retests were not available for those tested by TAKS-M, and their ARD committees determined remediation and promotion criteria. Retests will be available in the 2008-09 school year for TAKS-M in the SSI grades. TAKS-Alt students are not affected by SSI requirements because the testing window starts with the beginning of the school year and includes multiple testing opportunities.

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

## Participation in State Assessments

In the 2007-08 school year, 3,032,864 (98.4%) of the 3,082,441 students eligible to participate in TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt were assessed (Table 2.2). Of the 49,577 students (1.6%) not assessed, 12,743 were absent; 32,657 were exempted by their language proficiency assessment committees; and 4,177 were not assessed for various other reasons. Prior to 2008, some students served in special education programs were exempted from state assessments by their ARD committees and, instead, assessed locally. But with the assessment options implemented in 2008, students were no longer eligible for ARD exemption. As a result, the increase from 2007 to 2008 in the rate of students participating in state assessments was expected.

## TAKS Results: Definitions and Methods

In November 2002, the State Board of Education adopted TAKS passing standards that phased in the panel-recommended passing standard over three years. The adopted standards use the standard error of

measurement (SEM) statistic. 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.

By 2006, all students in Grades 3-11 were required to achieve the panel-recommended standard, except those taking the Grade 8 science test introduced that year. To pass science, Grade 8 science students were required to meet a 2 SEM below panel-recommended standard in 2006, a 1 SEM below panel-recommended standard in 2007, and the panel-recommended standard in 2008. To draw comparisons between 2007 and 2008 Grade 8 TAKS science results, the panel-recommended standard has been applied to 2007 results, and 2008 marks the first year that all performance data are presented at the panel-recommended standard.

Unless otherwise specified, reported TAKS results are based on the primary administrations of the tests. Also, all TAKS results include the results of students administered TAKS (Accommodated) tests. A brief

**Table 2.2. Participation in State Assessments, by Grade, 2007 and 2008**

| Grade       | Total Students | Total Tested |         | LEP <sup>a</sup> Exempt |         | ARD <sup>b</sup> Exempt |         | Absent |         | Other Students Not Tested |         | Total Not Tested |         |
|-------------|----------------|--------------|---------|-------------------------|---------|-------------------------|---------|--------|---------|---------------------------|---------|------------------|---------|
|             |                | Number       | Percent | Number                  | Percent | Number                  | Percent | Number | Percent | Number                    | Percent | Number           | Percent |
| <b>2007</b> |                |              |         |                         |         |                         |         |        |         |                           |         |                  |         |
| 3           | 355,846        | 349,587      | 98.2    | 3,076                   | 0.9     | 2,857                   | 0.8     | 214    | 0.1     | 112                       | <0.1    | 6,259            | 1.8     |
| 4           | 346,411        | 340,989      | 98.4    | 3,033                   | 0.9     | 1,865                   | 0.5     | 256    | 0.1     | 268                       | 0.1     | 5,422            | 1.6     |
| 5           | 348,012        | 340,406      | 97.8    | 3,621                   | 1.0     | 3,641                   | 1.1     | 182    | 0.1     | 162                       | 0.1     | 7,606            | 2.2     |
| 6           | 335,928        | 328,972      | 97.9    | 4,313                   | 1.3     | 1,774                   | 0.5     | 673    | 0.2     | 196                       | 0.1     | 6,956            | 2.1     |
| 7           | 336,191        | 327,709      | 97.5    | 5,529                   | 1.6     | 1,752                   | 0.5     | 796    | 0.2     | 405                       | 0.1     | 8,482            | 2.5     |
| 8           | 339,860        | 330,566      | 97.3    | 4,734                   | 1.4     | 2,871                   | 0.8     | 878    | 0.3     | 811                       | 0.2     | 9,294            | 2.7     |
| 9           | 392,153        | 374,573      | 95.5    | 7,690                   | 2.0     | 1,786                   | 0.5     | 7,504  | 1.9     | 600                       | 0.2     | 17,580           | 4.5     |
| 10          | 322,118        | 313,460      | 97.3    | 2,569                   | 0.8     | 2,367                   | 0.7     | 2,468  | 0.8     | 1,254                     | 0.4     | 8,658            | 2.7     |
| 11          | 274,140        | 249,903      | 91.2    | n/a <sup>c</sup>        | n/a     | 20,557                  | 7.5     | 2,185  | 0.8     | 1,495                     | 0.6     | 24,237           | 8.8     |
| Total       | 3,050,659      | 2,956,165    | 96.9    | 34,565                  | 1.1     | 39,470                  | 1.3     | 15,156 | 0.5     | 5,303                     | 0.2     | 94,494           | 3.1     |
| <b>2008</b> |                |              |         |                         |         |                         |         |        |         |                           |         |                  |         |
| 3           | 363,100        | 359,990      | 99.1    | 2,794                   | 0.8     |                         |         | 163    | <0.1    | 153                       | <0.1    | 3,110            | 0.9     |
| 4           | 351,326        | 348,165      | 99.1    | 2,792                   | 0.8     |                         |         | 133    | <0.1    | 236                       | 0.1     | 3,161            | 0.9     |
| 5           | 353,749        | 350,396      | 99.1    | 3,065                   | 0.9     |                         |         | 144    | <0.1    | 144                       | <0.1    | 3,353            | 1.0     |
| 6           | 337,289        | 332,600      | 98.6    | 3,937                   | 1.2     |                         |         | 557    | 0.2     | 195                       | 0.1     | 4,689            | 1.4     |
| 7           | 344,222        | 338,385      | 98.3    | 5,033                   | 1.5     |                         |         | 578    | 0.2     | 226                       | 0.1     | 5,837            | 1.7     |
| 8           | 340,824        | 334,960      | 98.3    | 4,614                   | 1.4     |                         |         | 634    | 0.2     | 616                       | 0.2     | 5,864            | 1.7     |
| 9           | 392,156        | 377,955      | 96.4    | 7,710                   | 2.0     |                         |         | 5,946  | 1.5     | 545                       | 0.1     | 14,201           | 3.6     |
| 10          | 322,311        | 316,592      | 98.2    | 2,712                   | 0.8     |                         |         | 2,203  | 0.7     | 804                       | 0.3     | 5,719            | 1.8     |
| 11          | 277,464        | 273,821      | 98.7    | n/a                     | n/a     |                         |         | 2,385  | 0.9     | 1,258                     | 0.5     | 3,643            | 1.3     |
| Total       | 3,082,441      | 3,032,864    | 98.4    | 32,657                  | 1.1     |                         |         | 12,743 | 0.4     | 4,177                     | 0.1     | 49,577           | 1.6     |

Note. Data for 2007 include TAKS and State-Developed Alternative Assessment II assessments, whereas data for 2008 include all versions of TAKS. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Limited English proficient. <sup>b</sup>Admission, review, and dismissal committee. Through 2007, some students were exempted from state assessments by their ARD committees and, instead, assessed locally. Beginning in 2008, those students could no longer be exempted, but were assessed by the TAKS versions determined appropriate by their ARD committees. <sup>c</sup>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).

description of the three categories of TAKS performance follows.

- ◆ 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.

## TAKS Results: State Summary

Analysis of the 2008 English-version TAKS results highlights some important developments. Grade 8 students, who were newly subject to SSI requirements, achieved the greatest increases in passing percentages in all four content areas—3 percentage points in reading and social studies, 4 percentage points in mathematics, and 8 percentage points in science (Table 2.3). As a result, the passing rate at Grade 8 for all tests taken increased by 7 percentage points, the most improvement for any grade level. Also notable is that, in the four grades tested in science, passing rates improved more in that subject than in any other subject. In other grades and subjects, passing rates were fairly stable between 2007 and 2008.

In reading for Grades 3-9, percentages of students meeting the panel-recommended passing standard ranged from 83 percent at Grades 4 and 5 to 92 percent at Grade 8 (Figure 2.1 on page 26). Students in Grade 8 made the most progress from the previous year, with an increase in passing rate of 3 percentage points. Percentages of students achieving commended performance ranged from 25 percent at Grade 4 to 51 percent at Grade 8 (Table 2.3). The increase of 9 percentage points in Grade 8 commended performance was the largest for any grade or subject.

On the ELA tests at Grade 10 and exit level, 86 percent of 10th graders and 90 percent of 11th graders met the passing standard (Figure 2.1 on page 26). Whereas the passing rate for 10th grade students increased by 2 percentage points between 2007 and 2008, the

passing rate for 11th graders remained the same. Moreover, 17 percent of Grade 10 students and 20 percent of Grade 11 students achieved commended performance (Table 2.3).

In writing, 91 percent of Grade 4 students and 90 percent of Grade 7 students met the passing standard in 2008 (Figure 2.2 on page 26). Compared to 2007, passing rates remained the same in Grade 4 and decreased by 3 percentage points in Grade 7. Thirty percent of fourth graders and 33 percent of seventh graders achieved commended performance in 2008, both increases of 2 percentage points (Table 2.3).

In mathematics, passing rates in 2008 ranged from 60 percent for Grade 9 students to 84 percent for Grade 4 students (Figure 2.3 on page 27). Percentages of students achieving commended performance ranged from 16 percent in Grade 10 to 39 percent in Grade 5 (Table 2.3). Compared to 2007, Grade 8 students had the largest increase in passing rate (4 percentage points), and Grade 11 students had the largest increase in commended rate (5 percentage points).

In social studies, passing rates in 2008 ranged from 88 percent in Grade 10 to 95 percent in Grade 11 (Figure 2.4 on page 27). Rates of commended performance ranged from 32 percent in Grade 10 to 38 percent in Grade 8 (Table 2.3). Compared to 2007, passing rates improved in all three grades tested. As in other content areas, Grade 8 students had the largest increase in passing rate (3 percentage points). Eighth graders also achieved the largest increase in commended rate (4 percentage points).

In science, percentages of students meeting the passing standard in 2008 ranged from 64 percent in Grade 10 to 81 percent in Grade 5 (Figure 2.5 on page 28). Eighth graders had the largest increase in passing rate between 2007 and 2008 (8 percentage points), even after the 2007 results were adjusted to the panel-recommended standard in place for 2008. Grade 5 students had the highest rate of commended performance (37%), as well as the largest increase in commended rate (6 percentage points) (Table 2.3).

In 2008, percentages of students meeting the passing standard on all tests taken ranged from 53 percent at Grade 10 to 78 percent at Grade 3 (Table 2.3). Just as in 2007, Grade 8 showed the greatest gain in the percentage of students meeting the passing standard (7 percentage points). Grade 6 had the highest percentage of students meeting the commended performance standard (28%), whereas Grade 9 students showed the greatest improvement in commended performance (5 percentage points).

Graduating seniors who took the exit-level TAKS for the first time in April 2007 and failed one or more of

| Table 2.3. English-Version TAKS Performance, All Students, by Grade and Subject, 2007 and 2008 |               |           |               |           |                                            |           |  |
|------------------------------------------------------------------------------------------------|---------------|-----------|---------------|-----------|--------------------------------------------|-----------|--|
| Grade                                                                                          | Met (%), 2007 |           | Met (%), 2008 |           | Change, 2007 to 2008<br>(Percentage-Point) |           |  |
|                                                                                                | Standard      | Commended | Standard      | Commended | Standard                                   | Commended |  |
| <b>Reading/English Language Arts</b>                                                           |               |           |               |           |                                            |           |  |
| 3                                                                                              | 89            | 36        | 88            | 38        | -1                                         | 2         |  |
| 4                                                                                              | 84            | 30        | 83            | 25        | -1                                         | -5        |  |
| 5                                                                                              | 82            | 25        | 83            | 29        | 1                                          | 4         |  |
| 6                                                                                              | 92            | 51        | 91            | 45        | -1                                         | -6        |  |
| 7                                                                                              | 85            | 25        | 84            | 30        | -1                                         | 5         |  |
| 8                                                                                              | 89            | 42        | 92            | 51        | 3                                          | 9         |  |
| 9                                                                                              | 86            | 24        | 84            | 32        | -2                                         | 8         |  |
| 10a                                                                                            | 84            | 11        | 86            | 17        | 2                                          | 6         |  |
| 11a                                                                                            | 90            | 25        | 90            | 20        | 0                                          | -5        |  |
| <b>Writing</b>                                                                                 |               |           |               |           |                                            |           |  |
| 4                                                                                              | 91            | 28        | 91            | 30        | 0                                          | 2         |  |
| 7                                                                                              | 93            | 31        | 90            | 33        | -3                                         | 2         |  |
| <b>Mathematics</b>                                                                             |               |           |               |           |                                            |           |  |
| 3                                                                                              | 82            | 28        | 83            | 31        | 1                                          | 3         |  |
| 4                                                                                              | 86            | 34        | 84            | 30        | -2                                         | -4        |  |
| 5                                                                                              | 85            | 39        | 83            | 39        | -2                                         | 0         |  |
| 6                                                                                              | 79            | 34        | 80            | 37        | 1                                          | 3         |  |
| 7                                                                                              | 76            | 17        | 76            | 18        | 0                                          | 1         |  |
| 8                                                                                              | 71            | 17        | 75            | 21        | 4                                          | 4         |  |
| 9                                                                                              | 60            | 17        | 60            | 21        | 0                                          | 4         |  |
| 10                                                                                             | 63            | 14        | 63            | 16        | 0                                          | 2         |  |
| 11                                                                                             | 80            | 19        | 79            | 24        | -1                                         | 5         |  |
| <b>Social Studies</b>                                                                          |               |           |               |           |                                            |           |  |
| 8                                                                                              | 87            | 34        | 90            | 38        | 3                                          | 4         |  |
| 10                                                                                             | 86            | 33        | 88            | 32        | 2                                          | -1        |  |
| 11                                                                                             | 94            | 36        | 95            | 36        | 1                                          | 0         |  |
| <b>Science</b>                                                                                 |               |           |               |           |                                            |           |  |
| 5                                                                                              | 77            | 31        | 81            | 37        | 4                                          | 6         |  |
| 8                                                                                              | 60            | 17        | 68            | 22        | 8                                          | 5         |  |
| 10                                                                                             | 58            | 11        | 64            | 14        | 6                                          | 3         |  |
| 11                                                                                             | 77            | 11        | 80            | 12        | 3                                          | 1         |  |
| <b>All Tests Taken</b>                                                                         |               |           |               |           |                                            |           |  |
| 3                                                                                              | 78            | 20        | 78            | 21        | 0                                          | 1         |  |
| 4                                                                                              | 75            | 13        | 74            | 11        | -1                                         | -2        |  |
| 5                                                                                              | 68            | 14        | 70            | 17        | 2                                          | 3         |  |
| 6                                                                                              | 77            | 28        | 77            | 28        | 0                                          | 0         |  |
| 7                                                                                              | 70            | 9         | 70            | 10        | 0                                          | 1         |  |
| 8                                                                                              | 54            | 8         | 61            | 12        | 7                                          | 4         |  |
| 9                                                                                              | 59            | 10        | 58            | 15        | -1                                         | 5         |  |
| 10                                                                                             | 50            | 4         | 53            | 5         | 3                                          | 1         |  |
| 11                                                                                             | 69            | 6         | 71            | 6         | 2                                          | 0         |  |

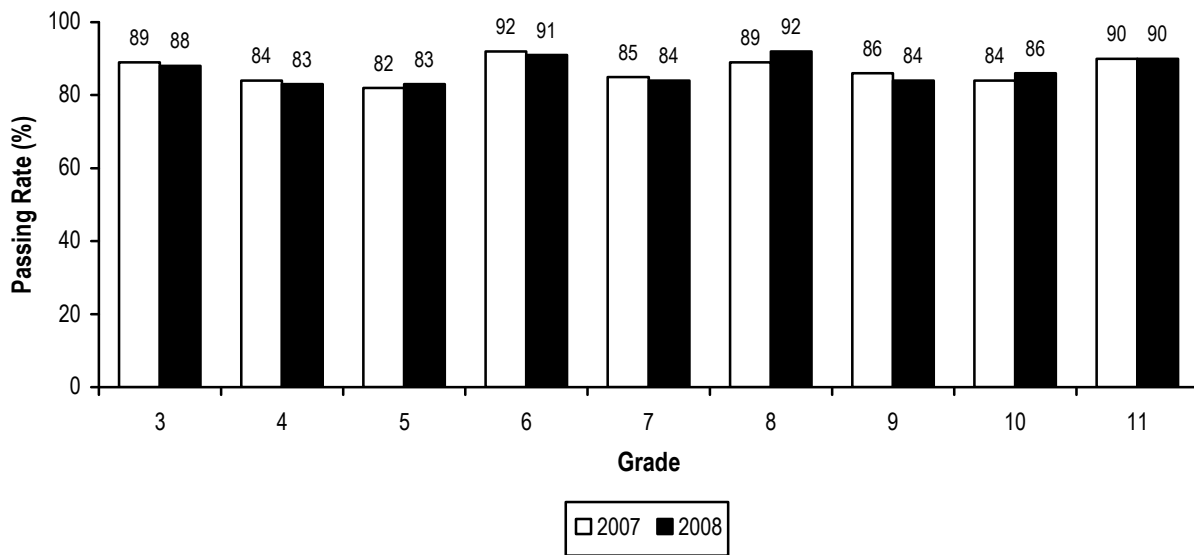
Note. Results are based on the primary administrations of the TAKS tests in 2007 and the TAKS and TAKS (Accommodated) tests in 2008. In 2007 and 2008, the passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The passing standard for Grade 8 science in 2007 was 1 standard error of measurement below the panel-recommended standard, whereas the passing standard in 2008 was the panel-recommended standard. To allow for year-to-year comparison, data for Grade 8 science in 2007 are presented at the panel-recommended standard. Similarly, the percentage shown for all tests taken at Grade 8 in 2007 is based on science and all other subjects at the panel-recommended standard.

<sup>a</sup>English language arts includes reading and writing.

the tests were provided four opportunities to retest through April 2008. A cumulative total of 86 percent of students passed all subject tests taken, an increase of 2 percentage points over the cumulative passing rate for the previous graduating class (Table 2.4 on page 28). Across subject tests, the cumulative passing

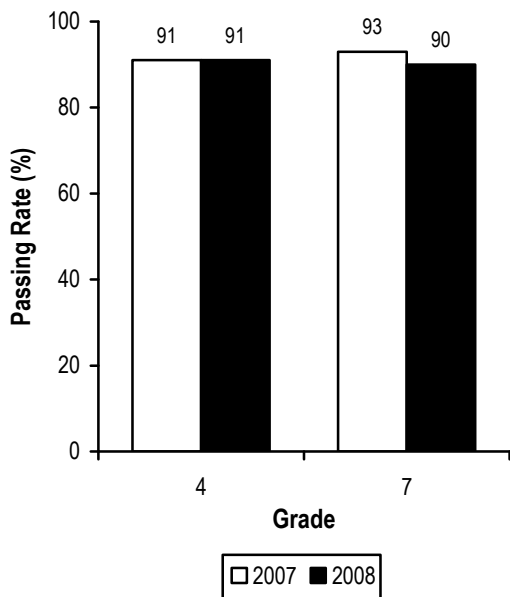
rate remained highest on the social studies test, at 97 percent. The cumulative passing rate on the science test (91%) showed the greatest improvement (2 percentage points) from the previous graduating class. Cumulative passing rates in ELA and mathematics improved by one percentage point each to 96 percent and 90 percent, respectively.

**Figure 2.1. English-Version TAKS Reading and English Language Arts (ELA) Passing Rates, by Grade, 2007 and 2008**



Note. Results are based on the primary administrations of the TAKS tests.

**Figure 2.2. English-Version TAKS Writing Passing Rates, by Grade, 2007 and 2008**



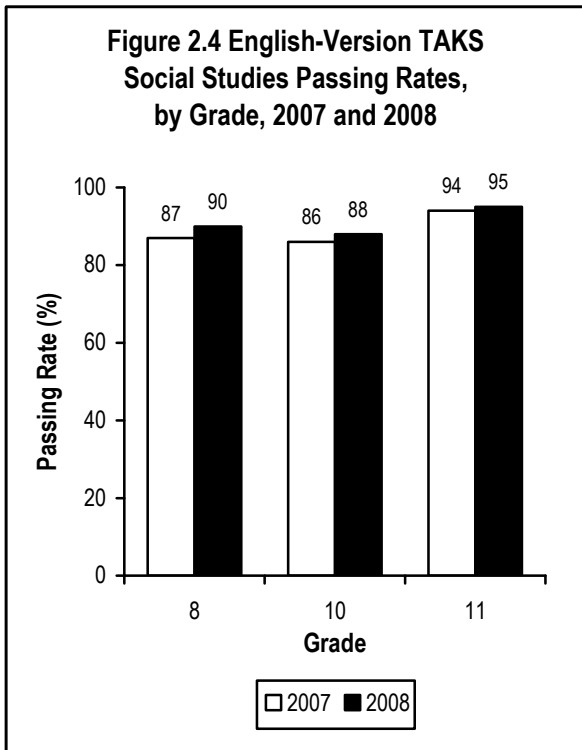
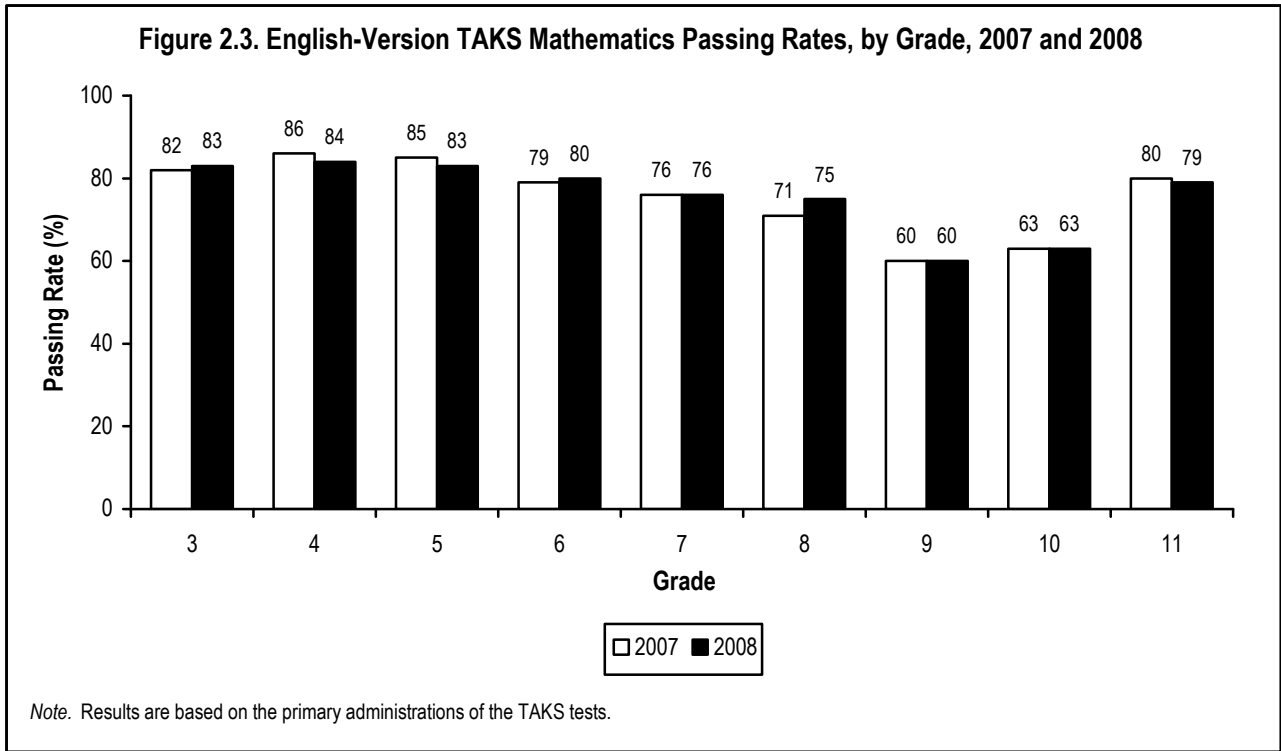
## TAKS Results by Ethnicity

### Grade 3

In 2008, third graders took TAKS tests in reading and mathematics. The number of third graders taking the primary administration of the reading test increased from 292,160 to 309,102 students, and the percentage meeting the passing standard declined by 1 percentage point to 88 percent (Appendix 2-A on page 39). Passing rates for African American, Hispanic, and White students fell by 1 percentage point each. However, the commended rate for each ethnic group improved: by 3 percentage points for African American students, by 1 percentage point for Hispanic students, and by 5 percentage points for White students.

Of the 314,511 third graders who took the 2008 mathematics test, 83 percent met the passing standard and 31 percent achieved commended performance, both rates up from the previous year. Passing rates increased by 2 percentage points each for African American and Hispanic students and remained the same for White students. The rate of commended performance improved for all students tested, as well as for each ethnic group, for an overall gain of 3 percentage points.





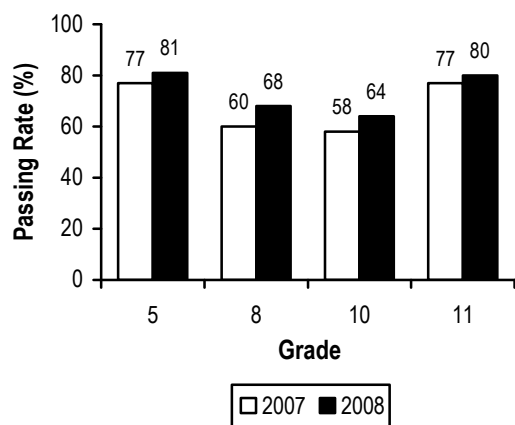
**Grade 4**

Of the 321,842 students in 2008 who took Grade 4 TAKS tests in reading, mathematics, and writing, 74 percent met the passing standard on all tests taken, and 11 percent achieved commended performance (Table 2.3 on page 25). Compared to 2007, the passing rate decreased by 1 percentage point, and the commended rate decreased by 2 percentage points.

In reading and mathematics, passing and commended rates for each ethnic group decreased (Appendix 2-B on page 40). On the reading test, passing rates decreased by 2 percentage points for African American students and by 1 percentage point each for Hispanic and White students. Commended rates decreased by 5 percentage points each for African American and White students and by 4 percentage points for Hispanic students. On the mathematics test, the passing rate for each ethnic group decreased by 2 percentage points. Commended rates decreased by 1 percentage point each for African American and Hispanic students and by 5 percentage points for White students.

In writing, passing rates increased by 1 percentage point for African American students and remained the same for Hispanic and White students. The rate of commended performance for each ethnic group

**Figure 2.5. English-Version TAKS Science Passing Rates, by Grade, 2007 and 2008**



Note. The TAKS passing standard for Grade 8 science in 2007 was 1 standard error of measurement below the panel-recommended standard, whereas the passing standard in 2008 was the panel-recommended standard. For comparison purposes, all data are presented at the panel-recommended standard.

improved: by 3 percentage points for African American students, by 2 percentage points for Hispanic students, and by 1 percentage point for White students.

### Grade 5

In 2008, fifth-grade students took TAKS tests in reading, mathematics, and science. Of the 318,958 students who took the primary administration of the reading test, 83 percent met the passing standard, up 1 percentage point from 2007 (Appendix 2-C on page 41). The passing rates for African American students (76%) and Hispanic students (77%) increased by 1 percentage point each, and the rate for White students (91%) remained the same. All three groups showed improvement in commended performance, with rates increasing by 2 percentage points for African American students, 3 percentage points for Hispanic students, and 6 percentage points for White students.

On the primary administration of the mathematics test, 83 percent of the 322,315 students tested met the passing standard in 2008, down 2 percentage points from the previous year. Passing rates for African American and Hispanic students decreased by 1 percentage point each, and the rate for White students decreased by 2 percentage points. Commended rates for ethnic groups were relatively stable.

In science, 81 percent of the 319,039 students tested met the passing standard, an increase of 4 percentage points from 2007. Each ethnic group showed improvement in both passing and commended rates. Hispanic students had the largest increase in passing rate (6 percentage points), followed closely by African American students (5 percentage points). Although White students had the smallest increase in passing rate, up 1 percentage point to 91 percent, they saw the largest increase in commended rate, at 6 percentage points. Commended rates for African American and Hispanic students improved by 4 percentage points and 5 percentage points, respectively.

### Grade 6

Of the 318,860 students in 2008 who took Grade 6 TAKS tests in reading and mathematics, 77 percent met the passing standard on all tests taken, and 28 percent achieved commended performance (Table 2.3 on page 25). Both rates were unchanged from 2007.

In reading, 87 percent of African American students, 88 percent of Hispanic students, and 95 percent of White students met the passing standard in 2008 (Appendix 2-D on page 42). All three rates were down 1 percentage point from the previous year. Decreases in commended rates were larger, ranging from 4 percentage points for African American students to 6 percentage points for Hispanic and White students.

In mathematics, the passing rate for sixth graders overall improved by 1 percentage point. Passing rates increased by 1 percentage point for African American students, increased by 2 percentage points for Hispanic students, and remained the same for White students. The commended rate for each ethnic group improved by 3 percentage points.

**Table 2.4. TAKS Cumulative Pass Rate, Exit Level (Grade 11), by Subject, Spring 2007 Through April 2008**

| Subject               | Spring 2007 |              |          | Cumulative Results |              |          |
|-----------------------|-------------|--------------|----------|--------------------|--------------|----------|
|                       | Tested      | Met Standard | Rate (%) | Tested             | Met Standard | Rate (%) |
| English Language Arts | 242,430     | 219,123      | 90       | 247,429            | 237,571      | 96       |
| Mathematics           | 240,285     | 191,638      | 80       | 243,565            | 219,774      | 90       |
| Social Studies        | 241,179     | 225,614      | 94       | 244,572            | 238,387      | 97       |
| Science               | 240,949     | 185,721      | 77       | 244,398            | 222,254      | 91       |
| All Tests Taken       | 250,316     | 171,610      | 69       | 251,267            | 216,245      | 86       |

Note. The cumulative pass rate is for students tested in April 2007 plus students in the April 2007 cohort tested in exit-level retests through April 2008.

## ***Grade 7***

Of the 326,167 students in 2008 who took Grade 7 TAKS tests in reading, mathematics, and writing, 70 percent met the passing standard on all tests taken, and 10 percent achieved commended performance (Table 2.3 on page 25).

In reading, the passing rate for all seventh graders decreased from the previous year by 1 percentage point to 84 percent (Appendix 2-E on page 43). Passing rates for ethnic groups were relatively stable. By contrast, commended rates increased by 6 percentage points for Hispanic students and by 5 percentage points each for African American and White students.

In mathematics, the overall passing rate was unchanged from 2007 (76%). The rate for African American students (63%) increased by 1 percentage point, the rate for Hispanic students (71%) increased by 2 percentage points, and the rate for White students (86%) remained the same. White students had the largest increase in commended rate (2 percentage points).

In writing, the passing rate for each ethnic group decreased: by 5 percentage points for African American students, by 4 percentage points for Hispanic students, and by 2 percentage points for White students. However, commended rates increased 1 to 2 percentage points for all three groups.

## ***Grade 8***

In 2008, Grade 8 students were tested in reading, mathematics, social studies, and science. The 2007-08 school year marked the first year students in Grade 8 were held to SSI requirements in reading and mathematics. Also, it marked the third year of a three-year phase-in of the panel-recommended passing standard in science. The passing standard in 2007 was 1 SEM below the panel-recommended standard. For comparison purposes, results for 2007 were recalculated at the panel-recommended standard in place for 2008. Similarly, the passing rate for all tests taken at Grade 8 in 2007 was recalculated to include science at the panel-recommended standard.

For eighth graders overall in 2008, both passing and commended rates improved over 2007 rates on each subject test and on all tests taken (Table 2.3 on page 25 and Appendix 2-F on page 44). Moreover, each ethnic group saw increases in both passing and commended rates on each subject test. These increases easily distinguished Grade 8 rates as the most improved at any grade level in 2008.

Of the 311,264 students tested in reading, passing rates increased by 3 percentage points for African American students, 5 percentage points for Hispanic students, and 1 percentage point for White students over 2007 rates.

Even more impressive was the improvement in commended rates. Those rates rose by 6 percentage points for African American students, 10 percentage points for Hispanic students, and 8 percentage points for White students.

In social studies, the passing rates for African American students (86%) and Hispanic students (87%) were 5 percentage points higher than in 2007, and the rate for White students (95%) was 1 percentage point higher. Twenty-seven percent of African American students achieved commended performance, as did 28 percent of Hispanic students and 51 percent of White students.

In mathematics and science, passing rates lagged behind those for reading and social studies, despite gains from the previous year. The largest difference for an ethnic group was the 33 percentage points separating the passing rates for African American students in reading (87%) and science (54%). Still, 54 percent was an increase of 13 percentage points over the passing rate for African American students in 2007 and the largest gain for an ethnic group in any subject at any grade level. On the mathematics test, 61 percent of African American students, 69 percent of Hispanic students, and 85 percent of White students met the passing standard. On the science test, 54 percent of African American students, 59 percent of Hispanic students, and 83 percent of White students met the passing standard.

## ***Grade 9***

Of the 363,683 students in 2008 who took Grade 9 TAKS tests in reading and mathematics, 58 percent met the passing standard on all tests taken, down 1 percentage point from the previous year (Table 2.3 on page 25). Fifteen percent achieved commended performance, up 5 percentage points.

In reading, the passing rate for African American students (77%) decreased 3 percentage points from the previous year, and the rates for Hispanic students (78%) and White students (93%) decreased 2 percentage points each (Appendix 2-G on page 45). By contrast, the commended rate for each ethnic group increased: by 7 percentage points each for African American and Hispanic students, and by 12 percentage points for White students.

In mathematics, the passing rate remained at 60 percent for all students tested. The rate for African American students decreased by 1 percentage point, the rate for Hispanic students increased by 2 percentage points, and the rate for White students remained the same. The commended rate for each ethnic group improved, from 1 percentage point for African American students to 6 percentage points for White students. Nevertheless, the passing rates in mathematics remained markedly

lower than those in reading. Differences in the rates ranged from 17 percentage points for White students to 34 percentage points for African American students. The 43 percent passing rate for African American students in mathematics was the lowest passing rate for an ethnic group in any subject at any grade level.

### ***Grade 10***

For the fifth straight year, Grade 10 students had the lowest passing rate of any grade level on all tests taken (Table 2.3 on page 25). Of the 306,042 students in 2008 who took Grade 10 TAKS tests in English Language Arts (ELA), mathematics, social studies, and science, 53 percent met the passing standard on all tests taken, up 3 percentage points over 2007. Five percent achieved commended performance on all tests taken, an increase of 1 percentage point.

In ELA, the passing rates for African American (81%), Hispanic (83%), and White students (92%) were up from the previous year by 2 percentage points, 4 percentage points, and 1 percentage point, respectively (Appendix 2-H on page 46). Commended rates rose from 4 percentage points for African American students to 8 percentage points for White students.

In mathematics, the passing rate for 10th graders overall was unchanged from 2007. The rate for African American students increased 1 percentage point to 46 percent. The rate for Hispanic students remained at 54 percent. The rate for White students decreased 2 percentage points to 76 percent. However, commended rates rose by 2 percentage points each for African American and Hispanic students and by 1 percentage point for White students.

In social studies, 81 percent of African American students, 84 percent of Hispanic students, and 94 percent of White students met the passing standard. Performance improved from the previous year for African American and Hispanic students by 3 percentage points each and remained the same for White students. Commended rates varied little from those in 2007.

Across subject tests at Grade 10, passing rates for students overall and for each ethnic group improved most in science. Increases ranged from 5 percentage points for White students to 8 percentage points for Hispanic students. At the commended performance level, the rate for each ethnic group in science increased by at least 2 percentage points. Despite the improvement, the passing rates for African American

and Hispanic students lagged the rate for White students by 34 and 28 percentage points, respectively.

### ***Exit Level (Grade 11)***

Of the 262,699 students in 2008 who took exit-level TAKS tests in ELA, mathematics, social studies, and science, 71 percent met the passing standard on all tests taken, and 6 percent achieved commended performance (Table 2.3 on page 25). The passing rate increased 2 percentage points from the previous year and the commended rate remained the same.

In ELA, passing rates for African American and Hispanic students increased from the previous year by 1 percentage point each to 87 percent and 86 percent, respectively (Appendix 2-I on page 47). The passing rate for White students remained the same, at 96 percent. Commended rates for African American (11%), Hispanic (12%), and White students (29%) were lower than those in 2007 by 1 to 6 percentage points.

In mathematics, the passing rates for African American (65%) and White students (88%) were down 1 percentage point each from 2007, and the rate for Hispanic students (72%) was unchanged. The commended rate for each ethnic group improved considerably, from 4 percentage points for African American students to 7 percentage points for White students.

Exit-level students continued to perform well in social studies, with 92 percent of African American and of Hispanic students and 98 percent of White students meeting the passing standard. Passing rates for African American and Hispanic students increased from the previous year by 2 percentage points each, and the rate for White students remained the same. The commended rate for African American students increased 2 percentage points to 23 percent, the rate for Hispanic students increased 1 percentage point to 24 percent, and the rate for White students decreased 2 percentage points to 49 percent.

As in Grade 10, passing rates for 11th graders overall and for each ethnic group improved most in science. The passing rate for African American students increased 3 percentage points to 67 percent, the rate for Hispanic students increased 6 percentage points to 72 percent, and the rate for White students increased 2 percentage points to 91 percent. The commended rate for each ethnic group also improved, but by a smaller amount. Commended rates for African American and Hispanic students increased by 1 percentage point each, and the rate for White students increased by 2 percentage points.

## **TAKS Results by Special Population**

### ***At-Risk Students***

English- and Spanish-version TAKS results for students identified as at-risk of dropping out of school are presented in Appendices 2-A through 2-M, beginning on page 39. See Chapter 4 of this report for detailed information about the participation and performance of at-risk students on state assessments.

### ***Economically Disadvantaged Students***

A student is considered economically disadvantaged if he or she is eligible for free or reduced-priced meals under the National School Lunch and Child Nutrition Program or if the student's family has other economic disadvantages, such as an annual income at or below federal poverty guidelines, eligibility for public assistance, or eligibility for food stamps. In 2008, about 55 percent of students who took TAKS tests in Grades 3 through 5 were identified as economically disadvantaged. The percentage declined gradually in the higher grades to 49 percent in Grade 9, then dropped to 43 percent in Grade 10 and 40 percent in Grade 11. Overall, the performance of this group had a substantial effect on the performance reported for all students tested.

Across the 27 TAKS subject tests administered in Grades 3-11, the passing rates for economically disadvantaged students trailed those for all students tested, with differences ranging from 3 percentage points in Grade 4 writing to 14 percentage points in Grade 10 science. In the only other writing test (Grade 7), the difference was 4 percentage points. In social studies, passing rates for economically disadvantaged students ranged from 4 percentage points (Grade 11) to 6 percentage points (Grade 10) lower than those for all students tested. The differences in reading/ELA passing rates ranged from 4 percentage points in Grades 6 and 8 to 8 percentage points in Grade 4. The passing rate differences were more pronounced in mathematics and science, particularly in the high school grades. In mathematics, the differences were 5 to 6 percentage points in the elementary grades, but increased to 12 percentage points in Grades 9 and 10 and 10 percentage points in Grade 11. In science, the differences ranged from a low of 7 percentage points in Grade 5 to a high of 14 percentage points in Grade 10.

It is important to note that, in most subject tests, improvements in performance from 2007 to 2008 for economically disadvantaged students equaled or slightly outpaced the improvements for all students tested. In Grade 8 science, for example, the passing rate

for economically disadvantaged students increased by 12 percentage points, whereas the passing rate for all students tested increased by 8 percentage points.

### ***Limited English Proficient (LEP) Students***

In 2008, passing rates for students identified as LEP lagged behind passing rates for all students tested. The differences ranged from 3 percentage points in Grade 3 mathematics to 50 percentage points in Grade 11 ELA. In Grades 7 through 11, the difference on each subject test was at least 26 percentage points. Across all grades tested, the differences in passing percentages were more pronounced in reading/ELA than in mathematics. In science, the differences ranged from 21 percentage points in Grade 5 to 47 percentage points in Grade 11.

Although the differences in passing rates were large, they narrowed from the previous year in 24 of the 27 TAKS subject tests. The differences were unchanged in two of the remaining three subject tests and larger in only one. The largest reductions were in Grade 10 ELA (9 percentage points) and Grade 10 social studies (8 percentage points).

### ***Students Receiving Special Education Services***

Assessment options for students receiving special education services changed substantially in 2008. After becoming familiar with the new assessments, each student's admission, review, and dismissal (ARD) committee was required to determine the assessment most appropriate for the student and the allowable accommodations for each subject test administered to the student. In addition, the 2007 results presented here are based on the TAKS tests only and do not include results from the previously administered TAKS-I and SDAA II. By contrast, the results for 2008 are based on the TAKS and TAKS (Accommodated) combined. For these reasons, caution should be exercised when making comparisons between TAKS results in 2008 for students served in special education programs and results for 2007 and previous years.

In 2008, the passing rates for students receiving special education services declined from the previous year in every subject at every grade level. The decreases ranged from 4 percentage points in Grade 10 science to 24 percentage points in Grade 7 writing. Commended rates likewise declined from the previous year in every subject at every grade level except in ELA at Grade 10. The decreases ranged from a low of 1 percentage point in several cases to a high of 14 percentage points in Grade 6 reading.

## Spanish TAKS Results

### Grade 3

Of the 30,593 Grade 3 students who took the primary administration of the reading test, 82 percent met the passing standard, up 1 percentage point from 2007 (Appendix 2-J on page 48). In mathematics, the passing rate increased 4 percentage points to 77 percent.

### Grade 4

Of the 17,479 Grade 4 students tested in reading, 76 percent met the passing standard, down 1 percentage point from 2007 (Appendix 2-K on page 49). In mathematics, 74 percent of students met the passing standard, 2 percentage points above the 2007 passing rate. In writing, the passing rate increased by 1 percentage point to 90 percent.

### Grade 5

Passing rates for Grade 5 students were considerably lower on the primary administration of the mathematics test (48%) and on the science test (37%) than on the primary administration of the reading test (72%) (Appendix 2-L on page 50). Rates decreased from the previous year in reading and mathematics tests but increased 2 percentage points in science.

### Grade 6

Compared to 2007, passing rates for Grade 6 students decreased on both the reading and mathematics tests in 2008 (Appendix 2-M on page 51). Of the 1,002 students tested in reading, 69 percent met the passing standard, down 6 percentage points. Of the 866 students tested in mathematics, 54 percent met the passing standard, down 2 percentage points.

## Texas Assessment of Knowledge and Skills–Modified (TAKS-M)

The TAKS-M tests were first introduced in 2008 as alternate assessments for students enrolled in Grades 3-11 receiving special education services who meet participation requirements. They are designed to meet IDEA and NCLB requirements to assess all students on grade-level curriculum. TAKS-M tests are modified in format and test design for students whose ARD committees determine that TAKS, even with allowable accommodations, is not appropriate. The state set standards in fall 2008 for the operational TAKS-M subject tests offered in spring 2008 (Table 2.1 on page 21). New reporting was provided to parents

and districts at that time. Because the data were not available for SSI remediation, retesting, and promotion decisions, ARD committees determined criteria for remediation and promotion. However, in 2009, TAKS-M will be fully operational, retests will be administered in the SSI grades, and TAKS-M students will be subject to grade promotion criteria.

In 2008, the numbers of students taking TAKS-M subject tests ranged from 9,622 in Grade 11 social studies to 15,919 in Grade 5 science (Table 2.5). Passing rates ranged from 43 percent in Grade 10 mathematics to 83 percent in Grade 3 reading. In mathematics, Grade 3 students had the highest passing rate, at 75 percent. In science, Grade 8 students had the highest passing rate, at 49 percent. Commended rates ranged from 1 percent in Grade 10 mathematics to 15 percent each in Grade 3 reading, Grade 3 mathematics, and Grade 10 English language arts.

| Grade                          | Tested | Met (%)          |           |
|--------------------------------|--------|------------------|-----------|
|                                |        | Standard         | Commended |
| <b>Reading/ELA<sup>a</sup></b> |        |                  |           |
| 3                              | 10,199 | 83               | 15        |
| 4                              | 12,296 | 76               | 11        |
| 5                              | 13,216 | 77               | 13        |
| 6                              | 12,411 | 75               | 8         |
| 7                              | 12,223 | 78               | 10        |
| 8                              | 11,757 | 77               | 11        |
| 9                              | 12,865 | f/t <sup>b</sup> | f/t       |
| 10                             | 10,206 | 78               | 15        |
| 11                             | 10,582 | f/t              | f/t       |
| <b>Writing</b>                 |        |                  |           |
| 4                              | 13,345 | f/t              | f/t       |
| 7                              | 13,170 | f/t              | f/t       |
| <b>Mathematics</b>             |        |                  |           |
| 3                              | 9,644  | 75               | 15        |
| 4                              | 11,007 | 70               | 10        |
| 5                              | 12,999 | 65               | 13        |
| 6                              | 11,764 | 63               | 6         |
| 7                              | 12,449 | 58               | 7         |
| 8                              | 13,201 | 52               | 5         |
| 9                              | 13,913 | f/t              | f/t       |
| 10                             | 11,531 | 43               | 1         |
| 11                             | 11,796 | f/t              | f/t       |
| <b>Social Studies</b>          |        |                  |           |
| 8                              | 14,650 | f/t              | f/t       |
| 10                             | 9,865  | f/t              | f/t       |
| 11                             | 9,622  | f/t              | f/t       |
| <b>Science</b>                 |        |                  |           |
| 5                              | 15,919 | 45               | 7         |
| 8                              | 15,163 | 49               | 4         |
| 10                             | 10,957 | 46               | 5         |
| 11                             | 10,924 | f/t              | f/t       |

<sup>a</sup>English language arts. <sup>b</sup>Field test. Performance is not reported for field tests.

## Texas Assessment of Knowledge and Skills–Alternate (TAKS–Alt)

TAKS–Alt is administered to students with significant cognitive disabilities enrolled in Grades 3–11. Unlike other statewide assessments in Texas, TAKS–Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers score student performance using the TAKS–Alt rubric, which sets specific criteria at each score point to determine demonstration of skill, level of support, and ability to generalize the skill. Results and supporting documentation are then submitted on-line. Although other students served in special education programs may be tested with different versions of the TAKS, according to the content area and as determined by their ARD committees, students assessed by TAKS–Alt are administered TAKS–Alt in all the subjects assessed by TAKS at their grade levels.

TAKS–Alt was administered for the first time in spring 2007 as a mandatory field test for all students meeting the participation criteria. Based on those results, passing and commended standards were set. In 2008, passing rates for students assessed by TAKS–Alt ranged from a low of 84 percent in mathematics at Grade 9 and mathematics and science at Grade 10 to a high of 89 percent in reading at Grade 3 and reading and mathematics at Grade 4 (Table 2.6). Commended rates ranged from 35 percent in mathematics at Grade 10 to 42 percent in reading at Grades 4 and 6. For all subjects assessed, passing rates were highest for students in Grades 3 and 6 (85% each) and lowest for students in Grade 10 (78%). Commended rates for all subjects assessed were highest for students in Grade 6 (34%) and lowest for students in Grade 10 (26%).

## Student Success Initiative (SSI)

### Results

#### Overview

All students tested with TAKS and TAKS (Accommodated) were subject to SSI grade advancement requirements in 2008 for reading at Grade 3 and reading and mathematics at Grades 5 and 8. A student advanced to the next grade level only by passing these tests, or by unanimous decision of his or her grade placement committee that the student was likely to perform at grade level after accelerated instruction. Students were given three opportunities to meet the grade advancement requirements. After each test administration, districts were required to provide

**Table 2.6. TAKS–Alternate Participation and Performance, by Subject and Grade, 2008**

| Grade                          | Tested | Met (%)  |           |
|--------------------------------|--------|----------|-----------|
|                                |        | Standard | Commended |
| <b>Reading/ELA<sup>a</sup></b> |        |          |           |
| 3                              | 2,611  | 89       | 40        |
| 4                              | 2,401  | 89       | 42        |
| 5                              | 2,309  | 87       | 39        |
| 6                              | 2,378  | 88       | 42        |
| 7                              | 2,225  | 87       | 40        |
| 8                              | 2,523  | 87       | 40        |
| 9                              | 2,240  | 85       | 39        |
| 10                             | 2,052  | 85       | 36        |
| 11                             | 1,842  | 86       | 37        |
| <b>Writing</b>                 |        |          |           |
| 4                              | 2,396  | 88       | 39        |
| 7                              | 2,224  | 86       | 37        |
| <b>Mathematics</b>             |        |          |           |
| 3                              | 2,614  | 87       | 37        |
| 4                              | 2,403  | 89       | 40        |
| 5                              | 2,312  | 87       | 38        |
| 6                              | 2,381  | 88       | 41        |
| 7                              | 2,232  | 87       | 39        |
| 8                              | 2,530  | 87       | 39        |
| 9                              | 2,244  | 84       | 37        |
| 10                             | 2,044  | 84       | 35        |
| 11                             | 1,841  | 85       | 36        |
| <b>Social Studies</b>          |        |          |           |
| 8                              | 2,520  | 86       | 40        |
| 10                             | 2,046  | 84       | 38        |
| 11                             | 1,841  | 86       | 38        |
| <b>Science</b>                 |        |          |           |
| 5                              | 2,309  | 87       | 40        |
| 8                              | 2,519  | 87       | 40        |
| 10                             | 2,042  | 84       | 37        |
| 11                             | 1,840  | 86       | 39        |
| <b>All Subjects Assessed</b>   |        |          |           |
| 3                              | 2,615  | 85       | 32        |
| 4                              | 2,405  | 84       | 30        |
| 5                              | 2,314  | 83       | 28        |
| 6                              | 2,381  | 85       | 34        |
| 7                              | 2,232  | 82       | 30        |
| 8                              | 2,535  | 81       | 28        |
| 9                              | 2,244  | 81       | 32        |
| 10                             | 2,052  | 78       | 26        |
| 11                             | 1,849  | 80       | 27        |

<sup>a</sup>English language arts.

students with accelerated instruction in the subject areas failed. Information about SSI requirements for the 2007–08 school year is available in the *2007–2008 Grade Placement Committee Manual*.

### Results

In 2008, third graders took the English- or Spanish-version TAKS reading test for the first time in March.

Of these students, 88 percent met the passing standard on the English-version test (Appendix 2-A on page 39), and 82 percent met the passing standard on the Spanish-version test (Appendix 2-J on page 48). In the second test administration in April for students retesting and for those testing the first time, the passing rate was 48 percent for both language versions combined (Table 2.7). After the third and final testing opportunity in July, the cumulative passing rate was 95 percent for all Grade 3 students.

In 2008, fifth graders took the English- or Spanish-version TAKS reading test for the first time in March. Of these students, 83 percent met the passing standard on the English-version test (Appendix 2-C on page 41), and 72 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 50). In the second test administration in April for students retesting and for those testing the first time, the passing rate was 46 percent for both language versions

combined (Table 2.8). After the third and final testing opportunity in July, the cumulative passing rate in reading was 92 percent for all Grade 5 students.

In 2008, fifth graders took the English- or Spanish-version TAKS mathematics test for the first time in April. Of these students, 83 percent met the passing standard on the English-version test (Appendix 2-C on page 41), and 48 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 50). In the second test administration in May for students retesting and for those testing the first time, the passing rate was 38 percent for both language versions combined (Table 2.9). After the third and final testing opportunity in July, the cumulative passing rate in mathematics was 92 percent for all Grade 5 students.

In 2008, eighth graders took the TAKS reading test for the first time in March. Of these students, 92 percent met the passing standard (Table 2.10). In the second

**Table 2.7 English- and Spanish-Version TAKS Reading Passing Rates, Grade 3, All Administrations, by Student Group, 2008**

| Group                      | March Cohort <sup>a</sup> |                       | April Results for March Cohort <sup>b</sup> |                       | July Results for March Cohort <sup>c</sup> |                       | Cumulative <sup>d</sup> |          |
|----------------------------|---------------------------|-----------------------|---------------------------------------------|-----------------------|--------------------------------------------|-----------------------|-------------------------|----------|
|                            | Met                       | Rate (%) <sup>e</sup> | Met                                         | Rate (%) <sup>e</sup> | Met                                        | Rate (%) <sup>e</sup> | Met                     | Rate (%) |
|                            | Standard                  |                       | Standard                                    |                       | Standard                                   |                       | Standard                |          |
| All Students               | 296,478                   | 87                    | 20,729                                      | 48                    | 5,959                                      | 33                    | 323,166                 | 95       |
| African American           | 37,393                    | 81                    | 4,033                                       | 47                    | 1,262                                      | 34                    | 42,688                  | 92       |
| Hispanic                   | 137,659                   | 84                    | 12,395                                      | 46                    | 3,824                                      | 32                    | 153,878                 | 93       |
| White                      | 109,310                   | 94                    | 3,916                                       | 58                    | 761                                        | 38                    | 113,987                 | 98       |
| At-Risk                    | 135,686                   | 80                    | 15,605                                      | 46                    | 4,803                                      | 32                    | 156,094                 | 91       |
| Economically Disadvantaged | 162,633                   | 82                    | 15,987                                      | 46                    | 4,865                                      | 32                    | 183,485                 | 92       |
| Limited English Proficient | 67,418                    | 80                    | 7,126                                       | 44                    | 2,471                                      | 32                    | 77,015                  | 92       |
| Special Education          | 13,706                    | 67                    | 2,263                                       | 34                    | 713                                        | 24                    | 16,682                  | 81       |

<sup>a</sup>Includes students tested in March and students whose answer documents were coded absent, LEP-exempt, or other. <sup>b</sup>Includes students in the March cohort who retested or tested for the first time in April. <sup>c</sup>Includes students in the March cohort who retested or tested for the first time in July. <sup>d</sup>Includes all students in the March cohort who tested in March and/or April and/or July. <sup>e</sup>The percentage of students tested during the designated TAKS administration who met the passing standard.

**Table 2.8. English- and Spanish-Version TAKS Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2008**

| Group                      | March Cohort <sup>a</sup> |                       | April Results for March Cohort <sup>b</sup> |                       | July Results for March Cohort <sup>c</sup> |                       | Cumulative <sup>d</sup> |          |
|----------------------------|---------------------------|-----------------------|---------------------------------------------|-----------------------|--------------------------------------------|-----------------------|-------------------------|----------|
|                            | Met                       | Rate (%) <sup>e</sup> | Met                                         | Rate (%) <sup>e</sup> | Met                                        | Rate (%) <sup>e</sup> | Met                     | Rate (%) |
|                            | Standard                  |                       | Standard                                    |                       | Standard                                   |                       | Standard                |          |
| All Students               | 269,699                   | 83                    | 25,681                                      | 46                    | 6,168                                      | 24                    | 301,548                 | 92       |
| African American           | 33,978                    | 75                    | 4,746                                       | 44                    | 1,064                                      | 21                    | 39,788                  | 88       |
| Hispanic                   | 118,718                   | 77                    | 14,944                                      | 43                    | 3,928                                      | 23                    | 137,590                 | 89       |
| White                      | 105,178                   | 91                    | 5,518                                       | 55                    | 1,053                                      | 31                    | 111,749                 | 97       |
| At-Risk                    | 82,752                    | 66                    | 17,680                                      | 42                    | 4,818                                      | 22                    | 105,250                 | 83       |
| Economically Disadvantaged | 138,309                   | 75                    | 18,975                                      | 43                    | 4,825                                      | 22                    | 162,109                 | 88       |
| Limited English Proficient | 25,381                    | 59                    | 6,297                                       | 36                    | 1,925                                      | 19                    | 33,603                  | 78       |
| Special Education          | 11,418                    | 51                    | 2,921                                       | 27                    | 814                                        | 15                    | 15,153                  | 67       |

<sup>a</sup>Includes students tested in March and students whose answer documents were coded absent, LEP-exempt, or other. <sup>b</sup>Includes students in the March cohort who retested or tested for the first time in April. <sup>c</sup>Includes students in the March cohort who retested or tested for the first time in July. <sup>d</sup>Includes all students in the March cohort who tested in March and/or April and/or July. <sup>e</sup>The percentage of students tested during the designated TAKS administration who met the passing standard.



**Table 2.9. English- and Spanish-Version TAKS Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2008**

| Group                      | April Cohort <sup>a</sup> |                       | May Results for April Cohort <sup>b</sup> |                       | July Results for April Cohort <sup>c</sup> |                       | Cumulative <sup>d</sup> |          |
|----------------------------|---------------------------|-----------------------|-------------------------------------------|-----------------------|--------------------------------------------|-----------------------|-------------------------|----------|
|                            | Met                       |                       | Met                                       |                       | Met                                        |                       | Met                     |          |
|                            | Standard                  | Rate (%) <sup>e</sup> | Standard                                  | Rate (%) <sup>e</sup> | Standard                                   | Rate (%) <sup>e</sup> | Standard                | Rate (%) |
| All Students               | 270,819                   | 83                    | 21,487                                    | 38                    | 8,455                                      | 28                    | 300,761                 | 92       |
| African American           | 32,641                    | 73                    | 4,136                                     | 34                    | 1,749                                      | 25                    | 38,526                  | 85       |
| Hispanic                   | 122,102                   | 79                    | 11,718                                    | 37                    | 4,956                                      | 28                    | 138,776                 | 90       |
| White                      | 103,970                   | 90                    | 5,290                                     | 47                    | 1,638                                      | 35                    | 110,898                 | 96       |
| At-Risk                    | 84,341                    | 67                    | 14,357                                    | 35                    | 6,424                                      | 27                    | 105,122                 | 83       |
| Economically Disadvantaged | 140,747                   | 77                    | 15,178                                    | 36                    | 6,341                                      | 27                    | 162,266                 | 88       |
| Limited English Proficient | 28,680                    | 66                    | 4,375                                     | 30                    | 2,191                                      | 24                    | 35,246                  | 81       |
| Special Education          | 11,878                    | 52                    | 2,604                                     | 24                    | 1,035                                      | 17                    | 15,517                  | 67       |

<sup>a</sup>Includes students tested in April and students whose answer documents were coded absent, LEP-exempt, or other. <sup>b</sup>Includes students in the April cohort who retested or tested for the first time in May. <sup>c</sup>Includes students in the April cohort who retested or tested for the first time in July. <sup>d</sup>Includes all students in the April cohort who tested in April and/or May and/or July. <sup>e</sup>The percentage of students tested during the designated TAKS administration who met the passing standard.

**Table 2.10. TAKS Reading Passing Rates, Grade 8, All Administrations, by Student Group, 2008**

| Group                      | March Cohort <sup>a</sup> |                       | April Results for March Cohort <sup>b</sup> |                       | July Results for March Cohort <sup>c</sup> |                       | Cumulative <sup>d</sup> |          |
|----------------------------|---------------------------|-----------------------|---------------------------------------------|-----------------------|--------------------------------------------|-----------------------|-------------------------|----------|
|                            | Met                       |                       | Met                                         |                       | Met                                        |                       | Met                     |          |
|                            | Standard                  | Rate (%) <sup>e</sup> | Standard                                    | Rate (%) <sup>e</sup> | Standard                                   | Rate (%) <sup>e</sup> | Standard                | Rate (%) |
| All Students               | 285,608                   | 92                    | 10,336                                      | 42                    | 1,422                                      | 13                    | 297,366                 | 95       |
| African American           | 38,755                    | 87                    | 2,247                                       | 43                    | 372                                        | 15                    | 41,374                  | 93       |
| Hispanic                   | 122,455                   | 89                    | 5,304                                       | 36                    | 747                                        | 10                    | 128,506                 | 93       |
| White                      | 112,956                   | 96                    | 2,630                                       | 57                    | 277                                        | 20                    | 115,863                 | 98       |
| At-Risk                    | 113,082                   | 84                    | 8,065                                       | 40                    | 1,187                                      | 13                    | 122,334                 | 91       |
| Economically Disadvantaged | 137,156                   | 88                    | 7,067                                       | 38                    | 1,039                                      | 11                    | 145,262                 | 92       |
| Limited English Proficient | 10,496                    | 58                    | 1,763                                       | 24                    | 333                                        | 8                     | 12,592                  | 69       |
| Special Education          | 14,897                    | 60                    | 2,632                                       | 28                    | 477                                        | 10                    | 18,006                  | 72       |

<sup>a</sup>Includes students tested in March and students whose answer documents were coded absent, LEP-exempt, or other. <sup>b</sup>Includes students in the March cohort who retested or tested for the first time in April. <sup>c</sup>Includes students in the March cohort who retested or tested for the first time in July. <sup>d</sup>Includes all students in the March cohort who tested in March and/or April and/or July. <sup>e</sup>The percentage of students tested during the designated TAKS administration who met the passing standard.

test administration in April for students retesting and for those testing the first time, the passing rate was 42 percent. After the third and final testing opportunity in July, the cumulative passing rate in reading was 95 percent for all Grade 8 students.

In 2008, eighth graders took the TAKS mathematics test for the first time in April. Of these students, 75 percent met the passing standard (Table 2.11 on page 36). In the second test administration in April for students retesting and for those testing the first time, the passing rate was 30 percent. After the third and final testing opportunity in July, the cumulative passing rate in mathematics was 86 percent for all Grade 8 students.

## Intensive Instruction

Districts are required to offer intensive instruction by subject area to each student in Grades 3-11 who does

not meet the passing standard on one or more TAKS tests (Texas Education Code [TEC] §28.0213). Based on results of the 2008 assessments, the number of students requiring intensive instruction in one or more of the subject areas assessed ranged from a low of 22 percent of 3rd graders tested to a high of 47 percent of 10th graders tested (Table 2.12 on page 36). The percentages include students in Grades 3-6 who took the Spanish-version TAKS tests. At the exit level, 29 percent of students tested in 2008 did not meet the passing standard on one or more tests and required intensive instruction. This was an improvement of 2 percentage points at the exit level over 2007 results.

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 in 2002-03 for all grade levels and subject areas tested. In 2008, a study guide was

**Table 2.11. TAKS Mathematics Passing Rates, Grade 8, All Administrations, by Student Group, 2008**

| Group                      | April Cohort <sup>a</sup> |                       | May Results for April Cohort <sup>b</sup> |                       | July Results for April Cohort <sup>c</sup> |                       | Cumulative <sup>d</sup> |          |
|----------------------------|---------------------------|-----------------------|-------------------------------------------|-----------------------|--------------------------------------------|-----------------------|-------------------------|----------|
|                            | Met                       |                       | Met                                       |                       | Met                                        |                       | Met                     |          |
|                            | Standard                  | Rate (%) <sup>e</sup> | Standard                                  | Rate (%) <sup>e</sup> | Standard                                   | Rate (%) <sup>e</sup> | Standard                | Rate (%) |
| All Students               | 232,726                   | 75                    | 22,262                                    | 30                    | 12,871                                     | 28                    | 267,859                 | 86       |
| African American           | 26,991                    | 61                    | 3,906                                     | 24                    | 2,873                                      | 26                    | 33,770                  | 76       |
| Hispanic                   | 95,074                    | 69                    | 11,793                                    | 29                    | 6,767                                      | 27                    | 113,634                 | 83       |
| White                      | 99,835                    | 85                    | 6,176                                     | 37                    | 3,041                                      | 35                    | 109,052                 | 93       |
| At-Risk                    | 73,249                    | 55                    | 15,392                                    | 27                    | 10,097                                     | 27                    | 98,738                  | 74       |
| Economically Disadvantaged | 103,038                   | 66                    | 13,681                                    | 27                    | 8,392                                      | 26                    | 125,111                 | 80       |
| Limited English Proficient | 7,329                     | 41                    | 1,898                                     | 18                    | 1,238                                      | 18                    | 10,465                  | 58       |
| Special Education          | 6,934                     | 30                    | 2,135                                     | 13                    | 1,456                                      | 14                    | 10,525                  | 45       |

<sup>a</sup>Includes students tested in April and students whose answer documents were coded absent, LEP-exempt, or other. <sup>b</sup>Includes students in the April cohort who retested or tested for the first time in May. <sup>c</sup>Includes students in the April cohort who retested or tested for the first time in July. <sup>d</sup>Includes all students in the April cohort who tested in April and/or May and/or July. <sup>e</sup>The percentage of students tested during the designated TAKS administration who met the passing standard.

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.

## Correlation Between Grade 10 TAKS Science Performance and Related Course Performance

### Overview

Texas Education Code §39.182(a)(6) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment

instruments. The most recent TEA study compared pass/fail rates for Grade 10 students on the spring 2007 TAKS science tests with their pass/fail rates in the related courses of Biology, Chemistry, Physics, and Integrated Physics/Chemistry (IPC). Matched results were found for 257,494 students in Biology, 85,563 students in Chemistry, 3,385 students in Physics, and 181,944 students in IPC. The complete study, including results by ethnicity, gender, and socioeconomic status, is included in the *Texas Student Assessment Program Technical Digest for the Academic Year 2007-2008*.

### Performance: All Students and Major Ethnic Groups

The overall passing rates on the TAKS science test for students in the study ranged from 50 percent for IPC students to 77 percent for Chemistry students (Table 2.13). Course passing rates were less variable, ranging from 85 percent for students enrolled in Physics to 90 percent for students enrolled in Biology. Passing rates in the four science courses were higher than

**Table 2.12. TAKS Performance Requiring Intensive Instruction, by Grade, 2008**

| Grade | One Subject Test |         | Two Subject Tests |         | Three Subject Tests |         | Four Subject Tests |         | Students Failing One or More Tests |         |
|-------|------------------|---------|-------------------|---------|---------------------|---------|--------------------|---------|------------------------------------|---------|
|       | Number           | Percent | Number            | Percent | Number              | Percent | Number             | Percent | Number                             | Percent |
|       | 3                | 54,969  | 16                | 23,734  | 7                   | –       | –                  | –       | –                                  | 78,703  |
| 4     | 52,449           | 15      | 26,508            | 8       | 11,946              | 4       | –                  | –       | 90,903                             | 27      |
| 5     | 55,026           | 16      | 30,887            | 9       | 20,102              | 6       | –                  | –       | 106,015                            | 31      |
| 6     | 52,669           | 16      | 20,586            | 6       | –                   | –       | –                  | –       | 73,255                             | 23      |
| 7     | 54,732           | 17      | 27,652            | 8       | 16,108              | 5       | –                  | –       | 98,492                             | 30      |
| 8     | 58,424           | 18      | 39,359            | 12      | 17,754              | 6       | 9,729              | 3       | 125,266                            | 39      |
| 9     | 107,198          | 29      | 43,935            | 12      | –                   | –       | –                  | –       | 151,133                            | 42      |
| 10    | 55,768           | 18      | 48,989            | 16      | 25,334              | 8       | 14,642             | 5       | 144,733                            | 47      |
| 11    | 36,101           | 14      | 24,244            | 9       | 10,869              | 4       | 6,005              | 2       | 77,219                             | 29      |

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. Data for Grades 3, 5, and 8 include results for the primary administrations only of the reading tests at Grades 3, 5, and 8 and the mathematics tests at Grades 5 and 8.

| <b>Table 2.13. Performance (%)<br/>in Science Courses and on TAKS Science,<br/>Grade 10, by Student Group, 2007</b> |                               |                        |                                     |                        |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------|-------------------------------------|------------------------|
| <b>Group</b>                                                                                                        | <b>Passed<br/>Course and:</b> |                        | <b>Did Not Pass<br/>Course and:</b> |                        |
|                                                                                                                     | <b>Passed<br/>TAKS</b>        | <b>Failed<br/>TAKS</b> | <b>Passed<br/>TAKS</b>              | <b>Failed<br/>TAKS</b> |
| <b>Biology</b>                                                                                                      |                               |                        |                                     |                        |
| All Students                                                                                                        | 57                            | 33                     | 2                                   | 8                      |
| African American                                                                                                    | 39                            | 48                     | 2                                   | 11                     |
| Hispanic                                                                                                            | 43                            | 42                     | 3                                   | 12                     |
| White                                                                                                               | 74                            | 20                     | 2                                   | 3                      |
| Econ. Disad. <sup>a</sup>                                                                                           | 41                            | 44                     | 3                                   | 12                     |
| Not Econ. Disad.                                                                                                    | 68                            | 24                     | 2                                   | 5                      |
| Female                                                                                                              | 54                            | 37                     | 2                                   | 7                      |
| Male                                                                                                                | 60                            | 28                     | 3                                   | 9                      |
| <b>Chemistry</b>                                                                                                    |                               |                        |                                     |                        |
| All Students                                                                                                        | 73                            | 16                     | 4                                   | 7                      |
| African American                                                                                                    | 53                            | 30                     | 5                                   | 12                     |
| Hispanic                                                                                                            | 57                            | 26                     | 5                                   | 12                     |
| White                                                                                                               | 86                            | 8                      | 4                                   | 2                      |
| Econ. Disad.                                                                                                        | 53                            | 28                     | 6                                   | 13                     |
| Not Econ. Disad.                                                                                                    | 82                            | 10                     | 4                                   | 4                      |
| Female                                                                                                              | 71                            | 19                     | 3                                   | 6                      |
| Male                                                                                                                | 74                            | 13                     | 6                                   | 8                      |
| <b>Physics</b>                                                                                                      |                               |                        |                                     |                        |
| All Students                                                                                                        | 60                            | 24                     | 5                                   | 11                     |
| African American                                                                                                    | 43                            | 36                     | 4                                   | 17                     |
| Hispanic                                                                                                            | 44                            | 33                     | 6                                   | 17                     |
| White                                                                                                               | 78                            | 15                     | 4                                   | 4                      |
| Econ. Disad.                                                                                                        | 43                            | 34                     | 6                                   | 16                     |
| Not Econ. Disad.                                                                                                    | 74                            | 16                     | 4                                   | 6                      |
| Female                                                                                                              | 58                            | 29                     | 3                                   | 10                     |
| Male                                                                                                                | 62                            | 20                     | 6                                   | 11                     |
| <b>IPC<sup>b</sup></b>                                                                                              |                               |                        |                                     |                        |
| All Students                                                                                                        | 48                            | 41                     | 2                                   | 9                      |
| African American                                                                                                    | 33                            | 54                     | 2                                   | 11                     |
| Hispanic                                                                                                            | 36                            | 48                     | 3                                   | 13                     |
| White                                                                                                               | 66                            | 27                     | 2                                   | 4                      |
| Econ. Disad.                                                                                                        | 35                            | 50                     | 3                                   | 12                     |
| Not Econ. Disad.                                                                                                    | 59                            | 33                     | 2                                   | 6                      |
| Female                                                                                                              | 44                            | 46                     | 2                                   | 8                      |
| Male                                                                                                                | 51                            | 36                     | 3                                   | 10                     |

Note. Only students who have both TAKS and course data available are included. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Integrated Physics/Chemistry.

passing rates on the TAKS Grade 10 science test for all students tested and for each demographic group. Among all students tested, the percentages passing only the TAKS were small (5% or less), whereas the percentages passing only the courses ranged from 16 percent in Chemistry to 41 percent in IPC. Regardless of ethnicity, socioeconomic status, or gender, Chemistry students passed both the course and the TAKS science test at the highest rates (e.g., 73% for all students), and IPC students passed both at the lowest rates (e.g., 48% for all students). The percentages of students not passing the TAKS test or the courses

ranged from 7 percent in Chemistry to 11 percent in Physics.

Across ethnic groups in each of the four courses, the percentages of students passing both the TAKS science test and the individual courses were highest for White students, followed by Hispanic and African American students. The rates at which Hispanic students passed both the TAKS test and the individual courses were 1 to 4 percentage points higher than the rates for African American students. White students passed both TAKS and the individual courses at rates at least 29 percentage points higher than those for African American and Hispanic students.

### ***Performance by Socioeconomic Status***

Students who were not economically disadvantaged passed each of the science courses, the TAKS science test, and both the TAKS and the individual courses at higher rates than economically disadvantaged students. Among students who were not economically disadvantaged, percentages passing both the TAKS and individual course were highest for those enrolled in Chemistry (82 percent) and lowest for those enrolled in IPC (59 percent). The pattern was the same for economically disadvantaged students, with those enrolled in Chemistry passing both the TAKS and the course at the highest rate (53 percent) and those enrolled in IPC passing both at the lowest rate (35 percent). However, economically disadvantaged students passed both the TAKS and the individual courses at rates that were 24 to 31 percentage points lower than those for students who were not economically disadvantaged.

### ***Performance by Gender***

The course passing rate for female students was higher than that for male students in each of the four science courses. Female students passed the science courses at rates 4 to 6 percentage points higher than the rates for male students. By contrast, male students passed the TAKS science test at rates 6 to 8 percentage points higher than the rates for female students, depending on the courses in which the students were enrolled. In addition, male students passed both the TAKS test and the individual courses at rates 3 to 7 percentage points higher than those for female students.

## **Texas English Language Proficiency Assessment System (TELPAS)**

Title III, Part A, of the No Child Left Behind Act of 2001 (NCLB) requires states to conduct annual statewide English language proficiency assessments

to measure the progress of limited English proficient (LEP) students in Grades K-12 in the domains of reading, listening, speaking, and writing. TELPAS consists of writing collections and observational assessments that are holistically rated by the students' teachers, as well as multiple-choice reading proficiency assessments (Table 2.1 on page 21). The holistically-rated components were implemented in spring 2005 and continue to be administered in all grades for the domains of listening, speaking, and writing and in Grades K-1 for reading. However, the reading assessment underwent significant changes in 2008 for Grades 2-12. The multiple-choice TELPAS reading test is similar to its predecessor (Reading Proficiency Tests in English), except that: it assesses to a greater extent the ability to read academic English in mathematics and science contexts; it contains more items at the advanced high English language proficiency level; it replaced the holistically-rated reading assessment at Grade 2; and it is administered in six, rather than four, grade clusters.

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. A 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 reading, listening, speaking, and writing. The composite score is reported in terms of four proficiency levels: beginning, intermediate, advanced, and advanced high. In determining composite results, ratings in the domain of reading are given the greatest weight. Only students rated in all four language areas receive composite results. The composite score for a student is compared to the composite score from the previous year to determine yearly progress. Because of the significant changes to the reading assessment in 2008, composite ratings for 2008 are not comparable to composite ratings for previous years; therefore, data will not be reported until 2009.

For the 303,012 students in Grades K-2 who participated in TELPAS in 2008, the average composite score was 2.1 (Table 2.14). Thirty-nine percent of the students were rated Beginning, 26 percent were rated Intermediate, 20 percent were rated Advanced, and 16 percent were rated Advanced High. For the 373,622 students in Grades 3-12 who participated in TELPAS, the average composite score was 3.1. Eight percent of the students were rated Beginning, 17 percent were rated Intermediate, 30 percent were rated Advanced, and 45 percent were rated Advanced High.

**Table 2.14. TELPAS<sup>a</sup>  
Participation and Performance, by Grade, 2008**

| Grade | Tested  | Proficiency Level Met (%) |                   |                   |                        | Av. Comp. Score <sup>f</sup> |
|-------|---------|---------------------------|-------------------|-------------------|------------------------|------------------------------|
|       |         | Beg. <sup>b</sup>         | Int. <sup>c</sup> | Adv. <sup>d</sup> | Adv. High <sup>e</sup> |                              |
| K     | 100,518 | 64                        | 19                | 11                | 6                      | 1.6                          |
| 1     | 105,049 | 37                        | 29                | 20                | 14                     | 2.1                          |
| 2     | 97,445  | 14                        | 30                | 30                | 27                     | 2.7                          |
| K-2   | 303,012 | 39                        | 26                | 20                | 16                     | 2.1                          |
| 3     | 88,661  | 11                        | 20                | 29                | 40                     | 2.9                          |
| 4     | 67,980  | 8                         | 18                | 28                | 46                     | 3.1                          |
| 5     | 48,843  | 7                         | 13                | 24                | 56                     | 3.2                          |
| 6     | 38,166  | 6                         | 16                | 32                | 46                     | 3.1                          |
| 7     | 30,761  | 7                         | 16                | 30                | 47                     | 3.1                          |
| 8     | 24,817  | 9                         | 16                | 31                | 45                     | 3.1                          |
| 9     | 32,846  | 10                        | 19                | 33                | 38                     | 3.0                          |
| 10    | 19,512  | 6                         | 18                | 33                | 43                     | 3.1                          |
| 11    | 13,230  | 4                         | 15                | 33                | 48                     | 3.2                          |
| 12    | 8,806   | 4                         | 15                | 33                | 48                     | 3.2                          |
| 3-12  | 373,622 | 8                         | 17                | 30                | 45                     | 3.1                          |

<sup>a</sup>Texas English Language Proficiency Assessment System. <sup>b</sup>Beginning. <sup>c</sup>Intermediate. <sup>d</sup>Advanced. <sup>e</sup>Advanced High. <sup>f</sup>Average Composite Score.

## Agency Contact Person

For information about the state assessment system or assessment results, contact Criss Cloudt, Associate Commissioner for Assessment, Accountability, and Data Quality, (512) 463-9701; or Gloria Zyskowski, Deputy Associate Commissioner for Student Assessment, (512) 463-9536.

## Other Sources of Information

TAKS, TAKS (Accommodated), TAKS–Modified, TAKS–Alternate, and TELPAS results, as well as information about all state testing activities, including test development and released tests, are available on the TEA website at [www.tea.state.tx.us/student.assessment/index.html](http://www.tea.state.tx.us/student.assessment/index.html).

**Appendix 2-A. English-Version TAKS Participation and Performance,  
Grade 3, by Subject and Student Group, 2007 and 2008**

| Group                                  | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|----------------------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                                        | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                                        |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading: Primary Administration</b> |         |          |           |         |          |           |                                            |           |
| All Students                           | 292,160 | 89       | 36        | 309,102 | 88       | 38        | -1                                         | 2         |
| African American                       | 43,934  | 82       | 23        | 46,285  | 81       | 26        | -1                                         | 3         |
| Hispanic                               | 125,324 | 85       | 26        | 134,281 | 84       | 27        | -1                                         | 1         |
| White                                  | 110,852 | 95       | 49        | 115,740 | 94       | 54        | -1                                         | 5         |
| At-Risk                                | 125,139 | 80       | 18        | 140,289 | 79       | 20        | -1                                         | 2         |
| Econ. Disad. <sup>a</sup>              | 158,504 | 83       | 24        | 168,997 | 82       | 26        | -1                                         | 2         |
| LEP <sup>b</sup>                       | 48,474  | 80       | 19        | 53,963  | 80       | 19        | 0                                          | 0         |
| Special Ed. <sup>c</sup>               | 13,569  | 82       | 26        | 19,253  | 68       | 21        | -14                                        | -5        |
| <b>Mathematics</b>                     |         |          |           |         |          |           |                                            |           |
| All Students                           | 297,734 | 82       | 28        | 314,511 | 83       | 31        | 1                                          | 3         |
| African American                       | 44,267  | 69       | 16        | 46,409  | 71       | 18        | 2                                          | 2         |
| Hispanic                               | 129,041 | 78       | 22        | 138,723 | 80       | 26        | 2                                          | 4         |
| White                                  | 112,140 | 90       | 38        | 116,405 | 90       | 41        | 0                                          | 3         |
| At-Risk                                | 128,668 | 72       | 15        | 144,677 | 75       | 19        | 3                                          | 4         |
| Econ. Disad.                           | 162,314 | 75       | 19        | 173,423 | 77       | 23        | 2                                          | 4         |
| LEP                                    | 51,545  | 75       | 19        | 57,947  | 80       | 25        | 5                                          | 6         |
| Special Ed.                            | 15,745  | 72       | 19        | 21,174  | 63       | 16        | -9                                         | -3        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-B. English-Version TAKS Participation and Performance,  
Grade 4, by Subject and Student Group, 2007 and 2008**

| Group                     | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|---------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                           | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                           |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading</b>            |         |          |           |         |          |           |                                            |           |
| All Students              | 293,653 | 84       | 30        | 311,704 | 83       | 25        | -1                                         | -5        |
| African American          | 42,203  | 75       | 20        | 45,075  | 73       | 15        | -2                                         | -5        |
| Hispanic                  | 128,527 | 79       | 21        | 139,642 | 78       | 17        | -1                                         | -4        |
| White                     | 110,683 | 92       | 41        | 114,202 | 91       | 36        | -1                                         | -5        |
| At-Risk                   | 96,972  | 68       | 11        | 111,308 | 67       | 9         | -1                                         | -2        |
| Econ. Disad. <sup>a</sup> | 158,855 | 77       | 19        | 170,713 | 75       | 15        | -2                                         | -4        |
| LEP <sup>b</sup>          | 32,591  | 66       | 11        | 45,587  | 67       | 9         | 1                                          | -2        |
| Special Ed. <sup>c</sup>  | 12,515  | 75       | 19        | 21,725  | 54       | 10        | -21                                        | -9        |
| <b>Mathematics</b>        |         |          |           |         |          |           |                                            |           |
| All Students              | 298,431 | 86       | 34        | 316,549 | 84       | 30        | -2                                         | -4        |
| African American          | 42,479  | 75       | 19        | 45,260  | 73       | 18        | -2                                         | -1        |
| Hispanic                  | 132,147 | 83       | 26        | 143,776 | 81       | 25        | -2                                         | -1        |
| White                     | 111,427 | 93       | 45        | 114,650 | 91       | 40        | -2                                         | -5        |
| At-Risk                   | 100,876 | 71       | 15        | 115,601 | 71       | 15        | 0                                          | 0         |
| Econ. Disad.              | 162,777 | 80       | 24        | 174,920 | 79       | 22        | -1                                         | -2        |
| LEP                       | 35,649  | 75       | 18        | 49,333  | 77       | 20        | 2                                          | 2         |
| Special Ed.               | 14,585  | 77       | 22        | 23,109  | 57       | 13        | -20                                        | -9        |
| <b>Writing</b>            |         |          |           |         |          |           |                                            |           |
| All Students              | 285,605 | 91       | 28        | 306,492 | 91       | 30        | 0                                          | 2         |
| African American          | 41,516  | 86       | 19        | 44,645  | 87       | 22        | 1                                          | 3         |
| Hispanic                  | 125,582 | 90       | 22        | 137,170 | 90       | 24        | 0                                          | 2         |
| White                     | 106,645 | 93       | 37        | 112,109 | 93       | 38        | 0                                          | 1         |
| At-Risk                   | 94,256  | 83       | 12        | 108,921 | 84       | 13        | 1                                          | 1         |
| Econ. Disad.              | 155,197 | 88       | 19        | 167,821 | 88       | 21        | 0                                          | 2         |
| LEP                       | 31,290  | 83       | 12        | 44,249  | 86       | 14        | 3                                          | 2         |
| Special Ed.               | 10,453  | 81       | 16        | 20,132  | 64       | 10        | -17                                        | -6        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-C. English-Version TAKS Participation and Performance,  
Grade 5, by Subject and Student Group, 2007 and 2008**

| Group                                      | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|--------------------------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                                            | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                                            |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading: Primary Administration</b>     |         |          |           |         |          |           |                                            |           |
| All Students                               | 294,885 | 82       | 25        | 318,958 | 83       | 29        | 1                                          | 4         |
| African American                           | 41,113  | 75       | 17        | 44,995  | 76       | 19        | 1                                          | 2         |
| Hispanic                                   | 132,006 | 76       | 17        | 146,194 | 77       | 20        | 1                                          | 3         |
| White                                      | 110,011 | 91       | 36        | 115,006 | 91       | 42        | 0                                          | 6         |
| At-Risk                                    | 106,127 | 63       | 7         | 118,497 | 65       | 9         | 2                                          | 2         |
| Econ. Disad. <sup>a</sup>                  | 159,791 | 75       | 15        | 176,068 | 76       | 18        | 1                                          | 3         |
| LEP <sup>b</sup>                           | 29,459  | 52       | 5         | 35,552  | 56       | 6         | 4                                          | 1         |
| Special Ed. <sup>c</sup>                   | 11,152  | 72       | 15        | 22,230  | 51       | 9         | -21                                        | -6        |
| <b>Mathematics: Primary Administration</b> |         |          |           |         |          |           |                                            |           |
| All Students                               | 299,380 | 85       | 39        | 322,315 | 83       | 39        | -2                                         | 0         |
| African American                           | 41,321  | 74       | 23        | 44,943  | 73       | 24        | -1                                         | 1         |
| Hispanic                                   | 135,239 | 81       | 32        | 149,287 | 80       | 32        | -1                                         | 0         |
| White                                      | 110,860 | 92       | 51        | 115,190 | 90       | 50        | -2                                         | -1        |
| At-Risk                                    | 109,448 | 69       | 17        | 121,529 | 67       | 17        | -2                                         | 0         |
| Econ. Disad.                               | 163,101 | 79       | 29        | 178,886 | 77       | 29        | -2                                         | 0         |
| LEP                                        | 32,080  | 69       | 19        | 38,411  | 68       | 20        | -1                                         | 1         |
| Special Ed.                                | 12,983  | 75       | 24        | 22,846  | 52       | 14        | -23                                        | -10       |
| <b>Science</b>                             |         |          |           |         |          |           |                                            |           |
| All Students                               | 296,436 | 77       | 31        | 319,039 | 81       | 37        | 4                                          | 6         |
| African American                           | 40,913  | 64       | 17        | 44,275  | 69       | 21        | 5                                          | 4         |
| Hispanic                                   | 134,288 | 70       | 23        | 148,038 | 76       | 28        | 6                                          | 5         |
| White                                      | 109,346 | 90       | 46        | 113,915 | 91       | 52        | 1                                          | 6         |
| At-Risk                                    | 107,776 | 56       | 12        | 119,799 | 64       | 16        | 8                                          | 4         |
| Econ. Disad.                               | 161,506 | 68       | 21        | 176,802 | 74       | 26        | 6                                          | 5         |
| LEP                                        | 32,099  | 49       | 10        | 38,389  | 60       | 15        | 11                                         | 5         |
| Special Ed.                                | 10,587  | 69       | 25        | 20,042  | 60       | 19        | -9                                         | -6        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-D. English-Version TAKS Participation and Performance,  
Grade 6, by Subject and Student Group, 2007 and 2008**

| Group                     | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|---------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                           | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                           |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading</b>            |         |          |           |         |          |           |                                            |           |
| All Students              | 297,626 | 92       | 51        | 316,052 | 91       | 45        | -1                                         | -6        |
| African American          | 41,367  | 88       | 40        | 43,796  | 87       | 36        | -1                                         | -4        |
| Hispanic                  | 133,834 | 89       | 41        | 144,592 | 88       | 35        | -1                                         | -6        |
| White                     | 110,971 | 96       | 66        | 115,144 | 95       | 60        | -1                                         | -6        |
| At-Risk                   | 111,102 | 83       | 24        | 119,537 | 81       | 19        | -2                                         | -5        |
| Econ. Disad. <sup>a</sup> | 158,710 | 88       | 38        | 170,609 | 87       | 33        | -1                                         | -5        |
| LEP <sup>b</sup>          | 22,475  | 67       | 13        | 30,654  | 71       | 12        | 4                                          | -1        |
| Special Ed. <sup>c</sup>  | 11,398  | 80       | 27        | 23,843  | 59       | 13        | -21                                        | -14       |
| <b>Mathematics</b>        |         |          |           |         |          |           |                                            |           |
| All Students              | 299,437 | 79       | 34        | 317,052 | 80       | 37        | 1                                          | 3         |
| African American          | 41,506  | 66       | 19        | 43,814  | 67       | 22        | 1                                          | 3         |
| Hispanic                  | 135,078 | 74       | 27        | 145,391 | 76       | 30        | 2                                          | 3         |
| White                     | 111,353 | 88       | 45        | 115,292 | 88       | 48        | 0                                          | 3         |
| At-Risk                   | 112,543 | 60       | 12        | 120,366 | 62       | 14        | 2                                          | 2         |
| Econ. Disad.              | 160,127 | 71       | 24        | 171,487 | 73       | 27        | 2                                          | 3         |
| LEP                       | 23,270  | 56       | 12        | 31,279  | 61       | 16        | 5                                          | 4         |
| Special Ed.               | 12,938  | 59       | 15        | 24,527  | 39       | 9         | -20                                        | -6        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.



**Appendix 2-E. English-Version TAKS Participation and Performance,  
Grade 7, by Subject and Student Group, 2007 and 2008**

| Group                     | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|---------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                           | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                           |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading</b>            |         |          |           |         |          |           |                                            |           |
| All Students              | 294,152 | 85       | 25        | 318,775 | 84       | 30        | -1                                         | 5         |
| African American          | 41,156  | 78       | 15        | 45,114  | 78       | 20        | 0                                          | 5         |
| Hispanic                  | 128,923 | 79       | 15        | 144,728 | 80       | 21        | 1                                          | 6         |
| White                     | 112,738 | 93       | 38        | 116,740 | 92       | 43        | -1                                         | 5         |
| At-Risk                   | 115,019 | 70       | 7         | 126,550 | 69       | 9         | -1                                         | 2         |
| Econ. Disad. <sup>a</sup> | 149,617 | 78       | 14        | 167,501 | 78       | 18        | 0                                          | 4         |
| LEP <sup>b</sup>          | 15,482  | 41       | 2         | 23,220  | 47       | 3         | 6                                          | 1         |
| Special Ed. <sup>c</sup>  | 11,853  | 64       | 9         | 25,194  | 45       | 6         | -19                                        | -3        |
| <b>Mathematics</b>        |         |          |           |         |          |           |                                            |           |
| All Students              | 294,052 | 76       | 17        | 318,800 | 76       | 18        | 0                                          | 1         |
| African American          | 41,039  | 62       | 8         | 45,037  | 63       | 8         | 1                                          | 0         |
| Hispanic                  | 129,352 | 69       | 11        | 145,015 | 71       | 12        | 2                                          | 1         |
| White                     | 112,285 | 86       | 25        | 116,509 | 86       | 27        | 0                                          | 2         |
| At-Risk                   | 115,253 | 54       | 3         | 126,721 | 55       | 4         | 1                                          | 1         |
| Econ. Disad.              | 149,845 | 67       | 10        | 167,687 | 67       | 10        | 0                                          | 0         |
| LEP                       | 15,953  | 44       | 3         | 23,592  | 48       | 4         | 4                                          | 1         |
| Special Ed.               | 11,552  | 51       | 5         | 24,965  | 32       | 3         | -19                                        | -2        |
| <b>Writing</b>            |         |          |           |         |          |           |                                            |           |
| All Students              | 287,499 | 93       | 31        | 315,669 | 90       | 33        | -3                                         | 2         |
| African American          | 40,385  | 91       | 22        | 44,777  | 86       | 23        | -5                                         | 1         |
| Hispanic                  | 127,071 | 91       | 23        | 143,737 | 87       | 24        | -4                                         | 1         |
| White                     | 108,982 | 96       | 42        | 115,115 | 94       | 44        | -2                                         | 2         |
| At-Risk                   | 112,413 | 86       | 11        | 125,409 | 81       | 11        | -5                                         | 0         |
| Econ. Disad.              | 146,982 | 90       | 21        | 166,212 | 86       | 22        | -4                                         | 1         |
| LEP                       | 15,167  | 67       | 3         | 23,089  | 64       | 4         | -3                                         | 1         |
| Special Ed.               | 9,636   | 78       | 9         | 23,876  | 54       | 4         | -24                                        | -5        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-F. English-Version TAKS Participation and Performance,  
Grade 8, by Subject and Student Group, 2007 and 2008**

| Group                                      | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|--------------------------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                                            | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                                            |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading: Primary Administration</b>     |         |          |           |         |          |           |                                            |           |
| All Students                               | 301,262 | 89       | 42        | 311,264 | 92       | 51        | 3                                          | 9         |
| African American                           | 43,356  | 84       | 31        | 44,396  | 87       | 37        | 3                                          | 6         |
| Hispanic                                   | 130,324 | 84       | 31        | 137,545 | 89       | 41        | 5                                          | 10        |
| White                                      | 116,243 | 95       | 57        | 117,496 | 96       | 65        | 1                                          | 8         |
| At-Risk                                    | 133,441 | 78       | 18        | 133,950 | 84       | 26        | 6                                          | 8         |
| Econ. Disad. <sup>a</sup>                  | 150,794 | 83       | 29        | 156,718 | 88       | 37        | 5                                          | 8         |
| LEP <sup>b</sup>                           | 18,074  | 49       | 5         | 17,989  | 58       | 8         | 9                                          | 3         |
| Special Ed. <sup>c</sup>                   | 11,879  | 73       | 17        | 24,877  | 60       | 12        | -13                                        | -5        |
| <b>Mathematics: Primary Administration</b> |         |          |           |         |          |           |                                            |           |
| All Students                               | 299,850 | 71       | 17        | 309,854 | 75       | 21        | 4                                          | 4         |
| African American                           | 43,069  | 58       | 7         | 44,026  | 61       | 9         | 3                                          | 2         |
| Hispanic                                   | 130,134 | 64       | 11        | 137,085 | 69       | 14        | 5                                          | 3         |
| White                                      | 115,283 | 83       | 26        | 116,845 | 85       | 31        | 2                                          | 5         |
| At-Risk                                    | 132,664 | 49       | 3         | 133,043 | 55       | 5         | 6                                          | 2         |
| Econ. Disad.                               | 150,279 | 62       | 9         | 155,816 | 66       | 12        | 4                                          | 3         |
| LEP                                        | 18,375  | 36       | 2         | 18,085  | 41       | 5         | 5                                          | 3         |
| Special Ed.                                | 10,418  | 46       | 4         | 23,421  | 30       | 3         | -16                                        | -1        |
| <b>Social Studies</b>                      |         |          |           |         |          |           |                                            |           |
| All Students                               | 297,421 | 87       | 34        | 304,638 | 90       | 38        | 3                                          | 4         |
| African American                           | 42,899  | 81       | 22        | 43,258  | 86       | 27        | 5                                          | 5         |
| Hispanic                                   | 128,891 | 82       | 23        | 134,122 | 87       | 28        | 5                                          | 5         |
| White                                      | 114,348 | 94       | 49        | 115,403 | 95       | 51        | 1                                          | 2         |
| At-Risk                                    | 130,943 | 75       | 12        | 129,424 | 81       | 15        | 6                                          | 3         |
| Econ. Disad.                               | 148,856 | 81       | 21        | 152,076 | 85       | 26        | 4                                          | 5         |
| LEP                                        | 17,976  | 53       | 5         | 16,939  | 63       | 8         | 10                                         | 3         |
| Special Ed.                                | 10,229  | 71       | 16        | 21,394  | 64       | 11        | -7                                         | -5        |
| <b>Science<sup>d</sup></b>                 |         |          |           |         |          |           |                                            |           |
| All Students                               | 298,069 | 60       | 17        | 305,444 | 68       | 22        | 8                                          | 5         |
| African American                           | 42,969  | 41       | 6         | 43,368  | 54       | 10        | 13                                         | 4         |
| Hispanic                                   | 129,222 | 47       | 9         | 134,516 | 59       | 13        | 12                                         | 4         |
| White                                      | 114,586 | 79       | 29        | 115,692 | 83       | 34        | 4                                          | 5         |
| At-Risk                                    | 131,395 | 32       | 3         | 129,825 | 44       | 4         | 12                                         | 1         |
| Econ. Disad.                               | 149,225 | 45       | 8         | 152,558 | 57       | 11        | 12                                         | 3         |
| LEP                                        | 18,025  | 13       | 1         | 17,061  | 24       | 2         | 11                                         | 1         |
| Special Ed.                                | 10,100  | 37       | 7         | 21,138  | 29       | 4         | -8                                         | -3        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education. <sup>d</sup>The TAKS passing standard for Grade 8 science in 2007 was 1 standard error of measurement below the panel-recommended standard, whereas the passing standard in 2008 was the panel-recommended standard. For comparison purposes, all data are presented at the panel-recommended standard.

**Appendix 2-G. English-Version TAKS Participation and Performance,  
Grade 9, by Subject and Student Group, 2007 and 2008**

| Group                     | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|---------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                           | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                           |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>Reading</b>            |         |          |           |         |          |           |                                            |           |
| All Students              | 333,762 | 86       | 24        | 351,361 | 84       | 32        | -2                                         | 8         |
| African American          | 48,840  | 80       | 14        | 53,065  | 77       | 21        | -3                                         | 7         |
| Hispanic                  | 148,191 | 80       | 16        | 159,150 | 78       | 23        | -2                                         | 7         |
| White                     | 124,780 | 95       | 35        | 126,440 | 93       | 47        | -2                                         | 12        |
| At-Risk                   | 167,462 | 76       | 9         | 175,604 | 73       | 13        | -3                                         | 4         |
| Econ. Disad. <sup>a</sup> | 160,230 | 79       | 15        | 173,301 | 77       | 20        | -2                                         | 5         |
| LEP <sup>b</sup>          | 19,716  | 38       | 1         | 24,159  | 39       | 2         | 1                                          | 1         |
| Special Ed. <sup>c</sup>  | 15,986  | 64       | 6         | 28,622  | 45       | 5         | -19                                        | -1        |
| <b>Mathematics</b>        |         |          |           |         |          |           |                                            |           |
| All Students              | 330,661 | 60       | 17        | 345,916 | 60       | 21        | 0                                          | 4         |
| African American          | 48,085  | 44       | 7         | 51,969  | 43       | 8         | -1                                         | 1         |
| Hispanic                  | 146,023 | 49       | 9         | 156,123 | 51       | 13        | 2                                          | 4         |
| White                     | 124,344 | 76       | 27        | 125,086 | 76       | 33        | 0                                          | 6         |
| At-Risk                   | 163,050 | 36       | 3         | 170,385 | 35       | 4         | -1                                         | 1         |
| Econ. Disad.              | 157,236 | 47       | 8         | 169,364 | 48       | 11        | 1                                          | 3         |
| LEP                       | 19,565  | 22       | 2         | 23,586  | 23       | 3         | 1                                          | 1         |
| Special Ed.               | 13,329  | 28       | 3         | 26,695  | 16       | 2         | -12                                        | -1        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-H. English-Version TAKS Participation and Performance,  
Grade 10, by Subject and Student Group, 2007 and 2008**

| Group                        | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|------------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                              | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                              |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>English Language Arts</b> |         |          |           |         |          |           |                                            |           |
| All Students                 | 285,228 | 84       | 11        | 298,426 | 86       | 17        | 2                                          | 6         |
| African American             | 40,435  | 79       | 5         | 42,915  | 81       | 9         | 2                                          | 4         |
| Hispanic                     | 116,263 | 79       | 6         | 124,299 | 83       | 11        | 4                                          | 5         |
| White                        | 117,293 | 91       | 17        | 119,243 | 92       | 25        | 1                                          | 8         |
| At-Risk                      | 133,642 | 73       | 3         | 141,963 | 77       | 5         | 4                                          | 2         |
| Econ. Disad. <sup>a</sup>    | 121,713 | 78       | 5         | 130,407 | 80       | 9         | 2                                          | 4         |
| LEP <sup>b</sup>             | 12,032  | 34       | 0         | 15,084  | 45       | 1         | 11                                         | 1         |
| Special Ed. <sup>c</sup>     | 12,235  | 55       | 1         | 20,912  | 46       | 1         | -9                                         | 0         |
| <b>Mathematics</b>           |         |          |           |         |          |           |                                            |           |
| All Students                 | 279,945 | 63       | 14        | 293,041 | 63       | 16        | 0                                          | 2         |
| African American             | 39,394  | 45       | 4         | 41,868  | 46       | 6         | 1                                          | 2         |
| Hispanic                     | 113,678 | 54       | 8         | 121,688 | 54       | 10        | 0                                          | 2         |
| White                        | 115,499 | 78       | 22        | 117,468 | 76       | 23        | -2                                         | 1         |
| At-Risk                      | 128,826 | 37       | 2         | 137,308 | 37       | 3         | 0                                          | 1         |
| Econ. Disad.                 | 118,459 | 51       | 7         | 127,130 | 51       | 9         | 0                                          | 2         |
| LEP                          | 11,843  | 24       | 2         | 14,698  | 26       | 3         | 2                                          | 1         |
| Special Ed.                  | 10,045  | 29       | 2         | 18,891  | 17       | 1         | -12                                        | -1        |
| <b>Social Studies</b>        |         |          |           |         |          |           |                                            |           |
| All Students                 | 277,049 | 86       | 33        | 290,685 | 88       | 32        | 2                                          | -1        |
| African American             | 39,079  | 78       | 17        | 41,572  | 81       | 18        | 3                                          | 1         |
| Hispanic                     | 111,812 | 81       | 22        | 120,131 | 84       | 22        | 3                                          | 0         |
| White                        | 114,894 | 94       | 47        | 117,032 | 94       | 46        | 0                                          | -1        |
| At-Risk                      | 126,674 | 75       | 12        | 135,676 | 79       | 11        | 4                                          | -1        |
| Econ. Disad.                 | 116,723 | 79       | 19        | 125,663 | 82       | 19        | 3                                          | 0         |
| LEP                          | 11,448  | 46       | 3         | 14,339  | 56       | 3         | 10                                         | 0         |
| Special Ed.                  | 11,175  | 63       | 11        | 19,813  | 55       | 6         | -8                                         | -5        |
| <b>Science</b>               |         |          |           |         |          |           |                                            |           |
| All Students                 | 278,537 | 58       | 11        | 291,432 | 64       | 14        | 6                                          | 3         |
| African American             | 39,343  | 40       | 3         | 41,730  | 47       | 5         | 7                                          | 2         |
| Hispanic                     | 112,738 | 45       | 5         | 120,647 | 53       | 7         | 8                                          | 2         |
| White                        | 115,157 | 76       | 19        | 117,075 | 81       | 22        | 5                                          | 3         |
| At-Risk                      | 127,707 | 32       | 2         | 136,178 | 40       | 2         | 8                                          | 0         |
| Econ. Disad.                 | 117,593 | 43       | 4         | 126,091 | 50       | 6         | 7                                          | 2         |
| LEP                          | 11,550  | 14       | 1         | 14,394  | 17       | 1         | 3                                          | 0         |
| Special Ed.                  | 10,597  | 28       | 3         | 19,058  | 24       | 2         | -4                                         | -1        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-I. English-Version TAKS Participation and Performance,  
Grade 11, by Subject and Student Group, 2007 and 2008**

| Group                        | 2007    |          |           | 2008    |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|------------------------------|---------|----------|-----------|---------|----------|-----------|--------------------------------------------|-----------|
|                              | Tested  | Met (%)  |           | Tested  | Met (%)  |           | Standard                                   | Commended |
|                              |         | Standard | Commended |         | Standard | Commended |                                            |           |
| <b>English Language Arts</b> |         |          |           |         |          |           |                                            |           |
| All Students                 | 242,430 | 90       | 25        | 255,890 | 90       | 20        | 0                                          | -5        |
| African American             | 33,020  | 86       | 12        | 35,543  | 87       | 11        | 1                                          | -1        |
| Hispanic                     | 91,948  | 85       | 16        | 101,290 | 86       | 12        | 1                                          | -4        |
| White                        | 107,154 | 96       | 35        | 108,035 | 96       | 29        | 0                                          | -6        |
| At-Risk                      | 120,035 | 83       | 8         | 128,067 | 84       | 6         | 1                                          | -2        |
| Econ. Disad. <sup>a</sup>    | 92,161  | 84       | 13        | 102,453 | 84       | 10        | 0                                          | -3        |
| LEP <sup>b</sup>             | 9,259   | 33       | 1         | 11,086  | 40       | 1         | 7                                          | 0         |
| Special Ed. <sup>c</sup>     | 8,341   | 68       | 4         | 15,268  | 53       | 2         | -15                                        | -2        |
| <b>Mathematics</b>           |         |          |           |         |          |           |                                            |           |
| All Students                 | 240,285 | 80       | 19        | 252,694 | 79       | 24        | -1                                         | 5         |
| African American             | 32,668  | 66       | 6         | 35,015  | 65       | 10        | -1                                         | 4         |
| Hispanic                     | 90,798  | 72       | 11        | 99,891  | 72       | 16        | 0                                          | 5         |
| White                        | 106,444 | 89       | 27        | 106,787 | 88       | 34        | -1                                         | 7         |
| At-Risk                      | 117,606 | 65       | 4         | 125,215 | 63       | 6         | -2                                         | 2         |
| Econ. Disad.                 | 90,710  | 70       | 10        | 100,629 | 69       | 14        | -1                                         | 4         |
| LEP                          | 9,027   | 44       | 3         | 10,708  | 43       | 5         | -1                                         | 2         |
| Special Ed.                  | 6,687   | 53       | 4         | 13,617  | 30       | 3         | -23                                        | -1        |
| <b>Social Studies</b>        |         |          |           |         |          |           |                                            |           |
| All Students                 | 241,179 | 94       | 36        | 253,924 | 95       | 36        | 1                                          | 0         |
| African American             | 32,811  | 90       | 21        | 35,269  | 92       | 23        | 2                                          | 2         |
| Hispanic                     | 90,876  | 90       | 23        | 100,181 | 92       | 24        | 2                                          | 1         |
| White                        | 107,098 | 98       | 51        | 107,465 | 98       | 49        | 0                                          | -2        |
| At-Risk                      | 118,507 | 88       | 15        | 126,234 | 91       | 17        | 3                                          | 2         |
| Econ. Disad.                 | 90,993  | 89       | 21        | 101,193 | 91       | 22        | 2                                          | 1         |
| LEP                          | 8,991   | 63       | 4         | 10,805  | 69       | 4         | 6                                          | 0         |
| Special Ed.                  | 8,418   | 82       | 16        | 15,558  | 73       | 10        | -9                                         | -6        |
| <b>Science</b>               |         |          |           |         |          |           |                                            |           |
| All Students                 | 240,949 | 77       | 11        | 253,404 | 80       | 12        | 3                                          | 1         |
| African American             | 32,809  | 64       | 3         | 35,185  | 67       | 4         | 3                                          | 1         |
| Hispanic                     | 90,902  | 66       | 5         | 100,051 | 72       | 6         | 6                                          | 1         |
| White                        | 106,840 | 89       | 18        | 107,136 | 91       | 20        | 2                                          | 2         |
| At-Risk                      | 118,149 | 60       | 2         | 125,733 | 66       | 2         | 6                                          | 0         |
| Econ. Disad.                 | 90,914  | 65       | 4         | 100,934 | 69       | 5         | 4                                          | 1         |
| LEP                          | 9,013   | 33       | 1         | 10,770  | 37       | 1         | 4                                          | 0         |
| Special Ed.                  | 7,413   | 51       | 3         | 14,461  | 38       | 2         | -13                                        | -1        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Limited English proficient. <sup>c</sup>Special education.

**Appendix 2-J. Spanish-Version TAKS Participation and Performance,  
Grade 3, by Subject and Student Group, 2007 and 2008**

| Group                                  | 2007   |          |           | 2008   |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|----------------------------------------|--------|----------|-----------|--------|----------|-----------|--------------------------------------------|-----------|
|                                        | Tested | Met (%)  |           | Tested | Met (%)  |           | Standard                                   | Commended |
|                                        |        | Standard | Commended |        | Standard | Commended |                                            |           |
| <b>Reading: Primary Administration</b> |        |          |           |        |          |           |                                            |           |
| All Students                           | 28,975 | 81       | 18        | 30,593 | 82       | 19        | 1                                          | 1         |
| At-Risk                                | 28,249 | 81       | 18        | 29,945 | 82       | 19        | 1                                          | 1         |
| Econ. Disad. <sup>a</sup>              | 27,127 | 81       | 18        | 28,851 | 81       | 19        | 0                                          | 1         |
| Special Ed. <sup>b</sup>               | 776    | 62       | 9         | 1,264  | 48       | 5         | -14                                        | -4        |
| <b>Mathematics</b>                     |        |          |           |        |          |           |                                            |           |
| All Students                           | 26,155 | 73       | 20        | 26,769 | 77       | 22        | 4                                          | 2         |
| At-Risk                                | 25,431 | 73       | 20        | 26,115 | 77       | 22        | 4                                          | 2         |
| Econ. Disad.                           | 24,433 | 73       | 19        | 25,138 | 77       | 22        | 4                                          | 3         |
| Special Ed.                            | 777    | 59       | 11        | 1,190  | 47       | 8         | -12                                        | -3        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Special education.

**Appendix 2-K. Spanish-Version TAKS Participation and Performance,  
Grade 4, by Subject and Student Group, 2007 and 2008**

| Group                     | 2007   |          |           | 2008   |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|---------------------------|--------|----------|-----------|--------|----------|-----------|--------------------------------------------|-----------|
|                           | Tested | Met (%)  |           | Tested | Met (%)  |           | Standard                                   | Commended |
|                           |        | Standard | Commended |        | Standard | Commended |                                            |           |
| <b>Reading</b>            |        |          |           |        |          |           |                                            |           |
| All Students              | 17,144 | 77       | 20        | 17,479 | 76       | 21        | -1                                         | 1         |
| At-Risk                   | 16,662 | 77       | 20        | 16,979 | 76       | 20        | -1                                         | 0         |
| Econ. Disad. <sup>a</sup> | 16,138 | 77       | 20        | 16,364 | 75       | 20        | -2                                         | 0         |
| Special Ed. <sup>b</sup>  | 428    | 62       | 10        | 717    | 37       | 5         | -25                                        | -5        |
| <b>Mathematics</b>        |        |          |           |        |          |           |                                            |           |
| All Students              | 14,756 | 72       | 27        | 14,285 | 74       | 31        | 2                                          | 4         |
| At-Risk                   | 14,305 | 72       | 27        | 13,804 | 74       | 30        | 2                                          | 3         |
| Econ. Disad.              | 13,897 | 72       | 27        | 13,324 | 74       | 30        | 2                                          | 3         |
| Special Ed.               | 406    | 56       | 16        | 653    | 39       | 10        | -17                                        | -6        |
| <b>Writing</b>            |        |          |           |        |          |           |                                            |           |
| All Students              | 18,149 | 89       | 20        | 18,427 | 90       | 22        | 1                                          | 2         |
| At-Risk                   | 17,663 | 89       | 20        | 17,953 | 90       | 22        | 1                                          | 2         |
| Econ. Disad.              | 17,095 | 89       | 20        | 17,268 | 90       | 22        | 1                                          | 2         |
| Special Ed.               | 456    | 75       | 11        | 771    | 59       | 6         | -16                                        | -5        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Special education.

**Appendix 2-L. Spanish-Version TAKS Participation and Performance,  
Grade 5, by Subject and Student Group, 2007 and 2008**

| Group                                      | 2007   |          |           | 2008   |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|--------------------------------------------|--------|----------|-----------|--------|----------|-----------|--------------------------------------------|-----------|
|                                            | Tested | Met (%)  |           | Tested | Met (%)  |           | Standard                                   | Commended |
|                                            |        | Standard | Commended |        | Standard | Commended |                                            |           |
| <b>Reading: Primary Administration</b>     |        |          |           |        |          |           |                                            |           |
| All Students                               | 7,867  | 78       | 25        | 7,700  | 72       | 21        | -6                                         | -4        |
| At-Risk                                    | 7,717  | 78       | 24        | 7,522  | 72       | 21        | -6                                         | -3        |
| Econ. Disad. <sup>a</sup>                  | 7,411  | 78       | 24        | 7,268  | 72       | 21        | -6                                         | -3        |
| Special Ed. <sup>b</sup>                   | 143    | 59       | 14        | 273    | 38       | 4         | -21                                        | -10       |
| <b>Mathematics: Primary Administration</b> |        |          |           |        |          |           |                                            |           |
| All Students                               | 5,834  | 50       | 11        | 5,233  | 48       | 11        | -2                                         | 0         |
| At-Risk                                    | 5,677  | 50       | 11        | 5,061  | 48       | 11        | -2                                         | 0         |
| Econ. Disad.                               | 5,469  | 49       | 11        | 4,921  | 47       | 11        | -2                                         | 0         |
| Special Ed.                                | 98     | 43       | 5         | 206    | 23       | 1         | -20                                        | -4        |
| <b>Science</b>                             |        |          |           |        |          |           |                                            |           |
| All Students                               | 4,957  | 35       | 8         | 3,987  | 37       | 9         | 2                                          | 1         |
| At-Risk                                    | 4,837  | 36       | 8         | 3,868  | 37       | 9         | 1                                          | 1         |
| Econ. Disad.                               | 4,656  | 35       | 7         | 3,750  | 37       | 9         | 2                                          | 2         |
| Special Ed.                                | 68     | 21       | 7         | 129    | 15       | 1         | -6                                         | -6        |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Special education.



**Appendix 2-M. Spanish-Version TAKS Participation and Performance,  
Grade 6, by Subject and Student Group, 2007 and 2008**

| Group                     | 2007   |                |           | 2008   |          |           | Change, 2007 to 2008<br>(Percentage-Point) |           |
|---------------------------|--------|----------------|-----------|--------|----------|-----------|--------------------------------------------|-----------|
|                           | Tested | Met (%)        |           | Tested | Met (%)  |           | Standard                                   | Commended |
|                           |        | Standard       | Commended |        | Standard | Commended |                                            |           |
| <b>Reading</b>            |        |                |           |        |          |           |                                            |           |
| All Students              | 998    | 75             | 26        | 1,002  | 69       | 28        | -6                                         | 2         |
| At-Risk                   | 942    | 74             | 26        | 899    | 72       | 29        | -2                                         | 3         |
| Econ. Disad. <sup>a</sup> | 892    | 74             | 25        | 868    | 72       | 29        | -2                                         | 4         |
| Special Ed. <sup>b</sup>  | 7      | 71             | 14        | 41     | 17       | 0         | -54                                        | -14       |
| <b>Mathematics</b>        |        |                |           |        |          |           |                                            |           |
| All Students              | 902    | 56             | 13        | 866    | 54       | 16        | -2                                         | 3         |
| At-Risk                   | 853    | 57             | 13        | 766    | 58       | 17        | 1                                          | 4         |
| Econ. Disad.              | 811    | 56             | 13        | 754    | 57       | 16        | 1                                          | 3         |
| Special Ed.               | 4      | - <sup>c</sup> | -         | 48     | 6        | 0         | -                                          | -         |

<sup>a</sup>Economically disadvantaged. <sup>b</sup>Special education. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity.



# 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. Since the 2005-06 school year, teachers in DAEPs must have met 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, 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 other alternative education programs generally do so by choice, often for academic reasons or interest in a less traditional school setting. DAEPs also differ from Juvenile Justice Alternative Education Programs, which are county-run facilities made available for students who are expelled from public school.

## Data Sources and Methods

Data on discipline, gender, ethnicity, economic status, and dropout status were drawn from the Public Education Information Management System (PEIMS). All summary DAEP data presented are based on analyses of student-level data. Data on Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) participation and performance were provided to the Texas Education Agency (TEA) by a state contractor, Pearson. Test performance results for students assigned

to DAEPs include scores for students assigned at any time during the year.

## DAEP Assignment and Expulsion

Approximately 2.3 percent (106,135) of the more than 4.5 million students in Texas public schools in 2006-07 received DAEP assignments (Table 3.1). Compared to the previous year, the percentage of students assigned to DAEPs remained the same, even though the number of students assigned to DAEPs increased by 0.6 percent. The total number of DAEP assignments, including multiple assignments for students, increased by 0.7 percent.

| DAEP Assignments         | 2005-06 | 2006-07 |
|--------------------------|---------|---------|
| Individual Student Count | 105,530 | 106,135 |
| Total <sup>b</sup>       | 136,938 | 137,921 |

<sup>a</sup>Disciplinary alternative education programs. <sup>b</sup>Includes multiple assignments for individual students.

In 2006-07, 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 2006-07 increased markedly at Grade 6, continued rising to a maximum of 6.4 percent of all students in Grade 9, then steadily declined through the high school grades. Of all students assigned to DAEPs, 27.0 percent were ninth graders.

Males made up 72.0 percent of students assigned to DAEPs in 2006-07, compared to 51.5 percent of the total student population (Table 3.3). Some 22.3 percent of students assigned to DAEPs were receiving special education services, compared to 12.8 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 2006-07, for students assigned to DAEPs, the average number of discretionary assignments (1.29) exceeded the average number of mandatory assignments (1.06) (Table 3.4). Only about 21 percent of students assigned to DAEPs in 2006-07 received additional assignments that year. On average, female students (17.3%) were less likely to have received additional assignments than male students (22.5%), and White students (18.2%) were less likely to have received additional assignments than African American (21.8%) and Hispanic students (22.4%).

For each student who attended a DAEP in 2006-07, the total length of assignment was calculated by adding the

| Grade | Students | DAEP   |         | African American (%) |      | Hispanic (%) |      | White (%) |      | Econ. Disad. <sup>b</sup> (%) |      |
|-------|----------|--------|---------|----------------------|------|--------------|------|-----------|------|-------------------------------|------|
|       |          | Number | Percent | State                | DAEP | State        | DAEP | State     | DAEP | State                         | DAEP |
| 1     | 412,556  | 767    | 0.2     | 14.5                 | 46.9 | 49.1         | 27.5 | 32.8      | 24.5 | 55.5                          | 72.6 |
| 2     | 388,951  | 918    | 0.2     | 14.4                 | 42.5 | 48.3         | 31.7 | 33.7      | 24.7 | 54.7                          | 76.4 |
| 3     | 378,738  | 1,137  | 0.3     | 14.7                 | 42.4 | 47.7         | 33.7 | 34.0      | 23.0 | 54.1                          | 74.7 |
| 4     | 370,874  | 1,626  | 0.4     | 14.7                 | 38.4 | 46.9         | 37.1 | 34.7      | 23.7 | 53.5                          | 75.4 |
| 5     | 365,845  | 2,792  | 0.8     | 14.8                 | 33.9 | 46.3         | 42.3 | 35.3      | 22.9 | 52.9                          | 75.9 |
| 6     | 363,215  | 8,753  | 2.4     | 15.1                 | 29.2 | 45.6         | 51.2 | 35.8      | 18.6 | 51.5                          | 76.2 |
| 7     | 361,530  | 13,027 | 3.6     | 15.2                 | 25.2 | 44.7         | 52.9 | 36.5      | 20.8 | 49.5                          | 71.8 |
| 8     | 371,561  | 17,522 | 4.7     | 15.6                 | 22.8 | 44.2         | 53.3 | 36.8      | 22.9 | 48.3                          | 67.6 |
| 9     | 450,187  | 28,658 | 6.4     | 16.2                 | 22.2 | 46.0         | 53.5 | 34.7      | 23.3 | 44.6                          | 59.0 |
| 10    | 360,397  | 15,402 | 4.3     | 15.7                 | 24.2 | 41.7         | 45.5 | 39.1      | 29.0 | 40.6                          | 53.1 |
| 11    | 312,717  | 9,352  | 3.0     | 15.0                 | 24.2 | 39.0         | 39.7 | 42.2      | 34.4 | 37.1                          | 46.6 |
| 12    | 290,838  | 6,195  | 2.1     | 14.7                 | 23.4 | 38.4         | 35.0 | 43.0      | 39.9 | 35.4                          | 40.1 |

<sup>a</sup>Disciplinary alternative education programs. <sup>b</sup>Economically disadvantaged.

| Group                                     | State | DAEP |
|-------------------------------------------|-------|------|
| Female                                    | 48.5  | 28.0 |
| Male                                      | 51.5  | 72.0 |
| Receiving Spec. Ed. <sup>b</sup> Services | 12.8  | 22.3 |
| Not Receiving Spec. Ed. Services          | 87.2  | 77.7 |

<sup>a</sup>Disciplinary alternative education programs. <sup>b</sup>Special education.

number of days, across multiple assignments, the student actually spent in a DAEP. A student who attended a DAEP for one assignment of 10 days, for example, would have the same total length of assignment as a student who attended a DAEP twice in the same year for 5 days each assignment. White students assigned to a DAEP spent an average of about 29.8 days in actual attendance, whereas African American students and Hispanic students spent an average of about 35 days.

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

In 2006-07, 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, 8, 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, 79.2 percent of students in Grades 3-10 who were assigned to DAEPs took the 2007 English-version TAKS reading/ELA test, and 14.1 percent took the 2007 SDAA II reading/ELA test (Table 3.5). Of those not tested, 0.7 percent were exempted because of limited English proficiency, fewer than 0.1 percent were students in special education exempted by their admission, review, and dismissal (ARD) committees, and 5.8 percent were absent.

Passing rates on the English-version 2007 TAKS reading/ELA and mathematics tests in Grades 3-10 were lower for students assigned to DAEPs than for students statewide (Table 3.6 on page 56). On the reading/ELA test, the passing rate for students assigned to DAEPs (68%) was 20 percentage points lower than the passing rate for students statewide (88%). On the mathematics test, the difference in passing rates between students assigned to DAEPs (38%) and students statewide (76%) was 38 percentage points. Among students assigned to DAEPs, as well as students statewide, White students had higher TAKS passing

| Group                      | Average Number of Assignments |           | Single Assignment (%) | Average Length of Assignment (Days) |
|----------------------------|-------------------------------|-----------|-----------------------|-------------------------------------|
|                            | Discretionary                 | Mandatory |                       |                                     |
| African American           | 1.27                          | 1.06      | 78.2                  | 35.0                                |
| Hispanic                   | 1.31                          | 1.07      | 77.6                  | 34.9                                |
| White                      | 1.25                          | 1.05      | 81.8                  | 29.8                                |
| Economically Disadvantaged | 1.30                          | 1.06      | 78.5                  | 34.4                                |
| Special Education          | 1.29                          | 1.07      | 76.9                  | 33.4                                |
| Female                     | 1.24                          | 1.04      | 82.7                  | 31.0                                |
| Male                       | 1.30                          | 1.07      | 77.5                  | 34.5                                |
| All                        | 1.29                          | 1.06      | 78.9                  | 33.6                                |

<sup>a</sup>Disciplinary alternative education program.

| Group                      | Tested on TAKS | LEP Exempt <sup>d</sup> | ARD Exempt <sup>e</sup> | Absent | Other | Tested on SDAA II |
|----------------------------|----------------|-------------------------|-------------------------|--------|-------|-------------------|
|                            |                |                         |                         |        |       |                   |
| Hispanic                   | 79.7           | 1.2                     | <0.1                    | 5.9    | 0.5   | 12.8              |
| White                      | 80.9           | <0.1                    | 0.1                     | 5.4    | 0.5   | 13.3              |
| Economically Disadvantaged | 77.7           | 0.8                     | <0.1                    | 5.4    | 0.5   | 15.7              |
| All                        | 79.2           | 0.7                     | <0.1                    | 5.8    | 0.5   | 14.1              |

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

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

| Group                          | DAEP <sup>a</sup> | State |
|--------------------------------|-------------------|-------|
| <b>Reading/ELA<sup>b</sup></b> |                   |       |
| African American               | 64                | 82    |
| Hispanic                       | 64                | 83    |
| White                          | 80                | 94    |
| Economically Disadvantaged     | 65                | 82    |
| Female                         | 74                | 90    |
| Male                           | 65                | 86    |
| All                            | 68                | 88    |
| <b>Mathematics</b>             |                   |       |
| African American               | 31                | 62    |
| Hispanic                       | 34                | 70    |
| White                          | 52                | 86    |
| Economically Disadvantaged     | 35                | 68    |
| Female                         | 35                | 75    |
| Male                           | 39                | 76    |
| All                            | 38                | 76    |

<sup>a</sup>Disciplinary alternative education program. <sup>b</sup>English language arts.

rates in reading/ELA and mathematics than African American and Hispanic students.

Just over 22 percent of students assigned to DAEPs in 2006-07 were receiving special education services, and many of these students took the SDAA II. Tests are given in reading/ELA and mathematics at Grades 3-10 and in writing at Grades 4 and 7. Students were assessed at their appropriate instructional levels, as determined by their ARD committees. The percentages of students in special education programs assigned to DAEPs who met ARD expectations on the 2007 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, 88 percent of students in special education programs assigned to DAEPs met ARD expectations, compared to 91 percent of students in special education programs statewide—a difference of 3 percentage points. The difference on the SDAA II mathematics test was 5 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 90,156 students in Grades 7-12 assigned to DAEPs in the 2006-07 school year, 5,312 students dropped out. The annual Grade 7-12 dropout rate for

| Group                          | DAEP <sup>c</sup> | State |
|--------------------------------|-------------------|-------|
| <b>Reading/ELA<sup>d</sup></b> |                   |       |
| African American               | 89                | 91    |
| Hispanic                       | 87                | 91    |
| White                          | 90                | 92    |
| Economically Disadvantaged     | 88                | 91    |
| Female                         | 90                | 92    |
| Male                           | 88                | 91    |
| All                            | 88                | 91    |
| <b>Mathematics</b>             |                   |       |
| African American               | 85                | 89    |
| Hispanic                       | 84                | 90    |
| White                          | 87                | 91    |
| Economically Disadvantaged     | 85                | 90    |
| Female                         | 84                | 90    |
| Male                           | 86                | 90    |
| All                            | 85                | 90    |

<sup>a</sup>State-Developed Alternative Assessment II. <sup>b</sup>Admission, review, and dismissal committee. <sup>c</sup>Disciplinary alternative education program. Data include all students who received special education services and were assigned to DAEPs in 2006-07. <sup>d</sup>English language arts.

students assigned to DAEPs was 5.9 percent, more than double the rate for students statewide (2.7%) (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.

| Group                      | DAEP <sup>a</sup> | State |
|----------------------------|-------------------|-------|
| African American           | 6.9               | 4.1   |
| Hispanic                   | 6.4               | 3.7   |
| White                      | 4.2               | 1.3   |
| Economically Disadvantaged | 5.3               | 2.8   |
| Special Education          | 6.2               | 3.2   |
| Female                     | 4.9               | 2.6   |
| Male                       | 6.3               | 2.9   |
| All                        | 5.9               | 2.7   |

<sup>a</sup>Disciplinary alternative education program.

## Agency Contact Persons

For additional information on DAEPs, contact Jeff Kloster, Associate Commissioner for Health and Safety, (512) 463-3070; Julie Harris-Lawrence, Deputy Associate Commissioner for Health and Safety, (512) 463-3070; or Leslie Smith, Health and Safety Division, (512) 463-9982.

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

The purpose of the State Compensatory Education 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, the 77th Texas Legislature 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 2007-08 school year, 48 percent (2,256,606) of the 4,671,493 public school students in Texas were identified as at risk of dropping out of school, the same percentage as in the previous 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 at least 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 the state assessment, the Texas Assessment of Knowledge and Skills (TAKS). In the 2007-08 school year, substantial changes were made to assessment options for students served in special education programs. The TAKS-Inclusive (TAKS-I), the State-Developed Alternative Assessment II (SDAA II), and locally determined alternate assessments were replaced by the TAKS (Accommodated), TAKS-Modified, and TAKS-Alternate assessments. Because all new assessments are administered at the same grade levels and in the same content areas tested by TAKS, admission, review, and dismissal (ARD) committees have considerable

flexibility in determining the most appropriate assessment for each subject area for each student receiving special education services. 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.

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. Spanish-language versions of TAKS and TAKS (Accommodated) tests are available in Grades 3-6. Satisfactory performance on the TAKS at Grade 11 is a prerequisite for a high school diploma.

In 2008, there were multiple administrations of the reading TAKS for Grades 3, 5, and 8 and the mathematics TAKS for Grades 5 and 8. TAKS performance results for these grades are based on the first test administrations only. In previous years, TAKS results presented in this chapter for all grade levels assessed were based on the English-language version of the TAKS only. For 2008, results for Grades 3-6 are based on both the English- and Spanish-language versions of the TAKS. In addition, results for all grades assessed are based on the TAKS and TAKS (Accommodated) combined. As a result, caution should be exercised when making comparisons between results for 2008 and previous years.

See Chapter 2 of this report for additional information about assessment options for students served in special education programs and more detailed analyses of TAKS results.

## **TAKS Performance for Students At Risk, 2008**

### ***State Compensatory Education (SCE) Policy on Student Performance***

Under TEC §29.081, 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 English Language Arts (ELA)***

In 2008, passing rates for at-risk students overall on the TAKS reading/ELA test were highest in Grades 8 and 11 (84% each) and lowest in Grades 4 and 5 (68% and 66%, respectively) (Table 4.1). Across student groups and grade levels, passing rates were highest for White at-risk students in Grades 8 and 11 (90% and 91%, respectively) and lowest for African American at-risk students in Grades 4 and 5 (56% and 59%, respectively). 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 11 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 Grade 5 (28 percentage points) and smallest for White students in Grade 11 (7 percentage points). In most grades, the differences were larger for African American, Hispanic, and economically disadvantaged students than White students. For African American students, the performance differences between at-risk and not-at-risk students were smallest in Grades 8 and 11 (11 and 10 percentage points, respectively); for Hispanic and economically disadvantaged students, the differences were smallest in Grade 3 (14 and 13 percentage points, respectively). Across grade levels, differences in passing rates were largest in Grade 5 (27 percentage points).

### ***Mathematics***

Among at-risk students overall, the passing rate on the TAKS mathematics test was highest in Grade 3, at 75 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 75 percent in Grade 3 to 37 percent in Grade 10. In Grade 11, the passing rate increased to 63 percent. At each grade level, African American at-risk students had the lowest passing rate. White at-risk students had the highest passing rate in each grade except Grade 4. Male at-risk students had higher mathematics passing rates than female at-risk students at all grade levels, except Grades 6 and 7, where males and females passed at the same rate. The performance difference between genders was largest in Grade 4 (4 percentage points).



**Table 4.1. TAKS Reading/English Language Arts Passing Rates, by At-Risk Status, Student Group, and Grade, 2008**

| Group                      | Grade |    |    |    |    |    |    |    |    |
|----------------------------|-------|----|----|----|----|----|----|----|----|
|                            | 3     | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| <b>At-Risk</b>             |       |    |    |    |    |    |    |    |    |
| African American           | 70    | 56 | 59 | 80 | 68 | 82 | 70 | 75 | 83 |
| Hispanic                   | 79    | 69 | 64 | 80 | 67 | 82 | 69 | 75 | 80 |
| White                      | 86    | 73 | 74 | 86 | 77 | 90 | 84 | 83 | 91 |
| Economically Disadvantaged | 78    | 66 | 63 | 79 | 66 | 81 | 68 | 74 | 79 |
| Female                     | 82    | 70 | 67 | 86 | 74 | 86 | 77 | 83 | 87 |
| Male                       | 78    | 66 | 65 | 77 | 66 | 83 | 69 | 72 | 81 |
| All                        | 80    | 68 | 66 | 81 | 69 | 84 | 73 | 77 | 84 |
| <b>Not-At-Risk</b>         |       |    |    |    |    |    |    |    |    |
| African American           | 89    | 83 | 86 | 92 | 88 | 93 | 88 | 88 | 93 |
| Hispanic                   | 93    | 90 | 92 | 97 | 94 | 97 | 94 | 94 | 97 |
| White                      | 97    | 95 | 96 | 98 | 96 | 98 | 97 | 96 | 98 |
| Economically Disadvantaged | 91    | 86 | 90 | 95 | 91 | 96 | 92 | 92 | 95 |
| Female                     | 96    | 92 | 94 | 98 | 96 | 98 | 96 | 97 | 98 |
| Male                       | 94    | 90 | 92 | 95 | 93 | 97 | 94 | 92 | 96 |
| All                        | 95    | 91 | 93 | 97 | 94 | 97 | 95 | 95 | 97 |

Note. Data are based on TAKS and TAKS (Accommodated) combined. Data for Grades 3-6 are based on English and Spanish versions of the tests. Data for Grades 7-11 are based on English versions of the tests only.

**Table 4.2. TAKS Mathematics Passing Rates, by At-Risk Status, Student Group, and Grade, 2008**

| Group                      | Grade |    |    |    |    |    |    |    |    |
|----------------------------|-------|----|----|----|----|----|----|----|----|
|                            | 3     | 4  | 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| <b>At-Risk</b>             |       |    |    |    |    |    |    |    |    |
| African American           | 60    | 55 | 55 | 50 | 46 | 45 | 27 | 29 | 55 |
| Hispanic                   | 76    | 73 | 67 | 63 | 54 | 54 | 33 | 36 | 60 |
| White                      | 78    | 71 | 71 | 66 | 63 | 64 | 46 | 45 | 72 |
| Economically Disadvantaged | 73    | 70 | 65 | 60 | 52 | 52 | 32 | 34 | 58 |
| Female                     | 73    | 69 | 65 | 62 | 55 | 54 | 35 | 36 | 62 |
| Male                       | 76    | 73 | 68 | 62 | 55 | 56 | 36 | 39 | 64 |
| All                        | 75    | 71 | 67 | 62 | 55 | 55 | 35 | 37 | 63 |
| <b>Not-At-Risk</b>         |       |    |    |    |    |    |    |    |    |
| African American           | 80    | 84 | 85 | 80 | 79 | 79 | 66 | 69 | 82 |
| Hispanic                   | 88    | 91 | 92 | 90 | 89 | 89 | 80 | 83 | 93 |
| White                      | 94    | 95 | 95 | 94 | 93 | 93 | 89 | 89 | 96 |
| Economically Disadvantaged | 85    | 88 | 90 | 86 | 85 | 86 | 77 | 79 | 90 |
| Female                     | 90    | 92 | 93 | 91 | 90 | 90 | 84 | 85 | 93 |
| Male                       | 91    | 92 | 93 | 90 | 89 | 90 | 84 | 85 | 94 |
| All                        | 90    | 92 | 93 | 91 | 90 | 90 | 84 | 85 | 94 |

Note. Data are based on TAKS and TAKS (Accommodated) combined. Data for Grades 3-6 are based on English and Spanish versions of the tests. Data for Grades 7-11 are based on English versions of the tests only.

Differences in TAKS mathematics performance between at-risk students overall and not-at-risk students increased dramatically across grades, from 15 percentage points in Grade 3 to 48 percentage points in Grade 10. For all student groups, the differences in passing rates were largest in Grades 7-10, ranging from 29 percentage points for White 8th graders to 49 percentage points each for female 9th and 10th graders. Performance differences between at-risk and

not-at-risk students were smallest for Grade 3 economically disadvantaged students and Grade 3 Hispanic students (12 percentage points each).

### *Writing*

At-risk students overall performed relatively well on the TAKS writing test, with 85 percent of Grade 4 students and 81 percent of Grade 7 students achieving

the passing standard (Table 4.3). Across ethnic groups in Grade 4, passing rates were highest for Hispanic at-risk students (86%) and lowest for African American at-risk students (79%). Across ethnic groups in Grade 7, passing rates were highest for White at-risk students (85%) and lowest for African American and Hispanic at-risk students (80% each). Passing rates for at-risk females were higher than those for at-risk males by 10 percentage points in Grade 4 and 13 percentage points in Grade 7.

**Table 4.3. TAKS Writing Passing Rates, by At-Risk Status, Student Group, and Grade, 2008**

| Group                      | Grade |    |
|----------------------------|-------|----|
|                            | 4     | 7  |
| <b>At-Risk</b>             |       |    |
| African American           | 79    | 80 |
| Hispanic                   | 86    | 80 |
| White                      | 82    | 85 |
| Economically Disadvantaged | 84    | 79 |
| Female                     | 90    | 88 |
| Male                       | 80    | 75 |
| All                        | 85    | 81 |
| <b>Not-At-Risk</b>         |       |    |
| African American           | 92    | 92 |
| Hispanic                   | 95    | 96 |
| White                      | 96    | 97 |
| Economically Disadvantaged | 93    | 94 |
| Female                     | 97    | 98 |
| Male                       | 93    | 94 |
| All                        | 95    | 96 |

Note. Data are based on TAKS and TAKS (Accommodated) combined. Data for Grade 4 are based on English and Spanish versions of the test. Data for Grade 7 are based on the English version of the test only.

Compared to the passing rates for not-at-risk students on the TAKS writing test, rates for at-risk students overall were 10 percentage points lower in Grade 4 and 15 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 9 percentage points each for Hispanic and economically disadvantaged students to 14 percentage points for White students. In Grade 7, the differences ranged from 12 percentage points each for African American and White students to 16 percentage points for Hispanic students. In both grades, differences in passing rates between at-risk and not-at-risk students were larger for males than females.

### **Social Studies**

Overall, more than three-fourths of at-risk students in Grade 8 (81%), Grade 10 (79%), and Grade 11 (91%)

passed the English-version TAKS social studies test (Table 4.4). Across student groups and grade levels, White at-risk students had the highest passing rates, with 87 percent of 8th graders, 86 percent of 10th graders, and 96 percent of 11th graders meeting the TAKS standard. Economically disadvantaged at-risk students had the lowest passing rates in Grade 8 (78%) and Grade 11 (88%). African American and economically disadvantaged at-risk students had the lowest passing rates in Grade 10 (75% each). Male at-risk students had higher passing rates than female at-risk students in each grade, with performance differences ranging from 1 to 2 percentage points.

**Table 4.4. English-Version TAKS Social Studies Passing Rates, by At-Risk Status, Student Group, and Grade, 2008**

| Group                      | Grade |    |    |
|----------------------------|-------|----|----|
|                            | 8     | 10 | 11 |
| <b>At-Risk</b>             |       |    |    |
| African American           | 79    | 75 | 90 |
| Hispanic                   | 79    | 76 | 89 |
| White                      | 87    | 86 | 96 |
| Economically Disadvantaged | 78    | 75 | 88 |
| Female                     | 80    | 78 | 90 |
| Male                       | 82    | 79 | 92 |
| All                        | 81    | 79 | 91 |
| <b>Not-At-Risk</b>         |       |    |    |
| African American           | 93    | 91 | 96 |
| Hispanic                   | 96    | 96 | 98 |
| White                      | 98    | 98 | 99 |
| Economically Disadvantaged | 95    | 94 | 97 |
| Female                     | 97    | 97 | 99 |
| Male                       | 97    | 96 | 99 |
| All                        | 97    | 97 | 99 |

Note. Data are based on TAKS and TAKS (Accommodated) combined.

Passing rates on the TAKS social studies test for at-risk students overall were 16 percentage points lower than those for not-at-risk students in Grade 8, 18 percentage points lower in Grade 10, and 8 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, ranging from 3 to 12 percentage points, and largest for Hispanic and economically disadvantaged students, ranging from 9 to 20 percentage points. Differences in passing rates for females exceeded those for males at all grade levels.

### **Science**

On the TAKS science test, passing rates for at-risk students overall declined from Grade 5 (63%), to

Grade 8 (44%), to Grade 10 (40%) (Table 4.5). In Grade 11, the passing rate increased to 66 percent. Across ethnic groups at each grade level, passing rates were highest for White at-risk students, ranging from 56 percent to 79 percent, and lowest for African American at-risk students, ranging from 31 percent to 58 percent. Higher percentages of at-risk males than at-risk females passed the science test at all grade levels.

| Group                      | Grade |    |    |    |
|----------------------------|-------|----|----|----|
|                            | 5     | 8  | 10 | 11 |
| <b>At-Risk</b>             |       |    |    |    |
| African American           | 51    | 37 | 31 | 58 |
| Hispanic                   | 62    | 40 | 35 | 60 |
| White                      | 74    | 57 | 56 | 79 |
| Economically Disadvantaged | 61    | 39 | 34 | 59 |
| Female                     | 57    | 39 | 34 | 59 |
| Male                       | 69    | 48 | 45 | 72 |
| All                        | 63    | 44 | 40 | 66 |
| <b>Not-At-Risk</b>         |       |    |    |    |
| African American           | 81    | 73 | 68 | 84 |
| Hispanic                   | 89    | 83 | 81 | 92 |
| White                      | 95    | 92 | 92 | 97 |
| Economically Disadvantaged | 87    | 80 | 77 | 90 |
| Female                     | 89    | 85 | 84 | 93 |
| Male                       | 93    | 88 | 88 | 96 |
| All                        | 91    | 87 | 86 | 94 |

Note. Data are based on TAKS and TAKS (Accommodated) combined. Data for Grade 5 are based on English and Spanish versions of the test. Data for Grades 8, 10, and 11 are based on the English versions of the tests only.

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 at all grade levels, ranging from 18 to 36 percentage points. In Grade 5, performance differences were largest for African American students (30 percentage points). In Grades 8, 10, and 11, the differences were largest for Hispanic and economically disadvantaged students, ranging from 31 to 46 percentage points. Differences in passing rates for females exceeded those for males at every grade level, ranging from 32 to 50 percentage points.

## TAKS-Modified Performance for Students At Risk, 2008

In the 2007-08 school year, substantial changes were made to the assessment options for students with

disabilities. The State-Developed Alternative Assessment II (SDAA II) was no longer an assessment option. TAKS-Modified (TAKS-M) is an alternate assessment based on modified academic achievement standards. It measures the academic progress of students for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. Although students are assessed on grade-level curriculum, TAKS-M tests have been modified in format (e.g., larger font, fewer items per page) and test design (e.g., fewer answer choices, simpler vocabulary and sentence structure).

TAKS-M reading/ELA and mathematics tests at Grades 3-8 and 10 and science tests at Grades 5, 8, and 10 were field-tested in October 2007 and administered as operational tests in spring 2008. Passing standards for these tests were established in fall 2008. TAKS-M tests not field-tested in October 2007 (writing at Grades 4 and 7; reading and mathematics at Grade 9; social studies at Grades 8 and 10; and ELA, mathematics, social studies, and science at Grade 11) were field-tested in spring 2008 and will be operational in 2009. TAKS-M is not a requirement for graduation and, therefore, is not considered an exit-level test with retesting opportunities. TAKS-M is not available in Spanish.

More than three-fourths of at-risk students in each of Grades 3 through 8 passed the TAKS-M reading test (Table 4.6). In mathematics, passing rates for at-risk students declined from one grade level to the next, from 77 percent in Grade 3 to 45 percent in Grade 10. In science, passing rates for at-risk students ranged from

| Group                  | Grade |     |     |     |     |     |                  |                  |     |
|------------------------|-------|-----|-----|-----|-----|-----|------------------|------------------|-----|
|                        | 3     | 4   | 5   | 6   | 7   | 8   | 9                | 10               | 11  |
| <b>Reading</b>         |       |     |     |     |     |     |                  |                  |     |
| At-Risk                | 83    | 76  | 78  | 76  | 79  | 77  | f/t <sup>a</sup> | n/a <sup>b</sup> | f/t |
| Not-At-Risk            | 81    | 75  | 75  | 73  | 78  | 75  | f/t              | n/a              | f/t |
| <b>ELA<sup>c</sup></b> |       |     |     |     |     |     |                  |                  |     |
| At-Risk                | n/a   | n/a | n/a | n/a | n/a | n/a | n/a              | 79               | f/t |
| Not-At-Risk            | n/a   | n/a | n/a | n/a | n/a | n/a | n/a              | 75               | f/t |
| <b>Writing</b>         |       |     |     |     |     |     |                  |                  |     |
| At-Risk                | n/a   | f/t | n/a | n/a | f/t | n/a | n/a              | n/a              | n/a |
| Not-At-Risk            | n/a   | f/t | n/a | n/a | f/t | n/a | n/a              | n/a              | n/a |
| <b>Mathematics</b>     |       |     |     |     |     |     |                  |                  |     |
| At-Risk                | 77    | 72  | 67  | 65  | 60  | 54  | f/t              | 45               | f/t |
| Not-At-Risk            | 70    | 67  | 61  | 59  | 56  | 50  | f/t              | 39               | f/t |
| <b>Social Studies</b>  |       |     |     |     |     |     |                  |                  |     |
| At-Risk                | n/a   | n/a | n/a | n/a | n/a | f/t | n/a              | f/t              | f/t |
| Not-At-Risk            | n/a   | n/a | n/a | n/a | n/a | f/t | n/a              | f/t              | f/t |
| <b>Science</b>         |       |     |     |     |     |     |                  |                  |     |
| At-Risk                | n/a   | n/a | 45  | n/a | n/a | 48  | n/a              | 46               | f/t |
| Not-At-Risk            | n/a   | n/a | 40  | n/a | n/a | 49  | n/a              | 44               | f/t |

<sup>a</sup>Field test. Performance is not reported for field tests. <sup>b</sup>Not applicable. <sup>c</sup>English language arts.

45 percent in Grade 5 to 48 percent in Grade 8. The passing rate for at-risk 10th graders on the TAKS-M ELA test was 79 percent.

Across all grades assessed, passing rates for at-risk students ranged from 1 to 3 percentage points higher than those for not-at-risk students on the TAKS-M reading test and from 4 to 7 percentage points higher on the mathematics test. On the science test, passing rates for at-risk students were higher in Grades 4 and 10. On the ELA test, the passing rate for at-risk students (79%) was higher than the passing rate for not-at-risk students (75%).

## TAKS Exemptions

Data on test exemptions include all students identified as exempt from either the English- or Spanish-version TAKS in 2008 (Table 4.7).

In 2001, the 77th Texas Legislature 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. (TEC §39.027). As a result, certain immigrant LEP students are eligible for exemption only during their first or second years in the U.S.

Through 2007, some students were exempted from state assessments by their ARD committees and, instead, were assessed locally. Beginning in 2008, students could no longer be exempted; rather, they were assessed by the versions of TAKS determined to be appropriate by their ARD committees.

## Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation, (512) 463-8992. For more information about funding for at-risk students, contact Kimberley Rife, State Funding Division, (512) 463-9238.

**Table 4.7. TAKS Participation, Students At Risk, by Grade, 2008**

| Grade | Total Students | Total Tested |         | LEP <sup>a</sup> Exempt |         | Absent |         | Other Students Not Tested |         | Total Not Tested |         |
|-------|----------------|--------------|---------|-------------------------|---------|--------|---------|---------------------------|---------|------------------|---------|
|       |                | Number       | Percent | Number                  | Percent | Number | Percent | Number                    | Percent | Number           | Percent |
| 3     | 183,889        | 181,277      | 98.6    | 2,507                   | 1.4     | 77     | <0.1    | 28                        | <0.1    | 2,612            | 1.4     |
| 4     | 140,529        | 137,850      | 98.1    | 2,503                   | 1.8     | 58     | <0.1    | 118                       | 0.1     | 2,679            | 1.9     |
| 5     | 140,906        | 138,056      | 98.0    | 2,742                   | 2.0     | 70     | 0.1     | 38                        | <0.1    | 2,850            | 2.0     |
| 6     | 133,091        | 129,083      | 97.0    | 3,610                   | 2.7     | 288    | 0.2     | 110                       | 0.1     | 4,008            | 3.0     |
| 7     | 142,510        | 137,484      | 96.5    | 4,507                   | 3.2     | 390    | 0.3     | 129                       | 0.1     | 5,026            | 3.5     |
| 8     | 152,279        | 147,214      | 96.7    | 4,120                   | 2.7     | 460    | 0.3     | 485                       | 0.3     | 5,065            | 3.3     |
| 9     | 203,860        | 191,965      | 94.2    | 6,780                   | 3.3     | 4,739  | 2.3     | 376                       | 0.2     | 11,895           | 5.8     |
| 10    | 157,300        | 152,454      | 96.9    | 2,506                   | 1.6     | 1,730  | 1.1     | 610                       | 0.4     | 4,846            | 3.1     |
| 11    | 140,590        | 138,602      | 98.6    | n/a <sup>b</sup>        | n/a     | 1,743  | 1.2     | 245                       | 0.2     | 1,988            | 1.4     |
| Total | 1,394,954      | 1,353,985    | 97.1    | 29,275                  | 2.1     | 9,555  | 0.7     | 2,139                     | 0.2     | 40,969           | 2.9     |

Note. Data are based on all versions of TAKS. Parts may not add to 100 percent because of rounding.

<sup>a</sup>Limited English proficient. <sup>b</sup>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 §101.05).

# 5. Student Dropouts

Out of 2,023,570 students who attended Grades 7-12 in Texas public schools during the 2006-07 school year, 2.7 percent were reported to have dropped out (Table 5.1 on this page and Table 5.2 on page 64). The four-year longitudinal dropout rate for the 290,662 students in the class of 2007 was 11.4 percent (Table 5.3 on page 65 and Table 5.4 on page 66). 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).

| Students  | Dropouts | Annual Dropout Rate (%) |
|-----------|----------|-------------------------|
| 2,023,570 | 55,306   | 2.7                     |

## Dropout Definition

In 2003, the 78th Texas Legislature required that dropout rates be computed according to the National Center for Education Statistics (NCES) dropout definition beginning in the 2005-06 school year (TEC §39.051, 2004). Under the NCES definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a General Educational Development (GED) certificate, continue school outside the public school system, begin college, or die.

Adoption of the national dropout definition required a number of changes to the Texas Education Agency (TEA) definition in place before 2005-06. Some reporting dates affecting dropout status were changed, and some groups of students who would not have been considered dropouts in previous years are now classified as dropouts.

Adoption of the national definition also required changes in data collection and processing. Prior to 2005-06, districts were required to submit data on all students in Grades 7-12 the previous year. To track students more efficiently and reduce the number of records districts must submit, TEA now uses agency files to account for students who moved from one Texas public school district to another, received GEDs in Texas, or graduated in a previous school year. Districts no longer submit leaver records for students who are accounted for through TEA files.

For the 2007 ratings cycle, a school leaver provision was in effect in the accountability system. A campus or district rating could not be lowered in 2007 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allowed districts time to adjust to the new NCES dropout definition and the new data reporting requirements. It also ensured that ratings for districts that enrolled students displaced by Hurricane Katrina in 2005-06 would not be adversely affected. Hurricane Katrina brought large numbers of students to Texas public schools. Subsequently, many of the students moved back to Louisiana and other states. Although information was available for some of the students, information for many others was missing. As a result, dropout rates in some districts may not have reflected the actual statuses of students. To allow districts additional time to adjust to the phase-in of the NCES dropout definition in the longitudinal completion rate, the school leaver provision was in effect for the 2008 accountability ratings as well.

## Longitudinal Completion Rates

### *Calculation and Methods*

A completion rate is the percentage of students from a class of beginning ninth graders or seventh graders who complete 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 enter the Texas public school system over the years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class (Figure 5.1 on page 65).

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 in the fall following their anticipated graduation date, and GED recipients. The final component is the longitudinal dropout rate. Dropouts are counted according to the dropout definition in place the year they drop out. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2007 who began Grade 9 in 2003-04 and who left school in

**Table 5.2. Common Methods of Measuring Student Progress Through School**

|                      | <b>Annual Dropout Rate</b>                                                                                                                                                                                                                                                        | <b>Completion Rate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Longitudinal Dropout Rate</b>                                                                                                                                                                                                                                                                                                                 | <b>Attrition Rate</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Description</b>   | The percentage of students who drop out of school during one school year.                                                                                                                                                                                                         | The percentage of students from a class of beginning seventh or ninth graders who graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | The percentage of students from a class of beginning seventh or ninth graders who drop out before completing high school.                                                                                                                                                                                                                        | The percentage change in enrollment between Grade 9 and Grade 12 across years.                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Calculation</b>   | 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 seventh- or ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system 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.                                                                                                                                                                                                                                                                                       |
| <b>Advantages</b>    | <ul style="list-style-type: none"> <li>◆ Measure of annual performance.</li> <li>◆ Requires only one year of data.</li> <li>◆ Can be calculated for any school or district with students in any of the grades covered.</li> <li>◆ Can be disaggregated by grade level.</li> </ul> | <ul style="list-style-type: none"> <li>◆ More consistent with the public's understanding of a dropout rate.</li> <li>◆ Districts have more time to encourage dropouts to return to school before being held accountable.</li> <li>◆ More stable measure over time.</li> <li>◆ The completion rate is a more positive indicator than the dropout rate, measuring school success rather than failure.</li> </ul>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                  | Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Disadvantages</b> | <ul style="list-style-type: none"> <li>◆ Produces the lowest rate of any method.</li> <li>◆ May not correspond to the public's understanding of a dropout rate.</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>◆ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure.</li> <li>◆ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out.</li> <li>◆ 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.</li> <li>◆ Does not produce a dropout rate by grade.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>◆ Produces the highest rate of any method.</li> <li>◆ Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc.</li> <li>◆ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate.</li> <li>◆ Cannot be used in accountability systems because it is an estimate.</li> </ul> |
| <b>Remarks</b>       | A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.       | The completion rate is calculated such that the longitudinal dropout rate and completion rate add to 100 percent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Dropouts are counted according to the dropout definition in place the year they drop out. Students in the class of 2007 who left school during 2005-06 or 2006-07 were subject to the national dropout definition, whereas students from the same class who dropped out prior to the 2005-06 school year were subject to a different definition. | The attrition rate reported by TEA is not adjusted for growth.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>TEA 2006-07</b>   | Annual dropout rate<br>Grades 7-12: 2.7%<br>Grades 9-12: 3.9%<br>Grades 7-8: 0.4%                                                                                                                                                                                                 | Completion I Rate <sup>a</sup><br>Grades 7-12: 86.5%<br>Grades 9-12: 86.7%<br>Completion II Rate <sup>b</sup><br>Grades 7-12: 88.4%<br>Grades 9-12: 88.6%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Longitudinal dropout rate<br>Grades 7-12: 11.6%<br>Grades 9-12: 11.4%                                                                                                                                                                                                                                                                            | Unadjusted attrition rate<br>Grades 7-12: 16.9%<br>Grades 9-12: 30.0%                                                                                                                                                                                                                                                                                                                                                                                                                 |

<sup>a</sup>Completion I consists of students who graduated or continued high school. <sup>b</sup>Completion II consists of students who graduated, continued high school, or received GEDs.

**Table 5.3. Longitudinal Completion Rates, Grades 9-12, by Student Group, Class of 2007**

| Group                     | Class   | Graduation Rate (%) | Completion I <sup>a</sup> Rate (%) | Completion II <sup>b</sup> Rate (%) | Longitudinal Dropout Rate (%) |
|---------------------------|---------|---------------------|------------------------------------|-------------------------------------|-------------------------------|
| African American          | 42,177  | 70.7                | 81.2                               | 82.8                                | 17.2                          |
| Asian/Pacific Islander    | 10,080  | 91.5                | 95.7                               | 96.3                                | 3.8                           |
| Hispanic                  | 114,590 | 68.5                | 81.9                               | 83.6                                | 16.4                          |
| Native American           | 1,031   | 81.4                | 87.6                               | 90.4                                | 9.6                           |
| White                     | 122,784 | 88.2                | 92.3                               | 94.7                                | 5.3                           |
| Econ. Disad. <sup>c</sup> | 112,939 | 68.8                | 80.5                               | 82.7                                | 17.3                          |
| Female                    | 143,071 | 80.3                | 87.8                               | 89.2                                | 10.8                          |
| Male                      | 147,591 | 75.8                | 85.6                               | 88.1                                | 11.9                          |
| State                     | 290,662 | 78.0                | 86.7                               | 88.6                                | 11.4                          |

Note. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other.

<sup>a</sup>Completion I consists of students who graduated or continued high school. <sup>b</sup>Completion II consists of students who graduated, continued high school, or received General Educational Development certificates. <sup>c</sup>Economically disadvantaged.

2005-06 or 2006-07 without graduating were subject to a different dropout definition than the definition that applied to students in the same class who left prior to the 2005-06 school year. Students assigned no final status were those who left the Texas public school system for reasons other than graduating, receiving a GED, or dropping out or those who could not be followed from year to year because of student identification problems.

### Completion Rates in the Accountability System

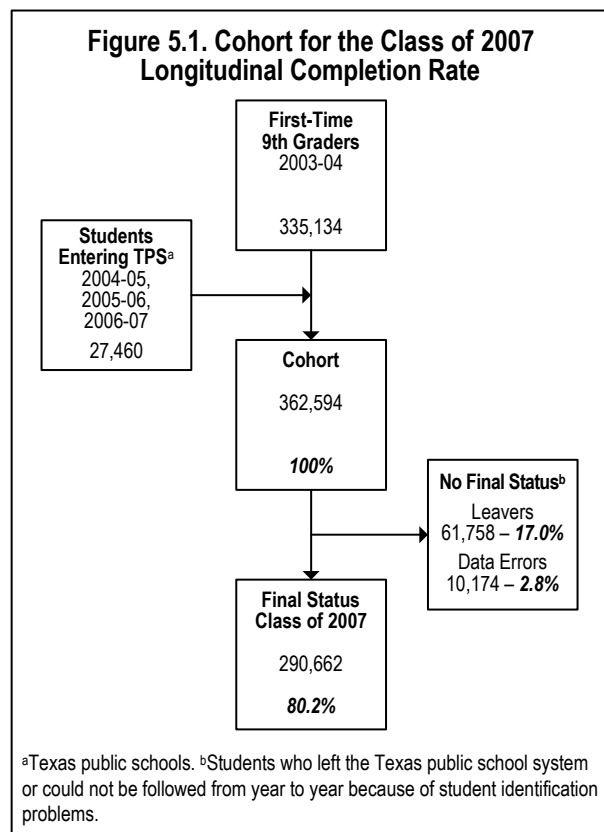
Two completion rate measures have been defined for Texas public school accountability since 2004. Completion I consists of graduates and continuing enrollees. Completion II consists of graduates, continuing enrollees, and GED recipients. In the 2008 ratings, school districts and campuses subject to standard accountability procedures were rated on Completion I for the class of 2007, whereas those subject to alternative education accountability procedures were rated on Completion II for the class of 2007.

### Comparison of Rates Across Years

As a result of adoption of the national dropout definition in 2005-06, students from the class of 2007 who began Grade 9 in 2003-04 and who left school in 2005-06 or 2006-07 without graduating were subject to a different dropout definition than the definition that applied to students in the same class who left prior to the 2005-06 school year. The national dropout definition will be fully incorporated in the completion rate for the class of 2009. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor are they comparable to each other.

### State Summary

The longitudinal rates for the class of 2007 tracked students who began Grade 9 for the first time in 2003-04. Out of 290,662 students in the class of 2007 Grade 9 cohort, 86.7 percent either graduated by 2007



or continued school the following year (Table 5.4). An additional 2.0 percent received GED certificates, and 11.4 percent dropped out. The Completion I rate was highest for Asian/Pacific Islander students (95.7%). The Completion I rates for White students (92.3%) and Native American students (87.6%) also were higher than the state average (86.7%). Rates for African American (81.2%), Hispanic (81.9%), and economically disadvantaged students (80.5%) were below the state average. Patterns for Completion II were similar to those for Completion I.

### Rates by Student Group

Completion rates demonstrate that secondary-school experiences varied considerably by student group. For example, in the Grade 9 cohort for the class of 2007, Asian/Pacific Islander students had a graduation rate of 91.5 percent, and White students had a graduation rate of 88.2 percent, whereas African American students and Hispanic students had graduation rates of

70.7 percent and 68.5 percent, respectively. Economically disadvantaged and African American students had the highest longitudinal dropout rates, at 17.3 percent and 17.2 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (13.3%). Native American students had the highest rate of GED certification (2.8%). Female students had a higher graduation rate (80.3%) than male students (75.8%) and lower rates of continuation, GED certification, and dropping out.

### Rates by Student Characteristic and Program Participation

In 2007, students participating in Title I programs had a graduation rate (70.6%) more than 7 percentage points below the state average (78.0%) (Table 5.5). Students served by special education programs had a Completion I rate (84.7%) close to that of the state (86.7%). Students participating in bilingual or English

**Table 5.4. Longitudinal Completion Rates, Grades 9-12, by Student Group, Classes of 2006 and 2007**

| Class Year                        | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped Out |          | Completion I <sup>b</sup> |          | Completion II <sup>c</sup> |          |
|-----------------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------|----------|----------------------------|----------|
|                                   |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                    | Rate (%) | Number                     | Rate (%) |
| <b>African American</b>           |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 40,726  | 30,357    | 74.5     | 4,269     | 10.5     | 698                       | 1.7      | 5,402       | 13.3     | 34,626                    | 85.0     | 35,324                     | 86.7     |
| Class of 2007                     | 42,177  | 29,827    | 70.7     | 4,437     | 10.5     | 671                       | 1.6      | 7,242       | 17.2     | 34,264                    | 81.2     | 34,935                     | 82.8     |
| <b>Asian/Pacific Islander</b>     |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 9,588   | 8,817     | 92.0     | 404       | 4.2      | 64                        | 0.7      | 303         | 3.2      | 9,221                     | 96.2     | 9,285                      | 96.8     |
| Class of 2007                     | 10,080  | 9,227     | 91.5     | 422       | 4.2      | 53                        | 0.5      | 378         | 3.8      | 9,649                     | 95.7     | 9,702                      | 96.3     |
| <b>Hispanic</b>                   |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 109,414 | 78,476    | 71.7     | 14,397    | 13.2     | 2,173                     | 2.0      | 14,368      | 13.1     | 92,873                    | 84.9     | 95,046                     | 86.9     |
| Class of 2007                     | 114,590 | 78,506    | 68.5     | 15,286    | 13.3     | 2,039                     | 1.8      | 18,759      | 16.4     | 93,792                    | 81.9     | 95,831                     | 83.6     |
| <b>Native American</b>            |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 924     | 775       | 83.9     | 57        | 6.2      | 37                        | 4.0      | 55          | 6.0      | 832                       | 90.0     | 869                        | 94.0     |
| Class of 2007                     | 1,031   | 839       | 81.4     | 64        | 6.2      | 29                        | 2.8      | 99          | 9.6      | 903                       | 87.6     | 932                        | 90.4     |
| <b>White</b>                      |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 123,046 | 109,550   | 89.0     | 5,165     | 4.2      | 3,484                     | 2.8      | 4,847       | 3.9      | 114,715                   | 93.2     | 118,199                    | 96.1     |
| Class of 2007                     | 122,784 | 108,313   | 88.2     | 5,048     | 4.1      | 2,896                     | 2.4      | 6,527       | 5.3      | 113,361                   | 92.3     | 116,257                    | 94.7     |
| <b>Economically Disadvantaged</b> |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 109,204 | 78,611    | 72.0     | 12,960    | 11.9     | 2,624                     | 2.4      | 15,009      | 13.7     | 91,571                    | 83.9     | 94,195                     | 86.3     |
| Class of 2007                     | 112,939 | 77,704    | 68.8     | 13,256    | 11.7     | 2,418                     | 2.1      | 19,561      | 17.3     | 90,960                    | 80.5     | 93,378                     | 82.7     |
| <b>Female</b>                     |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 139,674 | 115,672   | 82.8     | 10,142    | 7.3      | 2,270                     | 1.6      | 11,590      | 8.3      | 125,814                   | 90.1     | 128,084                    | 91.7     |
| Class of 2007                     | 143,071 | 114,823   | 80.3     | 10,808    | 7.6      | 1,937                     | 1.4      | 15,503      | 10.8     | 125,631                   | 87.8     | 127,568                    | 89.2     |
| <b>Male</b>                       |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 144,024 | 112,303   | 78.0     | 14,150    | 9.8      | 4,186                     | 2.9      | 13,385      | 9.3      | 126,453                   | 87.8     | 130,639                    | 90.7     |
| Class of 2007                     | 147,591 | 111,889   | 75.8     | 14,449    | 9.8      | 3,751                     | 2.5      | 17,502      | 11.9     | 126,338                   | 85.6     | 130,089                    | 88.1     |
| <b>State</b>                      |         |           |          |           |          |                           |          |             |          |                           |          |                            |          |
| Class of 2006                     | 283,698 | 227,975   | 80.4     | 24,292    | 8.6      | 6,456                     | 2.3      | 24,975      | 8.8      | 252,267                   | 88.9     | 258,723                    | 91.2     |
| Class of 2007                     | 290,662 | 226,712   | 78.0     | 25,257    | 8.7      | 5,688                     | 2.0      | 33,005      | 11.4     | 251,969                   | 86.7     | 257,657                    | 88.6     |

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other, as indicated by the dashed line in the table.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Completion I consists of students who graduated or continued high school. <sup>c</sup>Completion II consists of students who graduated, continued high school, or received GEDs.



**Table 5.5. Longitudinal Completion Rates,  
Grades 9-12, by Student Characteristic and Program Participation, Class of 2007**

| Group                      | Class   | Graduation |          | Completion I <sup>a</sup> |          | Completion II <sup>b</sup> |          |
|----------------------------|---------|------------|----------|---------------------------|----------|----------------------------|----------|
|                            |         | Number     | Rate (%) | Number                    | Rate (%) | Number                     | Rate (%) |
| At-Risk                    | 154,661 |            | 64.8     |                           | 79.2     |                            | 81.9     |
| Bilingual/ESL <sup>c</sup> | 11,408  |            | 37.2     |                           | 63.1     |                            | 63.7     |
| Special Education          | 34,845  |            | 70.3     |                           | 84.7     |                            | 86.1     |
| Title I                    | 116,812 |            | 70.6     |                           | 81.8     |                            | 83.9     |
| State                      | 290,662 |            | 78.0     |                           | 86.7     |                            | 88.6     |

Note. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable to completion rates for the class of 2005 and prior classes, nor to each other.

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

as a second language programs in their final year of high school had a Completion I rate of 63.1 percent—well below the state average.

received GED certificates, or dropped out by 2007, the total number of students with final statuses decreased from 270,911 in 2004 to 265,644 in 2007.

### *Students Completing High School in More Than Four Years*

Many students took longer than four years to finish their high school education. For example, students in the class of 2004 who began ninth grade for the first time in 2000-01 or who later joined the cohort were tracked through the fall semester following their anticipated graduation date of spring 2004. At that time, 84.6 percent of the class of 2004 had graduated, 7.3 percent were still in high school, 4.2 percent had received GED certificates, and 3.9 percent had dropped out (Table 5.6).

In 2007, three years after anticipated graduation and seven years after the students began Grade 9 in 2000-01, more students in the cohort had graduated (90.9%), but fewer students were counted as GED recipients (4.0%). The decrease in GED recipients is attributable to one of two reasons: (a) students formerly counted as GED recipients returned to school after their anticipated graduation date and graduated or left for another reason; or (b) because of recent changes in the way TEA determines final student statuses, students who were counted as GED recipients in 2004 were counted as other leavers in 2007. Because some of those who were continuing high school in 2004 had left the Texas public school system and not graduated,

## **Annual Dropout Rates**

### *Comparison of Rates Across Years*

An annual dropout rate was first calculated by TEA in 1987-88. In 1994, the dropout rate became a base indicator in the accountability system. Over the years, there have been refinements in dropout reporting, data processing, and calculations. As a result of adoption of the national dropout definition in 2005-06, annual dropout rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.

### *State Summary*

Out of 2,023,570 students who attended Grades 7-12 in Texas public schools during the 2006-07 school year, 2.7 percent were reported to have dropped out, an increase of 0.1 percentage points from 2005-06 (Table 5.7 on page 68). The number of dropouts in Grades 7-12 rose to 55,306, a 6.7 percent increase over the 51,841 students who dropped out in 2005-06. A total of 2,888 students dropped out of Grades 7-8, and 52,418 dropped out of Grades 9-12 (Table 5.8 on page 68). The Grade 7-8 and Grade 9-12 dropout rates were 0.4 percent and 3.9 percent, respectively

**Table 5.6. Longitudinal Completion Rates, Grades 9-12, Class of 2004, Fall 2004 and Fall 2007**

| Status Date | Class <sup>b</sup> | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped Out |          |
|-------------|--------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|             |                    | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| Fall 2004   | 270,911            | 229,133   | 84.6     | 19,826    | 7.3      | 11,445                    | 4.2      | 10,507      | 3.9      |
| Fall 2007   | 265,644            | 241,401   | 90.9     | 377       | 0.1      | 10,728                    | 4.0      | 13,138      | 4.9      |

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Because some of those who were continuing high school in 2004 had left and not graduated, received GED certificates, or dropped out by 2007, the total number of students with final statuses decreased from 270,911 in 2004 to 265,644 in 2007.

**Table 5.7. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Student Group, 2005-06 and 2006-07**

| Group                      | Students  |         | Dropouts |         | Annual dropout rate (%) |
|----------------------------|-----------|---------|----------|---------|-------------------------|
|                            | Number    | Percent | Number   | Percent |                         |
| <b>2005-06</b>             |           |         |          |         |                         |
| African American           | 310,113   | 15.4    | 11,692   | 22.6    | 3.8                     |
| Asian/Pacific Islander     | 63,628    | 3.2     | 624      | 1.2     | 1.0                     |
| Hispanic                   | 837,598   | 41.5    | 29,313   | 56.5    | 3.5                     |
| Native American            | 7,018     | 0.3     | 144      | 0.3     | 2.1                     |
| White                      | 798,113   | 39.6    | 10,068   | 19.4    | 1.3                     |
| Economically disadvantaged | 917,090   | 45.5    | 25,024   | 48.3    | 2.7                     |
| Female                     | 982,309   | 48.7    | 23,052   | 44.5    | 2.3                     |
| Male                       | 1,034,161 | 51.3    | 28,789   | 55.5    | 2.8                     |
| State                      | 2,016,470 | 100     | 51,841   | 100     | 2.6                     |
| <b>2006-07</b>             |           |         |          |         |                         |
| African American           | 302,792   | 15.0    | 12,290   | 22.2    | 4.1                     |
| Asian/Pacific Islander     | 65,776    | 3.3     | 654      | 1.2     | 1.0                     |
| Hispanic                   | 865,447   | 42.8    | 31,826   | 57.5    | 3.7                     |
| Native American            | 7,225     | 0.4     | 143      | 0.3     | 2.0                     |
| White                      | 782,330   | 38.7    | 10,393   | 18.8    | 1.3                     |
| Economically disadvantaged | 925,681   | 45.7    | 25,977   | 47.0    | 2.8                     |
| Female                     | 986,691   | 48.8    | 25,261   | 45.7    | 2.6                     |
| Male                       | 1,036,879 | 51.2    | 30,045   | 54.3    | 2.9                     |
| State                      | 2,023,570 | 100     | 55,306   | 100     | 2.7                     |

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

(Table 5.2 on page 64). The Grade 7-8 dropout rate was unchanged from the previous year, whereas the Grade 9-12 rate increased by 0.2 percentage points.

### Rates by Student Group

In 2006-07, the dropout rates for African American students and Hispanic students were higher than the rate for White students (Table 5.7). The Grade 7-12 dropout rate for African American students (4.1%) was more than three times as high as that for White students (1.3%), and the rate for Hispanic students (3.7%) was more than two and a half times as high.

Some groups of students make up larger proportions of the dropout population than of the student population. In 2006-07, for example, Hispanic students made up

42.8 percent of Grade 7-12 students, but 57.5 percent of dropouts, a difference of 14.7 percentage points. The greatest percentage difference was among overage students, who made up one-fourth (25.0%) of the Grade 7-12 population in 2006-07 but almost three-fourths (74.2%) of dropouts. A student is considered overage if his or her age on September 1 is higher than the grade enrolled in plus five years. For example, a Grade 10 student who is 16 or older on September 1 is considered overage.

### Rates by Grade Level

Dropout rates in 2006-07 generally were much higher in Grades 9 through 12 than in Grades 7 and 8. Grade 7 had the lowest dropout rate (0.3%), and Grade 12 had the highest (6.1%) (Table 5.9). The 17,534 students who dropped out of Grade 12 accounted for 31.7 percent of all dropouts, the highest proportion of any grade (Table 5.8). In addition, Grade 12 was the only grade that had an increase from the previous year's dropout rate.

The rates for most student groups were highest in Grade 12, followed in order by Grades 11, 10, and 9 (Table 5.9). Percentage-point differences between dropout rates for White students and those for Hispanic and African American students were greatest at Grade 9 and above. Across all grade levels, African American and Hispanic students were at least twice as likely to drop out of school as White students.

**Table 5.8. Students and Dropouts, by Grade, 2006-07**

| Grade | Students  |         | Dropouts |         |
|-------|-----------|---------|----------|---------|
|       | Number    | Percent | Number   | Percent |
| 7     | 340,919   | 16.8    | 1,109    | 2.0     |
| 8     | 348,814   | 17.2    | 1,779    | 3.2     |
| 9     | 412,816   | 20.4    | 13,397   | 24.2    |
| 10    | 337,415   | 16.7    | 11,149   | 20.2    |
| 11    | 296,766   | 14.7    | 10,338   | 18.7    |
| 12    | 286,840   | 14.2    | 17,534   | 31.7    |
| 7-12  | 2,023,570 | 100     | 55,306   | 100     |

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

| Grade | African American |          | Asian/Pacific Islander |          | Hispanic |          | Native American |          | White  |          | State  |          |
|-------|------------------|----------|------------------------|----------|----------|----------|-----------------|----------|--------|----------|--------|----------|
|       | Number           | Rate (%) | Number                 | Rate (%) | Number   | Rate (%) | Number          | Rate (%) | Number | Rate (%) | Number | Rate (%) |
| 7     | 311              | 0.6      | –                      | 0.2      | 605      | 0.4      | –               | 0.1      | 169    | 0.1      | 1,109  | 0.3      |
| 8     | 429              | 0.8      | –                      | 0.2      | 1,021    | 0.7      | –               | 0.7      | 302    | 0.2      | 1,779  | 0.5      |
| 9     | 2,879            | 4.5      | 112                    | 0.9      | 8,261    | 4.3      | 30              | 2.0      | 2,115  | 1.5      | 13,397 | 3.2      |
| 10    | 2,416            | 4.7      | 116                    | 1.1      | 6,334    | 4.5      | 37              | 3.1      | 2,246  | 1.7      | 11,149 | 3.3      |
| 11    | 2,271            | 5.2      | 130                    | 1.3      | 5,480    | 4.7      | 23              | 2.1      | 2,434  | 1.9      | 10,338 | 3.5      |
| 12    | 3,984            | 9.6      | 255                    | 2.4      | 10,125   | 9.1      | 43              | 4.3      | 3,127  | 2.5      | 17,534 | 6.1      |

\*A dash (–) indicates data are not reported to protect student anonymity.

## Projected Dropout Rates

As required by TEC §39.182, the five-year projected dropout rates for Grades 9 through 12 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 is projected to remain unchanged for Grade 9, increase by 0.1 percentage points for Grades 10 and 11, and increase by 0.2 percentage points for Grade 12 between 2007-08 and 2011-12. The longitudinal dropout rate is projected to increase by 0.4 percentage points over the same period.

| Grade                            | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|----------------------------------|---------|---------|---------|---------|---------|
| <b>Annual Dropout Rate</b>       |         |         |         |         |         |
| 9                                | 3.3     | 3.3     | 3.3     | 3.3     | 3.3     |
| 10                               | 3.3     | 3.4     | 3.4     | 3.4     | 3.4     |
| 11                               | 3.5     | 3.5     | 3.6     | 3.6     | 3.6     |
| 12                               | 6.2     | 6.3     | 6.3     | 6.4     | 6.4     |
| <b>Longitudinal Dropout Rate</b> |         |         |         |         |         |
| 9-12                             | 11.5    | 11.6    | 11.7    | 11.9    | 11.9    |

A second method for calculating projected rates for Grades 9 through 12 used the actual 2006-07 dropout rates to project future rates. Based on this method, annual dropout rates would decline slightly for Grades 9 and 11, remain unchanged for Grade 10, and increase by 2.1 percentage points for Grade 12 over the next several years (Table 5.11). The longitudinal dropout rate would increase by 1.8 percentage points.

## State Efforts to Reduce the Dropout Rate and Increase the Graduation Rate

TEA is implementing a number of comprehensive programs and initiatives to reduce the dropout rate

| Grade                            | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|----------------------------------|---------|---------|---------|---------|---------|
| <b>Annual Dropout Rate</b>       |         |         |         |         |         |
| 9                                | 3.2     | 3.1     | 3.1     | 3.1     | 3.0     |
| 10                               | 3.3     | 3.3     | 3.3     | 3.3     | 3.3     |
| 11                               | 3.5     | 3.5     | 3.5     | 3.4     | 3.4     |
| 12                               | 6.6     | 7.0     | 7.6     | 8.1     | 8.7     |
| <b>Longitudinal Dropout Rate</b> |         |         |         |         |         |
| 9-12                             | 11.8    | 12.2    | 12.7    | 13.1    | 13.6    |

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 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 use funds to accelerate research-based instructional 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 \$205 million in state and federal funds directed toward the THSP, and private partners have contributed \$121 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;
- ♦ 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 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 schools to institute flexible schedules for at-risk and nontraditional students; the Communities In Schools (CIS) program, which uses a case-management model to provide support and services for students at risk of dropping out; and the Limited English Proficient Student Success Initiative, which offers intensive programs of instruction for students with limited English proficiency to enable them to meet state performance standards and graduation requirements.

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 student 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.

In 2006, the 79th Texas Legislature (3rd Called Session) established a High School Allotment that provides each Texas school district and open-enrollment charter school with \$275 for every student in Grades 9-12 (TEC §§39.114 and 42.2516). The additional funding, in the amount of approximately \$300 million annually, can be used at the middle and high school levels for the following purposes:

- ◆ college readiness programs to prepare underachieving students for college;
- ◆ programs that encourage students toward advanced academic opportunities, such as dual credit and Advanced Placement classes;
- ◆ programs that give students opportunities to take academically rigorous coursework, including four years of mathematics and science;
- ◆ alignment of the curriculum for Grades 6-12 with postsecondary curriculum; and

- ◆ other high school completion and success initiatives in Grades 6-12, as approved by the commissioner of education.

In 2007, the 80th Texas Legislature continued and expanded state efforts to reduce the dropout rate by providing \$57.4 million in funding for THSP programs and adding \$50 million in new funding for other dropout prevention initiatives, including the following:

- ◆ a study of best practices for dropout prevention (TEC §7.031);
- ◆ a collaborative dropout reduction pilot program that will create collaborative dropout prevention programs to coordinate services and programs among local entities to reduce the dropout rate and increase the job skills, employment opportunities, and continuing education options of students served by the program (TEC §29.096);
- ◆ intensive summer programs to provide academic instruction during the summer semester to students identified as at risk of dropping out of school or college (TEC §29.098);
- ◆ technology-based supplemental instruction programs for students identified as at risk of dropping out of school (TEC §29.097);
- ◆ grants for student clubs to fund activities for students identified as at risk of dropping out of school (TEC §29.095);
- ◆ a dropout recovery pilot program to enable students who drop out of public school to earn high school diplomas or demonstrate college readiness (TEC §39.361c);
- ◆ grants to school districts having characteristics associated with high dropout rates to contract with approved mathematics instructional coaches to develop the knowledge and expertise of secondary school mathematics teachers (TEC §21.4541);
- ◆ a program providing volunteers to teach in classrooms or after-school programs to enhance college readiness, workforce readiness, and dropout prevention (TEC §29.917);
- ◆ a requirement that school districts with high dropout rates submit a plan detailing how Compensatory Education and High School Allotment funds will be used to address the dropout rate (TEC §29.918); and
- ◆ a new High School Completion and Success Initiative Council that will identify strategic priorities and make recommendations to reduce the dropout rate and increase student readiness for postsecondary success (TEC §39.352).

## **Agency Contact Persons**

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

For information about the Texas High School Project or other dropout prevention initiatives, contact Barbara Knaggs, Associate Commissioner for State Initiatives, or Jan Lindsey, Office of State Initiatives, (512) 936-6060.

## **Other Sources of Information**

*Secondary School Completion and Dropouts in Texas Public Schools, 2006-07* (August 2008), Accountability Research Division, Department of Assessment, Accountability, and Data Quality. The report is available on-line at [www.tea.state.tx.us/research/index.html](http://www.tea.state.tx.us/research/index.html).

Information about the Texas High School Project and other dropout prevention programs is available on-line at [www.tea.state.tx.us/ed\\_init/index.html](http://www.tea.state.tx.us/ed_init/index.html) or [www.thsp.org/](http://www.thsp.org/).



## 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.

Grade-level retention has been defined as "the practice of requiring a child to repeat a particular grade or requiring a child of appropriate chronological age to delay entry to kindergarten or first grade" (Rafoth, Dawson, & Carey, 1988). This definition of retention—delayed entry or repetition of a grade—applies primarily to Grades K-6. The same grade level in successive years in high school does not necessarily represent the repetition of a full year's curriculum, as it does in elementary school. Secondary school programs are structured around individual courses. Because passing and failing are determined at the level of the course and credits are awarded for courses completed successfully, the concept of a "grade level" becomes more fluid. Students who fail to earn credit in a single course or take fewer courses than required in one year may be classified at the same grade level in two consecutive years. Practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (Texas Education Code [TEC] §28.0211). Since 2002-03, students in Grade 3 have been required to pass the state reading test to advance to Grade 4. 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 were 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 has been provided for accelerated reading and mathematics in Grades K-8.

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 a 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 2006-07 school year was compared to October 2007 enrollment for the 2007-08 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, 2006-07, were excluded from the total student count, as were students new to the system in the second school year, 2007-08. 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 Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) performance were provided to TEA by the state's testing contractor, Pearson.

## State Summary

In the 2006-07 school year, 4.8 percent (202,099) of students in kindergarten through Grade 12 were retained (Table 6.1). The rate decreased by 0.2 percentage points from the previous year. Males at most grade levels were more likely than females to be retained. In 2006-07, the retention rate for females was 3.9 percent, and the rate for males was 5.5 percent. Male students made up 59.7 percent of all students retained.

**Table 6.1. Grade-Level Retention, by Student Group, 2006-07**

| Group                      | Students  | Retained |          |
|----------------------------|-----------|----------|----------|
|                            |           | Number   | Rate (%) |
| African American           | 602,474   | 36,843   | 6.1      |
| Asian/Pacific Islander     | 140,505   | 2,398    | 1.7      |
| Hispanic                   | 1,942,577 | 119,028  | 6.1      |
| Native American            | 14,317    | 620      | 4.3      |
| White                      | 1,548,461 | 43,210   | 2.8      |
| Economically Disadvantaged | 2,247,672 | 132,725  | 5.9      |
| Female                     | 2,071,690 | 81,397   | 3.9      |
| Male                       | 2,176,644 | 120,702  | 5.5      |
| Grades K-6                 | 2,388,767 | 73,896   | 3.1      |
| Grades 7-12                | 1,859,567 | 128,203  | 6.9      |
| State                      | 4,248,334 | 202,099  | 4.8      |

As in 2005-06, retention rates for African American and Hispanic students were over twice that for White students. In the 2006-07 school year, 2.8 percent of White students were retained in grade, compared to 6.1 percent for both African American and Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.5 and 0.3 percentage points, respectively. The rate for White students decreased by 0.1 percentage points. Although 59.9 percent of students enrolled in Texas public schools were African American or Hispanic, 77.1 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 2006-07, the retention rate was highest in Grade 9 (15.4%) and lowest in Grade 6 (1.2%) (Tables 6.2 and 6.3). In kindergarten through Grade 6, the highest retention rate was in first grade (6.3%). In the secondary grades, eighth graders had the lowest retention rate (1.5%). Rates decreased from the previous year in all grades but Grade 12, which had an increase of 0.9 percentage points. Grade 9 had the greatest decrease in retention rate from the previous year (1.1 percentage points), followed by Grades 5 and 7 (0.5 percentage points each). The retention rate for fifth graders has declined markedly since 2004-05, the year Student Success Initiative requirements were first implemented in Grade 5.

## Grade-Level Retention by Ethnicity

In 2006-07, African American and Hispanic students had higher retention rates than White students in all elementary grades except kindergarten (Table 6.2). Rates at the elementary level dropped, however, for all ethnic groups except White students between 2005-06



| Grade | African American |          | Asian/Pacific Islander |          | Hispanic |          | Native American |          | White    |          | State    |          |
|-------|------------------|----------|------------------------|----------|----------|----------|-----------------|----------|----------|----------|----------|----------|
|       | Retained         | Rate (%) | Retained               | Rate (%) | Retained | Rate (%) | Retained        | Rate (%) | Retained | Rate (%) | Retained | Rate (%) |
| K     | 1,525            | 3.3      | 191                    | 1.6      | 5,930    | 3.4      | 66              | 5.5      | 4,734    | 4.1      | 12,446   | 3.6      |
| 1     | 3,935            | 7.9      | 221                    | 1.9      | 13,979   | 7.7      | 75              | 6.3      | 4,960    | 4.1      | 23,170   | 6.3      |
| 2     | 2,178            | 4.6      | 129                    | 1.1      | 7,932    | 4.7      | 28              | 2.4      | 2,116    | 1.8      | 12,383   | 3.6      |
| 3     | 1,832            | 3.9      | 120                    | 1.1      | 6,056    | 3.7      | 22              | 2.0      | 1,412    | 1.2      | 9,442    | 2.8      |
| 4     | 1,133            | 2.4      | 50                     | 0.4      | 3,257    | 2.1      | 13              | 1.2      | 898      | 0.8      | 5,351    | 1.6      |
| 5     | 1,450            | 3.1      | 68                     | 0.6      | 4,551    | 2.9      | 23              | 2.1      | 1,196    | 1.0      | 7,288    | 2.2      |
| 6     | 843              | 1.8      | 23                     | 0.2      | 2,084    | 1.4      | 11              | 1.0      | 855      | 0.7      | 3,816    | 1.2      |
| K-6   | 12,896           | 3.9      | 802                    | 1.0      | 43,789   | 3.8      | 238             | 3.0      | 16,171   | 2.0      | 73,896   | 3.1      |

| Grade | African American |          | Asian/Pacific Islander |          | Hispanic |          | Native American |          | White    |          | State    |          |
|-------|------------------|----------|------------------------|----------|----------|----------|-----------------|----------|----------|----------|----------|----------|
|       | Retained         | Rate (%) | Retained               | Rate (%) | Retained | Rate (%) | Retained        | Rate (%) | Retained | Rate (%) | Retained | Rate (%) |
| 7     | 1,029            | 2.2      | 51                     | 0.5      | 3,317    | 2.2      | 22              | 2.0      | 1,244    | 1.0      | 5,663    | 1.7      |
| 8     | 848              | 1.7      | 66                     | 0.6      | 2,800    | 1.9      | 23              | 2.0      | 1,206    | 1.0      | 4,943    | 1.5      |
| 9     | 10,836           | 19.2     | 576                    | 5.2      | 34,976   | 20.8     | 168             | 13.4     | 10,657   | 7.9      | 57,213   | 15.4     |
| 10    | 5,041            | 11.2     | 313                    | 3.1      | 14,236   | 11.3     | 71              | 7.0      | 5,581    | 4.6      | 25,242   | 8.3      |
| 11    | 3,116            | 8.1      | 238                    | 2.5      | 8,604    | 8.3      | 52              | 5.5      | 3,790    | 3.3      | 15,800   | 5.9      |
| 12    | 3,077            | 8.9      | 352                    | 3.6      | 11,306   | 11.8     | 46              | 5.0      | 4,561    | 4.0      | 19,342   | 7.5      |
| 7-12  | 23,947           | 8.8      | 1,596                  | 2.6      | 75,239   | 9.5      | 382             | 6.0      | 27,039   | 3.7      | 128,203  | 6.9      |

and 2006-07. In first grade, 7.9 percent of African American students and 7.7 percent of Hispanic students were retained, compared to 4.1 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 most secondary grades, as in the elementary grades, retention rates for African American and Hispanic students in 2006-07 were substantially higher than those for White students (Table 6.3). African American and Hispanic students had retention rates at least double those for White students in all secondary grades except Grade 8. For all ethnic groups, rates of retention were highest in Grade 9. In Grade 12, retention rates increased from the previous year for all ethnic groups except Native Americans. The increases ranged from 0.1 percentage points for Asian/Pacific Islander students to 1.7 percentage points for Hispanic students. By contrast, retention rates were unchanged or decreased from the previous year for all ethnic groups in Grades 7-11, except Asian/Pacific Islanders in the seventh grade.

### **Grade-Level Retention by Gender**

Sixth-grade female students had the lowest retention rate (0.8%) across all grades (Tables 6.4 and 6.5 on page 76). Males in the ninth grade had the highest retention rate (17.9%). Males in the first grade had the

highest retention rate (7.6%) among elementary-grade students. In the secondary grades, rates were lowest for female seventh and eighth graders (1.2% each).

### **Grade-Level Retention by Limited English Proficiency Status**

Reading and language difficulties have been highly correlated with retention in the elementary grades. Students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most LEP students are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). LEP students participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2006-07, nearly 93 percent of LEP students in the elementary grades participated in bilingual or ESL programs.

With the exception of secondary-grade students receiving bilingual services, the retention rate for LEP students in each service category was higher than the rate for other students (Tables 6.6 and 6.7 on page 76). LEP students in the elementary grades had similar retention rates, whether they were participating in bilingual (4.3%), ESL (3.8%), or

| Grade | Female   |          | Male     |          |
|-------|----------|----------|----------|----------|
|       | Retained | Rate (%) | Retained | Rate (%) |
| K     | 4,135    | 2.5      | 8,311    | 4.6      |
| 1     | 8,900    | 5.1      | 14,270   | 7.6      |
| 2     | 5,146    | 3.0      | 7,237    | 4.1      |
| 3     | 4,081    | 2.5      | 5,361    | 3.1      |
| 4     | 2,336    | 1.4      | 3,015    | 1.8      |
| 5     | 3,625    | 2.2      | 3,663    | 2.2      |
| 6     | 1,211    | 0.8      | 2,605    | 1.5      |

| Grade | Female   |          | Male     |          |
|-------|----------|----------|----------|----------|
|       | Retained | Rate (%) | Retained | Rate (%) |
| 7     | 1,982    | 1.2      | 3,681    | 2.2      |
| 8     | 1,886    | 1.2      | 3,057    | 1.8      |
| 9     | 22,400   | 12.6     | 34,813   | 17.9     |
| 10    | 10,079   | 6.7      | 15,163   | 9.8      |
| 11    | 6,250    | 4.7      | 9,550    | 7.1      |
| 12    | 9,366    | 7.3      | 9,976    | 7.8      |

special education (5.2%) programs. At the secondary level, the retention rates for LEP students receiving ESL (12.4%) or special education services (15.6%) and for LEP students not receiving services (15.0%) 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 is developed by a local Admission, Review, and Dismissal (ARD) committee and 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.

ARDs assign each student receiving special education services a primary disability from 1 of 13 categories of disability. For most of the elementary-grade students participating in special education in 2006-07 (85.0%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; emotional disturbance; and mental retardation.

In 2006-07, retention rates for students in the elementary grades receiving special education services varied widely based on primary disability and grade

| Service Received or LEP Status | Retained | Rate (%) |
|--------------------------------|----------|----------|
| LEP Students:                  |          |          |
| Bilingual                      | 13,146   | 4.3      |
| English as a Second Language   | 4,934    | 3.8      |
| Special Education              | 515      | 5.2      |
| No Services <sup>b</sup>       | 1,006    | 4.1      |
| Total <sup>c</sup>             | 23,525   | 4.6      |
| Non-LEP Students               | 50,371   | 2.7      |

<sup>a</sup>Limited English proficiency. <sup>b</sup>Includes LEP students whose parents did not give permission for participation in special language programs. <sup>c</sup>Includes LEP students whose information on services received or parental permission is incomplete.

| Service Received or LEP Status | Retained | Rate (%) |
|--------------------------------|----------|----------|
| LEP Students:                  |          |          |
| Bilingual                      | 8        | 3.5      |
| English as a Second Language   | 12,296   | 12.4     |
| Special Education              | 1,606    | 15.6     |
| No Services <sup>b</sup>       | 998      | 15.0     |
| Total <sup>c</sup>             | 18,547   | 14.3     |
| Non-LEP Students               | 109,656  | 6.3      |

<sup>a</sup>Limited English proficiency. <sup>b</sup>Includes LEP students whose parents did not give permission for participation in special language programs. <sup>c</sup>Includes LEP students whose information on services received or parental permission is incomplete.

(Table 6.8). In kindergarten, students with other health impairments had the highest retention rate (16.3%) among students with one of the five most common disabilities. In Grades 1-3, retention rates were highest for students with speech impairments. In Grades 4-6, retention rates were highest for students with mental retardation. In Grades K-5, students with emotional disturbance had the lowest or next to lowest retention rates. In Grade 6, students with speech impairments had the lowest rate (1.0%).

Most secondary-grade students participating in special education (92.4%), were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; and autism. As in the elementary grades, 2006-07 retention rates for students in the secondary grades receiving special education services varied widely based on primary disability and grade (Table 6.9). In Grades 7, 8, and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 9, 10, and 11, students with emotional disturbance had the highest retention rates. In Grade 7, retention rates were lowest for students with autism and with learning disabilities.

**Table 6.8. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades K-6, 2006-07**

| Grade | Learning Disability |          |          | Speech Impairment |          |          | Other Health Impairment |          |          |
|-------|---------------------|----------|----------|-------------------|----------|----------|-------------------------|----------|----------|
|       | Retained            | Students | Rate (%) | Retained          | Students | Rate (%) | Retained                | Students | Rate (%) |
| K     | 227                 | 1,418    | 16.0     | 2,102             | 18,215   | 11.5     | 339                     | 2,077    | 16.3     |
| 1     | 443                 | 4,808    | 9.2      | 2,337             | 17,531   | 13.3     | 262                     | 2,928    | 8.9      |
| 2     | 333                 | 9,292    | 3.6      | 802               | 13,434   | 6.0      | 145                     | 3,525    | 4.1      |
| 3     | 276                 | 15,651   | 1.8      | 421               | 9,755    | 4.3      | 98                      | 4,587    | 2.1      |
| 4     | 146                 | 19,346   | 0.8      | 113               | 6,471    | 1.7      | 84                      | 5,421    | 1.5      |
| 5     | 183                 | 22,665   | 0.8      | 108               | 3,800    | 2.8      | 107                     | 6,017    | 1.8      |
| 6     | 281                 | 24,237   | 1.2      | 20                | 2,044    | 1.0      | 98                      | 6,263    | 1.6      |
| K-6   | 1,889               | 97,417   | 1.9      | 5,903             | 71,250   | 8.3      | 1,133                   | 30,818   | 3.7      |

| Grade | Emotional Disturbance |          |          | Mental Retardation |          |          | All Special Education |          |          |
|-------|-----------------------|----------|----------|--------------------|----------|----------|-----------------------|----------|----------|
|       | Retained              | Students | Rate (%) | Retained           | Students | Rate (%) | Retained              | Students | Rate (%) |
| K     | 54                    | 460      | 11.7     | 190                | 1,314    | 14.5     | 3,515                 | 28,520   | 12.3     |
| 1     | 76                    | 1,079    | 7.0      | 115                | 1,642    | 7.0      | 3,578                 | 33,658   | 10.6     |
| 2     | 55                    | 1,541    | 3.6      | 82                 | 1,776    | 4.6      | 1,627                 | 35,518   | 4.6      |
| 3     | 37                    | 2,145    | 1.7      | 43                 | 1,850    | 2.3      | 1,057                 | 40,014   | 2.6      |
| 4     | 30                    | 2,609    | 1.1      | 56                 | 1,921    | 2.9      | 548                   | 41,631   | 1.3      |
| 5     | 44                    | 3,131    | 1.4      | 118                | 2,139    | 5.5      | 769                   | 43,500   | 1.8      |
| 6     | 70                    | 3,559    | 2.0      | 101                | 2,188    | 4.6      | 689                   | 43,920   | 1.6      |
| K-6   | 366                   | 14,524   | 2.5      | 705                | 12,830   | 5.5      | 11,783                | 266,761  | 4.4      |

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2006-07 school year.

**Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades 7-12, 2006-07**

| Grade | Learning Disability |          |          | Other Health Impairment |          |          | Emotional Disturbance |          |          |
|-------|---------------------|----------|----------|-------------------------|----------|----------|-----------------------|----------|----------|
|       | Retained            | Students | Rate (%) | Retained                | Students | Rate (%) | Retained              | Students | Rate (%) |
| 7     | 502                 | 25,187   | 2.0      | 122                     | 5,923    | 2.1      | 113                   | 3,750    | 3.0      |
| 8     | 393                 | 25,304   | 1.6      | 165                     | 5,464    | 3.0      | 102                   | 3,984    | 2.6      |
| 9     | 6,499               | 28,743   | 22.6     | 1,126                   | 5,545    | 20.3     | 1,628                 | 5,129    | 31.7     |
| 10    | 2,678               | 21,478   | 12.5     | 473                     | 4,000    | 11.8     | 660                   | 3,248    | 20.3     |
| 11    | 1,715               | 18,736   | 9.2      | 325                     | 3,201    | 10.2     | 355                   | 2,365    | 15.0     |
| 12    | 992                 | 19,561   | 5.1      | 449                     | 3,408    | 13.2     | 273                   | 2,229    | 12.2     |
| 7-12  | 12,779              | 139,009  | 9.2      | 2,660                   | 27,541   | 9.7      | 3,131                 | 20,705   | 15.1     |

| Grade | Mental Retardation |          |          | Autism   |          |          | All Special Education |          |          |
|-------|--------------------|----------|----------|----------|----------|----------|-----------------------|----------|----------|
|       | Retained           | Students | Rate (%) | Retained | Students | Rate (%) | Retained              | Students | Rate (%) |
| 7     | 91                 | 2,440    | 3.7      | 28       | 1,376    | 2.0      | 969                   | 43,185   | 2.2      |
| 8     | 291                | 2,562    | 11.4     | 117      | 1,339    | 8.7      | 1,177                 | 42,497   | 2.8      |
| 9     | 340                | 2,696    | 12.6     | 76       | 1,181    | 6.4      | 10,191                | 46,292   | 22.0     |
| 10    | 161                | 2,421    | 6.7      | 34       | 973      | 3.5      | 4,193                 | 34,274   | 12.2     |
| 11    | 290                | 2,693    | 10.8     | 70       | 830      | 8.4      | 2,901                 | 29,683   | 9.8      |
| 12    | 2,088              | 4,156    | 50.2     | 499      | 1,047    | 47.7     | 4,741                 | 32,487   | 14.6     |
| 7-12  | 3,261              | 16,968   | 19.2     | 824      | 6,746    | 12.2     | 24,172                | 228,418  | 10.6     |

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2006-07 school year.

In Grades 9, 10, and 11, retention rates were lowest for students with autism. In Grades 8 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). Average passing rates were calculated separately, by grade level, for English- and Spanish-language versions of the Texas Assessment of Knowledge and Skills (TAKS) reading/English language arts (ELA) and mathematics tests. Passing rates for spring 2007 were compared to spring 2008 passing rates for students repeating a grade in the 2007-08 school year. For comparison purposes, the 2007 TAKS results for promoted students also were calculated. Passing standards for TAKS tests are set by the State Board of Education and are the same for all students.

Among students in Grades 3-10 who took the English-version TAKS in spring 2007, passing rates were higher for students who were subsequently promoted than for students who were subsequently retained (Table 6.10 and Figure 6.1). After a year in the same grade, the passing rates for students who had been retained improved but failed to reach the passing rates for students who had been promoted the year before. For example, 97.8 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2007, whereas 35.1 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 88.6 percent passed the Grade 3 reading

TAKS. Results on the English-version mathematics TAKS were similar. For example, 95.7 percent of promoted fifth graders passed the mathematics TAKS in spring 2007, whereas only 39.3 percent of retained students passed. The following year, 82.9 percent of the retained Grade 5 students passed the mathematics TAKS.

Spanish-version TAKS results were similar to English-version results in that the passing rates for students who were later retained were considerably lower than the passing rates for students who were subsequently promoted. Also, passing rates for retained students generally showed gains in the second year.

In the 2006-07 school year, 13,148 students in the third grade did not pass the TAKS reading test or the State-Developed Alternative Assessment II (SDAA II) reading test (Figure 6.2 on page 80). Over 33,000 fifth graders failed to pass the TAKS or SDAA II reading and mathematics tests (Figure 6.3 on page 81). Forty-two percent (5,517) of the third graders who failed were retained, and about 17 percent (5,742) of fifth graders who did not pass the reading and mathematics tests were retained after the 2006-07 school year.

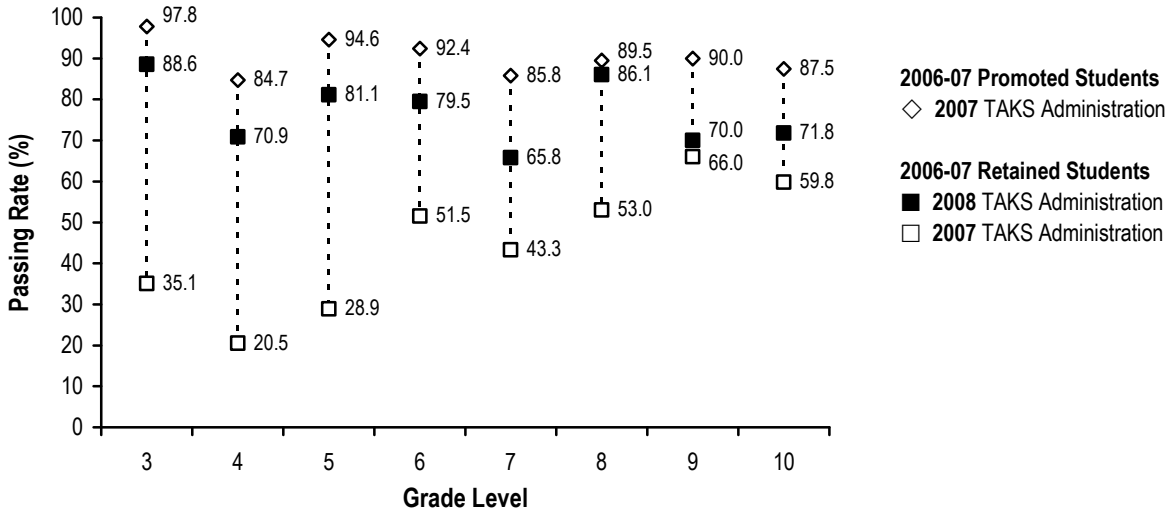
**Table 6.10. Texas Assessment of Knowledge and Skills (TAKS) Percentage Passing 2007 and 2008, by Grade and Promotion Status 2006-07, Grades 3-10**

| Status          | TAKS English-version     |                |             |      | TAKS Spanish-version |      |             |      |
|-----------------|--------------------------|----------------|-------------|------|----------------------|------|-------------|------|
|                 | Reading/ELA <sup>a</sup> |                | Mathematics |      | Reading              |      | Mathematics |      |
|                 | 2007                     | 2008           | 2007        | 2008 | 2007                 | 2008 | 2007        | 2008 |
| <b>Grade 3</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 97.8                     | — <sup>b</sup> | 83.5        | —    | 96.2                 | —    | 76.1        | —    |
| Retained        | 35.1                     | 88.6           | 18.3        | 74.7 | 25.3                 | 88.3 | 18.5        | 75.4 |
| <b>Grade 4</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 84.7                     | —              | 86.9        | —    | 79.2                 | —    | 75.0        | —    |
| Retained        | 20.5                     | 70.9           | 21.5        | 73.8 | 18.0                 | 76.3 | 13.9        | 74.9 |
| <b>Grade 5</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 94.6                     | —              | 95.7        | —    | 91.9                 | —    | 76.8        | —    |
| Retained        | 28.9                     | 81.1           | 39.3        | 82.9 | 39.2                 | 84.3 | 5.5         | 63.0 |
| <b>Grade 6</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 92.4                     | —              | 79.9        | —    | 76.0                 | —    | 58.7        | —    |
| Retained        | 51.5                     | 79.5           | 19.7        | 58.0 | 50.0                 | 50.0 | 0.0         | 50.0 |
| <b>Grade 7</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 85.8                     | —              | 76.8        | —    | n/a <sup>c</sup>     | n/a  | n/a         | n/a  |
| Retained        | 43.3                     | 65.8           | 20.1        | 46.9 | n/a                  | n/a  | n/a         | n/a  |
| <b>Grade 8</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 89.5                     | —              | 72.5        | —    | n/a                  | n/a  | n/a         | n/a  |
| Retained        | 53.0                     | 86.1           | 16.8        | 54.5 | n/a                  | n/a  | n/a         | n/a  |
| <b>Grade 9</b>  |                          |                |             |      |                      |      |             |      |
| Promoted        | 90.0                     | —              | 67.0        | —    | n/a                  | n/a  | n/a         | n/a  |
| Retained        | 66.0                     | 70.0           | 18.1        | 26.2 | n/a                  | n/a  | n/a         | n/a  |
| <b>Grade 10</b> |                          |                |             |      |                      |      |             |      |
| Promoted        | 87.5                     | —              | 67.7        | —    | n/a                  | n/a  | n/a         | n/a  |
| Retained        | 59.8                     | 71.8           | 20.0        | 27.0 | n/a                  | n/a  | n/a         | n/a  |

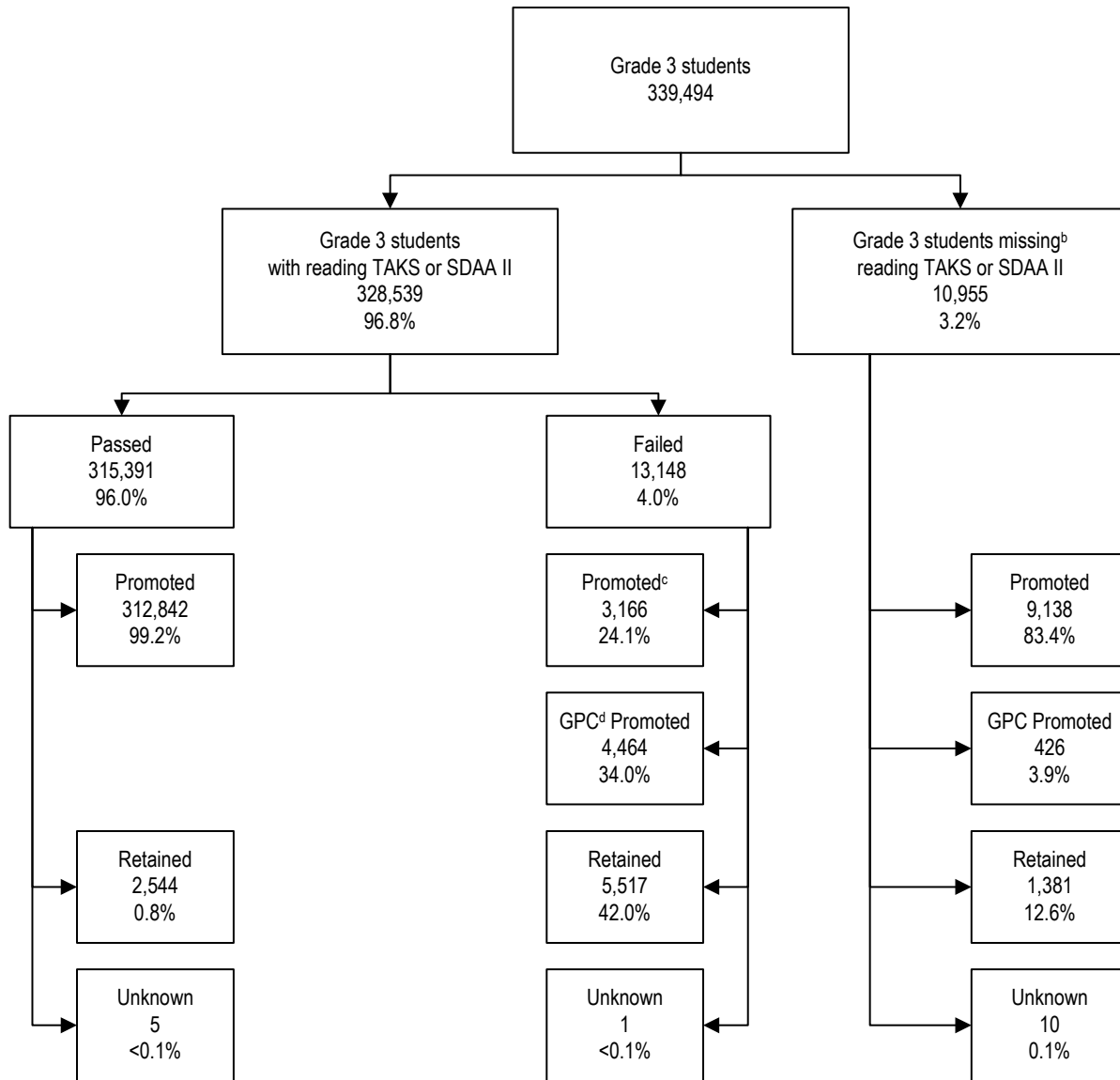
Note. Passing rates for retained students in both years are based on the same groups of students.

<sup>a</sup>English language arts. <sup>b</sup>Students promoted in 2007 did not repeat the same grade-level test in 2008. <sup>c</sup>Not applicable. The Spanish-version TAKS test is available in Grades 3-6 only.

**Figure 6.1. Grade-Level Retention 2006-07  
and Reading/English Language Arts Passing Rates  
on the English-Version TAKS 2007 and 2008, Grades 3-10**



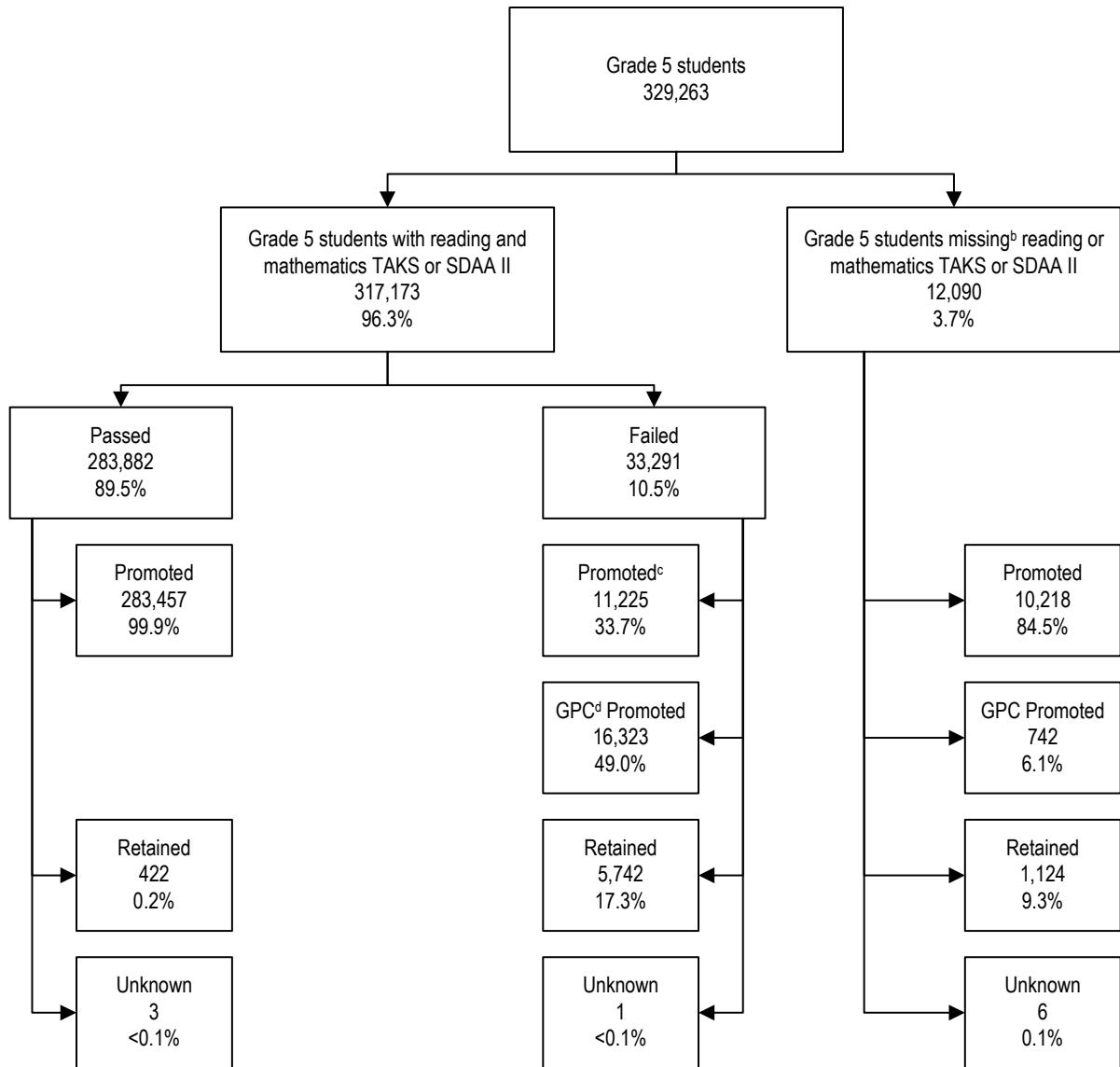
**Figure 6.2. Performance on the TAKS and SDAA II<sup>a</sup> Reading Tests 2007 and Promotion Status 2006-07, Grade 3**



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.

<sup>a</sup>State-Developed Alternative Assessment II. <sup>b</sup>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. <sup>c</sup>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. <sup>d</sup>Promoted by GPC decision.

**Figure 6.3. Performance on the TAKS and SDAA II<sup>a</sup> Reading and Mathematics Tests 2007 and Promotion Status 2006-07, 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.

<sup>a</sup>State-Developed Alternative Assessment II. <sup>b</sup>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. <sup>c</sup>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. <sup>d</sup>Promoted by GPC decision.

## **Agency Contact Persons**

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

For information on retention reduction programs, contact Anita Givens, Acting Associate Commissioner for Standards and Programs, (512) 463-9483.

## **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, 2006-07*, at [www.tea.state.tx.us/research/](http://www.tea.state.tx.us/research/).

Rafoth, M.A., Dawson, P., & Carey, K. (1988, December). Supporting paper on retention. *National Association of School Psychologists Communiqué*, 17, 17-19.



# 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 was 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 accountability system for 2004 and beyond, which is based on the academic excellence indicators required by law, incorporates results of the TAKS testing program. The State-Developed Alternative Assessment II, used for the last time in 2007 for assessing some students served in special education, is no longer administered and is not part of the accountability system in 2008. Instead, students receiving special education services will be included in the system by evaluating TAKS (Accommodated) tests, which will be fully phased in by 2010. For 2008, the TAKS indicator includes the results for TAKS (Accommodated) tests in English language arts (ELA)

at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11. Additionally, for the first time in 2008, the Grade 8 science assessment is included in TAKS assessments evaluated for accountability ratings.

For TAKS, 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.

Districts and 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 was incorporated 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 and districts serving students in Grades 7 and/or 8 are evaluated on Grade 7-8 annual dropout rates. Under AEA procedures, campuses and charter operators serving students in Grades 7-12 are evaluated on Grade 7-12 annual dropout rates.

### Standard Accountability Procedures

For a district or campus to achieve the rating of *Academically Acceptable*, a certain percentage of all students and each student group must pass each of the TAKS subject area tests. In 2008, TAKS accountability standards increased by five percentage points in three subject areas and remained the same in two. The reading/ELA standard increased from 65 percent to 70 percent; the mathematics standard increased from 45 percent to 50 percent; the science standard increased from 40 percent to 45 percent. The writing and social studies standards remained the same as in 2007 at 65 percent.

For a district or campus to achieve the rating of *Recognized*, 75 percent of all students and each student group must pass each of the TAKS subject area tests. This is the same standard as in 2007.

For a district or campus to achieve the rating of *Exemplary*, at least 90 percent of all students and each student group must pass each of the TAKS subject area tests. This is the same standard as in 2007.

Districts and campuses achieve ratings by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can achieve a rating by meeting standards for required improvement and/or by using the exceptions provision. Features of the exceptions provision were expanded in 2008. The provision can now be used by campuses and districts to achieve not only the *Academically Acceptable* rating, but also *Recognized* and *Exemplary* ratings. The maximum number of exceptions allowed increased from three to four for *Academically Acceptable* and *Recognized*. For an *Exemplary* rating, only one exception is allowed. The minimum performance floors vary by subject and rating. The exceptions provision includes a one-time use only safeguard so that an exception cannot be applied for the same measure for two consecutive years.

For the 2008 ratings cycle, as for the 2007 cycle, the school leaver provision applied. Under the provision, a campus or district rating could not be lowered because of performance on any of the following measures, alone or in combination: completion rate, annual dropout rate, or leaver data quality. The provision allows districts time to adjust to the new dropout definition and the new leaver data reporting requirements adopted in 2007. See Chapter 5 of this report for more information on the new dropout definition and the school leaver provision.

### ***Alternative Education Accountability (AEA) Procedures***

Beginning with the 1995-96 school year, TEA implemented optional AEA procedures for campuses dedicated to serving students at risk of dropping out of school. New AEA procedures were developed and used for rating alternative education campuses (AECs) beginning in 2005. The AEA procedures are designed to address the following issues that affect many components of the state 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, AECs must meet eligibility criteria and register for AEA. Of the 423 campuses evaluated under AEA procedures in 2008, there were 82 residential facilities and 341 AECs of choice. Over one-third of the registered AECs were charter campuses. Also, 71 charter operators were evaluated under AEA procedures in 2008.

The AEA indicators are based on the following guidelines.

- ♦ 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 testing 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 procedures. The measures still take into account the requirement that all students must demonstrate proficiency on the state assessments to graduate.
- ♦ A TAKS growth measure, known as the Texas Growth Index (TGI), is used in evaluating AECs.
- ♦ AECs must have a minimum percentage of students identified as at risk, based on PEIMS data reported on current-year fall enrollment records, to be evaluated under AEA procedures.

For the AEA ratings, a single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across all grade levels (Grades 3-12) and subjects tested. The indicator is based on: (a) the number of tests meeting the passing standard or having 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. The 2008 TAKS Progress indicator standard is 45 percent.

AECs of choice serving students in any of Grades 9-12 are evaluated on Completion Rate II: the percentage of students who graduate, receive GED certificates, or continue high school four years after beginning ninth grade. The 2008 Completion Rate II standard is 70.0 percent. AECs of choice and residential facilities serving students in any of Grades 7-12 are evaluated on annual dropout rate. The 2008 annual dropout rate

standard is 10.0 percent. In 2008, the Completion Rate II and annual dropout rate indicators evaluated all students; student groups were not evaluated separately. For 2008 AEA ratings, if the Completion Rate II and/or annual dropout rate indicators were the only cause for an *AEA: Academically Unacceptable* rating, then the school leaver provision was applied, and the AEC or charter was assigned the *AEA: Academically Acceptable* rating.

AECs achieve *AEA: Academically Acceptable* ratings by meeting the absolute standard for each AEA indicator or by meeting standards for required improvement. 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.

Beginning in 2008, AEA Gold Performance Acknowledgments (GPA) recognized AECs and charter operators for high performance on indicators other than those used to determine AEA ratings. Of the 14 GPA indicators under standard accountability procedures, 12 were evaluated for AEA GPA. The two indicators for comparable improvement were not evaluated for AEA GPA. Each of the 12 AEA GPA indicators was not evaluated for all students; student groups were not evaluated separately. The standards for AEA GPA indicators were the same as those used for standard accountability procedures, except an attendance rate standard of 95.0 percent was applied to all AECs and charters under AEA GPA.

### 2008 Accountability Ratings

Of the 1,229 public school districts and charters, 43 (3.5%) were rated *Exemplary* in 2008, and 329 (26.8%) were rated *Recognized* (Table 7.1). Statewide, 20.5 percent of students were enrolled in *Exemplary* and *Recognized* districts or charters. A total of 818 districts or charters (66.6%) achieved the *Academically Acceptable* rating, and 32 (2.6%) were rated *Academically Unacceptable*. Almost two-thirds (65.6%) of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Most students (79.1%) were enrolled in *Academically Acceptable* districts or charters. Another 0.3 percent of students were enrolled in *Academically Unacceptable* districts or charters. In 2008, seven charter operators were *Not Rated: Other*, but no districts received this rating.

Of the 8,195 public school campuses and charter campuses, 1,000 (12.2%) were rated *Exemplary* in

**Table 7.1. School District Accountability Ratings, by Rating Category, Standard and AEA<sup>a</sup> Procedures, 2007 and 2008**

| Rating                                               | 2007             |         | 2008 <sup>b</sup> |         |
|------------------------------------------------------|------------------|---------|-------------------|---------|
|                                                      | Number           | Percent | Number            | Percent |
| <b>School Districts, Including Charter Operators</b> |                  |         |                   |         |
| Exemplary                                            | 27               | 2.2     | 43                | 3.5     |
| Recognized                                           | 217              | 17.8    | 329               | 26.8    |
| Acad. <sup>c</sup> Acceptable                        | 920              | 75.3    | 818               | 66.6    |
| Standard Procedures                                  | 859              | 70.3    | 753               | 61.3    |
| AEA Procedures                                       | 61               | 5.0     | 65                | 5.3     |
| Acad. Unacceptable                                   | 56               | 4.6     | 32                | 2.6     |
| Standard Procedures                                  | 54               | 4.4     | 30                | 2.4     |
| AEA Procedures                                       | 2                | 0.2     | 2                 | 0.2     |
| NR: <sup>d</sup> Other                               | 2                | 0.2     | 7                 | 0.5     |
| NR: Data Integrity Issues                            | 0                | 0.0     | 0                 | 0.0     |
| Total                                                | 1,222            | 100     | 1,229             | 100     |
| <b>School Districts, Excluding Charter Operators</b> |                  |         |                   |         |
| Exemplary                                            | 19               | 1.8     | 29                | 2.8     |
| Recognized                                           | 190              | 18.4    | 288               | 27.9    |
| Acad. Acceptable                                     | 801              | 77.7    | 703               | 68.2    |
| Standard Procedures                                  | 801              | 77.7    | 703               | 68.2    |
| AEA Procedures                                       | n/a <sup>e</sup> | n/a     | n/a               | n/a     |
| Acad. Unacceptable                                   | 21               | 2.0     | 11                | 1.1     |
| Standard Procedures                                  | 21               | 2.0     | 11                | 1.1     |
| AEA Procedures                                       | n/a              | n/a     | n/a               | n/a     |
| NR: Other                                            | 0                | 0.0     | 0                 | 0.0     |
| NR: Data Integrity Issues                            | 0                | 0.0     | 0                 | 0.0     |
| Total                                                | 1,031            | 100     | 1,031             | 100     |
| <b>Charter Operators</b>                             |                  |         |                   |         |
| Exemplary                                            | 8                | 4.2     | 14                | 7.1     |
| Recognized                                           | 27               | 14.1    | 41                | 20.7    |
| Acad. Acceptable                                     | 119              | 62.3    | 115               | 58.1    |
| Standard Procedures                                  | 58               | 30.4    | 50                | 25.3    |
| AEA Procedures                                       | 61               | 31.9    | 65                | 32.8    |
| Acad. Unacceptable                                   | 35               | 18.3    | 21                | 10.6    |
| Standard Procedures                                  | 33               | 17.3    | 19                | 9.6     |
| AEA Procedures                                       | 2                | 1.0     | 2                 | 1.0     |
| NR: Other                                            | 2                | 1.0     | 7                 | 3.5     |
| NR: Data Integrity Issues                            | 0                | 0.0     | 0                 | 0.0     |
| Total                                                | 191              | 100     | 198               | 100     |

<sup>a</sup>Alternative education accountability. <sup>b</sup>2008 ratings as of October 2008. <sup>c</sup>Academically. <sup>d</sup>Not rated. <sup>e</sup>Not applicable.

2008, and 2,819 (34.4%) were rated *Recognized* (Table 7.2 on page 86). A total of 3,508 campuses (42.8%) achieved the *Academically Acceptable* rating, and 202 (2.5%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 665 (8.1%) were *Not Rated: Other*, and one was *Not Rated: Data Integrity Issues*. Enrollment on these 666 campuses accounted for only 1.5 percent of the total student population. Half of the state's students (50.4%) were enrolled in *Academically Acceptable* campuses. Another 45.5 percent of all students were enrolled in *Exemplary* or *Recognized* campuses, and 2.5 percent were enrolled in *Academically Unacceptable* campuses.

**Table 7.2. Campus Accountability Ratings, by Rating Category, Standard and AEA<sup>a</sup> Procedures, 2007 and 2008**

| Rating                                      | 2007   |         | 2008 <sup>b</sup> |         |
|---------------------------------------------|--------|---------|-------------------|---------|
|                                             | Number | Percent | Number            | Percent |
| <b>Campuses, Including Charter Campuses</b> |        |         |                   |         |
| Exemplary                                   | 643    | 8.0     | 1,000             | 12.2    |
| Recognized                                  | 2,354  | 29.2    | 2,819             | 34.4    |
| Acad. <sup>c</sup> Acceptable               | 4,108  | 51.0    | 3,508             | 42.8    |
| Standard Procedures                         | 3,722  | 46.2    | 3,111             | 38.0    |
| AEA Procedures                              | 386    | 4.8     | 397               | 4.8     |
| Acad. Unacceptable                          | 276    | 3.4     | 202               | 2.5     |
| Standard Procedures                         | 267    | 3.3     | 187               | 2.3     |
| AEA Procedures                              | 9      | 0.1     | 15                | 0.2     |
| NR <sup>d</sup> : Other                     | 680    | 8.4     | 665               | 8.1     |
| NR: Data Integrity Issues                   | 0      | 0.0     | 1                 | 0.0     |
| Total                                       | 8,061  | 100     | 8,195             | 100     |
| <b>Campuses, Excluding Charter Campuses</b> |        |         |                   |         |
| Exemplary                                   | 628    | 8.1     | 977               | 12.5    |
| Recognized                                  | 2,317  | 30.0    | 2,750             | 35.2    |
| Acad. Acceptable                            | 3,891  | 50.3    | 3,282             | 42.0    |
| Standard Procedures                         | 3,642  | 47.1    | 3,032             | 38.8    |
| AEA Procedures                              | 249    | 3.2     | 250               | 3.2     |
| Acad. Unacceptable                          | 232    | 3.0     | 170               | 2.2     |
| Standard Procedures                         | 227    | 2.9     | 160               | 2.0     |
| AEA Procedures                              | 5      | 0.1     | 10                | 0.1     |
| NR: Other                                   | 661    | 8.6     | 641               | 8.2     |
| NR: Data Integrity Issues                   | 0      | 0.0     | 1                 | 0.0     |
| Total                                       | 7,729  | 100     | 7,821             | 100     |
| <b>Charter Campuses</b>                     |        |         |                   |         |
| Exemplary                                   | 15     | 4.5     | 23                | 6.1     |
| Recognized                                  | 37     | 11.1    | 69                | 18.4    |
| Acad. Acceptable                            | 217    | 65.4    | 226               | 60.4    |
| Standard Procedures                         | 80     | 24.1    | 79                | 21.1    |
| AEA Procedures                              | 137    | 41.3    | 147               | 39.3    |
| Acad. Unacceptable                          | 44     | 13.3    | 32                | 8.6     |
| Standard Procedures                         | 40     | 12.0    | 27                | 7.2     |
| AEA Procedures                              | 4      | 1.2     | 5                 | 1.3     |
| NR: Other                                   | 19     | 5.7     | 24                | 6.4     |
| NR: Data Integrity Issues                   | 0      | 0.0     | 0                 | 0.0     |
| Total                                       | 332    | 100     | 374               | 100     |

<sup>a</sup>Alternative education accountability. <sup>b</sup>2008 ratings as of October 2008.

<sup>c</sup>Academically. <sup>d</sup>Not rated.

As a result of the school leaver provision, a total of 95 districts were able to achieve higher ratings. Of 79 districts that would otherwise have been *Academically Unacceptable*, 76 moved to *Academically Acceptable*, and 3 moved to *Recognized*. Of 16 districts that would otherwise have been *Academically Acceptable*, 15 moved to *Recognized*, and 1 moved to *Exemplary*. A total of 142 campuses were also able to achieve higher ratings as a result of the school leaver provision. Of 137 campuses that would otherwise have been *Academically Unacceptable*, 132 moved to *Academically Acceptable*, and 5 moved to *Recognized*. Four campuses that would otherwise have been *Academically Acceptable* moved to *Recognized*, and 1 campus moved from *Recognized* to *Exemplary*.

Campuses rated under AEA procedures are not eligible for the *Exemplary* or *Recognized* rating. Overall, 397 (93.9%) of the campuses rated under AEA procedures were rated *AEA: Academically Acceptable*, and 15 (3.5%) were rated *AEA: Academically Unacceptable*. As a result of the school leaver provision, 65 campuses were able to achieve the *AEA: Academically Acceptable* rating. The provision was used for the annual dropout rate by 19, for Completion Rate II by 26, and for both indicators by 20.

Statewide, the percentage of campuses rated *Exemplary* increased from 8.0 percent in 2007 to 12.2 percent in 2008. The percentage of campuses rated *Recognized* increased from the previous year by 5.2 percentage points. Combined, these increases were roughly equivalent to the decrease in the percentage of *Academically Acceptable* campuses. The percentage of campuses rated *Academically Unacceptable* decreased by 0.9 percentage points. Between 2007 and 2008, the number of students attending schools rated *Exemplary*, *Recognized*, or *Academically Acceptable* increased slightly from 93.9 percent of total enrollment to 96.0 percent of total enrollment.

### 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 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 2008, a total of 127 charter operators were rated under the standard accountability procedures, and 71 were rated under AEA procedures (Table 7.1 on page 85). Fourteen charter operators were

*Exemplary*, 41 were *Recognized*, 115 were *Academically Acceptable*, and 21 were *Academically Unacceptable*. Seven 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 374 charter campuses, 212 (56.7%) were rated under the standard accountability procedures in 2008, and 162 (43.3%) were rated under AEA procedures (Table 7.2). Twenty-three charter campuses were *Exemplary*, 69 were *Recognized*, 226 were *Academically Acceptable*, and 32 were *Academically Unacceptable*. A total of 24 charter campuses were *Not Rated: Other*.

### ***Interventions for Academically Unacceptable Performance, 2007-08***

In 2007, a total of 59 school districts and 301 campuses initially were rated *Academically Unacceptable*. Of those, 3 districts and 25 campuses were successful in appealing their initial ratings. Appendix 7-A on page 94 presents a list of school districts and campuses rated *Academically Unacceptable* in 2007, with information about the reasons they received the ratings. TEA uses a framework of graduated interventions for districts and campuses rated *Academically Unacceptable*. In 2007-08, 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, four, and five consecutive years.

Campuses rated *Academically Unacceptable* in 2007 were required to engage in one or more intervention activities specified under Texas Education Code (TEC) Chapter 39, Subchapter G. These include assignment of a campus intervention team (CIT) by TEA, completion of an on-site needs assessment and evaluation by a CIT, development and implementation of a school improvement plan, campus reconstitution under the oversight of a CIT, and participation in a hearing conducted by the commissioner of education. A first-year *Academically Unacceptable* campus was assigned a CIT by TEA. The CIT was required to work with the campus to conduct an on-site needs assessment and evaluation and to develop and implement a school improvement plan. CIT findings and recommendations, a school improvement plan, and CIT progress reports were required to be submitted to TEA.

A campus rated *Academically Unacceptable* for a second consecutive year in 2007 continued to have a CIT assigned by TEA. The CIT was required to work with the campus to revise, as necessary, and implement a school improvement plan. During 2007-08, the CIT also was required to assist the campus in planning the required reconstitution of the campus. Additionally, the

CIT was required to determine which educators would be retained at the campus when the reconstitution was implemented. The campus and CIT 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 consecutive year in 2007 was subject to additional interventions and/or sanctions, including implementation of the required reconstitution plan and participation in a hearing before the commissioner of education. A campus rated *Academically Unacceptable* for a fourth consecutive year in 2007 was required to submit frequent updates and benchmark data to the commissioner of education and may have been subject to additional interventions and/or sanctions. For two campuses rated *Academically Unacceptable* for a fourth consecutive year, a conservator or management team was assigned to the district under the authority of TEC §39.1324(c) to ensure and oversee implementation of the school improvement plan. One campus rated *Academically Unacceptable* for a fifth consecutive year in 2007 was ordered to undergo alternative campus management. However, the implementation of alternative campus management was waived for one year under the authority of TEC §39.1327(c).

A district rated *Academically Unacceptable* for a second consecutive year in 2007 was subject to potential assignment of a monitor by TEA. A district rated *Academically Unacceptable* for a third consecutive year in 2007 was subject to the assignment of a TEA monitor. Additionally, under the authority of TEC §39.071 and 19 Texas Administrative Code (TAC) Chapter 97, Subchapter EE, a traditional district rated *Academically Unacceptable* for a second or third consecutive year in 2007 was assigned an accreditation status of Accredited-Warned.

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; test administration monitoring, assignment of a conservator or management team; appointment of a board of managers; or campus closure.

## **Performance-Based Monitoring (PBM) System**

### ***Overview***

State and federal statute guide TEA monitoring activities. The agency has 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 technical education; and
- ◆ No Child Left Behind (economically disadvantaged students, migrant students, and limited English proficient students).

### PBM Data Validation

As part of an overall agency effort to ensure data integrity, PBM data validation 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 validation 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 technical education monitoring and Civil Action 5281 monitoring—also are integrated into the system.<sup>1</sup>

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

---

<sup>1</sup>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 technical education 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 and certain other district activities as a result of that finding.

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, 2007-08," on page 89 for more detailed information on interventions.) Additionally, 19 TAC §97.1071 specifies current TEA practice regarding PBM 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 §§39.071 and 39.075 and Chapter 39, Subchapter G). The commissioner may:

- ◆ assign a lowered accreditation status to the district;
- ◆ 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 107 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2007, and August 31, 2008.

Appendix 7-C on page 109 presents a list of school districts that were assigned a lowered accreditation status in 2007-08 and the reasons for the lowered status.

## **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 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, 2007-08***

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, 2007-08," in Appendix 7-J on page 119). 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 special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions (Table 7.3 on page 90). Interventions for 2007-08 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 a 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 2007 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3, as defined in the PBMAS Manual, and not more than three with a performance level of 2 each; or (b) no special education PBMAS indicator with a performance level of 3, but five or more with performance levels of 2 each.

*Stage 1B Intervention: Focused Data Analysis and Program Effectiveness Review.* At this level of

**Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2007**

| 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) at least 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) at least 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.                                                                                                                                                                         |
| 6        | District-level percentage of students served in special education who were tested on the TAKS or TAKS-I only (report-only indicator).                                                                                                                                       |
| 7        | District-level percentage of students served in special education who were tested on the SDAA II only.                                                                                                                                                                      |
| 8        | District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments.                                                                                                                                              |
| 9        | District-level percentage of students served in special education (ages 6-11) 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.                                                                                             |
| 13       | District-level percentage of students served in special education who graduated with high school diplomas in four years (report-only indicator).                                                                                                                            |
| 14       | District-level percentage of students identified to be served in special education.                                                                                                                                                                                         |
| 15       | District-level percentage of African American students served in special education, compared to percentage of all African American students in the district.                                                                                                                |
| 16       | District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students in the district.                                                                                                                                |
| 17       | District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students in the district.                                                                                                             |
| 18       | District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs) at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion. |
| 19       | 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.                                                    |
| 20       | District-level percentage of students served in special education who were placed in in-school suspension (ISS) at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.                   |

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 data trends, 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 2007 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3 and four or more with a performance level of 2 each; or (b) two special education PBMAS indicators

with performance levels of 3 each and not more than one with a performance level of 2.

*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 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 two or more with performance levels of 2 each; or (b) three special education PBMAS indicators with performance levels of 3 each and none with a performance level of 2.

*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 or state 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 one or more with performance levels of 2 each; (b) four or more special education PBMAS indicators with performance levels of 3 each; and (c) the LEA did not meet criteria for Stage 4 Intervention.

*Stage 4 Intervention: Special On-Site Program Review.* A targeted on-site review by TEA was conducted to address issues of substantial, imminent, or ongoing risk related to: noncompliance identified in substantiated complaints; adverse due process hearing decisions; previously determined areas of noncompliance; testing irregularities; ongoing performance or effectiveness concerns; and/or other documented substantial, imminent, or ongoing risks as reflected in LEA data. On-site monitoring reviews were designed to examine the origins of the LEA's continuing low performance and/or program effectiveness concerns. Findings of an on-site review resulted in either continued implementation of the LEA's current CIP, revision of the LEA's current CIP, additional LEA intervention activities, escalated agency oversight, and/or sanctions under the provisions of 19 TAC §89.1076 or §97.1071 or TEC Chapter 39, Subchapter G.

Stage 4 Intervention was implemented for any LEA that met the following criteria: (a) five special education PBMAS indicators with performance levels of 3 each; (b) participated in Stage 2 Interventions during 2005-06 and 2006-07 and met 2007-08 criteria for Stage 3 Intervention; (c) participated in Stage 3 Interventions in 2006-07 and met 2007-08 criteria for Stage 3 Intervention; or (d) presented other substantial,

imminent, or ongoing risk related to noncompliance identified in substantiated complaints, adverse due process hearing decisions, previously determined areas of noncompliance, testing irregularities, ongoing performance or effectiveness concerns, and/or other documented substantial, imminent, or ongoing risks.

### ***PBM Special Education Monitoring Results and Ratings, 2007-08***

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-I, starting on page 110). The program status for certain LEAs was based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the 2004-05, 2005-06, or 2006-07 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 2007-08, there were 17 program status categories (Table 7.4). The categories were defined as follows.

| <b>Table 7.4. Special Education Monitoring Ratings, 2007-08</b> |                  |
|-----------------------------------------------------------------|------------------|
| <b>Rating</b>                                                   | <b>Districts</b> |
| Local Interventions Implemented                                 | 286              |
| Completed: Routine Follow-up                                    | 113              |
| Completed: Noncompliance Follow-up                              | 46               |
| Pending Continuous Improvement Plan Resubmission                | 0                |
| Pending TEA <sup>a</sup> On-Site Action                         | 1                |
| TEA On-Site Action Completed: Routine Follow-up                 | 2                |
| TEA On-Site Action Completed: Noncompliance Follow-up           | 15               |
| TEA On-Site Action Completed: Oversight/Sanction/Intervention   | 10               |
| Year After TEA On-Site Action: Routine Follow-up                | 5                |
| Year After TEA On-Site Action: Noncompliance Follow-up          | 10               |
| Pending Random Data Verification                                | 0                |
| Pending Random Process Verification                             | 0                |
| Oversight/Sanction/Intervention                                 | 6                |
| On-Site Intervention Assigned                                   | 7                |
| Proposed Charter Non-renewal                                    | 0                |
| Campus Closure                                                  | 0                |
| In Review                                                       | 1                |
| <b>Total</b>                                                    | <b>502</b>       |

<sup>a</sup>Texas Education Agency.

*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.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the CIP, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.

*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.

*Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised a CIP that continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.

*Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to 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/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; 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 and appropriate implementation of the program.

*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 the implementation of the monitoring system, including data reporting and accuracy of findings.

*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, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) 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.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

## **Agency Contact Persons**

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

For information on the Performance-Based Monitoring Analysis System, contact Criss Cloudt, Associate Commissioner for Assessment, Accountability, and Data Quality, (512) 463-9701; or Rachel Harrington, Performance-Based Monitoring Division, (512) 936-6426.

For information on interventions and special education accountability requirements, contact Laura Taylor, Acting Associate Commissioner for Accreditation, (512) 463-5226.

## **Other Sources of Information**

For additional information on the state accountability system, see the *2008 Accountability Manual* at [www.tea.state.tx.us/perfreport/account/2008/manual/index.html](http://www.tea.state.tx.us/perfreport/account/2008/manual/index.html).

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/index.html](http://www.tea.state.tx.us/pbm/index.html) and [www.tea.state.tx.us/pmi/index.html](http://www.tea.state.tx.us/pmi/index.html).

## Appendix 7-A

The table that begins on page 95 presents information about the 56 school districts and 276 campuses rated *Academically Unacceptable* in 2007 under either AEA or standard accountability procedures.

Of the 56 *Academically Unacceptable* districts:

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

Of the 276 *Academically Unacceptable* campuses:

- ◆ 223 received the rating because of TAKS performance only;
- ◆ 26 because of a combination of completion rate and poor performance on the TAKS;
- ◆ 17 because of a combination of dropout rate and poor performance on the TAKS;
- ◆ 4 because of a combination of poor performance on TAKS and SDAA II;
- ◆ 2 because of a combination of completion rate and poor performance on SDAA II and TAKS;
- ◆ 2 because of a combination of completion rate, dropout rate, and poor performance on TAKS; and
- ◆ 1 because of SDAA II performance only; and
- ◆ 1 because of a combination of poor performance on SDAA II and completion rate.

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007**

| District                                   | Campus | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|--------------------------------------------|--------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                            |        |                         |                            | D                             | T | C | S |
| <b>Academically Unacceptable Districts</b> |        |                         |                            |                               |   |   |   |
| Academy of Beaumont                        |        | 2                       |                            |                               | T |   |   |
| Academy of Dallas                          |        |                         |                            |                               | T |   |   |
| Alpha Charter School                       |        |                         |                            |                               | T |   |   |
| Alphonso Crutch's Life Support Center      |        | 2                       | •                          |                               | T |   |   |
| Arp ISD                                    |        |                         |                            |                               | T |   |   |
| Austin Discovery School                    |        |                         |                            |                               | T |   |   |
| Bay City ISD                               |        |                         |                            |                               | T |   |   |
| Benavides ISD                              |        |                         |                            |                               | T |   |   |
| Benji's Special Educational Academy        |        |                         |                            | D                             | T | C |   |
| Bexar County Academy                       |        | 2                       |                            |                               | T |   |   |
| Brazos School for Inquiry & Creativity     |        | 2                       |                            |                               | T |   |   |
| Burton ISD                                 |        | 3                       |                            |                               | T |   |   |
| Cedars International Academy               |        |                         |                            |                               | T |   |   |
| Clarksville ISD                            |        |                         |                            |                               | T |   |   |
| El Paso School of Excellence               |        | 2                       |                            |                               | T |   |   |
| Faith Family Academy of Oak Cliff          |        |                         |                            |                               | T |   |   |
| Fannindel ISD                              |        |                         |                            |                               | T |   |   |
| Ft Hancock ISD                             |        |                         |                            |                               | T |   | S |
| Gabriel Tafolla Charter School             |        | 3                       |                            |                               | T |   |   |
| Goodrich ISD                               |        |                         |                            |                               | T |   |   |
| Grapeland ISD                              |        | 2                       |                            |                               | T |   |   |
| Groesbeck ISD                              |        |                         |                            |                               | T |   |   |
| Hearne ISD                                 |        |                         |                            |                               | T |   |   |
| Houston Alternative Preparatory            |        |                         |                            |                               | T |   |   |

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

- |   |                                                                             |   |                                                                              |
|---|-----------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| D | Low rating because of dropout performance.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                               | Campus | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|----------------------------------------|--------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                        |        |                         |                            | D                             | T | C | S |
| Inspired Vision Academy                |        |                         |                            |                               | T |   |   |
| Jamie's House Charter School           |        |                         |                            |                               | T | C |   |
| Jean Massieu Academy                   |        | 2                       |                            |                               | T |   |   |
| Kendleton ISD                          |        | 3                       |                            |                               | T |   |   |
| La Escuela de las Americas             |        |                         |                            |                               | T |   |   |
| Luling ISD                             |        |                         |                            |                               | T |   |   |
| Marlin ISD                             |        |                         |                            |                               | T |   |   |
| McCullough Academy of Excellence       |        |                         |                            |                               | T |   |   |
| Medical Center Charter School          |        |                         |                            |                               | T |   |   |
| Metro Academy of Math and Science      |        |                         |                            |                               | T |   |   |
| Meyerpark Elementary                   |        | 2                       |                            |                               | T |   |   |
| North Houston High School for Business |        | 2                       |                            |                               | T |   |   |
| Northwest Preparatory                  |        |                         |                            |                               | T |   |   |
| Odyssey Academy Inc                    |        |                         |                            |                               | T |   |   |
| Outreach Word Academy                  |        |                         |                            |                               | T |   |   |
| Phoenix Charter School                 |        |                         |                            |                               | T |   |   |
| Quanah ISD                             |        |                         |                            |                               | T |   |   |
| Rice CISD                              |        |                         |                            |                               | T |   |   |
| Richard Milburn Academy Fort Worth     |        | 2                       |                            |                               | T |   |   |
| School of Excellence in Education      |        |                         |                            |                               | T |   |   |
| School of Liberal Arts and Science     |        |                         |                            |                               | T |   |   |
| South Plains                           |        |                         |                            |                               | T | C |   |
| Strawn ISD                             |        |                         |                            |                               | T |   |   |
| Temple Education Center                |        | 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                                  | Campus                                | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|-------------------------------------------|---------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                           |                                       |                         |                            | D                             | T | C | S |
| Texas Preparatory School                  |                                       | 2                       |                            |                               | T |   |   |
| Texas Serenity Academy                    |                                       | 2                       | •                          | D                             | T |   |   |
| Theresa B. Lee Academy                    |                                       | 2                       |                            |                               | T |   |   |
| Waco Charter School                       |                                       |                         |                            |                               | T |   |   |
| Walnut Bend ISD                           |                                       | 2                       |                            |                               | T |   |   |
| Wells ISD                                 |                                       |                         |                            |                               | T |   |   |
| West Sabine ISD                           |                                       |                         |                            |                               | T |   |   |
| Wharton ISD                               |                                       |                         |                            |                               | T |   |   |
| <b>Academically Unacceptable Campuses</b> |                                       |                         |                            |                               |   |   |   |
| Academy of Beaumont                       | Academy of Beaumont                   | 2                       |                            |                               | T |   |   |
| Academy of Dallas                         | Academy of Dallas                     |                         |                            |                               | T |   |   |
| Aldine ISD                                | Eisenhower Ninth Grade School         |                         |                            |                               | T |   |   |
|                                           | Hall Academy                          |                         | •                          |                               | T |   |   |
| Alice ISD                                 | Alice High School                     |                         |                            |                               | T | C |   |
| Alpha Charter School                      | Alpha Charter School                  |                         |                            |                               | T |   |   |
| Alphonso Crutch's Life Support Center     | Alphonso Crutch's Life Support Center | 2                       | •                          |                               | T |   |   |
| Amarillo ISD                              | Tascosa High School                   |                         |                            |                               | T | C |   |
| Atlanta ISD                               | Atlanta High School                   |                         |                            |                               | T |   |   |
| Austin ISD                                | Burnet Middle School                  |                         |                            |                               | T |   |   |
|                                           | Johnston High School                  | 4                       |                            |                               | T | C | S |
|                                           | Martin Middle School                  |                         |                            |                               | T |   |   |
|                                           | Mendez Middle School                  |                         |                            |                               | T |   |   |
|                                           | Norman Elementary                     |                         |                            |                               | T |   |   |
|                                           | Pearce Middle School                  | 3                       |                            |                               | D | T |   |
|                                           | Perez Elementary                      |                         |                            |                               |   | T |   |
| Reagan High School                        | Reagan High School                    | 2                       |                            |                               | T | C |   |
|                                           | Travis High School                    |                         |                            |                               | T |   |   |
| Austin Discovery School                   | Austin Discovery School               |                         |                            |                               | T |   |   |
| Bartlett ISD                              | Bartlett Elementary                   |                         |                            |                               | T |   |   |

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

- |   |                                                                             |   |                                                                              |
|---|-----------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| D | Low rating because of dropout performance.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                               | Campus                              | Consecutive Years AU | Alt. Ed. Accountability | Reasons for 2007 AU Rating |   |   |   |
|----------------------------------------|-------------------------------------|----------------------|-------------------------|----------------------------|---|---|---|
|                                        |                                     |                      |                         | D                          | T | C | S |
| Bay City ISD                           | Bay City Junior High                |                      |                         |                            | T |   |   |
| Beeville ISD                           | Moreno Junior High                  |                      |                         |                            | T |   |   |
| Ben Bolt-Palito Blanco ISD             | Ben Bolt-Palito Blanco High School  |                      |                         |                            | T |   |   |
| Benavides ISD                          | Benavides Secondary                 |                      |                         |                            | T |   |   |
| Benji's Special Educational Academy    | Benji's Special Educational Academy |                      |                         | D                          | T | C |   |
| Bexar County Academy                   | Bexar County Academy                | 2                    |                         |                            | T |   |   |
| Bloomington ISD                        | Bloomington Junior High             | 2                    |                         |                            | T |   |   |
| Bonham ISD                             | Evans Elementary                    |                      |                         |                            | T |   |   |
| Bovina ISD                             | Bovina Elementary                   |                      |                         |                            | T |   |   |
| Bowie ISD                              | Bowie High School                   |                      |                         |                            | T |   |   |
| Brackett ISD                           | Jones Elementary                    |                      |                         |                            | T |   |   |
| Brazos School for Inquiry & Creativity | BSIC Gano Street                    | 2                    |                         |                            | T |   |   |
|                                        | BSIC Houston Rosslyn                |                      |                         |                            | T |   |   |
| Bronte ISD                             | Juvenile Detention Center           |                      | •                       | D                          | T |   |   |
| Brooks County ISD                      | Falfurrias Junior High              |                      |                         |                            | T |   |   |
| Brownfield ISD                         | Brownfield High School              |                      |                         |                            | T |   |   |
| Bruceville-Eddy ISD                    | Bruceville-Eddy High School         |                      |                         |                            | T |   |   |
| Bryan ISD                              | Mitchell Elementary                 |                      |                         |                            | T |   |   |
| Calvert ISD                            | W. D. Spigner Elementary            |                      |                         |                            | T |   |   |
| Carrizo Springs CISD                   | Big Wells Elementary                | 2                    |                         |                            | T |   |   |
| Cedar Hill ISD                         | Ninth Grade Center                  |                      |                         |                            | T |   |   |
| Cedars International Academy           | Cedars International Academy        |                      |                         |                            | T |   |   |
| Clarksville ISD                        | Clarksville Elementary              | 2                    |                         |                            | T |   |   |
|                                        | Clarksville High School             |                      |                         |                            | T |   |   |
| Coldspring-Oakhurst CISD               | Coldspring-Oakhurst High 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**



**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                      | Campus                                  | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|-------------------------------|-----------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                               |                                         |                         |                            | D                             | T | C | S |
| Corpus Christi ISD            | Ray High School                         |                         |                            |                               | T |   | S |
| Crockett ISD                  | Crockett Intermediate                   | 3                       |                            |                               | T |   |   |
| Crosbyton CISD                | Crosbyton High School                   | 2                       |                            |                               | T |   |   |
| Culberson County-Allamore ISD | Van Horn Junior High                    |                         |                            |                               | T |   |   |
| Daingerfield-Lone Star ISD    | Daingerfield High School                |                         |                            |                               | T | C |   |
| Dallas ISD                    | A. Maceo Smith High School              |                         |                            |                               | T |   |   |
|                               | Annie Webb Blanton Elementary           |                         |                            |                               | T |   |   |
|                               | Ascher Silberstein Elementary           |                         |                            |                               | T |   |   |
|                               | Birdie Alexander Elementary             | 2                       |                            |                               | T |   |   |
|                               | Boude Storey Middle School              |                         |                            | D                             | T |   |   |
|                               | C. A. Tatum Jr. Elementary              |                         |                            |                               | T |   |   |
|                               | David W. Carter High School             |                         |                            |                               | T |   |   |
|                               | E. B. Comstock Middle School            | 3                       |                            | D                             | T |   |   |
|                               | Edward Titcher Elementary               | 2                       |                            |                               | T |   |   |
|                               | Emmett Conrad High School               |                         |                            |                               | T |   |   |
|                               | H. Grady Spruce High School             | 3                       |                            |                               | T | C |   |
|                               | Jill Stone Elementary School at Vickery |                         |                            |                               | T |   |   |
|                               | John Ireland Elementary                 |                         |                            |                               | T |   |   |
|                               | John W. Carpenter Elementary            |                         |                            |                               | T |   |   |
|                               | Justin F. Kimball High School           | 2                       |                            |                               | T |   | S |
|                               | L. G. Pinkston High School              | 2                       |                            |                               | T | C |   |
|                               | Mark Twain Elementary                   |                         |                            |                               | T |   |   |
|                               | Moises Molina High School               |                         |                            |                               | T | C |   |
|                               | Nancy Moseley Elementary                |                         |                            |                               | T |   |   |
|                               | North Dallas High School                |                         |                            |                               | T | C |   |
| Roosevelt High School         | 2                                       |                         |                            | T                             | C | S |   |
| Seagoville High School        | 2                                       |                         |                            | T                             | C |   |   |
| W. H. Adamson High School     |                                         |                         |                            | T                             |   |   |   |
| W. W. Bushman Elementary      |                                         |                         |                            | T                             |   |   |   |
| W. W. Samuel High School      | 3                                       |                         |                            | T                             | C |   |   |
| Woodrow Wilson High School    | 2                                       |                         |                            | T                             |   |   |   |
| Dallas Can Academy Charter    | Texans Can at Carrollton/Farmers Branch |                         | •                          | D                             | T |   |   |
| Dawson ISD                    | Dawson High School                      |                         |                            |                               | T |   |   |
| Del Valle ISD                 | Baty Elementary                         |                         |                            |                               | T |   |   |
| Denton ISD                    | Newton Rayzor Elementary                |                         |                            |                               | T |   |   |
| Deweyville ISD                | Deweyville High 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
- Evaluated under alternative education accountability procedures.

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                          | Campus                                  | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|-----------------------------------|-----------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                   |                                         |                         |                            | D                             | T | C | S |
| Ector County ISD                  | Bowie Junior High                       |                         |                            |                               | T | C |   |
| Edcouch-Elsa ISD                  | Santiago Garcia Elementary              |                         |                            |                               | T |   |   |
| Edgewood ISD                      | Gus Garcia Middle School                |                         |                            |                               | T |   |   |
| El Campo ISD                      | Northside Elementary                    |                         |                            |                               | T |   |   |
| El Paso ISD                       | Alta Vista Elementary                   | 3                       |                            |                               | T |   |   |
|                                   | Bassett Middle School                   |                         |                            |                               | T |   |   |
|                                   | Bliss Elementary                        |                         |                            |                               | T |   |   |
|                                   | Bowie High School                       |                         |                            |                               | T |   |   |
|                                   | Burleson Elementary                     |                         |                            |                               | T |   |   |
|                                   | Burnet Elementary                       |                         |                            |                               | T |   |   |
|                                   | Morehead Middle School                  |                         |                            |                               | T |   |   |
|                                   | Moreno Elementary                       |                         |                            |                               | T |   |   |
| El Paso School of Excellence      | El Paso School of Excellence Elementary | 2                       |                            |                               | T |   |   |
|                                   | El Paso School of Excellence Middle     |                         |                            |                               | T |   |   |
| Elgin ISD                         | Elgin Elementary                        |                         |                            |                               | T |   |   |
| Faith Family Academy of Oak Cliff | Faith Family Academy of Oak Cliff       |                         |                            |                               | T |   |   |
| Fannindel ISD                     | Fannindel Schools                       |                         |                            |                               | T |   |   |
| Fort Bend ISD                     | Hunters Glen Elementary                 |                         |                            |                               | T |   |   |
| Fort Worth ISD                    | Diamond Hill Jarvis High School         | 2                       |                            |                               | T |   |   |
|                                   | Dunbar High School                      |                         |                            |                               | T |   |   |
|                                   | Dunbar Middle School                    |                         |                            |                               | T |   |   |
|                                   | Eastern Hills High School               |                         |                            |                               | T |   | C |
|                                   | I. M. Terrell Elementary                |                         |                            |                               | T |   |   |
|                                   | Leonard Middle School                   |                         |                            |                               | T |   |   |
|                                   | Meadowbrook Middle School               |                         |                            |                               | D | T |   |
|                                   | Morningside Elementary                  |                         |                            |                               | T |   |   |
|                                   | Polytechnic High School                 |                         |                            |                               | 3 | T | C |
|                                   | South Hills High School                 |                         |                            |                               | T |   |   |
|                                   | Sunrise McMillian Elementary            |                         |                            |                               | T |   |   |
|                                   | Wedgwood Middle School                  |                         |                            |                               | D | T |   |
|                                   | Western Hills Elementary                |                         |                            |                               | T |   |   |
|                                   | Western Hills Primary                   |                         |                            |                               | T |   |   |
| Woodway Elementary                | T                                       |                         |                            |                               |   |   |   |
| Fredericksburg ISD                | Fredericksburg Middle School            |                         |                            |                               | T |   |   |
| Freer ISD                         | Freer Junior High                       |                         |                            |                               | T |   |   |

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

- |   |                                                                             |   |                                                                              |
|---|-----------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| D | Low rating because of dropout performance.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                       | Campus                                  | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|--------------------------------|-----------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                |                                         |                         |                            | D                             | T | C | S |
| Fort Hancock ISD               | Fort Hancock Middle School              | 3                       |                            |                               | T |   | S |
| Gabriel Tafolla Charter School | Gabriel Tafolla Charter School          | 3                       |                            |                               | T |   |   |
| Gilmer ISD                     | Gilmer Elementary                       |                         |                            |                               | T |   |   |
| Gladewater ISD                 | Gladewater High School                  |                         |                            |                               | T |   |   |
| Goodrich ISD                   | Goodrich Elementary                     |                         |                            |                               | T |   |   |
| Grand Prairie ISD              | Barbara Bush Elementary                 |                         |                            |                               | T |   |   |
|                                | Grand Prairie High School               | 2                       |                            |                               | T |   |   |
| Grapeland ISD                  | Grapeland Elementary                    |                         |                            |                               | T |   |   |
| Greenville ISD                 | Greenville High School                  | 3                       |                            |                               | T |   |   |
|                                | Intermediate                            |                         |                            |                               | T |   |   |
| Groesbeck ISD                  | Groesbeck High School                   |                         |                            |                               | T |   |   |
| Hardin ISD                     | Hardin High School                      |                         |                            |                               | T |   |   |
|                                | Hardin Junior High                      |                         |                            |                               | T |   |   |
| Hart ISD                       | Hart Jr.-Sr. High School                |                         |                            |                               | T |   |   |
| Hearne ISD                     | Blackshear Elementary                   | 2                       |                            |                               | T |   |   |
|                                | East Side Elementary                    | 2                       |                            |                               | T |   |   |
|                                | Hearne High School                      | 2                       |                            |                               | T |   |   |
|                                | Hearne Junior High                      | 2                       |                            |                               | T |   |   |
| Hempstead ISD                  | Hempstead High School                   |                         |                            |                               | T |   |   |
| Houston                        | Contemporary Learning Ctr Middle School |                         | •                          |                               | T |   |   |
|                                | Dogan Elementary                        |                         |                            |                               | T |   |   |
|                                | Dowling Middle School                   |                         |                            | D                             | T |   |   |
|                                | E. O. Smith Elementary                  | 2                       |                            |                               | T |   |   |
|                                | Elrod Elementary                        |                         |                            |                               | T |   |   |
|                                | Furr High School                        |                         |                            |                               | T |   |   |
|                                | Houston Night High School               |                         | •                          | D                             | T |   |   |
|                                | Las Americas                            |                         |                            |                               | T |   |   |
|                                | McNamara Elementary                     |                         |                            |                               | T |   |   |
|                                | Petersen Elementary                     | 2                       |                            |                               | T |   |   |
|                                | Pleasant Hill Academy Elementary        |                         |                            |                               | T |   |   |
|                                | Rucker Elementary                       |                         |                            |                               | T |   |   |
|                                | Ryan Middle School                      | 2                       |                            | D                             | T |   |   |
|                                | Sam Houston High School                 | 5                       |                            |                               | T |   |   |
|                                | Sharpstown High School                  |                         |                            |                               | T | C |   |

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

- |   |                                                                             |   |                                                                              |
|---|-----------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| D | Low rating because of dropout performance.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                        | Campus                           | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|---------------------------------|----------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                 |                                  |                         |                            | D                             | T | C | S |
| Houston Alternative Preparatory | Houston Alternative Preparatory  |                         |                            |                               | T |   |   |
| Hull-Daisetta ISD               | Hull-Daisetta High School        |                         |                            |                               | T |   |   |
| Humble ISD                      | Park Lakes Elementary            |                         |                            |                               | T |   |   |
|                                 | Whispering Pines Elementary      |                         |                            |                               | T |   |   |
| Hutto ISD                       | Nadine Johnson Elementary        |                         |                            |                               | T |   |   |
| Idea Academy                    | Idea Frontier College Prep       |                         |                            |                               | T |   |   |
| Inspired Vision Academy         | Inspired Vision Academy          |                         |                            |                               | T |   |   |
| Irving ISD                      | Union Bower Center for Learning  |                         | •                          | D                             | T |   |   |
| Jamie's House Charter School    | Jamie's House Charter School     |                         |                            |                               | T |   | C |
| Jarrell ISD                     | Jarrell High School              |                         |                            |                               | T |   |   |
| Jasper ISD                      | Jasper High School               |                         |                            |                               | T |   |   |
| Jean Massieu Academy            | Jean Massieu Academy             | 2                       |                            |                               | T |   |   |
| Kendleton ISD                   | Powell Point Elementary          | 3                       |                            |                               | T |   |   |
| Klein ISD                       | Klein Intermediate               |                         |                            |                               | T |   |   |
| La Escuela de las Americas      | Escuela De Las Americas          |                         |                            |                               | T |   |   |
| La Marque ISD                   | Inter City Elementary            | 2                       |                            |                               | T |   |   |
| La Pryor ISD                    | La Pryor High School             |                         |                            |                               | T |   |   |
| La Villa ISD                    | Jose Bernabe Munoz Elementary    |                         |                            |                               | T |   |   |
| Lancaster ISD                   | Lancaster High School            |                         |                            |                               | T |   | C |
|                                 | Rolling Hills Elementary         | 2                       |                            |                               | T |   |   |
| Laredo ISD                      | Bruni Elementary                 |                         |                            |                               | T |   |   |
|                                 | Dovalina Elementary              |                         |                            |                               | T |   |   |
|                                 | Dr. Leo Cigarroa High School     |                         |                            |                               | T |   |   |
|                                 | Farias Elementary                |                         |                            |                               | T |   |   |
|                                 | J. Kawas Elementary              |                         |                            |                               | T |   |   |
|                                 | Leyendecker Elementary           |                         |                            |                               | T |   |   |
|                                 | Ligarde Elementary               |                         |                            |                               | T |   |   |
|                                 | Nixon High School                |                         |                            |                               | T |   |   |
|                                 | T. Sanchez / H. Ochoa Elementary |                         |                            |                               | T |   |   |

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

- |   |                                                                             |   |                                                                              |
|---|-----------------------------------------------------------------------------|---|------------------------------------------------------------------------------|
| D | Low rating because of dropout performance.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

| Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued) |                                          |                         |                            |                               |   |   |   |  |
|----------------------------------------------------------------------------------------------|------------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|--|
| District                                                                                     | Campus                                   | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |  |
|                                                                                              |                                          |                         |                            | D                             | T | C | S |  |
| Leggett ISD                                                                                  | Leggett Elementary                       |                         |                            |                               | T |   |   |  |
| Lexington ISD                                                                                | Lexington High School                    |                         |                            |                               | T |   |   |  |
| Livingston ISD                                                                               | Livingston High School                   |                         |                            |                               | T |   |   |  |
| Longview ISD                                                                                 | Pinewood Park Int'l Educ. Magnet School  |                         |                            |                               | T |   |   |  |
| Louise ISD                                                                                   | Louise High School                       |                         |                            |                               | T |   |   |  |
| Lubbock ISD                                                                                  | Atkins Middle School                     |                         |                            |                               | T |   |   |  |
|                                                                                              | Dupre Elementary                         |                         |                            |                               | T |   |   |  |
|                                                                                              | Jackson Elementary                       |                         |                            |                               | T |   |   |  |
| Luling ISD                                                                                   | Luling Junior High                       |                         |                            |                               | T |   |   |  |
| Manor ISD                                                                                    | Decker Elementary School                 | 2                       |                            |                               | T |   |   |  |
| Marlin ISD                                                                                   | Fec The Learning Center                  |                         |                            |                               | T |   |   |  |
|                                                                                              | Marlin Elementary                        |                         |                            |                               | T |   |   |  |
|                                                                                              | Marlin High School                       |                         |                            |                               | T |   |   |  |
|                                                                                              | Marlin Middle School                     |                         |                            |                               | T |   |   |  |
| Mathis ISD                                                                                   | Mathis High School                       | 2                       |                            |                               | T |   |   |  |
| McCullough Academy of Excellence                                                             | McCullough Academy of Excellence         |                         |                            |                               | T |   |   |  |
| Medical Center Charter School                                                                | Medical Center Charter School, Southwest |                         |                            |                               | T |   |   |  |
| Mesquite ISD                                                                                 | Florence Elementary                      |                         |                            |                               | T |   |   |  |
| Metro Academy of Math and Science                                                            | Metro Academy of Math And Science        |                         |                            |                               | T |   |   |  |
| Meyerpark Elementary                                                                         | Meyerpark Elementary                     | 2                       |                            |                               | T |   |   |  |
| Midland ISD                                                                                  | Parker Elementary                        |                         |                            |                               | T |   |   |  |
|                                                                                              | San Jacinto Junior High                  |                         |                            |                               | T |   |   |  |
| Navasota ISD                                                                                 | Navasota High School                     |                         |                            |                               | T |   |   |  |
|                                                                                              | Navasota Intermediate                    |                         |                            |                               | T |   |   |  |
| North East ISD                                                                               | West Avenue Elementary                   |                         |                            |                               | T |   |   |  |
| North Forest ISD                                                                             | Elmore Middle School                     | 2                       |                            |                               | D | T |   |  |
|                                                                                              | Forest Brook High School                 | 2                       |                            |                               |   | T |   |  |
|                                                                                              | Hilliard 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
- Evaluated under alternative education accountability procedures.

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                               | Campus                                 | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|----------------------------------------|----------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                        |                                        |                         |                            | D                             | T | C | S |
|                                        | Oak Village Middle School              | 4                       |                            | D                             | T | C |   |
|                                        | Smiley High School                     | 2                       |                            |                               | T | C |   |
| North Houston High School for Business | North Houston High School for Business | 2                       |                            |                               | T |   |   |
| North Zulch ISD                        | North Zulch Elementary                 |                         |                            |                               | T |   |   |
| Northwest Preparatory                  | Northwest Preparatory                  |                         |                            |                               | T |   |   |
| Oakwood ISD                            | Oakwood Elementary                     |                         |                            |                               | T |   |   |
| Odyssey Academy Inc.                   | Odyssey Academy Inc.                   |                         |                            |                               | T |   |   |
| One Stop Multiservice Charter School   | One Stop Multiservice Charter School   |                         |                            |                               | T |   |   |
| Outreach Word Academy                  | Outreach Word Academy                  |                         |                            |                               | T |   |   |
| Palestine ISD                          | Palestine High School                  |                         |                            |                               | T | C |   |
| Pasadena ISD                           | Pasadena High School                   | 2                       |                            |                               | T |   |   |
| Paso Del Norte                         | Paso Del Norte Academy                 | 2                       |                            |                               | T | C |   |
| Perryton ISD                           | Edwin F. Williams Intermediate School  |                         |                            |                               | T |   |   |
| Pflugerville ISD                       | River Oaks Elementary                  |                         |                            |                               | T |   |   |
| Phoenix Charter School                 | The Phoenix Charter School             |                         |                            |                               | T |   |   |
| Port Arthur ISD                        | Edison Middle School                   |                         |                            |                               | T |   |   |
|                                        | Memorial 7th 8th 9th Grade Center      |                         |                            |                               | T | C |   |
|                                        | Washington Elementary                  |                         |                            |                               | T |   |   |
| Positive Solutions Charter School      | Bryan Texas Campus                     |                         | •                          |                               | T | C |   |
| Premont ISD                            | Premont High School                    |                         |                            |                               |   | C | S |
| Presidio ISD                           | Presidio Elementary                    |                         |                            |                               | T |   |   |
| Progreso ISD                           | Progreso High School                   |                         |                            |                               | T | C |   |
| Ralls ISD                              | Ralls Elementary                       |                         |                            |                               | T |   |   |
| Raymondville ISD                       | Myra Green Middle School               |                         |                            |                               | T |   | S |
| Rice CISD                              | Eagle Lake Junior High                 | 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                           | Campus                             | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|------------------------------------|------------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                                    |                                    |                         |                            | D                             | T | C | S |
| Richard Milburn Academy Fort Worth | Richard Milburn Academy Fort Worth | 2                       |                            |                               | T |   |   |
| Robstown ISD                       | Seale Junior High                  |                         |                            | D                             | T |   |   |
| San Antonio ISD                    | Carvajal Elementary                |                         |                            |                               | T |   |   |
|                                    | Fox Technical High School          |                         |                            |                               | T | C |   |
|                                    | Wheatley Middle School             |                         |                            |                               | T |   |   |
| San Felipe-Del Rio ISD             | Buena Vista Elementary             |                         |                            |                               | T |   |   |
| Santa Rosa ISD                     | Santa Rosa High School             |                         |                            |                               | T |   |   |
| School of Excellence in Education  | Rick Hawkins High School           |                         |                            |                               | T |   |   |
| School of Liberal Arts and Science | School of Liberal Arts and Science |                         |                            |                               | T |   |   |
| Seagraves ISD                      | Seagraves Junior High              |                         |                            |                               | T |   |   |
| Shepherd ISD                       | Shepherd Intermediate              |                         |                            |                               | T |   |   |
|                                    | Shepherd Primary                   |                         |                            |                               | T |   |   |
| Silsbee ISD                        | Silsbee High School                |                         |                            |                               | T |   |   |
| Somerset ISD                       | Somerset High School               |                         |                            |                               |   |   | S |
| Somerville ISD                     | Somerville High School             | 2                       |                            |                               | T |   |   |
| South Plains                       | South Plains Academy               |                         |                            |                               | T | C |   |
| South San Antonio ISD              | Abraham Kazen Middle School        |                         |                            |                               |   | T |   |
|                                    | Dwight Middle School               |                         |                            | D                             | T |   |   |
|                                    | South San Antonio High School West |                         |                            |                               | T |   |   |
| Spring Branch ISD                  | Sherwood Elementary                |                         |                            |                               | T |   |   |
| Strawn ISD                         | Strawn School                      |                         |                            |                               | T |   |   |
| Taft ISD                           | Taft High School                   |                         |                            |                               | T |   |   |
| Technology Education Charter H. S. | Technology Education Charter H. S. |                         |                            |                               | T | C |   |
| Temple ISD                         | Meridith-Dunbar Elementary         |                         |                            |                               | T |   |   |
| Temple Education Center            | Temple Education Center            | 2                       |                            |                               | T |   |   |
| Tenaha ISD                         | Tenaha High 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
- Evaluated under alternative education accountability procedures.

**continues**

**Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2007 (continued)**

| District                 | Campus                         | Consecutive<br>Years AU | Alt. Ed.<br>Accountability | Reasons for<br>2007 AU Rating |   |   |   |
|--------------------------|--------------------------------|-------------------------|----------------------------|-------------------------------|---|---|---|
|                          |                                |                         |                            | D                             | T | C | S |
| Texas Preparatory School | Texas Preparatory School       | 2                       |                            |                               | T |   |   |
| Texas Serenity Academy   | Texas Serenity Academy         |                         | •                          | D                             | T |   |   |
| Theresa B. Lee Academy   | Theresa B. Lee Academy         | 2                       |                            |                               | T |   |   |
| Trinity ISD              | Lansberry Elementary           | 2                       |                            |                               | T |   |   |
| Waco ISD                 | Brook Avenue Elementary School |                         |                            |                               | T |   |   |
|                          | Doris Miller Elementary        |                         |                            |                               | T |   |   |
|                          | G. L. Wiley Middle School      | 4                       |                            | D                             | T |   |   |
| Waco Charter School      | Waco Charter School            |                         |                            |                               | T |   |   |
| Waelder ISD              | Waelder Elementary             |                         |                            |                               | T |   |   |
| Walnut Bend ISD          | Walnut Bend Elementary         | 2                       |                            |                               | T |   |   |
| Wells ISD                | Wells Elementary               |                         |                            |                               | T |   |   |
| West Orange-Cove CISD    | West Orange Stark High School  |                         |                            |                               | T |   | C |
| West Oso ISD             | West Oso Junior High School    |                         |                            |                               | T |   |   |
| Wharton ISD              | C. W. Dawson Elementary        |                         |                            |                               | T |   |   |
| Willis ISD               | Lynn Lucas Middle School       |                         |                            | D                             | T |   |   |
|                          | Willis High School             |                         |                            |                               | T |   |   |
| Winona ISD               | Winona Middle School           |                         |                            |                               | T |   |   |
| Zoe Learning Academy     | 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.                                  | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance.                           |
| • | Evaluated under alternative education accountability procedures.            |   |                                                                              |



**Appendix 7-B. Monitors, Conservators, and Other Interventions,  
September 1, 2007, Through August 31, 2008**

| Region | District/Charter School                           | Change From                                                                    | Change To                                                                                                          | Date of Change      |
|--------|---------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------|
| 10     | A+ Academy Charter                                | Academically Acceptable/Finance/<br>Conservator                                | Academically Acceptable/Finance/<br>Conservator                                                                    | 4/05/07             |
| 05     | Academy of Beaumont Charter                       | Academically Unacceptable                                                      | Academically Unacceptable/TAKS/<br>Monitor                                                                         | 10/31/07            |
| 04     | Alphonso Crutch's Life Support<br>Charter         | AEA <sup>a</sup> Academically Unacceptable                                     | AEA Academically Unacceptable/<br>TAKS/Monitor                                                                     | 4/01/08             |
| 13     | Austin Independent School District<br>Johnston HS | Academically Unacceptable                                                      | Academically Unacceptable/<br>Management Team                                                                      | 11/13/07            |
| 04     | Benji's Special Education Academy<br>Charter      | Academically Unacceptable                                                      | AEA Academically Acceptable/<br>Noncompliance Special Education<br>Requirements/Conservator                        | 12/13/07            |
| 20     | Bexar County Academy Charter                      | Academically Unacceptable                                                      | Academically Unacceptable/TAKS/<br>Monitor                                                                         | 10/31/07            |
| 06     | Brazos School for Inquiry & Creativity<br>Charter | Academically Unacceptable/Finance/<br>Monitor<br>Academically Unacceptable     | Academically Unacceptable/Finance/<br>Monitor<br>Academically Unacceptable/TAKS/<br>Monitor                        | 6/20/07<br>10/31/07 |
| 06     | Burton ISD                                        | Academically Unacceptable/Monitor                                              | Academically Unacceptable/Monitor                                                                                  | 1/03/07             |
| 10     | Dallas ISD<br>W.W. Samuell HS<br>Grady Spruce HS  | Academically Acceptable                                                        | Academically Unacceptable/TAKS/<br>Monitor                                                                         | 7/31/08             |
| 19     | El Paso School of Excellence Charter              | Academically Unacceptable/Finance/<br>Conservator<br>Academically Unacceptable | Academically Unacceptable/Finance/<br>Conservator<br>Academically Unacceptable/TAKS/<br>Conservator                | 7/29/05<br>11/13/07 |
| 20     | Gabriel Tafolla Charter                           | Academically Unacceptable/TAKS/<br>Monitor                                     | Academically Unacceptable/TAKS/<br>Monitor                                                                         | 8/13/07             |
| 20     | George I Sanchez Charter<br>(San Antonio)         | Academically Acceptable                                                        | Academically Acceptable/<br>Noncompliance Special Education<br>RF <sup>b</sup> Monitoring Requirements/<br>Monitor | 4/18/08             |
| 04     | Gulf Shores Academy Charter                       | Not Rated/Student Attendance/<br>Finance/Conservator                           | Not Rated/Student Attendance/<br>Finance/Conservator                                                               | 9/30/05             |
| 04     | Houston ISD<br>Sam Houston HS                     | Academically Acceptable                                                        | Academically Unacceptable/<br>Management Team                                                                      | 8/14/08             |
| 10     | Inspired Vision Academy Charter                   | Academically Acceptable/Finance/<br>Conservator                                | Academically Acceptable/Finance/<br>Conservator                                                                    | 4/05/07             |

<sup>a</sup>Alternative education accountability. <sup>b</sup>Residential facility. <sup>c</sup>Financial Integrity Rating System of Texas.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,  
September 1, 2007, Through August 31, 2008 (continued)**

| <b>Region</b> | <b>District/Charter School</b>              | <b>Change From</b>                                                       | <b>Change To</b>                                                                                                                                    | <b>Date of Change</b> |
|---------------|---------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| 12            | Itasca ISD                                  | Recognized                                                               | Exemplary/Noncompliance Special Programs; Data Reporting; Oversight of Finance-Assessment; Noncompliance Special Education Requirements/Conservator | 4/11/08               |
| 10            | Jean Massieu Academy Charter                | Academically Unacceptable                                                | Academically Unacceptable/TAKS/Monitor<br>Academically Unacceptable/TAKS/Special Education/Conservator                                              | 10/30/07<br>5/22/08   |
| 04            | Jesse Jackson Academy Charter               | AEA <sup>a</sup> Academically Acceptable/TAKS/Monitor                    | AEA Academically Acceptable/TAKS/Monitor                                                                                                            | 1/12/07               |
| 04            | Kendleton ISD                               | Academically Unacceptable/TAKS/Monitor                                   | Academically Unacceptable/TAKS/Monitor                                                                                                              | 1/03/07               |
| 10            | Lancaster ISD                               | Academically Acceptable                                                  | Academically Acceptable/Finance/Conservator                                                                                                         | 6/30/08               |
| 04            | North Forest ISD                            | Academically Acceptable/Finance/Conservator<br>Academically Unacceptable | Academically Acceptable/Finance/Conservator<br>Multiple years Academically Unacceptable/TAKS/Special Education/Conservator                          | 3/11/07<br>10/31/07   |
| 04            | North Houston High School for Business      | AEA Academically Acceptable                                              | AEA Academically Acceptable/TAKS/Monitor                                                                                                            | 10/31/07              |
| 04            | Northwest Preparatory Charter               | Academically Unacceptable                                                | Academically Unacceptable/Negative Asset Balance/Monitor                                                                                            | 3/07/08               |
| 15            | Panther Creek CISD                          | Academically Acceptable                                                  | Recognized/Substandard School FIRST <sup>c</sup> Ratings/Monitor                                                                                    | 2/27/08               |
| 11            | Richard Milburn Academy Charter (Ft. Worth) | AEA Academically Acceptable                                              | AEA Academically Acceptable/TAKS/Monitor                                                                                                            | 10/31/07              |
| 20            | San Antonio Preparatory Academy Charter     | Academically Acceptable                                                  | Academically Acceptable/TAKS/Monitor                                                                                                                | 8/01/08               |
| 12            | Temple ISD                                  | Academically Acceptable                                                  | Academically Acceptable/Noncompliance Special Education Requirements/Monitor                                                                        | 10/26/07              |
| 12            | Temple Education Center                     | AEA Academically Acceptable                                              | AEA Academically Acceptable/TAKS/Monitor                                                                                                            | 10/31/07              |
| 04            | Texas Serenity Academy Charter              | Academically Unacceptable                                                | Academically Unacceptable/TAKS/Monitor                                                                                                              | 10/31/07              |
| 11            | Theresa B. Lee Academy Charter              | Academically Unacceptable                                                | AEA Academically Acceptable/TAKS/TAKS Test Irregularities/Conservator                                                                               | 9/10/07               |

<sup>a</sup>Alternative education accountability. <sup>b</sup>Residential facility. <sup>c</sup>Financial Integrity Rating System of Texas.

**Appendix 7-C. Districts With Lowered Accreditation Status, 2007-08**

| <b>District</b>       | <b>Status</b>        | <b>Reason for Lowered Status</b>                                              |
|-----------------------|----------------------|-------------------------------------------------------------------------------|
| Itasca ISD            | Accredited-Probation | Investigation Results [19 TAC <sup>a</sup> §97.1055(c)(2)]                    |
| North Forest ISD      | Accredited-Probation | Investigation Results [19 TAC §97.1055(c)(2)]                                 |
| Marathon ISD          | Accredited-Warned    | 2006 FIRST <sup>b</sup> Rating, 2007 FIRST Rating, 2006 Accountability Rating |
| Panther Creek CISD    | Accredited-Warned    | 2006 FIRST Rating, 2007 FIRST Rating                                          |
| Walnut Bend ISD       | Accredited-Warned    | 2006 Accountability Rating, 2007 Accountability Rating                        |
| Kendleton ISD         | Accredited-Warned    | 2006 Accountability Rating, 2007 Accountability Rating                        |
| Navarro ISD           | Accredited-Warned    | 2006 FIRST Rating, 2007 FIRST Rating                                          |
| Bynum ISD             | Accredited-Warned    | 2006 FIRST Rating, 2007 FIRST Rating                                          |
| Tolar ISD             | Accredited-Warned    | 2006 FIRST Rating, 2007 FIRST Rating                                          |
| Grapeland ISD         | Accredited-Warned    | 2006 Accountability Rating, 2007 Accountability Rating                        |
| West Orange-Cove CISD | Accredited-Warned    | 2006 FIRST Rating, 2007 FIRST Rating                                          |
| Terrell County ISD    | Accredited-Warned    | 2006 FIRST Rating, 2007 FIRST Rating                                          |
| Burton ISD            | Accredited-Warned    | 2006 Accountability Rating, 2007 Accountability Rating                        |

<sup>a</sup>Texas Administrative Code. <sup>b</sup>Financial Integrity Rating System of Texas.

**Appendix 7-D. Special Education Monitoring Status,  
Districts in Stage 1A Intervention, 2007-08**

| <b>District</b>                      | <b>Status</b>                                                | <b>District</b>                        | <b>Status</b>                                                 |
|--------------------------------------|--------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------|
| Abbott ISD                           | Local Interventions Implemented                              | Clarksville ISD                        | Local Interventions Implemented                               |
| Abilene ISD                          | Complete: Routine Follow-up                                  | Cleveland ISD                          | Local Interventions Implemented                               |
| Academy of Accelerated Learning Inc. | Local Interventions Implemented                              | College Station ISD                    | Local Interventions Implemented                               |
| Alamo Heights ISD                    | Local Interventions Implemented                              | Colorado ISD                           | Completed: Routine Follow-up                                  |
| Aldine ISD                           | Completed: Routine Follow-up                                 | Comanche ISD                           | Local Interventions Implemented                               |
| Alief ISD                            | Local Interventions Implemented                              | Coolidge ISD                           | Local Interventions Implemented                               |
| Alto ISD                             | Local Interventions Implemented                              | Cotton Center ISD                      | Local Interventions Implemented                               |
| American Youthworks Charter School   | Local Interventions Implemented                              | Cotulla ISD                            | Local Interventions Implemented                               |
| Andrews ISD                          | Completed: Routine Follow-up                                 | Cranfills Gap ISD                      | Local Interventions Implemented                               |
| Apple Springs ISD                    | Local Interventions Implemented                              | Crowell ISD                            | Local Interventions Implemented                               |
| Aransas County ISD                   | Local Interventions Implemented                              | Cuero ISD                              | Local Interventions Implemented                               |
| Argyle ISD                           | Local Interventions Implemented                              | Cumberland Academy                     | Local Interventions Implemented                               |
| Athens ISD                           | Local Interventions Implemented                              | Cumby ISD                              | Local Interventions Implemented                               |
| Atlanta ISD                          | Year After TEA <sup>a</sup> On-Site: Noncompliance Follow-up | Daingerfield-Lone Star ISD             | Local Interventions Implemented                               |
| Austwell-Tivoli ISD                  | Local Interventions Implemented                              | Dallas Community Charter School        | Local Interventions Implemented                               |
| Axtell ISD                           | Completed: Routine Follow-up                                 | DeLeon ISD                             | Local Interventions Implemented                               |
| Bangs ISD                            | Local Interventions Implemented                              | Decatur ISD                            | Local Interventions Implemented                               |
| Beckville ISD                        | Local Interventions Implemented                              | DeKalb ISD                             | Local Interventions Implemented                               |
| Bells ISD                            | Local Interventions Implemented                              | Del Valle ISD                          | Local Interventions Implemented                               |
| Bexar County Academy                 | Local Interventions Implemented                              | Denison ISD                            | Local Interventions Implemented                               |
| Big Sandy ISD (ESC <sup>b</sup> 6)   | Local Interventions Implemented                              | Denver City ISD                        | Local Interventions Implemented                               |
| Big Spring ISD (ESC 18)              | Local Interventions Implemented                              | Deweyville ISD                         | Local Interventions Implemented                               |
| Big Springs Charter School           | Local Interventions Implemented                              | Diboll ISD                             | Local Interventions Implemented                               |
| Blanket ISD                          | Local Interventions Implemented                              | Dr. M.L. Garza-Gonzalez Charter School | Local Interventions Implemented                               |
| Blue Ridge ISD                       | Local Interventions Implemented                              | Duncanville ISD                        | Local Interventions Implemented                               |
| Boerne ISD                           | Local Interventions Implemented                              | Eagle Pass ISD                         | Local Interventions Implemented                               |
| Boles ISD                            | Local Interventions Implemented                              | East Bernard ISD                       | Local Interventions Implemented                               |
| Borger ISD                           | Local Interventions Implemented                              | East Texas Charter Schools             | Completed: Routine Follow-up                                  |
| Bowie ISD                            | Local Interventions Implemented                              | Ector County ISD                       | Local Interventions Implemented                               |
| Boys Ranch ISD                       | Local Interventions Implemented                              | Ector ISD                              | Local Interventions Implemented                               |
| Brackett ISD                         | Local Interventions Implemented                              | Eden Cisd                              | Local Interventions Implemented                               |
| Brazos River Charter School          | Local Interventions Implemented                              | Edinburg Cisd                          | Local Interventions Implemented                               |
| Brenham ISD                          | Local Interventions Implemented                              | Edna ISD                               | Completed: Routine Follow-up                                  |
| Bridge City ISD                      | Local Interventions Implemented                              | Education Center                       | Local Interventions Implemented                               |
| Bridgeport ISD                       | Local Interventions Implemented                              | Ehrhart School                         | Local Interventions Implemented                               |
| Brownfield ISD                       | Local Interventions Implemented                              | Elgin ISD                              | Completed: Routine Follow-up                                  |
| Brownsville ISD                      | Local Interventions Implemented                              | Era ISD                                | Local Interventions Implemented                               |
| Bullard ISD                          | Local Interventions Implemented                              | Eustace ISD                            | Local Interventions Implemented                               |
| Burton ISD                           | Local Interventions Implemented                              | Evolution Academy Charter School       | Local Interventions Implemented                               |
| Calvert ISD                          | Local Interventions Implemented                              | Fannindel ISD                          | TEA On-Site Action Completed: Oversight/Sanction/Intervention |
| Canutillo ISD                        | Completed: Routine Follow-up                                 | Flatonia ISD                           | Year After TEA On-Site Action: Noncompliance Follow-up        |
| Carthage ISD                         | Local Interventions Implemented                              | Floresville ISD                        | Local Interventions Implemented                               |
| Castleberry ISD                      | Local Interventions Implemented                              | Floydada ISD                           | Local Interventions Implemented                               |
| Cayuga ISD                           | Local Interventions Implemented                              | Forestburg ISD                         | Local Interventions Implemented                               |
| Central Heights ISD                  | Completed: Routine Follow-up                                 | Forsan ISD                             | Local Interventions Implemented                               |
| Central ISD                          | Local Interventions Implemented                              | Fort Worth Academy of Fine Arts        | Local Interventions Implemented                               |
| Channelview ISD                      | Local Interventions Implemented                              | Franklin ISD                           | Local Interventions Implemented                               |
| Cherokee ISD                         | Local Interventions Implemented                              | Fredericksburg ISD                     | Completed: Routine Follow-up                                  |
| Children First Academy of Houston    | Local Interventions Implemented                              | Fruit of Excellence                    | Local Interventions Implemented                               |
| China Spring ISD                     | Local Interventions Implemented                              |                                        |                                                               |
| Chireno ISD                          | Local Interventions Implemented                              |                                        |                                                               |

<sup>a</sup>Texas Education Agency. <sup>b</sup>Education service center.

continues

**Appendix 7-D. Special Education Monitoring Status,  
Districts in Stage 1A Intervention, 2007-08 (continued)**

| <b>District</b>                         | <b>Status</b>                                                              | <b>District</b>                      | <b>Status</b>                                    |
|-----------------------------------------|----------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------|
| Ft. Davis ISD                           | Local Interventions Implemented                                            | Kipp Austin college Prep School Inc. | Local Interventions Implemented                  |
| Galveston ISD                           | TEA <sup>a</sup> On-Site Action Completed: Oversight/Sanction/Intervention | Klondike ISD                         | Local Interventions Implemented                  |
| Garrison ISD                            | Local Interventions Implemented                                            | Knippa ISD                           | Completed: Routine Follow-up                     |
| Gary ISD                                | Local Interventions Implemented                                            | La Feria ISD                         | Local Interventions Implemented                  |
| Gatesville ISD                          | Local Interventions Implemented                                            | Laredo ISD                           | Oversight/Sanction/Intervention                  |
| Gause ISD                               | Local Interventions Implemented                                            | Lasara ISD                           | Local Interventions Implemented                  |
| George West ISD                         | Local Interventions Implemented                                            | Leveretts Chapel ISD                 | Local Interventions Implemented                  |
| Gilmer ISD                              | Local Interventions Implemented                                            | Lockney ISD                          | Local Interventions Implemented                  |
| Girls & Boys Prep Academy               | Local Interventions Implemented                                            | Lometa ISD                           | Year After TEA On-Site Action: Routine Follow-up |
| Glasscock County ISD                    | Local Interventions Implemented                                            | London ISD                           | Completed: Routine Follow-up                     |
| Goldburg ISD                            | Completed: Routine Follow-up                                               | Lorena ISD                           | Local Interventions Implemented                  |
| Goldthwaite ISD                         | Local Interventions Implemented                                            | Louise ISD                           | Local Interventions Implemented                  |
| Goliad ISD                              | Local Interventions Implemented                                            | Lovejoy ISD                          | Local Interventions Implemented                  |
| Gonzales ISD                            | Completed: Routine Follow-up                                               | Lovelady ISD                         | Local Interventions Implemented                  |
| Goose Creek ISD                         | Local Interventions Implemented                                            | Lubbock-Cooper ISD                   | Local Interventions Implemented                  |
| Grady ISD                               | Completed: Routine Follow-up                                               | Lueders-Avoca ISD                    | Local Interventions Implemented                  |
| Grape Creek ISD                         | Local Interventions Implemented                                            | Lytle ISD                            | Local Interventions Implemented                  |
| Groesbeck ISD                           | Local Interventions Implemented                                            | Mabank ISD                           | Local Interventions Implemented                  |
| Hale Center ISD                         | Local Interventions Implemented                                            | Madisonville CISD                    | Local Interventions Implemented                  |
| Hallettsville ISD                       | Local Interventions Implemented                                            | Malta ISD                            | Local Interventions Implemented                  |
| Hardin-Jefferson ISD                    | Completed: Routine Follow-up                                               | Marfa ISD                            | Local Interventions Implemented                  |
| Harlingen CISD                          | Completed: Routine Follow-up                                               | Marshall ISD                         | Local Interventions Implemented                  |
| Haskell CISD                            | Local Interventions Implemented                                            | Maypearl ISD                         | Local Interventions Implemented                  |
| Hidalgo ISD                             | Local Interventions Implemented                                            | McAllen ISD                          | Local Interventions Implemented                  |
| High Island ISD                         | Local Interventions Implemented                                            | McCamey ISD                          | Local Interventions Implemented                  |
| Highland ISD                            | Local Interventions Implemented                                            | McLeod ISD                           | Local Interventions Implemented                  |
| Hillsboro ISD                           | Local Interventions Implemented                                            | Medina ISD                           | Local Interventions Implemented                  |
| Hitchcock ISD                           | Local Interventions Implemented                                            | Memphis ISD                          | Local Interventions Implemented                  |
| Holliday ISD                            | Local Interventions Implemented                                            | Meridian ISD                         | Local Interventions Implemented                  |
| Honey Grove ISD                         | Local Interventions Implemented                                            | Mexia ISD                            | Local Interventions Implemented                  |
| Honors Academy                          | Local Interventions Implemented                                            | Midland ISD                          | Local Interventions Implemented                  |
| Hooks ISD                               | Local Interventions Implemented                                            | Midway ISD                           | Local Interventions Implemented                  |
| Houston Alternative Preparatory Charter | Local Interventions Implemented                                            | Milano ISD                           | Local Interventions Implemented                  |
| Hull-Daisetta ISD                       | Local Interventions Implemented                                            | Mildred ISD                          | Local Interventions Implemented                  |
| Huntsville ISD                          | Completed: Routine Follow-up                                               | Miles ISD                            | Local Interventions Implemented                  |
| Idalou ISD                              | Local Interventions Implemented                                            | Milford ISD                          | Local Interventions Implemented                  |
| Iola ISD                                | Local Interventions Implemented                                            | Mission CISD                         | Local Interventions Implemented                  |
| Italy ISD                               | Year After TEA On-Site Action: Routine Follow-up                           | Monahans-Wickett-Pyote ISD           | Local Interventions Implemented                  |
| Jacksonville ISD                        | Completed: Routine Follow-up                                               | Monte Alto ISD                       | Local Interventions Implemented                  |
| Jarrell ISD                             | Local Interventions Implemented                                            | Moran ISD                            | Local Interventions Implemented                  |
| Jayton-Girard ISD                       | Local Interventions Implemented                                            | Morgan ISD                           | Local Interventions Implemented                  |
| Jefferson ISD                           | TEA On-Site Action Completed: Oversight/Sanction/Intervention              | Morton ISD                           | Local Interventions Implemented                  |
| Jim Ned CISD                            | Local Interventions Implemented                                            | Muenster ISD                         | Local Interventions Implemented                  |
| Joshua ISD                              | Local Interventions Implemented                                            | Mullin ISD                           | Local Interventions Implemented                  |
| Kemp ISD                                | Local Interventions Implemented                                            | Murchison ISD                        | Local Interventions Implemented                  |
| Kendleton ISD                           | Local Interventions Implemented                                            | Nacogdoches ISD                      | Local Interventions Implemented                  |
| Kennard ISD                             | Local Interventions Implemented                                            | Navasota ISD                         | Completed: Routine Follow-up                     |
| Kermit ISD                              | Local Interventions Implemented                                            | Nederland ISD                        | Local Interventions Implemented                  |
| Kingsville ISD                          | TEA On-Site Action Completed: Routine Follow-up                            | New Caney ISD                        | Completed: Routine Follow-up                     |
|                                         |                                                                            | New Deal ISD                         | Completed: Routine Follow-up                     |
|                                         |                                                                            | New Home ISD                         | Local Interventions Implemented                  |

<sup>a</sup>Texas Education Agency. <sup>b</sup>Education service center.

**continues**

**Appendix 7-D. Special Education Monitoring Status,  
Districts in Stage 1A Intervention, 2007-08 (continued)**

| <b>District</b>                                          | <b>Status</b>                                                 | <b>District</b>                | <b>Status</b>                                                 |
|----------------------------------------------------------|---------------------------------------------------------------|--------------------------------|---------------------------------------------------------------|
| New Waverly ISD                                          | Local Interventions Implemented                               | Ripley House Charter School    | Local Interventions Implemented                               |
| Newcastle ISD                                            | Local Interventions Implemented                               | River Road ISD                 | Local Interventions Implemented                               |
| North Lamar ISD                                          | Local Interventions Implemented                               | Riviera ISD                    | Local Interventions Implemented                               |
| Nova Charter School (Southeast)                          | Local Interventions Implemented                               | Rockdale ISD                   | Local Interventions Implemented                               |
| Novice ISD                                               | Completed: Routine Follow-up                                  | Roscoe ISD                     | Local Interventions Implemented                               |
| Nueces Canyon CISD                                       | Local Interventions Implemented                               | Rotan ISD                      | Completed: Routine Follow-up                                  |
| Nursery ISD                                              | Local Interventions Implemented                               | Royce City ISD                 | Local Interventions Implemented                               |
| O'Donnell ISD                                            | Local Interventions Implemented                               | San Antonio Technology Academy | Local Interventions Implemented                               |
| Oglesby ISD                                              | Local Interventions Implemented                               | San Augustine ISD              | Local Interventions Implemented                               |
| Onalaska ISD                                             | Local Interventions Implemented                               | San Diego ISD                  | Local Interventions Implemented                               |
| Orangefield ISD                                          | Local Interventions Implemented                               | San Marcos CISD                | Local Interventions Implemented                               |
| Ore City ISD                                             | Local Interventions Implemented                               | San Perlita ISD                | Local Interventions Implemented                               |
| Overton ISD                                              | Local Interventions Implemented                               | Sands CISD                     | Year After TEA <sup>a</sup> On-Site Action: Routine Follow-up |
| Paint Creek ISD                                          | Local Interventions Implemented                               | Santa Maria ISD                | Local Interventions Implemented                               |
| Palmer ISD                                               | Local Interventions Implemented                               | Savoy ISD                      | Local Interventions Implemented                               |
| Pegasus School of Liberal Arts and Sciences              | Local Interventions Implemented                               | Seminole ISD                   | Local Interventions Implemented                               |
| Petersburg ISD                                           | Local Interventions Implemented                               | Shallowater ISD                | Local Interventions Implemented                               |
| Pettus ISD                                               | Local Interventions Implemented                               | Sharyland ISD                  | Local Interventions Implemented                               |
| Pewitt CISD                                              | Local Interventions Implemented                               | Silsbee ISD                    | On-Site Intervention Assigned                                 |
| Pharr-San Juan Alamo ISD                                 | Completed: Routine Follow-up                                  | Simms ISD                      | Local Interventions Implemented                               |
| Phoenix Charter School                                   | Local Interventions Implemented                               | Sinton ISD                     | Local Interventions Implemented                               |
| Plains ISD                                               | Local Interventions Implemented                               | Slaton ISD                     | Local Interventions Implemented                               |
| Plainview ISD                                            | Local Interventions Implemented                               | Slidell ISD                    | Local Interventions Implemented                               |
| Pleasant Grove ISD                                       | Local Interventions Implemented                               | Slocum ISD                     | Local Interventions Implemented                               |
| Ponder ISD                                               | Local Interventions Implemented                               | Snook ISD                      | Local Interventions Implemented                               |
| Port Arthur ISD                                          | Local Interventions Implemented                               | Socorro ISD                    | Completed: Routine Follow-up                                  |
| Positive Solutions Charter School                        | Completed: Routine Follow-up                                  | Somerville ISD                 | Local Interventions Implemented                               |
| Post ISD                                                 | Local Interventions Implemented                               | Sonora ISD                     | Local Interventions Implemented                               |
| Poth ISD                                                 | Local Interventions Implemented                               | South San Antonio ISD          | TEA On-Site Action Completed: Oversight/Sanction/Intervention |
| Prairie Valley ISD                                       | Local Interventions Implemented                               | Southwest School               | Local Interventions Implemented                               |
| Premont ISD                                              | TEA On-Site Action Completed: Oversight/Sanction/Intervention | Spearman ISD                   | Local Interventions Implemented                               |
| Presidio ISD                                             | Local Interventions Implemented                               | Splendora ISD                  | Local Interventions Implemented                               |
| Princeton ISD                                            | Local Interventions Implemented                               | Springtown ISD                 | Local Interventions Implemented                               |
| Queen City ISD                                           | Local Interventions Implemented                               | Spurge ISD                     | Local Interventions Implemented                               |
| Quinlan ISD                                              | Completed: Routine Follow-up                                  | Sterling City ISD              | Local Interventions Implemented                               |
| Ralls ISD                                                | Local Interventions Implemented                               | Sudan ISD                      | Local Interventions Implemented                               |
| Ranger ISD                                               | Local Interventions Implemented                               | Tahoka ISD                     | Local Interventions Implemented                               |
| Raven School                                             | Local Interventions Implemented                               | Tatum ISD                      | Local Interventions Implemented                               |
| Reagan County ISD                                        | Local Interventions Implemented                               | Taylor ISD                     | Local Interventions Implemented                               |
| Redwater ISD                                             | Completed: Routine Follow-up                                  | Temple Education Center        | Local Interventions Implemented                               |
| Richard Milburn Academy (Ector County)                   | Local Interventions Implemented                               | Tenaha ISD                     | Local Interventions Implemented                               |
| Richard Milburn Alternative High School (Corpus Christi) | Local Interventions Implemented                               | Terlingua CSD                  | Local Interventions Implemented                               |
| Richard Milburn Alternative High School (Lubbock)        | Local Interventions Implemented                               | Texarkana ISD                  | Local Interventions Implemented                               |
| Richardson ISD                                           | Local Interventions Implemented                               | Texas Empowerment Academy      | Local Interventions Implemented                               |
| Richland Springs ISD                                     | Local Interventions Implemented                               | Timpson ISD                    | Local Interventions Implemented                               |
| Riesel ISD                                               | Local Interventions Implemented                               | Tom Bean ISD                   | Local Interventions Implemented                               |
| Rio Vista ISD                                            | Local Interventions Implemented                               | Trenton ISD                    | Local Interventions Implemented                               |
|                                                          |                                                               | Trinidad ISD                   | Local Interventions Implemented                               |
|                                                          |                                                               | Trinity Basin Preparatory      | Local Interventions Implemented                               |
|                                                          |                                                               | Trinity Charter School         | Local Interventions Implemented                               |

<sup>a</sup>Texas Education Agency. <sup>b</sup>Education service center.

continues

**Appendix 7-D. Special Education Monitoring Status,  
Districts in Stage 1A Intervention, 2007-08 (continued)**

| <b>District</b>                | <b>Status</b>                                                 | <b>District</b>           | <b>Status</b>                   |
|--------------------------------|---------------------------------------------------------------|---------------------------|---------------------------------|
| Ripley House Charter School    | Local Interventions Implemented                               | Terlingua CSD             | Local Interventions Implemented |
| River Road ISD                 | Local Interventions Implemented                               | Texarkana ISD             | Local Interventions Implemented |
| Riviera ISD                    | Local Interventions Implemented                               | Texas Empowerment Academy | Local Interventions Implemented |
| Rockdale ISD                   | Local Interventions Implemented                               | Timpson ISD               | Local Interventions Implemented |
| Roscoe ISD                     | Local Interventions Implemented                               | Tom Bean ISD              | Local Interventions Implemented |
| Rotan ISD                      | Completed: Routine Follow-up                                  | Trenton ISD               | Local Interventions Implemented |
| Royce City ISD                 | Local Interventions Implemented                               | Trinidad ISD              | Local Interventions Implemented |
| San Antonio Technology Academy | Local Interventions Implemented                               | Trinity Basin Preparatory | Local Interventions Implemented |
| San Augustine ISD              | Local Interventions Implemented                               | Trinity Charter School    | Local Interventions Implemented |
| San Diego ISD                  | Local Interventions Implemented                               | Troup ISD                 | Local Interventions Implemented |
| San Marcos CISD                | Local Interventions Implemented                               | Troy ISD                  | Local Interventions Implemented |
| San Perlita ISD                | Local Interventions Implemented                               | Tulia ISD                 | Local Interventions Implemented |
| Sands CISD                     | Year After TEA <sup>a</sup> On-Site Action: Routine Follow-up | Tyler ISD                 | Local Interventions Implemented |
| Santa Maria ISD                | Local Interventions Implemented                               | United ISD                | Local Interventions Implemented |
| Savoy ISD                      | Local Interventions Implemented                               | Universal Academy         | Local Interventions Implemented |
| Seminole ISD                   | Local Interventions Implemented                               | University Charter School | Local Interventions Implemented |
| Shallowater ISD                | Local Interventions Implemented                               | Valley View ISD           | Local Interventions Implemented |
| Sharyland ISD                  | Local Interventions Implemented                               | Van Vleck ISD             | Local Interventions Implemented |
| Silsbee ISD                    | On-Site Intervention Assigned                                 | Vannett Charter School    | Local Interventions Implemented |
| Simms ISD                      | Local Interventions Implemented                               | Venus ISD                 | Completed: Routine Follow-up    |
| Sinton ISD                     | Local Interventions Implemented                               | Vernon ISD                | Local Interventions Implemented |
| Slaton ISD                     | Local Interventions Implemented                               | Vidor ISD                 | Completed: Routine Follow-up    |
| Slidell ISD                    | Local Interventions Implemented                               | Vysehrad ISD              | Local Interventions Implemented |
| Slocum ISD                     | Local Interventions Implemented                               | Waco ISD                  | Local Interventions Implemented |
| Snook ISD                      | Local Interventions Implemented                               | Waelder ISD               | Local Interventions Implemented |
| Socorro ISD                    | Completed: Routine Follow-up                                  | Wall ISD                  | Local Interventions Implemented |
| Somerville ISD                 | Local Interventions Implemented                               | Water Valley ISD          | Local Interventions Implemented |
| Sonora ISD                     | Local Interventions Implemented                               | Weatherford ISD           | Local Interventions Implemented |
| South San Antonio ISD          | TEA On-Site Action Completed: Oversight/Sanction/Intervention | Webb CISD                 | Local Interventions Implemented |
| Southwest School               | Local Interventions Implemented                               | Weimar ISD                | Local Interventions Implemented |
| Spearman ISD                   | Local Interventions Implemented                               | Wellman-Union CISD        | Local Interventions Implemented |
| Splendora ISD                  | Local Interventions Implemented                               | Weslaco ISD               | Local Interventions Implemented |
| Springtown ISD                 | Local Interventions Implemented                               | West Sabine ISD           | Local Interventions Implemented |
| Spurge ISD                     | Local Interventions Implemented                               | Westwood ISD              | Local Interventions Implemented |
| Sterling City ISD              | Local Interventions Implemented                               | Wharton ISD               | Oversight/Sanction/Intervention |
| Sudan ISD                      | Local Interventions Implemented                               | White Settlement ISD      | Local Interventions Implemented |
| Tahoka ISD                     | Local Interventions Implemented                               | Whitewright ISD           | Local Interventions Implemented |
| Tatum ISD                      | Local Interventions Implemented                               | Wills Point ISD           | Local Interventions Implemented |
| Taylor ISD                     | Local Interventions Implemented                               | Wink-Loving ISD           | Local Interventions Implemented |
| Temple Education Center        | Local Interventions Implemented                               | Winona ISD                | Local Interventions Implemented |
| Tenaha ISD                     | Local Interventions Implemented                               | Woodville ISD             | Local Interventions Implemented |
|                                |                                                               | Yorktown ISD              | Local Interventions Implemented |
|                                |                                                               | Zapata County ISD         | Local Interventions Implemented |
|                                |                                                               | Zavalla ISD               | Local Interventions Implemented |

<sup>a</sup>Texas Education Agency. <sup>b</sup>Education service center.

**Appendix 7-E. Special Education Monitoring Status,  
Districts in Stage 1B Intervention, 2007-08**

| <b>District</b>                               | <b>Status</b>                                                          | <b>District</b>                                | <b>Status</b>                                             |
|-----------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------|
| A+ Academy                                    | Completed: Routine Follow-up                                           | Keene ISD                                      | Completed: Routine Follow-up                              |
| Aransas Pass ISD                              | Completed: Noncompliance Follow-up                                     | La Villa ISD                                   | Completed: Routine Follow-up                              |
| Ben Bolt-Palito Blanco ISD                    | Completed: Routine Follow-up                                           | Linden-Kildare CISD                            | Completed: Routine Follow-up                              |
| Benavides ISD                                 | Completed: Routine Follow-up                                           | Lorenzo ISD                                    | Completed: Routine Follow-up                              |
| Blanco ISD                                    | Completed: Routine Follow-up                                           | Los Fresnos CISD                               | Completed: Noncompliance Follow-up                        |
| Bloomburg ISD                                 | Completed: Noncompliance Follow-up                                     | Lufkin ISD                                     | Completed: Noncompliance Follow-up                        |
| Bremond ISD                                   | Year After TEA <sup>a</sup> On-Site Action:<br>Noncompliance Follow-up | Luling ISD                                     | Completed: Noncompliance Follow-up                        |
| Bruceville-Eddy ISD                           | Completed: Routine Follow-up                                           | Lyford CISD                                    | Completed: Routine Follow-up                              |
| Burkeville ISD                                | Year After TEA On-Site Action:<br>Noncompliance Follow-up              | Mart ISD                                       | Completed: Routine Follow-up                              |
| Chester ISD                                   | Completed: Routine Follow-up                                           | Merkel ISD                                     | Completed: Routine Follow-up                              |
| Chico ISD                                     | Completed: Noncompliance Follow-up                                     | Mesquite ISD                                   | Completed: Noncompliance Follow-up                        |
| Columbus ISD                                  | Completed: Noncompliance Follow-up                                     | Mount Enterprise ISD                           | Completed: Routine Follow-up                              |
| Crockett ISD                                  | Year After TEA On-Site Action:<br>Noncompliance Follow-up              | Natalia ISD                                    | Completed: Routine Follow-up                              |
| Crystal ISD                                   | Completed: Noncompliance Follow-up                                     | New Boston ISD                                 | Completed: Routine Follow-up                              |
| D'Hanis ISD                                   | Year After TEA On-Site Action:<br>Noncompliance Follow-up              | Palacios ISD                                   | Completed: Routine Follow-up                              |
| Draw Academy                                  | Completed: Routine Follow-up                                           | Panola Charter School                          | Year After TEA On-Site Action:<br>Noncompliance Follow-up |
| Eagle Advantage Schools                       | Completed: Routine Follow-up                                           | Point Isabel ISD                               | Completed: Noncompliance Follow-up                        |
| Focus Learning Academy                        | Completed: Routine Follow-up                                           | Quanah ISD                                     | Completed: Routine Follow-up                              |
| Frankston ISD                                 | Completed: Routine Follow-up                                           | Rice CISD                                      | Completed: Noncompliance Follow-up                        |
| Friona ISD                                    | Completed: Noncompliance Follow-up                                     | Rio Grande City CISD                           | Completed: Noncompliance Follow-up                        |
| Gateway (Student<br>Alternative Program Inc.) | Completed: Routine Follow-up                                           | Roma ISD                                       | Completed: Noncompliance Follow-up                        |
| Gateway Charter Academy                       | Completed: Noncompliance Follow-up                                     | Rosebud-Lott ISD                               | Completed: Routine Follow-up                              |
| George Gervin Academy                         | Completed: Routine Follow-up                                           | Roxton ISD                                     | Completed: Noncompliance Follow-up                        |
| Grandfalls-Royalty ISD                        | Completed: Routine Follow-up                                           | San Antonio School For<br>Inquiry & Creativity | Completed: Noncompliance Follow-up                        |
| Grapeland ISD                                 | Completed: Routine Follow-up                                           | Schleicher ISD                                 | Completed: Routine Follow-up                              |
| Gruver ISD                                    | Completed: Routine Follow-up                                           | Shekinah Radiance<br>Academy                   | Completed: Routine Follow-up                              |
| Gunter ISD                                    | Completed: Noncompliance Follow-up                                     | Shepherd ISD                                   | Completed: Routine Follow-up                              |
| Hardin ISD                                    | Completed: Routine Follow-up                                           | Somerset ISD                                   | Completed: Noncompliance Follow-up                        |
| Hempstead ISD                                 | Completed: Noncompliance Follow-up                                     | South Plains                                   | Completed: Routine Follow-up                              |
| Houston Gateway Academy                       | Completed: Routine Follow-up                                           | Spur ISD                                       | Completed: Routine Follow-up                              |
| Houston ISD                                   | Completed: Noncompliance Follow-up                                     | Sulphur Springs ISD                            | Completed: Routine Follow-up                              |
| Ingleside ISD                                 | Completed: Routine Follow-up                                           | Sunray ISD                                     | Completed: Routine Follow-up                              |
| Iredell ISD                                   | Completed: Routine Follow-up                                           | Taft ISD                                       | Completed: Routine Follow-up                              |
| Jamie's House Charter<br>School               | Completed: Noncompliance Follow-up                                     | Thorndale ISD                                  | Completed: Routine Follow-up                              |
| Jasper ISD                                    | Completed: Routine Follow-up                                           | Walnut Bend ISD                                | Completed: Routine Follow-up                              |
| Jesse Jackson Academy                         | TEA On-Site Action Completed:<br>Oversight/Sanction/Intervention       | West Hardin County CISD                        | Completed: Routine Follow-up                              |
|                                               |                                                                        | West Oso ISD                                   | Completed: Noncompliance Follow-up                        |
|                                               |                                                                        | Woodsboro ISD                                  | Completed: Routine Follow-up                              |

<sup>a</sup>Texas Education Agency.



**Appendix 7-F. Special Education Monitoring Status,  
Districts in Stage 2 Intervention, 2007-08**

| <b>District</b>                                    | <b>Status</b>                           | <b>District</b>                | <b>Status</b>                                             |
|----------------------------------------------------|-----------------------------------------|--------------------------------|-----------------------------------------------------------|
| Accelerated Intermediate Academy                   | In Review                               | Karnack ISD                    | Completed: Routine Follow-up                              |
| Benji's Special Educational Academy Charter School | On-Site Intervention Assigned           | Katherine Anne Porter School   | Completed: Routine Follow-up                              |
| Bloomington ISD                                    | Completed: Noncompliance Follow-up      | La Joya ISD                    | Completed: Noncompliance Follow-up                        |
| Brookeland ISD                                     | Completed: Routine Follow-up            | La Pryor ISD                   | Completed: Routine Follow-up                              |
| Bryan ISD                                          | Completed: Routine Follow-up            | Leakey ISD                     | Completed: Routine Follow-up                              |
| Carrizo Springs CISD                               | Completed: Noncompliance Follow-up      | Leggett ISD                    | Year After TEA On-Site Action:<br>Noncompliance Follow-up |
| Center ISD                                         | Completed: Routine Follow-up            | Liberty-Eylau ISD              | Completed: Noncompliance Follow-up                        |
| Chilton ISD                                        | Completed: Routine Follow-up            | Lohn ISD                       | Completed: Routine Follow-up                              |
| Coldspring-Oakhurst CISD                           | Completed: Noncompliance Follow-up      | Neches ISD                     | Completed: Routine Follow-up                              |
| Corsicana ISD                                      | Completed: Noncompliance Follow-up      | Pecos-Barstow-Toyah ISD        | Completed: Routine Follow-up                              |
| Dallas ISD                                         | Completed: Noncompliance Follow-up      | Poteet ISD                     | Completed: Routine Follow-up                              |
| Dilley ISD                                         | Completed: Routine Follow-up            | Rio Hondo ISD                  | Completed: Routine Follow-up                              |
| Fairfield ISD                                      | Completed: Noncompliance Follow-up      | Saltillo ISD                   | Completed: Routine Follow-up                              |
| Faith Family Academy of Oak Cliff                  | Completed: Routine Follow-up            | Schulenburg ISD                | Completed: Routine Follow-up                              |
| George I. Sanchez Charter HS-San Antonio Branch    | Pending TEA <sup>a</sup> On-Site Action | Seagraves ISD                  | Completed: Routine Follow-up                              |
| Goodrich ISD                                       | Completed: Routine Follow-up            | Springlake-Earth ISD           | Completed: Routine Follow-up                              |
| Hedley ISD                                         | Completed: Routine Follow-up            | Trinity ISD                    | Completed: Routine Follow-up                              |
| Henderson ISD                                      | Completed: Noncompliance Follow-up      | Uvalde CISD                    | Completed: Noncompliance Follow-up                        |
| Jean Massieu Academy                               | On-Site Intervention Assigned           | Whitehouse ISD                 | Completed: Routine Follow-up                              |
| Jubilee Academic Center                            | Completed: Routine Follow-up            | Winfrey Academy Charter School | Completed: Routine Follow-up                              |

<sup>a</sup>Texas Education Agency.

**Appendix 7-G. Special Education Monitoring Status,  
Districts in Stage 3 Intervention, 2007-08**

| <b>District</b>                          | <b>Status</b>                      | <b>District</b>                 | <b>Status</b>                                                          |
|------------------------------------------|------------------------------------|---------------------------------|------------------------------------------------------------------------|
| Alice ISD                                | Completed: Noncompliance Follow-up | Houston Can Academy             | Completed: Routine Follow-up                                           |
| Austin Can Academy<br>Charter School     | Completed: Routine Follow-up       | Charter School                  |                                                                        |
| Avinger ISD                              | Completed: Routine Follow-up       | Itasca ISD                      | On-Site Intervention Assigned                                          |
| Beeville ISD                             | Completed: Noncompliance Follow-up | John H. Wood Charter<br>School  | Year After TEA <sup>a</sup> On-Site Action:<br>Noncompliance Follow-up |
| Clint ISD                                | Completed: Noncompliance Follow-up | Lancaster ISD                   | Completed: Noncompliance Follow-up                                     |
| Corrigan-Camden ISD                      | Completed: Routine Follow-up       | Laneville ISD                   | Year After TEA On-Site Action:<br>Noncompliance Follow-up              |
| Crane ISD                                | Completed: Routine Follow-up       | Longview ISD                    | Year After TEA On-Site Action:<br>Routine Follow-up                    |
| Culberson County-<br>Allamoore ISD       | Completed: Routine Follow-up       | North Forest ISD                | On-Site Intervention Assigned                                          |
| Dallas Can Academy<br>Charter School     | Completed: Noncompliance Follow-up | Perryton ISD                    | Completed: Routine Follow-up                                           |
| Dayton ISD                               | Completed: Routine Follow-up       | Pittsburg ISD                   | Completed: Noncompliance Follow-up                                     |
| Edcouch-Elsa ISD                         | Completed: Noncompliance Follow-up | Robstown ISD                    | Completed: Noncompliance Follow-up                                     |
| El Paso Academy                          | Completed: Noncompliance Follow-up | Sanford-Fritch ISD              | Completed: Routine Follow-up                                           |
| Fort Worth Can Academy<br>Charter School | Completed: Routine Follow-up       | Southside ISD                   | Completed: Noncompliance Follow-up                                     |
| Ft. Stockton ISD                         | Completed: Routine Follow-up       | Southwest Preparatory<br>School | Completed: Noncompliance Follow-up                                     |
| Hereford ISD                             | Completed: Noncompliance Follow-up | Tornillo ISD                    | Completed: Noncompliance Follow-up                                     |

<sup>a</sup>Texas Education Agency.

**Appendix 7-H. Special Education Monitoring Status,  
Districts in Stage 4 Intervention, 2007-08**

| <b>District</b> | <b>Status</b>                                                  | <b>District</b>                | <b>Status</b>                                     |
|-----------------|----------------------------------------------------------------|--------------------------------|---------------------------------------------------|
| Anahuac ISD     | TEA <sup>a</sup> On-Site Completed: Noncompliance<br>Follow-up | Por Vida Academy               | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Crosbyton CISD  | TEA On-Site Completed: Noncompliance<br>Follow-up              | Rocksprings ISD                | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Donna ISD       | TEA On-Site Completed: Noncompliance<br>Follow-up              | San Antonio Can High<br>School | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Marlin ISD      | TEA On-Site Completed: Noncompliance<br>Follow-up              | San Benito CISD                | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Mathis ISD      | TEA On-Site Completed: Noncompliance<br>Follow-up              | San Elizario ISD               | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Mercedes ISD    | TEA On-Site Completed: Noncompliance<br>Follow-up              | Sheldon ISD                    | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Palestine ISD   | TEA On-Site Completed: Routine<br>Follow-up                    | Stafford MSD                   | TEA On-Site Completed: Noncompliance<br>Follow-up |
| Pearsall ISD    | TEA On-Site Completed: Noncompliance<br>Follow-up              | West Orange-Cove CISD          | TEA On-Site Completed: Noncompliance<br>Follow-up |

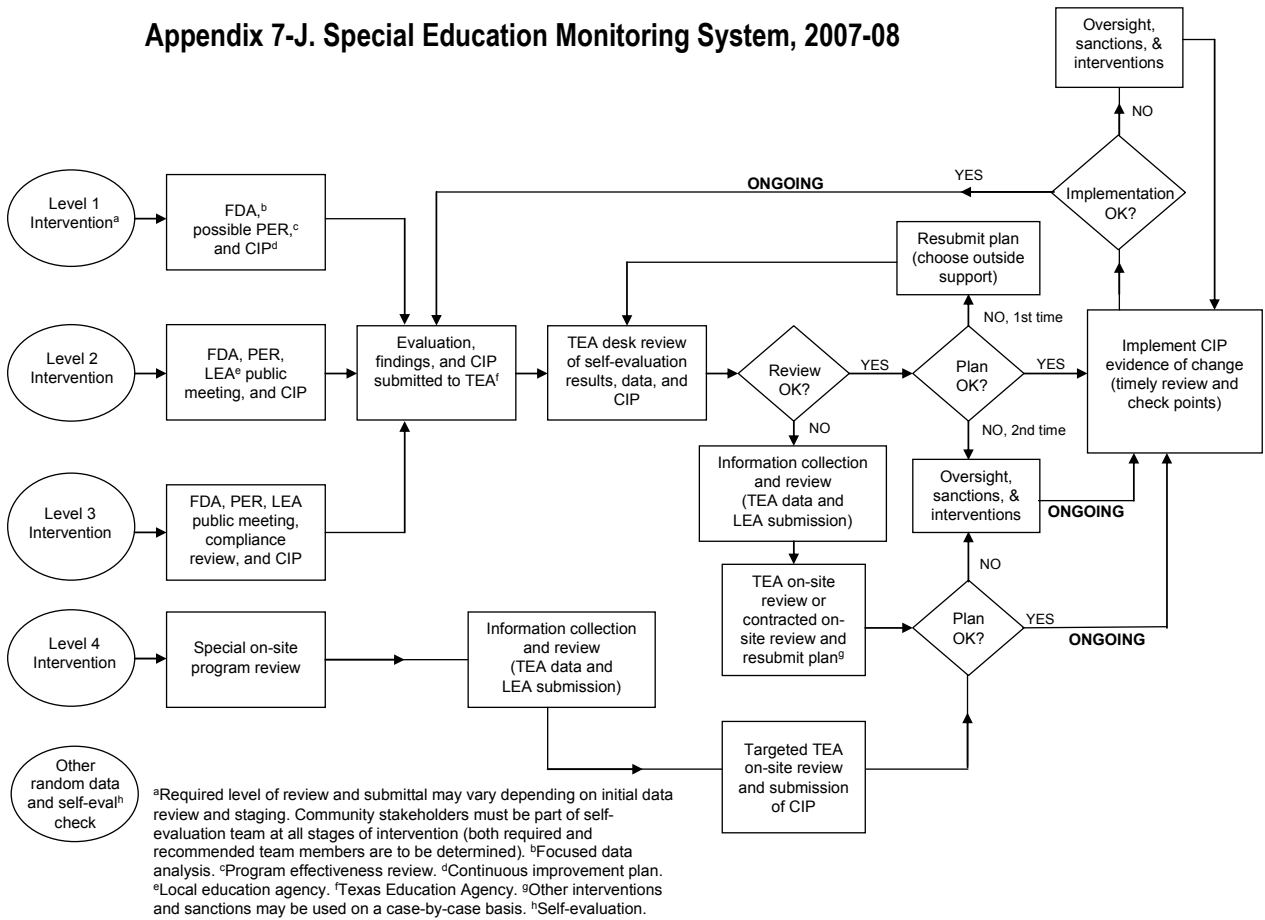
<sup>a</sup>Texas Education Agency.

**Appendix 7-I. Special Education Monitoring Status,  
Districts in Other Intervention, 2007-08**

| <b>District</b> | <b>Status</b>                                                                 | <b>District</b>        | <b>Status</b>                                                    |
|-----------------|-------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------|
| Boling ISD      | Oversight/Sanction/Intervention                                               | Progreso ISD           | Oversight/Sanction/Intervention                                  |
| Commerce ISD    | Year After On-Site Action: Routine<br>Follow-up                               | Raymondville ISD       | TEA On-Site Action Completed:<br>Oversight/Sanction/Intervention |
| Newton ISD      | TEA <sup>a</sup> On-Site Action Completed:<br>Oversight/Sanction/Intervention | Temple ISD             | On-Site Intervention Assigned                                    |
| Pine Tree ISD   | TEA On-Site Action Completed:<br>Oversight/Sanction/Intervention              | Theresa B. Lee Academy | TEA On-Site Action Completed:<br>Oversight/Sanction/Intervention |
| Pleasanton ISD  | Oversight/Sanction/Intervention                                               | Vega ISD               | Oversight/Sanction/Intervention                                  |
|                 |                                                                               | Zoe Learning Academy   | On-Site Intervention Assigned                                    |

<sup>a</sup>Texas Education Agency.

## Appendix 7-J. Special Education Monitoring System, 2007-08





## 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 technical education, and economics, served as guidelines, rather than requirements. In 2003, the 78th Texas Legislature 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 review and revision of the TEKS;
- ◆ providing leadership to the regional education service centers (ESCs) as they help districts implement the TEKS;
- ◆ adopting textbooks aligned to the TEKS;
- ◆ aligning the statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS), to the TEKS; and
- ◆ incorporating college readiness standards into the TEKS.

### The Texas Essential Knowledge and Skills in the Subject Areas

#### *English Language Arts and Reading*

The TEKS in English language arts and reading address such important basic skills as spelling, grammar, language usage, and punctuation. The TEKS are organized into the following strands.

- ◆ Reading. Students read and understand a wide variety of literary and informational texts.
- ◆ Writing. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.
- ◆ Research. Students locate a range of relevant sources and evaluate, synthesize, and present ideas and information.

- ◆ Listening and speaking. Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.
- ◆ Oral and written conventions. Students use the oral and written conventions of the English language in speaking and writing.

The reading strand is structured to reflect the major topic areas of the National Reading Panel Report.

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 began in the 2006-07 school year. The SBOE adopted revisions to the TEKS in May 2008 to be implemented by school districts beginning with the 2009-10 school year.

Texas has a long history of supporting the fundamental skill of reading. This history includes a focus on early identification and intervention for children who experience reading difficulties. Each regional ESC 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. Texas Education Agency (TEA) curriculum staff worked with the SBOE and the state dyslexia coordinator to update the state publication, *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* in 2007.

#### 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 in 1997, 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 every fourth year to districts upon request.

In 1999, the 76th Texas Legislature required 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 (TEC §28.006). Districts received funds for accelerated reading intervention at Grades K-7 in 2006-07. 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 (TEC §§21.410 and 21.0481). 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. In the 2007-08 school year, the MRT grant program paid \$731,380 to districts for 153 MRT stipends.

In 2007, the 80th Texas Legislature allocated \$15 million to fund intensive reading instruction programs in schools struggling to improve reading achievement for students in Grades 4-8. 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 are implementing the programs during the 2008-09 school year.

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 Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin and includes researchers at the University of Houston, has developed an assessment for identifying and planning instruction for struggling middle school readers. The group also has developed a multitiered, schoolwide intervention approach for students with reading difficulties of differing severity and a set of quality professional development materials for middle school educators. Initial training was conducted in August 2006. Ongoing professional development through teacher study groups is held approximately every three weeks throughout the academic year. In 2007, the 80th Texas Legislature allocated funds for fiscal years 2008 and 2009 to conduct teacher reading academies in Grades 6-8 to train teachers in the use of diagnostic instruments and intensive reading instruction programs developed under the Adolescent Literacy Project.

The Texas Adolescent Literacy Academies (TALA) provide examples of research-based instructional routines and their applications, in both written and video formats, using subject area materials appropriate for the middle school classroom. TALA includes a four-day English Language Arts (ELA) Academy for English and reading teachers and a two-day Content Area Academy for mathematics, science, and social studies teachers. The academies are conducted through the 20 regional ESCs. The academies for Grade 6 teachers took place during the summer of 2008. The academies for teachers of Grades 7 and 8 will take place during the summer of 2009. Training for the Texas Middle School Fluency Assessment takes place during the ELA Academy and in separate sessions offered by the ESCs.

### ***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 136 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 2007-08



school year, 775,645 students were identified as LEP, an increase of 43,491 from the 2006-07 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 TEKS are identical to the ELA and reading TEKS, except in areas where teaching of the Spanish language differs from teaching of the English language.

In November 2007, the SBOE adopted the English language proficiency standards (ELPS) as part of the required curriculum. The ELPS include English language proficiency level descriptors and cross-curricular standards for what students should know and be able to do as they acquire the English language. These standards must be integrated with each subject in the required curriculum.

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 ELPS 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 research-based training guides for all ESCs in the state. *Lectura en Español y Estrategias con Recursos, Materiales, Apoyo, y Sugerencias II (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.

Under the Limited English Proficient Student Success Initiative (LEPSSI), ESC 1 has delivered research-based training-of-trainers. Sessions on *LEER MAS* were provided to administrators in January and February 2007. In fall 2008, sessions on Building Connections in Content Areas—Sheltered Instruction and the ELPS were delivered to teachers across the state. The target audiences were ESCs and districts with high percentages of LEP students.

Approximately \$29.7 million in LEPSSI funds have been provided to high-need districts from 2004 through 2008. These funds provide intensive programs of instruction and focused interventions for LEP students. TEA is partnering with the Texas A&M University at Corpus Christi Institute for Second Language Achievement to link teachers with research-based materials and to create additional educational support systems, such as newcomer centers for newly immigrated LEP students. Through the partnership,

participating districts and charters are provided program design resources, professional development, and technical assistance to enable ELLs to meet state performance standards and local graduation requirements and be more prepared to enter college. In an effort to reduce the number of districts required to pursue agency waivers because of bilingual/ESL teacher shortages, the program also develops resources for teachers pursuing bilingual or ESL credentials.

ESC 13, under the LEPSSI, held a conference in November 2007 for administrators and school district personnel on Promoting Academic Success and Accountability for English Language Learners (PASA) II. Teachers and administrators learned about current practices regarding assessment, accountability, and instruction that enhance the achievement of English language learners. In March 2008, ESC 2 conducted the sixth 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 2008, ESC 2 conducted the 13th 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.

## ***Mathematics***

The TEKS for mathematics were refined and aligned across grade levels during 2004 and 2005. Amendments to the mathematics TEKS for secondary grades were adopted by the SBOE in February 2005. Amendments to the mathematics TEKS for elementary grades were adopted in September 2005 and implemented beginning with the 2006-07 school year. The SBOE has appointed a committee to complete a limited review of the secondary mathematics TEKS to make recommendations for incorporating college readiness standards into the TEKS. The SBOE is expected to adopt amendments to the secondary mathematics TEKS in early 2009.

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. Graduation under the Recommended and Distinguished Achievement High School Programs requires four credits of mathematics, including Algebra I, Algebra II, and Geometry. In 2006, 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 (TEC §28.025). This requirement was implemented beginning with students who entered 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 has created 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 was developed with university partners to ensure good research foundations. A total of 17 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 2006-07 school year. 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 and develop tools and training for educators that target these issues.

The Master Mathematics Teacher (MMT) Grant Program pays stipends for certified MMTs in designated positions at high-need campuses (TEC §21.411). SBEC established standards for certification, approved MMT training entities, and developed frameworks for the certification examination (TEC §21.0482). In the 2007-08 school year, the MMT grant program paid \$227,465 to districts for 47 MMT stipends.

In 2007, the 80th Texas Legislature allocated \$5 million to fund intensive mathematics instruction and algebra

intervention programs in schools struggling to improve mathematics achievement for students in Grades 4-8. 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 are implementing the programs during the 2008-09 school year.

### *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.

Graduation under the Recommended and Distinguished Achievement High School Programs requires four credits of science, including Biology, Chemistry, and Physics. In 2006, 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 (TEC §28.025). This requirement was implemented beginning with students who entered 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 improve student achievement. In 2003, 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 (TEC §21.0484). The Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching, a network of K-16 partnerships, provide high-quality, sustained, and intensive teacher mentoring focused on strengthening science and mathematics content and pedagogy. The goal of the program is to equip teachers with the necessary knowledge and skills to engage students in meaningful science and mathematics learning experiences. Activities are designed to improve students' scientific thinking and mathematical and technological literacy and to increase their interest in pursuing science- and engineering-related careers. Currently, the 55 regional collaboratives are training and mentoring science and mathematics teachers in every county in 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 Science, Technology, Engineering, and Mathematics (T-STEM) Initiative

The T-STEM Initiative is designed to improve instruction and academic performance in science- and math-related subjects in Texas secondary schools. T-STEM was developed by the Texas High School Project (THSP), a \$326 million public-private initiative committed to increasing graduation rates and college enrollment rates in every Texas community. THSP partners include TEA, the Office of the Governor, the Bill & Melinda Gates Foundation, the Michael & Susan Dell Foundation, the Wallace Foundation, educators, and others. The philanthropic investments are managed primarily by Communities Foundation of Texas (CFT), and the public resources are managed by TEA. CFT also acts as the technical assistance provider for the TEA/T-STEM grantees.

T-STEM builds on state and local efforts to improve mathematics and science achievement among all Texas students and focuses on increasing the number of students who study and enter science, technology, engineering, and mathematics careers. T-STEM offers a strategic approach to empowering Texas educators with the tools needed to transform teaching and learning methods for the new century. Currently, the T-STEM Initiative has established 38 rigorous T-STEM academies in urban areas and along the Texas-Mexico border. The academies act as demonstration schools and learning labs that develop innovative methods to improve science and mathematics instruction. They are supported by seven T-STEM centers representing partnerships among universities, regional ESCs, local education agencies, and nonprofit organizations that create high-quality professional development and STEM instructional materials for Texas teachers and administrators.

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 approach used by the THSP creates learning environments in which students build relationships with

educators, are challenged with rigorous lessons, and are excited by subjects made relevant to their lives.

The T-STEM Initiative promotes education strategies that integrate the teaching of STEM in a way that challenges students to innovate and invent. T-STEM coursework requires students to demonstrate understanding of these disciplines in an environment that models real world contexts for postsecondary learning and work. Students participating in T-STEM education graduate prepared to pursue postsecondary level coursework and careers in science, technology, engineering, and math.

### 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.

Since April 2008, TEA has provided \$600,000 to science-based community resources that conduct outreach programs and provide interactive educational experiences for public school students. The goal is to increase academic achievement in mathematics and science by increasing student access to place-based, experiential, hands-on learning and to informal science and mathematics providers.

### *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.

In 2005, the 79th Texas Legislature created a pilot program for financial literacy (TEC §29.915) and directed the SBOE to approve personal financial literacy materials for use in economics courses (TEC §28.0021). Materials were approved by the board 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 for Texas districts to employ visiting teachers, sponsor study abroad experiences for Texas teachers and students, initiate cultural exchanges, and establish International Spanish Academies.

The LOTE program in Texas schools has experienced annual growth. Programs are increasing in less commonly taught languages such as Arabic, Chinese, Japanese, Russian, and Vietnamese. Teachers of these languages can become certified as "highly qualified" by passing the American Council on the Teaching of Foreign Languages certification examinations. The Spanish 4 Advanced Placement Language course has been implemented in middle school to begin preparing Spanish-speaking students for college at earlier 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 77th 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*.

In 2005, the 79th Texas Legislature required that the health curriculum emphasize the importance of proper nutrition and exercise (TEC §28.002). The legislature also required that each middle and junior high school in Texas implement a coordinated school health program starting in 2007-08 (TEC §38.014).

In January 2008, the SBOE approved a parenting and paternity awareness program developed by the Office of the Attorney General to fulfill requirements of

TEC §28.002(p). In March 2008, the SBOE adopted a new rule requiring school districts and open-enrollment charter schools to incorporate instruction in parenting awareness, using the materials approved by the board, into any course meeting a requirement for a health education credit.

### ***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 77th Texas Legislature in 2001 authorized the SBOE 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.

In 2005, the 79th Texas Legislature amended TEC §28.002, authorizing 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(1).

In 2007, the 80th Texas Legislature again amended TEC §28.002, this time to place rulemaking authority for student physical activity with the commissioner of education. The SBOE repealed rules related to physical activity, and new rules are scheduled to be adopted by the commissioner of education in fall 2008.

### ***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 theater. 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 under 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 incorporate effectively the learning standards in instruction.

### ***Career and Technical Education***

Career and technical education (CTE) is organized 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 targets high-growth, high-paying jobs for the 21st century Texas economy. AchieveTexas, a new college and career initiative, was established to support high school redesign and effectively prepare every student for college and career success.

In 2007, the 80th Texas Legislature directed TEA to establish a CTE review panel to guide the review and revision of the TEKS for CTE during 2008-09. In addition, the SBOE directed writing teams for the career and technical education TEKS to incorporate college readiness standards.

CTE promotes development of a seamless secondary to postsecondary education system that allows students to progress efficiently and without repetition. Committees of secondary and postsecondary educators have identified course content enhancements to make high school career and technical courses equivalent to postsecondary technical courses. Over 100 approved content-enhanced courses provide statewide, articulated, advanced technical credit for which high school students can receive college credit upon enrollment at a community college.

Certain career and technical education courses provide opportunities for students to develop the knowledge and skills necessary to obtain over 130 different industry credentials. Over 25,000 students earned end-of-program industry licensures or certifications in 2006-07.

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 locally articulated credit, dual credit, advanced technical credit, and industry certifications and licensures. Support strategies include websites; curriculum resources; a statewide recruitment and retention conference for new teachers; and a CTE Leadership Academy for career and technical educators, counselors, and administrators. Education service center CTE specialists provide technical support to districts in implementing quality CTE programs and offer workshops and training on new education initiatives and specific subject area content.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2008-2013*, as required under TEC §29.182. The agency annually submits an updated state plan and a consolidated annual report to the U.S. Department of Education, as required by the Carl D. Perkins Career and Technical Education Act of 2006.

### ***Kindergarten and Prekindergarten Education***

TEKS for kindergarten were developed for each content area, excluding CTE. 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 related to prekindergarten education. In December 2007, the commissioner of education asked the State Center for Early Childhood Development to revise the state's prekindergarten guidelines to be better aligned

with current early childhood education research. The center drew upon the expertise of Texas educators and nationally recognized experts to develop a draft of the voluntary guidelines. Subsequently, the center conducted stakeholder input activities across the state and on-line, and a final document was approved by the commissioner of education in May 2008.

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 demonstration project for prekindergarten programs (TEC §29.160). 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.

The Texas Legislature subsequently directed the center to develop a quality rating system for use in determining the effectiveness of early childhood care and education programs. In the fall of 2008, approximately 1,123 licensed child care, Head Start, and public prekindergarten classrooms were certified as "school ready," indicating that the quality of the programs provided were effective in preparing four-year-olds for success in kindergarten.

The 79th and 80th Texas Legislatures expanded the list of children eligible for enrollment in prekindergarten classes to include: children of active duty members of the U.S. armed forces; children of members of the armed forces who were injured or killed while serving on active duty; and children who are or have ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153).

### ***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. The technology applications TEKS address the technology literacy and integration recommendations in the *Long-*

*Range Plan for Technology, 2006-2020*, and the requirements for students and educators specified in NCLB, Title II, Part D. There are technology applications educator standards for all beginning teachers, for teachers who want specialized technology applications certificates, and for those who want to become certified as master technology teachers. Progress made in implementing the technology applications student and educator standards is documented through the Texas Campus and Teacher School Technology and Readiness (STaR) Chart.

NCLB requires that every student be technology literate by the time the student finishes eighth grade. The technology applications TEKS for Grades K-8 specify expectations for the technology-literate eighth grader in Texas, 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. Under 19 TAC Chapter 74, Curriculum Requirements, 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.

NCLB also requires that technology be fully integrated into curriculum and instruction. The *Long-Range Plan for Technology, 2006-2020*, includes this requirement, as well, and the technology applications curriculum has been used to document specific expectations for teaching and learning with digital technology.

Since 2002, TEA has collaborated with the regional ESCs on the web-based Technology Applications Teacher Network (TATN). Funded through NCLB, Title II, Part D technical assistance funds, the network provides resources for implementing the technology applications TEKS and for addressing the technology literacy and integration requirements for students and teachers outlined under NCLB. A TATN best practices event has been held annually as part of the Texas Computer Education Association State Convention.

In 2007, the 80th Texas Legislature directed the commissioner of education to establish a pilot program in which a participating school district would assess student technology proficiency (TEC §39.0235). The pilot began in spring 2008, and data collection continues through December 31, 2009. In addition, the legislature required that the Texas School Safety Center develop a program of instruction concerning Internet safety (TEC §37.217) and that TEA make available to school districts a list of resources related to Internet safety (TEC §38.023). The TEA Internet safety website includes resources for students, educators, and parents.

The 80th Texas Legislature funded on-line research and information resources for all libraries in public schools

(General Appropriations Act, Article III, Rider 88). The resources are available to educators, students, and their immediate families at school and home through a partnership among TEA, the Texas State Library and Archives Commission, and ESC 20. The resources are funded through the technology allotment and support the acquisition of information specified in the technology applications TEKS.

### ***Textbooks, Instructional Materials, and Educational Technology***

Proclamation 2004 called for adoption of instructional materials for Grades 6-12 mathematics, Advanced Placement (AP) and International Baccalaureate (IB) mathematics, and Grade 6 mathematics in Spanish. 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 were adopted by the SBOE in November 2006 and distributed 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 were convened in June 2007 to evaluate instructional materials submitted for adoption to determine if the essential knowledge and skills were covered. The materials were adopted by the SBOE in November 2007 and are being distributed in school year 2008-09.

In 2006, the 79th Texas Legislature (3rd Called Session), stipulated that the SBOE should not issue additional proclamations, pending consideration of legislation reforming the textbook adoption process. As a result, Proclamation 2006 was not issued. The 80th Texas Legislature in 2007 repealed the moratorium on textbook proclamations, retained the current review and adoption process (TEC §§31.022), and maintained the conforming and nonconforming lists of adopted instructional materials (TEC §§31.023 and 31.024). The legislature also required that the essential knowledge and skills be covered in the student version of the instructional material, as well as the teacher version (TEC §31.023), and that the proclamations be named for the year the materials are expected to be in the classroom instead of the year the proclamation is issued (TEC §31.022). The SBOE approved a new adoption cycle in September 2007. Proclamation 2010 was issued by the SBOE in November 2007 and included materials for the following:

- ◆ English language arts and reading, Grades K-1;
- ◆ Spanish language arts and reading, Grades K-1;
- ◆ reading, Grades 2-5;

- ◆ Spanish reading, Grades 2-5;
- ◆ reading (elective), Grades 6-8;
- ◆ literature, Grades 6-12;
- ◆ Spanish literature, Grade 6;
- ◆ English for speakers of other languages, I and II;
- ◆ English language proficiency standards, Grades 9-12, teacher edition;
- ◆ AP English language;
- ◆ AP English literature; and
- ◆ IB language studies, Standard and Higher Levels.

In May 2008, the SBOE issued Proclamation 2011, which includes the following: prekindergarten systems with Spanish components and teacher editions; English language arts, Grades 2-8; Spanish language arts, Grades 2-6; speech, Grades 6-8; English I-IV; English as a second language, Grades K-8; spelling, Grades 1-6; and handwriting, Grades 1-3. The SBOE also approved plans to move forward with midcycle review.

### ***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—reflect the more rigorous content. 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). 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 technical education 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 technical education courses.

In July 2004, the SBOE adopted 19 TAC Chapter 74, Subchapter F, describing graduation requirements to take effect with the 2007-08 school year. In 2006, the 79th Texas Legislature (3rd Called Session) added requirements for four credits in mathematics and four credits in science to the graduation requirements under the RHSP and DAP (TEC §28.025). The SBOE adopted amendments to Subchapter F in November 2006 to address statute. Specific revisions for students entering Grade 9 in the 2007-08 school year and thereafter who intend to undertake either the RHSP or DAP curriculum include the following.

- ◆ Students are required to earn at least 26 credits.
- ◆ Four credits of science are required under the RHSP. One credit must be a biology credit. Two credits must be chosen from the following areas, with no more than one being chosen from each of the areas: Integrated Physics and Chemistry (IPC), chemistry, and physics. IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school. The fourth year of science may be selected from the list of state-approved, laboratory-based courses.
- ◆ IPC will not count as one of the four science credits beginning with students entering Grade 9 in the 2012-2013 school year.
- ◆ Four credits of science are required under the DAP. The credits must consist of a biology credit; a chemistry credit; a physics credit; and an additional, approved, laboratory-based science course. IPC cannot be taken as one of the four science credits.
- ◆ Four credits of mathematics are required under the RHSP. The credits must consist of Algebra I, Algebra II, and Geometry. After successful completion of these courses, a student must select the fourth required credit from the approved list of mathematics courses. If selected, Mathematical Models with Applications must be taken prior to Algebra II.
- ◆ Four credits of mathematics are required under the DAP. The credits must consist of Algebra I; Algebra II; Geometry; and an additional, SBOE-approved, mathematics course for which Algebra II is a prerequisite.



In 2006, the 79th Texas Legislature (3rd Called Session) added requirements for the advancement of college readiness in the curriculum to ensure that students are able to perform college-level course work at institutions of higher education. The law requires the commissioner of education and the commissioner of higher education to establish vertical teams composed of public school educators and higher education faculty to develop college readiness standards. In January 2007, the commissioner of education adopted 19 TAC Chapter 74, Subchapter AA, outlining the purpose, composition, and duties of college readiness vertical teams. The Texas Higher Education Coordinating Board adopted the college readiness standards in January 2008. The commissioner of education has approved the English language arts and reading and mathematics college readiness standards and is in the process of approving science and social studies college readiness standards. The SBOE is working to incorporate the standards into the TEKS.

## Agency Contact Person

For information on the state curriculum program, contact Anita Givens, Acting Associate Commissioner for Standards and Programs, (512) 463-9483.

## Other Sources of Information

The TEA Division of Curriculum website is located at [www.tea.state.tx.us/curriculum](http://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](http://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](http://www.tea.state.tx.us/reading/ordering/ordering.html).

The *Dyslexia and Related Disorders Handbook, 2007*, is available on-line at [www.tea.state.tx.us/curriculum/elar/index.html](http://www.tea.state.tx.us/curriculum/elar/index.html).

Information about the Texas School Readiness Certification System and a list of certified classrooms is available on-line at [www.texaschoolready.com](http://www.texaschoolready.com).

The *Long-Range Plan for Technology, 2006-2020*; 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/index.html](http://www.tea.state.tx.us/technology/lrpt/index.html).

Resources related to Internet safety are available on-line at [www.tea.state.tx.us/imet/intersafe/index.html](http://www.tea.state.tx.us/imet/intersafe/index.html).

Additional teacher resources are available on-line at [www.tea.state.tx.us/resources](http://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/index.html](http://www.tea.state.tx.us/curriculum/biling/index.html)
- ◆ Career and Technical: [www.tea.state.tx.us/cte/resources.html](http://www.tea.state.tx.us/cte/resources.html)
- ◆ English Language Arts and Reading: [www.texasreading.org/utcr/la/](http://www.texasreading.org/utcr/la/)
- ◆ Fine Arts: [www.cedfa.org/index.html](http://www.cedfa.org/index.html)
- ◆ Languages Other Than English: [www.sedl.org/loteced/welcome.html](http://www.sedl.org/loteced/welcome.html)
- ◆ Mathematics: [www.utdanacenter.org/mathtoolkit/](http://www.utdanacenter.org/mathtoolkit/)
- ◆ Science: [www.utdanacenter.org/sciencetoolkit/](http://www.utdanacenter.org/sciencetoolkit/)
- ◆ Social Studies: [www.tea.state.tx.us/ssc/index.html](http://www.tea.state.tx.us/ssc/index.html)
- ◆ Technology Applications: [www.tea.state.tx.us/technology/ta/index.html](http://www.tea.state.tx.us/technology/ta/index.html)
- ◆ Technology Applications Teacher Network: [www.techappsnetwork.org/](http://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 2008, the SBOE had awarded a total of 273 open-enrollment charters under Subchapter D. Of the 209 active open-enrollment charters granted under Subchapter D, 205 are currently serving students. Thirteen of the 273 open-enrollment charters have been revoked, rescinded, or denied renewal; 50 have been returned, have been merged with other charters, or have expired; and 1 has changed to a public senior college or university charter granted under Subchapter E. Three open-enrollment charters have been granted to a university under TEC, Chapter 12, Subchapter E. All three 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 (TEC §12.101), excluding charters granted under TEC, Chapter 12, Subchapter E, which may be granted in unlimited number. Like school districts, charter schools are monitored and rated under the statewide accountability system.

The SBOE reviewed 18 first-generation charter renewal applications, and all were renewed in the spring of 2001. Later that year, the 77th Texas Legislature transferred responsibility for charter amendments, renewals, and adverse actions from the SBOE to the commissioner of education (TEC §§12.114-12.1162). As of September 2008, the commissioner of education had taken the following actions. Of second- and third-generation charters: 72 were renewed once and 15 were renewed twice; 53 were denied renewal, returned, or merged with other charters; and 13 remained under review by agency staff. Of fourth-, fifth-, and sixth-generation charters: 31 were renewed; 3 were returned or rescinded; and 9 remained under review by agency staff. Of seventh-, eighth-, and ninth-generation charters: 16 were renewed; 1 was merged with another charter; and 4 remained under review by agency staff.

## State Waivers

In the 2007-08 school year, the commissioner of education granted a combined total of 1,731 expedited and general state waivers (Table 9.1 on page 134). 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 2007-08, the commissioner approved 425 expedited waivers granting a maximum of three days for general staff development. This accounted for 25.0 percent of all state waivers approved in 2007-08. 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 335 waivers were granted for one or more of these additional days for staff development in 2007-08.

| Type of Waiver                                                                        | Number       | Percent    |
|---------------------------------------------------------------------------------------|--------------|------------|
| <b>Expedited Waivers</b>                                                              |              |            |
| Staff Development – General                                                           | 425          | 25.0       |
| Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies | 293          | 17.0       |
| Staff Development for Conference Attendance                                           | 42           | 2.4        |
| Modified Schedule – Texas Assessment of Knowledge and Skills                          | 361          | 21.0       |
| Early Release Days                                                                    | 380          | 22.0       |
| <b>General Waivers</b>                                                                |              |            |
| Course Requirements – Curriculum                                                      | 0            | 0.0        |
| Course Requirements – Career and Technical Education                                  | 12           | 0.7        |
| Certification                                                                         | 14           | 0.8        |
| Disciplinary Alternative Education Campus                                             | 2            | 0.1        |
| Study of Electronic Courses                                                           | 1            | 0.1        |
| Alternative Education Program Attendance                                              | 9            | 0.5        |
| Student Identification – Gifted and Talented                                          | 0            | 0.0        |
| Foreign Exchange Students                                                             | 33           | 1.9        |
| Pregnancy-Related Services – Compensatory Education Home Instruction                  | 15           | 0.9        |
| Site-Based Decision Making Committee                                                  | 1            | 0.1        |
| Textbooks                                                                             | 80           | 4.6        |
| Low Attendance Days                                                                   | 26           | 1.5        |
| Miss Instructional Days                                                               | 13           | 0.8        |
| Other Miscellaneous                                                                   | 24           | 1.4        |
| <b>Total State Waivers Approved</b>                                                   | <b>1,731</b> | <b>100</b> |

Note. Waivers approved from 6/1/07 through 5/31/08. Parts may not add to 100 percent because of rounding.

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 2007-08 school year, 178 class size waivers were granted (Table 9.2).

| Semester     | Number     |
|--------------|------------|
| Fall 2007    | 101        |
| Spring 2008  | 77         |
| <b>Total</b> | <b>178</b> |

Note. Waivers approved from 06/01/07 through 05/31/08. Totals may include school districts that received class size waivers in both fall and spring of school year 2007-08.

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

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 August 1, 2008, the number of *Exemplary* districts, excluding charter operators, was 29 (2.8%), and the number of *Exemplary* campuses, excluding charter campuses, was 973 (12.4%).

## 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 U.S. Department of Education (USDE) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April 2006, President George W. 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 2007-08 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 2007-08 school year, the poverty threshold for schoolwide eligibility was 40 percent, and 104 campuses in 54 districts 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. Four LEAs used this waiver in the 2007-08 school year.

#### *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. One Campus Allocation waiver was granted for the 2007-08 school year.

#### **Agency Contact Persons**

For information on open-enrollment charter schools, contact Laura Taylor, Acting Associate Commissioner for Accreditation, (512) 463-5226; or Mary Perry, Charter Schools Division, (512) 463-9575.

For information on general state waivers, contact Raymond Glynn, Deputy Commissioner for School District Leadership and Educator Quality, (512) 463-7996; or Philip Cochran, Regional Services and Waivers Division, (512) 463-9371.

For information on federal Ed-Flex waivers, contact Anita Givens, Acting Associate Commissioner for Standards and Programs, (512) 463-9483; or Cory Green, No Child Left Behind Program Coordination Division, (512) 475-3553.

#### **Other Sources of Information**

For additional information on charter schools, see [www.tea.state.tx.us/charter/](http://www.tea.state.tx.us/charter/). For a list of state waivers granted by the commissioner of education, see [mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx](http://mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx). For additional information on federal Ed-Flex waivers, see [www.tea.state.tx.us/edflex/](http://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 2007, 64.1 percent of school district and charter school expenditures statewide were used for direct instructional activities (Table 10.1).

| Activity                                                   | Expenditures (%) |
|------------------------------------------------------------|------------------|
| Instruction                                                | 57.2             |
| Instructional Resources and Media Services                 | 1.6              |
| Curriculum Development and Instructional Staff Development | 1.9              |
| Guidance and Counseling Services                           | 3.4              |
| Total                                                      | 64.1             |

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. 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 2007-08 school year, 64.0 percent of school district and charter school staff hours statewide were used for direct instructional activities (Table 10.2).

| Activity                                                   | Staff Hours (%) |
|------------------------------------------------------------|-----------------|
| Instruction                                                | 58.3            |
| Instructional Resources and Media Services                 | 1.7             |
| Curriculum Development and Instructional Staff Development | 1.0             |
| Guidance and Counseling Services                           | 3.0             |
| Total                                                      | 64.0            |

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 Laura Taylor, Acting Associate Commissioner for Accreditation, (512) 463-5226; or Rita Chase, Financial Audits Division, (512) 463-9095.

## **Other Sources of Information**

See the *2007-2008 Public Education Information Management System Data Standards, Addendum Version*, at [www.tea.state.tx.us/peims/standards/0708/index.html](http://www.tea.state.tx.us/peims/standards/0708/index.html). See the *Financial Accountability System Resource Guide, Update 13.0*, at [www.tea.state.tx.us/school.finance/audit/resguide13/index.html](http://www.tea.state.tx.us/school.finance/audit/resguide13/index.html).



# 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 collections in an electronic format.

Most data submissions from school districts at this time 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 2008-09 school year, there are 159 data elements in PEIMS, 10 more than 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. The review ensures that only data mandated by state or federal law are collected and that the data are not requested through more than one collection.

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. Data collections may be specific to a small number of districts or may be one-time requests for information.

The 21st Century Tracking and Reporting System uses data submitted by grantees via the Internet to track student participation in out-of-school activities for the Texas 21st Century Community Learning Centers grant

**Table 11.1. Information Types in the PEIMS<sup>a</sup> Electronic Data Collection**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Organizations</b></p> <ul style="list-style-type: none"> <li>◆ District name and assigned number</li> <li>◆ Shared services arrangement types, fiscal agent, and identifying information</li> <li>◆ Campus identification and program component information specific to a campus</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>◆ Identification information, including Social Security number and name</li> <li>◆ Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience</li> <li>◆ Employment, including days of service, salary, and experience within the district</li> <li>◆ Responsibilities, including the types of work performed, its location, and, in some cases, the time of day</li> </ul> | <p><b>Finances</b></p> <ul style="list-style-type: none"> <li>◆ Budgeted revenue and expenditures for required funds, functions, objects, organizations, and programs</li> <li>◆ Actual revenue and expenditures for required funds, functions, objects, organizations, shared services, and programs</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>◆ Identification, including a unique student number, name, and basic demographic information</li> <li>◆ Enrollment, including campus, grade, special program participation, and various indicators of student characteristics</li> <li>◆ Attendance information for each six-week period and special program participation</li> <li>◆ Course completion for Grades 9-12</li> <li>◆ Student graduation information</li> <li>◆ School leaver information</li> <li>◆ Disciplinary actions</li> <li>◆ Special Education Restraint</li> <li>◆ Title I, Part A</li> </ul> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<sup>a</sup>Public Education Information Management System.

program. The system was designed to meet the yearly reporting requirements of the U.S. Department of Education. There are 345 data elements in the Texas 21st Century Tracking and Reporting System, with 93 reports available to 21st Century grantees and 117 reports to TEA users.

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 2008-09, as in the previous school year, there are 100 data elements in the EMAT, and districts have access to 100 reports.

Through the Texas Educating Adults Management System (TEAMS), users can 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, 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. Automation of grants has reduced agency processing time, which in turn has allowed school districts to receive funding more quickly.

The Child Nutrition Program Information Management System (CNPIMS) is an automated data collection maintained by TEA that 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.

Beginning in the 2007-08 school year, FITNESSGRAM was used to evaluate the physical fitness of Texas public school students in Grades 3-12. See Chapter 15 of this report for more information about FITNESSGRAM.

The Data and Information Review Committee (DIRC) is responsible for conducting a sunset review of all agency data collections each even numbered year. Made up of staff from across the agency, the committee also is charged with reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome. DIRC also reviews any proposed new or amended commissioner and State Board of Education rules for data implications. It is the responsibility of DIRC to assure that duplicate requests for the same data are not made of schools and districts and that data collected from schools and districts are required by state or federal statute or mandate.

## Agency Contact Persons

For information on the Public Education Information Management System (PEIMS), the Policy Committee on Public Education Information (PCPEI), and the Information Task Force (ITF), contact Sharon Lewellyn, PEIMS Division, (512) 463-9795.

For information on the 21st Century Tracking and Reporting System, contact Candace Ferguson or Liza Lorenzi, School Support and Student Interventions Division, (512) 463-5619.

For information on the Educational Materials (EMAT) system, contact John Lopez, Chuck Mayo, or Deanna Marotz, Instructional Materials and Educational Technology Division, (512) 463-9601.

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 New Generation System (NGS), contact Pat Meyertholen, No Child Left Behind Program Coordination Division, (512) 463-9374.

For information on the Texas Education Directory, contact Linda Roska, Accountability Research Division, (512) 475-3523.

For information on the eGrants system, contact Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation, (512) 463-7004; or Ellen Montgomery, Evaluation, Analysis, and Planning Division, (512) 463-7004.

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 FITNESSGRAM, contact Jeff Kloster, Associate Commissioner for Health and Safety, (512) 463-3070; or Marissa Rathbone, Health and Safety Division, (512) 463-3064.

For information on the Data and Information Review Committee (DIRC), contact Pat Sullivan, Deputy Associate Commissioner for Data Development, Analysis, and Research, (512) 475-3306.

## **Other Sources of Information**

For additional information about PEIMS, see [www.tea.state.tx.us/peims/index.html](http://www.tea.state.tx.us/peims/index.html) and the *2008-2009 Public Education Information Management System Data Standards, Addendum Version*, at [www.tea.state.tx.us/peims/standards/0809/index.html](http://www.tea.state.tx.us/peims/standards/0809/index.html).

For school directory information, visit the TEA website at [www.tea.state.tx.us](http://www.tea.state.tx.us) and click on "School Directory."



# 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 was appropriated \$24.3 billion in FY 2008.

In FY 2008, as in the previous fiscal year, general revenue-related funds were the primary method of financing and accounted for the largest portion (61.1%) of total agency funds (Table 12.1). Federal funds made up 17.2 percent of agency funds in FY 2008, and other funds make up the remaining 21.7 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2008 (59.9%) (Table 12.2 on page 144).

TEA retained very little of the state and federal funds received at the agency in FY 2008; 99.5 percent of state

funds and 99.0 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers (Table 12.3 on page 144).

Appropriated amounts for 2007-08 were linked to the goals and strategies outlined in the agency strategic plan, with specific amounts reflected at the strategy level (Table 12.4 on page 145).

Final TEA expenditures for FY 2008 will be included as part of the *Comprehensive Annual Financial Report for the State of Texas*, to be published by the Texas Comptroller of Public Accounts in February 2009.

## Agency Contact Persons

For information on TEA funds and expenditures, contact Shirley Beaulieu, Chief Financial Officer, (512) 463-9189.

**Table 12.1. Texas Education Agency, Method of Financing, 2007-08**

| Method of Financing                                                          | Amount            | Percent          |
|------------------------------------------------------------------------------|-------------------|------------------|
| <b>General Revenue-Related Funds</b>                                         |                   |                  |
| General Revenue Funds:                                                       |                   |                  |
| General Revenue Fund                                                         | \$ 332,976,404    | 1.4              |
| Available School Fund                                                        | 977,100,000       | 4.0              |
| State Textbook Fund                                                          | 499,290,558       | 2.1              |
| Foundation School Fund                                                       | 11,801,915,155    | 48.5             |
| Certification and Assessment Fees                                            | 26,421,434        | 0.1              |
| General Revenue MOE <sup>a</sup> for Temporary Assistance for Needy Families | 2,000,000         | <0.1             |
| Lottery Proceeds                                                             | 1,034,800,000     | 4.3              |
| Educator Excellence Fund                                                     | 97,500,000        | 0.4              |
| Subtotal, General Revenue Fund                                               | \$ 14,772,003,551 | 60.7             |
| General Revenue Dedicated:                                                   |                   |                  |
| Specialty License Plates                                                     | 103,140           | <0.1             |
| Telecommunications Infrastructure Fund                                       | 96,487,000        | 0.4              |
| Subtotal, General Revenue Dedicated                                          | \$ 96,590,140     | 0.4              |
| Subtotal, General Revenue-Related Funds                                      | \$ 14,868,593,691 | 61.1             |
| <b>Federal Funds</b>                                                         |                   |                  |
| Health, Education, and Welfare Fund                                          | 2,860,582,484     | 11.8             |
| School Lunch Fund                                                            | 1,295,391,475     | 5.3              |
| Other Federal Funds                                                          | 24,492,028        | 0.1              |
| Subtotal, Federal Funds                                                      | \$ 4,180,465,987  | 17.2             |
| <b>Other Funds</b>                                                           |                   |                  |
| State Highway Fund                                                           | 50,000,000        | 0.2              |
| Permanent School Fund                                                        | 11,602,676        | <0.1             |
| Appropriated Receipts – Attendance Credits, Estimated                        | 973,700,000       | 4.0              |
| Property Tax Relief                                                          | 4,231,466,000     | 17.4             |
| Interagency Contracts                                                        | 4,668,220         | <0.1             |
| Subtotal, Other Funds                                                        | \$ 5,271,436,896  | 21.7             |
| Total, All Methods of Financing                                              | \$ 24,320,496,574 | 100              |
| Total Full-Time Equivalents                                                  | 991.3             | n/a <sup>b</sup> |

<sup>a</sup>Maintenance of effort. <sup>b</sup>Not applicable.

| <b>Table 12.2. Texas Education Agency<br/>Administrative Budget, 2007-08</b> |                       |                |
|------------------------------------------------------------------------------|-----------------------|----------------|
| <b>Method of Financing</b>                                                   | <b>Amount</b>         | <b>Percent</b> |
| <b>General Revenue-Related Funds</b>                                         |                       |                |
| General Revenue Fund                                                         | \$ 39,528,257         | 30.2           |
| Textbook Fund                                                                | 2,794,718             | 2.1            |
| Foundation School Fund                                                       | 9,678,262             | 7.4            |
| Certification and Assessment Fees                                            | 26,421,434            | 20.2           |
| Subtotal, General Revenue-Related Funds                                      | \$ 78,422,671         | 59.9           |
| <b>Federal Funds</b>                                                         |                       |                |
| Health, Education, and Welfare Fund                                          | 38,547,820            | 29.4           |
| Other Federal Fund                                                           | 1,704,880             | 1.3            |
| Subtotal, Federal Funds                                                      | \$ 40,252,700         | 30.7           |
| <b>Other Funds</b>                                                           |                       |                |
| Permanent School Fund                                                        | 11,602,676            | 8.9            |
| Interagency Contracts                                                        | 668,220               | 0.5            |
| Subtotal, Other Funds                                                        | \$ 12,270,896         | 9.4            |
| <b>Total, All Methods of Financing</b>                                       | <b>\$ 130,946,267</b> | <b>100</b>     |

Note. Amounts do not include fringe benefits.

| <b>Table 12.3. State and Federal Funds<br/>Appropriated to the Texas Education Agency and<br/>Passed Through to School Districts, Education<br/>Service Centers, and Education Providers, 2007-08</b> |                   |                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------|
| <b>Source of Funds</b>                                                                                                                                                                                | <b>Amount</b>     | <b>Percent</b> |
| <b>State Funds</b>                                                                                                                                                                                    |                   |                |
| Administrative Budget                                                                                                                                                                                 | \$ 90,693,567     | 0.5            |
| State Funds Passed Through                                                                                                                                                                            | 20,049,337,020    | 99.5           |
| Total State Funds                                                                                                                                                                                     | \$ 20,140,030,587 | 100            |
| <b>Federal Funds</b>                                                                                                                                                                                  |                   |                |
| Administrative Budget                                                                                                                                                                                 | 40,252,700        | 1.0            |
| Federal Funds Passed Through                                                                                                                                                                          | 4,140,213,287     | 99.0           |
| Total Federal Funds                                                                                                                                                                                   | \$ 4,180,465,987  | 100            |

## Other Sources of Information

General Appropriations Act (80th Texas Legislature), as published. For additional information on legislative appropriations, visit the Legislative Budget Board website at [www.lbb.state.tx.us](http://www.lbb.state.tx.us).

| <b>Table 12.4. Expenditures Under Texas Education Agency Goals and Strategies, 2007-08</b>                                                                                                                                                                                                                                                                                             |                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>Goals and Strategies</b>                                                                                                                                                                                                                                                                                                                                                            | <b>2007-08</b>           |
| <b>A. Goal: Program Leadership</b>                                                                                                                                                                                                                                                                                                                                                     |                          |
| 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<br>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.               | \$ 18,515,265,575        |
| A.1.2. Strategy: Foundation School Program – Equalized Facilities<br>Operate an equalized school facilities program by ensuring the allocation of a guaranteed yield for existing debt and disbursing facilities funds.                                                                                                                                                                | 752,000,000              |
| A.2.1. Strategy: Student Success<br>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. | 518,854,139              |
| A.2.2. Strategy: Achievement of Students at Risk<br>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.                                                                                                           | 1,323,571,531            |
| A.2.3. Strategy: Students with Disabilities<br>Develop and implement programs that ensure all students with disabilities graduate from high school with a world-class education.                                                                                                                                                                                                       | 937,177,878              |
| A.2.4. Strategy: School Improvement and Support Programs<br>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.                           | 251,332,247              |
| A.2.5. Strategy: Adult Education and Family Literacy<br>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.                                                                                                                 | 62,951,575               |
| <b>Subtotal, Goal A</b>                                                                                                                                                                                                                                                                                                                                                                | <b>\$ 22,361,152,945</b> |

Source. General Appropriations Act (80th Texas Legislature), as published.

**continues**

**Table 12.4. Expenditures Under Texas Education Agency Goals and Strategies, 2007-08 (continued)**

| <b>Goals and Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>2007-08</b>    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| <b>B. Goal: Operational Excellence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |
| 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<br>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.                                                                                                                                                                                                                                                        | \$ 93,900,000     |
| B.2.1. Strategy: Educational Technology<br>Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.                                                                                                                                                                                                                                                                                                    | 27,122,333        |
| B.2.2. Strategy: Safe Schools<br>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.                                                                                                                                         | 61,397,261        |
| B.2.3. Strategy: Child Nutrition Programs<br>Implement and support efficient state child nutrition programs.                                                                                                                                                                                                                                                                                                                                                                                                  | 1,309,791,475     |
| B.2.4. Strategy: Windham School District<br>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.                                                                                                                                                                                                                                                                                 | 59,425,745        |
| B.3.1. Strategy: Improving Teacher Quality<br>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. | 276,760,548       |
| B.3.2. Strategy: Agency Operations<br>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.                                                                                                                                                                                                                                               | 60,699,826        |
| B.3.3. Strategy: State Board for Educator Certification Operations<br>Build the capacity of the Texas public education system through the review of educator preparation programs and the credentialing of qualified educators.                                                                                                                                                                                                                                                                               | 11,385,914        |
| B.3.4. Strategy: Central Administration<br>Provide efficient agency administration to support the Commissioner of Education as the educational leader of the state.                                                                                                                                                                                                                                                                                                                                           | 13,635,537        |
| B.3.5. Strategy: Information Systems – Technology<br>TEA will purchase, develop, and implement information systems that support students, educators, and stakeholders.                                                                                                                                                                                                                                                                                                                                        | 34,162,990        |
| B.3.6. Strategy: Certification Exam Administration<br>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.                                                                                                                                                                                                                                                              | 11,062,000        |
| Subtotal, Goal B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$ 1,959,343,629  |
| Total, All Goals and Strategies                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | \$ 24,320,496,574 |

Source: General Appropriations Act (80th Texas Legislature), as published.



# 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.

Although most charters have only one campus, some operate several campuses. As of September 2008, there were 209 open-enrollment charters with 465 approved charter campuses. Charter enrollment is relatively small, compared to enrollment in traditional school districts. In 2007-08, a total of 90,485 students (approximately 1.9% of enrollment statewide) were enrolled in charters, with an average campus enrollment of 194 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 2007-08 school year, approximately 43.3 percent of charter campuses were registered under AEA. By comparison, approximately 3.3 percent of school district campuses were registered under the AEA procedures. Charter campuses registered as alternative education campuses received ratings in 2008 of *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, or *AEA: Not Rated: Other*.

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 the analyses that follow, charter campuses that are rated under AEA procedures are referred to as "AEA charters." Conversely, charter campuses that are rated under the standard accountability procedures are referred to as "standard charters." Traditional school districts are referred to as "school districts."

In the 2007-08 school year, substantial changes were made to assessment options for students served in special education programs. The State-Developed Alternative Assessment II is no longer administered and was not part of the accountability system in 2008. Instead, students receiving special education services were included in the system by evaluating Texas Assessment of Knowledge and Skills (Accommodated) (TAKS [Accommodated]) tests, which will be fully phased in by 2010. TAKS results presented in this chapter for 2007 and 2008 include the results for TAKS (Accommodated) tests in English language arts (ELA) at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11.

In 2007, 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 standard errors of measurement (SEM) below the panel-recommended standard. The passing standard increased to 1 SEM below the panel-recommended standard in 2007 and to the panel-recommended standard in 2008. Additionally, for the first time in 2008, the Grade 8 science assessment was included in TAKS assessments evaluated for accountability ratings. In this chapter, for comparison purposes, Grade 8 science results for 2007 were recalculated at the panel-recommended standard in place for 2008. Results for Grade 8 science are included in results summed across all grades tested in science and in results for all tests taken.

---

*Note. Please refer to Chapters 1 and 2 of this report for definitions and descriptions of indicators used. In addition, Chapter 9 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 in AEA charters from 2007 to 2008 (Table 13.1). Overall, the largest increase was in science among standard charters, up 11 percentage points to 73 percent. Nevertheless, across all TAKS subject areas in 2008, passing rates for AEA charters were lower than those for standard charters and school districts. Standard charters had slightly higher passing rates in social studies than school districts.

In reading/ELA, across all grades tested, the passing rate for AEA charters was 73 percent in 2008, and the rate for standard charters was 90 percent (Table 13.1). The rate for school districts was 1 percentage point higher than the rate for standard charters. Notably, in Grades 6-11, standard charters had passing rates that were the same as, or higher than, those for school districts (Table 13.2).

In mathematics, across all grades tested, the passing rate for standard charters in 2008 increased 5 percentage points from the previous year to 80 percent (Table 13.1). Among standard charters, the greatest improvement was in Grade 9, up 9 percentage points (Table 13.2). As in reading/ELA, standard charters had passing rates in Grades 6-11 that were the same as, or higher than, those for school districts. Among AEA charters, the greatest improvements were in Grades 3 and 5 (17 and 14 percentage points, respectively).

In writing, across all grades tested, the passing rate for AEA charters in 2008 increased 2 percentage points

from the previous year to 82 percent (Table 13.1). The rate for standard charters increased 2 percentage points from the previous year, as well, to 91 percent. School districts maintained a passing rate of 93 percent.

In science, across all grades tested, the passing rate for standard charters in 2008 increased 11 percentage points from the previous year to 73 percent (Table 13.1). Among AEA charters, Grades 5 and 10 saw the greatest improvement, increasing 13 and 8 points, respectively (Table 13.2). In Grades 8, 10, and 11, the passing rates for standard charters were higher than those for school districts by 1 to 4 percentage points.

In social studies, across all grades tested, the passing rate for standard charters in 2008 was 93 percent, compared to 92 percent for school districts (Table 13.1). In Grade 8, the passing rate for standard charters (93%) was 2 percentage points higher than the rate for school districts (91%) (Table 13.2).

Analyses by grade and subject of the performance of students in AEA charters on the Spanish-version TAKS is limited by the small numbers of students taking the tests in Grades 5 and 6 (Table 13.3 on page 150). The passing rate for all tests taken in Grade 3 was higher for AEA charters than for standard charters or school districts. In Grade 4, AEA charters had higher passing rates in reading and mathematics than standard charters or school districts. In Grade 5, standard charters had higher passing rates than school districts in all subjects and for all tests taken.

## TAKS Performance by Student Group

In 2008, Hispanic students in standard charters had passing rates in all subjects that were higher than

**Table 13.1. English-Version TAKS Passing Rates (%), by Subject, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, 2007 and 2008**

| Subject                  | AEA Charters |      |                      | Standard Charters |      |                      | School Districts <sup>a</sup> |      |                      |
|--------------------------|--------------|------|----------------------|-------------------|------|----------------------|-------------------------------|------|----------------------|
|                          | 2007         | 2008 | Change, 2007 to 2008 | 2007              | 2008 | Change, 2007 to 2008 | 2007                          | 2008 | Change, 2007 to 2008 |
| Reading/ELA <sup>b</sup> | 67           | 73   | 6                    | 87                | 90   | 3                    | 89                            | 91   | 2                    |
| Mathematics              | 34           | 39   | 5                    | 75                | 80   | 5                    | 78                            | 81   | 3                    |
| Writing                  | 80           | 82   | 2                    | 89                | 91   | 2                    | 93                            | 93   | 0                    |
| Science                  | 30           | 39   | 9                    | 62                | 73   | 11                   | 66                            | 75   | 9                    |
| Social Studies           | 63           | 73   | 10                   | 86                | 93   | 7                    | 87                            | 92   | 5                    |
| All Tests Taken          | 29           | 33   | 4                    | 65                | 72   | 7                    | 68                            | 73   | 5                    |

Note. Results are summed across all grades tested for each subject and include TAKS (Accommodated) tests in English language arts at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11. In 2007 and 2008, the passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The passing standard for Grade 8 science in 2007 was 1 standard error of measurement below the panel-recommended standard, whereas the passing standard in 2008 was the panel-recommended standard. To allow for year-to-year comparison, data for Grade 8 science in 2007 were recalculated at the panel-recommended standard.

<sup>a</sup>Excludes charters. <sup>b</sup>English language arts.

**Table 13.2. English-Version TAKS Passing Rates (%), by Grade and Subject,  
Charters Rated Under Alternative Education Accountability (AEA) Procedures,  
Charters Rated Under Standard Accountability Procedures, and School Districts, 2007 and 2008**

| Subject               | AEA Charters |      |                         | Standard Charters |      |                         | School Districts <sup>a</sup> |      |                         |
|-----------------------|--------------|------|-------------------------|-------------------|------|-------------------------|-------------------------------|------|-------------------------|
|                       | 2007         | 2008 | Change,<br>2007 to 2008 | 2007              | 2008 | Change,<br>2007 to 2008 | 2007                          | 2008 | Change,<br>2007 to 2008 |
| <b>Grade 3</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 66           | 69   | 3                       | 81                | 83   | 2                       | 89                            | 90   | 1                       |
| Mathematics           | 54           | 71   | 17                      | 68                | 76   | 8                       | 83                            | 86   | 3                       |
| <b>Grade 4</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 61           | 64   | 3                       | 79                | 78   | -1                      | 85                            | 85   | 0                       |
| Mathematics           | 55           | 63   | 8                       | 76                | 75   | -1                      | 87                            | 87   | 0                       |
| Writing               | 73           | 78   | 5                       | 84                | 88   | 4                       | 91                            | 93   | 2                       |
| <b>Grade 5</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 53           | 61   | 8                       | 75                | 81   | 6                       | 83                            | 86   | 3                       |
| Mathematics           | 49           | 63   | 14                      | 74                | 78   | 4                       | 86                            | 86   | 0                       |
| Science               | 27           | 40   | 13                      | 61                | 71   | 10                      | 75                            | 82   | 7                       |
| <b>Grade 6</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 81           | 84   | 3                       | 93                | 94   | 1                       | 92                            | 94   | 2                       |
| Mathematics           | 47           | 54   | 7                       | 80                | 84   | 4                       | 80                            | 84   | 4                       |
| <b>Grade 7</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 71           | 72   | 1                       | 87                | 90   | 3                       | 86                            | 88   | 2                       |
| Mathematics           | 47           | 52   | 5                       | 77                | 82   | 5                       | 77                            | 81   | 4                       |
| Writing               | 85           | 85   | 0                       | 94                | 94   | 0                       | 94                            | 93   | -1                      |
| <b>Grade 8</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 78           | 84   | 6                       | 91                | 95   | 4                       | 90                            | 95   | 5                       |
| Mathematics           | 40           | 47   | 7                       | 73                | 80   | 7                       | 73                            | 80   | 7                       |
| Science               | 34           | 35   | 1                       | 69                | 74   | 5                       | 68                            | 70   | 2                       |
| Social Studies        | 56           | 66   | 10                      | 85                | 93   | 8                       | 84                            | 91   | 7                       |
| <b>Grade 9</b>        |              |      |                         |                   |      |                         |                               |      |                         |
| Reading               | 69           | 70   | 1                       | 88                | 92   | 4                       | 87                            | 88   | 1                       |
| Mathematics           | 22           | 25   | 3                       | 65                | 74   | 9                       | 62                            | 65   | 3                       |
| <b>Grade 10</b>       |              |      |                         |                   |      |                         |                               |      |                         |
| English Language Arts | 62           | 71   | 9                       | 84                | 91   | 7                       | 85                            | 90   | 5                       |
| Mathematics           | 26           | 32   | 6                       | 67                | 70   | 3                       | 65                            | 67   | 2                       |
| Science               | 22           | 30   | 8                       | 58                | 69   | 11                      | 58                            | 66   | 8                       |
| Social Studies        | 57           | 68   | 11                      | 83                | 90   | 7                       | 85                            | 89   | 4                       |
| <b>Grade 11</b>       |              |      |                         |                   |      |                         |                               |      |                         |
| English Language Arts | 66           | 72   | 6                       | 87                | 93   | 6                       | 90                            | 91   | 1                       |
| Mathematics           | 42           | 44   | 2                       | 76                | 82   | 6                       | 80                            | 80   | 0                       |
| Science               | 42           | 49   | 7                       | 78                | 83   | 5                       | 77                            | 82   | 5                       |
| Social Studies        | 72           | 81   | 9                       | 91                | 96   | 5                       | 93                            | 96   | 3                       |

*Note.* Results include TAKS (Accommodated) tests in English language arts at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11. In 2007 and 2008, the passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The passing standard for Grade 8 science in 2007 was 1 standard error of measurement below the panel-recommended standard, whereas the passing standard in 2008 was the panel-recommended standard. To allow for year-to-year comparison, data for Grade 8 science in 2007 were recalculated at the panel-recommended standard.

<sup>a</sup>Excludes charters.

the rates for Hispanic students in school districts (Table 13.4 on page 151). Compared to the previous year, performance among Hispanic students in standard charters improved most in science and social studies, with increases in passing rates of 14 and 8 percentage points, respectively.

Among economically disadvantaged students in 2008, passing rates in standard charters were the same as, or

higher than, those in school districts in all subjects. Among African American students, passing rates in standard charters were the same as or higher than those in school districts in reading/ELA, mathematics, and science.

### ***Progress of Prior Year TAKS Failers***

In reading/ELA, the 2008 TAKS passing rate for students who failed the test the previous year was

**Table 13.3. Spanish-Version TAKS Passing Rates (%), by Grade and Subject,  
Charters Rated Under Alternative Education Accountability (AEA) Procedures,  
Charters Rated Under Standard Accountability Procedures, and School Districts, 2007 and 2008**

| Subject              | AEA Charters   |      |                         | Standard Charters |      |                         | School Districts <sup>a</sup> |      |                         |
|----------------------|----------------|------|-------------------------|-------------------|------|-------------------------|-------------------------------|------|-------------------------|
|                      | 2007           | 2008 | Change,<br>2007 to 2008 | 2007              | 2008 | Change,<br>2007 to 2008 | 2007                          | 2008 | Change,<br>2007 to 2008 |
| <b>Grade 3</b>       |                |      |                         |                   |      |                         |                               |      |                         |
| Reading              | 67             | 78   | 11                      | 82                | 84   | 2                       | 81                            | 83   | 2                       |
| Mathematics          | 56             | 78   | 22                      | 70                | 68   | -2                      | 74                            | 79   | 5                       |
| All Tests Taken      | 56             | 78   | 22                      | 66                | 64   | -2                      | 69                            | 73   | 4                       |
| <b>Grade 4</b>       |                |      |                         |                   |      |                         |                               |      |                         |
| Reading              | 33             | 99   | 66                      | 80                | 73   | -7                      | 78                            | 78   | 0                       |
| Mathematics          | 56             | 80   | 24                      | 67                | 71   | 4                       | 73                            | 77   | 4                       |
| Writing              | 33             | 80   | 47                      | 99                | 93   | -6                      | 90                            | 91   | 1                       |
| All Tests Taken      | 11             | 60   | 49                      | 67                | 65   | -2                      | 66                            | 69   | 3                       |
| <b>Grade 5</b>       |                |      |                         |                   |      |                         |                               |      |                         |
| Reading              | - <sup>b</sup> | -    | n/a <sup>c</sup>        | 88                | 75   | -13                     | 79                            | 73   | -6                      |
| Mathematics          | -              | -    | n/a                     | 71                | 63   | -8                      | 51                            | 50   | -1                      |
| Science <sup>d</sup> | -              | -    | n/a                     | 43                | 47   | 4                       | 35                            | 38   | 3                       |
| All Tests Taken      | -              | -    | n/a                     | 55                | 49   | -6                      | 44                            | 46   | 2                       |
| <b>Grade 6</b>       |                |      |                         |                   |      |                         |                               |      |                         |
| Reading              | -              | -    | n/a                     | 63                | 27   | -36                     | 76                            | 73   | -3                      |
| Mathematics          | -              | -    | n/a                     | 58                | 7    | -51                     | 60                            | 60   | 0                       |
| All Tests Taken      | -              | -    | n/a                     | 63                | 13   | -50                     | 59                            | 60   | 1                       |

<sup>a</sup>Excludes charters. <sup>b</sup>A dash (-) indicates fewer than five students were in the accountability subset. <sup>c</sup>Student scores were not available to compute change. <sup>d</sup>Includes TAKS (Accommodated).

51 percent in standard charters, compared to 54 percent in school districts (Table 13.5). In mathematics, the passing rates for prior year TAKS failers in standard charters and in school districts were separated by only one percentage point (35% and 36%, respectively).

## State Assessment Participation

In 2008, 97.2 percent of all students in AEA charters and 99.2 percent of all students in standard charters took the TAKS, the TAKS (Accommodated), the TAKS-Modified (TAKS-M), or the TAKS-Alternate (TAKS-Alt), compared to 98.5 percent of all students in school districts (Figure 13.1 on page 152).

TAKS (Accommodated) is designed for students served in special education programs whose academic achievement and progress can be measured appropriately using the general assessment. TAKS (Accommodated) is not an alternate assessment. It is the TAKS test with format accommodations (larger font, fewer items per page, etc.) and no embedded field-test items. As with TAKS, TAKS (Accommodated) subject tests at Grade 11 satisfy graduation requirements and are provided for retesting, and Spanish-version tests are available in Grades 3-6.

TAKS-M is an alternate assessment based on modified academic achievement standards. It measures the

academic progress of students for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. Although students are assessed on grade-level curriculum, TAKS-M tests have been modified in format (e.g., larger font, fewer items per page) and test design (e.g., fewer answer choices, simpler vocabulary and sentence structure). TAKS-M is not a requirement for graduation and, therefore, is not considered an exit-level test with retesting opportunities. TAKS-M is not available in Spanish.

TAKS-Alt assesses students who have significant cognitive disabilities and who are unable to participate in other statewide assessments, even with substantial accommodations or modifications. TAKS-Alt requires teachers to design activities that link to the grade-level Texas Essential Knowledge and Skills (TEKS). Student performance is observed and scored using the TAKS-Alt rubric, and the results and supporting evidence are submitted through an on-line system. Each student who meets the participation criteria for TAKS-Alt must be assessed in all subject areas tested by TAKS in the student's enrolled grade.

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 TAKS or on TAKS (Accommodated) tests in ELA at

**Table 13.4. English-Version TAKS Passing Rates (%), by Subject and Student Group, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, 2007 and 2008**

| Group                          | AEA Charters |      |                      | Standard Charters |      |                      | School Districts <sup>a</sup> |      |                      |
|--------------------------------|--------------|------|----------------------|-------------------|------|----------------------|-------------------------------|------|----------------------|
|                                | 2007         | 2008 | Change, 2007 to 2008 | 2007              | 2008 | Change, 2007 to 2008 | 2007                          | 2008 | Change, 2007 to 2008 |
| <b>Reading/ELA<sup>b</sup></b> |              |      |                      |                   |      |                      |                               |      |                      |
| African American               | 60           | 65   | 5                    | 83                | 87   | 4                    | 84                            | 87   | 3                    |
| Hispanic                       | 67           | 73   | 6                    | 86                | 90   | 4                    | 84                            | 87   | 3                    |
| White                          | 78           | 83   | 5                    | 94                | 94   | 0                    | 95                            | 96   | 1                    |
| Economically Disadvantaged     | 65           | 71   | 6                    | 84                | 88   | 4                    | 83                            | 86   | 3                    |
| <b>Mathematics</b>             |              |      |                      |                   |      |                      |                               |      |                      |
| African American               | 26           | 30   | 4                    | 67                | 73   | 6                    | 65                            | 69   | 4                    |
| Hispanic                       | 34           | 39   | 5                    | 75                | 81   | 6                    | 72                            | 76   | 4                    |
| White                          | 47           | 51   | 4                    | 82                | 85   | 3                    | 87                            | 89   | 2                    |
| Economically Disadvantaged     | 33           | 39   | 6                    | 72                | 78   | 6                    | 70                            | 74   | 4                    |
| <b>Writing</b>                 |              |      |                      |                   |      |                      |                               |      |                      |
| African American               | 76           | 78   | 2                    | 88                | 89   | 1                    | 89                            | 91   | 2                    |
| Hispanic                       | 84           | 84   | 0                    | 89                | 92   | 3                    | 91                            | 91   | 0                    |
| White                          | 73           | 83   | 10                   | 90                | 90   | 0                    | 95                            | 96   | 1                    |
| Economically Disadvantaged     | 80           | 83   | 3                    | 88                | 90   | 2                    | 90                            | 90   | 0                    |
| <b>Science</b>                 |              |      |                      |                   |      |                      |                               |      |                      |
| African American               | 20           | 26   | 6                    | 52                | 62   | 10                   | 50                            | 61   | 11                   |
| Hispanic                       | 26           | 36   | 10                   | 58                | 72   | 14                   | 56                            | 66   | 10                   |
| White                          | 52           | 61   | 9                    | 78                | 83   | 5                    | 82                            | 87   | 5                    |
| Economically Disadvantaged     | 27           | 35   | 8                    | 54                | 68   | 14                   | 53                            | 64   | 11                   |
| <b>Social Studies</b>          |              |      |                      |                   |      |                      |                               |      |                      |
| African American               | 53           | 64   | 11                   | 80                | 86   | 6                    | 80                            | 88   | 8                    |
| Hispanic                       | 61           | 73   | 12                   | 85                | 93   | 8                    | 82                            | 88   | 6                    |
| White                          | 79           | 83   | 4                    | 92                | 96   | 4                    | 94                            | 96   | 2                    |
| Economically Disadvantaged     | 61           | 71   | 10                   | 83                | 91   | 8                    | 80                            | 87   | 7                    |

Note. Results are summed across all grades tested for each subject and include TAKS (Accommodated) tests in English language arts at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11. In 2007 and 2008, the passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The passing standard for Grade 8 science in 2007 was 1 standard error of measurement below the panel-recommended standard, whereas the passing standard in 2008 was the panel-recommended standard. To allow for year-to-year comparison, data for Grade 8 science in 2007 were recalculated at the panel-recommended standard.

<sup>a</sup>Excludes charters. <sup>b</sup>English language arts.

Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, or science at Grades 5, 8, 10, and 11; 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; or (b) the students were tested exclusively on one or more of the following—TAKS (Accommodated) tests in reading/ELA at Grades 3-10, mathematics at Grades 3-10, or writing at Grades 4 and 7, TAKS-M, or TAKS-Alt.

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 2008, test results for 51.4 percent of all students in

AEA charters and 14.7 percent of all students in standard charters were excluded for accountability purposes, compared to 12.4 percent of all students in school districts.

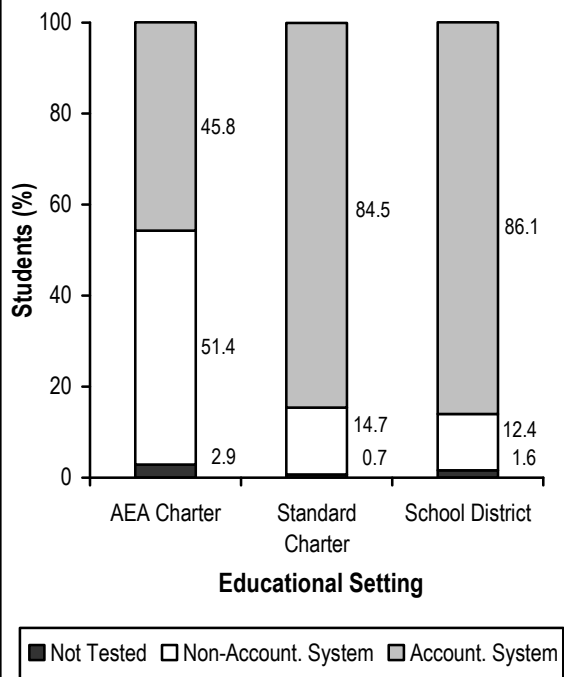
**Table 13.5. Progress of Prior Year TAKS Failers (%), Reading/ELA<sup>a</sup> and Mathematics, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, 2008**

| TAKS Performance | AEA Charters | Standard Charters | School Districts <sup>b</sup> |
|------------------|--------------|-------------------|-------------------------------|
| Pass Reading/ELA | 45           | 51                | 54                            |
| Pass Mathematics | 22           | 35                | 36                            |

Note. Results are summed across Grades 4-11 and include TAKS (Accommodated) for Grade 11 only.

<sup>a</sup>English language arts. <sup>b</sup>Excludes charters.

**Figure 13.1. TAKS Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, 2008**



## Grade 7-12 Annual Dropout Rates

In 2006-07, Grade 7-12 annual dropout rates for all student groups were considerably higher in AEA charters than in standard charters and school districts (Table 13.6). African American students in AEA charters had the highest rate, at 11.7 percent.

**Table 13.6. Annual Dropout Rates (%), Grades 7-12, by Student Group, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, 2006-07**

| Group                     | AEA Charters | Standard Charters | School Districts <sup>a</sup> |
|---------------------------|--------------|-------------------|-------------------------------|
| African American          | 11.7         | 1.3               | 3.1                           |
| Hispanic                  | 11.5         | 1.7               | 3.1                           |
| White                     | 8.8          | 1.3               | 1.1                           |
| Econ. Disad. <sup>b</sup> | 8.4          | 1.2               | 2.3                           |
| State                     | 10.9         | 1.5               | 2.3                           |

<sup>a</sup>Excludes charters. <sup>b</sup>Economically disadvantaged.

## Completion Rates

The class of 2007 longitudinal graduation rates of 80.0 percent for school districts and 76.7 percent for standard charters were much higher than the rate for AEA charters (28.0%) (Table 13.7). However, large percentages of students in AEA charters continued to attend school after their expected graduation date. The class of 2007 longitudinal dropout rate for AEA charters was 34.1 percent, more than three times the rate for school districts (10.7%). The rate for standard charters was 12.7 percent.

**Table 13.7. Longitudinal Completion Rates (%), Grades 9-12, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, Class of 2007**

| Group                     | AEA Charters | Standard Charters | School Districts <sup>a</sup> |
|---------------------------|--------------|-------------------|-------------------------------|
| Graduated                 | 28.0         | 76.7              | 80.0                          |
| Continued High School     | 28.9         | 8.6               | 7.6                           |
| Received GED <sup>b</sup> | 9.0          | 2.0               | 1.7                           |
| Dropped Out               | 34.1         | 12.7              | 10.7                          |

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

<sup>a</sup>Excludes charters. <sup>b</sup>General Educational Development certificate.

## Student Attendance

The 2006-07 attendance rate for standard charters of 96.2 percent was slightly higher than the rate for school districts of 95.5 percent. The attendance rate for AEA charters was 87.9 percent.

## Advanced Courses

In 2006-07, 32.3 percent of students in Grades 9-12 in standard charters completed at least one advanced course, compared to 21.9 percent in school districts (Table 13.8). The advanced-course completion rate for students in AEA charters was 5.0 percent. The rates for all student groups were higher in standard charters than school districts.

## Recommended High School Graduation Plan (RHSP)

In standard charters, 82.8 percent of graduates in the class of 2007 met the requirements for the RHSP. In school districts, the rate was 78.5 percent, and in AEA charters, the rate was 43.6 percent.

**Table 13.8. Advanced Course Completion Rates (%), by Student Group, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and School Districts, 2006-07**

| Group                     | AEA Charters | Standard Charters | School Districts <sup>a</sup> |
|---------------------------|--------------|-------------------|-------------------------------|
| African American          | 4.3          | 19.2              | 15.0                          |
| Hispanic                  | 6.1          | 35.3              | 17.7                          |
| White                     | 3.1          | 34.8              | 27.0                          |
| Econ. Disad. <sup>b</sup> | 7.1          | 32.1              | 15.6                          |
| State                     | 5.0          | 32.3              | 21.9                          |

<sup>a</sup>Excludes charters. <sup>b</sup>Economically disadvantaged.

## College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 75.2 percent for the class of 2007. In school districts, the participation rate was 69.3 percent. In AEA charters, only 10.7 percent of graduates participated.

The percentage of examinees in the class of 2007 who scored at or above criterion on either test was 27.0 percent for school districts, 21.5 percent for standard charters, and 12.1 percent for AEA charters. Criterion on the SAT is a combined score of 1110, and

criterion on the ACT is a composite score of 24. In standard charters, the average SAT combined score for the class of 2007 was 941, and the average ACT composite score was 19.2. In school districts, the class of 2007 had an average SAT combined score of 992 and an average ACT composite score of 20.3. The average SAT combined score in AEA charters was 894, and the average ACT composite score was 16.7.

## Agency Contact Persons

For information on charters, contact Laura Taylor, Acting Associate Commissioner for Accreditation, (512) 463-5226; or Mary Perry, Charter School Administration 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 and also are available on the Texas Education Agency website at [www.tea.state.tx.us/perfreport/index.html](http://www.tea.state.tx.us/perfreport/index.html). 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 2007-08 school year, 444 Texas school districts or charters (approximately 35%) responded to the survey. Approximately 83 percent of districts and charters completing the survey reported having character education programs (Table 14.1). A total of 2,569 campuses in these districts and charters had programs meeting the Character Plus criteria, and 612 campuses had programs not meeting the criteria. About 17 percent of survey respondents reported not having character education programs.

| Program                           | Participation |         |
|-----------------------------------|---------------|---------|
|                                   | Number        | Percent |
| Character Plus Program            | 265           | 59.7    |
| Other Character Education Program | 102           | 23.0    |
| No Character Education Program    | 77            | 17.3    |

Source. TEA survey of school districts and charters.  
 Note. The total number of respondents was 444.

Districts and charters that reported implementing character education programs were asked if the programs had effects on academic achievement and student discipline. Approximately 45 percent reported improved standardized tests scores, and over 40 percent reported improved local grades (Table 14.2). Approximately 62 percent reported fewer discipline referrals, and about 36 percent reported improved attendance.

| Measure                           | Response (%) |
|-----------------------------------|--------------|
| Improved Standardized Test Scores | 44.7         |
| Improved Local Grades             | 40.3         |
| Fewer Discipline Referrals        | 62.4         |
| Improved Attendance               | 36.0         |
| Other Effects                     | 16.1         |

Source. TEA survey of school districts and charters.  
 Note. The total number of respondents was 444. Respondents could choose more than one item.

## Agency Contact Persons

For information about Character Plus Schools or character education programs, contact Anita Givens, Acting Associate Commissioner for Standards and Programs, (512) 463-9483; or Kelly Callaway, 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 2007-08 at [www.tea.state.tx.us/curriculum/charplus.html](http://www.tea.state.tx.us/curriculum/charplus.html).



# 15. Student Health and Physical Activity

In 2007, the 80th Texas Legislature amended the Texas Education Code (TEC) to stipulate that, beginning with the 2007-08 school year, all public school districts must assess the fitness levels of all students in Grades 3-12 using an assessment instrument identified by the commissioner of education (TEC §§38.101 and 38.102). After a thorough review process, the commissioner selected the FITNESSGRAM as the official instrument.

The FITNESSGRAM, created by The Cooper Institute of Dallas, measures body composition, aerobic capacity, strength, endurance, and flexibility. In the FITNESSGRAM program, a student is considered to be in the "Healthy Fitness Zone" if he or she achieves specified levels on individual tests, with performance targets tied to the student's age and gender. Six tests are required of each student. The tests include activities such as a one-mile run, curl-ups, pushups, trunk lift, and shoulder stretches.

Implementation of the FITNESSGRAM began in late October 2007. In November and December that year, education service centers provided training on the program to district staff throughout the state. Additional training on software installation and use, data collection, and data reporting was conducted from January through May of 2008. No state funds were used to pay for the program; private funds were used to pay for all software and training.

School districts were required to submit data on student fitness to the Texas Education Agency (TEA) by June 15, 2008. Under statute, the data must be aggregated and may not include student-level information (TEC §38.103). Data were submitted for 2,655,421 students on 6,522 campuses in Texas public school districts and open-enrollment charters, for a compliance rate of 84.5 percent. District-level results are available at [www.tea.state.tx.us/health/PFAI.html](http://www.tea.state.tx.us/health/PFAI.html).

The majority of students tested in Texas did not meet the Healthy Fitness Zone in all six categories. Moreover, fitness levels decreased from the elementary to secondary grades. Approximately 32 percent of third-grade females and almost 28 percent of third-grade males reached the Healthy Fitness Zone in all six categories. In seventh grade, 21 percent of females and 17 percent of males met this achievement level. In

12th grade, only 8 percent of females and 9 percent of males met the health standards on all six tests.

Data for the 2007-08 school year are now being analyzed to identify any relationships between student fitness and academic achievement, attendance, obesity, disciplinary problems, and school meal programs (TEC §38.104). Results will be available in the winter of 2008, and a summary of findings will be included in the *2009 Comprehensive Annual Report on Texas Public Schools* (TEC §39.182).

For the future, efforts related to the FITNESSGRAM project will focus on enhanced implementation processes and data improvement. To facilitate these efforts, all public school districts will be required to submit additional data on student health and physical activity programs to the TEA on an annual basis (TEC §38.0141). TEA, with feedback from various stakeholder groups, has developed a survey to collect the required information beginning with the 2008-09 school year. The survey includes questions related to school health requirements under TEC §§28.004 and 38.014. The comprehensive data collected through the FITNESSGRAM and the school health survey will enable the agency to provide the support necessary for school districts to enhance implementation processes for school health requirements. This, in turn, will improve the quality of fitness data collected. A summary of the findings will be presented in the *2009 Comprehensive Annual Report on Texas Public Schools* (TEC §39.182).

## Agency Contact Persons

For additional information on student health and physical activity, contact Jeff Kloster, Associate Commissioner for Health and Safety, (512) 463-3070; or Marissa Rathbone, Health and Safety Division, (512) 463-3064.

## Other Sources of Information

For additional information on the Physical Fitness Assessment Initiative, see <http://www.tea.state.tx.us/health/index.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.







**1701 N. Congress Avenue  
Austin, Texas 78701-1494**

**GE09 601 03  
December 2008**