PART 9 **CHAPTER 13: All That Happened During the TAAS Era Led Up to These Tables. All That Followed Through STAAR Today Have Embedded The Institutional Racism Thes TEA Table Acknowledge About Student Testing and The Destruction of Any Semblance of Academic Grade Level Integrity in Texas Public Ed Accountability**

Three of the four pages of this TEA document (the fourth page dealing with Spanish testing is not included) is a stand-alone chapter because of the magnitude of its importance in explaining Texas public education accountability.

This third-generation screenshot may not be fully legible in this format, but it is vital to understand this document is a copy of a genuine public record. You will have access to a more legible copy and tables which report the numbers.

Texas Assessment of Knowledge and Skills (TAKS) Standard Setting
Summary of Projected Impact of Phase-In Options - Number of Students of Not Meeting Standard
Projected Impact Based on Estimated Proficiencies from Spring 2002 TAKS Field Test
Reading / English Language Arts

Grade	Standard	Total TAKS Test Items	TAKS Raw Score Cut	% of Total TAKS Test Items	All Students (198,000)	White Students (212,600)	Hispanic Students (114,800)	African American Students (42,000)	Male Students (140,000)	Female Students (140,000)	Economically Disadv. Students (140,000)
				Reading							
3	Panel Recommen.	36	24	66.7%	64,400	15,288	34,440	15,540	35,000	28,000	46,200
	One SEM Below	36	22	61.1%	50,400	11,760	27,552	13,020	29,400	22,400	37,800
	Two SEM Below	36	20	55.6%	42,000	8,232	21,812	10,500	22,400	18,200	30,800
	TAAS TLI of 70:	18		50.0%							
4	Panel Recommen.	40	27	67.5%	75,600	17,540	42,476	18,060	39,200	36,400	56,000
	One SEM Below	40	25	62.5%	61,600	12,936	34,440	15,120	32,200	29,400	46,200
	Two SEM Below	40	23	57.5%	47,600	9,408	27,552	12,600	25,600	22,400	36,400
	TAAS TLI of 70:	16		40.0%							
5	Panel Recommen.	42	29	69.0%	92,400	22,344	51,660	19,740	47,600	44,800	64,400
	One SEM Below	42	27	64.3%	75,600	17,640	42,476	16,380	39,200	36,400	53,200
	Two SEM Below	42	25	59.5%	61,600	14,112	34,440	13,860	32,200	29,400	44,800
	TAAS TLI of 70:	17		40.5%							
6	Panel Recommen.	42	27	64.3%	89,800	23,520	48,216	18,900	50,400	40,600	61,600
	One SEM Below	42	24	57.1%	67,200	16,464	37,884	14,700	39,200	29,400	47,600
	Two SEM Below	42	21	50.0%	47,600	10,584	27,552	10,920	29,400	21,000	35,000
	TAAS TLI of 70:	16		38.1%							
7	Panel Recommen.	48	33	68.8%	100,800	23,872	55,104	21,420	56,000	44,800	70,000
	One SEM Below	48	30	62.5%	78,400	19,992	44,772	17,220	44,800	33,600	56,000
	Two SEM Below	48	27	56.3%	58,800	14,112	34,440	13,660	35,000	25,200	43,400
	TAAS TLI of 70:	18		37.5%							
8	Panel Recommen.	48	34	70.8%	100,800	29,400	52,808	21,000	57,400	44,800	68,600
	One SEM Below	48	31	64.6%	81,200	22,344	42,476	17,220	47,600	35,600	54,600
	Two SEM Below	48	28	58.3%	64,400	17,640	34,440	13,860	39,200	25,200	44,800
	TAAS TLI of 70:	15		31.3%							
9	Panel Recommen.	42	29	69.0%	112,000	34,104	56,252	20,580	64,400	46,200	70,000
	One SEM Below	42	27	64.3%	89,600	25,872	45,920	17,220	53,200	36,400	57,400
	Two SEM Below	42	25	59.5%	64,400	17,640	34,440	12,600	40,600	25,200	43,400
				English Language Arts *							
10	Panel Recommen.	73	47	64.4%	179,200	65,856	78,064	33,180	99,400	78,400	98,800
	One SEM Below	73	44	60.3%	168,000	63,564	73,472	31,500	96,600	72,800	92,400
	Two SEM Below	73	41	56.2%	162,400	62,328	68,880	30,240	92,400	70,000	88,200
11	Panel Recommen.	73	43	58.9%	176,400	64,680	80,360	30,660	100,800	77,000	99,400
	One SEM Below	73	40	54.8%	168,000	62,328	74,620	28,980	96,600	71,400	93,800
	Two SEM Below	73	37	50.7%	156,800	58,800	70,028	27,300	92,400	65,800	86,800

* An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

Confronted with the potential public relations catastrophe of the TAAS transition to the TAKS era, the TEA had no choice but to double-down on its systemic academic deception when adopting passing standards for the new TAKS era.

At that very moment of transition, the systemic institutional racism that guided TEA to pivotal state and federal court victories upholding the new accountability era launched in Senate Bill 7, that institutional racism was embedded in TAKS and now STAAR.

As a panel of Texas educators convened in Austin to help establish the passing standards on the new, harder-test era of TAKS, they were given this document which cuts to the core of the definition of institutional racism.

Based upon field testing of TAKS in the last years of TAAS, the TEA statistically projected the following:

➢ How many students would fail the test at thresholds of performance standard.

Texas Assessment of Knowledge and Skills (TAKS) Standard Setting
Summary of Projected Impact of Phase-In Options - Number of Students of Not Meeting Standard
Projected Impact Based on Estimated Proficiencies from Spring 2002 TAKS Field Test
Mathematics

Grade	Standard	Total TAKS Test Items	TAKS Raw Score Cut	% of Total TAKS Test Items	All Students (208,800)	White Students (117,600)	Hispanic Students (114,800)	African American Students (42,000)	Male Students (140,000)	Female Students (140,000)	Economically Disadv. Students (140,000)
							Met Standard				
3	Panel Recommen.	40	27	67.5%	89,600	22,344	45,920	21,420	42,000	46,200	60,200
	One SEM Below	40	24	60.0%	58,800	12,936	30,996	15,548	28,000	30,808	42,000
	Two SEM Below	40	21	52.5%	36,400	7,056	18,368	10,080	16,800	18,200	26,600
	TAAS TLI of 70:	19		47.5%							
4	Panel Recommen.	42	28	66.7%	95,200	24,696	49,364	21,840	44,800	49,000	64,400
	One SEM Below	42	25	59.5%	64,400	15,288	34,440	16,310	30,800	33,600	46,200
	Two SEM Below	42	22	52.4%	39,200	8,232	21,812	10,500	19,600	21,000	29,400
	TAAS TLI of 70:	16		38.1%							
5	Panel Recommen.	44	30	68.2%	117,600	34,104	57,400	25,200	57,400	60,200	74,200
	One SEM Below	44	27	61.4%	78,400	19,992	40,180	18,480	37,800	40,600	51,800
	Two SEM Below	44	24	54.5%	47,600	11,760	25,256	12,600	23,800	23,800	33,600
	TAAS TLI of 70:	13		29.5%							
6	Panel Recommen.	46	29	63.0%	134,400	41,160	67,732	27,720	67,200	67,200	86,800
	One SEM Below	46	26	56.5%	103,600	29,400	53,956	22,680	53,200	50,400	70,000
	Two SEM Below	46	23	50.0%	75,600	18,816	40,180	17,220	39,200	36,400	51,800
	TAAS TLI of 70:	11		23.9%							
7	Panel Recommen.	48	28	58.3%	162,400	51,744	80,360	31,920	81,200	81,200	100,800
	One SEM Below	48	25	52.1%	131,600	38,808	66,584	27,300	65,800	64,400	85,400
	Two SEM Below	48	22	45.8%	95,200	25,872	50,512	21,840	49,000	46,200	64,400
	TAAS TLI of 70:	9		18.8%							
8	Panel Recommen.	50	30	60.0%	165,200	52,920	81,508	32,360	81,200	84,000	100,800
	One SEM Below	50	27	54.0%	134,400	39,984	68,880	28,560	67,200	67,200	86,800
	Two SEM Below	50	24	48.0%	100,800	27,048	52,808	23,100	50,400	50,400	67,200
	TAAS TLI of 70:	10		20.0%							
9	Panel Recommen.	52	31	59.6%	170,800	54,096	84,952	32,340	85,400	84,000	105,000
	One SEM Below	52	28	53.8%	140,000	41,160	72,324	28,140	71,400	68,600	91,000
	Two SEM Below	52	25	48.1%	109,200	30,576	58,548	22,680	57,400	53,200	72,800
10	Panel Recommen.	56	33	58.9%	179,200	63,504	84,952	34,020	89,600	89,600	106,400
	One SEM Below	56	29	51.8%	151,200	51,744	73,472	29,820	75,600	74,200	91,000
	Two SEM Below	56	25	44.6%	114,800	36,456	57,400	23,940	58,800	54,600	71,400
	TAAS TLI of 70:	10		17.9%							
1.	Panel Recommen.	60	33	55.0%	173,600	62,328	83,804	33,600	86,800	85,400	105,000
	One SEM Below	60	29	48.3%	145,600	51,744	72,324	29,820	75,600	70,000	92,400
	Two SEM Below	60	25	41.7%	117,600	39,984	59,696	25,200	61,600	54,600	75,600

But more than that, the real purpose of the test was to answer these questions because they were the most important questions:

➢ How many black students will flunk the tests if the performance standard is set at what the "panel recommendation" or 1 standard of error of measurement below or 2 standard errors of measurement below the panel recommendation?

➢ How many Hispanic students? How many economically-disadvantaged students?

➢ Oh! By the way: how well would a student who PASSED the TAAS tests do on that subject and grade level on the new TAKS test?

After more than a decade of growing national acclaim for its Texas educational miracle, the TEA had to revert to a blatant race-based performance standard AND involving pervasive statistical manipulation to give it the appearance of credibility as mathematically justifiable in terms of student academic performance.

- What did the panel recommend? What was TAAS worth on TAKS

- How many hundreds of thousands of more PASSING tests did the transition to TAKS create because the TEA had to do everything it could administratively to hide (in plain sight) the deception of TAAS it had imposed on economically-disadvantaged, at-risk students statistically dominated by children of color to create its Texas educational miracle?

Texas Assessment of Knowledge and Skills (TAKS) Standard Setting
Summary of Projected Impact of Phase-In Options - Number of Students of Not Meeting Standard
Projected Impact Based on Estimated Proficiencies from Spring 2002 TAKS Field Test
Writing / Social Studies / Science

Grade	Standard	Total TAKS Test Items	TAKS Raw Score Cut	% of Total TAKS Test Items	All Students (288,000)	White Students (117,600)	Hispanic Students (114,800)	African American Students (42,000)	Male Students (140,000)	Female Students (140,000)	Economically Disadv. Students (140,000)
								Met Standard			
						Writing *					
4	Panel Recommen.	32	22	68.8%	75,600	24,696	37,884	15,120	44,800	32,200	30,400
	One SEM Below	32	20	62.5%	58,800	18,816	28,700	12,180	35,000	23,800	40,600
	Two SEM Below	32	18	56.3%	50,400	15,288	24,108	10,500	29,400	19,600	33,600
7	Panel Recommen.	44	28	63.6%	81,200	23,872	41,328	15,960	53,200	28,000	54,600
	One SEM Below	44	26	59.1%	70,000	22,344	34,440	13,860	47,600	22,400	47,600
	Two SEM Below	44	24	54.5%	61,600	19,992	29,848	12,180	42,000	18,200	40,600
						Social Studies					
8	Panel Recommen.	48	25	52.1%	72,800	19,992	41,328	15,120	36,400	37,860	53,200
	One SEM Below	48	22	45.8%	44,800	11,760	25,256	9,240	22,400	21,400	32,200
	Two SEM Below	48	19	39.6%	22,400	5,880	13,776	4,620	12,600	11,200	16,800
10	Panel Recommen.	50	29	58.0%	103,600	31,752	56,252	22,260	53,200	50,400	71,400
	One SEM Below	50	26	52.0%	78,400	22,344	42,476	17,220	42,000	36,400	54,600
	Two SEM Below	50	23	46.0%	56,000	16,464	28,700	12,180	30,800	23,860	37,800
11	Panel Recommen.	55	28	50.9%	67,200	17,640	37,884	14,700	33,600	33,600	49,000
	One SEM Below	55	25	45.5%	42,000	11,360	24,108	10,080	22,400	19,600	30,800
	Two SEM Below	55	22	40.0%	22,400	5,880	12,628	5,460	14,000	9,800	16,800
						Science					
5	Panel Recommen.	40	30	75.0%	193,200	59,976	94,136	36,960	89,600	102,200	116,200
	One SEM Below	40	27	67.5%	140,000	36,456	73,472	30,660	64,400	75,600	92,400
	Two SEM Below	40	24	60.0%	89,600	19,992	49,364	21,840	40,600	49,000	64,400
10	Panel Recommen.	55	35	63.6%	184,800	62,328	91,840	34,020	91,000	95,200	113,400
	One SEM Below	55	31	56.4%	142,800	43,512	75,768	28,140	71,400	72,800	93,800
	Two SEM Below	55	27	49.1%	100,800	29,400	56,252	20,580	51,800	49,000	70,000
11	Panel Recommen.	55	30	54.5%	151,200	51,744	76,916	31,500	74,200	77,000	96,600
	One SEM Below	55	27	49.1%	114,800	36,456	59,696	25,620	57,400	57,400	75,600
	Two SEM Below	55	24	43.6%	75,600	23,520	39,032	18,900	40,600	36,400	50,400

* An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for Commended on the grades 4 and 7 writing tests.

CHAPTER 14: Before Diving Into the Nuts and Bolts of TAKS Passing Performance Tables, Let's First Address the Bottom Line of What TEA Said in Transition That TAAS Would Be Worth on the New TAKS

First, let's recall two of the major defenses of the academic grade-level rigor supported by key TEA officials as it moved to a final federal court decision in January 2000.

BEFORE THE NATIONAL ACADEMY OF SCIENCE CONFERENCE: June 1999

- "…The items really are decided in terms of their level back here with whether or not they think that's an appropriate objective for that grade level. Remember, this is a grade level test…\

- "…The group is asked four questions. Does the item match the objective it's supposed to match. Is it appropriate? That is. Should students have learned this by the end of X grade level? The adequacy of preparation: that is. In your district, did you teach this by the end of X grade? Do students have sufficient information by the end of X grade to be tested on this kind of information? And then is there any potential bias that you can see in the item itself. That's before we do any kind of field testing…"

LETTER TO INQUIRY FROM DALLAS ISD: November 1998

Texas Education Agency – Transition TAAS to TAKS: Overnight Devaluation of TAAS

What Was TAAS Passing Worth On New TAKS

Grade Level	Subject	Questions On New TAKS	TAAS Passing = TAKS Right Answers	TAAS Passing = % Mastery On New TAKS
3	MATH	40	19	48%
4	MATH	42	16	38%
5	MATH	44	13	30%
6	MATH	46	11	24%
7	MATH	48	9	19%
8	MATH	50	10	20%
10	MATH	56	10	18%
3	ELA	36	19	53%
4	ELA	40	16	40%
5	ELA	42	17	40%
6	ELA	42	16	38%
7	ELA	48	18	38%
8	ELA	48	15	31%

- "Texas has been recognized across the nation for our public-school accountability system and the strides we have made in improving the performance of students, particularly our economically-disadvantaged and minority students…

- "At the core of our accountability system is the state's testing programs...TAAS is designed to give accurate and specific information about individual student achievement based on the state's curriculum standards…TEKS…

- "It is the criterion-referenced nature of the test that allows us to see whether schools are successfully teaching students…The TAAS test and our accountability system are the best tools we have for increasing student achievement…

- "The agency defines proficiency in reading as passing the reading portion of the TAAS. A student who is "on grade level"…is performing satisfactory on the curriculum specified to be taught at the particular grade…

- "Thus, the TAAS is an "on grade level" measure of student performance…"

The table above pulls numbers from the prior tables just shown.

On that rigorous grade level TAAS test that was strongly defended as rigorous grade level in state and federal courts, the TEA acknowledge in transition:

➢ In grades 3-8 & 10th in math respectively, students who performed at grade level on the rigorous, grade-level TAAS would need to answer 48%, 38%, 30%, 24%, 19%, 20% and 18% of the questions on Texas' new grade level tests.
➢ In grades 3-8 in English Language Arts, students who performed at grade level on the rigorous grade-level TAAS would need to answer 53%, 40%,40%, 38%, 38%, and 31% of the questions on the Texas' new grade level test.

Now let's look at tables which replicate the ones previously shown. We'll use 5th grade to get your eyes focused. The rest of the tables are constructed in the same way.

As a due diligence notice, be aware that the original copy of that State document has some figures that are somewhat blurred. In these tables, every effort has been made to be faithful. There MAY be a handful of errors along the way, BUT, THEY WILL NOT BE MATHEMATICALLY OR STATISTICAL RELEVANT to altering what these tables report. But due diligence requires you know this. Any mistakes in these tables are inconsequential and minor.

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

5th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	42	29	27	25	18
Students Who Would Fail At Standard	State 92,400	75,600	51,600		
	White 22,344	17,640	14,112		
	Hispanic 51,660	42,476	34,440		
	Af.A. 19,740	16,380	13,860		
	Eco. Dis. 64,400	53,200	44,800		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

5th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	44	30	27	24	13
Students Who Would Fail At Standard	State 92,400	117,600	78,400	47,600	
	White 22,344	34,104	19,992	11,760	
	Hispanic 51,660	57,400	40,180	25,256	
	Af.A. 19,740	25,200	18,480	12,600	
	Eco. Dis. 64,400	74,200	51,800	33,600	

In 5th grade reading, the table shows that the projected failure rates would drop dramatically if the State adopted the 2 SEM performance standard. In 5th grade math, the failure rates would be dramatically higher at the panel recommendation than the 2 SEM standard.

The table shows the number of questions on the tests and the number of questions that a student must answer correctly at each threshold. The percentage rates of passing standards will be reported subsequently.

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

6th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	42	27	24	21	16
Students Who Would Fail At Standard	State 89,800	67,200	47,600		
	White 23,520	16,464	10,584		
	Hispanic 48,216	37,884	27,552		
	Af.A. 18,900	14,700	10,920		
	Eco. Dis. 61,600	47,600	35,000		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

6th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	46	29	26	23	11
Students Who Would Fail At Standard	State 134,400	103,600	75,600		
	White 41,160	29,400	18,816		
	Hispanic 67,732	53,956	40,180		
	Af.A. 27,720	22,680	17,220		
	Eco. Dis. 86,800	70,000	51,800		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

7th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	48	33	30	18	
Students Who Would Fail At Standard	State	100,800	78,400	58,800	
	White	25,872	19,992	14,112	
	Hispanic	55,104	44,772	34,440	
	Af.A.	21,420	17,220	13,440	
	Eco. Dis.	70,000	56,000	43,400	

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

7th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	48	28	25	22	9
Students Who Would Fail At Standard	State	162,400	131,600	95,200	
	White	51,744	38,808	25,872	
	Hispanic	80,360	66,584	50,512	
	Af.A.	31,920	27,300	21,840	
	Eco. Dis.	100,800	85,400	64,400	

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

8th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	48	34	31	28	15
Students Who Would Fail At Standard	State	100,800	81,200	64,400	
	White	ih	22,344	17,640	
	Hispanic	52,808	42,476	34,440	
	Af.A.	2,100	17,220	13,860	
	Eco. Dis.	68,600	54,600	44,800	

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

8th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	50	30	27	24	10
Students Who Would Fail At Standard	State	165,200	134,400	100,800	
	White	52,920	39,984	27,048	
	Hispanic	81,508	68,880	52,808	
	Af.A.	32,760	28,560	23,100	
	Eco. Dis.	100,800	86,800	67,200	

TAKS Transition Passing Standard
Looking Beneath the Hood of 2 SEM Below the Panel

9th Reading	# Test ????	Panel Rec.	1 SEM	2 SEM	Pass TAAS Worth?
Raw Score Cut	42	29	27	25	NA
Students Who Would Fail At Standard	State	112,000	89,600	64,400	Not Very Much
	White	34,104	25,872	17,640	
	Hispanic	56,252	45,920	34,440	
	Af.A.	20,580	17,220	12,600	
	Eco. Dis.	70,000	57,400	43,400	

TAKS Transition Passing Standard
Looking Beneath the Hood of 2 SEM Below the Panel

9th Math	# Test ????	Panel Rec.	1 SEM	2 SEM	Pass TAAS Worth?
Raw Score Cut	52	31	28	25	NA
Students Who Would Fail At Standard	State	170,800	140,000	109,200	Not Very Much
	White	54,096	41,160	30,576	
	Hispanic	84,952	73,324	58,548	
	Af.A.	32,340	28,140	22,680	
	Eco. Dis.	105,000	91,000	72,800	

TAKS Transition Passing Standard
Looking Beneath the Hood of 2 SEM Below the Panel

10th Math	# Test ????	Panel Rec.	1 SEM	2 SEM	Pass TAAS Worth?
Raw Score Cut	56	33	29	25	10
Students Who Would Fail At Standard	State	179,200	151,200	114,800	Not Very Much
	White	63,504	51,744	36,456	
	Hispanic	84,952	73,472	57,400	
	Af.A.	34,020	29,820	21,940	
	Eco. Dis.	106,400	91,000	71,400	

TAKS Transition Passing Standard
Looking Beneath the Hood of 2 SEM Below the Panel

11th Math	# Test ????	Panel Rec.	1 SEM	2 SEM	Pass TAAS Worth?
Raw Score Cut	60	33	29	25	NA
Students Who Would Fail At Standard	State	173,600	145,600	117,600	Not Very Much
	White	62,328	51,744	39,984	
	Hispanic	83,804	72,324	59,696	
	Af.A.	33,600	29,820	25,200	
	Eco. Dis.	105,000	92,400	75,600	

Interesting – I have a theory but no definitive answer – the next tables that show 10th grade reading and 11th grade reading have the least drop-off from panel recommendation to the 2 SEM standard.

It is also interesting to note that the 10th grade reading test from TAAS was not expressed in terms of passing value on the new TAKS 10th grade reading test. Just noting.

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

10th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	73	47	44	41	N.R.
Students Who Would Fail At Standard — State	179,200	168,000	162,400		
White	65,856	63,504	62,328		
Hispanic	78,064	73,472	68,880		
Af.A.	33,100	21,500	20,240		
Eco. Dis.	98,000	92,400	88,200		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

11th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	73	43	40	37	N.R.
Students Who Would Fail At Standard — State	176,400	168,000	156,800		
White	64,680	62,328	58,800		
Hispanic	80,260	74,420	70,028		
Af.A.	38,660	28,900	27,300		
Eco. Dis.	99,400	93,500	86,800		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

8th Soc. St.	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	48	25	22	19	N.R.
Students Who Would Fail At Standard — State	72,800	44,800	22,400		
White	19,992	11,760	5,880		
Hispanic	41,328	25,256	13,776		
Af.A.	15,120	9,240	4,620		
Eco. Dis.	53,200	32,200	16,800		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

5th Science	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	40	30	27	24	
Students Who Would Fail At Standard — State	193,200	140,000	89,600		
White	59,976	36,456	19,992		
Hispanic	94,136	73,472	49,364		
Af.A.	36,960	30,680	21,840		
Eco. Dis.	116,200	92,400	64,400		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

10th Soc. St.	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	50	29	26	23	N.R.
Students Who Would Fail At Standard — State	103,600	78,400	56,000		
White	31,732	22,344	16,464		
Hispanic	56,252	42,476	28,700		
Af.A.	22,260	17,220	12,180		
Eco. Dis.	71,400	54,600	37,800		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

10th Science	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	55	35	31	27	
Students Who Would Fail At Standard — State	184,800	142,800	100,800		
White	62,328	43,512	29,400		
Hispanic	91,840	75,762	56,252		
Af.A.	34,020	28,140	20,580		
Eco. Dis.	113,400	93,800	70,000		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

11th Soc. St.	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	55	28	25	22	N.R.
Students Who Would Fail At Standard — State	67,200	42,000	22,400		
White	17,640	11,760	5,880		
Hispanic	37,884	24,108	12,628		
Af.A.	14,700	10,080	5,460		
Eco. Dis.	49,000	30,800	16,800		

TAKS Transition Passing Standard
Looking Beneath The Hood of 2 SEM Below the Panel

11th Science	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	55	30	27	24	
Students Who Would Fail At Standard — State	151,200	114,800	75,600		
White	51,744	36,456	23,520		
Hispanic	76,916	59,696	39,032		
Af.A.	31,500	25,620	18,900		
Eco. Dis.	96,600	75,600	50,400		

These tables were the basis the State of Texas used in establishing performance standards on the new TAKS.

What were the actual transitional passing standards? That table follows. While there may have been some slight content mastery changes, the 2 SEM standard was the foundation. As previously noted, the TAAS 'harder test' flip flop in the 1999-2000 academic year foreshadowed that the State would have to diminish the performance standards to keep the TAAS hoax alive.

But as you look at these TAKS transitional standards, take another peak in 3rd through 8th & 10 the what the value of TAAS grade level performance would be in the context of these standards.

Grade Level	Subj.	??? On TAKS Test	Need To Pass	% Need To Pass TAKS	Grade Level	Subj.	??? On TAKS Test	Need To Pass	% Need To Pass TAKS
3rd	Math	40	21	53%	11th	Math	60	25	42%
4th	Math	42	22	52%	11th	ELA/R	73	37	51%
5th	Math	44	24	55%	11th	Science	55	24	44%
6th	Math	46	23	50%	11th	Soc. St.	55	22	40%
7th	Math	48	22	46%	10th	Math	56	25	45%
8th	Math	50	24	48%	10th	ELA/R	73	41	56%
9th	Math	52	25	48%	10th	Science	55	27	49%
10th	Math	56	25	45%	10th	Soc. St.	50	23	46%
11th	Math	60	25	42%	9th	Math	52	25	48%
3rd	ELA/R	36	20	56%	9th	ELA/R	42	25	60%
4th	ELA/R	40	23	58%	8th	Math	50	24	48%
5th	ELA/R	42	25	60%	8th	ELA/R	48	25	52%
6th	ELA/R	42	21	50%	8th	Soc. St.	48	19	40%
7th	ELA/R	48	27	56%	7th	Math	48	22	46%
8th	ELA/R	48	25	52%	7th	ELA/R	48	27	56%
9th	ELA/R	42	28	67%	6th	Math	46	23	50%
10th	ELA/R	73	41	56%	6th	ELA/R	42	21	50%
11th	ELA/R	73	37	51%	5th	Math	44	24	55%
5th	Science	40	24	60%	5th	ELA/R	42	25	60%
10th	Science	55	27	49%	5th	Science	40	24	60%
11th	Science	55	24	44%	4th	Math	42	22	52%
8th	Soc. St.	48	19	40%	4th	ELA/R	40	23	58%
10th	Soc. St.	50	23	46%	3rd	Math	40	21	53%
11th	Soc. St.	55	22	40%	3rd	ELA/R	36	20	56%

While we are not going to spend nearly the time on the TAKS tests themselves, it is important to answer a a key question.

➢ Was the TAKS test at every grade level and every subject harder than its corresponding test in the TAAS era.
   o **UNEQUIVOCALLY YES**.

That is the exact reason that the State of Texas had to adopt performance standards that made it easier and reachable for below grade level, academically poor students to pass the tests to help Texas maintain as much of an image as possible for achieving its statutory and constitutional burden to close achievement gaps for at-risk, disadvantaged students statistically dominated by children of color.

Dr. William Howland, professor of math at St. Thomas University at the time of his reports, produced several analytical reports for George Scott. Two of the reports are referenced here because they directly relate to correlation analysis involving TAKS scores, PSAT scores, and classroom grades in Katy I.S.D. Dr. Howland , who is now retired, had working experience in participation and evaluation of public education issues.

TAKS PERFORMANCE CORRELATION WITH PSAT MATH

Data from "Tracking Math Course.xls" were copied to a working file, then all middle school data was eliminated as were ALL cases which did not have TAKS or PSAT math scores. Linear correlation and regression were used in an attempt to predict PSAT math scores from TAKS scores. A series of regressions for all the students at 50% mastery or above on TAKS or above using SPSS 14 was performed.

> There are very strong correlations present in the cohort of students with low content mastery on TAKS Math and PSAT Math scores.

- o While doing poorly on the TAKS up to the range of 60% content mastery (Constitutionally general equity passing level incidentally) quite accurately predicts doing poorly on the PSAT.
- o As the cohorts of students rises at or above the 70% content mastery on TAKS, the relationship between TAKS mastery and PSAT performance declines dramatically as TAKS scores rise.
  - ▪ Relationships between TAKS mastery and PSAT decline sharply between 65% and 80%.
  - ▪ Relationships between TAKS mastery and SAT scores from 85% to 99% decline further prompting Dr. Howland to conclude:
    - • **At higher levels of TAKS mastery, "…the TAKS has almost nothing to do with the PSAT math score…**

> How much harder is the TAKS test than the TAAS test?

o In a nutshell, it still 'topped' out at the higher levels of content mastery so that students who did not have superior or even high levels of grade level skills could achieve the higher performance standards on TAKS.

While the TRA had died on the vine from the results of political pressure and corresponding funding support, Dr. William Howland was retained by George Scott individually to address that issue using student-by-student correlation analysis in Katy I.S.D. on student performance on the Preliminary

Scholastic Aptitude Test (PSAT) and on classroom grades. The full report is available.

The reality is that because of the gross manipulation of STAAR test performance standards, nothing in that regard has materially changed through the current day.

We have already focused extensively on the detailed passing standards of current-day STAAR, Here are the original transitional passing standards from TAKS.

STAAR Passing Standards

Middle, High School (Transition from TAKS)

Grade Level	Subject	Content Mastery To Pass TAKS
End of Course	Algebra I	37%
End of Course	Algebra II	38%
End of Course	English 1 Reading	54%
End of Course	English II Reading	54%
End of Course	Geometry	35%
End of Course	U.S. History	41%
End of Course	World History	46%
End of Course	Biology	37%
6th	Reading	56%
6th	Math	42%
7th	Reading	54%
7th	Math	43%
7th	Writing	56%
8th	Reading	54%
8th	Math	39%
8th	Social Studies	50%
8th	Science	52%