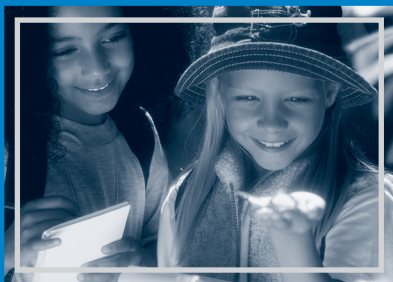




2007 Comprehensive Annual Report on Texas Public Schools



A Report to the 80th Legislature from the Texas Education Agency





TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Robert Scott
Commissioner

December 1, 2007

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 *2007 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, 2007, at www.tea.state.tx.us/reports/. A copy of the report can be printed directly from the web. A paper copy can be requested from the TEA Governmental Relations Office.

This report contains an executive summary and 15 chapters on the following topics: state performance on the academic excellence indicators; student performance on 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; character education programs; and student health and physical activity.

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

Respectfully submitted,

A handwritten signature in black ink that reads "Robert Scott". The signature is written in a cursive, slightly slanted style.

Robert Scott
Commissioner of Education

2007
Comprehensive
Annual Report on
Texas Public Schools

A Report to the 80th Legislature
from the Texas Education Agency

December 2007

Project Staff

Texas Education Agency

Robert Scott, Commissioner of Education

Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Department of Assessment, Accountability, and Data Quality

Criss Cloudt, Associate Commissioner

Office of Data Development, Analysis, and Research

Patricia Sullivan, Deputy Associate Commissioner

Division of Accountability Research

Linda Roska, Director

Richard Kallus and Amanda Callinan, Editorial Staff

Additional Acknowledgements

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

Citation. Texas Education Agency. (2007). *2007 comprehensive annual report on Texas public schools* (Document No. GE08 601 04). Austin, TX: Author.

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

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Texas Assessment of Academic Skills (TAAS™) and Texas Assessment of Knowledge and Skills (TAKS™) are either registered trademarks or trademarks of the Texas Education Agency. Advanced Placement Program®, AP®, and SAT® are registered trademarks of the College Entrance Examination Board. ACT Assessment® is a registered trademark of the ACT, Inc. Other product and company names mentioned in this report may be the trademarks of their respective owners.

Contents

Executive Summary	v
1. Academic Excellence Indicators	1
2. Student Performance	21
3. Disciplinary Alternative Education Programs	53
4. Performance of Students At Risk of Dropping Out of School.....	59
5. Student Dropouts	65
6. Grade-Level Retention.....	75
7. District and Campus Performance	85
8. Status of the Curriculum	121
9. Deregulation and Waivers.....	131
10. Expenditures and Staff Hours for Direct Instructional Activities.....	135
11. District Reporting Requirements	137
12. Agency Funds and Expenditures	141
13. Performance of Open-Enrollment Charters	145
14. Character Education.....	153
15. Student Health and Physical Activity	155

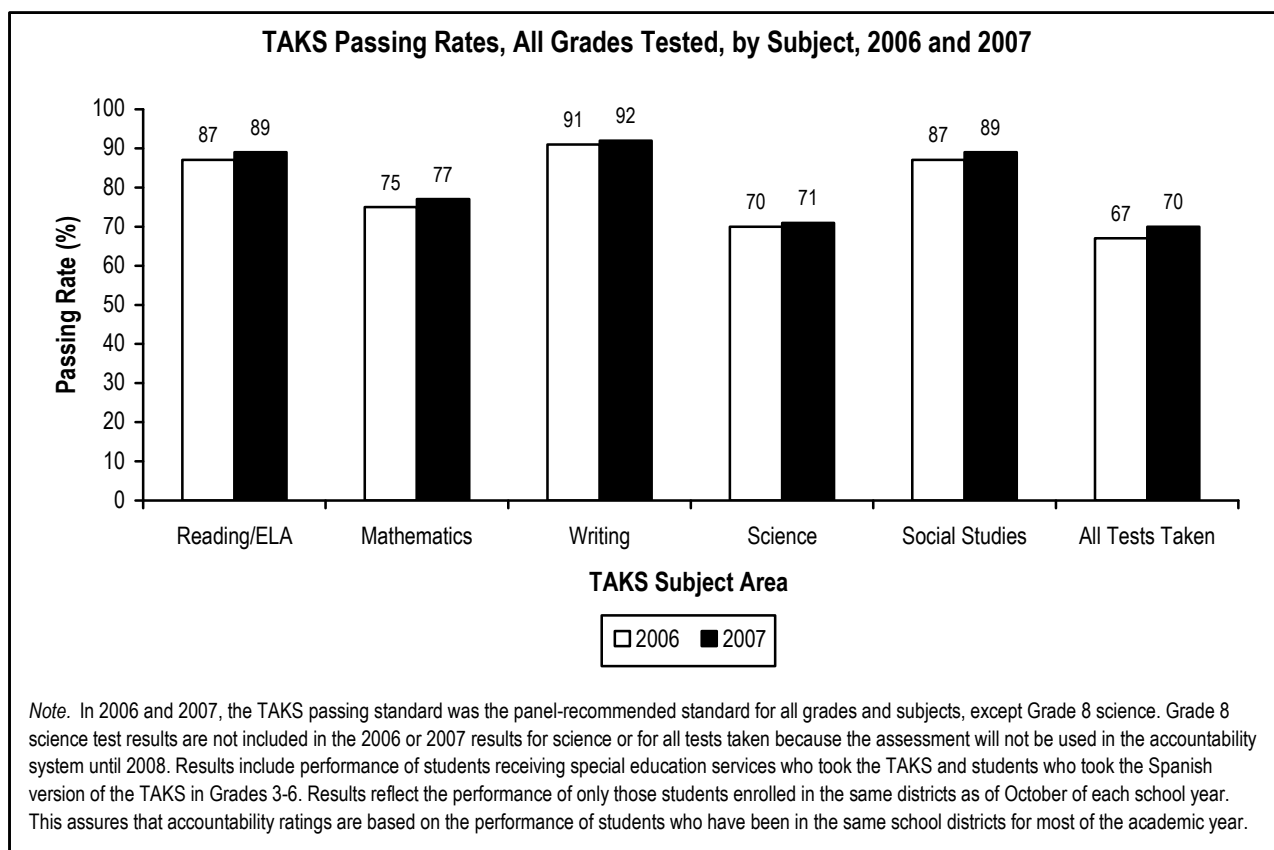
Executive Summary

Following are highlights of the *2007 Comprehensive Annual Report on Texas Public Schools*.

- ◆ An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. For over a decade, a set of criterion-referenced assessments aligned to the state curriculum has been the tool for measuring student progress toward these ends. The performance of Texas public school students has been measured by the Texas Assessment of Knowledge and Skills (TAKS) since 2003. The TAKS program assesses: reading at Grades 3-9; English language arts (ELA) at Grades 10 and 11; writing at Grades 4 and 7; science at Grades 5, 8, 10, and 11; and social studies at Grades 8, 10, and 11. The Grade 8 science test was administered for the first time in 2006. Spanish-version TAKS tests are 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. The TAKS–Inclusive (TAKS-I) provides testing for students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses students at their enrolled grade levels. The TAKS–Alternate (TAKS-Alt), first administered as a field test in spring 2007, assesses students with significant cognitive disabilities.

- ◆ TAKS passing standards were developed in summer 2002 by panels of educators and other interested citizens convened by the Texas Education Agency (TEA). The State Board of Education (SBOE) approved a plan to phase in the panel-recommended standards over a three-year period. Starting in school year 2005-06, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8



science. This test was administered for the first time in 2006, and standards for student performance will be phased in over a three-year period. The 2007 passing standard was 1 standard error of measurement (SEM) below the panel-recommended standard.

- ◆ The percentage of all students, Grades 3-11 combined, passing each of the TAKS subject area tests separately was higher than that in 2006. Texas students passed the writing test at a rate of 92 percent. The passing rate for both social studies and reading/ELA was 89 percent. In mathematics, 77 percent of all students passed the TAKS assessment. In science, excluding Grade 8 performance, 71 percent of students met the standard.
- ◆ The TAKS program includes a commended performance standard that indicates academic achievement considerably above the passing standard. In 2007, at least 30 percent of all Grade 3-11 students tested achieved commended performance on three of the subject area tests (reading/ELA, writing, and social studies). Compared to 2006, the percentages of students achieving commended performance in 2007 increased by 2 percentage points on all tests taken and up to 5 percentage points on individual subject area tests.
- ◆ TAKS passing rates for four student groups are evaluated under the Texas accountability system: African American, Hispanic, White, and economically disadvantaged students. Rates for all four groups increased or were equal to 2006 rates on all tests taken and in every subject area tested. Passing rates were highest in writing, ranging from 89 percent for African American students to 95 percent for White students. All student groups had lower passing rates on the mathematics and science tests than on other subject area tests.
- ◆ Under the TAKS assessment program, exit-level tests required for graduation are administered in Grade 11 and include tests in all content areas assessed by the TAKS: ELA, mathematics, science, and social studies. Of the Grade 11 students in the class of 2008 who took exit-level TAKS tests in spring 2007, 69 percent met the passing standard on all tests taken, and 6 percent achieved commended performance.
- ◆ Students who do not pass all of the exit-level tests have four more opportunities to do so before their expected graduation date. The cumulative passing rate for the class of 2007 was 84 percent. Results varied by student group, with 92 percent of

White students, 76 percent of Hispanic students, 74 percent of economically disadvantaged students, and 72 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Cumulative passing rates were lowest for students in special education programs (52%) and limited English proficient students (40%). Students may continue to retest after their expected graduation date.

- ◆ Students in special education who are taught the TEKS, but for whom the TAKS is not appropriate, take the SDAA II, the TAKS-I, or the TAKS-Alt to measure their 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 admission, review, and dismissal (ARD) committees. TAKS-I assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels, uses the same questions found on the TAKS tests, and accommodates students by excluding embedded field-test items, using larger type, and presenting fewer questions per page. The TAKS-Alt requires teachers to design activities that link to the grade-level TEKS curriculum. Student performance is observed and scored using the TAKS-Alt rubric. Each student who meets the participation criteria for TAKS-Alt must be assessed in all subject areas tested by TAKS in the student's enrolled grade.
- ◆ SDAA II results are reported as the percentage of SDAA II examinations meeting ARD expectations and as the percentage of examinees meeting ARD expectations. On the first measure, 89 percent of SDAA II examinations met or exceeded ARD expectations in 2007. On the second measure, 82 percent of students taking the SDAA II met ARD expectations for all tests taken. TAKS-I performance was not used in determining 2007 accountability ratings, but was reported in 2006-07 Academic Excellence Indicator System reports.
- ◆ As the state assessments have become more rigorous, fewer students have been exempted and more have been assessed and/or included in the accountability system. In 2007, almost 98 percent of all students eligible to be tested with the English- or Spanish-version TAKS, the SDAA II, the TAKS-I, or the TAKS-Alt were tested. Most students (91.1%) took TAKS tests, either alone, or in combination with other assessments. All other tested students (6.7%) took only assessments other

than TAKS: SDAA II only (4.6%), TAKS-I only (0.3%), TAKS-Alt only (0.4%), or a combination of SDAA II, TAKS-I, and/or TAKS-Alt (1.4%). The results for 91.6 percent of all students were included for accountability ratings purposes.

- ◆ Out of 2,016,470 Texas public students in Grades 7-12 during the 2005-06 school year, 51,841 students, or 2.6 percent, were reported to have dropped out. A total of 3,038 students dropped out of Grades 7-8, and 48,803 students dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 annual dropout rates were 0.4 percent and 3.7 percent, respectively. The four-year longitudinal dropout rate for the class of 2006 was 8.8 percent.
- ◆ Out of 283,698 students in the class of 2006 Grade 9 cohort, 88.9 percent either graduated by 2006 or continued school the following year. An additional 2.3 percent received General Educational Development (GED) certificates. The state graduation rate for the class of 2006 was 80.4 percent. Graduation rates varied by ethnic group, ranging from 71.7 percent for Hispanic students to 92.0 percent for Asian/Pacific Islander students.
- ◆ In the 2005-06 school year, a total of 208,876 students in Grades K-12 were retained in grade. The overall grade-level retention rate of 5.0 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 2006, there were 13,059 students in Grade 3 who did not pass the reading TAKS or SDAA II after three administrations. In the fifth grade, 36,938 students did not pass the TAKS or SDAA II reading and mathematics tests after three administrations.
- ◆ Participation in Advanced Placement (AP)/International Baccalaureate (IB) examinations continued to increase. The percentage of 11th- and 12th-grade public school students participating in at least one AP or IB examination rose from 8.6 percent in 1996-97 to 18.9 percent in 2005-06. The rates at which African American, Hispanic, and White students participated in at least one AP or IB examination climbed steadily between 1996-97 and 2005-06. The number of AP examinees in Texas public and nonpublic schools combined increased by 227.4 percent between 1996-97 and 2005-06, compared to a national increase of 131.6 percent.
- ◆ A total of 141,188 Texas public school graduates in the class of 2006 took the SAT, the ACT, or both. The percentage of examinees who scored at or above the criterion score on either test decreased slightly from 27.4 percent in 2005 to 27.1 percent in 2006. From 1996 to 2006, the number of SAT test takers in public and nonpublic schools combined increased 45.3 percent in Texas, compared to 35.1 percent nationwide. Over the same time period, the number of ACT test takers increased 32.6 percent in Texas, compared to 30.5 percent nationwide.
- ◆ The state accountability system is an integrated system of standard and alternative education accountability (AEA) procedures. The most significant changes to the 2007 standard procedures were an increase in TAKS standards for achieving or maintaining a rating of *Academically Acceptable* or *Recognized* and use of a new dropout definition. The new definition is based on the U.S. Department of Education's National Center for Education Statistics criteria. Adoption of the national dropout definition required a number of changes to the TEA definition in place before 2005-06. Some reporting dates affecting dropout status were changed, and some groups of students who would not have been considered dropouts in previous years are now classified as dropouts.
- ◆ Of the 1,222 public school districts and open-enrollment charters in Texas, 27 (2.2%) were rated *Exemplary* in 2007, and 217 (17.8%) were rated *Recognized*. A total of 920 districts and charters (75.3%) achieved the *Academically Acceptable* rating, and 56 (4.6%) were rated *Academically Unacceptable*. Approximately 63 percent of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Only 2 charters were *Not Rated: Other* in 2007. Of the 8,061 public school campuses and charter campuses, 643 (8.0%) were rated *Exemplary* in 2007, and 2,354 (29.2%) were rated *Recognized*. A total of 4,108 campuses (51.0%) achieved the *Academically Acceptable* rating, and 276 (3.4%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 680 (8.4%) were *Not Rated: Other*.
- ◆ Since 2005, charter operators that operate only registered alternative education campuses (AECs) have been eligible to be evaluated under AEA procedures. Charters that operate both standard campuses and registered AECs have the option to be evaluated under AEA procedures if at least 50 percent of the charter's students are enrolled at

registered AECs. In 2007, 126 charter operators were rated under standard accountability procedures, and 65 were rated under AEA procedures. Among all charter operators, 8 were *Exemplary*, 27 were *Recognized*, 119 were *Academically Acceptable*, 35 were *Academically Unacceptable*, and 2 were *Not Rated: Other*. Of the 332 charter campuses, 187 (56.3%) were rated under standard accountability procedures, and 145 (43.7%) were rated under AEA procedures. Among all charter campuses, 15 were *Exemplary*, 37 were *Recognized*, 217 were *Academically Acceptable*, and 44 were *Academically Unacceptable*. Nineteen charter campuses were *Not Rated: Other*.

- ◆ Between 2006 and 2007, the passing rates for charter school students taking the English-version TAKS remained the same or increased in all subject areas except science in at-risk charters; nevertheless, rates for at-risk charters were lower than those for not-at-risk charters and school districts. In 2007, the average passing rate for all tests taken was 43 percent for charters serving predominantly at-risk students, 73 percent for not-at-risk charters, and 70 percent for school districts. Hispanic students in not-at-risk charters had passing rates in all subjects that were higher than the rates for Hispanic students in school districts. Among economically disadvantaged students, passing rates in all subjects except writing were higher in not-at-risk charters than school districts.
- ◆ In 2005-06, the Grade 7-12 annual dropout rate for not-at-risk charters (3.1%) was higher than the rate for school districts (2.2%). The rate for at-risk charters was 10.1 percent. African American, Hispanic, and White students had higher dropout rates in both types of charters than in school districts. Economically disadvantaged students had higher dropout rates in school districts than in not-at-risk charters. All student groups had higher annual dropout rates in at-risk charters than in not-at-risk charters. The dropout rate was highest for Hispanic students in at-risk charters (11.4%).
- ◆ In 1995, Texas public school districts were required to establish Disciplinary Alternative

Education Programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code, Chapter 37). In 2005-06, a total of 105,530 students were assigned to DAEPs, an increase from the 100,909 students assigned in 2004-05. Even though the number of students assigned to DAEPs increased by 4.6 percent, the percentage of students assigned to DAEPs (2.3 percent) remained the same from the previous year. The average length of student assignment was 32.2 days in 2005-06, compared to 38.1 days in 2004-05. Statewide, 78.4 percent of students in Grades 3-10 who were assigned to DAEPs took the 2006 English-version TAKS reading/ELA test, and 14.5 percent took the 2006 SDAA II reading/ELA test. On the 2006 TAKS, students assigned to DAEPs had passing rates of 65 percent in reading/ELA and 34 percent in mathematics.

- ◆ In the 2006-07 school year, 2,213,429 (48%) of the 4,594,942 public school students in Texas were identified as at risk of dropping out of school, an increase of 3 percentage points from the 2004-05 school year. On the 2007 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 84 percent at Grade 9 to a high of 94 percent at Grades 5 and 11. At-risk students passed the test at rates ranging from a low of 36 percent at Grade 9 to a high of 72 percent at Grade 3. Across subjects and grades, at-risk students had TAKS passing rates of 70 percent or more on the following tests: reading/ELA at Grade 3 and Grades 6-11; mathematics at Grades 3 and 4; writing at Grades 4 and 7; and social studies at Grades 8, 10, and 11. The largest performance gaps on TAKS between at-risk and not at-risk students were in mathematics and science.
- ◆ Approximately 84 percent of the 360 districts and charters that responded to a TEA survey in school year 2006-07 reported having some type of character education program. Of those, 224 (62.2%) described programs that met the statutory criteria for designation as Character Plus programs.

1. Academic Excellence Indicators

This chapter of the *2007 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 analyses of three key indicators can be found in Chapters 2 and 5 of the report. Chapter 2 presents Texas Assessment of Knowledge and Skills (TAKS) results, and Chapter 5 presents completion rates and dropout rates. This chapter provides an analysis of other measures and indicators presented in the Academic Excellence Indicator System (AEIS) state performance report (pages 7-20), including:

- ◆ results of students in special education programs meeting admission, review, and dismissal (ARD) committee expectations on the State-Developed Alternative Assessment II (SDAA II);
- ◆ student participation in TAKS/SDAA II/TAKS-Inclusive (TAKS-I)/TAKS-Alternate (TAKS-Alt) testing (i.e., percentages of students tested and not tested);
- ◆ cumulative percentages of students passing the exit-level TAKS;
- ◆ progress of students who failed the reading/English language arts (ELA) or mathematics portion of TAKS the prior year;
- ◆ Grades 3 and 5 reading results and Grade 5 mathematics results for the Student Success Initiative (SSI);
- ◆ progress of English Language Learners (ELL);
- ◆ attendance rates;
- ◆ indicators of college readiness:
 - 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;

- percentages of Grade 11 students attaining the college readiness standard under the Texas Success Initiative (TSI), based on TAKS data;
 - results of college admission tests (SAT and ACT); and
 - percentages of graduates attaining the college readiness standard under the TSI, based on TAKS and college admissions data; and
- ◆ profile information on students, programs, staff, and finances.

SDAA II Results

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.

Two sets of SDAA II results are presented in AEIS reports. The first set, labeled SDAA II Examinations, provides the SDAA II results used in the accountability ratings system. 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, 89 percent of SDAA II tests taken in 2007 met ARD expectations, compared to 84 percent the previous year. Results varied slightly by ethnic group, with 88 percent of tests taken by African American students, 89 percent of tests taken by Hispanic students, and 90 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 students meeting ARD expectations divided by the number of students tested. Eighty-two percent of students taking the SDAA II in 2007 met ARD committee expectations on all tests taken. Results varied by subject area, with 91 percent of students

Technical Note. The TAKS results shown in the AEIS state performance report (pages 7-20) 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 districts as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same districts for most of the academic year. The Student Performance chapter contains the results for all students who took the TAKS in the spring of each year, regardless of their enrollment status the previous October.

meeting ARD expectations in reading/ELA, 90 percent in mathematics, and 79 percent in writing.

TAKS/TAKS-I/SDAA II/TAKS-Alt Participation

This indicator presents percentages of students tested and not tested on the TAKS, TAKS-I, SDAA II, or TAKS-Alt, as well as percentages of students included and excluded in determining accountability ratings. Percentages are based on the unduplicated count of students who participated in the assessments. Test results for accountability evaluations included students in regular and special education programs in Grades 3-11 who took the English-version TAKS, students in regular and special education programs in Grades 3-6 who took the Spanish-version TAKS, and students in special education programs who took the SDAA II.

The Texas Assessment of Knowledge and Skills–Inclusive (TAKS-I) is a general assessment available to students served by special education programs who require specific accommodations. TAKS-I performance was not used in determining 2006 or 2007 accountability ratings, but was reported in 2005-06 and 2006-07 AEIS reports. Beginning in 2008, TAKS-I is renamed TAKS (Accommodated) and will be incorporated in the state accountability system in specified grades and subject areas. TAKS (Accommodated) will be fully integrated in the ratings system in 2010.

TAKS–Alternate (TAKS-Alt) is an assessment based on alternate academic achievement standards and designed for students with significant cognitive disabilities. Students served in special education programs who met participation requirements were administered the TAKS-Alt field test in spring 2007. The earliest possible use of TAKS-Alt results in the state accountability system is 2010.

Statewide, 97.7 percent of all students were tested in 2007, and 2.3 percent were not tested. Participation rates by assessment program were as follows.

- ◆ 91.1 percent of students took one or more TAKS tests.
- ◆ 6.7 percent of students were tested only on assessments other than TAKS.
- ◆ 0.3 percent of students took one or more TAKS-I tests only.
- ◆ 4.6 percent of students took one or more SDAA II tests only.
- ◆ 0.4 percent of students took one or more TAKS-Alt tests only.

- ◆ 1.4 percent of students took a combination of TAKS-I, SDAA II, and/or TAKS-Alt tests only.

Statewide, 91.6 percent of all students had test results that were used in determining accountability ratings in 2007, and 6.1 percent had results that were excluded. Those excluded were grouped into two categories.

- ◆ 5.4 percent of students were not enrolled in the fall in the same districts where they tested in the spring; these students comprise the "Mobile" category.
- ◆ 0.7 percent of students took the TAKS-I, the TAKS-Alt, or the Grade 8 science TAKS only; these students comprise the "Non-Accountability Test" category.

Statewide, 2.3 percent of all students were not tested on a state assessment in 2007. Those not tested were grouped into four categories.

- ◆ 0.2 percent of students were absent on all days of testing.
- ◆ 0.3 percent of students were served in special education and exempted from all tests by their ARD committees.
- ◆ 1.0 percent of students were exempted from all tests because of limited English proficiency.
- ◆ 0.8 percent of students had answer documents coded with combinations of the "Not Tested" categories or had testing disrupted by illness or other similar events.

Cumulative Percent Passing Exit-Level TAKS

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

The exit-level TAKS is first administered in the spring of the students' 11th-grade year. Students have four additional opportunities to retake the test before their graduation date. The TAKS cumulative passing rate for the class of 2007 shows the percentage of students who first took the exit-level test in spring 2006 as juniors and eventually passed all tests taken by the end of their senior year in May 2007. The measure includes only students who took the test in the spring of the 11th grade and continued to retake the test, if needed, in the same district up to their expected graduation date. Students may continue to retest after that date.

Statewide, 84 percent of the class of 2007 passed the exit-level TAKS. Results varied by ethnic group,

with 93 percent of Asian/Pacific Islander students, 92 percent of White students, 88 percent of Native American students, 76 percent of Hispanic students, and 72 percent of African American students passing the exit-level TAKS before their expected high school graduation date. Compared to the cumulative passing rates for the class of 2006, rates for the class of 2007 decreased for all student groups except Native American students. The declines occurred at the same time the TAKS passing standard increased from 1 standard error of measurement (SEM) below the panel-recommended standard to the panel-recommended standard.

Progress of Prior Year TAKS Failers

This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year: (a) the percentage who passed the corresponding assessment in the current year; and (b) the average Texas Growth Index (TGI) between the prior year and current year. Statewide, 50 percent of the students who failed the reading/ELA assessment in 2006 passed in 2007. Progress in mathematics was lower, with 34 percent of prior year failers passing in 2007. In mathematics, performance of prior year failers in 2007 showed improvement over the previous year for all student groups.

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. A positive TGI score indicates that academic growth was larger than expected. A negative TGI score indicates that academic growth was less than expected. Statewide, students who failed one or more of the TAKS tests in 2006 demonstrated an average TGI growth of 0.55 in reading/ELA and 0.33 in mathematics in 2007.

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

As required by the SSI, 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 (Texas Education Code [TEC] §28.0211). 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 2008.

Four SSI indicators are included in AEIS reports: Students Requiring Accelerated Instruction, TAKS Cumulative Met Standard (First and Second Administrations), TAKS Failers Promoted by Grade Placement Committee, and TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year). Two years of results are shown for all four indicators.

The indicator, Students Requiring Accelerated Instruction, shows the percentages of students who did not meet the passing standard 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 2007, 12 percent of Grade 3 students and 18 percent of Grade 5 students needed accelerated instruction following the initial administration of TAKS reading in February. In addition, 15 percent of the Grade 5 students needed accelerated instruction following the initial administration of TAKS mathematics in April.

The indicator, TAKS Cumulative Met Standard (First and Second Administrations), 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 for Grade 3 students in 2007 (94%) was the same as in 2006. Grade 5 students in 2007 had cumulative passing rates of 90 percent in reading and 91 percent in mathematics, both improvements over the previous year.

The indicator, TAKS Failers Promoted by Grade Placement Committee, shows the percentages of students who did not meet the passing standard on the tests but were promoted to the next grade level by their grade placement committees. Statewide, 48.5 percent of students who did not pass the Grade 3 TAKS reading test in 2006 were promoted to Grade 4, compared to 49.0 percent in 2005. Of students in 2006 who failed Grade 5 TAKS tests, 74.4 percent who failed reading were promoted to Grade 6, and 73.8 percent who failed mathematics were promoted.

The indicator, TAKS Met Standard/SDAA II Met ARD Expectation (Failed in Previous Year), provides results for students who did not pass the TAKS test the previous year. For those who were promoted to fourth

grade, the indicator shows the percentage that passed the Grade 4 reading test (either TAKS or SDAA II). For third grade reading failers who were retained in third grade, the indicator shows the percentage that passed the Grade 3 reading test (either TAKS or SDAA II). Statewide, 33 percent of the students who were promoted to fourth grade passed the Grade 4 reading test in 2007, a decrease from 38 percent in 2006. Similarly, 83 percent of the students who were retained in third grade passed the Grade 3 reading test in 2007, a decrease from 86 percent in 2006.

The same indicator is shown for Grade 5 students who did not pass the reading test or the mathematics test the previous year. Of students who failed reading and were promoted to sixth grade, 55 percent passed the Grade 6 reading test in 2007. In contrast, 68 percent of the students who were retained in fifth grade passed the Grade 5 reading test in 2007. Of students who failed mathematics and were promoted to sixth grade, 25 percent passed the Grade 6 mathematics test in 2007. In contrast, 74 percent of the students who were retained in fifth grade passed the Grade 5 mathematics test in spring 2007.

English Language Learner (ELL) Progress Measure

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

For 2006-07, the ELL measure is based on 2007 TAKS and RPTE results and progress on the RPTE between 2006 and 2007. Statewide, 70 percent of current and monitored LEP students met one or more of the ELL progress criteria, an improvement of four percentage points from the previous year.

Student Attendance

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2005-06 (95.5%) was down slightly from the previous year. Rates for all student groups exceeded 94 percent in 2005-06. Attendance rates are evaluated for Gold Performance Acknowledgment in the statewide accountability system.

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 2005-06, the most recent year for which data are available, 21.0 percent of students in Grades 9-12 completed at least one advanced course. Across ethnic groups, the percentage of students completing advanced courses was highest for Asian/Pacific Islander students (42.5%), followed by White students (26.1%), Native American students (21.1%), Hispanic students (16.6%), and African American students (14.0%). Percentages of students completing advanced courses increased for all student groups between 2004-05 and 2005-06, except students in special education programs and LEP 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).

For the class of 2006, 75.7 percent of graduates statewide met the requirements for the RHSP or DAP, up from 72.3 percent reported for the class of 2005. Across ethnic groups, the percentage of students completing the RHSP or DAP was highest for Asian/Pacific Islander students (89.5%), followed by White students (76.4%), Hispanic students (76.3%), Native American students (74.4%), and African American students (67.8%). Among special populations, the percentages were 72.0 percent for economically disadvantaged students, 62.6 percent for at-risk students, 58.3 percent for LEP students, and 17.5 percent for students in special education programs. The percentages for all student groups increased over the previous school year.

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

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

Statewide, the percentage of 11th or 12th graders taking at least one AP or IB examination rose from 18.4 percent in 2005 to 18.9 percent in 2006. Percentages of students participating in the examinations rose for all student groups between 2005 and 2006, except African American students, whose participation was unchanged from the previous year.

The percentage of examinees with at least one score at or above criterion decreased statewide from 51.8 percent in 2005 to 51.3 percent in 2006. Likewise, the percentage of examinations with scores at or above criterion declined statewide, from 47.4 percent in 2005 to 47.2 percent in 2006. Performance on both measures varied by ethnic group in 2006.

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

TAKS results from 2007 showed that 53 percent of Grade 11 students achieved the college readiness standard in ELA, an increase of 13 percentage points from 2006. The standard in mathematics was met by 54 percent of Grade 11 students, an increase of 3 percentage points from 2006.

College Admissions Tests

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

The percentage of graduates who took either the SAT or the ACT increased slightly from 65.5 percent for the class of 2005 to 65.8 percent for the class of 2006. Of the class of 2006 examinees, 27.1 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a slight decrease from 27.4 percent for the class of 2005. Performance results varied greatly by ethnic group, with 47.8 percent of Asian/Pacific Islander students, 38.3 percent of White students, 31.7 percent of Native American students, 11.4 percent of Hispanic students, and 7.8 percent of African American students scoring at or above the criterion on either test.

The average SAT combined score for the class of 2006 was 991, a slight decrease from the average score of 992 for the class of 2005. The average ACT composite score was 20.1 for the class of 2006, a slight increase from 20.0 for the class of 2005.

College Ready Graduates

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

For the class of 2006 overall, 48 percent of graduates were college ready in ELA, 52 percent were college ready in mathematics, and 35 percent were college ready in both subjects. Performance varied by student group, with Asian/Pacific Islander students having the highest percentages of college-ready graduates in

ELA (65%), mathematics (75%), and both subjects combined (58%). African American students had the lowest percentages of college-ready graduates in ELA (33%), mathematics (29%), and both subjects combined (16%).

Profile Information

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

Agency Contact Persons

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

Other Sources of Information

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

See *Pocket Edition, 2006-07: Texas Public School Statistics* at www.tea.state.tx.us/perfreport/pocketed/ (available in January 2008).

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard Grade 3 (English) First Administration Only													
Reading	2007	89%	82%	85%	95%	92%	95%	88%	90%	82%	84%	80%	80%
	2006	90%	82%	86%	96%	92%	95%	89%	91%	83%	85%	82%	82%
Mathematics	2007	82%	70%	78%	90%	84%	95%	83%	82%	73%	76%	76%	72%
	2006	83%	70%	78%	91%	84%	95%	83%	82%	76%	76%	75%	73%
All Tests	2007	78%	65%	73%	88%	82%	92%	78%	79%	68%	70%	68%	65%
	2006	79%	65%	74%	89%	81%	92%	79%	79%	71%	71%	69%	66%
TAKS Met 2007 Standard Grade 3 (Spanish) First Administration Only													
Reading	2007	81%	74%	81%	83%	73%	86%	78%	84%	62%	81%	81%	81%
	2006	76%	80%	76%	85%	42%	> 99%	71%	81%	53%	76%	76%	76%
Mathematics	2007	74%	83%	74%	91%	70%	86%	74%	73%	59%	73%	74%	74%
	2006	69%	82%	69%	88%	55%	> 99%	69%	69%	52%	69%	69%	69%
All Tests	2007	68%	70%	68%	80%	64%	71%	67%	70%	49%	68%	68%	68%
	2006	62%	71%	62%	81%	33%	> 99%	59%	65%	41%	62%	62%	62%
TAKS Met 2007 Standard Grade 4 (English)													
Reading	2007	84%	76%	79%	92%	87%	94%	83%	85%	75%	77%	66%	68%
	2006	83%	74%	77%	92%	87%	92%	81%	85%	75%	76%	63%	65%
Mathematics	2007	86%	76%	83%	93%	87%	96%	88%	85%	78%	81%	76%	71%
	2006	84%	74%	80%	92%	86%	96%	85%	84%	78%	78%	72%	67%
Writing	2007	91%	87%	90%	94%	92%	97%	89%	94%	82%	88%	84%	83%
	2006	92%	89%	90%	95%	91%	97%	90%	94%	84%	89%	83%	84%
All Tests	2007	75%	63%	70%	85%	78%	91%	74%	77%	64%	67%	58%	54%
	2006	74%	62%	68%	85%	76%	89%	73%	76%	64%	65%	55%	51%
TAKS Met 2007 Standard Grade 4 (Spanish)													
Reading	2007	77%	81%	77%	87%	57%	*	73%	82%	62%	77%	77%	77%
	2006	76%	62%	76%	97%	*	*	72%	80%	57%	76%	76%	76%
Mathematics	2007	73%	92%	73%	92%	*	*	74%	72%	56%	73%	73%	73%
	2006	70%	64%	70%	94%	*	80%	72%	67%	57%	69%	70%	70%
Writing	2007	90%	89%	90%	97%	67%	*	86%	93%	75%	90%	90%	90%
	2006	90%	86%	90%	96%	*	*	87%	93%	78%	90%	90%	90%
All Tests	2007	66%	71%	66%	89%	63%	*	63%	68%	48%	65%	65%	65%
	2006	63%	53%	63%	89%	*	80%	61%	65%	47%	63%	63%	63%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard Grade 5 (English) First Administration Only													
Reading	2007	83%	76%	76%	92%	86%	93%	81%	84%	72%	75%	52%	63%
	2006	81%	71%	73%	92%	86%	92%	79%	82%	71%	72%	48%	59%
Mathematics	2007	86%	75%	82%	93%	86%	97%	86%	85%	76%	80%	69%	69%
	2006	82%	70%	77%	91%	87%	95%	83%	81%	73%	75%	63%	64%
Science	2007	78%	64%	71%	90%	81%	91%	81%	75%	70%	69%	50%	56%
	2006	76%	61%	68%	88%	81%	90%	78%	73%	66%	66%	46%	53%
All Tests	2007	69%	54%	60%	83%	71%	87%	70%	67%	58%	57%	36%	41%
	2006	66%	49%	56%	81%	72%	84%	67%	64%	55%	53%	32%	37%
TAKS Met 2007 Standard Grade 5 (Spanish) First Administration Only													
Reading	2007	79%	*	79%	*	*	*	76%	81%	58%	78%	79%	79%
	2006	65%	33%	65%	88%	*	*	63%	68%	51%	65%	65%	65%
Mathematics	2007	50%	*	50%	*	*	*	52%	49%	43%	50%	50%	51%
	2006	49%	85%	49%	50%	*	*	51%	46%	43%	49%	49%	49%
Science	2007	36%	*	36%	*	*	*	39%	33%	19%	36%	36%	36%
	2006	31%	*	31%	80%	*	*	35%	27%	26%	31%	31%	31%
All Tests	2007	44%	*	44%	*	*	*	45%	44%	30%	44%	44%	44%
	2006	33%	71%	33%	58%	*	*	34%	32%	26%	33%	33%	33%
TAKS Met 2007 Standard Grade 6 (English)													
Reading	2007	92%	89%	89%	97%	94%	98%	90%	94%	80%	88%	68%	83%
	2006	92%	89%	88%	97%	93%	97%	90%	93%	79%	87%	64%	83%
Mathematics	2007	80%	67%	75%	89%	82%	95%	79%	80%	60%	72%	57%	61%
	2006	81%	68%	75%	90%	84%	94%	80%	81%	60%	73%	55%	63%
All Tests	2007	78%	65%	72%	88%	80%	94%	76%	79%	59%	69%	48%	57%
	2006	78%	66%	72%	88%	82%	93%	77%	79%	60%	69%	45%	59%
TAKS Met 2007 Standard Grade 6 (Spanish)													
Reading	2007	76%	*	76%	*	*	*	70%	81%	71%	75%	75%	75%
	2006	67%	*	67%	*	*	*	60%	74%	43%	66%	67%	67%
Mathematics	2007	59%	*	59%	*	*	*	61%	58%	*	59%	59%	60%
	2006	54%	*	54%	*	*	*	54%	55%	50%	54%	54%	55%
All Tests	2007	59%	*	59%	*	*	*	57%	61%	71%	58%	59%	59%
	2006	51%	*	51%	*	*	*	48%	53%	44%	50%	50%	51%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Academic Excellence Indicators

Indicator:		State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard Grade 7													
Reading	2007	85%	78%	80%	93%	89%	95%	84%	87%	65%	78%	41%	70%
	2006	80%	71%	72%	90%	84%	92%	77%	82%	59%	70%	29%	60%
Mathematics	2007	77%	63%	70%	87%	80%	93%	76%	77%	52%	68%	44%	54%
	2006	71%	56%	63%	84%	77%	92%	72%	71%	50%	61%	33%	46%
Writing	2007	93%	91%	91%	96%	94%	98%	91%	96%	79%	90%	68%	86%
	2006	91%	89%	87%	96%	93%	98%	88%	94%	75%	86%	56%	81%
All Tests	2007	71%	57%	63%	83%	75%	90%	70%	72%	47%	60%	27%	45%
	2006	65%	50%	55%	80%	70%	87%	63%	67%	41%	52%	18%	36%
TAKS Met 2007 Standard Grade 8													
Reading	2007	89%	85%	85%	95%	91%	96%	88%	91%	74%	84%	50%	79%
	2006	84%	78%	77%	93%	88%	93%	83%	86%	63%	76%	32%	69%
Mathematics	2007	73%	59%	65%	84%	76%	92%	73%	72%	48%	63%	36%	49%
	2006	68%	52%	59%	81%	71%	90%	68%	68%	41%	57%	29%	42%
* Science	2007	71%	55%	60%	87%	78%	89%	74%	67%	49%	57%	22%	46%
	2006	63%	45%	51%	81%	70%	84%	68%	59%	38%	49%	15%	37%
Soc Studies	2007	87%	82%	82%	94%	91%	97%	88%	87%	72%	81%	53%	75%
	2006	84%	78%	77%	92%	88%	96%	84%	84%	62%	76%	46%	69%
* All Tests	2007	61%	44%	50%	78%	68%	85%	63%	59%	40%	47%	15%	32%
	2006	54%	35%	41%	71%	59%	80%	56%	51%	29%	39%	10%	24%
TAKS Met 2007 Standard Grade 9													
Reading	2007	87%	81%	80%	95%	91%	93%	84%	89%	65%	80%	38%	76%
	2006	88%	84%	82%	96%	92%	94%	85%	91%	69%	82%	41%	79%
Mathematics	2007	61%	46%	51%	78%	66%	87%	61%	62%	29%	49%	22%	36%
	2006	58%	40%	46%	75%	61%	85%	58%	58%	27%	44%	19%	31%
All Tests	2007	60%	45%	49%	77%	65%	84%	59%	61%	35%	47%	16%	36%
	2006	57%	40%	46%	75%	62%	83%	56%	58%	35%	44%	16%	32%

* Grade 8 Science (tested at 1 SEM below Panel Recommended value) is included in All Tests for 2006 & 2007.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Met 2007 Standard Grade 10													
Eng Lang Arts	2007	85%	80%	79%	92%	87%	92%	81%	89%	56%	78%	34%	73%
	2006	86%	80%	79%	93%	90%	93%	81%	90%	56%	78%	32%	74%
Mathematics	2007	65%	46%	55%	79%	65%	87%	66%	64%	30%	52%	24%	38%
	2006	62%	43%	51%	76%	70%	85%	63%	61%	29%	48%	23%	34%
Science	2007	59%	41%	46%	77%	67%	82%	63%	56%	29%	44%	14%	33%
	2006	61%	41%	46%	80%	72%	79%	66%	57%	34%	44%	13%	35%
Soc Studies	2007	87%	79%	81%	94%	91%	95%	88%	86%	64%	80%	46%	75%
	2006	84%	76%	76%	93%	90%	94%	85%	83%	60%	75%	41%	70%
All Tests	2007	51%	32%	38%	68%	55%	77%	52%	50%	21%	35%	9%	23%
	2006	50%	30%	36%	67%	60%	74%	52%	48%	21%	34%	8%	21%
TAKS Met 2007 Standard ^ Grade 11													
Eng Lang Arts	2007	91%	87%	86%	96%	94%	94%	89%	93%	69%	84%	33%	84%
	2006	89%	85%	83%	94%	92%	94%	86%	91%	65%	81%	36%	82%
Mathematics	2007	81%	67%	74%	90%	86%	93%	83%	79%	54%	71%	45%	65%
	2006	78%	63%	70%	88%	83%	92%	81%	76%	47%	68%	43%	65%
Science	2007	78%	65%	67%	90%	85%	90%	81%	75%	52%	66%	33%	61%
	2006	76%	61%	64%	88%	83%	89%	80%	72%	47%	62%	30%	60%
Soc Studies	2007	94%	91%	90%	98%	97%	97%	95%	93%	83%	89%	63%	89%
	2006	94%	92%	90%	98%	97%	97%	95%	93%	80%	90%	65%	90%
All Tests	2007	70%	53%	58%	84%	76%	85%	72%	68%	42%	55%	17%	48%
	2006	66%	48%	53%	80%	73%	84%	68%	64%	34%	50%	16%	47%

^ Primary Spring Administration, plus October 2006 first-time 11th grade testers who pass all 4 tests.

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:		State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator)													
Reading/ELA	2007	89%	84%	84%	95%	91%	95%	87%	90%	73%	83%	67%	78%
	2006	87%	82%	82%	94%	90%	94%	85%	89%	71%	81%	63%	76%
Mathematics	2007	77%	64%	71%	87%	79%	93%	78%	77%	59%	69%	62%	58%
	2006	75%	61%	68%	86%	79%	92%	75%	74%	57%	66%	58%	55%
Writing	2007	92%	89%	91%	95%	93%	97%	89%	95%	80%	89%	82%	85%
	2006	91%	89%	89%	95%	92%	97%	89%	94%	79%	88%	77%	83%
Science	2007	71%	56%	61%	85%	77%	88%	75%	68%	50%	60%	39%	49%
	2006	70%	54%	59%	85%	79%	86%	74%	67%	49%	58%	35%	49%
Soc Studies	2007	89%	84%	84%	95%	93%	96%	90%	89%	72%	83%	53%	80%
	2006	87%	81%	80%	94%	91%	95%	88%	86%	67%	79%	49%	76%
All Tests	2007	70%	55%	62%	82%	73%	88%	70%	70%	51%	60%	49%	47%
	2006	67%	52%	58%	81%	72%	87%	67%	67%	49%	56%	45%	44%
TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommended)													
Reading/ELA	2007	88%	83%	84%	95%	91%	95%	86%	90%	71%	83%	67%	78%
	2006	87%	81%	82%	94%	90%	94%	85%	89%	70%	81%	63%	76%
Mathematics	2007	77%	64%	71%	87%	79%	93%	77%	77%	56%	69%	62%	58%
	2006	75%	61%	68%	85%	78%	92%	75%	74%	56%	66%	58%	54%
Writing	2007	92%	89%	91%	95%	93%	97%	89%	95%	80%	89%	82%	85%
	2006	91%	89%	89%	95%	92%	97%	89%	94%	79%	88%	77%	83%
Science	2007	66%	49%	55%	82%	72%	86%	69%	63%	28%	53%	30%	42%
	2006	64%	47%	52%	81%	72%	83%	68%	61%	33%	50%	28%	42%
Soc Studies	2007	87%	80%	81%	94%	90%	96%	87%	87%	50%	79%	49%	76%
	2006	86%	79%	79%	93%	90%	95%	86%	85%	53%	77%	47%	75%
All Tests	2007	67%	52%	59%	80%	71%	87%	67%	67%	37%	57%	47%	44%
	2006	65%	49%	56%	79%	70%	85%	65%	65%	40%	54%	43%	41%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I)													
Reading/ELA	2007	30%	20%	22%	42%	33%	49%	28%	33%	14%	20%	11%	12%
	2006	27%	17%	18%	38%	29%	43%	24%	30%	12%	17%	10%	10%
Mathematics	2007	25%	13%	18%	34%	25%	54%	26%	24%	13%	17%	14%	8%
	2006	23%	11%	16%	32%	24%	50%	24%	22%	12%	15%	12%	7%
Writing	2007	30%	21%	23%	40%	30%	52%	24%	36%	13%	20%	12%	12%
	2006	30%	21%	22%	40%	30%	49%	24%	35%	12%	20%	11%	13%
Science	2007	19%	9%	12%	28%	20%	36%	23%	16%	12%	11%	6%	5%
	2006	16%	6%	9%	23%	16%	31%	19%	12%	8%	9%	4%	4%
Soc Studies	2007	35%	21%	23%	49%	41%	58%	40%	31%	14%	21%	4%	13%
	2006	30%	17%	19%	43%	34%	53%	35%	25%	11%	17%	3%	11%
All Tests	2007	13%	6%	8%	20%	13%	32%	13%	14%	6%	7%	5%	3%
	2006	11%	4%	6%	17%	11%	27%	11%	11%	5%	5%	4%	2%
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)													
	2007	89%	88%	89%	90%	90%	90%	89%	90%	89%	89%	89%	89%
	2006	84%	83%	82%	87%	87%	87%	83%	85%	84%	83%	82%	83%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations													
Reading/ELA	2007	91%	91%	91%	92%	92%	92%	91%	92%	91%	91%	91%	91%
	2006	87%	86%	85%	90%	91%	90%	86%	88%	87%	86%	85%	86%
Mathematics	2007	90%	89%	90%	91%	90%	92%	90%	90%	90%	90%	91%	90%
	2006	86%	85%	85%	89%	89%	89%	86%	87%	86%	86%	86%	86%
Writing	2007	79%	78%	79%	81%	83%	81%	78%	81%	79%	79%	80%	79%
	2006	68%	67%	65%	71%	68%	73%	66%	71%	68%	67%	65%	67%
All Tests	2007	82%	81%	81%	84%	83%	84%	82%	83%	82%	82%	82%	82%
	2006	74%	72%	72%	79%	79%	78%	73%	76%	74%	73%	72%	74%

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)												
Tested	97.7%	98.2%	96.7%	99.0%	98.4%	96.2%	97.5%	98.0%	94.8%	97.0%	88.7%	96.2%
By Program												
TAKS (1 or more)	91.1%	87.7%	89.9%	93.7%	90.8%	94.2%	89.0%	93.3%	39.3%	88.0%	77.2%	87.2%
Not on TAKS	6.7%	10.5%	6.8%	5.3%	7.6%	2.0%	8.5%	4.7%	55.4%	9.0%	11.5%	8.9%
TAKS-I Only	0.3%	0.4%	0.2%	0.2%	0.3%	0.1%	0.3%	0.2%	2.2%	0.3%	0.3%	0.4%
SDAA II Only	4.6%	7.4%	4.7%	3.6%	5.3%	1.3%	5.9%	3.2%	38.2%	6.3%	8.3%	6.5%
TAKS-Alt Only	0.4%	0.5%	0.4%	0.4%	0.4%	0.4%	0.5%	0.3%	3.6%	0.5%	0.5%	0.0%
Combination	1.4%	2.2%	1.5%	1.1%	1.6%	0.3%	1.8%	1.0%	11.5%	1.9%	2.5%	2.0%
By Acct Status												
Acct System	91.6%	89.1%	91.0%	93.7%	88.2%	92.3%	91.1%	92.3%	82.1%	91.0%	83.8%	91.6%
Non-Acct System	6.1%	9.1%	5.7%	5.3%	10.2%	3.9%	6.4%	5.7%	12.6%	6.0%	4.9%	4.6%
Mobile	5.4%	8.1%	5.1%	4.7%	9.4%	3.5%	5.6%	5.2%	6.8%	5.3%	4.1%	4.2%
Non-Acct Test	0.7%	1.0%	0.6%	0.6%	0.7%	0.4%	0.9%	0.5%	5.8%	0.8%	0.8%	0.4%
Not Tested	2.3%	1.8%	3.3%	1.0%	1.6%	3.8%	2.5%	2.0%	5.2%	3.0%	11.3%	3.8%
Absent	0.2%	0.3%	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.5%	0.2%	0.2%	0.3%
ARD Exempt	0.3%	0.4%	0.3%	0.3%	0.3%	0.1%	0.4%	0.2%	2.4%	0.3%	0.4%	0.4%
LEP Exempt	1.0%	0.2%	1.9%	0.1%	0.2%	2.5%	1.0%	0.9%	0.0%	1.5%	8.4%	1.9%
Other	0.8%	0.9%	0.9%	0.5%	0.9%	1.1%	0.9%	0.7%	2.4%	0.9%	2.2%	1.1%
Total Count	3,040,283	443,197	1,361,694	1,118,799	10,946	99,959	1,557,297	1,480,032	365,829	1,596,450	353,347	1,384,040
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)												
Tested	97.1%	97.3%	95.8%	98.5%	97.6%	96.0%	96.7%	97.4%	90.5%	96.1%	87.2%	95.5%
By Program												
TAKS (1 or more)	90.7%	87.2%	89.3%	93.4%	89.9%	94.3%	88.5%	92.9%	39.8%	87.4%	76.4%	86.7%
Not on TAKS	6.4%	10.1%	6.6%	5.1%	7.7%	1.7%	8.2%	4.5%	50.7%	8.8%	10.8%	8.9%
TAKS-I Only	0.1%	0.2%	0.1%	0.1%	0.3%	0.0%	0.2%	0.1%	1.1%	0.2%	0.1%	0.2%
SDAA II Only	5.4%	8.7%	5.6%	4.3%	6.3%	1.5%	7.0%	3.8%	42.9%	7.5%	9.5%	7.5%
TAKS-I/SDAA II Only	0.8%	1.2%	0.8%	0.7%	1.2%	0.2%	1.1%	0.6%	6.6%	1.1%	1.2%	1.2%
By Acct Status												
Acct System	90.5%	84.8%	90.4%	93.3%	87.1%	91.8%	90.1%	91.2%	81.4%	89.3%	82.7%	89.9%
Non-Acct System	6.5%	12.5%	5.5%	5.2%	10.4%	4.2%	6.7%	6.3%	9.0%	6.9%	4.5%	5.6%
Mobile	5.6%	7.9%	5.3%	4.9%	9.6%	3.6%	5.7%	5.4%	7.3%	5.4%	4.3%	4.3%
Non-Acct Test	0.2%	0.3%	0.1%	0.1%	0.3%	0.0%	0.2%	0.1%	1.1%	0.2%	0.1%	0.2%
Katrina/Rita	0.8%	4.3%	0.1%	0.2%	0.6%	0.6%	0.7%	0.8%	0.6%	1.3%	0.1%	1.2%
Not Tested	2.9%	2.7%	4.2%	1.5%	2.4%	4.0%	3.3%	2.6%	9.5%	3.9%	12.8%	4.5%
Absent	0.2%	0.3%	0.3%	0.2%	0.4%	0.1%	0.3%	0.2%	0.5%	0.3%	0.2%	0.4%
ARD Exempt	0.7%	0.9%	0.7%	0.6%	0.6%	0.4%	0.8%	0.5%	5.2%	0.8%	1.0%	0.7%
LEP Exempt	1.0%	0.2%	2.1%	0.1%	0.3%	2.3%	1.1%	1.0%	0.0%	1.6%	8.9%	2.0%
Other	1.0%	1.1%	1.2%	0.6%	1.1%	1.1%	1.1%	0.8%	3.7%	1.2%	2.7%	1.3%
Katrina/Rita	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%
Total Count	3,001,657	445,706	1,312,319	1,132,571	10,472	94,641	1,536,639	1,461,791	379,444	1,577,706	348,334	1,397,945

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
TAKS Exit-Level Cumulative Pass Rate													
Class of 2007	84%	72%	76%	92%	88%	93%	84%	83%	52%	74%	40%	75%	
Class of 2006	87%	78%	80%	94%	76%	94%	87%	86%	56%	78%	48%	77%	
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)													
Percent of Failers Passing TAKS													
Reading/ELA	2007	50%	49%	46%	62%	55%	58%	49%	51%	44%	46%	34%	49%
	2006	51%	48%	45%	67%	58%	65%	50%	52%	44%	45%	29%	50%
Mathematics	2007	34%	30%	32%	44%	38%	49%	35%	34%	28%	31%	25%	34%
	2006	32%	26%	29%	41%	34%	46%	32%	31%	25%	28%	22%	31%
Average TGI Growth													
Reading/ELA	2007	0.55	0.55	0.50	0.75	0.67	0.70	0.54	0.57	0.44	0.51	0.39	0.53
	2006	0.56	0.51	0.45	0.87	0.72	0.91	0.53	0.60	0.37	0.46	0.28	0.51
Mathematics	2007	0.33	0.30	0.30	0.41	0.33	0.57	0.34	0.32	0.26	0.30	0.31	0.32
	2006	0.34	0.30	0.32	0.42	0.35	0.53	0.35	0.34	0.28	0.32	0.34	0.34
Student Success Initiative													
Grade 3 Reading (English and Spanish)													
Students Requiring Accelerated Instruction													
	2007	12%	19%	16%	6%	9%	5%	14%	11%	20%	17%	20%	20%
	2006	12%	18%	16%	5%	9%	5%	13%	10%	19%	17%	21%	20%
TAKS Cumulative Met Standard (First and Second Administrations)													
	2007	94%	90%	91%	98%	96%	98%	93%	95%	90%	91%	88%	89%
	2006	94%	91%	92%	98%	96%	98%	94%	95%	91%	91%	89%	90%
TAKS Failers Promoted by Grade Placement Committee													
	2006	48.5%	48.9%	48.6%	46.7%	68.4%	41.8%	49.1%	47.7%	70.1%	48.8%	48.4%	49.4%
	2005	49.0%	52.5%	47.5%	52.4%	28.6%	47.1%	49.1%	48.9%	70.7%	48.2%	48.4%	49.3%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)													
Promoted to Grade 4													
	2007	33%	34%	31%	39%	46%	30%	33%	31%	11%	32%	29%	31%
	2006	38%	38%	36%	50%	29%	29%	37%	38%	16%	37%	33%	36%
Retained in Grade 3													
	2007	83%	80%	82%	90%	*	88%	82%	83%	77%	82%	82%	82%
	2006	86%	85%	86%	93%	83%	89%	86%	86%	81%	85%	84%	86%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)												
Grade 5 Reading (English and Spanish)												
Students Requiring Accelerated Instruction												
2007	18%	25%	24%	9%	15%	8%	19%	17%	29%	25%	43%	36%
2006	20%	30%	28%	9%	15%	9%	22%	19%	30%	29%	49%	41%
TAKS Cumulative Met Standard (First and Second Administrations)												
2007	90%	86%	85%	96%	93%	96%	89%	91%	82%	85%	70%	77%
2006	89%	83%	83%	96%	93%	96%	88%	89%	82%	83%	67%	75%
TAKS Failers Promoted by Grade Placement Committee												
2006	74.4%	73.7%	75.0%	70.9%	65.6%	76.5%	75.5%	73.0%	87.4%	74.5%	75.6%	75.1%
2005	69.9%	70.9%	69.3%	70.7%	68.0%	73.3%	70.1%	69.6%	86.4%	69.6%	69.2%	69.6%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)												
Promoted to Grade 6												
2007	55%	58%	53%	64%	55%	62%	50%	61%	48%	54%	49%	55%
2006	57%	62%	53%	68%	85%	67%	53%	61%	46%	55%	47%	56%
Retained in Grade 5												
2007	68%	70%	66%	78%	70%	70%	65%	71%	68%	67%	60%	68%
2006	68%	71%	65%	81%	67%	79%	66%	70%	57%	66%	59%	68%
Grade 5 Mathematics (English and Spanish)												
Students Requiring Accelerated Instruction												
2007	15%	26%	20%	7%	14%	4%	15%	16%	25%	22%	34%	32%
2006	19%	30%	24%	9%	14%	5%	18%	20%	28%	26%	39%	37%
TAKS Cumulative Met Standard (First and Second Administrations)												
2007	91%	84%	88%	97%	91%	98%	92%	91%	85%	87%	78%	80%
2006	90%	82%	87%	96%	93%	98%	90%	90%	84%	85%	76%	78%
TAKS Failers Promoted by Grade Placement Committee												
2006	73.8%	74.4%	73.8%	72.8%	63.3%	68.2%	74.2%	73.4%	87.8%	73.5%	73.8%	74.2%
2005	69.6%	71.9%	68.5%	71.1%	52.2%	70.3%	69.3%	70.0%	87.5%	69.3%	68.2%	69.3%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)												
Promoted to Grade 6												
2007	25%	22%	25%	29%	26%	40%	25%	24%	16%	25%	26%	25%
2006	28%	29%	26%	36%	31%	36%	29%	28%	15%	27%	25%	27%
Retained in Grade 5												
2007	74%	70%	74%	83%	83%	> 99%	75%	73%	78%	73%	70%	74%
2006	75%	73%	73%	84%	> 99%	81%	74%	75%	72%	74%	70%	75%
English Language Learners Progress Measure												
2006-07	70%	74%	69%	83%	69%	89%	66%	73%	27%	69%	63%	66%
2005-06	66%	72%	65%	81%	65%	87%	63%	69%	24%	65%	59%	61%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Attendance Rate												
2005-06	95.5%	94.9%	95.4%	95.8%	94.8%	97.6%	95.5%	95.6%	94.1%	95.2%	96.3%	94.8%
2004-05	95.7%	95.3%	95.5%	95.8%	94.9%	97.6%	95.7%	95.7%	94.2%	95.4%	96.5%	94.9%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)												
2005-06	0.4%	0.8%	0.6%	0.2%	0.5%	0.2%	0.4%	0.4%	0.5%	0.5%	0.8%	0.4%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)												
2005-06	2.6%	3.8%	3.5%	1.3%	2.1%	1.0%	2.8%	2.3%	3.2%	2.7%	4.6%	3.2%
Annual Dropout Rate (Gr 9-12)												
2005-06	3.7%	5.4%	5.2%	1.8%	2.9%	1.4%	4.0%	3.4%	4.7%	4.2%	7.3%	4.6%
Completion/Student Status Rate (Gr 9-12)												
Class of 2006												
Graduated	80.4%	74.5%	71.7%	89.0%	83.9%	92.0%	78.0%	82.8%	72.7%	72.0%	48.5%	67.4%
Received GED	2.3%	1.7%	2.0%	2.8%	4.0%	0.7%	2.9%	1.6%	1.7%	2.4%	0.7%	3.3%
Continued HS	8.6%	10.5%	13.2%	4.2%	6.2%	4.2%	9.8%	7.3%	15.0%	11.9%	22.9%	14.6%
Dropped Out (4-yr)	8.8%	13.3%	13.1%	3.9%	6.0%	3.2%	9.3%	8.3%	10.6%	13.7%	27.9%	14.6%
Class of 2005												
Graduated	84.0%	81.7%	77.4%	89.5%	84.3%	92.7%	80.8%	87.3%	74.8%	77.4%	61.2%	72.9%
Received GED	3.8%	2.6%	3.4%	4.7%	5.2%	1.2%	4.8%	2.9%	2.8%	3.9%	1.6%	5.5%
Continued HS	7.9%	10.2%	12.3%	3.9%	5.6%	4.3%	9.7%	6.0%	15.7%	12.0%	21.1%	14.2%
Dropped Out (4-yr)	4.3%	5.5%	6.9%	2.0%	4.9%	1.8%	4.7%	3.9%	6.8%	6.7%	16.0%	7.3%
Completion Rate II (w/GED) (AEA Indicator)												
Class of 2006	91.2%	86.7%	86.9%	96.1%	94.0%	96.8%	90.7%	91.7%	89.4%	86.3%	72.1%	85.4%
Class of 2005	95.7%	94.5%	93.1%	98.0%	95.1%	98.2%	95.3%	96.1%	93.2%	93.3%	84.0%	92.7%
Completion Rate I (w/o GED) (Standard Accountability Indicator)												
Class of 2006	88.9%	85.0%	84.9%	93.2%	90.0%	96.2%	87.8%	90.1%	87.7%	83.9%	71.4%	82.0%
Class of 2005	91.9%	91.9%	89.7%	93.3%	89.9%	97.0%	90.5%	93.3%	90.4%	89.4%	82.4%	87.2%
COLLEGE READINESS INDICATORS												
Advanced Course/Dual Enrollment Completion												
2005-06	21.0%	14.0%	16.6%	26.1%	21.1%	42.5%	18.7%	23.4%	4.4%	14.7%	8.7%	11.5%
2004-05	20.5%	13.7%	16.0%	25.4%	18.9%	41.2%	18.2%	22.8%	4.5%	14.2%	8.8%	10.7%
RHSP/DAP Graduates												
Class of 2006	75.7%	67.8%	76.3%	76.4%	74.4%	89.5%	70.4%	80.9%	17.5%	72.0%	58.3%	62.6%
Class of 2005	72.3%	64.9%	72.1%	73.6%	70.0%	87.0%	66.8%	77.7%	16.6%	68.2%	58.1%	57.1%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Performance Report

Indicator:	State	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk	
AP/IB Results													
Tested	2006	18.9%	9.8%	15.3%	22.4%	19.8%	43.9%	16.6%	21.0%	n/a	n/a	n/a	
	2005	18.4%	9.8%	14.7%	21.8%	17.3%	42.3%	16.1%	20.6%	n/a	n/a	n/a	
Examinees >= Criterion													
	2006	51.3%	24.8%	40.2%	58.5%	51.5%	67.3%	53.7%	49.6%	n/a	n/a	n/a	
	2005	51.8%	25.2%	40.2%	59.1%	51.7%	66.0%	54.0%	50.2%	n/a	n/a	n/a	
Scores >= Criterion													
	2006	47.2%	22.6%	30.4%	54.9%	48.7%	62.2%	50.1%	44.9%	n/a	n/a	n/a	
	2005	47.4%	23.2%	31.0%	54.7%	44.0%	61.5%	50.1%	45.3%	n/a	n/a	n/a	
Texas Success Initiative (TSI) - Higher Education Readiness Component													
Eng Lang Arts	2007	53%	39%	42%	64%	56%	68%	48%	57%	19%	38%	5%	34%
	2006	40%	28%	31%	49%	43%	57%	33%	46%	13%	28%	4%	26%
Mathematics	2007	54%	33%	43%	67%	59%	78%	58%	50%	23%	40%	18%	27%
	2006	51%	29%	39%	64%	55%	77%	54%	47%	19%	36%	17%	28%
SAT/ACT Results													
Tested													
Class of 2006		65.8%	68.1%	51.6%	70.2%	77.5%	88.9%	62.4%	68.8%	n/a	n/a	n/a	n/a
Class of 2005		65.5%	66.2%	50.7%	70.7%	80.4%	86.9%	62.6%	68.1%	n/a	n/a	n/a	n/a
At/Above Criterion													
Class of 2006		27.1%	7.8%	11.4%	38.3%	31.7%	47.8%	30.0%	24.6%	n/a	n/a	n/a	n/a
Class of 2005		27.4%	8.1%	11.0%	38.7%	29.9%	48.0%	30.3%	24.9%	n/a	n/a	n/a	n/a
Mean SAT Score													
Class of 2006		991	860	903	1059	1008	1096	1009	976	n/a	n/a	n/a	n/a
Class of 2005		992	855	902	1059	1004	1095	1013	974	n/a	n/a	n/a	n/a
Mean ACT Score													
Class of 2006		20.1	17.1	17.9	22.0	21.2	22.8	20.1	20.1	n/a	n/a	n/a	n/a
Class of 2005		20.0	17.0	17.8	21.8	20.9	22.4	20.0	20.0	n/a	n/a	n/a	n/a
College-Ready Graduates													
Class of 2006													
Eng Lang Arts		48%	33%	36%	59%	52%	65%	43%	53%	13%	32%	12%	27%
Mathematics		52%	29%	39%	64%	55%	75%	56%	47%	15%	36%	21%	23%
Both Subjects		35%	16%	21%	48%	39%	58%	34%	36%	6%	18%	7%	10%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' indicates results are masked due to small numbers to protect student confidentiality.
 '-' indicates zero observations reported for this group.
 'n/a' indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 State Profile Report

STUDENT INFORMATION			PROGRAM INFORMATION		
	Count	Percent		Count	Percent
Total Students	4,576,933	100.0%	Student Enrollment by Program:		
Students By Grade:			Bilingual/ESL Education	679,352	14.8%
Early Childhood Education	12,677	0.3%	Career and Technology Education	941,045	20.6%
Pre-Kindergarten	186,865	4.1%	Gifted and Talented Education	343,132	7.5%
Kindergarten	352,632	7.7%	Special Education	486,887	10.6%
Grade 1	372,267	8.1%	Teachers by Program (population served):		
Grade 2	353,570	7.7%	Bilingual/ESL Education	23,527.3	7.6%
Grade 3	346,088	7.6%	Career and Technology Education	12,154.5	3.9%
Grade 4	340,362	7.4%	Compensatory Education	10,125.6	3.3%
Grade 5	337,035	7.4%	Gifted and Talented Education	6,307.1	2.0%
Grade 6	334,381	7.3%	Regular Education	219,938.5	70.6%
Grade 7	331,449	7.2%	Special Education	31,252.7	10.0%
Grade 8	338,263	7.4%	Other	8,160.6	2.6%
Grade 9	396,028	8.7%	Class Size Averages by Grade and Subject:		
Grade 10	326,122	7.1%	Elementary:		
Grade 11	289,688	6.3%	Kindergarten		19.5
Grade 12	259,506	5.7%	Grade 1		19.5
Ethnic Distribution:			Grade 2		19.6
African American	660,785	14.4%	Grade 3		19.5
Hispanic	2,118,867	46.3%	Grade 4		20.2
White	1,631,680	35.7%	Grade 5		22.3
Native American	15,784	0.3%	Grade 6		21.8
Asian/Pacific Islander	149,817	3.3%	Mixed Grades		25.0
Economically Disadvantaged	2,540,888	55.5%	Secondary:		
Limited English Proficient (LEP)	731,304	16.0%	English/Language Arts		20.0
Students w/Disciplinary Placements (2005-06)	108,953	2.3%	Foreign Language		20.9
At-Risk	2,209,538	48.3%	Mathematics		20.0
Total Graduates (Class of 2006)	240,485	100.0%	Science		21.0
By Ethnicity (incl. Special Ed.):			Social Studies		22.0
African American	32,183	13.4%	Non-Special Education Rates		
Hispanic	85,455	35.5%	Retention Rates By Grade:		
White	112,994	47.0%	Kindergarten	2.9%	11.9%
Native American	816	0.3%	Grade 1	6.0%	10.2%
Asian/Pacific Islander	9,037	3.8%	Grade 2	3.6%	4.4%
By Graduation Type (incl. Special Ed.):			Grade 3	3.0%	2.3%
Minimum H.S. Program	58,504	24.3%	Grade 4	1.8%	1.3%
Recommended H.S. Pgm./DAP	181,981	75.7%	Grade 5	2.9%	1.8%
Special Education Graduates	25,905	10.8%	Grade 6	1.2%	1.7%
Data Quality: PID Errors (student)	9,174	0.2%	Grade 7	2.2%	2.4%
Underreported Students	15,887	0.8%	Grade 8	1.6%	3.0%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2006-07 State Profile Report

STAFF INFORMATION	Count	Percent	Years
Total Staff:	613,914.2	100.0%	Average Yrs. Experience of Teachers: 11.3 yrs.
Professional Staff:	385,100.4	62.7%	Average Yrs. Experience of Teachers with Districts: 7.5 yrs.
Teachers	311,466.3	50.7%	Average Teacher Salary by Years of Experience: Amount
Professional Support	50,333.9	8.2%	(regular duties only)
Campus Administration (School Leadership)	17,098.1	2.8%	Beginning Teachers \$38,095
Central Administration	6,202.1	1.0%	1-5 Years Experience \$39,880
Educational Aides:	61,344.6	10.0%	6-10 Years Experience \$42,380
Auxiliary Staff:	167,469.2	27.3%	11-20 Years Experience \$47,042
Total Minority Staff:	259,842.5	42.3%	Over 20 Years Experience \$55,028
Teachers by Ethnicity and Sex:			Average Actual Salaries (regular duties only):
African American	29,062.2	9.3%	Teachers \$44,897
Hispanic	64,759.7	20.8%	Professional Support \$52,940
White	213,201.3	68.5%	Campus Administration (School Leadership) \$65,506
Native American	850.2	0.3%	Central Administration \$80,875
Asian/Pacific Islander	3,592.9	1.2%	Turnover Rate For Teachers: 15.6%
Males	71,032.6	22.8%	Instructional Staff Percent: 64.2%
Females	240,433.7	77.2%	EXCLUSIONS:
Teachers by Highest Degree Held:			Shared Services Arrangement Staff: Count
No Degree	2,619.5	0.8%	Professional Staff 1,281.0
Bachelors	241,546.0	77.6%	Educational Aides 254.8
Masters	65,705.6	21.1%	Auxiliary Staff 765.3
Doctorate	1,595.2	0.5%	Contracted Instructional Staff: 2,103.5
Teachers by Years of Experience:			
Beginning Teachers	25,153.0	8.1%	
1-5 Years Experience	90,607.2	29.1%	
6-10 Years Experience	60,919.8	19.6%	
11-20 Years Experience	73,448.4	23.6%	
Over 20 Years Experience	61,337.9	19.7%	
Number of Students Per Teacher:	14.7	n/a	

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 State Profile Report

TAX INFORMATION (CALENDAR YEAR 2006)			ACTUAL EXPENDITURE INFORMATION (2005-06)		
	State Amount	State Percent/Rate	All Funds	State Percent	Per Student
Adopted Tax Rate					
Maintenance and Operations	n/a	\$1.333			
Interest and Sinking Fund #	n/a	\$0.119			
Total Rate (sum of above)	n/a	\$1.452			
Standardized Local Tax Base (comptroller valuation)					
Value (after exemptions)	\$1,370,442,460,855	n/a			
Value Per Pupil ^	\$305,208	n/a			
Value by Category					
Business	\$511,865,205,477	33.1%			
Residential	\$834,552,610,794	53.9%			
Land	\$98,205,198,896	6.3%			
Oil and Gas	\$92,956,771,550	6.0%			
Other	\$9,891,488,966	0.6%			
FUND BALANCE INFORMATION					
Fund Balance (End of Year 2005-06 audited)	\$6,047,213,376	n/a			
Percent of Total Budgeted Expenditures (2006-07)	n/a	17.9%			
ACTUAL PROGRAM EXPENDITURE INFORMATION (2005-06)	All Funds	State Percent	Per Student		
By Program:					
Total Operating Expenditures	\$25,108,251,709	100.0%	\$5,574		
Bilingual/ESL Education (25)	\$1,081,932,467	4.3%	\$240		
Career & Technology Education (22)	\$863,831,187	3.4%	\$192		
Accelerated Education (24,30)	\$3,248,946,564	12.9%	\$721		
Gifted & Talented Education (21)	\$373,220,231	1.5%	\$83		
Regular Education (11)	\$14,567,252,955	58.0%	\$3,234		
Special Education (23)	\$4,101,302,406	16.3%	\$910		
Athletics/Related Activities (91)	\$606,274,269	2.4%	\$135		
Other (26,28,29)	\$265,491,630	1.1%	\$59		
By Object:					
Total Expenditures	\$43,375,742,026	100.0%	\$9,629		
Payroll Costs	\$26,768,112,945	61.7%	\$5,942		
Other Operating Costs	\$7,314,598,303	16.9%	\$1,624		
Debt Service	\$3,481,981,054	8.0%	\$773		
Capital Outlay	\$5,811,049,724	13.4%	\$1,290		
By Function (Objects 6100-6400 only):					
Total Operating Expenditures	\$33,632,935,147	100.0%	\$7,466		
Instruction (11,95)	\$19,342,984,126	57.5%	\$4,294		
Instructional-Related Services (12,13)	\$1,206,252,591	3.6%	\$268		
Instructional Leadership (21)	\$520,068,828	1.5%	\$115		
School Leadership (23)	\$1,884,713,461	5.6%	\$418		
Support Services-Student (31,32,33)	\$1,600,399,579	4.8%	\$355		
Student Transportation (34)	\$947,704,649	2.8%	\$210		
Food Services (35)	\$1,775,421,130	5.3%	\$394		
Cocurricular Activities (36)	\$866,099,802	2.6%	\$192		
Central Administration (41,92)	\$1,166,205,622	3.5%	\$259		
Plant Maintenance and Operations (51)	\$3,654,909,146	10.9%	\$811		
Security and Monitoring Services (52)	\$241,817,821	0.7%	\$54		
Data Processing Services (53)	\$426,358,392	1.3%	\$95		
Community Services (61)	\$192,584,288	n/a	\$43		
Equity Transfers (excluded from expenditures)	\$1,293,145,880	n/a	\$287		
Instructional Expenditure Ratio* (11,12,13,31)				64.1%	
ACTUAL REVENUE INFORMATION (2005-06)					
By Source:					
Total Revenues	\$39,497,744,566	100.0%	\$8,768		
Local Tax	\$19,079,102,248	48.3%	\$4,235		
Other Local & Intermediate	\$2,500,297,044	6.3%	\$555		
State	\$13,374,931,624	33.9%	\$2,969		
Federal	\$4,543,413,650	11.5%	\$1,009		
Equity Transfers (excluded from revenues)	\$1,293,145,880	n/a	\$287		

The \$0.119 includes 269 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.161.

* For more details on this Chapter 44 measure, please go to 'http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html'

^ Not Used for School Funding calculations.

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

2. Student Performance

This chapter provides an overview of student performance on statewide assessments, including the Texas Assessment of Knowledge and Skills (TAKS), the State-Developed Alternative Assessment II (SDAA II), the Texas Assessment of Knowledge and Skills–Inclusive (TAKS-I), the Texas Assessment of Knowledge and Skills–Alternate (TAKS-Alt), and the Texas English Language Proficiency Assessment System (TELPAS).

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

TAKS assessments are aligned to the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). In Grades 3-8, TAKS assessments are based on grade-specific TEKS. For example, the Grade 5 TAKS reading test is based on the knowledge and skills presented in the Grade 5 TEKS reading curriculum. In Grades 9-11, TAKS assesses broader curricula based on courses required for high school graduation. For example, the 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.

Another component of the statewide assessment program is the 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 assesses reading in Grades 3-9,

Table 2.1. State Assessments and Subjects, by Grade, 2007

Assessment	Enrolled Grade										
	K, 1, 2	3	4	5	6	7	8	9	10	11 ^a	12
TAKS ^b		Reading Math	Reading Math Writing	Reading Math Science	Reading Math	Reading Math Writing	Reading Math Soc. St. ^d Science	Reading Math	Reading Math Soc. St. Science	ELA ^c Math Soc. St. Science	ELA Math Soc. St. Science
SDAA II ^e		Reading Math	Reading Math Writing	Reading Math	Reading Math	Reading Math Writing	Reading Math	Reading Math	Reading Math	ELA Math	
TAKS-If ^f				Science			Soc. St. Science		Soc. St. Science	ELA Math Soc. St. Science	
TAKS-Alt ^g		Reading Math	Reading Math Writing	Reading Math Science	Reading Math	Reading Math Writing	Reading Math Soc. St. Science	Reading Math	Reading Math Soc. St. Science	ELA Math Soc. St. Science	ELA Math Soc. St. Science
TELPAS ^h	TOPI ⁱ	RPTE ^j TOP	RPTE TOP	RPTE TOP	RPTE TOP	RPTE TOP	RPTE TOP	RPTE TOP	RPTE TOP	RPTE TOP	RPTE TOP

^aExit level. ^bTexas Assessment of Knowledge and Skills. English and Spanish versions of the TAKS tests in Grades 3-6 are administered. ^cEnglish language arts. ^dSocial studies. ^eState-Developed Alternative Assessment II. In Grade 10, ELA is offered, but separate reading and writing tests may be administered. ^fTexas Assessment of Knowledge and Skills–Inclusive. English and Spanish versions of the Grade 5 science test are administered. ^gThe Texas Assessment of Knowledge and Skills–Alternate was field tested for the first time in 2007. Each student who met participation requirements for TAKS–Alt was required to participate in the field tests for all subjects tested by TAKS in the student's enrolled grade. ^hThe Texas English Language Proficiency Assessment System has two components that assess the four language domains of listening, speaking, reading, and writing: ⁱTexas Observation Protocol—for all domains in Grades K-2 and all but reading in Grades 3-12; and ^jReading Proficiency Tests in English—for the domain of reading in Grades 3-12.

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.

TAKS-I, introduced in 2006, provides testing to students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students by excluding embedded field-test items, using larger type, and presenting fewer questions per page.

TAKS-Alt assesses students with significant cognitive disabilities. The field test, first administered in spring 2007, requires teachers to design activities that link to the grade-level TEKS curriculum. Student performance is observed and scored using the TAKS-Alt rubric, and the results and supporting evidence are submitted through an on-line system. Each student who meets the participation criteria for TAKS-Alt must be assessed in all subject areas tested by TAKS in the student's enrolled grade.

In 2001, the U.S. Congress passed the No Child Left Behind Act (NCLB). Under NCLB, all eligible limited English proficient (LEP) students in Grades K-12 must be assessed annually in four language domains: listening, speaking, reading, and writing. In response to the requirement, the Texas Education Agency (TEA) developed TELPAS in 2005. TELPAS has two components, both designed to assess the progress of LEP students: the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP). 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.

Establishment of the Student Success Initiative (SSI)

In 1999, the 76th Texas Legislature established the SSI to ensure that all public school students have the skills they need to meet on-grade-level performance expectations. Since the 2002-03 school year, students in Grade 3 have been required to meet the passing standard on the TAKS reading test to be promoted to Grade 4. Beginning in 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. Students served in special education programs and taking SDAA II assessments must meet achievement expectations set by their admission, review, and dismissal (ARD) committees to be promoted.

To ensure that as many students as possible meet SSI requirements in Grades 3, 5, and 8, the state has provided support in reading and mathematics to students in the grades leading up to those grades. Support has included professional development for teachers, diagnostic tests for assessing student learning difficulties, and funding for local implementation of accelerated instructional strategies.

Participation in State Assessments

In the 2006-07 school year, 2,956,165 (96.9%) of the 3,050,659 students eligible to participate in TAKS or SDAA II were tested (Table 2.2). Of the 94,494 (3.1%) not tested, 15,156 (0.5%) were absent; 34,565 (1.1%) were exempted by their language proficiency assessment committees; 39,470 (1.3%) were exempted by their ARD committees; and 5,303 (0.2%) were not tested for various other reasons. Students assessed with TAKS-Alt in the 2006-07 field test were included in the results for ARD exemptions.

TAKS Results: Definitions and Methods

In November 2002, the State Board of Education adopted TAKS passing standards that phased in the panel-recommended passing standard over three years. The adopted standards use the standard error of measurement (SEM) statistic. SEM is a measure of the extent to which factors other than achievement, such as chance error, 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.

By 2006, all students in Grades 3-11 were required to achieve the panel-recommended standard, except those taking the Grade 8 science test introduced that year. In 2006, Grade 8 students were required to meet a 2 SEM below panel-recommended standard to pass science, whereas they were required to meet the higher 1 SEM standard in 2007. To draw comparisons between the 2006 and 2007 TAKS administrations, the 2007 passing

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
2006													
3	350,022	343,263	98.1	3,411	1.0	2,904	0.8	223	0.1	221	0.1	6,759	1.9
4	336,157	330,256	98.2	3,421	1.0	1,768	0.5	209	0.1	503	0.1	5,901	1.8
5	348,564	340,077	97.6	4,092	1.2	3,935	1.1	162	<0.1	298	0.1	8,487	2.4
6	325,161	317,885	97.8	4,281	1.3	1,771	0.5	772	0.2	452	0.1	7,276	2.2
7	343,852	335,179	97.5	5,472	1.6	1,517	0.4	901	0.3	783	0.2	8,673	2.5
8	336,884	327,272	97.1	4,839	1.4	2,866	0.9	1,012	0.3	895	0.3	9,612	2.9
9	388,349	369,751	95.2	8,380	2.2	1,558	0.4	8,005	2.1	655	0.2	18,598	4.8
10	318,709	310,065	97.3	2,562	0.8	2,669	0.8	2,515	0.8	898	0.3	8,644	2.7
11	266,852	244,055	91.5	n/a ^d	n/a	18,788	7.0	2,332	0.9	1,677	0.6	22,797	8.5
Total	3,014,550	2,917,803	96.8	36,458	1.2	37,776	1.3	16,131	0.5	6,382	0.2	96,747	3.2
2007													
3	355,846	349,587	98.2	3,076	0.9	2,857	0.8	214	0.1	112	<0.1	6,259	1.8
4	346,411	340,989	98.4	3,033	0.9	1,865	0.5	256	0.1	268	0.1	5,422	1.6
5	348,012	340,406	97.8	3,621	1.0	3,641	1.1	182	0.1	162	0.1	7,606	2.2
6	335,928	328,972	97.9	4,313	1.3	1,774	0.5	673	0.2	196	0.1	6,956	2.1
7	336,191	327,709	97.5	5,529	1.6	1,752	0.5	796	0.2	405	0.1	8,482	2.5
8	339,860	330,566	97.3	4,734	1.4	2,871	0.8	878	0.3	811	0.2	9,294	2.7
9	392,153	374,573	95.5	7,690	2.0	1,786	0.5	7,504	1.9	600	0.2	17,580	4.5
10	322,118	313,460	97.3	2,569	0.8	2,367	0.7	2,468	0.8	1,254	0.4	8,658	2.7
11	274,140	249,903	91.2	n/a	n/a	20,557	7.5	2,185	0.8	1,495	0.6	24,237	8.8
Total	3,050,659	2,956,165	96.9	34,565	1.1	39,470	1.3	15,156	0.5	5,303	0.2	94,494	3.1

Note. Data include students taking the Spanish-version TAKS in Grades 3-6.

^aState-Developed Alternative Assessment II. ^bLimited English proficient. ^cAdmission, review, and dismissal committee. Students assessed with the Texas Assessment of Knowledge and Skills—Alternate in the 2006-07 field test are included in the results for ARD exemptions. ^dNot applicable. Students are not eligible for exemption from the exit-level TAKS on the basis of limited English proficiency, but LEP students who are recent immigrants may postpone the initial administration of the exit-level TAKS one time (19 Texas Administrative Code §101.1005).

standard was applied to 2006 Grade 8 science results. All other TAKS performance data are provided at the panel-recommended standard. Unless otherwise specified, TAKS results are based on the primary administrations of the tests.

A brief description of the three categories of TAKS performance follows.

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

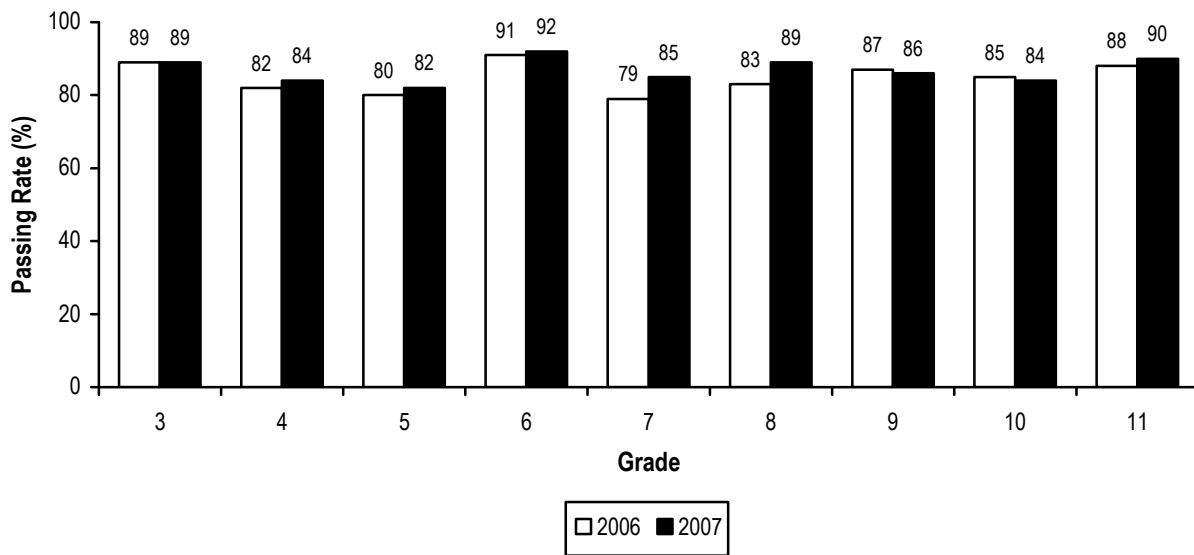
TAKS Results: State Summary

On the 2007 English-version TAKS reading tests for Grades 3-9, percentages of students meeting the panel-recommended passing standard ranged from 82 percent at Grade 5 to 92 percent at Grade 6 (Figure 2.1 on page 24). Students in Grades 7 and 8 made the most progress from the previous year, with increases in passing rates of 6 percentage points each. Percentages of students achieving commended performance ranged from 24 percent at Grade 9 to 51 percent at Grade 6 (Table 2.3 on page 25).

On the ELA tests at Grade 10 and exit level, 84 percent of 10th graders and 90 percent of 11th graders met the passing standard (Figure 2.1 on page 24). Whereas the passing rate for 10th grade students decreased by 1 percentage point, the passing rate for 11th graders increased by 2 percentage points between 2006 and 2007. Moreover, 11 percent of Grade 10 students and 25 percent of Grade 11 students achieved commended performance (Table 2.3 on page 25).

In writing, 91 percent of Grade 4 students and 93 percent of Grade 7 students met the passing standard in 2007 (Figure 2.2 on page 26). Compared to 2006, passing rates decreased by 1 percentage

Figure 2.1. English-Version TAKS Reading and English Language Arts (ELA) Passing Rates, by Grade, 2006 and 2007



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

point in Grade 4 and increased by 3 percentage points in Grade 7. Twenty-eight percent of fourth graders and 31 percent of seventh graders achieved commended performance in 2007 (Table 2.3).

In mathematics, passing rates in 2007 ranged from 60 percent for Grade 9 students to 86 percent for Grade 4 students (Figure 2.3 on page 26). Percentages of students achieving commended performance ranged from 14 percent in Grade 10 to 39 percent in Grade 5 (Table 2.3). Performance at all grade levels improved or stayed the same, compared to 2006 results, for both the passing and commended standards. Grade 7 showed the most improvement across all grades, exceeding the passing rate by 6 percentage points and the commended rate by 4 percentage points.

In social studies, passing rates ranged from 86 percent in Grade 10 to 94 percent in Grade 11 (Figure 2.4 on page 27). Percentages of students achieving commended performance ranged from 33 in Grade 10 to 36 in Grade 11 (Table 2.3). Compared to 2006, Grade 8 students had the largest increase in passing rate (4 percentage points), and Grade 11 students had the largest increase in commended rate (7 percentage points).

In science, percentages of students meeting the passing standard in 2007 ranged from 58 percent in Grade 10 to

77 percent in Grades 5 and 11 (Figure 2.5 on page 27). Eighth graders had the largest increase in passing rate between 2006 and 2007 (8 percentage points), even after the 2006 results were adjusted to the 1 SEM standard in place for 2007. At 31 percent, Grade 5 had the highest rate of commended performance (Table 2.3).

In 2007, percentages of students meeting the passing standard on all tests taken ranged from 50 percent at Grade 10 to 78 percent at Grade 3 (Table 2.3). Grade 8 showed the greatest gain in the percentage of students meeting the passing standard (8 percentage points). Grade 6 had the highest percentage of students meeting the commended performance standard (28%), an increase of 6 percentage points from 2006.

Graduating seniors who took the exit-level TAKS for the first time in April 2006 were the first group required to meet the panel-recommended standard to graduate. Those who failed one or more of the tests were offered opportunities to retest through April 2007. A cumulative total of 84 percent of students passed all subject tests taken (Table 2.4 on page 27). On the ELA test, a cumulative total of 95 percent of students met the passing standard. On the mathematics and science tests, students had cumulative passing rates of 89 percent each. The cumulative passing rate was highest on the social studies test, at 97 percent.

Table 2.3. English-Version TAKS Performance, All Students, by Grade and Subject, 2006 and 2007							
Grade	Met (%), 2006		Met (%), 2007		Change, 2006 to 2007 (Percentage-Point)		
	Standard	Commended	Standard	Commended	Standard	Commended	
Reading/English Language Arts							
3	89	43	89	36	0	-7	
4	82	20	84	30	2	10	
5	80	22	82	25	2	3	
6	91	39	92	51	1	12	
7	79	21	85	25	6	4	
8	83	36	89	42	6	6	
9	87	20	86	24	-1	4	
10 ^a	85	13	84	11	-1	-2	
11 ^a	88	21	90	25	2	4	
Writing							
4	92	20	91	28	-1	8	
7	90	37	93	31	3	-6	
Mathematics							
3	82	28	82	28	0	0	
4	83	31	86	34	3	3	
5	81	38	85	39	4	1	
6	79	31	79	34	0	3	
7	70	13	76	17	6	4	
8	67	15	71	17	4	2	
9	56	14	60	17	4	3	
10	60	12	63	14	3	2	
11	77	18	80	19	3	1	
Social Studies							
8	83	30	87	34	4	4	
10	83	29	86	33	3	4	
11	94	29	94	36	0	7	
Science							
5	75	24	77	31	2	7	
8	62	12	70	17	8	5	
10	60	11	58	11	-2	0	
11	75	9	77	11	2	2	
All Tests Taken							
3	78	22	78	20	0	-2	
4	73	8	75	13	2	5	
5	64	11	68	14	4	3	
6	77	22	77	28	0	6	
7	64	7	70	9	6	2	
8	52	6	60	8	8	2	
9	56	8	59	10	3	2	
10	49	3	50	4	1	1	
11	64	4	69	6	5	2	

Note. Results are based on the primary administrations of the TAKS tests. In 2006 and 2007, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The passing standard for Grade 8 science in 2006 was 2 standard errors of measurement (SEM) below the panel-recommended standard, whereas the passing standard in 2007 was 1 SEM below the panel-recommended standard. To allow for year-to-year comparison, data for Grade 8 science in 2006 are presented at the 1 SEM standard. Similarly, the percentage shown for all tests taken at Grade 8 in 2006 is based on science at the 1 SEM standard and all other subjects at the panel-recommended standard.

^aEnglish language arts includes reading and writing.

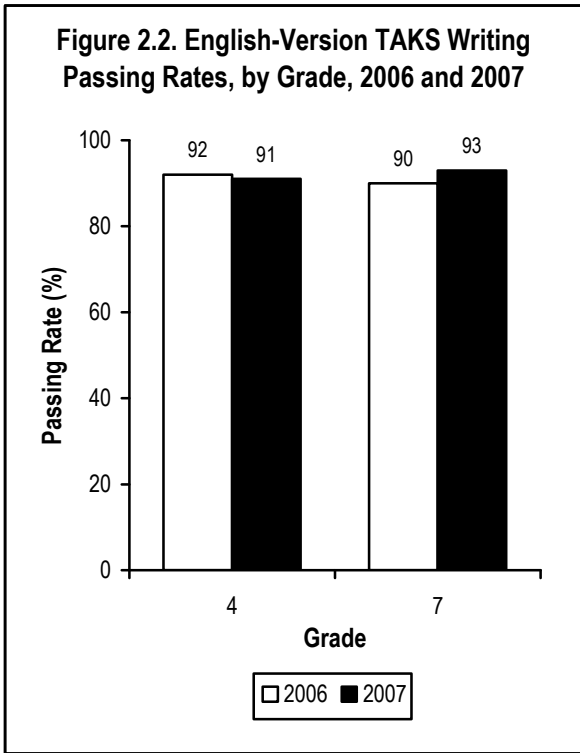
TAKS Results by Ethnicity

Grade 3

In 2007, third graders took TAKS tests in reading and mathematics. The number of third graders taking the

primary administration of the reading test increased from 284,987 to 292,160 students, and the percentage meeting the passing standard held steady at 89 percent (Appendix 2-A on page 39). Passing rates increased by 1 percentage point for African American students, fell by 1 percentage point for Hispanic students, and

Figure 2.2. English-Version TAKS Writing Passing Rates, by Grade, 2006 and 2007



remained the same for White students. Although the percentage of all third graders meeting the passing standard in reading remained unchanged from the previous year, the percentage meeting the commended

performance standard decreased 7 percentage points to 36 percent.

Of the 297,734 third graders who took the 2007 mathematics test, 82 percent met the passing standard, and 28 percent achieved commended performance, both rates unchanged from the previous year. Passing rates increased by 1 percentage point for African American students, remained the same for Hispanic students, and decreased by 1 percentage point for White students.

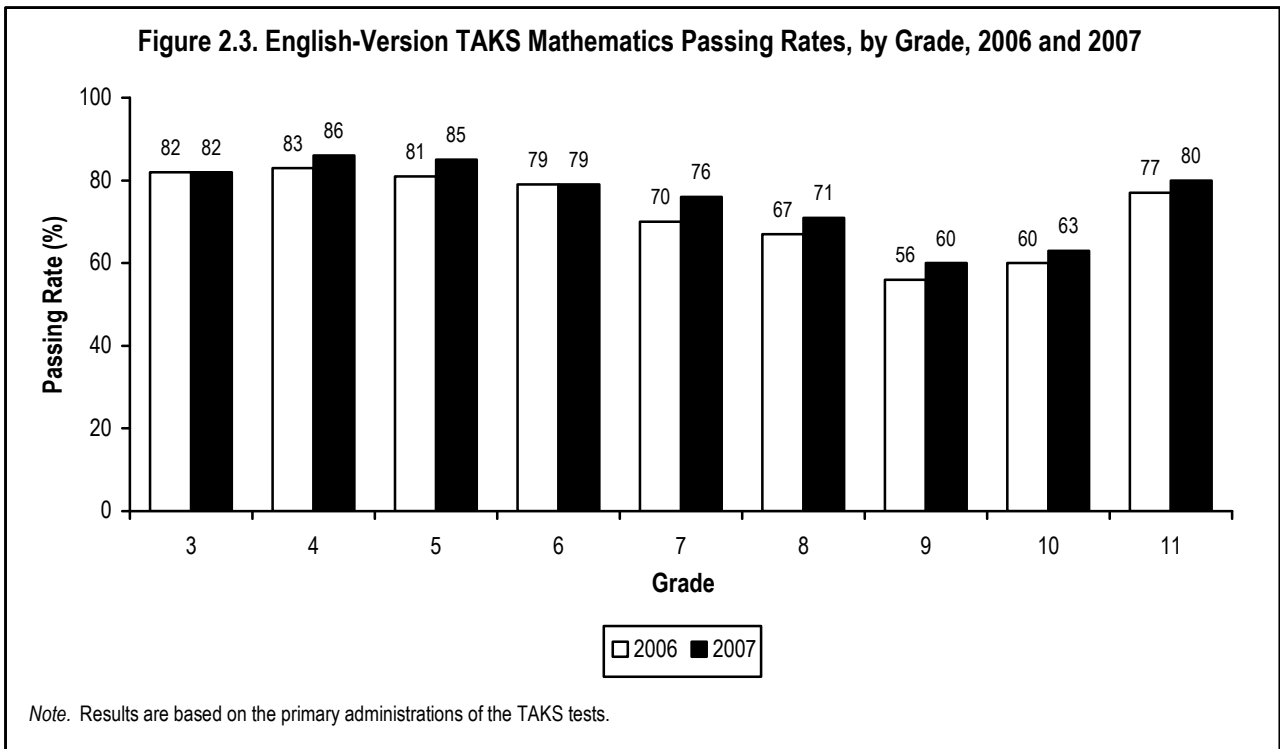
Grade 4

Of the 303,850 students in 2007 who took Grade 4 TAKS tests in reading, mathematics, and writing, 75 percent met the passing standard on all tests taken, and 13 percent achieved commended performance (Table 2.3 on page 25).

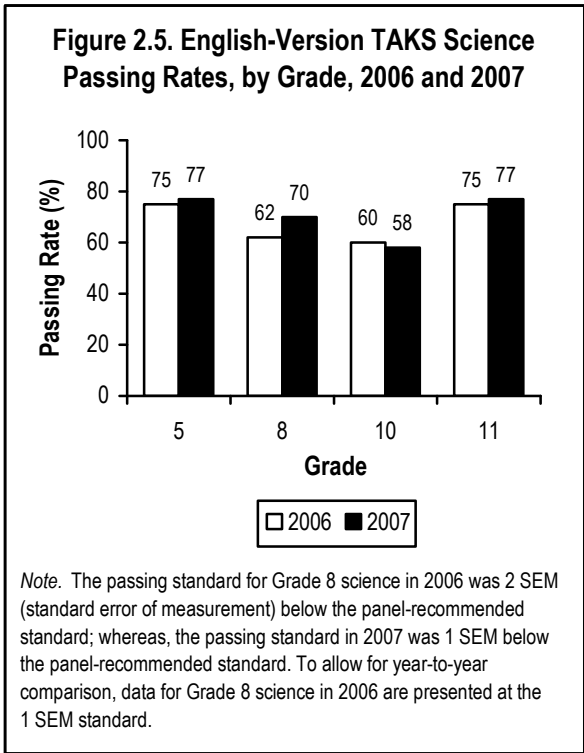
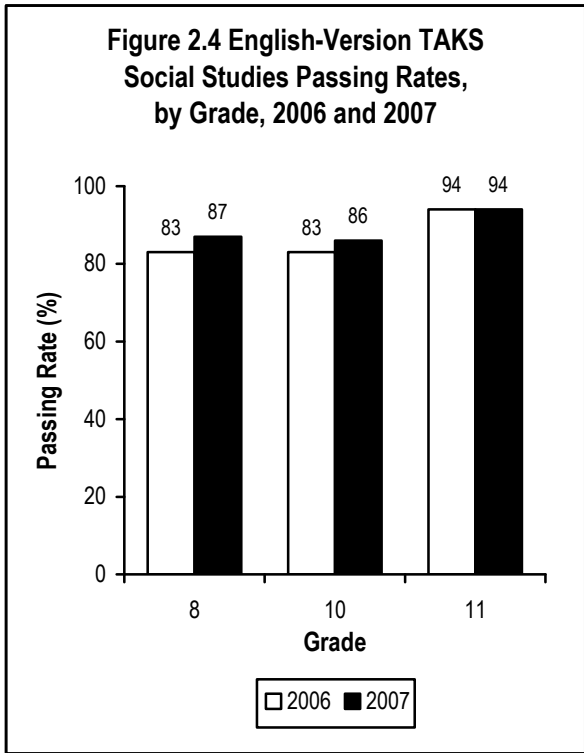
In reading, passing rates improved for all ethnic groups: by 3 percentage points for African American students, by 2 percentage points for Hispanic students, and by 1 percentage point for White students (Appendix 2-B on page 40). These groups showed even greater improvement in commended performance, with rates increasing by 9 percentage points for African American students, 8 percentage points for Hispanic students, and 11 percentage points for White students.

Of the 298,431 fourth graders who took the 2007 mathematics test, 86 percent met the passing standard,

Figure 2.3. English-Version TAKS Mathematics Passing Rates, by Grade, 2006 and 2007



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



an increase of 3 percentage points from the previous year. Passing rates for African American and Hispanic students rose by 4 percentage points to 75 percent and 83 percent, respectively. The rate for White students increased by 2 percentage points to 93 percent.

In writing, all groups continued to perform well, with 86 percent of African American students, 90 percent of Hispanic students, and 93 percent of White students meeting the passing standard. Although passing rates for the groups remained relatively stable, compared to the previous year, rates of commended performance increased by 6 percentage points for African American students, 7 percentage points for Hispanic students, and 9 percentage points for White students.

Grade 5

In 2007, fifth-grade students took TAKS tests in reading, mathematics, and science. Of the 294,885

students who took the primary administration of the reading test, 82 percent met the passing standard, up 2 percentage points from 2006 (Appendix 2-C on page 41). African American students had the largest increase in passing rate across ethnic groups (6 percentage points), with 75 percent meeting the passing standard. The passing rate for Hispanic students (76%) increased by 3 percentage points, and the rate for White students (91%) remained the same. All three groups had improvement in commended performance, with rates increasing by 5 percentage points for African American students, 3 percentage points for Hispanic students, and 2 percentage points for White students.

On the primary administration of the mathematics test, 85 percent of all students met the passing standard in 2007, up 4 percentage points from the previous year. As in reading, African American students had the largest increase in passing rate across ethnic groups, up 6 percentage points to 74 percent. The passing rate for

Table 2.4. TAKS Cumulative Pass Rate, Exit Level (Grade 11), by Subject, Spring 2006 Through April 2007

Subject	Spring 2006			Cumulative Results		
	Tested	Met Standard	Rate (%)	Tested	Met Standard	Rate (%)
English Language Arts	235,465	207,328	88	240,074	228,008	95
Mathematics	232,620	179,518	77	236,143	209,884	89
Social Studies	233,553	219,053	94	237,444	230,574	97
Science	233,472	173,945	75	237,187	210,829	89
All Tests Taken	243,457	157,005	64	244,347	204,187	84

Note. The cumulative pass rate is for students tested in April 2006 plus students in the April 2006 cohort tested in exit-level retests through April 2007.

Hispanic students increased 4 percentage points to 81 percent, and the rate for White students increased 1 percentage point to 92 percent.

In science, 77 percent of all students met the passing standard, an increase of 2 percentage points from 2006. Again, African American students had the largest increase in passing rate, up 5 percentage points to 64 percent. Passing rates for Hispanic and White students rose by 3 percentage points and 2 percentage points, respectively. White students had the largest increase in commended rate, up 10 percentage points to 46 percent.

Grade 6

Of the 301,977 students in 2007 who took Grade 6 TAKS tests in reading and mathematics, 77 percent met the passing standard on all tests taken, and 28 percent achieved commended performance (Table 2.3 on page 25).

In reading, 88 percent of African American students, 89 percent of Hispanic students, and 96 percent of White students met the passing standard in 2007 (Appendix 2-D on page 42). Hispanic students had the largest increase in passing rate from 2006 (2 percentage points). Increases in commended rates were much larger, ranging from 11 percentage points for White students to 14 percentage points for Hispanic students.

In mathematics, White students had the highest passing rate (88%), followed by Hispanic students (74%) and African American students (66 percent). The increase of 4 percentage points in the commended rate for Hispanic students was the largest across ethnic groups.

Grade 7

Of the 301,544 students in 2007 who took Grade 7 TAKS tests in reading, mathematics, and writing, 70 percent met the passing standard on all tests taken, and 9 percent achieved commended performance (Table 2.3 on page 25).

In reading, the passing rate for all seventh graders increased from the previous year by 6 percentage points to 85 percent (Appendix 2-E on page 43). The passing rate for each ethnic group also increased. African American students had the greatest improvement, with an increase in passing rate of 10 percentage points to 78 percent. The passing rate for Hispanic students increased 8 percentage points to 79 percent, and the rate for White students increased 3 percentage points to 93 percent. White students had the largest increase in commended rate, up 6 percentage points to 38 percent.

In mathematics, improvements in performance for ethnic groups were similar to those in reading, but

passing rates were lower. African American students passed at a rate of 62 percent, Hispanic students at a rate of 69 percent, and White students at a rate of 86 percent. As in reading, African American students had the largest increase in passing rate (9 percentage points), and White students had the largest increase in commended rate (5 percentage points).

In writing, the passing rate for each ethnic group increased from the previous year to at least 91 percent, but the commended rate decreased. Passing rates increased by 4 percentage points for African American students, by 5 percentage points for Hispanic students, and by 1 percentage point for White students. White students had the highest commended rate, at 42 percent.

Grade 8

Grade 8 students were tested in reading, mathematics, social studies, and science. In 2007, the science test was in the second year of a three-year phase-in of the panel-recommended passing standard. The passing standard in 2007 was 1 SEM below the panel-recommended standard, whereas the passing standard in 2006 was 2 SEM below the panel-recommended standard. For comparison purposes, science results for 2006 were recalculated at the 1 SEM standard in place for 2007. Similarly, the passing rate for all tests taken at Grade 8 in 2006 is based on science at the 1 SEM standard and all other subjects at the panel-recommended standard.

Of the 306,077 students in 2007 who took Grade 8 TAKS tests, 60 percent met the passing standard on all tests taken, and 8 percent achieved commended performance (Table 2.3 on page 25). The passing rate increased by 8 percentage points from the previous year, the most improvement for any grade level.

In reading, passing rates for both African American and Hispanic students increased 8 percentage points from the previous year to 84 percent (Appendix 2-F on page 44). The passing rate for White students increased by 2 percentage points to 95 percent. Commended rates for all ethnic groups increased by at least 6 percentage points. White students had the highest commended rate, at 57 percent.

In social studies, passing and commended rates increased for all ethnic groups in 2007. African American students met the passing standard at a rate of 81 percent, Hispanic students at a rate of 82 percent, and White students at a rate of 94 percent. Twenty-two percent of African American students achieved commended performance, as did 23 percent of Hispanic students and 49 percent of White students.

In mathematics and science, passing rates lagged behind those for reading and social studies, despite gains from the previous year. The largest difference for an ethnic group was the 31 percentage points separating

the passing rates for African American students in reading (84%) and science (53%). Still, 53 percent was an increase of 11 percentage points over the passing rate for African American students in 2006 and the largest gain for an ethnic group in any subject. On the mathematics test, 58 percent of African American students, 64 percent of Hispanic students, and 83 percent of White students met the passing standard. On the science test, 53 percent of African American students, 59 percent of Hispanic students, and 86 percent of White students met the passing standard.

Grade 9

Of the 349,018 students in 2007 who took Grade 9 TAKS tests in reading and mathematics, 59 percent met the passing standard on all tests taken, up 3 percentage points from the previous year. Another 10 percent achieved commended performance, up 2 percentage points (Table 2.3 on page 25).

In reading, the passing rate for African American students (80%) decreased 2 percentage points from the previous year, the rate for Hispanic students (80%) decreased 1 percentage point, and the rate for White students (95%) remained the same (Appendix 2-G on page 45). The commended rate for each ethnic group increased by at least 3 percentage points.

In mathematics, passing rates improved from the previous year for all ethnic groups: by 7 percentage points for African American students; 4 percentage points for Hispanic students; and 3 percentage points for White students. Nevertheless, the passing rates in mathematics remained considerably lower than those in reading. Differences in the rates ranged from 19 percentage points for White students to 36 percentage points for African American students.

Grade 10

For the fourth straight year, Grade 10 students had the lowest passing rate of any grade level on all tests taken. Of the 294,305 students in 2007 who took Grade 10 TAKS tests in English Language Arts (ELA), mathematics, social studies, and science, 50 percent met the passing standard on all tests taken, up 1 percentage point over 2006 (Table 2.3 on page 25). Four percent achieved commended performance on all tests taken, also an increase of 1 percentage point.

In ELA, 79 percent of African American students and of Hispanic students met the passing standard, as did 91 percent of White students (Appendix 2-H on page 46). There was little change from the previous year in passing rates for ethnic groups. Commended

rates for ethnic groups declined 1 to 2 percentage points.

In mathematics, the passing rate for African American students increased 5 percentage points to 45 percent, and the rate for Hispanic students increased 4 percentage points to 54 percent. The rate for White students increased 4 percentage points to 78 percent.

In social studies, 78 percent of African American students, 81 percent of Hispanic students, and 94 percent of White students met the passing standard. Performance improved from the previous year for all ethnic groups, with Hispanic students showing the largest increase in passing rate (6 percentage points).

In science, 40 percent of African American students met the passing standard. Although this was an increase of 1 percentage point from the previous year, it was the lowest passing rate for an ethnic group in any subject. The passing rate for Hispanic students (45%) was unchanged from 2006, and the rate for White students (76%) decreased by 3 percentage points.

Exit Level (Grade 11)

Of the 250,316 students in 2007 who took exit-level TAKS tests in ELA, mathematics, social studies, and science, 69 percent met the passing standard on all tests taken, and 6 percent achieved commended performance (Table 2.3 on page 25). The passing rate increased 5 percentage points from the previous year, and the commended rate increased 2 percentage points.

In ELA, passing rates increased from the previous year to 86 percent for African American students, 85 percent for Hispanic students, and 96 percent for White students (Appendix 2-I on page 47). Twelve percent of African American students, 16 percent of Hispanic students, and 35 percent of White students achieved commended performance.

In mathematics, 66 percent of African American students, 72 percent of Hispanic students, and 89 percent of White students met the passing standard. Performance improved from the previous year for all ethnic groups, with African American students showing the largest increase in passing rate (6 percentage points).

In social studies, passing rates decreased by 1 percentage point for African American students and remained the same for Hispanic and White students, compared to the previous year. By contrast, performance at the commended standard improved from the previous year for all ethnic groups. Commended rates increased by 6 percentage points for African American and Hispanic students and by 9 percentage points for White students.

In science, the passing rate for African American students increased 6 percentage points from the previous year to 64 percent, the rate for Hispanic students increased 3 percentage points to 66 percent; and the rate for White students increased 1 percentage point to 89 percent. White students had the greatest improvement in commended performance among ethnic groups, up 4 percentage points to 18 percent. Commended rates increased 1 percentage point for African American and Hispanic students.

TAKS Results by Special Population

Grade 3

Of all Grade 3 students who took the primary administration of the English-version TAKS reading test, 125,139 were students identified as at-risk of dropping out of school; 158,504 students were economically disadvantaged; 48,474 were limited English proficient (LEP); and 13,569 students received special education services (Appendix 2-A on page 39). The passing rate for each group decreased by 1 percentage point from the previous year, and the commended rate for each group decreased by at least 6 percentage points.

In mathematics, at-risk, economically disadvantaged, and LEP students maintained the same passing rates achieved in 2006, and all increased commended rates by 1 percentage point. Among students receiving special education services, the passing rate decreased 3 percentage points, but the commended rate remained the same.

Grade 4

In reading, passing rates in 2007 increased from the previous year for all special populations (Appendix 2-B on page 40). Commended rates increased by 8 percentage points for economically disadvantaged students and by 5 percentage points for all other special populations.

In mathematics, the passing rate for at-risk students increased 5 percentage points, the most improvement for any special population. Passing rates for economically disadvantaged and LEP students increased by 3 percentage points. The passing and commended rates for students receiving special education services decreased by 1 percentage point.

In writing, passing rates remained at 2006 levels for all special populations except students receiving special education services. Although the passing rate for this group decreased 2 percentage points to 81 percent, the

commended rate increased 5 percentage points to 16 percent.

Grade 5

Across all subjects in 2007, percentages of students meeting the passing standard increased from the previous year for all special populations (Appendix 2-C on page 41). On the primary administration of the reading test, passing rates increased by 2 percentage points for students receiving special education services and by 4 percentage points for all other special populations.

On the primary administration of the mathematics test, passing rates increased by 6 percentage points for at-risk and LEP students, by 5 percentage points for economically disadvantaged students, and by 3 percentage points for students receiving special education services.

In science, students receiving special education services had the largest increase in passing rate (4 percentage points). All other special populations had increases of 3 percentage points. In addition, commended rates improved for all special populations, with increases ranging from 4 to 8 percentage points.

Grade 6

In reading, both passing and commended rates in 2007 improved from the previous year for all special populations (Appendix 2-D on page 42). The increases in commended rates were large, ranging from 7 percentage points for LEP students to 12 percentage points for economically disadvantaged students.

In mathematics, passing rates decreased by 2 percentage points for at-risk students, decreased by 1 percentage point for economically disadvantaged students, increased by 2 percentage points for LEP students, and remained the same for students receiving special education services. As in reading, all special populations had higher commended rates than in 2006.

Grade 7

Across all subjects in 2007, passing rates improved from the previous year for all special populations, with LEP students showing the largest increase in each subject (Appendix 2-E on page 43). In reading, the increases ranged from 6 percentage points for students receiving special education services to 12 percentage points for LEP students. Despite the improvement, only 41 percent of LEP students met the passing standard in 2007.

In mathematics, passing rates increased by 9 percentage points for at-risk students, 8 percentage points for economically disadvantaged students, 11 percentage points for LEP students, and 3 percentage points for students receiving special education services. Again, despite double-digit improvement, the passing rate for LEP students was only 44 percent in 2007.

In writing, passing rates were higher than in reading and mathematics for special populations. Eighty-six percent of at-risk students, 90 percent of economically disadvantaged students, 67 percent of LEP students, and 78 percent of students receiving special education services met the passing standard.

Grade 8

Across all subjects in 2007, passing rates improved from the previous year for all special populations (Appendix 2-F on page 44). The same was true of commended rates, with only two exceptions—rates for LEP students remained the same in mathematics and science. As was true for students overall and for ethnic groups at Grade 8, passing rates for special populations were higher in reading and social studies than in mathematics and science.

In reading, passing rates increased by 8 to 17 percentage points for all special populations. The passing and commended rates for economically disadvantaged students (83% and 29%, respectively) were the highest for a special population in any subject. Economically disadvantaged students also had the highest increase in commended rate (6 percentage points).

In mathematics, passing rates increased by 7 percentage points for at-risk and LEP students and by 6 percentage points for economically disadvantaged students and students receiving special education services. Still, the passing rate for LEP students in 2007 was low (36%).

In social studies, passing rates increased by 5 to 9 percentage points for all special populations. Seventy-five percent of at-risk students, 81 percent of economically disadvantaged students, 53 percent of LEP students, and 71 percent of students receiving special education services met the passing standard in 2007.

In 2007, the passing standard for the Grade 8 science test was 1 SEM below the panel-recommended standard. Passing rates increased 7 to 11 percentage points from the previous year for all special populations. Despite the lower standard and improvements in performance, three of the four special populations still had passing rates that were lower in science than other subjects. With a slightly lower

passing rate in mathematics than science, students receiving special education services were the only exception. Economically disadvantaged students had the highest passing rate (57%), and LEP students had the lowest rate (22%).

Grade 9

In reading, passing rates in 2007 decreased from the previous year by 2 to 4 percentage points for all special populations (Appendix 2-G on page 45). Seventy-six percent of at-risk students, 79 percent of economically disadvantaged students, 38 percent of LEP students, and 64 percent of students receiving special education services met the passing standard in 2007.

In mathematics, increases in passing rates ranged from 2 percentage points for students receiving special education services to 6 percentage points for at-risk students. Nevertheless, passing rates remained low in 2007, ranging from 22 percent for LEP students to 47 percent for economically disadvantaged students.

Grade 10

In ELA, passing rates for special populations remained the same or increased slightly between 2006 and 2007 (Appendix 2-H on page 46). Rates in 2007 ranged from 34 percent for LEP students to 78 percent for economically disadvantaged students.

In mathematics, passing rates increased by 4 percentage points for at-risk and economically disadvantaged students and by 1 percentage point for LEP students and students receiving special education services. Nevertheless, rates were below 40 percent for all special populations except economically disadvantaged students (51%).

In social studies, passing rates in 2007 were higher than in any other subject for special populations and showed considerable improvement from the previous year. Rates increased to 75 percent for at-risk students, 79 percent for economically disadvantaged students, 46 percent for LEP students, and 63 percent for students receiving special education services.

In science, passing rates in 2007 were lower than in any other subject at any grade level for special populations. This was also true for students overall and for all ethnic groups at Grade 10. Economically disadvantaged students had the highest passing rate (43%), the same rate as in 2006. LEP students had the lowest rate (14%), despite an increase of 1 percentage point from the previous year. The passing rates for at-risk students (32%) and students receiving special education services (28%) decreased by 3 and 5 percentage points, respectively.

Exit Level (Grade 11)

In ELA, economically disadvantaged students had the highest passing rate (84%), up 3 percentage points from 2006 (Appendix 2-I on page 47). Students receiving special education services had the largest increase in passing rate (4 percentage points). The passing rate for LEP students (33%) decreased 3 percentage points from the previous year and was less than half the rate for any other special population.

In mathematics, as in ELA, students receiving special education services had the largest increase in passing rate, up 7 percentage points to 53 percent. Economically disadvantaged students had the highest passing rate, at 70 percent.

In social studies, passing rates were higher than in any other subject for special populations. Rates were 82 percent or above for all special populations except LEP students (63%). Whereas the passing rate increased only for students receiving special education services, commended rates improved for all special populations.

In science, passing rates remained the same or increased for all special populations between 2006 and 2007. Nevertheless, passing rates for most special populations were lower in science than any other subject. Economically disadvantaged students had the highest passing rate (65%), and LEP students had the lowest rate (33%).

Spanish TAKS Results

Grade 3

Of the 28,975 Grade 3 students who took the primary administration of the Spanish-version TAKS reading test, 81 percent met the passing standard, up 5 percentage points from 2006 (Appendix 2-J on page 48). In mathematics, the passing rate increased 4 percentage points to 73 percent.

Grade 4

Results were mixed in Grade 4 for the three subject areas tested (Appendix 2-K on page 49). In reading, 77 percent of students met the passing standard, 1 percentage point above the 2006 passing rate. In writing, the passing rate decreased by 1 percentage point to 89 percent. The lowest passing rate for fourth graders was in mathematics (72%), despite an increase of 3 percentage points from the previous year.

Grade 5

Passing rates for Grade 5 students increased from the previous year on all Spanish-version TAKS tests (Appendix 2-L on page 50). The improvement was greatest on the primary administration of the reading test, up 13 percentage points to 78 percent in 2007. Passing rates were considerably lower on the primary administration of the mathematics test (50%) and on the science test (35%), despite increases of 3 and 4 percentage points, respectively.

Grade 6

Compared to 2006, passing rates for Grade 6 students improved on the Spanish-version TAKS reading and mathematics tests in 2007 (Appendix 2-M on page 51). Of the 998 students tested in reading, 75 percent met the passing standard, up 9 percentage points. Of the 902 students tested in mathematics, 56 percent met the passing standard, up 4 percentage points.

State-Developed Alternative Assessment II (SDAA II)

The SDAA II assesses students enrolled 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. ARD committees make all decisions regarding instruction, assessment, and assessment expectations for students who are receiving special education services. SDAA II allows for assessments to be selected by instructional level, regardless of enrolled grade, so that assessments match the instruction individual students receive during the school year. The test is designed to measure academic growth from year to year as students are assessed at the appropriate levels of instruction. Performance results are reported as the percentages of students meeting ARD expectations.

Tests in reading, mathematics, and writing are offered at instructional levels K-9, whereas the ELA test is offered only to Grade 10 students working on grade level. Of the 192,808 students who took the 2007 SDAA II reading test, 92 percent met ARD expectations (Table 2.5). Of the 8,465 Grade 10 students who took the SDAA II ELA test, 87 percent met ARD expectations. Of the 200,609 students who took the SDAA II mathematics test, 90 percent met

Enrolled Grade	Tested	Met ARD (%)
Reading		
3	20,263	96
4	24,430	94
5	28,468	93
6	28,965	92
7	27,979	91
8	27,075	92
9	24,657	88
10	10,971	85
Total	192,808	92
English Language Arts		
10	8,465	87
Mathematics		
3	18,175	98
4	22,514	96
5	26,619	95
6	27,467	89
7	28,365	88
8	28,695	89
9	27,115	81
10	21,659	86
Total	200,609	90
Writing		
4	25,099	82
7	29,141	81
10	11,177	68
Total	65,417	79

^aState-Developed Alternative Assessment II. ^bAdmission, review, and dismissal committee.

ARD expectations. Of the 65,417 students who took the SDAA II writing test, 79 percent met ARD expectations.

Texas Assessment of Knowledge and Skills–Inclusive (TAKS-I)

TAKS-I assesses students in special education programs at their enrolled grade levels in subjects tested by TAKS but not by SDAA II. TAKS-I measures the academic progress of students in the state-mandated TEKS curriculum in the following grade levels and subjects: Grade 5 science (English and Spanish versions); Grade 8 science and social studies; Grade 10 science and social studies; and all exit-level subjects (Table 2.6). Participation increased markedly, compared to participation in 2006, when the assessment was first offered.

Of the 20,935 students in Grade 5 who took the English-version TAKS-I science test, 24 percent met the passing standard. Of the 103 students who took the Spanish-version test, 2 percent met the passing standard.

Grade	2006		2007	
	Tested	Met Standard (%)	Tested	Met Standard (%)
English Language Arts				
11	2,400	30	5,517	25
Mathematics				
11	2,716	13	5,933	10
Social Studies				
8	12,320	29	20,372	32
10	5,415	24	11,409	27
11	3,676	45	7,264	43
Science				
5 (English-version)	15,088	27	20,935	24
5 (Spanish-version))	118	4	103	2
8	12,606	19	20,713	14
10	5,551	8	11,718	5
11	3,660	15	7,326	13

^aTexas Assessment of Knowledge and Skills–Inclusive.

Grade 8 TAKS-I tests were administered in social studies and science. In social studies, 32 percent of the 20,372 students tested met the passing standard. In science, 14 percent of the 20,713 students tested met the passing standard.

Grade 10 TAKS-I tests were administered in social studies and science. In social studies, 27 percent of the 11,409 students tested met the passing standard. In science, 5 percent of the 11,718 students tested met the passing standard.

Grade 11 TAKS-I tests were administered in ELA, mathematics, social studies, and science. In ELA, 25 percent of the 5,517 students tested met the passing standard. In mathematics, 10 percent of the 5,933 students tested met the passing standard. In social studies, 43 percent of the 7,264 students tested met the passing standard. In science, 13 percent of the 7,326 students tested met the passing standard.

Texas Assessment of Knowledge and Skills–Alternate (TAKS-Alt)

TAKS-Alt is administered to students with significant cognitive disabilities enrolled in Grades 3-11. Unlike other statewide assessments in Texas, TAKS-Alt is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers score student performance using the TAKS-Alt rubric, which sets specific criteria at each score point to determine demonstration of skill, level of support, and ability to

generalize the skill. Results and supporting documentation are then submitted on-line.

TAKS-Alt was administered for the first time in spring 2007 as a mandatory field test for all students meeting the participation criteria. Students were observed in each subject tested by TAKS in the students' enrolled grades. Results will be used as part of the process for setting standards for the assessment. The number of students who participated in the TAKS-Alt ranged from a low of 1,560 in Grade 11 to a high of 1,956 in Grade 8, for a total of 15,592 in all grades.

Student Success Initiative (SSI) Results

Overview

All students who are not exempt from state-mandated assessments are subject to SSI grade advancement requirements for reading at Grade 3 and reading and mathematics at Grade 5. A student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after accelerated instruction. All students who take TAKS (in English or in Spanish) or SDAA II must be given three opportunities to meet the grade advancement requirements. Whereas the TAKS tests are administered three times during the year, the SDAA II tests are administered only once. As a result, school districts must provide students who take the SDAA II with two additional testing opportunities, as needed, using assessments based on the TEKS. After each test administration, districts must provide students with accelerated instruction in the subject areas failed.

TAKS Results

In 2007, third graders took the English- or Spanish-version TAKS reading test for the first time in February. Of these students, 89 percent met the passing standard on the English-version test (Appendix 2-A on page 39), and 81 percent met the passing standard on the Spanish-version test (Appendix 2-J on page 48). After the second test administration in April for students retesting and for those testing the first time, Grade 3 students had cumulative passing rates of 93 percent on the English-version test and 88 percent on the Spanish-version test. After the third and final testing opportunity in June, Grade 3 students had cumulative passing rates of 95 percent on the English-version test (Table 2.7) and 92 percent on the Spanish-version test.

In 2007, fifth graders took the English- or Spanish-version TAKS reading test for the first time in February. Of these students, 82 percent met the passing standard on the English-version test (Appendix 2-C on page 41), and 78 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 50). After the second test administration in April, Grade 5 students had cumulative passing rates of 89 percent on the English-version test and 86 percent on the Spanish-version test. After the third and final testing opportunity in June, Grade 5 students had cumulative passing rates of 92 percent on the English-version test (Table 2.8) and 88 percent on the Spanish-version test.

In 2007, fifth graders took the English- or Spanish-version TAKS mathematics test for the first time in April. Of these students, 85 percent met the passing standard on the English-version test (Appendix 2-C on page 41), and 50 percent met the passing standard on the Spanish-version test (Appendix 2-L on page 50). After the second test administration in May, Grade 5 students had cumulative passing rates of 91 percent on

Table 2.7. English-Version TAKS Reading Passing Rates, Grade 3, All Administrations, by Student Group, 2007

Group	February Cohort ^a		April Results for February Cohort ^b		June Results for February Cohort ^c		Cumulative ^d	
	Met Standard	Rate (%) ^e	Met Standard	Rate (%)	Met Standard	Rate (%)	Met Standard	Rate (%)
	All Students	258,780	89	15,951	49	6,010	43	280,741
African American	35,812	82	3,516	45	1,521	43	40,849	92
Hispanic	106,310	85	8,170	44	3,585	42	118,065	94
White	105,241	95	3,891	64	802	51	109,934	98
At-Risk	100,013	80	10,780	45	4,577	41	115,370	92
Economically Disadvantaged	131,885	83	11,641	45	4,786	41	148,312	93
Limited English Proficient	38,550	80	3,890	40	1,939	39	44,379	91
Special Education	11,131	82	1,078	48	311	35	12,520	91

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

Table 2.8. English-Version TAKS Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2007

Group	February Cohort ^a		April Results for February Cohort ^b		June Results for February Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%)	Standard	Rate (%)	Standard	Rate (%)
All Students	242,140	82	23,085	44	8,964	34	274,189	92
African American	30,917	75	4,118	42	1,549	30	36,584	88
Hispanic	99,862	76	12,671	40	5,622	32	118,155	89
White	100,593	91	5,778	59	1,606	49	107,977	97
At-Risk	66,529	63	14,686	38	6,716	31	87,931	82
Economically Disadvantaged	119,066	75	16,042	40	6,877	32	141,985	88
Limited English Proficient	15,199	52	4,248	30	2,198	25	21,645	73
Special Education	8,030	72	1,232	43	461	34	9,723	86

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

the English-version test and 61 percent on the Spanish-version test. After the third and final testing opportunity in June, Grade 5 students had cumulative passing rates of 94 percent on the English-version test (Table 2.9) and 69 percent on the Spanish-version test.

SDAA II Results

In 2007, the only administration of the SDAA II took place in April. Of students who took the Grade 3 reading test, 96 percent met ARD expectations (Table 2.5 on page 33). Of students who took the Grade 5 reading test, 93 percent met ARD expectations. Of students who took the Grade 5 mathematics test, 95 percent met ARD expectations.

Intensive Instruction

Districts are required to offer intensive instruction by subject area to each student in Grades 3-11 who does

not meet the passing standard on one or more TAKS tests (Texas Education Code [TEC] §28.0213). Based on results of the 2007 assessments, the number of students requiring intensive instruction in one or more of the subject areas assessed ranged from a low of 23 percent of 3rd and 6th graders tested to a high of 50 percent of 10th graders tested (Table 2.10 on page 36). The percentages include students in Grades 3-6 who took the Spanish-version TAKS tests. At the exit level, 31 percent of students tested in 2007 did not meet the passing standard on one or more tests and required intensive instruction. This was an improvement of 5 percentage points at the exit level over 2006 results.

TEA is required to develop study guides to assist parents in helping their children strengthen academic skills during the summer (TEC §39.024). TAKS study guides were developed in 2002-03 for all grade levels and subject areas tested. In 2007, a study guide was

Table 2.9. English-Version TAKS Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2007

Group	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Met		Met		Met		Met	
	Standard	Rate (%) ^e	Standard	Rate (%)	Standard	Rate (%)	Standard	Rate (%)
All Students	254,259	85	19,262	43	7,703	34	281,224	94
African American	30,431	74	4,074	38	1,774	30	36,279	88
Hispanic	110,053	81	10,352	42	4,344	33	124,749	92
White	102,424	92	4,550	54	1,484	46	108,458	97
At-Risk	75,613	69	12,819	39	5,808	32	94,240	86
Economically Disadvantaged	128,818	79	13,802	41	5,676	32	148,296	91
Limited English Proficient	22,056	69	3,636	37	1,618	29	27,310	85
Special Education	9,769	75	1,240	41	472	33	11,481	88

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

Grade	One Subject Test		Two Subject Tests		Three Subject Tests		Four Subject Tests		Students Failing One or More Tests	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
3	54,913	16	22,955	7	–	–	–	–	77,868	23
4	50,564	16	23,116	7	10,045	3	–	–	83,725	26
5	54,899	17	30,655	10	19,157	6	–	–	104,711	33
6	53,667	18	17,299	6	–	–	–	–	70,966	23
7	55,052	18	25,504	8	10,037	3	–	–	90,593	30
8	49,554	16	35,156	11	21,220	7	16,254	5	122,184	40
9	109,563	31	35,179	10	–	–	–	–	144,742	41
10	54,584	19	49,929	17	28,208	10	15,395	5	148,116	50
11	37,592	15	23,978	10	11,345	5	5,791	2	78,706	31

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. Data for Grades 3 and 5 include results for the primary administrations only of the Grade 3 reading, Grade 5 reading, and Grade 5 mathematics tests.

provided free of charge, through districts, to each student who failed one or more TAKS tests.

Beginning in fall 2004, TEA began providing personalized study guides to exit-level students who had failed one or more TAKS tests. The program was expanded to include Grades 9 and 10 starting in fall 2005. Personalized study guides, which are customized for students based on their TAKS scores, identify and help students focus on specific areas in need of improvement. The guides are available in print and on-line versions.

Correlation Between Grade 10 TAKS Social Studies Performance and Related Course Performance

Overview

Texas Education Code §39.182(a)(6) mandates an evaluation of the correlation between student grades and student performance on state-mandated assessment instruments. The most recent TEA study compared pass/fail rates for Grade 10 students on the spring 2006 TAKS social studies tests with their pass/fail rates in the related courses of World Geography and World History. Matched results were found for 254,695 students in World Geography and 233,644 students in World History. The complete study, including results by ethnicity, gender, and socioeconomic status, is included in the *Texas Student Assessment Program Technical Digest for the Academic Year 2006-2007*.

Performance: State Summary

Overall, 83 percent of the students in the study passed the Grade 10 TAKS social studies test. The course passing rate of 92 percent for students enrolled in

World Geography was slightly higher than the 90 percent passing rate for students enrolled in World History (Table 2.11). The percentage of students who passed both the Grade 10 TAKS social studies test and the course was slightly higher for students enrolled in World Geography (79%) than for students enrolled in World History (77%). Of students in World Geography, 5 percent failed the class but passed the TAKS test, and 3 percent failed both the class and the test. Of students in World History, 6 percent failed the course but passed the TAKS test, and 4 percent failed both the class and the test.

Group	Passed Course and:		Did Not Pass Course and:	
	Passed TAKS	Failed TAKS	Passed TAKS	Failed TAKS
World Geography				
All Students	79	13	5	3
African American	70	20	5	5
Hispanic	70	19	6	5
White	89	7	3	1
Econ. Disad. ^a	68	20	6	5
Not Econ. Disad.	86	9	4	2
Female	78	15	4	3
Male	79	12	6	3
World History				
All Students	77	13	6	4
African American	68	19	6	7
Hispanic	68	18	7	7
White	88	6	4	2
Econ. Disad.	67	19	7	7
Not Econ. Disad.	85	8	4	3
Female	77	15	4	4
Male	77	11	7	5

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

^aEconomically disadvantaged.

Performance by Ethnicity

Among ethnic groups, students passed World History and World Geography at higher rates than the TAKS social studies test. This was particularly true for African American and Hispanic students. The World History course proved slightly more challenging than the World Geography course for all ethnic groups. Passing rates in the two courses and on the TAKS test were higher for White students than African American or Hispanic students.

Performance by Socioeconomic Status

Higher percentages of students, regardless of socioeconomic status, passed World Geography and World History than passed the TAKS social studies test. Nevertheless, students who were economically disadvantaged had lower passing rates in the classes and on the TAKS test than students who were not economically disadvantaged. In addition, differences between course and test passing rates were greater for students who were economically disadvantaged than for students who were not economically disadvantaged.

Performance by Gender

Females and males had passing rates similar to those of the overall student population on the TAKS social studies test and in the courses. Among students enrolled in World Geography, females passed both the course and the TAKS test at a rate of 78 percent, whereas male students passed both at a rate of 79 percent. Female and male students passed both the World History course and the TAKS test at a rate of 77 percent. Although course passing rates were higher for females, passing rates on the TAKS test were higher for males.

Texas English Language Proficiency Assessment System (TELPAS)

TELPAS was designed to meet federal testing requirements under 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 TELPAS is composed of the Reading Proficiency Tests in English (RPTE) and the Texas Observation Protocols (TOP).

The RPTE, first administered in the 1999-00 school year, is a multiple-choice reading assessment designed specifically for LEP students. The 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 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.

The TOP uses a holistic rating system to evaluate English language proficiency in reading (Grades K-2 only) and in writing, listening, and speaking (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. The TOP was benchmarked in spring 2004 and fully implemented in spring 2005.

Unlike TAKS, which measures mastery of content with a pass or fail score, TELPAS provides an annual measure of progress on a continuum of second language development. The continuum is divided into four proficiency levels (Beginning, Intermediate, Advanced, and Advanced High) and helps school districts monitor the progress of LEP students in learning to listen, speak, read, and write in English.

NCLB requires states to generate composite scores from their English language proficiency assessments. The composite score for a student indicates the overall level of his or her English language proficiency and is computed from the student's ratings in listening, speaking, reading, and writing. 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.

For the 290,045 students in Grades K-2 who participated in TELPAS in 2007, the average composite rating was 2.0 (Table 2.12 on page 38). Forty-four percent of the students were rated Beginning, 26 percent were rated Intermediate, 19 percent were rated Advanced, and 11 percent were rated Advanced High. For the 348,048 students in Grades 3-12 who participated in TELPAS, the average composite rating was 3.0. Eight percent of the students were rated Beginning, 14 percent were rated Intermediate, 39 percent were rated Advanced, and 39 percent were rated Advanced High.

**Table 2.12. TELPAS^a
Participation and Performance, by Grade, 2007**

Grade	Tested	Proficiency Level Met (%)				Av. Comp. Score ^f
		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e	
K	97,426	67	18	10	5	1.6
1	100,971	42	27	19	12	2.0
2	91,648	23	32	27	18	2.4
K-2	290,045	44	26	19	11	2.0
3	83,547	11	19	26	45	3.0
4	57,484	8	14	41	38	3.0
5	46,735	6	11	35	48	3.2
6	33,909	6	11	48	36	3.1
7	26,768	6	12	47	35	3.0
8	28,480	4	10	44	42	3.2
9	31,894	14	19	46	21	2.7
10	18,058	8	15	49	29	3.0
11	12,685	5	11	48	36	3.1
12	8,488	4	11	48	37	3.2
3-12	348,048	8	14	39	39	3.0

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fAverage Composite Score.

Agency Contact Person

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

Other Sources of Information

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

**Appendix 2-A. English-Version TAKS Participation and Performance,
Grade 3, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	284,987	89	43	292,160	89	36	0	-7
African American	43,767	81	27	43,934	82	23	1	-4
Hispanic	118,914	86	33	125,324	85	26	-1	-7
White	110,550	95	58	110,852	95	49	0	-9
At-Risk	119,889	81	24	125,139	80	18	-1	-6
Econ. Dis. ^a	155,389	84	31	158,504	83	24	-1	-7
LEP ^b	46,190	81	25	48,474	80	19	-1	-6
Special Ed. ^c	13,386	83	32	13,569	82	26	-1	-6
Mathematics								
All Students	289,074	82	28	297,734	82	28	0	0
African American	43,860	68	14	44,267	69	16	1	2
Hispanic	121,482	78	21	129,041	78	22	0	1
White	111,730	91	38	112,140	90	38	-1	0
At-Risk	122,478	72	14	128,668	72	15	0	1
Econ. Dis.	157,856	75	18	162,314	75	19	0	1
LEP	48,078	75	18	51,545	75	19	0	1
Special Ed.	16,259	75	19	15,745	72	19	-3	0

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

**Appendix 2-B. English-Version TAKS Participation and Performance,
Grade 4, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	280,737	82	20	293,653	84	30	2	10
African American	40,626	72	11	42,203	75	20	3	9
Hispanic	119,492	77	13	128,527	79	21	2	8
White	109,156	91	30	110,683	92	41	1	11
At-Risk	89,249	65	6	96,972	68	11	3	5
Econ. Dis. ^a	151,128	75	11	158,855	77	19	2	8
LEP ^b	29,775	63	6	32,591	66	11	3	5
Special Ed. ^c	11,452	74	14	12,515	75	19	1	5
Mathematics								
All Students	285,433	83	31	298,431	86	34	3	3
African American	40,988	71	17	42,479	75	19	4	2
Hispanic	122,818	79	24	132,147	83	26	4	2
White	110,085	91	42	111,427	93	45	2	3
At-Risk	92,885	66	13	100,876	71	15	5	2
Econ. Dis.	154,842	77	21	162,777	80	24	3	3
LEP	32,323	72	16	35,649	75	18	3	2
Special Ed.	12,203	78	23	14,585	77	22	-1	-1
Writing								
All Students	275,099	92	20	285,605	91	28	-1	8
African American	40,376	87	13	41,516	86	19	-1	6
Hispanic	117,203	90	15	125,582	90	22	0	7
White	106,374	95	28	106,645	93	37	-2	9
At-Risk	87,389	83	8	94,256	83	12	0	4
Econ. Dis.	148,663	88	13	155,197	88	19	0	6
LEP	28,690	83	8	31,290	83	12	0	4
Special Ed.	10,866	83	11	10,453	81	16	-2	5

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

**Appendix 2-C. English-Version TAKS Participation and Performance,
Grade 5, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	291,992	80	22	294,885	82	25	2	3
African American	42,397	69	12	41,113	75	17	6	5
Hispanic	128,348	73	14	132,006	76	17	3	3
White	110,191	91	34	110,011	91	36	0	2
At-Risk	108,898	59	5	106,127	63	7	4	2
Econ. Dis. ^a	160,162	71	12	159,791	75	15	4	3
LEP ^b	28,849	48	4	29,459	52	5	4	1
Special Ed. ^c	11,302	70	13	11,152	72	15	2	2
Mathematics: Primary Administration								
All Students	295,119	81	38	299,380	85	39	4	1
African American	42,402	68	22	41,321	74	23	6	1
Hispanic	130,720	77	30	135,239	81	32	4	2
White	110,801	91	50	110,860	92	51	1	1
At-Risk	111,343	63	15	109,448	69	17	6	2
Econ. Dis.	162,295	74	27	163,101	79	29	5	2
LEP	30,837	63	16	32,080	69	19	6	3
Special Ed.	13,431	72	23	12,983	75	24	3	1
Science								
All Students	292,450	75	24	296,436	77	31	2	7
African American	42,037	59	11	40,913	64	17	5	6
Hispanic	129,516	67	16	134,288	70	23	3	7
White	109,733	88	36	109,346	90	46	2	10
At-Risk	109,923	53	8	107,776	56	12	3	4
Econ. Dis.	160,679	65	15	161,506	68	21	3	6
LEP	30,553	46	6	32,099	49	10	3	4
Special Ed.	11,831	65	17	10,587	69	25	4	8

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

**Appendix 2-D. English-Version TAKS Participation and Performance,
Grade 6, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	283,859	91	39	297,626	92	51	1	12
African American	40,006	87	28	41,367	88	40	1	12
Hispanic	122,954	87	27	133,834	89	41	2	14
White	110,191	96	55	110,971	96	66	0	11
At-Risk	112,034	82	15	111,102	83	24	1	9
Econ. Dis. ^a	149,475	87	26	158,710	88	38	1	12
LEP ^b	20,111	64	6	22,475	67	13	3	7
Special Ed. ^c	11,054	79	18	11,398	80	27	1	9
Mathematics								
All Students	285,671	79	31	299,437	79	34	0	3
African American	40,140	65	17	41,506	66	19	1	2
Hispanic	124,285	74	23	135,078	74	27	0	4
White	110,465	89	43	111,353	88	45	-1	2
At-Risk	113,519	62	10	112,543	60	12	-2	2
Econ. Dis.	150,914	72	20	160,127	71	24	-1	4
LEP	20,971	54	9	23,270	56	12	2	3
Special Ed.	12,428	59	12	12,938	59	15	0	3

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

**Appendix 2-E. English-Version TAKS Participation and Performance,
Grade 7, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	298,996	79	21	294,152	85	25	6	4
African American	43,616	68	11	41,156	78	15	10	4
Hispanic	128,652	71	13	128,923	79	15	8	2
White	115,908	90	32	112,738	93	38	3	6
At-Risk	126,501	60	5	115,019	70	7	10	2
Econ. Dis. ^a	154,102	70	12	149,617	78	14	8	2
LEP ^b	18,751	29	1	15,482	41	2	12	1
Special Ed. ^c	10,168	58	7	11,853	64	9	6	2
Mathematics								
All Students	299,160	70	13	294,052	76	17	6	4
African American	43,537	53	5	41,039	62	8	9	3
Hispanic	129,193	62	8	129,352	69	11	7	3
White	115,537	83	20	112,285	86	25	3	5
At-Risk	126,846	45	2	115,253	54	3	9	1
Econ. Dis.	154,535	59	6	149,845	67	10	8	4
LEP	19,366	33	2	15,953	44	3	11	1
Special Ed.	9,235	48	4	11,552	51	5	3	1
Writing								
All Students	293,337	90	37	287,499	93	31	3	-6
African American	42,903	87	26	40,385	91	22	4	-4
Hispanic	127,089	86	27	127,071	91	23	5	-4
White	112,791	95	50	108,982	96	42	1	-8
At-Risk	124,354	81	15	112,413	86	11	5	-4
Econ. Dis.	152,044	86	25	146,982	90	21	4	-4
LEP	18,655	56	3	15,167	67	3	11	0
Special Ed.	9,943	74	12	9,636	78	9	4	-3

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

**Appendix 2-F. English-Version TAKS Participation and Performance,
Grade 8, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	297,866	83	36	301,262	89	42	6	6
African American	42,907	76	23	43,356	84	31	8	8
Hispanic	125,261	76	24	130,324	84	31	8	7
White	118,927	93	51	116,243	95	57	2	6
At-Risk	135,171	69	13	133,441	78	18	9	5
Econ. Dis. ^a	148,106	75	23	150,794	83	29	8	6
LEP ^b	16,389	32	2	18,074	49	5	17	3
Special Ed. ^c	11,998	63	12	11,879	73	17	10	5
Mathematics								
All Students	296,430	67	15	299,850	71	17	4	2
African American	42,545	50	6	43,069	58	7	8	1
Hispanic	125,170	58	9	130,134	64	11	6	2
White	117,919	80	23	115,283	83	26	3	3
At-Risk	134,397	42	2	132,664	49	3	7	1
Econ. Dis.	147,588	56	8	150,279	62	9	6	1
LEP	16,738	29	2	18,375	36	2	7	0
Special Ed.	10,408	40	3	10,418	46	4	6	1
Social Studies								
All Students	294,630	83	30	297,421	87	34	4	4
African American	42,359	76	18	42,899	81	22	5	4
Hispanic	124,141	77	19	128,891	82	23	5	4
White	117,446	91	43	114,348	94	49	3	6
At-Risk	133,274	69	9	130,943	75	12	6	3
Econ. Dis.	146,533	76	18	148,856	81	21	5	3
LEP	16,435	46	3	17,976	53	5	7	2
Special Ed.	12,249	62	12	10,229	71	16	9	4
Science^d								
All Students	295,971	62	12	298,069	70	17	8	5
African American	42,771	42	3	42,969	53	6	11	3
Hispanic	124,664	50	5	129,222	59	9	9	4
White	117,791	80	21	114,586	86	29	6	8
At-Risk	134,039	36	2	131,395	45	3	9	1
Econ. Dis.	147,365	48	5	149,225	57	8	9	3
LEP	16,529	15	1	18,025	22	1	7	0
Special Ed.	12,163	37	4	10,100	48	7	11	3

^aEconomically disadvantaged. ^bLimited English proficient. ^cSpecial education. ^dThe TAKS passing standard for Grade 8 Science in 2006 was 2 standard errors of measurement (SEM) below the panel-recommended standard, whereas the passing standard in 2007 was 1 SEM below the panel-recommended standard. For comparison purposes, all data are presented at the 1 SEM standard.

**Appendix 2-G. English-Version TAKS Participation and Performance,
Grade 9, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	330,495	87	20	333,762	86	24	-1	4
African American	49,023	82	10	48,840	80	14	-2	4
Hispanic	142,823	81	13	148,191	80	16	-1	3
White	127,197	95	31	124,780	95	35	0	4
At-Risk	161,442	78	7	167,462	76	9	-2	2
Econ. Dis. ^a	157,693	81	11	160,230	79	15	-2	4
LEP ^b	18,833	41	1	19,716	38	1	-3	0
Special Ed. ^c	16,249	68	5	15,986	64	6	-4	1
Mathematics								
All Students	325,606	56	14	330,661	60	17	4	3
African American	47,898	37	4	48,085	44	7	7	3
Hispanic	140,216	45	7	146,023	49	9	4	2
White	125,767	73	24	124,344	76	27	3	3
At-Risk	156,482	30	2	163,050	36	3	6	1
Econ. Dis.	154,078	42	6	157,236	47	8	5	2
LEP	18,746	19	2	19,565	22	2	3	0
Special Ed.	13,481	26	3	13,329	28	3	2	0

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

**Appendix 2-H. English-Version TAKS Participation and Performance,
Grade 10, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
English Language Arts								
All Students	281,932	85	13	285,228	84	11	-1	-2
African American	40,148	78	6	40,435	79	5	1	-1
Hispanic	110,528	79	7	116,263	79	6	0	-1
White	120,333	92	19	117,293	91	17	-1	-2
At-Risk	131,457	73	3	133,642	73	3	0	0
Econ. Dis. ^a	117,817	77	6	121,713	78	5	1	-1
LEP ^b	12,190	32	0	12,032	34	0	2	0
Special Ed. ^c	12,771	55	2	12,235	55	1	0	-1
Mathematics								
All Students	276,538	60	12	279,945	63	14	3	2
African American	39,027	40	3	39,394	45	4	5	1
Hispanic	108,197	50	6	113,678	54	8	4	2
White	118,335	74	18	115,499	78	22	4	4
At-Risk	126,741	33	1	128,826	37	2	4	1
Econ. Dis.	114,636	47	5	118,459	51	7	4	2
LEP	12,048	23	1	11,843	24	2	1	1
Special Ed.	10,191	28	2	10,045	29	2	1	0
Social Studies								
All Students	274,314	83	29	277,049	86	33	3	4
African American	38,445	74	15	39,079	78	17	4	2
Hispanic	106,756	75	17	111,812	81	22	6	5
White	118,251	92	42	114,894	94	47	2	5
At-Risk	125,102	69	10	126,674	75	12	6	2
Econ. Dis.	113,243	74	16	116,723	79	19	5	3
LEP	11,706	41	3	11,448	46	3	5	0
Special Ed.	11,964	59	10	11,175	63	11	4	1
Science								
All Students	275,777	60	11	278,537	58	11	-2	0
African American	38,939	39	3	39,343	40	3	1	0
Hispanic	107,520	45	4	112,738	45	5	0	1
White	118,407	79	19	115,157	76	19	-3	0
At-Risk	126,070	35	2	127,707	32	2	-3	0
Econ. Dis.	114,155	43	4	117,593	43	4	0	0
LEP	11,806	13	0	11,550	14	1	1	1
Special Ed.	11,234	33	4	10,597	28	3	-5	-1

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

**Appendix 2-I. English-Version TAKS Participation and Performance,
Grade 11, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
English Language Arts								
All Students	235,465	88	21	242,430	90	25	2	4
African American	32,404	83	12	33,020	86	12	3	0
Hispanic	86,055	82	13	91,948	85	16	3	3
White	106,862	94	29	107,154	96	35	2	6
At-Risk	127,982	82	9	120,035	83	8	1	-1
Econ. Dis. ^a	88,001	81	11	92,161	84	13	3	2
LEP ^b	9,861	36	1	9,259	33	1	-3	0
Special Ed. ^c	9,284	64	3	8,341	68	4	4	1
Mathematics								
All Students	232,620	77	18	240,285	80	19	3	1
African American	31,854	60	6	32,668	66	6	6	0
Hispanic	84,727	69	10	90,798	72	11	3	1
White	105,800	87	25	106,444	89	27	2	2
At-Risk	125,229	64	5	117,606	65	4	1	-1
Econ. Dis.	86,282	66	9	90,710	70	10	4	1
LEP	9,594	43	4	9,027	44	3	1	-1
Special Ed.	7,792	46	3	6,687	53	4	7	1
Social Studies								
All Students	233,553	94	29	241,179	94	36	0	7
African American	31,848	91	15	32,811	90	21	-1	6
Hispanic	84,890	90	17	90,876	90	23	0	6
White	106,588	98	42	107,098	98	51	0	9
At-Risk	126,181	90	13	118,507	88	15	-2	2
Econ. Dis.	86,584	89	15	90,993	89	21	0	6
LEP	9,589	64	3	8,991	63	4	-1	1
Special Ed.	9,983	79	10	8,418	82	16	3	6
Science								
All Students	233,472	75	9	240,949	77	11	2	2
African American	31,955	58	2	32,809	64	3	6	1
Hispanic	84,925	63	4	90,902	66	5	3	1
White	106,306	88	14	106,840	89	18	1	4
At-Risk	125,886	60	2	118,149	60	2	0	0
Econ. Dis.	86,593	60	3	90,914	65	4	5	1
LEP	9,590	30	1	9,013	33	1	3	0
Special Ed.	8,858	46	2	7,413	51	3	5	1

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

**Appendix 2-J. Spanish-Version TAKS Participation and Performance,
Grade 3, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	28,781	76	16	28,975	81	18	5	2
At-Risk	28,135	76	16	28,249	81	18	5	2
Econ. Dis. ^a	27,197	76	16	27,127	81	18	5	2
Special Ed. ^b	760	53	6	776	62	9	9	3
Mathematics								
All Students	27,010	69	16	26,155	73	20	4	4
At-Risk	26,365	69	16	25,431	73	20	4	4
Econ. Dis.	25,492	69	16	24,433	73	19	4	3
Special Ed.	829	52	8	777	59	11	7	3

^aEconomically disadvantaged. ^bSpecial education.

**Appendix 2-K. Spanish-Version TAKS Participation and Performance,
Grade 4, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	16,207	76	16	17,144	77	20	1	4
At-Risk	15,828	76	16	16,662	77	20	1	4
Econ. Dis. ^a	15,319	76	16	16,138	77	20	1	4
Special Ed. ^b	350	57	7	428	62	10	5	3
Mathematics								
All Students	14,563	69	23	14,756	72	27	3	4
At-Risk	14,174	69	23	14,305	72	27	3	4
Econ. Dis.	13,771	69	23	13,897	72	27	3	4
Special Ed.	331	55	14	406	56	16	1	2
Writing								
All Students	17,203	90	24	18,149	89	20	-1	-4
At-Risk	16,841	90	24	17,663	89	20	-1	-4
Econ. Dis.	16,290	90	24	17,095	89	20	-1	-4
Special Ed.	370	78	13	456	75	11	-3	-2

^aEconomically disadvantaged. ^bSpecial education.

**Appendix 2-L. Spanish-Version TAKS Participation and Performance,
Grade 5, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading: Primary Administration								
All Students	7,885	65	19	7,867	78	25	13	6
At-Risk	7,724	65	19	7,717	78	24	13	5
Econ. Dis. ^a	7,449	64	19	7,411	78	24	14	5
Special Ed. ^b	136	51	10	143	59	14	8	4
Mathematics: Primary Administration								
All Students	6,490	47	12	5,834	50	11	3	-1
At-Risk	6,315	48	12	5,677	50	11	2	-1
Econ. Dis.	6,098	47	11	5,469	49	11	2	0
Special Ed.	103	44	9	98	43	5	-1	-4
Science								
All Students	5,960	31	5	4,957	35	8	4	3
At-Risk	5,826	31	5	4,837	36	8	5	3
Econ. Dis.	5,619	30	4	4,656	35	7	5	3
Special Ed.	90	26	1	68	21	7	-5	6

^aEconomically disadvantaged. ^bSpecial education.

**Appendix 2-M. Spanish-Version TAKS Participation and Performance,
Grade 6, by Subject and Student Group, 2006 and 2007**

Group	2006			2007			Change, 2006 to 2007 (Percentage-Point)	
	Tested	Met (%)		Tested	Met (%)		Standard	Commended
		Standard	Commended		Standard	Commended		
Reading								
All Students	1,190	66	18	998	75	26	9	8
At-Risk	1,140	66	17	942	74	26	8	9
Econ. Dis. ^a	1,097	66	17	892	74	25	8	8
Special Ed. ^b	7	43	0	7	71	14	28	14
Mathematics								
All Students	1,076	52	17	902	56	13	4	-4
At-Risk	1,035	52	17	853	57	13	5	-4
Econ. Dis.	998	52	17	811	56	13	4	-4
Special Ed.	6	50	0	4	- ^c	-	-	-

^aEconomically disadvantaged. ^bSpecial education. ^cA 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. 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 also may assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved.

A student may be assigned to a DAEP or expelled more than once in a school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (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 school settings. Students assigned to DAEPs are required to attend because of disciplinary reasons. Students who enroll in AEPs generally do so by choice, often for academic reasons or interest in a less traditional school setting. DAEPs also differ from Juvenile Justice Alternative Education Programs, which are county-run facilities made available for students who are expelled from public school.

Data Sources and Methods

Data on discipline, gender, ethnicity, economic status, and dropout status were drawn from the Public Education Information Management System (PEIMS). All summary DAEP data presented are based on analyses of student-level data. Unless otherwise noted, only student records with complete demographic information are included in the analyses. Data on Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) participation and performance were provided to the

Texas Education Agency (TEA) by a state contractor, Pearson Educational Measurement. Test performance results for students assigned to DAEPs include scores for students assigned at any time during the year.

DAEP Assignment and Expulsion

Approximately 2.3 percent (105,530) of the more than 4.5 million students in Texas public schools in 2005-06 received DAEP assignments (Table 3.1). Compared to the previous year, the percentage of students assigned to DAEPs remained the same, even though the number of students assigned to DAEPs increased by 4.6 percent. The total number of DAEP assignments, including multiple assignments for students, increased by 3.6 percent.

DAEP Assignments	2004-05	2005-06
Individual Student Count	100,909	105,530
Total ^b	132,158	136,938

Note. Counts include all students, regardless of missing demographic information.

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

In 2005-06, 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 6-11.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2005-06 increased markedly at Grade 6, continued rising to a maximum of 6.5 percent of all students in Grade 9, then steadily declined through the high school grades. Of all students assigned to DAEPs, 26.7 percent were ninth graders.

Males made up 71.1 percent of students assigned to DAEPs in 2005-06, compared to 51.2 percent of the total student population (Table 3.3). Almost 22 percent of students assigned to DAEPs were receiving special education services, compared to 12.2 percent of students statewide. The overrepresentation of students receiving special education services in the DAEP population may be related to the overrepresentation of male students, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

Statewide in 2005-06, for students assigned to DAEPs, the average number of discretionary assignments (1.29) exceeded the average number of mandatory

Grade	Students	DAEP		African American (%)		Hispanic (%)		White (%)		Econ. Disad. ^b (%)	
		Number	Percent	State	DAEP	State	DAEP	State	DAEP	State	DAEP
1	359,210	684	0.2	14.1	47.4	48.6	29.5	34.0	21.6	61.5	79.8
2	344,603	808	0.2	14.2	44.6	47.8	32.5	34.5	21.7	60.3	81.3
3	340,635	1,025	0.3	14.4	38.6	47.0	35.3	35.0	24.9	59.7	81.4
4	329,946	1,545	0.5	14.3	36.1	45.9	39.7	36.1	23.1	58.3	82.1
5	337,068	2,891	0.9	14.8	34.6	45.8	42.6	36.0	21.7	58.2	81.5
6	323,962	7,429	2.3	14.8	30.0	44.3	49.1	37.5	20.3	55.8	81.2
7	338,827	12,883	3.8	15.3	25.9	44.0	52.7	37.5	20.6	54.8	77.6
8	335,708	15,556	4.6	15.1	23.5	43.0	52.2	38.6	23.3	52.7	73.3
9	392,051	25,534	6.5	15.6	22.4	44.6	52.5	36.7	24.1	51.4	67.5
10	322,817	13,316	4.1	15.2	25.3	40.2	43.8	41.1	29.7	44.8	58.9
11	281,366	8,538	3.0	14.8	25.2	37.7	38.2	43.6	35.1	40.5	51.3
12	256,799	5,511	2.1	14.5	23.2	36.6	33.7	44.9	41.5	37.3	43.9

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

Group	State	DAEP
Female	48.8	28.9
Male	51.2	71.1
Receiving Spec. Ed. ^b Services	12.2	21.5
Not Receiving Spec. Ed. Services	87.8	78.5

^aDisciplinary alternative education programs. ^bSpecial education.

assignments (1.06) (Table 3.4). Only about 21 percent of students assigned to DAEPs in 2005-06 received additional assignments that year. On average, female students (17 percent) were less likely to have received additional assignments than male students (21 percent), and White students (17 percent) were less likely to have received additional assignments than African American (20 percent) and Hispanic students (21 percent).

For each student who attended a DAEP in 2005-06, the total length of assignment was calculated by adding the number of days, across multiple assignments, the student actually spent in a DAEP. A student who attended a DAEP for one assignment of 10 days, for example, would have the same total length of assignment as a student who attended a DAEP twice in the same year for 5 days each assignment. White

students assigned to a DAEP spent an average of about 29 days in actual attendance, whereas African American students and Hispanic students spent an average of 33 days.

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

In 2005-06, TAKS measured 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, 8, 10, and 11; and in social studies at Grades 8, 10, and 11. SDAA II assessed students in special education programs in Grades 3-10 who were receiving instruction in the state curriculum but for whom TAKS was an inappropriate measure of academic progress.

Statewide, 78.4 percent of students in Grades 3-10 who were assigned to DAEPs took the 2006 English-version TAKS reading/ELA test, and 14.5 percent took the 2006 SDAA II reading/ELA test (Table 3.5). Of those not tested, 0.6 percent were exempted because

Group	Average Number of Assignments		Single Assignment (%)	Average Length of Assignment (Days)
	Discretionary	Mandatory		
African American	1.26	1.04	79.6	33.1
Hispanic	1.31	1.06	79.0	33.1
White	1.25	1.03	82.9	28.9
Economically Disadvantaged	1.30	1.05	78.8	33.0
Special Education	1.30	1.07	77.5	32.6
Female	1.25	1.03	83.5	29.7
Male	1.29	1.06	78.9	32.8
All	1.29	1.06	79.2	32.2

^aDisciplinary alternative education program.

Group	Tested on TAKS	LEP Exempt ^d	ARD Exempt ^e	Absent	Other	Tested on SDAA II
	African American	75.9	<0.1			
Hispanic	79.3	1.1	0.1	6.1	0.5	13.2
White	80.5	<0.1	0.1	5.4	0.5	13.7
Economically Disadvantaged	76.6	0.7	0.1	6.3	0.6	16.1
All	78.4	0.6	0.1	6.2	0.6	14.5

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

^aEnglish language arts. ^bState-Developed Alternative Assessment II. ^cDisciplinary alternative education programs. ^dStudents exempted from testing because of limited English proficiency (LEP). ^eStudents in special education programs exempted from testing by their admission, review, and dismissal (ARD) committees.

of limited English proficiency, 0.1 percent were students in special education exempted by their admission, review, and dismissal (ARD) committees, and 6.2 percent were absent.

Passing rates on the English-version 2006 TAKS reading/ELA and mathematics tests in Grades 3-10 were lower for students assigned to DAEPs than for students statewide (Table 3.6). On the reading/ELA test, the passing rate for students assigned to DAEPs (65%) was 21 percentage points lower than the passing rate for students statewide (86%). On the mathematics test, the difference in passing rates between students assigned to DAEPs (34%) and students statewide (73%) was 39 percentage points. Among students assigned to DAEPs, as well as students statewide, White students had higher TAKS passing rates in reading/ELA and mathematics than African American and Hispanic students.

Group	DAEP ^a	State
Reading/ELA^b		
African American	61	79
Hispanic	61	81
White	78	94
Economically Disadvantaged	61	80
Female	72	88
Male	63	84
All	65	86
Mathematics		
African American	27	58
Hispanic	31	67
White	51	84
Economically Disadvantaged	31	65
Female	33	73
Male	36	73
All	34	73

^aDisciplinary alternative education program. ^bEnglish language arts.

Almost 22 percent of students assigned to DAEPs in 2005-06 were receiving special education services, and many of these students took the SDAA II. Tests are given in reading/ELA and mathematics at Grades 3-10 and in writing at Grades 4 and 7. Students are assessed at their appropriate instructional levels, as determined by their ARD committees. The percentages of students in special education programs assigned to DAEPs who met ARD expectations on the 2006 SDAA II reading/ELA and mathematics tests were lower than the percentages of students in special education programs statewide who met ARD expectations (Table 3.7). On the SDAA II reading/ELA test, 80 percent of students in special education programs assigned to DAEPs met ARD expectations, compared to 87 percent of students

Table 3.7. SDAA II^a Performance Meeting ARD^b Expectations (%), Grades 3-10, by Subject and Student Group, 2006

Group	DAEP ^c	State
Reading/ELA^d		
African American	80	86
Hispanic	77	85
White	83	90
Economically Disadvantaged	80	86
Female	81	88
Male	79	86
All	80	87
Mathematics		
African American	78	85
Hispanic	77	85
White	82	89
Economically Disadvantaged	79	86
Female	76	87
Male	79	86
All	79	86

^aState-Developed Alternative Assessment II. ^bAdmission, review, and dismissal committee. ^cDisciplinary alternative education program. Data include all students who received special education services and were assigned to DAEPs in 2005-06. ^dEnglish language arts.

in special education programs statewide—a difference of 7 percentage points. The difference on the SDAA II mathematics test was also 7 percentage points. Among students in special education programs assigned to DAEPs, as well as students in special education programs statewide, higher percentages of White students met ARD expectations in reading/ELA and mathematics than African American and Hispanic students.

Dropout Rates

Out of 81,338 students in Grades 7-12 assigned to DAEPs in the 2005-06 school year, 4,081 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 5.0 percent, almost double the rate for students statewide (2.6%) (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 Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; Priscilla Flores, School Services Division, (512) 463-5899; or Leslie Smith or Lauralea Bauer, Student Support Services Division, (512) 463-9982.

Table 3.8. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2005-06		
Group	DAEP^a	State
African American	5.9	3.8
Hispanic	5.5	3.5
White	3.4	1.3
Economically Disadvantaged	5.2	2.7
Special Education	5.3	3.2
Female	4.1	2.3
Male	5.4	2.8
All	5.0	2.6

^aDisciplinary alternative education program.

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, the 77th Texas Legislature revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2006-07 school year, 48 percent (2,213,429) of the 4,594,942 public school students in Texas were identified as at risk of dropping out of school, a decrease of 1 percentage point from the 2005-06 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:

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

- ♦ has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- ♦ has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- ♦ is currently on parole, probation, deferred prosecution, or other conditional release;
- ♦ was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- ♦ is a student of limited English proficiency, as defined by TEC §29.052;
- ♦ is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- ♦ is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments; or
- ♦ resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing and Exemption Information

All students enrolled in Texas public schools, Grades 3-11, must be given the opportunity to take either the state assessment (the Texas Assessment of Knowledge and Skills, or TAKS) or the State-Developed Alternative Assessment II (SDAA II). The SDAA II assesses students served in special education programs who are receiving instruction in the state curriculum 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, 8, 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.

In 2007, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The Grade 8 science test was administered for the first time in 2006, and the passing standard in 2007 was 1 standard error of measurement (SEM) below the panel-recommended standard.

In 2007 there were multiple administrations of the reading TAKS for Grades 3 and 5 and the mathematics TAKS for Grade 5. TAKS performance results for these grades are based on the first test administrations only. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

TAKS Performance for Students At Risk, 2007

State Compensatory Education (SCE) Policy on Student Performance

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

Reading and ELA

In 2007, passing rates for at-risk students overall on the English-version TAKS reading/ELA test were highest in Grades 6 and 11 (83% each) and Grade 3 (80%) and lowest in Grades 4 and 5 (68% and 63%, respectively) (Table 4.1). Across student groups and grade levels,

Table 4.1. English-Version TAKS Reading/ELA^a Passing Rates, by At-Risk Status, Student Group, and Grade, 2007

Group	Grade								
	3	4	5	6	7	8	9	10	11
At-Risk									
African American	72	59	58	82	66	77	74	72	82
Hispanic	79	67	60	80	66	75	71	69	79
White	87	75	74	89	80	86	88	81	91
Economically Disadvantaged	77	65	59	80	65	75	72	69	78
Female	82	68	64	87	72	80	80	80	86
Male	78	67	62	78	68	76	73	67	80
All	80	68	63	83	70	78	76	73	83
Not-At-Risk									
African American	89	85	87	94	89	93	90	89	94
Hispanic	94	89	91	97	93	97	94	94	97
White	97	95	96	98	97	99	98	96	98
Economically Disadvantaged	92	87	90	96	92	96	94	92	96
Female	96	92	94	98	96	98	97	96	98
Male	94	91	92	96	94	97	95	92	97
All	95	92	93	97	95	97	96	95	97

^aEnglish language arts.

passing rates were highest for White at-risk students in Grades 6, 9, and 11 (89%, 88%, and 91%, respectively) and lowest for African American at-risk students in Grades 4 and 5 (59% and 58%, respectively) and economically disadvantaged students in Grade 5 (59%). Female at-risk students outperformed male at-risk students at all grade levels, with differences in passing rates ranging from 1 percentage point in Grade 4 to 13 percentage points in Grade 10.

Compared to students not identified as at risk, at-risk students had lower passing rates on the TAKS reading/ELA test across all grade levels and student groups. Performance differences between at-risk and not-at-risk students were largest for economically disadvantaged students and Hispanic students in Grade 5 (31 percentage points each) and smallest for White students in Grade 11 (7 percentage points). The differences were larger for African American, Hispanic, and economically disadvantaged students than White students in every grade. For African American students, the performance differences between at-risk and not-at-risk students were smallest in Grades 6 and 11 (12 percentage points each); for Hispanic and economically disadvantaged students, the differences were smallest in Grade 3 (15 percentage points each). Across grade levels, differences in passing rates were largest in Grade 5 (30 percentage points).

Mathematics

Among at-risk students overall, the passing rate on the English-version TAKS mathematics test was highest in

Grade 3, at 72 percent (Table 4.2). Between Grades 3 and 10, the performance of at-risk students generally declined from one grade level to the next, from 72 percent in Grade 3 to 37 percent in Grade 10. In Grade 11, the passing rate increased to 65 percent. At each grade level, African American at-risk students had the lowest passing rate, and White at-risk students had the highest passing rate. Male at-risk students had higher mathematics passing rates than female at-risk students at all grade levels, except Grade 6, where males and females passed at the same rate. The performance differences between genders were largest in Grades 4, 5, 10, and 11 (6 percentage points each).

Differences in TAKS mathematics performance between at-risk students overall and not-at-risk students increased dramatically across grades, from 17 percentage points in Grade 3 to 49 percentage points in Grade 10. For all student groups, the differences in passing rates were largest in Grades 7-10, ranging from 30 percentage points for White 7th graders to 51 percentage points for female 10th graders. Performance differences between at-risk and not-at-risk students were smallest for Grade 3 economically disadvantaged students (14 percentage points) and Grade 3 Hispanic students (15 percentage points).

Writing

At-risk students overall performed relatively well on the English-version TAKS writing test, with 83 percent of Grade 4 students and 86 percent of Grade 7 students achieving the passing standard (Table 4.3 on page 62).

Table 4.2. English-Version TAKS Mathematics Passing Rates, by At-Risk Status, Student Group, and Grade, 2007

Group	Grade									
	3	4	5	6	7	8	9	10	11	
At-Risk										
African American	57	56	56	50	44	41	28	28	56	
Hispanic	72	73	70	60	52	47	32	34	61	
White	77	75	76	68	63	58	47	48	74	
Economically Disadvantaged	69	70	67	58	51	46	32	33	60	
Female	70	68	66	60	53	47	35	34	62	
Male	73	74	72	60	54	50	36	40	68	
All	72	71	69	60	54	49	36	37	65	
Not-At-Risk										
African American	77	86	86	80	79	78	67	69	83	
Hispanic	87	92	93	88	88	88	79	83	93	
White	94	96	96	93	93	93	90	90	97	
Economically Disadvantaged	83	90	91	86	86	85	77	81	91	
Female	89	93	94	90	89	89	83	85	94	
Male	90	94	94	90	90	90	84	87	95	
All	89	93	94	90	90	90	84	86	94	

Table 4.3. English-Version TAKS Writing Passing Rates, by At-Risk Status, Student Group, and Grade, 2007

Group	Grade	
	4	7
At-Risk		
African American	77	86
Hispanic	84	85
White	83	89
Economically Disadvantaged	82	85
Female	87	92
Male	79	81
All	83	86
Not-At-Risk		
African American	91	95
Hispanic	95	97
White	95	98
Economically Disadvantaged	93	97
Female	97	99
Male	93	96
All	95	98

Across ethnic groups in Grade 4, passing rates were highest for Hispanic at-risk students (84%) and lowest for African American at-risk students (77%). Across ethnic groups in Grade 7, passing rates were highest for White at-risk students (89%) and lowest for Hispanic at-risk students (85%). Passing rates for at-risk females were higher than those for at-risk males by 8 percentage points in Grade 4 and 11 percentage points in Grade 7.

Compared to the passing rates for not-at-risk students on the TAKS writing test, rates for at-risk students overall were 12 percentage points lower in both Grade 4 and Grade 7. Across student groups other than gender, performance differences between at-risk and not-at-risk students in Grade 4 ranged from 11 percentage points for Hispanic and economically disadvantaged students to 14 percentage points for African American students. In Grade 7, the differences ranged from 9 percentage points for African American and White students to 12 percentage points for Hispanic and economically disadvantaged students. In both grades, differences in passing rates between at-risk and not-at-risk students were larger for males than females.

Social Studies

Overall, at least three-fourths of at-risk students in Grade 8 (75%), Grade 10 (75%), and Grade 11 (88%) passed the English-version TAKS social studies test (Table 4.4). Across student groups and grade levels, White at-risk students had the highest passing rates, with 83 percent of 8th graders, 84 percent of 10th graders, and 94 percent of 11th graders meeting the TAKS standard. Hispanic and economically

Table 4.4. English-Version TAKS Social Studies Passing Rates, by At-Risk Status, Student Group, and Grade, 2007

Group	Grade		
	8	10	11
At-Risk			
African American	73	70	87
Hispanic	71	71	85
White	83	84	94
Economically Disadvantaged	71	71	85
Female	73	73	86
Male	76	77	91
All	75	75	88
Not-At-Risk			
African American	92	90	96
Hispanic	95	95	98
White	98	98	99
Economically Disadvantaged	94	94	97
Female	96	96	98
Male	97	96	99
All	96	96	99

disadvantaged at-risk students had the lowest passing rates in Grade 8 (71% each) and Grade 11 (85% each). African American at-risk students had the lowest passing rate in Grade 10 (70%). Male at-risk students had higher passing rates than female at-risk students in each grade, with performance differences ranging from 3 to 5 percentage points.

Passing rates on the TAKS social studies test for at-risk students overall were 21 percentage points lower than those for not-at-risk students in Grades 8 and 10 and 11 percentage points lower in Grade 11. Across student groups other than gender, performance differences at each grade level between at-risk and not-at-risk students were smallest for White students and largest for Hispanic students. Differences in passing rates for females exceeded those for males at all grade levels.

Science

On the English-version TAKS science test, passing rates for at-risk students overall declined from Grade 5 (56%), to Grade 8 (45%), to Grade 10 (32%) (Table 4.5). In Grade 11, the passing rate increased to 60 percent. Across ethnic groups at each grade level, passing rates were highest for White at-risk students, ranging from 48 percent to 75 percent, and lowest for African American at-risk students, ranging from 24 percent to 53 percent. Higher percentages of at-risk males than at-risk females passed the science test at all grade levels.

Generally, performance differences between at-risk and not-at-risk students were larger in science than in other

Group	Grade			
	5	8	10	11
At-Risk				
African American	43	36	24	53
Hispanic	54	40	26	53
White	71	64	48	75
Economically Disadvantaged	53	39	26	53
Female	49	39	27	56
Male	62	51	38	64
All	56	45	32	60
Not-At-Risk				
African American	78	75	62	82
Hispanic	86	85	73	90
White	94	95	88	97
Economically Disadvantaged	84	83	70	89
Female	87	87	77	93
Male	91	92	84	95
All	89	89	80	94

Note. The passing standard for Grades 5, 10, and 11 was the panel-recommended standard. The Grade 8 TAKS science test was administered for the first time in 2006, and the passing standard in 2007 was 1 SEM (standard error of measurement) below the panel-recommended standard.

subject areas, except mathematics at Grades 7-10. Across student groups other than gender, White students had the smallest differences in passing rates at all grade levels, ranging from 22 to 40 percentage points. In Grade 5, performance differences were largest for African American students (35 percentage points). In Grades 8, 10, and 11, the differences were largest for Hispanic and economically disadvantaged students, ranging from 36 to 47 percentage points. Differences in passing rates for females exceeded those for males at every grade level, ranging from 37 to 50 percentage points.

SDAA II Performance for Students At Risk, 2007

The SDAA has been available under TEC Chapter 39, Subchapter B, since spring 2001 for assessing students in special education programs 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 students in special education programs enrolled in Grades 3-10. The SDAA II assesses 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, students not identified as at risk performed the same as, or slightly better than, at-risk students on the SDAA II (Table 4.6). In reading at Grades 4 and 6, mathematics at Grades 3-8, and writing at Grade 4, at-risk students performed at the same level as not-at-risk students. The largest performance difference in reading (3 percentage points) was in Grade 10. The largest performance difference in mathematics (3 percentage points) was in Grade 9. The largest performance differences in writing and ELA (4 percentage points and 2 percentage points, respectively) were in Grade 10.

Group	Grade							
	3	4	5	6	7	8	9	10
Reading								
At-Risk	96	94	92	92	91	91	87	84
Not-At-Risk	97	94	94	92	92	92	89	87
Mathematics								
At-Risk	98	96	95	89	88	89	80	85
Not-At-Risk	98	96	95	89	88	89	83	87
Writing								
At-Risk	n/a ^c	82	n/a	n/a	81	n/a	n/a	67
Not-At-Risk	n/a	82	n/a	n/a	82	n/a	n/a	71
ELA^d								
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86
Not-At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	88

^aState-Developed Alternative Assessment II. ^bAdmission, review, and dismissal committee. ^cNot applicable. ^dEnglish language arts.

TAKS and SDAA Exemptions

In 2001, the 77th Texas Legislature 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. (TEC §39.027). As a result, certain immigrant LEP students are now eligible for exemption only during their first or second years 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 2007 (Table 4.7 on page 64).

Table 4.7. TAKS and SDAA II^a Exemptions, Students At Risk, by Grade and Type of Exemption, 2007

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
3	174,400	170,834	98.0	2,660	1.5	740	0.4	104	0.1	62	<0.1	3,566	2.0
4	134,672	131,512	97.7	2,715	2.0	149	0.1	105	0.1	191	0.1	3,160	2.4
5	140,209	135,744	96.8	3,213	2.3	1,085	0.8	80	0.1	87	0.1	4,465	3.2
6	136,048	131,586	96.7	3,903	2.9	117	0.1	309	0.2	133	0.1	4,462	3.3
7	141,968	136,122	95.9	4,961	3.5	81	0.1	523	0.4	281	0.2	5,846	4.1
8	159,274	153,143	96.2	4,319	2.7	636	0.4	545	0.3	631	0.4	6,131	3.9
9	207,462	194,516	93.8	6,615	3.2	77	<0.1	5,818	2.8	436	0.2	12,946	6.2
10	157,541	151,805	96.4	2,301	1.5	566	0.4	1,931	1.2	938	0.6	5,736	3.6
11	139,747	124,559	89.1	n/a ^d	n/a	13,166	9.4	1,548	1.1	474	0.3	15,188	10.9

Note. Data include students taking the Spanish-version TAKS in Grades 3-6.

^aState-Developed Alternative Assessment II. ^bLimited English proficient. ^cAdmission, review, and dismissal committee. ^dNot applicable. Students are not eligible for exemption from the exit-level TAKS on the basis of limited English proficiency, but LEP students who are recent immigrants may postpone the initial administration of the exit-level TAKS one time (19 Texas Administrative Code §101.1005).

Agency Contact Persons

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

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

Out of 2,016,470 students who attended Grades 7-12 in the 2005-06 school year, 2.6 percent were reported to have dropped out (Table 5.1 on this page and Table 5.2 on page 66). The four-year longitudinal dropout rate for the class of 2006 increased to 8.8 percent from 4.3 percent for the class of 2005 (Table 5.3 on page 67 and Table 5.4 on page 68). 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).

Students	Dropouts	Annual Dropout Rate (%)
2,016,470	51,841	2.6

Dropout Definition

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

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

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

For the 2007 ratings cycle, a school leaver provision has been added to the accountability system. A campus or district rating may not be lowered in 2007 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allows districts time to adjust to the new NCES dropout definition and the new data reporting requirements for 2005-06 and recognizes that improvement cannot be calculated for 2004-05 to 2005-06. It also ensures that ratings for districts that enrolled students displaced by Hurricane Katrina in 2005-06 will not be adversely affected. Hurricane Katrina brought large numbers of students to Texas public schools. Subsequently, many of the students moved back to Louisiana and other states. Although information is available for some of the students, information for others is missing. As a result, dropout rates in some districts may not reflect the actual statuses of students.

Longitudinal Completion Rates

Calculation and Methods

A completion rate is the percentage of students from a class of beginning ninth graders or seventh graders who complete their high school education by their anticipated graduation date. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Students who enter the Texas public school system over the years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class (Figure 5.1 on page 67).

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 in the fall following their anticipated graduation date, and GED recipients. The final component is the longitudinal dropout rate. Dropouts are counted according to the definitions in place the years they drop out. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2006 who began Grade 9 in 2002-03 and who left school in 2005-06 without graduating were subject to a different dropout definition than the definition that applied to students in the same class who left in 2002-03,

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 beginning 7th or 9th graders who graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates.	The percentage of students from a class of beginning 7th or 9th graders who drop out before completing high school.	The percentage change in enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who 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 enter the Texas public school system over the years are added to the class; students who leave the system are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	<ul style="list-style-type: none"> ◆ Measure of annual performance. ◆ Requires only one year of data. ◆ Can be calculated for any school or district with students in any of the grades covered. ◆ Can be disaggregated by grade level. 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ Produces the lowest rate of any method. ◆ May not correspond to the public's understanding of a dropout rate. 	<ul style="list-style-type: none"> ◆ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ◆ 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. 		<ul style="list-style-type: none"> ◆ Produces the highest rate of any method. ◆ Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. ◆ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. ◆ Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.	The completion rate is calculated such that the longitudinal dropout rate and completion rate add to 100 percent.	Dropouts are counted according to the dropout definition in place the year they drop out. Students in the class of 2006 who left school during 2005-06 were subject to the national dropout definition, whereas students from the same class who dropped out in previous years were subject to a different definition.	The attrition rate reported by TEA is not adjusted for growth.
TEA 2005-06	Annual dropout rate Grades 7-12: 2.6% Grades 9-12: 3.7% Grades 7-8: 0.4%	Graduation rate Grades 7-12: 79.2% Grades 9-12: 80.4% Completion Rate I ^a Grades 7-12: 88.7% Grades 9-12: 88.9% Completion Rate II ^b Grades 7-12: 90.9% Grades 9-12: 91.2%	Longitudinal dropout rate Grades 7-12: 9.1% Grades 9-12: 8.8%	Unadjusted attrition rate Grades 7-12: 17.4% Grades 9-12: 31.0%

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

Table 5.3. Longitudinal Completion Rates, Grades 9-12, by Student Group, Class of 2006

Group	Class	Graduation Rate (%)	Completion I ^a Rate (%)	Completion II ^b Rate (%)	Longitudinal Dropout Rate (%)
African American	40,726	74.5	85.0	86.7	13.3
Asian/Pacific Islander	9,588	92.0	96.2	96.8	3.2
Hispanic	109,414	71.7	84.9	86.9	13.1
Native American	924	83.9	90.0	94.0	6.0
White	123,046	89.0	93.2	96.1	3.9
Econ. Disad. ^c	109,204	72.0	83.9	86.3	13.7
Female	139,674	82.8	90.1	91.7	8.3
Male	144,024	78.0	87.8	90.7	9.3
State	283,698	80.4	88.9	91.2	8.8

Note. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

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

2003-04, or 2004-05. Students assigned no final status were those who left the Texas public school system for reasons other than graduating, receiving a GED, or dropping out or those who could not be followed from year to year because of student identification problems.

Completion Rates in the Accountability System

Two completion rate measures have been defined for Texas public school accountability since 2004.

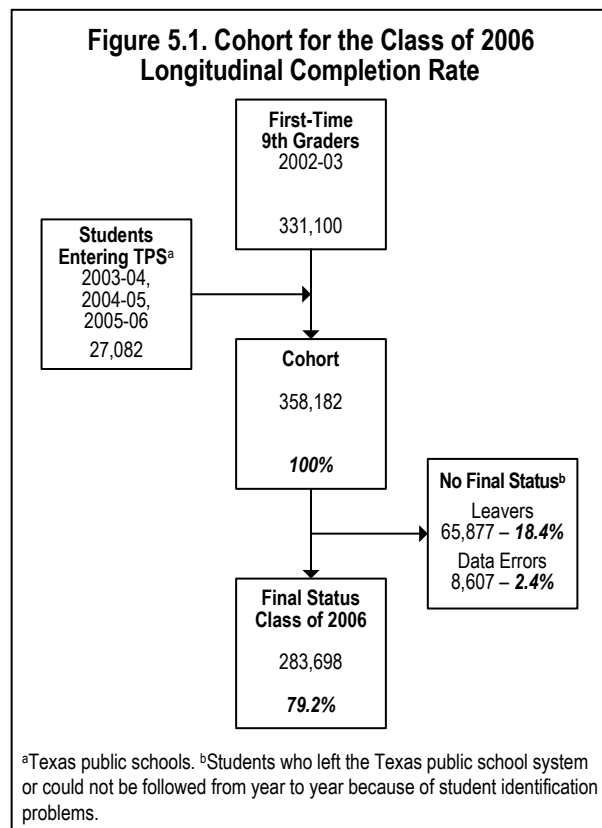
Completion I includes graduates and continuing enrollees. Completion II includes graduates, continuing enrollees, and GED recipients. In the 2007 ratings, school districts and campuses subject to standard accountability procedures were rated on Completion I for the class of 2006, whereas those subject to alternative education accountability procedures were rated on Completion II for the class of 2006.

State Summary

The longitudinal rates for the class of 2006 tracked students who began Grade 9 for the first time in 2002-03. Out of 283,698 students in the class of 2006 Grade 9 cohort, 88.9 percent either graduated by 2006 or continued school the following year (Table 5.4 on page 68). An additional 2.3 percent received GED certificates, and 8.8 percent dropped out. The Completion I rate was highest for Asian/Pacific Islander students (96.2%). The Completion I rates for Whites (93.2%) and Native Americans (90.0%) also were higher than the state average (88.9%). Completion I rates for African American, Hispanic, and economically disadvantaged students were below the state average. Patterns for Completion II were similar to those for Completion I.

Rates by Student Group

Completion rates demonstrate that secondary-school experiences varied considerably by student group. For example, in the Grade 9 cohort for the class of 2006, Asian/Pacific Islander students had a graduation rate of 92.0 percent, and White students had a graduation rate of 89.0 percent, whereas African American students and Hispanic students had graduation rates of 74.5 percent and 71.7 percent, respectively. Economically disadvantaged and African American



**Table 5.4. Longitudinal Completion Rates,
Grades 9-12, by Student Group, Classes 2002 Through 2006**

Class Year	Class	Graduated		Continued		Received GED ^a		Dropped Out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 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
Class of 2005	37,777	30,858	81.7	3,862	10.2	994	2.6	2,063	5.5	34,720	91.9	35,714	94.5
Class of 2006	40,726	30,357	74.5	4,269	10.5	698	1.7	5,402	13.3	34,626	85.0	35,324	86.7
Asian/Pacific Islander													
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
Class of 2005	8,795	8,149	92.7	380	4.3	105	1.2	161	1.8	8,529	97.0	8,634	98.2
Class of 2006	9,588	8,817	92.0	404	4.2	64	0.7	303	3.2	9,221	96.2	9,285	96.8
Hispanic													
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
Class of 2005	100,781	77,985	77.4	12,377	12.3	3,452	3.4	6,967	6.9	90,362	89.7	93,814	93.1
Class of 2006	109,414	78,476	71.7	14,397	13.2	2,173	2.0	14,368	13.1	92,873	84.9	95,046	86.9
Native American													
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
Class of 2005	871	734	84.3	49	5.6	45	5.2	43	4.9	783	89.9	828	95.1
Class of 2006	924	775	83.9	57	6.2	37	4.0	55	6.0	832	90.0	869	94.0
White													
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
Class of 2005	122,994	110,029	89.5	4,766	3.9	5,783	4.7	2,416	2.0	114,795	93.3	120,578	98.0
Class of 2006	123,046	109,550	89.0	5,165	4.2	3,484	2.8	4,847	3.9	114,715	93.2	118,199	96.1
Economically Disadvantaged													
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
Class of 2005	99,637	77,131	77.4	11,955	12.0	3,902	3.9	6,649	6.7	89,086	89.4	92,988	93.3
Class of 2006	109,204	78,611	72.0	12,960	11.9	2,624	2.4	15,009	13.7	91,571	83.9	94,195	86.3
Female													
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
Class of 2005	133,707	116,660	87.3	8,049	6.0	3,844	2.9	5,154	3.9	124,709	93.3	128,553	96.1
Class of 2006	139,674	115,672	82.8	10,142	7.3	2,270	1.6	11,590	8.3	125,814	90.1	128,084	91.7
Male													
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
Class of 2005	137,511	111,095	80.8	13,385	9.7	6,535	4.8	6,496	4.7	124,480	90.5	131,015	95.3
Class of 2006	144,024	112,303	78.0	14,150	9.8	4,186	2.9	13,385	9.3	126,453	87.8	130,639	90.7
State													
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
Class of 2005	271,218	227,755	84.0	21,434	7.9	10,379	3.8	11,650	4.3	249,189	91.9	259,568	95.7
Class of 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	252,267	88.9	258,723	91.2

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years. Caution should be exercised when making comparisons between the class of 2006 and other classes.

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

students had the highest longitudinal dropout rates, at 13.7 percent and 13.3 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (13.2%). Females had a higher graduation rate (82.8%) than males (78.0%) and lower rates of continuation, GED certification, and dropping out.

When comparing the classes of 2005 and 2006, graduation rates decreased from the preceding year for all student groups. Decreases ranged from 0.4 percentage points for Native American students to 7.2 percentage points for African American students. Longitudinal dropout rates increased from the preceding year for all student groups. Increases ranged from 1.1 percentage points for Native American students to 7.8 percentage points for African American students.

Rates by Student Characteristic and Program Participation

In 2006, students participating in Title I programs had a graduation rate (73.7%) almost 7 percentage points below the state average (80.4%) (Table 5.5). Students served by special education programs had a Completion I rate (87.7%) close to that of the state (88.9%). Students participating in bilingual or English as a second language programs in their final year of high school had a Completion I rate of 67.0 percent—well below the state average.

Students Completing High School in More Than Four Years

Many students took longer than four years to finish their high school education. For example, students in the class of 2003 who began ninth grade for the first time in 1999-00 or who later joined the cohort were tracked through the fall semester following their anticipated graduation date of spring 2003. At that time, 84.2 percent of the class of 2003 had graduated, 7.9 percent were still in high school, 3.3 percent had received GED certificates, and 4.5 percent had dropped out (Table 5.6).

In 2006, three years after anticipated graduation and seven years after the students began Grade 9 in 1999-00, more students in the cohort had graduated (90.0%) or received GED certificates (4.7%). Because some of those who were continuing high school in 2003 had left the Texas public school system and not graduated, received GED certificates, or dropped out by 2006, the total number of students with final statuses decreased from 263,571 in 2003 to 261,596 in 2006.

Annual Dropout Rates

State Summary

An annual dropout rate was first calculated by TEA in 1987-88. In 1994, the dropout rate became a base

Table 5.5. Longitudinal Completion Rates, Grades 9-12, by Student Characteristic and Program Participation, Class of 2006

Group	Class	Graduation Rate (%)	Completion I ^a Rate (%)	Completion II ^b Rate (%)
At-Risk	145,484	67.4	82.0	85.4
Bilingual/ESL ^c	11,040	41.8	67.0	67.8
Special Education	34,176	72.7	87.7	89.4
Title I	112,702	73.7	85.5	87.5
State	283,698	80.4	88.9	91.2

Note. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

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

Table 5.6. Longitudinal Completion Rates, Grades 9-12, Class of 2003, Fall 2003 and Fall 2006

Status Date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Fall 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5
Fall 2006	261,596	235,452	90.0	369	0.1	12,183	4.7	13,592	5.2

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

^aGeneral Educational Development certificate. ^bBecause some of those who were continuing high school in 2003 had left and not graduated, received GED certificates, or dropped out by 2006, the total number of students with final statuses decreased from 263,571 in 2003 to 261,596 in 2006.

indicator in the accountability system. Over the years, there have been refinements in dropout reporting, data processing, and calculations. In 2003, the 78th Texas Legislature required that dropout rates be computed according to the NCES dropout definition beginning in the 2005-06 school year. Because of the change in the definition of dropouts, data for 2005-06 are not comparable to earlier years.

Out of 2,016,470 students who attended Grades 7-12 in Texas public schools during the 2005-06 school year, 51,841 students, or 2.6 percent, were reported to have dropped out (Table 5.7). A total of 3,038 students dropped out of Grades 7-8, and 48,803 dropped out of Grades 9-12 (Table 5.8). The Grade 7-8 and Grade 9-12 dropout rates were 0.4 percent and 3.7 percent, respectively (Table 5.2 on page 66).

Rates by Student Group

In 2005-06, the dropout rates for African American students and Hispanic students were higher than the rate for White students (Table 5.7). The Grade 7-12 dropout rate for African American students (3.8%) was almost three times as high as that for White students (1.3%), and the rate for Hispanic students (3.5%) was more than two and a half times as high.

Some groups of students make up larger proportions of the dropout population than of the student population. The greatest percentage difference was among overage students, who made up one-fourth (24.6%) of the Grade 7-12 population in 2005-06 but almost three-fourths (74.0%) of dropouts. A student is considered overage if his or her age on September 1 is higher than the grade enrolled in plus five years. For example, a Grade 10 student who is 16 or older on September 1 is considered overage.

Rates by Grade Level

Dropout rates in 2005-06 generally were much higher in Grades 9 through 12 than in Grades 7 and 8. Grade 7 had the lowest dropout rate (0.3%) and Grade 12 had the highest (5.1%) (Tables 5.8 and 5.9). The 14,437 students who dropped out of Grade 12 accounted for 27.8 percent of all dropouts, the highest proportion of any grade. By contrast, in the previous five school years, students who dropped out of Grade 9 made up the highest proportion of all dropouts.

The rates for most student groups were highest in Grade 12, followed in order by Grades 11, 10, and 9 (Table 5.9). The gaps between dropout rates for White students and those for Hispanic and African American students were greatest at Grade 9 and above. Across all grade levels, African American and Hispanic students were at least twice as likely to drop out of school as White students.

Projected Dropout Rates

As required by TEC §39.182, the five-year projected dropout rates for Grades 9 through 12 are based on the assumption that no change in policy will be made. The rates in Table 5.10 on page 72 are based on changes in enrollment for student groups. Using this method, the annual dropout rate is projected to increase by 0.1 percentage points for Grades 9, 10, and 11 and by 0.3 percentage points for Grade 12 between 2006-07 and 2010-11. The longitudinal dropout rate is projected to increase by 0.4 percentage points over the same period.

A second method for calculating projected rates for Grades 9 through 12 used the actual 2005-06 dropout rates to project future rates. Based on this

Table 5.7. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Student Group, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
African American	310,113	15.4	11,692	22.6	3.8
Asian/Pacific Islander	63,628	3.2	624	1.2	1.0
Hispanic	837,598	41.5	29,313	56.5	3.5
Native American	7,018	0.3	144	0.3	2.1
White	798,113	39.6	10,068	19.4	1.3
Economically disadvantaged	917,090	45.5	25,024	48.3	2.7
Female	982,309	48.7	23,052	44.5	2.3
Male	1,034,161	51.3	28,789	55.5	2.8
State	2,016,470	100	51,841	100	2.6

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

Grade	Students		Dropouts	
	Number	Percent	Number	Percent
7	350,516	17.4	1,139	2.2
8	347,961	17.3	1,899	3.7
9	411,860	20.4	13,274	25.6
10	335,853	16.7	10,997	21.2
11	289,764	14.4	10,095	19.5
12	280,516	13.9	14,437	27.8
7-12	2,016,470	100	51,841	100

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

method, annual dropout rates would decline slightly for Grades 9 and 11, remain unchanged for Grade 10, and increase by 1.6 percentage points for Grade 12 over the next several years (Table 5.11 on page 72). The longitudinal dropout rate would increase by 0.4 percentage points.

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

TEA is implementing a number of comprehensive programs and initiatives to reduce the dropout rate among Texas students. In the early grades, the Texas Early Education Model is designed to improve the school readiness of children entering kindergarten and to increase access to early childhood education by streamlining Pre-K, Head Start, and child care resources. In the elementary and middle grades, Texas spends more than \$150 million annually on the Student Success Initiative. The initiative enables schools to develop research-based programs that help students meet performance standards in reading and mathematics and reduce the risk that students will fall behind grade level—an academic outcome that increases the chance a student will drop out of school.

In the secondary grades, the Texas High School Project (THSP) is designed to boost graduation rates

and ensure every student graduates from high school prepared for college and career success. TEA administers \$148 million in state and federal funds directed toward the THSP, and private partners have contributed \$113 million. The THSP supports a variety of activities aimed at systemic and sustainable high school improvement. Projects have been developed to:

- ◆ redesign existing low-performing high schools and create and support innovative new schools;
- ◆ award grants to help schools develop tutoring, on-line acceleration programs, counseling, and other interventions for students at risk of dropping out of school;
- ◆ expand access to dual credit, Advanced Placement, and International Baccalaureate programs;
- ◆ support the creation and expansion of early and middle college high schools in partnership with community colleges and four-year colleges and universities; and
- ◆ improve instruction and academic performance in science- and math-related subjects in Texas high schools through implementation of the Texas Science, Technology, Engineering, and Math (T-STEM) Initiative.

Other TEA dropout prevention projects include: the Optional Flexible School Day program, which allows schools to institute flexible schedules for at-risk and non-traditional students; the Communities In Schools (CIS) program, which uses a case-management model to provide support and services for students at risk of dropping out; and the Limited English Proficient Student Success Initiative, which offers intensive programs of instruction for students with limited English proficiency to enable them to meet state performance standards and graduation requirements.

TEA also has received a \$2.5 million grant from the U.S. Department of Education to establish the Texas School Dropout Prevention and Reentry Grant Program. The program will increase capacity for dropout prevention and recovery by piloting a high

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
7	339	0.6	–	0.1	618	0.4	–	0.2	165	0.1	1,139	0.3
8	490	0.9	–	0.3	1,062	0.7	–	0.8	311	0.2	1,899	0.5
9	2,858	4.4	122	1.1	8,101	4.4	43	2.9	2,150	1.4	13,274	3.2
10	2,448	4.7	131	1.2	6,167	4.6	34	2.9	2,217	1.6	10,997	3.3
11	2,106	4.9	121	1.2	5,306	4.9	24	2.4	2,538	2.0	10,095	3.5
12	3,451	8.3	208	2.1	8,059	7.7	32	3.5	2,687	2.2	14,437	5.1

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

Table 5.10. Projected Dropout Rates (%) Based on Enrollment Trends					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
Annual Dropout Rate					
9	3.2	3.3	3.3	3.3	3.3
10	3.3	3.3	3.4	3.4	3.4
11	3.5	3.6	3.6	3.6	3.6
12	5.2	5.3	5.3	5.4	5.5
Longitudinal Dropout Rate					
9-12	8.9	9.0	9.1	9.2	9.3

Table 5.11. Projected Dropout Rates (%) Based on Dropout Trends					
Grade	2006-07	2007-08	2008-09	2009-10	2010-11
Annual Dropout Rate					
9	3.2	3.1	3.1	3.1	3.0
10	3.3	3.3	3.3	3.3	3.3
11	3.5	3.5	3.5	3.4	3.4
12	5.5	5.8	6.2	6.6	7.1
Longitudinal Dropout Rate					
9-12	8.9	9.0	9.1	9.2	9.3

school reform model at four to five high schools with higher than average dropout rates, expanding CIS to 10 new schools, and contracting with Big Brothers Big Sisters of North Texas to provide student mentoring services at the new CIS sites. In addition, the program will create on-line resources and training opportunities to promote effective programs for dropout prevention and recovery.

In 2006, the 79th Texas Legislature (3rd Called Session) established a High School Allotment that provides each Texas school district and open-enrollment charter school with \$275 for every student in Grades 9-12 (TEC §§39.114 and 42.2516). The additional funding, which amounted to more than \$300 million in fiscal year 2007, can be used at the middle and high school levels for the following purposes:

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

In 2007, the 80th Texas Legislature continued and expanded state efforts to reduce the dropout rate by providing \$57.4 million in funding for THSP programs and adding \$50 million in new funding for other dropout prevention initiatives, including the following:

- ♦ a study of best practices for dropout prevention (TEC §7.031);
- ♦ a collaborative dropout reduction pilot program that will create collaborative dropout prevention programs to coordinate services and programs among local entities to reduce the dropout rate and increase the job skills, employment opportunities, and continuing education options of students served by the program (TEC §29.096);
- ♦ intensive summer programs to provide academic instruction during the summer semester to students identified as at risk of dropping out of school or college (TEC §29.098);
- ♦ technology-based supplemental instruction programs for students identified as at risk of dropping out of school (TEC §29.097);
- ♦ grants for student clubs to fund activities for students identified as at risk of dropping out of school (TEC §29.095);
- ♦ a requirement that school districts with high dropout rates submit a plan detailing how Compensatory Education and High School Allotment funds will be used to address the dropout rate (TEC §29.918); and
- ♦ a new High School Completion and Success Initiative Council that will identify strategic priorities and make recommendations to reduce the dropout rate and increase student readiness for postsecondary success (TEC §39.352).

Agency Contact Persons

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

For information about the Texas High School Project or other dropout prevention initiatives, contact Barbara Knaggs or Chris Caesar, Office of Education Initiatives, (512) 936-6060; Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Jennifer Thompson, School District Services Division, (512) 463-5899.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2005-06 (August 2007), Accountability Research Division, Department of Assessment, Accountability, and Data Quality. The report is available on-line at www.tea.state.tx.us/research/.

Information about the Texas High School Project and other dropout prevention programs may be found at http://www.tea.state.tx.us/ed_init/sec/thsp/.

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. In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (SSI) (Texas Education Code [TEC] §28.0211). Since 2002-03, students in Grade 3 have been required to pass the state reading test to advance to Grade 4. Students in 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 has been provided for accelerated reading in Grades K-4. Mathematics programs have been developed to address Grade 5 promotion standards. Similar reading and mathematics programs for students in the higher grades leading up to Grade 8 are being 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 a 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 2005-06 school year was compared to October 2006 enrollment for the 2006-07 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, 2005-06, were excluded from the total student count, as were students new to the system in the second school year, 2006-07. The retention rate was calculated by dividing the number of students retained by the total student count.

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

State Summary

In the 2005-06 school year, 5.0 percent of students in kindergarten through Grade 12 (208,876) were retained (Table 6.1). The rate was unchanged from the previous year. Males at most grade levels were more likely than females to be retained. In 2005-06, the retention rate for females was 4.1 percent, and the rate for males was 5.9 percent. Male students made up 60.1 percent of all students retained.

Table 6.1. Grade-Level Retention, by Student Group, 2005-06

Group	Students	Retained	
		Number	Rate (%)
African American	600,481	39,929	6.6
Asian/Pacific Islander	132,102	2,474	1.9
Hispanic	1,874,113	119,940	6.4
Native American	13,795	680	4.9
White	1,561,719	45,853	2.9
Economically Disadvantaged	2,202,207	136,882	6.2
Female	2,039,550	83,421	4.1
Male	2,142,660	125,455	5.9
Grades K-6	2,334,340	75,956	3.3
Grades 7-12	1,847,870	132,920	7.2
State	4,182,210	208,876	5.0

As in 2004-05, retention rates for African American and Hispanic students were over twice the rate for White students. The average retention rate for African American students increased from the previous year by 0.2 percentage points, whereas the retention rate for Hispanic students decreased by 0.1 percentage points. The rate for White students did not change. In the 2005-06 school year, 2.9 percent of White students were retained in grade, compared to 6.6 percent of African American students and 6.4 percent of Hispanic students. Although 59.2 percent of students enrolled in Texas public schools were African American or Hispanic, 76.5 percent of students retained in the public schools were from one of these two ethnic groups.

Grade-Level Retention by Grade

Across all grade levels in 2005-06, the retention rate was highest in Grade 9 (16.5%) and lowest in Grade 6 (1.3%) (Tables 6.2 and 6.3). In kindergarten through Grade 6, the highest retention rate was in first grade (6.4%). In the secondary grades, eighth graders had the lowest retention rate (1.8%). Following a significant increase in 2004-05 associated with SSI requirements, Grade 5 showed the greatest decrease from the previous year (0.8 percentage points). Compared to the previous year, the retention rate increased the most in Grade 12, up 1.7 percentage points to 6.6 percent.

Grade-Level Retention by Ethnicity

In 2005-06, 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, 8.3 percent of African American students and 7.8 percent of Hispanic students were retained, compared to 4.1 percent of White students. In Grades 2-5, retention rates for African American and Hispanic students were two to three times those for White students.

In Grades 7-12, as in the elementary grades, retention rates for African American and Hispanic students in 2005-06 were substantially higher than those for White students (Table 6.3). African American and Hispanic students had retention rates at least double those for White students in all secondary grades. Overall, ninth grade had the highest rate of retention across all ethnicities. Grade 12 showed the greatest increases from the previous year for all ethnicities, with rates for African American and Hispanic students increasing 2.6 percentage points and 3.0 percentage points, respectively, and the rate for White students increasing 0.6 percentage points.

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
K	1,562	3.4	187	1.7	5,969	3.5	56	5.0	4,785	4.1	12,559	3.7
1	4,001	8.3	192	1.8	13,454	7.8	72	6.2	4,821	4.1	22,540	6.4
2	2,422	5.1	118	1.1	7,684	4.7	33	3.1	2,220	1.9	12,477	3.7
3	2,146	4.6	112	1.0	6,187	3.9	21	1.9	1,292	1.1	9,758	2.9
4	1,311	2.9	55	0.5	3,339	2.2	12	1.2	948	0.8	5,665	1.8
5	1,939	4.1	76	0.8	5,449	3.6	28	2.5	1,399	1.2	8,891	2.7
6	997	2.1	30	0.3	2,066	1.4	12	1.2	961	0.8	4,066	1.3
K-6	14,378	4.4	770	1.1	44,148	4.0	234	3.1	16,426	2.0	75,956	3.3

Grade	African American		Asian/Pacific Islander		Hispanic		Native American		White		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
7	1,567	3.1	38	0.4	4,082	2.8	24	2.1	1,602	1.3	7,313	2.2
8	1,146	2.3	56	0.6	3,184	2.2	27	2.5	1,426	1.1	5,839	1.8
9	11,300	20.1	669	6.3	36,453	22.2	213	17.3	12,091	8.8	60,726	16.5
10	5,360	12.0	385	3.9	14,196	11.8	79	7.7	6,212	4.9	26,232	8.7
11	3,287	8.8	232	2.5	8,513	8.7	56	6.5	3,894	3.4	15,982	6.1
12	2,891	8.3	324	3.5	9,364	10.1	47	5.6	4,202	3.6	16,828	6.6
7-12	25,551	9.4	1,704	2.9	75,792	9.9	446	7.2	29,427	4.0	132,920	7.2

Grade-Level Retention by Gender

Sixth-grade female students had the lowest retention rate (0.8%) across all grades (Tables 6.4 and 6.5 on page 78). Males in the ninth grade had the highest retention rate (19.3%). Males in the first grade had the highest retention rate (7.7%) among elementary-grade students. Females in the eighth grade had the lowest retention rate (1.4%) at the secondary level.

Grade-Level Retention by Limited English Proficiency Status

Reading and language problems have been highly correlated with retention in the elementary grades. 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. Although parents could request that a child not receive special language services, in 2005-06, over 92 percent of LEP students in the elementary grades participated in bilingual or ESL programs.

The retention rate for LEP students in each service category was higher than the rate for other students

(Tables 6.6 and 6.7 on page 78). LEP students in the elementary grades had similar retention rates, whether they were participating in bilingual (4.6%), ESL (4.3%), or special education (5.5%) programs. At the secondary level, the retention rates for LEP students receiving ESL (12.6%) or special education services (15.7%) and for LEP students not receiving services (14.3%) were notably higher than the rate for other students (6.6%).

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

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

Each student receiving special education services is assigned a primary disability from 1 of 13 categories of disability. For most (86.7%) of the elementary-grade students participating in special education in 2005-06, the primary disability was learning disability; speech impairment; other health impairment, such as attention

Table 6.4. Grade-Level Retention, by Grade and Gender, Grades K-6, 2005-06

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
K	4,259	2.6	8,300	4.7
1	8,645	5.1	13,895	7.7
2	5,350	3.3	7,127	4.1
3	4,272	2.6	5,486	3.2
4	2,401	1.5	3,264	2.0
5	4,283	2.7	4,608	2.7
6	1,254	0.8	2,812	1.7

Table 6.5. Grade-Level Retention, by Grade and Gender, Grades 7-12, 2005-06

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
7	2,469	1.5	4,844	2.8
8	2,260	1.4	3,579	2.1
9	23,622	13.4	37,104	19.3
10	10,381	6.9	15,851	10.4
11	6,185	4.8	9,797	7.5
12	8,040	6.4	8,788	6.9

deficit disorder; emotional disturbance; or mental retardation.

In 2005-06, retention rates for students in the elementary grades receiving special education services varied widely based on primary disability and grade (Table 6.8). In kindergarten, students with other health impairments had the highest retention rate among students with the most common disabilities. In Grades 1-3, retention rates were highest for students with speech impairment. In Grades 4-6, retention rates were highest for students with mental retardation. In each of the elementary grades, students with emotional disturbance or with learning disabilities had the lowest or next to lowest retention rate.

For most (92.4%) of the secondary-grade students participating in special education, the primary disability was learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; or autism. As in the elementary grades, 2005-06 retention rates for students in the secondary grades receiving special education services varied widely based on primary disability and grade (Table 6.9). In Grades 7, 9, 10, and 11, retention rates among students with the most common disabilities were highest for students with emotional disturbance. In Grades 8 and 12, students with mental retardation and students with autism had the two highest retention rates. In Grades 7, 9, 10, and 11, retention rates were lowest for students with autism. In Grades 8 and 12, students with learning disabilities had the lowest retention rates.

Table 6.6. Grade-Level Retention, by LEP^a Status and Service Received, Grades K-6, 2005-06

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	13,038	4.6
English as a Second Language	5,390	4.3
Special Education	559	5.5
No Services ^b	942	4.0
Total ^c	24,777	5.0
Non-LEP Students	51,179	2.8

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

Table 6.7. Grade-Level Retention, by LEP^a Status and Service Received, Grades 7-12, 2005-06

Service Received or LEP Status	Retained	Rate (%)
LEP Students:		
Bilingual	23	8.1
English as a Second Language	12,239	12.6
Special Education	1,586	15.7
No Services ^b	1,040	14.3
Total ^c	19,471	13.9
Non-LEP Students	113,449	6.6

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

Retention and Student Performance

In 2001, the 77th Texas Legislature required TEA to begin reporting the performance of retained students (TEC §39.182). Spring 2006 TAKS and SDAA II passing rates for students in Grades 3-10 repeating a grade in 2006-07 were compared to spring 2007 TAKS and SDAA II passing rates. Passing rates were calculated separately, by grade level, for English- and Spanish-language versions of the TAKS reading/English language arts (ELA) and mathematics tests and for SDAA II reading/ELA and mathematics tests. For comparison purposes, the 2006 TAKS and SDAA II results for promoted students also were calculated. Passing standards for TAKS tests are set by the State Board of Education and are the same for all students. Passing standards for the SDAA II tests, which measure the progress of students in special education programs, are set by local ARD committees and vary from student to student.

Among students in Grades 3-10 who took the English-version TAKS in spring 2006, passing rates were higher for students who were subsequently promoted than for students who were subsequently retained (Table 6.10 on page 80). After a year in the same grade, the passing

Table 6.8. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades K-6, 2005-06

Grade	Learning Disability			Speech Impairment			Other Health Impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	235	1,581	14.9	2,181	19,445	11.2	342	2,137	16.0
1	499	5,639	8.8	2,342	18,279	12.8	244	2,961	8.2
2	344	10,477	3.3	823	13,633	6.0	131	3,760	3.5
3	258	17,539	1.5	398	9,730	4.1	90	4,834	1.9
4	167	21,639	0.8	128	6,463	2.0	99	5,707	1.7
5	231	25,090	0.9	143	3,917	3.7	99	6,462	1.5
6	320	26,477	1.2	9	1,882	0.5	125	6,330	2.0
K-6	2,054	108,442	1.9	6,024	73,349	8.2	1,130	32,191	3.5

Grade	Emotional Disturbance			Mental Retardation			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
K	46	514	8.9	186	1,257	14.8	3,519	29,593	11.9
1	69	1,123	6.1	101	1,621	6.2	3,585	35,004	10.2
2	42	1,656	2.5	66	1,689	3.9	1,636	36,885	4.4
3	49	2,269	2.2	35	1,811	1.9	968	41,866	2.3
4	28	2,810	1.0	49	2,007	2.4	568	44,054	1.3
5	44	3,418	1.3	126	2,154	5.8	832	46,267	1.8
6	93	3,765	2.5	106	2,409	4.4	767	46,009	1.7
K-6	371	15,555	2.4	669	12,948	5.2	11,875	279,678	4.2

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades 7-12, 2005-06

Grade	Learning Disability			Other Health Impairment			Emotional Disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	564	26,864	2.1	151	5,892	2.6	151	4,177	3.6
8	424	25,876	1.6	148	5,250	2.8	133	4,239	3.1
9	6,745	29,514	22.9	1,152	5,465	21.1	1,750	5,242	33.4
10	2,870	22,680	12.7	485	3,902	12.4	698	3,453	20.2
11	1,747	19,359	9.0	315	3,254	9.7	390	2,314	16.9
12	1,029	20,042	5.1	387	3,046	12.7	256	2,304	11.1
7-12	13,379	144,335	9.3	2,638	26,809	9.8	3,378	21,729	15.5

Grade	Mental Retardation			Autism			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
7	82	2,373	3.5	21	1,222	1.7	1,068	44,896	2.4
8	331	2,607	12.7	133	1,173	11.3	1,283	42,677	3.0
9	365	2,820	12.9	78	1,028	7.6	10,599	47,079	22.5
10	182	2,540	7.2	46	788	5.8	4,478	35,556	12.6
11	426	2,734	15.6	61	694	8.8	3,108	30,202	10.3
12	1,822	3,872	47.1	419	853	49.1	4,315	32,261	13.4
7-12	3,208	16,946	18.9	758	5,758	13.2	24,851	232,671	10.7

rates for students who had been retained improved but failed to reach the passing rates for students who had been promoted. For example, 97.9 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2006, whereas 33.8 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 86.8 percent passed the Grade 3 reading TAKS (Figure 6.1 on page 81). Results on the English version mathematics TAKS

were similar. For example, 95.6 percent of promoted fifth graders passed the mathematics TAKS in spring 2006, whereas only 39.9 percent of retained students passed. The following year, 82.4 percent of the retained Grade 5 students passed the mathematics TAKS.

Spanish-version TAKS results were similar to English-version results in that the passing rates for students who were later retained were considerably lower than the

**Table 6.10. TAKS and SDAA II^a Percentage Passing 2006 and 2007,
by Grade and Promotion Status 2005-06, Grades 3-10**

Status	TAKS English-version				TAKS Spanish-version				SDAA II			
	Reading/ELA ^b		Mathematics		Reading		Mathematics		Reading/ELA		Mathematics	
	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007	2006	2007
Grade 3												
Promoted	97.9	– ^c	83.8	–	96.2	–	72.1	–	95.7	–	98.3	–
Retained	33.8	86.8	18.5	68.7	30.8	87.1	17.1	69.5	86.4	89.5	93.2	93.2
Grade 4												
Promoted	83.6	–	84.8	–	78.0	–	71.4	–	91.2	–	95.4	–
Retained	18.6	68.7	17.4	74.8	19.1	75.1	13.4	69.2	85.2	90.1	88.8	84.8
Grade 5												
Promoted	93.9	–	95.6	–	91.5	–	81.2	–	91.0	–	94.2	–
Retained	25.4	74.7	39.9	82.4	29.0	85.0	11.1	52.8	85.5	87.8	90.5	88.2
Grade 6												
Promoted	91.9	–	80.4	–	66.9	–	54.3	–	88.0	–	88.1	–
Retained	49.4	76.0	18.2	51.4	33.3	66.7	0.0	50.0	77.6	76.3	77.8	71.5
Grade 7												
Promoted	80.0	–	71.7	–	n/a ^d	n/a	n/a	n/a	84.1	–	83.6	–
Retained	30.3	56.8	15.4	39.0	n/a	n/a	n/a	n/a	69.8	83.7	75.7	77.7
Grade 8												
Promoted	84.3	–	67.9	–	n/a	n/a	n/a	n/a	85.9	–	83.1	–
Retained	41.3	71.9	11.9	35.3	n/a	n/a	n/a	n/a	77.9	83.5	78.6	81.5
Grade 9												
Promoted	91.2	–	63.5	–	n/a	n/a	n/a	n/a	81.2	–	74.5	–
Retained	68.9	70.8	16.1	25.5	n/a	n/a	n/a	n/a	71.7	81.6	67.4	72.9
Grade 10												
Promoted	88.0	–	64.7	–	n/a	n/a	n/a	n/a	79.2	–	79.1	–
Retained	59.6	66.0	18.8	27.4	n/a	n/a	n/a	n/a	72.8	79.3	71.7	81.2

Note. Passing rates for retained students in both years are based on the same groups of students.

^aState-Developed Alternative Assessment II. ^bEnglish language arts. ^cStudents promoted in 2006 did not repeat the same grade-level test in 2007. ^dNot applicable. The Spanish-version TAKS test is only available in Grades 3-6.

passing rates for students who were subsequently promoted. Also, passing rates for retained students showed gains in the second year.

Differences between passing rates for promoted and retained students were much smaller for SDAA II examinees than for TAKS examinees. For example, the passing rate for retained Grade 5 students on the 2006 SDAA II mathematics test was only 3.7 percentage points lower than the passing rate for their promoted counterparts. On the Grade 6 reading test and on mathematics tests in Grades 4-6, SDAA II passing rates for retained students were lower in the second year. On all other tests across grade levels, passing rates for retained students were the same or higher in the second year. In a few cases (Grades 9 and 10 reading/ELA and Grade 10 mathematics), passing rates for students who had repeated a grade surpassed those for students who had been promoted the previous year. In the 2005-06 school year, 13,059 students in the third grade did not pass the reading TAKS or reading SDAA II (Figure 6.2 on page 82). Nearly 37,000 fifth graders failed to pass the TAKS or SDAA II reading and mathematics tests (Figure 6.3 on page 83). Just over 44 percent (5,800) of the third graders who failed were retained, and almost 20 percent (7,308) of fifth graders who did not pass the

reading and mathematics tests were retained after the 2005-06 school year.

Agency Contact Persons

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

For information on retention reduction programs, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Sharon Jackson, Deputy Associate Commissioner for Standards and Alignment, (512) 463-9483.

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, 2005-06*, at www.tea.state.tx.us/research/.

**Figure 6.1. Grade-Level Retention 2005-06
and Reading/English Language Arts Passing Rates
on the English-Version TAKS 2006 and 2007, Grades 3-10**

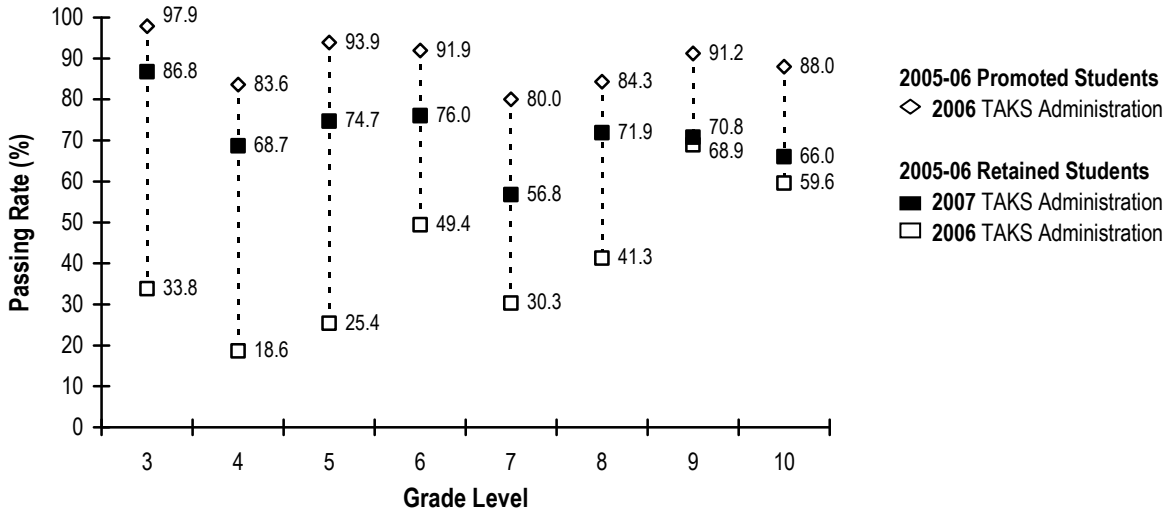
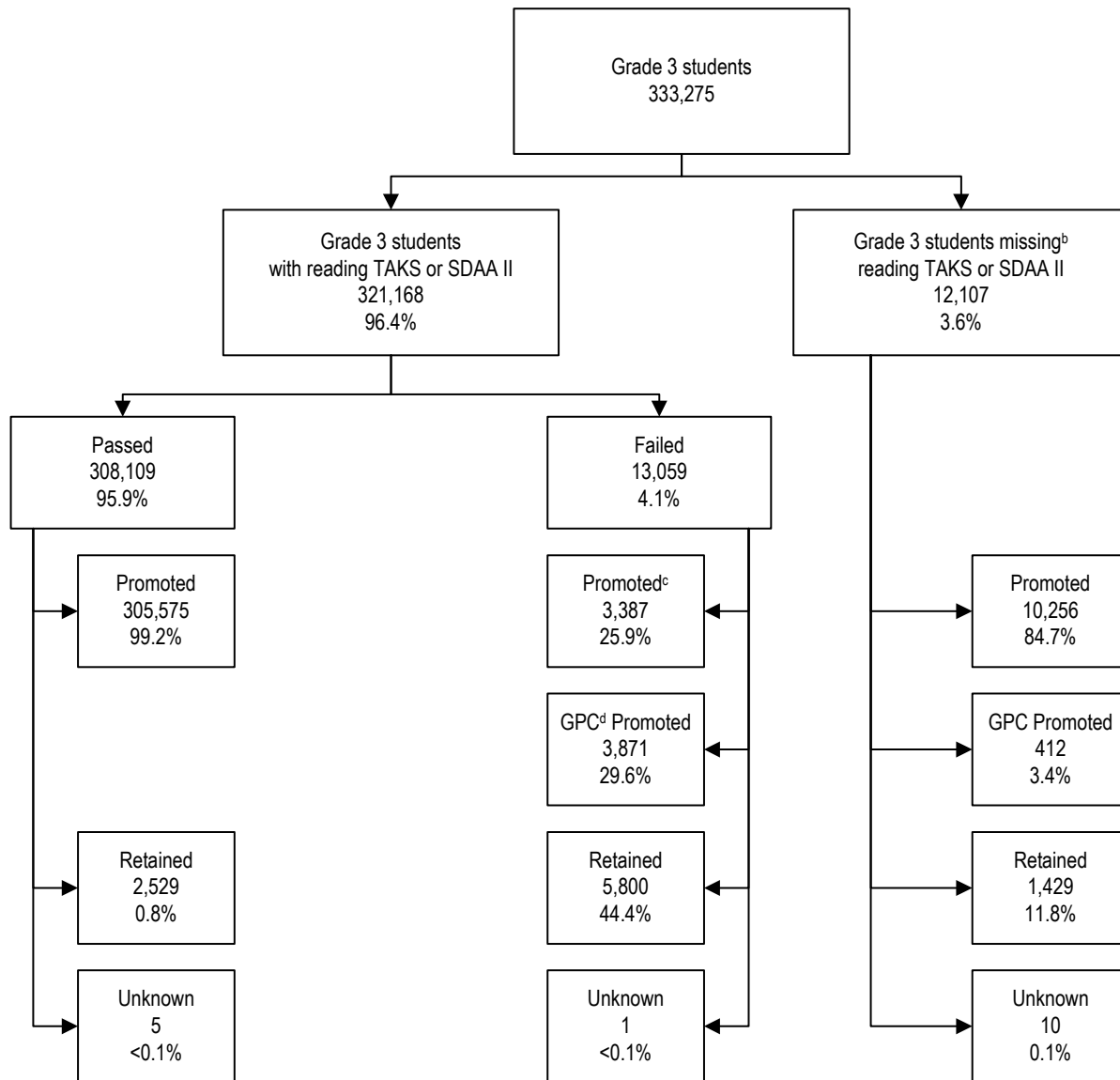


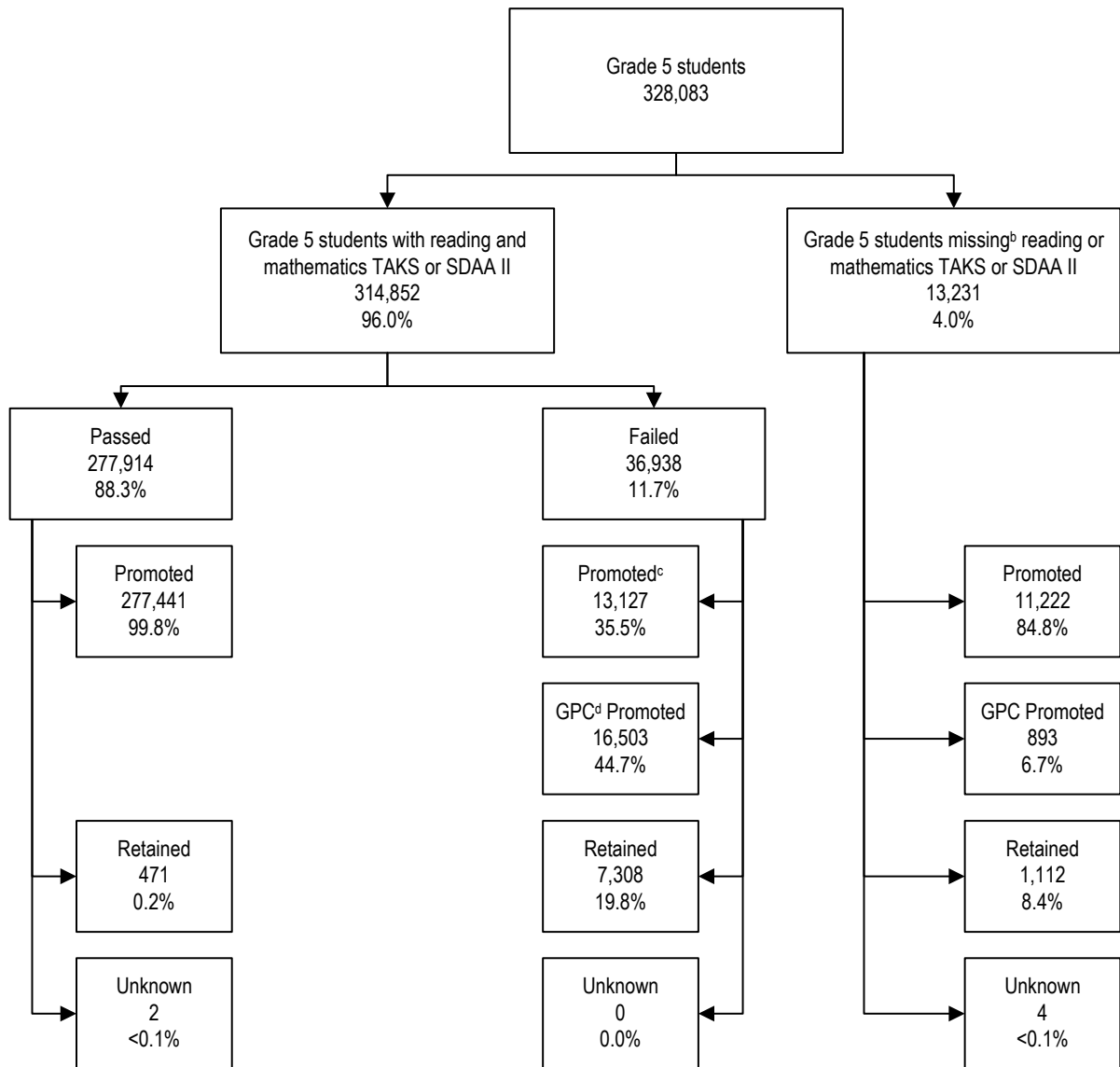
Figure 6.2. Performance on the TAKS and SDAA II^a Reading Test 2006 and Promotion Status 2005-06, Grade 3



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.

^aState-Developed Alternative Assessment II. ^bStudents may be missing TAKS or SDAA II results because Public Education Information Management System (PEIMS) records could not be matched to TAKS or SDAA II records or students may have been exempted from taking TAKS or SDAA II. Students not tested with TAKS or SDAA II may have been administered a local alternate assessment. ^cThese students: may have had passing TAKS or SDAA II records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered a local alternate assessment. ^dPromoted by GPC decision.

Figure 6.3. Performance on the TAKS and SDAA II^a Reading and Mathematics Tests 2006 and Promotion Status 2005-06, Grade 5



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.

^aState-Developed Alternative Assessment II. ^bStudents may be missing TAKS or SDAA II results because Public Education Information Management System (PEIMS) records could not be matched to TAKS or SDAA II records or students may have been exempted from taking TAKS or SDAA II. Students not tested with TAKS or SDAA II may have been administered a local alternate assessment. ^cThese students: may have had passing TAKS or SDAA II records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered a local alternate assessment. ^dPromoted 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. Development of the new system began as soon as results from the 2003 TAKS were available and analyzed. The commissioner of education relied extensively on the detailed review, study, and advice of educators and many others in establishing accountability criteria and setting standards. With the 2004 ratings, the system began with an assessment program more rigorous than ever and set forth an accountability plan to raise the standards progressively over time.

The accountability system for 2004 and beyond, which is based on the academic excellence indicators required by law, incorporates results of the TAKS 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 students in special education programs 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 students in special education programs enrolled in Grades 3-10. The SDAA II was administered for the last time in 2007.

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 SDAA II subjects assessed (reading/English language arts [ELA], mathematics, and writing).

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

In 2007, TAKS accountability standards for the *Academically Acceptable* rating increased from the 2006 standards by 5 percentage points for all subjects. For a district or campus to achieve the rating of *Academically Acceptable*, 65 percent of all students and each student group must meet standards on the reading/ELA, writing, and social studies tests; 45 percent must meet the standard on the mathematics test; and 40 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*, 75 percent of all students and each student group must meet standards on each of the TAKS

subject area tests. This is an increase of 5 percentage points in the *Recognized* standard, compared to 2006. 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.

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.

For the 2007 ratings cycle, a school leaver provision was added to the accountability system. A campus or district rating may not be lowered in 2007 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allows districts time to adjust to the new National Center for Education Statistics (NCES) dropout definition and the new data reporting requirements. See Chapter 5 for more information on the new dropout definition and the school leaver provision.

Alternative Education Accountability (AEA) Procedures

Beginning with the 1994-95 school year, TEA implemented optional AEA procedures for campuses dedicated to serving students at risk of dropping out of school. New AEA procedures were developed and used for rating alternative education campuses (AECs) beginning in 2005. The overall design of the 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 399 campuses evaluated under AEA procedures for 2007, there were 79 residential facilities and 320 AECs of choice. Over one-third of the registered AECs were charter campuses.

The AEA indicators meet the following guidelines, which were established 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 testing contractor.
- ◆ TEA developed measures that are appropriate for alternative education programs, rather than setting lower standards on the same measures used in the standard accountability ratings. The measures still take into account the requirement that all students must demonstrate proficiency on the state assessments to graduate.
- ◆ A TAKS growth index, known as the Texas Growth Index (TGI), is used in evaluating AECs.

For the AEA ratings, a single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across all grade levels (Grades 3-12) and 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 2007, 45 percent of tests for all students and each student group must either meet the performance standard or demonstrate sufficient improvement on the TAKS Progress indicator. AECs are evaluated on the same SDAA II indicator used for the standard accountability ratings, and are also measured against the 45 percent standard.

High school campuses serving Grades 9-12 also are evaluated on Completion Rate II: the percentage of students who graduate, receive GED certificates, or continue high school four years after beginning ninth grade. The completion rate standard of 75.0 percent is the same as that used for standard accountability ratings. Campuses serving students in any of Grades 7-12 are evaluated on annual dropout rates. In 2007, the Grade 7-12 annual dropout rate standard is 10.0 percent. For 2007, if Completion Rate II and/or Annual Dropout Rate indicators were the only cause for an *AEA: Academically Unacceptable* rating, then the school leaver provision was applied, and the AEC or

charter was assigned the rating of *AEA: Academically Acceptable*.

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.

2007 Accountability Ratings

Of the 1,222 public school districts and charters, 27 (2.2%) were rated *Exemplary* in 2007, and 217 (17.8%) were rated *Recognized* (Table 7.1). Statewide, 6.1 percent of students were enrolled in *Exemplary* and *Recognized* districts or charters. A total of 920 districts or charters (75.3%) achieved the *Academically Acceptable* rating, and 56 (4.6%) were rated *Academically Unacceptable*. Almost two-thirds (62.5%) of the *Academically Unacceptable* district ratings were assigned to charter operators under either standard procedures or AEA procedures. Most students (93.2%) were enrolled in *Academically Acceptable* districts or charters. Another 0.7 percent of students were enrolled in *Academically Unacceptable* districts or charters. In 2007, two charter operators were *Not Rated: Other*, but no districts received the rating.

Of the 8,061 public school campuses and charter campuses, 643 (8.0%) were rated *Exemplary* in 2007, and 2,354 (29.2%) were rated *Recognized* (Table 7.2 on page 88). A total of 4,108 campuses (51.0%) achieved the *Academically Acceptable* rating, and 276 (3.4%) were rated *Academically Unacceptable* under either standard or AEA procedures. An additional 680 (8.4%) were *Not Rated: Other*. Enrollment on these 680 campuses accounted for only 1.5 percent of the total student population. Most students (59.3%) were enrolled in *Academically Acceptable* campuses. Another 35.6 percent of all students were enrolled in *Exemplary* or *Recognized* campuses, and 3.6 percent were enrolled in *Academically Unacceptable* campuses.

As a result of the school leaver provision, a total of 67 districts were able to achieve higher ratings. Of 65 districts that would otherwise have been *Academically Unacceptable*, 64 moved to *Academically Acceptable*, and 1 moved to *Recognized*. Of 2 districts that would otherwise have been *Academically Acceptable*, 1 moved to *Recognized*, and 1 moved to *Exemplary*. A total of 151 campuses were also able to achieve higher ratings as a result of the school leaver provision. Of 138 campuses that would otherwise have been *Academically Unacceptable*, 125 moved to *Academically Acceptable*, and 13 moved to *Recognized*.

Table 7.1. School District Accountability Ratings, by Rating Category, Standard and AEA^a Procedures, 2006 and 2007

Rating	2006		2007 ^b	
	Number	Percent	Number	Percent
School Districts, Including Charter Operators				
Exemplary	19	1.5	27	2.2
Recognized	337	27.5	217	17.8
Acad. ^c Acceptable	809	65.9	920	75.3
Standard Procedures	733	59.7	859	70.3
AEA Procedures	76	6.2	61	5.0
Acad. Unacceptable	55	4.5	56	4.6
Standard Procedures	47	3.8	54	4.4
AEA Procedures	8	0.7	2	0.2
NR: ^d Other	7	0.6	2	0.2
NR: Data Integrity Issues	0	0.0	0	0.0
Total	1,227	100	1,222	100
School Districts, Excluding Charter Operators				
Exemplary	13	1.3	19	1.8
Recognized	313	30.3	190	18.4
Acad. Acceptable	677	65.5	801	77.7
Standard Procedures	677	65.5	801	77.7
AEA Procedures	n/a ^e	n/a	n/a	n/a
Acad. Unacceptable	26	2.5	21	2.0
Standard Procedures	26	2.5	21	2.0
AEA Procedures	n/a	n/a	n/a	n/a
NR: Other	4	0.4	0	0.0
NR: Data Integrity Issues	0	0.0	0	0.0
Total	1,033	100	1,031	100
Charter Operators				
Exemplary	6	3.1	8	4.2
Recognized	24	12.4	27	14.1
Acad. Acceptable	132	68.0	119	62.3
Standard Procedures	56	28.9	58	30.4
AEA Procedures	76	39.2	61	31.9
Acad. Unacceptable	29	14.9	35	18.3
Standard Procedures	21	10.8	33	17.3
AEA Procedures	8	4.1	2	1.0
NR: Other	3	1.5	2	1.0
NR: Data Integrity Issues	0	0.0	0	0.0
Total	194	100	191	100

^aAlternative education accountability. ^b2007 ratings as of October 2007.

^cAcademically. ^dNot rated. ^eNot applicable.

Of 13 campuses that would otherwise have been *Academically Acceptable*, 8 moved to *Recognized*, and 4 moved to *Exemplary*. One campus moved from *Recognized* to *Exemplary*.

Campuses rated under AEA procedures are not eligible for the *Exemplary* or *Recognized* rating. Overall, 386 (97.7%) of the campuses rated under AEA procedures were rated *AEA: Academically Acceptable*, and 9 (2.3%) were rated *AEA: Academically Unacceptable*. As a result of the school leaver provision, 181 campuses were able to achieve the *AEA: Academically Acceptable* rating. For most of the campuses (132), the provision was used for the annual dropout rate.

Table 7.2. Campus Accountability Ratings, by Rating Category, Standard and AEA^a Procedures, 2006 and 2007

Rating	2006		2007 ^b	
	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Exemplary	564	7.1	643	8.0
Recognized	2,826	35.5	2,354	29.2
Acad. ^c Acceptable	3,586	45.1	4,108	51.0
Standard Procedures	3,190	40.1	3,722	46.2
AEA Procedures	396	5.0	386	4.8
Acad. Unacceptable	286	3.6	276	3.4
Standard Procedures	267	3.4	267	3.3
AEA Procedures	19	0.2	9	0.1
NR ^d : Other	694	8.7	680	8.4
NR: Data Integrity Issues	0	0.0	0	0.0
Total	7,956	100	8,061	100
Campuses, Excluding Charter Campuses				
Exemplary	552	7.2	628	8.1
Recognized	2,792	36.5	2,317	30.0
Acad. Acceptable	3,372	44.1	3,891	50.3
Standard Procedures	3,125	40.9	3,642	47.1
AEA Procedures	247	3.2	249	3.2
Acad. Unacceptable	249	3.3	232	3.0
Standard Procedures	238	3.1	227	2.9
AEA Procedures	11	0.1	5	0.1
NR: Other	678	8.9	661	8.6
NR: Data Integrity Issues	0	0.0	0	0.0
Total	7,643	100	7,729	100
Charter Campuses				
Exemplary	12	3.8	15	4.5
Recognized	34	10.9	37	11.1
Acad. Acceptable	214	68.4	217	65.4
Standard Procedures	65	20.8	80	24.1
AEA Procedures	149	47.6	137	41.3
Acad. Unacceptable	37	11.8	44	13.3
Standard Procedures	29	9.3	40	12.0
AEA Procedures	8	2.6	4	1.2
NR: Other	16	5.1	19	5.7
NR: Data Integrity Issues	0	0.0	0	0.0
Total	313	100	332	100

^aAlternative education accountability. ^b2007 ratings as of October 2007.

^cAcademically. ^dNot rated.

Statewide, the percentage of campuses rated *Exemplary* increased from 7.1 percent in 2006 to 8.0 percent in 2007. The percentage of campuses rated *Recognized* decreased from the previous year by 6.3 percentage points. The decrease was roughly equivalent to the increase in *Academically Acceptable* campuses. The percentage of campuses rated *Academically Unacceptable* decreased by 0.2 percentage points. Between 2006 and 2007, the number of students attending schools rated *Exemplary*, *Recognized*, or *Academically Acceptable* increased slightly from 94.0 percent of total enrollment to 94.9 percent of total enrollment.

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. Beginning in 2005, some charter operators 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 2007, 126 charter operators were rated under the standard accountability procedures, and 65 were rated under AEA procedures (Table 7.1 on page 87). Eight charter operators were *Exemplary*, 27 were *Recognized*, 119 were *Academically Acceptable*, and 35 were *Academically Unacceptable*. Two 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 332 charter campuses, 187 (56.3%) were rated under the standard accountability procedures in 2007, and 145 (43.7%) were rated under AEA procedures (Table 7.2). Fifteen charter campuses were *Exemplary*, 37 were *Recognized*, 217 were *Academically Acceptable*, and 44 were *Academically Unacceptable*. A total of 19 charter campuses were *Not Rated: Other*.

Interventions for Academically Unacceptable Performance, 2006-07

In 2006, a total of 62 school districts and 321 campuses initially were rated *Academically Unacceptable*. Of those, 7 districts and 35 campuses were successful in appealing their initial ratings. Appendix 7-A on page 95 presents a list of school districts and campuses

rated *Academically Unacceptable* in 2006, with information about the reasons they received the ratings. TEA uses a framework of graduated interventions for districts and campuses rated *Academically Unacceptable*. In 2006-07, graduated interventions applied to districts and campuses receiving the rating for one year only, as well as to those receiving the rating for two, three, and four consecutive years.

Campuses rated *Academically Unacceptable* in 2006 were required to engage in one or more intervention activities specified under Texas Education Code (TEC) Chapter 39, Subchapter G. These include assignment of a campus intervention team (CIT) by TEA, completion of an on-site needs assessment and evaluation by a CIT, development and implementation of a school improvement plan, campus reconstitution under the oversight of a CIT, and participation in a hearing conducted by the commissioner of education. A first-year *Academically Unacceptable* campus was assigned a CIT by TEA. The CIT was required to work with the campus to conduct an on-site needs assessment and evaluation and to develop and implement a school improvement plan. CIT findings and recommendations, a school improvement plan, and CIT progress reports were required to be submitted to TEA.

A campus rated *Academically Unacceptable* for a second consecutive year in 2006 also was assigned a CIT by TEA. The CIT was required to work with the campus to conduct an on-site needs assessment and evaluation and to develop and implement a school improvement plan. During 2006-07, the CIT also was required to assist the campus in planning the required reconstitution of the campus. Additionally, the CIT was required to determine which educators would be retained at the campus when the reconstitution was implemented. The campus and CIT were required to submit campus improvement and reconstitution plans to TEA and engage in ongoing communication with the agency regarding implementation of the plan.

A campus rated *Academically Unacceptable* for a third consecutive year in 2006 was subject to additional interventions and/or sanctions, including implementation of the required reconstitution plan and participation in a hearing before the commissioner of education. A campus rated *Academically Unacceptable* for a fourth consecutive year in 2006 also was required to participate in a hearing before the commissioner of education and may have been subject to additional interventions and/or sanctions.

A district rated *Academically Unacceptable* for a second consecutive year in 2006 was subject to potential assignment of a monitor by TEA. Additional sanctions or interventions for a district or campus rated

Academically Unacceptable for multiple years may include one or more of the following: education service center support; assignment of a conservator or management team; appointment of a board of managers; assignment of alternative campus management; or campus closure.

Performance-Based Monitoring (PBM) System

Overview

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

Performance-Based Monitoring Analysis System (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 technical education; and
- ◆ No Child Left Behind (economically disadvantaged students, migrant students, and limited English proficient students).

PBM Data Validation

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

Additional TEA Oversight

Other criteria that are considered in the agency's PBM system include school district governance issues, results of the dispute resolution process (complaints and due process hearings), and findings of local independent

financial audits. Two required federal monitoring activities—Office for Civil Rights (OCR) career and technical education monitoring and Civil Action 5281 monitoring—also are integrated into the system.¹

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

PBM Interventions

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

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance interventions and compliance review. Intervention activities include: focused data analyses; submission of local continuous improvement plans for state review; program effectiveness reviews; compliance reviews; provision of public meetings for interested community members; and on-site reviews. (See PBM Special Education Monitoring and Interventions, 2006-07, on page 91 for more detailed information on interventions.)

Other Interventions

TEC §39.075 authorizes the commissioner of education to conduct special accreditation investigations related to data integrity, district testing practices, civil rights complaints, financial accounting practices, student

disciplinary placements, and governance problems between local board members and/or the superintendent, and as the commissioner otherwise deems necessary. Additionally, statute authorizes the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §39.075 and Chapter 39, Subchapter G). The commissioner may:

- ◆ appoint a TEA monitor to participate in the activities of the board of trustees or superintendent of the district and report on the activities to the agency;
- ◆ appoint a conservator to oversee the operations of the district;
- ◆ appoint a management team to direct the operations of the district in areas of unacceptable performance;
- ◆ appoint a board of managers to exercise the powers and duties of the board of trustees of the district;
- ◆ annex the district to one or more adjoining districts;
- ◆ order closure of a campus or all programs operated by a home-rule school district or open-enrollment charter school; or
- ◆ impose sanctions on the district designed to improve high school completion rates.

Appendix 7-B on page 108 presents a list of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2006, and August 31, 2007.

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM system is to ensure compliance by local education agencies (LEAs) with state and federal law related to special education, including the Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code §§1400 *et seq.*, and its implementing regulations, Title 34 of the Code of Federal Regulations §§300.1 *et seq.* Reviews of special education programs and of plans for program improvement are essential components of the PBM 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.

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

PBM Special Education Monitoring and Interventions, 2006-07

TEA special education monitoring activities are based on the data-driven PBM system, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or 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, 2006-07, in Appendix 7-C on page 109). Additionally, because state and federal law requires close coordination among special education policy, program, and monitoring functions, TEA's integrated program review processes include district self-evaluation, on-site review, and the use of data to identify risk.

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; admission, review, and dismissal (ARD) committee exemptions from the Texas Assessment of Knowledge and Skills (TAKS) and the State-Developed Alternative Assessment II (SDAA II); and disciplinary actions (Table 7.3 on page 92). Interventions for 2006-07 were defined as follows.

Stage 1A Intervention: Focused Data Analysis. At this level of intervention, the LEA was required to conduct a data analysis of certain PBMAS indicators revealing higher levels of performance concern and to include the results in 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. Based on a random and/or stratified selection process, the LEA also may have been required to submit the materials to TEA for review and verification.

Stage 1A Intervention was implemented for any LEA that met one of the following criteria, as indicated on the *Performance-Based Monitoring Analysis System 2006 Summary Report* provided to the LEA: (a) one special education PBMAS indicator with a performance level of 3, as defined in the PBMAS Manual; or (b) no special education PBMAS indicator with a performance level of 3, but seven or more with performance levels of 2 each.

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

Stage 1B Intervention was implemented for any LEA that met the following criteria, as indicated on the *Performance-Based Monitoring Analysis System 2006 Summary Report* provided to the LEA: two special education PBMAS indicators with performance levels of 3 each.

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

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

Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2006

Number	Indicator
1(i-v)	District-level percentage of students served in special education who passed each TAKS subject test (mathematics, reading/English language arts, science, social studies, and writing).
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each TAKS subject test (mathematics, reading/English language arts, science, social studies, and writing).
3(i-iii)	District-level percentage of students served in special education (Grades 3-8) who took each State-Developed Alternative Assessment II (SDAA II) subject test (mathematics, reading, and writing) at least on grade level or one grade level below enrolled grade level.
4(i-ii)	District-level percentage of students served in special education (Grades 3-10) who took each SDAA II subject test (mathematics and reading) at least on grade level or one grade level below enrolled grade level (report-only indicator).
5	District-level percentage of students served in special education who were tested on the TAKS only.
6	District-level percentage of students served in special education who were tested on the TAKS or TAKS-I only (report-only indicator).
7	District-level percentage of students served in special education who were tested on the SDAA II only.
8	District-level percentage of students served in special education (Grades 3-10) who received admission, review, and dismissal committee exemptions from the TAKS, TAKS-I, and SDAA II assessments.
9	District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments (report-only indicator).
10	District-level percentage of students served in special education (ages 3-11) who were placed in less restrictive environments.
11	District-level percentage of students served in special education (ages 12-21) who were placed in less restrictive environments.
12	District-level percentage of students served in special education (Grades 7-12) who dropped out of school.
13	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas (report-only indicator).
14	District-level percentage of students identified to be served in special education.
15	District-level percentage of African American students served in special education, compared to percentage of all African American students in the district.
16	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students in the district.
17	District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students in the district.
18	District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs), compared to percentage of all students in the district placed in DAEPs.
19	District-level percentage of students served in special education who were expelled at the district's discretion, compared to percentage of all students in the district who were expelled at the district's discretion.
20	District-level percentage of students served in special education who were placed in in-school suspension (ISS), compared to percentage of all students in the district who were placed in ISS.

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

Stage 3 Intervention was implemented for any LEA that met the following criteria: (a) three special education PBMAS indicators with performance levels of 3 each and three or more with performance levels of 2 each;

(b) four or more special education PBMAS indicators with performance levels of 3 each; and (c) the LEA did not meet criteria for Stage 4 Intervention.

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

under the provisions of 19 Texas Administrative Code §89.1076.

Stage 4 Intervention was implemented for any LEA that met the following criteria: (a) participated in Stage 2 Interventions during 2004-05 and 2005-06 and met 2006-07 criteria for Stage 2 or Stage 3 Intervention; (b) participated in Stage 3 Interventions in 2004-05 or 2005-06 and met 2006-07 criteria for Stage 2 or Stage 3 Intervention; or (c) presented other substantial, imminent, or ongoing risk related to noncompliance identified in substantiated complaints, adverse due process hearing decisions, previously determined areas of noncompliance, testing irregularities, ongoing performance or effectiveness concerns, and/or other documented substantial, imminent, or ongoing risks.

PBM Special Education Monitoring Results and Ratings, 2006-07

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 110). The program status for certain LEAs is based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the 2004-05 or 2005-06 PBM system; (b) coordinated TEA interventions related to compliance, performance, fiscal, and/or governance concerns; and (c) ongoing and/or escalated interventions resulting from identification of ongoing compliance concerns. In 2006-07, there were 15 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.

Rating	Districts
Local Interventions Implemented	428
Completed: Routine Follow-up	183
Completed: Noncompliance Follow-up	81
Pending Continuous Improvement Plan Resubmission	0
Pending TEA ^a On-Site Action	0
TEA On-Site Action Completed: Routine Follow-up	4
TEA On-Site Action Completed: Noncompliance Follow-up	11
TEA On-Site Action Completed: Oversight/Sanction/Intervention	5
Pending Random Data Verification	0
Pending Random Process Verification	0
Oversight/Sanction/Intervention	14
On-Site Intervention Assigned	2
Proposed Charter Non-renewal	0
Campus Closure	0
In Review	0
Total	728

^aTexas Education Agency.

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

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

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

TEA On-Site Action Completed: Oversight/Sanction/Intervention. TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and

appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.

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

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

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

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

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

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

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

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

Agency Contact Persons

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

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

For information on interventions and special education accountability requirements, contact 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 *2007 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2007/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 table that begins on the following page presents information about the 55 school districts and 286 campuses rated *Academically Unacceptable* in 2006 under either AEA or standard accountability procedures.

Of the 55 *Academically Unacceptable* districts:

- ◆ 40 received the rating because of Texas Assessment of Knowledge and Skills (TAKS) performance only;
- ◆ 1 because of State-Developed Alternative Assessment II (SDAA II) performance only;
- ◆ 4 because of dropout rate only;
- ◆ 6 because of completion rate I or II only;
- ◆ 1 because of a combination of completion rate II and dropout rate;
- ◆ 1 because of a combination of poor performance on the TAKS and SDAA II;

- ◆ 1 because of a combination of dropout rate and poor performance on the TAKS; and
- ◆ 1 because of a combination of completion rate and poor performance on the TAKS.

Of the 286 *Academically Unacceptable* campuses:

- ◆ 216 received the rating because of TAKS performance only;
- ◆ 18 because of SDAA II performance only;
- ◆ 7 because of a combination of poor performance on the TAKS and SDAA II;
- ◆ 22 because of dropout rate only;
- ◆ 10 because of completion rate I only;
- ◆ 8 because of a combination of dropout rate and poor performance on the TAKS; and
- ◆ 5 because of a combination of completion rate and poor performance on the TAKS.

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Academically Unacceptable Districts							
Academy Of Accelerated Learning					T		
Alphonso Crutch's Life Support Center			•	D	T		
American Academy Of Excellence		3	•			C	
American Youthworks Charter School		2	•	D		C	
Bexar County Academy					T		
Brazos School For Inquiry Creativity					T		S
Burton ISD		2			T		
Carthage ISD					T		
Connally ISD						C	
Corrigan-Camden ISD					T		
Crockett ISD					T		
Crossroads Community Education Center		3			T	C	
Dell City ISD					T		
Dilley ISD					T		
Eagle Academy Of San Antonio		2	•			C	
Education Center International Academy			•			C	
El Paso School Of Excellence					T		
Erath Excels Academy Inc			•	D			
Fabens ISD				D			
Focus Learning Academy					T		
Fruit Of Excellence					T		
Gabriel Tafolla Charter School		2			T		
Girls Boys Prep Academy						C	
Golden Rule Charter School					T		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)								
District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating				
				D	T	C	S	
Gonzales ISD					T			
Grandview-Hopkins ISD					T			
Grapeland ISD					T			
Greenville ISD							C	
Harrold ISD					T			
Hempstead ISD					T			
Houston Heights Learning Academy					T			
Jean Massieu Academy					T			
Jesse Jackson Academy		2			T			
Kendleton ISD		2			T			
Kerens ISD					T			
Kress ISD					T			
Marathon ISD					T			
Marietta ISD					T			
Megargel ISD		2			T			
Meyerpark Elementary					T			
North Houston H S For Business					T			
Ofen ISD					T			
Palmer ISD					T			
Paso Del Norte			•	D				
Richard Milburn Academy Fort Worth			•	D				
San Antonio Preparatory Academy					T			
San Augustine ISD					T			
Santa Maria ISD							S	

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Southwest School					T		
Temple Education Center					T		
Texas Preparatory School					T		
Texas Serenity Academy					T		
Theresa B Lee Academy					T		
Trinity ISD					T		
Walnut Bend ISD					T		
Academically Unacceptable Campuses							
Abilene	Juvenile Detention Center	2			T		
Academy Of Accelerated Learning Inc.	Academy Of Accelerated Learning				T		
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy				T		
Alphonso Crutch's Life Support Center	Alphonso Crutch's Life Support Center		•	D	T		
Alto ISD	Alto H S				T		S
American Youthworks Charter School	American Youthworks CS (4thStreet)		•	D			
American Youthworks Charter School	American Youthworks CS (Ben White)	2	•	D			
Arlington ISD	Thornton EI				T		
Arp ISD	Arp J H	2			T		
Austin ISD	Crockett H S				T		
	Dobie Middle				T		
	International H S		•		T		
	Johnston H S	3			T		
	Pearce Middle	2			T		
	Reagan H S				T		
	Travis County Juvenile Detention			•		T	
	Webb Middle	3			T		
Bay Area Charter School	Bay Area Charter M S				T		
Bay City ISD	Bay City H S				T		
Bexar County Academy	Bexar County Academy				T		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Birdville ISD	Academy At West Birdville				T		
Bloomington ISD	Bloomington J H				T		
Blue Ridge ISD	Blue Ridge H S				T		
Bovina ISD	Bovina H S				T		
Boys Ranch ISD	Blakemore Middle				T		
Brazos School For Inquiry Creativity	BSIC Autumn Circle				T		
	BSIC Gano Street				T		
Brownsville ISD	Lopez H S						S
Bryan ISD	Bryan H S						S
	Jane Long				T		
	Stephen F Austin				T		
Calvert ISD	Calvert H S				T		
	Calvert Junior High	2			T		
Carrizo Springs ISD	Big Wells El				T		
	Carrizo Springs H S						S
	Carrizo Springs J H	2			T		
Carthage ISD	Carthage H S				T		
Castleberry ISD	Marsh Middle	2			T		
Cedar Hill ISD	Besse Coleman Middle School				T		
Center ISD	Center H S				T		
Channelview ISD	Endeavor School		•		T		
Clarksville ISD	Clarksville H S				T		
Coleman ISD	Coleman J H				T		
Colorado ISD	Wallace Accelerated H S				T		
Comfort ISD	Comfort H S						S
Connally ISD	Connally High School					C	
Conroe ISD	Washington Junior High				D		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Corpus Christi ISD	Alternative H S Ctr		●	D			
	Cunningham Middle				T		
	Moody H S						S
Corrigan-Camden ISD	Corrigan-Camden H S				T		S
Cotulla ISD	Cotulla H S						S
Crockett ISD	Crockett H S				T		
	Crockett Int	2			T		
Crosbyton ISD	Crosbyton H S				T		
Crossroads Community Ed Ctr	Crossroad Community Ed Ctr	4			T	C	
Crystal City ISD	Crystal City High School				T		
Dallas ISD	Benjamin Franklin Middle			D			
	Birdie Alexander El				T		
	Bryan Adams H S				T		
	D A Hulcy Middle				T		
	E B Comstock Middle	2		D	T		
	Edward Titche El				T		
	H Grady Spruce H S	2			T		
	Ignacio Zaragosa El				T		
	J Leslie Patton Int				T		
	Justin F Kimball H S				T		
	Kleberg El				T		
	L G Pinkston H S				T		
	L V Stockard Middle				T		S
	O W Holmes Middle				T		
	Roosevelt H S				T		
	Seagoville H S				T		
	South Oak Cliff H S	2			T		
	Thomas J Rusk Middle	2					S
	Thomas Jefferson H S				T		
W H Gaston Middle				T			
W W Samuel H S	2			T	C		
Woodrow Wilson H S				T			
Dell City ISD	Dell City School				T		
Dilley ISD	Dilley H S	2			T		
Donna ISD	Runn El				T		
Eagle Academy Of Tyler	Eagle Academy Of Tyler At Lindale					C	

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| ● | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Eagle Pass ISD	EP Alas Alternative School		•	D			
Ector County ISD	Career Ctr				T		
Edgewood ISD	Memorial High School						S
Edna ISD	Edna H S				T		
El Paso ISD	Alamo EI				T		
	Andress H S	2			T		
	Aoy EI				T		
	Bassett Middle	2			T		
	Delta Academy		•	D			
	Douglass EI				T		
	Hawkins EI				T		
	Henderson Middle				T		
	Jefferson H S				T		
	Lamar EI				T		
	Magoffin Middle				T		
	Roosevelt EI				T		
	Sunset H S			•	D		
Zavala EI					T		
El Paso School Of Excellence	El Paso School Of Excellence Middle				T		
Elgin ISD	Elgin Middle School				T		
Erath Excels Academy Inc	Erath Excels Academy Inc		•	D			
Everman ISD	Everman H S				T		
Fabens ISD	Fabens Middle School			D			
Focus Learning Academy	Focus Learning Academy				T		
Fort Bend ISD	Thurgood Marshall High School						S
Fort Stockton ISD	Fort Stockton High School				T		
Fort Worth ISD	Dunbar Middle				T		
	Handley Middle				T		
	O D Wyatt H S				T		
	Oaklawn EI				T		
	Polytechnic H S	2			T		
Fort Worth Can Academy	Fort Worth Can Academy		•				S
Freer ISD	Freer H S				T		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Fruit Of Excellence	Fruit Of Excellence School				T		
Ft Hancock ISD	Fort Hancock M S	2			T		
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School	2			T		
Gainesville ISD	Gainesville H S				T		
Garland ISD	John W Armstrong Elementary				T		
Girls Boys Prep Academy	Girls Boys Prep Academy						C
Golden Rule Charter School	Golden Rule Charter School				T		
Grand Prairie ISD	Grand Prairie H S				T		
	Lee Middle				T		
	Lloyd Boze Secondary Learning Center		•	D			
Grandview-Hopkins	Grandview-Hopkins EI				T		
Grapeland ISD	Grapeland J H				T		
Greenville ISD	Greenville H S	2			T	C	
Harlandale ISD	Harlandale H S						S
Harrold ISD	Harrold School				T		
Hearne ISD	Blackshear EI				T		S
	East Side EI				T		
	Hearne H S				T		
	Hearne J H				T		
Hereford ISD	Hereford J H				T		
Honors Academy	Pinnacle School						C
	University School				T	C	
Houston ISD	Attucks Middle	2		D			
	Benbrook EI				T		
	Black Middle				T		
	Bruce EI				T		
	Cullen Middle			D			
	E O Smith EI				T		
	Houston Drop Back In Academy	2	•	D	T		
	Houston Gardens EI				T		
	Jones H S	2					C
	Kashmere H S	4				T	

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
	Key Middle	2		D			
	Love El				T		
	Macarthur El				T		
	Marshall Middle			D	T		
	Mcreynolds Middle	3		D	T		
	Newcomer Charter Sch				T		
	Patrick Henry Middle			D	T		
	Petersen El				T		
	Reach Charter				T		
	Reagan H S				T		
	Ryan Middle			D			
	Sam Houston H S	4			T		
	Scarborough H S				T		
	Sharpstown Middle			D			
	Shearn El				T		
	Sterling H S				T		
	Thomas Middle	2		D	T		
	Walipp				T		
	Washington B T H S					C	
	Westbury H S					C	
	Wheatley H S	2			T		
	Woodson Middle			D			
	Yates H S				T		
Houston Heights Learning Academy	Houston Heights Learning Academy				T		
Huffman ISD	Hargrave H S						S
Irving ISD	Lively El				T		
Jacksonville ISD	Jacksonville Middle				T		
Jean Massieu Academy	Jean Massieu Academy				T		
Jefferson ISD	Jefferson H S				T		
Jesse Jackson Academy	Jesse Jackson Academy	2			T		
Karnack ISD	Karnack H S				T		
Kendleton ISD	Powell Point El	2			T		
Kenedy ISD	Kenedy High School						S
Kerens ISD	Kerens School				T		
Kermit ISD	East Primary				T		
	Purple Sage El				T		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
- Evaluated under alternative education accountability procedures.

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
La Joya ISD	Alter Ctr For Ed		●	D			
	Nellie Schunior Middle School			D			
La Marque ISD	Inter City Elementary				T		
	La Marque H S				T		
La Porte ISD	Dewalt Alter				T		
La Villa ISD	La Villa H S				T		
Lake Worth ISD	N A Howry Middle				T		
Lancaster ISD	Lancaster J H				T		
	Rolling Hills El				T		
Laredo ISD	Christen Middle	2				T	
	Daiches El	2				T	
	J C Martin Jr El					T	
	Joaquin Cigarroa Middle			D	T		
	Martin H S				T		
Livingston ISD	Memorial Middle	2				T	
	Livingston J H				T		
Longview ISD	J L Everhart Magnet Acad of Cult Studies			T			
	McClure Magnet School of Intl Studies					T	
Lovelady ISD	Lovelady H S				T		
Lubbock ISD	Atkins J H				T		
	Estacado H S				T		
	Parkway El				T		
Luling ISD	Luling H S				T		
Lyford ISD	Lyford Middle School				T		
Lytle ISD	Lytle Junior High School				T		
Manor ISD	Decker Elementary School				T		
	Manor H S						S
	Manor Middle School				T		
Marathon ISD	Marathon Independ't School Dist (campus)				T		
Marietta ISD	Marietta El				T		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| ● | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Mathis ISD	Mathis H S				T		S
McAllen ISD	Zavala Elementary				T		
Megargel ISD	Megargel School	2			T		
Meyerpark Elementary	Meyerpark Elementary				T		
Midland ISD	Midland Excel Campus		•	D			
Millsap ISD	Millsap Elem				T		
Natalia ISD	Natalia H S				T		
	Natalia J H				T		
North Forest ISD	Elmore Middle				T		
	Forest Brook H S				T		
	Hilliard EI				T		
	Kirby Middle	2			T		
	Oak Village Middle	3			T		
	Shadydale Elementary				T		
	Smiley H S				T		
	Tidwell EI	2			T		
North Houston H S For Business	North Houston H S For Business				T		
Olfen ISD	Olfen EI				T		
Pampa ISD	Pampa H S						C
Pasadena ISD	Pasadena High School						C
Paso Del Norte	Paso Del Norte Academy		•	D			
Pearsall ISD	Pearsall H S				T		
Pecos-Barstow-Toyah	Haynes Elementary				T		
Perrin-Whitt	Perrin EI				T		
Pharr-San Juan-Alamo	Austin J H						S
	PSJA North H S						S
Por Vida Academy	Corpus Christi Academy	2			T		
Poteet ISD	Poteet J H	2			T		
Premont ISD	Premont J H				T		

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)

District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating			
				D	T	C	S
Ranger ISD	Ranger Middle School				T		
Rice ISD	Eagle Lake J H Rice H S				T T		
Richard Milburn Academy Fort Worth	Richard Milburn Academy Fort Worth		•	D			
Rocksprings ISD	Rocksprings El				T		
Rusk ISD	Rusk H S				T		S
San Antonio ISD	Houston H S W W White El	2			T T	C	
San Antonio Preparatory Academy	San Antonio Preparatory Academy				T		
San Augustine ISD	San Augustine Int				T		
San Felipe-Del Rio	East Side El				T		
Santa Maria ISD	Santa Maria Middle				T		
Sealy ISD	Sealy H S				T		
Sharyland ISD	Sharyland H S						S
Shepherd ISD	Shepherd H S				T		
Somerset ISD	S/Sgt Michael P Barrera Veterans El						S
Somerville ISD	Somerville H S				T		
Taft ISD	Alter Ed Campus Shoreline Taft J H				T T		
Temple Education Center	Temple Education Center				T		
Texas Preparatory School	Texas Preparatory School				T		
Texas Serenity Academy	Texas Serenity Academy				T		
Theresa B Lee Academy	Theresa B Lee Academy				T		
Trinity ISD	Lansberry El				T		
Trinity Charter School	Trinity Charter School		•		T		
Tyler ISD	John Tyler H S						C

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

- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
| • | Evaluated under alternative education accountability procedures. | | |

continues

Appendix 7-A. Academically Unacceptable (AU) School Districts and Campuses, 2006 (continued)								
District	Campus	Consecutive Years AU	Alt. Ed. Accountability	Reasons for 2006 AU Rating				
				D	T	C	S	
United ISD	Lyndon B Johnson				T			
	Salvador Garcia Middle				T			
Uvalde ISD	Batesville Middle				T			
	Uvalde J H				T			
Victoria ISD	Memorial High School				T		S	
	Patti Welder Magnet Middle School				T			
Waco ISD	Brazos Middle School				T			
	G L Wiley Middle	3			T			
	University H S				T			
	Waco H S				T			
Walnut Bend ISD	Walnut Bend El				T			
Waskom ISD	Waskom H S				T			
Waxahachie ISD	Waxahachie Ninth Grade Academy				T			
West Houston Charter School	West Houston Charter				T			
Westwood ISD	Westwood H S				T			
Ysleta ISD	North Loop El				T			
Zoe Learning Academy	Zoe Learning Acad - Ambassador Campus	2			T			

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

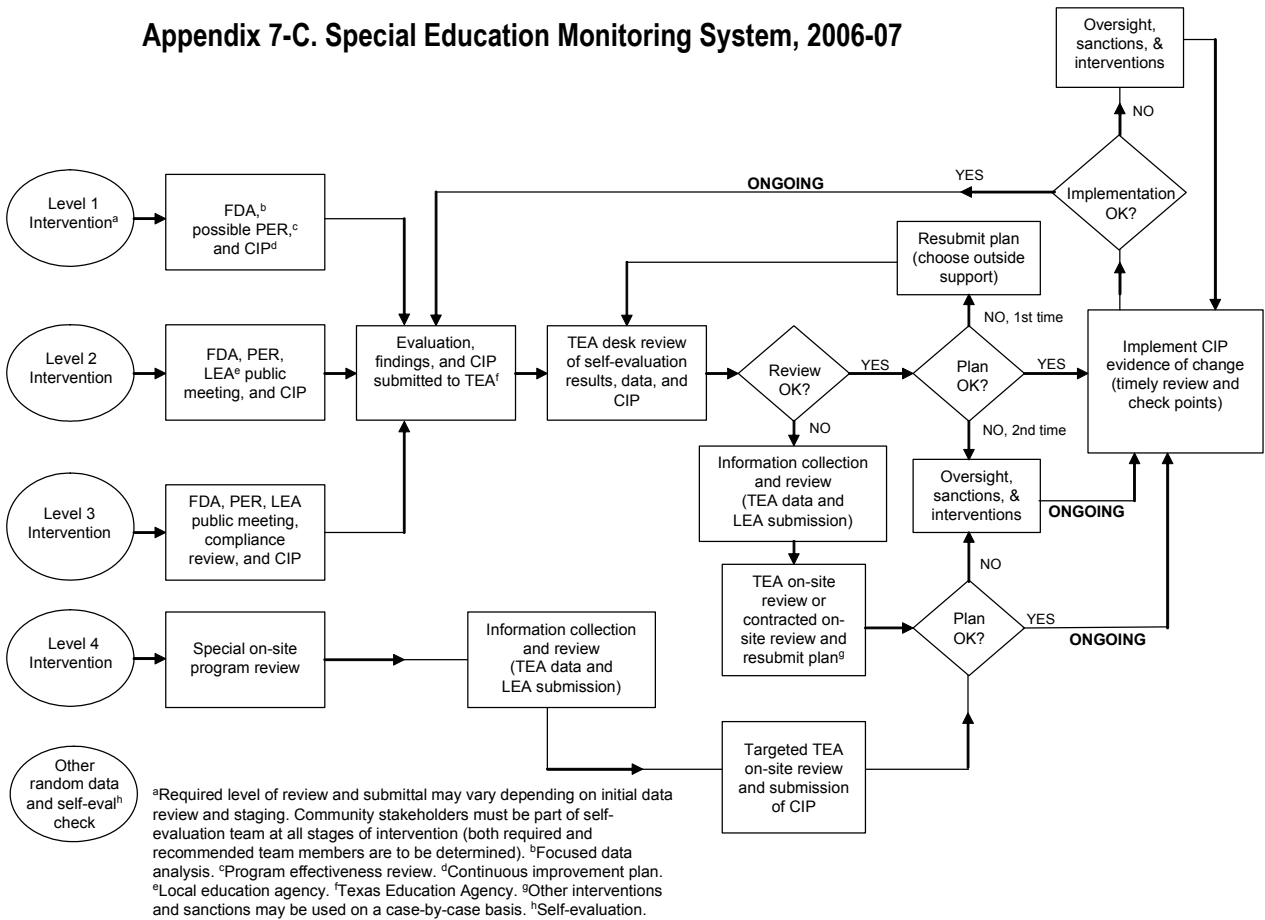
- | | | | |
|---|---|---|--|
| D | Low rating because of dropout performance. | S | Low rating because of State-Developed Alternative Assessment II performance. |
| T | Low rating because of Texas Assessment of Knowledge and Skills performance. | C | Low rating because of completion rate performance. |
- Evaluated under alternative education accountability procedures.

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2006, Through August 31, 2007**

Region	District/Charter School	Change From	Change To	Date of Change
10	A+ Academy Charter School	Charter School	Charter School/Academically Acceptable/Conservator	04/17/07
13	American Youthworks Charter	Charter School	AEA ^a : Academically Unacceptable/Monitor	12/12/06
06	Brazos School for Inquiry and Creativity	Charter School	Charter School/Academically Unacceptable/Monitor	06/20/07
15	Brookesmith ISD	Academically Acceptable	Academically Acceptable/Monitor	03/21/07
06	Burton ISD	Academically Unacceptable	Academically Unacceptable/Monitor	01/03/07
05	El Paso School of Excellence Charter School	Charter School Charter School/Conservator Not Rated: AE/Conservator	Charter School/Conservator Not Rated: AE ^b /Conservator AEA: Academically Unacceptable/Conservator	07/29/03 09/30/04 08/01/05
20	Gabriel Tafolla Charter School	Academically Unacceptable	Academically Unacceptable/Monitor	01/03/07
11	Gordon ISD	Academically Acceptable Academically Acceptable/Monitor	Academically Acceptable/Monitor Academically Acceptable	03/22/07 07/16/07
04	Gulf Shores Academy Charter School	Charter School Charter School/Academically Acceptable/Conservator	Charter School/Academically Acceptable/Conservator AEA: Academically Acceptable/Conservator	09/30/07
10	Inspired Vision Academy	Charter School	Charter School/Academically Acceptable/Conservator	04/17/07
04	Jesse Jackson Academy	Charter School	Charter School/Academically Unacceptable/Monitor	01/12/07
04	Kendleton ISD	Academically Unacceptable	Academically Unacceptable/Monitor	01/03/07
18	Midland Academy Charter School	Charter School Charter School/Monitor Not Rated: AE/Monitor	Charter School/Monitor Not Rated: AE/Monitor Academically Acceptable	11/18/02 09/30/04 12/15/06
04	North Forest ISD	Academically Acceptable	Academically Acceptable/Conservator	03/13/07
05	Port Arthur ISD	Academically Acceptable Academically Acceptable/Monitor Academically Acceptable/Conservator Not Rated/Management Team Not Rated	Academically Acceptable/Monitor Academically Acceptable/Conservator Not Rated/Management Team Not Rated Academically Acceptable	11/18/04 08/19/05 2/16/06 9/28/06 8/10/07
12	Temple ISD	Academically Acceptable	Academically Acceptable/Monitor	10/26/06
18	Terrell County ISD	Academically Acceptable	Academically Acceptable/Monitor	03/19/07

^aAlternative education accountability. ^bAlternative education.

Appendix 7-C. Special Education Monitoring System, 2006-07



**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2006-07**

District	Status	District	Status
A+ Academy	Local Intervention Implemented	Brazos River Charter	Local Intervention Implemented
Abbott ISD	Local Intervention Implemented	Brazos School For Inquiry & Creativity	Local Intervention Implemented
Abernathy ISD	Local Intervention Implemented	Bridgeport ISD	Local Intervention Implemented
Abilene ISD	Local Intervention Implemented	Broadus ISD	Local Intervention Implemented
Academy of Accelerated Learning Inc.	Local Intervention Implemented	Brownsville ISD	Local Intervention Implemented
Agua Dulce ISD	Local Intervention Implemented	Buckholts ISD	Local Intervention Implemented
Alba-Golden ISD	Local Intervention Implemented	Buffalo ISD	Local Intervention Implemented
Albany ISD	Local Intervention Implemented	Burkburnett ISD	Local Intervention Implemented
Aldine ISD	Local Intervention Implemented	Burnham Wood Charter School	Local Intervention Implemented
Aledo ISD	Completed—Routine Follow-up	Burton ISD	Local Intervention Implemented
Alief ISD	Completed—Routine Follow-up	Bynum ISD	Local Intervention Implemented
Allen ISD	Local Intervention Implemented	Calallen ISD	Local Intervention Implemented
Alpine ISD	Completed—Noncompliance Follow-up	Caldwell ISD	Local Intervention Implemented
American Academy of Excellence Charter School	Local Intervention Implemented	Calvert ISD	Local Intervention Implemented
American Youthworks Charter School	Local Intervention Implemented	Cameron ISD	Local Intervention Implemented
Amherst ISD	Local Intervention Implemented	Carrizo Springs CISD	Completed—Noncompliance Follow-up
Anderson-Shiro CISD	Local Intervention Implemented	Carthage ISD	Local Intervention Implemented
Angleton ISD	Local Intervention Implemented	Cedars International Academy	Local Intervention Implemented
Anthony ISD	Local Intervention Implemented	Celina ISD	Local Intervention Implemented
Aransas County ISD	Local Intervention Implemented	Center ISD	Local Intervention Implemented
Arlington ISD	Local Intervention Implemented	Centerville ISD	Local Intervention Implemented
Athens ISD	Local Intervention Implemented	Central Heights ISD	Local Intervention Implemented
Aubrey ISD	Local Intervention Implemented	Central ISD	Local Intervention Implemented
Austin Can Academy Charter School	Completed—Noncompliance Follow-up	Channelview ISD	Oversight/Sanction/Intervention
Austin ISD	Local Intervention Implemented	Chapel Hill ISD (ESC 7)	Oversight/Sanction/Intervention
Austwell-Tivoli ISD	Local Intervention Implemented	Chapel Hill ISD (ESC 8)	Local Intervention Implemented
Avalon ISD	Local Intervention Implemented	Cherokee ISD	Completed—Routine Follow-up
Avery ISD	Local Intervention Implemented	Chester ISD	Local Intervention Implemented
Axtell ISD	Local Intervention Implemented	Chico ISD	Local Intervention Implemented
Bandera ISD	Local Intervention Implemented	Children First Academy of Houston	Local Intervention Implemented
Banquete ISD	Local Intervention Implemented	Childress ISD	Local Intervention Implemented
Bastrop ISD	Local Intervention Implemented	Chillicothe ISD	Local Intervention Implemented
Beaumont ISD	Local Intervention Implemented	China Spring ISD	Local Intervention Implemented
Beeville ISD	Local Intervention Implemented	Chireno ISD	Local Intervention Implemented
Bells ISD	Local Intervention Implemented	Christoval ISD	Local Intervention Implemented
Bellville ISD	Local Intervention Implemented	Cisco ISD	Local Intervention Implemented
Benjamin ISD	Completed—Routine Follow-up	City View ISD	Local Intervention Implemented
Big Sandy ISD (ESC ^a 6)	Local Intervention Implemented	Cleveland ISD	Local Intervention Implemented
Big Sandy ISD (ESC 7)	Local Intervention Implemented	Clifton ISD	Local Intervention Implemented
Blackwell CISD	Local Intervention Implemented	Coleman ISD	Local Intervention Implemented
Blooming Grove ISD	Local Intervention Implemented	College Station ISD	Local Intervention Implemented
Bloomington ISD	Local Intervention Implemented	Colorado ISD	Local Intervention Implemented
Blue Ridge ISD	Local Intervention Implemented	Columbus ISD	Local Intervention Implemented
Boerne ISD	Local Intervention Implemented	Cotton Center ISD	Local Intervention Implemented
Bonham ISD	Local Intervention Implemented	Cotulla ISD	Completed—Routine Follow-up
Booker ISD	Local Intervention Implemented	Cranfills Gap ISD	Local Intervention Implemented
Bovina ISD	Local Intervention Implemented	Crawford ISD	Local Intervention Implemented
Boys Ranch ISD	Local Intervention Implemented	Crowell ISD	Local Intervention Implemented
		Crowley ISD	Local Intervention Implemented

^aEducation service center.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2006-07 (continued)**

District	Status	District	Status
Cuero ISD	Completed—Routine Follow-up	Gatesville ISD	Local Intervention Implemented
Cumby ISD	Local Intervention Implemented	Gateway (Student Alternative Program Inc.)	Local Intervention Implemented
Daingerfield-Lone Star ISD	Local Intervention Implemented	Gateway Charter Academy	Local Intervention Implemented
Dallas County Juvenile Justice	Local Intervention Implemented	Gause ISD	Local Intervention Implemented
Dallas ISD	Completed—Routine Follow-up	Gilmer ISD	Local Intervention Implemented
Decatur ISD	Local Intervention Implemented	Gladewater ISD	Local Intervention Implemented
Dekalb ISD	Local Intervention Implemented	Glasscock County ISD	Local Intervention Implemented
Dennison ISD	Local Intervention Implemented	Godley ISD	Local Intervention Implemented
Denton ISD	Completed—Routine Follow-up	Goldburg CISD	Local Intervention Implemented
Detroit ISD	Local Intervention Implemented	Goldthwaite ISD	Local Intervention Implemented
Devine ISD	Local Intervention Implemented	Gonzales ISD	Local Intervention Implemented
Dew ISD	Local Intervention Implemented	Goose Creek CISD	Local Intervention Implemented
Diboll ISD	Local Intervention Implemented	Gordon ISD	Local Intervention Implemented
Dilley ISD	Local Intervention Implemented	Grady ISD	Local Intervention Implemented
Draw Academy	Local Intervention Implemented	Grandview ISD	Local Intervention Implemented
Driscoll ISD	Local Intervention Implemented	Greenville ISD	Local Intervention Implemented
Dumas ISD	Completed—Routine Follow-up	Gregory-Portland ISD	Local Intervention Implemented
Eagle Advantage Schools	Local Intervention Implemented	Groveton ISD	Local Intervention Implemented
East Chambers ISD	Local Intervention Implemented	Hale Center ISD	Local Intervention Implemented
East Forth Worth Montessori Academy	Local Intervention Implemented	Hallsville ISD	Local Intervention Implemented
Ector County ISD	Local Intervention Implemented	Hamshire-Fannett ISD	Local Intervention Implemented
Edcouch Elsa ISD	Local Intervention Implemented	Happy ISD	Local Intervention Implemented
Eden CISD	Local Intervention Implemented	Hardin-Jefferson ISD	Local Intervention Implemented
Edna ISD	Local Intervention Implemented	Harlandale ISD	Local Intervention Implemented
Education Center	Local Intervention Implemented	Harleton ISD	Local Intervention Implemented
Ehrhart School	Local Intervention Implemented	Harlingen CISD	Local Intervention Implemented
Elgin ISD	Local Intervention Implemented	Harmony Science Academy	Local Intervention Implemented
Elkhart ISD	Local Intervention Implemented	Harmony Science Academy (Austin)	Local Intervention Implemented
Elysian Fields ISD	Local Intervention Implemented	Hart ISD	Local Intervention Implemented
Ennis ISD	Local Intervention Implemented	Harts Bluff ISD	Local Intervention Implemented
Erath Excels Academy Inc.	Local Intervention Implemented	Haskell CISD	Local Intervention Implemented
Eustace ISD	Local Intervention Implemented	Hawley ISD	Completed—Routine Follow-up
Everman ISD	Local Intervention Implemented	Hearne ISD	Local Intervention Implemented
Excelsior ISD	Local Intervention Implemented	Henderson ISD	Local Intervention Implemented
Fabens ISD	Local Intervention Implemented	Hereford ISD	Completed—Routine Follow-up
Fairfield ISD	Local Intervention Implemented	High Island ISD	Completed—Routine Follow-up
Falls City ISD	Local Intervention Implemented	Hillsboro ISD	Local Intervention Implemented
Farwell ISD	Local Intervention Implemented	Hondo ISD	Local Intervention Implemented
Fort Bend ISD	Local Intervention Implemented	Honors Academy	Local Intervention Implemented
Fort Worth Academy of Fine Arts	Local Intervention Implemented	Hooks ISD	Local Intervention Implemented
Fort Worth ISD	Local Intervention Implemented	Houston Gateway Academy	Local Intervention Implemented
Franklin ISD	Local Intervention Implemented	Houston Heights High School	Local Intervention Implemented
Fredericksburg ISD	Local Intervention Implemented	Houston ISD	Local Intervention Implemented
Frost ISD	Local Intervention Implemented	Howe ISD	Local Intervention Implemented
Fruit of Excellence	Completed—Routine Follow-up	Hubbard ISD	Local Intervention Implemented
Fruitvale ISD	Local Intervention Implemented	Huffman ISD	Local Intervention Implemented
Ft. Stockton ISD	Local Intervention Implemented	Hunt ISD	Local Intervention Implemented
Galveston ISD	Oversight/Sanction/Intervention	Huntsville ISD	Local Intervention Implemented
Garland ISD	Local Intervention Implemented	Hurst-Eules-Bedford ISD	Local Intervention Implemented
Gary ISD	Local Intervention Implemented	Idalou ISD	Local Intervention Implemented

^aEducation service center.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2006-07 (continued)**

District	Status	District	Status
Idea Academy	Local Intervention Implemented	Lufkin ISD	Local Intervention Implemented
Industrial ISD	Local Intervention Implemented	Luling ISD	Completed—Routine Follow-up
Inspired Vision Academy	Local Intervention Implemented	Madisonville CISD	Local Intervention Implemented
Iraan-Sheffield ISD	Local Intervention Implemented	Malta ISD	Local Intervention Implemented
Iredell ISD	Local Intervention Implemented	Marathon ISD	Local Intervention Implemented
Jacksboro ISD	Local Intervention Implemented	Marfa ISD	Completed—Noncompliance Follow-up
Jacksonville ISD	Local Intervention Implemented	Marietta ISD	Local Intervention Implemented
Jamie's House Charter School	Local Intervention Implemented	Marlin ISD	Local Intervention Implemented
Jasper ISD	Local Intervention Implemented	Marshall ISD	Local Intervention Implemented
Jayton-Girard ISD	Local Intervention Implemented	Mart ISD	Local Intervention Implemented
Jefferson ISD	Local Intervention Implemented	Martins Mill ISD	Completed—Routine Follow-up
Joaquin ISD	Local Intervention Implemented	Mason ISD	Local Intervention Implemented
Johnson City ISD	Local Intervention Implemented	Matagorda ISD	Local Intervention Implemented
Jonesboro ISD	Local Intervention Implemented	Maypearl ISD	Local Intervention Implemented
Kemp ISD	Local Intervention Implemented	McLeod ISD	Local Intervention Implemented
Kendleton ISD	Local Intervention Implemented	McMullen County ISD	Local Intervention Implemented
Kenedy ISD	Local Intervention Implemented	Medina ISD	Local Intervention Implemented
Kilgore ISD	Local Intervention Implemented	Medina Valley ISD	Local Intervention Implemented
Klein ISD	Local Intervention Implemented	Midland Academy Charter School	Completed—Routine Follow-up
Klondike	Local Intervention Implemented	Midway ISD (ESC ^a 9)	Local Intervention Implemented
Knippa ISD	Local Intervention Implemented	Miles ISD	Local Intervention Implemented
Kountze ISD	Local Intervention Implemented	Miller Grove ISD	Local Intervention Implemented
La Marque ISD	Local Intervention Implemented	Millsap ISD	Local Intervention Implemented
La Pryor ISD	Local Intervention Implemented	Mineola ISD	Local Intervention Implemented
La Vernia ISD	Local Intervention Implemented	Mineral Wells ISD	Local Intervention Implemented
Lake Worth ISD	Local Intervention Implemented	Monahans-Wickett-Pyote ISD	Local Intervention Implemented
Lamesa ISD	Local Intervention Implemented	Montgomery ISD	Local Intervention Implemented
Lasara ISD	Local Intervention Implemented	Moody ISD	Local Intervention Implemented
Lazbuddie ISD	Local Intervention Implemented	Moran ISD	Local Intervention Implemented
Lefors ISD	Local Intervention Implemented	Morgan ISD	Local Intervention Implemented
Leon ISD	Local Intervention Implemented	Motley County ISD	Local Intervention Implemented
Leonard ISD	Local Intervention Implemented	Mount Calm ISD	Local Intervention Implemented
Levelland ISD	Local Intervention Implemented	Mount Enterprise ISD	Local Intervention Implemented
Leveretts Chapel ISD	Local Intervention Implemented	Mount Pleasant ISD	Local Intervention Implemented
Liberty Hill ISD	Local Intervention Implemented	Mount Vernon ISD	Local Intervention Implemented
Liberty-Eylau ISD	Local Intervention Implemented	Mullin ISD	Local Intervention Implemented
Lindale ISD	Local Intervention Implemented	Murchison ISD	Local Intervention Implemented
Lingleville ISD	Local Intervention Implemented	Navasota ISD	Local Intervention Implemented
Lipan ISD	Local Intervention Implemented	Nazareth ISD	Local Intervention Implemented
Little-Cypress-Mauriceville CISD	Local Intervention Implemented	Neches ISD	Local Intervention Implemented
Littlefield ISD	Local Intervention Implemented	Needville ISD	Local Intervention Implemented
Livingston ISD	Local Intervention Implemented	New Braunfels ISD	Local Intervention Implemented
Llano ISD	Local Intervention Implemented	New Deal ISD	Local Intervention Implemented
Lockhart ISD	Local Intervention Implemented	New Diana ISD	Local Intervention Implemented
Lockney ISD	Local Intervention Implemented	New Frontiers Charter School	Local Intervention Implemented
London ISD	Completed—Routine Follow-up	New Summerfield ISD	Local Intervention Implemented
Lone Oak ISD	Local Intervention Implemented	New Waverly ISD	Local Intervention Implemented
Lorena ISD	Local Intervention Implemented	Newcastle ISD	Local Intervention Implemented
Louise ISD	Local Intervention Implemented	Nixon-Smiley CISD	Local Intervention Implemented
Lovelady ISD	Local Intervention Implemented	Nocona ISD	Local Intervention Implemented
Lueders-Avoca ISD	Local Intervention Implemented		

^aEducation service center.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2006-07 (continued)**

District	Status	District	Status
North Hopkins ISD	Completed—Routine Follow-up	Redwater ISD	Local Intervention Implemented
Nova Charter School (Southeast)	Local Intervention Implemented	Refugio ISD	Local Intervention Implemented
Novice ISD	Local Intervention Implemented	Rice CISD	Local Intervention Implemented
Nursery ISD	Local Intervention Implemented	Rice ISD	Local Intervention Implemented
NYOS Charter School	Local Intervention Implemented	Richard Milburn Academy (Beaumont)	Local Intervention Implemented
Odem-Edroy ISD	Local Intervention Implemented	Richards ISD	Local Intervention Implemented
Oglesby ISD	Completed—Routine Follow-up	Richardson ISD	Local Intervention Implemented
Olton ISD	Local Intervention Implemented	Richland Springs ISD	Local Intervention Implemented
Onalaska ISD	Local Intervention Implemented	Rio Grande City CISD	Local Intervention Implemented
One Stop Multiservice Charter School	Local Intervention Implemented	Rio Vista ISD	Local Intervention Implemented
Orange Grove ISD	Local Intervention Implemented	Rising Star ISD	Local Intervention Implemented
Overton ISD	Local Intervention Implemented	River Road ISD	Local Intervention Implemented
Pampa ISD	Local Intervention Implemented	Robstown ISD	Local Intervention Implemented
Paradigm Accelerated School	Local Intervention Implemented	Roosevelt ISD	Local Intervention Implemented
Paris ISD	Local Intervention Implemented	Roscoe ISD	Local Intervention Implemented
Pasadena ISD	Local Intervention Implemented	Roxton ISD	Local Intervention Implemented
Paso Del Norte	Local Intervention Implemented	Royse City ISD	Local Intervention Implemented
Pawnee ISD	Local Intervention Implemented	Rule ISD	Local Intervention Implemented
Pearsall ISD	Local Intervention Implemented	Runge ISD	Local Intervention Implemented
Pettus ISD	Local Intervention Implemented	Sabine ISD	Completed—Routine Follow-up
Pewitt CISD	Local Intervention Implemented	Sabine Pass ISD	Local Intervention Implemented
Pflugerville ISD	Local Intervention Implemented	Sam Rayburn ISD	Local Intervention Implemented
Pharr-San Juan-Alamo ISD	Local Intervention Implemented	San Antonio Can High School	Local Intervention Implemented
Pine Tree ISD	Local Intervention Implemented	San Antonio School For Inquiry & Creativity	Local Intervention Implemented
Pittsburg ISD	Local Intervention Implemented	San Elizario ISD	Local Intervention Implemented
Plano ISD	Local Intervention Implemented	San Felipe-Del Rio CISD	Local Intervention Implemented
Pleasant Grove ISD	Local Intervention Implemented	San Vicente ISD	Local Intervention Implemented
Pleasanton ISD	Oversight/Sanction/Intervention	Santa Gertrudis ISD	Local Intervention Implemented
Plemons-Stinnett-Phillips CISD	Local Intervention Implemented	Savoy ISD	Local Intervention Implemented
Point Isabel ISD	Local Intervention Implemented	Scurry-Rosser ISD	Local Intervention Implemented
Poolville ISD	Local Intervention Implemented	Sealy ISD	Local Intervention Implemented
Port Neches-Groves ISD	Local Intervention Implemented	Ser-Ninos Charter School	Local Intervention Implemented
Post ISD	Local Intervention Implemented	Seymour ISD	Local Intervention Implemented
Poteet ISD	Local Intervention Implemented	Shallowater ISD	Local Intervention Implemented
Poth ISD	Local Intervention Implemented	Sharyland ISD	Local Intervention Implemented
Prairie Valley ISD	Local Intervention Implemented	Sherman ISD	Local Intervention Implemented
Presidio ISD	Oversight/Sanction/Intervention	Silsbee ISD	On-Site Intervention Assigned
Princeton ISD	Local Intervention Implemented	Silverton ISD	Local Intervention Implemented
Pringle-Morse CISD	Local Intervention Implemented	Simms ISD	Local Intervention Implemented
Prosper ISD	Completed—Routine Follow-up	Slaton ISD	Local Intervention Implemented
Quinlan ISD	Local Intervention Implemented	Slidell ISD	Local Intervention Implemented
Quitman ISD	Local Intervention Implemented	Slocum ISD	Local Intervention Implemented
Radiance Academy of Learning	Local Intervention Implemented	Smithville ISD	Local Intervention Implemented
Rains ISD	Local Intervention Implemented	Snook ISD	Local Intervention Implemented
Randolph Field ISD	Local Intervention Implemented	Snyder ISD	Local Intervention Implemented
Ranger ISD	Local Intervention Implemented	Socorro ISD	Local Intervention Implemented
Raymondville ISD	Local Intervention Implemented	Sonora ISD	Local Intervention Implemented
Reagan County ISD	Local Intervention Implemented	South Texas ISD	Local Intervention Implemented
		Southland ISD	Local Intervention Implemented
		Southwest ISD	Local Intervention Implemented

^aEducation service center.

continues

**Appendix 7-D. Special Education Monitoring Status,
Districts in Stage 1A Intervention, 2006-07 (continued)**

District	Status	District	Status
Southwest School	Local Intervention Implemented	United ISD	Local Intervention Implemented
Spearmen ISD	Local Intervention Implemented	Universal Academy	Local Intervention Implemented
Spring Branch ISD	Local Intervention Implemented	Utopia ISD	Local Intervention Implemented
Springtown ISD	Local Intervention Implemented	Valley Mills ISD	Local Intervention Implemented
St. Mary's Academy Charter School	Local Intervention Implemented	Valley View ISD (ESC ^a 1)	Local Intervention Implemented
Stanton ISD	Completed—Routine Follow-up	Van Vleck ISD	Local Intervention Implemented
Star ISD	Local Intervention Implemented	Varnett Charter School	Local Intervention Implemented
Stephenville ISD	Local Intervention Implemented	Vega ISD	Oversight/Sanction/Intervention
Sterling City ISD	Local Intervention Implemented	Venus ISD	Local Intervention Implemented
Stratford ISD	Local Intervention Implemented	Vidor ISD	Local Intervention Implemented
Strawn ISD	Local Intervention Implemented	Vysehrad ISD	Local Intervention Implemented
Sudan ISD	Local Intervention Implemented	Waelder ISD	Local Intervention Implemented
Sulphur Springs ISD	Local Intervention Implemented	Wall ISD	Local Intervention Implemented
Sundown ISD	Local Intervention Implemented	Waller ISD	Local Intervention Implemented
Sunnyvale ISD	Local Intervention Implemented	Warren ISD	Local Intervention Implemented
Tarkington ISD	Local Intervention Implemented	Waxahachie ISD	Local Intervention Implemented
Tatum ISD	Local Intervention Implemented	Weimar ISD	Local Intervention Implemented
Teague ISD	Local Intervention Implemented	Wellman-Union CISD	Local Intervention Implemented
Temple Education Center	Local Intervention Implemented	Wells ISD	Local Intervention Implemented
Tenaha ISD	Local Intervention Implemented	Weslaco ISD	Local Intervention Implemented
Terrell County ISD	Completed—Noncompliance Follow-up	West ISD	Local Intervention Implemented
Terrell ISD	Local Intervention Implemented	West Orange-Cove CISD	Local Intervention Implemented
Terarkana ISD	Local Intervention Implemented	West Rusk ISD	Oversight/Sanction/Intervention
Theresa B Lee Academy	Local Intervention Implemented	West Sabine ISD	Local Intervention Implemented
Thrall ISD	Local Intervention Implemented	Wheeler ISD	Local Intervention Implemented
Tidehaven ISD	Local Intervention Implemented	White Settlement ISD	Completed—Routine Follow-up
Timpson ISD	Local Intervention Implemented	Whiteface CISD	Local Intervention Implemented
Tolar ISD	Local Intervention Implemented	Windthorst ISD	Local Intervention Implemented
Tornillo ISD	Local Intervention Implemented	Woodsboro ISD	Local Intervention Implemented
Trenton ISD	Local Intervention Implemented	Woodson ISD	Local Intervention Implemented
Trinity Basin Preparatory	Local Intervention Implemented	Yes Preparatory Public Schools	Local Intervention Implemented
Trinity Charter School	Local Intervention Implemented	Yoakum ISD	Completed—Routine Follow-up
Troup ISD	Completed—Routine Follow-up	Yorktown ISD	Local Intervention Implemented
Troy ISD	Local Intervention Implemented	Zavalla OSD	Local Intervention Implemented
Union Hill ISD	Local Intervention Implemented	Zoe Learning Academy	Local Intervention Implemented

^aEducation service center.

**Appendix 7-E. Special Education Monitoring Status,
Districts in Stage 1B Intervention, 2006-07**

District	Status	District	Status
Accelerated Intermediate Academy	Completed—Noncompliance Follow-up	Fannindel ISD	Completed—Noncompliance Follow-up
Alamo Heights ISD	Completed—Noncompliance Follow-up	Floydada ISD	Completed—Routine Follow-up
Alice ISD	Completed—Routine Follow-up	Focus Learning Academy	Completed—Routine Follow-up
Alpha Charter School	Completed—Routine Follow-up	Fort Worth Can Academy	Completed—Noncompliance Follow-up
Andrews ISD	Completed—Noncompliance Follow-up	Frankston ISD	Completed—Routine Follow-up
Aspermont ISD	Completed—Routine Follow-up	Frenship ISD	Completed—Noncompliance Follow-up
Balmorhea ISD	Completed—Noncompliance Follow-up	Ft. Davis ISD	Oversight/Sanction/Intervention
Bangs ISD	Completed—Routine Follow-up	Garrison ISD	Completed—Routine Follow-up
Bay City ISD	Completed—Noncompliance Follow-up	George Gervin Academy	Completed—Routine Follow-up
Big Springs Charter School	Completed—Routine Follow-up	George I Sanchez Charter High School (San Antonio)	Completed—Noncompliance Follow-up
Bishop CISD	Completed—Routine Follow-up	George West ISD	Completed—Noncompliance Follow-up
Blanco ISD	Completed—Noncompliance Follow-up	Giddings ISD	Completed—Routine Follow-up
Blanket ISD	Completed—Routine Follow-up	Golden Rule Charter School	Completed—Routine Follow-up
Brady ISD	Completed—Noncompliance Follow-up	Goliad ISD	Completed—Noncompliance Follow-up
Brazos ISD	Completed—Routine Follow-up	Goodrich ISD	Completed—Routine Follow-up
Brenham ISD	Completed—Routine Follow-up	Gruver ISD	Completed—Noncompliance Follow-up
Brookeland ISD	Completed—Routine Follow-up	Hallettsville ISD	Completed—Routine Follow-up
Brownfield ISD	Completed—Routine Follow-up	Hamlin ISD	Completed—Noncompliance Follow-up
Bryan ISD	Completed—Routine Follow-up	Hawkins ISD	Completed—Routine Follow-up
Bullard ISD	Completed—Routine Follow-up	Hedley ISD	Completed—Routine Follow-up
Burnet CISD	Completed—Routine Follow-up	Hemphill ISD	Completed—Routine Follow-up
Canutillo ISD	Completed—Routine Follow-up	Hempstead ISD	Completed—Noncompliance Follow-up
Castleberry ISD	Completed—Noncompliance Follow-up	Hidalgo ISD	Completed—Routine Follow-up
Chilton ISD	Completed—Routine Follow-up	Highland ISD	Completed—Routine Follow-up
Clarksville ISD	Completed—Routine Follow-up	Hitchcock ISD	Completed—Noncompliance Follow-up
Clint ISD	Completed—Routine Follow-up	Holland ISD	Completed—Noncompliance Follow-up
Coolidge ISD	Completed—Noncompliance Follow-up	Houston Can Academy Charter School	Completed—Noncompliance Follow-up
Cooper ISD	Completed—Routine Follow-up	Huckabay ISD	Completed—Routine Follow-up
Corrigan-Camden ISD	Completed—Routine Follow-up	Hull-Daisetta ISD	Completed—Routine Follow-up
Corsicana ISD	Completed—Noncompliance Follow-up	Iola ISD	Completed—Routine Follow-up
Crane ISD	Completed—Routine Follow-up	Jim Hogg County ISD	Completed—Routine Follow-up
Crosby ISD	Completed—Routine Follow-up	Jubilee Academic Center	Completed—Noncompliance Follow-up
Crystal City ISD	Completed—Noncompliance Follow-up	Karnes City ISD	Completed—Routine Follow-up
Culberson County-Allamoore ISD	Completed—Noncompliance Follow-up	Katherine Anne Porter School	Completed—Routine Follow-up
Cumberland Academy	Completed—Noncompliance Follow-up	Keene ISD	Completed—Routine Follow-up
Cushing ISD	Completed—Routine Follow-up	Kerens ISD	Completed—Routine Follow-up
Dallas Can Academy Charter	Completed—Noncompliance Follow-up	Kermit ISD	Completed—Routine Follow-up
Dallas Community Charter School	Completed—Noncompliance Follow-up	Kipp Austin College Prep School Inc.	Completed—Noncompliance Follow-up
Dawson ISD (ESC 17 ^a)	Completed—Routine Follow-up	Kipp Inc. Charter	Completed—Routine Follow-up
Dayton ISD	Completed—Noncompliance Follow-up	Knox City-O'Brien CISD	Completed—Routine Follow-up
DeSoto ISD	Completed—Routine Follow-up	Kopperl ISD	Completed—Routine Follow-up
Eagle Academies of Texas	Completed—Routine Follow-up	La Grange ISD	Completed—Noncompliance Follow-up
East Bernard ISD	Completed—Routine Follow-up	La Joya ISD	Completed—Noncompliance Follow-up
Edinburg CISD	Completed—Noncompliance Follow-up	La Villa ISD	Completed—Routine Follow-up
Etoile ISD	Completed—Routine Follow-up	Leakey ISD	Completed—Routine Follow-up
Eula ISD	Completed—Routine Follow-up	Liberty ISD	Completed—Routine Follow-up
Evant ISD	Completed—Routine Follow-up	Loop ISD	Completed—Routine Follow-up
Faith Family Academy of Oak Cliff	Completed—Routine Follow-up	Lorenzo ISD	Completed—Routine Follow-up

^aEducation service center.

continues

**Appendix 7-E. Special Education Monitoring Status,
Districts in Stage 1B Intervention, 2006-07 (continued)**

District	Status	District	Status
Los Fresnos CISD	Completed—Noncompliance Follow-up	San Diego ISD	Completed—Noncompliance Follow-up
Lubbock-Cooper ISD	Completed—Noncompliance Follow-up	Santa Anna ISD	Completed—Routine Follow-up
Lyford CISD	Completed—Routine Follow-up	Santa Maria ISD	Completed—Noncompliance Follow-up
Lytle ISD	Completed—Noncompliance Follow-up	Schleicher ISD	Completed—Noncompliance Follow-up
Maud ISD	Completed—Routine Follow-up	Schulenburg ISD	Completed—Routine Follow-up
McAllen ISD	Completed—Noncompliance Follow-up	Seagraves ISD	Completed—Routine Follow-up
McCamey ISD	Completed—Routine Follow-up	Shamrock ISD	Completed—Routine Follow-up
McGregor ISD	Completed—Routine Follow-up	Shiner ISD	Completed—Routine Follow-up
Meadow ISD	Completed—Routine Follow-up	Sinton ISD	Completed—Noncompliance Follow-up
Memphis ISD	Completed—Routine Follow-up	Sivells Bend ISD	Completed—Routine Follow-up
Menard ISD	Completed—Noncompliance Follow-up	Skidmore-Tynan ISD	Completed—Routine Follow-up
Merkel ISD	Completed—Routine Follow-up	Southwest Preparatory School	Completed—Noncompliance Follow-up
Midland ISD	Completed—Routine Follow-up	Spring Hill ISD	Completed—Routine Follow-up
Milano ISD	Completed—Routine Follow-up	Spur ISD	Completed—Noncompliance Follow-up
Milford ISD	Completed—Noncompliance Follow-up	Stafford MSD	Completed—Noncompliance Follow-up
Mission ISD	Completed—Noncompliance Follow-up	Star Charter School	Completed—Routine Follow-up
Monte Alto ISD	Completed—Noncompliance Follow-up	Sunray ISD	Completed—Noncompliance Follow-up
Morton ISD	Completed—Noncompliance Follow-up	Taft ISD	Completed—Routine Follow-up
Mumford ISD	Completed—Routine Follow-up	Tahoka ISD	Completed—Noncompliance Follow-up
Munday CISD	Completed—Routine Follow-up	Temple ISD	On-Site Intervention Assigned
Nacogdoches ISD	Oversight/Sanction/Intervention	Terlingua CSD	Completed—Routine Follow-up
New Boston ISD	Completed—Routine Follow-up	Texas City ISD	Completed—Noncompliance Follow-up
New Home ISD	Completed—Noncompliance Follow-up	Texas Empowerment Academy	Completed—Routine Follow-up
Newton ISD	Oversight/Sanction/Intervention	Thorndale ISD	Completed—Routine Follow-up
Nordheim ISD	Completed—Routine Follow-up	Trinidad ISD	Completed—Routine Follow-up
Nueces Canyon CISD	Completed—Routine Follow-up	Trinity ISD	Completed—Routine Follow-up
O'Donnell ISD	Completed—Routine Follow-up	Turkey-Quitaque ISD	Completed—Routine Follow-up
Paducah ISD	Completed—Routine Follow-up	Tyler ISD	Completed—Routine Follow-up
Palacios ISD	Completed—Routine Follow-up	Waco Charter School	Completed—Routine Follow-up
Pecos-Barstow-Toyah ISD	Completed—Routine Follow-up	Waco ISD	Completed—Noncompliance Follow-up
Perryton ISD	Completed—Noncompliance Follow-up	Walnut Bend ISD	Completed—Routine Follow-up
Petersburg ISD	Completed—Routine Follow-up	Waskom ISD	Completed—Noncompliance Follow-up
Plains ISD	Completed—Routine Follow-up	Water Valley ISD	Completed—Routine Follow-up
Port Arthur ISD	Completed—Noncompliance Follow-up	Webb CISD	Completed—Routine Follow-up
Premont ISD	Completed—Routine Follow-up	Wellington ISD	Completed—Routine Follow-up
Queen City ISD	Completed—Routine Follow-up	West Houston Charter School	Completed—Noncompliance Follow-up
Raul Yzaguirre School for Success	Completed—Routine Follow-up	Wharton ISD	Completed—Noncompliance Follow-up
Ricardo ISD	Completed—Routine Follow-up	Whitehouse ISD	Completed—Routine Follow-up
Riesel ISD	Completed—Routine Follow-up	Whitewright ISD	Completed—Routine Follow-up
Ripley House Charter School	Completed—Noncompliance Follow-up	Wink-Loving ISD	Completed—Routine Follow-up
Riviera ISD	Completed—Routine Follow-up	Winters ISD	Completed—Routine Follow-up
Roma ISD	Completed—Routine Follow-up	Wolfe City ISD	Completed—Routine Follow-up
Rotan ISD	Completed—Routine Follow-up	Zapata County ISD	Completed—Routine Follow-up
San Augustine ISD	Completed—Routine Follow-up		

^aEducation service center.

**Appendix 7-F. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2006-07**

District	Status	District	Status
Anson ISD	Completed—Routine Follow-up	Harrold ISD	Completed—Routine Follow-up
Apple Springs ISD	Completed—Routine Follow-up	Itasca ISD	TEA On-Site Action Completed: Oversight/Sanction/Intervention
Avinger ISD	Completed—Routine Follow-up	Lancaster ISD	Completed—Noncompliance Follow-up
AW Brown-Fellowship Charter School	Completed—Routine Follow-up	Linden-Kildare CISD	Completed—Routine Follow-up
Baird ISD	Completed—Routine Follow-up	Lohn ISD	Completed—Noncompliance Follow-up
Beckville ISD	Completed—Routine Follow-up	Muenster ISD	Completed—Routine Follow-up
Benavides ISD	Completed—Routine Follow-up	Natalia ISD	Completed—Routine Follow-up
Bloomburg CISD	Completed—Routine Follow-up	Ralls ISD	Completed—Routine Follow-up
Brackett ISD	Completed—Routine Follow-up	Rosebud-Lott ISD	Completed—Routine Follow-up
Bruceville-Eddy ISD	Completed—Routine Follow-up	Rusk ISD	Completed—Routine Follow-up
Clarendon ISD	Completed—Routine Follow-up	Saltillo ISD	Completed—Routine Follow-up
Donna ISD	Completed—Noncompliance Follow-up	San Perlita ISD	Completed—Routine Follow-up
Eagle Pass ISD	Completed—Noncompliance Follow-up	Seminole ISD	Completed—Routine Follow-up
El Paso Academy	Completed—Noncompliance Follow-up	Shekinah Radiance Academy	Completed—Routine Follow-up
Friona ISD	Completed—Routine Follow-up	Springlake-Earth ISD	Completed—Routine Follow-up
Grandfalls-Royalty ISD	Completed—Routine Follow-up	Stamford ISD	Completed—Routine Follow-up
Grapeland ISD	Completed—Routine Follow-up	Woodville ISD	Completed—Routine Follow-up
Hardin ISD	Completed—Routine Follow-up		

**Appendix 7-G. Special Education Monitoring Status,
Districts in Stage 3 Intervention, 2006-07**

District	Status	District	Status
Alto ISD	Completed—Routine Follow-up	Pegasus School of Liberal Arts and Sciences	Completed—Noncompliance Follow-up
Anahuac ISD	Completed—Routine Follow-up	Por Vida Academy	Completed—Noncompliance Follow-up
Ben Bolt-Palito Blanco ISD	Completed—Routine Follow-up	Progreso ISD	Completed—Noncompliance Follow-up
Crosbyton CISD	Completed—Noncompliance Follow-up	Quanah ISD	Completed—Routine Follow-up
Gunter ISD	Completed—Routine Follow-up	Rio Hondo ISD	Completed—Noncompliance Follow-up
Honey Grove ISD	Completed—Routine Follow-up	Rocksprings ISD	Completed—Routine Follow-up
Jean Massieu Academy	Oversight/Sanction/Intervention	Sabinal ISD	Completed—Routine Follow-up
Karnack ISD	Completed—Routine Follow-up	San Benito CISD	Completed—Noncompliance Follow-up
Manor ISD	Completed—Routine Follow-up	Sheldon ISD	Completed—Noncompliance Follow-up
Mathis ISD	Completed—Noncompliance Follow-up	South San Antonio ISD	TEA On-Site Action Completed: Oversight/Sanction/Intervention
Mercedes ISD	Completed—Noncompliance Follow-up	Uvalde CISD	Completed—Noncompliance Follow-up
Palestine ISD	Completed—Noncompliance Follow-up		

**Appendix 7-H. Special Education Monitoring Status,
Districts in Stage 4 Intervention, 2006-07**

District	Status	District	Status
Atlanta ISD	TEA On-Site Action Completed— Noncompliance Follow-up	John H. Wood Charter School	TEA On-Site Action Completed— Noncompliance Follow-up
Boling ISD	TEA On-Site Action Completed— Oversight/Sanction/Intervention	Laneville ISD	TEA On-Site Action Completed— Noncompliance Follow-up
Bremond ISD	TEA On-Site Action Completed— Noncompliance Follow-up	Laredo ISD	TEA On-Site Action Completed— Oversight/Sanction/Intervention
Burkeville ISD	TEA On-Site Action Completed— Noncompliance Follow-up	Leggett ISD	TEA On-Site Action Completed— Noncompliance Follow-up
Commerce ISD	TEA On-Site Action Completed— Routine Follow-up	Lometa ISD	TEA On-Site Action Completed— Routine Follow-up
Crockett ISD	TEA On-Site Action Completed— Noncompliance Follow-up	Longview ISD	TEA On-Site Action Completed— Noncompliance Follow-up
D'Hanis ISD	TEA On-Site Action Completed— Routine Follow-up	North Forest ISD	TEA On-Site Action Completed— Oversight/Sanction/Intervention
Flatonia ISD	TEA On-Site Action Completed— Noncompliance Follow-up	Panola Charter	TEA On-Site Action Completed— Noncompliance Follow-up
Italy ISD	TEA On-Site Action Completed— Noncompliance Follow-up	Sands ISD	TEA On-Site Action Completed— Routine Follow-up

**Appendix 7-I. Special Education Monitoring Status,
Districts in Other Intervention, 2006-07**

District	Status	District	Status
Benji's Special Educational Academy	Oversight/Sanction/Intervention	Kenedy County Wide CSD Kingsville ISD	Oversight/Sanction/Intervention Oversight/Sanction/Intervention

8. Status of the Curriculum

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

- ♦ facilitating 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 address such important basic skills as spelling, grammar, language usage, and punctuation. In addition, they emphasize rigor through research, analysis of literature and media, and informal and formal writing, as well as synthesis of information in reading, writing, speaking, and viewing. The process of refining and aligning the TEKS for English language arts and reading across grade levels was begun in September 2005. In June 2006, the State Board of Education (SBOE) decided that more significant revisions were necessary. This revision process began in the 2006-07 school year. The SBOE is expected to adopt revisions to the TEKS in 2008.

Each regional education service center (ESC) 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. TEA curriculum staff worked with the SBOE and the state dyslexia coordinator to update the

state publication, *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* in 2007.

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). (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, added by the 75th Texas Legislature in 1997, 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 commonly used early reading instrument 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. The instruments are provided biennially to districts upon request.

In 1999, the 76th Texas Legislature required 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 (TEC §28.006). Districts received funds for accelerated reading intervention at Grades K-7 in 2006-07. 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 (TEC §§21.410 and 21.0481). 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. In the 2006-07 school year, the MRT grant program paid \$2,510,000 to districts for 519 MRT stipends.

In 2005, the 79th Texas Legislature allocated \$15 million to fund intensive reading instruction programs in schools struggling to improve reading achievement for students in Grades 4-7. Funding priority was given to schools with the greatest need, based on TAKS reading performance. Program providers were selected through a request for qualifications, and campuses began implementing the programs in summer 2006.

The Texas Adolescent Literacy Project was initiated in January 2006 to develop and evaluate assessment and intervention approaches for middle school students who struggle with reading and are at risk of not performing at proficient levels on the eighth-grade TAKS reading assessment. The project team, which is led by the Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin, and includes researchers at the University of Houston, has developed an assessment for identifying and planning instruction for struggling middle school readers. The group also has developed a multitiered, schoolwide intervention approach for students with reading difficulties of differing severity and a set of quality professional development materials for middle school educators. Initial training was conducted in August 2006. Ongoing professional development through teacher study groups is held approximately every three weeks throughout the academic year. In 2007, the 80th Texas Legislature allocated funds for fiscal years 2008 and 2009 to conduct teacher reading academies in Grades 6-8 to train teachers in the use of diagnostic instruments and intensive reading instruction programs developed under the Adolescent Literacy Project.

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements

(19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 94 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 2006-07 school year, 732,154 students were identified as LEP, an increase of 417,448 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 to ensure the success of English language learners (ELLs). Many of the resources are available on the TEA website. The TEA website also provides links to the English language proficiency standards and content area TEKS for classrooms with ELLs, as well as information on program design, instruction, assessment, data, research, state and federal law, and administrative rules. ESC 2 has developed research-based training guides for all ESCs in the state. *LEER MAS II* provides resources for teaching Spanish reading in Grades 2-6, including an overview of the Texas English Language Proficiency Assessment System, strategies for developing effective Spanish literacy and for transitioning to English, and sample activities in Spanish and English.

ESC 13 held a conference for superintendents in January 2007 on Promoting Academic Success and Accountability for English Language Learners (PASA) and, in November 2007, will hold the PASA II conference for administrators and school district personnel. Teachers and administrators will learn about current practices regarding assessment, accountability, and instruction that will ultimately enhance the achievement of English language learners. In May 2007, ESC 2 conducted the fifth 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 ELLs. In June 2007, ESC 2 conducted the 12th 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.

Under the Limited English Proficient Student Success Initiative, several ESCs delivered research-based training-of-trainers. In June 2006, ESC 1 delivered sessions on *LEER MAS 1* (Grades PK-1) and *What Every Secondary Content Area Teacher Needs to Know* to all ESCs in the state and to districts with high percentages of LEP students. ESC 2 developed and delivered sessions on *Sheltered Instruction in the Elementary Content Areas through the English Language Proficiency Standards* and *Science in the Elementary ESL Classroom* through the Institute for Second Language Achievement at Texas A&M, Corpus Christi.

Mathematics

The TEKS for mathematics were refined and aligned across grade levels during 2004 and 2005. Amendments to the mathematics TEKS for secondary grades were adopted by the SBOE in February 2005. Amendments to the mathematics TEKS for elementary grades were adopted in September 2005 and 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. In 2006, the 79th Texas Legislature (3rd Called Session), added a fourth course in mathematics to the graduation requirements under the Recommended and Distinguished Achievement High School Programs (TEC §28.025). This requirement will be implemented beginning with students who enter Grade 9 in 2007-08.

Texas Mathematics Initiative

In 2001, the 77th Texas Legislature created the Texas Mathematics Initiative, patterned after the state's Reading Initiative. 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.

One component of the Mathematics Initiative, the Texas Mathematics Diagnostic System, assists educators in assessing student mathematics skills. The system also serves to inform instructional practice and provide intervention for students working below grade level or struggling with mathematics concepts.

To improve teaching effectiveness, the Mathematics Initiative has created professional development in three

critical areas: (a) use of TEKS instructional standards; (b) instruction of ELLs; and (c) use of technology tools. The training focuses on effective mathematics instructional practices for Grades K-12 and was developed with university partners to ensure good research foundations. A total of 17 training modules have been created by four university partners. This professional development was provided to master trainers in ESCs and large school districts during the 2006-07 school year. The master trainers will provide the training to constituent school districts. All professional development modules are also being made available on-line.

The Mathematics for English Language Learners project, coordinated by the Texas State University System, is a multiyear effort to develop instructional resources that increase the effectiveness of mathematics instruction for ELLs in Grades K-12. The project will identify common issues associated with teaching mathematics to ELLs and develop tools and training for educators that target these issues.

The master mathematics teacher (MMT) grant program (TEC §21.411) pays stipends for certified MMTs in designated positions at high-need campuses. SBEC established standards for certification, approved MMT training entities, and developed frameworks for the certification examination (TEC §21.0482). In the 2006-07 school year, the MMT grant program paid \$283,000 to districts for 60 MMT stipends.

In 2005, the 79th Texas Legislature allocated \$5 million to fund intensive mathematics instruction programs in schools struggling to improve mathematics achievement for students in Grades 4-7. Funding priority was given to schools with the greatest need, based on TAKS mathematics performance. Program providers were selected through a request for qualifications, and campuses began implementing the programs in summer 2006.

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 time spent in high school science courses be devoted to laboratory and field investigations.

The 79th Texas Legislature (3rd Called Session), added a fourth course in science to the graduation requirements under the Recommended and Distinguished Achievement High School Programs

(TEC §28.025). This requirement will be implemented beginning with students who enter Grade 9 in 2007-08.

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 Texas Science Initiative is part of a multimillion dollar effort to increase student achievement in science, technology, engineering, and mathematics, known as the Texas STEM Initiative. The T-STEM Initiative is supported by public/private partnerships to improve student performance through research-based teaching and intervention strategies. Programs designed to increase student achievement include: the master teacher certification programs; on-line diagnostic instruments to assist teachers with assessing student needs; intensive after-school and summer programs for struggling students; and professional development emphasizing effective strategies for teaching mathematics and science.

In 2003, 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 (TEC §21.0484). 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 program is to empower teachers to lead systemic reform in science education. Currently, the 35 regional collaboratives are training and mentoring teachers across the state.

Other Science Initiative efforts include the Texas Science Diagnostic System (TSDS), a Web-based product that provides teachers, parents, and students with tools to assess science skills and instruction in Grades 4-11. The TSDS identifies skills that must be addressed to help students succeed on TAKS. By providing individual student profiles, the system enables teachers to customize materials and develop targeted instruction.

Texas Environmental Education Advisory Committee (TEEAC)

The TEEAC continues to develop a network of more than 130 professional development providers for environmental education teachers that includes museums, zoos, nature centers, and other science-based community resources. 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 the effects of major scientific and technological discoveries and innovations on 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.

In 2005, the 79th Texas Legislature created a pilot program for financial literacy (TEC §29.915) and directed the SBOE to approve personal financial literacy materials for use in economics courses (TEC §28.0021). Materials were approved by the board in April and July of 2006. Additionally, in July 2006

the SBOE adopted amendments to 19 TAC Chapter 74 outlining the personal financial literacy topics to be covered 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 for Texas districts to employ visiting teachers, sponsor study abroad experiences for Texas teachers and students, initiate cultural exchanges, and establish International Spanish Academies.

The LOTE program in Texas schools has experienced annual growth, with enrollment reaching 846,700 students in the 2006-07 school year. Programs are increasing in less commonly taught languages such as Arabic, Chinese, Japanese, Russian, and Vietnamese. Teachers of these languages can become certified as "highly qualified" by passing the American Council on the Teaching of Foreign Languages certification examinations. The Spanish 4 Advanced Placement Language course has been implemented in middle school to begin preparing Spanish-speaking students for college at earlier 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 77th 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*.

In 2005, the 79th Texas Legislature required that the health curriculum emphasize the importance of proper nutrition and exercise (TEC §28.002). The legislature also required that each middle and junior high school in Texas implement a coordinated school health program (TEC §38.014). The programs must be implemented during the 2007-08 school year. New health education textbooks for Grades K-12 were adopted by the SBOE in November 2004 for use in fall of 2005.

Physical Education

In the publication, *Healthy People 2010: Understanding and Improving Health*, the U.S. Department of Health and Human Services identifies inactive persons as having the highest risk of death and disability. Moreover, the report finds that young people today are more sedentary than previous generations. *The Surgeon General's Call To Action To Prevent and Decrease Overweight and Obesity* names schools as a key setting for public health strategies to prevent and decrease the prevalence of overweight and obesity. The TEKS in physical education were adopted to help address these challenges.

The TEKS emphasize traditional concepts, such as movement skills, physical activity, 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.

Under state statute, coordinated health programs implemented by elementary schools must include a physical education component (TEC §§38.013 and 38.014). In addition, the 77th Texas Legislature in 2001 authorized the SBOE to adopt rules requiring students in elementary schools, Grades K-6, to participate in structured daily physical activity (TEC §28.002). 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.

In 2005, the 79th Texas Legislature amended TEC §28.002, authorizing the SBOE to adopt rules requiring students in Grades 6-8 to participate in regular physical activity. In July 2006, the SBOE adopted amendments to 19 TAC §74.32, requiring school districts and open-enrollment charter schools to adopt policies determining the extent to which students enrolled in middle and junior high school settings are allowed to meet physical activity requirements under TEC §28.002(1).

In 2007, the 80th Texas Legislature again amended TEC §28.002, this time to place rulemaking authority for student physical activity with the commissioner of education. The SBOE will repeal rules related to physical activity, and new rules are scheduled to be adopted by the commissioner of education in 2008.

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, §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 incorporate effectively the learning standards in instruction.

Career and Technical Education

Career and technical education, formerly career and technology education, includes TEKS for 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 career and technical education courses address relevant and rigorous academic and technical skills that students need for postsecondary and career success. Whenever possible, the TEKS take an interdisciplinary approach to student learning. Most career and technical education courses also include components that integrate the use of technology to the greatest extent possible.

Career and technical education has been reorganized into 16 career clusters and 81 career pathways endorsed by the U.S. Department of Education. These broad clusters support the Governor's Industry Cluster Initiative, which targets high-growth, high-paying jobs for the 21st century Texas economy. AchieveTexas, a new college and career initiative, was established to highlight the career clusters and prepare every student for secondary and postsecondary education opportunities, career preparation and advancement, meaningful work, and active citizenship.

Career and technical education promotes development of a seamless secondary to postsecondary education system that allows students to progress efficiently and without repetition. Statewide committees of secondary and postsecondary educators have identified content enhancements to make high school career and technical courses equivalent to postsecondary courses. Over 100 approved, content-enhanced, career and technical courses provide statewide, articulated, advanced technical credit for which high school students can receive college credit upon enrollment at a community college. Enrollment in secondary career and technical education programs increased from 916,357 students in 2005-06 to 944,920 students in 2006-07.

To provide school districts with maximum flexibility in offering courses in new and emerging careers, TEA revised the innovative course application. Among the innovative courses approved are Animal Biomedical Science, Software Engineering, Digital Electronics, Geographic Information Systems, and Aerospace Engineering.

Career and technical education courses provide opportunities for students to develop the knowledge and skills necessary to obtain over 130 different industry

credentials. Over 16,000 students earned industry licensures or certifications in 2005-06.

School districts are provided technical support and curriculum resources to facilitate effective instruction of the career and technical education TEKS and to provide course enhancements necessary for students to earn local articulated credit, dual credit, advanced technical credit, and industry certifications and licensures. Support strategies include websites; curriculum resources; regional and statewide teacher training workshops; and summer professional development conferences for career and technical educators, counselors, and administrators. 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 technical instructional programs, TEA is developing the *State Plan for Career and Technical Education, 2008-2013*, as required under TEC §29.182. Based on the statutory goals for career and technical education established in TEC §29.181, a transition plan for 2007-2008 was developed as a guide to assist districts in their efforts to offer quality career and technical education programs that prepare students for college and career. The agency annually submits an updated state plan and a consolidated annual report to the U.S. Department of Education, as required by the Carl D. Perkins Career and Technical Education Act of 2006.

Kindergarten and Prekindergarten Education

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

Although there is no state-required prekindergarten curriculum, TEC §29.153 contains certain requirements 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 (TEC §29.160). 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.

The 79th and 80th Texas Legislatures expanded the list of children eligible for enrollment in prekindergarten classes to include: children of active duty members of the U.S. armed forces; children of members of the armed forces who were injured or killed while serving on active duty; and children who are or have ever been in the conservatorship of the Department of Family and Protective Services (TEC §29.153).

Technology Applications

The technology applications curriculum focuses on teaching, learning, and integrating digital technology knowledge and skills across the curriculum to support learning and promote student achievement. Digital technology refers to the use of computers and related technologies, such as handheld digital devices, digital cameras and recorders, and probes. The curriculum provides a vertical view of expectations for students in prekindergarten through Grade 12. The technology applications TEKS address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*, and the requirements for students and educators specified in NCLB, Title II, Part D. Progress made in implementing the technology applications student and educator standards is documented through the Texas Campus and Teacher School Technology and Readiness (STaR) Chart.

NCLB requires that every student be technology literate by the time the student finishes eighth grade. The technology applications TEKS for Grades K-8 specify expectations for the technology-literate eighth grader in Texas, with benchmarks at Grades 2, 5, and 8. High school courses offer opportunities for in-depth study of technology and prepare students for higher education. Under 19 TAC Chapter 74, Curriculum Requirements,

districts must offer at least four of the technology applications courses. There are multiple avenues for providing instruction in these courses, including distance learning and dual credit/concurrent enrollment. All high school graduation plans require one technology applications graduation credit.

NCLB also requires that technology be fully integrated into curriculum and instruction. The Long-Range Plan for Technology includes this requirement, as well, and the technology applications curriculum has been used to document specific expectations and progress checkpoints for teaching and learning with digital technology.

Beginning in 2005-06, schools received technology applications instructional materials for Grades K-12. The instructional materials for Grades K-8 provide all students and teachers with the resources they need to gain digital technology knowledge and skills while improving learning in English language arts/reading, mathematics, science, and social studies. The materials for high school are course specific.

Since 2002, TEA has funded the Technology Applications Teacher Network (TATN) through NCLB, Title II, Part D. The 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 under NCLB. Resources include information about annual best practices events and professional development opportunities. The TATN, as well as the technology applications instructional materials, assist teachers in meeting SBEC Technology Applications Standards I-V.

In 2007, the 80th Texas Legislature directed the commissioner of education to establish a pilot program in which a participating school district would assess student technology proficiency (TEC §39.0235). In addition, the legislature required that the Texas School Safety Center develop a program of instruction concerning Internet safety (TEC §37.217) and that TEA make available to school districts a list of resources concerning Internet safety (TEC §38.023).

Textbooks and Other Instructional Materials

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 for distribution in 2005-06. At the request of the 78th Texas Legislature, Proclamation 2003 was not issued.

The commissioner of education presented the preliminary Proclamation 2004 to the SBOE in February 2004. The proclamation called for adoption of instructional materials for Grades 6-12 mathematics,

Advanced Placement and International Baccalaureate mathematics, and Grade 6 mathematics. State review panels were convened in June 2006 to evaluate instructional materials submitted for adoption to determine if the essential knowledge and skills were covered. The materials were adopted by the SBOE in November 2006 and distributed in school year 2007-08.

Proclamation 2005 was presented to the SBOE at the November 2005 meeting. The proclamation called for adoption of instructional materials for Grades K-5 mathematics in both English and Spanish. State review panels were convened in June 2007 to evaluate instructional materials submitted for adoption to determine if the essential knowledge and skills were covered. The materials are scheduled for adoption by the SBOE in November 2007 and distribution in school year 2008-09.

In 2006, the 79th Texas Legislature (3rd Called Session), stipulated that the SBOE should not issue additional proclamations, pending consideration of legislation reforming the textbook adoption process. As a result, Proclamation 2006 was not issued. The 80th Texas Legislature in 2007 repealed the moratorium on textbook proclamations, retained the current review and adoption process (TEC §§31.022), and maintained the conforming and nonconforming lists of adopted instructional materials (TEC §§31.023 and 31.024). The legislature also required that the essential knowledge and skills be covered in the student version of the instructional material, as well as the teacher version (TEC §31.023), and that the proclamations be named for the year the materials are expected to be in the classroom instead of the year the proclamation is issued (TEC §31.022). The SBOE is scheduled to establish a new cycle for the review and adoption of instructional materials in September 2007 and issue Proclamation 2010 in November 2007.

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 2004-05 school year. The three graduation plans—minimum, recommended, and distinguished achievement—reflect the more rigorous content. 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). 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 technical education 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 technical education courses.

In July 2004, the SBOE adopted 19 TAC Chapter 74, Subchapter F, describing graduation requirements to take effect with the 2007-08 school year. In 2006, the 79th Texas Legislature (3rd Called Session) added requirements for four credits in mathematics and four credits in science to the graduation requirements under the RHSP and DAP (TEC §28.025). The SBOE adopted amendments to Subchapter F in November 2006 to address statute. Specific revisions for students entering Grade 9 in the 2007-08 school year and thereafter who intend to undertake either the RHSP or DAP curriculum include the following.

- ◆ Students are required to earn at least 26 credits.
- ◆ Four credits of science are required under the RHSP. One credit must be a biology credit. Two credits must be chosen from the following areas, with no more than one being chosen from each of the areas: Integrated Physics and Chemistry (IPC), chemistry, and physics. IPC cannot be taken as the final or fourth year of science, but must be taken before the senior year of high school. The fourth year of science may be selected from the list of state-approved, laboratory-based courses.
- ◆ IPC will not count as one of the four science credits beginning with students entering Grade 9 in the 2012-2013 school year.
- ◆ Four credits of science are required under the DAP. The credits must consist of a biology credit; a chemistry credit; a physics credit; and an additional, approved, laboratory-based science course. IPC cannot be taken as one of the four science credits.

- ◆ Four credits of mathematics are required under the RHSP. The credits must consist of Algebra I, Algebra II, and Geometry. After successful completion of these courses, a student must select the fourth required credit from the approved list of mathematics courses. If selected, Mathematical Models with Applications must be taken prior to Algebra II.
- ◆ Four credits of mathematics are required under the DAP. The credits must consist of Algebra I; Algebra II; Geometry; and an additional, SBOE-approved, mathematics course for which Algebra II is a prerequisite.

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, the SBOE adopted the review of 19 TAC Chapter 74, Curriculum Requirements, in April 2006 determining that the reasons for initially adopting the rules continued to exist.

Agency Contact Person

For information on the state curriculum program, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Sharon Jackson, Deputy Associate Commissioner for Standards and Alignment, (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-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, 2007*, is available on-line at www.tea.state.tx.us/curriculum/elar/index.html.

The *Long-Range Plan for Technology, 2006-2020*; and the *Progress Report on the 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 Technical: www.tea.state.tx.us/cte/resources.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.utdanacenter.org/mathtoolkit/
- ◆ Science: www.utdanacenter.org/sciencetoolkit/
- ◆ 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 past 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 2007, the SBOE had awarded a total of 273 open-enrollment charters under Subchapter D. Of the 211 active open-enrollment charters granted under Subchapter D, 197 are currently serving students. Thirteen of the 273 open-enrollment charters have been revoked, rescinded, or denied renewal; 48 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 (TEC §12.101), excluding charters granted under TEC, Chapter 12, Subchapter E, which may be granted in unlimited number. Like school districts, charter schools are monitored and rated under the statewide accountability system.

The SBOE reviewed 18 first-generation charter renewal applications, and all were renewed in the spring of 2001. Later that year, the 77th Texas Legislature transferred responsibility for charter amendments, renewals, and adverse actions from the SBOE to the commissioner of education (TEC §§12.114-12.1162). As of September 2007, the commissioner of education had taken the following actions. Of second- and third-generation charters: 85 were renewed; 47 were denied renewal, returned, or merged with other charters; and 12 remained under review by agency staff. Of fourth-, fifth-, and sixth-generation charters: 30 were renewed; 3 were returned or revoked; and 7 remained under review by agency staff. Of seventh- and eighth-generation charters: 11 were renewed; 1 was returned; and 3 remained under review by agency staff.

State Waivers

In the 2006-07 school year, the commissioner of education granted a combined total of 1,965 expedited and general state waivers (Table 9.1 on page 132). 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 2006-07, the commissioner approved 518 expedited waivers granting a maximum of three days for general staff development. This accounted for 26.0 percent of all state waivers approved in 2006-07. 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 331 waivers were granted for one or more of these additional days for staff development in 2006-07.

The type of general waiver most frequently requested was one allowing a school district to change the date of

Type of Waiver	Number	Percent
Expedited Waivers		
Staff Development – General	518	26.0
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	292	15.0
Staff Development for Conference Attendance	39	2.0
Modified Schedule - Texas Assessment of Knowledge and Skills	375	19.0
Early Release Days	410	21.0
General Waivers		
Course Requirements - Curriculum	3	0.2
Course Requirements - Career and Technical Education	16	0.8
Certification	20	1.0
Disciplinary Alternative Education Campus	1	<0.1
Study of Electronic Courses	1	<0.1
Alternative Education Program Attendance	12	0.6
Student Identification - Gifted and Talented	1	<0.1
Foreign Exchange Students	33	1.7
Pregnancy-Related Services - Compensatory Education Home Instruction	25	1.3
Site-Based Decision Making Committee	0	0.0
Textbooks	84	4.3
First Day of Instruction for Students	109	5.5
Other Miscellaneous	26	1.3
Total Waivers Approved	1,965	100

Note. Waivers approved from 6/1/06 through 5/31/07. Parts may not add to 100 percent because of rounding.

the first day of instruction. TEC §25.0811 prohibits school districts from beginning instruction earlier than the week in which August 21 occurs. The commissioner of education approved 819 first day of instruction waivers for the 2006-07 school year, 109 of which were granted between June 1, 2006, and the beginning of the 2006-07 school year.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. A class size waiver may be granted under the following conditions: (a) a district is unable to employ qualified teachers; (b) a district is unable to provide educational facilities; or (c) a district is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to be exceeded by only one or two students in only one section at any grade level on any campus. In the 2006-07 school year, 174 class size waivers were granted (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

Semester	Number
Fall 2006	85
Spring 2007	89
Total	174

Note. Waivers approved from 06/01/06 through 05/31/07. Totals may include school districts that received class size waivers in both fall and spring of school year 2006-07.

changes or the commissioner of education determines that achievement levels of the district or campus have declined. As of October 2007, the number of *Exemplary* districts, excluding charter operators, was 19 (1.8%), and the number of *Exemplary* campuses, excluding charter campuses, was 628 (8.1%).

Education Flexibility Partnership Act (Ed-Flex)

Overview

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

TEA was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the United States Department of Education (USDE) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April, President Bush signed legislation that allowed USDE to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

Statewide Administrative Waivers

During the 2006-07 school year, the commissioner of education used Ed-Flex authority to continue two 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 2006-07 school year, the poverty threshold for schoolwide eligibility was 40 percent, and 111 campuses in 71 districts received waivers.

Title I, Part A, Program—Roll Forward

Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. Seven LEAs used this waiver in the 2006-07 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 Campus Allocation waivers and one Title I Paraprofessional Qualifications waiver were granted for the 2006-07 school year.

Agency Contact Persons

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

For information on general state waivers, contact Adrain Johnson, Associate Commissioner for School District 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 mansfield.tea.state.tx.us/Tea.Waivers.Web/Default.aspx. For additional information on federal Ed-Flex waivers, see www.tea.state.tx.us/edflex/.

10. Expenditures and Staff Hours for Direct Instructional Activities

In 2003, the Texas Legislature amended the Texas Education Code (TEC §39.182 and §44.0071, 2004) to require the Texas Education Agency (TEA) to provide an annual summary of the percentages of expenditures and staff hours used by school districts and charter schools for direct instructional activities in the previous fiscal year.

The percentage of expenditures used by a school district or charter school for direct instructional activities is calculated as the sum of operating expenditures reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures. Total operating expenditures comprise actual financial data reported through PEIMS in Function Codes 11-61 and Expenditure Codes 6112-6499; they do not include expenditures reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In fiscal year 2006, 64.2 percent of school district and charter school expenditures statewide were used for direct instructional activities (Table 10.1).

Activity	Expenditures (%)
Instruction	57.2
Instructional Resources and Media Services	1.7
Curriculum Development and Instructional Staff Development	1.9
Guidance and Counseling Services	3.4
Direct Instructional Total	64.2

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. For each employee, total hours worked is calculated by multiplying the percentage of the day worked, as reported through PEIMS, times the number of days worked, as reported through PEIMS, times 7 hours. The percentage of an employee's total hours that is used for direct instructional activities is calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In the 2006-07 school year, 64.2 percent of school district and charter school staff hours statewide were used for direct instructional activities (Table 10.2).

Activity	Staff Hours (%)
Instruction	58.5
Instructional Resources and Media Services	1.7
Curriculum Development and Instructional Staff Development	0.9
Guidance and Counseling Services	3.1
Direct Instructional Total	64.2

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 Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Rita Chase, Financial Audits Division, (512) 463-9095.

Other Sources of Information

See the *2006-2007 Public Education Information Management System Data Standards, Addendum Version*, at www.tea.state.tx.us/peims/standards/0607/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 collections in an electronic format.

Most data submissions from school districts at this time are exclusively electronic. 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 2007-08 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 reviews by two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school

districts, regional education service centers (ESCs), and legislative and executive state government offices. The Information Task Force (ITF) 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. The review ensures that only data mandated by state or federal law are collected and that the data are not requested through more than one collection.

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.

An 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

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

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

^aPublic Education Information Management System.

information electronically via the Internet, and all reporting requirements for the data elements are documented on-line. Total data requirements vary by school district size, but monthly reimbursement claims require entering only eight fields.

The 21st Century Tracking and Reporting System uses data submitted by grantees via the Internet to track student participation in out-of-school activities for the Texas 21st Century Community Learning Centers grant program. The system was designed to meet the yearly reporting requirements of the U.S. Department of Education. There are 189 data elements in the Texas 21st Century Tracking and Reporting System, with 89 reports available to 21st Century grantees and 113 reports to TEA users.

TEA also maintains an automated system for ordering textbooks. The Web-based Educational Materials (EMAT) system allows schools to place textbook orders, adjust student enrollments, and update district inventories. In 2007-08, as in the previous school year, there are 100 data elements in the EMAT, and districts have access to 100 reports.

Through the Texas Educating Adults Management System (TEAMS), users can enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive, interstate information network 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).

Applications for funding and related documentation for a selected 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.

Many agency grants are now administered through eGrants, a comprehensive Web portal that enables submission, tracking, review, and processing of grant applications and the compliance and progress reports associated with grant programs and other grant-related data collections. All grants that can be produced efficiently in electronic format in the time available are considered candidates for eGrants. Currently, about 57 percent of candidate grants are administered through eGrants. Automation of grants has reduced agency processing time, which in turn has allowed school districts to receive funding more quickly.

Paper collection requirements are presented on the TEA website, along with a downloadable version of each

collection instrument. Many of the paper forms are available in an on-line compilation that 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 18 paper data collection instruments (Table 11.2) have 50 total pages of data entry and instructions. Bulletin 742 documents are reviewed on an ongoing basis.

Table 11.2. Bulletin 742 Summary, 2007-08	
Description	Number
Documents Published on the TEA Bulletin 742 Website	
Business Forms	14
Data Collection Instruments	18
Total	32
Data Collections for 2007-08	
Federal Requirements:	
Title I	4
Special Education	1
State Requirements:	
Bilingual Education	1
Special Education	1
Other	11
Total	18

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 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 Assessment, Accountability, and Data Quality, (512) 463-9701; Pat Sullivan, Deputy Associate Commissioner for Data Development, Analysis, and Research; or Marsha Headley, PEIMS Division, (512) 463-9229.

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 Texas Educating Adults Management System (TEAMS), contact Joanie Rethlake, Harris County Department of Education, (713) 696-0700.

For information on the Child Nutrition Program Information Management System (CNPIMS), contact the CNPIMS help desk at the Texas Department of Agriculture, Food and Nutrition Division, (888) TEX-KIDS.

For information on the Educational Materials (EMAT) system, contact Anita Givens or Charles 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) 463-7004; or Ellen Montgomery, Evaluation, Analysis, and Planning Division, (512) 463-7004.

For information on the 21st Century Tracking and Reporting System, contact Nellie Reyes or Gina Salazar, School Support and Student Interventions Division, (512) 463-1218.

Other Sources of Information

For additional information on PEIMS, see www.tea.state.tx.us/peims/ and the *2007-2008 Public Education Information Management System Data Standards, Addendum Version*, at www.tea.state.tx.us/peims/standards/0708/. 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 funds administered by TEA are passed from the agency directly to school districts. The agency administered \$20.0 billion in public education funds in fiscal year (FY) 2007, or school year 2006-07, and will administer \$24.3 billion in FY 2008. Amounts for FY 2007 included an additional \$3.8 billion in Foundation School Fund spending authorized under House Bill (HB) 1 by the 79th Texas Legislature (3rd Called Session). FY 2007 amounts also included a supplemental appropriation of \$686,418 in General Revenue Funds for statewide data center services consolidation authorized under HB 15 by the 80th Texas Legislature.

In FY 2008, as in the previous fiscal year, general revenue funds are the primary method of financing and

account for the largest portion (49.9%) of total agency funds (Table 12.1). Federal funds make up 17.2 percent of agency funds in FY 2008 and other funds make up the remaining 32.9 percent. General revenue funds make up the largest percentage of the TEA administrative budget in FY 2008 (59.3%) (Table 12.2 on page 142).

TEA will retain very little of the state and federal funds received at the agency in FY 2008; 99.6 percent of state funds and 99.0 percent of federal funds pass through the agency to school districts, charter schools, and regional education service centers (Table 12.3 on page 142).

Actual agency expenditures in 2006-07 and planned expenditures for 2007-08 are linked to the goals and strategies outlined in the agency strategic plan, with expenditures reflected at the strategy level (Table 12.4 on page 143).

Table 12.1. TEA, Method of Financing, 2006-07 and 2007-08

Method of Financing	2006-07	2007-08
General Revenue-Related Funds		
General Revenue Funds:		
General Revenue Fund	\$ 224,980,626	\$ 336,055,866
Available School Fund	1,622,000,000	977,100,000
State Textbook Fund	2,398,999	499,309,543
Foundation School Fund	11,406,005,066	9,077,141,592
Certification and Assessment Fees	20,106,917	25,426,847
General Revenue MOE ^a for Temporary Assistance for Needy Families	2,000,000	2,000,000
Lottery Proceeds	1,046,000,000	1,034,800,000
Educator Excellence Fund	0	97,500,000
Subtotal, General Revenue Fund	\$ 14,323,491,608	\$ 12,049,333,848
General Revenue Dedicated:		
Specialty License Plates	86,700	103,140
Telecommunications Infrastructure Fund	115,000,000	96,487,000
Subtotal, General Revenue Dedicated	\$ 115,086,700	\$ 96,590,140
Subtotal, General Revenue-Related Funds	\$ 14,438,578,308	\$ 12,145,923,988
Federal Funds		
Health, Education, and Welfare Fund	2,861,962,393	2,863,093,162
School Lunch Fund	1,104,000,000	1,295,391,475
Other Federal Funds	13,075,480	22,981,350
Subtotal, Federal Funds	\$ 3,979,037,873	\$ 4,181,465,987
Other Funds		
State Highway Fund	50,000,000	50,000,000
Permanent School Fund	7,151,954	11,743,990
Appropriated Receipts – Attendance Credits, Estimated	1,284,000,000	973,700,000
Property Tax Relief	0	6,956,400,000
Interagency Contracts	668,220	3,313,596
Economic Stabilization Fund	228,643,000	0
Subtotal, Other Funds	\$ 1,570,463,174	\$ 7,995,157,586
Total, All Methods of Financing	\$ 19,988,079,355	\$ 24,322,547,561
Total Full Time Equivalents	889.3	990.3

^aMaintenance of effort.

Table 12.2. TEA Administrative Budget, 2007-08		
Method of Financing	Amount	Percent
General Revenue-Related Funds		
General Revenue Fund	\$ 38,298,218	29.7
Textbook Fund	2,813,703	2.2
Foundation School Fund	9,838,699	7.6
Certification and Assessment Fees	25,426,847	19.8
Subtotal, General Revenue-Related Funds	\$ 76,377,467	59.3
Federal Funds		
Health, Education, and Welfare Fund	38,558,498	30.1
Other Federal Fund	1,694,202	1.3
Subtotal, Federal Funds	\$ 40,252,700	31.4
Other Funds		
Permanent School Fund	11,743,990	9.1
Interagency Contracts	313,596	0.2
Subtotal, Other Funds	\$ 12,057,586	9.3
Total, All Methods of Financing	\$ 128,687,753	100.0

Note. Amounts do not include fringe benefits.

Table 12.3. State and Federal Funds Appropriated to TEA and Passed Through to School Districts, Education Service Centers, and Education Providers, 2007-08		
Source of Funds	Amount	Percent
State Funds		
Administrative Budget	\$ 88,435,053	0.4
State Funds Passed Through	20,052,646,521	99.6
Total State Funds	\$ 20,141,081,574	100.0
Federal Funds		
Administrative Budget	40,252,700	1.0
Federal Funds Passed Through	4,141,213,287	99.0
Total Federal Funds	\$ 4,181,465,987	100.0

Agency Contact Persons

For information on TEA funds and expenditures, contact Shirley Beaulieu, Chief Financial Officer, (512) 463-9189; or Dana Aikman, Budget Director, (512) 463-9189.

Other Sources of Information

Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); HB 1, HB 15, and Senate Bill 2, 80th Texas Legislature. For additional information on legislative appropriations, visit the Legislative Budget Board website at www.lbb.state.tx.us.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2006-07 and 2007-08

Goals and Strategies	2006-07	2007-08
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.	\$ 14,416,868,970	\$ 18,515,265,575
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.	774,000,000	752,000,000
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.	486,493,560	519,849,139
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.	1,321,071,531	1,323,571,531
A.2.3. Strategy: Students with Disabilities Develop and implement programs that ensure all students with disabilities graduate from high school with a world-class education.	935,778,508	937,177,878
A.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs. Develop and implement the support programs necessary for all students to graduate from high school with a world-class education.	250,068,643	266,832,247
A.2.5. Strategy: Adult Education and Family Literacy Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.	62,951,575	62,951,575
Subtotal, Goal A	\$ 18,247,232,787	\$ 22,377,647,945

Source: Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); House Bill (HB) 1, HB 15, and Senate Bill 2, 80th Texas Legislature.

continues

Table 12.4. Expenditures Under TEA Goals and Strategies, 2006-07 and 2007-08 (continued)		
Goals and Strategies	2006-07	2007-08
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.	\$ 94,997,650	\$ 93,900,000
B.2.1. Strategy: Educational Technology Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	23,222,333	27,122,333
B.2.2. Strategy: Safe Schools Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to graduate from high school with a world-class education.	45,689,930	45,897,261
B.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	1,117,745,000	1,309,791,475
B.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to ensure that students have the basic education skills they need to contribute to their families, communities, and the world.	59,425,745	59,425,745
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.	264,272,759	276,760,548
B.3.2. Strategy: Agency Operations Develop and implement efficient and effective business processes and operations that support the state's goals for public education and ensure all Texas students graduate from high school with a world-class education.	59,110,310	63,218,040
B.3.3. Strategy: State Board for Educator Certification Operations Build the capacity of the Texas public education system through the review of educator preparation programs and the credentialing of qualified educators.	19,887,076	10,852,309
B.3.4. Strategy: Central Administration Provide efficient agency administration to support the Commissioner of Education as the educational leader of the state.	13,097,753	13,848,981
B.3.5. Strategy: Information Systems – Technology TEA will purchase, develop, and implement information systems that support students, educators, and stakeholders.	32,651,691	33,525,365
B.3.6. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state.	10,746,321	10,557,559
Subtotal, Goal B	\$ 1,740,846,568	\$ 1,944,899,616
Total, All Goals and Strategies	\$ 19,988,079,355	\$ 24,322,547,561

Source. Legislative Appropriations Request for Fiscal Years 2008 and 2009 (TEA, August 2006); House Bill (HB) 1, HB 15, and Senate Bill 2, 80th Texas Legislature.

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.

Although most charters have only one campus, some operate several campuses. As of September 2007, there were 211 open-enrollment charters with 374 approved charter campuses. Charter enrollment is relatively small, compared to enrollment in traditional school districts. In 2006-07, a total of 81,107 students (approximately 1.8% of enrollment statewide) were enrolled in charters, with an average campus enrollment of 217 students.

Charters are held accountable 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.

Charter campuses that serve predominantly students identified as at risk of dropping out of school have the option to register to be rated under alternative education accountability (AEA) procedures. In the 2006-07 school year, approximately 43.7 percent of charter campuses were registered under AEA. By comparison, approximately 3.3 percent of school district campuses were registered under the AEA procedures. Charter campuses registered as alternative education campuses received ratings in 2007 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 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."

In 2007, all students in Grades 3-11 were required to achieve the panel-recommended standard on all Texas Assessment of Knowledge and Skills (TAKS) tests, except the Grade 8 science test. The TAKS science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 standard errors of measurement (SEM) below the panel-recommended standard. In 2007, the passing standard was 1 SEM below the panel-recommended standard. The test will not be used in the accountability system until 2008, when the passing standard reaches the panel-recommended standard.

In this chapter, 2006 and 2007 TAKS results for all tests, except Grade 8 science, are presented at the panel-recommended standard. Results for Grade 8 science are presented separately at the 1 SEM standard but are not included in results summed across all grades tested in science or results for all tests taken. The Grade 8 test results will be included in these aggregate measures when the test becomes part of the accountability system in 2008. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

TAKS Performance

State Summary

The passing rates for charter school students taking the English-version TAKS remained the same or increased in all subject areas except science in at-risk charters from 2006 to 2007 (Table 13.1 on page 146). Overall, the largest increase was in science among not-at-risk

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 contains information on the inception and growth of charters.

Table 13.1. English-Version TAKS Passing Rates (%), by Subject, At-Risk Charters, Not-At-Risk Charters, and School Districts, 2006 and 2007

Subject	At-Risk Charters ^a			Not-At-Risk Charters			School Districts ^b		
	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007
Reading/ELA ^c	74	75	1	87	90	3	87	89	2
Mathematics	50	51	1	74	79	5	75	78	3
Writing	83	85	2	89	91	2	92	93	1
Science	42	41	-1	62	72	10	71	72	1
Social Studies	71	71	0	84	92	8	87	90	3
All Tests Taken	43	43	0	66	73	7	68	70	2

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject. In 2006 and 2007, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The TAKS science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 standard errors of measurement (SEM) below the panel-recommended standard. In 2007, the passing standard was 1 SEM below the panel-recommended standard. Results for Grade 8 science are not included in results summed across all grades tested in science or results for all tests taken. The Grade 8 test results will not be included in these aggregate measures until 2008, when the passing standard reaches the panel-recommended standard, and the test becomes part of the accountability system.

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters. ^cEnglish language arts.

charters, up 10 percentage points to 72 percent. Nevertheless, across all TAKS subject areas in 2007, passing rates for at-risk charters were lower than those for not-at-risk charters and school districts. Not-at-risk charters had higher passing rates in reading/English language arts (ELA), mathematics, and social studies than school districts.

In reading/ELA, across all grades tested, the passing rate for at-risk charters was 75 percent in 2007, and the rate for not-at-risk charters was 90 percent (Table 13.1). The rate for school districts was 1 percentage point lower than the rate for not-at-risk charters. Notably, in Grades 6-10, the passing rates for not-at-risk charters were 3 to 5 percentage points higher than those for school districts (Table 13.2).

In mathematics, across all grades tested, the passing rate for not-at-risk charters in 2007 increased 5 percentage points from the previous year to 79 percent (Table 13.1). Among not-at-risk charters, the greatest improvements were in Grades 9 and 10, up 18 and 19 percentage points, respectively (Table 13.2). Not-at-risk charters had higher passing rates than school districts in Grades 6-11. Among at-risk charters, the greatest improvements were in Grades 10 and 11 (3 percentage points each).

In writing, across all grades tested, the passing rate for at-risk charters in 2007 increased 2 percentage points from the previous year to 85 percent (Table 13.1). The rate for school districts was 2 percentage points higher than that for not-at-risk charters and 8 percentage points higher than that for at-risk charters.

In science, across Grades 5, 10, and 11, the passing rate for not-at-risk charters in 2007 increased 10 percentage points from the previous year to 72 percent (Table 13.1). The largest increase among at-risk

charters was in Grade 11, up 6 percentage points (Table 13.2). In Grades 8 and 10, the passing rates for not-at-risk charters were 9 and 10 percentage points higher than the respective rates for school districts. As discussed earlier in this chapter, results for Grade 8 science are presented separately at the 1 SEM standard but are not included in results summed across all grades tested in science or results for all tests taken.

In social studies, across all grades tested, the passing rate for not-at-risk charters in 2007 was 92 percent, compared to 90 percent for school districts (Table 13.1). In Grade 8, the passing rate for not-at-risk charters (92%) was 4 percentage points higher than the rate for school districts (88%) (Table 13.2).

Analyses by grade and subject of the performance of students in 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 148). In Grade 5, at-risk charters had higher passing rates than school districts in all subjects.

TAKS Performance by Student Group

In 2007, Hispanic students in not-at-risk charters had passing rates in all subjects that were higher than the rates for Hispanic students in school districts (Table 13.4 on page 149). Compared to the previous year, performance among Hispanic students in not-at-risk charters improved most in science and social studies, with increases in passing rates of 15 and 10 percentage points, respectively.

Among economically disadvantaged students in 2007, passing rates in all subjects except writing were higher in not-at-risk charters than school districts. Among African American students, passing rates

Table 13.2. English-Version TAKS Passing Rates (%), by Grade and Subject, At-Risk Charters, Not-At-Risk Charters, and School Districts, 2006 and 2007

Subject	At-Risk Charters ^a			Not-At-Risk Charters			School Districts ^b		
	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007
Grade 3									
Reading	76	74	-2	85	84	-1	90	89	-1
Mathematics	66	63	-3	69	70	1	83	83	0
Grade 4									
Reading	69	72	3	77	81	4	84	85	1
Mathematics	68	69	1	74	78	4	85	87	2
Writing	79	80	1	85	86	1	92	91	-1
Grade 5									
Reading	68	67	-1	77	79	2	81	83	2
Mathematics	68	66	-2	75	79	4	83	86	3
Science	60	51	-9	63	69	6	76	78	2
Grade 6									
Reading	88	88	0	94	95	1	92	92	0
Mathematics	71	69	-2	83	83	0	81	80	-1
Grade 7									
Reading	71	78	7	85	91	6	80	86	6
Mathematics	60	61	1	79	83	4	72	77	5
Writing	86	88	2	93	96	3	91	94	3
Grade 8									
Reading	77	83	6	88	94	6	85	90	5
Mathematics	53	54	1	73	81	8	69	73	4
Science	50	52	2	67	80	13	64	71	7
Social Studies	76	74	-2	87	92	5	84	88	4
Grade 9									
Reading	76	71	-5	89	92	3	89	87	-2
Mathematics	28	28	0	56	74	18	59	62	3
Grade 10									
English Language Arts	63	64	1	79	89	10	86	85	-1
Mathematics	28	31	3	54	73	19	63	65	2
Science	31	27	-4	54	70	16	62	60	-2
Social Studies	62	64	2	74	90	16	84	88	4
Grade 11									
English Language Arts	67	72	5	80	92	12	89	91	2
Mathematics	46	49	3	69	83	14	79	81	2
Science	44	50	6	68	83	15	76	79	3
Social Studies	79	78	-1	89	94	5	95	94	-1

Note. In 2006 and 2007, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The Grade 8 science test was administered for the first time in 2006, and the passing standard was 2 standard errors of measurement (SEM) below the panel-recommended standard. In 2007, the passing standard was 1 SEM below the panel-recommended standard.

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters.

in mathematics and social studies were higher in not-at-risk charters than school districts.

Progress of Prior Year TAKS Failers

In reading/ELA, the 2007 TAKS passing rate for students who failed the test the previous year was 48 percent in not-at-risk charters, compared to 50 percent in school districts (Table 13.5 on page 150). In mathematics, the passing rates for prior year TAKS failers in not-at-risk charters and in school districts were the same (35% each).

State Assessment Participation

In 2007, 96.8 percent of all students in at-risk charters and 98.9 percent of all students in not-at-risk charters took the TAKS, the State-Developed Alternative Assessment II (SDAA II), or the TAKS–Inclusive (TAKS-I), compared to 97.7 percent of all students in school districts (Figure 13.1 on page 150).

SDAA II measures the academic progress of students in Grades 3-10 who are served in special education programs and who are receiving instruction in a subject

Table 13.3. Spanish-Version TAKS Passing Rates (%), by Grade and Subject, At-Risk Charters, Not-At-Risk Charters, and School Districts, 2006 and 2007

Subject	At-Risk Charters ^a			Not-At-Risk Charters			School Districts ^b		
	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007
Grade 3									
Reading	74	80	6	c	c	d	76	81	5
Mathematics	63	69	6	c	c	d	70	74	4
All Tests Taken	53	64	11	c	c	d	56	69	13
Grade 4									
Reading	82	76	-6	c	c	d	76	78	2
Mathematics	72	66	-6	c	c	d	70	73	3
Writing	87	94	7	c	c	d	90	90	0
All Tests Taken	60	62	2	c	c	d	63	66	3
Grade 5									
Reading	81	87	6	c	c	d	65	79	14
Mathematics	64	71	7	c	c	d	49	51	2
Science	21	48	27	c	c	d	32	36	4
All Tests Taken	13	59	46	c	c	d	16	45	29
Grade 6									
Reading	83	67	-16	c	c	d	67	76	9
Mathematics	67	73	6	c	c	d	54	60	6
All Tests Taken	50	67	17	c	c	d	51	59	8

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters. A "c" indicates fewer than five students were in the accountability subset. A "d" indicates student scores were not available to compute change.

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 assesses reading in Grades 3-9, mathematics in Grades 3-10, writing in Grades 4 and 7, and 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.

The TAKS-I, introduced in 2006, provides testing to students in special education programs in subjects and grade levels that are assessed with TAKS tests but not with SDAA II tests. TAKS-I assesses science in Grade 5 (in English and in Spanish); science and social studies in Grades 8 and 10; and ELA, mathematics, science, and social studies in Grade 11. Unlike SDAA II, TAKS-I evaluates students at their enrolled grade levels and uses the same questions found on the TAKS tests. TAKS-I accommodates students by excluding embedded field-test items, using larger type, and presenting fewer questions per page.

Test participation is divided into two categories, based on accountability status. Results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on the TAKS or SDAA II; and (b) the students were enrolled in the same districts or charters on the date of testing as they were on the last Friday in October. Results for students who met one or more of the following criteria were not used in determining accountability ratings: (a) the students were mobile—

they moved from one district or charter to another between the last Friday in October and the date of testing; (b) the students were tested exclusively on assessments administered for the first time in 2006—the TAKS-I or the Grade 8 Science TAKS; or (c) the students were displaced because of Hurricane Katrina or Hurricane Rita.

Because students attending charters tend to be a more mobile population, the percentage whose test results are excluded when determining accountability ratings is generally higher for charters than for school districts. In 2007, test results for 32.4 percent of all students in at-risk charters and 11.3 percent of all students in not-at-risk charters were excluded for accountability purposes, compared to 7.4 percent of all students in school districts. The percentages of all students in at-risk and not-at-risk charters whose test results were included for accountability purposes (64.4% and 87.6%, respectively) increased over the previous year but were still lower than the percentage in school districts (90.3%).

Grade 7-12 Annual Dropout Rates

In 2005-06, Grade 7-12 annual dropout rates for all student groups were considerably higher in at-risk charters than in not-at-risk charters and school districts (Table 13.6 on page 151). Hispanic students in at-risk charters had the highest rate, at 11.4 percent.

Table 13.4. English-Version TAKS Passing Rates (%), by Subject and Student Group, At-Risk Charters, Not-At-Risk Charters, and School Districts, 2006 and 2007

Group	At-Risk Charters ^a			Not-At-Risk Charters			School Districts ^b		
	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007	2006	2007	Change, 2006 to 2007
Reading/ELA^c									
African American	71	72	1	81	84	3	82	84	2
Hispanic	74	75	1	86	91	5	82	84	2
White	80	82	2	93	95	2	94	95	1
Economically Disadvantaged	74	74	0	83	87	4	81	83	2
Mathematics									
African American	47	46	-1	64	68	4	61	65	4
Hispanic	52	53	1	74	81	7	68	72	4
White	50	53	3	80	84	4	86	87	1
Economically Disadvantaged	51	52	1	69	75	6	67	70	3
Writing									
African American	84	86	2	86	87	1	89	89	0
Hispanic	84	86	2	90	92	2	89	91	2
White	80	75	-5	92	92	0	95	95	0
Economically Disadvantaged	83	85	2	87	88	1	88	90	2
Science									
African American	33	35	2	47	56	9	55	57	2
Hispanic	39	38	-1	56	71	15	59	62	3
White	63	59	-4	78	83	5	86	86	0
Economically Disadvantaged	40	38	-2	51	62	11	58	60	2
Social Studies									
African American	67	65	-2	77	86	9	82	84	2
Hispanic	69	69	0	82	92	10	81	85	4
White	83	84	1	88	94	6	94	96	2
Economically Disadvantaged	69	70	1	78	89	11	80	83	3

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject. In 2006 and 2007, the TAKS passing standard was the panel-recommended standard for all grades and subjects, except Grade 8 science. The TAKS science test was administered in Grade 8 for the first time in 2006, and the passing standard was 2 standard errors of measurement (SEM) below the panel-recommended standard. In 2007, the passing standard was 1 SEM below the panel-recommended standard. Results for Grade 8 science are not included in results summed across all grades tested in science or results for all tests taken. The Grade 8 test results will not be included in these aggregate measures until 2008, when the passing standard reaches the panel-recommended standard, and the test becomes part of the accountability system.

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters. ^cEnglish language arts.

Completion Rates

The class of 2006 longitudinal graduation rate of 80.3 percent for school districts was much higher than the rate for not-at-risk charters (62.0%) or for at-risk charters (31.5%) (Table 13.7 on page 151). Large percentages of students in both types of charters continued to attend school after their expected graduation date. The class of 2006 longitudinal dropout rate for at-risk charters was 26.1 percent, more than twice the rate for school districts (9.5%). The rate for not-at-risk charters was 17.7 percent.

Student Attendance

The 2005-06 attendance rate for not-at-risk charters of 94.3 percent was slightly lower than the rate for school districts of 95.6 percent. The attendance rate for at-risk charters was 91.3 percent.

Advanced Courses

In 2005-06, 14.9 percent of students in Grades 9-12 in not-at-risk charters completed at least one advanced course, compared to 20.8 percent in school districts (Table 13.8 on page 151). The advanced-course completion rate for students in at-risk charters was 6.5 percent. The completion rate for African American students in not-at-risk charters was only 1.2 percentage points below the rate for African Americans in school districts.

Recommended High School Graduation Plan (RHSP)

For the class of 2006, 52.3 percent of students in not-at-risk charters met the requirements for the RHSP. In school districts, the rate for the class of 2006 was

Table 13.5. Progress of Prior Year TAKS Failers (%), Reading/ELA^a and Mathematics, At-Risk Charters, Not-At-Risk Charters, and School Districts, 2007

TAKS Performance	At-Risk Charters ^b	Not-At-Risk Charters	School Districts ^c
Pass Reading/ELA	41	48	50
Pass Mathematics	23	35	35

Note. Results for this TAKS accountability indicator are summed across Grades 4-11.

^aEnglish language arts. ^bCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^cExcludes charters.

76.4 percent. In at-risk charters, 37.3 percent of the class of 2006 met the requirements for the RHSP.

College Admissions Tests

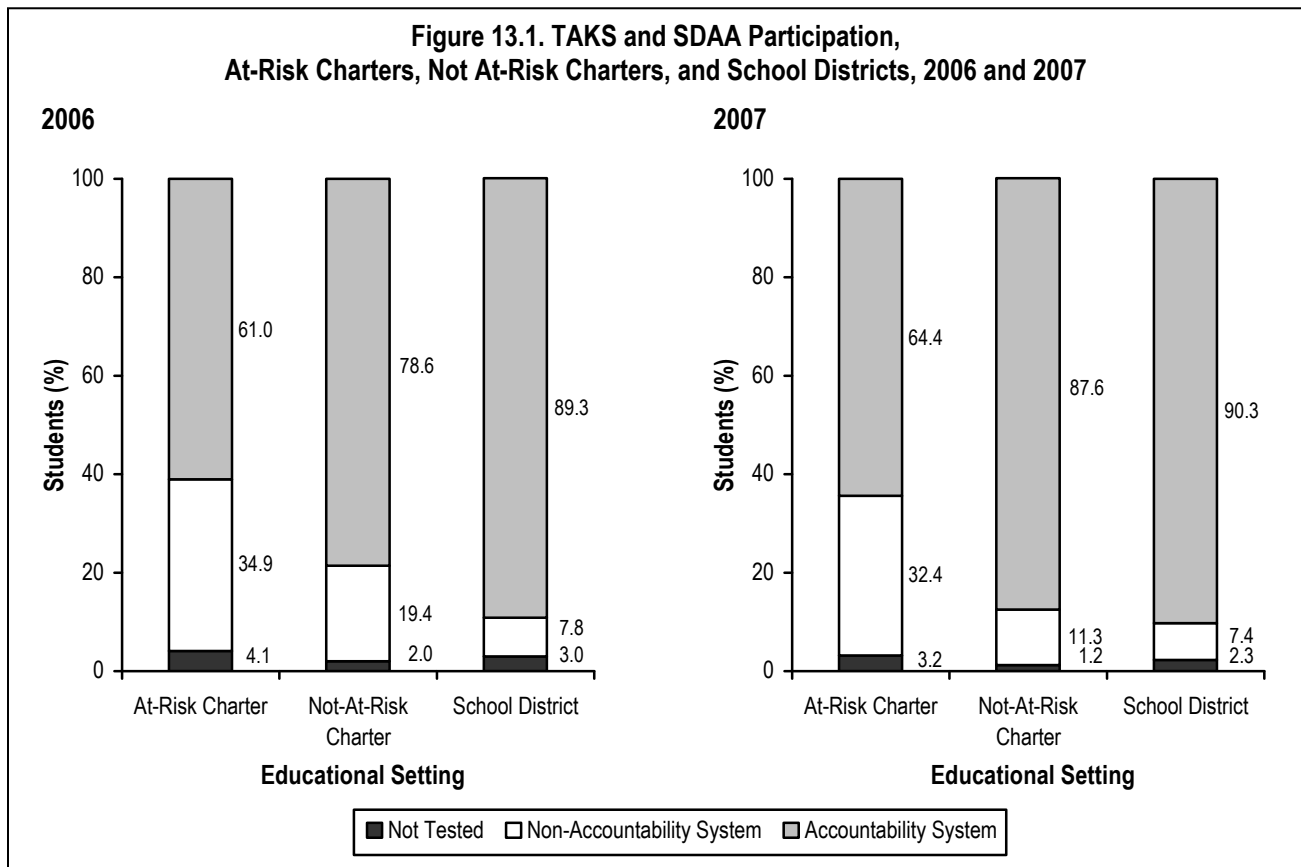
In not-at-risk charters, the percentage of graduates who took either the SAT or the ACT was 36.9 percent for the class of 2006. In school districts, the participation rate was 66.8 percent. In at-risk charters, only 12.3 percent of graduates participated.

The percentage of examinees in the class of 2006 who scored at or above criterion on either test was slightly higher in not-at-risk charters (27.4%) than school districts (27.1%). Criterion on the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24. In at-risk charters, 13.5 percent of students scored at or above criterion. In not-at-risk charters, the average SAT combined score for the class of 2006 was 997, and the average ACT composite score was 20.8. In school districts, the class of 2006 had an average SAT combined score of 992 and an average ACT composite score of 20.1. The average SAT combined score in at-risk charters was 876, and the average ACT composite score was 16.0.

Agency Contact Persons

For information on charters, contact Adrain Johnson, Associate Commissioner for School District Services, (512) 463-5899; or Mary Perry, Charter Schools Division, (512) 463-9575.

Figure 13.1. TAKS and SDAA Participation, At-Risk Charters, Not At-Risk Charters, and School Districts, 2006 and 2007



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 on-line at www.tea.state.tx.us/perfreport/. This website also provides access to the AEIS Glossary, which describes each item on the AEIS reports.

Group	At-Risk Charters ^a	Not-At-Risk Charters	School Districts ^b
African American	9.1	3.5	2.9
Hispanic	11.4	3.3	2.9
White	8.8	2.3	1.1
Econ. Disad. ^c	7.9	2.0	2.3
State	10.1	3.1	2.2

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters. ^cEconomically disadvantaged.

Group	At-Risk Charters ^a	Not-At-Risk Charters	School Districts ^b
Graduated	31.5	62.0	80.3
Continued High School	31.6	14.1	8.3
Received GED ^c	10.8	6.2	1.8
Dropped Out	26.1	17.7	9.5

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

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters. ^cGeneral Educational Development certificate.

Group	At-Risk Charters ^a	Not-At-Risk Charters	School Districts ^b
African American	7.6	12.6	13.8
Hispanic	6.4	9.8	16.5
White	5.3	18.2	25.9
Econ. Disad. ^c	7.6	11.0	14.5
State	6.5	14.9	20.8

^aCharters reporting at least 51.0 percent of students as at risk of dropping out of school. ^bExcludes charters. ^cEconomically 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.

For the 2006-07 school year, 360 Texas school districts or charters (approximately 29%) responded to the survey. Approximately 84 percent of districts and charters completing the survey reported having character education programs (Table 14.1). A total of 1,699 campuses in these districts and charters had programs meeting the Character Plus criteria, and 539 campuses had programs not meeting the criteria. About 16 percent of survey respondents reported not having character education programs.

Program	Participation	
	Number	Percent
Character Plus Program	224	62.2
Other Character Education Program	80	22.2
No Character Education Program	56	15.6

Source. TEA survey of school districts and charters.
 Note. The total number of respondents was 360.

Districts and charters that reported implementing character education programs were asked if the programs had effects on academic achievement and student discipline. Nearly 45 percent reported improved standardized tests scores, and about 40 percent reported improved local grades (Table 14.2). Almost 63 percent reported fewer discipline referrals, and over 38 percent reported improved attendance.

Measure	Response (%)
Improved Standardized Test Scores	44.7
Improved Local Grades	38.5
Fewer Discipline Referrals	62.8
Improved Attendance	38.2
Other Effects	19.7

Source. TEA survey of school districts and charters.
 Note. The total number of respondents was 360. 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 Kelly Callaway, Curriculum Division, (512) 463-9581.

Other Sources of Information

See the criteria for Character Plus Schools, as defined by TEC §29.906, and the lists of Character Plus Schools for school years 2001-02 through 2006-07 at www.tea.state.tx.us/curriculum/charplus.html.

15. Student Health and Physical Activity

In 2005, the 79th Texas Legislature amended the Texas Education Code (TEC) to stipulate that, beginning with the 2006-07 school year, all public school districts must submit specified data on student health and physical activity programs to the Texas Education Agency (TEA) (TEC §38.0141) and that a summary of the information must be presented in the *Comprehensive Annual Report on Texas Public Schools* (TEC §39.182). In 2007, however, the 80th Texas Legislature delayed required implementation of coordinated health programs at the middle school and junior high school levels (TEC §38.014) until the 2007-08 school year. TEA, with feedback from various

stakeholder groups, has developed a survey to collect the required information beginning with the 2007-08 school year, and results will be presented in the 2008 *Comprehensive Annual Report*.

Agency Contact Persons

For additional information on student health and physical activity, contact Jeff Kloster, Associate Commissioner for Health, Safety, and School Readiness, (512) 463-0230.

Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



**1701 N. Congress Avenue
Austin, Texas 78701-1494**

**GE08 601 04
December 2007**