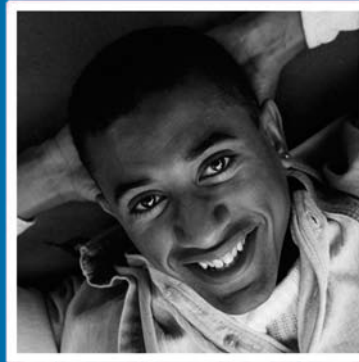




A Report to the  
**79<sup>th</sup>**  
Legislature



*from the Texas Education Agency*

**2004**

**Comprehensive Annual Report  
on Texas Public Schools**





# TEXAS EDUCATION AGENCY

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Shirley J. Neeley, Ed.D.  
Commissioner

January 2005

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

The *2004 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.182 of the Texas Education Code. The report will be posted on the Texas Education Agency website by January 31, 2005, at [www.tea.state.tx.us/reports/](http://www.tea.state.tx.us/reports/). You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

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

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

Respectfully submitted,

Shirley J. Neeley, Ed.D.  
Commissioner of Education

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



**2004**  
**Comprehensive**  
**Annual Report on**  
**Texas Public Schools**

**A Report to the 79th Texas Legislature**  
**from the Texas Education Agency**

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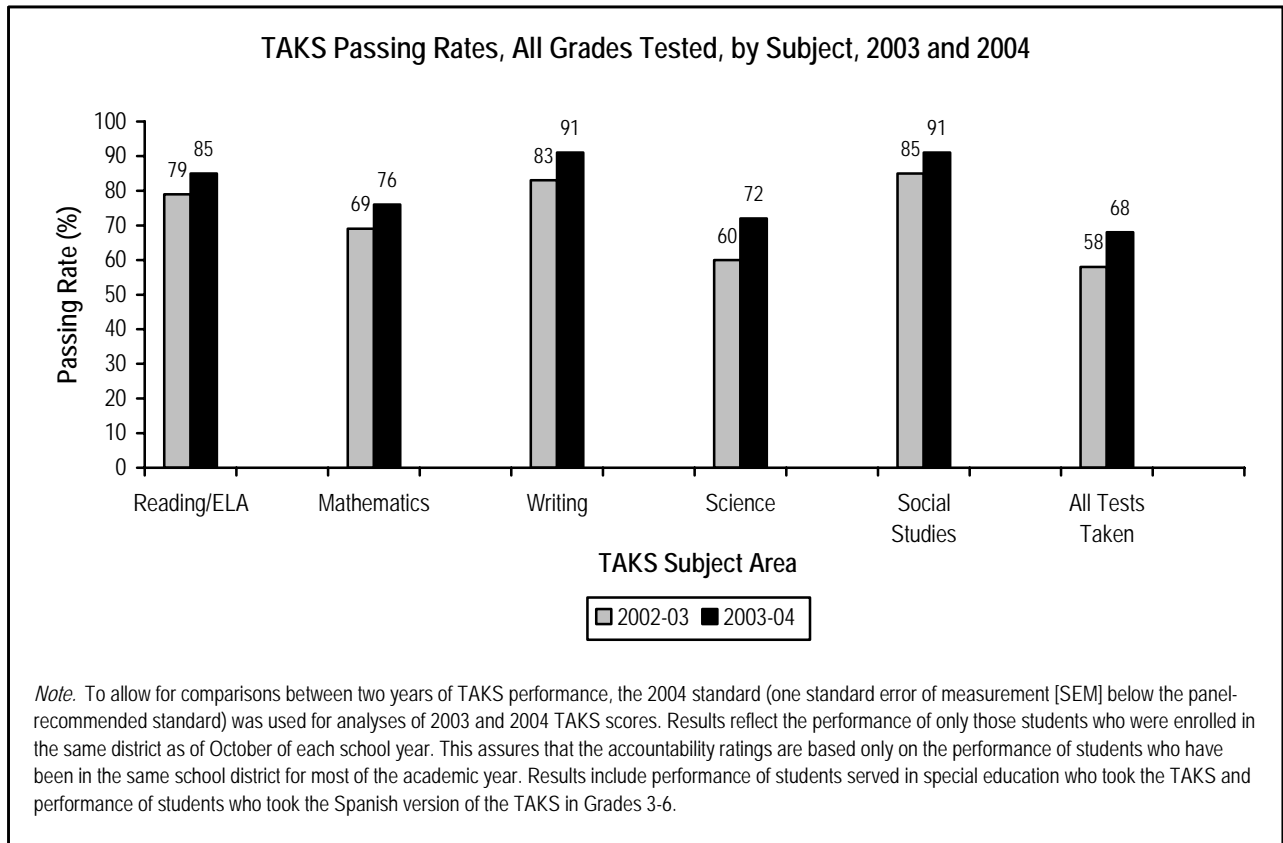


# Executive Summary

The following are highlights of the 2004 *Comprehensive Annual Report on Texas Public Schools*.

- ♦ Texas public school students took the Texas Assessment of Knowledge and Skills (TAKS) for the first time in 2003. Compared to the previous assessment program, the Texas Assessment of Academic Skills (TAAS), the TAKS program tests more grade levels (Grades 3-11); includes a comprehensive English language arts (ELA) test in Grades 10 and 11; assesses science knowledge and skills for the first time at three grade levels (Grades 5, 10, and 11); and assesses social studies at more grade levels than in the past (Grades 8, 10, and 11). Additionally, the exit-level TAKS assessment required for graduation was moved from Grade 10 to Grade 11.

- ♦ TAKS passing standards were developed in summer 2002 by panels of educators and other interested citizens convened by the Texas Education Agency (TEA). To provide a transition from TAAS to the more challenging TAKS, the State Board of Education (SBOE) approved a plan to phase in the panel-recommended standards over a three-year period, with the phase-in proceeding differently for students in Grades 3-10 and students in Grade 11. For the 2003 TAKS, students in Grades 3-10 were required to perform at two standard errors of measurement (SEM) below the panel-recommended standard or higher to pass. Although all 11th graders were required to take TAKS in 2003, their performance on the tests did not count as a graduation requirement because their class took the exit-level TAAS as its graduation test the previous year. On the 2004



TAKS, the standard for students in Grades 3-10 was one SEM below the panel-recommended standard. Grade 11 students took the exit-level TAKS as a graduation requirement for the first time and had to meet a two SEM standard. In 2005, students in Grades 3-10 will be required to achieve the panel-recommended standard, and first-time Grade 11 students will be required to meet a one SEM standard to pass. In 2006, Grade 11 students will be required to meet the panel-recommended standard.

- ◆ Despite increased requirements for most grade levels in 2004, the percentages of all students passing each of the five subject area tests separately increased across the board from 2003. Texas students passed the writing and social studies tests at a rate of 91 percent on each test in 2004, which was an increase of 8 and 6 percentage points, respectively, from 2003. Student performance in reading and English language arts, combined, rose 6 percentage points to 85 percent in 2004. In mathematics, 76 percent of all students met the passing standard, an increase of 7 percentage points from 2003. The greatest gain was in science: 72 percent of all students passed the science assessment in 2004, compared to 60 percent in 2003. The percentage of students passing all tests taken rose a full 10 percentage points in the first two years of the new assessment program, reaching 68 percent in 2004.
- ◆ Unlike the TAAS program, the TAKS program includes a formal performance category for students who demonstrate high academic achievement considerably above the passing standard. Standards for commended performance were established in 2003 without a phase-in. In 2004, among all Grade 3-11 students tested, 20 percent or more achieved commended performance on three of the five subject area tests (20% reading/ELA, 21% social studies, and 22% writing). Compared to 2003, the percentages of students achieving commended performance in 2004 on all tests taken and on individual tests rose from 3 percentage points (all tests taken) to as much as 9 percentage points (writing).
- ◆ Between the first and second years of the TAKS program, passing rates of the four student groups evaluated under the Texas accountability system (African American, Hispanic, White, economically disadvantaged) increased on all five subject tests and on all tests taken. As was the case in 2004, student groups showed the strongest performance in writing and social studies; passing rates ranged from a low of 84 percent in social studies (economically disadvantaged students) to a high of

96 percent, also in social studies (White students). The greatest gains for student groups were on the science test: the passing rate of White students rose by 11 percentage points to 86 percent, and the passing rates of the other three student groups rose 15 percentage points each.

- ◆ The class of 2004 was the final graduating class required to pass the exit-level TAAS to receive high school diplomas. Statewide, the cumulative passing rate for the class of 2004 was 95.0 percent, which was slightly higher than the rate for the class of 2003 (94.6%). Cumulative passing rates were higher also for all student groups, that is, African American, Asian/Pacific Islander, Hispanic, Native American, White, female, and male students. Although gains were small for each group, the increase in the African American passing rate narrowed the gap between African American and White students; in 2003, the rate for African American students was 5.3 percentage points lower than the rate for White students, while in 2004, the gap was 4.9 percentage points. The gap between Hispanic and White students remained the same (6.5 percentage points).
- ◆ Under the TAKS assessment program, exit-level tests required for graduation are administered in Grade 11 and include tests in all four content areas assessed by the TAKS: English language arts, mathematics, science, and social studies. Of the Grade 11 students (class of 2005) who took exit-level TAKS tests in English in spring 2004, 72 percent met the passing standard on all tests taken, and 2 percent achieved commended performance. Students who did not pass all the exit-level tests in 2004 have three more opportunities to do so before the expected graduation date of the class of 2005.
- ◆ Since 2001, students in special education who are taught the Texas Essential Knowledge and Skills (TEKS), but for whom the TAAS, and now the TAKS, is not appropriate, have taken the State-Developed Alternative Assessment (SDAA) to measure their progress. Annual performance goals are established by Admission, Review, and Dismissal (ARD) committees. Performance results are reported both as the percentage of students meeting ARD expectations and as the percentage of SDAA examinations meeting ARD expectations. On the first measure, 74 percent of students taking the SDAA met ARD expectations for all tests taken in 2004, compared to 69 percent in 2003. In both years, performance on individual subject area tests was considerably higher than on all tests taken; in 2004, 80 percent of students passed the writing test, 82 percent passed mathematics, and 88 percent passed reading. The

second SDAA measure, the percentage of SDAA examinations meeting ARD expectations, was incorporated as a new indicator in the accountability rating system in 2004. Across Grades 3-8, 84 percent of SDAA examinations met or exceeded ARD expectations in 2004, a 3 percentage-point increase from 2003.

- ◆ As the state assessments have become more rigorous, fewer students have been exempted and more students included in the accountability system. In 2004, 95.4 percent of all students eligible to be tested with the English- or Spanish-version TAKS or the SDAA were tested. Most students (90.4%) took one or more TAKS tests or a combination of TAKS and SDAA tests. The remaining 5.0 percent of students took SDAA tests only. The results of 89.4 percent of all students tested were included for accountability ratings purposes, the highest percentage of students included in the accountability system ever.
- ◆ In 2002-03, the number of dropouts (17,151) increased slightly from the number in 2001-02 (16,622), and the annual dropout rate remained unchanged (0.9%). The longitudinal dropout rate for the class of 2003 Grade 9 cohort (4.5%) was 0.5 percentage points lower than that for the previous class (5.0%). The target set in law was to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code [TEC] §39.182).
- ◆ State graduation rates for the classes of 2002 and 2003 were 82.8 percent and 84.2 percent, respectively. African American students in the class of 2003 achieved, for the first time, a graduation rate of over 80 percent (81.1%). The graduation rate for Hispanic students increased from 75.7 percent for the class of 2002 to 77.3 percent for the class of 2003. White students continued to graduate at a rate above the state average (84.2%); 89.8 percent of White students in the class of 2003 graduated.
- ◆ In the 2002-03 school year, a total of 184,214 students were retained in grade. The overall grade-level retention rate for students in Grades K-12 was 4.7 percent, a tenth of a percentage point higher than in 2001-02. Across all grade levels, students in Grade 9 had the highest average retention rate (16.4%); nevertheless, the rate declined from 16.9 percent in 2001-02. At the elementary level, the highest retention rate was in Grade 1; the rate of 6.3 percent in 2002-03 was a slight decrease from the rate in 2001-02 (6.4%). Males were retained more often than females, and African American and Hispanic students were retained more often than White students or students from other ethnic groups. In 2003, there were 9,139 students in Grade 3 who did not pass the reading TAKS. Among the students who did not pass the Grade 3 reading TAKS, 44.4 percent were retained after the 2002-03 school year. Of the 267,402 Grade 3 students who did pass the reading TAKS, only 1.1 percent were retained.
- ◆ Participation in AP/IB examinations continued to increase. The percentage of 11th or 12th graders in public schools taking at least one Advanced Placement (AP) or International Baccalaureate (IB) test rose to 16.1 percent in 2002-03 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 2001-02 and 2002-03. The number of AP examinees in Texas public and non-public schools combined increased by 141.9 percent between 1996-97 and 2002-03, compared to a national increase of 76.2 percent.
- ◆ A total of 133,755 Texas public high school students in the class of 2003 took the SAT I, the ACT, or both. Participation in college admission testing has increased at higher rates in Texas than nationally. The percentage of examinees who scored at or above the criterion score on either test was 27.2 percent for the class of 2003, up from 26.3 percent for the class of 1996. From 1996 to 2003, the number of SAT I test takers in public and non-public schools combined increased 39.5 percent in Texas, compared to 29.6 percent nationwide; while the number of ACT test takers increased 31.9 percent in Texas, compared to 27.1 percent nationwide.
- ◆ The Texas public school accountability system was redesigned in late 2003 and early 2004 after results of the first administration of the TAKS assessment were available and analyzed. During the transition to a new accountability system, district accountability ratings were carried forward to 2003. That same year, TEA provided preview data on the new performance indicators to districts, campuses, and education service centers on the 2002-03 Academic Excellence Indicator System (AEIS) reports. The new accountability system was fully implemented in 2004, except for the rating of registered alternative education campuses. These campuses will be rated beginning in 2005 according to new alternative education accountability procedures. Although many fundamental features of the new accountability system are similar to those found in the previous system, ratings between the two should not be compared. District and campus ratings are based on a number of new indicators, including student performance on the more rigorous TAKS assessment program, student performance on

SDAA examinations, and high school completion rates.

- ◆ Of the 1,227 public school districts and charters in Texas, 19 (1.5%) were rated *Exemplary* and 378 (30.8%) were rated *Recognized* in 2004 under the new state accountability system. A total of 713 districts and charters (58.1%) achieved the *Academically Acceptable* rating, and 23 (1.9%) were rated *Academically Unacceptable*. Of the 7,813 public campuses and charter campuses, 520 (6.7%) were rated *Exemplary* and 2,541 (32.5%) were rated *Recognized* in 2004. A total of 3,579 campuses (45.8%) achieved the *Academically Acceptable* rating, and 92 (1.2%) were rated *Academically Unacceptable*.
- ◆ As of October 2004, there were 204 approved open-enrollment charters and 323 charter campuses. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. Beginning in 2004, charters as well as the campuses they operated were rated. Of the 190 charters in operation in 2004, 6 were rated *Exemplary*; 13 were rated *Recognized*; 57 were rated *Academically Acceptable*; and 20 were rated *Academically Unacceptable*. Of the 274 charter campuses in operation, 8 were rated *Exemplary*, 22 were rated *Recognized*, 71 were rated *Academically Acceptable*, and 27 were rated *Academically Unacceptable*. Because development of the new alternative education accountability system was not complete in 2004, 119 charter school campuses that were registered under alternative accountability procedures and 85 charters operating registered alternative education campuses received the designation *Not Rated: Alternative Education*. In addition, 9 charters and 27 charter campuses received ratings of *Not Rated: Other*.
- ◆ The passing rates for students in all charters taking the English-version TAKS increased in all subject areas and all tests taken from 2003 to 2004. In 2004, the percentage of students passing all tests taken was considerably lower in at-risk charters (36%) than in not at-risk charters (58%). The average passing rate in 2004 for Texas school districts, excluding charters, was 68 percent. Regardless of student group, subject, or grade, average passing rates on the English-version TAKS in non-charter school districts were higher than in not at-risk charters which, in turn, were higher than those in at-risk charters. In a number of cases, charters serving predominantly not at-risk students performed nearly as well as non-charter school districts. For example, on the 2004 TAKS reading/English language arts test, the passing rates of students in Grades 6-8 in not at-risk charters

were the same as, or only 1 percentage point lower than, those of students in school districts. Across all grades tested, the gap in social studies performance between not at-risk charters and school districts was only 1 percentage point for both Hispanic and White students.

- ◆ In 2002-03, the Grade 7-8 annual dropout rate for not at-risk charters was 0.3 percent, an improvement over the rate in 2001-02 (0.7%). On the other hand, the annual dropout rate for at-risk charters in 2002-03 (0.7%) was an increase of one-tenth of one percentage point from the year before. Between 2001-02 and 2002-03, annual dropout rates decreased for all student groups in not at-risk charters. The rate for Hispanic students dropped nearly a full percentage point, from 1.2 percent in 2001-02 to 0.3 percent in 2002-03. In the case of economically disadvantaged students, the annual dropout rate was lower in not at-risk charters (0.1%) than in non-charter school districts (0.2%).
- ◆ In 1995, districts were required by the Safe Schools Act to establish Disciplinary Alternative Education Programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses. In 2002-03, a total of 101,671 students were assigned to DAEPs, an increase from the 96,737 students assigned in 2001-02. The average length of student assignment was 29.4 days in 2002-03. On the 2003 TAKS, DAEP students had passing rates of 62.3 percent in reading/ELA and 49.2 percent in mathematics. Statewide, 84.4 percent of DAEP students took the 2003 TAKS or SDAA reading/ELA test.
- ◆ In 2001, the Texas Legislature revised the definition of students at risk of dropping out of school, and more students became eligible for services (TEC §29.081). Under the revised criteria, 1,899,745 of the 4,328,028 Texas public school students in 2003-04 were identified as at risk of dropping out of school. Because districts began using the new criteria in the 2001-02 school year, the proportion of students identified as at risk has increased from 40 percent to 44 percent of the Texas public school population. Between 2003 and 2004, the statewide percentage of all students at risk who met the expected TAKS performance standards increased at all grade levels and on all subject area tests. Although students not at risk continued to outperform students at risk, across grades and subjects tested, at-risk students at certain grade levels made considerable progress, and the performance gap between the two groups decreased in many cases. For example, at-risk students in Grade 3 passed the 2004 TAKS reading test at a rate of 83 percent, with all except African American students achieving a passing rate of

over 80 percent. The gap in reading/ELA performance between at-risk and not at-risk students decreased at every grade except Grade 5. In mathematics, Grade 3 at-risk students again achieved a passing rate of over 80 percent, except for African American students. The gap in mathematics performance between at-risk and not at-risk students stayed the same or decreased in Grades 3-7 and Grade 11.

- ◆ Of the districts and charters responding to surveys in 2003 and 2004, approximately 62 percent reported implementation of some type of character education program. In 2004, 280 districts and charters described programs that met the criteria set in House Bill 946 for Character Plus programs. Another 216 districts and charters indicated they had character education programs, although the programs did not meet Character Plus criteria.



# 1. Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in Texas law, adopted by the commissioner of education, or adopted by the State Board of Education (SBOE). Detailed analysis of Texas Assessment of Knowledge and Skills (TAKS) results and dropout rates can be found in Chapters 2 and 5 of this Comprehensive Annual Report. This section provides an analysis of other measures and indicators in the Academic Excellence Indicator System (AEIS) state performance report (pages 6-20), including:

- ♦ results of special education students meeting admission, review, and dismissal (ARD) committee expectations on the State-Developed Alternative Assessment (SDAA);
- ♦ participation of students in TAKS/SDAA testing (i.e., percentages of students tested and not tested);
- ♦ cumulative percentage of students passing the exit-level Texas Assessment of Academic Skills (TAAS);
- ♦ progress of students who failed the reading/English language arts (ELA) or mathematics portion of TAKS the prior year;
- ♦ Grade 3 reading results for the Student Success Initiative (SSI);
- ♦ percentage change in proficiency level for students taking the Reading Proficiency Tests in English (RPTE);
- ♦ attendance rates;
- ♦ completion/student status rates;
- ♦ completion of advanced courses;
- ♦ completion of the Recommended High School Graduation Program (RHSP) or the Distinguished Achievement Graduation Program (DAP);
- ♦ results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- ♦ equivalency between performance on exit-level TAAS and the Texas Academic Skills Program (TASP) test;

- ♦ percentage of Grade 11 students attaining the college readiness standard under the Texas Success Initiative (TSI);
- ♦ results of college admission tests (SAT I and ACT); and
- ♦ profile information on students, programs, staff, and finances.

## SDAA Results

The SDAA assesses students in special education programs in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom the TAKS is an inappropriate measure of academic progress. SDAA tests are given in the areas of reading, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their ARD committees.

Two sets of SDAA results are presented on the AEIS report. The first set, labeled SDAA Examinations, are the SDAA results used in the 2004 accountability ratings system. These results are based on the number of tests meeting ARD expectations divided by the total number of SDAA tests taken combined across subject areas. Statewide, 84 percent of SDAA tests taken in 2004 met ARD expectations, compared to 81 percent in 2003. Results varied slightly by ethnic group, with 83 percent of tests taken by African American students, 84 percent of tests taken by Hispanic students, and 85 percent of tests taken by White students having met ARD expectations.

The second set, labeled SDAA Examinees, provide the SDAA results disaggregated by subject area and all tests taken and are based on the number of students meeting ARD expectations divided by the number of students tested. Of students taking the SDAA in 2004, 74 percent met ARD committee expectations on all tests taken, compared with 69 percent of students in 2003. Gains were shown in each subject area, with the percentage of students meeting ARD expectations increasing from 86 percent to 88 percent in reading,

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*Technical Note. The TAKS results shown in the AEIS state performance report differ from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district 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 district for most of the academic year. The Student Performance chapter contains the results of all students who took the TAKS in the spring of each year, regardless of their enrollment status the previous October.*

78 percent to 82 percent in mathematics, and 73 percent to 80 percent in writing.

## **TAKS/SDAA Participation**

Every student enrolled in a Texas public school in Grades 3-11 must be given the opportunity to take the TAKS test or SDAA. The TAKS/SDAA participation section of the AEIS report provides the percentages of students tested and not tested, as well as other categories of results that are excluded or included in evaluations for accountability ratings purposes. The percentages are based on the unduplicated count of students for whom TAKS or SDAA answer documents were submitted. In 2004, test results for accountability evaluations included students in regular and special education in Grades 3 through 11 who took the English-version TAKS, as well as students served in regular and special education in Grades 3 through 6 who took the Spanish-version TAKS. Because SDAA results were incorporated in the accountability rating system in 2004, the participation rates reported for 2003 and 2004 include the percentage of students taking either TAKS or SDAA, as well as the percentage of students taking SDAA only.

In 2004, 95.4 percent of students were tested, with 90.4 percent of students taking one or more of the TAKS or SDAA tests and 5.0 percent of students taking SDAA tests only. The results of 89.4 percent of the students tested were included for accountability ratings purposes, the highest percentage of students ever included in the state accountability system. The results of 5.9 percent were excluded because they were not enrolled in the fall in the district where they tested in the spring (i.e., mobile subset).

Statewide, 4.6 percent of students were not tested. Of those, 0.2 percent were absent on all days of testing, 2.1 percent were students served in special education who were exempted from all tests by their ARD committees, 1.2 percent were exempted from all tests because of limited English proficiency (LEP), and 1.2 percent had answer documents coded with combinations of the "not tested" categories or had testing disrupted by illness or similar events. The percentage of students who were absent decreased from 0.7 percent in 2003 to 0.2 percent in 2004. The decrease is attributable, in part, to the implementation of make-up testing. During specified periods of time, make-up tests in reading/ELA and mathematics may be administered to students in Grades 3-8 and 10 who were absent on the regularly scheduled test dates.

Of students served in special education, 36.9 percent participated in the SDAA only in 2004. This is a slight increase over the 36.0 percent who participated in the SDAA only in 2003.

## **Cumulative Percent Passing Exit-Level TAAS**

This measure is the percentage of a class of students passing all tests taken on the exit-level TAAS. The class of 2004 is the last class of graduates who must pass the exit-level TAAS in reading, mathematics, and writing to be eligible to receive high school diplomas.

The exit-level TAAS was first administered in the spring of the students' 10th grade year. Students had seven additional opportunities to retake the test before their graduation date. The TAAS cumulative passing rate for the class of 2004 shows the percentage of students who first took the exit-level test in spring 2002 when they were sophomores and eventually passed all tests taken by the end of their senior year in May 2004. The measure includes only those students who took the test in the spring of the 10th grade and continued to retake the test, if needed, in the same district.

Statewide, 95.0 percent of the class of 2004 passed the exit-level TAAS, a slight increase from the 94.6 percent of the class of 2003. Passing rates were higher for each student group in the class of 2004 than in the class of 2003. The greatest gains were achieved by African American students (93.1% compared to 92.3%).

## **Progress of Prior Year TAKS Failers**

This indicator shows the progress of students who failed the reading/ELA portion or the mathematics portion of the English-version TAKS in the prior year but passed the corresponding assessment in the current year. Statewide, almost half (47%) of the students who failed the reading/ELA assessment in 2003 passed in 2004. Progress in mathematics was slower, with 27 percent of prior year failers passing in 2004. Note that the TAKS passing standard for students in Grades 3-10 was higher in 2004 than in 2003 (i.e., one standard error of measurement [SEM] below panel recommendation [PR], versus two).

## **Student Success Initiative—Grade 3 Reading Results**

As required by the Student Success Initiative (SSI) (Texas Education Code [TEC] §28.0211, 2004), Grade 3 students must pass the reading test to advance to the next grade level. A student has three opportunities to pass the test and may still be promoted by a grade placement committee if the members unanimously decide that the student is likely to perform on grade level after accelerated instruction. The grade promotion requirements for Grade 3 students began with the initial TAKS administration in spring 2003.



Students in Grades 5 and 8 will have to pass the reading and mathematics tests beginning in 2004-05 and 2007-08, respectively.

New indicators have been added to the AEIS report to show the performance of Grade 3 students who took the reading test in spring 2003 and spring 2004. The indicator, Students Requiring Accelerated Instruction, shows the percentage of students who did not meet the standard on the Grade 3 reading test in March and were provided accelerated instruction in preparation for the second administration in April. Students who were absent in March or were not tested for other reasons are included in the count of students requiring accelerated instruction. In 2004, 10 percent of the Grade 3 students needed accelerated reading instruction following the March administration, compared to 12 percent of the students in spring 2003.

The new indicator, TAKS Cumulative Met Standard, shows the percentage of Grade 3 students who passed the reading test during the March and April test administrations. Although students in 2004 had to meet a higher passing standard (one SEM below PR, versus two), the cumulative passing rate of 95 percent statewide was unchanged from the cumulative rate in spring 2003.

Another new indicator, TAKS Failers Promoted by the Grade Placement Committee, shows the percentage of Grade 3 students who did not meet the standard on the reading test in spring 2003 but were promoted to Grade 4 by their grade placement committees. Statewide, 40.9 percent of students who did not pass the Grade 3 reading test were promoted to Grade 4 by their grade placement committees.

The indicator, 2004 TAKS Met Standard (Failed in 2003), provides 2004 TAKS results for Grade 3 students who did not pass the reading test in 2003. For those who were promoted to fourth grade, the indicator shows the percentage who passed the Grade 4 reading test. For those who were retained in third grade, the indicator shows the percentage who passed the Grade 3 reading test. Statewide, 29 percent of the students who were promoted to fourth grade passed the Grade 4 reading test in spring 2004. By comparison, 84 percent of the students who were retained in third grade passed the Grade 3 reading test in spring 2004. Students tested in spring 2004 were required to pass at one SEM below PR, while students tested in spring 2003 were required to meet the lower standard of two SEM below PR.

## Reading Proficiency Tests in English

The RPTE measures annual growth of students learning English based on three levels of proficiency: *Beginning*,

*Intermediate*, and *Advanced*. Limited English proficient (LEP) students in Grades 3-12 take the RPTE until they achieve ratings of *Advanced*; subsequently they are required to take the TAKS assessments. The AEIS reports the levels of proficiency obtained in 2004 by students who attained *Beginning* and *Intermediate* proficiency in 2003. Of the students who scored at the *Beginning* level in 2003, 38.6 percent remained at the same proficiency level in 2004, 39.9 percent moved to the *Intermediate* level, and 21.5 percent moved to *Advanced*. Of students who scored at the *Intermediate* level in 2003, 3.9 percent declined to the *Beginning* level, 28.2 percent remained at the *Intermediate* level, and 67.8 percent moved to the *Advanced* level in 2004. These rates of progress are comparable to those seen between 2002 and 2003.

## Student Attendance

Student attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. The statewide attendance rate of 95.6 percent in 2002-03 was unchanged from the previous school year. Rates for all student groups were above 95 percent in 2002-03, with the exception of Native American students (94.7%) and students served in special education (94.1%). Attendance rates are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

## Completion/Student Status Rate

A completion rate is the percentage of students from a class of ninth graders who complete their high school education by their anticipated graduation date. Members of the class of 2003 were identified as students who attended Grade 9 for the first time in the 1999-00 school year and were expected to have graduated in spring 2003.

Two completion rate measures, Completion Rate I and Completion Rate II, have been defined for Texas public school accountability beginning in 2004. Both rates include students who graduate or continue high school. Completion Rate II includes, in addition, students who receive General Educational Development (GED) certificates. Completion Rate II will be used as a base indicator in the 2004 and 2005 accountability cycles. Completion Rate I will be used as a base indicator starting with the 2006 accountability cycle.

Statewide, 95.5 percent of students in the class of 2003 completed high school, a slight increase over the percentage in the class of 2002 (95.0%). Completion rates were highest for Asian/Pacific Islander and White students (98.1% and 97.8%, respectively) and lowest

for LEP and Hispanic students (81.9% and 92.9%, respectively). Between 2002 and 2003, completion rates increased for all student groups, except Native American students. In the class of 2003, LEP students had the highest percentage of students continuing school after anticipated graduation (26.1%), followed by special education students (15.9%). Native American students had the highest percentage of GED recipients (4.6%), while LEP students had the lowest percentage (1.3%).

## **Percentage Completing Advanced Courses**

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

In 2002-03, the most recent year for which data were available, 19.7 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 Islanders at 37.7 percent, followed by Whites at 24.4 percent, Native Americans at 18.5 percent, Hispanics at 15.3 percent, and African Americans at 12.7 percent. Participation increased for all student groups between 2001-02 and 2002-03, with the exception of Asian/Pacific Islanders and LEP students.

## **Percentage Completing Recommended High School Graduation Program or Distinguished Achievement Graduation Program**

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

to take courses under the Minimum High School Graduation Program (19 Texas Administrative Code §74.51, 2004).

For the class of 2003, 63.7 percent of students statewide met the requirements for the RHSP or DAP, up from the 58.2 percent reported for the class of 2002. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islanders (78.9%), followed by Whites (65.0%), Hispanics (63.3%), Native Americans (61.9%), and African Americans (56.3%). Approximately 60 percent of economically disadvantaged students and 43 percent of LEP students also completed the RHSP or DAP. The percentages for all student groups increased substantially over the previous school year.

## **AP and IB Results**

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

Statewide, the percentage of 11th or 12th graders taking at least one AP or IB examination rose from 15.0 percent in 2002 to 16.1 percent in 2003. The percentages of students participating in these examinations rose for all student groups between 2002 and 2003.

The percentage of examinees with at least one score above criterion decreased slightly statewide from 56.8 percent in 2002 to 56.0 percent in 2003. The performance of African American, White, and Asian/Pacific Islander students declined on this measure in 2003. The performance of Hispanic and Native American students increased by approximately 1 and 13 percentage points, respectively.

The percentage of examinations with scores at or above the criterion declined statewide from 52.9 percent in 2002 to 51.4 percent in 2003. Performance for all student groups, except for Hispanic and Native American students, declined on this measure in 2003. The performance of Hispanic students remained constant at 36.0 percent, while the performance of Native American students increased by about 10 percentage points.

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

## **TAAS/TASP Equivalency**

The Texas Academic Skills Program (TASP), now called the Texas Higher Education Assessment (THEA), is a test of reading, writing, and mathematics proficiency required of all persons entering undergraduate programs at Texas public institutions of higher education for the first time. This indicator shows the percentage of graduates who scored well enough on the exit-level TAAS to have a 75 percent likelihood of passing the TASP (THEA) test. TAAS/TASP equivalency results are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Equivalency rates for the class of 2003 showed that 71.1 percent of graduates statewide, when they first took the test, scored sufficiently high on the TAAS to have a 75 percent likelihood of passing the TASP (THEA). This is an improvement over the 70.5 percent equivalency rate for the class of 2002.

## **College Readiness—Texas Success Initiative**

A new indicator on the 2004 AEIS reports, the College Readiness—Texas Success Initiative (TSI), shows the percentage of students who met the Higher Education Readiness Component standards on the exit-level mathematics and English language arts (ELA) TAKS tests (scale scores of 2200 on mathematics; 2200 on ELA with a 3 on the written composition), as set by the Texas Higher Education Coordinating Board (THECB). 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 standard adopted by the THECB is exempt from the requirements of the TSI (TEC §51.306, 2004).

TAKS results from spring 2004 showed that 43 percent of Grade 11 students achieved the college readiness standard in mathematics. The standard in ELA was met by 29 percent of 11th graders.

## **College Admissions Tests**

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

The percentage of graduates who took either the SAT I or the ACT increased from 61.9 percent for the class of 2002 to 62.4 percent for the class of 2003. Of examinees in the class of 2003, 27.2 percent scored at or above criterion on either test (1110 on the SAT I or 24 on the ACT), an increase of more than half of a percentage point from 26.6 percent for the class of 2002.

The average SAT I combined score for the class of 2003 was 989, an increase over the average score of 986 for the class of 2002. The average ACT composite score was 19.9 for the class of 2003, a slight decrease from 20.0 for the class of 2002.

## **Profile Information**

In addition to performance data, the AEIS state performance report also 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, Department of Accountability and Data Quality, (512) 463-9701, or Shannon Housson, Performance Reporting Division, (512) 463-9704.

## **Other Sources of Information**

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

See *Pocket Edition, 2003-04: Texas Public School Statistics* at [www.tea.state.tx.us/perfreport/pocked/](http://www.tea.state.tx.us/perfreport/pocked/).

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TAKS Met Standard												
Grade 3 (English) March Administration Only												
Reading	2004	91%	86%	88%	96%	95%	96%	91%	92%	86%	87%	83%
	2003	86%	77%	80%	94%	87%	93%	85%	87%	80%	79%	71%
Mathematics	2004	90%	82%	88%	96%	92%	97%	91%	90%	85%	86%	85%
	2003	84%	72%	79%	92%	89%	94%	85%	83%	77%	77%	75%
All Tests	2004	86%	76%	81%	93%	89%	94%	86%	86%	79%	79%	76%
	2003	78%	64%	71%	89%	82%	89%	78%	78%	70%	68%	62%
TAKS Met Standard												
Grade 3 (Spanish) March Administration Only												
Reading	2004	84%	68%	84%	92%	91%	*	80%	87%	68%	84%	84%
	2003	75%	56%	75%	68%	59%	*	70%	79%	53%	75%	75%
Mathematics	2004	81%	85%	81%	97%	82%	*	81%	81%	72%	81%	81%
	2003	71%	56%	71%	69%	51%	*	71%	70%	57%	71%	71%
All Tests	2004	74%	63%	74%	89%	83%	*	72%	76%	58%	73%	74%
	2003	62%	38%	62%	58%	44%	*	59%	64%	42%	62%	62%
TAKS Met Standard												
Grade 4 (English)												
Reading	2004	86%	78%	81%	93%	90%	94%	84%	88%	76%	79%	68%
	2003	82%	71%	75%	91%	85%	92%	81%	83%	74%	73%	57%
Mathematics	2004	87%	76%	83%	93%	90%	96%	87%	86%	77%	81%	76%
	2003	81%	68%	74%	90%	85%	93%	82%	80%	71%	72%	62%
Writing	2004	91%	86%	88%	94%	93%	96%	88%	93%	81%	87%	79%
	2003	84%	77%	80%	90%	86%	93%	80%	88%	72%	77%	63%
All Tests	2004	76%	63%	69%	86%	81%	90%	74%	78%	63%	67%	56%
	2003	69%	54%	60%	81%	72%	86%	67%	71%	57%	57%	42%

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TAKS Met Standard Grade 4 (Spanish)												
Reading	2004	77%	*	77%	88%	83%	40%	73%	82%	61%	78%	77%
	2003	72%	89%	72%	87%	> 99%	80%	68%	75%	50%	72%	72%
Mathematics	2004	74%	*	74%	84%	83%	40%	75%	73%	65%	74%	74%
	2003	62%	> 99%	62%	73%	80%	*	64%	61%	52%	62%	63%
Writing	2004	90%	83%	90%	93%	83%	> 99%	87%	93%	80%	90%	90%
	2003	85%	70%	85%	79%	> 99%	> 99%	82%	89%	72%	85%	85%
All Tests	2004	66%	75%	66%	81%	83%	50%	63%	69%	52%	66%	66%
	2003	56%	73%	56%	65%	80%	71%	54%	58%	38%	56%	56%
TAKS Met Standard Grade 5 (English)												
Reading	2004	80%	71%	71%	91%	85%	91%	78%	81%	67%	70%	43%
	2003	74%	62%	67%	85%	77%	88%	72%	77%	58%	64%	40%
Mathematics	2004	82%	69%	77%	91%	86%	94%	83%	82%	68%	75%	60%
	2003	78%	62%	72%	87%	80%	92%	78%	77%	62%	69%	54%
Science	2004	70%	53%	60%	84%	78%	85%	74%	66%	51%	58%	36%
	2003	58%	40%	46%	75%	63%	78%	62%	54%	35%	44%	23%
All Tests	2004	63%	45%	52%	79%	69%	82%	65%	61%	44%	49%	27%
	2003	51%	33%	39%	68%	55%	74%	53%	49%	29%	37%	19%
TAKS Met Standard Grade 5 (Spanish)												
Reading	2004	72%	*	72%	80%	40%	*	68%	76%	53%	72%	72%
	2003	63%	*	63%	55%	*	*	58%	69%	41%	63%	63%
Mathematics	2004	61%	*	61%	67%	50%	*	61%	62%	53%	61%	61%
	2003	53%	*	53%	55%	*	*	53%	53%	36%	52%	53%
Science	2004	35%	*	35%	25%	33%	*	38%	31%	22%	34%	35%
	2003	16%	< 1%	16%	9%	*	*	18%	13%	6%	15%	15%
All Tests	2004	35%	*	35%	30%	43%	*	37%	34%	24%	35%	35%
	2003	17%	< 1%	17%	15%	*	*	18%	15%	8%	16%	17%

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TAKS Met Standard Grade 6 (English)												
Reading	2004	87%	81%	80%	94%	90%	95%	85%	88%	73%	80%	50%
	2003	80%	70%	71%	90%	85%	90%	79%	80%	64%	70%	37%
Mathematics	2004	78%	64%	71%	88%	83%	93%	78%	77%	59%	69%	48%
	2003	71%	55%	62%	83%	73%	89%	70%	71%	47%	59%	37%
All Tests	2004	74%	60%	65%	86%	79%	91%	73%	74%	56%	63%	35%
	2003	65%	49%	55%	80%	68%	85%	65%	66%	44%	52%	25%
TAKS Met Standard Grade 6 (Spanish)												
Reading	2004	73%	*	73%	*	*	*	69%	78%	20%	72%	73%
	2003	73%	*	73%	*	*	*	68%	77%	64%	72%	73%
Mathematics	2004	49%	*	49%	*	*	*	49%	49%	*	48%	49%
	2003	40%	*	40%	*	*	*	38%	41%	17%	40%	40%
All Tests	2004	48%	*	48%	*	*	*	47%	49%	17%	47%	48%
	2003	40%	*	40%	*	*	*	38%	42%	21%	40%	40%
TAKS Met Standard Grade 7												
Reading	2004	83%	73%	77%	92%	84%	93%	80%	86%	64%	75%	39%
	2003	82%	73%	74%	91%	83%	91%	79%	84%	61%	72%	34%
Mathematics	2004	71%	55%	63%	84%	71%	90%	71%	72%	47%	60%	34%
	2003	63%	46%	51%	76%	63%	86%	61%	64%	34%	49%	24%
Writing	2004	91%	89%	88%	95%	91%	97%	88%	95%	76%	87%	61%
	2003	82%	74%	75%	90%	80%	92%	77%	87%	57%	73%	34%
All Tests	2004	66%	50%	56%	80%	66%	86%	64%	68%	41%	53%	22%
	2003	57%	41%	45%	72%	57%	80%	55%	60%	29%	42%	13%

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TAKS Met Standard Grade 8												
Reading	2004	90%	85%	84%	95%	91%	96%	89%	90%	74%	83%	48%
	2003	84%	75%	77%	91%	87%	93%	82%	85%	62%	75%	35%
Mathematics	2004	67%	50%	57%	81%	71%	88%	68%	66%	41%	55%	28%
	2003	62%	45%	51%	76%	66%	85%	63%	61%	33%	48%	22%
Soc Studies	2004	88%	82%	83%	94%	91%	96%	88%	88%	68%	82%	56%
	2003	87%	82%	80%	93%	92%	95%	86%	87%	67%	79%	50%
All Tests	2004	64%	47%	53%	79%	69%	86%	65%	64%	41%	51%	22%
	2003	59%	41%	46%	73%	63%	82%	59%	58%	32%	43%	15%
TAKS Met Standard Grade 9												
Reading	2004	85%	78%	78%	93%	91%	93%	82%	87%	62%	77%	38%
	2003	76%	68%	66%	87%	84%	88%	71%	81%	42%	64%	22%
Mathematics	2004	61%	45%	48%	76%	64%	86%	60%	61%	29%	46%	21%
	2003	55%	39%	41%	71%	58%	82%	54%	55%	22%	39%	17%
All Tests	2004	59%	43%	46%	75%	63%	84%	58%	60%	32%	44%	17%
	2003	51%	36%	37%	68%	55%	78%	49%	54%	21%	35%	11%
TAKS Met Standard Grade 10												
Eng Lang Arts	2004	76%	69%	67%	85%	76%	86%	70%	82%	42%	65%	24%
	2003	70%	61%	61%	79%	74%	81%	64%	77%	29%	58%	19%
Mathematics	2004	64%	46%	52%	78%	68%	87%	65%	64%	29%	50%	27%
	2003	61%	44%	48%	74%	66%	85%	61%	62%	25%	46%	28%
Science	2004	65%	47%	50%	81%	73%	83%	68%	62%	32%	48%	19%
	2003	56%	37%	39%	73%	65%	75%	58%	54%	23%	37%	14%
Soc Studies	2004	88%	82%	81%	94%	93%	95%	89%	87%	64%	79%	49%
	2003	80%	69%	71%	90%	86%	91%	80%	80%	49%	69%	41%
All Tests	2004	50%	31%	35%	66%	51%	73%	49%	51%	16%	32%	8%
	2003	43%	25%	28%	58%	49%	65%	41%	44%	10%	25%	7%

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TAKS Met Standard Grade 11												
Eng Lang Arts	2004	87%	83%	81%	92%	90%	91%	83%	91%	57%	80%	42%
	2003	70%	60%	63%	75%	71%	82%	62%	77%	33%	61%	33%
Mathematics	2004	85%	74%	79%	92%	89%	95%	86%	85%	56%	77%	59%
	2003	68%	53%	58%	78%	71%	88%	68%	69%	33%	56%	37%
Science	2004	85%	75%	76%	93%	89%	94%	87%	83%	57%	74%	47%
	2003	68%	52%	56%	78%	70%	86%	67%	68%	33%	54%	29%
Soc Studies	2004	97%	96%	95%	99%	98%	99%	98%	97%	89%	95%	82%
	2003	90%	86%	86%	94%	94%	95%	89%	91%	71%	84%	61%
All Tests	2004	73%	59%	61%	84%	77%	86%	72%	74%	35%	58%	24%
	2003	50%	34%	39%	60%	51%	72%	46%	54%	16%	36%	15%
TAKS Met Standard (Sum of All Grades Tested) (Accountability Indicator)												
Reading/ELA	2004	85%	79%	79%	93%	89%	93%	83%	88%	68%	78%	61%
	2003	79%	70%	72%	88%	82%	89%	76%	82%	57%	71%	53%
Mathematics	2004	76%	62%	68%	86%	79%	92%	76%	75%	56%	67%	60%
	2003	69%	54%	60%	81%	72%	88%	69%	69%	46%	59%	50%
Writing	2004	91%	88%	88%	94%	92%	96%	88%	94%	79%	87%	78%
	2003	83%	76%	78%	90%	83%	92%	79%	87%	65%	76%	61%
Science	2004	72%	57%	60%	86%	79%	87%	75%	69%	46%	58%	34%
	2003	60%	42%	45%	75%	65%	79%	62%	58%	30%	43%	21%
Soc Studies	2004	91%	86%	85%	96%	94%	97%	91%	90%	72%	84%	60%
	2003	85%	79%	78%	92%	91%	94%	85%	86%	62%	77%	49%
All Tests	2004	68%	53%	58%	81%	72%	86%	67%	68%	46%	57%	45%
	2003	58%	43%	48%	72%	62%	79%	57%	59%	34%	46%	35%



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Academic Excellence Indicators

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TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)												
Reading/ELA	2004	80%	71%	72%	89%	84%	90%	77%	82%	58%	70%	51%
	2003	72%	61%	63%	83%	76%	85%	69%	75%	47%	61%	44%
Mathematics	2004	66%	49%	57%	78%	69%	87%	67%	65%	44%	55%	48%
	2003	57%	41%	47%	71%	60%	81%	58%	57%	34%	46%	38%
Writing	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%
	2003	78%	68%	71%	87%	78%	89%	73%	82%	57%	69%	53%
Science	2004	56%	38%	41%	73%	63%	76%	61%	52%	29%	39%	19%
	2003	42%	24%	27%	59%	48%	65%	46%	39%	17%	25%	9%
Soc Studies	2004	84%	77%	76%	92%	88%	94%	86%	83%	60%	74%	44%
	2003	76%	66%	66%	86%	82%	89%	77%	75%	47%	64%	32%
All Tests	2004	57%	40%	46%	71%	61%	78%	57%	57%	34%	44%	34%
	2003	47%	30%	35%	61%	50%	70%	46%	47%	24%	34%	25%
TAKS Commended Performance (Sum of All Grades Tested)												
Reading/ELA	2004	20%	12%	13%	29%	22%	33%	18%	22%	9%	12%	9%
	2003	16%	8%	10%	24%	16%	27%	15%	17%	7%	9%	5%
Mathematics	2004	17%	8%	11%	25%	18%	41%	18%	16%	8%	10%	9%
	2003	12%	5%	6%	18%	12%	32%	13%	11%	5%	6%	5%
Writing	2004	22%	13%	14%	31%	20%	41%	17%	26%	8%	12%	9%
	2003	13%	6%	8%	20%	11%	27%	10%	16%	5%	7%	5%
Science	2004	9%	3%	4%	14%	11%	19%	11%	7%	4%	4%	2%
	2003	3%	1%	1%	5%	3%	8%	4%	2%	1%	1%	< 1%
Soc Studies	2004	21%	10%	11%	31%	22%	40%	25%	17%	6%	10%	2%
	2003	13%	5%	6%	20%	14%	28%	16%	11%	4%	5%	1%
All Tests	2004	8%	3%	4%	12%	8%	19%	8%	8%	3%	4%	3%
	2003	5%	2%	2%	7%	4%	13%	5%	5%	2%	2%	1%

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SDAA Examinations (Sum of Grades 3-8) Met ARD Expectations (Accountability Indicator)												
2004	84%	83%	84%	85%	84%	84%	84%	85%	84%	84%	84%	
2003	81%	79%	80%	82%	83%	82%	80%	82%	81%	81%	80%	
SDAA Examinees (Sum of Grades 3-8) Met ARD Expectations												
Reading	2004	88%	86%	87%	90%	87%	87%	87%	89%	88%	87%	86%
	2003	86%	85%	85%	89%	91%	86%	88%	86%	86%	86%	84%
Mathematics	2004	82%	80%	82%	83%	82%	82%	82%	82%	82%	82%	82%
	2003	78%	76%	78%	80%	80%	78%	79%	78%	79%	79%	79%
Writing	2004	80%	80%	80%	80%	81%	83%	80%	81%	80%	81%	82%
	2003	73%	73%	74%	72%	77%	75%	72%	75%	73%	74%	75%
All Tests	2004	74%	72%	73%	76%	75%	76%	73%	75%	74%	74%	73%
	2003	69%	67%	69%	71%	74%	72%	69%	70%	69%	69%	68%
2004 TAKS/SDAA Participation Grades 3-11												
Tested TAKS/SDAA	95.4%	94.9%	93.8%	97.2%	95.7%	95.6%	94.5%	96.3%	79.4%	93.8%	84.2%	
By Testing Program												
TAKS/SDAA	90.4%	87.0%	88.5%	93.4%	89.5%	94.2%	88.2%	92.7%	42.5%	86.6%	75.3%	
SDAA Only	5.0%	7.8%	5.2%	3.9%	6.1%	1.4%	6.3%	3.6%	36.9%	7.2%	8.9%	
By Mobility Status												
Acct Subset	89.4%	86.9%	88.2%	92.1%	85.7%	92.0%	88.4%	90.8%	68.9%	87.7%	78.9%	
Mobile Subset	5.9%	7.9%	5.6%	5.1%	10.0%	3.6%	6.1%	5.5%	10.5%	6.1%	5.2%	
Not Tested TAKS/SDAA	4.6%	5.1%	6.2%	2.8%	4.3%	4.4%	5.5%	3.7%	20.6%	6.2%	15.8%	
Absent	0.2%	0.3%	0.3%	0.2%	0.4%	0.1%	0.3%	0.2%	0.3%	0.3%	0.2%	
ARD Exempt	2.1%	3.2%	2.1%	1.7%	2.1%	0.8%	2.6%	1.4%	15.3%	2.6%	2.7%	
LEP Exempt	1.2%	0.1%	2.5%	0.1%	0.3%	2.5%	1.2%	1.1%	0.1%	1.9%	10.2%	
Other	1.2%	1.5%	1.4%	0.8%	1.5%	1.0%	1.4%	0.9%	5.0%	1.4%	2.6%	
Total Count	2,886,460	414,708	1,212,584	1,157,565	9,611	84,308	1,478,720	1,403,711	387,954	1,442,214	327,204	

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2003 TAKS/SDAA Participation Grades 3-11											
Tested TAKS/SDAA	94.9%	94.5%	93.0%	96.9%	94.7%	95.4%	94.1%	95.8%	81.3%	93.5%	83.7%
By Testing Program											
TAKS/SDAA	90.1%	86.9%	88.0%	93.3%	89.1%	94.1%	88.1%	92.4%	45.4%	86.5%	75.1%
SDAA Only	4.8%	7.6%	5.1%	3.7%	5.7%	1.3%	6.1%	3.4%	36.0%	7.1%	8.6%
By Mobility Status											
Acct Subset	88.8%	86.5%	87.4%	91.7%	83.9%	91.6%	87.9%	90.1%	70.4%	87.4%	78.3%
Mobile Subset	6.1%	8.0%	5.7%	5.3%	10.8%	3.8%	6.3%	5.7%	10.9%	6.2%	5.4%
Not Tested TAKS/SDAA	5.1%	5.5%	7.0%	3.1%	5.3%	4.6%	5.9%	4.2%	18.7%	6.5%	16.3%
Absent	0.7%	0.9%	0.9%	0.6%	1.1%	0.3%	0.8%	0.7%	0.7%	0.7%	0.5%
ARD Exempt	1.7%	2.7%	1.7%	1.4%	1.8%	0.6%	2.2%	1.2%	12.8%	2.1%	2.1%
LEP Exempt	1.1%	0.1%	2.5%	0.1%	0.4%	2.6%	1.2%	1.1%	0.1%	1.9%	10.5%
Other	1.5%	1.8%	1.9%	1.0%	1.9%	1.1%	1.7%	1.2%	5.1%	1.7%	3.1%
Total Count	2,854,584	410,410	1,170,598	1,172,594	9,244	81,323	1,462,576	1,386,819	378,532	1,391,290	310,847
TAAS Exit-Level Cumulative Pass Rate											
Class of 2004	95.0%	93.1%	91.5%	98.0%	93.7%	97.0%	94.2%	95.8%	n/a	n/a	n/a
Class of 2003	94.6%	92.3%	91.1%	97.6%	93.6%	96.5%	93.8%	95.4%	n/a	n/a	n/a
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)											
Reading/ELA 2004	47%	45%	42%	60%	54%	57%	46%	48%	39%	42%	30%
Mathematics 2004	27%	23%	25%	35%	32%	38%	28%	27%	21%	24%	20%
Student Success Initiative Grade 3 Reading (English and Spanish)											
Students Requiring Accelerated Instruction											
2004	10%	14%	13%	4%	6%	4%	11%	9%	15%	14%	17%
2003	12%	18%	17%	6%	11%	6%	14%	11%	18%	18%	22%
TAKS Cumulative Met Standard (March and April)											
2004	95%	92%	93%	99%	98%	98%	95%	96%	92%	93%	90%
2003	95%	92%	93%	99%	96%	98%	95%	96%	93%	93%	91%
TAKS Failers Promoted by Grade Placement Committee											
2003	40.9%	47.5%	37.0%	51.2%	*	37.7%	41.2%	40.4%	72.5%	39.9%	36.2%

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2004 TAKS Met Standard (Failed in 2003)											
Promoted to Grade 4	29%	31%	24%	49%	*	20%	29%	29%	16%	27%	24%
Retained in Grade 3	84%	83%	84%	89%	*	90%	85%	84%	84%	84%	84%
RPTE Change											
Sum of 3-12											
Scored 'Beginning' in 2003											
Beginning 2004	38.6%	34.8%	38.9%	34.9%	31.6%	25.9%	41.7%	34.2%	59.3%	38.9%	38.6%
Intermediate 2004	39.9%	38.0%	40.0%	37.2%	31.6%	38.4%	38.2%	42.4%	33.5%	40.0%	39.9%
Advanced 2004	21.5%	27.1%	21.1%	27.9%	36.8%	35.7%	20.2%	23.4%	7.2%	21.1%	21.5%
Scored 'Intermediate' in 2003											
Beginning 2004	3.9%	5.4%	4.0%	2.7%	0.0%	2.9%	4.9%	2.8%	8.4%	3.9%	3.9%
Intermediate 2004	28.2%	21.3%	28.6%	20.7%	19.4%	17.3%	29.0%	27.3%	43.7%	28.6%	28.2%
Advanced 2004	67.8%	73.2%	67.4%	76.6%	80.6%	79.8%	66.1%	69.9%	48.0%	67.6%	67.8%
Scored 'Beginning' in 2002											
Beginning 2003	41.0%	43.3%	41.4%	33.6%	52.9%	27.5%	44.3%	36.7%	61.3%	41.6%	41.0%
Intermediate 2003	40.5%	33.9%	40.6%	40.3%	35.3%	39.3%	38.5%	43.1%	32.2%	40.4%	40.5%
Advanced 2003	18.5%	22.7%	18.0%	26.1%	11.8%	33.2%	17.2%	20.2%	6.5%	18.0%	18.5%
Scored 'Intermediate' in 2002											
Beginning 2003	4.2%	3.1%	4.2%	3.9%	4.3%	3.3%	5.0%	3.3%	8.8%	4.2%	4.2%
Intermediate 2003	33.7%	26.1%	34.2%	22.8%	56.5%	23.0%	34.9%	32.3%	47.4%	34.1%	33.7%
Advanced 2003	62.1%	70.9%	61.5%	73.3%	39.1%	73.8%	60.1%	64.4%	43.8%	61.7%	62.1%
Attendance Rate											
2002-03	95.6%	95.3%	95.4%	95.7%	94.7%	97.5%	95.5%	95.6%	94.1%	95.3%	96.3%
2001-02	95.6%	95.3%	95.4%	95.9%	94.9%	97.5%	95.6%	95.6%	94.3%	95.4%	96.3%
Annual Dropout Rate (Gr 7-8) (Accountability Indicator)											
2002-03	0.2%	0.2%	0.4%	0.1%	0.4%	0.2%	0.2%	0.2%	0.2%	0.3%	0.6%
2001-02	0.2%	0.3%	0.4%	0.1%	0.4%	0.2%	0.2%	0.2%	0.2%	0.3%	0.6%
Completion/Student Status Rate (Gr 9-12) Class of 2003											
Graduated	84.2%	81.1%	77.3%	89.8%	84.7%	91.5%	80.9%	87.7%	75.0%	77.8%	54.5%
Received GED	3.3%	2.1%	2.9%	4.1%	4.6%	1.5%	4.3%	2.3%	2.5%	3.2%	1.3%
Continued HS	7.9%	10.6%	12.6%	3.9%	6.2%	5.1%	9.9%	5.9%	15.9%	12.4%	26.1%
Dropped Out (4-yr)	4.5%	6.3%	7.1%	2.2%	4.6%	1.9%	4.9%	4.1%	6.6%	6.6%	18.1%

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Class of 2002											
Graduated	82.8%	79.8%	75.7%	88.2%	84.6%	90.6%	79.2%	86.4%	72.7%	75.8%	53.4%
Received GED	4.1%	2.5%	3.7%	5.1%	5.2%	1.8%	5.3%	3.0%	3.2%	3.9%	1.7%
Continued HS	8.0%	11.0%	12.8%	4.0%	6.6%	5.0%	10.0%	6.0%	15.8%	12.5%	24.9%
Dropped Out (4-yr)	5.0%	6.6%	7.8%	2.7%	3.5%	2.6%	5.5%	4.5%	8.3%	7.7%	20.0%
Completion Rate II (w/GED) (Accountability Indicator)											
Class of 2003	95.5%	93.7%	92.9%	97.8%	95.4%	98.1%	95.1%	95.9%	93.4%	93.4%	81.9%
Class of 2002	95.0%	93.4%	92.2%	97.3%	96.5%	97.4%	94.5%	95.5%	91.7%	92.3%	80.0%
Completion Rate I (w/o GED)											
Class of 2003	92.2%	91.7%	90.0%	93.7%	90.9%	96.6%	90.8%	93.6%	90.9%	90.2%	80.6%
Advanced Courses											
2002-03	19.7%	12.7%	15.3%	24.4%	18.5%	37.7%	17.5%	22.1%	4.4%	13.4%	7.8%
2001-02	19.4%	12.5%	14.9%	23.8%	18.3%	38.5%	17.4%	21.5%	4.3%	13.1%	7.8%
RHSP/DAP Graduates											
Class of 2003	63.7%	56.3%	63.3%	65.0%	61.9%	78.9%	58.3%	68.9%	12.8%	60.2%	42.8%
Class of 2002	58.2%	48.8%	58.1%	59.8%	53.8%	71.5%	52.8%	63.3%	11.1%	55.1%	38.4%
AP/IB Results											
Tested											
2003	16.1%	7.8%	12.2%	19.5%	17.0%	37.6%	14.1%	18.0%	n/a	n/a	n/a
2002	15.0%	6.7%	11.4%	18.0%	12.8%	34.3%	13.1%	16.7%	n/a	n/a	n/a
Examinees >= Criterion											
2003	56.0%	30.0%	46.4%	61.1%	55.3%	69.8%	57.9%	54.6%	n/a	n/a	n/a
2002	56.8%	30.6%	45.2%	62.2%	42.0%	72.0%	58.9%	55.3%	n/a	n/a	n/a
Scores >= Criterion											
2003	51.4%	27.1%	36.0%	56.7%	49.8%	65.6%	54.2%	49.2%	n/a	n/a	n/a
2002	52.9%	28.8%	36.0%	58.4%	39.4%	67.1%	55.8%	50.7%	n/a	n/a	n/a
TAAS/TASP Equivalency											
Class of 2003	71.1%	55.9%	59.7%	82.0%	75.7%	77.3%	70.8%	71.5%	29.7%	56.8%	21.2%
Class of 2002	70.5%	54.2%	57.6%	82.0%	73.2%	77.7%	70.2%	70.7%	28.4%	54.5%	20.7%
College Readiness -- Texas Success Initiative (TSI)											
Eng Lang Arts 2004	29%	19%	20%	36%	31%	43%	22%	35%	6%	17%	3%
Mathematics 2004	43%	21%	29%	56%	46%	69%	46%	39%	12%	26%	13%

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SAT/ACT Results											
Tested											
Class of 2003	62.4%	59.5%	45.7%	66.4%	69.3%	79.3%	60.3%	64.1%	n/a	n/a	n/a
Class of 2002	61.9%	58.5%	45.2%	67.9%	75.8%	81.7%	59.7%	63.8%	n/a	n/a	n/a
At/Above Criterion											
Class of 2003	27.2%	7.2%	10.8%	37.2%	29.2%	44.5%	30.3%	24.6%	n/a	n/a	n/a
Class of 2002	26.6%	6.9%	10.4%	36.3%	26.0%	44.9%	29.4%	24.3%	n/a	n/a	n/a
Mean SAT Score											
Class of 2003	989	843	891	1051	977	1078	1010	971	n/a	n/a	n/a
Class of 2002	986	839	893	1047	990	1073	1007	969	n/a	n/a	n/a
Mean ACT Score											
Class of 2003	19.9	16.8	17.8	21.6	20.5	22.0	20.0	19.9	n/a	n/a	n/a
Class of 2002	20.0	17.0	17.8	21.5	20.5	21.8	19.9	20.0	n/a	n/a	n/a

'\*' indicates results are masked due to small numbers to protect student confidentiality.

'n/a' indicates data reporting is not applicable for this group.

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STUDENT INFORMATION		Count	Percent	PROGRAM INFORMATION		Count	Percent
Total Students		4,311,502	100.0%	Student Enrollment by Program:			
Students By Grade:	Early Childhood Education	14,660	0.3%	Bilingual/ESL Education	606,190	14.1%	
	Pre-Kindergarten	165,670	3.8%	Career and Technology Education	867,300	20.1%	
	Kindergarten	323,167	7.5%	Gifted and Talented Education	335,805	7.8%	
	Grade 1	338,522	7.9%	Special Education	499,587	11.6%	
	Grade 2	325,646	7.6%	Teachers by Program (population served):			
	Grade 3	323,095	7.5%	Bilingual/ESL Education	24,399.4	8.4%	
	Grade 4	321,591	7.5%	Career and Technology Education	11,804.6	4.1%	
	Grade 5	323,812	7.5%	Compensatory Education	8,504.3	2.9%	
	Grade 6	326,982	7.6%	Gifted and Talented Education	6,338.8	2.2%	
	Grade 7	329,480	7.6%	Regular Education	201,043.3	69.5%	
	Grade 8	324,228	7.5%	Special Education	29,771.8	10.3%	
	Grade 9	375,225	8.7%	Other	7,325.5	2.5%	
	Grade 10	309,100	7.2%	Actual Instructional Operating Expenditures by Program (2002-03):			
	Grade 11	267,553	6.2%	Bilingual/ESL Education	\$734,664,423	4.3%	
	Grade 12	242,771	5.6%	Career and Technology Education	\$678,617,461	4.0%	
Ethnic Distribution:	African American	614,714	14.3%	Compensatory Education	\$1,847,971,071	10.8%	
	Hispanic	1,886,319	43.8%	Gifted and Talented Education	\$285,876,980	1.7%	
	White	1,669,842	38.7%	Regular Education	\$10,979,532,141	63.9%	
	Native American	13,752	0.3%	Special Education	\$2,281,501,471	13.3%	
	Asian/Pacific Islander	126,875	2.9%	Other	\$362,971,429	2.1%	
Economically Disadvantaged		2,277,901	52.8%	Class Size Averages by Grade and Subject:			
Limited English Proficient (LEP)		660,308	15.3%	Elementary:	Kindergarten		19.1
Students w/Disciplinary Placements (2002-03)		103,620	2.3%		Grade 1		18.6
Total Graduates (Class of 2003):		238,109	100.0%		Grade 2		18.8
By Ethnicity (incl. Special Ed.):					Grade 3		18.8
African American		31,801	13.4%		Grade 4		19.4
Hispanic		80,776	33.9%		Grade 5		22.2
White		116,817	49.1%		Grade 6		22.4
Native American		670	0.3%		Mixed Grades		25.1
Asian/Pacific Islander		8,045	3.4%	Secondary:	English/Language Arts		20.4
By Graduation Type (incl. Special Ed.):					Foreign Language		21.5
Minimum H.S. Program		86,382	36.3%		Mathematics		20.5
Recommended H.S. Pgm./DAP		151,727	63.7%		Science		21.6
Special Education Graduates		23,626	9.9%		Social Studies		22.6

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	Non-Special Education Rates	Special Education Rates
Retention Rates By Grade: Kindergarten	2.9%	10.7%
Grade 1	5.9%	9.7%
Grade 2	3.5%	3.8%
Grade 3	2.9%	2.2%
Grade 4	1.6%	1.3%
Grade 5	0.9%	1.4%
Grade 6	1.4%	1.7%
Grade 7	2.3%	2.4%
Grade 8	1.7%	3.0%
Data Quality: PID Errors (student)	18,846	0.4%
Underreported Students	6,858	0.3%

STAFF INFORMATION

	Count	Percent		Years
Total Staff:	573,410.7	100.0%	Average Yrs. Experience of Teachers:	11.8 yrs.
			Average Yrs. Experience of Teachers with Districts	7.8 yrs.
Professional Staff:	355,397.2	62.0%	Average Teacher Salary by Years of Experience:	Amount
Teachers	289,187.7	50.4%	(regular duties only)	
Professional Support	44,994.7	7.8%	Beginning Teachers	\$32,744
Campus Administration (School Leadership)	15,542.5	2.7%	1-5 Years Experience	\$34,774
Central Administration	5,672.2	1.0%	6-10 Years Experience	\$37,432
Educational Aides:	58,413.2	10.2%	11-20 Years Experience	\$42,989
Auxiliary Staff:	159,600.3	27.8%	Over 20 Years Experience	\$50,553
Total Minority Staff:	231,014.0	40.3%	Average Actual Salaries (regular duties only):	
Teachers by Ethnicity and Gender:			Teachers	\$40,478
African American	25,577.5	8.8%	Professional Support	\$48,039
Hispanic	54,326.4	18.8%	Campus Administration (School Leadership)	\$60,822
White	205,684.1	71.1%	Central Administration	\$74,728
Native American	775.8	0.3%	Turnover Rate For Teachers:	14.3%
Asian/Pacific Islander	2,824.0	1.0%	Instructional Staff Percent	63.8%
Males	65,655.5	22.7%		
Females	223,532.3	77.3%		



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Teachers by Highest Degree Held:			EXCLUSIONS	
				Count
No Degree	3,152.5	1.1%	Professional Staff	1,365.2
Bachelors	221,004.5	76.4%	Educational Aides	324.0
Masters	63,571.8	22.0%	Auxiliary Staff	847.4
Doctorate	1,458.9	0.5%		
Teachers by Years of Experience:			Contracted Instructional Staff:	1,571.6
Beginning Teachers	18,665.6	6.5%	Actual Expenditure Exclusions:	
1-5 Years Experience	83,727.0	29.0%		Amount
6-10 Years Experience	54,728.4	18.9%	Tuition Transfers-Grades/Services Not Offered	\$2,215,526
11-20 Years Experience	71,654.6	24.8%	Wealth Equalization Transfer	\$961,162,920
Over 20 Years Experience	60,412.0	20.9%	Capital Projects Funds	\$4,105,363,208
Number of Students Per Teacher:	14.9	n/a	Shared Services Arrangements Funds	\$293,713,179
			Adult Education Programs	\$28,114,983
			Tax Increment Fund	\$52,331,859
			Actual Revenue Exclusions	
			Wealth Equalization Transfer	\$961,162,920
			Capital Projects Funds	\$170,620,529
			Shared Services Arrangements Funds	\$287,341,361
			Adult Education Programs	\$28,162,815
			Tax Increment Fund	\$53,896,610
TAX INFORMATION (CALENDAR YEAR 2003)			ACTUAL EXPENDITURE INFORMATION (2002-03)	
	Amount	Percent/ Rate		Amount Percent
Adopted Tax Rate			Total Expenditures:	\$33,164,345,212 100.0%
Maintenance and Operations	n/a	\$1.447	By Object:	
Interest and Sinking Fund #	n/a	\$0.105	Operating	\$29,726,994,327 89.6%
-----			Payroll Costs (6100)	\$23,947,617,766 72.2%
Total Rate (sum of above)	n/a	\$1.552	Prof. & Contracted Srvcs (6200)	\$2,537,448,483 7.7%
Standardized Local Tax Base (comptroller valuation)			Supplies and Materials (6300)	\$2,491,819,765 7.5%
Value (after exemptions)	\$1,057,861,028,930	n/a	Other Operating Costs (6400)	\$750,108,313 2.3%
Value Per Pupil (2003-04)	\$249,207	n/a	Non-Operating	\$3,437,350,885 10.4%
			Debt Service (6500)	\$2,800,876,881 8.4%
			Capital Outlay (6600)	\$636,474,004 1.9%

T E X A S E D U C A T I O N A G E N C Y  
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Value by Category			By Function:		
Business	\$422,988,791,494	35.0%	Operating	\$29,520,548,538	89.0%
Residential	\$653,816,183,148	54.1%	Instruction (11,95)	\$17,171,134,976	51.8%
Land	\$81,227,769,317	6.7%	Instruct.-Related Services (12,13)	\$1,060,178,334	3.2%
Oil and Gas	\$39,473,741,239	3.3%	Instructional Leadership (21)	\$452,351,859	1.4%
Other	\$10,086,624,749	0.8%	School Leadership (23)	\$1,665,966,891	5.0%
ACTUAL REVENUE INFORMATION (2002-03)			Support Services-Student (31,32,33)	\$1,376,577,363	4.2%
Total Revenues	\$33,493,116,175	n/a	Student Transportation (34)	\$808,000,464	2.4%
Total Revenues per Pupil (2002-03)	\$7,784	n/a	Food Services (35)	\$1,526,802,486	4.6%
Revenues by Source			Cocurricular/Extracurricular (36)	\$742,242,262	2.2%
Local Tax	\$15,460,683,226	46.2%	Central Administration (41,92)	\$1,089,381,894	3.3%
Other Local & Intermediate	\$1,349,545,673	4.0%	Plant Maintenance & Operations (51)	\$3,005,930,277	9.1%
State *	\$13,662,999,350	40.8%	Security & Monitoring Services (52)	\$192,541,651	0.6%
Federal	\$3,019,887,926	9.0%	Data Processing Services (53)	\$335,521,606	1.0%
FUND BALANCE INFORMATION			Payments to Fiscal Agent of SSA's (93)	\$93,918,475	0.3%
Fund Balance (EOY 2002-03 Audited)	\$4,502,938,179	n/a	Non-Operating		
% of Total Budgeted Exp. (2003-04)	n/a	16.1%	Debt Service (71)	\$2,801,073,712	8.4%
			Facilities Acquis. & Const. (81)	\$660,932,722	2.0%
			Community Services (61)	\$181,790,240	0.5%
			Per Pupil Expenditures (2002-03):		
			Total Expenditures	\$7,708	Amount
			Total Operating Expenditures by Function:		
			Instruct. (11,95) & Inst. Leader. (21)	\$4,096	
			School Leadership (23)	\$387	
			Central Administration (41,92)	\$253	
			Other Operating (12,13,31-36,51-53,93)	\$2,125	
			Total Expend.for Athletic Programs	\$521,940,680	
			Instructional Expenditure Ratio (11,12,13,31)	64.8%	

\* Included in 'State Revenues' are \$1,035,825,926 of teacher retirement system benefits, paid by the state of Texas on behalf of employees in the district.

Statewide, \$1,027,575,757 of TRS "on-behalf" expenditures are included.

# The \$0.105 includes 307 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.150.

'n/a' indicates data reporting is not applicable for this group.

## 2. Student Performance

As mandated by the 76th Texas Legislature, Texas public school students took the Texas Assessment of Knowledge and Skills (TAKS) tests for the first time in 2003. Two to four TAKS subject-area tests are administered annually to students from Grade 3 through Grade 11 (Table 2.1). TAKS assessments are related to the curriculum in one of two different ways, depending on the grade level. TAKS tests from Grades 3 through 8 assess curriculum that is grade-specific; for example, the Grade 5 TAKS reading test is based on the knowledge and skills presented in the Texas Essential Knowledge and Skills (TEKS) Grade 5 reading curriculum. On the other hand, TAKS tests from Grades 9 through 11 assess broader curricula based on courses high school students must pass in order to graduate. For example, the Grade 11 exit-level TAKS mathematics test assesses the knowledge and skills from Algebra I and high school geometry as well as some curriculum from Grade 8 mathematics. Results of the TAKS tests are reported to school districts, parents, students, and the public. Reports include the number of students who took the test, the percentage of students who met the standard, and the percentage of students who achieved commended performance.

The Reading Proficiency Tests in English (RPTE) are a second component of the statewide assessment system. First implemented in the 1999-00 school year, these tests are administered to limited English proficient (LEP) students in Grades 3 through 12 to measure their progress in reading and comprehending English.

A third component of the statewide assessment program is the State-Developed Alternative Assessment (SDAA), which was first administered in the 2000-01 school year. The SDAA measures the academic

progress of students in Grades 3 through 8 who are served in special education programs and who are receiving instruction in the TEKS in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement.

This chapter outlines statewide results of the 2003 and 2004 TAKS tests, including results on individual subject-area tests and results for various segments of the student population. To allow for comparisons between the first two years of the new assessment system, TAKS results from both years are included in the data tables. Also included in discussion and in graphic display are statewide data from the Spanish TAKS tests, the RPTE, and the SDAA.

District- and campus-level results from all tests that comprise the state's assessment system are available in the Academic Excellence Indicator System (AEIS) reports, which are available on the website of the Texas Education Agency's Division of Performance Reporting ([www.tea.state.tx.us/perfreport](http://www.tea.state.tx.us/perfreport)).

### *Development of the Assessment System*

In summer 2002, the Texas Education Agency invited approximately 350 educators and interested citizens to participate in panels to develop the passing standards for the TAKS tests. In November 2002, the State Board of Education (SBOE) adopted TAKS passing standards designed to provide a three-year transition from the previous assessment program to the more challenging TAKS. The plan was to phase in over time the panel-recommended standard for the passing performance

Grade	English-Version TAKS	Spanish-Version TAKS	SDAA <sup>a</sup>	RPTE <sup>b</sup>
3	Math Reading	Math Reading	Math Reading	Reading
4	Math Reading Writing	Math Reading Writing	Math Reading Writing	Reading
5	Math Reading Science	Math Reading Science	Math Reading	Reading
6	Math Reading	Math Reading	Math Reading	Reading
7	Math Reading Writing		Math Reading Writing	Reading
8	Math Reading Social Studies		Math Reading	Reading
9	Math Reading			Reading
10	Math ELA <sup>c</sup> Science Social Studies			Reading
11 <sup>d</sup>	Math ELA Science Social Studies			Reading
12				Reading

<sup>a</sup>State-Developed Alternative Assessment. <sup>b</sup>Reading Proficiency Tests in English. <sup>c</sup>English language arts. <sup>d</sup>Exit level.

level. To do this, a standard error of measurement (SEM) was used. SEM is a measure of the extent to which factors such as chance error, unlike testing conditions, and imperfect test reliability can cause a student's observed score (the score actually achieved on a test) to fluctuate above or below his or her true score (the true ability of the student). The transition plan did not include a phase-in period for the commended performance level.

For the 2003 TAKS, students in Grades 3 through 10 were required to perform at two SEM below the panel-recommended standard or higher to pass. Although all 11th graders were required to take TAKS in 2003, their performance on the tests did not count as a graduation requirement, because their class took the exit-level Texas Assessment of Academic Skills (TAAS) as its graduation test the previous year.

On the 2004 TAKS, the standard for students in Grades 3 through 10 was one SEM below the panel-recommended standard. Grade 11 students took the exit-level TAKS as a graduation requirement for the first time and had to meet a two SEM standard. In 2005, students in Grades 3 through 10 will be required to achieve the panel-recommended standard, and first-time Grade 11 students will be required to meet a one SEM standard to pass. In 2006, Grade 11 students will be required to meet the panel-recommended standard. A brief description of the three categories of TAKS performance follows.

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

This chapter reports data that show educators and the public how the level of student performance required to meet the standard increases for each year in the three-year transitional period. The appendix at the end of the chapter includes student performance reports for all

grade levels and subject areas tested as well as how students performed at the two SEM, one SEM, and panel-recommended levels. To draw comparisons between two years of TAKS performance, the 2004 standard was used for analyses between 2003 and 2004 data. For example, all Grade 3 through 10 students taking the 2004 TAKS were required to meet the standard at one SEM below the panel-recommended score; therefore, all comparisons are made at the one SEM level, even though all Grade 3 through 10 students taking the 2003 TAKS were required to meet the standard at two SEM below the panel-recommended score. Since exit-level students were required to meet the standard at two SEM below the panel-recommended score for both the 2003 and 2004 TAKS, all performance comparisons are being made at the two SEM level.

### *Student Success Initiative*

In 1999, the 76th Texas Legislature established the Student Success Initiative (SSI) under Senate Bill 4 to help ensure that all students in the public schools have the skills they need to meet on-grade-level performance expectations. Since the 2002-03 school year, students in Grade 3 have been required to meet the passing standard on the TAKS reading test to be promoted to Grade 4. Students in Grades 5 and 8 will have to meet the passing standards on both the reading and mathematics sections of TAKS to be promoted beginning in the 2004-05 and 2007-08 school years, respectively. SSI requirements apply, also, to students taking the SDAA. Under SSI, to be promoted to the next grade level, students in the grades indicated who take the SDAA must meet achievement expectations set by their admission, review, and dismissal (ARD) committees.

As specified by SSI requirements, students are given three opportunities to pass the designated tests. School districts must provide accelerated instruction in the subject areas failed after each test administration. If a student fails the test a second time, the district must establish a grade placement committee (GPC) to determine the accelerated instruction the student will receive before the third testing opportunity. The GPC also may decide the student should take an alternate assessment or, in response to parental appeal of a retention decision, may advance a student who fails the test a third time. The state has provided support in reading and mathematics to students in grades leading up to the promotion requirements. Thus far, support has included professional development for teachers, diagnostic tests for assessing student learning difficulties, and funding for local implementation of accelerated instructional strategies.

## Student Performance Results: All Students

On the 2004 TAKS reading tests in English for Grades 3 through 9, the percentage of students meeting the passing standard at the one SEM level ranged from 79 percent at Grade 5 to 91 percent at Grade 3 (Table 2.2). Students at Grade 9 made the greatest progress on the reading test, achieving a passing rate 9 percentage points higher than in 2003 (Figure 2.1 on page 24). The percentage of students achieving

commended performance ranged from a low of 9 percent at Grade 9 to a high of 35 percent at Grade 3. Data presented for Grade 3 students are from the primary administration of the Grade 3 reading test, which was given in March. In both 2003 and 2004, even more third graders met the passing standard after additional administrations of the Grade 3 reading test in English (see Student Success Initiative on page 31).

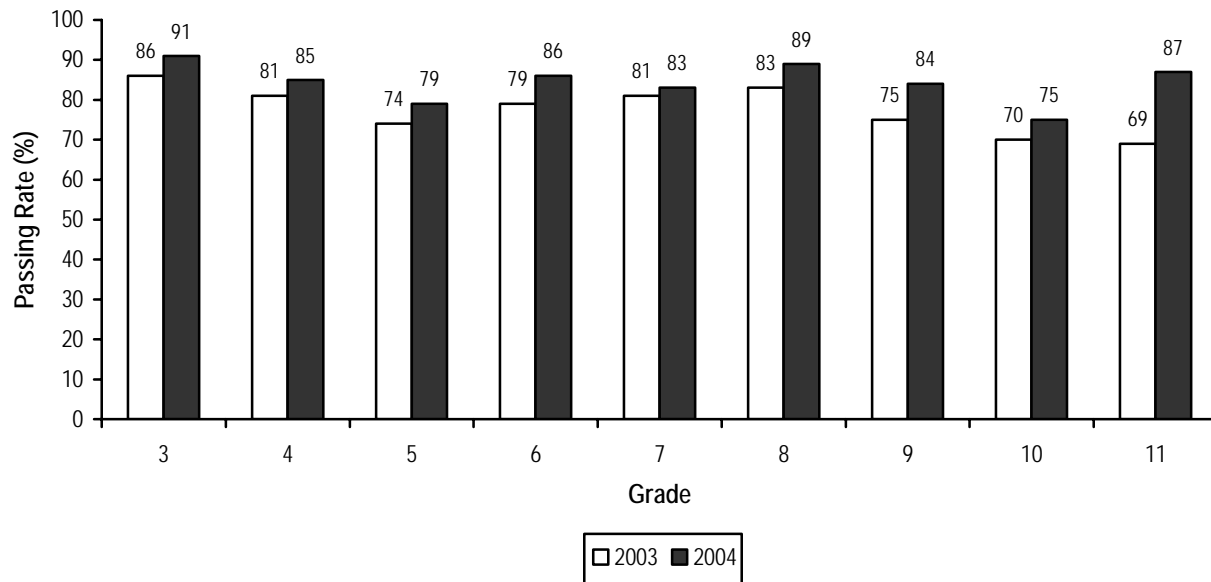
On the Grade 10 and exit-level English language arts tests, 75 percent of 10th graders and 87 percent of 11th graders taking the test met the passing

Grade	Standard Met (%), 2003				Standard Met (%), 2004				Change, 2003 to 2004	
	2 SEM	1 SEM	Panel Rec.	Commended	2 SEM	1 SEM	Panel Rec.	Commended	1 SEM	Commended
<b>Reading/English Language Arts</b>										
3 <sup>a</sup>	89	86	81	26	93	91	88	35	5	9
4	85	81	76	17	89	85	81	25	4	8
5	79	74	67	17	84	79	73	25	5	8
6	86	79	71	25	92	86	79	28	7	3
7	87	81	72	13	88	83	75	19	2	6
8	88	83	77	25	93	89	83	22	6	-3
9	82	75	66	6	88	84	76	9	9	3
10 <sup>b</sup>	72	70	66	5	77	75	72	4	5	-1
11 <sup>b</sup>	69	66	61	5	87	85	83	10	19	5
<b>Writing</b>										
4	86	84	78	13	91	90	88	20	6	7
7	85	81	76	13	93	91	89	22	10	9
<b>Mathematics</b>										
3	90	84	74	18	96	90	83	25	6	7
4	87	80	70	15	92	86	78	21	6	6
5	86	77	65	17	88	82	73	26	5	9
6	79	70	60	16	83	77	67	22	7	6
7	73	62	51	7	79	70	60	7	8	0
8	72	61	51	7	75	66	57	12	5	5
9	63	53	44	11	68	59	50	14	6	3
10	73	60	48	7	74	63	52	8	3	1
11	68	55	44	6	85	76	67	15	21	9
<b>Social Studies</b>										
8	93	86	77	14	93	88	81	22	2	8
10	86	79	71	15	92	87	80	19	8	4
11	90	85	78	9	97	95	91	20	10	11
<b>Science</b>										
5	74	58	39	4	83	69	55	16	11	12
10	69	55	42	2	76	64	51	4	9	2
11	67	57	47	2	85	76	63	5	19	3
<b>All Tests Taken</b>										
3	84	77	68	12	91	85	78	17	8	5
4	75	68	59	4	81	75	67	8	7	4
5	65	51	34	2	75	62	48	9	11	7
6	74	65	54	11	80	73	62	15	8	4
7	67	56	46	3	74	65	55	4	9	1
8	69	58	46	4	73	63	53	7	5	3
9	60	50	40	3	66	57	48	5	7	2
10	52	42	31	1	58	49	38	1	7	0
11	49	34	25	1	72	63	52	2	29	1

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

<sup>a</sup>Grade 3 reading results are based on the primary administration in March. <sup>b</sup>English language arts includes reading and writing.

Figure 2.1. English-Version TAKS Reading and English Language Arts Passing Rates, by Grade, 2003 and 2004



Note. In Grades 3-10, data for both years are shown at 1 SEM (standard error of measurement) below the panel recommendation. At Grade 11, data for both years are shown at 2 SEM below the panel recommendation. Grade 3 data are from the primary administration only.

standard (Figure 2.1). The performance of students in Grade 11 in 2004 was 18 percentage points higher than that of Grade 11 students the previous year, when compared at the same two SEM standard. In addition, 4 percent of Grade 10 students and 10 percent of Grade 11 students achieved commended performance.

In writing, 90 percent of Grade 4 students and 91 percent of Grade 7 students met the passing standard in 2004 (Figure 2.2). The 2004 performance of these students, when compared to 2003 performance at the same one SEM standard, showed gains of 6 percentage points and 10 percentage points, respectively. Twenty percent of fourth graders and 22 percent of seventh graders achieved commended performance in 2004.

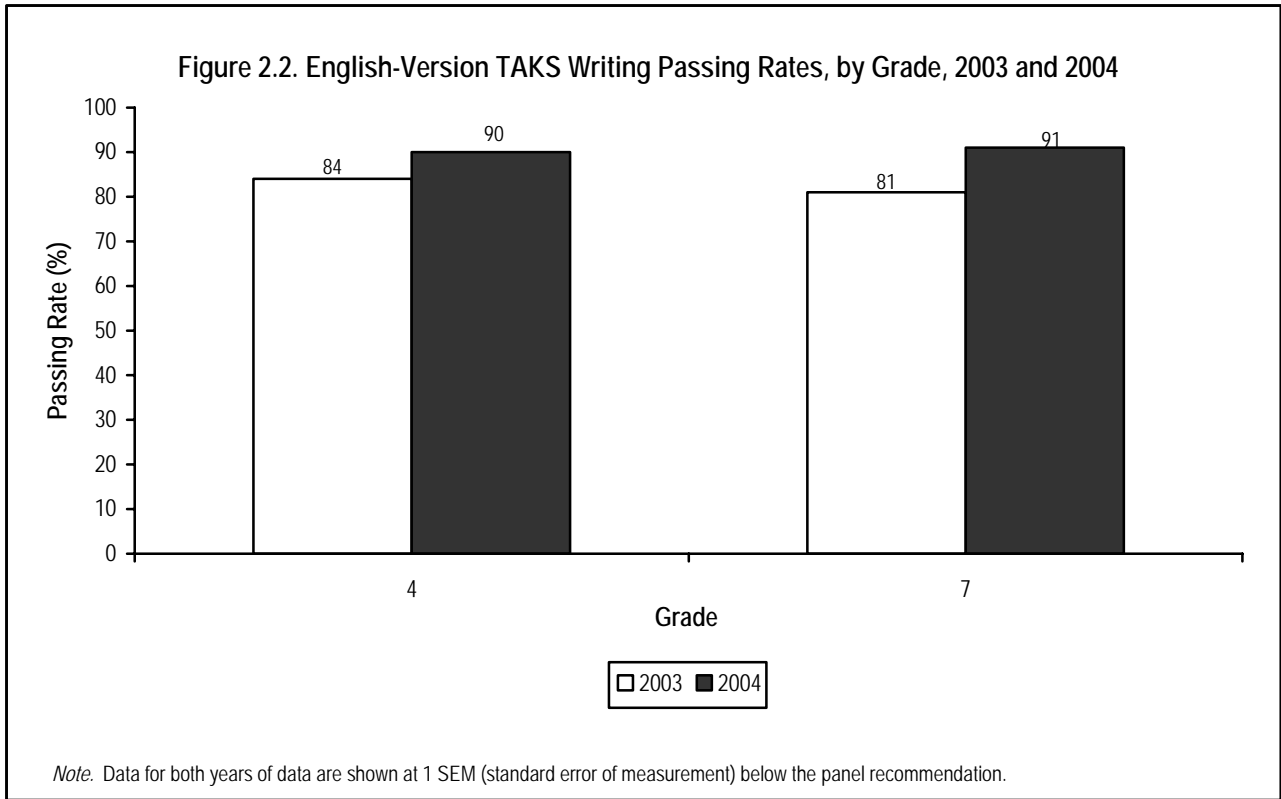
In mathematics, results in 2004 ranged from 59 percent of Grade 9 students to 90 percent of Grade 3 students meeting the passing standard (Figure 2.3 on page 26). The proportion of students achieving commended performance ranged from 7 percent in Grade 7 to 26 percent in Grade 5. Across all grades, the passing rate of 11th graders increased the most (17 percentage points).

In social studies, the percentage of students meeting the passing standard in 2004 ranged from 87 percent at Grade 10 to 97 percent at the exit level (Figure 2.4 on

page 27). The highest proportion of Grade 8 students achieved commended performance (22%). In comparing 2004 performance with 2003 performance, Grade 10 students showed a slightly higher gain (8 percentage points) than students at the exit level (7 percentage points).

On the science test, the proportion of students meeting the passing standard in 2004 ranged from 64 percent of Grade 10 students to 85 percent of exit-level students (Figure 2.5 on page 28). Grade 5 had the highest proportion of students achieving commended performance (16 percent). The largest gain from 2003 to 2004 was among students taking the exit-level test, where the percentage of Grade 11 students meeting the passing standard increased by 18 points.

In 2004, the percentage of students meeting the passing standard in the All Tests Taken category ranged from a low of 49 percent at Grade 10 to a high of 85 percent at Grade 3 (Table 2.2 on page 23). In the commended performance category, 17 percent of Grade 3 students and 15 percent of Grade 6 students achieved this level compared to only 1 percent of Grade 10 students. The most noteworthy change in performance was among students at Grade 11, where the percentage meeting the passing standard rose a full 23 points.



## Student Performance Results: Ethnic Groups

### Grade 3

Although the number of students taking the Grade 3 TAKS reading and mathematics tests increased in 2004 and the requirements for meeting the passing standards were raised, third grade students performed very well. The percentages of students in all ethnic groups achieving the one SEM and commended standards rose from 2003 to 2004 (Appendix 2-A on page 37). For example, of the 267,381 students who took the March 2004 administration of the Grade 3 TAKS reading test in English, 91 percent met the passing standard, and 35 percent achieved commended performance. African American students made considerable progress in 2004; the proportions of students meeting the passing standard and achieving commended performance increased by 9 and 10 percentage points, respectively. Hispanic students made similar gains of 8 and 10 percentage points, respectively. Increases for White students were somewhat smaller—2 points higher in meeting the passing standard and 7 points higher in achieving commended performance.

In mathematics, 271,275 third graders took the test in English. Of these students, 90 percent met the passing standard, and 25 percent achieved commended

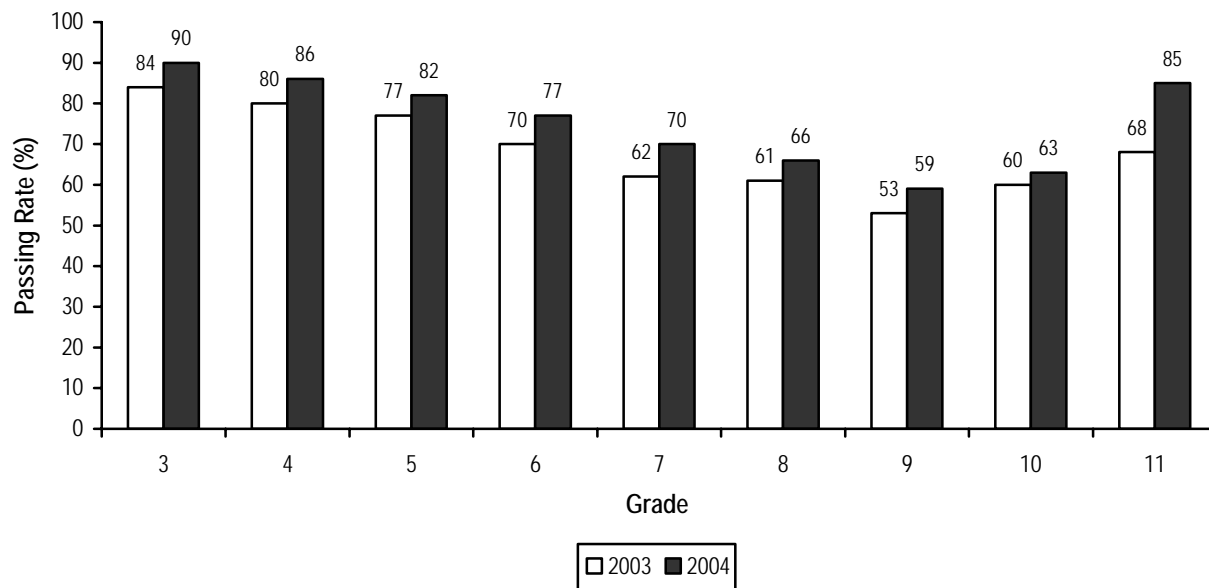
performance. As with reading, all three ethnic groups improved their performance. The passing rate of African American students increased by 10 percentage points, and the rate of those achieving commended performance increased by 4 percentage points. Similarly, Hispanic students showed gains of 8 and 6 points, and White students showed gains of 3 and 8 points, respectively.

### Grade 4

Students in Grade 4 took TAKS tests in reading, mathematics, and writing. Of the 281,196 students who took at least one of these tests in 2004, 75 percent met the passing standard and 8 percent achieved commended performance on all tests taken (Table 2.2 on page 23). Each ethnic group showed improvement on the three subject-area tests.

In 2004, the ethnic group that showed the largest gain in meeting the passing standard on the reading test was African American students, increasing by 6 percentage points (Appendix 2-B on page 38). The performance of White students in reading was also impressive: the proportion of students achieving commended performance increased by 9 percentage points from 2003. In mathematics, the proportions of African American and Hispanic students meeting the passing standard increased by 8 percentage points each, and Hispanic and White students showed gains of

Figure 2.3. English-Version TAKS Mathematics Passing Rates, by Grade, 2003 and 2004



Note. In Grades 3-10, data for both years are shown at 1 SEM (standard error of measurement) below the panel recommendation. At Grade 11, data for both years are shown at 2 SEM below the panel recommendation. Grade 3 data are from the primary administration only.

6 percentage points in achieving commended performance.

African American students showed strong results on the writing TAKS, with 86 percent meeting the passing standard—a gain of 10 percentage points over 2003. Hispanic students made similar progress, with 88 percent meeting the passing standard in 2004 as compared with 79 percent in 2003. Of the three groups, White students showed the most significant gain in achieving commended performance, with a 10 percentage-point increase.

### Grade 5

Of the 289,150 students in Grade 5 who took the 2004 TAKS tests in reading, mathematics, and science, 62 percent met the passing standard on all tests taken, and 9 percent achieved commended performance (Table 2.2 on page 23).

In reading, African American students made the largest gain in meeting the passing standard (8 percentage points), and White students showed the greatest gain in achieving commended performance (12 percentage points) (Appendix 2-C on page 39). In mathematics, both the Hispanic and White student groups had considerable increases in the percentages of students achieving commended performance—9 and 11 percentage points respectively. The largest gains in

2004 came in science: the proportion of Hispanic students meeting the passing standard rose by 14 percentage points, and the proportion of White students achieving commended performance increased by 19 percentage points.

### Grade 6

Of the 292,020 sixth graders who took TAKS tests in reading and mathematics in 2004, 73 percent met the passing standard, and 15 percent achieved commended performance (Table 2.2 on page 23).

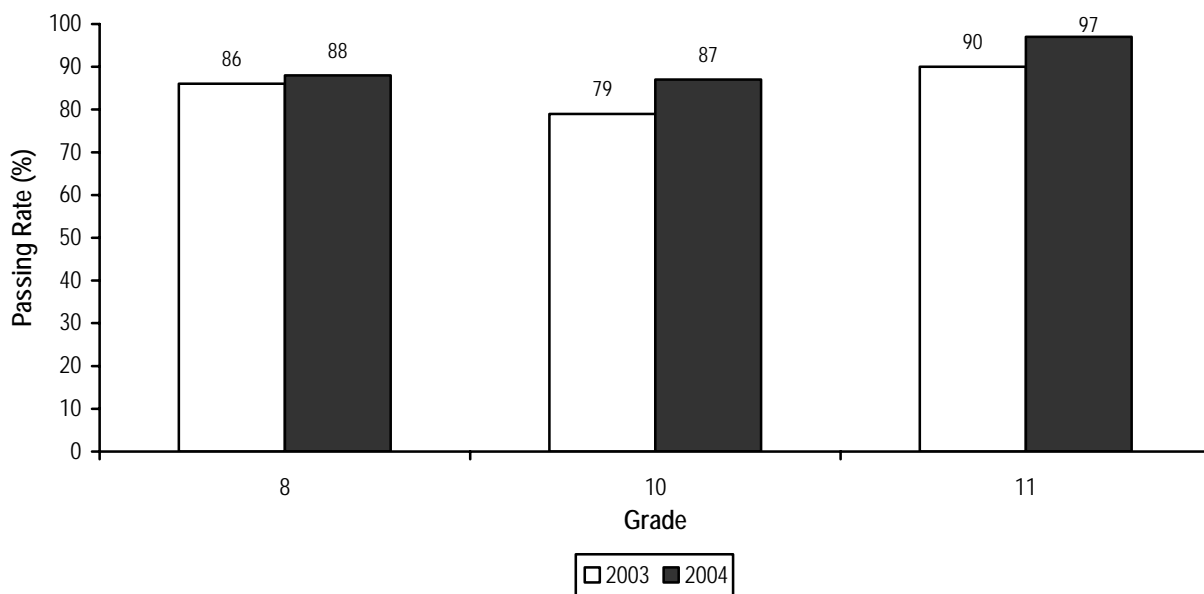
In reading, the performance of African American students in 2004 showed considerable improvement over 2003, with a 12 percentage-point gain in meeting the passing standard and a 4 percentage-point gain in achieving commended performance (Appendix 2-D on page 40). On the mathematics test, the African American and Hispanic student groups had the largest increases in passing rate, with each group gaining 9 percentage points. Equally impressive, the proportion of White students achieving commended performance increased by 9 percentage points.

### Grade 7

Of the 299,237 students in Grade 7 who took TAKS tests in reading, mathematics and writing, 65 percent



Figure 2.4 English-Version TAKS Social Studies Passing Rates, by Grade, 2003 and 2004



Note. In Grades 8 and 10, data for both years are shown at 1 SEM (standard error of measurement) below the panel recommendation. At Grade 11, data for both years are shown at two SEM below the panel recommendation.

met the passing standard on all tests taken, and 4 percent achieved commended performance (Table 2.2 on page 23).

On the reading test, Hispanic and White students showed the largest percentage-point increases in achieving commended performance—5 and 7 points respectively (Appendix 2-E on page 41). In mathematics, the passing rates of African American and Hispanic students improved considerably in 2004—rising by 9 percent and 11 percent, respectively. On the Grade 7 writing test, African American and Hispanic students showed the largest percentage-point increases (14 percentage points each) in passing rate, while White students showed the largest percentage-point increase (13 percentage points) in the proportion of students achieving commended performance.

### Grade 8

Of the 293,438 students in Grade 8 who took TAKS tests in reading, mathematics, and social studies in 2004, 63 percent met the passing standard, and 7 percent achieved commended performance (Table 2.2 on page 23).

The passing rate of African American students on the TAKS reading test increased the most in 2004 (11 percentage points), compared to other ethnic

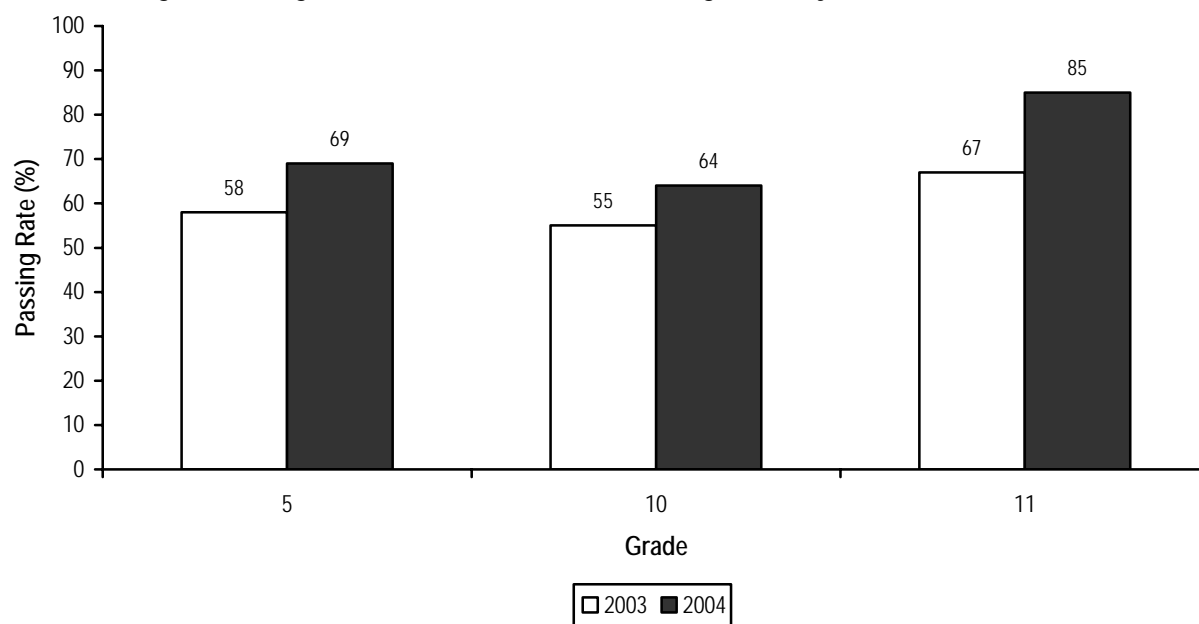
student groups (Appendix 2-F on page 42). In mathematics, Hispanic students showed the largest gain in meeting the passing standard (7 percentage points). The performance of White students in mathematics and social studies was also impressive: the proportions of students achieving commended performance increased by 9 and 10 percentage points, respectively. African American and Hispanic students also improved their social studies performance in the commended performance category, with both groups gaining 6 percentage points in 2004.

### Grade 9

Of the 330,138 students who took Grade 9 TAKS tests in reading and mathematics in 2004, 57 percent met the passing standard, and 5 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

In reading, African American and Hispanic students showed the largest percentage-point gains in meeting the passing standard (10 and 12 points, respectively) (Appendix 2-G on page 43). On the mathematics test, all three ethnic groups showed a 6 percentage-point increase in the proportion of students meeting the passing standard in 2004. White students had the largest increases in achieving commended performance on both reading and mathematics, gaining 4 percentage points on each test.

Figure 2.5. English-Version TAKS Science Passing Rates, by Grade, 2003 and 2004



Note. In Grades 5 and 10, data for both years are shown at 1 SEM (standard error of measurement) below the panel recommendation. At Grade 11, data for both years are shown at 2 SEM below the panel recommendation.

### Grade 10

Of the 277,622 students who took Grade 10 TAKS tests in English language arts (ELA), mathematics, social studies, and science, 49 percent met the passing standard, and 1 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

On the ELA test, African American students showed the most improvement in 2004, with an 8 percentage-point gain in meeting the passing standard (Appendix 2-H on page 44). In mathematics, Hispanic and White students' passing rates increased by 4 percentage points each. In social studies, the performance of African American students was particularly impressive, showing a gain of 13 percentage points in meeting the passing standard; while White students had the largest increase (6 points) in achieving commended performance. On the science test, passing rates of African American and Hispanic groups rose by 10 or more percentage points each.

### Exit Level (Grade 11)

In 2004, Grade 11 students, the first class for whom TAKS is the testing requirement for graduation, had their first opportunity to take the exit-level tests. Eleventh graders in 2004 were held to the same standard (two SEM below the panel-recommended score) that was in place in 2003. Overall, students

performed well, with higher proportions of all ethnic groups achieving standard and commended performance in 2004 compared to 2003. Of the 226,117 students who took tests in English language arts, mathematics, social studies, and science, 72 percent met the passing standard on all tests taken, and 2 percent achieved commended performance (Table 2.2 on page 23).

All three ethnic groups showed dramatic increases in student performance on the English language arts test. African American students posted the largest gain (23 percentage points) in meeting the passing standard, and White students had the largest gain (7 percentage points) in achieving commended performance (Appendix 2-I on page 45). In nearly all cases, the three ethnic groups showed even stronger improvement in mathematics: passing rates for White, African American, and Hispanic students rose by 14, 21, and 21 percentage points, respectively. In addition, the proportion of White students achieving commended performance in mathematics in 2004 increased by 13 percentage points. In social studies, gains were more modest. The percentages of African American and Hispanic students who met the passing standard were each 10 points higher than in 2003. White students also performed well in social studies, with a 14 percentage-point increase in achieving commended performance. In science, all three ethnic groups had double-digit increases in passing rate, with African American

students posting the largest gain (22 percentage points). White students showed the largest increase (4 percentage points) in achieving commended performance.

## **Student Performance Results: Special Populations**

### ***Grade 3***

Of all the students who took the March administration of the Grade 3 TAKS reading test in English, 100,245 were students who have been identified as being at-risk of dropping out of school, 139,945 were economically disadvantaged, 40,370 were limited English proficient (LEP), and 13,596 received special education services. All four of these student populations improved their performance considerably in 2004 (Appendix 2-A on page 37). LEP students showed the greatest progress, with gains of 12 percentage points in meeting the passing standard and 10 percentage points in achieving commended performance. Economically disadvantaged students also improved performance at the commended level by 10 percentage points, and the group achieved the highest passing rate (87%) among all special populations. The passing rate of at-risk students rose 9 percentage points to 83 percent, and the proportion achieving commended performance increased by 8 points. Although improvements made by special education students were slightly smaller at each standard (6 percentage-point gains, respectively), this population reached a passing rate of 86 percent; and 25 percent of special education students achieved commended performance.

On the TAKS mathematics test, as was the case with reading, economically disadvantaged students achieved the highest passing rate (86%) among all special populations. The at-risk and LEP groups, with 10 percentage-point gains each, showed the greatest increases in passing rate. The percentages of economically disadvantaged and LEP students who achieved commended performance rose 6 percentage points each. Special education students also improved their performance in 2004, making gains of 7 percentage points in meeting the passing standard and 4 percentage points in achieving commended performance.

### ***Grade 4***

In 2004, the percentage of LEP students meeting the passing standard on all three Grade 4 TAKS tests increased more than any other group of special population students (Appendix 2-B on page 38). LEP

students' passing rates rose by 11 percentage points in reading, 14 points in mathematics, and 17 points in writing. In mathematics, 80 percent of economically disadvantaged students met the passing standard in 2004; and on the writing test, all groups except LEP students achieved a rate of 80 percent or higher. Both economically disadvantaged and special education students posted a 6-point gain in achieving commended performance on the reading test, and LEP students achieved the same gain in commended performance on the mathematics test. The proportions of economically disadvantaged and special education students who achieved commended performance in writing rose by 5 percentage points each.

### ***Grade 5***

On the Grade 5 TAKS reading test, improvement in the performance of the special education population was impressive: students showed gains of 10 and 6 percentage points, respectively, in meeting the passing standard and achieving commended performance (Appendix 2-C on page 39). In mathematics, the passing rates of students in all four groups rose by 6 percentage points or more in 2004. In achieving commended performance on the mathematics test, economically disadvantaged students posted the largest gain, with an increase of 8 percentage points. On the TAKS science test, all four groups had double-digit increases in the percentage of students meeting the passing standard, with special education students posting the largest gain (16 percentage points). Economically disadvantaged students showed the greatest improvement (7 percentage points) in the proportion of students achieving commended performance in science.

### ***Grade 6***

The passing rate of at-risk students in both reading and mathematics increased more than any other special population in 2004 (Appendix 2-D on page 40). Reading gains by the four student groups ranged from 18 percentage points for at-risk students to 8 points for special education students. Similarly, on the TAKS mathematics test, increases ranged from 9 points for economically disadvantaged students to 14 points for at-risk students. In 2004, the proportion of economically disadvantaged students achieving commended performance on both tests rose by 4 percentage points.

### ***Grade 7***

On the Grade 7 TAKS reading test, at-risk and LEP students showed equal gains (6 percentage points) in meeting the passing standard in 2004, and

economically disadvantaged students showed the largest gain (5 points) in achieving commended performance (Appendix 2-E on page 41). In mathematics, all four groups had double-digit increases in passing rate, ranging from a 10 percentage-point increase for LEP students to a 13-point increase for special education students. Performance increased the most for all four groups on the TAKS writing test. LEP students had the greatest increase in passing rate (26 percentage points), and economically disadvantaged students showed the greatest increase in commended performance (6 percentage points).

### ***Grade 8***

On the Grade 8 TAKS reading test, at-risk students showed the largest improvement in meeting the passing standard, with a gain of 16 points (Appendix 2-F on page 42). On the TAKS mathematics test, somewhat higher proportions of all four groups met the passing standard, but only one group achieved a passing rate higher than 50 percent: 54 percent of economically disadvantaged students met the standard. Economically disadvantaged students also showed the greatest increase in achieving commended performance (3 percentage points). On the TAKS social studies test, passing rates for the at-risk and LEP student populations rose the most, with a 6-point gain for each group. Economically disadvantaged students showed the greatest improvement (6 percentage points) in commended performance.

### ***Grade 9***

On the TAKS reading test, the performance of all four groups improved considerably; passing rates for economically disadvantaged, at-risk, LEP, and special education students increased by 13, 14, 16, and 19 percentage points, respectively (Appendix 2-G on page 43). The percentage of students in each group achieving commended performance remained stable or improved slightly. On the mathematics test, special education students showed the largest gain in the percent meeting the passing standard (7 points), and economically disadvantaged students showed the largest gain in the percent achieving commended performance (2 points). Passing rates on the TAKS mathematics test remained well below 50 percent, however, for all four groups.

### ***Grade 10***

On the English language arts test, special education students posted the largest gain (13 percentage points) in meeting the passing standard in 2004 (Appendix 2-H on page 44). In mathematics, passing rates of all four student groups remained below 50 percent in 2004,

although the percentage of students meeting the standard increased by 4 points for both the economically disadvantaged and special education populations. On the Grade 10 social studies test, at-risk students showed the greatest improvement in meeting the passing standard (15 percentage points); and economically disadvantaged students had the greatest increase (4 percentage points) and overall percentage of students (9%) achieving commended performance. On the science test, economically disadvantaged students had an 11 percentage-point increase in the proportion of students meeting the passing standard.

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

As was the case with other student groups, the performance of special populations greatly improved in 2004 across the four exit-level tests required for graduation (Appendix 2-I on page 45). On the English language arts test, all four groups showed dramatic improvement in the percentage of students meeting the passing standard, with at-risk students posting the largest increase (27 percentage points). In ELA, economically disadvantaged students showed the largest increase (2 percentage points) in commended performance. On the mathematics test, the performance of all four groups improved even more; economically disadvantaged, LEP, special education, and at-risk populations showed gains of 21, 22, 22, and 27 points, respectively, in the percentage of students meeting the passing standard. Higher proportions of all groups also achieved commended performance, with economically disadvantaged students showing the largest increase (4 percentage points). On the exit-level social studies test, passing rates not only increased dramatically for each student group, but all four groups achieved a passing rate of over 80 percent. At-risk and economically disadvantaged students also had increases of 5 percentage points each in achieving commended performance. As was the case on the other three TAKS exit-level tests, all four student groups made considerable gains in meeting the passing standard on the science test; the passing rate of at-risk students improved by 27 percentage points, economically disadvantaged students improved by 21 points, LEP students improved by 18 points, and special education students improved by 24 points.

## **Spanish TAKS**

### ***Grade 3***

Of the 25,835 Grade 3 students who took the March reading test in Spanish, 83 percent met the passing standard, which was an 8 percentage-point increase

from 2003, and 26 percent (an 11-point increase) reached commended performance (Appendix 2-J on page 46). The 24,713 students who took the Grade 3 mathematics test in Spanish made similar gains: 80 percent met the passing standard, a 10 percentage-point improvement over 2003, and 14 percent (a 7 point gain) achieved commended performance.

### ***Grade 4***

Of the 16,909 students who tested in Spanish, 65 percent met the passing standard, and 6 percent achieved commended performance on all tests taken (Appendix 2-K on page 47). Students made solid progress in reading and writing; passing rates on the two tests rose by 6 and 5 percentage points, respectively. In mathematics, the improvement in performance was even greater: the proportion of students meeting the passing standard increased by 12 percentage points, and the percentage achieving commended performance rose by 8 points.

### ***Grade 5***

Of the 8,081 Grade 5 students who took Spanish TAKS tests, 35 percent met the passing standard and 2 percent achieved commended performance on all tests taken (Appendix 2-L on page 48). Students made the largest gains in science; the passing rate for all students increased by 18 percentage points over 2003. Students showed gains on the reading test both in terms of passing rate (a 9 percentage-point increase) and commended performance rate (a 7 percentage-point increase). Similar gains could be seen on the mathematics test, where the proportions of students meeting the passing standard rose by 9 and 5 percentage points, respectively.

### ***Grade 6***

Of the 1,503 Grade 6 students who tested in Spanish, 46 percent met the passing standard and 5 percent achieved commended performance on all tests taken (Appendix 2-M on page 49). Passing rates on the reading test remained stable from 2003 to 2004, but the percentage of students achieving commended performance improved by 3 points. The mathematics test showed larger gains, with the passing rate rising by 9 percentage points and the proportion of students achieving commended performance rising by 4 points.

## **Student Success Initiative**

Enacted in 1999 by the 76th Texas Legislature, the Student Success Initiative (SSI) requires that students

meet the passing standard on specified TAKS tests at certain grade levels to advance to the next grade. The phase-in of the new advancement requirements began in 2002-03 with the reading test at Grade 3.

In 2003, third graders taking TAKS in English, TAKS in Spanish, or SDAA on grade level were subject to SSI promotion requirements. In March, students took the Grade 3 reading test for the first time. Of these students, 89 percent met the passing standard on the TAKS test in English, 82 percent met the passing standard on the TAKS test in Spanish, and 88 percent met their ARD expectation on the SDAA reading test. Students who did not meet the passing standard on the Grade 3 TAKS reading test in English or Spanish were provided accelerated instruction and the opportunity to take the test again. The second administration of the reading test in April resulted in a total of 95 percent of students meeting the passing standard on the English-version test, and 91 percent meeting the passing standard on the Spanish version. If a student did not pass the April test, a district could choose to administer either the TAKS Grade 3 reading test a third time or a state-approved alternate assessment. The Grade 3 TAKS reading test was administered a third time in July. After the final testing opportunity for 2003, a cumulative total of 96 percent of students had passed the English-version test, and 94 percent had passed the Spanish version.

Although the passing standard increased from two SEM below the panel-recommended score in 2003 to one SEM below the panel-recommended score in 2004, higher percentages of third graders met the passing standard in 2004 on the Grade 3 TAKS reading test in both English and Spanish. On the first administration of the TAKS reading test in March 2004, 91 percent of students taking the English-version test met the passing standard (Table 2.3 on page 32), and 83 percent met the passing standard on the Spanish version. Among students taking the second administration of the test in April, 49 percent of students taking the English-version met the passing standard, bringing the passing rate of all tested students to 95 percent. The April administration resulted in a 91 percent passing rate on the Spanish-version test. After the final administration of the Grade 3 TAKS reading test in June, a cumulative total of 97 percent of students had met the passing standard on the English-version test, and 94 percent of students had met the passing standard on the Spanish version.

In 2004, all enrolled grade 3 students who were administered SDAA in reading, regardless of the instructional level test they took, were subject to SSI promotion requirements. Of these third graders, 87 percent met their ARD expectation on SDAA.

**Table 2.3. English-Version TAKS Reading Passing Rates, Grade 3, All Administrations, by Student Group, 2004**

Group	March Cohort <sup>a</sup>		April Results for March Cohort <sup>b</sup>		June Results for March Cohort <sup>c</sup>		Cumulative <sup>d</sup>	
	Met Passing	Rate (%) <sup>e</sup>	Met Passing	Rate (%)	Met Passing	Rate (%)	Met Passing	Rate (%)
	Standard		Standard		Standard		Standard	
All Students	243,477	91	10,887	49	4,849	55	259,213	97
African American	34,100	86	2,409	46	1,128	50	37,637	94
Hispanic	94,320	88	5,585	45	3,049	56	102,954	95
White	105,380	96	2,668	64	574	62	108,622	99
At-Risk	83,404	83	7,024	46	3,555	54	93,983	93
Economically Disadvantaged	121,216	87	7,922	46	3,953	54	133,091	95
Limited English Proficient	33,220	82	2,684	40	1,788	55	37,692	93
Special Education	11,704	86	788	49	291	52	12,783	93

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

## Intensive Instruction

Chapter 28, Subchapter B, §28.0213 of the Texas Education Code specifies that districts must offer intensive programs of instruction to students who do not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39.

During the 2002-03 and 2003-04 school years, districts were required to offer intensive instruction by subject area to each student in Grades 3 through 11 who did not meet the passing standard on one or more TAKS tests. As a result of the 2004 assessments, the number of students requiring intensive instruction in one or more

of the subject areas assessed on TAKS—reading, writing, English language arts, mathematics, science, and social studies—ranged from a low of 16 percent of third graders tested to a high of 51 percent of 10th graders tested (Table 2.4). These numbers include students in Grades 3 through 6 who took the Spanish TAKS tests. At the exit level, 28 percent of students tested in 2004 did not meet the passing standard on one or more tests (English language arts, mathematics, science, or social studies) and, thus, required intensive instruction.

Chapter 39, Subchapter B, §39.024(c) of the Texas Education Code mandates that the agency develop

**Table 2.4. TAKS Performance Requiring Intensive Instruction, by Grade, 2003 and 2004**

Grade	One Subject Test		Two Subject Tests		Three Subject Tests		Four Subject Tests		Total Subject Tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2003</b>										
3	36,928	12	12,943	4	–	–	–	–	49,871	17
4	44,223	15	20,327	7	10,688	4	–	–	75,238	25
5	54,778	18	30,589	10	21,102	7	–	–	106,469	36
6	48,920	17	26,401	9	–	–	–	–	75,321	26
7	57,223	19	25,000	9	15,452	5	–	–	97,675	33
8	56,838	20	22,259	8	9,324	3	–	–	88,421	31
9	93,656	29	36,831	11	–	–	–	–	130,487	40
10	57,983	22	34,437	13	23,671	9	11,758	4	127,849	48
11	54,890	25	33,789	15	19,228	9	5,364	2	113,271	51
<b>2004</b>										
3	35,897	12	12,098	4	–	–	–	–	47,995	16
4	47,218	16	20,590	7	8,082	3	–	–	75,890	25
5	52,589	18	33,641	11	29,026	10	–	–	115,256	39
6	51,542	18	27,743	9	–	–	–	–	79,285	27
7	60,220	20	30,874	10	13,462	4	–	–	104,556	35
8	66,639	23	25,293	9	15,420	5	–	–	107,352	37
9	104,081	32	36,985	11	–	–	–	–	141,066	43
10	56,126	20	42,593	15	28,239	10	16,004	6	142,962	51
11	36,227	16	16,933	7	7,560	3	2,288	1	63,008	28

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

study guides to assist parents in helping their children strengthen academic skills during the summer. TAKS Study Guides were developed by the Texas Education Agency during the 2002-03 school year for all grade levels and subject areas tested on TAKS. In both 2003 and 2004, a study guide was provided free of charge, through districts, to each student who failed one or more TAKS tests.

In addition, beginning in fall 2004, the Texas Education Agency began providing Personalized Study Guides for exit-level students who had failed one or more TAKS tests. The Personalized Study Guide, which is customized for students based on their TAKS scores, informs students of their individual needs and helps them focus on specific areas in which improvement is needed.

## Reading Proficiency Tests in English (RPTE)

The Reading Proficiency Tests in English (RPTE), first administered in the 1999-00 school year, measure the annual growth LEP students in Grades 3 through 12 demonstrate in learning to read and comprehend English. An RPTE test has been developed for each of four grade clusters: Grade 3, Grades 4–5, Grades 6–8, and Grades 9–12. Student performance on each RPTE test is reported at one of three reading proficiency levels—beginning, intermediate, or advanced. These proficiency levels precede the level of reading ability assessed on the TAKS reading tests. The RPTE, TAKS in English, and TAKS in Spanish tests together form a comprehensive assessment system for LEP students.

The first RPTE administration for each student is called the baseline administration, because growth in reading proficiency cannot be determined until the student has taken the test a second time. RPTE results include not only a student's proficiency rating but also a scale score that shows how high or low the student performed within the proficiency level. Two or more years of performance data allow teachers and schools to monitor the annual progress of students and target instruction to address specific skill needs of individuals and groups.

The 2003 and 2004 RPTE results (Table 2.5) consist of data for students who previously took the RPTE as well as students who took the test for the first time. Of the 35,483 students who were tested both years and received a beginning proficiency rating in 2003, 39 percent were still rated beginning in 2004, 40 percent were rated intermediate, and 21 percent were rated advanced. Of the 43,183 students who were rated intermediate in 2003, 4 percent were rated beginning, 28 percent were still rated intermediate, and 68 percent

**Table 2.5. RPTE<sup>a</sup> Proficiency Level, by Grade, 2003 and 2004**

Grade	Tested	Proficiency Level Met (%)		
		Beginning	Intermediate	Advanced
<b>2003</b>				
3	71,205	17	24	59
4	33,213	27	35	38
5	23,457	23	30	46
6	16,004	32	30	38
7	14,240	33	29	38
8	12,516	30	28	42
9	17,194	37	29	34
10	8,703	19	30	52
11	4,397	13	26	61
12	2,035	11	27	62
<b>2004</b>				
3	74,085	14	22	64
4	30,061	24	32	44
5	23,998	21	28	51
6	16,332	27	29	44
7	14,325	29	28	43
8	12,168	25	26	49
9	17,605	35	27	38
10	8,915	20	28	52
11	5,030	15	23	62
12	2,298	12	25	63

<sup>a</sup>Reading Proficiency Tests in English.

were rated advanced in 2004. These data indicate that, from 2003 to 2004, the vast majority of students made steady progress in learning to read and comprehend English: 61 percent of students rated beginning and 68 percent rated intermediate in 2003 progressed either one or two levels in 2004.

## State-Developed Alternative Assessment (SDAA)

The State-Developed Alternative Assessment (SDAA), first administered in the 2000–01 school year, is a test for students enrolled in Grades 3 through 8 who are receiving special education support services as well as instruction in the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), but for whom TAKS, even with allowable accommodations, is an inappropriate measure of their academic achievement and progress.

Each student's admission, review, and dismissal (ARD) committee makes all decisions regarding instruction and assessment. SDAA allows for the selection of the appropriate assessment by instructional level so that the assessment matches the instruction the student has received during that school year, regardless of enrolled grade. This test is designed to measure a student's academic growth from year to year as he or she is assessed at the appropriate level of instruction.

The first time a student takes the SDAA in reading and/or mathematics is called a baseline year. The baseline test provides data about each student in order to set expectations for growth in the future. Writing assessment decisions are discussed separately from reading and mathematics decisions, because writing tests are administered to students enrolled in Grades 4 and 7 only, whereas reading and mathematics tests are administered every year to students enrolled in Grades 3 through 8. Performance results are reported as the percentage of students meeting ARD expectations.

Of the 106,488 students who took the SDAA reading test in both 2002 and 2003, 86 percent met their ARD expectations in 2003 (Table 2.6). Of the 97,417 students who took the SDAA mathematics test in both years, 78 percent met their ARD expectations. In 2003, 57,409 students in Grades 4 and 7 took the SDAA writing tests, and 73 percent met their ARD expectations. Of the 110,851 students who took the SDAA reading test in both 2003 and 2004, 88 percent met their ARD expectations in 2004. Of the 100,834 students who took the SDAA mathematics test in both years, 82 percent met their ARD expectations. In 2004, 59,535 students in Grades 4 and 7 took the SDAA writing tests, and 80 percent met their ARD expectations. Overall, these data indicate that a greater percentage of students met their ARD expectations in 2004 than in 2003.

Enrolled Grade	2003		2004	
	Tested	Met ARD (%)	Tested	Met ARD (%)
<b>Reading</b>				
3	326	84	243	87
4	19,336	89	20,411	92
5	22,443	88	23,728	90
6	22,342	86	23,273	86
7	21,654	84	22,119	85
8	20,387	84	21,077	86
Total	106,488	86	110,851	88
<b>Mathematics</b>				
3	251	84	198	91
4	17,022	89	17,421	92
5	20,120	84	20,817	88
6	20,205	76	21,306	80
7	20,077	72	20,621	75
8	19,742	71	20,471	75
Total	97,417	78	100,834	82
<b>Writing</b>				
4	29,003	80	30,229	86
7	28,406	67	29,306	74
Total	57,409	73	59,535	80

<sup>a</sup>State-Developed Alternative Assessment. <sup>b</sup>Admission, review, and dismissal committee.

## TAKS and SDAA Exemptions

For the 2002–03 school year, of the 2,854,272 students eligible to take the TAKS or SDAA tests, 146,519 (5%) took neither test (Table 2.7). Among these students, 21,119 (1%) were absent; 32,596 (1%) were exempted by their language proficiency assessment committees (LPACs); 48,335 (2%) were exempted by their admission, review, and dismissal (ARD) committees; and 44,469 (2%) were not tested for various other reasons, such as test administration irregularities or illness during testing.

For the 2003–04 school year, of the 2,885,473 students eligible to take the TAKS or SDAA tests, 134,858 (5%) took neither test. Among these students, 6,880 (less than 1%) were absent; 33,380 (1%) were exempted by their LPACs; 59,237 (2%) were exempted by their ARD committees; and 35,361 (1%) were not tested for various other reasons, such as test administration irregularities or illness during testing.

## A Study of the Correlation between Grade 9 Algebra I Course Performance and Grade 9 Mathematics TAKS Performance

### Overview

Texas Education Code, §39.182(a)(6), mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. To comply with this statute, the Student Assessment Division at the Texas Education Agency has conducted periodic studies to determine the relationship between students' classroom performance and their scores on statewide criterion-referenced assessments.

This section describes the most recent study, which compares the pass/fail rates of Grade 9 Texas students in their Algebra I courses during the 2002-03 school year with their pass/fail rates on the 2003 Grade 9 Texas Assessment of Knowledge and Skills (TAKS) mathematics test. The content in the Algebra I course and on the Grade 9 TAKS mathematics test are not perfectly aligned: content in the Algebra I course is strictly algebra, whereas content tested on TAKS is approximately half algebra, with the remaining test items assessing other mathematical knowledge and skills, including geometry, measurement, mathematical processes and tools, percents, proportions, probability, and statistics. Matched results were found for 199,195 students. Passing the Grade 9 TAKS mathematics test in 2003 required a scale score of at least 2000.



Grade	Total Students	Total Tested		LEP <sup>b</sup> Exempt		ARD <sup>c</sup> Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2003</b>													
3	326,675	319,006	98	3,356	1	1,268	0	207	0	2,838	1	7,669	2
4	326,609	320,132	98	3,398	1	962	0	102	0	2,015	1	6,477	2
5	323,622	316,935	98	3,795	1	913	0	673	0	1,306	0	6,687	2
6	322,699	314,485	98	4,731	2	1,086	0	1,656	1	741	0	8,214	3
7	328,931	319,209	97	5,676	2	769	0	481	0	2,796	1	9,722	3
8	316,135	305,575	97	5,968	2	1,006	0	1,789	1	1,797	1	10,560	3
9	365,371	323,277	89	4,756	1	19,541	5	5,143	1	12,654	4	42,094	12
10	291,751	266,282	91	916	0	12,314	4	3,004	1	9,235	3	25,469	9
11	252,016	222,501	88	0	0	10,445	4	8,062	3	11,008	4	29,515	12
U <sup>d</sup>	463	351	76	0	0	31	7	2	0	79	17	112	24
Total	2,854,272	2,707,753	95	32,596	1	48,335	2	21,119	1	44,469	2	146,519	5
<b>2004</b>													
3	328,415	321,749	98	2,835	1	1,500	1	75	0	2,256	1	6,666	2
4	326,781	320,719	98	3,096	1	1,213	0	26	0	1,727	1	6,052	2
5	325,642	319,204	98	3,768	1	1,251	0	388	0	1,031	0	6,438	2
6	327,674	320,610	98	4,509	1	1,302	0	657	0	596	0	7,064	2
7	333,614	324,634	97	5,280	2	1,011	0	189	0	2,500	1	8,980	3
8	324,173	314,972	97	5,539	2	1,274	0	1,022	0	1,366	0	9,201	3
9	371,147	326,772	88	6,637	2	22,461	6	2,876	1	12,401	3	44,375	12
10	300,479	275,849	92	1,716	1	16,047	5	667	0	6,200	2	24,630	8
11	246,944	225,622	91	0	0	13,157	5	979	0	7,186	3	21,322	9
U	604	484	80	0	0	21	4	1	0	98	16	120	20
Total	2,885,473	2,750,615	95	33,380	1	59,237	2	6,880	0	35,361	1	134,858	5

Note. Table includes students taking the Spanish-version TAKS at Grades 3, 4, 5, and 6.

<sup>a</sup>State-Developed Alternative Assessment. <sup>b</sup>Limited English proficient. <sup>c</sup>Admission, review, and dismissal committee. <sup>d</sup>Unknown. Includes SDAA documents with no grade level indicated.

### ***Performance: All Students and Major Ethnic Groups***

Overall, 59 percent of students in the study passed the Grade 9 TAKS mathematics test, while 74 percent passed their Algebra I courses (Figure 2.6 on page 36). A higher percentage of White students passed each measure (73% and 81%, respectively). African American students had the lowest TAKS passing rate (48%), and Hispanic students had the lowest course passing rate (69%).

Fifty-one percent of students in the sample passed both their Grade 9 TAKS mathematics test and Algebra I courses, while 18 percent failed both (Table 2.8 on page 36). A small percentage (8%) passed TAKS but failed Algebra I, and a larger percentage (23%) passed Algebra I but failed TAKS.

For all student groups (African American, Hispanic, and White), considerably more students passed their Algebra I courses but failed the Grade 9 TAKS mathematics test than passed TAKS but failed Algebra I. For example, over four times as many African American students passed their Algebra I courses but failed the TAKS mathematics test (30%) as passed TAKS but failed Algebra I (only 7%).

### ***Performance: Economically/Non-Economically Disadvantaged Students***

A higher percentage of both economically disadvantaged and non-economically disadvantaged students passed their Algebra I courses than passed the Grade 9 TAKS mathematics test (Figure 2.6 on page 36). Of the 69 percent of students classified as economically disadvantaged who passed their Algebra I courses, only 40 percent passed the Grade 9 TAKS mathematics test (Table 2.8 on page 36). Likewise, of the 79 percent of students classified as non-economically disadvantaged who passed Algebra I, only 61 percent passed the TAKS mathematics test.

For both student groups, more students passed their Algebra I courses but failed the Grade 9 TAKS mathematics test than passed TAKS but failed Algebra I. For example, 29 percent of economically disadvantaged students passed their Algebra I courses but failed the Grade 9 TAKS mathematics test, whereas only 8 percent passed the Grade 9 TAKS mathematics test but failed Algebra I. A similar pattern can be seen for the non-economically disadvantaged group.

Figure 2.6. English-Version TAKS Mathematics, Grade 9, and Algebra I Course Passing Rates, by Ethnicity and Economically Disadvantaged Status, 2003

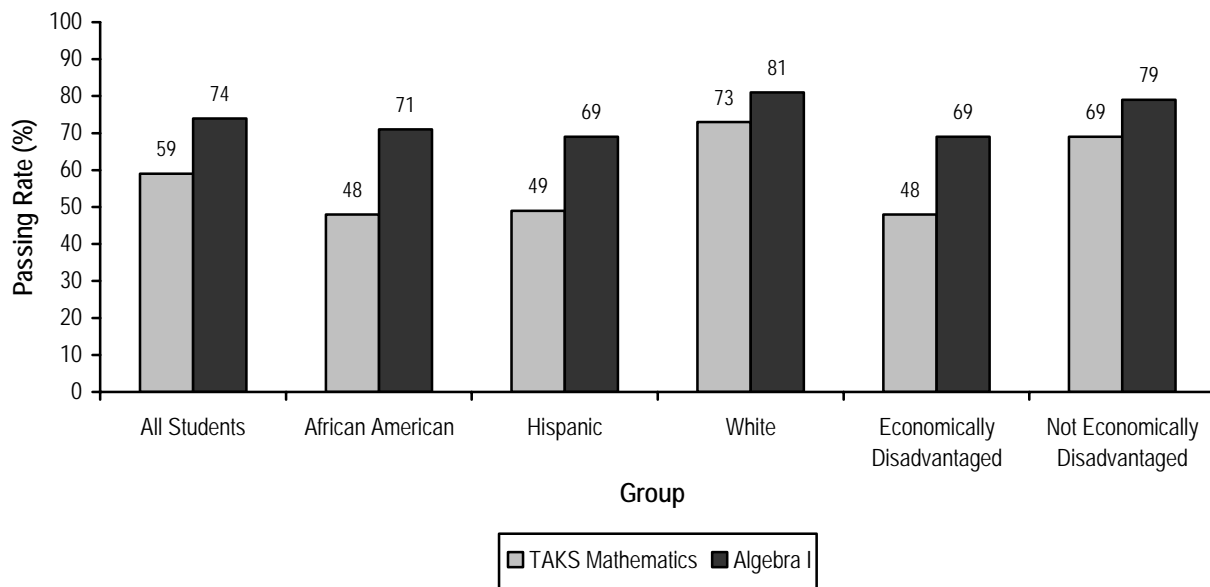


Table 2.8. Performance on English-Version TAKS Mathematics, Grade 9, and in Algebra I Course, By Ethnicity and Economically Disadvantaged Status, 2003

TAKS Performance	Received Course Credit	Did Not Receive Course Credit
<b>African American</b>		
Passed TAKS	41	7
Failed TAKS	30	22
<b>Hispanic</b>		
Passed TAKS	41	8
Failed TAKS	28	23
<b>White</b>		
Passed TAKS	65	8
Failed TAKS	16	11
<b>Economically Disadvantaged</b>		
Passed TAKS	40	8
Failed TAKS	29	23
<b>Not Economically Disadvantaged</b>		
Passed TAKS	61	8
Failed TAKS	18	13
<b>All Students</b>		
Passed TAKS	51	8
Failed TAKS	23	18

### Agency Contact Person

For information about the current or future state assessment system or assessment results, contact Lisa Chandler, Student Assessment Division, (512) 463-9536.

### Other Sources of Information

The TAKS, RPTE, SDAA, and TAAS test results, as well as information about all state testing activities, including test development, are available on-line at [www.tea.state.tx.us/student.assessment](http://www.tea.state.tx.us/student.assessment). Released TAKS tests are also available on-line.

**Appendix 2-A. English-Version TAKS Participation and Performance, Grade 3,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading – March Administration</b>										
All Students	263,371	89	86	81	26	267,381	93	91	88	35
African American	40,486	82	77	71	15	39,876	89	86	81	25
Hispanic	103,440	85	80	74	17	107,689	91	88	83	27
White	109,825	96	94	91	38	109,694	97	96	94	45
At-Risk	93,414	80	74	67	10	100,245	87	83	78	18
Econ. Dis. <sup>a</sup>	136,235	84	78	72	15	139,945	90	87	82	25
LEP <sup>b</sup>	38,573	77	70	63	9	40,370	87	82	77	19
Special Ed. <sup>c</sup>	12,815	84	80	74	19	13,596	89	86	81	25
<b>Mathematics – April Administration</b>										
All Students	266,983	90	84	74	18	271,275	96	90	83	25
African American	40,709	81	71	58	9	40,090	91	81	71	13
Hispanic	105,196	88	79	67	12	109,728	94	87	78	18
White	111,237	96	92	85	27	111,134	98	95	91	35
At-Risk	95,543	84	73	60	8	105,428	92	83	72	13
Econ. Dis.	138,425	86	77	65	11	142,284	94	86	76	17
LEP	39,570	85	75	62	10	41,725	93	85	75	16
Special Ed.	16,438	86	77	64	13	17,483	93	84	74	17

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-B. English-Version TAKS Participation and Performance, Grade 4,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	268,969	85	81	76	17	270,517	89	85	81	25
African American	39,534	76	71	64	8	39,042	83	77	71	14
Hispanic	108,133	80	75	68	9	111,265	85	80	74	16
White	111,451	93	91	87	27	110,188	95	93	90	36
At-Risk	72,752	68	60	52	4	71,079	76	69	61	8
Econ. Dis. <sup>a</sup>	139,319	79	73	66	8	140,784	84	79	73	14
LEP <sup>b</sup>	28,086	65	57	49	3	26,577	74	68	60	7
Special Ed. <sup>c</sup>	11,965	79	74	67	11	12,164	82	76	70	17
<b>Mathematics</b>										
All Students	273,229	87	80	70	15	275,081	92	86	78	21
African American	39,990	78	67	55	7	39,534	84	75	64	10
Hispanic	110,641	83	74	62	9	114,007	90	82	73	15
White	112,581	94	90	83	24	111,415	96	93	87	30
At-Risk	75,570	73	60	46	4	74,114	81	71	58	8
Econ. Dis.	142,469	82	72	60	8	144,151	88	80	70	13
LEP	29,630	74	62	49	4	28,332	85	76	64	10
Special Ed.	14,715	80	70	58	9	14,356	85	76	65	12
<b>Writing</b>										
All Students	263,916	86	84	78	13	265,206	91	90	88	20
African American	39,023	80	76	69	6	38,627	87	86	82	12
Hispanic	106,472	83	79	72	8	109,273	89	88	85	13
White	109,109	91	90	87	19	107,584	94	94	92	29
At-Risk	71,655	73	67	57	3	69,449	82	80	75	6
Econ. Dis.	137,136	81	77	70	7	138,390	88	87	83	12
LEP	27,380	69	62	53	3	25,684	81	79	73	6
Special Ed.	10,590	76	72	65	6	11,117	82	81	76	11

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-C. English-Version TAKS Participation and Performance, Grade 5,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	276,912	79	74	67	17	278,404	84	79	73	25
African American	39,194	69	62	54	9	39,579	76	70	63	14
Hispanic	112,564	73	66	58	10	116,163	77	71	63	15
White	115,687	89	85	80	26	112,821	93	90	86	38
At-Risk	71,406	56	47	38	4	88,356	63	54	45	6
Econ. Dis. <sup>a</sup>	143,049	71	64	56	9	145,971	76	69	62	13
LEP <sup>b</sup>	22,571	48	40	32	3	25,887	51	42	34	3
Special Ed. <sup>c</sup>	12,394	65	57	49	8	11,556	73	67	59	14
<b>Mathematics</b>										
All Students	280,047	86	77	65	17	282,250	88	82	73	26
African American	39,554	74	62	48	7	40,075	79	69	57	14
Hispanic	114,508	82	71	58	10	118,438	85	76	66	19
White	116,477	93	86	77	25	113,820	95	90	84	36
At-Risk	73,546	69	54	39	4	91,119	74	61	48	8
Econ. Dis.	145,448	80	68	55	9	148,842	83	74	63	17
LEP	23,778	68	54	40	4	27,368	72	60	47	9
Special Ed.	14,853	74	61	47	8	14,430	78	67	55	13
<b>Science</b>										
All Students	285,701	74	58	39	4	283,843	83	69	55	16
African American	40,897	59	39	22	1	40,476	71	52	36	7
Hispanic	115,785	65	46	26	2	118,451	77	60	43	9
White	119,401	87	74	55	7	115,011	93	84	72	26
At-Risk	75,850	50	30	15	1	91,622	65	43	28	4
Econ. Dis.	148,569	63	43	25	1	149,428	76	58	41	8
LEP	23,382	41	23	10	0	26,733	57	36	22	3
Special Ed.	21,485	51	34	20	2	17,636	67	50	36	8

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-D. English-Version TAKS Participation and Performance, Grade 6,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	281,485	86	79	71	25	287,199	92	86	79	28
African American	39,796	78	69	58	13	40,144	89	81	71	17
Hispanic	114,000	80	71	61	14	119,890	88	80	69	17
White	118,280	94	90	85	38	117,303	97	94	90	41
At-Risk	64,255	64	52	40	5	102,690	81	70	55	6
Econ. Dis. <sup>a</sup>	141,512	78	69	59	12	147,687	87	79	69	16
LEP <sup>b</sup>	16,195	49	37	26	2	21,663	65	50	34	3
Special Ed. <sup>c</sup>	12,593	73	64	53	11	11,595	82	72	60	11
<b>Mathematics</b>										
All Students	283,564	79	70	60	16	289,449	83	77	67	22
African American	40,061	66	54	43	7	40,436	71	63	51	10
Hispanic	115,426	72	61	50	9	121,267	77	70	59	14
White	118,634	88	82	74	24	117,823	92	88	81	33
At-Risk	65,696	53	41	30	3	104,340	64	55	41	5
Econ. Dis.	143,198	70	59	48	8	149,336	75	68	56	12
LEP	17,036	49	37	27	3	22,393	56	47	35	5
Special Ed.	14,747	58	46	35	5	13,549	67	58	45	8

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-E. English-Version TAKS Participation and Performance, Grade 7,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	281,923	87	81	72	13	290,055	88	83	75	19
African American	39,350	82	72	60	5	40,751	80	73	63	8
Hispanic	110,382	82	74	63	6	118,509	83	77	67	11
White	122,388	94	90	85	22	120,773	94	91	87	29
At-Risk	72,763	68	55	41	2	94,589	71	61	49	4
Econ. Dis. <sup>a</sup>	132,000	81	72	60	5	141,145	82	75	65	10
LEP <sup>b</sup>	14,127	47	33	21	1	14,844	49	39	28	1
Special Ed. <sup>c</sup>	12,128	72	60	48	4	11,565	72	63	53	6
<b>Mathematics</b>										
All Students	283,305	73	62	51	7	290,955	79	70	60	7
African American	39,523	59	45	33	2	40,833	67	54	42	2
Hispanic	111,412	64	51	39	3	119,381	73	62	50	3
White	122,498	84	75	66	11	120,697	90	83	75	11
At-Risk	73,655	43	29	19	1	95,432	55	41	28	1
Econ. Dis.	133,103	61	48	36	2	141,983	71	59	48	3
LEP	14,666	35	23	15	1	15,472	46	33	24	1
Special Ed.	13,430	48	34	24	1	11,823	59	47	35	2
<b>Writing</b>										
All Students	276,575	85	81	76	13	284,670	93	91	89	22
African American	38,456	80	74	67	6	40,180	91	88	85	13
Hispanic	108,683	80	74	68	7	116,920	90	88	84	13
White	120,059	92	89	86	20	117,976	96	95	94	33
At-Risk	71,233	64	56	47	1	92,548	83	79	74	4
Econ. Dis.	129,450	79	73	66	6	139,035	89	87	84	12
LEP	13,888	43	34	26	0	14,640	66	60	52	1
Special Ed.	10,560	64	56	48	3	10,458	79	76	71	5

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-F. English-Version TAKS Participation and Performance, Grade 8,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	275,594	88	83	77	25	286,509	93	89	83	22
African American	38,351	82	74	65	13	39,676	90	85	77	12
Hispanic	105,116	83	76	68	15	113,184	89	84	75	13
White	122,180	94	91	87	37	123,651	97	95	92	33
At-Risk	75,499	70	60	49	6	106,742	84	76	64	5
Econ. Dis. <sup>a</sup>	122,331	82	75	66	14	131,556	89	83	74	12
LEP <sup>b</sup>	13,037	45	34	25	2	14,343	61	48	35	2
Special Ed. <sup>c</sup>	13,271	71	61	51	8	12,812	82	73	62	8
<b>Mathematics</b>										
All Students	275,739	72	61	51	7	286,223	75	66	57	12
African American	38,328	57	44	32	2	39,619	60	49	38	4
Hispanic	105,587	63	50	38	3	113,547	67	57	46	6
White	121,845	84	75	65	10	123,028	87	80	72	19
At-Risk	75,833	44	30	20	1	106,734	50	37	26	2
Econ. Dis.	122,779	61	47	36	2	131,734	64	54	43	5
LEP	13,471	32	22	15	1	14,775	38	28	20	2
Special Ed.	13,667	46	32	22	1	12,533	51	40	29	3
<b>Social Studies</b>										
All Students	278,120	93	86	77	14	288,257	93	88	81	22
African American	38,910	90	81	69	6	40,105	89	82	73	12
Hispanic	106,053	89	80	68	7	113,892	89	82	73	13
White	123,163	96	93	87	22	124,226	97	94	90	32
At-Risk	77,073	82	68	53	3	108,068	84	74	62	6
Econ. Dis.	123,981	89	79	67	6	132,791	89	81	72	12
LEP	13,481	68	50	34	1	14,794	71	56	42	3
Special Ed.	16,576	81	67	52	4	16,305	79	68	56	7

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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



**Appendix 2-G. English-Version TAKS Participation and Performance, Grade 9,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	305,026	82	75	66	6	313,367	88	84	76	9
African American	42,909	76	67	55	3	44,991	83	77	66	4
Hispanic	121,295	73	65	54	3	127,062	82	77	66	4
White	130,021	91	86	79	10	130,457	95	93	88	14
At-Risk	113,066	65	55	42	1	127,545	76	69	55	1
Econ. Dis. <sup>a</sup>	128,502	72	63	52	3	135,718	82	76	65	4
LEP <sup>b</sup>	19,775	31	22	14	0	18,303	47	38	24	0
Special Ed. <sup>c</sup>	19,033	52	42	31	1	17,020	69	61	47	1
<b>Mathematics</b>										
All Students	303,553	63	53	44	11	309,943	68	59	50	14
African American	42,532	49	37	27	3	44,187	54	43	33	5
Hispanic	120,396	51	40	30	4	125,055	57	46	37	7
White	129,389	78	69	60	18	129,414	82	75	67	22
At-Risk	110,777	38	27	18	2	124,168	42	30	21	2
Econ. Dis.	127,540	49	38	28	4	133,378	55	44	35	6
LEP	19,775	26	17	11	1	18,221	30	21	14	2
Special Ed.	18,216	31	21	14	2	15,900	38	28	20	2

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-H. English-Version TAKS Participation and Performance, Grade 10,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>English Language Arts</b>										
All Students	240,249	72	70	66	5	266,574	77	75	72	4
African American	31,628	64	60	54	2	35,894	70	68	63	1
Hispanic	85,127	63	60	55	2	100,419	69	67	62	1
White	114,082	80	79	77	8	119,951	85	84	82	6
At-Risk	81,063	52	48	42	1	111,074	61	59	53	0
Econ. Dis. <sup>a</sup>	85,239	61	57	52	2	101,671	67	65	60	1
LEP <sup>b</sup>	11,922	23	19	14	0	14,027	28	24	19	0
Special Ed. <sup>c</sup>	13,575	32	28	23	0	13,533	45	41	35	0
<b>Mathematics</b>										
All Students	246,816	73	60	48	7	262,920	74	63	52	8
African American	32,438	59	43	30	2	35,287	59	45	32	2
Hispanic	89,463	63	47	34	3	98,802	65	51	39	3
White	115,056	84	73	62	11	118,344	86	77	67	13
At-Risk	84,712	51	34	21	1	107,950	52	36	23	1
Econ. Dis.	88,878	61	45	32	2	99,701	62	49	36	3
LEP	13,816	43	27	17	1	13,921	40	27	18	1
Special Ed.	13,441	39	25	15	1	12,547	42	29	19	1
<b>Social Studies</b>										
All Students	249,400	86	79	71	15	262,550	92	87	80	19
African American	33,212	78	68	58	6	35,283	88	81	71	9
Hispanic	90,154	80	70	59	6	98,253	88	80	71	10
White	116,108	93	89	84	23	118,607	97	94	90	29
At-Risk	86,655	72	60	48	3	107,813	84	75	63	5
Econ. Dis.	90,176	78	68	57	5	99,501	87	79	69	9
LEP	13,901	55	41	29	1	13,714	63	49	36	1
Special Ed.	15,440	61	49	38	3	14,733	74	63	52	5
<b>Science</b>										
All Students	245,089	69	55	42	2	262,009	76	64	51	4
African American	32,530	52	36	22	0	35,216	62	46	32	1
Hispanic	87,951	55	38	25	1	97,901	64	49	35	1
White	114,802	83	72	59	4	118,458	89	81	69	7
At-Risk	84,343	44	28	16	0	107,351	55	38	24	1
Econ. Dis.	88,116	52	36	23	0	99,174	63	47	33	1
LEP	13,529	27	14	7	0	13,630	31	19	10	0
Special Ed.	14,981	35	22	13	0	14,381	45	31	21	1

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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

**Appendix 2-I. English-Version TAKS Participation and Performance, Grade 11,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>English Language Arts</b>										
All Students	183,011	69	66	61	5	217,408	87	85	83	10
African American	22,707	59	54	48	2	27,969	82	79	75	4
Hispanic	57,075	63	58	52	2	74,790	81	79	75	5
White	95,467	75	73	70	7	105,887	92	91	89	14
At-Risk	53,816	50	44	37	1	95,570	77	74	69	2
Econ. Dis. <sup>a</sup>	54,513	60	55	49	2	72,042	79	77	73	4
LEP <sup>b</sup>	3,530	33	26	20	0	9,549	42	37	32	0
Special Ed. <sup>c</sup>	7,507	33	28	22	0	10,074	56	52	46	1
<b>Mathematics</b>										
All Students	198,622	68	55	44	6	216,083	85	76	67	15
African American	25,038	52	36	25	1	27,873	73	60	48	4
Hispanic	65,797	57	42	30	2	74,238	78	67	56	7
White	99,205	77	66	56	8	105,149	91	86	79	21
At-Risk	61,927	45	29	18	1	94,379	72	58	45	3
Econ. Dis.	62,116	55	40	28	2	71,438	76	64	53	6
LEP	7,899	37	23	15	1	9,537	59	46	34	3
Special Ed.	8,950	33	20	12	1	9,381	55	42	31	2
<b>Social Studies</b>										
All Students	196,731	90	85	78	9	217,710	97	95	91	20
African American	24,874	86	78	69	3	28,098	96	92	87	9
Hispanic	64,747	85	77	68	3	74,597	95	91	85	10
White	98,625	94	90	86	14	106,181	99	98	96	28
At-Risk	61,462	80	70	59	2	95,627	94	90	83	7
Econ. Dis.	61,727	84	76	66	3	72,052	94	90	84	8
LEP	7,825	61	47	34	0	9,553	81	70	57	2
Special Ed.	9,948	71	60	49	2	11,066	88	81	72	6
<b>Science</b>										
All Students	187,214	67	57	47	2	217,328	85	76	63	5
African American	23,765	52	39	29	0	28,076	74	61	44	1
Hispanic	60,728	56	43	32	0	74,521	75	64	47	1
White	94,483	77	69	60	3	105,886	93	88	78	7
At-Risk	57,840	44	31	21	0	95,286	71	58	40	1
Econ. Dis.	58,429	53	41	29	0	71,903	74	61	45	1
LEP	7,416	29	19	12	0	9,551	47	34	20	0
Special Ed.	9,395	33	23	15	0	10,481	57	44	29	1

*Note.* The passing standard for TAKS in 2003 and 2004 was 2 SEM (standard errors of measurement) below the panel recommendation.

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

**Appendix 2-J. Spanish-Version TAKS Participation and Performance, Grade 3,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	24,536	82	75	67	15	25,835	88	83	78	26
At-Risk	22,954	82	75	67	15	20,775	87	82	77	24
Econ. Dis. <sup>a</sup>	23,204	82	75	67	15	24,344	88	83	78	26
Special Education	651	64	53	44	6	646	75	68	61	12
<b>Mathematics</b>										
All Students	23,671	82	70	57	7	24,713	89	80	68	14
At-Risk	22,109	82	71	58	7	24,122	89	80	68	14
Econ. Dis.	22,382	82	70	57	7	23,254	89	80	68	14
Special Education	675	70	57	41	4	719	83	72	56	8

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

<sup>a</sup>Economically disadvantaged.

**Appendix 2-K. Spanish-Version TAKS Participation and Performance, Grade 4,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	13,585	81	71	59	8	15,107	85	77	66	14
At-Risk	13,086	81	71	59	8	14,766	85	77	66	14
Econ. Dis. <sup>a</sup>	12,630	81	71	59	8	14,198	85	77	67	14
Special Education	306	64	51	42	3	386	73	61	48	7
<b>Mathematics</b>										
All Students	12,833	74	62	48	9	14,167	83	74	62	17
At-Risk	12,350	74	61	48	9	13,844	83	74	62	16
Econ. Dis.	11,923	74	62	48	9	13,298	83	74	62	16
Special Education	335	64	51	39	7	380	78	65	52	10
<b>Writing</b>										
All Students	14,226	87	85	82	14	15,828	91	90	88	20
At-Risk	13,751	87	85	82	14	15,459	91	90	88	20
Econ. Dis.	13,252	87	85	82	14	14,878	91	90	88	20
Special Education	308	73	71	67	7	390	82	80	77	8

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

<sup>a</sup>Economically disadvantaged.

**Appendix 2-L. Spanish-Version TAKS Participation and Performance, Grade 5,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	6,227	75	63	51	8	6,975	82	72	60	15
At-Risk	6,026	76	63	51	7	6,749	82	72	60	15
Econ. Dis. <sup>a</sup>	5,695	75	63	50	7	6,442	82	72	60	15
Special Education	119	55	42	29	6	139	65	52	41	3
<b>Mathematics</b>										
All Students	5,815	66	52	37	5	6,373	73	61	44	10
At-Risk	5,621	66	52	37	5	6,170	73	61	44	10
Econ. Dis.	5,307	66	52	37	5	5,879	73	61	44	10
Special Education	135	56	37	24	3	158	66	52	36	4
<b>Science</b>										
All Students	7,115	32	16	6	0	7,047	52	34	20	1
At-Risk	6,856	32	15	6	0	6,830	51	34	20	1
Econ. Dis.	6,566	32	15	6	0	6,553	51	34	20	1
Special Education	229	15	6	1	0	193	34	22	10	1

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

<sup>a</sup>Economically disadvantaged.

**Appendix 2-M. Spanish TAKS Participation and Performance, Grade 6,  
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
<b>Reading</b>										
All Students	1,577	82	71	60	11	1,491	83	71	58	14
At-Risk	1,452	82	71	60	11	1,410	84	72	59	14
Econ. Dis. <sup>a</sup>	1,422	82	71	59	10	1,337	83	71	57	13
Special Education	16	81	69	44	6	6	67	17	0	0
<b>Mathematics</b>										
All Students	1,544	51	38	28	3	1,409	56	47	36	7
At-Risk	1,415	52	38	28	3	1,338	57	47	37	7
Econ. Dis.	1,389	52	39	28	3	1,269	55	46	36	7
Special Education	14	50	21	21	0	4	- <sup>b</sup>	-	-	-

*Note.* The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation.

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





# 3. Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature enacted the Safe Schools Act, requiring 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. In addition, a DAEP must provide a course needed by a student to fulfill his or her high school graduation requirements. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Not later than the beginning of the 2005-06 school year, a teacher in a DAEP must meet all certification requirements established under TEC Chapter 21, Subchapter B.

DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators may also 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 single school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (a) specify whether consideration was given to self-defense as a factor in a decision to order suspension, removal to a DAEP, or expulsion; (b) provide guidelines for setting the length of a term of a removal to a DAEP under TEC §37.006 or an expulsion under TEC §37.007; and (c) address the notification of a student's parent or guardian of a violation of the student code of conduct by the student that results in suspension, removal to a DAEP, or expulsion.

## Program Characteristics

Districts have implemented a variety of DAEP programs with different instructional arrangements and behavior management approaches. Some programs provide direct, teacher-oriented classroom instruction;

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

DAEPs differ from other alternative education programs (AEPs), such as dropout recovery programs and other alternative high school settings. Students usually do not attend AEPs because of disciplinary assignments. Students who enroll in AEPs are often at risk for dropping out of school, have previously dropped out, or have opted for less traditional school settings.

## Program Evaluation and Reporting

Starting with the 1997-98 school year, school districts were required to report student-level information related to expulsions and DAEP placements to the Texas Education Agency (TEA) on an annual basis (TEC §37.020). In 1999, the Texas Legislature required that the commissioner of education adopt rules to annually evaluate the performance of each school district DAEP (TEC §37.008; 19 Texas Administrative Code [TAC] §97.1021). In spring 2001, each district that reported disciplinary data received its first evaluation report. The annual evaluation includes measures of educational progress and student behavior, such as the percentage of students assigned to DAEPs. Data are reported by the following student groups: African American, Hispanic, White, economically disadvantaged, and all students. For comparison purposes, the report includes state-level data.

The 78th Texas Legislature modified TEA monitoring and evaluation responsibilities in 2003. The commissioner of education was required to develop a process for evaluating DAEPs electronically (TEC §37.008). In addition, the commissioner was required to develop a system and standards for review

Action	2000-01	2001-02	2002-03
<b>DAEP Assignment</b>			
Individual Student Count	89,532	96,737	101,671
Total <sup>b</sup>	119,816	134,130	139,613
<b>Expulsion</b>			
Individual Student Count	7,897	8,133	4,732
Total <sup>c</sup>	8,220	8,638	6,799

*Note.* A student may be assigned to a DAEP and expelled in the same school year.

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

of the evaluation. The system must be designed to identify districts that are at high risk of having inaccurate DAEP data or of failing to comply with DAEP requirements. If the data reflect that a penal law has been violated, the commissioner must notify the county attorney, district attorney, or criminal district attorney, as appropriate, and the attorney general.

TEA is developing a new system that integrates all program monitoring and evaluation activities specified in statute, including electronic evaluation of DAEPs in the areas TEA is authorized to monitor. The system is designed to enhance these activities by: (a) maximizing limited agency resources; (b) coordinating efforts focused on data integrity, student performance, and program compliance; and (c) responding to school districts with policies and procedures that are aligned and consistent with regard to interventions.

## DAEP Assignment and Expulsion

Data used in this chapter on gender, ethnicity, economic status, and leaver reason were drawn from the Public

Education Information Management System (PEIMS). Data on discipline were also available in PEIMS (425 record).

Approximately 2.4 percent of the more than 4 million students in Texas public schools in 2002-03 received a DAEP assignment. Between 2000-01 and 2002-03, the number of individual students assigned to DAEPs increased by 13.6 percent, from 89,532 to 101,671 (Table 3.1). Efforts by school districts to increase the accuracy of reported data may have contributed to the increase.

During the same time period, the number of students who were expelled declined by 40.1 percent, from 7,897 in 2000-01 to 4,732 in 2002-03. The decline was not unexpected, because DAEPs provide districts with alternatives to expulsion. In many cases, students who, in the past, would have been expelled are now placed in DAEPs.

In 2002-03, disparities were evident between the percentages of student groups assigned to DAEPs and the percentages of these groups in the student population as a whole. Across Grades 1-12, the percentages of African American and economically disadvantaged students assigned to DAEPs were higher than the percentages of these groups in the student population as a whole (Table 3.2). This was especially true at the early grade levels. Conversely, the percentages of White students assigned to DAEPs were lower across all grades than their percentages in the total student population. The percentages of Hispanic students assigned to DAEPs were lower in the elementary grades than their percentages in the student population as a whole and higher in the middle and high school grades, except in Grade 12.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2002-03 increased markedly at

Grade	Students		African American (%)		Hispanic (%)		White (%)		Econ. Disad. <sup>b</sup> (%)		Grade-Level Assignment (%)
	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP	
1	329,791	642	13.5	37.1	46.5	30.8	36.8	31.3	58.8	66.2	0.2
2	320,627	706	13.9	36.5	45.6	34.4	37.3	28.2	58.0	69.0	0.2
3	321,452	1,092	14.4	38.4	44.7	32.6	37.8	28.3	57.4	71.5	0.3
4	321,616	1,603	14.6	34.8	43.6	37.2	38.7	27.3	56.6	70.2	0.5
5	322,152	2,910	14.5	33.4	42.6	37.0	39.9	28.4	55.3	71.5	0.9
6	323,070	8,436	14.7	26.3	41.8	47.5	40.5	25.1	53.5	69.6	2.6
7	325,150	13,945	14.6	22.5	40.7	50.5	41.7	25.8	50.7	64.7	4.3
8	316,731	17,181	14.5	20.0	39.8	50.3	42.5	28.5	48.1	59.7	5.4
9	372,396	26,728	15.0	20.8	42.1	49.5	40.0	28.5	46.2	52.4	7.2
10	299,577	13,915	14.5	21.3	38.1	42.2	44.2	35.1	39.7	44.2	4.7
11	265,523	8,539	13.7	20.1	35.4	36.4	47.3	41.9	34.9	38.0	3.2
12	238,699	5,974	13.3	19.6	33.9	31.9	49.1	46.6	31.3	33.2	2.5

*Note.* Only students with complete demographic information included in table.

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

Grade 6, continued rising to a maximum of 7.2 percent of all students in Grade 9, then steadily declined through the high school grades. The decrease may be related to the annual Grade 7-12 dropout rate for DAEP students, which was higher than the rate for students statewide (Table 3.8 on page 55).

Males made up 73.2 percent of students assigned to DAEPs in 2002-03, compared to 51.4 percent of the total student population (Table 3.3). About 20 percent of students assigned to DAEPs were receiving special education services, compared to less than 12 percent of students statewide. The overrepresentation of special education students in the DAEP population may be related to the overrepresentation of male students, as males were also overrepresented in the special education population statewide.

Group	State	DAEP
Female	48.6	26.8
Male	51.4	73.2
Receiving Spec. Ed. <sup>b</sup> Services	11.6	20.2
Not Receiving Spec. Ed. Services	88.4	79.8

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

## Frequency and Length of DAEP Assignment

Statewide in 2002-03, for students assigned to DAEPs, the average number of discretionary assignments (1.39) exceeded the average number of mandatory assignments (1.05) (Table 3.4). Only about 22 percent of students assigned to DAEPs in 2002-03 received additional assignments during the year. There was relatively little variation across student groups on these measures.

For each student assigned to a DAEP in 2002-03, the total length of assignment was calculated by adding the number of days across multiple assignments. A student with one assignment for 10 days, for example, would have the same total length of assignment as a student with two assignments of five days each. White students

were assigned for an average of about 25 days during the school year, while African American and Hispanic students were assigned for an average of about 32 days. The difference between White students and other ethnic groups on this measure is somewhat less than that seen in 2000-01.

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

The state assessment system, TAKS, was administered beginning in the 2002-03 school year. The TAKS measures mastery of the statewide curriculum in reading/English language arts (ELA) and mathematics at Grades 3-11; in writing at Grades 4 and 7; in science at Grades 5, 10, and 11; and in social studies at Grades 8, 10, and 11. The SDAA assesses special education students in Grades 3-8 who are receiving instruction in the state curriculum but for whom TAKS is an inappropriate measure of academic progress.

Statewide, 73.2 percent of students assigned to DAEPs took the 2003 TAKS reading/ELA test, and 11.2 percent took the 2003 SDAA reading test (Table 3.5 on page 54). Of those not tested, 10.2 were absent, 3.7 percent were special education students exempted by their Admission, Review, and Dismissal (ARD) Committees, and 0.7 percent were students exempted because of limited English proficiency.

The TAKS performance of students assigned to DAEPs is required to be reported in annual DAEP evaluation reports. The TAKS passing standards, adopted in fall 2002 by the Texas State Board of Education (SBOE), are being phased in over a three-year transition period. For the 2003 TAKS, students in Grades 3 through 10 were required to meet expectations at two standard errors of measurement (SEM) below the recommended standard. By 2005, students at these grade levels will have to meet the recommended standard. In this chapter, 2003 TAKS results are reported for both of these standards. TAKS scores for students assigned to

Group	Average Number of Assignments		Single Assignment (%)	Average Length of Assignment (Days)
	Discretionary	Mandatory		
African American	1.33	1.04	78.9	32.5
Hispanic	1.40	1.06	77.4	31.3
White	1.42	1.05	77.2	24.5
Economically Disadvantaged	1.35	1.06	77.8	30.8
Special Education	1.37	1.05	77.7	29.4
All	1.39	1.05	77.6	29.4

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

**Table 3.5. English-Version Reading/ELA<sup>a</sup> TAKS and SDAA<sup>b</sup> Participation (%), Students Assigned to DAEPs,<sup>c</sup> by Student Group, 2003**

Group	Tested on		ARD	LEP	Other	Tested on SDAA
	TAKS	Absent	Exempt <sup>d</sup>	Exempt <sup>e</sup>		
African American	70.4	9.0	4.8	0.1	1.1	14.6
Hispanic	72.6	10.6	3.3	1.5	1.0	11.0
White	75.6	10.3	3.7	0.1	1.0	9.3
Economically Disadvantaged	71.3	9.4	3.6	1.0	1.0	13.6
All	73.2	10.2	3.7	0.7	1.0	11.2

<sup>a</sup>English language arts. <sup>b</sup>State-Developed Alternative Assessment. <sup>c</sup>Disciplinary alternative education programs. <sup>d</sup>Students in special education programs exempted from testing by the Admission, Review, and Dismissal (ARD) committee. <sup>e</sup>Students exempted from testing because of limited English proficiency (LEP).

DAEPs at any time during the year are included in the DAEP averages.

At each passing standard, the 2003 reading/ELA and mathematics TAKS passing rates for students in DAEPs were lower than those for students statewide (Table 3.6). At the 2 SEM standard, 62.3 percent of students assigned to DAEPs passed the TAKS reading/ELA test, compared to 85.6 percent of students statewide, a difference of about 23 percentage points. In mathematics, the difference in passing rates between students assigned to DAEPs (49.2%) and students statewide (78.6%) was about 29 percentage points. At the panel-recommended standard, the differences in reading/ELA and mathematics performance were even larger (approximately 27 and 33 percentage points, respectively). For students assigned to DAEPs, as well as students statewide, White students had higher TAKS

passing rates in reading and mathematics than did African American or Hispanic students. Gaps in performance between White students and other ethnic groups were smaller for students assigned to DAEPs than for students statewide, except at the 2 SEM standard for mathematics.

About 20 percent of students assigned to DAEPs in 2002-03 were receiving special education services, and many of these students took the SDAA. Tests are given in the areas of reading, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their ARD committees. The percentages of students meeting ARD expectations on the 2003 SDAA reading and mathematics tests were lower for special education students assigned to DAEPs than for special education students statewide (Table 3.7). On the SDAA reading test, 58 percent of special education students assigned to DAEPs met ARD expectations, compared to 86 percent of special

**Table 3.6. TAKS Passing Rates (%), Grades 3-10 Combined, by Subject and Student Group, 2003**

Group	Standard Met			
	2 SEM <sup>a</sup>		Panel Rec. <sup>b</sup>	
	DAEP <sup>c</sup>	State	DAEP	State
<b>Reading/ELA<sup>d</sup></b>				
African American	56.1	78.4	36.9	61.6
Hispanic	59.5	79.8	41.0	63.9
White	70.2	93.2	58.4	85.2
Econ. Disad. <sup>e</sup>	58.8	78.5	39.9	62.0
Female	68.9	87.7	50.6	75.6
Male	59.5	83.6	43.8	70.7
All	62.3	85.6	45.9	73.2
<b>Mathematics</b>				
African American	39.7	66.4	16.9	41.9
Hispanic	44.0	71.8	20.3	48.2
White	62.9	88.0	38.4	72.1
Econ. Disad.	43.6	70.5	20.3	46.6
Female	48.1	78.9	23.1	58.0
Male	49.7	78.3	26.6	59.1
All	49.2	78.6	25.5	58.5

<sup>a</sup>Two standard errors of measurement below the panel-recommended standard. <sup>b</sup>Panel-recommended standard required in 2005. <sup>c</sup>Disciplinary alternative education program. <sup>d</sup>English language arts. <sup>e</sup>Economically disadvantaged.

**Table 3.7. SDAA<sup>a</sup> Performance Meeting ARD<sup>b</sup> Expectations (%), Grades 3-8, by Subject and Student Group, 2003**

Group	DAEP <sup>c</sup>	State
<b>Reading</b>		
African American	55	85
Hispanic	59	85
White	58	88
Economically Disadvantaged	59	86
Female	61	88
Male	57	85
All	58	86
<b>Mathematics</b>		
African American	50	79
Hispanic	50	78
White	49	80
Economically Disadvantaged	51	79
Female	49	79
Male	50	78
All	50	78

<sup>a</sup>State-Developed Alternative Assessment. <sup>b</sup>Admission, review, and dismissal committee. <sup>c</sup>Disciplinary alternative education program. Data include all students who received special education services and were assigned to DAEPs in 2002-03.

education students statewide, a difference of 28 percentage points. The difference on the SDAA mathematics test was also 28 percentage points. There was little variation in performance across student groups in either subject.

## Dropout Rates

Out of 86,282 students in Grades 7-12 assigned to DAEPs in the 2002-03 school year, 1,535 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 1.8 percent, twice the rate for students statewide (0.9%) (Table 3.8). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Group	DAEP	State
African American	2.0	1.3
Hispanic	2.1	1.3
White	1.1	0.4
Economically Disadvantaged	1.8	0.9
Special Education	1.7	1.1
Female	1.5	1.0
Male	1.9	0.8
All	1.8	0.9

## Agency Contact Persons

For additional information on DAEPs, contact Billy G. Jacobs, Safe Schools Unit, Division of High School Completion and Student Support, (512) 463-9982.



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

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, Senate Bill 702 revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2002-03 school year, 1,705,911 (40%) of the 4,239,911 public school students in Texas were identified as at risk of dropping out of school; 1,899,745 (44%) of the 4,328,028 Texas public school students in 2003-04 were identified as at risk.

## 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:

1. was not advanced from one grade level to the next for one or more school years;
2. is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student 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;
4. 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;
5. is pregnant or is a parent;

6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. 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;
12. is homeless, as defined by 42 U.S.C. §11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

## Testing and Exemption Information

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

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

The TAKS passing standards, adopted in fall 2002 by the Texas State Board of Education (SBOE), are being phased in over a three-year transition period. For the 2003 TAKS, students in Grades 3 through 10 were required to meet expectations at two standard errors of measurement (SEM) below the recommended standard. On the 2004 TAKS, the Grade 3-10 standard rose to one SEM below the recommended standard—a more challenging standard to meet. The Grade 11 exit-level standard was set at the two SEM level in both 2003 and 2004. Although students in Grade 11 were required to take TAKS in 2003, their performance was not a graduation requirement; the students had taken the Texas Assessment of Academic Skills (TAAS) as their exit-level test the previous year. Grade 11 students took the exit-level TAKS in 2004 as a graduation requirement for the first time. In 2005, students in Grades 3 through 10 will be required to achieve the recommended standard, and Grade 11 students will be required to meet the one SEM standard. In 2006, Grade 11 students will be required to meet the recommended standard.

In this chapter, 2003 and 2004 TAKS results for at-risk and not at-risk students are reported at the same standard to allow for comparisons of results among student groups between the two years. Results for Grades 3 through 10 are presented at the one SEM standard, which required conversion of the 2003 results from two SEM to one SEM. Because Grade 11 students were held to the same standard for two consecutive years, Grade 11 results are presented at the two SEM standard for both years. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

## **TAKS Performance for Students At Risk, 2003 and 2004**

Beginning with the implementation of Senate Bill 702, a student is considered at risk of dropping out of school from the time he or she fails to perform satisfactorily on the TAKS examination until he or she performs at a level equal to at least 110 percent of the level of satisfactory performance on the same assessment

instrument or another appropriate test. One of the goals of the SCE program is to increase the academic performance of students identified as being at risk of dropping out of school. TEC §29.081(c) requires each district to evaluate its SCE program by documenting program success in reducing any disparity in performance, as measured by assessment instruments administered under TEC Chapter 39, Subchapter B, or in the rates of high school completion between students at risk of dropping out of school and all other district students.

Between 2003 and 2004, the statewide percentage of all students at risk who met the expected TAKS performance standards increased at all grade levels and on all subject area tests. Although students not at risk continued to outperform students at risk, the performance gap between at-risk and not at-risk students decreased in a number of cases.

### ***Reading and English Language Arts***

On the TAKS reading and English language arts tests, the strongest performance of students at risk in both 2003 and 2004 was at Grade 3 (Table 4.1). While White third graders had the highest passing rate each year (83% and 88%, respectively), the percentages of Hispanic, economically disadvantaged, female, and male third graders passing the test also surpassed 80 percent in 2004. At-risk students in Grades 6 and 8 showed the greatest growth from 2003 to 2004; the percentages of students achieving the expected standard rose by 18 and 16 percentage points, respectively. African American students at risk made particular progress on the reading and English language arts TAKS; increases in African American pass rates were as high or higher than any other student group at six grade levels (Grades 3, 4, 6, 8, 10, and 11). Although male at-risk passing rates were somewhat lower than females in Grades 3-8, the gender gap widened to 10 or more percentage points at most high school grade levels in both years.

Performance by students not at risk also improved during the same period, with over 90 percent of students in 2004 meeting the expected standard on the reading or English language arts TAKS at all grade levels, except Grade 10. The high performance in reading and English language arts by not at-risk students, combined with improvements in at-risk student performance, resulted in a narrowing of the gap in passing rates between the two groups at all grade levels, except Grade 5. In 2004, the smallest gap between at-risk and not at-risk student passing rates was among third graders (13 percentage points), and the largest gap was among fifth graders (37 percentage points).



Table 4.1. English-Version TAKS Reading/ELA <sup>a</sup> Passing Rates, by At-Risk Status, 2003 and 2004									
Group	Grade								
	3	4	5	6	7	8	9	10	11 <sup>b</sup>
<b>2003</b>									
<b>At Risk</b>									
African American	66	50	38	44	51	55	52	44	44
Hispanic	72	60	46	48	52	57	49	44	48
White	83	68	56	65	64	69	66	56	54
Economically Disadvantaged	71	58	44	48	52	56	49	43	47
Female	76	61	49	51	57	60	60	55	58
Male	72	60	46	52	53	60	50	42	42
All	74	60	47	52	55	60	55	48	50
<b>Not At Risk</b>									
African American	83	79	72	78	82	84	78	70	69
Hispanic	88	85	78	82	87	89	81	76	74
White	97	94	89	93	94	95	92	85	80
Economically Disadvantaged	86	83	75	80	85	87	80	73	72
Female	93	90	85	88	92	93	91	86	84
Male	91	88	82	87	89	91	83	76	70
All	92	89	83	87	90	92	87	81	78
<b>2004</b>									
<b>At Risk</b>									
African American	77	61	49	69	55	75	66	58	76
Hispanic	82	69	50	65	58	72	65	53	73
White	88	76	68	80	71	84	80	68	83
Economically Disadvantaged	81	67	50	66	57	72	65	53	72
Female	84	72	54	72	64	75	72	67	83
Male	82	67	54	67	58	76	66	52	72
All	83	69	54	70	61	76	69	59	77
<b>Not At Risk</b>									
African American	91	84	83	91	86	94	89	80	90
Hispanic	94	89	87	94	91	96	92	84	93
White	98	95	95	98	96	98	97	90	96
Economically Disadvantaged	92	87	85	93	90	95	91	82	92
Female	96	93	91	96	94	97	96	91	97
Male	95	90	90	95	92	97	93	83	92
All	96	91	91	96	93	97	94	87	95

<sup>a</sup>English language arts. <sup>b</sup>Grade 11 is the exit-level examination.

## Mathematics

On the mathematics TAKS, across at-risk student groups, the highest passing rates were, again, at Grade 3 (Table 4.2 on page 60). All student groups in Grade 3, except African Americans, passed the TAKS at a rate of 82 percent or more in 2004. Across all grade levels, African Americans had the lowest passing rate on the mathematics TAKS among at-risk students in both 2003 and in 2004. Excluding Grade 11, where the standard has been one SEM lower each year, at-risk students in Grades 6 and 7 made the greatest gains between 2003 and 2004 (13 and 12 percentage points, respectively). Also, at these two grade levels, the passing rates of students in each ethnic group and those who are economically disadvantaged all rose by 10 percentage points or more. Male students consistently had higher passing rates than females, although the gender gap was larger among students at

risk than those not at risk at all grade levels. The gender gap for both at-risk and not at-risk students was by far the widest at Grade 8 (9 percentage points and 4 points, respectively, in 2004).

In both 2003 and 2004, passing rates in mathematics steadily declined after Grade 3, reaching a 30 percent passing rate among at-risk students and a 78 percent passing rate among not at-risk students by Grade 9 in 2004. Passing rates increased in 2004 for both at-risk and not at-risk students in Grade 10 to 36 percent and 82 percent, respectively. In Grade 11, 72 percent of students at risk and 95 percent of those not at risk achieved the standard that year. The same pattern is seen when comparing the two groups: the gap in at-risk student and not at-risk student passing rates increased at nearly every grade level in 2004, reaching the widest gap (48 percentage points) by Grade 9. In Grades 8, 9, and 10, the gap actually was wider than in 2003.

**Table 4.2. English-Version TAKS Mathematics Passing Rates, by At-Risk Status, 2003 and 2004**

Group	Grade								
	3	4	5	6	7	8	9	10	11 <sup>a</sup>
<b>2003</b>									
<b>At Risk</b>									
African American	60	46	39	28	21	21	19	24	33
Hispanic	74	61	55	40	28	27	23	31	42
White	80	66	61	50	38	41	38	42	53
Economically Disadvantaged	71	58	52	38	27	27	22	30	41
Female	71	57	52	39	28	26	25	32	43
Male	75	63	57	42	30	33	28	35	46
All	73	60	54	41	29	30	27	34	45
<b>Not At Risk</b>									
African American	77	76	71	64	57	56	50	56	63
Hispanic	85	84	81	72	65	65	58	65	71
White	95	93	91	86	82	82	78	82	84
Economically Disadvantaged	83	81	78	70	62	62	55	62	69
Female	89	87	84	79	73	71	68	74	79
Male	90	88	86	79	73	76	70	75	78
All	89	88	85	79	73	73	69	74	78
<b>2004</b>									
<b>At Risk</b>									
African American	72	55	48	44	31	27	23	26	63
Hispanic	83	72	61	53	39	34	26	33	69
White	89	75	70	65	51	48	41	47	79
Economically Disadvantaged	82	70	59	52	38	33	26	32	67
Female	82	68	58	54	38	32	28	33	69
Male	85	73	64	56	43	41	31	39	74
All	83	71	61	55	41	37	30	36	72
<b>Not At Risk</b>									
African American	87	83	81	78	72	69	64	66	87
Hispanic	93	90	89	87	81	79	70	76	92
White	97	95	95	94	90	89	85	88	97
Economically Disadvantaged	97	87	87	84	78	76	69	73	91
Female	94	91	91	89	85	82	78	82	94
Male	95	92	92	90	86	86	79	83	95
All	94	92	91	90	85	84	78	82	95

<sup>a</sup>Grade 11 is the exit-level examination.

### Writing

At-risk students performed particularly well on the writing TAKS in 2004 (Table 4.3); the proportion of Grade 4 students meeting the standard reached 80 percent and the Grade 7 percentage was just one point lower (79%). Compared to 2003 performance, these achievements reflected gains of 13 and 23 percentage points, respectively. The highest increase in passing rate occurred among African American seventh graders (26 percentage points). As was the case on the reading and English language arts TAKS, the passing rates of females were higher than those of males among both students at risk and those not at risk, and the gender gaps were wider among at-risk than not at-risk students. In 2004, the gender gap among at-risk students was 7 percentage points at Grade 4 and 12 percentage points at Grade 7; among not at-risk students, the gaps were 4 and 3 percentage points at the respective grade levels.

Although higher proportions of not at-risk students also achieved the writing TAKS standard in 2004, the overall result was a large reduction in the performance gap between at-risk and not at-risk students. The gap at Grade 4 narrowed from 23 percentage points in 2003 to 14 points in 2004; and at Grade 7, the 34 point gap in 2003 declined to 18 points in 2004.

### Social Studies

Between 2003 and 2004, at-risk students in Grade 10, in particular, made considerable progress on the social studies TAKS (Table 4.4). The Grade 10 passing rate rose by 15 percentage points, with all student groups, except economically disadvantaged students, achieving a passing rate of 70 or higher. Perhaps due, in part, to a lower performance standard, Grade 11 at-risk students achieved the highest passing rates of all in 2004: 94 percent (a 14 point increase from 2003).

Group	Grade	
	4	7
<b>2003</b>		
<b>At Risk</b>		
African American	59	54
Hispanic	67	53
White	71	63
Economically Disadvantaged	65	53
Female	72	63
Male	62	50
All	67	56
<b>Not At Risk</b>		
African American	83	84
Hispanic	88	87
White	93	94
Economically Disadvantaged	85	85
Female	93	93
Male	87	87
All	90	90
<b>2004</b>		
<b>At Risk</b>		
African American	75	80
Hispanic	81	77
White	82	84
Economically Disadvantaged	79	77
Female	84	86
Male	77	74
All	80	79
<b>Not At Risk</b>		
African American	90	95
Hispanic	93	96
White	95	97
Economically Disadvantaged	91	95
Female	96	98
Male	92	95
All	94	97

At Grade 8, the passing rates of students at risk rose in 2004 into the 70 percent range for all student groups, except Whites, who achieved a rate of 82 percent. As was the case on the mathematics TAKS, male at-risk students had higher passing rates than females at most grade levels. The gender gap among students not at risk, on the other hand, was non-existent in 2004.

The performance gaps between students at risk and those not at risk on the social studies TAKS decreased in 2004, although not as dramatically as on the writing TAKS. Due to the already high passing rates of students not at-risk, and the sharp improvement in at-risk student passing rates at Grades 10 and 11, performance gaps declined from 30 percentage points to 21 points at Grade 10 and from 14 to 5 points at Grade 11.

## Science

The proportions of students meeting the science TAKS standards in 2003 were relatively low for both students at risk and those not at risk (Table 4.5 on page 62). Although passing rates of students not at risk rose to 81 percent or higher in 2004, less than 45 percent of at-risk students in Grades 5 and 10 met the passing standard that year, and 71 percent of eleventh graders did so. At Grade 11, as was the case on the other TAKS subject-area tests, both at-risk and not at-risk student groups made considerable improvement between 2003 and 2004. The passing rate of each Grade 11 at risk student group increased by at least 23 percentage points, to range from 84 percent of Whites to 64 percent, each, of African American and economically disadvantaged students.

Group	Grade		
	8	10	11
<b>2003</b>			
<b>At Risk</b>			
African American	66	53	76
Hispanic	64	56	77
White	77	71	85
Economically Disadvantaged	65	55	76
Female	66	58	80
Male	70	63	80
All	68	60	80
<b>Not At Risk</b>			
African American	89	79	91
Hispanic	90	85	92
White	96	94	96
Economically Disadvantaged	89	83	91
Female	93	89	95
Male	93	90	93
All	93	90	94
<b>2004</b>			
<b>At Risk</b>			
African American	71	72	94
Hispanic	70	70	92
White	82	84	97
Economically Disadvantaged	70	69	92
Female	72	71	93
Male	75	78	95
All	74	75	94
<b>Not At Risk</b>			
African American	92	91	98
Hispanic	94	94	99
White	97	98	100
Economically Disadvantaged	93	93	99
Female	96	96	99
Male	96	96	99
All	96	96	99

Group	Grade		
	5	10	11
<b>2003</b>			
<b>At Risk</b>			
African American	19	18	33
Hispanic	27	21	39
White	44	43	54
Economically Disadvantaged	26	21	38
Female	25	22	42
Male	35	32	46
All	30	28	44
<b>Not At Risk</b>			
African American	48	48	64
Hispanic	57	56	70
White	79	81	83
Economically Disadvantaged	54	53	68
Female	63	67	78
Male	72	73	77
All	68	70	78
<b>2004</b>			
<b>At Risk</b>			
African American	31	29	64
Hispanic	40	31	65
White	60	56	84
Economically Disadvantaged	40	31	64
Female	36	32	65
Male	50	44	77
All	43	38	71
<b>Not At Risk</b>			
African American	65	65	88
Hispanic	76	73	91
White	89	89	97
Economically Disadvantaged	73	70	90
Female	78	79	94
Male	85	85	96
All	81	82	95

Unlike the results on other TAKS subject-area tests, the performance gap between at-risk and not at-risk students did not narrow greatly at the lower grades. Instead, the overall gap stayed the same at Grade 5 (38 percentage points) and widened by two points at Grade 10 (from 42 percentage points in 2003 to 44 points in 2004). At both grade levels, the performance gap widened for all student groups, except White students and males.

### **SDAA Performance for Students At Risk, 2003 and 2004**

The SDAA has been available under Chapter 39, Subchapter B, of the Texas Education Code since spring 2001 for assessing students receiving special education services. The first year a student is tested sets

a baseline, so there is no passing standard. Beginning with the second year of testing, a student who does not perform at the level of progress established by the Admission, Review, and Dismissal (ARD) committee is considered at risk of dropping out of school. The ARD committee determines when the student has met the SDAA assessment goal required to be considered no longer at risk of dropping out. The percentages of at-risk students passing the tested subjects were compared for both years (Tables 4.6a through 4.6c). There were very slight differences in the two groups, and at-risk students improved in all tested subjects in 2004.

Group	Grade					
	3	4	5	6	7	8
<b>2003</b>						
At Risk	86	88	88	85	83	84
Not At Risk	80	90	89	86	85	85
<b>2004</b>						
At Risk	91	91	90	86	85	85
Not At Risk	78	92	90	87	86	87

<sup>a</sup>State-Developed Alternative Assessment.

Group	Grade					
	3	4	5	6	7	8
<b>2003</b>						
At Risk	83	89	85	77	72	70
Not At Risk	87	89	84	76	73	74
<b>2004</b>						
At Risk	90	92	88	80	74	74
Not At Risk	92	92	87	81	77	76

<sup>a</sup>State-Developed Alternative Assessment.

Group	Grade	
	4	7
<b>2003</b>		
At Risk	81	67
Not At Risk	79	67
<b>2004</b>		
At Risk	87	73
Not At Risk	86	75

<sup>a</sup>State-Developed Alternative Assessment.

## TAKS and SDAA Exemptions

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

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

exempt either from the English- or Spanish-version TAKS or the SDAA in 2003 and 2004 (Table 4.7).

## Agency Contact Persons

For more information about student assessment and programs for at-risk students, contact Susan Barnes, Associate Commissioner, Department of Standards and Programs, (512) 463-9087. For more information about funding for at-risk students, contact the Division of Financial Audits, (512) 463-9095.

## Other Sources of Information

For additional information on at-risk students, see the State Compensatory Education website at [www.tea.state.tx.us/stcomped](http://www.tea.state.tx.us/stcomped).

Grade	Total	Total Tested		LEP <sup>b</sup> Exempt		ARD <sup>c</sup> Exempt		Absent		Other Students Not Tested		Total Not Tested	
	Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>2003</b>													
3	138,932	134,207	96.6	2,629	1.9	433	0.3	107	0.1	1,556	1.1	4,725	3.4
4	109,061	104,942	96.2	2,672	2.5	332	0.3	41	0.0	1,074	1.0	4,119	3.8
5	99,068	95,083	96.0	2,919	2.9	276	0.3	212	0.2	578	0.6	3,985	4.0
6	86,820	81,718	94.1	3,783	4.4	371	0.4	601	0.7	347	0.4	5,102	5.9
7	98,951	92,233	93.2	4,703	4.8	234	0.2	279	0.3	1,502	1.5	6,718	6.8
8	99,509	92,491	92.9	4,810	4.8	381	0.4	877	0.9	950	1.0	7,018	7.1
9	148,699	122,200	82.2	3,640	2.4	11,727	7.9	3,290	2.2	7,842	5.3	26,499	17.8
10	111,609	96,021	86.0	738	0.7	7,147	6.4	1,902	1.7	5,801	5.2	15,588	14.0
11	89,555	73,190	81.7	0	0.0	5,719	6.4	4,247	4.7	6,399	7.1	16,365	18.3
U <sup>d</sup>	70	55	78.6	0	0.0	2	2.9	2	2.9	11	15.7	15	21.4
<b>2004</b>													
3	149,860	145,460	97.1	2,531	1.7	565	0.4	35	0.0	1,269	0.8	4,400	2.9
4	108,874	104,788	96.2	2,748	2.5	398	0.4	12	0.0	928	0.9	4,086	3.8
5	119,062	114,698	96.3	3,306	2.8	464	0.4	131	0.1	463	0.4	4,364	3.7
6	128,624	123,534	96.0	4,001	3.1	488	0.4	304	0.2	297	0.2	5,090	4.0
7	121,026	114,353	94.5	4,697	3.9	371	0.3	121	0.1	1,484	1.2	6,673	5.5
8	131,200	124,514	94.9	4,913	3.7	425	0.3	632	0.5	716	0.5	6,686	5.1
9	165,074	134,886	81.7	5,815	3.5	14,143	8.6	2,222	1.3	8,008	4.9	30,188	18.3
10	132,414	116,622	88.1	1,487	1.1	9,821	7.4	504	0.4	3,980	3.0	15,792	11.9
11	113,182	100,662	88.9	0	0.0	7,684	6.8	698	0.6	4,138	3.7	12,520	11.1
U	97	79	81.4	0	0.0	7	7.2	0	0.0	11	11.3	18	18.6

Note. Table includes students taking the Spanish-version TAKS at Grades 3, 4, 5, and 6.

<sup>a</sup>State-Developed Alternative Assessment. <sup>b</sup>Limited English proficient. <sup>c</sup>Admission, review, and dismissal committee. <sup>d</sup>Unknown. Includes SDAA documents with no grade level indicated.



# 5. Student Dropouts

In 2002-03, the number of dropouts in Grades 7-12 from Texas public schools rose to 17,151 from 16,622 in 2001-02 (Table 5.1). This was the first increase in dropout counts since 1998-99. Out of 1,891,361 students who attended Grades 7-12 during the 2002-03 school year, the same percentage was reported to have dropped out as in the previous year (0.9%) (Table 5.2 on page 66). The 4-year longitudinal dropout rate for the class of 2003 decreased to 4.5 percent from 5.0 percent for the class of 2002 (Table 5.3 on page 67). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (Texas Education Code [TEC] §39.182).

Year	Students	Dropouts	Annual Dropout Rate (%)
2001-02	1,849,680	16,622	0.9
2002-03	1,891,361	17,151	0.9

## Dropout Definition

For 2002-03, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- ◆ a student who left to enroll in an alternative program and was not in compliance with compulsory attendance;
- ◆ a student who left to enroll in an alternative program and was not working toward a General Educational Development (GED) certificate or a high school diploma;
- ◆ a student who left to enroll in college but was not pursuing a degree;
- ◆ a student whose enrollment was revoked due to absences;
- ◆ a student who was expelled for criminal behavior and could return to school but had not;
- ◆ a student who was expelled for reasons other than criminal behavior;
- ◆ a student who left because of low or failing grades, poor attendance, language problems, exit-level

Texas Assessment of Academic Skills (TAAS) or Texas Assessment of Knowledge and Skills (TAKS) failure, or age;

- ◆ a student who left to pursue a job or join the military;
- ◆ a student who left because of pregnancy or marriage;
- ◆ a student who left because of homelessness or non-permanent residency;
- ◆ a student who left because of alcohol or other drug abuse problems;
- ◆ a student who did not return to school after completing a term in a Juvenile Justice Alternative Education Program; or
- ◆ a student who left for another or an unknown reason.

A student reported to have left for the following reasons was excluded from the dropout count prepared for accountability purposes:

- ◆ a student who died;
- ◆ a student showing regular attendance at a state-approved alternative education program;
- ◆ a student enrolled as a migrant who had a subsequent school enrollment record (i.e., a new Generation System education record was available);
- ◆ a student known to have transferred to another public school, adult or alternative education program, or home schooling;
- ◆ a student who was expelled for criminal behavior occurring on school property or at a school-related function and was incarcerated;
- ◆ a student who met all graduation requirements but did not pass the exit-level TAAS or TAKS;
- ◆ a student who enrolled in college early to pursue a degree program;
- ◆ a student who transferred or was assigned to another public institution or state-approved educational program; or
- ◆ a foreign student who returned to his or her home country.

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

	<b>Annual dropout rate</b>	<b>Completion/ student status rate</b>	<b>Longitudinal dropout rate</b>	<b>Attrition rate</b>
<b>Description</b>	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a General Educational Development (GED) certificate, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 four years later.
<b>Calculation</b>	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment four years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the four years.
<b>Advantages</b>	<ul style="list-style-type: none"> <li>◆ Measure of annual performance.</li> <li>◆ Requires only one year of data.</li> <li>◆ Can be calculated for any school or district with students in any of the grades covered.</li> <li>◆ Can be disaggregated by grade level.</li> </ul>	<ul style="list-style-type: none"> <li>◆ More consistent with the public's understanding of a dropout rate.</li> <li>◆ Districts have more time to encourage dropouts to return to school before being held accountable.</li> <li>◆ More stable measure over time.</li> <li>◆ The completion/student status rate is a more positive indicator than the dropout rate, measuring school success rather than failure.</li> </ul>		Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>◆ Produces the lowest rate of any method.</li> <li>◆ May not correspond to the public's understanding of a dropout rate.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure.</li> <li>◆ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out.</li> <li>◆ Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12.</li> <li>◆ Does not produce a dropout rate by grade.</li> </ul>		<ul style="list-style-type: none"> <li>◆ Produces the highest rate of any method.</li> <li>◆ Does not distinguish attrition that results from dropping out from attrition that results from grade-level retentions, transfers to other schools, early graduation, etc.</li> <li>◆ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate.</li> <li>◆ Cannot be used in accountability systems because it is an estimate.</li> </ul>
<b>Remarks</b>	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88.	The method used to calculate the 1998-99 completion/student status rate was revised so the longitudinal dropout rate and completion/student status rate add to 100%.	TEA began calculating an actual Grade 7-12 longitudinal dropout rate with the class of 1998.	The attrition rate reported by TEA is not adjusted for growth.
<b>TEA 2001-02</b>	Annual dropout rate: Grades 7-12 0.9% Grades 9-12 1.3% Grades 7-8 0.2%	Completion/ student status rate: Grades 7-12 94.4% Grades 9-12 95.0%	Longitudinal dropout rate: Grades 7-12 5.6% Grades 9-12 5.0%	Unadjusted attrition rate: Grades 7-12 23.7% Grades 9-12 35.5%
<b>TEA 2002-03</b>	Annual dropout rate: Grades 7-12 0.9% Grades 9-12 1.3% Grades 7-8 0.2%	Completion/ student status rate: Grades 7-12 95.1% Grades 9-12 95.5%	Longitudinal dropout rate: Grades 7-12 4.9% Grades 9-12 4.5%	Unadjusted attrition rate: Grades 7-12 21.3% Grades 9-12 33.6%



**Table 5.3. Longitudinal Completion/Student Status Rates, Grade 9 Cohort, by Ethnicity, Economically Disadvantaged Status, and Gender, Class of 2003**

Group	Class (Number)	Completion II <sup>a</sup> Rate (%)	Longitudinal Dropout Rate (%)
African American	36,082	93.7	6.3
Asian/Pacific Islander	8,418	98.1	1.9
Hispanic	93,063	92.9	7.1
Native American	746	95.4	4.6
White	125,262	97.8	2.2
Econ. Disad. <sup>b</sup>	85,880	93.4	6.6
Female	130,964	95.9	4.1
Male	132,607	95.1	4.9
State	263,571	95.5	4.5

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

In addition, records for some students reported to have dropped out of school were excluded from the count of dropouts for accountability purposes. A reported dropout was not counted for accountability if the student:

- ◆ was found to have been enrolled in another Texas public school;
- ◆ was found to have received a GED;
- ◆ was found to have graduated;
- ◆ was found to have been ineligible for state Foundation School Program funding;
- ◆ was found to have been reported as a dropout from more than one district, and the data could not confirm which district the student last attended; or
- ◆ was found to have been counted as a dropout in a previous school year.

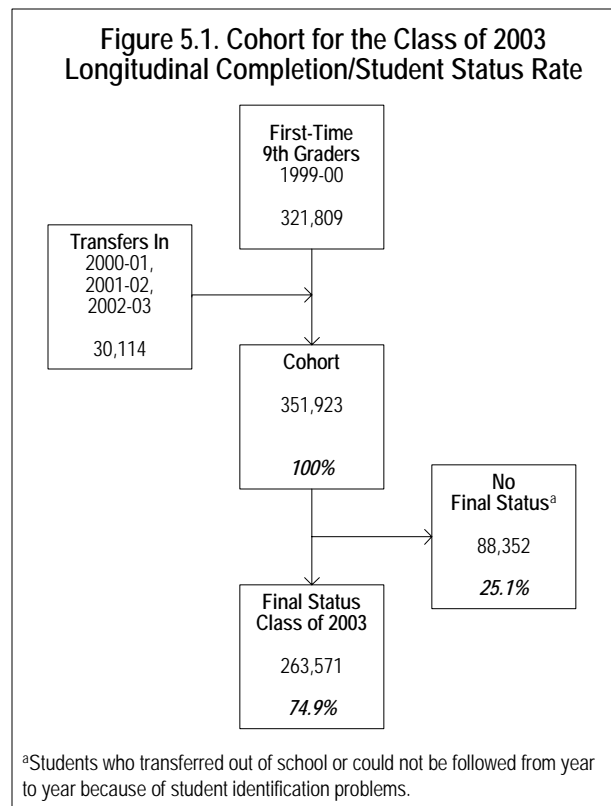
For the purpose of the annual dropout rate, a student will be counted in the accountability system as a dropout only once in his or her lifetime, even if the student drops out more than once. Because students who drop out and return to school are more likely to drop out again, including repeat dropouts in the count could discourage districts from actively trying to recover these students. For the longitudinal dropout rate, the student's final status—whether as a first-time or repeat dropout—will determine if he or she is counted as a dropout.

In 2002-03, there were 4,497 students reported as dropouts whose records were excluded from the annual dropout rate computations.

## Longitudinal Completion/Student Status Rates

A completion rate is the percentage of students from a class of 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 transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class (Figure 5.1).

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



Two completion rate measures have been defined for Texas public school accountability beginning in 2004. Completion I includes graduates and continuing enrollment. Completion II includes graduates, continuing enrollment, and GED recipients. In the 2004 and 2005 ratings cycles, school districts and campuses will be rated on Completion II for the classes of 2003 and 2004, respectively.

The longitudinal rates for the class of 2003 tracked students who began Grade 9 for the first time in 1999-00. Out of 263,571 students in the class of 2003 Grade 9 cohort, 92.2 percent either graduated by 2003 or continued school the following year. An additional 3.3 percent received GED certificates, and 4.5 percent dropped out (Table 5.4). Completion I rates were

highest for Asian/Pacific Islanders (96.6%) and Whites (93.7%). The Completion I rate for economically disadvantaged students (90.2%) was lower than the state average (92.2%). Completion II rates showed similar trends.

Completion/student status rates demonstrate that secondary school experiences varied considerably by student group. For example, in the class of 2003, White students had a graduation rate of 89.8 percent, whereas African American students and Hispanic students had graduation rates of 81.1 percent and 77.3 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 7.1 percent and 6.6 percent, respectively. Hispanics were most likely among the

**Table 5.4. Longitudinal Completion/Student Status Rates, Grades 9-12, Classes 1996 Through 2003**

Group	Class (Number)	Graduated		Continued		Received GED <sup>a</sup>		Dropped Out		Completion I <sup>b</sup>		Completion II <sup>c</sup>	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
<b>Asian/Pacific Islander</b>													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
<b>Hispanic</b>													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2
Class of 2003	93,063	71,966	77.3	11,769	12.6	2,732	2.9	6,596	7.1	83,735	90.0	86,467	92.9
<b>Native American</b>													
Class of 1996	506	360	71.1	36	7.1	41	8.1	69	13.6	396	78.3	437	86.4
Class of 1997	500	374	74.8	42	8.4	35	7.0	49	9.8	416	83.2	451	90.2
Class of 1998	755	432	57.2	222	29.4	30	4.0	71	9.4	654	86.6	684	90.6
Class of 1999	724	589	81.4	49	6.8	38	5.2	48	6.6	638	88.1	676	93.4
Class of 2000	605	477	78.8	42	6.9	38	6.3	48	7.9	519	85.8	557	92.1
Class of 2001	681	520	76.4	53	7.8	51	7.5	57	8.4	573	84.1	624	91.6
Class of 2002	650	550	84.6	43	6.6	34	5.2	23	3.5	593	91.2	627	96.5
Class of 2003	746	632	84.7	46	6.2	34	4.6	34	4.6	678	90.9	712	95.4

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

continues

**Table 5.4. Longitudinal Completion/Student Status Rates, Grades 9-12, Classes 1996 Through 2003 (continued)**

Group	Class (Number)	Graduated		Continued		Received GED <sup>a</sup>		Dropped Out		Completion I <sup>b</sup>		Completion II <sup>c</sup>	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>White</b>													
Class of 1996	108,807	90,275	83.0	4,020	3.7	7,093	6.5	7,419	6.8	94,295	86.7	101,388	93.2
Class of 1997	112,078	94,258	84.1	4,030	3.6	7,128	6.4	6,662	5.9	98,288	87.7	105,416	94.1
Class of 1998	115,797	98,738	85.3	5,071	4.4	5,633	4.9	6,355	5.5	103,809	89.6	109,442	94.5
Class of 1999	119,590	103,141	86.2	5,080	4.2	5,556	4.6	5,813	4.9	108,221	90.5	113,777	95.1
Class of 2000	121,267	105,158	86.7	4,407	3.6	6,806	5.6	4,896	4.0	109,565	90.4	116,371	96.0
Class of 2001	121,838	105,805	86.8	4,790	3.9	7,024	5.8	4,219	3.5	110,595	90.8	117,619	96.5
Class of 2002	122,739	108,270	88.2	4,881	4.0	6,244	5.1	3,344	2.7	113,151	92.2	119,395	97.3
Class of 2003	125,262	112,460	89.8	4,870	3.9	5,115	4.1	2,817	2.2	117,330	93.7	122,445	97.8
<b>Economically Disadvantaged</b>													
Class of 1996	55,302	35,463	64.1	5,978	10.8	3,351	6.1	10,510	19.0	41,441	74.9	44,792	81.0
Class of 1997	58,481	39,801	68.1	6,219	10.6	3,459	5.9	9,002	15.4	46,020	78.7	49,479	84.6
Class of 1998	63,372	44,723	70.6	7,441	11.7	2,491	3.9	8,717	13.8	52,164	82.3	54,655	86.2
Class of 1999	67,639	48,204	71.3	7,991	11.8	2,562	3.8	8,882	13.1	56,195	83.1	58,757	86.9
Class of 2000	71,486	51,896	72.6	7,988	11.2	3,345	4.7	8,257	11.6	59,884	83.8	63,229	88.4
Class of 2001	74,246	54,352	73.2	9,125	12.3	3,450	4.6	7,319	9.9	63,477	85.5	66,927	90.1
Class of 2002	78,567	59,564	75.8	9,857	12.5	3,073	3.9	6,073	7.7	69,421	88.4	72,494	92.3
Class of 2003	85,880	66,843	77.8	10,638	12.4	2,719	3.2	5,680	6.6	77,481	90.2	80,200	93.4
<b>Female</b>													
Class of 1996	103,835	81,641	78.6	5,878	5.7	5,394	5.2	10,922	10.5	87,519	84.3	92,913	89.5
Class of 1997	108,034	86,884	80.4	6,152	5.7	5,270	4.9	9,728	9.0	93,036	86.1	98,306	91.0
Class of 1998	113,056	92,933	82.2	7,156	6.3	3,871	3.4	9,096	8.0	100,089	88.5	103,960	92.0
Class of 1999	118,170	98,058	83.0	7,170	6.1	3,670	3.1	9,272	7.8	105,228	89.0	108,898	92.2
Class of 2000	121,614	102,455	84.2	6,938	5.7	4,268	3.5	7,953	6.5	109,393	90.0	113,661	93.5
Class of 2001	123,452	104,608	84.7	7,416	6.0	4,394	3.6	7,034	5.7	112,024	90.7	116,418	94.3
Class of 2002	126,336	109,215	86.4	7,603	6.0	3,810	3.0	5,708	4.5	116,818	92.5	120,628	95.5
Class of 2003	130,964	114,795	87.7	7,742	5.9	3,022	2.3	5,405	4.1	122,537	93.6	125,559	95.9
<b>Male</b>													
Class of 1996	108,688	76,785	70.6	9,452	8.7	7,665	7.1	14,786	13.6	86,237	79.3	93,902	86.4
Class of 1997	110,259	81,420	73.8	9,496	8.6	7,493	6.8	11,850	10.7	90,916	82.5	98,409	89.3
Class of 1998	114,993	86,446	75.2	11,589	10.1	5,828	5.1	11,130	9.7	98,035	85.3	103,863	90.3
Class of 1999	120,110	91,383	76.1	11,914	9.9	5,854	4.9	10,959	9.1	103,297	86.0	109,151	90.9
Class of 2000	123,163	95,124	77.2	10,883	8.8	7,380	6.0	9,776	7.9	106,007	86.1	113,387	92.1
Class of 2001	125,709	97,444	77.5	12,164	9.7	7,584	6.0	8,517	6.8	109,608	87.2	117,192	93.2
Class of 2002	127,704	101,166	79.2	12,812	10.0	6,715	5.3	7,011	5.5	113,978	89.3	120,693	94.5
Class of 2003	132,607	107,226	80.9	13,190	9.9	5,727	4.3	6,464	4.9	120,416	90.8	126,143	95.1
<b>State</b>													
Class of 1996 <sup>d</sup>	212,523	158,426	74.5	15,330	7.2	13,059	6.1	25,708	12.1	173,756	81.8	186,815	87.9
Class of 1997	218,293	168,304	77.1	15,648	7.2	12,763	5.8	21,578	9.9	183,952	84.3	196,715	90.1
Class of 1998	228,049	179,379	78.7	18,745	8.2	9,699	4.3	20,226	8.9	198,124	86.9	207,823	91.1
Class of 1999	238,280	189,441	79.5	19,084	8.0	9,524	4.0	20,231	8.5	208,525	87.5	218,049	91.5
Class of 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2	215,400	88.0	227,048	92.8
Class of 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2	221,632	89.0	233,610	93.8
Class of 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0	230,796	90.9	241,321	95.0
Class of 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5	242,953	92.2	251,702	95.5

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

student groups to be continuing school in the fall after anticipated graduation (12.6%). Native Americans had the largest percent of students (4.6%) receiving GED certificates. Females had a higher graduation rate (87.7%) than males (80.9%) and lower rates of continuation, GED certification, and dropping out.

When comparing the classes of 2002 and 2003, graduation rates increased for all student groups, and dropout rates decreased for all groups except Native Americans. The longitudinal dropout rate for Native American students increased from 3.5 percent to

4.6 percent. Asian/Pacific Islanders and White student groups had the highest graduation rates. The longitudinal dropout rate for African American students decreased 0.3 percentage points, from 6.6 percent to 6.3 percent. Economically disadvantaged students had the largest percentage point decrease in longitudinal dropout rate, down 1.1 percentage points from 7.7 percent the year before.

In 2003, students participating in Title I programs had a Completion II rate (95.2%) nearly matching that of the state (95.5%) (Table 5.5 on page 70). Students

**Table 5.5. Completion Rates, Grade 9 Cohort, by Student Group, Class of 2003**

Group	Class (Number)	Completion I <sup>a</sup> Rate (%)	Completion II <sup>b</sup> Rate (%)
At Risk	109,765	87.4	92.4
Bilingual/ESL <sup>c</sup>	7,046	78.7	79.8
Special Education	30,090	90.9	93.4
Title I	78,514	92.7	95.2

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

<sup>a</sup>Completion I consists of students who graduated or continued high school.

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

identified as at risk and students participating in special education had Completion II rates below the state average (92.4% and 93.4%, respectively).

## Students Completing High School in More Than Four Years

Many students took longer than four years to finish their high school education. For example, the group of students who began ninth grade for the first time in 1996-97 was followed through their expected graduation year in 2000. At that time, 80.7 percent of the class of 2000 had graduated, 7.3 percent were still in high school, 4.8 percent had received GED certificates, and 7.2 percent had dropped out (Table 5.6).

In 2003, three years after expected graduation and seven years after the students began Grade 9 in 1996-97, more students in this cohort had graduated (86.6%) or received GED certificates (5.2%). Because some of those who were continuing high school in 2000 had transferred out and not graduated, received GED certificates, or dropped out by 2003, the total number of students with final statuses decreased from 244,777 in 2000 to 241,792 in 2003.

## Annual Dropout Rates

Since 1987-88, the Grade 7-12 annual dropout rate has gradually decreased (Table 5.7). Since the late 1980s, there have been refinements in dropout reporting, data

processing, and calculations. Also, the dropout rate became a base indicator in the accountability system in 1993-94. From 1996-97 through 1998-99, the state rate held steady at 1.6 percent, but in 1999-00, the rate decreased to 1.3 percent. The rate then decreased for two successive years to 0.9 percent in 2001-02 and held steady at 0.9 percent in 2002-03.

When the leaver record was introduced in 1997-98, the overall number of dropouts increased for the first time, but the rate remained constant. The number of dropouts rose only slightly in the second year of the leaver record collection. The number of dropouts decreased significantly in 1999-00, the first year the dropout standards for ratings had been raised since a dropout indicator was introduced, and decreased even more in 2000-01. Although the dropout rate remained constant from 2001-02 to 2002-03, the number of dropouts increased by 529 students. This represents a 3.2 percent increase in the number of official dropouts. This is the first increase in the number of dropouts since 1998-99 when the number of dropouts increased 0.2 percent from 1997-98.

## Dropout Rates Among Student Groups

The dropout rates of some student groups remained significantly higher than the overall dropout rate (Table 5.7). In 2002-03, annual dropout rates for African American (1.2%) and Hispanic (1.4%) students were well over three times that of White students (0.4%). The gap in Grade 7-12 dropout rates between African American and White students decreased by 0.1 percentage points. The dropout rate for African American students dropped by 0.1 percentage points from 2001-02; similarly, the actual number of African American dropouts decreased from the previous year. The dropout rate for White students remained at 0.4 percent, while the dropout rate for Hispanic students increased by 0.1 percentage points.

African American and Hispanic student percentages of total annual dropouts have been higher than their percentages of the total student population since the 1990-91 school year. Hispanic students have made up the greatest percentage of dropouts since 1990-91, and since 1992-93, Hispanic students have constituted

**Table 5.6. Longitudinal Completion/Student Status Rates for Class of 2000**

Status Date	Cohort (Number)	Graduated		Continued		Received GED <sup>a</sup>		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Statuses as of Fall 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2
Statuses as of Fall 2003	241,792	209,423	86.6	387	0.2	12,516	5.2	19,466	8.1

<sup>a</sup>General educational development certificate.

**Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group,  
Texas Public Schools, 1987-88 Through 2002-03**

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

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

<sup>a</sup>Not available.

continues

**Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group,  
Texas Public Schools, 1987-88 Through 2002-03 (continued)**

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

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

ªNot available.

continues

**Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2002-03 (continued)**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
<b>2000-01</b>					
African American	259,665	14.3	3,288	18.7	1.3
Asian/Pacific Islander	51,125	2.8	255	1.5	0.5
Hispanic	679,412	37.4	9,489	54.0	1.4
Native American	5,174	0.3	49	0.3	0.9
White	823,564	45.3	4,482	25.5	0.5
Economically Disadvantaged	673,821	37.0	6,534	37.2	1.0
State	1,818,940	100	17,563	100	1.0
<b>2001-02</b>					
African American	264,887	14.3	3,323	20.0	1.3
Asian/Pacific Islander	53,764	2.9	251	1.5	0.5
Hispanic	706,244	38.2	9,343	56.2	1.3
Native American	5,358	0.3	47	0.3	0.9
White	819,427	44.3	3,658	22.0	0.4
Economically Disadvantaged	720,113	38.9	6,518	39.2	0.9
State	1,849,680	100	16,622	100	0.9
<b>2002-03</b>					
African American	271,985	14.4	3,194	18.6	1.2
Asian/Pacific Islander	55,470	2.9	218	1.3	0.4
Hispanic	739,315	39.1	10,085	58.8	1.4
Native American	5,778	0.3	50	0.3	0.9
White	818,813	43.3	3,604	21.0	0.4
Economically Disadvantaged	771,666	40.8	7,485	43.6	1.0
State	1,891,361	100	17,151	100	0.9

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

<sup>a</sup>Not available.

approximately 50 percent of all annual dropouts. Compared to 2001-02, Hispanics represented a larger share (by 2.6 percentage points) and African Americans represented a smaller share (by 1.4 percentage points) of all dropouts in 2002-03. The annual dropout rate for males, 1.0 percent, was slightly higher than that of females, 0.8 percent.

### Dropout Rates by Grade Level

The number of dropouts in Grade 7 and Grade 8 decreased by 0.4 percent and 1.7 percent, respectively, but the dropout rates for both grades remained the same as last year, at 0.2 percent and 0.3 percent, respectively. Although the number of dropouts increased in each of the four grades from Grade 9 through Grade 12 between 2001-02 and 2002-03, the dropout rate for each of these grades remained fairly constant during this time. Grade 9 showed the greatest increase in number of dropouts (5.3%) and the only rate increase from the previous year (Table 5.8 on page 74).

Just as the overall annual dropout rates in Grades 7 and 8 differ considerably from the rates in the higher grades, the picture presented of who drops out also

differs. For example, in each of Grades 9 through 12, the dropout rates for males exceeded those for females. In Grades 7 and 8, although the dropout rates for female and male students were the same, 10.2 percent of all female dropouts left from these two grades as compared to 7.5 percent of male dropouts. That is, female dropouts were more likely to leave school in Grades 7 and 8 than were males. As another example, Hispanic dropouts were more likely to leave school in Grades 7 and 8 than White and African American dropouts, so Hispanic students made up a slightly smaller share of Grade 9-12 dropouts than of Grade 7-12 dropouts (Table 5.9 on page 74).

### Projected Dropout Rates

As required by TEC §39.182, the five-year projected Grades 9-12 dropout rates are based on the assumption that no change in policy will be made. The rates in Table 5.10 on page 75 are based on changes in enrollment for student groups. According to this method, the lowest annual dropout rates were projected to be at Grade 10. The longitudinal dropout rate was projected to increase by a small increment over the next several years.

**Table 5.8. Attendance and Dropouts, by Grade, Texas Public Schools, 2001-02 and 2002-03**

Grade	Students				Dropouts			
	2001-02		2002-03		2001-02		2002-03	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 7	325,804	17.6	334,299	17.7	514	3.1	512	3.0
Grade 8	321,768	17.4	326,579	17.3	991	6.0	974	5.7
Grade 9	384,446	20.8	390,378	20.6	4,680	28.2	4,926	28.7
Grade 10	306,727	16.6	312,454	16.5	3,692	22.2	3,838	22.4
Grade 11	263,744	14.3	266,881	14.1	3,328	20.0	3,460	20.2
Grade 12	247,191	13.4	260,770	13.8	3,417	20.6	3,441	20.1
Grades 7-12	1,849,680	100	1,891,361	100	16,622	100	17,151	100

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

A second method for calculating projected Grades 9-12 rates used the actual 2002-03 dropout rates to project the trends over time in the rates in the future. According to this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.11). This method also projected the lowest annual rates to be at Grade 10.

### The Six Statewide Goals of Dropout Prevention: 2002-2014

TEC §39.182 requires a description of a systematic, measurable plan for reducing dropout rates. The six statewide goals of dropout prevention for 2002 through 2014 are listed below.

Goal I: By 2013-14, all students will graduate from high school.

Goal II: By 2002-03, the Texas Education Agency will develop a comprehensive dropout prevention action plan that will be updated on an ongoing basis, according to identified needs.

Goal III: By 2002-2003, TEA will implement a Dropout Prevention Center, which will:

- identify effective research-based dropout prevention practices and programs;

- coordinate statewide efforts to provide research-based prevention and reentry dropout program resources and technical assistance;
- identify and implement state, regional, and local professional development activities in collaboration with regional education service centers (ESCs) and other dropout prevention partners; and
- plan and implement ongoing regional forums on issues related to dropout prevention, and provide funding to each of the state's 20 ESCs to provide technical assistance and regional workshops, mini-conferences, and/or institutes on dropout prevention.

Goal IV: By 2005-06, all students, including students in high-poverty schools, will be taught by highly qualified teachers.

Goal V: By 2006-2007, the statewide annual dropout rate for Grades 7-8 will be reduced to below 1.0 percent, and the statewide completion rate for Grades 9-12 will be increased to 85 percent.

Goal VI: By 2013-14, all students will reach high standards, attaining proficiency or better in reading and mathematics.

**Table 5.9. Dropouts and Annual Dropout Rate, by Grade and Ethnicity, Texas Public Schools, 2002-03**

Grade	Ethnicity											
	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Grade 7	69	0.1	10	0.1	345	0.3	3	0.3	85	0.1	512	0.2
Grade 8	158	0.3	19	0.2	657	0.5	5	0.5	135	0.1	974	0.3
Grade 9	923	1.6	46	0.4	3,173	1.9	11	0.9	773	0.5	4,926	1.3
Grade 10	750	1.6	44	0.5	2,316	1.9	11	1.2	717	0.5	3,838	1.2
Grade 11	647	1.8	53	0.6	1,889	2.0	11	1.4	860	0.7	3,460	1.3
Grade 12	647	1.8	46	0.5	1,705	1.9	9	1.2	1,034	0.8	3,441	1.3



Grade	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Annual Dropout Rate</b>					
Grade 9	1.3	1.3	1.3	1.3	1.3
Grade 10	1.2	1.2	1.2	1.2	1.3
Grade 11	1.3	1.3	1.3	1.4	1.4
Grade 12	1.3	1.3	1.3	1.4	1.4
<b>Longitudinal Dropout Rate</b>					
Grades 9-12	4.5	4.6	4.6	4.7	4.7

## Agency Contact Persons

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

For information on *The Six Statewide Goals of Dropout Prevention: 2002-2014*, contact Cory Green or Joey Lozano, No Child Left Behind Program Coordination Division, (512) 463-9374.

Grade	2003-04	2004-05	2005-06	2006-07	2007-08
<b>Annual Dropout Rate</b>					
Grade 9	1.1	1.0	0.9	0.8	0.7
Grade 10	1.1	0.9	0.8	0.7	0.7
Grade 11	1.2	1.0	0.9	0.8	0.7
Grade 12	1.2	1.1	1.0	0.9	0.9
<b>Longitudinal Dropout Rate</b>					
Grades 9-12	3.9	3.4	3.0	2.6	2.2

## Other Sources of Information

*Secondary School Completion and Dropouts in Texas Public Schools, 2002-03*, August 2004, Division of Accountability Research, Department of Accountability and Data Quality. This report is also available online at [www.tea.state.tx.us/research](http://www.tea.state.tx.us/research).

Visit the Texas Education Agency Dropout Prevention Clearinghouse at [www.tea.state.tx.us/dpchs](http://www.tea.state.tx.us/dpchs).



## 6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level is a factor in meeting these goals. Since 2002-03, students in Grade 3 are required to perform satisfactorily on the Grade 3 reading assessment to be promoted to Grade 4 (Texas Education Code (TEC) §28.0211). Students in Grades 5 and 8 will have to pass the reading and mathematics assessment instruments beginning in 2004-05 and 2007-08, respectively. The Texas Legislature has provided support for educational programs in anticipation of the promotion requirements. Diagnostic reading instruments have been identified, research on reading and mathematics instruction has been compiled and distributed, reading and mathematics academies have been established, and significant levels of funding have been provided for accelerated reading instruction for students having difficulties in Grades K-2. Similar programs have been developed for mathematics and for students in the higher grades leading up to the Grades 5 and 8 promotion requirements that will take effect later.

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

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

### Definitions and Calculations

Student attendance in the 2002-03 school year was compared to October 2003 enrollment for the 2003-04 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, 2002-03, were excluded from the total student count, as were students new to the system in the second school year, 2003-04. The retention rate was calculated by dividing the number of students retained by the total student count.

Through 1997-98, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for calculation of the secondary school completion/student status rates. This collection expanded enrollment to include all students in Grades 7-12 who enrolled at any time during the fall, not just those enrolled on the last Friday in October. The expanded definition of enrollment was incorporated in the retention rate calculations for Grades 7-12. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more similar to that of the Texas Education Agency's (TEA) secondary school completion/student status rates. This 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 Public Education Information Management System (PEIMS) includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data on student characteristics and program participation are also available in PEIMS. Data on the

Texas Assessment of Knowledge and Skills (TAKS) performance were provided to TEA by the state's testing contractor, Pearson Educational Measurement.

## State Summary

In the 2002-03 school year, 4.7 percent of students in kindergarten through Grade 12 (184,214) were retained (Table 6.1). The rate increased by 0.1 percentage points from the previous year.

**Table 6.1. Grade-Level Retention by Student Characteristic, Texas Public Schools, 2001-02 and 2002-03**

Group	Students	Retained	
		Number	Rate (%)
<b>2001-02</b>			
African American	550,804	33,070	6.0
Asian/Pacific Islander	108,008	2,191	2.0
Hispanic	1,591,414	96,665	6.1
Native American	11,483	550	4.8
White	1,609,096	44,864	2.8
Economically Disadvantaged	1,851,343	104,666	5.7
Female	1,888,555	68,682	3.6
Male	1,982,250	108,658	5.5
Grades K-6	2,169,300	59,812	2.8
Grades 7-12	1,701,505	117,528	6.9
State	3,870,805	177,340	4.6
<b>2002-03</b>			
African American	559,949	33,681	6.0
Asian/Pacific Islander	113,253	2,097	1.9
Hispanic	1,668,099	102,416	6.1
Native American	12,085	538	4.5
White	1,601,578	45,482	2.8
Economically Disadvantaged	1,950,154	112,605	5.8
Female	1,928,841	70,944	3.7
Male	2,026,123	113,270	5.6
Grades K-6	2,205,518	63,852	2.9
Grades 7-12	1,749,446	120,362	6.9
State	3,954,964	184,214	4.7

Males were more likely than females to be retained in each grade. In 2002-03, the retention rate for females was 3.7 percent, and the rate for males was 5.6 percent. Male students made up 61.5 percent of all students retained.

Average retention rates for African American, Hispanic and White students in Grades K-12 remained unchanged from the previous year. African American and Hispanic students' retention rates were still over twice that for White students. In 2002-03, 2.8 percent of White students were retained in grade, compared to 6.0 percent of African American students and 6.1 percent of Hispanic students. Although 56.3 percent of students enrolled in Texas public schools were African American or Hispanic, 73.9 percent of students

retained in the public schools were from one of these two ethnic groups.

## Grade-Level Retention Rates by Grade

The retention rate for students in ninth grade was the highest average retention rate (16.4%) across all grade levels. The retention rate in the fifth grade continued to be the lowest (1.0%) across all grade levels. In kindergarten through Grade 6, the highest average retention rate was in first grade (6.3%). In the secondary grades, eighth graders had the lowest retention rate (1.9%).

In 2002-03, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 6.2). In first grade, 7.6 percent of African American and 7.7 percent of Hispanic students were retained, compared to 4.2 percent of White students. In Grades 2-6, retention rates for African American and Hispanic students were almost always more than double those for White students.

In Grades 7-12, as in the elementary grades, African American and Hispanic student retention rates in 2002-03 were substantially higher than White student rates at most grade levels (Table 6.3). African American and Hispanic students in Grades 9-11 had retention rates more than double those of White students. Overall, ninth grade had the highest rate of retention across all ethnicities.

Across all grades, fifth-grade female students had the lowest retention rate (0.8%) (Table 6.4 on page 80). Males in the ninth grade had the highest retention rate (19.1%) (Table 6.5 on page 80). Males in the first grade had the highest retention rate (7.4%) among Grades K-6 students. Females in the eighth grade had the lowest retention rate (1.5%) at the secondary level.

## Students with Limited English Proficiency

Reading and language problems have been highly correlated with retention in the elementary grades. Students with limited English proficiency (LEP) are learning English at the same time they are learning reading and other language arts skills. Depending on grade level and program availability, most LEP students were enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). LEP students participating in special education received bilingual or ESL services as part of their special education

**Table 6.2. Grade-Level Retention by Grade and Ethnicity, Grades K-6,  
Texas Public Schools, 2001-02 and 2002-03**

Grade	Year	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
		Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
K	2001-02	1,163	3.0	119	1.5	4,476	3.2	45	4.5	4,165	3.8	9,968	3.4
	2002-03	1,392	3.4	126	1.4	5,251	3.6	44	4.3	4,236	3.8	11,049	3.6
1	2001-02	3,280	7.5	208	2.4	11,606	8.0	52	4.9	4,948	4.2	20,094	6.4
	2002-03	3,310	7.6	208	2.3	11,683	7.7	72	6.9	4,907	4.2	20,180	6.3
2	2001-02	2,011	4.5	122	1.4	6,684	4.8	40	4.2	2,209	1.9	11,066	3.6
	2002-03	1,941	4.5	102	1.2	6,895	4.8	36	3.4	2,210	1.9	11,184	3.6
3	2001-02	1,694	3.7	88	1.0	4,573	3.3	17	1.8	1,264	1.1	7,636	2.4
	2002-03	1,891	4.2	127	1.4	5,494	3.9	17	1.8	1,395	1.2	8,924	2.8
4	2001-02	899	2.0	42	0.5	2,261	1.7	10	1.1	831	0.7	4,043	1.3
	2002-03	1,013	2.2	42	0.5	2,860	2.1	12	1.2	916	0.8	4,843	1.5
5	2001-02	473	1.0	41	0.5	1,323	1.0	9	1.0	745	0.6	2,591	0.8
	2002-03	610	1.3	37	0.4	1,604	1.2	14	1.4	844	0.7	3,109	1.0
6	2001-02	856	1.9	37	0.5	2,286	1.8	21	2.1	1,214	0.9	4,414	1.4
	2002-03	916	2.0	35	0.4	2,385	1.8	12	1.2	1,215	0.9	4,563	1.4
Total	2001-02	10,376	3.4	657	1.1	33,209	3.5	194	2.9	15,376	1.8	59,812	2.8
K-6	2002-03	11,073	3.6	677	1.1	36,172	3.7	207	3.0	15,723	1.9	63,852	2.9

programs. While parents could request that a child not receive special language services, in 2002-03, over 90 percent of LEP students participated in bilingual or ESL programs.

The retention rates for LEP students were consistently higher than the rates for other students (Table 6.6 and Table 6.7 on page 80). LEP students in the elementary grades had similar retention rates whether they were participating in bilingual (4.3%), ESL (3.9%), or special education (3.5%) programs. At the secondary level, the retention rates for LEP students receiving ESL (12.8%) or special education services (11.0%) and LEP students not receiving services (13.2%) were notably higher than the rate for other students (6.5%).

## Students Receiving Special Education Services

Each student in a special education program had an individualized education program that specified goals and objectives for the year. The student progressed to the next grade level whenever these goals were met. Retention and promotion policies and practices for students with disabling conditions varied across Texas districts.

Kindergarten students receiving special education services had the highest retention rate (10.7%), followed by first-grade students who received

**Table 6.3. Grade-Level Retention by Grade and Ethnicity, Grades 7-12,  
Texas Public Schools, 2001-02 and 2002-03**

Grade	Year	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
		Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
7	2001-02	1,376	3.0	58	0.7	3,643	2.9	28	3.1	1,854	1.4	6,959	2.2
	2002-03	1,413	3.0	48	0.6	3,900	3.0	35	3.3	2,093	1.6	7,489	2.3
8	2001-02	1,068	2.4	49	0.6	2,929	2.4	27	3.2	1,569	1.2	5,642	1.9
	2002-03	1,038	2.3	58	0.7	3,099	2.5	18	1.9	1,713	1.3	5,926	1.9
9	2001-02	11,266	21.9	595	6.7	32,665	23.5	174	18.7	13,061	9.3	57,761	16.9
	2002-03	10,763	20.7	513	5.3	33,055	22.7	152	15.1	12,714	9.0	57,197	16.4
10	2001-02	4,599	11.9	343	4.1	11,987	11.9	64	8.5	5,733	4.5	22,726	8.2
	2002-03	5,025	12.4	347	4.1	13,336	12.5	59	7.7	5,984	4.8	24,751	8.8
11	2001-02	2,705	8.4	265	3.4	6,830	8.4	38	5.8	3,925	3.4	13,763	5.8
	2002-03	2,568	7.9	229	2.9	7,072	8.3	34	5.2	3,740	3.2	13,643	5.6
12	2001-02	1,680	5.4	224	2.9	5,402	7.0	25	4.3	3,346	2.9	10,677	4.6
	2002-03	1,801	5.5	225	2.8	5,782	6.9	33	4.8	3,515	3.0	11,356	4.7
Total	2001-02	22,694	9.4	1,534	3.1	63,456	9.9	356	7.6	29,488	3.9	117,528	6.9
7-12	2002-03	22,608	9.1	1,420	2.7	66,244	9.8	331	6.5	29,759	3.9	120,362	6.9

**Table 6.4. Grade-Level Retention by Grade and Gender, Grades K-6, Texas Public Schools, 2001-02 and 2002-03**

Grade	Year	Female		Male	
		Retained	Rate (%)	Retained	Rate (%)
K	2001-02	3,431	2.4	6,537	4.3
	2002-03	3,793	2.5	7,256	4.6
1	2001-02	7,908	5.2	12,186	7.5
	2002-03	7,901	5.1	12,279	7.4
2	2001-02	4,570	3.0	6,496	4.1
	2002-03	4,718	3.1	6,466	4.0
3	2001-02	3,328	2.2	4,308	2.7
	2002-03	3,799	2.5	5,125	3.2
4	2001-02	1,676	1.1	2,367	1.5
	2002-03	1,914	1.2	2,929	1.8
5	2001-02	930	0.6	1,661	1.1
	2002-03	1,155	0.8	1,954	1.2
6	2001-02	1,437	0.9	2,977	1.9
	2002-03	1,483	1.0	3,080	1.9

services (9.7%). The retention rate for kindergarten students enrolled in special education programs (10.7%) was nearly four times that of kindergarteners in regular education programs (2.9%). In grades above kindergarten, this differential dropped considerably (Table 6.8). The retention rates for third grade students receiving special education services (2.2%) and for their peers in regular education programs (2.9%) increased from the previous year.

As in the elementary grades, students receiving special education services in 2002-03 had higher retention rates than other students at the secondary level (Table 6.9). Though the retention rate for students receiving special education services in ninth grade dropped by 0.7 percentage points, ninth graders still had the highest rate (21.8%) across all grade levels. In Grade 12,

**Table 6.5. Grade-Level Retention by Grade and Gender, Grades 7-12, Texas Public Schools, 2001-02 and 2002-03**

Grade	Year	Female		Male	
		Retained	Rate (%)	Retained	Rate (%)
7	2001-02	2,513	1.7	4,446	2.8
	2002-03	2,522	1.6	4,967	3.0
8	2001-02	2,208	1.5	3,434	2.2
	2002-03	2,204	1.5	3,722	2.3
9	2001-02	22,226	13.7	35,535	19.8
	2002-03	22,087	13.3	35,110	19.1
10	2001-02	8,748	6.5	13,978	10.0
	2002-03	9,522	6.9	15,229	10.6
11	2001-02	5,340	4.5	8,423	7.0
	2002-03	5,216	4.3	8,427	6.9
12	2001-02	4,367	3.7	6,310	5.6
	2002-03	4,630	3.8	6,726	5.6

students receiving special education services were repeating the grade at nearly three times the rate of students not receiving special education services, possibly because funding was available to provide special education services to students through the age of 21.

## Retention and TAKS Performance

In 2001, the 77th Texas Legislature required the Texas Education Agency (TEA) to begin reporting the performance of retained students (TEC §39.182). Spring 2003 TAKS passing rates of students in Grades 3-10 repeating a grade in 2002-03 were compared to spring 2004 TAKS passing rates. Passing rates were calculated separately for reading/English language arts (ELA) and mathematics, for each grade level, and for English- and Spanish-language versions

**Table 6.6. Grade-Level Retention by Limited English Proficient (LEP) Status and Services Received, Grades K-6, Texas Public Schools, 2001-02 and 2002-03**

Year	Services Received by Retained LEP Students											
	Bilingual		ESL <sup>a</sup>		Special Education		No Services <sup>b</sup>		LEP Students		Other Students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)		
2001-02	9,563	4.0	3,941	3.7	216	3.4	926	3.5	14,646	3.9	45,166	2.5
2002-03	10,775	4.3	4,435	3.9	229	3.5	916	3.4	16,355	4.1	47,497	2.6

<sup>a</sup>English as a second language. <sup>b</sup>Including students whose parents requested the student not be served by a special language program.

**Table 6.7. Grade-Level Retention by Limited English Proficient (LEP) Status and Services Received, Grades 7-12, Texas Public Schools, 2001-02 and 2002-03**

Year	Services Received by Retained LEP Students											
	Bilingual		ESL <sup>a</sup>		Special Education		No Services <sup>b</sup>		LEP Students		Other Students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)		
2001-02	20	6.4	10,988	13.0	825	11.5	1,485	14.0	13,318	13.0	104,210	6.5
2002-03	24	7.1	11,246	12.8	796	11.0	1,379	13.2	13,445	12.7	106,917	6.5

<sup>a</sup>English as a second language. <sup>b</sup>Including students whose parents requested the student not be served by a special language program.

Grade	Year	Special Education		Not Special Education	
		Retained	Rate (%)	Retained	Rate (%)
K	2001-02	2,544	9.9	7,424	2.7
	2002-03	2,929	10.7	8,120	2.9
1	2001-02	3,373	10.1	16,721	5.9
	2002-03	3,351	9.7	16,829	5.9
2	2001-02	1,470	4.0	9,596	3.5
	2002-03	1,433	3.8	9,751	3.5
3	2001-02	936	2.1	6,700	2.5
	2002-03	988	2.2	7,936	2.9
4	2001-02	612	1.3	3,431	1.3
	2002-03	622	1.3	4,221	1.6
5	2001-02	723	1.6	1,868	0.7
	2002-03	645	1.4	2,464	0.9
6	2001-02	796	1.7	3,618	1.4
	2002-03	750	1.7	3,813	1.4
Total	2001-02	10,454	3.8	49,358	2.6
K-6	2002-03	10,718	3.8	53,134	2.8

of the test. For comparison purposes, the 2003 TAKS results for promoted students were also calculated.

Of students in Grades 3-10 who took the English-version mathematics TAKS in spring 2003 and were subsequently promoted, passing rates ranged from 70.2 percent in Grade 9 to 85.3 percent in Grade 3 (Table 6.10). Of students who were subsequently retained, passing rates ranged from 13.6 percent in

Grade	Year	Special Education		Not Special Education	
		Retained	Rate (%)	Retained	Rate (%)
7	2001-02	1,183	2.6	5,776	2.2
	2002-03	1,085	2.4	6,404	2.3
8	2001-02	1,376	3.1	4,266	1.6
	2002-03	1,323	3.0	4,603	1.7
9	2001-02	10,929	22.5	46,832	16.0
	2002-03	10,664	21.8	46,533	15.5
10	2001-02	4,082	11.8	18,644	7.7
	2002-03	4,545	12.6	20,206	8.2
11	2001-02	2,672	9.6	11,091	5.3
	2002-03	2,779	9.7	10,864	5.1
12	2001-02	3,007	11.1	7,670	3.8
	2002-03	3,178	11.0	8,178	3.8
Total	2001-02	23,249	10.2	94,279	6.4
7-12	2002-03	23,574	10.2	96,788	6.4

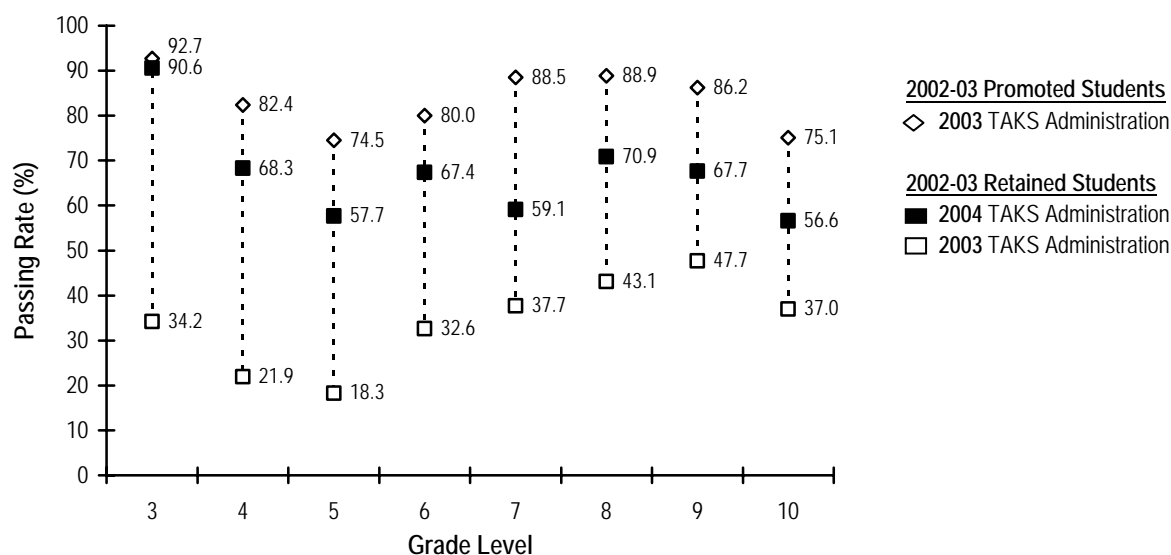
Grade 7 to 24.6 percent in Grade 3. Retained students' passing rates were 54 to 61 percentage points lower than the passing rates of their promoted counterparts. After a second year in the same grade, the passing rates of students who had been retained showed increases of 9 to 59 percentage points, but still failed to reach passing rates of students who had been promoted. Of students repeating Grades 3-10 who took the English-version mathematics TAKS test in spring 2004, passing rates ranged from 26.2 percent in Grade 9 to 83.3 percent in Grade 3. Results on the English-version

Grade	Status	English Version				Spanish Version			
		Reading/ELA <sup>a</sup>		Mathematics		Reading		Mathematics	
		2003	2004	2003	2004	2003	2004	2003	2004
3	Promoted	92.7	-	85.3	-	86.9	-	73.4	-
	Retained	34.2	90.6	24.6	83.3	30.4	90.4	25.5	79.8
4	Promoted	82.4	-	81.1	-	73.4	-	64.0	-
	Retained	21.9	68.3	22.2	73.2	19.3	68.3	12.2	66.0
5	Promoted	74.5	-	77.6	-	64.4	-	53.7	-
	Retained	18.3	57.7	21.0	61.7	19.5	51.2	8.3	52.8
6	Promoted	80.0	-	70.7	-	72.4	-	39.3	-
	Retained	32.6	67.4	17.2	50.7	20.0	40.0	0.0	30.0
7	Promoted	88.5	-	74.0	-	n/a <sup>b</sup>	n/a	n/a	n/a
	Retained	37.7	59.1	13.6	40.4	n/a	n/a	n/a	n/a
8	Promoted	88.9	-	73.2	-	n/a	n/a	n/a	n/a
	Retained	43.1	70.9	16.4	33.7	n/a	n/a	n/a	n/a
9	Promoted	86.2	-	70.2	-	n/a	n/a	n/a	n/a
	Retained	47.7	67.7	16.2	26.2	n/a	n/a	n/a	n/a
10	Promoted	75.1	-	76.6	-	n/a	n/a	n/a	n/a
	Retained	37.0	56.6	22.6	31.7	n/a	n/a	n/a	n/a

Note. Spanish versions of the TAKS are not administered in Grades 7-10.

<sup>a</sup>English language arts. <sup>b</sup>Not applicable.

Figure 6.1. Grade-Level Retention 2002-03 and Reading/English Language Arts (ELA) Passing Rates on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2003 and 2004, Grades 3-10, Texas Public Schools



reading/ELA TAKS were similar (Figure 6.1). Passing rates for students who were retained were lower than 48 percent in spring 2003, and passing rates of students who were promoted were above 74 percent. In spring 2004, increases in the passing rates of students who were retained ranged from 20 to 56 percentage points, and the passing rates were between 56.6 percent and 90.6 percent.

Spanish-version TAKS results were similar in that the passing rates of students who were later retained were significantly lower than the passing rates of students who were subsequently promoted. Likewise, the passing rates of retained students showed gains in the second year. In a few instances, the passing rates of students who had been retained were higher than the passing rates of students who had been promoted. Specifically, the second-year passing rates of retained students in Grade 3 reading and Grades 3 and 4 mathematics exceeded the passing rates of their previously promoted counterparts.

In the 2002-03 school year, 9,139 students in the third grade did not pass the reading TAKS (Figure 6.2). Just

over 44 percent of the third graders who did not pass the reading TAKS in spring 2003 (4,061) were retained after the 2002-03 school year.

### Agency Contact Persons

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

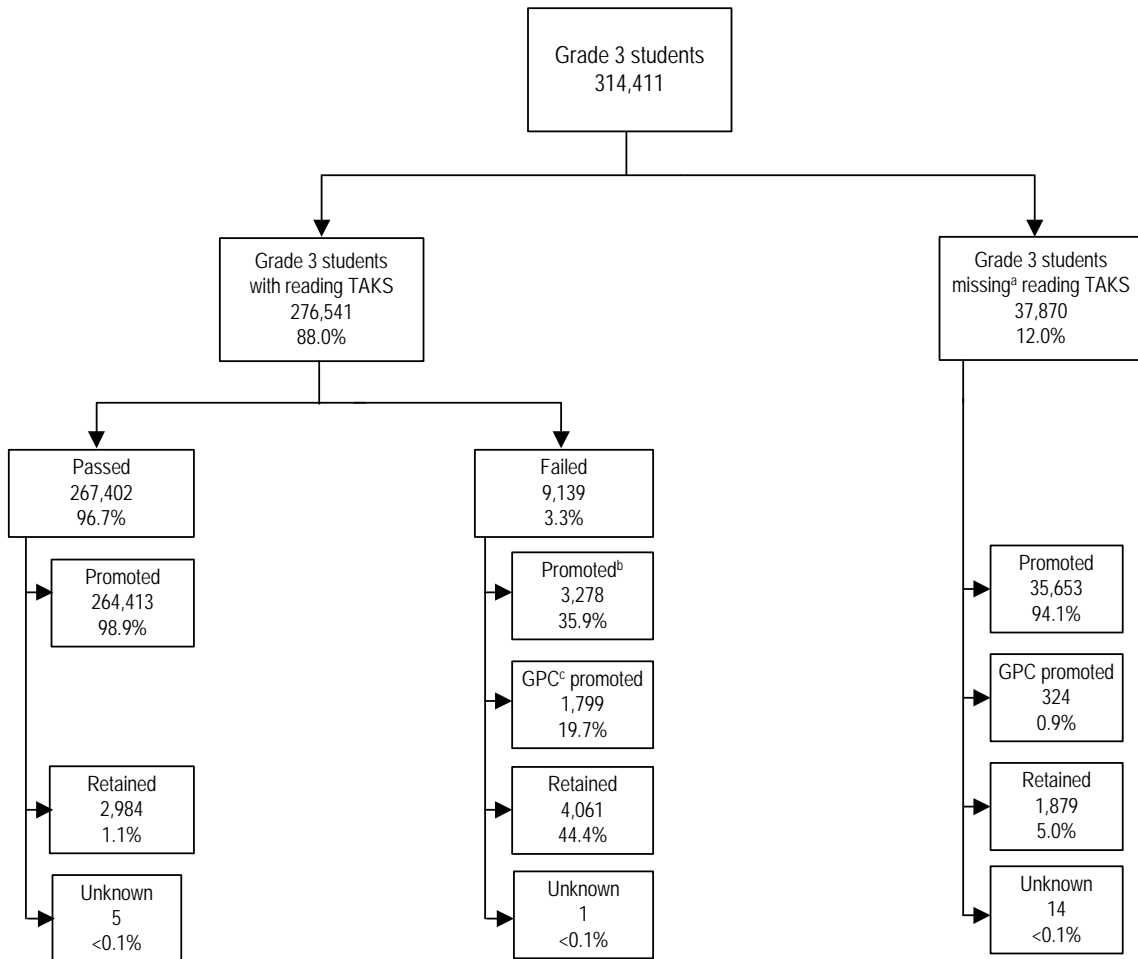
For information on retention reduction programs, contact George Rislov, Curriculum Division, (512) 463-9581.

### Other Sources of Information

For an in-depth discussion of the results of grade-level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 2002-03*, at [www.tea.state.tx.us/research](http://www.tea.state.tx.us/research).



**Figure 6.2. Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading Test 2003 and Promotion Status 2002-03, Grade 3, Texas Public Schools**



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

<sup>a</sup>Students may be missing reading TAKS because records in the Public Education Information Management System (PEIMS) could not be matched to TAKS or students may have been exempted from taking TAKS. Students not tested with TAKS may have been administered tests such as the SDAA or a local alternate assessment. <sup>b</sup>These students may have taken the State-Developed Alternative Assessment (SDAA). In addition, some students may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS because it was the first year data on Grade Placement Committee promotions were collected. <sup>c</sup>Promoted by Grade Placement Committee 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.

## Accountability

### *Public School Accountability System*

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 1993-94 through 2001-02 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 development in 2003 of a new state assessment, the Texas Assessment of Knowledge and Skills (TAKS), the accountability system needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. 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 begins with an assessment program more rigorous than ever and sets forth an accountability plan to raise the standards progressively over time.

The 2004 state accountability ratings, which are based on the academic excellence indicators required by law, incorporate the results of the TAKS and State-Developed Alternative Assessment (SDAA) testing programs. For the TAKS test, the state accountability ratings are based on the percentage of students who meet the standard in each of the subject areas tested on the TAKS test across all grade levels tested (Grades 3-11). All students and each student group (African American, Hispanic, White, and economically disadvantaged) that meet minimum size criteria are evaluated. For the SDAA test, the all students group is evaluated across all grade levels tested (Grades 3-8).

High school campuses serving Grades 9-12 are also evaluated on the percentages of students who complete high school or are continuing their education four years

after beginning the ninth grade. Campuses serving students in Grades 7 and/or 8 are evaluated on their annual dropout rates.

For a district or campus to achieve the rating of *Academically Acceptable*, 50 percent of all students and each student group must meet standards on the TAKS reading, writing, and social studies tests, 35 percent must meet the standard on the mathematics test, and 25 percent must meet the standard on the science test. At least 50 percent of the SDAA tests must meet Admission, Review, and Dismissal (ARD) Committee expectations. The completion rate standard of 75.0 percent or more for Grades 9-12 and the dropout rate standard of 2.0 percent or less for Grades 7-8 must also be achieved by all students and each student group that meet minimum size criteria.

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

For a district or campus to achieve the rating of *Exemplary*, at least 90 percent of all students and each student group must meet standards on each of the TAKS subject area tests and on the SDAA test. The completion rate standard of 95 percent or higher and the dropout rate standard of 0.2 percent or less must also be achieved by all students and each student group that meet minimum size criteria.

Of the 1,227 public school districts and charters, 19 (1.5%) were rated *Exemplary* and 378 (30.8%) were rated *Recognized* in 2004 (Table 7.1 on page 86). About one-fifth of all students (19.5%) were enrolled in *Recognized* districts or charters. Fewer than one percent of students were enrolled in *Exemplary* districts or charters (0.3%). A total of 713 districts or charters (58.1%) achieved the *Academically Acceptable* rating, and 23 (1.9%) were rated *Academically Unacceptable*. Most students (79.4%) were enrolled in *Academically Acceptable* districts or charters. Fewer than one percent of students were enrolled in *Academically Unacceptable* districts or charters (0.1%). An additional 85 districts or charters (6.9%) were *Not Rated: Alternative Education*, and 9 (0.7%) were *Not Rated: Other*.

Table 7.1. District Accountability Ratings and Enrollment, 2004				
Rating	Districts		Enrollment	
	Number	Percent	Number	Percent
Exemplary	19	1.5	11,221	0.3
Recognized	378	30.8	841,449	19.5
Academically Acceptable	713	58.1	3,424,615	79.4
Academically Unacceptable	23	1.9	6,443	0.1
Not rated: Alternative Education	85	6.9	26,686	0.6
Not rated: Other	9	0.7	1,088	0.0
Total	1,227	100.0	4,311,502	100.0

Of the 7,813 public campuses and charter campuses, 520 (6.7%) were rated *Exemplary* and 2,541 (32.5%) were rated *Recognized* in 2004 (Table 7.2). A total of 3,579 campuses (45.8%) achieved the *Academically Acceptable* rating, and 92 (1.2%) were rated *Academically Unacceptable*. An additional 381 campuses (4.9%) were *Not Rated: Alternative Education*, and 700 (9.0%) were *Not Rated: Other*. Most students (58.1%) were enrolled in *Academically Acceptable* campuses, and about a third of all students (32.4%) were enrolled in *Recognized* campuses. Another 6.0 percent of students were enrolled in *Exemplary* campuses, and 0.8 percent were enrolled in *Academically Unacceptable* campuses.

### Alternative Accountability Procedures

Beginning with the 1994-95 school year, TEA implemented optional alternative accountability procedures for campuses dedicated to serving students who were at risk of dropping out of school. Ratings for these alternative education (AE) campuses were based on student performance on the Texas Assessment of Academic Skills (TAAS), dropout rates, and attendance. Also, one or more additional indicators were chosen by the campuses based on the specific nature of the at-risk student populations being served. These indicators could include course completion rates, average numbers of credits earned, TAAS retake results, promotion rates, or state-approved General Educational Development (GED) completion rates.

In 2002, seven alternative campuses were rated *AE: Commended*, 271 were rated *AE: Acceptable*, and 59 were rated *AE: Needs Peer Review*. Ratings for

campuses were not issued in 2003. In 2004, alternative education campuses received the label *Not Rated: Alternative Education*.

Accountability procedures will be developed and used for rating alternative education campuses in 2005. The following guidelines will be used to develop these procedures.

- ◆ The alternative education indicators must be based on data submitted through standard data submission processes, such as the Public Education Information Management System (PEIMS), or by the state test contractor.
- ◆ There is a desire to develop measures that are appropriate for alternative education programs rather than setting lower standards on the same measures used in the standard accountability ratings. These measures still must take into account the requirement that all students must demonstrate proficiency on the state assessment to graduate.
- ◆ There is considerable interest in using a TAKS growth index (TGI) to evaluate alternative education campuses. The TGI and other improvement indicators will be considered for use as base indicators for alternative education campus ratings.

### 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

Table 7.2. Campus Accountability Ratings and Enrollment, 2004				
Rating	Campuses		Enrollment	
	Number	Percent	Number	Percent
Exemplary	520	6.7	258,333	6.0
Recognized	2,541	32.5	1,398,970	32.4
Academically Acceptable	3,579	45.8	2,507,090	58.1
Academically Unacceptable	92	1.2	36,399	0.8
Not rated: Alternative Education	381	4.9	47,091	1.1
Not rated: Other	700	9.0	63,619	1.5
Total	7,813	100.0	4,311,502	100.0

on the student population served, charters may choose to be rated under the standard accountability procedures or the alternative accountability procedures.

Although most charters have only one campus, some operate multiple campuses. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. In 2002, a total of 200 charter campuses received accountability ratings (Table 7.3). Of the 94 charter campuses rated under the standard accountability procedures, 15 were *Exemplary*, 9 were *Recognized*, 32 were *Acceptable*, and 38 were *Low Performing*. Twenty-four charter campuses were not rated in 2002. Of these, 16 were in the first year of operation, 7 had insufficient TAAS results in the accountability subset, and 1 served only students in prekindergarten and kindergarten. Of the 106 charter campuses rated under the alternative accountability procedures, 3 were *AE: Commended*, 62 were *AE: Acceptable*, and 41 were *AE: Needs Peer Review*. Six alternative education charter campuses were not rated in 2002. In 2003, ratings were not issued for any campus, including charter campuses.

Rating	Number
Exemplary	15
Recognized	9
Acceptable	32
Low Performing	38
Alternative Education: Commended	3
Alternative Education: Acceptable	62
Alternative Education: Needs Peer Review	41
Alternative Education: Not Rated	6
Not Rated: PK-K	1
Not Rated: Charter (New)	16
Not Rated: Charter (Insufficient Data)	7
Not Rated: Data Quality	0
Total	230

Beginning in 2004, charters as well as the campuses they operated were rated. Charters were rated under school district rating criteria based on aggregate performance of the campuses operated by each charter. Charters were also subject to the additional performance requirements applied to districts, including standards for underreported student records and checks for *Academically Unacceptable* campuses. In addition, charters were eligible for Gold Performance Acknowledgments for the first time.

In 2004, 96 charter operators were rated under the standard accountability procedures (Table 7.4). Of these, six were *Exemplary*, 13 were *Recognized*, 57 were *Academically Acceptable*, and 20 were *Academically Unacceptable*. For 2004 only, charters operating registered alternative education campuses

received the label *Not Rated: Alternative Education*. None of the traditional districts received this label. Nine charters in 2004 were labeled *Not Rated: Other*. A charter operator received this label if it: (a) was new and would otherwise have been rated *Academically Unacceptable*; or (b) had insufficient TAKS results in the accountability subset.

Rating	Number
<b>Charter Operator</b>	
Exemplary	6
Recognized	13
Academically Acceptable	57
Academically Unacceptable	20
Not Rated: Alternative Education	85
Not Rated: Other	9
Not Rated: Data Integrity Issues	0
Total	190
<b>Charter Campus</b>	
Exemplary	8
Recognized	22
Academically Acceptable	71
Academically Unacceptable	27
Not Rated: Alternative Education	119
Not Rated: Other	27
Not Rated: Data Integrity Issues	0
Total	274

Of the 128 charter campuses rated under the standard accountability procedures in 2004, 8 were *Exemplary*, 22 were *Recognized*, 71 were *Academically Acceptable*, and 27 were *Academically Unacceptable* (Table 7.4). As with traditional campuses, charter campuses that were registered alternative education campuses received the label *Not Rated: Alternative Education*. A total of 27 charter campuses were labeled *Not Rated: Other*. A charter campus received this label if it: (a) had no students enrolled in grades higher than kindergarten; (b) was new and would otherwise have been rated *Academically Unacceptable*; (c) had insufficient TAKS results in the accountability subset; or (d) was a designated Juvenile Justice Alternative Education Program or Disciplinary Alternative Education Program.

## Investigations, Interventions, and Monitoring, 2002-03 and 2003-04

### *Interventions Based on Accountability Ratings*

In 2002-03, TEA continued to implement a framework of graduated sanctions and interventions for school

districts rated *Academically Unacceptable* and campuses rated *Low Performing*. The framework applied to districts and campuses receiving these ratings for one year only, as well as to those receiving the ratings for two, three, and four consecutive years.

Automatic sanctions and interventions included: issuance of public notice; provision of a public hearing by the local board of trustees; submission of local improvement plans for state review; and on-site peer review. Depending on the number of consecutive years in which a district or campus was rated *Academically Unacceptable* or *Low Performing*, additional sanctions or interventions included one or more of the following: Education Service Center (ESC) support; a hearing before the commissioner of education or the commissioner's designee; assignment of an intervention team; assignment of a monitor, conservator, or management team; appointment of a board of managers; a plan for campus closure; and a plan for district annexation. For districts or campuses rated *Academically Unacceptable* or *Low Performing* in consecutive years, members of the peer evaluation team that visited the previous year visited again when possible.

In 2002, 16 school districts were rated *Academically Unacceptable* and 150 campuses and charter schools were rated *Low Performing*. On-site peer review accreditation visits were conducted at 128 of the campuses and charter schools in 2002-03. Of the remaining *Low Performing* campuses and charter schools, 14 received desk audits because of high dropout rates, six were removed from the visit schedule after successfully appealing their ratings, and two were identified as alternative education campuses and were scheduled for Needs Peer Review visits.

On-site visits were also conducted at eight school districts with alternative education campuses and 39 alternative education charter schools that were rated *AE: Needs Peer Review* in 2002. Two of the campuses received desk audits, and 10 were removed from the visit schedule after successfully appealing their ratings.

Appendix 7-A on page 96 presents a list of school districts rated *Academically Unacceptable* and campuses and charter schools rated *Low Performing* or *AE: Needs Peer Review* in 2002, with information about the reasons they received these ratings. Desk audit and campus closure information is included.

The 2003 accountability system provided a transition from the rating system in place from 1994 through 2002, which was based largely on the TAAS and annual dropout rates, to a new rating system based on the TAKS and longitudinal completion rates. Accountability ratings from 2002 were carried forward to 2003 for all districts, and no ratings were issued for campuses while the new system was being developed.

As a result, on-site peer review accreditation visits were not conducted during the 2003-04 school year.

### ***Special Data Inquiry Unit (SDIU)***

TEA established a Special Data Inquiry Unit (SDIU) in January 1996 to investigate anomalies in PEIMS data submitted by local school districts and assessment data used to calculate the performance measures evaluated for accountability ratings. Analyses focused on excessive exemptions and absences from the state test and high numbers of student withdrawals. Beginning in 1997-98 data inquiries were initiated by the agency for high percentages or counts of underreported students. Underreported students are those Grade 7-12 students served for whom districts fail to submit leaver or enrollment records the next year. In 1999-00 additional inquiries were added to identify districts with serious and systematic leaver data reporting problems related to students for whom leaver data were submitted. In addition, a Person Identification Database (PID) error rate policy was introduced that required the student identification information provided to TEA as part of each district's PEIMS data submissions to meet a standard for accuracy. The PID system is used by TEA to manage and store identifying information on students reported to TEA through PEIMS.

During 2002-03, the SDIU conducted on-site visits at 46 school districts and 39 charters to investigate underreported leavers. Additionally, the SDIU visited 33 school districts and 21 charters to investigate TAAS exemptions. Three on-site visits were conducted at the request of the commissioner of education. Diboll ISD was visited to review leaver reporting after the district appealed its accountability rating. Fort Bend ISD was visited to review special education exemptions from TAAS, and Houston ISD was visited to investigate leaver reporting anomalies for the 2000-01 school year.

As a result of the investigations, a number of 2002 accountability ratings changed. Two districts changed to *Academically Unacceptable: SAI*, and one district changed to *Academically Acceptable: SAI*. The changes were reflected in the district ratings carried forward to 2003. A total of 21 campus ratings changed. Among middle schools, four changed to *Low Performing*, and one changed from *Recognized* to *Acceptable*. Among high schools, 12 changed to *Low Performing*, one changed to *AE: Needs Peer Review*, two changed from *Recognized* to *Acceptable*, and one changed from *Exemplary* to *Recognized*. Additionally, nine charter schools changed to *AE: Needs Peer Review*, and one charter school changed to *Low Performing*.

The PID error rate standards for 2003-04 data were the same as those for 2002-03 data. A district data submission could not include more than 10 student records with PID errors or a have a PID error rate

higher than 4.0 percent. Districts whose submissions did not meet the PID error rate standard were required to develop improvement plans. The thresholds for underreported students in 2003-04 were lowered from 2002-03 to 500 or more underreported students or 5 percent or more underreported students. Lower thresholds could trigger data inquiries but not immediate rating consequences.

During 2003-04, the SDIU conducted on-site visits at three charters and completed desk audits of 10 charters to investigate PID errors. The SDIU also conducted on-site visits at two charters and completed desk audits of 63 school districts and 66 charters to investigate leaver data. Three school districts received visits to investigate discipline data. Eight additional on-site visits related to 2002-03 data are scheduled to be conducted in 2004-05. No 2003 accountability ratings were changed as a result of the investigations.

At the request of the commissioner of education, the SDIU made a follow-up visit to Houston ISD to review 2002-03 leaver records at 30 campuses. As a result, 15 campuses retained the modified ratings determined by the initial investigation. The district rating was reinstated to *Academically Acceptable*.

### ***Monitors, Conservators, and Other Interventions***

Texas Education Code (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, TEC §39.131 grants authority to the commissioner to take specific actions based on findings of a special accreditation investigation. Among these actions, the commissioner may:

- ◆ appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent;
- ◆ appoint a conservator to oversee the operations of a 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;
- ◆ annex the district to one or more adjoining districts;
- ◆ order closure; or

- ◆ impose sanctions designed to improve high school completion rates.

Appendix 7-B on page 105 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2002, and August 31, 2004.

## **Special Education Monitoring and Compliance**

### ***Overview***

One of the major responsibilities of TEA 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), 20 U.S.C. §§1400 *et seq.*, and its implementing regulations, 34 C.F.R. §§300.1 *et seq.* TEA has developed and implemented comprehensive systems for monitoring the compliance, performance, and effectiveness of school district and charter school special education programs. Reviews of special education programs and of plans for program improvement are essential components of the monitoring process. The scope and schedule of program review and intervention activities is determined based on regular analyses of district and charter school special education data and of complaints filed with TEA about special education services.

### ***History***

In 1996, TEA established a six-year schedule for conducting an on-site visit to each school district in the state by the end of the 2001-02 school year. That schedule was implemented as planned from 1996-97 through 1998-99.

During the 1997-98 school year, TEA began developing a new system for analyzing district and charter school special education data. The analyses were used, in part, to select districts and charters for on-site visits. TEA piloted the system with 15 school districts in spring 1999.

From 1999-00 through 2001-02, TEA implemented a dual system for identifying districts and charters for on-site special education monitoring reviews. One group of districts and charters was visited as planned under the six-year cycle adopted in 1996. A second group was visited based on analysis of special education data using the Data Analysis System (DAS) and on complaints filed with TEA about special education services.

Between 1999-00 and 2002-03, TEA made a number of revisions to data elements in the DAS. The revisions

were designed to make the DAS a more valid and accurate system for analyzing district-level special education data.

In 2003-04, special education monitoring systems were modified to align with TEA performance-based monitoring activities that were being developed in response to House Bill 3459 (78th Texas Legislature, Regular Session). Although 2003-04 was considered a transition year for the special education monitoring system, many elements of a new performance-based model were developed and implemented during the year. (See *Transition Year Special Education Monitoring System, 2003-04*, later in this chapter.)

## Special Education Monitoring, 2002-03

### *District Effectiveness and Compliance (DEC), 2002-03*

School district and charter school special education programs and services were selected for on-site evaluation based on DAS results (Table 7.5). Each on-site visit was conducted in accordance with the DEC monitoring process and included the following components:

- ◆ a self-evaluation by the district;
- ◆ classroom observations by on-site monitors;

- ◆ staff interviews;
- ◆ case studies of selected students;
- ◆ reviews of a representative sample of student folders, selected based on criteria established by TEA, to evaluate 36 indicators that measured compliance with state and federal special education requirements;
- ◆ roundtable discussions with parents of students with disabilities; and
- ◆ roundtable discussions with district personnel and members of the site-based decision making committee.

### *Special Education Compliance Status, 2002-03*

State law requires TEA to determine a special education compliance status for each school district and charter school in the state (TEC §§39.053 and 39.073). In 2002-03, the TEA assigned eight special education compliance status categories, defined as SpECS categories, based on data available as of July 1, 2003. These SpECS categories were included in district and charter school AEIS reports (Table 7.6).

Following are definitions of the eight categories for 2002-03. The first three categories applied to districts or charters that received desk audits, which consisted of: (a) DAS results; (b) evaluation of complaints filed

**Table 7.5. Data Analysis System (DAS) Data Elements Analyzed for Selecting School Districts to Receive On-site Monitoring Visits in 2002-03**

Number	Data Element
1	District-level percentage of special education students relative to the state median (50th percentile) of special education students, identifying both over-representation and under-representation.
2	District-level analysis of potential disproportions of ethnic student populations served in special education.
3	District-level analysis of potential disproportion of students identified as limited English proficient (LEP) served in special education.
4	District-level analysis of potential disproportion of students identified as economically disadvantaged served in special education.
5	District-level percentages of special education students relative to the state median (50th percentile) by disability category.
6	District-level placement percentages by instructional arrangement relative to the state average placement percentages.
7	District-level analysis of Texas Assessment of Academic Skills (TAAS) passing rates of students served in special education for each subject area (Reading, Math, and Writing) compared to the standards in the regular accountability system.
8	Percentage of special education students in Grades 3-8 exempted by Admission, Review, and Dismissal Committee from the statewide assessment (TAAS and State-Developed Alternative Assessment) compared to the standards established in Texas Education Code §39.027(c).
9	District-level analysis of potential disproportion of discretionary referrals of students served in special education to alternative education programs (including disciplinary alternative education programs and juvenile justice alternative education programs) for disciplinary reasons.
10	District-level percentage of potential disproportion of official dropouts who were served in special education.
11	District-level analysis of potential disproportion of African American students served in special education identified as having mental retardation.
12	District-level analysis of potential disproportion of LEP students served in special education identified as having speech or language impairment.



with TEA about special education services; (c) district-level student performance on the State-Developed Alternative Assessment (SDAA); and (d) due process hearings filed with TEA concerning special education. The remaining five categories applied to districts or charters that received on-site compliance-related visits or completed Comprehensive Special Education Self-Evaluation Reviews (CSESERs).

*Desk Audit: Compliant.* This SpECS was assigned to each school district and charter school, unless the district or charter school met the criteria for any of the following seven SpECS categories.

*Desk Audit: Self-Evaluation Pending.* This SpECS was assigned when the school district or charter school: (a) participated in a CSESER during the 2002-03 school year, and TEA had not completed a review of the CSESER by July 1, 2003; or (b) was selected to participate in a modified self-evaluation or CSESER during the 2003-2004 school year based on the DAS.

*Desk Audit: Site Visit Pending.* This SpECS was assigned when the school district or charter school: (a) received a DEC visit during the 2002-03 school year, and TEA had not completed a written report of the visit by July 1, 2003; or (b) was selected to receive an on-site DEC visit during the 2003-04 school year based on the DAS or on information obtained from complaints or due process hearings filed with TEA about special education.

*Site Visit/CSESER: Compliant.* This SpECS was assigned when the school district or charter school: (a) received a DEC visit during the 2001-02 school year, and TEA's written report of the visit contained no special education citations, but the district or charter school received a 2002 SpECS of *Desk Audit: Site Visit Pending* because TEA had not completed and mailed the written report by June 28, 2002; (b) received a DEC visit during the 2002-03 school year, and TEA's written report of the visit contained no special education citations; or (c) participated in a CSESER during the 2002-03 school year, and the results of a TEA review of the CSESER confirmed that no further action was necessary.

*Site Visit/CSESER: Corrective Action Compliant.* This SpECS was assigned when: (a) the school district or charter school implemented corrective actions during the 2002-03 school year based on special education compliance citations resulting from one or more on-site monitoring visits conducted by TEA or from a CSESER completed by the district or charter school; and (b) TEA issued written findings on or before July 1, 2003, that the corrective actions were sufficient to bring the school district or charter school into compliance with state and federal laws related to special education.

*Site Visit/CSESER: Corrective Action Pending.* This SpECS was assigned when: (a) the school district or charter school implemented corrective actions during the 2002-03 school year based on special education compliance citations resulting from one or more on-site monitoring visits conducted by TEA or from a CSESER completed by the district or charter school; and (b) the corrective actions were under review by TEA as of July 1, 2003.

*Site Visit/CSESER: Corrective Action Unresolved.* This SpECS was assigned when: (a) the school district or charter school implemented corrective actions during the 2002-03 school year based on special education compliance citations resulting from one or more on-site monitoring visits conducted by TEA or from a CSESER completed by the district or charter school; and (b) TEA had notified the district or charter school that the corrective actions were unacceptable or insufficient to bring the district or charter school into compliance with state and federal laws relating to special education.

*Sanctions Imposed.* This SpECS was assigned to the school district or charter school when interventions or sanctions authorized by state law or rule and imposed by TEA based on issues or concerns related to the district's or charter school's special education program had not been removed by July 1, 2003.

**Table 7.6. Special Education Compliance Status (SpECS) Ratings, 2002-03**

Rating	2002-03
Desk Audit: Compliant	857
Desk Audit: Self-Evaluation Pending	66
Desk Audit: Site Visit Pending	13
Site Visit/CSESER <sup>a</sup> : Compliant	57
Site Visit/CSESER: Corrective Action Compliant	136
Site Visit/CSESER: Corrective Action Pending	74
Site Visit/CSESER: Corrective Action Unresolved	19
Sanctions Imposed	2
Total	1,224

<sup>a</sup>Comprehensive special education self-evaluation review.

### ***School Districts and Charters Not In Compliance With State Special Education Requirements, 2002-03***

TEC §39.182(a)(19) requires TEA to report a list of school districts and charters not in compliance with state special education requirements. Appendix 7-C on page 108 lists each district and charter school assigned one of the following 2003 SpECS as of July 1, 2003: *Site Visit/CSESER: Corrective Action Pending*; *Site Visit/CSESER: Corrective Action Unresolved*; or *Sanctions Imposed*. As of September 1, 2004, all districts and charters had resolved corrective actions resulting from a site visit or CSESER, with the

exception of Alphonso Crutch's–Life Support Center, which has had unresolved corrective actions since April 12, 2002.

## **Special Education Monitoring, 2003-04**

### ***Special Education Monitoring and Interventions, 2003-04***

During 2003-04, TEA monitoring activities were redesigned to create a data-driven, performance-based system that: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of noncompliance or poor program quality; (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 (Appendix 7-D on page 109). Additionally, because state and federal law requires close coordination among special education policy, program, and monitoring functions, TEA developed and implemented integrated program review processes that include district self-evaluation, on-site review, and the use of data to identify risk.

The system of special education monitoring for 2003-04 was aligned with other performance-based monitoring activities through the use of graduated interventions based on DAS indicators of school district and charter school performance. Overall DAS results, as well as instances of high risk on individual DAS indicators, were taken into account in determining required levels of intervention. The individual indicators addressed issues related to over-identification of students for the special education program; disproportionate representation based on race or ethnicity, economic disadvantage, or limited English proficiency; Admission, Review, and Dismissal (ARD) Committee exemptions from TAKS; disciplinary removals; and disproportionate representation of African American students under mental retardation eligibility and of LEP students under speech impairment eligibility (Table 7.7). All of these issues have performance implications because of the potential for removal of students from the general education curriculum and setting. The interventions for 2003-04 were defined as follows.

*Stage 1 Intervention: Public Program Performance Review.* The LEA was required to gather public input on the effective operation and performance of the special education program through one or more community focus groups that addressed a predetermined set of questions. The purposes of the

review were to: (a) conduct a needs assessment and gather feedback from community stakeholders on the operation of the special education program; (b) identify areas in need of improvement; (c) evaluate the results of the local needs assessment and stakeholder feedback in relation to information gained through the local review of student and program data; and (d) develop a continuous improvement plan (CIP) detailing results, measures, activities, resources, timelines, and follow-up activities related to the review. The TEA Division of Program Monitoring and Interventions reviewed the findings and the CIP.

Stage 1 Intervention was implemented for any LEA that was originally scheduled to receive a DEC visit for 2003-04 and that also met one of the following criteria as indicated on the *Performance-Based Monitoring 2003-04 Summary Report* provided to the LEA: (a) an overall DAS risk level of 0 and a risk level no greater than 3 on any individual DAS element; or (b) if the LEA did not receive an overall DAS rating because of small numbers, a risk level no greater than 2 on any individual DAS element.

*Stage 2 Intervention: Public Program Performance Review and Focused Data Analysis.* The LEA was required to complete the activities in the Stage 1 Intervention. Additionally, the LEA was required to conduct a data analysis and program review of certain DAS elements contributing to higher levels of program risk and include the results in the CIP.

Stage 2 Intervention was implemented for any LEA that was originally scheduled to receive a DEC visit for 2003-04 and that met one of the following criteria as indicated on the *Performance-Based Monitoring 2003-04 Summary Report* provided to the LEA: (a) an overall DAS risk level of 0 and a risk level of at least 4 on any individual DAS element; (b) an overall DAS risk level of 1 or 2; or (c) if the LEA did not receive an overall DAS rating because of small numbers, a risk level of at least 3 on any individual DAS element.

*Stage 3 Intervention: Public Program Performance Review, Focused Data Analysis, and Corrective Action Review.* The LEA was required to complete the activities in the Stage 1 and Stage 2 Interventions. Additionally, the LEA was required to complete a review and update of the implementation of any corrective actions resulting from a DEC visit during the 2000-01, 2001-02, or 2002-03 school years and include the results in the CIP.

Stage 3 Intervention was implemented for any LEA that received a DEC visit during the 2000-01, 2001-02, or 2002-03 school years and that met each of the following criteria: (a) an overall DAS risk level of 4 on the *2003-04 PAS/DAS Report* using 2002 TAAS data; and (b) an overall DAS risk level of 4 on the

*Performance-Based Monitoring 2003-04 Summary Report* using 2003 TAKS data.

**Stage 4 Intervention: Public Program Performance Review, Focused Data Analysis, and Compliance Review:** The LEA was required to complete the activities in the Stage 1 and Stage 2 Interventions. Additionally, because recent compliance data were not available for Stage 4 LEAs, the LEA was required to complete a review of specified compliance requirements related to the identified areas of risk and include the results in the CIP.

Stage 4 Intervention was implemented for any LEA that: (a) was originally scheduled to receive a DEC visit during 2003-04 and that received an overall DAS risk level of 3 or 4 as indicated on the *Performance-Based Monitoring 2003-2004 Summary Report*; or (b) did not receive a DEC visit in the last three cycles but that met each of the following criteria: (1) an overall DAS risk level of 4 on the *2003-04 PAS/DAS Report* using 2002 TAAS data; and (2) an overall DAS risk level of 4 on the *Performance-Based Monitoring 2003-04 Summary Report* using 2003 TAKS data.

**Stage 5 Intervention: Special Program Compliance Review.** The TEA Division of Program Monitoring and Interventions will collect available information on the performance of the LEA and may request additional information from the LEA to clarify areas of question or concern. The division will use this information to develop and conduct a targeted on-site review of the program. The LEA will be required to submit a CIP to address identified areas of concern or noncompliance, and TEA will review and determine the adequacy of the

CIP. The LEA will be subject to oversight, interventions and sanction, or it will be included in the continuous improvement monitoring process in place for other LEAs.

Stage 5 Intervention will be implemented for any LEA determined by TEA to have issues of substantial or imminent risk related to noncompliance identified in substantiated complaints, adverse due process hearing decisions, previously determined areas of noncompliance, or other documented substantial or imminent risks. As of September 9, 2004, no district or charter school had been identified for this intervention.

### ***Special Education Monitoring Results and Ratings, 2003-04***

Under the redesigned monitoring system, an LEA was required to submit specified program review data and a CIP when areas of noncompliance or poor program performance were identified. The program status for the LEA and the required level of interaction with TEA were determined based on results of the initial data review (Appendices 7-E through 7-H, starting on page 110). In 2003-04, as in the previous year, there were eight program status categories (Table 7.8 on page 94). The categories were defined as follows.

**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

<b>Table 7.7. Data Analysis System (DAS) Data Elements Analyzed for Selecting School Districts to Determine Intervention Levels for the Special Education Monitoring System in 2003-04</b>	
<b>Number</b>	<b>Data Element</b>
1	District-level percentage of special education students relative to the state median (50th percentile) of special education students, identifying both over- and under-representation.
2	District-level analysis of potential disproportions of ethnic student populations served in special education.
3	District-level analysis of potential disproportion of students identified as limited English proficient (LEP) served in special education.
4	District-level analysis of potential disproportion of students identified as economically disadvantaged served in special education.
5	District-level analysis of Texas Assessment of Academic Skills (TAKS) passing rates of students served in special education for each subject area (Reading, Math, and Writing) compared to the statewide passing percentage at 2 standard errors of measurement below panel recommendation.
6	Percentage of special education students in Grades 3-8 exempted by Admission, Review, and Dismissal Committee from the statewide assessment (TAKS and State-Developed Alternative Assessment) compared to the standards established in Texas Education Code §39.027(c).
7	District-level analysis of potential disproportion of discretionary referrals of students served in special education to alternative education programs (including disciplinary alternative education programs and juvenile justice alternative education programs) for disciplinary reasons.
8	District-level analysis of potential disproportion of official dropouts who were served in special education.
9	District-level analysis of potential disproportion of African American students served in special education identified as having mental retardation.
10	District-level analysis of potential disproportion of LEP students served in special education identified as having speech or language impairment.

implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

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

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

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

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

*Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, Stage 3, or Stage 4 Intervention was not adequate; (b) the CIP of an LEA at Stage 5 Intervention was not adequately developed after a special program compliance review; or (c) CIP implementation was not proceeding as appropriate for any LEA.

*In Review.* TEA had not completed initial review of the information submitted by the LEA. As of September 9, 2004, six school districts had received this program status.

## Investigations, Interventions, and Monitoring, 2004-05

A new Framework for Monitoring and Interventions, developed in response to House Bill 3459, will be implemented in 2004-05. Under the new framework, monitoring has been redefined as:

- ♦ using a data-driven, performance-based model to observe, evaluate, and report on the public education system at the individual, student group, campus, school district, regional, and statewide levels for the purpose of assessing whether student needs are being met. Areas to be monitored include program effectiveness, compliance with federal and state law and regulations, financial management, and data integrity;
- ♦ promoting diagnostic and evaluative systems in school districts that are integrated with the agency's desk audit and intervention process; and
- ♦ relying on a research-based framework of interventions that ensures compliance and enhances student success.

The overall goals of the new Framework for Monitoring and Interventions are to:

- ♦ achieve an integration of indicators and interventions;
- ♦ deliver a consistent and coordinated response to identified areas of low performance or program ineffectiveness in districts and campuses;
- ♦ take into account both the extent and duration of a district's areas of low performance or program ineffectiveness; and
- ♦ incorporate program and fiscal compliance monitoring requirements in a way that puts compliance in its proper perspective.

## Agency Contact Persons

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

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

**Table 7.8. Special Education Monitoring Ratings, Transition Year 2003-04**

Rating	2003-04
Completed: Routine Follow-up	137
Completed: Noncompliance Follow-up	29
Pending CIP <sup>a</sup> Resubmission	3
Pending TEA <sup>b</sup> On-site Action	4
Pending Random Data Verification	TBD <sup>c</sup>
Pending Random Process Verification	TBD
Oversight/Sanction/Intervention	0
In Review	6
Total	179

<sup>a</sup>Continuous improvement plan. <sup>b</sup>Texas Education Agency. <sup>c</sup>To be determined.

## **Other Sources of Information**

For additional information on the state accountability system, see the *2004 Accountability Manual* at [www.tea.state.tx.us/perfreport/account/2004/manual/](http://www.tea.state.tx.us/perfreport/account/2004/manual/).

For additional information on accreditation, interventions, and sanctions of school districts and charters, see the *Status Report on Accreditation, Interventions, and Sanctions* at [www.tea.state.tx.us/interventions/statusreport/](http://www.tea.state.tx.us/interventions/statusreport/).

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
<b>Academically Unacceptable Districts</b>								
Avalon ISD				T				
Calvert ISD				T				
Cleveland ISD				T				
Diboll ISD					D	D/A		
Fairfield ISD				T				
Goree ISD				T				
Holliday ISD				T				
La Gloria ISD				T				
Mirando City ISD				T				
Morgan ISD				T				
Novice ISD				T				
Premont ISD				T				
Runge ISD				T				
San Diego ISD				T				
Sierra Blanca ISD				T				
Slidell ISD				T				
<b>Low Performing Campuses</b>								
A+ Academy Charter	A+ Academy			T				
Academy of Houston Charter	Academy of Houston		3	T				
Academy of Skills & Knowledge Charter	Academy of Skills & Knowledge			T				
Alief ISD	Hearne Elementary			T				
Alpine ISD	Alpine Middle			T				
American Academy of Excellence Charter	American Academy of Excellence	2		T				
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life	2		T				

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

- |   |   |     |  |
|---|---|-----|--|
| 2 | District/campus has been rated low for 2 consecutive years. | D/A | Desk audit due to 1st year dropout only.           |
| 3 | District/campus has been rated low for 3 consecutive years. | AI  | Low rating due to additional indicator problem(s). |
| T | Low rating due to TAAS performance.                         | C/C | Campus has been closed.                            |
| D | Low rating due to dropout performance.                      |     |  |

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Arlington ISD	Carter Junior High School			T				
Austin ISD	Oak Springs Elementary School	2		T				
	Pearce Middle School			T				
	Sims Elementary School			T				
	Travis County Juvenile Detention Center			T				
Avalon ISD	Avalon School			T				
Axtell ISD	Waco Center for Youth			T				
Bastrop ISD	Cedar Creek Intermediate/Middle School			T				
Beaumont ISD	Central Senior High School				D	D/A		
Benji's Special Education Academy Charter	Benji's Special Education Academy			T				
Brazos School for Inquiry & Creativity Charter	Brazos School for Inquiry & Creativity			T				
Bryan ISD	Jane Long			T				
Calvert ISD	Calvert High School			T				
Career Plus Learning Academy Charter	Career Plus Learning Academy			T				
Carrollton-Farmers Branch ISD	Kathryn S. McWhorter Elementary School			T				
Cedar Ridge Charter School	Cedar Ridge Charter School			T				
Cleburne ISD	Washington Education Center			T				
Cleveland ISD	Cleveland Junior High School			T				
	Northside Elementary School			T				
	Southside Primary School			T				
Clint ISD	Carroll T. Welch Middle School			T				
Coastal Bend Youth City Charter	Coastal Bend Youth City			T				
Conroe ISD	Juvenile Detention Center			T				
Crossroads Community Education Center Charter	Crossroads Community Education Center			T	D			
Dallas ISD	B H Macon Elementary School			T				
	Ben Milam Elementary School			T				
	City Park Elementary School			T				
	D A Hulcy Middle School			T				
	Edna Rowe Elementary School			T				

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

- |          |   |            |  |
|----------|---|------------|--|
| <b>2</b> | District/campus has been rated low for 2 consecutive years. | <b>D/A</b> | Desk audit due to 1st year dropout only.           |
| <b>3</b> | District/campus has been rated low for 3 consecutive years. | <b>AI</b>  | Low rating due to additional indicator problem(s). |
| <b>T</b> | Low rating due to TAAS performance.                         | <b>C/C</b> | Campus has been closed.                            |
| <b>D</b> | Low rating due to dropout performance.                      |            |  |

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
	George W. Truett Elementary School			T				
	Harry C. Withers Elementary School			T				
	Hospital/Home-Bound				D	D/A		
	James S. Hogg Elementary School			T				
	John F. Peeler Elementary School			T				
	Margaret B. Henderson Elementary School	2		T				
	North Dallas High School			T				
	Onesimo Hernandez Elementary School			T				
	Sam Houston Elementary School		3	T				
	W A Blair Elementary School			T				
Diboll ISD	Diboll High School				D	D/A		
Ector County ISD	Alternative Education Center			T				
Edgewood ISD	Edgewood Academy			T				
El Paso ISD	Austin High School				D	D/A		
El Paso School of Excellence Charter	El Paso School of Excellence			T				
Elgin ISD	Elgin Elementary School			T				
	Elgin Primary School			T				
Fort Worth ISD	Eastern Hills High School				D	D/A		
	North Side High School				D	D/A		
	O D Wyatt High School				D	D/A		
	Paschal High School				D	D/A		
Galveston ISD	Rosenberg Elementary School			T				
Gateway Charter Academy	Gateway Charter Academy			T				
George I. Sanchez Charter	George I. Sanchez - GED				D			
Goree ISD	Goree School			T				
Grand Prairie ISD	Johnson Elementary School			T				
Guardian Angel Performance Academy Charter	Guardian Angel Performance Academy			T				
Hearne ISD	Blackshear Elementary School			T				
	East Side Elementary School			T				
	Hearne Junior High School			T				
Hillsboro ISD	Hillsboro Junior High School			T				

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

2 District/campus has been rated low for 2 consecutive years.

D/A Desk audit due to 1st year dropout only.

3 District/campus has been rated low for 3 consecutive years.

AI Low rating due to additional indicator problem(s).

T Low rating due to TAAS performance.

C/C Campus has been closed.

D Low rating due to dropout performance.

continues



**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Honors Academy Charter	Metro School			T				
Houston ISD	Banneker-McNair Math/Science Academy			T				
	Eleanor Tinsley Elementary School			T				
	Jones High School				D	D/A		
	M C Williams Middle School			T				
	Ryan Middle School			T				
	Sam Houston High School Waltrip High School				D	D/A		
I Am That I Am Academy Charter	I Am That I Am Academy	2		T				
Inspired Vision Academy Charter	Inspired Vision (PK-12)			T				
	Inspired Vision Academy (PK-6)			T				
Jesse Jackson Academy Charter	Jesse Jackson Academy		3		D			
Judson ISD	Park Village Elementary School			T				
Katherine Anne Porter School Charter	Katherine Anne Porter School at Blanco			T				
Knox City-O'Brien ISD	Knox City Elementary School			T				
La Gloria ISD	La Gloria Elementary School			T				
Lewisville ISD	Hedrick Middle School			T				
Lubbock ISD	Alderson Academy			T				
	Bozeman Primary Academy			T				
	Parkway Primary Academy			T				
Lytle ISD	Lytle Junior High School			T				
Magnolia ISD	Cedric C Smith			T				
Manor ISD	Decker Elementary School			T				
	Manor Middle School			T				
Marfa ISD	Redford Elementary School	2		T				
Marlin ISD	Marlin Elementary School	2		T				
McCullough Academy of Excellence Charter	McCullough Academy of Excellence			T				
Medical Center Charter School	Medical Center Charter School, Southwest			T				
Mirando City ISD	Mirando Elementary School			T				

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

- |   |   |     |  |
|---|---|-----|--|
| 2 | District/campus has been rated low for 2 consecutive years. | D/A | Desk audit due to 1st year dropout only.           |
| 3 | District/campus has been rated low for 3 consecutive years. | AI  | Low rating due to additional indicator problem(s). |
| T | Low rating due to TAAS performance.                         | C/C | Campus has been closed.                            |
| D | Low rating due to dropout performance.                      |     |  |

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Morgan ISD	Morgan School			T				
Nacogdoches ISD	Marshall Elementary School			T				
	Raguet Elementary School			T				
North Forest ISD	Smiley High School				D	D/A		
	Tidwell Elementary School			T				
Northwest Mathematics, Science, and Language Academy Charter	Northwest Mathematics, Science, and Language Academy		3	T				
Novice ISD	Novice School			T				
One Stop Multiservice Charter School	One Stop Multiservice Edinburg			T				
Palestine ISD	Northside Primary School			T				
	Southside Primary School			T				
	Story Elementary School			T				
Port Arthur ISD	Austin High School			T				
Premont ISD	Premont Junior High School			T				
Prepared Table Charter School	Prepared Table		2	T				
	East Campus			T				
Quinlan ISD	C B Thompson Middle School			T				
Richard Milburn Academy Charter (Beaumont)	Richard Milburn Academy (Beaumont)			T	D			
Richardson ISD	Forest Meadow Junior High School			T				
Round Rock ISD	Bluebonnet Elementary School			T				
Royse City ISD	Alternative Learning Center				D	D/A		
Runge ISD	Runge High School			T				
Rylie Faith Family Academy Charter	Rylie Faith Family Academy		3	T				
San Antonio ISD	Cameron Elementary School			T				
	Carvajal Elementary School			T				
	Cooper Middle School			T				
	Douglass Elementary School			T				
	Harris Middle School			T				

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

- |          |   |            |  |
|----------|---|------------|--|
| <b>2</b> | District/campus has been rated low for 2 consecutive years. | <b>D/A</b> | Desk audit due to 1st year dropout only.           |
| <b>3</b> | District/campus has been rated low for 3 consecutive years. | <b>AI</b>  | Low rating due to additional indicator problem(s). |
| <b>T</b> | Low rating due to TAAS performance.                         | <b>C/C</b> | Campus has been closed.                            |
| <b>D</b> | Low rating due to dropout performance.                      |            |  |

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
	M L King Middle School			T				
	Pershing Elementary School			T				
	Wheatley Middle School			T				
San Antonio School for Inquiry & Creativity Charter	San Antonio School for Inquiry & Creativity			T				
San Diego ISD	Bernarda Jaime Junior High School			T				
School of Excellence in Education Charter	Alpha II			T				
	School of Excellence in Education			T				
Sierra Blanca ISD	Sierra Blanca School			T				
Slidell ISD	Slidell High School			T				
Spring Branch ISD	Woodview Elementary School			T				
Taylor ISD	Naomi Pasemann Elementary School			T				
Tekoa Academy Charter	Tekoa Academy	2		T				
	Tekoa Academy Marshall			T				
Temple ISD	Bonham Middle School			T				
Texas Academy of Excellence Charter	Texas Academy of Excellence			T				
Texas Empowerment Academy Charter	Texas Empowerment Academy			T				
Tornillo ISD	Tornillo Middle School		3	T				
United ISD	Juarez/Lincoln Elementary School			T				
	United Step Academy			T				
Valley High Charter	Valley High School		3	T	D			
Victoria ISD	Memorial High School Senior Campus				D	D/A		
Wa-Set Preparatory Academy Charter	Wa-Set Preparatory Academy			T				
Waco ISD	Brazos Middle School			T				
	Waco High School				D	D/A		
Ysleta ISD	Riverside High School			T				
Zapata County ISD	Zapata North Elementary School			T				
	Zapata South Elementary School			T				

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

2	District/campus has been rated low for 2 consecutive years.	D/A	Desk audit due to 1st year dropout only.
3	District/campus has been rated low for 3 consecutive years.	AI	Low rating due to additional indicator problem(s).
T	Low rating due to TAAS performance.	C/C	Campus has been closed.
D	Low rating due to dropout performance.		

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
<b>Alternative Campuses Rated AE: Needs Peer Review</b>								
Academy of Careers and Technologies Charter	Academy of Careers and Technologies							AI
Alpha Charter School	Alpha Charter School							AI
Alphonso Crutch's-Life Support Center Charter	Alphonso Crutch's-Life Support Center	2		T				AI
Angleton ISD	Marshall Education Center							AI
Beeville ISD	Learning Resource Center							AI
Comal ISD	Comal Leadership Institute							AI
Dumas ISD	C H A M P S							AI
Eagle Project Charter (Beaumont)	Eagle Project (Beaumont)	2		T				AI
Eagle Project Charter (Brownsville)	Eagle Project (Brownsville)	2		T	D			AI
Eagle Project Charter (Bryan)	Eagle Project (Bryan)	2		T	D			AI
Eagle Project Charter (Dallas)	Eagle Project (Dallas)	2		T	D			AI
Eagle Project Charter (Del Rio)	Eagle Project (Del Rio)	2		T	D			AI
Eagle Project Charter (Lubbock)	Eagle Project (Lubbock)	2		T				AI
Eagle Project Charter (Midland)	Eagle Project (Midland)	2		T	D			AI
Eagle Project Charter (San Antonio II)	Eagle Charter School - San Antonio			T	D			AI
Eagle Project Charter (San Antonio II)	Eagle Project (San Antonio II)	2		T	D			AI
Eagle Project Charter (Tyler)	Eagle Project (Tyler)	2		T	D			AI
Eden Park Academy Charter	Eden Park Academy		3	T				AI
Edgewood ISD	Competency Based High School							AI
El Paso Academy East Charter	El Paso Academy East							AI
Elgin ISD	Phoenix Learning Center							AI
Fabens ISD	Fabens ALTA Program	2		T				AI
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School		3	T	D			AI

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

- |   |   |     |  |
|---|---|-----|--|
| 2 | District/campus has been rated low for 2 consecutive years. | D/A | Desk audit due to 1st year dropout only.           |
| 3 | District/campus has been rated low for 3 consecutive years. | AI  | Low rating due to additional indicator problem(s). |
| T | Low rating due to TAAS performance.                         | C/C | Campus has been closed.                            |
| D | Low rating due to dropout performance.                      |     |  |

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
George I. Sanchez Charter High School	George I. Sanchez Charter High School – San Antonio							AI
Gulf Shores Academy Charter	Gulf Shores Academy	2						AI
	Gulf Shores Charter at Covenant House							AI
Honors Academy Charter	Honors Academy							AI
	Landmark School							AI
	Legacy High School	2						AI
	The Echelon	2						AI
Houston Gateway Academy Charter	Houston Gateway Academy	2		T				AI
Houston Heights Learning Academy Inc. Charter	Houston Heights Learning Academy Inc.	2		T				AI
Houston ISD	Kay On-Going Education Center High School					D	D/A	
	Ninth Grade Academy							AI
Kenedy ISD	Karnes County Academy					D	D/A	
Longview ISD	Meadow Pines Alternative Center	2		T				AI
Lufkin ISD	Stubblefield Learning Center	2		T				AI
Marion ISD	Career Academy							AI
Midland Academy Charter School	Midland Advantage Charter School	2		T				AI
Nacogdoches ISD	Accelerated Learning Center							AI
New Frontiers Charter School	New Frontiers Charter School							AI
North Houston High School for Business Charter	North Houston High School for Business							AI
Oak Cliff Academy Charter (Dallas)	Oak Cliff Academy (Dallas)	2		T				AI
Panola Charter School	Panola Charter School							AI
Paradigm Accelerated Charter School	Paradigm Accelerated School							AI
Radiance Academy of Learning Charter	Radiance Academy of Learning – West Lake	2		T				AI
Richard Milburn Alternative High School Charter - Lubbock	Richard Milburn Alternative High School - Lubbock							AI
Sentry Technology Preparatory School Charter	Sentry Technology Preparatory School		3	T	D			

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

- |   |   |     |  |
|---|---|-----|--|
| 2 | District/campus has been rated low for 2 consecutive years. | D/A | Desk audit due to 1st year dropout only.           |
| 3 | District/campus has been rated low for 3 consecutive years. | AI  | Low rating due to additional indicator problem(s). |
| T | Low rating due to TAAS performance.                         | C/C | Campus has been closed.                            |
| D | Low rating due to dropout performance.                      |     |  |

continues

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,  
and AE: Needs Peer Review Campuses/Charters, 2002 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Texas Serenity Academy Charter - Bayshore	Texas Serenity Academy - Bayshore							AI
The Education Center Charter	The Education Center at Little Elm							AI
	The Education Center at The Colony							AI
Tovas - Tactile Oral Visual Alternative System Charter	Tovas - Tactile Oral Visual Alternative System							AI
Transformative Charter Academy	Transformative Charter Academy		3		D			AI
Veribest ISD	Roy K. Rob Post Adjudication Center	2		T				AI
Victoria ISD	Juvenile Detention Center	2		T				AI
Vidor ISD	A I M S Center High School							AI
Winfree Academy Charter	Winfree Academy Charter School Richardson							AI
Winfree Academy Charter	Winfree Academy Charter School Irving							AI
Ysleta ISD	Cesar Chavez Academy							AI

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

- |   |   |     |  |
|---|---|-----|--|
| 2 | District/campus has been rated low for 2 consecutive years. | D/A | Desk audit due to 1st year dropout only.           |
| 3 | District/campus has been rated low for 3 consecutive years. | AI  | Low rating due to additional indicator problem(s). |
| T | Low rating due to TAAS performance.                         | C/C | Campus has been closed.                            |
| D | Low rating due to dropout performance.                      |     |  |

**Appendix 7-B. Monitors, Conservators, and Other Interventions,  
September 1, 2002, Through August 31, 2004**

Region	District/Charter School	Change From	Change To	Date of Change
10	A+ Academy Charter School	Charter School	Charter School/Conservator	07/29/03
20	Academy of Careers and Technologies Charter School	Charter School Charter School/Conservator	Charter School/Conservator Charter School	02/14/02 09/26/02
04	Alphonso Crutch's – Life Support Center Charter School	Charter School Charter School/Monitor Charter School/Management Team	Charter School/Monitor Charter School/Management Team Charter School	11/18/02 08/05/03 03/04/04
13	American Academy of Excellence Charter School	Charter School Charter School/Monitor	Charter School/Monitor Charter School	11/18/02 06/19/03
04	Amigos Por Vida – Friends for Life Charter School	Charter School Charter School/Campus Intervention Team Specialist	Charter School/Campus Intervention Team Specialist Charter School	11/18/02 06/24/03
13	Austin ISD, Oak Springs Elementary School	Academically Acceptable Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable/Campus Intervention Team Specialist Academically Acceptable	11/18/02 09/12/03
04	Bay Area Charter School	Charter School Charter School/Monitor Ed White Memorial HS	Charter School/Monitor Ed White Memorial HS Charter School	07/10/03 03/09/04
02	Benavides ISD	Academically Acceptable	Academically Acceptable/Monitor	04/11/02
06	Buffalo ISD	Academically Acceptable Academically Acceptable/Conservator	Academically Acceptable/Conservator Academically Acceptable	01/11/02 10/21/02
02	Coastal Bend Youth City Charter School	Charter School Charter School/Campus Intervention Team Specialist	Charter School/Campus Intervention Team Specialist Charter School	11/18/02 06/10/03
10	Dallas ISD	Academically Acceptable Academically Acceptable/Monitor	Academically Acceptable/Monitor Academically Acceptable	02/10/00 03/06/03
10	Dallas ISD, Henderson Elementary School	Academically Acceptable Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable/Campus Intervention Team Specialist Academically Acceptable	11/18/02 08/22/03
13	Del Valle ISD	Academically Acceptable	Academically Acceptable/Monitor	06/04/04
many	Eagle Academies of Texas Charter School	Charter School	Charter School/Monitor to 11 charter schools	11/18/02
20	East Central ISD	Academically Acceptable	Academically Acceptable/Monitor	04/14/04
13	Eden Park Academy Charter School	Charter School Charter School/Monitor Charter School Charter School/Monitor	Charter School/Monitor Charter School Charter School/Monitor Charter School	04/28/00 09/09/02 11/08/02 12/15/03

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,  
September 1, 2002, Through August 31, 2004 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
19	El Paso School of Excellence Charter School	Charter School	Charter School/Conservator	07/29/03
19	Fabens ISD, ALTA Program	Academically Acceptable	Academically Acceptable/Campus Intervention Team Specialist	11/18/02
		Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable	07/24/03
20	Gabriel Tafolla Charter School	Charter School	Charter School/Monitor	11/08/02
		Charter School/Monitor	Charter School	09/10/03
04	George I. Sanchez Charter School	Charter School	Charter School/Monitor High School in Houston	06/12/03
		Charter School/Monitor High School in Houston	Charter School	12/15/03
04	Gulf Shores Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	08/22/03
10	Honors Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist to two campuses	11/18/02
		Charter School/Campus Intervention Team Specialist to two campuses	Charter School	09/30/03
04	Houston Gateway Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	04/20/04
04	Houston ISD	Academically Acceptable	Academically Acceptable: SAI/Monitor	08/07/03
		Academically Acceptable: SAI/Monitor	Academically Acceptable	07/26/04
10	I Am That I Am Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	03/31/04
10	Inspired Vision Academy Charter School	Charter School	Charter School/Conservator	07/29/03
04	Jesse Jackson Academy Charter School	Charter School	Charter School/Monitor	11/08/02
		Charter School/Monitor	Charter School	10/21/03
12	Marlin ISD, Marlin Elementary School	Academically Acceptable	Academically Acceptable/Campus Intervention Team Specialist	11/18/02
		Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable	06/10/04
18	Midland Academy Charter School	Charter School	Charter School/Monitor	11/18/02
01	Mirando City ISD	Academically Unacceptable	Academically Unacceptable: SAI/Monitor	07/24/03
		Academically Unacceptable: SAI/Monitor	Academically Unacceptable: SAI	03/30/04

continues



**Appendix 7-B. Monitors, Conservators, and Other Interventions,  
September 1, 2002, Through August 31, 2004 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
06	Mumford ISD	Academically Acceptable	Academically Acceptable/Monitor	10/16/02
		Academically Acceptable/Monitor	Academically Acceptable	03/18/03
07	New Diana ISD	Exemplary	Exemplary/Monitor	08/25/04
04	North Forest ISD	Academically Acceptable	Academically Unacceptable: SAI	02/02/01
		Academically Unacceptable: SAI	Academically Unacceptable: SAI/Monitor	04/18/01
		Academically Unacceptable: SAI/Monitor	Academically Acceptable/Monitor	07/16/01
		Academically Acceptable/Monitor	Academically Acceptable	09/26/02
04	Northwest Mathematics, Science, & Language Academy Charter School	Charter School	Charter School/Board of Managers	10/17/03
		Charter School/Board of Managers	Charter School	05/28/04
01	Raymondville ISD	Academically Acceptable	Academically Acceptable/Monitor	10/11/01
		Academically Acceptable/Monitor	Academically Acceptable	12/19/02
10	Rylie Family Faith Academy Charter School	Charter School	Charter School/Monitor	10/03/00
		Charter School/Monitor	Charter School/Conservator	12/06/02
		Charter School/Conservator	Charter School (Closed)	Fall 2003
20	San Antonio School for Inquiry & Creativity Charter School	Charter School	Charter School/Monitor	01/17/03
		Charter School/Monitor	Charter School	01/22/04
19	Sierra Blanca ISD	Academically Unacceptable	Academically Unacceptable/ESC Technical Support	07/17/01
		Academically Unacceptable/ESC Technical Support	Academically Unacceptable	10/30/03
05	Tekoa Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	09/16/03
13	Texas Academy of Excellence Charter School	Charter School	Charter School/Management Team	02/16/04
13	Texas Empowerment Academy Charter School	Charter School	Charter School/Monitor	11/08/02
		Charter School/Monitor	Charter School	07/09/03
12	Transformative Charter Academy Charter School	Charter School	Charter School/Monitor	11/08/02
		Charter School/Monitor	Charter School	07/09/03
10	Trinity Basin Preparatory Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Charter School/Conservator	06/17/03
		Charter School/Conservator	Charter School	04/14/04
15	Veribest ISD, Roy K Robb Post Adjudication Center	Academically Acceptable	Academically Acceptable/Campus Intervention Team Specialist	11/18/02
		Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable	06/19/03
04	West Houston Charter School	Charter School	Charter School/Monitor	06/11/02
		Charter School/Monitor	Charter School	06/10/03
10	Wilmer-Hutchins ISD	Academically Acceptable	Academically Acceptable/Monitor	12/07/01
		Academically Acceptable/Monitor	Academically Acceptable	12/19/02

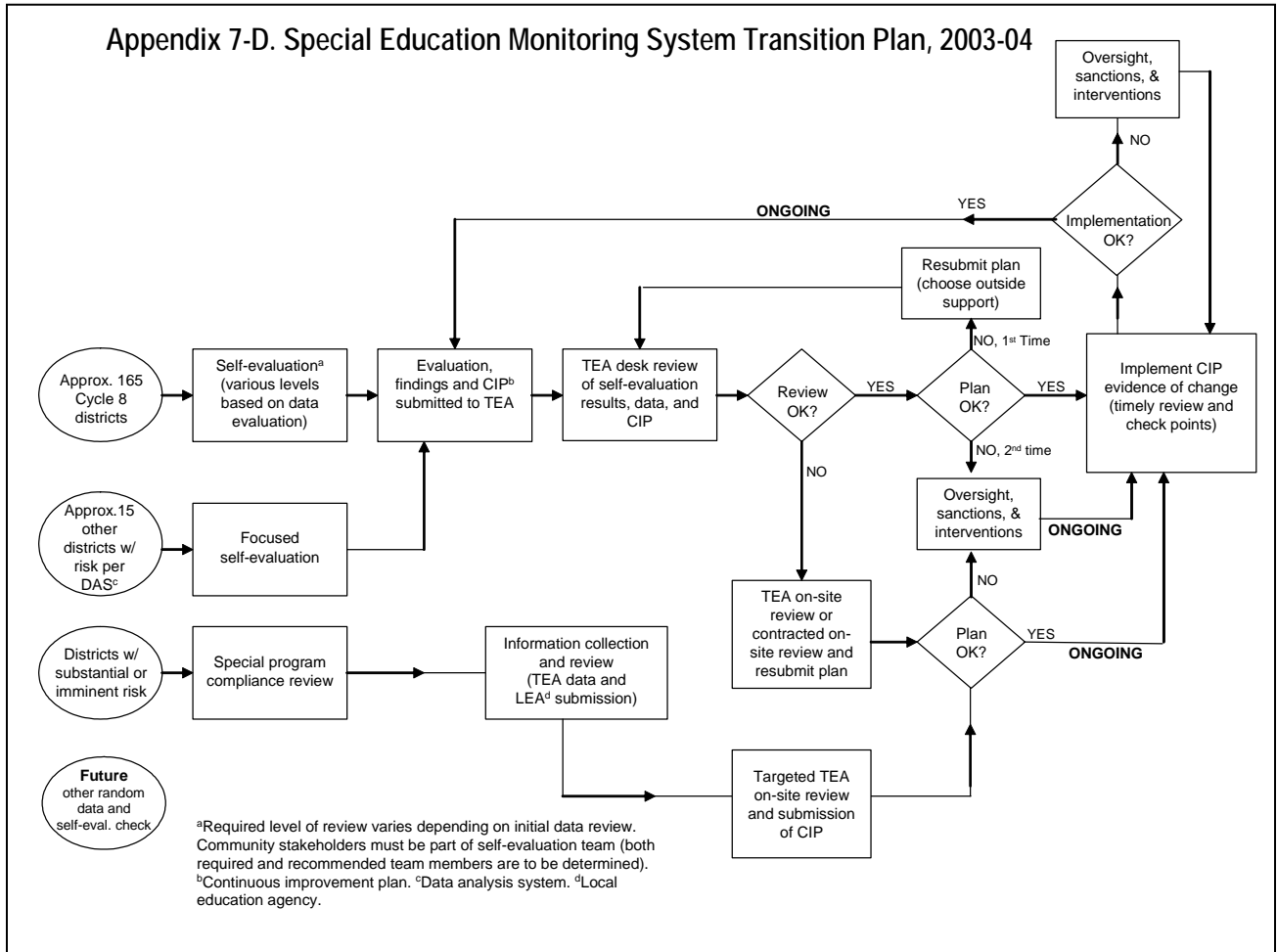
**Appendix 7-C. Districts and Charter Schools Out of Compliance with Special Education Criteria  
Based on 2003 Special Education Compliance Status (SpECS) as of July 1, 2003**

District or Charter School	District or Charter School	District or Charter School
<b>Sanctions Imposed</b>		
San Antonio School for Inquiry and Creativity	Sierra Blanca ISD	
<b>Site Visit/CSESER<sup>a</sup>: Corrective Action Unresolved</b>		
A+ Academy Alphonso Crutch's-Life Support Center Amigos por Vida-Friends for Life Brazos School for Inquiry and Creativity Coastal Bend Youth City Corpus Christi ISD Dallas County Juvenile Justice	El Paso Academy El Paso School of Excellence Forney ISD Fruit of Excellence Gulf Shores Academy Harris County Juvenile Justice Charter	McCullough Academy of Excellence Medina ISD North Houston High School for Business Oak Cliff Academy Trinity ISD Valley High School
<b>Site Visit/CSESER: Corrective Action Pending</b>		
Academy ISD Aspermont ISD Austwell-Tivoli ISD Avalon ISD Azleway Charter School Big Springs Charter School Brazosport ISD Calvert ISD Cedar Crest Charter School Cedars International Academy Central ISD Chico ISD Children First Academy of Houston Cleveland ISD Columbus ISD Comal ISD Cypress-Fairbanks ISD Denison ISD Dimmitt ISD Dr. M. L. Garza-Gonzalez Charter School Eagle Pass ISD Edgewood ISD Ehrhart School, The Etoile ISD Fayetteville ISD	Ferris ISD Fort Worth ISD Frankston ISD Ft. Sam Houston ISD George Gervin Academy George I. Sanchez Gordon ISD Grandview-Hopkins ISD Higgins ISD Highland Park ISD Honey Grove ISD Houston Alternative Preparatory Huntington ISD Industrial ISD Irving ISD Jayton-Girard ISD Lindsay ISD Lubbock-Cooper ISD Mabank ISD Mansfield ISD Mirando City ISD Nacogdoches ISD Neches ISD Nordheim ISD Novice ISD	Pecos-Barstow-Toyah ISD Point Isabel ISD Premont ISD Riviera ISD Robinson ISD Roby Consolidate ISD Rotan ISD Rusk ISD San Antonio Can High School San Antonio Technology Academy San Marcos Preparatory School Sealy ISD Silsbee ISD Southwest High School Stafford Municipal School District Tenaha ISD Tornillo ISD Troy ISD Tyler ISD Valley View ISD Waco ISD West Oso ISD West Rusk ISD Zavalla ISD

*Note.* As of September 1, 2004, all districts and charter schools had resolved corrective actions resulting from a site visit or CSESER, with the exception of Alphonso Crutch's-Life Support Center, which has had unresolved corrective actions since April 12, 2002.

<sup>a</sup>Comprehensive special education self-evaluation review.

## Appendix 7-D. Special Education Monitoring System Transition Plan, 2003-04



**Appendix 7-E. Special Education Monitoring Status,  
Districts in Stage 1 Intervention, Transition Year 2003-04**

District	Status	District	Status
Adrian ISD	Completed: Routine Follow-up	Howe ISD	Completed: Routine Follow-up
Aldine ISD	Completed: Routine Follow-up	Huckabay ISD	Completed: Routine Follow-up
Amarillo ISD	Completed: Routine Follow-up	Jarrell ISD	Completed: Noncompliance Follow-up
Amherst ISD	Completed: Routine Follow-up	Jonesboro ISD	Completed: Routine Follow-up
Angleton ISD	Completed: Routine Follow-up	Kaufman ISD	Completed: Routine Follow-up
Apple Springs ISD	Completed: Routine Follow-up	Lago Vista ISD	Completed: Routine Follow-up
Athens ISD	Completed: Routine Follow-up	Lake Dallas ISD	Completed: Routine Follow-up
Azle ISD	Completed: Routine Follow-up	Lake Travis ISD	Completed: Routine Follow-up
Baird ISD	Completed: Routine Follow-up	Latexo ISD	Completed: Routine Follow-up
Banquete ISD	Completed: Routine Follow-up	Leander ISD	Completed: Routine Follow-up
Barbers Hill ISD	Completed: Routine Follow-up	Liberty Hill ISD	Completed: Noncompliance Follow-up
Bluff Dale ISD	Completed: Routine Follow-up	Lindale ISD	Completed: Routine Follow-up
Bridge City ISD	Completed: Noncompliance Follow-up	Louise ISD	Completed: Routine Follow-up
Bryson ISD	Completed: Routine Follow-up	Lovejoy ISD	Completed: Routine Follow-up
Bushland ISD	Completed: Routine Follow-up	Magnolia ISD	Completed: Routine Follow-up
Cayuga ISD	Completed: Routine Follow-up	Maud ISD	Completed: Routine Follow-up
Charlotte ISD	Completed: Routine Follow-up	McLeod ISD	Completed: Routine Follow-up
Copperas Cove ISD	Completed: Routine Follow-up	McMullen County ISD	Completed: Routine Follow-up
Cotton Center ISD	Completed: Routine Follow-up	Murchison ISD	Completed: Routine Follow-up
Crandall ISD	Completed: Routine Follow-up	New Diana ISD	Completed: Routine Follow-up
Detroit ISD	Completed: Routine Follow-up	Pearland ISD	Completed: Routine Follow-up
Dripping Springs ISD	Completed: Noncompliance Follow-up	Pettus ISD	Completed: Routine Follow-up
El Campo ISD	Completed: Routine Follow-up	Red Oak ISD	Completed: Routine Follow-up
Eustace ISD	Completed: Routine Follow-up	Riesel ISD	Completed: Routine Follow-up
Evant ISD	Completed: Routine Follow-up	Rising Star ISD	Completed: Routine Follow-up
Goldthwaite ISD	Completed: Routine Follow-up	Rivercrest ISD	Completed: Routine Follow-up
Gregory-Portland ISD	Completed: Routine Follow-up	Rochelle ISD	Completed: Routine Follow-up
Hallsburg ISD	Completed: Routine Follow-up	Rochester County Line ISD	Completed: Routine Follow-up
Hardin-Jefferson ISD	Completed: Routine Follow-up	Three Way ISD	Completed: Routine Follow-up
Harleton ISD	Completed: Routine Follow-up	Vega ISD	Completed: Routine Follow-up
High Island ISD	Completed: Routine Follow-up	Wimberley ISD	Completed: Routine Follow-up

**Appendix 7-F. Special Education Monitoring Status,  
Districts in Stage 2 Intervention, Transition Year 2003-04**

District	Status	District	Status
Alvin ISD	Completed: Routine Follow-up	Kerrville ISD	Completed: Routine Follow-up
Axtell ISD	Completed: Routine Follow-up	Lackland ISD	Completed: Routine Follow-up
Bellevue ISD	Completed: Routine Follow-up	Lancaster ISD	Completed: Routine Follow-up
Ben Bolt-Palito Blanco ISD	Pending TEA <sup>a</sup> On-site Action	Linden-Kildare CISD	Completed: Routine Follow-up
Benavides ISD	Completed: Routine Follow-up	Lohn ISD	Completed: Routine Follow-up
Big Spring ISD	Completed: Routine Follow-up	Lorena ISD	Completed: Routine Follow-up
Bloomburg ISD	Completed: Routine Follow-up	Lovelady ISD	Completed: Routine Follow-up
Blue Ridge ISD	Completed: Routine Follow-up	Lueders-Avoca ISD	Completed: Routine Follow-up
Boys Ranch ISD	Completed: Routine Follow-up	Luling ISD	Completed: Routine Follow-up
Brady ISD	Completed: Routine Follow-up	Lumberton ISD	Completed: Noncompliance Follow-up
Bridgeport ISD	Completed: Routine Follow-up	Madisonville CISD	Completed: Routine Follow-up
Brownsboro ISD	Completed: Routine Follow-up	Mesquite ISD	Completed: Routine Follow-up
Burkburnett ISD	Completed: Routine Follow-up	Midway ISD	Completed: Routine Follow-up
Burnet CISD	Completed: Routine Follow-up	Mineral Wells ISD	In Review
Byers ISD	Completed: Routine Follow-up	Monte Alto ISD	Completed: Routine Follow-up
Cedar Hill ISD	Completed: Routine Follow-up	Morgan Mill ISD	Completed: Routine Follow-up
Channelview ISD	Completed: Noncompliance Follow-up	Mullin ISD	Completed: Routine Follow-up
China Spring ISD	Completed: Routine Follow-up	North Lamar ISD	Completed: Routine Follow-up
Coldspring-Oakhurst CISD	Completed: Routine Follow-up	Onalaska ISD	Completed: Routine Follow-up
Coolidge ISD	Completed: Routine Follow-up	Orange Grove ISD	Completed: Routine Follow-up
Crosbyton ISD	Completed: Routine Follow-up	Pampa ISD	Completed: Noncompliance Follow-up
Desoto ISD	Completed: Routine Follow-up	Pawnee ISD	Pending TEA On-site Action
East Chambers ISD	Completed: Routine Follow-up	Perrin-Whitt CISD	Completed: Routine Follow-up
Edcouch-Elsa ISD	Pending TEA On-site Action	Ramirez CSD	Completed: Noncompliance Follow-up
Elkhart ISD	Completed: Routine Follow-up	Rankin ISD	Completed: Routine Follow-up
Falls City ISD	Completed: Routine Follow-up	Sheldon ISD	Completed: Routine Follow-up
Florence ISD	Completed: Routine Follow-up	Shepherd ISD	Completed: Noncompliance Follow-up
Flour Bluff ISD	Completed: Routine Follow-up	Sidney ISD	Completed: Routine Follow-up
Freer ISD	Completed: Routine Follow-up	Splendora ISD	Completed: Routine Follow-up
Garland ISD	Completed: Routine Follow-up	Star ISD	Completed: Routine Follow-up
Godley ISD	Completed: Routine Follow-up	Stephenville	Completed: Routine Follow-up
Graford ISD	Completed: Routine Follow-up	Sunnyvale ISD	Completed: Routine Follow-up
Graham ISD	Completed: Routine Follow-up	Three Rivers ISD	Completed: Routine Follow-up
Haskell CISD	Completed: Routine Follow-up	Walcott ISD	Completed: Noncompliance Follow-up
Hitchcock ISD	Completed: Routine Follow-up	West ISD	Completed: Routine Follow-up
Huntsville ISD	Completed: Routine Follow-up	Westphalia ISD	Completed: Routine Follow-up
Idalou ISD	Completed: Routine Follow-up	Wildorado ISD	Pending TEA On-site Action
Jacksboro ISD	Completed: Routine Follow-up	Woodson ISD	Completed: Routine Follow-up
Keene ISD	In Review	Yorktown ISD	Completed: Routine Follow-up

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

**Appendix 7-G. Special Education Monitoring Status,  
Districts in Stage 3 Intervention, Transition Year 2003-04**

District	Status	District	Status
Alamo Heights ISD	Completed: Routine Follow-up	Reagan County ISD	In Review
Andrews ISD	Completed: Routine Follow-up	Riviera ISD	In Review
Floydada ISD	Completed: Routine Follow-up	Silsbee ISD	Pending CIP <sup>a</sup> Resubmission
Garrison ISD	Completed: Routine Follow-up	Vernon ISD	In Review
La Vega ISD	Completed: Routine Follow-up	Zapata County ISD	Completed: Routine Follow-up

<sup>a</sup>Continuous improvement plan.

**Appendix 7-H. Special Education Monitoring Status,  
Districts in Stage 4 Intervention, Transition Year 2003-04**

District	Status	District	Status
Atlanta ISD	Completed: Noncompliance Follow-up	Jefferson ISD	Completed: Noncompliance Follow-up
Brazos ISD	Completed: Noncompliance Follow-up	Johnson City ISD	Completed: Noncompliance Follow-up
Bruceville-Eddy ISD	Completed: Routine Follow-up	Lingleville ISD	Completed: Routine Follow-up
Calallen ISD	Pending CIP <sup>a</sup> Resubmission	Livingston ISD	Completed: Noncompliance Follow-up
Childress ISD	In Review	Lorenzo ISD	Completed: Noncompliance Follow-up
Clarksville ISD	Completed: Noncompliance Follow-up	Mart ISD	Completed: Routine Follow-up
De Leon ISD	Completed: Noncompliance Follow-up	Memphis ISD	Pending CIP Resubmission
Diboll ISD	Completed: Noncompliance Follow-up	Muleshoe ISD	Completed: Noncompliance Follow-up
Dumas ISD	Completed: Noncompliance Follow-up	Pewitt ISD	Completed: Noncompliance Follow-up
Grapeland ISD	Completed: Noncompliance Follow-up	Pittsburg ISD	Completed: Noncompliance Follow-up
Hallsville ISD	Completed: Noncompliance Follow-up	Post ISD	Completed: Noncompliance Follow-up
Hamilton ISD	Completed: Routine Follow-up	Ralls ISD	Completed: Noncompliance Follow-up
Hamshire-Fannett ISD	Completed: Noncompliance Follow-up	Schleicher ISD	Completed: Routine Follow-up
Hico ISD	Completed: Routine Follow-up	Temple ISD	Completed: Noncompliance Follow-up
Iraan-Sheffield ISD	Completed: Routine Follow-up		

<sup>a</sup>Continuous improvement plan.





## 8. Status of the Curriculum

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

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

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

#### *English Language Arts and Reading*

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation. Students at all grade levels are asked to explore important subject areas, make connections across books and content, evaluate others' work as well as their own, synthesize information from text and talk, and produce error-free texts and visual representations.

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

Textbook adoptions in 1999 and 2000 included language arts and reading for Grades K-5, literature for Grades 6-12, language arts and composition for Grades 2-12, and all the English language arts electives. The textbooks reflect the integration of the language arts and reading into four main strands: listening/speaking, reading, writing, and viewing/representing.

In recent years, the Texas Education Agency (TEA) has participated in a number of collaboratives to produce educator resources for English language arts. Teacher training materials, instructional materials, and student assessment measures aligned with the TEKS were developed in collaboration with the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, formerly known as the University of Texas Center for Reading and Language Arts. In collaboration with Regional Education Service Center (ESC) 4, TEA developed guides for writing instruction, including *Effective Writing Instruction for All Students*, *Effective Writing Instruction for ESL Students*, and *Effective Writing Instruction for Struggling Students*. These resources are available on the TEA website.

TEA formed a partnership with Discovery Communications, Inc., and the Texas Cable and Telecommunications Association to produce materials to assist teachers in implementing at the middle and high school levels the TEKS related to viewing and representing. Dr. Renee Hobbs, nationally known media literacy specialist, and a team of teachers from across the state developed two books that include thematic units and specific lessons with an accompanying videotape of media resources. The materials are available through the ESCs.

Each ESC also has a designated dyslexia liaison. The liaisons collaborate with the state dyslexia coordinator in ESC 10 to provide information and training on dyslexia throughout the state.

#### Texas Reading Initiative

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

In spring 1996, representatives from a wide range of educational organizations and agencies met to develop

a set of principles for a balanced and comprehensive approach to reading instruction. These principles were published and distributed statewide in a pamphlet titled *Good Practice: Implications for Reading Instruction—A Consensus Document of Texas Literacy Professional Organizations*. Building on this effort, TEA staff conducted a comprehensive review of research on reading to identify components of effective reading programs. The review formed the basis of a guide for administrators and teachers titled *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*. The booklet describes 12 essential components of effective beginning reading programs. It also describes features of classrooms and campuses that support effective beginning reading instruction.

An important component of the reading initiative is early assessment, which enables educators to make informed decisions about the instructional needs of students who are learning to read. Texas Education Code (TEC) §28.006, added by the 75th Texas Legislature, requires school districts to measure the reading development and comprehension of students in kindergarten through Grade 2. Under this statute, the commissioner of education adopted several instruments for measuring early reading development and made recommendations about administration of the instruments and use of results. The commissioner's list of early reading instruments is updated annually and made available on the Texas Reading Initiative website.

The most frequently used early reading measure is the Texas Primary Reading Inventory (TPRI), an informal, individually administered assessment that consists of a diagnostic screening and an inventory. The reading inventory section includes tasks that allow children to demonstrate their understanding of book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading ability, and comprehension. A Braille version of the TPRI for visually impaired children was introduced in the 2004-05 school year.

The Texas Reading Initiative developed "El Inventario de Lectura en Español de Tejas" (Tejas LEE) to provide an early Spanish reading instrument comparable to the TPRI. The Tejas LEE measures significant skills and steps in the development of Spanish reading and comprehension development that can be used to plan individual and/or group reading instruction for early intervention and prevention of reading problems.

Senate Bill 4, passed by the 76th Texas Legislature, requires school districts to provide accelerated intensive reading instruction to students identified by the early reading instruments as being at risk for reading difficulties, including dyslexia. Districts received funds for accelerated reading intervention at Grades K-4 in

the 2003-04 school year and at Grades K-5 in 2004-05. A school district must notify the parents of a student identified for accelerated instruction of the student's particular needs and the plans to meet those needs.

Parental involvement in children's education is especially important in the early years. *Beginning Reading Instruction: Practical Ideas for Parents* was developed in English and Spanish to provide parents with information and activities for helping their children learn to read. The document was distributed to all elementary school principals and all local Parent-Teacher Association (PTA) presidents.

In addition, TEA continues to provide school districts with both English and Spanish versions of a parent brochure explaining the grade advancement requirements under the Student Success Initiative (SSI) (TEC §28.0211). Since 2002-03, students in Grade 3 have been required to pass the state reading test to advance to Grade 4. Students in Grades 5 and 8 will have to pass the reading and mathematics tests beginning in 2004-05 and 2007-08, respectively. Students are given three opportunities to pass the tests, and school districts are required to provide accelerated instruction in the subject areas failed after each test administration. A student who fails to perform satisfactorily on the third opportunity is to be retained. A parent or guardian may appeal the retention decision to the student's grade placement committee. The committee may decide in favor of advancement if the members unanimously conclude, based on standards adopted by the local school board, that the student is likely to perform on grade level if given additional accelerated instruction during the next school year.

Teacher reading academies were established to provide research-based instructional reading strategies to teachers in the grades leading up to the promotion requirements. Training focused on kindergarten teachers in 1999-00, and on kindergarten and Grade 1 teachers in 2000-01. Training of Grade 2 teachers began in spring 2001, of Grade 3 teachers in 2002, and of Grade 4 teachers in fall of 2003. In addition, the 76th Texas Legislature established the Master Reading Teacher (MRT) Grant Program and MRT Certification. The program was initiated with \$12 million in funds and pays stipends for certified MRTs in designated positions at high-need campuses. The State Board for Educator Certification (SBEC) established standards for certification, approved MRT training entities, and developed frameworks for the certification examination. As of January 2004, SBEC-approved training entities included 41 colleges and universities, 11 regional ESCs, and one district. In the 2003-04 school year, the MRT Grant Program paid almost \$2.5 million to districts to provide stipends for a total of 507 MRTs.

## ***Bilingual Education/English as a Second Language***

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 91 percent of homes in which English is not the primary language. Other frequently reported primary student languages are Vietnamese, Urdu, Korean, Arabic, Mandarin, Cantonese, Tagalog, German, Farsi, and Gujarati. During the 2003-04 school year, 660,707 LEP students were identified in Texas.

Bilingual education and ESL programs seek to ensure that LEP students learn English and succeed academically in school. Students participating in these programs are provided instruction that is both linguistically and cognitively appropriate. Creativity, problem solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language the students understand.

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

Since adoption of the SLA and ESL TEKS, the agency has developed two curriculum implementation guides: *Bilingual/ESL TEKS—Elementary Professional Development Manual* and *Bilingual/ESL TEKS—Secondary Professional Development Manual*. These guides explain the structure and content of the SLA/ESL TEKS document and provide guidance on curriculum and lesson development. Videotapes showing teachers delivering lessons and using different strategies to teach concepts in a variety of classroom environments were also developed and disseminated to districts statewide.

In July 1999, TEA produced professional development guides to help bilingual, ESL, and content area teachers whose classes included LEP students implement the TEKS in mathematics, science, and social studies. The *Elementary Professional Development Manual* provides resources for implementing the content area TEKS in the elementary grades using native language and ESL instructional approaches. The *Secondary Professional Development Manual* provides strategies for ESL instruction in middle and high school. A third

professional development guide was created to help high school ESL teachers understand and implement the *TEKS English I and English II for Speakers of Other Languages*. As with the previous training materials, videos showing teachers implementing these strategies were also produced and disseminated statewide.

Two professional development guides were produced in 2000-01. *Enhancing Instruction for Second Language Learners* resulted from a statewide need to enhance acquisition of the TEKS by immigrant students and improve their performance on the state assessment. The guide provides literacy development resources for teachers of bilingual/ESL students in Grades 3-8. *LEER MAS: Lectura y Escritura en Español con Recursos, Materiales, Apoyo, y Sugerencias* was developed to provide training materials as an extension of the Teacher Reading Academy for the bilingual classroom. The guide provides additional Spanish resources to help implement and align with assessment the curricula in prekindergarten through first grade. Additional materials include videos of reading instruction in bilingual classrooms, parent training materials in English and in Spanish, and a CD-ROM.

During the 2001-02 school year, professional development materials and training-of-trainers materials were developed to assist secondary school content area teachers with LEP students in their classes. *Building Connections in High School Content Areas Through Sheltered Instruction* provided training to teams of mathematics, science, social studies, English, and ESL teachers on appropriate interventions for teaching second language learners enrolled in regular content area classes. The training includes content area lessons, instructional strategies, and recommendations for ongoing professional development. The module includes an administrative overview to help high school principals implement these processes on their campuses.

In 2002-03, two training guides were developed for instruction of limited English proficient students. The booklet titled *Struggling Spanish Reader* assists bilingual teachers in providing specialized instruction in the areas of phonological awareness, letter-sound relationships, fluency, and comprehension. Lesson plans are included for teaching reading using Spanish as the language of instruction. *Effective Writing Instruction for ESL Writers* assists ESL teachers in teaching writing to students with limited English proficiency.

In the 2003-04 school year, TEA produced a training module titled *Sheltered Instruction in the Middle School* that includes content area lessons, instructional strategies, and best practice research for effectively modifying instruction for English language learners.

TEA also developed the *Framework for the Language Proficiency Assessment Committee Process Manual* in collaboration with 18 ESCs. The manual assists school districts and charters in identifying, placing, assessing, annually reviewing, exiting, and monitoring limited English proficient students. In addition, TEA developed a series of observation protocols for English language proficiency. The measures allow teachers to holistically rate students' English language proficiency in listening, speaking, and writing through classroom observation at Grades K-12. The observation protocols were benchmarked statewide in spring of 2004.

The TEA website links users to the English language proficiency standards and content area TEKS in classrooms with English language learners ([www.tea.state.tx.us/curriculum/biling](http://www.tea.state.tx.us/curriculum/biling)). The website also provides access to all of the training manuals developed by the unit, as well as information on professional development, program design, instruction, assessment, data, research, state and federal law, and administrative rules.

In May 2004, TEA contracted with ESC 2 to conduct the second annual Title III Management Institute. The institute informs school district personnel of the federal and state requirements of the No Child Left Behind (NCLB) Act, Title III, and assists them in developing programs and instructional strategies to improve the English language proficiency and academic achievement of English language learners. In June 2004, ESC 2 was contracted to conduct the ninth annual Symposium Addressing the Needs of Secondary LEP Students, which provides administrators, ESL teachers, and curriculum directors with information on best practices, program design, literacy across the curriculum, and state assessment requirements.

## **Mathematics**

The curriculum requirements for high school mathematics are designed to ensure that each student completes a course sequence that is on or above grade level before graduation. In 1994, the State Board of Education (SBOE) eliminated low-level high school mathematics courses and required all students in Texas to take Algebra I and two additional mathematics credits selected from Geometry, Algebra II, Mathematical Models with Applications, or advanced-level courses. Advanced mathematics courses include Precalculus, Advanced Placement (AP) Calculus, AP Statistics, International Baccalaureate (IB) courses, and independent study courses. As a result of efforts to raise academic expectations, enrollment in and completion of core mathematics courses for the Recommended High School Program and for the Distinguished Achievement Program have continued to increase. New requirements

for graduation under the recommended program include Algebra I, Algebra II, and Geometry. The TAKS exit-level test includes content from Algebra I and Geometry.

Professional development for mathematics teachers is a critical component of implementing the TEKS. TEA, in collaboration with the Texas Higher Education Coordinating Board (THECB), contracted with the University of Texas at Austin, University of Houston, Rice University, and Texas A&M University to develop three-week-long teacher quality modules. The training was delivered in the summer of 2004 to grantees of the Title II, Part B, awards administered by the THECB. The modules complied with provisions of NCLB requiring development of high-quality, research-based professional development.

## **Texas Mathematics Initiative**

In 2001, the 77th Texas Legislature created the Texas Mathematics Initiative, patterned after the state's reading initiative. The impetus for the new initiative came from a growing concern that Texas secondary students needed a stronger foundation in problem solving, logic and reasoning skills, algebra, geometry, and calculus. The goals of the initiative are to:

- ◆ identify best practices and proven research-based models for mathematics instruction;
- ◆ give teachers a clear understanding of the mathematics skills expected of students and the best instructional practices to enhance student performance;
- ◆ bring together teachers, administrators, and mathematics experts to build consensus on reform efforts;
- ◆ empower teachers, parents, and school districts to enact meaningful changes that will provide measurable results;
- ◆ provide alignment between the TEKS, textbooks, and assessments;
- ◆ recruit and retain more highly trained mathematics teachers; and
- ◆ ensure that students are afforded opportunities for responsive intervention and instruction if they fall behind their classmates in understanding basic mathematics concepts.

Research and evaluation efforts under the Texas Mathematics Initiative focus on:

- ◆ identifying school districts and campuses that appear to perform consistently better than expected in preparing students for TAKS;

- ◆ identifying the characteristics, educational policies, and practices of those districts and campuses that help to explain their higher performances. The focus is on middle school mathematics performance; however, portions of the analysis also pertain to elementary school mathematics;
- ◆ identifying effective components of the Texas Mathematics Academy related to improved student achievement; and
- ◆ working closely with researchers to determine the critical components necessary to increase student achievement through teacher staff development, curriculum resources, and intervention programs.

Other programs include:

- ◆ a Master Mathematics Teacher Certificate created by SBEC;
- ◆ professional development workshops for teachers to enhance the teaching of mathematics to students in Grades 5-8, with future plans to include Grade 3 and Grades 9-11 in an on-line learning environment;
- ◆ mathematics leadership training for vertical teams in school districts;
- ◆ the Texas Mathematics Diagnostic System, which assists educators in assessing students' mathematics skills, informs instructional practice and provides intervention for students working below grade level or struggling with mathematics concepts; and
- ◆ assistance for teachers in grading mathematics homework and assessments.

In November 2003, the SBOE adopted a time line for revising the mathematics TEKS that coincides with the adoption of mathematics textbooks. This revision and adoption cycle will serve as the model for all other content areas. The process is designed to result in alignment of instructional materials with the TEKS.

## Science

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

Student enrollment in and completion of higher-level science courses, such as chemistry and physics, continues to increase. The number of students successfully completing chemistry increased from 150,708 in the 2000-01 school year to 173,019 in 2002-03. Physics enrollment increased during the same period from 66,213 to 73,020 students. The advanced science program consists of AP and IB science courses, which prepare students for the rigor of college science courses. In addition, six courses offered in conjunction with career and technology education can be counted toward meeting high school graduation credits in science, further expanding the options for students.

The Science Center for Educator Development, managed by ESC 4 from 2000-01 through 2002-03, developed three professional development modules called *Bridging to TAKS*. The modules targeted the needs of elementary and secondary teachers, as well as administrators, as they prepared for the TAKS. Training-of-trainer workshops on *Bridging to TAKS* were conducted throughout the state. The center also produced charts of science TEKS aligned to the TAKS objectives in Grades 5, 10, and 11. An on-line physics tutor will be available by spring of 2005 through the redesigned ESC 4 website, [www.esc4.net](http://www.esc4.net).

## Middle School Science TAKS, Grade 8

A middle school science TAKS is being added to comply with provisions of NCLB. The middle school science TAKS objectives, which include TEKS from Grades 6-8, were released in August of 2004. Educator committees were convened in fall of 2004 to review test items. The items will be field tested in spring of 2005, with full administration scheduled for spring of 2006. An information booklet is scheduled to be developed to provide guidance to educators.

## Texas Science Initiative

As with the Reading and Mathematics Initiatives, the Texas Science Initiative comprises a variety of programs designed to increase instructional knowledge and resources and improve student achievement. The 78th Texas Legislature called for creation of Master Science Teacher certificates at three grade spans: early childhood through Grade 4, Grades 4-8, and Grades 8-12. SBEC was charged with creating each of the new certificates and developing standards that delineate what the educator must know and be able to do. Tests for the certificates, along with preparation manuals and release forms, will be developed and ready for administration beginning in summer of 2005.

In addition, the 78th Legislature required the commissioner of education to develop training materials and other resources for school districts to use in assisting science teachers in developing expertise in

the curriculum and in effective instructional approaches. TEA, in collaboration with the THECB, contracted with the University of Texas at Austin, University of North Texas, Texas Christian University, Texas State University, and Texas Tech University, to develop three-week-long teacher quality modules. The training was delivered in the summer of 2004 to grantees of the Title II, Part B, awards administered by the THECB. The modules, which addressed biology and integrated physics and chemistry (IPC), complied with provisions of NCLB requiring development of high-quality, research-based professional development.

Another facet of the Science Initiative is Texas Teachers Empowered for Achievement in Mathematics and Science (TEXTEAMS) mentoring academies. Managed by the Charles A. Dana Center at the University of Texas at Austin, the science mentoring academies focus on improving student achievement in Grades 10 and 11 by providing staff and leadership development for teachers and principals, as well as instructional materials for IPC, biology, chemistry, and physics teachers.

The Dana Center also maintains an on-line Science Toolkit that provides schools with access to safety regulations, equipment recommendations, certification requirements, and other components of a high-quality science program. The *Texas Safety Standards*, commissioned by TEA, and the new *Science Facilities Standards* are available both in hard copy and on the Toolkit website. The Dana Center sponsors several other programs that complement the efforts of TEA to implement the TEKS, including an Informal Science Network and Building a Presence for Science. The goal of Building a Presence for Science, a national initiative begun by the National Science Teacher Association, is to disseminate information to science teachers by providing a point of contact for science in each elementary, middle, and high school in the state.

The Texas Regional Collaboratives for Excellence in Science Teaching, a network of K-16 partnerships, provides high-quality, sustained, and intensive teacher mentoring focused on strengthening content and pedagogy. The goal of this award-winning program is to empower teachers to lead systemic reform in science education. Currently, the 20 regional collaboratives are training and mentoring elementary teachers across the state using *Bridging to TAKS*.

The Texas Accelerated Science Achievement Program (Texas ASAP) provides grants to implement intensive after-school and summer school programs designed to increase 10th- and 11th-grade student achievement on the science portion of the TAKS. The Texas ASAP grants target underperforming high schools and high schools with low passing rates on the Grade 10 and 11 TAKS science examinations. Funded intervention

programs are to provide direct and indirect support services to students in Grades 9-12.

The Texas Strands model uses students' natural and cultural environments as contexts for learning science. Based on research in *Closing the Achievement Gap*, the program trains campus teams to identify and use community settings for student learning and integration of knowledge in chemistry, earth science, physics, and biology.

Other Science Initiative efforts include the Girlstart Preservice/Early Service Project, which is designed to encourage science careers for girls. The project provides professional development in inquiry methods to preservice science educators at institutions of higher education and science conferences throughout the state. In addition, ESC 12 distributes funds to high-need schools to purchase instruction-related equipment for the course, Integrated Chemistry and Physics.

#### Texas Environmental Education Advisory Committee (TEEAC)

The TEEAC continues to increase professional development sites for teachers through museums, zoos, nature centers, and other science-based community resources. More than 130 TEEAC sites provide professional development in environmental education to Texas teachers. TEEAC representatives receive training in implementing the science TEKS.

### **Social Studies**

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

Elective courses are included in the social studies TEKS. For example, Special Topics in Social Studies and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for state graduation credits. Another new elective course is Social Studies Advanced Studies, developed for students who are pursuing the Distinguished Achievement Program. This course is intended to guide students as they develop,

research, and present the mentorship or independent study advanced measure required under this more rigorous graduation plan.

To provide social studies educators with the professional development necessary to implement the TEKS, TEA established the Social Studies Center, jointly directed by staff at Texas A&M University and ESC 6 in Huntsville in collaboration with Sam Houston State University. The Social Studies Center has worked with teams of trainers from each of the 20 ESCs. Training for the teams has centered on appropriate content and pedagogy that support the social studies TEKS and help districts prepare for the new statewide TAKS tests in social studies.

TEA continues to collaborate with organizations to provide curriculum materials and professional development opportunities for social studies teachers. Projects include the Texas Environmental Education Advisory Committee, the Institute of Texan Cultures, the Bob Bullock Texas State History Museum, and the Law-Related Education Division of the State Bar of Texas.

### ***Economics with Emphasis on the Free Enterprise System and Its Benefits***

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

### ***Languages Other Than English***

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

Two initiatives have ensured effective implementation of the TEKS in Texas language classrooms: (a) *A Texas Framework for LOTE*, a curriculum framework developed to help teachers implement the TEKS; and (b) the Center for Educator Development (CED) in LOTE, which created professional development resources for implementing the TEKS. From February 1998 to June 2003, the CED (operated through Southwest Educational Development Laboratory, or

SEDL) established an interactive training website for LOTE educators, produced materials for educators and students, and trained a statewide network of facilitators to provide professional development on a variety of topics of importance to LOTE teachers. These include: *Peer Coaching and Mentoring for Teachers of LOTE*; *TEKS for LOTE/Overview*; *TEKS for LOTE/Classroom Implementation*; *TEKS for LOTE/Addressing Assessment*; *TEKS for LOTE/Curriculum Development*; and *Teaching Spanish to Spanish Speakers*. The CED also developed a five-part video series, *Learning LOTE: A Texas Adventure*, illustrating the TEKS for LOTE in action in classrooms around the state. The series, along with an extensive video study guide, remains available to school districts through a website maintained by SEDL.

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

The LOTE program in Texas schools has experienced moderate growth in enrollment at most levels and in most languages, with significant increases in Spanish classes. Instructional materials have been in place under the current textbook cycle since the 1996 and 1997 adoptions for exploratory languages, French, German, Latin, and Spanish. New materials for all languages will be adopted in 2004 for use in classrooms in the 2005-06 school year.

### ***Health Education***

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

The 75th Texas Legislature amended TEC §28.002 to require the SBOE, in consultation with the Texas Department of Health and the Texas Diabetes Council, to develop a diabetes education program for school district use. TEA has approved two programs: (a) the *Child and Adolescent Trial for Cardiovascular Health*; and (b) the *Great Body Shop*. Program materials were recommended based on age appropriateness, comprehensiveness, continuity of instruction, compliance with national school health education standards, cost effectiveness, attention to diabetes risk

factors, proven effective behavioral changes, compliance with existing physical education requirements, and simple integration into existing activities.

In March 2000, a video package illustrating the TEKS in action was sent to university preservice programs, ESCs, and school districts in Texas. An overview video explores contemporary thought in health education, explains the organization of the TEKS, and provides examples of TEKS instruction in elementary schools in Texas. In addition, three grade-specific videos feature the TEKS in action at the elementary, middle, and high school levels. These are accompanied by written manuals with sample activities for instruction.

In 2001, the Texas Legislature required that each elementary school in Texas implement a coordinated health program by September 1, 2007 (TEC §§38.013 and 38.014). The program must be approved by TEA and include a health education classroom component and a physical education component. In 2002, TEA sent school districts a list of approved programs. Districts coordinate training for implementing the programs through the regional ESCs or the program providers. New health education textbooks are scheduled to be adopted by the SBOE in November 2004 for use in fall of 2005.

### ***Physical Education***

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's *Report on Physical Activity and Health in 1999*, more than 60 percent of American adults are not regularly physically active. In fact, 25 percent of all adults are not active at all and nearly half of American youths 12-21 years of age are not vigorously active on a regular basis. The TEKS in physical education were adopted to help address these challenges.

The TEKS emphasize traditional concepts, such as movement skills, physical fitness, and social development, as well as enjoyment of physical activities. The TEKS also contain components for wellness, such as nutrition, safety, and making decisions about health issues.

The SBOE adopted a textbook in physical education called *Foundations of Personal Fitness*. The textbook, which became available for classroom use in September 1997, focuses on teaching students about becoming lifetime fitness.

In March 2000, a video package illustrating the TEKS in action was sent to university preservice programs,

regional ESCs, and school districts. As with the health education video package, the physical education package included an overview video, three grade-specific videos, and written manuals with sample activities for instruction.

As mentioned earlier, the 77th Texas Legislature required that each elementary school in Texas implement a coordinated health program by September 1, 2007, that includes a physical education component (TEC §§38.013 and 38.014). The legislature also authorized the SBOE to adopt rules requiring students in elementary schools, Grades K-6, to participate in structured daily physical activity (TEC §28.002). At the March 2002 board meeting, the SBOE adopted a rule requiring participation in physical activity for a minimum of 30 minutes daily or 135 minutes weekly (TAC §74.32).

### ***Fine Arts***

A high-quality fine arts education cultivates the whole child, developing literacy in specific areas of the creative arts while enhancing such general skills as intuition, reasoning, imagination, and dexterity. All students should have access to a deep and rich education in the arts to gain an understanding of human experiences, both past and present. The arts are a powerful tool for bridging cultural differences, which is essential in an educational system that values diversity, and for teaching other academic disciplines. In the arts, students learn to creatively express themselves, respect the ways of others, and solve problems in varied and difficult situations. As a vital component in the teaching and learning process, the arts can transform the entire culture of a school and community. Title IX, Part A, Section 9101 (1)(D)(11) of the NCLB Act identifies the arts as one of the "core academic subjects," which traditionally have been defined more narrowly as English, mathematics, science, foreign languages, government, economics, history, and geography.

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

The Center for Educator Development in Fine Arts (CEDFA) was established by TEA in 1998-99 to support TEKS implementation. Although no longer funded by TEA, the center serves as a coordinated,



statewide fine arts network funded through outside grants. The center supports leadership in each of the four fine arts subject areas and develops products, processes, and strategies to help Texas teachers increase student acquisition of fine arts knowledge and skills. Through CEDFA and its website ([finearts.esc20.net](http://finearts.esc20.net)), teachers and administrators obtain assistance in implementing the fine arts TEKS, including information about methods to incorporate the learning standards in effective instruction.

### Texas Fine Arts Summit Initiative

The Texas Fine Arts Summit Initiative is an annual, statewide gathering of fine arts educators and other stakeholders designed to increase support for fine arts education in Texas public schools. All ESCs are invited to participate in the summit, with the expectation that service centers will conduct similar professional development activities for fine arts educators in their regions.

### Fine Arts Training Cadre

The Fine Arts Training Cadre consists of recognized master fine arts teachers who participate in annual training-of-trainers workshops conducted by CEDFA in preparation for the Texas Fine Arts Summit and other professional development activities. Names of cadre members are provided to ESCs, professional education associations, and school districts statewide as highly qualified fine arts education experts who can provide quality professional development in art, dance, music, and theatre.

### Fine Arts Curriculum Frameworks

Fine arts curriculum framework documents for art, dance, music, and theatre, which are aligned with the fine arts TEKS, have been provided to all Texas school districts, colleges and universities, and ESCs to help educators develop local curricula and increase student achievement in the fine arts. The frameworks packets contain TEKS scope and sequence charts, which also can be viewed and downloaded from the CEDFA website.

### Fine Arts Video Series

Two fine arts video series titled, *Fine Arts Education: Portrait for Excellence* and *Proof of Performance: Fine Arts in Texas Schools*, were produced by TEA and CEDFA in cooperation with the T-STAR Communications Network. These video series highlight the fine arts TEKS and cover all four content areas: art, dance, music, and theatre. The videos are available to school districts through TEA and ESCs.

### Professional Development and Appraisal System (PDAS) and Fine Arts Teachers

Three documents titled *PDAS and Fine Arts Teachers* have been developed by TEA and CEDFA to assist school administrators when appraising fine arts teachers in Domain VIII of the PDAS, Improvement of Academic Performance of All Students on the Campus. The *PDAS and Fine Arts Teachers* documents align the fine arts TEKS with the TAKS objectives for all grade levels in art, dance, music, and theatre. The documents have been mailed to all Texas school districts and can be downloaded from the CEDFA website.

### Fine Arts for All Students: A Quick Reference for Students with Special Needs

TEA and CEDFA have developed a booklet titled *Fine Arts for All Students: A Quick Reference for Students with Special Needs* and a companion instructional video. The booklet outlines how fine arts educators can provide improved educational experiences for students with identified special needs. The booklet and video can be obtained through TEA or any ESC. In addition, the booklet can be downloaded from the CEDFA website.

### Connect the TEKS

One of the many valuable resources available on the CEDFA website is *Connect the TEKS*, which demonstrates how to use specific strands of the fine arts TEKS (perception, creative expression/performance, historical/cultural heritage, response/evaluation) in conjunction with on-line resources. For each of the four fine arts areas (art, theater, music, and dance), this web exploration tool provides lesson plan suggestions and links users to other websites and to audio and video clips relevant to a selected TEKS strand at a selected grade level.

### Career and Technology Education

The subject areas encompassed by career and technology education TEKS are agricultural science and technology education, business and marketing education, family and consumer sciences education, health science technology education, technology education, and trade and industrial education. The TEKS for each program area within career and technology address relevant and rigorous academic and technical skills that students need for continuing education and employment after high school graduation. Whenever possible, the TEKS take an interdisciplinary approach to student learning and application of the content. Most career and technology education TEKS also were designed to include

components that integrate the use of technology to the greatest extent possible.

To provide school districts with maximum flexibility in offering career and technology courses that meet local needs, TEA approved 48 innovative career and technology courses in 2002-03 and 47 innovative courses in 2003-04. Among the innovative courses approved are: Veterinarian Medical Assistant; Database Programming; Engineering Design and Development; Law Enforcement; Internetworking; Biotechnology; E-Commerce; Networking Essentials; Sports and Entertainment Marketing; Ready, Set, Teach!; Advanced Agricultural Biotechnology; Early Childhood Professions; Robotics; Introduction to Geographic Positioning Systems; and Aerospace Manufacturing Processes.

Career and technology education promotes development of a seamless secondary to post-secondary education system that allows students to progress efficiently and without repetition. Statewide committees of secondary and post-secondary educators have identified content enhancements to make high school career and technology courses comparable to post-secondary courses. The 95 approved content-enhanced career and technology courses provide advanced technical credit, for which high school students can receive post-secondary course credit upon enrollment at a community college. Enrollment in secondary career and technology education programs rose from 841,736 students in 2002-03 to 867,538 students in 2003-04.

Career and technology education programs also successfully prepare students for industry certifications and licensures. Career and technology courses in various combinations are designed to develop in students the knowledge and skills necessary to obtain 116 different industry credentials. Over 22,000 students earned industry licensures or certifications between 2002-03 and 2003-04.

School districts have been provided support and resources to facilitate effective instruction of the career and technology education TEKS and to provide course enhancements necessary for students to earn advanced technical credit and industry certifications and licensures. Support strategies include websites, curriculum resources for each career and technology subject area, regional and statewide teacher training workshops, and summer professional development conferences for career and technology educators, counselors, and administrators. The workshops and conferences provided participants with information on current educational initiatives as well as specific subject area content. Participants also received training in new and emerging technological advances related to program disciplines and current information on

effective teaching practices and on state and federal rules and regulations.

In addition to providing support for career and technology instructional programs, the agency revised the *State Plan for Career and Technology Education* for 2003-2005, as required in TEC §29.182. Based on the statutory goals for career and technology education established in TEC §29.181, the plan was developed as a guide to assist districts in their efforts to offer quality career and technology education programs that prepare students for further education and eventual employment. The agency annually revises the Texas State Plan under the Carl D. Perkins Vocational and Technical Education Act of 1998.

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

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

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

The prekindergarten guidelines are intended to help local educators make informed decisions about curriculum content for prekindergarten children as they define and implement a comprehensive curriculum for three- and four-year-old children. The guidelines, which are based on theory and research about how children develop and learn, reflect an emphasis on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines delineate the content prekindergarten children are to learn and describe specific achievement goals in each content area. Finally, the guidelines provide a means to align prekindergarten programs with the TEKS curriculum.

In 2003, the 78th Texas Legislature authorized the State Center for Early Childhood Development to create a quality rating demonstration project for prekindergarten

programs. The results of this project, the Texas Early Education Model, are scheduled to be reported to the legislature in April 2005.

### ***Technology Applications***

Technology applications is a required enrichment curriculum (TEC §28.002). The focus is on teaching, learning, and integrating digital technology knowledge and skills across the curriculum, especially in the foundation areas, to support learning and promote student achievement. Digital technology refers to the use of computers and related technologies, such as digital cameras, handheld digital devices, digital camcorders, scanners, and probes. The technology applications curriculum was designed to allow students to acquire appropriate technology knowledge and skills from the primary grades through the secondary grades. The curriculum also defines the technology literacy and integration requirements for students and teachers specified in NCLB Act of 2001, Title II, Part D.

Technology applications standards for Grades K-12 became effective in 1997 (19 TAC Chapter 126). The technology applications TEKS describe what students should know and be able to do using digital technology. While there are references to the use of technology in all TEKS curriculum areas, the technology applications TEKS outline the continuum of digital technology proficiencies students need for success in the digital world.

The technology applications TEKS are divided into four strands: foundations, information acquisition, solving problems, and communication. The strands outline specific proficiencies by grade cluster (Grades K-2, 3-5, and 6-8) and by course (Grades 9-12), with benchmarks set at Grades 2, 5, and 8. The TEKS are to be integrated throughout the curriculum in Grades K-8. Rigorous state curriculum standards in technology applications specify student expectations for the "technology literate" eighth-grader in Texas, as required in NCLB. The TEKS continue to be applied and extended in the Grades 9-12 curriculum through eight high school courses: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. The courses offer opportunities for in-depth study of technology at the high school level. The technology applications courses are intended to have strong connections with the foundation curriculum and are designed to give students knowledge and skills they can use in high school and beyond.

In addition to the technology applications TEKS, prekindergarten guidelines for technology applications were made available to schools in early 2000. They

communicate what three- and four-year-old students should know and be able to do using technology.

### **Curriculum Requirements in Technology Applications**

Districts must ensure that sufficient time is provided for teachers to teach and for students to learn the essential knowledge and skills in technology applications for Grades K-12. Specific curriculum requirements for this area are described in 19 TAC Chapter 74. Effective September 1, 2001, the SBOE clarified the Chapter 74 curriculum rules related to technology applications at the high school level, requiring districts to offer at least four of the technology applications courses identified in 19 TAC Chapter 126. Courses can be offered through multiple avenues, including distance learning and dual credit/concurrent enrollment in colleges and universities. These options have made it possible to offer technology applications courses when it otherwise would not have been possible, especially for small, rural schools.

One Technology Application graduation credit is now required under all high school graduation plans. The SBOE approved an array of courses to satisfy the graduation credit, including any of the eight courses in technology applications TEKS, Chapter 126, and certain courses in career and technology education.

### **Technology Applications Website**

The technology applications website ([www.tea.state.tx.us/technology/ta](http://www.tea.state.tx.us/technology/ta)) provides resources for implementing the technology applications curriculum. Resources include information about the state and federal requirements, technology applications curriculum, TEKS, educator standards and certification, professional development, instructional materials, and technology applications graduation credit.

### **Technology Applications Teacher Network Website**

Since 2002, TEA has funded the Technology Applications Teacher Network ([www.techappsnetwork.org](http://www.techappsnetwork.org)) through NCLB, Title II, Part D. This website provides resources for implementing the technology applications TEKS and addressing the technology literacy and integration requirements for students set forth in NCLB, Title II, Part D. In addition, the website provides resources to help teachers meet NCLB requirements for teachers related to technology literacy and integration. Through the network, registered users have access to best practices videos and other resources, professional development resources and training events, certification opportunities, sample classroom lessons, and the Technology Applications Resource Center.

## Instructional Materials for Technology Applications

Computer literacy and computer science materials were made available to schools in textbook adoptions for courses based on the Essential Elements, which guided Texas public school curriculum in the early 1990s. However, until 2003, there were no adopted instructional materials based on the technology applications TEKS at the elementary, middle, or high school levels.

In November 2003, the SBOE adopted technology applications instructional materials called for in Proclamation 2001 (Volume I). The adoptions include materials for all students at Grades K-8 and students in specific technology applications high school courses. At the K-8 level, the resources are intended to help students gain digital technology knowledge and skills while improving learning in reading/English language arts, mathematics, science, and social studies.

The majority of the technology applications materials adopted by the board for Grades K-12 have electronic components, including on-line and/or CD-ROM lessons and activities ([www.tea.state.tx.us/textbooks/materials/index.html](http://www.tea.state.tx.us/textbooks/materials/index.html)). The materials are priced to ensure that, at Grades K-8, all students and teachers in each classroom have access to the electronic resources. At the high school level, they are priced per student based on course enrollment. For the first time, state-adopted materials include subscription-based resources. The subscription-based pricing model was used to encourage developers to consider changes in content throughout the adoption cycle as technology changes warrant. This pricing model allows developers to make slight changes, add information about technological changes, or insert new student activities.

Technology application materials scheduled to be available in schools in Fall 2004 were postponed because of funding shortfalls. Materials will be available in Fall 2005, assuming state funds are available. School districts were encouraged to proceed with the local review, evaluation, and selection of Proclamation 2001 instructional materials.

## Educator Preparation and Development for Technology Applications

To date, the following technology applications educator standards and certificates have been developed and approved by the State Board for Educator Certification ([www.sbec.state.tx.us](http://www.sbec.state.tx.us)).

- ◆ Technology Applications Educator Standards I-V, which are based on the technology applications TEKS for students in Grades 6-8, were approved in May 2000 and incorporated into the standards for pedagogy and professional responsibilities (all

levels), which have been required of all initially certified teachers since 2001.

- ◆ Technology Applications Standards VI-XI, also approved by SBEC in May of 2000, resulted in the development and adoption of three new certificates in 2002 and 2003: Technology Applications 8-12, Technology Applications All Level (EC-12), and Computer Science 8-12.
- ◆ The Master Technology Teacher standards and certificate were approved by SBEC during the 2002-2003 biennium.

Standards I-V, required for all beginning teachers, also are recommended for all current educators. These standards are aligned with the technology literacy and integration proficiencies of teachers required in national legislation (Enhancing Education Through Technology, Title II, Part D, of the NCLB Act) and recommended in Texas state policy (*Long-Range Plan for Technology 1996-2010*). Certification test standards, items, and frameworks have been developed, and the first administration of the Texas Examination of Educator Standards (TExES) in these areas took place in October 2004.

A Master Technology Teacher (MTT) All Level certification and grant program was mandated by the 77th Texas Legislature, to prepare teachers to mentor other teachers and work with students on using technology in the classroom. SBEC established a committee of Texas educators, educator preparation faculty, business representatives, and other stakeholders to develop standards for the new certificate. MTT Standards were adopted by the SBEC board in January 2002 and served as the basis for the new certificate examination. In February of 2002, the test framework for the MTT exam was finalized, and the first administration of the MTT certification examination took place in summer 2003. In establishing the grant portion of the program, statute specifies that the commissioner of education shall make grants to school districts to pay stipends to selected certified MTTs (TEC §21.412). The commissioner must give preference to teachers who teach at high-need campuses. The grant program will be implemented after the development of the examination for the MTT certification. Because of funding shortfalls, the grants are not funded presently.

The technology application certificates available to Texas teachers provide options for expanding their digital technology knowledge and skills. Educator preparation programs and alternative certification programs provide opportunities for educators to meet the technology applications standards and earn the new certificates. In addition, the 20 ESCs in Texas provide planning support, professional development, and technical assistance for districts in meeting the SBEC

technology applications standards ([www.tea.state.tx.us/technology/esc](http://www.tea.state.tx.us/technology/esc)). Through the support of ESCs, district personnel receive hands-on orientation and experience with state of the art technologies, as well as professional development on planning strategies and the integration of technology into the teaching and learning process. Technology workshops, institutes, video-conferencing sessions, on-line instruction, and other professional development opportunities are offered through each ESC.

### Other Resources for Technology Applications TEKS

Several other resources support the technology applications TEKS and the integration of technology throughout all curriculum areas. The Texas School Technology and Readiness (STaR) Chart is a planning tool, consisting of two components, that is based on the four key components of the *Long-Range Plan for Technology, 1996-2010*. The first component, the Campus STaR Chart, was developed to help campuses and districts determine their progress toward meeting the goals of that long-range plan. The campus chart assists campus administrators with technology planning, budgeting for resources, and evaluation of progress toward meeting NCLB requirements as well as the goals of the Texas long-range plan. For example, the campus chart provides indicators for documenting school activities to ensure student and teacher proficiency with the technology literacy and integration requirements established in Title II, Part D, of the NCLB Act, and that students have significant opportunities to take technology applications courses, as required under 19 TAC Chapter 74. The second component of the STaR Chart, the Teacher STaR Chart, was released in August 2004. The teacher chart assists teachers in assessing their individual needs and setting goals for using technology in the classroom to support student achievement. Together, the Campus and Teacher STaR Charts provide teachers, campuses, and districts with valuable information that can be used to demonstrate compliance with federal and state programs.

Several funding opportunities support local implementation of the technology applications curriculum. The state-funded technology allotment has provided \$30 per student per year since 1992. With this allotment, schools can purchase hardware, software, and training. Title II, Part D, of the NCLB Act includes funds that flow directly to schools and funds issued through grants. The first of these grants was the TARGET (Technology Applications Readiness Grants for Empowering Texas students and teachers) Grant. Since January 2003, TARGET grants have focused on serving high need students by accelerating school and district efforts to implement the technology provisions

of both NCLB and the Texas long-range plan. The grants also assist schools in preparing for the subscription-based technology applications instructional materials, provided by the state through Proclamation 2001. For example, with these grants, schools can provide professional development for classroom teachers at grades K-8 to prepare them to use electronic/online instructional materials that teach the technology applications TEKS in the classroom. Funds also can be used to provide internet access, additional computers, and other technologies necessary to effectively using the new instructional materials. In addition, state and federal grants focusing on certain other curriculum areas and statewide initiatives can be directed appropriately toward enhancing technology and the technology applications curriculum in Texas schools.

### *School Libraries*

#### The Texas Library/Learning Connection

Authorized by the 73rd Texas Legislature in 1993, the Texas Library/Learning Connection (TLC) is a statewide educational technology initiative developed in support of the *Long-Range Plan for Technology, 1996-2010* and administered by the TEA. From 1995 through 2003, the TLC provided students, educators, and parents access to on-line full-text databases at no charge to schools. The TLC databases included electronic magazines, reference materials, newspapers, maps, encyclopedias, and a catalog of over 5,000 school library holdings of over 50 million items. The databases were accessible 24 hours a day, seven days a week from classrooms and school libraries in all Texas public schools, regardless of size, geographic location, or economic status. The databases also were accessible from students' and educators' homes via password. Students were provided instructions on access and use of on-line databases for classroom research projects. TEA encouraged parents to use the resources for their own information needs, as well. As of February 13, 2003, TLC had served 4,101,278 students, teachers, and librarians at 5,944 campuses and 1,052 Texas school districts and charters.

Because of funding shortfalls in the 2004-2005 biennium, TLC was not funded beyond the 2002-03 school year. After August 31, 2003, the full-text TLC databases of magazines, reference materials, newspapers, maps, and encyclopedias were no longer provided to Texas schools. Because TEA owns the data in the TLC Union Catalog, which links to the school library holdings of over 50 million items, the agency executed a license agreement to continue to make these widely-used data available through a cost recovery model to libraries in public schools, including charters.

## School Library Services

TEA supports school libraries and the efforts of librarians and library media specialists as they facilitate the integration of all TEKS, including the technology applications TEKS, into collaborative teaching and learning opportunities for Texas students and teachers.

The roles of school librarians and library media specialists have evolved from "keepers of the books" to "leadership providers." School libraries provide students and teachers the opportunity to develop information literacy and digital technology literacy. For students to be information literate, they must be engaged in extended, inquiry-based research. School librarians collaborate with teachers and students to use resources both for individual research purposes and to strengthen student achievement in the foundation curriculum areas of reading/English language arts, mathematics, social studies, and science. The knowledge base of the library media specialist has expanded to include skills in helping teachers and students locate and use information resources in all formats, electronic as well as print, including library books, reference materials, databases, computers, and multimedia.

Library programs support student learning in the foundation curriculum area TEKS as follows.

- ◆ Students become familiar with the diversity of print and electronic resources in the library. They learn where to locate materials and how to use them to frame questions and conduct research in English language arts. Based on their interaction with English language resources, students learn to use the skills of analysis, interpretation, and production.
- ◆ To support learning in social studies, students gain access to a variety of rich material, such as: biographies; folktales, myths, and legends; and poetry, songs, and artworks.
- ◆ Students research scientific topics with the librarian's assistance and use computers and information technology tools to support their investigations in science.
- ◆ Through examples provided in library resources, students build a foundation of basic mathematical understandings in: number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics.

In addition, the library program supports the acquisition of information literacy and technology applications TEKS proficiencies through the following activities.

- ◆ Students and school staff learn how to collect and retrieve information.

- ◆ Students develop the ability to use an organizational scheme such as the classification arrangement of library database resources.
- ◆ Students interpret, summarize, compare, and contrast information.
- ◆ Students make judgments about the quality, relevance, and usefulness of information.
- ◆ Students demonstrate how to create new knowledge by adapting, applying, designing, inventing, and authoring information.

## School Library Standards

Statute requires the Texas State Library and Archives Commission (TSLAC), in consultation with the SBOE, to adopt standards for school library services (TEC §33.021). School library standards were adopted originally in 1994. Since that time, TEA has been involved in an ongoing collaboration with the TSLAC to develop and improve the standards. In October 2003, the standards were revised by a statewide committee composed of school librarians, school board members, teachers, university and regional ESC librarians, members of the public, and staff of the TSLAC and TEA. TSLAC approved the revised standards in March 2004, and the SBOE signed a Resolution of Support in November 2004. Final approval of the standards is anticipated by Spring 2005.

## Link to Learn

The Link to Learn project, funded by the Telecommunications Infrastructure Fund Board, began in September 2002. The project was developed to ensure that all Texas communities, particularly K-12 students, are provided the knowledge and skills to effectively use information resources available through the common databases of the TLC (provided by TEA) and TexShare (provided by the TSLAC). To accomplish this goal, the TEA and ESCs 12 and 20 collaboratively developed training modules and delivered training to public library staff, volunteers, and public school librarians during the 2002-03 school year. This staff development project was implemented through a training-of-trainers model and was supported by on-line training modules and materials. Training modules included orientation to the TEKS, information search strategies, homework assistance strategies, the common databases of TLC and TexShare, and Smart Start e-learning modules. The Smart Start modules were linked from the TLC Information Center and were designed for students, parents, teachers, and librarians.

While it was in existence, the Link to Learn project successfully brought school and public librarians together to better support K-12 students. In all, almost 1,000 attendees participated in the Link to Learn

training sessions, and many other librarians took advantage of the e-learning modules and web resources provided through the project. Many valuable partnerships were made possible as a result of this project, and librarians were given new knowledge and skills to better assist students in meeting curriculum expectations. In school year 2003-04, funding for TLC was decreased, and TLC resources were no longer available to Texas schools. In addition, TexShare resources were reduced, and the Telecommunications Infrastructure Fund Board was closed. The Link to Learn project ended soon after the 78th legislative session, prior to the project's November 2003 scheduled closing date.

### ***Textbooks and Other Instructional Materials***

In 1997, the SBOE initiated a single subject-area adoption process for Grades K-12 (Table 8.1 on page 131). This process was designed to align the adoption of instructional materials in a content area with the TEKS outlined in that content area and assessed in the statewide student assessments. The adoption cycle was extended from six to eight years. In keeping with TEC §31.002, textbooks in the foundation areas will be reviewed after six years to determine whether new textbooks are needed sooner.

The transition to this new process began with Proclamation 1997, which focused on two subject areas—reading/English language arts and science, Grades 1-5. Textbooks in these content areas are fully aligned with the TEKS and have been used in classrooms since fall 2000. Proclamation 1998 focused solely on the areas of reading and English language arts, including Spanish language arts and English as a second language (ESL). Instructional materials for these subjects were adopted in fall 2000. Instructional materials for science, Grades 6-12, submitted under Proclamation 1999, were adopted by the SBOE in November 2001, for use beginning in school year 2002-03. New instructional materials for pre-kindergarten and social studies, Grades 1-12, were adopted in November 2002. In 2003, the SBOE adopted textbooks for subjects in career and technology and technology applications. In addition, the 2003 adoption included instructional materials for ESL, Grade K-8; Biology; and AP Biology. Most of these products will be in classrooms in fall 2005.

In November 2004, the SBOE adopted new instructional materials for fine arts, languages other than English, health education, and physical education, for Grades 1-12.

### ***Changes to the Curriculum Rules***

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

- ◆ Students entering Grade 9 in the 2004-05 school year and thereafter are required to enter high school intending to undertake curriculum for either the RHSP or DAP.
- ◆ Students are required to earn at least 24 credits to complete either of the required graduation programs.
- ◆ Three credits of science are required under both of the required graduation plans. One credit must be a biology credit, and the other two must be from integrated physics and chemistry, chemistry, or physics.
- ◆ Three credits of mathematics are required under both required graduation plans, and must include Algebra I, Algebra II, and Geometry.
- ◆ A fourth option for earning the one credit of technology applications was added, allowing students who participate in a coherent sequence of career and technology courses or who are enrolled in a Tech Prep high school plan of study to use three credits consisting of two or more state-approved career and technology courses.

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

August 1, 2007, determines that sufficient funding has been appropriated by the legislature to implement the new requirement.

### **Agency Contact Person**

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

### **Other Sources of Information**

The Division of Curriculum and Professional Development website at [www.tea.state.tx.us/curriculum](http://www.tea.state.tx.us/curriculum).

The Texas Essential Knowledge and Skills, 19 TAC Chapters 110-128, are available on CD-ROM or on-line at [www.tea.state.tx.us/teks/index.html](http://www.tea.state.tx.us/teks/index.html).

*Texas Curriculum Requirements 19 TAC Chapter 74 Handbook* is available on-line at [www.tea.state.tx.us/teks/handbook/index.html](http://www.tea.state.tx.us/teks/handbook/index.html).

*Frequently Asked Questions About 19 TAC Chapter 74* is available on-line at [www.tea.state.tx.us/teks/handbook/6Ch74QA.PDF](http://www.tea.state.tx.us/teks/handbook/6Ch74QA.PDF).

The *Dyslexia and Related Disorders Handbook* is available on-line at [www.tea.state.tx.us/reading/products/dyshdbook2001.pdf](http://www.tea.state.tx.us/reading/products/dyshdbook2001.pdf).

Products and Services for TEKS Implementation are available on-line at [www.tea.state.tx.us/curriculum](http://www.tea.state.tx.us/curriculum).

The *Long-range Plan for Technology, 1996-2010*; and the *Progress Report on Long-range Plan for Technology, 1996-2010* are available on-line at [www.tea.state.tx.us/technology/lrpt](http://www.tea.state.tx.us/technology/lrpt).

Additional teacher resources are available on-line at [www.tea.state.tx.us/resources](http://www.tea.state.tx.us/resources) and at [www.tea.state.tx.us/curriculum/ced.html](http://www.tea.state.tx.us/curriculum/ced.html). Following is a list of curriculum areas and related websites maintained by the agency or former Centers for Educator Development.

Bilingual/English as a Second Language:  
[www.tcbee.org](http://www.tcbee.org)

Career and Technology:  
[www.tea.state.tx.us/Cate/cur\\_ctr.html](http://www.tea.state.tx.us/Cate/cur_ctr.html)

English Language Arts and Reading:  
[www.texasreading.org](http://www.texasreading.org)

Fine Arts:  
[finearts.esc20.net](http://finearts.esc20.net)

Languages Other Than English:  
[www.sedl.org/loteced/welcome.html](http://www.sedl.org/loteced/welcome.html)

Mathematics:  
[www.tenet.edu/teks/math](http://www.tenet.edu/teks/math)

Science:  
[www.tenet.edu/teks/science](http://www.tenet.edu/teks/science)

Social Studies:  
[www.tea.state.tx.us/ssc](http://www.tea.state.tx.us/ssc)

Technology Applications:  
[www.tea.state.tx.us/technology](http://www.tea.state.tx.us/technology)



**Table 8.1. Adoption Cycle for Foundation and Enrichment Subjects (Revised May 2004)**

<b>Adoption Cycle</b>	<b>Subject</b>	<b>Adoption Cycle</b>	<b>Subject</b>
Proclamation 2000 State Adoption 2002 Implementation 2003-04	Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 Prekindergarten Economics with Emphasis on Free Enterprise	Proclamation 2001 State Adoption 2003 Implementation 2004-05	Biology, Grades 9-12; Advanced Placement and International Baccalaureate Biology English as a Second Language, Grades K-8 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Education
Proclamation 2002 State Adoption 2004 Implementation 2005-06	Health Education, Grades 1-12 Languages Other than English, Grades 1-12 Fine Arts, Grades 1-12 Physical Education, Grades 1-12	Proclamation 2003 was not issued	
Proclamation 2004 State Adoption 2006 Implementation 2007-08	Mathematics, Grades 6-12 Mathematics (Spanish), Grade 6	Proclamation 2005 State Adoption 2007 Implementation 2008-09	Kindergarten – All Subjects Mathematics, Grades 1-5 Mathematics (Spanish), Grades 1-5
Proclamation 2006 State Adoption 2008 Implementation 2009-10	English Language Arts and Reading, Grade 1 Spanish Language Arts and Reading, Grade 1 Reading, Grades 2-5 Spanish Reading, Grades 2-5 Literature, Grades 6-12 Spanish Literature, Grade 6	Proclamation 2007 State Adoption 2009 Implementation 2010-11	English Language Arts, Grades 2-12 Spanish Language Arts, Grades 2-6 English as a Second Language, Grades 1-8 English I-II for Speakers of Other Languages Speech, Grades 7-8 Speech Communication Public Speaking I-III Communication Applications Debate I-III Journalism Advanced Broadcast Journalism Photojournalism
Proclamation 2008 State Adoption 2010 Implementation 2011-12	Science, Grades 1-12 Science (Spanish), Grades 1-6	Proclamation 2009 State Adoption 2011 Implementation 2012-13	Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 Prekindergarten Systems Economics with Emphasis on Free Enterprise
Proclamation 2010 State Adoption 2012 Implementation 2013-14	Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Applications	Proclamation 2011 State Adoption 2013 Implementation 2014-15	Health Education, Grades 1-12 Languages Other than English Fine Arts Physical Education



# 9. Deregulation and Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of state efforts to enable all students to achieve exemplary levels of performance.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

## Open-Enrollment Charter Schools

To promote local initiatives, the Texas Legislature revised the Texas Education Code (TEC) in 1995 to establish a new type of school, known as an open-enrollment charter school. Charter schools are subject to fewer state laws than other public schools and were established to capitalize on innovative and creative approaches to educating students. In 1996, the SBOE awarded the first 20 charters, authorized under TEC, Chapter 12, Subchapter D. In 2001, the legislature authorized an additional type of open-enrollment charter school—the college/university charter school (TEC, Chapter 12, Subchapter E). As of August 2004, the SBOE had awarded a combined total of 232 charters. Of these, five had their charters revoked and 26 returned their charters. Of the 201 active open-enrollment charters, 194 are currently serving students. Two of the 201 active schools are college/university charters.

Charters typically are awarded by the SBOE for a period of five years, with renewal dependent on performance. The SBOE may award no more than 215 charters, excluding charters granted to colleges or universities, which may be granted in unlimited number. Like school districts, charter schools are monitored, accredited, and rated under the statewide testing and accountability system.

In 2001, House Bill 6 transferred responsibility for charter amendments, renewals, and adverse actions, up to and including charter revocations, from the SBOE to the commissioner of education. Renewal contracts are issued by the commissioner of education for a period of 10 years. In 2001, before the commissioner of education assumed responsibility for renewals, the SBOE reviewed 18 first-generation charter renewal applications; all were renewed in the spring of 2001. During the 2002-03 biennium, 123 second- and third-generation charters applied for renewal. Of these, 55 were renewed and 68 are being reviewed by agency staff.

## State Waivers

In the 2002-03 school year, the commissioner of education granted a combined total of 1,451 expedited and general state waivers; in 2003-04, the total was 1,579 (Table 9.1 on page 134). The type of waiver most frequently requested was one that allowed a school district or campus to modify its calendar to make additional time available for staff development. In 2002-03, the commissioner of education approved 375 waivers granting a maximum of three days for general staff development; for 2003-04, a total of 413 staff development waivers were approved. Waivers for additional staff development time accounted for 25.8 percent of state waivers approved in 2002-03 and 26.2 percent in 2003-04. 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 204 waivers were granted for one or more of these additional days for staff development in 2002-03, and 255 waivers were granted for the additional days in 2003-04.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. A class size waiver may be granted under the following criteria: (1) a district is unable to employ qualified teachers; (2) a district is unable to provide educational facilities; or (3) a district is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4, but has a campus (or campuses) with enrollment increases or shifts that causes this limit to be exceeded by only one or two students in only one section at any grade level on any campus. A total of 193

Type of Waiver	2002-03		2003-04	
	Number	Percent	Number	Percent
<b>Expedited Waivers</b>				
Staff Development	375	25.8	413	26.2
Staff Development for Reading/Language Arts; Mathematics; Science; and Social Studies	178	12.3	231	14.6
Conference	26	1.8	24	1.5
Modified Schedule - Texas Assessment of Knowledge and Skills (TAKS)	196	13.5	229	14.5
Early Release Days	321	22.1	353	22.4
<b>General Waivers</b>				
Course Requirements	9	0.6	13	0.8
Certification	22	1.5	20	1.3
Disciplinary Alternative Education Campus	2	0.1	2	0.1
Education Home Instruction	5	0.3	1	0.1
First Day of Instruction for Students	120	8.3	119	7.5
Alternative Education Program Attendance	12	0.8	20	1.3
Student Identification/Gifted and Talented	2	0.1	0	0.0
Foreign Exchange Students	17	1.2	18	1.1
Pregnancy-Related Services	21	1.4	20	1.3
Textbooks	132	9.1	100	6.3
Other Miscellaneous	13	0.9	16	1.0
<b>Total Waivers Approved</b>	<b>1,451</b>	<b>100.0</b>	<b>1,579</b>	<b>100.0</b>

Note. Waivers approved from 06/01/2002 through 05/31/2003 and from 06/01/2003 through 05/31/2004. Parts may not add to 100 percent because of rounding.

class size waivers were granted in 2002-03, and 202 were granted in 2003-04 (Table 9.2).

TEC §39.112 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption 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. Based on 2002 ratings, the number of *Exemplary* districts, excluding charter schools, was 149 (14.3%), and the number of *Exemplary* campuses was 1,921 (27.1%). Accountability ratings from 2002 were carried forward to 2003 for all districts, and no ratings were issued for campuses. Based on 2004 ratings, the number of *Exemplary* districts, excluding charter

operators, was 13 (1.3%), and the number of *Exemplary* campuses was 520 (6.7%).

## Education Flexibility Partnership Act (Ed-Flex)

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.

The Texas Education Agency was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the United States Department of Education in March 2001 for an additional five years.

### Statewide Administrative Waivers

During the 2002-03 and 2003-04 school years, the commissioner of education used Ed-Flex authority to continue three statewide administrative waivers to all

Semester	Number
<b>2002-03</b>	
Fall 2002	95
Spring 2003	98
Total	193
<b>2003-04</b>	
Fall 2003	118
Spring 2004	84
Total	202

Note. Waivers approved from 06/01/2002 through 05/31/2003 and from 06/01/2003 through 05/31/2004. Totals may include school districts that received class size waivers in fall and spring of the same year.

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 2001-02 school year, the poverty threshold for schoolwide eligibility was 50 percent, and 287 campuses received schoolwide eligibility waivers. With implementation of the No Child Left Behind (NCLB) Act of 2001, the poverty threshold was lowered to 40 percent for the 2002-03 school year. As a result, the number of campuses operating Title I, Part A, schoolwide programs under the eligibility waiver decreased to 161. In 2003-04, a total of 122 Title I, Part A, campuses in Texas were operating schoolwide programs under this waiver.

#### **Title II, Eisenhower Professional Development Program—Subject Priorities**

This program was eliminated with implementation of NCLB; therefore, no subject priority waivers were granted in 2002-03 or 2003-04.

### ***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 2002-03, a total of 15 individual programmatic waivers were in effect. Four of these were terminated at the end of the school year. In 2003-04, a total of 11 individual programmatic waivers were in effect, and five of these were scheduled to expire at the end of the school year. To be eligible to reapply, waiver recipients were required to demonstrate that they had met the evaluation criteria established for their waivers. Three LEAs chose to reapply for individual programmatic waivers for 2004-05. In addition, two LEAs that had not previously participated also requested and received individual programmatic waivers beginning in the 2004-05 school year.

### **Agency Contact Persons**

For information on open-enrollment charter schools, contact Mary Perry, Charter Schools Division, (512) 463-9575.

For information on general state waivers, contact Philip Cochran, Education Services and Waivers Division, (512) 463-9630.

For information on federal Ed-Flex waivers, contact Cory Green, NCLB Program Coordination Division, (512) 463-3553.

### **Other Sources of Information**

For additional information on charter schools, see [www.tea.state.tx.us/charter/](http://www.tea.state.tx.us/charter/). For a list of state waivers granted by the commissioner of education, see [www.tea.state.tx.us/waivers/granted.html](http://www.tea.state.tx.us/waivers/granted.html). For additional information on federal Ed-Flex waivers, see [www.tea.state.tx.us/edflex/](http://www.tea.state.tx.us/edflex/).



# 10. Expenditures and Staff Hours for Direct Instructional Activities

In 2003, the Texas Legislature amended the Texas Education Code (TEC, §39.182 and §44.0071, 2004) to require the Texas Education Agency (TEA) to provide an annual summary of the percentages of expenditures and staff hours used by school districts and charter schools for direct instructional activities in the previous fiscal year. Previously, TEA had been required to provide an annual summary of school district and charter school compliance with administrative cost ratios set by the commissioner of education (TEC §39.182 and §42.201, 2001).

The percentage of expenditures used by a school district or charter school for direct instructional activities is calculated as the sum of operating expenditures/expenses 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/expenses. Total operating expenditures/expenses comprise actual financial data reported through PEIMS in function codes 11-61 and expenditure/expense codes 6112-6499; they do not include expenditures/expenses 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 2003, just under 65 percent of school district and charter school expenditures statewide were used for direct instructional activities (Table 10.1).

The percentage of staff hours used by a school district or charter school for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum

guidance and counseling services divided by total staff hours. The numbers of hours worked by staff are not reported through PEIMS. For each employee, total hours worked was 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 were used for direct instructional activities was calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In school year 2003-04, almost 64 percent of school district and charter school staff hours statewide were used for direct instructional activities (Table 10.2).

Activity	Staff Hours (%)
Instruction	58.1
Instructional resources and media services	1.9
Curriculum development and instructional staff development	0.8
Guidance and counseling services	3.1
<b>Direct Instructional Total</b>	<b>63.9</b>

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter school identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter school is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Activity	Expenditures (%)
Instruction	57.9
Instructional resources and media services	1.8
Curriculum development and instructional staff development	1.7
Guidance and counseling services	3.4
<b>Direct Instructional Total</b>	<b>64.8</b>

## Agency Contact Person

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Tom Canby, Financial Audits Division, (512) 463-9095.

## **Other Sources of Information**

See the *2004-2005 Public Education Information Management System Addendum Version Data Standards* at [www.tea.state.tx.us/peims/standards/0405/index.html](http://www.tea.state.tx.us/peims/standards/0405/index.html). See the *Financial Accountability System Resource Guide, Update 12.0*, at [www.tea.state.tx.us/school.finance/audit/resguide12/](http://www.tea.state.tx.us/school.finance/audit/resguide12/).



# 11. District Reporting Requirements

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections and paper collections. Automated data collections are those in which the data submissions are exclusively electronic. In most instances, districts are given the option to submit paper collections in an electronic format.

There are now several data requirements that depend on the submission of electronically formatted information from school districts. The most extensive of these systems is the general data collection known as the Public Education Information Management System (PEIMS). PEIMS gathers information about public education organizations, school district finances, staff, and students (Table 11.1).

PEIMS is a large-scale data collection designed to meet a number of data submission requirements in federal and state law. In the 2004-05 school year, there are 149 data elements in PEIMS, the same number there were the previous school year. All reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school

districts, regional education service centers, and legislative and executive state government offices.

In addition, the Information Task Force (ITF) prepares technical reviews of proposed changes to PEIMS data standards and reports the information to the PCPEI. The ITF, which is made up of agency, school district, and regional education service center staff, conducted sunset reviews of all PEIMS data elements in 1991-92, 1996-97, and again in 2003-04 to minimize reporting burdens on school districts. A three-year sunset review process was adopted as part of the ongoing responsibilities of the task force.

The agency maintains a system for gathering information in an electronic format for the Child Nutrition Program Information Management System (CNPIMS). This data collection system is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through an Internet connection, and all reporting requirements for the data elements are documented on-line. In 2003-04, there were 200 data elements in the CNPIMS. That number remains the same in 2004-05. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A system for ordering textbooks also has been developed at the agency. The Web-based Educational Materials and Textbooks (EMAT) system allows

**Table 11.1. Information Types in the PEIMS Electronic Data Collection**

<p><b>Organizations</b></p> <ul style="list-style-type: none"> <li>◆ District name and assigned number</li> <li>◆ Shared service arrangement types, fiscal agent, and identifying information</li> <li>◆ Campus identification and program component information specific to a campus</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>◆ Identification information, including Social Security number and name</li> <li>◆ Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience</li> <li>◆ Employment, including days of service, salary, and experience within the district</li> <li>◆ Responsibilities, including the types of work performed, its location, and, in some cases, the time of day</li> </ul>	<p><b>Finances</b></p> <ul style="list-style-type: none"> <li>◆ Budgeted revenue and expenditures for required funds, functions, objects, organizations, and programs</li> <li>◆ Actual revenue and expenditures for required funds, functions, objects, organizations, and programs</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>◆ Identification, including a unique student number, name, and basic demographic information</li> <li>◆ Enrollment, including campus, grade, special program participation, and various indicators of student characteristics</li> <li>◆ Attendance information for each six-week period and special program participation</li> <li>◆ Course completion for Grades 9-12</li> <li>◆ Student graduation information</li> <li>◆ School leaver information</li> <li>◆ Disciplinary actions</li> <li>◆ Special Education Restraint</li> <li>◆ Title I, Part A</li> </ul>
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schools to place textbook orders, adjust student enrollments, and update district inventories. In 2004-05, as in the previous school year, there are 100 data elements in the EMAT, and districts have access to 100 reports.

School districts can enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) allows users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive interstate information network for migrant students that allows student data to be shared among school districts serving migrant students. Also, school districts update specified contact and organizational data through a Web-based application known as AskTED (Texas Education Directory).

Selected applications for funding and related documentation for a limited set of grant programs also can be completed on-line using an Internet-based application. Applications for Carl Perkins funds and certain funds managed by the Division of Individuals with Disabilities Education Act (IDEA) Coordination can be completed and submitted over the Internet. In some cases, expenditure reports may be completed on-line.

TEA uses paper collection instruments for information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats provide.

Paper collection requirements are presented on the TEA website, along with a downloadable version of each collection instrument. The on-line compilation replaces the paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The list excludes certain short-term data collections, such as one-time surveys or transitional collection systems.

The Texas Education Agency Data Approval Committee (TEADAC) is made up of staff from across the agency. In addition to conducting a sunset review of documents in Bulletin 742, the committee is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome. The result is a much smaller set of paper collections (Table 11.2).

The number of paper collections has been reduced, in part, through elimination of statutory requirements or

Table 11.2. Bulletin 742 Summary, 2004-05	
Description	Number
<b>Documents Published and Available on the Texas Education Agency Website</b>	
Business forms	20
Data collection instruments	19
Surveys	3
Total	42
<b>Data Collections for 2004-05</b>	
Federal requirements:	
Title I	5
Special education	2
Subtotal	7
State requirements:	
Bilingual education	1
Special education	1
Other	11
Subtotal	13
State and federal requirements:	
Adult education	1
Subtotal	1
<b>Total<sup>a</sup></b>	<b>21</b>

<sup>a</sup>Includes two mandatory surveys.

the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of students, staff, or campuses affected. The 19 data collection instruments have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

## Agency Contact Persons

For information on the Public Education Information Management System (PEIMS), Bulletin 742, the Policy Committee on Public Education Information (PCPEI), and the Information Task Force (ITF), contact Karen Dvorak, Accountability Research Division, (512) 475-3523.

For information on the Texas Education Agency Data Approval Committee (TEADAC), contact Karen Cornwell, Information Systems Division, (512) 463-9033.

For information on the New Generation System (NGS), contact Pat Meyertholen, No Child Left Behind (NCLB) Program Coordination Division, (512) 463-9067.

For information on the Adult and Community Education System (ACES), contact Joanie Rethlake, Harris County Department of Education, (713) 696-0700.

For information on the Child Nutrition Program Information Management System (CNPIMS), contact E.D. Johnson, Texas Department of Agriculture, Food and Nutrition Division, (512) 463-8062.

For information on the Educational Materials and Textbooks (EMAT) system, contact Chuck Mayo, Textbook Division, (512) 463-9601.

## **Other Sources of Information**

For additional information on PEIMS, see [www.tea.state.tx.us/peims/](http://www.tea.state.tx.us/peims/); also see the *2004-05 Public Education Information Management System Addendum Version Data Standards* at [www.tea.state.tx.us/peims/standards/0405/](http://www.tea.state.tx.us/peims/standards/0405/). For additional information on Bulletin 742, see [www.tea.state.tx.us/tea/helpfulforms.html](http://www.tea.state.tx.us/tea/helpfulforms.html).



# 12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of the funds administered by the TEA are passed from the agency directly to school districts. The agency administered \$14.7 billion in public education funds in fiscal year (FY) 2003, or school year 2002-03, and \$15.2 billion in FY 2004 and will administer \$15.2 billion in FY 2005.

In FY 2005, as in the previous two fiscal years, General Revenue Funds represent the primary method of financing and account for the largest percentage (67.2%) of total agency funds (Table 12.1 on page 144). Federal Funds make up 25.2 percent of agency funds in FY 2005, and Other Funds make up the remaining 7.6 percent.

General Revenue Funds made up the largest percentage of the TEA administrative budget in FY 2004 (51.5%) and do so again in FY 2005 (50.6%) (Table 12.2 on page 145).

TEA retained very little of the state and federal funds received at the agency in FY 2004; 99.6 percent of state funds and 99.3 percent of federal funds were passed to school districts, charter schools, and regional education

service centers (Table 12.3 on page 145). The percentages are expected to remain the same in FY 2005.

Actual agency expenditures in 2002-03 and 2003-04 and planned expenditures for 2004-05 are linked to the goals and strategies outlined in the agency strategic plan, with expenditures reflected at the strategy level (Table 12.4 on page 146).

## Agency Contact Persons

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

## Other Sources of Information

*FY 2004 Agency Annual Administrative and Program Strategic Budget* (TEA, November 2003); *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period* (TEA, July 2004); *Legislative Appropriations Request for Fiscal Years 2006 and 2007* (TEA, August 2004).

**Table 12.1. Texas Education Agency, Method of Financing, 2002-03 Through 2004-05**

<b>Method of Financing</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>General Revenue Related Funds</b>			
General Revenue Funds:			
General Revenue Fund	\$ 213,203,505	\$ 184,178,571	\$ 183,586,902
Available School Fund	1,444,430,462	1,322,204,386	1,448,300,000
State Textbook Fund	98,942,507	305,711,779	50,724,699
Foundation School Fund	8,150,323,938	7,731,613,222	7,643,681,944
GED Fees	514,551	630,302	624,750
General Revenue MOE for Temporary Assistance for Needy Families	1,835,494	2,000,000	2,000,000
Earned Federal Funds	4,708,930	3,112,954	3,056,154
Lottery Proceeds	897,548,647	980,000,000	781,500,000
Subtotal, General Revenue Fund	\$ 10,811,508,034	\$ 10,529,451,214	\$ 10,113,474,449
General Revenue Dedicated:			
Read to Succeed Account	42,500	42,960	42,960
Telecommunications Infrastructure Fund	130,908,652	119,700,000	121,800,000
Subtotal, General Revenue Dedicated	\$ 130,951,152	\$ 119,742,960	\$ 121,842,960
Subtotal, General Revenue Related Funds	\$ 10,942,459,186	\$ 10,649,194,174	\$ 10,235,317,409
<b>Federal Funds</b>			
Health, Education, and Welfare Fund	1,935,933,050	2,591,112,079	2,822,667,526
School Lunch Fund	910,538,116	972,134,782	1,013,387,483
Other Federal Funds	11,340,000	8,642,342	8,642,341
Subtotal, Federal Funds	\$ 2,857,811,166	\$ 3,571,889,203	\$ 3,844,697,350
<b>Other Funds</b>			
Permanent School Fund	0	8,772,723	9,829,412
Appropriated Receipts – Attendance Credits, Estimated	881,418,548	1,014,847,698	1,141,200,000
Interagency Contracts	0	0	3,000,000
Interagency Transfer (System Benefit Fund)	7,300,000	0	0
Subtotal, Other Funds	\$ 888,718,548	\$ 1,023,620,421	\$ 1,154,029,412
Total, All Methods of Financing	\$ 14,688,988,900	\$ 15,244,703,798	\$ 15,234,044,171
Total Full Time Equivalents	835.8	766.2	766.2

Table 12.2. Texas Education Agency Administrative Budget, 2003-04 and 2004-05				
Method of Finance	2003-04		2004-05	
	Amount	Percent	Amount	Percent
<b>General Revenue Related Funds</b>				
General Revenue Funds:				
General Revenue Fund	\$ 20,882,845	28.8	\$ 20,870,271	28.4
Available School Fund	1,064,055	1.5	0	0.0
Textbook Fund	2,111,206	2.9	2,176,272	3.0
Foundation School Fund	9,500,342	13.1	10,332,422	14.1
GED Fees	630,302	0.9	624,750	0.9
Earned Federal Funds	3,112,954	4.3	3,056,154	4.2
Subtotal, General Revenue Fund	\$ 37,301,704	51.5	\$ 37,059,869	50.6
General Revenue Dedicated	\$ 0	0.0	\$ 0	0.0
Subtotal, General Revenue Related Funds	\$ 37,301,704	51.5	\$ 37,059,869	50.6
<b>Federal Funds</b>				
Health, Education, and Welfare Fund	24,536,294	33.9	25,287,046	34.5
School Lunch Fund	1,134,782	1.6	387,483	0.5
Other Federal Funds	688,067	0.9	726,350	1.0
Subtotal, Federal Funds	\$ 26,359,143	36.4	\$ 26,400,879	36.0
<b>Other Funds</b>				
Permanent School Fund	8,772,723	12.1	9,829,412	13.4
Subtotal, Other Funds	8,772,723	12.1	\$ 9,829,412	13.4
Total, All Methods of Finance	\$ 72,433,570	100.0	\$ 73,290,160	100.0

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, 2003-04 and 2004-05				
Source of Funds	2003-04		2004-05	
	Amount	Percent	Amount	Percent
<b>State Funds</b>				
Administrative Budget	\$ 46,074,427	0.4	\$ 46,889,281	0.4
State Funds Passed Through	11,626,740,168	99.6	11,342,457,540	99.6
Total State Funds	\$ 11,672,814,595	100.0	\$ 11,389,346,821	100.0
<b>Federal Funds</b>				
Administrative Budget	26,359,143	0.7	26,400,879	0.7
Federal Funds Passed Through	3,545,530,060	99.3	3,818,296,471	99.3
Total Federal Funds	\$ 3,571,889,203	100.0	\$ 3,844,697,350	100.0

<b>Table 12.4. Expenditures Under Texas Education Agency Goals and Strategies, 2002-03 Through 2004-05</b>			
<b>Goals and Strategies</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>A. Goal: Program Leadership</b>			
To fulfill the promise for all Texas children, the Texas Education Agency will provide program leadership to the state public education system, ensuring all students achieve the state's public education goals and objectives.			
A.1.1. Strategy: Foundation School Program – Equalized Operations Ensure all Texas students graduate from high school with a world-class education funded by an efficient and equitable school finance system; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	\$ 10,089,092,086	9,942,349,889	9,890,386,402
A.1.2. Strategy: Foundation School Program – Equalized Facilities Operate an equalized school facilities program by ensuring the allocation of a guaranteed yield for existing debt and disbursing facilities funds.	777,407,538	755,000,000	740,000,000
A.2.1. Strategy: Student Success Build the capacity of school districts to ensure that all Texas students have the skills they need to succeed; that all third grade and fifth grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	315,348,241	332,780,469	350,055,699
A.2.2. Strategy: Achievement of Students at Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all at-risk students graduate from high school with a world-class education.	926,827,429	1,184,135,567	1,278,139,719
A.2.3. Strategy: Students with Disabilities Develop and implement programs that ensure all students with disabilities graduate from high school with a world-class education.	626,660,838	779,616,541	889,289,312
A.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs. Develop and implement the support programs necessary for all students to graduate from high school with a world-class education.	126,619,792	111,199,571	150,166,417
A.2.5. Strategy: Adult Education and Family Literacy Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.	68,605,222	74,334,815	75,659,334
<b>Subtotal, Goal A</b>	<b>\$ 12,930,561,146</b>	<b>13,179,416,852</b>	<b>13,373,696,883</b>

Note. Information based on: *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period*, TEA, July 2004; *Legislative Appropriations Request for Fiscal Years 2006-07*, Schedule 2A, Summary of Base Request by Strategy, TEA, August 2004; and the approved 2006-07 TEA Budget Structure.

continues



<b>Table 12.4. Expenditures Under TEA Goals and Strategies, 2002-03 Through 2004-05 (continued)</b>			
Goals and Strategies	2002-03	2003-04	2004-05
<b>B. Goal: Operational Excellence</b>			
The Texas Education Agency will fulfill the promise for all Texas children through challenging assessments, supportive school environments, and high standards of student, campus, district, and agency performance.			
B.1.1. Strategy: Assessment and Accountability System The state's assessment and accountability systems will continue to provide a basis for evaluation and reporting the extent to which students, campuses, and districts achieve high standards.	\$ 50,457,581	59,071,330	58,933,868
B.2.1. Strategy: Instructional Materials Provide students equitable access to instructional materials and technologies supporting the Texas Essential Knowledge and Skills.	95,819,770	303,600,573	48,548,427
B.2.2. Strategy: Educational Technology Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	121,477,094	174,396,635	182,979,838
B.2.3. Strategy: Safe Schools Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to graduate from high school with a world-class education.	59,148,256	56,153,094	50,484,876
B.2.4. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	922,047,946	985,149,124	1,026,999,124
B.2.5. Strategy: Windham School District Work with the Texas Department of Criminal Justice to ensure that students have the basic education skills they need to contribute to their families, communities, and the world.	71,115,423	57,569,745	57,569,745
B.3.1. Strategy: Improving Teacher Quality Ensure educators have access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Ensure that the regional education service centers facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	333,917,369	356,912,875	361,541,250
B.3.2. Strategy: Agency Operations Develop and implement efficient and effective business processes and operations that support the state's goals for public education and ensure all Texas students graduate from high school with a world-class education.	65,352,660	43,088,680	42,617,184
B.3.3. Strategy: Central Administration Provide efficient agency administration to support the Commissioner of Education as the educational leader of the state.	13,900,518	11,959,615	13,168,059

*Note.* Information based on: *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period*, TEA, July 2004; *Legislative Appropriations Request for Fiscal Years 2006-07*, Schedule 2A, Summary of Base Request by Strategy, TEA, August 2004; and the approved 2006-07 TEA Budget Structure.

continues

<b>Table 12.4. Expenditures Under TEA Goals and Strategies, 2002-03 Through 2004-05 (continued)</b>			
<b>Goals and Strategies</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
B.3.4. Strategy: Information Systems - Technology The Texas Education Agency will purchase, develop, and implement information systems that support students, educators, and stakeholders.	\$ 25,191,137	17,415,275	17,504,917
Subtotal, Goal B	\$ 1,758,427,754	2,065,286,946	1,860,347,288
Total, All Goals and Strategies	\$ 14,688,988,900	15,244,703,798	15,234,044,171

*Note.* Information based on: *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period*, TEA, July 2004; *Legislative Appropriations Request for Fiscal Years 2006-07*, Schedule 2A, Summary of Base Request by Strategy, TEA, August 2004; and the approved 2006-07 TEA Budget Structure.

# 13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education (SBOE) in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters were subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters were subject to laws and rules that ensured fiscal and academic accountability but that did not unduly regulate instructional methods or pedagogical innovation.

The majority of charters have been in operation for six years or less. Although most charters have only one campus, some operate several campuses. As of October 2004, there were 204 approved open-enrollment charters and 323 charter campuses. Charter enrollment is relatively small, compared to enrollment in traditional school districts. In 2003-04, a total of 60,833 students were enrolled in charters, with an average campus enrollment of 222 students.

Generally, charters are monitored and accredited under the state testing and accountability system. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. Beginning in 2004, charters as well as the campuses they operated were rated. Charters were rated under school district rating criteria based on aggregate performance of the campuses operated by each charter.

Often, charter campuses that predominantly serve students at risk of dropping out of school register to be rated under the alternative accountability procedures. In the 2003-04 school year, approximately 43 percent of charter school campuses were registered under the alternative accountability procedures. By comparison, approximately 3 percent of school district campuses were registered under the alternative accountability procedures. Because development of the new alternative education accountability system was not complete, registered alternative education campuses received the designation *Not Rated: Alternative Education* in 2004. Charters operating registered alternative education campuses also received this designation in 2004. Nevertheless, students were tested and the performance data are available.

In 2001, the 77th Texas Legislature required that the performance of charters on the academic excellence indicators (TEC §39.051(b)) be reported in comparison to the performance of other school districts. In addition, the performance of charters predominantly serving students at risk of dropping out of school (TEC §29.081(d)) must be compared with that of other school districts.

In the analyses that follow, charter campuses that report at least 51.0 percent of students as being at risk of dropping out of school are referred to as "at-risk charters." Conversely, charter campuses that report fewer than 51.0 percent of students as at-risk are referred to as "not at-risk charters." Traditional school districts are referred to as "school districts."

The TAKS passing standards, adopted in fall 2002 by the SBOE, are being phased in over a three-year transition period. For the 2003 TAKS, students in Grades 3 through 10 were required to meet expectations at two standard errors of measurement (SEM) below the recommended standard. On the 2004 TAKS, the Grade 3-10 standard rose to one SEM below the recommended standard—a more challenging standard to meet. The Grade 11 exit-level standard was set at the two SEM level in both 2003 and 2004. Although students in Grade 11 were required to take TAKS in 2003, their TAKS performance was not a graduation requirement because they had taken the Texas Assessment of Academic Skills (TAAS) as their exit-level test the previous year. Grade 11 students took the exit-level TAKS in 2004 as a graduation requirement for the first time. In 2005, students in Grades 3 through 10 will be required to achieve the recommended standard, and Grade 11 students will be required to meet the one SEM standard. In 2006, Grade 11 students will be required to meet the recommended standard.

In this chapter, 2003 and 2004 TAKS results are reported at the same standard to allow for comparisons of results between the two years. Results for Grades 3 through 10 are presented at the one SEM standard, which required conversion of the 2003 results from two SEM to one SEM. Because Grade 11 students were held to the same standard for two consecutive years,

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*Note. Please refer to Chapter 1 on the Academic Excellence Indicators and Chapter 2 on Student Performance for definitions and descriptions of indicators used. In addition, Chapter 9 on Deregulation and Waivers has information on the inception and growth of charters.*

**Table 13.1. English-Version TAKS Passing Rates (%), by Subject Tested, Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004**

Subject Area	Not At-Risk Charters			At-Risk Charters <sup>a</sup>			School Districts <sup>b</sup>		
	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004
Reading/ELA <sup>c</sup>	72	80	8	55	66	11	79	86	7
Mathematics	53	65	12	31	40	9	70	76	6
Writing	73	88	15	60	79	19	83	91	8
Science	41	56	15	22	40	18	60	73	13
Social Studies	76	87	11	55	72	17	86	91	5
All Tests Taken	44	58	14	26	36	10	59	68	9

*Note.* Results for this TAKS accountability indicator are summed across all grades tested for each subject.

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters. <sup>c</sup>English language arts.

Grade 11 results are presented at the two SEM standard for both years. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

## Percent Passing Texas Assessment of Knowledge and Skills (TAKS)

The passing rates for students in all charters taking the English-version TAKS increased in all subject areas from 2003 to 2004 (Table 13.1). Nevertheless, for all TAKS subject areas in 2003 and 2004, the percentages of students passing in at-risk charters were lower than the percentages in not at-risk charters, which in turn, were lower than those in school districts.

In reading/English language arts (ELA), across all grades tested, the passing rate for not at-risk charters was 80 percent in 2004. The rate for school districts across all grades tested was 6 percentage points higher. Notably, in Grades 6-8, the passing rates for not at-risk charters were the same as, or only 1 percentage point lower than, those for school districts (Appendix 13-A on page 154). In Grade 10, the ELA passing rate for not at-risk charters decreased 2 percentage points from the previous year to 61 percent.

In mathematics, across all grades tested, the passing rate for not at-risk charters in 2004 increased 12 percentage points from the previous year to 65 percent (Table 13.1). This was still 11 percentage points lower than the rate for school districts (76%). Across grade levels in not at-risk charters, the greatest improvement in mathematics was at Grade 11, with a 19 percentage point increase from 2003 to 2004 (Appendix 13-A on page 154). The largest gaps in mathematics passing rates between school districts and not at-risk charters were 21 and 22 percentage points at Grades 10 and 11, respectively.

In writing, across all grades tested, the passing rate for not at-risk charters increased 15 percentage points, from

73 percent in 2003 to 88 percent in 2004 (Table 13.1). This was one of the largest subject-area gains for not at-risk charters. In 2004, the difference in passing rates between school districts and not at-risk charters was only 3 percentage points. The increase of 19 percentage points in writing for at-risk charters between 2003 and 2004 was the largest in any subject area for any of the charter or school district groups.

In science, across all grades tested, at-risk and not at-risk charters again showed large gains in passing rates between 2003 and 2004. The rate for at-risk charters increased 18 percentage points to 40 percent, and the rate for not at-risk charters increased 15 percentage points to 56 percent. Nevertheless, across subject areas, the performance gap between school districts and not at-risk charters was largest in science (17 percentage points).

In social studies, across all grades tested, the passing rates for at-risk and not at-risk charters increased by 17 and 11 percentage points, respectively, between 2003 and 2004. The 87 percent passing rate for not at-risk charters in 2004 was only 4 percentage points lower than the 91 percent passing rate for school districts. In Grade 8, the gap in passing rates between school districts and not at-risk charters was only 1 percentage point (Appendix 13-A on page 154).

Analyses by grade and subject of the performance of students in at-risk and not at-risk charters on the Spanish-version TAKS is limited by the small numbers of students taking the tests (Appendix 13-B on page 155).

## TAKS by Student Group

The passing rates for all student groups in not at-risk and at-risk charters improved in all subject areas between 2003 and 2004 (Appendix 13-C on page 156). In 2004, the gap in social studies performance between not at-risk charters and school districts was only

1 percentage point for both Hispanic and White students. Differences between the passing rates of African American students attending not at-risk charters and African American students attending school districts ranged from 2 percentage points in writing to 14 percentage points in science. Across student groups and subject areas, passing rates were highest in school districts, followed by not at-risk charters and at-risk charters.

**Table 13.2. Progress of Prior Year TAKS Failers (%), Reading/English Language Arts and Mathematics, Not At-Risk Charters, At-Risk Charters, and School Districts, 2004**

TAKS Performance	Not At-Risk Charters	At-Risk Charters <sup>a</sup>	School Districts <sup>b</sup>
Pass Reading/ELA <sup>c</sup>	41	35	47
Pass Mathematics	25	17	28

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters. <sup>c</sup>English language arts.

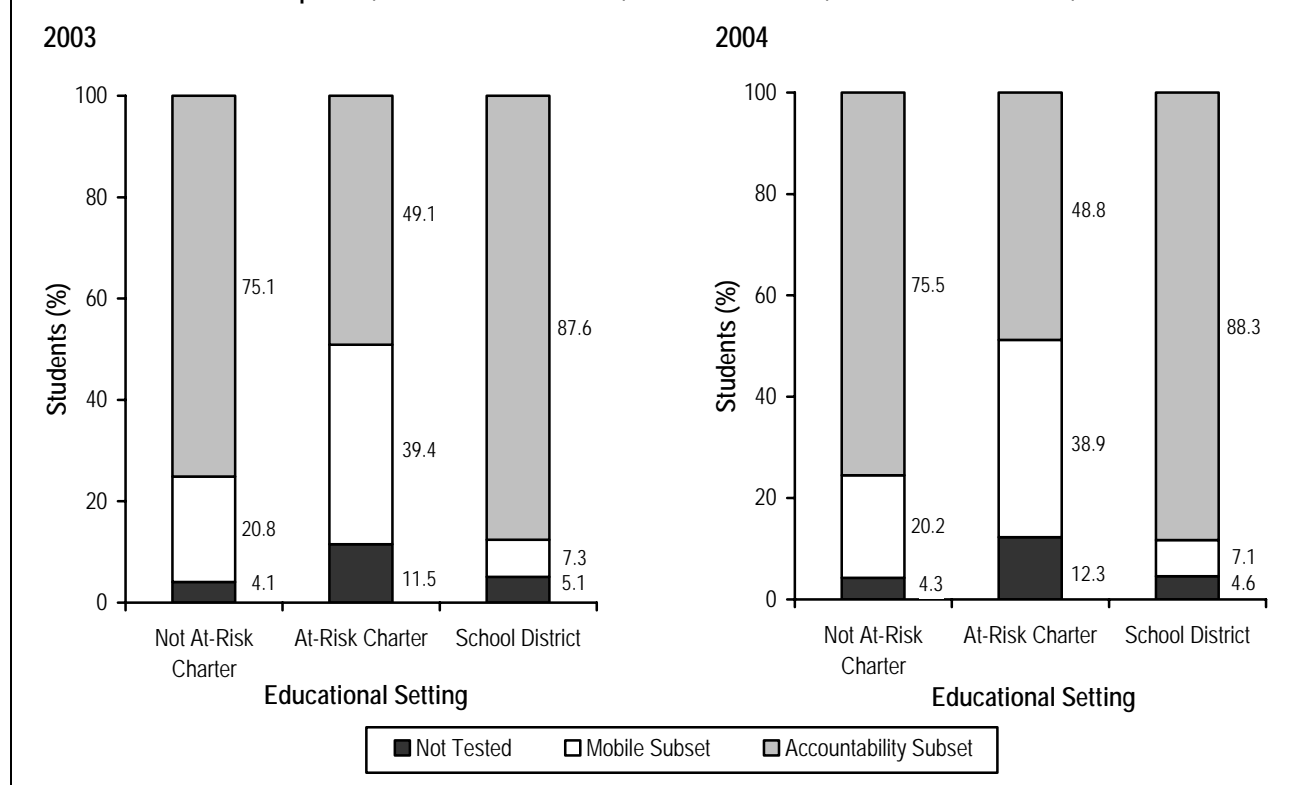
## Progress of Prior Year TAKS Failers

Data on the progress of prior year TAKS failers became available for the first time in 2004, the second year the TAKS was administered. From 2003 to 2004, the performance of students in at-risk and not at-risk charters who had previously failed the TAKS showed considerable improvement (Table 13.2). In reading/ELA, the passing rate for prior year TAKS failers in not at-risk charters was 41 percent, compared to 47 percent for those in school districts. In mathematics, the passing rate for prior TAKS failers in not at-risk charters was 25 percent, only 3 percentage points lower than the rate for those in school districts.

## TAKS Participation

In 2004, 95.7 percent of students in not at-risk charters and nearly the same percentage of students in school districts (95.4%) took the TAKS or State-Developed Alternative Assessment (SDAA) (Figure 13.1). The percentage of students in at-risk charters who were tested was lower (87.7%). Only test takers who were enrolled in the same districts or charters on the last Friday in the previous October are included for accountability purposes (i.e., the accountability subset). Because students attending charters tend to be a more mobile population, the percentage of examinees whose

**Figure 13.1**  
TAKS and SDAA Participation, Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004



**Table 13.3. Annual Dropout Rates (%), Grades 7-8,  
Not At-Risk Charters, At-Risk Charters, and School Districts, 2001-02 and 2002-03**

Group	Not At-Risk Charters			At-Risk Charters <sup>a</sup>			School Districts <sup>b</sup>		
	2001-02	2002-03	Change	2001-02	2002-03	Change	2001-02	2002-03	Change
			2001-02 to 2002-03			2001-02 to 2002-03			2001-02 to 2002-03
African American	0.6	0.3	-0.3	0.3	0.8	0.5	0.2	0.2	0.0
Hispanic	1.2	0.3	-0.9	0.9	0.8	-0.1	0.3	0.3	0.0
White	0.2	0.1	-0.1	0.6	0.5	-0.1	0.1	0.1	0.0
Econ. Disad. <sup>c</sup>	0.5	0.1	-0.4	0.4	0.6	0.2	0.2	0.2	0.0
State	0.7	0.3	-0.4	0.6	0.7	0.1	0.2	0.2	0.0

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters. <sup>c</sup>Economically disadvantaged.

results are excluded when determining accountability ratings (i.e., the mobile subset) is generally higher for charters than for school districts. In 2004, for example, 20.2 percent of students in not at-risk charters and 38.9 percent of students in at-risk charters were tested but excluded for accountability purposes, compared to 7.1 percent of students in school districts. By contrast, the percentages of students in not at-risk and at-risk charters whose test results were included for accountability purposes (75.5% and 48.8%, respectively) were considerably lower than the percentage in school districts (88.3%). The proportions in 2003 were about the same as those in 2004.

## Annual Dropout Rate

In 2002-03, the Grade 7-8 annual dropout rate for not at-risk charters (0.3%) was just one-tenth of a percentage point higher than the rate for school districts (Table 13.3). It was also a decrease of 0.4 percentage points from the previous school year. Between 2001-02 and 2002-03, annual dropout rates decreased for all student groups in not at-risk charters. The Grade 7-8 annual dropout rate for at-risk charters was 0.7 percent in 2002-03, up one-tenth of a percentage point from 2001-02. In school districts, the 2002-03 dropout rate

was unchanged from the previous year. The annual dropout rate for one student group, economically disadvantaged students, was lower in not at-risk charters (0.1%) than in school districts (0.2%).

## Student Attendance

From 2001-02 to 2002-03, the attendance rate for not at-risk charters decreased by 0.7 percentage points to 93.1 percent. The 2002-03 attendance rate for school districts (95.6%) was down 0.1 percentage points from the previous year. The attendance rate for at-risk charters increased 1.2 percentage points to 88.6 percent in 2002-03.

## Completion Rates/Student Status Rates

In not at-risk charters, the longitudinal graduation rate for the class of 2003 (41.8%) increased nearly 19 percentage points over the rate for the class of 2002 (23.3%) (Table 13.4). The longitudinal dropout rate in not at-risk charters decreased from 20.2 percent to 10.2 percent. Despite the significant improvement on these measures, substantial gaps remain between

**Table 13.4. Longitudinal Completion/Student Status Rates (%), Grades 9-12,  
Not At-Risk Charters, At-Risk Charters, and School Districts, Classes of 2002 and 2003**

Group	Graduated	Continued High School	Received GED	Dropped Out
<b>2002</b>				
Not At-Risk Charters	23.3	39.4	17.1	20.2
At-Risk Charters <sup>a</sup>	28.8	37.4	18.9	15.0
School Districts <sup>b</sup>	83.2	7.7	3.8	5.2
<b>2003</b>				
Not At-Risk Charters	41.8	38.6	9.3	10.2
At-Risk Charters	34.2	36.4	15.1	14.2
School Districts	83.9	7.7	3.0	5.4

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters.

not at-risk charters and school districts. In school districts, the longitudinal graduation rate of 83.9 percent for the class of 2003 was roughly double the rate in not at-risk charters, and the longitudinal dropout rate of 5.4 percent was nearly half the rate in not at-risk charters. For the class of 2003 in at-risk charters, the longitudinal graduation rate (34.2%) was 5.4 percentage points higher than the rate for the class of 2002, and the longitudinal dropout rate (14.2%) was 0.8 percentage points lower.

## Percentage Completing Advanced Courses

In 2002-03, the most recent year for which data were available, 12.6 percent of students in Grades 9-12 in not at-risk charters completed at least one advanced course, up 1 percentage point from 2001-02, but still about 7 percentage points lower than the rate for students in school districts (19.5%) (Table 13.5). The rate for students in at-risk charters was 5.2 percent, up slightly from the previous year. Across student groups in not at-risk charters, the rate of advanced course completion for Hispanic students increased 5.2 percentage points from 2001-02 to 2002-03, whereas the rate for White students decreased 5.1 percentage points. The gap of almost 10 percentage points between the 2002-03 rates for White students in not at-risk charters and those in school districts was the largest for any student group.

## Percentage Completing Recommended High School Graduation Plan (RHSP)

For the class of 2003, 45.4 percent of students in not at-risk charters met the requirements for the RHSP, more than double the 18.4 percent for the class of 2002. In school districts, the rate for the class of 2003 was 64.4 percent. The gap of 19 percentage points between not at-risk charters and school districts for the class

of 2003 was a considerable improvement over the gap of 40.4 percentage points for the class of 2002. In at-risk charters, 30.2 percent of the class of 2003 met the requirements for the RHSP, an increase of 9.4 percentage points over the class of 2002.

## TAAS/TASP Equivalency

The equivalency rate for the class of 2003 showed that 47.2 percent of graduates in not at-risk charters scored sufficiently high as first-time TAAS takers to have a 75 percent likelihood of passing the Texas Academic Skills Program (TASP). This was a slight decrease from the rate of 48.1 percent for the class of 2002. In school districts, the equivalency rate for the class of 2003 was 71.4 percent, almost 25 percentage points higher than the rate in not at-risk charters. The rate in at-risk charters (44.2%) was only 3 percentage points lower than the rate in not at-risk charters.

## College Admissions Tests

In not at-risk charters, the percentage of graduates who took either the SAT I or the ACT increased from 10.6 percent for the class of 2002 to 16.7 percent for the class of 2003. In school districts, the participation rate was 63.6 percent for graduates in the class of 2003. Of examinees in the class of 2003, 27.8 percent scored at or above criterion on either test (SAT I combined score of 1110 or ACT composite score of 24) in not at-risk charters, slightly higher than the 27.2 percent in school districts.

In not at-risk charters, the average SAT I combined score for the class of 2003 was 984, down from 993 for the class of 2002, and the average ACT I composite score was 18.7 percent, down from 19.2 percent for the class of 2002. In school districts, the class of 2003 had an average SAT I combined score of 989 and an average ACT I composite score of 19.9. The class of 2003 in at-risk charters had an average SAT I combined score of 858, a 40 point increase over the average

Table 13.5. Advanced Course Completion Rates (%), by Student Group, Not At-Risk Charters, At-Risk Charters, and School Districts, 2001-02 and 2002-03

Group	Not At-Risk Charters			At-Risk Charters <sup>a</sup>			School Districts <sup>b</sup>		
	2002	2003	Change 2002 to 2003	2002	2003	Change 2002 to 2003	2002	2003	Change 2002 to 2003
African American	7.9	9.5	1.6	3.8	4.2	0.4	12.4	12.5	0.1
Hispanic	7.7	12.9	5.2	5.6	5.5	-0.1	14.7	15.2	0.5
White	19.4	14.3	-5.1	5.3	5.5	0.2	23.5	24.2	0.7
Economically Disadvantaged	12.1	12.9	0.8	7.5	6.8	-0.7	12.8	13.2	0.4
State	11.6	12.6	1.0	5.0	5.2	0.2	19.2	19.5	0.3

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters.

score of 818 for the class of 2002. The average ACT I composite score for this group was 16.8.

## Agency Contact Persons

For information on charters, contact Mary Perry, Charter Schools Division, (512) 463-9575.

## Other Sources of Information

Accountability ratings and Academic Excellence Indicator System (AEIS) performance reports and profiles for each charter operator and charter campus are available from each charter, the Division of Communications at (512) 463-9000, or online at [www.tea.state.tx.us/perfreport/](http://www.tea.state.tx.us/perfreport/). This website also provides access to the AEIS Glossary, which describes each item on the AEIS reports.

Appendix 13-A. English-Version TAKS Passing Rates (%), by Grade and Subject Tested, Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004									
Subject Area	Not At-Risk Charters			At-Risk Charters <sup>a</sup>			School Districts <sup>b</sup>		
	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004
<b>Grade 3</b>									
Reading	77	86	9	65	74	9	86	92	6
Mathematics	65	75	10	56	68	12	85	91	6
<b>Grade 4</b>									
Reading	68	79	11	59	65	6	82	86	4
Mathematics	58	72	14	46	59	13	81	87	6
Writing	70	85	15	60	75	15	84	91	7
<b>Grade 5</b>									
Reading	61	72	11	52	61	9	75	80	5
Mathematics	55	66	11	54	61	7	78	83	5
Science	40	55	15	36	45	9	59	70	11
<b>Grade 6</b>									
Reading	71	86	15	63	78	15	80	87	7
Mathematics	56	73	17	49	59	10	71	78	7
<b>Grade 7</b>									
Reading	77	83	6	66	70	4	82	83	1
Mathematics	53	66	13	37	47	10	63	72	9
Writing	77	90	13	59	80	21	82	92	10
<b>Grade 8</b>									
Reading	80	89	9	66	77	11	84	90	6
Mathematics	50	65	15	36	43	7	63	68	5
Social Studies	81	88	7	66	68	2	87	89	2
<b>Grade 9</b>									
Reading	71	79	8	55	69	14	76	85	9
Mathematics	41	47	6	16	21	5	56	61	5
<b>Grade 10</b>									
English Language Arts	63	61	-2	34	48	14	71	77	6
Mathematics	38	44	6	11	21	10	62	65	3
Science	36	49	13	13	29	16	57	66	9
Social Studies	67	81	14	44	67	23	81	88	7
<b>Grade 11</b>									
English Language Arts	62	71	9	35	59	24	70	88	18
Mathematics	45	64	19	21	43	22	69	86	17
Science	53	71	18	24	55	31	68	85	17
Social Studies	79	94	15	64	86	22	90	98	8

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters.



Appendix 13-B. Spanish-Version TAKS Passing Rates (%), by Grade and Subject Tested, Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004									
Subject Area	Not At-Risk Charters			At-Risk Charters <sup>a</sup>			School Districts <sup>b</sup>		
	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004
<b>Grade 3</b>									
Reading	c	75	e	59	76	17	75	84	9
Mathematics	c	c	e	55	62	7	71	81	10
All Tests Taken	c	70	e	45	55	10	62	74	12
<b>Grade 4</b>									
Reading	d	d	d	90	68	-22	72	78	6
Mathematics	d	d	d	56	59	3	63	75	12
Writing	d	d	d	77	86	9	85	91	6
All Tests Taken	d	d	d	50	49	-1	56	66	10
<b>Grade 5</b>									
Reading	d	d	d	67	78	11	63	72	9
Mathematics	d	d	d	73	57	-16	53	62	9
Science	d	d	d	<1	23	e	16	35	19
All Tests Taken	d	d	d	<1	30	e	17	36	19
<b>Grade 6</b>									
Reading	c	c	e	d	d	d	73	73	0
Mathematics	c	c	e	d	d	d	40	49	9
All Tests Taken	c	c	e	d	d	d	40	48	8

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters. <sup>c</sup>Fewer than five students were in the accountability subset. <sup>d</sup>No students were in the accountability subset. <sup>e</sup>Student scores not available to compute change.

**Appendix 13-C. English-Version TAKS Passing Rates (%), by Student Group and Subject Tested,  
Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004**

Group	Not At-Risk Charters			At-Risk Charters <sup>a</sup>			School Districts <sup>b</sup>		
	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004
<b>Reading/ELA<sup>c</sup></b>									
African American	65	76	11	53	62	9	71	80	9
Hispanic	69	78	9	54	64	10	72	80	8
White	84	88	4	59	76	17	88	93	5
Economically Disadvantaged	66	77	11	56	66	10	71	79	8
<b>Mathematics</b>									
African American	45	60	15	31	40	9	55	63	8
Hispanic	49	61	12	31	38	7	61	69	8
White	67	77	10	32	46	14	81	87	6
Economically Disadvantaged	46	60	14	32	40	8	59	67	8
<b>Writing</b>									
African American	68	86	18	68	81	13	76	88	12
Hispanic	70	86	16	55	77	22	78	89	11
White	85	91	6	60	80	20	90	95	5
Economically Disadvantaged	67	85	18	60	78	18	76	88	12
<b>Science</b>									
African American	26	44	18	18	34	16	43	58	15
Hispanic	32	50	18	18	34	16	46	61	15
White	66	78	12	33	61	28	75	86	11
Economically Disadvantaged	30	46	16	19	36	17	44	59	15
<b>Social Studies</b>									
African American	68	81	13	45	65	20	79	87	8
Hispanic	70	85	15	53	68	15	79	86	7
White	89	95	6	71	87	16	92	96	4
Economically Disadvantaged	70	82	12	53	69	16	78	85	7

*Note.* Results for this TAKS accountability indicator are summed across all grades tested for each subject.

<sup>a</sup>Charters with 51.0 percent or more of students at risk of dropping out of school. <sup>b</sup>Excludes charters. <sup>c</sup>English language arts.

# 14. Character Education

Texas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) to maintain a list of these programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- ◆ stress positive character traits;
- ◆ use integrated teaching strategies;
- ◆ be age-appropriate; and
- ◆ be approved by a district committee.

Since June 2002, TEA has conducted annual surveys of all school districts and charters to identify character education programs and determine the perceived effects of these programs on student discipline and academic achievement. TEA designates campuses as Character Plus Schools based on responses to the survey.

The survey response rate was approximately 60 percent for the 2002-03 and 2003-04 school years. Survey results showed the number of campuses with character education programs in Texas decreased from 2002-03 to 2003-04. The number of Character Plus Schools decreased by about 5 percent, from 3,119 schools in 2002-03 to 2,970 schools in 2003-04. Campuses with character education programs not designated as Character Plus programs decreased by about 58 percent, from 1,114 in 2002-03 to 473 in 2003-04.

Despite the decrease in the number of campuses with programs, the proportion of districts with programs stayed about the same over the two-year period (Table 14.1). Over a third of districts reported that they had character education programs that met the criteria for Character Plus Schools. About a fourth of school districts and charter schools indicated that they had

Program	2002-03		2003-04	
	Number	Percent	Number	Percent
Character Plus Program	289	36.3	280	35.1
Other Char. Ed. <sup>a</sup> Program	206	25.8	216	27.1
No Program	302	37.9	301	37.8
Total	797	100.0	797	100.0

Source. Texas Education Agency survey of school districts and charters.

<sup>a</sup>Character education.

character education programs that did not meet the Character Plus criteria. And nearly 40 percent of school districts and charter schools indicated that they had not implemented a character education program.

Districts and charter schools that reported implementing any character education programs were asked if the programs had effects on academic achievement, student discipline, and other areas. About a third of districts surveyed reported improved standardized tests scores, and about a third reported improved local grades (Table 14.2). Survey results showed little change from the previous year on these measures. The percentage of districts reporting fewer discipline referrals was 82.3 percent in 2003-04, an increase of about 37 percentage points over the 45.0 percent in 2002-03. In addition, the percentage of districts reporting improved attendance increased by about 28 percentage points from 27.9 percent in 2002-03 to 55.6 percent in 2003-04. The "other" category received a variety of responses. The most frequent responses were:

- ◆ improved parental involvement;
- ◆ improved community involvement;
- ◆ improved morale/school pride;
- ◆ improved student attitudes;
- ◆ improved self-esteem;
- ◆ increased respect for others/school; and
- ◆ improved student leadership.

Item	Response (%)	
	2002-03	2003-04
<b>Academic Achievement</b>		
Improved standardized test scores	27.0	30.4
No effect on standardized test scores	8.3	11.9
Improved local grades	32.3	31.2
No effect on local grades	8.5	13.3
Other effects	3.1	2.4
<b>Discipline</b>		
Fewer discipline referrals	45.0	82.3
No effect on discipline referrals	8.4	12.0
Improved attendance	27.9	55.6
No effect on attendance	12.4	15.0
Other effects	4.4	6.0

Source. Texas Education Agency survey of school districts and charters.

Note. Respondents could choose more than one item.

## **Agency Contact Persons**

For information about Character Plus Schools or character education programs, contact George Rislov, Curriculum Division, (512) 463-9581.

## **Other Sources of Information**

See the 2003-04 Character Education Letter and Survey at [www.tea.state.tx.us/taa/curr052804.html](http://www.tea.state.tx.us/taa/curr052804.html).

See the criteria for Character Plus Schools, as defined by TEC §29.903, and the list of Character Plus Schools for 2001-02, 2002-03, and 2003-04 at [www.tea.state.tx.us/curriculum/charplus.html](http://www.tea.state.tx.us/curriculum/charplus.html).

# Compliance Statement

## **Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.**

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

## **Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.**

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.







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