



2010 Comprehensive Annual Report on Texas Public Schools



A Report to the 82nd 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, 2010

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

The *2010 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.332 of the Texas Education Code. The report is available on the Texas Education Agency (TEA) website at www.tea.state.tx.us/index4.aspx?id=4133. 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;
- performance of students at risk of dropping out of school;
- students in disciplinary alternative education settings;
- secondary school completion and dropouts;
- grade-level retention of students;
- district and campus performance in meeting state accountability standards;
- status of the curriculum;
- charter schools 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

2010
Comprehensive
Annual Report on
Texas Public Schools

A Report to the 82nd Legislature
from the Texas Education Agency

December 2010

Texas Education Agency

Robert Scott, Commissioner of Education

Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Additional Acknowledgments

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

Citation. Texas Education Agency. (2010). *2010 comprehensive annual report on Texas public schools* (Document No. GE11 601 06). 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/.

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.

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.....	25
3. Performance of Students At Risk of Dropping Out of School.....	59
4. Disciplinary Alternative Education Programs	69
5. Student Dropouts	75
6. Grade-Level Retention.....	87
7. District and Campus Performance	97
8. Status of the Curriculum	135
9. Charter Schools and Waivers.....	147
10. Expenditures and Staff Hours for Direct Instructional Activities.....	151
11. District Reporting Requirements	153
12. Agency Funds and Expenditures	157
13. Performance of Open-Enrollment Charters	161
14. Character Education.....	167
15. Student Health and Physical Activity	169

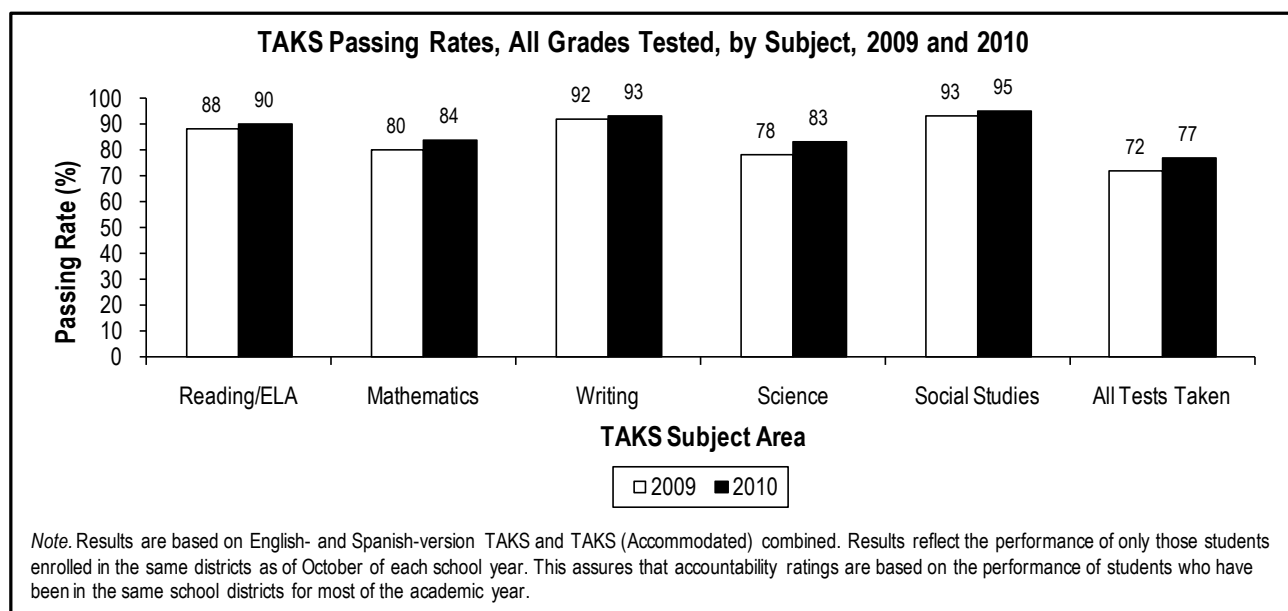
Executive Summary

Following are highlights of the *2010 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; mathematics at Grades 3-11; 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 were available at Grades 3-5 in 2010. TAKS (Accommodated) is a general assessment available to students served in 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 were integrated in the ratings system for 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 programs who met participation requirements were administered the TAKS-Alt for the first time in spring 2008. 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. In 2008-09, TAKS-M was administered in all grades and subjects for the first time.

- ♦ The State Board of Education adopted performance standards for TAKS in November 2002. The panel-recommended passing standard was phased in over three years, whereas the commended standard was implemented immediately. By 2006, all students in Grades 3-11 were required to achieve the panel-recommended passing standard, except those taking the Grade 8 science test introduced that year. The panel-recommended standard was phased in for science as well, making 2007-08 the first year that all TAKS performance data were based on the panel-recommended standard. Because TAKS (Accommodated) is an accommodated version of TAKS, the same standards apply to both assessments.



- ◆ In 2007, the 80th Texas Legislature required the use of a vertical scale for assessing student progress, starting in spring 2009, for English-version TAKS reading and mathematics tests in Grades 3-8 and Spanish-version TAKS reading and mathematics tests in Grades 3-5. TAKS tests in Grades 9-11, as well as TAKS writing, social studies, and science tests, were not included in the requirements. With a vertical scale, a student's scale score in one grade can be compared to the student's scale score in another grade, as long as the tests are in the same language (English or Spanish) and subject. This makes it possible to determine the amount of progress the student has made in a given subject. Implementation of a vertical scale resulted in increased performance standards for some tests. Vertical scale scores were reported for the first time in 2010.
- ◆ For each TAKS subject area test, the passing rate in 2010 for all students in Grades 3-11 combined was higher than the rate in 2009. The passing rate for social studies (95%) was highest, followed by writing (93%). Texas students passed the reading/ELA test at a rate of 90 percent. In mathematics, 84 percent of all students passed the TAKS assessment. In science, 83 percent of students met the standard.
- ◆ The TAKS program includes a commended performance standard that indicates academic achievement considerably above the passing standard. In 2010, at least 32 percent of all examinees in Grades 3-11 combined achieved commended performance on three of the subject area tests (reading/ELA, writing, and social studies). Compared to 2009, the percentages of students achieving commended performance in 2010 remained at 15 percent on all tests taken and increased as much as 3 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 from the previous year on all tests taken and in every subject area tested. Passing rates were highest in social studies and writing, ranging from 91 percent for African American and economically disadvantaged students on the writing test to 98 percent for White students on the social studies test. 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 2011 who took exit-level TAKS tests in spring 2010, 82 percent met the passing standard on all tests taken, and 9 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 2010 was 90 percent. Results varied by student group, with 95 percent of White students, 86 percent of Hispanic students, 84 percent of economically disadvantaged students, and 83 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Cumulative passing rates were lowest for students in special education programs (49%) and limited English proficient students (57%). Students may continue to retest after their expected graduation date.
- ◆ Assessments for students receiving special education services have undergone substantial change since 2007. In keeping with the goal of providing all students appropriate assessments to measure and support achievement of the essential knowledge and skills of the state-mandated curriculum, and to comply with federal regulations, the TAKS (Accommodated), TAKS-M, and TAKS-Alt were developed. These assessments replaced the TAKS-Inclusive, State-Developed Alternative Assessment II, and locally determined alternate assessments.
- ◆ In 2010, passing rates for students taking TAKS-M ranged from 53 percent in Grade 10 science to 90 percent in Grade 3 reading. Passing rates for students assessed by TAKS-Alt ranged from 91 percent in ELA and mathematics at Grade 10 to 96 percent in science at Grade 8. Performance on TAKS-M and TAKS-Alt were not used in determining accountability ratings for 2010. Results were reported in the 2009-10 Academic Excellence Indicator System 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 2010, 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 (90.8%) took TAKS tests, either alone, or in combination with other assessments. All other tested students (7.8%) took only assessments other than TAKS: TAKS (Accommodated)

only (2.3%), TAKS-M only (3.3%), TAKS-Alt only (0.8%), or a combination of TAKS (Accommodated), TAKS-M, and/or TAKS-Alt (1.3%). The results for 90.0 percent of all students were included for accountability ratings purposes.

- ◆ The state graduation rate for the class of 2009 was 80.6 percent. Graduation rates varied by ethnic group, ranging from 73.5 percent for Hispanic students to 92.4 percent for Asian/Pacific Islander students.
- ◆ In the 2008-09 school year, 177,701 students in Grades K-12 were retained. The overall grade-level retention rate of 4.0 percent decreased by 0.5 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 (5.6%). At the secondary level, the highest rate was in Grade 9 (12.3%). After three test administrations in the 2008-09 school year, 15,735 third graders did not pass the TAKS reading test, and 35,056 fifth graders and 39,924 eighth graders did not pass the TAKS reading and mathematics tests.
- ◆ Participation in Advanced Placement (AP)/International Baccalaureate (IB) examinations continued to increase. The percentage of all Texas public school 11th and 12th graders participating in at least one AP or IB examination rose from 20.9 percent in 2007-08 to 21.2 percent in 2008-09. Participation rates also rose for all ethnic groups. Between 2007-08 and 2008-09, the number of 11th- and 12th-grade AP examinees in public and nonpublic schools combined increased by 8.0 percent in Texas, compared to 7.0 percent nationwide.
- ◆ A total of 146,648 Texas public high school graduates in the class of 2009 took the SAT, the ACT, or both examinations. Of graduates in the class of 2009 who took the SAT, the ACT, or both examinations, 26.9 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment (GPA) in the Academic Excellence Indicator System. This was lower than the percentage in the class of 2008 (27.2%). From 2008 to 2009, the number of SAT test takers in public and nonpublic schools combined increased 3.4 percent in Texas, compared to 0.7 percent nationwide. Over the same time period, the number of ACT test takers increased 4.5 percent in Texas, compared to 4.1 percent nationwide.
- ◆ The state accountability system is an integrated system of standard and alternative education accountability (AEA) procedures. Changes to the 2010 system include the following. For the first time, the TAKS base indicator includes TAKS (Accommodated) results for all grades and subjects. There is only one administration of the Grade 3 TAKS reading test, and Spanish-version TAKS test are no longer administered at Grade 6. For the accountability rating of *Academically Acceptable*, the TAKS indicator standards increased for mathematics and science by 5 points each. For the accountability rating of *Recognized*, the TAKS indicator standard increased by five points to 80 percent for all subject areas. The standard for the Grade 7-8 annual dropout rate indicator increased in rigor by decreasing from 2.0 percent to 1.8 percent. The National Center for Education Statistics definition of a dropout is fully phased in for the completion rate indicator, and as a result, all four years of the 2009 cohort are based on the new dropout definition. The standards for two GPA indicators—the two Texas Success Initiative indicators—increased by five points each.
- ◆ Of the 1,237 public school districts and charters in Texas, 241 (19.5%) were rated *Exemplary* in 2010, and 607 (49.1%) were rated *Recognized*. A total of 342 districts or charters (27.6%) achieved the *Academically Acceptable* rating, and 37 (3.0%) were rated *Academically Unacceptable*. Ten charters received a rating of *Not Rated: Other* in 2010. Of the 8,435 public school campuses and charter campuses, 2,637 (31.3%) were rated *Exemplary* in 2010, and 3,160 (37.5%) were rated *Recognized*. A total of 1,884 campuses (22.3%) achieved the *Academically Acceptable* rating, and 104 (1.2%) were rated *Academically Unacceptable*. An additional 650 (7.7%) were *Not Rated: Other*.
- ◆ Between 2009 and 2010, overall passing rates for standard and AEA charter school students taking the English-version TAKS increased in every subject area. Nevertheless, passing rates for AEA charters were lower than those for standard charters and traditional school districts in all subject areas. In 2010, the average passing rate for all tests taken was 44 percent for AEA charters, 78 percent for standard charters, and 77 percent for traditional school districts. Hispanic and economically disadvantaged students in standard charters had passing rates in all subjects that were higher than the rates for Hispanic and economically disadvantaged students in traditional school districts. The same was true of passing rates for African American students, except in social studies.
- ◆ 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. Approximately 2.0 percent (92,719) of the more than 4.7 million students in Texas public

schools in 2008-09 received DAEP assignments. Compared to the previous year, the percentage of students assigned to DAEPs decreased by 0.2 percentage points, and the number assigned to DAEPs decreased by 7.9 percent. The average length of student assignment was 34.2 days in 2008-09, compared to 34.0 days in 2007-08. Statewide, 85.5 percent of students in Grades 3-10 who were assigned to DAEPs took the 2009 English-version TAKS reading/ELA test, and 8.2 percent took the 2009 TAKS-M reading/ELA test. On the 2009 TAKS, students assigned to DAEPs had passing rates of 72 percent in reading/ELA and 45 percent in mathematics.

- ◆ In the 2009-10 school year, 47 percent (2,283,490) of the 4,847,844 public school students in Texas were identified as at risk of dropping out of school, 1 percentage point lower than in the previous year. On the 2010 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 88 percent at Grade 9 to a high of 98 percent at Grade 11. At-risk students passed the test at rates ranging from a low of 48 percent at Grade 9 to a high of 79 percent at Grade 11. 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, 4, 7, and 8-11; mathematics at Grades 3-5, and 11; writing at Grades 4 and 7; social studies at Grades 8, 10, and 11; and science at Grades 5 and 11. The largest differences in TAKS performance between at-risk and not at-risk students were in mathematics and science.

- ◆ Approximately 89 percent of the 227 districts and charters that responded to a TEA survey in school year 2009-10 reported having some type of character education program. Of those, 159 (70.0%) 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. In the 2009-10 school year, 2,903,200 Texas public school students were assessed, an increase of 3.6 percent over the previous year. The majority of students tested did not meet the Healthy Fitness Zone in all six categories, and fitness levels decreased from the elementary to secondary grades. Compared to 2008-09, however, fitness levels increased slightly in Grades 3-8 and decreased slightly in Grades 9-12, except among female ninth graders.

1. Academic Excellence Indicators

This chapter of the *2010 Comprehensive Annual Report on Texas Public Schools* presents the progress the state is making on the Academic Excellence Indicators established in Texas law. 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 6-24), including:

- ◆ student participation in TAKS 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 5 and 8 reading and mathematics results for the Student Success Initiative (SSI);
- ◆ progress of English Language Learners (ELLs);
- ◆ attendance rates;
- ◆ indicators of college readiness:
 - completion of advanced/dual enrollment courses;
 - completion of the Recommended High School Program (RHSP) or the Distinguished Achievement High School 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 Participation

This indicator presents percentages of students tested and not tested on the TAKS, TAKS (Accommodated), TAKS–Modified (TAKS–M), or TAKS–Alternate (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 3-5 who took the Spanish-version TAKS, and students in special education programs in Grades 3-11 who took TAKS (Accommodated).

TAKS (Accommodated) is a general assessment available to students served in 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 and mathematics 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 were integrated in the ratings system for 2010.

TAKS–Alt is an assessment based on alternate academic achievement standards and designed for students with significant cognitive disabilities. Students served in special education programs who met participation requirements were administered the TAKS–Alt for the first time in spring 2008.

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,

Note. The TAKS results shown in the AEIS state performance report (pages 6-24) 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.

but only in selected grades and subjects. In 2008-09, TAKS-M was administered in all grades and subjects for the first time.

Statewide, 98.6 percent of all students were tested in 2010, and 1.4 percent were not tested. Participation rates by assessment program were as follows.

- ◆ 90.8 percent of students took one or more TAKS tests.
- ◆ 7.8 percent of students were tested only on assessments other than TAKS.
- ◆ 2.3 percent of students took one or more TAKS (Accommodated) tests only.
- ◆ 3.3 percent of students took one or more TAKS-M tests only.
- ◆ 0.8 percent of students took one or more TAKS-Alt tests only.
- ◆ 1.3 percent of students took a combination of TAKS (Accommodated), TAKS-M, and/or TAKS-Alt tests only.

Statewide, 90.0 percent of all students had test results that were used in determining accountability ratings in 2010, and 8.6 percent had results that were excluded. Those excluded were grouped into two categories.

- ◆ 4.4 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.
- ◆ 4.2 percent of students took only the TAKS-M or the TAKS-Alt; these students comprise the "Non-Accountability Test" category.

Statewide, 1.4 percent of all students were not tested on a state assessment in 2010. Those not tested were grouped into three categories.

- ◆ 0.1 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.
- ◆ 0.4 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 2010 shows the percentage of students who first took the exit-level test in spring 2009 as juniors and eventually passed all tests taken by the end of their senior year in May 2010. 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, 90 percent of the class of 2010 passed the exit-level TAKS. Results varied by ethnic group, with 96 percent of Asian/Pacific Islander students, 95 percent of White students, 90 percent of Native American students, 86 percent of Hispanic students, and 83 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 2009, rates for the class of 2010 increased for all student groups.

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 vertical scale growth from the prior year. Statewide, 57 percent of the students who failed the reading/ELA assessment in 2009 passed in 2010. Progress in mathematics was lower, with 43 percent of prior year failers passing in 2010.

Texas Growth Index (TGI) values are no longer available for Grades 4-8. Beginning with the 2009-10 year, average vertical scale growth replaced TGI values. With a vertical scale, a student's scale score in one grade can be compared to the student's scale score in another grade, as long as the tests are in the same language (English or Spanish) and subject. This makes it possible to determine the amount of progress the student has made in a given subject. The range for vertical scale scores is potentially from 0 to 1000. Since average vertical scale growth is a new indicator, only one year of data is shown. Statewide, students in Grades 4-8 showed 78 points of growth in reading and 70 points of growth in mathematics between 2009 and 2010.

English Language Learners Progress Measure

This indicator shows the percentage of students identified as limited English proficient (LEP) who met one or more of the following criteria: (a) achieved the passing standard on the English-version TAKS reading/ELA test; (b) achieved the proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) that is based on years in U.S. schools for first-time TELPAS testers; or (c) showed progress on the TELPAS from the previous year. The group of students reported for this measure includes students currently identified as LEP, as well as students previously identified as LEP, whose performance is monitored for two years after entering regular, all-English instructional programs. The measure includes TAKS (Accommodated) and TAKS-M results, but does not include results from the TAKS-Alt or Spanish-version TAKS or TAKS (Accommodated) tests. Statewide, 79 percent of current and monitored LEP students met one or more of the English language learner progress criteria in 2010.

Student Attendance

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2008-09 (95.6%) increased from the previous year. Rates for all student groups exceeded 94.0 percent in 2008-09. Attendance rates are evaluated for Gold Performance Acknowledgment in the state accountability system.

College Readiness Indicators

Overview

The following six indicators are grouped together to provide an overall picture of the readiness of Texas students to perform college-level coursework at institutions of higher education.

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.

mance Acknowledgment in the state accountability system.

In 2008-09, the most recent year for which data are available, 24.6 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 (47.9%), followed by White students (29.4%), Native American students (22.7%), Hispanic students (20.8%), and African American students (18.1%). Percentages of students completing advanced courses increased for all student groups between 2007-08 and 2008-09.

Percentage Completing Recommended High School Program or Distinguished Achievement High School Program

This indicator, which shows the percentage of graduates reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement High School Program (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 Program (19 Texas Administrative Code §74.51).

Statewide, 82.5 percent of graduates in the class of 2009 met the requirements for the RHSP or DAP, up from 81.4 percent in the class of 2008. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islander students (92.4%), followed by Hispanic students (83.4%), White students (82.9%), Native American students (79.3%), and African American students (75.7%). Among special populations, 79.9 percent of economically disadvantaged students, 71.3 percent of at-risk students, 64.8 percent of LEP students, and 24.5 percent of students in special education programs completed the RHSP or DAP. The percentages increased over the previous school year for all student groups.

Advanced Placement and International Baccalaureate Results

AEIS reports present participation and performance results for the College Board's Advanced Placement (AP) and the International Baccalaureate Organization's International Baccalaureate (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 20.9 percent in 2008 to 21.1 percent in 2009. Percentages of students participating in the examinations rose or remained the same between 2008 and 2009 for all student groups.

The percentage of examinees with at least one score at or above criterion increased statewide from 50.1 percent in 2008 to 51.1 percent in 2009. Likewise, the percentage of examinations with scores at or above criterion increased statewide, from 46.0 percent in 2008 to 47.3 percent in 2009.

Texas Success Initiative—Higher Education Readiness Component

The Texas Success Initiative (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 2010 showed that 60 percent of Grade 11 students achieved the college readiness standard in ELA, a decrease of 3 percentage points from 2009. The standard in mathematics was met by 66 percent of Grade 11 students, an increase of 4 percentage points from 2009. The results for both 2008 and 2009 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 decreased from 65.0 percent for the class of 2008 to 61.5 percent for the class of 2009. Of the class

of 2009 examinees, 26.9 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a slight decrease from 27.2 percent for the class of 2008. Performance results varied greatly by ethnic group, with 49.5 percent of Asian/Pacific Islander students, 40.6 percent of White students, 33.7 percent of Native American students, 11.8 percent of Hispanic students, and 7.7 percent of African American students scoring at or above the criterion on either test.

The average SAT combined score for the class of 2009 was 985, a two-point decrease from the average score of 987 for the class of 2008. The average ACT composite score was 20.5 for the class of 2009, the same as for the class of 2008.

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], 2007), an indicator of college readiness was added to AEIS reports, beginning with the 2006-07 report. The indicator, College-Ready Graduates, was evaluated for Gold Performance Acknowledgment in the state accountability system for the first time in 2009. 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 2009, 62 percent of graduates met the college-ready criteria in ELA, an increase of 3 percentage points from the class of 2008. In mathematics, 60 percent met the college-ready criteria, an increase of 2 percentage points from the prior year. For ELA and mathematics combined, 47 percent of graduates met the college-ready criteria, an increase of 3 percentage points from the prior year.

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.

See *Pocket Edition, 2009-10: Texas Public School Statistics* at www.tea.state.tx.us/perfreport/pocket/index.html.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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 2010 Standard Grade 3 (English)													
Reading	2010	92%	87%	90%	96%	94%	98%	91%	93%	80%	89%	89%	87%
	2009	90%	83%	87%	95%	93%	96%	89%	91%	75%	85%	84%	82%
Mathematics	2010	87%	77%	84%	92%	88%	97%	87%	86%	70%	82%	84%	79%
	2009	85%	74%	82%	92%	87%	97%	85%	85%	69%	79%	81%	77%
All Tests	2010	84%	73%	81%	91%	87%	96%	84%	84%	66%	78%	80%	75%
	2009	81%	69%	77%	90%	85%	94%	80%	81%	62%	74%	75%	70%
TAKS Met 2010 Standard Grade 3 (Spanish)													
Reading	2010	85%	92%	85%	93%	90%	> 99%	82%	89%	52%	85%	85%	85%
	2009	84%	82%	84%	82%	90%	> 99%	79%	88%	48%	83%	84%	84%
Mathematics	2010	74%	83%	74%	90%	71%	*	74%	74%	46%	74%	74%	74%
	2009	71%	86%	71%	90%	75%	78%	72%	70%	43%	70%	71%	71%
All Tests	2010	75%	80%	75%	87%	70%	> 99%	72%	78%	39%	75%	75%	73%
	2009	70%	76%	70%	80%	73%	80%	68%	72%	35%	70%	70%	70%
TAKS Met 2010 Standard Grade 4 (English)													
Reading	2010	86%	80%	82%	93%	90%	95%	85%	88%	67%	81%	73%	73%
	2009	85%	77%	81%	92%	88%	95%	83%	87%	62%	79%	73%	71%
Mathematics	2010	89%	80%	87%	93%	90%	98%	88%	89%	71%	85%	85%	78%
	2009	87%	78%	84%	92%	87%	97%	87%	87%	65%	82%	81%	74%
Writing	2010	92%	89%	91%	94%	92%	98%	89%	95%	73%	89%	88%	85%
	2009	91%	88%	90%	93%	90%	98%	88%	94%	69%	88%	86%	84%
All Tests	2010	79%	68%	74%	87%	81%	93%	76%	81%	53%	71%	68%	61%
	2009	76%	65%	72%	85%	77%	92%	73%	79%	47%	68%	65%	58%
TAKS Met 2010 Standard Grade 4 (Spanish)													
Reading	2010	83%	81%	83%	90%	89%	> 99%	80%	86%	54%	83%	83%	81%
	2009	80%	89%	80%	90%	67%	88%	75%	84%	46%	80%	80%	80%
Mathematics	2010	73%	89%	73%	90%	67%	> 99%	74%	71%	45%	72%	72%	72%
	2009	70%	85%	70%	91%	*	88%	71%	68%	42%	69%	69%	69%
Writing	2010	94%	97%	94%	95%	94%	> 99%	92%	96%	73%	94%	94%	93%
	2009	92%	88%	92%	98%	83%	> 99%	88%	95%	63%	91%	91%	91%
All Tests	2010	73%	78%	73%	86%	72%	> 99%	71%	75%	43%	73%	73%	71%
	2009	68%	76%	68%	87%	50%	88%	65%	70%	32%	67%	67%	67%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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 2010 Standard Grade 5 (English) First Administration Only													
Reading	2010	86%	81%	81%	93%	89%	95%	84%	88%	65%	80%	62%	69%
	2009	83%	78%	77%	92%	86%	94%	81%	85%	57%	76%	57%	65%
Mathematics	2010	86%	77%	83%	93%	88%	97%	87%	86%	65%	81%	73%	71%
	2009	84%	74%	81%	91%	85%	97%	84%	84%	61%	79%	72%	68%
Science	2010	88%	81%	85%	95%	92%	96%	90%	86%	74%	84%	73%	75%
	2009	85%	76%	80%	94%	88%	95%	87%	82%	70%	79%	65%	70%
All Tests	2010	76%	66%	70%	87%	83%	92%	76%	76%	50%	68%	51%	53%
	2009	72%	60%	65%	84%	76%	90%	72%	72%	43%	62%	44%	47%
TAKS Met 2010 Standard Grade 5 (Spanish) First Administration Only													
Reading	2010	74%	60%	74%	83%	*	*	70%	78%	40%	73%	74%	73%
	2009	69%	43%	68%	94%	*	*	65%	72%	30%	68%	68%	68%
Mathematics	2010	45%	*	45%	> 99%	*	*	46%	45%	25%	45%	45%	44%
	2009	46%	73%	46%	85%	*	*	47%	46%	22%	45%	46%	45%
Science	2010	52%	*	52%	*	*	*	56%	48%	33%	52%	52%	52%
	2009	44%	40%	44%	*	*	*	49%	39%	22%	44%	44%	44%
All Tests	2010	55%	57%	55%	68%	*	*	54%	56%	26%	54%	55%	54%
	2009	48%	47%	48%	82%	*	*	48%	49%	19%	48%	48%	48%
TAKS Met 2010 Standard Grade 6													
Reading	2010	86%	82%	82%	93%	90%	96%	84%	89%	57%	80%	60%	70%
	2009	86%	81%	80%	94%	88%	95%	85%	86%	57%	79%	55%	69%
Mathematics	2010	83%	73%	79%	90%	83%	96%	83%	83%	53%	77%	67%	65%
	2009	81%	70%	76%	89%	82%	96%	80%	81%	47%	74%	63%	62%
All Tests	2010	77%	67%	71%	87%	79%	94%	75%	78%	43%	69%	49%	53%
	2009	75%	64%	68%	86%	77%	92%	74%	76%	39%	65%	44%	50%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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 2010 Standard Grade 7													
Reading	2010	86%	82%	81%	94%	89%	96%	84%	88%	55%	80%	54%	70%
	2009	85%	80%	80%	92%	88%	95%	82%	87%	46%	78%	48%	68%
Mathematics	2010	82%	70%	78%	89%	83%	96%	82%	82%	50%	75%	61%	62%
	2009	80%	68%	75%	88%	81%	95%	79%	80%	43%	72%	57%	59%
Writing	2010	95%	93%	93%	97%	95%	99%	93%	97%	73%	93%	80%	88%
	2009	93%	91%	91%	96%	93%	98%	90%	96%	64%	90%	74%	85%
All Tests	2010	75%	64%	69%	86%	78%	93%	74%	77%	37%	66%	41%	49%
	2009	73%	61%	66%	84%	75%	92%	70%	75%	29%	63%	35%	46%
TAKS Met 2010 Standard Grade 8 First Administration Only													
Reading	2010	91%	88%	88%	96%	94%	97%	89%	92%	64%	87%	57%	80%
	2009	88%	84%	83%	94%	90%	95%	85%	90%	54%	82%	46%	74%
Mathematics	2010	81%	70%	77%	89%	82%	96%	80%	82%	47%	74%	55%	61%
	2009	80%	68%	75%	89%	81%	95%	80%	80%	45%	72%	51%	60%
Science	2010	78%	67%	72%	90%	82%	93%	81%	76%	46%	70%	40%	56%
	2009	73%	60%	65%	87%	78%	91%	76%	71%	39%	63%	31%	49%
Soc Studies	2010	95%	93%	94%	98%	96%	99%	95%	96%	83%	93%	82%	90%
	2009	92%	89%	89%	96%	94%	98%	92%	92%	73%	88%	69%	83%
All Tests	2010	70%	56%	62%	83%	73%	91%	71%	69%	33%	59%	28%	41%
	2009	65%	50%	56%	80%	69%	87%	66%	64%	27%	53%	20%	36%
TAKS Met 2010 Standard Grade 9													
Reading	2010	92%	89%	90%	97%	95%	96%	91%	94%	66%	89%	59%	85%
	2009	88%	84%	84%	95%	91%	95%	86%	91%	53%	83%	48%	78%
Mathematics	2010	72%	58%	66%	83%	75%	93%	71%	73%	29%	63%	42%	49%
	2009	69%	54%	61%	81%	71%	91%	67%	70%	25%	58%	33%	45%
All Tests	2010	71%	58%	64%	83%	74%	91%	69%	72%	32%	61%	34%	48%
	2009	67%	53%	59%	80%	70%	89%	65%	68%	25%	56%	26%	43%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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 2010 Standard Grade 10													
Eng Lang Arts	2010	91%	87%	88%	95%	93%	96%	88%	94%	56%	87%	51%	82%
	2009	88%	84%	84%	94%	91%	95%	85%	91%	49%	83%	45%	78%
Mathematics	2010	75%	63%	70%	85%	78%	93%	75%	76%	31%	67%	42%	54%
	2009	67%	51%	59%	79%	72%	90%	66%	67%	21%	56%	31%	41%
Science	2010	75%	63%	67%	88%	81%	91%	77%	73%	34%	65%	30%	53%
	2009	67%	52%	56%	83%	78%	87%	70%	64%	27%	53%	20%	42%
Soc Studies	2010	93%	89%	91%	97%	95%	98%	93%	94%	68%	90%	71%	87%
	2009	91%	86%	87%	96%	94%	97%	91%	90%	62%	86%	59%	82%
All Tests	2010	66%	51%	57%	79%	70%	87%	65%	66%	20%	54%	20%	39%
	2009	56%	40%	45%	72%	64%	82%	57%	55%	16%	42%	13%	28%
TAKS Met 2010 Standard ^ Grade 11													
Eng Lang Arts	2010	93%	91%	91%	97%	94%	96%	91%	95%	65%	90%	54%	88%
	2009	93%	90%	89%	97%	96%	96%	91%	94%	60%	88%	49%	87%
Mathematics	2010	89%	82%	86%	95%	92%	96%	89%	89%	52%	84%	62%	80%
	2009	82%	70%	76%	90%	84%	94%	82%	81%	36%	74%	47%	67%
Science	2010	92%	87%	87%	97%	94%	96%	92%	91%	63%	87%	58%	84%
	2009	86%	78%	79%	94%	90%	94%	87%	84%	48%	78%	45%	74%
Soc Studies	2010	98%	97%	97%	99%	99%	99%	98%	98%	87%	97%	86%	96%
	2009	97%	96%	96%	99%	99%	98%	97%	97%	83%	95%	79%	95%
All Tests	2010	83%	75%	77%	92%	86%	93%	83%	84%	42%	75%	35%	70%
	2009	76%	63%	68%	87%	79%	90%	76%	75%	31%	65%	26%	57%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)													
Reading/ELA	2010	90%	87%	87%	96%	93%	97%	89%	92%	66%	86%	73%	81%
	2009	88%	83%	84%	94%	91%	96%	86%	90%	58%	82%	68%	77%
Mathematics	2010	84%	74%	81%	91%	85%	96%	84%	84%	55%	79%	74%	69%
	2009	80%	69%	76%	89%	83%	95%	80%	81%	49%	74%	68%	64%
Writing	2010	93%	91%	92%	96%	93%	99%	91%	96%	73%	91%	87%	87%
	2009	92%	89%	91%	94%	92%	98%	89%	95%	66%	89%	84%	85%
Science	2010	83%	75%	78%	92%	87%	94%	85%	81%	54%	76%	57%	67%
	2009	78%	66%	70%	89%	83%	91%	80%	75%	46%	68%	47%	58%
Soc Studies	2010	95%	93%	94%	98%	97%	99%	95%	96%	78%	93%	80%	91%
	2009	93%	90%	90%	97%	96%	98%	93%	93%	72%	89%	68%	87%
All Tests	2010	77%	66%	71%	87%	80%	93%	76%	77%	43%	69%	58%	57%
	2009	72%	60%	65%	84%	76%	90%	72%	73%	36%	63%	51%	50%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)													
Reading/ELA	2010	96%	93%	94%	98%	97%	99%	95%	96%	80%	93%	86%	91%
	2009	95%	92%	93%	98%	97%	99%	94%	96%	76%	93%	85%	90%
Mathematics	2010	91%	84%	88%	96%	92%	98%	90%	91%	66%	87%	80%	81%
	2009	88%	80%	84%	94%	90%	97%	87%	88%	58%	83%	75%	75%
Writing	2010	97%	96%	96%	98%	97%	99%	96%	98%	82%	96%	93%	93%
	2009	96%	95%	95%	97%	96%	99%	94%	98%	77%	94%	91%	92%
Science	2010	92%	88%	89%	97%	95%	97%	93%	92%	68%	89%	72%	84%
	2009	83%	73%	77%	93%	87%	94%	84%	81%	51%	75%	54%	67%
Soc Studies	2010	99%	98%	98%	99%	99%	> 99%	99%	99%	90%	98%	94%	98%
	2009	98%	97%	97%	99%	99%	99%	98%	98%	86%	97%	90%	96%
All Tests	2010	88%	80%	84%	94%	89%	97%	87%	88%	58%	83%	72%	75%
	2009	82%	73%	77%	91%	85%	95%	82%	83%	48%	75%	65%	66%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2010	33%	23%	25%	45%	35%	54%	30%	36%	10%	23%	16%	14%
	2009	31%	22%	23%	43%	33%	52%	28%	34%	9%	21%	14%	13%
Mathematics	2010	29%	17%	23%	39%	29%	61%	30%	29%	9%	21%	19%	11%
	2009	28%	16%	22%	38%	29%	60%	29%	28%	9%	20%	19%	11%
Writing	2010	33%	24%	26%	43%	33%	59%	27%	39%	9%	24%	16%	14%
	2009	33%	24%	26%	44%	33%	59%	26%	40%	9%	24%	16%	15%
Science	2010	28%	16%	21%	40%	32%	51%	32%	24%	10%	20%	12%	10%
	2009	26%	14%	18%	38%	29%	47%	30%	22%	10%	17%	10%	8%
Soc Studies	2010	47%	34%	36%	60%	50%	72%	51%	42%	14%	34%	11%	22%
	2009	44%	31%	33%	59%	51%	69%	49%	39%	13%	30%	8%	20%
All Tests	2010	15%	8%	10%	23%	15%	38%	15%	16%	4%	9%	7%	4%
	2009	15%	7%	9%	22%	15%	36%	14%	15%	4%	8%	7%	4%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)													
Reading/ELA	2010	85%	85%	83%	88%	87%	81%	84%	87%	85%	84%	81%	85%
	2009	82%	81%	80%	86%	87%	79%	81%	84%	82%	81%	78%	83%
Mathematics	2010	75%	70%	75%	77%	76%	77%	74%	75%	74%	74%	76%	74%
	2009	69%	64%	70%	72%	70%	72%	69%	69%	69%	68%	70%	70%
Writing	2010	80%	80%	78%	82%	82%	85%	78%	84%	80%	78%	76%	78%
	2009	72%	71%	71%	77%	77%	80%	70%	78%	72%	71%	68%	73%
Science	2010	58%	54%	56%	67%	70%	52%	60%	55%	58%	56%	51%	58%
	2009	51%	45%	48%	62%	58%	46%	53%	47%	51%	48%	43%	52%
Soc Studies	2010	67%	63%	64%	73%	68%	68%	68%	64%	67%	65%	61%	66%
	2009	64%	60%	61%	72%	71%	64%	65%	61%	64%	61%	56%	65%
All Tests	2010	64%	60%	62%	70%	69%	65%	63%	64%	64%	62%	60%	63%
	2009	57%	52%	56%	64%	61%	60%	57%	57%	57%	55%	53%	58%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)													
All Tests	2010	93%	93%	93%	94%	93%	92%	93%	93%	93%	94%	93%	*
	2009	84%	84%	83%	85%	88%	82%	84%	83%	84%	84%	83%	*
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)													
Reading/ELA	2010	90%	87%	87%	95%	93%	96%	88%	92%	76%	86%	73%	81%
	2009	88%	83%	84%	94%	91%	95%	86%	90%	69%	82%	68%	78%
Mathematics	2010	84%	74%	80%	91%	85%	96%	83%	84%	67%	79%	74%	70%
	2009	80%	69%	76%	88%	82%	95%	80%	80%	60%	74%	69%	64%
Writing	2010	93%	90%	92%	95%	93%	98%	90%	96%	78%	90%	86%	86%
	2009	91%	88%	90%	94%	91%	98%	88%	95%	70%	88%	83%	84%
Science	2010	82%	73%	77%	92%	87%	94%	84%	81%	59%	75%	57%	67%
	2009	77%	65%	69%	89%	82%	91%	79%	74%	51%	67%	47%	58%
Soc Studies	2010	94%	91%	93%	97%	96%	99%	94%	95%	75%	92%	78%	89%
	2009	92%	88%	89%	96%	94%	98%	92%	92%	70%	88%	67%	85%
All Tests	2010	76%	65%	70%	86%	79%	92%	75%	77%	50%	68%	58%	56%
	2009	71%	59%	64%	83%	75%	90%	70%	72%	42%	62%	51%	50%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)													
Reading/ELA	2010	32%	23%	24%	44%	34%	53%	29%	35%	14%	22%	16%	14%
Mathematics	2010	28%	16%	22%	38%	29%	60%	29%	28%	11%	20%	18%	11%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 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
2010 TAKS Participation (Grades 3-11)												
Tested	98.6%	99.1%	98.0%	99.6%	97.9%	95.2%	98.5%	98.7%	99.2%	98.1%	91.7%	97.3%
By Test Version												
TAKS (1 or more)	90.8%	87.6%	90.3%	92.9%	88.8%	92.7%	88.6%	93.2%	22.3%	88.4%	81.6%	84.9%
Not on TAKS	7.8%	11.6%	7.7%	6.7%	9.1%	2.5%	9.9%	5.5%	76.8%	9.7%	10.1%	12.4%
TAKS(Acc) Only	2.3%	3.0%	2.2%	2.2%	2.7%	0.6%	2.9%	1.6%	22.6%	2.7%	2.4%	4.2%
TAKS-M Only	3.3%	5.6%	3.5%	2.4%	3.8%	0.9%	4.3%	2.3%	33.2%	4.5%	5.1%	5.9%
TAKS-Alt Only	0.8%	1.1%	0.8%	0.8%	0.9%	0.7%	1.0%	0.6%	8.3%	0.9%	0.8%	0.0%
Combination	1.3%	1.8%	1.3%	1.2%	1.8%	0.4%	1.6%	0.9%	12.8%	1.6%	1.7%	2.4%
By Acct Status												
Acct System	90.0%	85.9%	89.7%	92.3%	82.7%	91.1%	88.8%	91.4%	54.2%	88.2%	82.6%	87.8%
Non-Acct System	8.6%	13.2%	8.3%	7.3%	15.3%	4.1%	9.8%	7.2%	45.0%	9.9%	9.1%	9.5%
Mobile	4.4%	6.5%	4.0%	4.1%	10.5%	2.5%	4.4%	4.3%	3.5%	4.4%	3.1%	3.6%
Non-Acct Test	4.2%	6.8%	4.3%	3.2%	4.7%	1.6%	5.4%	2.9%	41.6%	5.5%	6.1%	5.9%
Not Tested	1.4%	0.9%	2.0%	0.4%	2.1%	4.8%	1.5%	1.3%	0.8%	1.9%	8.3%	2.7%
Absent	0.1%	0.2%	0.2%	0.1%	0.2%	0.0%	0.2%	0.1%	0.3%	0.2%	0.1%	0.2%
LEP Exempt	0.9%	0.3%	1.4%	0.1%	1.0%	3.9%	0.9%	0.8%	0.1%	1.3%	7.0%	1.8%
Other	0.4%	0.4%	0.5%	0.2%	0.8%	0.8%	0.4%	0.4%	0.5%	0.4%	1.2%	0.6%
Total Count	3,175,337	447,981	1,502,552	1,089,371	13,466	119,735	1,627,264	1,545,980	319,691	1,805,935	403,368	1,394,631
2009 TAKS Participation (Grades 3-11)												
Tested	98.5%	99.1%	97.7%	99.6%	99.1%	95.6%	98.4%	98.6%	99.0%	98.0%	91.2%	97.2%
By Test Version												
TAKS (1 or more)	90.8%	87.6%	90.1%	93.0%	90.1%	93.1%	88.6%	93.2%	25.8%	88.2%	80.6%	85.5%
Not on TAKS	7.7%	11.6%	7.6%	6.6%	9.0%	2.4%	9.8%	5.4%	73.3%	9.8%	10.6%	11.8%
TAKS(Acc) Only	2.3%	3.1%	2.2%	2.2%	2.9%	0.5%	2.9%	1.6%	21.6%	2.7%	2.7%	4.0%
TAKS-M Only	3.3%	5.7%	3.5%	2.4%	3.7%	0.9%	4.3%	2.3%	31.9%	4.6%	5.3%	5.4%
TAKS-Alt Only	0.8%	1.0%	0.7%	0.7%	0.7%	0.6%	0.9%	0.6%	7.4%	0.9%	0.9%	0.0%
Combination	1.3%	1.8%	1.3%	1.2%	1.7%	0.4%	1.6%	0.9%	12.4%	1.6%	1.8%	2.3%
By Acct Status												
Acct System	87.3%	82.3%	86.7%	90.0%	83.3%	90.6%	85.4%	89.3%	35.5%	84.7%	78.4%	83.8%
Non-Acct System	11.2%	16.8%	11.0%	9.6%	15.9%	4.9%	13.0%	9.3%	63.5%	13.3%	12.8%	13.4%
Mobile	4.7%	6.8%	4.4%	4.2%	8.3%	2.7%	4.6%	4.6%	2.2%	4.8%	3.4%	3.8%
Non-Acct Test	6.4%	9.7%	6.5%	5.3%	7.4%	2.1%	8.2%	4.5%	61.1%	8.3%	9.4%	9.4%
Hurricane Ike	0.1%	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%
Not Tested	1.5%	0.9%	2.3%	0.4%	0.9%	4.4%	1.6%	1.4%	1.0%	2.0%	8.8%	2.8%
Absent	0.1%	0.2%	0.2%	0.1%	0.2%	0.0%	0.2%	0.1%	0.3%	0.2%	0.1%	0.3%
LEP Exempt	0.9%	0.3%	1.5%	0.1%	0.2%	3.4%	0.9%	0.9%	0.1%	1.3%	7.2%	1.8%
Other	0.4%	0.4%	0.5%	0.2%	0.4%	1.0%	0.5%	0.4%	0.6%	0.5%	1.5%	0.7%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	447,773	1,455,506	1,101,098	11,355	112,826	1,605,590	1,524,091	327,909	1,690,155	397,276	1,421,613

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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 2010	90%	83%	86%	95%	90%	96%	89%	90%	49%	84%	57%	82%
Class of 2009	86%	77%	82%	93%	86%	95%	86%	87%	40%	79%	50%	77%
Progress of Prior Year TAKS Failers												
Percent of Failers Passing TAKS (Sum of Grades 4-11)												
Reading/ELA	2010	57%	55%	54%	65%	68%	55%	59%	41%	54%	41%	53%
	2009	43%	43%	39%	57%	49%	43%	43%	34%	39%	30%	42%
Mathematics	2010	43%	38%	42%	50%	48%	42%	43%	26%	40%	36%	42%
	2009	36%	32%	35%	45%	39%	36%	37%	25%	33%	29%	36%
Average Vertical Scale Growth (Sum of Grades 4-8)												
Reading	2010	78	79	76	84	81	77	79	72	76	76	78
Mathematics	2010	70	67	70	74	74	71	70	64	69	73	69

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 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													
Grade 5 Reading (English and Spanish)													
Students Requiring Accelerated Instruction													
	2010	15%	20%	20%	7%	11%	5%	17%	13%	36%	21%	37%	31%
	2009	17%	23%	23%	9%	15%	6%	19%	16%	44%	25%	41%	35%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2010	92%	89%	89%	97%	94%	98%	91%	93%	76%	88%	76%	81%
	2009	90%	86%	86%	96%	91%	97%	89%	91%	68%	85%	72%	78%
TAKS Failers Promoted by Grade Placement Committee													
	2009	84.7%	86.1%	84.4%	84.4%	82.2%	85.4%	85.3%	83.9%	94.0%	85.0%	84.7%	85.0%
	2008	84.0%	85.6%	83.8%	82.7%	81.8%	85.5%	85.2%	82.7%	93.9%	84.1%	83.4%	84.1%
TAKS Met Standard (Failed in Previous Year)													
Promoted to Grade 6													
	2010	31%	33%	30%	38%	43%	44%	28%	35%	24%	30%	27%	31%
	2009	27%	28%	25%	34%	11%	32%	26%	28%	20%	26%	22%	26%
Retained in Grade 5													
	2010	72%	76%	69%	82%	60%	64%	70%	73%	66%	70%	63%	72%
	2009	65%	66%	64%	73%	*	48%	60%	70%	51%	64%	58%	65%
Grade 5 Mathematics (English and Spanish)													
Students Requiring Accelerated Instruction													
	2010	14%	23%	18%	7%	12%	3%	14%	15%	35%	20%	29%	30%
	2009	16%	26%	20%	10%	16%	4%	16%	16%	40%	22%	31%	32%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2010	92%	86%	90%	96%	94%	99%	92%	92%	78%	89%	83%	82%
	2009	91%	85%	88%	95%	91%	98%	91%	91%	72%	87%	80%	80%
TAKS Failers Promoted by Grade Placement Committee													
	2009	84.7%	86.8%	83.7%	85.2%	80.9%	89.5%	85.0%	84.3%	94.3%	84.7%	83.1%	84.7%
	2008	84.0%	86.5%	83.1%	84.2%	76.9%	80.9%	85.2%	82.8%	93.8%	84.0%	82.0%	83.9%
TAKS Met Standard (Failed in Previous Year)													
Promoted to Grade 6													
	2010	23%	20%	23%	25%	25%	39%	22%	23%	17%	22%	24%	22%
	2009	19%	17%	18%	22%	20%	32%	17%	20%	11%	18%	19%	18%
Retained in Grade 5													
	2010	74%	73%	73%	82%	75%	67%	74%	74%	68%	74%	72%	74%
	2009	71%	64%	72%	78%	> 99%	91%	69%	73%	60%	70%	70%	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
2009-10 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												
2010	9%	12%	13%	5%	7%	4%	11%	8%	37%	14%	43%	21%
2009	7%	9%	10%	4%	7%	2%	9%	6%	33%	11%	37%	16%
TAKS Cumulative Met Standard (First and Second Administrations)												
2010	95%	93%	92%	98%	97%	98%	94%	96%	75%	92%	70%	88%
2009	89%	87%	85%	95%	92%	96%	88%	91%	60%	84%	50%	78%
TAKS Failers Promoted by Grade Placement Committee												
2009	88.5%	91.0%	87.8%	88.1%	88.9%	88.1%	88.5%	88.6%	94.1%	88.3%	88.4%	88.8%
2008	88.5%	90.3%	88.0%	87.8%	93.8%	89.4%	89.2%	87.6%	95.0%	88.5%	88.6%	89.1%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 9												
2010	40%	40%	38%	51%	62%	48%	37%	43%	27%	38%	31%	39%
2009	25%	29%	24%	27%	33%	29%	23%	29%	13%	24%	21%	25%
Retained in Grade 8												
2010	51%	53%	49%	58%	*	50%	51%	51%	38%	50%	39%	51%
2009	34%	35%	31%	58%	*	33%	35%	34%	35%	32%	22%	34%
Grade 8 Mathematics												
Students Requiring Accelerated Instruction												
2010	19%	31%	24%	11%	19%	4%	20%	19%	53%	26%	45%	39%
2009	20%	33%	25%	11%	20%	5%	20%	21%	55%	28%	49%	40%
TAKS Cumulative Met Standard (First and Second Administrations)												
2010	88%	80%	85%	94%	89%	98%	88%	89%	61%	83%	66%	74%
2009	85%	75%	82%	93%	88%	97%	86%	85%	54%	79%	60%	70%
TAKS Failers Promoted by Grade Placement Committee												
2009	91.1%	94.6%	89.8%	90.3%	89.2%	90.1%	90.8%	91.5%	95.4%	90.9%	89.0%	91.2%
2008	90.5%	92.7%	89.7%	90.2%	91.1%	90.2%	90.4%	90.7%	95.8%	90.3%	89.4%	91.1%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 9												
2010	19%	18%	18%	21%	19%	34%	18%	20%	7%	18%	17%	18%
2009	13%	13%	12%	16%	7%	24%	12%	14%	7%	12%	11%	13%
Retained in Grade 8												
2010	53%	51%	50%	67%	40%	85%	52%	54%	37%	51%	41%	53%
2009	48%	39%	47%	60%	*	59%	50%	45%	37%	45%	40%	47%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
English Language Learners Progress Indicator (2011 Preview)												
2009-10	79%	79%	78%	89%	79%	91%	77%	81%	70%	78%	74%	76%
2008-09	76%	79%	75%	89%	76%	91%	74%	78%	64%	75%	72%	73%
Attendance Rate												
2008-09	95.6%	95.2%	95.5%	95.7%	95.0%	97.5%	95.6%	95.6%	94.1%	95.3%	96.5%	94.9%
2007-08	95.5%	95.1%	95.4%	95.6%	94.8%	97.5%	95.5%	95.5%	94.0%	95.2%	96.4%	94.7%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)												
2008-09	0.3%	0.5%	0.4%	0.1%	0.5%	0.2%	0.3%	0.3%	0.4%	0.3%	0.6%	0.3%
2007-08	0.3%	0.5%	0.4%	0.1%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.5%	0.3%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)												
2008-09	2.0%	3.1%	2.6%	0.9%	1.6%	0.7%	2.1%	1.9%	2.5%	1.7%	3.2%	2.6%
2007-08	2.2%	3.5%	3.0%	1.1%	1.8%	0.8%	2.4%	2.1%	2.8%	2.3%	3.7%	3.0%
Annual Dropout Rate (Gr 9-12)												
2008-09	2.9%	4.4%	3.8%	1.3%	2.2%	1.0%	3.0%	2.7%	3.6%	2.7%	5.1%	3.6%
2007-08	3.2%	5.0%	4.4%	1.5%	2.6%	1.1%	3.5%	3.0%	4.1%	3.5%	5.8%	4.1%
4-Year Completion Rate (Gr 9-12)												
Class of 2009												
Graduated	80.6%	73.8%	73.5%	89.7%	80.3%	92.4%	78.3%	82.9%	71.8%	78.3%	49.2%	72.5%
Received GED	1.4%	1.1%	1.4%	1.7%	2.2%	0.3%	1.8%	1.0%	0.9%	1.2%	0.7%	1.7%
Continued HS	8.6%	10.3%	12.7%	4.1%	8.1%	4.3%	9.6%	7.6%	13.2%	9.7%	21.1%	13.4%
Dropped Out	9.4%	14.8%	12.4%	4.5%	9.3%	3.0%	10.3%	8.4%	14.1%	10.9%	29.1%	12.4%
Class of 2008												
Graduated	79.1%	71.8%	70.8%	88.8%	81.7%	91.2%	76.8%	81.4%	69.8%	70.4%	44.2%	65.7%
Received GED	1.5%	1.1%	1.5%	1.8%	2.2%	0.3%	1.9%	1.1%	0.9%	1.7%	0.5%	2.2%
Continued HS	8.9%	11.0%	13.3%	4.2%	7.7%	4.8%	9.9%	8.0%	14.8%	12.2%	24.5%	15.4%
Dropped Out	10.5%	16.1%	14.4%	5.1%	8.4%	3.6%	11.4%	9.5%	14.5%	15.7%	30.8%	16.7%
5-Year Extended Completion Rate (Gr 9-12)												
Class of 2008												
Graduated	83.4%	76.5%	77.0%	91.1%	86.6%	94.2%	81.8%	85.0%	77.3%	76.6%	54.3%	72.9%
Received GED	2.1%	1.7%	2.1%	2.3%	3.0%	0.5%	2.6%	1.6%	1.2%	2.3%	0.7%	3.2%
Continued HS	2.4%	2.5%	3.7%	1.1%	1.4%	1.0%	2.5%	2.2%	6.0%	3.1%	7.0%	4.0%
Dropped Out	12.2%	19.2%	17.2%	5.5%	9.1%	4.4%	13.1%	11.2%	15.5%	17.9%	38.0%	20.0%
Completion Rate II (Graduates, Continuers, and GED) (AEA Indicator)												
Class of 2009	90.6%	85.2%	87.6%	95.5%	90.7%	97.0%	89.7%	91.6%	85.9%	89.1%	70.9%	87.6%
Class of 2008	89.5%	83.9%	85.6%	94.9%	91.6%	96.4%	88.6%	90.5%	85.5%	84.3%	69.2%	83.3%
Completion Rate I (Graduates and Continuers) (Standard Accountability Indicator)												
Class of 2009	89.2%	84.1%	86.2%	93.8%	88.5%	96.7%	87.9%	90.5%	85.0%	88.0%	70.2%	85.9%
Class of 2008	88.0%	82.8%	84.1%	93.0%	89.4%	96.0%	86.7%	89.4%	84.7%	82.7%	68.7%	81.1%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
COLLEGE READINESS INDICATORS												
Advanced Course/Dual Enrollment Completion												
2008-09	24.6%	18.1%	20.8%	29.4%	22.7%	47.9%	22.2%	27.2%	5.7%	18.7%	11.1%	13.2%
2007-08	23.1%	16.3%	19.3%	27.9%	22.3%	44.7%	20.7%	25.7%	5.3%	17.2%	10.1%	12.3%
RHSP/DAP Graduates												
Class of 2009	82.5%	75.7%	83.4%	82.9%	79.3%	92.4%	78.3%	86.6%	24.5%	79.9%	64.8%	71.3%
Class of 2008	81.4%	74.5%	82.1%	81.9%	77.9%	92.2%	76.8%	85.8%	21.9%	78.4%	58.7%	70.3%
AP/IB Results												
Tested												
2009	21.2%	12.9%	17.3%	25.1%	21.5%	48.6%	18.9%	23.3%	n/a	n/a	n/a	n/a
2008	20.9%	12.2%	16.7%	25.0%	20.3%	48.3%	18.6%	23.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion												
2009	51.2%	25.5%	37.5%	61.7%	52.7%	69.0%	53.7%	49.3%	n/a	n/a	n/a	n/a
2008	50.1%	25.2%	36.5%	59.3%	51.8%	68.0%	51.9%	48.8%	n/a	n/a	n/a	n/a
Scores >= Criterion												
2009	47.4%	23.5%	29.8%	57.2%	50.6%	63.3%	50.6%	44.7%	n/a	n/a	n/a	n/a
2008	46.0%	23.0%	29.0%	54.2%	43.9%	62.1%	48.9%	43.6%	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component												
Eng Lang Arts												
2010	60%	51%	52%	70%	64%	76%	55%	65%	18%	49%	10%	42%
2009	63%	51%	53%	74%	70%	77%	58%	67%	18%	50%	9%	44%
Mathematics												
2010	66%	49%	58%	78%	69%	86%	67%	64%	20%	55%	27%	42%
2009	62%	44%	53%	74%	66%	85%	64%	61%	17%	50%	25%	37%
SAT/ACT Results												
Tested												
Class of 2009	61.5%	68.9%	50.6%	66.8%	60.5%	84.1%	59.0%	63.9%	n/a	n/a	n/a	n/a
Class of 2008	65.0%	72.2%	52.6%	70.6%	68.0%	89.6%	62.5%	67.3%	n/a	n/a	n/a	n/a
At/Above Criterion												
Class of 2009	26.9%	7.7%	11.8%	40.6%	33.7%	49.5%	29.8%	24.3%	n/a	n/a	n/a	n/a
Class of 2008	27.2%	7.9%	11.7%	39.6%	31.9%	48.1%	30.0%	24.7%	n/a	n/a	n/a	n/a
Average SAT Score												
Class of 2009	985	858	899	1064	1020	1107	1004	969	n/a	n/a	n/a	n/a
Class of 2008	987	855	897	1060	1010	1100	1005	972	n/a	n/a	n/a	n/a
Average ACT Score												
Class of 2009	20.5	17.2	18.2	22.6	21.8	24.2	20.7	20.4	n/a	n/a	n/a	n/a
Class of 2008	20.5	17.3	18.1	22.3	21.6	23.9	20.6	20.4	n/a	n/a	n/a	n/a

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
College-Ready Graduates												
Eng Lang Arts												
Class of 2009	62%	49%	52%	72%	67%	75%	58%	66%	14%	48%	7%	40%
Class of 2008	59%	44%	48%	70%	64%	73%	55%	63%	16%	44%	6%	37%
Mathematics												
Class of 2009	60%	41%	50%	71%	65%	82%	62%	58%	12%	47%	23%	31%
Class of 2008	58%	37%	48%	70%	65%	80%	63%	54%	17%	45%	23%	29%
Both Subjects												
Class of 2009	47%	29%	35%	60%	53%	69%	46%	48%	5%	32%	4%	18%
Class of 2008	44%	25%	32%	57%	51%	66%	45%	44%	8%	28%	4%	15%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 State Profile Report

STUDENT INFORMATION			PROGRAM INFORMATION		
	Count	Percent		Count	Percent
Total Students	4,824,778	100.0%	Student Enrollment by Program:		
Students By Grade:			Bilingual/ESL Education	778,806	16.1%
Early Childhood Education	13,290	0.3%	Career & Technical Education	1,025,940	21.3%
Pre-Kindergarten	213,393	4.4%	Gifted & Talented Education	367,873	7.6%
Kindergarten	369,079	7.6%	Special Education	435,040	9.0%
Grade 1	383,388	7.9%	Teachers by Program (population served):		
Grade 2	374,350	7.8%	Bilingual/ESL Education	23,412.4	7.0%
Grade 3	373,329	7.7%	Career & Technical Education	12,990.2	3.9%
Grade 4	367,837	7.6%	Compensatory Education	11,450.3	3.4%
Grade 5	361,103	7.5%	Gifted & Talented Education	6,744.5	2.0%
Grade 6	352,226	7.3%	Regular Education	236,292.2	71.0%
Grade 7	351,046	7.3%	Special Education	32,027.4	9.6%
Grade 8	346,099	7.2%	Other	10,089.7	3.0%
Grade 9	391,800	8.1%	Class Size Averages by Grade and Subject:		
Grade 10	334,556	6.9%	Elementary:		
Grade 11	309,658	6.4%	Kindergarten		19.3
Grade 12	283,624	5.9%	Grade 1		19.1
Ethnic Distribution:			Grade 2		19.2
African American	676,523	14.0%	Grade 3		19.3
Hispanic	2,342,680	48.6%	Grade 4		19.9
White	1,607,212	33.3%	Grade 5		22.4
Native American	18,890	0.4%	Grade 6		21.1
Asian/Pacific Islander	179,473	3.7%	Mixed Grades		24.7
Economically Disadvantaged	2,848,067	59.0%	Secondary:		
Limited English Proficient (LEP)	815,998	16.9%	English/Language Arts		17.8
Students w/Disciplinary Placements (2008-09)	657,011	13.4%	Foreign Language		19.4
At-Risk	2,275,895	47.2%	Mathematics		18.5
Total Graduates (Class of 2009):	264,275	100.0%	Science		19.3
By Ethnicity (incl. Special Ed):			Social Studies		20.4
African American	35,982	13.6%	Non-Special Education Rates		
Hispanic	104,854	39.7%	Retention Rates By Grade:		
White	112,016	42.4%	Kindergarten	2.4%	11.8%
Native American	961	0.4%	Grade 1	5.3%	9.7%
Asian/Pacific Islander	10,462	4.0%	Grade 2	3.0%	4.2%
By Graduation Type (incl. Special Ed.):			Grade 3	2.3%	2.4%
Minimum H.S. Program	46,313	17.5%	Grade 4	1.2%	1.0%
Recommended H.S. Pgm./DAP	217,962	82.5%	Grade 5	1.7%	1.7%
Special Education Graduates:	25,929	9.8%	Grade 6	0.8%	1.3%
Data Quality: PID Errors (student)	6,858	0.1%	Grade 7	1.2%	1.8%
Underreported Students	10,045	0.5%	Grade 8	1.4%	2.5%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2009-10 State Profile Report

STAFF INFORMATION	Count	Percent		Years
Total Staff:	659,820.6	100.0%	Average Yrs. Experience of Teachers:	11.3 yrs.
Professional Staff:	416,978.9	63.2%	Average Yrs. Experience of Teachers with Districts:	7.6 yrs.
Teachers	333,006.8	50.5%	Average Teacher Salary by Years of Experience:	Amount
Professional Support	58,575.8	8.9%	(regular duties only)	
Campus Administration (School Leadership)	18,543.4	2.8%	Beginning Teachers	\$41,165
Central Administration	6,852.9	1.0%	1-5 Years Experience	\$43,527
Educational Aides:	64,700.8	9.8%	6-10 Years Experience	\$46,149
Auxiliary Staff:	178,140.9	27.0%	11-20 Years Experience	\$50,153
Total Minority Staff:	289,833.3	43.9%	Over 20 Years Experience	\$58,427
Teachers by Ethnicity and Sex:			Average Actual Salaries (regular duties only):	
African American	31,677.1	9.5%	Teachers	\$48,263
Hispanic	74,998.8	22.5%	Professional Support	\$56,470
White	221,068.7	66.4%	Campus Administration (School Leadership)	\$70,209
Native American	969.4	0.3%	Central Administration	\$87,446
Asian/Pacific Islander	4,292.8	1.3%	Turnover Rate For Teachers:	11.8%
Males	76,550.7	23.0%	Instructional Staff Percent***:	64.0%
Females	256,456.0	77.0%	STAFF EXCLUSIONS:	
Teachers by Highest Degree Held:			Shared Services Arrangement Staff:	Count
No Degree	2,696.1	0.8%	Professional Staff	1,207.4
Bachelors	257,498.8	77.3%	Educational Aides	257.5
Masters	70,998.1	21.3%	Auxiliary Staff	653.9
Doctorate	1,813.8	0.5%	Contracted Instructional Staff:	1,722.9
Teachers by Years of Experience:				
Beginning Teachers	20,077.3	6.0%		
1-5 Years Experience	103,267.4	31.0%		
6-10 Years Experience	67,484.2	20.3%		
11-20 Years Experience	81,095.2	24.4%		
Over 20 Years Experience	61,082.7	18.3%		
Number of Students Per Teacher:	14.5	n/a		

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 State Profile Report

TAX INFORMATION (CALENDAR YEAR 2009)				ACTUAL EXPENDITURE INFORMATION (2008-09)			
	State			State			
	Amount	Percent/Rate		All Funds	Percent	Per Student	
Adopted Tax Rate							
Maintenance and Operations	n/a	\$1.058		By Object:			
Interest and Sinking Fund #	n/a	\$0.164		Total Expenditures	100.0%	\$11,567	
-----				Payroll Costs	59.4%	\$6,873	
Total Rate (sum of above)	n/a	\$1.222		Other Operating Costs	15.8%	\$1,823	
Standardized Local Tax Base				Debt Service	8.9%	\$1,031	
(comptroller valuation)				Capital Outlay	15.9%	\$1,841	
Value (after exemptions)	\$1,698,964,724,042	n/a		By Function (Objects 6100-6400 only):			
Value Per Pupil @@	\$361,580	n/a		Total Operating Expenditures	100.0%	\$8,572	
Value by Category				Instruction (11,95)	58.0%	\$4,976	
Business	\$649,349,823,451	33.8%		Instructional-Related Services (12,13)	3.5%	\$299	
Residential	\$1,033,570,760,501	53.8%		Instructional Leadership (21)	1.5%	\$126	
Land	\$121,356,232,468	6.3%		School Leadership (23)	5.6%	\$482	
Oil and Gas	\$108,285,898,821	5.6%		Support Services-Student (31,32,33)	4.8%	\$410	
Other	\$10,075,877,138	0.5%		Student Transportation (34)	2.7%	\$235	
FUND BALANCE INFORMATION				Food Services (35)	5.2%	\$448	
Fund Balance (End of Year	\$7,278,208,782	n/a		Cocurricular Activities (36)	2.6%	\$225	
2008-09 audited)				Central Administration (41,92 **)	3.1%	\$266	
Percent of Total Budgeted	n/a	19.1%		Plant Maintenance and Operations (51)	10.7%	\$920	
Expenditures (2009-10)				Security and Monitoring Services (52)	0.8%	\$67	
ACTUAL PROGRAM EXPENDITURE INFORMATION				Data Processing Services (53)	1.4%	\$117	
(2008-09)	All Funds	Percent	Per Student	Community Services (61)	n/a	\$42	
By Program:				Equity Transfers		\$303	
Total Operating Expenditures	\$30,513,841,711	100.0%	\$6,455	(excluded from expenditures)			
Bilingual/ESL Education (25)	\$1,295,663,024	4.2%	\$274	Instructional Expenditure Ratio*** (11,12,13,31)	64.9%		
Career & Technical Education (22)	\$1,009,165,942	3.3%	\$213	ACTUAL REVENUE INFORMATION (2008-09)			
Accelerated Education (24,30)	\$3,722,273,417	12.2%	\$787	By Source:			
Gifted & Talented Education (21)	\$418,034,678	1.4%	\$88	Total Revenues	100.0%	\$9,965	
Regular Education (11)	\$18,176,818,981	59.6%	\$3,845	Local Tax	42.0%	\$4,184	
Special Education (23)	\$4,800,227,933	15.7%	\$1,015	Other Local & Intermediate	5.1%	\$513	
Athletics/Related Activities (91)	\$743,853,847	2.4%	\$157	State	42.9%	\$4,272	
Other (26,28,29)	\$347,803,889	1.1%	\$74	Federal	10.0%	\$996	
				Equity Transfers		\$303	
				(excluded from revenues)			

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '?' 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 \$0.164 includes 220 districts with an Interest and Sinking (I & S) tax rate of \$0.000.
 '@@' Among districts with I & S tax rates, the state average is \$0.208.
 '@@' Not Used for School Funding calculations.
 '***' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
 '****' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
2009-10 State Performance Report
For Current Year LEP Students

Indicator:	State	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP	
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)												
Reading/ELA	2010	90%	81%	80%	79%	86%	83%	64%	64%	64%	76%	73%
	2009	88%	78%	77%	76%	83%	80%	58%	58%	57%	70%	68%
Mathematics	2010	84%	82%	83%	79%	83%	82%	66%	65%	67%	73%	74%
	2009	80%	78%	79%	75%	79%	79%	60%	59%	61%	68%	68%
Writing	2010	93%	91%	90%	90%	94%	93%	82%	83%	82%	88%	87%
	2009	92%	89%	88%	88%	93%	90%	79%	80%	77%	85%	84%
Science	2010	83%	72%	72%	69%	77%	75%	48%	49%	46%	59%	57%
	2009	78%	63%	64%	58%	69%	70%	38%	39%	36%	49%	47%
Soc Studies	2010	95%	87%	85%	*	82%	95%	80%	81%	79%	82%	80%
	2009	93%	84%	64%	*	> 99%	85%	68%	69%	65%	73%	68%
All Tests	2010	77%	69%	69%	66%	74%	72%	47%	47%	47%	60%	58%
	2009	72%	64%	65%	60%	68%	67%	40%	40%	40%	53%	51%
Student Success Initiative												
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
	2010	15%	36%	38%	37%	24%	35%	39%	38%	40%	35%	37%
	2009	17%	42%	43%	42%	29%	39%	42%	40%	45%	37%	41%
TAKS Cumulative Met Standard (First and Second Administrations)												
	2010	92%	76%	75%	76%	86%	78%	75%	76%	74%	79%	76%
	2009	90%	74%	73%	73%	82%	75%	73%	74%	70%	78%	72%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
	2010	14%	29%	30%	31%	24%	24%	29%	28%	31%	27%	29%
	2009	16%	31%	30%	34%	30%	24%	32%	30%	35%	28%	31%
TAKS Cumulative Met Standard (First and Second Administrations)												
	2010	92%	83%	82%	82%	87%	87%	83%	84%	81%	84%	83%
	2009	91%	81%	82%	78%	80%	85%	81%	82%	79%	85%	80%
Grade 8 Reading												
Students Requiring Accelerated Instruction												
	2010	9%	32%	20%	*	37%	28%	44%	43%	44%	36%	43%
	2009	7%	17%	*	*	5%	22%	39%	38%	39%	28%	37%
TAKS Cumulative Met Standard (First and Second Administrations)												
	2010	95%	79%	90%	*	78%	79%	69%	69%	69%	76%	70%
	2009	89%	74%	*	*	89%	68%	51%	52%	50%	68%	50%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report
2009-10 State Performance Report
For Current Year LEP Students

Indicator:	State	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP	
Student Success Initiative (continued)												
Grade 8 Mathematics												
Students Requiring Accelerated Instruction												
	2010	19%	30%	50%	*	35%	22%	45%	46%	45%	45%	45%
	2009	20%	24%	33%	*	17%	27%	50%	49%	51%	43%	49%
TAKS Cumulative Met Standard (First and Second Administrations)												
	2010	88%	78%	70%	*	73%	84%	66%	66%	66%	66%	66%
	2009	85%	90%	*	*	94%	89%	61%	62%	60%	73%	60%
Progress of Prior Year TAKS Failers												
Percent of Failers Passing TAKS (Sum of Grades 4-11)												
Reading/ELA	2010	57%	37%	35%	38%	44%	36%	41%	41%	42%	46%	41%
	2009	43%	30%	32%	28%	33%	34%	29%	30%	28%	36%	30%
Mathematics	2010	43%	45%	45%	41%	47%	49%	32%	32%	32%	35%	36%
	2009	36%	34%	39%	28%	31%	37%	27%	27%	26%	30%	29%

2. Student Performance

This chapter provides an overview of student performance on statewide assessments, including the Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), TAKS–Modified (TAKS-M), TAKS–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 grade level, are administered annually to students in Grades 3-11 (Table 2.1). In 2010, Spanish-version TAKS tests were available in Grades 3-5. 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.

Table 2.1. State Assessments and Subjects, by Grade, 2010				
Grade	Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), TAKS–Modified (TAKS-M), and TAKS–Alternate (TAKS-Alt)			
3	Reading ^a	Math ^a		
4	Reading ^a	Math ^a	Writing ^a	
5	Reading ^a	Math ^a		Science ^a
6	Reading	Math		
7	Reading	Math	Writing	
8	Reading	Math		Social Studies Science
9	Reading	Math		
10	ELA ^b	Math		Social Studies Science
11 ^c	ELA	Math		Social Studies Science
Grade	Texas English Language Proficiency Assessment System (TELPAS)			
K-1	Holistically rated listening, reading, speaking, and writing assessments.			
2-12	Reading test and holistically rated listening, speaking, and writing assessments.			

^aEnglish- and Spanish-language versions available for TAKS and TAKS (Accommodated). ^bEnglish language arts. ^cExit level for TAKS and TAKS (Accommodated).

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 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 have undergone substantial change since 2007. In keeping with the goal of providing all students appropriate assessments to measure and support 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-M, and TAKS-Alt were developed. These assessments replaced the TAKS–Inclusive, State-Developed Alternative Assessment II, and locally determined alternate assessments. Because the current 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.

TAKS (Accommodated), introduced in spring 2008, 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 exit-level TAKS, TAKS (Accommodated) subject area tests at Grade 11 satisfy graduation requirements and are provided for retesting. In 2010, Spanish-version tests were available in Grades 3-5.

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 tests were implemented over two years, beginning in spring 2008 with tests in grades and subjects used for Adequate Yearly Progress determinations. The remaining tests became operational in spring 2009. Performance standards were adopted and results reported each succeeding fall. Spring 2010 marked the first time all TAKS-M reporting was available at the same time as other TAKS reporting to districts and parents. 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 with significant cognitive disabilities 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 and became operational in the 2008-09 school year.

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 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 assessments 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.

Participation in TAKS Assessments

In the 2009-10 school year, 3,131,898 (98.6%) of the 3,177,650 students eligible to participate in TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt were assessed (Table 2.2). The number of participants also includes qualifying unschooled asylees and refugees who were beyond limited English proficiency exemptions or postponement periods but were not

yet in their sixth school year of enrollment in U.S. schools. In 2009, the 81st Texas Legislature amended statute to allow these students to participate by taking linguistically accommodated testing (LAT) versions of TAKS or by receiving linguistic accommodations on an individual basis for subjects in which LAT test versions are not administered (Texas Education Code [TEC] §39.027). Of the 45,752 students (1.4%) not assessed, 10,843 were absent; 31,443 were exempted by their language proficiency assessment committees; and 3,466 were not assessed for other reasons.

TAKS Results: Definitions and Methods

Performance for all versions of TAKS falls into the following three categories.

- ◆ Commended performance. This category indicates high academic achievement. Students in this category performed at a level that was considerably above the state passing standard.
- ◆ 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.
- ◆ 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.

The State Board of Education (SBOE) adopted performance standards for TAKS in November 2002. The panel-recommended passing standard was phased in over three years, whereas the commended standard was implemented immediately. By 2006, all students in Grades 3-11 were required to meet the panel-recommended passing standard, except those taking the Grade 8 science test introduced that year. The panel-recommended standard was phased in for science as well, making 2007-08 the first year that all TAKS performance data were based on the panel-recommended standard. Because TAKS (Accommodated) is an accommodated version of TAKS, the same standards apply to both assessments. Performance standards for TAKS-M and TAKS-Alt were approved by the commissioner of education and implemented with no phase-in period.

TAKS results are reported as scale scores. A scale score is derived by converting a student's raw score on a test (the number of questions answered correctly) onto a scale that is common to all versions of that test. The scale score takes into account the difficulty level of the specific set of questions on which it is based and quantifies the student's performance relative to the passing

Table 2.2. Participation in State Assessments, by Grade, 2009 and 2010

Grade	Total Students	Total Tested		LEP ^a Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2009											
3	375,761	372,825	99.2	2,731	0.7	116	<0.1	89	<0.1	2,936	0.8
4	360,014	356,955	99.2	2,713	0.8	170	0.1	176	0.1	3,059	0.9
5	360,196	356,978	99.1	2,976	0.8	139	<0.1	103	<0.1	3,218	0.9
6	346,572	342,039	98.7	3,629	1.1	708	0.2	196	0.1	4,533	1.3
7	346,821	341,026	98.3	5,001	1.4	551	0.2	243	0.1	5,795	1.7
8	352,077	346,267	98.4	4,472	1.3	620	0.2	718	0.2	5,810	1.7
9	382,936	368,870	96.3	8,202	2.1	5,456	1.4	408	0.1	14,066	3.7
10	323,520	318,257	98.4	2,750	0.9	1,953	0.6	560	0.2	5,263	1.6
11	288,196	284,659	98.8	n/a ^b	n/a	2,234	0.8	1,303	0.5	3,537	1.2
Total	3,136,093	3,087,876	98.5	32,474	1.0	11,947	0.4	3,796	0.1	48,217	1.5
2010											
3	374,732	371,838	99.2	2,300	0.6	422	0.1	172	0.1	2,894	0.8
4	371,497	368,580	99.2	2,561	0.7	159	<0.1	197	0.1	2,917	0.8
5	365,287	362,164	99.2	2,857	0.8	129	<0.1	137	<0.1	3,123	0.9
6	352,823	348,367	98.7	3,850	1.1	510	0.1	96	<0.1	4,456	1.3
7	354,013	348,893	98.6	4,598	1.3	412	0.1	110	<0.1	5,120	1.5
8	350,106	344,711	98.5	4,428	1.3	530	0.2	437	0.1	5,395	1.5
9	387,191	373,788	96.5	8,203	2.1	4,726	1.2	474	0.1	13,403	3.5
10	325,443	320,212	98.4	2,646	0.8	1,899	0.6	686	0.2	5,231	1.6
11	296,558	293,345	98.9	n/a	n/a	2,056	0.7	1,157	0.4	3,213	1.1
Total	3,177,650	3,131,898	98.6	31,443	1.0	10,843	0.3	3,466	0.1	45,752	1.4

Note. Results are based on the primary administrations of all TAKS test versions and on the linguistically accommodated testing (LAT) administrations for qualifying unschooled asylees and refugees who were beyond limited English proficiency exemptions or postponement periods but were not yet in their sixth school year of enrollment in U.S. schools. Parts may not add to 100 percent because of rounding.

^aLimited English proficient. ^bNot 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).

standard or proficiency level for the test. Through 2009, the Texas assessment program used a type of scale known as a horizontal scale, which allows comparison of performance across different test administrations but not across grades.

In 2007, the 80th Texas Legislature required the use of a vertical scale for assessing student progress, starting in spring 2009, for English-version TAKS reading and mathematics tests in Grades 3-8 and Spanish-version TAKS reading and mathematics tests in Grades 3-5 (TEC §39.036, 2009). TAKS tests in Grades 9-11, as well as TAKS writing, social studies, and science tests, were not included in the requirements. With a vertical scale, a student's scale score in one grade can be compared to the student's scale score in another grade, as long as the tests are in the same language (English or Spanish) and subject. This makes it possible to determine the amount of progress the student has made in a given subject. For TAKS assessments that are reported on a vertical scale, each grade and subject will have its own score that indicates passing performance. Once the vertical scale had been developed, TEA convened several panels of educators to evaluate the appropriateness of the academic achievement standards on the new vertical scale and to recommend changes to those academic achievement standards where appropriate. As a result, the SBOE in January 2009 approved

recommended increases in performance standards for implementation in spring 2010 in the following grades, language versions, and subjects:

- ◆ Grade 3 Spanish-version mathematics at the met standard level;
- ◆ Grade 4 Spanish-version mathematics at the met standard and commended performance levels;
- ◆ Grade 5 English-version mathematics at the commended performance level;
- ◆ Grade 6 reading at the met standard and commended performance levels;
- ◆ Grade 6 mathematics at the commended performance level;
- ◆ Grade 8 reading at the met standard and commended performance levels; and
- ◆ Grade 8 mathematics at the commended performance level.

Unless otherwise specified, results for all versions of TAKS are based on the primary administrations of the tests, and results for 2009 are adjusted, for comparison purposes, to the vertical scale and increased performance standards applied in 2010. In addition, change in performance between 2009 and 2010 is

calculated using the adjusted 2009 results. All TAKS results are based on TAKS and TAKS (Accommodated) combined.

TAKS Results: State Summary

Analysis of the 2010 English-version TAKS results reveals that passing rates increased in every subject and for all tests taken at every grade level, with gains ranging from 1 to 9 percentage points over 2009 rates (Table 2.3). In the four grades tested in science (Grades 5, 8, 10, 11), passing rates continued to improve, with gains ranging from 4 percentage points in Grade 5 to 8 percentage points in Grade 10. The same four grades had the largest gains for all tests taken, with passing rates increasing by 5 percentage points in Grades 5 and 8, by 7 percentage points in Grade 11, and by 9 percentage points in Grade 10. Grade 10 students, whose class was the first to be subject to Student Success Initiative (SSI) requirements as third, fifth, and eighth graders, had the largest increases in passing rates in three of the four content areas in which they were tested: 3 percentage points in social studies, 8 percentage points in science, and 9 percentage points in mathematics.

In reading for Grades 3-9, percentages of students meeting the passing standard ranged from 85 percent at Grade 5 to 92 percent at Grades 3 and 9 (Figure 2.1 on page 30). Students in Grade 9 made the most progress from the previous year, with an increase in passing rate of 5 percentage points. Percentages of students achieving commended performance ranged from 26 percent at Grade 9 to 46 percent at Grades 3 and 8 (Table 2.3).

On the English language arts (ELA) tests at Grades 10 and 11, some 90 percent of 10th graders and 93 percent of 11th graders met the passing standard (Figure 2.1 on page 30). Sixteen percent of Grade 10 students and 32 percent of Grade 11 students achieved commended performance (Table 2.3).

In writing, 92 percent of Grade 4 students and 95 percent of Grade 7 students met the passing standard in 2010 (Figure 2.2 on page 30). Compared to 2009, passing rates increased by 1 percentage point in Grade 4 and by 2 percentage points in Grade 7. Twenty-nine percent of fourth graders and 36 percent of seventh graders achieved commended performance in 2009, a decrease of 3 percentage points in Grade 4 and an increase of 2 percentage points in Grade 7 (Table 2.3).

In mathematics, passing rates in 2010 ranged from 70 percent for Grade 9 students to 89 percent for Grade 11 students (Figure 2.3 on page 31). The passing rate at Grade 10 increased by 9 percentage points, the most improvement for any grade level in any subject (Table 2.3). Percentages of students achieving

commended performance ranged from 18 percent in Grade 10 to 42 percent in Grade 5. Compared to 2009, Grade 5 students had the largest increase in commended rate (5 percentage points).

In social studies, the passing rate was highest for Grade 11 students (98%), whereas students in Grades 8 and 10 had the largest increases in passing rates (3 percentage points each) over 2009 rates (Figure 2.4 on page 31). Across the three grades administered social studies tests, Grade 11 had the highest commended rate (54%), as well as the largest increase in commended rate from the previous year, at 6 percentage points (Table 2.3).

In science, percentages of students meeting the passing standard in 2010 ranged from 74 percent in Grade 10 to 91 percent in Grade 11 (Figure 2.5 on page 32). Eighth graders had the largest increase in commended rate between 2009 and 2010 (6 percentage points), whereas 10th graders had the largest increase in passing rate (8 percentage points) (Table 2.3).

In 2010, passing and commended rates for all tests taken were highest for Grade 3 students (83% and 25%, respectively) and lowest for Grade 10 students (64% and 6%, respectively) (Table 2.3). Grade 10 had the largest increase in the percentage of students meeting the passing standard (9 percentage points). Grade 8 students had the largest increase in commended performance (4 percentage points).

Graduating seniors who took the exit-level TAKS for the first time in April 2009 and failed one or more of the tests were provided four opportunities to retake through April 2010. Passing rates for the April 2009 primary administration improved over the previous graduating class in ELA, mathematics, and social studies by 2 percentage points each and in science by 5 percentage points, resulting in an increase of 4 percentage points in all tests taken (Table 2.4 on page 32). Cumulative passing rates also increased for all four subjects—by 1 percentage point in ELA and social studies and by 3 percentage points in mathematics and science. As a result, the cumulative passing rate for all tests taken rose by 4 percentage points to 90 percent.

TAKS Results by Ethnicity

African American Students

Passing rates for African American students improved at least 2 percentage points over 2009 passing rates in all individual subject area tests, with the exception of Grade 4 writing, in which the rate remained unchanged (Appendices 2-A through 2-I, beginning on page 47). In addition, rates in all tests taken increased by at least 3 percentage points at all grade levels.

Table 2.3. English-Version TAKS Performance, All Students, by Grade and Subject, 2009 and 2010									
Grade	Met (%), 2009		Met (%) 2009 Adj. ^a to 2010 Vertical Scale		Met (%), 2010		Change, 2009 Adj. to 2010 (Percentage-Point)		
	Standard	Commended	Standard	Commended	Standard	Commended	Standard	Commended	
Reading/English Language Arts									
3	89	46	89	46	92	46	3	0	
4	84	29	84	29	86	28	2	-1	
5	83	30	83	30	85	33	2	3	
6	91	43	85	33	86	32	1	-1	
7	84	29	84	29	86	29	2	0	
8	93	48	87	37	91	46	4	9	
9	87	20	87	20	92	26	5	6	
10 ^b	88	18	88	18	90	16	2	-2	
11 ^b	92	31	92	31	93	32	1	1	
Writing									
4	91	32	91	32	92	29	1	-3	
7	93	34	93	34	95	36	2	2	
Mathematics									
3	84	37	84	37	86	32	2	-5	
4	86	40	86	40	88	37	2	-3	
5	84	44	84	37	86	42	2	5	
6	80	36	80	30	82	31	2	1	
7	79	19	79	19	81	23	2	4	
8	79	24	79	20	80	23	1	3	
9	67	23	67	23	70	24	3	1	
10	65	15	65	15	74	18	9	3	
11	81	28	81	28	89	25	8	-3	
Social Studies									
8	92	43	92	43	95	42	3	-1	
10	90	40	90	40	93	42	3	2	
11	97	48	97	48	98	54	1	6	
Science									
5	84	43	84	43	88	44	4	1	
8	72	24	72	24	78	30	6	6	
10	66	13	66	13	74	17	8	4	
11	85	19	85	19	91	18	6	-1	
All Tests Taken									
3	80	28	80	28	83	25	3	-3	
4	75	15	75	15	78	14	3	-1	
5	71	19	71	17	76	20	5	3	
6	77	26	74	19	76	20	2	1	
7	72	11	72	11	74	13	2	2	
8	65	13	64	10	69	14	5	4	
9	65	11	65	11	69	13	4	2	
10	55	5	55	5	64	6	9	1	
11	75	10	75	10	82	9	7	-1	

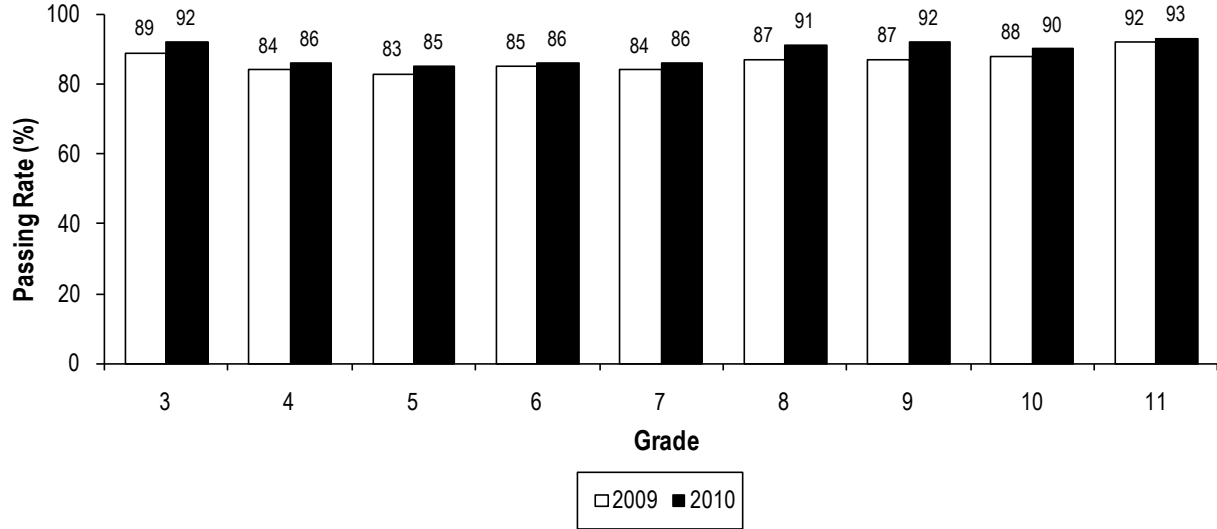
Note. Results are based on the primary administrations of TAKS and TAKS (Accommodated) combined.

^aFor comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The following tests were subject to increased performance standards: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. ^bEnglish language arts includes reading and writing.

African American students achieved double-digit increases in mathematics and science at Grades 10 and 11, which contributed to double-digit increases in all tests taken at Grades 10 and 11. In addition, passing rates in all tests taken exceeded rates in 2009 by 6 percentage points in Grades 5 and 8, the SSI grades.

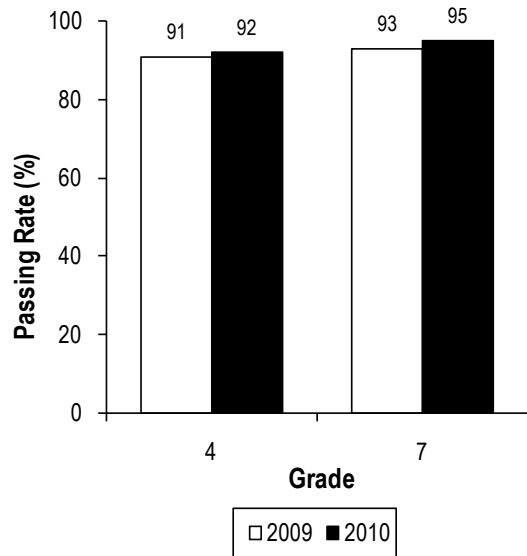
In reading/ELA subject tests, increases in passing rates for African American students ranged from 2 percentage points in Grades 6 and 11 to 5 percentage points in Grade 9. In mathematics, improvement ranged from 2 percentage points in Grades 4 and 8 to 12 percentage points in Grades 10 and 11. Writing passing rates

Figure 2.1. English-Version TAKS Reading and English Language Arts (ELA) Passing Rates, by Grade, 2009 and 2010



Note. Results are based on the primary administrations of TAKS and TAKS (Accommodated) combined. For comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The Grade 6 and Grade 8 English-version TAKS reading tests were subject to increased performance standards at the met standard level.

Figure 2.2. English-Version TAKS Writing Passing Rates, by Grade, 2009 and 2010



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

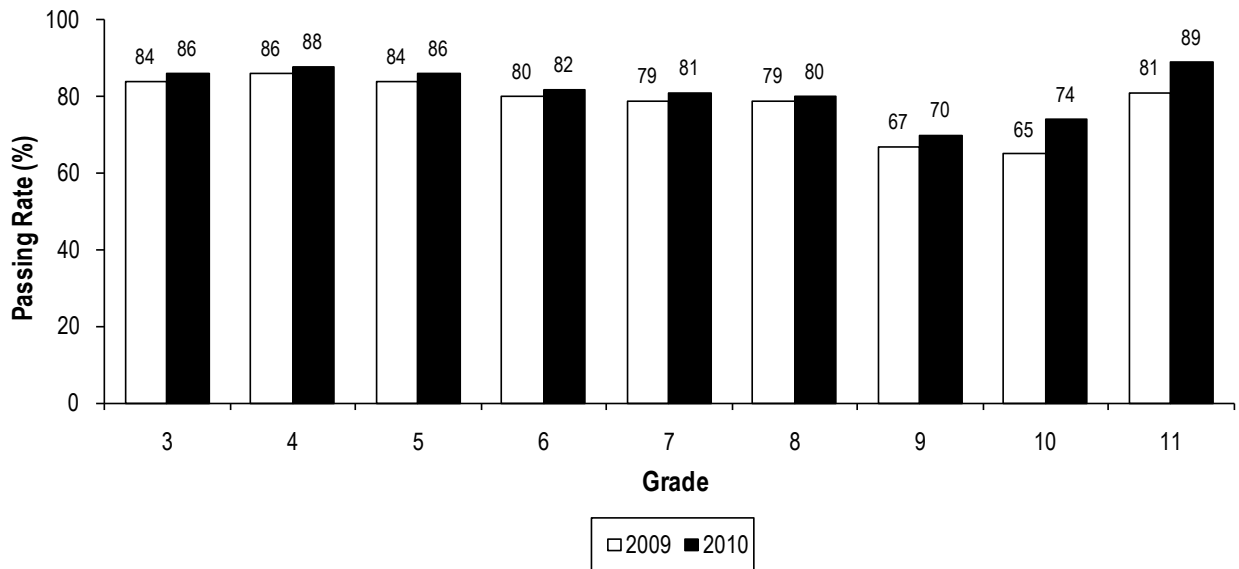
remained the same in Grade 4 and improved by 3 percentage points in Grade 7. In social studies, rates improved from 2 to 4 percentage points in Grades 11 and 8, respectively. On average, passing rates for African American students improved the most in science, with increases ranging from 5 percentage points in Grade 5 to 12 percentage points in Grade 10.

Hispanic Students

In 2010, passing rates for Hispanic students surpassed those from the previous year in all individual subject area tests and in all tests taken at all grade levels (Appendices 2-A through 2-I, beginning on page 47). Double-digit increases in passing rates occurred in mathematics at Grades 10 and 11 and in science at Grade 10. These increases led to similar gains in all tests taken in Grades 10 and 11 (12 and 9 percentage points, respectively). In addition, passing rates in all tests taken exceeded rates in 2009 by 6 percentage points in Grades 5 and 8, the SSI grades, and in Grade 9.

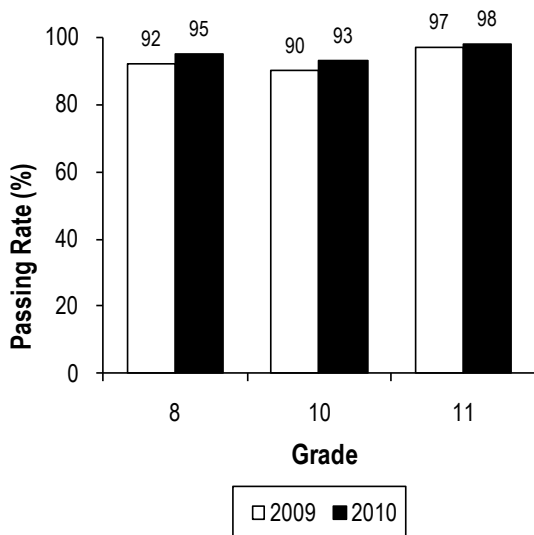
Reading/ELA passing rates for Hispanic students rose from 1 percentage point in Grades 6 and 11 to a high of

Figure 2.3. English-Version TAKS Mathematics Passing Rates, by Grade, 2009 and 2010



Note. Results are based on the primary administrations of TAKS and TAKS (Accommodated) combined. For comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. No English-version TAKS mathematics tests were subject to increased performance standards at the met standard level.

Figure 2.4. English-Version TAKS Social Studies Passing Rates, by Grade, 2009 and 2010



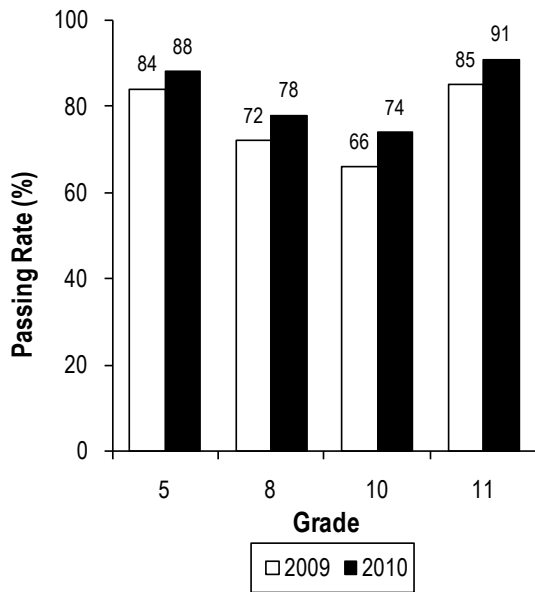
Note. Results are based on TAKS and TAKS (Accommodated) combined.

6 percentage points in Grade 9. In mathematics, increases ranged from 2 percentage points in Grades 3, 5, and 8 to 11 percentage points in Grade 10. The Grade 4 passing rate for writing was 1 percentage point higher than in 2009, and the Grade 7 rate was 2 percentage points higher. Social studies rates for Hispanic students ranged from 2 percentage points higher in Grade 11 to 5 percentage points higher in Grade 10. On average, passing rates for Hispanic students improved the most in science, with increases ranging from 4 percentage points in Grade 5 to 11 percentage points in Grade 10.

White Students

White students equaled or improved their passing rates in all individual subject area tests, compared to those for the previous year, except for a decrease of 1 percentage point in Grade 6 reading (Appendices 2-A through 2-I, beginning on page 47). Rates for all tests taken improved at all grade levels, with increases ranging from 1 percentage point in Grades 3 and 6 to 6 percentage points in Grade 10. Like their African American and Hispanic classmates, White students achieved the greatest improvement in passing rates for all tests taken in the SSI grades (Grades 5 and 8) and in the high school grades.

Figure 2.5. English-Version TAKS Science Passing Rates, by Grade, 2009 and 2010



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

In reading/ELA, the differences in 2009 and 2010 passing rates ranged from a decrease of 1 percentage point in Grade 6 to an increase of 3 percentage points in Grades 8 and 9. White students passed at the same rates in mathematics as they did the previous year in Grade 8, but improved at all other grade levels, with the greatest improvement in Grade 10 (7 percentage points). In writing, passing rates increased 1 percentage point in Grade 4 and 2 percentage points in Grade 7. Passing rates in social studies remained the same as in 2009 in Grades 10 and 11 and increased 2 percentage points in Grade 8. On average, passing rates for White students increased the most in science, with increases ranging from 2 percentage points in Grade 5 to 5 percentage points in Grade 10.

Comparison of TAKS Results for African American, Hispanic, and White Students

African American, Hispanic, and White students all improved their passing rates in all tests taken, as well as in almost every subject area test at all grade levels (Appendices 2-A through 2-I, beginning on page 47). Nevertheless, the average improvement for African American and Hispanic students was greater than that for White students in every subject except writing, in which the average improvement was the same for each group. In all other subjects, the average gains for African American and Hispanic students were similar and were much greater than the average gains for White students. Despite these gains, the passing rates for White students were higher than those for African American and Hispanic students in all 27 subject area tests and for all tests taken at all grade levels. Passing rates for Hispanic students equaled or surpassed those for African American students in all tests taken at all grade levels and in every subject area test, with the exception of reading/ELA tests in Grades 6, 7, and 11. For those tests, passing rates for African American students were 1 percentage point higher than those for Hispanic students.

The greatest difference in passing rates for a single subject area test was in Grade 9 mathematics, in which the passing rate for African American students was 26 percentage points lower than that for White students. For all tests taken, the greatest difference (28 percentage points) was between African American and White students at Grade 10. The greatest difference in passing rates between Hispanic and White students was 21 percentage points in science at Grade 10 and in all tests taken at Grades 8 and 10. In the three high-stakes grade levels, SSI Grades 5 and 8 and exit-level Grade 11, differences between ethnic groups in passing rates for all tests taken were large. In Grade 5, the rates for African American, Hispanic, and White students were 65 percent, 70 percent, and 87 percent, respectively; in Grade 8, the rates were 55 percent, 61 percent, and 82 percent, respectively; and in Grade 11, the rates were 73 percent, 76 percent, and 91 percent,

Table 2.4. TAKS Cumulative Pass Rate, Exit Level (Grade 11), by Subject, 2009 and 2010

Subject	Spring 2008		Cumulative Results Through April 2009		Spring 2009		Cumulative Results Through April 2010	
	Tested	Standard Met (%)	Tested	Standard Met (%)	Tested	Standard Met (%)	Tested	Standard Met (%)
ELA ^a	255,890	90	259,531	96	265,895	92	269,902	97
Mathematics	252,694	79	255,640	89	261,644	81	265,052	92
Social Studies	253,924	95	257,078	97	263,438	97	267,354	98
Science	253,404	80	256,384	91	262,301	85	266,043	94
All Tests Taken	262,699	71	262,965	86	272,666	75	273,145	90

Note. The cumulative pass rate is for Grade 11 students first tested in the spring primary administration of the previous year plus their cohort members tested in exit-level retests through April of the reporting year. Results are based on TAKS and TAKS (Accommodated) combined.

^aEnglish language arts.

respectively. For all high-stakes grades combined, the average differences in passing rates in all tests taken were 22 percentage points between African American and White students, 18 percentage points between Hispanic and White students, and 5 percentage points between African American and Hispanic students.

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-L, beginning on page 47. See Chapter 3 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-price meals under the National School Lunch and Child Nutrition Program. In 2010, about 60 percent of students who took the English-version TAKS tests in Grades 3 through 5 were identified as economically disadvantaged. The percentage declined gradually in the higher grades to 54 percent in Grade 9, then dropped to 49 percent in Grade 10 and 46 percent in Grade 11. Overall, the performance of this group had a substantial effect on the performance reported for all students tested.

In each of the 27 English-version TAKS subject area tests administered in Grades 3-11, the passing rates for economically disadvantaged students trailed those for all students tested, with differences ranging from 2 percentage points in Grades 8 and 11 social studies to 10 percentage points in Grade 10 science (Appendices 2-A through 2-I, beginning on page 47). In reading and ELA, the differences ranged from 4 percentage points in Grades 3, 9, 10, and 11 to 6 percentage points in Grades 4, 5, 6, and 7. In mathematics, the differences ranged from 4 percentage points in Grade 4 to 8 percentage points in Grades 9 and 10. In Grades 4 and 7, passing rates for economically disadvantaged students on the writing test were 3 percentage points lower than those for all students. In social studies, passing rates for economically disadvantaged students ranged from 2 percentage points lower than those for all students tested in Grades 8 and 11 to 3 percentage points lower in Grade 10. The differences in science passing rates ranged from 5 percentage points in Grades 5 and 11 to 10 percentage points in Grade 10.

Compared to the previous year, economically disadvantaged students improved their performance on all

27 subject area tests. Increases in passing rates ranged from a low of 1 percentage point in reading at Grade 6, ELA at Grade 11, writing at Grade 4, and social studies at Grade 11 to a high of 11 percentage points in mathematics at Grades 10 and 11 and science at Grade 10. Passing rates in all tests taken by economically disadvantaged students increased by 6 percentage points in each of the SSI grades and by 10 percentage points in the primary administration of the Grade 11 exit-level TAKS.

Students Receiving Special Education Services

Assessment options for students receiving special education services are considered by each student's admission, review, and dismissal (ARD) committee to determine the most appropriate assessment and the allowable accommodations required for each subject area test administered to the student. Depending on grade level, six to seven percent of all students who took at least one English-version TAKS or TAKS (Accommodated) subject area test received special education services.

In 2010, passing rates for students receiving special education services were lower than those for all students tested by as little as 12 percentage points in reading at Grade 3 and social studies at Grade 11 to as much as 44 percentage points in mathematics at Grade 10. Nevertheless, passing rates for this group of students increased in all subjects and at all grade levels over 2009 passing rates, except in reading at Grade 6, in which the rate remained the same. Improvement in reading and ELA passing rates varied from 4 percentage points in Grade 11 to 13 percentage points in Grade 9. Increases in passing rates for mathematics ranged from a low of 2 percentage points in Grades 3 and 8 to a high of 16 percentage points in Grade 11, the most improvement in any subject and at any grade level for students receiving special education services. Writing passing rates rose by 4 percentage points in Grade 4 and 8 percentage points in Grade 7. Increases in passing rates for social studies ranged from 4 percentage points in Grade 11 to 9 percentage points in Grade 8. In science, the greatest improvement was 15 percentage points in Grade 11.

Spanish TAKS Results

Background

Spanish language versions of TAKS are administered to eligible Spanish-speaking English language learners in Grades 3-5. In 2009, the 81st Texas Legislature eliminated the Grade 6 Spanish language TAKS tests,

beginning with the 2009-10 school year (TEC §39.023, 2009). A student's language proficiency assessment committee (LPAC) is responsible for determining the language version of TAKS the student is to be administered. The decision is based on the language in which instruction is provided to the student and the language in which the student is best able to demonstrate academic skills. If deemed appropriate by the student's LPAC, the decision to administer TAKS in English or Spanish may vary by subject area.

Grade 3

Of the 34,764 Grade 3 students who took the primary administration of the reading test, 85 percent met the passing standard, up 2 percentage points from 2009 (Appendix 2-J on page 56). The commended rate increased by 9 percentage points to 38 percent. In mathematics, the passing rate improved by 3 percentage points to 73 percent, and the commended rate remained 24 percent.

Grade 4

In 2010, the passing rate for Grade 4 students improved by 3 percentage points in each of the three subjects tested. Commended rates improved by 3 percentage points in writing, 7 percentage points in reading, and 17 percentage points in mathematics (Appendix 2-K on page 57). Of the 21,558 students tested in reading, 83 percent met the passing standard, and 31 percent met the commended standard. Seventy-two percent of the 12,907 students tested in mathematics met the passing standard, and 30 percent met the commended standard, more than double the percentage in 2009. In writing, 94 percent of students met the passing standard, and 32 percent met the commended standard.

Grade 5

Passing rates for Grade 5 students were considerably higher on the primary administration of the reading test (73%) than on the primary administration of the mathematics test (44%) in 2010 (Appendix 2-L on page 58). Passing rates increased 5 percentage points in reading from the previous year, but decreased 1 percentage point in mathematics. Although only 51 percent of students met the passing standard in science, this was an improvement of 8 percentage points over the 2009 passing rate. All commended rates improved over the previous year.

Texas Assessment of Knowledge and Skills—Modified

The Texas Assessment of Knowledge and Skills—Modified (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.

In 2010, the numbers of students taking TAKS-M subject area tests ranged from 9,742 in Grade 10 social studies to 16,833 in Grade 9 mathematics (Table 2.5). Passing rates ranged from a low of 53 percent in Grade 10 science to a high of 90 percent in Grade 3 reading. In writing, Grade 4 students passed at a rate of 83 percent, and Grade 7 students passed at a rate of 75 percent. In mathematics, the passing rate was highest in Grade 4 (85%) and lowest in Grade 9 (56%). In social studies, passing rates ranged from 60 percent in Grade 11 to 69 percent in Grade 10. In science, Grade 8 students had the highest passing rate, at 67 percent. Across all subjects, commended rates ranged from 2 percent in Grade 9 mathematics to 34 percent in Grade 9 reading.

Texas Assessment of Knowledge and Skills—Alternate

The Texas Assessment of Knowledge and Skills—Alternate (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 online. 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

Table 2.5. TAKS–Modified Participation and Performance, by Subject and Grade, 2010			
Grade	Tested	Met (%)	
		Standard	Commended
Reading/ELA^a			
3	12,903	90	27
4	14,119	85	19
5	15,746	89	16
6	14,855	83	14
7	13,643	79	13
8	14,140	85	18
9	14,251	80	34
10	11,004	81	20
11	11,059	73	11
Writing			
4	15,389	83	10
7	15,183	75	5
Mathematics			
3	11,567	83	15
4	13,561	85	24
5	15,334	80	17
6	15,172	72	13
7	15,183	75	16
8	15,850	68	10
9	16,833	56	2
10	13,567	67	5
11	13,389	59	6
Social Studies			
8	14,674	68	8
10	9,742	69	8
11	10,170	60	5
Science			
5	15,793	55	13
8	15,612	67	4
10	11,566	53	12
11	11,934	56	5

^aEnglish language arts.

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 2010, subject area test passing rates for students assessed by TAKS-Alt ranged from a low of 91 percent in ELA and mathematics at Grade 10 to a high of 96 percent in science at Grade 8 (Table 2.6). Commended rates ranged from 8 percent in mathematics and social studies at Grade 11 to 24 percent in mathematics at Grade 4. For all subjects assessed, passing rates were highest in Grade 6 (92%) and lowest in Grade 10 (87%).

Table 2.6. TAKS–Alternate Participation and Performance, by Subject and Grade, 2010			
Grade	Tested	Met (%)	
		Standard	Commended
Reading/ELA^a			
3	3,620	93	15
4	3,230	92	11
5	3,110	93	14
6	3,007	93	15
7	2,831	93	10
8	2,984	92	13
9	2,739	92	10
10	2,492	91	9
11	2,321	93	11
Writing			
4	3,229	93	14
7	2,829	93	12
Mathematics			
3	3,621	93	21
4	3,231	94	24
5	3,108	95	21
6	3,011	94	23
7	2,832	94	19
8	2,986	94	17
9	2,739	93	12
10	2,494	91	10
11	2,324	93	8
Social Studies			
8	2,985	95	19
10	2,494	93	13
11	2,324	94	8
Science			
5	3,108	95	19
8	2,985	96	21
10	2,494	94	15
11	2,322	95	14
All Subjects Assessed			
3	3,621	91	12
4	3,233	89	8
5	3,111	91	10
6	3,011	92	13
7	2,832	90	7
8	2,987	89	9
9	2,740	90	7
10	2,494	87	5
11	2,324	89	4

^aEnglish language arts.

Student Success Initiative TAKS Results

Overview

The Student Success Initiative (SSI) was enacted by the 76th Texas Legislature in 1999 as a system of support

structured to ensure that all public school students have the skills they need to meet on-grade-level performance expectations. The SSI, as originally designed, was composed of three initiatives: the Texas Reading Initiative, the Texas Math Initiative, and grade advancement requirements in reading at Grades 3, 5, and 8 and in mathematics at Grades 5 and 8. In 2009 the 81st Texas Legislature amended the initiatives to eliminate the Grade 3 advancement requirement and to modify the accelerated instruction requirements for Grades 3-8.

Under the SSI grade advancement requirements, students in Grades 5 and 8 are provided three testing opportunities in the spring and summer to meet the passing standards in reading and mathematics. If a student does not demonstrate proficiency after the second opportunity, a grade placement committee (GPC) is convened to prescribe an appropriate accelerated plan of instruction and to make promotion decisions for the student. The GPC consists of the principal or principal's designee, the teacher in the subject tested, and the student's parent or guardian. For a student in a special education program, the ARD committee functions as the GPC. SSI requirements for retesting apply to students who receive special education services and who test with TAKS, TAKS (Accommodated), and TAKS-M. TAKS-Alt students are not affected by SSI requirements because the assessment window starts with the beginning of the school year and includes multiple assessment opportunities. An English language learner who is granted an exemption from a state-mandated assessment because of limited English proficiency or who qualifies for special provisions as an unschooled asylee or refugee is not subject to SSI requirements. Information about grade advancement requirements for the 2009-10 school year is available in the *2009-2010 Grade Placement Committee Manual*.

One of the modifications to requirements for accelerated instruction implemented in the 2009-10 school year addresses students in Grade 5 or Grade 8 who do not demonstrate proficiency on the TAKS reading or mathematics test after three opportunities. These students must complete accelerated instruction before they may be promoted to the next grade level, and they must be assigned to highly qualified teachers the following year in the subject areas failed (TEC §28.0211). Districts anticipated difficulty implementing the new provision, so the Texas Education Agency developed a waiver allowing promotion of such students to the next grade level prior to the completion of accelerated instruction. A district or charter school applying for the waiver must identify the intensive instruction each student needs, target the instruction to the TAKS objectives on which each student demonstrated weakness, ensure each student completes the instruction during the first six weeks of the following school year, and document that each student has completed the instruction.

Another modification to accelerated instruction requirements was the provision that districts provide accelerated instruction to students who fail any TAKS subject test in Grades 3-8. The accelerated instruction may be provided outside normal school hours or the normal school year.

To ensure that as many students as possible meet SSI requirements, the state has approved direct support for classroom instruction. The support includes professional development for K-12 teachers in reading, mathematics, science, and, beginning in summer 2011, social studies, as well as diagnostics to assess student learning difficulties. The support also includes funding for local implementation of accelerated instructional strategies, such as Algebra I readiness programs, targeted assistance for college readiness, and funding for college admissions examinations.

Results

In 2010, fifth graders took the English- or Spanish-version TAKS reading test for the first time in April. Of those students, 85 percent met the passing standard on the English-version test (Appendix 2-C on page 49), and 73 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 58). In the second test administration in May for students retesting and for those testing the first time, the passing rate was 45 percent for both language versions combined (Table 2.7). After the third and final testing opportunity in June, the cumulative passing rate in reading was 94 percent for all Grade 5 students.

Fifth graders also took the English- or Spanish-version TAKS mathematics test for the first time in April. Of those students, 86 percent met the passing standard on the English-version test (Appendix 2-C on page 49), and 44 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 58). In the second test administration in May 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 June, the cumulative passing rate in mathematics was 94 percent for all Grade 5 students.

In 2010, eighth graders took the English-version TAKS reading test for the first time in April. Of those students, 91 percent met the passing standard (Table 2.9 on page 38). In the second test administration in May for students retesting and for those testing the first time, the passing rate was 47 percent. After the third and final testing opportunity in June, the cumulative passing rate in reading was 95 percent for all Grade 8 students.

Eighth graders also took the English-version TAKS mathematics test for the first time in April. Of those students, 80 percent met the passing standard

Table 2.7. TAKS Reading Passing Rates, Grade 5, English- and Spanish-Version Tests Combined, All Administrations, by Student Group, 2010

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	287,619	85	23,065	45	7,830	32	318,514	94
African American	36,490	80	3,871	44	1,475	34	41,836	91
Hispanic	131,311	80	13,968	43	4,894	29	150,173	91
White	106,867	93	4,770	56	1,321	44	112,958	98
At-Risk	88,527	69	16,184	41	6,213	29	110,924	86
Economically Disadvantaged	159,825	79	17,980	43	6,436	30	184,241	91
Limited English Proficient	30,048	63	6,235	36	2,375	23	38,658	81
Special Education	10,555	64	2,047	36	634	25	13,236	80

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

^aIncludes students tested in April and students whose answer documents were coded absent, exempt based on limited English proficiency, or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June.

^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

Table 2.8. TAKS Mathematics Passing Rates, Grade 5, English- and Spanish-Version Tests Combined, All Administrations, by Student Group, 2010

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	289,871	85	22,303	46	7,322	31	319,496	94
African American	34,708	76	4,347	41	1,691	31	40,746	89
Hispanic	135,374	82	13,163	46	4,255	30	152,792	92
White	106,524	92	4,507	52	1,282	37	112,313	97
At-Risk	90,461	70	16,001	42	5,810	30	112,272	86
Economically Disadvantaged	162,387	80	17,491	44	5,884	30	185,762	91
Limited English Proficient	33,945	71	5,850	42	1,947	27	41,742	87
Special Education	10,897	64	2,222	39	623	26	13,742	80

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

^aIncludes students tested in April and students whose answer documents were coded absent, exempt based on limited English proficiency, or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June.

^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

(Table 2.10 on page 38). In the second test administration in May for students retesting and for those testing the first time, the passing rate was 39 percent. After the third and final testing opportunity in June, the cumulative passing rate in mathematics was 90 percent for all Grade 8 students.

Correlation Between English II Course Performance and Grade 10 English Language Arts TAKS Performance

Overview

Texas Education Code §39.332(b)(6) mandates an evaluation of the correlation between student course grades and student performance on state-mandated

assessment instruments. The most recent study compared district-reported passing rates in the English II course for the 2007-08 and 2008-09 school years with passing rates on the spring 2009 TAKS English Language Arts (ELA) test. Of the 299,127 Grade 10 students who took the 2009 TAKS ELA test, 285,229 were matched to their English II results (95% match rate). The complete study, including results by ethnicity, economic status, and gender, is included in the *Texas Student Assessment Program Technical Digest for the Academic Year 2009-2010*.

State Summary

A majority of all students (82%) in the study passed both the English II course and the Grade 10 TAKS ELA test (Table 2.11 on page 39). The percentage of all students passing the course (90%) was slightly higher

**Table 2.9. TAKS Reading Passing Rates,
Grade 8, All Administrations, by Student Group, 2010**

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	291,945	91	13,995	47	2,671	20	308,611	95
African American	38,809	87	2,546	47	387	16	41,742	94
Hispanic	129,812	87	7,921	42	1,744	19	139,477	93
White	110,318	96	3,253	62	479	32	114,050	98
At-Risk	103,624	80	11,321	44	2,387	20	117,332	90
Economically Disadvantaged	151,970	86	10,335	43	2,109	19	164,414	93
Limited English Proficient	11,652	57	2,619	31	702	14	14,973	73
Special Education	11,562	63	2,170	35	375	14	14,107	77

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

^aIncludes students tested in April and students whose answer documents were coded absent, exempt based on limited English proficiency, or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June.

^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

**Table 2.10. TAKS Mathematics Passing Rates,
Grade 8, All Administrations, by Student Group, 2010**

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	257,322	80	24,244	39	7,155	22	288,721	90
African American	30,062	68	4,812	36	1,494	20	36,368	82
Hispanic	112,917	76	12,767	37	3,827	20	129,511	87
White	101,593	88	6,300	48	1,734	31	109,627	95
At-Risk	77,842	60	17,189	35	5,737	20	100,768	78
Economically Disadvantaged	128,361	73	16,498	36	5,122	20	149,981	85
Limited English Proficient	11,182	55	2,398	26	721	13	14,301	69
Special Education	7,682	46	2,304	28	709	17	10,695	64

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

^aIncludes students tested in April and students whose answer documents were coded absent, exempt based on limited English proficiency, or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June.

^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

than the percentage passing the test (88%). Passing rates for the course were the same as, or slightly higher than, passing rates for the test for all student groups. Differences in the percentages passing the course and passing the test ranged from 0 percentage points for White students to 4 percentage points for economically disadvantaged students. The percentages of students passing both the course and the test ranged from 74 percent for economically disadvantaged students to 90 percent for White students.

Performance by Student Group

Across ethnic groups, the percentages of students passing English II, the TAKS ELA test, and passing both

were highest for White students. African American students passed the course, the test, and both at rates 1-2 percentage points higher than Hispanic students. Passing rates for students who were not economically disadvantaged were higher than passing rates for economically disadvantaged students for the course (94% and 87%, respectively), the test (93% and 83%, respectively) and for both the course and test (88% and 74%, respectively). Female students had higher passing rates than male students, with differences of 5 percentage points for the course, 6 percentage points for the test, and 8 percentage points for both.

**Table 2.11. Passing Rates
in English II Course and on TAKS English
Language Arts, Grade 10, by Student Group, 2009**

Group	Pct. ^a	Pct.	Pct.	Pct.	Pct.
	Passed Course	Passed TAKS	Passed Both	Passed Course Only	Passed TAKS Only
All Students	90	88	82	9	7
African American	88	85	77	11	8
Hispanic	87	84	75	12	9
White	94	94	90	5	4
Econ. Disad. ^b	87	83	74	13	9
Not Econ. Disad.	94	93	88	5	5
Female	93	91	86	7	5
Male	88	85	78	10	8

Note. TAKS results are based on TAKS and TAKS (Accommodated) combined. Only students who have both course and TAKS data available are included.

^aPercentage. ^bEconomically disadvantaged.

TAKS and TELPAS Performance of Students With Limited English Proficiency

TAKS and the Texas English Language Proficiency Assessment System (TELPAS) are used to show the extent to which districts and the state meet federal Annual Measurable Achievement Objective accountability indicators that are specific to the academic achievement and English language proficiency of limited English proficient (LEP) students. TAKS measures achievement of academic knowledge and skills. TELPAS measures how well LEP students are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. TELPAS satisfies the requirement under Title III, Part A, of the No Child Left Behind Act of 2001 for states to measure annual progress in the English language proficiency of 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 25). 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. In spring 2008, new TELPAS reading tests for Grades 2-12 were implemented. For Grade 2, the new test replaced the former holistically rated observational reading assessment, and for Grades 3-12, the new tests replaced the Reading Proficiency Tests in English.

Unlike some assessments that measure 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. Yearly progress is determined by comparing the composite score from the previous year to the current year's composite score.

Students who score at the highest level of English proficiency on TELPAS (advanced high) demonstrate minimal difficulty with grade-level academic English. Students who score high on TAKS demonstrate thorough knowledge of grade-level academic skills in core content areas. Students who score high on Spanish-version TAKS demonstrate thorough knowledge of the same skills that are assessed on English-version TAKS. A student who scores high on TAKS in Spanish may score at any English proficiency level on TELPAS, depending on how much English the student has learned.

In English instructional settings, LEP students, including those with high achievement levels in their native languages, have difficulty learning new academic skills and communicating what they know, until they become academically fluent in English. Students who score low on TELPAS for multiple years tend to lag behind in learning grade-level academic skills in classes taught in English. TELPAS scores provide a way to monitor whether English language learners are making steady, incremental progress in learning the language, which helps maximize the pace at which they learn English and minimize the period of time during which they struggle to understand academic subject matter taught in English.

In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students identified as of limited English proficiency and for former students of limited English proficiency, disaggregated by bilingual education or special language program instructional model (TEC §39.332, 2009). During the time they are attaining proficiency in English, students are classified as current LEP. Current LEP students generally participate in bilingual or English as a second language (ESL) programs; although, in rare instances, parents decline program services. Within bilingual and ESL programs, districts may choose from among several instructional models to implement. The LEP statuses and language program assignments of current LEP students are reported on assessment answer documents. TEA began collecting data on instructional model assignments in spring 2009.

Students exit the current LEP classification when their language proficiency assessment committees determine, based on a combination of performance measures, that they are able to participate equally in regular, all-English, instructional programs (TEC §29.056). At that point, they are reclassified as former LEP students and monitored academically for the next two years. By matching TAKS data for monitored former LEP students to their assessment data from prior years in which they were classified as current LEP, the language programs and instructional models in which the students participated can be determined. Because data on instructional model assignments have only been collected since spring 2009, TAKS results for 2010 can only be reported for former LEP students in the first year of monitoring.

For all current LEP students assessed by TELPAS in both 2009 and 2010, the rate at which students progressed at least one proficiency level was lowest for Grade 1 students (54%) and highest for Grade 5 students (79%) (Table 2.12). TAKS passing rates in all tests taken in 2010 for current LEP students ranged from a low of 20 percent in Grade 10 to a high of 77 percent in Grade 3. TAKS passing rates in all tests taken for former LEP students in the first year of monitoring after exiting special language programs, ranged from a low of 46 percent in Grade 10 to a high of 98 percent in Grade 3. Former LEP students passed all tests taken at rates ranging from 18 percentage points higher than current LEP students in Grade 9 to 34 percentage points higher in Grade 5.

These results alone are not sufficient for evaluating the quality of different types of LEP student program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with non-LEP students. The current LEP student group, by definition, is limited to students who are likely to have difficulty with academic classwork in English because they are in the process of learning English. Additionally, at each grade level, new immigrant English language learners who enroll in Texas public schools are added to the LEP student group. Fewer LEP students are in the group at higher grade levels because they exit LEP

programs as they become proficient in English. Students who become English proficient and are reclassified as former LEP are more likely to be academically successful in English instructional settings than students who remain in the LEP student group.

To fully evaluate the quality of educational services provided to current LEP students, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider factors such as the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying LEP students and determining when they should be reclassified as English proficient; how long it takes the students to become proficient in English and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use former LEP student performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Agency Contact Persons

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/index3.aspx?id=3534&menu_id3=793.

Table 2.12. Participation and Performance of Current and Former Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2010

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)				
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade K									
All Current LEP Students ^g	n/a ^h	n/a	n/a	99,726	62	19	12	7	n/a
All Bil. ⁱ Education Programs	n/a	n/a	n/a	73,171	75	15	7	3	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	27,098	63	20	11	5	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	14,170	84	11	4	1	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	4,917	75	15	7	4	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	26,986	82	12	4	2	n/a
All ESL ^j Programs	n/a	n/a	n/a	21,919	25	32	27	17	n/a
ESL/Content-Based	n/a	n/a	n/a	14,056	23	31	27	18	n/a
ESL/Pull-Out	n/a	n/a	n/a	7,863	27	33	26	14	n/a
No Services	n/a	n/a	n/a	4,581	29	27	24	21	n/a
Grade 1									
All Current LEP Students	n/a	n/a	n/a	104,772	33	30	22	16	54
All Bil. Education Programs	n/a	n/a	n/a	74,419	43	31	17	9	49
Transitional Bil./Early Exit	n/a	n/a	n/a	27,946	30	33	23	15	59
Transitional Bil./Late Exit	n/a	n/a	n/a	14,425	54	28	13	5	41
Dual Immersion/Two-Way	n/a	n/a	n/a	4,610	42	32	17	9	48
Dual Immersion/One-Way	n/a	n/a	n/a	27,438	50	31	14	5	44
All ESL Programs	n/a	n/a	n/a	24,064	8	26	34	32	67
ESL/Content-Based	n/a	n/a	n/a	14,826	8	25	34	33	66
ESL/Pull-Out	n/a	n/a	n/a	9,238	9	28	33	30	67
No Services	n/a	n/a	n/a	6,251	12	25	30	34	66
Grade 2									
All Current LEP Students	n/a	n/a	n/a	98,738	10	28	29	32	68
All Bil. Education Programs	n/a	n/a	n/a	69,140	12	32	29	27	70
Transitional Bil./Early Exit	n/a	n/a	n/a	28,462	10	28	31	32	68
Transitional Bil./Late Exit	n/a	n/a	n/a	14,257	16	35	28	22	69
Dual Immersion/Two-Way	n/a	n/a	n/a	3,860	11	30	29	29	72
Dual Immersion/One-Way	n/a	n/a	n/a	22,561	13	35	29	23	71
All ESL Programs	n/a	n/a	n/a	22,778	6	20	29	45	64
ESL/Content-Based	n/a	n/a	n/a	14,189	6	20	29	44	62
ESL/Pull-Out	n/a	n/a	n/a	8,589	5	19	29	47	66
No Services	n/a	n/a	n/a	6,741	6	23	29	42	60

Note. TAKS results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2009 and 2010.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^hNot applicable for one of the following reasons: (a) TAKS tests are not administered in Grades K-2 or Grade 12; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former LEP students do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. ^lA dash (-) indicates data are not reported to protect student anonymity.

continues

Table 2.12. Participation and Performance of Current and Former Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Adv. High ^e	
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d		
Grade 3									
All Current LEP Students ^g	89,048	77	17	93,475	8	17	29	46	66
All Bil. ⁱ Education Programs	62,397	76	17	64,369	10	20	29	41	64
Transitional Bil./Early Exit	25,999	78	16	27,009	8	17	29	46	67
Transitional Bil./Late Exit	16,889	74	16	17,271	11	22	28	38	64
Dual Immersion/Two-Way	3,033	78	19	3,101	10	18	27	45	66
Dual Immersion/One-Way	16,476	75	19	16,988	11	23	31	35	60
All ESL ^j Programs	20,636	79	17	22,500	5	12	27	56	71
ESL/Content-Based	12,226	79	17	13,374	6	12	27	56	71
ESL/Pull-Out	8,410	78	17	9,126	5	12	27	56	71
No Services	6,006	79	18	6,565	5	13	27	55	70
All Former LEP Students ^k	4,023	98	52	n/a ^h	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	1,316	98	47	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	1,076	97	47	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	79	97	51	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	29	100	62	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	132	98	48	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	2,237	98	55	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,251	98	52	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	986	98	58	n/a	n/a	n/a	n/a	n/a	n/a
No Services	470	98	53	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current LEP Students ^g	71,029	66	6	74,936	5	18	30	47	66
All Bil. Education Programs	48,713	67	6	50,375	6	21	30	43	65
Transitional Bil./Early Exit	20,118	65	4	20,980	6	19	31	45	64
Transitional Bil./Late Exit	13,940	65	5	14,294	6	22	30	43	67
Dual Immersion/Two-Way	2,047	74	11	2,091	5	17	28	50	69
Dual Immersion/One-Way	12,608	70	10	13,010	5	23	31	41	62
All ESL Programs	17,520	64	4	19,263	4	13	29	54	68
ESL/Content-Based	10,472	65	4	11,392	4	13	29	54	68
ESL/Pull-Out	7,048	63	3	7,871	4	14	29	53	68
No Services	4,790	67	5	5,256	4	13	28	55	67
All Former LEP Students	13,755	90	15	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	7,121	89	13	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	5,378	89	13	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1,237	90	15	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	166	92	19	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	340	94	16	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	5,006	91	16	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	2,627	91	16	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,379	91	16	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,625	89	16	n/a	n/a	n/a	n/a	n/a	n/a

Note. TAKS results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2009 and 2010.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^hNot applicable for one of the following reasons: (a) TAKS tests are not administered in Grades K-2 or Grade 12; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former LEP students do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. ^lA dash (-) indicates data are not reported to protect student anonymity.

continues

Table 2.12. Participation and Performance of Current and Former Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)				
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 5									
All Current LEP Students ^g	47,186	49	5	51,977	4	12	24	61	79
All Bil. ⁱ Education Programs	32,449	49	5	34,858	4	12	24	60	80
Transitional Bil./Early Exit	12,696	48	5	13,841	5	13	25	58	79
Transitional Bil./Late Exit	12,801	47	5	13,505	4	12	24	60	80
Dual Immersion/Two-Way	1,462	60	9	1,497	3	10	18	68	85
Dual Immersion/One-Way	5,490	53	7	6,015	3	11	25	61	82
All ESL ^j Programs	11,989	48	5	13,845	4	10	23	63	77
ESL/Content-Based	7,511	50	5	8,402	4	10	23	64	77
ESL/Pull-Out	4,478	46	4	5,443	4	11	24	61	77
No Services	2,747	52	6	3,228	4	10	21	65	75
All Former LEP Students ^k	19,805	83	15	n/a ^h	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	10,692	83	15	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	6,269	82	13	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	3,155	85	16	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	176	90	21	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	1,092	85	19	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	7,166	83	15	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	4,080	83	15	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	3,086	81	13	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,942	84	16	n/a	n/a	n/a	n/a	n/a	n/a
Grade 6									
All Current LEP Students	34,103	49	4	39,811	4	12	35	49	61
All Bil. Education Programs	5,068	60	5	5,792	3	11	33	53	67
Transitional Bil./Early Exit	1,463	60	5	1,670	3	12	35	50	64
Transitional Bil./Late Exit	2,369	58	4	2,718	3	10	33	53	68
Dual Immersion/Two-Way	579	69	8	629	2	7	30	61	70
Dual Immersion/One-Way	657	59	7	775	5	12	32	52	68
All ESL Programs	26,385	47	3	30,898	4	13	36	47	59
ESL/Content-Based	15,847	46	3	18,371	4	13	36	46	58
ESL/Pull-Out	10,538	48	3	12,527	4	12	35	50	62
No Services	2,389	55	6	2,842	4	10	30	56	62
All Former LEP Students	8,676	77	13	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	5,292	79	14	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	2,494	74	9	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1,832	81	14	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	226	88	25	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	740	88	25	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	2,661	76	12	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,515	77	13	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	1,146	73	11	n/a	n/a	n/a	n/a	n/a	n/a
No Services	717	71	13	n/a	n/a	n/a	n/a	n/a	n/a

Note. TAKS results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2009 and 2010.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^hNot applicable for one of the following reasons: (a) TAKS tests are not administered in Grades K-2 or Grade 12; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former LEP students do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. A dash (-) indicates data are not reported to protect student anonymity.

continues

Table 2.12. Participation and Performance of Current and Former Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f	
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Adv. High ^e		
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d			
Grade 7										
All Current LEP Students ^g	26,534	41	1	31,993	4	13	31	52	66	
All Bil. ⁱ Education Programs	274	57	1	322	6	9	28	56	72	
Transitional Bil./Early Exit	17	41	0	16	13	13	38	38	64	
Transitional Bil./Late Exit	2	–	–	8	0	13	38	50	50	
Dual Immersion/Two-Way	155	54	2	179	6	12	30	53	67	
Dual Immersion/One-Way	100	66	1	119	6	5	24	65	83	
All ESL ^j Programs	24,289	40	1	29,282	4	13	32	52	66	
ESL/Content-Based	12,909	40	1	15,632	5	14	33	49	64	
ESL/Pull-Out	11,380	40	1	13,650	3	12	30	55	69	
No Services	1,904	49	2	2,306	4	9	28	59	68	
All Former LEP Students ^k	6,967	70	3	n/a ^h	n/a	n/a	n/a	n/a	n/a	
All Bil. Education Programs	1,137	74	3	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	413	66	1	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	448	76	2	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	163	84	10	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	113	81	4	n/a	n/a	n/a	n/a	n/a	n/a	
All ESL Programs	5,280	69	3	n/a	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	2,631	68	3	n/a	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	2,649	70	3	n/a	n/a	n/a	n/a	n/a	n/a	
No Services	549	69	4	n/a	n/a	n/a	n/a	n/a	n/a	
Grade 8										
All Current LEP Students	20,407	28	1	26,055	6	12	28	54	67	
All Bil. Education Programs	167	46	1	199	7	9	20	64	76	
Transitional Bil./Early Exit	12	25	0	11	9	9	18	64	–	
Transitional Bil./Late Exit	2	–	–	1	–	–	–	–	–	
Dual Immersion/Two-Way	82	35	1	99	6	13	23	58	70	
Dual Immersion/One-Way	71	62	1	88	7	5	16	73	85	
All ESL Programs	18,631	27	1	23,797	6	12	29	53	67	
ESL/Content-Based	9,990	28	1	12,888	7	12	30	51	65	
ESL/Pull-Out	8,641	26	1	10,909	6	11	27	56	70	
No Services	1,601	33	2	2,034	4	9	26	61	67	
All Former LEP Students	6,324	60	4	n/a	n/a	n/a	n/a	n/a	n/a	
All Bil. Education Programs	34	65	12	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	4	–	–	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	1	–	–	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	17	59	0	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	12	75	17	n/a	n/a	n/a	n/a	n/a	n/a	
All ESL Programs	5,641	60	4	n/a	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	2,531	59	3	n/a	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	3,110	60	4	n/a	n/a	n/a	n/a	n/a	n/a	
No Services	649	64	6	n/a	n/a	n/a	n/a	n/a	n/a	

Note. TAKS results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2009 and 2010.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^hNot applicable for one of the following reasons: (a) TAKS tests are not administered in Grades K-2 or Grade 12; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former LEP students do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. A dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.12. Participation and Performance of Current and Former Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)				
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 9									
All Current LEP Students ^g	19,272	34	1	26,889	10	18	30	42	60
All Bil. ⁱ Education Programs	7	71	0	7	14	14	14	57	– ^j
Transitional Bil./Early Exit	5	80	0	3	–	–	–	–	–
Transitional Bil./Late Exit	2	–	–	2	–	–	–	–	–
Dual Immersion/Two-Way	0	n/a ^h	n/a	1	–	–	–	–	–
Dual Immersion/One-Way	0	n/a	n/a	1	–	–	–	–	–
All ESL Programs	17,240	34	1	24,628	11	18	30	41	60
ESL/Content-Based	12,252	34	1	17,443	11	18	31	40	58
ESL/Pull-Out	4,988	32	1	7,185	10	18	29	44	64
No Services	2,019	40	2	2,232	5	12	28	55	63
All Former LEP Students ^k	4,485	52	3	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	18	94	0	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1	–	–	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	7	100	0	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	10	90	0	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	3,946	51	3	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,925	50	2	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,021	52	3	n/a	n/a	n/a	n/a	n/a	n/a
No Services	521	55	5	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10									
All Current LEP Students ^g	13,343	20	0	17,123	4	17	34	45	60
All Bil. Education Programs	13	46	0	7	0	0	43	57	60
Transitional Bil./Early Exit	12	50	0	6	0	0	50	50	60
Transitional Bil./Late Exit	1	–	–	0	n/a	n/a	n/a	n/a	–
Dual Immersion/Two-Way	0	n/a	n/a	0	n/a	n/a	n/a	n/a	–
Dual Immersion/One-Way	0	n/a	n/a	1	–	–	–	–	–
All ESL Programs	12,006	20	0	15,582	4	18	34	45	60
ESL/Content-Based	8,377	20	0	10,542	4	17	34	45	59
ESL/Pull-Out	3,629	19	0	5,040	4	19	34	44	62
No Services	1,317	27	0	1,524	3	11	32	54	58
All Former LEP Students	2,274	46	1	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	1	–	–	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	1	–	–	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	1,941	45	1	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,307	45	1	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	634	46	2	n/a	n/a	n/a	n/a	n/a	n/a
No Services	332	47	1	n/a	n/a	n/a	n/a	n/a	n/a

Note. TAKS results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2009 and 2010.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^hNot applicable for one of the following reasons: (a) TAKS tests are not administered in Grades K-2 or Grade 12; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former LEP students do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. A dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.12. Participation and Performance of Current and Former Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Adv. High ^e	
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d		
Grade 11									
All Current LEP Students ^g	12,541	34	0	14,993	2	14	34	50	63
All Bil. ⁱ Education Programs	5	20	0	2	–	–	–	–	–
Transitional Bil./Early Exit	4	–	–	2	–	–	–	–	–
Transitional Bil./Late Exit	0	n/a ^h	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	1	–	–	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL ^j Programs	11,398	34	0	13,474	2	14	34	50	63
ESL/Content-Based	8,055	35	0	9,540	3	14	34	49	61
ESL/Pull-Out	3,343	30	0	3,934	2	13	33	52	67
No Services	1,134	42	0	1,510	4	10	31	55	62
All Former LEP Students ^k	2,823	66	1	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	2,457	66	1	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,681	66	1	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	776	65	1	n/a	n/a	n/a	n/a	n/a	n/a
No Services	364	67	1	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12									
All Current LEP Students	n/a	n/a	n/a	8,815	3	15	35	48	57
All Bil. Education Programs	n/a	n/a	n/a	3	–	–	–	–	–
Transitional Bil./Early Exit	n/a	n/a	n/a	3	–	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	7,699	3	14	35	48	57
ESL/Content-Based	n/a	n/a	n/a	5,668	3	15	35	47	56
ESL/Pull-Out	n/a	n/a	n/a	2,031	1	14	35	50	60
No Services	n/a	n/a	n/a	1,105	2	16	32	49	60

Note. TAKS results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2009 and 2010.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^hNot applicable for one of the following reasons: (a) TAKS tests are not administered in Grades K-2 or Grade 12; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former LEP students do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. A dash (–) indicates data are not reported to protect student anonymity.

**Appendix 2-A. English-Version TAKS Participation and Performance,
Grade 3, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	316,319	89	46	319,808	92	46	3	0
African American	47,624	83	34	47,169	86	34	3	0
Hispanic	137,950	86	36	142,754	90	38	4	2
White	116,750	95	61	114,722	96	58	1	-3
At-Risk	144,400	82	28	142,367	86	29	4	1
Econ. Disad. ^a	175,746	85	34	187,000	88	35	3	1
LEP ^b	54,588	83	30	57,117	88	33	5	3
Special Ed. ^c	16,630	75	26	16,207	80	25	5	-1
Mathematics								
All Students	326,160	84	37	332,841	86	32	2	-5
African American	47,676	73	23	47,394	76	20	3	-3
Hispanic	147,039	81	30	154,916	83	25	2	-5
White	117,299	91	49	115,283	92	42	1	-7
At-Risk	153,045	76	23	150,996	79	19	3	-4
Econ. Disad.	184,835	78	27	199,272	81	23	3	-4
LEP	63,195	81	29	68,713	83	24	2	-5
Special Ed.	18,682	68	21	17,909	70	16	2	-5
All Tests Taken								
All Students	333,253	80	28	334,058	83	25	3	-3
African American	49,142	68	16	47,597	72	15	4	-1
Hispanic	150,119	76	21	155,518	80	19	4	-2
White	119,632	89	40	115,673	90	35	1	-5
At-Risk	156,957	70	14	151,854	74	13	4	-1
Econ. Disad.	189,819	73	18	200,077	78	17	5	-1
LEP	64,404	74	18	69,051	80	17	6	-1
Special Ed.	19,855	59	13	18,681	65	11	6	-2

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

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education.

**Appendix 2-B. English-Version TAKS Participation and Performance,
Grade 4, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	318,128	84	29	326,345	86	28	2	-1
African American	45,359	76	18	46,614	79	17	3	-1
Hispanic	144,032	80	21	149,063	82	19	2	-2
White	115,393	92	41	116,082	93	40	1	-1
At-Risk	119,667	71	12	117,625	72	10	1	-2
Econ. Disad. ^a	177,599	78	19	189,752	80	17	2	-2
LEP ^b	50,572	73	13	50,682	73	11	0	-2
Special Ed. ^c	18,087	61	13	17,163	66	12	5	-1
Mathematics								
All Students	323,665	86	40	335,917	88	37	2	-3
African American	45,424	77	25	46,634	79	23	2	-2
Hispanic	149,071	84	34	158,256	87	32	3	-2
White	115,763	92	50	116,319	93	46	1	-4
At-Risk	124,725	74	22	124,195	77	20	3	-2
Econ. Disad.	182,619	81	30	198,906	84	28	3	-2
LEP	55,317	81	29	59,653	85	27	4	-2
Special Ed.	18,877	65	19	18,011	70	17	5	-2
Writing								
All Students	312,385	91	32	320,707	92	29	1	-3
African American	44,821	88	22	46,056	88	21	0	-1
Hispanic	141,359	90	26	146,321	91	24	1	-2
White	113,116	93	40	113,978	94	38	1	-2
At-Risk	116,858	84	16	114,739	84	13	0	-3
Econ. Disad.	174,345	88	23	186,345	89	21	1	-2
LEP	48,983	86	17	49,017	87	15	1	-2
Special Ed.	16,316	68	12	15,332	72	11	4	-1
All Tests Taken								
All Students	328,841	75	15	341,161	78	14	3	-1
African American	46,418	64	7	47,676	67	6	3	-1
Hispanic	151,405	71	10	160,616	74	9	3	-1
White	117,426	84	22	118,016	86	20	2	-2
At-Risk	127,680	58	5	127,224	60	4	2	-1
Econ. Disad.	186,121	67	8	202,525	71	8	4	0
LEP	56,347	64	6	60,600	67	7	3	1
Special Ed.	20,945	46	5	20,448	52	4	6	-1

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

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education.

**Appendix 2-C. English-Version TAKS Participation and Performance,
Grade 5, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%) Adjusted ^a		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	323,507	83	30	331,714	85	33	2	3
African American	45,285	77	21	45,584	80	25	3	4
Hispanic	150,959	77	20	157,137	80	25	3	5
White	114,234	92	43	115,233	93	46	1	3
At-Risk	124,393	65	9	122,186	68	12	3	3
Econ. Disad. ^b	181,712	75	18	195,491	79	23	4	5
LEP ^c	38,747	57	7	40,607	61	10	4	3
Special Ed. ^d	18,431	57	11	16,325	64	14	7	3
Mathematics: Primary Administration								
All Students	327,009	84	37	335,945	86	42	2	5
African American	45,172	73	23	45,522	76	27	3	4
Hispanic	154,431	81	31	161,208	83	36	2	5
White	114,254	90	46	115,385	92	53	2	7
At-Risk	127,819	68	17	126,031	71	19	3	2
Econ. Disad.	184,925	78	28	199,463	81	32	3	4
LEP	42,264	71	21	44,473	73	23	2	2
Special Ed.	18,882	59	15	16,900	64	19	5	4
Science								
All Students	323,953	84	43	335,118	88	44	4	1
African American	44,578	75	27	45,410	80	28	5	1
Hispanic	153,222	80	34	160,942	84	36	4	2
White	113,090	93	58	114,909	95	59	2	1
At-Risk	126,090	70	21	125,969	75	22	5	1
Econ. Disad.	183,020	78	31	198,994	83	33	5	2
LEP	42,192	65	19	44,767	72	21	7	2
Special Ed.	17,184	69	26	16,432	73	25	4	-1
All Tests Taken								
All Students	337,786	71	17	343,181	76	20	5	3
African American	46,985	59	9	46,779	65	11	6	2
Hispanic	159,806	64	11	164,910	70	14	6	3
White	117,515	83	27	117,457	87	31	4	4
At-Risk	134,064	46	4	130,659	52	5	6	1
Econ. Disad.	192,647	61	9	204,797	67	12	6	3
LEP	44,867	44	4	46,498	51	6	7	2
Special Ed.	22,036	42	5	19,581	49	7	7	2

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

^aFor comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The following tests were subject to increased performance standards: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. ^bEconomically disadvantaged. ^cLimited English proficient. ^dSpecial education.

**Appendix 2-D. English-Version TAKS Participation and Performance,
Grade 6, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%) Adjusted ^a		Tested	Met (%)		Standard	Commended
Standard		Commended	Standard		Commended			
Reading								
All Students	323,525	85	33	329,740	86	32	1	-1
African American	44,422	80	24	45,242	82	25	2	0
Hispanic	150,978	80	24	156,888	81	24	1	0
White	114,904	93	47	114,037	92	45	-1	-2
At-Risk	121,469	69	12	119,584	69	10	0	-2
Econ. Disad. ^b	178,513	79	22	191,100	80	22	1	0
LEP ^c	32,212	55	7	34,452	59	7	4	0
Special Ed. ^d	19,030	56	11	17,584	56	9	0	-2
Mathematics								
All Students	323,730	80	30	329,839	82	31	2	1
African American	44,301	69	17	45,027	72	19	3	2
Hispanic	151,432	76	23	157,369	79	24	3	1
White	114,725	88	41	113,813	90	41	2	0
At-Risk	121,662	61	10	119,735	64	10	3	0
Econ. Disad.	178,820	73	20	191,351	76	21	3	1
LEP	32,657	62	12	34,985	66	12	4	0
Special Ed.	18,748	46	8	17,304	52	9	6	1
All Tests Taken								
All Students	326,271	74	19	332,514	76	20	2	1
African American	44,832	63	10	45,646	66	11	3	1
Hispanic	152,480	67	12	158,426	70	13	3	1
White	115,640	85	29	114,763	86	29	1	0
At-Risk	123,479	50	4	121,703	52	4	2	0
Econ. Disad.	180,444	65	11	193,118	68	11	3	0
LEP	32,953	44	3	35,274	49	4	5	1
Special Ed.	20,949	38	4	19,707	42	4	4	0

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

^aFor comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The following tests were subject to increased performance standards: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. ^bEconomically disadvantaged. ^cLimited English proficient. ^dSpecial education.

**Appendix 2-E. English-Version TAKS Participation and Performance,
Grade 7, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	319,830	84	29	328,792	86	29	2	0
African American	44,301	79	21	45,129	82	20	3	-1
Hispanic	146,692	79	21	154,249	81	19	2	-2
White	115,862	92	40	115,560	93	43	1	3
At-Risk	124,166	67	9	125,486	70	8	3	-1
Econ. Disad. ^a	170,078	77	19	184,229	80	18	3	-1
LEP ^b	25,357	48	4	26,569	53	3	5	-1
Special Ed. ^c	20,053	45	5	18,202	54	7	9	2
Mathematics								
All Students	318,922	79	19	327,536	81	23	2	4
African American	43,945	66	9	44,717	69	12	3	3
Hispanic	146,568	74	13	153,974	77	17	3	4
White	115,401	87	28	114,929	89	32	2	4
At-Risk	123,392	58	4	124,554	61	6	3	2
Econ. Disad.	169,601	71	11	183,459	75	14	4	3
LEP	25,541	56	5	26,810	61	7	5	2
Special Ed.	18,753	42	3	16,678	49	5	7	2
Writing								
All Students	316,168	93	34	324,677	95	36	2	2
African American	43,827	90	24	44,563	93	27	3	3
Hispanic	145,432	91	26	152,653	93	28	2	2
White	114,083	95	46	113,781	97	47	2	1
At-Risk	122,517	85	12	123,484	88	12	3	0
Econ. Disad.	168,319	90	23	181,914	92	25	2	2
LEP	25,090	74	5	26,154	80	6	6	1
Special Ed.	18,152	64	5	16,212	72	7	8	2
All Tests Taken								
All Students	326,260	72	11	334,365	74	13	2	2
African American	45,378	60	5	46,062	63	6	3	1
Hispanic	149,938	65	6	157,082	69	7	4	1
White	117,784	83	17	117,157	85	20	2	3
At-Risk	128,312	46	1	129,132	49	1	3	0
Econ. Disad.	174,411	62	5	188,121	66	6	4	1
LEP	26,496	35	1	27,649	40	1	5	0
Special Ed.	22,651	28	1	20,405	36	1	8	0

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

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education.

**Appendix 2-F. English-Version TAKS Participation and Performance,
Grade 8, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%) Adjusted ^a		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	319,826	87	37	322,548	91	46	4	9
African American	45,087	84	28	44,452	87	36	3	8
Hispanic	145,802	83	29	149,021	87	36	4	7
White	116,413	93	48	115,508	96	60	3	12
At-Risk	134,755	74	14	130,247	80	20	6	6
Econ. Disad. ^b	166,508	81	26	176,371	86	34	5	8
LEP ^c	19,254	46	5	20,385	57	7	11	2
Special Ed. ^d	20,768	53	8	18,311	63	13	10	5
Mathematics: Primary Administration								
All Students	317,831	79	20	321,204	80	23	1	3
African American	44,563	66	9	44,027	68	12	2	3
Hispanic	145,087	74	14	148,706	76	17	2	3
White	115,587	88	27	114,885	88	31	0	4
At-Risk	133,004	59	4	129,192	60	5	1	1
Econ. Disad.	165,151	71	12	175,608	73	15	2	3
LEP	19,306	50	5	20,517	55	6	5	1
Special Ed.	18,703	44	3	16,678	46	4	2	1
Social Studies								
All Students	313,167	92	43	319,461	95	42	3	-1
African American	44,083	89	31	44,068	93	31	4	0
Hispanic	142,124	89	33	147,388	93	33	4	0
White	114,403	96	57	114,437	98	56	2	-1
At-Risk	130,040	83	18	128,333	89	17	6	-1
Econ. Disad.	161,978	88	31	174,415	93	30	5	-1
LEP	18,359	68	9	19,988	82	11	14	2
Special Ed.	18,410	72	15	17,422	81	14	9	-1
Science								
All Students	313,896	72	24	319,712	78	30	6	6
African American	44,127	59	11	43,980	66	16	7	5
Hispanic	142,562	64	15	147,594	71	21	7	6
White	114,637	86	39	114,534	89	44	3	5
At-Risk	130,304	49	6	128,304	56	9	7	3
Econ. Disad.	162,482	62	13	174,575	69	19	7	6
LEP	18,461	30	2	20,140	39	5	9	3
Special Ed.	17,757	38	6	16,636	45	9	7	3
All Tests Taken								
All Students	330,405	64	10	329,151	69	14	5	4
African American	47,104	49	4	45,662	55	6	6	2
Hispanic	150,761	55	6	152,182	61	8	6	2
White	119,594	79	17	117,520	82	21	3	4
At-Risk	141,383	36	1	134,733	41	2	5	1
Econ. Disad.	173,404	52	5	181,025	58	7	6	2
LEP	20,607	20	1	21,398	28	1	8	0
Special Ed.	23,730	26	1	20,773	32	2	6	1

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

^aFor comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The following tests were subject to increased performance standards: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. ^bEconomically disadvantaged. ^cLimited English proficient. ^dSpecial education.

**Appendix 2-G. English-Version TAKS Participation and Performance,
Grade 9, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	343,375	87	20	348,463	92	26	5	6
African American	50,772	83	13	50,310	88	18	5	5
Hispanic	156,752	83	14	163,052	89	20	6	6
White	122,929	94	29	121,256	97	36	3	7
At-Risk	162,487	77	7	157,390	84	10	7	3
Econ. Disad. ^a	170,849	82	13	186,075	88	18	6	5
LEP ^b	19,532	48	2	19,364	59	3	11	1
Special Ed. ^c	26,054	52	3	24,218	65	5	13	2
Mathematics								
All Students	336,081	67	23	343,517	70	24	3	1
African American	49,242	51	11	49,059	56	11	5	0
Hispanic	152,904	59	16	160,502	65	17	6	1
White	120,968	80	34	120,027	82	35	2	1
At-Risk	156,062	44	5	152,599	48	5	4	0
Econ. Disad.	165,768	56	14	182,152	62	15	6	1
LEP	18,882	32	5	19,059	41	6	9	1
Special Ed.	22,786	23	3	21,236	28	4	5	1
All Tests Taken								
All Students	353,752	65	11	358,354	69	13	4	2
African American	52,670	50	5	52,073	55	6	5	1
Hispanic	161,856	57	6	167,915	63	8	6	2
White	125,887	79	18	124,146	82	21	3	3
At-Risk	169,111	42	2	163,703	47	2	5	0
Econ. Disad.	176,834	54	5	192,140	60	7	6	2
LEP	20,611	26	1	20,424	34	1	8	0
Special Ed.	28,094	24	1	26,216	31	2	7	1

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

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education.

**Appendix 2-H. English-Version TAKS Participation and Performance,
Grade 10, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
English Language Arts								
All Students	299,127	88	18	302,085	90	16	2	-2
African American	43,334	83	11	43,074	86	9	3	-2
Hispanic	127,555	84	12	132,002	88	10	4	-2
White	115,772	93	26	113,915	94	24	1	-2
At-Risk	141,954	78	6	135,951	82	4	4	-2
Econ. Disad. ^a	135,701	82	11	145,923	86	9	4	-2
LEP ^b	15,212	45	1	13,476	50	1	5	0
Special Ed. ^c	18,276	48	2	18,464	54	1	6	-1
Mathematics								
All Students	293,402	65	15	296,255	74	18	9	3
African American	42,127	49	6	41,836	61	7	12	1
Hispanic	124,846	58	9	129,232	69	12	11	3
White	113,904	77	22	112,086	84	26	7	4
At-Risk	136,818	40	2	130,683	53	3	13	1
Econ. Disad.	132,114	55	8	142,049	66	10	11	2
LEP	14,966	31	3	12,984	41	3	10	0
Special Ed.	15,471	21	1	15,424	30	2	9	1
Social Studies								
All Students	292,046	90	40	296,274	93	42	3	2
African American	42,011	85	26	42,010	88	28	3	2
Hispanic	123,814	86	28	128,717	91	34	5	6
White	113,791	96	55	112,494	96	55	0	0
At-Risk	136,399	81	16	131,112	86	18	5	2
Econ. Disad.	131,394	85	26	142,107	90	30	5	4
LEP	14,691	59	5	12,751	71	9	12	4
Special Ed.	18,059	60	9	18,657	67	10	7	1
Science								
All Students	291,812	66	13	296,251	74	17	8	4
African American	42,003	50	5	41,963	62	8	12	3
Hispanic	123,828	55	7	129,012	66	10	11	3
White	113,513	82	22	112,204	87	27	5	5
At-Risk	135,996	42	2	130,966	53	3	11	1
Econ. Disad.	131,228	53	6	142,141	64	9	11	3
LEP	14,842	19	1	12,999	30	2	11	1
Special Ed.	16,575	26	2	17,065	33	3	7	1
All Tests Taken								
All Students	306,291	55	5	308,779	64	6	9	1
African American	44,756	38	1	44,437	49	2	11	1
Hispanic	130,755	44	2	134,996	56	3	12	1
White	117,978	71	8	115,966	77	9	6	1
At-Risk	146,656	27	0	140,300	38	1	11	1
Econ. Disad.	139,685	41	2	149,861	53	2	12	0
LEP	16,059	13	0	14,140	20	0	7	0
Special Ed.	20,528	16	0	20,684	20	0	4	0

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

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education.

**Appendix 2-I. English-Version TAKS Participation and Performance,
Grade 11, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
English Language Arts								
All Students	265,895	92	31	274,245	93	32	1	1
African American	36,865	89	19	38,174	91	20	2	1
Hispanic	109,171	89	22	116,653	90	23	1	1
White	108,191	97	41	106,914	97	44	0	3
At-Risk	133,251	87	12	135,486	88	12	1	0
Econ. Disad. ^a	111,275	88	19	125,385	89	20	1	1
LEP ^b	11,998	49	1	12,556	53	2	4	1
Special Ed. ^c	15,056	60	3	15,101	64	4	4	1
Mathematics								
All Students	261,644	81	28	271,209	89	25	8	-3
African American	36,039	69	13	37,508	81	11	12	-2
Hispanic	107,203	75	20	115,387	85	17	10	-3
White	106,770	89	39	105,784	94	35	5	-4
At-Risk	129,449	66	8	132,586	79	7	13	-1
Econ. Disad.	108,716	73	18	123,441	84	15	11	-3
LEP	11,592	47	6	12,303	61	5	14	-1
Special Ed.	12,263	35	4	12,586	51	3	16	-1
Social Studies								
All Students	263,438	97	48	273,515	98	54	1	6
African American	36,343	95	32	38,064	97	40	2	8
Hispanic	107,707	95	37	116,027	97	43	2	6
White	107,744	99	62	106,864	99	68	0	6
At-Risk	131,085	94	25	134,664	96	31	2	6
Econ. Disad.	109,632	95	33	124,663	96	40	1	7
LEP	11,705	79	9	12,432	86	12	7	3
Special Ed.	15,043	82	15	15,603	86	18	4	3
Science								
All Students	262,301	85	19	272,462	91	18	6	-1
African American	36,203	76	8	37,805	86	8	10	0
Hispanic	107,338	78	10	115,694	87	10	9	0
White	107,128	94	29	106,402	97	27	3	-2
At-Risk	130,009	73	5	133,642	84	5	11	0
Econ. Disad.	108,998	77	9	124,100	86	10	9	1
LEP	11,604	45	2	12,363	58	2	13	0
Special Ed.	13,401	47	3	14,013	62	4	15	1
All Tests Taken								
All Students	272,666	75	10	281,181	82	9	7	-1
African American	38,026	61	4	39,419	73	3	12	-1
Hispanic	111,906	67	5	119,487	76	5	9	0
White	110,822	86	17	109,483	91	15	5	-2
At-Risk	137,761	56	1	140,125	69	1	13	0
Econ. Disad.	114,573	64	4	129,095	74	4	10	0
LEP	12,446	26	0	12,997	34	0	8	0
Special Ed.	16,834	30	1	17,089	41	1	11	0

Note. Results are based on the primary administrations of TAKS and TAKS (Accommodated) combined.

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education.

**Appendix 2-J. Spanish-Version TAKS Participation and Performance,
Grade 3, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%) Adjusted ^a		Tested	Met (%)		Standard	Commended
Standard		Commended	Standard		Commended			
Reading: Primary Administration								
All Students	34,943	83	29	34,764	85	38	2	9
At-Risk	34,261	83	29	30,144	85	36	2	7
Econ. Disad. ^b	33,086	83	29	33,230	85	37	2	8
Special Ed. ^c	1,162	49	9	1,147	52	11	3	2
Mathematics								
All Students	26,250	70	24	23,448	73	24	3	0
At-Risk	25,678	70	23	22,920	73	24	3	1
Econ. Disad.	24,690	70	23	22,256	73	23	3	0
Special Ed.	1,016	41	10	848	45	8	4	-2
All Tests Taken								
All Students	35,615	70	18	35,116	74	24	4	6
At-Risk	34,851	70	18	30,459	73	22	3	4
Econ. Disad.	33,683	70	18	33,524	74	24	4	6
Special Ed.	1,254	33	5	1,175	39	6	6	1

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

^aFor comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The following tests were subject to increased performance standards: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. ^bEconomically disadvantaged. ^cSpecial education.

**Appendix 2-K. Spanish-Version TAKS Participation and Performance,
Grade 4, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%) Adjusted ^a		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	18,539	80	24	21,558	83	31	3	7
At-Risk	18,113	79	24	18,499	81	28	2	4
Econ. Disad. ^b	17,470	79	24	20,580	83	30	4	6
Special Ed. ^c	752	46	6	732	53	9	7	3
Mathematics								
All Students	14,238	69	13	12,907	72	30	3	17
At-Risk	13,852	69	13	12,537	72	30	3	17
Econ. Disad.	13,346	69	13	12,213	72	30	3	17
Special Ed.	611	41	5	500	44	12	3	7
Writing								
All Students	19,818	91	29	22,768	94	32	3	3
At-Risk	19,350	91	29	19,678	93	31	2	2
Econ. Disad.	18,642	91	29	21,745	94	32	3	3
Special Ed.	845	63	6	823	72	11	9	5
All Tests Taken								
All Students	20,586	67	12	23,561	73	14	6	2
At-Risk	20,060	67	12	20,374	70	13	3	1
Econ. Disad.	19,334	67	11	22,447	72	14	5	3
Special Ed.	901	32	2	869	42	3	10	1

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

^aFor comparison purposes, results for 2009 TAKS reading and mathematics tests in Grades 3-8 were adjusted to the vertical scale and increased performance standards applied in 2010. The following tests were subject to increased performance standards: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. ^bEconomically disadvantaged. ^cSpecial education.

**Appendix 2-L. Spanish-Version TAKS Participation and Performance,
Grade 5, by Subject and Student Group, 2009 and 2010**

Group	2009			2010			Change, 2009 to 2010 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	7,711	68	19	7,090	73	21	5	2
At-Risk	7,579	68	18	6,746	73	20	5	2
Econ. Disad. ^a	7,249	68	18	6,804	73	20	5	2
Special Ed. ^b	236	31	2	227	39	6	8	4
Mathematics: Primary Administration								
All Students	4,603	45	13	3,596	44	14	-1	1
At-Risk	4,482	45	13	3,429	43	14	-2	1
Econ. Disad.	4,277	45	13	3,419	44	14	-1	1
Special Ed.	157	20	5	117	25	2	5	-3
Science								
All Students	3,261	43	7	2,720	51	13	8	6
At-Risk	3,194	43	7	2,554	50	13	7	6
Econ. Disad.	3,045	43	7	2,584	51	13	8	6
Special Ed.	81	21	2	89	31	3	10	1
All Tests Taken								
All Students	8,030	48	10	7,328	54	12	6	2
At-Risk	7,844	47	10	6,923	53	12	6	2
Econ. Disad.	7,508	47	9	6,995	54	12	7	3
Special Ed.	256	18	1	244	25	4	7	3

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

^aEconomically disadvantaged. ^bSpecial education.

3. 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 2009-10 school year, 47 percent (2,283,490) of the 4,847,844 public school students in Texas were identified as at risk of dropping out of school, 1 percentage point lower than 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 Grades 3-11 in Texas public schools must be given the opportunity to take the state assessment, the Texas Assessment of Knowledge and Skills (TAKS). Since 2007, assessments for students served in special education programs have undergone substantial change. The TAKS–Inclusive, the State-Developed Alternative Assessment II, and locally determined alternate assessments were replaced by the TAKS (Accommodated), TAKS–Modified (TAKS-M), and TAKS–Alternate (TAKS-Alt) assessments. Because the current 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. See Chapter 2 of this report for more information about assessment options for students served in special education programs. 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.

TAKS assesses 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. In 2010, Spanish-language versions of TAKS and TAKS (Accommodated) tests were available in Grades 3-5. Satisfactory performance on the TAKS at Grade 11 is required to earn a high school diploma.

In 2010, there were multiple administrations of the reading and mathematics TAKS for Grades 5 and 8. TAKS performance results for these grades are based on the primary test administrations only. Prior to 2008, TAKS results presented in this chapter for all grade levels assessed were based on the English-language version of the TAKS only. Since 2008, results for all grades levels in which Spanish-language versions of the TAKS were available have been based on both the English- and Spanish-language versions of the TAKS. In addition, results for all grades assessed are based on TAKS and TAKS (Accommodated) combined. As a result, caution should be exercised when comparing results for 2008 and beyond with results for years prior to 2008.

Starting in 2010, results for TAKS reading and mathematics tests in Grades 3-8 were reported using vertical scale scores rather than horizontal scale scores. Implementation of a vertical scale resulted in increased performance standards for the following tests: Grade 3 Spanish-version mathematics at the met standard level; Grade 4 Spanish-version mathematics at the met standard and commended performance levels; Grade 5 English-version mathematics at the commended performance level; Grade 6 reading at the met standard and commended performance levels; Grade 6 mathematics at the commended performance level; Grade 8 reading at the met standard and commended performance levels; and Grade 8 mathematics at the commended performance level. For more information on the vertical scale and its implications for year-to-year

data comparisons, as well as more detailed analyses of TAKS results, see Chapter 2 of this report.

TAKS Performance for Students At Risk

State Compensatory Education 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 state compensatory education (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

In 2010, passing rates for at-risk students overall on the TAKS reading/English language arts (ELA) test were highest in Grades 3 and 11 (86% and 88%, respectively) and lowest in Grades 5 and 6 (69% each) (Table 3.1). Across student groups and grade levels, passing rates were highest for White at-risk students in Grades 3, 9, and 11 (90%, 91% and 92%, respectively) and female at-risk students in Grade 11 (91%). Passing rates were lowest for African American at-risk students in Grades 4 and 5 (63% and 64%, respectively). Female at-risk students outperformed male at-risk students at all grade levels, with differences in passing rates ranging from 3 percentage points in Grade 4 to 10 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 7 and males in Grade 6 (28 percentage points each) and smallest for White students in Grade 11 (7 percentage points). For African American students, the performance differences between at-risk and not-at-risk students were smallest in Grades 9 and 11 (12 and 9 percentage points, respectively); for both

Table 3.1. TAKS Reading/English Language Arts Passing Rates, by At-Risk Status, Student Group, and Grade, 2010

Group	Grade								
	3	4	5	6	7	8	9	10	11
At-Risk									
African American	78	63	64	68	68	79	83	80	87
Hispanic	86	74	67	67	67	77	82	80	86
White	90	79	77	76	78	86	91	86	92
Economically Disadvantaged	85	72	66	67	67	77	82	79	85
Female	88	75	71	73	72	82	88	87	91
Male	84	72	67	66	68	78	82	77	84
All	86	73	69	69	70	80	84	82	88
Not-At-Risk									
African American	92	89	91	91	93	96	95	94	96
Hispanic	95	92	94	94	95	98	98	97	98
White	98	96	97	96	97	99	99	98	99
Economically Disadvantaged	94	90	92	93	94	97	97	96	97
Female	97	94	96	96	97	98	99	98	99
Male	96	93	94	94	95	97	97	96	98
All	96	94	95	95	96	98	98	97	98

Note. Results are based on the primary administrations of TAKS and TAKS (Accommodated) combined. Results for Grades 3-5 are based on English and Spanish versions of the tests. Results for Grades 6-11 are based on English versions of the tests only.

Hispanic and economically disadvantaged students, the differences were smallest in Grade 3 (9 percentage points each). Across grade levels, differences in passing rates were largest in Grades 5, 6, and 7 (26 percentage points each).

Mathematics

Among at-risk students overall, passing rates on the TAKS mathematics test were highest in Grades 3 and 11 (78% and 79%, respectively) (Table 3.2). Between Grades 3 and 9, the performance of at-risk students

declined from one grade level to the next, from 78 percent in Grade 3 to 48 percent in Grade 9. Passing rates increased to 53 percent in Grade 10 and 79 percent in Grade 11. Across ethnic groups, African American at-risk students had the lowest passing rate at each grade level. White at-risk students had the highest passing rates in all but one grade. In Grade 4, Hispanic at-risk students had the highest passing rate (79%). Male at-risk students had higher mathematics passing rates than female at-risk students in most grades. Rates for female at-risk students were the same as, or slightly higher than, those for male at-risk students in Grades 9, 10,

Table 3.2. TAKS Mathematics Passing Rates, by At-Risk Status, Student Group, and Grade, 2010

Group	Grade								
	3	4	5	6	7	8	9	10	11
At-Risk									
African American	66	61	58	53	48	50	39	44	73
Hispanic	78	79	71	65	62	60	47	53	78
White	82	76	75	68	66	67	56	58	85
Economically Disadvantaged	76	76	68	63	59	58	46	51	77
Female	77	76	67	63	59	60	49	53	79
Male	79	77	72	65	63	61	48	53	79
All	78	77	70	64	61	60	48	53	79
Not-At-Risk									
African American	84	89	89	86	85	86	76	81	93
Hispanic	90	94	94	91	93	93	87	90	97
White	95	96	97	95	95	96	92	94	99
Economically Disadvantaged	87	92	92	89	91	91	84	88	96
Female	92	95	95	93	93	94	89	91	98
Male	92	94	95	92	93	93	88	91	98
All	92	94	95	93	93	94	88	91	98

Note. Results are based on the primary administrations of TAKS and TAKS (Accommodated) combined. Results for Grades 3-5 are based on English and Spanish versions of the tests. Results for Grades 6-11 are based on English versions of the tests only.

and 11. The performance difference between genders was largest in Grade 5 (5 percentage points).

Differences in TAKS mathematics performance between at-risk students overall and not-at-risk students increased dramatically between Grade 3 (14 percentage points) and Grade 9 (40 percentage points), then decreased to 19 percentage points in Grade 11. Across all student groups and grades, the differences in passing rates were largest for Hispanic, female, and male ninth graders (40 percentage points each) and smallest for economically disadvantaged and Hispanic third graders (11 percentage points and 12 percentage points, respectively).

Writing

At-risk students overall performed relatively well on the TAKS writing test, with 86 percent of Grade 4 students and 88 percent of Grade 7 students meeting the passing standard (Table 3.3). Across ethnic groups in Grade 4, passing rates were highest for Hispanic at-risk students (87%) and lowest for African American at-risk students (78%). Across ethnic groups in Grade 7, passing rates were highest for White at-risk students (90%) and lowest for African American at-risk students (87%). Passing rates for at-risk females were higher than those for at-risk males by 8 percentage points in Grade 4 and 9 percentage points in Grade 7.

Table 3.3. TAKS Writing Passing Rates, by At-Risk Status, Student Group, and Grade, 2010

Group	Grade	
	4	7
At-Risk		
African American	78	87
Hispanic	87	88
White	82	90
Economically Disadvantaged	85	87
Female	90	93
Male	82	84
All	86	88
Not-At-Risk		
African American	94	97
Hispanic	96	99
White	96	99
Economically Disadvantaged	94	98
Female	98	99
Male	94	98
All	96	98

Note. Results are based on TAKS and TAKS (Accommodated) combined. Results for Grade 4 are based on English and Spanish versions of the test. Results 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 both

Grade 4 and 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 students and economically disadvantaged students to 16 percentage points for African American students. In Grade 7, the differences ranged from 9 percentage points for White students to 11 percentage points each for Hispanic students and economically disadvantaged 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 four-fifths of at-risk students in Grade 8 (89%), Grade 10 (86%), and Grade 11 (96%) passed the English-version TAKS social studies test (Table 3.4). Across student groups, White at-risk students had the highest passing rate in each grade, with 92 percent of 8th graders, 90 percent of 10th graders, and 98 percent of 11th graders meeting the passing standard. African American, Hispanic, and economically disadvantaged at-risk students had the lowest passing rates in Grade 8 (88% each); African American at-risk students had the lowest passing rate in Grade 10 (82%); and African American, Hispanic, and economically disadvantaged at-risk students had the lowest passing rates in Grade 11 (95% each). Male and female at-risk students had the same passing rate in each grade.

Table 3.4. English-Version TAKS Social Studies Passing Rates, by At-Risk Status, Student Group, and Grade, 2010

Group	Grade		
	8	10	11
At-Risk			
African American	88	82	95
Hispanic	88	85	95
White	92	90	98
Economically Disadvantaged	88	84	95
Female	89	86	96
Male	89	86	96
All	89	86	96
Not-At-Risk			
African American	98	96	99
Hispanic	99	98	>99
White	99	99	>99
Economically Disadvantaged	98	97	99
Female	99	98	>99
Male	99	98	>99
All	99	98	>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 10 percentage points lower than those for not-at-risk students in 8th grade, 12 per-

centage points lower in 10th grade, and less than 4 percentage points lower in 11th grade. 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 less than 2 percentage points to 9 percentage points. In Grades 8, 10, and 11, performance differences were largest for Hispanic students (11 percentage points), African American students (14 percentage points), and Hispanic students (less than 5 percentage points), respectively. There was no difference in passing rates between female and male students in any grade level.

Science

On the TAKS science test, passing rates for at-risk students overall declined from Grade 5 (74%), to Grade 8 (56%), to Grade 10 (53%) (Table 3.5). In Grade 11, the passing rate increased to 84 percent. Across ethnic groups at each grade level, passing rates were highest for White at-risk students, ranging from 66 percent to 92 percent. In Grades 5, 8, and 10, rates were lowest for African American students (66%, 47%, and 45%, respectively), and in Grade 11, the rate was lowest for Hispanic students (80%). Higher percentages of at-risk males than at-risk females passed the science test at all grade levels.

Group	Grade			
	5	8	10	11
At-Risk				
African American	66	47	45	81
Hispanic	74	53	48	80
White	83	69	66	92
Economically Disadvantaged	73	52	48	80
Female	69	49	48	82
Male	79	62	57	85
All	74	56	53	84
Not-At-Risk				
African American	90	84	82	95
Hispanic	95	90	89	98
White	98	95	95	99
Economically Disadvantaged	93	88	87	97
Female	95	91	91	98
Male	97	94	93	98
All	96	92	92	98

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

Passing rates on the TAKS science test for at-risk students overall were 22 percentage points lower than those for not-at-risk students in 5th grade, 36 per-

centage points lower in 8th grade, 39 percentage points lower in 10th grade, and 14 percentage points lower in 11th grade. Across student groups other than gender, White students had the smallest differences in passing rates at all grade levels, ranging from 7 to 29 percentage points. In Grade 5, the performance difference was largest for African American students (24 percentage points). In Grade 8, the performance differences were largest for African American and Hispanic students (37 percentage points each). In Grades 10 and 11, the performance differences were largest for Hispanic students (41 percentage points and 18 percentage points, respectively). Differences in passing rates for females exceeded those for males at every grade level, ranging from 16 to 43 percentage points.

TAKS–Modified Performance for Students At Risk

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 tests were implemented over two years, beginning in spring 2008 with tests in grades and subjects used for Adequate Yearly Progress determinations. The remaining tests became operational in spring 2009. Performance standards were adopted and results reported each succeeding fall. Spring 2010 marked the first time all TAKS-M reporting was available at the same time as other TAKS reporting to districts and parents. 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.

At least 78 percent of at-risk students in each of Grades 3 through 9 passed the TAKS-M reading test (Table 3.6 on page 64). In Grades 10 and 11, at-risk students passed the TAKS-M ELA test at rates of 82 percent and 73 percent, respectively. In writing, 82 percent of at-risk students in Grade 4 and 74 percent of at-risk students in Grade 7 met the passing standard. In mathematics, passing rates for at-risk students generally declined from the elementary to the secondary grade levels, ranging from a high of 85 percent in Grade 4 to a low of 56 percent in Grade 9. In social studies, passing rates for at-risk students ranged from

Table 3.6. TAKS–Modified Passing Rates, by Subject, At-Risk Status, and Grade, 2010

Group	Grade									
	3	4	5	6	7	8	9	10	11	
Reading										
At-Risk	90	85	88	82	78	84	80	n/a ^a	n/a	
Not-At-Risk	88	87	92	86	83	87	81	n/a	n/a	
ELA^b										
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	82	73	
Not-At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	78	72	
Writing										
At-Risk	n/a	82	n/a	n/a	74	n/a	n/a	n/a	n/a	
Not-At-Risk	n/a	85	n/a	n/a	79	n/a	n/a	n/a	n/a	
Mathematics										
At-Risk	84	85	79	71	74	67	56	69	59	
Not-At-Risk	79	85	82	74	78	71	58	62	58	
Social Studies										
At-Risk	n/a	n/a	n/a	n/a	n/a	67	n/a	69	60	
Not-At-Risk	n/a	n/a	n/a	n/a	n/a	72	n/a	67	62	
Science										
At-Risk	n/a	n/a	54	n/a	n/a	66	n/a	53	55	
Not-At-Risk	n/a	n/a	59	n/a	n/a	69	n/a	51	58	

^aNot applicable. ^bEnglish language arts.

60 percent in Grade 11 to 69 percent in Grade 10. In science, passing rates for at-risk students ranged from 53 percent in Grade 10 to 66 percent in Grade 8.

In reading, passing rates for not-at-risk students were higher than for at-risk students in all grades except Grade 3. In ELA, passing rates were higher for at-risk students than not-at-risk students in both grades tested. In writing, passing rates for not-at-risk students were higher than for at-risk students in both grades tested. In mathematics, passing rates for not-at-risk students were higher than those for at-risk students in Grades 5-9, the same in Grade 4, and lower in Grades 3, 10, and 11. In social studies and science, passing rates for not-at-risk students were higher than for at-risk students in all grades except Grade 10.

TAKS Performance of Students With Limited English Proficiency

A limited English proficient (LEP) student is one whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English (TEC §29.052). In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students identified as of limited English proficiency and for former students of limited English proficiency, disaggregated by bilingual education or special language program instructional model (TEC §39.332, 2009). During the time they are attaining proficiency in English, students are classified as current LEP. Current LEP students generally

participate in bilingual or English as a second language (ESL) programs; although, in rare instances, parents decline program services. Within bilingual and ESL programs, districts may choose from among several instructional models to implement. The LEP statuses and language program assignments of current LEP students are reported on assessment answer documents. TEA began collecting data on instructional model assignments in spring 2009.

Students exit the current LEP classification when their language proficiency assessment committees determine, based on a combination of performance measures, that they are able to participate equally in regular, all-English, instructional programs (TEC §29.056). At that point, they are reclassified as former LEP students and monitored academically for the next two years. By matching TAKS data for monitored former LEP students to their assessment data from prior years in which they were classified as current LEP, the language programs and instructional models in which the students participated can be determined. Because data on instructional model assignments have only been collected since spring 2009, TAKS results for 2010 can only be reported for former LEP students in the first year of monitoring.

This section presents TAKS results by bilingual education or special language program instructional model for LEP students who were also identified as at risk on statewide assessments in 2009-10. As noted earlier, all current LEP students are statutorily defined as at risk (TEC §29.081); nevertheless, a small percentage of current LEP students in 2009-10 (approximately 0.5 percent) were not identified as at risk. The assessment results alone are not sufficient for evaluating the quality of different types of LEP student program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with non-LEP students. See Chapter 2 of this report for assessment results for all LEP students, including those not identified as at risk, and for more information about limitations of the data.

Among all current LEP students identified as at risk, passing rates for all tests taken generally declined from the elementary to the secondary grade levels, ranging from a high of 77 percent in Grade 3 to a low of 20 percent in Grade 10 (Table 3.7 on page 66). The same pattern was true among all former LEP students identified as at risk, with passing rates ranging from a high of 96 percent in Grade 3 to a low of 36 percent in Grade 10.

Participation in State Assessments

In the 2009-10 school year, 1,357,588 (97.2%) of the 1,396,125 at-risk students eligible to participate

in TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt were assessed (Table 3.8 on page 68). Of the 38,537 students (2.8%) not assessed, 8,239 were absent; 28,249 were exempted by their language proficiency assessment committees; and 2,049 were not assessed for other reasons.

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 Kim Rife, State Funding Division, (512) 463-9238.

Table 3.7. Participation and Performance of At-Risk Students Currently Identified as Limited English Proficient (LEP) and At-Risk Students Previously Identified as LEP on TAKS, All Tests Taken, by Grade and Special Language Program Instructional Model, 2010

Group	Tested	Met (%)		Group	Tested	Met (%)	
		Stand. ^a	Com. ^b			Stand.	Com.
Grade 3				Grade 5			
All Current LEP Students ^c	84,651	77	17	All Current LEP Students	45,767	48	5
All Bil. ^d Education Programs	58,272	76	17	All Bil. Education Programs	31,311	48	5
Transitional Bil./Early Exit	25,966	78	16	Transitional Bil./Early Exit	12,641	48	4
Transitional Bil./Late Exit	16,807	74	16	Transitional Bil./Late Exit	11,792	45	4
Dual Immersion/Two-Way	2,914	78	19	Dual Immersion/Two-Way	1,451	60	8
Dual Immersion/One-Way	12,585	75	19	Dual Immersion/One-Way	5,427	53	7
All ESL ^e Programs	20,561	79	17	All ESL Programs	11,816	48	4
ESL/Content-Based	12,158	79	17	ESL/Content-Based	7,347	49	5
ESL/Pull-Out	8,403	78	17	ESL/Pull-Out	4,469	46	4
No Services	5,809	79	17	No Services	2,639	51	5
All Former LEP Students ^f	1,734	96	49	All Former LEP Students	7,898	74	10
All Bil. Education Programs	569	95	42	All Bil. Education Programs	3,724	73	10
Transitional Bil./Early Exit	468	95	41	Transitional Bil./Early Exit	2,414	72	9
Transitional Bil./Late Exit	29	93	41	Transitional Bil./Late Exit	696	70	7
Dual Immersion/Two-Way	12	100	83	Dual Immersion/Two-Way	69	87	19
Dual Immersion/One-Way	60	97	43	Dual Immersion/One-Way	545	81	16
All ESL Programs	939	96	51	All ESL Programs	3,408	75	10
ESL/Content-Based	476	96	45	ESL/Content-Based	1,885	76	11
ESL/Pull-Out	463	96	57	ESL/Pull-Out	1,523	74	9
No Services	226	97	53	No Services	764	76	12
Grade 4				Grade 6			
All Current LEP Students	67,385	65	5	All Current LEP Students	33,805	49	4
All Bil. Education Programs	45,591	65	6	All Bil. Education Programs	4,910	59	5
Transitional Bil./Early Exit	20,071	65	4	Transitional Bil./Early Exit	1,450	60	5
Transitional Bil./Late Exit	13,876	65	5	Transitional Bil./Late Exit	2,233	56	4
Dual Immersion/Two-Way	1,960	74	11	Dual Immersion/Two-Way	578	69	8
Dual Immersion/One-Way	9,684	66	9	Dual Immersion/One-Way	649	60	7
All ESL Programs	17,385	64	4	All ESL Programs	26,298	47	3
ESL/Content-Based	10,364	65	4	ESL/Content-Based	15,785	46	3
ESL/Pull-Out	7,021	63	3	ESL/Pull-Out	10,513	48	3
No Services	4,403	66	5	No Services	2,337	54	5
All Former LEP Students	4,710	81	9	All Former LEP Students	4,613	67	8
All Bil. Education Programs	2,219	80	8	All Bil. Education Programs	2,654	69	8
Transitional Bil./Early Exit	1,707	80	7	Transitional Bil./Early Exit	1,319	63	6
Transitional Bil./Late Exit	367	78	9	Transitional Bil./Late Exit	879	70	8
Dual Immersion/Two-Way	47	83	11	Dual Immersion/Two-Way	92	78	15
Dual Immersion/One-Way	98	89	14	Dual Immersion/One-Way	364	81	18
All ESL Programs	1,905	84	9	All ESL Programs	1,541	67	7
ESL/Content-Based	982	85	10	ESL/Content-Based	827	68	7
ESL/Pull-Out	923	82	8	ESL/Pull-Out	714	64	6
No Services	583	80	9	No Services	413	60	9

Note. Results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP.

^aStandard. ^bCommended. ^cCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^dBilingual. ^eEnglish as a second language. ^fFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. ^gA dash (-) indicates data are not reported to protect student anonymity. ^hNot applicable because no students were tested.

continues

Table 3.7. Participation and Performance of At-Risk Students Currently Identified as Limited English Proficient (LEP) and At-Risk Students Previously Identified as LEP on TAKS, All Tests Taken, by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	Tested	Met (%)		Group	Tested	Met (%)	
		Stand. ^a	Com. ^b			Stand.	Com.
Grade 7				Grade 9			
All Current LEP Students ^c	26,436	41	1	All Current LEP Students	19,123	34	1
All Bil. ^d Education Programs	274	57	1	All Bil. Education Programs	5	60	0
Transitional Bil./Early Exit	17	41	0	Transitional Bil./Early Exit	3	–	–
Transitional Bil./Late Exit	2	– ^g	–	Transitional Bil./Late Exit	2	–	–
Dual Immersion/Two-Way	155	54	2	Dual Immersion/Two-Way	0	n/a ^h	n/a
Dual Immersion/One-Way	100	66	1	Dual Immersion/One-Way	0	n/a	n/a
All ESL ^e Programs	24,234	40	1	All ESL Programs	17,143	34	1
ESL/Content-Based	12,879	40	1	ESL/Content-Based	12,185	34	1
ESL/Pull-Out	11,355	40	1	ESL/Pull-Out	4,958	32	1
No Services	1,862	49	2	No Services	1,969	40	2
All Former LEP Students ^f	4,257	60	1	All Former LEP Students	3,724	47	2
All Bil. Education Programs	520	58	1	All Bil. Education Programs	15	93	0
Transitional Bil./Early Exit	236	53	1	Transitional Bil./Early Exit	0	n/a	n/a
Transitional Bil./Late Exit	203	62	0	Transitional Bil./Late Exit	1	–	–
Dual Immersion/Two-Way	44	66	2	Dual Immersion/Two-Way	5	100	0
Dual Immersion/One-Way	37	59	5	Dual Immersion/One-Way	9	89	0
All ESL Programs	3,376	60	1	All ESL Programs	3,265	46	1
ESL/Content-Based	1,621	58	2	ESL/Content-Based	1,617	45	1
ESL/Pull-Out	1,755	61	1	ESL/Pull-Out	1,648	47	1
No Services	360	61	2	No Services	444	50	2
Grade 8				Grade 10			
All Current LEP Students	20,334	28	1	All Current LEP Students	13,273	20	0
All Bil. Education Programs	167	46	1	All Bil. Education Programs	13	46	0
Transitional Bil./Early Exit	12	25	0	Transitional Bil./Early Exit	12	50	0
Transitional Bil./Late Exit	2	–	–	Transitional Bil./Late Exit	1	–	–
Dual Immersion/Two-Way	82	35	1	Dual Immersion/Two-Way	0	n/a	n/a
Dual Immersion/One-Way	71	62	1	Dual Immersion/One-Way	0	n/a	n/a
All ESL Programs	18,582	27	1	All ESL Programs	11,955	20	0
ESL/Content-Based	9,962	28	1	ESL/Content-Based	8,349	20	0
ESL/Pull-Out	8,620	26	1	ESL/Pull-Out	3,606	19	0
No Services	1,577	33	2	No Services	1,298	27	0
All Former LEP Students	4,186	50	2	All Former LEP Students	1,744	36	1
All Bil. Education Programs	23	57	9	All Bil. Education Programs	1	–	–
Transitional Bil./Early Exit	2	–	–	Transitional Bil./Early Exit	0	n/a	n/a
Transitional Bil./Late Exit	1	–	–	Transitional Bil./Late Exit	0	n/a	n/a
Dual Immersion/Two-Way	11	55	0	Dual Immersion/Two-Way	1	–	–
Dual Immersion/One-Way	9	67	11	Dual Immersion/One-Way	0	n/a	n/a
All ESL Programs	3,726	49	2	All ESL Programs	1,486	36	1
ESL/Content-Based	1,658	48	2	ESL/Content-Based	1,008	37	0
ESL/Pull-Out	2,068	51	2	ESL/Pull-Out	478	34	1
No Services	437	54	2	No Services	257	37	0

Note. Results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP.

^aStandard. ^bCommended. ^cCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^dBilingual. ^eEnglish as a second language. ^fFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. ^gA dash (–) indicates data are not reported to protect student anonymity. ^hNot applicable because no students were tested.

continues

Table 3.7. Participation and Performance of At-Risk Students Currently Identified as Limited English Proficient (LEP) and At-Risk Students Previously Identified as LEP on TAKS, All Tests Taken, by Grade and Special Language Program Instructional Model, 2010 (continued)

Group	Tested	Met (%)	
		Stand. ^a	Com. ^b
Grade 11			
All Current LEP Students ^c	12,469	34	0
All Bil. ^d Education Programs	5	20	0
Transitional Bil./Early Exit	4	– ^g	–
Transitional Bil./Late Exit	0	n/a ^h	n/a
Dual Immersion/Two-Way	1	–	–
Dual Immersion/One-Way	0	n/a	n/a
All ESL ^e Programs	11,340	34	0
ESL/Content-Based	8,013	35	0
ESL/Pull-Out	3,327	30	0
No Services	1,120	42	0
All Former LEP Students ^f	2,350	61	1
All Bil. Education Programs	0	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a
All ESL Programs	2,047	61	0
ESL/Content-Based	1,408	62	1
ESL/Pull-Out	639	59	0
No Services	301	61	1

Note. Results are based on the primary administrations of English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as LEP.

^aStandard. ^bCommended. ^cCurrent LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. ^dBilingual. ^eEnglish as a second language. ^fFormer LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete. ^gA dash (–) indicates data are not reported to protect student anonymity. ^hNot applicable because no students were tested.

Table 3.8. TAKS Participation, Students At Risk, by Grade, 2010

Grade	Total Students	Total Tested		LEP ^a Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	185,389	183,065	98.8	2,023	1.1	228	0.1	73	<0.1	2,324	1.3
4	150,135	147,753	98.4	2,212	1.5	70	0.1	100	0.1	2,382	1.6
5	145,865	143,222	98.2	2,525	1.7	63	<0.1	55	<0.1	2,643	1.8
6	135,531	131,715	97.2	3,541	2.6	214	0.2	61	0.1	3,816	2.8
7	142,717	138,210	96.8	4,175	2.9	260	0.2	72	0.1	4,507	3.2
8	149,642	144,724	96.7	4,122	2.8	409	0.3	387	0.3	4,918	3.3
9	185,263	173,842	93.8	7,192	3.9	3,832	2.1	397	0.2	11,421	6.2
10	151,480	146,959	97.0	2,459	1.6	1,536	1.0	526	0.4	4,521	3.0
11	150,103	148,098	98.7	n/a ^b	n/a	1,627	1.1	378	0.3	2,005	1.3
Total	1,396,125	1,357,588	97.2	28,249	2.0	8,239	0.6	2,049	0.2	38,537	2.8

Note. Results are based on the primary administrations of all TAKS test versions and on the linguistically accommodated testing (LAT) administrations for qualifying unschooled asylees and refugees who were beyond limited English proficiency exemptions or postponement periods but were not yet in their sixth school year of enrollment in U.S. schools. Parts may not add to 100 percent because of rounding.

^aLimited English proficient. ^bNot 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).

4. 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:

- specify that consideration will be 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, expulsion, or placement in a juvenile justice alternative education program (JJAEP);
- 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
- 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 JJAEPs, which are programs shared by agreement between school district boards of trustees and county juvenile boards that are 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), TAKS (Accommodated), and TAKS-Modified (TAKS-M) participation and performance were provided to the Texas Education Agency (TEA) by a state contractor, Pearson. Results presented for TAKS are based on TAKS and TAKS (Accommodated) combined. Test performance results

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

DAEP Assignment

Approximately 2.0 percent (92,719) of the more than 4.7 million students in Texas public schools in 2008-09 received DAEP assignments (Table 4.1). Compared to the previous year, the percentage of students assigned to DAEPs decreased by 0.2 percentage points, and the number assigned to DAEPs decreased by 7.9 percent. The total number of DAEP assignments, including multiple assignments for students, decreased by 7.1 percent.

**Table 4.1. Assignment to DAEPs,^a
2007-08 and 2008-09**

DAEP Assignments	2007-08	2008-09
Individual Student Count	100,666	92,719
Total ^b	128,175	119,109

^aDisciplinary alternative education programs. ^bIncludes multiple assignments for individual students.

In 2008-09, disparities were evident between the demographic makeup of students assigned to DAEPs and that of the student population as a whole. In each of Grades 1-12, African American and economically disadvantaged students accounted for larger percentages of students assigned to DAEPs than of the total student population (Table 4.2). This was more pronounced in the early grade levels. Conversely, White students at each grade level accounted for a smaller percentage of students assigned to DAEPs than of the total student population. Hispanic students accounted for smaller percentages of students assigned to DAEPs than of the total student population in Grades 1-5 and 12 and larger percentages in Grades 6-11.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2008-09 increased markedly at Grade 6, continued rising to a maximum of 6.0 percent of all students in Grade 9, then steadily declined through the high school grades. Of all students in Grades 1-12 who were assigned to DAEPs, 26.3 percent were ninth graders.

Males made up 74.1 percent of students assigned to DAEPs in 2008-09, compared to 51.4 percent of the total student population (Table 4.3). Some 20.6 percent of students assigned to DAEPs were receiving special education services, compared to 10.3 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 in the DAEP population, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

Statewide in 2008-09, for students assigned to DAEPs, the average number of discretionary assignments (1.26) exceeded the average number of mandatory assignments (1.07) (Table 4.4). About one out of five students assigned to DAEPs in 2008-09 received more than one assignment that year. On average, female students (17.2%) were less likely to have received more than one assignment than male students (21.8%), and White students (17.1%) were less likely to have received more than one assignment than African American (21.7%) and Hispanic students (21.8%).

For each student who attended a DAEP in 2008-09, the total length of assignment was calculated by adding the number of days, across multiple assignments, the

Table 4.2. Enrollment and Assignment to DAEPs,^a by Grade and Student Group, 2008-09

Grade	Students	DAEP		African American (%)		Hispanic (%)		White (%)		Econ. Disad. ^b (%)	
		Number	Percent	State	DAEP	State	DAEP	State	DAEP	State	DAEP
1	390,613	577	0.1	13.6	47.3	50.5	30.0	31.9	22.4	57.3	76.3
2	381,949	780	0.2	13.6	45.9	50.0	31.4	32.2	21.9	56.8	77.2
3	377,689	947	0.3	13.9	43.2	49.1	33.4	33.0	22.2	56.2	77.3
4	364,454	1,348	0.4	13.9	38.0	48.3	37.2	33.8	23.4	54.9	76.9
5	360,585	2,396	0.7	14.1	36.0	48.0	41.8	33.9	21.2	54.6	75.8
6	353,246	7,334	2.1	14.1	28.2	47.2	53.0	34.7	18.0	53.1	75.6
7	351,408	11,629	3.3	14.2	25.2	46.6	54.7	35.2	18.9	51.5	71.4
8	352,937	15,215	4.3	14.4	23.4	46.4	54.4	35.3	21.2	50.3	67.9
9	402,479	24,344	6.0	15.2	23.7	47.3	53.5	33.8	21.6	47.4	61.2
10	338,706	13,360	3.9	15.1	26.1	43.5	45.5	37.4	27.1	43.8	55.3
11	309,550	8,756	2.8	14.5	24.7	41.9	42.7	39.5	31.4	41.0	51.3
12	299,392	5,919	2.0	14.4	23.7	41.3	37.5	40.2	37.1	39.4	44.5

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

Group	State	DAEP
Female	48.6	25.9
Male	51.4	74.1
Receiving Spec. Ed. ^b Services	10.3	20.6
Not Receiving Spec. Ed. Services	89.7	79.4

^aDisciplinary alternative education programs. ^bSpecial education.

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 DAEPs spent an average of about 30.7 days in actual attendance, whereas African American and Hispanic students spent an average of about 34.3 days and 35.9 days, respectively.

Texas Assessment of Knowledge and Skills and Texas Assessment of Knowledge and Skills–Modified Participation and Performance

In 2008-09, the Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), and TAKS–Modified (TAKS-M) assessed students 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. See Chapter 2 of this report for additional information about TAKS assessments.

Caution should be exercised when interpreting TAKS-M results for students assigned to DAEPs. The number of students assigned to DAEPs who took the TAKS-M in 2008-09 was small. For the majority of school districts, fewer than five of the students assigned to DAEPs took the TAKS-M. This likely contributed to greater than average variability in student performance.

Statewide, 85.5 percent of students in Grades 3-10 who were assigned to DAEPs took the 2009 English-version TAKS reading/ELA test, and 8.2 percent took the 2009 TAKS-M reading/ELA test (Table 4.5 on page 72). Of those not tested, 0.4 percent were exempted because of limited English proficiency and 5.3 percent were absent.

Passing rates on the English-version 2009 TAKS reading/ELA and mathematics tests in Grades 3-10 were lower for students assigned to DAEPs than for students statewide (Table 4.6 on page 72). On the reading/ELA test, the overall passing rate for students assigned to DAEPs (72%) was 17 percentage points lower than the overall rate for students statewide (89%). On the mathematics test, the overall difference in passing rates between students assigned to DAEPs (45%) and students statewide (80%) was 35 percentage points. Among students assigned to DAEPs, as well as students statewide, White students had higher TAKS passing rates in reading/ELA and mathematics than African American and Hispanic students.

Almost 21 percent of students assigned to DAEPs in 2008-09 were receiving special education services (Table 4.3), and many of those students took the TAKS-M. Generally, passing rates on the 2009 TAKS-M reading/ELA test for students assigned to DAEPs were slightly lower than passing rates for students statewide (Table 4.7 on page 72). Compared to the overall passing rate for students in special education programs statewide (79%), the overall rate for students in special education programs assigned to DAEPs (76%) was 3 percentage points lower. Passing rates on the 2009 TAKS-M mathematics test were considerably lower for students assigned to DAEPs than students statewide. The overall difference between the groups on the TAKS-M mathematics test was 14 percentage points. Among students in special education programs assigned to DAEPs, as well as students in special education programs statewide, TAKS-M passing rates in reading/ELA and mathematics were higher for White students than African American and Hispanic students.

Group	Average Number of Assignments ^b		Single Assignment (%)	Average Length of Assignment (Days)
	Discretionary	Mandatory		
African American	1.27	1.06	78.3	34.3
Hispanic	1.28	1.09	78.2	35.9
White	1.23	1.05	82.9	30.7
Economically Disadvantaged	1.27	1.08	79.0	35.0
Special Education	1.28	1.09	76.6	34.5
Female	1.21	1.05	82.8	31.7
Male	1.28	1.08	78.2	35.1
All	1.26	1.07	79.4	34.2

^aDisciplinary alternative education program. ^bAverage number of assignments per student.

Table 4.5. English-Version Reading/ELA^a TAKS and TAKS–Modified Participation (%), Students Assigned to DAEPs,^b Grades 3-10, by Student Group, 2009

Group	Tested on TAKS	LEP Exempt ^c	Absent	Other	Tested on TAKS-M
African American	83.8	<0.1	5.2	0.6	10.4
Hispanic	85.0	0.6	5.9	0.6	7.8
White	88.6	<0.1	4.0	0.5	6.8
Economically Disadvantaged	84.6	0.4	5.1	0.6	9.3
All	85.5	0.4	5.3	0.6	8.2

Note. Results for TAKS are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aEnglish language arts. ^bDisciplinary alternative education programs. ^cStudents exempted from testing because of limited English proficiency.

Table 4.6. TAKS Passing Rates (%), Grades 3-10, by Subject and Student Group, 2009

Group	DAEP ^a	State
Reading/ELA^b		
African American	70	85
Hispanic	69	85
White	82	95
Economically Disadvantaged	69	84
Female	77	91
Male	70	87
All	72	89
Mathematics		
African American	39	68
Hispanic	42	75
White	58	88
Economically Disadvantaged	43	73
Female	45	80
Male	45	79
All	45	80

Note. Results for TAKS are based on TAKS and TAKS (Accommodated) combined.

^aDisciplinary alternative education program. ^bEnglish language arts.

Table 4.7. TAKS–Modified Passing Rates (%), Grades 3-10, by Subject and Student Group, 2009

Group	DAEP ^a	State
Reading/ELA^b		
African American	76	78
Hispanic	74	77
White	81	84
Economically Disadvantaged	76	78
Female	84	82
Male	75	78
All	76	79
Mathematics		
African American	48	59
Hispanic	49	65
White	55	66
Economically Disadvantaged	50	64
Female	48	63
Male	50	64
All	50	64

^aDisciplinary alternative education program. To be included in DAEP results, a student must have both received special education services and been assigned to a DAEP in 2008-09. ^bEnglish language arts.

Dropout Rates

Out of the 79,223 students in Grades 7-12 assigned to DAEPs in the 2008-09 school year, 3,598 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 4.5 percent, more than twice the rate for students statewide (2.0%) (Table 4.8). Among students assigned to DAEPs, as well as students statewide, African American, Hispanic, and special education students had higher dropout rates than White students.

Table 4.8. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2008-09

Group	DAEP ^a	State
African American	5.4	3.1
Hispanic	5.0	2.6
White	2.8	0.9
Economically Disadvantaged	4.1	1.7
Special Education	5.4	2.5
Female	3.5	1.9
Male	4.9	2.1
All	4.5	2.0

^aDisciplinary alternative education program.

Agency Contact Persons

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

Other Sources of Information

Three categories of discipline data are available on the TEA website at www.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/Disciplinary_Data_Products.html. Annual data on enrollment in discipline settings and on disciplinary incidents and resulting actions are available at the state, region, and district levels, and annual data on assessment of students in disciplinary settings are available at the state level.

5. Student Dropouts

The Grade 9 four-year longitudinal dropout rate for the 308,427 students in the class of 2009 was 9.4 percent (Table 5.1 on page 76 and Table 5.2 on page 77). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less (Texas Education Code [TEC] §39.332).

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(b)(2), 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 and enrolled in another, received GEDs in Texas, or graduated in a previous year from a Texas public school. Districts no longer submit leaver records for students who are accounted for through TEA files.

Longitudinal Graduation, Completion, and Dropout Rates

Calculation and Methods

A longitudinal graduation rate is the percentage of students from a class who graduate by their anticipated graduation date; that is, by the end of the fourth school

year after they begin ninth grade (or the sixth school year after they begin seventh grade). A longitudinal 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 78).

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 continue 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. 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 2010 ratings, school districts and campuses subject to standard accountability procedures were rated on Completion I for the class of 2009, whereas those subject to alternative education accountability procedures were rated on Completion II for the class of 2009.

Comparison of Rates Across Years

The national dropout definition, which was adopted in 2005-06, has been fully incorporated in the four-year graduation, completion, and dropout rates for the class of 2009. Thus, students in the class of 2009 Grade 9 cohort who left school without graduating were subject to the same dropout definition regardless of when they left school. Longitudinal rates for classes in which the

Table 5.1. Common Methods of Measuring Student Progress Through School

	Annual Dropout Rate	Longitudinal rates: Graduation, completion, and dropout		Attrition Rate
Description	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 (graduation rate); graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates (completion rates); and the percentage of students from a class of beginning seventh or ninth graders who drop out before completing high school (dropout rate).		The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate, complete, or drop out by the end of Grade 12 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. For example, the graduation rate is calculated as follows: $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$		Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	<ul style="list-style-type: none"> ◆ Measure of annual performance. ◆ Requires only one year of data. ◆ Can be calculated for any school or district with students in any of the grades covered. ◆ Can be disaggregated by grade level. 	<ul style="list-style-type: none"> ◆ Graduation and completion rates are more positive indicators than the dropout rate, measuring school success rather than failure. ◆ More stable measures over time. ◆ More consistent with the public's understanding of a dropout rate. ◆ Districts have more time to encourage dropouts to return to school before being held accountable. 		Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	<ul style="list-style-type: none"> ◆ Produces the lowest rate of any method. ◆ May not correspond to the public's understanding of a dropout rate. 	<ul style="list-style-type: none"> ◆ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ◆ 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, graduation, completion, and dropout rates are often calculated for Grades 9-12. ◆ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. ◆ Does not produce a dropout rate by grade. 		<ul style="list-style-type: none"> ◆ Produces the highest rate of any method. ◆ Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. ◆ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. ◆ Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by 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 dropout rate and completion rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. The national dropout definition, which was adopted in 2005-06, has been fully incorporated in the graduation, completion, and dropout rates for the class of 2009.		The attrition rate reported by TEA is not adjusted for growth.
TEA 2008-09	Annual dropout rate Grades 7-12: 2.0% Grades 9-12: 2.9% Grades 7-8: 0.3%	Graduation rate Grades 7-12: 79.7% Grades 9-12: 80.6% Longitudinal dropout rate Grades 7-12: 9.5% Grades 9-12: 9.4%	Rate for students who graduated or continued (Completion I) Grades 7-12: 89.1% Grades 9-12: 89.2% Rate for students who graduated, continued, or received GED certificates (Completion II) Grades 7-12: 90.5% Grades 9-12: 90.6%	Unadjusted attrition rate Grades 7-12: 15.0% Grades 9-12: 28.6%

Table 5.2. Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Ethnicity, Economic Status, and Gender, Classes of 2008 and 2009

Class Year	Class	Graduated		Continued		Received GED ^a		Dropped Out		Graduated or Continued (Completion I)		Graduated, Continued, or Received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1	36,546	82.8	37,041	83.9
Class of 2009	45,710	33,750	73.8	4,705	10.3	506	1.1	6,749	14.8	38,455	84.1	38,961	85.2
Asian/Pacific Islander													
Class of 2008	10,422	9,503	91.2	504	4.8	35	0.3	380	3.6	10,007	96.0	10,042	96.4
Class of 2009	10,883	10,052	92.4	467	4.3	35	0.3	329	3.0	10,519	96.7	10,554	97.0
Hispanic													
Class of 2008	121,889	86,313	70.8	16,229	13.3	1,793	1.5	17,554	14.4	102,542	84.1	104,335	85.6
Class of 2009	130,086	95,609	73.5	16,461	12.7	1,827	1.4	16,189	12.4	112,070	86.2	113,897	87.6
Native American													
Class of 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4	1,010	89.4	1,035	91.6
Class of 2009	1,119	899	80.3	91	8.1	25	2.2	104	9.3	990	88.5	1,015	90.7
White													
Class of 2008	122,901	109,130	88.8	5,206	4.2	2,262	1.8	6,303	5.1	114,336	93.0	116,598	94.9
Class of 2009	120,629	108,190	89.7	4,943	4.1	2,011	1.7	5,485	4.5	113,133	93.8	115,144	95.5
Economically Disadvantaged													
Class of 2008	119,328	84,049	70.4	14,587	12.2	1,982	1.7	18,710	15.7	98,636	82.7	100,618	84.3
Class of 2009	120,083	93,981	78.3	11,654	9.7	1,417	1.2	13,031	10.9	105,635	88.0	107,052	89.1
Female													
Class of 2008	148,737	121,074	81.4	11,857	8.0	1,707	1.1	14,099	9.5	132,931	89.4	134,638	90.5
Class of 2009	151,756	125,806	82.9	11,605	7.6	1,579	1.0	12,766	8.4	137,411	90.5	138,990	91.6
Male													
Class of 2008	151,751	116,502	76.8	15,008	9.9	2,903	1.9	17,338	11.4	131,510	86.7	134,413	88.6
Class of 2009	156,671	122,694	78.3	15,062	9.6	2,825	1.8	16,090	10.3	137,756	87.9	140,581	89.7
State													
Class of 2008	300,488	237,576	79.1	26,865	8.9	4,610	1.5	31,437	10.5	264,441	88.0	269,051	89.5
Class of 2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4	275,167	89.2	279,571	90.6

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. Longitudinal data for classes in which the national dropout definition was phased in or fully incorporated (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to data for prior classes.

^aGeneral Educational Development certificate.

national dropout definition was phased in or fully incorporated (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable from one class to another, nor are they comparable to rates for prior classes.

Grade 9 Four-Year Longitudinal Graduation, Completion, and Dropout Rates

State Summary

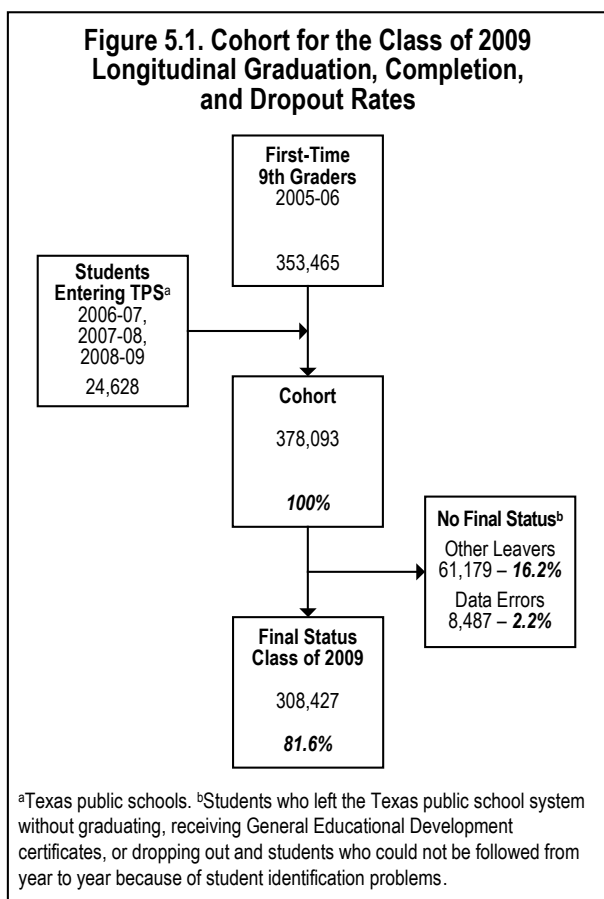
The longitudinal rates for the class of 2009 tracked students who began Grade 9 for the first time in 2005-06. Out of 308,427 students in the class of 2009 Grade 9 cohort, 89.2 percent either graduated by 2009 or continued school the following year (Table 5.2). An additional 1.4 percent received GED certificates, and 9.4 percent dropped out. The graduation rate for the class of 2009 was 80.6 percent. Rates for students who graduated or continued high school (Completion I) were higher than the state average (89.2%) among

Asian/Pacific Islander (96.7%) and White (93.8%) students. Rates for African American (84.1%), Hispanic (86.2%), and economically disadvantaged students (88.0%) were below the state average. Similar patterns between the state average and student group rates were seen for students who graduated, continued in high school, or received GED certificates (Completion II), except among Native American students.

Rates by Ethnicity, Economic Status, and Gender

Graduation rates demonstrate that secondary-school experiences varied considerably by student group. For example, in the Grade 9 cohort for the class of 2009, Asian/Pacific Islander students had a graduation rate of 92.4 percent, and White students had a graduation rate of 89.7 percent, whereas African American students and Hispanic students had graduation rates of 73.8 percent and 73.5 percent, respectively. African American students had the highest longitudinal dropout rate, at

Figure 5.1. Cohort for the Class of 2009 Longitudinal Graduation, Completion, and Dropout Rates



14.8 percent, followed by Hispanic students (12.4%) and economically disadvantaged students (10.9%). Hispanics were most likely to be continuing school in the fall after anticipated graduation (12.7%). Native American students had the highest rate of GED certification (2.2%). Female students had a higher graduation rate (82.9%) than male students (78.3%) and lower rates of continuation, GED certification, and dropping out.

Rates by Program Participation and Student Characteristic

In 2009, students participating in Title I programs had a graduation rate (74.3%) more than 6 percentage points below the state average (80.6%) (Table 5.3). The Completion I rate for at-risk students (85.9%) was highest among all program areas and student characteristics yet was still several percentage points below that of the state (89.2%). Students participating in bilingual or English as a second language programs in their final year of high school had a Completion I rate of 74.6 percent—well below the state average.

Grade 9 Five-year Extended Longitudinal Graduation, Completion, and Dropout Rates

Many students took longer than four years to graduate. For example, students who began Grade 9 for the first time in 2004-05 or who later joined the cohort were tracked through the fall semester following their anticipated graduation date of spring 2008. By the fall of 2008, 79.1 percent of the class of 2008 had graduated, 8.9 percent were still in high school, 1.5 percent had received GED certificates, and 10.5 percent had dropped out (Table 5.4 on page 80). From fall 2008 to fall 2009, the graduation rate increased 4.3 percentage points to 83.4 percent, and the dropout rate increased 1.7 percentage points to 12.2 percent.

Grade 9 Seven-year Extended Longitudinal Graduation, Completion, and Dropout Rates

Students who began Grade 9 in Texas public schools for the first time in 2002-03 or who later joined the cohort were tracked through the fall semester three years following their anticipated graduation date of spring 2006. By the fall of 2006, 80.4 percent of the class of 2006 had graduated, 8.6 percent were still in high school, 2.3 percent had received GED certificates, and 8.8 percent had dropped out (Table 5.5 on page 80). By the fall of 2007, the graduation rate had risen to 84.6 percent. From fall 2006 to fall 2009, the graduation rate increased 5.4 percentage points to 85.8 percent and the dropout rate increased 1.7 percentage points to 10.5 percent. Because some of those who were continuing high school in 2006 had left the Texas public school system and not graduated, received GED certificates, or dropped out by 2009, the total number of students with final statuses decreased between fall 2006 and fall 2009.

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 2,060,701 students who attended Grades 7-12 in Texas public schools during the 2008-09 school year,

Table 5.3. Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Program Participation and Student Characteristic, Class of 2009

Group	Class	Graduated (%)	Graduated or Continued (Completion I, %)	Graduated, Continued, or Received GED ^a (Completion II, %)
At-Risk	144,581	72.5	85.9	87.6
Limited English Proficient				
In K-12 ^b	79,743	72.3	86.3	87.3
In 9-12 ^c	25,717	56.9	79.7	80.3
In Last Year ^d	13,742	49.2	70.2	70.9
Bilingual/ESL ^e	10,725	50.6	74.6	75.0
Special Education	33,209	71.8	85.0	85.9
Title I	120,710	74.3	84.3	86.0
State	308,427	80.6	89.2	90.6

Note. Students may be counted in more than one category. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort.

^aGeneral Educational Development certificate. ^bStudents who were identified as limited English proficient (LEP) at any time while attending Texas public school.

^cStudents who were identified as LEP at any time while attending Grades 9-12 in Texas public school. ^dStudents who were identified as LEP in their last year in Texas public school. ^eEnglish as a second language.

2.0 percent were reported to have dropped out, a decrease of 0.2 percentage points from 2007-08 (Table 5.6 on page 81). The number of dropouts in Grades 7-12 dropped to 40,923, a 10.6 percent decrease from the 45,796 students who dropped out in 2007-08. A total of 2,203 students dropped out of Grades 7-8, and 38,720 dropped out of Grades 9-12 (Table 5.7 on page 81). The Grade 7-8 and Grade 9-12 dropout rates were 0.3 percent and 2.9 percent, respectively (Table 5.1 on page 76). The Grade 7-8 dropout rate remained stable between the 2007-08 and 2008-09 school years. The Grade 9-12 dropout rate decreased 0.3 percentage points.

Rates by Ethnicity, Economic Status, and Gender

As in 2007-08, the Grade 7-12 dropout rates for African American students and Hispanic students in 2008-09 were higher than the rate for White students (Table 5.6 on page 81). The rate for African American students (3.1%) was more than three times as high as that for White students (0.9%), and the rate for Hispanic students (2.6%) was almost three times as high.

Between 2007-08 and 2008-09, Grade 7-12 annual dropout rate decreased for every ethnic group, with the largest drops (0.4 percentage points each) occurring among African Americans and Hispanics. As in 2007-08, the dropout rate for males in 2008-09 (2.1%) exceeded the dropout rate for females (1.9%). The difference between the groups (0.2 percentage points) was smaller than in the previous year. Students identified as economically disadvantaged had a dropout rate of 1.7 percent.

Some ethnic groups make up larger proportions of the dropout population than of the student population. In 2008-09, for example, Hispanic students made up 44.8 percent of students in Grades 7-12, but 58.1 percent of dropouts, a difference of 13.3 percentage points. African American students made up 14.7 percent of students in Grades 7-12, but 22.9 percent of dropouts, a difference of 8.2 percentage points.

Rates by Grade

Dropout rates in 2008-09 generally were much higher in Grades 9 through 12 than in Grades 7 and 8 (Table 5.8 on page 82). Grade 7 had the lowest dropout rate (0.2%), and Grade 12 had the highest (4.1%). The 12,634 students who dropped out of Grade 12 accounted for 30.9 percent of all dropouts, the highest proportion of any grade (Table 5.7 on page 81). Each of Grades 9 through 12 experienced a decrease in the dropout rate from the previous year, with the largest drop (0.5 percentage points) coming in Grade 12.

The dropout rates for all ethnic groups were highest in Grade 12 (Table 5.8 on page 82). Percentage-point differences between dropout rates for White students and those for African American and Hispanic students were greatest at Grade 9 and above. The largest difference in dropout rates (4.9 percentage points) was between African American students (6.5%) and Asian/Pacific Islander students (1.6%) in Grade 12, followed by the 4.7-percentage-point difference between African American students (6.5%) and White students (1.8%) in Grade 12. Across all grade levels, African American and Hispanic students were at least twice as likely to drop out of school as White students.

Table 5.4. Grade 9 Five-Year Extended Longitudinal Graduation, Completion, and Dropout Rates, by Ethnicity, Economic Status, Limited English Proficiency Status, and Special Education Program Participation, Class of 2008, Fall 2008 and Fall 2009

Status date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American									
Fall 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1
Fall 2009	43,489	33,285	76.5	1,097	2.5	748	1.7	8,359	19.2
Asian/Pacific Islander									
Fall 2008	10,422	9,503	91.2	504	4.8	35	0.3	380	3.6
Fall 2009	10,366	9,764	94.2	102	1.0	49	0.5	451	4.4
Hispanic									
Fall 2008	121,889	86,313	70.8	16,229	13.3	1,793	1.5	17,554	14.4
Fall 2009	120,031	92,410	77.0	4,470	3.7	2,511	2.1	20,640	17.2
Native American									
Fall 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4
Fall 2009	1,108	959	86.6	15	1.4	33	3.0	101	9.1
White									
Fall 2008	122,901	109,130	88.8	5,206	4.2	2,262	1.8	6,303	5.1
Fall 2009	122,511	111,640	91.1	1,315	1.1	2,878	2.3	6,678	5.5
Economically Disadvantaged									
Fall 2008	119,328	84,049	70.4	14,587	12.2	1,982	1.7	18,710	15.7
Fall 2009	117,122	89,743	76.6	3,617	3.1	2,748	2.3	21,014	17.9
Ever Limited English Proficient (LEP) in K-12^c									
Fall 2008	74,462	51,513	69.2	11,095	14.9	717	1.0	11,137	15.0
Fall 2009	73,137	55,683	76.1	3,031	4.1	1,021	1.4	13,402	18.3
Ever LEP in 9-12^d									
Fall 2008	24,642	13,141	53.3	5,759	23.4	131	0.5	5,611	22.8
Fall 2009	23,630	15,072	63.8	1,460	6.2	189	0.8	6,909	29.2
LEP in Last Year^e									
Fall 2008	13,787	6,092	44.2	3,374	24.5	75	0.5	4,246	30.8
Fall 2009	13,061	7,096	54.3	908	7.0	97	0.7	4,960	38.0
Special Education									
Fall 2008	34,357	23,996	69.8	5,089	14.8	307	0.9	4,965	14.5
Fall 2009	34,021	26,294	77.3	2,038	6.0	423	1.2	5,266	15.5
State									
Fall 2008	300,488	237,576	79.1	26,865	8.9	4,610	1.5	31,437	10.5
Fall 2009	297,505	248,058	83.4	6,999	2.4	6,219	2.1	36,229	12.2

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

^aGeneral Educational Development certificate. ^bBecause some of those who were continuing high school in 2008 had left and not graduated, received GED certificates, or dropped out by 2009, the total number of students with final statuses decreased between fall 2008 and fall 2009. ^cStudents who were identified as LEP at any time while attending Texas public school. ^dStudents who were identified as LEP at any time while attending Grades 9-12 in Texas public school. ^eStudents who were identified as LEP in their last year in Texas public school.

Table 5.5. Grade 9 Seven-Year Extended Longitudinal Graduation, Completion, and Dropout Rates, Class of 2006, Fall 2006 Through Fall 2009

Status Date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Fall 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8
Fall 2007	280,880	237,624	84.6	5,708	2.0	7,887	2.8	29,661	10.6
Fall 2008	280,391	239,682	85.5	2,067	0.7	8,721	3.1	29,921	10.7
Fall 2009	280,339	240,671	85.8	744	0.3	9,398	3.4	29,526	10.5

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

^aGeneral Educational Development certificate. ^bBecause some of those who were continuing high school in 2006 had left and not graduated, received GED certificates, or dropped out by 2009, the total number of students with final statuses decreased between fall 2006 and fall 2009.

Table 5.6. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Ethnicity, Economic Status, and Gender, 2007-08 and 2008-09

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2007-08					
African American	302,494	14.8	10,492	22.9	3.5
Asian/Pacific Islander	68,986	3.4	537	1.2	0.8
Hispanic	895,159	43.8	26,458	57.8	3.0
Native American	7,513	0.4	135	0.3	1.8
White	768,051	37.6	8,174	17.8	1.1
Economically disadvantaged	938,680	46.0	21,408	46.7	2.3
Female	995,270	48.7	20,618	45.0	2.1
Male	1,046,933	51.3	25,178	55.0	2.4
State	2,042,203	100	45,796	100	2.2
2008-09					
African American	301,994	14.7	9,381	22.9	3.1
Asian/Pacific Islander	73,366	3.6	512	1.3	0.7
Hispanic	922,846	44.8	23,782	58.1	2.6
Native American	7,600	0.4	124	0.3	1.6
White	754,895	36.6	7,124	17.4	0.9
Economically disadvantaged	918,111	44.6	16,055	39.2	1.7
Female	1,003,524	48.7	18,645	45.6	1.9
Male	1,057,177	51.3	22,278	54.4	2.1
State	2,060,701	100	40,923	100	2.0

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

Table 5.7. Students and Dropouts, by Grade, 2008-09

Grade	Students		Dropouts	
	Number	Percent	Number	Percent
7	351,448	17.1	819	2.0
8	353,004	17.1	1,384	3.4
9	402,472	19.5	10,433	25.5
10	338,835	16.4	8,030	19.6
11	309,674	15.0	7,623	18.6
12	305,268	14.8	12,634	30.9
7-12	2,060,701	100	40,923	100

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

Rates for Limited English Proficient Students

Table 5.9 on page 82 presents annual dropout rates for limited English proficient (LEP) students in Grades 7-8 and 9-12 by special language program instructional model. LEP students may participate in bilingual or English as a second language (ESL) programs. Bilingual programs are offered primarily in the elementary school grades, whereas ESL programs are offered in both elementary and secondary grades. To fully evaluate the quality of educational services provided to LEP students, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which

districts follow guidelines for identifying LEP students and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former LEP student performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Projected Dropout Rates

As required by TEC §39.332, 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 on page 83 are based on changes in enrollment for student groups. Using this method, the annual dropout rate is projected to increase by 0.1 percentage points for Grades 9, 10, and 12, and remain unchanged for Grade 11 between 2009-10 and 2013-14. The longitudinal dropout rate is projected to increase by 0.2 percentage points over the same period.

A second method for calculating projected rates for Grades 9 through 12 used the actual 2008-09 dropout rates to project future rates. Based on this method, annual dropout rates would decline 0.2 percentage points for Grades 9, 10, and 11 and increase by 1.0 percentage points for Grade 12 over the next several years

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
7	198	0.4	23	0.2	435	0.3	5	0.4	158	0.1	819	0.2
8	307	0.6	16	0.1	854	0.5	8	0.6	199	0.2	1,384	0.4
9	2,386	3.9	110	0.8	6,445	3.4	28	2.0	1,464	1.1	10,433	2.6
10	1,913	3.7	89	0.7	4,551	3.1	20	1.5	1,457	1.1	8,030	2.4
11	1,723	3.8	95	0.8	4,120	3.2	26	2.3	1,659	1.4	7,623	2.5
12	2,854	6.5	179	1.6	7,377	5.8	37	3.3	2,187	1.8	12,634	4.1

^aA dash (-) indicates data are not reported to protect student anonymity.

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Grades 7-8					
All LEP Students ^a	66,083	100	407	100	0.6
All Bilingual Programs	366	0.6	0	0.0	0.0
Transitional Bilingual/Early Exit	36	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	65	0.1	0	0.0	0.0
Dual Immersion/Two-Way	97	0.1	0	0.0	0.0
Dual Immersion/One-Way	168	0.3	0	0.0	0.0
All ESL ^b Programs	51,945	78.6	213	52.3	0.4
ESL/Content-Based	26,789	40.5	123	30.2	0.5
ESL/Pull-Out	25,156	38.1	90	22.1	0.4
No Services	13,772	20.8	194	47.7	1.4
Grades 9-12					
All LEP Students ^a	92,267	100	4,722	100	5.1
All Bilingual Programs	1	<0.1	0	0.0	0.0
Transitional Bilingual/Early Exit	0	0.0	0	0.0	0.0
Transitional Bilingual/Late Exit	0	0.0	0	0.0	0.0
Dual Immersion/Two-Way	1	<0.1	0	0.0	0.0
Dual Immersion/One-Way	0	0.0	0	0.0	0.0
All ESL Programs	69,381	75.2	3,021	64.0	4.4
ESL/Content-Based	50,004	54.2	2,102	44.5	4.2
ESL/Pull-Out	19,377	21.0	919	19.5	4.7
No Services	22,885	24.8	1,701	36.0	7.4

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

^aIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^bEnglish as a second language.

(Table 5.11). The longitudinal dropout rate would increase by 0.6 percentage points.

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

Overview

Since 2001, TEA has taken aggressive steps to implement best practices designed to address dropout issues, and as a result, Texas is in the forefront of the nation's campaign to tackle the dropout problem. From holding districts and campuses accountable for graduation rates

to endorsing a rigorous but relevant pathway to high school graduation, Texas is committed to developing and implementing policies that ensure high school completion.

In the primary grades, Texas spends more than \$123 million on prekindergarten initiatives, including Texas School Ready! and the Prekindergarten Early Start Grant. These programs are designed to improve the school readiness of children entering kindergarten and to increase access to quality early childhood education by streamlining Pre-K, Head Start, and child care resources.

In the secondary grades, programs have been implemented that are designed to boost graduation rates and

Grade	2009-10	2010-11	2011-12	2012-13	2013-14
Annual Dropout Rate					
9	2.6	2.6	2.6	2.7	2.7
10	2.3	2.4	2.4	2.4	2.4
11	2.5	2.5	2.5	2.5	2.5
12	4.2	4.3	4.3	4.3	4.3
Longitudinal Dropout Rate					
9-12	9.4	9.6	9.6	9.6	9.6

Grade	2009-10	2010-11	2011-12	2012-13	2013-14
Annual Dropout Rate					
9	2.6	2.5	2.5	2.4	2.4
10	2.4	2.3	2.3	2.3	2.2
11	2.5	2.4	2.4	2.3	2.3
12	4.3	4.5	4.8	5.0	5.3
Longitudinal Dropout Rate					
9-12	9.6	9.7	9.9	10.0	10.2

ensure every student graduates from high school prepared for college and career success.

College Readiness Programs

In 2006, the 79th Texas Legislature (3rd Called Session) passed House Bill (HB) 1, which required that TEA and the Texas Higher Education Coordinating Board (THECB) work collaboratively to create college readiness standards (CRS). The CRS reflect what students should know and be able to demonstrate in order to be successful in entry-level college courses. The statute required the formation of vertical teams (VTs) comprised of secondary and postsecondary faculty from the four subject-specific content areas: English language arts, mathematics, science, and social studies. Team duties were organized around three phases of work. The first phase involved creation of CRS for all four subject areas. In phase two, the VTs analyzed Texas public school curriculum requirements and made recommendations regarding their alignment with the CRS. Phase three produced instructional strategies, professional development materials, and online support materials developed or identified by VTs for students who need additional assistance in preparing to successfully perform college-level work. These materials have been made available through the Texas college and career readiness Web portal at www.txccrs.org.

In addition to mandating the creation of CRS, the 79th Texas Legislature established a High School Allotment providing each Texas school district and open-enrollment charter with \$275 for every student in Grades 9-12 (TEC §§39.234 and 42.160, 2009). 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.

Each year, the agency recognizes schools and districts that used High School Allotment funds to implement exceptional college readiness programs and strategies. In 2010, Birdville ISD, Jefferson High School in Jefferson ISD, Mission High School and Veterans Memorial High School in Mission Consolidated ISD, and Paris High School in Paris ISD were recognized for strategies used in preparing students for college success. Garland High School and Non-Traditional High School in Garland ISD, Palestine High School in Palestine ISD, and San Antonio's North East ISD were recognized for their efforts to increase graduation rates. Del Valle High School in Del Valle ISD and district-wide programs in Azle ISD, Fort Worth's Northwest ISD, and San Antonio's North East ISD were recognized for improving curriculum alignment and preparing students for successful transitions from high school to college. Skidmore-Tynan High School in Skidmore-Tynan ISD and Lewisville ISD received recognition for the implementation of innovative high school completion and success programs and strategies.

Texas High School Project

Through the Texas High School Project (THSP), a public-private alliance committed to the mission of preparing all students for college and career readiness, TEA has established successful models that provide students, particularly those not among the "traditional" college-going population, with opportunities to prepare for college. TEA has administered \$222 million in state and federal funds directed toward the THSP, and private partners have contributed \$155 million. The THSP supports a variety of programs and activities aimed at systemic and sustainable high school improvement, including: Early College High Schools (ECHS); Texas Science, Technology, Engineering and Mathematics

(T-STEM) Academies; and High School Redesign projects.

ECHS are small, restructured secondary schools located on, or in close proximity to, a college campus. They provide intensive academic support systems that allow students an opportunity to earn up to 60 college credit hours while earning a high school diploma. A total of 24 ECHS were rated *Exemplary* in 2010 and 7 were rated *Recognized*. As of the beginning of the 2010-11 school year, 44 ECHS were in operation around the state.

T-STEM Academies provide rigorous and applied science and mathematics instruction, preparing students for college and careers relevant to today's job market. Of the 51 T-STEM academies, 18 were rated *Exemplary* in 2010 and 19 were rated *Recognized*.

The High School Redesign and Restructuring Initiative has provided 78 low-performing high schools across Texas with the resources to implement innovative school-wide reform. By the summer of 2010, some 90 percent of the schools that had participated in a full funding cycle had improved from a rating of *Academically Unacceptable* to *Academically Acceptable* or better. These schools serve over 69,000 students, the majority of whom are historically underrepresented in college-going populations because of ethnicity and/or economic status.

Dropout Prevention and Retention Programs

In 2007, the 80th Texas Legislature passed HB 1137, which allows students up to the age of 26 to attend public high schools. This statute and other dropout-related legislation has enabled TEA to create a variety of dropout prevention and recovery strategies, including a unique approach to reengaging students who have dropped out by creating incentives for entities that successfully reconnect these students to the education system. TEA investments in dropout recovery, prevention, and reengagement include the following.

- ♦ **Dropout Recovery Pilot.** Designed to target students who have dropped out, these locally implemented programs are funded to support students who have dropped out by providing them with the educational and social services needed to earn a high school diploma or demonstrate college readiness. Based on a pay-for-performance model—unique for most state grants—grantees are eligible to earn up to \$2,000 for each student who earns a high school diploma, obtains a GED plus college credit, or gains advanced technical credit.
- ♦ **Collaborative Dropout Reduction Pilot Program.** This program requires district partnerships with multiple community stakeholders, such as local

businesses, local nonprofits, faith-based organizations, and even local governments or law enforcement agencies, to develop dropout intervention programs and services.

- ♦ **Communities in Schools (CIS).** In this public-private partnership, the state provides CIS local nonprofit organizations with funding, which is then matched by local contributions. These local programs provide critical social and academic support services through a case management system for students at risk of dropping out of school.
- ♦ **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).** This six-year federal initiative is designed to increase early college awareness and readiness among traditionally underrepresented student groups. Texas GEAR UP is divided into two major strands: (1) statewide initiatives that help achieve GEAR UP goals across the state; and (2) the Students Training for Academic Readiness project—an intensive, multi-faceted P-16 intervention in the Coastal Bend area of South Texas.

A complete list of dropout prevention and recovery programs and strategies is located on the TEA website at http://www.tea.state.tx.us/index4.aspx?id=3505&menu_id=2147483659.

Early Warning Data System

TEA is currently piloting two early warning data system (EWDS) programs to track student progress and flag students who are off-track for graduation. EWDS programs identify data indicators that are predictive of students dropping out and use these indicators to determine which students are in need of interventions that are appropriate to place the students back on track to graduate.

TEA is collaborating with the Michael & Susan Dell Foundation on a pilot project to establish EWDS in five districts. The pilot facilitates the districts through the process of identifying leading and lagging indicators that predict the likelihood of dropping out; implementing a standardized reporting system to manage performance; developing an intervention database; creating a research tool to implement, monitor, and assess results of new interventions; and establishing a community of practitioners to expand and support performance management efforts. This pilot project, which began in 2008, is informing the redesign of TEA's statewide data system so that it will include an early warning system for use by both teachers and administrators.

In addition, TEA is partnering with the National High School Center and the Texas Comprehensive Center to offer a new EWDS tool as a readily available option to grantees of the Texas Ninth Grade Transition and Inter-

vention Grant Program. Anticipated benefits of this project include providing the grantees with current research and technical assistance on the EWDS, offering an opportunity for Texas school districts to use this type of system to inform possible future larger-scale implementation, and establishing a mechanism for collecting best practices and lessons learned.

Using Data Effectively

To further support districts in their efforts to increase completion rates, Texas is taking additional steps to supplement district efforts to target youth most at risk of dropping out by providing districts with information that will help them identify promising interventions and serve struggling students.

Based on data and evaluation findings, TEA has established a series of Best Practices Clearinghouse webinars designed to share effective dropout prevention and recovery strategies used by schools and districts that are producing results. Initial webinars highlighted dropout prevention and recovery programs in districts across Texas identified through two 2008 TEA studies on best practices in dropout prevention/recovery.

Additionally, through a combination of federal and philanthropic dollars, Texas is embarking on the development of a highly advanced statewide student data system that will provide the extensive student data available through TEA to teachers and administrators. The data will be made available in a comprehensive format that makes it easier to intervene earlier with students before they begin to struggle or drop out.

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 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, 2008-09 (July 2010), Accountability Research Division, Department of Assessment, Accountability, and Data Quality. The report is available online at www.tea.state.tx.us/index4.aspx?id=4080.

Information about the Texas High School Project and other dropout prevention programs is available on-line at www.thsp.org/ and http://www.tea.state.tx.us/index4.aspx?id=3505&menu_id=2147483659 and in the *Report on Implementation of House Bill 2237* (September 2009), available online at www.tea.state.tx.us/index4.aspx?id=3490.

For additional information on dropout definitions, dropout rates, and dropout prevention programs, see the Dropout Information website at www.tea.state.tx.us/index4.aspx?id=3505&menu_id=2147483659.

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's academic goal is 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 this goal.

Grade retention has been defined as requiring a child to repeat a particular grade or delaying entry to kindergarten or first grade despite the child's age. This definition of retention—repetition of a grade or delayed entry—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). See "Student Success Initiative TAKS Results" on page 35.

Definitions and Calculations

Student attendance in the 2008-09 school year was compared to October 2009 enrollment for the 2009-10 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, 2008-09, were excluded from the total student count, as were students new to the system in the second school year, 2009-10. 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 dropout and 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's) secondary school dropout and 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 proficient (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) performance were provided to TEA by the state's testing contractor, Pearson. Results presented in this chapter for TAKS are based on TAKS and TAKS (Accommodated) combined.

Because rates for smaller groups tend to be less stable over time, comparisons of rates across ethnic groups can be misleading when one group is small compared to other groups. The Native American student population in Texas is small in number, compared to other ethnic groups. As a result, references in this chapter to "all ethnic groups" do not include Native American students; instead, they are limited to African American, Asian/Pacific Islander, Hispanic, and White students.

State Summary

In the 2008-09 school year, 4.0 percent (177,701) of students in kindergarten through Grade 12 were retained (Table 6.1). The rate decreased by 0.5 percentage points from the previous year. The retention rate for females was 3.3 percent, and the rate for males was 4.7 percent. Male students made up 60.2 percent of all students retained.

Table 6.1. Grade-Level Retention, by Student Group, 2008-09

Group	Students	Retained	
		Number	Rate (%)
African American	616,787	31,280	5.1
Asian/Pacific Islander	159,382	2,580	1.6
Hispanic	2,089,897	106,229	5.1
Native American	15,338	595	3.9
White	1,532,116	37,017	2.4
Econ. Disad. ^a	2,237,090	99,520	4.4
Not Econ. Disad.	2,176,430	78,181	3.6
Female	2,150,878	70,779	3.3
Male	2,262,642	106,922	4.7
Grades K-6	2,490,851	64,223	2.6
Grades 7-12	1,922,669	113,478	5.9
State	4,413,520	177,701	4.0

^aEconomically Disadvantaged.

As in 2007-08, retention rates for African American and Hispanic students were over twice that for White students. In the 2008-09 school year, 2.4 percent of White students were retained, compared to 5.1 percent of both African American and Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.8 and 0.6 percentage points, respectively. The rate for White students decreased by 0.3 percentage points. Although 61.3 percent of students enrolled in Texas public schools were African American or Hispanic, 77.4 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 2008-09, the retention rate was highest in Grade 9 (12.3%) and lowest in Grade 6 (0.8%) (Tables 6.2 and 6.3). In kindergarten through Grade 6, the highest retention rate was in first grade (5.6%). In the secondary grades, seventh graders had the lowest retention rate (1.3%). Rates decreased from the previous year in all grades. Grade 9 had the greatest decrease in retention rate from the previous year (2.4 percentage points).

Table 6.2. Grade-Level Retention, by Grade and Ethnicity, Grades K-6, 2008-09

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
K	1,372	2.9	197	1.5	5,313	2.9	46	3.6	4,108	3.6	11,036	3.1
1	3,404	6.8	229	1.7	12,921	6.8	74	5.5	4,342	3.7	20,970	5.6
2	1,929	3.9	158	1.2	7,200	3.9	40	3.2	1,961	1.7	11,288	3.1
3	1,555	3.1	122	0.9	5,476	3.1	22	1.9	1,243	1.0	8,418	2.3
4	756	1.6	54	0.4	2,448	1.4	13	1.1	713	0.6	3,984	1.1
5	1,046	2.2	63	0.5	3,571	2.1	22	1.9	1,033	0.9	5,735	1.7
6	540	1.1	27	0.2	1,571	1.0	10	0.8	644	0.5	2,792	0.8
K-6	10,602	3.1	850	0.9	38,500	3.1	227	2.7	14,044	1.7	64,223	2.6

Table 6.3. Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, 2008-09

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
7	773	1.6	34	0.3	2,463	1.5	14	1.2	983	0.8	4,267	1.3
8	842	1.7	72	0.6	3,184	2.0	24	2.0	1,043	0.9	5,165	1.5
9	8,225	15.0	678	5.4	27,841	16.2	145	11.6	8,127	6.4	45,016	12.3
10	4,312	9.4	318	2.8	11,822	8.8	79	6.9	4,594	3.9	21,125	6.8
11	3,017	7.4	239	2.2	9,155	7.7	43	4.3	3,401	3.0	15,855	5.6
12	3,509	9.0	389	3.6	13,264	11.5	63	6.3	4,825	4.2	22,050	7.8
7-12	20,678	7.5	1,730	2.5	67,729	7.9	368	5.4	22,973	3.2	113,478	5.9

Grade-Level Retention by Ethnicity

In 2008-09, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 6.2). In Grades 2-5, African American and Hispanic students were over twice as likely to be retained as White students. In first grade, 6.8 percent of both African American and Hispanic students were retained, compared to 3.7 percent of White students. Nevertheless, between 2007-08 and 2008-09, retention rates at the elementary level dropped for all ethnic groups.

In 2008-09, retention rates for African American and Hispanic students were higher than those for Asian/Pacific Islander and White students in all secondary grades (Table 6.3). In Grades 9-12, African American students and Hispanic students were over twice as likely to be retained as White students. For all ethnic groups, rates of retention were highest in Grade 9; nevertheless, the rates in Grade 9 were down from the previous year. The decreases ranged from 0.2 percentage points for Asian/Pacific Islander students to 3.3 percentage points for African American students.

Grade-Level Retention by Gender

Sixth-grade female students had the lowest retention rate (0.5%) across all grades (Tables 6.4 and 6.5). Males in the ninth grade had the highest retention rate (14.8%). Males in the first grade had the highest retention rate (6.8%) among elementary-grade students. In the secondary grades, rates were lowest for female seventh graders (0.9%).

Grade-Level Retention by Limited English Proficient 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 2008-09, almost 94 percent of LEP students in the elementary grades participated in bilingual or ESL programs.

Table 6.4. Grade-Level Retention, by Grade and Gender, Grades K-6, 2008-09

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
K	3,787	2.2	7,249	3.9
1	7,831	4.4	13,139	6.8
2	4,642	2.6	6,646	3.5
3	3,649	2.1	4,769	2.6
4	1,670	1.0	2,314	1.3
5	2,698	1.6	3,037	1.7
6	877	0.5	1,915	1.1

Table 6.5. Grade-Level Retention, by Grade and Gender, Grades 7-12, 2008-09

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
7	1,428	0.9	2,839	1.6
8	2,274	1.4	2,891	1.7
9	16,632	9.5	28,384	14.8
10	8,087	5.3	13,038	8.2
11	6,258	4.5	9,597	6.7
12	10,946	7.8	11,104	7.9

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 non-LEP students (Table 6.6 on this page and Table 6.7 on page 90). In the elementary grades, retention rates in 2008-09 for LEP students receiving bilingual or special education services (3.5% and 4.7%, respectively) were higher than the rate for LEP students who were not receiving services (3.3%). At the secondary level, the retention rates for LEP students receiving ESL (10.6%) or special education services (14.6%) and for LEP students not receiving services (11.4%) were notably higher than the rate for non-LEP students (5.4%).

Table 6.6. Grade-Level Retention, by LEP^a Status and Service Received, Grades K-6, 2008-09

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	12,246	3.5
English as a Second Language	4,201	2.9
Special Education	401	4.7
No Services ^b	925	3.3
Total ^c	20,945	3.7
Non-LEP Students	43,278	2.3

^aLimited English proficient. ^bIncludes LEP students whose parents did not give permission for participation in special language programs. ^cIncludes LEP students for whom information on services received or parental permission was incomplete.

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	–	0.8
English as a Second Language	11,613	10.6
Special Education	1,298	14.6
No Services ^b	723	11.4
Total ^c	17,345	12.5
Non-LEP Students	96,133	5.4

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

^aLimited English proficient. ^bIncludes LEP students whose parents did not give permission for participation in special language programs. ^cIncludes LEP students for whom information on services received or parental permission was incomplete.

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 2008-09 (84.8%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; and mental retardation.

In 2008-09, retention rates for students in the elementary grades receiving special education services varied widely based on primary disability and grade (Table 6.8). The results that follow are based on the five most common primary disabilities. In kindergarten, students with other health impairments had the highest retention rate (15.4%) 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-4, students with autism had the lowest or next to lowest retention rates. In Grades 5 and 6, students with speech impairments and students with learning disabilities had the lowest or next to lowest rates.

Most secondary-grade students participating in special education (92.5%) 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

Grade	Learning Disability			Speech Impairment			Other Health Impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	131	886	14.8	1,714	15,631	11.0	324	2,101	15.4
1	318	3,638	8.7	1,970	15,637	12.6	214	2,714	7.9
2	239	7,097	3.4	634	12,182	5.2	132	3,226	4.1
3	264	12,955	2.0	338	9,077	3.7	86	4,042	2.1
4	122	15,673	0.8	63	6,220	1.0	54	4,393	1.2
5	206	19,066	1.1	69	3,758	1.8	102	5,086	2.0
6	176	19,614	0.9	16	1,906	0.8	64	5,199	1.2
K-6	1,456	78,929	1.8	4,804	64,411	7.5	976	26,761	3.6
Grade	Autism			Mental Retardation			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	302	2,637	11.5	200	1,373	14.6	3,040	25,854	11.8
1	104	2,610	4.0	112	1,882	6.0	2,950	30,348	9.7
2	80	2,520	3.2	80	2,215	3.6	1,342	32,180	4.2
3	26	2,348	1.1	35	2,175	1.6	851	36,038	2.4
4	23	2,267	1.0	33	2,278	1.4	363	36,687	1.0
5	50	2,102	2.4	88	2,212	4.0	645	38,611	1.7
6	40	1,909	2.1	70	2,303	3.0	470	37,092	1.3
K-6	625	16,393	3.8	618	14,438	4.3	9,661	236,900	4.1

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2008-09 school year.

autism. As in the elementary grades, 2008-09 retention rates for students in the secondary grades receiving special education services varied widely based on primary disability and grade (Table 6.9). The results that follow are based on the five most common primary disabilities. In Grades 8 and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 7, 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 students with learning disabilities. In Grades 8 and 12, retention rates were lowest for students with learning disabilities. In Grades 9, 10, and 11, retention rates were lowest or next to lowest for students with autism and mental retardation.

Retention and Student Performance

In 2001, the 77th Texas Legislature required TEA to begin reporting the performance of retained students (TEC §39.182). Passing rates and average scores 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 and average scores for spring 2009 were compared to spring 2010 passing rates and average scores for students repeating a grade in the 2009-10 school year. For comparison purposes, the 2009 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 2009, passing rates were higher for students who were promoted than for students who were retained (Table 6.10 on page 92 and Figure 6.1 on page 93). After a year in the same grade, the passing rates for students who had been retained improved but did not reach the passing rates for students who had been promoted the year before. For example, 97.2 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2009, and 31.4 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 83.5 percent passed the Grade 3 reading TAKS. Results on the English-version mathematics TAKS were similar. For example, 95.0 percent of promoted fifth graders passed the mathematics TAKS in spring 2009, and 34.5 percent of retained students passed. The following year, 82.0 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 2008-09 school year, 15,735 students in the third grade did not pass the TAKS reading test (Figure 6.2 on page 94). Of these, 33.6 percent (5,280) were retained after the 2008-09 school year. Over 35,000 fifth graders failed to pass the TAKS reading and mathematics tests (Figure 6.3 on page 95). Of these, 12.8 percent (4,482) were retained after the 2008-09 school year. Nearly 40,000 eighth graders failed to pass the TAKS reading

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades 7-12, 2008-09

Grade	Learning Disability			Other Health Impairment			Emotional Disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	346	21,169	1.6	100	5,484	1.8	96	3,215	3.0
8	352	22,336	1.6	139	5,668	2.5	80	3,460	2.3
9	5,448	26,038	20.9	1,064	5,891	18.1	1,279	4,367	29.3
10	2,294	19,696	11.6	462	4,121	11.2	538	2,860	18.8
11	1,641	17,729	9.3	282	3,463	8.1	382	2,295	16.6
12	773	18,148	4.3	524	3,732	14.0	265	2,209	12.0
7-12	10,854	125,116	8.7	2,571	28,359	9.1	2,640	18,406	14.3

Grade	Mental Retardation			Autism			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	64	2,315	2.8	29	1,801	1.6	687	37,855	1.8
8	195	2,486	7.8	103	1,693	6.1	960	39,061	2.5
9	286	2,754	10.4	101	1,528	6.6	8,514	43,431	19.6
10	144	2,333	6.2	46	1,288	3.6	3,630	32,254	11.3
11	146	2,432	6.0	52	1,171	4.4	2,610	28,725	9.1
12	2,640	4,752	55.6	803	1,618	49.6	5,495	32,686	16.8
7-12	3,475	17,072	20.4	1,134	9,099	12.5	21,896	214,012	10.2

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2008-09 school year.

**Table 6.10. Texas Assessment of Knowledge and Skills (TAKS)
Percentage Passing 2009 and 2010, by Grade and Promotion Status 2008-09, Grades 3-10**

Status	TAKS English-Version				TAKS Spanish-Version			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2009	2010	2009	2010	2009	2010	2009	2010
Grade 3								
Promoted	97.2	– ^b	85.8	–	96.0	–	72.6	–
Retained	31.4	83.5	21.1	77.3	20.8	75.2	15.8	72.9
Grade 4								
Promoted	85.3	–	86.9	–	81.0	–	72.7	–
Retained	19.8	72.5	21.3	78.0	17.1	81.0	13.0	73.1
Grade 5								
Promoted	94.2	–	95.0	–	90.2	–	73.3	–
Retained	30.3	80.1	34.5	82.0	45.5	78.8	6.8	50.0
Grade 6								
Promoted	85.7	–	80.6	–	n/a ^c	n/a	n/a	n/a
Retained	42.4	66.6	19.0	57.7	n/a	n/a	n/a	n/a
Grade 7								
Promoted	85.0	–	79.6	–	n/a	n/a	n/a	n/a
Retained	40.5	66.0	21.8	52.2	n/a	n/a	n/a	n/a
Grade 8								
Promoted	90.4	–	90.5	–	n/a	n/a	n/a	n/a
Retained	54.8	82.2	19.9	59.3	n/a	n/a	n/a	n/a
Grade 9								
Promoted	90.8	–	72.6	–	n/a	n/a	n/a	n/a
Retained	68.0	81.1	23.0	38.3	n/a	n/a	n/a	n/a
Grade 10								
Promoted	90.1	–	68.8	–	n/a	n/a	n/a	n/a
Retained	63.4	70.9	20.5	33.0	n/a	n/a	n/a	n/a

Note. Results for TAKS are based on TAKS and TAKS (Accommodated) combined. Passing rates for retained students in both years are based on the same groups of students.

^aEnglish language arts. ^bStudents promoted in 2009 did not repeat the same grade-level test in 2010. ^cNot applicable. Spanish-version TAKS test was available in Grades 3-5 only.

and mathematics tests (Figure 6.4 on page 96). Of these, 8.6 percent (3,446) were retained in Grade 8 after the 2008-09 school year.

For information on retention reduction programs, contact Anita Givens, Associate Commissioner for Standards and Programs, (512) 463-9087.

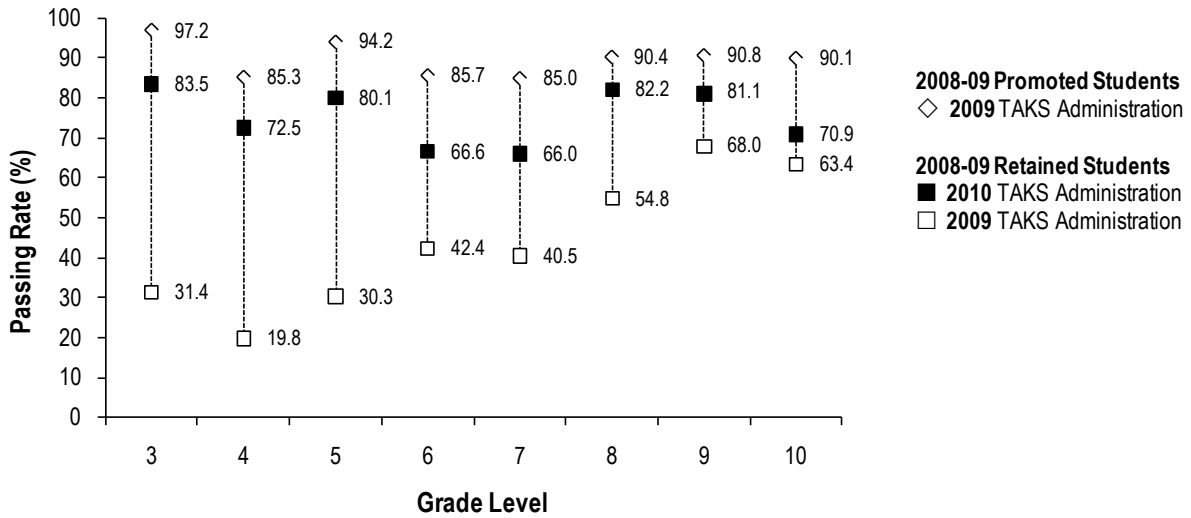
Agency Contact Persons

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.

Other Sources of Information

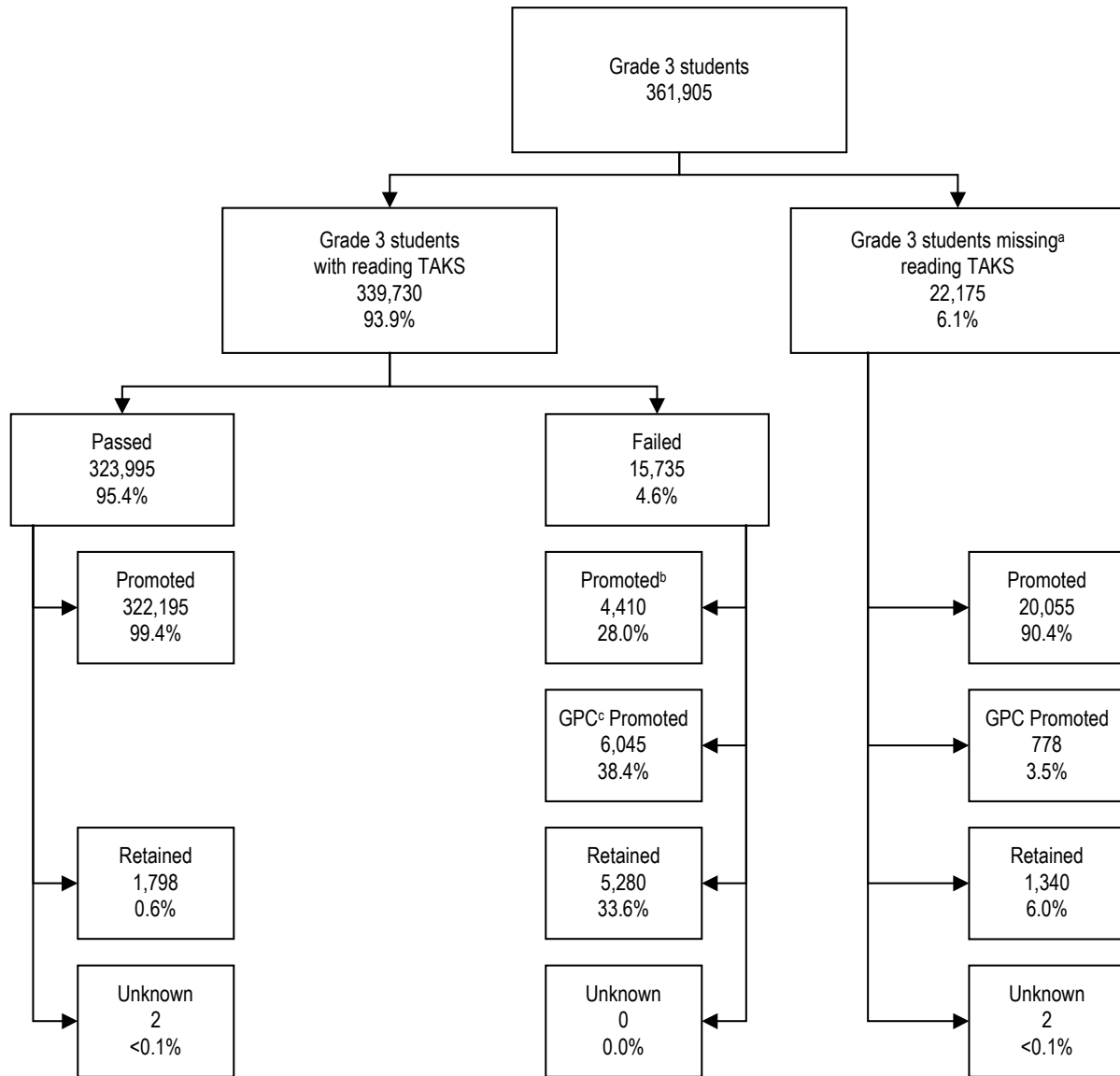
For a detailed presentation of the results of grade-level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 2008-09*, at www.tea.state.tx.us/index4.aspx?id=4108.

**Figure 6.1. Grade-Level Retention 2008-09
and Reading/English Language Arts Passing Rates
on the English-Version TAKS 2009 and 2010, Grades 3-10**



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

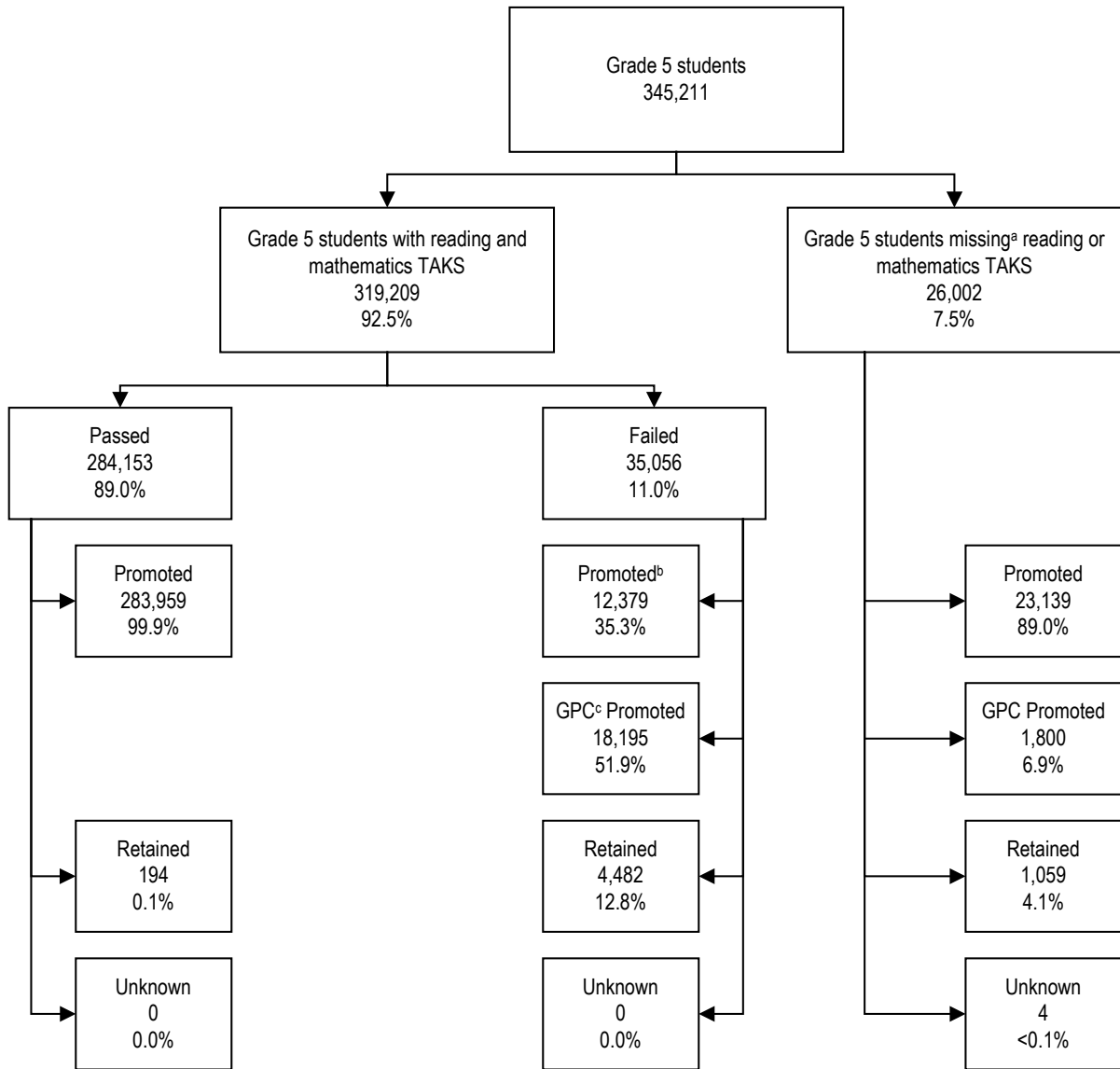
Figure 6.2. Performance on the TAKS Reading Tests 2009 and Promotion Status 2008-09, Grade 3



Note. Results are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. 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.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered a state-approved substitute assessment or another version of TAKS, such as TAKS-Modified. ^bThese students: may have had passing TAKS 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 state-approved substitute assessment or another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

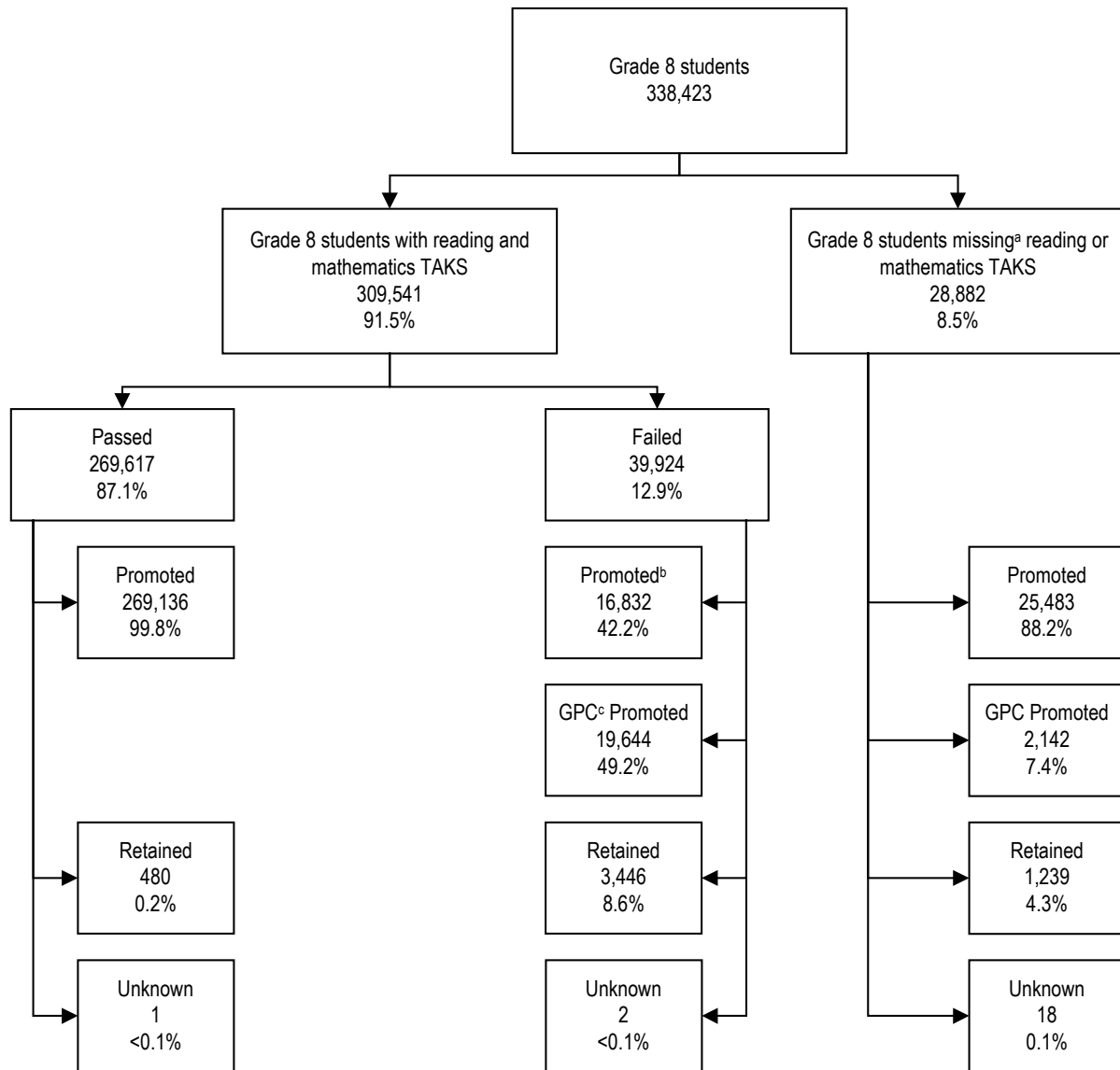
Figure 6.3. Performance on the TAKS Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 5



Note. Results are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. 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.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered another version of TAKS, such as TAKS-Modified. ^bThese students: may have had passing TAKS 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 another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

Figure 6.4. Performance on the TAKS Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 8



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

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered another version of TAKS, such as TAKS-Modified. ^bThese students may have had passing TAKS 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 another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

7. District and Campus Performance

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

Accountability Rating System

Overview

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to rate school districts and evaluate campuses. The state accountability system in place from 1994 through 2002 issued ratings based largely on results from the Texas Assessment of Academic Skills (TAAS) and annual dropout rates. Following an update in 1997 of the state curriculum and introduction in 2003 of a new state assessment, the Texas Assessment of Knowledge and Skills (TAKS), the accountability system 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. In 2008 and 2009, students receiving special education services were included in the system by evaluating selected TAKS (Accommodated) tests. The TAKS indicator included 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. Incorporation of all TAKS (Accommodated) tests began in 2010.

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 districts 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 2010, TAKS accountability standards increased by five percentage points in two subject areas. The mathematics standard increased from 55 percent to 60 percent, and the science standard increased from 50 percent to 55 percent. The reading/ELA, writing, and social studies standards remained the same as in 2009 at 70 percent.

For a district or campus to achieve the rating of *Recognized*, 80 percent of all students and each student group must have passed each of the TAKS subject area tests. This standard increased by five percentage points from 2009.

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

Districts and campuses achieve ratings by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can raise its rating one level in one of three ways: by meeting required improvement; by including students who

do not pass TAKS but meet the Texas Projection Measure (TPM) improvement standard; and/or by using the exceptions provision. The TPM is a projection of whether a student is likely to pass a TAKS test in a future grade. The TPM improvement standard provides a means of elevating a campus or district rating in cases where neither the TAKS base indicator nor required improvement are sufficient to allow the campus or district to earn the next higher rating. Possible use of the exceptions provision is evaluated last. Required improvement, TPM, and the exceptions provision cannot be applied in combination to a single measure to elevate a rating.

Alternative Education Accountability Procedures

Beginning with the 1995-96 school year, TEA implemented optional alternative education accountability (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 460 campuses evaluated under AEA procedures in 2010, there were 98 residential facilities and 362 AECs of choice. Approximately 40 percent of the registered AECs were charter campuses. Also, 68 charter districts were evaluated under AEA procedures in 2010.

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.
- ◆ The Texas Growth Index (TGI) and TPM are used in evaluating AECs. Because TPM results are not available at Grade 11, the TGI is used to evaluate individual student growth from one year to the next on Grade 11 TAKS.
- ◆ 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 meeting TPM (Grades 3-10) or having a TGI score that meets the growth standard (Grade 11); 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 2010 TAKS Progress indicator standard was 50 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 2010 Completion Rate II standard was 60.0 percent. AECs of choice and residential facilities serving students in any of Grades 7-12 are evaluated on annual dropout rate. The 2010 annual dropout rate standard was 20.0 percent. In 2010, the Completion Rate II and annual dropout rate indicators evaluated all students; student groups were not evaluated separately.

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.

2010 Accountability Ratings

Of the 1,237 public school districts and charters, 241 (19.5%) were rated *Exemplary* in 2010, and 607

(49.1%) were rated *Recognized* (Table 7.1). Statewide, 64.2 percent of students were enrolled in *Exemplary* and *Recognized* districts or charters. A total of 342 districts or charters (27.6%) achieved the *Academically Acceptable* rating, and 37 (3.0%) were rated *Academically Unacceptable*. Nearly a third of students (32.8%) were enrolled in *Academically Acceptable* districts or charters. Another 2.9 percent of students were enrolled in *Academically Unacceptable* districts or charters. Ten charters received a rating of *Not Rated: Other* in 2010.

Rating	2009 ^b		2010 ^b	
	Number	Percent	Number	Percent
School Districts, Including Charter Districts				
Exemplary	117	9.5	241	19.5
Recognized	464	37.6	607	49.1
Acad. ^c Acceptable	570	46.1	342	27.6
Standard Procedures	518	41.9	294	23.8
AEA Procedures	52	4.2	48	3.9
Acad. Unacceptable	73	5.9	37	3.0
Standard Procedures	56	4.5	22	1.8
AEA Procedures	17	1.4	15	1.2
NR ^d : Other (Std. ^e + AEA)	11	0.9	10	0.8
NR: Data Integrity Issues	0	0.0	0	0.0
Total	1,235	100	1,237	100
School Districts, Excluding Charter Districts				
Exemplary	85	8.3	191	18.5
Recognized	421	40.9	567	55.0
Acad. Acceptable	476	46.2	258	25.0
Standard Procedures	476	46.2	258	25.0
AEA Procedures	n/a ^f	n/a	n/a	n/a
Acad. Unacceptable	46	4.5	14	1.4
Standard Procedures	46	4.5	14	1.4
AEA Procedures	n/a	n/a	n/a	n/a
NR: Other (Std. + AEA)	2	0.2	0	0.0
NR: Data Integrity Issues	0	0.0	0	0.0
Total	1,030	100	1,030	100
Charter Districts				
Exemplary	32	15.6	50	24.2
Recognized	43	21.0	40	19.3
Acad. Acceptable	94	45.9	84	40.6
Standard Procedures	42	20.5	36	17.4
AEA Procedures	52	25.4	48	23.2
Acad. Unacceptable	27	13.2	23	11.1
Standard Procedures	10	4.9	8	3.9
AEA Procedures	17	8.3	15	7.2
NR: Other (Std. + AEA)	9	4.4	10	4.8
NR: Data Integrity Issues	0	0.0	0	0.0
Total	205	100	207	100

^aAlternative education accountability. ^bRatings as of November 2009 and 2010, respectively. ^cAcademically. ^dNot rated. ^eStandard accountability. ^fNot applicable.

Of the 8,435 public school campuses and charter campuses, 2,637 (31.3%) were rated *Exemplary* in 2010, and 3,160 (37.5%) were rated *Recognized* (Table 7.2).

Rating	2009 ^b		2010 ^b	
	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Exemplary	2,158	25.9	2,637	31.3
Recognized	2,943	35.4	3,160	37.5
Acad. ^c Acceptable	2,316	27.9	1,884	22.3
Standard Procedures	1,911	23.0	1,454	17.2
AEA Procedures	405	4.9	430	5.1
Acad. Unacceptable	245	2.9	104	1.2
Standard Procedures	208	2.5	84	1.0
AEA Procedures	37	0.4	20	0.2
NR ^d : Other (Std. ^e + AEA)	659	7.9	650	7.7
NR: Data Integrity Issues	1	<0.1	0	0.0
Total	8,322	100	8,435	100
Campuses, Excluding Charter Campuses				
Exemplary	2,089	26.5	2,528	31.7
Recognized	2,867	36.4	3,083	38.7
Acad. Acceptable	2,102	26.6	1,666	20.9
Standard Procedures	1,849	23.4	1,396	17.5
AEA Procedures	253	3.2	270	3.4
Acad. Unacceptable	199	2.5	77	1.0
Standard Procedures	193	2.4	76	1.0
AEA Procedures	6	0.1	1	0.0
NR: Other (Std. + AEA)	627	7.9	618	7.8
NR: Data Integrity Issues	1	<0.1	0	0.0
Total	7,885	100	7,972	100
Charter Campuses				
Exemplary	69	15.8	109	23.5
Recognized	76	17.4	77	16.6
Acad. Acceptable	214	49.0	218	47.1
Standard Procedures	62	14.2	58	12.5
AEA Procedures	152	34.8	160	34.6
Acad. Unacceptable	46	10.5	27	5.8
Standard Procedures	15	3.4	8	1.7
AEA Procedures	31	7.1	19	4.1
NR: Other (Std. + AEA)	32	7.3	32	6.9
NR: Data Integrity Issues	0	0.0	0	0.0
Total	437	100	463	100

^aAlternative education accountability. ^bRatings as of November 2009 and 2010, respectively. ^cAcademically. ^dNot rated. ^eStandard accountability.

A total of 1,884 campuses (22.3%) achieved the *Academically Acceptable* rating, and 104 (1.2%) were rated *Academically Unacceptable*. An additional 650 (7.7%) were *Not Rated: Other*. Enrollment on these 650 campuses accounted for only 1.6 percent of the total student population. Approximately one-fifth of the state's students (21.3%) were enrolled in *Academically Acceptable* campuses. Another 75.8 percent of all students were enrolled in *Exemplary* or *Recognized* campuses, and 1.3 percent were enrolled in *Academically Unacceptable* campuses.

As a result of required improvement, TPM, and the exceptions provision, a total of 774 districts were able to achieve higher ratings. Eighty-six moved to *Academically Acceptable*, 519 moved to *Recognized*,

and 167 moved to *Exemplary*. Of the three features, the TPM was used most often. The TPM feature alone elevated 386 of the 774 districts. A total of 4,471 campuses were also able to achieve higher ratings as a result of required improvement, TPM, and the exceptions provision. A total of 602 moved to *Academically Acceptable*, 2,399 moved to *Recognized*, and 1,470 moved to *Exemplary*. As with districts, the TPM feature had the greatest effect on campus ratings, with 2,734 campuses using the TPM feature alone to achieve a higher rating.

Campuses rated under AEA procedures are not eligible for the *Exemplary* or *Recognized* rating. Overall, 430 (93.5%) of the campuses rated under AEA procedures were rated *AEA: Academically Acceptable*, and 20 (4.3%) were rated *AEA: Academically Unacceptable*.

Statewide, the percentage of campuses rated *Exemplary* increased from 25.9 percent in 2009 to 31.3 percent in 2010. The percentage of campuses rated *Recognized* increased from 35.4 percent in 2009 to 37.5 percent in 2010. The percentage of campuses rated *Academically Unacceptable* decreased from 2009 by 1.7 percentage points. Increases in the highest categories caused the percentage of campuses rated *Academically Acceptable* to decrease (by 5.6 percentage points).

In 2009, a hurricane provision was implemented to address the effects of Hurricane Ike on Texas public schools and school districts. Performance results for students displaced because of the hurricane were removed from the assessment indicators before determining 2009 accountability ratings under both standard and AEA procedures. In addition, districts and campuses directly affected by the hurricane were eligible for special evaluation if certain conditions were met. Eligible districts and campuses with system-generated ratings that were *Academically Unacceptable* or lower than the ratings received in 2008 were given ratings of *Not Rated: Other*.

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 may apply to be rated under the AEA procedures. To be rated under AEA procedures, an applicant must meet the AEA application deadline and meet AEA registration criteria.

Although most charter districts have only one campus, many operate multiple campuses. Between 1997 and 2002, only the campuses received accountability ratings. Beginning in 2004, charter districts, as well as the campuses they operated, were rated. Charter districts

were rated just as local school districts were—based on aggregate performance of the campuses operated by each charter. Charter districts also were subject to the additional performance requirements applied to local school districts, including standards for underreported student records and checks for *Academically Unacceptable* campuses. Beginning in 2005, some charter districts were eligible to be evaluated under AEA procedures. Charter districts that operated only registered AECs were evaluated under AEA procedures. Charter districts 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 district's students were enrolled at registered AECs.

In 2010, a total of 139 charter districts were rated under the standard accountability procedures, and 68 were rated under AEA procedures (Table 7.1 on page 99). Fifty charter districts were *Exemplary*, 40 were *Recognized*, 84 were *Academically Acceptable*, and 23 were *Academically Unacceptable*. Ten charter districts were *Not Rated: Other* because they had insufficient TAKS results in the accountability subset to assign one of the other rating labels.

Of the 463 charter campuses, 276 (59.6%) were rated under the standard accountability procedures in 2010, and 187 (40.4%) were rated under AEA procedures (Table 7.2 on page 99). One hundred nine charter campuses were *Exemplary*, 77 were *Recognized*, 218 were *Academically Acceptable*, and 27 were *Academically Unacceptable*. A total of 32 charter campuses were *Not Rated: Other*.

State Supports for Struggling Schools, 2009-10

TEA has undertaken, as one of its key initiatives, efforts to prioritize the coordination and delivery of intervention activities and provide assistance to struggling schools and districts. Critical steps were implemented in 2008-09 to build a framework for this important, ongoing initiative. One foundational step was the creation of the Texas Center for District and School Support (TCDSS), which is housed at the Region 13 Education Service Center (ESC). The TCDSS is designed to improve district and campus turnaround capacity by coordinating, to the extent possible, interventions for state and federal accountability and by creating a leadership academy to develop qualified candidates to be turnaround leaders at all levels of the education system. The center coordinates with TEA, Texas stakeholders, and national entities in the pursuit of this mission. In 2009-10, TCDSS initiatives continued to expand in response to the identified needs of struggling schools and districts.

Through the combined efforts of the TCDSS, the School Improvement Resource Center, and the Texas Turnaround Center, interventions for underperforming campuses are being targeted and streamlined in collaboration with teams at the 20 regional ESCs, external technical assistance providers, and district personnel. Training for external technical assistance for both state and federal support has been aligned, and a network of professional service providers has been created.

The Texas Turnaround Leadership Academy (TTLA) was established to develop district and campus leadership skills, emphasizing behaviors and supports essential for the improvement of the lowest performing schools in the state. The academy's initial focus has been on establishing systems that provide direct support and services to identified districts and campuses, with a goal of expanding this initial effort into a School Turnaround Specialization Program using the evaluation results related to initial TTLA implementation. TTLA activities will continue to be expanded to:

- ♦ immediately serve the lowest performing campuses in the state;
- ♦ establish and expand the pipeline of principals uniquely skilled to turn around chronically underperforming schools;
- ♦ influence the educator preparation programs in Texas to realign/expand their certification coursework and/or establish specialized preparation programs; and
- ♦ strengthen the knowledge and skills of ESCs to better support the lowest performing schools in their regions.

The work undertaken by TCDSS is expected to result in broad benefits to districts and campuses that are affected by the state and federal accountability systems. It is expected that this focus on school improvement also will be reflected in district performance in the Performance-Based Monitoring System, under which targeted interventions are implemented based on specific performance indicators.

Interventions for Academically Unacceptable Performance, 2009-10

In 2009, a total of 87 school districts and 270 campuses initially were rated *Academically Unacceptable*. Of those, 14 districts and 25 campuses were successful in appealing their initial ratings. Appendix 7-A on page 109 presents a list of school districts and campuses rated *Academically Unacceptable* in 2009, with information about the reasons they received the ratings. TEA uses a framework of graduated interventions for districts and campuses rated *Academically Unacceptable*. In 2009-10, 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 2009 were required to engage in one or more intervention activities specified under Texas Education Code (TEC) Chapter 39, Subchapter E (2009). These include assignment of a campus intervention team (CIT) by TEA, completion of an on-site needs assessment and evaluation by the CIT, development and implementation of a school improvement plan, campus reconstitution under the oversight of the 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 2009 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 2009-10, 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 2009 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 or the commissioner's designee.

A campus rated *Academically Unacceptable* for a fourth consecutive year in 2009 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 seven campuses rated *Academically Unacceptable* for a fourth consecutive year, monitors, conservators, or management teams were assigned to the districts in which the campuses were located under the authority of TEC §39.1324(c) to ensure and oversee implementation of the school improvement plans. One district with a fourth-year *Academically Unacceptable* campus was under the oversight of a board of managers as a result of multiple district deficiencies.

One campus rated *Academically Unacceptable* for a fifth consecutive year in 2009 was ordered to undergo alternative campus management. However, implementation of alternative campus management was waived for one year under the authority of TEC §39.1327(c), which allows a one-year waiver when it is determined that the basis for the rating is limited to a specific condition that may be remedied with targeted technical assistance. The waiver was granted in this case because of the performance improvement noted across most subject areas and the focused nature of the needed improvement. A second campus rated *Academically Unacceptable* for a fifth consecutive year in 2009 was ordered closed and repurposed under the authority of TEC §39.1324(f), and a third campus with this rating was closed after the accreditation of the district in which it was located was revoked.

A district rated *Academically Unacceptable* for a second consecutive year in 2009 was subject to potential assignment of a monitor by TEA, and two districts had monitors assigned for this reason. A district rated *Academically Unacceptable* for a third consecutive year in 2009 was assigned a TEA conservator. A district rated *Academically Unacceptable* for a fourth or fifth consecutive year in 2009 also was subject to the assignment of a TEA conservator, and two districts had conservators assigned for this reason. One other district rated *Academically Unacceptable* for a fourth consecutive year did not operate during the 2009-10 school year. Additionally, under the authority of TEC §39.071 and 19 Texas Administrative Code (TAC) Chapter 97, Subchapter EE, a district rated *Academically Unacceptable* for a second consecutive year or more in 2009 was assigned an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. One district was closed and annexed to a neighboring school district, effective July 1, 2010, after the district was assigned a 2009-10 accreditation status of Not Accredited-Revoked.

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; acquisition of professional services; or appointment of a board of managers.

Performance-Based Monitoring System

Overview

State and federal statute guide TEA monitoring activities. The agency has developed and implemented a Performance-Based Monitoring (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

School districts receive annual performance information through the Performance-Based Monitoring Analysis System (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 and migrant 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.¹

Because districts may occasionally demonstrate egregious performance or compliance problems, the PBM system incorporates an imminent-risk component that allows for a coordinated agency response to occur when necessary and appropriate. The response is immediate and involves a comprehensive review that may include

¹The 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.

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, 2009-10," on this page 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 E [2009]). 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 120 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2009, and August 31, 2010.

Appendix 7-C on page 125 presents a list of school districts that were assigned a lowered accreditation status in 2009-10 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, 2009-10

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 non-compliance; (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, 2009-10," in Appendix 7-J on page 134). Additionally, because state and federal law require close coordination among special education policy, program, and monitoring functions, TEA's inte-

grated 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; overrepresentation of students in special education programs; disproportionate student representation in special education programs based on race or ethnicity or on limited English proficiency; and disciplinary actions (Table 7.3). Interventions for 2009-10 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 2009 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

Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2009

Number	Indicator
1(i-v)	District-level percentage of students served in special education who passed each designated TAKS/TAKS (Accommodated) grade and 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 designated TAKS grade and subject test (mathematics, reading/English language arts, science, social studies, and writing).
3	District-level percentage of students served in special education who were tested on TAKS or TAKS (Accommodated) in all designated grades and subjects (mathematics, reading/English language arts, science, social studies, and writing).
4	District-level percentage of students served in special education who were tested on TAKS-Modified in all designated grades and subjects (mathematics, reading/English language arts, science, social studies, and writing) (report-only indicator).
5	District-level percentage of students served in special education who were tested on TAKS-Alternate in all designated grades and subjects (mathematics, reading/English language arts, science, social studies, and writing) (report-only indicator).
6	District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments.
7	District-level percentage of students served in special education (ages 6-11) who were placed in less restrictive environments.
8	District-level percentage of students served in special education (ages 12-21) who were placed in less restrictive environments.
9	District-level percentage of students served in special education (Grades 7-12) who dropped out of school.
10	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas.
11	District-level percentage of students served in special education who graduated with high school diplomas in four years.
12	District-level percentage of students served in special education.
13	District-level percentage of African American students served in special education, compared to percentage of all African American students enrolled in the district.
14	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
15	District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students enrolled in the district.
16	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.
17	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.
18	District-level percentage of students served in special education who were placed in out-of-school suspension (OSS) at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion (report-only indicator).

more than two 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 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 2009 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3 and three or more with a performance level of 2 each; or (b) two special education PBMAS indicators with performance levels of 3 each and no indicator 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: two special education PBMAS indicators with performance levels of 3 each and one or two with performance levels of 2 each.

Stage 3 Intervention: Focused Data Analysis, Program Effectiveness Review, Public Program Performance Review (LEA Public Meeting), and Compliance Review. An LEA identified at this level of intervention was required to complete the activities in Stage 2 Intervention and a compliance review related to identified areas of performance concern. The purpose of the compliance review is to ensure the LEA is implementing the

program as required by federal 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) two special education PBMAS indicators with performance levels of 3 each and three or more with performance levels of 2 each; (b) three special education PBMAS indicators with performance levels of 3 each; (c) four special education PBMAS indicators with performance levels of 3 each and no more than one with a performance level of 2; and (d) 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 E (2009).

Stage 4 Intervention was implemented for any LEA that met the following criteria: (a) four special education PBMAS indicators with performance levels of 3 each and two or more with performance levels of 2 each; (b) five or more special education PBMAS indicators with performance levels of 3 each; (b) participated in Stage 3 or 4 Intervention in 2007-08, participated in Stage 1B or 2 Intervention in 2008-09, and met 2009-10 criteria for Stage 3 Intervention; (c) participated in Stage 3 or Stage 4 Intervention in 2008-09 and met 2009-10 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, 2009-10

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 134). 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, 2006-07, 2007-08, or 2008-09 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 2009-10, there were 17 program status categories (Table 7.4). The categories were defined as follows.

Rating	Districts
Local Interventions Implemented	211
Completed: Routine Follow-up	72
Completed: Noncompliance Follow-up	122
Pending Continuous Improvement Plan Resubmission	1
Pending TEA ^a On-Site Action	4
TEA On-Site Action Completed: Routine Follow-up	0
TEA On-Site Action Completed: Noncompliance Follow-up	20
TEA On-Site Action Completed: Oversight/Sanction/Intervention	1
Year After TEA On-Site Action: Routine Follow-up	1
Year After TEA On-Site Action: Noncompliance Follow-up	11
Pending Random Data Verification	0
Pending Random Process Verification	0
Oversight/Sanction/Intervention	2
On-Site Intervention Assigned	12
Proposed Charter Non-renewal	0
Closure	0
In Review	0
Total	457

^aTexas 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.

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.

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.

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, management team, or board of managers 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.

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

In Review. TEA had not completed initial review of the information submitted by the LEA.

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 state support for struggling schools, contact Ann Smisko, Associate Commissioner for School Improvement and Support, (512) 936-9831.

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, Associate Commissioner for Accreditation, (512) 463-5899; or Karen Batchelor, Deputy Associate Commissioner for Program Monitoring and Interventions, (512) 463-5226.

Other Sources of Information

For additional information on the state accountability system, see the *2010 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2010/manual/index.html.

For additional information on performance-based monitoring, see the Performance-Based Monitoring Division and Program Monitoring and Interventions Division Web pages, which can be accessed using the A-Z Index tab on the TEA website at www.tea.state.tx.us/index4.aspx?id=180.

Appendix 7-A

The table that begins on page 109 presents information about the 73 school districts and 245 campuses rated *Academically Unacceptable* in 2009 under either alternative education accountability (AEA) or standard accountability procedures.

Of the 73 *Academically Unacceptable* districts:

- ◆ 16 received the rating because of Texas Assessment of Knowledge and Skills (TAKS) performance only;
- ◆ 43 because of completion rate only;
- ◆ 7 because of dropout rate only; and
- ◆ 7 because of a combination of completion rate and dropout rate.

Of the 245 *Academically Unacceptable* campuses:

- ◆ 150 received the rating because of TAKS performance only;
- ◆ 62 because of completion rate only;
- ◆ 15 because of dropout rate only; and
- ◆ 18 because of a combination of completion rate, dropout rate, and poor performance on the TAKS.

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Academically Unacceptable Districts						
Academy Of Dallas					T	
Alice						C
Alphonso Crutch's Life Support Cen		4	•	D		C
Andrews						C
Austin Can Academy Charter School		2	•	D		
Ballinger						C
Bay Area Charter Inc						C
Beeville						C
Benavides						C
Benji's Special Educational Academ			•			C
Bloomington						C
Brenham						C
Caldwell						C
Comanche						C
Cotulla						C
Dallas Can Academy Charter			•	D		C
Dayton						C
Dr M L Garza Gonzalez Charter		2	•			C
Ector County						C
Education Center		2			T	
Encino School					T	
Fort Stockton						C
Fort Worth Can Academy			•	D		
Freer						C
Golden Rule Charter School					T	

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.

- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Granbury						C
Grandfalls Royalty					T	
Grape Creek						C
Grapeland					T	
Gulf Shores Academy			•		T	
Hempstead						C
Houston Alternative Preparatory Ch		3			T	
Houston Can Academy Charter School			•	D		C
Jean Massieu Academy		4			T	
Juan B Galaviz Charter School			•			C
Judson						C
Kendleton		5			T	
Kingsville						C
La Vega						C
Lancaster				D		
Luling						C
Mid Valley Academy			•	D		
Midland						C
Muleshoe						C
Munday					T	
North Forest						C
North Houston H S For Business			•			C
Novice		2			T	C
One Stop Multiservice Charter Scho			•	D		
Orenda Charter School			•		T	

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.

- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Paris						C
Pearsall						C
Premont						C
Quinlan						C
Refugio					T	
Richard Milburn Academy Amarillo			•	D		
Richard Milburn Academy Suburban			•	D		C
Robstown						C
Rosebud Lott					T	
San Antonio						C
San Antonio Can High School			•	D		C
San Antonio Preparatory Academy					T	
San Marcos						C
School Of Science And Technology				D		
South San Antonio						C
Southwest Preparatory School			•			C
Southwest School				D	T	C
Star					T	
Temple						C
Texas City						C
Victoria						C
Waco						C
West Orange Cove						C
Academically Unacceptable Campuses						
Academy Of Dallas	Academy Of Dallas				T	
Alice	Alice H S					C

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.

T Low rating because of TAKS performance.

C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Alphonso Crutch's Life Support Cen	Alphonso Crutch's Life Support Cen	4	•	D		C
Amarillo	Fannin Middle Tascosa H S				T	C
Andrews	Andrews High School					C
Arlington	Hutcheson J H Nichols J H	2		D	T	
Austin	Eastside Memorial Hs At The Johnst Garcia M S Lamar M S Lbj High School Martin M S Mendez M S Pearce M S Reagan H S	2 5 4			T T T T T T T	C
Austin Can Academy Charter School	Austin Can Academy Charter School	2	•	D		
Bastrop	Bastrop Middle	2			T	
Beeville	A C Jones High School					C
Benavides	Benavides Secondary					C
Benji's Special Educational Academ	Benji's Special Educational Academ		•			C
Big Spring	Big Spring J H	2			T	
Bloomington	Bloomington H S					C
Brazos School For Inquiry Creati	Brazos School For Inquiry And Crea				T	
Brownfield	Brownfield Middle				T	
Bryan	Arthur L Davila Middle Brazos Co Juvenile Detention Cente Fannin Elementary Jane Long Sam Rayburn	2			T T T T	C
Caldwell	Caldwell H S					C
Carrizo Springs	Carrizo Springs J H				T	
Connally	Connally Junior High				T	

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.
- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Corpus Christi	Lexington El				T	
	South Park Middle				T	
Cotulla	Frank Newman Middle				T	
Crockett	Crockett J H	2			T	
Crystal City	Sterling H Fly Jr H S				T	
Daingerfield Lone Star	Daingerfield J H				T	
Dalhart	Dalhart J H				T	
Dallas	A Maceo Smith High School	3			T	C
	Benjamin Franklin Middle School				T	
	Bryan Adams High School					C
	D A Hulcy Middle School				T	
	David W Carter High School					C
	E B Comstock Middle School				T	
	Edward Titche Elementary School				T	
	Franklin D Roosevelt High School	4				C
	Fred F Florence Middle School				T	
	Frederick Douglass Elementary Scho	2			T	
	H Grady Spruce H S	5				C
	J N Ervin El School	2			T	
	Jack Lowe Sr Elementary School				T	
	Justin F Kimball High School	4				C
	L G Pinkston High School	4				C
	North Dallas High School	3				C
	Oliver Wendell Holmes Humanities C				D	
Robert T Hill Middle School	2				T	
Seagoville H S	4				C	
Seagoville Middle School					T	
T W Browne Middle School					T	
Dallas Can Academy Charter	Dallas Can Academy Charter		•	D		C
	Dallas Can Academy Charter Oak Cl		•	D		
	Texans Can Academy Dallas South C		•	D		C
	Texans Can At Carrollton Farmers B		•			C
Dayton	Dayton H S					C
Dr M L Garza Gonzalez Charter	Dr M L Garza Gonzalez Charter	2	•			C
	Gcclr Institute Of Technology		•			C
Ector County	Bonham J H				T	
	Crockett J H				T	
	Hood J H				T	
	Odessa H S					C

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.

- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
	Permian H S					C
Education Center	The Education Center In Lewisville				T	
El Paso	Bassett Middle Guillen Middle Jefferson H S				T T	C
Elgin	Elgin Middle				T	
Encino School	Encino School				T	
Ennis	Ennis J H				T	
Everman	Everman J H				T	
Fort Worth	A M Pate El Arlington Heights H S Daggett Middle Dunbar H S Eastern Hills H S Edward Briscoe El Forest Oak Middle Handley Middle Meacham Middle South Hills H S Stripling Middle Wedgwood Middle	3 3 2 3			T T T T T T T T T T	C C C
Fort Worth Can Academy	Fort Worth Can Academy		•	D		
Fredericksburg	Fredericksburg Middle				T	
Freer	Freer H S Freer J H	3			T	C
George Gervin Academy	The Education And Training Center		•	D		
Golden Rule Charter School	Golden Rule Charter School				T	
Gonzales	Gonzales J H				T	
Goodrich	Goodrich El				T	
Granbury	Granbury H S					C
Grand Prairie	Grand Prairie H S Kennedy Middle					C T

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.
- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)						
District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Grandfalls Royalty	Grandfalls Royalty School				T	
Grape Creek	Grape Creek H S					C
Gulf Shores Academy	Gulf Shores High School		•		T	
Hearne	Hearne Elementary				T	
Hempstead	Hempstead H S				T	C
Hereford	Hereford J H				T	
Hillsboro	Hillsboro H S				T	
Hondo	Mcdowell Middle School				T	
Hooks	Hooks H S				T	
Houston	Attucks Middle				T	
	Dowling Middle				T	
	Fondren Middle	2			T	
	Kashmere H S					C
	Lee H S	2			T	C
	Ryan Middle				T	
	Sharpstown H S					C
	Smith Education Center				T	
	Sterling H S					C
	Walipp				T	
Houston Alternative Preparatory Ch	Westbury H S					C
	Worthing H S	2				C
Houston Alternative Preparatory Ch	The Preparatory Academy Of Houston	3			T	
Houston Can Academy Charter School	Houston Can Academy Charter Schoo		•			C
	Houston Can Academy Hobby		•	D		C
Humble	Humble H S					C
	North Belt EI				T	
Iraan Sheffield	Pyote Hs		•		T	
Jean Massieu Academy	Jean Massieu Academy	4			T	
Jim Hogg County	Hebbronville J H				T	
Juan B Galaviz Charter School	Juan B Galaviz Charter School		•			C
Kendleton	Powell Point EI	5			T	

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.

- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Kenedy	Kenedy High School				T	
Killeen	Harker Heights H S					C
La Pryor	La Pryor H S				T	
La Vega	La Vega H S				T	C
	La Vega Junior High School George	2			T	
La Villa	La Villa H S	2			T	
Lancaster	Lancaster Middle			D		
Laredo	D D Hachar El				T	
	Dovalina El				T	
	J C Martin Jr El				T	
Longview	Forest Park Magnet School				T	
	Judson Middle				T	
Lubbock	Alderson M S				T	
	Dunbar M S				T	
Luling	Luling H S					C
Manor	Decker Middle School				T	
	Manor H S	2			T	
Marlin	Marlin El	3			T	
Marshall	G W Carver El				T	
	Marshall J H				T	
McKinney	Mckinney High School					C
Mercedes	Mercedes Academic Academy		•		T	
	Mercedes J H				T	
Mid Valley Academy	Mid Valley Academy		•	D		
	Mid Valley Academy Mcallen		•	D		
Midland	Lamar Elementary				T	
	Lee H S					C
	Midland H S					C
	Travis Elementary	2			T	
Moody	Moody Middle				T	
Muleshoe	P E P		•	D		

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.
- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Nacogdoches	Mike Moses M S				T	
Navasota	Success Academy				T	C
North Forest	North Forest H S	4			T	C
North Houston H S For Business	North Houston H S For Business North Houston Multi Language Acad		•		T	C
Novice	Novice School	2			T	C
O'Donnell	O'donnell J H				T	
One Stop Multiservice Charter Scho	Children Of The Sun Children Of The Sun One Stop Multiservice One Stop Multiservice H S Sentry Technology Prep Sch		• • • • •	D D D D D		
Orenda Charter School	Canyon Lakes New Horizons Williams House		• • •		T T T	
Paradigm Accelerated Charter Schoo	Paradigm Accelerated Charter School				T	
Paris	Paris H S Travis J H				T	C
Pasadena	Sam Rayburn H S					C
Pearsall	Pearsall H S					C
Plano	Armstrong Middle				T	
Por Vida Academy	Corpus Christi Academy	2			T	
Premont	Premont H S Premont J H	2			T	C
Progreso	School Of Choice		•		T	
Quanah	Quanah H S				T	
Quinlan	Wh Ford High School					C
Raymondville	Myra Green Middle School				T	
Reagan County	Reagan County Middle				T	

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.
- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
Richard Milburn Academy Suburban	Richard Milburn Academy Suburban		●			C
Robstown	Alter Lrn Ctr Robstown High School		●			C C
Rocksprings	Rocksprings H S				T	
Sabinal	Sabinal J H				T	
San Antonio	Carvajal El Davis Middle Houston H S Jefferson H S Lowell Academy M L King Academy Pershing El	2			T T T T T T	C C
San Antonio Can High School	San Antonio Can High School		●	D		C
San Antonio Preparatory Academy	Sendero Academy				T	
San Augustine	San Augustine Int				T	
Santa Maria	Santa Maria Middle				T	
School Of Excellence In Education	Dr Paul S Saenz J H Rick Hawkins High School	3			T	C
School Of Science And Technology	School Of Science And Technology			D		
Seagraves	Seagraves J H				T	
South San Antonio	South San Antonio H S					C
Southwest Preparatory School	New Directions Southwest Preparatory School Southwest Preparatory School North		● ● ●			C C C
Southwest School	Texas Virtual Academy At Southwest				T	
Star	Star School				T	
Sulphur Springs	Sulphur Springs H S				T	
Taft	Taft J H				T	
Teague	Teague H S				T	
Temple	Lamar Middle				T	

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures.
- D Low rating because of dropout performance.
- T Low rating because of TAKS performance.
- C Low rating because of completion rate performance.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2009 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2009 AU Rating		
				D	T	C
	Meridith Dunbar EI	3			T	
	Temple H S					C
	Travis Middle				T	
Terrell	Herman Furlough Jr Middle				T	
	J W Long EI				T	
	Kennedy EI				T	
Texas City	Texas City H S					C
Trinity	Trinity J H				T	
Tyler	Dogan Middle School				T	
	Hogg Middle School				T	
Uvalde	Uvalde J H				T	
Valley View	Valley View Phoenix Academy		●		T	
Vernon	Vernon Middle School				T	
Victoria	Memorial High School					C
Waco	Brazos Middle				T	
	Lake Air Middle				T	
	University H S					C
	University Middle				T	
	Waco H S					C
West Orange Cove	West Orange Stark H S					C

Note. Codes for additional rating information represent the following:

- Evaluated under alternative education accountability procedures. T Low rating because of TAKS performance.
- D Low rating because of dropout performance. C Low rating because of completion rate performance.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2009, Through August 31, 2010**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
10	A+ Academy	Conservator	Finance/Governance/Operations	4/5/07
		Board of Managers	Conservator Suspended Finance/Governance/Operations	5/1/09 5/1/09
04	Alphonso Crutch's-Life Support Center	Monitor	AEA ^a : Academically Unacceptable/ Multi-Year	3/14/08
13	Austin ISD ^b	Management Team	Academically Unacceptable Campuses/ Multi-Year	11/13/07
			Management Team Removed	8/5/10
12	Axtell ISD	Conservator	Noncompliance Special Education Requirements (RFM) ^c	8/10/09
07	Azleway Charter School	Conservator	Noncompliance Special Education Requirements (RFM)	2/4/09
05	Beaumont ISD	Conservator	Noncompliance Special Education Requirements (RFM)	6/26/09
04	Benji's Special Educational Academy Charter School	Conservator	Noncompliance Special Education Requirements	12/13/07
		Management Team	Noncompliance Special Education Requirements/Governance/ Operations/Program Deficiencies	6/24/09
11	Cleburne ISD	Monitor	Finance	10/15/08
			Monitor Removed	4/14/10
10	Dallas County Juvenile Justice	Conservator	Noncompliance Special Education Requirements (RFM)	8/14/09
10	Dallas ISD	Monitor	Academically Unacceptable Campuses/ Multi-Year	7/31/08
		Conservator	Noncompliance Special Education Requirements (RFM)	8/18/09
11	Denton ISD	Conservator	Noncompliance Special Education Requirements (RFM)	1/27/09
01	Edcouch-Elsa ISD	Conservator	Finance	10/1/08
11	Education Center	Monitor	Academically Unacceptable/ Multi-Year	12/15/09

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dHigh school. ^eConsolidated independent school district. ^fFinancial Integrity Rating System of Texas. ^gTexas Assessment of Knowledge and Skills.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2009, Through August 31, 2010 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
19	El Paso School of Excellence	Conservator	Finance	7/29/05
		Management Team	Academically Unacceptable/ Multi-Year/Finance/Operations	11/13/07
		Board of Managers	Management Team Suspended	5/1/09
			Academically Unacceptable/ Multi-Year/Finance/Governance/ Operations	5/1/09
		Charter Returned/Board of Managers Removed	6/30/10	
10	Faith Family Academy of Oak Cliff	Monitor	Academically Unacceptable/ Multi-Year	11/21/08
13	Fruit of Excellence	Monitor	Noncompliance Special Education Requirements	12/17/09
		Conservator	Finance	8/20/10
20	Gabriel Tafolla Academy	Monitor	Academically Unacceptable/ Multi-Year	12/4/06
		Conservator	Academically Unacceptable/ Multi-Year/Finance	11/21/08
20	George I Sanchez Charter HS ^d San Antonio Branch	Conservator	Noncompliance Special Education Requirements (RFM ^e)	4/18/08
04	George I Sanchez Charter	Conservator	Noncompliance Special Education Requirements (RFM)	9/16/09
04	Girls & Boys Preparatory Academy	Conservator	Finance/Governance/Operations/ Academic Programs	12/23/08
04	Houston ISD ^b	Management Team	Academically Unacceptable Campuses/ Multi-Year	8/29/08
04	Houston Alternative Preparatory Charter School	Conservator	Academically Unacceptable/ Multi-Year/Finance	12/2/09
10	Inspired Vision Academy	Conservator	Finance/Governance/Operations	4/5/07
		Board of Managers	Conservator Suspended	5/1/09
			Finance/Governance/Operations	5/1/09
12	Itasca ISD	Conservator	Noncompliance Special Education Requirements/Noncompliance Special Programs/Data Reporting/ Finance/Operations	4/11/08
		Management Team	Noncompliance Special Education Requirements/Noncompliance Special Programs/Data Reporting/ Finance/Operations	12/3/08
		Conservator	One Conservator Removed/One Conservator Maintained	12/11/09

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dHigh school. ^eConsolidated independent school district. ^fFinancial Integrity Rating System of Texas. ^gTexas Assessment of Knowledge and Skills.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2009, Through August 31, 2010 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
04	Jamie's House Charter School	Monitor	Noncompliance Special Education Requirements (RFM ^c)	3/29/10
		Conservator	Discipline Management/Discipline Data Reporting/Policies	5/26/10
10	Jean Massieu Academy	Monitor	Academically Unacceptable/ Multi-Year	10/30/07
		Conservator	Monitor Removed	5/22/08
			Academically Unacceptable/ Multi-Year/Noncompliance Special Education Requirements/ Operations/Finance/Special Programs	5/22/08
Management Team	Academically Unacceptable/ Multi-Year/Noncompliance Special Education Requirements/ Operations/Finance/Special Programs	5/26/10		
04	Jesse Jackson Academy	Monitor	Academically Unacceptable/ Multi-Year	12/4/06
			Charter Operations Suspended/ Monitor Suspended	12/2/08
04	Kendleton ISD ^b	Monitor	Academically Unacceptable/ Multi-Year	1/3/07
		Conservator	Monitor Removed	6/25/09
			Not Accredited-Revoked Status District Annexed to Lamar CISD ^e	6/25/09 6/30/10
04	La Amistad Love & Learning Academy	Monitor	Financial Management	2/13/09
10	Lancaster ISD	Conservator	Finance	6/30/08
			Conservator Removed	8/12/10
17	Levelland ISD	Conservator	Noncompliance Special Education Requirements (RFM)	7/8/09
			Conservator Removed	3/1/10
18	Marathon ISD	Monitor	Multiple years Substandard School FIRST ^f Ratings/Finance	11/7/08
		Conservator	Monitor Removed	3/10/10
			Multiple years Substandard School FIRST Ratings/Finance	3/10/10
11	Metro Academy of Math and Science	Monitor	Academically Unacceptable/ Multi-Year	11/21/08

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dHigh school. ^eConsolidated independent school district. ^fFinancial Integrity Rating System of Texas. ^gTexas Assessment of Knowledge and Skills.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2009, Through August 31, 2010 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
04	North Forest ISD ^b	Conservator	Finance	3/7/07
		Management Team	Finance/Academically Unacceptable/ Multi-Year/Noncompliance Special Education Requirements	11/1/07
		Board of Managers	Finance/Academically Unacceptable/ Multi-Year/Noncompliance Special Education Requirements/ Gover- nance/Operations	10/16/08
		Conservator	Management Team Suspended Finance/Academically Unacceptable/ Multi-Year/Noncompliance Special Education Requirements/ Gover- nance/Operations	12/3/08 6/25/10
04	North Houston HS ^d for Business	Monitor	Academically Unacceptable/ Multi-Year	10/31/07
20	Northside ISD	Conservator	Noncompliance Special Education Requirements (RFM ^c)	9/30/09
04	Northwest Preparatory	Monitor	Academically Unacceptable/ Multi-Year/Negative Asset Balance/ Multi-Year	3/07/08
15	Novice ISD	Monitor	Academically Unacceptable/ Multi-Year	12/15/09
		Conservator	Monitor Removed Academically Unacceptable/ Multi-Year/Finance	5/14/10 5/14/10
03	Outreach Academy	Conservator	Finance	12/12/08
02	Premont ISD	Monitor	Academically Unacceptable/Multiple Years Substandard School FIRST ^f Ratings/Noncompliance Special Education Requirements	12/18/09
		Management Team	Monitor Removed Multiple Years Substandard School FIRST Ratings/Noncompliance Special Education Requirements/ Governance	8/25/10 8/25/10
20	San Antonio ISD	Conservator	Noncompliance Special Education Requirements (RFM)	2/4/09
20	San Antonio Preparatory Academy	Monitor	Finance	8/1/08
		Conservator	Monitor Removed Finance/Governance/Operations/ Academic Programs	5/18/10 5/18/10
		Board of Managers	Conservator Suspended Finance/Governance/Operations/ Academic Programs	7/28/10 7/28/10

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dHigh school. ^eConsolidated independent school district. ^fFinancial Integrity Rating System of Texas. ^gTexas Assessment of Knowledge and Skills.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2009, Through August 31, 2010 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
01	Santa Maria ISD ^b	Monitor	Finance	9/29/08
20	School of Excellence in Education	Conservator	Finance	2/1/10
04	Southwest School	Conservator	Noncompliance Special Education Requirements (RFM) ^e	11/18/08
			Conservator Removed	3/1/10
04	Spring ISD	Conservator	Noncompliance Special Education Requirements(RFM)	7/31/09
06	Texas Serenity Academy	Monitor	Academically Unacceptable/ Multi-Year	10/31/07
			Monitor Removed	11/21/08
		Conservator	Academically Unacceptable/ Multi-Year	11/21/08
			Conservator Removed	11/20/09
11	Theresa B. Lee Academy	Conservator	Academically Unacceptable/ Multi-Year/TAKS ^g Irregularities	10/31/07
			Charter Operations Suspended/ Con- servator Suspended	11/13/08
13	Trinity Charter School	Conservator	Noncompliance Special Education Requirements (RFM)	9/24/09
09	Vernon ISD	Conservator	Noncompliance Special Education Requirements (RFM)	11/24/09
12	West ISD	Conservator	Noncompliance Special Education Requirements (RFM)	11/30/09

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dHigh school. ^eConsolidated independent school district. ^fFinancial Integrity Rating System of Texas. ^gTexas Assessment of Knowledge and Skills.

Appendix 7-C. Districts With Lowered Accreditation Status, 2009-10

District	Status	Reason for Lowered Status
Academy of Dallas	Accredited-Warned	2009 Financial Accountability Determination, 2009 Accountability Rating
Austin Can Academy Charter School	Accredited-Warned	2008 Accountability Rating, 2009 Accountability Rating
Cotulla ISD ^a	Accredited-Warned	2008 FIRST ^b Rating, 2009 Accountability Rating
Dr. M L Garza-Gonzalez Charter School	Accredited-Warned	2008 Accountability Rating, 2009 Accountability Rating
Education Center	Accredited-Warned	2008 Accountability Rating, 2009 Accountability Rating
Juan B Galaviz Charter School	Accredited-Warned	2009 Financial Accountability Determination, 2009 Accountability Rating
La Amistad Love & Learning Academy	Accredited-Warned	2008 Accountability Rating, 2009 Financial Accountability Determination
North Houston HS For Business	Accredited-Warned	2009 Financial Accountability Determination, 2009 Accountability Rating
Novice ISD	Accredited-Warned	2008 Accountability Rating, 2009 Accountability Rating
Premont ISD	Accredited-Warned	2008 FIRST Rating, 2009 FIRST Rating, 2009 Accountability Rating
Santa Maria ISD	Accredited-Warned	2008 FIRST Rating, 2009 FIRST Rating
Houston Alternative Preparatory Charter	Accredited-Probation	2007 Accountability Rating, 2008 Accountability Rating, 2009 Accountability Rating, 2009 Financial Accountability Determination
Jean Massieu Academy	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating, 2009 Accountability Rating, 2009 Financial Accountability Determination
Marathon ISD	Accredited-Probation	2006 Accountability Rating, 2006 FIRST Rating, 2007 FIRST Rating, 2008 FIRST Rating, 2009 FIRST Rating
Metro Academy of Math and Science	Accredited-Probation	2007 Accountability Rating, 2008 Accountability Rating, 2009 Financial Accountability Determination
Mullin ISD	Accredited-Probation	2007 FIRST Rating, 2008 FIRST Rating, 2009 FIRST Rating
Northwest Preparatory	Accredited-Probation	2007 Accountability Rating, 2008 Accountability Rating, 2009 Financial Accountability Determination
San Antonio Preparatory Academy	Accredited-Probation	Investigation Results (19 TAC ^c §97.1055(c)(2))
Texas Preparatory School	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating, 2009 Financial Accountability Determination
Alphonso Crutch's-Life Support Center	Not Accredited-Revoked (Final Review Decision Pending)	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating, 2009 Accountability Rating, 2009 Financial Accountability Determination
Kendleton ISD ^d	Not Accredited-Revoked	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating, 2009 Accountability Rating

^aIndependent school district. ^bFinancial Integrity Rating System of Texas. ^cTexas Administrative Code. ^dAnnexed to Lamar Consolidated Independent School District July 1, 2010.

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2009-10**

District	Status	District	Status
Abernathy ISD ^a	Local Interventions Implemented	Crockett County Consolidated CSD ^d	Local Interventions Implemented
Academy ISD	Local Interventions Implemented	Crowell ISD	Completed: Routine Follow-up
Alba-Golden ISD	Local Interventions Implemented	Crystal City ISD	Local Interventions Implemented
Aldine ISD	Local Interventions Implemented	Cumby ISD	Local Interventions Implemented
Alphonso Crutch's-Life Support Center ^b	Local Interventions Implemented	Damon ISD	Local Interventions Implemented
Alief ISD	Local Interventions Implemented	Dawson ISD (ESC ^e 17)	Local Interventions Implemented
Alvarado ISD	Local Interventions Implemented	Dayton ISD	Local Interventions Implemented
Alvord ISD	Local Interventions Implemented	De Kalb ISD	Local Interventions Implemented
Amherst ISD	Local Interventions Implemented	Denison ISD	Completed: Routine Follow-up
Anahuac ISD	Local Interventions Implemented	Denver City ISD	Local Interventions Implemented
Austwell-Tivoli ISD	Completed: Routine Follow-up	Devine ISD	Local Interventions Implemented
Avinger ISD	Local Interventions Implemented	Dime Box ISD	Local Interventions Implemented
AW Brown Fellowship Charter School	Completed: Routine Follow-up	Dimmitt ISD	Local Interventions Implemented
Banquete ISD	Local Interventions Implemented	Dr. M L Garza-Gonzalez Charter School	Local Interventions Implemented
Bay Area Charter School	Local Interventions Implemented	Dublin ISD	Local Interventions Implemented
Beatrice Mayes Institute Charter School	Local Interventions Implemented	Duncanville ISD	Local Interventions Implemented
Beckville ISD	Local Interventions Implemented	Eagle Advantage Schools	Local Interventions Implemented
Beeville ISD	Local Interventions Implemented	Eagle Pass ISD	Completed: Routine Follow-up
Big Springs Charter School	Local Interventions Implemented	East Central ISD	Local Interventions Implemented
Blum ISD	Local Interventions Implemented	East Fort Worth Montessori Academy	Local Interventions Implemented
Boerne ISD	Local Interventions Implemented	Ector County ISD	Local Interventions Implemented
Borger ISD	Completed: Routine Follow-up	Ector ISD	Local Interventions Implemented
Brazos River Charter School	Local Interventions Implemented	Edgewood ISD	Local Interventions Implemented
Bremond ISD	Local Interventions Implemented	Edinburg CISD ^f	Completed: Routine Follow-up
Brookeland ISD	Local Interventions Implemented	El Campo ISD	Local Interventions Implemented
Brownsboro ISD	Local Interventions Implemented	Erath Excels Academy Inc	Local Interventions Implemented
Brownwood ISD	Completed: Routine Follow-up	Evolution Academy	Local Interventions Implemented
Bruceville-Eddy ISD	Local Interventions Implemented	Excelsior ISD	Local Interventions Implemented
Bryson ISD	Local Interventions Implemented	Falls City ISD	Local Interventions Implemented
Bullard ISD	Local Interventions Implemented	Fannindel ISD	Completed: Routine Follow-up
Buna ISD	Local Interventions Implemented	Fort Worth Can Academy	Year After TEA On-Site Action: Noncompliance Follow-up
Burnham Wood Charter School District	Pending TEA ^c On-Site Action	Franklin ISD	Local Interventions Implemented
Burton ISD	Local Interventions Implemented	Frankston ISD	Local Interventions Implemented
Bushland ISD	Local Interventions Implemented	Frenship ISD	Local Interventions Implemented
Canutillo ISD	Local Interventions Implemented	Ft. Davis ISD	Local Interventions Implemented
Centerville ISD	Local Interventions Implemented	Garrison ISD	Local Interventions Implemented
Charlotte ISD	Local Interventions Implemented	Gatesville ISD	Local Interventions Implemented
Children First Academy of Dallas	Local Interventions Implemented	Gateway (Student Alternative Program Inc)	Local Interventions Implemented
Children First Academy of Houston	Local Interventions Implemented	Gateway Charter Academy	Local Interventions Implemented
Chilton ISD	Local Interventions Implemented	George I Sanchez Charter HS San Antonio Branch	Local Interventions Implemented
China Spring ISD	Local Interventions Implemented	George West ISD	Completed: Routine Follow-up
Coldspring-Oakhurst ISD	Local Interventions Implemented	Glasscock County ISD	Local Interventions Implemented
College Station ISD	Local Interventions Implemented	Glen Rose ISD	Local Interventions Implemented
Collinsville ISD	Completed: Routine Follow-up	Godley ISD	Local Interventions Implemented
Connally ISD	Local Interventions Implemented	Goldthwaite ISD	Local Interventions Implemented
Cotton Center ISD	Local Interventions Implemented	Graford ISD	Local Interventions Implemented
		Grapeland ISD	Local Interventions Implemented

^aIndependent school district. ^bDid not operate in 2009-10. ^cTexas Education Agency. ^dCommon school district. ^eEducation Service Center. ^fConsolidated independent school district.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2009-10 (continued)**

District	Status	District	Status
Greenwood ISD	Local Interventions Implemented	Midland ISD	Local Interventions Implemented
Gregory-Portland ISD	Local Interventions Implemented	Milano ISD	Local Interventions Implemented
Groveton ISD	Completed: Routine Follow-up	Monte Alto ISD	Local Interventions Implemented
Gunter ISD	Local Interventions Implemented	Moran ISD	Local Interventions Implemented
Hardin ISD	Local Interventions Implemented	Morton ISD	Local Interventions Implemented
Hays CISD	Local Interventions Implemented	Mullin ISD	Local Interventions Implemented
Hereford ISD	Local Interventions Implemented	Mumford ISD	Local Interventions Implemented
Hidalgo ISD	Completed: Routine Follow-up	Navasota ISD	Local Interventions Implemented
Highland ISD	Local Interventions Implemented	Needville ISD	Local Interventions Implemented
Holiday ISD	Local Interventions Implemented	New Boston ISD	Local Interventions Implemented
Hooks ISD	Local Interventions Implemented	New Home ISD	Local Interventions Implemented
Houston Alternative Preparatory Charter	Local Interventions Implemented	New Summerfield ISD	Local Interventions Implemented
Houston Heights High School	Local Interventions Implemented	New Waverly ISD	Completed: Routine Follow-up
Houston ISD	Local Interventions Implemented	Nixon-Smiley CISD	Local Interventions Implemented
Hudson ISD	Local Interventions Implemented	Nordheim ISD	Local Interventions Implemented
Idalou ISD	Completed: Routine Follow-up	North Houston HS For Business	On Site Intervention Assigned
Iola ISD	Local Interventions Implemented	North Zulch ISD	Local Interventions Implemented
Iredell ISD	Local Interventions Implemented	Nueces Canyon CISD	Local Interventions Implemented
Irion County ISD	Local Interventions Implemented	Nursery ISD	Completed: Routine Follow-up
Italy ISD	Local Interventions Implemented	Odyssey Academy Inc	Local Interventions Implemented
Jacksboro ISD	Completed: Routine Follow-up	Onalaska ISD	Local Interventions Implemented
Jacksonville ISD	Local Interventions Implemented	Overton ISD	Local Interventions Implemented
Johnson City ISD	Local Interventions Implemented	Palestine ISD	Local Interventions Implemented
Kermit ISD	Completed: Routine Follow-up	Panhandle ISD	Completed: Routine Follow-up
Kipp Inc Charter	Local Interventions Implemented	Paris ISD	Local Interventions Implemented
Kipp Southeast Houston	Local Interventions Implemented	Paso Del Norte	Local Interventions Implemented
Kirbyville CISD	Completed: Routine Follow-up	Patton Springs ISD	Local Interventions Implemented
Klondike ISD	Local Interventions Implemented	Pawnee ISD	Completed: Routine Follow-up
Knippa ISD	Local Interventions Implemented	Pearland ISD	Completed: Routine Follow-up
Kopperl ISD	Local Interventions Implemented	Petersburg ISD	Local Interventions Implemented
Kountze ISD	Local Interventions Implemented	Pewitt CISD	Local Interventions Implemented
La Feria ISD	Local Interventions Implemented	Phoenix Charter School	Local Interventions Implemented
La Grange ISD	Local Interventions Implemented	Pine Tree ISD	Completed: Routine Follow-up
La Pryor ISD	Local Interventions Implemented	Pittsburg ISD	Local Interventions Implemented
Lancaster ISD	Local Interventions Implemented	Plains ISD	Local Interventions Implemented
Leakey ISD	Local Interventions Implemented	Port Neches-Groves ISD	Local Interventions Implemented
Leggett ISD	Local Interventions Implemented	Presidio ISD	Local Interventions Implemented
Life School	Local Interventions Implemented	Prosper ISD	Local Interventions Implemented
Linden-Kildare CISD	Local Interventions Implemented	Rankin ISD	Completed: Routine Follow-up
Little Cypress-Mauriceville CISD	Local Interventions Implemented	Redwater ISD	Local Interventions Implemented
Littlefield ISD	Local Interventions Implemented	Richard Milburn Academy (Fort Worth)	Local Interventions Implemented
Lohn ISD	Local Interventions Implemented	Richard Milburn Academy (Suburban)	Local Interventions Implemented
London ISD	Local Interventions Implemented	Richard Milburn Alter High School (Corpus Christi)	Local Interventions Implemented
Louise ISD	Local Interventions Implemented	Richland Springs ISD	Local Interventions Implemented
Lubbock-Cooper ISD	Completed: Routine Follow-up	Rio Grande City CISD	Local Interventions Implemented
Mabank ISD	Local Interventions Implemented	Ripley House Charter School	Local Interventions Implemented
Madisonville CISD	Local Interventions Implemented	Rockdale ISD	Local Interventions Implemented
Malta ISD	Completed: Routine Follow-up	Ropes ISD	Local Interventions Implemented
Medical Center Charter School	Local Interventions Implemented		

^aIndependent school district. ^bDid not operate in 2009-10. ^cTexas Education Agency. ^dCommon school district. ^eEducation Service Center. ^fConsolidated independent school district.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2009-10 (continued)**

District	Status	District	Status
Roscoe ISD	Local Interventions Implemented	Tatum ISD	Local Interventions Implemented
Roxton ISD	Local Interventions Implemented	Taylor ISD	Completed: Routine Follow-up
Saltillo ISD	Local Interventions Implemented	Tekoa Academy of Accelerated Studies	Local Interventions Implemented
Sam Rayburn ISD	Local Interventions Implemented	Temple Education Center	Completed: Routine Follow-up
San Antonio School For Inquiry & Creativity	Local Interventions Implemented	Terlingua CSD	Local Interventions Implemented
San Augustine ISD	Local Interventions Implemented	Thrall ISD	Local Interventions Implemented
San Perlita ISD	Local Interventions Implemented	Tolar ISD	Local Interventions Implemented
Sands CISD	Local Interventions Implemented	Tom Bean ISD	Local Interventions Implemented
Sanford-Fritch ISD	Local Interventions Implemented	Treetops School International	Completed: Routine Follow-up
Santos ISD	Local Interventions Implemented	Trent ISD	Local Interventions Implemented
School of Excellence in Education	Local Interventions Implemented	Trinity ISD	Local Interventions Implemented
Shallowater ISD	Completed: Routine Follow-up	Troup ISD	Local Interventions Implemented
Sharyland ISD	Local Interventions Implemented	Tyler ISD	Local Interventions Implemented
Shelbyville ISD	Local Interventions Implemented	Union Grove ISD	Completed: Routine Follow-up
Sherman ISD	Local Interventions Implemented	Valley View ISD (ESC 1)	Local Interventions Implemented
Silsbee ISD	Local Interventions Implemented	Venus ISD	Local Interventions Implemented
Slaton ISD	Local Interventions Implemented	Wall ISD	Local Interventions Implemented
Smithville ISD	Completed: Routine Follow-up	Waller ISD	Local Interventions Implemented
South Plains ISD	Local Interventions Implemented	Water Valley ISD	Completed: Routine Follow-up
South San Antonio ISD	Local Interventions Implemented	Weathersford ISD	Completed: Routine Follow-up
Southwest ISD	Local Interventions Implemented	Webb ISD	Local Interventions Implemented
Spring Hill ISD	Local Interventions Implemented	Weslaco ISD	Local Interventions Implemented
Springlake-Earth ISD	Local Interventions Implemented	West Hardin County CISD	Local Interventions Implemented
Stanton ISD	Local Interventions Implemented	West Sabine ISD	Local Interventions Implemented
Sterling City ISD	Local Interventions Implemented	White Settlement ISD	Local Interventions Implemented
Sulphur Springs ISD	Local Interventions Implemented	Whitewright ISD	Local Interventions Implemented
Sundown ISD	Local Interventions Implemented	Wills Point ISD	Local Interventions Implemented
Sunray ISD	Local Interventions Implemented	Wilson ISD	Local Interventions Implemented
Sweetwater ISD	Completed: Routine Follow-up	Wortham ISD	Local Interventions Implemented

^aIndependent school district. ^bDid not operate in 2009-10. ^cTexas Education Agency. ^dCommon school district. ^eEducation Service Center. ^fConsolidated independent school district.

**Appendix 7-E. Special Education Monitoring Status,
Districts in Stage 1B Intervention, 2009-10**

District	Status	District	Status
Accelerated Intermediate Academy	Completed: Routine Follow-up	Laredo ISD	Completed: Noncompliance Follow-up
Alamo Heights ISD ^a	Completed: Noncompliance Follow-up	Latexo ISD	Completed: Routine Follow-up
Andrews ISD	Completed: Noncompliance Follow-up	Lexington ISD	Completed: Noncompliance Follow-up
Anthony ISD	Completed: Noncompliance Follow-up	Livingston ISD	Completed: Noncompliance Follow-up
Atlanta ISD	Completed: Routine Follow-up	Lockney ISD	Completed: Routine Follow-up
Axtell ISD	Completed: Noncompliance Follow-up	Lufkin ISD	Completed: Noncompliance Follow-up
Bellville ISD	Completed: Noncompliance Follow-up	Manor ISD	Completed: Noncompliance Follow-up
Big Spring ISD	Completed: Noncompliance Follow-up	Marfa ISD	Completed: Noncompliance Follow-up
Bloomburg ISD	Completed: Routine Follow-up	Mart ISD	Completed: Noncompliance Follow-up
Brackett ISD	Completed: Noncompliance Follow-up	Mid-Valley Academy	Completed: Noncompliance Follow-up
Brazos School For Inquiry & Creativity	Completed: Routine Follow-up	Millsap ISD	Completed: Noncompliance Follow-up
Brenham ISD	Completed: Routine Follow-up	Mineola ISD	Completed: Noncompliance Follow-up
Callisburg ISD	Completed: Routine Follow-up	Mission CISD	Completed: Noncompliance Follow-up
Carrizo Springs CISD ^b	Completed: Noncompliance Follow-up	Mount Vernon ISD	Completed: Noncompliance Follow-up
Channelview ISD	Completed: Noncompliance Follow-up	Nacogdoches ISD	Completed: Noncompliance Follow-up
Colorado ISD	Completed: Noncompliance Follow-up	Newton ISD	Year After TEA On-Site Action: Routine Follow-up
Cooper ISD	Completed: Routine Follow-up	Odem-Edroy ISD	Completed: Noncompliance Follow-up
Corrigan-Camden ISD	Completed: Noncompliance Follow-up	Pecos-Barstow-Toyah ISD	Completed: Routine Follow-up
Culberson County-Allamoore ISD	Completed: Noncompliance Follow-up	Pharr-San Juan-Alamo ISD	Completed: Noncompliance Follow-up
Dallas ISD	TEA ^c On-Site Action Completed: Oversight/Sanction/Intervention	Pleasant Grove ISD	Completed: Routine Follow-up
DeSoto ISD	Completed: Noncompliance Follow-up	Richard Milburn Academy (Beaumont) ^e	Pending CIP Resubmission
East Bernard ISD	Completed: Routine Follow-up	River Road ISD	Completed: Noncompliance Follow-up
El Paso School of Excellence ^d	On-Site Intervention Assigned	Robstown ISD	Completed: Noncompliance Follow-up
Ennis ISD	Completed: Noncompliance Follow-up	Shepherd ISD	Completed: Routine Follow-up
Fabens ISD	Completed: Noncompliance Follow-up	Sinton ISD	Completed: Noncompliance Follow-up
Fairfield ISD	Completed: Noncompliance Follow-up	Skidmore-Tynan ISD	Completed: Routine Follow-up
Ferris ISD	Completed: Noncompliance Follow-up	Southside ISD	Completed: Noncompliance Follow-up
Floydada ISD	Completed: Noncompliance Follow-up	Tahoka ISD	Completed: Noncompliance Follow-up
Galveston ISD	Completed: Noncompliance Follow-up	Tarkington ISD	Completed: Noncompliance Follow-up
Gilmer ISD	Completed: Routine Follow-up	Terrell ISD	Completed: Noncompliance Follow-up
Golden Rule Charter School	Completed: Routine Follow-up	Texarkana ISD	Completed: Noncompliance Follow-up
Haskell CISD	Completed: Routine Follow-up	Texas City ISD	Completed: Routine Follow-up
Hempstead ISD	Completed: Routine Follow-up	Thorndale ISD	Completed: Noncompliance Follow-up
Hondo ISD	Completed: Noncompliance Follow-up	Timpson ISD	Completed: Routine Follow-up
Honey Grove ISD	Completed: Noncompliance Follow-up	United ISD	Completed: Noncompliance Follow-up
Ingram ISD	Completed: Routine Follow-up	Universal Academy	Completed: Noncompliance Follow-up
Inspired Vision Academy	On-Site Intervention Assigned	Valley View ISD (ESC ^f 11)	Completed: Routine Follow-up
Jourdanton ISD	Completed: Noncompliance Follow-up	Vidor ISD	Completed: Noncompliance Follow-up
Jubilee Academic Center	Completed: Routine Follow-up	Warren ISD	Completed: Noncompliance Follow-up
Karnes City ISD	Completed: Noncompliance Follow-up	Waskom ISD	Completed: Noncompliance Follow-up
Kenedy ISD	Completed: Noncompliance Follow-up	Wellman-Union CISD	Completed: Noncompliance Follow-up
La Joya ISD	Completed: Routine Follow-up	West Oso ISD	Completed: Noncompliance Follow-up
La Marque ISD	Completed: Noncompliance Follow-up	Westwood ISD	Completed: Noncompliance Follow-up
La Vega ISD	Completed: Noncompliance Follow-up	Willis ISD	Completed: Noncompliance Follow-up
Lamesa ISD	Completed: Noncompliance Follow-up	Woden ISD	Completed: Noncompliance Follow-up
Lampasas ISD	Completed: Noncompliance Follow-up	Woodsboro ISD	Completed: Noncompliance Follow-up
		Woodville ISD	Completed: Noncompliance Follow-up
		Yoakum ISD	Completed: Noncompliance Follow-up

^aIndependent school district. ^bConsolidated independent school district. ^cTexas Education Agency. ^dCharter returned February 17, 2010. ^eCharter returned September 1, 2010. ^fEducation Service Center.

**Appendix 7-F. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2009-10**

District	Status	District	Status
Alice ISD ^a	Completed: Noncompliance Follow-up	Laneville ISD	On-Site Intervention Assignment
Alto ISD	Completed: Noncompliance Follow-up	Leveretts Chapel ISD	Completed: Noncompliance Follow-up
American Youthworks Charter School	TEA ^b On-Site Action Completed: Noncompliance Follow-up	Longview ISD	Year After TEA On-Site Action: Noncompliance Follow-up
Aransas Pass ISD	Completed: Noncompliance Follow-up	Mildred ISD	Completed: Noncompliance Follow-up
Benavides ISD	Completed: Routine Follow-up	Morgan ISD	Completed: Noncompliance Follow-up
Boys Ranch ISD	Completed: Noncompliance Follow-up	Mount Enterprise ISD	Completed: Noncompliance Follow-up
Bridgeport ISD	Completed: Noncompliance Follow-up	Paradigm Accelerated School	Completed: Routine Follow-up
Cedar Hill ISD	Completed: Noncompliance Follow-up	Plainview ISD	Completed: Noncompliance Follow-up
Corsicana ISD	Completed: Noncompliance Follow-up	Pleasanton ISD	Completed: Noncompliance Follow-up
Deweyville ISD	Completed: Noncompliance Follow-up	Post ISD	Completed: Noncompliance Follow-up
El Paso Academy	Year After TEA On-Site Action: Noncompliance Follow-up	Poteet ISD	Completed: Noncompliance Follow-up
Faith Family Academy of Oak Cliff	Completed: Noncompliance Follow-up	Quitman ISD	Completed: Noncompliance Follow-up
Farmersville ISD	Completed: Noncompliance Follow-up	Riviera ISD	Completed: Routine Follow-up
Focus Learning Academy	Completed: Noncompliance Follow-up	Rocksprings ISD	Completed: Noncompliance Follow-up
George Gervin Academy	Pending TEA On-Site Action	Roma ISD	Completed: Noncompliance Follow-up
George I Sanchez Academy	Completed: Noncompliance Follow-up	Rosebud-Lott ISD	Completed: Noncompliance Follow-up
Goodrich ISD	Completed: Routine Follow-up	San Diego ISD	Completed: Noncompliance Follow-up
Hearne ISD	Completed: Noncompliance Follow-up	Santa Gertrudis ISD	Completed: Routine Follow-up
Huntsville ISD	Completed: Noncompliance Follow-up	Seminole ISD	Completed: Noncompliance Follow-up
Jamie's House Charter School	Oversight/Sanction/Intervention	Shekinah Radiance Academy	Completed: Noncompliance Follow-up
Jean Massieu Academy	On-Site Intervention Assigned	Somerset ISD	Completed: Noncompliance Follow-up
Jim Hogg County ISD	Completed: Routine Follow-up	Southwest School	Completed: Noncompliance Follow-up
Karnack ISD	Completed: Noncompliance Follow-up	Tenaha ISD	Completed: Noncompliance Follow-up
La Villa ISD	Completed: Routine Follow-up	Valley Mills ISD	Completed: Noncompliance Follow-up
		Weimar ISD	Completed: Routine Follow-up

^aIndependent school district. ^bTexas Education Agency.

**Appendix 7-G. Special Education Monitoring Status,
Districts in Stage 3 Intervention, 2009-10**

District	Status	District	Status
Alpha Charter	Completed: Noncompliance Follow-up	Quanah ISD	Completed: Routine Follow-up
Azleway Charter School	Completed: Noncompliance Follow-up	Queen City ISD	Completed: Noncompliance Follow-up
Brazos ISD	Completed: Noncompliance Follow-up	Raymondville ISD	Completed: Routine Follow-up
Brownfield ISD	Completed: Noncompliance Follow-up	Refugio ISD	Completed: Noncompliance Follow-up
Bryan ISD	Completed: Noncompliance Follow-up	Richard Milburn Alternative High School (Killeen)	Completed: Routine Follow-up
Carthage ISD	Completed: Noncompliance Follow-up	Royal ISD	Completed: Noncompliance Follow-up
Cotulla ISD	Completed: Noncompliance Follow-up	Schleicher ISD	Completed: Noncompliance Follow-up
Crockett ISD	Completed: Noncompliance Follow-up	Somerville ISD	Completed: Noncompliance Follow-up
Elgin ISD	Completed: Noncompliance Follow-up	Taft ISD	Completed: Noncompliance Follow-up
Ft. Hancock ISD	Completed: Noncompliance Follow-up	Temple ISD	Completed: Noncompliance Follow-up
Gonzales ISD	Completed: Noncompliance Follow-up	Tulia ISD	Completed: Routine Follow-up
Henderson ISD	Completed: Noncompliance Follow-up	University of Texas University Charter School	Completed: Noncompliance Follow-up
Hitchcock ISD	Completed: Noncompliance Follow-up	Waco ISD	Completed: Noncompliance Follow-up
Honors Academy	Completed: Noncompliance Follow-up		
Marshall ISD	Completed: Routine Follow-up		

^aIndependent school district.

**Appendix 7-H. Special Education Monitoring Status,
Districts in Stage 4 Intervention, 2009-10**

District	Status	District	Status
Austin Can Academy Charter School	Year After On-Site Action: Noncompliance Follow-up	North Forest ISD	On-Site Intervention Assigned
Benji's Special Educational Academy Charter School ^a	On-Site Intervention Assigned	One-Stop Multiservice Charter School	Pending TEA On-Site Action
Brooks County ISD ^b	TEA ^c On-Site Action Completed: Noncompliance Follow-up	Pearsall ISD	TEA On-Site Action Completed: Noncompliance Follow-up
Carlisle ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Perryton ISD	Year After On-Site Action: Noncompliance Follow-up
Dallas Can Academy Charter	Year After On-Site Action: Noncompliance Follow-up	Por Vida Academy	On-Site Intervention Assigned
Edcouch-Elsa ISD	Year After On-Site Action: Noncompliance Follow-up	Port Arthur ISD	Year After On-Site Action: Noncompliance Follow-up
Elkhart ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Premont ISD	Oversight/Sanction/Intervention
Houston Can Academy Charter School	Year After On-Site Action: Noncompliance Follow-up	San Antonio Can High School	TEA On-Site Action Completed: Noncompliance Follow-up
Jasper ISD	TEA On-Site Action Completed: Noncompliance Follow-up	San Benito ISD	TEA On-Site Action Completed: Noncompliance Follow-up
Kingsville ISD	TEA On-Site Action Completed: Noncompliance Follow-up	San Elizario ISD	TEA On-Site Action Completed: Noncompliance Follow-up
Liberty ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Seagraves ISD	TEA On-Site Action Completed: Noncompliance Follow-up
Lorenzo ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Southwest Preparatory School	Year After On-Site Action: Noncompliance Follow-up
Luling ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Tornillo ISD	TEA On-Site Action Completed: Noncompliance Follow-up
Marlin ISD	On-Site Intervention Assigned	Uvalde CISD ^d	Year After On-Site Action: Noncompliance Follow-up
Mathis ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Wharton ISD	TEA On-Site Action Completed: Noncompliance Follow-up
Mercedes ISD	TEA On-Site Action Completed: Noncompliance Follow-up	Winfree Academy Charter Schools	Pending TEA On-Site Action
		Zapata County ISD	TEA On-Site Action Completed: Noncompliance Follow-up

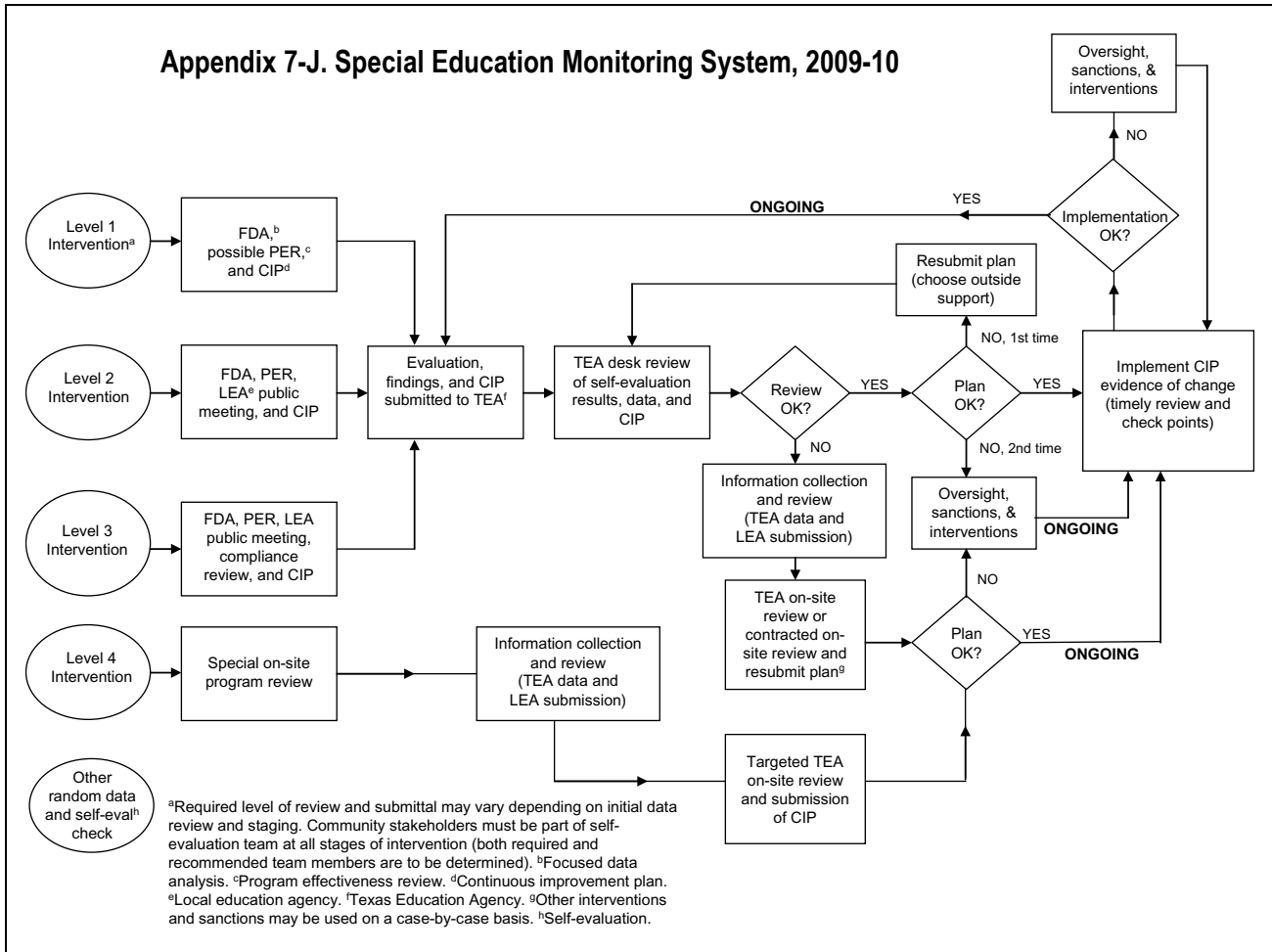
^aOperations suspended September 16, 2010. ^bIndependent school district. ^cTexas Education Agency. ^dConsolidated independent school district.

**Appendix 7-I. Special Education Monitoring Status,
Districts in Other Intervention, 2009-10**

District	Status	District	Status
Fruit of Excellence ^a	On-Site Intervention Assigned	Itasca ISD ^d	On-Site Intervention Assigned
Girls & Boys Preparatory Academy	On-Site Intervention Assigned	San Antonio Preparatory Academy	On-Site Intervention Assigned
Guardian Angel Performance Arts Academy ^c	TEA ^b On-Site Action Completed: Noncompliance Follow-up		

^aCharter returned September 1, 2010. ^bTexas Education Agency. ^cOperations suspended August 24, 2010. ^dIndependent school district.

Appendix 7-J. Special Education Monitoring System, 2009-10



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, technology applications, languages other than English, 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;
- ◆ supporting State Board of Education (SBOE) adoption of 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 and the Texas College and Career Readiness Standards

Overview

In 2006, the 79th Texas Legislature (3rd Called Session) passed House Bill (HB) 1, which became Section 28.008 of the Texas Education Code (TEC) under the title, "Advancement of College Readiness in Curriculum." This legislation required that the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) work collaboratively toward the creation of college and career readiness standards (CCRS). The CCRS reflect what students should know and be able to demonstrate in order to be successful in entry-level college courses. The statute required the formation of vertical teams (VTs) comprised of secondary and postsecondary faculty from four subject-specific content areas: English

language arts, mathematics, science, and social studies. The work of the VTs was organized in three phases. The first phase entailed a number of team meetings to create the CCRS for all four subject areas. The remaining two phases of the project required the four subject-specific VTs to evaluate the high school curriculum in relation to the CCRS. Phase two required the VTs to recommend how public school curriculum requirements could be aligned with the CCRS, while phase three required the VTs to develop or establish instructional strategies, professional development materials, and online support materials for students who need additional assistance in preparing to successfully perform college-level work.

THECB adopted the college readiness standards in January 2008. The commissioner of education approved the college readiness standards, and the SBOE incorporated the CCRS into the English language arts and reading TEKS (2008), the mathematics TEKS (2009), the science TEKS (2009), and the social studies TEKS (2010).

Professional Development and Programs Targeting Student Success

Overview

One of the most critical functions the agency performs is the training of teachers in the classroom. While most districts provide extensive professional development at the local level, the state also contributes by providing teachers extensive support around the state's mandated curriculum and evidence-based instructional strategies in a variety of delivery options, including face-to-face and online teacher training in the major content areas. The state currently offers professional development opportunities in English language arts, mathematics, science, social studies, the English language proficiency standards (ELPS), and career and technical education (CTE). These opportunities are designed not only to strengthen participants' content knowledge, but also to address the CCRS and ELPS, the Response to Intervention model, and Gifted/Talented education. By including these other frameworks, participants learn to provide instruction that meets the needs of a diverse student population. While the primary focus of professional development is on classroom teachers, administrators are also able to take advantage of all professional development opportunities by either participating in the teacher trainings or by taking part in administrator overview sessions.

To sustain professional development efforts, the commissioner of education instituted Project Share, an initiative designed to provide a collection of digital tools to a community of educators dedicated to improving teaching and learning through interactive and engaging online environments. TEA purchased an enterprise license for a statewide digital platform designed and hosted by Epsilon LLC. The platform provides an online environment in which teachers can complete professional development courses, join professional learning communities, and access course content. By learning in this new environment, educators can identify tools and strategies they can then incorporate in the classroom as they work with students who frequently participate in online educational activities.

Beyond professional development, Project Share gives educators opportunities to enhance the traditional learning environment by providing a number of Web 2.0 tools for interacting, collaborating, and working with new forms of assessment such as an ePortfolio. The online platform will also provide access to numerous content repositories, including the *New York Times* Knowledge Network, the PBS Digital Learning Library, Smithsonian Education, and NASA Education. The repositories will provide resources such as articles, videos, images, podcasts, and interactive features for teachers to use for personal learning and for classroom instruction. Project Share also includes Texas Education at iTunesU, which provides free multimedia content to educators, parents, and students. Texas Education at iTunesU allows teachers to access professional development and support materials, while giving students access to information to help with understanding concepts or conducting research.

Project Share is being introduced to Texas educators in two phases. Phase I, which began in the spring of 2010, included the formation of professional learning communities, the creation and dissemination of face-to-face and online professional development courses, and preparation for a student-based ePortfolio pilot project. Because there has been a significant shift in how state-sponsored professional development will be delivered, training began at each of the state's 20 education service centers (ESCs) in the form of face-to-face sessions. These sessions focused primarily on building content area knowledge. Sessions also included overviews of Project Share and instructions for joining online professional learning communities and participating in future online courses.

Phase II, scheduled to begin in the 2010-11 school year, will include working with selected districts and students in the ePortfolio pilot program, providing further professional development opportunities for educators, and expanding teacher access to digital content as provided through the Project Share platform.

Currently, high school teachers are able to access online ELPS instructional materials purchased through a statewide license. It is anticipated that other digital content, such as open-source textbooks and additional instructional materials purchased by the state, will be accessed through the platform.

Overall, the statewide digital platform helps educators expand their capability to deliver instruction that prepares students for success at each grade level and a successful transition into college and career.

The Texas Legislature made extensive financial investments toward supporting districts and campuses in targeting students struggling academically. Accordingly, the numerous professional development opportunities offered by the state in both face-to-face and online environments are designed to help teachers address the academic needs of these students.

Response to Intervention

Response to Intervention, or RtI, a multi-tiered approach to instruction, is evolving as the framework of the general education program for all students, including those who experience difficulties either academically or behaviorally. RtI helps to ensure that students have the opportunity to experience a full range of educational opportunities through the general education program. Over the past year, RtI concepts have been integrated into content area professional development to build capacity for RtI implementation. The MSTAR Project, featuring mathematics professional development for Grades 5-8, contains a comprehensive RtI training strand. In addition, the Algebra I professional development module includes various examples of how differentiated instruction in the core curriculum (Tier 1) complements mathematics instruction. Another example of embedded RtI concepts can be found in the recently developed science professional development materials which emphasize strong Tier 1 instruction that offers multiple strategies to increase student success. Efforts to build RtI capacity will continue through the infusion of RtI concepts and strategies into all content area professional development.

English Language Arts and Reading

Overview

The revised TEKS in English language arts and reading (ELAR) address such important basic skills as spelling, grammar, language usage, and punctuation. They also include critical college and career readiness standards (CCRS) in each of the following organized 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.

Following the May 2008 SBOE adoption of the ELAR TEKS, TEA contracted with the University of Texas at Austin, Institute for Public School Initiatives, to create professional development materials for K-12 teachers and administrators. Materials address the revised ELAR TEKS for Grades K-12 and the revised Spanish language arts and reading (SLAR) TEKS for Grades K-6. The materials also address connections between the new standards and the English language proficiency standards (ELPS) and the CCRS.

Statewide training on the ELAR and SLAR TEKS began in the spring of 2009 with three training-of-trainer sessions in which representatives from each of the 20 ESCs and from the 50 largest districts received a two-day overview of the materials. Training at the district level began in the summer of 2009 and continued through the summer of 2010. ESCs received funding to provide this training to all eligible Texas teachers and administrators.

In addition, ELAR professional development for end-of-course (EOC) success in English I, English II, and English III began in the spring of 2010 with three training-of-trainer sessions in which representatives from each of the 20 ESCs and the 50 largest districts received one and a half days of training. Additional training sessions were provided by the ESCs and will continue through the 2010-11 school year and summer of 2011. This professional development focuses on content and strategies for student success and is provided through a combination of face-to-face sessions and online courses via Project Share.

As the state moves toward college and career readiness, literacy remains a top priority. The Texas Adolescent Literacy Project was introduced and funded in the 2005 legislative appropriations to begin the development of materials and classroom resources to evaluate, assess, and intervene with middle school students who struggle with reading in English language arts, mathematics, science, and social studies. Since then, the Texas Legislature has continued to commit significant investments toward the Texas Adolescent Literacy Academies for teachers in Grades 6-8 to support them in the use of

diagnostic instruments and intensive instructional strategies to support proficiency in reading and comprehension for all middle school students. While completing these academies, English language arts teachers receive additional training in how to administer and interpret the results of the Texas Middle School Fluency Assessment (TMSFA), an instrument designed to measure key reading skills in middle school students. TMSFA materials and training are available at no cost to districts and open-enrollment charter schools that serve middle school students.

College Readiness Initiative for Middle School Students

The College Readiness Initiative for Middle School Students grant, funded by Rider 42 of the Student Success Initiative, provides funding for targeted assistance to promote student success and to close achievement gaps at campuses with disproportionately high numbers of students who have been identified as unlikely to achieve college readiness standards by the end of 11th grade.

In the fall of 2010, approximately 110 campuses will be funded through the 2011-12 school year to implement programs that increase the preparedness of middle school students to be successful on the English I EOC assessment and, ultimately, meet the college readiness standards set for the English III EOC assessment.

Mathematics

Overview

After the elementary mathematics TEKS were refined and adopted in September 2005, the SBOE opened the secondary mathematics TEKS for a limited-scope review to incorporate the newly adopted CCRS. Upon completion of that process, the secondary mathematics TEKS were readopted in January 2009. The SBOE is scheduled to begin the process of revising the TEKS for mathematics in spring of 2011.

Recognizing the level of rigor the new curriculum requirements bring and the need to support student graduation requirements under the Recommended and Distinguished Achievement High School Programs, the Texas Legislature also committed significant funding toward professional development designed around the mathematics TEKS. As a result, a multitude of professional development institutes have been developed and deployed to support the use of diagnostics, data, and technology, as well as the use of English language learner strategies to build student academic language around mathematics.

In addition, the agency took the initiative to develop the *Middle-school Students in Texas: Algebra Ready*

(MSTAR), *Texas Response to Curriculum Focal Points (Grades K-8)*, to provide specific guidance to teachers during their professional development academies on key "focal points" contained within the mathematics TEKS that target algebra readiness for Grades K-8.

Supporting the agency's efforts, ESC 13 and the Texas Regional Collaboratives at the University of Texas at Austin are partners providing guidance and facilitation of the trainings.

Beginning in June 2010, professional development academies were available in both face-to-face and online environments. Similar to ELAR, trainings have been developed for deployment in algebra readiness and geometry content for Grades 5-8, as well as specific professional development for EOC success targeting high school teachers of Algebra I, Geometry, and Algebra II.

District and Campus Programs Targeting Algebra Readiness

TEA is taking a dynamic approach to tackling the challenges of poor performance in algebra and high dropout rates with the Algebra Readiness Initiative. This initiative, primarily funded by Rider 42 of the Student Success Initiative, provides materials, diagnostics, professional development, grant opportunities, and campus-based support to districts.

Competitive grants to districts are funded over the biennium to develop comprehensive algebra readiness programs and require the design, development, and implementation of comprehensive programs to increase student achievement in Algebra I. Funds support extended instructional time; instructional coaching; ongoing professional development for teachers and administrators; parent involvement; active, on-going student engagement activities; effective supplemental resources; and common planning time to allow for teacher collaboration.

In the summer of 2009, nine districts (accounting for 17 campuses) that had demonstrated readiness to implement an algebra readiness program in the 2009-10 school year were provided grants as part of a smaller pilot under the MSTAR project. Data resulting from this pilot were used to inform further implementation of the larger Algebra I Readiness Grant Program.

In the fall of 2009, 32 districts (accounting for 73 campuses) were awarded Algebra Readiness Cycle 1 grants based on a competitive grant process. In the fall of 2010, Algebra Readiness Cycle 2 grants will be awarded, as well as Algebra Readiness, Small and Rural School grants.

In addition, TEA understands the importance of providing grantees support during the planning and implementation phases of the Algebra Readiness and

Student Success Initiative grants. For this purpose, TEA has created the Texas Center for Student Success (TexasCSS), which is operated by the Institute for Public School Initiatives at the University of Texas at Austin. As the central resource for grantee support and program expertise, TexasCSS aids in planning for grant activities and assists grantees in their day-to-day activities and classroom efforts. Additionally, TexasCSS offers workshops and webinars and works with a core group of lead coaches to ensure a quick response to meeting district needs. Finally, TexasCSS works closely with the 20 ESCs to build capacity for sustainability and program expansion to increase algebra readiness across the state.

Other projects provide TEA the opportunity to test the effectiveness of technology in increasing student achievement and readiness for Algebra I standards and assessments. Funded under Rider 42, two technology-based supplemental instruction pilots have been implemented for Grades 5-8 and Grades 2-5.

College Readiness Initiative for Middle School Students

The College Readiness Initiative for Middle School Students grant, funded by Rider 42 of the Student Success Initiative, will provide funding for targeted assistance to promote student success and to close achievement gaps at campuses with disproportionately high numbers of students who have been identified as unlikely to achieve college readiness standards by the end of 11th grade.

In the fall of 2010, approximately 110 campuses will be funded through the 2011-12 school year to implement programs that increase the preparedness of middle school students to be successful on the Algebra I EOC assessment and, ultimately, meet the college readiness standards set for the Algebra II EOC assessment.

Mathematics Supplemental Diagnostic Screening Instrument/Diagnostic System

Also critical to supporting teachers in the classroom is the development and use of a supplemental diagnostic screening instrument to identify and serve students in Tiers I, II, and III with appropriate interventions. Under this initiative, a set of diagnostic and/or universal screening instruments are under development. The instruments will allow teachers to target and assess specific curriculum focal points indicative of algebra readiness. Addressing the academic language and vocabulary needs of mathematics will be an integral part of this differentiated instruction.

The agency also funds the Texas Mathematics and Science Diagnostic System (TMSDS), a Web-based platform that provides teachers with tools to assess

mathematics skills and instruction in Grades 3-8 and in Algebra I, Geometry, and Algebra II.

Science

Overview

The process of revising the TEKS for science began in January 2008. Validation of science CCRS was completed in August 2008. As SBOE-appointed committees worked on recommendations for revisions to the science TEKS, they were instructed to include the CCRS. The SBOE adopted revisions to the science TEKS, which included the CCRS, in March 2009 to be implemented by school districts beginning with the 2010-11 school year. Although middle school science is interdisciplinary in nature, revisions to the science TEKS include a content focus on physical science at Grade 6, a content focus on organisms and the environment at Grade 7, and a content focus on earth and space science at Grade 8. Revisions to the science TEKS also include the addition of a new Earth and Space science course at the high school level. The CCRS Science Vertical Team conducted a gap analysis of the proposed science TEKS and the CCRS and provided feedback to the TEKS writing teams.

The newly revised science TEKS require that students investigate topics in depth to develop scientific observation, problem-solving, and critical-thinking skills throughout all grade levels. The TEKS also require that 40 percent of time spent in Grades 6-12 be devoted to laboratory and field investigations.

Following the same professional development models for ELAR and mathematics, training on the new science TEKS began in the spring of 2010. TEA has contracted with ESC 4 to coordinate the development of K-12 training materials and for additional development of three-day science academies for teachers in Grades 5-8. Materials are being disseminated through a training-of-trainer model. District-level training began in the summer of 2010 and will continue through the spring of 2012.

Graduation under the Recommended and Distinguished Achievement High School Programs requires four credits of science, to include Biology, Chemistry, and Physics. As a result, the agency is also deploying science professional development for EOC success in these subjects. This professional development focuses on content and strategies for student success and is provided through a combination of face-to-face sessions and online courses via Project Share. The three-day Biology EOC success academy is currently being implemented, and the Chemistry and Physics academies will be offered in 2011.

Programs to Support Learning in Science

A number of targeted grant programs support instruction and learning in the area of science. For example, the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching support a network of K-16 partnerships to provide high-quality, sustained, and intensive teacher mentoring focused on strengthening science and mathematics content and pedagogy.

The agency also funds the TMSDS, a Web-based platform that provides teachers with tools to assess science skills and instruction in Grades 3-8 and in high school Biology, Integrated Physics and Chemistry, Chemistry, and Physics. The TMSDS identifies content and skills that must be addressed to help students succeed on TAKS and EOC assessments. The item database has been updated to reflect the revised science TEKS.

TEA has begun collaborating with the Texas Parks and Wildlife Department on a Children and Nature initiative. In addition, the Texas Environmental Education Advisory Committee continues to provide training for museums, zoos, nature centers, and other informal providers of professional development for educators.

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. Strategic goals for CTE support high school redesign to effectively prepare every student for college and career success. More than one million students choose to enroll in CTE courses each year to explore and prepare for careers of personal interest.

The 80th Texas Legislature, 2007, passed HB 3485, adding TEC §28.0022, and requiring the agency to establish a panel to review and make recommendations to the SBOE, as necessary, to increase the academic rigor of the CTE curriculum. HB 3485 further required the SBOE to revise the CTE TEKS based on the recommendations of the panel no later than September 1, 2009.

As a result, committees were convened to review the CTE TEKS and, based on the recommendations of the review panel, make further recommendations to the SBOE for new and revised courses in each of the 16 career clusters. A series of vertical alignment meetings were held with stakeholders from school districts, community and technical colleges, universities, and business and community leaders to help ensure the new TEKS and programs of study prepared students for postsecondary study and the workforce. The CTE

TEKS review committees examined over 600 existing courses to determine which courses should be updated or eliminated and identified where new courses should be developed. Approximately 190 courses were recommended to the SBOE for approval. These new courses also incorporated the CCRS. The SBOE adopted revisions to the CTE TEKS in July 2009 to be implemented by school districts beginning with the 2010-11 school year.

Through collaboration with ESCs and CTE professional organizations, professional development on the new CTE TEKS was provided during the spring and summer of 2010 through face-to-face sessions. Additional professional development will be provided through online modules via Project Share. Moreover, professional development opportunities will be developed during the 2010-11 school year for teachers of CTE courses that may satisfy graduation requirements in mathematics and science. This professional development will be available beginning in the fall of 2011. Within one year after the professional development opportunities become available, mathematics, science, and CTE teachers of courses that may satisfy a graduation requirement in mathematics or science will be required to complete the appropriate online modules.

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.

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.

The process of revising the TEKS for social studies began in January 2009. A CCRS vertical team gap analysis evaluating the degree of alignment between the social studies TEKS and CCRS was completed in June 2009. As SBOE-appointed committees worked

on recommendations for revisions to the social studies TEKS, they were instructed to include the CCRS. Areas of instruction in personal financial literacy required by TEC §28.0021 have also been incorporated into the social studies and economics TEKS. The SBOE adopted revisions to the social studies TEKS in May 2010, to be implemented by school districts beginning with the 2011-12 school year.

TEA has contracted with ESC Region 6 for creation of professional development materials related to the revised social studies TEKS. Training for the new K-12 social studies TEKS will be provided by ESCs through a combination of face-to-face sessions and online courses provided through Project Share. In addition, social studies EOC professional development academies in U.S. History, World History, and World Geography are scheduled to be offered in the summer of 2011 to high school teachers. This professional development will focus on content and strategies for student success and be provided through a combination of face-to-face sessions and online courses via Project Share.

TEA continues to collaborate with organizations such as the Texas General Land Office, the Bob Bullock Texas State History Museum, the Law-Related Education Division of the State Bar of Texas, and the Institute of Texan Cultures to provide curriculum materials and professional development opportunities for social studies teachers.

Texas Science, Technology, Engineering, and Mathematics Initiative

The Texas Science, Technology, Engineering, and Mathematics (T-STEM) Initiative is designed to improve instruction and academic performance in science- and mathematics-related subjects in Texas secondary schools. The initiative was developed by TEA in partnership with the Texas High School Project (THSP), a \$346 million public-private initiative committed to increasing high school graduation rates and college enrollment rates in every Texas community. The philanthropic investments are managed primarily by Communities Foundation of Texas, and the public resources are managed by TEA. The foundation also acts as the technical assistance provider for the TEA/T-STEM grantees.

Recognized as one of the most well-developed STEM networks in the country, the T-STEM Initiative 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. The initiative offers a strategic approach to empowering Texas educators with the tools needed

to transform teaching and learning methods for the new century.

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. The approach used by the T-STEM academies 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. Students participating in T-STEM education graduate prepared to pursue postsecondary-level coursework and careers in STEM.

Fifty-one rigorous T-STEM academies have been established across Texas. The academies act as demonstration schools and learning labs that develop innovative methods to improve science and mathematics instruction that follow the T-STEM design blueprint. The design blueprint provides benchmarks the academies use as guideposts for implementation. The academies 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. Additionally, the centers provide technical assistance, support blueprint implementation, disseminate promising practices and research-based strategies, and support academies in creating strategic partnerships.

English Language Learners/Limited English Proficient Students

Overview

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). While more than 122 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 91 percent of homes in which English is not the primary language. During the 2009-10 school year, 817,165 students were identified as LEP, an increase of 16,494 from the 2008-09 school year.

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 will be integrated with each subject in the required curriculum. The agency has committed significant resources toward training on the ELPS for all content area teachers. ELPS academies in each content area were held statewide in spring and summer of 2010 and were attended by a total of 14,791 teachers. Training on the ELPS is also being embedded in all professional development academies and end of course (EOC) trainings. Additional training targets bilingual and ESL teachers, as well as Texas's Title III grantees. To assist high school teachers in meeting the needs of English language learners (ELLs), teacher materials that focus on the ELPS for high school students have been developed and distributed to schools. The SBOE adopted the materials in November 2009 for use in classrooms beginning with the 2010-11 school year.

Programs Targeting English Language Learners

The Limited English Proficient Student Success Initiative (LEP-SSI), funded by Rider 62, provides targeted grant funding to school districts for intensive programs of instruction for ELLs and statewide training and resources to assist teachers in developing the expertise required to enable LEP students to meet state performance standards. Targeted grants were awarded to middle and secondary campuses to create intensive programs of instruction for ELLs with an emphasis on the content areas of English language arts/reading and science. LEP-SSI also funded a technical assistance center at the Meadows Center for Preventing Educational Risk at the University of Texas at Austin to provide grantees support during the planning and implementation of the grant.

Teacher training resources include online bilingual/ESL preparation courses at Texas A&M University–College Station for teachers pursuing certification. Training of trainers on the language proficiency assessment committee (LPAC) process has been offered to education service centers and school districts. All school districts required to provide bilingual education and/or ESL programs are also required to establish and operate LPACs. The Science and Technology for English Language Learners Achieving Results (STELLAR) program was created to improve classroom pedagogy in science and technology for ELLs through comprehensive and collaborative professional development. Additional professional development to support teachers of ELLs will be offered via Project Share and the newly created ELL Web portal.

Gifted/Talented Education

In September 2009, the SBOE adopted an updated *Texas State Plan for the Education of Gifted/Talented Students*. The updates ensure that the state plan

continues to be in alignment with the Texas Education Code. Professional development for all content area TEKS includes strategies for differentiating instruction to meet the needs of all learners.

Commissioner of education rules will be adopted in accordance with HB 3 for districts to evaluate services for gifted/talented (G/T) students. These rules will assist districts in determining if they operate a program that meets the requirements of the state plan for G/T students, under TEC §29.123, either through the use of the Texas Performance Standards Project or another program approved by the commissioner of education.

Kindergarten and Prekindergarten Education

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

The state's prekindergarten guidelines were adopted by the commissioner of education in 2008 and are available in Spanish and English. The guidelines provide a means to align prekindergarten programs with the TEKS curriculum, and Web-based training is available for educators. Additionally, instructional materials for prekindergarten systems are included in Proclamation 2011, which was reviewed in summer of 2010 for adoption by the SBOE in November 2010.

The Texas Legislature continues to make a significant investment in prekindergarten programs, including increasing the 2010-2011 biennial appropriation to the Prekindergarten Early Start (PKES) Grant Program by \$25 million. PKES grants fund school districts and open-enrollment charter schools in preparing students to enter kindergarten on or above grade level. Grants for 2009-10 and 2010-11 have increased the number of students served from previous years, when the funds were administered through the Prekindergarten Expansion Grant Program. Child care and Head Start partnerships have also increased in number.

Commissioner rules governing the PKES grant program (19 TAC §102.1002) under TEC §29.155 were revised to reflect statutory language. The revisions place a priority on districts and open-enrollment charter schools in which the level of student performance on assessment instruments administered under TEC §39.023 to students in Grade 3 is substantially below the state average. In addition, the revisions align the program with all sections of TEC Chapter 29 and with current research-based best practices in prekindergarten learning strategies. The rule revision process included

substantial information and input gathered from stakeholders around the state.

TEA and the Texas Legislature also continue to support and fund the Texas School Ready! (TSR!) model (formerly known as the Texas Early Education Model [TEEM]), which is a state-led effort to support collaboration among all early childhood programs in Texas. TSR! is a high quality early childhood education model that is based on proven school readiness components. As an extension of this program, the Early Childhood Education Partnership Project facilitates increased participation in professional development for early childhood education professionals seeking completion of a child development associate's and/or a general associate's degree.

At the direction of the Texas Legislature, the State Center for Early Childhood Development developed the School Readiness Certification System (SRCS) to provide a quality rating system to help determine the effectiveness of prekindergarten programs. In fall 2010, the SCRS certified that approximately 1,800 licensed child care, Head Start, and public prekindergarten classrooms were "school ready," indicating that the programs were effective in preparing four-year-olds for success in kindergarten. To evaluate the effectiveness of the PKES and TSR! programs, all grantees are required to participate in SRCS.

In October 2009, Governor Rick Perry appointed 18 members to the Texas State Advisory Council on Early Childhood Education, pursuant to Title 42 of the United States Code §9873(b). The council is composed of policy makers from the Governor's Office, Texas Education Agency, Texas Health and Human Services Commission, higher education, education service centers, community-based organizations, Head Start, Texas Workforce Commission, city government, and local school districts. The council received over \$11 million in federal grant funds to bring together top decision makers in Texas to better coordinate services and collaborative efforts across a diverse array of early childhood programs so that young children arrive at kindergarten ready to succeed.

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 No Child Left Behind Act of 2001 (NCLB) also requires that every student be technology literate by the time the student finishes eighth grade. 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 Chart.

SBOE-appointed review committees began reviewing the Technology Applications TEKS in May 2010 and will present final recommendations to the SBOE in November 2010. The committees were instructed to incorporate CCRS into their recommendations for revisions to the TEKS. The SBOE is expected to adopt revised Technology Applications TEKS in early 2011.

Online Learning Opportunities

Virtual School Network

In 2007, the 80th Texas Legislature established a state virtual network to provide supplemental, online courses for Texas students (TEC Chapter 30A). The Texas Virtual School Network (TxVSN) began offering Grades 9-12 courses in January 2009. All high school courses offered through the TxVSN are aligned with the state's curriculum standards and the International Association for K-12 Online Learning (iNACOL) *National Standards of Quality for Online Courses*. Courses are led by an instructor who is Texas-certified in the course subject area and grade level or meets the credentialing requirements of the institution of higher education and has met the professional development requirements of the network for effective online instruction.

Centralized responsibilities provided at the state level include leadership, administration, operations, course review, and approval of required professional development for teaching online. The commissioner of education is responsible for the TxVSN, with staff at TEA serving as the administering authority. TEA sets standards for, and approves, TxVSN courses and professional development for online teachers, and has fiscal responsibility for the network. Day-to-day operation of the TxVSN is contracted to ESC 10, which serves as central operations for the network in collaboration with the Harris County Department of Education. Central operations developed and coordinates the centralized TxVSN registration and student enrollment system, ensures eligibility of TxVSN provider districts, publishes an online catalog of approved courses, and coordinates data needed for state reporting requirements.

In addition to central operations responsibilities, ESC 10 is also tasked with reviewing online courses submitted by potential provider districts against the

state curriculum requirements and the iNACOL *National Standards of Quality for Online Courses*. Region 10 utilizes K-12 teachers and university professors to review online courses submitted. A group of professional development providers approved by TEA offers the required professional development for teaching online for the TxVSN, which is based on the iNACOL *National Standards for Quality Online Teaching*. TxVSN provider districts (Texas school districts, open-enrollment charter schools, ESCs, and institutions of higher education) provide courses offered through the TxVSN and are responsible for instruction. The TxVSN course catalog will continue to expand as additional provider courses are approved by TxVSN course review. TxVSN receiving districts (students' home districts) approve their students' TxVSN course requests, provide ongoing support to local students enrolled in TxVSN courses, and award credits and diplomas. The TxVSN also offers courses earning both high school and college credit (dual credit), beginning with the 2009-10 school year.

Through HB 3646, passed in 2009, the 81st Texas Legislature created an allotment to fund courses provided through the TxVSN based on successful completion. HB 3646 also repealed the separate statute (TEC §29.909) that created TEA's full-time virtual program, the Electronic Course Program (eCP), and incorporated the eCP as a program under TEC Chapter 30A. The eCP has primarily served Grades 3-9. In the 2010-11 school year, it expanded to serve high school students.

Open-Source Textbooks

In 2009, the 81st Texas Legislature passed HB 2488, which made available open-source textbooks to Texas schools. An open-source textbook is defined as "an electronic textbook that is available for downloading from the Internet at no charge to a student and without requiring the purchase of an unlock code, membership, or other access or use charge, except for a charge to order an optional printed copy of all or part of the textbook" (TEC §31.002). The legislation requires the SBOE to adopt open-source textbooks for secondary courses submitted by certain institutions of higher education or public technical institutes in Texas. Additionally, the legislation gives the commissioner of education authority to purchase state-developed open-source textbooks submitted through a competitive process.

Electronic Textbooks

In 2009, the 81st Texas Legislature passed HB 4294. This legislation requires the commissioner of education to adopt a list of electronic textbooks and instructional

materials, making them available to Texas schools. These materials, meant to convey information to the student or otherwise contribute to the learning process, may include not only digital content that addresses the TEKS, but also tools, models, and investigative materials designed for use as part of elementary science curriculum. The initial commissioner's list of adopted electronic textbooks for English language arts and reading was released in September 2010, and districts have the opportunity to order the materials for the 2010-11 school year.

High School Graduation Requirements

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 Recommended High School Program (RHSP) and Distinguished Achievement High School Program (DAP) (TEC §28.025). The SBOE adopted amendments to Subchapter F in November 2006 to address statute.

In 2009, the 81st Texas Legislature passed HB 3, changing the graduation requirements to increase flexibility for students in course selection by decreasing the number of specific course requirements and increasing the number of available elective credits. The SBOE is no longer permitted to designate a specific course or a specific number of credits in the enrichment curriculum as a requirement for the RHSP, except as explicitly allowed in statute. The SBOE may still designate a specific course or a specific number of credits in the enrichment curriculum as a requirement for the Minimum High School Program (MHSP) and the DAP. The SBOE adopted amendments to Subchapter F in January 2010 to comply with requirements of HB 3.

Specific revisions to the graduation requirements to be effective starting with the 2010-11 school year include the following.

- ◆ Students on all three graduation programs are no longer required to complete one-half credit in health or one credit in technology applications and are only required to complete one credit in physical education. School districts retain the authority to add requirements beyond what is required in state law and rule for graduation.
- ◆ The Career and Technical Education (CTE) Professional Communications course was added as an option for students on all three graduation programs to satisfy the speech requirement.
- ◆ Beginning with students who enter Grade 9 in 2010-11, students on the MHSP must complete one fine arts credit.
- ◆ The CTE Principles and Elements of Floral Design course was added as an option for students on all three graduation programs to satisfy the fine arts requirement.
- ◆ On the RHSP, three of the required science credits must consist of a biology credit (Biology, Advanced Placement [AP] Biology, or International Baccalaureate [IB] Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), and a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics). The fourth science credit may be selected from the list of state-approved, laboratory-based courses. The additional science credit may be Integrated Physics and Chemistry and must be successfully completed prior to chemistry and physics.
- ◆ The following six CTE courses were added as options for students on the RHSP and the DAP to satisfy the fourth science credit requirement: Engineering Design and Problem Solving; Advanced Animal Science; Advanced Biotechnology; Advanced Plant and Soil Science; Food Science; and Forensic Science.
- ◆ The following three CTE courses were added as options for students on the RHSP to satisfy the fourth mathematics credit requirement: Mathematical Applications in Agriculture, Food, and Natural Resources, if taken prior to Algebra II; Engineering Mathematics, and Statistics and Risk Management, if taken after successful completion of Algebra I, Geometry, and Algebra II.
- ◆ The CTE Engineering Mathematics and Statistics and Risk Management courses were added as options for students on the DAP to satisfy the fourth mathematics credit requirement after successful completion of Algebra I, Geometry, and Algebra II.
- ◆ The following TEKS-based physical education (P.E.) courses will be expanded to be one-half to one credit each: Foundations of Personal Fitness, Adventure/Outdoor Education, Aerobic Activities, and Team or Individual Sports. Students may satisfy the one credit of P.E. by taking any combination of these courses.
- ◆ Students may earn credit for any of the TEKS-based P.E. courses through participation in athletics, Junior Reserve Officer Training Corps (JROTC), or appropriate private or commercially-sponsored physical activity programs conducted on or off campus for up to four credits toward

graduation. For a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.

- ◆ Students may earn up to one credit for any of the TEKS-based P.E. courses through participation in Drill Team, Marching Band, or Cheerleading. For a student to earn credit for one of these activities, the activity must include at least 100 minutes per five-day school week of moderate to vigorous physical activity.
- ◆ A student who is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner may still earn an RHSP or a DAP diploma if the student demonstrates proficiency in the relevant knowledge and skills that do not require physical activity as part of a modified physical education course.

Health Education

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. In 2009, the 81st Texas Legislature amended TEC §28.002 to allow a teacher to modify the suggested sequence and pace of a parenting and paternity awareness program and allow school districts to develop or adopt research-based programs to be used in conjunction with parenting and paternity awareness programs.

The 81st Legislature also amended TEC §28.002 to require the SBOE to adopt TEKS that address binge drinking and alcohol poisoning. The amendments require TEA to compile a list of evidence-based alcohol awareness programs from which a school district must choose for use in middle school, junior high, and high school health curricula.

In addition, the 81st Legislature amended TEC §28.002 to require local school health advisory councils (SHAC) to meet at least four times a year and annually submit a report to the local board of trustees that presents recommendations about the district's health education curriculum and a detailed explanation of the SHAC's activities during that year. School districts are required to provide written notice regarding whether human sexuality will be taught, and if so, a summary of the course content and parents' rights.

Physical Education

In 2009, the 81st Texas Legislature amended TEC §28.002 to require the SBOE, in identifying physical education TEKS, to ensure the curriculum is consistent with national physical education standards. The curriculum also must require that, on a weekly basis, at least 50 percent of the physical education class be used for actual student physical activity, among other requirements.

A school district is required to have students enrolled in full-day prekindergarten participate in at least 30 minutes of moderate or vigorous daily physical activity throughout the school year as part of the district's physical education curriculum or through structured activity during daily recess. To the extent practicable, a school district must require a student enrolled in pre-kindergarten on less than a full-day basis to participate in the same type and amount of physical activity as a student enrolled in full-day prekindergarten.

Other provisions require a district to use, to the extent practicable, student/teacher ratios that are small enough to enable the district to carry out the purposes and requirements for the physical education curriculum and ensure the safety of students participating in physical education. If a district establishes a physical education class student-to-teacher ratio greater than 45-to-1, the district must specifically identify the manner in which the safety of the students will be maintained.

Fine Arts

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 fine arts has been required for graduation under both the RHSP and the DAP. In 2009, the 81st Texas Legislature amended TEC §28.025 to require that students under all three graduation programs—MHSP, RHSP, and DAP—complete one credit in fine arts. The new requirement for the MHSP takes effect beginning with students entering Grade 9 in the 2010-11 school year.

The 81st Legislature also amended TEC §28.002, directing the SBOE to adopt rules requiring students in Grades 6, 7, and 8 to complete a minimum of one TEKS-based fine arts course during those grade levels as part of a district's fine arts curriculum. The requirement takes effect beginning with students entering Grade 6 in the 2010-11 school year.

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 non-profit organization with an executive director and board of directors funded through external grants. CEDFA 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, its website, and the annual Fine Arts Summit, teachers and administrators obtain assistance in implementing the fine arts TEKS, including information about ways to effectively incorporate the learning standards in instruction and assessment of student learning in the arts.

Agency Contact Person

For information on the state curriculum program, contact Anita Givens, Associate Commissioner for Standards and Programs, (512) 463-9087.

Other Sources of Information

The TEA Division of Curriculum website is located at <http://www.tea.state.tx.us/index2.aspx?id=2147486096>.

9. Charter Schools and Waivers

In past years, state lawmakers have taken steps to expand options available to meet students where they are educationally in Texas. They have given local school districts and campuses latitude in tailoring education programs to meet the specific needs of students.

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 passed legislation that created open-enrollment charter schools (Texas Education Code [TEC], Chapter 12, Subchapter D). At their inception, charters were designed to be testing zones for innovation and, thus, were subject to fewer state laws than other public schools. They were designed to promote local initiative and to capitalize on creative approaches to educating students. Many charters target students at risk of dropping out or those who have already dropped out and use the flexibility afforded to charters to accommodate the needs of students who have had limited success in traditional schools. In 1996, the State Board of Education (SBOE) awarded the first open-enrollment charter schools. In 2001, the legislature established a separate category of open-enrollment charter schools operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E), and the ability to operate in this separate category was extended to junior colleges in 2009.

As of September 2010, the SBOE had awarded a total of 289 state open-enrollment charters. Of the 214 active open-enrollment charters granted, 201 are currently serving students. Fifteen of the 289 open-enrollment charters have been revoked, rescinded, abandoned, or denied renewal; 62 have been returned, have been merged with other charters, or have expired; and 1 has changed to a public senior university charter. Two other open-enrollment charters have been granted to universities since 2001, and all three university charters are active and are currently operating schools.

Charter contracts are typically awarded by the SBOE for a period of five years, with the contract renewal then dependent on student, campus, and charter holder performance.

Statute limits the SBOE to awarding no more than 215 charters to individual charter holders (TEC §12.101), and that number was reached for the first time in November 2008. This cap does not include public college and university charters, which may be granted in unlimited numbers, and does not affect the number of campuses that may be operated by current charter holders. Of the current charter holders, 97 have multiple campuses, and those that are performing well academically and financially and are compliant with state and federal requirements are eligible to request the addition of campuses, grade levels, and geographic areas and to increase enrollment. Charter schools and campuses are rated under the statewide academic accountability system. Open-enrollment charter schools are evaluated in a financial accountability system specific to charters and are assigned accreditation statuses.

The SBOE reviewed and renewed all 18 first-generation charter renewal applications in the spring of 2001. Later that year, the legislature transferred responsibility for charter amendments, renewals, and other actions to the commissioner of education (TEC §§12.114-12.1162). The commissioner has renewed contracts for 155 of the active open-enrollment and university charters.

The commissioner has approved three waivers to charter holders that operate high-performing charter schools, allowing each charter affected by a waiver to as much as double its enrollment each year. These waivers were given after careful review of each charter holder and are contingent upon the charter's maintaining excellent performance as demonstrated annually with high accountability ratings and an accredited status.

State Waivers

In the 2009-10 school year, the commissioner of education granted a combined total of 2,317 expedited and general state waivers (Table 9.1 on page 148). The type of expedited waiver most frequently requested allows a school district or campus to modify its calendar, making additional time available for staff development. In 2009-10, the commissioner approved 432 expedited

Type of Waiver	Number	Percent
Expedited Waivers		
Staff Development – General	432	18.6
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	330	14.2
Staff Development for Conference Attendance	55	2.4
Modified Schedule – Texas Assessment of Knowledge and Skills	424	18.3
Early Release Days	414	17.9
General Waivers		
Course Requirements – Curriculum	0	0.0
Course Requirements – Career and Technical Education	5	0.2
Certification	5	0.2
Disciplinary Alternative Education Campus	2	0.1
Study of Electronic Courses	0	0.0
Alternative Education Program Attendance	12	0.5
Student Identification – Gifted and Talented	0	0.0
Foreign Exchange Students	40	1.7
Pregnancy Related Services Compensatory	28	1.2
Education Home Instruction		
School Bus Evacuation Drill	3	0.1
Textbooks	112	4.8
Low Attendance Days	260	11.2
Miss Instructional Days	157	6.8
Other Miscellaneous	38	1.6
Total State Waivers Approved	2,317	100

Note. Waivers approved from 6/1/09 through 5/31/10. Parts may not add to 100 percent because of rounding.

waivers granting a maximum of three days for general staff development, accounting for 18.6 percent of all state waivers approved in 2009-10.

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 385 waivers were granted for one or more of these additional days for staff development in 2009-10.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one year at a time. A class size waiver may be granted if a district: (a) is unable to employ qualified teachers; (b) is unable to provide educational facilities; or (c) 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 no more than two students in only one section at any grade level on any campus. In the 2009-10 school year, 145 class size waivers were granted.

TEC §39.232 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 November 2010, the number of *Exemplary* districts, including charter operators, was 241 (19.5%) and the number of *Exemplary* campuses, including charter campuses, was 2,637 (31.3%).

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 2009-10 school year, the agency 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 2009-10 school year, the poverty threshold for schoolwide eligibility was 40 percent, and 100 campuses in 48 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. Six LEAs used this waiver in the 2009-10 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. In 2009-10, one Title I, Campus Allocation waiver was granted.

Agency Contact Persons

For information on open-enrollment charter schools, contact Laura Taylor, Associate Commissioner for Accreditation, (512) 463-5899; or Mary Perry, Charter School Administration 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 Division, (512) 463-9371.

For information on federal Ed-Flex waivers, contact Ann Smisko, Associate Commissioner for School Improvement and Support, (512) 936-9831; or Cory Green, No Child Left Behind Program Coordination Division, (512) 463-9374.

Other Sources of Information

For additional information on charter schools, see www.tea.state.tx.us/charters.aspx. For a list of state waivers granted by the commissioner of education, see mansfield.tea.state.tx.us/tea.waivers.web/default.aspx. For additional information on federal Ed-Flex waivers, see www.tea.state.tx.us/index4.aspx?id=4222.

10. Expenditures and Staff Hours for Direct Instructional Activities

State statute requires the Texas Education Agency (TEA) to provide an annual summary of the percentages of expenditures and staff hours used by school districts and charters for direct instructional activities in the previous fiscal year (Texas Education Code [TEC] §39.332 and §44.0071).

The percentage of expenditures used by a school district or charter 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 2009, 64.9 percent of school district and charter expenditures statewide were used for direct instructional activities (Table 10.1).

Activity	Expenditures (%)
Instruction	58.0
Instructional Resources and Media Services	1.5
Curriculum Development and Instructional Staff Development	2.0
Guidance and Counseling Services	3.4
Total	64.9

The percentage of staff hours used by a school district or charter 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 2009-10 school year, 64 percent of school district and charter staff hours statewide were used for direct instructional activities (Table 10.2).

Activity	Staff Hours (%)
Instruction	58.0
Instructional Resources and Media Services	2.0
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 identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter 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, Associate Commissioner for Accreditation, (512) 463-5899; or Rita Chase, Financial Audits Division, (512) 463-9095.

Other Sources of Information

See the *2009-2010 Public Education Information Management System Data Standards, Addendum Version*, at www.tea.state.tx.us/index4.aspx?id=3967. See the *Financial Accountability System Resource Guide, Version 14.0*, at www.tea.state.tx.us/index4.aspx?id=1222.

11. District Reporting Requirements

The Texas Education Agency (TEA) maintains a comprehensive schedule of state- and federally-imposed school district reporting requirements, which is available on the TEA website (Texas Education Code [TEC] §7.037). Data collections required by TEA under state or federal regulation for the 2009-10 school year are summarized in Table 11.1. In most instances, districts have the option to submit collections electronically.

Source of Requirement	District Only	Charter Only	District and Charter	Total
Federal Only	3	3	31	37
State Only	5	8	31	44
Federal and State	1	0	8	9
All Sources	9	11	70	90

In accordance with statute, the Data and Information Review Committee (DIRC) conducts a sunset review each even-numbered year of all school and district data collections required by TEA to determine whether the collections are still needed and to eliminate those that are not (TEC §7.060). Made up of staff from across the agency, the committee also reviews new district data requirements and administers an educational program

for agency staff to make data collections more effective and less burdensome. In addition, DIRC reviews any new or amended rules proposed by the commissioner of education, State Board of Education, or State Board for Educator Certification for district data implications. DIRC ensures that multiple 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. The data privacy subcommittee of DIRC reviews contracts and projects that propose the use of Social Security numbers by third-party entities and provides recommendations about the use of Social Security numbers to DIRC.

The most extensive data collection, the Public Education Information Management System (PEIMS), gathers information about public education organizations, school district finances, staff, and students (Table 11.2). In the 2009-10 school year, there were 162 data elements in PEIMS, 3 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 reviewed by two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets quarterly to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are

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

^aPublic Education Information Management System.

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) is a technical subcommittee of PCPEI, made up of agency, school district, and ESC staff. Both PCPEI and ITF participate in sunset reviews of all PEIMS data elements. The reviews ensure that the data included are only those required for the legislature and the agency to perform their legally authorized functions in overseeing the public education system.

TEA uses other collection instruments for information that does not fit into the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and 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, also known as TX21st, uses data submitted by grantees three times per year to track student participation in out-of-school activities for Texas Afterschool Centers on Education (ACE). Texas ACE is funded by the 21st Century Community Learning Centers grant program and administered by the U.S. Department of Education (USDE). The system was designed to meet the annual reporting requirements of the USDE. The Daily Tracker function of TX21st records detailed data in real time at the centers, then calculates all pertinent information for state and federal reporting requirements. There are 308 data elements in TX21st, with 100 reports available to Texas ACE grantees and 115 reports to all TEA users.

TEA also maintains an automated system for requisitioning instructional materials, disbursing payments, and shipping, redistributing, and accounting for instructional materials statewide. An Educational Materials (EMAT) system embedded in TEA's financial system allows school districts and charters to submit requisitions for instructional materials, adjust student enrollments, update district inventories, and schedule delivery of instructional materials. In 2009-10, there were 5,000 data elements in the EMAT system. Districts and charters had access to 19 reports, vendors had access to 17 reports, and staff in the TEA Instructional Materials and Educational Technology Division had access to 43 reports.

Through the Texas Educating Adults Management System (TEAMS), users can enter data and access reports that track the status of students participating in Texas adult education programs. The New Generation

System (NGS) is an interactive, interstate information network designed to allow for migrant student records exchange and reporting, as required under the Elementary and Secondary Education Act, Title I, Part C. The NGS is used by a consortium which, for the 2009-10 school year, had six member states, including Texas. AskTED (Texas Education Directory) is an interactive, Web-based application that enables all Texas school districts to update district personnel contact data, as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the *Texas School Directory*, is published annually on the TEA website.

Applications for funding and related documentation for a selected set of grant programs can be completed online. For example, many agency grants are now administered through eGrants, a comprehensive Web portal that enables submission, tracking, review, and processing of grant applications, as well as 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 Programs Information Management System (CNPIMS) is an automated data collection designed to meet the administrative data requirements of the National School Lunch Program reimbursement system. The Texas Department of Agriculture has primary responsibility for implementing the system.

Since the 2007-08 school year, FITNESSGRAM has been 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 the fitness assessment requirement.

TEA and educational stakeholders across the state are collaborating on an initiative to improve the availability and use of high-quality data to enable educators to make good decisions for Texas students. The initiative, the Texas Student Data System (TSDS), will be a practical and powerful statewide solution that will increase the availability of data to support the state's educational improvement efforts. Recognizing not only the need to improve its underlying architecture to collect and report data, but also to improve the timeliness, relevance, and quality of information available to all stakeholders, TEA has been actively pursuing the TSDS initiative through a number of major projects, both privately and federally funded, to diagnose and address limitations in the current reporting systems. TEA will implement a variety of key TSDS components.

- ◆ State-sponsored student information system will address the needs of the state's complex and fragmented data collection approach.
- ◆ Enhanced data collection and submission tools will ease the data collection burden on school districts and greatly increase data quality.
- ◆ District Connections Database will facilitate the use of operational data by districts for their own reporting, analysis, and local actions, thus addressing the need for timely, actionable student-level data to inform decision making at the classroom, campus, and district levels.
- ◆ Business intelligence tools will provide new, secure business intelligence and reporting tools to support end-user analysis and reporting across the TSDS system.
- ◆ Certified PEIMS data store will serve as a repository for certified data used for state and federal compliance reporting, funding-program evaluation, and educational research. It will greatly improve how extractions and validations of data are performed, alleviating the burden on districts to perform unduly complex actions and allowing for the more accurate, cost-effective creation of the data required by TEA.
- ◆ Data warehouse will be expanded to link critical Pre-K, college-readiness, and workforce data into the current data source, enabling P-20 monitoring of individual students, from enrollment in the public education system through matriculation and graduation from Texas colleges and into the labor market.

Agency Contact Persons

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.

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 Melody Parrish or Sharon Lewellyn, Enterprise Data Management Division, (512) 463-9795.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Candace Ferguson or Liza Lorenzi, School Readiness and Partnerships 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 Rosie Garza, 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 Earin Martin, Chief Grants Administrator, or Suzanne Rittenberry, Discretionary Grants Division, (512) 463-9269.

For information on the Child Nutrition Programs Information Management System (CNPIMS), contact the CNPIMS help desk at the Texas Department of Agriculture, Food and Nutrition Division, (877) TEX-MEAL.

For information on the fitness assessment, contact Debi Hyatt, Health and Safety Division, (512) 463-3070.

For information on the Texas Student Data System (TSDS), contact Brian Rawson, Statewide Data Initiatives, (512) 936-2383.

Other Sources of Information

For a comprehensive schedule of school district reporting requirements, visit the TEA website at www.tea.state.tx.us. On the left side of the homepage, click on the main category, "Reports." From the list of subcategories, click on "District Reporting Schedule."

For additional information about PEIMS, see www.tea.state.tx.us/peims/index.html and the *2009-2010 Public Education Information Management System Data Standards, Addendum Version*, at www.tea.state.tx.us/peims/standards/0910/index.html.

For school directory information, visit the TEA website at www.tea.state.tx.us and click on "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 \$26.1 billion in fiscal year (FY) 2010.

In FY 2010, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (50.8%) of total agency funds (Table 12.1). Federal funds made up 33.5 percent of agency funds in FY 2010, and other funds made up the remaining 15.8 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2010 (61.9%) (Table 12.2 on page 158).

TEA retained very little of the state and federal funds received at the agency in FY 2010; 99.5 percent of state

funds and 99.6 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers (Table 12.3 on page 158).

Appropriated amounts for 2009-10 were linked to the goals and strategies outlined in the agency's strategic plan, with specific amounts reflected at the strategy level (Table 12.4 on page 159).

Final TEA expenditures for FY 2010 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 2011.

Agency Contact Persons

For information on TEA funds and expenditures, contact Reggie Pegues, Deputy Associate Commissioner for Budget and Operations, (512) 463-4330.

Table 12.1. Texas Education Agency, Method of Financing, 2009-10

Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Funds:		
General Revenue Fund	\$ 352,956,925	1.4
Available School Fund	600,709,129	2.3
State Textbook Fund	175,673,871	0.7
Foundation School Fund	10,975,313,817	42.0
Certification and Assessment Fees	24,766,918	0.1
General Revenue MOE ^a for Temporary Assistance for Needy Families	2,000,000	<0.1
Lottery Proceeds	949,400,000	3.6
Educator Excellence Fund	197,781,457	0.8
Subtotal, General Revenue Fund	13,278,602,117	50.8
General Revenue Dedicated:		
Specialty License Plates	136,173	<0.1
Subtotal, General Revenue Dedicated	136,173	<0.1
Subtotal, General Revenue-Related Funds	\$ 13,278,738,290	50.8
Federal Funds		
Health, Education, and Welfare Fund	3,024,263,751	11.6
School Lunch Fund	1,457,926,986	5.6
Federal American Recovery and Reinvestment Act	4,250,292,500	16.3
Other Federal Funds	15,291,639	0.1
Subtotal, Federal Funds	\$ 8,747,774,876	33.5
Other Funds		
Permanent School Fund	11,557,681	<0.1
Appropriated Receipts – Attendance Credits, Estimated	1,354,000,000	5.2
Property Tax Relief	2,748,200,000	10.5
Interagency Contracts	4,306,271	<0.1
Subtotal, Other Funds	\$ 4,118,063,952	15.8
Total, All Methods of Financing	\$ 26,144,577,118	100
Total Full-Time Equivalents	1,038.8	n/a ^b

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

^aMaintenance of effort. ^bNot applicable.

Table 12.2. Texas Education Agency Administrative Budget, 2009-10		
Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Fund	\$ 45,856,925	34.2
Textbook Fund	2,483,888	1.9
Foundation School Fund	9,894,003	7.4
Certification and Assessment Fees	24,766,918	18.4
Subtotal, General Revenue-Related Funds	\$ 83,001,734	61.9
Federal Funds		
Health, Education, and Welfare Fund	36,888,264	27.5
Other Federal Fund	2,323,748	1.7
Subtotal, Federal Funds	\$ 39,212,012	29.2
Other Funds		
Permanent School Fund	11,557,681	8.7
Interagency Contracts	306,271	0.2
Subtotal, Other Funds	\$ 11,863,952	8.9
Total, All Methods of Financing	\$ 134,077,698	100

Note. Amounts do not include fringe benefits.

Table 12.3. State and Federal Funds Appropriated to the Texas Education Agency and Passed Through to School Districts, Education Service Centers, and Education Providers, 2009-10		
Source of Funds	Amount	Percent
State Funds		
Administrative Budget	\$ 94,865,686	0.5
State Funds Passed Through	17,301,936,556	99.5
Total State Funds	\$ 17,396,802,242	100
Federal Funds		
Administrative Budget	39,212,012	0.4
Federal Funds Passed Through	8,708,562,864	99.6
Total Federal Funds	\$ 8,747,774,876	100

Other Sources of Information

General Appropriations Act (81st Texas Legislature), as published, including Article IX and Article XII. For additional information on legislative appropriations, visit the Legislative Budget Board website at www.lbb.state.tx.us.

Table 12.4. Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2009-10	
Goals and Strategies	Amount
1. Goal: Provide Education System Leadership, Guidance, and Resources	
TEA will provide leadership, guidance, and resources to create a public education system that continuously improves student performance and supports public schools as the choice of Texas citizens. The agency will satisfy its customers and stakeholders by promoting supportive school environments and by providing resources, challenging academic standards, high-quality data, and timely and clear reports on results.	
1.1.1. Strategy: Foundation School Program – Equalized Operations Fund the Texas public education system efficiently and equitably; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	\$ 16,999,537,117
1.1.2. Strategy: Foundation School Program – Equalized Facilities Continue to operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.	696,250,000
1.2.1. Strategy: Statewide Educational Programs Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third-, fifth-, and eighth-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.	453,435,703
1.2.2. Strategy: Achievement of Students At Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all students in at-risk situations receive a quality education.	2,775,820,890
1.2.3. Strategy: Students with Disabilities Develop and implement programs that help to ensure all students with disabilities receive a quality education.	1,956,277,532
1.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs.	164,327,508
1.2.5. Strategy: Adult Education and Family Literacy Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.	62,388,769
Subtotal, Goal A	\$ 23,108,037,519
2. Goal: Provide System Oversight and Support	
TEA will sustain a system of accountability for student performance that is supported by challenging assessments, high-quality data, highly qualified and effective educators, and high standards of student, campus, district, and agency performance.	
2.1.1. Strategy: Assessment and Accountability System Continue to provide a preeminent state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format. The state's accountability system, which is interdependent with the assessment system, will continue to drive and recognize improvement by campuses and districts in education system performance.	88,015,765
2.2.1. Strategy: Technology and Instructional Materials Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	765,910,607

Source. General Appropriations Act (81st Texas Legislature), including Article IX and Article XII.

continues

Table 12.4. Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2009-10 (continued)	
Goals and Strategies	Amount
2.2.2. Strategy: Health and Safety Enhance school safety and support schools in maintaining a disciplined environment that promotes student learning. 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 succeed.	\$ 55,475,916
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	1,472,445,986
2.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.	64,058,448
2.3.1. Strategy: Improving Educator Quality and Leadership Support educators through access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Support regional education service centers to 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.	456,555,179
2.3.2. Strategy: Agency Operations Continuously improve a customer-driven, results-based, high-performing public education system through a strategic commitment to efficient and effective business processes and operations.	61,067,999
2.3.3. Strategy: State Board for Educator Certification Administer services related to the certification, continuing education, and standards and conduct of public school educators.	11,363,885
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	14,037,799
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	33,666,723
2.3.6. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state. Estimated and nontransferable.	13,941,292
Subtotal, Goal B	\$ 3,036,539,599
Total, All Goals and Strategies	\$ 26,144,577,118

Source. General Appropriations Act (81st Texas Legislature), including Article IX and Article XII.

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 are 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.

Overall enrollment in open-enrollment charters is relatively small, compared to overall enrollment in traditional school districts. Nevertheless, the percentage of Texas public school students enrolled in open-enrollment charters has increased over the past years. In 2009-10, a total of 119,137 students, or approximately 2.5 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to an enrollment percentage of 2.2 percent in 2008-09. Although most charters have only one campus, some operate several campuses. As of September 2010, there were 207 open-enrollment charters with 511 approved charter campuses, up from 484 campuses in 2009. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 51 new campuses during the 2010 expansion period, and several waivers have been approved to allow the charter expansion process to be waived for certain high-performing charter holders. The goal for these waivers is to expand the number of quality educational options for students across the state.

Charters are held accountable under the state testing and accountability system. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, open-enrollment charters were rated at the district level as well. Open-enrollment charters are 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 request to be rated under alternative education accountability (AEA) procedures, just as is the

case with traditional school district campuses. In the 2009-10 school year, 40.4 percent of charter campuses were registered under AEA procedures. By comparison, 3.4 percent of school district campuses were registered under the AEA procedures. Charter campuses registered as alternative education campuses received ratings in 2010 of *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, or *AEA: Not Rated: Other*.

In 2001, the 77th Texas Legislature required that the performance of charters be reported in comparison to the performance of school districts on the academic excellence indicators (TEC §39.332, 2009). 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 standard accountability procedures are referred to as "standard charters." Non-charter districts are referred to as "traditional districts," and the data reported for these districts include both campuses that are rated under standard accountability procedures and campuses that are rated under AEA procedures.

TAKS Performance

TAKS Performance by Student Group

In 2010, TAKS passing rates for Hispanic and economically disadvantaged students were higher in standard charters than traditional districts in all subjects (Table 13.1 on page 162). The same was true of passing rates for African American students, except in social studies, in which rates were the same in both educational settings. Overall, increases in passing rates from the previous year were largest in science for all student groups in AEA charters and in science for African American students in standard charters.

Between 2009 and 2010, passing rates increased for all student groups in reading/English language arts (ELA), mathematics, science, and social studies. Student groups in AEA charters improved most, with increases of 5 to 6 percentage points in reading/ELA, 8 to 9 points in mathematics, 11 to 13 points in science, and 5 to 7 points in social studies. Students in standard charters had increases of 1 to 5 percentage points in reading/ELA, 2 to 6 points in mathematics and social

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.

Table 13.1. 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 Traditional Districts, 2009 and 2010

Group	AEA Charters			Standard Charters			Traditional Districts ^a		
	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010
Reading/ELA^b									
African American	65	71	6	83	88	5	84	87	3
Hispanic	71	76	5	87	90	3	84	87	3
White	79	84	5	93	94	1	95	96	1
Economically Disadvantaged	69	75	6	85	89	4	83	86	3
Mathematics									
African American	34	42	8	72	78	6	70	75	5
Hispanic	46	54	8	81	86	5	76	81	5
White	52	61	9	84	86	2	89	91	2
Economically Disadvantaged	43	52	9	78	84	6	74	79	5
Writing									
African American	73	80	7	92	92	0	90	91	1
Hispanic	85	85	0	92	93	1	91	92	1
White	73	75	2	91	92	1	95	96	1
Economically Disadvantaged	80	80	0	92	92	0	89	91	2
Science									
African American	35	47	12	65	76	11	67	75	8
Hispanic	42	55	13	76	83	7	71	78	7
White	66	77	11	87	91	4	90	93	3
Economically Disadvantaged	42	55	13	72	81	9	69	77	8
Social Studies									
African American	71	76	5	87	93	6	90	93	3
Hispanic	77	84	7	95	97	2	91	94	3
White	86	91	5	95	97	2	97	98	1
Economically Disadvantaged	76	83	7	93	96	3	90	93	3

Note. Results are based on TAKS and TAKS (Accommodated) combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts.

studies, and 4 to 11 points in science. Students in traditional districts improved by 1 to 3 percentage points in reading/ELA and social studies, 2 to 5 points in mathematics, and 3 to 8 points in science.

State Summary

Compared to the previous year, overall student passing rates on the English-version TAKS increased in AEA charters, standard charters, and traditional districts in each subject and for all tests taken (Table 13.2).

Table 13.2. English-Version TAKS Passing Rates (%), by Subject, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2009 and 2010

Subject	AEA Charters			Standard Charters			Traditional Districts ^a		
	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010
Reading/ELA ^b	71	77	6	88	91	3	88	91	3
Mathematics	45	53	8	80	85	5	81	84	3
Writing	80	82	2	92	93	1	92	94	2
Science	46	58	12	77	84	7	78	84	6
Social Studies	78	84	6	94	97	3	93	96	3
All Tests Taken	37	44	7	71	78	7	73	77	4

Note. Results are based on TAKS and TAKS (Accommodated) combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts.

Increases in each subject except writing were greatest for students in AEA charters. In writing, the increases were the same in AEA charters and traditional districts. Overall, the largest increase was in science among AEA charters, up 12 percentage points. Notably, in Grades 6-11, passing rates were higher in standard charters than traditional districts on all tests except Grade 8 mathematics (Table 13.3).

In reading/ELA, across all grades tested, the passing rate for students in AEA charters was 77 percent in 2010 (Table 13.2). The passing rate for both standard charters and traditional districts was 91 percent.

In mathematics, across all grades tested, the passing rate for students in standard charters in 2010 was 85 percent, up 5 percentage points from the previous year (Table 13.2). Among students in standard charters, the greatest improvement in mathematics was in Grade 11, up 11 percentage points (Table 13.3). Among students in AEA charters, the greatest improvement was also in Grade 11 (17 percentage points). Among students in traditional districts, the greatest improvement in mathematics was in Grade 10 (9 percentage points).

In writing, across all grades tested, passing rates in 2010 for students in AEA charters and students in

Subject	AEA Charters			Standard Charters			Traditional Districts ^a		
	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010
Grade 3									
Reading	73	75	2	85	90	5	90	93	3
Mathematics	55	57	2	77	82	5	85	87	2
Grade 4									
Reading	61	66	5	81	83	2	85	87	2
Mathematics	60	59	-1	78	83	5	87	89	2
Writing	75	77	2	89	89	0	92	92	0
Grade 5									
Reading	60	61	1	78	82	4	84	86	2
Mathematics	54	59	5	75	80	5	85	87	2
Science	50	60	10	76	84	8	85	89	4
Grade 6									
Reading	66	72	6	88	88	0	86	86	0
Mathematics	53	60	7	80	84	4	81	83	2
Grade 7									
Reading	68	74	6	88	91	3	85	86	1
Mathematics	56	62	6	79	85	6	80	82	2
Writing	83	85	2	95	96	1	93	95	2
Grade 8									
Reading	72	81	9	90	94	4	88	91	3
Mathematics	55	57	2	78	81	3	80	81	1
Science	47	50	3	76	81	5	74	79	5
Social Studies	69	82	13	93	96	3	92	95	3
Grade 9									
Reading	69	78	9	93	97	4	89	93	4
Mathematics	30	34	4	76	82	6	69	73	4
Grade 10									
English Language Arts	70	74	4	92	94	2	89	91	2
Mathematics	38	46	8	74	82	8	67	76	9
Science	33	46	13	72	83	11	68	76	8
Social Studies	72	78	6	93	96	3	91	94	3
Grade 11									
English Language Arts	75	79	4	95	97	2	93	94	1
Mathematics	46	63	17	82	93	11	82	90	8
Science	56	70	14	86	95	9	86	92	6
Social Studies	84	90	6	98	99	1	97	98	1

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

^aExcludes charters.

traditional districts increased 2 percentage points each from the previous year to 82 percent and 94 percent, respectively (Table 13.2 on page 162). Passing rates for students in standard charters increased 1 percentage point to 93 percent.

In science, across all grades tested, the passing rate for students in standard charters in 2010 increased 7 percentage points from the previous year to 84 percent (Table 13.2 on page 162). Among students in AEA charters, Grades 5, 10, and 11 saw the greatest improvement, increasing 10, 13, and 14 percentage points, respectively (Table 13.3 on page 163). In Grades 8, 10, and 11, the science passing rates for students in standard charters were higher than those for students in traditional districts by 2 to 7 percentage points.

In social studies, across all grades tested, the passing rate for students in standard charters in 2010 was 97 percent, compared to 96 percent for traditional districts (Table 13.2 on page 162). In Grades 8, 10, and 11, passing rates for students in standard charters were higher than those for students in traditional districts by 1 to 2 percentage points (Table 13.3 on page 163).

On the Spanish-version TAKS in 2010, passing rates in reading in Grades 3 and 5 were highest for standard charters and lowest for AEA charters (Table 13.4).

Progress of Prior Year TAKS Failers

In reading/ELA, the 2010 TAKS passing rate for students who failed the test the previous year was 48 percent in AEA charters, 57 percent in traditional districts, and 62 percent in standard charters (Table 13.5). In

mathematics, the passing rates for prior year TAKS failers in standard charters and in traditional districts differed by 2 percentage points (41% and 43%, respectively).

State Assessment Participation

In 2010, 96.4 percent of all students in AEA charters and 99.3 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 98.6 percent of all students in traditional districts (Figure 13.1).

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 TAKS (Accommodated); 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 TAKS-M or TAKS-Alt.

Because students attending charters tend to be a more mobile population, the percentage of students whose test results are excluded when determining accountability ratings is generally higher for charters

Table 13.4. Spanish-Version TAKS Passing Rates (%), by Grade and Subject, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2009 and 2010

Subject	AEA Charters			Standard Charters			Traditional Districts ^a		
	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010	2009	2010	Change, 2009 to 2010
Grade 3									
Reading	65	71	6	77	87	10	84	86	2
Mathematics	30	28	-2	60	62	2	71	75	4
All Tests Taken	25	31	6	55	61	6	71	76	5
Grade 4									
Reading	46	66	20	69	78	9	80	83	3
Mathematics	15	36	21	57	62	5	70	73	3
Writing	72	85	13	84	94	10	92	94	2
All Tests Taken	25	32	7	48	60	12	68	74	6
Grade 5									
Reading	75	56	-19	75	77	2	69	74	5
Mathematics	13	33	20	46	38	-8	47	46	-1
Science	<1	22	21	42	51	9	45	53	8
All Tests Taken	<1	22	21	43	38	-5	49	55	6

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

^aExcludes charters.

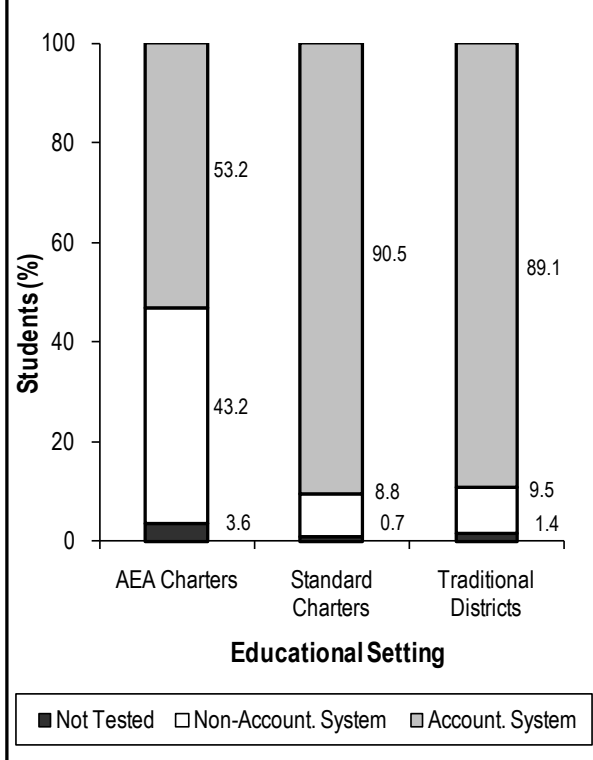
Table 13.5. Progress of Prior Year TAKS Failers (%), Reading/ELA^a and Mathematics, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2010

TAKS Performance	AEA Charters	Standard Charters	Traditional Districts ^b
Pass Reading/ELA	48	62	57
Pass Mathematics	32	41	43

Note. Results are based on TAKS and TAKS (Accommodated) combined and are summed across Grades 4-11.

^aEnglish language arts. ^bExcludes charters.

Figure 13.1. TAKS Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2010



than for traditional districts. In 2010, test results for 43.2 percent of all students in AEA charters and 8.8 percent of all students in standard charters were excluded for accountability purposes, compared to 9.5 percent of all students in traditional districts.

Grade 7-12 Annual Dropout Rates

In 2008-09, Grade 7-12 annual dropout rates for all student groups were considerably higher in AEA charters than in standard charters and traditional districts (Table 13.6). Annual dropout rates for African American, Hispanic, and economically disadvantaged students were lower in standard charters than traditional districts.

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 Traditional Districts, 2008-09

Group	AEA Charters	Standard Charters	Traditional Districts ^a
African American	12.8	1.7	2.3
Hispanic	10.6	0.6	2.1
White	7.4	1.7	0.8
Econ. Disad. ^b	10.4	0.8	1.5
State	10.4	1.1	1.6

^aExcludes charters. ^bEconomically disadvantaged.

Completion Rates

The class of 2009 longitudinal graduation rates of 83.0 percent for traditional districts and 74.7 percent for standard charters were much higher than the rate for AEA charters (26.9%) (Table 13.7). However, a large percentage of students in AEA charters continued to attend school after their expected graduation date. The class of 2009 longitudinal dropout rate was lowest for traditional districts (8.4%), followed by standard charters (10.4%). The longitudinal dropout rate for AEA charters was 37.4 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 Traditional Districts, Class of 2009

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Graduated	26.9	74.7	83.0
Continued High School	27.9	13.2	7.5
Received GED ^b	7.7	1.8	1.2
Dropped Out	37.4	10.4	8.4

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

^aExcludes charters. ^bGeneral Educational Development certificate.

Student Attendance

The 2008-09 attendance rate for standard charters of 96.4 percent was slightly higher than the rate for traditional districts of 95.7 percent. The attendance rate for AEA charters was 89.7 percent.

Advanced Courses

In the 2008-09 school year, 29.7 percent of students in Grades 9-12 in standard charters completed at least one advanced course, compared to 24.5 percent in traditional districts (Table 13.8). The advanced-course completion rate for students in AEA charters, which often focus on dropout recovery, was 6.1 percent. The rates for all student groups in standard charters were higher than those in traditional districts. Notably, the rate for Hispanic students in standard charters was 28.9 percent, compared to 20.6 percent in traditional districts.

Group	AEA Charters	Standard Charters	Traditional Districts ^a
African American	7.2	18.5	17.9
Hispanic	6.0	28.9	20.6
White	5.1	35.1	29.2
Econ. Disad. ^b	7.5	26.0	18.5
State	6.1	29.7	24.5

^aExcludes charters. ^bEconomically disadvantaged.

Recommended High School Program

In standard charters, 90.6 percent of graduates in the class of 2009 met the requirements for the Recommended High School Program. In traditional districts, the rate was 82.7 percent, and, in AEA charters, the rate was 68.2 percent.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 78.7 percent for the class of 2009. In traditional districts, the participation rate was 62.7 percent. In AEA charters, only 7.1 percent of graduates participated.

The percentage of examinees in the class of 2009 who scored at or above criterion on either test was 26.9 percent for traditional districts, 25.3 percent for standard charters, and 8.0 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 2009 was 978, and the average ACT composite score was 20.8. In traditional districts, the class of 2009 had an average SAT combined score of 985 and an average ACT composite score of 20.5. The average SAT combined score in AEA charters was 872, and the average ACT composite score was 16.7.

Agency Contact Persons

For information on charters, contact Laura Taylor, Associate Commissioner for Accreditation, (512) 463-5899; 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. 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 the 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 the programs on student discipline and academic achievement. TEA designates campuses as Character Plus Schools based on responses to the survey.

For the 2009-10 school year, 227 Texas school districts or charters (approximately 18%) responded to the survey. Approximately 89 percent of districts and charters completing the survey reported having character education programs (Table 14.1). A total of 1,296 campuses in the responding districts and charters had programs meeting the Character Plus criteria, and 367 campuses had programs not meeting the criteria. About 11 percent of survey respondents reported not having character education programs.

Program	Participation	
	Number	Percent
Character Plus Program	159	70.0
Other Character Education Program	43	18.9
No Character Education Program	25	11.0

Source. TEA survey of school districts and charters.

Note. The total number of respondents was 227. Parts may not add to 100 percent because of rounding.

Districts and charters that reported implementing character education programs were asked whether the programs had effects on academic achievement and student discipline. Over 61 percent reported improved standardized tests scores, and 45.0 percent reported improved local grades (Table 14.2). Over 80 percent reported fewer discipline referrals, and almost 48 percent reported improved attendance.

Measure	Response (%)
Improved Standardized Test Scores	61.4
Improved Local Grades	45.0
Fewer Discipline Referrals	80.2
Improved Attendance	47.5
Other Effects	21.3

Source. TEA survey of school districts and charters.

Note. The total number of respondents was 227. Respondents could choose more than one item.

Agency Contact Persons

For information about Character Plus Schools or character education programs, contact Anita Givens, Associate Commissioner for Standards and Programs, (512) 463-9087; or Joan Britton, 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 2009-10 at 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 on an annual basis (TEC §38.101). Districts must use an assessment instrument specified by the commissioner of education and report results to the Texas Education Agency (TEA) (TEC §§38.102 and 38.103). The data must be aggregated and may not include student-level information (TEC §38.103).

After a thorough review process, the commissioner selected the FITNESSGRAM as the official assessment 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 of fitness on individual tests, with performance targets tied to the student's age and gender. Students are required to participate in six tests, which include activities such as a one-mile run, curl-ups, pushups, trunk lift, and shoulder stretches.

Private funds were used to pay for all software and training to support schools in implementing the fitness assessment. Regional education service centers (ESCs) and TEA staff provide training on the program to district staff throughout the state on an annual basis. Additional training on software installation and use, data collection, and data reporting has been provided through webinars and professional conferences.

During the 2009-10 school year, TEA collected physical fitness assessment data from 1,141 districts and charters on 2,903,200 students, representing approximately 83 percent of all students in Grades 3-12. Both the number of participating districts and the number of students assessed increased over the previous year. The majority of students tested in 2009-10 did not meet the Healthy Fitness Zone in all six categories, and fitness levels decreased from the elementary to secondary grades. Compared to the previous year, fitness levels increased slightly in Grades 3-8 and decreased slightly in Grades 9-12, except among female ninth graders.

Data for 2009-10 are being analyzed to identify any relationships between student fitness and academic achievement, school attendance, obesity, disciplinary problems, and school meal programs (TEC §38.104). Data for the previous two years show that students

achieving Healthy Fitness Zone outcomes were more likely to have higher passing rates on the Texas Assessment of Knowledge and Skills (TAKS), higher attendance rates, and fewer disciplinary referrals. Cardiovascular health, measured by a walking/running test, had a higher correlation to school success than did body mass index (BMI), a measure of body fat based on height and weight. Results for both cardiovascular health and BMI were adjusted for age and gender. At schools that earned the state's top accountability rating of *Exemplary*, about 80 percent of students had healthy levels of cardiovascular fitness. Counties in which students overall had high levels of cardiovascular fitness tended to have higher TAKS passing rates.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans (CIPs) must establish goals and objectives for the coordinated school health program on each elementary, middle, and junior high school campus. The goals and objectives must be based on the following: student fitness data; student academic performance; attendance rates; the percentage of students who are educationally disadvantaged; the success of any methods used to ensure that students participate in moderate to vigorous physical activity; and any other indicators recommended by the local school health advisory council (SHAC). During the 2009-10 school year, school health personnel received information about the statutory requirements through the state's ESCs via videoconference. To strengthen development of CIPs, model plans were collected and disseminated through the TEA school health and safety e-mail list.

School Health Survey

To enhance implementation of school health requirements and improve the quality of fitness data, TEA developed an annual survey to collect additional data from school districts on student health and physical activity programs (TEC §38.0141). Results from the survey help identify district needs and guide technical support and training related to effective implementation of coordinated school health programs and SHACs. The results also help other organizations and agencies throughout the state in efforts to improve policies and

practices that affect health behavior in their districts and communities.

Technical Assistance and Training on School Health Advisory Councils and Coordinated School Health

TEA has developed a training series for parents, educators, school health staff, and other community members working to improve student health. The training provides information on SHACs, coordinated school health programs, school health policy and related requirements, best practices, community resources, and other important school health topics. Training is delivered through the state's ESCs via videoconference and is made available to the public via streaming video.

Resources for Teachers of Students With Special Health Needs

In accordance with the requirements of TEC §21.463, TEA and the Texas Health and Human Services Commission have developed a website to provide resources for teachers of students with special health needs. The website provides access to documents that discuss treatment and management of chronic illnesses and the effects such illnesses can have on a student's well-being and ability to succeed in school. Other documents on the website present information about preventing exposure to food allergies and contagious diseases.

Agency Contact Persons

For additional information on student health and physical activity, contact Jerel Booker, Associate Commissioner for Educator and Student Policy Initiatives, (512) 475-3408; or Marissa Rathbone, Director of Health and Safety, (512) 463-3064.

Other Sources of Information

Additional information on the Physical Fitness Assessment Initiative is available at www.tea.state.tx.us/index2.aspx?id=5168.

FITNESSGRAM results at the state and district levels are available at www.tea.state.tx.us/index4.aspx?id=3975.

FITNESSGRAM results at the regional and county levels are available at www.texasyouthfitnessstudy.org.

Findings from a study exploring associations between student fitness levels and academic achievement are available at <http://www.cooperinstitute.org/ourkidshealth/index.cfm>.

Resources for teachers of students with special health needs are available at http://www.tea.state.tx.us/index4.aspx?id=7119&menu_id=2147483656.

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**

**GE11 601 06
December 2010**