

**George H. Scott**  
**518 Earls Court \* Katy \* 77450 \* 281-818-7872**

Monday, March 11, 2024

Dr. Kenneth Gregorski, Superintendent

**Board Members:**

Victor Perez, President

Amy Alsheikh Thieme, Vice-President

Dawn Champagne, Secretary

Lance Redmon, Member

Rebecca Fox, Member

Morgan Calhoun, Member

Mary Ellen Cuzela, Member

How much independent knowledge as board members do you have regarding the standards, methodologies, and actual meaning of the State's student testing and accountability system? Should a board member have sufficient independent knowledge based upon independent research to not be substantially dependent upon the TEA or a superintendent's and administrative team's evaluation assertions of the system?

Do parents have a right and need to expect you as board members to be substantially and independently knowledgeable of more than perfunctory awareness of the testing and accountability system to the degree you can achieve a higher level of due diligence in your service to students, parents, and classroom teachers?

I cannot answer those questions about your personal standards for you. Nor can I read what is provided here for you. What I do know is that if you read this information including the separate monograph tracking the three-decade history of this system, the pieces of the puzzle will become more clear than they likely are today. If you embrace the request, you can provide an historic service to the institution of public education.

I wish that it were possible to write a briefer narrative for this communication. However;

- The scope and importance of producing the data precisely, explaining why it is important to parents, and explaining some of the nuances of data retrieval in advance make that impossible.
- Since this will NOT be a formal public information request which would give me statutory access for direct communication with district officials including the legal department, there are things that must be noted.
- Because of its extraordinary importance and value the end result of this project could mean and provide to parents of Katy I.S.D. – and statewide - there are things that need to be said.
- The Texas Education Agency's manifest academic dishonesty and gross deception of academic performance standards at all the various STAAR 'passing' and 'grade-level' tests means that parents have a compelling need to have an academic 'autopsy' that ONLY this kind of data can provide IF analyzed with honesty and integrity absent the conflicted interests of TEA or individual ISD's.
- School districts' (including Katy I.S.D.) routine approach to glossing over the underling reality of student academic performance within the testing and accountability system harms parents' legitimate needs in protecting the academic futures of their children.

- The reality that Katy I.S.D. – one of the ‘higher performing’ districts in Texas - has profound academic achievement gaps among student populations to different degrees at most elementary, junior high, and high schools (profound gaps at many) the scope of which are camouflaged by the TEA’s gross academic performance standards through malfeasant and deliberate deception.
- This school board’s apparent preoccupation with ideological priorities separate and apart from rigorous and credible review of student academic performance gives credence to the notion that the Board may not be as interested in rigorous understanding of student academic performance in the TEA system. I am willing to bridge the gap that might separate us to see if we can find a common denominator of potential agreement. Sincerely, I want to help you. I have lost confidence in the superintendent I played a major role in hiring. I have no permanent friends or permanent enemies.

Let me reiterate. To be certain, this is **NOT** a formal public information request by George Scott pursuant to the Public Information Act of Texas (PIA). Thus:

- I am asking that Superintendent Gregorski invoke his administrative authority to produce the information at no cost to me or the general public that would permit a full, comprehensive analysis of significant student academic performance of Katy I.S.D. in FERPA compliant format that would allow truly independent academic and reliable statistical and correlation analysis. Such an independent analysis would subsequently occur at no cost to the district’s taxpayers. Of course, the district would maintain its authority to perform its own analytical processes, however conflicted.
- If Dr. Gregorski fails to provide the full range of this data, then this letter asks each board member to exercise their individual or communal statutory authority to produce the information such that independent analysis not compromised by vested interests can be made available to the parents of students in Katy I.S.D. So be it if that should require an action item on a public meeting agenda.

While explained in much more detail after narrative remarks, I am asking you to produce six Data Sets seeking student-by-student academic performance data on a full range of academic metrics tested by the Texas Education Agency and specific Katy I.S.D. data to which valuable correlation analysis can be performed that would answer a lot of questions that many parents and too many school board members do not yet know to ask.

Before getting into the data that I am asking the superintendent to produce or for the Board to order the superintendent to produce, I will offer my brutal assessment based on my 51-year professional career in the public policy arena.

- ❖ I have grave doubts that Supt. Gregorski will voluntarily produce the information. The reality is that superintendents throughout Texas have a prolonged, three-decade practice of telling parents some of the truth some of the time and all of the truth none of the time when it comes to a full, accurate, and credible assessment of student academic performance in the TEA’s malfeasant system of standards. As noted, I have lost confidence in the superintendent to do what is needed.
- ❖ Too many school board members throughout Texas simply do not take the time to credibly understand the nuances and methodologies of the student testing and accountability system. My career experience tells me that too many school board members don’t know enough to know what they don’t know which makes being ‘spoon fed’ official versions of an alternate reality an impediment to serious independent inquiry. Whatever my differences with the board’s current majority, I hope the result here will be different.

- ❖ Here is an absolute fact with certitude. This data – which can be produced in complete compliance with FERPA standards – on Katy I.S.D. will allow parents unparalleled insight into the full scope of the TEA’s testing schemes. The resulting analysis by my team of independent academic and statistical experts would set a Texas and national standard of improving the knowledge and ability of parents to protect their children from the kind of abuse that the TEA has imposed upon children, classroom teachers, and other educational professionals for some 30 years.

We have now reached a point in Texas where the systemic manipulation of academic integrity has harmed public education. The forces that have imposed this harm now want to complete the disintegration of the public education system. Vouchers – unless there is a strong analytical product in place by January with a rational and forceful strategy – will almost certainly accelerate the destruction that Texas has done to the public education system. Katy I.S.D. and other districts in Texas have been, in effect, hijacked and intimidated into being the State’s enforcer of the TEA’s gross deception that has served the State’s interests – not children and their families.

If you choose to help advance the process of providing the data to the public, I will help you navigate the retrieval process of which you might have limited experience to ensure that the administration is not complicating the process. The data is intricate; not complicated; and the specific nature of the data has been provided in the past – FERPA compliant – by Katy I.S.D., other school districts, the TEA, and the Texas Higher Education Coordinating Board. Specific retrieval issues can be efficiently handled.

**SPECIFIC NOTATIONS ABOUT ELEMENTS OF THE DATA  
YOU HAVE BEEN ASKED TO PRODUCE**

- **A Due Diligence Representation The Request Does NOT Violate FERPA  
Or FERPA Can Be Managed With Targeted Strategies -**

There are 6 sets of data you are asked to produce administratively or by board mandate.

I am not going to apologize for being hyper-explicit here. I have decades of experience in obtaining such data. I know the games that can be played by any government that would sabotage the integrity of research. IF you choose to pursue the production of this data, I can and will help protect your efforts in terms of ultimate research integrity. This is NOT a game. The devil of ‘honest’ is in the details which must not be tampered or ‘gamed’ or compromised accidentally or strategically.

There’s a common denominator to all six which is described and reflected in the ‘mock up’ excel spreadsheets that are provided here.

**COLUMN A:**

Column A refers to the fact that each student in Texas has a unique student identifier number that is ABSOLUTELY NOT available as a FERPA compliant disclosure. However, that unique student identifier is the methodology that is used to retrieve a range of student academic information for that INDIVIDUAL STUDENT.

THAT NUMBER IS 100% confidential and absolutely is NOT REQUESTED. Column 1 in each of the data sets refers to a Student 1, Student 2, Student 3, etc, etc. that IS FERPA COMPLIANT.

The data requested may come from various ISD data sets. In each and every instance, the FERPA protected ID number should correspond to the FERPA compliant student identifier (Student 1, etc) such that the integrity of student-by-student analysis on multiple academic metrics can be statistically reliable.

Katy I.S.D., other school districts throughout Texas including Houston I.S.D. and others, the TEA, and the Texas Higher Education Agency have provided ‘student-by-student’ data using this methodology in response to my prior actual public information requests. These data sets are intricate but not complex.

## **FERPA COMPLIANCE: More Points**

Each of the six data sets you have been asked to produce can absolutely without question conform to the rigorous standards of FERPA for, among these reasons, the following:

- **ETHNICITY:** While ethnicity of individual students in the data that you are asked to produce is targeting White, Asian, African-American, and Hispanic, all other categories such as “two or more” can be lumped into OTHER. There is ZERO chance that the individual identity of any student in a district as large as Katy I.S.D. could be individually identified which is the basis of FERPA protection. The total number of students in the primary ethnicities sought FAR, FAR exceeds the FERPA disclosure standards. And, by lumping the other “ethnicities” into the broad category of OTHER adds to FERPA protections.
- **CAMPUS DATA:** By NOT requesting campus data identification on a student-by-student basis, the potential of individual identification makes impossible any breeches of individual student identity. There are tens of thousands of individual students across grade levels. It is not even theoretically possible that the public could conclude the performance of an individual student which would violate FERPA.

## **PRIMARY ADMINISTRATION OF TESTS Defined:**

- **PRIMARY ADMINISTRATION:** Over the course of an academic year – 2022-2023 for instance – there are multiple administrations of various tests including STAAR. In every instance except as explicitly noted for specific “re-test” administrations of the end of course English I test, the data sought is absolutely to obtain information for the following:
  - The INITIAL, primary administration of STAAR and TELPAS administrations in particular for which the majority of students in the State of Texas take the first test in a regular chronological order of grade-level advancement.
    - For STAAR, this is typically depending upon the exact test, late winter (TELPAS) or initial grade-level spring administrations (STAAR).
    - UNLESS explicitly noted in the single case of English I EOC ‘retake’, the primary administration should be interpreted to **exclude** alternative test dates, Spanish tests, and other forms or versions of tests or re-tests during the academic year.
    - SCALE scores for test results are requested. It is absolutely essential that in each and every case, the academic year of the test and the scale score be noted for the primary administration involving the majority of students. IF Board members have any question on this technicality, feel free to consult with me. The administration could sabotage statistical certitude if it played games on this matter.

As it relates to PRIMARY ADMINISTRATION, let me emphasize the following:

- Scale scores requested relate directly to content mastery on the results of the test, thus the failure standards, the below grade-level standards, the ‘passing’ standards and the ‘grade-level’ standards can be noted. The scale scores that are produced in the context of this data information MUST correlate to a specific test and specific academic year. PERIOD. This is NOT brain surgery; it is NOT complicated: it is absolutely identifiable with certitude. There can be NO excuse for not showing the scale score in the context of the precise administration

of the test. There are no “mix and match” results requested. That is the 100% reason that the request seeks test results from the PRIMARY administration during an academic year defined as the test for which the vast majority of students at a grade level took that grade level test for the first time whether it is STAAR or TELPAS.

What follows will be narrative description of the precise data you are being asked to produce for each of the six data sets. In addition to the narrative description, you have also been provided a ‘mock up’ screenshot in excel format further demonstrating the data which you are asked to produce.

## **DATA SET 1: 2018-19 12<sup>TH</sup> Grade Enrollment Cohort**

## **DATA SET 2: 2022-23 12<sup>TH</sup> Grade Enrollment Cohort**

## **DATA SET 3: 2023-24 12<sup>TH</sup> Grade Enrollment Cohort**

Data sets 1,2, and 3 are structured identically although they track three DIFFERENT cohorts of students as noted above and in the screenshots that are also provided.

Each of these data sets would start with the cohort of students enrolled in the 12<sup>th</sup> grade for the academic year noted – whether the students graduated or not that year. There are 43 separate columns of data sought. It is important to note that the district may ‘store’ different sets of performance data separately. It is the FERPA protected student identifier (not requested) that allows all of the data to be retrieved and consistently ‘companioned’ with the FERPA PROTECTED STUDENT IDENTIFIER – Student 1, Student 2, etc.

Recall that ethnicity descriptions include: White, African-American, Asian, Hispanic with other ethnicities grouped as OTHER.

- Columns 1 & 2: The FERPA protected student identifier and ethnicity of the student.
- Columns 3 & 4: Graduation status of the 12<sup>th</sup> grader and whether the graduation was the result of an Individual Graduation Committee.
- Columns 5-14: The scale score and the academic year that the student FIRST took the end of course assessments as noted. As explained before, the test results sought or for the primary administration – generally in the spring – when the majority of Texas students take the test(s) for the first time.
- Columns 15-16: If a student re-took the English I end of course assessment because of a failed prior administration, the scale score and the academic year of the retest is sought.
- Columns 17-21: The student’s official SAT/ACT scores as noted.
- Columns 22-31: The student’s first semester and second semester classroom grades for the academic subjects noted.
- Columns 32-35: The student’s TSI test scores in reading and math and the academic year the test was administered.
- Columns 36-43. The student’s TELPAS scores in the 12<sup>th</sup>, 11<sup>th</sup>, 10<sup>th</sup>, and 9<sup>th</sup> grades and the academic year that each test was administered.

To be certain, it is almost certain that every student did NOT take every assessment for which data is sought. In such instances, the column would remain blank indicating there was no performance data available.

## **DATA SET 4: 2018-19 8<sup>th</sup> Grade Enrollment Cohort**

Data set 4 tracks the enrollment of the district’s 8<sup>th</sup> grade class in 2018-19. It seeks 59 columns of data on student academic performance.

Recall that ethnicity descriptions include: White, African-American, Asian, Hispanic with other ethnicities grouped as OTHER.

- Columns 1 & 2: The FERPA protected student identifier and ethnicity of the student.
- Columns 3 & 4: Graduation status of the student and whether the graduation was the result of an Individual Graduation Committee.

Columns 5-14	The scale score of the student’s performance on the 8 <sup>th</sup> grade STAAR tests of reading, math, writing, and social studies. Some 8 <sup>th</sup> graders take the EOC Algebra 1, If the student took EOC Algebra test in this 8 <sup>th</sup> grade year, note the results as indicate.
Columns 15-24:	The scale score and the academic year that the student FIRST took the end of course assessments as noted if the student did not take Alg. I at the end of the 8 <sup>th</sup> grade. As explained before, the test results sought or for the primary administration – generally in the spring – when the majority of Texas students take the test(s) for the first time.
Columns 25-29:	The student’s official SAT/ACT scores as noted.
Columns 30-39:	The student’s first semester and second semester classroom grades for the academic subjects noted.
Columns 40-43:	The student’s TSI test scores in reading and math and the academic year the test was administered.
Columns 44-53.	The student’s TELPAS scores in the 12 <sup>th</sup> , 11 <sup>th</sup> , 10 <sup>th</sup> , and 9 <sup>th</sup> grades and the academic year that each test was administered.
Columns 54-59	The student’s classroom grades in 8 <sup>th</sup> grade ELA, Math, or Algebra I as noted.

To be certain, it is almost certain that every student did NOT take every assessment for which data is sought. In such instances, the column would remain blank indicating there was no performance data available.

### **DATA SET 5: 21-22 8<sup>th</sup> Grade Enrollment Cohort**

Data set 5 tracks the enrollment of the district’s 8<sup>th</sup> grade class in 2021-22. It seeks 40 columns of data on student academic performance.

Recall that ethnicity descriptions include: White, African-American, Asian, Hispanic with other ethnicities grouped as OTHER.

Columns 1 & 2:	The FERPA protected student identifier and ethnicity of the student.
Columns 3-10:	The scale score of the student’s performance on the 8 <sup>th</sup> grade STAAR tests of reading, math, writing, and social studies. Some 8 <sup>th</sup> graders take the EOC Algebra 1, If the student took EOC Algebra test in this 8 <sup>th</sup> grade year, note the results as indicate.
Columns 11-18	The scale score and the academic year that the student FIRST took the end of course assessments as noted if the inclusive of students who did not take EOC Alg. I at the end of the 8 <sup>th</sup> grade year.
Columns 19-32:	The student’s first semester and second semester classroom grades for the academic subjects noted. (It is possible that some of the 8 <sup>th</sup> grade cohort from 2021-2022 took EOC tests as noted. If a student did not, the space would be left blank.
Columns 33-40.	The student’s TELPAS scores for the grades noted.

To be certain, it is almost certain that every student did NOT take every assessment for which data is sought. In such instances, the column would remain blank indicating there was no performance data available.

### **DATA SET 6: 23-24 8<sup>th</sup> Grade Enrollment Cohort**

Data set 4 tracks the enrollment of the district’s 8<sup>th</sup> grade class in 2008-19. It seeks 59 columns of data on student academic performance.

Recall that ethnicity descriptions include: White, African-American, Asian, Hispanic with other ethnicities grouped as OTHER.

- Columns 1 & 2: The FERPA protected student identifier and ethnicity of the student.
- Columns 3-10: The student's STAAR tests results for 8<sup>th</sup> grade subjects as noted inclusive of students who took EOC Alg. 1.
- Columns 11-18: The scale score and the academic year that the student FIRST the 7<sup>th</sup> and 6<sup>th</sup> grade STAAR tests in reading and math.
- Columns 19-26: The student's TELPAS scores for the grades noted.

To be certain, it is almost certain that every student did NOT take every assessment for which data is sought. In such instances, the column would remain blank indicating there was no performance data available.



# DATA SET 1: 2018-19 12<sup>TH</sup> Grade Enrollment Cohort

Data Set 1: Excel Columns >

a 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

## 2018-19 12th GRADE COHORT

FERPA ID/Ethnicity Student ID	Ethnicity	Graduation Status		First Primary Spring Administration That Student Tested												Last Retest If Taken			SAT/ACT Test Results					
		Grad Y/N	IGC Grad Y/N	Engl. I Scale Score	Engl. I Acad. Year	Engl. II Scale Score	Engl. II Acad. Year	Alg. I Scale Score	Alg. I Acad. Year	Bio. Scale Score	Bio. Acad. Year	Biol. Scale Score	Biol. Acad. Year	Hist. Scale Score	Hist. Acad. Year	Engl I Scale Score	Engl. I Acad. Year	SAT ELA/Wr Score	SAT Math Score	SAT ACT Score	ACT ELA Score	ACT MATH Score	ACT SCI Score	
1																								
2																								
Etc.																								
22																								
<p>Classroom Grades in Key Subjects in Which EOC Testing Can Be Correlated</p> <p style="text-align: center;">TSI</p> <p style="text-align: center;">TSI</p> <p>TELPAS SCORES - Initial Primary Administration; Identify Each Academic Year of Test</p>																								
Engl. I 1st Sem.	Engl. I 2nd Sem.	Engl. II 1st Sem.	Engl. II 2nd Sem.	Alg. I 1st Sem.	Alg. I 2nd Sem.	Alg. II 1st Sem.	Alg. II 2nd Sem.	Biol. 1st Sem.	Biol. 2nd Sem.	Read Score	Math Score	Math Acad. Year	12 Read Score	12 Read Acad. Year	11 Read Score	11 Read Acad. Year	10 Read Score	10 Read Acad. Year	9 Read Score	9 Read Acad. Year				

# DATA SET 2: 2022-23 12<sup>TH</sup> Grade Enrollment Cohort

Data Set 2: Excel Columns >

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21										
	<b>2022-23 12th Grade Cohort</b>																														
See Note 1 Re: This	FERPA ID/Ethnicity	Graduation Status			First Primary Spring Administration That Student Tested												Last Retest If Taken				SAT/ACT Test Results										
	Student ID	Ethnicity	Grad Y/N		IGC Grad Y/N	Engl. I Scale Score	Engl. I Acad. Year	Engl. II Scale Score	Engl. II Acad. Year	Alg. I Scale Score	Alg. I Acad. Year	Bio. Scale Score	Bio. Acad. Year	Hist. Scale Score	Hist. Acad. Year	Engl. I Scale Score	Engl. I Acad. Year	SAT ELA/Wr Score	SAT Math Score	ACT ELA Score	ACT MATH Score	ACT SCI Score									
	1																														
	2																														
	Etc.																														
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43									
	Classroom Grades in Key Subjects in Which EOC Testing Can Be Correlated															TSI							TELPAS SCORES - Initial Primary Administration; Identify Each Academic Year of Test								
	Engl. I 1st Sem.	Engl. I 2nd Sem.	Engl. II 1st Sem.	Engl. II 2nd Sem.	Alg. I 1st Sem.	Alg. I 2nd Sem.	Alg. II 1st Sem.	Alg. II 2nd Sem.	Biol. 1st Sem.	Biol. 2nd Sem.	Read Score	Read Acad. Year	Math Score	Math Acad. Year	12 Read Score	12 Read Acad. Year	11 Read Score	11 Read Acad. Year	10 Read Score	10 Read Acad. Year	9 Read Score	9 Read Acad. Year									

# DATA SET 3: 2023-24 12<sup>TH</sup> Grade Enrollment Cohort

Data Set 3: Excel Columns >

a	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21									
<b>2023-24 12th Grade Cohort</b>																														
See Note 1 Re: This	FERPA ID/Ethnicity	Graduation Status	First Primary Spring Administration That Student Tested																		Last Retest If Taken				SAT/ACT Test Results					
	Student ID	Grad Y/N	Engl. I Scale Score	Engl. I Acad. Year	Engl. II Scale Score	Engl. II Acad. Year	Alg. I Scale Score	Alg. I Acad. Year	Bio. Scale Score	Bio. Acad. Year	Hist. Scale Score	Hist. Acad. Year	Engl. I Scale Score	Engl. I Acad. Year	Engl. I Scale Score	Engl. I Acad. Year	SAT ELA/Wr Score	SAT Math Score	SAT ACT ELA Score	SAT ACT MATH Score	SAT ACT SCI									
	1																													
	2																													
	Etc.																													
	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43								
Classroom Grades in Key Subjects in Which EOC Testing Can Be Correlated											TELPAS SCORES - Initial Primary Administration; Identify Each Academic Year of Test																			
Engl. I 1st Sem.	Engl. I 2nd Sem.	Engl. II 1st Sem.	Engl. II 2nd Sem.	Alg. I 1st Sem.	Alg. I 2nd Sem.	Alg. II 1st Sem.	Alg. II 2nd Sem.	Biol. 1st Sem.	Biol. 2nd Sem.	Read Score	Math Score	12 Read Score	11 Read Score	10 Read Score	9 Read Score	12 Read Acad. Year	11 Read Acad. Year	10 Read Acad. Year	9 Read Acad. Year											

**DATA SET 4: 2018-19 8<sup>TH</sup> Grade Enrollment Cohort**

Data Set 4: Excel Columns >

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	

**2018-19 8th Grade Cohort**

See Note 1 Re: This	FERPA ID/Ethnicity		Graduation Status		Read		Math		Science		Soc. Studies		Alg. I		Engl. I		Engl. II		Alg. I		Alg. I	
	Student ID	Ethnicity	Grad Y/N	IGC Grad Y/N	Scale Score	Acad. Year Of Test	Scale Score	Acad. Year Of Test	Scale Score	Acad. Year Of Test	Scale Score	Acad. Year Of Test	Scale Score	Acad. Year	Scale Score	Acad. Year	Scale Score	Acad. Year	Scale Score	Acad. Year	Scale Score	Acad. Year
	1																					
	2																					
	Etc.																					

21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39

First Primary Spring Administration That Student Tested														Classroom Grades in Key Subjects in Which EOC Testing Can Be Correlated													
8th Grade STAAR Test Results OR EOC ALG. 1														SAT/ACT Test Results													
8th Grade Classroom Grades														8th Grade Classroom Grades													
First Primary Spring Administration That Student Tested														Classroom Grades in Key Subjects in Which EOC Testing Can Be Correlated													
8th Grade STAAR Test Results OR EOC ALG. 1														SAT/ACT Test Results													
8th Grade Classroom Grades														8th Grade Classroom Grades													
8th Grade Classroom Grades														8th Grade Classroom Grades													

# DATA SET 5: 2021-22 8<sup>TH</sup> Grade Enrollment Cohort

Data Set 5: Excel Columns >

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18				
	<b>2021-22 8th Grade Cohort</b>		<b>8th Grade STAAR Test Results</b>																			
	FERPA ID/Ethnicity	Read Scale Score	Acad. Year Of Test	Math Scale Score	Acad. Year Of Test	Science Scale Score	Acad. Year Of Test	Soc. Studies Scale Score	Acad. Year Of Test	Alg. I Scale Score	Acad. Year	Engl. I Scale Score	Acad. Year	Engl. II Scale Score	Acad. Year	Alg. I Scale Score	Acad. Year	Bio. Scale Score	Acad. Year	Hist. Scale Score	Acad. Year	
See Note 1 Re: This	Student ID	Scale Score	Acad. Year	Math Scale Score	Acad. Year Of Test	Science Scale Score	Acad. Year Of Test	Soc. Studies Scale Score	Acad. Year Of Test	Alg. I Scale Score	Acad. Year	Engl. I Scale Score	Acad. Year	Engl. II Scale Score	Acad. Year	Alg. I Scale Score	Acad. Year	Bio. Scale Score	Acad. Year	Hist. Scale Score	Acad. Year	
	1																					
	2																					
	Etc.																					
	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
	<b>Classroom Grades in Key Subjects in Which EOC Testing Can Be Correlated</b>																<b>TELPAS TEST SCORES - Initial Primary Administration; Identify Each Academic Yr.</b>					
	8th ELA Course	8th Math Course	Engl. I 1st Sem.	Engl. I 2nd Sem.	Engl. II 1st Sem.	Engl. II 2nd Sem.	Alg. I 1st Sem.	Alg. I 2nd Sem.	Alg. II 1st Sem.	Alg. II 2nd Sem.	Biol. 1st Sem.	Biol. 2nd Sem.	10 Read Acad. Year	9 Read Acad. Year	8 Read Score	7 Read Score						
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	10 Read Acad. Year	9 Read Acad. Year	8 Read Score	7 Read Score						

# DATA SET 6: 2023-24 8<sup>TH</sup> Grade Enrollment Cohort

Data Set 6: Excel Columns >

	1	2	3	4	5	6	7	8	9	10	10	11	12	13	14	15	16	17	18							
	<b>2023-24 8th Grade Cohort</b>																									
See Note 1 Re: This	FERPA ID/Ethnicity	Graduation Status	8th Grade STAAR Test Results			7th Grade STAAR Test Results			6th Grade STAAR Test Results			EOC AIGI			7th Grade STAAR Test Results			6th Grade STAAR Test Results								
	Student ID	Ethn.	Grad Y/N	IGC Grad Y/N	Read Scale Score	Acad. Year Of Test	Math Scale Score	Acad. Year Of Test	Science Scale Score	Acad. Year Of Test	Soc. Studies Scale Score	Acad. Year Of Test	EOC AIGI Scale Score	Acad. Year Of Test	EOC AIGI Scale Score	Acad. Year Of Test	Read Scale Score	Acad. Year Of Test	Math Scale Score	Acad. Year Of Test	Read Scale Score	Acad. Year Of Test	Math Scale Score	Acad. Year Of Test		
	1																									
	2																									
	Etc.																									
	19	20	21	22	23	24	25	26	<b>TELPAS TEST SCORES - Initial Primary Administration; Identify Each Academic Yr.</b>																	
	8th Grade Acad. Year	8th Grade Score	7th Grade Acad. Year	7th Grade Score	6th Grade Acad. Year	6th Grade Score	5th Grade Acad. Year	5th Grade Score																		

You have been provided an attachment of the complete unabridged original copy of the 70+ page monograph that tracks the 30-year history of the Texas public education testing and accountability system. These are **“cut and paste”** links to the 10-part series that provides the full copy in segments with additional analysis and links to additional resources and official documents. The part-by-part columns have additional external analysis and resources that support the matters presented.

**PART 1: TAAS to STAAR – Series Shows Texas Education Agency’s Path of Academic Deception Survives 3 Decades**

<https://academicequityadvocates.com/part-1-taas-to-staar-series-shows-texas-education-agencys-path-of-academic-deception-survives-3-decades/>

**PART 2: TAAS to STAAR – Texas Education Agency Admits ‘Below Grade Level’ Performance Achieves Its Constitutional Burden**

<https://academicequityadvocates.com/part-2-taas-to-staar-texas-education-agency-admits-below-grade-level-performance-achieves-its-constitutional-burden/>

**PART 3: Katy I.S.D. Could Be Exhibit A in Revealing Scope of Equity Gap Crisis in State’s Accountability System**

<https://academicequityadvocates.com/part-3-katy-i-s-d-could-be-exhibit-a-in-revealing-scope-of-equity-gap-crisis-in-states-accountability-system/>

**PART 4: TAAS to STAAR: Texas’ Assertion of Closing Academic Achievement Gaps Independently Shown To Be Deceptive at Best**

<https://academicequityadvocates.com/part-4-taas-to-staar-and-texas-systemic-academic-deception/>

**PART 5: With Federal Court Decision Looming; Critics Mounting; TEA Offers Full-Throttle Defense of System’s Integrity**

<https://academicequityadvocates.com/part-5/>

**PART 6: The Wheels Start Falling Off TEA’s Academic Grade Level Integrity: Dallas ISD’s & Prestigious Rand Corporation’s Brutal Analysis**

<https://academicequityadvocates.com/part-6-the-wheels-start-falling-off-teas-academic-grade-level-integrity-dallas-isd-prestigious-rand-corporation-produce-brutal-data/>

**PART 7: The Reality of TEA’s Academic Grade Level Dishonesty in TAAS Had Early In-House Warning & Independent Validation**

<https://academicequityadvocates.com/part-7-the-reality-of-teas-academic-grade-level-dishonesty-in-taas-had-early-warning-late-validation/>

**PART 8: TEA’s “Harder” 2000 TAAA Test Boomerangs; “Celebrity Jeopardy” Actual Questions Sabotage TEA’s Credibility**

[PART 8: TEA’s “Harder” 2000 TAAA Test Boomerangs; “Celebrity Jeopardy” Actual Questions Sabotage TEA’s Credibility – Academic Equity Advocates](https://academicequityadvocates.com/part-8-teas-harder-2000-taaa-test-boomerangs-celebrity-jeopardy-actual-questions-sabotage-teas-credibility-academic-equity-advocates/)

**PART 9: TEA Literally Used Skin Color (Ethnicity) To Set TAKS Standards for Passing & Grade Level. If That’s Not Institutional Racism – What Is?**

<https://academicequityadvocates.com/part-9-tea-literally-used-skin-color-ethnicity-to-set-taks-standards-for-passing-grade-level-if-thats-not-institutional-racism-what-is/>

**PART 10 – FINAL: Noting Key Career Experiences; External Links To News Media Reports, Other Data Over Past 3 Decades!**

<https://academicequityadvocates.com/part-10-final-noting-key-career-experiences-external-links-to-news-media-reports-other-data-over-past-3-decades/>