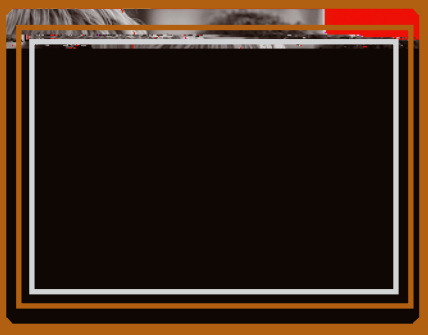
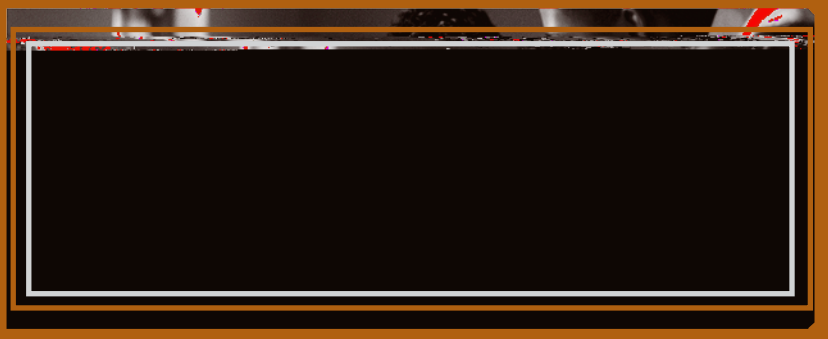




2005 Comprehensive Annual Report on Texas Public Schools

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

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

Shirley J. Neeley
Commissioner

December 1, 2005

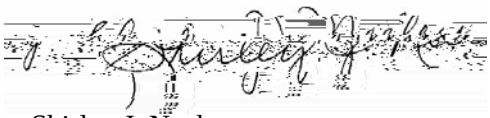
The Honorable Rick Perry, Governor of Texas
The Honorable David Dewhurst, Lieutenant Governor of Texas
The Honorable Tom Craddick, Speaker of the House
Members of the Texas Legislature

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

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

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

Respectfully submitted,



Shirley J. Neeley
Commissioner of Education

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

2005 Comprehensive Annual Report on Texas Public Schools

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

December 2005

Project Staff

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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

Contents

Executive Summary

Following are highlights of the *2005 Comprehensive Annual Report on Texas Public Schools*.

- An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. For over a decade, a set of criterion-referenced assessments aligned to the state curriculum has been the tool for measuring student progress toward these ends. Texas public school students took the Texas Assessment of Knowledge and Skills (TAKS) for the third time in 2005. The TAKS program tests: reading at Grades 3-9; English language arts (ELA) at Grades 10 and 11; writing at Grades 4 and 7; science at Grades 5p1i 6b-0.00S64 TwTw[(G)7.8(d( )611;t)3.5((G)7.8(d(s)7(oTwTw(ci)3.5(al)3.5(st)3.5(udi)3.5(es)7( )]TJ0 -1
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  t i a c e d u c a t i n s s t r v i c d e s a n (a r e b e w i n

- The state graduation rate for the class of 2004 was 84.6 percent, a slight increase over the 2003 rate (84.2%). Graduation rates for African American and Hispanic students continued to rise. African American students in the class of 2004 achieved a graduation rate of 82.8 percent, an increase of 1.7 percentage points over the 2003 rate of 81.1 percent. Hispanic students graduated at a rate of 78.4 percent, 1.1 percentage points higher than the 2003 rate (77.3%). The graduation rate for White students declined slightly, from 89.8 percent to 89.4 percent.
- In the 2003-04 school year, a total of 187,037 students in Grades K-12 were retained in grade. The overall grade-level retention rate of 4.7 percent was unchanged from the previous year. African American and Hispanic students had higher retention rates than White students in all grades except kindergarten. At the elementary level, the highest retention rate was in Grade 1 (6.4%). At the secondary level, the highest rate was in Grade 9 (16.5%). In 2004, there were 8,621 students in Grade 3 who did not pass the reading TAKS. Third graders who did not pass the TAKS may have passed the SDAA or a local alternate assessment.
- Participation in Advanced Placement (AP)/ International Baccalaureate (IB) examinations continued to increase. The percentage of 11th or 12th graders in public schools taking at least one AP or IB test rose to 17.4 percent in 2003-04 from 8.6 percent in 1996-97. The percentages of students participating in these examinations increased for all student groups between 2002-03 and 2003-04. The number of AP examinees in Texas public and non-public schools combined increased by 169.2 percent between 1996-97 and 2003-04, compared to a national increase of 90.8 percent.
- A total of 135,646 Texas public high school students in the class of 2004 took the SAT I, the ACT, or both. Participation in college admissions testing has increased at higher rates in Texas than nationally. The percentage of examinees that scored at or above the criterion score on either test was 27.0 percent for the class of 2004, up from 26.3 percent for the class of 1996. From 1996 to 2004, the number of SAT I test takers in public and non-public schools combined increased 43.0 percent in Texas, compared to 30.8 percent nationwide. Over the same time period, the number of ACT test takers increased 29.3 percent in Texas, compared to 26.7 percent natio

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

- Between 2004 and 2005, the passing rates for charter school students taking the English-version TAKS increased in every subject area tested and on all tests taken; nevertheless, they were still lower than the rates for Texas school districts. In 2005, the average passing rate for all tests taken was 33 percent for charters serving predominantly at-risk students, 58 percent for not at-risk charters, and 63 percent for school districts. In some cases, not at-risk charters performed as well as, or better than, school districts. For example, across all grades tested, African American, Hispanic, and economically disadvantaged students in not at-risk charters had passing rates on the reading/ELA and mathematics TAKS equal to, or higher than, the rates for the same student groups in school districts. On the 2005 TAKS reading/ELA test, the passing rates for students in Grades 6-8 in not at-risk charters were 1 to 3 percentage points higher than those for students in school districts.
- In 2003-04, the Grade 7-8 annual dropout rate for not at-risk charters (0.3%) was one-tenth of a percentage point higher than the rate for school districts (0.2%). The rate for at-risk charters was 0.8 percent. Hispanic students had the same dropout rate (0.3%) in not at-risk charters as in school districts, and economically disadvantaged students had a lower rate in not at-risk charters (0.1%) than in school districts (0.2%). The highest dropout rate was for White students in at-risk charters (1.1%).
- In 1995, school districts were required to establish Disciplinary Alternative Education Programs (DAEPs) to serve students who commit specific discio esksk8r( )5.9mnses1.149.1(TEC0015 Tc0.5269 Tv

1. Academic Excellence Indicators

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

- results of special education students meeting admission, review, and dismissal (ARD) committee expectations on the State-Developed Alternative Assessment II (SDAA II);
- participation of students in TAKS/SDAA II testing (i.e., percentages of students tested and not tested);
-
-

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

TAKS/SDAA II Participation

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

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

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

Of students served in special education, 47.1 percent participated in the SDAA II only in 2005. This is a large increase over the 36.9 pela Rrwen 0.0rt, to th.8(. Tc0.ele s3.2(s)4.2(ı

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

The TGI is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). A TGI score of zero indicates that the year-to-year change in the scale score is equal to the average predicted change as calculated in the 2003 to 2004 base comparison years. Statewide, students who failed one or more of the TAKS tests in 2004 demonstrated an average TGI growth of 0.53 in reading/ELA and 0.38 in mathematics.

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

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

Four SSI indicators are included in AEIS reports: Students Requiring Accelerat

S i e r

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

Student Attendance

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

Completion/Student Status Rate

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

Percentage Completing

used to assess a student's readiness to enroll in an institution of higher education. A student who meets the standard adopted by the THECB is exempt from the requirements of the TSI (TEC §51.306, 2004). Beginning with 2006, results of TSI will be evaluated for Gold Performance Acknowledgment in the statewide accountability system.

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

College Admissions Tests

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

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

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

Profile Information

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

Agency Contact Persons

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

Other Sources of Information

AEIS performance reports and profiles for each public school district and campus are available from each district, the Division of Communications at (512) 463-9000, or onlin

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

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2005 Standard Grade 10													
Eng Lang Arts	2005	68%	59%	59%	77%	72%	81%	61%	75%	37%	57%	20%	51%
	2004	73%	64%	62%	83%	73%	84%	66%	79%	35%	60%	18%	n/a
Mathematics	2005	59%	39%	46%	75%	67%	84%	61%	58%	27%	44%	18%	28%
	2004	53%	33%	39%	68%	55%	80%	54%	52%	19%	37%	18%	n/a
Science	2005	55%	35%	39%	72%	63%	78%	58%	52%	24%	37%	11%	25%
	2004	52%	32%	36%	70%	58%	74%	56%	49%	21%	33%	11%	n/a
Soc Studies	2005	85%	76%	77%	93%	90%	94%	85%	84%	61%	76%	43%	69%
	2004	81%	72%	71%	91%	86%	92%	83%	79%	52%	69%	36%	n/a
All Tests	2005	40%	22%	27%	56%	46%	66%	39%	41%	12%	24%	6%	13%
	2004	39%	21%	24%	55%	40%	64%	39%	39%	10%	22%	5%	n/a
TAKS Met 2005 Standard Grade 11 (April Administration)													
Eng Lang Arts	2005	88%	84%	82%	94%	89%	93%	85%	91%	62%	81%	39%	80%
	2004	86%	80%	79%	91%	88%	90%	81%	90%	53%	77%	38%	n/a
Mathematics	2005	81%	68%	73%	90%	84%	94%	84%	79%	51%	71%	49%	66%
	2004	77%	61%	68%	86%	80%	92%	78%	75%	42%	65%	46%	n/a
Science	2005	81%	69%	71%	91%	88%	91%	85%	77%	53%	69%	42%	66%
	2004	77%	62%	64%	88%	83%	89%	80%	73%	44%	62%	34%	n/a
Soc Studies	2005	95%	93%	t62%									

Indicator:		State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2005 Standard (Sum of All Grades Tested) (Panel Recommendation)													
Reading/ELA	2005	83%	76%	77%	91%	87%	92%	80%	85%	65%	76%	58%	68%
	2004	80%	71%	72%	89%	84%	90%	77%	82%	58%	70%	51%	n/a
Mathematics	2005	71%	55%	63%	83%	75%	90%	72%	70%	52%	61%	53%	47%
	2004	66%	49%	57%	78%	69%	87%	67%	65%	44%	55%	48%	n/a
Writing	2005	90%	86%	87%	94%	90%	97%	86%	93%	75%	85%	74%	78%
	2004	89%	84%	85%	93%	90%	95%	85%	92%	74%	84%	72%	n/a
Science	2005	63%	45%	50%	79%	70%	82%	67%	59%	37%	48%	26%	38%
	2004	56%	38%	41%	73%	63%	76%	61%	52%	29%	39%	19%	n/a
Soc Studies	2005	87%	81%	80%	94%	91%	95%	87%	86%	65%	79%	49%	75%
	2004	84%	77%	76%	92%	88%	94%	86%	83%	60%	74%	44%	n/a
All Tests	2005	62%	45%	52%	76%	67%	83%	62%	62%	41%	50%	39%	36%
	2004	57%	40%	46%	71%	61%	78%	57%	57%	34%	44%	34%	n/a
TAKS Commended Performance (Sum of All Grades Tested)													
Reading/ELA	2005	25%	15%	17%	36%	28%	40%	23%	27%	12%	15%	9%	8%
	2004	20%	12%	13%	29%	22%	33%	18%	22%	9%	12%	9%	n/a
Mathematics	2005	20%	9%	13%	29%	21%	46%	21%	19%	10%	12%	9%	5%
	2004	17%	8%	11%	25%	18%	41%	18%	16%	8%	10%	9%	n/a
Writing	2005	26%	17%	19%	36%	26%	46%	21%	32%	10%	17%	11%	9%
	2004	22%	13%	14%	31%	20%	41%	17%	26%	8%	12%	9%	n/a
Science	2005	14%	6%	8%	20%	15%	27%	16%	11%	7%	8%	3%	3%
	2004	9%	3%	4%	14%	11%	19%	11%	7%	4%	4%	2%	n/a
Soc Studies	2005	26%	14%	15%	38%	29%	47%	30%	22%	8%	13%	3%	8%
	2004	21%	10%	11%	31%	22%	40%	25%	17%	6%	10%	2%	n/a
All Tests	2005	10%	4%	5%	15%	10%	24%	10%	10%	4%	5%	3%	2%
	2004	8%	3%	4%	12%	8%	19%	8%	8%	3%	4%	3%	n/a

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative												

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

Indicator:	State	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
SAT/ACT Results Tested												
Class of 2004	61.9%	60.9%	46.3%	67.2%	76.3%	80.3%	59.4%	64.0%ad				

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

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

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

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

STAFF INFORMATION

	Count	Percent
Total Staff:	583,759.8	100.0%
Professional Staff:	362,967.1	62.2%
Teachers	294,258.3	50.4%
Professional Support	46,785.3	8.0%
Campus Administration (School Leadership)	16,219.2	2.8%
Central Administration	5,704.3	1.0%
Educational Aides:	59,539.7	10.2%
Auxiliary Staff:	161,253.0	27.6%
Total Minority Staff:	239,468.2	41.0%
Teachers by Ethnicity and Sex:		
African American	26,241.8	8.9%
Hispanic	57,396.1	19.5%
White	206,776.9	70.3%

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

Average Teacher Salary by Years of Experience: (regular duties only)	Amount
Beginning Teachers	$33,775
1-5 Years Experience	$35,706
6-10 Years Experience	$38,220
11-20 Years Experience	$43,501
Over 20 Years Experience	$51,215

Average Actual Salaries (regular duties only):	
Teachers	$41,011
Professional Support	$48,820
Campus Administration (School Leadership)	$61,612
Central Administration	$76,324

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

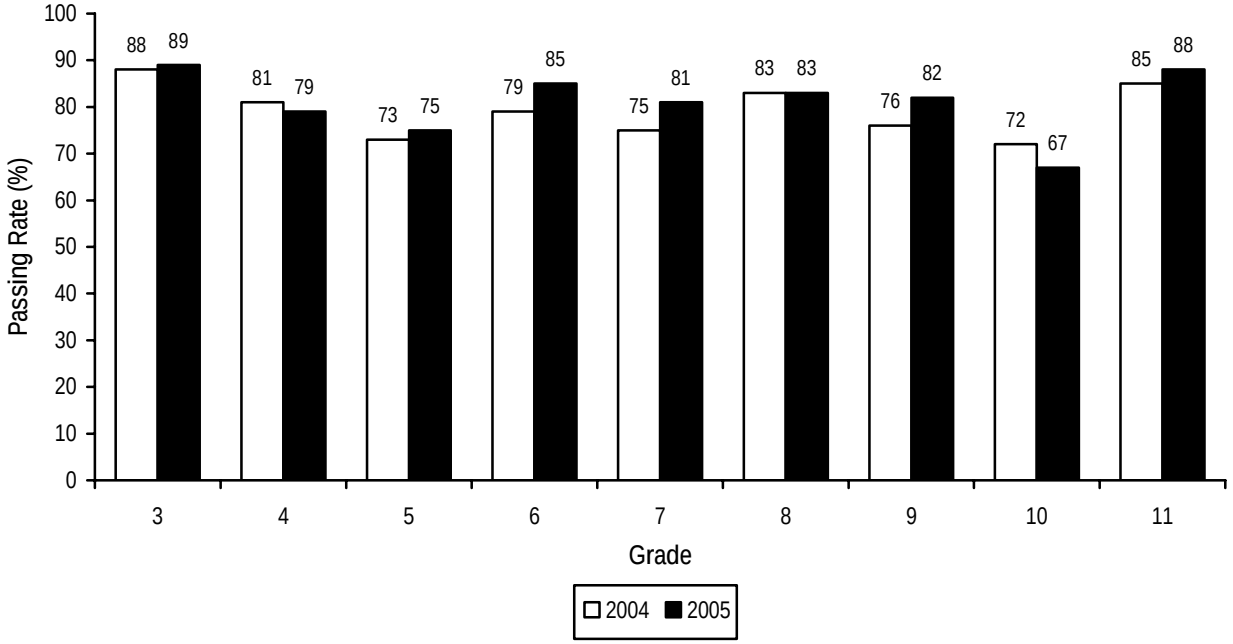
District- and campus-level results from all tests that comprise the state's assessment system are available in the Academic Excellence Indicator System reports, which are on the TEA Division of Performance Reporting website (www.tea.state.tx.us/perfreport/).

Development of the Assessment System

In summer 2002, TEA invited approximately 350 educators and interested citizens to participate in panels to develop recommendations for passing standards for the TAKS tests. In November 2002, the State Board of Education adopted TAKS passing standards designed to provide a three-year transition from the previous assessment program to the more challenging TAKS. The plan was to phase in over time the panel-recommended passing standard. To do this, a standard error of measurement (SEM) was used. SEM

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

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



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

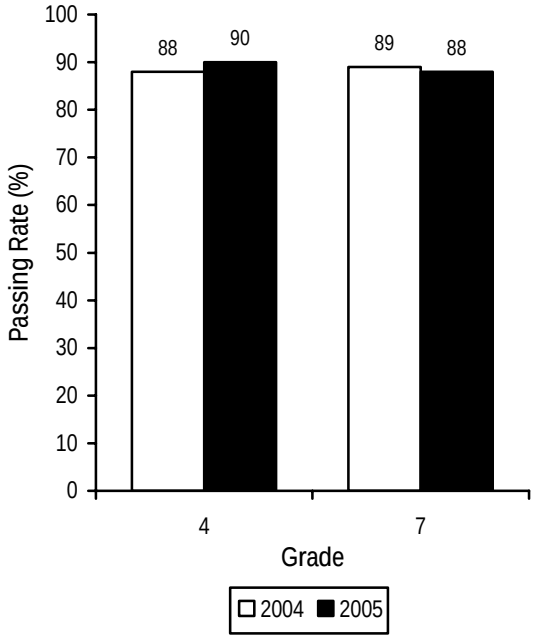
standard on the reading test after additional administrations (see Student Success Initiative on page 30).

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

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

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

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



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

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

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

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

After the April 2005 administration of the exit-level

Student Performance Results: Ethnic Groups

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

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

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

Grade 10

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

On the ELA test, the passing rate of students in all three

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

Grade 6

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

Grade 7

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

Grade 8

Grade 8 is one of two grade levels at which passing rates on the TAKS reading test did not rise for all four special population groups; rates for LEP and special education students declined. All groups showed increases in achieving commended performance on

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

Spanish TAKS

Grade 3

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

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

In 2005, fifth graders taking the reading TAKS test in English, reading TAKS in Spanish, or SDAA II in reading were subject to SSI promotion requirements. In February, students took the Grade 5 reading test for the first time. Of these students, 75 percent met the passing standard on the TAKS test in English (Appendix 2-C on page 39); 60 percent met the passing standard on the TAKS test in Spanish (Appendix 2-L on page 48); and 85 percent met their ARD expectation on the SDAA II reading test (Table 2.9 on page 34). Students who did not meet the passing standard on the Grade 5 TAKS reading test in English or Spanish received accelerated

numbers include students in Grades 3-6 who took the Spanish TAKS tests. At the exit level, 32 percent of

Grades 3-12 toward acquiring the English reading

State-Developed Alternative Assessment II (SDAA II)

The SDAA II, first administered in the 2004-05 school

(Table 2.11 on page 36). Ten percent of students

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

TAKS Performance	Received Course Credit	Did Not Receive Course Credit
African American		
Passed TAKS	69	11
Failed TAKS	13	8
Hispanic		
Passed TAKS	68	13
Failed TAKS	11	8
White		
Passed TAKS	86	7
Failed TAKS	4	2
Economically Disadvantaged		

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

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

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

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

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading: Primary Administration										
All Students	278,404	84	79	73	25	276,878	86	81	75	23
African American	39,579	76	70	63	14	38,650	79	72	64	12
Hispanic	116,163	77	71	63	15	118,501	81	74	66	14
White	112,821	93	90	86	38	109,556	95	92	88	35
At-Risk	88,356	63	54	45	6	87,521	68	59	48	5
Econ. Dis.[a]	145,971	76	69	62	13	147,348	80	73	64	12
LEP[b]	25,887	51	42	34	3	24,264	57	47	37	3
Special Ed.[c]	11,556	73	67	59	14	11,619	77	70	62	13
Mathematics: Primary Administration										
All Students	282,250	88	82	73	26	281,002	92	87	79	30

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

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading										
All Students	287,199	92	86	79	28	288,501	94	90	85	39
African American	40,144	89	81	71	17	40,528	91	85	78	26

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

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

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

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

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

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

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

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

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

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
English Language Arts										
All Students	266,574	77	75	72	4	270,825	70	69	67	5
African American	35,894	70	68	63	1	37,090	62	61	58	2
Hispanic	100,419	69	67	62	1	104,090	64	62	59	2
White	119,951	85	84	82	6	118,940	78	77	76	8
At-Risk	111,074	61	59	53	0	116,226	57	55	50	1
Econ. Dis.[a]	101,671	67	65	60	1	109,031	62	60	57	2
LEP[b]	14,027	28	24	19	0	12,759	32	27	20	0
Special Ed.[c]	13,533	45	41	35	0	12,942	44	41	36	1
Mathematics										
All Students	262,920	74	63	52	8	266,419	79	69	58	9
African American	35,287	59	45	32	2	36,347	65	51	38	3
Hispanic	98,802	65	51	39	3	101,952	70	58	45	4
White	118,344	86	77	67	13	117,385	89	82	73	14
At-Risk	107,950	52	36	23	1	112,312	58	42	28	1
Econ. Dis.	99,701	62	49	36	3	106,327	68	55	43	4
LEP	13,921	40	27	18	1	12,457	40	27	18	1
Special Ed.	12,547	42	29	19	1	10,419	50	37	26	1
Social Studies										
All Students	262,550	92	87	80	19	267,79d.		19	267,79d.	

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

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
English Language Arts										
All Students	217,408	87	85	83	10	230,147	88	88	87	20
African American	27,969	82	79	75	4	30,010	85	84	82	10
Hispanic	74,790	81	79	75	5	83,139	83	82	80	11
White	105,887	92	91	89	14	107,330	94	93	93	29
At-Risk	95,570	77	74	69	2	112,121	81	80	78	6
Econ. Dis.[a]										

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

	2004					2005				
		Standard Met (%)					Standard Met (%)			
Group	Tested	2 SEM	1 SEM	Panel Rec.	Commended	Tested	2 SEM	1 SEM	Panel Rec.	Commended
Reading: Primary Administration										
All Students	25,835	88	83	78	26	27,489	86	81	74	17
At-Risk	20,775	87	82	77	24	26,862	86	81	74	17
Econ. Dis.[a]	24,344	88	83	78	26	26,117	86	81	74	17
Special Ed.[b]	646	75	68	61	12	801	71	62	53	9
Mathematics										
All Students	24,713	89	80	68	14	26,033	87	79	67	10
At-Risk	24,122	89	80	68	14	25,376	87	79	67	10
Econ. Dis.	23,267		St							

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Student Performance

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

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

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

Appendix 2-M. Spanish TAKS Participation and Performance, Grade 6,

3. Disciplinary Alternative Education Programs

n 1995, the 74th Texas Legislature required school

Table 3.1. Assignment to DAEPs[a] and Expulsion, 2001-02 Through 2003-04

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

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

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

DAEP Assignment and Expulsion

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

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

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

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

Frequency and Length of DAEP Assignment

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

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

Table 3.2. Enrollment and Assignment to DAEPs,[a] by Grade and Student Group, 2003-04

Students	African American (%)	Hispanic (%)	White (%)	Econ. Disad.[b] (%)	Grade-Level

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

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

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

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

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

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

Definition of At Risk

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

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

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

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

The TAKS passing standards, adopted in fall 2002 by

African American students

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

Grade	Total Students	Total Tested Number	Total Tested Percent	LEP[b] Exempt Number	LEP[b] Exempt Percent	ARD[c] Exempt Number	ARD[c] Exempt Percent	Absent Number	Absent Percent	Other Students Not Tested Number	Total Not Tested

Other Sources of Information

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

5. Student Dropouts

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

Dropout Definition

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

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

Table 5.2. Common Methods of Measuring Student Progress Through School				
	Annual dropout rate	Completion rate	Longitudinal dropout rate	Attrition rate

Table 5.3. Longitudinal Completion Rates, Grade 9 Cohort, by Ethnicity, Economically Disadvantaged Status, and Gender, Class of 2004

Group	Class (Number)	Completion II[a] Rate (%)	Longitudinal Dropout

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

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

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

Longitudinal Completion Rates

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

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

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

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

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

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

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

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

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

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

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

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

Students Completing High School in More Than Four Years

Many students took longer than four years to finish their high school education. For example, the group of students who began ninth grade for the first time in

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

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

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

[a]Not available.

continues

Dropout Rates by Grade Level

In 2003-04, Grade 7 had the lowest dropout rate (0.1%) and Grade 12 had the highest dropout rate (1.3%) (Table 5.8 on page 72 and Table 5.9 on page 72).

school in Grade 7 than were male dropouts. As another example, Hispanic dropouts were more likely to leave school in Grades 7 and 8 combined than White and African American dropouts, so Hispanic students made up a slightly smaller share of Grade 9-12 dropouts than of Grade 7-12 dropouts (Table 5.9).u(yP4.5 1T7 1Dfropou Rat(es)TjJ/TT2 1 Tf10.02 0 0 10.02 546 13742 Tm0.0004 Tc0.9137 Tw[(s rde)8
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Table 5.10. Projected Dropout Rates (%) Based on Enrollment Trends					
Grade	2004-05	2005-06	2006-07	2007-08	2008-09
Annual Dropout Rate					
9	1.2	1.2	1.0	1.0	1.0
10	1.2	1.2	1.2	1.2	1.2
11	1.3	1.3	1.3	1.3	1.3
12	1.4	1.4	1.4	1.4	1.4
Longitudinal Dropout Rate					
9-12	3.9	4.0	4.0	4.0	4.1

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

Agency Contact Persons

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

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

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

Other Sources of Information

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

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

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state academic goals are for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level is a factor in meeting these goals. Since 2002-03, students in Grade 3 have been required to pass the state reading test to advance to Grade 4 (Texas Education Code (TEC) §28.0211). Students in Grade 5 were required to pass the reading and mathematics tests beginning in 2004-05. Starting in 2007-08, students in Grade 8 will also be required to pass the reading and mathematics

retention rates. Prior to 2003-04, LEP status was drawn from fall enrollment records. Beginning in 2003-04, LEP status was drawn from the Public Education Information Management System (PEIMS) summer data collection; the data collection includes students identified as LEP at any time during the school year. In addition, determination of LEP students not receiving special education or language services was changed for 2003-04. Prior to 2003-04, LEP students who did not receive bilingual, English as a second language (ESL), or special education services were identified as not receiving services. Beginning in 2003-04, LEP students who did not receive bilingual, ESL, or special education services and those whose parents did not give permission for participation in special language programs were identified as not receiving services.

PEIMS includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data on student characteristics and program participation are also available in PEIMS. Data on the Texas Assessment of Knowledge and Skills (TAKS) performance were provided to TEA by the state's testing contractor, Pearson Educational Measurement.

State Summary

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

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

Grade-Level Retention Rates by Grade

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

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

In Grades 7-12, as in the elementary grades, African

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

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

Students Receiving Special Education Services

Each student in a special education program had an individualized education program specifying goals and objectives for the year. The student progressed to the next grade level when these goals were met. Retention

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

Of students in Grades 3-10 who took the English-version mathematics TAKS in spring 2004 and were

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

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

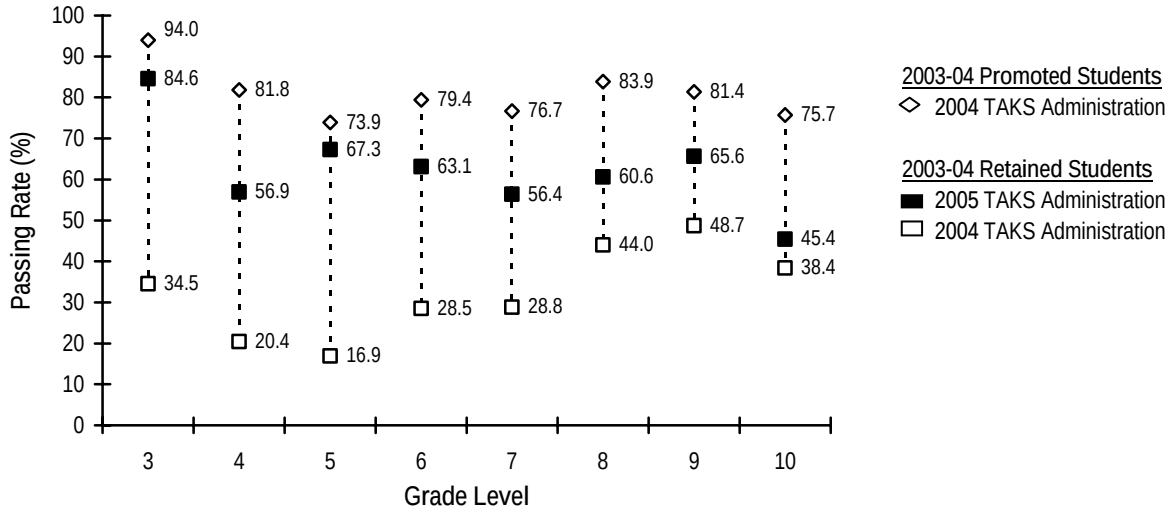
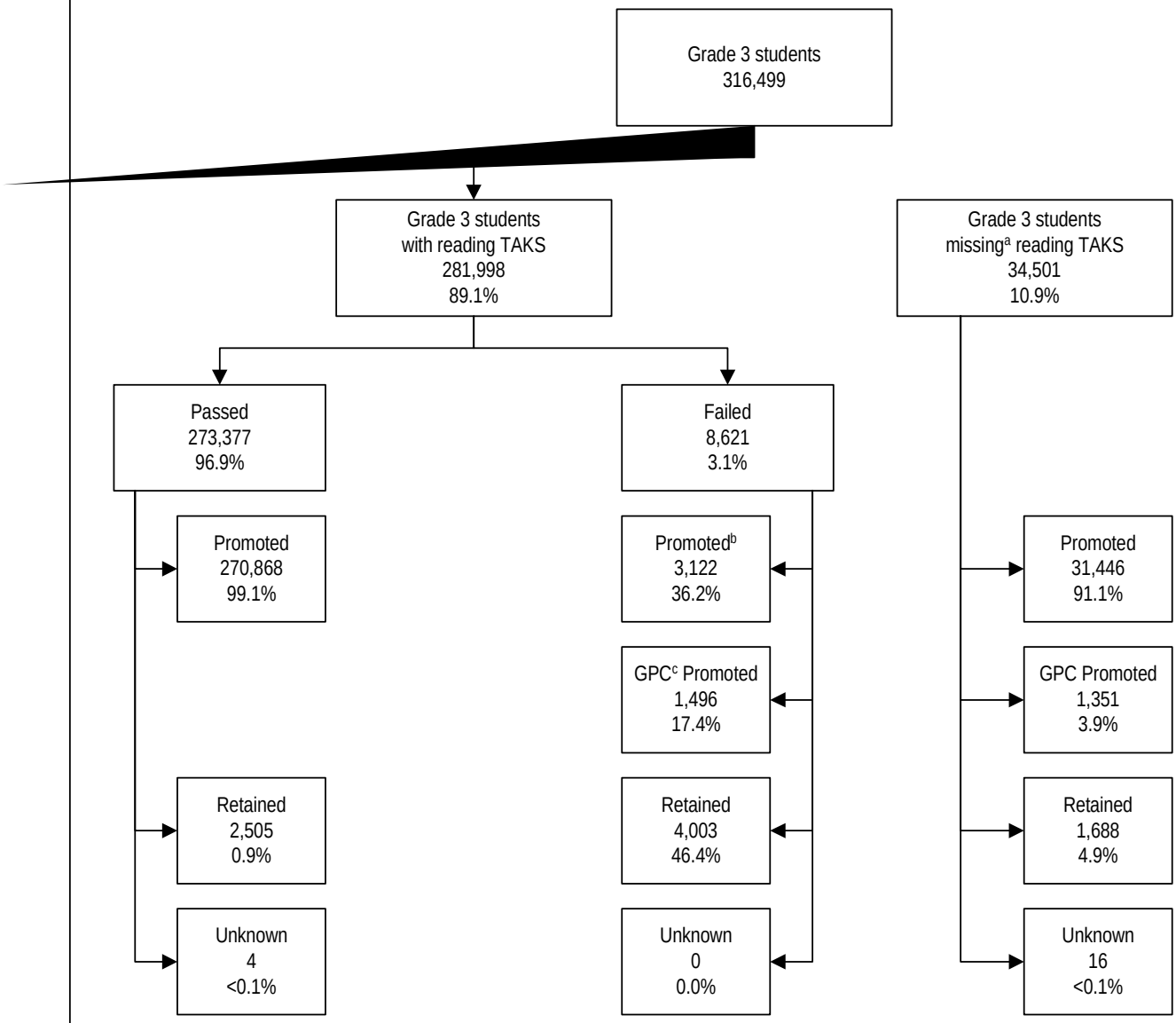


Figure 6.2. Performance on the TAKS Reading Test 2004
and Promotion Status 2003-04, Grade 3, Texas Public Schools



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

[a]Students may be missing reading TAKS because Public Education Information Management System (PEIMS) records could not be matched to TAKS or students may have been exempted from taking TAKS. Students not tested with TAKS may have been administered tests such as the State-Developed Alternative Assessment (SDAA) or a local alternate assessment. [b]These students may have taken the SDAA. In addition, some students may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. [c]Promoted by GPC decision.

7. District and Campus Performance

One of the primary objectives of the Texas Education Agency (TEA) is to ensure educational excellence for all students. Public school districts and campuses are held accountable for student achievement through a system of rewards, recognition, interventions, and sanctions. Academic accountability is administered through two state systems, the Accountability Rating System for Texas Public Schools and School Districts and the Performance-Based Monitoring System.

Accountability Rating System

Overview

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to rate school districts and evaluate campuses. The state accountability system in place from 1994 through 2002 issued ratings based largely on results from the Texas Assessment of Academic Skills (TAAS) and annual dropout rates. Following an update in 1997 of the state curriculum and introduction in 2003 of a new state assessment, the Texas Assessment of Knowledge and Skills (TAKS), the accountability system needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. The commissioner of education relied extensively on the detailed review, study, and advice of educators and many others in establishing accountability criteria and setting standards. With the 2004 ratings, the system began with an assessment program more rigorous than ever and set forth an accountability plan to raise the standards progressively over time.

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

For the TAKS test, the state accountability ratings are

and 1,909 (24.1%) were rated *Recognized* (Table 7.2).

- TAKS student passing standard. Students were

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

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

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

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

Campuses rated *Academically Unacceptable* in 2004 were required to engage in intervention activities ranging from issuance of public notice to campus reconstitution under the oversight of a special campus intervention team appointed by TEA. Specifically, first year *Academically Unacceptable* campuses were provided with an option to elect innovative redesign of the campus. If redesign was not elected, an *Academically Unacceptable* campus was required to issue public notice, conduct a focused data analysis, engage in improvement planning activities with a defined local planning group, and develop a focused student achievement improvement plan to be presented

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

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM system is ensuring compliance by local education agencies (LEAs) with state and federal law related to special education, including the Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code §§1400 *et seq.*, and its implementing regulations, Title 34 of the Code of Federal Regulations §§300.1 *et seq.* Reviews of special education programs and of plans for program improvement are essential components of the PBM monitoring process. The scope and schedule of program review and intervention activities are determined based on regular analyses of district and charter school special education data and of complaints filed with TEA about special education services.

PBM Special Education Monitoring and Interventions, 2004-05

During 2004-05, TEA special education monitoring activities were based on the data-driven PBM system, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or noncompliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school

≤1.00 when the results of all calculated indicators are

is conducted to address issues of substantial or imminent risk related to noncompliance identified in

Appendix 7-A

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

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

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

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

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

continues

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

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

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

2 District/campus has been rated

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

District	Campus	Rating						
		2	3	D	T	C	S	Q
	Kashmere High School	2			T			
	McReynolds Middle			D				
	Milam Elementary				T			
	Ninth Grade Academy	2			T			
	Sam Houston High School	2			T			
	Yates High School		3		T			
Hull-Daisetta ISD	Hull-Daisetta High School				T			
Impact Charter School	Impact Charter School				T			
Jamie's House Charter School	Jamie's House Charter School				T			
Jean Massieu Academy	Jean Massieu Academy				T			
John H Wood Charter School	St. Francis Academy				T			
Juan B Galaviz Charter School	Juan B Galaviz Charter School				T			
Jubilee Academic Center	Jubilee Academic Center				T			
Kenedy ISD	Kenedy Middle				T			
Lubbock ISD	Alderson Academy	2			T			
	Arnett Elementary				T			
	Bean Elementary				T			
Marlin ISD	Marlin Elementary		3		T			
Mid-Valley Academy	Mid-Valley Academy - McAllen				T			
Mirando City ISD	Mirando Elementary	2			T			
Mount Calm ISD	Mount Calm Elementary				T			
North Forest ISD	Keahey Intermediate				T			
	Oak Village Middle				T			
	Smiley High School	T376.56 0.9l3						

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

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

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

continues

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

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

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

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05			
District	Status	District	Status
Abernathy ISD	Local Interventions Implemented	Brooks County ISD	Local Interventions Implemented
Academy of Dallas	Local Interventions Implemented	Brownfi1(te)-59 ref71.64 684.6 0.48001 nfiw[Abern)-7-l7A26 0.48001l.72 0.9T9.0-l7	

Appendix 7-D. Special Education Monitoring Status, Districts in Stage 1A Intervention, 2004-05 (continued)			
District	Status	District	Status
Industrial ISD	Local Interventions Implemented	Lueders-Avoca ISD	Local Interventions Implemented
Iola ISD	Local Interventions Implemented	Lufkin ISD	Local Interventions Implemented
Ira ISD	Local Interventions Implemented	Mabank ISD	Local Interventions Implemented
Iredell ISD	Local Interventions Implemented	Madisonville CISD	Local Interventions Implemented
Irion County ISD	Local Interventions Implemented	Malone ISD	Local Interventions Implemented
Itasca ISD	Local Interventions Implemented	Malta ISD	Local Interventions Implemented
Jacksonville ISD	Local Interventions Implemented	Marietta ISD	Local Interventions Implemented

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

District	Status	District	Status

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

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

District	Status	District	Status
Abbott ISD	In Review	Excelsior ISD	In Review
Abilene ISD	Completed—Noncompliance Follow-Up	Fairfield ISD	Completed—Noncompliance Follow-Up
Academy ISD	Completed—Routine Follow-Up	Fannindel ISD	Completed—Noncompliance Follow-Up
Anson ISD	In Review	Flatonia ISD	In Review
Apple Springs ISD	Completed—Routine Foll Foll F		

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

District	Status	District	Status
Milford ISD	Completed—Noncompliance Follow-Up	Santa Anna ISD	In Review
Munday CISD	In Review	Savoy ISD	Completed—Noncompliance Follow-Up
Nacogdoches ISD	In Review	Seminole ISD	In Review
Natalia ISD	In Review	Shelbyville ISD	In Review
New Boston ISD	Completed—Noncompliance Follow-Up	Silsbee ISD	TEA On-Site Action Completed: Oversight/Sanction/Intervention—Ongoing Noncompliance
New Diana ISD	In Review		
New Home ISD	In Review		
Newton ISD	Completed—Noncompliance Follow-Up	Slaton ISD	Completed—Routine Follow-Up
Nordheim ISD	In Review	Spearman ISD	In Review
Normangee ISD	Completed—Noncompliance Follow-Up	Springlake-Earth ISD	Completed—Routine Follow-Up
Northside ISD	In Review	Stamford ISD	In Review
Northwest Preparatory	Completed—Routine Follow-Up	Sulphur Springs ISD	Completed—Routine Follow-Up
Nueces Canyon CISD	In Review	Taft ISD	Completed—Routine Follow-Up
Olton ISD	Completed—Routine Follow-Up	Terrell ISD	Completed—Noncompliance Follow-Up
Palestine ISD	In Review	Texarkana ISD	Completed—Routine Follow-Up
Palo Pinto ISD	Completed—Noncompliance Follow-Up	Texas City ISD	In Review
Petersburg ISD	In Review	Texas Empowerment Academy	In Review
Pewitt CISD	In Review		
Poth ISD	In Review	Thrall ISD	In Review
Prairie Valley ISD	In Review	Timpson ISD	In Review

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

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

8. Status of the Curriculum

he Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-128, became effectipibs-all cont

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

Another important component of the reading initiative is early assessment, which enables educators to make informed decisions about the instructional needs of

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

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

Mathematics

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

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

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

Texas Mathematics Initiative

In 2001, the 77th Texas Legislature created the Texas Mathematics Initiative, patterned after the state's Reading Initiative. The impetus for the new initiative came from concerns that Texas secondary students needed a stronger foundation in problem solving, logic and reasoning skills, algebra, geometry, and calculus. Beginning in 2003, SSI funds were made available to

Texas Science Initiative

As with the Reading and Mathematics Initiatives, the Texas Science Initiative includes a variety of programs designed to increase instructional knowledge and resources and to improve student achievement. The 78th Texas Legislature required SBEC to establish Master Science Teacher certificates and standards appropriate to three different levels of certification:

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

TEA continues to collaborate with organizations such as the Institute of Texan Cultures, the Bob Bullock Texas State History Museum, and the Law-Related Education Division of the State Bar of Texas to provide

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

School districts are provided support and resources to facilitate effective instruction of the career and technology education TEKS and to provide course enhancements necessary for students to earn advanced technical credit and industry certifications and licensures. Support strategies include websites; curriculum resources for each career and technology subject area; regional and statewide teacher training workshops; and summer professional development conferences for career and technology educators,

high school curriculum through eight courses that offer

The *Long-Range Plan for Technology, 1996-2010;* and

9. Deregulation and Waivers

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

Based on this legislative direction, the Texas Education

beginning instruction earlier than the week in which August 21 occurs. For school year 2005-06, August 21 fell on a Sunday. This meant that, without a waiver,

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

Title I, Part A, Program—Roll Forward

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

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs can also apply for individual programmatic waivers, based on their specific program needs. The state Ed-Flex committee reviews each application and makes a recommendation to the commissioner of education, who makes the final decision regarding approval or denial. Programs for which LEAs receive waivers undergo rigorous evaluation to ensure the waivers do not have negative effects on the students they are intended to benefit.

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

Agency Contact Persons

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

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

For information on federal Ed-Flex waivers, contact Susan Barnes, Associate Commissioner for Standards and Programs, (512) 463-9087; or Cory Green, No Child Left Behind Program Coordination Division, (512) 463-9374.

Other Sources of Information

For additional information on charter schools, see www.tea.state.tx.us/charter/. For a list of state waivers granted by the commissioner of education, see www.tea.state.tx.us/waivers/granted.html. For additional information on federal Ed-Flex waivers, see www.tea.state.tx.us/edflex/.

10. Expenditures and Staff Hours for Direct Instructional Activities

Other Sources of Information

See the *2005-2006 Public Education Information Management System Addendum Version Data Standards* at www.tea.state.tx.us/peims/standards/0506/index.html. See the *Financial Accountability*

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

and Information Review Committee (DIRC), contact Criss Cloudt, Associate Commissioner for

12. Agency Funds and Expenditures

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

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

Table 12.4. Expenditures Under TEA Goals and Strategies, 2004-05 and 2005-06		
Goals and Strategies	2004-05	2005-06
A. Goal: Program Leadership		
To fulfill the promise for all Texas children, TEA will provide program leadership to the state public education system, ensuring all students achieve the state's public education goals and objectives.		
A.1.1. Strategy: Foundation School Program – Equalized Operations Ensure all Texas students graduate from high school with a world-class education funded by an efficient and equitable school finance system; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	$ 11,205,661,305	$ 11,450,034,420
A.1.2. Strategy: Foundation School Program – Equalized Facilities Operate an equalized school facilities program by ensuring the allocation of a guaranteed yield for existing debt and disbursing facilities funds.	720,053,803	765,000,000
A.2.1. Strategy: Student Success Build the capacity of school districts to ensure that all Texas students have the skills they need to succeed; that all third grade and fifth grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	431,908,494	491,214,041
A.2.2. Strategy: Achievement of Students at Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all at-risk students graduate from high school with a world-class education.	1,206,009,898	1,317,068,251
A.2.3. Strategy: Students with Disabilities Develop and implement programs that ensure all students with disabilities graduate from high school with a world-class education.	799,188,555	960,715,519
A.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs. Develop and implement the support programs necessary for all students to graduate from high school with a world-class education.	119,316,718	157,526,243

Table 12.4. Expenditures Under TEA Goals and Strategies, 2004-05 and 2005-06 (continued)		
Goals and Strategies	2004-05	2005-06
B. Goal: Operational Excellence		

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

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

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education (SBOE) in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters were to be subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation.

The majority of charters have been in operation for six years or less. Although most charters have only one campus, some operate several campuses. As of September 2005, there were 196 open-enrollment

from 2004 to 2005 (Table 13.1). Nevertheless, for all TAKS subject areas in 2004 and 2005, the percentages of students passing in at-risk charters were lower than the percentages in not at-risk charters, wieoa1sg9 Tm-0.grn,l

higher than, the rates for the same student groups in school districts.

Progress of Prior Year TAKS Failers

In reading/ELA, the 2005 TAKS passing rate for students who failed the test the previous year was 43 percent in not at-risk charters, compared to 45 percent in school districts (Table 13.5 on page 141). In mathematics, the passing rate for prior year TAKS failers in not at-risk charters was 27 percent, 1 percentage point higher than the rate in school districts.

TAKS Participation

In 2005, 95.1 percent of students in at-risk charters and 98.2 percent of students in not at-risk charters took the TAKS or State-Developed Alternative Assessment (SDAAe2-1.4(.)045(42-1.40.00798(oa(7)-2.7d to)67.

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who move from one district or charter to another between the last Friday in October and the date of testing (i.e., mobile subset) are excluded. Because students attending charters tend to be a more mobile population, the percentage of examinees whose results are excluded when determining accountability ratings is generally higher for charters than for school districts. In 2005, 37.9 percent of students in at-risk charters and 15.9 percent of students in not at-risk charters were tested but excluded for accountability purposes, compared to 6.9 percent of students in school districts. The percentages of students in at-risk and not at-risk charters whose test results were included for accountability purposes (57.2% and 82.3%, respectively) increased over the previous year but were still considerably lower than the percentage in school

was largest for White students (6.8 percentage points). Differences in student group rates between at-risk charters and school districts ranged from 7.7 percentage points for economically disadvantaged students to 19.1 percentage points for White students.

Percentage Completing Recommended High School Graduation Plan (RHSP)

For the class of 2004, 54.0 percent of students in not at-risk charters met the requirements for the RHSP. In school districts, the rate for the class of 2004 was 69.2 percent. In at-risk charters, 27.8 percent of the class of 2004 met the requirements for the RHSP.

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

The TAAS/TASP equivalency rate for the class of 2004 showed that 59.8 percent of graduates in not at-risk charters scored sufficiently high as first-time TAAS takers to have a 75 percent likelihood of passing the TASP. In school districts, the equivalency rate for the class of 2004 was 77.6 percent.

College Admissions Tests

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Of examinees in the class of 2004, 28.9 percent of

Table 13.7. Longitudinal Completion Rates (%), Grades 9-12, At-Risk Charters, Not At-Risk Charters, and School Districts, Class of 2004

Group	At-Risk Charters[a]	Not At-Risk Charters	School Districts[b]
Graduated	37.7	45.7	85.1
Continued High School	32.6	36.2	6.8
Received GED[c]	16.8	8.9	3.8

14. Character Education

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

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

Since June 2002, TEA has conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of these programs on student discipline and academic

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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