
SECTION I
EXECUTIVE SUMMARY

Overview

STUDENT PERFORMANCE RESULTS

2001–2002

“Texas schools continue to grow stronger academically. We are so proud of the performance of our students. We know that there is still work to be done, but the improved academic performance we have seen in this state is a testament to the hard work of educators, students, and parents.”

Felipe Alanis, Commissioner of Education, August 2002

Texas students posted a record passing rate on the spring 2002 TAAS, with 85% of the approximately 1.9 million students tested passing all parts of the test taken. This passing rate for “all students” reflects the performance of students in both regular and special education programs and is up from 82% passing last year and 53% in 1994.

Spring 2002 marked the final large-scale administration of the TAAS test. As mandated by the 76th Texas Legislature, students will take the Texas Assessment of Knowledge and Skills (TAKS) beginning in spring 2003. Exit level students who have failed to meet their graduation requirements for TAAS will continue to take the TAAS tests in subsequent administrations until their requirements are met. All other students will now take the TAKS tests.

There are some significant changes in the subject areas and grades tested in the TAKS tests. The following chart outlines these changes. Shaded portions mark differences in subjects tested between TAAS and TAKS.

English TAKS					
Grade 3	Mathematics	Reading			
Grade 4	Mathematics	Reading	Writing		
Grade 5	Mathematics	Reading		Science	
Grade 6	Mathematics	Reading			
Grade 7	Mathematics	Reading	Writing		
Grade 8	Mathematics	Reading			Social Studies
Grade 9	Mathematics	Reading			
Grade 10	Mathematics	English Language Arts		Science	Social Studies
Grade 11 exit level	Mathematics	English Language Arts		Science	Social Studies
Spanish TAKS					
Grade 3	Mathematics	Reading			
Grade 4	Mathematics	Reading	Writing		
Grade 5	Mathematics	Reading		Science	
Grade 6	Mathematics	Reading			

The Reading Proficiency Tests in English (RPTE) was first implemented in the 1999–00 school year. These tests are administered to limited English proficient (LEP) students in Grades 3 through 12 to measure their progress in learning to read in the English language.

Another component of the statewide assessment program is the State-Developed Alternative Assessment (SDAA). The SDAA, first administered in the 2000–01 school year, measures the academic progress of special education students in Grades 3 through 8 who are receiving instruction in the TEKS in a subject area tested by TAAS, but for whom TAAS, even with allowable accommodations, is not an appropriate measure of academic achievement.

The following table shows what subjects are tested at what grades in the 2001–02 statewide assessment program.

GRADE LEVEL	SUBJECTS TESTED
3	TAAS, Spanish TAAS, and SDAA reading and mathematics
4	TAAS, Spanish TAAS, and SDAA reading, mathematics, and writing
5	TAAS, Spanish TAAS, and SDAA reading and mathematics
6	TAAS, Spanish TAAS, and SDAA reading and mathematics
7	TAAS and SDAA reading and mathematics
8	TAAS reading, mathematics, writing, science, and social studies SDAA reading, mathematics, and writing
10 (exit level)	TAAS reading, mathematics, and writing
3 through 12	RPTE
Varies	Algebra I, Biology, English II, and U.S. History end-of-course examinations

This executive summary outlines statewide TAAS results for the 2001–02 academic year, including results for various segments of the student population. To allow an even broader view of the assessment program’s history, nine-year comparisons of the percentage passing rates and the Texas Learning Index (TLI) data are included; comparing data from nine test administrations (spring 1994 through spring 2002) allows an illustration of eight years’ worth of gain. Also included are statewide data from the administration of the Spanish TAAS tests, the RPTE, the SDAA, and the Algebra I, Biology, English II, and U.S. History end-of-course examinations.

District- and campus-level results are available in the AEIS accountability reports, which can be obtained through the Division of Performance Reporting at the Texas Education Agency. Additional information can be accessed at the web site <http://www.tea.state.tx.us/>.

RELEASE OF TESTS

Each summer all TAAS, RPTE, and end-of-course tests administered during the previous school year are released in order to disclose test items to the public and to provide released tests to districts for use in formative student evaluation. The SDAA tests will be released for the first time in summer 2003. Field-test items embedded in each of the tests are not released; students are not scored on field-test items, which can remain secure for a period of five years for possible use on future forms of the tests.

Comparison of Results

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring TAAS Administrations 1994-2002

The passing rate for reading at Grade 10 rose 4 percentage points over the 2001 results. In mathematics, Grade 3 posted a 5-point gain over last year's results.

The 2002 TAAS results indicate the continuation of an overall upward trend in achievement for all grade levels. In **reading**, the percentage of students meeting minimum expectations rose for all grade levels. Reading scores ranged from 87% of all students meeting minimum expectations at Grade 3 to 94% meeting minimum expectations at Grades 8 and 10.

In **mathematics**, all grade levels made notable gains, with the exception of Grade 8 where the percentage of students meeting minimum expectations remained constant. The most impressive one-year improvement, a 5-point gain, was at Grade 3. Results ranged from 87% meeting minimum expectations at Grade 3 to an impressive 96% meeting minimum expectations at Grade 5.

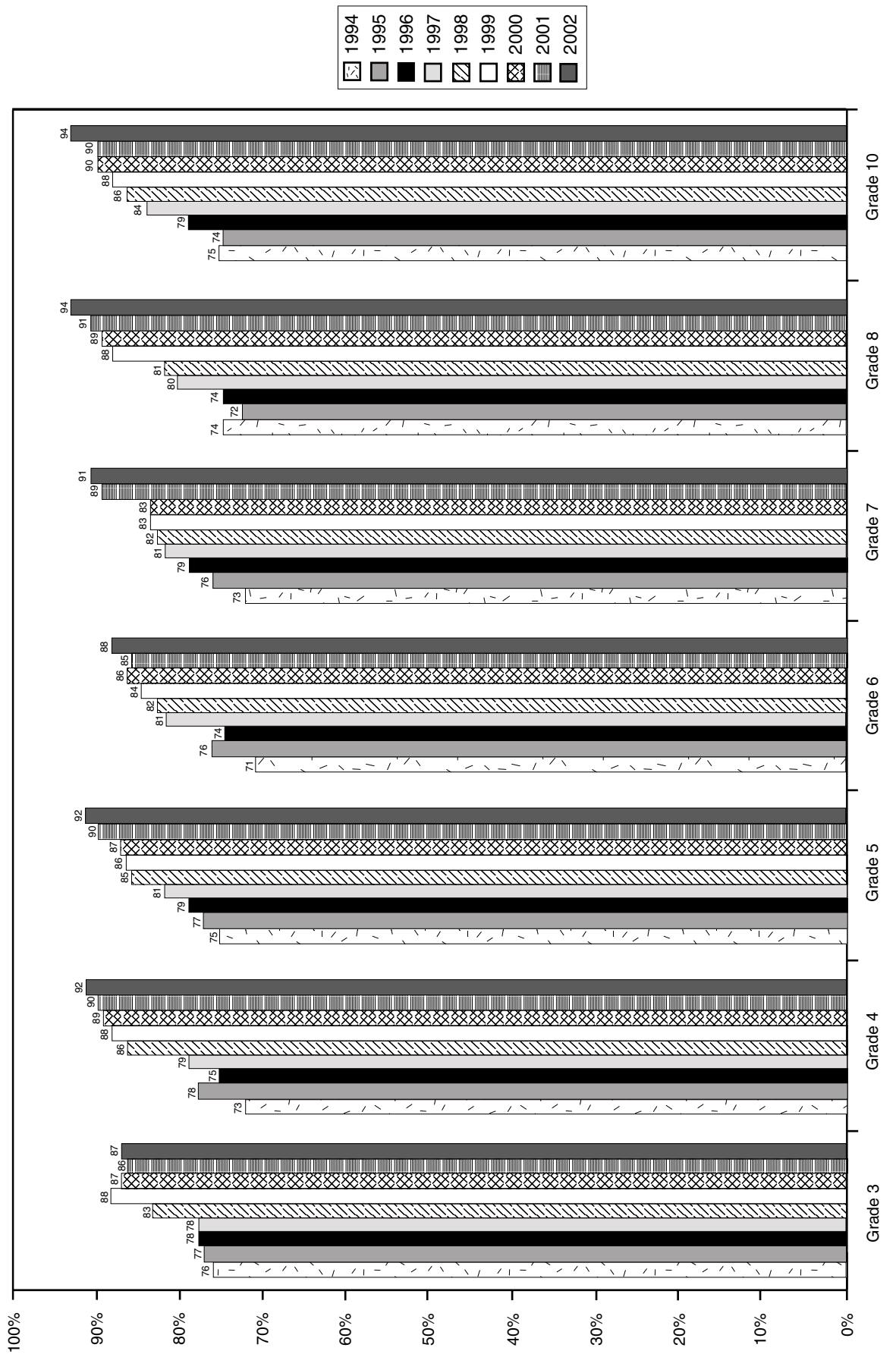
The results of the **writing** scores at all three grade levels tested in this subject area varied. Although the scores for Grades 4 and 8 remained constant, there was an increase of 2 percentage points at Grade 10 over the results from 2001. Scores ranged from 85% meeting minimum expectations at Grade 8 to 91% meeting minimum expectations at Grade 10.

In addition, all grade levels made significant gains in the **all tests taken** category. For the first time in history, all grade levels had at least 80% of students passing all tests taken. The percentage of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 81% at both Grades 3 and 8 to 91% at Grade 5.

The following table presents spring 1994 through spring 2002 results for each subject area and the all tests taken category. Highlights at each grade level are summarized in the brief text incorporated in the table. The same information is then presented in bar-graph format. For purposes of comparison across grade levels, the all tests taken category includes the TAAS reading and mathematics tests at Grades 3, 5, 6, and 7 and the reading, writing, and mathematics tests at Grades 4, 8, and 10. The results of the science and social studies tests, administered only to students in Grade 8, are presented separately.

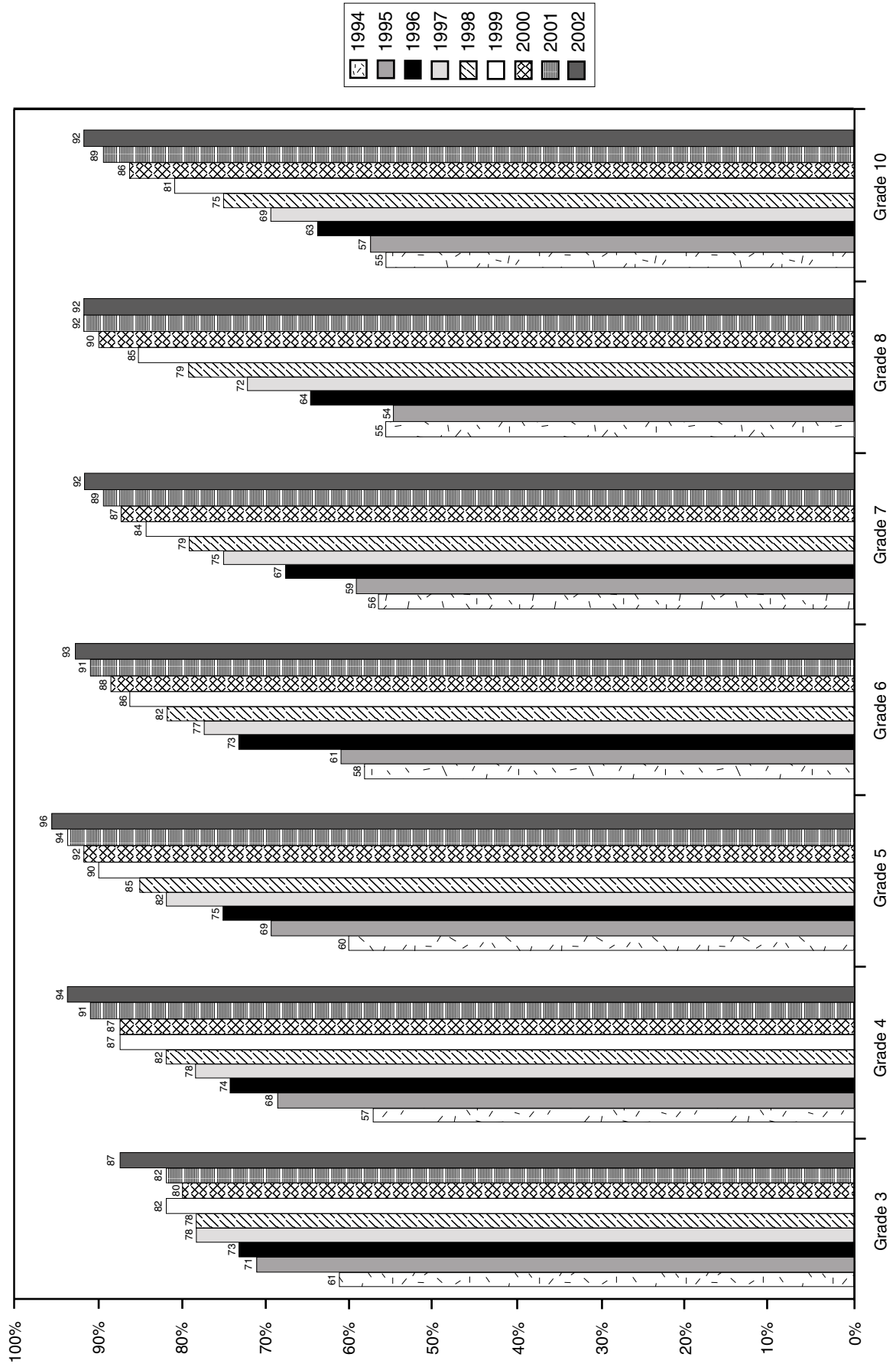
TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
All Students
1994 - 2002

READING



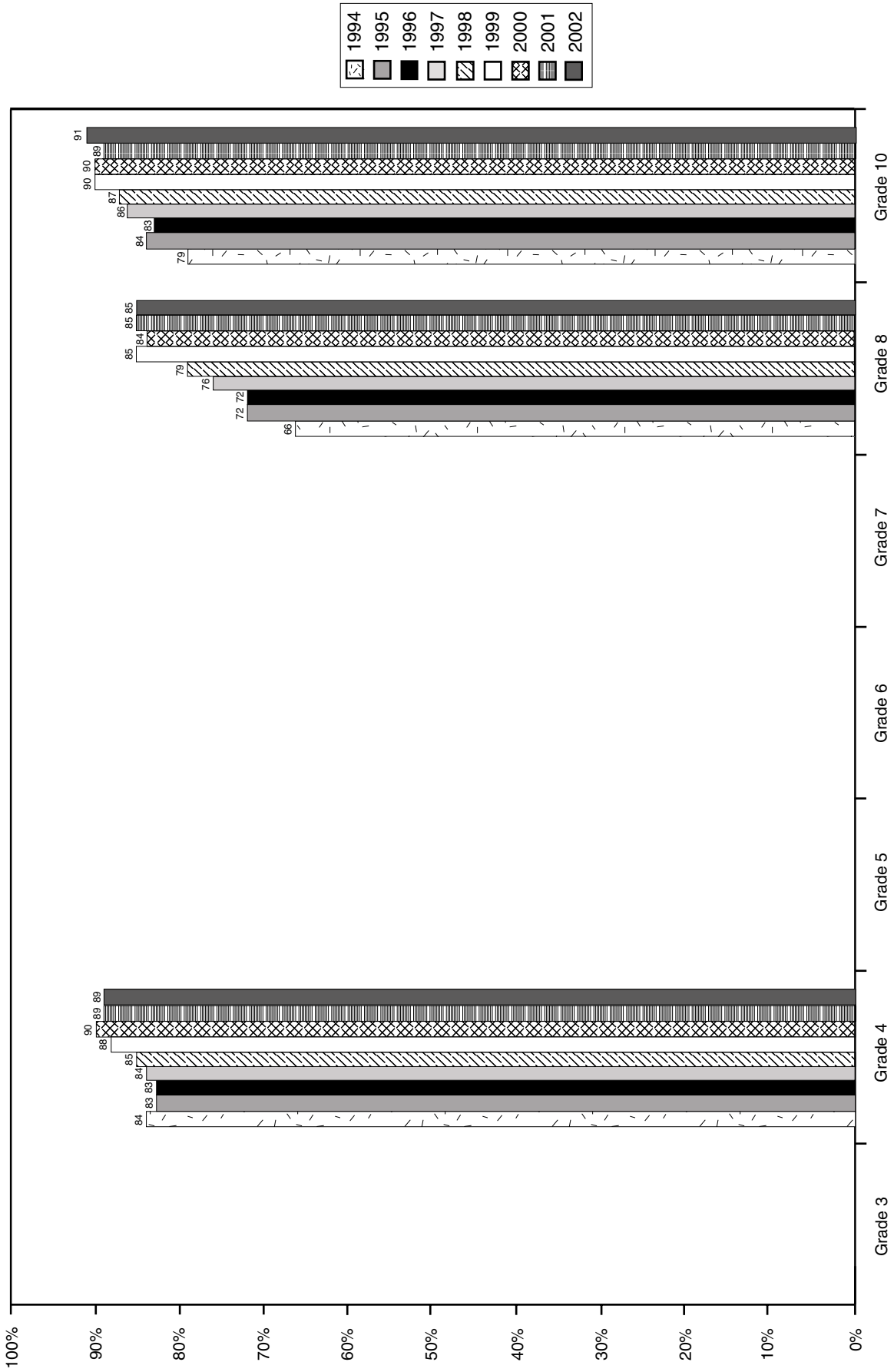
**TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
All Students
1994 – 2002**

MATHEMATICS



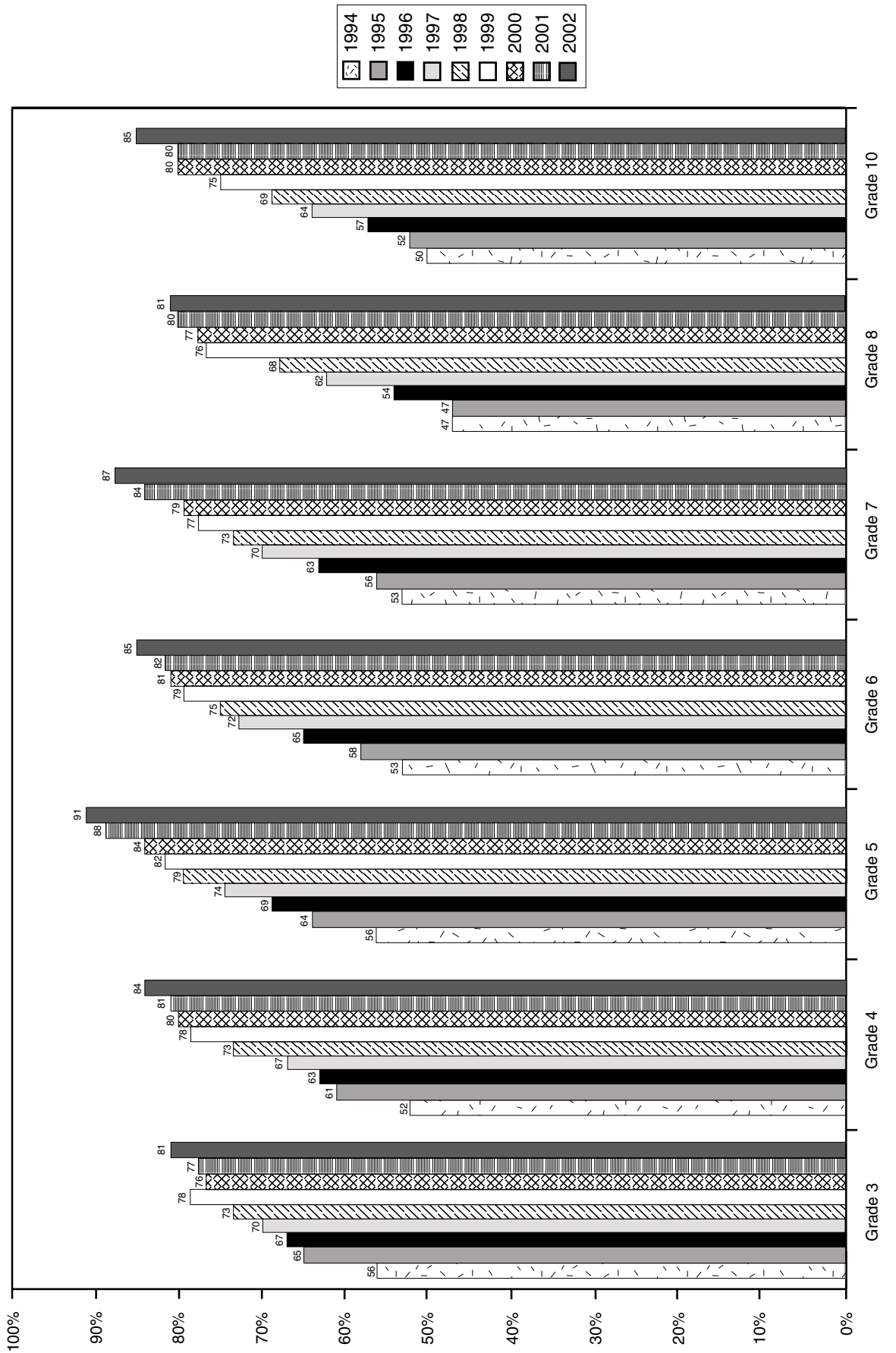
**TEXAS ASSESSMENT OF ACADEMIC SKILLS
 Percent Meeting Minimum Expectations
 All Students
 1994 - 2002**

WRITING



TEXAS ASSESSMENT OF ACADEMIC SKILLS
Percent Meeting Minimum Expectations
All Students
1994 – 2002

ALL TESTS TAKEN



Texas Learning Index

Spring 2002 marks the ninth year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard, was developed to allow students, parents, and schools the opportunity to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test (administered only at Grades 4 and 8 and at the exit level), the Spanish reading and mathematics tests (only at Grades 3 through 6), the Spanish writing test (only at Grade 4), the science and social studies tests (only at Grade 8), the RPTE (administered in Grades 3 through 12), the SDAA tests in reading and math (administered in Grades 3 through 8), and the end-of-course tests are reported as scale scores rather than TLI scores.

The TLI provides one indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit level test. The TLI can be used in this way since the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third-grade reading and mathematics tests as it is for an eighth grader to pass the eighth-grade reading and mathematics tests or for an exit level student to pass the exit level reading and mathematics tests. For example, a student who consistently achieves a TLI score of 70 or above at Grades 3 through 8 on the reading and mathematics tests should be in line to succeed on the exit level test if current academic progress continues.

AVERAGE TLI: All Students

In order to meet minimum expectations on the TAAS reading and mathematics assessments, a student must achieve a TLI of at least 70. The following charts present:

TLI scores for 2002 show continuing improvement at every grade level in mathematics and reading.

- nine years of average TLI scores for each grade level, including the gain registered between the years 1994 and 2002 for both reading and mathematics
- a matched group's average TLI scores from 1994 to 2002

The **grade level chart** indicates that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 2002 TLIs in **reading** were in the 80s at all grade levels, ranging from 83.1 at Grade 3 to 89.5 at Grade 8. Also, Grade 8 exhibited the greatest nine-year gain with an increase of 12.5 points. In **mathematics**, average TLI scores also have increased at every grade level since 1994, with average 2002 TLIs ranging from 81.4 at Grade 3 to 85.8 at Grade 5. Since 1994, Grade 5 has exhibited the greatest gain, with an increase in average TLI of 15.6 points.

The **matched group chart** presents seven years of average TLI scores for the same set of students. This matched group of 114,795 students tested in both reading and mathematics every year they took the TAAS tests from 1995, when the students were in Grade 3, through 2002, when they were in Grade 10. The chart indicates that average TLI scores in both reading and mathematics have been rising steadily for these students. In **reading**, the group's average TLI score of 90.2 at Grade 10 represents a gain of 9.0 points over their performance on the Grade 3 test in 1995. The group's average TLI gain also showed an improvement in **mathematics**, with a gain of 8.3 points when comparing their results on the Grade 3 and Grade 10 mathematics tests.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI Scores

All Students

1994 – 2002

GRADE-LEVEL COMPARISON OF AVERAGE TEXAS LEARNING INDEX SCORES																							
	Reading											Mathematics											
											Gain/Loss												Gain/Loss
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 3	77.6	77.3	77.5	78.5	81.2	83.5	82.7	82.6	83.1	0.5	5.5	69.7	72.7	75.4	77.3	77.0	77.9	78.3	79.8	81.4	1.6	11.7	
Grade 4	77.8	79.5	78.6	79.4	83.1	84.8	86.1	86.4	87.3	0.9	9.5	69.8	73.8	76.1	77.6	78.7	80.5	80.9	82.0	83.4	1.4	13.6	
Grade 5	78.1	79.0	80.1	82.3	83.7	84.8	85.9	86.9	88.8	1.9	10.7	70.2	73.8	76.2	79.2	80.7	83.0	83.9	84.6	85.8	1.2	15.6	
Grade 6	77.7	79.0	79.5	81.9	82.4	84.3	84.6	84.5	86.8	2.3	9.1	69.7	71.7	75.6	77.5	79.2	81.2	81.9	83.2	84.4	1.2	14.7	
Grade 7	77.3	77.9	79.7	80.6	81.3	82.0	82.1	86.4	87.2	0.8	9.9	69.6	70.9	74.3	76.2	78.1	80.4	81.5	82.4	83.9	1.5	14.3	
Grade 8	77.0	77.0	78.4	80.4	81.7	83.9	85.7	87.2	89.5	2.3	12.5	69.1	68.8	72.5	75.3	77.3	80.0	81.5	82.7	83.6	0.9	14.5	
Grade 10	77.1	77.0	79.1	81.2	82.9	84.1	84.7	85.5	87.6	2.1	10.5	69.3	70.5	72.1	74.3	76.4	78.5	80.4	81.4	82.6	1.2	13.3	

Average TLI Scores

Matched Group — 114,795 Students

Grades 3–8 and 10

MATCHED GROUP TLI COMPARISON							
Reading							
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Gain
1995	1996	1997	1998	1999	2000	2002	1995–2002
81.2	82.7	86.8	87.6	86.7	89.8	90.2	9.0
Mathematics							
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10	Gain
1995	1996	1997	1998	1999	2000	2002	1995–2002
76.5	80.0	83.0	83.4	84.5	84.5	84.8	8.3

Grades 4, 8, and 10

PERCENT MEETING MINIMUM EXPECTATIONS:

Results by Ethnicity

Results for Economically Disadvantaged Population

All Students

Spring TAAS Administrations 1994-2002

Note: This section focuses on Grades 4, 8, and 10 so that results from the writing test can be included in the comparison.

GRADE 4

In the "All Tests Taken" category, African American students' scores rose by an impressive 5 percentage points in 2002 as compared to 2001.

The comparison between 1994 and 2002 shows that African American, economically disadvantaged, and Hispanic students have all made impressive gains on TAAS.

Both African American and economically disadvantaged students' **reading** scores in 2002 rose 3 percentage points compared to the scores in 2001, with 86% of African American students meeting minimum expectations and 88% of economically disadvantaged students. Hispanic students scores rose by two percentage points to reach 89% passing. And the percentage passing for white students rose by one percentage point, with 96% passing. The comparison between 1994 and 2002 shows that African American students made the

greatest gain, with an increase of 30 percentage points.

Compared to 2001 levels, the percent passing for **mathematics** rose by an impressive 6 percentage points for African American students. Economically disadvantaged students' scores rose by 4 percentage points. The percent passing for Hispanic students increased by 3 percentage points. White students' scores increased by 2 percentage points. Scores ranged from 88% meeting minimum expectations (African American students) to 97% (white students). The comparison between 1994 and 2002 shows impressive improvement: 52 percentage points for African American students, 47 percentage points for economically disadvantaged students, 45 percentage points for Hispanic students, and 30 percentage points for white students.

Writing scores rose by 1 percentage point over 2001 levels for African American students to 84% passing. Economically disadvantaged students' scores remained unchanged at 85% passing. The scores for Hispanic students decreased slightly by 1 percentage point to 86% passing. And the scores for white students rose by 2 percentage points to 94% meeting minimum expectations.

All tests taken results provide more evidence of continued improvement. Scores in 2002 rose by 5 percentage points (75% meeting minimum expectations) compared to the previous year's levels for African American students. Economically disadvantaged students' scores rose by 4 percentage points (78% meeting minimum expectations). Percent passing results also rose by 4 percentage points for Hispanic students (80% meeting minimum expectations). White students' scores increased by 3 percentage points (91% meeting minimum expectations). The comparison between 1994 and 2002 indicates that African American students made the greatest gain in this category, showing an impressive increase of 43 percentage points.

GRADE 8

The scores for all groups in the "All Tests Taken" category continue to show impressive improvement.

Reading scores in 2002 rose by 5 percentage points for African American students compared to the previous year's levels. Economically disadvantaged and Hispanic students' scores increased by 4 percentage points. White students gained 1 percentage point. African American students reached 92% passing, economically disadvantaged students reached 90% passing, Hispanic students reached 91% passing, and white students reached 97% passing. The comparison between 1994 and 2002 indicates that African American students made the greatest gain, with an increase of 34 percentage points.

Mathematics scores showed improvement for African American, economically disadvantaged, and Hispanic students with a gain of 1 percentage point each; white students' scores remained unchanged. Percent passing results for these groups ranged from 86% for African American students to 96% for white students. Compared to 1994 levels, all groups have made significant gains. African American students have gained an impressive 54 percentage points, economically disadvantaged students have gained 51 percentage points, Hispanic students have gained 50 percentage points, and white students have gained 26 percentage points.

The **writing** scores for the most part remained unchanged as compared to 2001, with the exception of economically disadvantaged students, whose scores decreased by 1 percentage point. The percent-passing rate for all four groups ranged from 77% meeting minimum expectations for economically disadvantaged students to 91% meeting minimum expectations for white students. Gains compared to the results in 1994 ranged from 14 percentage points for white students to 29 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 2002 results show overall continued improvement. The scores for African American students rose by 2 percentage points (72% meeting minimum expectations). Economically disadvantaged students and Hispanic students both showed a gain of 1 point (72% and 74% meeting minimum expectations, respectively). The scores for white students remained unchanged at 89% meeting minimum expectations. Compared to 1994 levels, African American students made an impressive gain of 47 percentage points. Economically disadvantaged students gained 43 percentage points, and Hispanic students followed closely with a gain of 42 points; white students registered a 28-point gain between 1994 and 2002.

GRADE 10 (Exit Level)

The comparison between 2001 and 2002 shows a dramatic upward trend in the "All Tests Taken" category, with a 10-point gain for African American students.

Reading scores showed an impressive improvement across all grade levels. African American students' scores rose by 9 percentage points, economically disadvantaged students rose by 8 percentage points, Hispanic students rose by 7 percentage points, and white students rose by 2 percentage points. African American students had 92% passing; economically disadvantaged and Hispanic students both had 90% meeting minimum expectations; and white students increased to 98% passing. Eight-year gains in reading ranged from 12 percentage points for white students to 32 points both for African American and economically disadvantaged students.

Mathematics scores showed improvement for all groups. Compared to 2001 levels, gains ranged from 2 to 6 points for each group; percent passing results rose to 85% for African American students, 87% for economically disadvantaged students, 88% for Hispanic students, and 96% for white students. The comparison between 1994 and 2002 shows an impressive upward trend, with African American students gaining an impressive 53 percentage points, economically disadvantaged students and Hispanic students exhibiting gains of 48 percentage points each. White students gained 28 percentage points over this same period.

The **writing** scores for all groups of students increased compared to the 2001 levels. The scores for African American students rose by 5 percentage points; the scores for economically disadvantaged students rose by 3 percentage points; and the scores for Hispanic students and white students rose by 2 percentage points compared to their 2001 levels. Gains over the 1994–2002 period ranged from 8 percentage points for white students to 22 points for African American students.

In the **all tests taken** category, African American students registered a very impressive 10-point gain over 2001 scores to rise to 78% passing. Scores for economically disadvantaged students rose by 8 points to climb to 76% passing. For Hispanic students, scores increased by 7 points to 77% passing. And white students rose by 3 percentage points to 92% passing. The comparison between 1994 and 2002 reflects a notable increase in scores, with African American students making the largest gain of 50 percentage points. The other populations also registered impressive gains: 44 percentage points for economically disadvantaged, 43 percentage points for Hispanic students, and 28 points for white students.

The following tables display the statistics summarized in the preceding paragraphs.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

Comparison of Results

All Students

1994 – 2002

AFRICAN AMERICAN STUDENTS																									
Reading												Mathematics													
											Gain/Loss													Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02			
Grade 4	56	61	60	66	77	79	82	83	86	3	30	36	47	57	62	69	73	75	82	88	6	52			
Grade 8	58	57	60	70	71	81	83	87	92	5	34	32	30	44	55	66	74	81	85	86	1	54			
Grade 10	60	58	69	76	78	83	85	83	92	9	32	32	35	43	51	58	66	74	79	85	6	53			
Writing												All Tests Taken*													
											Gain/Loss													Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02			
Grade 4	72	71	74	73	78	80	84	83	84	1	12	32	39	45	50	59	62	66	70	75	5	43			
Grade 8	50	58	61	65	71	78	76	79	79	0	29	25	25	35	44	53	63	65	70	72	2	47			
Grade 10	68	76	74	79	81	86	86	85	90	5	22	28	31	37	46	52	60	67	68	78	10	50			

HISPANIC STUDENTS																									
Reading												Mathematics													
											Gain/Loss													Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02			
Grade 4	64	70	66	71	81	84	85	87	89	2	25	47	59	67	72	77	84	83	89	92	3	45			
Grade 8	61	60	62	70	71	81	83	87	91	4	30	40	37	51	61	71	80	85	89	90	1	50			
Grade 10	61	60	67	73	77	80	83	83	90	7	29	40	42	51	57	65	73	80	83	88	5	48			
Writing												All Tests Taken*													
											Gain/Loss													Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02			
Grade 4	78	78	79	79	81	85	86	87	86	-1	8	41	51	53	58	67	73	74	76	80	4	39			
Grade 8	55	61	61	67	71	79	76	79	79	0	24	32	31	39	48	56	67	68	73	74	1	42			
Grade 10	69	75	74	77	79	84	84	83	85	2	16	34	36	43	49	57	64	70	70	77	7	43			

* Does not include results of the science and social studies tests at Grade 8.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

Comparison of Results

All Students

1994 – 2002

WHITE STUDENTS																							
Reading												Mathematics											
										Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 4	83	86	83	86	92	94	95	95	96	1	13	67	79	83	86	88	93	93	95	97	2	30	
Grade 8	86	84	86	89	90	94	95	96	97	1	11	70	70	78	83	88	92	95	96	96	0	26	
Grade 10	86	86	89	92	93	95	96	96	98	2	12	68	71	75	81	85	89	93	94	96	2	28	
Writing												All Tests Taken*											
										Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 4	90	88	88	89	89	92	94	92	94	2	4	63	72	72	77	81	85	88	88	91	3	28	
Grade 8	77	82	83	85	87	91	91	91	91	0	14	61	63	69	75	79	85	87	89	89	0	28	
Grade 10	88	91	91	93	93	95	96	94	96	2	8	64	67	71	78	81	86	89	89	92	3	28	

ECONOMICALLY DISADVANTAGED STUDENTS																							
Reading												Mathematics											
										Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 4	61	67	64	69	79	82	84	85	88	3	27	44	56	64	69	74	81	80	87	91	4	47	
Grade 8	59	57	60	68	70	80	82	86	90	4	31	37	35	49	59	69	78	84	87	88	1	51	
Grade 10	58	57	65	71	75	79	82	82	90	8	32	39	40	49	55	63	71	79	82	87	5	48	
Writing												All Tests Taken*											
										Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 4	75	75	76	76	79	83	85	85	85	0	10	38	47	50	55	63	69	71	74	78	4	40	
Grade 8	52	59	59	65	69	77	75	78	77	-1	25	29	29	37	46	54	64	66	71	72	1	43	
Grade 10	66	73	72	75	78	83	83	82	85	3	19	32	34	40	47	54	62	68	68	76	8	44	

** Does not include results of the science and social studies tests at Grade 8.*

All Tests Taken

PERCENT MEETING MINIMUM EXPECTATIONS:

Results By Special Population

All Students

Spring TAAS Administrations 1994-2002

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Note that each nonexempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section.

Grade 6 LEP students posted a nine-point gain from 2001 to 2002 in the "All Tests Taken" category.

The following charts present all tests taken* results (percent meeting minimum expectations) for the years 1994 through 2002 by special population for all grade levels. The charts display the following aggregated results:

- **Limited English Proficient (LEP)/Non-LEP populations**
- **At-Risk (of dropping out of school)/Not At-Risk populations**

Although the **LEP/Non-LEP** chart indicates that the Grade 8 results for LEP students slightly declined, there was a continued upward eight-year trend for all LEP students. LEP students' 2002 scores in this category ranged from 35% meeting minimum expectations at Grade 8 to 72% at Grade 5. Between 1994 and 2002, the passing rate of Grade 5 LEP students showed the greatest improvement, rising a notable 46 percentage points.

As the **At-Risk/Not At-Risk** chart shows, both of these groups made gains in performance at most grade levels. There was only a slight decline of 2 percentage points in Grade 8 for at-risk students, and the results show that Grade 8 not at-risk students held steady. Grades 5 and 10 at-risk students exhibited the greatest 2001 to 2002 improvement, with the percentage rate rising by 7 percentage points to 78% and 71% meeting minimum expectations, respectively. Between 1994 and 2002, the passing rate of Grade 10 at-risk students registered the greatest gain, rising 47 percentage points.

**For comparison purposes the "All Tests Taken" category does not include the science and social studies tests administered at Grade 8. Students at Grades 4, 8, and 10 (exit level) were tested in writing, reading, and mathematics; students at Grades 3, 5, 6, and 7 were tested in reading and mathematics.*

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

Results by Special Population

All Students

1994 – 2002

ALL TESTS TAKEN**																								
	LEP Students											Non-LEP Students												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	34	47	52	57	62	70	64	66	70	4	36	58	66	68	72	74	79	78	79	83	4	25		
Grade 4	30	39	42	45	56	61	58	61	66	5	36	53	62	64	69	75	79	82	83	86	3	33		
Grade 5	26	33	41	46	56	56	58	64	72	8	46	58	65	70	76	81	84	87	90	92	2	34		
Grade 6	19	21	24	35	36	44	44	42	51	9	32	55	60	68	75	78	82	85	85	88	3	33		
Grade 7	15	15	22	30	29	35	34	43	47	4	32	55	58	66	73	76	80	82	86	89	3	34		
Grade 8*	12	11	13	19	24	32	32	36	35	-1	23	49	49	57	65	70	79	80	83	83	0	34		
Grade 10	13	14	15	21	25	31	34	33	39	6	26	53	55	60	67	72	78	83	82	88	6	35		

ALL TESTS TAKEN**																								
	At-Risk Students											Not At-Risk Students												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	31	43	45	51	54	64	60	63	69	6	38	65	72	75	77	79	84	83	84	87	3	22		
Grade 4	29	36	36	41	50	57	58	62	67	5	38	67	78	77	82	86	87	90	89	90	1	23		
Grade 5	33	40	44	51	57	60	66	71	78	7	45	76	81	85	89	91	93	94	95	96	1	20		
Grade 6	28	31	38	45	47	56	58	62	63	1	35	68	78	83	87	89	91	92	92	93	1	25		
Grade 7	27	27	36	42	43	51	54	65	68	3	41	71	75	81	86	88	90	91	93	95	2	24		
Grade 8*	23	18	25	30	37	51	55	61	59	-2	36	70	70	75	81	84	89	90	90	90	0	20		
Grade 10	24	30	33	41	46	56	63	64	71	7	47	68	70	72	79	82	87	90	89	93	4	25		

* Does not include results of the science and social studies tests.

** Includes only the English-version test.

Average TLI: RESULTS BY ETHNICITY

All Students

Spring TAAS Administrations 1994-2002

Grade 5 African American students, whose scores in mathematics improved by 20.5 points, displayed the largest eight-year gain in average TLI for an ethnic group.

From 2001 to 2002, overall average TLI scores in **reading** rose for all major ethnic groups in all grades. For African American students, average TLI scores in 2002 ranged from 79.2 at Grade 3 to 87.0 at Grade 8; the greatest eight-year gain (17.0 points) was at Grade 8. For Hispanic students, average TLI scores ranged from 80.5 at Grade 3 to 86.6 at Grade 8, with the greatest eight-year gain (15.3 points) at Grade 8. The average TLI for white students ranged from 86.5 at Grade 3 to 92.5 at Grade 8; between 1994 and 2002, the greatest gain (10.4 points) was exhibited at Grade 8.

In **mathematics**, all grade levels exhibited improvement in 2002. For African American students, average TLI scores in 2002 ranged from 76.9 at Grade 3 to 83.0 at Grade 5; the greatest improvement since 1994 was at Grade 5 (20.5 points). For Hispanic students, average TLI scores ranged from 79.6 at Grade 3 to 84.9 at Grade 5, with the greatest eight-year gain (18.5 points) at Grade 5. The average TLI for white students ranged from 84.2 at Grade 3 to 87.4 at Grade 5; the greatest improvement since 1994 was exhibited at Grade 5, with a gain in average TLI of 13.3 points.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI Scores

Results by Ethnicity

All Students

1994 – 2002

AFRICAN AMERICAN STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	71.2	70.8	71.0	73.1	76.6	78.1	78.0	78.2	79.2	1.0	8.0	61.9	65.3	68.9	71.4	71.2	70.6	72.3	74.4	76.9	2.5	15.0		
Grade 4	70.7	72.6	71.9	73.5	78.0	79.4	81.5	82.3	83.4	1.1	12.7	62.0	66.2	69.5	71.7	73.6	75.0	75.9	78.4	80.6	2.2	18.6		
Grade 5	71.3	71.9	73.6	76.5	79.3	79.2	81.0	82.9	85.0	2.1	13.7	62.5	65.7	68.8	73.3	75.7	77.5	79.7	81.1	83.0	1.9	20.5		
Grade 6	71.2	73.0	73.7	76.4	78.1	79.9	80.6	80.1	82.7	2.6	11.5	62.0	64.3	69.7	71.6	74.4	76.3	77.8	79.7	81.3	1.6	19.3		
Grade 7	70.4	71.6	74.3	75.7	76.1	77.1	77.9	82.1	84.0	1.9	13.6	61.8	62.3	67.0	70.2	71.9	75.1	76.8	78.3	80.0	1.7	18.2		
Grade 8	70.0	70.6	72.0	75.4	76.7	79.9	81.8	83.7	87.0	3.3	17.0	60.9	60.7	65.0	69.0	72.3	74.9	77.2	78.8	80.0	1.2	19.1		
Grade 10	70.9	70.4	74.2	77.1	78.8	80.4	81.3	81.8	85.2	3.4	14.3	61.2	62.4	64.8	67.8	70.3	73.1	75.5	76.9	79.1	2.2	17.9		

HISPANIC STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	73.4	73.0	73.5	74.5	78.1	81.3	79.9	80.1	80.5	0.4	7.1	65.7	68.9	72.2	74.6	74.3	76.0	76.1	78.0	79.6	1.6	13.9		
Grade 4	73.7	75.8	74.3	75.4	79.7	81.8	83.3	83.9	84.9	1.0	11.2	66.3	70.6	73.3	75.2	76.6	79.1	79.0	80.7	82.2	1.5	15.9		
Grade 5	73.5	74.6	75.7	77.9	80.3	80.7	82.2	84.1	86.3	2.2	12.8	66.4	70.4	73.5	76.9	78.8	81.5	82.5	83.4	84.9	1.5	18.5		
Grade 6	72.6	74.5	74.1	76.9	77.2	80.0	80.1	80.5	83.2	2.7	10.6	65.4	67.1	71.9	74.3	76.5	78.8	79.7	81.3	82.8	1.5	17.4		
Grade 7	72.0	72.7	74.9	75.7	76.6	77.8	77.9	82.5	83.7	1.2	11.7	64.6	65.4	69.7	72.6	74.7	77.4	79.4	80.4	81.9	1.5	17.3		
Grade 8	71.3	71.6	72.8	75.4	76.8	80.1	82.0	83.8	86.6	2.8	15.3	63.7	63.0	67.8	71.2	74.0	77.3	79.3	80.7	81.9	1.2	18.2		
Grade 10	71.2	71.3	73.6	75.9	78.5	79.7	80.1	81.7	84.5	2.8	13.3	64.2	64.9	67.7	69.7	72.6	75.5	77.8	78.7	80.4	1.7	16.2		

WHITE STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	81.5	81.2	81.5	82.2	84.2	86.7	86.3	86.1	86.5	0.4	5.0	73.8	76.6	79.0	80.4	80.3	81.3	81.8	82.9	84.2	1.3	10.4		
Grade 4	81.9	83.2	82.7	83.4	86.5	88.3	89.5	89.7	90.7	1.0	8.8	73.6	77.5	79.4	80.6	81.3	82.8	83.8	84.1	85.2	1.1	11.6		
Grade 5	82.4	83.2	84.2	86.5	87.1	89.1	90.1	90.4	92.1	1.7	9.7	74.1	77.6	79.5	82.0	83.1	85.4	86.1	86.4	87.4	1.0	13.3		
Grade 6	82.5	83.3	84.4	86.6	87.1	88.6	89.1	89.0	90.9	1.9	8.4	74.2	76.4	79.4	81.1	82.2	84.3	84.7	85.7	86.5	0.8	12.3		
Grade 7	82.3	82.8	84.3	85.2	85.9	86.3	86.5	90.6	90.9	0.3	8.6	74.4	76.4	78.9	80.0	82.0	83.8	84.4	84.9	86.7	1.8	12.3		
Grade 8	82.1	81.8	83.7	85.0	86.3	87.5	89.4	90.9	92.5	1.6	10.4	74.2	74.1	77.2	79.4	80.7	83.1	84.2	85.2	85.8	0.6	11.6		
Grade 10	82.1	81.9	83.6	85.4	86.6	87.8	88.6	89.1	90.4	1.3	8.3	73.9	75.4	76.3	78.5	80.0	81.7	83.2	84.1	85.0	0.9	11.1		

Average TLI: RESULTS BY ECONOMIC GROUPS

All Students

Spring TAAS Administrations 1994-2002

The economically disadvantaged population continued an overall upward trend in performance, with an average TLI at all grade levels greater than 79.8 in reading and greater than 78.7 in mathematics.

As the following chart indicates, average TLI scores of students identified as economically disadvantaged through eligibility for a free or reduced-price meal program reflected gains in **reading** across all grade levels. Average 2002 TLI scores for these students ranged from 79.8 at Grade 3 to 86.2 at Grade 8; one-year gains ranged from 0.5 at Grade 3 to 3.1 at Grade 10. The average TLI of students not identified as economically disadvantaged also showed an overall improvement, ranging from 86.5 at Grade 3 to 92.1 at Grade 5; one-year gains ranged from 0.4 at Grade 3 to 2.0 at Grade 6. Economically disadvantaged students at Grade 8 posted the greatest gain over eight years, with a rise in average TLI of 15.8 points.

In **mathematics**, both economic groups registered improvement at every grade level. Average 2002 TLI scores for economically disadvantaged students ranged from 78.7 at Grade 3 to 84.3 at Grade 5, with one-year gains ranging from 1.2 at Grade 8 to 1.8 at Grade 3. For students designated as not economically disadvantaged, average TLI scores ranged from 84.0 at Grade 10 to 87.4 at

Grade 5. Single-year gains ranged from 0.8 at Grades 6 and 8 to 1.6 at Grade 7. Over the eight-year period, economically disadvantaged students at Grade 5 posted the greatest improvement, with a gain of 19.1 points.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Average TLI

Results by Economic Disadvantage

All Students

1994 – 2002

ECONOMICALLY DISADVANTAGED STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	72.5	72.1	72.4	73.7	77.3	80.1	79.2	79.3	79.8	0.5	7.3	64.7	68.1	71.2	73.6	73.3	74.5	75.0	76.9	78.7	1.8	14.0		
Grade 4	72.7	74.7	73.2	74.4	78.9	80.8	82.4	83.1	84.1	1.0	11.4	65.0	69.3	72.0	74.0	75.5	77.8	78.1	80.0	81.6	1.6	16.6		
Grade 5	72.6	73.5	74.6	77.2	79.5	79.9	81.6	83.3	85.6	2.3	13.0	65.2	69.1	72.1	75.7	77.7	80.3	81.7	82.6	84.3	1.7	19.1		
Grade 6	71.9	73.9	73.6	76.4	77.0	79.5	79.8	80.0	82.7	2.7	10.8	64.4	66.5	71.3	73.5	75.9	78.2	79.1	80.8	82.3	1.5	17.9		
Grade 7	71.1	72.1	74.2	75.2	76.0	77.1	77.3	82.0	83.3	1.3	12.2	63.6	64.8	68.9	71.8	73.8	76.7	78.5	79.7	81.3	1.6	17.7		
Grade 8	70.4	70.7	72.1	74.7	76.1	79.5	81.4	83.2	86.2	3.0	15.8	62.8	62.5	66.9	70.4	73.3	76.7	78.6	80.1	81.3	1.2	18.5		
Grade 10	69.9	70.1	72.5	74.9	77.6	79.2	79.6	81.0	84.1	3.1	14.2	63.4	64.3	66.8	69.0	71.9	74.9	77.3	78.3	80.0	1.7	16.6		

NOT ECONOMICALLY DISADVANTAGED STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	81.7	81.6	82.0	82.8	84.8	86.7	86.3	86.1	86.5	0.4	4.8	73.7	76.5	79.3	80.7	80.5	81.1	81.7	82.8	84.2	1.4	10.5		
Grade 4	81.9	83.3	83.2	83.9	86.9	88.4	89.5	89.7	90.6	0.9	8.7	73.6	77.5	79.7	80.9	81.6	82.9	83.7	84.1	85.2	1.1	11.6		
Grade 5	82.3	83.4	84.7	86.9	87.5	89.2	90.0	90.4	92.1	1.7	9.8	74.0	77.6	79.7	82.3	83.4	85.3	86.1	86.4	87.4	1.0	13.4		
Grade 6	81.9	82.8	84.3	86.6	87.1	88.3	88.8	88.6	90.6	2.0	8.7	73.6	75.7	79.2	80.9	82.1	83.9	84.5	85.5	86.3	0.8	12.7		
Grade 7	81.2	81.8	83.8	84.8	85.4	85.7	86.0	89.9	90.5	0.6	9.3	73.3	75.0	78.2	79.5	81.4	83.2	84.0	84.6	86.2	1.6	12.9		
Grade 8	80.6	80.6	82.5	84.3	85.6	86.8	88.7	90.1	92.0	1.9	11.4	72.6	72.4	76.0	78.6	80.1	82.3	83.5	84.6	85.4	0.8	12.8		
Grade 10	79.8	79.8	82.0	83.9	85.3	86.3	87.2	87.7	89.4	1.7	9.6	71.5	73.0	74.4	76.7	78.4	80.3	82.0	82.9	84.0	1.1	12.5		

Average TLI: RESULTS BY SPECIAL POPULATION

All Students

Spring TAAS Administrations 1994–2002

Categories of students considered as special populations include students with limited English proficiency (LEP) and students identified as at risk of dropping out of school (At-Risk). Note that each nonexempt LEP student takes the English TAAS unless it is determined locally that the appropriate assessment for that student is the Spanish TAAS (available at Grades 3 through 6). This section presents results of the LEP students who took the English TAAS tests; Spanish TAAS results appear in a later section. Charts presenting results for these populations follow the summary below.

Between 1994 and 2002, LEP students and At-Risk students improved more than 15 points in average TLI in mathematics at all grade levels.

In **reading**, LEP students achieved gains in average TLI scores in all grade levels, with the exception of Grade 7, which decreased slightly by 0.2 points; the largest gain compared to 2001 was registered at Grade 10, with an increase of 5.2 points. Average 2002 TLI scores for LEP students ranged from 68.7 at Grade 7 to 79.1 at Grade 4, with the largest eight-year gain, an increase of 14.8 points, posted at Grade 10. The average 2002 TLI scores of non-LEP students ranged from 84.0 at Grade 3 to 90.4 at Grade 8, with the greatest eight-year gain (12.5 points) posted at Grade 8.

The greatest gain from 2001 to 2002 in **mathematics** for LEP students (2.4 points) was registered at Grade 6. Average 2002 TLI scores for LEP students ranged from 74.5 at Grade 7 to 81.8 at Grade 5; the largest eight-year gain was an increase of 21.0 points at Grade 5. The average 2002 TLI scores of non-LEP students ranged from 81.9 at Grade 3 to 86.2 at Grade 5, with the greatest eight-year gain (15.5 points) at Grade 5.

In comparing 2001 and 2002 TLI averages of at-risk students in **reading**, gains were recorded at all grade levels. Grade 5 achieved the largest gain compared to 2001, with an increase of 2.9 points. Average TLI scores for the at-risk students in 2002 ranged from 76.5 at Grade 6 to 82.5 at Grade 10. The largest gain between 1994 and 2002 was an increase of 13.5 points at Grade 10. The average TLI scores of not at-risk students ranged from 85.5 at Grade 3 to 92.4 at Grade 8, with the greatest eight-year gain (7.8 points) posted at Grade 7.

In **mathematics**, gains in average TLI scores for at-risk students continued their upward trend for all grade levels; the greatest 2001–02 gain (2.2 points) was registered at Grade 5. Average TLI scores for at-risk students in 2002 ranged from 77.3 at Grade 3 to 81.8 at Grade 5. The largest eight-year gain was an increase of 18.9 points at Grade 5. The average TLI scores of not at-risk students ranged from 83.2 at Grade 3 to 87.3 at Grade 5, with the greatest eight-year gain (11.9 points) at Grade 6.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI

Results by Special Population

All Students

1994 – 2002

LEP STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	68.2	69.0	70.4	71.7	76.2	79.3	76.4	77.1	77.4	0.3	9.2	62.9	67.1	70.8	74.1	73.5	75.4	74.1	76.6	78.2	1.6	15.3		
Grade 4	67.8	70.4	68.6	69.5	74.8	76.2	76.6	77.7	79.1	1.4	11.3	62.0	66.8	70.1	72.2	74.0	76.8	74.9	78.0	79.9	1.9	17.9		
Grade 5	64.9	66.1	67.1	69.6	73.0	71.8	73.0	74.9	78.3	3.4	13.4	60.8	64.6	68.7	72.4	74.8	77.8	78.1	79.6	81.8	2.2	21.0		
Grade 6	63.1	66.2	63.7	66.5	66.5	69.7	68.9	67.9	71.1	3.2	8.0	58.8	59.5	64.8	67.4	70.3	72.7	73.3	75.3	77.7	2.4	18.9		
Grade 7	60.8	61.0	63.7	63.9	64.2	66.0	64.7	68.9	68.7	-0.2	7.9	56.6	56.8	61.4	65.4	66.1	69.2	71.7	73.5	74.5	1.0	17.9		
Grade 8	60.1	60.7	60.7	64.2	64.2	67.6	69.5	71.0	73.4	2.4	13.3	55.8	55.4	59.2	63.2	66.4	69.5	72.4	74.4	75.3	0.9	19.5		
Grade 10	58.1	58.4	58.4	62.6	65.1	65.9	67.1	67.7	72.9	5.2	14.8	57.7	58.1	59.6	62.3	65.4	68.7	71.5	72.5	74.6	2.1	16.9		

NON-LEP STUDENTS																								
	Reading											Mathematics												
											Gain/Loss												Gain/Loss	
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02		
Grade 3	78.2	77.8	78.0	79.0	81.6	84.0	83.7	83.5	84.0	0.5	5.8	70.2	73.0	75.8	77.6	77.4	78.2	79.0	80.3	81.9	1.6	11.7		
Grade 4	78.4	80.0	79.2	80.1	83.7	85.5	87.1	87.3	88.2	0.9	9.8	70.3	74.3	76.5	78.1	79.1	80.8	81.7	82.5	83.8	1.3	13.5		
Grade 5	78.8	79.7	80.8	83.2	84.5	85.9	87.2	88.0	89.7	1.7	10.9	70.7	74.3	76.6	79.7	81.1	83.4	84.6	85.0	86.2	1.2	15.5		
Grade 6	78.6	79.8	80.6	83.1	83.8	85.6	86.1	85.8	87.8	2.0	9.2	70.4	72.5	76.4	78.3	80.0	82.0	82.8	83.9	84.8	0.9	14.4		
Grade 7	78.3	78.8	80.7	81.9	82.5	83.2	83.4	87.5	88.3	0.8	10.0	70.3	71.7	75.0	77.0	78.9	81.2	82.3	83.0	84.5	1.5	14.2		
Grade 8	77.9	77.8	79.4	81.5	82.8	84.9	86.7	88.2	90.4	2.2	12.5	69.8	69.5	73.2	76.1	78.0	80.7	82.1	83.2	84.1	0.9	14.3		
Grade 10	78.4	78.2	80.4	82.4	84.0	85.3	85.9	86.6	88.5	1.9	10.1	70.1	71.3	72.9	75.2	77.1	79.2	81.0	81.9	83.1	1.2	13.0		

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Average TLI

Results by Special Population

All Students

1994 – 2002

AT-RISK STUDENTS																							
	Reading											Mathematics											
											Gain/Loss												Gain/Loss
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 3	69.0	68.8	68.9	70.5	74.5	77.9	76.4	76.9	77.7	0.8	8.7	61.4	65.4	68.1	71.5	71.1	72.9	72.8	75.3	77.3	2.0	15.9	
Grade 4	69.7	71.8	68.7	69.6	74.7	76.5	77.9	79.1	80.2	1.1	10.5	62.2	66.1	68.4	70.3	71.9	74.7	74.3	77.4	79.3	1.9	17.1	
Grade 5	70.7	70.9	71.0	73.1	74.9	75.1	76.6	78.5	81.4	2.9	10.7	62.9	66.3	68.7	72.4	73.9	76.8	78.4	79.6	81.8	2.2	18.9	
Grade 6	69.1	71.8	70.8	72.3	72.1	74.7	74.9	75.6	76.5	0.9	7.4	61.6	63.8	68.1	69.5	71.7	74.5	75.6	78.1	78.7	0.6	17.1	
Grade 7	69.3	69.6	71.7	70.9	71.0	72.6	72.6	78.0	78.3	0.3	9.0	61.2	61.7	65.6	67.6	68.8	72.3	74.8	76.6	77.7	1.1	16.5	
Grade 8	70.0	68.5	69.4	71.2	71.6	75.3	77.6	79.7	82.3	2.6	12.3	61.7	59.8	63.3	65.8	68.9	73.0	75.7	77.6	78.1	0.5	16.4	
Grade 10	69.0	70.4	72.2	74.6	76.2	78.4	78.5	79.9	82.5	2.6	13.5	61.2	63.3	64.8	67.0	69.1	72.5	75.2	76.5	78.1	1.6	16.9	

NOT AT-RISK STUDENTS																							
	Reading											Mathematics											
											Gain/Loss												Gain/Loss
	94	95	96	97	98	99	00	01	02	01-02	94-02	94	95	96	97	98	99	00	01	02	01-02	94-02	
Grade 3	80.5	80.0	80.5	81.2	83.5	85.6	85.4	85.0	85.5	0.5	5.0	72.6	75.1	78.0	79.4	79.2	79.8	80.7	81.7	83.2	1.5	10.6	
Grade 4	83.0	84.5	83.8	84.7	87.2	88.4	89.7	89.5	89.9	0.4	6.9	74.7	79.0	80.3	81.6	82.1	83.0	84.0	84.1	84.9	0.8	10.2	
Grade 5	84.6	85.1	85.9	87.9	88.4	89.4	90.4	90.6	91.5	0.9	6.9	76.6	79.4	81.0	83.3	84.4	85.9	86.7	86.7	87.3	0.6	10.7	
Grade 6	82.5	84.2	85.1	87.2	87.6	89.0	89.3	88.7	90.1	1.4	7.6	74.3	77.5	80.5	81.9	83.0	84.6	85.1	85.6	86.2	0.6	11.9	
Grade 7	83.0	83.5	85.0	86.1	86.2	86.6	86.7	90.2	90.8	0.6	7.8	75.4	77.1	79.9	81.0	82.5	84.3	84.8	85.1	86.5	1.4	11.1	
Grade 8	83.8	83.5	84.6	86.0	87.1	88.3	90.1	91.0	92.4	1.4	8.6	76.2	75.7	78.7	81.0	81.7	83.7	84.7	85.3	85.8	0.5	9.6	
Grade 10	82.6	82.2	83.3	85.2	86.5	87.5	88.4	88.8	90.2	1.4	7.6	74.8	76.2	76.6	79.0	80.4	82.2	83.6	84.2	85.0	0.8	10.2	

Grade 8 Science and Social Studies Tests

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring TAAS Administrations 1995–2002

Between 1995 and 2002, passing rates in science and social studies rose for all populations, with LEP students making the greatest gain in science and African American students making the greatest gain in social studies.

SCIENCE

Results of the spring 2002 administration show that, compared to the previous year, the overall passing rate increased by 2 percentage points, with 93% of all students tested meeting minimum expectations. This pattern of gain from 2001 to 2002 is repeated for all groups of students, with the exception of at-risk, not economically disadvantaged, and white students, whose scores remained unchanged. The comparison between 1995 and 2002 reflects notable increases; for example, limited English proficient students posted a 33-point gain, the highest of any student population.

SOCIAL STUDIES

In the spring 2002 administration, 83 percent of all students tested met minimum expectations; this passing rate was up 7 percentage points from 2001 levels. Compared to the previous year's passing rate, all groups posted significant gains; the ethnic groups, the special population groups, and the economic groups gained from 3 to 16 percentage points. Over the period from 1995 to 2002, all groups have exhibited gains, ranging from a 9-point gain for not at-risk students to a 31-point gain for African American students.

The science and social studies tests were benchmarked in 1994. A benchmark test is an assessment administered statewide before establishing a passing standard. A benchmark administration allows educators the opportunity to gather objective-level data, which are useful in instructional planning. Student performance data generated from the benchmark administration are reviewed by the State Board of Education as it sets the passing standard.

The following chart presents the 1995–2002 comparison of science and social studies test results for all students.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

Science and Social Studies

All Students

1995 – 2002

	SCIENCE										SOCIAL STUDIES									
	95	96	97	98	99	00	01	02	Gain/Loss		95	96	97	98	99	00	01	02	Gain/Loss	
STUDENT POPULATION																				
All Students	75	74	81	80	87	88	91	93	2	18	63	66	63	66	69	71	76	83	7	20
African American	54	57	66	65	74	78	84	86	2	32	45	49	47	49	53	57	64	76	12	31
Hispanic	61	61	72	70	79	81	86	89	3	28	47	52	48	50	55	57	64	76	12	29
White	88	87	92	91	95	95	97	97	0	9	77	80	78	80	83	85	88	91	3	14
LEP	33	31	47	42	50	52	62	66	4	33	19	23	20	22	24	26	31	47	16	28
Non-LEP	77	77	84	83	89	90	93	94	1	17	65	69	66	68	72	74	79	85	6	20
At-Risk	56	54	63	59	71	73	82	82	0	26	38	42	35	36	42	46	54	63	9	25
Not At-Risk	89	88	92	92	95	95	96	97	1	8	82	83	81	81	84	84	87	91	4	9
Economically Disadvantaged	59	60	70	69	78	80	85	88	3	29	45	50	46	49	54	56	63	74	11	29
Not Economically Disadvantaged	83	84	89	89	93	93	96	96	0	13	73	77	75	77	80	82	86	89	3	16

Spanish TAAS

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring TAAS Administrations 1997–2002

*Grade 6
Spanish TAAS
reading scores
registered a
dramatic rise
of 15 percentage
points in 2002
compared to the
previous year's
results.*

In spring 1996, the Spanish TAAS reading and mathematics tests at Grades 3 and 4 were benchmarked. The following year, the Spanish TAAS reading and mathematics tests at Grades 5 and 6 and the Spanish TAAS writing test at Grade 4 were benchmarked. Passing rates are set after the benchmark administration.

It is important to remember that LEP students who take the Spanish TAAS are not being exempted from the statewide assessment. The students for whom Spanish TAAS is determined to be the appropriate assessment are being tested in the same manner as students taking TAAS in English, because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Results of the spring 2002 administration show gains at all grade levels tested in the Spanish TAAS. In **reading**, passing rates at Grade 6 rose 15 points to 63% meeting minimum expectations. The percent meeting minimum expectations in Grade 5 rose by 8 percentage points to 79%. At Grade 4, this year's passing rate rose by 7 points to 73% meeting minimum expectations, and at Grade 3, this year's passing rate rose by one percentage point to 77 percent meeting minimum expectations.

The percentage of Grade 6 students meeting minimum expectations in **mathematics** rose by 4 points over the results from 2001 to 71%. The percentage of Grade 5 students meeting minimum expectations also rose by 4 percentage points to 91% compared to 2001. Grade 4's passing rate of 92% represented a rise of 3 percentage points over the 2001 level. Grade 3, with 87 percent passing, registered a gain of 4 percentage points over last year's results.

In **writing**, scores for students in Grade 4 rose by 10 percentage points to 85% meeting minimum expectations, which represented a gain of 23 percentage points as compared to the 1998 results, the first year that Spanish TAAS writing was administered.

The following chart presents the 1997–2002 Spanish TAAS results for all students, with five- and six-year comparisons noted where applicable.

TEXAS ASSESSMENT OF ACADEMIC SKILLS

Percent Meeting Minimum Expectations

All Students

1997 – 2002

SPANISH TAAS																								
	Reading								Mathematics								Writing							
							Gain/Loss								Gain/Loss								Gain/Loss	
	97	98	99	00	01	02	01-02	97-02***	97	98	99	00	01	02	01-02	97-02***	97	98	99	00	01	02	01-02	98-02
Grade 3	43	64	74	75	76	77	1	34	51	65	74	75	83	87	4	36	**	**	**	**	**	**	**	**
Grade 4	36	38	46	58	66	73	7	37	46	57	72	76	89	92	3	46	*	62	67	73	75	85	10	23
Grade 5	*	49	33	52	71	79	8	30	*	55	64	75	87	91	4	36	**	**	**	**	**	**	**	**
Grade 6	*	27	29	27	48	63	15	36	*	36	50	50	67	71	4	35	**	**	**	**	**	**	**	**

* Benchmark year

** Writing test not administered at this grade

*** Grade 5 and 6 results represent the gain/loss as compared to 1998

Intensive Instruction

After the May 2002 test administration for seniors, 2,607 students were able to satisfy the TAAS diploma requirement before spring graduation ceremonies.

Chapter 39, Subchapter B, Section 39.024 of the Texas Education Code specifies that districts must offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument mandated by the code.

During the 2001–02 school year, as the following table indicates, districts were required to offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to a total of 10% to 25% of the students tested at each grade level in Grades 3 through 8; these numbers include those students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 15% of the students tested in spring 2002 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit level TAAS and were required to be offered intensive instruction.

The Texas Legislature also mandated that study guides be provided to assist parents in helping their children strengthen academic skills during the summer break. *TEKS-based TAAS Study Guides* were developed by the Texas Education Agency for all grade levels and subject areas tested on TAAS. A study guide is provided free of charge, through districts, to each student who fails one or more TAAS tests. Exit level study guides are distributed three times a year (December, May, and August), while the study guides for Grades 3 through 8 are distributed once a year, when the results from spring testing are reported.

RETESTING OPPORTUNITIES

All students not meeting minimum expectations on their first attempt to pass the exit level TAAS during the spring of their sophomore year have up to seven additional opportunities to retest before the end of their senior year. Administrations of the exit level TAAS are provided during every academic semester, including the summer. For each administration, out-of-school examinees are also given the opportunity to retest. The late spring TAAS administration, provided a few weeks before the end of the school year, gives graduating students and out-of-school examinees an additional opportunity to retest immediately prior to commencement.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
Intensive Instruction

All Students — English and Spanish Tests

2002

Number and Percent of Students Requiring Intensive Instruction								
	ONE TEST ONLY		TWO TESTS ONLY		ALL THREE TESTS		TOTAL	
	Number	%	Number	%	Number	%	Number	%
Grade 3	35,288	12	20,594	7			55,882	19
Grade 4	31,312	11	12,192	4	5,728	2	49,232	17
Grade 5	20,265	7	6,787	2			27,052	10
Grade 6	30,214	11	11,411	4			41,625	15
Grade 7	25,048	9	11,377	4			36,425	13
Grade 8*	42,898	15	17,258	6	9,121	3	69,277	25
Grade 10	23,297	9	8,868	4	5,021	2	37,186	15

** Does not include intensive instruction for the science and social studies tests.*

2003 Early Indicator Reports for TAKS

All Students

Spring 2002 Results

Beginning in spring of 2003, the Texas Assessment of Knowledge and Skills (TAKS) will be administered to students in Grades 3 through 11. Because these tests will be based on the more rigorous state-mandated curriculum (the Texas Essential Knowledge and Skills, or TEKS), this new assessment instrument is expected to be more rigorous than TAAS.

The spring 2002 TAAS tests were built using items based on the TEKS. Because the TEKS curriculum is more rigorous than the essential elements, the former state-mandated curriculum, every subject area test has become more rigorous. Despite the increased rigor of TAAS, the “hurdle” or passing standard, has been maintained at a consistent level, a TLI of 70 or a scale score of 1500, through the process of statistical equating. Equating ensures that all students taking the Grade 3 reading test in spring 2002, for example, are held to the same passing standard as the standard required to pass each of the Grade 3 reading tests since spring 1994. Another effect of equating is that fewer items are required to pass a more rigorous test than are required to pass a test of less difficulty. Since the TAAS tests administered in spring 2002 were more rigorous than the TAAS tests administered in previous years, students in spring 2002 must have correctly answered fewer items to pass than students tested in previous years.

The TAKS will include more of the TEKS curriculum than the current TAAS and, therefore, will be more rigorous than the current TEKS-based TAAS test. To help determine whether a student is mastering the knowledge and skills that form the basis for the TEKS curriculum, a new column appeared on every student’s Confidential Student Report (CSR). This column showed what the student’s test results would have been had the passing standard been equivalent to 70 percent of the total items tested, instead of the passing standard of a TLI of 70 or a scale score of 1500.

One of the reports that was sent to all districts in the 2001–02 school year was the *2003 Early Indicator Summary Report, Part II*. This report provided district- and campus-level comparisons of aggregate results at the current and higher student passing standards. This information was disseminated to districts and campuses so that instructional planning for TAKS could begin.

The table below shows a statewide comparison of the current passing standard for each grade level and the percent of students who would have met minimum expectations had the passing standards been set at 70 percent of the total items.

Grade Level	Percent Meeting Minimum Expectations at Current Standard	Percent That Would Meet Minimum Expectations at Higher Standard
Grade 3	81	66
Grade 4	84	68
Grade 5	91	81
Grade 6	85	71
Grade 7	87	68
Grade 8	72	43
Grade 3 Spanish	74	47
Grade 4 Spanish	68	47
Grade 5 Spanish	78	59
Grade 6 Spanish	57	43

End-of-Course Tests

PERCENT MEETING MINIMUM EXPECTATIONS:

All Students

Spring Test Administrations 1995–2002

End-of-course tests are administered at the end of the last semester of the appropriate course. These tests provide requisite statewide, regional, and district-level data on specified secondary-level courses in various content areas. In addition, school districts may use the end-of-course tests for local purposes. Beginning in the 1998–1999 school year, students could meet the testing requirements for high school graduation by passing three end-of-course tests: Algebra I, English II, and either Biology or U.S. History. During the 2001–02 school year, 11,800 students in Grades 10 through 12 fulfilled their graduation requirements by passing three out of the four end-of-course tests.

ALGEBRA I

In 2002, the passing rate for the Algebra I end-of-course test rose to 60% passing for the first time.

Spring 2002 results show that 60% of all students tested passed, which was a 9-point gain compared to the results of spring 2001. African American students made the greatest one-year gain (12 percentage points). Over the period from 1996 to 2002, all groups showed notable improvement, with gains ranging from 21 percentage points (LEP students) to 36 percentage points (Hispanic students).

BIOLOGY

Results of the spring 2002 administration showed that 80% of all students tested performed successfully. Over the period from 1995 to 2002, all groups have exhibited gains, with the greatest gains achieved by African American students (16 percentage points). Economically disadvantaged and Hispanic students followed closely, each group registering a gain of 14 percentage points.

ENGLISH II

Results of the spring 2002 administration show that 69% of all students tested performed successfully, which was a six-point loss as compared to the results from spring 2001. The group performance data show that percentages passing ranged from 27% (LEP students) to 81% (not at-risk students).

U.S. HISTORY

In 2002, 74% of all students taking the U.S. History test passed, which was a 1-point loss over the results from 2001. The group performance data show that scores ranged from 31% passing (LEP students) to 86% passing (not at-risk students). The African American student population was the only subpopulation to show an increase in performance as compared to the results from spring 2001.

The following charts present the results of the spring 1996–2002 Algebra I end-of-course test, the spring 1995–2002 Biology end-of-course test, and the spring 1999–2002 administrations for both the English II and U.S. History end-of-course tests.

END-OF-COURSE EXAMINATIONS

Percent Passing

All Students

1995 – 2002

	ALGEBRA I										BIOLOGY												
											Gain/Loss												Gain/Loss
STUDENT POPULATION	95	96	97	98	99	00	01	02	01-02	96-02	95	96	97	98	99	00	01	02	01-02	95-02			
All Students	*	27	33	38	45	45	51	60	9	33	71	74	75	78	77	81	80	80	0	9			
African American	*	10	14	19	25	27	32	44	12	34	53	56	57	62	61	70	68	69	1	16			
Hispanic	*	13	19	25	32	34	39	49	10	36	55	59	60	64	64	69	68	69	1	14			
White	*	38	46	50	58	57	64	72	8	34	85	87	89	90	89	91	92	91	-1	6			
LEP	*	8	9	14	19	19	20	29	9	21	27	32	27	35	33	41	37	39	2	12			
Non-LEP	*	28	35	40	47	47	53	62	9	34	74	77	78	81	80	84	83	83	0	9			
At-Risk	*	7	10	14	22	21	27	35	8	28	55	56	57	59	59	65	64	62	-2	7			
Not At-Risk	*	39	47	49	59	59	64	74	10	35	83	85	86	87	87	90	90	91	1	8			
Economically Disadvantaged	*	13	19	24	31	32	37	47	10	34	54	57	58	63	62	68	67	68	1	14			
Not Economically Disadvantaged	*	33	41	45	53	53	59	68	9	35	78	81	83	85	84	87	87	87	0	9			

	ENGLISH II								U.S. HISTORY										
									Gain/Loss										Gain/Loss
STUDENT POPULATION	98	99	00	01	02	01-02	99-02	98	99	00	01	02	01-02	99-02					
All Students	*	74	78	75	69	-6	-5	*	71	73	75	74	-1	3					
African American	*	60	69	65	58	-7	-2	*	56	59	61	62	1	6					
Hispanic	*	63	72	68	60	-8	-3	*	56	58	64	63	-1	7					
White	*	83	85	82	77	-5	-6	*	84	84	85	84	-1	0					
LEP	*	32	45	35	27	-8	-5	*	28	31	34	31	-3	3					
Non-LEP	*	76	80	77	71	-6	-5	*	74	75	77	76	-1	2					
At-Risk	*	55	64	60	50	-10	-5	*	49	53	58	55	-3	6					
Not At-Risk	*	84	87	85	81	-4	-3	*	84	84	86	86	0	2					
Economically Disadvantaged	*	61	69	65	58	-7	-3	*	53	55	59	59	0	6					
Not Economically Disadvantaged	*	79	83	80	74	-6	-5	*	79	80	82	81	-1	2					

* Benchmark year

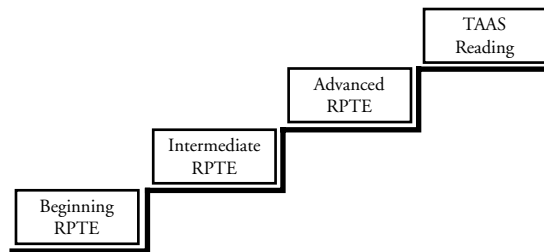
Reading Proficiency Tests in English (RPTE)

SPRING 2002

All Students

The Reading Proficiency Tests in English (RPTE), first administered in the 1999–00 school year, measure the annual growth LEP students in Grades 3 through 12 demonstrate in learning to read in English. Along with TAAS in English and Spanish, these tests form a comprehensive assessment system for LEP students. The first administration for each student is called the baseline administration because no growth for the student can be determined until the student takes the test twice. The spring 2002 results comprise data for students who previously took the RPTE as well as students who took the test for the first time.

An RPTE test has been developed for each of the following four grade groups: Grade 3, Grades 4–5, Grades 6–8, and Grades 9–12. Student performance on each RPTE test is reported in terms of three reading proficiency levels—beginning, intermediate, and advanced. These proficiency levels precede the level of reading ability assessed on the TAAS reading tests, as shown in the following illustration:



Students who achieve a rating of advanced on the RPTE have demonstrated the highest level of English reading proficiency assessed on these tests and are not required to take the RPTE in subsequent years.

The table below shows the number of students taking the RPTE and the percentage of students scoring on each proficiency level, separated by grade level, for the spring 2002 administration.

Grade Level	Number of Students	Proficiency Level		
		Beginning	Intermediate	Advanced
		Percent of Students at Each Proficiency Level		
3	67,652	22	24	54
4	34,883	28	30	42
5	24,670	26	26	48
6	17,628	27	28	45
7	16,455	28	27	45
8	14,433	25	26	50
9	17,652	41	26	33
10	8,723	22	26	51
11	4,600	17	25	58
12	2,000	16	25	59

Of the 41,739 students who were rated *beginning* in spring of 2001 and took the RPTE in 2002, 23% were rated *advanced*, 38% were rated *intermediate*, and 39% were rated *beginning*. Of the 39,828 students who were rated *intermediate* in spring 2001, 70% were rated *advanced* in spring of 2002, 27% were rated *intermediate*, and 4% were rated *beginning*.

State-Developed Alternative Assessment (SDAA)

SPRING 2002

All Students

The State-Developed Alternative Assessment (SDAA), first administered in the 2000–01 school year, is a test for students enrolled in Grades 3 through 8 who are receiving special education support services as well as instruction in the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS).

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

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

Of the 102,443 students who tested in spring 2001 and spring 2002, 86% met their ARD expectations in **reading**. Of the 92,466 students who took the SDAA in **mathematics** in spring 2001 and spring 2002, 80% met ARD expectations. In spring 2002, 55,917 students were eligible to take the SDAA **writing** tests in Grades 4 and 8. Of these students, 70% met ARD expectations.

The following tables show the percentage of students, disaggregated by grade level, who tested in spring 2001 and 2002 and who met their ARD expectations for the SDAA tests in reading, mathematics, and writing.

SDAA Reading

Grade Level	Number Tested	Percent Meeting ARD Expectations
3	406	85
4	17,812	89
5	21,456	89
6	22,063	86
7	21,066	84
8	19,640	84
Total	102,443	86

SDAA Mathematics

Grade Level	Number Tested	Percent Meeting ARD Expectations
3	363	87
4	15,209	91
5	18,775	87
6	19,775	78
7	19,596	73
8	18,748	72
Total	92,466	80

SDAA Writing

Grade Level	Number Tested	Percent Meeting ARD Expectations
4	28,983	77
8	26,934	62
Total	55,917	70

TAAS and SDAA Exemptions

SPRING 2002

All Students

For the 2001–02 school year, the following table shows that out of the 2,193,137 students eligible to take the TAAS and SDAA tests, 84,013 (3.8%) students did not take either test. There were 15,682 (0.7%) students who were absent; 29,996 (1.4%) students who were exempted by their language proficiency assessment committee (LPAC); 24,281 (1.1%) students who were exempted by their admission, dismissal, and review (ARD) committee; and 14,054 (0.6%) students who were not tested for various other reasons, such as test administration irregularities or illness during testing.

The following table presents this information disaggregated by grade level. This information includes students taking the Spanish-version TAAS at Grades 3, 4, 5, and 6.

All Students	Total Tested	LEP Exempt	ARD Exempt	Absent	Other Not Tested	Total Not Tested	Total Students
Grade ??*	453 69.1%	0 0.0%	0 0.0%	0 0.0%	203 30.9%	203 30.9%	656 100.0%
Grade 3	312,149 97.3%	4,561 1.4%	1,281 0.4%	2,050 0.6%	745 0.2%	8,637 2.7%	320,786 100.0%
Grade 4	317,628 97.9%	3,512 1.1%	934 0.3%	166 0.1%	2,055 0.6%	6,667 2.1%	324,295 100.0%
Grade 5	309,946 97.4%	4,217 1.3%	1,368 0.4%	1,996 0.6%	660 0.2%	8,241 2.6%	318,187 100.0%
Grade 6	308,716 97.0%	5,101 1.6%	1,114 0.4%	2,504 0.8%	755 0.2%	9,474 3.0%	318,190 100.0%
Grade 7	303,475 96.2%	6,964 2.2%	1,051 0.3%	3,084 1.0%	815 0.3%	11,914 3.0%	315,389 100.0%
Grade 8	305,095 96.6%	5,641 1.8%	889 0.3%	400 0.1%	3,675 1.2%	10,605 3.4%	315,700 100.0%
Grade 10	251,662 89.9%	0 0.0%	17,644 6.3%	5,482 2.0%	5,146 1.8%	28,272 10.1%	279,934 100.0%
Grades 3–8, 10	2,109,124 96.2%	29,996 1.4%	24,281 1.1%	15,682 0.7%	14,054 0.6%	84,013 3.8%	2,193,137 100.0%

**This information includes SDAA students with no indicated grade level.*