PART 7 CHAPTER 8: From the Original 'Whistler Blower' in 1995 to Houston-Based Nonprofit Research Group to California-Based Research Group to Independent Researchers & News Media, The Proof of Deception Was Known and Defined Early Supporting the Statistical Analysis Way Before the Federal Court Ruled

All valuable analysis of the Texas student testing and accountability system does not have to be confined to pure statistics. In other words, the short title of this chapter and coming ones could be "The Questions."

This chapter begins the process independently validating the bottom-line statistical conclusions about TAAS' academic integrity in Dallas I.S.D.'s letter to TEA Commissioner Dr. Moses and in the Rand Corporations analysis at that national conference and subsequent October 2000 report.

Think of it this way. The statistical data and correlations cited about TAAS and other measures analyzes the 'conclusions' of comparing TAAS to other academic metrics. Neither of the two prior referenced reports actually focused upon the heart and soul of the testing programs (just the results – not why):

- The actual questions.
  - Were sufficient numbers of actual questions on the tests sufficiently rigorous to be considered grade-level or well below grade-level even on academic standards wholly controlled by the TEA?
- Implementation & methodological considerations.
  - Were specific strategies used that artificially boosted higher student performance on tests?
- Content mastery performance standards.
  - Were there factors other than rigorous academic grade-level integrity that guided performance standards on the tests?

That's where this report is headed and we start with Dr. Kathleen Coburn, an attorney and curriculum administrator in Temple I.S.D. Then, we'll move on through a dozen or more independent studies by highly competent academicians and statisticians who reviewed actual TAAS testing, common sense is sufficient to conclude why the statistical analysis is factual.

Before we start this extensive but summarized review, we are going to remind you of three prior statements in this report so far and an advisory:

- **TEA @ NATIONAL CONFERENCE**
  - "…We annually release every test that we give. So that once an item is given in a live test, it's no good to us any more…"
  - "…At each standard level, they know when they're making the decision how it would impact various populations given the benchmark test, of course…" ***(The context was performance standards monitoring % of students by ethnicity and demographic profile who would fail or pass test.)***
- **RAND CORPORATION'S OCTOBER 2000 FULL REPORT**
  - "…TAAS questions are released after each administration. Although there is a new version of the exam each year, one version looks a lot like another in terms of the types of questions asked, terminology and graphics used, content areas covered, etc…"
  - "…Thus, giving students instruction and practice on how to answers the specific types of questions that appear on the TAAS could very well improve their scores on the exam…"
- **MATH & READING: Analysis of Math Dominates Following Reports BUT…**
  - Both the Dallas I.S.D. Study of TAAS & the ITBS and the Rand Corporation Report explicitly addressed both Reading and Math.

- Math is easier to objectively present but there will be important confirming references involving reading inclusive of performance standards that serve as evidence on reading test academic integrity.

- **EVENTUALLY RULED THE FEDERAL DISTRICT COURT:**
  - "…Because of the rigid, state-mandated correlation between the Texas Essentials of Knowledge and Skills (TEKS) and the TAAS test, the Court finds that all Texas students have an equal opportunity to learn the items *(test questions – emphasis mine)* presented on the TAAS test WHICH IS THE ISSUE BEFORE THE COURT…" (*emphasis mine)*

Dr. Kathleen Coburn & Temple ISD – The First TAAS "Whistleblower"

The irony of the first 'whistleblower' report on the academic deficiencies of the entire TAAS testing math program is that it came in a document paid for by a federal grant and produced under the authority of the Texas Education Agency itself.

There can be no case made that the TEA was not completely aware of independent analysis that revealed pervasive numbers and percents of actual below grade-level test questions based upon Texas' own curriculum standards at every grade level tested in math.

While the report was produced by the TEA, its staff did NOT prepare the report. Dr. Kathleen Coburn, an attorney by training, who then served as a key curriculum official in Temple I.S.D. and her staff performed a grade-by-grade level of assessment of every question on every math test in the academic years prior to report's release in 1995. The full report is available.

It was an exhaustive report that produced these dramatic findings (harken by the Smisco's presentation to the NAS conference)! A table which follows presents supports the bullet points that are shown. *(Full report available)*

- **Only 38.9% of the questions on the 3rd grade math test were at Texas' third grade curriculum standards**. 35.6% were at 2nd grade level and 25.6% were at 1st grade level.

- **Only 32.6% of the questions on the 4th grade math test were at Texas' fourth grade curriculum standards**. 36.0% were at 3rd grade level and 31.5% were at 2nd grade level.

- **Only 41.8% of the questions on the 5th grade math test were at Texas' fifth grade curriculum standards**. 31.6% were at 4th grade level and 26.5% were at 3rd grade level.

- **Only 31.5% of the questions on the 6th grade math test were at Texas' sixth grade curriculum standards**. 38.9% were at 5th grade level and 29.6% were at 4th grade level.

- **Only 30.7% of the questions on the 7th grade math test were at Texas' seventh grade curriculum standards**. 32.7% were at 6th grade level and 36.6% were at 5th grade level.

- **Only 27.4% of the questions on the 8th grade math test were at Texas' seventh grade curriculum standards**. 34.9% were at 7th grade level; 34.9% were at 6th grade level; and 3.7% were at the 5th grade level.

- **Only 0% of the questions on the 10th grade math test were at Texas' 10th grade exit level curriculum standards**. 28.4% were at 8th grade level; 35.8% were at 7th grade level; and 32.1% were at the 6th grade level; and 3.7% were at the 5th grade level.

Here are some excerpts from the report's text (the full report is available):

- "…In this analysis, essential elements that are assessed out-of-level are easily identifiable. At third grade, student performance on the essential elements listed from the first and second grades is assessed formally for the first time along with third grade elements. Thus, students are expected to show mastery on all 90 elements for the first time at third grade…"
- "…From third to eighth grade, approximately 67% of the essential elements on TAAS are out-of-level…"
- "…At the exit level (10^{th} grade) 100% of the essential elements are TAAS out-of-level…"
- "…In addition to the out-of-level problem above, a related problem exists. Many essential elements are NOT tested the year they are scheduled to be taught. The concern is that teachers at lower levels may teach only what is identified in the test specifications to be tested at their grade level and not address these essential elements…"
- "…The old adage, 'what is tested, is taught' is dangerous…"

Now recall Smisco's (TEA executive) statement to the NAS conference that by revealing the complete tests annually, the questions are "no good to us anymore." Dr. Coburn's 1995 report indicates something dramatically different.

Recall Dr. Klein and the Rand Corporation's report that said the annual release of testing in the way Texas did it could well have artificially boosted scores and correlated questions were raised "…about the appropriateness of what is being taught to prepare students to take the TAAS…"

The table that summarizes Dr. Coburn's 1995 findings is on the next page.

3rd Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

90 Identified Elements Tested

3rd Grade	2nd Grade	1st Grade	Total
35	32	23	90
38.9%	35.6%	25.6%	100%

61.1% **Tested Questions Below Grade Level**

4th Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

89 Identified Elements Tested

4th Grade	3rd Grade	2nd Grade	Total
29	32	28	89
32.6%	36.0%	31.5%	100%

67.4% **Tested Questions Below Grade Level**

5th Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

98 Identified Elements Tested

5th Grade	4th Grade	3rd Grade	Total
41	31	26	98
41.8%	31.6%	26.5%	100%

58.2% **Tested Questions Below Grade Level**

6th Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

108 Identified Elements Tested

6th Grade	5th Grade	4th Grade	Total
34	42	32	108
31.5%	38.9%	29.6%	100%

68.5% **Tested Questions Below Grade Level**

7th Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

101 Identified Elements Tested

7rd Grade	6th Grade	5th Grade	Total
31	33	37	101
30.7%	32.7%	36.6%	100%

69.3% **Tested Questions Below Grade Level**

8th Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

106 Identified Elements Tested

8th Grade	7rd Grade	6th Grade	5th Grade	Total
29	37	37	3	106
27.4%	34.9%	34.9%	2.8%	73%

72.6% **Tested Questions Below Grade Level**

10th Grade Test TAAS Math Test

Curriculum Elements Actually Tested On Actual Grade Level of Tested Standard

109 Identified Elements Tested

10th Grade	8th Grade	7rd Grade	6th Grade	5th Grade	Total
0	31	39	35	4	109
0.0%	28.4%	35.8%	32.1%	3.7%	100%

100.0% **Tested Questions Below Grade Level**

Mathematics Textbook Analysis For Texas Teachers

By Kathleen E. Coburn and Temple I.S.D. Staff

Prepared Through an ESEA Grant From The Texas Middle School Division of the Texas Education Agency: 1995

Summary Table Of Key Findings - Full Report Available

CHAPTER 9: California Based Mathematically Correct's (MC) Affirms On a National Standard Not Controlled by the State of Texas, Claims of TAAS Credible Academic Integrity Was Fabricated; Confirms Dallas I.S.D.

Dr. Coburn's analysis of math testing opened the floodgates of accurately describing TAAS. It just took others – including me - awhile to find out she had produced the report.

The nonprofit Tax Research Association of Houston & Harris County – financially supported by major industry, legal, and major accounting firms – had initially been a supporter of the State's accountability program in the early years. As president of the organization, I was appointed as one of two non-educators to serve on TEA Commissioner of Education Dr. Moses 'accountability advisory committee'.

However, as the TRA's research agenda became more aggressive on the overall issue of educational accountability, it began raising serious questions about the underlying academic integrity of the entire system. It was a meeting with Dr. Coburn years after her report was issued that effectively impacted the TRA's focus on educational research of TAAS.

By 1997, the support for the system was becoming overwhelmed by the growing awareness of the manipulation of actual TAAS tests. From 1997 through 1999, the TRA increased the crescendo of its research: self-driven at first followed by the retention of highly qualified independent professional experts to do both statistical and quality control analysis of actual TAAS tests at every grade level.

By 1999, the TRA was beginning to receive significant local news media coverage. In May 1999, it reached the national media with highly critical remarks of the Texas system being published in the National Review (William Buckley's publication) as the Texas governor was in the beginning stages of running for President of the United States.

I was invited by the NAS to attend that 1999 NAS convention as an invited 'questioner' of Texas officials who would be presenting the story of their educational success along with the State of Kentucky at the same conference. It was at that conference that I met and was able to discuss matters with Dr. Klein before and after his presentation.

The TRA had actually produced a series of reports in 1998 before the Rand Corporation gave national credibility and standing to critics of the Texas system starting at that national conference in 1999.

The preamble of this report showing the dramatic difference in achievement gaps for minority students as measured on the Stanford Achievement Tests and the Texas TAAS in both reading and math in terms of student-by-student performance analysis in Houston I.S.D. was TRA's first major independent report produced by external experts.

It was the clarity of force of that study that led TRA to retain the Mathematically Correct group to perform what remains the single most thorough and definitive analysis of the TAAS math testing program.

The second study was a much broader review of the TAAS math testing program for the four consecutive academic years of 1994-95 through 1997-98. That study included Clopton's statistical analysis as well as a questions by question review of math questions during that time frame.

In that study, Clopton was assisted by his MC colleagues including:

- Wayne Bishop, Department of Mathematics and Computer Science at California State University

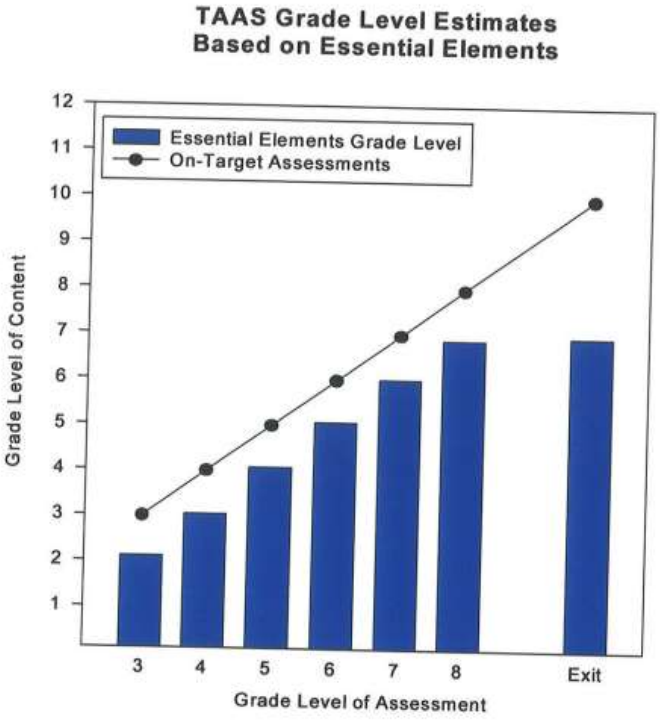
- David Klein, Department of Mathematics at California State University. Klein's role was extremely valuable in that he was subsequently selected by the Fordham Foundation to help lead a national review of math standards for that organization.

Simultaneously, the TRA retained Harvard professor Dr. Sandra Stotsky to evaluate the TAAS reading tests over the same four-year time period. Results of that will follow the math report performed by Mathematically Correct.(MC)

The full scope of the MC report for academic years 1994-95 through 1997-98 remains the single most devastating academic analysis of the State's practice of diminishing its constitutional burden of closing the achievement gaps for economically disadvantaged minority children. The exhaustive, detailed report was issued in November 1998.

Every single question on the primary spring administration for those four years were examined by the research team.

It was released at a November 1998 press conference in Houston at which TEA had been invited to attend – and did.

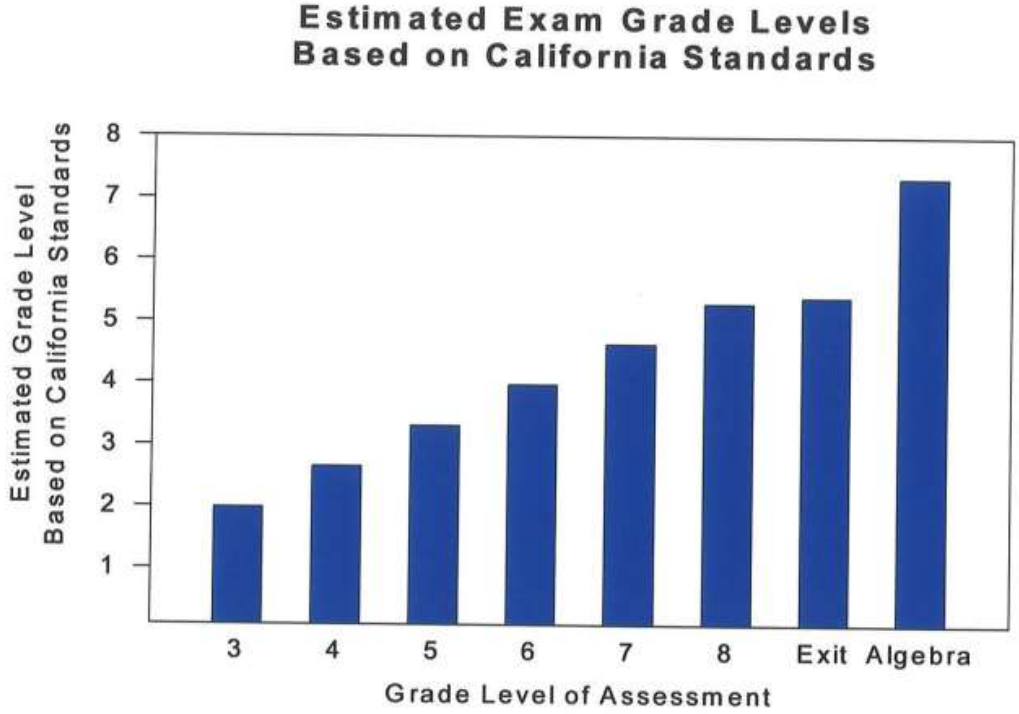


There has never been a single credible attack against its conclusions; it likely came to the attention of the Rand Corporation because its authors were California-based; and its basic conclusions were subsequently validated by Dr. Klein's June 1999 presentation at that NAS conference as well as the Rand's full follow-up report issued in November 2000. The full report is available. What follows are substantial excerpts, graphs, and tables from it.

Here are some of the summary findings before providing extensive more details:

- **FINDING: Grade Level of Items Tested in Four Years Based Upon Texas Essential Elements**
- It is evident in the figure that mean item specifications in the TAAS lag a year behind expected grade level in the Texas Essential Elements and that the expectations on those essential elements on the 10th grade are nearly identical to the 8th grade.
    - In terms of California Standards endorsed by the Fordham Foundation and used extensively in this report, the math test items from grades 3-8 and 10, and the end of course algebra are much lower than those suggested by the Texas Essential Elements.
- **FINDING: Current Weakness Examples in the TAAS Exit Exam (Reviewing 240 Questions Over 4 Years**
    - **Addition and subtraction of fractions with unlike denominators**: three addition and three subtraction items were found. Their denominators are simply small integers in each case.
    - **Multiplication and division of fractions and mixed numbers:** There were NO instances of multiplication of two fractions. There was one instance of the division of a mix number by a fraction.
    - **Terminating and repeating decimals:** There were no items related to this distinction.

- **Factors of numbers:** There were NO items found directly that addressed the factors of prime numbers, prime and composite numbers, greatest common factor or least common multiple.
- **Powers, roots, and exponents**: There were two items found that call for the squares of integers (15 and 40). There was one item found that called for the finding of two integers that bound the root of a number.
- **Absolute value and negative numbers**: There were NO items that dealt directly with the distributive property asking for the equivalence of two expressions.



- **Properties of real numbers:** There were two items that directly dealt with the distributed property asking for the equivalence of two expressions.
- **Absolute value and negative numbers:** There were NO items found that deal with absolute value. There was one item found that required sorting signed integers, one that asked about the distance between two altitudes of which was below sea level, and one that required evaluation an expression containing a sum where one replacement value was negative.
- **Area and volume:** There was one item found asking for a lateral surface area of a cylinder (although the formula is supplied). There was one item found asking for the volume of a rectangular prism.
- **Median and mode:** There was one item asking for a median.
- **Solving equations:** There were two items found that asked for the solution of equations.

The above content areas provide a flavor for the elements of mathematics that are NOT well represented in the exit level TAAS.

- **FINDING: Content "Slippage" Due to Exit Exam Presentation Format**
  - Students are asked for the ordered pair that represents the intersection of two lines given by linear equations. However, the lines are clearly graphed. This problem thus ONLY requires being able to identify a point in the coordinate grid.

- Students are told that two ladders are leaning against a building at the same angle. They are given the length of both ladders and the distance from the ladder base to the wall for the longer ladder..(however) only one response is reasonable given the illustration that accompanies the problem. In fact ALL incorrect responses GREATLY exceed the entire length of the shorter ladder.
- Three items appear to require the use of the Pythagorean theorem to solve unknown lengths of right triangle sides, or at least the recognition and application of the Pythagorean triples. However, the figures are drawn reasonably close to scale and ONLY ONE RESPONSE ALTERNATIVE FOR EACH ITEM IS REASONABLY possible given the figure.

Says the report: "Thus, some of the MOST DIFFICULT content areas addressed in the TAAS exit exam have simpler alternative solution strategies available.

- **FINDING: Examples of Low-Level Items in the TAAS Exit Exam (Multiple choice format)**
  - The total attendance recorded at the 1984 Summer Olympic Games in Los Angeles, California, was 5,797,923. What is this number rounded to the nearest thousand?
  - Kenyon is 5 feet and 6 inches tall. His sister Tenika is 7 inches taller than he is. How tall is Tenika?
  - At a restaurant, Steven ordered foot totaling $6.85. If he paid with a $20 bill, how much change should Steve receive?

Says the report: "..these items (and many more) do not reflect the kinds of skills and knowledge that are grade level appropriate for high school students. There can be little question that these items are more appropriate to examinations in much earlier grades…"

Judging the TAAS Exit Exam Items

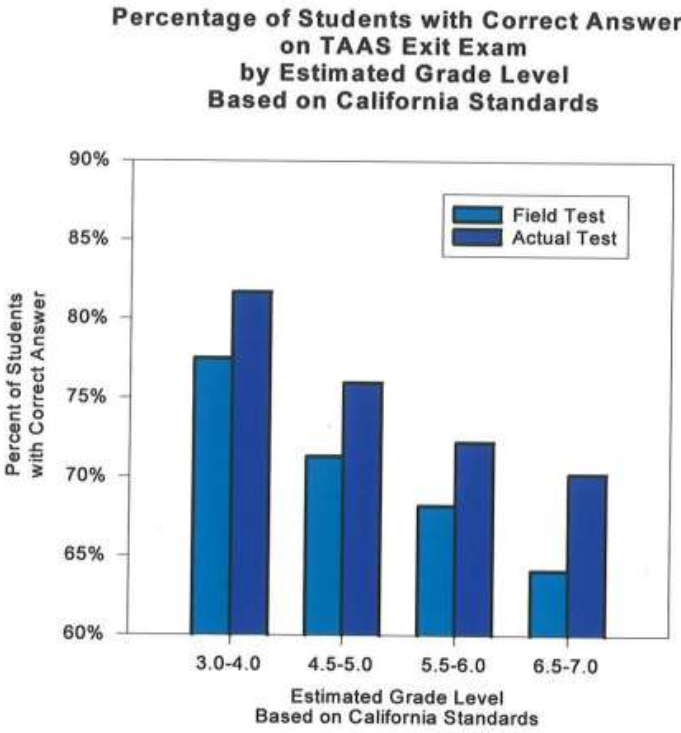
To assess the target grade level of TAAS exams against EXTERNAL criteria, individual exit exam items were evaluated as to grade level based upon the newly established California Mathematics Standards. These standards provide a desirable benchmark for several reasons:

1. They were designed carefully to be on-track with the best international competition, including Japan and Singapore.
2. The are perhaps the most highly detailed of all sets of state mathematics standards, greatly facilitating item evaluation.
3. They have been judged the best available mathematics standards among all sets of state standards…" Fordham Report, Volume 2 #3.

Every item (question) on the four years of Texas TAAS testing between 1994-95 and 1997-98 (240 total items) were evaluated by Clopton and Klein. When the two assessments did not match, they were averaged. The level of the rater reliability was r=.813. The average distribution of item grade level on the TAAS exit exam is illustrated below – overall and by mathematic objective.

The first table below raises a dramatic point for consideration that was not explicitly evaluated but referenced.

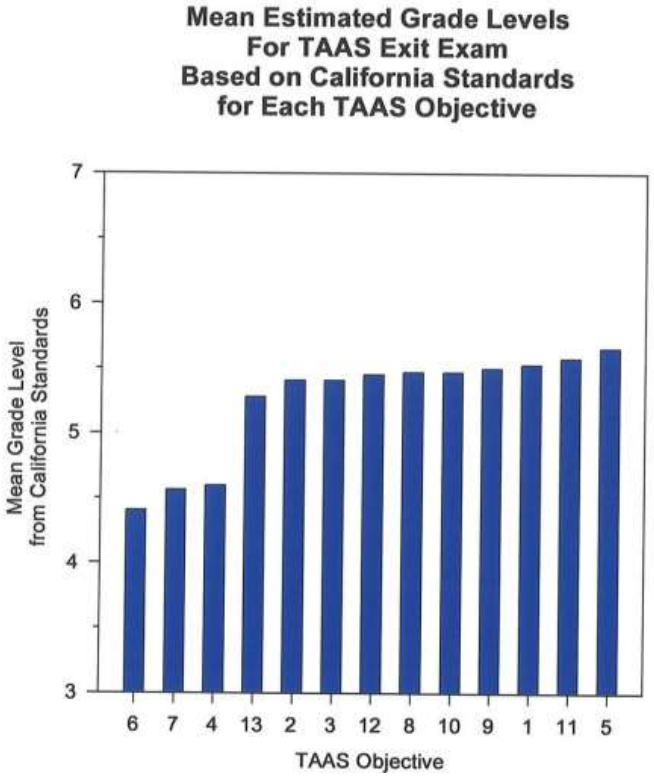
There is a noticeable increase in the percent of students who answer the items correctly when published on an official test than when the p-value of the question was determined in field testing.



Let's keep in mind that the table below "tops out" at the 7th grade – not the 10th grade. However, even in that context of substantially below grade level items, the 'higher" the grade level in the top table below, the higher the percentage of growth (improvement) between field test and actual test.

REFERENCED BUT NOT EXPLICITLY AVAILABLE FOR QUESTION-BY-QUESTION ANALYSIS is the fact that every single test in a given academic year was released publicly and available to school districts and classroom teachers PRIOR to the next year's administration.

IN OTHER WORDS, the TEA was able to expose PARALLEL QUESTIONS over a year or more before the objective the question measured was actually given. Thus, an actual field test question could mirror (PARALLEL QUESTION) an actual question that has been released and available for "teaching to the test strategies" to artificially boost passing rates in any given subsequent years. THAT TESTING STRATEGY OCCURRED REGULARLY in the TAAS testing era.



Now, recall TEA's Smisco-remarks at that 1999 NAS CONFERENCE:

- "…We annually release every test that we give. So that once an item is given in a live test, it's no good to us anymore. So we have to build enough new items every year to totally revise the test or have a totally new set. We have to have enough items to build a new test every year…"

Says the report: "The ratings against the California Mathematics Standards yielded a mean grade level of 5.3 for the TAAS exit exam. Admittedly, the California standards are set at a high level, being roughly equivalent to progress in Singapore and Japan. Nonetheless, the low estimated grade level is striking. Moreover, the California standards are designed to complete the content of pre-algebra by grade 7 so that students will be ready to study algebra and geometry in grades 8 and above.

DISTRIBUTION OF RAW SCORES ON THE TAAS EXIT EXAM

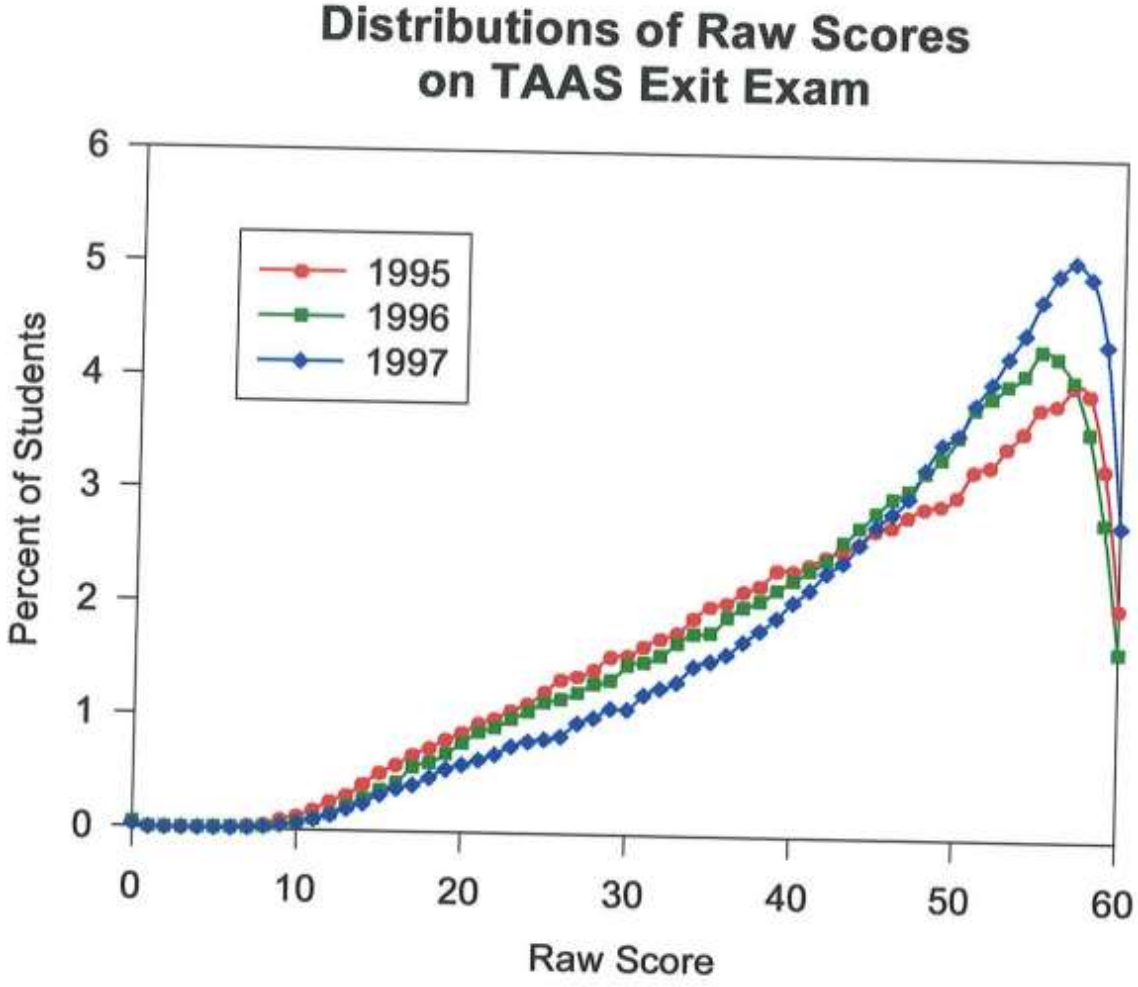
> **In a phrase, the authors documented statistically that the de minimis grade level questions created a situation of "topping out" of the higher levels of performance. Translated, most of the students regardless of actual academic skill set PASSED the TAAS exit test. By reducing performance standards of passing, the system made achieving the higher levels of performance of the tests more readily achievable irrespective of actual grade level skills.**

The authors wrote of that, of course, in statistical terms in the context of "negative skews."

Said the report:

The distribution of raw scores on the TAAS exit exams are given below for three test years. These show strong negative skews. The presence of negative skews is not surprising given that the initial target of 70% correct is surpassed by a majority of students.

However, the degree of skew is sufficient to suggest that the TAAS cannot function effectively in the identification of high achievement levels, and ceiling effects in the distribution are obvious.

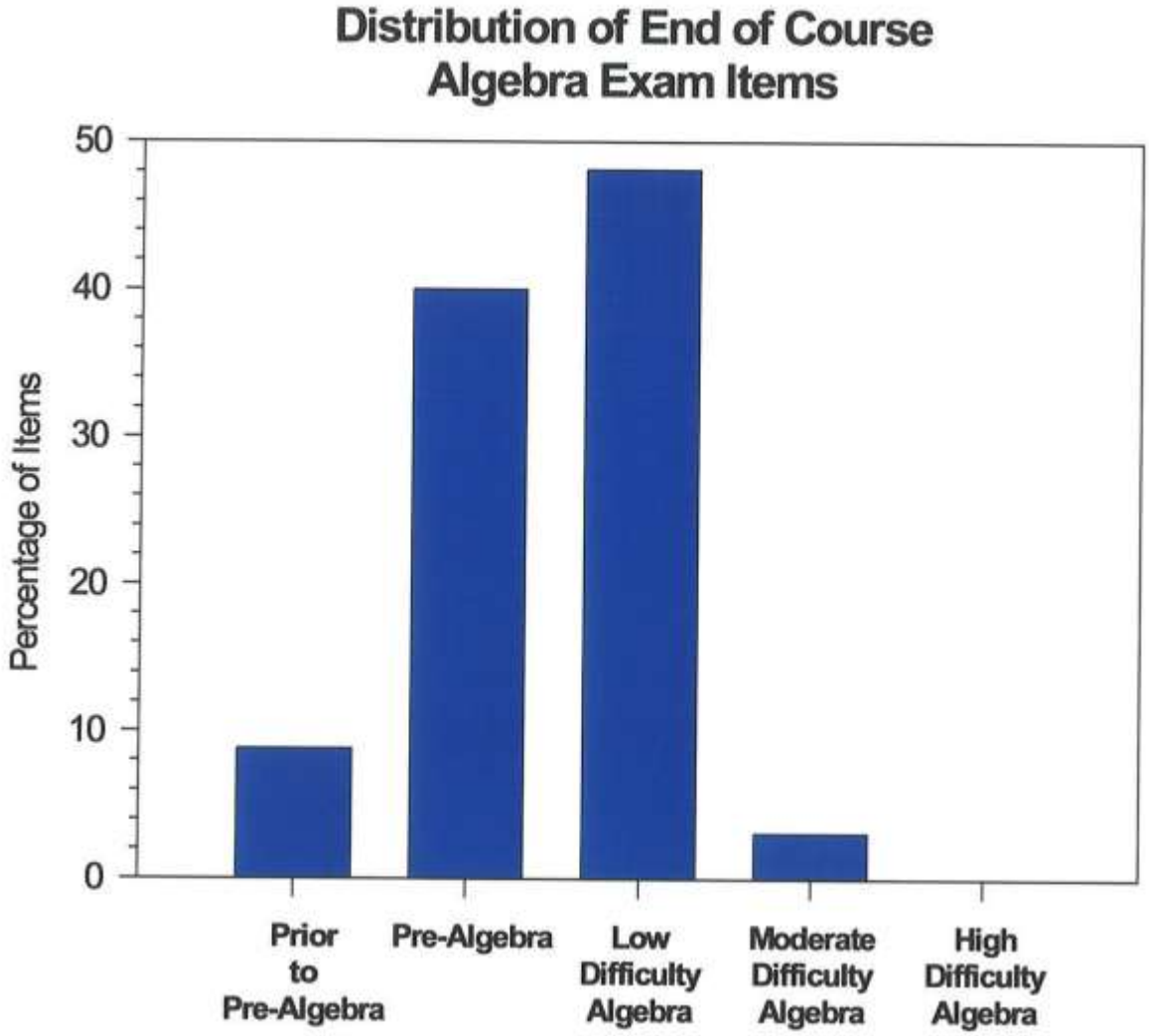


In addition to its comprehensive analysis of the 10th Grade Exit exam (along with lower grade levels as noted), the report provided the same comprehensive study of actual questions on the End of Course Algebra tests.

Each question also received a l-5 rating with the following identifiers:

1. Prior to Pre-Algebra
2. Pre-Algebra
3. Low Difficulty Algebra
4. Moderate Difficulty Algebra
5. High Difficulty Algebra

- **A rating of 3** represents the level of standard but easy algebra, the level of universal mastery of the content of Algebra I.
- **A rating of 2** represents standard pre-algebra, say at the level of Saxon Algebra ½ or Japanese Grade 7,
- **A rating of 1** is below that, roughly fourth or fifth grade math competence without even algebra readiness implied.
- **A rating of 4** represents problems that require a more sophisticated level of algebra competence for solution.
- **A rating of 5** involves more rigorous questions but is still appropriate for a broad screen, end-of-course algebra test.



The full report includes a brutal section about the topics of actual algebra that were never addressed in any meaningful way at all during every test evaluated.

CHAPTER 10: Evaluating the TAAS Reading Tests for 1994-95 through the 19997-98 Testing Cycles

The ultimate 'proof' of the below grade level condition that was omnipresent for the entire TAAS testing era in reading actually comes from the TEA's "own lips" so to say when the State transitions from the TAAS testing program to the TAKS testing program.

In reality, it's somewhat harder to express the reality of deficiency as clearly in the readily empirical world of math.

Remember the citation of this 10th grade exit test math problem which was used in the State's calculus of "college readiness" for Texas high school graduates?

- At a restaurant, Steven ordered foot totaling $6.85. If he paid with a $20 bill, how much change should Steve receive?

One does not need to be a mathematician or a statistician or psychometrician to easily understand that question will NEVER EVER be a 10th grade, high school math question. Many dozens of questions of self-evident below grade level rigor leave no room for subjunctive tense criticism. To assert that is prima facie academic dishonesty.

While the statisticians and mathematicians were working the math side of the TAAS evaluation reports, Harvard professor Dr. Sandra Stotsky was asked to evaluate four years of TAAS reading tests. Analytically, she had a more challenging assignment which was more subject to manipulative criticism which the TRA received by profound supporters of the TEA and the sanctity of TAAS testing overall.

Subsequent to her service to TRA, Dr. Stotsky was selected by the Fordham Foundation to review national ELA standards for that group.

We note there was criticism because we have a due diligence obligation to do that.

However, the bottom line remains this:

When the TEA transitioned from TAAS to TAKS and published what passing TAAS reading tests was worth in terms of content mastery on the new 'harder' TAKS tests, the reputation of the critics were reduced to tatters and the TRA's reputation for accuracy and independent courage was beginning to get under the skin of very powerful Texas politicians and corporate leaders who had vested interests in protecting the mirage of TAAS' grade level integrity.

Purpose of report: "…to determine whether the tests at each grade level were comparable in difficulty from year to year and, if not, how they changed in difficulty.

What was examined:

- The number of questions on each test.
- Reading skills assessed by selection of questions.
- The number of selections on each test.
- The number of words on each test.
- The literary nature of test passages.
- The reading grade level of each passage using Dale-Chall Readability Formula
- The number of different words and evaluation of difficulty of words.

Why?

- A student's score is heavily influenced by the length of test, the types of questions, and the difficulty level of the reading passage itself.
- Among factors considered are vocabulary, average sentence length, and the number of sentences in a selection.

Here are the bottom-line conclusions that Dr. Stotsky's review of TAAS reading tests produced:

4th Grade:

- The 1998 test was much easier than the previous three years.
- The total number of words dropped respectively in the prior three years.
- The percentage of passages below grade level increased.
- The 1995 test contained selections higher as well as lower in difficulty than grade 4, in addition to a large number of selections right on grade level. The tests in succeeding years became progressively easier.

8th Grade;

- Compared to 1995, the number of passages in 1998 dropped.
- The total number of words in cumulative passages decreased.
- The decrease in overall difficulty was due in large part by two easy fictional narratives and a relatively easy expository selection.
- The total number of words outside the Dale-Chall list dropped progressively over the tested years.

10th Grade:

- The 1998 test was easier than the 1995 test and close to the rigor levels of 1996 and 1997 which were also easier than the 1995 test.
- The number of passages in 1998 declined as did the total number of words compared to 1995.
- The 1995 test was more rigorous primarily due to the presence of the inclusion of particular passages that were clearly a more grade level challenge.

Overall Findings Summarized:

- Analysis of the reading tests at all grade levels and for all four years indicates the tests from 1995-1998 are not comparable in difficulty to each other at any grade levels tested.
- Grade 10 1998: "…this test is not as demanding as it should be for grade 10."
- Grade 8 1998: "…the pitch of this test is clearly below grade level."
- Grade 4 1998: "…This test is much too easy for grade four students."
- The reading selections at all grade levels in 1998 "…have not been chosen with the most appropriate criterion in mind…the most important criterion for a test of reading is reading level…"

It is fair and accurate to write that 1998 was not a smooth year for the story TEA was telling about the academic integrity of the TAAS testing program. 1999 was going to be even bumpier because of the Rand Corporation's report and the growing awareness by some key outlets in the Texas news media that 'something was wrong' about the story that was being told.

The next chapter will deal with four summarized issues. Then the dramatic revelations of the TAAS to TAKS transition will be shown in some detail. It is the data that the TEA produced during this transition

that effectively and logically eviscerated its own TAAS-era credibility and set the stage for a different kind of academic deception that the 2023 STAAR tests results published in the preamble provide still exists.

Those areas include:

- **TEA'S announced plan to introduce a more rigorous TAAS for the 1999-2000 test cycle.**
  - The agency implemented its 'harder' test in the fall administrations but reversed course in the spring opening an unparalleled opportunity to analyze what the TEA called 'harder" questions.
- **Actual presentation of explicit math questions over multiple years that absolutely explain and validate Mathematically Correct's analysis of teaching to the test methodologies that artificially boosted passing scores on below grade level questions.**
  - TEA's own actions – not words – document it knew conclusively that questions at the 8th and 10th grades in particular were grossly below grade level as Dr. Coburn foreshadowed back near the start of the TAAS accountability era.
- **Supportive Study of End of Course Algebra & End of Course Biology Showing De Minimis Academic Standards.**
  - HS Algebra Teacher confirms MC's Algebra Analysis
  - HS Biology Teacher mocks EOC Biology Test
- **Copy & Independent analysis of 1999-2000 "Harder TAAS" Test**
  - q
- **An American Federation of Teachers' (national teachers' union) that mocked the academic integrity of the TAAS math tests. (Report Available – brief mention only)**
  - More weight was given to the seriously below grade level analysis of other groups.
- **Growing awareness in the news media & other independent researchers**
  - **Each one of the full stories will be available to you. The Houston Press articles included negative comments about TRA's reports.** ***(The media has to quote buffoons too – this won't stay in my version. If you go forward, you need to be aware of this.)***
    - **The Houston Press.**
    - **The American Prospect** *(Came out right before the federal court decision)*
    - **The New York Times** *(I gave reporters computer disk with raw data files from public record of TEA and they turned it into a great retroactive look at TAAS 20 years or so later, they did then what I hope you all will do now)*
    - **Dr. Neal Carl Shaw** *(One of Texas' top psychometric experts – these are brutal)*
    - **The National Review** *(Texas power structure wasn't really concerned when I was quoted in local media but this story in May 1993 eventually sabotaged my nonprofit research group. I wasn't fired but BUSH got his first MISSION ACCOMPLISHED. You don't need to google that phrase.*