2005 Comprehensive Annual Report on Texas Public Schools

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

TEXAS EDUCATION AGENCY
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Shirley J. Neeley
Commissioner

December 1, 2005

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

The *2005 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.182 of the Texas Education Code. The report will be posted on the Texas Education Agency (TEA) website by December 1, 2005, at www.tea.state.tx.us/reports/. You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

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

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

Respectfully submitted,

Shirley J. Neeley
Commissioner of Education

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

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For general information about this report, contact the Texas Education Agency Division of Accountability Research, at (512) 475-3523, or the Department of Accountability and Data Quality, at (512) 463-9701. For additional information on specific issues, contact the agency staff listed at the end of each chapter. Additional copies of this document may be purchased, while supplies last, through the Publications Distribution Office, Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701-1494, (512) 463-9744. This report also is available on the Texas Education Agency website at www.tea.state.tx.us/reports/.

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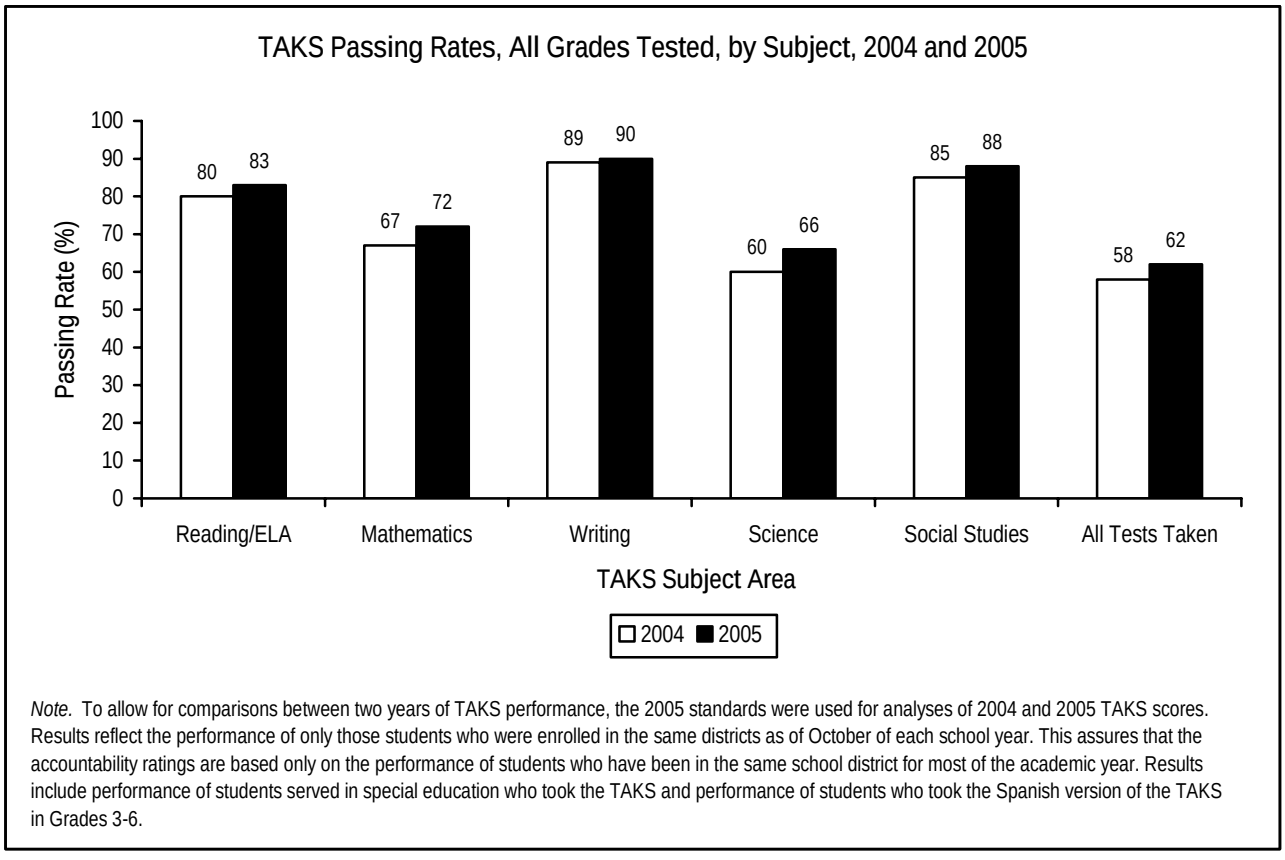
Executive Summary

Following are highlights of the *2005 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. Texas public school students took the Texas Assessment of Knowledge and Skills (TAKS) for the third time in 2005. The TAKS program tests: reading at Grades 3-9; English language arts (ELA) at Grades 10 and 11; writing at Grades 4 and 7; science at Grades 5, 10, and 11; and social studies at Grades 8, 10, and 11. The Spanish TAKS is administered at Grades 3-6. The State-Developed Alternative Assessment (SDAA II) measures the progress of students in Grades 3-10 who are receiving special education services and are being taught the Texas Essential Knowledge and Skills (TEKS), but for whom the TAKS is not an appropriate assessment.

- TAKS passing standards were developed in summer 2002 by panels of educators and other interested citizens convened by the Texas Education Agency (TEA). To provide a transition from TAAS to the more challenging TAKS, the State Board of Education (SBOE) approved a plan to phase in the panel-recommended standards over a three-year period, with the phase-in proceeding differently for students in Grades 3-10 and students in Grade 11. In school year 2004-05, students in all grades except Grade 11 had reached the final phase of the three-year transition: students in Grades 3-10 were required to perform at the panel-recommended standard or higher to pass the 2005 TAKS. The standard on the 2005 TAKS for students in Grade 11 was one standard error of measurement (SEM) below the panel-recommended standard. In 2006, Grade 11 students will be required to meet the panel-recommended standard on the exit-level TAKS to graduate from high school.



Note. To allow for comparisons between two years of TAKS performance, the 2005 standards were used for analyses of 2004 and 2005 TAKS scores. Results reflect the performance of only those students who were enrolled in the same districts as of October of each school year. This assures that the accountability ratings are based only on the performance of students who have been in the same school district for most of the academic year. Results include performance of students served in special education who took the TAKS and performance of students who took the Spanish version of the TAKS in Grades 3-6.

- Despite higher passing standards for most grade levels in 2005, the percentage of all students passing each of the five TAKS subject-area tests separately was higher than in 2004. Texas students passed the writing test at a rate of 90 percent and the social studies test at a rate of 88 percent. The combined passing rate for reading and ELA was 83 percent. In mathematics, 72 percent of all students passed the TAKS assessment, and in science, 66 percent of all students met the standard.
- The TAKS program includes a formal performance category for students who demonstrate high academic achievement considerably above the passing standard. Standards for commended performance were established in 2003 without a phase-in. In 2005, among all Grade 3-11 students tested, 25 percent or more achieved commended performance on three of the five subject-area tests (reading/ELA, social studies, and writing). Compared to 2004, the percentages of students achieving commended performance in 2005 on all tests taken and on individual tests rose from at least 2 percentage points (all tests taken) to as much as 5 percentage points (reading/ELA, science, social studies).
- TAKS passing rates for four student groups are evaluated under the Texas accountability system: African American, Hispanic, White, and economically disadvantaged students. As was the case in 2004, rates for all four groups increased in every subject area tested and on all tests taken. Passing rates were highest in writing and social studies, ranging from 80 percent in social studies (economically disadvantaged students) to 94 percent in both writing and social studies (White students). Each student group also performed well in reading/ELA; African American, Hispanic, and economically disadvantaged students had passing rates of over 75 percent, and White students passed at a rate of 91 percent.
- The class of 2005 was the first graduating class required to pass the exit-level TAKS to receive high school diplomas. Statewide, the cumulative passing rate for the class of 2005 was 91 percent. Five student groups had cumulative passing rates of 90 percent or higher: Asian/Pacific Islanders, Native Americans, Whites, females, and males. Rates for African American, Hispanic, and economically disadvantaged students ranged from 84 percent to 86 percent. Cumulative passing rates were lowest for special education and limited English proficient students (60% each).
- Under the TAKS assessment program, exit-level tests required for graduation are administered in Grade 11 and include tests in all four content areas assessed by the TAKS: ELA, mathematics, science, and social studies. Students in the class of 2006 are required to meet the passing standard on the exit-level TAKS at one SEM below the panel-recommended standard. Students who do not pass all of the exit-level tests have four more opportunities to do so before their expected graduation date. Of the Grade 11 students in the class of 2006 who took exit-level TAKS tests in English in spring 2005, 68 percent met the passing standard on all tests taken, and 3 percent achieved commended performance.
- Students in special education who are taught the TEKS, but for whom the TAKS is not appropriate, take the SDAA to measure their progress. Starting in spring 2005, the SDAA was replaced with the SDAA II, a redesigned assessment that is available for special education students enrolled in Grades 3-10. The SDAA II assesses more of the TEKS than the previous SDAA and expands the number of grades and subjects tested. Admission, review, and dismissal (ARD) committees determine student instructional levels and establish annual performance goals. Performance results are reported both as the percentage of SDAA II examinations meeting ARD expectations and as the percentage of examinees meeting ARD expectations. On the first measure, 79 percent of SDAA II examinations met or exceeded ARD expectations in 2005. On the second measure, 68 percent of students taking the SDAA II met ARD expectations for all tests taken in 2005.
- The state assessments have become more rigorous: fewer students have been exempted and more students have been included in the accountability system. In 2005, 97.0 percent of all students eligible to be tested with the English- or Spanish-version TAKS or the SDAA II were tested. The 2004 participation rate was 95.4 percent. Most students (90.8%) took one or more TAKS tests or a combination of TAKS and SDAA II tests. Another 6.2 percent of students took SDAA II tests only. The results of 91.3 percent of all students tested were included for accountability ratings purposes, the highest percentage ever of students included in the accountability system.
- In 2003-04, the number of dropouts in Grades 7-12 (16,434) declined from the number in 2002-03 (17,151), and the annual dropout rate remained unchanged (0.9%). The longitudinal dropout rate for the class of 2004 Grade 9 cohort (3.9%) was 0.6 percentage points lower than that for the previous class (4.5%). The target set in law was to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code [TEC] §39.182).

- The state graduation rate for the class of 2004 was 84.6 percent, a slight increase over the 2003 rate (84.2%). Graduation rates for African American and Hispanic students continued to rise. African American students in the class of 2004 achieved a graduation rate of 82.8 percent, an increase of 1.7 percentage points over the 2003 rate of 81.1 percent. Hispanic students graduated at a rate of 78.4 percent, 1.1 percentage points higher than the 2003 rate (77.3%). The graduation rate for White students declined slightly, from 89.8 percent to 89.4 percent.
- In the 2003-04 school year, a total of 187,037 students in Grades K-12 were retained in grade. The overall grade-level retention rate of 4.7 percent was unchanged from the previous year. African American and Hispanic students had higher retention rates than White students in all grades except kindergarten. At the elementary level, the highest retention rate was in Grade 1 (6.4%). At the secondary level, the highest rate was in Grade 9 (16.5%). In 2004, there were 8,621 students in Grade 3 who did not pass the reading TAKS. Third graders who did not pass the TAKS may have passed the SDAA or a local alternate assessment.
- Participation in Advanced Placement (AP)/ International Baccalaureate (IB) examinations continued to increase. The percentage of 11th or 12th graders in public schools taking at least one AP or IB test rose to 17.4 percent in 2003-04 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 2002-03 and 2003-04. The number of AP examinees in Texas public and non-public schools combined increased by 169.2 percent between 1996-97 and 2003-04, compared to a national increase of 90.8 percent.
- A total of 135,646 Texas public high school students in the class of 2004 took the SAT I, the ACT, or both. Participation in college admissions testing has increased at higher rates in Texas than nationally. The percentage of examinees that scored at or above the criterion score on either test was 27.0 percent for the class of 2004, up from 26.3 percent for the class of 1996. From 1996 to 2004, the number of SAT I test takers in public and non-public schools combined increased 43.0 percent in Texas, compared to 30.8 percent nationwide. Over the same time period, the number of ACT test takers increased 29.3 percent in Texas, compared to 26.7 percent nationwide.
- The Texas public school accountability system was redesigned in late 2003 and early 2004 after results of the first administration of the new assessment program, the TAKS, were available and analyzed. Although many fundamental features of the new accountability system are similar to those found in the previous system, ratings between the two are not comparable.
- For 2005, a number of important changes were introduced in the accountability system: new alternative education accountability procedures were established; the student passing standard for TAKS was increased; the dropout rate standard for the *Academically Acceptable* rating was increased; the minimum size criteria for the dropout and completion rate indicators were made more rigorous; the underreported students indicator was made more rigorous; new opportunities were added for Required Improvement on the dropout and completion rate indicators; results for the new SDAA II assessment were incorporated; provisions allowing new and otherwise *Academically Unacceptable* campuses to be *Not Rated* were removed; and Comparable Improvement was added as a new Gold Performance Acknowledgment indicator.
- Of the 1,229 public school districts and open-enrollment charters in Texas, 11 (0.9%) were rated *Exemplary* in 2005, and 172 (14.0%) were rated *Recognized*. A total of 989 districts and charters (80.5%) achieved the *Academically Acceptable* rating, and 52 (4.2%) were rated *Academically Unacceptable.* Nearly three-fourths (73.1%) of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or alternative education accountability (AEA) procedures. Only 4 districts, all charters, were *Not Rated: Other* in 2005, and 1 district was *Not Rated: Data Integrity Issues*. Of the 7,908 public school campuses and charter campuses, 304 (3.8%) were rated *Exemplary* in 2005, and 1,909 (24.1%) were rated *Recognized*. A total of 4,748 campuses (60.0%) achieved the *Academically Acceptable* rating, and 264 (3.3%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 683 (8.6%) were *Not Rated: Other.*
- Between 1997 and 2002, only the campuses operated by charters received accountability ratings. Beginning in 2004, charters as well as the campuses they operated were rated. And starting in 2005, some charter operators were eligible to be evaluated under AEA procedures. Often, charters and charter campuses that serve predominantly students at risk of dropping out of school register to be rated under AEA procedures. In 2005, 103 charter operators were rated under the standard accountability procedures, and 89 were rated under AEA procedures. Two charter operators were *Exemplary*, 10 were *Recognized*, 138 were

Academically Acceptable, 38 were *Academically Unacceptable*, and 4 were *Not Rated: Other*. Of the 296 charter campuses, 138 (46.6%) were rated under the standard accountability procedures, and 158 (53.4%) were rated under AEA procedures. Three charter campuses were *Exemplary*, 18 were *Recognized*, 214 were *Academically Acceptable*, and 47 were *Academically Unacceptable*. A total of 14 charter campuses were *Not Rated: Other*.

- Between 2004 and 2005, the passing rates for charter school students taking the English-version TAKS increased in every subject area tested and on all tests taken; nevertheless, they were still lower than the rates for Texas school districts. In 2005, the average passing rate for all tests taken was 33 percent for charters serving predominantly at-risk students, 58 percent for not at-risk charters, and 63 percent for school districts. In some cases, not at-risk charters performed as well as, or better than, school districts. For example, across all grades tested, African American, Hispanic, and economically disadvantaged students in not at-risk charters had passing rates on the reading/ELA and mathematics TAKS equal to, or higher than, the rates for the same student groups in school districts. On the 2005 TAKS reading/ELA test, the passing rates for students in Grades 6-8 in not at-risk charters were 1 to 3 percentage points higher than those for students in school districts.
- In 2003-04, the Grade 7-8 annual dropout rate for not at-risk charters (0.3%) was one-tenth of a percentage point higher than the rate for school districts (0.2%). The rate for at-risk charters was 0.8 percent. Hispanic students had the same dropout rate (0.3%) in not at-risk charters as in school districts, and economically disadvantaged students had a lower rate in not at-risk charters (0.1%) than in school districts (0.2%). The highest dropout rate was for White students in at-risk charters (1.1%).
- In 1995, school districts were required to establish Disciplinary Alternative Education Programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (TEC Chapter 37). In 2003-04, a total of 103,696 students were assigned to DAEPs, an increase from the 101,671 students assigned in 2002-03. The average length of student assignment was 42.5 days in 2003-04, compared to 29.4 days in 2002-03. Statewide, 77.1 percent of students assigned to DAEPs took the 2004 TAKS reading/ELA test, and 8.6 percent took the 2004 SDAA reading test. On the 2004 TAKS, students assigned to DAEPs had passing rates of 64 percent in reading/ELA and 41 percent in mathematics.
- In the 2004-05 school year, 2,005,807 (46%) of the 4,383,871 public school students in Texas were identified as at risk of dropping out of school, an increase of two percentage points from the 2003-04 school year. On the 2005 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 79 percent at Grade 9 to a high of 94 percent at Grade 11. At-risk students passed the mathematics test at rates ranging from a low of 28 percent at both Grades 9 and 10 to a high of 70 percent at Grade 3. Across subjects, at-risk students had TAKS passing rates of 70 percent or more in reading/ELA at Grades 3, 6, and 11 (79%, 70%, and 80%, respectively); mathematics at Grade 3 (70%); writing at Grades 4 and 7 (80% and 76%, respectively); and social studies at Grades 8 and 11 (70% and 90%, respectively). The largest gaps between at-risk and not at-risk student performance were in mathematics and science.
- Nearly 83 percent of districts and charters that responded to a TEA survey in school year 2004-05 reported having some type of character education program. Of the districts and charters with programs, 166 described programs that met the statutory criteria for designation as Character Plus programs.

1. Academic Excellence Indicators

This chapter of the *2005 Comprehensive Annual Report on Texas Public Schools* presents the progress the state is making on the Academic Excellence Indicators established in Texas law, adopted by the commissioner of education, or adopted by the State Board of Education. Detailed analysis of two key indicators, Texas Assessment of Knowledge and Skills (TAKS) results and dropout rates, can be found in Chapters 2 and 5 of the report. This chapter provides an analysis of other measures and indicators presented in the Academic Excellence Indicator System (AEIS) state performance report (pages 7-19), including:

- results of special education students meeting admission, review, and dismissal (ARD) committee expectations on the State-Developed Alternative Assessment II (SDAA II);
- participation of students in TAKS/SDAA II testing (i.e., percentages of students tested and not tested);
- cumulative percentage 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 and 5 reading results and Grade 5 mathematics results for the Student Success Initiative (SSI);
- percentage change in proficiency level for students taking the Reading Proficiency Tests in English (RPTE);
- attendance rates;
- completion/student status rates;
- completion of advanced/dual enrollment courses;
- completion of the Recommended High School Graduation Program (RHSP) or the Distinguished Achievement Graduation Program (DAP);
- results of Advanced Placement (AP) and International Baccalaureate (IB) examinations;
- equivalency between performance on the exit-level Texas Assessment of Academic Skills (TAAS) and the Texas Academic Skills Program (TASP) test;
- percentage of Grade 11 students attaining the college readiness standard under the Texas Success Initiative (TSI);
- results of college admission tests (SAT I and ACT); and
- profile information on students, programs, staff, and finances.

Note that the current-year performance of at-risk students has been added to the district, region, and state AEIS reports for 2005. In subsequent reports, at-risk student data will be provided for both the current year and previous year.

SDAA II Results

New for 2005, the SDAA II assesses students in special education programs in Grades 3-10 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom the TAKS is an inappropriate measure of academic progress. SDAA II tests are given in the areas of reading/ELA, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their ARD committees. Because the SDAA II assesses more of the TEKS than the previous SDAA and expands the number of grades and subjects tested, SDAA and SDAA II results are not comparable.

Two sets of SDAA II results are presented in the AEIS report. The first set, labeled SDAA II Examinations, provides the SDAA II results used in the 2005 accountability ratings system. The results are based on the number of tests meeting ARD expectations divided by the total number of SDAA II tests taken across all subject areas. Statewide, 79 percent of SDAA II tests taken in 2005 met ARD expectations. Results varied slightly by ethnic group, with 78 percent of tests taken by African American students, 76 percent of tests taken by Hispanic students, and 83 percent of tests taken by White students having met ARD expectations.

The second set, labeled SDAA II Examinees, provides the SDAA II results disaggregated by subject area and all tests taken. Results are based on the number of

Technical Note. The TAKS results shown in the AEIS state performance report (pages7-19) differ by 1 or 2 percentage points from those reported in the Student Performance chapter of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance chapter contains the results of all students who took the TAKS in the spring of each year, regardless of their enrollment status the previous October.

students meeting ARD expectations divided by the number of students tested. Of students taking the SDAA II in 2005, 68 percent met ARD committee expectations on all tests taken. Results varied by subject area, with 82 percent of students meeting ARD expectations in reading/ELA, 80 percent in mathematics, and 65 percent in writing.

TAKS/SDAA II Participation

Every student enrolled in a Texas public school in Grades 3-11 must be given the opportunity to take the TAKS or SDAA II. The TAKS/SDAA II participation section of the AEIS report provides percentages of students tested and not tested, as well as the percentage of examinees whose results are included for accountability ratings purposes. Percentages are based on the unduplicated count of students for whom TAKS or SDAA II answer documents were submitted. In 2005, test results for accountability evaluations included students in regular and special education programs in Grades 3-11 who took the English-version TAKS, as well as students in regular and special education programs in Grades 3-6 who took the Spanish-version TAKS. Because SDAA results were incorporated in the accountability rating system in 2004 and SDAA II results were included in 2005, the participation rates reported for each year include the percentage of students taking either the TAKS or SDAA/SDAA II, as well as the percentage of students taking SDAA/SDAA II only.

In 2005, 97.0 percent of students were tested, with 90.8 percent of students taking one or more of the TAKS or SDAA II tests and 6.2 percent of students taking SDAA II tests only. The results of 91.3 percent of the students tested were included for accountability ratings purposes, the highest percentage of students ever included in the state accountability system. The results of 5.7 percent were excluded because the students were not enrolled in the fall in the districts where they tested in the spring (i.e., mobile subset).

Statewide, 3.0 percent of students were not tested on a state assessment. Of those, 0.2 percent were absent on all days of testing, 0.8 percent were students served in special education who were exempted from all tests by their ARD committees, 1.0 percent were exempted from all tests because of limited English proficiency, and 1.0 percent had answer documents coded with combinations of the "not tested" categories or had testing disrupted by illness or other similar events. The percentage of special education students who were exempted by their ARD committees decreased from 2.1 percent in 2004 to 0.8 percent in 2005. The decrease is attributable, in large part, to the implementation of SDAA II, which now includes reading and mathematics in Grade 9 and ELA and mathematics in Grade 10.

Of students served in special education, 47.1 percent participated in the SDAA II only in 2005. This is a large increase over the 36.9 percent who participated in the SDAA only in 2004.

Cumulative Percent Passing Exit-Level TAKS

This measure is the percentage of a class of students passing all tests taken on the exit-level TAKS. The class of 2005 is the first class of graduates who 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 was first administered in the spring of the students' 11th grade year. Students had four additional opportunities to retake the test before their graduation date. The TAKS cumulative passing rate for the class of 2005 shows the percentage of students who first took the exit-level test in spring 2004 when they were juniors and eventually passed all tests taken by the end of their senior year in May 2005. The measure includes only those students who took the test in the spring of the 11th grade and continued to retake the test, if needed, in the same district.

Statewide, 91 percent of the class of 2005 passed the exit-level TAKS. Results varied by ethnic group, with 95 percent of White and Asian/Pacific Islander students, 86 percent of Hispanic students, and 85 percent of African American students passing the exit-level TAKS before their expected high school graduation date.

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: (1) the percentage who passed the corresponding assessment in the current year; and (2) the average Texas Growth Index (TGI) between the prior year and current year. Statewide, almost half (45%) of the students who failed the reading/ELA assessment in 2004 passed in 2005. Progress in mathematics was slower, with 25 percent of prior year failers passing in 2005. Note that the TAKS passing standard for students in Grades 3-11 was higher in 2005 than in 2004. For Grades 3-10, performance at the panel-recommended standard was required in 2005, compared to one standard error of measurement [SEM]

below panel recommendation in 2004. The standard for Grade 11 in 2005 was one SEM below the panel-recommended standard, compared to two SEM below panel recommendation in 2004.

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 is equal to the average predicted change as calculated in the 2003 to 2004 base comparison years. Statewide, students who failed one or more of the TAKS tests in 2004 demonstrated an average TGI growth of 0.53 in reading/ELA and 0.38 in mathematics.

Student Success Initiative (SSI)—Grades 3 and 5 Reading and Grade 5 Mathematics Results

As required by the SSI (Texas Education Code [TEC] §28.0211, 2004), Grade 3 students must pass the reading test, and Grade 5 students must pass the reading and mathematics tests to advance to the next grade level. Students have three opportunities to pass each required test and may still be promoted by a grade placement committee if the members unanimously decide that the student is likely to perform on grade level after receiving accelerated instruction. The grade promotion requirements for Grade 3 students began with the initial TAKS administration in spring 2003; requirements for Grade 5 students became effective in 2005. Students in Grade 8 will have to pass the reading and mathematics tests beginning in 2007-08.

Four SSI indicators are included in AEIS reports: Students Requiring Accelerated Instruction, TAKS Cumulative Met Standard, TAKS Failers Promoted by Grade Placement Committee, and TAKS Met Standard (Failed in Previous Year). Results for Grade 3 students who took the reading test in spring 2004 and spring 2005 are shown for each of the indicators. Results for Grade 5 students are shown for the first two indicators only, because 2005 was the first year that fifth graders were subject to SSI requirements. Grade 5 performance on the last two indicators, which require two years of data, will be added to AEIS reports in 2006.

The indicator, Students Requiring Accelerated Instruction, shows the percentages of students who did not meet the passing standards on the Grade 3 reading test and Grade 5 reading and mathematics tests in the first test administration and were provided accelerated instruction in preparation for the second administration. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction. In 2005, 13 percent of Grade 3 students and 25 percent of Grade 5 students needed accelerated instruction following the initial administration of TAKS reading in February. In addition, 21 percent of the Grade 5 students needed accelerated instruction following the initial administration of TAKS mathematics in April.

The indicator, TAKS Cumulative Met Standard, shows the percentages of students who passed the Grade 3 reading test and Grade 5 reading and mathematics tests in the first and second test administrations combined. The cumulative passing rate of 93 percent statewide for Grade 3 students was down slightly from the cumulative rate of 95 percent in spring 2004. The lower performance is attributable, in part, to the increase in passing standard from one SEM below panel recommendation in 2004 to the panel-recommended standard in 2005. For students in Grade 5, the cumulative passing rates were 86 percent for the TAKS reading test and 88 percent for the TAKS mathematics test.

The indicator, TAKS Failers Promoted by Grade Placement Committee, shows the percentage of Grade 3 students who did not meet the passing standard on the reading test but were promoted to Grade 4 by their grade placement committees. Statewide, 48.2 percent of students who did not pass the Grade 3 TAKS reading test were promoted to Grade 4 by their grade placement committees in 2004, compared to 40.9 percent in 2003.

The indicator, TAKS Met Standard (Failed in Previous Year), provides TAKS results for Grade 3 students who did not pass the reading test the previous year. For those who were promoted to fourth grade, the indicator shows the percentage that passed the Grade 4 reading test. For those who were retained in third grade, the indicator shows the percentage that passed the Grade 3 reading test. Again, students tested in spring 2005 were required to pass at the panel-recommended standard, whereas students tested in spring 2004 were required to meet the lower standard of one SEM below panel recommendation. Statewide, 56 percent of the students who were promoted to fourth grade passed the Grade 4 TAKS reading test in spring 2005, a dramatic increase from 29 percent in 2004. In contrast, 76 percent of the students who were retained in third grade passed the Grade 3 TAKS reading test in spring 2005, a decrease from 84 percent in 2004.

Reading Proficiency Tests in English (RPTE)

The RPTE measures annual growth of students learning English. Beginning in 2005, a new proficiency level, *Advanced High*, was added to the three levels of proficiency used in 2004: *Beginning, Intermediate,* and

Advanced. Limited English proficient (LEP) students in Grades 3-12 take the RPTE until they meet state program exit requirements and are classified as non-LEP. The AEIS reports the levels of proficiency attained in 2005 by students who attained *Beginning, Intermediate, and Advanced* proficiency in 2004. Of students who scored at the *Beginning* level in 2004, 48.2 percent remained at the same proficiency level in 2005, 32.7 percent moved to the *Intermediate* level, 14.6 percent moved to the *Advanced* level, and 4.5 percent moved to the *Advanced High* level. Of students who scored at the *Intermediate* level in 2004, 8.9 percent declined to the *Beginning* level in 2005, 30.0 percent remained at the *Intermediate* level, 41.9 percent moved to the *Advanced* level, and 19.2 percent moved to the *Advanced High* level. Finally, of students who scored at the *Advanced* level in 2004, 1.5 percent declined to the *Beginning* level in 2005, 8.8 percent declined to the *Intermediate* level, 46.8 percent remained at the *Advanced* level, and 42.9 percent moved to the *Advanced High* level.

Student Attendance

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate increased slightly to 95.7 percent in 2003-04 from 95.6 percent in 2002-03. Rates for all student groups were at 95.0 percent or higher in 2003-04, with the exception of at-risk students (94.9%) and students served in special education (94.3%). Attendance rates are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Completion/Student Status Rate

A completion rate is the percentage of students from a class of ninth graders who complete their high school education by their anticipated graduation date. Members of the class of 2004 were identified as students who attended Grade 9 for the first time in the 2000-01 school year and were expected to have graduated in spring 2004.

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 continue high school. 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 will be used as a base indicator for districts and campuses evaluated under the standard accountability procedures.

Statewide, 96.1 percent of students in the class of 2004 met the requirements of Completion Rate II, a slight increase over the percentage in the class of 2003 (95.5%). Completion rates were highest for Asian/Pacific Islander and White students (98.3% and 98.1%, respectively) and lowest for LEP, Hispanic, and special education students (83.7%, 93.7%, and 93.7%, respectively). Between the classes of 2003 and 2004, completion rates increased for all student groups. In the class of 2004, LEP students had the highest percentage of students continuing school after anticipated graduation (23.7%), followed by special education students (15.1%). Native American students had the highest percentage of GED recipients (6.1%), whereas Asian/Pacific Islander students had the lowest percentage (1.6%).

Percentage Completing Advanced/Dual Enrollment Courses

The percentage of students completing advanced/dual enrollment courses is based on a count of the number of students who complete and receive credit for at least one advanced course in Grades 9-12. Advanced courses include 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 statewide accountability system.

In 2003-04, the most recent year for which data are available, 19.9 percent of students in Grades 9-12 completed at least one advanced course. Across ethnic groups, the percentage of students completing advanced courses was highest for Asian/Pacific Islanders at 38.6 percent, followed by Whites (24.7%), Native Americans (19.8%), Hispanics (15.5%), and African Americans (13.0%). The percentage of students completing advanced courses increased for all student groups between 2002-03 and 2003-04, except for special education students.

Percentage Completing Recommended High School Graduation Program (RHSP) or Distinguished Achievement Graduation Program (DAP)

This indicator, which shows the percentage of graduates reported as having satisfied the course requirements for the RHSP or DAP, is evaluated for Gold Performance Acknowledgment in the statewide accountability system. For a student entering ninth grade beginning in the 2004-05 school year, the RHSP is the default curriculum, unless the student, the student's parents, and a school counselor or administrator agree that the student should be permitted to take courses under the Minimum High School Graduation Program (19 Texas Administrative Code §74.51, 2004).

For the class of 2004, 68.4 percent of students statewide met the requirements for the RHSP or DAP, up from the 63.7 percent reported for the class of 2003. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islanders (83.1%), followed by Whites (69.9%), Hispanics (68.2%), Native Americans (64.8%), and African Americans (59.9%). Nearly 65 percent of economically disadvantaged students and 49 percent of LEP students also completed the RHSP or DAP. The percentages for all student groups increased substantially over the previous school year.

Advanced Placement (AP) and International Baccalaureate (IB) Results

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

Statewide, the percentage of 11th or 12th graders taking at least one AP or IB examination rose from 16.1 percent in 2003 to 17.4 percent in 2004. The percentages of students participating in these examinations rose for all student groups between 2003 and 2004.

The percentage of examinees with at least one score at or above criterion decreased slightly statewide from 56.0 percent in 2003 to 53.9 percent in 2004. Likewise, the percentage of examinations with scores at or above the criterion declined statewide, from 51.4 percent in 2003 to 49.3 percent in 2004. Performance for all student groups also declined on this measure in 2004.

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

Texas Assessment of Academic Skills (TAAS)/Texas Academic Skills Program (TASP) Equivalency

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

Equivalency rates for the class of 2004 showed that 77.3 percent of graduates statewide, when they first took the TAAS, scored sufficiently high to have a 75 percent likelihood of passing the TASP (THEA). This is an improvement over the 71.1 percent equivalency rate for the class of 2003. The class of 2004 is the last group of students to graduate under the TAAS graduation requirements; thus, the 2005 accountability cycle is the last time this indicator will be evaluated for Gold Performance Acknowledgment.

Texas Success Initiative (TSI)—Higher Education Readiness Component

The TSI indicator shows the percentage of students who met the Higher Education Readiness Component standards on the exit-level mathematics and English language arts (ELA) TAKS tests. The standards, as set by the Texas Higher Education Coordinating Board (THECB), are a score of 2200 on the mathematics test and 2200 on the ELA test, with a 3 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 standard adopted by the THECB is exempt from the requirements of the TSI (TEC §51.306, 2004). Beginning with 2006, results of TSI will be evaluated for Gold Performance Acknowledgment in the statewide accountability system.

TAKS results from spring 2005 showed that 39 percent of Grade 11 students achieved the college readiness standard in ELA, a 10 percentage point increase from 29 percent in 2004. The standard in mathematics was met by 48 percent of 11th graders, a 5 percentage point increase from 2004.

College Admissions Tests

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

The percentage of graduates who took either the SAT I or the ACT decreased from 62.4 percent for the class of 2003 to 61.9 percent for the class of 2004. Of the examinees in the class of 2004, 27.0 percent scored at or above criterion on either test (1110 on the SAT I or 24 on the ACT), a slight decrease from 27.2 percent for the class of 2003. Performance results varied greatly by ethnic group, with 45.6 percent of Asian/Pacific Islanders, 37.6 percent of Whites, 10.5 percent of Hispanics, and 7.6 percent of African Americans scoring at or above criterion on either test.

The average SAT I total score for the class of 2004 was 987, a slight decrease over the average score of 989 for the class of 2003. The average ACT composite score was 20.1 for the class of 2004, a slight increase from 19.9 for the class of 2003.

Profile Information

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

Agency Contact Persons

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

Other Sources of Information

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

See *Pocket Edition, 2004-05: Texas Public School Statistics* at www.tea.state.tx.us/perfreport/pocked/ (available in January 2006).

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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 2005 Standard Grade 3 (English) First Administration Only													
Reading	2005	89%	83%	85%	95%	93%	96%	88%	90%	83%	84%	79%	80%
	2004	88%	81%	84%	94%	92%	94%	87%	89%	82%	82%	77%	n/a
Mathematics	2005	82%	70%	77%	91%	87%	94%	83%	81%	75%	75%	73%	71%
	2004	83%	71%	79%	91%	87%	94%	85%	82%	75%	77%	75%	n/a
All Tests	2005	76%	63%	70%	87%	81%	91%	77%	76%	65%	67%	62%	61%
	2004	78%	65%	72%	88%	83%	91%	79%	78%	69%	70%	65%	n/a
TAKS Met 2005 Standard Grade 3 (Spanish) First Administration Only													
Reading	2005	74%	61%	74%	87%	29%	> 99%	71%	78%	53%	74%	74%	74%
	2004	78%	66%	78%	82%	91%	*	74%	82%	61%	78%	78%	n/a
Mathematics	2005	68%	59%	68%	93%	71%	> 99%	68%	67%	53%	67%	67%	67%
	2004	69%	78%	69%	84%	82%	*	70%	68%	56%	69%	69%	n/a
All Tests	2005	54%	44%	54%	66%	29%	> 99%	53%	55%	34%	54%	54%	54%
	2004	62%	53%	62%	76%	83%	*	60%	64%	45%	62%	62%	n/a
TAKS Met 2005 Standard Grade 4 (English)													
Reading	2005	80%	69%	74%	89%	83%	92%	78%	81%	70%	71%	58%	58%
	2004	81%	72%	75%	90%	87%	91%	79%	83%	71%	73%	60%	n/a
Mathematics	2005	82%	68%	77%	90%	84%	95%	83%	81%	73%	74%	68%	62%
	2004	79%	65%	73%	88%	80%	92%	80%	77%	66%	70%	65%	n/a
Writing	2005	91%	87%	89%	94%	90%	97%	88%	94%	82%	87%	81%	80%
	2004	88%	83%	85%	92%	91%	95%	85%	91%	77%	83%	74%	n/a
All Tests	2005	70%	56%	63%	82%	74%	88%	69%	72%	57%	60%	49%	45%
	2004	68%	53%	60%	80%	73%	85%	67%	69%	53%	57%	46%	n/a
TAKS Met 2005 Standard Grade 4 (Spanish)													
Reading	2005	69%	68%	69%	79%	71%	*	65%	73%	42%	69%	69%	69%
	2004	67%	*	67%	77%	83%	40%	62%	71%	48%	67%	67%	n/a
Mathematics	2005	65%	75%	65%	77%	50%	*	66%	64%	50%	65%	65%	65%
	2004	62%	*	62%	76%	83%	40%	63%	61%	52%	62%	62%	n/a
Writing	2005	88%	90%	88%	92%	> 99%	*	84%	91%	71%	87%	88%	88%
	2004	89%	83%	89%	90%	83%	> 99%	85%	92%	77%	88%	89%	n/a
All Tests	2005	56%	64%	56%	65%	50%	*	54%	59%	35%	56%	56%	56%
	2004	54%	63%	54%	61%	83%	50%	51%	57%	39%	54%	54%	n/a

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2005 Standard Grade 5 (English) First Administration Only													
Reading	2005	75%	64%	66%	88%	79%	87%	75%	76%	62%	64%	37%	48%
	2004	74%	63%	64%	87%	80%	88%	72%	75%	60%	62%	34%	n/a
Mathematics	2005	80%	65%	74%	89%	85%	93%	81%	79%	67%	72%	59%	58%
	2004	73%	58%	66%	85%	79%	91%	74%	73%	56%	64%	48%	n/a
Science	2005	64%	47%	55%	80%	72%	81%	68%	61%	45%	52%	32%	37%
	2004	55%	37%	44%	72%	63%	74%	60%	51%	36%	42%	22%	n/a
All Tests	2005	55%	36%	44%	72%	61%	75%	57%	53%	36%	41%	19%	24%
	2004	49%	31%	37%	66%	56%	71%	52%	46%	30%	35%	17%	n/a
TAKS Met 2005 Standard Grade 5 (Spanish) First Administration Only													
Reading	2005	60%	*	60%	43%	*	*	57%	63%	48%	60%	60%	60%
	2004	60%	*	60%	70%	40%	*	56%	64%	41%	60%	60%	n/a
Mathematics	2005	45%	*	45%	71%	*	*	46%	44%	28%	45%	45%	45%
	2004	45%	*	45%	56%	33%	*	45%	45%	37%	45%	45%	n/a
Science	2005	24%	*	24%	20%	*	*	26%	22%	13%	23%	24%	24%
	2004	20%	*	20%	< 1%	33%	*	23%	17%	10%	20%	20%	n/a
All Tests	2005	13%	*	13%	< 1%	*	*	14%	13%	8%	13%	13%	13%
	2004	21%	*	21%	10%	29%	*	23%	20%	12%	21%	21%	n/a
TAKS Met 2005 Standard Grade 6 (English)													
Reading	2005	86%	78%	80%	94%	90%	95%	84%	87%	70%	78%	51%	70%
	2004	79%	71%	70%	90%	84%	91%	77%	81%	60%	69%	35%	n/a
Mathematics	2005	73%	58%	65%	85%	78%	92%	73%	73%	51%	62%	41%	49%
	2004	68%	52%	59%	81%	74%	89%	69%	68%	46%	57%	35%	n/a
All Tests	2005	69%	54%	60%	83%	75%	90%	69%	70%	50%	58%	31%	43%
	2004	63%	47%	52%	78%	70%	85%	63%	64%	42%	50%	22%	n/a
TAKS Met 2005 Standard Grade 6 (Spanish)													
Reading	2005	61%	*	61%	*	*	*	58%	64%	25%	61%	61%	61%
	2004	59%	*	60%	*	*	*	55%	64%	< 1%	58%	60%	n/a
Mathematics	2005	45%	*	45%	*	*	*	46%	44%	< 1%	45%	45%	45%
	2004	38%	*	38%	*	*	*	39%	38%	*	38%	38%	n/a
All Tests	2005	43%	*	43%	*	*	*	43%	43%	25%	43%	43%	43%
	2004	37%	*	37%	*	*	*	37%	37%	< 1%	36%	37%	n/a

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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 2005 Standard Grade 7													
Reading	2005	81%	74%	74%	91%	86%	93%	79%	83%	62%	73%	33%	61%
	2004	76%	63%	68%	87%	78%	88%	73%	79%	54%	66%	28%	n/a
Mathematics	2005	65%	48%	55%	79%	70%	88%	65%	64%	41%	52%	25%	34%
	2004	61%	43%	51%	76%	61%	85%	62%	61%	36%	48%	24%	n/a
Writing	2005	89%	85%	84%	94%	90%	96%	85%	93%	68%	83%	52%	76%
	2004	89%	86%	85%	94%	90%	96%	85%	93%	71%	84%	53%	n/a
All Tests	2005	60%	44%	49%	75%	66%	85%	59%	61%	36%	47%	16%	28%
	2004	56%	38%	45%	71%	56%	80%	55%	58%	31%	42%	15%	n/a
TAKS Met 2005 Standard Grade 8													
Reading	2005	84%	79%	76%	93%	87%	92%	83%	84%	62%	75%	30%	65%
	2004	84%	77%	76%	92%	87%	92%	83%	84%	63%	75%	35%	n/a
Mathematics	2005	62%	45%	51%	76%	63%	86%	62%	62%	32%	49%	23%	30%
	2004	58%	39%	47%	73%	61%	82%	60%	57%	30%	44%	20%	n/a
Soc Studies	2005	85%	79%	79%	93%	90%	95%	85%	85%	62%	78%	51%	71%
	2004	82%	74%	74%	90%	85%	94%	82%	81%	57%	72%	42%	n/a
All Tests	2005	58%	42%	46%	73%	61%	83%	58%	58%	33%	44%	14%	26%
	2004	54%	36%	42%	70%	57%	79%	55%	53%	29%	39%	14%	n/a
TAKS Met 2005 Standard Grade 9													
Reading	2005	83%	75%	75%	93%	88%	91%	78%	87%	57%	74%	30%	68%
	2004	77%	67%	67%	88%	85%	88%	74%	80%	48%	66%	24%	n/a
Mathematics	2005	58%	40%	45%	74%	62%	84%	58%	58%	28%	43%	18%	29%
	2004	52%	35%	38%	68%	55%	81%	52%	51%	21%	36%	14%	n/a
All Tests	2005	56%	38%	43%	73%	60%	80%	55%	57%	31%	41%	13%	28%
	2004	50%	33%	36%	67%	54%	77%	49%	50%	22%	34%	10%	n/a

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2005 Standard Grade 10													
Eng Lang Arts	2005	68%	59%	59%	77%	72%	81%	61%	75%	37%	57%	20%	51%
	2004	73%	64%	62%	83%	73%	84%	66%	79%	35%	60%	18%	n/a
Mathematics	2005	59%	39%	46%	75%	67%	84%	61%	58%	27%	44%	18%	28%
	2004	53%	33%	39%	68%	55%	80%	54%	52%	19%	37%	18%	n/a
Science	2005	55%	35%	39%	72%	63%	78%	58%	52%	24%	37%	11%	25%
	2004	52%	32%	36%	70%	58%	74%	56%	49%	21%	33%	11%	n/a
Soc Studies	2005	85%	76%	77%	93%	90%	94%	85%	84%	61%	76%	43%	69%
	2004	81%	72%	71%	91%	86%	92%	83%	79%	52%	69%	36%	n/a
All Tests	2005	40%	22%	27%	56%	46%	66%	39%	41%	12%	24%	6%	13%
	2004	39%	21%	24%	55%	40%	64%	39%	39%	10%	22%	5%	n/a
TAKS Met 2005 Standard Grade 11 (April Administration)													
Eng Lang Arts	2005	88%	84%	82%	94%	89%	93%	85%	91%	62%	81%	39%	80%
	2004	86%	80%	79%	91%	88%	90%	81%	90%	53%	77%	38%	n/a
Mathematics	2005	81%	68%	73%	90%	84%	94%	84%	79%	51%	71%	49%	66%
	2004	77%	61%	68%	86%	80%	92%	78%	75%	42%	65%	46%	n/a
Science	2005	81%	69%	71%	91%	88%	91%	85%	77%	53%	69%	42%	66%
	2004	77%	62%	64%	88%	83%	89%	80%	73%	44%	62%	34%	n/a
Soc Studies	2005	95%	93%	90%	98%	97%	97%	96%	94%	80%	90%	65%	90%
	2004	95%	93%	92%	98%	97%	97%	96%	95%	82%	91%	71%	n/a
All Tests	2005	69%	53%	57%	82%	73%	85%	71%	68%	35%	54%	19%	48%
	2004	64%	46%	51%	78%	70%	81%	65%	64%	26%	47%	17%	n/a
TAKS Met 2005 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)													
Reading/ELA	2005	83%	76%	77%	91%	87%	92%	81%	86%	65%	76%	58%	68%
	2004	80%	71%	72%	89%	84%	90%	77%	82%	59%	71%	52%	n/a
Mathematics	2005	72%	57%	64%	84%	76%	90%	72%	71%	53%	62%	54%	48%
	2004	67%	50%	58%	79%	70%	87%	68%	66%	45%	56%	49%	n/a
Writing	2005	90%	86%	87%	94%	90%	97%	86%	93%	75%	85%	74%	78%
	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%	n/a
Science	2005	66%	49%	53%	81%	73%	83%	69%	62%	41%	51%	28%	43%
	2004	60%	42%	46%	77%	67%	78%	64%	56%	33%	43%	21%	n/a
Soc Studies	2005	88%	82%	82%	94%	92%	95%	88%	87%	67%	80%	52%	76%
	2004	85%	78%	77%	93%	88%	94%	86%	84%	61%	75%	46%	n/a
All Tests	2005	62%	47%	53%	77%	68%	83%	62%	63%	42%	51%	39%	37%
	2004	58%	41%	47%	72%	62%	79%	58%	58%	35%	45%	35%	n/a

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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 2005 Standard (Sum of All Grades Tested) (Panel Recommendation)													
Reading/ELA	2005	83%	76%	77%	91%	87%	92%	80%	85%	65%	76%	58%	68%
	2004	80%	71%	72%	89%	84%	90%	77%	82%	58%	70%	51%	n/a
Mathematics	2005	71%	55%	63%	83%	75%	90%	72%	70%	52%	61%	53%	47%
	2004	66%	49%	57%	78%	69%	87%	67%	65%	44%	55%	48%	n/a
Writing	2005	90%	86%	87%	94%	90%	97%	86%	93%	75%	85%	74%	78%
	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%	n/a
Science	2005	63%	45%	50%	79%	70%	82%	67%	59%	37%	48%	26%	38%
	2004	56%	38%	41%	73%	63%	76%	61%	52%	29%	39%	19%	n/a
Soc Studies	2005	87%	81%	80%	94%	91%	95%	87%	86%	65%	79%	49%	75%
	2004	84%	77%	76%	92%	88%	94%	86%	83%	60%	74%	44%	n/a
All Tests	2005	62%	45%	52%	76%	67%	83%	62%	62%	41%	50%	39%	36%
	2004	57%	40%	46%	71%	61%	78%	57%	57%	34%	44%	34%	n/a
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2005	25%	15%	17%	36%	28%	40%	23%	27%	12%	15%	9%	8%
	2004	20%	12%	13%	29%	22%	33%	18%	22%	9%	12%	9%	n/a
Mathematics	2005	20%	9%	13%	29%	21%	46%	21%	19%	10%	12%	9%	5%
	2004	17%	8%	11%	25%	18%	41%	18%	16%	8%	10%	9%	n/a
Writing	2005	26%	17%	19%	36%	26%	46%	21%	32%	10%	17%	11%	9%
	2004	22%	13%	14%	31%	20%	41%	17%	26%	8%	12%	9%	n/a
Science	2005	14%	6%	8%	20%	15%	27%	16%	11%	7%	8%	3%	3%
	2004	9%	3%	4%	14%	11%	19%	11%	7%	4%	4%	2%	n/a
Soc Studies	2005	26%	14%	15%	38%	29%	47%	30%	22%	8%	13%	3%	8%
	2004	21%	10%	11%	31%	22%	40%	25%	17%	6%	10%	2%	n/a
All Tests	2005	10%	4%	5%	15%	10%	24%	10%	10%	4%	5%	3%	2%
	2004	8%	3%	4%	12%	8%	19%	8%	8%	3%	4%	3%	n/a
SDAA II Examinations (Sum of Grades 3-10) Met ARD Expectations (Standard Accountability & AEA Indicator)													
2005		79%	78%	76%	83%	83%	83%	78%	81%	79%	78%	76%	78%
SDAA II Examinees (Sum of Grades 3-10) Met ARD Expectations													
Reading/ELA	2005	82%	81%	80%	86%	85%	87%	81%	85%	82%	81%	78%	81%
Mathematics	2005	80%	79%	78%	84%	86%	84%	80%	81%	80%	80%	78%	79%
Writing	2005	65%	65%	62%	70%	69%	70%	63%	69%	65%	64%	61%	63%
All Tests	2005	68%	66%	64%	73%	74%	74%	67%	70%	68%	66%	63%	67%

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2005 TAKS/SDAA II Participation (Grades 3-11)												
Tested	97.0%	97.2%	95.7%	98.4%	97.4%	96.0%	96.6%	97.4%	90.1%	96.0%	87.0%	95.1%
By Testing Program												
TAKS/SDAA II	90.8%	87.3%	89.3%	93.5%	90.0%	94.4%	88.7%	93.0%	43.0%	87.3%	76.5%	86.3%
SDAA II Only	6.2%	9.9%	6.4%	4.9%	7.4%	1.6%	7.9%	4.4%	47.1%	8.7%	10.6%	8.8%
By Mobility Status												
Acct Subset	91.3%	89.5%	90.4%	93.4%	88.2%	92.6%	90.9%	92.0%	82.7%	90.6%	82.7%	90.7%
Mobile Subset	5.7%	7.7%	5.3%	5.0%	9.2%	3.4%	5.7%	5.4%	7.4%	5.4%	4.4%	4.5%
Not Tested	3.0%	2.8%	4.3%	1.6%	2.6%	4.0%	3.4%	2.6%	9.9%	4.0%	13.0%	4.9%
Absent	0.2%	0.3%	0.3%	0.2%	0.3%	0.1%	0.3%	0.2%	0.5%	0.3%	0.2%	0.4%
ARD Exempt	0.8%	1.1%	0.8%	0.7%	0.9%	0.5%	1.0%	0.6%	5.9%	0.9%	1.0%	0.9%
LEP Exempt	1.0%	0.2%	2.1%	0.1%	0.3%	2.3%	1.1%	1.0%	0.0%	1.7%	9.0%	2.1%
Other	1.0%	1.1%	1.2%	0.6%	1.1%	1.1%	1.1%	0.8%	3.5%	1.1%	2.7%	1.4%
Total Count	2,931,773	419,924	1,261,614	1,144,136	9,937	88,936	1,501,929	1,426,001	385,626	1,511,786	333,324	1,262,502
2004 TAKS/SDAA Participation (Grades 3-11)												
Tested	95.4%	94.9%	93.8%	97.2%	95.7%	95.6%	94.5%	96.3%	79.4%	93.8%	84.2%	n/a
By Testing Program												
TAKS/SDAA	90.4%	87.0%	88.5%	93.4%	89.5%	94.2%	88.2%	92.7%	42.5%	86.6%	75.3%	n/a
SDAA Only	5.0%	7.8%	5.2%	3.9%	6.1%	1.4%	6.3%	3.6%	36.9%	7.2%	8.9%	n/a
By Mobility Status												
Acct Subset	89.4%	86.9%	88.2%	92.1%	85.7%	92.0%	88.4%	90.8%	68.9%	87.7%	78.9%	n/a
Mobile Subset	5.9%	7.9%	5.6%	5.1%	10.0%	3.6%	6.1%	5.5%	10.5%	6.1%	5.2%	n/a
Not Tested	4.6%	5.1%	6.2%	2.8%	4.3%	4.4%	5.5%	3.7%	20.6%	6.2%	15.8%	n/a
Absent	0.2%	0.3%	0.3%	0.2%	0.4%	0.1%	0.3%	0.2%	0.3%	0.3%	0.2%	n/a
ARD Exempt	2.1%	3.2%	2.1%	1.7%	2.1%	0.8%	2.6%	1.4%	15.3%	2.6%	2.7%	n/a
LEP Exempt	1.2%	0.1%	2.5%	0.1%	0.3%	2.5%	1.2%	1.1%	0.1%	1.9%	10.2%	n/a
Other	1.2%	1.5%	1.4%	0.8%	1.5%	1.0%	1.4%	0.9%	5.0%	1.4%	2.6%	n/a
Total Count	2,886,460	414,708	1,212,584	1,157,565	9,611	84,308	1,478,720	1,403,711	387,954	1,442,214	327,204	n/a
TAKS Exit-Level Cumulative Pass Rate												
Class of 2005	91%	85%	86%	95%	90%	95%	90%	91%	60%	84%	60%	83%
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)												
Percent of Failers Passing TAKS												
Reading/ELA 2005	45%	42%	40%	58%	53%	56%	44%	46%	37%	40%	30%	44%
2004	47%	45%	42%	60%	54%	57%	46%	48%	39%	42%	30%	n/a
Mathematics 2005	25%	21%	23%	34%	29%	38%	26%	25%	20%	22%	18%	25%
2004	27%	23%	25%	35%	32%	38%	28%	27%	21%	24%	20%	n/a
Average TGI Growth												
Reading/ELA 2005	0.53	0.49	0.43	0.80	0.75	0.70	0.53	0.52	0.35	0.44	0.32	0.51
2004	0.50	0.45	0.43	0.71	0.63	0.67	0.49	0.52	0.35	0.43	0.34	0.49
Mathematics 2005	0.38	0.34	0.34	0.47	0.40	0.58	0.40	0.36	0.30	0.34	0.32	0.37
2004	0.38	0.34	0.35	0.48	0.45	0.60	0.40	0.37	0.26	0.35	0.32	0.37

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative												
Grade 3 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2005	13%	18%	17%	6%	9%	5%	14%	11%	20%	18%	23%	22%
2004	10%	14%	13%	4%	6%	4%	11%	9%	15%	14%	17%	n/a
TAKS Cumulative Met Standard (First and Second Administrations)												
2005	93%	90%	90%	98%	97%	98%	92%	94%	89%	90%	86%	87%
2004	95%	92%	93%	99%	98%	98%	95%	96%	92%	93%	90%	n/a
TAKS Failers Promoted by Grade Placement Committee												
2004	48.2%	54.6%	43.8%	57.5%	72.7%	54.3%	50.5%	44.8%	84.9%	47.4%	44.6%	49.0%
2003	40.9%	47.5%	37.0%	51.2%	50.0%	37.7%	41.2%	40.4%	72.5%	39.9%	36.2%	n/a
TAKS Met Standard (Failed in Previous Year)												
Promoted to Grade 4												
2005	56%	56%	50%	73%	67%	71%	56%	54%	13%	54%	49%	50%
2004	29%	31%	24%	49%	*	20%	29%	29%	16%	27%	24%	n/a
Retained in Grade 3												
2005	76%	73%	75%	86%	*	84%	76%	76%	76%	75%	72%	76%
2004	84%	83%	84%	89%	*	90%	85%	84%	84%	84%	84%	n/a
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2005	25%	36%	34%	12%	22%	13%	26%	25%	39%	36%	57%	51%
TAKS Cumulative Met Standard (First and Second Administrations)												
2005	86%	79%	80%	95%	90%	95%	85%	87%	76%	79%	61%	68%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
2005	21%	35%	27%	11%	16%	7%	20%	22%	34%	30%	44%	43%
TAKS Cumulative Met Standard (First and Second Administrations)												
2005	88%	78%	84%	95%	92%	97%	89%	87%	80%	82%	72%	72%

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
RPTE Change Sum of 3-12													
Scored 'Beginning' in 2004													
Beginning	2005	48.2%	37.1%	48.7%	34.6%	46.7%	23.5%	50.2%	45.9%	62.2%	48.8%	48.2%	48.3%
Intermediate	2005	32.7%	34.4%	32.5%	38.3%	34.7%	41.0%	31.7%	33.8%	28.0%	32.5%	32.7%	32.6%
Advanced	2005	14.6%	22.0%	14.3%	18.8%	17.3%	26.4%	13.8%	15.5%	8.7%	14.4%	14.6%	14.6%
Advanced High	2005	4.5%	6.6%	4.4%	8.3%	1.3%	9.2%	4.3%	4.8%	1.1%	4.4%	4.5%	4.5%
Scored 'Intermediate' in 2004													
Beginning	2005	8.9%	7.6%	9.2%	6.4%	8.7%	3.7%	9.7%	8.0%	11.2%	9.2%	8.9%	8.9%
Intermediate	2005	30.0%	28.1%	30.2%	25.9%	33.3%	26.7%	30.8%	29.1%	37.7%	30.3%	30.0%	30.1%
Advanced	2005	41.9%	44.2%	42.0%	39.8%	39.1%	40.8%	41.0%	42.9%	44.4%	41.9%	41.9%	41.9%
Advanced High	2005	19.2%	20.1%	18.7%	27.8%	18.8%	28.8%	18.5%	20.1%	6.7%	18.6%	19.2%	19.2%
Scored 'Advanced' in 2004													
Beginning	2005	1.5%	1.1%	1.6%	0.9%	1.2%	0.6%	1.8%	1.3%	2.1%	1.6%	1.5%	1.5%
Intermediate	2005	8.8%	9.6%	8.8%	8.6%	9.5%	8.1%	9.6%	7.9%	11.3%	8.8%	8.8%	8.8%
Advanced	2005	46.8%	43.2%	47.4%	38.5%	46.4%	38.0%	46.3%	47.3%	59.6%	47.1%	46.8%	46.9%
Advanced High	2005	42.9%	46.1%	42.2%	52.0%	42.9%	53.2%	42.3%	43.5%	26.9%	42.4%	42.9%	42.8%
Attendance Rate													
2003-04		95.7%	95.4%	95.5%	95.9%	95.0%	97.7%	95.7%	95.8%	94.3%	95.4%	96.5%	94.9%
2002-03		95.6%	95.3%	95.4%	95.7%	94.7%	97.5%	95.5%	95.6%	94.1%	95.3%	96.3%	n/a
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)													
2003-04		0.2%	0.2%	0.3%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.5%	0.2%
2002-03		0.2%	0.2%	0.4%	0.1%	0.4%	0.2%	0.2%	0.2%	0.2%	0.3%	0.6%	n/a
Annual Dropout Rate (Gr 7-12) (AEA Indicator)													
2003-04		0.9%	1.0%	1.3%	0.4%	0.8%	0.4%	0.9%	0.8%	1.2%	0.9%	2.0%	1.1%
2002-03		0.9%	1.2%	1.4%	0.4%	0.9%	0.4%	1.0%	0.8%	1.2%	1.0%	1.8%	n/a
Completion/Student Status Rate (Gr 9-12)													
Class of 2004													
Graduated		84.6%	82.8%	78.4%	89.4%	84.3%	92.7%	81.4%	87.8%	75.4%	78.6%	58.1%	75.6%
Received GED		4.2%	3.1%	3.8%	5.1%	6.1%	1.6%	5.2%	3.2%	3.2%	4.2%	1.9%	5.7%
Continued HS		7.3%	9.2%	11.6%	3.7%	5.9%	4.0%	9.1%	5.5%	15.1%	11.3%	23.7%	12.8%
Dropped Out (4-yr)		3.9%	4.9%	6.3%	1.9%	3.7%	1.7%	4.3%	3.4%	6.3%	5.9%	16.3%	6.0%
Class of 2003													
Graduated		84.2%	81.1%	77.3%	89.8%	84.7%	91.5%	80.9%	87.7%	75.0%	77.8%	54.5%	n/a
Received GED		3.3%	2.1%	2.9%	4.1%	4.6%	1.5%	4.3%	2.3%	2.5%	3.2%	1.3%	n/a
Continued HS		7.9%	10.6%	12.6%	3.9%	6.2%	5.1%	9.9%	5.9%	15.9%	12.4%	26.1%	n/a
Dropped Out (4-yr)		4.5%	6.3%	7.1%	2.2%	4.6%	1.9%	4.9%	4.1%	6.6%	6.6%	18.1%	n/a

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Completion Rate II (w/GED) (Standard Accountability & AEA Indicator)												
Class of 2004	96.1%	95.1%	93.7%	98.1%	96.3%	98.3%	95.7%	96.6%	93.7%	94.1%	83.7%	94.0%
Class of 2003	95.5%	93.7%	92.9%	97.8%	95.4%	98.1%	95.1%	95.9%	93.4%	93.4%	81.9%	n/a
Completion Rate I (w/o GED)												
Class of 2004	91.9%	92.0%	90.0%	93.0%	90.1%	96.7%	90.5%	93.3%	90.5%	90.0%	81.9%	88.3%
Class of 2003	92.2%	91.7%	90.0%	93.7%	90.9%	96.6%	90.8%	93.6%	90.9%	90.2%	80.6%	n/a
Advanced Course/Dual Enrollment Completion												
2003-04	19.9%	13.0%	15.5%	24.7%	19.8%	38.6%	17.7%	22.2%	4.4%	13.6%	8.5%	11.0%
2002-03	19.7%	12.7%	15.3%	24.4%	18.5%	37.7%	17.5%	22.1%	4.4%	13.4%	7.8%	n/a
RHSP/DAP Graduates												
Class of 2004	68.4%	59.9%	68.2%	69.9%	64.8%	83.1%	62.9%	73.7%	14.6%	64.7%	48.8%	55.5%
Class of 2003	63.7%	56.3%	63.3%	65.0%	61.9%	78.9%	58.3%	68.9%	12.8%	60.2%	42.8%	n/a
AP/IB Results												
Tested												
2004	17.4%	9.2%	13.2%	21.0%	18.3%	39.8%	15.2%	19.4%	n/a	n/a	n/a	n/a
2003	16.1%	7.8%	12.2%	19.5%	17.0%	37.6%	14.1%	18.0%	n/a	n/a	n/a	n/a
Examinees >= Criterion												
2004	53.9%	26.6%	44.9%	59.5%	43.3%	68.0%	55.8%	52.6%	n/a	n/a	n/a	n/a
2003	56.0%	30.0%	46.4%	61.1%	55.3%	69.8%	57.9%	54.6%	n/a	n/a	n/a	n/a
Scores >= Criterion												
2004	49.3%	24.5%	34.5%	55.3%	37.5%	62.5%	51.8%	47.3%	n/a	n/a	n/a	n/a
2003	51.4%	27.1%	36.0%	56.7%	49.8%	65.6%	54.2%	49.2%	n/a	n/a	n/a	n/a
TAAS/TASP Equivalency												
Class of 2004	77.3%	65.4%	67.7%	86.6%	81.0%	84.2%	77.1%	77.5%	38.8%	65.6%	25.4%	55.5%
Class of 2003	71.1%	55.9%	59.7%	82.0%	75.7%	77.3%	70.8%	71.5%	29.7%	56.8%	21.2%	n/a
Texas Success Initiative (TSI) -- Higher Education Readiness Component												
Eng Lang Arts 2005	39%	28%	30%	48%	44%	53%	32%	46%	13%	27%	4%	24%
2004	29%	19%	20%	36%	31%	43%	22%	35%	6%	17%	3%	n/a
Mathematics 2005	48%	26%	34%	62%	51%	74%	52%	44%	17%	32%	14%	22%
2004	43%	21%	29%	56%	46%	69%	46%	39%	12%	26%	13%	n/a

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
SAT/ACT Results Tested												
Class of 2004	61.9%	60.9%	46.3%	67.2%	76.3%	80.3%	59.4%	64.0%	n/a	n/a	n/a	n/a
Class of 2003	62.4%	59.5%	45.7%	66.4%	69.3%	79.3%	60.3%	64.1%	n/a	n/a	n/a	n/a
At/Above Criterion												
Class of 2004	27.0%	7.6%	10.5%	37.6%	30.6%	45.6%	30.0%	24.6%	n/a	n/a	n/a	n/a
Class of 2003	27.2%	7.2%	10.8%	37.2%	29.2%	44.5%	30.3%	24.6%	n/a	n/a	n/a	n/a
Mean SAT Score												
Class of 2004	987	843	894	1047	993	1072	1008	970	n/a	n/a	n/a	n/a
Class of 2003	989	843	891	1051	977	1078	1010	971	n/a	n/a	n/a	n/a
Mean ACT Score												
Class of 2004	20.1	17.1	17.9	21.8	20.7	22.3	20.1	20.1	n/a	n/a	n/a	n/a
Class of 2003	19.9	16.8	17.8	21.6	20.5	22.0	20.0	19.9	n/a	n/a	n/a	n/a

'*' indicates results are masked due to small numbers to protect student confidentiality.
'n/a' indicates data reporting is not applicable for this group.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2004-05 State Profile

STUDENT INFORMATION		Count	Percent
Total Students		4,383,871	100.0%
Students By Grade:	Early Childhood Education	14,355	0.3%
	Pre-Kindergarten	175,633	4.0%
	Kindergarten	333,530	7.6%
	Grade 1	345,464	7.9%
	Grade 2	333,959	7.6%
	Grade 3	326,753	7.5%
	Grade 4	324,221	7.4%
	Grade 5	323,492	7.4%
	Grade 6	328,582	7.5%
	Grade 7	332,830	7.6%
	Grade 8	329,003	7.5%
	Grade 9	383,353	8.7%
	Grade 10	311,018	7.1%
	Grade 11	274,815	6.3%
	Grade 12	246,863	5.6%
Ethnic Distribution:	African American	621,999	14.2%
	Hispanic	1,961,549	44.7%
	White	1,653,008	37.7%
	Native American	14,305	0.3%
	Asian/Pacific Islander	133,010	3.0%
Economically Disadvantaged		2,394,001	54.6%
Limited English Proficient (LEP)		684,007	15.6%
Students w/Disciplinary Placements (2003-04)		106,587	2.4%
At-Risk		2,005,807	45.8%
Total Graduates (Class of 2004):		244,165	100.0%
By Ethnicity (incl. Special Ed.):			
African American		33,213	13.6%
Hispanic		85,412	35.0%
White		116,497	47.7%
Native American		739	0.3%
Asian/Pacific Islander		8,304	3.4%
By Graduation Type (incl. Special Ed.):			
Minimum H.S. Program		77,194	31.6%
Recommended H.S. Pgm./DAP		166,971	68.4%
Special Education Graduates		24,954	10.2%
Data Quality:	PID Errors (student)	14,227	0.3%
	Underreported Students	4,572	0.2%

PROGRAM INFORMATION		Count	Percent
Student Enrollment by Program:			
Bilingual/ESL Education		631,534	14.4%
Career and Technology Education		892,018	20.3%
Gifted and Talented Education		337,650	7.7%
Special Education		506,391	11.6%
Teachers by Program (population served):			
Bilingual/ESL Education		24,790.4	8.4%
Career and Technology Education		11,787.1	4.0%
Compensatory Education		8,982.8	3.1%
Gifted and Talented Education		6,452.8	2.2%
Regular Education		204,670.0	69.6%
Special Education		30,200.8	10.3%
Other		7,374.4	2.5%
Class Size Averages by Grade and Subject:			
Elementary:	Kindergarten		19.1
	Grade 1		18.7
	Grade 2		18.9
	Grade 3		18.9
	Grade 4		19.4
	Grade 5		22.0
	Grade 6		22.3
	Mixed Grades		25.6
Secondary:	English/Language Arts		20.5
	Foreign Language		21.8
	Mathematics		20.6
	Science		21.7
	Social Studies		22.7

		Non-Special Education Rates	Special Education Rates
Retention Rates By Grade:	Kindergarten	2.9%	11.3%
	Grade 1	6.0%	9.7%
	Grade 2	3.6%	4.0%
	Grade 3	2.7%	2.0%
	Grade 4	1.7%	1.3%
	Grade 5	0.9%	1.5%
	Grade 6	1.5%	1.6%
	Grade 7	2.3%	2.2%
	Grade 8	1.7%	3.0%

STAFF INFORMATION

	Count	Percent
Total Staff:	583,759.8	100.0%
Professional Staff:	362,967.1	62.2%
Teachers	294,258.3	50.4%
Professional Support	46,785.3	8.0%
Campus Administration (School Leadership)	16,219.2	2.8%
Central Administration	5,704.3	1.0%
Educational Aides:	59,539.7	10.2%
Auxiliary Staff:	161,253.0	27.6%
Total Minority Staff:	239,468.2	41.0%
Teachers by Ethnicity and Sex:		
African American	26,241.8	8.9%
Hispanic	57,396.1	19.5%
White	206,776.9	70.3%
Native American	798.6	0.3%
Asian/Pacific Islander	3,044.8	1.0%
Males	67,341.6	22.9%
Females	226,916.6	77.1%
Teachers by Highest Degree Held:		
No Degree	3,176.3	1.1%
Bachelors	226,981.1	77.1%
Masters	62,637.1	21.3%
Doctorate	1,463.7	0.5%
Teachers by Years of Experience:		
Beginning Teachers	22,648.6	7.7%
1-5 Years Experience	84,482.3	28.7%
6-10 Years Experience	57,027.2	19.4%
11-20 Years Experience	72,100.3	24.5%
Over 20 Years Experience	57,999.8	19.7%
Number of Students Per Teacher:	14.9	n/a

	Years
Average Yrs. Experience of Teachers:	11.5 yrs.
Average Yrs. Experience of Teachers with Districts	7.5 yrs.

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$33,775
1-5 Years Experience	$35,706
6-10 Years Experience	$38,220
11-20 Years Experience	$43,501
Over 20 Years Experience	$51,215
Average Actual Salaries (regular duties only):	
Teachers	$41,011
Professional Support	$48,820
Campus Administration (School Leadership)	$61,612
Central Administration	$76,324

Turnover Rate For Teachers:	16.1%
Instructional Staff Percent	63.8%

EXCLUSIONS

Shared Services Arrangement Staff:	Count
Professional Staff	1,376.5
Educational Aides	311.9
Auxiliary Staff	886.4
Contracted Instructional Staff:	2,829.4

TAX INFORMATION (CALENDAR YEAR 2004)	State Amount	State Percent/Rate
Adopted Tax Rate		
Maintenance and Operations	n/a	$1.447
Interest and Sinking Fund #	n/a	$0.112
Total Rate (sum of above)	n/a	$1.559
Standardized Local Tax Base (comptroller valuation)		
Value (after exemptions)	$1,123,632,795,591	n/a
Value Per Pupil	$260,579	n/a
Value by Category		
Business	$436,415,295,120	34.0%
Residential	$700,084,952,458	54.6%
Land	$84,427,095,405	6.6%
Oil and Gas	$51,889,539,655	4.0%
Other	$9,281,659,115	0.7%
FUND BALANCE INFORMATION		
Fund Balance (End of Year 2003-04 audited)	$4,899,116,058	n/a
Percent of Total Budgeted Expenditures (2004-05)	n/a	16.8%

ACTUAL PROGRAM EXPENDITURE INFORMATION (2003-04)	State All Funds	State Percent	State Per Student
By Program:			
Total Operating Expenditures	$22,948,481,650	100.0%	$5,323
Bilingual/ESL Education (25)	$965,336,115	4.2%	$224
Career & Technology Education (22)	$842,895,004	3.7%	$196
Accelerated Education (24,30)	$2,754,485,390	12.0%	$639
Gifted & Talented Education (21)	$367,749,046	1.6%	$85
Regular Education (11)	$13,493,936,532	58.8%	$3,130
Special Education (23)	$3,729,870,123	16.3%	$865
Athletics/Related Activities (91)	$532,584,104	2.3%	$124
Other (26,27,28,29)	$261,625,336	1.1%	$61

ACTUAL EXPENDITURE INFORMATION (2003-04)	State All Funds	State Percent	State Per Student
By Object:			
Total Expenditures	$38,436,673,980	100.0%	$8,916
Payroll Costs	$24,660,620,238	64.2%	$5,720
Other Operating Costs	$6,354,100,489	16.5%	$1,474
Debt Service	$2,991,921,342	7.8%	$694
Capital Outlay	$4,430,031,911	11.5%	$1,028
By Function (Objects 6100-6400 only):			
Total Operating Expenditures	$30,539,587,274	100.0%	$7,084
Instruction (11,95)	$17,690,001,678	57.9%	$4,103
Instructional-Related Services (12,13)	$1,093,480,229	3.6%	$254
Instructional Leadership (21)	$476,825,380	1.6%	$111
School Leadership (23)	$1,722,572,907	5.6%	$400
Support Services-Student (31,32,33)	$1,467,626,210	4.8%	$340
Student Transportation (34)	$819,366,779	2.7%	$190
Food Services (35)	$1,594,771,255	5.2%	$370
Cocurricular Activities (36)	$771,194,528	2.5%	$179
Central Administration (41,92)	$1,103,673,044	3.6%	$256
Plant Maintenance and Operations (51)	$3,182,941,823	10.4%	$738
Security and Monitoring Services (52)	$206,439,567	0.7%	$48
Data Processing Services (53)	$410,466,374	1.3%	$95
Community Services (61)	$199,963,897	n/a	$46
Equity Transfers (excluded from expenditures)	$1,065,593,638	n/a	$247
Instructional Expenditure Ratio (11,12,13,31)		64.6%	
ACTUAL REVENUE INFORMATION (2003-04)			
By Source:			
Total Revenues	$34,924,503,630	100.0%	$8,101
Local Tax	$16,354,481,518	46.8%	$3,794
Other Local & Intermediate	$1,609,513,075	4.6%	$373
State	$13,379,677,486	38.3%	$3,104
Federal	$3,580,831,551	10.3%	$831
Equity Transfers (excluded from revenues)	$1,065,593,638	n/a	$247

The $0.112 includes 301 districts with an Interest and Sinking (I & S) tax rate of $0.000. Among districts with I & S tax rates, the state average is $0.157.

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

2. Student Performance

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

In response to the federal testing requirement of the *No Child Left Behind Act of 2001* (NCLB), the Texas Education Agency (TEA) developed an assessment system called the Texas English Language Proficiency Assessment System (TELPAS). TELPAS has two components: the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). Both components are designed to assess the progress of limited English proficient (LEP) students in learning the English language. Under NCLB, English language proficiency assessments must assess all eligible LEP students in Grades K-12 annually in four language domains: listening, speaking, reading, and writing. The RPTE assesses reading in Grades 3-12. The TOP assesses reading in Grades K-2 and listening, speaking, and writing in Grades K-12.

A third component of the statewide assessment program is the State-Developed Alternative Assessment II (SDAA II). SDAA II measures the academic progress of students in Grades 3-10 who are served in special education programs and who are receiving TEKS-based instruction in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement. First administered in 2005, SDAA II is a revision of the original SDAA. It assesses more of the TEKS than did the SDAA and asks questions in more authentic ways. SDAA II was developed to better reflect good instructional practice and more accurately measure student learning. The SDAA II assesses reading in Grades 3-9, mathematics in Grades 3-10, writing in Grades 4 and 7, and English language arts (ELA) in Grade 10. Students enrolled in Grade 10 who are receiving instruction below grade level in ELA may take separate reading and writing tests.

This chapter outlines statewide results of the 2005 TAKS tests, including results on individual subject-area tests and results for various segments of the student population. To allow for year-to-year comparisons, TAKS results from the 2004 and 2005 primary administrations are included in the data tables. Also included in discussion and in graphic display are statewide data from the Spanish TAKS tests, the TELPAS, and the SDAA II.

Table 2.1. State Assessment Tests and Subjects, by Grade, 2005

Grade	English-Version TAKS	Spanish-Version TAKS	SDAA II[a]	RPTE[b]
3	Math, Reading	Math, Reading	Math, Reading	Reading
4	Math, Reading, Writing	Math, Reading, Writing	Math, Reading, Writing	Reading
5	Math, Reading, Science	Math, Reading, Science	Math, Reading	Reading
6	Math, Reading	Math, Reading	Math, Reading	Reading
7	Math, Reading, Writing		Math, Reading, Writing	Reading
8	Math, Reading, Social Studies		Math, Reading	Reading
9	Math, Reading		Math, Reading	Reading
10	Math, ELA[c], Science, Social Studies		Math, ELA	Reading
11[d]	Math, ELA, Science, Social Studies			Reading
12				Reading

[a]State-Developed Alternative Assessment II. [b]Reading Proficiency Tests in English. [c]English language arts. [d]Exit level.

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

Development of the Assessment System

In summer 2002, TEA invited approximately 350 educators and interested citizens to participate in panels to develop recommendations for passing standards for the TAKS tests. In November 2002, the State Board of Education adopted TAKS passing standards designed to provide a three-year transition from the previous assessment program to the more challenging TAKS. The plan was to phase in over time the panel-recommended passing standard. To do this, a standard error of measurement (SEM) was used. SEM is a measure of the extent to which factors such as chance error, unlike testing conditions and imperfect test reliability, can cause a student's observed score (the score actually achieved on a test) to fluctuate above or below his or her true score (the true ability of the student). The transition plan did not include a phase-in period for the commended performance standard.

In 2005, students in Grades 3-10 were required to achieve the panel-recommended standard, and first-time Grade 11 students were required to meet a one SEM standard to pass. In 2006, Grade 11 students will be required to meet the panel-recommended standard. A brief description of the three categories of TAKS performance follows.

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

Appendices 2-A through 2-M, starting on page 37, present student performance data for all grade levels and subject areas tested. Results are provided at the two SEM, one SEM, and panel-recommended standards. To draw comparisons among three years of TAKS performance, the 2005 standard was used for analyses among 2003, 2004, and 2005 data. For example, because all students in Grades 3-10 taking the 2005 TAKS were required to meet the panel-recommended standard, all comparisons are made relative to that standard, even though students in Grades 3-10 taking the 2004 TAKS were required to meet the standard at one SEM below the panel-recommended score. For the 2005 TAKS, because exit-level students were required to meet the standard at one SEM below the panel-recommended standard, all performance comparisons for the exit-level tests are made relative to the one SEM standard.

Establishment of the Student Success Initiative (SSI)

In 1999, the 76th Texas Legislature established the SSI under Senate Bill 4 to ensure that all public school students have the skills they need to meet on-grade-level performance expectations. Since the 2002-03 school year, students in Grade 3 have been required to meet the passing standard on the TAKS reading test to be promoted to Grade 4. Beginning in the 2004-05 school year, students in Grade 5 were required to meet the passing standard on both the reading and mathematics tests to be promoted to Grade 6. Students in Grade 8 will have to meet the passing standards on both the reading and mathematics TAKS tests to be promoted to Grade 9, beginning in the 2007-08 school year. SSI requirements apply, also, to students taking the SDAA II. To be promoted to the next grade level, students in the grades indicated who take the SDAA II must meet achievement expectations set by their admission, review, and dismissal (ARD) committees. To ensure that as many students as possible meet the SSI requirements, the state has provided support in reading and mathematics to students in the grades leading up to Grades 3, 5, and 8. Thus far, support has included professional development for teachers, diagnostic tests for assessing student learning difficulties, and funding for local implementation of accelerated instructional strategies.

As specified by SSI requirements, students are given three opportunities to pass the designated tests. School districts must provide accelerated instruction in the subject areas failed after each test administration. If a student fails the test a second time, the district must establish a grade placement committee (GPC) to determine the accelerated instruction the student will receive before the third testing opportunity. The GPC also may decide the student should take an alternate

assessment or, in response to parental appeal of a retention decision, may unanimously decide to advance a student who fails the test a third time.

Student Performance Results: All Students

On the 2005 TAKS reading tests in English for Grades 3-9, the percentage of students meeting the panel-recommended passing standard ranged from 75 percent at Grade 5 to 89 percent at Grade 3 (Table 2.2). Students in Grades 6, 7, and 9 made the greatest progress on the reading test, achieving a passing rate 6 percentage points higher at each grade than in 2004 (Figure 2.1 on page 24). The percentage of students achieving commended performance ranged from a low of 18 percent at Grade 9 to a high of 39 percent at Grade 6. Data presented for students are based on the primary administration of the TAKS tests. In Grades 3 and 5, even more students met the passing

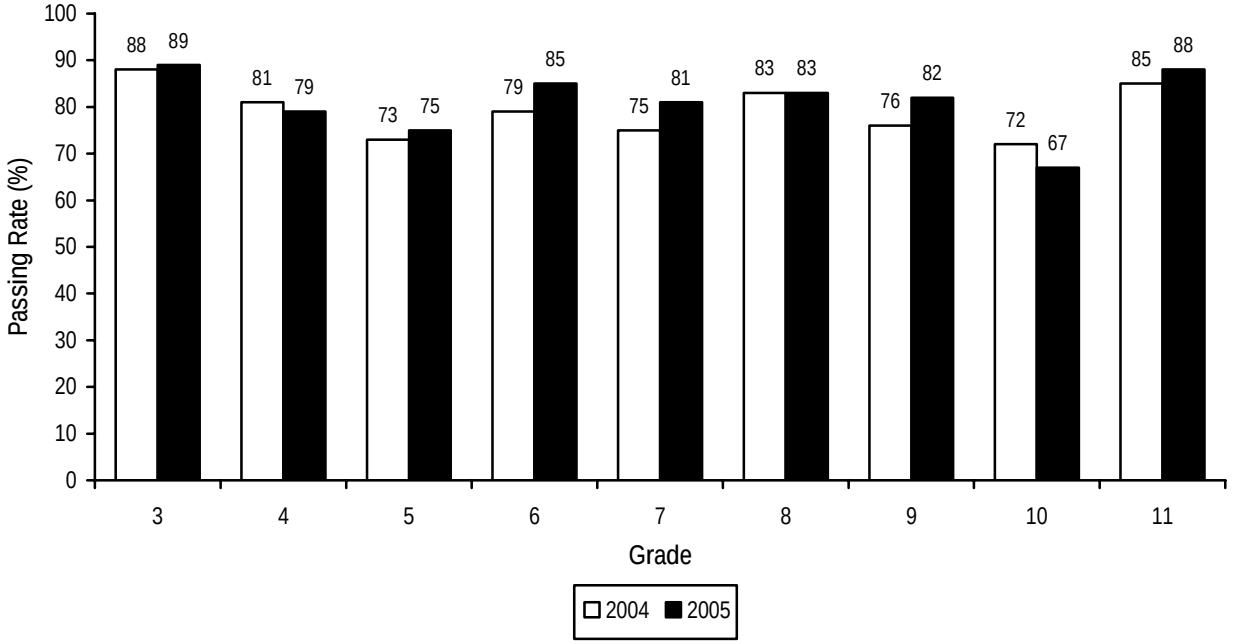
Table 2.2. English-Version TAKS Performance, All Students, by Grade and Subject, 2004 and 2005

	Standard Met (%), 2004				Standard Met (%), 2005				Change, 2004 to 2005	
Grade	2 SEM	1 SEM	Panel Rec.	Commended	2 SEM	1 SEM	Panel Rec.	Commended	Panel Rec.	Commended
Reading/English Language Arts										
3	93	91	88	35	94	92	89	37	1	2
4	89	85	81	25	88	84	79	23	-2	-2
5	84	79	73	25	86	81	75	23	2	-2
6	92	86	79	28	94	90	85	39	6	11
7	88	83	75	19	91	87	81	21	6	2
8	93	89	83	22	91	88	83	37	0	15
9	88	84	76	9	92	87	82	18	6	9
10[a]	77	75	72	4	70	69	67	5	-5	1
11[a]	87	85	83	10	88	88	87	20	3	10
Writing										
4	91	90	88	20	93	92	90	23	2	3
7	93	91	89	22	93	90	88	28	-1	6
Mathematics										
3	96	90	83	25	94	89	82	25	-1	0
4	92	86	78	21	93	87	81	28	3	7
5	88	82	73	26	92	87	79	30	6	4
6	83	77	67	22	86	79	72	27	5	5
7	79	70	60	7	83	73	64	12	4	5
8	75	66	57	12	77	69	61	15	4	3
9	68	59	50	14	74	65	56	15	6	1
10	74	63	52	8	79	69	58	9	6	1
11	85	76	67	15	88	81	72	16	5	1
Social Studies										
8	93	88	81	22	96	91	85	25	4	3
10	92	87	80	19	93	89	84	26	4	7
11	97	95	91	20	97	94	91	25	-1	5
Science										
5	83	69	55	16	85	76	64	26	9	10
10	76	64	51	4	79	67	54	8	3	4
11	85	76	63	5	88	80	71	5	4	0
All Tests Taken										
3	91	85	78	17	90	86	78	18	0	1
4	81	75	67	8	81	76	70	9	3	1
5	75	62	48	9	78	68	56	11	8	2
6	80	73	62	15	84	77	69	21	7	6
7	74	65	55	4	78	68	59	6	4	2
8	73	63	53	7	75	66	57	9	4	2
9	66	57	48	5	73	64	54	8	6	3
10	58	49	38	1	56	48	39	1	1	0
11	72	63	52	2	77	68	59	3	5	1

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel-recommended standard. The passing standard for TAKS in 2004 was 1 SEM below the panel-recommended standard. The passing standard for TAKS in 2005 was the panel-recommended standard. Results are based on the primary administration of the TAKS tests.

[a]English language arts includes reading and writing.

Figure 2.1. English-Version TAKS Reading and English Language Arts Passing Rates, by Grade, 2004 and 2005



Note. In Grades 3-10, data for both years are shown at the panel-recommended standard. At Grade 11, data for both years are shown at 1 SEM (standard error of measurement) below the panel-recommended standard. Data for Grades 3 and 5 are from the primary administration only.

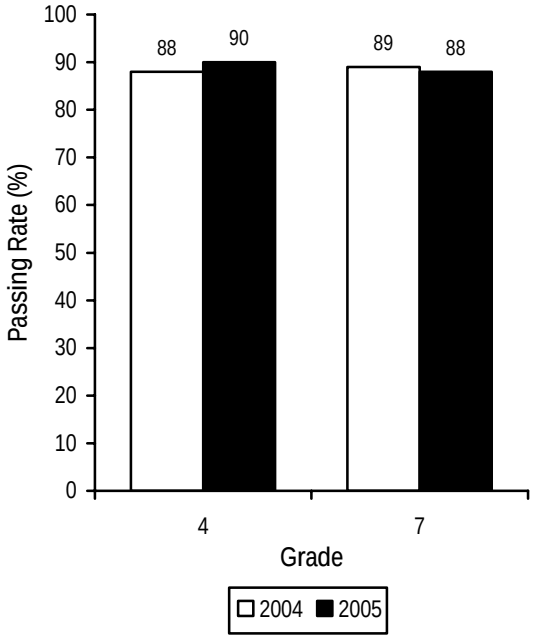
standard on the reading test after additional administrations (see Student Success Initiative on page 30).

On the ELA tests at Grade 10 and exit level, 67 percent of 10th graders taking the test achieved the panel-recommended standard; 88 percent of 11th graders met the one SEM passing standard (Figure 2.1). The performance of students in Grade 11 in 2005 was 3 percentage points higher than that of Grade 11 students the previous year, when compared at the same one SEM standard. In addition, 5 percent of Grade 10 students and 20 percent of Grade 11 students achieved commended performance.

In writing, 90 percent of Grade 4 students and 88 percent of Grade 7 students met the passing standard in 2005 (Figure 2.2). The 2005 performance of these students, when compared to 2004 performance at the same panel-recommended standard, showed a gain of 2 percentage points at Grade 4 and a decrease of 1 percentage point at Grade 7. Twenty-three percent of students and twenty-eight percent of seventh graders achieved commended performance in 2005.

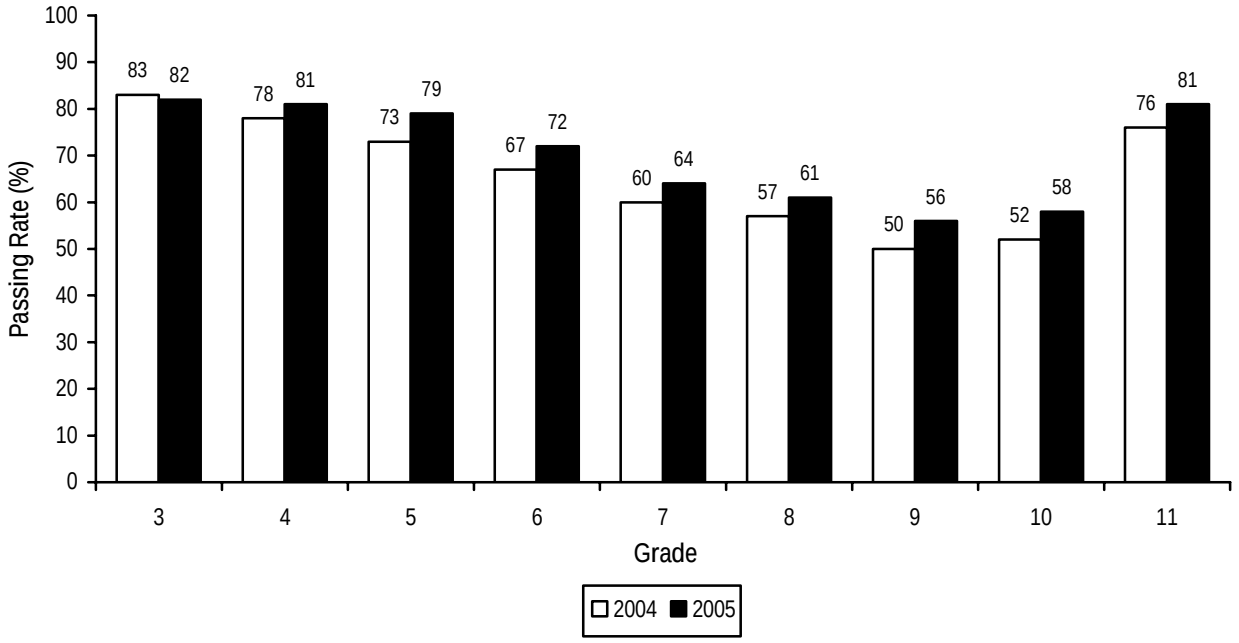
In mathematics, results in 2005 ranged from 56 percent of Grade 9 students to 82 percent of Grade 3 students meeting the passing standard (Figure 2.3). The proportion of students achieving commended

Figure 2.2. English-Version TAKS Writing Passing Rates, by Grade, 2004 and 2005



Note. Data for both years are shown at the panel-recommended standard.

Figure 2.3. English-Version TAKS Mathematics Passing Rates, by Grade, 2004 and 2005



Note. In Grades 3-10, data for both years are shown at the panel-recommended standard. At Grade 11, data for both years are shown at 1 SEM (standard error of measurement) below the panel-recommended standard. Data for Grades 3 and 5 are from the primary administration only.

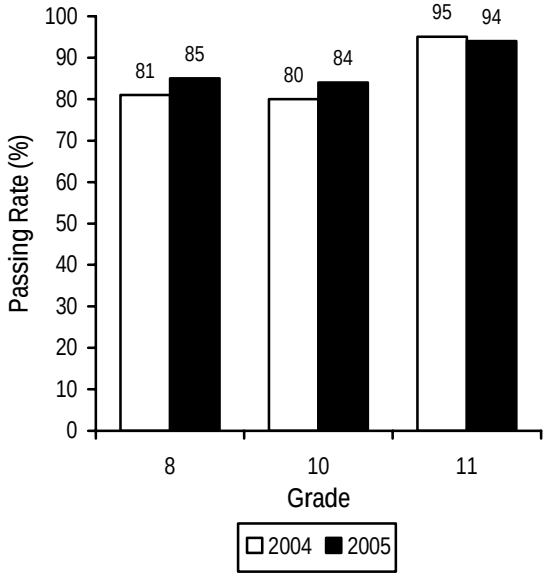
performance ranged from 9 percent in Grade 10 to 30 percent in Grade 5. Across all grades, the passing rates of students in Grades 5, 9, and 10 increased the most (6 percentage points each).

In social studies, the percentage of students meeting the passing standard in 2005 ranged from 84 percent at Grade 10 to 94 percent at the exit level (Figure 2.4). The highest proportion of students achieving commended performance was at Grade 10 (26%). In comparing 2005 performance with 2004 performance, Grade 8 and Grade 10 students had the greatest gains (4 percentage points each).

On the science test, the proportion of students meeting the passing standard in 2005 ranged from 54 percent of Grade 10 students to 80 percent of exit-level students (Figure 2.5 on page 26). Grade 5 had the highest proportion of students achieving commended performance (26%). The largest gain from 2004 to 2005 was among students taking the Grade 5 test, where the percentage of students meeting the passing standard increased by 9 percentage points.

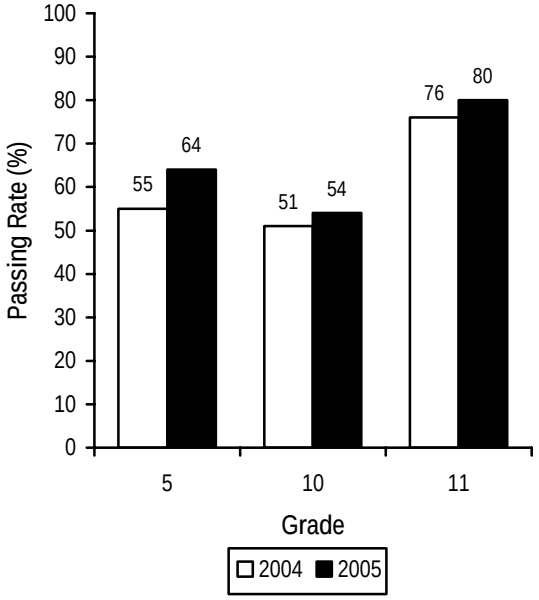
After the April 2005 administration of the exit-level TAKS test, taken by graduating seniors who had not yet passed the exit test, a cumulative total of 91 percent of students who took all four subject-area tests had passed all tests taken (Table 2.3 on page 26). On the ELA test,

Figure 2.4 English-Version TAKS Social Studies Passing Rates, by Grade, 2004 and 2005



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

Figure 2.5. English-Version TAKS Science Passing Rates, by Grade, 2004 and 2005



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

96 percent of students met the passing standard, cumulatively. On both the mathematics and science tests, 95 percent of students met the passing standard. The largest percentage of students (99%) met the passing standard on the social studies test.

In 2005, the percentage of students meeting the passing standard on all tests taken ranged from a low of 39 percent at Grade 10 to a high of 78 percent at Grade 3 (Table 2.2 on page 23). In the commended performance category, 21 percent of Grade 6 students and 18 percent of Grade 3 students achieved the standard, compared to only 1 percent of Grade 10 students. The most notable change in performance was for students at Grade 5, where the percentage meeting the passing standard rose by 8 percentage points.

Student Performance Results: Ethnic Groups

Grade 3

A larger number of students took the Grade 3 TAKS tests in 2005 than in the previous year, and the requirements for meeting the passing standards were more rigorous. Nevertheless, the percentages of third graders meeting the panel-recommended standard in reading increased for all students and each student group (Appendix 2-A on page 37). The proportions of African American and White students meeting the passing standard increased by 1 percentage point, while Hispanic students gained 2 percentage points. Of the 270,771 students who took the February 2005 administration of the Grade 3 TAKS reading test in English, 89 percent met the passing standard, and 37 percent achieved commended performance.

In mathematics, 275,574 third graders took the test in English. Of these students, 82 percent met the passing standard, and 25 percent achieved commended performance. The passing rate for each student group stayed the same or decreased slightly. The percentage of White students meeting the passing standard remained unchanged. The proportion of students meeting the passing standard decreased by 2 percentage points for African American students and down by 1 percentage point for Hispanic students.

Grade 4

In 2005, students in Grade 4 took TAKS tests in reading, mathematics, and writing. Of the 283,906 students who took at least one of these tests, 70 percent met the panel-recommended passing standard and 9 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

On the Grade 4 reading test, the passing rates of all three major ethnic groups declined slightly; the smallest decrease was among Hispanic students, whose passing rate decreased by 1 percentage point (Appendix 2-B on page 38). The performance of White students in reading was impressive, with 33 percent achieving commended

Table 2.3. TAKS Cumulative Pass Rate, Grade 11 Exit Level, by Subject, Spring 2004 Through April 2005

	Spring 2004			Cumulative Results		
Subject	Tested	Met Passing Standard	Rate (%)	Tested	Met Passing Standard	Rate (%)
English Language Arts	217,408	188,739	87	222,055	212,785	96
Mathematics	216,083	182,765	85	219,320	208,385	95
Social Studies	217,710	211,784	97	220,828	218,444	99
Science	217,328	183,690	85	220,418	209,023	95
All Tests Taken	226,117	163,153	72	226,966	205,869	91

Note. Grade 11 students who first took the exit-level TAKS test in spring 2004 were required to meet the 2 SEM (standard errors of measurement) below the panel-recommended standard. The cumulative pass rate is based on five administrations: Spring 2004, July 2004, October 2004, February 2005, and April 2005.

performance. In mathematics, the proportions of African American, Hispanic, and White students meeting the passing standard increased by 3 percentage points each, and White students showed a gain of 9 percentage points in achieving commended performance. African American and Hispanic students showed impressive gains on the TAKS writing test, with 86 percent and 89 percent meeting the passing standard, respectively—a gain of 4 percentage points each over 2004. Of the three groups, Hispanic students had the most substantial gain in achieving commended performance, with a 4 percentage-point increase.

Grade 5

The 2004-05 school year marked the first time that Grade 5 students had to meet the passing standard on TAKS reading and mathematics tests to be promoted to Grade 6. Overall, students performed well. Of the 276,878 students in Grade 5 who took the reading test, 75 percent met the passing standard: an increase of 2 percentage points over 2004 performance (Table 2.2 on page 23). In mathematics, students performed even better, with 79 percent meeting the passing standard (a 6 percentage-point increase). In science, 64 percent met the passing standard, an impressive increase of 9 percentage points when compared to 2004 results.

In reading, Hispanic fifth graders made the largest gain (3 percentage points) in meeting the passing standard (Appendix 2-C on page 39). Hispanic students also showed the largest gain in mathematics; 74 percent of these students met the passing standard, which is an increase of 8 percentage points over 2004 results. The largest gains in 2005 were in science: the proportion of Hispanic students meeting the passing standard rose by 11 percentage points, and the proportion of White students achieving commended performance increased by 13 percentage points.

Grade 6

Of the 293,331 sixth graders who took TAKS tests in reading and mathematics in 2005, 69 percent met the passing standard, and 21 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

In reading, the performance of Hispanic students in 2005 showed considerable improvement over 2004, with a 10 percentage-point gain in meeting the passing standard and a 10 percentage-point gain in achieving commended performance (Appendix 2-D on page 40). On the mathematics test, African American students had the largest increase in passing rate, gaining 6 percentage points. Equally impressive, the proportion of White students achieving commended performance increased by 6 percentage points.

Grade 7

In 2005, of the 302,422 students in Grade 7 who took TAKS tests in reading, mathematics, and writing, 59 percent met the passing standard on all tests taken, and 6 percent achieved commended performance (Table 2.2 on page 23).

On the reading test, African American students showed the largest percentage-point increase in meeting the passing standard—10 percentage points (Appendix 2-E on page 41). In mathematics, White students had the largest gain in commended performance (7 percentage points). On the writing test, the percentage of students among the three major ethnic groups meeting the passing standard remained relatively unchanged, but each group showed an increase of 5 percentage points or more on commended performance.

Grade 8

Of the 300,557 students in Grade 8 who took TAKS tests in reading, mathematics, and social studies in 2005, 57 percent met the passing standard, and 9 percent achieved commended performance (Table 2.2 on page 23).

The commended performance rate of White eighth graders on the TAKS reading test increased the most (20 percentage points) in 2005 (Appendix 2-F on page 42), although African American and Hispanic students also had unusually large gains at the commended level (13 percentage points and 11 percentage points, respectively). In mathematics, African American students showed the largest gain in meeting the passing standard (6 percentage points). The performance of African American and Hispanic students in social studies was also impressive: the proportions of students meeting the passing standard increased by 6 percentage points for each group.

Grade 9

Of the 337,489 students who took Grade 9 TAKS tests in reading and mathematics in 2004, 54 percent met the passing standard, and 8 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

In reading, African American and Hispanic students showed the largest percentage-point gains (8 percentage points each) in meeting the passing standard (Appendix 2-G on page 43). On the mathematics test, the proportion of Hispanic students meeting the passing standard in 2005 increased by 7 percentage points. White students had the largest increases in achieving

commended performance on both reading and mathematics, gaining 14 and 2 percentage points, respectively.

Grade 10

Of the 281,513 students who took Grade 10 TAKS tests in English Language Arts (ELA), mathematics, social studies, and science, 39 percent met the passing standard, and 1 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

On the ELA test, the passing rate of students in all three ethnic groups declined by 3 percentage points or more, although all groups showed increases in achieving commended performance (Appendix 2-H on page 44). In mathematics, passing rates increased by 6 percentage points for each group. In social studies, the performance of Hispanic students was equally impressive, showing a gain of 6 percentage points in meeting the passing standard, while White students had the largest increase (9 points) in achieving commended performance. On the science test, passing rates of Hispanic students increased the most (3 percentage points), and commended performance percentages rose for all three groups.

Exit Level (Grade 11)

In 2005, eleventh graders were held to the same standard that was in place when they entered Grade 10 in 2004: one SEM below the panel-recommended score. Overall, students performed well, with higher proportions of all ethnic groups achieving both the passing standard and commended performance in 2005 compared to 2004. Of the 238,926 students who took tests in ELA, mathematics, social studies, and science, 68 percent met the passing standard on all tests taken, and 3 percent achieved commended performance (Table 2.2 on page 23).

All three ethnic groups showed increases in student performance on the ELA test, which resulted in 82 percent or more of each group achieving the passing standard. African American students had the largest gain (5 percentage points) in ELA passing rate, and White students had the largest gain (15 points) in achieving commended performance on the ELA (Appendix 2-I on page 45). The increase in the African American student passing rate in mathematics also was impressive (7 percentage points). In social studies, passing rates were, for the most part, unchanged; but all groups gained 4 percentage points or more in the proportion of students achieving commended performance. In science, the African American and Hispanic groups had notable increases in passing rates, with African American students showing the largest gain (7 percentage points).

Student Performance Results: Special Populations

Grade 3

Of all the students who took the February administration of the Grade 3 TAKS reading test in English, 108,046 were students identified as at risk of dropping out of school; 143,887 students were economically disadvantaged; 42,110 were limited English proficient (LEP); and 13,948 students received special education services. All four student populations improved their performance at the panel-recommended standard in 2005 (Appendix 2-A on page 37). Special education students showed the greatest progress, with a gain of 2 percentage points in achieving both the passing standard and commended performance.

On the TAKS mathematics test, the passing rates of all third graders except those in special education declined. As was the case with reading, special education students achieved the highest passing rate (75%) and/or highest commended performance (17%) among all special population groups. Students receiving special education services also showed the largest gain in percentage meeting the passing standard (1 percentage point).

Grade 4

On the 2005 Grade 4 mathematics and writing tests, the percentage of students meeting both the passing standard and commended performance increased markedly for all special population groups (Appendix 2-B on page 38). The greatest gain on the mathematics test was among special education students—a 7 percentage-point increase. LEP students had the largest increase in the proportion of students meeting the passing standard on the Grade 4 writing test, showing a gain of 7 percentage points. On the writing TAKS, in all four groups, at least 80 percent of students met the passing standard. The largest gain across subjects in students achieving commended performance (9 percentage points) was achieved by special education students on the mathematics test. In the area of reading, passing rates of all student groups declined; and LEP students were the only group showing a gain in commended performance (1 percentage point).

Grade 5

In 2005, the percentage of students meeting TAKS passing standards increased across the board for all special population student groups in Grade 5 (Appendix 2-C on page 39). At-risk, LEP, and special education students showed gains of 3 percentage points

each on the reading test. These same three groups had gains of 10 percentage points or more on the mathematics test. Economically disadvantaged students had the largest increase (10 percentage points) in passing rate on the science test. Economically disadvantaged students also had the largest gain in achieving commended performance across all TAKS tests: a 7 percentage-point increase in science.

Grade 6

As was the case at Grade 5, TAKS passing rates increased considerably in 2005 among all special population groups at Grade 6 (Appendix 2-D on page 40). Reading gains by the four student groups ranged from 9 points for economically disadvantaged students to 17 percentage points for LEP students. Similarly, on the TAKS mathematics test, increases ranged from 6 points each for economically disadvantaged, LEP, and special education students to 8 points for at-risk students. The proportions of students achieving commended performance also rose across the board for all four student groups. Economically disadvantaged and special education students achieved the highest increases in commended performance: 9 percentage points each on the reading test.

Grade 7

On the Grade 7 TAKS reading test, at-risk students showed the largest gain (12 percentage points) in meeting the passing standard in 2005, and economically disadvantaged and special education students had small gains (1 percentage point each) in achieving commended performance on the test (Appendix 2-E on page 41). In mathematics, increases in passing rates ranged from 1 percentage point for LEP students to 6 points for at-risk students. On the TAKS writing test, only at-risk students had an increase in passing rate (2 percentage points), but all four groups had higher percentages of students achieving commended performance. Economically disadvantaged students showed the most dramatic gain in commended performance on writing (6 percentage points).

Grade 8

Grade 8 is one of two grade levels at which passing rates on the TAKS reading test did not rise for all four special population groups; rates for LEP and special education students declined. All groups showed increases in achieving commended performance on reading, with economically disadvantaged students showing the largest improvement (11 percentage points) (Appendix 2-F on page 42). On the TAKS mathematics test, economically disadvantaged students also had the largest improvement in both meeting the passing standard and achieving commended performance, with gains of 5 and 2 percentage points, respectively. Passing rates on the TAKS social studies test for all four special population groups increased by at least 6 percentage points. The at-risk and LEP student populations had the greatest gains—8 percentage points each. Economically disadvantaged and special education students showed the greatest improvement (2 percentage points each) in achieving commended performance in social studies.

Grade 9

On the TAKS reading test, the 2005 performance of all four student groups improved considerably from 2004; passing rates for LEP, economically disadvantaged, special education, and at-risk students increased by 6, 8, 9, and 13 percentage points, respectively (Appendix 2-G on page 43). The percentage of economically disadvantaged students achieving commended performance rose by 5 percentage points. On the TAKS mathematics test, at-risk, economically disadvantaged, and special education students showed the greatest gains in percent meeting the passing standard (7 percentage points each). Nevertheless, passing rates on the mathematics test remained well below 50 percent for all four groups.

Grade 10

On the Grade 10 ELA test, passing rates for LEP and special education students increased slightly (1 percentage point each) in 2005, while those for at-risk and economically disadvantaged students declined by 3 points each (Appendix 2-H on page 44). In mathematics, passing rates of all four student groups remained below 50 percent in 2005, although the percentage of students meeting the standard increased by 7 points for both the economically disadvantaged and special education populations. On the Grade 10 social studies test, special education students showed the greatest improvement in meeting the passing standard (8 percentage points); and economically disadvantaged students had the greatest increase (4 percentage points) and overall percentage of students (13%) achieving commended performance. On the science test, the economically disadvantaged and special education student groups each had a 3 percentage-point increase in the proportion of students meeting the passing standard.

Exit Level (Grade 11)

Despite the fact that the passing standard increased for students taking the four subject area exit-level tests, students in the four special population groups in 2005 performed relatively better than students did in 2004

(Appendix 2-I on page 45). On the ELA test, the passing rates of all four groups improved, with special education students having the greatest gain (10 percentage points). In ELA, economically disadvantaged students had the largest increase (6 percentage points) in commended performance. On the mathematics test, the passing rates of all four groups increased, as well; LEP, economically disadvantaged, at-risk, and special education populations showed gains of 3, 6, 8, and 8 percentage points, respectively. The proportion of students who achieved commended performance in mathematics increased in all groups, except LEP, by 1 percentage point each. Although the performance of at-risk and economically disadvantaged students did not change on the exit-level social studies test, 90 percent of these two groups of students met the passing standard. Passing rates of LEP and special education students declined by 5 and 2 percentage points, respectively. All four groups made considerable gains in meeting the passing standard on the science test; the passing rate of at-risk, economically disadvantaged, and special education students improved by 8 percentage points, and the LEP passing rate rose by 7 points.

Spanish TAKS

Grade 3

Of the 27,489 Grade 3 students who took the February TAKS reading test in Spanish, 74 percent met the passing standard, which was a 4 percentage-point decrease from 2004. The percentage of students who achieved commended performance on the reading test also declined (Appendix 2-J on page 46). The 26,033 students who took the Grade 3 mathematics test in Spanish had similar results: 67 percent met the passing standard, a 1 percentage-point decrease from 2004, and 10 percent (a 4-point decrease) achieved commended performance.

Grade 4

Most student groups made solid progress on the Spanish reading and mathematics TAKS tests in 2005; passing rates for all students tested rose by 3 and 2 percentage points, respectively (Appendix 2-K on page 47). In writing, overall performance decreased slightly: the proportion of students meeting the passing standard decreased by 1 percentage point; however, the proportion of students who achieved commended performance rose by 3 percentage points. Of the 18,291 fourth graders who tested in Spanish, 55 percent met the passing standard, and 6 percent achieved commended performance on all tests taken.

Grade 5

The passing rates for all Grade 5 students who took Spanish TAKS tests in reading and mathematics were unchanged from the 2004 results (Appendix 2-L on page 48). On the reading test, 60 percent of students met the passing standard; 44 percent met the passing standard on the mathematics test. Students made gains in science, where the passing rate for all students tested increased by 3 percentage points over 2004.

Grade 6

Passing rates on the Grade 6 TAKS reading test increased slightly from 2004 to 2005 (Appendix 2-M on page 49). Students showed the largest gains on the mathematics test, with the passing rate rising by 8 percentage points and the proportion of students achieving commended performance rising by 3 percentage points. Of the 1,529 Grade 6 students who tested in Spanish, 41 percent met the passing standard and 6 percent achieved commended performance on all tests taken.

Student Success Initiative (SSI)

Enacted in 1999 by the 76th Texas Legislature, the SSI requires that students meet the passing standard on specified TAKS tests at certain grade levels to advance to the next grade. The phase-in of the new advancement requirements began in the 2002-03 school year with the reading test at Grade 3. In the 2004-05 school year, students in Grade 5 were required to pass both the reading and mathematics TAKS tests to be promoted to Grade 6.

In 2005, third graders taking the reading TAKS in English, reading TAKS in Spanish, or the State-Developed Alternative Assessment II (SDAA II) in reading were subject to SSI promotion requirements. In February, students took the Grade 3 reading test for the first time. Of these students, 89 percent met the passing standard on the TAKS test in English (Appendix 2-A on page 37); 74 percent met the passing standard on the TAKS test in Spanish (Appendix 2-J on page 46); and 91 percent met their admission, review, and dismissal (ARD) expectation on the SDAA II reading test (Table 2.9 on page 34). Students who did not meet the passing standard on the Grade 3 TAKS reading test in English or Spanish were provided accelerated instruction and the opportunity to take the test again. The second administration of the reading test in April resulted in a cumulative total of 93 percent of students meeting the passing standard on the English-version test, and 83 percent meeting the passing standard on the Spanish-version. If a student did not pass the April test,

the student's grade placement committee (GPC) could decide to administer either the TAKS Grade 3 reading test a third time or a state-approved alternate assessment. At present, the only state-approved alternate assessment for Grade 3 reading is the *Iowa Test of Basic Skills*,® by Riverside Publishing. The Grade 3 TAKS reading test was administered a third time in June. After the final testing opportunity for 2005, a cumulative total of 95 percent of students had passed the English-version test (Table 2.4), and 89 percent had passed the Spanish-version.

In 2005, fifth graders taking the reading TAKS test in English, reading TAKS in Spanish, or SDAA II in reading were subject to SSI promotion requirements. In February, students took the Grade 5 reading test for the first time. Of these students, 75 percent met the passing standard on the TAKS test in English (Appendix 2-C on page 39); 60 percent met the passing standard on the TAKS test in Spanish (Appendix 2-L on page 48); and 85 percent met their ARD expectation on the SDAA II reading test (Table 2.9 on page 34). Students who did not meet the passing standard on the Grade 5 TAKS reading test in English or Spanish received accelerated instruction and had the opportunity to take the test again. The second administration of the reading test in April resulted in a cumulative total of 86 percent of students meeting the passing standard on the English-version test and 78 percent meeting the standard on the Spanish-version. If a student did not pass the April test, he or she took the TAKS Grade 5 reading test a third time in June. After the final testing opportunity for 2005, a cumulative total of 90 percent of students had passed the English-version test (Table 2.5 on page 32), and 83 percent had passed the Spanish-version.

In 2005, fifth graders taking the mathematics TAKS test were subject to SSI promotion requirements. In April, students took the Grade 5 mathematics for the first time. Of these students, 79 percent met the passing standard on the TAKS test in English (Appendix 2-C on page 39); 44 percent met the passing standard on the TAKS test in Spanish (Appendix 2-L on page 48); and 90 percent met their ARD expectation on the SDAA II mathematics test (Table 2.9 on page 34). Students who did not meet the passing standard on the Grade 5 TAKS mathematics test in English or Spanish were provided accelerated instruction as well as the opportunity to take the test again. The second administration of the mathematics test in May resulted in a total of 88 percent of students meeting the passing standard on the English-version test, and 66 percent meeting the passing standard on the Spanish-version. If a student did not pass the May test, he or she took the TAKS Grade 5 mathematics test a third time in June. After the third and final testing opportunity for 2005, a cumulative total of 92 percent of students had passed the English-version test (Table 2.6 on page 32), and 73 percent had passed the Spanish-version.

Intensive Instruction

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

During the 2004-05 school year, districts were required to offer intensive instruction by subject area to each student in Grades 3-11 who did not meet the passing standard on one or more TAKS tests. As a result of the 2005 assessments, the number of students requiring intensive instruction in one or more of the subject areas assessed (reading, writing, ELA, mathematics, science, and social studies) ranged from a low of 24 percent of third graders tested to a high of 61 percent of 10th graders tested (Table 2.7 on page 33). These

Table 2.4. English-Version TAKS Reading Passing Rates, Grade 3, All Administrations, by Student Group, 2005

	February Cohort[a]		April Results for February Cohort[b]		June Results for February Cohort[c]		Cumulative[d]	
Group	Met Passing Standard	Rate (%)[e]	Met Passing Standard	Rate (%)	Met Passing Standard	Rate (%)	Met Passing Standard	Rate (%)
All Students	240,499	89	14,014	48	4,675	38	259,188	95
African American	32,411	82	2,876	43	1,080	35	36,367	92
Hispanic	94,096	85	7,390	45	2,784	38	104,270	93
White	103,670	95	3,430	59	715	42	107,815	98
At-Risk	85,664	79	9,284	44	3,606	37	98,554	91
Economically Disadvantaged	119,978	83	10,232	45	3,748	37	133,958	93
Limited English Proficient	32,936	78	3,746	43	1,657	39	38,339	91
Special Education	11,521	83	990	46	281	33	12,792	91

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

Table 2.5. English-Version TAKS Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2005

Group	February Cohort[a] Met Passing Standard	February Cohort[a] Rate (%)[e]	April Results for February Cohort[b] Met Passing Standard	April Results for February Cohort[b] Rate (%)	June Results for February Cohort[c] Met Passing Standard	June Results for February Cohort[c] Rate (%)	Cumulative[d] Met Passing Standard	Cumulative[d] Rate (%)
All Students	207,628	75	31,384	47	11,580	36	250,592	90
African American	24,548	64	5,659	42	2,379	34	32,586	84
Hispanic	78,066	66	17,190	44	6,939	34	102,195	86
White	96,357	88	7,680	58	1,988	43	106,025	96
At-Risk	41,979	48	16,543	38	7,825	32	66,347	75
Economically Disadvantaged	94,434	64	22,065	43	8,898	34	125,397	85
Limited English Proficient	9,003	37	4,772	32	2,466	27	16,241	67
Special Education	7,200	62	1,680	43	540	33	9,420	80

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

numbers include students in Grades 3-6 who took the Spanish TAKS tests. At the exit level, 32 percent of students tested in 2005 did not meet the passing standard on one or more tests (ELA, mathematics, science, or social studies) and, thus, required intensive instruction.

TEC Chapter 39, Subchapter B, §39.024(c) mandates that the agency develop study guides to assist parents in helping their children strengthen academic skills during the summer. TAKS Study Guides were developed by the Texas Education Agency (TEA) during the 2002-03 school year for all grade levels and subject areas tested on TAKS. In 2005, a study guide was provided free of charge, through districts, to each student who failed one or more TAKS tests.

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

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is comprised of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). TELPAS was designed to meet the federal testing requirements mandated by the *No Child Left Behind Act of 2001* (NCLB) and assesses all eligible Limited English Proficient (LEP) students in Grades K-12 in the domains of listening, speaking, reading, and writing.

The RPTE, first administered in the 1999-00 school year, is a multiple-choice reading assessment designed specifically for LEP students. This assessment measures English reading ability in a manner that takes second language learning into account. RPTE results help districts monitor the progress of LEP students in

Table 2.6. English-Version TAKS Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2005

Group	April Cohort[a] Met Passing Standard	April Cohort[a] Rate (%)[e]	May Results for April Cohort[b] Met Passing Standard	May Results for April Cohort[b] Rate (%)	June Results for April Cohort[c] Met Passing Standard	June Results for April Cohort[c] Rate (%)	Cumulative[d] Met Passing Standard	Cumulative[d] Rate (%)
All Students	222,180	79	25,418	44	10,320	36	257,918	92
African American	25,006	64	5,111	38	2,393	32	32,510	83
Hispanic	89,516	74	13,196	43	5,704	36	108,416	89
White	98,268	89	6,667	54	2,079	44	107,014	96
At-Risk	51,979	58	13,571	36	6,898	32	72,448	80
Economically Disadvantaged	106,709	71	17,376	41	7,614	34	131,639	87
Limited English Proficient	15,254	58	3,668	35	1,892	30	20,814	79
Special Education	9,358	67	1,825	42	654	35	11,837	84

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

Table 2.7. TAKS Performance Requiring Intensive Instruction, by Grade, 2005										
	One Subject Test		Two Subject Tests		Three Subject Tests		Four Subject Tests		Total Subject Tests	
Grade	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	51,181	16	22,484	7	–	–	–	–	73,665	24
4	53,022	18	29,186	10	12,111	4	–	–	94,319	31
5	63,637	21	42,313	14	31,682	10	–	–	137,632	45
6	60,218	20	33,081	11	–	–	–	–	93,299	32
7	68,642	23	34,230	11	20,173	7	–	–	123,045	41
8	73,885	25	33,344	11	23,021	8	–	–	130,250	43
9	111,488	33	43,545	13	–	–	–	–	155,033	46
10	59,357	21	50,842	18	37,706	13	23,129	8	171,034	61
11	39,334	16	21,798	9	9,929	4	4,415	2	75,416	32

Note. Results are for English- and Spanish-version TAKS combined. Depending on grade level, the number of TAKS subject area tests administered ranges between two and four (Table 2.1 on page 21). A dash (–) indicates that, at the grade level shown, a third and/or fourth subject area test was not administered. Grades 3 and 5 data include results for the primary administrations only of the Grade 3 reading, Grade 5 reading, and Grade 5 mathematics tests.

Grades 3-12 toward acquiring the English reading proficiency needed to understand academic instruction and assessments of academic skills, such as the TAKS. Because the RPTE is aligned with the TEKS reading curriculum, districts are also able to monitor the progress of LEP students toward developing the reading skills all students are required to learn. RPTE tests are developed for each of four grade clusters: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12.

TOP uses a holistic rating system to evaluate English language proficiency in reading (K-2 only) and in writing, listening, and speaking for Grades K-12. After trained teachers observe LEP students over time during classroom activities, they assign English language proficiency ratings in each domain using state-developed holistic scoring rubrics. A benchmark administration of TOP was conducted in spring 2004, and TOP was fully implemented in spring 2005.

TELPAS assessments are not designed to measure mastery of content with a pass or fail score. This is one of the main differences between the TELPAS and TAKS assessments. The TELPAS results provide a measure of progress, indicating annually where each LEP student is on a continuum of second language development designed for second language learners. This continuum is divided into four proficiency levels: Beginning, Intermediate, Advanced, and Advanced High. The progress of students along this continuum is the basis for the TELPAS reporting system and the key to helping districts monitor whether their LEP students are making steady annual growth as they learn to listen, speak, read, and write in English.

NCLB requires states to generate composite scores from their English language proficiency assessments. These results indicate the overall level of English language proficiency for students and are computed from the student listening, speaking, reading, and writing ratings. The composite score ranges from 1 (Beginning) to 4 (Advanced High). In determining composite results, ratings in the domain of reading are given the greatest weight. In Texas, only students rated in all four language areas receive composite results.

The 2005 TELPAS results show a 1.8 average composite rating for the 265,868 students in Grades K-2 who had limited proficiency in the English language (Table 2.8). Of these students, 49 percent were rated Beginning, 27 percent were rated Intermediate, 16 percent were rated Advanced, and 8 percent were rated Advanced High. The average composite score for the 331,069 students in Grades 3-12 taking TELPAS was 2.8. Of these students, 12 percent were rated Beginning, 16 percent were rated Intermediate, 41 percent were rated Advanced, and 32 percent were rated Advanced High.

Table 2.8. TELPAS[a] Composite Ratings, by Grade, 2005						
		Proficiency Level Met (%)				
Grade	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	Av. Comp. Score[f]
K	86,756	69	18	9	4	1.5
1	92,040	47	28	17	9	1.9
2	87,020	31	35	23	10	2.1
K-2	265,868	49	27	16	8	1.8
3	76,774	14	20	28	39	2.8
4	51,638	13	16	41	30	2.8
5	42,348	10	12	37	41	2.9
6	36,629	9	12	50	29	2.9
7	28,390	9	13	48	29	2.8
8	24,475	9	12	45	35	2.9
9	30,687	20	20	45	15	2.5
10	18,119	10	16	51	23	2.8
11	13,383	6	12	50	32	3.0
12	8,626	4	10	52	33	3.0
3-12	331,069	12	16	41	32	2.8

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Average Composite Score.

State-Developed Alternative Assessment II (SDAA II)

The SDAA II, first administered in the 2004-05 school year, tests students enrolled in Grades 3-10 who are receiving special education support services as well as instruction in the TEKS; but for whom TAKS, even with allowable accommodations, is an inappropriate measure of their academic achievement and progress. ARD committees make all decisions regarding instruction and assessment for students who are receiving special education services. SDAA II allows for assessments to be selected by instructional level, so that assessments match the instruction individual students have received during that school year, regardless of enrolled grade. This test is designed to measure academic growth from year to year as students are assessed at the appropriate level of instruction. In addition, the ARD committee sets all assessment expectations for students. Performance results are reported as the percentage of students meeting ARD expectations.

Of the 211,832 students who took the SDAA II reading test in 2005, 83 percent met their ARD expectations (Table 2.9). Of the 73,582 students enrolled in Grades 4, 7, and 10 who took the SDAA II writing tests, 65 percent met their ARD expectations. For the SDAA II ELA test, administered to Grade 10 students who are working on grade level in English language arts, 3,489 students were tested; of these students, 52 percent met their ARD expectations. Of the 208,934 students who took the SDAA II mathematics test, 80 percent met their ARD expectations.

TAKS and SDAA Exemptions

In the 2004-05 school year, of the 2,945,463 students eligible to take the TAKS or SDAA II tests, 92,538 (3%) took neither test (Table 2.10). Among students not tested, 16,182 (1%) were absent; 34,812 (1%) were exempted by their language proficiency assessment committees; 32,740 (1%) were exempted by their ARD committees; and 8,804 (<1%) were not tested for various other reasons, such as test administration irregularities or illness during testing.

Correlation Between Grade 9 English I Course Performance and Grade 9 Reading TAKS Performance

Overview

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

This section describes the most recent study, which compares the passing credit/no passing credit rates of ninth-grade students in their English I course during the 2003-2004 academic year with their pass/fail rates on the spring 2004 Grade 9 TAKS reading test. Matched results were found for 269,916 students. Passing the TAKS Grade 9 reading test in spring 2004 required a scale score of at least 2059.

Performance: All Students and Major Ethnic Groups

Overall, 87 percent of students in the study passed the Grade 9 TAKS reading test, while 85 percent passed their English I courses (Figure 2.6 on page 36). Seventy-seven percent of students in the study sample passed both their Grade 9 TAKS reading test and English I course, while 5 percent failed both

Table 2.9. SDAA II[a] Participation and Performance Meeting ARD[b] Expectations, by Subject and Enrolled Grade, 2005

Enrolled Grade	Tested	Met ARD (%)
Reading		
3	23,621	91
4	28,570	86
5	32,749	85
6	31,405	81
7	28,975	78
8	26,770	80
9	24,648	78
10	15,094	82
Total	211,832	83
ELA[c]		
10	3,489	52
Mathematics		
3	20,296	97
4	25,326	92
5	29,977	90
6	29,589	80
7	28,612	73
8	27,729	72
9	26,737	67
10	20,668	76
Total	208,934	80
Writing		
4	28,827	70
7	29,420	65
10	15,335	56
Total	73,582	65

[a]State-Developed Alternative Assessment II. [b]Admission, review, and dismissal committee. [c]English language arts.

Table 2.10. TAKS and SDAA[a] Exemptions, by Grade and Type of Exemption, 2004 and 2005

Grade	Total Students	Total Tested		LEP[b] Exempt		ARD[c] Exempt		Absent		Other Students Not Tested		Total Not Tested	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2004													
3	328,415	321,749	98	2,835	1	1,500	1	75	<1	2,256	1	6,666	2
4	326,781	320,719	98	3,096	1	1,213	<1	26	<1	1,727	1	6,052	2
5	325,642	319,204	98	3,768	1	1,251	<1	388	<1	1,031	<1	6,438	2
6	327,674	320,610	98	4,509	1	1,302	<1	657	<1	596	<1	7,064	2
7	333,614	324,634	97	5,280	2	1,011	<1	189	<1	2,500	1	8,980	3
8	324,173	314,972	97	5,539	2	1,274	<1	1,022	<1	1,366	<1	9,201	3
9	371,147	326,772	88	6,637	2	22,461	6	2,876	1	12,401	3	44,375	12
10	300,479	275,849	92	1,716	1	16,047	5	667	<1	6,200	2	24,630	8
11	246,944	225,622	91	0	0	13,157	5	979	<1	7,186	3	21,322	9
U[d]	604	484	80	0	0	21	4	1	<1	98	16	120	20
Total	2,885,473	2,750,615	95	33,380	1	59,237	2	6,880	<1	35,361	1	134,858	5
2005													
3	335,567	329,134	98	2,956	1	3,032	1	215	<1	230	<1	6,433	2
4	330,476	324,607	98	3,402	1	1,735	1	235	<1	489	<1	5,869	2
5	334,399	326,515	98	3,699	1	3,489	1	205	<1	491	<1	7,884	2
6	330,306	323,196	98	4,278	1	1,750	1	634	<1	448	<1	7,110	2
7	337,908	329,374	98	5,377	2	1,508	<1	888	<1	761	<1	8,534	3
8	330,224	321,172	97	4,962	2	2,109	1	1,014	<1	967	<1	9,052	3
9	380,081	361,658	95	8,023	2	1,585	<1	7,979	2	836	<1	18,423	5
10	306,970	298,853	97	2,107	1	2,125	1	2,476	1	1,409	1	8,117	3
11	259,532	238,416	92	0	0	15,407	6	2,536	1	3,173	1	21,116	8
Total	2,945,463	2,852,925	97	34,812	1	32,740	1	16,182	1	8,804	<1	92,538	3

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

[a]State-Developed Alternative Assessment in 2004; State-Developed Alternative Assessment II in 2005. [b]Limited English proficient. [c]Admission, review, and dismissal committee. [d]Unknown. Includes SDAA II documents with no grade level indicated.

(Table 2.11 on page 36). Ten percent of students passed TAKS but failed English I, and a smaller percentage (8%) passed English I but failed TAKS.

White students had the the highest passing rate on each measure (94% and 90%, respectively). African American students had the lowest TAKS passing rate (80%), and Hispanic students had the lowest course passing rate (79%). Slightly more African American students received passing credit in their English I course but failed the Grade 9 TAKS reading test (13%) than passed the reading test but did not receive passing credit in English I (11%). For the Hispanic and White student groups, the opposite was true: more students passed the reading test but did not receive passing credit in English I than received passing credit in English I but failed TAKS reading.

Performance: Economically/ Non-Economically Disadvantaged Students

A higher percentage of both economically disadvantaged and non-economically disadvantaged students passed the Grade 9 TAKS reading test than passed their English I course (Figure 2.6 on page 36). Of the 80 percent of students classified as economically disadvantaged who passed the Grade 9 TAKS reading test, only 67 percent passed their English I course (Table 2.11 on page 36). Likewise, of the 92 percent of students classified as non-economically disadvantaged who passed the TAKS reading test, a lower percentage (84%) passed their English I course.

For both groups, a slightly lower percentage of students received passing credit in their English I course but failed the TAKS reading course than passed the reading test but did not receive passing credit in their English I course. Twelve percent of economically disadvantaged students received passing credit in English I but failed the Grade 9 reading TAKS, whereas 13 percent passed the reading test but did not receive passing credit in English I. A similar pattern can be seen for the non-economically disadvantaged group.

Agency Contact Person

For information about the current or future state assessment system or assessment results, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Lisa Chandler, Student Assessment Division, (512) 463-9536.

Figure 2.6. English-Version TAKS Reading, Grade 9, and English I Course Passing Rates, by Ethnicity and Economically Disadvantaged Status, 2004

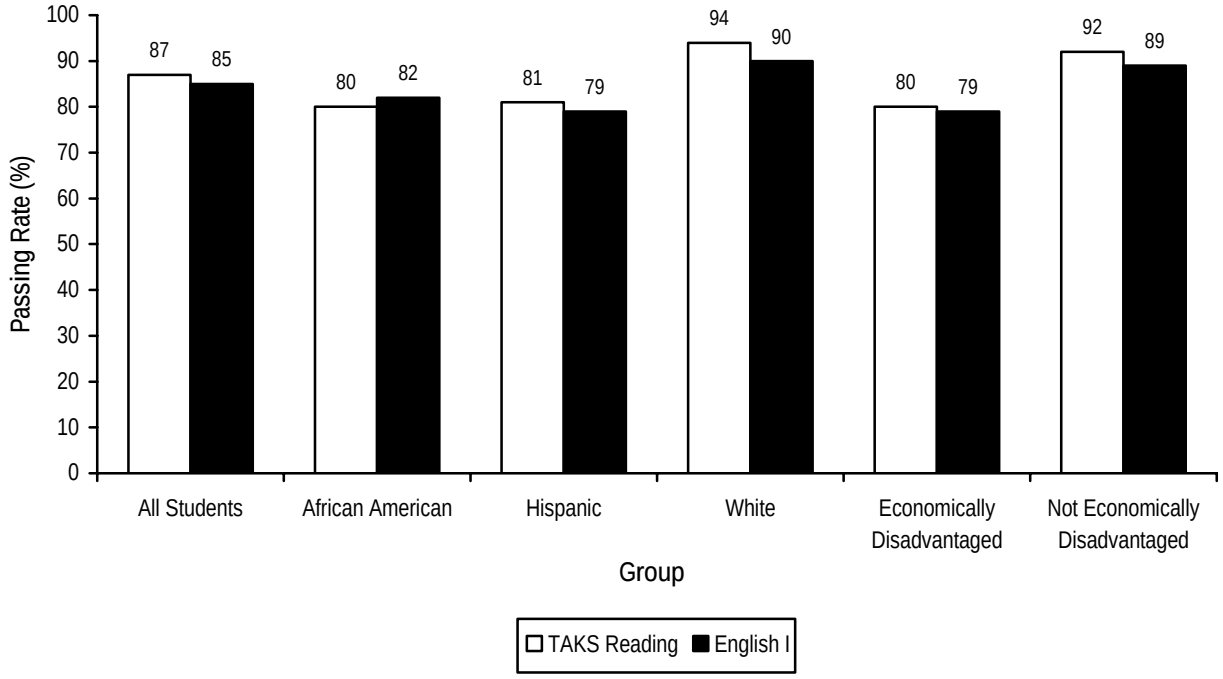


Table 2.11. Performance on English-Version TAKS Reading, Grade 9, and in English I Course, by Ethnicity and Economically Disadvantaged Status, 2004

TAKS Performance	Received Course Credit	Did Not Receive Course Credit
African American		
Passed TAKS	69	11
Failed TAKS	13	8
Hispanic		
Passed TAKS	68	13
Failed TAKS	11	8
White		
Passed TAKS	86	7
Failed TAKS	4	2
Economically Disadvantaged		
Passed TAKS	67	13
Failed TAKS	12	8
Not Economically Disadvantaged		
Passed TAKS	84	8
Failed TAKS	5	3
All Students		
Passed TAKS	77	10
Failed TAKS	8	5

Other Sources of Information

The TAKS, TELPAS, and SDAA II test results, as well as information about all state testing activities, including test development, are available on-line at www.tea.state.tx.us/student.assessment/. Released TAKS tests from 2003 and 2004 are also available online.

Appendix 2-A. English-Version TAKS Participation and Performance, Grade 3, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading: Primary Administration										
All Students	267,381	93	91	88	35	270,771	94	92	89	37
African American	39,876	89	86	81	25	39,482	90	86	82	24
Hispanic	107,689	91	88	83	27	111,040	91	89	85	27
White	109,694	97	96	94	45	109,327	97	96	95	50
At-Risk	100,245	87	83	78	18	108,046	88	84	79	18
Econ. Dis.[a]	139,945	90	87	82	25	143,887	91	87	83	24
LEP[b]	40,370	87	82	77	19	42,110	87	83	78	18
Special Ed.[c]	13,596	89	86	81	25	13,948	90	87	83	27
Mathematics										
All Students	271,275	96	90	83	25	275,574	94	89	82	25
African American	40,090	91	81	71	13	39,741	88	80	69	12
Hispanic	109,728	94	87	78	18	113,892	92	86	77	17
White	111,134	98	95	91	35	110,778	98	95	91	35
At-Risk	105,428	92	83	72	13	111,182	89	82	70	11
Econ. Dis.	142,284	94	86	76	17	146,887	91	84	74	15
LEP	41,725	93	85	75	16	44,145	90	83	72	14
Special Ed.	17,483	93	84	74	17	17,145	91	84	75	17

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-B. English-Version TAKS Participation and Performance, Grade 4, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	270,517	89	85	81	25	273,508	88	84	79	23
African American	39,042	83	77	71	14	38,833	81	75	69	13
Hispanic	111,265	85	80	74	16	114,902	85	80	73	16
White	110,188	95	93	90	36	109,123	94	92	88	33
At-Risk	71,079	76	69	61	8	71,145	74	67	58	7
Econ. Dis.[a]	140,784	84	79	73	14	145,599	83	78	71	14
LEP[b]	26,577	74	68	60	7	25,809	73	66	58	8
Special Ed.[c]	12,164	82	76	70	17	11,329	81	76	69	16
Mathematics										
All Students	275,081	92	86	78	21	278,466	93	87	81	28
African American	39,534	84	75	64	10	39,340	86	77	67	14
Hispanic	114,007	90	82	73	15	117,929	92	84	76	21
White	111,415	96	93	87	30	110,406	97	94	90	39
At-Risk	74,114	81	71	58	8	74,628	84	73	62	11
Econ. Dis.	144,151	88	80	70	13	149,297	90	82	74	19
LEP	28,332	85	76	64	10	27,985	87	77	68	14
Special Ed.	14,356	85	76	65	12	11,742	89	81	72	21
Writing										
All Students	265,206	91	90	88	20	266,822	93	92	90	23
African American	38,627	87	86	82	12	38,354	90	88	86	15
Hispanic	109,273	89	88	85	13	112,418	92	91	89	17
White	107,584	94	94	92	29	105,737	95	94	93	31
At-Risk	69,449	82	80	75	6	69,139	86	84	80	8
Econ. Dis.	138,390	88	87	83	12	142,616	90	89	87	15
LEP	25,684	81	79	73	6	24,745	86	84	80	9
Special Ed.	11,117	82	81	76	11	10,992	85	84	81	12

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-C. English-Version TAKS Participation and Performance, Grade 5, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading: Primary Administration										
All Students	278,404	84	79	73	25	276,878	86	81	75	23
African American	39,579	76	70	63	14	38,650	79	72	64	12
Hispanic	116,163	77	71	63	15	118,501	81	74	66	14
White	112,821	93	90	86	38	109,556	95	92	88	35
At-Risk	88,356	63	54	45	6	87,521	68	59	48	5
Econ. Dis.[a]	145,971	76	69	62	13	147,348	80	73	64	12
LEP[b]	25,887	51	42	34	3	24,264	57	47	37	3
Special Ed.[c]	11,556	73	67	59	14	11,619	77	70	62	13
Mathematics: Primary Administration										
All Students	282,250	88	82	73	26	281,002	92	87	79	30
African American	40,075	79	69	57	14	38,864	85	76	64	15
Hispanic	118,438	85	76	66	19	121,183	90	84	74	22
White	113,820	95	90	84	36	110,633	97	94	89	41
At-Risk	91,119	74	61	48	8	90,278	82	71	58	10
Econ. Dis.	148,842	83	74	63	17	150,147	89	81	71	20
LEP	27,368	72	60	47	9	26,159	81	71	58	11
Special Ed.	14,430	78	67	55	13	14,047	86	78	67	16
Science										
All Students	283,843	83	69	55	16	283,477	85	76	64	26
African American	40,476	71	52	36	7	39,525	74	62	46	12
Hispanic	118,451	77	60	43	9	121,687	80	69	54	17
White	115,011	93	84	72	26	111,865	94	89	79	39
At-Risk	91,622	65	43	28	4	91,930	68	53	36	8
Econ. Dis.	149,428	76	58	41	8	151,489	78	66	51	15
LEP	26,733	57	36	22	3	25,915	61	46	31	6
Special Ed.	17,636	67	50	36	8	18,445	67	56	44	14

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-D. English-Version TAKS Participation and Performance, Grade 6, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	287,199	92	86	79	28	288,501	94	90	85	39
African American	40,144	89	81	71	17	40,528	91	85	78	26
Hispanic	119,890	88	80	69	17	124,004	91	86	79	27
White	117,303	97	94	90	41	113,730	98	96	93	56
At-Risk	102,690	81	70	55	6	116,199	87	80	70	13
Econ. Dis.[a]	147,687	87	79	69	16	152,189	91	85	78	25
LEP[b]	21,663	65	50	34	3	24,204	75	64	51	6
Special Ed.[c]	11,595	82	72	60	11	11,574	86	78	70	20
Mathematics										
All Students	289,449	83	77	67	22	290,792	86	79	72	27
African American	40,436	71	63	51	10	40,796	76	66	57	14
Hispanic	121,267	77	70	59	14	125,514	81	73	64	19
White	117,823	92	88	81	33	114,174	94	90	84	39
At-Risk	104,340	64	55	41	5	117,918	72	61	49	7
Econ. Dis.	149,336	75	68	56	12	153,964	79	71	62	17
LEP	22,393	56	47	35	5	25,185	63	52	41	6
Special Ed.	13,549	67	58	45	8	13,406	70	61	51	11

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-E. English-Version TAKS Participation and Performance, Grade 7, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	290,055	88	83	75	19	293,873	91	87	81	21
African American	40,751	80	73	63	8	41,029	87	81	73	11
Hispanic	118,509	83	77	67	11	123,775	87	81	73	11
White	120,773	94	91	87	29	118,711	96	94	91	33
At-Risk	94,589	71	61	49	4	112,045	80	72	61	4
Econ. Dis.[a]	141,145	82	75	65	10	148,333	86	80	72	11
LEP[b]	14,844	49	39	28	1	17,047	58	46	33	1
Special Ed.[c]	11,565	72	63	53	6	10,085	79	71	61	7
Mathematics										
All Students	290,955	79	70	60	7	294,745	83	73	64	12
African American	40,833	67	54	42	2	41,000	72	57	46	4
Hispanic	119,381	73	62	50	3	124,769	77	64	54	6
White	120,697	90	83	75	11	118,563	92	85	78	18
At-Risk	95,432	55	41	28	1	112,963	65	46	34	1
Econ. Dis.	141,983	71	59	48	3	149,235	76	62	51	5
LEP	15,472	46	33	24	1	17,854	51	35	25	1
Special Ed.	11,823	59	47	35	2	9,139	66	51	40	3
Writing										
All Students	284,670	93	91	89	22	287,818	93	90	88	28
African American	40,180	91	88	85	13	40,274	90	87	84	18
Hispanic	116,920	90	88	84	13	121,976	90	87	84	19
White	117,976	96	95	94	33	115,461	96	95	94	40
At-Risk	92,548	83	79	74	4	109,825	85	80	76	8
Econ. Dis.	139,035	89	87	84	12	145,830	89	86	83	18
LEP	14,640	66	60	52	1	16,830	67	59	52	2
Special Ed.	10,458	79	76	71	5	10,202	77	72	68	7

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-F. English-Version TAKS Participation and Performance, Grade 8, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	286,509	93	89	83	22	291,845	91	88	83	37
African American	39,676	90	85	77	12	40,754	89	84	78	25
Hispanic	113,184	89	84	75	13	120,378	86	81	75	24
White	123,651	97	95	92	33	120,588	96	94	92	53
At-Risk	106,742	84	76	64	5	116,701	81	74	65	13
Econ. Dis.[a]	131,556	89	83	74	12	141,873	86	81	75	23
LEP[b]	14,343	61	48	35	2	14,395	50	40	30	3
Special Ed.[c]	12,812	82	73	62	8	12,770	76	69	61	14
Mathematics										
All Students	286,223	75	66	57	12	291,433	77	69	61	15
African American	39,619	60	49	38	4	40,572	64	54	44	6
Hispanic	113,547	67	57	46	6	120,883	70	60	50	9
White	123,028	87	80	72	19	119,833	88	82	75	22
At-Risk	106,734	50	37	26	2	116,806	55	42	30	2
Econ. Dis.	131,734	64	54	43	5	142,074	68	58	48	7
LEP	14,775	38	28	20	2	15,002	41	31	22	2
Special Ed.	12,533	51	40	29	3	11,981	52	41	31	3
Social Studies										
All Students	288,257	93	88	81	22	294,927	96	91	85	25
African American	40,105	89	82	73	12	41,375	94	88	79	14
Hispanic	113,892	89	82	73	13	121,805	94	88	79	15
White	124,226	97	94	90	32	121,579	98	96	92	37
At-Risk	108,068	84	74	62	6	119,049	91	82	70	7
Econ. Dis.	132,791	89	81	72	12	144,089	94	87	78	14
LEP	14,794	71	56	42	3	15,203	82	67	50	3
Special Ed.	16,305	79	68	56	7	17,721	85	75	62	9

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-G. English-Version TAKS Participation and Performance, Grade 9, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	313,367	88	84	76	9	322,176	92	87	82	18
African American	44,991	83	77	66	4	46,317	90	82	74	9
Hispanic	127,062	82	77	66	4	134,796	89	82	74	11
White	130,457	95	93	88	14	129,975	97	95	92	28
At-Risk	127,545	76	69	55	1	146,673	86	77	68	5
Econ. Dis.[a]	135,718	82	76	65	4	147,496	88	81	73	9
LEP[b]	18,303	47	38	24	0	17,582	56	40	30	1
Special Ed.[c]	17,020	69	61	47	1	16,741	78	67	56	3
Mathematics										
All Students	309,943	68	59	50	14	318,635	74	65	56	15
African American	44,187	54	43	33	5	45,286	61	49	38	5
Hispanic	125,055	57	46	37	7	133,081	65	54	44	7
White	129,414	82	75	67	22	128,896	87	81	73	24
At-Risk	124,168	42	30	21	2	142,742	54	40	28	2
Econ. Dis.	133,378	55	44	35	6	144,602	64	53	42	6
LEP	18,221	30	21	14	2	17,448	36	26	18	2
Special Ed.	15,900	38	28	20	2	14,393	48	37	27	3

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-H. English-Version TAKS Participation and Performance, Grade 10, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
English Language Arts										
All Students	266,574	77	75	72	4	270,825	70	69	67	5
African American	35,894	70	68	63	1	37,090	62	61	58	2
Hispanic	100,419	69	67	62	1	104,090	64	62	59	2
White	119,951	85	84	82	6	118,940	78	77	76	8
At-Risk	111,074	61	59	53	0	116,226	57	55	50	1
Econ. Dis.[a]	101,671	67	65	60	1	109,031	62	60	57	2
LEP[b]	14,027	28	24	19	0	12,759	32	27	20	0
Special Ed.[c]	13,533	45	41	35	0	12,942	44	41	36	1
Mathematics										
All Students	262,920	74	63	52	8	266,419	79	69	58	9
African American	35,287	59	45	32	2	36,347	65	51	38	3
Hispanic	98,802	65	51	39	3	101,952	70	58	45	4
White	118,344	86	77	67	13	117,385	89	82	73	14
At-Risk	107,950	52	36	23	1	112,312	58	42	28	1
Econ. Dis.	99,701	62	49	36	3	106,327	68	55	43	4
LEP	13,921	40	27	18	1	12,457	40	27	18	1
Special Ed.	12,547	42	29	19	1	10,419	50	37	26	1
Social Studies										
All Students	262,550	92	87	80	19	267,797	93	89	84	26
African American	35,283	88	81	71	9	36,702	88	82	74	13
Hispanic	98,253	88	80	71	10	101,987	90	84	77	15
White	118,607	97	94	90	29	118,381	97	95	92	38
At-Risk	107,813	84	75	63	5	113,164	86	78	69	7
Econ. Dis.	99,501	87	79	69	9	107,007	89	83	75	13
LEP	13,714	63	49	36	1	12,381	68	56	43	2
Special Ed.	14,733	74	63	52	5	12,587	79	70	60	8
Science										
All Students	262,009	76	64	51	4	265,187	79	67	54	8
African American	35,216	62	46	32	1	36,276	66	49	34	2
Hispanic	97,901	64	49	35	1	100,838	69	54	38	3
White	118,458	89	81	69	7	117,409	90	82	71	14
At-Risk	107,351	55	38	24	1	111,433	60	41	25	1
Econ. Dis.	99,174	63	47	33	1	105,710	68	52	36	3
LEP	13,630	31	19	10	0	12,180	36	21	11	0
Special Ed.	14,381	45	31	21	1	12,085	53	36	24	2

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-I. English-Version TAKS Participation and Performance, Grade 11, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
English Language Arts										
All Students	217,408	87	85	83	10	230,147	88	88	87	20
African American	27,969	82	79	75	4	30,010	85	84	82	10
Hispanic	74,790	81	79	75	5	83,139	83	82	80	11
White	105,887	92	91	89	14	107,330	94	93	93	29
At-Risk	95,570	77	74	69	2	112,121	81	80	78	6
Econ. Dis.[a]	72,042	79	77	73	4	83,265	82	81	79	10
LEP[b]	9,549	42	37	32	0	10,102	43	39	34	1
Special Ed.[c]	10,074	56	52	46	1	10,024	64	62	58	3
Mathematics										
All Students	216,083	85	76	67	15	228,069	88	81	72	16
African American	27,873	73	60	48	4	29,624	79	67	54	4
Hispanic	74,238	78	67	56	7	82,086	83	72	61	8
White	105,149	91	86	79	21	106,680	94	90	83	23
At-Risk	94,379	72	58	45	3	110,051	79	66	52	4
Econ. Dis.	71,438	76	64	53	6	81,858	81	70	58	7
LEP	9,537	59	46	34	3	9,875	63	49	35	2
Special Ed.	9,381	55	42	31	2	9,130	63	50	38	3
Social Studies										
All Students	217,710	97	95	91	20	230,317	97	94	91	25
African American	28,098	96	92	87	9	29,979	97	92	88	13
Hispanic	74,597	95	91	85	10	82,715	95	90	85	14
White	106,181	99	98	96	28	107,903	99	98	96	36
At-Risk	95,627	94	90	83	7	111,785	95	90	84	10
Econ. Dis.	72,052	94	90	84	8	82,855	95	90	84	13
LEP	9,553	81	70	57	2	9,955	79	65	53	2
Special Ed.	11,066	88	81	72	6	11,309	89	79	71	8
Science										
All Students	217,328	85	76	63	5	228,802	88	80	71	5
African American	28,076	74	61	44	1	29,738	80	68	55	1
Hispanic	74,521	75	64	47	1	82,226	81	70	57	1
White	105,886	93	88	78	7	107,154	95	91	84	7
At-Risk	95,286	71	58	40	1	110,716	79	66	51	1
Econ. Dis.	71,903	74	61	45	1	82,223	80	69	55	1
LEP	9,551	47	34	20	0	9,886	56	41	29	0
Special Ed.	10,481	57	44	29	1	10,407	66	52	40	1

Note. The passing standard for TAKS in 2003 and 2004 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2005 was 1 SEM below the panel recommendation.

[a]Economically disadvantaged. [b]Limited English proficient. [c]Special education.

Appendix 2-J. Spanish-Version TAKS Participation and Performance, Grade 3, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading: Primary Administration										
All Students	25,835	88	83	78	26	27,489	86	81	74	17
At-Risk	20,775	87	82	77	24	26,862	86	81	74	17
Econ. Dis.[a]	24,344	88	83	78	26	26,117	86	81	74	17
Special Ed.[b]	646	75	68	61	12	801	71	62	53	9
Mathematics										
All Students	24,713	89	80	68	14	26,033	87	79	67	10
At-Risk	24,122	89	80	68	14	25,376	87	79	67	10
Econ. Dis.	23,254	89	80	68	14	24,691	87	79	67	10
Special Ed.	719	83	72	56	8	809	78	67	53	5

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Special education.

Appendix 2-K. Spanish-Version TAKS Participation and Performance, Grade 4, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	15,107	85	77	66	14	16,553	86	80	69	14
At-Risk	14,766	85	77	66	14	16,130	86	80	69	14
Econ. Dis.[a]	14,198	85	77	67	14	15,762	86	80	69	14
Special Ed.[b]	386	73	61	48	7	441	68	59	42	6
Mathematics										
All Students	14,167	83	74	62	17	15,419	86	78	64	20
At-Risk	13,844	83	74	62	16	14,997	86	78	64	20
Econ. Dis.	13,298	83	74	62	16	14,660	85	78	64	20
Special Ed.	380	78	65	52	10	457	74	64	50	11
Writing										
All Students	15,828	91	90	88	20	17,324	89	88	87	23
At-Risk	15,459	91	90	88	20	16,899	89	88	87	23
Econ. Dis.	14,878	91	90	88	20	16,503	88	88	87	23
Special Ed.	390	82	80	77	8	428	76	73	71	10

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Special education.

Appendix 2-L. Spanish-Version TAKS Participation and Performance, Grade 5, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading: Primary Administration										
All Students	6,975	82	72	60	15	7,970	85	73	60	10
At-Risk	6,749	82	72	60	15	7,792	85	73	60	10
Econ. Dis.[a]	6,442	82	72	60	15	7,516	85	73	60	10
Special Ed.[b]	139	65	52	41	3	159	79	64	49	5
Mathematics: Primary Administration										
All Students	6,373	73	61	44	10	6,874	73	62	44	10
At-Risk	6,170	73	61	44	10	6,713	73	62	44	10
Econ. Dis.	5,879	73	61	44	10	6,482	73	62	44	10
Special Ed.	158	66	52	36	4	140	65	49	26	6
Science										
All Students	7,047	52	34	20	1	7,220	54	39	23	3
At-Risk	6,830	51	34	20	1	7,025	54	39	23	3
Econ. Dis.	6,553	51	34	20	1	6,815	54	38	23	3
Special Ed.	193	34	22	10	1	189	38	22	13	1

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Special education.

Appendix 2-M. Spanish TAKS Participation and Performance, Grade 6, by Subject and Student Group, 2004 and 2005

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	1,491	83	71	58	14	1,479	80	70	59	12
At-Risk	1,410	84	72	59	14	1,411	81	71	60	12
Econ. Dis.[a]	1,337	83	71	57	13	1,371	80	70	60	12
Special Ed.[b]	6	67	17	0	0	16	56	38	25	0
Mathematics										
All Students	1,409	56	47	36	7	1,397	61	52	44	10
At-Risk	1,338	57	47	37	7	1,325	62	53	44	11
Econ. Dis.	1,269	55	46	36	7	1,297	61	52	44	10
Special Ed.	4	–[c]	–	–	–	7	0	0	0	0

Note. The passing standard for TAKS in 2003 was 2 SEM (standard errors of measurement) below the panel recommendation. The passing standard for TAKS in 2004 was 1 SEM below the panel recommendation. The passing standard for TAKS in 2005 was the panel-recommended standard.

[a]Economically disadvantaged. [b]Special education. [c]A dash (–) indicates data are not reported to protect student anonymity.

3. Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature required school districts to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code [TEC] Chapter 37). Statute specifies that the academic mission of a DAEP is to enable students to perform at grade level. Each DAEP must provide for the educational and behavioral needs of students, focusing on English language arts, mathematics, science, history, and self-discipline. In addition, a DAEP must provide a course needed by a student to fulfill his or her high school graduation requirements. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Not later than the beginning of the 2005-06 school year, a teacher in a DAEP must meet all certification requirements established under TEC Chapter 21, Subchapter B.

DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators may also assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved. A student may be assigned to a DAEP or expelled more than once in a single school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (a) specify whether consideration was given to self-defense, intent or lack of intent at the time the student engaged in the conduct, a student's disciplinary history, or a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct as factors in a decision to order suspension, removal to a DAEP, or expulsion; (b) provide guidelines for setting the length of a term of removal to a DAEP under TEC §37.006 or expulsion under TEC §37.007; and (c) address the notification of a student's parent or guardian of a violation of the student code of conduct by the student that results in suspension, removal to a DAEP, or expulsion. The code of conduct must also prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. The code of conduct will provide, as appropriate for students at each grade level, methods and options for: (a) managing students in the classroom and on school grounds; (b) disciplining students; and (c) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

Program Characteristics

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

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

Data Sources and Methods

Data on gender, ethnicity, economic status, and leaver reason were drawn from the Public Education Information Management System (PEIMS). Data on discipline were also available in PEIMS. All summary data presented are based on analyses of student-level data. Unless otherwise noted, only student records with complete demographic information are included in the analyses.

Table 3.1. Assignment to DAEPs[a] and Expulsion, 2001-02 Through 2003-04			
Action	2001-02	2002-03	2003-04
DAEP Assignment			
Individual Student Count	96,737	101,671	103,696
Total[b]	134,130	139,613	138,701
Expulsion			
Individual Student Count	8,133	4,732	9,334
Total[c]	8,638	6,799	9,993

Note. Counts include all students, regardless of missing demographic information. A student may be assigned to a DAEP and expelled in the same school year.

[a]Disciplinary alternative education programs. [b]Includes multiple assignments for individual students. [c]Includes multiple expulsions for individual students.

DAEP Assignment and Expulsion

Approximately 2.4 percent of the more than 4 million students in Texas public schools in 2003-04 received DAEP assignments. Between 2001-02 and 2003-04, the number of individual students assigned to DAEPs increased by 7.2 percent, from 96,737 to 103,696 (Table 3.1). During the same period, the number of students who were expelled increased by 14.8 percent, from 8,133 in 2001-02 to 9,334 in 2003-04.

In 2003-04, disparities were evident between the percentages of student groups assigned to DAEPs and the percentages of these groups in the student population as a whole. Across Grades 1-12, the percentages of African American and economically disadvantaged students assigned to DAEPs were higher than the percentages of these groups in the student population as a whole (Table 3.2). This was especially true at the early grade levels. Conversely, the percentages of White students assigned to DAEPs were lower across all grades than their percentages in the total student population. The percentages of Hispanic students assigned to DAEPs were lower in Grades 1-5 than their percentages in the student population as a whole and higher in Grades 6-10.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2003-04 increased markedly at Grade 6, continued rising to a maximum of 6.7 percent of all students in Grade 9, then steadily declined through the high school grades.

Males made up 73.3 percent of students assigned to DAEPs in 2003-04, compared to 51.4 percent of the total student population (Table 3.3). About 20 percent of students assigned to DAEPs were receiving special education services, compared to less than 12 percent of students statewide. The overrepresentation of special education students in the DAEP population may be related to the overrepresentation of male students, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

Statewide in 2003-04, for students assigned to DAEPs, the average number of discretionary assignments (1.33) exceeded the average number of mandatory assignments (1.05) (Table 3.4). Only about 21 percent of students assigned to DAEPs in 2003-04 received additional assignments during the year. There was relatively little variation across student groups on these measures.

For each student assigned to a DAEP in 2003-04, the total length of assignment was calculated by adding the number of days across multiple assignments. A student with one assignment for 10 days, for example, would have the same total length of assignment as a student with two assignments of five days each. White students were assigned for an average of about 37 days during

Table 3.2. Enrollment and Assignment to DAEPs,[a] by Grade and Student Group, 2003-04											
	Students		African American (%)		Hispanic (%)		White (%)		Econ. Disad.[b] (%)		Grade-Level
Grade	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP	Assignment (%)
1	338,522	616	13.6	39.8	47.4	34.1	35.7	25.2	59.4	70.3	0.2
2	325,646	763	13.5	38.1	46.5	33.2	36.6	27.3	58.2	68.9	0.2
3	323,095	1,071	13.9	41.8	45.7	31.6	37.1	25.7	57.8	73.1	0.3
4	321,591	1,721	14.3	36.1	44.7	35.0	37.9	28.1	56.7	74.1	0.5
5	323,812	3,097	14.5	32.3	43.7	39.5	38.5	27.3	56.0	70.6	1.0
6	326,982	8,514	14.6	26.2	42.9	49.0	39.4	23.8	54.4	70.8	2.6
7	329,480	13,605	14.6	23.3	42.2	50.3	40.1	25.4	52.1	67.0	4.1
8	324,228	16,750	14.4	20.7	40.9	50.3	41.5	27.9	49.1	61.5	5.2
9	375,225	25,293	15.1	21.6	42.6	48.9	39.3	28.4	47.2	53.2	6.7
10	309,100	13,844	14.4	22.6	39.2	41.9	43.0	34.1	41.4	46.7	4.5
11	267,553	8,182	14.0	21.4	36.6	36.4	45.9	40.5	36.8	37.9	3.1
12	242,771	5,751	13.5	20.5	35.0	34.1	47.8	43.8	33.1	34.5	2.4

[a]Disciplinary alternative education programs. [b]Economically disadvantaged.

Table 3.3. Assignment to DAEPs[a] (%), by Gender and Special Education Services, 2003-04		
Group	State	DAEP
Female	48.6	26.7
Male	51.4	73.3
Receiving Spec. Ed.[b] Services	11.6	20.3
Not Receiving Spec. Ed. Services	88.4	79.7

[a]Disciplinary alternative education programs. [b]Special education.

the school year, while African American students and Hispanic students were assigned an average of about 45 days. The difference between White students and other ethnic groups on this measure is about the same as that seen in 2002-03.

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

The state assessment system, TAKS, measures mastery of the statewide curriculum in reading/English language arts (ELA) and mathematics at Grades 3-11; in writing at Grades 4 and 7; in science at Grades 5, 10, and 11; and in social studies at Grades 8, 10, and 11. The SDAA assesses special education students who are receiving instruction in the state curriculum but for whom TAKS is an inappropriate measure of academic progress. In 2003-04, the SDAA was available for testing students in Grades 3-8.

Statewide, 77.1 percent of students assigned to DAEPs took the 2004 TAKS reading/ELA test, and 8.6 percent took the 2004 SDAA reading test (Table 3.5 on page 54). Of those not tested, 0.7 percent were exempted because of limited English proficiency, 7.4 percent were special education students exempted by their admission, review, and dismissal (ARD) committees, and 5.3 percent were absent.

The TAKS passing standards, adopted by the State Board of Education (SBOE) in fall 2002, are being phased in over a three-year period. In 2004, students in Grades 3-10 were required to meet expectations at one standard error of measurement (SEM) below the panel-recommended standard, and students in Grade 11 were required to meet expectations at two SEM below the panel-recommended standard. In 2005, passing standards increased to the recommended standard in Grades 3-10 and one SEM below the recommended standard in Grade 11. The standard for Grade 11 students will increase to the recommended standard in 2006. TAKS scores for students assigned to DAEPs at any time during the year are included in the DAEP averages.

On the 2004 TAKS reading/ELA and mathematics tests, passing rates for students assigned to DAEPs were lower than those for students statewide (Table 3.6 on page 54). At the standards in place for 2004, 64 percent of students assigned to DAEPs passed the TAKS reading/ELA test, compared to 85 percent of students statewide, a difference of 21 percentage points. In mathematics, the difference in passing rates between students assigned to DAEPs (41%) and students statewide (76%) was 35 percentage points. At the panel-recommended standard, the differences in reading/ELA and mathematics performance were even larger (25 and 36 percentage points, respectively). For students assigned to DAEPs, as well as students statewide, White students had higher TAKS passing rates in reading and mathematics than did African American or Hispanic students. Differences in passing rates between White students and other ethnic groups were somewhat larger for students assigned to DAEPs than for students statewide, except in mathematics at the panel-recommended standard.

About 20 percent of students assigned to DAEPs in 2003-04 were receiving special education services, and many of these students took the SDAA. Tests are given in the areas of reading, writing, and mathematics, and students are assessed at their appropriate instructional levels, as determined by their ARD committees. The percentages of students meeting ARD expectations on the 2004 SDAA reading and mathematics tests were lower for special education students assigned to DAEPs than for special education students statewide (Table 3.7 on page 54). On the SDAA reading test, 59 percent of special education students assigned to

Table 3.4. Frequency and Length of DAEP[a] Assignment, 2003-04				
	Average Number of Assignments		Single	Average Length of
Group	Discretionary	Mandatory	Assignment (%)	Assignment (Days)
African American	1.30	1.04	79.6	45.8
Hispanic	1.34	1.06	78.5	44.5
White	1.35	1.05	79.0	37.0
Economically Disadvantaged	1.30	1.06	78.8	44.4
Special Education	1.32	1.05	79.0	41.1
All	1.33	1.05	78.8	42.5

[a] Disciplinary alternative education program.

Table 3.5. English-Version Reading/ELA[a] TAKS and SDAA[b] Participation (%), Students Assigned to DAEPs,[c] by Student Group, 2004

Group	Tested on TAKS	LEP Exempt[d]	ARD Exempt[e]	Absent	Other	Tested on SDAA
African American	73.5	0.0	9.2	5.1	1.0	11.1
Hispanic	76.7	1.4	6.8	5.6	0.9	8.5
White	79.9	0.0	6.9	5.0	0.9	7.2
Economically Disadvantaged	74.5	0.9	7.7	4.9	1.0	11.0
All	77.1	0.7	7.4	5.3	1.0	8.6

[a]English language arts. [b]State-Developed Alternative Assessment. [c]Disciplinary alternative education programs. [d]Students exempted from testing because of limited English proficiency (LEP). [e]Students in special education programs exempted from testing by the admission, review, and dismissal (ARD) committee.

DAEPs met ARD expectations, compared to 88 percent of special education students statewide, a difference of 29 percentage points. The difference on the SDAA mathematics test was 32 percentage points. There was little variation in performance across student groups in either subject.

Dropout Rates

In 2004, with implementation of a new public school accountability system, the dropout measure used for accountability ratings changed from a Grade 7-12 annual rate to a Grade 7-8 annual rate. Out of 30,355 students in Grades 7-8 assigned to DAEPs in the 2003-04 school year, 140 students dropped out. The annual Grade 7-8 dropout rate for students assigned to DAEPs was 0.5 percent, over twice the rate for students statewide (0.2%) (Table 3.8). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Agency Contact Persons

For additional information on DAEPs, contact Ernest Zamora, Associate Commissioner for Support Services, (512) 463-5899; or Billy G. Jacobs, High School Completion and Student Support Division, (512) 463-9982.

Table 3.6. TAKS Passing Rates (%), All Grades Tested, by Subject and Student Group, 2004

	Standard Met			
	2004 Standards[a]		Panel Rec.[b]	
Group	DAEP[c]	State	DAEP	State
Reading/ELA[d]				
African American	58	79	47	71
Hispanic	60	79	49	72
White	75	93	68	89
Econ. Disad.[e]	59	78	49	70
Female	71	88	61	82
Male	61	83	52	77
All	64	85	55	80
Mathematics				
African American	30	62	21	49
Hispanic	35	68	24	57
White	56	86	44	78
Econ. Disad.	35	67	25	55
Female	38	75	27	65
Male	42	76	31	67
All	41	76	30	66

[a]One standard error of measurement (SEM) below the panel-recommended standard for Grade 3-10; two SEM below the panel-recommended standard for Grade 11. [b]Panel-recommended standard. [c]Disciplinary alternative education program. [d]English language arts. [e]Economically disadvantaged.

Table 3.7. SDAA[a] Performance Meeting ARD[b] Expectations (%), Grades 3-8, by Subject and Student Group, 2004

Group	DAEP[c]	State
Reading		
African American	57	86
Hispanic	60	87
White	58	90
Economically Disadvantaged	59	87
Female	62	89
Male	58	87
All	59	88
Mathematics		
African American	50	80
Hispanic	51	82
White	49	83
Economically Disadvantaged	51	82
Female	52	82
Male	50	82
All	50	82

[a]State-Developed Alternative Assessment. [b]Admission, review, and dismissal committee. [c]Disciplinary alternative education program. Data include all students who received special education services and were assigned to DAEPs in 2003-04.

Table 3.8. Annual Dropout Rate (%), Grades 7-8, by Student Group, 2003-04		
Group	DAEP	State
African American	0.4	0.2
Hispanic	0.6	0.4
White	0.3	0.1
Economically Disadvantaged	0.5	0.3
Special Education	0.4	0.2
Female	0.4	0.2
Male	0.5	0.2
All	0.5	0.2

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

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, Senate Bill 702 revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2004-05 school year, 2,005,807 (46%) of the 4,383,871 public school students in Texas were identified as at risk of dropping out of school, an increase of two percentage points from the 2003-04 school 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:

1. was not advanced from one grade level to the next for one or more school years;
2. is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Chapter 39, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by TEC §29.052;
11. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments; or
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing and Exemption Information

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

students who have not performed satisfactorily or who are at risk of dropping out of school.

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

The TAKS passing standards, adopted in fall 2002 by the Texas State Board of Education (SBOE), are being phased in over a three-year period. In 2005, students in Grades 3 through 10 were required to achieve the recommended standard; Grade 11 students were required to meet expectations at one standard error of measurement (SEM) below the recommended standard. In 2006, 11th graders will be required to meet the recommended standard.

In this chapter, TAKS results for at-risk and not at-risk students in Grades 3 through 10 are presented at the recommended standard, and Grade 11 results are presented at the one SEM standard. In 2005, there were multiple administrations of the reading TAKS for Grades 3 and 5 and the mathematics TAKS for Grade 5. Data used for TAKS performance results are based on the first administration only. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

TAKS Performance for Students At Risk, 2005

SCE Policy on Student Performance

Beginning with the implementation of Senate Bill 702, a student is considered at risk of dropping out of school from the time he or she fails to perform satisfactorily on the TAKS examination until he or she performs at a level equal to at least 110 percent of the level of satisfactory performance on the same assessment instrument or another appropriate test. One of the goals of the SCE program is to increase the academic performance of students identified as being at risk of dropping out of school. TEC §29.081(c) requires each district to evaluate its SCE program by documenting program success in reducing any disparity in performance, as measured by assessment instruments administered under TEC Chapter 39, Subchapter B, or in the rates of high school completion between students at risk of dropping out of school and all other district students.

Reading and ELA

On the TAKS reading and ELA tests, the strongest performance of students at risk in 2005 was at Grades 3 and 11, where 79 percent and 80 percent of students, respectively, passed the test (Table 4.1). Note that results are at the recommended standard for Grades 3-10 and at the one SEM level for Grade 11.

Table 4.1. English-Version TAKS Reading/ELA[a] Passing Rates, by At-Risk Status, 2005

	Grade								
Group	3	4	5	6	7	8	9	10	11[b]
At Risk									
African American	71	47	40	66	59	66	64	47	79
Hispanic	78	58	44	66	56	59	63	46	75
White	86	66	63	79	72	77	80	59	87
Economically Disadvantaged	77	56	44	66	56	60	62	45	75
Female	81	59	46	73	63	65	74	58	84
Male	78	57	49	66	58	65	62	43	75
All	79	58	48	70	61	65	68	50	80
Not At Risk									
African American	89	77	77	89	86	91	86	70	91
Hispanic	94	84	83	95	91	93	92	77	94
White	97	91	93	97	96	97	97	83	97
Economically Disadvantaged	92	81	81	93	90	92	90	74	93
Female	96	88	87	96	94	95	96	85	97
Male	95	85	88	95	92	95	92	74	94
All	95	87	88	96	93	95	94	80	95

Note. In 2005, the TAKS passing standard for Grades 3-10 was the panel-recommended standard; the TAKS passing standard for Grade 11 was one SEM (standard error of measurement) below the panel-recommended standard.

[a]English language arts. [b]Grade 11 is the exit-level examination.

White 3rd and 11th graders had the highest passing rates (86% and 87%, respectively). The percentages of female 3rd and 11th graders passing the test also surpassed 80 percent. African American fifth graders had the lowest passing rate (40%) among at-risk students. Among both at-risk and not at-risk student groups, females had higher passing rates than males at all grade levels except Grades 5 and 8, with the largest differences occurring at Grade 10 (15 and 11 percentage points, respectively).

At most grade levels, the largest differences in performance between at-risk and not at-risk students were among African American students or Hispanic students, ranging from a low of 18 percentage points for African American third graders to a high of 39 percentage points for Hispanic fifth graders. The smallest performance differences at most grade levels were among White students, ranging from 11 percentage points at Grade 3 to 30 percentage points at Grade 5. Across all grade levels, differences in passing rates between at-risk and not at-risk students were greatest at Grade 5, where the gaps were 30 points or more for all student groups.

Mathematics

Among at-risk students overall, the highest passing rates on the mathematics TAKS were at Grades 3 and 11 (Table 4.2). Note that results are at the recommended standard for Grades 3-10 and at the one SEM level for Grade 11. Between Grades 3 and 10, performance generally declined from one grade level to the next, from 70 percent for all at-risk students in Grade 3 to 28 percent for all at-risk students in Grades 9 and 10. African American at-risk students had the lowest passing rates at each grade level. Excluding Grade 11, the rates ranged from a high of 55 percent in Grade 3 to a low of 18 percent in Grade 10. Among both at-risk and not at-risk student groups, male students had higher mathematics passing rates than females at all grade levels except Grade 6. The differences were largest among at-risk Grade 5 and Grade 11 students (8 and 9 percentage points, respectively).

Differences in performance between at-risk and not at-risk students increased steadily from Grade 3 to Grade 10. In Grade 3, the overall passing rates differed by 20 percentage points, increasing to 53 percentage points by Grade 10. Performance differences were most pronounced among females in Grades 7 through 10, where passing rates for at-risk females were at least 50 percentage points lower than those for not at-risk females. Differences in passing rates between at-risk and not at-risk students were lowest among Grade 3 Hispanic, White, and economically disadvantaged students, with each group showing a performance gap of 16 percentage points.

Writing

At-risk students performed relatively well on TAKS writing tests in 2005, with 80 percent and 76 percent of Grade 4 and Grade 7 students, respectively, achieving the passing standard (Table 4.3 on page 60). Among ethnic groups, at-risk White students had the highest passing rates, with 82 percent of fourth graders and 81 percent of seventh graders passing the test. The lowest passing rates were found among at-risk Grade 4

Table 4.2. English-Version TAKS Mathematics Passing Rates, by At-Risk Status, 2005

	Grade								
Group	3	4	5	6	7	8	9	10	11[a]
At Risk									
African American	55	44	42	39	25	22	20	18	56
Hispanic	70	63	58	47	32	27	25	24	62
White	78	68	67	58	43	40	39	38	76
Economically Disadvantaged	67	60	55	46	31	27	24	24	60
Female	68	59	53	48	32	27	26	24	61
Male	72	65	61	49	36	33	30	31	70
All	70	62	58	49	34	30	28	28	66
Not At Risk									
African American	78	76	78	75	67	67	62	62	85
Hispanic	86	86	87	85	78	76	72	75	92
White	94	93	93	92	88	86	86	86	97
Economically Disadvantaged	83	82	84	82	75	74	70	72	91
Female	89	87	89	88	82	80	78	79	94
Male	91	89	90	88	83	82	80	83	95
All	90	88	89	88	82	81	79	81	94

Note. In 2005, the TAKS passing standard for Grades 3-10 was the panel-recommended standard; the TAKS passing standard for Grade 11 was one SEM (standard error of measurement) below the panel-recommended standard.

[a]Grade 11 is the exit-level examination.

Table 4.3. English-Version TAKS Writing Passing Rates, by At-Risk Status, 2005

Group	Grade 4	Grade 7
At Risk		
African American	74	75
Hispanic	81	73
White	82	81
Economically Disadvantaged	79	73
Female	84	83
Male	76	69
All	80	76
Not At Risk		
African American	91	93
Hispanic	94	96
White	95	97
Economically Disadvantaged	92	95
Female	96	98
Male	92	94
All	94	96

Note. In 2005, the TAKS passing standard for Grades 3-10 was the panel-recommended standard.

African American students (74%) and at-risk Grade 7 Hispanic students (73%). Passing rates for females were higher than those for males among both students at risk and those not at risk, with the largest difference among at-risk Grade 7 students (14 percentage points).

Differences in passing rates between at-risk and not at-risk student groups were larger in Grade 7 than Grade 4. Excluding gender, the differences were largest for Hispanic and economically-disadvantaged students (23 and 22 percentage points, respectively). In Grade 4, the performance difference was largest for African American students, at 17 percentage points. Hispanic, White, and economically disadvantaged students had differences of 13 percentage points each.

Social Studies

Overall, more than two-thirds of at-risk students in Grade 8 (70%) and Grade 10 (69%) passed the TAKS social studies examination (Table 4.4). In 11th grade, 90 percent of at-risk students passed the test at the one SEM standard. Excluding Grade 11, White students had the highest passing rates, with 79 percent of both 8th and 10th graders meeting the social studies TAKS standard. Hispanic and economically disadvantaged students had the lowest passing rates at Grade 8 (66% each), and African American students had the lowest passing rate at Grade 10 (63%). Males had slightly higher passing rates than females, regardless of at-risk status. For example, 71 percent of at-risk males in Grades 8 and 10 met the standard, compared to 69 percent and 67 percent of at-risk females in those grades, respectively.

Table 4.4. English-Version TAKS Social Studies Passing Rates, by At-Risk Status, 2005

Group	Grade 8	Grade 10	Grade 11[a]
At Risk			
African American	68	63	90
Hispanic	66	65	86
White	79	79	95
Economically Disadvantaged	66	64	86
Female	69	67	88
Male	71	71	92
All	70	69	90
Not At Risk			
African American	90	88	97
Hispanic	93	93	98
White	97	97	99
Economically Disadvantaged	92	92	98
Female	94	95	99
Male	95	95	99
All	95	95	99

Note. In 2005, the TAKS passing standard for Grades 3-10 was the panel-recommended standard; the TAKS passing standard for Grade 11 was one SEM (standard error of measurement) below the panel-recommended standard.

[a]Grade 11 is the exit-level examination.

Differences in passing rates between all at-risk and all not at-risk students in Grades 8 and 10 were nearly the same, at 25 and 26 percentage points, respectively. The largest differences were among at-risk Hispanic students at Grade 8 (27 percentage points) and among Hispanic, economically disadvantaged, and female students at Grade 10 (28 percentage points each). The smallest differences were among White students, with gaps of 18 percentage points at both Grades 8 and 10. The performance differences between at-risk and not at-risk males were slightly smaller than those for females.

Science

Generally, the percentages of at-risk and not at-risk students meeting the passing standard in science were lower than in the other four TAKS subject areas. Excluding Grade 11, White students had the highest passing rates among at-risk students, with 52 percent passing the test at Grade 5 and 39 percent at Grade 10 (Table 4.5). African American students had the lowest passing rates, with only 24 percent of students at Grade 5 and 17 percent of students at Grade 10 passing the test. Among at-risk students, higher percentages of males than females passed the science test. The differences in passing rates between males and females were smaller among not at-risk students.

Performance differences between at-risk and not at-risk students were larger in science than in any other subject area, except mathematics at Grades 7-10. In Grades 5 and 10, the largest differences in passing rates were among females (44 and 51 percentage points,

Table 4.5. English-Version TAKS Science Passing Rates, by At-Risk Status, 2005

Group	Grade 5	Grade 10	Grade 11[a]
At Risk			
African American	24	17	58
Hispanic	34	19	59
White	52	39	79
Economically Disadvantaged	33	19	58
Female	29	20	59
Male	42	30	73
All	36	25	66
Not At Risk			
African American	59	54	85
Hispanic	71	63	90
White	85	83	97
Economically Disadvantaged	67	61	89
Female	73	71	93
Male	81	78	96
All	77	75	94

Note. In 2005, the TAKS passing standard for Grades 3-10 was the panel-recommended standard; the TAKS passing standard for Grade 11 was one SEM (standard error of measurement) below the panel-recommended standard.

[a]Grade 11 is the exit-level examination.

respectively). The smallest differences were among White students in Grade 5 (33 percentage points) and African American students in Grade 10 (37 percentage points).

SDAA II Performance for Students At Risk, 2005

The SDAA has been available under TEC Chapter 39, Subchapter B, since spring 2001 for assessing special education students in Grades 3-8 for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic progress. Starting in spring 2005, the SDAA was replaced with the SDAA II, a redesigned assessment aligned with TAKS that is available for special education students enrolled in Grades 3-10. The SDAA II facilitates assessment of each student at his or her appropriate instructional level as determined by the student's admission, review, and dismissal (ARD) committee. A student's instructional level may differ from subject to subject and also may differ from the grade level in which the student is enrolled.

In all grade levels and subject areas except Grade 3 mathematics, students not identified as at risk performed slightly better on the SDAA II than at-risk students (Table 4.6). The largest performance difference (10 percentage points) was among 10th grade students taking the ELA test. In reading and mathematics, performance differences were smallest at the lower grade levels. The differences ranged from 0 to 2 percentage points among students in Grades 3-5 and from 3 to 5 percentage points among students in Grades 7-10.

Table 4.6. SDAA II[a] Performance Meeting ARD[b] Expectations, by Subject and At-Risk Status, 2005

Group	Grade 3	4	5	6	7	8	9	10
Reading								
At Risk	91	85	84	80	77	78	77	81
Not At Risk	92	87	86	83	81	82	80	84
Mathematics								
At Risk	97	92	89	79	71	71	66	75
Not At Risk	97	93	90	81	76	75	70	78
Writing								
At Risk	n/a[c]	69	n/a	n/a	63	n/a	n/a	54
Not At Risk	n/a	72	n/a	n/a	68	n/a	n/a	59
ELA[d]								
At Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	49
Not At Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59

[a]State-Developed Alternative Assessment II. [b]Admission, review, and dismissal committee. [c]Not applicable. [d]English language arts.

TAKS and SDAA Exemptions

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

Since 2001, when the SDAA was first implemented, students receiving special education services have been exempt only if their ARD committees determine that the students should be administered the Locally-Developed Alternative Assessment rather than the English- or Spanish-version TAKS or SDAA. Data on test exemptions include all students identified as exempt either from the English- or Spanish-version TAKS or the SDAA II in 2005 (Table 4.7 on page 62).

Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Dr. Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation, (512) 463-8992. For more information about funding for at-risk students, contact the Financial Audits Division, (512) 463-9095.

Table 4.7. TAKS and SDAA II[a] Exemptions, Students At Risk, by Grade and Type of Exemption, 2005

	Total	Total Tested		LEP[b] Exempt		ARD[c] Exempt		Absent		Other Students Not Tested		Total Not Tested	
Grade	Students	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	158,095	153,799	97.3	2,585	1.6	1,521	1.0	90	0.1	100	0.1	4,296	2.7
4	110,699	106,627	96.3	3,024	2.7	697	0.6	80	0.1	271	0.2	4,072	3.7
5	123,782	118,579	95.8	3,291	2.7	1,573	1.3	79	0.1	260	0.2	5,203	4.2
6	143,133	137,946	96.4	3,845	2.7	710	0.5	323	0.2	309	0.2	5,187	3.6
7	140,005	133,655	95.5	4,715	3.4	604	0.4	581	0.4	450	0.3	6,350	4.5
8	142,033	135,348	95.3	4,471	3.1	935	0.7	644	0.5	635	0.4	6,685	4.7
9	185,353	171,206	92.4	6,799	3.7	737	0.4	6,041	3.3	570	0.3	14,147	7.6
10	139,037	133,427	96.0	1,854	1.3	1,015	0.7	1,866	1.3	875	0.6	5,610	4.0
11	130,019	117,412	90.3	0	0.0	9,258	7.1	1,834	1.4	1,515	1.2	12,607	9.7

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

[a]State-Developed Alternative Assessment II. [b]Limited English proficient. [c]Admission, review, and dismissal committee.

Other Sources of Information

For additional information on at-risk students, see the State Compensatory Education website at www.tea.state.tx.us/stcomped/.

5. Student Dropouts

In 2003-04, the number of dropouts in Grades 7-12 from Texas public schools declined to 16,434 from 17,151 in 2002-03 (Table 5.1). Out of 1,924,717 students who attended Grades 7-12 in the 2003-04 school year, 0.9 percent were reported to have dropped out—the same percentage as in the previous year (Table 5.2 on page 64). The four-year longitudinal dropout rate for the class of 2004 decreased to 3.9 percent from 4.5 percent for the class of 2003 (Table 5.3 on page 65). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (Texas Education Code [TEC] §39.182).

Table 5.1. Annual Dropout Rates, Grades 7-12, 2003-04

Year	Students	Dropouts	Annual Dropout Rate (%)
2003-04	1,924,717	16,434	0.9

Dropout Definition

For 2003-04, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- a student who left to enroll in an alternative program and was not in compliance with compulsory attendance;
- a student who left to enroll in an alternative program and was not working toward a General Educational Development (GED) certificate or a high school diploma;
- a student who left to enroll in college but was not pursuing a degree;
- a student whose enrollment was revoked due to absences;
- a student who was expelled for criminal behavior and could return to school but had not;
- a student who was expelled for reasons other than criminal behavior;
- a student who left because of low or failing grades, poor attendance, language problems, exit-level Texas Assessment of Academic Skills (TAAS) or Texas Assessment of Knowledge and Skills (TAKS) failure, or age;
- a student who left to pursue a job or join the military;
- a student who left because of pregnancy or marriage;
- a student who left because of homelessness or non-permanent residency;
- a student who left because of alcohol or other drug abuse problems;
- a student who did not return to school after completing a term in a Juvenile Justice Alternative Education Program; or
- a student who left for another or an unknown reason.

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

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

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

- was found to have been enrolled in another Texas public school;
- was found to have received a GED;

Table 5.2. Common Methods of Measuring Student Progress Through School				
	Annual dropout rate	Completion rate	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 7th or 9th graders who graduate, receive a General Educational Development (GED) certificate, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 four years later.
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 drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment four years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the four years.
Advantages	♦ 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.	♦ 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. ♦ More stable measure over time. ♦ The completion rate is a more positive indicator than the dropout rate, measuring school success rather than failure.		Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	♦ Produces the lowest rate of any method. ♦ May not correspond to the public's understanding of a dropout rate.	♦ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ♦ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. ♦ Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12. ♦ Does not produce a dropout rate by grade.		♦ Produces the highest rate of any method. ♦ Does not distinguish attrition that results from dropping out from attrition that results from grade-level retentions, transfers to other schools, early graduation, 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 TEA since 1987-88.	The method used to calculate the 1998-99 completion rate was revised so the longitudinal dropout rate and completion rate add to 100%.	TEA began calculating an actual Grade 7-12 longitudinal dropout rate with the class of 1998.	The attrition rate reported by TEA is not adjusted for growth.
TEA 2002-03	Annual dropout rate: Grades 7-12 0.9% Grades 9-12 1.3% Grades 7-8 0.2%	Completion rate: Grades 7-12 95.1% Grades 9-12 95.5%	Longitudinal dropout rate: Grades 7-12 4.9% Grades 9-12 4.5%	Unadjusted attrition rate: Grades 7-12 21.3% Grades 9-12 33.6%
TEA 2003-04	Annual dropout rate: Grades 7-12 0.9% Grades 9-12 1.2% Grades 7-8 0.2%	Completion rate: Grades 7-12 95.8% Grades 9-12 96.1%	Longitudinal dropout rate: Grades 7-12 4.2% Grades 9-12 3.9%	Unadjusted attrition rate: Grades 7-12 20.0% Grades 9-12 32.6%

Table 5.3. Longitudinal Completion Rates, Grade 9 Cohort, by Ethnicity, Economically Disadvantaged Status, and Gender, Class of 2004			
Group	Class (Number)	Completion II[a] Rate (%)	Longitudinal Dropout Rate (%)
African American	37,281	95.1	4.9
Asian/Pacific Islander	8,613	98.3	1.7
Hispanic	98,337	93.7	6.3
Native American	832	96.3	3.7
White	125,848	98.1	1.9
Econ. Disad.[b]	93,528	94.1	5.9
Female	134,484	96.6	3.4
Male	136,427	95.7	4.3
State	270,911	96.1	3.9

[a]Completion II consists of students who graduated, continued high school, or received General Educational Development certificates. [b]Economically disadvantaged.

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

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

In 2003-04, there were 4,410 students reported as dropouts whose records were excluded from the annual dropout rate computations.

Longitudinal Completion Rates

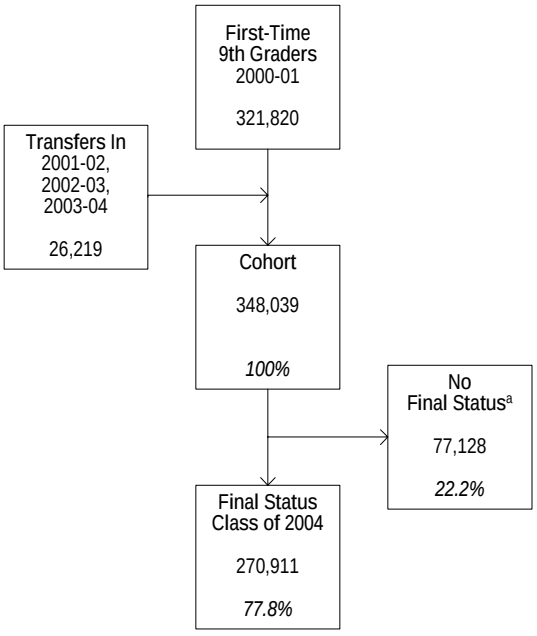
A completion rate is the percentage of students from a class of ninth graders or seventh graders who complete their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Students who transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class (Figure 5.1).

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

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

The longitudinal rates for the class of 2004 tracked students who began Grade 9 for the first time in 2000-01. Out of 270,911 students in the class of 2004 Grade 9 cohort, 91.9 percent either graduated by 2004 or continued school the following year. An additional 4.2 percent received GED certificates, and 3.9 percent dropped out (Table 5.4 on page 66). Completion I rates were highest for Asian/Pacific Islanders (96.7%).

Figure 5.1. Cohort for the Class of 2004 Longitudinal Completion/Student Status Rate



[a]Students who transferred out of school or could not be followed from year to year because of student identification problems.

Completion I rates for African Americans (92.0%) and Whites (93.0%) also were higher than the state average (91.9%), while rates for the other two ethnic groups and for economically disadvantaged students were below the state average. Completion II rates showed similar trends except for African American students, whose rate was just under the state average of 96.1 percent, and Native American students, whose rate was just above the state average.

Completion rates demonstrate that secondary school experiences varied considerably by student group. For example, in the class of 2004, White students had a graduation rate of 89.4 percent, whereas African American students and Hispanic students had graduation rates of 82.8 percent and 78.4 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 6.3 percent and 5.9 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (11.6%). Native Americans had the largest percentage of students receiving GED certificates (6.1%). Females had a higher graduation rate (87.8%) than males (81.4%) and lower rates of continuation, GED certification, and dropping out.

When comparing the classes of 2003 and 2004, graduation rates increased for all student groups, except for Native American and White students, and dropout

Table 5.4. Longitudinal Completion Rates, Grades 9-12, Classes 1996 Through 2004

		Graduated		Continued		Received GED[a]		Dropped Out		Completion I[b]		Completion II[c]	
Class	Class (Number)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
Class of 2004	37,281	30,860	82.8	3,438	9.2	1,139	3.1	1,844	4.9	34,298	92.0	35,437	95.1
Asian/Pacific Islander													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
Class of 2004	8,613	7,983	92.7	348	4.0	138	1.6	144	1.7	8,331	96.7	8,469	98.3
Hispanic													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2
Class of 2003	93,063	71,966	77.3	11,769	12.6	2,732	2.9	6,596	7.1	83,735	90.0	86,467	92.9
Class of 2004	98,337	77,094	78.4	11,386	11.6	3,701	3.8	6,156	6.3	88,480	90.0	92,181	93.7
Native American													
Class of 1996	506	360	71.1	36	7.1	41	8.1	69	13.6	396	78.3	437	86.4
Class of 1997	500	374	74.8	42	8.4	35	7.0	49	9.8	416	83.2	451	90.2
Class of 1998	755	432	57.2	222	29.4	30	4.0	71	9.4	654	86.6	684	90.6
Class of 1999	724	589	81.4	49	6.8	38	5.2	48	6.6	638	88.1	676	93.4
Class of 2000	605	477	78.8	42	6.9	38	6.3	48	7.9	519	85.8	557	92.1
Class of 2001	681	520	76.4	53	7.8	51	7.5	57	8.4	573	84.1	624	91.6
Class of 2002	650	550	84.6	43	6.6	34	5.2	23	3.5	593	91.2	627	96.5
Class of 2003	746	632	84.7	46	6.2	34	4.6	34	4.6	678	90.9	712	95.4
Class of 2004	832	701	84.3	49	5.9	51	6.1	31	3.7	750	90.1	801	96.3

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

continues

Table 5.4. Longitudinal Completion Rates, Grades 9-12, Classes 1996 Through 2004 (continued)

Class	Class (Number)	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received GED[a] Number	Received GED[a] Rate (%)	Dropped Out Number	Dropped Out Rate (%)	Completion I[b] Number	Completion I[b] Rate (%)	Completion II[c] Number	Completion II[c] Rate (%)
White													
Class of 1996	108,807	90,275	83.0	4,020	3.7	7,093	6.5	7,419	6.8	94,295	86.7	101,388	93.2
Class of 1997	112,078	94,258	84.1	4,030	3.6	7,128	6.4	6,662	5.9	98,288	87.7	105,416	94.1
Class of 1998	115,797	98,738	85.3	5,071	4.4	5,633	4.9	6,355	5.5	103,809	89.6	109,442	94.5
Class of 1999	119,590	103,141	86.2	5,080	4.2	5,556	4.6	5,813	4.9	108,221	90.5	113,777	95.1
Class of 2000	121,267	105,158	86.7	4,407	3.6	6,806	5.6	4,896	4.0	109,565	90.4	116,371	96.0
Class of 2001	121,838	105,805	86.8	4,790	3.9	7,024	5.8	4,219	3.5	110,595	90.8	117,619	96.5
Class of 2002	122,739	108,270	88.2	4,881	4.0	6,244	5.1	3,344	2.7	113,151	92.2	119,395	97.3
Class of 2003	125,262	112,460	89.8	4,870	3.9	5,115	4.1	2,817	2.2	117,330	93.7	122,445	97.8
Class of 2004	125,848	112,495	89.4	4,605	3.7	6,416	5.1	2,332	1.9	117,100	93.0	123,516	98.1
Economically Disadvantaged													
Class of 1996	55,302	35,463	64.1	5,978	10.8	3,351	6.1	10,510	19.0	41,441	74.9	44,792	81.0
Class of 1997	58,481	39,801	68.1	6,219	10.6	3,459	5.9	9,002	15.4	46,020	78.7	49,479	84.6
Class of 1998	63,372	44,723	70.6	7,441	11.7	2,491	3.9	8,717	13.8	52,164	82.3	54,655	86.2
Class of 1999	67,639	48,204	71.3	7,991	11.8	2,562	3.8	8,882	13.1	56,195	83.1	58,757	86.9
Class of 2000	71,486	51,896	72.6	7,988	11.2	3,345	4.7	8,257	11.6	59,884	83.8	63,229	88.4
Class of 2001	74,246	54,352	73.2	9,125	12.3	3,450	4.6	7,319	9.9	63,477	85.5	66,927	90.1
Class of 2002	78,567	59,564	75.8	9,857	12.5	3,073	3.9	6,073	7.7	69,421	88.4	72,494	92.3
Class of 2003	85,880	66,843	77.8	10,638	12.4	2,719	3.2	5,680	6.6	77,481	90.2	80,200	93.4
Class of 2004	93,528	73,556	78.6	10,573	11.3	3,888	4.2	5,511	5.9	84,129	90.0	88,017	94.1
Female													
Class of 1996	103,835	81,641	78.6	5,878	5.7	5,394	5.2	10,922	10.5	87,519	84.3	92,913	89.5
Class of 1997	108,034	86,884	80.4	6,152	5.7	5,270	4.9	9,728	9.0	93,036	86.1	98,306	91.0
Class of 1998	113,056	92,933	82.2	7,156	6.3	3,871	3.4	9,096	8.0	100,089	88.5	103,960	92.0
Class of 1999	118,170	98,058	83.0	7,170	6.1	3,670	3.1	9,272	7.8	105,228	89.0	108,898	92.2
Class of 2000	121,614	102,455	84.2	6,938	5.7	4,268	3.5	7,953	6.5	109,393	90.0	113,661	93.5
Class of 2001	123,452	104,608	84.7	7,416	6.0	4,394	3.6	7,034	5.7	112,024	90.7	116,418	94.3
Class of 2002	126,336	109,215	86.4	7,603	6.0	3,810	3.0	5,708	4.5	116,818	92.5	120,628	95.5
Class of 2003	130,964	114,795	87.7	7,742	5.9	3,022	2.3	5,405	4.1	122,537	93.6	125,559	95.9
Class of 2004	134,484	118,122	87.8	7,397	5.5	4,330	3.2	4,635	3.4	125,519	93.3	129,849	96.6
Male													
Class of 1996	108,688	76,785	70.6	9,452	8.7	7,665	7.1	14,786	13.6	86,237	79.3	93,902	86.4
Class of 1997	110,259	81,420	73.8	9,496	8.6	7,493	6.8	11,850	10.7	90,916	82.5	98,409	89.3
Class of 1998	114,993	86,446	75.2	11,589	10.1	5,828	5.1	11,130	9.7	98,035	85.3	103,863	90.3
Class of 1999	120,110	91,383	76.1	11,914	9.9	5,854	4.9	10,959	9.1	103,297	86.0	109,151	90.9
Class of 2000	123,163	95,124	77.2	10,883	8.8	7,380	6.0	9,776	7.9	106,007	86.1	113,387	92.1
Class of 2001	125,709	97,444	77.5	12,164	9.7	7,584	6.0	8,517	6.8	109,608	87.2	117,192	93.2
Class of 2002	127,704	101,166	79.2	12,812	10.0	6,715	5.3	7,011	5.5	113,978	89.3	120,693	94.5
Class of 2003	132,607	107,226	80.9	13,190	9.9	5,727	4.3	6,464	4.9	120,416	90.8	126,143	95.1
Class of 2004	136,427	111,011	81.4	12,429	9.1	7,115	5.2	5,872	4.3	123,440	90.5	130,555	95.7
State													
Class of 1996[d]	212,523	158,426	74.5	15,330	7.2	13,059	6.1	25,708	12.1	173,756	81.8	186,815	87.9
Class of 1997	218,293	168,304	77.1	15,648	7.2	12,763	5.8	21,578	9.9	183,952	84.3	196,715	90.1
Class of 1998	228,049	179,379	78.7	18,745	8.2	9,699	4.3	20,226	8.9	198,124	86.9	207,823	91.1
Class of 1999	238,280	189,441	79.5	19,084	8.0	9,524	4.0	20,231	8.5	208,525	87.5	218,049	91.5
Class of 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2	215,400	88.0	227,048	92.8
Class of 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2	221,632	89.0	233,610	93.8
Class of 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0	230,796	90.9	241,321	95.0
Class of 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5	242,953	92.2	251,702	95.5
Class of 2004	270,911	229,133	84.6	19,826	7.3	11,445	4.2	10,507	3.9	248,959	91.9	260,404	96.1

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

rates decreased for all groups. Asian/Pacific Islanders and White student groups had the highest graduation rates. The longitudinal dropout rate for Hispanic students decreased 0.8 percentage points, from 7.1 percent to 6.3 percent. African American students had the largest percentage point decrease in longitudinal dropout rate, down 1.4 percentage points from 6.3 percent the year before.

In 2004, students participating in Title I programs had a Completion II rate (95.5%) close to that of the state (96.1%) (Table 5.5 on page 68). Students identified as at risk and students participating in special education had Completion II rates below the state average (94.0% and 93.7%, respectively).

Table 5.5. Completion Rates, Grade 9 Cohort, by Student Group, Class of 2004			
Group	Class (Number)	Completion I[a] Rate (%)	Completion II[b] Rate (%)
At Risk	131,055	88.3	94.0
Bilingual/ESL[c]	8,777	80.5	82.3
Special Education	31,491	90.5	93.7
Title I	93,605	92.2	95.5

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

[a]Completion I consists of students who graduated or continued high school. [b]Completion II consists of students who graduated, continued high school, or received General Educational Development certificates. [c]English 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, the group of students who began ninth grade for the first time in 1997-98 was followed through their expected graduation year in 2001. At that time, 81.1 percent of the class of 2001 had graduated, 7.9 percent were still in high school, 4.8 percent had received GED certificates, and 6.2 percent had dropped out (Table 5.6).

In 2004, three years after expected graduation and seven years after the students began Grade 9 in 1997-98, more students in this cohort had graduated (84.4%) or received GED certificates (9.3%). Because of better tracking of students over time, the total number of students with final statuses increased from 249,161 in 2001 to 254,377 in 2004.

Annual Dropout Rates

Since 1987-88, the Grade 7-12 annual dropout rate has gradually decreased (Table 5.7). Since the late 1980s, there have been refinements in dropout reporting, data processing, and calculations. Also, the dropout rate became a base indicator in the accountability system in 1993-94. From 1996-97 through 1998-99, the state rate held steady at 1.6 percent, but in 1999-00, the rate decreased to 1.3 percent. The rate decreased for the third successive year to 0.9 percent in 2001-02 and held steady at 0.9 percent in 2002-03 and 2003-04.

When the leaver record was introduced in 1997-98, the overall number of dropouts increased for the first time, but the rate remained constant. The number of dropouts rose only slightly in the second year of the leaver record collection. The number of dropouts decreased significantly in 1999-00 and decreased even more in 2000-01, the second year the dropout standards for ratings had been raised since a dropout indicator was introduced. Although the dropout rate remained constant from 2002-03 to 2003-04, the number of dropouts decreased by 717 students, or 4.2 percent.

Dropout Rates Among Student Groups

The dropout rates of some student groups remained significantly higher than the overall dropout rate (Table 5.7). Grade 7-12 dropout rates for African American and Hispanic students (1.0% and 1.3%, respectively) were more than two and three times higher than that of White students (0.4%), respectively. The gap in Grade 7-12 dropout rates between African American and White students decreased by 0.2 percentage points. The dropout rate for African American students dropped by 0.2 percentage points from 2002-03; similarly, the actual number of African American dropouts decreased from the previous year. The dropout rate for White students remained at 0.4 percent, while the dropout rate for Hispanic students decreased by 0.1 percentage points.

African American and Hispanic student percentages of total annual dropouts have been higher than their percentages of the total student population since the 1987-88 school year. Hispanic students have made up the greatest percentage of dropouts since 1988-89, and since 1992-93, Hispanic students have constituted more than 50 percent of all annual dropouts. Compared to 2002-03, Hispanics represented a larger share (by 2.0 percentage points) and African Americans represented a smaller share (by 1.5 percentage points) of all dropouts in 2003-04. The annual dropout rate for males, 0.9 percent, was slightly higher than that of females, 0.8 percent.

Table 5.6. Longitudinal Completion Rates for Class of 2001									
	Class	Graduated		Continued		Received GED[a]		Dropped Out	
Status Date	(Number)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Statuses as of Fall 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2
Statuses as of Fall 2004	254,377	214,816	84.4	382	0.2	23,617	9.3	15,562	6.1

[a]General Educational Development certificate.

Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2003-04

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

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

[a]Not available.

continues

Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2003-04 (continued)

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

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

[a]Not available.

continues

Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2003-04 (continued)

Group	Students Number	Students Percent	Dropouts Number	Dropouts Percent	Annual Dropout Rate (%)
2000-01					
African American	259,665	14.3	3,288	18.7	1.3
Asian/Pacific Islander	51,125	2.8	255	1.5	0.5
Hispanic	679,412	37.4	9,489	54.0	1.4
Native American	5,174	0.3	49	0.3	0.9
White	823,564	45.3	4,482	25.5	0.5
Economically Disadvantaged	673,821	37.0	6,534	37.2	1.0
State	1,818,940	100	17,563	100	1.0
2001-02					
African American	264,887	14.3	3,323	20.0	1.3
Asian/Pacific Islander	53,764	2.9	251	1.5	0.5
Hispanic	706,244	38.2	9,343	56.2	1.3
Native American	5,358	0.3	47	0.3	0.9
White	819,427	44.3	3,658	22.0	0.4
Economically Disadvantaged	720,113	38.9	6,518	39.2	0.9
State	1,849,680	100	16,622	100	0.9
2002-03					
African American	271,985	14.4	3,194	18.6	1.2
Asian/Pacific Islander	55,470	2.9	218	1.3	0.4
Hispanic	739,315	39.1	10,085	58.8	1.4
Native American	5,778	0.3	50	0.3	0.9
White	818,813	43.3	3,604	21.0	0.4
Economically Disadvantaged	771,666	40.8	7,485	43.6	1.0
State	1,891,361	100	17,151	100	0.9
2003-04					
African American	278,151	14.5	2,815	17.1	1.0
Asian/Pacific Islander	56,992	3.0	208	1.3	0.4
Hispanic	771,874	40.1	9,999	60.8	1.3
Native American	6,228	0.3	52	0.3	0.8
White	811,472	42.2	3,360	20.4	0.4
Economically Disadvantaged	812,815	42.2	7,180	43.7	0.9
State	1,924,717	100	16,434	100	0.9

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

[a]Not available.

Dropout Rates by Grade Level

In 2003-04, Grade 7 had the lowest dropout rate (0.1%) and Grade 12 had the highest dropout rate (1.3%) (Table 5.8 on page 72 and Table 5.9 on page 72). Between 2002-03 and 2003-04, the number of dropouts in Grade 7 and Grade 8 decreased by 14.8 percent and 14.0 percent, respectively. The Grade 7 dropout rate decreased from 0.2 percent to 0.1 percent, while the Grade 8 dropout rate remained at 0.3 percent. Among the four high school grades, the number of dropouts decreased in Grades 9, 10, and 11, with Grade 9 showing the greatest decrease (8.2%). The number of dropouts in Grade 12 increased by 2.9 percent.

Just as the overall annual dropout rates in Grade 7 and Grade 8 differ considerably from the rates in the higher grades, disaggregated dropout rates in different grade spans also differ. For example, in each of Grades 9 through 12, the dropout rate for males exceeded that for females. In Grade 7, although the dropout rates for female and male students were the same (0.1%), 2.8 percent of all female dropouts left from this grade, compared to 2.6 percent of male dropouts. That is, female dropouts were more likely to leave

Table 5.8. Attendance and Dropouts, by Grade, Texas Public Schools, 2003-04

Grade	Students Number	Students Percent	Dropouts Number	Dropouts Percent
7	338,706	17.6	436	2.7
8	333,995	17.4	838	5.1
9	393,254	20.4	4,524	27.5
10	320,675	16.7	3,717	22.6
11	271,284	14.1	3,377	20.5
12	266,803	13.9	3,542	21.6
7-12	1,924,717	100	16,434	100

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

school in Grade 7 than were male dropouts. As another example, Hispanic dropouts were more likely to leave school in Grades 7 and 8 combined than White and African American dropouts, so Hispanic students made up a slightly smaller share of Grade 9-12 dropouts than of Grade 7-12 dropouts (Table 5.9).

Projected Dropout Rates

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

A second method for calculating projected Grades 9-12 rates used the actual 2003-04 dropout rates to project the trends over time in the rates in the future. According to this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.11). This method also projected the lowest annual rates to be at Grade 9.

The Six Statewide Goals of Dropout Prevention: 2002-2014

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

Goal I: By 2013-14, all students will graduate from high school prepared for the full range of postsecondary opportunities.

Goal II: Through 2006-07, TEA will implement a comprehensive dropout prevention action plan that will be updated on an ongoing basis, according to identified needs.

Goal III: Through 2006-07, TEA will maintain a comprehensive Dropout Prevention Clearinghouse website, which will:

- identify effective research-based dropout prevention practices and programs;
- provide research-based dropout prevention and reentry program resources and information;
- facilitate the identification and implementation of state, regional, and local professional development activities in collaboration with regional education service centers (ESCs), professional associations, philanthropic organizations, and other dropout prevention partners; and
- facilitate the implementation of ongoing regional forums on issues related to dropout prevention and provide funding to each of the state's 20 ESCs to provide technical assistance and regional workshops, mini-conferences, and/or institutes on dropout prevention.

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

Goal V: By 2005-06, the statewide annual dropout rate for Grades 7-12 will be reduced to less than 0.7 percent, and the statewide four-year longitudinal graduation rate for Grades 9-12 will be increased to 85 percent.

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

In 2005-06, TEA expects to develop a revised strategic dropout prevention plan and goals for reducing dropout rates.

Table 5.9. Dropouts and Annual Dropout Rate, by Grade and Ethnicity, Texas Public Schools, 2003-04

	African American		Asian/ Pacific Islander		Hispanic		Native American		White		State	
Grade	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
7	88	0.2	6	0.1	273	0.2	3	0.3	66	<0.1	436	0.1
8	137	0.3	14	0.1	559	0.4	2	0.2	126	0.1	838	0.3
9	739	1.3	38	0.4	3,054	1.8	17	1.3	676	0.4	4,524	1.2
10	671	1.4	38	0.4	2,272	1.8	14	1.4	722	0.5	3,717	1.2
11	584	1.5	40	0.5	1,913	1.9	8	1.0	832	0.7	3,377	1.2
12	596	1.6	72	0.8	1,928	2.0	8	1.0	938	0.8	3,542	1.3

Table 5.10. Projected Dropout Rates (%) Based on Enrollment Trends					
Grade	2004-05	2005-06	2006-07	2007-08	2008-09
Annual Dropout Rate					
9	1.2	1.2	1.0	1.0	1.0
10	1.2	1.2	1.2	1.2	1.2
11	1.3	1.3	1.3	1.3	1.3
12	1.4	1.4	1.4	1.4	1.4
Longitudinal Dropout Rate					
9-12	3.9	4.0	4.0	4.0	4.1

Table 5.11. Projected Dropout Rates (%) Based on Dropout Trends					
Grade	2004-05	2005-06	2006-07	2007-08	2008-09
Annual Dropout Rate					
9	1.1	0.9	0.8	0.7	0.6
10	1.1	1.0	0.9	0.8	0.7
11	1.1	1.0	0.9	0.8	0.7
12	1.2	1.1	1.0	1.0	0.9
Longitudinal Dropout Rate					
9-12	3.4	3.0	2.6	2.2	1.9

Agency Contact Persons

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

For information on *The Six Statewide Goals of Dropout Prevention: 2002-2014*, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Cory Green or Joey Lozano, No Child Left Behind Program Coordination Division, (512) 463-9374.

For information on high school completion initiatives, contact Christi Martin or Barbara Knaggs, Education Initiatives Division, (512) 936-6060.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2003-04, August 2005, Accountability Research Division, Department of Accountability and Data Quality. The report is available online at www.tea.state.tx.us/research/.

Visit the TEA Dropout Prevention Clearinghouse at www.tea.state.tx.us/dpchse/.

6. Grade-Level Retention

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

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

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

Definitions and Calculations

Student attendance in the 2003-04 school year was compared to October 2004 enrollment for the 2004-05 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, 2003-04, were excluded from the total student count, as were students new to the system in the second school year, 2004-05. The retention rate was calculated by dividing the number of students retained by the total student count.

Through 1997-98, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for calculation of the secondary school completion/student status rates. This collection expanded enrollment to include all students in Grades 7-12 who enrolled at any time during the fall, not just those enrolled on the last Friday in October. The expanded definition of enrollment was incorporated in the retention rate calculations for Grades 7-12. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more similar to that of the Texas Education Agency's (TEA) secondary school completion 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 the Texas Assessment of Knowledge and Skills (TAKS) performance were provided to TEA by the state's testing contractor, Pearson Educational Measurement.

State Summary

In the 2003-04 school year, 4.7 percent of students in kindergarten through Grade 12 (187,037) were retained (Table 6.1). The rate was unchanged from the previous year. Males were more likely than females to be retained in each grade. In 2003-04, the retention rate for females was 3.7 percent, and the rate for males was 5.6 percent. Male students made up 61.3 percent of all students retained.

Table 6.1. Grade-Level Retention, by Student Characteristic, Texas Public Schools, 2003-04

		Retained	
Group	Students	Number	Rate (%)
African American	567,654	34,015	6.0
Asian/Pacific Islander	118,338	2,073	1.8
Hispanic	1,735,014	104,855	6.0
Native American	12,672	532	4.2
White	1,586,744	45,562	2.9
Economically Disadvantaged	2,020,902	115,980	5.7
Female	1,960,049	72,345	3.7
Male	2,060,373	114,692	5.6
Grades K-6	2,236,355	65,796	2.9
Grades 7-12	1,784,067	121,241	6.8
State	4,020,422	187,037	4.7

The average retention rate for African American students was unchanged from the previous year. The rate for Hispanic students decreased by 0.1 percentage points, whereas the rate for White students increased by the same amount. African American and Hispanic students' retention rates were still over twice that for White students. In 2003-04, 2.9 percent of White students were retained in grade, compared to 6.0 percent for both African American students and Hispanic students. Although 57.3 percent of students enrolled in Texas public schools were African American or Hispanic, 74.2 percent of students retained in the public schools were from one of these two ethnic groups.

Grade-Level Retention Rates by Grade

The retention rate for students in ninth grade in 2003-04 was the highest average retention rate (16.5%) across all grade levels (Tables 6.2 and 6.3). The retention rate in fifth grade continued to be the lowest (1.0%) across all grade levels. In kindergarten through Grade 6, the highest average retention rate was in first grade (6.4%). In the secondary grades, eighth graders had the lowest retention rate (1.9%).

In 2003-04, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 6.2). In first grade, 7.8 percent of African American and 7.9 percent of Hispanic students were retained, compared to 4.2 percent of White students. In Grades 2-6, retention rates for African American and Hispanic students were almost always more than double that for White students.

In Grades 7-12, as in the elementary grades, African American and Hispanic student retention rates in 2003-04 were substantially higher than White student rates at most grade levels (Table 6.3). African American and Hispanic students in Grades 9-11 had retention rates more than double that of White students. Overall, ninth grade had the highest rate of retention across all ethnicities.

Across all grades, fifth-grade female students had the lowest retention rate (0.8%) (Table 6.4 on page 78). Males in the ninth grade had the highest retention rate (19.2%) (Table 6.5 on page 78). Males in the first grade had the highest retention rate (7.5%) among Grade K-6 students. Females in the eighth grade had the lowest retention rate (1.5%) at the secondary level.

Students with Limited English Proficiency

Reading and language problems have been highly correlated with retention in the elementary grades.

Table 6.2. Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 2003-04

	African American		Asian/ Pacific Islander		Hispanic		Native American		White		State	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
K	1,410	3.4	147	1.6	5,437	3.6	55	5.2	4,635	4.1	11,684	3.7
1	3,513	7.8	198	2.0	12,431	7.9	66	6.0	4,893	4.2	21,101	6.4
2	2,098	4.9	110	1.1	7,264	4.9	36	3.5	2,140	1.8	11,648	3.7
3	1,680	3.8	97	1.0	5,160	3.5	12	1.2	1,247	1.1	8,196	2.6
4	1,102	2.5	48	0.5	3,053	2.2	13	1.4	931	0.8	5,147	1.6
5	677	1.5	50	0.6	1,636	1.2	12	1.2	850	0.7	3,225	1.0
6	1,024	2.2	26	0.3	2,454	1.8	7	0.7	1,284	1.0	4,795	1.5
K-6	11,504	3.7	676	1.0	37,435	3.6	201	2.8	15,980	1.9	65,796	2.9

Students with limited English proficiency are learning English at the same time they are learning reading and other language arts skills. Depending on grade level and program availability, most LEP students were enrolled in bilingual or ESL programs (TEC §29.053). LEP students participating in special education received bilingual or ESL services as part of their special education programs. While parents could request that a child not receive special language services, in 2003-04, over 91 percent of LEP students participated in bilingual or ESL programs.

The retention rates for LEP students were consistently higher than the rates for other students (Table 6.6 and Table 6.7 on page 78). LEP students in the elementary grades had similar retention rates, whether they were participating in bilingual (4.2%), ESL (4.1%), or special education (5.1%) programs. At the secondary level, the retention rates for LEP students receiving ESL (12.2%) or special education services (14.2%) and for LEP students not receiving services (12.2%) were notably higher than the rate for other students (6.3%).

Students Receiving Special Education Services

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

Kindergarten students receiving special education services had the highest retention rate (11.3%), followed by first-grade students who received services (9.7%) (Table 6.8 on page 79). The retention rate for kindergarten students enrolled in special education programs (11.3%) was nearly four times that of kindergarteners in regular education programs (2.9%). In grades above kindergarten, this differential dropped considerably. The retention rates for third grade students receiving special education services (2.0%) and for their peers in regular education programs (2.7%) decreased from the previous year.

Across the secondary grades, retention rates in 2003-04 were higher for students receiving special education services than for other students (Table 6.9 on page 79). The retention rate for students receiving special education services was highest in Grade 9 (22.1%) and lowest in Grade 7 (2.2%). In Grade 12, students receiving special education services were repeating the grade at over three times the rate for students not receiving special education services, possibly because funding was available to provide special education services to students through the age of 21.

Retention and TAKS Performance

In 2001, the 77th Texas Legislature required the Texas Education Agency (TEA) to begin reporting the

Table 6.3. Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 2003-04

	African American		Asian/ Pacific Islander		Hispanic		Native American		White		State	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
7	1,462	3.1	62	0.7	3,907	2.8	26	2.5	1,915	1.5	7,372	2.3
8	1,019	2.2	54	0.6	3,211	2.5	14	1.3	1,801	1.4	6,099	1.9
9	10,734	20.3	556	5.6	33,959	22.8	161	15.0	12,842	9.2	58,252	16.5
10	4,879	11.7	301	3.2	13,413	11.9	60	7.2	5,968	4.7	24,621	8.5
11	2,627	7.7	210	2.6	7,142	8.0	33	4.5	3,631	3.2	13,643	5.5
12	1,790	5.2	214	2.5	5,788	6.5	37	4.9	3,425	2.9	11,254	4.5
7-12	22,511	8.8	1,397	2.6	67,420	9.5	331	6.0	29,582	3.9	121,241	6.8

Table 6.4. Grade-Level Retention, by Grade and Gender, Grades K-6, Texas Public Schools, 2003-04

	Female		Male	
Grade	Retained	Rate (%)	Retained	Rate (%)
K	3,950	2.6	7,734	4.7
1	8,172	5.1	12,929	7.5
2	4,867	3.1	6,781	4.2
3	3,557	2.3	4,639	2.9
4	2,070	1.3	3,077	1.9
5	1,189	0.8	2,036	1.3
6	1,591	1.0	3,204	1.9

performance of retained students (TEC §39.182). Spring 2004 TAKS passing rates for students in Grades 3-10 repeating a grade in 2003-04 were compared to spring 2005 TAKS passing rates. Passing rates were calculated separately for reading/English language arts (ELA) and mathematics, for each grade level, and for English- and Spanish-language versions of the test. For comparison purposes, the 2004 TAKS results for promoted students were also calculated.

Of students in Grades 3-10 who took the English-version mathematics TAKS in spring 2004 and were subsequently promoted, passing rates ranged from 55.5 percent in Grade 10 to 84.3 percent in Grade 3 (Table 6.10). Of students who were subsequently retained, passing rates ranged from 10.0 percent in Grade 8 to 23.5 percent in Grade 3. Passing rates for retained students were 42 to 61 percentage points lower than the passing rates for their promoted counterparts. After a second year in the same grade, the passing rates for students who had been retained showed increases of 8 to 58 percentage points, but still failed to reach passing rates for students who had been promoted. Of students repeating Grades 3-10 who took the English-version mathematics TAKS test in spring 2005, passing rates ranged from 21.9 percent in Grade 10 to 72.5 percent in Grade 5. Results on the English-version reading/ELA TAKS were similar (Figure 6.1 on page 80). Passing rates for students who were retained were lower than 49 percent in spring 2004, and passing rates for students who were promoted were above 73 percent. In spring 2005, increases in the passing rates for students who were retained ranged from 7 to 50 percentage points, and the passing rates were between 45.4 percent and 84.6 percent.

Table 6.5. Grade-Level Retention, by Grade and Gender, Grades 7-12, Texas Public Schools, 2003-04

	Female		Male	
Grade	Retained	Rate (%)	Retained	Rate (%)
7	2,557	1.6	4,815	2.9
8	2,377	1.5	3,722	2.3
9	22,794	13.5	35,458	19.2
10	9,452	6.7	15,169	10.2
11	5,230	4.3	8,413	6.8
12	4,539	3.6	6,715	5.4

Table 6.6. Grade-Level Retention, by LEP[a] Status and Service Received, Grades K-6, Texas Public Schools, 2003-04

Service Received or LEP Status	Retained	Rate (%)
All LEP Students:		
Bilingual	10,735	4.2
English as a Second Language	4,871	4.1
Special Education	511	5.1
No Services[b]	822	3.7
Total	20,969	4.6
All Non-LEP Students	44,827	2.5

[a]Limited English proficiency. [b]Includes LEP students whose parents did not give permission for participation in special language programs and those whose services received is unknown.

Spanish-version TAKS results were similar in that the passing rates for students who were later retained were significantly lower than the passing rates for students who were later promoted. Likewise, the passing rates for retained students showed gains in the second year. In a few instances, the passing rates for students who had been retained were higher than the passing rates for students who had been promoted. Specifically, the second-year passing rates for retained students in Grade 6 Spanish reading and Grades 5 and 6 Spanish mathematics exceeded the passing rates for their previously promoted counterparts.

In the 2003-04 school year, 8,621 students in the third grade did not pass the reading TAKS (Figure 6.2 on page 81). Just over 46 percent of the third graders who did not pass the reading TAKS in spring 2004 (4,003) were retained after the 2003-04 school year.

Agency Contact Persons

For information on student grade-level retention data, contact Criss Cloudt, Associate Commissioner for Accountability and Data Quality, (512) 463-9701;

Table 6.7. Grade-Level Retention, by LEP[a] Status and Service Received, Grades 7-12, Texas Public Schools, 2003-04

Service Received or LEP Status	Retained	Rate (%)
All LEP Students:		
Bilingual	32	9.5
English as a Second Language	11,062	12.2
Special Education	1,222	14.2
No Services[b]	890	12.2
Total	17,380	13.8
All Non-LEP Students	103,861	6.3

[a]Limited English proficiency. [b]Includes LEP students whose parents did not give permission for participation in special language programs and those whose services received is unknown.

Table 6.8. Grade-Level Retention, by Grade and Special Education Status, Grades K-6, Texas Public Schools, 2003-04

	Special Education		Not Special Education	
Grade	Retained	Rate (%)	Retained	Rate (%)
K	3,318	11.3	8,366	2.9
1	3,435	9.7	17,666	6.0
2	1,549	4.0	10,099	3.6
3	917	2.0	7,279	2.7
4	627	1.3	4,520	1.7
5	718	1.5	2,507	0.9
6	742	1.6	4,053	1.5
K-6	11,306	3.9	54,490	2.8

or Karen Dvorak, Accountability Research Division, (512) 475-3523.

For information on retention reduction programs, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or George Rislov, Curriculum Division, (512) 463-9581.

Table 6.9. Grade-Level Retention, by Grade and Special Education Status, Grades 7-12, Texas Public Schools, 2003-04

	Special Education		Not Special Education	
Grade	Retained	Rate (%)	Retained	Rate (%)
7	989	2.2	6,383	2.3
8	1,319	3.0	4,780	1.7
9	10,685	22.1	47,567	15.6
10	4,424	12.1	20,197	8.0
11	2,947	9.8	10,696	4.9
12	3,462	11.5	7,792	3.5
7-12	23,826	10.2	97,415	6.3

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, 2003-04,* at www.tea.state.tx.us/research/.

Table 6.10. TAKS Percentage Passing 2004 and 2005, by Grade and Promotion Status 2003-04, Grades 3-10, Texas Public Schools

		English Version				Spanish Version			
		Reading/ELA[a]		Mathematics		Reading		Mathematics	
Grade	Status	2004	2005	2004	2005	2004	2005	2004	2005
3	Promoted	94.0	–	84.3	–	89.8	–	71.0	–
	Retained	34.5	84.6	23.5	67.4	27.9	77.7	20.0	64.0
4	Promoted	81.8	–	79.1	–	68.1	–	63.8	–
	Retained	20.4	56.9	17.8	64.2	17.9	57.8	13.5	58.0
5	Promoted	73.9	–	73.4	–	60.5	–	45.1	–
	Retained	16.9	67.3	14.7	72.5	21.9	56.3	6.5	45.2
6	Promoted	79.4	–	68.4	–	61.0	–	39.3	–
	Retained	28.5	63.1	14.7	40.2	33.3	66.7	0.0	50.0
7	Promoted	76.7	–	61.9	–	n/a[b]	n/a	n/a	n/a
	Retained	28.8	56.4	11.2	29.2	n/a	n/a	n/a	n/a
8	Promoted	83.9	–	58.2	–	n/a	n/a	n/a	n/a
	Retained	44.0	60.6	10.0	26.6	n/a	n/a	n/a	n/a
9	Promoted	81.4	–	56.9	–	n/a	n/a	n/a	n/a
	Retained	48.7	65.6	12.7	22.8	n/a	n/a	n/a	n/a
10	Promoted	75.7	–	55.5	–	n/a	n/a	n/a	n/a
	Retained	38.4	45.4	13.5	21.9	n/a	n/a	n/a	n/a

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

[a]English language arts. [b]Not applicable.

Figure 6.1. Grade-Level Retention 2003-04
and Reading/English Language Arts Passing Rates
on the English-Version TAKS 2004 and 2005, Grades 3-10, Texas Public Schools

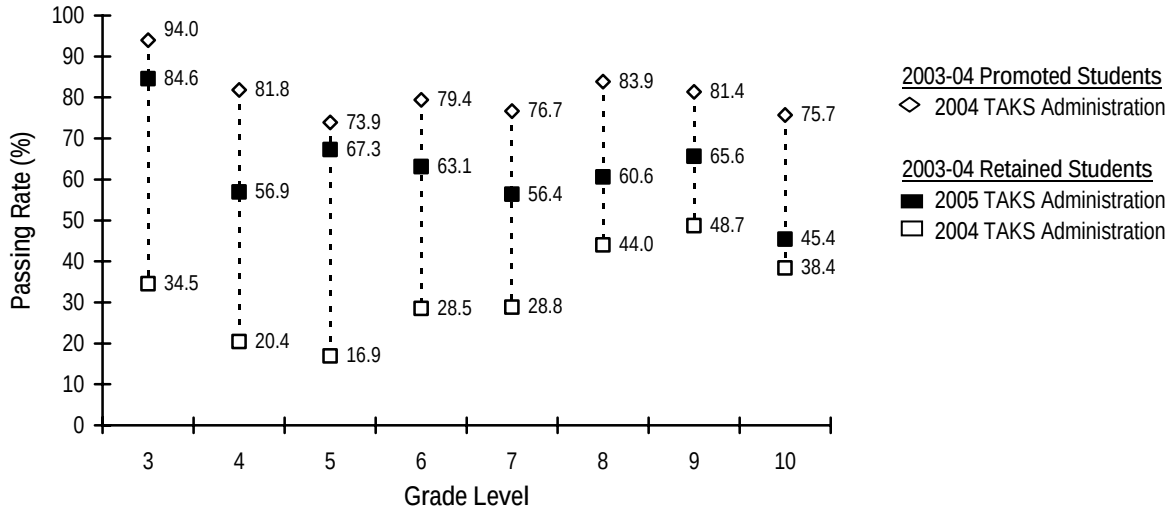
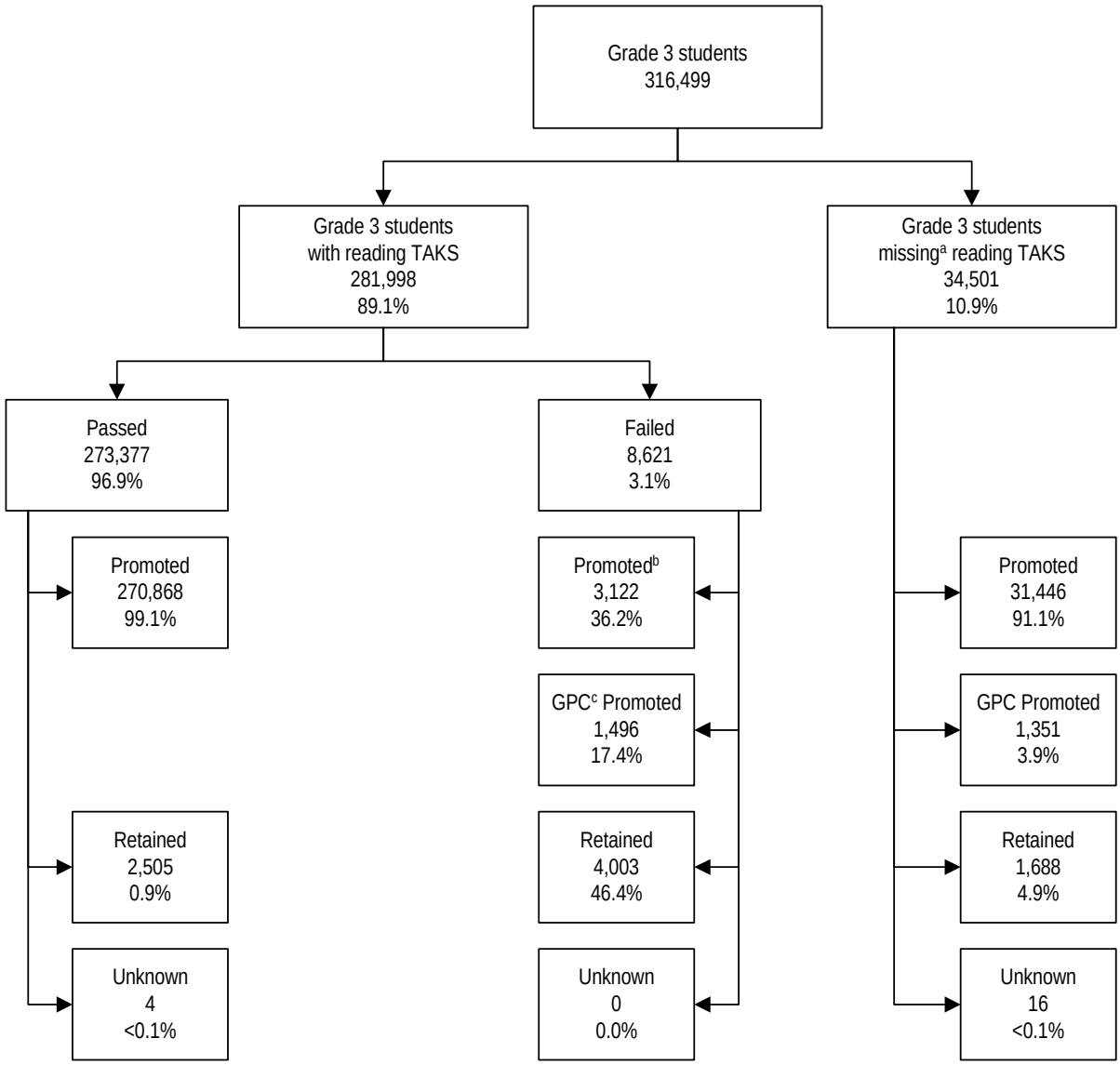


Figure 6.2. Performance on the TAKS Reading Test 2004
and Promotion Status 2003-04, Grade 3, Texas Public Schools



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

[a]Students may be missing reading TAKS because Public Education Information Management System (PEIMS) records could not be matched to TAKS or students may have been exempted from taking TAKS. Students not tested with TAKS may have been administered tests such as the State-Developed Alternative Assessment (SDAA) or a local alternate assessment. [b]These students may have taken the SDAA. In addition, some students may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. [c]Promoted 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 needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. The commissioner of education relied extensively on the detailed review, study, and advice of educators and many others in establishing accountability criteria and setting standards. With the 2004 ratings, the system began with an assessment program more rigorous than ever and set forth an accountability plan to raise the standards progressively over time.

The new accountability system for 2004 and beyond, which is based on the academic excellence indicators required by law, incorporates results of the TAKS and State-Developed Alternative Assessment (SDAA) testing programs. The SDAA has been available under Texas Education Code (TEC) Chapter 39, Subchapter B, since spring 2001 for assessing special education students in Grades 3-8 for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic progress. Starting in spring 2005, the SDAA was replaced with the SDAA II, a redesigned assessment aligned more closely with TAKS that is available for special education students enrolled in Grades 3-10.

For the TAKS test, the state accountability ratings are based on the percentage of students who meet the standard in each of the subject areas tested 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. For the SDAA II test, the all students group is evaluated across all grade levels tested (Grades 3-10) for all the SDAA II subjects assessed (reading/English language arts (ELA), mathematics, and writing).

High school campuses serving Grades 9-12 also are evaluated on the percentages of students who complete high school, attain General Educational Development (GED) certificates, or are continuing their education four years after beginning the ninth grade. Campuses serving students in Grades 7 and/or 8 are evaluated on annual dropout rates.

For a district or campus to achieve the rating of *Academically Acceptable* in 2005, 50 percent of all students and each student group must meet standards on the TAKS reading, writing, and social studies tests, 35 percent must meet the standard on the mathematics test, and 25 percent must meet the standard on the science test. At least 50 percent of the SDAA II tests must meet admission, review, and dismissal (ARD) committee expectations. The completion rate standard of 75.0 percent or more for Grades 9-12 and the dropout rate standard of 1.0 percent or less for Grades 7-8 also must be achieved by all students and each student group that meets minimum size criteria.

For a district or campus to achieve the rating of *Recognized*, 70 percent of all students and each student group must meet standards on each of the TAKS subject area tests. At least 70 percent of the SDAA II tests must meet ARD expectations. The completion rate standard of 85.0 percent or higher and the dropout rate standard of 0.7 percent or less also must be achieved by all students and each student group that meets minimum size criteria. In 2006, TAKS accountability standards will increase by 5 percentage points for mathematics and 10 percentage points for all other subjects.

For a district or campus to achieve the rating of *Exemplary*, at least 90 percent of all students and each student group must meet standards on each of the TAKS subject area tests. At least 90 percent of the SDAA II tests must meet ARD expectations. The completion rate standard of 95.0 percent or higher and

the dropout rate standard of 0.2 percent or less also must be achieved by all students and each student group that meets minimum size criteria.

Alternative Accountability Procedures

Beginning with the 1994-95 school year, TEA implemented optional alternative education accountability (AEA) procedures for campuses dedicated to serving students who were at risk of dropping out of school. New AEA procedures were developed and used for rating alternative education campuses (AECs) beginning in 2005. The overall design of the new AEA procedures is an improvement model. The AEA procedures also address the following issues that affect many components of the 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, schools must meet AEC eligibility criteria and register for AEA. Of the 424 campuses evaluated under AEA procedures for 2005, there were 76 residential facilities and 348 AECs of choice. Over one-third of the registered AECs (158 campuses) were charter campuses.

The new AEA indicators meet the following guidelines, which were set out at the beginning of the accountability development process.

- 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 test 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 ratings. The measures still take into account the requirement that all students must demonstrate proficiency on the state assessment to graduate.
- A TAKS growth index, the Texas Growth Index (TGI), is used in the evaluation of alternative education campuses.

For the AEA ratings, a single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across all grade levels tested (Grades 3-11) and across all subject areas tested. The indicator is based on: (a) the number of tests on which students meet the passing standard or have a TGI score that meets the growth standard; and (b) the number of TAKS exit-level retests meeting the passing standard. All students and each student group (African American, Hispanic, White, and economically disadvantaged) that meets minimum size criteria are evaluated. To achieve a rating of *AEA: Academically Acceptable* in 2005, 40 percent of tests for all students and each student group must meet either the performance standard or the growth standard on the TAKS Progress indicator. AECs are evaluated on the same SDAA II indicator used for the standard accountability ratings, but with a 40 percent standard.

High school campuses serving Grades 9-12 also are evaluated on the percentages of students who complete high school, attain GEDs, or are continuing their education four years after beginning the ninth grade. The completion rate standard is the same as that used for standard accountability ratings—75.0 percent. Campuses serving students in any of Grades 7-12 are evaluated on annual dropout rates. In 2005, the Grade 7-12 annual dropout rate standard is 10.0 percent.

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.

2005 Accountability Ratings

Of the 1,229 public school districts and charters, 11 (0.9%) were rated *Exemplary* in 2005, and 172 (14.0%) were rated *Recognized* (Table 7.1). About 4.0 percent of students were enrolled in *Exemplary* and *Recognized* districts or charters. A total of 989 districts or charters (80.5%) achieved the *Academically Acceptable* rating, and 52 (4.2%) were rated *Academically Unacceptable*. Nearly three-fourths (73.1%) of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Most students (94.3%) were enrolled in *Academically Acceptable* districts or charters. Approximately 1.3 percent of students were enrolled in *Academically Unacceptable* districts or charters. Only 4 districts, all charters, were *Not Rated: Other* in 2005, and 1 district was *Not Rated: Data Integrity Issues*.

Of the 7,908 public school campuses and charter campuses, 304 (3.8%) were rated *Exemplary* in 2005,

Table 7.1. School District Accountability Ratings, by Rating Category, Standard and AEA[a] Procedures, 2004 and 2005

	2004		2005[b]	
Rating	Number	Percent	Number	Percent
School Districts, Including Charter Operators				
Exemplary	19	1.5	11	0.9
Recognized	378	30.8	172	14.0
Acad.[c] Acceptable	712	58.0	989	80.5
Standard Procedures	712	58.0	915	74.4
AEA Procedures	n/a[d]	n/a	74	6.0
Acad. Unacceptable	24	2.0	52	4.2
Standard Procedures	24	2.0	37	3.0
AEA Procedures	n/a	n/a	15	1.2
NR:[e] Alternative Education	85	6.9	n/a	n/a
NR: Other	9	0.7	4	0.3
NR: Data Integrity Issues	0	0.0	1	0.1
Total	1,227	100	1,229	100
School Districts, Excluding Charter Operators				
Exemplary	13	1.3	9	0.9
Recognized	365	35.2	162	15.6
Acad. Acceptable	655	63.2	851	82.1
Standard Procedures	655	63.2	851	82.1
AEA Procedures	n/a	n/a	n/a	n/a
Acad. Unacceptable	4	0.4	14	1.4
Standard Procedures	4	0.4	14	1.4
AEA Procedures	n/a	n/a	n/a	n/a
NR: Alternative Education	0	0.0	n/a	n/a
NR: Other	0	0.0	0	0.0
NR: Data Integrity Issues	0	0.0	1	0.1
Total	1,037	100	1,037	100
Charter Operators				
Exemplary	6	3.2	2	1.0
Recognized	13	6.8	10	5.2
Acad. Acceptable	57	30.0	138	71.9
Standard Procedures	57	30.0	64	33.3
AEA Procedures	n/a	n/a	74	38.5
Acad. Unacceptable	20	10.5	38	19.8
Standard Procedures	20	10.5	23	12.0
AEA Procedures	n/a	n/a	15	7.8
NR: Alternative Education	85	44.7	n/a	n/a
NR: Other	9	4.7	4	2.1
NR: Data Integrity Issues	0	0.0	0	0.0
Total	190	100	192	100

[a]Alternative education accountability. [b]2005 ratings as of October 2005.
[c]Academically. [d]Not applicable. [e]Not Rated.

Table 7.2. Campus Accountability Ratings, by Rating Category, Standard and AEA[a] Procedures, 2004 and 2005

	2004		2005[b]	
Rating	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Exemplary	518	6.6	304	3.8
Recognized	2,538	32.5	1,909	24.1
Acad.[c] Acceptable	3,579	45.8	4,748	60.0
Standard Procedures	3,579	45.8	4,356	55.1
AEA Procedures	n/a[d]	n/a	392	5.0
Acad. Unacceptable	95	1.2	264	3.3
Standard Procedures	95	1.2	233	2.9
AEA Procedures	n/a	n/a	31	0.4
NR:[e] Alternative Education	381	4.9	n/a	n/a
NR: Other	700	9.0	683	8.6
NR: Data Integrity Issues	2	<0.1	0	0.0
Total	7,813	100	7,908	100
Campuses, Excluding Charter Campuses				
Exemplary	510	6.8	301	4.0
Recognized	2,516	33.4	1,891	24.8
Acad. Acceptable	3,508	46.5	4,534	59.6
Standard Procedures	3,508	46.5	4,282	56.3
AEA Procedures	n/a	n/a	252	3.3
Acad. Unacceptable	68	0.9	217	2.9
Standard Procedures	68	0.9	204	2.7
AEA Procedures	n/a	n/a	13	0.2
NR: Alternative Education	262	3.5	n/a	n/a
NR: Other	673	8.9	669	8.8
NR: Data Integrity Issues	2	<0.1	0	0.0
Total	7,539	100	7,612	100
Charter Campuses				
Exemplary	8	2.9	3	1.0
Recognized	22	8.0	18	6.1
Acad. Acceptable	71	25.9	214	72.3
Standard Procedures	71	25.9	74	25.0
AEA Procedures	n/a	n/a	140	47.3
Acad. Unacceptable	27	9.9	47	15.9
Standard Procedures	27	9.9	29	9.8
AEA Procedures	n/a	n/a	18	6.1
NR: Alternative Education	119	43.4	n/a	n/a
NR: Other	27	9.9	14	4.7
NR: Data Integrity Issues	0	0.0	0	0.0
Total	274	100	296	100

[a]Alternative education accountability. [b]2005 ratings as of October 2005.
[c]Academically. [d]Not applicable. [e]Not Rated.

and 1,909 (24.1%) were rated *Recognized* (Table 7.2). A total of 4,748 campuses (60.0%) achieved the *Academically Acceptable* rating, and 264 (3.3%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 683 (8.6%) were *Not Rated: Other*. Enrollment on these 683 campuses accounted for only 1.5 percent of the total student population. Most students (67.9%) were enrolled in *Academically Acceptable* campuses. About one-fourth of all students (27.4%) were enrolled in *Exemplary* or *Recognized* campuses, and 3.2 percent were enrolled in *Academically Unacceptable* campuses.

Campuses rated under AEA procedures are not eligible for the *Exemplary* or *Recognized* rating. Overall, 392 (92.5%) of the campuses rated under AEA procedures were rated *AEA: Academically Acceptable*, and 31 (7.3%) were rated *AEA: Academically Unacceptable*.

Although student performance statewide improved from 2003-04 to 2004-05, fewer districts and campuses were rated *Exemplary* and *Recognized* in 2005, and more were rated *Academically Unacceptable* because of increased rigor of the accountability system. Between 2004 and 2005, the following changes increased the rigor of the accountability system.

- TAKS student passing standard. Students were required to answer more questions correctly to pass the TAKS in every subject at every grade level.
- SDAA II. The SDAA II replaced the SDAA, a test for special education students in Grades 3-8, in spring 2005. Under SDAA II, special education students enrolled in Grades 9 and 10 also are eligible to be tested. Unlike the SDAA, the SDAA II allows for ARD expectations to be set for students taking the SDAA II test for the first time. Since prior-year baseline results are not needed, a student's performance no longer needs to be matched across two years. For 2005 accountability, the performance of Grade 3 students and all other students taking the SDAA II for the first time were included in determining campus accountability ratings. Because 2005 was the first year of testing on SDAA II, districts and campuses could not meet the accountability standard by demonstrating required improvement.
- Dropout and completion rates. The minimum number of dropouts for a district or campus to be evaluated on the dropout or completion rate changed from 10 dropouts in 2004 to 5 dropouts in 2005. In addition, the *Academically Acceptable* standard for the Grade 7-8 annual dropout rate was changed from 2.0 percent of 1.0 percent.
- AEA procedures. In 2005, registered AECs were rated. These campuses were labeled *Not Rated: Alternative Education* in 2004.
- Data quality. The threshold for number and percent of underreported students that could prevent a district from receiving an *Exemplary* or *Recognized* rating decreased.
- Exceptions provision. Districts and campuses were not eligible for exceptions in 2005 on measures for which they used an exception in 2004.
- New campuses. In 2005, each campus in its first year of operation received a rating. In 2004, a new campus that otherwise would have received a rating of *Academically Unacceptable* was labeled *Not Rated: Other*.

Charters and Accountability

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

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

In 2005, 103 charter operators were rated under the standard accountability procedures, and 89 were rated under AEA procedures. Two charter operators were *Exemplary*, 10 were *Recognized*, 138 were *Academically Acceptable*, and 38 were *Academically Unacceptable.* Four charters were *Not Rated: Other* because they had insufficient TAKS results in the accountability subset to assign one of the other rating labels.

Of the 296 charter campuses, 138 (46.6%) were rated under the standard accountability procedures in 2005, and 158 (53.4%) were rated under AEA procedures. Three charter campuses were *Exemplary*, 18 were *Recognized*, 214 were *Academically Acceptable*, and 47 were *Academically Unacceptable*. A total of 14 charter campuses were *Not Rated: Other*.

Performance-Based Monitoring (PBM) System

Overview

State and federal statute guide TEA monitoring activities. The passage of House Bill 3459 (78th Texas Legislature, Regular Session) combined with 2003 and 2004 reorganizations of TEA significantly limited and redirected agency monitoring efforts. To address these changes, the agency developed and implemented a PBM system designed to be data-driven and results-based, include targeted interventions, and be coordinated and aligned with other TEA evaluation systems. A major objective of the PBM system is to integrate several evaluation systems that are used to

identify campuses and/or school districts annually for intervention.

Texas Accountability Rating System

School districts and campuses receive annual performance ratings of *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable* based on performance of all students and four student groups: African American, Hispanic, White, and economically disadvantaged.

Adequate Yearly Progress (AYP)

Under the No Child Left Behind Act of 2001 (NCLB), federal accountability provisions that formerly applied only to school districts and campuses receiving federal Title I, Part A, funds now apply to all districts and campuses. All school districts, campuses, and the state are evaluated annually for AYP and receive a designation of *Meets AYP* or *Missed AYP*.

Performance-Based Monitoring Analysis System (PBMAS)

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

- special education;
- bilingual education/English as a second language;
- career and technology education; and
- NCLB (economically disadvantaged students, migrant students, limited English proficient students, and highly qualified teachers)

Financial Integrity Rating System for Texas (FIRST) and Financial Audits

Under FIRST, school districts receive annual financial performance ratings of *Superior Achievement*, *Above Standard Achievement*, *Standard Achievement*, and *Substandard Achievement*. The FIRST rating is one of the critical indicators in the financial risk assessment that identifies districts for financial audit or review. Charters do not currently receive FIRST ratings but are included in the financial risk assessment.

Data Integrity System

Data integrity analyses are conducted annually to evaluate district leaver and dropout records, assessment data, PEIMS student identification errors, discipline data, attendance data, and state compensatory education data. Additional data analyses, including random audits, are conducted as necessary to ensure the integrity of data submitted to TEA. Data integrity 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 integrated 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 technology education monitoring and Civil Action 5281 monitoring - also are integrated into the system.[1]

Because districts may unexpectedly demonstrate performance or compliance problems that are outside of the systems and performance criteria described above but that are determined to be egregious, the PBM system incorporates an imminent risk component that allows for a coordinated agency response to occur when necessary and appropriate. The agency response to an imminent risk is immediate and involves a comprehensive review that may include an on-site investigation, with appropriate interventions and/or sanctions implemented to address findings.

PBM Interventions

A primary goal of the PBM system is the alignment of interventions with program needs and requirements and alignment across program and monitoring areas. This alignment includes intervention strategies used for *Academically Unacceptable* performance in the state accountability system.

PBM interventions emphasize a continuous improvement process under which districts 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 are targeted to address unique program needs and/or performance problems. District actions are tailored to the areas of concern identified

[1] *The OCR monitoring requirements establish procedures and minimum requirements for states to ensure civil rights compliance of districts that receive federal funds from the U.S. Department of Education (USDE) and operate career and technology 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 as a result of that finding.*

and to address state and federal statutory requirements for performance interventions and compliance review. District actions also are tailored to existing program requirements and improvement planning processes.

Specific interventions activities include: focused data analyses, submission of local continuous improvement plans for state review, program effectiveness reviews, issuance of public notices, provision of public hearings by local boards of trustees, and on-site reviews. (See *PBM Special Education Monitoring and Interventions, 2004-05*, later in this chapter for more detailed information on interventions.)

PBM Interventions for *Academically Unacceptable* Performance, 2004-05

In 2004, 26 school districts and 102 campuses initially were rated *Academically Unacceptable*. Of those, 3 districts and 10 campuses were successful in appealing their initial ratings. Appendix 7-A on page 93 presents a list of school districts and campuses rated *Academically Unacceptable* in 2004, with information about the reasons they received these ratings. Desk audit and campus closure information is included. In 2004-05, TEA implemented a framework of graduated interventions for districts and campuses rated *Academically Unacceptable*. These graduated interventions applied to districts and campuses receiving this rating for one year only, as well as to those receiving the rating for two and three consecutive years. The one district rated *Academically Unacceptable* in 2004 for the second consecutive year was annexed to a neighboring district (Appendix 7-B on page 98).

Campuses rated *Academically Unacceptable* in 2004 were required to engage in intervention activities ranging from issuance of public notice to campus reconstitution under the oversight of a special campus intervention team appointed by TEA. Specifically, first year *Academically Unacceptable* campuses were provided with an option to elect innovative redesign of the campus. If redesign was not elected, an *Academically Unacceptable* campus was required to issue public notice, conduct a focused data analysis, engage in improvement planning activities with a defined local planning group, and develop a focused student achievement improvement plan to be presented to the public for input. The campus was required to submit the plan to TEA and engage in ongoing communication with the agency regarding implementation of the plan. For campuses that, in 2004, were rated *Academically Unacceptable* for a second or third consecutive year, a special campus intervention team (SCIT) was appointed by the agency to engage in a campus evaluation, as required under TEC §39.132(a)(7). During 2004-05, the SCIT was required to assist these multiple-year *Academically Unacceptable* campuses in planning the required reconstitution of the campus. Additionally, the SCIT was required to make determinations regarding which educators would be retained at the campus as the reconstitution was implemented. Multiple-year *Academically Unacceptable* campuses and SCITs were required to submit campus improvement and reconstitution plans to TEA and engage in ongoing communication with the agency regarding implementation of the plan.

Depending on the number of consecutive years in which a district or campus is rated *Academically Unacceptable*, additional sanctions or interventions may include one or more of the following: Education Service Center support; a hearing before the commissioner of education or the commissioner's designee; assignment of a monitor, conservator, or management team; appointment of a board of managers; a plan for campus closure; and a plan for district annexation. Appendix 7-B on page 98 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2004, and August 31, 2005.

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, TEC §39.131 grants authority to the commissioner to take specific actions based on findings of a special accreditation investigation. The commissioner may:

- appoint an agency monitor to participate in, and report to, the agency on the activities of the board of trustees or the superintendent;
- appoint a conservator to oversee the operations of a district;
- appoint a management team to direct the operations of the district in areas of unacceptable performance;
- appoint a board of managers to exercise the powers and duties of the board of trustees;
- annex the district to one or more adjoining districts;
- order closure; or
- impose sanctions designed to improve high school completion rates.

Appendix 7-B on page 98 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2004, and August 31, 2005.

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM system is ensuring 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 monitoring 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, 2004-05

During 2004-05, TEA special education monitoring activities were based on the data-driven PBM system, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or noncompliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis (see *Special Education Monitoring System Pilot Plan, 2004-2005*, in Appendix 7-C on page 100). Additionally, because state and federal law requires close coordination among special education policy, program, and monitoring functions, TEA developed and implemented integrated program review processes that include district self-evaluation, on-site review, and the use of data to identify risk.

The system of special education monitoring for 2004-05 was 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, were taken into account in determining required levels of intervention. The individual indicators addressed issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for the special education program; disproportionate representation based on race or ethnicity, or on limited English proficiency; ARD committee exemptions from TAKS and SDAA; and disciplinary actions (Table 7.3 on page 90). The interventions for 2004-05 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 include the results in the 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, subject to a request for random submission 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 2004-05 Summary Report* provided to the LEA: (a) any one individual special education PBMAS indicator with a performance level of 3, as defined in the PBMAS Manual; or (b) a performance level of 2 on special education PBMAS Indicator #6 if no other special education PBMAS indicator received a performance level of 3.

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 data analysis and effectiveness review is to address targeted questions and analyze data sets that may point out 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 both of the following criteria as indicated on the *Performance-Based Monitoring Analysis System 2004-05 Summary Report* provided to the LEA: (a) two individual special education PBMAS indicators with a performance level of 3; and (b) an overall result for all calculated special education PBMAS indicators of

≤1.00 when the results of all calculated indicators are summed and the total is divided by the number of calculated indicators.

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 in addition to a public program performance review. The purpose of the LEA public meeting is to conduct a needs assessment and gather feedback from community stakeholders on the effective operation of the special education program through one or more community focus groups that address predetermined topics. The LEA was required to include the results of the data analysis, program effectiveness review, and program performance review in the CIP. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 2 Intervention was implemented for any LEA that met the following criteria: (a) two individual special education PBMAS indicators with a performance level of 3; and (b) an overall result for all calculated special education PBMAS indicators of >1.00 when the results of all calculated indicators are summed and the total is divided by the number of calculated indicators; or (c) three individual special education PBMAS indicators with a performance level of 3.

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 in addition to a compliance review related to identified areas of performance concern. The purpose of the compliance review is to focus on compliance issues or indicators to ensure the LEA is implementing the program as required by federal 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 had four or five individual special education PBMAS indicators with a performance level of 3.

State Supervision Intervention: Special Program Compliance Review. A targeted on-site review by TEA

Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2004-05

Number	Indicator
1	District-level percentage of students identified to receive special education services.
2A	District-level percentage of African American students served in special education.
2B	District-level percentage of Hispanic students served in special education.
2C	District-level percentage of limited English proficient students served in special education (report-only indicator).
3	District-level participation rate of students tested only on the Texas Assessment of Knowledge and Skills (TAKS).
4(i-v)	District-level passing rates of students taking each TAKS subject test (mathematics, reading/English language arts, science, social studies, and writing).
5	District-level participation rate of students tested only on the State-Developed Alternative Assessment (SDAA).
6	District-level percentage of special education students (Grades 3-8) who received an admission, review, and dismissal committee exemption from the statewide TAKS and SDAA assessments.
7	District-level percentage of special education students (Grades 3-8) who took the SDAA at grade level or one grade level below enrolled grade level.
8	District-level percentage of students ages 3-11 served in special education who are placed in less restrictive environments along the least restrictive environment (LRE) continuum.
9	District-level percentage of students ages 12-21 served in special education who are placed in less restrictive environments along the LRE continuum.
10	District-level percentage of special education students placed in disciplinary alternative education programs (DAEPs), compared to percentage of all students placed in DAEPs in the district.
11	District-level percentage of special education students who received discretionary expulsion, compared to percentage of all students in the district who received discretionary expulsion.
12	District-level percentage of special education students who received discretionary placement in in-school suspension (ISS), compared to percentage of all students in the district who received discretionary placement in ISS.
13	District-level percentage of special education students (Grades 7-12) who dropped out of school.
14	District-level percentage of special education students who passed the TAKS subject test one year after being dismissed from receiving special education services.
15	District-level percentage of students served in special education graduating with a Recommended High School Program or Distinguished Achievement High School Program diploma (report-only indicator).

is conducted to address issues of substantial or imminent risk related to noncompliance identified in substantiated complaints, adverse due process hearing decisions, previously determined areas of noncompliance, or other documented substantial or imminent risks reflected in LEA data. The activities in this level of intervention may or may not be combined with other monitoring activities. An LEA will be required to develop a CIP in response to both the visit and any other required data review activities, and the Special Education Monitoring Unit of the TEA Division of Program Monitoring and Interventions will review the CIP.

State supervision intervention will occur in the event that TEA identifies an imminent or substantial concern as described above. As of October 25, 2005, no districts or charter schools had been identified for this intervention.

PBM Special Education Monitoring Results and Ratings, 2004-05

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-G, starting on page 101). The program status for certain LEAs is based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the 2003-04 PBM system; (b) coordinated TEA interventions related to compliance, performance, fiscal, and/or governance concerns; or (c) ongoing and/or escalated interventions resulting from the identification of ongoing compliance concerns. In 2004-05, there were 13 program status categories (Table 7.4). The categories were defined as follows:

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.

Table 7.4. Special Education Monitoring Ratings, Pilot Year 2004-05

Rating	Districts
Local Interventions Implemented	397
Completed: Routine Follow-up	60
Completed: Noncompliance Follow-up	64
Pending Continuous Improvement Plan Resubmission	8
Pending TEA On-Site Action	2
TEA On-Site Action Completed: Routine Follow-up	0
TEA On-Site Action Completed: Noncompliance Follow-Up	0
TEA On-Site Action Completed: Oversight/Sanction/Intervention	1
Pending Random Data Verification	0
Pending Random Process Verification	0
Oversight/Sanction/Intervention	1
Proposed Charter Non-Renewal	1
In Review	166
ISD Voluntarily Ceased Operation	1
Total	701

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

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 and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.

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

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

Oversight/Sanction/Intervention. TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, Stage 3, or State Supervision Intervention was not adequate; (b) the CIP of an LEA at the State Supervision Intervention level was not adequately developed after a special program compliance review; (c) ongoing noncompliance for longer than one year was identified; or (d) CIP implementation was not proceeding as appropriate for any LEA.

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

In Review. TEA had not completed initial review of the information submitted by the LEA. As of October 25, 2005, 166 school districts had received this program status.

Agency Contact Persons

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

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

Other Sources of Information

For additional information on the state accountability system, see the *2005 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2005/manual/.

For additional information on performance-based monitoring, see the Performance-Based Monitoring Division and Program Monitoring and Interventions Division websites at www.tea.state.tx.us/pbm/ and www.tea.state.tx.us/pmi/.

Appendix 7-A

The following table shows 24 *Academically Unacceptable* districts, representing 29 *Academically Unacceptable* campuses, and 39 other districts, representing 66 *Academically Unacceptable* campuses. Of the 24 *Academically Unacceptable* districts: 19 received the rating because of Texas Assessment of Knowledge and Skills (TAKS) performance only; 1 because of dropout rate only; 1 because of completion rate only, 1 because of a combination of completion rate and poor performance on the TAKS; 1 because of a combination of poor performance on the TAKS and State-Developed Alternative Assessment (SDAA); and 1 because of data quality. Of the 95 *Academically Unacceptable* campuses: 83 received the rating because of TAKS performance only; 2 because of SDAA performance only; 1 because of completion rate only; 3 because of dropout rate only; 2 because of a combination of completion rate and poor performance on the TAKS; 1 because of a combination of poor performance on the TAKS and SDAA; and 3 because of data quality.

Appendix 7-A. Academically Unacceptable School Districts and Campuses, 2004

District	Campus	Rating						
		2	3	D	T	C	S	Q
Academically Unacceptable Districts								
Academy of Dallas Ch Sch					T			
Accelerated Intermediate Academy Ch Sch				D				
American Academy of Excellence Ch Sch					T	C		
Austin Can Academy Ch Sch					T			
Azleway Ch Sch					T			
Bay Area Ch Sch						C		
Bexar County Academy Ch Sch					T		S	
Big Springs Ch Sch					T			
Career Plus Learning Academy Ch Sch					T			
Crossroads Community Education Center Ch Sch					T			
Dime Box ISD					T			
Evolution Academy Ch Sch					T			
Golden Rule Ch Sch					T			
Heights Ch Sch					T			
Honors Academy Ch Sch					T			
Houston Alternative Preparatory Ch Sch					T			
Impact Ch Sch					T			
Jamie's House Ch Sch					T			

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

2 District/campus has been rated low for 2 consecutive years.
3 District/campus has been rated low for 3 consecutive years.
D Low rating due to dropout performance.
T Low rating due to Texas Assessment of Knowledge and Skills performance.
C Low rating due to completion rate performance.
S Low rating due to State-Developed Alternative Assessment performance.
Q Deficiencies related to quality of data submissions.

continues

Appendix 7-A. Academically Unacceptable School Districts and Campuses, 2004 (continued)

District	Campus	Rating						
		2	3	D	T	C	S	Q
Jean Massieu Academy Ch Sch					T			
Juan B Galaviz Ch Sch					T			
Mirando City ISD		2			T			
Mount Calm ISD					T			
San Antonio School for Inquiry & Creativity Ch Sch					T			
Wilmer-Hutchins ISD								Q
Academically Unacceptable Campuses								
Academy of Dallas	Academy of Dallas				T			
Accelerated Intermediate Academy	Accelerated Intermediate Academy			D				
Agua Dulce ISD	Agua Dulce Elementary				T			
American Academy of Excellence	American Academy of Excellence		3		T	C		
Austin Can Academy	Austin Can Academy				T			
Austin ISD	Harris Elementary				T			
	Johnston High School				T			
	Pecan Springs Elementary				T			
	Pickle Elementary				T			
	Travis County Juvenile Detention	2			T			
	Webb Middle			D				
Azleway Charter School	Azleway Charter School				T			
Bay Area Charter School	Ed White Memorial High School	2				C		
Bexar County Academy	Bexar County Academy				T		S	
Big Springs Charter School	Big Springs Charter School				T			
Blue Ridge ISD	Blue Ridge Middle				T			
Brownsboro ISD	A L P H A Campus				T			
Brownsville ISD	El Jardin Elementary				T			
Burkeville ISD	Burkeville Jr-Sr High School				T			
Calvert ISD	Calvert High School	2			T			
Career Plus Learning Academy	Career Plus Learning Academy	2			T			
Coleman ISD	Co-Op Alternative Program				T			

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

2 District/campus has been rated low for 2 consecutive years.
3 District/campus has been rated low for 3 consecutive years.
D Low rating due to dropout performance.
T Low rating due to Texas Assessment of Knowledge and Skills performance.
C Low rating due to completion rate performance.
S Low rating due to State-Developed Alternative Assessment performance.
Q Deficiencies related to quality of data submissions.

continues

Appendix 7-A. Academically Unacceptable School Districts and Campuses, 2004 (continued)

District	Campus	Rating						
		2	3	D	T	C	S	Q
Crossroads Community Education Center	Crossroads Community Education Center	2			T			
Dallas ISD	Birdie Alexander Elementary				T			
	L V Stockard Middle						S	
Dime Box ISD	Dime Box School				T			
Donna ISD	C Stainke Elementary				T			
	W A Todd 9th Grade Campus				T			
Ector County ISD	El Magnet at Milam Elementary				T			
Edna ISD	Austin Elementary				T			
	Carver Elementary				T			
Evolution Academy	Evolution Academy				T			
Fort Worth ISD	Morningside Middle						S	
	Success High School				T			
Gladewater ISD	Gladewater High School				T			
Golden Rule Charter School	Golden Rule Charter School				T			
Grand Prairie ISD	S E R				T	C		
Greenville ISD	Greenville Middle				T			
Hearne ISD	Hearne High School				T			
Heights Charter School	Heights Charter School				T			
Hempstead ISD	Hempstead High School				T			
Hitchcock ISD	Crosby Middle				T			
Honors Academy	Destiny High School				T			
	Honors Academy	2			T			
	Legacy High School		3		T			
	University School				T			
Houston Alternative Preparatory	Houston Alternative Preparatory				T			
Houston ISD	Alcott Elementary				T			
	De Chaumes Elementary				T			
	Diversity Roots and Wings Academy				T			
	Eighth Avenue Elementary				T			
	Gregory-Lincoln Education Center				T			
	Houston Gardens Elementary				T			
	Janowski Elementary				T			
	Jones J Will Elementary				T			

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

2 District/campus has been rated low for 2 consecutive years.
3 District/campus has been rated low for 3 consecutive years.
D Low rating due to dropout performance.
T Low rating due to Texas Assessment of Knowledge and Skills performance.
C Low rating due to completion rate performance.
S Low rating due to State-Developed Alternative Assessment performance.
Q Deficiencies related to quality of data submissions.

continues

Appendix 7-A. Academically Unacceptable School Districts and Campuses, 2004 (continued)

District	Campus	Rating						
		2	3	D	T	C	S	Q
	Kashmere High School	2			T			
	McReynolds Middle			D				
	Milam Elementary				T			
	Ninth Grade Academy	2			T			
	Sam Houston High School	2			T			
	Yates High School		3		T			
Hull-Daisetta ISD	Hull-Daisetta High School				T			
Impact Charter School	Impact Charter School				T			
Jamie's House Charter School	Jamie's House Charter School				T			
Jean Massieu Academy	Jean Massieu Academy				T			
John H Wood Charter School	St. Francis Academy				T			
Juan B Galaviz Charter School	Juan B Galaviz Charter School				T			
Jubilee Academic Center	Jubilee Academic Center				T			
Kenedy ISD	Kenedy Middle				T			
Lubbock ISD	Alderson Academy	2			T			
	Arnett Elementary				T			
	Bean Elementary				T			
Marlin ISD	Marlin Elementary		3		T			
Mid-Valley Academy	Mid-Valley Academy - McAllen				T			
Mirando City ISD	Mirando Elementary	2			T			
Mount Calm ISD	Mount Calm Elementary				T			
North Forest ISD	Keahey Intermediate				T			
	Oak Village Middle				T			
	Smiley High School	2			T			
Nyos Charter School	Nyos Charter School, Inc at Gessner				T			
Paris ISD	Travis Junior High School				T			
Port Aransas ISD	Olsen Elementary				T			
San Antonio ISD	M L King Academy	2			T			
San Antonio School for Inquiry & Creativity	San Antonio School for Inquiry & Creativity	2			T			
Smithville ISD	Woodside Trails				T			

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

2 District/campus has been rated low for 2 consecutive years.
3 District/campus has been rated low for 3 consecutive years.
D Low rating due to dropout performance.
T Low rating due to Texas Assessment of Knowledge and Skills performance.
C Low rating due to completion rate performance.
S Low rating due to State-Developed Alternative Assessment performance.
Q Deficiencies related to quality of data submissions.

continues

Appendix 7-A. Academically Unacceptable School Districts and Campuses, 2004 (continued)

District	Campus	Rating						
		2	3	D	T	C	S	Q
Somerville ISD	Somerville Junior High School				T			
Stockdale ISD	Stockdale High School				T			
Trinity ISD	Lansberry Elementary				T			
Uvalde Consolidated ISD	Batesville Middle				T			
Waco ISD	Doris Miller Elementary				T			
	G L Wiley Middle				T			
Waxahachie ISD	Wilemon Education/Learning Center				T			
Wilmer-Hutchins ISD	Alta Mesa Elementary							Q
	C S Winn Elementary							Q
	Wilmer Elementary							Q

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

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

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

D Low rating due to dropout performance.

T Low rating due to Texas Assessment of Knowledge and Skills performance.

C Low rating due to completion rate performance.

S Low rating due to State-Developed Alternative Assessment performance.

Q Deficiencies related to quality of data submissions.

Appendix 7-B. Monitors, Conservators, and Other Interventions, September 1, 2004, Through August 31, 2005

Region	District/Charter School	Change From	Change To	Date of Change
10	A+ Academy Charter School	Charter School	Charter School/Conservator	07/29/03
		Charter School/Conservator	Not Rated: AE/Conservator	09/30/04
		Not Rated: AE[a]/Conservator	Not Rated: AE	07/22/05
04	Alphonso Crutch's – Life Support Center Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Charter School/Management Team	08/05/03
		Charter School/Management Team	Charter School/Intervention Pending	03/04/04
		Charter School/Intervention Pending	Not Rated: AE/Intervention Pending	09/30/04
		Not Rated: AE/Intervention Pending	AEA:[b] Academically Acceptable/Intervention Pending	08/01/05
02	Benavides ISD	Academically Acceptable	Academically Acceptable/Monitor	04/11/02
		Academically Acceptable/Monitor	Academically Acceptable	09/16/04
13	Del Valle ISD	Academically Acceptable	Academically Acceptable/Monitor	06/04/04
		Academically Acceptable/Monitor	Academically Acceptable	12/31/04
05	Eagle Academy of Beaumont Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Charter School	09/16/04
06	Eagle Academy of Bryan Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Not Rated: AE/Monitor	09/30/04
		Not Rated: AE/Monitor	Not Rated: AE	10/18/04
10	Eagle Academy of Dallas Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Charter School	09/16/04
07	Eagle Academy of Tyler Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Not Rated: AE/Monitor	09/30/04
		Not Rated: AE/Monitor	Not Rated: AE	10/18/04
20	East Central ISD	Academically Acceptable	Academically Acceptable/Monitor	04/14/04
		Academically Acceptable/Monitor	Academically Acceptable	01/28/05
19	El Paso School of Excellence Charter School	Charter School	Charter School/Conservator	07/29/03
		Charter School/Conservator	Not Rated: AE/Conservator	09/30/04
		Not Rated: AE/Conservator	AEA: Academically Unacceptable/ Conservator	08/01/05
04	Impact Charter School	Academically Unacceptable	Academically Unacceptable/ Management Team	10/20/04
		Academically Unacceptable/ Management Team	Academically Unacceptable/Closed	06/30/05
10	Inspired Vision Academy Charter School	Charter School	Charter School/Conservator	07/29/03
		Charter School/Conservator	Not Rated: AE/Conservator	09/30/04
		Not Rated: AE/Conservator	Not Rated: AE	07/22/05
18	Midland Academy Charter School	Charter School	Charter School/Monitor	11/18/02
		Charter School/Monitor	Not Rated: AE/Monitor	09/30/04
		Not Rated: AE/Monitor	AEA: Academically Acceptable/ Monitor	08/01/05

[a]Alternative education. [b]Alternative education accountability.

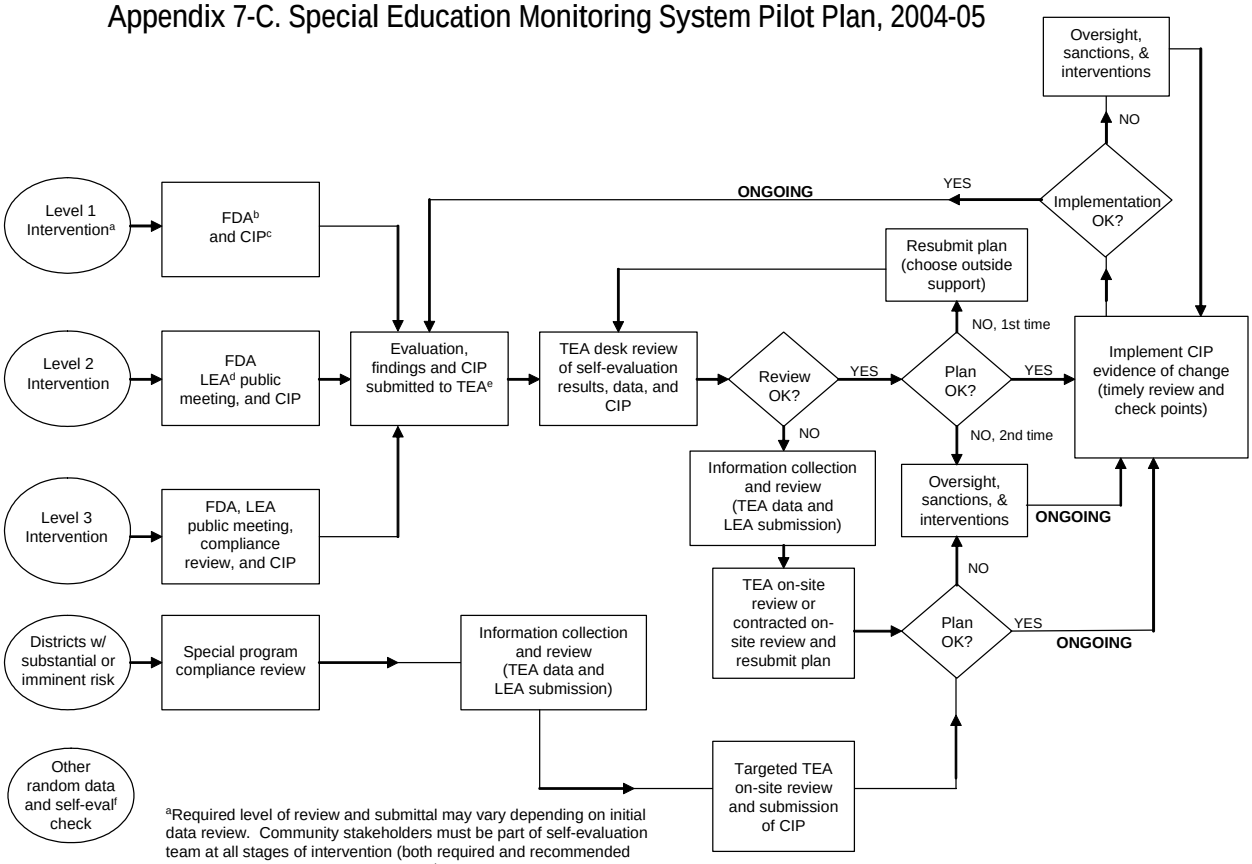
continues

Appendix 7-B. Monitors, Conservators, and Other Interventions, September 1, 2004, Through August 31, 2005 (continued)

Region	District/Charter School	Change From	Change To	Date of Change
01	Mirando City ISD	Academically Unacceptable	Academically Unacceptable/ Conservator	02/22/05
		Academically Unacceptable/ Conservator	Academically Unacceptable	06/30/05
			Annexed to Webb CISD	07/01/05
06	Mumford ISD	Academically Acceptable	Academically Acceptable/Conservator	08/11/05
07	New Diana ISD	Exemplary	Exemplary/Monitor	08/25/04
		Exemplary/Monitor	Recognized/Monitor	09/30/04
		Recognized/Monitor	Academically Acceptable	08/01/05
05	Port Arthur ISD	Academically Acceptable	Academically Acceptable/Monitor	11/18/04
		Academically Acceptable/Monitor	Academically Acceptable/Conservator	08/19/05
13	Texas Academy of Excellence Charter School	Charter School	Charter School/Management Team	02/16/04
		Charter School/Management Team	Academically Acceptable/ Management Team	09/30/04
		Academically Acceptable/ Management Team	Not on 2005 Ratings List/ Management Team	08/01/05
			Charter Revoked	08/16/05
			Management Team Removed	08/19/05
10	Wilmer-Hutchins ISD	Academically Acceptable	Academically Acceptable/ Management Team	11/12/04
		Academically Acceptable/ Management Team	Academically Unacceptable/ Board of Managers	03/21/05
		Academically Unacceptable/ Board of Managers	Academically Unacceptable/ Board of Managers, plus agreement with Dallas ISD to assume education of students in 2005-06	July 2005

[a]Alternative education. [b]Alternative education accountability.

Appendix 7-C. Special Education Monitoring System Pilot Plan, 2004-05



[a]Required level of review and submittal may vary depending on initial data review. Community stakeholders must be part of self-evaluation team at all stages of intervention (both required and recommended team members are to be determined). [b]Focused data analysis. [c]Continuous improvement plan. [d]Local education agency. [e]Texas Education Agency. [f]Self-evaluation.

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05

District	Status	District	Status
Abernathy ISD	Local Interventions Implemented	Brooks County ISD	Local Interventions Implemented
Academy of Dallas	Local Interventions Implemented	Brownfield ISD	Local Interventions Implemented
Agua Dulce ISD	In Review	Brownwood ISD	Completed-Noncompliance Follow-Up
Alamo Heights ISD	Local Interventions Implemented	Bryan ISD	Local Interventions Implemented
Aldine ISD	Local Interventions Implemented	Buffalo ISD	Local Interventions Implemented
Alice ISD	Completed—Routine Follow-Up	Buna ISD	Local Interventions Implemented
Alief ISD	Local Interventions Implemented	Burnet CISD	Local Interventions Implemented
Alphonso Crutch's Life Support Center[a]	Proposed Charter Non-Renewal	Calallen ISD[c]	Local Interventions Implemented
		Cameron ISD	Local Interventions Implemented
Alpine ISD	Local Interventions Implemented	Campbell ISD	Local Interventions Implemented
Alto ISD	Local Interventions Implemented	Canadian ISD	Local Interventions Implemented
Alvin ISD	Completed—Noncompliance Follow-Up	Canton ISD	Local Interventions Implemented
American Academy of Excellence Charter School—Houston	Local Interventions Implemented	Carlisle ISD	Local Interventions Implemented
		Carthage ISD	Local Interventions Implemented
		Cayuga ISD	Local Interventions Implemented
Amherst ISD	Local Interventions Implemented	Cedars International Academy	Local Interventions Implemented
Anahuac ISD	Local Interventions Implemented		
Anderson-Shiro CISD	Completed—Routine Follow-Up	Celina ISD	Local Interventions Implemented
Andrews ISD	Local Interventions Implemented	Center ISD	Completed—Noncompliance Follow-Up
Anna ISD	Local Interventions Implemented	Central Heights ISD	Local Interventions Implemented
Anton ISD	Local Interventions Implemented	Central ISD	Local Interventions Implemented
Aransas County ISD	Local Interventions Implemented	Channelview ISD	Local Interventions Implemented
Austin Can Academy Charter School	Local Interventions Implemented	Chapel Hill ISD	Local Interventions Implemented
		Charlotte ISD	Local Interventions Implemented
Austin ISD	Local Interventions Implemented	Chillicothe ISD	Local Interventions Implemented
Avinger ISD	Local Interventions Implemented	Chilton ISD	In Review
Axtell ISD	Local Interventions Implemented	China Spring ISD	Local Interventions Implemented
Azleway Charter School	Local Interventions Implemented	Christoval ISD	Local Interventions Implemented
Ballinger ISD	Local Interventions Implemented	Cisco ISD	Local Interventions Implemented
Balmorhea ISD	Local Interventions Implemented	Claude ISD	Local Interventions Implemented
Bartlett ISD	Local Interventions Implemented	Clyde CISD	Local Interventions Implemented
Bastrop ISD	Local Interventions Implemented	Coahoma ISD	Local Interventions Implemented
Beatrice Mayes Institute Charter School	Local Interventions Implemented	Coleman ISD	Local Interventions Implemented
		College Station ISD	Completed—Routine Follow-Up
Beeville ISD	Local Interventions Implemented	Colmesneil ISD	In Review
Bells ISD	Local Interventions Implemented	Colorado ISD	Local Interventions Implemented
Bellville ISD	Local Interventions Implemented	Columbia-Brazoria ISD	Local Interventions Implemented
Benjamin ISD	Local Interventions Implemented	Columbus ISD	Local Interventions Implemented
Bexar County Academy	Local Interventions Implemented	Community ISD	Local Interventions Implemented
Big Sandy ISD (ESC[b] 6)	Local Interventions Implemented	Coolidge ISD	Local Interventions Implemented
Big Sandy ISD (ESC 7)	Local Interventions Implemented	Cooper ISD	Local Interventions Implemented
Blanco ISD	Local Interventions Implemented	Corpus Christi ISD	Completed—Noncompliance Follow-Up
Blanket ISD	Local Interventions Implemented	Corsicana ISD	Local Interventions Implemented
Bloomington ISD	Local Interventions Implemented	Crane ISD	Local Interventions Implemented
Boerne ISD	Local Interventions Implemented	Crawford ISD	Local Interventions Implemented
Boles ISD	Local Interventions Implemented	Crockett County Consolidated CSD	Local Interventions Implemented
Bonham ISD	Local Interventions Implemented		
Borger ISD	Local Interventions Implemented	Cross Roads ISD	Local Interventions Implemented
Bosqueville ISD	Local Interventions Implemented	Crossroads Community Ed Ctr Charter School	Local Interventions Implemented
Boys Ranch ISD	Local Interventions Implemented		
Brazos School for Inquiry & Creativity	Local Interventions Implemented	Crowley ISD	Local Interventions Implemented
		Crystal City ISD	Local Interventions Implemented
Brazosport ISD	Local Interventions Implemented	Cumberland Academy	Local Interventions Implemented

[a]Alphonso Crutch's Life Support Center has had unresolved corrective actions since April 12, 2002. [b]Education service center. [c]TEA on-site action also conducted related to implementation of required 2003-04 interventions.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05 (continued)

District	Status	District	Status
Daingerfield-Lone Star ISD	Local Interventions Implemented	Gabriel Tafolla Charter School	Local Interventions Implemented
Dallas Community Charter School	Local Interventions Implemented	Garner ISD	Local Interventions Implemented
Dallas County Juvenile Justice	Local Interventions Implemented	Garrison ISD	Local Interventions Implemented
Dallas ISD	Local Interventions Implemented	Gary ISD	Local Interventions Implemented
Dawson ISD	Completed—Routine Follow-Up	Gatesville ISD	Local Interventions Implemented
De Leon ISD	Local Interventions Implemented	Gause ISD	Local Interventions Implemented
Denison ISD	Local Interventions Implemented	George I Sanchez Charter	Local Interventions Implemented
Denton ISD	Local Interventions Implemented	George West ISD	Local Interventions Implemented
Detroit ISD	Local Interventions Implemented	Giddings ISD	Local Interventions Implemented
Devers ISD	Local Interventions Implemented	Gilmer ISD	Local Interventions Implemented
Dilley ISD	Local Interventions Implemented	Godley ISD	Local Interventions Implemented
Dime Box ISD	Local Interventions Implemented	Gold Burg ISD	Completed—Routine Follow-Up
Dumas ISD	Completed—Routine Follow-Up	Gordon ISD	Local Interventions Implemented
Eagle Academy of Abilene	Local Interventions Implemented	Gorman ISD	Local Interventions Implemented
Eagle Academy of Bryan	Local Interventions Implemented	Grady ISD	Completed—Routine Follow-Up
Eagle Academy of Dallas	Local Interventions Implemented	Grandfalls-Royalty ISD	Local Interventions Implemented
Eagle Academy of Laredo	Local Interventions Implemented	Greenville ISD	Local Interventions Implemented
Eagle Academy of Lubbock	Local Interventions Implemented	Gulf Shores Academy	Local Interventions Implemented
Eagle Academy of San Antonio	Local Interventions Implemented	Hale Center ISD	Local Interventions Implemented
East Texas Charter Schools	Local Interventions Implemented	Hallsville ISD	Local Interventions Implemented
Eastland ISD	Local Interventions Implemented	Hamilton ISD	Local Interventions Implemented
Edcouch-Elsa ISD[c]	Local Interventions Implemented	Hamshire-Fannett ISD	Completed—Routine Follow-Up
Eden CISD	Local Interventions Implemented	Hardin-Jefferson ISD	Local Interventions Implemented
Eden Park Academy	Local Interventions Implemented	Harlandale ISD	Local Interventions Implemented
Edinburg CISD	In Review	Harlingen CISD	Local Interventions Implemented
Education Center	Local Interventions Implemented	Harmony ISD	Local Interventions Implemented
El Campo ISD	In Review	Harmony Science Academy	Local Interventions Implemented
El Paso ISD	Local Interventions Implemented	Harper ISD	Local Interventions Implemented
Electra ISD	Local Interventions Implemented	Harts Bluff ISD	Local Interventions Implemented
Elkhart ISD	In Review	Haskell CISD	Local Interventions Implemented
Elysian Fields ISD	Local Interventions Implemented	Hawley ISD	Local Interventions Implemented
Ennis ISD	In Review	Hemphill ISD	Local Interventions Implemented
Era ISD	Local Interventions Implemented	Hempstead ISD	Local Interventions Implemented
Etoile ISD	Local Interventions Implemented	Henrietta ISD	Local Interventions Implemented
Eula ISD	Completed—Routine Follow-Up	Hereford ISD	Local Interventions Implemented
Eustace ISD	Local Interventions Implemented	Hermleigh ISD	Local Interventions Implemented
Evant ISD	Local Interventions Implemented	Hico ISD	Local Interventions Implemented
Everman ISD	Local Interventions Implemented	Hidalgo ISD	Local Interventions Implemented
Evolution Academy Charter School	Local Interventions Implemented	High Island ISD	Local Interventions Implemented
Fabens ISD	Completed—Routine Follow-Up	Highland ISD	Local Interventions Implemented
Farwell ISD	Local Interventions Implemented	Hondo ISD	Local Interventions Implemented
Florence ISD	Local Interventions Implemented	Honey Grove ISD	Local Interventions Implemented
Floydada ISD	Local Interventions Implemented	Houston Can Academy Charter School	Local Interventions Implemented
Fort Bend ISD	Local Interventions Implemented	Houston Gateway Academy	Local Interventions Implemented
Fort Worth Academy of Fine Arts	Local Interventions Implemented	Houston ISD	Local Interventions Implemented
Franklin ISD	Local Interventions Implemented	Huffman ISD	Local Interventions Implemented
Frankston ISD	Local Interventions Implemented	Hull-Daisetta ISD	Local Interventions Implemented
Frenship ISD	Local Interventions Implemented	Hunt ISD	Local Interventions Implemented
		Huntington ISD	Local Interventions Implemented
		Hurst-Euless-Bedford ISD	Local Interventions Implemented
		I Am That I Am Academy	Local Interventions Implemented
		Idalou ISD	Local Interventions Implemented
		Impact Charter	Local Interventions Implemented

[a]Alphonso Crutch's Life Support Center has had unresolved corrective actions since April 12, 2002. [b]Education service center. [c]TEA on-site action also conducted related to implementation of required 2003-04 interventions.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05 (continued)

District	Status	District	Status
Industrial ISD	Local Interventions Implemented	Lueders-Avoca ISD	Local Interventions Implemented
Iola ISD	Local Interventions Implemented	Lufkin ISD	Local Interventions Implemented
Ira ISD	Local Interventions Implemented	Mabank ISD	Local Interventions Implemented
Iredell ISD	Local Interventions Implemented	Madisonville CISD	Local Interventions Implemented
Irion County ISD	Local Interventions Implemented	Malone ISD	Local Interventions Implemented
Itasca ISD	Local Interventions Implemented	Malta ISD	Local Interventions Implemented
Jacksonville ISD	Local Interventions Implemented	Marietta ISD	Local Interventions Implemented
Jarrell ISD	Local Interventions Implemented	Marshall ISD	Local Interventions Implemented
Jefferson ISD	Local Interventions Implemented	Martins Mill ISD	Local Interventions Implemented
Jim Hogg County ISD	Local Interventions Implemented	Martinsville ISD	Local Interventions Implemented
Johnson City ISD	Local Interventions Implemented	Mason ISD	Local Interventions Implemented
Jubilee Academic Center	Local Interventions Implemented	Mathis ISD	Local Interventions Implemented
Junction ISD	Local Interventions Implemented	Maud ISD	Local Interventions Implemented
Karnes City ISD	Local Interventions Implemented	May ISD	Completed—Routine Follow-Up
Katherine Anne Porter School	Local Interventions Implemented	Maypearl ISD	Local Interventions Implemented
		McAllen ISD	Completed—Noncompliance Follow-Up
Katy ISD	Local Interventions Implemented	McGregor ISD	Local Interventions Implemented
Keene ISD	Local Interventions Implemented	McKinney ISD	In Review
Kennedale ISD	Local Interventions Implemented	McLeod ISD	Local Interventions Implemented
Kerens ISD	Local Interventions Implemented	McMullen County ISD	Pending CIP Resubmission
Kermit ISD	Local Interventions Implemented	Meadow ISD	Local Interventions Implemented
Kerrville ISD	Local Interventions Implemented	Medical Center Charter School	Local Interventions Implemented
Klein ISD	Completed—Routine Follow-Up		
Klondike ISD	Local Interventions Implemented	Medina ISD	Local Interventions Implemented
Kopperl ISD	Local Interventions Implemented	Melissa ISD	Local Interventions Implemented
Kress ISD	Local Interventions Implemented	Menard ISD	Local Interventions Implemented
Krum ISD	Local Interventions Implemented	Meridian ISD	Local Interventions Implemented
La Feria ISD	Local Interventions Implemented	Merkel ISD	Local Interventions Implemented
La Grange ISD	Local Interventions Implemented	Mesquite ISD	Local Interventions Implemented
La Vega ISD	Local Interventions Implemented	Midway ISD	Completed—Routine Follow-Up
La Villa ISD	Local Interventions Implemented	Milano ISD	Local Interventions Implemented
Lake Travis ISD	Local Interventions Implemented	Millsap ISD	Local Interventions Implemented
Lamar CISD	Local Interventions Implemented	Mineral Wells ISD	Local Interventions Implemented
Lamesa ISD	Local Interventions Implemented	Mission CISD	Local Interventions Implemented
Lampasas ISD	Local Interventions Implemented	Monte Alto ISD	Local Interventions Implemented
Latexo ISD	Local Interventions Implemented	Montgomery ISD	Local Interventions Implemented
Leary ISD	Local Interventions Implemented	Moran ISD	Local Interventions Implemented
Leon ISD	Completed—Routine Follow-Up	Morgan ISD	Completed—Routine Follow-Up
Levelland ISD	Local Interventions Implemented	Motley County ISD	Local Interventions Implemented
Leveretts Chapel ISD	Local Interventions Implemented	Moulton ISD	Local Interventions Implemented
Lexington ISD	Local Interventions Implemented	Mount Enterprise ISD	Local Interventions Implemented
Liberty Hill ISD	Local Interventions Implemented	Mount Pleasant ISD	Completed—Routine Follow-Up
Liberty ISD	Local Interventions Implemented	Muenster ISD	Local Interventions Implemented
Life School	Local Interventions Implemented	Muleshoe ISD	Local Interventions Implemented
Lindale ISD	Local Interventions Implemented	Murchison ISD	Local Interventions Implemented
Lingleville ISD	Local Interventions Implemented	Navasota ISD	Local Interventions Implemented
Little Elm ISD	Local Interventions Implemented	Nazareth ISD	Local Interventions Implemented
Littlefield ISD	Local Interventions Implemented	Neches ISD	Local Interventions Implemented
Livingston ISD	Local Interventions Implemented	Nederland ISD	Local Interventions Implemented
Llano ISD	Local Interventions Implemented	New Braunfels ISD	Completed—Routine Follow-Up
Lockney ISD	Local Interventions Implemented	New Deal ISD	Local Interventions Implemented
London ISD	Local Interventions Implemented	New Frontiers Charter School	Completed—Routine Follow-Up
Lone Oak ISD	Local Interventions Implemented	New Summerland ISD	Local Interventions Implemented
Loop ISD	Local Interventions Implemented	Nocona ISD	Local Interventions Implemented
Lovelady ISD	Local Interventions Implemented	North East ISD	Local Interventions Implemented

[a]Alphonso Crutch's Life Support Center has had unresolved corrective actions since April 12, 2002. [b]Education service center. [c]TEA on-site action also conducted related to implementation of required 2003-04 interventions.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05 (continued)

District	Status	District	Status
North Hills ISD	Local Interventions Implemented	Roma ISD	Completed—Routine Follow-Up
North Hopkins ISD	Local Interventions Implemented	Royal ISD	Local Interventions Implemented
Nova Charter School (Southeast)	Local Interventions Implemented	Rule ISD	Local Interventions Implemented
		Sabine ISD	Local Interventions Implemented
O'Donnell ISD	Local Interventions Implemented	Saint Jo ISD	Local Interventions Implemented
Olney ISD	Local Interventions Implemented	Saltillo ISD	Local Interventions Implemented
Onalaska ISD	Local Interventions Implemented	Sam Rayburn ISD	Local Interventions Implemented
Orange Grove ISD	Local Interventions Implemented	San Augustine ISD	Local Interventions Implemented
Ore City ISD	Local Interventions Implemented	San Benito CISD	Local Interventions Implemented
Paint Creek ISD	Local Interventions Implemented	San Elizario ISD	In Review
Panther Creek CISD	Local Interventions Implemented	San Felipe-Del Rio CISD	Local Interventions Implemented
Paris ISD	Local Interventions Implemented	San Perlita ISD	Local Interventions Implemented
Pasadena ISD	Local Interventions Implemented	Sanger ISD	Local Interventions Implemented
Patton Springs ISD	Local Interventions Implemented	Santa Fe ISD	In Review
Pearland ISD	Completed—Routine Follow-Up	Santa Gertrudis ISD	Local Interventions Implemented
Pearsall ISD	Local Interventions Implemented	Santa Maria ISD	Completed—Routine Follow-Up
Pegasus School of Liberal Arts and Sciences	Local Interventions Implemented	Schleicher ISD	In Review
		School of Excellence in Education	Local Interventions Implemented
Petrolia ISD	Completed—Routine Follow-Up		
Pettus ISD	Local Interventions Implemented	School of Liberal Arts & Science	Local Interventions Implemented
Pine Tree ISD	In Review		
Pittsburg ISD	Local Interventions Implemented	Schulenburg ISD	Local Interventions Implemented
Plains ISD	Local Interventions Implemented	Scurry-Rosser ISD	Local Interventions Implemented
Plainview ISD	Local Interventions Implemented	Seagraves ISD	Local Interventions Implemented
Pleasant Grove ISD	Completed—Routine Follow-Up	Sealy ISD	Local Interventions Implemented
Plemons-Stinnett-Phillips CISD	Completed—Routine Follow-Up	Shallowater ISD	Local Interventions Implemented
		Shamrock ISD	Completed—Routine Follow-Up
Poolville ISD	Local Interventions Implemented	Shiner ISD	In Review
Por Vida Academy	Pending CIP Resubmission	Sidney ISD	Local Interventions Implemented
Port Arthur ISD	Local Interventions Implemented	Simms ISD	Local Interventions Implemented
Premont ISD	Local Interventions Implemented	Sinton ISD	Local Interventions Implemented
Pringle-Morse CISD	Local Interventions Implemented	Skidmore-Tynan ISD	Local Interventions Implemented
Progreso ISD	Local Interventions Implemented	Slidell ISD	Local Interventions Implemented
Prosper ISD	Local Interventions Implemented	Slocum ISD	Local Interventions Implemented
Quinlan ISD	Local Interventions Implemented	Smithville ISD	Local Interventions Implemented
Quitman ISD	Local Interventions Implemented	Somerset ISD	Completed—Routine Follow-Up
Radiance Academy of Learning	Local Interventions Implemented	Sonora ISD	Local Interventions Implemented
		South Plains	Local Interventions Implemented
Rains ISD	Local Interventions Implemented	Southland ISD	Local Interventions Implemented
Redwater ISD	Local Interventions Implemented	Southwest Preparatory School	Local Interventions Implemented
Ricardo ISD	Local Interventions Implemented		
Rice CISD	Local Interventions Implemented	Southwest School	Local Interventions Implemented
Rice ISD	Local Interventions Implemented	Spring Branch ISD	Local Interventions Implemented
Richard Milburn Alter High School (Lubbock)	Local Interventions Implemented	Spring Hill ISD	Local Interventions Implemented
		Spur ISD	Completed—Routine Follow-Up
Richards ISD	Local Interventions Implemented	St Mary's Academy Charter School	Local Interventions Implemented
Richardson ISD	Local Interventions Implemented		
Richland Springs ISD	Local Interventions Implemented	Stafford MSD	Local Interventions Implemented
Riesel ISD	Local Interventions Implemented	Stanton ISD	Local Interventions Implemented
Rio Vista ISD	Local Interventions Implemented	Sterling City ISD	Local Interventions Implemented
River Road ISD	Local Interventions Implemented	Stratford ISD	Local Interventions Implemented
Rivercrest ISD	Local Interventions Implemented	Sudan ISD	Local Interventions Implemented
Robstown ISD	Local Interventions Implemented	Sundown ISD	Local Interventions Implemented
Rochelle ISD	Local Interventions Implemented	Sunray ISD	Local Interventions Implemented
Rocksprings ISD	Local Interventions Implemented	Sweeny ISD	Local Interventions Implemented

[a]Alphonso Crutch's Life Support Center has had unresolved corrective actions since April 12, 2002. [b]Education service center. [c]TEA on-site action also conducted related to implementation of required 2003-04 interventions.

continues

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05 (continued)			
District	Status	District	Status
Taylor ISD	Completed—Noncompliance Follow-Up	Vega ISD	Local Interventions Implemented
Teague ISD	Local Interventions Implemented	Wall ISD	Local Interventions Implemented
Tekoa Academy of Accelerated Studies	Local Interventions Implemented	Walnut Bend ISD	Local Interventions Implemented
		Walnut Springs ISD	Local Interventions Implemented
Temple Education Center	Local Interventions Implemented	Warren ISD	Local Interventions Implemented
Tenaha ISD	Local Interventions Implemented	Water Valley ISD	Local Interventions Implemented
Terlingua CSD	Local Interventions Implemented	Waxahachie Faith Family Academy	Local Interventions Implemented
Texas Preparatory School	Local Interventions Implemented		
Texline ISD	Local Interventions Implemented	Waxahachie ISD	Local Interventions Implemented
Thorndale ISD	Local Interventions Implemented	Wellman-Union CISD	Local Interventions Implemented
Tomball ISD	In Review	Weslaco ISD	Local Interventions Implemented
Trinidad ISD	Local Interventions Implemented	West Hardin County CISD	Local Interventions Implemented
Trinity ISD	Local Interventions Implemented	West ISD	Local Interventions Implemented
Troup ISD	Local Interventions Implemented	Whitehouse ISD	Local Interventions Implemented
Troy ISD	Local Interventions Implemented	Whitesboro ISD	Local Interventions Implemented
Tuloso-Midway ISD	Completed—Routine Follow-Up	Whitewright ISD	Local Interventions Implemented
Turkey-Quitaque ISD	Completed—Routine Follow-Up	Wildorado ISD[c]	Local Interventions Implemented
Tyler ISD	Local Interventions Implemented	Wilmer-Hutchins ISD	Local Interventions Implemented
Union Hill ISD	Local Interventions Implemented	Woodville ISD	Local Interventions Implemented
United ISD	Completed—Routine Follow-Up	Wortham ISD	Local Interventions Implemented
Universal Academy	Local Interventions Implemented	Yoakum ISD	Completed—Routine Follow-Up
Utopia ISD	Local Interventions Implemented	Yorktown ISD	Local Interventions Implemented
Valley Mills ISD	Completed—Routine Follow-Up	Zephyr ISD	Local Interventions Implemented
Valley View ISD	Local Interventions Implemented		

[a]Alphonso Crutch's Life Support Center has had unresolved corrective actions since April 12, 2002. [b]Education service center. [c]TEA on-site action also conducted related to implementation of required 2003-04 interventions.

Appendix 7-E. Special Education Monitoring Status, Districts in Stage 1B Intervention, 2004-05

District	Status
Abbott ISD	In Review
Abilene ISD	Completed—Noncompliance Follow-Up
Academy ISD	Completed—Routine Follow-Up
Anson ISD	In Review
Apple Springs ISD	Completed—Routine Follow-Up
Aransas Pass ISD	In Review
Arlington ISD	In Review
Athens ISD	In Review
Avalon ISD	Completed—Noncompliance Follow-Up
Avery ISD	Completed—Noncompliance Follow-Up
AW Brown-Fellowship Charter School	Pending CIP Resubmission
Baird ISD	Completed—Noncompliance Follow-Up
Bangs ISD	In Review
Bay City ISD	Completed—Noncompliance Follow-Up
Beaumont ISD	In Review
Blackwell CISD	Completed—Routine Follow-Up
Bloomburg ISD	Completed—Routine Follow-Up
Blooming Grove ISD	Completed—Noncompliance Follow-Up
Blue Ridge ISD	Completed—Routine Follow-Up
Bovina ISD	Completed—Noncompliance Follow-Up
Brackett ISD	In Review
Brenham ISD	In Review
Broaddus ISD	Completed—Noncompliance Follow-Up
Brookeland ISD	Completed—Noncompliance Follow-Up
Bruceville-Eddy ISD	Completed—Noncompliance Follow-Up
Bryson ISD	Completed—Noncompliance Follow-Up
Buckholts ISD	Completed—Noncompliance Follow-Up
Burnham Wood Charter School	Completed—Noncompliance Follow-Up
Burton ISD	Completed—Noncompliance Follow-Up
Bynum ISD	Completed—Routine Follow-Up
Calvert ISD	Completed—Routine Follow-Up
Carrizo Springs CISD	In Review
Cedar Ridge Charter School	Pending CIP Resubmission
Centerville ISD	Completed—Noncompliance Follow-Up
Chester ISD	Completed—Routine Follow-Up
Childress ISD	In Review
Chireno ISD	In Review
Clarendon ISD	In Review
Coldspring-Oakhurst CISD	In Review
Corrigan-Camden ISD	In Review
Crosbyton CISD	Completed—Noncompliance Follow-Up
Crowell ISD	In Review
Cuero ISD	In Review
Cushing ISD	In Review
Dawson ISD	In Review
Dekalb ISD	Completed—Noncompliance Follow-Up
Denver City ISD	Completed—Routine Follow-Up
Diboll ISD	In Review
Donna ISD	In Review
Douglass ISD	In Review
Ehrhart School	Completed—Noncompliance Follow-Up
El Paso Academy	In Review
El Paso School of Excellence	In Review
Excelsior ISD	In Review
Fairfield ISD	Completed—Noncompliance Follow-Up
Fannindel ISD	Completed—Noncompliance Follow-Up
Flatonia ISD	In Review
Focus Learning Academy	Completed—Noncompliance Follow-Up
Forth Worth Can Academy	In Review
Fort Worth ISD	In Review
Fruitvale ISD	In Review
Ft. Davis ISD	In Review
Galveston ISD	In Review
George Gervin Academy	In Review
Gladewater ISD	Completed—Noncompliance Follow-Up
Gonzales ISD	In Review
Goose Creek CISD	Completed—Noncompliance Follow-Up
Grand Saline ISD	In Review
Grandview ISD	Completed—Noncompliance Follow-Up
Grapeland ISD	Completed—Noncompliance Follow-Up
Guardian Angel Performance Arts Academy	Pending CIP Resubmission
Gunter ISD	Completed—Noncompliance Follow-Up
Hallettsville ISD	In Review
Hamlin ISD	Completed—Noncompliance Follow-Up
Happy ISD	In Review
Hawkins ISD	Completed—Routine Follow-Up
Hedley ISD	In Review
Higgs Carter King Gifted & Talented Charter Academy	Pending CIP Resubmission
Hooks ISD	Completed—Noncompliance Follow-Up
Houston Alternative Preparatory Charter	Pending CIP Resubmission
Huntsville ISD	Completed—Noncompliance Follow-Up
Jasper ISD	Completed—Routine Follow-Up
Jourdanton ISD	In Review
Karnack ISD	In Review
Kenedy County Wide CSD	Completed—Noncompliance Follow-Up
Kilgore ISD	In Review
Knippa ISD	In Review
LaPoyner ISD	In Review
Lasara ISD	In Review
Lazbuddie ISD	In Review
Liberty-Eylau ISD	Completed—Routine Follow-Up
Lockhart ISD	Completed—Routine Follow-Up
Lohn ISD	In Review
Loraine ISD	Completed—Routine Follow-Up
Lorena ISD	Completed—Routine Follow-Up
Lorenzo ISD	Completed—Noncompliance Follow-Up
Lubbock-Cooper ISD	Completed—Routine Follow-Up
Lyford CISD	Completed—Noncompliance Follow-Up
Lytle ISD	In Review
Marathon ISD	Completed—Routine Follow-Up
Marlin ISD	In Review
Mart ISD	In Review
Masonic Home ISD	ISD Voluntarily Ceased Operation
McCamey ISD	In Review
Midland ISD	In Review
Miles ISD	In Review

continues

Appendix 7-E. Special Education Monitoring Status, Districts in Stage 1B Intervention, 2004-05 (continued)

District	Status	District	Status
Milford ISD	Completed—Noncompliance Follow-Up	Santa Anna ISD	In Review
Munday CISD	In Review	Savoy ISD	Completed—Noncompliance Follow-Up
Nacogdoches ISD	In Review	Seminole ISD	In Review
Natalia ISD	In Review	Shelbyville ISD	In Review
New Boston ISD	Completed—Noncompliance Follow-Up	Silsbee ISD	TEA On-Site Action Completed: Oversight/Sanction/Intervention—Ongoing Noncompliance
New Diana ISD	In Review		
New Home ISD	In Review		
Newton ISD	Completed—Noncompliance Follow-Up	Slaton ISD	Completed—Routine Follow-Up
Nordheim ISD	In Review	Spearman ISD	In Review
Normangee ISD	Completed—Noncompliance Follow-Up	Springlake-Earth ISD	Completed—Routine Follow-Up
Northside ISD	In Review	Stamford ISD	In Review
Northwest Preparatory	Completed—Routine Follow-Up	Sulphur Springs ISD	Completed—Routine Follow-Up
Nueces Canyon CISD	In Review	Taft ISD	Completed—Routine Follow-Up
Olton ISD	Completed—Routine Follow-Up	Terrell ISD	Completed—Noncompliance Follow-Up
Palestine ISD	In Review	Texarkana ISD	Completed—Routine Follow-Up
Palo Pinto ISD	Completed—Noncompliance Follow-Up	Texas City ISD	In Review
Petersburg ISD	In Review	Texas Empowerment Academy	In Review
Pewitt CISD	In Review		
Poth ISD	In Review	Thrall ISD	In Review
Prairie Valley ISD	In Review	Timpson ISD	In Review
Prairiland ISD	In Review	Transformative Charter Academy	In Review
Presidio ISD	In Review		
Quanah ISD	In Review	Venus ISD	In Review
Queen City ISD	Completed—Routine Follow-Up	Vidor ISD	In Review
Ralls ISD	Completed—Noncompliance Follow-Up	Waco Charter School	In Review
Ranger ISD	Completed—Noncompliance Follow-Up	Waco ISD	In Review
Rankin ISD	In Review	Waskom ISD	In Review
Raul Yzaguirre School for Success	In Review	Weimar ISD	In Review
		West Orange-Cove CISD	Completed—Noncompliance Follow-Up
Refugio ISD	In Review	West Sabine ISD	In Review
Rio Hondo ISD	Completed—Routine Follow-Up	Westwood ISD	In Review
Riviera ISD	In Review	Wharton ISD	In Review
Roby CISD	In Review	Wills Point ISD	In Review
Rosebud-Lott ISD	In Review	Winters ISD	In Review
Rotan ISD	Completed—Noncompliance Follow-Up	Wolfe City ISD	Completed—Routine Follow-Up
Runge ISD	In Review	Woodsboro ISD	In Review
Rusk ISD	In Review	Yantis ISD	In Review
San Antonio Can High School	In Review	Zapata County ISD	Completed—Noncompliance Follow-Up
		Zoe Learning Academy	In Review

Appendix 7-F. Special Education Monitoring Status, Districts in Stage 2 Intervention, 2004-05

District	Status	District	Status
Accelerated Intermediate Academy	In Review	Kenedy ISD	In Review
Aspermont ISD	In Review	Kingsville ISD	In Review
Benji's Special Educational Academy Charter School	Pending TEA On-Site Action	Knox-City-O'Brien CISD	In Review
Brazos ISD	In Review	Laredo ISD	In Review
Bremond ISD	In Review	Leakey ISD	In Review
Burkeville ISD	In Review	Leggett ISD	In Review
Children First Academy of Houston	In Review	Linden-Kildare CISD	Completed—Noncompliance Follow-Up
Dallas Can Academy Charter	In Review	Lometa ISD	In Review
D'Hanis ISD	In Review	Malakoff ISD	In Review
Eagle Academy of Beaumont	Completed—Routine Follow-Up	Manor ISD	In Review
Eagle Advantage Charter Schools	Pending CIP Resubmission	Memphis ISD	In Review
East Bernard ISD	In Review	Mullin ISD	Completed—Noncompliance Follow-Up
Elgin ISD	In Review	Oakwood ISD	In Review
Ferris ISD	Completed—Noncompliance Follow-Up	Overton ISD	In Review
Friona ISD	In Review	Paducah ISD	In Review
Frost ISD	In Review	Panhandle ISD	In Review
Goldthwaite ISD	In Review	Panola Charter School	In Review
Goliad ISD	In Review	Pleasanton ISD	In Review
Goodrich ISD	Pending Submission—Contacted	Post ISD	Completed—Noncompliance Follow-Up
Groveton ISD	Completed—Noncompliance Follow-Up	Prairie Lea ISD	Completed—Noncompliance Follow-Up
Hearne ISD	In Review	Reagan County ISD	In Review
Hillsboro ISD	In Review	Roxton ISD	Completed—Noncompliance Follow-Up
Hughes Springs ISD	Completed—Noncompliance Follow-Up	Sands CISD	In Review
Italy ISD	In Review	Seymour ISD	In Review
John H. Wood Charter School	In Review	Snook ISD	In Review
		Somerville ISD	Completed—Noncompliance Follow-Up
		Tahoka ISD	In Review
		Uvalde CISD	In Review
		Varnett Charter School	In Review
		Waelder ISD	Completed—Noncompliance Follow-Up
		Wellington ISD	In Review
		West Rusk ISD	In Review

Appendix 7-G. Special Education Monitoring Status, Districts in Stage 3 Intervention, 2004-05			
District	Status	District	Status
Atlanta ISD	Completed—Noncompliance Follow-Up	Henderson ISD	In Review
Boling ISD	In Review	Kennard ISD	Completed—Noncompliance Follow-Up
Clarksville ISD[a]	Pending TEA On-Site Action	Laneville ISD	In Review
Commerce ISD	In Review	Longview ISD	In Review
Crockett ISD	Completed—Noncompliance Follow-Up	North Forest ISD	In Review
Deweyville ISD	Completed—Noncompliance Follow-Up	Temple ISD	Oversight/Sanction/Intervention--Ongoing Noncompliance
Eagle Academy of Waco	In Review		
Forestburg ISD	In Review		

[a]TEA on-site action related to implementation of required 2003-04 interventions/continuous improvement plan.

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 technology education, and economics, served as guidelines only. Senate Bill (SB) 815, which took effect in the 2003-04 school year, added enrichment subjects to the list of subject areas that must use the TEKS. The state continues to promote rigorous and high standards by:

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

The Texas Essential Knowledge and Skills in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation. Students at all grade levels are asked to explore important subject areas, make connections across books and content, evaluate others' work as well as their own, synthesize information from text and talk, and produce error-free texts and visual representations. The process of refining and aligning the TEKS for English language arts and reading across grade levels was begun in September 2005.

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

In recent years, the Texas Education Agency (TEA) has participated in a number of collaboratives to produce educator resources for English language arts. Teacher training materials, instructional materials, and student assessment measures aligned with the TEKS were developed in collaboration with the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, formerly known as the University of Texas Center for Reading and Language Arts. TEA also worked with the Vaughn Gross Center and the University of Texas System to develop the 3-Tier Reading Model, which features: effective core instruction and progress monitoring (Tier 1); targeted instruction within the class for students identified as at risk for reading difficulties (Tier 2); and intensive, ongoing instructional and intervention support provided through special education (Tier 3).

In collaboration with Regional Education Service Center (ESC) 4, TEA developed guides for writing instruction, including *Effective Writing Instruction for All Students, Effective Writing Instruction for ESL Students,* and *Effective Writing Instruction for Struggling Students.* These resources are available on the TEA website.

TEA collaborated with Discovery Communications, Inc., and the Texas Cable and Telecommunications Association to produce materials to assist teachers in implementing the TEKS related to viewing and representing (e.g., interpretation, analysis, and production of visual images and messages) at the middle and high school levels. These materials are available through the ESCs.

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

Texas Reading Initiative

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

Parental involvement in children's education is vital, especially in the early years. TEA provides school districts with both English and Spanish versions of a parent brochure explaining the grade advancement requirements under the Student Success Initiative (SSI) (Texas Education Code [TEC] §28.0211, 2004). (See Student Success Initiative on page 3.)

Another important component of the reading initiative is early assessment, which enables educators to make informed decisions about the instructional needs of students who are learning to read. TEC §28.006 (1997), added by the 75th Texas Legislature, requires school districts to measure the reading development and comprehension of students in kindergarten through Grade 2. Under this statute, the commissioner of education adopted several instruments for measuring early reading development and made recommendations about administration of the instruments and use of results. The commissioner's list of early reading instruments is updated annually and made available on the Texas Reading Initiative website.

The most frequently used early reading measure is the Texas Primary Reading Inventory (TPRI). A Braille version of the TPRI for visually impaired children was introduced in the 2004-05 school year. "El Inventario de Lectura en Español de Tejas" (Tejas LEE), an early Spanish reading instrument comparable to the TPRI, measures skills and development of Spanish reading and comprehension. These instruments are provided biennially to districts upon request.

SB 4, passed by the 76th Texas Legislature, requires school districts to provide accelerated, intensive reading instruction to students identified by the early reading instruments as being at risk for reading difficulties, including dyslexia. Districts received funds for accelerated reading intervention at Grades K-5 in 2004-05. A school district must notify the parents of a student identified for accelerated instruction of the student's particular needs and the plans to meet those needs.

The 76th Texas Legislature also established the Master Reading Teacher (MRT) Grant Program and MRT Certification. The program pays stipends for certified MRTs in designated positions at high-need campuses. The State Board for Educator Certification (SBEC) established standards for certification, approved MRT training entities, and developed frameworks for the certification examination. As of January 2005, SBEC-approved training entities included 41 colleges and universities, 10 regional ESCs, and 1 school district. In the 2004-05 school year, the MRT Grant Program paid almost $2.5 million to districts for MRT stipends.

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225, 2004). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 92 percent of homes in which English is not the primary language. Other frequently reported primary student languages are Vietnamese, Urdu, Korean, Arabic, Mandarin, Cantonese, Tagalog, and German. During the 2004-05 school year, 684,170 LEP students were identified in Texas, an increase of 369,464 since the 1990-91 school year.

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

Since 1999, numerous teacher training guides and instructional materials have been developed and disseminated statewide. Many of these resources are available on the TEA website. The TEA website also links users to the English language proficiency standards (ELPS) and content area TEKS for classrooms with English language learners, as well as information on program design, instruction, assessment, data, research, state and federal law, and administrative rules.

In January 2005, TEA contracted with ESC 2 to develop a training-of-trainers workshop in Dual Language Immersion. The workshop helps schools examine the basics of developing and implementing an approach to dual language immersion for two-way and one-way developmental bilingual programs. The various models of dual language immersion are illustrated with descriptions of dual language programs that have been implemented in nine Texas districts for five years or longer.

In May 2005, TEA contracted with ESC 2 to conduct the third annual Title III Management Institute. The institute informs school district personnel of the federal and state requirements of the No Child Left Behind Act of 2001 (NCLB), Title III, and assists them in

developing programs and instructional strategies to improve the English language proficiency and academic achievement of English language learners. In June 2005, ESC 2 was contracted to conduct the 10th annual Symposium Addressing the Needs of Secondary LEP Students, which provides administrators, ESL teachers, and curriculum directors with information on best practices, program design, literacy across the curriculum, and state assessment requirements.

Also in June 2005, TEA, in conjunction with the Limited English Proficient Student Success Initiative, distributed copies of the Spanish Science and Social Studies TEKS/TAKS/ELPS Charts to every school district with students identified as LEP. The Science Charts include the TEKS in Spanish aligned with the objectives of the TAKS for Grades 1-5 and the ELPS for bilingual/ESL students. The Social Studies Charts include a summary of the TEKS aligned with the ELPS for Grades K-6.

Mathematics

The TEKS for mathematics were refined and aligned across grade levels during 2004 and 2005. Amendments to the secondary grades mathematics TEKS were adopted by the State Board of Education (SBOE) in February 2005. The amendments to the elementary grades mathematics TEKS were adopted in September 2005 and scheduled to be implemented beginning with the 2006-07 school year.

The curriculum requirements for high school mathematics are designed to ensure that each student completes a course sequence that is on or above grade level before graduation. Requirements for graduation under the Recommended and Distinguished Achievement High School Programs include mathematics credits in Algebra I, Algebra II, and Geometry. The TAKS exit-level test includes content from all three courses.

TEA, in collaboration with the Texas Higher Education Coordinating Board (THECB), contracted with the University of Texas at Austin, University of Houston, Rice University, and Texas A&M University to develop three-week-long teacher training modules for Algebra I, Algebra II, and Geometry. The training was delivered in the summer of 2004 to grantees of the NCLB, Title II, Part B, awards administered by the THECB. The modules complied with provisions of NCLB requiring development of high-quality, research-based professional development for teachers. Other teacher training modules, some of which will be provided on-line, are under development.

Texas Mathematics Initiative

In 2001, the 77th Texas Legislature created the Texas Mathematics Initiative, patterned after the state's Reading Initiative. The impetus for the new initiative came from concerns that Texas secondary students needed a stronger foundation in problem solving, logic and reasoning skills, algebra, geometry, and calculus. Beginning in 2003, SSI funds were made available to support students struggling with mathematics in the elementary grades through teacher training, curriculum resources, and intervention programs.

Components of the Mathematics Initiative include:

- a Master Mathematics Teacher certificate established by SBEC;
- the Texas Mathematics Diagnostic System, which assists educators in assessing students' mathematics skills, informs instructional practice, and provides intervention for students working below grade level or struggling with mathematics concepts;
- assistance for teachers in grading mathematics homework and assessments; and
- professional development projects through Texas A&M University System and Texas State University System.

Science

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

A middle school science TAKS test has been developed to comply with provisions of NCLB. The middle school science TAKS objectives, which include TEKS from Grades 6-8, were released in August of 2004. Test items were reviewed by educator committees in fall of 2004 and field tested on April 18, 2005. A standard-setting panel was convened, and the passing standard was adopted by the SBOE in September 2005. The first test administration that will be used for accountability purposes is scheduled for April 20, 2006. A middle school science TAKS information booklet has been developed and is available on the TEA website.

Texas Science Initiative

As with the Reading and Mathematics Initiatives, the Texas Science Initiative includes a variety of programs designed to increase instructional knowledge and resources and to improve student achievement. The 78th Texas Legislature required SBEC to establish Master Science Teacher certificates and standards appropriate to three different levels of certification: early childhood through Grade 4, Grades 4-8, and Grades 8-12. Certification tests are scheduled to be administered beginning in summer of 2005.

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

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

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

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

Grant programs supporting science curriculum and instruction include the Texas Accelerated Science Achievement Program (Texas ASAP) and the Texas Strands model. Texas ASAP provides grants to implement intensive after-school and summer school programs designed to increase 10th- and 11th-grade student achievement on the science portion of the TAKS. The Texas Strands model uses students' natural and cultural environments as contexts for learning science. The research-based program trains campus teams to identify and use community settings for student learning and integration of knowledge in biology, chemistry, earth science, and physics.

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

Texas Environmental Education Advisory Committee (TEEAC)

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

Social Studies

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

Elective courses at the high school level are included in the social studies TEKS. For example, Special Topics in Social Studies and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for multiple state graduation credits. Another elective course is Social Studies Advanced Studies, developed for students who are pursuing the Distinguished Achievement High School Program. This course is intended to guide students as they develop, research, and present the mentorship or independent study advanced measure required under this more rigorous graduation plan.

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

Economics with Emphasis on the Free Enterprise System and Its Benefits

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

The 79th Texas Legislature passed two bills that address the area of personal financial literacy. SB 851 creates a pilot program for financial literacy. House Bill (HB) 492 directs the SBOE to approve personal financial literacy materials for use in economics courses.

Languages Other Than English

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

Two initiatives have ensured effective implementation of the TEKS in Texas language classrooms: (a) *A Texas Framework for LOTE*, a curriculum framework developed to help teachers implement the TEKS; and (b) the Center for Educator Development (CED) in LOTE, which created professional development resources for implementing the TEKS. CED resources remain available to school districts through a website maintained by the Southwest Educational Development Laboratory.

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

The LOTE program in Texas schools has experienced growth in enrollment at most grade levels. Instructional materials for LOTE were adopted in November 2004 for use in classrooms in the 2005-06 school year.

Health Education

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

In 2001, the Texas Legislature required that each elementary school in Texas implement a coordinated health program by September 1, 2007 (TEC §§38.013 and 38.014). The program must be approved by TEA and include a health education classroom component and a physical education component. Districts coordinate training for implementing the programs through the regional ESCs or program providers. Approved programs include *Coordinated Approach To Child Health (CATCH); The Great Body Shop; Bienestar;* and *Healthy and Wise.*

The 79th Texas Legislature passed SB 42, which addressed many components of health education. The bill added an emphasis on the importance of proper nutrition and exercise to the health curriculum. The bill also required school districts to implement a coordinated school health program in each middle and junior high school in the district. New health education textbooks for Grades K-12 were adopted by the SBOE in November 2004 for use in fall of 2005.

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's *Report on*

Physical Activity and Health in 1999, more than 60 percent of American adults are not regularly physically active. In fact, 25 percent of all adults are not active at all, and nearly half of American youths 12-21 years of age are not vigorously active on a regular basis. The TEKS in physical education were adopted to help address these challenges.

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

Foundations of Personal Fitness, the SBOE-adopted textbook in physical education, focuses on teaching students about lifetime fitness. The textbook became available for classroom use in September 1997.

In addition to requiring a physical education component in the coordinated health programs implemented by elementary schools (TEC §§38.013 and 38.014, 2004), the legislature authorized the SBOE to adopt rules requiring students in elementary schools, Grades K-6, to participate in structured daily physical activity (TEC §28.002, 2004). In March 2002, the SBOE adopted 19 TAC §74.32, requiring participation in physical activity for a minimum of 30 minutes daily or 135 minutes weekly. Under SB 42, the 79th Texas Legislature authorized the SBOE to adopt rules requiring students in Grades 6-8 to participate in regular physical activity.

Fine Arts

The purpose of fine arts education is to cultivate the whole child, developing literacy in specific areas of the creative arts while enhancing such general skills as intuition, reasoning, imagination, and dexterity. In the arts, students learn to creatively express themselves, respect the ways of others, and solve problems in varied and difficult situations. Title IX, Part A, Section 9101(1)(D)(11) of the NCLB Act identifies the arts as one of the "core academic subjects," which traditionally have been defined as English, mathematics, science, foreign languages, government, economics, history, and geography.

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

The Center for Educator Development in Fine Arts (CEDFA) was established by TEA in 1998-99 to support TEKS implementation. CEDFA serves as a coordinated, statewide fine arts network funded through outside grants. The center supports leadership in each of the four fine arts subject areas and develops products, processes, and strategies to help Texas teachers increase student acquisition of fine arts knowledge and skills. Through CEDFA and its website, teachers and administrators obtain assistance in implementing the fine arts TEKS, including information about ways to effectively incorporate the learning standards in instruction.

Career and Technology Education

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

To provide school districts with maximum flexibility in offering career and technology courses that meet local needs, TEA approved 18 innovative career and technology courses in 2003-04 and 16 innovative courses in 2004-05. Among the innovative courses approved are: Veterinarian Medical Assistant; Animal Biomedical Science; Software Engineering; Pre-Engineering; Digital Electronics; Geographic Information Systems; and Aerospace Engineering.

Career and technology education promotes development of a seamless secondary to post-secondary education system that allows students to progress efficiently and without repetition. Statewide committees of secondary and post-secondary educators have identified content enhancements to make high school career and technology courses comparable to post-secondary courses. The 121 approved content-enhanced career and technology courses provide advanced technical credit, for which high school students can receive post-secondary course credit upon enrollment at a community college. Enrollment in secondary career and technology education programs rose from 867,538 students in 2003-04 to 893,243 students in 2004-05.

Career and technology education programs successfully prepare students for industry certifications and

licensures. Career and technology courses in various combinations are designed for students to develop the knowledge and skills necessary to obtain over 100 different industry credentials. Over 13,400 students earned industry licensures or certifications in 2003-04.

School districts are provided support and resources to facilitate effective instruction of the career and technology education TEKS and to provide course enhancements necessary for students to earn advanced technical credit and industry certifications and licensures. Support strategies include websites; curriculum resources for each career and technology subject area; regional and statewide teacher training workshops; and summer professional development conferences for career and technology educators, counselors, and administrators. The workshops and conferences provide participants with information on current education initiatives as well as specific subject area content.

In addition to providing support for career and technology instructional programs, TEA updated the *State Plan for Career and Technology Education* for 2005-2007, as required in TEC §29.182 (2004). Based on the statutory goals for career and technology education established in TEC §29.181 (2004), the plan was developed as a guide to assist districts in their efforts to offer quality career and technology education programs that prepare students for further education and eventual employment. The agency annually revises the plan under the Carl D. Perkins Vocational and Technical Education Act of 1998.

Kindergarten and Prekindergarten Education

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

Although there is no state-required prekindergarten curriculum, TEC §29.153 (2004) contains certain requirements concerning prekindergarten education. In 1999, at the request of the commissioner of education, a working group of educators and community members from across the state convened to draft guidelines for a prekindergarten curriculum that school districts could use on a voluntary basis. Development of the guidelines drew upon the expertise of Texas educators, nationally recognized experts, professional organizations, and university personnel. The guidelines were distributed to school districts and various educational groups in early 2000.

The prekindergarten guidelines are intended to help local educators make informed decisions about curriculum content for three- and four-year-old children. Based on theory and research about how children develop and learn, the guidelines reflect an emphasis on young children's conceptual learning, acquisition of basic skills, and participation in meaningful and relevant learning experiences. The guidelines also provide a means to align prekindergarten programs with the TEKS curriculum.

In 2003, the 78th Texas Legislature authorized the State Center for Early Childhood Development to create a quality rating demonstration project for prekindergarten programs. Results of the project, called the Texas Early Education Model (TEEM), were reported to the legislature in 2005. Findings indicated that children who participated in TEEM made substantial progress in learning key oral language and emergent literacy skills that provide the foundation for learning to read. Results also indicated that teachers from all settings who participated in TEEM achieved substantial gains in teaching behaviors that support school readiness.

Technology Applications

Technology applications is part of the required enrichment curriculum (TEC §28.002, 2004). The focus is on teaching, learning, and integrating digital technology knowledge and skills across the curriculum, especially in the foundation areas, to support learning and promote student achievement. Digital technology refers to the use of computers and related technologies, such as digital cameras, handheld digital devices, digital camcorders, scanners, and probes. The technology applications curriculum was designed to allow students to acquire appropriate technology knowledge and skills from the primary grades through high school graduation. The curriculum also defines the technology literacy and integration requirements for students and teachers specified in NCLB, Title II, Part D.

Technology applications standards for Grades K-12 became effective in 1997 (19 TAC Chapter 126). The technology applications TEKS, which describe what students should know and be able to do using digital technology, are divided into four strands: foundations, information acquisition, solving problems, and communication. The strands outline specific proficiencies by grade cluster (Grades K-2, 3-5, and 6-8) and by course (Grades 9-12), with benchmarks set at Grades 2, 5, and 8. The TEKS are to be integrated throughout the curriculum in Grades K-8. Rigorous state curriculum standards in technology applications specify student expectations for the "technology literate" eighth grader in Texas, as required in NCLB. The TEKS continue to be applied and extended in the

high school curriculum through eight courses that offer opportunities for in-depth study of technology.

One Technology Application graduation credit is now required under all high school graduation plans. The SBOE approved an array of courses to satisfy the graduation credit, including any of the eight courses in technology applications TEKS (19 TAC Chapter 126 [2005]) and certain courses in career and technology education.

The technology applications website provides resources for implementing the technology applications curriculum. Resources include information about state and federal requirements, technology applications curriculum, TEKS, educator standards and certification, professional development, instructional materials, and technology applications graduation credit.

Another resource, the Texas School Technology and Readiness (STaR) Chart, is a planning tool aligned with the state *Long-Range Plan for Technology, 1996-2010*. The Campus STaR Chart was developed to help campuses and districts determine their progress toward meeting the goals of the long-range plan. The Teacher STaR Chart, released in August 2004, assists teachers in assessing and setting goals for use of technology in the classroom to support student achievement. Together, the Campus and Teacher STaR Charts provide teachers, campuses, and districts with valuable information that can be used to demonstrate compliance with federal and state programs.

Several funding opportunities support local implementation of the technology applications curriculum. The state-funded technology allotment has provided $30 per student per year since 1992. With this allotment, schools can purchase hardware, software, and training. Title II, Part D, of the NCLB Act includes funds that flow directly to schools and funds issued through grants. The first of these grants was the TARGET (Technology Applications Readiness Grants for Empowering Texas students and teachers) grant. Since January 2003, TARGET grants have focused on serving high-need students by accelerating school and district efforts to implement the technology provisions of both NCLB and the Texas long-range plan. The grants also assist schools in preparing for the subscription-based technology applications instructional materials provided by the state through Proclamation 2001. For example, schools can use the grants to provide professional development for classroom teachers at Grades K-8 in the use of electronic/on-line instructional materials that teach the technology applications TEKS in the classroom. Funds also can be used to provide Internet access, additional computers, and other technologies needed to use the new instructional materials effectively. In addition, state and federal grants focusing on certain other curriculum areas and statewide initiatives can be directed toward enhancing technology and the technology applications curriculum in Texas schools.

Since 2002, TEA has funded the Technology Applications Teacher Network through NCLB, Title II, Part D. This Web-based project provides resources for implementing the technology applications TEKS and for addressing the technology literacy and integration requirements for students and teachers outlined in NCLB.

In November 2003, the SBOE adopted technology applications instructional materials called for in Proclamation 2001 (Volume I). The adoption includes materials for all students at Grades K-8 and students in specific high school technology applications courses. At the Grades K-8 level, the resources are intended to help students gain digital technology knowledge and skills while improving learning in reading/English language arts, mathematics, science, and social studies.

The majority of the technology applications materials adopted by the board for Grades K-12 have electronic components, including on-line and/or CD-ROM lessons and activities. The materials are priced to ensure that, at Grades K-8, all students and teachers in each classroom have access to the electronic resources. At the high school level, they are priced per student based on course enrollment. For the first time, state-adopted materials include subscription-based resources. The subscription-based pricing model was used to encourage developers to consider changes in content throughout the adoption cycle as technology changes warrant. This pricing model allows developers to make slight changes, add information about technological changes, or insert new student activities.

Textbooks and Other Instructional Materials

In 1997, the SBOE initiated a single subject-area adoption process for Grades K-12. This process was designed to aid in alignment of instructional materials with the TEKS and statewide student assessments. The adoption cycle was extended from six to eight years. In keeping with TEC §31.022 (2004), textbooks in the foundation areas will be reviewed after six years to determine whether new textbooks are needed sooner.

The transition to this process began with Proclamation 1997, which focused on two subject areas—reading/English language arts and Grades 1-5 science. Textbooks in these content areas are fully aligned with the TEKS and have been used in classrooms since fall 2000. Proclamation 1998 focused on the areas of reading and English language arts, including Spanish language arts and ESL. Instructional materials for these subjects were adopted in fall 2000. Instructional materials for Grades 6-12 science, submitted under

Proclamation 1999, were adopted by the SBOE in November 2001 for use in school year 2002-03. New instructional materials for prekindergarten and for Grades 1-12 social studies were adopted in November 2002 under Proclamation 2000. In 2003, the SBOE adopted instructional materials for Grades K-8 ESL, secondary level career and technology education, Grades K-12 technology applications, high school level biology, and high school level Advanced Placement (AP) biology under Proclamation 2001. In school year 2004-05, instructional materials for Grades 3-5 ESL, high school level biology, and high school level AP biology were provided to schools. Proclamation 2001 instructional materials for Grades K-2 and 6-8 ESL, Grades K-12 technology applications, and secondary level career and technology education are scheduled to be provided in school year 2005-06.

In November 2004, the SBOE adopted new instructional materials under Proclamation 2002 for fine arts, languages other than English, health education, and Grades 1-12 physical education. Most of these, with the exception of physical education materials, will be distributed in the 2005-06 school year. There is no scheduled SBOE instructional materials adoption for November 2005, as Proclamation 2003 was not issued. In 2005, Rider 78 of the General Appropriations Act indicated legislative intent that no further proclamations be issued prior to the passage of legislation reforming the textbook adoption process.

Changes to the Curriculum Rules

In December 2003, the SBOE modified the high school graduation requirements (19 TAC Chapter 74, Subchapter E). The amendments took effect with the school year 2004-05. The three graduation plans—minimum, recommended, and distinguished achievement—were revised to reflect the more rigorous content and skills required on the exit-level TAKS, which has been administered since the 2002-03 school year. Most students entering ninth grade are required to select one of the two latter plans. The Recommended High School Program (RHSP) is the default curriculum, unless: (a) the student and the student's parents select the Distinguished Achievement High School Program (DAP), which is the most challenging graduation program available; or (b) the student, the student's parents, and a school counselor or administrator agree that the student should be permitted to take courses under the Minimum High School Graduation Program (19 TAC §74.51, 2005). Specific revisions for students entering Grade 9 in the 2004-05 school year and thereafter who intend to undertake either the RHSP or DAP curriculum include the following.

- Students are required to earn at least 24 credits.
- Three credits of science are required. One credit must be a biology credit, and the other two must be from integrated physics and chemistry, chemistry, or physics.
- Three credits of mathematics are required: Algebra I, Algebra II, and Geometry.
- A fourth option for earning one credit of technology applications was added, allowing students who participate in a coherent sequence of career and technology courses or who are enrolled in a Tech Prep high school plan of study to use three credits consisting of two or more state-approved career and technology courses.

In July 2004, the SBOE adopted new 19 TAC Chapter 74, Subchapter F, describing graduation requirements to take effect with the 2007-08 school year. All ninth-grade students will be required to demonstrate proficiency in science by earning four science credits to complete the RHSP or the DAP. Subchapter F will expire on September 1, 2007, unless the board, on or before August 1, 2007, determines that sufficient funding has been appropriated by the legislature to implement the new requirement.

Texas Government Code, §2001.039, mandates a four-year sunset review cycle for all state agency rules, including SBOE rules. The review is designed to ensure that the reasons for initially adopting the rules continue to exist. In accordance with statute, 19 TAC Chapter 74, Curriculum Requirements, is scheduled for review in spring 2006.

Agency Contact Person

For information on the state curriculum program, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or George Rislov, Curriculum Division, (512) 463-9581.

Other Sources of Information

The TEA Division of Curriculum website is located at www.tea.state.tx.us/curriculum.

The Texas Essential Knowledge and Skills, 19 TAC Chapters 110-128, are available on CD-ROM or on-line at www.tea.state.tx.us/teks/index.html.

The commissioner of education's list of early reading instruments is available on-line at www.tea.state.tx.us/reading/ordering/ordering.html.

The *Dyslexia and Related Disorders Handbook* is available on-line at www.tea.state.tx.us/reading/products/dyshdbook2001.pdf.

The *Long-Range Plan for Technology, 1996-2010;* and the *Progress Report on Long-Range Plan for Technology, 1996-2010* are available on-line at www.tea.state.tx.us/technology/lrpt.

Additional teacher resources are available on-line at www.tea.state.tx.us/resources. Following is a list of curriculum areas and related websites maintained by the agency or former Centers for Educator Development.

- Bilingual/English as a Second Language: www.tea.state.tx.us/curriculum/biling
- Career and Technology: www.tea.state.tx.us/Cate/cur_ctrs.html
- English Language Arts and Reading: www.texasreading.org
- Fine Arts: www.cedfa.org
- Languages Other Than English: www.sedl.org/loteced/welcome.html
- Mathematics: www.tenet.edu/teks/math
- Science: www.tenet.edu/teks/science
- Social Studies: www.tea.state.tx.us/ssc
- Technology Applications: www.tea.state.tx.us/technology/ta
- Technology Applications Teacher Network: www.techappsnetwork.org

9. Deregulation and Waivers

In recent years, state lawmakers have taken steps to reduce the number and scope of regulations governing education in Texas. They have given local school districts and campuses unprecedented latitude in tailoring education programs to meet the specific needs of students. Increased local control, accompanied by accountability for results, is the hallmark of state efforts to enable all students to achieve exemplary levels of performance.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature provided for a new type of school, known as an open-enrollment charter school (Texas Education Code [TEC], Chapter 12, Subchapter D). Subject to fewer state laws than other public schools, charter schools were designed to promote local initiative and capitalize on innovative and creative approaches to educating students. In 1996, the State Board of Education (SBOE) awarded the first charters authorized under TEC, Chapter 12, Subchapter D. The legislature established a separate category of open-enrollment charter schools in 2001 to be operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E). As of September 2005, the SBOE had awarded a total of 236 open-enrollment charters under Subchapter D. Of the 196 active open-enrollment charters granted under Subchapter D, 192 are currently serving students. Ten of the 236 open-enrollment charters have been revoked, rescinded, or denied renewal; 29 have been returned, have been merged with other charters, or have expired; and one has changed to a public senior college or university charter granted under Subchapter E. Two open-enrollment charters have been granted to a university under TEC, Chapter 12, Subchapter E. Both of these charters are active and are currently operating schools.

Charters typically are awarded by the SBOE for a period of five years, with renewal dependent on performance. The SBOE may award no more than 215 charters, excluding charters granted under TEC, Chapter 12, Subchapter E, which may be granted in unlimited number. Like school districts, charter schools are monitored, accredited, and rated under the statewide testing and accountability system.

In 2001, House Bill 6 transferred responsibility for charter amendments, renewals, and adverse actions from the SBOE to the commissioner of education. In 2001, before the commissioner of education assumed responsibility for renewals, the SBOE reviewed 18 first-generation charter renewal applications; all were renewed in the spring of 2001. Of the 150 second- and third-generation charters granted, 122 applied for renewal. As of September 2005, 95 were renewed; 5 were denied renewal, returned, or merged with other charters; and 22 remained under review by agency staff.

State Waivers

In the 2004-05 school year, the commissioner of education granted a combined total of 2,034 expedited and general state waivers (Table 9.1 on page 122). The type of expedited waiver most frequently requested was one allowing a school district or campus to modify its calendar to make additional time available for staff development. In 2004-05, the commissioner approved 388 expedited waivers granting a maximum of three days for general staff development. This accounted for 19.1 percent of all state waivers approved in 2004-05. 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 247 waivers were granted for one or more of these additional days for staff development in 2004-05.

The type of general waiver most frequently requested was one allowing a school district to change the date of the first day of instruction for school year 2005-06. The commissioner of education approved 681 waivers for this purpose in 2004-05, compared to 119 the previous year. The substantial increase is related to provisions of TEC §25.0811 prohibiting school districts from

Table 9.1. State Waivers Approved, 2004-05		
Type of Waiver	Number	Percent
Expedited Waivers		
Staff Development - General	388	19.1
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	222	10.9
Staff Development for Conference Attendance	25	1.2
Modified Schedule - Texas Assessment of Knowledge and Skills	285	14.0
Early Release Days	309	15.2
General Waivers		
Course Requirements - Curriculum	1	<0.1
Course Requirements - Career and Technology Education	11	0.5
Certification	10	0.5
Disciplinary Alternative Education Campus	2	0.1
Education Home Instruction	0	0.0
First Day of Instruction for Students	681	33.5
Alternative Education Program Attendance	15	0.7
Student Identification - Gifted and Talented	2	0.1
Foreign Exchange Students	23	1.1
Pregnancy-Related Services	12	0.6
Pregnancy-Related Service - Break-In-Service	6	0.3
Pregnancy-Related Services - Compensatory Education Home Instruction	3	0.1
Site-Based Decision Making Committee	1	<0.1
Textbooks	20	1.0
Other Miscellaneous	18	0.9
Total Waivers Approved	2,034	100

Note. Waivers approved from 6/1/2004 through 5/31/2005. Parts may not add to 100 percent because of rounding.

beginning instruction earlier than the week in which August 21 occurs. For school year 2005-06, August 21 fell on a Sunday. This meant that, without a waiver, school could begin no earlier than August 22, a late start date for many school district calendars.

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: (1) a district is unable to employ qualified teachers; (2) a district is unable to provide educational facilities; or (3) a district is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4, but has a campus (or campuses) with enrollment increases or shifts that cause this limit to be exceeded by only one or two students in only one section at any grade level on any campus. A total of 234 class size waivers were granted in 2004-05 (Table 9.2).

TEC §39.112 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines

Table 9.2. Class Size Waivers Approved, 2004-05	
Semester	Number
Fall 2004	119
Spring 2005	115
Total	234

Note. Waivers approved from 06/01/2004 through 05/31/2005. Totals may include school districts that received class size waivers in both fall and spring of school year 2004-05.

that achievement levels of the district or campus have declined. Based on 2005 ratings, the number of *Exemplary* districts, excluding charter operators, was nine (0.9%), and the number of *Exemplary* campuses, excluding charter campuses, was 301 (4.0%).

Education Flexibility Partnership Act (Ed-Flex)

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs. In exchange, Ed-Flex requires increased accountability for the performance of students.

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 United States Department of Education in March 2001 for an additional five years. The state's current Ed-Flex authority expires at the end of the 2005-06 school year.

Statewide Administrative Waivers

During the 2004-05 school year, the commissioner of education used Ed-Flex authority to continue three statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex without the need for individual application.

Statewide Programmatic Waivers

Title I, Part A, Program—Schoolwide Eligibility

This statewide, programmatic waiver eliminates the poverty requirement for Title I, Part A, schoolwide eligibility. It is available to campuses that are eligible

for Title I, Part A, services but do not meet the criteria for percentage of students from low-income families. To apply for this waiver on behalf of a campus, a district must include an Ed-Flex waiver schedule in its Application for Federal Funding. For the 2004-05, the poverty threshold for schoolwide eligibility was 40 percent, and 127 campuses received waivers.

Title I, Part A, Program—Roll Forward

Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. Six LEAs used this waiver in the 2004-05 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.

Two LEAs requested and received individual programmatic waivers for the 2004-05 school year. In addition, three LEAs applied to renew programmatic waivers for 2004-05. No applications were submitted for individual programmatic waivers for the 2005-06 school year.

Agency Contact Persons

For information on open-enrollment charter schools, contact Ernest Zamora, Associate Commissioner for Support Services, (512) 463-5899; or Mary Perry, Charter Schools Division, (512) 463-9575.

For information on general state waivers, contact Ernest Zamora, Associate Commissioner for Support Services, (512) 463-5899; or Philip Cochran, Education Services and Waivers Division, (512) 463-9371.

For information on federal Ed-Flex waivers, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; 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/charter/. For a list of state waivers granted by the commissioner of education, see www.tea.state.tx.us/waivers/granted.html. 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 charter schools for direct instructional activities in the previous fiscal year. Previously, TEA had been required to provide an annual summary of school district and charter school compliance with administrative cost ratios set by the commissioner of education (TEC §39.182 and §42.201, 2001).

The percentage of expenditures used by a school district or charter school for direct instructional activities is calculated as the sum of operating expenditures/ expenses reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures/expenses. Total operating expenditures/expenses comprise actual financial data reported through PEIMS in function codes 11-61 and expenditure/expense codes 6112-6499; they do not include expenditures/expenses reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In fiscal year 2004, 64.6 percent of school district and charter school expenditures statewide were used for direct instructional activities (Table 10.1).

Table 10.1. Expenditures Used for Direct Instructional Activities, Texas Public School Districts and Charter Schools, Fiscal Year 2004

Activity	Expenditures (%)
Instruction	57.6
Instructional Resources and Media Services	1.8
Curriculum Development and Instructional Staff Development	1.8
Guidance and Counseling Services	3.4
Direct Instructional Total	64.6

The percentage of staff hours used by a school district or charter school for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total staff hours. The numbers of hours worked by staff are not reported through PEIMS. 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 school year 2004-05, 63.7 percent of school district and charter school staff hours statewide were used for direct instructional activities (Table 10.2).

Table 10.2. Staff Hours Used for Direct Instructional Activities, Texas Public School Districts and Charter Schools, 2004-05

Activity	Staff Hours (%)
Instruction	58.0
Instructional Resources and Media Services	1.8
Curriculum Development and Instructional Staff Development	0.8
Guidance and Counseling Services	3.1
Direct Instructional Total	63.7

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter school identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter school is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Agency Contact Person

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Adam Jones, Associate Commissioner for Finance and Information Technology, (512) 463-9437; or Rita Chase, Financial Audits Division, (512) 463-9095.

Other Sources of Information

See the *2005-2006 Public Education Information Management System Addendum Version Data Standards* at www.tea.state.tx.us/peims/standards/0506/index.html. See the *Financial Accountability System Resource Guide, Update 12.0*, at www.tea.state.tx.us/school.finance/audit/resguide12/.

11. District Reporting Requirements

The Texas Education Agency (TEA) establishes district reporting requirements for both automated data collections and paper collections. Automated data collections are those in which the data submissions are exclusively electronic. In most instances, districts are given the option to submit paper collections in an electronic format.

There are now several data requirements that depend on the submission of electronically formatted information from school districts. The most extensive of these systems is the Public Education Information Management System (PEIMS), a large-scale data collection designed to meet a number of data submission requirements in federal and state law. PEIMS gathers information about public education organizations, school district finances, staff, and students (Table 11.1). In the 2005-06 school year, there are 149 data elements in PEIMS, the same number as 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 two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school districts, regional education service centers (ESCs), and legislative and executive state government offices. The Information Task Force (ITF) prepares technical reviews of proposed changes to PEIMS data standards and reports to the PCPEI. The ITF, which is made up of agency, school district, and ESC staff, conducted sunset reviews of all PEIMS data elements in 1991-92, 1996-97, and 2003-04 to minimize reporting burdens on school districts. A three-year sunset review process was adopted as part of the ongoing responsibilities of the task force.

Another automated data collection maintained by TEA is the Child Nutrition Program Information Management System (CNPIMS), which is designed to meet the administrative data requirements of the National School Lunch, School Breakfast, and After School Snack reimbursement systems. School districts submit information electronically via the Internet, and all reporting requirements for the data elements are documented on-line. In 2004-05, there were 200 data elements in the CNPIMS. The number will increase slightly in 2005-06 in response to new requirements in the Child Nutrition and WIC Reauthorization Act of 2004. Total data requirements vary with the size of the school district, but monthly reimbursement claims require entering only eight fields.

The 21st Century Tracking and Reporting System uses data submitted via the Internet to track student

Table 11.1. Information Types in the PEIMS[a] Electronic Data Collection

Organizations

- District name and assigned number
- Shared service arrangement types, fiscal agent, and identifying information
- Campus identification and program component information specific to a campus

Staff

- 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

Finances

- 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

Students

- 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

[a]Public Education Information Management System.

participation in out-of-school activities for the Texas 21st Century Community Learning Centers grant program. Currently, the system tracks approximately 100,000 students from 624 campuses who are served in 485 school-based learning centers and 11 community-based learning centers.

TEA also maintains an automated system for ordering textbooks. The Web-based Educational Materials and Textbooks (EMAT) system allows schools to place textbook orders, adjust student enrollments, and update district inventories. In 2005-06, as in the previous school year, there are 100 data elements in the EMAT, and districts have access to 100 reports.

School districts can enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) allows users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive, interstate information network for migrant students that allows student data to be shared among school districts serving migrant students. Also, school districts update contact and organizational data through a Web-based application known as AskTED (Texas Education Directory).

Selected applications for funding and related documentation for a limited set of grant programs can be completed on-line. For example, applications for Carl Perkins funds and some funds managed by the TEA Division of Individuals with Disabilities Education Act (IDEA) Coordination can be completed and submitted via the Internet. In some cases, expenditure reports may be completed on-line.

A number of other agency grants are administered through eGrants, a comprehensive web portal that enables users to submit, track, review, and process grant applications, as well as the compliance, progress, and evaluation reports associated with grant programs and other grant-related data collections. Currently, about 40 percent of grant applications are administered through eGrants. That figure is expected to double in calendar year 2006. Automation of grants has reduced agency processing time, which in turn, has allowed school districts to receive funding more quickly.

TEA uses other collection instruments for information that cannot meet the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and with less lead time than the PEIMS system supports. In other cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats allow.

Paper collection requirements are presented on the TEA website, along with a downloadable version of each collection instrument. The on-line compilation replaces the paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The list excludes certain short-term data collections, such as one-time surveys or transitional collection systems. The number of paper collections has been reduced through the addition of Web-based systems, elimination of statutory requirements, and reassignment of functions to other agencies. The 22 paper data collection instruments (Table 11.2) have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

Table 11.2. Bulletin 742 Summary, 2005-06

Description	Number
Documents Published on the TEA Bulletin 742 Website	
Business forms	16
Data collection instruments	22
Total	38
Data Collections for 2005-06	
Federal requirements:	
Title I	4
Special education	2
Subtotal	6
State requirements:	
Bilingual education	1
Special education	1
Other	13
Subtotal	15
State and federal requirements:	
Adult education	1
Subtotal	1
Total	22

The Data and Information Review Committee (DIRC) is responsible for conducting a sunset review of all agency data collections. Made up of staff from across the agency, the committee also is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome.

Agency Contact Persons

For information on the Public Education Information Management System (PEIMS), Bulletin 742, the Policy Committee on Public Education Information (PCPEI), the Information Task Force (ITF), and the Data

and Information Review Committee (DIRC), contact Criss Cloudt, Associate Commissioner for Accountability and Data Quality, (512) 463-9701; or Karen Dvorak, Accountability Research Division, (512) 475-3523.

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

For information on the Adult and Community Education System (ACES), contact Joanie Rethlake, Harris County Department of Education, (713) 696-0700.

For information on the Child Nutrition Program Information Management System (CNPIMS), contact Meredith Noel, Texas Department of Agriculture, Food and Nutrition Division, (512) 463-4293.

For information on the Educational Materials and Textbooks (EMAT) system, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Chuck Mayo, Instructional Materials and Educational Technology Division, (512) 463-9601.

For information on the eGrants system, contact Nora Hancock, Associate Commissioner for Planning, Grants, and Evaluation, (512) 463-8992; or Ertha Patrick, Planning and Grant Reporting Division, (512) 463-7053.

For information on the 21st Century Tracking and Reporting System, contact Ernest Zamora, Associate Commissioner for Support Services, (512) 463-5899; or Geraldine Kidwell, High School Completion and Student Support Division, (512) 463-9068.

Other Sources of Information

For additional information on PEIMS, see www.tea.state.tx.us/peims/ and the *2005-2006 Public Education Information Management System Addendum Version Data Standards* at www.tea.state.tx.us/peims/standards/0506/. For additional information on Bulletin 742, see www.tea.state.tx.us/data.html.

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of the funds administered by TEA are passed from the agency directly to school districts. The agency administered $16.3 billion in public education funds in fiscal year (FY) 2005, or school year 2004-05, and will administer $16.9 billion in FY 2006.

On September 9, 2004, Governor Rick Perry signed Executive Order RP37, stipulating that TEA provide administrative support services for the Texas Council for Developmental Disabilities (TCDD), effective immediately. Additionally, House Bill (HB) 1116, 79th Legislature, Regular Session, and HB 1, 79th Legislature, 1st Called Session, merged the State Board for Educator Certification (SBEC) with TEA, effective September 1, 2005. Furthermore, HB 1 authorized the transfer of approximately $178.1 million from FY 2006 to FY 2005. Funding and full-time equivalent (FTE) employee numbers in this document reflect the impact of these actions.

In FY 2006, as in the previous fiscal year, General Revenue Funds are the primary method of financing and account for the largest percentage (66.4%) of total agency funds (Table 12.1). Federal Funds make up 23.8 percent of agency funds in FY 2006, and Other Funds make up the remaining 9.8 percent.

General Revenue Funds make up the largest percentage of the TEA administrative budget in FY 2006 (56.9%) (Table 12.2 on page 132).

TEA will retain very little of the state and federal funds received at the agency in FY 2006; 99.5 percent of state

Table 12.1. TEA, Method of Financing, 2004-05 and 2005-06

Method of Financing	2004-05	2005-06
General Revenue-Related Funds		
General Revenue Funds:		
General Revenue Fund	$ 201,935,555	$ 365,640,734
Available School Fund	1,556,874,075	1,271,000,000
State Textbook Fund	33,253,509	19,457,832
Foundation School Fund	7,986,758,633	8,378,332,925
Certification and Assessment Fees[a]	0	18,359,121
General Revenue MOE for Temporary Assistance for Needy Families	2,000,000	2,000,000
Earned Federal Funds[b]	2,885,561	0
Lottery Proceeds	1,000,742,202	1,045,000,000
Subtotal, General Revenue Fund	$ 10,784,449,535	$ 11,099,790,612
General Revenue Dedicated:		
Read to Succeed Account	42,960	42,960
Telecommunications Infrastructure Fund	121,800,000	115,000,000
Subtotal, General Revenue Dedicated	$ 121,842,960	$ 115,042,960
Subtotal, General Revenue-Related Funds	$ 10,906,292,495	$ 11,214,833,572
Federal Funds		
Health, Education, and Welfare Fund	2,622,243,440	2,939,024,866
School Lunch Fund	1,161,790,602	1,058,000,000
Other Federal Funds	10,455,383	13,153,500
Subtotal, Federal Funds	$ 3,794,489,425	$ 4,010,178,366
Other Funds		
State Highway Fund	0	50,000,000
Permanent School Fund	9,883,694	6,851,389
Appropriated Receipts – Attendance Credits, Estimated	1,024,710,906	1,133,000,000
Interagency Contracts	4,677,559	451,636
Economic Stabilization Fund	590,000,000	467,650,000
Subtotal, Other Funds	$ 1,629,272,159	$ 1,657,953,025
Total, All Methods of Financing	$ 16,330,054,079	$ 16,882,964,963
Total Full Time Equivalents	766.2	781.1

[a]State Board for Educator Certification merged with TEA in 2005-06. [b]Earned Federal Funds reclassified as Federal Funds beginning in 2005-06.

Table 12.2. TEA Administrative Budget, 2005-06

Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Fund	$ 18,888,137	21.2
Textbook Fund	2,057,832	2.3
Foundation School Fund	11,279,631	12.7
Certification and Assessment Fees[a]	18,359,121	20.7
Subtotal, General Revenue-Related Funds	$ 50,584,721	56.9
Federal Funds		
Health, Education, and Welfare Fund	28,861,844	32.4
School Lunch Fund	707,207	0.8
Subtotal, Federal Funds	$ 29,569,051	33.2
Other Funds		
Permanent School Fund	6,851,389	7.7
Interagency Contracts	451,636	0.5
Economic Stabilization Fund	1,501,124	1.7
Subtotal, Other Funds	$ 8,804,149	9.9
Total, All Methods of Financing	$ 88,957,921	100

Note. Amounts do not include fringe benefits.

[a]State Board for Educator Certification merged with TEA in 2005-06.

funds and 99.3 percent of federal funds pass through the agency to school districts, charter schools, and regional education service centers (Table 12.3).

Actual agency expenditures in 2004-05 and planned expenditures for 2005-06 are linked to the goals and strategies outlined in the agency strategic plan, with expenditures reflected at the strategy level (Table 12.4). Expenditures for 2004-05 have been restated to be consistent with changes in the 2005-06 strategic plan structure.

Table 12.3. State and Federal Funds Appropriated to TEA and Passed Through to School Districts, Education Service Centers, and Education Providers, 2005-06

Source of Funds	Amount	Percent
State Funds		
Administrative Budget	$ 59,388,870	0.5
State Funds Passed Through	12,813,397,727	99.5
Total State Funds	$ 12,872,786,597	100
Federal Funds		
Administrative Budget	29,569,051	0.7
Federal Funds Passed Through	3,988,612,047	99.3
Total Federal Funds	$ 4,018,181,098	100

Agency Contact Persons

For information on TEA funds and expenditures, contact Adam Jones, Associate Commissioner for Finance and Information Technology, (512) 463-9437; Shirley Beaulieu, Chief Financial Officer, (512) 463-9189; or Dana Aikman, Budget Director, (512) 463-9189.

Other Sources of Information

FY 2005 Agency Annual Administrative and Program Strategic Budget (TEA, November 2004); *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period* (TEA, July 2004); *Legislative Appropriations Request for Fiscal Years 2006 and 2007* (TEA, August 2004); *House Bill 1, General Appropriations Act, 79th Legislature, First Called Session (July 2005)*; *House Bill 10, Supplemental Appropriations and Reductions in Appropriations, 79th Legislature, Regular Session (June 2005)*.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2004-05 and 2005-06		
Goals and Strategies	2004-05	2005-06
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.	$ 11,205,661,305	$ 11,450,034,420
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.	720,053,803	765,000,000
A.2.1. Strategy: Student Success Build the capacity of school districts to ensure that all Texas students have the skills they need to succeed; that all third grade and fifth grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	431,908,494	491,214,041
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.	1,206,009,898	1,317,068,251
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.	799,188,555	960,715,519
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.	119,316,718	157,526,243
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.	75,693,329	74,894,091
Subtotal, Goal A	$ 14,557,832,102	$ 15,216,452,565

Source. Information based on: *FY 2005 Agency Annual Administrative and Program Strategic Budget* (TEA, November 2004); *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period* (TEA, July 2004); *Legislative Appropriations Request for Fiscal Years 2006 and 2007* (TEA, August 2004); *House Bill 1, General Appropriations Act, 79th Legislature, First Called Session* (July 2005); *House Bill 10, Supplemental Appropriations and Reductions in Appropriations, 79th Legislature, Regular Session* (June 2005).

Continues

Table 12.4. Expenditures Under TEA Goals and Strategies, 2004-05 and 2005-06 (continued)		
Goals and Strategies	2004-05	2005-06
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.	$ 62,661,403	$ 61,207,441
B.2.1. Strategy: Educational Technology Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	57,394,016	42,220,916
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.	62,141,160	56,696,728
B.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	1,173,148,356	1,071,800,000
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.	57,569,745	57,569,745
B.3.1. Strategy: Improving Teacher Quality Ensure educators have access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Ensure that the regional education service centers facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	282,234,605	288,059,647
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.	45,347,714	40,450,203
B.3.3. Strategy: Central Administration Provide efficient agency administration to support the Commissioner of Education as the educational leader of the state.	11,974,502	12,038,957
B.3.4. Strategy: Information Systems - Technology TEA will purchase, develop, and implement information systems that support students, educators, and stakeholders.	19,750,476	18,025,761
Subtotal, Goal B	$ 1,772,221,977	$ 1,648,069,398

Source. Information based on: *FY 2005 Agency Annual Administrative and Program Strategic Budget* (TEA, November 2004); *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period* (TEA, July 2004); *Legislative Appropriations Request for Fiscal Years 2006 and 2007* (TEA, August 2004); *House Bill 1, General Appropriations Act, 79th Legislature, First Called Session* (July 2005); *House Bill 10, Supplemental Appropriations and Reductions in Appropriations, 79th Legislature, Regular Session* (June 2005).

Continues

Table 12.4. Expenditures Under TEA Goals and Strategies, 2004-05 and 2005-06 (continued)		
Goals and Strategies	2004-05	2005-06
C. Goal: Educator Certification (State Board for Educator Certification)		
The State Board for Educator Certification will ensure the highest level of educator preparation and practice to achieve student excellence.		
C.1.1. Strategy: Educator Quality and Credentialing Build the capacity of the Texas public education system through the review of educator preparation programs and the credentialing of qualified educators.	$ 0	$ 4,165,093
C.1.2. 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.	0	10,381,994
C.1.3. Strategy: Retention, Recruitment Reduce the teacher shortage through the creation and expansion of preparation programs and the support of beginning educators.	0	83,879
C.1.4. Strategy: Educator Professional Conduct Implement measures to ensure all educators engage in high levels of professional conduct.	0	3,812,034
Subtotal, Goal C	$ 0	$ 18,443,000
Total, All Goals and Strategies	$ 16,330,054,079	$ 16,882,964,963

Source. Information based on: *FY 2005 Agency Annual Administrative and Program Strategic Budget* (TEA, November 2004); *Texas Education Agency Strategic Plan for the Fiscal Years 2005-2009 Period* (TEA, July 2004); *Legislative Appropriations Request for Fiscal Years 2006 and 2007* (TEA, August 2004); *House Bill 1, General Appropriations Act, 79th Legislature, First Called Session* (July 2005); *House Bill 10, Supplemental Appropriations and Reductions in Appropriations, 79th Legislature, Regular Session* (June 2005).

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.

The majority of charters have been in operation for six years or less. Although most charters have only one campus, some operate several campuses. As of September 2005, there were 196 open-enrollment charters and 325 charter campuses. Charter enrollment is relatively small, compared to enrollment in traditional school districts. In 2004-05, a total of 66,073 students (approximately 1.5% of enrollment statewide) were enrolled in charters, with an average campus enrollment of 223 students.

Generally, charters are monitored and accredited under the state testing and accountability system. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. Beginning in 2004, charters as well as the campuses they operated were rated. Charters were rated under school district rating criteria based on aggregate performance of the campuses operated by each charter.

Often, charter campuses that serve predominantly students at risk of dropping out of school register to be rated under the alternative education accountability (AEA) procedures. In the 2004-05 school year, approximately 53.4 percent of charter campuses were registered under AEA. By comparison, approximately 3.5 percent of school district campuses were registered under the AEA procedures. Charter campuses registered as alternative education campuses received ratings in 2005 of either *AEA: Academically Acceptable* or *AEA: Academically Unacceptable*.

In 2001, the 77th Texas Legislature required that the performance of charters on the academic excellence indicators (TEC §39.051(b)) be reported in comparison to the performance of school districts. In addition, the legislature required that the performance of charters enrolling predominantly students at risk of dropping out of school (TEC §29.081(d)) be compared with that of school districts.

In the analyses that follow, charter campuses that report at least 51.0 percent of students as being at risk of dropping out of school are referred to as "at-risk charters." Conversely, charter campuses that report fewer than 51.0 percent of students as at-risk are referred to as "not at-risk charters." Traditional school districts are referred to as "school districts."

The Texas Assessment of Knowledge and Skills (TAKS) passing standards, developed by panels of educators and other citizens and adopted in fall 2002 by the SBOE, are being phased in over a three-year transition period. In 2004, students in Grades 3-10 were required to meet expectations at one standard error of measurement (SEM) below the panel-recommended standard. Grade 11 students took the exit-level TAKS as a graduation requirement for the first time in 2004. The exit-level standard was set at two SEM below the panel-recommended standard that year. In 2005, students in Grades 3-10 were required to achieve the recommended standard, and Grade 11 students were required to meet the one SEM standard. In 2006, Grade 11 students will be required to meet the recommended standard.

In this chapter, 2004 and 2005 TAKS results are reported at the same standard to allow for comparisons of results between the two years. Results for Grades 3-10 are presented at the panel-recommended standard, which required conversion of the 2004 results from one SEM to the recommended standard. Grade 11 results are presented at the one SEM standard, which required conversion of the 2004 results from two SEM to one SEM. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

Percent Passing Texas Assessment of Knowledge and Skills (TAKS)

The passing rates for charter school students taking the English-version TAKS increased in all subject areas

Note. Please refer to Chapter 1 on the Academic Excellence Indicators and Chapter 2 on Student Performance for definitions and descriptions of indicators used. In addition, Chapter 9 on Deregulation and Waivers has information on the inception and growth of charters.

from 2004 to 2005 (Table 13.1). Nevertheless, for all TAKS subject areas in 2004 and 2005, the percentages of students passing in at-risk charters were lower than the percentages in not at-risk charters, which in turn, were lower than those in school districts.

In reading/English language arts (ELA), across all grades tested, the passing rate for at-risk charters was 64 percent in 2005, and the rate for not at-risk charters was 82 percent (Table 13.1). The rate for school districts was 1 percentage point higher than the rate for not at-risk charters. Notably, in Grades 6-9, the passing rates for not at-risk charters were the same as, or up to 3 percentage points higher than, those for school districts (Table 13.2). In Grade 10, the ELA passing rate for not at-risk charters increased 5 percentage points from the previous year to 61 percent, whereas the passing rate for school districts decreased by 4 percentage points.

In mathematics, across all grades tested, the passing rate for not at-risk charters in 2005 increased 12 percentage points from the previous year to 67 percent (Table 13.1). Among not at-risk charters, the greatest improvements in mathematics were at Grades 9 and 10, where passing rates increased by 17 and 19 percentage points, respectively (Table 13.2). Differences in mathematics passing rates between school districts and not at-risk charters were largest at Grades 3-5 and 11. In at-risk charters, the greatest improvements in mathematics were at Grades 6 and 7, with increases of 11 percentage points each, and at Grade 11, where the passing rate was 14 percentage points higher in 2005 than in 2004.

In writing, across all grades tested, the passing rates for at-risk charters and not at-risk charters increased by 1 percentage point each (Table 13.1). In 2005, the rate for school districts was 4 percentage points higher than that for not at-risk charters and 14 percentage points higher than that for at-risk charters.

In science, across all grades tested, the passing rate for not at-risk charters increased 13 percentage points to 57 percent. This was 9 percentage points lower than the rate for school districts. The rate for at-risk charters increased 6 percentage points to 32 percent. The largest increases in science passing rates between 2004 and 2005 were among not at-risk charters—13 percentage points at Grade 5 and 15 percentage points at Grade 10 (Table 13.2).

In social studies, across all grades tested, the passing rate for not at-risk charters in 2005 was 85 percent, an increase of 6 percentage points over the 2004 rate and just 3 percentage points lower than the rate for school districts (Table 13.1). The largest increase was among at-risk charters at Grade 8, where the passing rate increased 14 percentage points to 72 percent in 2005 (Table 13.2).

Analyses by grade and subject of the performance of students in at-risk and not at-risk charters on the Spanish-version TAKS is limited by the small numbers of students taking the tests (Table 13.3 on page 140).

TAKS by Student Group

Across student groups in at-risk and not at-risk charters, TAKS subject-area passing rates generally increased between 2004 and 2005 (Table 13.4 on page 141). Among at-risk charters, the largest gains were in mathematics and social studies. In mathematics, passing rates increased by 11 percentage points for African American students and 10 percentage points for Hispanic and economically disadvantaged students. In social studies, rates for African American, Hispanic, and economically disadvantaged students increased by 10 percentage points each. Among not at-risk charters, the largest gains were in mathematics and science, where respectively, passing rates increased by 15 and 16 percentage points for Hispanic students, 13 and 14 percentage points for economically disadvantaged students, and 11 percentage points each for African American students. In 2005, African American, Hispanic, and economically disadvantaged students in not at-risk charters had passing rates on the reading/ELA and mathematics TAKS equal to, or

Table 13.1. English-Version TAKS Passing Rates (%), by Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2004 and 2005

	At-Risk Charters[a]			Not At-Risk Charters			School Districts[b]		
Subject	2004	2005	Change 2004 to 2005	2004	2005	Change 2004 to 2005	2004	2005	Change 2004 to 2005
Reading/ELA[c]	58	64	6	74	82	8	80	83	3
Mathematics	31	40	9	55	67	12	67	72	5
Writing	75	76	1	85	86	1	89	90	1
Science	26	32	6	44	57	13	61	66	5
Social Studies	62	69	7	79	85	6	85	88	3
All Tests Taken	27	33	6	47	58	11	58	63	5

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject.

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]English language arts.

Table 13.2. English-Version TAKS Passing Rates (%), by Grade and Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2004 and 2005

	At-Risk Charters[a]			Not At-Risk Charters			School Districts[b]		
Subject	2004	2005	Change 2004 to 2005	2004	2005	Change 2004 to 2005	2004	2005	Change 2004 to 2005
Grade 3									
Reading	68	74	6	81	83	2	88	89	1
Mathematics	57	61	4	64	69	5	84	83	-1
Grade 4									
Reading	59	60	1	74	73	-1	81	80	-1
Mathematics	48	57	9	61	66	5	79	82	3
Writing	68	71	3	83	82	-1	88	91	3
Grade 5									
Reading	52	57	5	64	70	6	74	76	2
Mathematics	51	60	9	55	68	13	74	80	6
Science	28	39	11	41	54	13	56	65	9
Grade 6									
Reading	68	77	9	79	87	8	79	86	7
Mathematics	48	59	11	64	70	6	69	73	4
Grade 7									
Reading	61	73	12	76	85	9	77	82	5
Mathematics	38	49	11	56	69	13	62	65	3
Writing	78	79	1	88	90	2	89	89	0
Grade 8									
Reading	68	73	5	82	87	5	84	84	0
Mathematics	31	37	6	53	61	8	59	62	3
Social Studies	58	72	14	80	85	5	82	86	4
Grade 9									
Reading	59	66	7	69	83	14	77	83	6
Mathematics	15	22	7	39	56	17	53	59	6
Grade 10									
English Language Arts	42	40	-2	56	61	5	73	69	-4
Mathematics	14	20	6	34	53	19	54	60	6
Science	18	19	1	38	53	15	53	55	2
Social Studies	56	61	5	72	81	9	81	85	4
Grade 11									
English Language Arts	56	62	6	69	74	5	86	89	3
Mathematics	31	45	14	55	65	10	77	82	5
Science	42	49	7	60	70	10	77	82	5
Social Studies	81	80	-1	89	88	-1	95	95	0

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters.

higher than, the rates for the same student groups in school districts.

Progress of Prior Year TAKS Failers

In reading/ELA, the 2005 TAKS passing rate for students who failed the test the previous year was 43 percent in not at-risk charters, compared to 45 percent in school districts (Table 13.5 on page 141). In mathematics, the passing rate for prior year TAKS failers in not at-risk charters was 27 percent, 1 percentage point higher than the rate in school districts.

TAKS Participation

In 2005, 95.1 percent of students in at-risk charters and 98.2 percent of students in not at-risk charters took the TAKS or State-Developed Alternative Assessment (SDAA), compared to 97.0 percent of students in school districts (Figure 13.1 on page 142). Participation rates include both students in the accountability subset and students in the mobile subset.

For accountability purposes, only performance results for test takers who were enrolled in the same districts or charters on the last Friday in October (i.e., accountability subset) are included. Results for students

Table 13.3. Spanish-Version TAKS Passing Rates (%), by Grade and Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2004 and 2005

	At-Risk Charters[a]			Not At-Risk Charters			School Districts[b]		
Subject	2004	2005	Change 2004 to 2005	2004	2005	Change 2004 to 2005	2004	2005	Change 2004 to 2005
Grade 3									
Reading	68	71	3	50	50	0	78	75	-3
Mathematics	51	52	1	c	43	d	69	68	-1
All Tests Taken	41	45	4	60	18	-42	62	54	-8
Grade 4									
Reading	52	63	11	c	c	d	67	70	3
Mathematics	49	32	-17	c	c	d	63	65	2
Writing	86	78	-8	c	c	d	89	88	-1
All Tests Taken	41	24	-17	c	c	d	54	57	3
Grade 5									
Reading	69	62	-7	c	60	d	60	60	0
Mathematics	40	43	3	c	c	d	45	45	0
Science	12	12	0	c	20	d	21	24	3
All Tests Taken	16	5	-11	c	<1	d	22	13	-9
Grade 6									
Reading	c	c	d	c	c	d	60	61	1
Mathematics	c	c	d	c	c	d	39	46	7
All Tests Taken	c	c	d	c	c	d	37	43	6

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Fewer than five students were in the accountability subset. [d]Student scores not available to compute change.

who move from one district or charter to another between the last Friday in October and the date of testing (i.e., mobile subset) are excluded. Because students attending charters tend to be a more mobile population, the percentage of examinees whose results are excluded when determining accountability ratings is generally higher for charters than for school districts. In 2005, 37.9 percent of students in at-risk charters and 15.9 percent of students in not at-risk charters were tested but excluded for accountability purposes, compared to 6.9 percent of students in school districts. The percentages of students in at-risk and not at-risk charters whose test results were included for accountability purposes (57.2% and 82.3%, respectively) increased over the previous year but were still considerably lower than the percentage in school districts (90.1%).

Annual Dropout Rate (Grades 7 and 8)

In 2003-04, the Grade 7-8 annual dropout rate for not at-risk charters (0.3%) was one-tenth of a percentage point higher than the rate for school districts (Table 13.6 on page 142). The rate for at-risk charters was 0.8 percent. The annual dropout rate for economically disadvantaged students was lower in not at-risk charters (0.1%) than school districts (0.2%). The highest rate, 1.1 percent, was for White students in at-risk charters.

Completion Rates

The class of 2004 longitudinal graduation rate of 85.1 percent for school districts was much higher than the rate for not at-risk charters (45.7%) or for at-risk charters (37.7%) (Table 13.7 on page 143). Large percentages of students in both types of charters continued to attend school after their expected graduation date. The class of 2004 longitudinal dropout rate for not at-risk charters was 9.3 percent, more than twice the rate for school districts (4.4%). The rate for at-risk charters was 13.0 percent.

Student Attendance

The 2003-04 attendance rate for not at-risk charters (93.2%) was slightly lower than the rate for school districts (95.8%). The attendance rate for at-risk charters was 88.9 percent.

Percentage Completing Advanced Courses

In 2003-04, 13.0 percent of students in Grades 9-12 in not at-risk charters completed at least one advanced course, compared to 19.7 percent in school districts (Table 13.8 on page 143). The advanced-course completion rate for students in at-risk charters was 4.2 percent. Across student groups, the difference in rates between not at-risk charters and school districts

Table 13.4. English-Version TAKS Passing Rates (%), by Student Group and Subject, At-Risk Charters, Not At-Risk Charters, and School Districts, 2004 and 2005

Group	At-Risk Charters[a] 2004	2005	Change 2004 to 2005	Not At-Risk Charters 2004	2005	Change 2004 to 2005	School Districts[b] 2004	2005	Change 2004 to 2005
Reading/ELA[c]									
African American	54	62	8	69	77	8	72	77	5
Hispanic	55	63	8	71	80	9	72	77	5
White	71	70	-1	84	90	6	90	91	1
Economically Disadvantaged	57	63	6	69	77	8	71	76	5
Mathematics									
African American	31	42	11	48	59	11	51	57	6
Hispanic	29	39	10	51	66	15	58	64	6
White	35	42	7	68	76	8	79	84	5
Economically Disadvantaged	31	41	10	49	62	13	57	62	5
Writing									
African American	75	78	3	84	84	0	85	86	1
Hispanic	73	75	2	83	84	1	85	87	2
White	77	75	-2	90	90	0	93	94	1
Economically Disadvantaged	74	75	1	82	83	1	84	86	2
Science									
African American	21	29	8	30	41	11	43	50	7
Hispanic	21	28	7	38	54	16	46	54	8
White	46	50	4	66	72	6	77	81	4
Economically Disadvantaged	23	29	6	34	48	14	44	51	7
Social Studies									
African American	54	64	10	70	78	8	79	83	4
Hispanic	57	67	10	76	85	9	78	82	4
White	78	83	5	90	89	-1	93	95	2
Economically Disadvantaged	58	68	10	72	81	9	76	81	5

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject.

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]English language arts.

was largest for White students (6.8 percentage points). Differences in student group rates between at-risk charters and school districts ranged from 7.7 percentage points for economically disadvantaged students to 19.1 percentage points for White students.

Percentage Completing Recommended High School Graduation Plan (RHSP)

For the class of 2004, 54.0 percent of students in not at-risk charters met the requirements for the RHSP. In school districts, the rate for the class of 2004 was 69.2 percent. In at-risk charters, 27.8 percent of the class of 2004 met the requirements for the RHSP.

Texas Assessment of Academic Skills (TAAS)/Texas Academic Skills Program (TASP) Equivalency

The TAAS/TASP equivalency rate for the class of 2004 showed that 59.8 percent of graduates in not at-risk charters scored sufficiently high as first-time TAAS takers to have a 75 percent likelihood of passing the TASP. In school districts, the equivalency rate for the class of 2004 was 77.6 percent.

College Admissions Tests

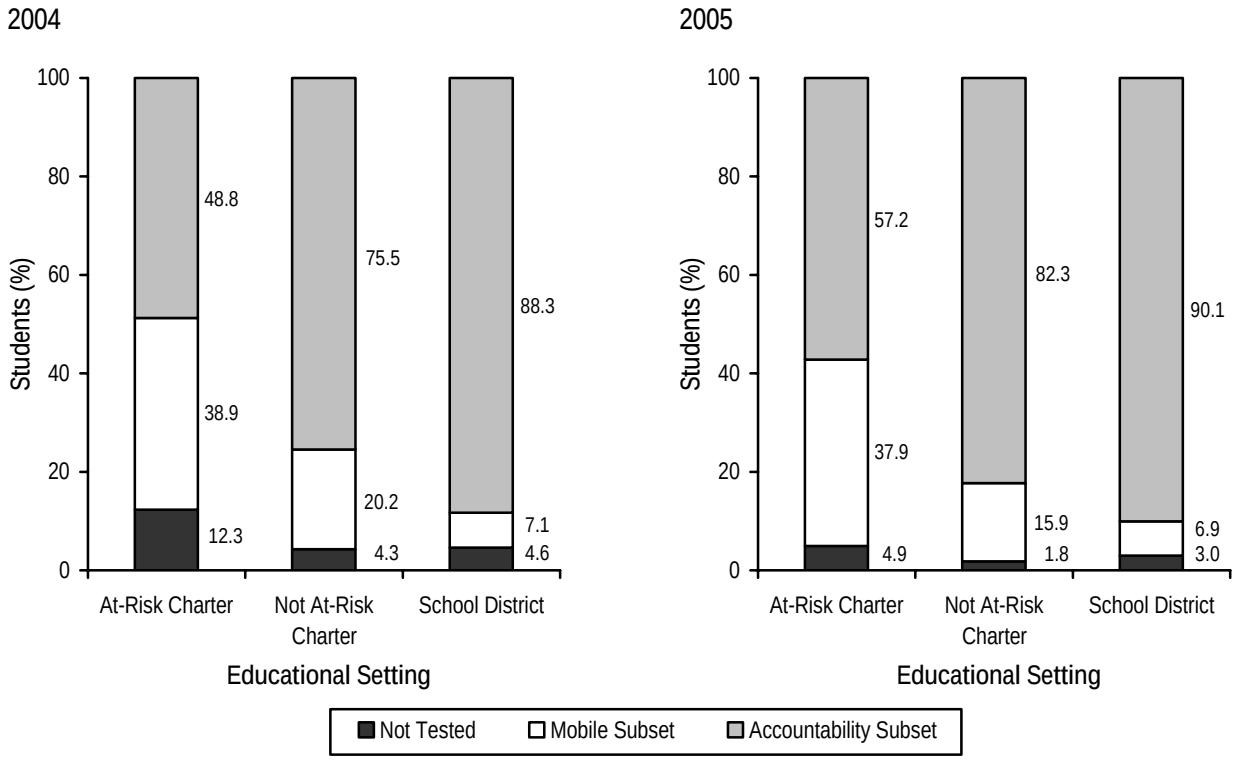
In not at-risk charters, the percentage of graduates who took either the SAT I or the ACT was 22.6 percent for the class of 2004. In school districts, the participation rate was 63.2 percent. In at-risk charters, only 4.4 percent of graduates participated.

Table 13.5. Progress of Prior Year TAKS Failers (%), Reading/ELA[a] and Mathematics, At-Risk Charters, Not At-Risk Charters, and School Districts, 2005

TAKS Performance	At-Risk Charters[b]	Not At-Risk Charters	School Districts[c]
Pass Reading/ELA	38	43	45
Pass Mathematics	19	27	26

[a]English language arts. [b]Charters with 51.0 percent or more of students at risk of dropping out of school. [c]Excludes charters.

Figure 13.1. TAKS and SDAA Participation,
At-Risk Charters, Not At-Risk Charters, and School Districts, 2004 and 2005



Of examinees in the class of 2004, 28.9 percent of students in not at-risk charters scored at or above criterion on either test, 1.9 percentage points higher than the 27.0 percent in school districts. Criterion on the SAT I is a combined score of 1110, and criterion on the ACT is a composite score of 24. In at-risk charters, 8.3 percent of students scored at or above criterion. In not at-risk charters, the average SAT I combined score for the class of 2004 was 967, and the average ACT I composite score was 18.9. In school districts, the class of 2004 had an average SAT I combined score of 988 and an average ACT I composite score of 20.1. The average SAT I combined score in at-risk charters was 836, and the average ACT I composite score was 16.6.

Agency Contact Persons

For information on charters, contact Ernest Zamora, Associate Commissioner for Support Services, (512) 463-5899; or Mary Perry, Charter Schools Division, (512) 463-9575.

Other Sources of Information

Accountability ratings and Academic Excellence Indicator System (AEIS) performance reports and profiles for each charter operator and charter campus are available from each charter, the Division of Communications at (512) 463-9000, or online at www.tea.state.tx.us/perfreport/. This website also provides access to the AEIS Glossary, which describes each item on the AEIS reports.

Table 13.6. Annual Dropout Rates (%), Grades 7-8, At-Risk Charters, Not At-Risk Charters, and School Districts, 2003-04

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
African American	0.5	0.3	0.2
Hispanic	0.9	0.3	0.3
White	1.1	0.4	0.1
Econ. Disad.[c]	0.5	0.1	0.2
State	0.8	0.3	0.2

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Economically disadvantaged.

Table 13.7. Longitudinal Completion Rates (%), Grades 9-12, At-Risk Charters, Not At-Risk Charters, and School Districts, Class of 2004

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
Graduated	37.7	45.7	85.1
Continued High School	32.6	36.2	6.8
Received GED[c]	16.8	8.9	3.8
Dropped Out	13.0	9.3	4.4

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

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]General Educational Development certificate.

Table 13.8. Advanced Course Completion Rates (%), by Student Group, At-Risk Charters, Not At-Risk Charters, and School Districts, 2003-04

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
African American	1.5	10.2	13.0
Hispanic	5.0	11.2	15.3
White	5.3	17.6	24.4
Econ. Disad.[c]	5.7	10.1	13.4
State	4.2	13.0	19.7

[a]Charters with 51.0 percent or more of students at risk of dropping out of school. [b]Excludes charters. [c]Economically disadvantaged.

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.

The survey response rate was approximately 24 percent for the 2004-05 school year. Almost 83 percent of districts and charters completing the survey reported having character education programs (Table 14.1). A total of 1,382 campuses in these districts and charters had programs meeting the Character Plus criteria, and 506 campuses had programs not meeting the criteria. About 17 percent of survey respondents reported not having character education programs.

Table 14.1. School District and Charter Implementation of Character Education Programs, 2004-05

Program	Number	Percent
Character Plus Program	166	55.7
Other Character Education Program	81	27.2
No Character Education Program	51	17.1

Source. TEA survey of school districts and charters.

Districts and charter schools that reported implementing character education programs were asked if the programs had effects on academic achievement and student discipline. About 45 percent of districts surveyed reported improved local grades, and nearly 40 percent reported improved standardized tests scores (Table 14.2). Just over 66 percent of districts reported fewer discipline referrals, and almost 39 percent reported improved attendance.

Table 14.2. Effects of Character Education Programs, 2004-05

Measure	Response (%)
Academic Achievement	
Improved standardized test scores	39.3
No effect on standardized test scores	61.5
Improved local grades	45.3
No effect on local grades	55.5
Other effects	<0.1
Discipline	
Fewer discipline referrals	66.4
No effect on discipline referrals	34.4
Improved attendance	38.5
No effect on attendance	62.3
Other effects	<0.1

Source. TEA survey of school districts and charters.

Note. Respondents could choose more than one item.

Agency Contact Persons

For information about Character Plus Schools or character education programs, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or George Rislov, Curriculum Division, (512) 463-9581.

Other Sources of Information

See the 2004-05 Character Education Letter and Survey at http://www.tea.state.tx.us/taa/curr060705.html.

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 2004-05 at www.tea.state.tx.us/curriculum/charplus.html.

Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.

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