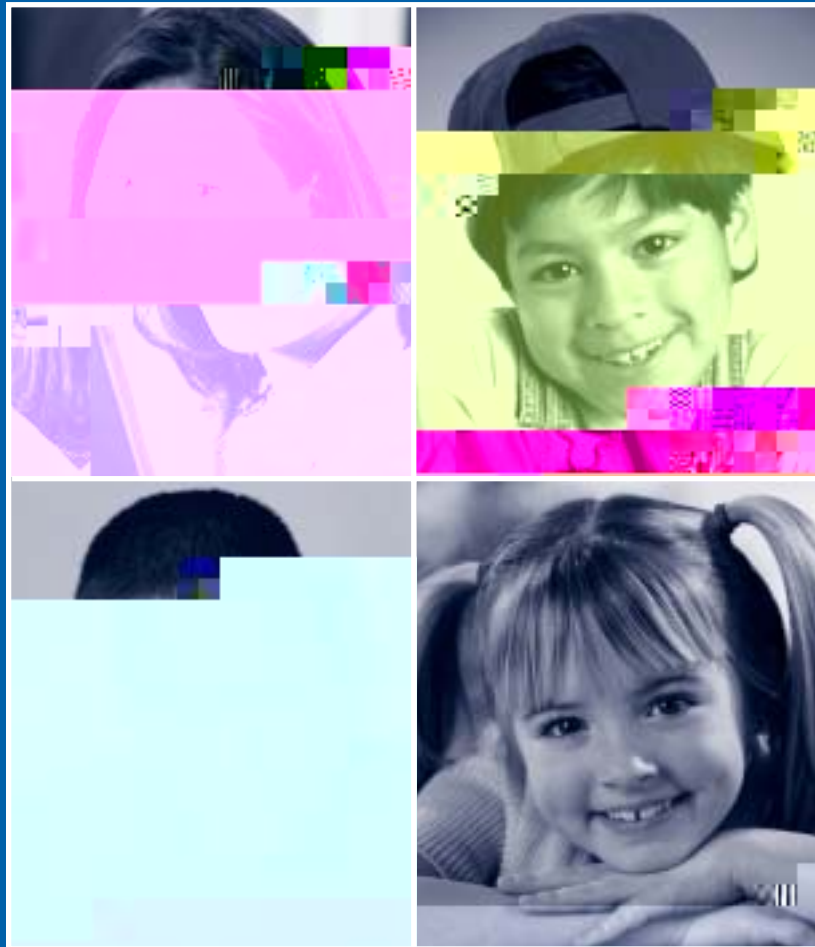


A REPORT TO THE
78TH TEXAS LEGISLATURE
FROM THE TEXAS EDUCATION AGENCY



2002 COMPREHENSIVE
ANNUAL REPORT ON
TEXAS PUBLIC SCHOOLS



TEXAS EDUCATION AGENCY

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Felipe T. Alanis
Commissioner of Education

November 27, 2002

The Honorable Rick Perry, Governor of Texas
The Honorable Bill Ratliff, Lieutenant Governor of Texas
The Honorable Pete Laney, Speaker of the House
Members of the Texas Legislature

The *2002 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 must be submitted to you by December 1 of each year. As per HB 1016, this report will be posted by this date at the agency's web site under <http://www.tea.state.tx.us/reports/>. You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

This report contains an executive summary and 14 chapters on the following topics: state performance on the academic excellence indicators; a summary compilation of overall student performance on the state performance assessments and a study of the correlation of course grades with state assessments; a summary report on students in alternative education settings; a summary compilation of overall 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; waivers and deregulation; administrative cost ratios of school districts; district reporting requirements; funds and expenditures of the Texas Education Agency; a comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and a status report on character education programs.

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

Respectfully submitted,

Felipe Alanis
Commissioner of Education

Fulfilling the Promise for All Texas Children

2002
Comprehensive
Annual Report on
Texas Public Schools

**A Report to the 78th Texas Legislature
from the Texas Education Agency**

December 2002

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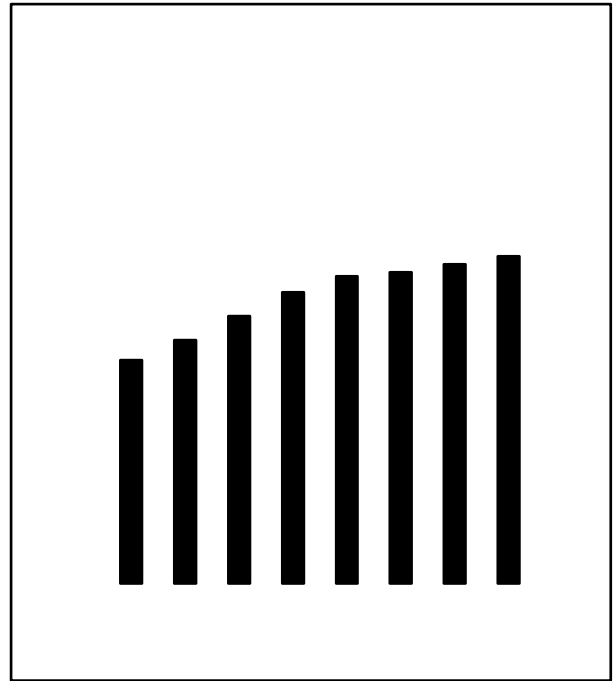
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Executive Summary

The following are highlights of the 2002 *Comprehensive Annual Report on Texas Public Schools*.

- ◆ Over 85 percent of all students taking the Texas Assessment of Academic Skills (TAAS) passed all tests taken* in 2002. Performance of all students increased by 29.7 percentage points over the past eight years, with increases of 43.9 percentage points for African American students; 38.6 percentage points for Hispanic students; and 39.2 percentage points for economically disadvantaged students. The increases are evident even as more students are taking the TAAS, fewer students are being exempted, and more students are being included in the accountability system. In 2002, Grade 8 social studies TAAS scores were included in the accountability system for the first time. In 2002, over 96 percent of students enrolled in the spring were tested and 85 percent of those assessment results were included in the accountability system.
- ◆ Texas students continued to make significant advances in mathematics. In 2002, 92.7 percent of



* Results reflect the performance of only those students who were enrolled in the same district as of October of each school year. This assures that the accountability ratings are based only on the performance of students who have been in the same school district for most of the academic year. Results include performance of students served in special education who took the TAAS; performance of students who took the Spanish version of the TAAS in Grades 3-6; and 2,998 students statewide who met the testing requirement for graduation by passing 3 out of 4 end-of-course examinations prior to the spring semester of their sophomore year, rather than taking the exit-level TAAS.

all students taking the mathematics TAAS in Grades 3-8 and Grade 10 passed, an increase of 32.2 percentage points since 1994. Minority students and economically disadvantaged students have made especially impressive gains. Between 1994 and 2002, the percentage of African American students passing the mathematics TAAS increased by 48.4 percentage points; the percentage of economically disadvantaged students passing increased by 43.9 percentage points; and the percentage of Hispanic students passing increased by 43.0 percentage points.

- ◆ Students have shown improvement on the reading TAAS assessment. In 2002, 91.3 percent of all students taking the reading test passed, an increase of 14.8 percentage points since 1994. The greatest improvements since 1994 in reading passing rates have been for: African American students with an increase of 26.5 percentage points; economically disadvantaged students with an increase of 23.1 percentage points; and Hispanic students with an increase of 22.0 percentage points.
- ◆ Statewide, 94.4 percent of the class of 2002 passed the exit-level TAAS, an increase of 11.6 percentage points over the passing rate (82.8%) for the class of 1995. Passing rates were higher for all student groups, i.e., African American, Hispanic, White, Native American, and Asian/Pacific Islander, and male and female students, in the class of 2002 compared to the class of 2001. In comparing the passing rates of the class of 2002 to the class of 1995, three student groups showed the largest gains: Native American students gained 17.5 percentage points; African American students gained 17.4 percentage points; and Hispanic students gained 16.3 percentage points.
- ◆ In spring 2002, students in special education who were taught the Texas Essential Knowledge and Skills (TEKS) but for whom the TAAS was not appropriate, took the State-Developed Alternative Assessment (SDAA) to measure their progress. Baseline data were established by their Admission, Review, and Dismissal (ARD) committees in 2001. The 2002 SDAA scores summed across Grades 3-8 indicated that 69.6 percent of students met their ARD expectations. Currently the SDAA scores are not included in the accountability ratings, but they will become part of the school accountability system in the future.
- ◆ Of the 2,193,137 students eligible to be tested with the English or Spanish TAAS or the SDAA in 2002, 96.2 percent were tested. This was the same percentage tested in 2001. The SDAA first became available in 2001. Of all students tested, 6.7 percent took the SDAA rather than the TAAS.
- ◆ A total of 17,563 students in Grades 7-12 were identified as dropouts in the 2000-01 school year, down from 23,457 in 1999-00. The 2000-01 annual dropout rate decreased to 1.0 percent from the 1999-00 rate of 1.3 percent. For the class of 2001, the longitudinal dropout rate was 6.2 percent. The target set in law is to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code §39.182). To meet this statutory goal, the longitudinal dropout rate will need to be reduced by about one-third. The longitudinal dropout rate of 6.2 percent was a decrease from the 7.2 percent longitudinal rate for the class of 2000 Grade 9 cohort, and the 8.5 percent longitudinal dropout rate for the class of 1999 Grade 9 cohort.
- ◆ For the class of 2001, the overall graduation rate was 81.1 percent. African American students had a graduation rate of 77.7 percent; White students, 86.8 percent; and Hispanic students, 73.5 percent. Each group showed an increase over the preceding year in the percentage of students graduating.
- ◆ In the 2000-01 school year, a total of 177,400 students were retained in grade. The overall grade-level retention rate for students in Grades K-12 was 4.7 percent. The rate remained unchanged from the previous two years. Across all grade levels, students in Grade 9 had the highest average retention rate (17.4%). At the elementary level, the highest retention rate was found in Grade 1 (6.3%). Males were retained more often than females. African American and Hispanic students were retained more often than White students or students from other ethnic groups. In 2000-01, there were 37,766 students in Grade 3 who did not pass the reading TAAS. Out of the 37,766 Grade 3 students who did not pass the Grade 3 reading TAAS in a single attempt, 11.2 percent were retained. Out of the 228,259 Grade 3 students who did pass the reading TAAS, only 0.6 were retained.
- ◆ Participation in AP/IB examinations continued to increase. The percent of 11th or 12th graders taking at least one Advanced Placement (AP) or International Baccalaureate (IB) test rose to 14.3 percent in 2000-01 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 1999-00 and 2000-01. The number of AP examinees in Texas has increased by 118.0 percent since 1996, compared to a national increase of 56.3 percent.
- ◆ Slightly over 122,400 Texas students in the class of 2001 took either the SAT I or the ACT by the end of the 2000-01 school year. Participation in college admission testing has increased at higher rates in

committees. State statute does not permit reporting of SDAA results by grade level or subject area; therefore the AEIS reports the percent of students tested who met their 2002 ARD committee expectations for all tests taken, aggregated across grade levels. The first year a student is assessed on the SDAA is a baseline measure, after which the ARD committee sets an expectation for performance when the student takes the SDAA the next year. Statewide, 69.6 percent of students taking the SDAA for the second time in 2002 met their ARD committee expectations. Results varied slightly by student group, with 68.0 percent of African American, 68.9 percent of Hispanic, 69.5 percent of economically disadvantaged, 71.4 percent of White and Asian/Pacific Islander, and 71.5 percent of Native American students meeting their ARD committee expectations.

their testing disrupted by illness or other similar events.

- ◆ LEP exemptions were highest for Hispanic

TAAS Participation

Every student enrolled in a Texas public school in Grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS test or SDAA. The TAAS participation section of the AEIS reports provides the percentages of students tested and not tested, and other categories of results that are excluded or included in evaluations for accountability ratings purposes. The percentages are based on the unduplicated count of students for whom TAAS or SDAA answer documents was submitted. In 2002, test results for accountability evaluations included students in regular and special education in Grades 3 through 8 and 10 who took the TAAS, as well as students served and not served in special education who took the Spanish version of TAAS in Grades 3 through 6. Results of the SDAA will become part of the school accountability system in the future.

In 2002, the following were notable about the participation and exemption rates.

- ◆ 96.2 percent of students were tested. The results of 85.0 percent of students were included for accountability ratings purposes. The results of 11.2 percent were excluded for the following policy reasons: 4.5 percent were students not enrolled in the fall in the district where they tested in the spring (mobile subset), and 6.7 percent took the SDAA assessments only.
- ◆ 3.8 percent of students were not tested. Of those, 0.7 percent were absent on all days of testing, 1.1 percent were students served in special education who were exempt from all the tests by their ARD committee, 1.4 percent were exempt from all tests due to limited English proficiency (LEP), and 0.6 percent had answer documents coded with combinations of the “not tested” categories or had

GEDs, were still enrolled during the 2001-02 school year, or dropped out.

The percent of students who graduated increased with the class of 2001 (81.1%) compared to the class of 2000 (80.7%). Almost five percent (4.8%) of the class of 2001 received GEDs, the same percent as the class of 2000. Among those expected to graduate with the class of 2001, 7.9 percent were still enrolled during the 2001-02 school year, compared to 7.3 percent of the class of 2000 who were still enrolled during the 2000-01 school year. Of the class of 2001, 6.2 percent of students dropped out prior to their expected graduation year, compared to 7.2 percent of the class of 2000. The highest four-year longitudinal dropout rates among the student groups expected to graduate in 2001 were 9.9 percent for economically disadvantaged students, 9.7 percent for students served in special education and 9.6 percent for Hispanic students. Statewide the four-year longitudinal dropout rates decreased for each individual student group, except for Native American students, from the class of 2000 to the class of 2001.

Percentage Completing Advanced Courses

The percentage of students completing the advanced courses indicator 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. The course list includes all advanced courses as well as the College Board Advanced Placement (AP) courses, the International Baccalaureate (IB) courses, and dual enrollment courses for which students can obtain both high school and college credit.

In 2000-01, the most recent year for which data were available, 19.3 percent of students in Grades 9-12 completed at least one advanced course. Almost forty percent (39.8%) of Asian/Pacific Islander students completed one or more advanced courses, followed by White students at 23.4 percent, Native American students at 18.6 percent, Hispanic students at 14.5 percent, and African American students at 13.6 percent. Participation among all student groups declined from 1999-00 to 2000-01, with the exception of Native American students. The percentage of students completing advanced courses is evaluated for Gold Performance Acknowledgment in the statewide accountability system.

Percentage Completing Recommended High School Graduation Program

This indicator shows the percentage of graduates reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Graduation Program. It also includes those who met the requirements for the Distinguished Achievement Graduation Program.

For the class of 2001, 51.1 percent of students statewide met the requirements for the Recommended High School Graduation Program, up from the 38.6 percent reported for the class of 2000. There are several reasons for substantial increases across all student groups on this performance measure. The Recommended High School Graduation Program, which was originally adopted by the State Board of Education in November 1993, underwent a number of changes before being finalized in 1996. Students are now beginning to qualify for this program in significant numbers. The percentage of students graduating under the Recommended High School Program or the Distinguished Achievement Program is evaluated for Gold Performance Acknowledgment in the statewide

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Academic Excellence Indicator System
2001-02 State Performance Report

Academic Excellence Indicators

<u>Indicator:</u>		<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/ Pac. Is.</u>	<u>Male</u>	<u>Female</u>	<u>Econ. Disadv.</u>	<u>Special Educ.</u>
TAAS % Passing Grade 5 (English)											
Reading	2002	92.7%	87.5%	89.9%	96.6%	94.1%	97.0%	91.8%	93.6%	88.7%	86.2%
	2001	90.2%	84.0%	86.2%	95.1%	89.7%	95.7%	88.7%	91.6%	84.8%	81.1%
Math	2002	96.2%	92.3%	95.3%	98.1%	96.4%	99.1%	95.8%	96.6%	94.2%	92.1%
	2001	94.6%	89.2%	93.1%	97.2%	93.2%	98.5%	94.1%	95.1%	91.7%	87.9%
All Tests	2002	91.3%	84.7%	88.3%	95.7%	92.4%	96.6%	90.3%	92.2%	86.7%	85.4%
	2001	88.2%	80.0%	84.0%	93.8%	87.0%	95.3%	86.7%	89.6%	82.1%	79.0%
TAAS % Passing Grade 5 (Spanish)											
Reading	2002	79.5%	*	79.5%	62.5%	*	*	76.9%	82.0%	79.4%	67.1%
	2001	71.8%	80.0%	71.8%	100.0%	*	-	67.8%	75.5%	71.5%	53.0%
Math	2002	91.3%	*	91.3%	77.8%	*	*	90.3%	92.3%	91.4%	83.9%
	2001	87.1%	60.0%	87.2%	*	*	-	86.8%	87.5%	87.1%	77.4%
All Tests	2002	77.9%	*	78.0%	66.7%	*	*	75.8%	80.1%	77.9%	67.6%
	2001	69.6%	60.0%	69.5%	100.0%	*	-	66.1%	72.8%	69.4%	57.6%
TAAS % Passing Grade 6 (English)											
Reading	2002	88.2%	81.7%	82.5%	94.8%	89.6%	95.0%	86.8%	89.5%	81.4%	74.7%
	2001	85.6%	77.9%	78.6%	93.3%	88.1%	93.5%	83.5%	87.7%	77.4%	68.9%
Math	2002	93.8%	89.0%	91.4%	97.2%	93.0%	98.2%	93.1%	94.6%	90.4%	84.4%
	2001	91.4%	84.8%	87.9%	96.0%	92.9%	97.5%	90.3%	92.6%	86.7%	77.5%
All Tests	2002	86.0%	77.8%	80.0%	93.5%	86.0%	94.4%	84.6%	87.5%	78.5%	73.4%
	2001	82.7%	72.9%	75.1%	91.5%	85.6%	92.8%	80.5%	85.0%	73.6%	65.5%
TAAS % Passing Grade 6 (Spanish)											
Reading	2002	65.0%	*	64.8%	*	-	*	60.4%	69.9%	64.3%	80.0%
	2001	50.3%	*	50.5%	20.0%	*	-	49.0%	51.7%	49.7%	33.3%
Math	2002	72.6%	*	72.3%	*	-	*	70.3%	75.0%	71.9%	83.3%
	2001	69.6%	*	70.0%	*	*	-	71.2%	67.8%	69.0%	*
All Tests	2002	59.2%	*	59.0%	*	-	*	54.8%	63.9%	58.5%	83.3%
	2001	47.0%	*	47.3%	20.0%	*	-	46.6%	47.5%	46.5%	33.3%

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Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:

		<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/ Pac. Is.</u>	<u>Male</u>	<u>Female</u>	<u>Econ. Disadv.</u>	<u>Special Educ.</u>
<u>TAAS % Passing</u>											
<u>Grade 7</u>											
Reading	2002	91.3%	87.1%	86.5%	96.3%	94.7%	96.2%	89.6%	93.0%	85.8%	79.2%
	2001	89.4%	82.8%	83.3%	95.8%	92.2%	95.6%	87.7%	91.0%	82.3%	73.1%
Math	2002	92.2%	85.8%	89.0%	96.5%	93.5%	97.7%	91.3%	93.1%	87.7%	79.8%
	2001	89.6%	81.3%	86.0%	94.4%	91.8%	97.4%	87.8%	91.3%	84.3%	71.6%
All Tests	2002	87.6%	79.9%	81.9%	94.3%	90.6%	95.3%	85.7%	89.4%	80.5%	72.8%
	2001	84.3%	73.9%	77.6%	92.3%	87.8%	94.3%	82.0%	86.6%	75.7%	63.6%
<u>TAAS % Passing</u>											
<u>Grade 8</u>											
Reading	2002	94.3%	92.1%	91.0%	97.5%	95.3%	97.8%	93.1%	95.5%	90.5%	85.0%
	2001	91.9%	88.0%	87.4%	96.4%	92.8%	96.2%	90.5%	93.3%	86.5%	76.2%

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Academic Excellence Indicator System
2001-02 State Performance Report

Indicator:

<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/ Pac. Is.</u>	<u>Male</u>	Female	Econ.	Special
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Academic Excellence Indicator System
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Indicator:

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Academic Excellence Indicator System
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TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2001-02 State Profile Report

STUDENT INFORMATION	Count	Percent	PROGRAM INFORMATION	Count	Percent
Total Students	4,146,653	100.0%	Student Enrollment by Program:		

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2001-02 State Profile Report

STAFF INFORMATION

	Count	Percent		Years
Professional Staff:	353,476.8	63.1%	Average Yrs. Experience of Teachers:	11.9 yrs.
Teachers	282,583.1	50.5%	Average Yrs. Experience of Teachers with Dist.	7.8 yrs.
Professional Support	49,903.6	8.9%		
Campus Administration (School Leadership)	15,234.0	2.7%	Average Teacher Salary by Years of Experience:	Amount
Central Administration	5,756.0	1.0%	(regular duties only)	
Educational Aides:	57,941.4	10.3%	Beginning Teachers	\$30,940
			1-5 Years Experience	\$33,093
Auxiliary Staff:	148,644.9	26.5%	6-10 Years Experience	\$36,169
			11-20 Years Experience	\$42,298
Total Staff:	560,063.1	100.0%	Over 20 Years Experience	\$49,185
Total Minority Staff:	219,478.0	39.2%		
Teachers by Ethnicity and Sex:			Average Actual Salaries (regular duties only):	
Females	218,348.1	77.3%	Teachers	\$39,232
Males	64,235.0	22.7%	Professional Support	\$41,959
African American	25,250.6	8.9%	Campus Administration (School Leadership)	\$58,561
Hispanic	49,681.1	17.6%	Central Administration	\$69,849
White	204,973.0	72.5%		
Asian/Pacific Islander	1,959.3	0.7%	Permits by Type:	Count
Native American	719.2	0.3%	Emergency (for certified personnel)	3,033
Teachers by Highest Degree Held:			Emergency (for uncertified personnel)	7,595
No Degree	3,957.6	1.4%	Nonrenewable	2,361
Bachelors	212,732.4	75.3%	Temporary Classroom Assignment	1,014
Masters	64,563.1	22.8%	District Teaching	1,025
Doctorate	1,330.0	0.5%	Temporary Exemption	29
Teachers by Years of Experience:			Turnover Rate For Teachers:	15.7%6
Average			Class Size Averages by Grade and Subject:	
Beginning Teachers	22,107.8	7.8%	Elementary: Kindergarten	18.9
1-5 Years Experience	78,524.8	27.8%	Grade 1	18.1
6-10 Years Experience	51,042.7	18.1%	Grade 2	18.5
11-20 Years Experience	69,874.9	24.7%	Grade 3	18.9
Over 20 Years Experience	61,033.0	21.6%	Grade 4	19.5
Number of Students Per Teacher:	14.7	n/a	Grade 5	22.2
			Grade 6	22.3
			Mixed Grades	24.7
			Secondary: English/Language Arts	20.2
			Foreign Language	21.2
			Mathematics	20.4
			Science	21.6
			Social Studies	22.6

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Academic Excellence Indicator System
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TAX INFORMATION

Amount Percent/
 Rate

BUDGETED EXPENDITURE INFORMATION

Amount Percent

2. Student Performance

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

Felipe Alanis, Commissioner of Education, August 2002

Student Performance Results 2002

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

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

There are some significant differences in the subject areas and grades tested between the TAKS and TAAS tests. Table 2.1 outlines these changes, with the shaded portions marking differences in subjects tested between TAAS and TAKS.

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

Another component of the statewide assessment program is the State-Developed Alternative Assessment (SDAA). The SDAA, first administered in the 2000-01 school year, measures the academic progress of students in special education programs in Grades 3 through 8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) in a subject area tested by TAAS, but for whom TAAS, even with

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

Technical Note. The TAAS results shown in the Student Performance Chapter differ by 1 or 2 percentage points from those reported in the AEIS State Performance Report on pages 6 to 17 of this report. The AEIS indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same district as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same district for most of the academic year. The Student Performance Chapter contains the results of all students who took the TAAS in the spring of each year, regardless of their enrollment status the previous October. The TAAS performance trends in the two chapters are similar.

allowable accommodations, is not an appropriate
measure of academic achievement TF-

Grade	1994	1995	1996	1997	1998	1999	2000	2001	2002
Reading									
3	76	77	78	78	83	88	87	86	87
4	73	78	75	79	86	88	89	90	92
5	75	77	79	81	85	86	87	90	92
6	71	76	74	81	82	84	86	85	88
7	73	76	79	81	82	83	83	89	91
8	74	72	74	80	81	88	89	91	94
10	75	74	79	84	86	88	90	90	94
Mathematics									
3	61	71	73	78	78	82	80	82	87
4	57	68	74	78	82	87	87	91	94
5	60	69	75	82	85	90	92	94	96
6	58	61	73	77	82	86	88	91	93
7	56	59	67	75	79	84	87	89	92
8	55	54	64	72	79	85	90	92	92
10	55	57	63	69	75	81	86	89	92
Writing									
4	84	83	83	84	85	88	90	89	89
8	66	72	72	76	79	85	84	85	85
10	79	84	83	86	87	90	90	89	91
All Tests Taken^a									
3	56	65	67	70	73	78	76	77	81
4	52	61	63	67	73	78	80	81	84
5	56	64	69	74	79	82	84	88	91
6	53	58	65	72	75	79	81	82	85
7	53	56	63	70	73	77	79	84	87
8	47	47	54	62	68	76	77	80	81
10	50	52	57	64	69	75	80	80	85

^aDoes not include science and social studies tests.

In addition, all grade levels made significant gains in the **all tests taken** category. For the first time, all grade levels had at least 80 percent of students passing all tests taken. The percent of students meeting minimum expectations in all tests taken (reading and mathematics at Grades 3, 5, 6, and 7; reading, mathematics, and writing at Grades 4, 8, and 10) ranged from 81 percent at both Grades 3 and 8 to 91 percent at Grade 5. The TAAS data for all tests taken from 1994 through 2002 are presented graphically in Figure 2.4 on page 23.

Texas Learning Index

All Students
Spring TAAS Administrations 1994-2002
Grades 3-8 and 10

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

Spring 2002 marks the ninth year that student performance in reading and mathematics has been reported via the Texas Learning Index, or TLI. The TLI, a score that describes how far a student's performance is above or below the passing standard,

was developed to allow students, parents, and schools the opportunity to relate student performance to a passing standard and to compare student performance from year to year. Because the purpose of the TLI is to show year-to-year progress as students move toward the exit-level test, the TLI is not used for reporting the results of tests that are not administered in sequential grades and/or not administered at the exit level. Therefore, scores for the writing test (administered only at Grades 4 and 8 and at the exit level), the Spanish reading and mathematics tests (only at Grades 3 through 6), the Spanish writing test (only at Grade 4), the science and social studies tests (only at Grade 8), the RPTE (administered in Grades 3 through 12), the SDAA tests in reading and mathematics (administered in Grades 3 through 8), the SDAA writing test (administered in Grades 4 and 8), and the end-of-course tests are reported as scale scores rather than TLI scores.

The TLI provides an indicator of whether a student is making sufficient yearly progress to be reasonably assured of meeting minimum expectations on the exit-level test. The TLI can be used in this way because the passing standards for the tests administered at the lower grades are aligned with the passing standard at the exit level. In other words, it is as difficult for a third grader to pass the third-grade reading and mathematics tests as

The data in Table 2.4 on page 24 indicate that at all grades, average TLI scores in both reading and mathematics have been rising since 1994. Average 2002 TLIs in **reading** were in the 80s at all grade levels, ranging from 83.1 at Grade 3 to 89.5 at Grade 8.

average TLI score of 90.2 at Grade 10 is a gain of 9.0 points over the performance on the Grade 3 test in 1995. The average TLI also showed an improvement in **mathematics**, with a gain of 8.3 points between Grade 3 and Grade 10.

The comparison between 1994 and 2002 shows that African American, economically disadvantaged, and Hispanic students have all made impressive gains on TAAS (see Table 2.6).

Both African American and economically disadvantaged students' **reading** scores in 2002 rose 3

Student Performance Results, by Ethnicity and Economic Status

Percent Meeting Minimum Expectations

Spring TAAS Administrations 1994-2002
Grades 4, 8, and 10

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

Grade 4

In the all tests taken category, African American students' scores rose by an impressive 5 percentage points in 2002 as compared to 2001.

students). The comparison between 1994 and 2002 shows impressive improvement: 52 percentage points for African American students, 47 percentage points for economically disadvantaged students, 45 percentage points for Hispanic students, and 30 percentage points for White students.

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

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

Grade 8

The scores for all groups in the all tests taken category continue to show impressive improvement.

Table 2.7 on page 26 presents the Grade 8 TAAS results for 1994 through 2002 for the four student groups.

Reading scores in 2002 rose by 5 percentage points for African American students.

economically disadvantaged students gained 51 percentage points, Hispanic students gained 50 percentage points, and White students gained 26 percentage points.

The **writing** scores for the most part remained unchanged in 2002 as compared to 2001, with the exception of economically disadvantaged students, whose scores decreased by 1 percentage point. The percent-passing rate for all four groups ranged from 77 percent meeting minimum expectations for economically disadvantaged students to 91 percent meeting minimum expectations for White students. Gains between 1994 and 2002 ranged from 14 percentage points for White students to 29 percentage points for African American students.

In the **all tests taken** category, which includes the reading, mathematics, and writing tests, the 2002 results showed overall continued im

students, 87 percent for economically disadvantaged students, 88 percent for Hispanic students, and 96 percent for White students. The comparisons between 1994 and 2002 showed an impressive upward trend,

Grade 3 to 83.0 at Grade 5; the greatest improvement since 1994 was at Grade 5 (20.5 points). For Hispanic students, average TLI scores ranged from 79.6 at Grade 3 to 84.9 at Grade 5, with the greatest eight-year gain

LEP students had higher passing rates than did LEP

Table 2.15. Average Texas Learning Index (TLI), R

Table 2.17. Average Texas Learning Index (TLI), Reading, by At-Risk Status and Grade, 1994 Through 2002											
	1994	1995	1996	1997	1998	1999	2000	2001	2002	Change	
										2001 to 2002	1994 to 2002
Grade 3											
At Risk	69.0	68.8	68.9	70.5	74.5	77.9	76.4	76.9	77.7	0.8	8.7
Not At Risk	80.5	80.0	80.5	81.2	83.5	85.6	85.4	85.0	85.5	0.5	5.0
Grade 4											
At Risk	69.7	71.8	68.7	69.6	74.7	76.5	77.9	79.1	80.2	1.1	10.5
Not At Risk	83.0	84.5	83.8	84.7	87.2	88.4	89.7	89.5	89.9	0.4	6.9
Grade 5											
At Risk	70.7	70.9	71.0	73.1	74.9	75.1	76.6	78.5	81.4	2.9	10.7
Not At Risk	84.6	85.1	85.9	87.9	88.4	89.4	90.4	90.6	91.5	0.9	6.9
Grade 6											

planning. Student performance data generated from a benchmark administration are reviewed by the State Board of Education as it sets the passing standard.

Science

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

Social Studies

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

to a 31 percentage point gain for African American students.

Spanish TAAS

Percent Meeting Minimum Expectations

Spring TAAS Administrations 1997-2002
Grades 3-6

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

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

It is important to remember that LEP students who take the Spanish TAAS are not being exempted from the statewide assessment. The students for whom Spanish TAAS is d0.0113 ge p()-6(a 31)-4.4(p)-4.4(e)-0.7(rcen)-4.4(tag)-4

Table 2.20. Percent Meeting Minimum Expectations on Spanish TAAS,
All Students, Grades 3-6, 1997 Through 2002

Grade	1997	1998	1999	2000	2001	2002	2001 to 2002	1997 to 2002 ^a
-------	------	------	------	------	------	------	-----------------	------------------------------

TAAS in English, because both groups must demonstrate performance on the same academic skills in reading, mathematics, and writing.

Results of the spring 2002 administration showed gains at all grade levels tested in the Spanish TAAS (Table 2.20). In **reading**, passing rates at Grade 6 rose 15 percentage points to 63 percent meeting minimum expectations. The percent passing in Grade 5 improved by 8 percentage points to 79 percent. At Grade 4, this year's passing rate rose by 7 percentage points to 73 percent meeting minimum expectations, and at Grade 3, this year's passing rate rose by one percentage point to 77 percent meeting minimum expectations.

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

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

Intensive Instruction

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

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

During the 2001-02 school year, as indicated in Table 2.21, districts were required to offer intensive instruction in either reading, writing, mathematics, or a combination of these subject areas to 10 percent to 25

percent of the students tested at each grade level in Grades 3 through 8. The data include students in Grades 3 through 6 who took the Spanish TAAS tests. At Grade 10, 15 percent of the students tested in spring 2002 did not meet minimum expectations on one or more tests (reading, writing, mathematics) of the exit-level TAAS and were required to be offered intensive instruction.

Retesting Opportunities

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

previous years, students in spring 2002 must have correctly answered fewer items to pass than students tested in previous years.

The TAKS will include more of the TEKS curriculum than the current TAAS and, therefore, will be more rigorous than the current TEKS-based TAAS test. To help determine whether a student is mastering the knowledge and skills that form the basis for the TEKS curriculum, a new column appeared on every student's Confidential Student Report (CSR). This column

2003 Early Indicator Reports for TAKS

Spring 2002 Results

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

The spring 2002 TAAS tests were built using items based on the TEKS. Because the TEKS curriculum is more rigorous than the essential elements, its predecessor, every subject-area test has become more rigorous. Although the difficulty of the TAAS has increased over the past decade, the "hurdle" or passing standard, has been maintained at a consistent level, a TLI of 70 or a scale score of 1500, through the process of statistical equating. Equating ensures that all students taking the Grade 3 reading test in spring 2002, for example, are held to the same passing standard as the standard required to pass each of the Grade 3 reading tests since spring 1994. Another effect of equating is that fewer items are required to pass a more rigorous test than are required to pass a test of less difficulty. Since the TAAS tests administered in spring 2002 were more rigorous than the TAAS tests administered in

End-of-course (EOC) tests are administered at the end of the last semester of th

Table 2.24. Percent Passing English II and U.S. History End-of-Course Tests, by Student Group, Spring 1999 Through 2002

Student Group	1998	1999	2000	2001	2002	Change	
						2001 to 2002	1999 to 2002
English II							
African American	*	60	69	65	58	-7	-2
Hispanic	*	63	72	68	60	-8	-3
White	*	83	85	82	77	-5	-6
Economically Disadvantaged	*	61	69	65	58	-7	-3
Not Economically Disadvantaged	*	79	83	80	74	-6	-5
LEP	*	32	45	35	27	-8	-5
Non-LEP	*	76	80	77	71	-6	-5
At Risk	*	55	64	60	50	-10	-5
Not At Risk	*	84	87	85	81	-4	-3
All Students	*	74	78	75	69	-6	-5
U.S. History							
African American	*	56	59	61	62	1	6
Hispanic	*	56	58	64	63	-1	7
White	*	84	84	85	84	-1	0
Economically Disadvantaged	*	53	55	59	59	0	6
Not Economically Disadvantaged	*	79	80	82	81	-1	2
LEP	*	28	31	34	31	-3	3
Non-LEP	*	74	75	77	76	-1	2
At Risk	*	49	53	58	55	-3	6
Not At Risk	*	84	84	86	86	0	2
All Students	*	71	73	75	74	-1	3

Note. * indicates benchmark year.

students) to 86 percent passing (students not at risk). The African American student population was the only student group who showed an increase in performance as compared to the results from spring 2001.

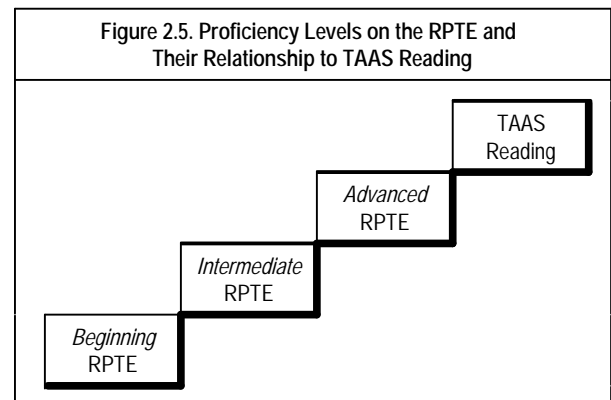
proficiency levels—*beginning*, *intermediate*, and *advanced*. These proficiency levels precede the level of reading ability assessed on the TAAS reading tests, as shown in Figure 2.5.

Reading Proficiency Tests in English (RPTE)

Spring 2002

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

An RPTE test has been developed for each of the following four grade groups: Grade 3, Grades 4-5, Grades 6-8, and Grades 9-12. Student performance on each RPTE test is reported in terms of three reading



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

Table 2.25 on page 40 shows the number of students taking the RPTE and the percentage of students scoring at each proficiency level, separated by grade level, from the spring 2002 administration.

Table 2.25. Reading Proficiency Tests in English (RPTE) Proficiency Level, by Grade, 2002		
Grade	Number of Students	Students at Proficiency Level (%)
		<i>Beginning</i>

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

State-Developed Alternative Assessment (SDAA)

Spring 2002

The SDAA, first administered in the 2000-01 school year, is a test for students enrolled in Grades 3 through 8 who are receiving special education support services as well as instruction in the state-mandated curriculum, the TEKS.

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

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

3 through 8. Performance results are reported as a percentage of students meeting ARD expectations.

As shown in Table 2.26, of the 102,443 students who tested in spring 2001 and spring 2002, 86 percent met their ARD expectations in **reading**. As shown in Table 2.27, of the 92,466 students who took the SDAA in **mathematics** in spring 2001 and spring 2002, 80 percent met ARD expectations. As shown on Table 2.28, in spring 2002, 55,917 students were eligible to take the SDAA **writing** tests in Grades 4 and 8. Of these students, 70 percent met ARD expectations.

Tables 2.26 through 2.28 present the percentage of students, disaggregated by grade level, who tested in spring 2001 and 2002 and who met their ARD expectations for the SDAA tests in mathematics, reading, and writing.

TAAS and SDAA Exemptions

Spring 2002

Table 2.29 presents the 2002 TAAS and SDAA testing exemptions, disaggregated by grade. This includes students who took the Spanish-version TAAS at Grades 3, 4, 5, and 6. For the 2001-02 school year, of the 2,193,137 students eligible to take the TAAS and SDAA tests, 84,013 (3.8%) students did not take either test. There were 15,682 (0.7%) students who were absent; 29,996 (1.4%) students who were exempted by their language proficiency assessment committee (LPAC); 24,281 (1.1%) students who were exempted by their admission, dismissal, and review (ARD) committee; and 14,054 (0.6%) students who were not tested for various other reasons, such as test administration irregularities or illness during testing.

A Study of the Correlation Between

For African American and

Agency Contact Person

For information about the current or future state assessment system or assessment results, contact Ann Smisko, Associate Commissioner of Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The TAAS, RPTE, SDAA, and End-of-Course test results as well as information about all the agency

testing activities and test development are available on the TEA website at www.tea.state.tx.us/ under the link, Curriculum/Assessment. Released TAAS tests are also available.

State/district/campus/charter school accountability ratings and the Academic Excellence Indicator System (AEIS) performance reports are also available on the TEA website under Performance Reporting (also see Chapter 1 of this report).

3. Alternative Education

In 1995, the 74th Texas Legislature enacted the Safe Schools Act that required school districts to establish Disciplinary Alternative Education Programs (DAEP) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code (TEC) Chapter 37). *The academic mission of a disciplinary alternative education program (DAEP) shall be to enable students to perform at grade level (TEC §37.008(m)). Each school district shall provide a DAEP that focuses on English language arts, mathematics, science, history, and self-discipline. This mission conforms to the four Public Education Academic Goals: namely, that students in the public education system will demonstrate*

exemplary performance in the reading and writing of the English language, in the understanding of mathematics, in the understanding of science, and in the understanding of social studies. In addition, a DAEP must provide for the educational and behavioral needs of students who have been removed from their regular classrooms or campuses. It is state policy to treat all students with dignity and respect (Senate Bill 1196). The commissioner of education rules necessary to administer the provisions of Chapter 37 for DAEPs were adopted February 14, 2001.

DAEP placements may be mandatory or discretionary (Table 3.1). Chapter 37 specifies the offenses that result in mandatory placements to DAEPs. In addition, school

Table 3.1. Classification of Student Behaviors, 2001-02	
Action	Student Behavior and Code ^a
Discretionary Placement	01 – Disruptive behavior (TEC §37.002(b)) 10 – Based on conduct occurring off campus and not in attendance for felony not in Title 5 Penal Code 21 – Violation of student code of conduct not included under TEC 27.002(b), 37.006 or 37.007 33 – Possessed, purchased, used, or accepted a cigarette or tobacco product 34 – School-related gang violence (See codes 20, 22, and 23 under Behaviors with More than One Possible Disciplinary Action)
Mandatory Placement	02 – Conduct punishable as a felony (TEC §37.006(a)(2)(A)) 09 – Based on conduct occurring off campus and not in attendance for felony in Title 5 Penal Code 28 – Assault under Penal Code §22.01(a) against a school district employee or other person (See codes 04, 05, 06, 07, 08, 26, 27, and 35 under Behaviors with More than One Possible Disciplinary Action)
Discretionary Expulsion	(See codes 04, 05, 06, 08, 20, 22, 23, 26, 27, and 35 under Behaviors with More than One Possible Disciplinary Action)
Mandatory Expulsion	11 – Used, exhibited, or possessed a firearm (TEC §37.007(a)(1)(A) and §37.007(3)) 12 – Used, exhibited, or possessed an illegal knife (TEC §37.007(a)(1)(B)) 13 – Used, exhibited, or possessed an illegal club (TEC §37.007(a)(1)(C)) 14 – Used, exhibited, or possessed a prohibited weapon under Penal Code Section 46.05 16 – Arson (TEC §37.007(a)(2)(B)) 17 – Murder, capital murder, criminal attempt to commit murder, or capital murder 18 – Indecency with a child (TEC §27.007(a)(2)(D)) 19 – Aggravated kidnapping (TEC §27.007(a)(2)(E)) 29, 30 – Aggravated assault Penal Code §22.01(a) against school district employee or other 31, 32 – Sexual assault or aggravated sexual assault under Penal Code §22.001
Behaviors with More than One Possible Disciplinary Action Depending on Circumstance of Behavior	04 – Possessed, sold, or used marihuana or other controlled substance 05 – Possessed, sold, used, or was under the influence of an alcoholic beverage 06 – Abuse of glue or aerosol paint 07 – Public lewdness or indecent exposure 08 – Retaliation against school employee 20 – Serious or persistent misconduct violating the student code of conduct while placed in alternative program 22 – Criminal mischief (TEC 27.007(f)) 23 – Emergency Placement / Expulsion (TEC 37.019) 26 – Terroristic Threat (TEC 37.006(a)(1) or 37.007(b)) 27 – Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer 35 – False alarm / false report (TEC 37.006(a)(1) and 37.007(b))

^aCode in Public Education Information Management System (PEIMS) data records (2001-02).

administrators have the discretion to place students in DAEPs for violations of local student codes of conduct, even if these violations are not included in the mandatory removals stated in Chapter 37. These are known as discretionary offenses. Also included in Table 3.1 are the definitions of offenses for which students can receive mandatory or discretionary expulsion. A fifth category includes behaviors that can result in more than one category of possible disciplinary action by a district, DAEP placement or expulsion, depending upon circumstance.

There are alternative education programs (AEPs) implemented in many school districts that are not necessarily disciplinary alternative education programs. DAEPs differ from AEPs such as dropout recovery programs and other alternative high school settings. Students who enroll in AEPs are often at risk for dropping out of school, have previously dropped out, or have found that the traditional school settings are not appropriate for their learning needs. Students usually do not attend AEPs because of disciplinary assignments, although they may have had previous DAEP assignments.

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multiple assignments. A student with one assignment for 10 days would have the same total average time as a student with two assignments of five days each. As opposed to the average repeat rates where there was little difference among those for the student groups

Male students comprised 74.1 percent of the DAEP population, compared to 51.5 percent statewide (Table 3.4). Students receiving special education services were also overrepresented in the DAEP population. Almost 25 percent of students in DAEPs were receiving special education services, compared to nearly 12 percent of students statewide. The majority of students that had DAEP assignments were in the ninth grade; few elementary students received DAEP assignments. The percentage of students in DAEPs within a grade level steadily declined through high school. This may be related to the annual dropout rate for DAEP students in Grades 7-12, which was higher than the rate for all students in Grades 7-12 statewide.

Average Repeat Rates and Average Length of Stay

Students may be assigned to DAEPs more than once during the course of a school year. For discretionary assignments, the average number of assignments ranged from 1.43 for students receiving special education services to 1.37 for African American students (Table 3.5). For mandatory offenses, the average number of repeat DAEP assignments was lower, ranging from 1.06 for White students to 1.09 for Hispanic students. A related measure is the percent of students assigned only once to a DAEP in 2000-01. Only about 20 percent of students assigned to DAEPs in 2000-01, received a return assignment during the year. However, for those students, some students returned 10 or more times.

The number of days in DAEP placements per student in 2000-01 was calculated by combining days from

Table 3.9. Annual Dropout Rate (%), Grades 7-12, DAEPs, by Student Group, 2000-01		
Student Group	State	DAEPs
African American	1.8	2.8
Hispanic	1.9	2.5
White	0.7	1.7
Economically Disadvantaged	1.3	2.0
Female	1.2	1.9
Male	1.4	2.4
All Students	1.3	2.3

reported Grades 7-12 annual dropout rates were 2.4 percent for male students and 1.9 percent for female students.

Agency Contacts

For additional information on disciplinary alternative education programs, contact B.J. Gibson, Assistant Commissioner, State and Federal Student Initiatives, (512) 463-8532 and Billy G. Jacobs, Senior Director, Safe Schools Division, (512) 463-9982.

Other Sources of Information

2002 DAEP Annual Evaluation Report.

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

session will be implemented beginning in 2003, school year 2001-02 was the final year that TAAS tests were administered to students in Grades 3–8. It was also the final school year for administration of the end-of-course examinations in Algebra I, Biology, U.S. History, and English II.

In spring 2002, the TAAS program included assessments of reading and mathematics at Grades 3–8 and 10 (exit level), writing at Grades 4, 8, and 10 (exit level), and science and social studies at Grade 8. Spanish-version TAAS tests were administered in reading and mathematics at Grades 3–6 and in writing at Grade 4.

This chapter presents an overview of spring 2002 TAAS results for students at risk of dropping out of school. The data on test exemptions includes any student identified as exempt from the English or Spanish version TAAS or the SDAA. The SDAA was implemented in 2001. Students receiving special education services were exempt only if their Admission, Review, and Dismissal (ARD) committees determined that the students should be administered the Locally-Developed Alternative Assessment (LDAA) rather than the English- or Spanish-version TAAS or SDAA.

Senate Bill 676, 2001, the 77th Texas Legislative session, narrowed provisions for exemptions in the 2000-01 school year by shortening the exemption period for immigrant, limited English proficient (LEP) students who meet specific criteria related to Reading Proficiency Tests in English (RPTE) performance and education outside the U.S. As a result, certain immigrant LEP students are now eligible for exemption only during their first year or second year in the U.S. The TAAS data in this chapter are presented by grade and by subject area tested. In spring 2002, TAAS results in the Academic Excellence Indicator System (AEIS) include the performance of students using the updated state criteria in SB 702 for identifying students at risk of dropping out of school. Since the criteria for identifying students at risk of dropping out of school were new for school year 2001-02, the overview summarizes statewide TAAS results only for the 2001-02 academic year and compares results to other student populations. Also included are the statewide data from the administration of the end-of-course tests and the SDAA. Detailed analyses of TAAS results and dropout rates can be found in Chapters 2 and 5, respectively.

The last section in this chapter presents the assessment exemptions for 2002 for at-risk students. "ARD exemptions" are counts of st

Table 4.1. Percent Passing Reading TAAS, by At-Risk Status, 2002

Student Group	Grade						
	3	4	5	6	7	8	10 ^a
At Risk							

groups, students not at risk outperformed students at risk.

On the mathematics TAAS, across at-risk student groups, the highest passing rates were in Grade 5 (Table

4.2). Male and female students had the same passing rates in Grade 4, 5, and 6; male students had higher passing rates in Grades 3, 8, and 10; and female students had higher passing rates in Grade 7. Hispanic students outperformed African American students. Economically disadvantaged student passing rates were most similar to Hispanic student rates. As was the case with reading, students at risk gained ground between Grade 8 and Grade 10: passing rates on mathematics increased up to 4 percentage points. Also like reading, the performance of students not at risk was constant or declined between Grade 8 and Grade 10.

As presented in Table 4.3, across grade levels, female at-risk students had higher passing rates on the writing TAAS than did male at-risk students. African American students had higher passing rates than Hispanic students on the exit-level writing test. Across student groups, student passing rates were lowest on the Grade 8 writing TAAS. Students not at risk had higher passing rates across grade levels than did students at risk.

Science and social studies TAAS results for students in Grade 8 are presented in Table 4.4 on page 54. Male at-risk students had higher passing rates than female students on both tests. Science scores were considerably higher across all groups than were social studies scores. As was the case with the other TAAS tests, White at-risk students had higher passing rates than did Hispanic and African American at-risk students. Students not at risk had higher passing rates than did students at risk.

End-of-Course Performance for Students at Risk, 2002

Although school year 2001-02 was the final year for the end-of course examinations, districts could continue to identify the students who failed the exam as being at risk of dropping out of school until the students subsequently performed at least 110 percent of the level of satisfactory performance on this instrument or another appropriate instrument, such as the

Agency Contact

5. Student Dropouts

In 2000-01, the number of dropouts in Grades 7-12 from Texas public schools decreased to 17,563

Table 5.2. Common Methods of Measuring Student Progress Through School

Description	Annual dropout rate	Completion/ student status rate	Longitudinal dropout rate	Attrition rate
	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a General Educational Development (GED) certificate, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before	

**Table 5.3. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group,
Texas Public Schools, 1987-88 Through 2000-01**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
1987-88					
African American	194,373	14.3	16,364	17.9	8.4
Hispanic	396,411	29.1	34,911	38.2	8.1
White	744,254	54.6	38,305	42.0	5.1
Other	28,160	2.1	1,727	1.9	6.1
Economically Disadvantaged	n/a ^a	n/a	n/a	n/a	n/a
State	1,363,198	100	91,307	100	6.7
1988-89					
African American	193,299	14.2	14,525	17.6	7.5
Hispanic	412,904	30.4	33,456	40.6	8.1
White	724,622	53.3	32,921	40.0	4.5
Other	29,290	2.2	1,423	1.7	4.9
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a
State	1,360,115	100	82,325	100	6.1
1989-90					
African American	192,802	14.2	13,012	18.6	6.7

**Table 5.3. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group,
Texas Public Schools, 1987-88 Through 2000-01 (continued)**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
1994-95					
African American	227,684	14.1	5,130	17.1	2.3
Hispanic	556,684	34.4	14,928	49.9	2.7
White	789,481	48.8	9,367	31.3	1.2
Other	43,673	2.7	493	1.6	1.1
Economically Disadvantaged	535,480	33.1	10,176	34.0	1.9
State	1,617,522	100	29,918	100	1.8
1995-96					
African American	234,175	14.1	5,397	18.5	2.3
Hispanic	580,041	34.9	14,649	50.2	2.5
White	802,509	48.3	8,639	29.6	1.1
Other	45,853	2.8	522	1.8	1.1
Economically Disadvantaged	555,318	33.4	9,608	32.9	1.7
State	1,662,578	100	29,207	100	1.8
1996-97					
African American	240,142	14.1	4,737	17.6	2.0
Asian/Pacific Islander	43,314	2.5	330	1.2	0.8
Hispanic	603,067	35.4	13,859	51.5	2.3
Native American	4,274	0.3	81	0.3	1.9
White	815,175	47.8	7,894	29.3	1.0
Economically Disadvantaged	595,036	34.9	9,393	34.9	1.6
State	1,705,972	100	26,901	100	1.6
1997-98					
African American	244,987	14.1	5,152	18.7	2.1
Asian/Pacific Islander	45,169	2.6	420	1.5	0.9
Hispanic	619,855	35.6	14,127	51.3	2.3
Native American	4,468	0.3	117	0.4	2.6
White	828,660	47.5	7,734	28.1	0.9
Economically Disadvantaged	626,080	35.9	9,911	36.0	1.6
State	1,743,139	100	27,550	100	1.6
1998-99					
African American	248,748	14.0	5,682	20.6	2.3
Asian/Pacific Islander	47,762	2.7	424	1.5	0.9
Hispanic	638,041	36.0	14,413	52.2	2.3
Native American	5,292	0.3	67	0.2	1.3
White	833,274	47.0	7,006	25.4	0.8
Economically Disadvantaged	616,720	34.8	9,391	34.0	1.5
State	1,773,117	100	27,592	100	1.6
1999-00					
African American	253,986	14.2	4,675	19.9	1.8
Asian/Pacific Islander	49,086	2.7	325	1.4	0.7
Hispanic	658,869	36.7	12,540	53.5	1.9
Native American	4,923	0.3	65	0.3	1.3
White	827,657	46.1	5,852	24.9	0.7
Economically Disadvantaged	646,760	36.0	8,303	35.4	1.3
State	1,794,521	100	23,457	100	1.3
2000-01					
African American	259,665	14.3	3,288	18.7	1.3
Asian/Pacific Islander	51,125	2.8	255	1.5	0.5
Hispanic	679,412	37.4	9,489	54.0	1.4
Native American	5,174	0.3	49	0.3	0.9

Dropout Rates by Grade Level

There was a decrease in the number of dropouts in all grades. The dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8. The lowest annual dropout rate was found in Grade 7 (0.2%), while the dropout rate for 10th grade in 2000-01 (1.2%) was the lowest rate for high school grades. The gaps between dropout rates for White students and those for Hispanic and African American students were greatest at Grade 9 and above (Table 5.1 on page 57). The highest dropout rates for all ethnic groups were found in the 12th grade, with Hispanic students having the highest Grade 12 dropout rate at 2.2 percent,

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provided. School districts recorded specific reasons for leaving school for about 55 percent of the 2000-01

student group. For example, in the class of 2001, White students as a group had a graduation rate of 86.8 percent, whereas African American students and Hispanic students had graduation rates of 77.7 percent and 73.5 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 9.6 percent and 9.9 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (12.6%). Native Americans had the largest percent of students (7.5%) receiving GED certificates. Females had a higher graduation rate (84.7%) than males (77.5%) and lower rates of GED certification, continuation, and dropping out.

When comparing the classes of 2000 and 2001, except for Native American students, the graduation rates for all student groups improved and the dropout rates decreased. Asian/Pacific Islanders and White student groups had the highest graduation rates. The longitudinal dropout rate for African American students decreased 1.5 percentage points, from 9.9 percent to 8.4 percent. Economically disadvantaged students had the largest percentage point decrease in longitudinal dropout rate, down 1.7 percentage points from 11.6

add to 100 percent. The longitudinal completion/student status rates include three components: graduates, GED recipients, and students who are continuing their high school education. The longitudinal dropout rate makes up a fourth component. The longitudinal rate is based on the same definition of dropouts used in the TEA annual dropout rate. Students who made up the class of 2001 were those with a final status of graduated, received a GED, continued in high school, or dropped out. Students assigned no final status were those who transferred out of the cohort or those who could not be followed from year-to-year due to student identification problems.

The longitudinal rates for the class of 2001 tracked students who began Grade 9 for the first time in 1997-98. About 81.1 percent of students in the class of 2001 graduated, 4.8 percent received a GED certificate, 7.9 percent were continuing in school after their class graduated, and 6.2 percent dropped out.

The completion/student status rates demonstrated that secondary school experiences varied considerably by

Table 5.6. Longitudinal Completion/Student Status

Annual Dropout Rate (%)	Grade	2001-02	2002-03	2003-04	2004-05	2005-06
	9	1.3	1.3	1.3	1.3	1.4
	10	1.2	1.2	1.2	1.2	1.2
	11	1.4	1.4	1.4	1.4	1.4
	12	1.6	1.6	1.6	1.6	1.6
Longitudinal Dropout Rate (%)	9-12	6.3	6.3	6.3	6.4	6.4

Annual Dropout Rate (%)	Grade	2001-02	2002-03	2003-04	2004-05	2005-06
	9	1.1	1.0	0.8	0.7	0.6
	10	1.0	0.9	0.8	0.7	0.6
	11	1.2	1.1	1.0	0.9	0.8
	12	1.5	1.4	1.3	1.2	1.1
Longitudinal Dropout Rate (%)	9-12	5.4	4.8	4.2	3.7	3.2

Projected Dropout Rates

As required by TEC §39.182, the five-year projected Grades 9-12 dropout rates are based on the assumption that no change in policy will be made. The rates in Table 5.8 are based on changes in enrollment for student groups. According to this method, the highest annual dropout rates were projected to be at Grades 11 and 12. The longitudinal dropout rate was projected to increase by a small increment over the next several years.

A second method for calculating projected Grades 9-12 rates used the actual 2000-01 dropout rates to predict the trends over time in the rates in the future. According to this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.9). This method also projected the highest annual rates to be at Grades 11 and 12.

The Six Statewide Goals of Dropout Prevention: 2002-2014

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

- ◆ By 2013-14, all students will graduate from high school.
- ◆ By 2002-03, the Texas Education Agency will develop a comprehensive dropout prevention action plan which will be updated on an ongoing basis according to identified needs.

- ◆ By 2002-03, the Texas Education Agency will implement a Dropout Prevention Center which will:
 - ◆ identify effective researched-based dropout prevention practices and programs;
 - ◆ coordinate statewide efforts to provide research-based prevention and reentry dropout program resources and technical assistance;
 - ◆ identify and implement with regional education service centers (ESCs) and other dropout prevention partners state, regional, and local professional development activities and;
 - ◆ plan and implement ongoing state and regional forums on issues related to dropout prevention.
- ◆ By 2005-06, all students, including “high poverty schools” will be taught by “a highly qualified teacher”.
- ◆ By 2006-07, the annual statewide dropout rate and the longitudinal dropout rate for Grades 7-12 will be reduced to below 1.0 percent and 5.0 percent, respectively.
- ◆ By 2013-14, all students will reach high standards, attaining proficiency or better in reading and mathematics.

Agency Contact Persons

For information on student dropout data contact, Criss Cloudt, Associate Commissioner for Accountability Reporting and Research, (512) 463-9701, and Karen

Dvorak, Senior Director, Research and Evaluation Division, (512) 475-3523.

For information on *The Six Statewide Goals of Dropout Prevention: 2002-2014* contact, Paul Cruz, Deputy Commissioner for Dropout Prevention and Initiatives, (512) 463-2960.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2000-01, August 2002, Division of Research and Evaluation, Department of Accountability Reporting and Research. This report is also available online at www.tea.state.tx.us/research.

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 plays a role in meeting these goals. Beginning in 2002-03, students in Grade 3 will be required to perform satisfactorily on the Grade 3 reading assessment to be promoted to Grade 4 (Texas Education Code (TEC) §28.0211). Students in Grades 5 and 8 will have to pass the reading and mathematics assessment instruments beginning in 2004-05 and 2007-08, respectively. The Texas Legislature has provided support for educational programs in anticipation of the promotion requirements. Diagnostic reading instruments have been identified, research on reading and mathematics instruction has been compiled and distributed, reading academies have been established, and significant levels of funding have been provided for accelerated reading instruction for students having difficulties in Grades K-2. Similar programs have been developed for mathematics and for students in the higher grades leading up to the Grades 5 and 8 promotion requirements that will take effect later.

Students who do not pass these assessments on the first attempt must be provided accelerated instruction. Accelerated instruction is the provision of 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

Table 6.3. Grade-Level Retention by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1999-00 and 2000-01												
Grade	Year	African American		Asian/Pacific Islander		Hispanic		Native American		White		State
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	
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At the secondary grades, as in the elementary grades after kindergarten, Hispanic and African American student retention rates were substantially higher than White and Asian/Pacific Islander student retention rates (Table 6.3). Hispanic and African American students in Grade 9 had retention rates well over twice those of White and Asian/Pacific Islander students.

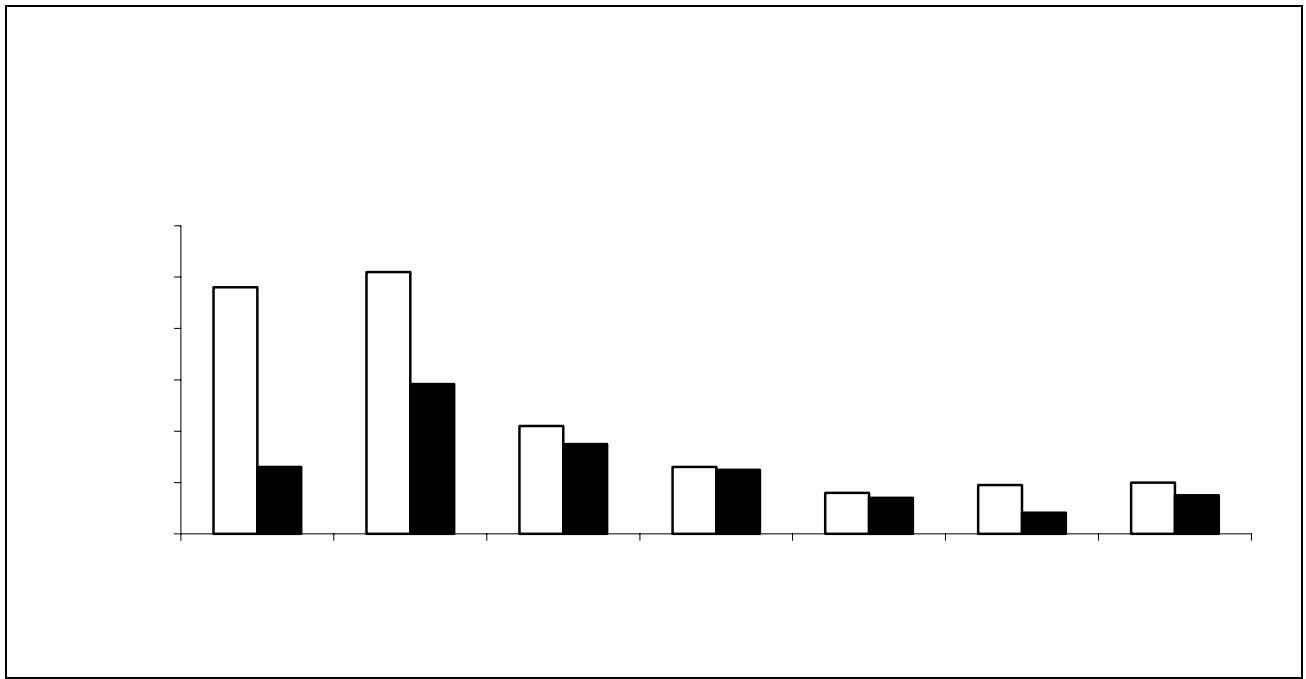
Across all grades, fifth-grade female students had the lowest retention rate (0.7%) (Figure 6.1). Males in the ninth grade had the highest retention rate (20.2%) (Figure 6.2 on page 72). Males in the first grade had the highest retention rate (7.4%) among Grades K-6

students. Females in the eighth grade had the lowest retention rate (1.7%) at the secondary level.

Students with Limited English Proficiency

Students with limited English proficiency (LEP) are learning English at the same time they are learning reading and other language arts skills. Reading and language problems have been highly correlated with retention in the elementary grades. Most LEP students

were enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). LEP students participating in special education received bilingual or ESL services as part of their special education programs. While parents could request that a child not



a special education program has an individual education plan (IEP) that specifies goals and objectives for the year. The student progresses to the next grade level whenever these goals are met. It is important to note that retention and promotion policies and practices for students with disabilities varied across districts.

Students receiving special education services had consistently higher retention rates than did students who did not participate in special education. In the elementary grades, first-grade students participating in special education had the highest retention rate

(10.2%), followed by kindergarten students in special education programs, whose retention rate was 9.6 percent (Figure 6.3). The rate for kindergarten students receiving special education services (9.6%) was nearly four times that of kindergarteners not receiving special education services (2.6%). Across all grades, ninth-grade students participating in special education had the highest retention rate (23.0%), as did their ninth grade counterparts not participating in special education programs (16.5%) (Figure 6.4). The retention rate for Grade 12 students receiving special education services

(11.2%) was nearly triple that of non-participants (3.9%).

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Retention and TAAS Performance

Beginning in 2001, the 77th Texas Legislature mandated that the performance of retained students on the TAAS be reported. To report this required performance information, reading and mathematics TAAS results from the spring 2001 and spring 2002 administrations were used. The average performance of students who were retained in Grades 3-8 at the end of the 2000-01 school year was calculated for both the

showed increases of 5.7 to 17.1 points, but still failed to reach those of students who had been promoted. Of students repeating Grades 3-8 who took the English-version mathematics TAAS in spring 2002, average TLIs ranged from 76.4 in Grade 7 to 80.8 in Grade 5.

Results on the English-version reading TAAS were similar (Figure 6.5). Average TLIs of students who were retained were below 72 in spring 2001. In spring 2002, increases in the average TLI scores of students who were retained ranged from 7.0 to 16.2 points, and the average TLIs were between 76 and 81. The average TLIs of students who were promoted were above 83.

Spanish-version TAAS results were similar in that the performance of students who would be retained was significantly lower than the performance of students who would be promoted. Also, the test scores of retained students showed gains in the second year. The performance of students after retention, relative to the performance of promoted students, was more variable. There were cases (Grades 3, 4, and 5 mathematics; Grade 6 reading) where the second-year scores of retained students surpassed those of their previously promoted counterparts (Table 6.6). Measurement of progress of retained students taking the Spanish-version TAAS is not directly comparable to measurement of progress of retained students taking the English-version TAAS. The Spanish TAAS tests were developed using an adaptive translation process called “transadaptation.” In addition, English-version test results are reported as TLIs, which are designed to show year-to-year progress, whereas Spanish-version test results are reported as scale scores. The average scale scores of

retained students taking the Spanish-version TAAS the second year were higher numerically than the first year, and in some cases were higher than the averages of promoted students.

In 2000-01, there were 37,766 students in Grade 3 who did not pass the reading TAAS. Out of the 37,766 Grade 3 students who did not pass the reading TAAS in a single attempt, 11.2 percent were retained (Figure 6.6). Out of the 228,259 Grade 3 students who did pass the reading TAAS test, only 0.6 percent were retained.

Agency Contact Persons

For information on student grade-level retention data, contact Criss Cloudt, Associate Commissioner for Accountability Reporting

7. District and Campus Performance

all students and each student population group must pass each subject area of the TAAS. In 2002, to be rated *exemplary* at least 90 percent of all students had to pass the social studies TAAS. The dropout rate standard remained at 1.0 percent or less for all students and each student group.

Special Data Inquiry Unit (SDIU)

The TEA established a Special Data Inquiry Unit (SDIU) in January 1996 to investigate anomalies in Public Education Information Management System (PEIMS) data submitted by local school districts. During the 1997-98 school year, the unit conducted 230 campus investigations. Ninety-one campuses were investigated for excessive exemptions and absences on TAAS, and 76 campuses were investigated due to high numbers of student withdrawals. In addition, unit staff investigated 63 campuses whose ratings were based on less than 40 percent of the student populations eligible for TAAS. During the 1998-99 school year, the unit conducted 144 campus investigations. Fifty-three campuses were investigated for excessive exemptions and absences on TAAS, and 62 campuses whose ratings were based on less than 40 percent of the student population eligible for TAAS were investigated. In addition, unit staff conducted desk audits on 12 campuses identified as first-year *low performing* due to a high dropout rate. The unit also made on-site visits to the 17 first generation open-enrollment charter schools. As a result of the implementation of the leaver record, the focus of investigations for high numbers of student withdrawals changed to a review of high numbers or percentages of underreported student leavers. Seventeen districts received this new type of investigation in fall 1999. For the 2000-01 school year, one district had a rating change to *unacceptable: special accreditation investigation (SAI)* and two high schools in two other school districts had a rating change to *not rated: data quality*. In addition, four charter schools had a rating change to *not rated: data quality* for the 2000-01 school year.

The SDIU conducted 20 on-site visits to districts and 27 on-site visits to charter schools during the 2000-01 school year to review excessive underreported leavers. In addition, 12 districts and 2 charter schools were randomly selected to receive on-site visits due to excessive use of certain leaver codes. In the 2001-02 school year, 20 on-site visits to districts and 24 on-site visits to charter schools were conducted to review excessive underreported leavers. In addition, 14 districts and 2 charter schools were randomly selected

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Efforts to Improve Performance

The one district rated *academically unacceptable* in 2001 showed sufficient progress to receive an *academically acceptable* rating in 2002. Of the 100 campuses listed as *low performing* in 2001, 80 received a rating of *acceptable*

Three charters received ratings of AE: *needs peer review* for 2002, but in 2001 they had been rated in the regular accountability system and received ratings of *low performing*. Because they also received low ratings in 2000, they were third-year low performers. These charters were Eden Park Academy, Gabriel Tafolla Charter School, and Transformative Charter Academy.

Monitors, Masters, and Alternative Interventions

Texas Education Code (TEC) §39.075 stipulates that the commissioner shall authorize special accreditation investigations to be conducted upon identifying any of seven conditions in schools: (1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined; (2) when excessive numbers of allowable exemptions from the required state assessment are determined; (3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order; (4) in response to established compliance reviews of the district's financial accounting practices and state and federal program requirements; (5) when extraordinary numbers of student placements in alternative education programs, other than placements under §§37.006 and 37.007, are determined; (6) in response to an allegation involving a conflict between members of the board of trustees or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by this code; or (7) as the commissioner otherwise determines necessary. Additionally, TEC §39.131 grants authority to the commissioner of education to take specific actions if a district does not satisfy accreditation criteria. Among these actions, the commissioner may: (1) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent; (2) appoint a master to oversee the operations of a district; (3) appoint a management team to direct the operations of the district in areas of unacceptable performance; or (4) appoint an intervention team.

As of September 15, 2002, five school districts (Benavides ISD, Dallas ISD, North Forest ISD, Raymondville ISD, and Wilmer-Hutchins ISD) and two

**Table 7.3. Monitors, Masters, and Alternative Interventions,
January 2001 through September 15, 2002**

Region	District	Change From	Change To	Date of Change
20	Academy of Careers and Technologies Charter School	Charter School	Charter School/Master	02/14/02
04	All Saint's Academy Charter School	Charter School	Charter School/Master	09/29/00
		Charter School/Master	Charter Returned	07/13/01
		Charter Returned	Master Removed	07/25/01
04	Amigos Por Vida – Friends for Life Charter School	Charter School	Charter School/Monitor	10/31/01
		Charter School/Monitor	Monitor Removed	08/09/02
13	Austin ISD	Academically Acceptable	Academically Acceptable/Monitor	12/04/01
		Academically Acceptable/Monitor	Monitor Removed	08/29/02
02	Benavides ISD	Academically Acceptable	Academically Acceptable/Monitor	04/11/02
06	Buffalo ISD	Academically Acceptable	Academically Acceptable/Master	01/11/02
08	Clarksville ISD	Academically Acceptable	Academically Acceptable/Monitor	04/18/01
		Academically Acceptable/Monitor	Monitor Removed	05/31/02
10	Dallas ISD	Academically Acceptable	Academically Acceptable /Monitor	02/10/00
13	Eden Park Academy Charter School	Charter School	Charter School/Monitor	04/28/00
		Charter School/Monitor	Monitor Removed	09/09/02
04	Girls & Boys Prep Academy Charter School	Charter School	Charter School/Monitor	12/14/01
		Charter School/Monitor	Monitor Removed	05/08/02
04	Impact Charter School	Charter School	Charter School/M6(M)-5..76 457.38 0.48 385JE6.7(Charter Sc)-4.6(h)-14r85JE6.7	

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

During the 1997-98 school year, TEA began the development of a new system of analyzing district and charter school special education data and used that analysis to select districts and charter schools for on-site visits. TEA piloted that system with 15 school districts in spring 1999.

During the 1999-00 through 2001-02 school years, TEA implemented a dual system for identifying districts and charter schools for on-site special education monitoring reviews. Certain districts and charter schools were

7.

4. Site-Visit: Compliant

This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2001-02 school year and the written report of the visit contained no special education citations.

5. Site-Visit: Corrective Action Compliant

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-02 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the agency) which resulted in a written finding by the agency, on or before June 28, 2002, that the corrective actions were sufficient to bring the school district or charter school into compliance with federal and state laws relating to special education.

6. Site-Visit: Corrective Action Required (Under Review by TEA)

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-02 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the agency), and the corrective actions were still being reviewed for sufficiency by the agency as of June 28, 2002.

For each district or charter school identified as having a 2002 SpECS of *Site-Visit: Corrective Action Required (Under Review by TEA)*, it is important to note that the district or charter school has submitted to TEA a corrective action plan for addressing compliance citations noted by TEA as a result of the on-site visit. TEA staff is currently in the process of reviewing these corrective action plans. TEA anticipates that, in the majority of cases, the corrective action plans submitted

by these districts and charter schools will be sufficient to bring the districts and charter schools into compliance with federal and state special education

Noncompliance of Specific School Districts and Charter Schools

Section 39.182(a)(19) of the TEC requires TEA to provide, as part of this Annual Report, a list of each school district and charter school that is not in compliance with state special education requirements. The list is required to include the following information:

- ◆ the period of time for which the district or charter school has not been in compliance;
- ◆ the manner in which TEA considered the failure to comply in determining the accreditation status of the district or charter school; and
- ◆ an explanation of the actions taken by the commissioner to ensure compliance and an evaluation of the results of those actions.

Since the provisions of Section 39.182(a)(19) of the TEC took effect as of September 1, 1999, the period of noncompliance for any district or charter school listed below is reported as of: (a) September 1, 1999; or (b) a date more recent than September 1, 1999, if TEA's determination of noncompliance is based on an on-site visit which occurred after September 1, 1999.

Districts and Charters With a 2002 SpECS

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,
and AE: Needs Peer Review Campuses/Charters, 2001**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Academically Unacceptable District								
Hearne ISD					D	D/A		
Low Performing Campuses								
Academy of Beaumont Charter	Academy of Beaumont			T				
Academy of Houston Charter	Academy of Houston	2		T				
Alphonso Crutch's - Life Support Center Charter	Alphonso Crutch's-Life Support Center			T				
American Academy of Excellence Charter	American Academy of Excellence			T	D			
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life			T				
Arlington ISD	Crow Elementary School			T				
Athens ISD	Athens High School				D	D/A		
Austin ISD	Blackshear Elementary School			T				
	Dobie Middle School		3	T				
	Johnston High School		3		D			
	Oak Springs Elementary School			T				

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,
and AE: Needs Peer Review Campuses/Charters, 2001 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Dickinson ISD	Dickinson High School				D	D/A		
Eagle Mt-Saginaw ISD ^a	Highland Middle School			T				
Eden Park Academy Charter	Eden Park Academy	2		T				
Faith Family Academy of Oak Cliff Charter	Faith Family Academy of Oak Cliff	2		T				
Focus Learning Academy Charter ^a	Focus Learning Academy			T				
Fort Stockton ISD	Fort Stockton High School				D	D/A		
Fruit of Excellence Charter	Fruit of Excellence School			T				
Gabriel Tafolla Charter	Gabriel Tafolla School	2		T	D			
Galena Park ISD	High Point High School				D	D/A		
Galveston ISD	Galveston Alternative Center for Education			T				C/C
George I. Sanchez Charter	George I. Sanchez High School				D	D/A		

Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,
and AE: Needs Peer Review Campuses/Charters, 2001 (continued)

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,
and AE: Needs Peer Review Campuses/Charters, 2001 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Tornillo ISD	Tornillo Elementary School			T				
	Tornillo Middle School	2		T				
Tyler ISD	John Tyler High School					D	D/A	
University Charter	Miracle Farm			T				
	Settlement Home			T				
Valley High Charter	Valley High School	2		T		D		
Victoria ISD	Juvenile Detention Center			T				
Wichita Falls ISD	Wichita Falls High School					D	D/A	
Wilmer-Hutchins ISD	Kennedy-Curry Middle School	2		T				
Winona ISD	Winona Elementary School			T				

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,
and AE: Needs Peer Review Campuses/Charters, 2001 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Edgewood ISD	Above and Beyond High School						AI	C/C
	Accelerated Learning School						AI	
Erath Excels Academy Inc. Charter	Erath Excels Academy Inc.			T	D			
Fabens ISD	Fabens ALTA Program				D			
Gateway (Student Alternative Program Inc.) Charter	Gateway (Student Alternative Program Inc.)	2			D		AI	
Honors Academy Charter	Day Top Village/Dallas						AI	
	Day Top Village/Pine Mountain						AI	C/C
	Destiny High School						AI	
	East Fort Worth Montessori						AI	
	Excel Academy						AI	
	Legacy High School						AI	
	Meridell Achievement Center						AI	C/C
	Metro School						AI	
	The Echelon						AI	
	Y W High School						AI	
I Am That I Am Academy Charter	I Am That I Am Academy			T				
Killeen-Richard Milburn Alternative High School Charter	Killeen-Richard Milburn Alternative High School	2		T				
Lake Worth ISD	Anne Mansfield Sullivan Alternative High School						AI	
La Vega ISD	OPTIONS						AI	
Longview ISD	Meadow Pines Alternative Center			T			AI	
Mesquite ISD	Mesquite Academy			T				
Mid-Valley Academy Charter	Mid-Valley Academy				D			
Paso Del Norte Charter	Paso Del Norte Charter School	2					AI	
Raven School Charter	Raven School	2		T				
Sentry Technology Preparatory School Charter	Sentry Technology Preparatory School	2			D			
South Plains Charter	South Plains Charter School			T				
Veribest ISD	Roy K. Rob Post Adjudication Center						AI	

continues

^aMonitoring visit conducted by SACS.

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

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

**Appendix 7-A. Academically Unacceptable Districts, Low Performing Campuses/Charters,
and AE: Needs Peer Review Campuses/Charters, 2001 (continued)**

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Waco ISD	OPTIONS						AI	
Campuses Rated Low Performing (LP) or AE: Needs Peer Review (NPR) for Two or More Consecutive Years								
Academy of Accelerated Learning, Inc. Charter School	Academy of Accelerated Learning High School (NPR/LP)							
Austin ISD	Huston-Tillotson GED (LP/NPR/NPR)							C/C
Positive Solutions Charter School	Positive Solutions Charter School (NPR/LP)							
Transformative Charter Academy	Transformative Charter Academy (NPR/LP)							

^aMonitoring visit conducted by SACS.

Note. Those not desim0S8.7(Sc)-4s-9s0S8.7(I0S8S0S3.76 579.84 0.48 -10.32 ref539.76 579.84 0.48 -10.32 refBT4.9leSc)-860cfBT8604y0si.48 Nd LMo.6matllow624:
Note.

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

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Academically Unacceptable Districts								
Avalon ISD				T				
Calvert ISD				T				
Cleveland ISD				T				
Diboll ISD					D	D/A		
Fairfield ISD				T				
Goree ISD				T				
Holliday ISD				T				
La Gloria ISD				T				
Mirando City ISD				T				
Morgan ISD				T				

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

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

continues

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

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

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

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
	D A Hulcy Middle School			T				
	Edna Rowe Elementary School			T				
	George W. Truett Elementary School			T				
	Harry C. Withers Elementary School			T				
	Hospital/Home-Bound				D	D/A		
	James S. Hogg Elementary School			T				
	John F. Peeler Elementary School			T				
	Margaret B. Henderson Elementary School	2		T				
	North Dallas High School			T				
	Onesimo Hernandez Elementary School			T				
	Sam Houston Elementary School		3	T				
	W A Blair Elementary School			T				
Diboll ISD	Diboll High School				D	D/A		
Ector County ISD	Alternative Education Center			T				
Edgewood ISD	Edgewood Academy			T				
El Paso ISD	Austin High School				D	D/A		
El Paso School of Excellence Charter	El Paso School of Excellence			T				
Elgin ISD	Elgin Elementary School			T				
	Elgin Primary School			T				

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

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

continues

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

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

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

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
Mirando City ISD	Mirando Elementary School			T				
Morgan ISD	Morgan School			T				
Nacogdoches ISD	Marshall Elementary School			T				
	Raguett Elementary School			T				
North Forest ISD	Smiley High School				D	D/A		
	Tidwell Elementary School			T				
Northwest Mathematics, Science, and Language Academy Charter	Northwest Mathematics, Science, and Language Academy		3	T				
Novice ISD	Novice School			T				
One Stop Multiservice Charter School	One Stop Multiservice Edinburg			T				
Palestine ISD	Northside Primary School			T				
	Southside Primary School			T				
	Story Elementary School			T				
Port Arthur ISD	Austin High School			T				
Premont ISD	Premont Junior High School			T				
Prepared Table Charter School	Prepared Table		2	T				
	East Campus			T				
Quinlan ISD	C B Thompson Middle School			T				
Richard Milburn Academy Charter (Beaumont)	Richard Milburn Academy (Beaumont)			T	D			
Richardson ISD	Forest Meadow Junior High School			T				
Round Rock ISD	Bluebonnet Elementary School			T				

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

District	Campus	Rating						
		2	3	T	D	D/A	AI	C/C
	Pershing Elementary School			T				
	Wheatley Middle School			T				
San Antonio School for Inquiry & Creativity Charter	San Antonio School for Inquiry & Creativity			T				
San Diego ISD	Bernarda Jaime Junior High School			T				
School of Excellence in Education Charter	Alpha II			T				
	School of Excellence in Education			T				
Sierra Blanca ISD	Sierra Blanca School			T				
Slidell ISD	Slidell High School			T				
Spring Branch ISD	Woodview Elementary School			T				
Taylor ISD	Naomi Pasemann Elementary School			T				
Tekoa Academy Charter	Tekoa Academy	2		T				
	Tekoa Academy Marshall			T				
Temple ISD	Bonham Middle School			T				
Texas Academy of Excellence Charter	Texas Academy of Excellence			T				
Texas Empowerment0733.A581207as Ac								s Empowerment0733.A581207as Ac

Appendix 7-B. Academically Unacceptable Districts, Low Performing Campuses/Charters,

**Appendix 7-C. Districts and Charter Schools Out of Compliance
with Special Education Criteria Based on 2002 SpECS**

District or Charter School	Out of Compliance Since	District or Charter School	Out of Compliance Since
Sanctions Imposed			
Dallas ISD	12/6/2001	Sierra Blanca ISD	1/25/2002
West Houston Charter School	9/14/2001	Wilmer-Hutchins ISD	3/5/2001
Site Visit: Corrective Action Required (Unresolved)			
A W Brown-Fellowship Charter School	9/14/2001	Alphonso Crutch's-Life Support Center	4/12/2002
Amigos Por Vida-Friends for Life	4/12/2002	Beatrice Mayes Institute	1/11/2002

8. Status of the Curriculum

Since the adoption of a statewide curriculum—the essential elements—in 1984, Texas has continued to increase the rigor of student knowledge and skills and raise the standards of student achievement. A new curriculum, the Texas Essential Knowledge and Skills (TEKS), codified in the Texas Administrative Code (TAC) Title 19 Chapters 110–128, became effective in all content areas and grade levels on September 1, 1998. The TEKS replaced 19 TAC Chapter 75 Curriculum, Subchapters B-D, which contained the essential elements. The State Board of Education (SBOE) repealed the essential elements in May 1998. The state continues to promote rigorous and high standards by:

- ◆ facilitating the implementation of the TEKS in all classrooms in the state;
- ◆ adopting textbooks aligned to the TEKS;
- ◆ aligning the statewide assessment to the TEKS; and
- ◆ aligning the graduation requirements to the new statewide assessment, the Texas Assessment of Knowledge and Skills (TAKS), to be implemented in 2003.

By law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required for use in instruction and statewide assessment. Those in the enrichment areas are to be used to guide instruction.

The Texas Essential Knowledge and Skills in the Subject Areas

English Language Arts and Reading

The TEKS in reading and English language arts emphasize such important basic skills as handwriting, spelling, grammar, language usage, and punctuation.

Through listening, nh bob.4(g)-4.u5.20 -1.1ctio1e4(g)-4.u5.20 -1.1ct(-)-3.3()]4.4((s).1(v4(g)-4.u11.9(e5.20 -1.1ct37 TD-0.0018 Tc0.1

to assist teachers in implementing the Viewing and Representing TEKS at the middle and high school levels. Dr. Renee Hobbs, nationally known media literacy specialist, and a team of teachers from across the state developed two books that include thematic units and specific lessons with an accompanying videotape of media resources.

All ESCs have designated reading liaisons and dyslexia contact persons. The reading liaisons work closely with the TCRLA, CARS, the Statewide Initiatives Division at ESC Region XIII in Austin, the Reading and

school reading academies, professional development for teachers, a Prekindergarten and Kindergarten language literacy laboratory, instructional staff, instructional and diagnostic materials, library reading materials, and family partnerships.

Involving parents in the education of their children is especially important in the early years. *Beginning Reading Instruction: Practical Ideas for Parents* has been developed in English and Spanish to provide parents with information and activities to use as they help their children learn to read. This document has been distributed to all elementary school principals and all local Parent-Teacher Association (PTA) presidents. In addition, the agency provided school districts with both English and Spanish versions of a parent brochure explaining the promotion requirements set forth by the 76th Texas Legislature in Senate Bill 4. Beginning in the 2002-03 school year, students in Grade 3 must pass the reading portion of TAKS before they can be promoted to the next grade level without the involvement of a grade placement decision-making committee. Students will have to pass both the reading and the mathematics sections of TAKS in Grade 5 in the 2004-05 school year and in Grade 8 in 2007-08 in order to be promoted without committee involvement.

A focus on professional development is essential for the initiative to be successful. TCRLA was selected to coordinate a system of teacher education and professional development in language arts. A web site provides teachers access to up-to-date information and a forum for discussion. TCRLA brings nationally known reading experts to Texas to serve as resources for the regional ESCs. TCRLA developed professional training programs for Kindergarten and first-grade teachers that focused on preventing reading failure. During both the 1999-00 and 2000-01 school years, training was provided for Kindergarten teachers. First-grade teachers were provided

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in Grades Prekindergarten-12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 91 percent of homes where English is not the primary language. Other frequently reported primary student languages are Vietnamese, Urdu, Korean, Arabic, Mandarin, Cantonese, German, Laotian, and Cambodian. During the 2001-02 school year, 601,791 LEP students were identified in Texas.

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

The TEKS for Spanish Language Arts (SLA) and ESL are based on the principle that second language learners should be expected to achieve the same high academic standards as native English speakers. To demonstrate that students receiving instruction in SLA or ESL are learning the same knowledge and skills as students enrolled in English Language Arts (ELA), the TEKS for SLA and ESL are aligned with the TEKS for ELA.

principals implement these processes on their campuses.

Mathematics

The state curriculum standards streamline the mathematics program and raise the level of rigor expected at each grade level and course. Although fewer topics are addressed at each grade level, they are studied in greater depth than under the essential elements. Now, fewer course options are available at the high school level than in previous years. The high school program is designed to ensure that each student completes a course sequence that is on or above grade level before completing high school. In 1994, the SBOE

- ◆ recruit and retain more highly trained math teachers; and
- ◆ ensure that students are afforded the opportunity for responsive intervention and instruction if they

supervisors, ESC representatives, and teacher leaders in a trainer-of-trainers model. A revised TEXTEAMS IPC Institute will provide training on concepts found in the Integrated Physics and Chemistry course as well as the TAKS. A Biology Institute will be available in 2002.

and Social Studies Research Methods are one-semester elective courses. Students may repeat these courses with different course content for state graduation credits. Another new elective course is Social Studies Advanced Studies, developed for students who are pursuing the Distinguished Achievement Program

an interactive and functional web site for LOTE educators as a professional development resource, the LOTE CED has produced and sent to all schools briefs and quarterly newsletters related to professional development. Also, the LOTE CED has produced materials and trained a statewide network of facilitators to allow all schools with LOTE programs the opportunity to access professional development on a variety of topics of importance to LOTE teachers. These include: *Peer Coaching and Mentoring for Teachers of LOTE*; *TEKS for LOTE/Overview*; *TEKS for LOTE/Classroom Implementation*; *TEKS for LOTE/Addressing Assessment*; *TEKS for LOTE/Curriculum Development*; and *Teaching Spanish to Spanish Speakers*.

A five-part video series, *Learning Languages Other Than English: A Texas Adventure*, has been developed illustrating the TEKS for LOTE in action in classrooms around the state. The series, along with an extensive video study guide, is available through the LOTE CED for districts to use for professional development.

An agreement among TEA, the State Board for Educator Certification, and Spain's Ministry of Education and Culture has established several programs that provide school districts, their teachers, and their students opportunities to employ visiting teachers, sponsor study abroad experiences, and initiate cultural exchanges.

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

Health Education

The primary goal of the Health Education TEKS is to assist in the development of health literacy among

Senate Bill 19, a far-reaching piece of legislation aimed at improving children's health in Texas, was passed by the Texas legislature in May 2001. This bill contained a requirement that all elementary schools in Texas implement a coordinated health program by September 1, 2007. The health program is to be approved by the Texas Education Agency and includes a health education classroom component. After agency selection and approval of programs in 2002, a list of programs meeting the criteria will be sent to districts. Districts will coordinate training for implementation of the agency-approved programs through regional ESCs or by contacting the program provider(s) directly.

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's report on physical activity and health in 1996, 60 percent of adults do not achieve the recommended amount of regular physical activity. The TEKS in Physical Education were adopted to help address these challenges.

The TEKS emphasize traditional concepts, such as movement skills, physical fitness, and social development, as well as enjoyment of physical activities. The TEKS encourage physical education instructors to address additional wellness components such as nutrition, safety, and making decisions about health issues. The TEKS implementation project described under Health Education also includes a video series and instructional manual involving physical

instruction. The agency, in a partnership with CEDFA and ESC Region XX, is developing products, processes,

goal of the Technology Applications TEKS is for students to gain technology-based knowledge and skills and to apply them to all curriculum areas at all grade levels. Technology Applications TEKS are divided into grade clusters for Grades K-2, 3-5, and 6-8, and courses for Grades 9-12. Students should demonstrate proficiency with the TEKS before they exit the benchmark Grades of 2, 5, and 8.

These “technology literacy” student standards align with the requirements of the Title II, Part D Enhancing Education through Technology of the federal No Child

the TEA Educational Technology web site at
www.tea.state.tx.us/technology/ta.

The Call for State Instructional Materials in
Proclamations 2000 and 2001

Technology Applications standards as well as providing options for students to take courses in this curriculum.

To support the Technology Applications curriculum, there are several funding opportunities. The state-

this information literacy and the required Technology

delivers a wide choice of distance learning opportunities from TEA and programming providers across the U.S. Texas students and educators can use T-STAR to expand their curriculum and educational resources through satellite delivered for-credit courses,

Table 8.1. Adoption Cycle for Foundation and Enrichment Subjects

Adoption Cycle	Subject	Adoption Cycle	Subject
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2000. The board added Subchapter D. *Graduation Requirements, Beginning with School Year 2001-02*. The revised graduation requirements in Subchapter D reflect a more rigorous and relevant curriculum. The three graduation plans of minimum, recommended, and distinguished achievement were revised to reflect the necessary opportunities to learn content and skills that will be required on the new exit-level TAKS to be

administered during the 2002-03 school year. The Chapter 74 revisions did not change the number of credits required for graduation but ensured that every student will receive instruction and the opportunity to learn. Specifically:

- ◆ Geometry was added as a specific mathematics credit required for the completion of the minimum graduation plan.

- ◆ Two credits of science, consisting of Biology and Integrated Physics and Chemistry (IPC), were required in the minimum plan; however, a student also may complete both Chemistry and Physics as substitutes for IPC and the academic elective. To complete three credits of science in the recommended and distinguished achievement plans, one credit of Biology was prescribed with the additional two courses being selected from IPC, Chemistry, or Physics.
- ◆ Communication Applications was identified as the only course that can be used to meet the one-half credit requirement in speech.
- ◆ Options I, II, and III were eliminated in the recommended and distinguished graduation plans to allow students more flexibility in selecting elective courses to complete the two plans.

Beginning in 2004-05, all ninth-grade students will be required to enter high school on the recommended high school program (RHSP) or distinguished achievement program (DAP) as required by HB 1144 passed by the 77th Legislature, 2001.

Texas Assessment of Knowledge and Skills (TAKS)

TEC, Chapter 39, Subchapter B, mandates the assessment of student achievement with criterion-referenced tests. Based on the requirements of the code, the assessment program evaluates the progress of Texas students longitudinally and at critical checkpoints as an integral part of a statewide accountability system. The accountability system measures the quality of learning in Texas schools using academic excellence indicators outlined in TEC, Chapter 39, Subchapter C. The goals of public education include exemplary performance in reading, writing, mathematics, science, and social studies.

The 76th Texas Legislature (1999) mandated a new testing program of increased rigor, size, and scope that

Table 8.2. Comparison of the Texas Assessment of Knowledge and Skills (TAKS) and the Texas Assessment of Academic Skills (TAAS), by Subject and Grade

Subject	English-Version Assessments	Spanish-Version Assessments	Alternative Assessments for Students in Special Education	Reading Proficiency Tests in English (RPTE) ^b
Texas Assessment of Knowledge and Skills (TAKS), 2002-03				
<i>Loca</i> ^a	K-2	K-2	Not Tested	Not Tested
Reading	3-9	3-6	3-9	3, 4-5, 6-8, 9-10, 11, 12
Mathematics	3-11	3-6	3-10	Not Tested
Writing	4, 7	4	4, 7	Not Tested
English Language Arts	10, 11	Not Tested	10	Not Tested
Science	5, 10, 11	5	Not Tested	Not Tested
Social Studies	8, 10, 11	Not Tested	Not Tested	Not Tested
Texas Assessment of Academic and Skills (TAAS), Prior to 2002-03				
<i>Loca</i> ^a	K-2	K-2	Not Tested	Not Tested
Reading	3-8, 10	3-6	3-8 ^c	3, 4-5, 6-8, 9-10, 11, 12 ^d
Mathematics	3-8, 10	3-6	3-8 ^c	Not Tested
Writing	4, 8, 10	4	4, 8 ^c	Not Tested
Science	8	Not Tested	Not Tested	Not Tested
Social Studies	8	Not Tested	Not Tested	Not Tested
Algebra I ^e	9-12	Not Tested	Not Tested	Not Tested
Biology ^e	9-12	Not Tested	Not Tested	Not Tested
English II ^e	9-12	Not Tested	Not Tested	Not Tested
U.S. History ^e	9-12	Not Tested	Not Tested	Not Tested

^a*Loca* indicates diagnostic reading assessment for local use only. ^bThe RPTE is given to limited English proficient (LEP) students. ^cAlternative assessments for students in special education were under development prior to 2002-03. ^dReading Proficiency Tests in English were under development prior to 2002-03. ^eEnd-of-course tests are given to students in Grades 9-12 when they complete these courses: Algebra I, Biology, English II, and U.S. History.

subject area content must be included in these sections of the exit-level test. In addition, it requires that the exit-level test assess skills prerequisite to high school graduation and readiness to enroll in an institution of higher education. The new testing program adds a number of new tests in other grades and eliminates some existing tests, such as the end-of-course (EOC) tests. Table 8.2 compares the new assessment program with the old assessment program.

Also part of the TAKS, as enacted by the 76th Texas Legislature (1999), are new passing requirements beginning in 2002-03 for the reading test at Grade 3, beginning in 2004-05 for the reading and mathematics tests at Grade 5, and beginning in 2007-08 for the reading and mathematics tests at Grade 8. As specified by these requirements, called the “Student Success Initiative,” students may advance to the next grade level only by passing these tests or by unanimous decision of grade placement committees that students are as likely to perform at grade level the next year after accelerated instruction. TEC §28.0211 requires that these tests be administered three times during the school year and that results be reported to the appropriate school district not later than ten days after receipt of the test materials by the agency or its test contractor. New 19 TAC Chapter 101, Assessment, Subchapter BB, Commissioner's Rules Concerning the Student Success Initiative, were adopted in May 2002 and became effective May 26, 2002. These rules are on the agency web site at

<http://www.tea.state.tx.us/student.assessment/resources/ssi/index.html>.

The TAKS is a completely reconceived testing program. It includes more of the Texas Essential Knowledge and Skills than the TAAS did and attempts to ask questions in more authentic ways. The TAKS has been developed to better reflect good instructional practices and more accurately measure student learning. In order to provide a better understanding of this new testing program and its connection to the TEKS and to classroom teaching, the TEA has developed information booklets. These booklets focus on helping teachers understand that what will be tested on the TAKS is directly connected to what Texas students should know and be able to do to be academically successful. The booklets are available on the agency web site at <http://www.tea.state.tx.us/student.assessment/taks/index.html>.

In addition to the new TAKS tests, the statewide assessment program also consists of two assessments to support the agency's goal of providing an appropriate assessment for every student in public education to validly measure their academic progress. These additional tests are the Reading Proficiency Tests in English (RPTE) for limited English proficient (LEP) students and the State-Developed Alternative Assessment (SDAA) for students in special education programs. Both assessments are designed to measure these students' academic progress toward mastery of the TEKS.

Agency Contact Person

For information on the state curriculum and assessment program, contact Ann Smisko, Associate Commissioner for Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The Division of Curriculum and Professional Development web page at www.tea.state.tx.us/curriculum.

19 Texas Administrative Code (TAC), Chapters 110-128, Texas Essential Knowledge and Skills (formats available include print, CD-ROM, and on the TEA web site at www.tea.state.tx.us)

19 TAC Chapter 74

9. Deregulation and Waivers

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

Based upon this legislative direction, the Texas Education Agency (TEA) undertook a major effort to deregulate public education in this state. These actions include review and elimination of unnecessary rules, approval and support of open-enrollment charter schools, and removal of barriers to improved student performance by waiving provisions of federal and state laws. These actions to maximize local control support all four of the state academic goals. These efforts also support the strategic plan goal of local excellence and achievement by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary performance in reading, and in the foundation subjects of English language arts, mathematics, science, and social studies.

State Board of Education and Commissioner of Education Rules

Since 1991, TEA rules have been subject to sunset reviews and rule reviews. The reviews have resulted in the elimination of rules that are outdated or no longer mandated. The 1991-1993 sunset review of State Board of Education (SBOE) rules reduced the number of SBOE rules by 50 percent, from 936 to 466. During the 1995-1996 sunset review, the number of SBOE rules was reduced by nearly 55 percent, from 551 to 250. By September 1997, the number of SBOE rules in effect was 228, while the number of commissioner of education rules was 132, for a total of 360 rules.

In 1997, the TEA began a four-year, legislatively-mandated rule review of SBOE and commissioner rules to determine whether the reasons for initially adopting rules continue to exist. At the end of the four-year rule review period spanning September 1997-August 2001, the TEA had completed the review of all 360 rules,

commissioner rules are in response to legislative mandates, including those relating to the student success initiative, participation of limited English proficient students in state assessments, high school equivalency programs, and House Bill 6 charter school legislation.

The SBOE and commissioner of education rules, including the rule review plan for these rules, are available on-line at www.tea.state.tx.us/rules/home/.

Open-Enrollment Charter Schools

requested one or all of these additional days for staff development.

Class size waivers may be granted by the commissioner of education only in cases of undue hardship and for only one semester at a time. A class size waiver may be granted under the following criteria: (1) a district is unable to employ qualified teachers; (2) a district is unable to provide educational facilities; or (3) a district budgeted for a class size ratio of 22:1 in Grades Kindergarten through 4, but has a campus (or campuses) with enrollment increases or shifts that causes this limit to be exceeded by only one or two students in only one section at any grade level on any campus. Table 9.2 presents the class size waivers approved in the 2001-02 school year.

TEC §39.112 automatically exempts any school district or campus that is rated *exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. In the school year 2001-02, the number of *exemplary* districts, excluding charters, were 149 (14.3%), and the number of *exemplary* campuses were 1,921 (27.1%). The comparable numbers for the school year 2000-01 were 178 *exemplary* districts, excluding charters (17.1%), and 1,571 *exemplary* campuses (22.5%).

Education Flexibility Partnership Act (Ed-Flex)

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. Ed-Flex 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 for enhanced accountability for the performance of students.

The Texas Education Agency was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 (Ed-Flex) to continue Ed-Flex authority. This was approved by the United States

Department of Education in March 2001 for an additional five years.

Statewide Administrative Waivers

During the 2001-02 school year, the commissioner of education used his Ed-Flex authority to grant four 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

The commissioner continued to grant a statewide, programmatic waiver that eliminated the 50 percent poverty requirement for Title I, Part A schoolwide eligibility. This waiver was available to campuses that were eligible for Title I, Part A services, but did not

10. Administrative Cost Ratios

In 2002, the Texas Education Agency (TEA) examined the ratio of school districts' administrative expenditures to instructional expenditures as required by Section 42.201 of the Texas Education Code. The following information summarizes the methodology used to determine a district's administrative cost ratios for school year 2000-01.

The administrative cost ratio for a school district is determined by dividing non-federal operating expenditures in general administration and instructional leadership by expenditures in instruction, instructional resources, curriculum development and instructional staff development, and guidance and counseling services. The ratio is compared to a target standard set by commissioner's rule for districts within one of six average daily attendance (ADA) groups. Figure 10.1 shows the statewide mean administrative cost ratio for the school years 1987-88 through 2000-01.

A district exceeding the applicable standard is required to either submit a plan to reach compliance during the next full school year or request a waiver from the

11. District Reporting Requirements

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

There are now several data requirements that depend on the submission of electronically formatted information from school districts. The most extensive of these systems is the general data collection known as the Public Education Information Management System (PEIMS). This data system gathers information about public education organizations, school district finances, staff, and students. A summary of the information types is shown in Table 11.1.

There are 150 data elements in PEIMS for the 2002-03 school year, and all reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. This large-scale data collection is designed to meet a number of data submission requirements in federal and state law. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by this committee, which is comprised of representatives of school districts, regional education

service centers, and legislative and executive state government offices.

In addition, the Information Task Force (ITF) provides technical reviews of proposed changes to PEIMS data standards, and reports to the PCPEI. This group is made up of agency, school district, and regional education service center staff, and has conducted sunset reviews in 1991-92, and again in 1996-97, of all PEIMS data elements to minimize reporting burdens on school districts. A three-year sunset review process has been adopted as part of the ongoing responsibilities of the task force.

The agency maintains a system used for gathering information in an electronic format for the Child Nutrition Program Information Management System (CNPIMS). This data collection system is designed to meet the administrative data requirements of the National School Lunch and School Breakfast reimbursement systems. It is designed for direct input from school districts through an Internet connection. There are approximately five principal entry screens with about 30 data elements in the CNPIMS for the 2002-03 school year, and all reporting requirements for the elements are documented online. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A comparable system for order entry of textbooks has also been developed at the agency. The web-based

Table 11.1. Information Types in the PEIMS Electronic Data Collection

<p>Organizations</p> <ul style="list-style-type: none"> ◆ District name and assigned number ◆ Shared service arrangement types, fiscal agent, and identifying information ◆ Campus identification and certain program component information specific to that 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 ◆ Permits held by staff to perform certain job functions ◆ 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, 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
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Educational Materials and Textbooks (EMAT) database system allows schools to place textbook orders, adjust student enrollments, and update district inventory. There are multiple steps to the process, but school districts generally enter the materials code and a quantity to place orders. There are six input screens to enter about 20 data elements. The districts have access to about 25 screens and 16 reports.

School districts have been given the ability to enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) was implemented to allow users to enter data and print reports that track the status of students participating in Texas adult education programs. The New Generation System (NGS) is an interactive interstate information network for migrant students. This system is designed to allow student data to be shared among school districts serving migrant students. School districts now update certain basic contact and organizational data through a web-based application known as Ask TED (Texas Education Directory).

Certain applications for funding and related documentation for a limited set of grant programs can also be done online in an Internet-based application. Applications for Carl Perkins funds and certain funds managed by the Divisions of Special Education and Services for the Deaf can be completed and submitted over the Internet. Certain expenditure reports may also be completed online.

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

Paper collection requirements are presented on the TEA web site, along with a downloadable version of each collection instrument. This form of publication replaces the published paper version of *Bulletin 742 - Data Submission to the Texas Education Agency*. The web site publication has excluded certain short-term data collections, such as one-time surveys or transitional collection systems.

The Texas Education Agency Data Approval Committee (TEADAC) is made up of staff from across the agency. In addition to conducting a sunset review of documents in Bulletin 742, the committee is charged with developing ongoing reviews of new data requirements and establishing an educational program for agency staff to make information collections more effective and less burdensome. The result is a much

smaller set of paper collections, which are categorized in Table 11.2.

The sources of remaining data requirements are also shown in Table 11.2. The number of paper collections has been substantially reduced in part due to elimination of statutory requirements or the reassignment of functions to other agencies. The length of reports is difficult to assess because several reports vary in length according to the number of affected students, staff, or campuses. In the basic form, the 28 data collection instruments have less than 100 total pages of data entry. Review of Bulletin 742 documents will continue on an ongoing basis.

Table 11.2. Bulletin 742 Summary, 2002-03	
Description	Number
Documents Published and Available on the Texas Education Agency Web Site	
Business forms	20
Data collection instruments	28
Surveys	3
Total	51
Data Collections for 2002-03	
Federal requirements	
Title I	5
Emergency immigrant education	1
Special education	2
Civil Action 5281	1
Subtotal	9

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Agency Contact Persons

For information on the Public Education Information Management System (PEIMS), Bulletin 742, the Texas Education Agency Data Approval Committee (TEADAC), the Policy Committee on Public Education Information (PCPEI), and the Information Task Force (ITF), contact Karen Cornwell, PEIMS Division, (512) 463-9229.

For information on the New Generation System (NGS), contact Pat Meyertholen, Migrant Division, (512) 463-9067.

For information on the Adult and Community Education System (ACES), contact Evelyn Curtis, Adult and Community Education Division, (512) 463-9294.

For information on the Child Nutrition Program Information Management System (CNPIMS), contact Gary Rose, Child Nutrition Program Division, (512) 997-6558.

For information on the Educational Materials and Textbooks (EMAT) system, contact Chuck Mayo, Textbook Division, (512) 463-9601.

Other Sources of Information

2002-03 Public Education Information Management System Data Standards; TEA web site: www.tea.state.tx.us.

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of the funds administered by the TEA are passed from the agency directly through to school districts. The agency administered \$14.2 billion in public education funds in fiscal year (FY) 2002 or the 2001-02 school year and will administer \$15.3 billion in FY2003 or the 2002-03 school year.

Method of Financing for FY2002 and FY2003

Table 12.1 presents the funds within three major methods of financing that TEA received, General Revenue Fund, Federal Funds, and Other Funds. The majority of funds (74.6%) for FY2003 come from the General Revenue Funds, with 20.7 percent from Federal Funds and 4.7 percent from Other Funds.

TEA Administrative Budget for FY2003

As can be noted in Table 12.2, the largest percent

TEA Strategic Plan and TEA Expenditures

Agency planned expenditures for 2001-02 and 2002-03 presented in this chapter are linked to the goals and strategies of the agency strategic plan, detailed in Table

Compared to other state education agencies, TEA consistently leads in having the highest percent of appropriations that are passed through to school districts, charter schools, and ESCs.

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03 (continued)		
Goals and Strategies	2001-02	2002-03
A.3.2. Strategy: Technology Support the implementation, maintenance, and expansion of a statewide technological infrastructure for education including the Internet; increase access to educational data; encourage school districts to plan for and implement technologies that increase the effectiveness of student learning, instructional management, professional development, and administration; and integrate technology into the curriculum in relation to the technology applications TEKS.	\$ 19,265,583	\$ 56,362,613
A.3.3. Strategy: Improving Educator Performance Continue to ensure teachers in grades K-12 have access to quality reading instruction training; develop and implement professional development initiatives that encourage collaboration between K-12 and higher	68,946,337	300,003,068

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03 (continued)

Goals and Strategies	2001-02	2002-03
B.2.6. Strategy: Safe Schools 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 demonstrate exemplary performance in comparison to state and national academic standards in reading and the foundation subjects of English language arts, mathematics, science, and social studies.	\$ 62,942,039	\$ 65,131,534
B.2.7. Strategy: Windham School District Build the capacity of the Windham School District within the Texas Department of Criminal Justice by ensuring that students are provided effective instructional and support services.	71,115,423	71,115,423
B.3.1. Strategy: Regional Training and Development The regional education service centers will 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.	63,068,414	65,870,692
B.3.2. Strategy: Deregulation/School Restructuring Encourage educators, parents, community members, and university faculty and personnel to increase involvement in education, improve student learning, and develop and implement programs that meet local needs and promote the successful integration of open enrollment charter schools into the Texas public education system.	81,488,485	79,826,992
Total, Goal B	\$ 3,041,803,472	\$ 3,503,407,764
C. Goal: Texas Education Agency Operations		
The Texas Education Agency will fulfill its statutory responsibilities in building the capacity of the Texas public education system to ensure each student demonstrates exemplary performance in reading and the foundation subjects of English language arts, mathematics, science, and social studies.		
C.1.1. Strategy: Accountability Operations Develop and implement standards of district and campus accountability for student achievement and financial performance of districts by conducting research, reporting results, and responding to districts and campuses not meeting state standards.	\$ 19,189,970	\$ 19,314,397
C.1.2. Strategy: School Finance System Operations Efficiently manage the Foundation School Program and increase the principal value of the Permanent School Fund and the annual rate of deposit to the Available School Fund.	34,192,642	25,758,401
C.1.3. Strategy: Improving Instruction Operations Provide equitable access to instructional materials for the state's foundation and enrichment curriculum; develop, communicate, and provide training in the state's Essential Knowledge and Skills; maintain and expand the technological capabilities of the public education system; and increase access to educational data.	10,493,527	10,491,405
C.2.1. Strategy: Local Authority Operations Foster program and funding flexibility, support regional training and development at the education service centers, and encourage educators, parents, community members, and university faculty and personnel to develop programs that increase involvement in education, improve student learning, and meet local need	5,958,048	5,793,158

Table 12.4. Expenditures Under TEA Goals and Strategies, 2001-02 and 2002-03 (continued)		
Goals and Strategies	2001-02	2002-03
D. Goal: Indirect Administration		
D.1.1. Strategy: Central Administration	\$ 13,585,104	\$ 15,272,636
D.1.2. Strategy: Information Resources	22,146,185	22,942,505
Total, Goal D	35,731,289	38,215,141
Grand Total	\$ 14,172,996,761	\$ 15,289,259,832

^aStrategy A.1.2 is a program strategy. The agency's operating funds for developing and administering the accountability rating system are found in Strategy C.1.1.

13. Performance of Open-Enrollment Charter Schools

The first open-enrollment charter schools were authorized by the State Board of Education (SBOE) in 1996. To promote local initiative, charter schools are subject to fewer regulations than other public school districts (TEC §12.103). Many charters were established to serve predominantly students at risk of dropping out of school. Charter

average passing percentages on the English-version TAAS in *school districts* were higher than in *all charters*. However, the 64.2 percent passing rate represents a notable increase from the previous year's *all charter* passing rate for all tests taken (55.7%).

For some student groups, *at-risk charters* outperformed *all charters*. Similar to the previous year, Hispanic students at *at-risk charters* had higher passing rates on most subject areas of the English-version TAAS than *all charters* (Table 13.4 on page 145).

Also like the previous year, *at-risk charters* had strong performances among students taking the Spanish-version TAAS tests. In Grade 4 reading and mathematics and Grade 5 mathematics and all tests taken, *at-risk charter* students had higher passing rates than all charters and school district students (Table 13.3 on page 144).

It is important to remember the changes in charter schools in terms of new campuses opening and others closing when comparing performance from one year to the next. From 2000 to 2002, the passing rates for students in *all charters* and *at-risk charters* increased for all student groups and for all subject areas, except for a slight decrease (-0.5%) for Hispanic students in social studies in *at-risk charters*. For the most part, African American students made greater gains than other student groups (Table 13.4 on page 145). In many cases, it should be noted that charter school results reflect small numbers of students.

The 2000-01 Grades 7-12 annual dropout rates for *all charter* students (3.3%) and *at-risk charter* students (3.7%) were higher than the rate for students in *school districts* (0.8%). The 2001 graduation rate of students enrolled as 9th graders through four years of school in *all charters* (30.0%) was much lower than the rate for *school districts* (82.0%). The graduation rate of *at-risk charters* (29.5%) was nearly the same as the *all charter* rate. From 1998-99 to 2000-01, the annual dropout rates for all students in *all charters* and *school districts* decreased; the rates for students in *at-risk charters* showed the greatest decrease in dropout rates. The four-year graduation rate nearly doubled for *all charters* and more than doubled for *at-risk charters* over the past two years.

The percentages of *all charter* students passing end-of-course examinations were around 20 to 30 points below the percentages of *school district* students for all subjects; *at-risk charter* students had lower passing rates than *all charter* students for all subjects except U.S. History. The participation rate and percent meeting criterion on college admissions tests were higher in *school districts* than in *all charters*. From 1999 to 2001, on college admissions tests, both *all charter* and *at-risk charter* students showed decreased participation rates,

while students in *school districts* showed a slight increase.

Percent Passing Texas Assessment of Academic Skills (TAAS)

The passing rates for students in *all charter* and *at-risk charter* schools taking the English-version TAAS in Grades 3-8 and 10 increased in all subject areas from 2000 to 2002 (Table 13.1 on page 141). However, the percentages of students passing in *all charter* and *at-risk charter* schools were markedly lower than the *school district* passing rates for all TAAS subject areas. Passing rates also increased at all grade levels for the *all charter* group.

In reading, the 2002 *all charter* passing rate for students tested in Grades 3-8 and 10 was 78.5 percent (Table 13.1 on page 141). There was a gap of 12.9 percentage points between the *all charter*

In Grade 8 science and social studies, *all charter* students were 8.0 and 18.5 percentage points, respectively, behind *school district*

mathematics (Table 13.5). The *all charter* mathematics passing rate of TAAS failers increased 23.3 percentage points to 49.1 percent. The *at-risk charter* passing rate of TAAS failers increased 23.9 percentage points to 43.1 percent. *All charter* and *at-risk charter* passing rates still lagged behind *school districts* on this indicator.

and U.S. History were around 20 to 30 points below the percentages of *school district* students (Table 13.6 on page 147). The percentages of *at-risk charter* students passing were lower than the *all charter* averages, except in U.S. History. For

TAAS Participation

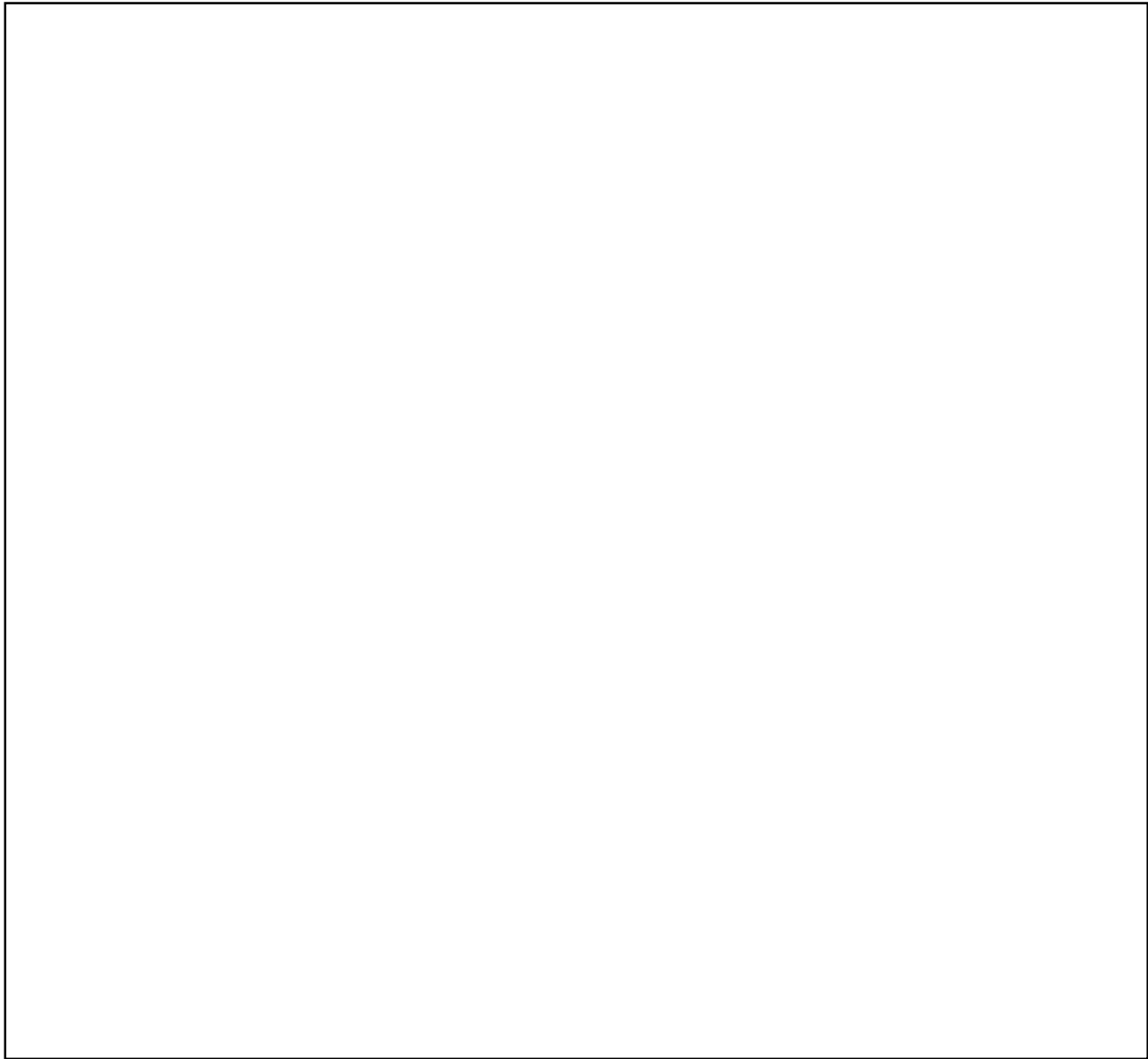
In 2002, 96.1 percent of *all charter* students and nearly the same percentage of *school district* students (96.2%) were tested (Figure 13.1 on page 146). The percent of students tested on *at-risk charter* campuses was lower (93.4%). The percentages of students in the accountability subsets of *all charter* schools and *at-risk charters* were much lower than those of *school districts*. However, the mobile subset percentage for *all charters* (19.6%) and *at-risk charters* (29.9%) decreased over the past two years. The percentages of students tested with the State-Developed Alternative Assessment (SDAA) for certain students in special education programs were slightly higher for *all charters* (7.7%) and *at-risk charters* (8.2%) than for *school districts* (6.7%).

End-of-Course Examinations

The percentages of *all charter* students passing end-of-course examinations in Algebra I, Biology, English II,

American, Hispanic, White, and economically disadvantaged *at-risk charter* students were higher than the rates for these student groups in *all charters* and *school districts*.

From 1998-99 to 2000-01, the Grades 7-12 annual dropout rates for *all charters*, *at-risk charters*



Note. The category "At-Risk Charters" includes only charters with 51.0 percent or more of students at risk of dropping out of school. The category "School Districts" excludes charter schools.

longitudinal continuation and GED rates were also higher than the *school district* rates. *At-risk charter* campuses had a slightly lower longitudinal dropout rate (13.7%) than the students in *all charters* (14.9%).

Percentage Completing Advanced Courses

In 2000-01, the most recent year for which data were available, 8.0 percent of *all charter* students in Grades 9-12 completed at least one advanced course (Table

13.8 on page 149). The rate was a decrease from the 1998-99 rate of 11.8 percent. The *at-risk charter* rate of 6.0 percent was also a decrease from 1998-99 (9.9%). The *school district* rate was considerably higher (19.1%) but was a slight decrease over the past two years. There were decreases for African American, Hispanic, and White students for *all charters*, *at-risk charters*, and *school districts*. However, African American students had the greatest decrease for *all charters*, *at-risk charters*, and *school districts* (7.4, 4.0, and 1.4 percentage points, respectively).

**Percentage Completing
Recommended High School
Graduation Plan**

Note. The category "At-Risk Charters" includes only charters with 51.0 percent or more of students at risk of dropping out of school. The category "School Districts" excludes charter schools.

the ACT Composite (24) was 19.6 percent for the class

Agency Contact Persons

For information on charter schools, contact Susan Barnes, Assistant Commissioner, Charter Schools Division, (512) 463-9575.

school, the agency's Division of Communications, (512) 463-9000, or on the TEA web site at www.tea.state.tx.us/ under Performance Reporting.

Other Sources of Information

AEIS Performance Reports and Profiles for charter schools and campuses are available from each charter

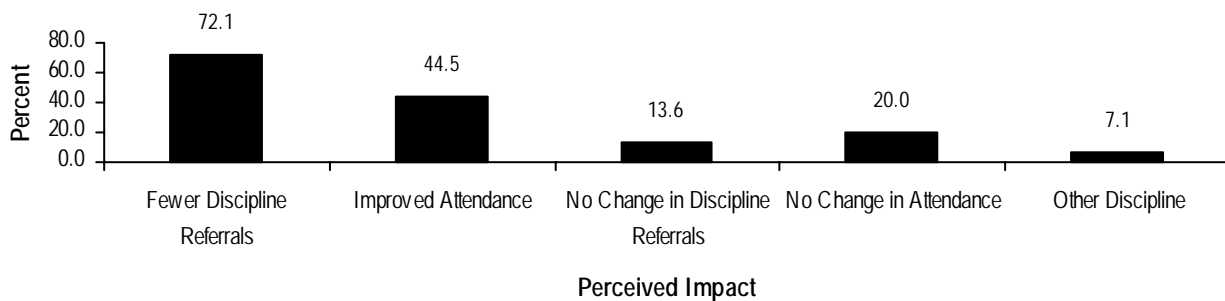
14. Character Education

House Bill (HB) 946, passed during the 77th Texas Legislature, 2001, permits, but does not require, school districts to offer character education programs.

To be designated a Character Plus School, a school's program must:

- ◆

Figure 14.1. Surveyed District/Charter School Responses to Perceived Impact of Character Education Programs on Student Discipline and Attendance, June 2002



Note. Respondents could choose more than one item.

out in HB 946 for the agency to designate them as Character Plus Schools. In the 2001-02 school year, there were 2,005 Character Plus Schools in Texas and 1,109 other campuses implementing character education programs not designated Character Plus programs.

Agency Contact Person

For information about Character Plus Schools or character education programs, contact Ann Smisko,

Associate Commissioner for Curriculum, Assessment, and Technology, (512) 463-9087.

Other Sources of Information

The 2001-02 Character Education Letter and Survey are available at <http://www.tea.state.tx.us/curriculum/index.html>.

The criteria for Character Plus Schools as defined by Texas Education Code §29.903 and the list of Character Plus Schools for 2001-02 are available at: <http://www.tea.state.tx.us/curriculum/charplus.html>.

Compliance Statement

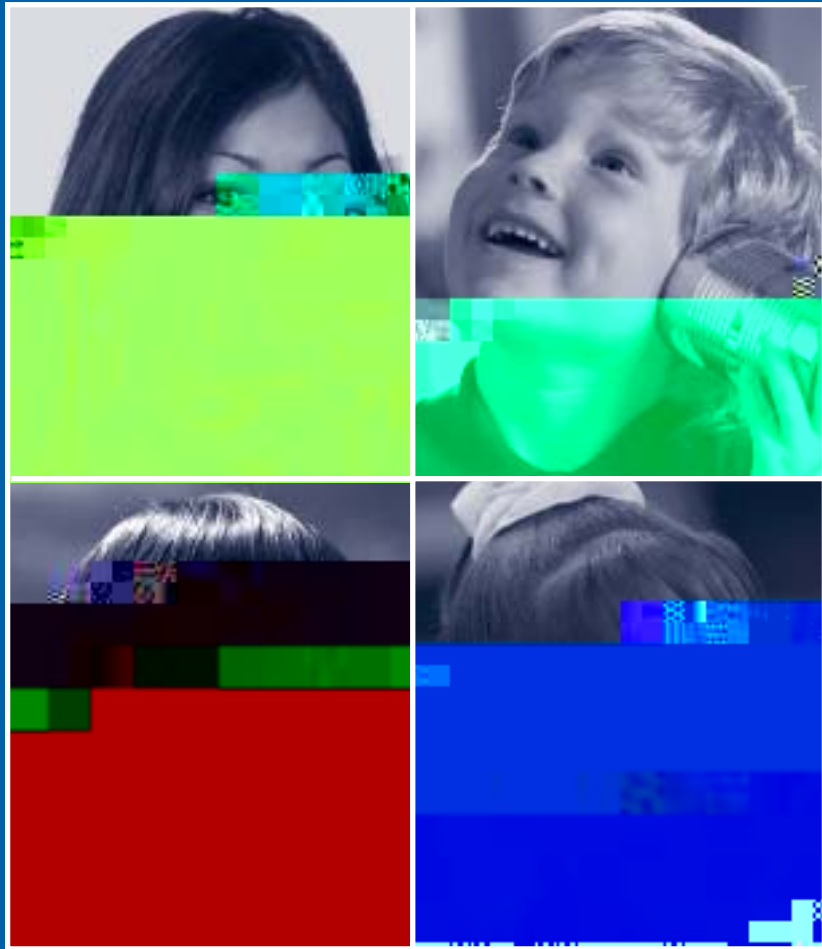
Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found



Texas Education Agency
1701 North Congress Ave.
Austin, Texas 78701-1494

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