



2009 Comprehensive Annual Report on Texas Public Schools



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





TEXAS EDUCATION AGENCY

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Commissioner

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

The *2009 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.332 of the Texas Education Code. The report is available on the Texas Education Agency (TEA) website at www.tea.state.tx.us/reports/. A copy of the report can be printed directly from the Web. A paper copy can be requested from the TEA Governmental Relations Office.

This report contains an executive summary and 15 chapters on the following topics:

- state performance on the academic excellence indicators;
- student performance on state assessments;
- performance of students at risk of dropping out of school;
- students in disciplinary alternative education settings;
- secondary school completion and dropouts;
- grade-level retention of students;
- district and campus performance in meeting state accountability standards;
- status of the curriculum;
- charter schools and waivers;
- school district expenditures and staff hours used for direct instructional activities;
- district reporting requirements;
- TEA funds and expenditures;
- performance of open-enrollment charters in comparison to school districts;
- character education programs; and
- student health and physical activity.

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

Respectfully submitted,

Robert Scott
Commissioner of Education

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Texas Education Agency

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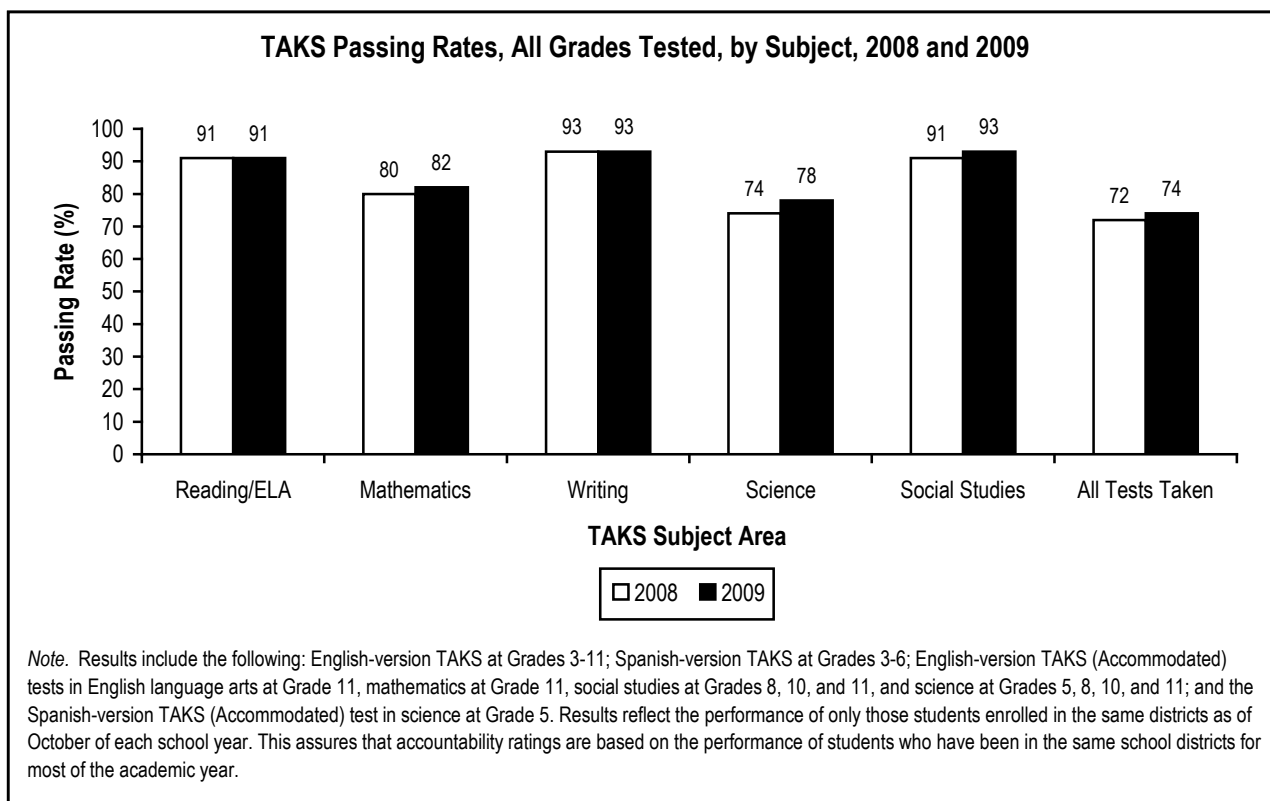
Executive Summary

Following are highlights of the *2009 Comprehensive Annual Report on Texas Public Schools*.

- ◆ An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. For over a decade, a set of criterion-referenced assessments aligned to the state curriculum has been the tool for measuring student progress toward these ends. The performance of Texas public school students has been measured by the Texas Assessment of Knowledge and Skills (TAKS) since 2003. The TAKS program assesses: reading at Grades 3-9; English language arts (ELA) at Grades 10 and 11; writing at Grades 4 and 7; science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. Through 2009, Spanish-language versions of the TAKS tests were available at Grades 3-6. TAKS (Accommodated) is a general assessment available to students served in special education programs who require specific accommodations.

Beginning in 2008, TAKS (Accommodated) was incorporated in the state accountability system for selected grades and subjects. All TAKS (Accommodated) grades and subjects will be integrated in the ratings system in 2010. TAKS–Alternate (TAKS–Alt) is an assessment based on alternate academic achievement standards and designed for students with significant cognitive disabilities. TAKS–Modified (TAKS–M) is an alternate assessment based on modified achievement standards designed for students who receive modified instruction in the Texas Essential Knowledge and Skills, but for whom the TAKS, TAKS (Accommodated), and TAKS–Alt are not appropriate measures of academic progress. In 2008-09, TAKS–M was administered in all grades and subjects.

- ◆ The State Board of Education adopted performance standards for TAKS in November 2002. The panel-recommended passing standard was phased in over three years, whereas the commended standard was implemented immediately. By 2006, all students in Grades 3-11 were required to achieve the panel-recommended passing standard, except those



taking the Grade 8 science test introduced that year. The panel-recommended standard was phased in for science as well, making 2007-08 the first year that all TAKS performance data were based on the panel-recommended standard. Because TAKS (Accommodated) is an accommodated version of TAKS, the same standards apply to both assessments.

- ◆ For each TAKS subject area test, the passing rate in 2009 for all students in Grades 3-11 combined was the same as, or higher than, the rate in 2008. The passing rates for social studies and writing were 93 percent each. Texas students passed the reading/ELA test at a rate of 91 percent. In mathematics, 82 percent of all students passed the TAKS assessment. In science, 78 percent of students met the standard.
- ◆ The TAKS program includes a commended performance standard that indicates academic achievement considerably above the passing standard. In 2009, at least one-third of all examinees in Grades 3-11 combined achieved commended performance on three of the subject area tests (reading/ELA, writing, and social studies). Compared to 2008, the percentages of students achieving commended performance in 2009 increased by 1 percentage point on all tests taken and up to 8 percentage points on individual subject area tests.
- ◆ TAKS passing rates for four student groups are evaluated under the Texas accountability system: African American, Hispanic, White, and economically disadvantaged students. Rates for all four groups increased or were equal to 2008 rates on all tests taken and in every subject area tested. Passing rates were highest in social studies and writing, ranging from 89 percent for economically disadvantaged students on the social studies test to 97 percent for White students on the same test. All student groups had lower passing rates on the mathematics and science tests than on other subject area tests.
- ◆ Under the TAKS assessment program, exit-level tests required for graduation are administered in Grade 11 and include tests in the content areas of: ELA, mathematics, science, and social studies. Of the Grade 11 students in the class of 2010 who took exit-level TAKS tests in spring 2009, 75 percent met the passing standard on all tests taken, and 10 percent achieved commended performance.
- ◆ Students who do not pass all of the exit-level tests have four more opportunities to do so before their expected graduation date. The cumulative passing rate for the class of 2009 was 86 percent. Results varied by student group, with 93 percent of White

students, 82 percent of Hispanic students, 79 percent of economically disadvantaged students, and 77 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Cumulative passing rates were lowest for students in special education programs (40%) and limited English proficient students (50%). Students may continue to retest after their expected graduation date.

- ◆ Assessments for students receiving special education services have undergone substantial change since 2007. In keeping with the goal of providing all students appropriate assessments to measure and support achievement of the essential knowledge and skills of the state-mandated curriculum and to comply with federal regulations, the TAKS (Accommodated), TAKS-M, and TAKS-Alt were developed. These assessments replaced the TAKS-Inclusive, State-Developed Alternative Assessment II, and locally determined alternate assessments.
- ◆ In 2009, passing rates for students taking TAKS-M ranged from 44 percent in Grade 11 science to 85 percent in Grade 3 reading. Passing rates for students assessed by TAKS-Alt ranged from 80 percent in reading at Grades 6, 8, and 9, ELA at Grade 11, mathematics at Grade 9, and social studies at Grade 11 to 88 percent in science at Grade 5. Performance on TAKS-M and TAKS-Alt were not used in determining accountability ratings for 2009. Results were reported in the 2008-09 Academic Excellence Indicator System reports but will not be used in the state accountability system until 2011, at the earliest.
- ◆ As the state assessments have become more rigorous, fewer students have been exempted and more have been assessed and/or included in the accountability system. In 2009, over 98 percent of all students eligible to be tested with the English- or Spanish-version TAKS or TAKS (Accommodated), or TAKS-M, or TAKS-Alt were tested. Most students (90.8%) took TAKS tests, either alone, or in combination with other assessments. All other tested students (7.7%) took only assessments other than TAKS: TAKS (Accommodated) only (2.3%), TAKS-M only (3.3%), TAKS-Alt only (0.8%), or a combination of TAKS (Accommodated), TAKS-M, and/or TAKS-Alt (1.3%). The results for 87.3 percent of all students were included for accountability ratings purposes.
- ◆ The state graduation rate for the class of 2008 was 79.1 percent. Graduation rates varied by ethnic group, ranging from 70.8 percent for Hispanic students to 91.2 percent for Asian/Pacific Islander students.

- ◆ In the 2007-08 school year, 194,266 students in Grades K-12 were retained. The overall grade-level retention rate of 4.5 percent decreased by 0.3 percentage points from the previous year. African American and Hispanic students had higher retention rates than White students in all grades except kindergarten. At the elementary level, the highest retention rate was in Grade 1 (5.9%). At the secondary level, the highest rate was in Grade 9 (14.7%). After three test administrations in the 2007-08 school year, 15,068 third graders did not pass the TAKS reading test, and 36,033 fifth graders and 42,704 eighth graders did not pass the TAKS reading and mathematics tests.
- ◆ Participation in Advanced Placement (AP)/International Baccalaureate (IB) examinations continued to increase. The percentage of all Texas public school 11th and 12th graders participating in at least one AP or IB examination rose from 20.0 percent in 2006-07 to 20.9 percent in 2007-08. Participation rates also rose for all ethnic groups. Between 2006-07 and 2007-08, the number of 11th- and 12th-grade AP examinees in public and nonpublic schools combined increased by 9.0 percent in Texas, compared to 7.9 percent nationwide.
- ◆ A total of 147,016 Texas public high school graduates in the class of 2008 took the SAT, the ACT, or both examinations. Of graduates in the class of 2008 who took the SAT, the ACT, or both examinations, 27.2 percent met or exceeded the criterion scores required for Gold Performance Acknowledgment (GPA) in the Academic Excellence Indicator System. This was higher than the percentage in the class of 2007 (27.0%). From 2007 to 2008, the number of SAT test takers in public and nonpublic schools combined increased 3.8 percent in Texas, compared to 1.6 percent nationwide. Over the same time period, the number of ACT test takers increased 3.3 percent in Texas, compared to 9.3 percent nationwide.
- ◆ The state accountability system is an integrated system of standard and alternative education accountability (AEA) procedures. Changes to the 2009 system included the following. For the accountability rating of *Academically Acceptable*, the TAKS indicator standards increased for writing, social studies, mathematics, and science by 5 points each. The standards for nine GPA indicators increased, and a new GPA indicator was added to the system. The new indicator, College-Ready Graduates, was evaluated for ELA and mathematics combined at a standard of 35 percent.
- ◆ Of the 1,235 public school districts and charters in Texas, 117 (9.5%) were rated *Exemplary* in 2009, and 464 (37.6%) were rated *Recognized*. A total of 570 districts or charters (46.1%) achieved the *Academically Acceptable* rating, and 73 (5.9%) were rated *Academically Unacceptable*. Nine charter operators and 2 districts received a rating of *Not Rated: Other* in 2009. Of the 8,322 public school campuses and charter campuses, 2,158 (25.9%) were rated *Exemplary* in 2009, and 2,943 (35.4%) were rated *Recognized*. A total of 2,316 campuses (27.9%) achieved the *Academically Acceptable* rating, and 245 (2.9%) were rated *Academically Unacceptable*. An additional 659 (7.9%) were *Not Rated: Other*, and 1 was *Not Rated: Data Integrity Issues*.
- ◆ Between 2008 and 2009, passing rates for standard and AEA charter school students taking the English-version TAKS increased or stayed the same in every subject area. Nevertheless, passing rates for AEA charters were lower than those for standard charters and school districts in all subject areas. In 2009, the average passing rate for all tests taken was 38 percent for AEA charters, 74 percent for standard charters, and 75 percent for school districts. Hispanic students in standard charters had passing rates in all subjects that were higher than the rates for Hispanic students in school districts. Among economically disadvantaged students, passing rates in standard charters were higher than those in school districts in all subjects.
- ◆ In 1995, Texas public school districts were required to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code, Chapter 37). Approximately 2.2 percent (100,666) of the more than 4.6 million students in Texas public schools in 2007-08 received DAEP assignments. Compared to the previous year, the percentage of students assigned to DAEPs decreased by 0.1 percentage points, and the number assigned to DAEPs decreased by 5.2 percent. The average length of student assignment was 34.0 days in 2007-08, compared to 33.6 days in 2006-07. Statewide, 86.6 percent of students in Grades 3-10 who were assigned to DAEPs took the 2008 English-version TAKS reading/ELA test, and 6.8 percent took the 2008 TAKS-M reading/ELA test. On the 2008 TAKS, students assigned to DAEPs had passing rates of 69 percent in reading/ELA and 42 percent in mathematics.

- ◆ In the 2008-09 school year, 48 percent (2,292,574) of the 4,749,571 public school students in Texas were identified as at risk of dropping out of school, the same percentage as in the previous year. On the 2009 TAKS assessments, students not at risk outperformed at-risk students at all grade levels and on all subjects tested. For example, on the mathematics TAKS, passing rates for students not at risk ranged from a low of 87 percent at Grades 9 and 10 to a high of 95 percent at Grade 11. At-risk students passed the test at rates ranging from a low of 40 percent at Grade 10 to a high of 76 percent at Grade 3. Across subjects and grades, at-risk students had TAKS passing rates of 70 percent or more on the following tests: reading/ELA at Grades 3, 4, 6, and 8-11; mathematics at Grades 3 and 4; writing at Grades 4 and 7; social studies at Grades 8, 10, and 11; and science at Grade 11. The largest differences in TAKS performance between at-risk and not at-risk students were in mathematics and science.
- ◆ Approximately 81 percent of the 465 districts and charters that responded to a TEA survey in school year 2008-09 reported having some type of character education program. Of those, 278 (59.8%) described programs that met the statutory criteria for designation as Character Plus programs.
- ◆ Beginning with the 2007-08 school year, all public school districts were required to assess the fitness levels of all students in Grades 3-12. Using the FITNESSGRAM® program, students were tested in six areas to measure body composition, aerobic capacity, strength, endurance, and flexibility. In the 2008-09 school year, 2,801,486 Texas public school students were assessed, an increase of 5.5 percent over the previous year. The majority of students tested did not meet the Healthy Fitness Zone in all six categories, and fitness levels decreased from the elementary to secondary grades. Compared to 2007-08, however, the percentages of students achieving the Healthy Fitness Zone in all six categories increased among females in every grade level and among males in every grade level except Grade 11.

1. Academic Excellence Indicators

This chapter of the *2009 Comprehensive Annual Report on Texas Public Schools* presents the progress the state is making on the Academic Excellence Indicators established in Texas law. Detailed analyses of three key indicators can be found in Chapters 2 and 5 of the report. Chapter 2 presents Texas Assessment of Knowledge and Skills (TAKS) results, and Chapter 5 presents completion rates and dropout rates. This chapter presents results for other measures and indicators presented in the Academic Excellence Indicator System (AEIS) state performance report (pages 6-22), including:

- ◆ student participation in TAKS testing (i.e., percentages of students tested and not tested);
- ◆ cumulative percentages of students passing the exit-level TAKS;
- ◆ progress of students who failed the reading/English language arts (ELA) or mathematics portion of TAKS the prior year;
- ◆ Grades 3, 5, and 8 reading results and Grades 5 and 8 mathematics results for the Student Success Initiative (SSI);
- ◆ progress of English Language Learners (ELLs);
- ◆ attendance rates;
- ◆ indicators of college readiness:
 - completion of advanced/dual enrollment courses;
 - completion of the Recommended High School Program (RHSP) or the Distinguished Achievement High School Program (DAP);
 - results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
 - percentages of Grade 11 students attaining the college readiness standard under the Texas Success Initiative (TSI), based on TAKS data (including TAKS [Accommodated]);
 - results of college admission tests (SAT and ACT); and

- percentages of graduates attaining the college readiness standard under the TSI, based on TAKS and college admissions data; and
- ◆ profile information on students, programs, staff, and finances.

TAKS Participation

This indicator presents percentages of students tested and not tested on the TAKS, TAKS (Accommodated), TAKS–Modified (TAKS-M), or TAKS–Alternate (TAKS-Alt), as well as percentages of students included and excluded in determining accountability ratings. Percentages are based on the unduplicated count of students who participated in the assessments. Test results for accountability evaluations included students in regular and special education programs in Grades 3-11 who took the English-version TAKS, students in regular and special education programs in Grades 3-6 who took the Spanish-version TAKS, and students in special education programs who took the TAKS (Accommodated) in selected subjects and grades.

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

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

TAKS-M is an alternate assessment based on modified achievement standards designed for students who receive modified instruction in the Texas Essential

Note. The TAKS results shown in the AEIS state performance report (pages 6-22) differ by 1 or 2 percentage points from those reported in Chapter 2 of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same districts as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same districts for most of the academic year. Chapter 2 contains the results for all students who took the TAKS in the spring of each year, regardless of their enrollment status the previous October.

Knowledge and Skills (TEKS), but for whom the TAKS, TAKS (Accommodated), and TAKS-Alt are not appropriate measures of academic progress. Designed to meet the federal requirements mandated under the No Child Left Behind Act of 2001, TAKS-M was administered for the first time in the spring of 2008, but only in selected grades and subjects. In 2008-09, TAKS-M was administered in all grades and subjects.

Statewide, 98.5 percent of all students were tested in 2009, and 1.5 percent were not tested. Participation rates by assessment program were as follows.

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

Statewide, 87.3 percent of all students had test results that were used in determining accountability ratings in 2009, and 11.2 percent had results that were excluded. Those excluded were grouped into three categories.

- ◆ 4.7 percent of students were not enrolled in the fall in the same districts where they tested in the spring; these students comprise the "Mobile" category.
- ◆ 6.4 percent of students took the TAKS (Accommodated) in grades and subjects not included in accountability, or they took the TAKS-M or the TAKS-Alt; these students comprise the "Non-Accountability Test" category.
- ◆ 0.1 percent of students were displaced due to the effects of Hurricane Ike; these students comprise the "Hurricane Ike" category.

Statewide, 1.5 percent of all students were not tested on a state assessment in 2009. Those not tested were grouped into four categories.

- ◆ 0.1 percent of students were absent on all days of testing.
- ◆ 0.9 percent of students were exempted from all tests because of limited English proficiency.

- ◆ 0.4 percent of students had answer documents coded with combinations of the "Not Tested" categories or had testing disrupted by illness or other similar events.
- ◆ <0.1 percent of students were displaced by Hurricane Ike and were not tested.

Cumulative Percent Passing Exit-Level TAKS

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

The exit-level TAKS is first administered in the spring of the students' 11th-grade year. Students have four additional opportunities to retake the test before their graduation date. The TAKS cumulative passing rate for the class of 2009 shows the percentage of students who first took the exit-level test in spring 2008 as juniors and eventually passed all tests taken by the end of their senior year in May 2009. The measure includes only students who took the test in the spring of the 11th grade and continued to retake the test, if needed, in the same district up to their expected graduation date. Students may continue to retest after that date.

Statewide, 86 percent of the class of 2009 passed the exit-level TAKS. Results varied by ethnic group, with 95 percent of Asian/Pacific Islander students, 93 percent of White students, 86 percent of Native American students, 82 percent of Hispanic students, and 77 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Compared to the cumulative passing rates for the class of 2008, rates for the class of 2009 decreased for White and Native American students but increased for Hispanic and Asian/Pacific Islander students. The rate for African American students remained the same.

Progress of Prior Year TAKS Failers

This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year: (a) the percentage who passed the corresponding assessment in the current year; and (b) the average Texas Growth Index (TGI) between the prior year and current year. Statewide, 49 percent of the students who failed the reading/ELA assessment in 2008 passed in 2009. Progress in mathematics was lower, with 37 percent of prior year failers passing in 2009.

The TGI is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). A TGI score of zero indicates that the year-to-year change in the scale score was equal to the average expected change as calculated in the 2003 to 2004 base comparison years. A positive TGI score indicates that academic growth was larger than expected. A negative TGI score indicates that academic growth was less than expected. Statewide, students who failed one or more of the TAKS tests in 2008 demonstrated an average TGI growth of 0.52 in reading/ELA and 0.38 in mathematics in 2009.

English Language Learners Progress Measure

This indicator shows the percentage of students identified as limited English proficient (LEP) who met one or more of the following criteria: (a) achieved the passing standard on the English-version TAKS reading/ELA test; (b) achieved the proficiency level on the Texas English Language Proficiency Assessment System (TELPAS) that is based on years in U.S. schools for first-time TELPAS testers; or (c) showed progress on the TELPAS from the previous year. The group of students reported for this measure includes students currently identified as LEP, as well as students previously identified as LEP whose performance is monitored for two years after entering regular, all-English instructional programs. The measure includes TAKS (Accommodated) and TAKS-M results, but does not include results from Spanish-version TAKS or TAKS (Accommodated) tests. Statewide, 76 percent of current and monitored LEP students met one or more of the English language learner progress criteria in 2009.

Student Attendance

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2007-08 (95.5%) was unchanged from the previous year. Rates for all student groups met or exceeded 94.0 percent in 2007-08. Attendance rates are evaluated for Gold Performance Acknowledgment in the state accountability system.

College Readiness Indicators

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

Percentage Completing Advanced/Dual Enrollment Courses

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

In 2007-08, the most recent year for which data are available, 23.1 percent of students in Grades 9-12 completed at least one advanced course. Across ethnic groups, the percentage of students completing advanced courses was highest for Asian/Pacific Islander students (44.7%), followed by White students (27.9%), Native American students (22.3%), Hispanic students (19.3%), and African American students (16.3%). Percentages of students completing advanced courses increased for all student groups between 2006-07 and 2007-08.

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

This indicator, which shows the percentage of graduates reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement High School Program (DAP), is evaluated for Gold Performance Acknowledgment in the state accountability system. For a student entering ninth grade beginning in the 2005-06 school year, the RHSP is the default curriculum, unless the student, the student's parents, and a school counselor or administrator agree that the student should be permitted to take courses under the Minimum High School Program (19 Texas Administrative Code §74.51).

Statewide, 81.4 percent of graduates in the class of 2008 met the requirements for the RHSP or DAP, up from 77.9 percent in the class of 2007. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islander students (92.2%), followed by Hispanic students (82.1%), White students (81.9%), Native American students (77.9%), and African American students (74.5%). Among special populations, 78.4 percent of economically disadvantaged students, 70.3 percent of at-risk students, 58.7 percent of LEP students, and 21.9 percent of students in special education programs completed the RHSP or DAP. The percentages

increased over the previous school year for all student groups.

Advanced Placement and International Baccalaureate Results

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

Statewide, the percentage of 11th or 12th graders taking at least one AP or IB examination rose from 20.0 percent in 2007 to 20.9 percent in 2008. Percentages of students participating in the examinations rose between 2007 and 2008 for all student groups.

The percentage of examinees with at least one score at or above criterion decreased statewide from 50.5 percent in 2007 to 50.1 percent in 2008. Likewise, the percentage of examinations with scores at or above criterion declined statewide, from 46.8 percent in 2007 to 46.0 percent in 2008.

Texas Success Initiative—Higher Education Readiness Component

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

TAKS results from 2009 showed that 63 percent of Grade 11 students achieved the college readiness standard in ELA, an increase of 6 percentage points from 2008. The standard in mathematics was met by 62 percent of Grade 11 students, an increase of 6 percentage points from 2008. The results for both 2008 and 2009 include performance on the Grade 11 TAKS (Accommodated) tests.

College Admissions Tests

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

The percentage of graduates who took either the SAT or the ACT decreased from 68.2 percent for the class of 2007 to 65.0 percent for the class of 2008. Of the class of 2008 examinees, 27.2 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a slight increase from 27.0 percent for the class of 2007. Performance results varied greatly by ethnic group, with 48.1 percent of Asian/Pacific Islander students, 39.6 percent of White students, 31.9 percent of Native American students, 11.7 percent of Hispanic students, and 7.9 percent of African American students scoring at or above the criterion on either test.

The average SAT combined score for the class of 2008 was 987, a five-point decrease from the average score of 992 for the class of 2007. The average ACT composite score was 20.5 for the class of 2008, a slight increase from 20.2 for the class of 2007.

College-Ready Graduates

In response to legislation requiring that the Texas Education Agency (TEA) report a "measure of progress toward preparation for postsecondary success" (TEC §39.051[b][13], 2007), an indicator of college readiness was added to AEIS reports, beginning with the 2006-07 report. The indicator, College-Ready Graduates, was evaluated for Gold Performance Acknowledgment in the state accountability system for the first time in 2009. It supplements the higher education readiness component of the Texas Success Initiative (TSI) by adding SAT and ACT test results to the TAKS data used to determine eligibility for exemption from TSI requirements. Under standards established by the Texas Higher Education Coordinating Board, a student may qualify for exemption from TSI requirements with a combined score of 1070 on the SAT, with a 500 on the mathematics and/or verbal sections; or a composite score of 23 on the ACT, with a 19 on the mathematics and/or English sections. Results for the College-Ready Graduates indicator are reported for ELA and mathematics separately and for both subjects combined. To be considered college ready in one or both subjects, a student must meet the TSI exemption standards for the applicable subject area or areas on any combination of the TAKS, the SAT, or the ACT.

For the class of 2008, 59 percent of graduates met the college-ready criteria in ELA, an increase of 10 percentage points from the class of 2007. In mathematics, 58 percent met the college-ready criteria, an increase

of 2 percentage points from the prior year. For ELA and mathematics combined, 44 percent of graduates met the college-ready criteria, an increase of 7 percentage points from the prior year.

Profile Information

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

Agency Contact Persons

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

Other Sources of Information

AEIS performance reports and profiles for each public school district and campus are available from each district and also are available on the TEA website at www.tea.state.tx.us/perfreport/index.html.

See *Pocket Edition, 2008-09: Texas Public School Statistics* at www.tea.state.tx.us/perfreport/pocketed/index.html.

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Indicator:		State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2009 Standard Grade 3 (English) First Administration Only													
Reading	2009	90%	84%	87%	96%	94%	97%	90%	91%	85%	86%	84%	83%
	2008	89%	82%	86%	96%	93%	96%	88%	90%	83%	84%	81%	81%
Mathematics	2009	86%	75%	83%	93%	88%	97%	86%	85%	82%	80%	82%	78%
	2008	85%	74%	82%	92%	87%	96%	86%	84%	80%	79%	82%	77%
All Tests	2009	82%	70%	78%	91%	86%	95%	82%	82%	76%	75%	76%	71%
	2008	80%	68%	76%	90%	84%	93%	81%	80%	73%	73%	73%	69%
TAKS Met 2009 Standard Grade 3 (Spanish) First Administration Only													
Reading	2009	84%	84%	84%	82%	90%	> 99%	80%	88%	60%	84%	84%	84%
	2008	83%	78%	83%	87%	78%	90%	80%	86%	62%	83%	83%	83%
Mathematics	2009	79%	98%	79%	93%	75%	78%	80%	78%	68%	78%	78%	79%
	2008	78%	80%	78%	93%	75%	89%	79%	78%	63%	78%	78%	78%
All Tests	2009	75%	82%	75%	83%	73%	80%	73%	78%	52%	75%	75%	75%
	2008	73%	70%	73%	83%	80%	90%	71%	74%	52%	73%	73%	73%
TAKS Met 2009 Standard Grade 4 (English)													
Reading	2009	86%	79%	82%	93%	89%	95%	84%	88%	81%	80%	74%	73%
	2008	85%	77%	80%	93%	87%	95%	84%	86%	78%	78%	69%	70%
Mathematics	2009	88%	79%	85%	93%	89%	97%	88%	88%	84%	83%	82%	76%
	2008	87%	77%	84%	93%	87%	97%	88%	86%	82%	82%	80%	74%
Writing	2009	92%	89%	91%	94%	92%	98%	89%	95%	82%	89%	87%	85%
	2008	93%	90%	92%	95%	93%	98%	90%	96%	82%	90%	88%	86%
All Tests	2009	78%	67%	73%	87%	79%	93%	76%	80%	69%	70%	66%	61%
	2008	77%	65%	72%	87%	78%	92%	76%	78%	67%	68%	62%	57%
TAKS Met 2009 Standard Grade 4 (Spanish)													
Reading	2009	81%	96%	81%	90%	67%	88%	77%	85%	69%	81%	81%	81%
	2008	77%	67%	77%	72%	*	30%	75%	80%	60%	77%	77%	77%
Mathematics	2009	80%	92%	80%	90%	*	88%	80%	79%	74%	80%	80%	80%
	2008	76%	71%	76%	74%	*	50%	78%	75%	63%	76%	76%	76%
Writing	2009	93%	93%	93%	98%	83%	> 99%	90%	95%	79%	93%	92%	92%
	2008	91%	90%	91%	98%	> 99%	80%	89%	94%	76%	91%	91%	91%
All Tests	2009	73%	84%	73%	87%	50%	88%	70%	76%	60%	73%	73%	73%
	2008	69%	54%	69%	70%	33%	30%	67%	70%	49%	68%	68%	68%

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Academic Excellence Indicators

Indicator:		State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2009 Standard Grade 5 (English) First Administration Only													
Reading	2009	85%	79%	79%	93%	88%	95%	83%	86%	79%	77%	58%	67%
	2008	85%	79%	80%	94%	90%	94%	85%	86%	77%	78%	59%	68%
Mathematics	2009	86%	76%	83%	92%	87%	97%	86%	85%	83%	80%	73%	71%
	2008	86%	76%	83%	93%	88%	96%	87%	85%	80%	81%	72%	71%
@ Science	2009	85%	76%	80%	94%	88%	95%	87%	82%	70%	79%	65%	70%
	2008	82%	70%	77%	91%	86%	92%	84%	79%	61%	74%	60%	64%
@ All Tests	2009	73%	61%	66%	86%	77%	90%	74%	73%	63%	63%	46%	49%
	2008	72%	58%	65%	85%	77%	89%	73%	71%	54%	62%	44%	47%
TAKS Met 2009 Standard Grade 5 (Spanish) First Administration Only													
Reading	2009	70%	43%	69%	94%	*	*	66%	73%	45%	69%	69%	69%
	2008	73%	18%	73%	50%	*	*	69%	77%	53%	73%	73%	73%
Mathematics	2009	47%	73%	47%	85%	*	*	47%	47%	41%	46%	46%	46%
	2008	50%	13%	50%	25%	*	*	51%	48%	43%	49%	50%	49%
@ Science	2009	44%	40%	44%	*	*	*	49%	39%	22%	44%	44%	44%
	2008	37%	< 1%	38%	3%	*	*	40%	35%	14%	37%	38%	38%
@ All Tests	2009	49%	47%	49%	82%	*	*	49%	50%	27%	49%	49%	49%
	2008	46%	9%	46%	9%	*	13%	45%	46%	25%	45%	46%	46%
TAKS Met 2009 Standard Grade 6 (English)													
Reading	2009	93%	90%	89%	98%	95%	98%	92%	93%	88%	89%	72%	83%
	2008	94%	91%	91%	97%	96%	98%	92%	95%	83%	90%	75%	85%
Mathematics	2009	82%	72%	78%	91%	84%	96%	82%	83%	75%	76%	65%	64%
	2008	83%	72%	79%	91%	85%	96%	83%	83%	69%	77%	66%	66%
All Tests	2009	80%	70%	74%	90%	83%	95%	80%	81%	74%	72%	55%	59%
	2008	81%	70%	76%	90%	83%	95%	80%	82%	68%	74%	57%	62%
TAKS Met 2009 Standard Grade 6 (Spanish)													
Reading	2009	77%	*	77%	*	*	*	72%	81%	*	76%	77%	77%
	2008	72%	< 1%	76%	< 1%	*	*	68%	77%	*	74%	78%	74%
Mathematics	2009	65%	*	65%	*	*	*	65%	66%	*	64%	66%	65%
	2008	59%	< 1%	63%	< 1%	*	*	59%	59%	10%	60%	65%	61%
All Tests	2009	63%	*	63%	*	*	*	61%	65%	*	62%	64%	63%
	2008	59%	< 1%	63%	< 1%	*	*	57%	61%	17%	60%	65%	61%

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TAKS Met 2009 Standard Grade 7													
Reading	2009	87%	83%	82%	94%	91%	96%	85%	89%	73%	81%	51%	71%
	2008	88%	83%	83%	94%	92%	96%	86%	90%	71%	82%	51%	74%
Mathematics	2009	82%	70%	77%	90%	84%	96%	82%	82%	72%	75%	60%	62%
	2008	80%	69%	75%	90%	85%	95%	80%	80%	62%	72%	54%	59%
Writing	2009	94%	93%	93%	97%	95%	99%	92%	97%	83%	92%	77%	88%
	2008	93%	91%	90%	96%	94%	98%	90%	96%	76%	89%	69%	85%
All Tests	2009	76%	65%	69%	87%	79%	93%	74%	78%	62%	66%	38%	50%
	2008	74%	63%	67%	86%	80%	92%	72%	76%	54%	64%	35%	49%
TAKS Met 2009 Standard Grade 8 First Administration Only													
Reading	2009	95%	93%	92%	98%	96%	98%	93%	96%	89%	92%	66%	88%
	2008	95%	92%	92%	98%	97%	98%	94%	95%	84%	91%	64%	88%
Mathematics	2009	82%	70%	77%	91%	84%	95%	83%	81%	74%	75%	54%	63%
	2008	79%	67%	73%	89%	84%	94%	80%	79%	60%	71%	46%	59%
@ Science	2009	73%	60%	65%	87%	78%	91%	76%	71%	39%	63%	31%	49%
	2008	69%	56%	60%	84%	75%	88%	72%	67%	30%	57%	24%	45%
@ Soc Studies	2009	92%	89%	89%	96%	94%	98%	92%	92%	73%	88%	69%	83%
	2008	91%	87%	87%	96%	93%	98%	91%	90%	65%	86%	64%	82%
@ All Tests	2009	67%	52%	58%	82%	72%	88%	69%	66%	38%	55%	24%	39%
	2008	64%	48%	53%	79%	69%	86%	65%	62%	28%	50%	19%	36%
TAKS Met 2009 Standard Grade 9													
Reading	2009	91%	88%	86%	97%	93%	96%	89%	92%	76%	86%	52%	82%
	2008	87%	82%	81%	96%	91%	95%	85%	89%	67%	81%	42%	77%
Mathematics	2009	71%	57%	64%	84%	75%	92%	71%	72%	50%	61%	36%	48%
	2008	64%	48%	54%	80%	70%	89%	64%	64%	35%	52%	26%	39%
All Tests	2009	70%	56%	61%	83%	74%	90%	69%	71%	56%	59%	29%	47%
	2008	63%	48%	53%	80%	69%	87%	62%	64%	41%	50%	20%	38%

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2009 Standard Grade 10													
Eng Lang Arts	2009	90%	87%	86%	95%	94%	95%	88%	93%	70%	85%	48%	82%
	2008	89%	85%	85%	94%	90%	95%	86%	92%	65%	84%	49%	81%
Mathematics	2009	69%	54%	60%	81%	74%	90%	69%	68%	45%	58%	33%	43%
	2008	66%	50%	57%	79%	68%	89%	67%	66%	35%	55%	29%	40%
@ Science	2009	67%	52%	56%	83%	78%	87%	70%	64%	27%	53%	20%	42%
	2008	65%	48%	53%	81%	72%	85%	68%	62%	25%	51%	17%	40%
@ Soc Studies	2009	91%	86%	87%	96%	94%	97%	91%	90%	62%	86%	59%	82%
	2008	89%	82%	85%	95%	92%	96%	89%	89%	56%	83%	56%	79%
@ All Tests	2009	57%	40%	45%	73%	66%	82%	58%	56%	24%	43%	13%	28%
	2008	55%	37%	43%	70%	59%	80%	55%	54%	19%	40%	12%	27%
TAKS Met 2009 Standard (TAKS(Accommodated) INCLUDED for All Subjects) ^ Grade 11													
Eng Lang Arts	2009	93%	90%	89%	97%	96%	96%	91%	94%	60%	88%	49%	87%
	2008	91%	87%	87%	96%	93%	94%	89%	93%	54%	85%	40%	84%
Mathematics	2009	82%	70%	76%	90%	84%	94%	82%	81%	36%	74%	47%	67%
	2008	80%	67%	73%	89%	82%	94%	80%	79%	31%	70%	44%	64%
Science	2009	86%	78%	79%	94%	90%	94%	87%	84%	48%	78%	45%	74%
	2008	81%	69%	73%	91%	85%	93%	85%	78%	39%	70%	38%	66%
Soc Studies	2009	97%	96%	96%	99%	99%	98%	97%	97%	83%	95%	79%	95%
	2008	95%	93%	93%	98%	97%	98%	96%	95%	74%	92%	69%	92%
All Tests	2009	76%	63%	68%	87%	79%	90%	76%	75%	31%	65%	26%	57%
	2008	72%	57%	62%	84%	75%	88%	73%	70%	25%	59%	20%	52%

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)													
Reading/ELA	2009	91%	88%	88%	96%	94%	97%	90%	93%	78%	87%	74%	83%
	2008	91%	87%	87%	96%	93%	96%	89%	92%	75%	86%	72%	82%
Mathematics	2009	82%	71%	78%	90%	85%	95%	82%	82%	68%	76%	71%	66%
	2008	80%	69%	75%	89%	83%	95%	81%	80%	61%	74%	68%	63%
Writing	2009	93%	91%	92%	96%	93%	98%	91%	96%	82%	91%	86%	87%
	2008	93%	90%	91%	96%	93%	98%	90%	96%	79%	90%	84%	86%
Science	2009	78%	66%	70%	89%	83%	91%	80%	75%	46%	68%	47%	58%
	2008	74%	61%	66%	87%	79%	90%	77%	71%	39%	63%	42%	53%
Soc Studies	2009	93%	90%	90%	97%	96%	98%	93%	93%	72%	89%	68%	87%
	2008	91%	87%	88%	96%	94%	97%	92%	91%	64%	87%	63%	84%
All Tests	2009	74%	62%	68%	86%	78%	91%	74%	74%	51%	65%	56%	54%
	2008	72%	58%	65%	84%	76%	90%	72%	72%	46%	63%	52%	50%
TAKS Met 2009 Standard with TPM(Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))													
Reading/ELA	2009	96%	94%	94%	99%	98%	99%	95%	97%	86%	94%	87%	92%
Mathematics	2009	89%	82%	86%	95%	92%	97%	89%	89%	75%	85%	78%	78%
Writing	2009	97%	96%	96%	98%	97%	99%	96%	98%	90%	96%	92%	93%
Science	2009	83%	73%	77%	93%	87%	94%	84%	81%	51%	75%	54%	67%
Soc Studies	2009	98%	97%	97%	99%	99%	99%	98%	98%	86%	97%	90%	96%
All Tests	2009	84%	74%	79%	92%	87%	95%	83%	84%	60%	77%	68%	68%
TAKS Commended Performance (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated))													
Reading/ELA	2009	34%	25%	26%	46%	37%	55%	31%	37%	18%	24%	15%	15%
	2008	34%	23%	25%	47%	38%	53%	31%	36%	16%	23%	12%	14%
Mathematics	2009	31%	18%	25%	42%	32%	62%	32%	31%	20%	23%	21%	13%
	2008	28%	15%	21%	38%	28%	58%	30%	27%	15%	19%	18%	11%
Writing	2009	34%	25%	27%	45%	34%	59%	28%	41%	17%	24%	17%	16%
	2008	33%	24%	25%	43%	34%	56%	26%	39%	14%	23%	14%	14%
Science	2009	26%	14%	18%	38%	29%	47%	30%	22%	10%	17%	10%	8%
	2008	22%	11%	15%	33%	25%	43%	26%	19%	8%	14%	8%	6%
Soc Studies	2009	44%	31%	33%	59%	51%	69%	49%	39%	13%	30%	8%	20%
	2008	36%	24%	25%	50%	40%	61%	41%	32%	10%	23%	6%	14%
All Tests	2009	16%	8%	10%	24%	17%	38%	16%	17%	7%	9%	7%	5%
	2008	15%	7%	9%	23%	15%	36%	15%	15%	6%	8%	5%	3%

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS-M Met 2009 Standard (Sum of All Grades Tested)													
Reading/ELA	2009	82%	81%	80%	86%	87%	79%	81%	84%	82%	81%	78%	83%
Mathematics	2009	69%	64%	70%	72%	70%	72%	69%	69%	69%	68%	70%	70%
Writing	2009	72%	71%	71%	77%	77%	80%	70%	78%	72%	71%	68%	73%
Science	2009	51%	45%	48%	62%	58%	46%	53%	47%	51%	48%	43%	52%
Soc Studies	2009	64%	60%	61%	72%	71%	64%	65%	61%	64%	61%	56%	65%
All Tests	2009	57%	52%	56%	64%	61%	60%	57%	57%	57%	55%	53%	58%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated)) (2010 Preview)													
Reading/ELA	2009	87%	83%	83%	94%	90%	95%	86%	89%	57%	82%	67%	76%
	2008	86%	81%	82%	93%	89%	95%	84%	89%	52%	80%	64%	75%
Mathematics	2009	80%	69%	76%	89%	83%	95%	80%	81%	49%	74%	68%	64%
	2008	78%	66%	73%	87%	80%	94%	78%	78%	41%	71%	64%	60%
Writing	2009	92%	89%	91%	94%	92%	98%	89%	95%	66%	89%	84%	85%
	2008	91%	88%	89%	94%	91%	97%	87%	94%	59%	88%	81%	83%
Science	2009	78%	66%	70%	89%	83%	91%	80%	75%	46%	68%	47%	58%
	2008	74%	61%	66%	87%	79%	90%	77%	71%	39%	63%	42%	53%
Soc Studies	2009	93%	90%	90%	97%	96%	98%	93%	93%	72%	89%	68%	87%
	2008	91%	87%	88%	96%	94%	97%	92%	91%	64%	87%	63%	84%
All Tests	2009	72%	59%	65%	84%	75%	90%	71%	72%	36%	62%	51%	50%
	2008	69%	55%	62%	82%	73%	89%	69%	70%	30%	59%	47%	47%
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES ALL TAKS(Accommodated) and TAKS-Modified) (2011 Preview)													
Reading/ELA	2009	87%	83%	83%	94%	90%	95%	85%	89%	67%	82%	68%	77%
Mathematics	2009	80%	69%	76%	88%	82%	95%	80%	80%	58%	74%	68%	64%
Writing	2009	91%	88%	90%	94%	91%	98%	88%	95%	69%	88%	83%	84%
Science	2009	76%	64%	69%	89%	82%	91%	79%	74%	48%	67%	47%	58%
Soc Studies	2009	92%	88%	89%	96%	95%	98%	92%	92%	69%	88%	67%	85%
All Tests	2009	71%	58%	64%	83%	75%	90%	70%	72%	39%	61%	50%	50%
TAKS-Alt Met 2009 Standard (Sum of All Grades Tested) (2011 Preview)													
All Tests	2009	84%	84%	83%	85%	88%	82%	84%	83%	84%	84%	83%	*

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2009 TAKS Participation (Grades 3-11)												
Tested	98.5%	99.1%	97.7%	99.6%	99.1%	95.6%	98.4%	98.6%	99.0%	98.0%	91.2%	97.2%
By Test Version												
TAKS (1 or more)	90.8%	87.6%	90.1%	93.0%	90.1%	93.1%	88.6%	93.2%	25.8%	88.2%	80.6%	85.5%
Not on TAKS	7.7%	11.6%	7.6%	6.6%	9.0%	2.4%	9.8%	5.4%	73.3%	9.8%	10.6%	11.8%
TAKS(Acc) Only	2.3%	3.1%	2.2%	2.2%	2.9%	0.5%	2.9%	1.6%	21.6%	2.7%	2.7%	4.0%
TAKS-M Only	3.3%	5.7%	3.5%	2.4%	3.7%	0.9%	4.3%	2.3%	31.9%	4.6%	5.3%	5.4%
TAKS-Alt Only	0.8%	1.0%	0.7%	0.7%	0.7%	0.6%	0.9%	0.6%	7.4%	0.9%	0.9%	0.0%
Combination	1.3%	1.8%	1.3%	1.2%	1.7%	0.4%	1.6%	0.9%	12.4%	1.6%	1.8%	2.3%
By Acct Status												
Acct System	87.3%	82.3%	86.7%	90.0%	83.3%	90.6%	85.4%	89.3%	35.5%	84.7%	78.4%	83.8%
Non-Acct System	11.2%	16.8%	11.0%	9.6%	15.9%	4.9%	13.0%	9.3%	63.5%	13.3%	12.8%	13.4%
Mobile	4.7%	6.8%	4.4%	4.2%	8.3%	2.7%	4.6%	4.6%	2.2%	4.8%	3.4%	3.8%
Non-Acct Test	6.4%	9.7%	6.5%	5.3%	7.4%	2.1%	8.2%	4.5%	61.1%	8.3%	9.4%	9.4%
Hurricane Ike	0.1%	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%
Not Tested	1.5%	0.9%	2.3%	0.4%	0.9%	4.4%	1.6%	1.4%	1.0%	2.0%	8.8%	2.8%
Absent	0.1%	0.2%	0.2%	0.1%	0.2%	0.0%	0.2%	0.1%	0.3%	0.2%	0.1%	0.3%
LEP Exempt	0.9%	0.3%	1.5%	0.1%	0.2%	3.4%	0.9%	0.9%	0.1%	1.3%	7.2%	1.8%
Other	0.4%	0.4%	0.5%	0.2%	0.4%	1.0%	0.5%	0.4%	0.6%	0.5%	1.5%	0.7%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	447,773	1,455,506	1,101,098	11,355	112,826	1,605,590	1,524,091	327,909	1,690,155	397,276	1,421,613
2008 TAKS Participation (Grades 3-11)												
Tested	98.4%	99.1%	97.5%	99.6%	99.0%	96.0%	98.4%	98.5%	99.0%	97.9%	90.8%	97.1%
By Program												
TAKS (1 or more)	90.9%	87.7%	90.1%	93.2%	90.0%	93.7%	88.8%	93.3%	31.6%	88.2%	79.0%	86.8%
Not on TAKS	7.5%	11.4%	7.5%	6.3%	9.0%	2.3%	9.6%	5.3%	67.3%	9.7%	11.8%	10.3%
TAKS(Acc) Only	2.7%	3.8%	2.7%	2.4%	3.2%	0.6%	3.4%	1.9%	24.3%	3.4%	3.9%	4.3%
TAKS-M Only	2.9%	5.0%	3.0%	2.2%	3.6%	0.9%	3.8%	2.0%	26.3%	4.0%	5.1%	4.2%
TAKS-Alt Only	0.7%	0.9%	0.6%	0.6%	0.6%	0.6%	0.8%	0.5%	6.1%	0.8%	0.9%	0.0%
Combination	1.2%	1.6%	1.2%	1.1%	1.6%	0.3%	1.5%	0.8%	10.6%	1.5%	1.9%	1.8%
By Acct Status												
Acct System	87.1%	82.1%	86.4%	90.1%	83.0%	90.8%	85.4%	89.1%	40.4%	84.7%	77.0%	84.8%
Non-Acct System	11.3%	16.9%	11.1%	9.5%	16.0%	5.2%	13.0%	9.4%	58.6%	13.2%	13.8%	12.3%
Mobile	5.1%	7.4%	4.8%	4.4%	8.7%	3.1%	5.0%	5.0%	2.6%	5.0%	3.5%	4.0%
Non-Acct Test	6.2%	9.5%	6.3%	5.1%	7.3%	2.0%	8.0%	4.4%	55.9%	8.3%	10.2%	8.4%
Not Tested	1.6%	0.9%	2.5%	0.4%	1.0%	4.0%	1.6%	1.5%	1.0%	2.1%	9.2%	2.9%
Absent	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.2%	0.1%	0.3%	0.2%	0.1%	0.3%
LEP Exempt	0.9%	0.2%	1.6%	0.1%	0.3%	2.9%	0.9%	0.9%	0.1%	1.3%	7.4%	1.8%
Other	0.5%	0.5%	0.6%	0.3%	0.5%	1.0%	0.5%	0.5%	0.7%	0.6%	1.7%	0.8%
Total Count	3,075,682	444,125	1,404,254	1,105,850	11,279	105,873	1,575,038	1,497,782	342,106	1,620,901	380,947	1,388,699

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Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Exit-Level Cumulative Pass Rate													
Class of 2009	86%	77%	82%	93%	86%	95%	86%	87%	40%	79%	50%	77%	
Class of 2008	86%	77%	80%	94%	88%	94%	87%	86%	58%	78%	44%	76%	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)													
Percent of Failers Passing TAKS													
Reading/ELA	2009	49%	49%	45%	62%	57%	56%	48%	50%	40%	45%	36%	48%
	2008	53%	52%	50%	66%	60%	62%	53%	54%	48%	50%	38%	53%
Mathematics	2009	37%	32%	35%	45%	39%	50%	37%	37%	26%	34%	30%	36%
	2008	36%	31%	33%	45%	41%	50%	36%	35%	29%	33%	28%	35%
Average TGI Growth													
Reading/ELA	2009	0.52	0.52	0.46	0.73	0.62	0.65	0.52	0.51	0.17	0.47	0.37	0.49
	2008	0.58	0.53	0.53	0.80	0.74	0.77	0.58	0.59	0.40	0.53	0.43	0.56
Mathematics	2009	0.38	0.35	0.37	0.46	0.41	0.63	0.38	0.39	0.22	0.36	0.37	0.37
	2008	0.34	0.31	0.32	0.43	0.39	0.60	0.35	0.33	0.27	0.32	0.35	0.33
Student Success Initiative													
Grade 3 Reading (English and Spanish)													
Students Requiring Accelerated Instruction													
	2009	10%	16%	13%	4%	7%	4%	12%	9%	17%	15%	16%	17%
	2008	12%	18%	15%	5%	8%	5%	13%	10%	19%	17%	19%	19%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2009	94%	90%	92%	98%	96%	98%	93%	95%	88%	91%	90%	90%
	2008	94%	91%	92%	98%	96%	98%	93%	95%	89%	91%	90%	90%
TAKS Failers Promoted by Grade Placement Committee													
	2008	65.2%	68.5%	63.5%	67.5%	76.7%	70.4%	66.6%	63.0%	84.9%	64.7%	63.5%	65.4%
	2007	53.6%	56.4%	53.2%	48.4%	72.2%	59.3%	54.4%	52.3%	71.2%	53.4%	54.6%	54.6%
TAKS Met Standard (Failed in Previous Year)													
Promoted to Grade 4													
	2009	26%	25%	25%	35%	29%	40%	24%	29%	18%	24%	23%	23%
	2008	14%	11%	14%	21%	25%	23%	14%	14%	13%	14%	14%	13%
Retained in Grade 3													
	2009	81%	77%	81%	86%	> 99%	71%	80%	82%	75%	80%	80%	81%
	2008	80%	77%	81%	84%	*	80%	80%	81%	54%	80%	81%	80%

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Student Success Initiative (continued)												
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2009	16%	21%	22%	7%	13%	6%	18%	15%	22%	23%	40%	33%
2008	15%	21%	21%	7%	10%	6%	16%	14%	24%	22%	39%	32%
TAKS Cumulative Met Standard (First and Second Administrations)												
2009	91%	87%	87%	97%	93%	97%	90%	92%	85%	86%	74%	79%
2008	92%	89%	89%	97%	96%	97%	92%	93%	85%	88%	76%	82%
TAKS Failers Promoted by Grade Placement Committee												
2008	84.0%	85.6%	83.8%	82.7%	81.8%	85.5%	85.2%	82.7%	93.9%	84.1%	83.4%	84.1%
2007	78.0%	79.8%	78.0%	74.4%	85.7%	83.7%	79.1%	76.9%	87.6%	78.1%	78.7%	78.6%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 6												
2009	46%	48%	44%	53%	41%	56%	45%	47%	47%	44%	39%	45%
2008	55%	53%	54%	64%	65%	63%	49%	62%	48%	54%	50%	55%
Retained in Grade 5												
2009	66%	67%	64%	76%	*	48%	61%	71%	46%	65%	59%	66%
2008	73%	73%	72%	81%	60%	73%	72%	74%	54%	72%	67%	73%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
2009	15%	24%	18%	8%	14%	3%	15%	15%	18%	21%	30%	31%
2008	15%	24%	18%	8%	13%	4%	14%	15%	21%	21%	31%	30%
TAKS Cumulative Met Standard (First and Second Administrations)												
2009	92%	86%	89%	96%	92%	98%	92%	91%	89%	88%	81%	82%
2008	91%	85%	89%	97%	93%	98%	92%	91%	86%	87%	79%	81%
TAKS Failers Promoted by Grade Placement Committee												
2008	84.0%	86.5%	83.1%	84.2%	76.9%	80.9%	85.2%	82.8%	93.8%	84.0%	82.0%	83.9%
2007	77.5%	80.1%	76.9%	74.9%	79.4%	78.7%	78.3%	76.8%	87.7%	77.0%	76.5%	77.6%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 6												
2009	21%	19%	20%	26%	22%	36%	19%	22%	19%	20%	21%	20%
2008	22%	17%	23%	23%	28%	28%	22%	22%	17%	22%	25%	21%
Retained in Grade 5												
2009	72%	64%	73%	80%	> 99%	90%	71%	73%	70%	71%	70%	72%
2008	71%	66%	72%	75%	60%	69%	72%	70%	51%	71%	69%	71%

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Student Success Initiative (continued)												
Grade 8 Reading												
Students Requiring Accelerated Instruction												
2009	6%	7%	8%	3%	5%	2%	7%	5%	12%	9%	35%	13%
2008	6%	9%	8%	2%	4%	2%	7%	5%	17%	9%	37%	12%
TAKS Cumulative Met Standard (First and Second Administrations)												
2009	97%	96%	95%	99%	99%	99%	97%	97%	93%	95%	74%	93%
2008	97%	96%	95%	99%	99%	99%	97%	97%	90%	95%	73%	93%
TAKS Failers Promoted by Grade Placement Committee												
2008	88.5%	90.3%	88.0%	87.8%	93.8%	89.4%	89.2%	87.6%	95.0%	88.5%	88.6%	89.1%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 9												
2009	32%	39%	29%	43%	60%	33%	30%	35%	21%	31%	25%	31%
Retained in Grade 8												
2009	59%	62%	57%	73%	*	33%	58%	60%	71%	57%	46%	59%
Grade 8 Mathematics												
Students Requiring Accelerated Instruction												
2009	18%	30%	23%	10%	17%	5%	18%	19%	27%	26%	47%	38%
2008	21%	34%	27%	11%	17%	6%	20%	22%	41%	29%	54%	41%
TAKS Cumulative Met Standard (First and Second Administrations)												
2009	87%	77%	84%	94%	90%	97%	88%	87%	79%	81%	62%	72%
2008	86%	76%	82%	94%	89%	97%	87%	86%	69%	80%	57%	71%
TAKS Failers Promoted by Grade Placement Committee												
2008	90.5%	92.7%	89.7%	90.2%	91.1%	90.2%	90.4%	90.7%	95.8%	90.3%	89.4%	91.1%
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 9												
2009	15%	15%	14%	19%	10%	29%	15%	15%	11%	14%	13%	14%
Retained in Grade 8												
2009	48%	40%	47%	64%	*	63%	51%	46%	31%	46%	40%	48%
English Language Learners Progress Measure (2011 Preview)												
2008-09	76%	78%	75%	89%	76%	91%	74%	78%	63%	74%	72%	73%

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Attendance Rate												
2007-08	95.5%	95.1%	95.4%	95.6%	94.8%	97.5%	95.5%	95.5%	94.0%	95.2%	96.4%	94.7%
2006-07	95.5%	95.0%	95.3%	95.7%	94.8%	97.5%	95.5%	95.5%	94.0%	95.2%	96.3%	94.6%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)												
2007-08	0.3%	0.5%	0.4%	0.1%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%	0.5%	0.3%
2006-07	0.4%	0.7%	0.5%	0.2%	0.4%	0.2%	0.4%	0.4%	0.5%	0.5%	0.8%	0.4%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)												
2007-08	2.2%	3.5%	3.0%	1.1%	1.8%	0.8%	2.4%	2.1%	2.8%	2.3%	3.7%	3.0%
2006-07	2.7%	4.1%	3.7%	1.3%	2.0%	1.0%	2.9%	2.6%	3.2%	2.8%	4.8%	3.6%
Annual Dropout Rate (Gr 9-12)												
2007-08	3.2%	5.0%	4.4%	1.5%	2.6%	1.1%	3.5%	3.0%	4.1%	3.5%	5.8%	4.1%
2006-07	3.9%	5.8%	5.4%	1.9%	2.8%	1.4%	4.2%	3.7%	4.8%	4.3%	7.6%	5.0%
Completion/Student Status Rate (Gr 9-12)												
Class of 2008												
Graduated	79.1%	71.8%	70.8%	88.8%	81.7%	91.2%	76.8%	81.4%	69.8%	70.4%	44.2%	65.7%
Received GED	1.5%	1.1%	1.5%	1.8%	2.2%	0.3%	1.9%	1.1%	0.9%	1.7%	0.5%	2.2%
Continued HS	8.9%	11.0%	13.3%	4.2%	7.7%	4.8%	9.9%	8.0%	14.8%	12.2%	24.5%	15.4%
Dropped Out (4-yr)	10.5%	16.1%	14.4%	5.1%	8.4%	3.6%	11.4%	9.5%	14.5%	15.7%	30.8%	16.7%
Class of 2007												
Graduated	78.0%	70.7%	68.5%	88.2%	81.4%	91.5%	75.8%	80.3%	70.3%	68.8%	39.3%	64.8%
Received GED	2.0%	1.6%	1.8%	2.4%	2.8%	0.5%	2.5%	1.4%	1.4%	2.1%	0.8%	2.7%
Continued HS	8.7%	10.5%	13.3%	4.1%	6.2%	4.2%	9.8%	7.6%	14.3%	11.7%	25.3%	14.4%
Dropped Out (4-yr)	11.4%	17.2%	16.4%	5.3%	9.6%	3.8%	11.9%	10.8%	13.9%	17.3%	34.6%	18.1%
Completion Rate II (w/GED) (AEA Indicator)												
Class of 2008	89.5%	83.9%	85.6%	94.9%	91.6%	96.4%	88.6%	90.5%	85.5%	84.3%	69.2%	83.3%
Class of 2007	88.6%	82.8%	83.6%	94.7%	90.4%	96.3%	88.1%	89.2%	86.1%	82.7%	65.4%	81.9%
Completion Rate I (w/o GED) (Standard Accountability Indicator)												
Class of 2008	88.0%	82.8%	84.1%	93.0%	89.4%	96.0%	86.7%	89.4%	84.7%	82.7%	68.7%	81.1%
Class of 2007	86.7%	81.2%	81.9%	92.3%	87.6%	95.7%	85.6%	87.8%	84.7%	80.5%	64.6%	79.2%
COLLEGE READINESS INDICATORS												
Advanced Course/Dual Enrollment Completion												
2007-08	23.1%	16.3%	19.3%	27.9%	22.3%	44.7%	20.7%	25.7%	5.3%	17.2%	10.1%	12.3%
2006-07	22.1%	15.1%	17.9%	27.2%	21.2%	43.8%	19.7%	24.6%	4.9%	15.9%	9.0%	11.9%
RHSP/DAP Graduates												
Class of 2008	81.4%	74.5%	82.1%	81.9%	77.9%	92.2%	76.8%	85.8%	21.9%	78.4%	58.7%	70.3%
Class of 2007	77.9%	70.4%	78.4%	78.5%	75.1%	90.8%	73.0%	82.7%	20.5%	73.9%	51.2%	66.2%

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AP/IB Results													
Tested	2008	20.9%	12.2%	16.7%	25.0%	20.3%	48.3%	18.6%	23.0%	n/a	n/a	n/a	
	2007	20.0%	11.1%	16.4%	23.6%	19.1%	46.0%	17.7%	22.1%	n/a	n/a	n/a	
Examinees >= Criterion													
	2008	50.1%	25.2%	36.5%	59.3%	51.8%	68.0%	51.9%	48.8%	n/a	n/a	n/a	
	2007	50.5%	26.1%	35.7%	59.9%	48.6%	68.5%	52.9%	48.7%	n/a	n/a	n/a	
Scores >= Criterion													
	2008	46.0%	23.0%	29.0%	54.2%	43.9%	62.1%	48.9%	43.6%	n/a	n/a	n/a	
	2007	46.8%	24.0%	28.6%	55.4%	42.9%	63.3%	49.8%	44.4%	n/a	n/a	n/a	
Texas Success Initiative (TSI) - Higher Education Readiness Component (INCLUDES TAKS (Accommodated))													
Eng Lang Arts	2009	63%	51%	53%	74%	70%	77%	58%	67%	18%	50%	9%	44%
	2008	57%	45%	47%	68%	61%	72%	52%	62%	15%	43%	6%	39%
Mathematics	2009	62%	44%	53%	74%	66%	85%	64%	61%	17%	50%	25%	37%
	2008	56%	38%	46%	70%	59%	82%	58%	54%	14%	43%	20%	30%
SAT/ACT Results													
Tested	Class of 2008	65.0%	72.2%	52.6%	70.6%	68.0%	89.6%	62.5%	67.3%	n/a	n/a	n/a	
	Class of 2007	68.2%	72.7%	54.0%	71.8%	83.7%	89.9%	64.8%	70.8%	n/a	n/a	n/a	
At/Above Criterion													
	Class of 2008	27.2%	7.9%	11.7%	39.6%	31.9%	48.1%	30.0%	24.7%	n/a	n/a	n/a	
	Class of 2007	27.0%	8.0%	11.9%	38.2%	27.1%	47.7%	29.8%	24.7%	n/a	n/a	n/a	
Average SAT Score													
	Class of 2008	987	855	897	1060	1010	1100	1005	972	n/a	n/a	n/a	
	Class of 2007	992	867	914	1056	998	1095	1010	978	n/a	n/a	n/a	
Average ACT Score													
	Class of 2008	20.5	17.3	18.1	22.3	21.6	23.9	20.6	20.4	n/a	n/a	n/a	
	Class of 2007	20.2	16.9	18.0	22.0	20.9	23.1	20.2	20.1	n/a	n/a	n/a	
College-Ready Graduates													
Eng Lang Arts	Class of 2008	59%	44%	48%	70%	64%	73%	55%	63%	16%	44%	6%	37%
	Class of 2007	49%	34%	38%	59%	50%	67%	44%	54%	13%	34%	4%	28%
Mathematics	Class of 2008	58%	37%	48%	70%	65%	80%	63%	54%	17%	45%	23%	29%
	Class of 2007	56%	33%	45%	66%	59%	77%	59%	52%	15%	42%	23%	28%
Both Subjects	Class of 2008	44%	25%	32%	57%	51%	66%	45%	44%	8%	28%	4%	15%
	Class of 2007	37%	19%	25%	49%	40%	60%	36%	38%	6%	21%	2%	12%

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STUDENT INFORMATION			PROGRAM INFORMATION		
	Count	Percent		Count	Percent
Total Students	4,728,204	100.0%	Student Enrollment by Program:		
Students By Grade:			Bilingual/ESL Education	757,146	16.0%
Early Childhood Education	12,356	0.3%	Career & Technical Education	1,011,507	21.4%
Pre-Kindergarten	199,371	4.2%	Gifted & Talented Education	355,801	7.5%
Kindergarten	361,929	7.7%	Special Education	444,026	9.4%
Grade 1	379,066	8.0%	Teachers by Program (population served):		
Grade 2	371,402	7.9%	Bilingual/ESL Education	24,508.0	7.5%
Grade 3	368,131	7.8%	Career & Technical Education	12,776.4	3.9%
Grade 4	355,435	7.5%	Compensatory Education	11,885.9	3.6%
Grade 5	352,252	7.5%	Gifted & Talented Education	6,514.8	2.0%
Grade 6	345,576	7.3%	Regular Education	230,600.5	70.4%
Grade 7	342,912	7.3%	Special Education	31,805.5	9.7%
Grade 8	343,389	7.3%	Other	9,571.8	2.9%
Grade 9	387,777	8.2%	Class Size Averages by Grade and Subject:		
Grade 10	331,936	7.0%	Elementary:		
Grade 11	302,959	6.4%	Kindergarten		19.0
Grade 12	273,713	5.8%	Grade 1		19.0
Ethnic Distribution:			Grade 2		19.3
African American	669,371	14.2%	Grade 3		19.3
Hispanic	2,264,367	47.9%	Grade 4		19.7
White	1,608,515	34.0%	Grade 5		22.1
Native American	16,649	0.4%	Grade 6		21.5
Asian/Pacific Islander	169,302	3.6%	Mixed Grades		21.8
Economically Disadvantaged	2,681,474	56.7%	Secondary:		
Limited English Proficient (LEP)	799,801	16.9%	English/Language Arts		19.8
Students w/Disciplinary Placements (2007-08)	103,727	2.1%	Foreign Language		21.1
At-Risk	2,285,954	48.3%	Mathematics		19.6
Total Graduates (Class of 2008):	252,121	100.0%	Science		20.5
By Ethnicity (incl. Special Ed):			Social Studies		21.7
African American	33,873	13.4%	Non-Special Education Rates		
Hispanic	94,571	37.5%	Retention Rates By Grade:		
White	112,983	44.8%	Kindergarten	2.6%	11.7%
Native American	944	0.4%	Grade 1	5.5%	10.5%
Asian/Pacific Islander	9,750	3.9%	Grade 2	3.2%	4.7%
By Graduation Type (incl. Special Ed.):			Grade 3	2.5%	3.0%
Minimum H.S. Program	46,999	18.6%	Grade 4	1.3%	1.3%
Recommended H.S. Pgm./DAP	205,122	81.4%	Grade 5	1.9%	2.4%
Special Education Graduates:	26,091	10.3%	Grade 6	0.9%	1.6%
Data Quality: PID Errors (student)	7,343	0.1%	Grade 7	1.4%	2.2%
Underreported Students	12,668	0.6%	Grade 8	1.7%	3.3%

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STAFF INFORMATION	Count	Percent		Years
Total Staff:	646,815.1	100.0%	Average Yrs. Experience of Teachers:	11.2 yrs.
			Average Yrs. Experience of Teachers with Districts:	7.4 yrs.
Professional Staff:	407,135.1	62.9%		
Teachers	327,662.9	50.7%	Average Teacher Salary by Years of Experience:	Amount
Professional Support	54,475.5	8.4%	(regular duties only)	
Campus Administration (School Leadership)	18,324.9	2.8%	Beginning Teachers	\$40,372
Central Administration	6,671.7	1.0%	1-5 Years Experience	\$42,463
Educational Aides:	62,459.5	9.7%	6-10 Years Experience	\$45,035
			11-20 Years Experience	\$49,083
Auxiliary Staff:	177,220.5	27.4%	Over 20 Years Experience	\$57,325
Total Minority Staff:	283,075.3	43.8%	Average Actual Salaries (regular duties only):	
Teachers by Ethnicity and Sex:			Teachers	\$47,159
African American	31,745.6	9.7%	Professional Support	\$55,819
Hispanic	72,451.6	22.1%	Campus Administration (School Leadership)	\$68,891
White	218,477.4	66.7%	Central Administration	\$85,305
Native American	860.1	0.3%	Turnover Rate For Teachers:	14.7%
Asian/Pacific Islander	4,128.3	1.3%	Instructional Staff Percent***:	63.9%
Males	74,947.7	22.9%	EXCLUSIONS:	
Females	252,715.2	77.1%	Shared Services Arrangement Staff:	Count
Teachers by Highest Degree Held:			Professional Staff	1,294.2
No Degree	2,773.0	0.8%	Educational Aides	228.1
Bachelors	254,661.6	77.7%	Auxiliary Staff	670.7
Masters	68,433.3	20.9%	Contracted Instructional Staff:	2,034.5
Doctorate	1,795.0	0.5%		
Teachers by Years of Experience:				
Beginning Teachers	23,779.1	7.3%		
1-5 Years Experience	99,863.0	30.5%		
6-10 Years Experience	65,434.1	20.0%		
11-20 Years Experience	77,622.5	23.7%		
Over 20 Years Experience	60,964.2	18.6%		
Number of Students Per Teacher:	14.4	n/a		

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TAX INFORMATION (CALENDAR YEAR 2008)			ACTUAL EXPENDITURE INFORMATION (2007-08)		
	State Amount	Percent/Rate	All Funds	Percent	Per Student
Adopted Tax Rate					
Maintenance and Operations	n/a	\$1.052			
Interest and Sinking Fund #	n/a	\$0.157			
Total Rate (sum of above)	n/a	\$1.209			
Standardized Local Tax Base (comptroller valuation)					
Value (after exemptions)	\$1,679,467,429,033	n/a			
Value Per Pupil @@	\$363,600	n/a			
Value by Category					
Business	\$639,448,221,965	33.6%			
Residential	\$1,013,878,237,447	53.3%			
Land	\$119,006,587,048	6.3%			
Oil and Gas	\$121,117,948,450	6.4%			
Other	\$10,519,720,405	0.6%			
FUND BALANCE INFORMATION					
Fund Balance (End of Year 2007-08 audited)	\$7,066,606,345	n/a			
Percent of Total Budgeted Expenditures (2008-09)	n/a	18.8%			
ACTUAL PROGRAM EXPENDITURE INFORMATION (2007-08)	All Funds	State Percent	Per Student		
By Program:					
Total Operating Expenditures	\$29,122,857,968	100.0%	\$6,262		
Bilingual/ESL Education (25)	\$1,234,002,476	4.2%	\$265		
Career & Technical Education (22)	\$959,193,633	3.3%	\$206		
Accelerated Education (24,30)	\$3,402,326,008	11.7%	\$732		
Gifted & Talented Education (21)	\$416,924,270	1.4%	\$90		
Regular Education (11)	\$17,459,661,507	60.0%	\$3,754		
Special Education (23)	\$4,625,650,805	15.9%	\$995		
Athletics/Related Activities (91)	\$700,538,480	2.4%	\$151		
Other (26,28,29)	\$324,560,789	1.1%	\$70		
By Object:					
Total Expenditures	\$51,273,532,249	100.0%	\$11,024		
Payroll Costs	\$31,013,675,795	60.5%	\$6,668		
Other Operating Costs	\$8,348,454,795	16.3%	\$1,795		
Debt Service	\$4,354,710,385	8.5%	\$936		
Capital Outlay	\$7,556,691,274	14.7%	\$1,625		
By Function (Objects 6100-6400 only):					
Total Operating Expenditures	\$38,800,772,656	100.0%	\$8,342		
Instruction (11,95)	\$22,412,730,229	57.8%	\$4,819		
Instructional-Related Services (12,13)	\$1,362,093,753	3.5%	\$293		
Instructional Leadership (21)	\$580,207,436	1.5%	\$125		
School Leadership (23)	\$2,169,614,250	5.6%	\$466		
Support Services-Student (31,32,33)	\$1,856,553,573	4.8%	\$399		
Student Transportation (34)	\$1,119,008,142	2.9%	\$241		
Food Services (35)	\$2,028,802,850	5.2%	\$436		
Cocurricular Activities (36)	\$1,009,690,375	2.6%	\$217		
Central Administration (41,92)	\$1,262,251,460	3.3%	\$271		
Plant Maintenance and Operations (51)	\$4,187,268,340	10.8%	\$900		
Security and Monitoring Services (52)	\$293,809,180	0.8%	\$63		
Data Processing Services (53)	\$518,743,068	1.3%	\$112		
Community Services (61)	\$196,446,415	n/a	\$42		
Equity Transfers (excluded from expenditures)	\$1,139,480,329	n/a	\$245		
Instructional Expenditure Ratio*** (11,12,13,31)		64.4%			
ACTUAL REVENUE INFORMATION (2007-08)					
By Source:					
Total Revenues	\$45,294,860,186	100.0%	\$9,739		
Local Tax	\$17,930,957,304	39.6%	\$3,855		
Other Local & Intermediate	\$2,762,287,931	6.1%	\$594		
State	\$20,309,900,694	44.8%	\$4,367		
Federal	\$4,291,714,257	9.5%	\$923		
Equity Transfers (excluded from revenues)	\$1,139,480,329	n/a	\$245		

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
 '@' Includes TAKS(Accommodated).
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.
 '#' The \$0.157 includes 229 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.203.
 '@@' Not Used for School Funding calculations.
 '***' For more details on this Chapter 44 measure, please go to <http://www.tea.state.tx.us/index4.aspx?id=3881>.

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Indicator:	State	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
TAKS Met 2009 Standard (Sum of All Grades Tested, INCLUDES SELECTED TAKS(Accommodated)) (Standard Accountability Indicator)											
Reading/ELA 2009	91%	82%	82%	80%	87%	85%	65%	65%	65%	78%	74%
Mathematics 2009	82%	81%	82%	79%	83%	82%	62%	61%	63%	72%	71%
Writing 2009	93%	90%	89%	89%	93%	91%	81%	82%	79%	87%	86%
Science 2009	78%	63%	64%	58%	69%	70%	38%	39%	36%	49%	47%
Soc Studies 2009	93%	84%	64%	*	> 99%	85%	68%	69%	65%	73%	68%
All Tests 2009	74%	68%	69%	65%	73%	72%	44%	44%	44%	57%	56%
Student Success Initiative											
Grade 3 Reading (English and Spanish)											
Students Requiring Accelerated Instruction 2009	10%	16%	17%	16%	12%	15%	16%	16%	16%	15%	16%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	94%	90%	89%	90%	93%	91%	90%	90%	90%	90%	90%
Grade 5 Reading (English and Spanish)											
Students Requiring Accelerated Instruction 2009	16%	40%	41%	41%	29%	38%	40%	39%	42%	33%	40%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	91%	74%	73%	73%	82%	75%	73%	74%	70%	78%	74%
Grade 5 Mathematics (English and Spanish)											
Students Requiring Accelerated Instruction 2009	15%	30%	28%	33%	29%	23%	30%	28%	33%	25%	30%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	92%	81%	82%	78%	80%	85%	81%	82%	79%	85%	81%
Grade 8 Reading											
Students Requiring Accelerated Instruction 2009	6%	13%	*	*	6%	17%	36%	35%	37%	23%	35%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	97%	90%	*	*	> 99%	85%	72%	73%	72%	86%	74%
Grade 8 Mathematics											
Students Requiring Accelerated Instruction 2009	18%	21%	20%	*	14%	23%	48%	47%	49%	38%	47%
TAKS Cumulative Met Standard (First and Second Administrations) 2009	87%	90%	*	*	94%	89%	61%	62%	60%	73%	62%

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Indicator:	State	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only)												
Percent of Failers Passing TAKS												
Reading/ELA	2009	49%	32%	33%	30%	37%	35%	36%	36%	36%	41%	36%
Mathematics	2009	37%	38%	41%	32%	37%	43%	27%	27%	26%	31%	30%

2. Student Performance

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

TAKS is the primary statewide assessment. As mandated by the 76th Texas Legislature, Texas public school students took the TAKS tests for the first time in 2003. Two to four TAKS subject area tests, depending on the grade level, are administered annually to students in Grades 3-11 (Table 2.1). In 2009, Spanish-version TAKS tests were available in Grades 3-6. By law, students for whom TAKS is the graduation testing requirement must pass exit-level tests in four content areas—English language arts, mathematics, social studies, and science—to graduate from a Texas public high school.

Table 2.1. State Assessments and Subjects, by Grade, 2009				
Grade	Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), TAKS–Modified (TAKS-M), and TAKS–Alternate (TAKS-Alt)			
3	Reading ^a	Math ^a		
4	Reading ^a	Math ^a	Writing ^a	
5	Reading ^a	Math ^a		Science ^a
6	Reading ^a	Math ^a		
7	Reading	Math	Writing	
8	Reading	Math		Social Studies Science
9	Reading	Math		
10	ELA ^b	Math		Social Studies Science
11 ^c	ELA	Math		Social Studies Science
Grade	Texas English Language Proficiency Assessment System (TELPAS)			
K-1	Holistically-rated listening, reading, speaking, and writing assessments.			
2-12	Reading test and holistically-rated listening, speaking, and writing assessments.			

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

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

Grade 5 TAKS reading test is based on the knowledge and skills presented in the Grade 5 TEKS reading curriculum. In Grades 9-11, TAKS assesses broader curricula based on courses required for high school graduation. For example, the exit-level TAKS mathematics test assesses the knowledge and skills from Algebra I and high school geometry, as well as some curriculum from Grade 8 mathematics.

Assessments for students receiving special education services have undergone substantial change since 2007. In keeping with the goal of providing all students appropriate assessments to measure and support achievement of the essential knowledge and skills of the state-mandated curriculum, and to comply with federal regulations under the Individuals With Disabilities Education Act of 2004 (IDEA) and the No Child Left Behind Act of 2001 (NCLB), the TAKS (Accommodated), TAKS-M, and TAKS-Alt were developed. These assessments replaced the TAKS–Inclusive, State-Developed Alternative Assessment II, and locally determined alternate assessments. Because the current assessments are administered at the same grade levels and in the same content areas tested by TAKS, admission, review, and dismissal (ARD) committees have considerable flexibility in determining the most appropriate assessment for each subject area for each student receiving special education services.

TAKS (Accommodated), introduced in spring 2008, is designed for students served in special education programs whose academic achievement and progress can be measured appropriately using the general assessment. TAKS (Accommodated) is not an alternate assessment. It is the TAKS test with format accommodations (larger font, fewer items per page, etc.) and no embedded field-test items. Students who meet the eligibility requirements for specific accommodations, as determined by their ARD committees, may be assessed with TAKS (Accommodated). As with exit-level TAKS, TAKS (Accommodated) subject tests at Grade 11 satisfy graduation requirements and are provided for retesting. In 2009, Spanish-version tests were available in Grades 3-6.

TAKS–Modified is an alternate assessment based on modified academic achievement standards. It measures the academic progress of students for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. Although students are assessed on grade-level curriculum, TAKS-M tests have been modified in format (e.g.,

larger font, fewer items per page) and test design (e.g., fewer answer choices, simpler vocabulary and sentence structure). TAKS-M is not a requirement for graduation and, therefore, is not considered an exit-level test with retesting opportunities. TAKS-M is not available in Spanish. TAKS-M tests were implemented over two years, beginning in spring 2008. Tests not used for Adequate Yearly Progress determinations in 2008 (writing at Grades 4 and 7; reading and mathematics at Grade 9; social studies at Grades 8 and 10; and ELA, mathematics, social studies, and science at Grade 11) became operational in spring 2009. Adoption of performance standards in fall 2009 for these remaining tests marked the full implementation of changes in assessments for students receiving special education services.

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

2007 as a mandatory field test and became operational in the 2008-09 school year.

The Texas English Language Proficiency Assessment System (TELPAS) is designed to assess the annual progress that limited English proficient (LEP) students make in learning English in four language domains: reading, listening, speaking, and writing. Proficiency tests for the domain of reading (known formerly as the Reading Proficiency Tests in English) have been administered to LEP students in Grades 3-12 since the 1999-00 school year. Holistically-rated assessments were benchmarked in spring 2004 and implemented fully in spring 2005. In the 2007-08 school year, the Texas Education Agency (TEA) implemented the second edition of the reading proficiency assessment and added a test for Grade 2. TELPAS now consists of holistically-rated reading for Grades K and 1; reading tests for students in Grades 2-12; and holistically-rated assessments of listening, speaking, and writing for students in Grades K-12.

Participation in TAKS Assessments

In the 2008-09 school year, 3,087,876 (98.5%) of the 3,136,093 students eligible to participate in TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt were assessed (Table 2.2). Of the 48,217 students (1.5%) not

Table 2.2. Participation in State Assessments, by Grade, 2008 and 2009

Grade	Total Students	Total Tested		LEP ^a Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2008											
3	363,100	359,990	99.1	2,794	0.8	163	<0.1	153	<0.1	3,110	0.9
4	351,326	348,165	99.1	2,792	0.8	133	<0.1	236	0.1	3,161	0.9
5	353,749	350,396	99.1	3,065	0.9	144	<0.1	144	<0.1	3,353	1.0
6	337,289	332,600	98.6	3,937	1.2	557	0.2	195	0.1	4,689	1.4
7	344,222	338,385	98.3	5,033	1.5	578	0.2	226	0.1	5,837	1.7
8	340,824	334,960	98.3	4,614	1.4	634	0.2	616	0.2	5,864	1.7
9	392,156	377,955	96.4	7,710	2.0	5,946	1.5	545	0.1	14,201	3.6
10	322,311	316,592	98.2	2,712	0.8	2,203	0.7	804	0.3	5,719	1.8
11	277,464	273,821	98.7	n/a ^b	n/a	2,385	0.9	1,258	0.5	3,643	1.3
Total	3,082,441	3,032,864	98.4	32,657	1.1	12,743	0.4	4,177	0.1	49,577	1.6
2009											
3	375,761	372,825	99.2	2,731	0.7	116	<0.1	89	<0.1	2,936	0.8
4	360,014	356,955	99.2	2,713	0.8	170	0.1	176	0.1	3,059	0.9
5	360,196	356,978	99.1	2,976	0.8	139	<0.1	103	<0.1	3,218	0.9
6	346,572	342,039	98.7	3,629	1.1	708	0.2	196	0.1	4,533	1.3
7	346,821	341,026	98.3	5,001	1.4	551	0.2	243	0.1	5,795	1.7
8	352,077	346,267	98.4	4,472	1.3	620	0.2	718	0.2	5,810	1.7
9	382,936	368,870	96.3	8,202	2.1	5,456	1.4	408	0.1	14,066	3.7
10	323,520	318,257	98.4	2,750	0.9	1,953	0.6	560	0.2	5,263	1.6
11	288,196	284,659	98.8	n/a	n/a	2,234	0.8	1,303	0.5	3,537	1.2
Total	3,136,093	3,087,876	98.5	32,474	1.0	11,947	0.4	3,796	0.1	48,217	1.5

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

^aLimited English proficient. ^bNot applicable. Students are not eligible for exemption from the exit-level TAKS on the basis of limited English proficiency, but LEP students who are recent immigrants may postpone the initial administration of the exit-level TAKS one time (19 Texas Administrative Code §101.1005).

assessed, 11,947 were absent; 32,474 were exempted by their language proficiency assessment committees; and 3,796 were not assessed for other reasons.

TAKS Results: Definitions and Methods

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

- ◆ Commended performance. This category indicates high academic achievement. Students in this category performed at a level that was considerably above the state passing standard.
- ◆ Met the standard. This category indicates satisfactory academic achievement. Students in this category performed at a level that was at, or somewhat above, the state passing standard.
- ◆ Did not meet the standard. This category indicates unsatisfactory academic achievement. Students in this category performed at a level that was below the state passing standard.

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

Performance standards for TAKS-M and TAKS-Alt were implemented with no phase-in period. TAKS-M reading/ELA and mathematics tests at Grades 3-8 and 10 and science tests at Grade 5, 8, and 10 were field-tested in October 2007 and administered as operational tests in spring 2008. Performance standards for these tests were established in fall 2008. The remaining TAKS-M tests were field-tested in spring 2008 and administered as operational tests in spring 2009. After performance standards were set in fall 2009, new reporting with the applied standards was provided to parents and districts. TAKS-Alt was administered for the first time in spring 2007 as a mandatory field test. State performance standards were established, based on those results, and first applied in spring 2008.

Unless otherwise specified, reported results for all versions of TAKS are based on the primary administrations of the tests. All TAKS results reported include the

results of students administered TAKS and TAKS (Accommodated) tests.

TAKS Results: State Summary

Analysis of the 2009 English-version TAKS results reveals that passing rates increased in every subject and at every grade level, with the exception of reading at Grades 5-7, writing at Grade 4, and mathematics at Grade 6 (Table 2.3 on page 26). Passing rates on those subject tests remained the same as in 2008. In the four grades tested in science, passing rates continued to improve, with gains ranging from 2 percentage points in Grade 10 to 5 percentage points in Grade 11. The gains in science, coupled with gains in mathematics, translated into similar gains for all tests taken. Grade 9 students, whose class was the first to be subject to SSI requirements as eighth graders in 2008, had the greatest increases in passing percentages for the two content areas in which they tested: 3 percentage points in reading and 7 percentage points in mathematics. As a result, the increase in passing rate for all tests taken was greater for Grade 9 (7 percentage points) than for any other grade.

In reading for Grades 3-9, percentages of students meeting the panel-recommended passing standard ranged from 83 percent at Grade 5 to 93 percent at Grade 8 (Figure 2.1 on page 27). Students in Grade 9 made the most progress from the previous year, with an increase in passing rate of 3 percentage points. Percentages of students achieving commended performance ranged from 20 percent at Grade 9 to 48 percent at Grade 8 (Table 2.3 on page 26).

On the ELA tests at Grade 10 and exit level, 88 percent of 10th graders and 92 percent of 11th graders met the passing standard (Figure 2.1 on page 27). Eighteen percent of Grade 10 students and 31 percent of Grade 11 students achieved commended performance (Table 2.3 on page 26). Whereas passing rates in both grades increased by 2 percentage points between 2008 and 2009, commended rates increased 1 percentage point in Grade 10 and 11 percentage points in Grade 11.

In writing, 91 percent of Grade 4 students and 93 percent of Grade 7 students met the passing standard in 2009 (Figure 2.2 on page 27). Compared to 2008, passing rates remained the same in Grade 4 and increased by 3 percentage points in Grade 7. Thirty-two percent of fourth graders and 34 percent of seventh graders achieved commended performance in 2009, increases of 2 percentage points in Grade 4 and 1 percentage point in Grade 7 (Table 2.3 on page 26).

In mathematics, passing rates in 2009 ranged from 65 percent for Grade 10 students to 86 percent for Grade 4 students (Figure 2.3 on page 28). The passing

Table 2.3. English-Version TAKS Performance, All Students, by Grade and Subject, 2008 and 2009

Grade	Met (%), 2008		Met (%), 2009		Change, 2008 to 2009 (Percentage-Point)	
	Standard	Commended	Standard	Commended	Standard	Commended
Reading/English Language Arts						
3	88	38	89	46	1	8
4	83	25	84	29	1	4
5	83	29	83	30	0	1
6	91	45	91	43	0	-2
7	84	30	84	29	0	-1
8	92	51	93	48	1	-3
9	84	32	87	20	3	-12
10 ^a	86	17	88	18	2	1
11 ^a	90	20	92	31	2	11
Writing						
4	91	30	91	32	0	2
7	90	33	93	34	3	1
Mathematics						
3	83	31	84	37	1	6
4	84	30	86	40	2	10
5	83	39	84	44	1	5
6	80	37	80	36	0	-1
7	76	18	79	19	3	1
8	75	21	79	24	4	3
9	60	21	67	23	7	2
10	63	16	65	15	2	-1
11	79	24	81	28	2	4
Social Studies						
8	90	38	92	43	2	5
10	88	32	90	40	2	8
11	95	36	97	48	2	12
Science						
5	81	37	84	43	3	6
8	68	22	72	24	4	2
10	64	14	66	13	2	-1
11	80	12	85	19	5	7
All Tests Taken						
3	78	21	80	28	2	7
4	74	11	75	15	1	4
5	70	17	71	19	1	2
6	77	28	77	26	0	-2
7	70	10	72	11	2	1
8	61	12	65	13	4	1
9	58	15	65	11	7	-4
10	53	5	55	5	2	0
11	71	6	75	10	4	4

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

^aEnglish language arts includes reading and writing.

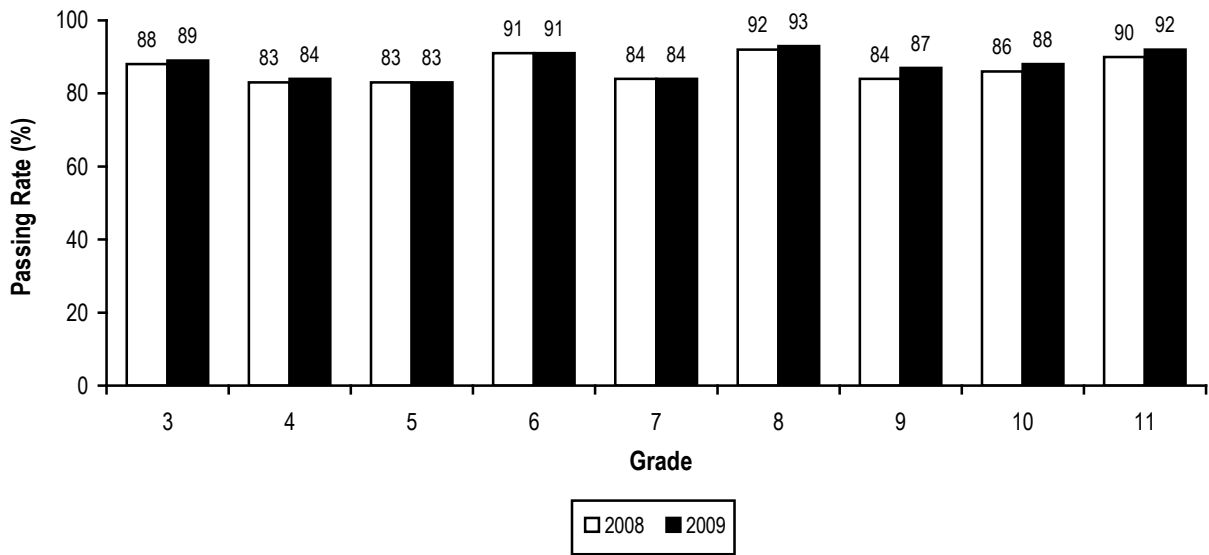
rate at Grade 9 increased by 7 percentage points, the most improvement for any grade level in any subject (Table 2.3). Percentages of students achieving commended performance ranged from 15 percent in Grade 10 to 44 percent in Grade 5. Compared to 2008, Grade 4 students had the largest increase in commended rate (10 percentage points).

In social studies, passing and commended rates were highest for Grade 11 students (97% and 48%, respectively) and lowest for Grade 10 students (90% and 40%, respectively) (Table 2.3). Compared to 2008, passing

rates improved by 2 percentage points in all three grades tested (Figure 2.4 on page 28). The increase in commended rate for Grade 11 students (12 percentage points) was the largest for any grade or subject (Table 2.3).

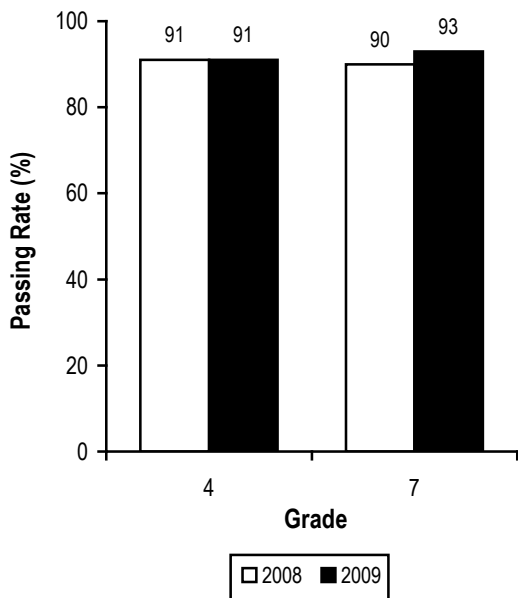
In science, percentages of students meeting the passing standard in 2009 ranged from 66 percent in Grade 10 to 85 percent in Grade 11 (Figure 2.5 on page 29). Eleventh graders had the largest increase in passing rate between 2008 and 2009 (5 percentage points), as well

Figure 2.1. English-Version TAKS Reading and English Language Arts (ELA) Passing Rates, by Grade, 2008 and 2009



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

Figure 2.2. English-Version TAKS Writing Passing Rates, by Grade, 2008 and 2009

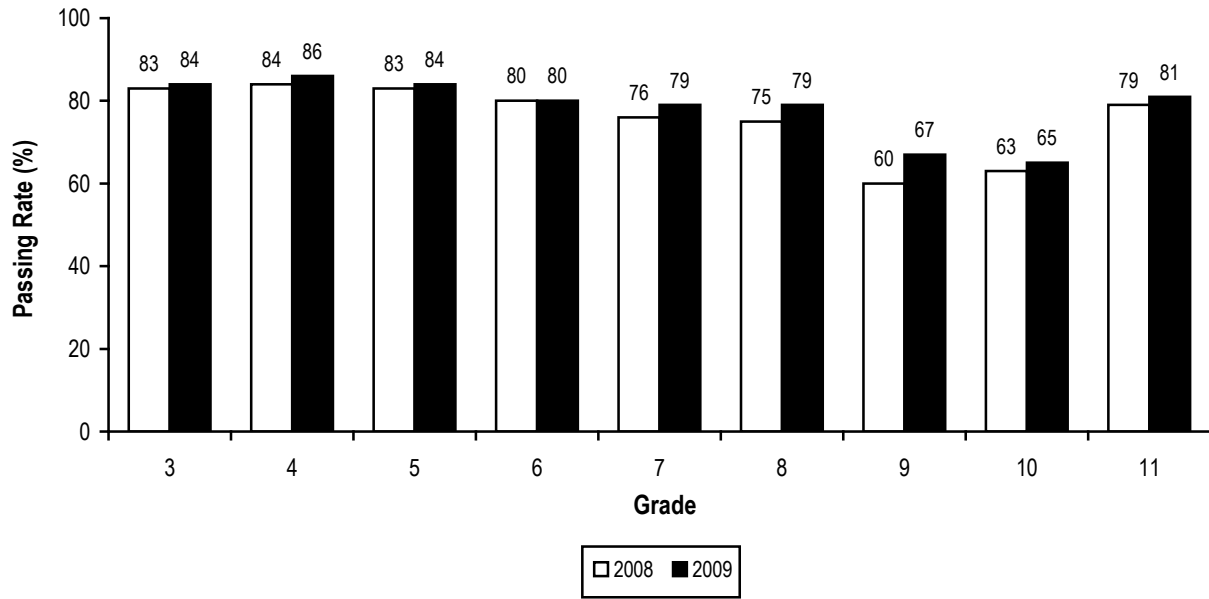


as the largest increase in commended rate (7 percentage points) (Table 2.3).

In 2009, passing and commended rates for all tests taken were highest for Grade 3 students (80% and 28%, respectively) and lowest for Grade 10 students (55% and 5%, respectively) (Table 2.3). Grade 9 showed the greatest gain in the percentage of students meeting the passing standard (7 percentage points). Grade 3 students showed the greatest improvement in commended performance (7 percentage points).

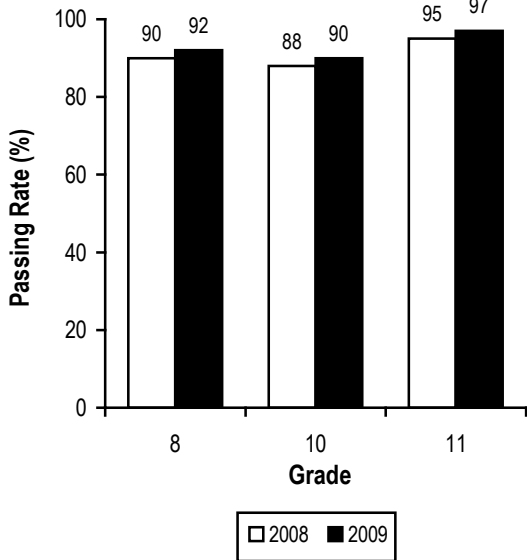
Graduating seniors who took the exit-level TAKS for the first time in April 2008 and failed one or more of the tests were provided four opportunities to retest through April 2009. Passing rates for the April 2008 primary administration improved from the previous graduating class in social studies (1 percentage point), science (3 percentage points), and all tests taken (2 percentage points) (Table 2.4 on page 29). The ELA passing rate remained at 90 percent, and the mathematics passing rate decreased 1 percentage point to 79 percent. Cumulative passing rates remained the same for all subjects except mathematics, which saw a decrease of 1 percentage point. For all tests taken, the cumulative passing rate of 86 percent was the same as that for the previous graduating class.

Figure 2.3. English-Version TAKS Mathematics Passing Rates, by Grade, 2008 and 2009



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

Figure 2.4. English-Version TAKS Social Studies Passing Rates, by Grade, 2008 and 2009

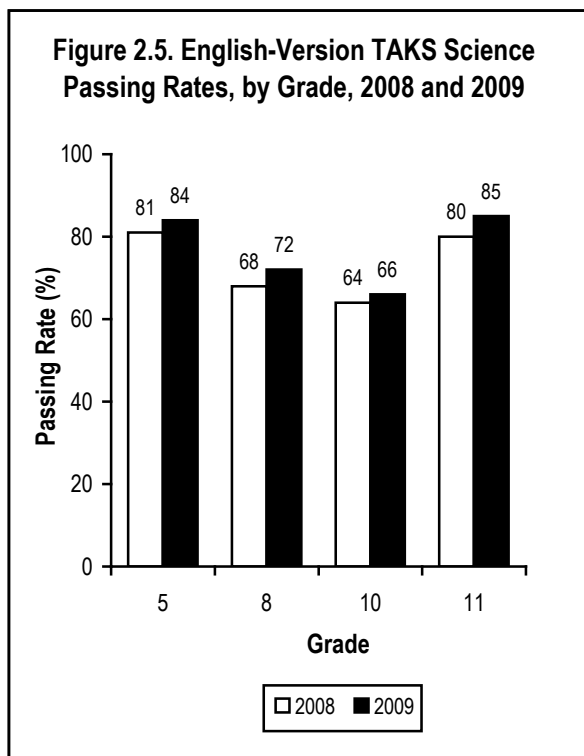


TAKS Results by Ethnicity

Grade 3

In 2009, third graders took TAKS tests in reading and mathematics. The number of third graders taking the primary administration of the reading test increased from 309,102 to 316,319 students, and the percentage meeting the passing standard increased by 1 percentage point to 89 percent (Appendix 2-A on page 44). Passing rates improved by 2 percentage points each for African American and Hispanic students and by 1 percentage point for White students. Moreover, the commended rate for each ethnic group improved by at least 7 percentage points.

Of the 326,160 third graders who took the 2009 mathematics test, 84 percent met the passing standard and 37 percent achieved commended performance, both rates up from the previous year. Passing rates increased by 2 percentage points for African American students and by 1 percentage point each for Hispanic and White students. The rate of commended performance improved for each ethnic group, resulting in a gain for all students of 6 percentage points.



Grade 4

Of the 328,841 students in 2009 who took Grade 4 TAKS tests in reading, mathematics, and writing, 75 percent met the passing standard on all tests taken, and 15 percent achieved commended performance (Table 2.3 on page 26). Compared to 2008, the passing rate increased by 1 percentage point, and the commended rate increased by 4 percentage points.

In reading and mathematics, passing and commended rates for each ethnic group increased (Appendix 2-B on page 45). On the reading test, passing rates increased by 3 percentage points for African American students, by 2 percentage points for Hispanic students, and by 1 percentage point for White students. The commended rate increased by at least 3 percentage points for each ethnic group. On the mathematics test, the passing rate

improved for each ethnic group: by 4 percentage points for African American students, by 3 percentage points for Hispanic students, and by 1 percentage point for White students. The commended rate increased by at least 7 percentage points for each group.

In writing, passing rates increased by 1 percentage point for African American students and remained the same for Hispanic and White students. Rates of commended performance increased by 2 percentage points each for Hispanic and White students and remained the same for African American students.

Grade 5

In 2009, fifth-grade students took TAKS tests in reading, mathematics, and science. Of the 323,507 students who took the primary administration of the reading test, 83 percent met the passing standard, the same as in 2008 (Appendix 2-C on page 46). Passing rates for African American students (77%) and White students (92%) increased by 1 percentage point each, and commended rates improved by 2 percentage points for African American students and by 1 percentage point for White students. Both the passing and commended rates for Hispanic students in 2009 remained the same as in 2008.

On the primary administration of the mathematics test, 84 percent of the 327,009 students tested met the passing standard in 2009, up 1 percentage point from the previous year. Passing rates stayed the same for African American and White students but increased by 1 percentage point for Hispanic students. Commended rates increased for each group: by 5 percentage points for African American students, by 7 percentage points for Hispanic students, and by 4 percentage points for White students.

In science, 84 percent of the 323,953 students tested met the passing standard, an increase of 3 percentage points from 2008 and a remarkable 45-percentage-point gain over the 39-percent rate (adjusted to current standard) achieved in 2003, when the test was introduced. The passing rate in science for all students equaled

Table 2.4. TAKS Cumulative Pass Rate, Exit Level (Grade 11), by Subject, 2008 and 2009

Subject	Spring 2007		Cumulative Results Through April 2008		Spring 2008		Cumulative Results Through April 2009	
	Tested	Met (%)	Tested	Met (%)	Tested	Met (%)	Tested	Met (%)
		Standard		Standard		Standard		Standard
English Language Arts	242,430	90	247,429	96	255,890	90	259,531	96
Mathematics	240,285	80	243,565	90	252,694	79	255,640	89
Social Studies	241,179	94	244,572	97	253,924	95	257,078	97
Science	240,949	77	244,398	91	253,404	80	256,384	91
All Tests Taken	250,316	69	251,267	86	262,699	71	262,965	86

Note. The cumulative pass rate is for Grade 11 students first tested in the spring primary administration of the previous year plus their cohort members tested in exit-level retests through April of the reporting year.

or exceeded the passing rates in reading and mathematics for the first time. Too, each ethnic group showed improvement in both passing and commended rates. African American students had the largest increase in passing rate (6 percentage points), followed by Hispanic students (4 percentage points), and White students (2 percentage points). The commended rate for each ethnic group improved from the previous year by 6 percentage points.

Grade 6

Of the 326,271 students in 2009 who took Grade 6 TAKS tests in reading and mathematics, 77 percent met the passing standard on all tests taken, unchanged from the previous year, and 26 percent achieved commended performance, down 2 percentage points (Table 2.3 on page 26). Ninety-one percent of examinees overall met the standard in reading, and 80 percent met the standard in mathematics.

In reading, 88 percent of African American and Hispanic students and 96 percent of White students met the passing standard (Appendix 2-D on page 47). Compared to 2008, passing rates increased by 1 percentage point each for African American and White students and remained the same for Hispanic students. The commended rate for each group decreased by 2 or 3 percentage points.

In mathematics, the passing rate for African American students improved by 2 percentage points and remained the same for Hispanic and White students. Commended performance rates were unchanged for African American and White students and down by 2 percentage points for Hispanic students.

Grade 7

Of the 326,260 students in 2009 who took Grade 7 TAKS tests in reading, mathematics, and writing, 72 percent met the passing standard on all tests taken, and 11 percent achieved commended performance (Table 2.3 on page 26). The passing rate increased by 2 percentage points from the previous year, and the commended performance rate increased by 1 percentage point.

In reading, the passing rate for all seventh graders (84%) was unchanged from the previous year (Appendix 2-E on page 48). Similarly, the passing rate for each ethnic group was relatively stable. The decrease of 1 percentage point for Hispanic students was the only decrease experienced by the three major ethnic groups in any subject at any grade level. Commended rates for African American and Hispanic students (21% each) were relatively stable, compared to 2008, but the rate

for White students (40%) decreased by 3 percentage points.

In mathematics, the overall passing rate increased from the previous year by 3 percentage points to 79 percent. The rates for African American students (66%) and Hispanic students (74%) increased by 3 percentage points each, whereas the rate for White students (87%) increased by 1 percentage point. The commended performance rate for each ethnic group increased by 1 percentage point.

In writing, the passing rate rose for each ethnic group: by 4 percentage points each for African American and Hispanic students and by 1 percentage point for White students. The commended performance rate also rose for each group: by 1 percentage point for African American students and by 2 percentage points each for Hispanic and White students.

Grade 8

In 2009, Grade 8 students were tested in reading, mathematics, social studies, and science. For eighth graders overall, passing rates improved most over the previous year in mathematics and science (4 percentage points each) (Table 2.3 on page 26 and Appendix 2-F on page 49). This contributed to a 4-percentage-point increase in the passing rate for all tests taken to 65 percent.

In reading, African American and Hispanic students had identical passing rates (90% each) and commended performance rates (39% each). For African American students, the rates were up 3 percentage points and 2 percentage points, respectively, compared to the previous year. For Hispanic students, the rates were up 1 percentage point and down 2 percentage points, respectively. Among White students, the passing rate (96%) remained the same as in 2008, and the commended rate (60%) decreased by 5 percentage points.

In social studies, the passing rates for African American and Hispanic students (89% each) increased from the previous year by 3 percentage points and 2 percentage points, respectively. The passing rate for White students improved by 1 percentage point to 96 percent. Commended rates for the three groups improved by least 4 percentage points each.

In mathematics and science, passing rates lagged behind those for reading and social studies, despite gains from the previous year. The largest difference for an ethnic group was the 31 percentage points separating the passing rates for African American students in reading (90%) and science (59%). Still, 59 percent was an increase of 5 percentage points over the passing rate for African American students in 2008. On the mathematics test, 66 percent of African American students, 74 percent of Hispanic students, and 88 percent of

White students met the passing standard. On the science test, 59 percent of African American students, 64 percent of Hispanic students, and 86 percent of White students met the passing standard.

Grade 9

Of the 353,752 students in 2009 who took Grade 9 TAKS tests in reading and mathematics, 65 percent met the passing standard on all tests taken, and 11 percent achieved commend performance (Table 2.3 on page 26). The passing rate for all tests taken was up 7 percentage points from the previous year, the largest increase for any grade level. By contrast, the commended rate was down 4 percentage points, the largest decrease for any grade level.

In reading, the passing rates for African American and Hispanic students (83% each) increased from the previous year by 6 percentage points and 5 percentage points, respectively (Appendix 2-G on page 50). White students passed reading at a rate of 94 percent, an increase of 1 percentage point. The commended rate for each ethnic group decreased: by 8 percentage points for African American students, by 9 percentage points for Hispanic students, and by 18 percentage points for White students.

In mathematics, passing and commended rates increased from the previous year for all three ethnic groups. The passing rates for African American (51%) and Hispanic students (59%) were up 8 percentage points each, and the rate for White students (80%) was up 4 percentage points. Nevertheless, these rates lagged considerably behind passing rates for reading: by 32 percentage points for African American students, by 24 percentage points for Hispanic students, and by 14 percentage points for White students.

Grade 10

For the sixth straight year, Grade 10 students had the lowest passing rate of any grade level on all tests taken (Table 2.3 on page 26). Of the 306,291 students in 2009 who took Grade 10 TAKS tests in English language arts (ELA), mathematics, social studies, and science, 55 percent met the passing standard on all tests taken, up 2 percentage points over 2008. Five percent achieved commend performance on all tests taken, the same as in the previous year.

In ELA, the passing rates for African American (83%), Hispanic (84%), and White students (93%) were up from the previous year by 2 percentage points, 1 percentage point, and 1 percentage point, respectively (Appendix 2-H on page 51). Commended performance saw similar improvement, with rates rising to 11 per-

cent for African American students, 12 percent for Hispanic students, and 26 percent for White students.

In social studies, 85 percent of African American students, 86 percent of Hispanic students, and 96 percent of White students met the passing standard. Performance improved from the previous year by 4 percentage points for African American students and by 2 percentage points each for Hispanic and White students. Commended rates rose even more: by 8 percentage points for African American students, by 6 percentage points for Hispanic students, and by 9 percentage points for White students.

Passing rates in mathematics and science improved for all students and for each of the three ethnic groups; nevertheless, they lagged considerably behind those for ELA and social studies. In mathematics, the passing rate for African American students increased 3 percentage points to 49 percent. Despite the gain, this was the lowest passing rate for any ethnic group in any subject at any grade level. The rate for Hispanic students increased 4 percentage points to 58 percent, and the rate for White students increased 1 percentage point to 77 percent. In science, passing rates for African American (50%), Hispanic (55%), and White students (82%) increased by 3 percentage points, 2 percentage points, and 1 percentage point, respectively. In mathematics, commended rates remained the same for African American students and decreased by 1 percentage point each for Hispanic and White students. In science, the commended rates were unchanged for all three groups.

Exit Level (Grade 11)

Of the 272,666 students in 2009 who took exit-level TAKS tests in ELA, mathematics, social studies, and science, 75 percent met the passing standard on all tests taken, and 10 percent achieved commend performance (Table 2.3 on page 26). Both rates increased 4 percentage points from the previous year.

In ELA, the passing rates for African American and Hispanic students (89% each) increased from the previous year by 2 percentage points and 3 percentage points, respectively (Appendix 2-I on page 52). The passing rate for White students increased 1 percentage point to 97 percent. Commended rates rose significantly, with increases ranging from 8 percentage points for African American students to 12 percentage points for White students.

In mathematics, the passing rates for African American (69%), Hispanic (75%), and White students (89%) showed improvement over 2008 rates. Commended rates also saw gains, ranging from 3 percentage points for African American students to 5 percentage points for White students.

Exit-level students continued to perform well in social studies, with 95 percent of African American and Hispanic students and 99 percent of White students meeting the passing standard. Passing rates for African American and Hispanic students increased from the previous year by 3 percentage points each, and the rate for White students increased by 1 percentage point. The commended rate for African American students increased 9 percentage points to 32 percent, and the rates for Hispanic (37%) and White students (62%) increased 13 percentage points each.

Passing rates for 11th graders overall and for each ethnic group improved most in science. The passing rate for African American students increased 9 percentage points to 76 percent, the rate for Hispanic students increased 6 percentage points to 78 percent, and the rate for White students increased 3 percentage points to 94 percent. The commended rate for each ethnic group also improved, by 4 percentage points each for African American and Hispanic students and by 9 percentage points for White students.

Spanish TAKS Results

Background

Spanish language versions of TAKS are administered to eligible Spanish-speaking English language learners in Grades 3-6. In 2009, the 81st Texas Legislature eliminated the Grade 6 Spanish language TAKS tests, beginning with the 2009-10 school year. A student's language proficiency assessment committee (LPAC) is responsible for determining the language version of TAKS the student is to be administered. The decision is based on the language in which instruction is provided to the student and the language in which the student is best able to demonstrate academic skills. If deemed appropriate by the student's LPAC, the decision to administer TAKS in English or Spanish may vary by subject area.

Grade 3

Of the 34,943 Grade 3 students who took the primary administration of the reading test, 83 percent met the passing standard, up 1 percentage point from 2008 (Appendix 2-J on page 53). The commended rate increased by 10 percentage points to 29 percent. In mathematics, the passing rate remained 77 percent, whereas the commended rate increased by 2 percentage points to 24 percent.

Grade 4

Of the 18,539 Grade 4 students tested in reading, 80 percent met the passing standard, up 4 percentage points from 2008 (Appendix 2-K on page 54). In ma-

thematics, 78 percent of students met the passing standard, also 4 percentage points above the 2008 passing rate. In writing, the passing rate increased by 1 percentage point to 91 percent.

Grade 5

Passing rates for Grade 5 students were considerably lower on the primary administration of the mathematics test (45%) and on the science test (43%) than on the primary administration of the reading test (68%) (Appendix 2-L on page 55). Rates decreased from the previous year in reading and mathematics but increased 6 percentage points in science.

Grade 6

Compared to 2008, passing rates for Grade 6 students increased on both the reading and mathematics tests in 2009 (Appendix 2-M on page 56). Of the 736 students tested in reading, 75 percent met the passing standard, up 6 percentage points. Of the 620 students tested in mathematics, 63 percent met the passing standard, up 9 percentage points.

TAKS Results by Special Population

At-Risk Students

English- and Spanish-version TAKS results for students identified as at-risk of dropping out of school are presented in Appendices 2-A through 2-M, beginning on page 44. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

Economically Disadvantaged Students

A student is considered economically disadvantaged if he or she is eligible for free or reduced-priced meals under the National School Lunch and Child Nutrition Program. In 2009, about 57 percent of students who took the English-version TAKS tests in Grades 3 through 5 were identified as economically disadvantaged. The percentage declined gradually in the higher grades to 50 percent in Grade 9, then dropped to 46 percent in Grade 10 and 43 percent in Grade 11. Overall, the performance of this group had a substantial effect on the performance reported for all students tested.

Across the 27 TAKS subject tests administered in Grades 3-11, the passing rates for economically disadvantaged students trailed those for all students tested, with differences ranging from 2 percentage points in Grade 11 social studies to 13 percentage points in

Grade 10 science (Appendices 2-A through 2-M, beginning on page 44). In reading and ELA, the differences ranged from 4 percentage points lower in Grades 3, 6, 8, and 11 to 8 percentage points lower in Grade 5. In mathematics, the differences ranged from 5 percentage points in Grade 5 to 11 percentage points in Grade 9. In Grades 4 and 7, passing rates for economically disadvantaged students taking the writing test lagged behind those for all students by 3 percentage points. In social studies, passing rates for economically disadvantaged students ranged from 2 percentage points (Grade 11) to 5 percentage points (Grade 10) lower than those for all students tested. The differences in science passing rates ranged from 6 percentage points in Grade 5 to 13 percentage points in Grade 10.

It is important to note that, compared to the previous year, economically disadvantaged students equaled or improved their performance on all subject tests except reading at Grades 5 and 7. Whereas the decreases in passing rates on the two reading tests amounted to just 1 percentage point each, the increases in passing rates on other tests reached a high of 8 percentage points in both Grade 9 mathematics and Grade 11 science.

Students Receiving Special Education Services

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

In 2009, passing rates for students receiving special education services were lower than those for all students tested by as little as 14 percentage points in reading at Grade 3 to as much as 46 percentage points in mathematics at Grade 11. Nevertheless, passing rates for this group of students rose in all subjects and at all grades levels over 2008 passing rates. The smallest increase was 1 percentage point in Grade 7 reading, and the largest increase was 14 percentage points in Grade 8 mathematics. Typical improvement in reading and ELA was 7 percentage points. Increases in passing rates for mathematics ranged from 4 percentage points in Grade 10 to the previously mentioned 14 percentage points in Grade 8. Writing passing rates improved 4 percentage points in Grade 4 and 10 percentage points in Grade 7. Increases in passing rates for social studies ranged from 5 percentage points in Grade 10 to 9 percentage points in Grade 11. The passing rate of 82 percent on the Grade 11 social studies test was the highest passing rate in any subject and at any grade

level for students receiving special education services. In science, passing rates in three of the four grade levels tested increased by 9 percentage points.

Texas Assessment of Knowledge and Skills—Modified

The Texas Assessment of Knowledge and Skills—Modified (TAKS-M) tests were first introduced in 2008 as alternate assessments for students enrolled in Grades 3-11 receiving special education services who meet participation requirements. They are designed to meet IDEA and NCLB requirements to assess all students on grade-level curriculum. TAKS-M tests are modified in format and test design for students whose ARD committees determine that TAKS, even with allowable accommodations, is not appropriate. With the establishment of standards in fall 2009 for tests that were field-tested in 2008 and that became operational in spring 2009, TAKS-M became fully operational and included administrations of retests in the SSI grades.

In 2009, the numbers of students taking TAKS-M subject tests ranged from 10,117 in Grade 11 social studies to 16,864 in Grade 8 science (Table 2.5 on page 34). Passing rates ranged from a low of 44 percent in Grade 11 science to a high of 85 percent in Grade 3 reading. In writing, Grade 4 students passed at a rate of 74 percent, and Grade 7 students passed at a rate of 71 percent. In mathematics, the passing rate was highest for Grade 3 students (82%) and decreased at each grade level to 50 percent in Grade 11. In social studies passing rates ranged from 62 percent in Grade 11 to 66 percent in Grade 10. In science, Grade 8 students had the highest passing rate, at 56 percent. Across all subjects, commended rates ranged from 1 percent in Grade 9 mathematics to 19 percent in Grade 3 mathematics.

Texas Assessment of Knowledge and Skills—Alternate

The Texas Assessment of Knowledge and Skills—Alternate (TAKS-Alt) is administered to students with significant cognitive disabilities enrolled in Grades 3-11. Unlike other statewide assessments in Texas, TAKS-Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers score student performance using the TAKS-Alt rubric, which sets specific criteria at each score point to determine demonstration of skill, level of support, and ability to generalize the skill. Results and supporting documentation are then submitted online. Although other students served in special

Table 2.5. TAKS–Modified Participation and Performance, by Subject and Grade, 2009			
Grade	Tested	Met (%)	
		Standard	Commended
Reading/ELA^a			
3	11,339	85	17
4	13,206	79	11
5	15,087	79	14
6	14,124	78	8
7	13,886	81	11
8	14,331	79	11
9	13,834	73	14
10	11,736	80	17
11	10,749	71	12
Writing			
4	14,447	74	9
7	15,378	71	7
Mathematics			
3	10,893	82	19
4	12,662	78	13
5	15,126	74	18
6	14,478	71	9
7	15,280	69	11
8	16,506	64	9
9	16,051	51	1
10	13,934	51	2
11	13,214	50	2
Social Studies			
8	15,944	63	6
10	10,653	66	8
11	10,117	62	6
Science			
5	16,827	48	7
8	16,864	56	6
10	12,291	51	6
11	11,951	44	2

^aEnglish language arts.

education programs may be tested with different versions of the TAKS, according to the content area and as determined by their ARD committees, students assessed by TAKS-Alt are administered TAKS-Alt in all the subjects assessed by TAKS at their grade levels.

TAKS-Alt was administered for the first time in spring 2007 as a mandatory field test for all students meeting the participation criteria. Based on those results, passing and commended standards were set. In 2009, subject passing rates for students assessed by TAKS-Alt ranged from a low of 80 percent in reading at Grades 6, 8, and 9, ELA at Grade 11, mathematics at Grade 9, and social studies at Grade 11 to a high of 88 percent in science at Grade 5 (Table 2.6). Commended rates ranged from 3 percent in reading at Grade 9 and social studies at Grade 11, to 17 percent in mathematics at Grade 4. For all subjects assessed, passing and commended rates were highest for students in Grade 3

Table 2.6. TAKS–Alternate Participation and Performance, by Subject and Grade, 2009			
Grade	Tested	Met (%)	
		Standard	Commended
Reading/ELA^a			
3	3,146	84	9
4	2,860	82	6
5	2,784	82	9
6	2,728	80	6
7	2,631	83	4
8	2,723	80	5
9	2,680	80	3
10	2,249	81	4
11	2,152	80	4
Writing			
4	2,855	86	7
7	2,628	83	5
Mathematics			
3	3,151	85	14
4	2,865	86	17
5	2,786	87	15
6	2,730	85	12
7	2,636	86	9
8	2,727	82	8
9	2,681	80	5
10	2,250	84	5
11	2,151	81	4
Social Studies			
8	2,721	86	6
10	2,252	87	10
11	2,147	80	3
Science			
5	2,785	88	14
8	2,724	87	10
10	2,251	85	8
11	2,148	81	6
All Subjects Assessed			
3	3,153	79	7
4	2,865	76	4
5	2,787	78	6
6	2,730	77	5
7	2,637	75	2
8	2,729	72	3
9	2,682	74	2
10	2,258	74	2
11	2,154	70	1

^aEnglish language arts.

(79% passing and 7% commended) and lowest for students in Grade 11 (70% passing and 1% commended).

Student Success Initiative TAKS Results

Overview

In 1999, the 76th Texas Legislature established the Student Success Initiative (SSI) to ensure that all public

school students have the skills they need to meet on-grade-level performance expectations. Since the 2002-03 school year, students in Grade 3 have been required to meet the passing standard on the TAKS reading test to be promoted to Grade 4. Beginning in 2004-05, students in Grade 5 were required to meet the passing standards on the TAKS reading and mathematics tests to be promoted to Grade 6. Beginning in 2007-08, students in Grade 8 were required to meet the passing standards on the TAKS reading and mathematics tests to be promoted to Grade 9.

Under the SSI grade advancement requirements, a student is allowed three testing opportunities to meet the passing standard. If the student does not perform satisfactorily, a grade placement committee (GPC) is formed to develop an accelerated instruction plan and make promotion decisions for the student. The GPC consists of the principal or principal's designee, the teacher in the subject tested, and the parent or guardian. For a student in special education, the ARD committee functions as the GPC. SSI requirements for retesting apply to students who receive special education services and who test with TAKS or TAKS (Accommodated). Requirements for retesting were extended in the 2008-09 school year to students who test with TAKS-M. TAKS-Alt students are not affected by SSI requirements since the testing window starts with the beginning of the school year and includes multiple testing opportunities. Information about SSI requirements for the 2008-09 school year is available in the *2008-2009 Grade Placement Committee Manual*.

In 2009, the 81st Texas Legislature amended SSI statute. Starting with the 2009-10 school year, promotion requirements for third grade will be eliminated. Students in fifth or eighth grade who fail TAKS reading or mathematics tests must complete accelerated instruction to be promoted and must be assigned to highly qualified teachers in the subject areas failed. In addition to providing accelerated instruction to students who fail

TAKS in SSI grades and subjects, districts will be required to provide accelerated instruction to students who fail any TAKS test in Grades 3-8. The accelerated instruction may be provided outside normal school hours or the normal school year.

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

Results

In 2009, third graders took the English- or Spanish-version TAKS reading test for the first time in March. Of these students, 89 percent met the passing standard on the English-version test (Appendix 2-A on page 44), and 83 percent met the passing standard on the Spanish-version test (Appendix 2-J on page 53). In the second test administration in April for students retesting and for those testing the first time, the passing rate was 40 percent for both language versions combined (Table 2.7). After the third and final testing opportunity in June, the cumulative passing rate was 95 percent for all Grade 3 students.

In 2009, fifth graders took the English- or Spanish-version TAKS reading test for the first time in March. Of these students, 83 percent met the passing standard on the English-version test (Appendix 2-C on page 46), and 68 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 55). In the second test administration in April for students retesting and for those testing the first time, the passing

Table 2.7 TAKS Reading Passing Rates, Grade 3, English- and Spanish-Version Tests Combined, All Administrations, by Student Group, 2009

Group	March Cohort ^a		April Results for March Cohort ^b		June Results for March Cohort ^c		Cumulative ^d	
	Met	Rate (%) ^e	Met	Rate (%) ^e	Met	Rate (%) ^e	Met	Rate (%)
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	312,017	89	15,156	40	7,128	38	334,301	95
African American	39,424	83	2,804	36	1,576	38	43,804	92
Hispanic	148,068	86	9,135	38	4,438	36	161,641	93
White	111,088	95	2,935	51	990	47	115,013	98
At-Risk	147,139	82	11,364	37	5,677	36	164,180	92
Economically Disadvantaged	176,206	84	11,830	38	5,920	36	193,956	93
Limited English Proficient	74,195	83	5,365	37	2,500	32	82,060	92
Special Education	12,959	73	1,269	29	630	29	14,858	83

^aIncludes students tested in March and students whose answer documents were coded absent, LEP-exempt, or other. ^bIncludes students in the March cohort who retested or tested for the first time in April. ^cIncludes students in the March cohort who retested or tested for the first time in June. ^dIncludes all students in the March cohort who tested in March and/or April and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

rate was 41 percent for both language versions combined (Table 2.8). After the third and final testing opportunity in June, the cumulative passing rate in reading was 92 percent for all Grade 5 students.

In 2009, fifth graders took the English- or Spanish-version TAKS mathematics test for the first time in April. Of these students, 84 percent met the passing standard on the English-version test (Appendix 2-C on page 46), and 45 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 55). In the second test administration in May for students retesting and for those testing the first time, the passing rate was 44 percent for both language versions combined (Table 2.9). After the third and final testing opportunity in June, the cumulative passing rate in mathematics was 93 percent for all Grade 5 students.

In 2009, eighth graders took the TAKS reading test for the first time in March. Of these students, 93 percent met the passing standard (Table 2.10). In the second test administration in April for students retesting and for those testing the first time, the passing rate was 44 percent. After the third and final testing opportunity in June, the cumulative passing rate in reading was 96 percent for all Grade 8 students.

In 2009, eighth graders took the TAKS mathematics test for the first time in April. Of these students, 79 percent met the passing standard (Table 2.11). In the second test administration in April for students retesting and for those testing the first time, the passing rate was 28 percent. After the third and final testing opportunity in June, the cumulative passing rate in mathematics was 88 percent for all Grade 8 students.

Table 2.8. TAKS Reading Passing Rates, Grade 5, English- and Spanish-Version Tests Combined, All Administrations, by Student Group, 2009

Group	March Cohort ^a		April Results for March Cohort ^b		June Results for March Cohort ^c		Cumulative ^d	
	Met	Rate (%) ^e	Met	Rate (%) ^e	Met	Rate (%) ^e	Met	Rate (%)
	Standard		Standard		Standard		Standard	
All Students	272,968	82	23,510	41	9,911	34	306,389	92
African American	34,894	77	3,836	38	1,696	32	40,426	89
Hispanic	121,388	77	14,267	39	6,559	33	142,214	89
White	104,578	92	4,943	51	1,494	41	111,015	97
At-Risk	85,817	65	16,407	37	7,927	32	110,151	83
Economically Disadvantaged	142,003	75	17,737	39	8,022	33	167,762	88
Limited English Proficient	27,135	59	6,136	33	3,221	28	36,492	78
Special Education	10,505	56	2,082	29	876	24	13,463	72

^aIncludes students tested in March and students whose answer documents were coded absent, LEP-exempt, or other. ^bIncludes students in the March cohort who retested or tested for the first time in April. ^cIncludes students in the March cohort who retested or tested for the first time in June. ^dIncludes all students in the March cohort who tested in March and/or April and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

Table 2.9. TAKS Mathematics Passing Rates, Grade 5, English- and Spanish-Version Tests Combined, All Administrations, by Student Group, 2009

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met	Rate (%) ^e	Met	Rate (%) ^e	Met	Rate (%) ^e	Met	Rate (%)
	Standard		Standard		Standard		Standard	
All Students	275,631	83	24,039	44	8,978	33	308,648	93
African American	33,190	73	4,688	40	1,895	31	39,773	88
Hispanic	127,027	80	13,008	42	5,256	32	145,291	91
White	102,970	90	5,998	53	1,723	41	110,691	97
At-Risk	88,992	67	16,504	39	7,035	31	112,531	85
Economically Disadvantaged	146,130	77	17,251	41	6,875	32	170,256	90
Limited English Proficient	32,074	69	4,973	35	2,357	28	39,404	84
Special Education	11,239	59	2,327	32	835	24	14,401	75

^aIncludes students tested in April and students whose answer documents were coded absent, LEP-exempt, or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June. ^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

**Table 2.10. TAKS Reading Passing Rates,
Grade 8, All Administrations, by Student Group, 2009**

Group	March Cohort ^a		April Results for March Cohort ^b		June Results for March Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	296,097	93	9,977	44	2,473	25	308,547	96
African American	40,779	90	1,708	43	402	23	42,889	95
Hispanic	130,975	90	5,264	38	1,697	24	137,936	94
White	112,186	96	2,846	67	316	33	115,348	99
At-Risk	114,059	85	8,022	41	2,228	24	124,309	92
Economically Disadvantaged	148,109	89	6,767	39	2,012	24	156,888	94
Limited English Proficient	12,045	63	1,596	23	897	20	14,538	75
Special Education	13,856	67	2,086	35	468	18	16,410	79

^aIncludes students tested in March and students whose answer documents were coded absent, LEP-exempt, or other. ^bIncludes students in the March cohort who retested or tested for the first time in April. ^cIncludes students in the March cohort who retested or tested for the first time in June. ^dIncludes all students in the March cohort who tested in March and/or April and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

**Table 2.11. TAKS Mathematics Passing Rates,
Grade 8, All Administrations, by Student Group, 2009**

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%) ^e	Standard	Rate (%)
All Students	250,665	79	18,355	28	11,787	29	280,807	88
African American	29,416	66	3,210	22	2,707	27	35,333	79
Hispanic	107,687	74	9,778	27	6,349	28	123,814	85
White	101,922	88	5,034	38	2,555	37	109,511	94
At-Risk	78,818	59	12,629	24	9,257	27	100,704	75
Economically Disadvantaged	117,673	71	11,701	26	7,910	27	137,284	83
Limited English Proficient	9,706	50	1,691	19	1,160	18	12,557	65
Special Education	8,250	44	1,641	17	1,014	18	10,905	58

^aIncludes students tested in April and students whose answer documents were coded absent, LEP-exempt, or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June. ^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated TAKS administration who met the passing standard.

Correlation Between Grade 10 TAKS Mathematics Performance and Related Course Performance

Overview

Texas Education Code §39.332(b)(6) mandates an evaluation of the correlation between student performance on state-mandated assessment instruments and student course grades. The most recent study compared the pass/fail rates for Grade 10 students on spring 2008 TAKS mathematics tests with their district-reported pass/fail rates for the 2005-06 through 2007-08 school years in the related courses of Algebra I and Geometry. Of the 293,041 Grade 10 students who took the 2008 TAKS mathematics test, 212,453 were matched to their Algebra I results (72% match rate), and 248,701 were matched to their Geometry results (85% match rate).

The complete study, including results by ethnicity, socioeconomic status, and gender, is included in the *Texas Student Assessment Program Technical Digest for the Academic Year 2008-2009*.

Performance by All Students and Major Ethnic Groups

The passing rates on the TAKS mathematics test for all students in the study were 56 percent for Algebra I students and 67 percent for Geometry students (Table 2.12 on page 38). Course passing rates were much higher than the TAKS passing rates, 88 percent for students enrolled in Algebra I and 86 percent for students enrolled in Geometry. Fifty-three percent of all students passed both the TAKS mathematics test and Algebra I course, and 63 percent passed both the TAKS mathematics and Geometry course. Among all

**Table 2.12. Passing Rates
in Mathematics Courses and on TAKS
Mathematics, Grade 10, by Student Group, 2008**

Group	Pct. ^a Passed Course	Pct. Passed TAKS	Pct. Passed Both	Pct. Passed Course Only	Pct. Passed TAKS Only
Algebra I					
All Students	88	56	53	35	3
African American	85	42	40	45	2
Hispanic	85	48	45	40	3
White	92	69	66	26	2
Econ. Disad. ^b	85	47	44	41	3
Not Econ. Disad.	91	64	61	29	2
Female	89	55	53	37	2
Male	86	56	53	33	3
Geometry					
All Students	86	67	63	22	4
African American	81	50	47	34	3
Hispanic	81	58	54	27	4
White	91	80	77	15	3
Econ. Disad.	80	55	51	29	4
Not Econ. Disad.	90	75	72	17	3
Female	88	66	64	24	3
Male	84	68	63	21	4

Note. Only students who have both TAKS and course data available are included.

^aPercentage. ^bEconomically disadvantaged.

students tested, the percentages passing only the TAKS were small (3% for Algebra I and 4% for Geometry students), whereas the percentages passing only the courses were 35 percent for Algebra I and 22 percent for Geometry students.

Across ethnic groups, the percentages of students passing the TAKS mathematics test, passing each course, and passing both were highest for White students. Hispanic and African American students passed Algebra I and Geometry courses at the same rates: 85 percent for Algebra I students and 81 percent for Geometry students. However, Hispanic students passed the TAKS mathematics test and both the TAKS test and course at higher rates than African American students.

Performance by Socioeconomic Status

Students who were not economically disadvantaged passed each of the mathematics courses, the TAKS mathematics test, and both the TAKS and the individual courses at higher rates than economically disadvantaged students. Economically disadvantaged students passed both the TAKS test and Algebra I course at a rate 17 percentage points lower (44%) than the rate at which students who were not economically disadvantaged passed both (61%). The difference was even greater for students passing both the TAKS test and Geometry. Economically disadvantaged students passed

both at a rate of 51 percent, 21 percentage points lower than the rate for students who were not economically disadvantaged (72%).

Performance by Gender

The course passing rates for female students were 3 percentage points higher than for male students in Algebra I and 4 percentage points higher in Geometry. By contrast, male students passed the TAKS mathematics test at rates 1 or 2 percentage points higher than the rates for female students. As a result, students passing both coursework and TAKS were almost identical for female and male students.

TAKS and TELPAS Performance of Limited English Proficient Students

TAKS and the Texas English Language Proficiency Assessment System (TELPAS) are used to show the extent to which districts and the state meet federal Annual Measurable Achievement Objective (AMAO) accountability indicators that are specific to the academic achievement and English language proficiency of limited English proficient (LEP) students. TAKS measures achievement of academic knowledge and skills. TELPAS measures how well LEP students are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. TELPAS satisfies the requirement under Title III, Part A, of the No Child Left Behind Act of 2001 (NCLB) for states to measure annual progress in English language proficiency of LEP students in Grades K-12 in the domains of reading, listening, speaking, and writing. TELPAS consists of writing collections and observational assessments that are holistically rated by the students' teachers, as well as multiple-choice reading proficiency assessments (Table 2.1 on page 23). The holistically-rated components were implemented in spring 2005 and continue to be administered in all grades for the domains of listening, speaking, and writing and in Grades K-1 for reading. In the spring of 2008, new TELPAS reading tests for Grades 2-12 were implemented. For Grade 2, the new test replaced the former holistically-rated observational reading assessment, and for Grades 3-12, the new tests replaced the Reading Proficiency Tests in English (RPTE).

Unlike some assessments that measure mastery of content with a pass or fail score, TELPAS provides an annual measure of progress on a continuum of second language development. A composite score for a student indicates the overall level of his or her English language proficiency and is computed from the student's ratings in reading, listening, speaking, and writing. The

composite score is reported in terms of four proficiency levels: beginning, intermediate, advanced, and advanced high. In determining composite results, ratings in the domain of reading are given the greatest weight. Only students rated in all four language areas receive composite results. Yearly progress is determined by comparing the composite score from the previous year to the current year's composite score. Because new TELPAS reading tests were implemented in 2008, composite scores for 2007 and 2008 were not comparable. As a result, progress from 2007 to 2008 could not be determined. In 2009, however, reporting of yearly progress to parents and districts was resumed.

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

In English instructional settings, LEP students, including those with high achievement levels in their native language, have difficulty communicating what they know and learning new academic skills until they become academically fluent in English. Students who score low on TELPAS for multiple years tend to lag behind in learning grade-level academic skills in classes taught in English. TELPAS scores provide a way to monitor whether ELLs are making steady, incremental progress in learning the English language, which helps maximize the pace at which they learn English and minimize the period of time in which they struggle to understand academic subject matter taught in English. During the time they are classified as limited English proficient, English language learners generally participate in bilingual or English as a second language (ESL) programs. In rare instances, parents decline program services. Beginning with the 2008-09 school year, districts were required to identify several specific types of instructional models used within bilingual and ESL programs. The quality of the data will likely increase as districts become familiar with the new data collection.

Both TAKS and TELPAS results for LEP students are provided in Table 2.13 on page 40. These results alone are not sufficient for evaluating the quality of different types of LEP student program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with non-LEP students. The LEP student group, by definition, is limited to students who are likely to have difficulty with academic classwork in English because they are in the process of learning English. Students exit the LEP student group

when they pass TAKS reading tests and other state-approved language assessments. Students who become English proficient are more likely to be academically successful in English instructional settings than students who remain in the LEP student group. Additionally, at each grade, new immigrant English language learners who enroll in Texas public schools are added to the LEP student group. Fewer and fewer LEP students are in the group at higher grade levels because they are removed as they become proficient in English.

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

For all LEP students assessed by TELPAS in both 2008 and 2009, the rate at which students progressed at least one proficiency level was lowest for Grade 1 students (51%) and highest for Grade 5 students (79%) (Table 2.13 on page 40). TAKS passing rates in all tests taken in 2009 for current LEP students ranged from a low of 13 percent in Grade 10 to a high of 73 percent in Grade 3.

Agency Contact Person

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

Other Sources of Information

TAKS, TAKS (Accommodated), TAKS-Modified, TAKS-Alternate, and TELPAS results, as well as information about all state testing activities, including test development and released tests, are available on the TEA website at www.tea.state.tx.us/index3.aspx?id=3534&menu_id3=793.

Table 2.13. Participation and Performance of Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2009

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Adv. High ^e	
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d		
Grade K									
All LEP Students ^g	n/a ^h	n/a	n/a	97,935	62	19	12	7	n/a
All Bilingual Programs	n/a	n/a	n/a	71,268	76	15	6	3	n/a
Transitional Bilingual/Early Exit	n/a	n/a	n/a	28,028	67	18	10	5	n/a
Transitional Bilingual/Late Exit	n/a	n/a	n/a	14,611	85	11	3	1	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	4,426	74	15	7	4	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	24,203	81	13	4	2	n/a
All ESL Programs	n/a	n/a	n/a	21,662	25	33	26	16	n/a
ESL/Content-Based	n/a	n/a	n/a	13,077	24	32	27	18	n/a
ESL/Pull-Out	n/a	n/a	n/a	8,585	26	34	25	15	n/a
No Services	n/a	n/a	n/a	4,980	31	27	22	20	n/a
Grade 1									
All LEP Students	n/a	n/a	n/a	102,344	36	28	21	15	51
All Bilingual Programs	n/a	n/a	n/a	72,510	46	29	16	9	46
Transitional Bilingual/Early Exit	n/a	n/a	n/a	29,965	35	31	21	13	55
Transitional Bilingual/Late Exit	n/a	n/a	n/a	15,141	57	27	12	5	38
Dual Immersion/Two-Way	n/a	n/a	n/a	4,079	45	29	16	10	45
Dual Immersion/One-Way	n/a	n/a	n/a	23,325	54	29	12	5	40
All ESL Programs	n/a	n/a	n/a	23,205	10	27	33	30	65
ESL/Content-Based	n/a	n/a	n/a	13,817	10	26	33	31	64
ESL/Pull-Out	n/a	n/a	n/a	9,388	10	28	32	30	67
No Services	n/a	n/a	n/a	6,584	14	25	30	32	63
Grade 2									
All LEP Students	n/a	n/a	n/a	97,267	11	31	30	28	65
All Bilingual Programs	n/a	n/a	n/a	67,239	13	34	30	23	67
Transitional Bilingual/Early Exit	n/a	n/a	n/a	28,684	10	31	31	27	66
Transitional Bilingual/Late Exit	n/a	n/a	n/a	17,283	17	37	28	19	65
Dual Immersion/Two-Way	n/a	n/a	n/a	3,311	13	33	28	26	70
Dual Immersion/One-Way	n/a	n/a	n/a	17,961	14	38	29	18	69
All ESL Programs	n/a	n/a	n/a	23,286	6	21	32	41	60
ESL/Content-Based	n/a	n/a	n/a	13,768	6	22	32	39	58
ESL/Pull-Out	n/a	n/a	n/a	9,518	5	21	32	42	62
No Services	n/a	n/a	n/a	6,688	6	24	31	39	58
Grade 3									
All LEP Students	87,575	73	16	90,613	9	21	30	40	61
All Bilingual Programs	60,874	73	16	62,058	11	23	30	35	59
Transitional Bilingual/Early Exit	27,190	73	15	27,676	9	21	30	40	61
Transitional Bilingual/Late Exit	17,938	72	15	17,864	13	25	29	32	58
Dual Immersion/Two-Way	2,558	76	18	2,527	11	21	28	40	63
Dual Immersion/One-Way	13,188	74	17	13,991	12	27	32	29	55
All ESL Programs	20,397	74	17	21,744	6	15	28	51	67
ESL/Content-Based	11,771	74	17	12,359	6	14	29	51	67
ESL/Pull-Out	8,626	73	17	9,385	6	15	28	52	68
No Services	6,283	74	18	6,723	6	15	28	51	65

Note. TAKS data are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were enrolled in October. Only students rated in all four language areas receive Texas English Language Proficiency Assessment System composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2008 and 2009.

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

^gIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^hNot applicable. TAKS tests are not administered in Grades K-2 or Grade 12. ⁱEnglish as a second language. ^jA dash (-) indicates data are not reported to protect student anonymity.

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Table 2.13. Participation and Performance of Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2009 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Adv. High ^e	
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d		
Grade 4									
All LEP Students ^g	67,875	64	6	71,718	6	18	28	49	68
All Bilingual Programs	45,479	65	7	47,319	7	20	28	45	66
Transitional Bilingual/Early Exit	19,710	65	6	20,471	7	19	27	47	67
Transitional Bilingual/Late Exit	17,066	64	6	17,357	7	21	29	44	66
Dual Immersion/Two-Way	1,936	71	9	1,913	7	19	28	46	65
Dual Immersion/One-Way	6,767	68	11	7,578	7	23	30	40	62
All ESL ⁱ Programs	17,789	62	4	19,326	4	12	28	56	71
ESL/Content-Based	10,679	63	4	11,285	4	12	28	57	71
ESL/Pull-Out	7,110	60	4	8,041	4	13	28	55	70
No Services	4,598	66	7	5,059	4	13	25	59	71
Grade 5									
All LEP Students	46,244	42	4	50,464	5	12	23	61	79
All Bilingual Programs	31,029	42	4	33,020	5	13	23	58	79
Transitional Bilingual/Early Exit	12,805	41	3	13,651	5	13	24	57	79
Transitional Bilingual/Late Exit	12,612	39	3	13,146	5	14	24	57	78
Dual Immersion/Two-Way	1,476	50	7	1,493	3	12	20	65	81
Dual Immersion/One-Way	4,136	49	7	4,730	5	11	24	61	81
All ESL Programs	12,267	42	4	13,958	4	10	21	65	81
ESL/Content-Based	7,505	44	4	8,261	4	9	21	66	81
ESL/Pull-Out	4,762	39	4	5,697	5	10	21	64	80
No Services	2,941	48	5	3,455	4	10	21	65	77
Grade 6									
All LEP Students	32,409	53	5	37,621	5	14	32	50	62
All Bilingual Programs	4,911	62	8	5,442	4	13	28	55	70
Transitional Bilingual/Early Exit	1,567	62	6	1,751	5	14	29	53	68
Transitional Bilingual/Late Exit	2,343	60	7	2,515	4	12	28	56	71
Dual Immersion/Two-Way	451	75	13	554	3	9	29	59	71
Dual Immersion/One-Way	550	63	7	622	4	14	29	53	71
All ESL Programs	25,266	50	4	29,459	5	14	33	48	61
ESL/Content-Based	13,809	51	4	16,196	5	15	33	47	60
ESL/Pull-Out	11,457	50	5	13,263	4	14	33	50	62
No Services	2,224	56	7	2,705	4	12	31	54	59
Grade 7									
All LEP Students	25,424	35	1	31,154	5	13	27	56	72
All Bilingual Programs	130	46	0	187	2	12	16	71	83
Transitional Bilingual/Early Exit	9	67	0	8	0	0	25	75	71
Transitional Bilingual/Late Exit	5	0	0	5	0	0	20	80	– ^j
Dual Immersion/Two-Way	31	55	0	69	0	1	7	91	96
Dual Immersion/One-Way	85	44	0	105	3	21	20	56	76
All ESL Programs	23,087	34	1	28,335	5	13	27	55	71
ESL/Content-Based	11,556	34	1	14,354	5	14	27	53	71
ESL/Pull-Out	11,531	34	1	13,981	5	13	26	56	72
No Services	2,179	42	2	2,616	4	9	23	64	74

Note. TAKS data are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were enrolled in October. Only students rated in all four language areas receive Texas English Language Proficiency Assessment System composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2008 and 2009.

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

^gIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^hNot applicable. TAKS tests are not administered in Grades K-2 or Grade 12. ⁱEnglish as a second language. ^jA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.13. Participation and Performance of Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2009 (continued)

Group	TAKS (All Tests Taken)			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Adv. High ^e	
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d		
Grade 8									
All LEP Students ^g	19,560	23	1	24,823	6	14	30	49	64
All Bilingual Programs	78	40	0	91	4	9	19	68	75
Transitional Bilingual/Early Exit	4	– ^j	–	4	–	–	–	–	–
Transitional Bilingual/Late Exit	3	–	–	3	–	–	–	–	–
Dual Immersion/Two-Way	20	50	0	24	0	13	4	83	86
Dual Immersion/One-Way	51	39	0	60	7	8	22	63	71
All ESL Programs	17,564	22	1	22,469	7	14	31	48	63
ESL/Content-Based	9,278	24	1	11,956	7	15	31	47	62
ESL/Pull-Out	8,286	20	1	10,513	6	14	30	50	65
No Services	1,912	30	1	2,253	4	10	27	59	65
Grade 9									
All LEP Students	19,353	26	1	26,744	9	18	31	41	60
All Bilingual Programs	3	–	–	3	–	–	–	–	–
Transitional Bilingual/Early Exit	3	–	–	2	–	–	–	–	–
Transitional Bilingual/Late Exit	0	–	–	0	–	–	–	–	–
Dual Immersion/Two-Way	0	–	–	1	–	–	–	–	–
Dual Immersion/One-Way	0	–	–	0	–	–	–	–	–
All ESL Programs	17,290	26	1	24,208	10	19	31	40	60
ESL/Content-Based	12,615	26	1	17,473	10	19	32	39	59
ESL/Pull-Out	4,675	26	1	6,735	10	18	30	43	64
No Services	2,057	29	1	2,528	5	11	30	54	62
Grade 10									
All LEP Students	15,303	13	0	18,932	5	17	33	45	57
All Bilingual Programs	4	–	–	0	–	–	–	–	–
Transitional Bilingual/Early Exit	4	–	–	0	–	–	–	–	–
Transitional Bilingual/Late Exit	0	–	–	0	–	–	–	–	–
Dual Immersion/Two-Way	0	–	–	0	–	–	–	–	–
Dual Immersion/One-Way	0	–	–	0	–	–	–	–	–
All ESL Programs	13,648	12	0	16,982	5	17	33	44	57
ESL/Content-Based	9,654	13	0	11,895	5	18	33	44	56
ESL/Pull-Out	3,994	11	0	5,087	5	16	33	46	59
No Services	1,647	15	0	1,946	4	14	30	52	56
Grade 11									
All LEP Students	11,879	26	0	13,816	4	15	31	51	63
All Bilingual Programs	4	–	–	2	–	–	–	–	–
Transitional Bilingual/Early Exit	4	–	–	1	–	–	–	–	–
Transitional Bilingual/Late Exit	0	–	–	0	–	–	–	–	–
Dual Immersion/Two-Way	0	–	–	1	–	–	–	–	–
Dual Immersion/One-Way	0	–	–	0	–	–	–	–	–
All ESL Programs	10,642	25	0	12,235	4	15	32	50	63
ESL/Content-Based	7,839	26	0	8,915	4	15	32	49	62
ESL/Pull-Out	2,803	23	0	3,320	3	14	31	51	66
No Services	1,232	32	1	1,574	4	13	27	56	61

Note. TAKS data are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were enrolled in October. Only students rated in all four language areas receive Texas English Language Proficiency Assessment System composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2008 and 2009.

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

^gIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^hNot applicable. TAKS tests are not administered in Grades K-2 or Grade 12. ⁱEnglish as a second language. ^jA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.13. Participation and Performance of Limited English Proficient (LEP) Students on TAKS and TELPAS,^a by Grade and Special Language Program Instructional Model, 2009 (continued)

Group	TAKS (All Tests Taken)			TELPAS					
	Tested	Met (%)		Tested	Proficiency Level Met (%)			Prog. At Least One Prof. Level (%) ^f	
		Standard	Commended		Beg. ^b	Int. ^c	Adv. ^d		High ^e
Grade 12									
All LEP Students ^g	n/a ^h	n/a	n/a	9,029	3	14	32	51	60
All Bilingual Programs	n/a	n/a	n/a	0	– ⁱ	–	–	–	–
Transitional Bilingual/Early Exit	n/a	n/a	n/a	0	–	–	–	–	–
Transitional Bilingual/Late Exit	n/a	n/a	n/a	0	–	–	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	0	–	–	–	–	–
Dual Immersion/One-Way	n/a	n/a	n/a	0	–	–	–	–	–
All ESL ⁱ Programs	n/a	n/a	n/a	8,011	3	13	32	51	60
ESL/Content-Based	n/a	n/a	n/a	6,024	3	14	32	51	59
ESL/Pull-Out	n/a	n/a	n/a	1,987	2	12	33	54	63
No Services	n/a	n/a	n/a	1,017	4	16	28	52	58

Note. TAKS data are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were enrolled in October. Only students rated in all four language areas receive Texas English Language Proficiency Assessment System composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2008 and 2009.

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

^gIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^hNot applicable. TAKS tests are not administered in Grades K-2 or Grade 12. ⁱEnglish as a second language. ^jA dash (–) indicates data are not reported to protect student anonymity.

**Appendix 2-A. English-Version TAKS Participation and Performance,
Grade 3, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	309,102	88	38	316,319	89	46	1	8
African American	46,285	81	26	47,624	83	34	2	8
Hispanic	134,281	84	27	137,950	86	36	2	9
White	115,740	94	54	116,750	95	61	1	7
At-Risk	140,289	79	20	144,400	82	28	3	8
Econ. Disad. ^a	168,997	82	26	175,746	85	34	3	8
LEP ^b	53,963	80	19	54,588	83	30	3	11
Special Ed. ^c	19,253	68	21	16,630	75	26	7	5
Mathematics								
All Students	314,511	83	31	326,160	84	37	1	6
African American	46,409	71	18	47,676	73	23	2	5
Hispanic	138,723	80	26	147,039	81	30	1	4
White	116,405	90	41	117,299	91	49	1	8
At-Risk	144,677	75	19	153,045	76	23	1	4
Econ. Disad.	173,423	77	23	184,835	78	27	1	4
LEP	57,947	80	25	63,195	81	29	1	4
Special Ed.	21,174	63	16	18,682	68	21	5	5

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

**Appendix 2-B. English-Version TAKS Participation and Performance,
Grade 4, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	311,704	83	25	318,128	84	29	1	4
African American	45,075	73	15	45,359	76	18	3	3
Hispanic	139,642	78	17	144,032	80	21	2	4
White	114,202	91	36	115,393	92	41	1	5
At-Risk	111,308	67	9	119,667	71	12	4	3
Econ. Disad. ^a	170,713	75	15	177,599	78	19	3	4
LEP ^b	45,587	67	9	50,572	73	13	6	4
Special Ed. ^c	21,725	53	10	18,087	61	13	8	3
Mathematics								
All Students	316,549	84	30	323,665	86	40	2	10
African American	45,260	73	18	45,424	77	25	4	7
Hispanic	143,776	81	25	149,071	84	34	3	9
White	114,650	91	40	115,763	92	50	1	10
At-Risk	115,601	71	15	124,725	74	22	3	7
Econ. Disad.	174,920	79	22	182,619	81	30	2	8
LEP	49,333	77	20	55,317	81	29	4	9
Special Ed.	23,109	57	13	18,877	65	19	8	6
Writing								
All Students	306,492	91	30	312,385	91	32	0	2
African American	44,645	87	22	44,821	88	22	1	0
Hispanic	137,170	90	24	141,359	90	26	0	2
White	112,109	93	38	113,116	93	40	0	2
At-Risk	108,921	84	13	116,858	84	16	0	3
Econ. Disad.	167,821	88	21	174,345	88	23	0	2
LEP	44,249	86	14	48,983	86	17	0	3
Special Ed.	20,132	64	10	16,316	68	12	4	2

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

**Appendix 2-C. English-Version TAKS Participation and Performance,
Grade 5, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	318,958	83	29	323,507	83	30	0	1
African American	44,995	76	19	45,285	77	21	1	2
Hispanic	146,194	77	20	150,959	77	20	0	0
White	115,006	91	42	114,234	92	43	1	1
At-Risk	118,497	65	9	124,393	65	9	0	0
Econ. Disad. ^a	176,068	76	18	181,712	75	18	-1	0
LEP ^b	35,552	56	6	38,747	57	7	1	1
Special Ed. ^c	22,230	51	9	18,431	57	11	6	2
Mathematics: Primary Administration								
All Students	322,315	83	39	327,009	84	44	1	5
African American	44,943	73	24	45,172	73	29	0	5
Hispanic	149,287	80	32	154,431	81	39	1	7
White	115,190	90	50	114,254	90	54	0	4
At-Risk	121,529	67	17	127,819	68	22	1	5
Econ. Disad.	178,886	77	29	184,925	78	35	1	6
LEP	38,411	68	20	42,264	71	27	3	7
Special Ed.	22,846	52	14	18,882	59	20	7	6
Science								
All Students	319,039	81	37	323,953	84	43	3	6
African American	44,275	69	21	44,578	75	27	6	6
Hispanic	148,038	76	28	153,222	80	34	4	6
White	113,915	91	52	113,090	93	58	2	6
At-Risk	119,799	64	16	126,090	70	21	6	5
Econ. Disad.	176,802	74	26	183,020	78	31	4	5
LEP	38,389	60	15	42,192	65	19	5	4
Special Ed.	20,042	60	19	17,184	69	26	9	7

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

**Appendix 2-D. English-Version TAKS Participation and Performance,
Grade 6, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	316,052	91	45	323,525	91	43	0	-2
African American	43,796	87	36	44,422	88	33	1	-3
Hispanic	144,592	88	35	150,978	88	33	0	-2
White	115,144	95	60	114,904	96	58	1	-2
At-Risk	119,537	81	19	121,469	81	18	0	-1
Econ. Disad. ^a	170,609	87	33	178,513	87	31	0	-2
LEP ^b	30,654	71	12	32,212	70	11	-1	-1
Special Ed. ^c	23,843	59	13	19,030	68	15	9	2
Mathematics								
All Students	317,052	80	37	323,730	80	36	0	-1
African American	43,814	67	22	44,301	69	22	2	0
Hispanic	145,391	76	30	151,432	76	28	0	-2
White	115,292	88	48	114,725	88	48	0	0
At-Risk	120,366	62	14	121,662	61	14	-1	0
Econ. Disad.	171,487	73	27	178,820	73	25	0	-2
LEP	31,279	61	16	32,657	62	15	1	-1
Special Ed.	24,527	39	9	18,748	46	11	7	2

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

**Appendix 2-E. English-Version TAKS Participation and Performance,
Grade 7, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	318,775	84	30	319,830	84	29	0	-1
African American	45,114	78	20	44,301	79	21	1	1
Hispanic	144,728	80	21	146,692	79	21	-1	0
White	116,740	92	43	115,862	92	40	0	-3
At-Risk	126,550	69	9	124,166	67	9	-2	0
Econ. Disad. ^a	167,501	78	18	170,078	77	19	-1	1
LEP ^b	23,220	47	3	25,357	48	4	1	1
Special Ed. ^c	25,194	44	6	20,053	45	5	1	-1
Mathematics								
All Students	318,800	76	18	318,922	79	19	3	1
African American	45,037	63	8	43,945	66	9	3	1
Hispanic	145,015	71	12	146,568	74	13	3	1
White	116,509	86	27	115,401	87	28	1	1
At-Risk	126,721	55	4	123,392	58	4	3	0
Econ. Disad.	167,687	67	10	169,601	71	11	4	1
LEP	23,592	48	4	25,541	56	5	8	1
Special Ed.	24,965	32	3	18,753	42	3	10	0
Writing								
All Students	315,669	90	33	316,168	93	34	3	1
African American	44,777	86	23	43,827	90	24	4	1
Hispanic	143,737	87	24	145,432	91	26	4	2
White	115,115	94	44	114,083	95	46	1	2
At-Risk	125,409	81	11	122,517	85	12	4	1
Econ. Disad.	166,212	86	22	168,319	90	23	4	1
LEP	23,089	64	4	25,090	74	5	10	1
Special Ed.	23,876	54	4	18,152	64	5	10	1

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

**Appendix 2-F. English-Version TAKS Participation and Performance,
Grade 8, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	311,264	92	51	319,826	93	48	1	-3
African American	44,396	87	37	45,087	90	39	3	2
Hispanic	137,545	89	41	145,802	90	39	1	-2
White	117,496	96	65	116,413	96	60	0	-5
At-Risk	133,950	84	26	134,755	85	23	1	-3
Econ. Disad. ^a	156,718	88	37	166,508	89	36	1	-1
LEP ^b	17,989	58	8	19,254	63	9	5	1
Special Ed. ^c	24,877	60	12	20,768	67	13	7	1
Mathematics: Primary Administration								
All Students	309,854	75	21	317,831	79	24	4	3
African American	44,026	61	9	44,563	66	12	5	3
Hispanic	137,085	69	14	145,087	74	18	5	4
White	116,845	85	31	115,587	88	33	3	2
At-Risk	133,043	55	5	133,004	59	6	4	1
Econ. Disad.	155,816	66	12	165,151	71	16	5	4
LEP	18,085	41	5	19,306	50	6	9	1
Special Ed.	23,421	30	3	18,703	44	5	14	2
Social Studies								
All Students	304,638	90	38	313,167	92	43	2	5
African American	43,258	86	27	44,083	89	31	3	4
Hispanic	134,122	87	28	142,124	89	33	2	5
White	115,403	95	51	114,403	96	57	1	6
At-Risk	129,424	81	15	130,040	83	18	2	3
Econ. Disad.	152,076	85	26	161,978	88	31	3	5
LEP	16,939	63	8	18,359	68	9	5	1
Special Ed.	21,394	64	11	18,410	72	15	8	4
Science								
All Students	305,444	68	22	313,896	72	24	4	2
African American	43,368	54	10	44,127	59	11	5	1
Hispanic	134,516	59	13	142,562	64	15	5	2
White	115,692	83	34	114,637	86	39	3	5
At-Risk	129,825	44	4	130,304	49	6	5	2
Econ. Disad.	152,558	57	11	162,482	62	13	5	2
LEP	17,061	24	2	18,461	30	2	6	0
Special Ed.	21,138	29	4	17,757	38	6	9	2

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

**Appendix 2-G. English-Version TAKS Participation and Performance,
Grade 9, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	351,361	84	32	343,375	87	20	3	-12
African American	53,065	77	21	50,772	83	13	6	-8
Hispanic	159,150	78	23	156,752	83	14	5	-9
White	126,440	93	47	122,929	94	29	1	-18
At-Risk	175,604	73	13	162,487	77	7	4	-6
Econ. Disad. ^a	173,301	77	20	170,849	82	13	5	-7
LEP ^b	24,159	39	2	19,532	48	2	9	0
Special Ed. ^c	28,622	45	5	26,054	52	3	7	-2
Mathematics								
All Students	345,916	60	21	336,081	67	23	7	2
African American	51,969	43	8	49,242	51	11	8	3
Hispanic	156,123	51	13	152,904	59	16	8	3
White	125,086	76	33	120,968	80	34	4	1
At-Risk	170,385	35	4	156,062	44	5	9	1
Econ. Disad.	169,364	48	11	165,768	56	14	8	3
LEP	23,586	23	3	18,882	32	5	9	2
Special Ed.	26,695	16	2	22,786	23	3	7	1

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

**Appendix 2-H. English-Version TAKS Participation and Performance,
Grade 10, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
English Language Arts								
All Students	298,426	86	17	299,127	88	18	2	1
African American	42,915	81	9	43,334	83	11	2	2
Hispanic	124,299	83	11	127,555	84	12	1	1
White	119,243	92	25	115,772	93	26	1	1
At-Risk	141,963	77	5	141,954	78	6	1	1
Econ. Disad. ^a	130,407	80	9	135,701	82	11	2	2
LEP ^b	15,084	45	1	15,212	45	1	0	0
Special Ed. ^c	20,912	46	1	18,276	48	2	2	1
Mathematics								
All Students	293,041	63	16	293,402	65	15	2	-1
African American	41,868	46	6	42,127	49	6	3	0
Hispanic	121,688	54	10	124,846	58	9	4	-1
White	117,468	76	23	113,904	77	22	1	-1
At-Risk	137,308	37	3	136,818	40	2	3	-1
Econ. Disad.	127,130	51	9	132,114	55	8	4	-1
LEP	14,698	26	3	14,966	31	3	5	0
Special Ed.	18,891	17	1	15,471	21	1	4	0
Social Studies								
All Students	290,685	88	32	292,046	90	40	2	8
African American	41,572	81	18	42,011	85	26	4	8
Hispanic	120,131	84	22	123,814	86	28	2	6
White	117,032	94	46	113,791	96	55	2	9
At-Risk	135,676	79	11	136,399	81	16	2	5
Econ. Disad.	125,663	82	19	131,394	85	26	3	7
LEP	14,339	56	3	14,691	59	5	3	2
Special Ed.	19,813	55	6	18,059	60	9	5	3
Science								
All Students	291,432	64	14	291,812	66	13	2	-1
African American	41,730	47	5	42,003	50	5	3	0
Hispanic	120,647	53	7	123,828	55	7	2	0
White	117,075	81	22	113,513	82	22	1	0
At-Risk	136,178	40	2	135,996	42	2	2	0
Econ. Disad.	126,091	50	6	131,228	53	6	3	0
LEP	14,394	17	1	14,842	19	1	2	0
Special Ed.	19,058	24	2	16,575	26	2	2	0

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

**Appendix 2-I. English-Version TAKS Participation and Performance,
Grade 11, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
English Language Arts								
All Students	255,890	90	20	265,895	92	31	2	11
African American	35,543	87	11	36,865	89	19	2	8
Hispanic	101,290	86	12	109,171	89	22	3	10
White	108,035	96	29	108,191	97	41	1	12
At-Risk	128,067	84	6	133,251	87	12	3	6
Econ. Disad. ^a	102,453	84	10	111,275	88	19	4	9
LEP ^b	11,086	40	1	11,998	49	1	9	0
Special Ed. ^c	15,268	53	2	15,056	60	3	7	1
Mathematics								
All Students	252,694	79	24	261,644	81	28	2	4
African American	35,015	65	10	36,039	69	13	4	3
Hispanic	99,891	72	16	107,203	75	20	3	4
White	106,787	88	34	106,770	89	39	1	5
At-Risk	125,215	63	6	129,449	66	8	3	2
Econ. Disad.	100,629	69	14	108,716	73	18	4	4
LEP	10,708	43	5	11,592	47	6	4	1
Special Ed.	13,617	30	3	12,263	35	4	5	1
Social Studies								
All Students	253,924	95	36	263,438	97	48	2	12
African American	35,269	92	23	36,343	95	32	3	9
Hispanic	100,181	92	24	107,707	95	37	3	13
White	107,465	98	49	107,744	99	62	1	13
At-Risk	126,234	91	17	131,085	94	25	3	8
Econ. Disad.	101,193	91	22	109,632	95	33	4	11
LEP	10,805	69	4	11,705	79	9	10	5
Special Ed.	15,558	73	10	15,043	82	15	9	5
Science								
All Students	253,404	80	12	262,301	85	19	5	7
African American	35,185	67	4	36,203	76	8	9	4
Hispanic	100,051	72	6	107,338	78	10	6	4
White	107,136	91	20	107,128	94	29	3	9
At-Risk	125,733	66	2	130,009	73	5	7	3
Econ. Disad.	100,934	69	5	108,998	77	9	8	4
LEP	10,770	37	1	11,604	45	2	8	1
Special Ed.	14,461	38	2	13,401	47	3	9	1

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

**Appendix 2-J. Spanish-Version TAKS Participation and Performance,
Grade 3, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	30,593	82	19	34,943	83	29	1	10
At-Risk	29,945	82	19	34,261	83	29	1	10
Econ. Disad. ^a	28,851	81	19	33,086	83	29	2	10
Special Ed. ^b	1,264	48	5	1,162	49	9	1	4
Mathematics								
All Students	26,769	77	22	26,250	77	24	0	2
At-Risk	26,115	77	22	25,678	77	23	0	1
Econ. Disad.	25,138	77	22	24,690	77	23	0	1
Special Ed.	1,190	47	8	1,016	50	10	3	2

^aEconomically disadvantaged. ^bSpecial education.

**Appendix 2-K. Spanish-Version TAKS Participation and Performance,
Grade 4, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	17,479	76	21	18,539	80	24	4	3
At-Risk	16,979	76	20	18,113	79	24	3	4
Econ. Disad. ^a	16,364	75	20	17,470	79	24	4	4
Special Ed. ^b	717	37	5	752	46	6	9	1
Mathematics								
All Students	14,285	74	31	14,238	78	35	4	4
At-Risk	13,804	74	30	13,852	78	35	4	5
Econ. Disad.	13,324	74	30	13,346	78	35	4	5
Special Ed.	653	39	10	611	52	15	13	5
Writing								
All Students	18,427	90	22	19,818	91	29	1	7
At-Risk	17,953	90	22	19,350	91	29	1	7
Econ. Disad.	17,268	90	22	18,642	91	29	1	7
Special Ed.	771	59	6	845	63	6	4	0

^aEconomically disadvantaged. ^bSpecial education.

**Appendix 2-L. Spanish-Version TAKS Participation and Performance,
Grade 5, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	7,700	72	21	7,711	68	19	-4	-2
At-Risk	7,522	72	21	7,579	68	18	-4	-3
Econ. Disad. ^a	7,268	72	21	7,249	68	18	-4	-3
Special Ed. ^b	273	38	4	236	31	2	-7	-2
Mathematics: Primary Administration								
All Students	5,233	48	11	4,603	45	13	-3	2
At-Risk	5,061	48	11	4,482	45	13	-3	2
Econ. Disad.	4,921	47	11	4,277	45	13	-2	2
Special Ed.	206	23	1	157	20	5	-3	4
Science								
All Students	3,987	37	9	3,261	43	7	6	-2
At-Risk	3,868	37	9	3,194	43	7	6	-2
Econ. Disad.	3,750	37	9	3,045	43	7	6	-2
Special Ed.	129	15	1	81	21	2	6	1

^aEconomically disadvantaged. ^bSpecial education.

**Appendix 2-M. Spanish-Version TAKS Participation and Performance,
Grade 6, by Subject and Student Group, 2008 and 2009**

Group	2008			2009			Change, 2008 to 2009 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	1,002	69	28	736	75	30	6	2
At-Risk	899	72	29	696	76	30	4	1
Econ. Disad. ^a	868	72	29	651	75	30	3	1
Special Ed. ^b	41	17	0	8	75	13	58	13
Mathematics								
All Students	866	54	16	620	63	18	9	2
At-Risk	766	58	17	589	63	19	5	2
Econ. Disad.	754	57	16	550	62	17	5	1
Special Ed.	48	6	0	3	- ^c	-	-	-

^aEconomically disadvantaged. ^bSpecial education. ^cA dash (-) indicates data are not reported to protect student anonymity.

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

The purpose of the State Compensatory Education program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, the 77th Texas Legislature revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2008-09 school year, 48 percent (2,292,574) of the 4,749,571 public school students in Texas were identified as at risk of dropping out of school, the same percentage as in the previous year.

Definition of At Risk

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

- ♦ was not advanced from one grade level to the next for one or more school years;
- ♦ is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- ♦ did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- ♦ is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- ♦ is pregnant or is a parent;
- ♦ has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

- ♦ has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- ♦ is currently on parole, probation, deferred prosecution, or other conditional release;
- ♦ was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- ♦ is a student of limited English proficiency, as defined by TEC §29.052;
- ♦ is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- ♦ is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments; or
- ♦ resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing and Exemption Information

All students enrolled in Grades 3-11 in Texas public schools must be given the opportunity to take the state assessment, the Texas Assessment of Knowledge and Skills (TAKS). Since 2007, assessments for students served in special education programs have undergone substantial change. The TAKS–Inclusive, the State-Developed Alternative Assessment II, and locally determined alternate assessments were replaced by the TAKS (Accommodated), TAKS–Modified (TAKS-M), and TAKS–Alternate (TAKS-Alt) assessments. Because the current assessments are administered at the same grade levels and in the same content areas tested by TAKS, admission, review, and dismissal (ARD) committees have considerable flexibility in determining the most appropriate assessment for each subject area for each student receiving special education services. State law requires districts to use student performance data from the TAKS and any other achievement tests administered under TEC Chapter 39, Subchapter B, to

identify and provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school.

The TAKS measures the statewide curriculum in reading at Grades 3-9; writing at Grades 4 and 7; English language arts (ELA) at Grades 10 and 11; mathematics at Grades 3-11; science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. In 2009, Spanish-language versions of TAKS and TAKS (Accommodated) tests were available in Grades 3-6. Satisfactory performance on the TAKS at Grade 11 is a prerequisite for a high school diploma.

In 2009, there were multiple administrations of the reading TAKS for Grades 3, 5, and 8 and the mathematics TAKS for Grades 5 and 8. TAKS performance results for these grades are based on the first test administrations only. Prior to 2008, TAKS results presented in this chapter for all grade levels assessed were based on the English-language version of the TAKS only. Since 2008, results for Grades 3-6 have been based on both the English- and Spanish-language versions of the TAKS. In addition, results for all grades assessed are based on the TAKS and TAKS (Accommodated) combined. As a result, caution should be exercised when comparing results for 2008 and beyond with results for years prior to 2008.

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

TAKS Performance for Students At Risk

State Compensatory Education Policy on Student Performance

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

Reading and English Language Arts

In 2009, passing rates for at-risk students overall on the TAKS reading/English language arts (ELA) test were highest in Grades 8 and 11 (85% and 87%, respectively) and lowest in Grades 5 and 7 (65% and 67%, respectively) (Table 3.1). Across student groups and grade levels, passing rates were highest for White

Table 3.1. TAKS Reading/English Language Arts Passing Rates, by At-Risk Status, Student Group, and Grade, 2009

Group	Grade								
	3	4	5	6	7	8	9	10	11
At-Risk									
African American	74	60	61	78	66	85	76	77	85
Hispanic	82	73	63	79	65	83	75	76	84
White	87	76	73	87	75	89	86	83	92
Economically Disadvantaged	81	71	62	78	64	82	74	75	83
Female	84	76	67	81	71	87	81	83	89
Male	81	69	63	80	64	82	74	73	84
All	82	72	65	81	67	85	77	78	87
Not-At-Risk									
African American	90	86	89	95	90	96	92	93	95
Hispanic	94	91	92	97	94	98	96	96	98
White	98	95	96	99	97	99	98	97	99
Economically Disadvantaged	92	88	91	96	93	97	95	95	97
Female	96	94	95	98	96	99	97	98	99
Male	95	91	93	97	94	98	96	95	98
All	96	93	94	98	95	98	97	97	98

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

at-risk students in Grades 8 and 11 (89% and 92%, respectively) and female at-risk students in Grade 11 (89%). Passing rates were lowest for African American at-risk students in Grades 4 and 5 (60% and 61%, respectively). Female at-risk students outperformed male at-risk students at all grade levels, with differences in passing rates ranging from 1 percentage point in Grade 6 to 10 percentage points in Grade 10.

Compared to students not identified as at risk, at-risk students had lower passing rates on the TAKS reading/ELA test across all grade levels and student groups. Performance differences between at-risk and not-at-risk students were largest for Hispanic students in Grades 5 and 7 (29 percentage points each) and smallest for White students in Grade 11 (7 percentage points). For African American students, the performance differences between at-risk and not-at-risk students were smallest in Grades 8 and 11 (11 and 10 percentage points, respectively); for Hispanic and economically disadvantaged students, the differences were smallest in Grade 3 (12 and 11 percentage points, respectively). Across grade levels, differences in passing rates were largest in Grade 5 (29 percentage points).

Mathematics

Among at-risk students overall, the passing rate on the TAKS mathematics test was highest in Grades 3 and 4 (76% and 74%, respectively) (Table 3.2). Between Grades 3 and 10, the performance of at-risk students generally declined from one grade level to the next, from 76 percent in Grade 3 to 40 percent in Grade 10. In Grade 11, the passing rate increased to 66 percent. At each grade level, African American at-risk students had

the lowest passing rate. Among ethnic groups, White at-risk students had the highest passing rates in all but two grades. In Grade 4, Hispanic at-risk students had the highest passing rate (77%), and in Grade 5, Hispanic and White at-risk students shared the highest passing rate (69%). Male at-risk students had slightly higher mathematics passing rates than female at-risk students in most grades. Rates for female at-risk students were the same as, or slightly higher than, those for male at-risk students in Grades 6, 7, and 9. The performance difference between genders was largest in Grade 8 (4 percentage points).

Differences in TAKS mathematics performance between at-risk students overall and not-at-risk students increased dramatically across grades, from 15 percentage points in Grade 3 to 47 percentage points in Grade 10. Across all student groups and grades, the differences in passing rates were largest for female 10th graders (47 percentage points) and smallest for economically disadvantaged and Hispanic third graders (11 percentage points and 12 percentage points, respectively).

Writing

At-risk students overall performed relatively well on the TAKS writing test, with 85 percent of both Grade 4 students and Grade 7 students achieving the passing standard (Table 3.3 on page 60). Across ethnic groups in Grade 4, passing rates were highest for Hispanic at-risk students (86%) and lowest for African American at-risk students (79%). Across ethnic groups in Grade 7, passing rates were highest for White at-risk students (86%) and slightly lower for African American and

Table 3.2. TAKS Mathematics Passing Rates, by At-Risk Status, Student Group, and Grade, 2009

Group	Grade								
	3	4	5	6	7	8	9	10	11
At-Risk									
African American	63	58	55	50	47	49	34	32	57
Hispanic	77	77	69	62	58	59	43	39	64
White	80	73	69	66	63	67	52	46	73
Economically Disadvantaged	75	73	66	60	56	57	41	38	62
Female	76	73	66	62	58	57	45	40	65
Male	77	75	68	61	58	61	43	41	67
All	76	74	67	61	58	59	44	40	66
Not-At-Risk									
African American	82	88	87	83	83	85	73	74	87
Hispanic	89	92	93	90	91	92	84	85	95
White	95	96	96	94	94	95	91	91	97
Economically Disadvantaged	86	90	91	87	88	90	81	83	93
Female	91	94	94	92	92	93	87	87	95
Male	92	94	94	91	92	94	86	87	95
All	91	94	94	91	92	93	87	87	95

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

Table 3.3. TAKS Writing Passing Rates, by At-Risk Status, Student Group, and Grade, 2009

Group	Grade	
	4	7
At-Risk		
African American	79	84
Hispanic	86	84
White	81	86
Economically Disadvantaged	84	83
Female	90	91
Male	80	79
All	85	85
Not-At-Risk		
African American	93	96
Hispanic	95	98
White	96	98
Economically Disadvantaged	94	97
Female	97	99
Male	93	96
All	95	98

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

Hispanic at-risk students (84% each). Passing rates for at-risk females were higher than those for at-risk males by 10 percentage points in Grade 4 and 12 percentage points in Grade 7.

Compared to the passing rates for not-at-risk students on the TAKS writing test, rates for at-risk students overall were 10 percentage points lower in Grade 4 and 13 percentage points lower in Grade 7. Across student groups other than gender, performance differences between at-risk and not-at-risk students in Grade 4 ranged from 9 percentage points for Hispanic students to 15 percentage points for White students. In Grade 7, the differences ranged from 12 percentage points each for African American and White students to 14 percentage points each for Hispanic and economically disadvantaged students. In both grades, differences in passing rates between at-risk and not-at-risk students were larger for males than females.

Social Studies

Overall, more than four-fifths of at-risk students in Grade 8 (83%), Grade 10 (81%), and Grade 11 (94%) passed the English-version TAKS social studies test (Table 3.4). Across student groups, White at-risk students had the highest passing rate in each grade, with 88 percent of 8th graders, 88 percent of 10th graders, and 97 percent of 11th graders meeting the TAKS standard. Hispanic and economically disadvantaged at-risk students had the lowest passing rates in Grade 8 (81% each); African American and economically

Table 3.4. English-Version TAKS Social Studies Passing Rates, by At-Risk Status, Student Group, and Grade, 2009

Group	Grade		
	8	10	11
At-Risk			
African American	82	78	93
Hispanic	81	79	93
White	88	88	97
Economically Disadvantaged	81	78	92
Female	82	80	94
Male	83	83	95
All	83	81	94
Not-At-Risk			
African American	96	94	98
Hispanic	97	97	99
White	99	99	100
Economically Disadvantaged	97	96	99
Female	98	98	99
Male	98	98	99
All	98	98	99

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

disadvantaged at-risk students had the lowest passing rates in Grade 10 (78% each); and economically disadvantaged at-risk students had the lowest passing rate in Grade 11 (92%). Male at-risk students had higher passing rates than female at-risk students in each grade, with performance differences ranging from 1 to 3 percentage points.

Passing rates on the TAKS social studies test for at-risk students overall were 15 percentage points lower than those for not-at-risk students in Grade 8, 17 percentage points lower in Grade 10, and 5 percentage points lower in Grade 11. Across student groups other than gender, performance differences at each grade level between at-risk and not-at-risk students were smallest for White students, ranging from 3 to 11 percentage points, and largest for Hispanic and economically disadvantaged students, ranging from 6 to 18 percentage points. Differences in passing rates between at-risk students and not-at-risk students were larger for females than males at all grade levels.

Science

On the TAKS science test, passing rates for at-risk students overall declined from Grade 5 (69%), to Grade 8 (49%), to Grade 10 (42%) (Table 3.5). In Grade 11, the passing rate increased to 73 percent. Across ethnic groups at each grade level, passing rates were highest for White at-risk students, ranging from 57 percent to 84 percent, and lowest for African American at-risk students, ranging from 33 percent to 68 percent. Higher percentages of at-risk males than at-risk females passed the science test at all grade levels.

Group	Grade			
	5	8	10	11
At-Risk				
African American	59	39	33	68
Hispanic	68	45	36	69
White	80	63	57	84
Economically Disadvantaged	67	44	36	68
Female	63	42	36	70
Male	74	54	47	76
All	69	49	42	73
Not-At-Risk				
African American	87	79	74	90
Hispanic	92	86	83	95
White	97	94	93	99
Economically Disadvantaged	91	84	81	94
Female	92	88	86	97
Male	95	92	90	97
All	94	90	88	97

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

Passing rates on the TAKS science test for at-risk students overall were 25 percentage points lower than those for not-at-risk students in Grade 5, 41 percentage points lower in Grade 8, 46 percentage points lower in Grade 10, and 24 percentage points lower in Grade 11. Across student groups other than gender, White students had the smallest differences in passing rates at all grade levels, ranging from 15 to 36 percentage points. In Grade 5, the performance difference was largest for African American students (28 percentage points). In Grades 8 and 10, the differences were largest for Hispanic students (41 percentage points and 47 percentage points, respectively). In Grade 11, performance differences were largest for Hispanic and economically disadvantaged students (26 percentage points each). Differences in passing rates for females exceeded those for males at every grade level, ranging from 27 to 50 percentage points.

TAKS-Modified Performance for Students At Risk

TAKS-Modified (TAKS-M) is an alternate assessment based on modified academic achievement standards. It measures the academic progress of students for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. Although students are assessed on grade-level curriculum, TAKS-M tests have been modified in format (e.g., larger font, fewer items per page) and test design (e.g.,

fewer answer choices, simpler vocabulary and sentence structure).

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

At least 74 percent of at-risk students in each of Grades 3 through 9 passed the TAKS-M reading test (Table 3.6). In Grades 10 and 11, at-risk students passed the TAKS-M ELA test at rates of 81 percent and 73 percent, respectively. In writing, 73 percent of at-risk students in Grade 4 and 72 percent of at-risk students in Grade 7 met the passing standard. In mathematics, passing rates for at-risk students declined steadily from one grade level to the next, from 83 percent in Grade 3 to 52 percent in Grade 11. In social studies, passing rates for at-risk students ranged from 63 percent in Grades 8 and 11 to 68 percent in Grade 10. In science, passing rates for at-risk students ranged from 45 percent in Grade 11 to 57 percent in Grade 8.

Group	Grade									
	3	4	5	6	7	8	9	10	11	
Reading										
At-Risk	85	79	80	79	81	81	74	n/a ^a	n/a	
Not-At-Risk	83	79	78	76	78	75	71	n/a	n/a	
ELA^b										
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	81	73	
Not-At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76	65	
Writing										
At-Risk	n/a	73	n/a	n/a	72	n/a	n/a	n/a	n/a	
Not-At-Risk	n/a	74	n/a	n/a	67	n/a	n/a	n/a	n/a	
Mathematics										
At-Risk	83	79	76	72	70	65	52	53	52	
Not-At-Risk	80	76	70	69	64	58	48	45	43	
Social Studies										
At-Risk	n/a	n/a	n/a	n/a	n/a	63	n/a	68	63	
Not-At-Risk	n/a	n/a	n/a	n/a	n/a	61	n/a	62	59	
Science										
At-Risk	n/a	n/a	49	n/a	n/a	57	n/a	53	45	
Not-At-Risk	n/a	n/a	48	n/a	n/a	52	n/a	47	41	

^aNot applicable. ^bEnglish language arts.

In all grades and subjects except Grade 4 reading and Grade 4 writing, passing rates for at-risk students were higher than for not-at-risk students. Differences in passing rates ranged from 1 percentage point in science at Grade 5 to 9 percentage points in mathematics at Grade 11. In Grade 4, the passing rate for at-risk students was the same as that for not-at-risk students on the reading test and 1 percentage point lower on the writing test.

TAKS Performance for Students With Limited English Proficiency

A limited English proficient (LEP) student is one whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English (TEC §29.052). During the time they are classified as limited English proficient, English language learners generally participate in bilingual or English as a second language (ESL) programs. In rare instances, parents decline program services. Beginning with the 2008-09 school year, districts were required to identify several specific types of instructional models used within bilingual and ESL programs. The quality of the data will likely increase as districts become familiar with the new data collection.

This section presents TAKS results by bilingual education or special language program instructional model for LEP students who were also identified as at-risk on statewide assessments in 2008-09. As noted earlier, all LEP students are statutorily defined as at-risk (TEC §29.081); nevertheless, a small percentage of LEP students in 2008-09 (approximately 0.5 percent) were not identified as at-risk. The assessment results

alone are not sufficient for evaluating the quality of different types of LEP student program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with non-LEP students. See Chapter 2 of this report for assessment results for all LEP students, including those not identified as at-risk, and for more information about limitations of the data.

Among LEP at-risk students overall, passing rates for all tests taken generally declined across grades, from 73 percent in Grade 3 to 26 percent in Grade 11 (Table 3.7). Passing rates for all tests taken were highest for Grades 3 and 4 (73% and 65%, respectively) and lowest for Grades 8 and 10 (23% and 13%, respectively).

Participation in State Assessments

In the 2008-09 school year, 1,385,439 (97.2%) of the 1,425,492 at-risk students eligible to participate in TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt were assessed (Table 3.8 on page 64). Of the 40,053 students (2.8%) not assessed, 8,962 were absent; 29,143 were exempted by their language proficiency assessment committees; and 1,948 were not assessed for other reasons.

Agency Contact Persons

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

Table 3.7. Participation and Performance of At-Risk Limited English Proficient (LEP) Students on TAKS, All Tests Taken, by Grade and Special Language Program Instructional Model, 2009

Group	Tested	Met (%)		Group	Tested	Met (%)	
		Stand. ^a	Com. ^b			Stand.	Com.
Grade 3				Grade 6			
All LEP Students ^c	87,259	73	16	All LEP Students	32,249	53	5
All Bil. ^d Education Programs	60,682	73	16	All Bil. Education Programs	4,862	62	7
Transitional Bil./Early Exit	27,135	73	15	Transitional Bil./Early Exit	1,564	62	6
Transitional Bil./Late Exit	17,869	72	15	Transitional Bil./Late Exit	2,319	60	7
Dual Immersion/Two-Way	2,543	76	17	Dual Immersion/Two-Way	441	74	13
Dual Immersion/One-Way	13,135	74	17	Dual Immersion/One-Way	538	63	7
All ESL ^e Programs	20,348	74	17	All ESL Programs	25,191	50	4
ESL/Content-Based	11,745	74	17	ESL/Content-Based	13,776	51	4
ESL/Pull-Out	8,603	73	17	ESL/Pull-Out	11,415	50	5
No Services	6,209	74	18	No Services	2,188	56	7
Grade 4				Grade 7			
All LEP Students	67,646	65	6	All LEP Students	25,222	35	1
All Bil. Education Programs	45,357	65	7	All Bil. Education Programs	130	46	0
Transitional Bil./Early Exit	19,659	65	6	Transitional Bil./Early Exit	9	67	0
Transitional Bil./Late Exit	17,023	64	6	Transitional Bil./Late Exit	5	– ^f	–
Dual Immersion/Two-Way	1,921	71	9	Dual Immersion/Two-Way	31	55	0
Dual Immersion/One-Way	6,754	68	11	Dual Immersion/One-Way	85	44	0
All ESL Programs	17,734	62	4	All ESL Programs	22,938	34	1
ESL/Content-Based	10,654	63	4	ESL/Content-Based	11,448	34	1
ESL/Pull-Out	7,080	60	4	ESL/Pull-Out	11,490	34	1
No Services	4,546	66	7	No Services	2,128	42	1
Grade 5				Grade 8			
All LEP Students	46,072	42	4	All LEP Students	19,438	23	1
All Bil. Education Programs	30,939	42	4	All Bil. Education Programs	78	40	0
Transitional Bil./Early Exit	12,777	41	3	Transitional Bil./Early Exit	4	–	–
Transitional Bil./Late Exit	12,573	39	3	Transitional Bil./Late Exit	3	–	–
Dual Immersion/Two-Way	1,456	50	7	Dual Immersion/Two-Way	20	50	0
Dual Immersion/One-Way	4,133	49	7	Dual Immersion/One-Way	51	39	0
All ESL Programs	12,233	42	4	All ESL Programs	17,480	22	1
ESL/Content-Based	7,481	44	4	ESL/Content-Based	9,244	24	1
ESL/Pull-Out	4,752	39	4	ESL/Pull-Out	8,236	20	1
No Services	2,893	48	5	No Services	1,874	30	1

Note. Data are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were enrolled in October.

^aStandard. ^bCommended. ^cIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^dBilingual.

^eEnglish as a second language. ^fA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 3.7. Participation and Performance of At-Risk Limited English Proficient (LEP) Students on TAKS, All Tests Taken, by Grade and Special Language Program Instructional Model, 2009 (continued)

Group	Tested	Met (%)		Group	Tested	Met (%)	
		Stand. ^a	Com. ^b			Stand.	Com.
Grade 9				Grade 11			
All LEP Students ^c	19,175	26	1	All LEP Students	11,780	26	0
All Bil. ^d Education Programs	2	– ^f	–	All Bil. Education Programs	4	–	–
Transitional Bil./Early Exit	2	–	–	Transitional Bil./Early Exit	4	–	–
Transitional Bil./Late Exit	0	–	–	Transitional Bil./Late Exit	0	–	–
Dual Immersion/Two-Way	0	–	–	Dual Immersion/Two-Way	0	–	–
Dual Immersion/One-Way	0	–	–	Dual Immersion/One-Way	0	–	–
All ESL ^e Programs	17,168	26	1	All ESL Programs	10,562	25	0
ESL/Content-Based	12,510	26	1	ESL/Content-Based	7,771	26	0
ESL/Pull-Out	4,658	26	1	ESL/Pull-Out	2,791	23	0
No Services	2,002	29	1	No Services	1,213	32	1
Grade 10							
All LEP Students	15,215	13	0				
All Bil. Education Programs	4	–	–				
Transitional Bil./Early Exit	4	–	–				
Transitional Bil./Late Exit	0	–	–				
Dual Immersion/Two-Way	0	–	–				
Dual Immersion/One-Way	0	–	–				
All ESL Programs	13,578	12	0				
ESL/Content-Based	9,599	13	0				
ESL/Pull-Out	3,979	11	0				
No Services	1,630	15	0				

Note. Data are based on English- and Spanish-version TAKS and TAKS (Accommodated) combined. Results reflect the performance of only those students who were tested in the same districts in which they were enrolled in October.

^aStandard. ^bCommended. ^cIncludes current LEP students for whom information about services received in special language programs may be incomplete. ^dBilingual.

^eEnglish as a second language. ^fA dash (–) indicates data are not reported to protect student anonymity.

Table 3.8. TAKS Participation, Students At Risk, by Grade, 2009

Grade	Total Students	Total Tested		LEP ^a Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	193,121	190,610	98.7	2,432	1.3	52	0.0	27	0.0	2,511	1.3
4	151,907	149,280	98.3	2,453	1.6	74	0.1	100	0.1	2,627	1.7
5	149,561	146,839	98.2	2,634	1.8	54	0.0	34	0.0	2,722	1.8
6	136,763	132,969	97.2	3,326	2.4	355	0.3	113	0.1	3,794	2.8
7	142,426	137,345	96.4	4,557	3.2	356	0.3	168	0.1	5,081	3.6
8	156,397	151,307	96.8	4,038	2.6	451	0.3	601	0.4	5,090	3.3
9	189,950	178,221	93.8	7,181	3.8	4,305	2.3	243	0.1	11,729	6.2
10	158,202	153,775	97.2	2,522	1.6	1,565	1.0	340	0.2	4,427	2.8
11	147,165	145,093	98.6	n/a ^b	n/a	1,750	1.2	322	0.2	2,072	1.4
Total	1,425,492	1,385,439	97.2	29,143	2.0	8,962	0.6	1,948	0.1	40,053	2.8

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

^aLimited English proficient. ^bNot applicable. Students are not eligible for exemption from the exit-level TAKS on the basis of limited English proficiency, but LEP students who are recent immigrants may postpone the initial administration of the exit-level TAKS one time (19 Texas Administrative Code §101.05).

4. Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature required school districts to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code [TEC] Chapter 37). Statute specifies that the academic mission of a DAEP is to enable students to perform at grade level. Each DAEP must provide for the educational and behavioral needs of students, focusing on English language arts, mathematics, science, history, and self-discipline. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Since the 2005-06 school year, teachers in DAEPs must have met all certification requirements established under TEC Chapter 21, Subchapter B.

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

A student may be assigned to a DAEP or expelled more than once in a school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must:

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

discipline problems, including bullying, harassment, and making hit lists.

Program Characteristics

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

DAEPs differ from other alternative education programs, such as dropout recovery programs and other alternative school settings. Students assigned to DAEPs are required to attend because of disciplinary reasons. Students who enroll in other alternative education programs generally do so by choice, often for academic reasons or interest in a less traditional school setting. DAEPs also differ from JJAEPs, which are programs shared by agreement between school district boards of trustees and county juvenile boards that are made available for students who are expelled from public school.

Data Sources and Methods

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

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

DAEP Assignment and Expulsion

Approximately 2.2 percent (100,666) of the more than 4.6 million students in Texas public schools in 2007-08 received DAEP assignments (Table 4.1). Compared to the previous year, the percentage of students assigned to DAEPs decreased by 0.1 percentage points, and the number assigned to DAEPs decreased by 5.2 percent. The total number of DAEP assignments, including multiple assignments for students, decreased by 7.1 percent.

DAEP Assignments	2006-07	2007-08
Individual Student Count	106,135	100,666
Total ^b	137,921	128,175

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

In 2007-08, 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 4.2). This was more pronounced at the early grade levels. Conversely, the percentages of White students assigned to DAEPs were lower across all grades than their percentages in the total student population. The percentages of Hispanic students assigned to DAEPs were lower in Grades 1-5 and 12 than their

percentages in the student population as a whole and higher in Grades 6-11.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2007-08 increased markedly at Grade 6, continued rising to a maximum of 6.1 percent of all students in Grade 9, then steadily declined through the high school grades. Of all students assigned to DAEPs, 27.4 percent were ninth graders.

Males made up 72.3 percent of students assigned to DAEPs in 2007-08, compared to 51.5 percent of the total student population (Table 4.3). Some 21.8 percent of students assigned to DAEPs were receiving special education services, compared to 12.2 percent of students statewide. The overrepresentation of students receiving special education services in the DAEP population may be related to the overrepresentation of male students, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

Statewide in 2007-08, for students assigned to DAEPs, the average number of discretionary assignments (1.26) exceeded the average number of mandatory assignments (1.07) (Table 4.4). About one out of five students assigned to DAEPs in 2007-08 received additional assignments that year. On average, female students (16.7%) were less likely to have received additional assignments than male students (21.5%), and White students (17.8%) were less likely to have received additional assignments than African American (21.3%) and Hispanic students (21.1%).

For each student who attended a DAEP in 2007-08, the total length of assignment was calculated by adding the

Grade	Students	DAEP ^b		African American (%)		Hispanic (%)		White (%)		Econ. Disad. ^c (%)	
		Number	Percent	State	DAEP	State	DAEP	State	DAEP	State	DAEP
1	413,843	681	0.2	14.1	44.5	50.1	28.3	32.1	26.1	55.3	73.4
2	400,459	781	0.2	14.3	48.4	49.1	31.0	32.8	20.1	54.8	72.6
3	386,253	984	0.3	14.4	42.4	48.3	31.9	33.6	24.9	54.1	77.6
4	375,857	1,444	0.4	14.5	40.7	47.7	38.4	34.0	20.2	53.3	76.0
5	373,224	2,572	0.7	14.6	34.9	47.1	42.5	34.5	21.5	53.0	75.0
6	363,347	7,996	2.2	14.6	28.7	46.2	51.4	35.4	18.9	51.2	75.6
7	369,318	12,768	3.5	15.0	25.8	46.1	54.1	35.3	19.0	49.9	71.3
8	362,830	15,670	4.3	15.1	23.2	44.9	53.3	36.4	22.5	47.6	66.5
9	450,442	27,595	6.1	16.3	24.0	46.9	53.2	33.6	21.8	44.9	60.4
10	362,430	14,558	4.0	15.5	26.0	42.7	45.0	38.2	27.6	40.9	53.8
11	316,808	9,450	3.0	15.0	25.8	40.4	40.5	40.7	32.0	38.2	48.3
12	298,708	6,184	2.1	14.6	23.4	39.7	36.8	41.8	38.2	36.3	41.9

^aDisciplinary alternative education programs. ^bIn a small number of cases, a student assigned to a disciplinary alternative education program may be counted in more than one grade level. ^cEconomically disadvantaged.

Group	State	DAEP
Female	48.5	27.7
Male	51.5	72.3
Receiving Spec. Ed. ^b Services	12.2	21.8
Not Receiving Spec. Ed. Services	87.8	78.2

^aDisciplinary alternative education programs. ^bSpecial education.

number of days, across multiple assignments, the student actually spent in a DAEP. A student who attended a DAEP for one assignment of 10 days, for example, would have the same total length of assignment as a student who attended a DAEP twice in the same year for 5 days each assignment. White students assigned to a DAEP spent an average of about 30.0 days in actual attendance, whereas African American students and Hispanic students spent an average of about 34.6 days and 35.6 days, respectively.

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

In 2007-08, the Texas Assessment of Knowledge and Skills (TAKS), TAKS (Accommodated), and TAKS-Modified (TAKS-M) assessed students in reading/English language arts (ELA) and mathematics at Grades 3-11; in writing at Grades 4 and 7; in science at Grades 5, 8, 10, and 11; and in social studies at Grades 8, 10, and 11. See Chapter 2 of this report for additional information about TAKS assessments.

Caution should be exercised when interpreting TAKS-M results for students assigned to DAEPs. The 2007-08 school year was the first year TAKS-M tests were administered with passing standards in place. In addition, the number of students assigned to DAEPs

who took the TAKS-M in 2007-08 was small. For the majority of school districts, fewer than five of the students assigned to DAEPs took the TAKS-M. Combined, these circumstances likely contributed to greater than average variability in student performance.

Statewide, 86.6 percent of students in Grades 3-10 who were assigned to DAEPs took the 2008 English-version TAKS reading/ELA test, and 6.8 percent took the 2008 TAKS-M reading/ELA test (Table 4.5 on page 68). Of those not tested, 0.4 percent were exempted because of limited English proficiency and 5.5 percent were absent.

Passing rates on the English-version 2008 TAKS reading/ELA and mathematics tests in Grades 3-10 were lower for students assigned to DAEPs than for students statewide (Table 4.6 on page 68). On the reading/ELA test, the overall passing rate for students assigned to DAEPs (69%) was 19 percentage points lower than the overall rate for students statewide (88%). On the mathematics test, the overall difference in passing rates between students assigned to DAEPs (42%) and students statewide (77%) was 35 percentage points. Among students assigned to DAEPs, as well as students statewide, White students had higher TAKS passing rates in reading/ELA and mathematics than African American and Hispanic students.

Almost 22 percent of students assigned to DAEPs in 2007-08 were receiving special education services, and many of these students took the TAKS-M. Passing rates on the 2008 TAKS-M reading/ELA test for students assigned to DAEPs was similar to passing rates for students statewide (Table 4.7 on page 68). Compared to the overall passing rate for students in special education programs statewide (78%), the overall rate for students in special education programs assigned to DAEPs (77%) was just 1 percentage point lower. By contrast, passing rates on the 2008 TAKS-M mathematics test were considerably lower for students assigned to DAEPs than students statewide. The overall difference between the groups on the TAKS-M mathematics test

Group	Average Number of Assignments		Single Assignment (%)	Average Length of Assignment (Days)
	Discretionary	Mandatory		
African American	1.26	1.06	78.7	34.6
Hispanic	1.27	1.08	78.9	35.6
White	1.24	1.05	82.2	30.0
Economically Disadvantaged	1.26	1.06	79.6	34.7
Special Education	1.29	1.08	76.8	34.0
Female	1.22	1.05	83.3	31.4
Male	1.27	1.07	78.5	34.9
All	1.26	1.07	79.7	34.0

^aDisciplinary alternative education program.

Table 4.5. English-Version Reading/ELA^a TAKS and TAKS–Modified Participation (%), Students Assigned to DAEPs,^b Grades 3-10, by Student Group, 2008

Group	Tested on TAKS	LEP Exempt ^c	Absent	Other	Tested on TAKS-M
African American	85.1	<0.1	5.2	0.9	8.8
Hispanic	86.0	0.7	6.2	0.7	6.4
White	89.3	0.1	4.4	0.6	5.6
Economically Disadvantaged	85.7	0.5	5.4	0.7	7.7
All	86.6	0.4	5.5	0.7	6.8

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

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

Table 4.6. TAKS Passing Rates (%), Grades 3-10, by Subject and Student Group, 2008

Group	DAEP ^a	State
Reading/ELA^b		
African American	65	83
Hispanic	67	84
White	80	94
Economically Disadvantaged	66	83
Female	75	90
Male	67	86
All	69	88
Mathematics		
African American	34	64
Hispanic	39	72
White	56	86
Economically Disadvantaged	39	70
Female	39	77
Male	43	77
All	42	77

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

^aDisciplinary alternative education program. ^bEnglish language arts.

was 12 percentage points. Among students in special education programs assigned to DAEPs, as well as students in special education programs statewide, TAKS-M passing rates in reading/ELA and mathematics were higher for White students than African American and Hispanic students.

Dropout Rates

Out of 86,225 students in Grades 7-12 assigned to DAEPs in the 2007-08 school year, 4,239 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 4.9 percent, more than double the rate for students statewide (2.2%) (Table 4.8). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Table 4.7. TAKS–Modified Passing Rates (%), Grades 3-8 and 10, by Subject and Student Group, 2008

Group	DAEP ^a	State
Reading/ELA^b		
African American	77	77
Hispanic	73	75
White	84	82
Economically Disadvantaged	75	76
Female	85	80
Male	75	77
All	77	78
Mathematics		
African American	44	56
Hispanic	49	61
White	55	64
Economically Disadvantaged	48	60
Female	47	61
Male	49	61
All	49	61

Note. Results for TAKS–Modified reading/ELA and mathematics tests at Grades 9 and 11, which were field-tested in spring 2008, are not included.

^aDisciplinary alternative education program. To be included in DAEP results, a student must have both received special education services and been assigned to a DAEP in 2007-08. ^bEnglish language arts.

Table 4.8. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2007-08

Group	DAEP ^a	State
African American	5.7	3.5
Hispanic	5.3	3.0
White	3.4	1.1
Economically Disadvantaged	4.5	2.3
Special Education	5.2	2.8
Female	3.9	2.1
Male	5.3	2.4
All	4.9	2.2

^aDisciplinary alternative education program.

Agency Contact Persons

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

Other Sources of Information

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

5. Student Dropouts

The four-year longitudinal dropout rate for the 300,488 students in the class of 2008 was 10.5 percent (Table 5.1 on page 72, Table 5.2 on page 73, and Table 5.3 on page 73). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less (Texas Education Code [TEC] §39.332).

Dropout Definition

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

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

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

For the 2007 and 2008 ratings cycles, a school leaver provision was in effect in the accountability system. A campus or district rating could not be lowered in 2007 or 2008 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allowed districts time to adjust to the new NCES dropout definition and the new data reporting requirements. It also ensured that ratings for districts that enrolled students displaced by

Hurricane Katrina in 2005-06 would not be adversely affected. Hurricane Katrina brought large numbers of students to Texas public schools. Subsequently, many of the students moved back to Louisiana and other states. Although information was available for some of the students, information for many others was missing. As a result, dropout rates in some districts may not have reflected the actual statuses of students. The school leaver provision also allowed districts additional time to adjust to the phase-in of the NCES dropout definition in the longitudinal completion rate. The school leaver provision is not in effect for the 2009 ratings cycle.

Longitudinal Completion Rates

Calculation and Methods

A completion rate is the percentage of students from a class of beginning ninth graders or seventh graders who complete their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. A graduation rate is the percentage of students who graduate within four years of first entering high school. Students who enter the Texas public school system over the years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class (Figure 5.1 on page 74).

TEA calculates longitudinal completion rates that combine the completion and longitudinal dropout rate so that they add to 100 percent. The longitudinal completion rates have three components: graduates, students who continue their high school education in the fall following their anticipated graduation date, and GED recipients. The final component is the longitudinal dropout rate. Dropouts are counted according to the dropout definition in place the year they drop out. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2008 who began Grade 9 in 2004-05 and who left school in 2004-05 without graduating were subject to a different dropout definition than the definition that applied to students from the same class who left in 2005-06 or later. Students assigned no final status were those who left the Texas public school system for reasons other than graduating, receiving a GED, or dropping out or those who could not be followed from year to year because of student identification problems.

Table 5.1. Common Methods of Measuring Student Progress Through School

	Annual Dropout Rate	Longitudinal rates: Graduation, completion, and longitudinal dropout rate		Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning seventh or ninth graders who graduate (graduation rate); graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates (completion rates); and the percentage of students from a class of beginning seventh or ninth graders who drop out before completing high school (longitudinal dropout rate).		The percentage change in enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate, complete, or drop out by the end of Grade 12 by the total number of students in the original seventh- or ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows: $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$		Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	<ul style="list-style-type: none"> ◆ Measure of annual performance. ◆ Requires only one year of data. ◆ Can be calculated for any school or district with students in any of the grades covered. ◆ Can be disaggregated by grade level. 	<ul style="list-style-type: none"> ◆ Graduation and completion rates are more positive indicators than the dropout rate, measuring school success rather than failure. ◆ More stable measures over time. ◆ More consistent with the public's understanding of a dropout rate. ◆ Districts have more time to encourage dropouts to return to school before being held accountable. 		Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	<ul style="list-style-type: none"> ◆ Produces the lowest rate of any method. ◆ May not correspond to the public's understanding of a dropout rate. 	<ul style="list-style-type: none"> ◆ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ◆ Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, graduation, completion, and longitudinal dropout rates are often calculated for Grades 9-12. ◆ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. ◆ Does not produce a dropout rate by grade. 		<ul style="list-style-type: none"> ◆ Produces the highest rate of any method. ◆ Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. ◆ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. ◆ Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.	The completion rate is calculated such that the longitudinal dropout rate and completion rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. Students from the class of 2008 who left school in 2005-06 or later were subject to the national dropout definition, whereas students from the same class who dropped out in 2004-05 or earlier were subject to a different definition.		The attrition rate reported by TEA is not adjusted for growth.
TEA 2007-08	Annual dropout rate Grades 7-12: 2.2% Grades 9-12: 3.2% Grades 7-8: 0.3%	Graduation rate Grades 7-12: 78.0% Grades 9-12: 79.1% Longitudinal dropout rate Grades 7-12: 10.7% Grades 9-12: 10.5%	Completion I rate ^a Grades 7-12: 87.8% Grades 9-12: 88.0% Completion II rate ^b Grades 7-12: 89.3% Grades 9-12: 89.5%	Unadjusted attrition rate Grades 7-12: 15.9% Grades 9-12: 28.6%

^aCompletion I consists of students who graduated or continued high school. ^bCompletion II consists of students who graduated, continued high school, or received GEDs.

Table 5.2. Longitudinal Completion Rates, Grades 9-12, by Student Group, Class of 2008

Group	Class	Graduation Rate (%)	Completion I ^a Rate (%)	Completion II ^b Rate (%)	Longitudinal Dropout Rate (%)
African American	44,146	71.8	82.8	83.9	16.1
Asian/Pacific Islander	10,422	91.2	96.0	96.4	3.6
Hispanic	121,889	70.8	84.1	85.6	14.4
Native American	1,130	81.7	89.4	91.6	8.4
White	122,901	88.8	93.0	94.9	5.1
Econ. Disad. ^c	119,328	70.4	82.7	84.3	15.7
Female	148,737	81.4	89.4	90.5	9.5
Male	151,751	76.8	86.7	88.6	11.4
State	300,488	79.1	88.0	89.5	10.5

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

^aCompletion I consists of students who graduated or continued high school. ^bCompletion II consists of students who graduated, continued high school, or received General Educational Development certificates. ^cEconomically disadvantaged.

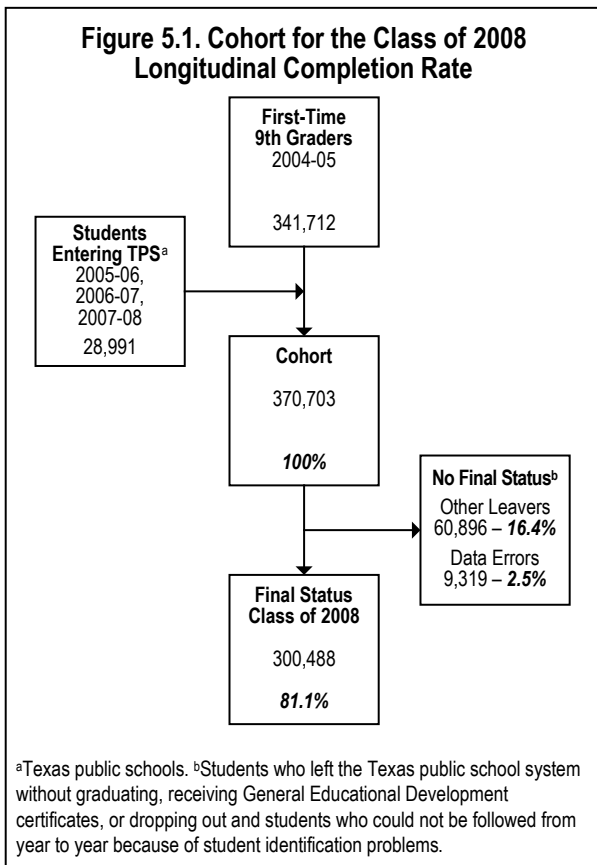
Table 5.3. Longitudinal Completion Rates, Grades 9-12, by Student Group, Classes of 2007 and 2008

Class Year	Class	Graduated		Continued		Received GED ^a		Dropped Out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 2007	42,177	29,827	70.7	4,437	10.5	671	1.6	7,242	17.2	34,264	81.2	34,935	82.8
Class of 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1	36,546	82.8	37,041	83.9
Asian/Pacific Islander													
Class of 2007	10,080	9,227	91.5	422	4.2	53	0.5	378	3.8	9,649	95.7	9,702	96.3
Class of 2008	10,422	9,503	91.2	504	4.8	35	0.3	380	3.6	10,007	96.0	10,042	96.4
Hispanic													
Class of 2007	114,590	78,506	68.5	15,286	13.3	2,039	1.8	18,759	16.4	93,792	81.9	95,831	83.6
Class of 2008	121,889	86,313	70.8	16,229	13.3	1,793	1.5	17,554	14.4	102,542	84.1	104,335	85.6
Native American													
Class of 2007	1,031	839	81.4	64	6.2	29	2.8	99	9.6	903	87.6	932	90.4
Class of 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4	1,010	89.4	1,035	91.6
White													
Class of 2007	122,784	108,313	88.2	5,048	4.1	2,896	2.4	6,527	5.3	113,361	92.3	116,257	94.7
Class of 2008	122,901	109,130	88.8	5,206	4.2	2,262	1.8	6,303	5.1	114,336	93.0	116,598	94.9
Economically Disadvantaged													
Class of 2007	112,939	77,704	68.8	13,256	11.7	2,418	2.1	19,561	17.3	90,960	80.5	93,378	82.7
Class of 2008	119,328	84,049	70.4	14,587	12.2	1,982	1.7	18,710	15.7	98,636	82.7	100,618	84.3
Female													
Class of 2007	143,071	114,823	80.3	10,808	7.6	1,937	1.4	15,503	10.8	125,631	87.8	127,568	89.2
Class of 2008	148,737	121,074	81.4	11,857	8.0	1,707	1.1	14,099	9.5	132,931	89.4	134,638	90.5
Male													
Class of 2007	147,591	111,889	75.8	14,449	9.8	3,751	2.5	17,502	11.9	126,338	85.6	130,089	88.1
Class of 2008	151,751	116,502	76.8	15,008	9.9	2,903	1.9	17,338	11.4	131,510	86.7	134,413	88.6
State													
Class of 2007	290,662	226,712	78.0	25,257	8.7	5,688	2.0	33,005	11.4	251,969	86.7	257,657	88.6
Class of 2008	300,488	237,576	79.1	26,865	8.9	4,610	1.5	31,437	10.5	264,441	88.0	269,051	89.5

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

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs.

Figure 5.1. Cohort for the Class of 2008 Longitudinal Completion Rate



Completion Rates in the Accountability System

Two completion rate measures have been defined for Texas public school accountability since 2004. Completion I consists of graduates and continuing enrollees. Completion II consists of graduates, continuing enrollees, and GED recipients. In the 2009 ratings, school districts and campuses subject to standard accountability procedures were rated on Completion I for the class of 2008, whereas those subject to alternative education accountability procedures were rated on Completion II for the class of 2008.

Comparison of Rates Across Years

As a result of adoption of the national dropout definition in 2005-06, students from the class of 2008 who began Grade 9 in 2004-05 and who left school in 2004-05 without graduating were subject to a different dropout definition than the definition that applied to students from the same class who left in 2005-06 or later. The national dropout definition will be fully incorporated in the completion rate for the class of 2009. Completion rates for classes in which the national dropout definition is being phased in (i.e., classes of 2006, 2007, 2008, and 2009) are not comparable

to completion rates for the class of 2005 and prior classes, nor are they comparable to each other.

State Summary

The longitudinal rates for the class of 2008 tracked students who began Grade 9 for the first time in 2004-05. Out of 300,488 students in the class of 2008 Grade 9 cohort, 88.0 percent either graduated by 2008 or continued school the following year (Table 5.3 on page 73). An additional 1.5 percent received GED certificates, and 10.5 percent dropped out. The graduation rate for the class of 2008 was 79.1 percent. The Completion I rate was highest for Asian/Pacific Islander students (96.0%). The Completion I rates for White students (93.0%) and Native American students (89.4%) also were higher than the state average (88.0%). Rates for African American (82.8%), Hispanic (84.1%), and economically disadvantaged students (82.7%) were below the state average. Patterns for Completion II were similar to those for Completion I.

Rates by Student Group

Completion rates demonstrate that secondary-school experiences varied considerably by student group. For example, in the Grade 9 cohort for the class of 2008, Asian/Pacific Islander students had a graduation rate of 91.2 percent, and White students had a graduation rate of 88.8 percent, whereas African American students and Hispanic students had graduation rates of 71.8 percent and 70.8 percent, respectively. African American and economically disadvantaged students had the highest longitudinal dropout rates, at 16.1 percent and 15.7 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (13.3%). Native American students had the highest rate of GED certification (2.2%). Female students had a higher graduation rate (81.4%) than male students (76.8%) and lower rates of continuation, GED certification, and dropping out.

Rates by Program Participation and Student Characteristic

In 2008, students participating in Title I programs had a graduation rate (71.8%) more than 7 percentage points below the state average (79.1%) (Table 5.4). Students served by special education programs had a Completion I rate (84.7%) close to that of the state (88.0%). Students participating in bilingual or English as a second language programs in their final year of high school had a Completion I rate of 69.0 percent—well below the state average.

**Table 5.4. Longitudinal Completion Rates,
Grades 9-12, by Program Participation and Student Characteristic, Class of 2008**

Group	Class	Graduation		Completion I ^a		Completion II ^b	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-Risk	155,063		65.7		81.1		83.3
Bilingual/ESL ^c	11,402		43.1		69.0		69.4
Special Education	34,357		69.8		84.7		85.5
Title I	119,277		71.8		83.3		84.9
State	300,488		79.1		88.0		89.5

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

^aCompletion I consists of students who graduated or continued high school. ^bCompletion II consists of students who graduated, continued high school, or received General Educational Development certificates. ^cEnglish as a second language.

Students Completing High School in More Than Four Years

Many students took longer than four years to finish their high school education. For example, students in the class of 2005 who began ninth grade for the first time in 2001-02 or who later joined the cohort were tracked through the fall semester following their anticipated graduation date of spring 2005. At that time, 84.0 percent of the class of 2005 had graduated, 7.9 percent were still in high school, 3.8 percent had received GED certificates, and 4.3 percent had dropped out (Table 5.5).

The graduation rate had risen to 88.5 percent by fall 2006 and 89.5 percent by fall 2007. From fall 2005 to fall 2008, the graduation rate increased 5.8 percentage points to 89.8 percent and the longitudinal dropout rate increased 2.0 percentage points to 6.3 percent. The decrease in GED recipients between fall 2005 and fall 2008 is attributable to one of two reasons: (a) students formerly counted as GED recipients returned to school and graduated or left for another reason; or (b) because of recent changes in the way TEA determines final student statuses, students who were counted as GED recipients in 2005 and subsequently returned to school and left without graduating were counted as other leavers in fall 2006, 2007, or 2008. Because some of those who were continuing high school in 2005 had left the Texas public school system and not graduated, received GED certificates, or dropped out by 2008, the total number of

students with final statuses decreased between fall 2005 and fall 2008.

Annual Dropout Rates

Comparison of Rates Across Years

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

State Summary

Out of 2,042,203 students who attended Grades 7-12 in Texas public schools during the 2007-08 school year, 2.2 percent were reported to have dropped out, a decrease of 0.5 percentage points from 2006-07 (Table 5.6 on page 76). The number of dropouts in Grades 7-12 dropped to 45,796, a 17.2 percent decrease from the 55,306 students who dropped out in 2006-07. A total of 1,988 students dropped out of Grades 7-8, and 43,808 dropped out of Grades 9-12 (Table 5.7 on page 76). The Grade 7-8 and Grade 9-12 dropout rates were

Table 5.5. Longitudinal Completion Rates, Grades 9-12, Class of 2005, Fall 2005 Through Fall 2008

Status Date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Fall 2005	271,218	227,755	84.0	21,434	7.9	10,379	3.8	11,650	4.3
Fall 2006	267,490	236,781	88.5	5,238	2.0	8,669	3.2	16,802	6.3
Fall 2007	266,883	238,769	89.5	1,609	0.6	9,340	3.5	17,165	6.4
Fall 2008	266,821	239,524	89.8	580	0.2	9,783	3.7	16,934	6.3

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

^aGeneral Educational Development certificate. ^bBecause some of those who were continuing high school in 2005 had left and not graduated, received GED certificates, or dropped out by 2008, the total number of students with final statuses decreased between fall 2005 and fall 2008.

Table 5.6. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Student Group, 2006-07 and 2007-08

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2006-07					
African American	302,792	15.0	12,290	22.2	4.1
Asian/Pacific Islander	65,776	3.3	654	1.2	1.0
Hispanic	865,447	42.8	31,826	57.5	3.7
Native American	7,225	0.4	143	0.3	2.0
White	782,330	38.7	10,393	18.8	1.3
Economically disadvantaged	925,681	45.7	25,977	47.0	2.8
Female	986,691	48.8	25,261	45.7	2.6
Male	1,036,879	51.2	30,045	54.3	2.9
State	2,023,570	100	55,306	100	2.7
2007-08					
African American	302,494	14.8	10,492	22.9	3.5
Asian/Pacific Islander	68,986	3.4	537	1.2	0.8
Hispanic	895,159	43.8	26,458	57.8	3.0
Native American	7,513	0.4	135	0.3	1.8
White	768,051	37.6	8,174	17.8	1.1
Economically disadvantaged	938,680	46.0	21,408	46.7	2.3
Female	995,270	48.7	20,618	45.0	2.1
Male	1,046,933	51.3	25,178	55.0	2.4
State	2,042,203	100	45,796	100	2.2

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

Table 5.7. Students and Dropouts, by Grade, 2007-08

Grade	Students		Dropouts	
	Number	Percent	Number	Percent
7	349,153	17.1	737	1.6
8	342,129	16.8	1,251	2.7
9	413,394	20.2	11,863	25.9
10	339,921	16.6	9,565	20.9
11	301,083	14.7	8,608	18.8
12	296,523	14.5	13,772	30.1
7-12	2,042,203	100	45,796	100

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

0.3 percent and 3.2 percent, respectively (Table 5.1 on page 72). The Grade 7-8 and Grade 9-12 dropout rates decreased 0.1 percentage points and 0.7 percentage points, respectively.

Rates by Student Group

In 2007-08, the dropout rates for African American students and Hispanic students were higher than the rate for White students (Table 5.6). The Grade 7-12 dropout rate for African American students (3.5%) was more than three times as high as that for White students (1.1%), and the rate for Hispanic students (3.0%) was almost three times as high.

Some groups of students make up larger proportions of the dropout population than of the student population. In 2007-08, for example, Hispanic students made up

43.8 percent of Grade 7-12 students, but 57.8 percent of dropouts, a difference of 14.0 percentage points. The greatest percentage difference was among average students, who made up one-fourth (25.4%) of the Grade 7-12 population in 2007-08 but more than three-fourths (78.6%) of dropouts. A student is considered overage if his or her age on September 1 is higher than the grade enrolled in plus five years. For example, a Grade 10 student who is 16 or older on September 1 is considered overage.

Rates by Grade Level

Dropout rates in 2007-08 generally were much higher in Grades 9 through 12 than in Grades 7 and 8. Grade 7 had the lowest dropout rate (0.2%), and Grade 12 had the highest (4.6%) (Table 5.8). The 13,772 students who dropped out of Grade 12 accounted for 30.1 percent of all dropouts, the highest proportion of any grade (Table 5.7). Each of Grades 7 through 12 experienced a decrease in the dropout rate, with the largest drop (1.5 percentage points) coming in Grade 12.

The rates for all student groups were highest in Grade 12 (Table 5.8). Percentage-point differences between dropout rates for White students and those for African American and Hispanic students were greatest at Grade 9 and above. The largest difference in dropout rates (5.3 percentage points) was between African American students (7.3%) and White students (2.0%) in Grade 12, followed by the 4.7 percentage-point

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
7	198	0.4	— ^a	0.2	385	0.2	—	0.2	131	0.1	737	0.2
8	277	0.6	—	0.2	741	0.5	—	0.2	212	0.2	1,251	0.4
9	2,746	4.3	110	0.9	7,309	3.8	33	2.2	1,665	1.2	11,863	2.9
10	2,182	4.3	101	0.9	5,530	3.8	31	2.5	1,721	1.3	9,565	2.8
11	1,957	4.5	99	0.9	4,563	3.7	28	2.5	1,961	1.6	8,608	2.9
12	3,132	7.3	189	1.8	7,930	6.7	37	3.4	2,484	2.0	13,772	4.6

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

difference between Hispanic students (6.7%) and White students in Grade 12. Across all grade levels, African American and Hispanic students were at least twice as likely to drop out of school as White students.

Projected Dropout Rates

As required by TEC §39.332, the five-year projected dropout rates for Grades 9 through 12 are based on the assumption that no change in policy will be made. The rates in Table 5.9 are based on changes in enrollment for student groups. Using this method, the annual dropout rate is projected to increase by 0.1 percentage points for Grade 9, remain unchanged for Grades 10 and 11, and increase by 0.2 percentage points for Grade 12 between 2008-09 and 2012-13. The longitudinal dropout rate is projected to increase by 0.3 percentage points over the same period.

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
Annual Dropout Rate					
9	2.9	2.9	2.9	2.9	3.0
10	2.9	2.9	2.9	2.9	2.9
11	2.9	2.9	2.9	2.9	2.9
12	4.7	4.8	4.8	4.8	4.9
Longitudinal Dropout Rate					
9-12	10.6	10.7	10.8	10.8	10.9

A second method for calculating projected rates for Grades 9 through 12 used the actual 2007-08 dropout rates to project future rates. Based on this method, annual dropout rates would decline slightly for Grades 9, 10, and 11 and increase by 1.2 percentage points for Grade 12 over the next several years (Table 5.10). The longitudinal dropout rate would increase by 1.2 percentage points.

Grade	2008-09	2009-10	2010-11	2011-12	2012-13
Annual Dropout Rate					
9	2.9	2.8	2.8	2.7	2.7
10	2.8	2.8	2.7	2.7	2.7
11	2.9	2.8	2.8	2.8	2.7
12	4.9	5.2	5.5	5.8	6.1
Longitudinal Dropout Rate					
9-12	10.8	11.1	11.4	11.7	12.0

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

Overview

Since 2001, TEA has taken aggressive steps to implement best practices designed to address dropout issues, and as a result, Texas is in the forefront of the nation's campaign to tackle the dropout problem. From holding districts and campuses accountable for graduation rates to endorsing a rigorous but relevant pathway to high school graduation, Texas is committed to developing and implementing policies that ensure high school completion.

In the primary grades, Texas spends more than \$99 million on prekindergarten initiatives, including Texas School Ready! and the Prekindergarten Early Start Grant. These programs are designed to improve the school readiness of children entering kindergarten and to increase access to early childhood education by streamlining Pre-K, Head Start, and child care resources.

In the secondary grades, programs have been implemented that are designed to boost graduation rates and ensure every student graduates from high school prepared for college and career success.

College Readiness Programs

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

In addition to mandating the creation of CRS, the 79th Texas Legislature established a High School Allotment providing each Texas school district and open-enrollment charter with \$275 for every student in Grades 9-12 (TEC §§39.114 and 42.2516, 2007). The additional funding, in the amount of approximately \$300 million annually, can be used at the middle and high school levels for the following purposes:

- ◆ college readiness programs to prepare underachieving students for college;
- ◆ programs that encourage students toward advanced academic opportunities, such as dual credit and Advanced Placement classes;
- ◆ programs that give students opportunities to take academically rigorous coursework, including four years of mathematics and science;
- ◆ alignment of the curriculum for Grades 6-12 with postsecondary curriculum; and
- ◆ other high school completion and success initiatives in Grades 6-12, as approved by the commissioner of education.

Each year, the agency recognizes schools and districts that used High School Allotment funds to implement exceptional college readiness programs and strategies. In 2009, Mission Consolidated ISD, San Antonio's North East ISD, Humble ISD, McCamey High School in McCamey ISD, and Plainview High School in Plainview ISD were recognized for strategies used in preparing students for college success. District-wide programs

in Round Rock ISD and a separate program offered at McNeil High School in Round Rock ISD were recognized for their efforts to increase graduation rates. Allen High School in Allen ISD, Malakoff High School in Malakoff ISD, and Brewer High School in White Settlement ISD were recognized for improving curriculum alignment and preparing students for successful transitions from high school to college. Friendswood High School in Friendswood ISD, Grapevine-Colleyville ISD, and Lewisville ISD received recognition for the implementation of innovative high school completion and success programs and strategies.

Texas High School Project

Through the Texas High School Project (THSP), a public-private alliance committed to the mission of preparing all students for college and career readiness, TEA has established successful models that provide students, particularly those not among the "traditional" college-going population, with opportunities to prepare for college. TEA has administered \$205 million in state and federal funds directed toward the THSP, and private partners have contributed \$141 million. The THSP supports a variety of programs and activities aimed at systemic and sustainable high school improvement, including: Early College High Schools (ECHS); Texas Science, Technology, Engineering and Mathematics (T-STEM) Academies; and High School Redesign projects.

ECHS are small, restructured secondary schools located on, or in close proximity to, a college campus, that provide intensive academic support systems that allow students an opportunity to earn up to 60 college credit hours while earning a high school diploma. More than 85 percent of the ECHS in the state are rated *Exemplary* or *Recognized*.

T-STEM Academies provide rigorous and applied science and mathematics instruction, preparing students for college and careers relevant to today's job market. Fifteen out of the 20 T-STEM Academies open for more than two years are *Exemplary* or *Recognized*.

Texas has made significant investments in supporting the design and implementation of experimental and research-based high school programs to facilitate the development and acceptance of a college-going culture. In partnership with the Bill & Melinda Gates Foundation, TEA has supported the Region 1 Education Service Center's High School Redesign Project, which began with six high school campuses serving approximately 12,000 students located in three Rio Grande Valley school districts. High schools were redesigned into small learning communities organized around high expectations and personalized learning environments. Participating schools have made a 10 percent gain over

three years in 9th grade mathematics scores and a 15 percent gain in 11th grade science scores.

The High School Redesign and Restructuring Initiative has provided 54 low-performing high schools across Texas with the resources to implement innovative school-wide reform. By the summer of 2008, 75 percent of the schools that had participated in a full funding cycle had improved from a rating of *Academically Unacceptable* to *Academically Acceptable*. These schools serve over 60,000 students, of which 77 percent are African American or Hispanic, and 70 percent are economically disadvantaged.

Dropout Prevention and Retention Programs

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

- ◆ Dropout Recovery Pilot. Designed to target students who have dropped out, these locally implemented programs are funded to support students who have dropped out with the educational and social services needed to earn a high school diploma or demonstrate college readiness. Based on a pay-for-performance model—unique for most state grants—grantees are eligible to earn up to \$2,000 for each student who earns a high school diploma, obtains a GED plus college credit, or gains advanced technical credit.
- ◆ Collaborative Dropout Reduction Pilot Program. This program requires district partnerships with multiple community stakeholders, such as local businesses, local nonprofits, faith-based organizations, and even local governments or law enforcement agencies, to develop dropout intervention programs and services.
- ◆ Communities in Schools (CIS). A public-private partnership, the state provides funding, which is matched by local contributions, to CIS local nonprofit organizations. These local programs provide critical social and academic support services through a case management system for students at risk of dropping out of school.
- ◆ Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). This six-year federal initiative is designed to increase early

college awareness and readiness among traditionally underrepresented student groups. Texas GEAR UP is divided into two major strands: statewide initiatives that help achieve GEAR UP goals across the state and the Students Training for Academic Readiness project, an intensive, multifaceted P-16 intervention in the Coastal Bend area of South Texas.

A complete list of dropout prevention and recovery programs and strategies is located on the TEA website at www.tea.state.tx.us/index4.aspx?id=4721.

Early Warning Data System

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

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

In addition, TEA is partnering with the National High School Center and the Texas Comprehensive Center to offer a new EWDS tool as a readily available option to grantees of the Texas Ninth Grade Transition and Intervention Grant Program. Anticipated benefits of this project include providing the grantees with current research and technical assistance on the EWDS, offering an opportunity for Texas school districts to use this type of system to inform possible future larger-scale implementation, and establishing a mechanism for collecting best practices and lessons learned.

Using Data Effectively

To further support districts in their efforts to increase completion rates, Texas is taking additional steps to supplement district efforts to target youth most at risk of dropping out by providing districts with information

that will help them identify promising interventions and target students earlier for services.

Based on data and evaluation findings, TEA has established a series of Best Practices Clearinghouse webinars designed to communicate effective strategies used by schools employing dropout prevention strategies that are producing results. Initial webinars will present research findings from a 2008 study on best practices in dropout prevention and highlight dropout prevention and recovery programs in districts across Texas.

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

Agency Contact Persons

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

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

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2007-08 (July 2009), Accountability Research Division, Department of Assessment, Accountability, and Data Quality. The report is available online at www.tea.state.tx.us/index4.aspx?id=4080.

Information about the Texas High School Project and other dropout prevention programs is available online at www.tea.state.tx.us/ed_init/index.html or www.thsp.org/ and in the *Report on Implementation of House Bill 2237* (September 2009), available online at www.tea.state.tx.us/index4.aspx?id=3490.

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level is a factor in meeting these goals.

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

In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (Texas Education Code [TEC] §28.0211). See "Student Success Initiative TAKS Results" on page 34.

Definitions and Calculations

Student attendance in the 2007-08 school year was compared to October 2008 enrollment for the 2008-09 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, 2007-08, were excluded from the total student count, as were students new to the system in the second school year, 2008-09. The retention rate was calculated by dividing the number of students retained by the total student count.

Through 1997-98, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for

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

The source for information on limited English proficiency (LEP) status was changed for 2003-04 retention rates. Prior to 2003-04, LEP status was drawn from fall enrollment records. Beginning in 2003-04, LEP status was drawn from the Public Education Information Management System (PEIMS) summer data collection; the data collection includes students identified as LEP at any time during the school year. In addition, determination of LEP students not receiving special education or language services was changed for 2003-04. Prior to 2003-04, LEP students who did not receive bilingual, English as a second language (ESL), or special education services were identified as not receiving services. Beginning in 2003-04, LEP students who did not receive bilingual, ESL, or special education services and those whose parents did not give permission for participation in special language programs were identified as not receiving services.

PEIMS includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data on student characteristics and program participation are also available in PEIMS. Data on Texas Assessment of Knowledge and Skills (TAKS) performance were provided to TEA by the state's testing contractor, Pearson. Results presented in this chapter for TAKS are based on TAKS and TAKS (Accommodated) combined.

State Summary

In the 2007-08 school year, 4.5 percent (194,266) of students in kindergarten through Grade 12 were retained (Table 6.1 on page 82). The rate decreased by 0.3 percentage points from the previous year. Males at most grade levels were more likely than females to be

Table 6.1. Grade-Level Retention, by Student Group, 2007-08

Group	Students	Retained	
		Number	Rate (%)
African American	608,653	35,821	5.9
Asian/Pacific Islander	149,293	2,587	1.7
Hispanic	2,013,773	114,248	5.7
Native American	14,861	598	4.0
White	1,537,924	41,012	2.7
Economically Disadvantaged	2,281,662	127,408	5.6
Female	2,108,476	78,572	3.7
Male	2,216,028	115,694	5.2
Grades K-6	2,437,172	68,792	2.8
Grades 7-12	1,887,332	125,474	6.6
State	4,324,504	194,266	4.5

retained (Tables 6.4 and 6.5). In 2007-08, the retention rate for females was 3.7 percent, and the rate for males was 5.2 percent (Table 6.1). Male students made up 59.6 percent of all students retained.

As in 2006-07, retention rates for African American and Hispanic students were over twice that for White students. In the 2007-08 school year, 2.7 percent of White students were retained in grade, compared to 5.9 percent for African American students and 5.7 percent for Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.2 and 0.4 percentage points, respectively. The rate for White students decreased by

0.1 percentage points. Although 60.6 percent of students enrolled in Texas public schools were African American or Hispanic, 77.2 percent of students retained in the public schools were from one of these two ethnic groups.

Grade-Level Retention by Grade

Across all grade levels in 2007-08, the retention rate was highest in Grade 9 (14.7%) and lowest in Grade 6 (1.0%) (Tables 6.2 and 6.3). In kindergarten through Grade 6, the highest retention rate was in first grade (5.9%). In the secondary grades, seventh graders had the lowest retention rate (1.5%). Rates decreased from the previous year in all grades but Grades 8 and 12, which had increases of 0.4 and 0.5 percentage points, respectively. Grade 10 had the greatest decrease in retention rate from the previous year (1.1 percentage points), followed by Grade 9 (0.7 percentage points). The retention rate for fifth graders has declined markedly since 2004-05, the year Student Success Initiative requirements were first implemented in Grade 5.

Grade-Level Retention by Ethnicity

In 2007-08, African American and Hispanic students had higher retention rates than their White

Table 6.2. Grade-Level Retention, by Grade and Ethnicity, Grades K-6, 2007-08

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
K	1,418	3.1	210	1.8	5,470	3.1	46	3.7	4,313	3.8	11,457	3.3
1	3,719	7.5	235	1.8	13,338	7.1	65	5.2	4,495	3.8	21,852	5.9
2	2,193	4.5	158	1.3	7,570	4.2	32	2.8	2,179	1.8	12,132	3.4
3	1,817	3.8	95	0.8	5,616	3.3	18	1.6	1,372	1.2	8,918	2.6
4	924	1.9	39	0.3	2,746	1.7	12	1.1	784	0.7	4,505	1.3
5	1,360	2.9	88	0.7	4,058	2.5	27	2.3	1,213	1.0	6,746	2.0
6	640	1.4	27	0.2	1,753	1.1	12	1.1	750	0.6	3,182	1.0
K-6	12,071	3.6	852	1.0	40,551	3.4	212	2.6	15,106	1.8	68,792	2.8

Table 6.3. Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, 2007-08

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
7	1,009	2.1	52	0.5	2,884	1.9	10	0.8	1,097	0.9	5,052	1.5
8	1,137	2.4	68	0.6	3,762	2.6	13	1.2	1,343	1.1	6,323	1.9
9	10,467	18.3	661	5.6	33,363	19.3	176	13.4	10,164	7.8	54,831	14.7
10	4,534	10.0	310	2.8	12,365	9.5	65	6.2	4,940	4.1	22,214	7.2
11	2,999	7.7	238	2.3	8,670	7.9	69	7.0	3,554	3.1	15,530	5.7
12	3,604	9.7	406	4.0	12,653	12.1	53	5.4	4,808	4.1	21,524	8.0
7-12	23,750	8.7	1,735	2.7	73,697	9.0	386	5.8	25,906	3.6	125,474	6.6

counterparts in all elementary grades except kindergarten (Table 6.2). Between 2006-07 and 2007-08, retention rates at the elementary level dropped or remained the same for all ethnic groups. In first grade, 7.5 percent of African American students and 7.1 percent of Hispanic students were retained, compared to 3.8 percent of White students.

In all secondary grades, as in the elementary grades, retention rates for African American and Hispanic students in 2007-08 were substantially higher than those for White students (Table 6.3). African American and Hispanic students had retention rates at least double those for White students in all secondary grades. For all ethnic groups, rates of retention were highest in Grade 9. In Grade 12, retention rates increased from the previous year for all ethnic groups. The increases ranged from 0.1 percentage points for White students to 0.8 percentage points for African American students. By contrast, in Grade 10, retention rates decreased from the previous year for all ethnic groups. The decreases ranged from 0.3 percentage points for Asian/Pacific Islander students to 1.8 percentage points for Hispanic students.

Grade-Level Retention by Gender

Sixth-grade female students had the lowest retention rate (0.6%) across all grades (Tables 6.4 and 6.5). Males in the ninth grade had the highest retention rate (17.2%). Males in the first grade had the highest retention rate (7.1%) among elementary-grade students.

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
K	3,818	2.3	7,639	4.2
1	8,344	4.7	13,508	7.1
2	5,019	2.9	7,113	3.9
3	3,895	2.3	5,023	2.8
4	1,906	1.2	2,599	1.5
5	3,314	2.0	3,432	2.0
6	1,035	0.6	2,147	1.3

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
7	1,737	1.1	3,315	1.9
8	2,665	1.7	3,658	2.2
9	21,283	11.9	33,548	17.2
10	8,674	5.7	13,540	8.6
11	6,115	4.5	9,415	6.9
12	10,767	8.0	10,757	8.0

In the secondary grades, rates were lowest for female seventh graders (1.1%).

Grade-Level Retention by Limited English Proficiency Status

Reading and language difficulties have been highly correlated with retention in the elementary grades. Students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most LEP students are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). LEP students participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2007-08, over 93 percent of LEP students in the elementary grades participated in bilingual or ESL programs.

With the exception of secondary-grade students receiving bilingual services, the retention rate for LEP students in each service category was higher than the rate for other students (Tables 6.6 and 6.7). In the

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	12,581	3.8
English as a Second Language	4,457	3.2
Special Education	537	5.6
No Services ^b	905	3.4
Total ^c	22,263	4.1
Non-LEP Students	46,529	2.5

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

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	5	1.6
English as a Second Language	13,177	12.6
Special Education	1,638	15.5
No Services ^b	935	14.0
Total ^c	19,430	14.2
Non-LEP Students	106,044	6.1

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

elementary grades overall, retention rates in 2007-08 for LEP students receiving bilingual or special education services (3.8% and 5.6%, respectively) were higher than the rate for LEP students who were not receiving services (3.4%). At the secondary level, the retention rates for LEP students receiving ESL (12.6%) or special education services (15.5%) and for LEP students not receiving services (14.0%) were notably higher than the rate for other students (6.1%).

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

Each student receiving special education services has an individualized education program that is developed by a local Admission, Review, and Dismissal (ARD) committee and that specifies goals and objectives for the year. The student progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabling conditions vary across Texas districts.

ARDs assign each student receiving special education services a primary disability from 1 of 13 categories of disability. For most of the elementary-grade students participating in special education in 2007-08 (84.6%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; and mental retardation.

In 2007-08, retention rates for students in the elementary grades receiving special education services varied widely based on primary disability and grade (Table 6.8). In kindergarten, students with other health impairments had the highest retention rate (16.5%) among students with one of the five most common disabilities. In Grades 1 and 3, retention rates were highest for students with speech impairments. In Grades 2, 4, 5, and 6, retention rates were highest for students with mental retardation. In Grades K-4, students with autism had the lowest or next to lowest retention rates. In Grades 5 and 6, students with speech impairments had the lowest or next to lowest rates.

Most secondary-grade students participating in special education (92.6%) were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; and autism. As in the elementary grades, 2007-08 retention rates for students in the secondary grades receiving special education services varied widely based on primary disability and grade (Table 6.9). In Grades 7, 8, and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 9, 10, and 11, students with emotional disturbance had the highest retention rates. In Grades 7, 8, and 12, retention rates were lowest for students with learning disabilities. In Grades 9, 10, and 11, retention rates were lowest for students with autism. In each year between 2004-05

Table 6.8. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades K-6, 2007-08

Grade	Learning Disability			Speech Impairment			Other Health Impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	146	1,092	13.4	1,813	16,673	10.9	335	2,029	16.5
1	406	3,943	10.3	2,190	16,540	13.2	232	2,624	8.8
2	310	7,822	4.0	694	12,734	5.4	155	3,283	4.7
3	382	13,494	2.8	367	9,487	3.9	131	4,113	3.2
4	177	17,228	1.0	94	6,397	1.5	69	4,846	1.4
5	389	20,184	1.9	87	3,776	2.3	166	5,497	3.0
6	244	21,822	1.1	15	1,821	0.8	123	5,751	2.1
K-6	2,054	85,585	2.4	5,260	67,428	7.8	1,211	28,143	4.3

Grade	Autism			Mental Retardation			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	287	2,251	12.7	175	1,305	13.4	3,135	26,767	11.7
1	116	2,315	5.0	111	1,812	6.1	3,335	31,617	10.5
2	73	2,136	3.4	104	1,899	5.5	1,546	33,104	4.7
3	28	2,062	1.4	43	1,978	2.2	1,098	36,993	3.0
4	25	1,989	1.3	44	1,998	2.2	491	38,584	1.3
5	58	1,827	3.2	90	2,123	4.2	962	39,890	2.4
6	36	1,708	2.1	105	2,198	4.8	651	39,734	1.6
K-6	623	14,288	4.4	672	13,313	5.0	11,218	246,689	4.5

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2007-08 school year.

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades 7-12, 2007-08

Grade	Learning Disability			Other Health Impairment			Emotional Disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	455	23,343	1.9	143	5,984	2.4	114	3,596	3.2
8	518	23,497	2.2	186	5,549	3.4	138	3,634	3.8
9	6,466	27,663	23.4	1,247	5,707	21.9	1,452	4,761	30.5
10	2,413	20,530	11.8	442	4,057	10.9	571	3,061	18.7
11	1,687	17,844	9.5	284	3,440	8.3	353	2,290	15.4
12	925	18,841	4.9	477	3,429	13.9	251	2,314	10.8
7-12	12,464	131,718	9.5	2,779	28,166	9.9	2,879	19,656	14.6

Grade	Mental Retardation			Autism			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	80	2,238	3.6	31	1,589	2.0	899	40,830	2.2
8	254	2,655	9.6	92	1,495	6.2	1,333	40,385	3.3
9	347	2,672	13.0	82	1,329	6.2	10,035	45,055	22.3
10	129	2,325	5.5	39	1,117	3.5	3,754	33,180	11.3
11	190	2,491	7.6	47	1,033	4.5	2,673	28,765	9.3
12	2,453	4,554	53.9	652	1,297	50.3	5,244	32,534	16.1
7-12	3,453	16,935	20.4	943	7,860	12.0	23,938	220,749	10.8

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2007-08 school year.

and 2007-08, more than one in five ninth graders receiving special education services were retained.

Retention and Student Performance

In 2001, the 77th Texas Legislature required TEA to begin reporting the performance of retained students (TEC §39.182). Average passing rates were calculated separately, by grade level, for English- and Spanish-language versions of the Texas Assessment of Knowledge and Skills (TAKS) reading/English language arts (ELA) and mathematics tests. Passing rates for spring 2008 were compared to spring 2009 passing rates for students repeating a grade in the 2008-09 school year. For comparison purposes, the 2008 TAKS results for promoted students also were calculated. Passing standards for TAKS tests are set by the State Board of Education and are the same for all students.

Among students in Grades 3-10 who took the English-version TAKS in spring 2008, passing rates were higher for students who were subsequently promoted than for students who were subsequently retained (Table 6.10 on page 86 and Figure 6.1 on page 87). After a year in the same grade, the passing rates for students who had been retained improved but did not reach the passing rates for students who had been promoted the year before. For example, 97.4 percent of Grade 3 students who were promoted passed the reading TAKS in spring

2008, and 32.4 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 86.4 percent passed the Grade 3 reading TAKS. Results on the English-version mathematics TAKS were similar. For example, 94.4 percent of promoted fifth graders passed the mathematics TAKS in spring 2008, and 30.9 percent of retained students passed. The following year, 79.9 percent of the retained Grade 5 students passed the mathematics TAKS.

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

In the 2007-08 school year, 15,068 students in the third grade did not pass the TAKS reading test (Figure 6.2 on page 88). Over 36,000 fifth graders failed to pass the TAKS reading and mathematics tests (Figure 6.3 on page 89). Thirty-seven percent (5,572) of the third graders who failed were retained, and 14.6 percent (5,258) of fifth graders who did not pass the reading and mathematics tests were retained after the 2007-08 school year. The SSI requirement applied to eighth graders for the first time in 2007-08. Nearly 43,000 eighth-grade students qualified for accelerated instruction and retesting because they did not pass the spring 2008 TAKS reading and mathematics tests. Of these students, 9.9 percent (4,238) were retained in Grade 8 after the 2007-08 school year (Figure 6.4 on page 90).

**Table 6.10. Texas Assessment of Knowledge and Skills (TAKS)
Percentage Passing 2008 and 2009, by Grade and Promotion Status 2007-08, Grades 3-10**

Status	TAKS English-Version				TAKS Spanish-Version			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2008	2009	2008	2009	2008	2009	2008	2009
Grade 3								
Promoted	97.4	– ^b	84.9	–	96.0	–	79.4	–
Retained	32.4	86.4	21.4	73.3	23.2	88.2	21.0	77.4
Grade 4								
Promoted	83.5	–	85.2	–	77.1	–	76.8	–
Retained	19.4	70.0	22.0	74.2	16.1	73.2	15.4	69.2
Grade 5								
Promoted	94.3	–	94.4	–	89.7	–	72.5	–
Retained	34.1	76.4	30.9	79.9	37.4	81.3	11.1	60.3
Grade 6								
Promoted	91.4	–	80.4	–	69.2	–	60.1	–
Retained	52.2	77.0	22.2	54.2	0.0	100	0.0	0.0
Grade 7								
Promoted	85.2	–	77.0	–	n/a ^c	n/a	n/a	n/a
Retained	41.4	61.2	21.4	48.2	n/a	n/a	n/a	n/a
Grade 8								
Promoted	96.7	–	89.3	–	n/a	n/a	n/a	n/a
Retained	73.4	84.9	18.1	55.6	n/a	n/a	n/a	n/a
Grade 9								
Promoted	88.2	–	66.8	–	n/a	n/a	n/a	n/a
Retained	61.8	70.0	18.4	28.7	n/a	n/a	n/a	n/a
Grade 10								
Promoted	88.8	–	66.5	–	n/a	n/a	n/a	n/a
Retained	63.9	69.2	19.2	26.7	n/a	n/a	n/a	n/a

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

^aEnglish language arts. ^bStudents promoted in 2008 did not repeat the same grade-level test in 2009. ^cNot applicable. Through 2009, the Spanish-version TAKS test was available in Grades 3-6 only.

Agency Contact Persons

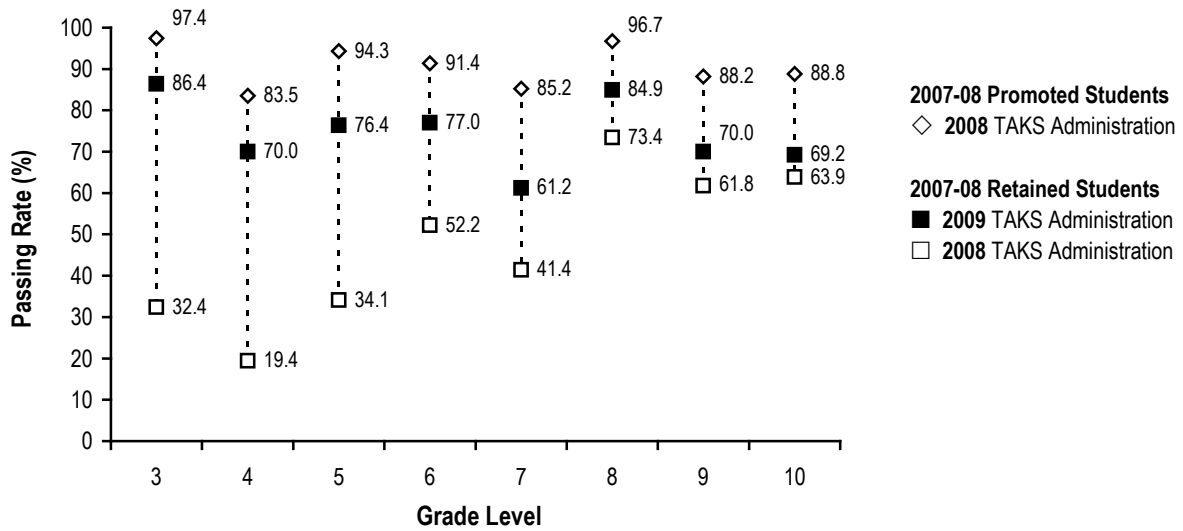
For information on student grade-level retention data, contact Criss Cloudt, Associate Commissioner for Assessment, Accountability, and Data Quality, (512) 463-9701; or Linda Roska, Accountability Research Division, (512) 475-3523.

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

Other Sources of Information

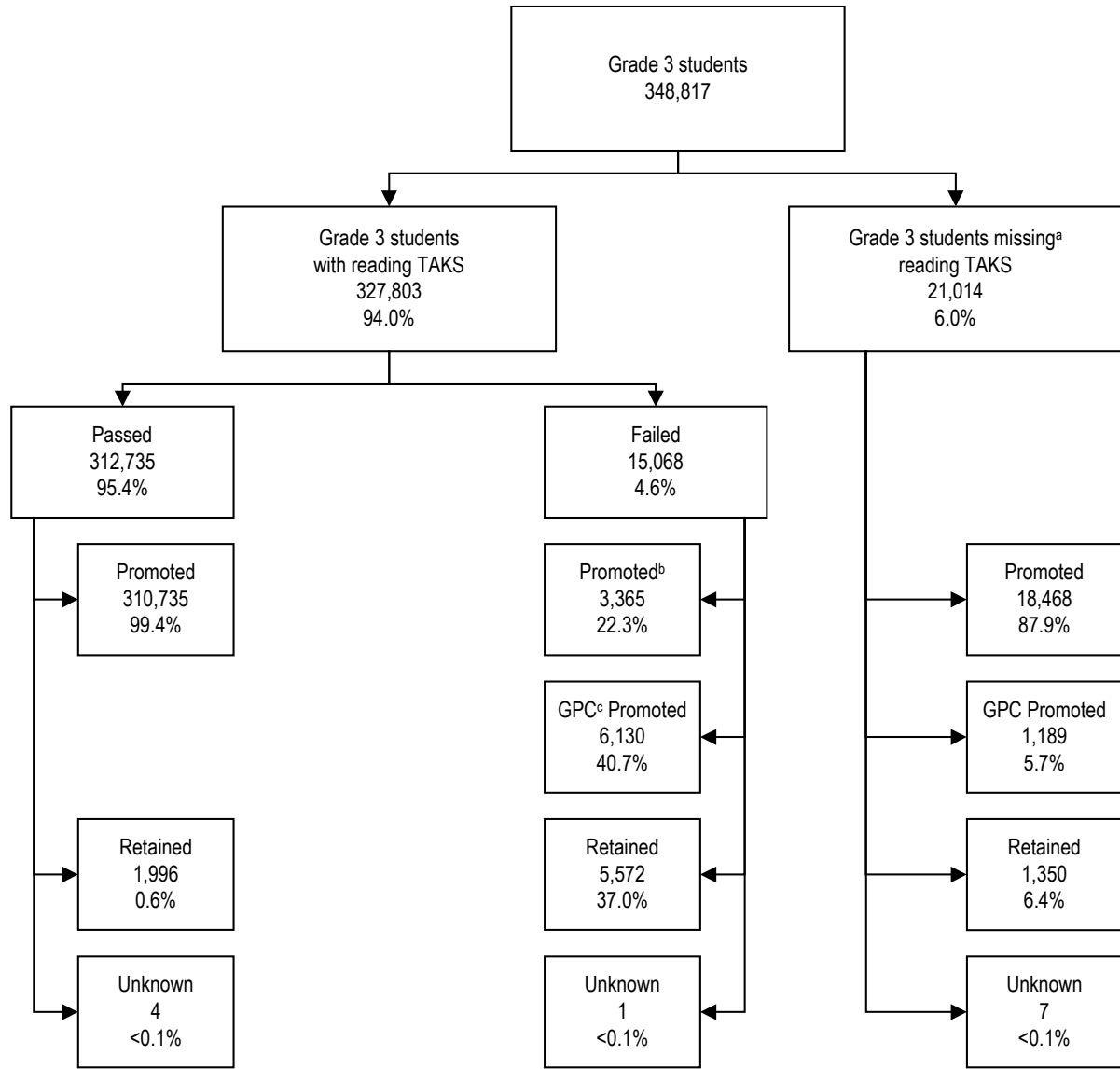
For a detailed presentation of the results of grade-level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 2007-08*, at www.tea.state.tx.us/index4.aspx?id=4108.

**Figure 6.1. Grade-Level Retention 2007-08
and Reading/English Language Arts Passing Rates
on the English-Version TAKS 2008 and 2009, Grades 3-10**



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

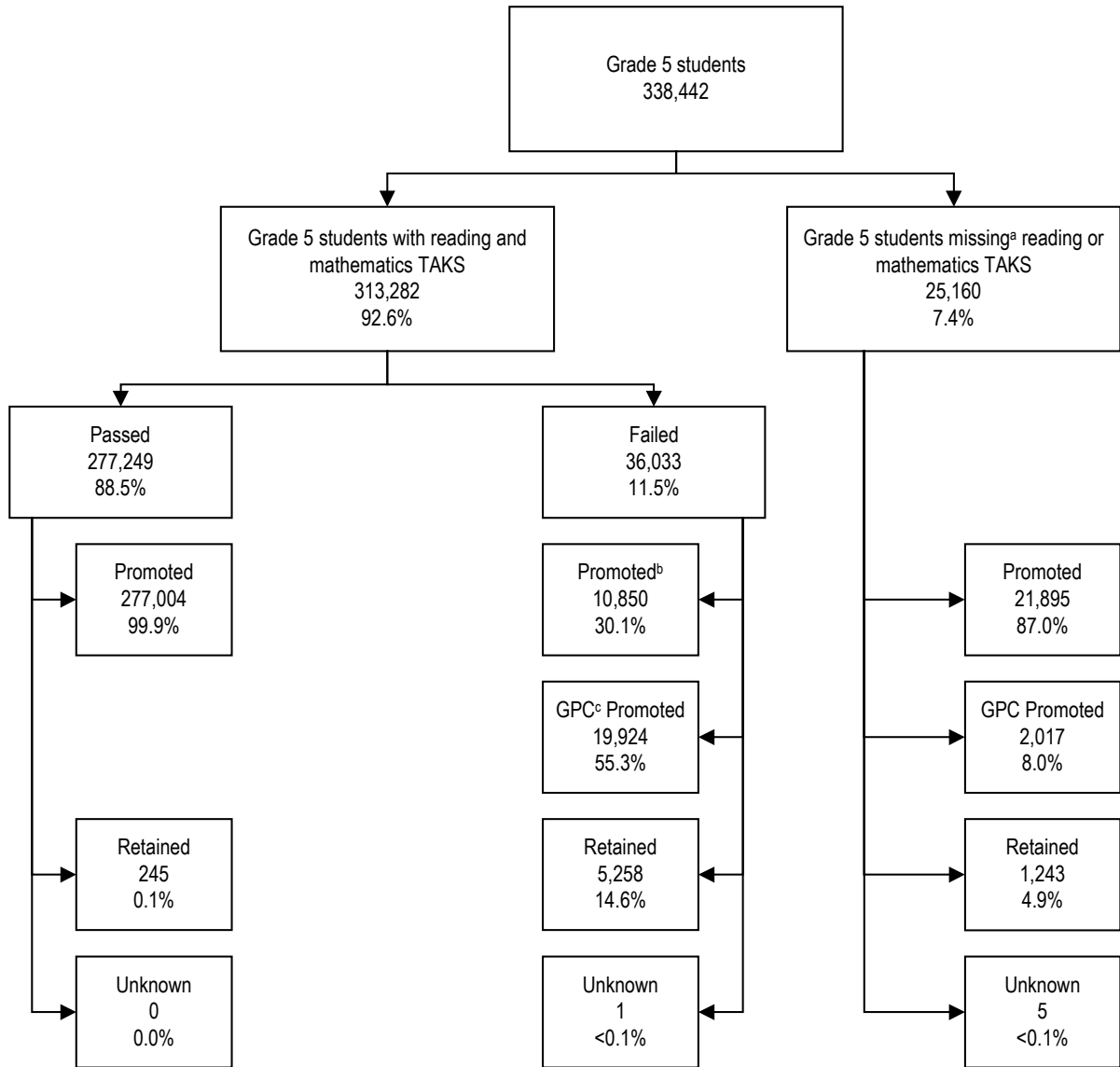
Figure 6.2. Performance on the TAKS Reading Tests 2008 and Promotion Status 2007-08, Grade 3



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered a state-approved substitute assessment or another version of TAKS, such as TAKS-Modified. ^bThese students: may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered a state-approved substitute assessment or another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

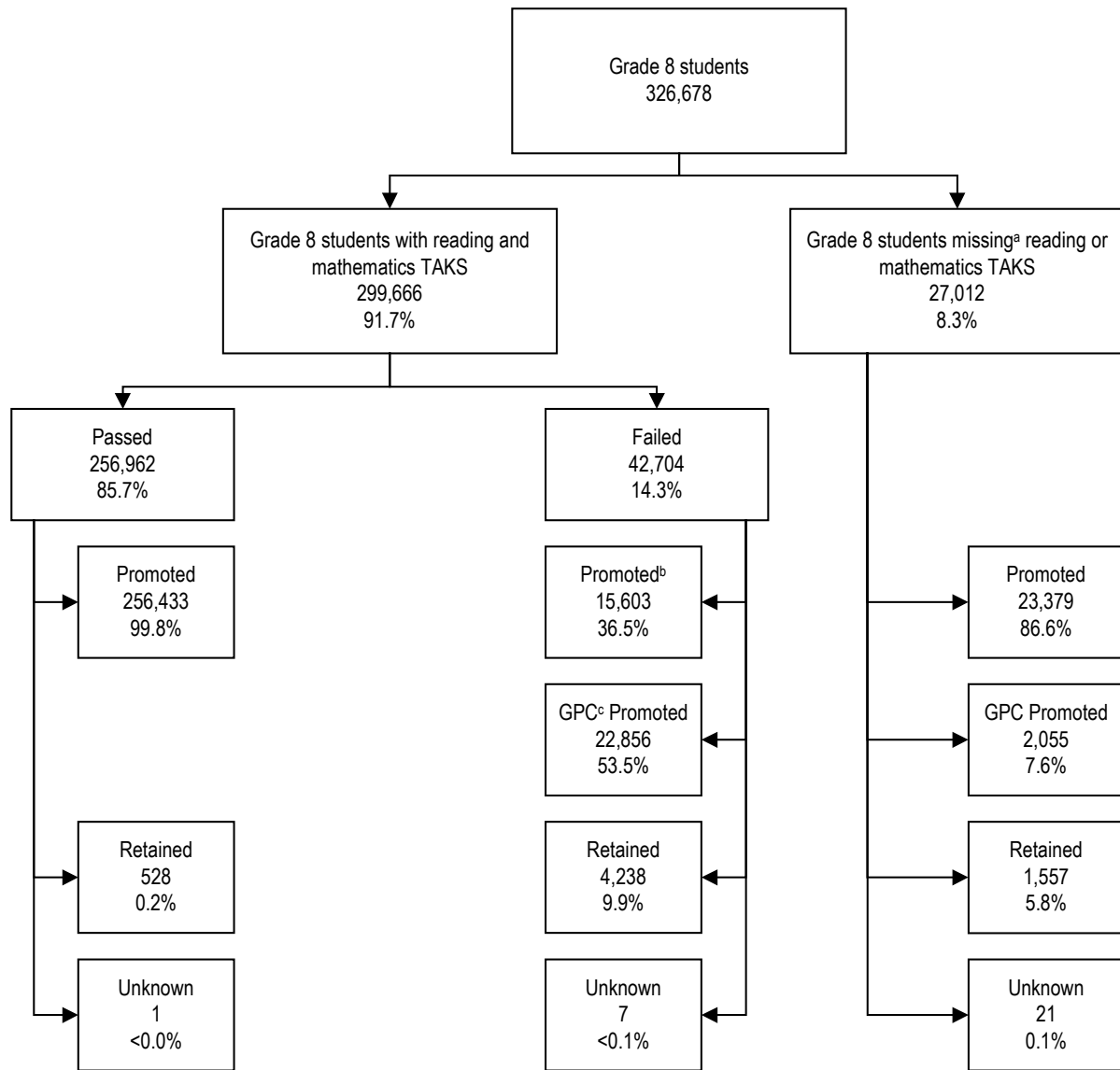
Figure 6.3. Performance on the TAKS Reading and Mathematics Tests 2008 and Promotion Status 2007-08, Grade 5



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered another version of TAKS, such as TAKS-Modified. ^bThese students: may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

Figure 6.4. Performance on the TAKS Reading and Mathematics Tests 2008 and Promotion Status 2007-08, Grade 8



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered another version of TAKS, such as TAKS-Modified. ^bThese students may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

7. District and Campus Performance

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

Accountability Rating System

Overview

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

The accountability system for 2004 and beyond, which is based on the academic excellence indicators required by law, incorporates results of the TAKS testing program. In 2008 and 2009, students receiving special education services were included in the system by evaluating selected TAKS (Accommodated) tests. The TAKS indicator included the results for TAKS (Accommodated) tests in English language arts (ELA) at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11. Incorporation of all TAKS (Accommodated) tests will begin in 2010.

For TAKS, the state accountability ratings are based on the percentage of students who meet the standard in each of the subject areas tested summed across all grade levels tested (Grades 3-11). All students and each student group (African American, Hispanic, White, and

economically disadvantaged) that meets minimum size criteria are evaluated.

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

Standard Accountability Procedures

For a district or campus to achieve the rating of *Academically Acceptable*, a certain percentage of all students and each student group must pass each of the TAKS subject area tests. In 2009, TAKS accountability standards increased by five percentage points in four subject areas and remained the same in one. The writing and social studies standards increased from 65 percent to 70 percent; the mathematics standard increased from 50 percent to 55 percent; and the science standard increased from 45 percent to 50 percent. The reading/ELA standard remained the same as in 2008 at 70 percent.

For a district or campus to achieve the rating of *Recognized*, 75 percent of all students and each student group must have passed each of the TAKS subject area tests. This was the same standard as in 2008.

For a district or campus to achieve the rating of *Exemplary*, at least 90 percent of all students and each student group must have passed each of the TAKS subject area tests. This was the same standard as in 2008.

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

meeting required improvement; by including students who do not pass TAKS but meet the Texas Projection Measure (TPM) improvement standard; and/or by using the exceptions provision. Use of the TPM feature was new in 2009. The TPM is a projection of whether a student is likely to pass a TAKS test in a future grade. The TPM improvement standard provides a means of elevating a campus or district rating in cases where neither the TAKS base indicator nor required improvement are sufficient to allow the campus or district to earn the next higher rating. Possible use of the exceptions provision is evaluated last. Required improvement, TPM, and the exceptions provision cannot be applied in combination to a single measure to elevate a rating.

The school leaver provision (SLP) was discontinued beginning with the 2009 accountability ratings cycle. Under the SLP, a campus or district rating could not be lowered because of performance on any of the following measures, alone or in combination: completion rate, annual dropout rate, or leaver data quality. The provision, which was in place for both the 2007 and 2008 accountability years, allowed districts time to adjust to the new dropout definition and the new leaver data reporting requirements adopted in 2007.

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

Alternative Education Accountability Procedures

Beginning with the 1995-96 school year, TEA implemented optional alternative education accountability (AEA) procedures for campuses dedicated to serving students at risk of dropping out of school. New AEA procedures were developed and used for rating alternative education campuses (AECs) beginning in 2005. The AEA procedures are designed to address the following issues that affect many components of the state accountability system.

- ◆ Small numbers of test results and mobility. AECs are smaller on average than standard campuses and have high mobility rates.

- ◆ Attribution of data. High mobility also affects attribution of data and complicates evaluation of AEC data.
- ◆ Residential facilities. Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission, students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission, and students in private residential treatment centers.

To be evaluated under AEA procedures, AECs must meet eligibility criteria and register for AEA. Of the 448 campuses evaluated under AEA procedures in 2009, there were 97 residential facilities and 351 AECs of choice. Over one-third of the registered AECs were charter campuses. Also, 72 charter districts were evaluated under AEA procedures in 2009.

The AEA indicators are based on the following guidelines.

- ◆ The AEA indicators are based on data submitted through standard data submission systems, such as the Public Education Information Management System (PEIMS), or by the state testing contractor.
- ◆ TEA developed measures that are appropriate for alternative education programs, rather than setting lower standards on the same measures used in the standard accountability procedures. The measures still take into account the requirement that all students must demonstrate proficiency on the state assessments to graduate.
- ◆ The Texas Growth Index (TGI) and TPM are used in evaluating AECs. The TGI is used to evaluate individual student growth from one year to the next on the TAKS.
- ◆ AECs must have a minimum percentage of students identified as at risk, based on PEIMS data reported on current-year fall enrollment records, to be evaluated under AEA procedures.

For the AEA ratings, a single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across all grade levels (Grades 3-12) and subjects tested. The indicator is based on: (a) the number of tests meeting the passing standard or meeting TPM (Grades 3-10) or having a TGI score that meets the growth standard (Grade 11); and (b) the number of TAKS exit-level retests meeting the passing standard. All students and each student group (African American, Hispanic, White, and economically disadvantaged) that meets minimum size criteria are evaluated. The 2009 TAKS Progress indicator standard was 50 percent.

AECs of choice serving students in any of Grades 9-12 are evaluated on Completion Rate II: the percentage of students who graduate, receive GED certificates, or continue high school four years after beginning ninth grade. The 2009 Completion Rate II standard was 60.0 percent. AECs of choice and residential facilities serving students in any of Grades 7-12 are evaluated on annual dropout rate. The 2009 annual dropout rate standard was 20.0 percent. In 2009, the Completion Rate II and annual dropout rate indicators evaluated all students; student groups were not evaluated separately. As is true under standard procedures, the SLP was discontinued for AEA ratings beginning with the 2009 accountability ratings cycle.

AECs achieve *AEA: Academically Acceptable* ratings by meeting the absolute standard for each AEA indicator or by meeting standards for required improvement. An additional feature of the AEA procedures is use of district data to evaluate the AEC. In limited circumstances, data for at-risk students in the district are used to evaluate registered AECs. Use of data for at-risk students in the district acknowledges that AECs are part of the overall district strategy for education of students at risk of dropping out of school.

2009 Accountability Ratings

Of the 1,235 public school districts and charters, 117 (9.5%) were rated *Exemplary* in 2009, and 464 (37.6%) were rated *Recognized* (Table 7.1). Statewide, 33.8 percent of students were enrolled in *Exemplary* and *Recognized* districts or charters. A total of 570 districts or charters (46.1%) achieved the *Academically Acceptable* rating, and 73 (5.9%) were rated *Academically Unacceptable*. Most students (60.1%) were enrolled in *Academically Acceptable* districts or charters. Another 6.0 percent of students were enrolled in *Academically Unacceptable* districts or charters. Nine charters and two districts received a rating of *Not Rated: Other* in 2009.

Of the 8,322 public school campuses and charter campuses, 2,158 (25.9%) were rated *Exemplary* in 2009, and 2,943 (35.4%) were rated *Recognized* (Table 7.2 on page 94). A total of 2,316 campuses (27.9%) achieved the *Academically Acceptable* rating, and 245 (2.9%) were rated *Academically Unacceptable*. An additional 659 (7.9%) were *Not Rated: Other*, and 1 was *Not Rated: Data Integrity Issues*. Enrollment on these 660 campuses accounted for only 1.7 percent of the total student population. Approximately one-third of the state's students (30.6%) were enrolled in *Academically Acceptable* campuses. Another 64.2 percent of all students were enrolled in *Exemplary* or *Recognized* campuses, and 3.5 percent were enrolled in *Academically Unacceptable* campuses.

Table 7.1. School District Accountability Ratings, by Rating Category, Standard and AEA^a Procedures, 2008 and 2009

Rating	2008		2009 ^b	
	Number	Percent	Number	Percent
School Districts, Including Charter Districts				
Exemplary	43	3.5	117	9.5
Recognized	329	26.8	464	37.6
Acad. ^c Acceptable	818	66.6	570	46.1
Standard Procedures	753	61.3	518	41.9
AEA Procedures	65	5.3	52	4.2
Acad. Unacceptable	32	2.6	73	5.9
Standard Procedures	30	2.4	56	4.5
AEA Procedures	2	0.2	17	1.4
NR: ^d Other (Std. ^e + AEA)	7	0.5	11	0.9
NR: Data Integrity Issues	0	0.0	0	0.0
Total	1,229	100	1,235	100
School Districts, Excluding Charter Districts				
Exemplary	29	2.8	85	8.3
Recognized	288	27.9	421	40.9
Acad. Acceptable	703	68.2	476	46.2
Standard Procedures	703	68.2	476	46.2
AEA Procedures	n/a ^f	n/a	n/a	n/a
Acad. Unacceptable	11	1.1	46	4.5
Standard Procedures	11	1.1	46	4.5
AEA Procedures	n/a	n/a	n/a	n/a
NR: Other (Std. + AEA)	0	0.0	2	0.2
NR: Data Integrity Issues	0	0.0	0	0
Total	1,031	100	1,030	100
Charter Districts				
Exemplary	14	7.1	32	15.6
Recognized	41	20.7	43	21.0
Acad. Acceptable	115	58.1	94	45.9
Standard Procedures	50	25.3	42	20.5
AEA Procedures	65	32.8	52	25.4
Acad. Unacceptable	21	10.6	27	13.2
Standard Procedures	19	9.6	10	4.9
AEA Procedures	2	1.0	17	8.3
NR: Other (Std. + AEA)	7	3.5	9	4.4
NR: Data Integrity Issues	0	0.0	0	0
Total	198	100	205	100

^aAlternative education accountability. ^b2009 ratings as of November 2009.

^cAcademically. ^dNot rated. ^eStandard accountability. ^fNot applicable.

As a result of required improvement, TPM, and the exceptions provision, a total of 420 districts were able to achieve higher ratings. Eighty-seven moved to *Academically Acceptable*, 259 moved to *Recognized*, and 74 moved to *Exemplary*. Of the three features, the TPM was used most often. The TPM feature alone elevated 259 of the 420 districts. A total of 3,085 campuses were also able to achieve higher ratings as a result of required improvement, TPM, and the exceptions provision. A total of 502 moved to *Academically Acceptable*, 1,430 moved to *Recognized*, and 1,153 moved to *Exemplary*. As with districts, the TPM feature had the greatest effect on campus ratings, with 2,038 campuses using the TPM feature alone to achieve a higher rating.

Table 7.2. Campus Accountability Ratings, by Rating Category, Standard and AEA^a Procedures, 2008 and 2009

Rating	2008		2009 ^b	
	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Exemplary	1,000	12.2	2,158	25.9
Recognized	2,819	34.4	2,943	35.4
Acad. ^c Acceptable	3,508	42.8	2,316	27.9
Standard Procedures	3,111	38.0	1,911	23.0
AEA Procedures	397	4.8	405	4.9
Acad. Unacceptable	202	2.5	245	2.9
Standard Procedures	187	2.3	208	2.5
AEA Procedures	15	0.2	37	0.4
NR ^d : Other (Std. ^e + AEA)	665	8.1	659	7.9
NR: Data Integrity Issues	1	<0.1	1	<0.1
Total	8,195	100	8,322	100
Campuses, Excluding Charter Campuses				
Exemplary	977	12.5	2,089	26.5
Recognized	2,750	35.2	2,867	36.4
Acad. Acceptable	3,282	42.0	2,102	26.6
Standard Procedures	3,032	38.8	1,849	23.4
AEA Procedures	250	3.2	253	3.2
Acad. Unacceptable	170	2.2	199	2.5
Standard Procedures	160	2.0	193	2.4
AEA Procedures	10	0.1	6	0.1
NR: Other (Std. + AEA)	641	8.2	627	7.9
NR: Data Integrity Issues	1	<0.1	1	<0.1
Total	7,821	100	7,885	100
Charter Campuses				
Exemplary	23	6.1	69	15.8
Recognized	69	18.4	76	17.4
Acad. Acceptable	226	60.4	214	49.0
Standard Procedures	79	21.1	62	14.2
AEA Procedures	147	39.3	152	34.8
Acad. Unacceptable	32	8.6	46	10.5
Standard Procedures	27	7.2	15	3.4
AEA Procedures	5	1.3	31	7.1
NR: Other (Std. + AEA)	24	6.4	32	7.3
NR: Data Integrity Issues	0	0.0	0	0.0
Total	374	100	437	100

^aAlternative education accountability. ^b2009 ratings as of November 2009. ^cAcademically. ^dNot rated. ^eStandard accountability.

A total of 49 districts and 562 campuses were eligible for the Hurricane Ike provision. Of these, 3 districts and 21 campuses used the provision. Two of the districts would have been *Academically Unacceptable* without the provision and 12 of the campuses would have been either *Academically Unacceptable* or *AEA: Academically Unacceptable* without the provision.

Campuses rated under AEA procedures are not eligible for the *Exemplary* or *Recognized* rating. Overall, 405 (90%) of the campuses rated under AEA procedures were rated *AEA: Academically Acceptable*, and 37 (8.2%) were rated *AEA: Academically Unacceptable*.

Statewide, the percentage of campuses rated *Exemplary* increased from 12.2 percent in 2008 to 25.9 percent in

2009. The percentage of campuses rated *Recognized* increased from the previous year by 1 percentage point. The percentage of campuses rated *Academically Unacceptable* also increased (by 0.4 percentage points). Increases in the highest and lowest rating categories caused the percentage of campuses rated *Academically Acceptable* to decrease (by 14.9 percentage points).

Charters and Accountability

The Texas Legislature authorized the establishment of charters in 1995 to promote local initiative and innovation in education, and some of the first charters have been in operation since fall of 1996. Depending on the student population served, charters may choose to be rated under the standard accountability procedures or may apply to be rated under the AEA procedures. To be rated under AEA procedures, an applicant must meet the AEA application deadline and meet AEA registration criteria.

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

In 2009, a total of 132 charter districts were rated under the standard accountability procedures, and 73 were rated under AEA procedures (Table 7.1 on page 93). Thirty-two charter districts were *Exemplary*, 43 were *Recognized*, 94 were *Academically Acceptable*, and 27 were *Academically Unacceptable*. Nine charter districts were *Not Rated: Other* because they had insufficient TAKS results in the accountability subset to assign one of the other rating labels.

Of the 437 charter campuses, 247 (56.5%) were rated under the standard accountability procedures in 2009, and 190 (43.5%) were rated under AEA procedures (Table 7.2). Sixty-nine charter campuses were *Exemplary*, 76 were *Recognized*, 214 were *Academically Acceptable*, and 46 were *Academically Unacceptable*. A total of 32 charter campuses were *Not Rated: Other*.

State Supports for Struggling Schools, 2008-09

TEA has undertaken, as one of its key initiatives, efforts to prioritize the coordination and delivery of intervention activities and provide assistance to struggling schools and districts. Critical steps were implemented in 2008-09 to build a framework for this important, ongoing initiative. One foundational step was the creation of the Texas Center for District and School Support (TCDSS), which is housed at the Region 13 Education Service Center (ESC). The TCDSS coordinates with TEA, Texas stakeholders, and national entities in the pursuit of this mission.

TCDSS is designed to improve district and campus turnaround capacity by coordinating, to the extent possible, interventions for state and federal accountability and by creating a leadership academy to develop qualified candidates to be turnaround leaders at all levels of the education system.

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

The leadership academy will focus on district and campus leadership skills, emphasizing behaviors and supports essential for the improvement of the lowest performing schools in the state, by establishing a School Turnaround Specialization Program. This program will be developed in such a way that it will:

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

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

targeted interventions are implemented based on specific performance indicators.

Interventions for Academically Unacceptable Performance, 2008-09

In 2008, a total of 37 school districts and 217 campuses initially were rated *Academically Unacceptable*. Of those, 5 districts and 15 campuses were successful in appealing their initial ratings. Appendix 7-A on page 102 presents a list of school districts and campuses rated *Academically Unacceptable* in 2008, with information about the reasons they received the ratings. TEA uses a framework of graduated interventions for districts and campuses rated *Academically Unacceptable*. In 2008-09, graduated interventions applied to districts and campuses receiving the rating for one year only, as well as to those receiving the rating for two, three, four, and five consecutive years.

Campuses rated *Academically Unacceptable* in 2008 were required to engage in one or more intervention activities specified under Texas Education Code (TEC) Chapter 39, Subchapter G. These include assignment of a campus intervention team (CIT) by TEA, completion of an on-site needs assessment and evaluation by the CIT, development and implementation of a school improvement plan, campus reconstitution under the oversight of the CIT, and participation in a hearing conducted by the commissioner of education.

A first-year *Academically Unacceptable* campus was assigned a CIT by TEA. The CIT was required to work with the campus to conduct an on-site needs assessment and evaluation and to develop and implement a school improvement plan. CIT findings and recommendations, a school improvement plan, and CIT progress reports were required to be submitted to TEA.

A campus rated *Academically Unacceptable* for a second consecutive year in 2008 continued to have a CIT assigned by TEA. The CIT was required to work with the campus to revise, as necessary, and implement a school improvement plan. During 2008-09, the CIT also was required to assist the campus in planning the required reconstitution of the campus. Additionally, the CIT was required to determine which educators would be retained at the campus when the reconstitution was implemented. The campus and CIT were required to submit campus improvement and reconstitution plans to TEA and engage in ongoing communication with the agency regarding implementation of the plan.

A campus rated *Academically Unacceptable* for a third consecutive year in 2008 was subject to additional interventions and/or sanctions, including implementation of the required reconstitution plan and participation in a hearing before the commissioner of education or the commissioner's designee.

A campus rated *Academically Unacceptable* for a fourth consecutive year in 2008 was required to submit frequent updates and benchmark data to the commissioner of education and may have been subject to additional interventions and/or sanctions. For two campuses rated *Academically Unacceptable* for a fourth consecutive year, a conservator or management team was assigned to the district under the authority of TEC §39.1324(c) to ensure and oversee implementation of the school improvement plan.

One campus rated *Academically Unacceptable* for a fifth consecutive year in 2008 was ordered to undergo alternative campus management. However, the implementation of alternative campus management was waived for one year under the authority of TEC §39.1327(c), which allows a one-year waiver when it is determined that the basis for the rating is limited to a specific condition that may be remedied with targeted technical assistance. The waiver was granted in this case because of the performance improvement noted across most subject areas and the focused nature of the needed improvement.

A district rated *Academically Unacceptable* for a second consecutive year in 2008 was subject to potential assignment of a monitor by TEA. A district rated *Academically Unacceptable* for a third consecutive year in 2008 was subject to the assignment of a TEA monitor. Additionally, under the authority of TEC §39.071 and 19 Texas Administrative Code (TAC) Chapter 97, Subchapter EE, a traditional district rated *Academically Unacceptable* for a second or third consecutive year in 2008 was assigned an accreditation status of Accredited-Warning.

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

Performance-Based Monitoring System

Overview

State and federal statute guide TEA monitoring activities. The agency has developed and implemented a Performance-Based Monitoring (PBM) System that is data-driven and results-based, includes targeted interventions, and is coordinated and aligned with other TEA evaluation systems.

Performance-Based Monitoring Analysis System

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

- ◆ special education;
- ◆ bilingual education/English as a second language;
- ◆ career and technical education; and
- ◆ No Child Left Behind (economically disadvantaged students and migrant students).

PBM Data Validation

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

Additional TEA Oversight

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

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

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

PBM Interventions

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

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance interventions and compliance review. Intervention activities include: focused data analyses; submission of local continuous improvement plans for state review; program effectiveness reviews; compliance reviews; provision of public meetings for interested community members; and on-site reviews. (See "PBM Special Education Monitoring and Interventions, 2008-09," on page 97 for more detailed information on interventions.) Additionally, 19 TAC §97.1071 specifies current TEA practice regarding PBM interventions.

Other Interventions

TEC §39.075 authorizes the commissioner of education to conduct special accreditation investigations related to data integrity, district testing practices, civil rights complaints, financial accounting practices, student disciplinary placements, and governance problems between local board members and/or the superintendent, and as the commissioner otherwise deems necessary. Additionally, statute authorizes the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §§39.071 and 39.075 and Chapter 39, Subchapter G). The commissioner may:

- ◆ assign a lowered accreditation status to the district;
- ◆ appoint a TEA monitor to participate in the activities of the board of trustees or superintendent of the district and report on the activities to the agency;
- ◆ appoint a conservator to oversee the operations of the district;
- ◆ appoint a management team to direct the operations of the district in areas of unacceptable performance;
- ◆ appoint a board of managers to exercise the powers and duties of the board of trustees of the district;
- ◆ annex the district to one or more adjoining districts;

- ◆ order closure of a campus or all programs operated by a home-rule school district or open-enrollment charter school; or
- ◆ impose sanctions on the district designed to improve high school completion rates.

Appendix 7-B on page 111 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2008, and August 31, 2009.

Appendix 7-C on page 116 presents a list of school districts that were assigned a lowered accreditation status in 2008-09 and the reasons for the lowered status.

PBM Special Education Monitoring and Compliance

Overview

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

PBM Special Education Monitoring and Interventions, 2008-09

TEA special education monitoring activities are based on the data-driven PBM system, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or non-compliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis (see "Special Education Monitoring System, 2008-09," in Appendix 7-J on page 126). Additionally, because state and federal law require close coordination among special education policy, program, and monitoring functions, TEA's integrated program review processes include district self-evaluation, on-site review, and the use of data to identify risk.

The system of special education monitoring is aligned with other PBM activities through the use of graduated

interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; overrepresentation of students in special education programs; disproportionate student representation in special education programs based on race or ethnicity or on limited English proficiency; and disciplinary actions (Table 7.3). Interventions for 2008-09 were defined as follows.

Stage 1A Intervention: Focused Data Analysis. At this level of intervention, the LEA was required to conduct a data analysis of certain PBMAS indicators revealing

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

Stage 1A Intervention was implemented for any LEA that met one of the following criteria, as indicated on the *Performance-Based Monitoring Analysis System 2008 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3, as defined in the PBMAS Manual, and not more than two with a performance level of 2 each; or (b) no special education PBMAS indicator with a

Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2008

Number	Indicator
1(i-v)	District-level percentage of students served in special education who passed each designated TAKS/TAKS (Accommodated) grade and subject test (mathematics, reading/English language arts, science, social studies, and writing).
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated TAKS grade and subject test (mathematics, reading/English language arts, science, social studies, and writing).
3	District-level percentage of students served in special education who were tested on TAKS or TAKS (Accommodated) in all designated grades and subjects (mathematics, reading/English language arts, science, social studies, and writing).
4	District-level percentage of students served in special education who were tested on TAKS–Modified in all designated grades and subjects (mathematics, reading/English language arts, science, social studies, and writing) (report-only indicator).
5	District-level percentage of students served in special education who were tested on TAKS–Alternate in all designated grades and subjects (mathematics, reading/English language arts, science, social studies, and writing) (report-only indicator).
6	District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments.
7	District-level percentage of students served in special education (ages 6-11) who were placed in less restrictive environments.
8	District-level percentage of students served in special education (ages 12-21) who were placed in less restrictive environments.
9	District-level percentage of students served in special education (Grades 7-12) who dropped out of school.
10	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas.
11	District-level percentage of students served in special education who graduated with high school diplomas in four years (report-only indicator).
12	District-level percentage of students identified to be served in special education.
13	District-level percentage of African American students served in special education, compared to percentage of all African American students enrolled in the district.
14	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
15	District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students enrolled in the district.
16	District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs) at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion.
17	District-level percentage of students served in special education who were placed in in-school suspension (ISS) at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.
18	District-level percentage of students served in special education who were placed in out-of-school suspension (OSS) at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion (report-only indicator).

performance level of 3, but five or more with performance levels of 2 each.

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

Stage 1B Intervention was implemented for any LEA that met the following criteria, as indicated on the *Performance-Based Monitoring Analysis System 2008 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3 and three or more with a performance level of 2 each; or (b) two special education PBMAS indicators with performance levels of 3 each and no indicator with a performance level of 2.

Stage 2 Intervention: Focused Data Analysis, Program Effectiveness Review, and Public Program Performance Review (LEA Public Meeting). An LEA identified at this level of intervention was required to complete the activities in Stage 1B Intervention and a public program performance review. The purpose of the LEA public meeting is to conduct a needs assessment and gather feedback from community stakeholders, through one or more community focus groups that address predetermined topics, on the effective operation of the special education program. The LEA was required to include the results of the data analysis, program effectiveness review, and program performance review in the CIP. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 2 Intervention was implemented for any LEA that met the following criteria: two special education PBMAS indicators with performance levels of 3 each and one or two with performance levels of 2 each.

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

data analysis, program effectiveness review, program performance review, and compliance review in the CIP. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 3 Intervention was implemented for any LEA that met the following criteria: (a) two special education PBMAS indicators with performance levels of 3 each and three or more with performance levels of 2 each; (b) three or four special education PBMAS indicators with performance levels of 3 each; and (c) the LEA did not meet criteria for Stage 4 Intervention.

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

Stage 4 Intervention was implemented for any LEA that met the following criteria: (a) five or more special education PBMAS indicators with performance levels of 3 each; (b) participated in Stage 3 Intervention in 2006-07, participated in Stage 2 Intervention in 2007-08, and met 2008-09 criteria for Stage 3 Intervention; (c) participated in Stage 3 or Stage 4 Intervention in 2007-08 and met 2008-09 criteria for Stage 3 Intervention; or (d) presented other substantial, imminent, or ongoing risk related to noncompliance identified in substantiated complaints, adverse due process hearing decisions, previously determined areas of noncompliance, testing irregularities, ongoing performance or effectiveness concerns, and/or other documented substantial, imminent, or ongoing risks.

PBM Special Education Monitoring Results and Ratings, 2008-09

An LEA was required to submit specified program review data and a CIP when areas of poor program performance or noncompliance were identified. The program status for the LEA and the required level of interaction with TEA generally were determined based on results of the initial data review (Appendices 7-D through 7-I, starting on page 117). The program status

for certain LEAs was based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the 2004-05, 2005-06, 2006-07, or 2007-08 PBM system; (b) coordinated TEA interventions related to compliance, performance, fiscal, and/or governance concerns; and (c) ongoing and/or escalated interventions resulting from identification of ongoing compliance concerns. In 2008-09, there were 17 program status categories (Table 7.4). The categories were defined as follows.

Table 7.4. Special Education Monitoring Ratings, 2008-09	
Rating	Districts
Local Interventions Implemented	217
Completed: Routine Follow-up	156
Completed: Noncompliance Follow-up	33
Pending Continuous Improvement Plan Resubmission	0
Pending TEA ^a On-Site Action	0
TEA On-Site Action Completed: Routine Follow-up	1
TEA On-Site Action Completed: Noncompliance Follow-up	12
TEA On-Site Action Completed: Oversight/Sanction/Intervention	2
Year After TEA On-Site Action: Routine Follow-up	12
Year After TEA On-Site Action: Noncompliance Follow-up	2
Pending Random Data Verification	0
Pending Random Process Verification	0
Oversight/Sanction/Intervention	7
On-Site Intervention Assigned	4
Proposed Charter Non-renewal	0
Campus Closure	0
In Review	1
Total	447

^aTexas Education Agency.

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

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

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

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

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

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

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

TEA On-Site Action Completed: Oversight/Sanction/Intervention. TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.

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

Year After TEA On-Site Action: Noncompliance Follow-up. TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

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

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

Oversight/Sanction/Intervention. TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.

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

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

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

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

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

Agency Contact Persons

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

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

For information on interventions and special education accountability requirements, contact Laura Taylor, Associate Commissioner for Accreditation, (512) 463-5899.

Other Sources of Information

For additional information on the state accountability system, see the *2009 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2009/manual/index.html.

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

Appendix 7-A

The table that begins on page 103 presents information about the 32 school districts and 202 campuses rated *Academically Unacceptable* in 2008 under either AEA or standard accountability procedures.

Of the 32 *Academically Unacceptable* districts:

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

Of the 202 *Academically Unacceptable* campuses:

- ◆ 170 received the rating because of TAKS performance only;
- ◆ 28 because of a combination of completion rate and poor performance on the TAKS;
- ◆ 2 because of a combination of dropout rate and poor performance on the TAKS; and
- ◆ 2 because of a combination of completion rate, dropout rate, and poor performance on the TAKS.

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008

District	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
			D	T	C
Academically Unacceptable Districts					
Academy of Beaumont	3			T	
Alphonso Crutch's Life Support Center	3	•	D	T	C
Austin Can Academy Charter School		•		T	C
Dell City ISD				T	
Dr M L Garza Gonzalez Charter School				T	C
Education Center				T	
Ehrhart School				T	
El Paso School of Excellence	3			T	
Faith Family Academy of Oak Cliff	2			T	
Frankston ISD				T	
Gabriel Tafolla Academy	4			T	
Greenville ISD				T	
Houston Alternative Preparatory Charter	2			T	
Jean Massieu Academy	3			T	
Kendleton ISD	4			T	
La Academia de Estrellas				T	
La Amistad Love & Learning Academy				T	
La Escuela de las Americas	2			T	
Lueders-Avooca ISD				T	
Metro Academy Of Math And Science	2			T	
Northwest Preparatory	2			T	
Novice ISD				T	
Phoenix Charter School	2			T	
Saill				T	
Sierra Blanca ISD				T	

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)

District	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
			D	T	C
Somerville ISD				T	
Tekoa Academy of Accelerated Studies				T	
Texas Preparatory School	3			T	
Texas Serenity Academy	3			T	
Trinity ISD				T	
Waelder ISD				T	
West Rusk ISD				T	
Academically Unacceptable Campuses					
Academy of Beaumont	Academy of Beaumont	3		T	
Alice ISD	Memorial Intermediate			T	
Alphonso Crutch's Life Support Center	Alphonso Crutch's Life Support Center	3	•	D	T C
Amarillo ISD	Travis Language Center		•	T	
Arlington ISD	Carter Junior High Hutcheson Junior High Newcomer Center		•	T T T	
Arp ISD	Arp High School			T	
Austin ISD	Becker Elementary Crockett High School Garcia Middle School Hart Elementary Johnston High School Norman Elementary Overton Elementary Pearce Middle School Reagan High School Travis Heights Elementary Winn Elementary	5 2 4 3		T T T T T T T T T T T	C C
Austin Can Academy Charter School	Austin Can Academy Charter School		•	T	C
Axtell ISD	Waco Center for Youth		•	T	
Bastrop ISD	Bastrop High School Bastrop Middle			T T	C
Ben Bolt-Palito Blanco ISD	Ben Bolt Middle School			T	

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)						
District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
				D	T	C
Big Spring ISD	Big Spring High School				T	
	Big Spring Junior High				T	
Bland ISD	Bland Middle				T	
Bonham ISD	Bonham High School				T	
	Evans Elementary	2			T	
Brazos School For Inquiry & Creativity	BSIC Gano	3			T	
Brazosport ISD	Brazosport High School				T	
Bryan ISD	Crockett Elementary				T	
	Fannin Elementary				T	
Calvert ISD	Calvert High School				T	
	Calvert Junior High				T	
	W D Spigner Elementary	2			T	
Canyon ISD	Arden Road Elementary				T	
Carrizo Springs CISD	Asherton Elementary				T	
Clarksville ISD	Clarksville Elementary	2			T	
	Clarksville High School	3			T	
Cleburne ISD	Santa Fe Elementary				T	
Commerce ISD	Commerce High School				T	
Connally ISD	Lakeview Academy		•		T	
Corpus Christi ISD	Lamar Elementary				T	
	Miller High School Ctr For Communication				T	C
Corrigan-Camden ISD	Corrigan-Camden Elementary				T	
Corsicana ISD	Collins Middle				T	
Cotulla ISD	Cotulla Alternative		•		T	
Crockett ISD	Crockett Junior High				T	
Crowley ISD	H F Stevens Middle				T	
Crystal City ISD	Dr Tomas Rivera				T	
	Lorenzo De Zavala				T	
Culberson County-Allamoore ISD	Van Horn High School				T	C

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
				D	T	C
Dallas ISD	A Maceo Smith High School	2			T	C
	Birdie Alexander Elementary	3			T	
	C A Tatum Jr Elementary	2			T	
	Emmett Conrad High School	2			T	
	Frederick Douglass Elementary				T	
	George W Truett Elementary				T	
	H Grady Spruce High School	4			T	C
	J N Ervin Elementary				T	
	Justin F Kimball High School	3			T	
	L G Pinkston High School	3			T	C
	Maynard Jackson Middle School				T	
	Moises Molina High School	2			T	C
	Nancy J Cochran Elementary				T	
	North Dallas High School	2			T	C
	Pleasant Grove Elementary				T	
	Robert T Hill Middle				T	
	Roger Q Mills Elementary				T	
	Roosevelt High School	3			T	C
	Sarah Zumwalt Middle				T	
	Seagoville High School	3			T	C
W W Samuell High School	4			T	C	
Dallas County Juvenile Justice	Dallas County Juvenile Justice		•		T	
Dell City ISD	Dell City School				T	
Desoto ISD	D H S Freshman Campus				T	
	Desoto High School				T	
	The Meadows Elementary				T	
Dr M L Garza Gonzalez Charter	Dr M L Garza Gonzalez Charter				T	C
Eden CISD	Eden High School				T	
Ehrhart School	Ehrhart School				T	
El Paso School of Excellence	El Paso School of Excellence	2			T	
	El Paso School of Excellence Middle	3			T	
Elgin ISD	Elgin High School				T	C
Fairfield ISD	Fairfield Junior High				T	
Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff	2			T	
Fort Worth ISD	Dunbar High School	2			T	
	Eastern Hills High School	2			T	C
	Edward Briscoe Elementary				T	
	Meadowbrook Middle	2			T	
	Mitchell Boulevard Elementary				T	

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
				D	T	C
	Morningside Middle				T	
	O D Wyatt High School				T	C
	Polytechnic High School	4			T	C
	South Hills High School	2			T	C
	Sunrise Mcmillian Elementary	2			T	
Frankston ISD	Frankston Middle				T	
Freer ISD	Freer Junior High	2			T	
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School	4			T	
Galveston ISD	Austin Middle				T	
	Ball High School				T	C
Girls Boys Preparatory Academy	Girls Boys Preparatory Academy				T	
Goldthwaite ISD	New Horizons Ranch		•		T	
Greenville ISD	Greenville Middle				T	
Hardin ISD	Hardin High School	2			T	
Hitchcock ISD	Crosby Middle				T	
	Hitchcock High School				T	
Honors Academy	University School				T	
Houston ISD	Benavidez Elementary				T	
	Community Services			D	T	C
	E O Smith Elementary	3			T	
	Fondren Elementary				T	
	Fondren Middle			D	T	
	Jones High School				T	C
	Leader's Academy		•		T	
	Lee High School				T	C
	Long Middle				T	
	New Aspirations		•		T	
	Pleasant Hill Academy Elementary	2			T	
	Sam Houston High School	6			T	
	Wheatley High School				T	C
	Woodson Middle				T	
	Worthing High School				T	C
Houston Alternative Preparatory Charter	Houston Alternative Preparatory Charter	2			T	
Jasper ISD	Jasper Junior High				T	
Jean Massieu Academy	Jean Massieu Academy	3			T	

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
				D	T	C
Jubilee Academic Center	Omega Academic Center			T		
Kendleton ISD	Powell Point Elementary	4			T	
La Academia de Estrellas	La Academia de Estrellas				T	
La Amistad Love & Learning Academy	La Amistad Love & Learning Academy				T	
La Escuela de las Americas	Escuela de las Americas	2			T	
La Vega ISD	George Dixon Campus				T	
La Villa ISD	La Villa High School				T	
Lancaster ISD	Lancaster High School	2			T	C
Laredo ISD	Joaquin Cigarroa Middle				T	
Longview ISD	Pinewood Park International Education	2			T	
Lubbock ISD	Estacado High School Monterey High School				T T	
Lueders-Avoca ISD	Lueders-Avoca Elementary/ Junior High Lueders-Avoca High School				T T	
Luling ISD	Luling Junior High	2			T	
Manor ISD	Decker Elementary School Manor High School	3			T T	
Marlin ISD	Marlin Elementary Marlin Middle School	2 2			T T	
Mart ISD	Mart High School				T	
Metro Academy of Math and Science	Metro Academy of Math and Science	2			T	
Mexia ISD	Mexia Junior High			D	T	
Midland ISD	Midland Freshman High School Travis Elementary				T T	
North Forest ISD	Forest Brook High School Smiley High School	3 3			T T	C
Northwest Preparatory	Northwest Preparatory	2			T	
Novice ISD	Novice School				T	

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)							
District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating			
				D	T	C	
Oakwood ISD	Oakwood Elementary	2			T		
Odem-Edroy ISD	Odem Junior High				T		
Panhandle ISD	C H A M P S		•		T		
Phoenix Charter School	The Phoenix Charter School	2			T		
Plainview ISD	Houston School				T	C	
Por Vida Academy	Cesar E. Chavez Academy Corpus Christi Academy		•		T T		
Port Arthur ISD	Edison Middle Memorial 9th Grade Center Memorial High School Washington Elementary Wilson Middle	2 2			T T T T T		
Post ISD	Garza Co Detention & Resident Facility		•		T		
Premont ISD	Premont Junior High				T		
Raven School	Raven School		•		T		
Richards ISD	Richards Elementary				T		
Royal ISD	Royal High School Royal Middle				T T		
Sabinal ISD	Sabinal High School				T		
Saill	Saill Charter School				T		
San Antonio ISD	Houston High School				T		
San Diego ISD	Bernarda Jaime Junior High San Diego High School				T T		
Schleicher ISD	Eldorado High School				T		
School Of Excellence in Education	Rick Hawkins High School	2			T		
Seagraves ISD	Seagraves Elementary				T		
Sierra Blanca ISD	Sierra Blanca School				T		
Somerset ISD	Somerset High School	2			T		
Southwest School	Southwest Middle School				T		

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

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

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2008 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2008 AU Rating		
				D	T	C
Spring ISD	Andy Dekaney High School				T	
Stafford MSD	Stafford Middle School				T	
Taylor ISD	Taylor High School				T	
Technology Education Charter High	Horizon Montessori School				T	
Tekoa Academy Of Accelerated Studies	Tekoa Academy Of Accelerated Studies				T	
Temple ISD	Cater Elementary				T	
	Meridith Dunbar Elementary	2			T	
Texas Preparatory School	Texas Preparatory School	3			T	
Texas Serenity Academy	Texas Serenity Academy	2			T	
Waco ISD	Doris Miller Elementary	2			T	
	G L Wiley Middle	5			T	
	J H Hines Elementary				T	
	Provident Heights Elementary				T	
Waelder ISD	Waelder Elementary	2			T	
	Waelder High School				T	
West Orange-Cove CISD	West Orange Stark Middle				T	
West Rusk	West Rusk High School				T	
Westwood	Westwood Junior High				T	

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

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

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2008, Through August 31, 2009**

Region	District/Charter School	Change From	Change To	Date of Change
10	A+ Academy Charter	Academically Acceptable/Finance/Conservator	Academically Acceptable/Finance/Board of Managers	5/1/09
05	Academy of Beaumont Charter	Academically Unacceptable/TAKS/Monitor	Academically Unacceptable/TAKS/Conservator	11/21/08
		Academically Unacceptable/TAKS/Conservator	Charter Returned to Agency/Closed	8/31/09
04	Alphonso Crutch's Life Support Charter	AEA ^a : Academically Unacceptable	AEA: Academically Unacceptable/TAKS/Monitor	4/1/08
13	Austin ISD ^b Johnston High School	Academically Acceptable	Academically Acceptable/TAKS Campus Academically Unacceptable/Management Team	11/13/07
12	Axtell ISD	Academically Acceptable	Academically Acceptable/ Noncompliance Special Education Requirements (RFM ^c)/Conservator	8/10/09
07	Azleway Charter School	Academically Acceptable	AEA: Academically Acceptable/ Noncompliance Special Education Requirements (RFM)/Conservator	2/4/09
17	Baird ISD	Academically Acceptable	Recognized/Multiple Years Substandard School FIRST ^d Ratings/Monitor	11/17/08
		Recognized/Multiple Years Substandard School FIRST Ratings/Monitor	Recognized/Monitor Removed	7/29/09
05	Beaumont ISD	Academically Acceptable	Academically Acceptable/ Noncompliance Special Education Requirements (RFM)/Conservator	6/26/09
04	Benji's Special Education Academy Charter	AEA: Academically Acceptable/ Noncompliance Special Education Requirements/Conservator	AEA: Academically Acceptable/ Noncompliance Special Education Requirements/Conservator	12/13/07
			Governance and Charter School Operations/Conservator	5/14/09
20	Bexar County Academy Charter	Academically Unacceptable/TAKS/Monitor	Academically Acceptable Monitor Removed	10/3/08
06	Brazos School for Inquiry & Creativity Charter	Academically Unacceptable/Finance/Monitor	Academically Acceptable/Finance/ Monitor removed	7/29/09
		Academically Unacceptable/TAKS/Monitor	Academically Acceptable/TAKS/ Monitor removed	10/3/08
06	Burton ISD	Academically Unacceptable/Monitor	Academically Acceptable/Monitor Removed	10/3/08

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dFinancial Integrity Rating System of Texas. ^eAcademically Unacceptable.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2008, Through August 31, 2009 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
12	Cleburne ISD ^b	Academically Acceptable	Academically Acceptable/Finance/ Monitor	10/15/08
10	Dallas ISD W.W. Samuell High School	Academically Acceptable	Academically Acceptable Campus Unacceptable/TAKS/ Monitor	8/22/08
	Grady Spruce High School		Campus Unacceptable/TAKS/ Monitor	
11	Denton ISD	Academically Acceptable	Academically Acceptable/ Noncompliance Special Education Requirements (RFM ^c)/Conservator	1/27/09
01	Edcouch-Elsa ISD	Academically Acceptable	Academically Acceptable/Finance/ Conservator	10/1/08
19	El Paso School of Excellence Charter	Academically Unacceptable/Finance/ Conservator	Academically Unacceptable/Finance/ Conservator Suspended	5/1/09
		Academically Unacceptable/TAKS	Multiple Years (AU ^e)/TAKS/ Board of Managers	5/1/09
10	Faith Family Academy of Oak Cliff	Academically Acceptable	Multiple Years (AU)/TAKS/Monitor	11/21/08
20	Gabriel Tafolla Charter	Academically Unacceptable/TAKS/ Monitor	Multiple Years (AU)/TAKS; Finance/ Conservator	11/21/08
20	George I Sanchez Charter (San Antonio)	Academically Acceptable/ Noncompliance Special Education Requirements (RFM)/Conservator	AEA ^a : Academically Acceptable/ Noncompliance Special Education Requirements (RFM)/Conservator	4/18/08
04	Girls & Boys Prep Academy	Academically Acceptable	Academically Acceptable/Finance/ Conservator	12/23/08
04	Gulf Shores Academy Charter	Not Rated/Student Attendance/ Finance/Conservator	Charter Returned to Agency/Closed	6/20/09
04	Houston ISD Sam Houston High School	Academically Acceptable	Academically Acceptable Campus Academically Unaccepta- ble/Management Team	8/29/08
10	Inspired Vision Academy Charter	Academically Acceptable/Finance/ Conservator	Academically Acceptable/Finance/ Conservator Suspended	5/1/09
			Board of Managers	5/1/09

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dFinancial Integrity Rating System of Texas. ^eAcademically Unacceptable.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2008, Through August 31, 2009 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
12	Itasca ISD ^b	Exemplary/Noncompliance Special Programs; Data Reporting; Oversight of Finance-Assessment, Noncompliance Special Education Requirements/Conservator	Recognized/Noncompliance Special Education Requirements/Conservator	4/11/08
			Recognized/Noncompliance Special Programs; Data Reporting/Conservator	12/3/08
10	Jean Massieu Academy Charter	Academically Unacceptable/TAKS/Monitor	Academically Unacceptable/TAKS/Monitor	10/30/07
			Academically Unacceptable/TAKS/Monitor	5/22/08
			Academically Unacceptable/TAKS/Special Education/Conservator	5/22/08
04	Jesse Jackson Academy Charter	AEA ^a : Academically Acceptable/TAKS/Monitor	AEA: Academically Acceptable/TAKS/Monitor	1/12/07
04	Kendleton ISD	Multiple Years (AU ^e)/TAKS/Monitor	Multiple Years (AU)/TAKS/Not Accredited-Revoked Status and Recommended Annexation to Lamar Consolidated ISD/Conservator	6/25/09
12	Killeen ISD	Academically Acceptable	Academically Acceptable/Noncompliance Special Education Requirements (RFM ^c)/Conservator	9/9/08
			Academically Acceptable/Noncompliance Special Education Requirements (RFM) Conservator	6/30/09
04	La Amistad Love & Learning Academy	Academically Acceptable	Academically Unacceptable/Financial Management/Monitor	2/13/09
10	Lancaster ISD	Academically Acceptable	Academically Acceptable/Finance/Conservator	6/30/08
17	Levelland ISD	Academically Acceptable	Academically Acceptable/Noncompliance Special Education Requirements (RFM)/Conservator	7/8/09
18	Marathon ISD	Academically Acceptable	Recognized /Multiple Years Substandard School FIRST ^d Ratings/Finance/Monitor	11/7/08

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dFinancial Integrity Rating System of Texas. ^eAcademically Unacceptable.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2008, Through August 31, 2009 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
07	Marshall ISD ^b	Academically Acceptable	Academically Acceptable/ Noncompliance Special Education Requirements (RFM) ^c	8/29/08
		Academically Acceptable/ Noncompliance Special Education Requirements (RFM)/Conservator	Academically Acceptable/Conservator Removed	7/24/09
11	Metro Academy of Math and Science	Academically Unacceptable	Multiple Years (AU ^e) on TAKS/Monitor	11/21/08
04	North Forest ISD	Academically Acceptable/Finance/ Conservator	Academically Acceptable/Finance/ Conservator	12/3/08 (Suspended)
		Multiple Years Academically Unac- ceptable/TAKS/Special Educa- tion/Conservator	Multiple Years Academically Accepta- ble/TAKS/Special Educa- tion/Conservator	12/3/08 (Suspended)
			Board of Managers	10/21/08
04	North Houston High School for Busi- ness	AEA ^a : Academically Acceptable	AEA: Academically Acceptable/TAKS/ Monitor	10/31/07
04	Northwest Preparatory Charter	Academically Unacceptable/Negative Asset Balance/Monitor	Academically Unacceptable/Negative Asset Balance/Monitor	3/7/08
03	Outreach Academy Charter	Academically Acceptable	Recognized/Finance/Conservator	12/12/08
15	Panther Creek Consolidated ISD	Academically Acceptable	Recognized/Substandard School FIRST ^d Ratings	2/27/08
		Recognized/Substandard School FIRST Ratings/Monitor	Recognized/Monitor Removed	4/15/09
11	Richard Milburn Academy Charter (Ft. Worth)	AEA: Academically Acceptable/TAKS/ Monitor	AEA: Academically Acceptable/ Monitor Removed	10/3/08
01	Rio Hondo ISD	Academically Acceptable	Academically Acceptable/Multiple Years Substandard School FIRST Ratings/Monitor	11/7/08
		Academically Acceptable/Multiple Years Substandard School FIRST Ratings/Monitor	Academically Acceptable/Monitor Removed	7/29/09
20	San Antonio ISD	Academically Acceptable	Academically Acceptable/ Noncompliance Special Education Requirements (RFM)/Conservator	2/4/09
20	San Antonio Preparatory Academy Charter	Academically Acceptable	Academically Acceptable/TAKS/ Monitor	8/1/08
01	Santa Maria ISD	Academically Acceptable	Academically Acceptable/Finance/ Monitor	9/29/08

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dFinancial Integrity Rating System of Texas. ^eAcademically Unacceptable.

continues

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2008, Through August 31, 2009 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
02	Sinton ISD ^b	Academically Acceptable	Academically Acceptable/Finance/ Conservator	11/17/08
		Academically Acceptable/Finance/ Conservator	Academically Acceptable/Conservator Removed	7/22/09
06	Southwest School	Academically Acceptable	AEA ^a : Academically Acceptable/ Noncompliance Special Education Requirements/(RFM ^c)/Conservator	11/18/08
04	Spring ISD	Academically Acceptable	Academically Acceptable/ Noncompliance Special Education Requirements(RFM)/Conservator	8/31/09
12	Temple ISD	Academically Acceptable/ Noncompliance Special Education Requirements/Monitor	Academically Acceptable/ Monitor Removed	8/21/09
12	Temple Education Center	AEA: Academically Acceptable	AEA: Academically Acceptable/TAKS/ Monitor	10/31/07
		AEA: Academically Acceptable/TAKS/ Monitor	AEA: Academically Acceptable/TAKS/ Monitor Removed	10/3/08
04	Texas Serenity Academy Charter	Academically Unacceptable/TAKS/ Monitor	Multiple Years (AU ^e) on TAKS/ Conservator	10/21/08
11	Theresa B. Lee Academy Charter	Academically Unacceptable	AEA: Academically Acceptable/TAKS/ TAKS Test Irregularities/ Conservator	9/10/07
18	Valentine ISD	Academically Acceptable	Academically Acceptable/Multiple Years Substandard School FIRST ^d Ratings/Monitor	11/7/08
		Academically Acceptable/Multiple Years Substandard School FIRST Ratings/Monitor	Academically Acceptable /Monitor Removed	7/29/09
03	Woodsboro ISD	Academically Acceptable	Academically Acceptable/TAKS Test Irregularities/Monitor	2/16/09
		Academically Acceptable/TAKS Test Irregularities/Monitor	Academically Acceptable /Monitor Removed	7/21/09

^aAlternative education accountability. ^bIndependent school district. ^cResidential facility monitoring. ^dFinancial Integrity Rating System of Texas. ^eAcademically Unacceptable.

Appendix 7-C. Districts With Lowered Accreditation Status, 2008-09

District	Status	Reason for Lowered Status
Alphonso Crutch's Life Support Center	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Bynum ISD ^a	Accredited-Probation	2006 FIRST ^b Rating, 2007 FIRST Rating, 2008 FIRST Rating
El Paso School of Excellence	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Gabriel Tafolla Academy	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Jean Massieu Academy	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Kendleton ISD	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Marathon ISD	Accredited-Probation	2006 FIRST Rating, 2007 FIRST Rating, 2008 FIRST Rating
Texas Preparatory School	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Texas Serenity Academy	Accredited-Probation	2006 Accountability Rating, 2007 Accountability Rating, 2008 Accountability Rating
Academy of Beaumont	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
Baird ISD	Accredited-Warned	2007 FIRST Rating, 2008 FIRST Rating
Faith Family Academy of Oak Cliff	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
Houston Alternative Preparatory Charter	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
La Escuela De Las Americas	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
Metro Academy of Math and Science	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
Mullin ISD	Accredited-Warned	2007 FIRST Rating, 2008 FIRST Rating
Northwest Preparatory	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
Phoenix Charter School	Accredited-Warned	2007 Accountability Rating, 2008 Accountability Rating
Rio Hondo ISD	Accredited-Warned	2007 FIRST Rating, 2008 FIRST Rating
Valentine ISD	Accredited-Warned	2007 FIRST Rating, 2008 FIRST Rating
Benji's Special Educational Academy Charter School	Pending	Ongoing Investigation Activities
Crystal City ISD	Pending	Ongoing Investigative Activities
Guardian Angel Performance Arts Academy	Pending	Ongoing Investigative Activities
Gulf Shores Academy	Pending	Ongoing Investigative Activities
Itasca ISD	Pending	Ongoing Investigative Activities
Jesse Jackson Academy	Pending	Ongoing Investigative Activities
North Forest ISD	Pending	Ongoing Investigative Activities
Outreach Academy	Pending	Ongoing Investigative Activities
SAILL ^c	Pending	Ongoing Investigative Activities
Theresa B. Lee Academy	Pending	Ongoing Investigative Activities

^aIndependent school district. ^bFinancial Integrity Rating System of Texas. ^cCeased operations July 2, 2009.

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2008-09**

District	Status	District	Status
A+ Academy	Complete: Routine Follow-up	Claude ISD	Local Interventions Implemented
Abbott ISD ^a	Complete: Routine Follow-up	Clint ISD	Complete: Routine Follow-up
Abilene ISD	Local Interventions Implemented	Coahoma ISD	Local Interventions Implemented
Accelerated Intermediate Academy	Local Interventions Implemented	Coleman ISD	Local Interventions Implemented
Alamo Heights ISD	Local Interventions Implemented	College Station ISD	Complete: Routine Follow-up
Alba-Golden ISD	Complete: Routine Follow-up	Collinsville ISD	Local Interventions Implemented
Aldine ISD	Local Interventions Implemented	Colmesneil ISD	Local Interventions Implemented
Alief ISD	Complete: Routine Follow-up	Colorado ISD	Local Interventions Implemented
Alpine ISD	Local Interventions Implemented	Columbus ISD	Local Interventions Implemented
Amherst ISD	Local Interventions Implemented	Cotton Center ISD	Local Interventions Implemented
Anthony ISD	Complete: Routine Follow-up	Covington ISD	Local Interventions Implemented
Apple Springs ISD	Local Interventions Implemented	Cranfills Gap ISD	Local Interventions Implemented
Aransas County ISD	Complete: Routine Follow-up	Crockett ISD	Local Interventions Implemented
Athens ISD	Local Interventions Implemented	Crosbyton ISD	Year After TEA ^d On-Site: Routine Follow-up
Austwell-Tivoli ISD	Local Interventions Implemented	Culberson County-Allamoore ISD	Complete: Routine Follow-up
Avinger ISD	Local Interventions Implemented	Dalhart ISD	Local Interventions Implemented
AW Brown-Fellowship Charter School	Local Interventions Implemented	Dallas Community Charter School	Local Interventions Implemented
Baird ISD	Local Interventions Implemented	Dallas ISD	Local Interventions Implemented
Bandera ISD	Local Interventions Implemented	Dawson ISD (ESC 17)	Local Interventions Implemented
Bay Area Charter School	Local Interventions Implemented	Dekalb ISD	Complete: Routine Follow-up
Bells ISD	Local Interventions Implemented	Denison ISD	Complete: Routine Follow-up
Benavides ISD	Local Interventions Implemented	DeSoto ISD	Local Interventions Implemented
Blanket ISD	Local Interventions Implemented	D'Hanis ISD	Local Interventions Implemented
Blooming Grove ISD	Local Interventions Implemented	Diboll ISD	Local Interventions Implemented
Blooming ISD	Complete: Routine-Follow-up	Dime Box ISD	Local Interventions Implemented
Boerne ISD	Complete: Routine Follow-up	Donna ISD	Year After TEA On-Site: Routine Follow-up
Boles ISD	Local Interventions Implemented	Dr. M.L. Garza Gonzalez Charter School	Complete: Routine Follow-up
Booker ISD	Local Interventions Implemented	Dumas ISD	Complete: Routine Follow-up
Bovina ISD	Local Interventions Implemented	Eagle Advantage Schools	Local Interventions Implemented
Boyd ISD	Local Interventions Implemented	Eagle Pass ISD	Complete: Routine Follow-up
Boys Ranch ISD	Local Interventions Implemented	Ector ISD	Local Interventions Implemented
Brazos River Charter School	Complete: Routine Follow-up	Edinburg CISD	Complete: Routine Follow-up
Brazos School For Inquiry & Creativity	Local Interventions Implemented	Edna ISD	Complete: Routine Follow-up
Bremond ISD	Local Interventions Implemented	Elgin ISD	Local Interventions Implemented
Bridgeport ISD	Local Interventions Implemented	Erath Excels Academy Inc.	Complete: Routine Follow-up
Brookeland ISD	Local Interventions Implemented	Eustace ISD	Local Interventions Implemented
Brownsville ISD	Local Interventions Implemented	Fabens ISD	Local Interventions Implemented
Bryan ISD	Local Interventions Implemented	Falls City ISD	Local Interventions Implemented
Burleson ISD	Local Interventions Implemented	Fannindel ISD	Oversight/Sanctions/Interventions
Burton ISD	Local Interventions Implemented	Farmersville ISD	Local Interventions Implemented
Callisburg ISD	Local Interventions Implemented	Focus Learning Academy	Local Interventions Implemented
Calvert ISD	Local Interventions Implemented	Forth Worth Academy of Fine Arts	Local Interventions Implemented
Carrizo Springs CISD ^b	Local Interventions Implemented	Franklin ISD	Local Interventions Implemented
Chapel Hill ISD (ESC ^c 7)	Local Interventions Implemented	Fredericksburg ISD	Local Interventions Implemented
Chico ISD	Complete: Routine Follow-up	Ft. Davis ISD	Local Interventions Implemented
Chilton ISD	Local Interventions Implemented	Ft. Hancock ISD	Local Interventions Implemented
Chireno ISD	Complete: Routine Follow-up	Ganado ISD	Local Interventions Implemented
Chisum ISD	Local Interventions Implemented		
Cisco ISD	Local Interventions Implemented		
Clarksville ISD	Complete: Routine Follow-up		

^aIndependent school district. ^bConsolidated independent school district. ^cEducation Service Center. ^dTexas Education Agency. ^eMunicipal school district. ^fCommon school district.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2008-09 (continued)**

District	Status	District	Status
Garrison ISD ^a	Local Interventions Implemented	Leveretts Chapel ISD	Local Interventions Implemented
Gary ISD	Local Interventions Implemented	Lexington ISD	Local Interventions Implemented
Gateway Charter Academy	Complete: Routine Follow-up	Liberty-Eylau ISD	Local Interventions Implemented
Gause ISD	Local Interventions Implemented	Linden-Kildare CISD	Complete: Routine Follow-up
George Gervin Academy	Local Interventions Implemented	Littlefield ISD	Local Interventions Implemented
George I Sanchez Charter	Local Interventions Implemented	Lockhart ISD	Complete: Routine Follow-up
George West ISD	Local Interventions Implemented	Lockney ISD	Local Interventions Implemented
Gilmer ISD	Local Interventions Implemented	Lohn ISD	Local Interventions Implemented
Glasscock County ISD	Complete: Routine Follow-up	Lometa ISD	Complete: Routine Follow-up
Glen Rose ISD	Local Interventions Implemented	Los Fresnos CISD	Local Interventions Implemented
Golden Rule Charter School	Local Interventions Implemented	Lueders-Avoca ISD	Complete: Routine Follow-up
Goldthwaite ISD	Complete: Routine Follow-up	Lufkin ISD	Local Interventions Implemented
Goliad ISD	Local Interventions Implemented	Madisonville CISD	Complete: Routine Follow-up
Gonzales ISD	Local Interventions Implemented	Malta ISD	Local Interventions Implemented
Grady ISD	Complete: Routine Follow-up	Marshall ISD	Complete: Routine Follow-up
Groveton ISD	Local Interventions Implemented	McAllen ISD	Local Interventions Implemented
Hallettsville ISD	Local Interventions Implemented	McCamey ISD	Local Interventions Implemented
Harlingen CISD ^b	Local Interventions Implemented	Medical Center Charter School	Local Interventions Implemented
Hempstead ISD	Local Interventions Implemented	Medina ISD	Complete: Routine Follow-up
Hico ISD	Local Interventions Implemented	Mexia ISD	Local Interventions Implemented
Hidalgo ISD	Complete: Routine Follow-up	Mid-Valley Academy	Local Interventions Implemented
Hondo ISD	Local Interventions Implemented	Midway ISD (ESC ^c 9)	Complete: Routine Follow-up
Houston Alternative Preparatory Charter	Local Interventions Implemented	Milano ISD	Local Interventions Implemented
Houston Gateway Academy	Local Interventions Implemented	Mildred ISD	Local Interventions Implemented
Houston Heights High School	Local Interventions Implemented	Milford ISD	Local Interventions Implemented
Houston ISD	Local Interventions Implemented	Millsap ISD	Local Interventions Implemented
Howe ISD	Local Interventions Implemented	Mineola ISD	Local Interventions Implemented
Huntsville ISD	Local Interventions Implemented	Monte Alto ISD	Local Interventions Implemented
Idalou ISD	Local Interventions Implemented	Moody ISD	Local Interventions Implemented
Ingleside ISD	Local Interventions Implemented	Moran ISD	Local Interventions Implemented
Iowa Park CISD	Local Interventions Implemented	Morgan ISD	Complete: Routine Follow-up
Iredell ISD	Local Interventions Implemented	Morton ISD	Local Interventions Implemented
Irion County ISD	Local Interventions Implemented	Motley County ISD	Complete: Routine Follow-up
Jacksonville ISD	Local Interventions Implemented	Mullin ISD	Local Interventions Implemented
Jean Massieu Academy	On-Site Intervention Assigned	Mumford ISD	Local Interventions Implemented
Jim Hogg County ISD	Local Interventions Implemented	Munday CISD	Local Interventions Implemented
Johnson City ISD	Local Interventions Implemented	Nederland ISD	Complete: Routine Follow-up
Karnes City ISD	Local Interventions Implemented	New Diana ISD	Local Interventions Implemented
Kemp ISD	Local Interventions Implemented	New Home ISD	Complete: Routine Follow-up
Kenedy ISD	Local Interventions Implemented	Nordheim ISD	Local Interventions Implemented
Kermit ISD	Local Interventions Implemented	North Lamar ISD	Local Interventions Implemented
Kipp Austin Public Schools Inc.	Local Interventions Implemented	Nursery ISD	Local Interventions Implemented
Kirbyville CISD	Local Interventions Implemented	Odem-Edroy ISD	Local Interventions Implemented
Klondike ISD	Local Interventions Implemented	Odyssey Academy Inc.	Local Interventions Implemented
Knippa ISD	Local Interventions Implemented	Oglesby ISD	Local Interventions Implemented
La Marque ISD	Complete: Routine Follow-up	Onalaska ISD	Complete: Routine Follow-up
La Pryor ISD	Complete: Routine Follow-up	Orange Grove ISD	Local Interventions Implemented
La Vega ISD	Local Interventions Implemented	Orangefield ISD	Complete: Routine Follow-up
Laredo ISD	Complete: Noncompliance Follow-up	Overton ISD	Local Interventions Implemented
		Paducah ISD	Local Interventions Implemented
		Panhandle ISD	Local Interventions Implemented

^aIndependent school district. ^bConsolidated independent school district. ^cEducation Service Center. ^dTexas Education Agency. ^eMunicipal school district. ^fCommon school district.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2008-09 (continued)**

District	Status	District	Status
Panola Charter School	Local Interventions Implemented	San Diego ISD	Complete: Routine Follow-up
Paradigm Accelerated School	Local Interventions Implemented	Sands CISD	Local Interventions Implemented
Paris ISD ^a	Local Interventions Implemented	Sanford-Fritch ISD	Complete: Routine Follow-up
Paso Del Norte	Complete: Routine Follow-up	Santa Maria ISD	Local Interventions Implemented
Patton Springs ISD	Local Interventions Implemented	Savoy ISD	Local Interventions Implemented
Pecos-Barstow-Toyah ISD	Local Interventions Implemented	Schulenburg ISD	Local Interventions Implemented
Pewitt CISD ^b	Complete: Routine Follow-up	Shallowater ISD	Local Interventions Implemented
Pharr-San Juan-Alamo ISD	Local Interventions Implemented	Sharyland ISD	Complete: Routine Follow-up
Phoenix Charter School	Local Interventions Implemented	Simms ISD	Complete: Routine Follow-up
Pine Tree ISD	Oversight/Sanctions/Interventions	Slidell ISD	Local Interventions Implemented
Plains ISD	Complete: Routine Follow-up	Sonora ISD	Complete: Routine Follow-up
Point Isabel ISD	Complete: Routine Follow-up	South Plains	Local Interventions Implemented
Ponder ISD	Local Interventions Implemented	Spearman ISD	Local Interventions Implemented
Positive Solutions Charter School	Local Interventions Implemented	Spring Hill ISD	Local Interventions Implemented
Prairie Valley ISD	Complete: Routine Follow-up	Stafford MSD ^e	Year After TEA On-Site: Routine Follow-up
Presidio ISD	Complete: Routine Follow-up	Sterling City ISD	Complete: Routine Follow-up
Progreso ISD	Local Interventions Implemented	Sunray ISD	Complete: Routine Follow-up
Quinlan ISD	Local Interventions Implemented	Tahoka ISD	Complete: Routine Follow-up
Quitman ISD	Local Interventions Implemented	Tatum ISD	Complete: Routine Follow-up
Ranger ISD	Complete: Noncompliance Follow-up	Taylor ISD	Local Interventions Implemented
Rankin ISD	Local Interventions Implemented	Temple Education Center	Local Interventions Implemented
Redwater ISD	Local Interventions Implemented	Terlingua CSD ^f	Complete: Routine Follow-up
Refugio ISD	Local Interventions Implemented	Texas Empowerment Academy	Complete: Routine Follow-up
Rice CISD	Local Interventions Implemented	Thorndale ISD	Local Interventions Implemented
Richard Milburn Academy (Ector County)	Local Interventions Implemented	Tidehaven ISD	Local Interventions Implemented
Richard Milburn Academy (Fort Worth)	Local Interventions Implemented	Timpson ISD	Local Interventions Implemented
Richard Milburn Academy (Midland)	Local Interventions Implemented	Treetops School International	Local Interventions Implemented
Richard Milburn Academy (Suburban)	Local Interventions Implemented	Trenton ISD	Local Interventions Implemented
Richard Milburn Alter High School (Corpus Christi)	Local Interventions Implemented	Troup ISD	Local Interventions Implemented
Richland Springs ISD	Local Interventions Implemented	Troy ISD	Local Interventions Implemented
Rio Hondo ISD	Complete: Routine Follow-up	Tyler ISD	Local Interventions Implemented
Ripley House Charter School	Local Interventions Implemented	Union Hill ISD	Local Interventions Implemented
Robstown ISD	Local Interventions Implemented	United ISD	Complete: Routine Follow-up
Rocksprings ISD	Year After TEA ^d On-Site: Routine Follow-up	Universal Academy	Local Interventions Implemented
Rogers ISD	Local Interventions Implemented	Valley Mills ISD	Local Interventions Implemented
Roscoe ISD	Complete: Routine Follow-up	Valley View ISD (ESC ^c 1)	Complete: Routine Follow-up
Rosebud-Lott ISD	Local Interventions Implemented	Van Alstyne ISD	Local Interventions Implemented
Roxton ISD	Local Interventions Implemented	Vernon ISD	Local Interventions Implemented
Ruck ISD	Local Interventions Implemented	Vidor ISD	Local Interventions Implemented
Saltillo ISD	Local Interventions Implemented	Vysehrad ISD	TEA On-Site Action Completed: Oversight/Sanctions/Interventions
San Angelo ISD	Local Interventions Implemented	Waco ISD	Local Interventions Implemented
San Antonio School For Inquiry & Creativity	Complete: Routine Follow-up	Waelder ISD	Complete: Routine Follow-up
		Wall ISD	Complete: Routine Follow-up
		Walnut Bend ISD	Complete: Routine Follow-up
		Waskom ISD	Local Interventions Implemented
		Water Valley ISD	Local Interventions Implemented
		Wellman-Union CISD	Local Interventions Implemented
		Weslaco ISD	Complete: Routine Follow-up

^aIndependent school district. ^bConsolidated independent school district. ^cEducation Service Center. ^dTexas Education Agency. ^eMunicipal school district. ^fCommon school district.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2008-09 (continued)**

District	Status	District	Status
West Hardin County CISD ^b	Local Interventions Implemented	Wills Point ISD	Local Interventions Implemented
West Orange-Cove ISD ^a	Year After TEA ^d On-Site: Noncompliance Follow-up	Wink-Loving ISD	Local Interventions Implemented
West Sabine ISD	Local Interventions Implemented	Winona ISD	Local Interventions Implemented
White Oak ISD	Local Interventions Implemented	Woden ISD	Local Interventions Implemented
Whitewright ISD	Local Interventions Implemented	Woodsboro ISD	Local Interventions Implemented
		Zapata County ISD	Local Interventions Implemented

^aIndependent school district. ^bConsolidated independent school district. ^cEducation Service Center. ^dTexas Education Agency. ^eMunicipal school district. ^fCommon school district.

**Appendix 7-E. Special Education Monitoring Status,
Districts in Stage 1B Intervention, 2008-09**

District	Status	District	Status
Alice ISD ^a	Complete: Routine Follow-up	Lyford CISD ^b	Complete: Routine Follow-up
Alpha Charter School	Complete: Routine Follow-up	Mart ISD	Complete: Routine Follow-up
Atlanta ISD	Complete: Routine Follow-up	Mathis ISD	Complete: Noncompliance Follow-up
Axtell ISD	Complete: Routine Follow-up	Meridian ISD	Complete: Routine Follow-up
Big Spring ISD	Complete: Noncompliance Follow-up	Mesquite ISD	Complete: Routine Follow-up
Bloomburg ISD	Complete: Routine Follow-up	Nacogdoches ISD	Complete: Routine Follow-up
Brazos ISD	Complete: Routine Follow-up	Navasota ISD	Complete: Routine Follow-up
Brenham ISD	Complete: Noncompliance Follow-up	Petersburg ISD	Complete: Routine Follow-up
Caldwell ISD	Complete: Routine Follow-up	Pittsburg ISD	Complete: Routine Follow-up
Cooper ISD	Complete: Routine Follow-up	Pleasant Grove ISD	Complete: Routine Follow-up
Corsicana ISD	Complete: Routine Follow-up	Pleasanton ISD	Complete: Noncompliance Follow-up
Cotulla ISD	Complete: Noncompliance Follow-up	Quanah ISD	Complete: Noncompliance Follow-up
Ennis ISD	Complete: Routine Follow-up	Riviera ISD	Complete: Routine Follow-up
Fairfield ISD	Complete: Noncompliance Follow-up	SAILL ^c	Pending TEA ^d On-Site Action: Noncompliance Follow-up
Floydada ISD	Complete: Routine Follow-up	San Perlita ISD	Complete: Routine Follow-up
Ft. Stockton ISD	Complete: Routine Follow-up	Schleicher ISD	Complete: Noncompliance Follow-up
George I Sanchez Charter HS San Antonio Branch	Complete: Noncompliance Follow-up Complete: Noncompliance Follow-up	School of Excellence in Education	Complete: Noncompliance Follow-up
Goodrich ISD	Complete: Routine Follow-up	Seminole ISD	Complete: Noncompliance Follow-up
Greenwood ISD	Complete: Routine Follow-up	Sheldon ISD	Year After TEA On-Site: Routine Follow-up
Gregory-Portland ISD	Complete: Noncompliance Follow-up	Skidmore-Tynan ISD	Complete: Routine Follow-up
Gunter ISD	Complete: Routine Follow-up	Somerville ISD	Complete: Routine Follow-up
Harris County Juvenile Justice Charter School	Complete: Noncompliance Follow-up	Southwest School	Complete: Routine Follow-up
Hearne ISD	Complete: Routine Follow-up	Springtown ISD	Complete: Routine Follow-up
Holliday ISD	Complete: Noncompliance Follow-up	Sulphur Springs ISD	Complete: Routine Follow-up
Honey Grove ISD	Complete: Noncompliance Follow-up	Sundown ISD	Complete: Noncompliance Follow-up
Itasca ISD	On-Site Intervention Assigned	Teague ISD	Complete: Routine Follow-up
Jubilee Academic Center	Complete: Routine Follow-up	Tekoa Academy of Accelerated Studies	Complete: Routine Follow-up
Katherine Anne Porter School	Complete: Routine Follow-up	Texarkana ISD	Complete: Noncompliance Follow-up
Kilgore ISD	Complete: Routine Follow-up	Tornillo ISD	Complete: Routine Follow-up
La Joya ISD	Complete: Routine Follow-up		

^aIndependent school district. ^bConsolidated independent school district. ^cCeased operations July 2, 2009. ^dTexas Education Agency.

**Appendix 7-F. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2008-09**

District	Status	District	Status
Alto ISD ^a	Complete: Routine Follow-up	Marfa ISD	Complete: Noncompliance Follow-up
American YouthWorks Charter School	In Review	Mercedes ISD	Year After TEA On-Site: Routine Follow-up
Austin Can Academy Charter School	Complete: Routine Follow-up	Mission CISD	Complete: Routine Follow-up
Bangs ISD	Complete: Routine Follow-up	Plainview ISD	Complete: Noncompliance Follow-up
Beeville ISD	Complete: Routine Follow-up	Poth ISD	Complete: Noncompliance Follow-up
Brownfield ISD	Complete: Routine Follow-up	Queen City ISD	Complete: Routine Follow-up
Bruceville-Eddy ISD	Complete: Routine Follow-up	Richard Milburn Alter High School (Lubbock)	Complete: Noncompliance Follow-up
Carthage ISD	Complete: Routine Follow-up	Rio Grande City CISD	Complete: Noncompliance Follow-up
Corrigan-Camden ISD	Complete: Routine Follow-up	Royal ISD	Complete: Noncompliance Follow-up
East Bernard ISD	Complete: Routine Follow-up	San Benito CISD	Year After TEA On-Site: Noncompliance Follow-up
Eden CISD ^b	Complete: Routine Follow-up	San Elizario ISD	Year After TEA On-Site: Routine Follow-up
Evolution Academy	Complete: Routine Follow-up	Shekinah Radiance Academy	Complete: Routine Follow-up
Frankston ISD	Complete: Routine Follow-up	Slaton ISD	Complete: Routine Follow-up
Fruit of Excellence	TEA ^c On-Site Action Completed: Oversight/Sanctions/Interventions	Springlake-Earth ISD	Complete: Routine Follow-up
Gateway (Student Alternative Program Inc.)	Complete: Routine Follow-up	Taft ISD	Complete: Routine Follow-up
Grandfalls-Royalty ISD	Complete: Routine Follow-up	Temple ISD	Complete: Routine Follow-up
Henderson ISD	Complete: Routine Follow-up	Tenaha ISD	Complete: Routine Follow-up
Kountze ISD	Complete: Routine Follow-up	Texas City ISD	Complete: Routine Follow-up
Lampasas ISD	Complete: Routine Follow-up	Trinity ISD	Complete: Routine Follow-up
Lancaster ISD	Complete: Routine Follow-up	Tulia ISD	Complete: Routine Follow-up
Leakey ISD	Complete: Routine Follow-up	Weimar ISD	Complete: Noncompliance Follow-up
Luling ISD	Complete: Routine Follow-up		

^aIndependent school district. ^bConsolidated independent school district. ^cTexas Education Agency.

**Appendix 7-G. Special Education Monitoring Status,
Districts in Stage 3 Intervention, 2008-09**

District	Status	District	Status
Ben Bolt-Palito Blanco ISD ^a	Complete: Noncompliance Follow-up	La Villa ISD	Complete: Routine Follow-up
Benji's Special Educational Academy Charter School	On-Site Intervention Assigned	Liberty ISD	Complete: Routine Follow-up
Brooks County ISD	Complete: Noncompliance Follow-up	Lorenzo ISD	Complete: Routine Follow-up
Carlisle ISD	Complete: Noncompliance Follow-up	Merkel ISD	Complete: Routine Follow-up
Elkhart ISD	Complete: Routine Follow-up	Mount Enterprise ISD	Complete: Routine Follow-up
Faith Family Academy of Oak Cliff	Complete: Routine Follow-up	New Boston ISD	Complete: Routine Follow-up
Galveston ISD	Complete: Routine Follow-up	Poteet ISD	Complete: Routine Follow-up
Grapeland ISD	Complete: Routine Follow-up	Premont ISD	Oversight/Sanctions/Interventions
Hardin ISD	Complete: Routine Follow-up	Roma ISD	Complete: Routine Follow-up
Jasper ISD	Complete: Routine Follow-up	Seagraves ISD	Complete: Noncompliance Follow-up
Jesse Jackson Academy	Oversight/Sanctions/Interventions	Warren ISD	Complete: Routine Follow-up
Kingsville ISD	Complete: Routine Follow-up	Wharton ISD	Complete: Routine Follow-up
La Grange ISD	Complete: Noncompliance Follow-up	Winfree Academy Charter Schools	Complete: Noncompliance Follow-up

^aIndependent school district.

**Appendix 7-H. Special Education Monitoring Status,
Districts in Stage 4 Intervention, 2008-09**

District	Status	District	Status
Anahuac ISD ^a	Year After TEA ^b On-Site: Routine Follow-up	North Forest ISD	On-Site Intervention Assigned
Dallas Can Academy Charter	TEA On-Site Completed: Noncompliance Follow-up	Palestine ISD	Year After TEA On-Site: Routine Follow-up
Edcouch-Elsa ISD	TEA On-Site Completed: Noncompliance Follow-up	Pearsall ISD	Year After TEA On-Site: Routine Follow-up
El Paso Academy	TEA On-Site Completed: Noncompliance Follow-up	Perryton ISD	TEA On-Site Completed: Noncompliance Follow-up
Fort Worth Can Academy	TEA On-Site Completed: Noncompliance Follow-up	Por Vida Academy	Year After TEA On-Site: Routine Follow-up
Houston Can Academy Charter School	TEA On-Site Completed: Noncompliance Follow-up	Port Arthur ISD	TEA On-Site Completed: Noncompliance Follow-up
Laneville ISD	TEA On-Site Completed: Routine Follow-up	San Antonio Can High School	Year After TEA On-Site: Routine Follow-up
Longview ISD	TEA On-Site Completed: Noncompliance Follow-up	Southwest Preparatory School	TEA On-Site Completed: Noncompliance Follow-up
Marlin ISD	TEA On-Site Completed: Noncompliance Follow-up	Uvalde CISD ^c	TEA On-Site Completed: Noncompliance Follow-up

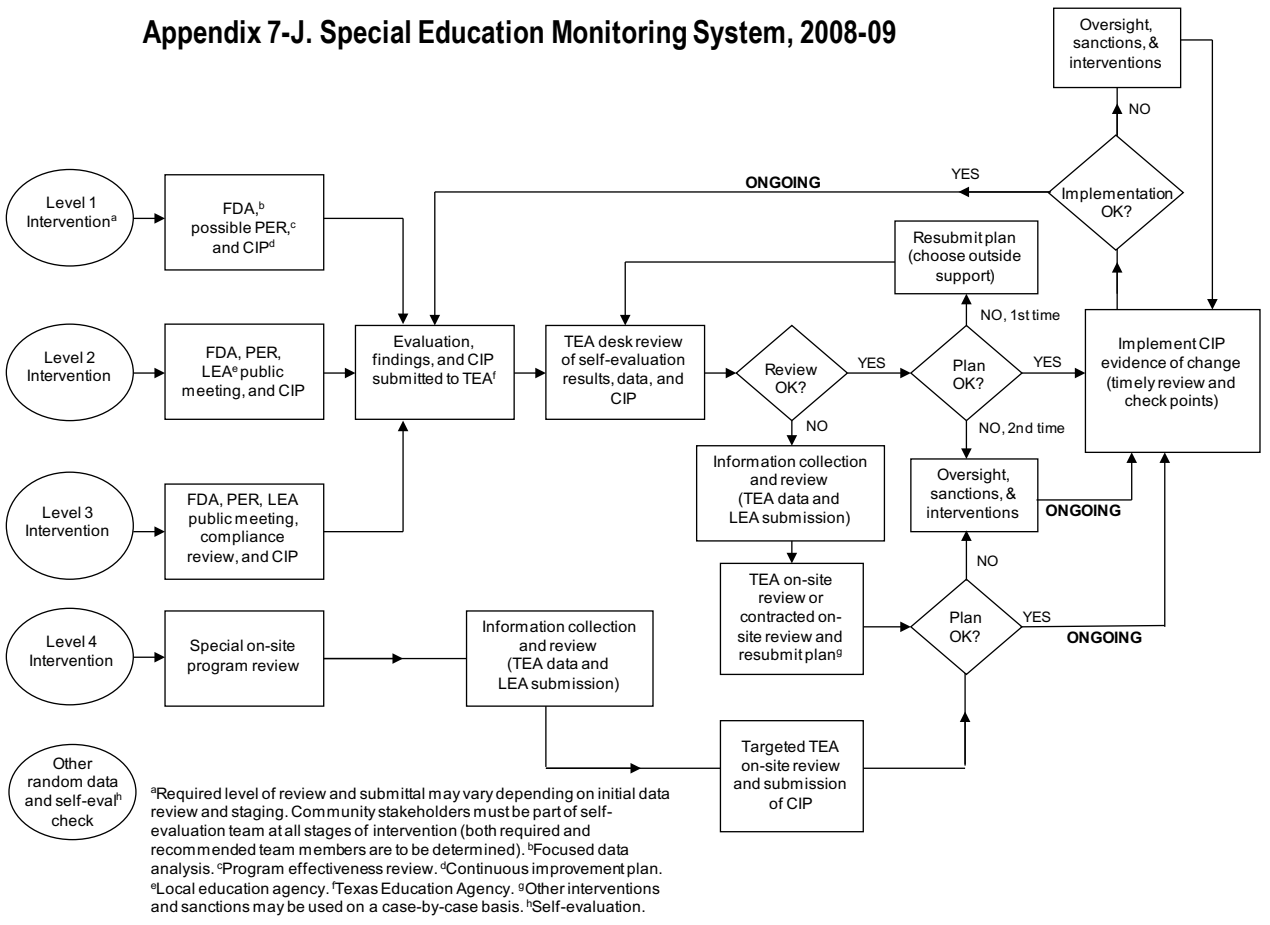
^aIndependent school district. ^bTexas Education Agency. ^cConsolidated independent school district.

**Appendix 7-I. Special Education Monitoring Status,
Districts in Other Intervention, 2008-09**

District	Status	District	Status
Jefferson ISD ^a	Oversight/Sanctions/Interventions	Zoe Learning Academy	Oversight/Sanctions/Interventions
Theresa B. Lee Academy	Oversight/Sanctions/Interventions		

^aIndependent school district.

Appendix 7-J. Special Education Monitoring System, 2008-09



8. Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-128, became effective in all content areas and grade levels on September 1, 1998. Statute required that the TEKS be used for instruction in the foundation areas of English language arts and reading, mathematics, science, and social studies. TEKS in the enrichment subjects, including health education, physical education, fine arts, career and technical education, and economics, served as guidelines, rather than requirements. In 2003, the 78th Texas Legislature added enrichment subjects to the list of subject areas required to use the TEKS. The state continues to promote rigorous and high standards by:

- ◆ facilitating review and revision of the TEKS;
- ◆ providing leadership to the regional education service centers (ESCs) as they help districts implement the TEKS;
- ◆ supporting State Board of Education (SBOE) adoption of textbooks aligned to the TEKS;
- ◆ aligning the statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS), to the TEKS; and
- ◆ incorporating college readiness standards into the TEKS.

The Texas Essential Knowledge and Skills and the Texas College and Career Readiness Standards

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

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

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

In fall 2009, THECB and TEA sponsored a series of college and career readiness regional round-ups throughout the state. Additional hosts included regional P-16 councils, regional college readiness special advisors, and various education stakeholders. The round-ups reached over 2,000 participants and provided them an opportunity to work with their regional partners. This collaborative dissemination of information will help ensure that teachers, as well as students, understand and are ready to meet the challenges of the new CCRS. The agenda included the following objectives:

- ◆ review the college and career readiness accountability measures that are newly mandated by HB 3, passed by the 81st Texas Legislature;
- ◆ offer guidance for developing secondary-postsecondary partnerships; and
- ◆ discuss vertical alignment methodologies.

Both education commissioners, Raymund Paredes and Robert Scott, encouraged the field to attend and take advantage of the opportunity to learn more about recent legislation and strengthen the secondary-postsecondary partnerships that have proven to be essential to the College and Career Readiness Initiative.

Professional Development and Programs Targeting Student Success

One of the most critical functions the agency performs is the training of teachers in the classroom. While most districts provide extensive professional development at

the local level, the state also contributes in providing teachers extensive support around the state's mandated curriculum and evidence-based instructional strategies in a variety of delivery options, including face-to-face and online teacher academies in the major content areas.

To sustain professional development efforts, the commissioner of education instituted Project Share, which provides an eLearning platform to support a community of practitioners dedicated to improving teaching and learning through an interactive and engaging environment. TEA purchased an enterprise license to provide a statewide digital platform, designed and hosted by Epsilen LLC, to provide an online environment in which teachers will complete professional development courses, join professional learning communities, and access digital content.

Beyond professional development, Project Share offers the state opportunities to enhance the eLearning environment through its comprehensive suite of tools for teaching, interacting, collaborating, and assessment. Project Share will also provide more than 150 years of articles, videos, and interactive features from the *New York Times* online repository, which houses digital content and resources dating back to 1851.

Project Share will be introduced to Texas educators in two phases. Phase I, scheduled to begin in the spring of 2010, will include the formation of professional learning communities, the creation and dissemination of professional development courses, and planning for a student-based ePortfolio pilot project. Following Phase I, Project Share will be expanded to include selected students in an ePortfolio pilot program and to provide further professional development opportunities for educators. Phase II is scheduled to begin in the 2010-11 school year.

It is also anticipated that digital content, such as open-source textbooks and other instructional materials purchased by the state, will be accessed through the platform.

In addition, the Texas Legislature made additional financial investments toward supporting districts and campuses in targeting students struggling academically. These programs—which include critical components of classroom support, including teacher education, administrator training and increased instructional time—include efforts to increase algebra readiness, college readiness, and rigorous career and technical education course offerings, among others.

English Language Arts and Reading

The newly revised TEKS in English language arts and reading (ELAR) address such important basic skills as spelling, grammar, language usage, and punctuation.

They also include critical CCRS in each of the following organized strands.

- ◆ Reading. Students read and understand a wide variety of literary and informational texts.
- ◆ Writing. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.
- ◆ Research. Students locate a range of relevant sources and evaluate, synthesize, and present ideas and information.
- ◆ Listening and speaking. Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.
- ◆ Oral and written conventions. Students use the oral and written conventions of the English language in speaking and writing.

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

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

In addition, ELAR professional development for end-of-course (EOC) success in English I, English II, and English III is also scheduled to be offered in summer 2010 and 2011 to high school teachers. This professional development will focus on content and strategies for student success and be provided through a combination of face-to-face sessions and online courses via Project Share, the state's newly developed digital platform to include teacher and classroom support.

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

toward the Texas Adolescent Literacy Academies for teachers in Grades 6-8 to support them in the use of diagnostic instruments and intensive instructional strategies to support proficiency in reading and comprehension for all middle school students.

Mathematics

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

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

In addition, the agency took the initiative to develop the *Middle-school Students in Texas: Algebra Ready (MSTAR)*, *Texas Response to Curriculum Focal Points (Grades K-8)*, to provide specific guidance to teachers during their professional development academies on key "focal points" contained within the mathematics TEKS that target algebra readiness for Grades K-8.

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

Beginning in June 2010, professional development academies will be offered in both a face-to-face and online environment. Similar to ELAR, trainings are being developed for deployment in algebra readiness and geometry content for Grades 5-8, as well as specific professional development for EOC success targeting high school teachers of Algebra I, Geometry, and Algebra II.

District and Campus Programs Targeting Algebra Readiness

TEA is taking a dynamic approach to tackling the challenges of poor performance in algebra and high dropout rates with the Algebra Readiness Initiative. The Algebra Readiness Initiative, primarily funded by Rider 42 of the Student Success Initiative, will provide

materials, diagnostics, professional development, grant opportunities, and campus-based support to districts.

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

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

In addition, TEA understands the importance of providing grantees support during the planning and implementation phases of the Algebra Readiness, Cycle I and Student Success Initiative grants. For this purpose TEA has created the Texas Center for Student Success (TexasCSS) which is operated by the Institute for Public School Initiatives at the University of Texas System. As the central resource for grantee support and program expertise, TexasCSS will aid in planning for grant activities and will assist grantees in their day-to-day activities and classroom efforts. TexasCSS will also offer workshops and webinars and will work with a core group of lead coaches to ensure a quick response to meeting district needs. Finally, TexasCSS will work closely with the 20 ESCs to build capacity for sustainability and program expansion to increase algebra readiness across the state.

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

Mathematics Supplemental Diagnostic Screening Instrument/Diagnostic System

Also critical to supporting teachers in the classroom is the development and use of a supplemental diagnostic screening instrument to identify and serve students in Tier I, II, and III with appropriate interventions. Under this initiative, a set of diagnostic and/or universal screening instruments will be developed over the next two years to allow teachers to target and assess specific curriculum focal points indicative of algebra readiness.

Plans to also address the academic language and vocabulary needs of mathematics will be an integral part of this differentiated instruction.

The agency also funds the Texas Mathematics and Science Diagnostic System (TMSDS), a Web-based platform that provides teachers with tools to assess mathematics skills and instruction in Grades 3-8 and in Algebra I, Geometry, and Algebra II.

Science

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

Like mathematics, graduation under the Recommended and Distinguished Achievement High School Programs requires four credits of science, to include Biology, Chemistry, and Physics. As a result, the agency is also deploying science professional development for EOC success in Biology, Chemistry, and Physics. This professional development will focus on content and strategies for student success and be provided through a combination of face-to-face sessions and online courses via Project Share.

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

The process of revising the TEKS for science began in January 2008. Validation of science CCRS was completed in August 2008. As SBOE-appointed committees worked on recommendations for revisions to the science TEKS, they were instructed to include the CCRS. The SBOE adopted revisions to the science TEKS, which included the CCRS, in March 2009 to be implemented by school districts beginning with the 2010-11 school year. Although middle school science is interdisciplinary in nature, revisions to the science TEKS include a content focus on physical science at Grade 6, a content focus on organisms and the environment at Grade 7, and a content focus on earth and space science at Grade 8. Revisions to the science

TEKS also include the addition of a new Earth and Space science course at the high school level. The CCRS Science Vertical Team conducted a gap analysis of the proposed science TEKS and the CCRS and provided feedback to the TEKS writing teams.

Programs to Support Learning in Science

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

The agency also funds the TMSDS, a Web-based platform that provides teachers with tools to assess science skills and instruction in Grades 3-8 and in high school Biology, Chemistry, and Physics. The TMSDS identifies skills that must be addressed to help students succeed on TAKS.

Career and Technical Education

Career and technical education (CTE) is organized into 16 career clusters and 81 career pathways endorsed by the U.S. Department of Education. These broad clusters support the Governor's Industry Cluster Initiative, which targets high-growth, high-paying jobs for the 21st century Texas economy. Strategic goals for CTE support high school redesign to effectively prepare every student for college and career success. More than one million students choose to enroll in CTE courses each year to explore and prepare for careers of personal interest.

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

As a result, committees were convened to review the CTE TEKS and, based on the recommendations of the review panel, make further recommendations to the SBOE for new and revised courses in each of the 16 career clusters. A series of vertical alignment meetings were held with stakeholders from school districts, community and technical colleges, universities, and business and community leaders to help ensure the new TEKS and programs of study prepared students for postsecondary study and the workforce. The CTE TEKS review committees examined over 600 existing courses to determine which courses should be updated or eliminated and identified where new courses should

be developed. Approximately 190 courses were recommended to the SBOE for approval. These new courses also incorporated the CCRS. The SBOE adopted revisions to the CTE TEKS in July 2009 to be implemented by school districts beginning with the 2010-11 school year.

Through collaboration with ESCs and CTE professional organizations, professional development on the new CTE TEKS will be provided during the spring and summer of 2010 through face-to-face sessions and on-line modules via Project Share.

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

Social Studies

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

The process of revising the TEKS for social studies began in January 2009. A CCRS vertical team gap analysis of the social studies TEKS and CCRS was completed in June 2009. As SBOE-appointed committees worked on recommendations for revisions to the social studies TEKS, they were instructed to include the CCRS. The SBOE is scheduled to adopt revisions to the social studies TEKS in the spring of 2010 to be implemented by school districts beginning with the 2011-12 school year.

Upon adoption of the social studies TEKS, TEA will contract with an outside entity for creation of professional development materials. Materials will be disseminated through a training-of-trainer model in the spring of 2011. Training for the new K-12 social studies TEKS will be provided by ESCs through a combination of face-to-face sessions and online courses provided through Project Share, the state's digital platform. In

addition, social studies EOC professional development academies in U.S. History, World History, and World Geography are scheduled to be offered in summer 2011 to high school teachers. This professional development will focus on content and strategies for student success and be provided through a combination of face-to-face sessions and online courses via Project Share.

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

Texas Science, Technology, Engineering, and Mathematics Initiative

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

Recognized as one of the most well-developed STEM networks in the country, the T-STEM Initiative builds on state and local efforts to improve mathematics and science achievement among all Texas students and focuses on increasing the number of students who study and enter science, technology, engineering, and mathematics careers. The initiative offers a strategic approach to empowering Texas educators with the tools needed to transform teaching and learning methods for the new century.

The T-STEM Initiative promotes education strategies that integrate the teaching of STEM in a way that challenges students to innovate and invent. T-STEM coursework requires students to demonstrate understanding of these disciplines in an environment that models real world contexts for postsecondary learning and work. The approach used by the T-STEM academies creates learning environments in which students build relationships with educators, are challenged with rigorous lessons, and are excited by subjects made relevant to their lives. Students participating in T-STEM education graduate prepared to pursue postsecondary-level coursework and careers in STEM.

Thirty-eight rigorous T-STEM academies have been established across Texas. The academies act as

demonstration schools and learning labs that develop innovative methods to improve science and mathematics instruction that follow the T-STEM design blueprint. The design blueprint provides benchmarks the academies use as guideposts for implementation. The academies are supported by seven T-STEM centers, representing partnerships among universities, regional ESCs, local education agencies, and nonprofit organizations, that create high-quality professional development and STEM instructional materials for Texas teachers and administrators. Additionally, the centers provide technical assistance, support blueprint implementation, disseminate promising practices and research-based strategies, and support academies in creating strategic partnerships.

English Language Learners/Limited English Proficient Students

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). While more than 122 languages are spoken in the homes of Texas public school students, 91 percent of the language spoken in the home is Spanish. During the 2008-09 school year, 800,671 students were identified as LEP, an increase of 25,026 from the 2007-08 school year.

In November 2007, the SBOE adopted the English language proficiency standards (ELPS) as part of the required curriculum. The ELPS include English language proficiency level descriptors and cross-curricular standards for what students should know and be able to do as they acquire the English language. These standards will be integrated with each subject in the required curriculum. The agency has committed significant resources toward training on the ELPS for all content area teachers. Training on the ELPS will also be embedded in all 5-8 academies and EOC course trainings. Additional training targets bilingual and ESL teachers, as well as Texas' Title III grantees.

Programs Targeting English Language Learners

TEA funds intensive programs of instruction and intervention for English language learners (ELLs) under the Limited English Proficient Student Success Initiative (LEP SSI). In addition to providing districts support for program design, professional development, and technical assistance, the funds also provide resources for teachers pursuing bilingual or ESL credentials via specifically directed conferences for all teachers serving ELL students. To assist high school teachers in meeting the needs of ELLs, teacher materials that focus on the

ELPS for high school students have been developed and distributed to schools. The SBOE adopted these materials in November 2009 for use in classrooms beginning with the 2010-11 school year.

Gifted/Talented Education

In September 2009, the SBOE adopted an updated *Texas State Plan for the Education of Gifted/Talented Students*. Updates ensure that the state plan continues to be in alignment with the Texas Education Code. Professional development for all content area TEKS will include strategies for differentiating instruction to meet the needs of all learners.

Kindergarten and Prekindergarten Education

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

Although there is no state-required prekindergarten curriculum, TEC §29.153 contains certain requirements related to prekindergarten education. In December of 2007, the commissioner of education asked the State Center for Early Childhood Development to revise the state's prekindergarten guidelines to be better aligned with current early childhood education research. The center drew upon the expertise of Texas educators and nationally recognized experts to develop a draft of the voluntary guidelines. Subsequently, the center conducted stakeholder input activities across the state and online, and a final document was approved by the commissioner of education in May 2008. The guidelines also provide a means to align prekindergarten programs with the TEKS curriculum.

The Texas Legislature continues to make significant investment in prekindergarten programs, including continuing to support and fund efforts around the Texas Early Education Model (TEEM), which is a state-led effort to support collaboration among all early childhood programs in Texas. Thanks to additional funding from the Texas Workforce Commission through their allocation of the Child Care Block Grant, this project encourages partnerships among for-profit, nonprofit, and district-led Pre-K programs and Head Start programs to pool resources to directly support the teaching and learning in early care settings across the state. Results from this project show that children who participated in TEEM made substantial progress in learning key oral language and emergent literacy skills that provide the foundation for learning to read. Results also indicated that teachers from all settings who

participated in TEEM achieved substantial gains in teaching behaviors that support school readiness.

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

Instructional materials for prekindergarten systems are included in Proclamation 2011 and are scheduled for review and adoption in 2010.

Technology Applications

The technology applications curriculum focuses on teaching, learning, and integrating digital technology knowledge and skills across the curriculum to support learning and promote student achievement. The No Child Left Behind Act of 2001 (NCLB) also requires that every student be technology literate by the time the student finishes eighth grade. The technology applications TEKS address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*, and the requirements for students and educators specified in NCLB, Title II, Part D. There are technology applications educator standards for all beginning teachers, for teachers who want specialized technology applications certificates, and for those who want to become certified as master technology teachers. Progress made in implementing the technology applications student and educator standards is documented through the Texas Campus and Teacher School Technology and Readiness Chart.

SBOE review committees will begin review of the Technology Applications TEKS in 2010.

Online Learning Opportunities

Virtual School Network

In 2007, the 80th Texas Legislature established a state virtual network to provide supplemental, online courses for Texas students (TEC Chapter 30A). The Texas Virtual School Network (TxVSN) began offering Grades 9-12 courses in January 2009. All high school courses offered through the TxVSN are aligned with the state's curriculum standards and the International Association for K-12 Online Learning (iNACOL) *National*

Standards of Quality for Online Courses. Courses are led by an instructor who is Texas-certified in the course subject area and grade level or meets the credentialing requirements of the institution of higher education and has met the professional development requirements of the network for effective online instruction.

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

TEA contracts with ESC 4 to review online courses submitted by potential provider districts against the state curriculum requirements and the iNACOL *National Standards of Quality for Online Courses*. Region 4 utilizes K-12 teachers and university professors to review online courses submitted. A group of professional development providers approved by TEA offers the required professional development for teaching online for the TxVSN, which is based on the iNACOL *National Standards for Quality Online Teaching*. TxVSN provider districts (Texas school districts, open-enrollment charter schools, ESCs, and institutions of higher education) provide courses offered through the TxVSN and are responsible for instruction. The TxVSN course catalog will continue to expand as additional provider courses are approved by TxVSN course review. TxVSN receiving districts (students' home districts) approve their students' TxVSN course requests, provide ongoing support to local students enrolled in TxVSN courses, and award credits and diplomas. The TxVSN is conducting a small pilot program for courses earning both high school and college credit (dual credit), beginning with the 2009-10 school year.

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

Open-Source Textbooks

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

TEA plans to begin making state-developed open-source textbooks available for school districts and open-enrollment charter schools for the 2010-11 school year.

Electronic Textbooks

In 2009, the 81st Texas Legislature passed HB 4294. This legislation requires the commissioner of education to adopt a list of electronic textbooks and instructional materials, making them available to Texas schools. These materials, meant to convey information to the student or otherwise contribute to the learning process, may include not only digital content that addresses the TEKS, but also tools, models, and investigative materials designed for use as part of elementary science curriculum.

TEA plans to have the initial commissioner's list of adopted electronic textbooks for English language arts and reading released in time to give schools the opportunity to order the materials for the 2010-11 school year.

High School Graduation Requirements

In July 2004, the SBOE adopted 19 TAC Chapter 74, Subchapter F, describing graduation requirements to take effect with the 2007-08 school year. In 2006, the 79th Texas Legislature (3rd Called Session) added requirements for four credits in mathematics and four credits in science to the graduation requirements under the Recommended High School Program (RHSP) and Distinguished Achievement High School Program (DAP) (TEC §28.025). The SBOE adopted amendments to Subchapter F in November 2006 to address statute.

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

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

- ◆ Students on all three graduation programs are no longer required to complete one-half credit in health or one credit in technology applications and are only required to complete one credit in physical education. School districts retain the authority to add requirements beyond what is required in state law and rule for graduation.
- ◆ The Career and Technical Education (CTE) Professional Communications course was added as an option for students on all three graduation programs to satisfy the speech requirement.
- ◆ Beginning with students who enter Grade 9 in 2010-11, students on the MHSP must complete one fine arts credit.
- ◆ The CTE Principles and Elements of Floral Design course was added as an option for students on all three graduation programs to satisfy the fine arts requirement.
- ◆ On the RHSP, three of the required science credits must consist of a biology credit (Biology, Advanced Placement [AP] Biology, or International Baccalaureate [IB] Biology), a chemistry credit (Chemistry, AP Chemistry, or IB Chemistry), and a physics credit (Physics, Principles of Technology, AP Physics, or IB Physics). The fourth science credit may be selected from the list of state-approved, laboratory-based courses. The additional science credit may be Integrated Physics and Chemistry and must be successfully completed prior to chemistry and physics.
- ◆ The following six CTE courses were added as options for students on the RHSP and the DAP to satisfy the fourth science credit requirement: Engineering Design and Problem Solving; Advanced Animal Science; Advanced Biotechnology; Advanced Plant and Soil Science; Food Science; and Forensic Science.

- ◆ The following three CTE courses were added as options for students on the RHSP to satisfy the fourth mathematics credit requirement: Mathematical Applications in Agriculture, Food, and Natural Resources, if taken prior to Algebra II; Engineering Mathematics, and Statistics and Risk Management, if taken after successful completion of Algebra I, Geometry, and Algebra II.
- ◆ The CTE Engineering Mathematics and Statistics and Risk Management courses were added as options for students on the DAP to satisfy the fourth mathematics credit requirement after successful completion of Algebra I, Geometry, and Algebra II.
- ◆ A student who is unable to comply with all of the requirements for a physical education course due to a physical limitation certified by a licensed medical practitioner may still earn an RHSP or a DAP diploma if the student demonstrates proficiency in the relevant knowledge and skills that do not require physical activity as part of a modified physical education course.

Health Education

In January 2008, the SBOE approved a parenting and paternity awareness program developed by the Office of the Attorney General to fulfill requirements of TEC §28.002(p). In March 2008, the SBOE adopted a new rule requiring school districts and open-enrollment charter schools to incorporate instruction in parenting awareness, using the materials approved by the board, into any course meeting a requirement for a health education credit. In 2009, the 81st Texas Legislature amended TEC §28.002 to allow a teacher to modify the suggested sequence and pace of a parenting and paternity awareness program and allow school districts to develop or adopt research-based programs to be used in conjunction with parenting and paternity awareness programs.

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

Physical Education

In 2009, the 81st Texas Legislature amended TEC §28.002 to require the SBOE, in identifying physical education TEKS, to ensure the curriculum is consistent with national physical education standards. The curriculum also must require that, on a weekly

basis, at least 50 percent of the physical education class be used for actual student physical activity, among other requirements.

Fine Arts

The subject areas encompassed by the fine arts TEKS are art, dance, music, and theater. The TEKS in these subject areas are organized into four strands—perception, creative expression/performance, historical/cultural heritage, and response/evaluation. At the high school level, a wide array of courses provides choices for students studying the arts as a life-long interest or career. One credit in fine arts has been required for graduation under both the RHSP and the DAP. In 2009, the 81st Texas Legislature amended TEC §28.025 to require that students under all three graduation programs—MHSP, RHSP, and DAP—complete one credit in fine arts. The new requirement for the MHSP takes effect beginning with students entering Grade 9 in the 2010-11 school year.

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

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

Agency Contact Person

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

Other Sources of Information

The TEA Division of Curriculum website is located at www.tea.state.tx.us/curriculum/index.html.

9. Charter Schools and Waivers

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

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature passed legislation that created open-enrollment charter schools (Texas Education Code [TEC], Chapter 12, Subchapter D). At their inception, charters were designed to be a testing zone for innovation and, thus, were subject to fewer state laws than other public schools. They were designed to promote local initiative and to capitalize on creative approaches to educating students. Many charters target students at risk of dropping out or those who have already dropped out and utilize the flexibility afforded to charters to accommodate the needs of students who have had limited success in traditional schools. In 1996, the State Board of Education (SBOE) awarded the first open-enrollment charter schools. In 2001, the legislature established a separate category of open-enrollment charter schools operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E), and the ability to operate in this separate category was extended to junior colleges in 2009.

As of September 2009, the SBOE had awarded a total of 282 state open-enrollment charters. Of the 213 active open-enrollment charters granted, 205 are currently serving students. Fifteen of the 282 open-enrollment charters have been revoked, rescinded, abandoned, or denied renewal; 53 have been returned, have been merged with other charters, or have expired; and 1 has changed to a public senior college or university. Three open-enrollment charters have been granted to universities since 2001, and all three university charters are active and are currently operating schools.

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

The statute limits the SBOE to awarding no more than 215 charters to individual charter holders (TEC §12.101), and this number was reached in November 2008. This cap does not include public college and university charters, which may be granted in unlimited numbers, and does not impact the number of campuses that may be operated by current charter holders. Of the current charter holders, 97 have multiple campuses, and those who are in good standing academically and financially and are compliant with state and federal requirements are eligible to add additional campuses, grade levels, and geographic areas and to increase enrollment. Charter schools and charter districts are monitored and rated under the statewide accountability system, and charter districts are evaluated in a financial accountability system specific to charters and receive accreditation statuses.

The SBOE reviewed and renewed all 18 first-generation charter renewal applications in the spring of 2001. Later that year, the legislature transferred responsibility for charter amendments, renewals, and other actions to the commissioner of education (TEC §§12.114-12.1162). The commissioner has renewed 154 charter contracts. Thirty-four charters were returned to the state by the charter holders, 17 were merged with other charters, 9 were revoked or expired, 6 were not renewed, and 33 remain under review by agency staff.

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

State Waivers

In the 2008-09 school year, the commissioner granted a combined total of 2,558 expedited and general state waivers (Table 9.1 on page 138). The type of expedited waiver most frequently requested was to allow a school district or campus to modify its calendar, making additional time available for staff development. In 2008-09,

Type of Waiver	Number	Percent
Expedited Waivers		
Staff Development – General	403	15.8
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	265	10.4
Staff Development for Conference Attendance	37	1.4
Modified Schedule – Texas Assessment of Knowledge and Skills	401	15.7
Early Release Days	373	14.6
General Waivers		
Course Requirements – Curriculum	1	<0.1
Course Requirements – Career and Technical Education	6	0.2
Certification	10	0.4
Disciplinary Alternative Education Campus	1	<0.1
Study of Electronic Courses	1	<0.1
Alternative Education Program Attendance	13	0.5
Student Identification – Gifted and Talented	1	<0.1
Foreign Exchange Students	27	1.1
Pregnancy-Related Services – Compensatory Education Home Instruction	27	1.1
School Bus Evacuation Drill	76	3.0
Textbooks	108	4.2
Low Attendance Days	240	9.4
Miss Instructional Days	529	20.7
Other Miscellaneous	39	1.5
Total State Waivers Approved	2,558	100

Note. Waivers approved from 6/1/08 through 5/31/09. Parts may not add to 100 percent because of rounding.

the commissioner approved 403 expedited waivers granting a maximum of three days for general staff development, accounting for 15.8 percent of all state waivers approved in 2008-09.

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 302 waivers were granted for one or more of these additional days for staff development in 2008-09.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. A class size waiver may be granted under the following conditions: (a) a district is unable to employ qualified teachers; (b) a district is unable to provide educational facilities; or (c) a district is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to be exceeded by only one or two students in only one section at any grade level on any campus. In the 2008-09 school year, 205 class size waivers were granted (Table 9.2).

Semester	Number
Fall 2008	103
Spring 2009	102
Total	205

Note. Waivers approved from 06/01/08 through 05/31/09. Totals may include school districts that received class size waivers in both fall and spring of school year 2008-09.

TEC §39.112 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. As of November 9, 2009, the number of *Exemplary* districts, including charter operators, was 117 (9.5%) and the number of Exemplary campuses, including charter campuses, was 2,158 (25.9%).

Education Flexibility Partnership Act (Ed-Flex)

Overview

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs. In exchange, Ed-Flex requires increased accountability for the performance of students.

TEA was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the U.S. Department of Education (USDE) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April 2006, President George W. Bush signed legislation that allowed USDE to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

Statewide Administrative Waivers

During the 2008-09 school year, the agency used Ed-Flex authority to continue three statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex, without the need for individual application.

Statewide Programmatic Waivers

Title I, Part A, Program—Schoolwide Eligibility

This statewide, programmatic waiver eliminates the poverty requirement for Title I, Part A, schoolwide eligibility. It is available to campuses that are eligible for Title I, Part A, services but do not meet the criteria for percentage of students from low-income families. To apply for this waiver on behalf of a campus, a district must include an Ed-Flex waiver schedule in its Application for Federal Funding. For the 2008-09 school year, the poverty threshold for schoolwide eligibility was 40 percent, and 94 campuses in 49 districts received waivers.

Title I, Part A, Program—Roll Forward

Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. Eight LEAs used this waiver in the 2008-09 school year.

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs can also apply for individual programmatic waivers, based on their specific program needs. The state Ed-Flex committee reviews each application and makes a recommendation to the commissioner of education, who makes the final decision regarding approval or denial. Programs for which LEAs receive waivers undergo rigorous evaluation to ensure the waivers do not have negative effects on the students they are intended to benefit. In 2008-09, one Title I, Campus Allocation waiver and one Paraprofessional Qualifications waiver were granted.

Agency Contact Persons

For information on open-enrollment charter schools, contact Laura Taylor, Associate Commissioner for Accreditation, (512) 463-5899; or Mary Perry, Charter Schools Division, (512) 463-9575.

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

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

Other Sources of Information

For additional information on charter schools, see www.tea.state.tx.us/charters.aspx. For a list of state waivers granted by the commissioner of education, see mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx. For additional information on federal Ed-Flex waivers, see www.tea.state.tx.us/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 charters for direct instructional activities in the previous fiscal year.

The percentage of expenditures used by a school district or charter for direct instructional activities is calculated as the sum of operating expenditures reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures. Total operating expenditures comprise actual financial data reported through PEIMS in Function Codes 11-61 and Expenditure Codes 6112-6499; they do not include expenditures reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In fiscal year 2008, 64.9 percent of school district and charter expenditures statewide were used for direct instructional activities (Table 10.1).

Activity	Expenditures (%)
Instruction	58.0
Instructional Resources and Media Services	1.6
Curriculum Development and Instructional Staff Development	1.9
Guidance and Counseling Services	3.4
Total	64.9

The percentage of staff hours used by a school district or charter for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and

counseling services, divided by total staff hours. For each employee, total hours worked is calculated by multiplying the percentage of the day worked, as reported through PEIMS, times the number of days worked, as reported through PEIMS, times 7 hours. The percentage of an employee's total hours that is used for direct instructional activities is calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In the 2008-09 school year, 63.8 percent of school district and charter staff hours statewide were used for direct instructional activities (Table 10.2).

Activity	Staff Hours (%)
Instruction	58.1
Instructional Resources and Media Services	1.6
Curriculum Development and Instructional Staff Development	1.0
Guidance and Counseling Services	3.1
Total	63.8

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Agency Contact Person

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Laura Taylor, Associate Commissioner for Accreditation, (512) 463-5899; or Rita Chase, Division of Financial Audits, (512) 463-9095.

Other Sources of Information

See the *2008-2009 Public Education Information Management System Data Standards, Addendum Version*, at www.tea.state.tx.us/peims/standards/0809/index.html. See the *Financial Accountability System Resource Guide, Update 13.0*, at www.tea.state.tx.us/school.finance/audit/resguide13/far/FAR.pdf.

11. District Reporting Requirements

The Texas Education Agency (TEA) maintains a comprehensive schedule of state- and federally-imposed school district reporting requirements, which is available on the TEA website. Table 11.1 provides a summary of scheduled data collections for school year 2008-09 by requirement source (federal and/or state) and district type affected (school district and/or charter). In most instances, districts are given the option to submit collections in an electronic format.

Source of Requirement	District Only	Charter Only	District and Charter	Total
Federal Only	1	2	5	8
State Only	5	9	24	38
Federal and State	0	0	14	14
All Sources	6	11	43	60

The most extensive data collection, the Public Education Information Management System (PEIMS), gathers information about public education organizations, school district finances, staff, and students (Table 11.2 on page 144). In the 2008-09 school year, there were 159 data elements in PEIMS, 10 more than in the previous school year. All reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*.

The PEIMS system and its data requirements are the subject of reviews by two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school districts, regional education service centers (ESCs), and legislative and executive state government offices. The Information Task Force (ITF) is a technical subcommittee of PCPEI and is made up of agency, school district, and ESC staff. Both PCPEI and ITF participate in sunset reviews of all PEIMS data elements. The review ensures that the only data included are what are needed for the legislature and the agency to perform their legally authorized functions in overseeing the public education system.

TEA and educational stakeholders across the state are collaborating on an initiative to improve the availability and use of high-quality data to enable educators to

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

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

TEA uses other collection instruments for information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases,

Table 11.2. Information Types in the PEIMS^a Electronic Data Collection

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

data requirements change with more frequency and with less lead time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats allow. Data collections may be specific to a small number of districts or may be one-time requests for information.

The 21st Century Tracking and Reporting System, also known as TX21ST, uses data submitted by grantees three times per year to track student participation in out-of-school activities for Texas Afterschool Centers on Education (ACE). Texas ACE is funded by the 21st Century Community Learning Centers grant program and administered by the U.S. Department of Education (USDE). The system was designed to meet the yearly reporting requirements of the USDE. There are 345 data elements in TX21ST, with 93 reports available to Texas ACE grantees and 121 reports to TEA users.

TEA also maintains an automated system for requisitioning textbooks, disbursing payments, and shipping, redistributing, and accounting for textbooks statewide. A new Educational Materials (EMAT) system that is embedded in TEA's financial system allows school districts and charters to submit textbook requisitions, adjust student enrollments, update district inventories, and schedule delivery of textbooks. In 2008-09, there were 5,000 data elements in the EMAT system, and districts and charters had access to 35 reports. The number of reports available to districts is expected to increase as development of the system continues.

Through the Texas Educating Adults Management System (TEAMS), users can enter data and print reports that track the status of students participating in Texas

adult education programs. The New Generation System (NGS) is an interactive, interstate information network designed to allow for migrant student records exchange and reporting, as required under the Elementary and Secondary Education Act, Title I, Part C. The NGS is used by a consortium which, for the 2008-09 school year, had six member states, including Texas. AskTED (Texas Education Directory) is an interactive, Web-based application that enables all Texas school districts to update district personnel contact data, as well as district and campus organizational data. All of the data is publicly available for download, and a compilation of the information, known as the *Texas School Directory*, is published annually on the TEA website.

Applications for funding and related documentation for a selected set of grant programs can be completed online. For example, many agency grants are now administered through eGrants, a comprehensive Web portal that enables submission, tracking, review, and processing of grant applications and the compliance and progress reports associated with grant programs and other grant-related data collections. All grants that can be produced efficiently in electronic format in the time available are considered candidate grants for eGrants. Automation of grants has reduced agency processing time, which in turn has allowed school districts to receive funding more quickly.

The Child Nutrition Programs Information Management System (CNPIMS) is an automated data collection designed to meet the administrative data requirements of the National School Lunch Program reimbursement system. The Texas Department of Agriculture has primary responsibility for implementing the system.

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

The Data and Information Review Committee (DIRC) is responsible for conducting a sunset review of all agency data collections each even numbered year. Made up of staff from across the agency, the committee also is charged with reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome. In addition, DIRC reviews any new or amended rules proposed by the commissioner of education, State Board of Education, or State Board for Educator Certification for data implications. It is also the responsibility of DIRC to assure that duplicate requests for the same data are not made of schools and districts and that data collected from schools and districts are required by state or federal statute or mandate. The data privacy subcommittee of DIRC conducts a review of contracts and projects that propose the use of social security numbers by third-party entities and provides recommendations about the use of social security numbers to DIRC.

Agency Contact Persons

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

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

For information on the 21st Century Tracking and Reporting System (TX21ST), contact Candace Ferguson or Liza Lorenzi, Division of Programs for At-Risk Youth, (512) 463-5619.

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

For information on the Texas Educating Adults Management System (TEAMS), contact Joanie Rethlake, Harris County Department of Education, (713) 696-0700.

For information on the New Generation System (NGS), contact Rosie Garza, Division of No Child Left Behind Program Coordination, (512) 463-9374.

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

For information on the eGrants system, contact Earin Martin, Chief Grants Administrator, or Suzanne Rittenberry, Division of Discretionary Grants, (512) 463-9269.

For information on the Child Nutrition Programs Information Management System (CNPIMS), contact the CNPIMS help desk at the Texas Department of Agriculture, Division of Food and Nutrition, (888) TEX-KIDS.

For information on the fitness assessment, contact Marissa Rathbone, Division of Health and Safety, (512) 463-3064.

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

Other Sources of Information

For a comprehensive schedule of school district reporting requirements, visit the TEA website at www.tea.state.tx.us. On the left side of the homepage, click on the main category, "Reports." From the list of subcategories, click on "District Reporting Schedule."

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

For school directory information, visit the TEA website at www.tea.state.tx.us and click on "Directory."

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of funds administered by TEA are passed from the agency directly to school districts. The agency was appropriated \$25.9 billion in fiscal year (FY) 2009.

In FY 2009, as in the previous fiscal year, general revenue-related funds were the primary method of financing and accounted for the largest portion (64.5%) of total agency funds (Table 12.1). Federal funds made up 16.5 percent of agency funds in FY 2009, and other funds made up the remaining 19.0 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2009 (59.3%) (Table 12.2 on page 148).

TEA retained very little of the state and federal funds received at the agency in FY 2009; 99.6 percent of state funds and 99.1 percent of federal funds passed through

the agency to school districts, charter schools, and regional education service centers (Table 12.3 on page 148).

Appropriated amounts for 2008-09 were linked to the goals and strategies outlined in the agency strategic plan, with specific amounts reflected at the strategy level (Table 12.4 on page 149).

Final TEA expenditures for FY 2009 will be included as part of the *Comprehensive Annual Financial Report for the State of Texas*, to be published by the Texas Comptroller of Public Accounts in February 2010.

Agency Contact Persons

For information on TEA funds and expenditures, contact Reggie Pegues, Deputy Associate Commissioner for Budget and Operations, (512) 463-4330.

Table 12.1. Texas Education Agency, Method of Financing, 2008-09

Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Funds:		
General Revenue Fund	\$ 312,938,765	1.2
Available School Fund	1,502,400,000	5.8
State Textbook Fund	2,094,718	<0.1
Foundation School Fund	13,575,894,701	52.3
Certification and Assessment Fees	26,538,433	0.1
General Revenue MOE ^a for Temporary Assistance for Needy Families	2,000,000	<0.1
Lottery Proceeds	1,039,900,000	4.0
Educator Excellence Fund	245,281,457	0.9
Subtotal, General Revenue Fund	\$ 16,707,048,074	64.5
General Revenue Dedicated:		
Specialty License Plates	86,140	<0.1
Subtotal, General Revenue Dedicated	\$ 86,140	<0.1
Subtotal, General Revenue-Related Funds	\$ 16,707,134,214	64.5
Federal Funds		
Health, Education, and Welfare Fund	2,860,582,484	11.0
School Lunch Fund	1,411,976,708	5.4
Other Federal Funds	24,492,028	0.1
Subtotal, Federal Funds	\$ 4,297,051,220	16.5
Other Funds		
Permanent School Fund	11,602,676	<0.1
State Highway Fund	50,000,000	0.2
Appropriated Receipts – Attendance Credits, Estimated	1,020,500,000	3.9
Property Tax Relief	3,846,492,000	14.8
Interagency Contracts	4,668,220	<0.1
Subtotal, Other Funds	\$ 4,933,262,896	19.0
Total, All Methods of Financing	\$ 25,937,448,330	100
Total Full-Time Equivalents	999.3	n/a ^b

^aMaintenance of effort. ^bNot applicable.

Table 12.2. Texas Education Agency Administrative Budget, 2008-09		
Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Fund	\$ 34,365,617	28.0
Textbook Fund	2,094,718	1.7
Foundation School Fund	9,669,394	7.9
Certification and Assessment Fees	26,538,433	21.7
Subtotal, General Revenue-Related Funds	\$ 72,668,162	59.3
Federal Funds		
Health, Education, and Welfare Fund	35,878,149	29.3
Other Federal Fund	1,704,880	1.4
Subtotal, Federal Funds	\$ 37,583,029	30.7
Other Funds		
Permanent School Fund	11,602,676	9.4
Interagency Contracts	668,220	0.6
Subtotal, Other Funds	\$ 12,270,896	10.0
Total, All Methods of Financing	\$ 122,522,087	100

Note. Amounts do not include fringe benefits.

Table 12.3. State and Federal Funds Appropriated to the Texas Education Agency and Passed Through to School Districts, Education Service Centers, and Education Providers, 2008-09		
Source of Funds	Amount	Percent
State Funds		
Administrative Budget	\$ 84,939,058	0.4
State Funds Passed Through	21,555,458,052	99.6
Total State Funds	\$ 21,640,397,110	100
Federal Funds		
Administrative Budget	37,583,029	0.9
Federal Funds Passed Through	4,259,468,191	99.1
Total Federal Funds	\$ 4,297,051,220	100

Other Sources of Information

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

Table 12.4. Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2008-09	
Goals and Strategies	Amount
A. Goal: Program Leadership	
To fulfill the promise for all Texas children, TEA will provide program leadership to the state public education system, ensuring all students achieve the state's public education goals and objectives.	
A.1.1. Strategy: Foundation School Program – Equalized Operations Ensure all Texas students graduate from high school with a world-class education funded by an efficient and equitable school finance system; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	\$ 19,822,604,488
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.	820,700,000
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.	521,531,811
A.2.2. Strategy: Achievement of Students at Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all at-risk students graduate from high school with a world-class education.	1,323,571,531
A.2.3. Strategy: Students with Disabilities Develop and implement programs that ensure all students with disabilities graduate from high school with a world-class education.	937,177,878
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.	398,813,704
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.	62,951,575
Subtotal, Goal A	\$ 23,887,350,987

Source. General Appropriations Act (80th Texas Legislature), as published.

continues

Table 12.4. Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2007-08 (continued)

Goals and Strategies	Amount
B. Goal: Operational Excellence	
TEA will fulfill the promise for all Texas children through challenging assessments, supportive school environments, and high standards of student, campus, district, and agency performance.	
B.1.1. Strategy: Assessment and Accountability System The state's assessment and accountability systems will continue to provide a basis for evaluation and reporting the extent to which students, campuses, and districts achieve high standards.	\$ 92,900,000
B.2.1. Strategy: Educational Technology Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	27,222,333
B.2.2. Strategy: Safe Schools Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to graduate from high school with a world-class education.	44,889,923
B.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	1,426,376,708
B.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to ensure that students have the basic education skills they need to contribute to their families, communities, and the world.	59,425,744
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.	276,760,548
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.	60,517,179
B.3.3. Strategy: State Board for Educator Certification Operations Build the capacity of the Texas public education system through the review of educator preparation programs and the credentialing of qualified educators.	10,929,913
B.3.4. Strategy: Central Administration Provide efficient agency administration to support the Commissioner of Education as the educational leader of the state.	13,135,537
B.3.5. Strategy: Information Systems – Technology TEA will purchase, develop, and implement information systems that support students, educators, and stakeholders.	26,804,458
B.3.6. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state.	11,135,000
Subtotal, Goal B	\$ 2,050,097,343
Total, All Goals and Strategies	\$ 25,937,448,330

Source. General Appropriations Act (80th Texas Legislature), as published.

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education (SBOE) in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters were to be subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation.

Overall enrollment in open-enrollment charters is relatively small when compared to overall enrollment in traditional school districts. However, the percentage of Texas public school students enrolled in open-enrollment charters has increased over the past years. In 2008-09, a total of 102,491 students, or approximately 2.2 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to an enrollment percentage of 1.9 percent in 2007-08. Although most charters have only one campus, some operate several campuses. As of September 2009, there were 216 open-enrollment charters with 484 approved charter campuses, up from 465 campuses in 2008. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 38 new campuses during the 2009 expansion period, and several waivers have been approved to allow the charter expansion process to be waived for certain high-performing charter holders. The goal for these waivers is to expand the number of quality educational options for students across the state.

Charters are held accountable under the state testing and accountability system. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, charter districts, as well as the campuses they operated, were rated. Charter districts are rated under school district rating criteria based on aggregate performance of the campuses operated by each charter.

Charter campuses that serve predominantly students identified as at risk of dropping out of school have the option to request to be rated under alternative education accountability (AEA) procedures, just as is the

case with traditional school district campuses. In the 2008-09 school year, 43.0 percent of charter campuses were registered under AEA. By comparison, 3.3 percent of school district campuses were registered under the AEA procedures. Charter campuses registered as alternative education campuses received ratings in 2009 of *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, or *AEA: Not Rated: Other*.

In 2001, the 77th Texas Legislature required that the performance of charters be reported in comparison to the performance of school districts on the academic excellence indicators (TEC §39.051[b]). In the analyses that follow, charter campuses that are rated under AEA procedures are referred to as "AEA charters." Conversely, charter campuses that are rated under the standard accountability procedures are referred to as "standard charters."

TAKS Performance

TAKS Performance by Student Group

In 2009, Hispanic students in standard charters had passing rates in all subjects that were higher than the rates for Hispanic students in traditional districts (Table 13.1 on page 152). Compared to the previous year, performance among Hispanic students in AEA charters improved most in mathematics and science, with increases in passing rates of 9 and 7 percentage points, respectively.

Among economically disadvantaged students in 2009, passing rates in standard charters were higher than those in traditional districts in all subjects. Among African American students, passing rates in standard charters were higher than those in traditional districts in reading/English language arts (ELA), mathematics, and writing, and were the same in science and social studies.

State Summary

The passing rates for charter school students taking the English-version TAKS increased in all subject areas in AEA charters from 2008 to 2009 (Table 13.2 on page 152). Overall, the largest increases were in

Note. Please refer to Chapters 1 and 2 of this report for definitions and descriptions of indicators used. In addition, Chapter 9 contains information on the inception and growth of charters.

Table 13.1. English-Version TAKS Passing Rates (%), by Subject and Student Group, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2008 and 2009

Group	AEA Charters			Standard Charters			Traditional Districts ^a		
	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009
Reading/ELA^b									
African American	66	70	4	88	89	1	87	88	1
Hispanic	72	74	2	90	90	0	87	88	1
White	83	83	0	94	95	1	96	97	1
Economically Disadvantaged	71	73	2	89	89	0	86	87	1
Mathematics									
African American	32	35	3	74	75	1	69	72	3
Hispanic	39	48	9	82	82	0	76	78	2
White	52	55	3	84	85	1	89	90	1
Economically Disadvantaged	39	45	6	79	80	1	74	76	2
Writing									
African American	77	78	1	89	94	5	91	91	0
Hispanic	84	86	2	92	93	1	91	92	1
White	82	81	-1	90	92	2	96	96	0
Economically Disadvantaged	81	83	2	91	93	2	90	91	1
Science									
African American	26	33	7	63	67	4	61	67	6
Hispanic	35	42	7	73	76	3	66	71	5
White	62	65	3	82	86	4	87	90	3
Economically Disadvantaged	35	41	6	69	73	4	64	69	5
Social Studies									
African American	64	69	5	87	90	3	88	90	2
Hispanic	72	77	5	93	95	2	88	91	3
White	84	86	2	94	95	1	96	97	1
Economically Disadvantaged	71	75	4	91	94	3	87	90	3

Note. Results are summed across all grades tested for each subject and include TAKS (Accommodated) tests in English language arts at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11.

^aExcludes charters. ^bEnglish language arts.

mathematics and science among AEA charters, up 6 percentage points each. Passing rates for AEA charters in 2009 were lower than those for standard charters and traditional districts in all subject areas. Standard charters had a slightly higher passing rate in social studies than traditional districts.

In reading/ELA, across all grades tested, the passing rate for AEA charters was 75 percent in 2009, and the rate for standard charters was 91 percent (Table 13.2). The rate for traditional districts was the same as the rate for standard charters. Notably, in Grades 6-11, standard charters had passing rates that were higher than those for traditional districts (Table 13.3).

Table 13.2. English-Version TAKS Passing Rates (%), by Subject, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2008 and 2009

Subject	AEA Charters			Standard Charters			Traditional Districts ^a		
	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009
Reading/ELA ^b	72	75	3	91	91	0	91	91	0
Mathematics	40	46	6	81	81	0	81	83	2
Writing	81	83	2	91	93	2	93	93	0
Science	39	45	6	73	77	4	75	78	3
Social Studies	73	77	4	92	94	2	92	93	1
All Tests Taken	33	38	5	73	74	1	73	75	2

Note. Results are summed across all grades tested for each subject and include TAKS (Accommodated) tests in English language arts at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11.

^aExcludes charters. ^bEnglish language arts.

**Table 13.3. English-Version TAKS Passing Rates (%), by Grade and Subject,
Charters Rated Under Alternative Education Accountability (AEA) Procedures,
Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2008 and 2009**

Subject	AEA Charters			Standard Charters			Traditional Districts ^a		
	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009
Grade 3									
Reading	67	75	8	84	86	2	90	91	1
Mathematics	63	58	-5	76	78	2	86	86	0
Grade 4									
Reading	57	61	4	79	82	3	85	87	2
Mathematics	57	62	5	76	79	3	87	88	1
Writing	77	77	0	88	90	2	93	92	-1
Grade 5									
Reading	53	60	7	81	80	-1	86	85	-1
Mathematics	56	55	-1	78	77	-1	86	86	0
Science	35	48	13	72	77	5	82	85	3
Grade 6									
Reading	84	80	-4	95	94	-1	94	93	-1
Mathematics	51	53	2	84	82	-2	84	83	-1
Grade 7									
Reading	71	72	1	91	89	-2	88	87	-1
Mathematics	48	59	11	83	81	-2	81	82	1
Writing	84	88	4	94	96	2	93	95	2
Grade 8									
Reading	82	85	3	96	96	0	95	95	0
Mathematics	46	57	11	81	80	-1	80	82	2
Science	32	45	13	75	77	2	70	74	4
Social Studies	65	68	3	94	93	-1	91	92	1
Grade 9									
Reading	70	73	3	92	95	3	88	91	3
Mathematics	25	32	7	74	79	5	65	72	7
Grade 10									
English Language Arts	71	73	2	90	94	4	90	91	1
Mathematics	32	39	7	69	78	9	67	69	2
Science	31	32	1	67	74	7	66	68	2
Social Studies	68	72	4	89	94	5	89	91	2
Grade 11									
English Language Arts	72	75	3	92	95	3	91	93	2
Mathematics	45	46	1	79	83	4	80	82	2
Science	50	55	5	80	87	7	82	86	4
Social Studies	81	84	3	94	98	4	96	97	1

Note. Results include TAKS (Accommodated) tests in English language arts at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, and science at Grades 5, 8, 10, and 11.

^aExcludes charters.

In mathematics, across all grades tested, the passing rate for standard charters in 2009 of 81 percent was unchanged from the previous year (Table 13.2). Among standard charters, the greatest improvement was in Grade 10, up 9 percentage points (Table 13.3). Standard charters had passing rates in Grades 9-11 that were higher than those for traditional districts. Among AEA charters, the greatest improvements were in Grades 7 and 8 (11 percentage points each).

In writing, across all grades tested, the passing rate for AEA charters in 2009 increased 2 percentage points from the previous year to 83 percent (Table 13.2). The rate for standard charters increased 2 percentage points

from the previous year, as well, to 93 percent. Traditional districts maintained a passing rate of 93 percent.

In science, across all grades tested, the passing rate for standard charters in 2009 increased 4 percentage points from the previous year to 77 percent (Table 13.2). Among AEA charters, Grades 5 and 8 saw the greatest improvement, increasing 13 percentage points each (Table 13.3). In Grades 8, 10, and 11, the passing rates for standard charters were higher than those for traditional districts by 1 to 6 percentage points.

In social studies, across all grades tested, the passing rate for standard charters in 2009 was 94 percent,

compared to 93 percent for traditional districts (Table 13.2 on page 152). In Grades 8, 10, and 11, the passing rates for standard charters were higher than those for traditional districts by 1 to 3 percentage points (Table 13.3 on page 153).

Analyses by grade and subject of the performance of students in AEA charters on the Spanish-version TAKS are limited by the small numbers of students taking the tests in Grade 5 in 2008 and Grade 6 in 2009 (Table 13.4). In 2009, passing rates in Grades 3 and 4 were highest for traditional districts and lowest for AEA charters.

Progress of Prior Year TAKS Failers

In reading/ELA, the 2009 TAKS passing rate for students who failed the test the previous year was 43 percent in AEA charters, 48 percent in standard charters, and 49 percent in traditional districts (Table 13.5). In mathematics, the passing rates for prior year TAKS failers in standard charters and in traditional districts differed by 3 percentage points (34% and 37%, respectively).

State Assessment Participation

In 2009, 96.8 percent of all students in AEA charters and 99.4 percent of all students in standard charters

took the TAKS, the TAKS (Accommodated), the TAKS-M, or the TAKS-Alt, compared to 98.5 percent of all students in traditional districts (Figure 13.1).

Test participation is divided into two categories, based on accountability status. Results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on TAKS or on TAKS (Accommodated) tests in ELA at Grade 11, mathematics at Grade 11, social studies at Grades 8, 10, and 11, or science at Grades 5, 8, 10, and 11; and (b) the students were enrolled in the same districts or charters on the date of testing as they were on the last Friday in October. Results for students who met one or more of the following criteria were not used in determining accountability ratings: (a) the students were mobile—they moved from one district or charter to another between the last Friday in October and the date of testing; or (b) the students were tested exclusively on one or more of the following—TAKS (Accommodated) tests in reading/ELA at Grades 3-10, mathematics at Grades 3-10, or writing at Grades 4 and 7, TAKS-M, or TAKS-Alt.

Because students attending charters tend to be a more mobile population, the percentage whose test results are excluded when determining accountability ratings is generally higher for charters than for traditional districts. In 2009, test results for 48.8 percent of all students in AEA charters and 11.9 percent of all students in standard charters were excluded for accountability

Table 13.4. Spanish-Version TAKS Passing Rates (%), by Grade and Subject, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2008 and 2009

Subject	AEA Charters			Standard Charters			Traditional Districts ^a		
	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009	2008	2009	Change, 2008 to 2009
Grade 3									
Reading	46	65	19	86	79	-7	83	85	2
Mathematics	30	33	3	71	69	-2	79	79	0
All Tests Taken	27	25	-2	67	63	-4	73	76	3
Grade 4									
Reading	80	46	-34	74	71	-3	78	81	3
Mathematics	63	23	-40	72	72	0	77	80	3
Writing	75	72	-3	94	85	-9	91	93	2
All Tests Taken	38	30	-8	67	56	-11	69	74	5
Grade 5									
Reading	- ^b	86	n/a ^c	73	75	2	73	70	-3
Mathematics	-	14	n/a	59	46	-13	50	48	-2
Science ^d	-	<1	n/a	44	41	-3	38	45	7
All Tests Taken	-	<1	n/a	48	41	-7	46	50	4
Grade 6									
Reading	22	-	n/a	50	71	21	73	77	4
Mathematics	22	-	n/a	14	60	46	60	66	6
All Tests Taken	22	-	n/a	25	57	32	60	64	4

^aExcludes charters. ^bA dash (-) indicates fewer than five students were in the accountability subset. ^cStudent scores were not available to compute change. ^dIncludes TAKS (Accommodated).

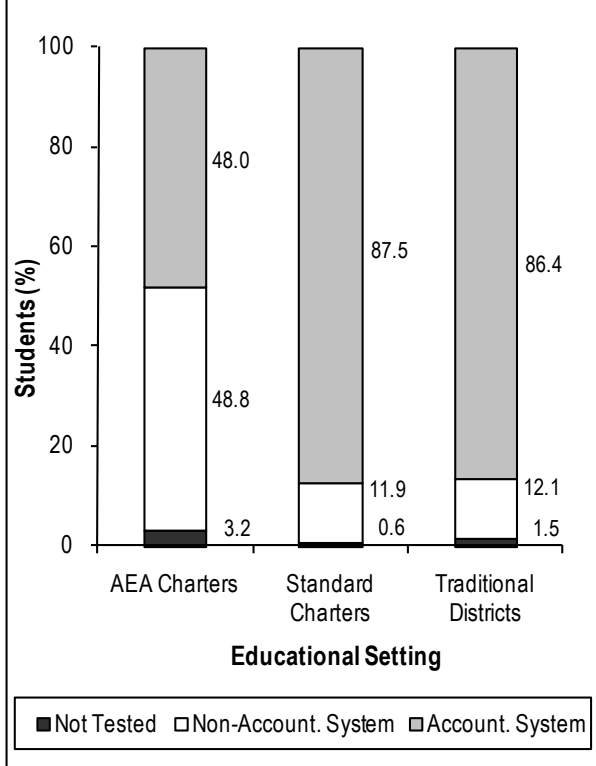
Table 13.5. Progress of Prior Year TAKS Failers (%), Reading/ELA^a and Mathematics, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2009

TAKS Performance	AEA Charters	Standard Charters	Traditional Districts ^b
Pass Reading/ELA	43	48	49
Pass Mathematics	25	34	37

Note. Results are summed across Grades 4-11 and include TAKS (Accommodated) for Grade 11 only.

^aEnglish language arts. ^bExcludes charters.

Figure 13.1. TAKS Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2009



purposes, compared to 12.1 percent of all students in traditional districts.

Grade 7-12 Annual Dropout Rates

In 2007-08, Grade 7-12 annual dropout rates for all student groups were considerably higher in AEA

charters than in standard charters and traditional districts (Table 13.6).

Table 13.6. Annual Dropout Rates (%), Grades 7-12, by Student Group, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2007-08

Group	AEA Charters	Standard Charters	Traditional Districts ^a
African American	14.8	1.0	2.5
Hispanic	12.5	1.3	2.4
White	6.8	1.8	0.9
Econ. Disad. ^b	9.7	1.0	1.8
State	11.9	1.3	1.8

^aExcludes charters. ^bEconomically disadvantaged.

Completion Rates

The class of 2008 longitudinal graduation rates of 81.4 percent for traditional districts and 77.4 percent for standard charters were much higher than the rate for AEA charters (25.8%) (Table 13.7). However, large percentages of students in AEA charters continued to attend school after their expected graduation date. The class of 2008 longitudinal dropout rate was lowest for standard charters at 9.1 percent, followed by traditional districts at 9.5 percent. The rate for AEA charters was 37.6 percent.

Table 13.7. Longitudinal Completion Rates (%), Grades 9-12, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, Class of 2008

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Graduated	25.8	77.4	81.4
Continued High School	7.3	1.8	1.3
Received GED ^b	29.3	11.7	7.8
Dropped Out	37.6	9.1	9.5

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

^aExcludes charters. ^bGeneral Educational Development certificate.

Student Attendance

The 2007-08 attendance rate for standard charters of 96.5 percent was slightly higher than the rate for traditional districts of 95.5 percent. The attendance rate for AEA charters was 89.2 percent.

Advanced Courses

In the 2007-08 school year, 30.6 percent of students in Grades 9-12 in standard charters completed at least one advanced course, compared to 22.9 percent in traditional districts (Table 13.8). The advanced-course completion rate for students in AEA charters, which often focus on dropout recovery, was 6.0 percent. The rates for all student groups in standard charters were the same as, or higher than, those in traditional districts. Notably, the rate for Hispanic students in standard charters was 35.2 percent, compared to 19.1 percent in traditional districts.

Table 13.8. Advanced Course Completion Rates (%), by Student Group, Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2007-08

Group	AEA Charters	Standard Charters	Traditional Districts ^a
African American	4.5	18.4	16.2
Hispanic	7.3	35.2	19.1
White	4.6	27.7	27.7
Econ. Disad. ^b	7.7	30.6	17.0
State	6.0	30.6	22.9

^aExcludes charters. ^bEconomically disadvantaged.

Recommended High School Program

In standard charters, 87.5 percent of graduates in the class of 2008 met the requirements for the Recommended High School Program. In traditional districts, the rate was 81.8 percent, and in AEA charters, the rate was 55.7 percent.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 73.5 percent for the class of 2008. In traditional districts, the participation rate was 66.1 percent. In AEA charters, only 9.1 percent of graduates participated.

The percentage of examinees in the class of 2008 who scored at or above criterion on either test was 27.2 percent for traditional districts, 25.1 percent for standard charters, and 4.3 percent for AEA charters. Criterion on the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24. In standard charters, the average SAT combined score for the class of 2008 was 965, and the average ACT composite score was 19.9. In traditional districts, the class of 2008 had an average SAT combined score of 988 and an average ACT composite score of 20.5. The average SAT combined score in AEA charters was 829, and the average ACT composite score was 16.3.

Agency Contact Persons

For information on charters, contact Laura Taylor, Associate Commissioner for Accreditation, (512) 463-5899; or Mary Perry, Charter School Administration Division, (512) 463-9575.

Other Sources of Information

Accountability ratings and Academic Excellence Indicator System (AEIS) performance reports and profiles for each charter operator and charter campus are available from each charter and also are available on the Texas Education Agency website at www.tea.state.tx.us/perfreport/index.html. This website also provides access to the AEIS Glossary, which describes each item on the AEIS reports.

14. Character Education

Texas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) to maintain a list of these programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- ◆ stress positive character traits;
- ◆ use integrated teaching strategies;
- ◆ be age-appropriate; and
- ◆ be approved by a district committee.

Since June 2002, TEA has conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of these programs on student discipline and academic achievement. TEA designates campuses as Character Plus Schools based on responses to the survey.

For the 2008-09 school year, 465 Texas school districts or charters (approximately 37%) responded to the survey. Approximately 81 percent of districts and charters completing the survey reported having character education programs (Table 14.1). A total of 2,122 campuses in these districts and charters had programs meeting the Character Plus criteria, and 727 campuses had programs not meeting the criteria. About 19 percent of survey respondents reported not having character education programs.

Program	Participation	
	Number	Percent
Character Plus Program	278	59.8
Other Character Education Program	98	21.1
No Character Education Program	89	19.1

Source. TEA survey of school districts and charters.

Note. The total number of respondents was 465. Parts may not add to 100 percent because of rounding.

Districts and charters that reported implementing character education programs were asked if the programs had effects on academic achievement and student discipline. Over 45 percent reported improved standardized tests scores, and approximately 40 percent reported improved local grades (Table 14.2). Almost 66 percent reported fewer discipline referrals, and about 41 percent reported improved attendance.

Measure	Response (%)
Improved Standardized Test Scores	45.5
Improved Local Grades	40.2
Fewer Discipline Referrals	65.7
Improved Attendance	41.2
Other Effects	17.8

Source. TEA survey of school districts and charters.

Note. The total number of respondents was 465. Respondents could choose more than one item.

Agency Contact Persons

For information about Character Plus Schools or character education programs, contact Anita Givens, Associate Commissioner for Standards and Programs, (512) 463-9087; or Kelly Callaway, Curriculum Division, (512) 463-9581.

Other Sources of Information

See the criteria for Character Plus Schools, as defined by TEC §29.906, and the lists of Character Plus Schools for school years 2001-02 through 2008-09 at www.tea.state.tx.us/curriculum/charplus.html.

15. Student Health and Physical Activity

In 2007, the 80th Texas Legislature amended the Texas Education Code (TEC) to stipulate that, beginning with the 2007-08 school year, all public school districts must assess the fitness levels of all students in Grades 3-12 on an annual basis (TEC §38.101). Districts must use an assessment instrument specified by the commissioner of education and report results to the Texas Education Agency (TEA) (TEC §§38.102 and 38.103). The data must be aggregated and may not include student-level information (TEC §38.103).

After a thorough review process, the commissioner selected the FITNESSGRAM as the official instrument. The FITNESSGRAM, created by The Cooper Institute of Dallas, measures body composition, aerobic capacity, strength, endurance, and flexibility. In the FITNESSGRAM program, a student is considered to be in the "Healthy Fitness Zone" if he or she achieves specified levels on individual tests, with performance targets tied to the student's age and gender. Six tests are required of each student. The tests include activities such as a one-mile run, curl-ups, pushups, trunk lift, and shoulder stretches.

Implementation of the FITNESSGRAM began in late October 2007. No state funds were used to pay for the program; private funds were used to pay for all software and training. In November and December that year, education service centers provided training on the program to district staff throughout the state. Additional training on software installation and use, data collection, and data reporting was conducted from January through May of 2008.

In the 2008-09 school year, 2,801,486 Texas public school students were assessed, an increase of 5.5 percent over the previous year. The majority of students tested did not meet the Healthy Fitness Zone in all six categories, and fitness levels decreased from the elementary to secondary grades. Compared to 2007-08, however, the percentages of students achieving the Healthy Fitness Zone in all six categories increased among females in every grade level and among males in every grade level except Grade 11.

Data for 2007-08 were analyzed to identify any relationships between student fitness and academic achievement, school attendance, obesity, disciplinary problems, and school meal programs (TEC §38.104).

Students in 2007-08 who were physically fit were more likely to have higher passing rates on the Texas Assessment of Knowledge and Skills (TAKS), higher attendance rates, and fewer disciplinary referrals. Cardiovascular health, measured by a walking/running test, had a higher correlation to school success than did body mass index (BMI), a measure of body fat based on height and weight. Results for both cardiovascular health and BMI were adjusted for age and gender. At schools that earned the state's top accountability rating of *Exemplary*, about 80 percent of the students had healthy levels of cardiovascular fitness. Counties in which students overall had high levels of cardiovascular fitness tended to have higher TAKS passing rates.

To enhance implementation of school health requirements and improve the quality of fitness data, TEA developed a survey to collect additional data from school districts on student health and physical activity programs (TEC §38.0141). Results from the 2008-09 survey suggest that many districts are in need of additional technical support and training related to effective implementation of coordinated school health programs and school health advisory councils. Agency efforts in the 2009-10 school year are focusing on addressing these areas of need.

Agency Contact Persons

For additional information on student health and physical activity, contact Jerel Booker, Associate Commissioner for Educator Quality and Standards, (512) 475-3408; or Marissa Rathbone, Director of School Health and Safety, (512) 463-3064.

Other Sources of Information

For additional information on the Physical Fitness Assessment Initiative, see www.tea.state.tx.us/index2.aspx?id=5168.

FITNESSGRAM results at the school district level are available at www.tea.state.tx.us/index4.aspx?id=3975.

FITNESSGRAM results at the regional and county levels can be found at www.texasyouthfitnessstudy.org.

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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