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

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ID Panel Recommen. One SEM Below 73 73 47 44 64.4% 60.3% 179.200 168.000 65.856 63.564 78,064 73.472 33,180 99,400 78,400 98,000 Two SEM Below 73 41 56.236 158,000 63,564 73,472 11,500 96,600 72,800 92,400 88,200 II Panel Recommen. Des SEM Below 73 43 58,996 126,400 64,630 80,360 30,660 100,800 77,000 88,200 II Panel Recommen. Des SEM Below 73 40 54,896 168,000 64,630 80,360 30,660 100,800 77,000 59,400 Two SEM Below 73 40 54,896 168,000 62,328 74,420 28,980 96,600 71,400 93,800 Two SEM Below 73 37 50,736 136,800 58,800 70,028 27,300 92,400 65,800 86,800							English Lang	unge Arts	•					
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Two SEM Below 73 41 56.236 152,400 62,324 68,880 30,240 92,400 70,000 88,200 11 Panel Recommen, One SEM Below 73 43 58,9% 176,400 64,630 80,360 30,640 90,800 77,000 59,404 Une SEM Below 73 40 54,8% 168,000 62,328 74,420 28,980 96,604 74,400 93,600 Two SEM Below 73 37 50,7% 136,800 58,800 70,028 27,300 92,400 65,800 86,800		One SEM Below	71	44	60.146	168.000	61.504	73.472	31,500	96,600	72.800	92.400		
Panel Recomment 73 43 58,996 176,400 64,630 80,360 30,660 100,800 77,000 99,400 One SEM Below 73 40 54,896 168,000 62,328 74,420 28,920 96,600 78,400 93,600 Two SEM Below 73 37 50,736 136,800 58,800 70,028 27,300 92,400 65,800 86,800		Two SEM Below	73	41	56.2%	152,400 -	62,328	68,880	30,240	92,400	70,000	88,200		
II Panel Recommen. 73 43 58,9% 176,400 64,630 \$0,160 30,660 100,800 77,000 \$9,460 One SEM Below 73 40 54,8% 168,000 62,328 74,420 28,980 96,604 74,400 93,800 Two SEM Below 73 37 50.7% 136,800 58,800 70,028 27,100 92,400 65,800 86,800			a											
Cno 3 EM Below 73 40 54,8% 168,000 62,328 74,420 28,980 96,609 74,400 93,809 Two 8 EM Below 73 37 50,7% 136,800 58,800 70,028 27,100 92,400 65,800 86,800	11	Panel Recommen,	73	43	58.9%	176,400	64,630	\$0,160	30,6-50	100,000	77,000	99,400		
Two KEM Below 73 37 50.7% 136,800 58,600 70,028 27,100 92,400 65,600 86,800		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%	136,800	58,800	70,021	27,300	92,400	65,800	85,800		

* An case y rating of 2 or higher is required for Met Standard on the English Language Arts tools.

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

			5.				Met	Standard	1		
Grade	Standard	Total TAKS Test Itaga	TAKS Rarr Score Cut	% of Total TAKS Test liens	All Studenge (200,600)	White Students (117,690)	Hispanie Students (114,890)	African American Studianta (42,000)	Male Studenta (140,000)	Feinele Students (140,000)	Economically Diandy, Studepta (140,030)
1	Panel Recommen-	40	27	47.5%	10.600	22 144	45 920	21,420	42 000	46.200	60.200
	One SBM Below	40	24	60.0%	38,800	12.936	10,996	15.540	26,000	10,800	42 000
	Two SEM Below	40	21	52.5%	36.400	7.056	18,168	10.080	16,800	18,200	26.600
	TA	STLI of 70:	19	47.5%		11000	142.00		11,011	10,200	
4	Pagel Recommen.	42	28	65.7%	95,200	24.696	49,164	21.840	44,800	49,000	64.400
	One SEM Below	42	25	19.1%	64.400	15.788	14.440	15,380	30,800	13,600	46,200
	Two SEM Below	42	22	52.4%	39,200	8,232	21,812	10,500	19,600	21,000	29,400
	TA	STLI of 70:	16	38.1%	1.1	-	-				
5	Panel Recommen	44	20	68,2%	117,600	34.104	\$7,400	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	\$4.5%	47.600	11,760	25,256	12,600	23,800	23,800	33,600
	TA	STLI of 70:	13	29.5%							
6	Panel Recommen	46	20	63.0%	174 400	41.160	67 783	27 730	67 200	67 200	86 800
	One SEM Below	. 46	26	56 546	103 600	29.400	12 016	22 680	51 200	10,400	20,000
	Too SPM Below	46	21	50.0%	75 600	18 816	40 180	11 320	19 200	16 400	51 800
	TAJ	S TLI of 70;	n	23.9%			40,100	.,,	27,200	30,000	31,400
,	Pagel Recommen		28	58 786	162 400	\$1.744	80 360	11 920	81 200	81 200	100 800
	One SIM Below	48	25	57 1%	131 600	18 808	66 584	27 100	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
	TA	STLIOF 70:	,	18.8%			24274	11,140	47,000	10,200	0.,000
8	Panel Recommen.	50	30	60,0%	165,200	52,920	81,508	32,760	81,200	84,000	100,800
	One SEM Below	50	27	54.0%	134,400	30,984	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	\$0,400	67,200
	· TAJ	S TLI of 70:	10	20.0%							
	Panel Recommen.	52	31	39.6%	170,800	54,095	84,952	32,340	85,400	84,000	105,000
	One SBM Below	52	28	33.8%	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	38.9%	79,200	63,504	84,95Z	34,020	69,600	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	36	25	44,6%	114,800	36,456	57,400	23,940	38,800	\$4,600	71,400
	TAJ	S TLI of 70:	10	17.9%							
1.	Panel Recomment	60	33	55.0%	173,600	62,328	\$3,804	33,600	\$6,800	85,400	105,000
	One SEM Below	60	29	48.3%	145,500	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	34,600	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?

							Met	Standard	1		
Grade Standar	Standard	Telal TAXS ndard Test Itees	Total TAKS TAKS Rew at Items Score Cat	% of Total TAK5 Tast (tapa	All Students (260,000)	White Students (117,600)	Hispanic Siedente (114,000)	Africus American Studanta (42,000)	Male Students (140,000)	Female Students (140,000)	Economical Diradv. Studenta (140,004)
						Writ	log •				
4	Panel Recommon.	32	22	68.8%	75.600	24.696	37.884	15 120	44,800	12 200	50.400
	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	\$6.3%	50,400	15,288	24,108	10,500	29,400	19,600	33,600
,	Pagel Recommen	"	28	61.6%	R1 200	24 822	41 178	16.060		24.000	** ***
,	One SEM Below		26	19 184	70,000	23,872	14,526	13,960	33,200	28,000	54,000
	Two SEM Below	44	24	34.5%	61,600	19,992	29,848	12,180	42,000	18,200	40,600
		•				Social S	itudies				
							1001020	1000000		101000	1000006
*	Panel Recomment	48	25	52.1%	72,800	19,992	41,328	15,120	36,400	37,860	\$3,200
	One SEM Below	48	22	45.8%	44,800	11,760	25,256	9,240	22,400	22,400	32,200
	I WO GRIM INCOM	-10	14	39.5%	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	\$2.0%	78,400	22,344	42,476	17,220	42,000	36,400	54,600
	Two SEM Bolow	50	23	46.0%	56,000	16,464	28,700	12,180	30,800	23,860	37,800
· 11	Pagel Recommen.	53	28	50.9%	67,200	17.640	37.884	14,700	13,600	33,600	49.000
	One SBM Below	55	25	45.5%	42,000	11,760	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
						Scie	nce				
5	Panel Recommen.	40	30	75.0%	193.200	59.976	94,136	35.960	89,600	162,200	116,200
	One SEM Below	40	27	57.5%	140,000	36,456	73,472	30,660	64,400	75,500	92,400
	Two SEM Below	40	24	60.0%	89,600	19,992	49,364	21,640	40,600	49,000	64,400
10	Panel Recommen	55	15	63.6%	184,800	62 328	91 840	14 020	91,000	95,200	113.400
	One SEM Below	55	31	36.4%	142,800	43.512	75,768	28,140	71,600	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	Parel Recommen.	55	30	54.5%	151,200	51.744	76.916	31,500	74,200	77.000	96,500
	One SBM 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

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

An easay rating of 2 or higher In required for Met Standard and an easay rating of 3 or higher is required for Commended on the grades 4 and 7 verifing 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

<u>Texas Education Agency – Transition TAAS to TAKS:</u> <u>Overnight Devaluation of TAAS</u>

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	FLA	36	19	53%
4	FLA	40	16	40%
5	FLA	42	17	40%
6	ELA	42	16	38%
7	FLA	48	18	38%
8	FLA	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 criterionreferenced 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 gradelevel 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 Trans	sition I	Passin	g Stan	dard	TAKS Transition Passing Standard						
Looking Beneat	h The Ho	od of 2 S	EM Belo	w the Pa	Looking Beneat	h The Ho	od of 2 S	EM Belo	w the Pa	nel	
5th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	5th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	42	29	27	25	18	RAW CUT SCORE	44	30	27	24	13
Students	State	92,400	75,600	51,600		Students	92,400	117,600	78,400	47,600	
Who Would	White	22,344	17,640	14,112		Who Would	22,344	34,104	19,992	11,760	
	Hispanic	51,660	42,476	34,440			51,660	57,400	40,180	25,256	
Fall At	Af.A.	19,740	16,380	13,860		Fall At	19,740	25,200	18,480	12,600	
Standard	Eco. Dis.	64,400	53,200	44,800		Standard	64,400	74,200	51,800	33,600	

In 5^{th} grade reading, the table shows that the projected failure rates would drop dramatically if the State adopted the 2 SEM performance standard. In 5^{th} 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 Trans	sition I	Passin	g Stan	dard	TAKS Transition Passing Standard						
Looking Beneat	h The Ho	od of 2 S	EM Belo	w the Pa	Looking Beneath The Hood of 2 SEM Below the Panel						
6th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	6th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?
RAW CUT SCORE	42	27	24	21	16	RAW CUT SCORE	46	29	26	23	11
Students	State	89,800	67,200	47,600		Students	State	134,400	103,600	75,600	
Who Would	White	23,520	16,464	10,584		Who Would	White	41,160	29,400	18,816	
	Hispanic	48,216	37,884	27,552			Hispanic	67,732	53,956	40,180	
Fall At	Af.A.	18,900	14,700	10,920		Fall At	Af.A.	27,720	22,680	17,220	
Standard	Eco. Dis.	61,600	47,600	35,000		Standard	Eco. Dis.	86,800	70,000	51,800	

TAKS Trans	ition	Passin	g Stan	dard		TAKS Trans	sition	Passin	g Stan	dard	
Looking Beneat	h The H	ood of 2 S	EM Belo	w the Pa	anel	Looking Beneat	h The H	lood of 2	SEM Belo	w the P	anel
7th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	7th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAA Worth?
RAW CUT SCORE	48	33	30	18	_	RAW CUT SCORE	48	28	25	22	9
Students	State	100,800	78,400	58,800)	Students	State	162,400	131,600	95,20	0
Who Would	White	25,872	19,992	14,112	<u>.</u>	Who Would	White	51,744	38,808	25,87	2
Fail At	Hispanic	55,104	44,772	34,440	<u>'</u>	Fail At	Hispanic	80,360	66,584	50,51	2
Standard	Af.A.	21,420	17,220	13,440	2	Standard	Af.A.	31,920	27,300	21,84	0
Stanuaru	Eco. Dis.	70,000	56,000	43,400		Stanuaru	Eco. Dis.	100,800	85,400	64,40	0
FAKS Trans	ition	Passin	g Stan	dard		TAKS Trans	sition	Passin	g Stan	dard	
ooking Beneat	h The H	ood of 2 S	EM Belo	w the P	anel	Looking Beneat	h The H	lood of 2	SEM Belo	w the P	anel
8th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	8th Math	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAA Worth
RAW CUT SCORE	48	34	31	28	15	RAW CUT SCORE	50	30	27	24	10
Students	State	100,800	81,200	64,400)	Students	State	165,200	134,400	100,80	0
Who Would	White	ih	22,344	17,640	2	Who Would	White	52,920	39,984	27,04	8
Fail At	Hispanic	52,808	42,476	34,440)	Fail At	Hispanic	81,508	68,880	52,80	8
Standard	Af.A.	2,100	17,220	13,860	2	Standard	Af.A.	32,760	28,560	23,10	0
TAKS Trar	sitior	n Passi	ing St	andar	d	TAKS Tran	sition	n Passi	ing Sta	andar	ď
TAKS Tran	sition the Hoo # Test	D Passi	M Below	andar the Pane	d I Pass TAAS	TAKS Tran	sition the Hoo # Test	n Passi od of 2 SE	M Below t	andar he Pane	d I Pass TAAS
TAKS Tran Looking Beneath 9th Reading	the Hoo # Test ????	Panel Rec.	Ing Sta M Below 1 1 SEM	andar the Pane 2 SEM	d / Pass TAAS Worth?	TAKS Tran Looking Beneath 9th Math	the Hoo # Test ????	1 Passi od of 2 SEI Panel Rec.	Ing Sta M Below to 1 SEM	andar he Pane 2 SEM	Pass TAAS Worth?
TAKS Tran Looking Beneatl 9th Reading Raw Score Cur	# Test ???? 42 State	Panel Rec.	Ing Sta M Below 1 1 SEM 27 89,600	andar the Pane 2 SEM 25 64 400	d J Pass TAAS Worth? NA	TAKS Tran Looking Beneath 9th Math Raw Score Cut	sition the Hoo # Test ???? 52 State	Panel Rec.	Ing Sta M Below to 1 SEM 28 140.000	andar he Pane 2 SEM 25 109 200	d Pass TAAS Worth? NA
TAKS Tran Looking Beneath 9th Reading Raw Score Cur Students	# Test ???? 42 State White	Passion Passion Panel Rec. 29 112,000 34 104	ing Sta M Below 1 1 SEM 27 89,600 25.872	andar the Pane 2 SEM 25 64,400 17 640	d / Pass TAAS Worth? NA	TAKS Tran Looking Beneath 9th Math Raw Score Cut Students	sition the Hoo # Test ???? 52 State White	1 Pass od of 2 SEI Panel Rec. 31 170,800 54 096	Ing Sta M Below to 1 SEM 28 140,000 41160	2 SEM 25 109,200 30,576	rd Pass TAAS Worth? NA
TAKS Tran Looking Beneath 9th Reading Raw Score Cur Students Who Would	sition the Hoo #Test ???? 42 State White Hispanic	Panel Rec. 29 112,000 34,104 56,252	ng St M Below 1 SEM 27 89,600 25,872 45,920	andar the Pane 2 SEM 25 64,400 17,640 34,440	d / Pass TAAS Worth? NA Not	TAKS Tran Looking Beneath 9th Math Raw Score Cut Students Who Would	sition the Hoo #Test ???? 52 State White Hispanic	Panel Rec. 31 170,800 54,096 84,952	Ing Sta M Below to 1 SEM 28 140,000 41,160 73,324	andar he Pane 2 SEM 25 109,200 30,576 58,548	d Pass TAAS Worth? NA Not Very
TAKS Tran Looking Beneat 9th Reading Raw Score Cur Students Who Would Fail At	sition the Hoo #Test ???? 42 State White Hispanic Af.A.	Panel Rec. 29 112,000 34,104 56,252 20,580	Ing Sta M Below 1 SEM 27 89,600 25,872 45,920 17,220	andar the Pane 2 SEM 25 64,400 17,640 34,440 12,600	d / Pass TAAS Worth? NA Not Very Much	TAKS Tran Looking Beneath 9th Math Raw Score Cut Students Who Would Fail At	sition the Hoo #Test ???? 52 State White Hispanic Af.A.	1 Passi od of 2 SEI Panel Rec. 31 170,800 54,096 84,952 32,340	Ing Sta M Below to 1 SEM 28 140,000 41,160 73,324 28,140	andar he Pane 2 SEM 25 109,200 30,576 58,548 22,680	rd Pass TAAS Worth? NA Not Very Much
TAKS Tran Looking Beneat 9th Reading Raw Score Cur Students Who Would Fail At Standard	sition #Test ???? 42 State White Hispanic Af.A. Eco. Dis.	Panel Rec. 29 112,000 34,104 56,252 20,580 70,000	Ing Sta M Below 1 SEM 27 89,600 25,872 45,920 17,220 57,400	andar the Pane 2 SEM 25 64,400 17,640 34,440 12,600 43,400	d Pass TAAS Worth? NA Not Very Much	TAKS Tran Looking Beneath 9th Math Raw Score Cut Students Who Would Fail At Standard	Sition the Hoo #Test ???? 52 State White Hispanic Af.A. Eco. Dis.	Panel Rec. 31 170,800 54,096 84,952 32,340 105,000	Ing Sta M Below to 1 SEM 28 140,000 41,160 73,324 28,140 91,000	andar he Pane 2 SEM 25 109,200 30,576 58,548 22,680 72,800	d Pass TAAS Worth? NA Not Very Much
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TAKS Tran Looking Beneat 9th Reading Raw Score Cur Students Who Would Fail At Standard TAKS Tran Looking Beneat 10th Math Raw Score Cur Students Who Would	sition # Test ???? 42 State White Hispanic Af.A. Eco. Dis. Sition # Test ???? 56 State White	Panel Rec. 29 112,000 34,104 56,252 20,580 70,000 Dec of 2 SEC Panel Rec. 33 179,200 63,504	Ing Sta <i>H Below</i> 1 SEM 27 89,600 25,872 45,920 17,220 57,400 57,400 Ing Sta M Below 1 SEM 29 151,200 51,744	andar the Pane 2 SEM 25 64,400 17,640 34,440 12,600 43,400 andar the Pane 2 SEM 25 114,800 36,456	d Pass TAAS Worth? NA Not Very Much d Pass TAAS Worth? 10 Not	TAKS Tran Looking Beneath 9th Math Raw Score Cut Students Who Would Fail At Standard TAKS Tran Looking Beneath 11th Math Raw Score Cut Students Who Would	Sition #Test ???? 52 State White Hispanic Af.A. Eco. Dis. Sition #Test ???? 60 State White	Panel Rec. 31 170,800 54,096 84,952 32,340 105,000	Ing Sta M Below to 1 SEM 28 140,000 41,160 73,324 28,140 91,000 Ing Sta M Below to 1 SEM 29 145,600 51,744	andar he Pane 2 SEM 25 109,200 30,576 58,548 22,680 72,800 74,800 74,9000 74,9000 74,9000 74,9000 74,9000 74,9000 74,9000 74,90000 74,9000000000000000000000000000000000000	d Pass TAAS Worth? NA Not Very Much d Pass TAAS Worth? NA
TAKS Tran Looking Beneat 9th Reading Raw Score Cur Students Who Would Fail At Standard TAKS Tran Looking Beneat 10th Math Raw Score Cur Students Who Would Fail At	sition # Test ???? 42 State White Hispanic Af.A. Eco. Dis. Sition # Test ???? 56 State White Hispanic	Passi od of 2 SE Panel Rec. 29 112,000 34,104 56,252 20,580 70,000 D Passi od of 2 SE Panel Rec. 33 179,200 63,504 84,952	Ing Sta M Below 1 SEM 27 89,600 25,872 45,920 17,220 57,400 57,400 17,220 57,400 17,220 57,400 17,220 57,400 17,220 51,744 73,472	andar the Pane 2 SEM 25 64,400 17,640 34,440 12,600 43,400 andar the Pane 2 SEM 25 114,800 36,456 57,400	d / Pass TAAS Worth? NA Not Very Much d / Pass TAAS Worth? 10 Not Very	TAKS Tran Looking Beneath 9th Math Raw Score Cut Students Who Would Fail At Standard TAKS Tran Looking Beneath 11th Math Raw Score Cut Students Who Would Fail At	Sition # Test ???? 52 State White Hispanic Af.A. Eco. Dis. Sition # Test ???? 60 State White Hispanic	Panel Rec. 31 170,800 54,096 84,952 32,340 105,000 D Passi panel Rec. 33 173,600 62,328 83,804	Ing Sta M Below to 1 SEM 28 140,000 41,160 73,324 28,140 91,000 Ing Sta M Below to 1 SEM 29 145,600 51,744 72,324	andar he Pane 2 SEM 25 109,200 30,576 58,548 22,680 72,800 2,680 72,800 andar he Pane 2 SEM 25 117,600 39,984 59,696	rd Pass TAAS Worth? NA Not Very Much rd Pass TAAS Worth? NA Not Very
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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 Trans	sition l	Passin	g Stan	dard		TAKS Transition Passing Standard						
Looking Beneat	h The Ho	ood of 2 S	EM Belo	w the Pa	nel	Looking Beneat	h The Ho	od of 2 S	EM Belov	w the Pa	nel	
10th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	11th Reading	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	
RAW CUT SCORE	73	47	44	41	N.R.	RAW CUT SCORE	73	43	40	37	_	
Students	State	179,200	168,000	162,400		Students	State	176,400	168,000	156,800		
Who Would	White	65,856	63,504	62,328		Who Would	White	64,680	62,328	58,800		
	Hispanic	78,064	73,472	68,880			Hispanic	80,260	74,420	70,028		
	Af.A.	33,100	21,500	20,240		Fall At	Af.A.	38,660	28,900	27,300		
Standard	Eco. Dis.	98,000	92,400	88,200		Standard	Eco. Dis.	99,400	93,500	86,800		
TAKS Trans	sition I	Passing	g Stan	dard		TAKS Trans	sition I	Passin	g Stand	dard		
Looking Beneat	h The Ho	ood of 2 S	EM Belo	w the Pa	nel	Looking Beneat	h The Ho	od of 2 S	EM Belov	w the Pa	nel	
8th Soc. St.	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	5th Science	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	
RAW CUT SCORE	48	25	22	19	N.R.	RAW CUT SCORE	40	30	27	24		
Students	State	72,800	44,800	22,400		Students	State	193,200	140,000	89,600		
Who Would	White	19,992	11,760	5,880		Who Would	White	59 <i>,</i> 976	36,456	19,992		
Fail At	Hispanic	41,328	25,256	13,776		Fail At	Hispanic	94,136	73,472	49,364		
Ctondord	Af.A.	15,120	9,240	4,620		Standard	Af.A.	36,960	30,680	21,840		
Standard	Eco. Dis.	53,200	32,200	16,800		Standard	Eco. Dis.	116,200	92,400	64,400		
TAKS Trans	sition I	Passing	g Stan	dard		TAKS Trans	sition I	Passing	g Stand	dard		
Looking Beneat	h The Ho	od of 2 S	EM Belo	w the Pa	nel	Looking Beneat	h The Ho	od of 2 S	EM Belov	w the Pa	nel	
10th Soc. St.	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	10th Science	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	
RAW CUT SCORE	50	29	26	23	N.R.	RAW CUT SCORE	55	35	31	27		
Students	State	103,600	78,400	56,000		Students	State	184,800	142,800	100,800		
Who Would	White	31,732	22,344	16,464		Who Would	White	62,328	43,512	29,400		
	Hispanic	56,252	42,476	28,700			Hispanic	91,840	75,762	56,252		
Fail At	Af.A.	22,260	17,220	12,180		Fall At	Af.A.	34,020	28,140	20,580		
Standard	Eco. Dis.	71,400	54,600	37,800		Standard	Eco. Dis.	113,400	93,800	70,000		
TAKS Trans	sition I	Passin	g Stan	dard		TAKS Trans	sition I	Passin	g Stan	dard		
Looking Beneat	h The Ho	ood of 2 S	EM Belo	w the Pa	nel	Looking Beneat	h The Ho	od of 2 S	EM Belov	w the Pa	nel	
11th Soc. St.	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	11th Science	# Test ????	Panel Recom.	1 SEM	2 SEM	Pass TAAS Worth?	
RAW CUT SCORE	55	28	25	22	N.R.	RAW CUT SCORE	55	30	27	24		
Students	State	67,200	42,000	22,400		Students	State	151,200	114,800	75,600		
Who Would	White	17,640	11,760	5,880		Who Would	White	51,744	36,456	23,520		
Fail At	Hispanic	37,884	24,108	12,628		Fail At	Hispanic	76,916	59,696	39,032		
Standard	Af.A.	14,700	10,080	5,460		Standard	Af.A.	31,500	25,620	18,900		
Standard	Eco Dis	49 000	30 800	16 800		Standard	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.

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%

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.

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.

• <u>UNEQUIVOCALLY YES</u>.

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.
 - 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.
 - 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?

• 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-bystudent 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%							