

2004

Comprehensive Annual Report
on Texas Public Schools



TEXAS EDUCATION AGENCY

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Shirley J. Neeley, Ed.D.
Commissioner

January 2005

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

The *2004 Comprehensive Annual Report on Texas Public Schools* describes the status of Texas public education, as required by §39.182 of the Texas Education Code. The report will be posted on the Texas Education Agency website by January 31, 2005, at www.tea.state.tx.us/reports/. You can print a copy directly from the web or contact the TEA Governmental Relations Office for a paper copy.

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

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

Respectfully submitted,

Shirley J. Neeley, Ed.D.
Commissioner of Education

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

2004
Comprehensive
Annual Report on
Texas Public Schools

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

January 2005

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Additional Acknowledgements

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

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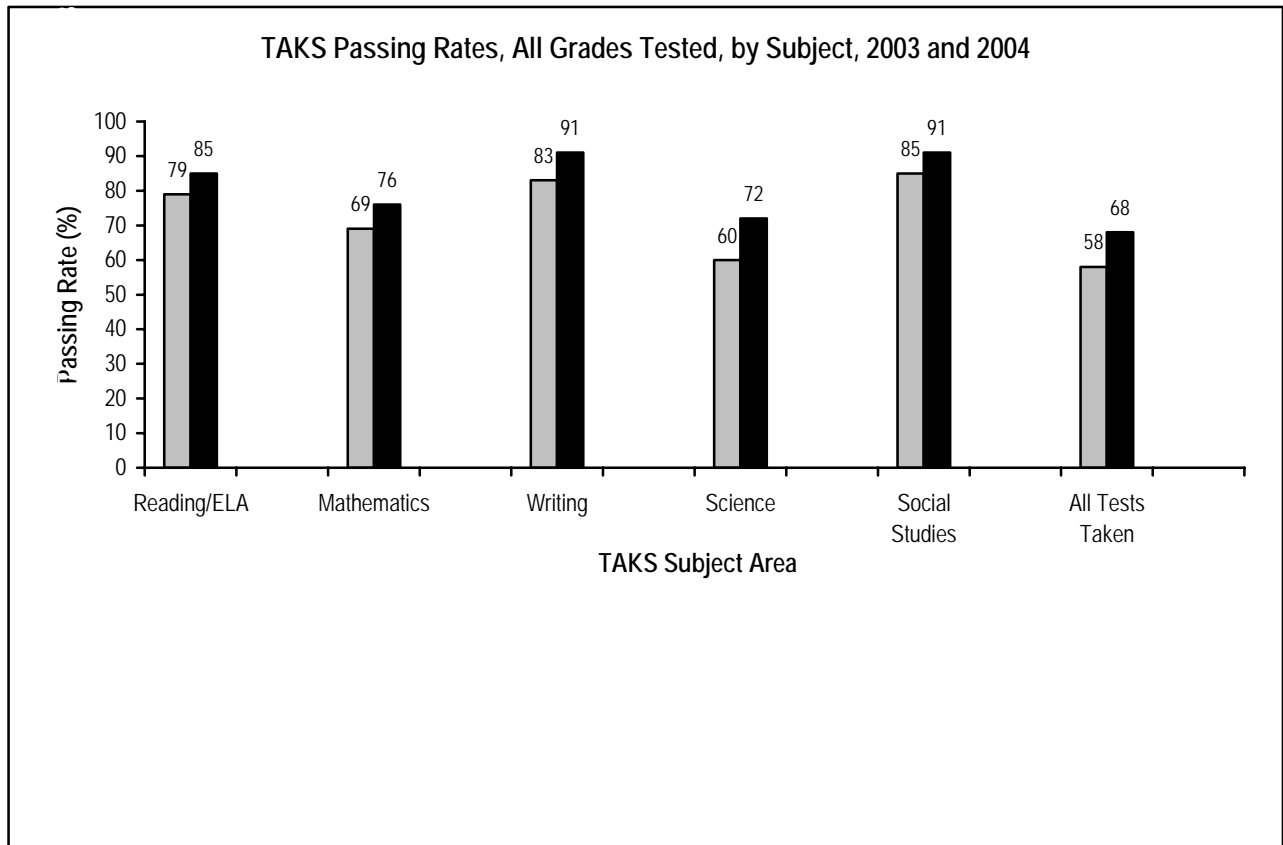
Texas Assessment of Academic Skills (TAAS™) and Texas Assessment of Kls ,-(ice)6(e)4.5(dn10fp3) a)6.aST8E(ills (TAAS))TJ6.44

Executive Summary

The following are highlights of the 2004 *Comprehensive Annual Report on Texas Public Schools*.

- ◆ Texas public school students took the Texas Assessment of Knowledge and Skills (TAKS) for the first time in 2003. Compared to the previous assessment program, the Texas Assessment of Academic Skills (TAAS), the TAKS program tests more grade levels (Grades 3-11); includes a comprehensive English language arts (ELA) test in Grades 10 and 11; assesses science knowledge and skills for the first time at three grade levels (Grades 5, 10, and 11); and assesses social studies at more grade levels than in the past (Grades 8, 10, and 11). Additionally, the exit-level TAKS assessment required for graduation was moved from Grade 10 to Grade 11.

- ◆ TAKS passing standards were developed in summer 2002 by panels of educators and other interested citizens convened by the Texas Education Agency (TEA). To provide a transition from TAAS to the more challenging TAKS, the State Board of Education (SBOE) approved a plan to phase in the panel-recommended standards over a three-year period, with the phase-in proceeding differently for students in Grades 3-10 and students in Grade 11. For the 2003 TAKS, students in Grades 3-10 were required to perform at two standard errors of measurement (SEM) below the panel-recommended standard or higher to pass. Although all 11th graders were required to take TAKS in 2003, their performance on the tests did not count as a graduation requirement because their class took the exit-level TAAS as its graduation test the previous year. On the 2004



TAKS, the standard for students in Grades 3-10 was one SEM below the panel-recommended standard. Grade 11 students took the exit-level TAKS as a graduation requirement for the first time and had to meet a two SEM standard. In 2005, students in Grades 3-10 will be required to achieve the panel-recommended standard, and first-time Grade 11 students will be required to meet a one SEM standard to pass. In 2006, Grade 11 students will be required to meet the panel-recommended standard.

- ◆ Despite increased requirements for most grade levels in 2004, the percentages of all students passing each of the five subject area tests separately increased across the board from 2003. Texas students passed the writing and social studies tests at a rate of 91 percent on each test in 2004, which was an increase of 8 and 6 percentage points, respectively, from 2003. Student performance in reading and English language arts, combined, rose 6 percentage points to 85 percent in 2004. In mathematics, 76 percent of all students met the passing standard, an increase of 7 percentage points from 2003. The greatest gain was in science: 72 percent of all students passed the science assessment in 2004, compared to 60 percent in 2003. The percentage of students passing all tests taken rose a full 10 percentage points in the first two years of the new assessment program, reaching 68 percent in 2004.
- ◆ Unlike the TAAS program, the TAKS program includes a formal performance category for students who demonstrate high academic achievement considerably above the passing standard. Standards for commended performance were established in 2003 without a phase-in. In 2004, among all Grade 3-11 students tested, 20 percent or more achieved commended performance on three of the five subject area tests (20% reading/ELA, 21% social studies, and 22% writing). Compared to 2003, the percentages of students achieving commended performance in 2004 on all tests taken and on individual tests rose from 3 percentage points (all tests taken) to as much as 9 percentage points (writing).
- ◆ Between the first and second years of the TAKS program, passing rates of the four student groups evaluated under the Texas accountability system (African American, Hispanic, White, economically disadvantaged) increased on all five subject tests and on all tests taken. As was the case in 2004, student groups showed the strongest performance in writing and social studies; passing rates ranged from a low of 84 percent in social studies (economically disadvantaged students) to a high of

96 percent, also in social studies (White students). The greatest gains for student groups were on the science test: the passing rate of White students rose by 11 percentage points to 86 percent, and the passing rates of the other three student groups rose 15 percentage points each.

second SDAA measure, the percentage of SDAA examinations meeting ARD expectations, was incorporated as a new indicator in the accountability rating system in 2004. Across Grades 3-8, 84 percent of SDAA examinations met or exceeded ARD expectations in 2004, a 3 percentage-point increase from 2003.

- ◆ As the state assessments have become more rigorous, fewer students have been exempted and more students included in the accountability system. In 2004, 95.4 percent of all students eligible to be tested with the English- or Spanish-version TAKS or the SDAA were tested. Most students (90.4%) took one or more TAKS tests or a combination of TAKS and SDAA tests. The remaining 5.0 percent of students took SDAA tests only. The results of 89.4 percent of all students tested were included for accountability ratings purposes, the highest percentage of students included in the accountability system ever.
- ◆ In 2002-03, the number of dropouts (17,151) increased slightly from the number in 2001-02 (16,622), and the annual dropout rate remained unchanged (0.9%). The longitudinal dropout rate for the class of 2003 Grade 9 cohort (4.5%) was 0.5 percentage points lower than that for the previous class (5.0%). The target set in law was to reduce the longitudinal dropout rate to 5 percent or less (Texas Education Code [TEC] §39.182).
- ◆ State graduation rates for the classes of 2002 and 2003 were 82.8 percent and 84.2 percent, respectively. African American students in the class of 2003 achieved, for the first time, a graduation rate of over 80 percent (81.1%). The graduation rate for Hispanic students increased

SDAA examinations, and high school completion rates.

- ◆ Of the 1,227 public school districts and charters in Texas, 19 (1.5%) were rated *Exemplary* and 378 (30.8%) were rated *Recognized* in 2004 under the new state accountability system. A total of 713 districts and charters (58.1%) achieved the *Academically Acceptable* rating, and 23 (1.9%) were rated *Academically Unacceptable*. Of the 7,813 public campuses and charter campuses, 520 (6.7%) were rated *Exemplary* and 2,541 (32.5%) were rated *Recognized* in 2004. A total of 3,579 campuses (45.8%) achieved the *Academically Acceptable* rating, and 92 (1.2%) were rated *Academically Unacceptable*.

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1. Academic Excellence Indicators

This chapter presents the progress the state is making on the Academic Excellence Indicators established in Texas law, adopted by the commissioner of education, or adopted by the State Board of Education (SBOE). Detailed analysis of Texas Assessment of Knowledge and Skills (TAKS) results and dropout rates can be found in Chapters 2 and 5 of

78 percent to 82 percent in mathematics, and 73 percent to 80 percent in writing.

TAKS/SDAA Participation

Every student enrolled in a Texas public school in Grades 3-11 must be given the opportunity to take the TAKS test or SDAA. The TAKS/SDAA participation section of the AEIS report provides the percentages of students tested and not tested, as well as other categories of results that are excluded or included in evaluations for accountability ratings purposes. The

for LEP and Hispanic students (81.9% and 92.9%, respectively). Between 2002 and 2003, completion rates increased for all student groups, except Native American students. In the class of 2003, LEP students had the highest percentage of students continuing school after anticipated graduation (26.1%), followed by special education students (15.9%). Native

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

TAAS/TASP Equivalency

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

Equivalency rates for the class of 2003 showed that 71.1 percent of graduates statewide, when they first took the test, scored sufficiently high on the TAAS to have a 75 percent likelihood of passing the TASP (THEA). This is an improvement over the 70.5 percent equivalency rate for the class of 2002.

College Readiness—Texas Success Initiative

A new indicator on the 2004 AEIS reports, the College Readiness—Texas Success Initiative (TSI), shows the percentage of students who met the Higher Education Readiness Component standards on the exit-level mathematics and English language arts (ELA) TAKS tests (scale scores of 2200 on mathematics; 2200 on ELA with a 3 on the written composition), as set by the Texas Higher Education Coordinating Board (THECB). Performance on these tests is used to assess a student's readiness to enroll in an institution of higher education. A student who meets the standard adopted by the THECB is exempt from the requirements of the TSI (TEC §51.306, 2004).

TAKS results from spring 2004 showed that 43 percent of Grade 11 students achieved the college readiness standard in mathematics. The standard in ELA was met by 29 percent of 11th graders.

College Admissions Tests

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

The percentage of graduates who took either the SAT I or the ACT increased from 61.9 percent for the class of 2002 to 62.4 percent for the class of 2003. Of examinees in the class of 2003, 27.2 percent scored at or above criterion on either test (1110 on the SAT I or 24 on the ACT), an increase of more than half of a percentage point from 26.6 percent for the class of 2002.

The average SAT I combined score for the class of 2003 was 989, an increase over the average score of 986 for the class of 2002. The average ACT composite score was 19.9 for the class of 2003, a slight decrease from 20.0 for the class of 2002.

Profile Information

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

Agency Contact Persons

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

Other Sources of Information

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

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
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<u>Indicator:</u>		<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>
TAKS Met Standard												
Grade 3 (English) March Administration Only												
Reading	2004	91%	86%	88%	96%	95%	96%	91%	92%	86%	87%	83%
	2003	86%	77%	80%	94%	87%	93%	85%	87%	80%	79%	71%
Mathematics	2004	90%	82%	88%	96%	92%	97%	91%	90%	85%	86%	85%
	2003	84%	72%	79%	92%	89%	94%	85%	83%	77%	77%	75%
All Tests	2004	86%	76%	81%	93%	89%	94%	86%	86%	79%	79%	76%
	2003	78%	64%	71%	89%	82%	89%	78%	78%	70%	68%	62%
TAKS Met Standard												
Grade 3 (Spanish) March Administration Only												
Reading	2004	84%	68%	84%	92%	91%	*	80%	87%	68%	84%	84%
	2003	75%	56%	75%	68%	59%	*	70%	79%	53%	75%	75%
Mathematics	2004	81%	85%	81%	97%	82%	*	81%	81%	72%	81%	81%
	2003	71%	56%	71%	69%	51%	*	71%	70%	57%	71%	71%
All Tests	2004	74%	63%	74%	89%	83%	*	72%	76%	58%	73%	74%
	2003	62%	38%	62%	58%	44%	*	59%	64%	42%	62%	62%
TAKS Met Standard												
Grade 4 (English)												
Reading	2004	86%	78%	81%	93%	90%	94%	84%	88%	76%	79%	68%
	2003	82%	71%	75%	91%	85%	92%	81%	83%	74%	73%	57%
Mathematics	2004	87%	76%	83%	93%	90%	96%	87%	86%	77%	81%	76%
	2003	81%	68%	74%	90%	85%	93%	82%	80%	71%	72%	62%
Writing	2004	91%	86%	88%	94%	93%	96%	88%	93%	81%	87%	79%
	2003	84%	77%	80%	90%	86%	93%	80%	88%	72%	77%	63%
All Tests	2004	76%	63%	69%	86%	81%	90%	74%	78%	63%	67%	56%
	2003	69%	54%	60%	81%	72%	86%	67%	71%	57%	57%	42%

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Academic Excellence Indicator System
2003-04 State Performance Report

<u>Indicator:</u>	<u>State</u>	African American	Native	Asian/	Special	Econ
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Academic Excellence Indicator System
2003-04 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/Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>
TAKS Met Standard Grade 8												
Reading	2004	90%	85%	84%	95%	91%	96%	89%	90%	74%	83%	48%
	2003	84%	75%	77%	91%	87%	93%	82%	85%	62%	75%	35%
Mathematics	2004	67%	50%	57%	81%	71%	88%	68%	66%	41%	55%	28%
	2003	62%	45%	51%	76%	66%	85%	63%	61%	33%	48%	22%
Soc Studies	2004	88%	82%	83%	94%	91%	96%	88%	88%	68%	82%	56%
	2003	87%	82%	80%	93%	92%	95%	86%	87%	67%	79%	50%
All Tests	2004	64%	47%	53%	79%	69%	86%	65%	64%	41%	51%	22%
	2003	59%	41%	46%	73%	63%	82%	59%	58%	32%	43%	15%
TAKS Met Standard Grade 9												
Reading	2004	85%	78%	78%	93%	91%	93%	82%	87%	62%	77%	38%
	2003	76%	68%	66%	87%	84%	88%	71%	81%	42%	64%	22%
Mathematics	2004	61%	45%	48%	76%	64%	86%	60%	61%	29%	46%	21%
	2003	55%	39%	41%	71%	58%	82%	54%	55%	22%	39%	17%
All Tests	2004	59%	43%	46%	75%	63%	84%	58%	60%	32%	44%	17%
	2003	51%	36%	37%	68%	55%	78%	49%	54%	21%	35%	11%
TAKS Met Standard Grade 10												
Eng Lang Arts	2004	76%	69%	67%	85%	76%	86%	70%	82%	42%	65%	24%
	2003	70%	61%	61%	79%	74%	81%	64%	77%	29%	58%	19%
Mathematics	2004	64%	46%	52%	78%	68%	87%	65%	64%	29%	50%	27%
	2003	61%	44%	48%	74%	66%	85%	61%	62%	25%	46%	28%
Science	2004	65%	47%	50%	81%	73%	83%	68%	62%	32%	48%	19%
	2003	56%	37%	39%	73%	65%	75%	58%	54%	23%	37%	14%
Soc Studies	2004	88%	82%	81%	94%	93%	95%	89%	87%	64%	79%	49%
	2003	80%	69%	71%	90%	86%	91%	80%	80%	49%	69%	41%
All Tests	2004	50%	31%	35%	66%	51%	73%	49%	51%	16%	32%	8%
	2003	43%	25%	28%	58%	49%	65%	41%	44%	10%	25%	7%

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2003-04 State Performance Report

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<u>Indicator:</u>	<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/ Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>	
TAKS Met Standard Grade 11												
Eng Lang Arts	2004	87%	83%	81%	92%	90%	91%	83%	91%	57%	80%	42%
	2003	70%	60%	63%	75%	71%	82%	62%	77%	33%	61%	33%
Mathematics	2004	85%	74%	79%	92%	89%	95%	86%	85%	56%	77%	59%
	2003	68%	53%	58%	78%	71%	88%	68%	69%	33%	56%	37%
Science	2004	85%	75%	76%	93%	89%	94%	87%	83%	57%	74%	47%
	2003	68%	52%	56%	78%	70%	86%	67%	68%	33%	54%	29%
Soc Studies	2004	97%	96%	95%	99%	98%	99%	98%	97%	89%	95%	82%
	2003	90%	86%	86%	94%	94%	95%	89%	91%	71%	84%	61%
All Tests	2004	73%	59%	61%	84%	77%	86%	72%	74%	35%	58%	24%
	2003	50%	34%	39%	60%	51%	72%	46%	54%	16%	36%	15%
TAKS Met Standard (Sum of All Grades Tested) (Accountability Indicator)												
Reading/ELA	2004	85%	79%	79%	93%	89%	93%	83%	88%	68%	78%	61%
	2003	79%	70%	72%	88%	82%	89%	76%	82%	57%	71%	53%
Mathematics	2004	76%	62%	68%	86%	79%	92%	76%	75%	56%	67%	60%
	2003	69%	54%	60%	81%	72%	88%	69%	69%	46%	59%	50%
Writing	2004	91%	88%	88%	94%	92%	96%	88%	94%	79%	87%	78%
	2003	83%	76%	78%	90%	83%	92%	79%	87%	65%	76%	61%
Science	2004	72%	57%	60%	86%	79%	87%	75%	69%	46%	58%	34%
	2003	60%	42%	45%	75%	65%	79%	62%	58%	30%	43%	21%
Soc Studies	2004	91%	86%	85%	96%	94%	97%	91%	90%	72%	84%	60%
	2003	85%	79%	78%	92%	91%	94%	85%	86%	62%	77%	49%
All Tests	2004	68%	53%	58%	81%	72%	86%	67%	68%	46%	57%	45%
	2003	58%	43%	48%	72%	62%	79%	57%	59%	34%	46%	35%

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2003-04 State Performance Report

<u>Indicator:</u>		<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>
TAKS Met Standard (Sum of All Grades Tested) (Panel Recommendation)												
Reading/ELA	2004	80%	71%	72%	89%	84%	90%	77%	84%	e6%	70%	51%
	2003	72%	61%	63%	83%	76%	85%	69%	75%	47%	61%	44%
Mathematics	2004	66%	49%	57%	78%	69%	87%	67%	65%	44%	55%	48%
	2003	57%	41%	47%	71%	60%	81%	e6%	57%	34%	46%	38%
Writing	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%
	2003	78%	68%	71%	87%	78%	89%	73%	82%	57%	69%	53%
Science	2004	56%	38%	41%	73%	63%	76%	61%	52%	29%	39%	19%
	2003	42%	24%	27%	59%	48%	65%	46%	39%	17%	25%	9%
Soc Studies	2004	84%	77%	76%	92%	88%	94%	86%	83%	60%	74%	44%
	2003	76%	66%	66%	86%	82%	89%	77%	75%	47%	64%	32%
All Tests	2004	57%	40%	46%	71%	61%	76%	57%	57%	34%	44%	34%
	2003	47%	30%	35%	61%	50%	70%	46%	47%	24%	34%	25%
TAKS Commended Performance (Sum of All Grades Tested)												
Reading/ELA	2004	20%	12%	13%	29%	22%	33%	18%	22%	9%	12%	9%
	2003	16%	8%	10%	24%	16%	27%	15%	17%	7%	9%	5%
Mathematics	2004	17%	8%	11%	25%	18%	41%	18%	16%	8%	10%	9%
	2003	12%	5%	6%	18%	12%	32%	13%	11%	5%	6%	5%
Writing	2004	22%	13%	14%	31%	20%	41%	17%	26%	8%	12%	9%
	2003	13%	6%	8%	20%	11%	27%	10%	16%	5%	7%	5%
Science	2004	9%	3%	4%	14%	11%	19%	11%	7%	4%	4%	2%
	2003	3%	1%	1%	5%	3%	8%	4%	2%	1%	1%	< 1%
Soc Studies	2004	21%	10%	11%	31%	22%	40%	25%	17%	6%	10%	2%
	2003	13%	5%	6%	20%	14%	28%	16%	11%	4%	5%	1%
All Tests	2004	8%	3%	4%	12%	8%	19%	8%	8%	3%	4%	3%
	2003	5%	2%	2%	7%	4%	13%	5%	5%	2%	2%	1%

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Academic Excellence Indicator System
2003-04 State Performance Report

<u>Indicator:</u>	<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>
SDAA Examinations (Sum of Grades 3-8) Met ARD Expectations (Accountability Indicator)											
2004	84%	83%	84%	85%	84%	84%	84%	85%	84%	84%	84%
2003	81%	79%	80%	82%	83%	82%	80%	82%	81%	81%	80%
SDAA Examinees (Sum of Grades 3-8) Met ARD Expectations											
Reading	2004	88%	86%	87%	90%	87%	87%	89%	88%	87%	86%
	2003	86%	85%	85%	89%	91%	86%	88%	86%	86%	84%
Mathematics	2004	82%	80%	82%	83%	82%	82%	82%	82%	82%	82%
	2003	78%	76%	78%	80%	80%	78%	79%	78%	79%	79%
Writing	2004	80%	80%	80%	80%	81%	80%	81%	80%	81%	82%
	2003	73%	73%	74%	72%	77%	72%	75%	73%	74%	75%
All Tests	2004	74%	72%	73%	76%	75%	73%	75%	74%	74%	73%
	2003	69%	67%	69%	71%	74%	69%	70%	69%	69%	68%

2004 TAKS/SDAA Participation
Grades 3-11

Tested TAKS/SDAA r 72%

n

% 0

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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/Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>
2003 TAKS/SDAA Participation Grades 3-11											
Tested TAKS/SDAA	94.9%	94.5%	93.0%	96.9%	94.7%	95.4%	94.1%	95.8%	81.3%	93.5%	83.7%
By Testing Program											
TAKS/SDAA	90.1%	86.9%	88.0%	93.3%	89.1%	94.1%	88.1%	92.4%	45.4%	86.5%	75.1%
SDAA Only	4.8%	7.6%	5.1%	3.7%	5.7%	1.3%	6.1%	3.4%	36.0%	7.1%	8.6%
By Mobility Status											
Acct Subset	88.8%	86.5%	87.4%	91.7%	83.9%	91.6%	87.9%	90.1%	70.4%	87.4%	78.3%
Mobile Subset	6.1%	8.0%	5.7%	5.3%	10.8%	3.8%	6.3%	5.7%	10.9%	6.2%	5.4%
Not Tested TAKS/SDAA	5.1%	5.5%	7.0%	3.1%	5.3%	4.6%	5.9%	4.2%	18.7%	6.5%	16.3%
Absent	0.7%	0.9%	0.9%	0.6%	1.1%	0.3%	0.8%	0.7%	0.7%	0.7%	0.5%
ARD Exempt	1.7%	2.7%	1.7%	1.4%	1.8%	0.6%	2.2%	1.2%	12.8%	2.1%	2.1%
LEP Exempt	1.1%	0.1%	2.5%	0.1%	0.4%	2.6%	1.2%	1.1%	0.1%	1.9%	10.5%
Other	1.5%	1.8%	1.9%	1.0%	1.9%	1.1%	1.7%	1.2%	5.1%	1.7%	3.1%
Total Count	2,854,584	410,410	1,170,598	1,172,594	9,244	81,323	1,462,576	1,386,819	378,532	1,391,290	310,847
TAAS Exit-Level Cumulative Pass Rate											
Class of 2004	95.0%	93.1%	91.5%	98.0%	93.7%	97.0%	94.2%	95.8%	n/a	n/a	n/a
Class of 2003	94.6%	92.3%	91.1%	97.6%	93.6%	96.5%	93.8%	95.4%	n/a	n/a	n/a
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)											
Reading/ELA 2004	47%	45%	42%	60%	54%	57%	46%	48%	39%	42%	30%
Mathematics 2004	27%	23%	25%	35%	32%	38%	28%	27%	21%	24%	20%
Student Success Initiative Grade 3 Reading (English and Spanish)											
Students Requiring Accelerated Instruction											
2004	10%	14%	13%	4%	6%	4%	11%	9%	15%	14%	17%
2003	12%	18%	17%	6%	11%	6%	14%	11%	18%	18%	22%
TAKS Cumulative Met Standard (March and April)											
2004	95%	92%	93%	99%	98%	98%	95%	96%	92%	93%	90%
2003	95%	92%	93%	99%	96%	98%	95%	96%	93%	93%	91%
TAKS Failers Promoted by Grade Placement Committee											
2003	40.9%	47.5%	37.0%	51.2%	*	37.7%	41.2%	40.4%	72.5%	39.9%	36.2%

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TEXAS EDUCATION AGENCY
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<u>Indicator:</u>	<u>State</u>	<u>African American</u>	<u>Hispanic</u>	<u>White</u>	<u>Native American</u>	<u>Asian/ Pacific Is</u>	<u>Male</u>	<u>Female</u>	<u>Special Ed</u>	<u>Econ Disad</u>	<u>LEP</u>
SAT/ACT Results											
Tested											
Class of 2003	62.4%	59.5%	45.7%	66.4%	69.3%	79.3%	60.3%	64.1%	n/a	n/a	n/a
Class of 2002	61.9%	58.5%	45.2%	67.9%	75.8%	81.7%	59.7%	63.8%	n/a	n/a	n/a
At/Above Criterion											
Class of 2003	27.2%	7.2%	10.8%	37.2%	29.2%	44.5%	30.3%	24.6%	n/a	n/a	n/a
Class of 2002	26.6%	6.9%	10.4%	36.3%	26.0%	44.9%	29.4%	24.3%	n/a	n/a	n/a
Mean SAT Score											
Class of 2003	989	843	891	1051	977	1078	1010	971	n/a	n/a	n/a
Class of 2002	986	839	893	1047	990	1073	1007	969	n/a	n/a	n/a
Mean ACT Score											
Class of 2003	19.9	16.8	17.8	21.6	20.5	22.0	20.0	19.9	n/a	n/a	n/a
Class of 2002	20.0	17.0	17.8	21.5	20.5	21.8	19.9	20.0	n/a	n/a	n/a

'*' indicates results are masked due to small numbers to protect student confidentiality.

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

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STUDENT INFORMATION

Count Percent

PROGRAM INFORMATION

Count Percent

Total Students

4,311,502 100.0%

Student Enrollment by Program:

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	Non-Special Education Rates	Special Education Rates
Retention Rates By Grade: Kindergarten	2.9%	10.7%
Grade 1	5.9%	9.7%
Grade 2	3.5%	3.8%
Grade 3	2.9%	2.2%
Grade 4	1.6%	1.3%
Grade 5	0.9%	1.4%
Grade 6	1.4%	1.7%
Grade 7	2.3%	2.4%
Grade 8	1.7%	3.0%
Data Quality: PID Errors (student)	18,846	0.4%
Underreported Students	6,858	0.3%

STAFF INFORMATION

	Count	Percent		Years
Total Staff:	573,410.7	100.0%	Average Yrs. Experience of Teachers:	11.8 yrs.
			Average Yrs. Experience of Teachers with Districts	7.8 yrs.
Professional Staff:	355,397.2	62.0%	Average Teacher Salary by Years of Experience:	Amount
Teachers	289,187.7	50.4%	(regular duties only)	
Professional Support	44,994.7	7.8%	Beginning Teachers	\$32,744
Campus Administration (School Leadership)	15,542.5	2.7%	1-5 Years Experience	\$34,774
Central Administration	5,672.2	1.0%	6-10 Years Experience	\$37,432
Educational Aides:	58,413.2	10.2%	11-20 Years Experience	\$42,989
Auxiliary Staff:	159,600.3	27.8%	Over 20 Years Experience	\$50,553
Total Minority Staff:	231,014.0	40.3%	Average Actual Salaries (regular duties only):	
Teachers by Ethnicity and Gender:			Teachers	\$40,478
African American	25,577.5	8.8%	Professional Support	\$48,039
Hispanic	54,326.4	18.8%	Campus Administration (School Leadership)	\$60,822
White	205,684.1	71.1%	Central Administration	\$74,728
Native American	775.8	0.3%	Turnover Rate For Teachers:	14.3%
Asian/Pacific Islander	2,824.0	1.0%	Instructional Staff Percent	63.8%
Males	65,655.5	22.7%		
Females	223,532.3	77.3%		

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Teachers by Highest Degree Held:			EXCLUSIONS	
			Shared Services Arrangement Staff:	Count
No Degree	3,152.5	1.1%	Professional Staff	1,365.2
Bachelors	221,004.5	76.4%	Educational Aides	324.0
Masters	63,571.8	22.0%	Auxiliary Staff	847.4
Doctorate	1,458.9	0.5%	Contracted Instructional Staff:	1,571.6
Teachers by Years of Experience:			Actual Expenditure Exclusions:	Amount
Beginning Teachers	18,665.6	6.5%	Tuition TranoeachI92.ual E	Count
1-5 Years Experience	83,727.0	29.0%		

2. Student Performance

s mandated by the 76th Texas Legislature, Texas public school students took the Texas Assessment of Knowledge and Skills (TAKS) tests for the first time in 2003. Two to four TAKS subject-area tests are administered annually to students from Grade 3 through Grade 11 (Table 2.1). TAKS assessments are related to the curriculum in one of two different ways, depending on the grade level. TAKS tests from Grades 3 through 8 assess curriculum that is grade-specific; for example, the Grade 5 TAKS reading test is based on the knowledge and skills presented in the Texas Essential Knowledge and Skills (TEKS) Grade 5 reading curriculum. On the other hand, TAKS tests from Grades 9 through 11 assess broader curricula based on courses high school students must pass in order to graduate. For example, the Grade 11 exit-level TAKS mathematics test assesses the knowledge and skills from Algebra I and high school geometry as well as some curriculum from Grade 8 mathematics. Results of the TAKS tests are reported to school districts, parents, students, and the public. Reports include the number of students who took the test, the percentage of students who met the standard, and the percentage of students who achieved commended performance.

The Reading Proficiency Tests in English (RPTE) are a second component of the statewide assessment system. First implemented in the 1999-00 school year, these tests are administered to limited English proficient (LEP) students in Grades 3 through 12 to measure their progress in reading and comprehending English.

A third component of the statewide assessment program is the State-Developed Alternative Assessment (SDAA), which was first administered in the 2000-01 school year. The SDAA measures the academic

progress of students in Grades 3 through 8 who are served in special education programs and who are receiving instruction in the TEKS in a subject area tested by TAKS but for whom TAKS, even with allowable accommodations, is not an appropriate measure of academic achievement.

This chapter outlines statewide results of the 2003 and 2004 TAKS tests, including results on individual subject-area tests and results for various segments of the student population. To allow for comparisons between the first two years of the new assessment system, TAKS results from both years are included in the data tables. Also included in discussion and in graphic display are statewide data from the Spanish TAKS tests, the RPTE, and the SDAA.

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

Development of the Assessment System

In summer 2002, the Texas Education Agency invited approximately 350 educators and interested citizens to participate in panels to develop the passing standards for the TAKS tests. In November 2002, the State Board of Education (SBOE) adopted TAKS passing standards designed to provide a three-year transition from the previous assessment progw[7476celrevT.6(e)(e)-1-N1Bt.

level. To do this, a standard error of measurement (SEM) was used. SEM is a measure of the extent to

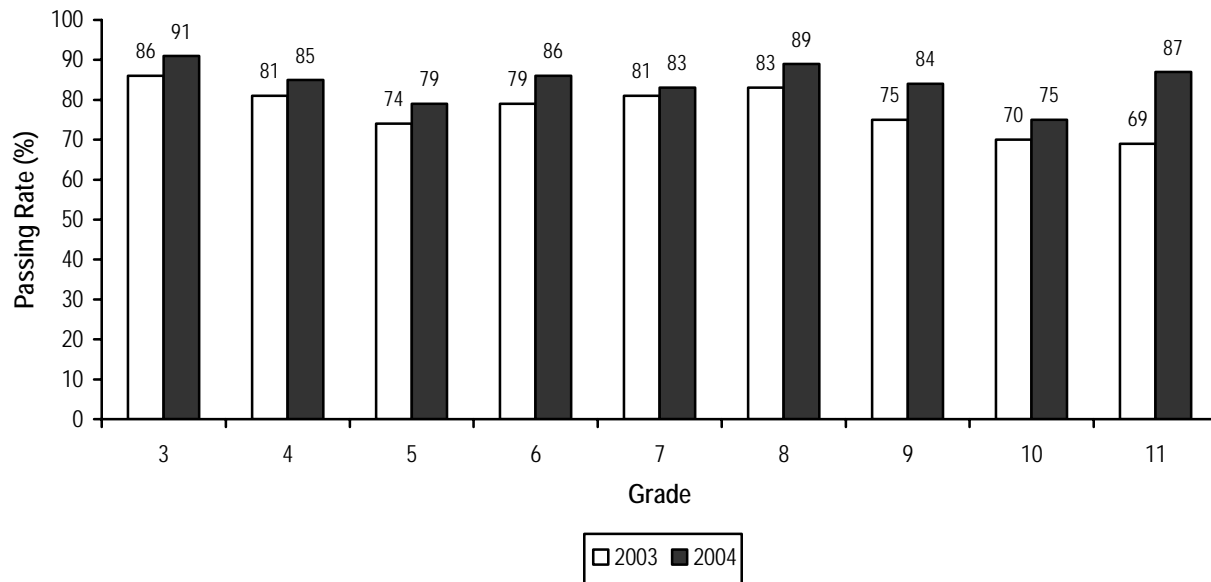
Student Performance Results: All Students

On the 2004 TAKS reading tests in English for Grades 3 through 9, the percentage of students meeting the passing standard at the one SEM level ranged from 79 percent at Grade 5 to 91 percent at Grade 3 (Table 2.2). Students at Grade 9 made the greatest progress on the reading test, achieving a passing rate 9 percentage points higher than in 2003 (Figure 2.1 on page 24). The percentage of students achieving

commended performance ranged from a low of 9 percent at Grade 9 to a high of 35 percent at Grade 3. Data presented for Grade 3 students are from the primary administration of the Grade 3 reading test, which was given in March. In both 2003 and 2004, even more third graders met the passing standard after additional administrations of the Grade 3 reading test in English (see Student Success Initiative on page 31).

On the Grade 10 and exit-level English language arts tests, 75 percent of 10th graders and 87 percent of 11th graders taking the test met the passing

Figure 2.1. English-Version TAKS Reading and English Language Arts Passing Rates, by Grade, 2003 and 2004



Note. In Grades 3-10, data for both years are shown at 1 SEM (standard error of measurement) below the panel recommendation. At Grade 11, data for both years are shown at 2 SEM below the panel recommendation. Grade 3 data are from the primary administration only.

standard (Figure 2.1). The performance of students in Grade 11 in 2004 was 18 percentage points higher than that of Grade 11 students the previous year, when compared at the same two SEM standard. In addition, 4 percent of Grade 10 students and 10 percent of Grade 11 students achieved commended performance.

In writing, 90 percent of Grade 4 students and 91 percent of Grade 7 students met the passing standard in 2004 (Figure 2.2). The 2004 performance of these students, when compared to 2003 performance at the same one SEM standard, showed gains of 6 percentage points and 10 percentage points, respectively. Twenty percent of fourth graders and 22 percent of seventh graders achieved commended performance in 2004.

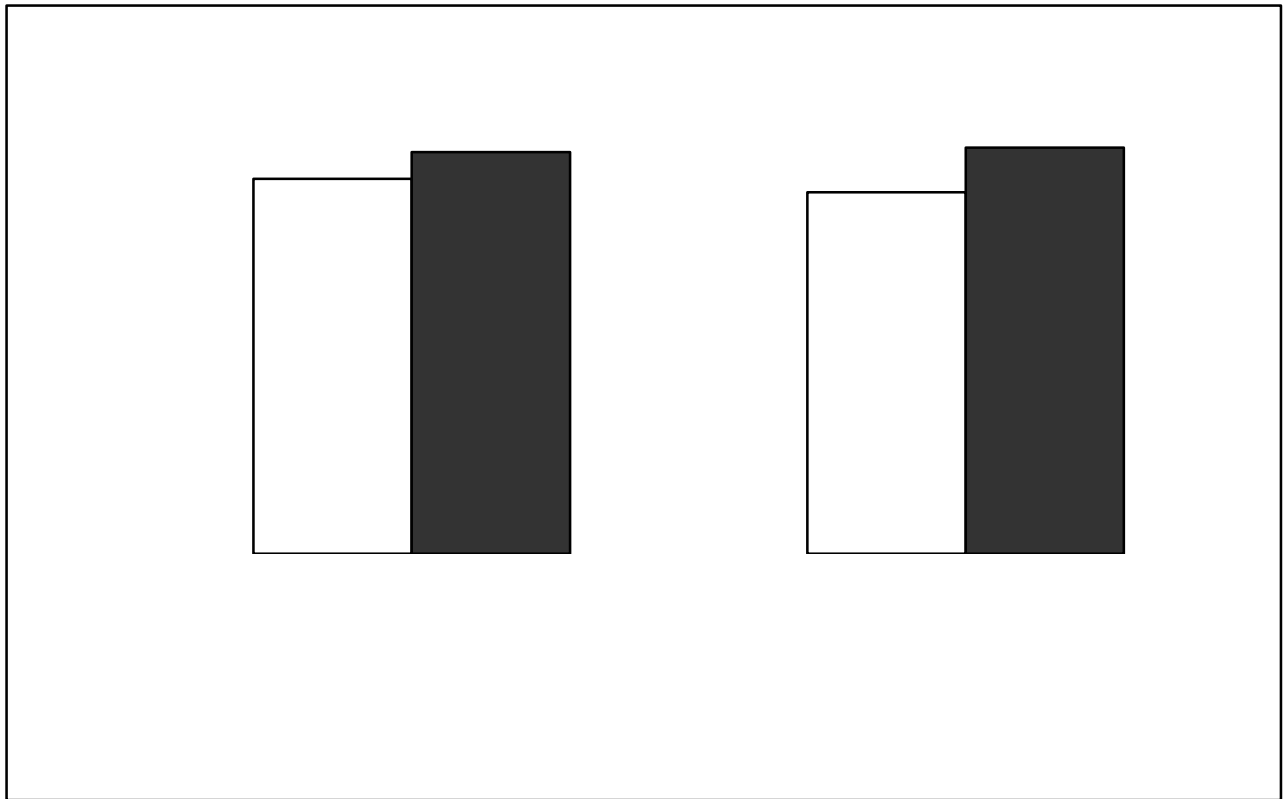
In mathematics, results in 2004 ranged from 59 percent of Grade 9 students to 90 percent of Grade 3 students meeting the passing standard (Figure 2.3 on page 26). The proportion of students achieving commended performance ranged from 7 percent in Grade 7 to 26 percent in Grade 5. Across all grades, the passing rate of 11th graders increased the most (17 percentage points).

In social studies, the percentage of students meeting the passing standard in 2004 ranged from 87 percent at Grade 10 to 97 percent at the exit level (Figure 2.4 on

page 27). The highest proportion of Grade 8 students achieved commended performance (22%). In comparing 2004 performance with 2003 performance, Grade 10 students showed a slightly higher gain (8 percentage points) than students at the exit level (7 percentage points).

On the science test, the proportion of students meeting the passing standard in 2004 ranged from 64 percent of Grade 10 students to 85 percent of exit-level students (Figure 2.5 on page 28). Grade 5 had the highest proportion of students achieving commended performance (16 percent). The largest gain from 2003 to 2004 was among students taking the exit-level test, where the percentage of Grade 11 students meeting the passing standard increased by 18 points.

In 2004, the percentage of students meeting the passing standard in the All Tests Taken category ranged from a low of 49 percent at Grade 10 to a high of 85 percent at Grade 3 (Table 2.2 on page 23). In the commended performance category, 17 percent of Grade 3 students and 15 percent of Grade 6 students achieved this level compared to only 1 percent of Grade 10 students. The most noteworthy change in performance was among students at Grade 11, where the percentage meeting the passing standard rose a full 23 points.



Student Performance Results: Ethnic Groups

Grade 3

Although the number of students taking the Grade 3 TAKS reading and mathematics tests increased in 2004 and the requirements for meeting the passing standards were raised, third grade students performed very well. The percentages of students in all ethnic groups achieving the one SEM and commended standards rose from 2003 to 2004 (Appendix 2-A on page 37). For example, of the 267,381 students who took the March 2004 administration of the Grade 3 TAKS reading test in English, 91 percent met the passing standard, and 35 percent achieved commended performance. African American students made considerable progress in 2004; the proportions of students meeting the passing standard and achieving commended performance increased by 9 and 10 percentage points, respectively. Hispanic students made similar gains of 8 and 10 percentage points, respectively. Increases for White students were somewhat smaller—2 points higher in meeting the passing standard and 7 points higher in achieving commended performance.

In mathematics, 271,275 third graders took the test in English. Of these students, 90 percent met the passing standard, and 25 percent achieved commended

performance. As with reading, all three ethnic groups improved their performance. The passing rate of African American students increased by 10 percentage points, and the rate of those achieving commended performance increased by 4 percentage points. Similarly, Hispanic students showed gains of 8 and 6 points, and White students showed gains of 3 and 8 points, respectively.

Grade 4

Students in Grade 4 took TAKS tests in reading, mathematics, and writing. Of the 281,196 students who took at least one of these tests in 2004, 75 percent met the passing standard and 8 percent achieved commended performance on all tests taken (Table 2.2 on page 23). Each ethnic group showed improvement on the three subject-area tests.

In 2004, the ethnic group that showed the largest gain in meeting the passing standard on the reading test was African American students, increasing by 6 percentage points (Appendix 2-B on page 38). The performance of White students in reading was also impressive: the proportion of students achieving commended performance increased by 9 percentage points from 2003. In mathematics, the proportions of African American and Hispanic students meeting the passing standard increased by 8 percentage points each, and Hispanic and White students showed gains of

6 percentage points in achieving commended performance.

African American students showed strong results on the writing TAKS, with 86 percent meeting the passing standard—a gain of 10 percentage points over 2003. Hispanic students made similar progress, with 88 percent meeting the passing standard in 2004 as compared with 79 percent in 2003. Of the three groups, White students showed the most significant gain in achieving commended performance, with a 10 percentage-point increase.

Grade 5

Of the 289,150 students in Grade 5 who took the 2004 TAKS tests in reading, mathematics, and science, 62 percent met the passing standard on all tests taken, and 9 percent achieved commended performance (Table 2.2 on page 23).

In reading, African American students made the largest gain in meeting the passing standard (8 percentage points), and White students showed the greatest gain in achieving commended performance (12 percentage points) (Appendix 2-C on page 39). In mathematics, both the Hispanic and White student groups had considerable increases in the percentages of students achieving commended performance—9 and 11 percentage points respectively. The largest gains in

2004 came in science: the proportion of Hispanic students meeting the passing standard rose by 14 percentage points, and the proportion of White students achieving commended performance increased by 19 percentage points.

Grade 6

Of the 292,020 sixth graders who took TAKS tests in reading and mathematics in 2004, 73 percent met the passing standard, and 15 percent achieved commended performance (Table 2.2 on page 23).

In reading, the performance of African American students in 2004 showed considerable improvement over 2003, with a 12 percentage-point gain in meeting the passing standard and a 4 percentage-point gain in achieving commended performance (Appendix 2-D on page 40). On the mathematics

met the passing standard on all tests taken, and 4 percent achieved commended performance (Table 2.2 on page 23).

On the reading test, Hispanic and White students showed the largest percentage-point increases in achieving commended performance—5 and 7 points respectively (Appendix 2-E on page 41). In mathematics, the passing rates of African American and Hispanic students improved considerably in 2004—rising by 9 percent and 11 percent, respectively. On the Grade 7 writing test, African American and Hispanic students showed the largest percentage-point increase in achieving commended performance (Table 2.2 on page 23).

ed
11t

Grade 10

Of the 277,622 students who took Grade 10 TAKS tests in English language arts (ELA), mathematics, social studies, and science, 49 percent met the passing standard, and 1 percent achieved commended performance on all tests taken (Table 2.2 on page 23).

students posting the largest gain (22 percentage points). White students showed the largest increase (4 percentage points) in achieving commended performance.

Student Performance Results: Special Populations

Grade 3

Of all the students who took the March administration of the Grade 3 TAKS reading test in English, 100,245 were students who have been identified as being at-risk of dropping out of school, 139,945 were economically disadvantaged, 40,370 were limited English proficient (LEP), and 13,596 received special education services. All four of these student populations improved their performance considerably in 2004 (Appendix 2-A on page 37). LEP students showed the greatest progress, with gains of 12 percentage points in meeting the passing standard and 10 percentage points in achieving commended performance. Economically disadvantaged students also improved performance at the commended level by 10 percentage points, and the group achieved the highest passing rate (87%) among all special populations. The passing rate of at-risk students rose 9 percentage points to 83 percent, and the proportion achieving commended performance increased by 8 points. Although improvements made by special education students were slightly smaller at each standard (6 percentage-point gains, respectively), this population reached a passing rate of 86 percent; and 25 percent of special education students achieved commended performance.

On the TAKS mathematics test, as was the case with reading, economically disadvantaged students achieved the highest passing rate (86%) among all special populations. The at-risk and LEP groups, with 10 percentage-point gains each, showed the greatest increases in passing rate. The percentages of economically disadvantaged and LEP students who achieved commended performance rose 6 percentage points each. Special education students also improved their performance in 2004, making gains of 7 percentage points in meeting the passing standard and 4 percentage points in achieving commended performance.

Grade 4

In 2004, the percentage of LEP students meeting the passing standard on all three Grade 4 TAKS tests increased more than any other group of special population students (Appendix 2-B on page 38). LEP

students' passing rates rose by 11 percentage points in reading, 14 points in mathematics, and 17 points in writing. In mathematics, 80 percent of economically disadvantaged students met the passing standard in 2004; and on the writing test, all groups except LEP students achieved a rate of 80 percent or higher. Both economically disadvantaged and special education students posted a 6-point gain in achieving commended performance on the reading test, and LEP students achieved the same gain in commended performance on the mathematics test. The proportions of economically disadvantaged and special education students who achieved commended performance in writing rose by 5 percentage points each.

Grade 5

On the Grade 5 TAKS reading test, improvement in the performance of the special education population was impressive: students showed gains of 10 and 6 percentage points, respectively, in meeting the passing standard and achieving commended performance (Appendix 2-C on page 39). In mathematics, the passing rates of students in all four groups rose by 6 percentage points or more in 2004. In achieving commended performance on the mathematics test, economically disadvantaged students posted the largest gain, with an increase of 8 percentage points. On the TAKS science test, all four groups had double-digit increases in the percentage of students meeting the passing standard, with special education students posting the largest gain (16 percentage points). Economically disadvantaged students showed the greatest improvement (7 percentage points) in the proportion of students achieving commended performance in science.

Grade 6

The passing rate of at-risk students in both reading and mathematics increased more than any other special population in 2004 (Appendix 2-D on page 40). Reading gains by the four student groups ranged from 18 percentage points for at-risk students to 8 points for special education students. Similarly, on the TAKS mathematics test, increases ranged from 9 points for economically disadvantaged students to 14 points for at-risk students. In 2004, the proportion of economically disadvantaged students achieving commended performance on both tests rose by 4 percentage points.

Grade 7

On the Grade 7 TAKS reading test, at-risk and LEP students showed equal gains (6 percentage points) in meeting the passing standard in 2004, and

economically disadvantaged students showed the largest gain (5 points) in achieving commended performance (Appendix 2-E on page 41). In mathematics, all four groups had double-digit increases in passing rate, ranging from a 10 percentage-point

from 2003, and 26 percent (an 11-point increase) reached commended performance (Appendix 2-J on page 46). The 24,713 students who took the Grade 3 mathematics test in Spanish made similar gains: 80 percent met the passing standard, a 10 percentage-point improvement over 2003, and 14 percent (a 7 point gain) achieved commended performance.

Grade 4

Of the 16,909 students who tested in Spanish, 65 percent met the passing standard, and 6 percent achieved commended performance on all tests taken (Appendix 2-K on page 47). Students made solid progress in reading and writing; passing rates on the two tests rose by 6 and 5 percentage points, respectively. In mathematics, the improvement in performance was even greater: the proportion of students meeting the passing standard increased by 12 percentage points, and the percentage achieving commended performance rose by 8 points.

Grade 5

Of the 8,081 Grade 5 students who took Spanish TAKS tests, 35 percent met the passing standard and 2 percent achieved commended performance on all tests taken (Appendix 2-L on page 48). Students made the largest gains in science; the passing rate for all students increased by 18 percentage points over 2003. Students showed gains on the reading test both in terms of passing rate (a 9 percentage-point increase) and commended performance rate (a 7 percentage-point increase). Similar gains could be seen on the mathematics test, where the proportions of students meeting the passing standard rose by 9 and 5 percentage points, respectively.

Grade 6

Of the 1,503 Grade 6 students who tested in Spanish, 46 percent met the passing standard and 5 percent achieved commended performance on all tests taken (Appendix 2-M on page 49). Passing rates on the reading test remained stable from 2003 to 2004, but the percentage of students achieving commended performance improved by 3 points. The mathematics test showed larger gains, with the passing rate rising by

**Table 2.3. English-Version TAKS Reading Passing Rates,
Grade 3, All Administrations, by Student Group, 2004**

	March Cohort ^a	April Results for March Cohort ^b	June Results for March Cohort ^c	Cumulative ^d
Group				

Intensive Instruction

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

During the 2002-03 and 2003-04 school years, districts were required to offer intensive instruction by subject area to each student in Grades 3 through 11 who did not meet the passing standard on one or more TAKS tests. As a result of the 2004 assessments, the number of students requiring intensive instruction in one or more

of the subject areas assessed on TAKS—reading, writing, English language arts, mathematics, science, and social studies—ranged from a low of 16 percent of third graders tested to a high of 51 percent of 10th graders tested (Table 2.4). These numbers include students in Grades 3 through 6 who took the Spanish TAKS tests. At the exit level, 28 percent of students tested in 2004 did not meet the passing standard on one or more tests (English language arts, mathematics, science, or social studies) and, thus, required intensive instruction.

Chapter 39, Subchapter B, §39.024(c) of the Texas Education Code mandates that the agency develop

study guides to assist parents in helping their children

**Appendix 2-B. English-Version TAKS Participation and Performance, Grade 4,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	268,969	85	81	76	17	270,517	89	85	81	25
African American	39,534	76	71	64	8	39,042	83	77	71	14
Hispanic	108,133	80	75	68	9	111,265	85	80	74	16
White	111,451	93	91	87	27	110,188	95	93	90	36
At-Risk	72,752	68	60	52	4	71,079	76	69	61	8
Econ. Dis. ^a	139,319	79	73	66	8	140,784	84	79	73	14
LEP ^b	28,086	65	57	49	3	26,577	74	68	60	7
Special Ed. ^c	11,965	79	74	67	11	12,164	82	76	70	17
Mathematics										
All Students	273,229	87	80	70	15	275,081	92	86	78	21
African American	39,990	78	67	55	7	39,534	84	75	64	10
Hispanic	110,641	83	74	62	9	114,007	90	82	73	15
White	112,581	94	90	83	24	111,415	96	93	87	30
At-Risk	75,570	73	60	46	4	74,114	81	71	58	8
Econ. Dis.	142,469	82	72	60	8	144,151	88	80	70	13
LEP	29,630	74	62	49	4	28,332	85	76	64	10
Special Ed.	14,715	80	70	58	9	14,356	85	76	65	12
Writing										
All Students	263,916	86	84	78	13	265,206	91	90	88	20
African American	39,023	80	76	69	6	38,627	87	86	82	12
Hispanic	106,472	83	79	72	8	109,273	89	88	85	13
White	109,109	91	90	87	19	107,584	94	94	92	29
At-Risk	71,655	73	67	57	3	69,449	82	80	75	6
Econ. Dis.	137,136	81	77	70	7	138,390	88	87	83	12
LEP	27,380	69	62	53	3	25,684	81	79	73	6
Special Ed.	10,590	76	72	65	6	11,117	82	81	76	11

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

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

**Appendix 2-C. English-Version TAKS Participation and Performance, Grade 5,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	276,912	79	74	67	17	278,404	84	79	73	25
African American	39,194	69	62	54	9	39,579	76	70	63	14
Hispanic	112,564	73	66	58	10	116,163	77	71	63	15
White	115,687	89	85	80	26	112,821	93	90	86	38
At-Risk	71,406	56	47	38	4	88,356	63	54	45	6
Econ. Dis. ^a	143,049	71	64	56	9	145,971	76	69	62	13
LEP ^b	22,571	48	40	32	3	25,887	51	42	34	3
Special Ed. ^c	12,394	65	57	49	8	11,556	73	67	59	14
Mathematics										
All Students	280,047	86	77	65	17	282,250	88	82	73	26
African American	39,554	74	62	48	7	40,075	79	69	57	14
Hispanic	114,508	82	71	58	10	118,438	85	76	66	19
White	116,477	93	86	77	25	113,820	95	90	84	36
At-Risk	73,546	69	54	39	4	91,119	74	61	48	8
Econ. Dis.	145,448	80	68	55	9	148,842	83	74	63	17
LEP	23,778	68	54	40	4	27,368	72	60	47	9
Special Ed.	14,853	74	61	47	8	14,430	78	67	55	13
Science										
All Students	285,701	74	58	39	4	283,843	83	69	55	16
African American	40,897	59	39	22	1	40,476	71	52	36	7
Hispanic	115,785	65	46	26	2	118,451	77	60	43	9
White	119,401	87	74	55	7	115,011	93	84	72	26
At-Risk	75,850	50	30	15	1	91,622	65	43	28	4
Econ. Dis.	148,569	63	43	25	1	149,428	76	58	41	8
LEP	23,382	41	23	10	0	26,733	57	36	22	3
Special Ed.	21,485	51	34	20	2	17,636	67	50	36	8

Note.

**Appendix 2-D. English-Version TAKS Participation and Performance, Grade 6,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	281,485	86	79	71	25	287,199	92	86	79	28
African American	39,796	78	69	58	13	40,144	89	81	71	17
Hispanic	114,000	80	71	61	14	119,890	88	80	69	17
White	118,280	94	90	85	38	117,303	97	94	90	41
At-Risk	64,255	64	52	40	5	102,690	81	70	55	6
Econ. Dis. ^a	141,512	78	69	59	12	147,687	87	79	69	16
LEP ^b	16,195	49	37	26	2	21,663	65	50	34	3
Special Ed. ^c	12,593	73	64	53	11	11,595	82	72	60	11

**Appendix 2-E. English-Version TAKS Participation and Performance, Grade 7,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	281,923	87	81	72	13	290,055	88	83	75	19
African American	39,350	82	72	60	5	40,751	80	73	63	8
Hispanic	110,382	82	74	63	6	118,509	83	77	67	11
White	122,388	94	90	85	22	120,773	94	91	87	29
At-Risk	72,763	68	55	41	2	94,589	71	61	49	4
Econ. Dis. ^a	132,000	81	72	60	5	141,145	82	75	65	10

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**Appendix 2-G. English-Version TAKS Participation and Performance, Grade 9,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	305,026	82	75	66	6	313,367	88	84	76	9
African American	42,909	76	67	55	3	44,991	83	77	66	4
Hispanic	121,295	73	65	54	3	127,062	82	77	66	4
White	130,021	91	86	79	10	130,457	95	93	88	14
At-Risk-976	155,776		73.5	29.1	6.4(7	171,560	82.3	76.5	7.9	6.0

**Appendix 2-H. English-Version TAKS Participation and Performance, Grade 10,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
English Language Arts										
All Students	240,249	72	70	66	5	266,574	77	75	72	4
African American	31,628	64	60	54	2	35,894	70	68	63	1
Hispanic	85,127	63	60	55	2	100,419	69	67	62	1
White	114,082	80	79	77	8	119,951	85	84	82	6
At-Risk	81,063	52	48	42	1	111,074	61	59	53	0
Econ. Dis. ^a	85,239	61	57	52	2	101,671	67	65	60	1
LEP ^b	11,922	23	19	14	0	14,027	28	24	19	0
Special Ed. ^c	13,575	32	28	23	0	13,533	45	41	35	0
Mathematics										
All Students	246,816	73	60	48	7	262,920	74	63	52	8
African American	32,438	59	43	30	2	35,287	59	45	32	2
Hispanic	89,463	63	47	34	3	98,802	65	51	39	3
White	115,056	84	73	62	11	118,344	86	77	67	13
At-Risk	84,712	51	34	21	1	107,950	52	36	23	1

**Appendix 2-I. English-Version TAKS Participation and Performance, Grade 11,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
English Language Arts										
All Students	183,011	69	66	61	5	217,408	87	85	83	10
African American	22,707	59	54	48	2	27,969	82	79	75	4
Hispanic	57,075	63	58	52	2	74,790	81	79	75	5
White	95,467	75	73	70	7	105,887	92	91	89	14
At-Risk	53,816	50	44	37	1	95,570	77	74	69	2
Econ. Dis. ^a	54,513	60	55	49	2	72,042	79	77	73	4
LEP ^b	3,530	33	26	20	0	9,549	42	37	32	0
Special Ed. ^c	7,507	33	28	22	0	10,074	56	52	46	1
Mathematics										
All Students	198,622	68	55	44	6	216,083	85	76	67	15
African American	25,038	52	36	25	1	27,873	73	60	48	4
Hispanic	65,797	57	42	30	2	74,238	78	67	56	7
White	99,205	77	66	56	8	105,149	91	86	79	21
At-Risk	61,927	45	29	18	1	94,379	72	58	45	3
Econ. Dis.	62,116	55	40	28	2	71,438	76	64	53	6
LEP	7,899	37	23	15	1	9,537	59	46	34	3
Special Ed.	8,950	33	20	12	1	9,381	55	42	31	2
Social Studies										
All Students	196,731	90	85	78	9	217,710	97	95	91	20
African American	24,874	86	78	69	3	28,098	96	92	87	9
Hispanic	64,747	85	77	68	3	74,597	95	91	85	10

**Appendix 2-J. Spanish-Version TAKS Participation and Performance, Grade 3,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	24,536	82	75	67	15	25,835	88	83	78	26
At-Risk	22,954	82	75	67	15	20,775	87	82	77	24
Econ. Dis. ^a	23,204	82	75	67	15	24,344	88	83	78	26
Special Education	651	64	53	44	6	646	75	68	61	12
Mathematics										
All Students	23,671	82	70	57	7	24,713	89	80	68	14
At-Risk	22,109	82	71	58	7	24,122	89	80	68	14
Econ. Dis.	22,382	82	70	57	7	23,254	89	80	68	14
Special Education	675	70	57	41	4	719	83	72	56	8

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

^aEconomically disadvantaged.

**Appendix 2-K. Spanish-Version TAKS Participation and Performance, Grade 4,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	13,585	81	71	59	8	15,107	85	77	66	14
At-Risk	13,086	81	71	59	8	14,766	85	77	66	14
Econ. Dis. ^a	12,630	81	71	59	8	14,198	85	77	67	14
Special Education	306	64	51	42	3	386	73	61	48	7
Mathematics										
All Students	12,833	74	62	48	9	14,167	83	74	62	17
At-Risk	12,350	74	61	48	9	13,844	83	74	62	16
Econ. Dis.	11,923	74	62	48	9	13,298	83	74	62	16
Special Education	335	64	51	39	7	380	78	65	52	10
Writing										
All Students	14,226	87	85	82	14	15,828	91	90	88	20
At-Risk	13,751	87	85	82	14	15,459	91	90	88	20
Econ. Dis.	13,252	87	85	82	14	14,878	91	90	88	20
Special Education	308	73	71	67	7	390	82	80	77	8

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

^aEconomically disadvantaged.

**Appendix 2-L. Spanish-Version TAKS Participation and Performance, Grade 5,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	6,227	75	63	51	8	6,975	82	72	60	15
At-Risk	6,026	76	63	51	7	6,749	82	72	60	15
Econ. Dis. ^a	5,695	75	63	50	7	6,442	82	72	60	15
Special Education	119	55	42	29	6	139	65	52	41	3
Mathematics										
All Students	5,815	66	52	37	5	6,373	73	61	44	10
At-Risk	5,621	66	52	37	5	6,170	73	61	44	10
Econ. Dis.	5,307	66	52	37	5	5,879	73	61	44	10
Special Education	135	56	37	24	3	158	66	52	36	4
Science										
All Students	7,115	32	16	6	0	7,047	52	34	20	1
At-Risk	6,856	32	15	6	0	6,830	51	34	20	1
Econ. Dis.	6,566	32	15	6	0	6,553	51	34	20	1
Special Education	229	15	6	1	0	193	34	22	10	1

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

^aEconomically disadvantaged.

**Appendix 2-M. Spanish TAKS Participation and Performance, Grade 6,
by Subject and Student Group, 2003 and 2004**

Group	2003					2004				
	Tested	Standard Met (%)				Tested	Standard Met (%)			
		2 SEM	1 SEM	Panel Rec.	Commended		2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	1,577	82	71	60	11	1,491	83	71	58	14
At-Risk	1,452	82	71	60	11	1,410	84	72	59	14
Econ. Dis. ^a	1,422	82	71	59	10	1,337	83	71	57	13
Special Education	16	81	69	44	6	6	67	17	0	0
Mathematics										

3. Disciplinary Alternative Education Programs

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

DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators may also assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved. A student may be assigned to a DAEP or expelled more than once in a single school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (a) specify whether consideration was given to self-defense as a factor in a decision to order suspension, removal to a DAEP, or expulsion; (b) provide guidelines for setting the length of a term of a removal to a DAEP under TEC §37.006 or an expulsion under TEC §37.007; and (c) address the notification of a student's parent or guardian of a violation of the student code of conduct by the student that results in suspension, removal to a DAEP, or expulsion.

Program Characteristics

Districts have implemented a variety of DAEP programs with different instructional arrangements and behavior management approaches. Some programs provide direct, teacher-oriented classroom instruction;

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

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

Program Evaluation and Reporting

Starting with the 1997-98 school year, school districts were required to report student-level information related to expulsions and DAEP placements to the

of the evaluation. The system must be designed to identify districts that are at high risk of having inaccurate DAEP data or of failing to comply with DAEP requirements. If the data reflect that a penal law has been violated, the commissioner must notify the county attorney, district attorney, or criminal district attorney, as appropriate, and the attorney general.

TEA is developing a new system that integrates all program monitoring and evaluation activities specified in statute, including electronic evaluation of DAEPs in the areas TEA is authorized to monitor. The system is designed to enhance these activities by: (a) maximizing limited agency resources; (b) coordinating efforts focused on data integrity, student performance, and program compliance; and (c) responding to school districts with policies and procedures that are aligned and consistent with regard to interventions.

DAEP Assignment and Expulsion

Data used in this chapter on gender, ethnicity, economic status, and leaver reason were drawn from the Public

Education Information Management System (PEIMS). Data on discipline were also available in PEIMS (425 record).

Approximately 2.4 percent of the more than 4 million students in Texas public schools in 2002-03 received a DAEP assignment. Between 2000-01 and 2002-03, the number of individual students assigned to DAEPs increased by 13.6 percent, from 89,532 to 101,671 (Table 3.1). Efforts by school districts to increase the accuracy of reported data may have contributed to the increase.

During the same time period, the number of students who were expelled declined by 40.1 percent, from 7,897 in 2000-01 to 4,732 in 2002-03. The decline was not unexpected, because DAEPs provide districts with alternatives to expulsion. In many cases, students who, in the past, would have been expelled are now placed in DAEPs.

In 2002-03, disparities were evident between the percentages of student groups assigned to DAEPs and the percentages of these groups in the student population as a whole. Across Grades 1-12, the percentages of African American and economically disadvantaged students assigned to DAEPs were higher than the percentages of these groups in the student population as a whole (Table 3.2). This was especially

Grade 6, continued rising to a maximum of 7.2 percent of all students in Grade 9, then steadily declined through the high school grades. The decrease may be related to the annual Grade 7-12 dropout rate for DAEP students, which was higher than the rate for students statewide (Table 3.8 on page 55).

Males made up 73.2 percent of students assigned to DAEPs in 2002-03, compared to 51.4 percent of the total student population (Table 3.3). About 20 percent of students assigned to DAEPs were receiving special education services, compared to less than 12 percent of students statewide. The overrepresentation of special education students in the DAEP population may be related to the overrepresentation of male students, as males were also overrepresented in the special education population statewide.

Group	State	DAEP
Female	48.6	26.8
Male	51.4	73.2
Receiving Spec. Ed. ^b Services	11.6	20.2
Not Receiving Spec. Ed. Services	88.4	79.8

^aDisciplinary alternative education programs. ^bSpecial education.

Frequency and Length of DAEP Assignment

Statewide in 2002-03, for students assigned to DAEPs, the average number of discretionary assignments (1.39) exceeded the average number of mandatory assignments (1.05) (Table 3.4). Only about 22 percent of students assigned to DAEPs in 2002-03 received additional assignments during the year. There was relatively little variation across student groups on these measures.

For each student assigned to a DAEP in 2002-03, the total length of assignment was calculated by adding the number of days across multiple assignments. A student with one assignment for 10 days, for example, would have the same total length of assignment as a student with two assignments of five days each. White students

were assigned for an average of about 25 days during the school year, while African American and Hispanic students were assigned for an average of about 32 days. The difference between White students and other ethnic groups on this measure is somewhat less than that seen in 2000-01.

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

The state assessment system, TAKS, was administered beginning in the 2002-03 school year. The TAKS measures mastery of the statewide curriculum in reading/English language arts (ELA) and mathematics at Grades 3-11; in writing at Grades 4 and 7; in science at Grades 5, 10, and 11; and in social studies at Grades 8, 10, and 11. The SDAA assesses special education students in Grades 3-8 who are receiving instruction in the state curriculum but for whom TAKS is an inappropriate measure of academic progress.

Statewide, 73.2 percent of students assigned to DAEPs took the 2003 TAKS reading/ELA test, and 11.2 percent took the 2003 SDAA reading test (Table 3.5 on page 54). Of those not tested, 10.2 were absent, 3.7 percent were special education students exempted by their Admission, Review, and Dismissal (ARD) Committees, and 0.7 percent were students exempted because of limited English proficiency.

The TAKS performance of students assigned to DAEPs is required to be reported in annual DAEP evaluation reports. The TAKS passing standards, adopted in fall 2002 by the Texas State Board of Education (SBOE), are being phased in over a three-year transition period. For the 2003 TAKS, students in Grades 3 through 10 were required to meet expectations at two standard errors of measurement (SEM) below the recommended standard. By 2005, students at these grade levels will have to meet the recommended standard. In this chapter, 2003 TAKS results are reported for both of these standards. TAKS scores for students assigned to

Group	Average Number of Assignments		Single Assignment (%)	Average Length of Assignment (Days)
	Discretionary	Mandatory		
African American	1.33	1.04	78.9	32.5
Hispanic	1.40	1.06	77.4	31.3
White	1.42	1.05	77.2	24.5
Economically Disadvantaged	1.35	1.06	77.8	30.8
Special Education	1.37	1.05	77.7	29.4
All	1.39	1.05	77.6	29.4

^aDisciplinary alternative education program.

DAEPs at any time during the year are included in the DAEP averages.

At each passing standard, the 2003 reading/ELA and mathematics TAKS passing rates for students in DAEPs were lower than those for students statewide

education students statewide, a difference of 28 percentage points. The difference on the SDAA mathematics test was also 28 percentage points. There was little variation in performance across student groups in either subject.

Dropout Rates

Out of 86,282 students in Grades 7-12 assigned to DAEPs in the 2002-03 school year, 1,535 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 1.8 percent, twice the rate for students statewide (0.9%) (Table 3.8). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Group	DAEP	State
African American	2.0	1.3
Hispanic	2.1	1.3
White	1.1	0.4
Economically Disadvantaged	1.8	0.9
Special Education	1.7	1.1
Female	1.5	1.0
Male	1.9	0.8
All	1.8	0.9

Agency Contact Persons

For additional information on DAEPs, contact Billy G. Jacobs, Safe Schools Unit, Division of High School Completion and Student Support, (512) 463-9982.

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

The purpose of the State Compensatory Education (SCE) program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, Senate Bill 702 revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2002-03 school year, 1,705,911 (40%) of the 4,239,911 public school students in Texas were identified as at risk of dropping out of school; 1,899,745 (44%) of the 4,328,028 Texas public school students in 2003-04 were identified as at risk.

Definition of At Risk

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

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

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

Testing and Exemption Information

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

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

The TAKS passing standards, adopted in fall 2002 by

Mathematics

On the mathematics TAKS, across at-risk student groups, the highest passing rates were, again, at Grade 3 (Table 4.2 on page 60). All student groups in Grade 3, except African Americans, passed the TAKS at a rate of 82 percent or more in 2004. Across all grade levels, African Americans had the lowest passing rate on the mathematics TAKS among at-risk students in both 2003 and in 2004. Excluding Grade 11, where the standard has been one SEM lower each year, at-risk students in Grades 6 and 7 made the greatest gains between 2003 and 2004 (13 and 12 percentage points, respectively). Also, at these two grade levels, the passing rates of students inbetican Am and(ade 9(m)lt pou37 5tg37 5tst)3.7(to)-4.st0 -1.14gn6(o)4e ade 9(aK.32(rg(o)4)6

Writing

At-risk students performed particularly well on the writing TAKS in 2004 (Table 4.3); the proportion of Grade 4 students meeting the standard reached 80 percent and the Grade 7 percentage was just one

Unlike the results on other TAKS subject-area tests, the performance gap between at-risk and not at-risk students did not narrow greatly at the lower grades. Instead, the overall gap stayed the same at Grade 5 (38 percentage points) and widened by two points at Grade 10 (from 42 percentage points in 2003 to 44 points in 2004). At both grade levels, the performance gap widened for all student groups, except White students and males.

5. Student Dropouts

In 2002-03, the number of dropouts in Grades 7-12 from Texas public schools rose to 17,151 from 16,622 in 2001-02 (Table 5.1). This was the first increase in dropout counts since 1998-99. Out of 1,891,361 students who attended Grades 7-12 during the 2002-03 school year, the same percentage was reported to have dropped out as in the previous year (0.9%) (Table 5.2 on page 66). The 4-year longitudinal dropout rate for the class of 2003 decreased to 4.5 percent from 5.0 percent for the class of 2002 (Table 5.3 on page 67). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less by the 1997-98 school year (Texas Education Code [TEC] §39.182).

Table 5.1. Annual Dropout Rates, Grades 7-12, 2002-03			
Year	Students	Dropouts	Annual Dropout Rate (%)

Dropout Definition

For 2002-03, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- ◆ a student who left to enroll in an alternative program and was not in compliance with compulsory attendance;
- ◆ a student who left to enroll in an alternative program and was not working toward a General Educational Development (GED) certificate or a high school diploma;
- ◆ a student who left to enroll in college but was not pursuing a degree;
- ◆ a student whose enrollment was revoked due to absences;
- ◆ a student who was expelled for criminal behavior and could return to school but had not;
- ◆ a student who was expelled for reasons other than criminal behavior;
- ◆ a student who left because of low or failing grades, poor attendance, language problems, exit-level

Texas Assessment of Academic Skills (TAAS) or Texas Assessment of Knowledge and Skills (TAKS) failure, or age;

- ◆ a student who left to pursue a job or join the military;
- ◆ a student who left because of pregnancy or marriage;
- ◆ a student who left because of homelessness or non-permanent residency;
- ◆ a student who left because of alcohol or other drug abuse problems;
- ◆ a student who did not return to school after completing a term in a Juvenile Justice Alternative Education Program; or
- ◆ a student who left for another or an unknown reason.

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

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

Table 5.2. Common Methods of Measuring Student Progress Through School

	Annual dropout rate	Completion/ student status rate	Longitudinal dropout rate	Attrition rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of 7th or 9th graders who graduate, receive a General Educational Development (GED) certificate, or are still enrolled at the time the class graduates.	The percentage of students from a class of 7th or 9th graders who drop out before completing high school.	The percentage of students from a class of 9th graders not enrolled in Grade 12 four years later.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who transfer in over the years are added to the class; students who transfer out are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment four years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the four years.
Advantages	<ul style="list-style-type: none"> ◆ Measure of annual performance. ◆ Requires only one year of data. ◆ Can be calculated for any school or district with students in any of the grades covered. ◆ Can be disaggregated by grade level. 	<ul style="list-style-type: none"> ◆ More consistent with the public's understanding of a dropout rate. ◆ Districts have more time to encourage dropouts to return to school before being held accountable. ◆ More stable measure over time. ◆ The completion/student status rate is a more positive indicator than the dropout rate, measuring school success rather than failure. 		Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.

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

- ◆ was found to have been enrolled in another Texas

Two completion rate measures have been defined for Texas public school accountability beginning in 2004. Completion I includes graduates and continuing enrollment. Completion II includes graduates, continuing enrollment, and GED recipients. In the 2004 and 2005 ratings cycles, school districts and campuses will be rated on Completion II for the classes of 2003 and 2004, respectively.

The longitudinal rates for the class of 2003 tracked students who began Grade 9 for the first time in 1999-00. Out of 263,571 students in the class of 2003 Grade 9 cohort, 92.2 percent either graduated by 2003 or continued school the following year. An additional 3.3 percent received GED certificates, and 4.5 percent dropped out (Table 5.4). Completion I rates were

highest for Asian/Pacific Islanders (96.6%) and Whites (93.7%). The Completion I rate for economically disadvantaged students (90.2%) was lower than the state average (92.2%). Completion II rates showed similar trends.

Completion/student status rates demonstrate that secondary school experiences varied considerably by student group. For example, in the class of 2003, White students had a graduation rate of 89.8 percent, whereas African American students and Hispanic students had graduation rates of 81.1 percent and 77.3 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 7.1 percent and 6.6 percent, respectively. Hispanics were most likely among the

Table 5.4. Longitudinal Completion/Student Status Rates, Grades 9-12, Classes 1996 Through 2003

Group	Class (Number)	Graduated		Continued		Received GED ^a		Dropped Out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
Asian/Pacific Islander													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
Hispanic													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2

student groups to be continuing school in the fall after anticipated graduation (12.6%). Native Americans had the largest percent of students (4.6%) receiving GED certificates. Females had a higher graduation rate (87.7%) than males (80.9%) and lower rates of continuation, GED certification, and dropping out.

When comparing the classes of 2002 and 2003, graduation rates increased for all student groups, and dropout rates decreased for all groups except Native Americans. The longitudinal dropout rate for Native

Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group,
Texas Public Schools, 1987-88 Through 2002-03 (continued)

Table 5.7. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2002-03 (continued)

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

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

^aNot available.

approximately 50 percent of all annual dropouts. Compared to 2001-02, Hispanics represented a larger share (by 2.6 percentage points) and African Americans represented a smaller share (by 1.4 percentage points) of all dropouts in 2002-03. The annual dropout rate for males, 1.0 percent, was slightly higher than that of females, 0.8 percent.

Dropout Rates by Grade Level

The number of dropouts in Grade 7 and Grade 8 decreased by 0.4 percent and 1.7 percent, respectively, but the dropout rates for both grades remained the same as last year, at 0.2 percent and 0.3 percent, respectively. Although the number of dropouts increased in each of the four grades from Grade 9 through Grade 12 between 2001-02 and 2002-03, the dropout rate for each of these grades remained fairly constant during this time. Grade 9 showed the greatest increase in number of dropouts (5.3%) and the only rate increase from the previous year (Table 5.8 on page 74).

Just as the overall annual dropout rates in Grades 7 and 8 differ considerably from the rates in the higher grades, the picture presented of who drops out also

differs. For example, in each of Grades 9 through 12, the dropout rates for males exceeded those for females. In Grades 7 and 8, although the dropout rates for female and male students were the same, 10.2 percent of all female dropouts left from these two grades as compared to 7.5 percent of male dropouts. That is, female dropouts were more likely to leave school in Grades 7 and 8 than were males. As another example, Hispanic dropouts were more likely to leave school in Grades 7 and 8 than White and African American dropouts, so Hispanic students made up a slightly smaller share of Grade 9-12 dropouts than of Grade 7-12 dropouts (Table 5.9 on page 74).

Projected Dropout Rates

As required by TEC §39.182, the five-year projected Grades 9-12 dropout rates are based on the assumption that no change in policy will be made. The rates in Table 5.10 on page 75 are based on changes in enrollment for student groups. According to this method, the lowest annual dropout rates were projected to be at Grade 10. 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 2002-03 dropout rates to project the trends over time in the rates in the future. According to this method, both annual and longitudinal dropout rates would decline over the next several years (Table 5.11). This method also projected the lowest annual rates to be at Grade 10.

The Six Statewide Goals of Dropout Prevention: 2002-2014

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

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

Table 5.10. Projected Dropout Rates (%) Based on Enrollment Trends					
Grade	2003-04	2004-05	2005-06	2006-07	2007-08

Agency Contact Persons

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

For information on *The Six Statewide Goals of Dropout Prevention: 2002-2014*, contact Cory Green or Joey Lozano, No Child Left Behind Program Coordination Division, (512) 463-9374.

Other Sources of Information

Secondary School Completion and Dropouts in Texas Public Schools, 2002-03, August 2004, Division of Accountability Research, Department of Accountability and Data Quality. This report is also available online at www.tea.state.tx.us/research.

Visit the Texas Education Agency Dropout Prevention Clearinghouse at www.tea.state.tx.us/dpchse.

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level is a factor in meeting these goals. Since 2002-03, students in Grade 3 are 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 and mathematics 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 in Grades 3, 5, and 8 who do not pass the assessments required for promotion on the first attempt must be provided accelerated instruction. Accelerated instruction provides opportunities for students experiencing difficulties to engage in more intensive, more targeted, and more supportive reading and mathematics instruction. It is designed to ensure that students acquire the skills needed to continue with their classmates. Students have two additional opportunities to take and pass the tests for their grade levels before the next school year begins. After failing the test or tests for the second time, the student is referred to a district-established grade placement committee (GPC) to determine the accelerated instruction the district will provide before the student is administered the test for the third time. A district may use an alternative assessment instrument in the third testing opportunity. Each grade placement committee consists of the principal or a designee, the parent or guardian of the student, and the teacher of the student in the subject of the test the student failed. The number of students per teacher in an accelerated instruction group may not exceed 10. Students who fail to perform satisfactorily on the test after three attempts are to be retained. Parents may appeal decisions to retain their children by submitting requests to grade placement committees.

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

Definitions and Calculations

Student attendance in the 2002-03 school year was compared to October 2003 enrollment for the 2003-04 school year. Students who enrolled both years or who graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students who dropped out or migrated out of the Texas public school system after the first school year, 2002-03, were excluded from the total student count, as were students new to the system in the second school year, 2003-04. The retention rate was calculated by dividing the number of students retained by the total student count.

Through 1997-98, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected for calculation of the secondary school completion/student status rates. This collection expanded enrollment to include all students in Grades 7-12 who enrolled at any time during the fall, not just those enrolled on the last Friday in October. The expanded definition of enrollment was incorporated in the retention rate calculations for Grades 7-12. The change in the retention calculation

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Texas Assessment of Knowledge and Skills (TAKS) performance were provided to TEA by the state's testing contractor, Pearson Educational Measurement.

State Summary

In the 2002-03 school year, 4.7 percent of students in kindergarten through Grade 12 (184,214) were retained (Table 6.1). The rate increased by 0.1 percentage points from the previous year.

Males were more likely than females to be retained in each grade. In 2002-03, the retention rate for females was 3.7 percent, and the rate for males was 5.6 percent. Male students made up 61.5 percent of all students retained.

Average retention rates for African American, Hispanic and White students in Grades K-12 remained unchanged from the previous year. African American and Hispanic students' retention rates were still over twice that for White students. In 2002-03, 2.8 percent of White students were retained in grade, compared to 6.0 percent of African American students and 6.1 percent of Hispanic students. Although 56.3 percent of students enrolled in Texas public schools were African American or Hispanic, 73.9 percent of students

retained in the public schools were from one of these two ethnic groups.

Grade-Level Retention Rates by Grade

The retention rate for students in ninth grade was the highest average retention rate (16.4%) across all grade levels. The retention rate in the fifth grade continued to be the lowest (1.0%) across all grade levels. In kindergarten through Grade 6, the highest average retention rate was in first grade (6.3%). In the secondary grades, eighth graders had the lowest retention rate (1.9%).

In 2002-03, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 6.2). In first grade, 7.6 percent of African American and 7.7 percent of Hispanic students were retained, compared to 4.2 percent of White students. In Grades 2-6, retention rates for African American and Hispanic students were almost always more than double those for White students.

In Grades 7-12, as in the elementary grades, African American and Hispanic student retention rates in 2002-03 were substantially higher than White student rates at most grade levels (Table 6.3). African American and Hispanic students in Grades 9-11 had retention rates more than double those of White students. Overall, ninth grade had the highest rate of retention across all ethnicities.

Across all grades, fifth-grade female students had the lowest retention rate (0.8%) (Table 6.4 on page 80). Males in the ninth grade had the highest retention rate (19.1%) (Table 6.5 on page 80). 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 (1.5%) at the secondary level.

Students with Limited English Proficiency

Reading and language problems have been highly correlated with retention in the elementary grades. Students with limited English proficiency (LEP) are learning English at the same time they are learning reading and other language arts skills. Depending on grade level and program availability, most LEP students

programs. While parents could request that a child not receive special language services, in 2002-03, over 90 percent of LEP students participated in bilingual or ESL programs.

The retention rates for LEP students were consistently

services (9.7%). The retention rate for kindergarten students enrolled in special education programs (10.7%) was nearly four times that of kindergarteners in regular education programs (2.9%). In grades above kindergarten, this differential dropped considerably (Table 6.8). The retention rates for third grade students receiving special education services (2.2%) and for their peers in regular education programs (2.9%) increased from the previous year.

As in the elementary grades, students receiving special

of the test. For comparison purposes, the 2003 TAKS results for promoted students were also calculated.

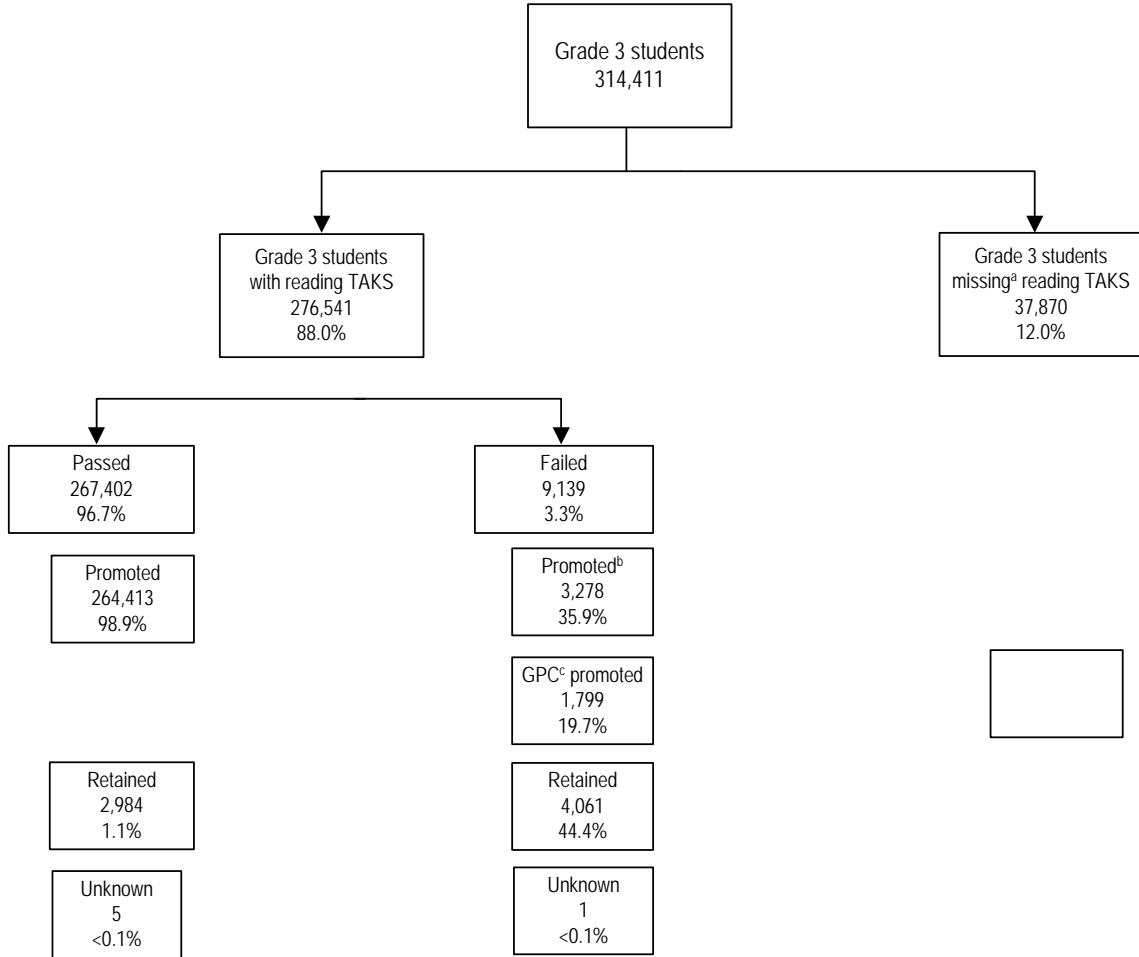
Of students in Grades 3-10 who took the English-version mathematics TAKS in spring 2003 and were

reading/ELA TAKS were similar (Figure 6.1). Passing rates for students who were retained were lower than 48 percent in spring 2003, and passing rates of students who were promoted were above 74 percent. In spring 2004, increases in the passing rates of students who were retained ranged from 20 to 56 percentage points, and the passing rates were between 56.6 percent and 90.6 percent.

Spanish-version TAKS results were similar in that the passing rates of students who were later retained were significantly lower than the passing rates of students

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Figure 6.2. Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading Test 2003 and Promotion Status 2002-03, Grade 3, Texas Public Schools



7. District and Campus Performance

One of the primary objectives of the Texas Education Agency (TEA) is to ensure educational excellence for all students. Public school districts and campuses are held accountable for student achievement through a system of rewards, recognition, interventions, and sanctions.

Accountability

Public School Accountability System

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to rate school districts and evaluate campuses. The state accountability system in place from 1993-94 through 2001-02 issued ratings based largely on results from the Texas Assessment of Academic Skills (TAAS) and annual dropout rates. Following an update in 1997 of the state curriculum and development in 2003 of a new state assessment, the Texas Assessment of Knowledge and Skills (TAKS), the accountability system needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. The commissioner of education relied extensively on the detailed review, study, and advice of educators and many others in establishing accountability criteria and setting standards. With the 2004 ratings, the system begins with an assessment program more rigorous than ever and sets forth an accountability plan to raise the standards progressively over time.

The 2004 state accountability ratings, which are based on the academic excellence indicators required by law, incorporate the results of the TAKS and State-Developed Alternative Assessment (SDAA) testing programs. For the TAKS test, the state accountability ratings are based on the percentage of students who meet the standard in each of the subject areas tested on the TAKS test across all grade levels tested

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Of the 7,813 public campuses and charter campuses, 520 (6.7%) were rated *Exemplary* and 2,541 (32.5%) were rated *Recognized*

on the student population served, charters may choose to be rated under the standard accountability procedures or the alternative accountability procedures.

Although most charters have only one campus, some operate multiple campuses. Between 1997 and 2002, only the campuses operated by charters received accountability ratings. In 2002, a total of 200 charter campuses received accountability ratings (Table 7.3). Of the 94 charter campuses rated under the standard accountability procedures, 15 were *Exemplary*, 9 were *Recognized*, 32 were *Acceptable*, and 38 were *Low Performing*. Twenty-four charter campuses were not rated in 2002. Of these, 16 were in the first year of operation, 7 had insufficient TAAS results in the accountability subset, and 1 served only students in prekindergarten and kindergarten. Of the 106 charter campuses rated under the alternative accountability procedures, 3 were *AE: Commended*, 62 were *AE: Acceptable*, and 41 were *AE: Needs Peer Review*. Six alternative education charter campuses were not rated in 2002. In 2003, ratings were not issued for any campus, including charter campuses.

Beginning in 2004, charters as well as the campuses

higher than 4.0 percent. Districts whose submissions did not meet the PID error rate standard were required to develop improvement plans. The thresholds for underreported students in 2003-04 were lowered from 2002-03 to 500 or more underreported students or 5 percent or more underreported students. Lower thresholds could trigger data inquiries but not immediate rating consequences.

During 2003-04, the SDIU conducted on-site visits at three charters and completed desk audits of 10 charters to investigate PID errors. The SDIU also conducted on-site visits at two charters and completed desk audits of 63 school districts and 66 charters to investigate leaver data. Three school districts received visits to investigate discipline data. Eight additional on-site visits related to 2002-03 data are scheduled to be conducted in 2004-05. No 2003 accountability ratings were changed as a result of the investigations.

At the request of the commissioner of education, the SDIU made a follow-up visit to Houston ISD to review 2002-03 leaver records at 30 campuses. As a result, 15 campuses retained the modified ratings determined by the initial investigation. The district rating was reinstated to *Academically Acceptable*.

Monitors, Conservators, and Other Interventions

Texas Education Code (TEC) §39.075 authorizes the commissioner of education to conduct special accreditation investigations related to data integrity, district testing practices, civil rights complaints, financial accounting practices, student disciplinary placements, and governance problems between local board members and/or the superintendent, and as the commissioner otherwise deems necessary. Additionally, TEC §39.131 grants authority to the commissioner to take specific actions based on findings of a special accreditation investigation. Among these actions, the commissioner may:

were designed to make the DAS a more valid and accurate system for analyzing district-level special education data.

In 2003-04, special education monitoring systems were modified to align with TEA performance-based monitoring activities that were being developed in response to House Bill 3459 (78th Texas Legislature, Regular Session). Although 2003-04 was considered a transition year for the special education monitoring system, many elements of a new performance-based model were developed and implemented during the year. (See *Transition Year Special Education Monitoring System, 2003-04*, later in this chapter.)

Special Education Monitoring, 2002-03

District Effectiveness and Compliance

with TEA about special education services; (c) district-level student performance on the State-Developed Alternative Assessment (SDAA); and (d) due process hearings filed with TEA concerning special education. The remaining five categories applied to districts or charters that received on-site compliance-related visits or completed Comprehensive Special Education Self-Evaluation Reviews (CSESERs).

Desk Audit: Compliant. This SpECS was assigned to each school district and charter school, unless the district or charter school met the criteria for any of the following seven SpECS categories.

Desk Audit: Self-Evaluation Pending. This SpECS was assigned when the school district or charter school: (a) participated in a CSESER during the 2002-03 school year, and TEA had not completed a review of the CSESER by July 1, 2003; or (b) was selected to participate in a modified self-evaluation or CSESER during the 2003-2004 school year based on the DAS.

Desk Audit: Site Visit Pending. This SpECS was assigned when the school district or charter school: (a) received a DEC visit during the 2002-03 school year, and TEA had not completed a written report of the visit by July 1, 2003; or (b) was selected to receive an on-site DEC visit during the 2003-04 school year based on the DAS or on information obtained from complaints or due process hearings filed with TEA about special education.

Site Visit/CSESER: Compliant. This SpECS was assigned when the school district or charter school: (a) received a DEC visit during the 2001-02 school year, and TEA's written report of the visit contained no special education citations, but the district or charter school received a 2002 SpECS of *Desk Audit: Site Visit Pending* because TEA had not completed and mailed the written report by June 28, 2002; (b) received a DEC visit during the 2002-03 school year, and TEA's written report of the visit contained no special education citations; or (c) participated in a CSESER during the 2002-03 school year, and the results of a TEA review of the CSESER confirmed that no further action was necessary.

Site Visit/CSESER: Corrective Action Compliant. This SpECS was assigned when: (a) the school district or charter school implemented corrective actions during the 2002-03 school year based on special education compliance citations resulting from one or more on-site monitoring visits conducted by TEA or from a CSESER completed by the district or charter school; and (b) TEA issued written findings on or before July 1, 2003, that the corrective actions were sufficient to bring the school district or charter school into compliance with state and federal laws related to special education.

Site Visit/CSESER: Corrective Action Pending. This SpECS was assigned when: (a) the school district or charter school implemented corrective actions during the 2002-03 school year based on special education compliance citations resulting from one or more on-site monitoring visits conducted by TEA or from a CSESER completed by the district or charter school; and (b) the corrective actions were under review by TEA as of July 1, 2003.

Site Visit/CSESER: Corrective Action Unresolved. This SpECS was assigned when: (a) the school district or charter school implemented corrective actions during the 2002-03 school year based on special education compliance citations resulting from one or more on-site monitoring visits conducted by TEA or from a CSESER completed by the district or charter school; and (b) TEA had notified the district or charter school that the corrective actions were unacceptable or insufficient to bring the district or charter school into compliance with state and federal laws relating to special education.

Sanctions Imposed. This SpECS was assigned to the school district or charter school when interventions or sanctions authorized by state law or rule and imposed by TEA based on issues or concerns related to the district's or charter school's special education program had not been removed by July 1, 2003.

Table 7.6. Special Education Compliance Status (SpECS) Ratings, 2002-03

Rating	2002-03
Desk Audit: Compliant	857
Desk Audit: Self-Evaluation Pending	66
Desk Audit: Site Visit Pending	13
Site Visit/CSESER ^a : Compliant	57
Site Visit/CSESER: Corrective Action Compliant	136
Site Visit/CSESER: Corrective Action Pending	74
Site Visit/CSESER: Corrective Action Unresolved	19
Sanctions Imposed	2
Total	1,224

^aComprehensive special education self-evaluation review.

School Districts and Charters Not In Compliance With State Special Education Requirements, 2002-03

TEC §39.182(a)(19) requires TEA to report a list of school districts and charters not in compliance with state special education requirements. Appendix 7-C on page 108 lists each district and charter school assigned one of the following 2003 SpECS as of July 1, 2003: *Site Visit/CSESER: Corrective Action Pending*; *Site Visit/CSESER: Corrective Action Unresolved*; or *Sanctions Imposed*. As of September 1, 2004, all districts and charters had resolved corrective actions resulting from a site visit or CSESER, with the

exception of Alphonso Crutch's–Life Support Center, which has had unresolved corrective actions since April 12, 2002.

Special Education Monitoring, 2003-04

Special Education Monitoring and Interventions, 2003-04

During 2003-04, TEA monitoring activities were redesigned to create a data-driven, performance-based system that: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of noncompliance or poor program quality; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis (Appendix 7-D on page 109). Additionally, because state and federal law requires close coordination among special education policy, program, and monitoring functions, TEA developed and implemented integrated program review processes that include district self-evaluation, on-site review, and the use of data to identify risk.

The system of special education monitoring for 2003-04 was aligned with other performance-based monitoring activities through the use of graduated interventions based on DAS indicators of school district and charter school performance. Overall DAS results, as well as instances of high risk on individual DAS indicators, were taken into account in determining required levels of intervention. The individual indicators addressed issues related to over-identification of students for the special education program; disproportionate representation based on race or ethnicity, economic disadvantage, or limited English proficiency; Admission, Review, and Dismissal (ARD) Committee exemptions from TAKS; disciplinary removals; and disproportionate representation of African American students under mental retardation eligibility and of LEP students under speech impairment eligibility (Table 7.7). All of these issues have performance implications because of the potential for removal of students from the general education curriculum and setting. The interventions for 2003-04 were defined as follows.

Stage 1 Intervention: Public Program Performance Review. The LEA was required to gather public input on the effective operation and performance of the special education program through one or more community focus groups that addressed a predetermined set of questions. The purposes of the

review were to: (a) conduct a needs assessment and gather feedback from community stakeholders on the operation of the special education program; (b) identify areas in need of improvement; (c) evaluate the results of the local needs assessment and stakeholder feedback in relation to information gained through the local review of student and program data; and (d) develop a continuous improvement plan (CIP) detailing results, measures, activities, resources, timelines, and follow-up activities related to the review. The TEA Division of Program Monitoring and Interventions reviewed the findings and the CIP.

Stage 1 Intervention was implemented for any LEA that was originally scheduled to receive a DEC visit for 2003-04 and that also met one of the following criteria as indicated on the *Performance-Based Monitoring 2003-04 Summary Report* provided to the LEA: (a) an overall DAS risk level of 0 and a risk level no greater than 3 on any individual DAS element; or (b) if the LEA did not receive an overall DAS rating because of small numbers, a risk level no greater than 2 on any individual DAS element.

Stage 2 Intervention: Public Program Performance Review and Focused Data Analysis. The LEA was required to complete the activities in the Stage 1 Intervention. Additionally, the LEA was required to conduct a data analysis and program review of certain DAS elements contributing to higher levels of program risk and include the results in the CIP.

Stage 2 Intervention was implemented for any LEA that was originally scheduled to receive a DEC visit for 2003-04 and that met one of the following criteria as indicated on the *Performance-Based Monitoring 2003-04 Summary Report*

Performance-Based Monitoring 2003-04 Summary Report using 2003 TAKS data.

Stage 4 Intervention: Public Program Performance Review, Focused Data Analysis, and Compliance Review: The LEA was required to complete the activities in the Stage 1 and Stage 2 Interventions. Additionally, because recent compliance data were not available for Stage 4 LEAs, the LEA was required to complete a review of specified compliance requirements related to the identified areas of risk and include the results in the CIP.

Stage 4 Intervention was implemented for any LEA that: (a) was originally scheduled to receive a DEC visit

implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

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

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

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

Other Sources of Information

For additional information on the state accountability system, see the *2004 Accountability Manual* at www.tea.state.tx.us/perfreport/account/2004/manual/.

For additional information on accreditation, interventions, and sanctions of school districts and charters, see the *Status Report on Accreditation, Interventions, and Sanctions* at www.tea.state.tx.us/interventions/statusreport/.

Appendix 7-A. Academically Unacceptable Districts, Low Performing Cam

**Appendix 7-A. 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				
	D A Hulcy Middle School			T				
	Edna Rowe Elementary School			T				

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

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

continues

**Appendix 7-A. 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
	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				

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

**Appendix 7-A. 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
Morgan ISD	Morgan School			T				
Nacogdoches ISD	Marshall Elementary School			T				
	Raguet 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				

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

**Appendix 7-A. 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
Texas Serenity Academy Charter - Bayshore	Texas Serenity Academy - Bayshore							AI
The Education Center Charter	The Education Center at Little Elm							AI
	The Education Center at The Colony							AI
Tovas - Tactile Oral Visual Alternative System Charter	Tovas - Tactile Oral Visual Alternative System							AI
Transformative Charter Academy	Transformative Charter Academy		3		D			AI
Veribest ISD	Roy K. Rob Post Adjudication Center	2		T				AI
Victoria ISD	Juvenile Detention Center	2		T				AI
Vidor ISD	A I M S Center High School							AI
Winfree Academy Charter	Winfree Academy Charter School Richardson							AI
Winfree Academy Charter	Winfree Academy Charter School Irving							AI
Ysleta ISD	Cesar Chavez Academy							AI

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. Monitors, Conservators, and Other Interventions,
September 1, 2002, Through August 31, 2004**

Region	District/Charter School	Change From	Change To	Date of Change
10	A+ Academy Charter School	Charter School	Charter School/Conservator	07/29/03
20	Academy of Careers and Technologies Charter School	Charter School Charter School/Conservator	Charter School/Conservator Charter School	02/14/02 09/26/02
04	Alphonso Crutch's – Life Support Center Charter School	Charter School Charter School/Monitor Charter School/Management Team	Charter School/Monitor Charter School/Management Team Charter School	11/18/02 08/05/03 03/04/04
13	American Academy of Excellence Charter School	Charter School Charter School/Monitor	Charter School/Monitor Charter School	11/18/02 06/19/03
04	Amigos Por Vida – Friends for Life Charter School	Charter School Charter School/Campus Intervention Team Specialist	Charter School/Campus Intervention Team Specialist Charter School	11/18/02 06/24/03
13	Austin ISD, Oak Springs Elementary School	Academically Acceptable Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable/Campus Intervention Team Specialist Academically Acceptable	11/18/02 09/12/03
04	Bay Area Charter School	Charter School Charter School/Monitor Ed White Memorial HS	Charter School/Monitor Ed White Memorial HS Charter School	07/10/03 03/09/04
02	Benavides ISD	Academically Acceptable	Academically Acceptable/Monitor	04/11/02
06	Buffalo ISD	Academically Acceptable Academically Acceptable/Conservator	Academically Acceptable/Conservator Academically Acceptable	01/11/02 11r21/02

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2002, Through August 31, 2004 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
19	El Paso School of Excellence Charter School	Charter School	Charter School/Conservator	07/29/03
19	Fabens ISD, ALTA Program	Academically Acceptable	Academically Acceptable/Campus Intervention Team Specialist	11/18/02
		Academically Acceptable/Campus Intervention Team Specialist	Academically Acceptable	07/24/03
20	Gabriel Tafolla Charter School	Charter School	Charter School/Monitor	11/08/02
		Charter School/Monitor	Charter School	09/10/03
04	George I. Sanchez Charter School	Charter School	Charter School/Monitor High School in Houston	06/12/03
		Charter School/Monitor High School in Houston	Charter School	12/15/03
04	Gulf Shores Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	08/22/03
10	Honors Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist to two campuses	11/18/02
		Charter School/Campus Intervention Team Specialist to two campuses	Charter School	09/30/03
04	Houston Gateway Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	04/20/04
04	Houston ISD	Academically Acceptable	Academically Acceptable: SAI/Monitor	08/07/03
		Academically Acceptable: SAI/Monitor	Academically Acceptable	07/26/04
10	I Am That I Am Academy Charter School	Charter School	Charter School/Campus Intervention Team Specialist	11/18/02
		Charter School/Campus Intervention Team Specialist	Charter School	03/31/04
10	Inspired Vision Academy Charter School	Charter School	Charter School/Conservator	07/29/03
04	Jesse Jackson Academy Charter School	Charter School	Charter School/Monitor	11/08/02
		Charter School/Monitor	Charter School	10/21/03
12	Marlin ISD, Marlin Elementary School	Academically Acceptable		
		Academically Acceptable/Campus Intervention Team Specialist Academically		
		10/21/3		

**Appendix 7-B. Monitors, Conservators, and Other Interventions,
September 1, 2002, Through August 31, 2004 (continued)**

Region	District/Charter School	Change From	Change To	Date of Change
06	Mumford ISD	Academically Acceptable	Academically Acceptable/Monitor	10/16/02
		Academically Acceptable/Monitor	Academically Acceptable	03/18/03
07	New Diana ISD	Exemplary	Exemplary/Monitor	08/25/04
04	North Forest ISD	Academically Acceptable	Academically Unacceptable: SAI	02/02/01
		Academically Unacceptable: SAI	Academically Unacceptable: SAI/Monitor	04/18/01
		Academically Unacceptable: SAI/Monitor	Academically Acceptable/Monitor	07/16/01
		Academically Acceptable/Monitor	Academically Acceptable	09/26/02
04	Northwest Mathematics, Science, & Language Academy Charter School	Charter School	Charter School/Board of Managers	10/17/03
		Charter School/Board of Managers	Charter School	05/28/04
01	Raymondville ISD	Academically Acceptable	Academically Acceptable/Monitor	10/11/01
		Academically Acceptable/Monitor	Academically Acceptable	12/19/02
10	Rylie Family Faith Academy Charter School	Charter School Charter School/Monitor Charter School/Conservator	Charter School/Monitor Charter School/Conservator Charter School (Closed)	10/03/00-ator ef5523mily Faith Ac

Approx. 165
Cycle 8
districts



Self-evaluation^a
(various levels)



**Appendix 7-E. Special Education Monitoring Status,
Districts in Stage 1 Intervention, Transition Year 2003-04**

District	Status	District	Status
Adrian ISD	Completed: Routine Follow-up	Howe ISD	Completed: Routine Follow-up

**Appendix 7-F. Special Education Monitoring Status,
Districts in Stage 2 Intervention, Transition Year 2003-04**

District	Status	District	Status
Alvin ISD	Completed: Routine Follow-up	Kerrville ISD	Completed: Routine Follow-up
Axtell ISD	Completed: Routine Follow-up	Lackland ISD	Completed: Routine Follow-up
Bellevue ISD	Completed: Routine Follow-up	Lancaster ISD	Completed: Routine Follow-up
Ben Bolt-Palito Blanco ISD	Pending TEA ^a On-site Action	Linden-Kildare CISD	Completed: Routine Follow-up
Benavides ISD	Completed: Routine Follow-up	Lohn ISD	Completed: Routine Follow-up
Big Spring ISD	Completed: Routine Follow-up	Lorena ISD	Completed: Routine Follow-up
Bloomburg ISD	Completed: Routine Follow-up	Lovelady ISD	Completed: Routine Follow-up
Blue Ridge ISD	Completed: Routine Follow-up	Lueders-Avoca ISD	Completed: Routine Follow-up
Boys Ranch ISD	Completed: Routine Follow-up	Luling ISD	Completed: Routine Follow-up
Brady ISD	Completed: Routine Follow-up	Lumberton ISD	Completed: Noncompliance Follow-up
Bridgeport ISD	Completed: Routine Follow-up	Madisonville CISD	Completed: Routine Follow-up
Brownsboro ISD	Completed: Routine Follow-up	Mesquite ISD	Completed: Routine Follow-up
Burkburnett ISD	Completed: Routine Follow-up	Midway ISD	Completed: Routine Follow-up

**Appendix 7-G. Special Education Monitoring Status,
Districts in Stage 3 Intervention, Transition Year 2003-04**

District	Status	District	Status
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**Appendix 7-H. Special Education Monitoring Status,
Districts in Stage 4 Intervention, Transition Year 2003-04**

District	Status	District	Status
Atlanta ISD	Completed: Noncompliance Follow-up	Jefferson ISD	Completed: Noncompliance Follow-up
Brazos ISD	Completed: Noncompliance Follow-up	Johnson City ISD	Completed: Noncompliance Follow-up
Bruceville-Eddy ISD	Completed: Routine Follow-up	Lingleville ISD	Completed: Routine Follow-up
Calallen ISD	Pending CIP ^a Resubmission	Livingston ISD	Completed: Noncompliance Follow-up
Childress ISD	In Review	Lorenzo ISD	Completed: Noncompliance Follow-up
Clarksville ISD	Completed: Noncompliance Follow-up	Mart ISD	Completed: Routine Follow-up
De Leon ISD	Completed: Noncompliance Follow-up	Memphis ISD	Pending CIP Resubmission
Diboll ISD	Completed: Noncompliance Follow-up	Muleshoe ISD	Completed: Noncompliance Follow-up
Dumas ISD	Completed: Noncompliance Follow-up	Pewitt ISD	Completed: Noncompliance Follow-up
Grapeland ISD	Completed: Noncompliance Follow-up	Pittsburg ISD	Completed: Noncompliance Follow-up
Hallsville ISD	Completed: Noncompliance Follow-up	Post ISD	Completed: Noncompliance Follow-up
Hamilton ISD	Completed: Routine Follow-up	Ralls ISD	Completed: Noncompliance Follow-up
Hamshire-Fannett ISD	Completed: Noncompliance Follow-up	Schleicher ISD	Completed: Routine Follow-up
Hico ISD	Completed: Routine Follow-up	Temple ISD	Completed: Noncompliance Follow-up
Iraan-Sheffield ISD	Completed: Routine Follow-up		

^aContinuous improvement plan.

8. Status of the 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. Statute required that the TEKS be used for instruction in the foundation areas of English language arts and reading, mathematics, science, and social studies. TEKS in the enrichment subjects, including health education, physical education, fine arts, career and technology education, and economics, served as guidelines only. Senate Bill 815, which took effect in the 2003-04 school year, added enrichment subjects to the list of subject areas that must use the TEKS. The state continues to promote rigorous and high standards by:

♦

a set of principles for a balanced and comprehensive approach to reading instruction. These principles were published and distributed statewide in a pamphlet titled *Good Practice: Implications for Reading Instruction—A Consensus Document of Texas Literacy Professional Organizations*. Building on this effort, TEA staff conducted a comprehensive review of research on reading to identify components of effective reading programs. The review formed the basis of a guide for administrators and teachers titled *Beginning Reading Instruction: Components and Features of a Research-Based Reading Program*. The booklet describes 12 essential components of effective beginning reading programs. It also describes features of classrooms and campuses that support effective beginning reading instruction.

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

The most frequently used early reading measure is the Texas Primary Reading Inventory (TPRI), an informal, individually administered assessment that consists of a diagnostic screening and an inventory. The reading inventory section includes tasks that allow children to demonstrate their understanding of book and print awareness, phonemic awareness, graphophonemic knowledge, oral reading ability, and comprehension. A Braille version of the TPRI for visually impaired children was introduced in the 2004-05 school year.

The Texas Reading Initiative developed "El Inventario de Lectura en Español de Tejas" (Tejas LEE) to provide an early Spanish reading instrument comparable to the TPRI. The Tejas LEE measures significant skills and steps in the development of Spanish reading and comprehension development that can be used to plan

Bilingual Education/English as a Second Language

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as limited English proficient (LEP) in accordance with state identification and assessment requirements (19 TAC §89.1225). More than 100 languages are spoken in the homes of Texas public school students. Spanish is the language spoken in 91 percent of homes in which English is not the primary language. Other frequently reported primary student languages are Vietnamese, Urdu, Korean, Arabic, Mandarin, Cantonese, Tagalog, German, Farsi, and Gujarati. During the 2003-04 school year, 660,707 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 instruction that is both linguistically and cognitively appropriate. Creativity, problem solving, and other thinking skills are cultivated through mathematics, science, and social studies in the language the 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.

TEA also developed the *Framework for the Language*

- ♦ identifying the characteristics, educational policies, and practices of those districts and campuses that help to explain their higher performances. The focus is on middle school mathematics performance; however, portions of the analysis also pertain to elementary school mathematics;
- ♦ identifying effective components of the Texas Mathematics Academy related to improved student achievement; and
- ♦ working closely with researchers to determine the critical components necessary to increase student achievement through teacher staff development, curriculum resources, and intervention programs.

Other programs include:

- ♦ a Master Mathematics Teacher Certificate created by SBEC;
- ♦ professional development workshops for teachers to enhance the teaching of mathematics to students in Grades 5-8, with future plans to include Grade 3 and Grades 9-11 in an on-line learning environment;
- ♦ mathematics leadership training for vertical teams in school districts;
- ♦ the Texas Mathematics Diagnostic System, which assists educators in assessing students' mathematics skills, informs instructional practice and provides intervention for students working below grade level or struggling with mathematics concepts; and
- ♦ assistance for teachers in grading mathematics homework and assessments.

In November 2003, the SBOE adopted a time line for revising the mathematics TEKS that coincides with the adoption of mathematics textbooks. This revision and adoption cycle will serve as the model for all other content areas. The process is designed to result in alignment of instructional materials with the TEKS.

Science

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

Student enrollment in and completion of higher-level science courses, such as chemistry and physics, continues to increase. The number of students successfully completing chemistry increased from 150,708 in the 2000-01 school year to 173,019 in 2002-03. Physics enrollment increased during the same period from 66,213 to 73,020 students. The advanced science program consists of AP and IB science courses, which prepare students for the rigor of college science courses. In addition, six courses offered in conjunction with career and technology education can be counted toward meeting high school graduation credits in science, further expanding the options for students.

The Science Center for Educator Development, managed by ESC 4 from 2000-01 through 2002-03, developed three professional development modules called *Bridging to TAKS*. The modules targeted the needs of elementary and secondary teachers, as well as administrators, as they prepared for the TAKS. Training-of-trainer workshops on *Bridging to TAKS* were conducted throughout the state. The center also produced charts of science TEKS aligned to the TAKS objectives in Grades 5, 10, and 11. An on-line physics tutor will be available by spring of 2005 through the redesigned ESC 4 website, www.esc4.net.

Middle School Science TAKS, Grade 8

A middle school science TAKS is being added to comply with provisions of NCLB. The middle school science TAKS objectives, which include TEKS from Grades 6-8, were released in August of 2004. Educator committees were convened in fall of 2004 to review test items. The items will be field tested in spring of 2005, with full administration scheduled for spring of 2006.

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

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

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

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

The Texas Accelerated Science Achievement Program (Texas ASAP) provides grants to implement intensive after-school and summer school programs designed to increase 10th- and 11th-grade student achievement on

research, and present the mentorship or independent study advanced measure required under this more rigorous graduation plan.

To provide social studies educators with the professional development necessary to implement the TEKS, TEA established the Social Studies Center, jointly directed by staff at Texas A&M University and ESC 6 in Huntsville in collaboration with Sam Houston State University. The Social Studies Center has worked with teams of trainers from each of the 20 ESCs. Training for the teams has centered on appropriate content and pedagogy that support the social studies TEKS and help districts prepare for the new statewide TAKS tests in social studies.

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

factors, proven effective behavioral changes, compliance with existing physical education requirements, and simple integration into existing activities.

In March 2000, a video package illustrating the TEKS in action was sent to university preservice programs, ESCs, and school districts in Texas. An overview video explores contemporary thought in health education, explains the organization of the TEKS, and provides examples of TEKS instruction in elementary schools in Texas. In addition, three grade-specific videos feature the TEKS in action at the elementary, middle, and high school levels. These are accompanied by written manuals with sample activities for instruction.

In 2001, the Texas Legislature required that each elementary school in Texas implement a coordinated health program by September 1, 2007 (TEC §§38.013 and 38.014). The program must be approved by TEA and include a health education classroom component and a physical education component. In 2002, TEA sent school districts a list of approved programs. Districts coordinate training for implementing the programs through the regional ESCs or the program providers. New health education textbooks are scheduled to be adopted by the SBOE in November 2004 for use in fall of 2005.

Physical Education

Physical inactivity is one of six categories of priority health-risk behaviors that contribute to serious health problems in the population. According to research reported in the U.S. Surgeon General's *Report on Physical Activity and Health in 1999*, more than 60 percent of American adults are not regularly physically active. In fact, 25 percent of all adults are not active at all and nearly half of American youths 12-21 years of age are not vigorously active on a regular basis. The TEKS in physical education were adopted to help address these challenges.

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

The SBOE adopted a textbook in physical education called *Foundations of Personal Fitness*. The textbook, which became available for classroom use in September 1997, focuses on teaching students about becoming lifetime fitness.

In March 2000, a video package illustrating the TEKS in action was sent to university preservice programs,

statewide fine arts network funded through outside grants. The center supports leadership in each of the four fine arts subject areas and develops products, processes, and strategies to help Texas teachers increase student acquisition of fine arts knowledge and skills. Through CEDFA and its website (finearts.esc20.net), teachers and administrators obtain assistance in implementing the fine arts TEKS, including information about methods to incorporate the learning standards in effective instruction.

Texas Fine Arts Summit Initiative

The Texas Fine Arts Summit Initiative is an annual, statewide gathering of fine arts educators and other stakeholders designed to increased support for fine arts education in Texas public schools. All ESCs are invited to participate in the summit, with the expectation that service centers will conduct similar professional development activities for fine arts educators in their regions.

Fine Arts Training Cadre

The Fine Arts Training Cadre consists of recognized master fine arts teachers who participate in annual training-of-trainers workshops conducted by CEDFA in preparation for the Texas Fine Arts Summit and other professional development activities. Names of cadre members are provided to ESCs, professional education associations, and school districts statewide as highly qualified fine arts education experts who can provide quality professional development in art, dance, music, and theatre.

Fine Arts Curriculum Frameworks

Fine arts curriculum framework documents for art, dance, music, and theatre, which are aligned with the fine arts TEKS, have been provided to all Texas school districts, colleges and universities, and ESCs to help educators develop local curricula and increase student achievement in the fine arts. The frameworks packets contain TEKS scope and sequence charts, which also can be viewed and downloaded from the CEDFA website.

Fine Arts Video Series

Two fine arts video series titled, *Fine Arts Education: Portrait for Excellence* and *Proof*

components that integrate the use of technology to the greatest extent possible.

To provide school districts with maximum flexibility in offering career and technology courses that meet local needs, TEA approved 48 innovative career and technology courses in 2002-03 and 47 innovative courses in 2003-04. Among the innovative courses approved are: Veterinarian Medical Assistant; Database Programming; Engineering Design and Development; Law Enforcement; Internetworking; Biotechnology;

programs. The results of this project, the Texas Early Education Model, are scheduled to be reported to the legislature in April 2005.

Technology Applications

Technology applications is a required enrichment curriculum (TEC §28.002). The focus is on teaching, learning, and integrating digital technology knowledge and skills across the curriculum, especially in the foundation areas, to support learning and promote student achievement. Digital technology refers to the use of computers and related technologies, such as digital cameras, handheld digital devices, digital camcorders, scanners, and probes. The technology applications curriculum was designed to allow students to acquire appropriate technology knowledge and skills from the primary grades through the secondary grades. The curriculum also defines the technology literacy and integration requirements for students and teachers specified in NCLB Act of 2001, Title II, Part D.

Technology applications standards for Grades K-12 became effective in 1997 (19 TAC Chapter 126). The technology applications TEKS describe what students should know and be able to do using digital technology. While there are references to the use of technology in all TEKS curriculum areas, the technology applications TEKS outline the continuum of digital technology proficiencies students need for success in the digital world.

The technology applications TEKS are divided into four strands: foundations, information acquisition, solving problems, and communication. The strands outline specific proficiencies by grade cluster (Grades K-2, 3-5, and 6-8) and by course (Grades 9-12), with benchmarks set at Grades 2, 5, and 8. The TEKS are to be integrated throughout the curriculum in Grades K-8. Rigorous state curriculum standards in technology applications specify student expectations for the "technology literate" eighth-grader in Texas, as required in NCLB. The TEKS continue to be applied and extended in the Grades 9-12 curriculum through eight high school courses: Computer Science I, Computer Science II, Desktop Publishing, Digital Graphics/Animation, Multimedia, Video Technology, Web Mastering, and Independent Study in Technology Applications. The courses offer opportunities for in-

Instructional Materials for Technology Applications

Computer literacy and computer science materials were made available to schools in textbook adoptions for courses based on the Essential Elements, which guided Texas public school curriculum in the early 1990s. However, until 2003, there were no adopted instructional materials based on the technology applications TEKS at the elementary, middle, or high school levels.

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

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

Technology application materials scheduled to be available in schools in Fall 2004 were postponed because of funding shortfalls. Materials will be available in Fall 2005, assuming state funds are available. School districts were encouraged to proceed with the local review, evaluation, and selection of Proclamation 2001 instructional materials.

Educator Preparation and Development for Technology Applications

To date, the following technology applications educator standards and certificates have been developed and approved by the State Board for Educator Certification (www.sbec.state.tx.us).

- ◆ Technology Applications Educator Standards I-V, which are based on the technology applications TEKS for students in Grades 6-8, were approved in May 2000 and incorporated into the standards for pedagogy and professional responsibilities (all

levels), which have been required of all initially certified teachers since 2001.

- ◆ Technology Applications Standards VI-XI, also approved by SBEC in May of 2000, resulted in the development and adoption of three new certificates in 2002 and 2003: Technology Applications 8-12, Technology Applications All Level (EC-12), and Computer Science 8-12.
- ◆ The Master Technology Teacher standards and certificate were approved by SBEC during the 2002-2003 biennium.

Standards I-V, required for all beginning teachers, also are recommended for all current educators. These standards are aligned with the technology literacy and integration proficiencies of teachers required in national legislation (Enhancing Education Through Technology, Title II, Part D, of the NCLB Act) and recommended in Texas state policy (*Long-Range Plan for Technology 1996-2010*). Certification test standards, items, and frameworks have been developed, and the first administration of the Texas Examination of Educator Standards (TExES) in these areas took place in October 2004.

A Master Technology Teacher (MTT) All Level certification and grant program was mandated by the 77th Texas Legislature, to prepare teachers to mentor other teachers and work with students on using technology in the classroom. SBEC established a committee of Texas educators, educator preparation faculty, business representatives, and other stakeholders to develop standards for the new certificate. MTT Standards were adopted by the SBEC board in January 2002 and served as the basis for the new certificate examination. In February of 2002, the test framework for the MTT exam was finalized, and the first administration of the MTT certification examination took place in summer 2003. In establishing the grant portion of the program, statute specifies that the commissioner of education shall make grants to school districts to pay stipends to selected certified MTTs (TEC §21.412). The commissioner must give preference to teachers who teach at high-need campuses. The grant program will be implemented after the development of the examination for the MTT certification. Because of funding shortfalls, the grants are not funded presently.

The technology application certificates available to Texas teachers provide options for expanding their digital technology knowledge and skills. Educator preparation programs and alternative certification programs provide opportunities for educators to meet the technology applications standards and earn the new certificates. In addition, the 20 ESCs in Texas provide planning support, professional development, and technical assistance for districts in meeting the SBEC

technology applications standards (www.tea.state.tx.us/technology/esc). Through the support of ESCs, district personnel receive hands-on orientation and experience with state of the art technologies, as well as professional development on planning strategies and the integration of technology into the teaching and learning process. Technology workshops, institutes, video-conferencing sessions, on-line instruction, and other professional development opportunities are offered through each ESC.

Other Resources for Technology Applications

TEKS

Several other resources support the technology applications TEKS and the integration of technology throughout all curriculum areas. The Texas School Technology and Readiness (STaR) Chart is a planning tool, consisting of two components, that is based on the four key components of the *Long-Range Plan for Technology, 1996-2010*. The first component, the Campus STaR Chart, was developed to help campuses and districts determine their progress toward meeting the goals of that long-range plan. The campus chart assists campus administrators with technology planning, budgeting for resources, and evaluation of progress toward meeting NCLB requirements as well as the goals of the Texas long-range plan. For example, the campus chart provides indicators for documenting school activities to ensure student and teacher proficiency with the technology literacy and integration requirements established in Title II, Part D, of the

School Library Services

TEA supports school libraries and the efforts of librarians and library media specialists as they facilitate the integration of all TEKS, including the technology applications TEKS, into collaborative teaching and learning opportunities for Texas students and teachers.

The roles of school librarians and library media specialists have evolved from "keepers of the books" to "leadership providers." School libraries provide students and teachers the opportunity to develop information literacy and digital technology literacy. For students to be information literate, they must be engaged in extended, inquiry-based research. School librarians collaborate with teachers and students to use resources both for individual research purposes and to strengthen student achievement in the foundation curriculum areas of reading/English language arts, mathematics, social studies, and science. The knowledge base of the library media specialist has expanded to include skills in helping teachers and students locate and use information resources in all formats, electronic as well as print, including library books, reference materials, databases, computers, and multimedia.

Library programs support student learning in the foundation curriculum area TEKS as follows.

- ◆ Students become familiar with the diversity of print and electronic resources in the library. They learn where to locate materials and how to use them to frame questions and conduct research in English language arts. Based on their interaction with English language resources, students learn to use the skills of analysis, interpretation, and production.
- ◆ To support learning in social studies, students gain access to a variety of rich material, such as: biographies; folktales, myths, and legends; and poetry, songs, and artworks.
- ◆ Students research scientific topics with the librarian's assistance and use computers and information technology tools to support their investigations in science.
- ◆ Through examples provided in library resources, students build a foundation of basic mathematical understandings in: number, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; and probability and statistics.

In addition, the library program supports the acquisition of information497 y,2 27 erios, m5(r as to s(ioicrm)9.6(a(io)-4.6(s)-1.1(.5(cal))TJTc0.003TEKS)-4.6(d prf)-4.6(i-4.3(sc6ifi)7.

training sessions, and many other librarians took advantage of the e-learning modules and web resources provided through the project. Many valuable partnerships were made possible as a result of this project, and librarians were given new knowledge and skills to better assist students in meeting curriculum expectations. In school year 2003-04, funding for TLC was decreased, and TLC resources were no longer available to Texas schools.

August 1, 2007, determines that sufficient funding has been appropriated by the legislature to implement the new requirement.

Products and Services for TEKS Implementation are available on-line at www.tea.state.tx.us/curriculum.

The

Agency Contact Person

For information on the state curriculum and assessment program, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087.

Other Sources of Information

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

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

Texas Curriculum Requirements 19 TAC Chapter 74 Handbook is available on-line at www.tea.state.tx.us/teks/handbook/index.html.

Frequently Asked Questions About 19 TAC Chapter 74 is available on-line at www.tea.state.tx.us/teks/handbook/6Ch74QA.PDF.

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

Table 8.1. Adoption Cycle for Foundation and Enrichment Subjects (Revised May 2004)

Adoption Cycle	Subject	Adoption Cycle	Subject
Proclamation 2000 State Adoption 2002 Implementation 2003-04	Social Studies, Grades 1-12 Social Studies (Spanish), Grades 1-6 Prekindergarten Economics with Emphasis on Free Enterprise	Proclamation 2001 State Adoption 2003 Implementation 2004-05	Biology, Grades 9-12; Advanced Placement and International Baccalaureate Biology English as a Second Language, Grades K-8 Agricultural Science & Technology Education Business Education Home Economics Education Technical Education/Industrial Technology Education Marketing Education Trade & Industrial Education Technology Applications Career Orientation Health Science Technology Education
Proclamation 2002 State Adoption 2004 Implementation 2005-06	Health Education, Grades 1-12 Languages Other than English, Grades 1-12 Fine Arts, Grades 1-12 Physical Education		

class size waivers were granted in 2002-03, and 202 were granted in 2003-04 (Table 9.2).

TEC §39.112 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. Based on 2002 ratings, the number of *Exemplary* districts, excluding charter schools, was 149 (14.3%), and the number of *Exemplary* campuses was 1,921 (27.1%). Accountability ratings from 2002 were carried forward to 2003 for all districts, and no ratings were issued for campuses. Based on 2004 ratings, the number of *Exemplary* districts, excluding charter

operators, was 13 (1.3%), and the number of *Exemplary* campuses was 520 (6.7%).

Education Flexibility Partnership Act (Ed-Flex)

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational prn(e)7.e.3(e)-1.170i330e ow2 Tc-3(s)1.9e3.6 E-4.

local education agencies (LEAs). These waivers

10. Expenditures and Staff Hours for Direct Instructional Activities

Other Sources of Information

See the *2004-2005 Public Education Information Management System Addendum Version Data Standards* at www.tea.state.tx.us/peims/standards/0405/index.html. See the *Financial Accountability System Resource Guide, Update 12.0*, at www.tea.state.tx.us/school.finance/audit/resguide12/.

11. District Reporting Requirements

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

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

PEIMS is a large-scale data collection designed to meet a number of data submission requirements in federal and state law. In the 2004-05 school year, there are 149 data elements in PEIMS, the same number there were the previous school year. All reporting requirements for the elements are documented annually in the TEA publication, *PEIMS Data Standards*. The PEIMS system and its data requirements are the subject of two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets on a quarterly basis to provide advice to the commissioner concerning data collection policies and strategies. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school

districts, regional education service centers, and legislative and executive state government offices.

In addition, the Information Task Force (ITF) prepares technical reviews of proposed changes to PEIMS data standards and reports the information to the PCPEI. The ITF, which is made up of agency, school district, and regional education service center staff, conducted sunset reviews of all PEIMS data elements in 1991-92, 1996-97, and again in 2003-04 to minimize reporting burdens on school districts. A three-year sunset review process was adopted as part of the ongoing responsibilities of the task force.

The agency maintains a system 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, and all reporting requirements for the data elements are documented on-line. In 2003-04, there were 200 data elements in the CNPIMS. That number remains the same in 2004-05. Total data requirements vary with the size of the school district, but monthly reimbursement claims require input of only eight fields.

A system for ordering textbooks also has been developed at the agency. The Web-based Educational Materials and Textbooks (EMAT) system allows

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 program component information specific to a campus <p>Staff</p> <ul style="list-style-type: none"> ◆ Identification information, including Social Security number and name ◆ Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience ◆ Employment, including days of service, salary, and experience within the district ◆ Responsibilities, including the types of work performed, its location, and, in some cases, the time of day 	<p>Finances</p> <ul style="list-style-type: none"> ◆ Budgeted revenue and expenditures for required funds, functions, objects, organizations, and programs ◆ Actual revenue and expenditures for required funds, functions, objects, organizations, and programs <p>Students</p> <ul style="list-style-type: none"> ◆ Identification, including a unique student number, name, and basic demographic information ◆ Enrollment, including campus, grade, special program participation, and various indicators of student characteristics ◆ Attendance information for each six-week period and special program participation ◆ Course completion for Grades 9-12 ◆ Student graduation information ◆ School leaver information ◆ Disciplinary actions ◆ Special Education Restraint ◆ Title I, Part A
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schools to place textbook orders, adjust student enrollments, and update district inventories. In 2004-05, as in the previous school year, there are 100 data elements in the EMAT, and districts have access to 100 reports.

School districts can enter other transactional data directly through the Internet. The Adult and Community Education System (ACES) allows users to enter data and print reports that track the status of

12. Agency Funds and Expenditures

ne 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 to school districts. The agency administered \$14.7 billion in public education funds in fiscal year (FY) 2003, or school year 2002-03, and \$15.2 billion in FY 2004 and will administer \$15.2 billion in FY 2005.

In FY 2005, as in the previous two fiscal years, General Revenue Funds represent the primary method of financing and account for the largest percentage (67.2%) of total agency funds (Table 12.1 on page 144). Federal Funds make up 25.2 percent of agency funds in FY 2005, and Other Funds make up the remaining 7.6 percent.

General Revenue Funds made up the largest percentage of the TEA administrative budget in FY 2004 (51.5%) and do so again in FY 2005 (50.6%) (Table 12.2 on page 145).

TEA retained very little of the state and federal funds received at the agency in FY 2004; 99.6 percent of state funds and 99.3 percent of federal funds were passed to school districts, charter schools, and regional education

service centers (Table 12.3 on page 145). The percentages are expected to remain the same in

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Table 12.1. Texas Education Agency, Method of Financing, 2002-03 Through 2004-05

Method of Financing	2002-03	2003-04	2004-05
General Revenue Related Funds			
General Revenue Funds:			
General Revenue Fund	\$ 213,203,505	\$ 184,178,571	\$ 183,586,902
Available School Fund	1,444,430,462	1,322,204,386	1,448,300,000
State Textbook Fund	98,942,507	305,711,779	50,724,699
Foundation School Fund	8,150,323,938	7,731,613,222	7,643,681,944
GED Fees	514,551	630,302	624,750
General Revenue MOE for Temporary Assistance for Needy Families	1,835,494	2,000,000	2,000,000
Earned Federal Funds	4,708,930	3,112,954	3,056,154
Lottery Proceeds	897,548,647	980,000,000	781,500,000
Subtotal, General Revenue Fund	\$ 10,811,508,034	\$ 10,529,451,214	\$ 10,113,474,449
General Revenue Dedicated:			
Read to Succeed Account	42,500	42,960	42,960
Telecommunications Infrastructure Fund	130,908,652	119,700,000	121,800,000
Subtotal, General Revenue Dedicated	\$ 130,951,152	\$ 119,742,960	\$ 121,842,960
Subtotal, General Revenue Related Funds	\$ 10,942,459,186	\$ 10,649,194,174	\$ 10,235,317,409
Federal Funds			
Health, Education, and Welfare Fund	1,935,933,050	2,591,112,079	2,822,667,526
School Lunch Fund	910,538,116	972,134,782	1,013,387,483
Other Federal Funds	11,340,000	8,642,342	8,642,341
Subtotal, Federal Funds	\$ 2,857,811,166	\$ 3,571,889,203	\$ 3,844,697,350
Other Funds			
Permanent School Fund	0	8,772,723	9,829,412
Appropriated Receipts – Attendance Credits, Estimated	881,418,548	1,014,847,698	1,141,200,000
Interagency Contracts	0	0	3,000,000
Interagency Transfer (System Benefit Fund)	7,300,000	0	0
Subtotal, Other Funds	\$ 888,718,548	\$ 1,023,620,421	\$ 1,154,029,412

Table 12.2. Texas Education Agency Administrative Budget, 2003-04 and 2004-05				
Method of Finance	2003-04		2004-05	
	Amount	Percent	Amount	Percent
General Revenue Related Funds				
General Revenue Funds:				
General Revenue Fund	\$ 20,882,845	28.8	\$ 20,870,271	28.4
Available School Fund	1,064,055	1.5	0	0.0
Textbook Fund	2,111,206	2.9	2,176,272	3.0
Foundation School Fund	9,500,342	13.1	10,332,422	14.1
GED Fees	630,302	0.9	624,750	0.9
Earned Federal Funds	3,112,954	4.3	3,056,154	4.2
Subtotal, General Revenue Fund	\$ 37,301,704	51.5	\$ 37,059,869	50.6
General Revenue Dedicated	\$ 0	0.0	\$ 0	0.0
Subtotal, General Revenue Related Funds	\$ 37,301,704	51.5	\$ 37,059,869	50.6
Federal Funds				
Health, Education, and Welfare Fund	24,536,294	33.9	25,287,046	34.5
School Lunch Fund	1,134,782	1.6	387,483	0.5
Other Federal Funds	688,067	0.9	726,350	1.0
Subtotal, Federal Funds	\$ 26,359,143	36.4	\$ 26,400,879	36.0
Other Funds				
Permanent School Fund	8,772,723	12.1	9,829,412	13.4
Subtotal, Other Funds	8,772,723	12.1	\$ 9,829,412	13.4
Total, All Methods of Finance	\$ 72,433,570	100.0	\$ 73,290,160	100.0

Note. Amounts do not include fringe benefits.

Table 12.3. State and Federal Funds Appropriated to the Texas Education Agency and Passed Through to School Districts, Education Service Centers, and Education Providers, 2003-04 and 2004-05				
Source of Funds	2003-04		2004-05	
	Amount	Percent	Amount	Percent
State Funds				
Administrative Budget	\$ 46,074,427	0.4	\$ 46,889,281	0.4
State Funds Passed Through	11,626,740,168	99.6	11,342,457,540	99.6
Total State Funds	\$ 11,672,814,595	100.0	\$ 11,389,346,821	100.0
Federal Funds				
Administrative Budget	26,359,143	0.7	26,400,879	0.7
Federal Funds Passed Through	3,545,530,060	99.3	3,818,296,471	99.3
Total Federal Funds	\$ 3,571,889,203	100.0	\$ 3,844,697,350	100.0

Table 12.4. Expenditures Under Texas Education Agency Goals and Strategies, 2002-03 Through 2004-05			
Goals and Strategies	2002-03	2003-04	2004-05
A. Goal: Program Leadership			
To fulfill the promise for all Texas children, the Texas Education Agency will provide program leadership to the state public education system, ensuring all students achieve the state's public education goals and objectives.			
A.1.1. Strategy: Foundation School Program – Equalized Operations	\$ 10,089,092,086	9,942,349,889	9,890,386,402

Table 12.4. Expenditures Under TEA Goals and Strategies, 2002-03 Through 2004-05 (continued)			
Goals and Strategies	2002-03	2003-04	2004-05
B. Goal: Operational Excellence			
The Texas Education Agency will fulfill the promise for all Texas children through challenging assessments, supportive school environments, and high standards of student, campus, district, and agency performance.			
B.1.1. Strategy: Assessment and Accountability System The state's assessment and accountability systems will continue to provide a basis for evaluation and reporting the extent to which students, campuses, and districts achieve high standards.	\$ 50,457,581	59,071,330	58,933,868
B.2.1. Strategy: Instructional Materials Provide students equitable access to instructional materials and technologies supporting the Texas Essential Knowledge and Skills.	95,819,770	303,600,573	48,548,427
B.2.2. Strategy: Educational Technology Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	121,477,094	174,396,635	182,979,838
B.2.3. Strategy: Safe Schools Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to graduate from high school with a world-class education.	59,148,256	56,153,094	50,484,876
B.2.4. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	922,047,946	985,149,124	1,026,999,124
B.2.5. Strategy: Windham School District Work with the Texas Department of Criminal Justice to ensure that students have the basic education skills they need to contribute to their families, communities, and the world.	71,115,423	57,569,745	57,569,745
B.3.1. Strategy: Improving Teacher Quality Ensure educators have access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Ensure that the regional education service centers facilitate effective instruction and efficient school operations by providing core services, technical	333,917,369	356,912,875	361,541,250

Table 12.4. Expenditures Under TEA Goals and

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education (SBOE) in 1996 and opened in 1997. Some charters were

Grade 11 results are presented at the two SEM standard for both years. More detailed analyses of TAKS results can be found in Chapter 2 of this report.

1 percentage point for both Hispanic and White students. Differences between the passing rates of African American students attending not at-risk charters and African American students attending school districts ranged from 2 percentage points in writing to 14 percentage points in science. Across student groups and subject areas, passing rates were highest in school districts, followed by not at-risk charters and at-risk charters.

Progress of Prior Year TAKS Failers

Data on the progress of prior year TAKS failers became available for the first time in 2004, the second year the TAKS was administered. From 2003 to 2004, the performance of students in at-risk and not at-risk charters who had previously failed the TAKS showed considerable improvement (Table 13.2). In reading/ELA, the passing rate for prior year TAKS failers in not at-risk charters was 41 percent, compared to 47 percent for those in school districts. In mathematics, the passing rate for prior TAKS failers in not at-risk charters was 25 percent, only 3 percentage points lower than the rate for those in school districts.

TAKS Participation

In 2004, 95.7 percent of students in not at-risk charters and nearly the same percentage of students in school districts (95.4%) took the TAKS or State-Developed

results are excluded when determining accountability ratings (i.e., the mobile subset) is generally higher for charters than for school districts. In 2004, for example, 20.2 percent of students in not at-risk charters and 38.9 percent of students in at-risk charters were tested but excluded for accountability purposes, compared to 7.1 percent of students in school districts. By contrast, the percentages of students in not at-risk and at-risk charters whose test results were included for accountability purposes (75.5% and 48.8%, respectively) were considerably lower than the

Appendix 13-B. Spanish-Version TAKS Passing Rates (%), by Grade and Subject Tested, Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004		
Not At-Risk Charters	At-Risk Charters ^a	School Districts ^b
Change	Change	

**Appendix 13-C. English-Version TAKS Passing Rates (%), by Student Group and Subject Tested,
Not At-Risk Charters, At-Risk Charters, and School Districts, 2003 and 2004**

Group	Not At-Risk Charters			At-Risk Charters ^a			School Districts ^b		
	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004	2003	2004	Change 2003 to 2004
Reading/ELA^c									
African American	65	76	11	53	62	9	71	80	9
Hispanic	69	78	9	54	64	10	72	80	8
White	84	88	4	59	76	17	88	93	5
Economically Disadvantaged	66	77	11	56	66	10	71	79	8
Mathematics									
African American	45	60	15	31	40	9	55	63	8
Hispanic	49	61	12	31	38	7	61	69	8
White	67	77	10	32	46	14	81	87	6
Economically Disadvantaged	46	60	14	32	40	8	59	67	8
Writing									
African American	68	86	18	68	81	13	76	88	12
Hispanic	70	86	16	55	77	22	78	89	11
White	85	91	6	60	80	20	90	95	5
Economically Disadvantaged	67	85	18	60	78	18	76	88	12
Science									
African American	26	44	18	18	34	16	43	58	15
Hispanic	32	50	18	18	34	16	46	61	15
White	66	78	12	33	61	28	75	86	11
Economically Disadvantaged	30	46	16	19	36	17	44	59	15
Social Studies									
African American	68	81	13	45	65	20	79	87	8
Hispanic	70	85	15	53	68	15	79	86	7
White	89	95	6	71	87	16	92	96	4
Economically Disadvantaged	70	82	12	53	69	16	78	85	7

Note. Results for this TAKS accountability indicator are summed across all grades tested for each subject.

^aCharters with 51.0 percent or more of students at risk of dropping out of school. ^bExcludes charters. ^cEnglish language arts.

14. Character Education

exas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) to maintain a list of these programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- ◆ stress positive character traits;
- ◆ use integrated teaching strategies;
- ◆ be age-appropriate; and
- ◆ be approved by a district committee.

Since June 2002, TEA has conducted annual surveys of all school districts and charters to identify character education programs and determine the perceived effects of these programs on student discipline and academic achievement. TEA designates campuses as Character Plus Schools based on responses to the survey.

The survey response rate was approximately 60 percent for the 2002-03 and 2003-04 school years. Survey results showed the number of campuses with character education programs in Texas decreased from 2002-03 to 2003-04. The number of Character Plus Schools decreased by about 5 percent, from 3,119 schools in 2002-03 to 2,970 schools in 2003-04. Campuses with character education programs not designated as Character Plus programs decreased by about 58 percent, from 1,114 in 2002-03 to 473 in 2003-04.

Despite the decrease in the number of campuses with programs, the proportion of districts with programs stayed about the same over the two-year period (Table 14.1). Over a third of districts reported that they had character education programs that met the criteria for Character Plus Schools. About a fourth of school districts and charter schools indicated that they had

character education programs that did not meet the Character Plus criteria. And nearly 40 percent of school districts and charter schools indicated that they had not implemented a character education program.

Districts and charter schools that reported implementing any character education programs were asked if the programs had effects on academic achievement, student discipline, and other areas. About a third of districts surveyed reported improved

Agency Contact Persons

For information about Character Plus Schools or character education programs, contact George Rislov, Curriculum Division, (512) 463-9581.

Other Sources of Information

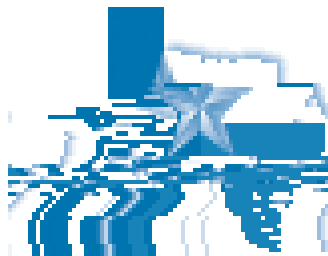
See the 2003-04 Character Education Letter and Survey at www.tea.state.tx.us/taa/curr052804.html.

See the criteria for Character Plus Schools, as defined by TEC §29.903, and the list of Character Plus

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 Educati



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