# Academic Achievement Distinction Designations Indicators
# June 25, 2012

Texas Education Code §39.203(c)(1) requires that distinction designations be awarded for academic achievement in reading/English language arts (ELA) and mathematics. The academic achievement indicators that have been recommended and proposed by the Academic Achievement Distinction Designations Committee (AADDC) are listed below.

The AADD indicators discussed and recommended at the April 16 AADDC meeting are listed below.

1) Algebra by the end of Grade 8
2) Greater than expected student growth on the state assessment
3) Participation and performance on the ELA and mathematics sections of the Grade 8 (EXPLORE) and Grade 10 (PSAT, PLAN) college readiness assessments
4) Percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation
5) Remedial course participation in postsecondary education
6) Participation and performance on the ELA and mathematics portions of the SAT or ACT
7) Participation and performance of students taking advanced placement (AP) or international baccalaureate (IB) ELA or mathematics courses and examinations and percentage of students completing and receiving credit for at least one ELA or mathematics advanced or dual enrollment course

The AADD indicators proposed by the AADDC at their April 16 meeting are listed below.

8) Grade 3 reading
9) Grade 5 mathematics
10) Grade 8 Algebra I and English I
11) Measure of teacher turnover rate
12) Head Start and/or Prekindergarten (PK) participation rate
13) Measure of parent involvement
14) Percentage of teachers teaching outside their field
15) Attendance Rate
16) Percentage of students receiving a 2-year or 4-year degree
17) Chamber of Commerce financial aid application program

Following are descriptions of the recommended and proposed indicators derived from staff research and the former Gold Performance Acknowledgment (GPA) system. A table summarizing data availability for each indicator is found at the end of this document.

## AADD Indicator 1
## Algebra by the end of Grade 8

*Background:* Research indicates that, of all pre-college curricula, the highest level of mathematics one studies has the strongest continuing influence on bachelor's degree completion. Algebra is the gatekeeper for student access to the upper-level high school courses in mathematics and science that are the drivers for high school graduation, college readiness, and college completion. Preparing all students for rigorous mathematics and science coursework in middle school and early in high school helps to close the achievement gap among different groups. Because the trajectory for taking advanced high school coursework is set prior to ninth grade, it is imperative that students begin their academic preparation for advanced mathematics and science coursework in middle school or earlier. The middle school years are when students decide which academic path they will take, so broad-based, rigorous middle school coursework in mathematics and science can be fundamental to future student performance over the long term. If we want to dramatically increase the proportion of students graduating from high school with high-level, globally competitive skills, then we must increase the number of students who achieve proficiency in algebra in their middle school or early high school years. This measure awards the campuses that prepare students to become proficient in Algebra I by the end of eighth grade. That is, it rewards the Grade 7 campus.

Based on the 2012 EOC results, approximately 84,000 grade 8 students took the Algebra I EOC assessment in spring 2012.

*Measure definition:* Percentage of Grade 7 students from the prior school year who earned Algebra I credit by the end of the current school year.

*Advantages:*

1) The measure encourages campuses to prepare students for algebra and to offer courses in algebra at earlier ages.
2) It acknowledges the cumulative, progressive nature of knowledge acquisition and awards successful preparatory efforts in the earlier grades.
3) TEC 39.203(d) allows recognition for end-of-course examinations taken below Grade 9.

*Disadvantages:*

1) In some cases, the campus offering the Algebra I and the campus receiving credit for this measure will be different.
2) Unprepared students may be forced into taking the course.

*ELA or mathematics:* Mathematics

*Campus levels applicable:* Middle school, junior high, K-8, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 2
## Greater than expected student growth on the state assessment

*Option A:* Option A measures the effect of a campus on growth in student achievement on the state assessment in comparison to a group of campuses with similar demographic characteristics. The option provides a combined measure of campus effect for students with different years of attendance on the campus.

*Background:* Growth models conceptually align with student development and more accurately evaluate continuous learning than those that present single point-in-time or year-to-year comparisons (O'Malley, Murphy, McClarty, Murphy, and McBride, 2011, pp. 4-5). Moreover, there has been a national focus on growth-based data and accountability models that:

- incorporate available years of existing achievement data, instead of relying on only two years of data;
- align growth time frames with school grade configuration and district enrollment;
- make growth projections for all students, not just those below proficient; and
- hold schools accountable for the same subgroups as under the status model (pp. 6-7, 9-10).

Analysis of multiple years of data for student cohorts, both at specific campuses and at the campuses that make up their comparison groups, allows growth models to produce results that are more consistent with student development and better reflective of actual growth in student performance.

Value-added models "use student background characteristics and/or prior achievement and other data as statistical controls in order to isolate the specific effects of a particular school, program, or teacher on student academic progress" (Council of Chief State School Officers, 2008, p. 1). This approach to growth modeling goes beyond typical growth measures by evaluating the growth in performance for a student or campus beyond the expected level of improvement for students and campuses with similar characteristics. Use of campus comparison groups takes into account demographic variability and its potential effects on educational achievement and allows attention to be focused on a broader, more representative group of campuses.

*Proposed methods and definitions for elementary campuses:* As with Comparable Improvement, campuses are first grouped by type: elementary, middle/junior high, and elementary/secondary. For each campus in each group, a comparison group of campuses is constructed based on demographic similarity. Following is a description of the method and definitions for calculating growth in ELA/reading performance on an elementary campus. The method and definitions are the same as those for calculating growth in mathematics performance on an elementary campus.

For each elementary campus in the campus comparison group, students who took the Grade 5 assessment are grouped into three categories by longest period of attendance on the campus and availability of assessment results: (a) students who attended the campus in Grade 5 only; (b) students who attended the campus in Grades 4 and 5 and took the Grade 4 assessment on the campus; and (c) students who attended the campus in Grades 3, 4, and 5 and took the Grade 3 and Grade 4 assessments on the campus. A median one-year growth for the campus comparison group is calculated based on results for all students in the first category. A median two-year growth for the campus comparison group is calculated based on results for all students in the second and third categories. For the target campus in the campus comparison group, counts of students who exceeded the median one-year and two-year growths for the campus comparison group, respectively, are derived. The counts for the campus are summed, and the sum is divided by the total number of Grade 5 examinees on the campus who are included in the indicator. The result is the percentage of Grade 5 examinees on the campus exceeding the median growths for the campus comparison group.

*Proposed standards for elementary campuses:* Options for a standard include the following.

a. Rank order the campuses in the comparison group based on percentage of Grade 5 examinees on each campus exceeding the median growths for the campus comparison group. The target campus is eligible for a distinction if it is in the top specified percentage of campuses in the comparison group.

b. The target campus is eligible for a distinction if it has a specified or higher percentage of students exceeding the median growths for the campus comparison group.

c. The target campus is eligible for a distinction if it meets both of the previous standards.

*Proposed methods and definitions for middle/junior high campuses:* Following is a description of the method and definitions for calculating growth in ELA/reading performance on a middle/junior high campus. The method and definitions are the same as those for calculating growth in mathematics performance on a middle/junior high campus.

For each middle/junior high campus in the campus comparison group, students who took the Grade 8 assessment are grouped into three categories by longest period of attendance on the campus and availability of assessment results: (a) students who attended the campus in Grade 8 only; (b) students who attended the campus in Grades 7 and 8 and took the Grade 7 assessment on the campus; and (c) students who attended the campus in Grades 6, 7, and 8 and took the Grade 6 and Grade 7 assessments on the campus. A median one-year growth for the campus comparison group is calculated based on results for all students in the first category. A median two-year growth for the campus comparison group is calculated based on results for all students in the second category. A median three-year growth for the campus comparison group is calculated based on results for all students in the third category for whom results for the Grade 5 assessment are available. For the target campus in the campus comparison group, counts of students who exceeded the median one-year, two-year, and three-year growths for the campus comparison group, respectively, are derived. The counts for the campus are summed, and the sum is divided by the total number of Grade 8 examinees on the campus who are included in the indicator. The result is the percentage of Grade 8 examinees on the campus exceeding the median growths for the campus comparison group.

*Proposed standards for middle/junior high campuses:* Options for a standard include the following.

a. Rank order the campuses in the comparison group based on percentage of Grade 8 examinees on each campus exceeding the median growths for the campus comparison group. The target campus is eligible for a distinction if it is in the top specified percentage of campuses in the comparison group.

b. The target campus is eligible for a distinction if it has a specified or higher percentage of students exceeding the median growths for the campus comparison group.

c. The target campus is eligible for a distinction if it meets both of the previous standards.

*Proposed methods and definitions for elementary/secondary campuses:* All elementary/secondary campuses include Grades 6-8, but not all include each of Grades 3-5. In 2011, there were 477 elementary/secondary campuses. Of these, 199, or approximately 42 percent, did not include each of Grades 3-5. The remaining 278, or approximately 58 percent, included Grades 3-8. The methods and definitions for middle/junior high schools would apply to any elementary/secondary campus that does not include each of Grades 3-5. Business rules would need to be developed for calculating the indicator for any elementary/secondary campus that includes Grades 3-8.

*Proposed standards for elementary/secondary campuses:* For elementary/secondary campuses that do not include each of Grades 3-5, the options for a standard would be the same as those for middle/junior

high campuses. For elementary/secondary campuses that include Grades 3-8, the options for a standard would depend on the business rules developed for calculating the indicator.

*Advantages:*

1) The indicator builds on the value-added, growth approach used for Comparable Improvement.
2) Including growth for students with multiple years of attendance on the same campus is better reflective of overall campus effect and emphasizes the importance of consistency of effect across grades and over time.
3) Growth for students with multiple years of attendance on the same campus may help point to potential problem areas with specific grades.
4) Calculating median, rather than mean, growth mitigates the effects of outlying and skewed data.
5) Explicitly calculating median growth for a campus comparison group provides a contextual reference point or expectation against which target campuses can be compared. The data lend themselves more readily to graphical representation, which may make the indicator easier to understand.

*Disadvantages:*

1) The indicator is somewhat complex and involves matching student records for up to four years.
2) Students who do not fit specified attendance patterns are excluded from the indicator. In addition, any student who tested in Grades 6, 7, and 8 on the same middle/junior high school campus is excluded if Grade 5 results for the student cannot be found.
3) The indicator for middle/junior high schools is not perfectly consistent with the indicator for elementary schools. Three-year growth is calculated for students who attended the same middle/junior high school campus in Grades 6, 7, and 8 if their Grade 5 results are available. Three-year growth cannot be calculated for students who attended the same elementary campus in Grades 3, 4, and 5 because students are not assessed in Grade 2. Also, students who attended the same elementary campus for three consecutive years are treated the same as students who attended the same elementary campus for two consecutive years, in terms of growth.
4) The indicator may appear to assign the same value, in terms of campus effect, to one-, two-, and three-year growth.
5) Based on availability of State of Texas Assessments of Academic Readiness (STAAR) data, the elementary school indicator could not be fully implemented and reported until 2014. The middle/junior high school indicator could not be fully implemented and reported until 2015. In both cases, the indicator could be phased in, beginning with two years of STAAR data in 2013.

*Option B:* As with Option A, Option B measures the effect of a campus on growth in student achievement on the state assessment in comparison to groups of campuses with similar demographic characteristics. Option B, however, takes a different approach to approximating a cohort, in that it involves campus effect over multiple years.

*Background:* A number of state accountability systems and other education award systems include indicators with standards requiring sustained achievement at a high level over multiple years.

*Measure definition:* Option B uses the existing Comparable Improvement methodology to determine a target campus's ranking within its 40-member campus comparison group.

*Proposed standards:* A campus is eligible for a distinction if it ranks in the top quartile of its campus comparison group for the three most recent years.

*Advantages:*

1) The indicator builds on the value-added, growth approach used for Comparable Improvement and takes advantage of existing resources (e.g., programming, methodology).

2) Evaluating academic growth on a campus for multiple years is better reflective of overall campus effect and emphasizes the importance of consistency of effect over time, both on students who attend the campus for multiple years and students who are new to the campus.
3) The standard for the indicator is more rigorous than current standard for Comparable Improvement.
4) The indicator excludes only students for whom prior-year assessment results are not available.
5) The indicator does not involve matching student records for more than two years.

*Disadvantages:*

1) Calculating mean, rather than median, growth does not mitigate the effects of outlying or skewed data.
2) Because growth is not calculated for the campus comparison group, the indicator does not provide an explicit contextual reference point or expectation against which target campuses can be compared. As a result, the data do not lend themselves readily to graphical representation, which may make the indicator harder to understand.
3) Based on availability of STAAR data, the indicator could not be fully implemented and reported until 2015.

*ELA or mathematics:* ELA and Mathematics

*Campus levels applicable:* All campus levels

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 3 (Grades 8 and 10)
## Participation and performance on the ELA and mathematics sections of the Grade 8 (EXPLORE) and Grade 10 (PSAT, PLAN) college readiness assessments

*Background:*

***The EXPLORE Examination***. The EXPLORE examination, which is typically taken by students in grades 8 and 9, is one of ACT, Inc.'s assessments of college readiness and consists of four sections, three of which may be used for the English/language arts and mathematics academic achievement distinctions designations: English, mathematics, and reading. Student performance on each section is reported as a scaled score that ranges from 1 to 25 in one point increments. Each section assesses a number of academic skill sets. The English section tests students' abilities in six sets of academic skills: (1) topic development in terms of purpose and focus; (2) organization, unity, and coherence; (3) word choice in terms of style, tone, clarity, and economy; (4) sentence structure and formation; (5) conventions and usage; and (6) conventions of punctuation. The reading section assesses five sets of skill, including understanding main ideas and the author's approach; supporting details; sequential, comparative, and cause-effect relationships; the meanings of words; and generalizations and conclusions. The mathematics section tests students' abilities in seven skill sets: (1) basic operations and applications; (2) probability, statistics, and data analysis; (3) numbers: concepts and properties; (4) expressions, equations, and inequalities; (5) graphical representations; (6) properties of plane figures; and (7) measurement.

For each of the four sections, five score bands have been identified: 1-12, 13-15, 16-19, 20-23, 24-25, and each score band is associated with the level of students' abilities in the skill sets assessed in each section. A student with a score in the 24-25 range on the reading section, for example, is expected to be able to: (1) identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages, (2) locate important details in more challenging passages, (3) understand implied or subtly stated cause-effect relationships in uncomplicated passages, (4) use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages; and (5) use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.

The accompanying document provides the specific skills associated with each score band for each examination under consideration for distinctions designations indicators.

*Methodological Considerations*. The EXPLORE examination differs from the SAT and ACT in that taking the examination is generally not student initiated. In this case, the initiative for participation in the examination is a decision made by a school or district, and not all schools or districts choose to participate. Table 1 displays numbers and percentages of campuses disaggregated by rates of grade 8 student participation in the EXPLORE examination in the 2010-11 school-year. It is important to note that, although it is intended that all examinees complete every section of the EXPLORE examinations, for various reasons some examinees may not complete all sections of the given examination. It is also important to note that the examination may be taken at any point throughout the school year.

The EXPLORE score bands provide students, parents, and educators with a way to identify levels of academic skill and areas that need greater attention. Examinees that receive scores in the higher score bands demonstrate skills relevant to the band in which their score falls and to the lower score bands. ACT, Inc. has produced EXPLORE benchmark scores to indicate levels of college preparation for students who complete the examination. As mentioned above, the EXPLORE score bands for each section of the examination are 1-12, 13-15, 16-19, 20-23, 24-25. The English section benchmark score is 13, the reading benchmark is 15, and the mathematics benchmark is 16.

**Table 1**
**EXPLORE Participation, by Rate of Participation Within Campuses, 2010-11**

| Percent of students that took each examination | Campuses | |
|---|---|---|
| | Num. | % |
| 0 | 1,693 | 74.5 |
| > 0 and <= 10 | 5 | 0.2 |
| > 10 and <= 20 | 2 | 0.1 |
| > 20 and <= 30 | 3 | 0.1 |
| > 30 and <= 40 | 6 | 0.3 |
| > 40 and <= 50 | 6 | 0.3 |
| > 50 and <= 60 | 15 | 0.7 |
| > 60 and <= 70 | 14 | 0.6 |
| > 70 and <= 80 | 56 | 2.5 |
| > 80 and <= 90 | 101 | 4.4 |
| > 90 and <= 100 | 372 | 16.4 |
| All campuses | 2,273 | 100 |

*State-Level Performance Results for EXPLORE.* Tables 2 and 3 display the numbers and percentages of students in grade 8 in 2010-11 that received scores within each of the EXPLORE score bands. In Table 2, the data are disaggregated by score band (e.g., 1-12, 13-15). For example, from Table 2, one can see that 23.0 percent of grade 8 EXPLORE examinees received a score between 16 and 19 on the English section. In Table 3, the data are disaggregated by cumulative score band (e.g., 1 or higher, 13 or higher). For example, from Table 3, one can see that 32.4 percent of EXPLORE examinees received a score of 16 or higher on the English section.

**Table 2**
**EXPLORE Performance, by Score Band, Texas Public Schools, 2010-11**

| | Math | | English | | Reading | |
|---|---|---|---|---|---|---|
| Score band | Num. | % | Num. | % | Num. | % |
| 1-12 | 19,295 | 19.1 | 45,509 | 45.1 | 39,942 | 39.5 |
| 13-15 | 39,803 | 39.4 | 22,757 | 22.5 | 30,415 | 30.1 |
| 16-19 | 34,914 | 34.5 | 23,250 | 23.0 | 20,724 | 20.5 |
| 20-23 | 5,049 | 5.0 | 7,470 | 7.4 | 8,010 | 7.9 |
| 24-25 | 2,083 | 2.1 | 2,044 | 2.0 | 2,006 | 2.0 |
| All examinees | 101,144 | 100 | 101,030 | 100 | 101,097 | 100 |

**Table 3**
**EXPLORE Performance, by Cumulative Score Band, Texas Public Schools, 2010-11**

| Cumulative score band | Math | | English | | Reading | |
|---|---|---|---|---|---|---|
| | Num. | % | Num. | % | Num. | % |
| 1 or higher | 101,144 | 100 | 101,030 | 100 | 101,097 | 100 |
| 13 or higher | 81,849 | 80.9 | 55,521 | 55.0 | 61,155 | 60.5 |
| 16 or higher | 42,046 | 41.6 | 32,764 | 32.4 | 30,740 | 30.4 |
| 20 or higher | 7,132 | 7.1 | 9,514 | 9.4 | 10,016 | 9.9 |
| 24 or higher | 2,083 | 2.1 | 2,044 | 2.0 | 2,006 | 2.0 |
| All examinees | 101,144 | 100 | 101,030 | 100 | 101,097 | 100 |

*Campus-Level Performance Results for EXPLORE English.* Tables 4 through 6 display numbers and percentages of campuses with EXPLORE examinees scoring within specified score ranges on the English section. In Tables 4 and 5, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 6, the data are disaggregated by the EXPLORE score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 4, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 4, one can see that, of the 614 campuses with EXPLORE examinees, 78 (12.7%) had more than 50 percent of examinees scoring 16 or higher on the English section. In contrast, in Tables 5 and 6, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 5, one can see that 50 campuses had between 50 and 60 percent of examinees scoring 16 or higher. In Table 6, one can see that 3 campuses had between 50 and 60 percent of examinees scoring between 16 and 19.

## Table 4
## Campus-Level EXPLORE English Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or 25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 614 | 100 | 607 | 98.9 | 601 | 97.9 | 537 | 87.5 | 350 | 57.0 |
| More than 10 | 614 | 100 | 606 | 98.7 | 568 | 92.5 | 205 | 33.4 | 8 | 1.3 |
| More than 20 | 614 | 100 | 595 | 96.9 | 463 | 75.4 | 45 | 7.3 | 0 | 0.0 |
| More than 30 | 614 | 100 | 564 | 91.9 | 331 | 53.9 | 14 | 2.3 | 0 | 0.0 |
| More than 40 | 614 | 100 | 494 | 80.5 | 192 | 31.3 | 4 | 0.7 | 0 | 0.0 |
| More than 50 | 614 | 100 | 386 | 62.9 | 78 | 12.7 | 0 | 0.0 | 0 | 0.0 |
| More than 60 | 614 | 100 | 265 | 43.2 | 28 | 4.6 | 0 | 0.0 | 0 | 0.0 |
| More than 70 | 614 | 100 | 127 | 20.7 | 13 | 2.1 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 614 | 100 | 50 | 8.1 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 614 | 100 | 14 | 2.3 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 614 | 100 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

## Table 5
## Campus-Level EXPLORE English Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or 25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 7 | 1.1 | 13 | 2.1 | 77 | 12.5 | 264 | 43.0 |
| > 0 and <= 10 | n/a | n/a | 1 | 0.2 | 33 | 5.4 | 332 | 54.1 | 342 | 55.7 |
| > 10 and <= 20 | n/a | n/a | 11 | 1.8 | 105 | 17.1 | 160 | 26.1 | 8 | 1.3 |
| > 20 and <= 30 | n/a | n/a | 31 | 5.0 | 132 | 21.5 | 31 | 5.0 | 0 | 0.0 |
| > 30 and <= 40 | n/a | n/a | 70 | 11.4 | 139 | 22.6 | 10 | 1.6 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 108 | 17.6 | 114 | 18.6 | 4 | 0.7 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 121 | 19.7 | 50 | 8.1 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 138 | 22.5 | 15 | 2.4 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 77 | 12.5 | 9 | 1.5 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 36 | 5.9 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 11 | 1.8 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 614 | 100 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 1 or higher.

## Table 6
## Campus-Level EXPLORE English Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 3 | 0.5 | 15 | 2.4 | 15 | 2.4 | 86 | 14.0 | 264 | 43.0 |
| > 0 and <= 10 | 11 | 1.8 | 19 | 3.1 | 55 | 9.0 | 385 | 62.7 | 342 | 55.7 |
| > 10 and <= 20 | 41 | 6.7 | 163 | 26.5 | 158 | 25.7 | 118 | 19.2 | 8 | 1.3 |
| > 20 and <= 30 | 73 | 11.9 | 318 | 51.8 | 213 | 34.7 | 22 | 3.6 | 0 | 0.0 |
| > 30 and <= 40 | 144 | 23.5 | 72 | 11.7 | 133 | 21.7 | 2 | 0.3 | 0 | 0.0 |
| > 40 and <= 50 | 127 | 20.7 | 22 | 3.6 | 36 | 5.9 | 1 | 0.2 | 0 | 0.0 |
| > 50 and <= 60 | 96 | 15.6 | 5 | 0.8 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 70 | 11.4 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 32 | 5.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 9 | 1.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 8 | 1.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

*Campus-Level Performance Results for EXPLORE Reading.* Tables 7 through 9 display numbers and percentages of campuses with EXPLORE examinees scoring within specified score ranges on the reading section. In Tables 7 and 8, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 9, the data are disaggregated by the EXPLORE score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 7, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 7, one can see that, of the 614 campuses with EXPLORE examinees, 57 (9.3%) had more than 50 percent of examinees scoring 16 or higher on the reading section. In contrast, in Tables 8 and 9, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 8, one can see that 34 campuses had between 50 and 60 percent of examinees scoring 16 or higher. In Table 9, one can see that 4 campuses had between 50 and 60 percent of examinees scoring between 16 and 19.

## Table 7
## Campus-Level EXPLORE Reading Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or 25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 614 | 100 | 605 | 98.5 | 594 | 96.7 | 564 | 91.9 | 367 | 59.8 |
| More than 10 | 614 | 100 | 603 | 98.2 | 558 | 90.9 | 224 | 36.5 | 6 | 1.0 |
| More than 20 | 614 | 100 | 597 | 97.2 | 435 | 70.8 | 45 | 7.3 | 0 | 0.0 |
| More than 30 | 614 | 100 | 579 | 94.3 | 289 | 47.1 | 11 | 1.8 | 0 | 0.0 |
| More than 40 | 614 | 100 | 537 | 87.5 | 144 | 23.5 | 0 | 0.0 | 0 | 0.0 |
| More than 50 | 614 | 100 | 457 | 74.4 | 57 | 9.3 | 0 | 0.0 | 0 | 0.0 |
| More than 60 | 614 | 100 | 356 | 58.0 | 23 | 3.7 | 0 | 0.0 | 0 | 0.0 |
| More than 70 | 614 | 100 | 211 | 34.4 | 5 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 614 | 100 | 90 | 14.7 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 614 | 100 | 20 | 3.3 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 614 | 100 | 6 | 1.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

## Table 8
## Campus-Level EXPLORE Reading Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or 25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 9 | 1.5 | 20 | 3.3 | 50 | 8.1 | 247 | 40.2 |
| > 0 and <= 10 | n/a | n/a | 2 | 0.3 | 36 | 5.9 | 340 | 55.4 | 361 | 58.8 |
| > 10 and <= 20 | n/a | n/a | 6 | 1.0 | 123 | 20.0 | 179 | 29.2 | 6 | 1.0 |
| > 20 and <= 30 | n/a | n/a | 18 | 2.9 | 146 | 23.8 | 34 | 5.5 | 0 | 0.0 |
| > 30 and <= 40 | n/a | n/a | 42 | 6.8 | 145 | 23.6 | 11 | 1.8 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 80 | 13.0 | 87 | 14.2 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 101 | 16.4 | 34 | 5.5 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 145 | 23.6 | 18 | 2.9 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 121 | 19.7 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 70 | 11.4 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 14 | 2.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 614 | 100 | 6 | 1.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 1 or higher.

## Table 9
## Campus-Level EXPLORE Reading Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 6 | 1.0 | 15 | 2.4 | 23 | 3.7 | 59 | 9.6 | 247 | 40.2 |
| > 0 and <= 10 | 18 | 2.9 | 3 | 0.5 | 64 | 10.4 | 386 | 62.9 | 361 | 58.8 |
| > 10 and <= 20 | 68 | 11.1 | 43 | 7.0 | 218 | 35.5 | 141 | 23.0 | 6 | 1.0 |
| > 20 and <= 30 | 122 | 19.9 | 205 | 33.4 | 203 | 33.1 | 26 | 4.2 | 0 | 0.0 |
| > 30 and <= 40 | 145 | 23.6 | 259 | 42.2 | 83 | 13.5 | 2 | 0.3 | 0 | 0.0 |
| > 40 and <= 50 | 108 | 17.6 | 71 | 11.6 | 18 | 2.9 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | 71 | 11.6 | 14 | 2.3 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 41 | 6.7 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 19 | 3.1 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 5 | 0.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 11 | 1.8 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

*Campus-Level Performance Results for EXPLORE Mathematics.* Tables 10 through 12 display numbers and percentages of campuses with EXPLORE examinees scoring within specified score ranges on the mathematics section. In Tables 10 and 11, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 12, the data are disaggregated by the EXPLORE score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 10, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 10, one can see that, of the 614 campuses with EXPLORE examinees, 190 (30.9%) had more than 50 percent of examinees scoring 16 or higher on the mathematics section. In contrast, in Tables 11 and 12, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 11, one can see that 87 campuses had between 50 and 60 percent of examinees scoring 16 or higher. In Table 12, one can see that 81 campuses had between 50 and 60 percent of examinees scoring between 16 and 19.

## Table 10
## Campus-Level EXPLORE Mathematics Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or 25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 614 | 100 | 610 | 99.3 | 603 | 98.2 | 491 | 80.0 | 304 | 49.5 |
| More than 10 | 614 | 100 | 610 | 99.3 | 590 | 96.1 | 108 | 17.6 | 16 | 2.6 |
| More than 20 | 614 | 100 | 608 | 99.0 | 525 | 85.5 | 28 | 4.6 | 1 | 0.2 |
| More than 30 | 614 | 100 | 607 | 98.9 | 425 | 69.2 | 10 | 1.6 | 0 | 0.0 |
| More than 40 | 614 | 100 | 604 | 98.4 | 323 | 52.6 | 1 | 0.2 | 0 | 0.0 |
| More than 50 | 614 | 100 | 596 | 97.1 | 190 | 30.9 | 1 | 0.2 | 0 | 0.0 |
| More than 60 | 614 | 100 | 570 | 92.8 | 103 | 16.8 | 0 | 0.0 | 0 | 0.0 |
| More than 70 | 614 | 100 | 505 | 82.2 | 42 | 6.8 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 614 | 100 | 399 | 65.0 | 12 | 2.0 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 614 | 100 | 170 | 27.7 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 614 | 100 | 24 | 3.9 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

## Table 11
## Campus-Level EXPLORE Mathematics Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or 25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 4 | 0.7 | 11 | 1.8 | 123 | 20.0 | 310 | 50.5 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 13 | 2.1 | 383 | 62.4 | 288 | 46.9 |
| > 10 and <= 20 | n/a | n/a | 2 | 0.3 | 65 | 10.6 | 80 | 13.0 | 15 | 2.4 |
| > 20 and <= 30 | n/a | n/a | 1 | 0.2 | 100 | 16.3 | 18 | 2.9 | 1 | 0.2 |
| > 30 and <= 40 | n/a | n/a | 3 | 0.5 | 102 | 16.6 | 9 | 1.5 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 8 | 1.3 | 133 | 21.7 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 26 | 4.2 | 87 | 14.2 | 1 | 0.2 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 65 | 10.6 | 61 | 9.9 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 106 | 17.3 | 30 | 4.9 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 229 | 37.3 | 11 | 1.8 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 146 | 23.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 614 | 100 | 24 | 3.9 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 1 or higher.

## Table 12
## Campus-Level EXPLORE Mathematics Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2010-11

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-25 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 24 | 3.9 | 6 | 1.0 | 11 | 1.8 | 146 | 23.8 | 310 | 50.5 |
| > 0 and <= 10 | 151 | 24.6 | 1 | 0.2 | 16 | 2.6 | 399 | 65.0 | 288 | 46.9 |
| > 10 and <= 20 | 225 | 36.6 | 28 | 4.6 | 76 | 12.4 | 61 | 9.9 | 15 | 2.4 |
| > 20 and <= 30 | 107 | 17.4 | 75 | 12.2 | 121 | 19.7 | 8 | 1.3 | 1 | 0.2 |
| > 30 and <= 40 | 63 | 10.3 | 173 | 28.2 | 155 | 25.2 | 0 | 0.0 | 0 | 0.0 |
| > 40 and <= 50 | 30 | 4.9 | 239 | 38.9 | 133 | 21.7 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | 5 | 0.8 | 72 | 11.7 | 81 | 13.2 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 2 | 0.3 | 14 | 2.3 | 14 | 2.3 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 2 | 0.3 | 4 | 0.7 | 6 | 1.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 4 | 0.7 | 2 | 0.3 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 | 614 | 100 |

***The PSAT Examination.*** The PSAT examination, which is a College Board test of college readiness and is typically taken by students in grades 10 and 11, consists of three sections: critical reading, mathematics, and writing. Student performance on each section of the PSAT is reported as a scaled score that ranges from 20 to 80 in 1 point increments. Each section of the PSAT assesses a number of academic skill sets. The critical reading section tests students' abilities in five sets of academic skills: (1) determining the meaning of words; (2) understanding literary elements; (3) organization and ideas; (4) understanding how authors use tone, style, and writing devices such as metaphor or symbolism; and (5) reasoning and inferencing. The writing section assesses five sets of academic skills: (1) managing word choice and grammatical relationships between words, (2) managing grammatical structures used to modify or compare, (3) managing phrases and clauses in a sentence, (4) recognizing correctly formed sentences, and (5) managing order and relationships of sentences and paragraphs. The mathematics section tests students' abilities in nine skill sets: (1) numbers and operations; (2) algebra and functions; (3) geometry and measurement; (4) data, statistics, and probability; (5) problem solving; (6) representation; (7) reasoning; (8) connections; and (9) communication.

For each of the three sections, six score bands have been identified: 20-29, 30-39, 40-49, 50-59, 60-69, and 70-80, and each score band is associated with the level of students' abilities in the skill sets assessed in each section. For example, a student with a score in the 30-39 range on the mathematics section of the PSAT is expected to be able to: (1) determine the least common multiple of three or more numbers, (2) solve two-step algebra problems involving symbolic manipulations, (3) interpret data from a scatterplot, (4) solve arithmetic word problems involving whole number and fraction multiplication, (5) represent a geometric figure from a simple verbal description, and (6) work with 2-D and 3-D geometric representations and create an extended proportion or ratio.

Accompanying documents describe the specific skills associated with each score band for each examination under consideration for distinctions designations indicators.

***The PLAN Examination.*** The PLAN examination, which is an ACT, Inc. test of college readiness and is typically taken by students in grade 10, consists of four sections, three of which may be used for the English/language arts and mathematics academic achievement distinctions designations: English, mathematics, and reading. Student performance on each section is reported as a scaled score that ranges from 1 to 32 in 1 point increments. Each section assesses a number of academic skill sets. For example, the English section tests students' abilities in six sets of academic skills: (1) topic development in terms of purpose and focus; (2) organization, unity, and coherence; (3) word choice in terms of style, tone, clarity, and economy; (4) sentence structure and formation; (5) conventions and usage; and (6) conventions of punctuation. The reading section assesses five sets of skill, including understanding main ideas and the author's approach; supporting details; sequential, comparative, and cause-effect relationships; the meanings of words; and generalizations and conclusions. The mathematics section tests students' abilities in seven skill sets: (1) basic operations and applications; (2) probability, statistics, and data analysis; (3) numbers: concepts and properties; (4) expressions, equations, and inequalities; (5) graphical representations; (6) properties of plane figures; and (7) measurement.

For each of the four sections, six score bands have been identified: 1-12, 13-15, 16-19, 20-23, 24-27, and 28-32, and each score band is associated with the level of students' abilities in the skill sets assessed in each section. A student with a score in the 16-19 range on the mathematics section, for example, is expected to be able to: (1) solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals); (2) solve some routine two-step arithmetic problems; (3) calculate the average, given the number of data values and the sum of the data values, (4) substitute whole numbers for unknown quantities to evaluate expressions, and (5) locate points on a number line and in a given quadrant on a graph.

*Methodological Considerations*. Typically, students in grade 11 take the PSAT by their own initiative, because for them, the PSAT is a National Merit Qualifying Test. Students in grade 10 who take the PSAT cannot qualify for a National Merit Scholarship. The PSAT examination, when taken by students in grade 10, and the PLAN examination differ from the SAT and ACT in that they are generally not voluntary or taken by a self-selected portion of the grade 10 population. In these cases, the initiative for participation in the examinations may be the initiative of a school or district.

Although it is intended that all examinees complete every section of the PSAT and PLAN examinations, for various reasons some examinees may not complete all sections of the given examination. The PLAN examination may be taken at any point throughout the school year, but students have one opportunity to take the PSAT each year, in October. Because grade 11 PSAT examinees complete a year more of education than students who take the PSAT in grade 10, combined grade 10 and 11 results are not provided here, and the PSAT results for students in grade 11 are provided in a separate report.

Table 1 below displays the number and percent of grade 10 students that took the PLAN examination in 2009-10 and the number and percent of students in grade 10 that took the PSAT in 2008-09, the most recent data available. Table 2 below displays the number and percent of campuses with varying rates of student participation in the PSAT and PLAN examinations.

**Table 1**
**Grade 10 PSAT and PLAN Participation,**
**Texas Public Schools, 2008-09 (PSAT) and 2009-10 (PLAN)**

| Examination name | Students | Examinees | Participation rate |
|---|---|---|---|
| PLAN | 334,823 | 80,372 | 24.0 |
| PSAT | 332,101 | 193,549 | 58.3 |

**Table 2**
**Campus level PSAT and PLAN participation, Texas Public Schools, 2008-09 (PSAT) and 2009-10 (PLAN)**

| Percent of graduates that took each examination | PLAN | | PSAT | |
|---|---|---|---|---|
| | Num. | % | Num. | % |
| 0 | 1,461 | 70.5 | 891 | 43.0 |
| > 0 and <= 10 | 20 | 1.0 | 160 | 7.7 |
| > 10 and <= 20 | 9 | 0.4 | 177 | 8.5 |
| > 20 and <= 30 | 3 | 0.1 | 147 | 7.1 |
| > 30 and <= 40 | 12 | 0.6 | 81 | 3.9 |
| > 40 and <= 50 | 12 | 0.6 | 47 | 2.3 |
| > 50 and <= 60 | 13 | 0.6 | 23 | 1.1 |
| > 60 and <= 70 | 37 | 1.8 | 32 | 1.5 |
| > 70 and <= 80 | 72 | 3.5 | 62 | 3.0 |
| > 80 and <= 90 | 96 | 4.6 | 220 | 10.6 |
| > 90 and <= 100 | 338 | 16.3 | 233 | 11.2 |

The PSAT and PLAN score bands provide students, parents, and educators with a way to identify levels of academic skill and areas that need greater attention. Examinees who receive scores in the higher score bands demonstrate skills relevant to the band in which their score falls and to the lower score

bands. The higher the level of skill exhibited by an examinee on either the PSAT or PLAN, the greater the likelihood that he or she will succeed in college or his or her career of choice. ACT, Inc. has produced PLAN benchmark scores to indicate levels of college preparation for students who complete the PLAN examination. As mentioned above, the PLAN score bands for each section of the examination are 1-12, 13-15, 16-19, 20-23, 24-27, and 28-32. The English section benchmark score is 15, the reading benchmark is 17, and the mathematics benchmark is 19. T he College Board has not produced a set of benchmark scores for the PSAT.

*State-Level Performance Results for PSAT and PLAN.* Tables 3 through 6 display the numbers and percentages of grade 10 students that received scores within each of the PSAT and PLAN score bands. In Tables 3 and 4, the data are disaggregated by score band (e.g., 20-29, 30-39). For example, from Table 3, one can see that 32.1 percent of PSAT examinees received a score between 40 and 49 on the writing section. In Tables 5 and 6, the data are disaggregated by cumulative score band (e.g., 20 or higher, 30 or higher). For example, from Table 4, one can see that 47.2 percent of PSAT examinees received a score of 40 or higher on the writing section.

**Table 3**
**PSAT Performance, by Score Band, Texas Public Schools, 2008-09**

| | Critical reading | | Writing | | Math | |
|---|---|---|---|---|---|---|
| Score band | Num. | % | Num. | % | Num. | % |
| 20-29 | 29,941 | 15.5 | 25,374 | 13.2 | 15,667 | 8.1 |
| 30-39 | 64,504 | 33.4 | 75,604 | 39.3 | 57,523 | 29.8 |
| 40-49 | 64,599 | 33.4 | 61,786 | 32.1 | 72,905 | 37.7 |
| 50-59 | 26,371 | 13.6 | 24,104 | 12.5 | 35,060 | 18.1 |
| 60-69 | 7,123 | 3.7 | 4,581 | 2.4 | 10,612 | 5.5 |
| 70-80 | 897 | 0.5 | 800 | 0.4 | 1,494 | 0.8 |
| All examinees | 193,435 | 100 | 192,249 | 100 | 193,261 | 100 |

**Table 4**
**PSAT Performance, by Cumulative Score Band, Texas Public Schools, 2008-09**

| Cumulative | Critical reading | | Writing | | Math | |
|---|---|---|---|---|---|---|
| score band | Num. | % | Num. | % | Num. | % |
| 20 or higher | 193,435 | 100 | 192,249 | 99.5 | 193,261 | 100 |
| 30 or higher | 163,494 | 84.5 | 166,875 | 86.4 | 177,594 | 91.9 |
| 40 or higher | 98,990 | 51.2 | 91,271 | 47.2 | 120,071 | 62.1 |
| 50 or higher | 34,391 | 17.8 | 29,485 | 15.3 | 47,166 | 24.4 |
| 60 or higher | 8,020 | 4.1 | 5,381 | 2.8 | 12,106 | 6.3 |
| 70 or higher | 897 | 0.5 | 800 | 0.4 | 1,494 | 0.8 |
| All examinees | 192,249 | 100 | 193,261 | 100 | 193,435 | 100 |

**Table 5**
**PLAN Performance, by Score Band, Texas Public Schools, 2009-10**

| | English | | Reading | | Math | |
|---|---|---|---|---|---|---|
| Score band | Num. | % | Num. | % | Num. | % |
| 1-12 | 23,698 | 29.5 | 20,305 | 25.3 | 8,328 | 10.3 |
| 13-15 | 20,149 | 25.1 | 20,721 | 25.8 | 20,364 | 25.3 |
| 16-19 | 24,814 | 30.9 | 23,169 | 28.8 | 33,733 | 41.9 |
| 20-23 | 8,692 | 10.8 | 9,912 | 12.3 | 10,006 | 12.4 |
| 24-27 | 2,545 | 3.2 | 5,418 | 6.7 | 5,157 | 6.4 |
| 28-32 | 536 | 0.7 | 847 | 1.1 | 2,920 | 3.6 |
| All examinees | 80,434 | 100 | 80,372 | 100 | 80,508 | 100 |

**Table 6**
**PLAN Performance, by Cumulative Score Band, Texas Public Schools, 2009-10**

| Cumulative | English | | Reading | | Math | |
|---|---|---|---|---|---|---|
| score band | Num. | % | Num. | % | Num. | % |
| 1 or higher | 80,434 | 100 | 80,372 | 100 | 80,508 | 100 |
| 13 or higher | 56,736 | 70.5 | 60,067 | 74.7 | 72,180 | 89.7 |
| 16 or higher | 36,587 | 45.5 | 39,346 | 49.0 | 51,816 | 64.4 |
| 20 or higher | 11,773 | 14.6 | 16,177 | 20.1 | 18,083 | 22.5 |
| 24 or higher | 3,081 | 3.8 | 6,265 | 7.8 | 8,077 | 10.0 |
| 28 or higher | 536 | 0.7 | 847 | 1.1 | 2,920 | 3.6 |
| All examinees | 80,434 | 100 | 80,372 | 100 | 80,508 | 100 |

*Campus-Level Performance Results for PSAT Critical Reading*. Tables 7 through 9 display the numbers and percentages of campuses with grade 10 PSAT examinees scoring within specified score ranges on the critical reading section. In Tables 7 and 8, the score ranges are cumulative (e.g., 20 or higher, 30 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 9, the data are disaggregated by the College Board's SAT score bands (e.g., 20-29, 30-39), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 7, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 7, one can see that, of the 1,189 campuses with grade 10 PSAT examinees, 66 (5.6%) had more than 50 percent of examinees scoring 50 or higher on the critical reading section. In contrast, in Tables 8 and 9, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 8, one can see that 26 campuses had between 50 and 60 percent of examinees scoring 50 or higher on the critical reading section. In Table 9, one can see that 8 campuses had between 50 and 60 percent of examinees scoring between 50 and 59.

## Table 7
## Campus-Level PSAT Critical Reading Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,189 | 100 | 1,186 | 99.7 | 1,168 | 98.2 | 1,054 | 88.6 | 700 | 58.9 | 252 | 21.2 |
| More than 10 | 1,189 | 100 | 1,186 | 99.7 | 1,159 | 97.5 | 802 | 67.5 | 161 | 13.5 | 5 | 0.4 |
| More than 20 | 1,189 | 100 | 1,186 | 99.7 | 1,105 | 92.9 | 518 | 43.6 | 28 | 2.4 | 1 | 0.1 |
| More than 30 | 1,189 | 100 | 1,186 | 99.7 | 1,008 | 84.8 | 310 | 26.1 | 14 | 1.2 | 1 | 0.1 |
| More than 40 | 1,189 | 100 | 1,184 | 99.6 | 900 | 75.7 | 152 | 12.8 | 7 | 0.6 | 1 | 0.1 |
| More than 50 | 1,189 | 100 | 1,168 | 98.2 | 763 | 64.2 | 66 | 5.6 | 1 | 0.1 | 0 | 0.0 |
| More than 60 | 1,189 | 100 | 1,148 | 96.6 | 616 | 51.8 | 40 | 3.4 | 1 | 0.1 | 0 | 0.0 |
| More than 70 | 1,189 | 100 | 1,080 | 90.8 | 429 | 36.1 | 21 | 1.8 | 1 | 0.1 | 0 | 0.0 |
| More than 80 | 1,189 | 100 | 932 | 78.4 | 244 | 20.5 | 16 | 1.3 | 1 | 0.1 | 0 | 0.0 |
| More than 90 | 1,189 | 100 | 681 | 57.3 | 126 | 10.6 | 13 | 1.1 | 1 | 0.1 | 0 | 0.0 |
| 100 | 1,189 | 100 | 358 | 30.1 | 83 | 7.0 | 13 | 1.1 | 1 | 0.1 | 0 | 0.0 |
| All campuses | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 |

## Table 8
## Campus-Level PSAT Critical Reading Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 3 | 0.3 | 21 | 1.8 | 135 | 11.4 | 489 | 41.1 | 937 | 78.8 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 9 | 0.8 | 252 | 21.2 | 539 | 45.3 | 247 | 20.8 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 54 | 4.5 | 284 | 23.9 | 133 | 11.2 | 4 | 0.3 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 97 | 8.2 | 208 | 17.5 | 14 | 1.2 | 0 | 0.0 |
| > 30 and <= 40 | n/a | n/a | 2 | 0.2 | 108 | 9.1 | 158 | 13.3 | 7 | 0.6 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 16 | 1.3 | 137 | 11.5 | 86 | 7.2 | 6 | 0.5 | 1 | 0.1 |
| > 50 and <= 60 | n/a | n/a | 20 | 1.7 | 147 | 12.4 | 26 | 2.2 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 68 | 5.7 | 187 | 15.7 | 19 | 1.6 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 148 | 12.4 | 185 | 15.6 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 251 | 21.1 | 118 | 9.9 | 3 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 323 | 27.2 | 43 | 3.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,189 | 100 | 358 | 30.1 | 83 | 7.0 | 13 | 1.1 | 1 | 0.1 | 0 | 0.0 |
| All campuses | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 20 or higher.

## Table 9
## Campus-Level PSAT Critical Reading Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 358 | 30.1 | 101 | 8.5 | 43 | 3.6 | 154 | 13.0 | 503 | 42.3 | 937 | 78.8 |
| > 0 and <= 10 | 329 | 27.7 | 52 | 4.4 | 14 | 1.2 | 295 | 24.8 | 559 | 47.0 | 247 | 20.8 |
| > 10 and <= 20 | 256 | 21.5 | 193 | 16.2 | 98 | 8.2 | 350 | 29.4 | 103 | 8.7 | 4 | 0.3 |
| > 20 and <= 30 | 140 | 11.8 | 255 | 21.4 | 190 | 16.0 | 219 | 18.4 | 14 | 1.2 | 0 | 0.0 |
| > 30 and <= 40 | 67 | 5.6 | 280 | 23.5 | 349 | 29.4 | 97 | 8.2 | 6 | 0.5 | 0 | 0.0 |
| > 40 and <= 50 | 30 | 2.5 | 217 | 18.3 | 294 | 24.7 | 48 | 4.0 | 3 | 0.3 | 1 | 0.1 |
| > 50 and <= 60 | 4 | 0.3 | 57 | 4.8 | 110 | 9.3 | 8 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 2 | 0.2 | 14 | 1.2 | 45 | 3.8 | 7 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 6 | 0.5 | 22 | 1.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 2 | 0.2 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 3 | 0.3 | 12 | 1.0 | 22 | 1.9 | 11 | 0.9 | 1 | 0.1 | 0 | 0.0 |
| All campuses | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 |

*Campus-Level Performance Results for PSAT Writing*. Tables 10 through 12 display the numbers and percentages of campuses with grade 10 PSAT examinees scoring within specified score ranges on the writing section. In Tables 10 and 11, the score ranges are cumulative (e.g., 20 or higher, 30 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 12, the data are disaggregated by the College Board's SAT score bands (e.g., 20-29, 30-39), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 10, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 10, one can see that, of the 1,188 campuses with PSAT examinees, 48 (4.0%) had more than 50 percent of examinees scoring 50 or higher on the writing section. In contrast, in Tables 11 and 12, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 11, one can see that 13 campuses had between 50 and 60 percent of examinees scoring 50 or higher. In Table 14, one can see that 3 campuses had between 50 and 60 percent of examinees scoring between 50 and 59.

## Table 10
## Campus-Level PSAT Writing Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,188 | 100 | 1,187 | 99.9 | 1,165 | 98.1 | 1,039 | 87.5 | 615 | 51.8 | 254 | 21.4 |
| More than 10 | 1,188 | 100 | 1,187 | 99.9 | 1,159 | 97.6 | 756 | 63.6 | 86 | 7.2 | 6 | 0.5 |
| More than 20 | 1,188 | 100 | 1,186 | 99.8 | 1,076 | 90.6 | 452 | 38.0 | 19 | 1.6 | 3 | 0.3 |
| More than 30 | 1,188 | 100 | 1,186 | 99.8 | 975 | 82.1 | 239 | 20.1 | 11 | 0.9 | 1 | 0.1 |
| More than 40 | 1,188 | 100 | 1,186 | 99.8 | 860 | 72.4 | 112 | 9.4 | 6 | 0.5 | 1 | 0.1 |
| More than 50 | 1,188 | 100 | 1,184 | 99.7 | 692 | 58.2 | 48 | 4.0 | 1 | 0.1 | 0 | 0.0 |
| More than 60 | 1,188 | 100 | 1,173 | 98.7 | 539 | 45.4 | 35 | 2.9 | 1 | 0.1 | 0 | 0.0 |
| More than 70 | 1,188 | 100 | 1,124 | 94.6 | 364 | 30.6 | 24 | 2.0 | 1 | 0.1 | 0 | 0.0 |
| More than 80 | 1,188 | 100 | 1,007 | 84.8 | 199 | 16.8 | 18 | 1.5 | 1 | 0.1 | 0 | 0.0 |
| More than 90 | 1,188 | 100 | 738 | 62.1 | 93 | 7.8 | 14 | 1.2 | 1 | 0.1 | 0 | 0.0 |
| 100 | 1,188 | 100 | 384 | 32.3 | 71 | 6.0 | 14 | 1.2 | 1 | 0.1 | 0 | 0.0 |
| All campuses | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 |

## Table 11
## Campus-Level PSAT Writing Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 1 | 0.1 | 23 | 1.9 | 149 | 12.5 | 573 | 48.2 | 934 | 78.6 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 6 | 0.5 | 283 | 23.8 | 529 | 44.5 | 248 | 20.9 |
| > 10 and <= 20 | n/a | n/a | 1 | 0.1 | 83 | 7.0 | 304 | 25.6 | 67 | 5.6 | 3 | 0.3 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 101 | 8.5 | 213 | 17.9 | 8 | 0.7 | 2 | 0.2 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 115 | 9.7 | 127 | 10.7 | 5 | 0.4 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 2 | 0.2 | 168 | 14.1 | 64 | 5.4 | 5 | 0.4 | 1 | 0.1 |
| > 50 and <= 60 | n/a | n/a | 11 | 0.9 | 153 | 12.9 | 13 | 1.1 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 49 | 4.1 | 175 | 14.7 | 11 | 0.9 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 117 | 9.8 | 165 | 13.9 | 6 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 269 | 22.6 | 106 | 8.9 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 354 | 29.8 | 22 | 1.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,188 | 100 | 384 | 32.3 | 71 | 6.0 | 14 | 1.2 | 1 | 0.1 | 0 | 0.0 |
| All campuses | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 20 or higher.

## Table 12
## Campus-Level PSAT Writing Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 384 | 32.3 | 76 | 6.4 | 45 | 3.8 | 165 | 13.9 | 595 | 50.1 | 934 | 78.6 |
| > 0 and <= 10 | 365 | 30.7 | 32 | 2.7 | 12 | 1.0 | 327 | 27.5 | 523 | 44.0 | 248 | 20.9 |
| > 10 and <= 20 | 268 | 22.6 | 142 | 12.0 | 125 | 10.5 | 334 | 28.1 | 55 | 4.6 | 3 | 0.3 |
| > 20 and <= 30 | 110 | 9.3 | 219 | 18.4 | 203 | 17.1 | 212 | 17.8 | 7 | 0.6 | 2 | 0.2 |
| > 30 and <= 40 | 50 | 4.2 | 244 | 20.5 | 339 | 28.5 | 89 | 7.5 | 4 | 0.3 | 0 | 0.0 |
| > 40 and <= 50 | 8 | 0.7 | 240 | 20.2 | 282 | 23.7 | 36 | 3.0 | 3 | 0.3 | 1 | 0.1 |
| > 50 and <= 60 | 1 | 0.1 | 178 | 15.0 | 99 | 8.3 | 3 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 30 | 2.5 | 43 | 3.6 | 8 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 11 | 0.9 | 17 | 1.4 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 1 | 0.1 | 2 | 0.2 | 3 | 0.3 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 1 | 0.1 | 14 | 1.2 | 20 | 1.7 | 12 | 1.0 | 1 | 0.1 | 0 | 0.0 |
| All campuses | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 | 1,188 | 100 |

*Campus-Level Performance Results for PLAN English*. Tables 13 through 15 display numbers and percentages of campuses with grade 10 PLAN examinees scoring within specified score ranges on the English section. In Tables 13 and 14, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 15, the data are disaggregated by the PLAN score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 13, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 13, one can see that, of the 615 campuses with PLAN examinees, 270 (43.9%) had more than 50 percent of examinees scoring 16 or higher on the English section. In contrast, in Tables 14 and 15, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 14, one can see that 126 campuses had between 50 and 60 percent of examinees scoring 16 or higher. In Table 15, one can see that 30 campuses had between 50 and 60 percent of examinees scoring between 16 and 19.

## Table 13
## Campus-Level PLAN English Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 615 | 100 | 610 | 99.2 | 607 | 98.7 | 549 | 89.3 | 393 | 63.9 | 153 | 24.9 |
| More than 10 | 615 | 100 | 610 | 99.2 | 598 | 97.2 | 347 | 56.4 | 32 | 5.2 | 1 | 0.2 |
| More than 20 | 615 | 100 | 609 | 99.0 | 558 | 90.7 | 133 | 21.6 | 8 | 1.3 | 0 | 0.0 |
| More than 30 | 615 | 100 | 604 | 98.2 | 494 | 80.3 | 46 | 7.5 | 1 | 0.2 | 0 | 0.0 |
| More than 40 | 615 | 100 | 592 | 96.3 | 403 | 65.5 | 24 | 3.9 | 0 | 0.0 | 0 | 0.0 |
| More than 50 | 615 | 100 | 558 | 90.7 | 270 | 43.9 | 11 | 1.8 | 0 | 0.0 | 0 | 0.0 |
| More than 60 | 615 | 100 | 498 | 81.0 | 144 | 23.4 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| More than 70 | 615 | 100 | 381 | 62.0 | 60 | 9.8 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 615 | 100 | 219 | 35.6 | 28 | 4.6 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 615 | 100 | 73 | 11.9 | 10 | 1.6 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 615 | 100 | 22 | 3.6 | 7 | 1.1 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

## Table 14
## Campus-Level PLAN English Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 5 | 0.8 | 8 | 1.3 | 66 | 10.7 | 222 | 36.1 | 462 | 75.1 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 9 | 1.5 | 202 | 32.8 | 361 | 58.7 | 152 | 24.7 |
| > 10 and <= 20 | n/a | n/a | 1 | 0.2 | 40 | 6.5 | 214 | 34.8 | 24 | 3.9 | 1 | 0.2 |
| > 20 and <= 30 | n/a | n/a | 5 | 0.8 | 64 | 10.4 | 87 | 14.1 | 7 | 1.1 | 0 | 0.0 |
| > 30 and <= 40 | n/a | n/a | 12 | 2.0 | 91 | 14.8 | 22 | 3.6 | 1 | 0.2 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 34 | 5.5 | 133 | 21.6 | 13 | 2.1 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 60 | 9.8 | 126 | 20.5 | 9 | 1.5 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 117 | 19.0 | 84 | 13.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 162 | 26.3 | 32 | 5.2 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 146 | 23.7 | 18 | 2.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 51 | 8.3 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 615 | 100 | 22 | 3.6 | 7 | 1.1 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 1 or higher.

## Table 15
## Campus-Level PLAN English Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 22 | 3.6 | 15 | 2.4 | 11 | 1.8 | 71 | 11.5 | 235 | 38.2 | 462 | 75.1 |
| > 0 and <= 10 | 57 | 9.3 | 13 | 2.1 | 10 | 1.6 | 265 | 43.1 | 353 | 57.4 | 152 | 24.7 |
| > 10 and <= 20 | 143 | 23.3 | 113 | 18.4 | 68 | 11.1 | 203 | 33.0 | 25 | 4.1 | 1 | 0.2 |
| > 20 and <= 30 | 163 | 26.5 | 313 | 50.9 | 144 | 23.4 | 53 | 8.6 | 2 | 0.3 | 0 | 0.0 |
| > 30 and <= 40 | 117 | 19.0 | 140 | 22.8 | 219 | 35.6 | 19 | 3.1 | 0 | 0.0 | 0 | 0.0 |
| > 40 and <= 50 | 65 | 10.6 | 12 | 2.0 | 122 | 19.8 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | 27 | 4.4 | 3 | 0.5 | 30 | 4.9 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 10 | 1.6 | 4 | 0.7 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 5 | 0.8 | 1 | 0.2 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 1 | 0.2 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 5 | 0.8 | 1 | 0.2 | 3 | 0.5 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

*Campus-Level Performance Results for PLAN Reading*. Tables 16 through 18 display numbers and percentages of campuses with grade 10 PLAN examinees scoring within specified score ranges on the reading section. In Tables 16 and 17, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 18, the data are disaggregated by the ACT score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 16, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 16, one can see that, of the 615 campuses with PLAN examinees, 325 (52.8%) had more than 50 percent of examinees scoring 16 or higher on the reading section. In contrast, in Tables 17 and 18, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 17, one can see that 132 campuses had between 50 and 60 percent of examinees scoring 16 or higher. In Table 18, one can see that 17 campuses had between 50 and 60 percent of examinees scoring between 16 and 19.

## Table 16
## Campus-Level PLAN Reading Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 615 | 100 | 613 | 99.7 | 609 | 99.0 | 576 | 93.7 | 506 | 82.3 | 234 | 38.0 |
| More than 10 | 615 | 100 | 613 | 99.7 | 606 | 98.5 | 468 | 76.1 | 169 | 27.5 | 4 | 0.7 |
| More than 20 | 615 | 100 | 613 | 99.7 | 583 | 94.8 | 270 | 43.9 | 31 | 5.0 | 0 | 0.0 |
| More than 30 | 615 | 100 | 611 | 99.3 | 543 | 88.3 | 120 | 19.5 | 11 | 1.8 | 0 | 0.0 |
| More than 40 | 615 | 100 | 606 | 98.5 | 455 | 74.0 | 45 | 7.3 | 2 | 0.3 | 0 | 0.0 |
| More than 50 | 615 | 100 | 579 | 94.1 | 325 | 52.8 | 18 | 2.9 | 2 | 0.3 | 0 | 0.0 |
| More than 60 | 615 | 100 | 543 | 88.3 | 193 | 31.4 | 9 | 1.5 | 1 | 0.2 | 0 | 0.0 |
| More than 70 | 615 | 100 | 452 | 73.5 | 74 | 12.0 | 3 | 0.5 | 1 | 0.2 | 0 | 0.0 |
| More than 80 | 615 | 100 | 303 | 49.3 | 36 | 5.9 | 2 | 0.3 | 1 | 0.2 | 0 | 0.0 |
| More than 90 | 615 | 100 | 99 | 16.1 | 12 | 2.0 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 |
| 100 | 615 | 100 | 31 | 5.0 | 9 | 1.5 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

## Table 17
## Campus-Level PLAN Reading Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 2 | 0.3 | 6 | 1.0 | 39 | 6.3 | 109 | 17.7 | 381 | 62.0 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 3 | 0.5 | 108 | 17.6 | 337 | 54.8 | 230 | 37.4 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 23 | 3.7 | 198 | 32.2 | 138 | 22.4 | 4 | 0.7 |
| > 20 and <= 30 | n/a | n/a | 2 | 0.3 | 40 | 6.5 | 150 | 24.4 | 20 | 3.3 | 0 | 0.0 |
| > 30 and <= 40 | n/a | n/a | 5 | 0.8 | 88 | 14.3 | 75 | 12.2 | 9 | 1.5 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 27 | 4.4 | 130 | 21.1 | 27 | 4.4 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 36 | 5.9 | 132 | 21.5 | 9 | 1.5 | 1 | 0.2 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 91 | 14.8 | 119 | 19.3 | 6 | 1.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 149 | 24.2 | 38 | 6.2 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 204 | 33.2 | 24 | 3.9 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 68 | 11.1 | 3 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 615 | 100 | 31 | 5.0 | 9 | 1.5 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 |
| All of campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 1 or higher.

## Table 18
## Campus-Level PLAN Reading Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 31 | 5.0 | 16 | 2.6 | 8 | 1.3 | 54 | 8.8 | 118 | 19.2 | 381 | 62.0 |
| > 0 and <= 10 | 70 | 11.4 | 16 | 2.6 | 8 | 1.3 | 203 | 33.0 | 359 | 58.4 | 230 | 37.4 |
| > 10 and <= 20 | 212 | 34.5 | 95 | 15.4 | 64 | 10.4 | 251 | 40.8 | 114 | 18.5 | 4 | 0.7 |
| > 20 and <= 30 | 142 | 23.1 | 302 | 49.1 | 211 | 34.3 | 82 | 13.3 | 20 | 3.3 | 0 | 0.0 |
| > 30 and <= 40 | 92 | 15.0 | 158 | 25.7 | 229 | 37.2 | 21 | 3.4 | 2 | 0.3 | 0 | 0.0 |
| > 40 and <= 50 | 39 | 6.3 | 24 | 3.9 | 73 | 11.9 | 2 | 0.3 | 1 | 0.2 | 0 | 0.0 |
| > 50 and <= 60 | 21 | 3.4 | 1 | 0.2 | 17 | 2.8 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 4 | 0.7 | 2 | 0.3 | 2 | 0.3 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 2 | 0.3 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 2 | 0.3 | 1 | 0.2 | 2 | 0.3 | 0 | 0.0 | 1 | 0.2 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

*Campus-Level Performance Results for PSAT Mathematics*. Tables 19 through 21 display the numbers and percentages of campuses with grade 10 PSAT examinees scoring within specified score ranges on the mathematics section. In Tables 19 and 20, the score ranges are cumulative (e.g., 20 or higher, 30 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 21, the data are disaggregated by the College Board's SAT score bands (e.g., 20-29, 30-39), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 19 the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 19, one can see that, of the 1,189 campuses with grade 10 PSAT examinees, 180 (15.1%) had more than 50 percent of examinees scoring 50 or higher on the mathematics section. In contrast, in Tables 20 and 21, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 20, one can see that 73 campuses had between 50 and 60 percent of examinees scoring 50 or higher on the mathematics section. In Table 21, one can see that 25 campuses had between 50 and 60 percent of examinees scoring between 50 and 59.

## Table 19
## Campus-Level PSAT Mathematics Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,189 | 100 | 1,188 | 99.9 | 1,176 | 98.9 | 1,109 | 93.3 | 791 | 66.5 | 263 | 22.1 |
| More than 10 | 1,189 | 100 | 1,188 | 99.9 | 1,175 | 98.8 | 964 | 81.1 | 247 | 20.8 | 11 | 0.9 |
| More than 20 | 1,189 | 100 | 1,188 | 99.9 | 1,168 | 98.2 | 754 | 63.4 | 77 | 6.5 | 3 | 0.3 |
| More than 30 | 1,189 | 100 | 1,188 | 99.9 | 1,139 | 95.8 | 558 | 46.9 | 39 | 3.3 | 2 | 0.2 |
| More than 40 | 1,189 | 100 | 1,188 | 99.9 | 1,059 | 89.1 | 360 | 30.3 | 18 | 1.5 | 2 | 0.2 |
| More than 50 | 1,189 | 100 | 1,187 | 99.8 | 964 | 81.1 | 180 | 15.1 | 8 | 0.7 | 1 | 0.1 |
| More than 60 | 1,189 | 100 | 1,182 | 99.4 | 846 | 71.2 | 107 | 9.0 | 7 | 0.6 | 1 | 0.1 |
| More than 70 | 1,189 | 100 | 1,173 | 98.7 | 693 | 58.3 | 62 | 5.2 | 4 | 0.3 | 1 | 0.1 |
| More than 80 | 1,189 | 100 | 1,129 | 95.0 | 527 | 44.3 | 41 | 3.4 | 4 | 0.3 | 1 | 0.1 |
| More than 90 | 1,189 | 100 | 966 | 81.2 | 295 | 24.8 | 28 | 2.4 | 4 | 0.3 | 1 | 0.1 |
| 100 | 1,189 | 100 | 549 | 46.2 | 174 | 14.6 | 26 | 2.2 | 4 | 0.3 | 1 | 0.1 |
| All campuses | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 |

## Table 20
## Campus-Level PSAT Mathematics Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 1 | 0.1 | 13 | 1.1 | 80 | 6.7 | 398 | 33.5 | 926 | 77.9 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 1 | 0.1 | 145 | 12.2 | 544 | 45.8 | 252 | 21.2 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 7 | 0.6 | 210 | 17.7 | 170 | 14.3 | 8 | 0.7 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 29 | 2.4 | 196 | 16.5 | 38 | 3.2 | 1 | 0.1 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 80 | 6.7 | 198 | 16.7 | 21 | 1.8 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 1 | 0.1 | 95 | 8.0 | 180 | 15.1 | 10 | 0.8 | 1 | 0.1 |
| > 50 and <= 60 | n/a | n/a | 5 | 0.4 | 118 | 9.9 | 73 | 6.1 | 1 | 0.1 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 9 | 0.8 | 153 | 12.9 | 45 | 3.8 | 3 | 0.3 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 44 | 3.7 | 166 | 14.0 | 21 | 1.8 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 163 | 13.7 | 232 | 19.5 | 13 | 1.1 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 417 | 35.1 | 121 | 10.2 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,189 | 100 | 549 | 46.2 | 174 | 14.6 | 26 | 2.2 | 4 | 0.3 | 1 | 0.1 |
| All campuses | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 20 or higher.

## Table 21
## Campus-Level PSAT Mathematics Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 549 | 46.2 | 184 | 15.5 | 50 | 4.2 | 94 | 7.9 | 407 | 34.2 | 926 | 77.9 |
| > 0 and <= 10 | 424 | 35.7 | 150 | 12.6 | 5 | 0.4 | 174 | 14.6 | 556 | 46.8 | 252 | 21.2 |
| > 10 and <= 20 | 157 | 13.2 | 262 | 22.0 | 34 | 2.9 | 275 | 23.1 | 161 | 13.5 | 8 | 0.7 |
| > 20 and <= 30 | 44 | 3.7 | 197 | 16.6 | 131 | 11.0 | 252 | 21.2 | 38 | 3.2 | 1 | 0.1 |
| > 30 and <= 40 | 9 | 0.8 | 184 | 15.5 | 362 | 30.4 | 222 | 18.7 | 16 | 1.3 | 0 | 0.0 |
| > 40 and <= 50 | 5 | 0.4 | 155 | 13.0 | 368 | 31.0 | 106 | 8.9 | 7 | 0.6 | 1 | 0.1 |
| > 50 and <= 60 | 0 | 0.0 | 39 | 3.3 | 127 | 10.7 | 25 | 2.1 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 6 | 0.5 | 61 | 5.1 | 13 | 1.1 | 1 | 0.1 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 5 | 0.4 | 23 | 1.9 | 7 | 0.6 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 5 | 0.4 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 1 | 0.1 | 7 | 0.6 | 23 | 1.9 | 19 | 1.6 | 3 | 0.3 | 1 | 0.1 |
| All campuses | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 | 1,189 | 100 |

*Campus-Level Performance Results for PLAN Mathematics*. Tables 22 through 24 display numbers and percentages of campuses with grade 10 PLAN examinees scoring within specified score ranges on the reading section. In Tables 22 and 23, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 24, the data are disaggregated by the ACT score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 22, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 22, one can see that, of the 615 campuses with PLAN examinees, 34 (5.5%) had more than 50 percent of examinees scoring 20 or higher on the mathematics section. In contrast, in Tables 23 and 24, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 23, one can see that 13 campuses had between 50 and 60 percent of examinees scoring 20 or higher. In Table 24, one can see that 2 campuses had between 50 and 60 percent of examinees scoring between 20 and 23.

## Table 22
## Campus-Level PLAN Mathematics Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 615 | 100 | 615 | 100 | 610 | 99.2 | 577 | 93.8 | 509 | 82.8 | 343 | 55.8 |
| More than 10 | 615 | 100 | 615 | 100 | 609 | 99.0 | 490 | 79.7 | 209 | 34.0 | 31 | 5.0 |
| More than 20 | 615 | 100 | 615 | 100 | 606 | 98.5 | 326 | 53.0 | 60 | 9.8 | 11 | 1.8 |
| More than 30 | 615 | 100 | 615 | 100 | 594 | 96.6 | 157 | 25.5 | 26 | 4.2 | 4 | 0.7 |
| More than 40 | 615 | 100 | 615 | 100 | 563 | 91.5 | 74 | 12.0 | 12 | 2.0 | 0 | 0.0 |
| More than 50 | 615 | 100 | 612 | 99.5 | 507 | 82.4 | 34 | 5.5 | 4 | 0.7 | 0 | 0.0 |
| More than 60 | 615 | 100 | 608 | 98.9 | 435 | 70.7 | 21 | 3.4 | 2 | 0.3 | 0 | 0.0 |
| More than 70 | 615 | 100 | 594 | 96.6 | 308 | 50.1 | 8 | 1.3 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 615 | 100 | 556 | 90.4 | 154 | 25.0 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 615 | 100 | 409 | 66.5 | 49 | 8.0 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 100 | 615 | 100 | 105 | 17.1 | 13 | 2.1 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

## Table 23
## Campus-Level PLAN Mathematics Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 0 | 0.0 | 5 | 0.8 | 38 | 6.2 | 106 | 17.2 | 272 | 44.2 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 1 | 0.2 | 87 | 14.1 | 300 | 48.8 | 312 | 50.7 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 3 | 0.5 | 164 | 26.7 | 149 | 24.2 | 20 | 3.3 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 12 | 2.0 | 169 | 27.5 | 34 | 5.5 | 7 | 1.1 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 31 | 5.0 | 83 | 13.5 | 14 | 2.3 | 4 | 0.7 |
| > 40 and <= 50 | n/a | n/a | 3 | 0.5 | 56 | 9.1 | 40 | 6.5 | 8 | 1.3 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 4 | 0.7 | 72 | 11.7 | 13 | 2.1 | 2 | 0.3 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 14 | 2.3 | 127 | 20.7 | 13 | 2.1 | 2 | 0.3 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 38 | 6.2 | 154 | 25.0 | 4 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 147 | 23.9 | 105 | 17.1 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 304 | 49.4 | 36 | 5.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 615 | 100 | 105 | 17.1 | 13 | 2.1 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 1 or higher.

## Table 24
## Campus-Level PLAN Mathematics Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2009-10

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 105 | 17.1 | 19 | 3.1 | 8 | 1.3 | 54 | 8.8 | 122 | 19.8 | 272 | 44.2 |
| > 0 and <= 10 | 309 | 50.2 | 64 | 10.4 | 2 | 0.3 | 154 | 25.0 | 359 | 58.4 | 312 | 50.7 |
| > 10 and <= 20 | 144 | 23.4 | 168 | 27.3 | 11 | 1.8 | 274 | 44.6 | 109 | 17.7 | 20 | 3.3 |
| > 20 and <= 30 | 36 | 5.9 | 195 | 31.7 | 42 | 6.8 | 104 | 16.9 | 21 | 3.4 | 7 | 1.1 |
| > 30 and <= 40 | 15 | 2.4 | 118 | 19.2 | 126 | 20.5 | 24 | 3.9 | 3 | 0.5 | 4 | 0.7 |
| > 40 and <= 50 | 6 | 1.0 | 39 | 6.3 | 256 | 41.6 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 |
| > 50 and <= 60 | 0 | 0.0 | 6 | 1.0 | 127 | 20.7 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 1 | 0.2 | 35 | 5.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 2 | 0.3 | 7 | 1.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 1 | 0.2 | 1 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 0 | 0.0 | 2 | 0.3 | 0 | 0.0 | 2 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 | 615 | 100 |

*ELA or mathematics:* ELA and mathematics

*Campus levels applicable:* Middle school, junior high, high school, K-8, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 3 (Grade 11)
## Participation and performance on the ELA and mathematics sections of the Grade 11 college readiness assessments (PSAT)

*Background:*

**PSAT.** The PSAT examination, which is a College Board test of college readiness and is typically taken by students in Grades 10 and 11, consists of three sections: critical reading, mathematics, and writing. Student performance on each section of the PSAT is reported as a scaled score that ranges from 20 to 80 in 1 point increments. Each section of the PSAT assesses a number of academic skill sets. The critical reading section tests students' abilities in five sets of academic skills: (1) determining the meaning of words; (2) understanding literary elements; (3) organization and ideas; (4) understanding how authors use tone, style, and writing devices such as metaphor or symbolism; and (5) reasoning and inferencing. The writing section assesses five sets of academic skills: (1) managing word choice and grammatical relationships between words, (2) managing grammatical structures used to modify or compare, (3) managing phrases and clauses in a sentence, (4) recognizing correctly formed sentences, and (5) managing order and relationships of sentences and paragraphs. The mathematics section tests students' abilities in nine skill sets: (1) numbers and operations; (2) algebra and functions; (3) geometry and measurement; (4) data, statistics, and probability; (5) problem solving; (6) representation; (7) reasoning; (8) connections; and (9) communication.

For each of the three sections, six score bands have been identified: 20-29, 30-39, 40-49, 50-59, 60-69, and 70-80, and each score band is associated with the level of students' abilities in the skill sets assessed in each section. For example, a student with a score in the 30-39 range on the mathematics section of the PSAT is expected to be able to: (1) determine the least common multiple of three or more numbers, (2) solve two-step algebra problems involving symbolic manipulations, (3) interpret data from a scatterplot, (4) solve arithmetic word problems involving whole number and fraction multiplication, (5) represent a geometric figure from a simple verbal description, and (6) work with 2-D and 3-D geometric representations and create an extended proportion or ratio.

Accompanying PDF documents describe the specific skills associated with each score band for each examination under consideration for distinctions designations indicators.

### *Methodological Considerations*

Typically, students in Grade 11 take the PSAT by their own initiative, because for them, the PSAT is a National Merit Qualifying Test. Students have one opportunity to take the PSAT each year, in October. Because Grade 11 PSAT examinees complete a year more of education than students who take the PSAT in Grade 10, combined Grade 10 and 11 results are not provided here, and the PSAT results for students in Grade 10 are provided in a separate report. Because the examination is voluntary, rates of participation vary from campus to campus. Table 1 below displays the number and percent of Grade 11 students that took the PSAT in 2008-09, the most recent data available. Table 2 below displays the number and percent of campuses with varying rates of student participation in the PSAT.

**Table 1**
**Grade 11 PSAT Participation, Texas Public Schools, 2008-09**

| Examination name | Students | Examinees | Participation rate |
|---|---|---|---|
| PSAT | 303,267 | 173,774 | 57.3 |

**Table 2**
**Campus level PSAT Participation, Texas Public Schools, 2008-09**

| Percent of graduates that took each examination | Num. | % |
|---|---|---|
| 0 | 650 | 32.9 |
| > 0 and <= 10 | 58 | 2.9 |
| > 10 and <= 20 | 116 | 5.9 |
| > 20 and <= 30 | 141 | 7.1 |
| > 30 and <= 40 | 151 | 7.6 |
| > 40 and <= 50 | 111 | 5.6 |
| > 50 and <= 60 | 83 | 4.2 |
| > 60 and <= 70 | 76 | 3.8 |
| > 70 and <= 80 | 88 | 4.5 |
| > 80 and <= 90 | 237 | 12.0 |
| > 90 and <= 100 | 264 | 13.4 |

The PSAT score bands provide students, parents, and educators with a way to identify levels of academic skill and areas that need greater attention. Examinees who receive scores in the higher score bands demonstrate skills relevant to the band in which their score falls and to the lower score bands. The higher the level of skill exhibited by an examinee on either the PSAT, the greater the likelihood that he or she will succeed in college or his or her career of choice. The College Board has not produced a set of benchmark scores for the PSAT.

### State-Level Performance Results

Tables 3 and 4 display the numbers and percentages of Grade 11 students that received scores within each of the PSAT score bands. In Table 3, the data are disaggregated by score band (e.g., 20-29, 30-39). For example, from Table 3, one can see that 34.9 percent of Grade 11 PSAT examinees received a score between 40 and 49 on the writing section. In Table 4, the data are disaggregated by cumulative score band (e.g., 20 or higher, 30 or higher). For example, from Table 4, one can see that 60.0 percent of PSAT examinees received a score of 40 or higher on the writing section.

**Table 3**
**PSAT Performance, by Score Band, Texas Public Schools, 2008-09**

| | Critical reading | | Writing | | Math | |
|---|---|---|---|---|---|---|
| Score band | Num. | % | Num. | % | Num. | % |
| 20-29 | 18,304 | 10.5 | 14,337 | 8.3 | 9,034 | 5.2 |
| 30-39 | 47,118 | 27.1 | 54,890 | 31.7 | 36,365 | 20.9 |
| 40-49 | 60,971 | 35.1 | 60,378 | 34.9 | 63,939 | 36.8 |
| 50-59 | 32,622 | 18.8 | 32,050 | 18.5 | 42,397 | 24.4 |
| 60-69 | 12,072 | 6.9 | 8,991 | 5.2 | 17,781 | 10.2 |
| 70-80 | 2,630 | 1.5 | 2,323 | 1.3 | 4,075 | 2.3 |
| All examinees | 173,717 | 100 | 172,969 | 100 | 173,591 | 100 |

**Table 4**
**PSAT Performance, by Cumulative Score Band, Texas Public Schools, 2008-09**

| Cumulative | Critical reading | | Writing | | Math | |
|---|---|---|---|---|---|---|
| score band | Num. | % | Num. | % | Num. | % |
| 20 or higher | 173,717 | 100 | 172,969 | 100 | 173,591 | 100 |
| 30 or higher | 155,413 | 89.5 | 158,632 | 91.7 | 164,557 | 94.8 |
| 40 or higher | 108,295 | 62.3 | 103,742 | 60.0 | 128,192 | 73.8 |
| 50 or higher | 47,324 | 27.2 | 43,364 | 25.1 | 64,253 | 37.0 |
| 60 or higher | 14,702 | 8.5 | 11,314 | 6.5 | 21,856 | 12.6 |
| 70 or higher | 2,630 | 1.5 | 2,323 | 1.3 | 4,075 | 2.3 |
| All examinees | 173,717 | 100 | 172969 | 100 | 173591 | 100 |

## Campus-Level Performance Results

### *PSAT Critical Reading*

Tables 5 through 7 display the numbers and percentages of campuses with Grade 11 PSAT examinees scoring within specified score ranges on the critical reading section. In Tables 5 and 6, the score ranges are cumulative (e.g., 20 or higher, 30 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 7, the data are disaggregated by the College Board's PSAT score bands (e.g., 20-29, 30-39), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 5, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 5, one can see that, of the 1,174 campuses with Grade 11 PSAT examinees, 111 (9.4%) had more than 50 percent of examinees scoring
50 or higher on the critical reading section. In contrast, in Tables 6 and 7, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 6, one can see that 63 campuses had between 50 and 60 percent of examinees scoring 50 or higher on the critical reading section. In Table 7, one can see that 5 campuses had between 50 and 60 percent of examinees scoring between 50 and 59.

**Table 5**
**Campus-Level PSAT Critical Reading Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09**

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,175 | 100 | 1,175 | 100 | 1,175 | 100 | 1,149 | 97.8 | 914 | 77.8 | 434 | 36.9 |
| More than 10 | 1,175 | 100 | 1,175 | 100 | 1,172 | 99.7 | 920 | 78.3 | 283 | 24.1 | 10 | 0.9 |
| More than 20 | 1,175 | 100 | 1,175 | 100 | 1,155 | 98.3 | 644 | 54.8 | 81 | 6.9 | 1 | 0.1 |
| More than 30 | 1,175 | 100 | 1,175 | 100 | 1,091 | 92.9 | 396 | 33.7 | 21 | 1.8 | 0 | 0.0 |
| More than 40 | 1,175 | 100 | 1,173 | 99.8 | 992 | 84.4 | 236 | 20.1 | 7 | 0.6 | 0 | 0.0 |
| More than 50 | 1,175 | 100 | 1,171 | 99.7 | 851 | 72.4 | 111 | 9.4 | 2 | 0.2 | 0 | 0.0 |
| More than 60 | 1,175 | 100 | 1,165 | 99.1 | 680 | 57.9 | 48 | 4.1 | 0 | 0.0 | 0 | 0.0 |
| More than 70 | 1,175 | 100 | 1,128 | 96.0 | 475 | 40.4 | 17 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 1,175 | 100 | 994 | 84.6 | 257 | 21.9 | 3 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 1,175 | 100 | 733 | 62.4 | 69 | 5.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,175 | 100 | 156 | 13.3 | 10 | 0.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

## Table 6
## Campus-Level PSAT Critical Reading Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 0 | 0.0 | 0 | 0.0 | 26 | 2.2 | 261 | 22.2 | 741 | 63.1 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 3 | 0.3 | 229 | 19.5 | 631 | 53.7 | 424 | 36.1 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 17 | 1.4 | 276 | 23.5 | 202 | 17.2 | 9 | 0.8 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 64 | 5.4 | 248 | 21.1 | 60 | 5.1 | 1 | 0.1 |
| > 30 and <= 40 | n/a | n/a | 2 | 0.2 | 99 | 8.4 | 160 | 13.6 | 14 | 1.2 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 2 | 0.2 | 141 | 12.0 | 125 | 10.6 | 5 | 0.4 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 6 | 0.5 | 171 | 14.6 | 63 | 5.4 | 2 | 0.2 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 37 | 3.1 | 205 | 17.4 | 31 | 2.6 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 134 | 11.4 | 218 | 18.6 | 14 | 1.2 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 261 | 22.2 | 188 | 16.0 | 3 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 577 | 49.1 | 59 | 5.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,175 | 100 | 156 | 13.3 | 10 | 0.9 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 20 or higher.

## Table 7
## Campus-Level PSAT Critical Reading Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 156 | 13.3 | 11 | 0.9 | 0 | 0.0 | 37 | 3.1 | 281 | 23.9 | 741 | 63.1 |
| > 0 and <= 10 | 591 | 50.3 | 105 | 8.9 | 5 | 0.4 | 296 | 25.2 | 655 | 55.7 | 424 | 36.1 |
| > 10 and <= 20 | 258 | 22.0 | 270 | 23.0 | 47 | 4.0 | 355 | 30.2 | 192 | 16.3 | 9 | 0.8 |
| > 20 and <= 30 | 124 | 10.6 | 308 | 26.2 | 211 | 18.0 | 288 | 24.5 | 41 | 3.5 | 1 | 0.1 |
| > 30 and <= 40 | 37 | 3.1 | 266 | 22.6 | 493 | 42.0 | 155 | 13.2 | 6 | 0.5 | 0 | 0.0 |
| > 40 and <= 50 | 6 | 0.5 | 176 | 15.0 | 307 | 26.1 | 37 | 3.1 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | 1 | 0.1 | 34 | 2.9 | 86 | 7.3 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 2 | 0.2 | 4 | 0.3 | 22 | 1.9 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 1 | 0.1 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,175 | 100 | 1,175 | 100 | 1,175 | 100 | 1,175 | 100 | 1,175 | 100 | 1,175 | 100 |

***PSAT Writing***

Tables 8 through 10 display the numbers and percentages of campuses with Grade 11 PSAT examinees scoring within specified score ranges on the writing section. In Tables 8 and 9, the score ranges are cumulative (e.g., 20 or higher, 30 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 10, the data are disaggregated by the College Board's PSAT score bands (e.g., 20-29, 30-39), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 8, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 8, one can see that, of the 1,174 campuses with Grade 11 PSAT examinees, 75 (6.4%) had more than 50 percent of examinees scoring
50 or higher on the writing section. In contrast, in Tables 9 and 10, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 9, one can see that 43 campuses had between 50 and 60 percent of examinees scoring 50 or higher. In Table 10, one can see that 9 campuses had between 50 and 60 percent of examinees scoring between 50 and 59.

**Table 8**
**Campus-Level PSAT Writing Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09**

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,174 | 100 | 217 | 18.5 | 9 | 0.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| More than 10 | 1,174 | 100 | 1,174 | 100 | 1,169 | 99.6 | 906 | 77.2 | 202 | 17.2 | 6 | 0.5 |
| More than 20 | 1,174 | 100 | 1,174 | 100 | 1,154 | 98.3 | 589 | 50.2 | 36 | 3.1 | 1 | 0.1 |
| More than 30 | 1,174 | 100 | 1,174 | 100 | 1,094 | 93.2 | 360 | 30.7 | 10 | 0.9 | 0 | 0.0 |
| More than 40 | 1,174 | 100 | 1,174 | 100 | 979 | 83.4 | 190 | 16.2 | 2 | 0.2 | 0 | 0.0 |
| More than 50 | 1,174 | 100 | 1,173 | 99.9 | 825 | 70.3 | 75 | 6.4 | 0 | 0.0 | 0 | 0.0 |
| More than 60 | 1,174 | 100 | 1,172 | 99.8 | 626 | 53.3 | 32 | 2.7 | 0 | 0.0 | 0 | 0.0 |
| More than 70 | 1,174 | 100 | 1,155 | 98.4 | 418 | 35.6 | 8 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 1,174 | 100 | 1,079 | 91.9 | 231 | 19.7 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 1,174 | 100 | 837 | 71.3 | 53 | 4.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,174 | 100 | 1,174 | 100 | 1,173 | 99.9 | 1,142 | 97.3 | 850 | 72.4 | 436 | 37.1 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

## Table 9
## Campus-Level PSAT Writing Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 0 | 0.0 | 1 | 0.1 | 32 | 2.7 | 324 | 27.6 | 738 | 62.9 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 4 | 0.3 | 236 | 20.1 | 648 | 55.2 | 430 | 36.6 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 15 | 1.3 | 317 | 27.0 | 166 | 14.1 | 5 | 0.4 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 60 | 5.1 | 229 | 19.5 | 26 | 2.2 | 1 | 0.1 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 115 | 9.8 | 170 | 14.5 | 8 | 0.7 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 1 | 0.1 | 154 | 13.1 | 115 | 9.8 | 2 | 0.2 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 1 | 0.1 | 199 | 17.0 | 43 | 3.7 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 17 | 1.4 | 208 | 17.7 | 24 | 2.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 76 | 6.5 | 187 | 15.9 | 6 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 242 | 20.6 | 178 | 15.2 | 2 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 620 | 52.8 | 44 | 3.7 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,174 | 100 | 217 | 18.5 | 9 | 0.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 20 or higher.

## Table 10
## Campus-Level PSAT Writing Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 217 | 18.5 | 9 | 0.8 | 1 | 0.1 | 44 | 3.7 | 354 | 30.2 | 738 | 62.9 |
| > 0 and <= 10 | 632 | 53.8 | 71 | 6.0 | 9 | 0.8 | 278 | 23.7 | 666 | 56.7 | 430 | 36.6 |
| > 10 and <= 20 | 234 | 19.9 | 224 | 19.1 | 44 | 3.7 | 365 | 31.1 | 137 | 11.7 | 5 | 0.4 |
| > 20 and <= 30 | 74 | 6.3 | 244 | 20.8 | 208 | 17.7 | 288 | 24.5 | 15 | 1.3 | 1 | 0.1 |
| > 30 and <= 40 | 15 | 1.3 | 298 | 25.4 | 480 | 40.9 | 157 | 13.4 | 2 | 0.2 | 0 | 0.0 |
| > 40 and <= 50 | 2 | 0.2 | 216 | 18.4 | 328 | 27.9 | 33 | 2.8 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | 0 | 0.0 | 95 | 8.1 | 73 | 6.2 | 9 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 13 | 1.1 | 26 | 2.2 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 4 | 0.3 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

### *PSAT Mathematics*

Tables 11 through 13 display the numbers and percentages of campuses with Grade 11 PSAT examinees scoring within specified score ranges on the mathematics section. In Tables 11 and 12, the score ranges are cumulative (e.g., 20 or higher, 30 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 13, the data are disaggregated by the College Board's PSAT score bands (e.g., 20-29, 30-39), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 11 the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 11, one can see that, of the 1,189 campuses with Grade 11 PSAT examinees, 288 (24.5%) had more than 50 percent of examinees scoring 50 or higher on the mathematics section. In contrast, in Tables 12 and 13, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 12, one can see that 129 campuses had between 50 and 60 percent of examinees scoring 50 or higher on the mathematics section. In Table 13, one can see that 25 campuses had between 50 and 60 percent of examinees scoring between 50 and 59.

**Table 11**
**Campus-Level PSAT Mathematics Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09**

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,174 | 100 | 385 | 32.8 | 54 | 4.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| More than 10 | 1,174 | 100 | 1,174 | 100 | 1,173 | 99.9 | 1096 | 93.4 | 438 | 37.3 | 26 | 2.2 |
| More than 20 | 1,174 | 100 | 1,174 | 100 | 1,170 | 99.7 | 905 | 77.1 | 172 | 14.7 | 2 | 0.2 |
| More than 30 | 1,174 | 100 | 1,174 | 100 | 1,161 | 98.9 | 709 | 60.4 | 65 | 5.5 | 0 | 0.0 |
| More than 40 | 1,174 | 100 | 1,174 | 100 | 1,143 | 97.4 | 476 | 40.5 | 28 | 2.4 | 0 | 0.0 |
| More than 50 | 1,174 | 100 | 1,174 | 100 | 1,079 | 91.9 | 288 | 24.5 | 11 | 0.9 | 0 | 0.0 |
| More than 60 | 1,174 | 100 | 1,172 | 99.8 | 971 | 82.7 | 159 | 13.5 | 4 | 0.3 | 0 | 0.0 |
| More than 70 | 1,174 | 100 | 1,169 | 99.6 | 815 | 69.4 | 56 | 4.8 | 0 | 0.0 | 0 | 0.0 |
| More than 80 | 1,174 | 100 | 1,148 | 97.8 | 570 | 48.6 | 21 | 1.8 | 0 | 0.0 | 0 | 0.0 |
| More than 90 | 1,174 | 100 | 1,019 | 86.8 | 280 | 23.9 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,161 | 98.9 | 982 | 83.6 | 477 | 40.6 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

## Table 12
## Campus-Level PSAT Mathematics Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 0 | 0.0 | 0 | 0.0 | 13 | 1.1 | 192 | 16.4 | 697 | 59.4 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 1 | 0.1 | 65 | 5.5 | 544 | 46.3 | 451 | 38.4 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 3 | 0.3 | 191 | 16.3 | 266 | 22.7 | 24 | 2.0 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 9 | 0.8 | 196 | 16.7 | 107 | 9.1 | 2 | 0.2 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 18 | 1.5 | 233 | 19.8 | 37 | 3.2 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 0 | 0.0 | 64 | 5.5 | 188 | 16.0 | 17 | 1.4 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 2 | 0.2 | 108 | 9.2 | 129 | 11.0 | 7 | 0.6 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 3 | 0.3 | 156 | 13.3 | 103 | 8.8 | 4 | 0.3 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 21 | 1.8 | 245 | 20.9 | 35 | 3.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 129 | 11.0 | 290 | 24.7 | 17 | 1.4 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 634 | 54.0 | 226 | 19.3 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,174 | 100 | 385 | 32.8 | 54 | 4.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

[a]Not applicable. All examinees in all campuses received scores of 20 or higher.

## Table 13
## Campus-Level PSAT Mathematics Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, 2008-09

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percentage of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 20 or higher | | 30 or higher | | 40 or higher | | 50 or higher | | 60 or higher | | 70 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 385 | 32.8 | 60 | 5.1 | 0 | 0.0 | 15 | 1.3 | 200 | 17.0 | 697 | 59.4 |
| > 0 and <= 10 | 640 | 54.5 | 278 | 23.7 | 8 | 0.7 | 86 | 7.3 | 571 | 48.6 | 451 | 38.4 |
| > 10 and <= 20 | 127 | 10.8 | 348 | 29.6 | 39 | 3.3 | 261 | 22.2 | 282 | 24.0 | 24 | 2.0 |
| > 20 and <= 30 | 17 | 1.4 | 246 | 21.0 | 146 | 12.4 | 364 | 31.0 | 92 | 7.8 | 2 | 0.2 |
| > 30 and <= 40 | 4 | 0.3 | 171 | 14.6 | 414 | 35.3 | 303 | 25.8 | 24 | 2.0 | 0 | 0.0 |
| > 40 and <= 50 | 1 | 0.1 | 59 | 5.0 | 417 | 35.5 | 117 | 10.0 | 4 | 0.3 | 0 | 0.0 |
| > 50 and <= 60 | 0 | 0.0 | 8 | 0.7 | 104 | 8.9 | 25 | 2.1 | 1 | 0.1 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 2 | 0.2 | 37 | 3.2 | 3 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 2 | 0.2 | 7 | 0.6 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 | 1,174 | 100 |

*ELA or mathematics:* ELA and mathematics

*Campus levels applicable:* High school, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 4
## Percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation

*Measure description:* TEC §39.301(c)(11) requires the agency to report the percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation.

*Advantages:*

1) Enrollment at an institution of higher education moves beyond theoretical, predictive measures of achievement and provides a practical, real-world measure of college-readiness.
2) To the extent that one of the goals of Texas public schools is to prepare students for college, this may provide a measure of the success of that goal.
3) Student enrollment in college is an intuitive, easy-to-understand measure of college readiness.

*Disadvantages:*

1) There are challenges associated with tracking students from secondary education in Texas public schools through college because associating records from K-12 to higher education data is based on the social security number. Not all students use a social security number.
2) Students who attend private institutions or out-of-state colleges, for example, currently could not be included in the measure.
3) The measure does not account for issues related to access to postsecondary education, such as economic status, cultural traditions, and practical obligations (e.g., work, taking care of family members).
4) The measure is not directly tied to reading or mathematics performance.

*ELA or mathematics:* Not directly associated with either ELA or mathematics

*Campus levels applicable:* High school, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

Data for this indicator are available in the reports that are posted online at Texas Higher Education Data website:

http://www.txhighereddata.org/Interactive/HSCollLink.cfm

## AADD Indicator 5

### Remedial course participation in postsecondary education

*Measure description:* TEC §39.301(c)(12) requires the agency to report the percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

*Advantages:*

1) The Texas Higher Education Coordinating Board (THECB) has approved assessment instruments (Texas Higher Education Assessment, offered by National Evaluation Systems; ASSET and COMPASS, offered by ACT, Inc.; and ACCUPLACER, offered by the College Board) to evaluate student readiness for freshman-level academic coursework.
2) Participation in remedial coursework moves beyond theoretical, predictive measures of achievement and provides a practical, real-world measure of college-readiness.
3) Participation in remedial coursework is an intuitive, easy-to-understand measure of college readiness.

*Disadvantages:*

1) There are challenges associated with tracking students from secondary education in Texas public schools through college because associating records from K-12 to higher education data is based on the social security number. Not all students use a social security number.
2) Students who attend private institutions or out-of-state colleges, for example, currently could not be included in the measure.
3) The measure does not account for issues related to access to postsecondary education, such as economic status, cultural traditions, and practical obligations (e.g., work, taking care of family members).
4) Standards for needing remedial education vary by institution.

*ELA or mathematics:* Not directly associated with either ELA or mathematics, as currently reported.

*Campus levels applicable:* high school, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

Data for this indicator are available in the reports that are posted online at Texas Higher Education Data website:

http://www.txhighereddata.org/Interactive/HSCollLink.cfm

## AADD Indicator 6
## Participation and performance on the ELA and mathematics portions of the SAT or ACT

*Background:* This indicator is based on measures from the former GPA system.

The SAT Examination. The SAT examination consists of three sections: critical reading, writing, and mathematics. Student performance on each section of the SAT is reported as a scaled score that ranges from 200 to 800 in 10-point increments. Each section of the SAT assesses a number of academic skill sets. For example, the critical reading section tests students' abilities in five sets of academic skills: (1) determining the meaning of words; (2) understanding literary elements; (3) organization and ideas; (4) author's craft; and (5) reasoning and inferencing. The writing section assesses five sets of academic skills: (1) managing word choice and grammatical relationships between words, (2) managing grammatical structures used to modify or compare, (3) managing phrases and clauses in a sentence, (4) recognizing correctly formed sentences, and (5) managing order and relationships of sentences and paragraphs. The mathematics section assesses nine skill sets: (1) problem solving; (2) representation; (3) reasoning; (4) connections; (5) communication; (6) numbers and operations; (7) algebra and functions; (8) geometry and measurement; and (9) data analysis, statistics, and probability.

For each of the three sections, six score bands have been identified: 200-290, 300-390, 400-490, 500-590, 600-690, and 700-800, and each score band is associated with the level of students' abilities in the skill sets assessed in each section. For example, a student with a score in the 500-590 range on the critical reading test should be able to: (1) use the context of a sentence or larger section of text to determine the meaning of unknown words or to differentiate among multiple possible meanings of words; (2) identify nuances and attitudes of characters; (3) analyze and compare concepts across texts; and (4) recognize elements of figurative language (such as metaphor) in a text.

Accompanying documents describe the specific skills associated with each score band for each examination under consideration for distinctions designations indicators.

The ACT Examination. The ACT examination consists of five sections, four of which may be used for the English/language arts and mathematics academic achievement distinctions designations: English, mathematics, reading, and an optional writing section. Student performance on the English, mathematics, and reading sections of the ACT is reported as a scaled score that ranges from 1 to 36 in one point increments. Student performance on the optional writing section of the ACT is reported as a scaled score that ranges from 2 to 12 in one point increments. Each section assesses a number of academic skill sets. For example, the English section tests students' abilities in six sets of academic skills: (1) topic development in terms of purpose and focus; (2) organization, unity, and coherence; (3) word choice in terms of style, tone, clarity, and economy; (4) sentence structure and formation; (5) conventions and usage; and (6) conventions of punctuation. The reading section assesses five sets of skill, including understanding main ideas and the author's approach; supporting details; sequential, comparative, and cause-effect relationships; the meanings of words; and generalizations and conclusions. The optional writing section assesses five skill sets, including expressing judgments, focusing on the topic, developing a position, organizing ideas, and using language. The mathematics section assesses eight skill sets: (1) basic operations and applications; (2) probability, statistics, and data analysis; (3) concepts and properties of numbers; (4) expressions, equations, and inequalities; (5) graphical representations; (6) properties of plane figures; (7) measurement; and (8) functions.

For each of the four required sections, seven score bands have been identified: 1-12, 13-15, 16-19, 20-23, 24-27, 28-32, and 33-36, and each score band is associated with the level of students' abilities in the skill sets assessed in each section. For example, a student with a score in the 20-23 range on the English test should be able to: (1) identify the central idea or main topic of a straightforward piece of writing, (2) decide the most logical place to add a sentence in an essay, (3) delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled"); (4) recognize and

correct marked disturbances of sentence flow and structure; and (5) ensure that a verb agrees with its subject when there is some text between the two.

*Methodological Considerations.* Both the SAT and ACT examinations are voluntary, taken by a self-selected portion of the high school population. Table 1 below displays the number and percent of graduates in the class of 2010 that took the ACT and the number and percent of graduates that took the SAT. Because the examinations are voluntary, rates of participation vary from campus to campus. Table 2 displays the numbers and percentages of campuses disaggregated by rates of student participation in the SAT and ACT.

**Table 1**
**SAT and ACT Participation, Texas Public Schools, Class of 2010**

| Examination name | Graduates | Examinees | Participation rate |
|---|---|---|---|
| ACT | 254,983 | 83,352 | 32.7 |
| SAT | 254,983 | 123,154 | 48.3 |

**Table 2**
**SAT and ACT Participation, by Rate of Participation Within Campuses, Texas Public Schools, Class of 2010**

| Percent of graduates that took each examination | ACT | | SAT | |
|---|---|---|---|---|
| | Num. | % | Num. | % |
| 0 | 331 | 19.4 | 380 | 22.2 |
| > 0 and <= 10 | 129 | 7.5 | 241 | 14.1 |
| > 10 and <= 20 | 188 | 11.0 | 121 | 7.1 |
| > 20 and <= 30 | 236 | 13.8 | 115 | 6.7 |
| > 30 and <= 40 | 191 | 11.2 | 142 | 8.3 |
| > 40 and <= 50 | 176 | 10.3 | 215 | 12.6 |
| > 50 and <= 60 | 132 | 7.7 | 205 | 12.0 |
| > 60 and <= 70 | 112 | 6.5 | 129 | 7.5 |
| > 70 and <= 80 | 95 | 5.6 | 80 | 4.7 |
| > 80 and <= 90 | 57 | 3.3 | 46 | 2.7 |
| > 90 and <= 100 | 64 | 2.8 | 37 | 2.1 |
| All campuses | 1,711 | 100 | 1,711 | 100 |

Examinees may take either or both examinations more than once and at any point during their high school career. Each year, the College Board and ACT, Inc. provide to TEA the most recent results only for those Texas public school examinees who indicated that they expected to graduate in that year. Because results are provided to the agency by graduating cohort, results can lag one or two years from the time when the examinees actually took the SAT or ACT. In addition, the agency does not receive results for every examination taken by a given examinee, only the most recent results are provided.

The SAT and ACT score bands provide students, parents, and educators with a way to identify levels of academic skill and areas that need greater attention. Examinees who receive scores in the higher score bands demonstrate skills relevant to the band in which their score falls and to the lower score bands. The

higher the level of skill exhibited by an examinee on either the SAT or ACT, the greater the likelihood that he or she will succeed in college or his or her career of choice. Although both the College Board and ACT, Inc. have created benchmark scores that provide an indication of whether or not examinees may be expected to succeed in college or in specific college courses, analyses directly linking levels of skill, as identified using the score bands, to success in college have not been performed. As mentioned above, the SAT score bands for each section of the examination are 200-290, 300-390, 400-490, 500-590, 600-690, and 700-800. The benchmark score produced by the College Board for each section of the examination is 500. The ACT score bands for each section of the examination are 1-12, 13-15, 16-19, 20-23, 24-27, 28-32, and 33-36. The English section benchmark score is 18, the reading benchmark is 21, and the mathematics benchmark is 22.

*State-Level Performance Results*. Tables 3 through 8 display the numbers and percentages of students in the class of 2010 that received scores within each of the SAT and ACT score bands. Note that in Tables 5 and 8, the total count of ACT examinees is lower than in Tables 4 and 7 because the ACT writing examination is optional. In Tables 3, 4, and 5, the data are disaggregated by score band (e.g., 200-290, 300-390). For example, from Table 3, one can see that 25.0 percent of SAT examinees received a score between 500 and 590 on the writing section. In Tables 6, 7, and 8, the data are disaggregated by cumulative score band (e.g., 200 or higher, 300 or higher). For example, from Table 6, one can see that 36.8 percent of SAT examinees received a score of 500 or higher on the writing section.

**Table 3**
**SAT Performance, by Score Band, Texas Public Schools, Class of 2010**

| | Critical reading | | Writing | | Math | |
|---|---|---|---|---|---|---|
| Score band | Num. | % | Num. | % | Num. | % |
| 200-290 | 4,284 | 3.5 | 3,661 | 3.0 | 2,449 | 2.0 |
| 300-390 | 22,488 | 18.3 | 26,014 | 21.1 | 16,180 | 13.1 |
| 400-490 | 43,845 | 35.6 | 48,121 | 39.1 | 41,663 | 33.8 |
| 500-590 | 33,804 | 27.5 | 30,830 | 25.0 | 37,753 | 30.7 |
| 600-690 | 15,203 | 12.3 | 11,722 | 9.5 | 19,715 | 16.0 |
| 700-800 | 3,530 | 2.9 | 2,806 | 2.3 | 5,394 | 4.4 |
| All examinees | 123,154 | 100 | 123,154 | 100 | 123,154 | 100 |

**Table 4**
**ACT Performance, by Score Band, Texas Public Schools, Class of 2010**

| | English | | Reading | | Math | |
|---|---|---|---|---|---|---|
| Score band | Num. | % | Num. | % | Num. | % |
| 1-12 | 13,691 | 16.4 | 7,764 | 9.3 | 639 | 0.8 |
| 13-15 | 11,862 | 14.2 | 12,302 | 14.8 | 8,531 | 10.2 |
| 16-19 | 17,114 | 20.5 | 19,074 | 22.9 | 28,325 | 34.0 |
| 20-23 | 19,166 | 23.0 | 19,612 | 23.5 | 18,265 | 21.9 |
| 24-27 | 12,005 | 14.4 | 11,497 | 13.8 | 17,373 | 20.8 |
| 28-32 | 6,931 | 8.3 | 9,404 | 11.3 | 7,578 | 9.1 |
| 33-36 | 2,583 | 3.1 | 3,699 | 4.4 | 2,641 | 3.2 |
| All examinees | 83,352 | 100 | 83,352 | 100 | 83,352 | 100 |

## Table 5
## ACT Writing Performance, by Score Band, Texas Public Schools, Class of 2010

| | Writing | |
|---|---|---|
| Score band | Num. | % |
| 2 | 1,045 | 1.7 |
| 3-4 | 5,817 | 9.5 |
| 5-6 | 26,471 | 43.1 |
| 7-8 | 24,153 | 39.3 |
| 9-10 | 3,761 | 6.1 |
| 11-12 | 200 | 0.3 |
| All examinees | 61,447 | 100 |

## Table 6
## SAT Performance, by Cumulative Score Band, Texas Public Schools, Class of 2010

| Cumulative | Critical reading | | Writing | | Math | |
|---|---|---|---|---|---|---|
| score band | Num. | % | Num. | % | Num. | % |
| 200 or higher | 123,154 | 100 | 123,154 | 100 | 123,154 | 100 |
| 300 or higher | 118,870 | 96.5 | 119,493 | 97.0 | 120,705 | 98.0 |
| 400 or higher | 96,382 | 78.3 | 93,479 | 75.9 | 104,525 | 84.9 |
| 500 or higher | 52,537 | 42.7 | 45,358 | 36.8 | 62,862 | 51.0 |
| 600 or higher | 18,733 | 15.2 | 14,528 | 11.8 | 25,109 | 20.4 |
| 700 or higher | 3,530 | 2.9 | 2,806 | 2.3 | 5,394 | 4.4 |

## Table 7
## ACT Performance, by Cumulative Score Band, Texas Public Schools, Class of 2010

| Cumulative | English | | Reading | | Math | |
|---|---|---|---|---|---|---|
| score band | Num. | % | Num. | % | Num. | % |
| 1 or higher | 83,352 | 100 | 83,352 | 100 | 83,352 | 100 |
| 13 or higher | 69,661 | 83.6 | 75,588 | 90.7 | 82,713 | 99.2 |
| 16 or higher | 57,799 | 69.3 | 63,286 | 75.9 | 74,182 | 89.0 |
| 20 or higher | 40,685 | 48.8 | 19,612 | 23.5 | 45,857 | 55.0 |
| 24 or higher | 21,519 | 25.8 | 24,600 | 29.5 | 27,592 | 33.1 |
| 28 or higher | 9,514 | 11.4 | 13,103 | 15.7 | 10,219 | 12.3 |
| 33 or higher | 2,583 | 3.1 | 3,699 | 4.4 | 2,641 | 3.2 |

## Table 8
## ACT Writing Performance, by Cumulative Score Band, Texas Public Schools, Class of 2010

| Cumulative | Writing | |
|---|---|---|
| score band | Num. | % |
| 2 or higher | 61,447 | 100 |
| 3 or higher | 60,402 | 98.3 |
| 5 or higher | 54,585 | 88.8 |
| 7 or higher | 28,114 | 45.8 |
| 9 or higher | 3,961 | 6.4 |
| 11 or higher | 200 | 0.3 |
| All examinees | 61,447 | 100 |

*Campus-Level Performance Results for the SAT Critical Reading*. Tables 9 through 11 display the numbers and percentages of campuses with SAT examinees scoring within specified score ranges on the critical reading section. In Tables 9 and 10, the score ranges are cumulative (e.g., 200 or higher, 300 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 11, the data are disaggregated by the College Board's SAT score bands (e.g., 200-290, 300-390), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 9, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 9, one can see that, of the 1,331 campuses with SAT examinees, 372 (27.9%) had more than 50 percent of examinees scoring 500 or higher on the critical reading section. In contrast, in Tables 10 and 11, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 10, one can see that 147 campuses had between 50 and 60 percent of examinees scoring 500 or higher on the critical reading section. In Table 11, one can see that 15 campuses had between 50 and 60 percent of examinees scoring between 500 and 590.

## Table 9
## Campus-Level SAT Critical Reading Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 or higher | | 300 or higher | | 400 or higher | | 500 or higher | | 600 or higher | | 700 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,331 | 100 | 1,326 | 99.6 | 1,306 | 98.1 | 1,217 | 91.4 | 961 | 72.2 | 474 | 35.6 |
| More than 10 | 1,331 | 100 | 1,326 | 99.6 | 1,306 | 98.1 | 1,154 | 86.7 | 592 | 44.5 | 33 | 2.5 |
| More than 20 | 1,331 | 100 | 1,326 | 99.6 | 1,304 | 98.0 | 1,013 | 76.1 | 228 | 17.1 | 9 | 0.7 |
| More than 30 | 1,331 | 100 | 1,326 | 99.6 | 1,292 | 97.1 | 847 | 63.6 | 110 | 8.3 | 5 | 0.4 |
| More than 40 | 1,331 | 100 | 1,326 | 99.6 | 1,257 | 94.4 | 623 | 46.8 | 58 | 4.4 | 4 | 0.3 |
| More than 50 | 1,331 | 100 | 1,315 | 98.8 | 1,176 | 88.4 | 372 | 27.9 | 29 | 2.2 | 0 | 0.0 |
| More than 60 | 1,331 | 100 | 1,313 | 98.6 | 1,081 | 81.2 | 225 | 16.9 | 26 | 2.0 | 0 | 0.0 |
| More than 70 | 1,331 | 100 | 1,308 | 98.3 | 931 | 69.9 | 131 | 9.8 | 22 | 1.7 | 0 | 0.0 |
| More than 80 | 1,331 | 100 | 1,277 | 95.9 | 688 | 51.7 | 93 | 7.0 | 21 | 1.6 | 0 | 0.0 |
| More than 90 | 1,331 | 100 | 1,187 | 89.2 | 381 | 28.6 | 83 | 6.2 | 21 | 1.6 | 0 | 0.0 |
| 100 | 1,331 | 100 | 605 | 45.5 | 240 | 18.0 | 80 | 6.0 | 21 | 1.6 | 0 | 0.0 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

## Table 10
## Campus-Level SAT Critical Reading Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 or higher | | 300 or higher | | 400 or higher | | 500 or higher | | 600 or higher | | 700 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 5 | 0.4 | 25 | 1.9 | 114 | 8.6 | 370 | 27.8 | 857 | 64.4 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 0 | 0.0 | 63 | 4.7 | 369 | 27.7 | 441 | 33.1 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 2 | 0.2 | 141 | 10.6 | 364 | 27.3 | 24 | 1.8 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 12 | 0.9 | 166 | 12.5 | 118 | 8.9 | 4 | 0.3 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 35 | 2.6 | 224 | 16.8 | 52 | 3.9 | 1 | 0.1 |
| > 40 and <= 50 | n/a | n/a | 11 | 0.8 | 81 | 6.1 | 251 | 18.9 | 29 | 2.2 | 4 | 0.3 |
| > 50 and <= 60 | n/a | n/a | 2 | 0.2 | 95 | 7.1 | 147 | 11.0 | 3 | 0.2 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 5 | 0.4 | 150 | 11.3 | 94 | 7.1 | 4 | 0.3 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 31 | 2.3 | 243 | 18.3 | 38 | 2.9 | 1 | 0.1 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 90 | 6.8 | 307 | 23.1 | 10 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 582 | 43.7 | 141 | 10.6 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,331 | 100 | 605 | 45.5 | 240 | 18.0 | 80 | 6.0 | 21 | 1.6 | 0 | 0.0 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 200 or higher.

## Table 11
## Campus-Level SAT Critical Reading Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 - 290 | | 300 - 390 | | 400 -490 | | 500 - 590 | | 600 - 690 | | 700 - 800 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 605 | 45.5 | 268 | 20.1 | 130 | 9.8 | 157 | 11.8 | 391 | 29.4 | 857 | 64.4 |
| > 0 and <= 10 | 585 | 44.0 | 193 | 14.5 | 5 | 0.4 | 83 | 6.2 | 416 | 31.3 | 441 | 33.1 |
| > 10 and <= 20 | 94 | 7.1 | 337 | 25.3 | 50 | 3.8 | 222 | 16.7 | 352 | 26.4 | 24 | 1.8 |
| > 20 and <= 30 | 24 | 1.8 | 229 | 17.2 | 169 | 12.7 | 328 | 24.6 | 105 | 7.9 | 4 | 0.3 |
| > 30 and <= 40 | 6 | 0.5 | 161 | 12.1 | 435 | 32.7 | 320 | 24.0 | 26 | 2.0 | 1 | 0.1 |
| > 40 and <= 50 | 12 | 0.9 | 106 | 8.0 | 382 | 28.7 | 137 | 10.3 | 20 | 1.5 | 4 | 0.3 |
| > 50 and <= 60 | 0 | 0.0 | 13 | 1.0 | 63 | 4.7 | 15 | 1.1 | 1 | 0.1 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 7 | 0.5 | 32 | 2.4 | 22 | 1.7 | 1 | 0.1 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 2 | 0.2 | 16 | 1.2 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 1 | 0.1 | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 5 | 0.4 | 14 | 1.1 | 48 | 3.6 | 42 | 3.2 | 19 | 1.4 | 0 | 0.0 |
| All campuses | 1331 | 100 | 1331 | 100 | 1331 | 100 | 1331 | 100 | 1331 | 100 | 1331 | 100 |

*Campus-Level Performance Results for the SAT Writing*. Tables 12 through 14 display the numbers and percentages of campuses with SAT examinees scoring within specified score ranges on the writing section. In Tables 12 and 13, the score ranges are cumulative (e.g., 200 or higher, 300 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 14, the data are disaggregated by the College Board's SAT score bands (e.g., 200-290, 300-390), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 12, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 12, one can see that, of the 1,331 campuses with SAT examinees, 227 (17.1%) had more than 50 percent of examinees scoring 500 or higher on the writing section. In contrast, in Tables 13 and 14, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 13, one can see that 88 campuses had between 50 and 60 percent of examinees scoring 500 or higher. In Table 14, one can see that 5 campuses had between 50 and 60 percent of examinees scoring between 500 and 590.

## Table 12
## Campus-Level SAT Writing Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 or higher | | 300 or higher | | 400 or higher | | 500 or higher | | 600 or higher | | 700 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,331 | 100 | 1,328 | 99.8 | 1,302 | 97.8 | 1,167 | 87.7 | 850 | 63.9 | 377 | 28.3 |
| More than 10 | 1,331 | 100 | 1,328 | 99.8 | 1,301 | 97.7 | 1,079 | 81.1 | 348 | 26.1 | 27 | 2.0 |
| More than 20 | 1,331 | 100 | 1,328 | 99.8 | 1,295 | 97.3 | 888 | 66.7 | 138 | 10.4 | 6 | 0.5 |
| More than 30 | 1,331 | 100 | 1,328 | 99.8 | 1,283 | 96.4 | 658 | 49.4 | 71 | 5.3 | 3 | 0.2 |
| More than 40 | 1,331 | 100 | 1,326 | 99.6 | 1,239 | 93.1 | 420 | 31.6 | 44 | 3.3 | 3 | 0.2 |
| More than 50 | 1,331 | 100 | 1,321 | 99.2 | 1,146 | 86.1 | 227 | 17.1 | 15 | 1.1 | 1 | 0.1 |
| More than 60 | 1,331 | 100 | 1,321 | 99.2 | 1,031 | 77.5 | 139 | 10.4 | 13 | 1.0 | 1 | 0.1 |
| More than 70 | 1,331 | 100 | 1,314 | 98.7 | 865 | 65.0 | 91 | 6.8 | 13 | 1.0 | 1 | 0.1 |
| More than 80 | 1,331 | 100 | 1,298 | 97.5 | 589 | 44.3 | 65 | 4.9 | 13 | 1.0 | 1 | 0.1 |
| More than 90 | 1,331 | 100 | 1,218 | 91.5 | 289 | 21.7 | 60 | 4.5 | 13 | 1.0 | 1 | 0.1 |
| 100 | 1,331 | 100 | 662 | 49.7 | 196 | 14.7 | 59 | 4.4 | 13 | 1.0 | 1 | 0.1 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

## Table 13
## Campus-Level SAT Writing Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 or higher | | 300 or higher | | 400 or higher | | 500 or higher | | 600 or higher | | 700 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 3 | 0.2 | 29 | 2.2 | 164 | 12.3 | 481 | 36.1 | 954 | 71.7 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 1 | 0.1 | 88 | 6.6 | 502 | 37.7 | 350 | 26.3 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 6 | 0.5 | 191 | 14.4 | 210 | 15.8 | 21 | 1.6 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 12 | 0.9 | 230 | 17.3 | 67 | 5.0 | 3 | 0.2 |
| > 30 and <= 40 | n/a | n/a | 2 | 0.2 | 44 | 3.3 | 238 | 17.9 | 27 | 2.0 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 5 | 0.4 | 93 | 7.0 | 193 | 14.5 | 29 | 2.2 | 2 | 0.2 |
| > 50 and <= 60 | n/a | n/a | 0 | 0.0 | 115 | 8.6 | 88 | 6.6 | 2 | 0.2 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 7 | 0.5 | 166 | 12.5 | 48 | 3.6 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 16 | 1.2 | 276 | 20.7 | 26 | 2.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 80 | 6.0 | 300 | 22.5 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 556 | 41.8 | 93 | 7.0 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,331 | 100 | 662 | 49.7 | 196 | 14.7 | 59 | 4.4 | 13 | 1.0 | 1 | 0.1 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 200 or higher.

## Table 14
## Campus-Level SAT Writing Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 - 290 | | 300 - 390 | | 400 -490 | | 500 - 590 | | 600 - 690 | | 700 - 800 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 662 | 49.7 | 212 | 15.9 | 106 | 8.0 | 206 | 15.5 | 493 | 37.0 | 954 | 71.7 |
| > 0 and <= 10 | 558 | 41.9 | 115 | 8.6 | 5 | 0.4 | 116 | 8.7 | 538 | 40.4 | 350 | 26.3 |
| > 10 and <= 20 | 86 | 6.5 | 364 | 27.3 | 38 | 2.9 | 254 | 19.1 | 192 | 14.4 | 21 | 1.6 |
| > 20 and <= 30 | 8 | 0.6 | 257 | 19.3 | 118 | 8.9 | 343 | 25.8 | 59 | 4.4 | 3 | 0.2 |
| > 30 and <= 40 | 7 | 0.5 | 188 | 14.1 | 334 | 25.1 | 268 | 20.1 | 20 | 1.5 | 0 | 0.0 |
| > 40 and <= 50 | 5 | 0.4 | 128 | 9.6 | 442 | 33.2 | 83 | 6.2 | 18 | 1.4 | 2 | 0.2 |
| > 50 and <= 60 | 1 | 0.1 | 22 | 1.7 | 151 | 11.3 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 1 | 0.1 | 15 | 1.1 | 56 | 4.2 | 14 | 1.1 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 6 | 0.5 | 15 | 1.1 | 5 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 2 | 0.2 | 6 | 0.5 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 3 | 0.2 | 22 | 1.7 | 60 | 4.5 | 37 | 2.8 | 11 | 0.8 | 1 | 0.1 |
| All campuses | 1331 | 100 | 1331 | 100 | 1331 | 100 | 1331 | 100 | 1331 | 100 | 1331 | 100 |

*Campus-Level Performance Results for the ACT English*. Tables 15 through 17 display numbers and percentages of campuses with ACT examinees scoring within specified score ranges on the English section. In Tables 15 and 16, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 17, the data are disaggregated by the ACT score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 15, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 15, one can see that, of the 1,380 campuses with ACT examinees, 72 (5.2%) had more than 50 percent of examinees scoring 24 or higher on the English section. In contrast, in Tables 16 and 17, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 16, one can see that 37 campuses had between 50 and 60 percent of examinees scoring 24 or higher. In Table 17, one can see that 1 campus had between 50 and 60 percent of examinees scoring between 24 and 27.

## Table 15
## Campus-Level ACT English Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | | 33 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,380 | 100 | 1,365 | 98.9 | 1,341 | 97.2 | 1,298 | 94.1 | 1,182 | 85.7 | 923 | 66.9 | 503 | 36.4 |
| More than 10 | 1,380 | 100 | 1,364 | 98.8 | 1,338 | 97.0 | 1,266 | 91.7 | 949 | 68.8 | 425 | 30.8 | 42 | 3.0 |
| More than 20 | 1,380 | 100 | 1,362 | 98.7 | 1,319 | 95.6 | 1,138 | 82.5 | 618 | 44.8 | 125 | 9.1 | 4 | 0.3 |
| More than 30 | 1,380 | 100 | 1,356 | 98.3 | 1,277 | 92.5 | 999 | 72.4 | 351 | 25.4 | 44 | 3.2 | 4 | 0.3 |
| More than 40 | 1,380 | 100 | 1,345 | 97.5 | 1,192 | 86.4 | 800 | 58.0 | 158 | 11.4 | 17 | 1.2 | 1 | 0.1 |
| More than 50 | 1,380 | 100 | 1,294 | 93.8 | 1,057 | 76.6 | 547 | 39.6 | 72 | 5.2 | 5 | 0.4 | 1 | 0.1 |
| More than 60 | 1,380 | 100 | 1,231 | 89.2 | 910 | 65.9 | 333 | 24.1 | 35 | 2.5 | 4 | 0.3 | 1 | 0.1 |
| More than 70 | 1,380 | 100 | 1,113 | 80.7 | 699 | 50.7 | 170 | 12.3 | 14 | 1.0 | 3 | 0.2 | 1 | 0.1 |
| More than 80 | 1,380 | 100 | 908 | 65.8 | 425 | 30.8 | 76 | 5.5 | 8 | 0.6 | 3 | 0.2 | 1 | 0.1 |
| More than 90 | 1,380 | 100 | 553 | 40.1 | 188 | 13.6 | 37 | 2.7 | 8 | 0.6 | 3 | 0.2 | 1 | 0.1 |
| 100 | 1,380 | 100 | 225 | 16.3 | 96 | 7.0 | 30 | 2.2 | 7 | 0.5 | 3 | 0.2 | 1 | 0.1 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

## Table 16
## Campus-Level ACT English Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | | 33 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 15 | 1.1 | 39 | 2.8 | 82 | 5.9 | 198 | 14.3 | 457 | 33.1 | 877 | 63.6 |
| > 0 and <= 10 | n/a | n/a | 1 | 0.1 | 3 | 0.2 | 32 | 2.3 | 233 | 16.9 | 498 | 36.1 | 461 | 33.4 |
| > 10 and <= 20 | n/a | n/a | 2 | 0.1 | 19 | 1.4 | 128 | 9.3 | 331 | 24.0 | 300 | 21.7 | 38 | 2.8 |
| > 20 and <= 30 | n/a | n/a | 6 | 0.4 | 42 | 3.0 | 139 | 10.1 | 267 | 19.3 | 81 | 5.9 | 0 | 0.0 |
| > 30 and <= 40 | n/a | n/a | 11 | 0.8 | 85 | 6.2 | 199 | 14.4 | 193 | 14.0 | 27 | 2.0 | 3 | 0.2 |
| > 40 and <= 50 | n/a | n/a | 51 | 3.7 | 135 | 9.8 | 253 | 18.3 | 86 | 6.2 | 12 | 0.9 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 63 | 4.6 | 147 | 10.7 | 214 | 15.5 | 37 | 2.7 | 1 | 0.1 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 118 | 8.6 | 211 | 15.3 | 163 | 11.8 | 21 | 1.5 | 1 | 0.1 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 205 | 14.9 | 274 | 19.9 | 94 | 6.8 | 6 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 355 | 25.7 | 237 | 17.2 | 39 | 2.8 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 328 | 23.8 | 92 | 6.7 | 7 | 0.5 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,380 | 100 | 225 | 16.3 | 96 | 7.0 | 30 | 2.2 | 7 | 0.5 | 3 | 0.2 | 1 | 0.1 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 1 or higher.

## Table 17
## Campus-Level ACT English Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | | 33-36 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 225 | 16.3 | 170 | 12.3 | 122 | 8.8 | 127 | 9.2 | 250 | 18.1 | 496 | 35.9 | 877 | 63.6 |
| > 0 and <= 10 | 347 | 25.1 | 281 | 20.4 | 61 | 4.4 | 84 | 6.1 | 392 | 28.4 | 565 | 40.9 | 461 | 33.4 |
| > 10 and <= 20 | 357 | 25.9 | 538 | 39.0 | 430 | 31.2 | 348 | 25.2 | 450 | 32.6 | 255 | 18.5 | 38 | 2.8 |
| > 20 and <= 30 | 190 | 13.8 | 275 | 19.9 | 522 | 37.8 | 472 | 34.2 | 217 | 15.7 | 49 | 3.6 | 0 | 0.0 |
| > 30 and <= 40 | 120 | 8.7 | 61 | 4.4 | 165 | 12.0 | 237 | 17.2 | 50 | 3.6 | 7 | 0.5 | 3 | 0.2 |
| > 40 and <= 50 | 83 | 6.0 | 36 | 2.6 | 49 | 3.6 | 75 | 5.4 | 12 | 0.9 | 6 | 0.4 | 0 | 0.0 |
| > 50 and <= 60 | 25 | 1.8 | 1 | 0.1 | 7 | 0.5 | 13 | 0.9 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 9 | 0.7 | 6 | 0.4 | 8 | 0.6 | 9 | 0.7 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 7 | 0.5 | 0 | 0.0 | 3 | 0.2 | 3 | 0.2 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 15 | 1.1 | 12 | 0.9 | 13 | 0.9 | 12 | 0.9 | 4 | 0.3 | 2 | 0.1 | 1 | 0.1 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

*Campus-Level Performance Results for the ACT Reading*. Tables 18 through 20 display numbers and percentages of campuses with ACT examinees scoring within specified score ranges on the reading section. In Tables 18 and 19, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 20, the data are disaggregated by the ACT score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 18, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 18, one can see that, of the 1,380 campuses with ACT examinees, 107 (7.8%) had more than 50 percent of examinees scoring 24 or higher on the reading section. In contrast, in Tables 19 and 20, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 19, one can see that 51 campuses had between 50 and 60 percent of examinees scoring 24 or higher. In Table 20, one can see that 2 campuses had between 50 and 60 percent of examinees scoring between 24 and 27.

## Table 18
## Campus-Level ACT Reading Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | | 33 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,380 | 100 | 1,373 | 99.5 | 1,357 | 98.3 | 1,311 | 95.0 | 1,235 | 89.5 | 1,074 | 77.8 | 683 | 49.5 |
| More than 10 | 1,380 | 100 | 1,373 | 99.5 | 1,356 | 98.3 | 1,296 | 93.9 | 1,057 | 76.6 | 676 | 49.0 | 94 | 6.8 |
| More than 20 | 1,380 | 100 | 1,372 | 99.4 | 1,353 | 98.0 | 1,220 | 88.4 | 804 | 58.3 | 274 | 19.9 | 8 | 0.6 |
| More than 30 | 1,380 | 100 | 1,371 | 99.3 | 1,339 | 97.0 | 1,091 | 79.1 | 495 | 35.9 | 93 | 6.7 | 3 | 0.2 |
| More than 40 | 1,380 | 100 | 1,367 | 99.1 | 1,305 | 94.6 | 906 | 65.7 | 249 | 18.0 | 36 | 2.6 | 1 | 0.1 |
| More than 50 | 1,380 | 100 | 1,349 | 97.8 | 1,204 | 87.2 | 656 | 47.5 | 107 | 7.8 | 14 | 1.0 | 0 | 0.0 |
| More than 60 | 1,380 | 100 | 1,335 | 96.7 | 1,105 | 80.1 | 431 | 31.2 | 56 | 4.1 | 9 | 0.7 | 0 | 0.0 |
| More than 70 | 1,380 | 100 | 1,285 | 93.1 | 898 | 65.1 | 232 | 16.8 | 26 | 1.9 | 4 | 0.3 | 0 | 0.0 |
| More than 80 | 1,380 | 100 | 1,163 | 84.3 | 609 | 44.1 | 103 | 7.5 | 19 | 1.4 | 4 | 0.3 | 0 | 0.0 |
| More than 90 | 1,380 | 100 | 881 | 63.8 | 270 | 19.6 | 50 | 3.6 | 18 | 1.3 | 3 | 0.2 | 0 | 0.0 |
| 100 | 1,380 | 100 | 347 | 25.1 | 123 | 8.9 | 41 | 3.0 | 17 | 1.2 | 3 | 0.2 | 0 | 0.0 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

## Table 19
## Campus-Level ACT Reading Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | | 33 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 7 | 0.5 | 23 | 1.7 | 69 | 5.0 | 145 | 10.5 | 306 | 22.2 | 697 | 50.5 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 1 | 0.1 | 15 | 1.1 | 178 | 12.9 | 398 | 28.8 | 589 | 42.7 |
| > 10 and <= 20 | n/a | n/a | 1 | 0.1 | 3 | 0.2 | 76 | 5.5 | 253 | 18.3 | 402 | 29.1 | 86 | 6.2 |
| > 20 and <= 30 | n/a | n/a | 1 | 0.1 | 14 | 1.0 | 129 | 9.3 | 309 | 22.4 | 181 | 13.1 | 5 | 0.4 |
| > 30 and <= 40 | n/a | n/a | 4 | 0.3 | 34 | 2.5 | 185 | 13.4 | 246 | 17.8 | 57 | 4.1 | 2 | 0.1 |
| > 40 and <= 50 | n/a | n/a | 18 | 1.3 | 101 | 7.3 | 250 | 18.1 | 142 | 10.3 | 22 | 1.6 | 1 | 0.1 |
| > 50 and <= 60 | n/a | n/a | 14 | 1.0 | 99 | 7.2 | 225 | 16.3 | 51 | 3.7 | 5 | 0.4 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 50 | 3.6 | 207 | 15.0 | 199 | 14.4 | 30 | 2.2 | 5 | 0.4 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 122 | 8.8 | 289 | 20.9 | 129 | 9.3 | 7 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 282 | 20.4 | 339 | 24.6 | 53 | 3.8 | 1 | 0.1 | 1 | 0.1 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 534 | 38.7 | 147 | 10.7 | 9 | 0.7 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,380 | 100 | 347 | 25.1 | 123 | 8.9 | 41 | 3.0 | 17 | 1.2 | 3 | 0.2 | 0 | 0.0 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 1 or higher.

## Table 20
## Campus-Level ACT Reading Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | | 33-36 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 347 | 25.1 | 188 | 13.6 | 99 | 7.2 | 133 | 9.6 | 215 | 15.6 | 361 | 26.2 | 697 | 50.5 |
| > 0 and <= 10 | 552 | 40.0 | 293 | 21.2 | 51 | 3.7 | 54 | 3.9 | 363 | 26.3 | 485 | 35.1 | 589 | 42.7 |
| > 10 and <= 20 | 277 | 20.1 | 482 | 34.9 | 302 | 21.9 | 338 | 24.5 | 542 | 39.3 | 393 | 28.5 | 86 | 6.2 |
| > 20 and <= 30 | 110 | 8.0 | 286 | 20.7 | 547 | 39.6 | 515 | 37.3 | 190 | 13.8 | 102 | 7.4 | 5 | 0.4 |
| > 30 and <= 40 | 53 | 3.8 | 95 | 6.9 | 260 | 18.8 | 241 | 17.5 | 36 | 2.6 | 24 | 1.7 | 2 | 0.1 |
| > 40 and <= 50 | 25 | 1.8 | 23 | 1.7 | 78 | 5.7 | 74 | 5.4 | 20 | 1.4 | 9 | 0.7 | 1 | 0.1 |
| > 50 and <= 60 | 5 | 0.4 | 2 | 0.1 | 10 | 0.7 | 11 | 0.8 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 3 | 0.2 | 1 | 0.1 | 11 | 0.8 | 1 | 0.1 | 2 | 0.1 | 3 | 0.2 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 1 | 0.1 | 5 | 0.4 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 7 | 0.5 | 9 | 0.7 | 17 | 1.2 | 11 | 0.8 | 10 | 0.7 | 3 | 0.2 | 0 | 0.0 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

*Campus-Level Performance Results for the ACT Writing.* Tables 21 through 23 display numbers and percentages of campuses with ACT examinees scoring within specified score ranges on the optional writing section. In Tables 21 and 22, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 23, the data are disaggregated by the ACT score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 21, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 21, one can see that, of the 1,327 campuses with ACT examinees, 358 (27.0%) had more than 50 percent of examinees scoring 7 or higher on the writing section. In contrast, in Tables 22 and 23, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 22, one can see that 152 campuses had between 50 and 60 percent of examinees scoring 7 or higher. In Table 23, one can see that 143 campuses had between 50 and 60 percent of examinees scoring 7 or 8.

## Table 21
## Campus-Level ACT Writing Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2 or higher | | 3 or higher | | 5 or higher | | 7 or higher | | 9 or higher | | 11 or 12 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,327 | 100 | 1,326 | 99.9 | 1,307 | 98.5 | 1,204 | 90.7 | 647 | 48.8 | 114 | 8.6 |
| More than 10 | 1,327 | 100 | 1,326 | 99.9 | 1,307 | 98.5 | 1,182 | 89.1 | 163 | 12.3 | 1 | 0.1 |
| More than 20 | 1,327 | 100 | 1,326 | 99.9 | 1,306 | 98.4 | 1,055 | 79.5 | 33 | 2.5 | 1 | 0.1 |
| More than 30 | 1,327 | 100 | 1,326 | 99.9 | 1,304 | 98.3 | 865 | 65.2 | 11 | 0.8 | 0 | 0.0 |
| More than 40 | 1,327 | 100 | 1,326 | 99.9 | 1,299 | 97.9 | 621 | 46.8 | 2 | 0.2 | 0 | 0.0 |
| More than 50 | 1,327 | 100 | 1,326 | 99.9 | 1,272 | 95.9 | 358 | 27.0 | 2 | 0.2 | 0 | 0.0 |
| More than 60 | 1,327 | 100 | 1,326 | 99.9 | 1,256 | 94.6 | 206 | 15.5 | 2 | 0.2 | 0 | 0.0 |
| More than 70 | 1,327 | 100 | 1,323 | 99.7 | 1,200 | 90.4 | 104 | 7.8 | 2 | 0.2 | 0 | 0.0 |
| More than 80 | 1,327 | 100 | 1,311 | 98.8 | 1,021 | 76.9 | 55 | 4.1 | 2 | 0.2 | 0 | 0.0 |
| More than 90 | 1,327 | 100 | 1,276 | 96.2 | 671 | 50.6 | 44 | 3.3 | 2 | 0.2 | 0 | 0.0 |
| 100 | 1,327 | 100 | 867 | 65.3 | 292 | 22.0 | 40 | 3.0 | 2 | 0.2 | 0 | 0.0 |
| All campuses | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 |

## Table 22
## Campus-Level ACT Writing Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2 or higher | | 3 or higher | | 5 or higher | | 7 or higher | | 9 or higher | | 11 or 12 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 1 | 0.1 | 20 | 1.5 | 123 | 9.3 | 680 | 51.2 | 1,213 | 91.4 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 0 | 0.0 | 22 | 1.7 | 484 | 36.5 | 113 | 8.5 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 1 | 0.1 | 127 | 9.6 | 130 | 9.8 | 0 | 0.0 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 2 | 0.2 | 190 | 14.3 | 22 | 1.7 | 1 | 0.1 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 5 | 0.4 | 244 | 18.4 | 9 | 0.7 | 0 | 0.0 |
| > 40 and <= 50 | n/a | n/a | 0 | 0.0 | 27 | 2.0 | 263 | 19.8 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | n/a | n/a | 0 | 0.0 | 16 | 1.2 | 152 | 11.5 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 3 | 0.2 | 56 | 4.2 | 102 | 7.7 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 12 | 0.9 | 179 | 13.5 | 49 | 3.7 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 35 | 2.6 | 350 | 26.4 | 11 | 0.8 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 409 | 30.8 | 379 | 28.6 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,327 | 100 | 867 | 65.3 | 292 | 22.0 | 40 | 3.0 | 2 | 0.2 | 0 | 0.0 |
| All campuses | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 2 or higher.

## Table 23
## Campus-Level ACT Writing Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2 | | 3-4 | | 5-6 | | 7-8 | | 9-10 | | 11-12 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 867 | 65.3 | 313 | 23.6 | 68 | 5.1 | 132 | 9.9 | 686 | 51.7 | 1,213 | 91.4 |
| > 0 and <= 10 | 412 | 31.0 | 452 | 34.1 | 4 | 0.3 | 26 | 2.0 | 491 | 37.0 | 113 | 8.5 |
| > 10 and <= 20 | 36 | 2.7 | 354 | 26.7 | 23 | 1.7 | 139 | 10.5 | 122 | 9.2 | 0 | 0.0 |
| > 20 and <= 30 | 8 | 0.6 | 115 | 8.7 | 103 | 7.8 | 228 | 17.2 | 18 | 1.4 | 1 | 0.1 |
| > 30 and <= 40 | 3 | 0.2 | 44 | 3.3 | 239 | 18.0 | 283 | 21.3 | 8 | 0.6 | 0 | 0.0 |
| > 40 and <= 50 | 0 | 0.0 | 23 | 1.7 | 395 | 29.8 | 278 | 20.9 | 0 | 0.0 | 0 | 0.0 |
| > 50 and <= 60 | 0 | 0.0 | 2 | 0.2 | 237 | 17.9 | 143 | 10.8 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 3 | 0.2 | 125 | 9.4 | 47 | 3.5 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 2 | 0.2 | 54 | 4.1 | 13 | 1.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 14 | 1.1 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 1 | 0.1 | 19 | 1.4 | 65 | 4.9 | 35 | 2.6 | 2 | 0.2 | 0 | 0.0 |
| All campuses | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 | 1,327 | 100 |

*Campus-Level Performance Results for the SAT Mathematics.* Tables 24 through 26 display numbers and percentages of campuses with SAT examinees scoring within specified score ranges on the mathematics section. In Tables 24 and 25, the score ranges are cumulative (e.g., 200 or higher, 300 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 26, the data are disaggregated by the ACT score bands (e.g., 200-290, 300-390), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 24, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 24, one can see that, of the 1,331 campuses with SAT examinees, 567 (42.6%) had more than 50 percent of examinees scoring 500 or higher on the mathematics section. In contrast, in Tables 25 and 26, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 25, one can see that 206 campuses had between 50 and 60 percent of examinees scoring 500 or higher. In Table 26, one can see that 40 campuses had between 50 and 60 percent of examinees scoring between 500 and 590.

## Table 24
## Campus-Level SAT Mathematics Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 or higher | | 300 or higher | | 400 or higher | | 500 or higher | | 600 or higher | | 700 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,331 | 100 | 1,330 | 99.9 | 1,310 | 98.4 | 1,231 | 92.5 | 987 | 74.2 | 515 | 38.7 |
| More than 10 | 1,331 | 100 | 1,330 | 99.9 | 1,310 | 98.4 | 1,212 | 91.1 | 678 | 50.9 | 60 | 4.5 |
| More than 20 | 1,331 | 100 | 1,330 | 99.9 | 1,308 | 98.3 | 1,118 | 84.0 | 346 | 26.0 | 16 | 1.2 |
| More than 30 | 1,331 | 100 | 1,330 | 99.9 | 1,300 | 97.7 | 976 | 73.3 | 174 | 13.1 | 5 | 0.4 |
| More than 40 | 1,331 | 100 | 1,330 | 99.9 | 1,287 | 96.7 | 827 | 62.1 | 92 | 6.9 | 3 | 0.2 |
| More than 50 | 1,331 | 100 | 1,330 | 99.9 | 1,240 | 93.2 | 567 | 42.6 | 40 | 3.0 | 1 | 0.1 |
| More than 60 | 1,331 | 100 | 1,324 | 99.5 | 1,199 | 90.1 | 361 | 27.1 | 30 | 2.3 | 1 | 0.1 |
| More than 70 | 1,331 | 100 | 1,318 | 99.0 | 1,084 | 81.4 | 211 | 15.9 | 24 | 1.8 | 1 | 0.1 |
| More than 80 | 1,331 | 100 | 1,303 | 97.9 | 907 | 68.1 | 126 | 9.5 | 21 | 1.6 | 1 | 0.1 |
| More than 90 | 1,331 | 100 | 1,256 | 94.4 | 600 | 45.1 | 98 | 7.4 | 21 | 1.6 | 1 | 0.1 |
| 100 | 1,331 | 100 | 760 | 57.1 | 290 | 21.8 | 91 | 6.8 | 21 | 1.6 | 1 | 0.1 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

## Table 25
## Campus-Level SAT Mathematics Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 or higher | | 300 or higher | | 400 or higher | | 500 or higher | | 600 or higher | | 700 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 1 | 0.1 | 21 | 1.6 | 100 | 7.5 | 344 | 25.8 | 816 | 61.3 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 0 | 0.0 | 19 | 1.4 | 309 | 23.2 | 455 | 34.2 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 2 | 0.2 | 94 | 7.1 | 332 | 24.9 | 44 | 3.3 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 8 | 0.6 | 142 | 10.7 | 172 | 12.9 | 11 | 0.8 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 13 | 1.0 | 149 | 11.2 | 82 | 6.2 | 2 | 0.2 |
| > 40 and <= 50 | n/a | n/a | 6 | 0.5 | 47 | 3.5 | 260 | 19.5 | 52 | 3.9 | 2 | 0.2 |
| > 50 and <= 60 | n/a | n/a | 0 | 0.0 | 41 | 3.1 | 206 | 15.5 | 10 | 0.8 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 6 | 0.5 | 115 | 8.6 | 150 | 11.3 | 6 | 0.5 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 15 | 1.1 | 177 | 13.3 | 85 | 6.4 | 3 | 0.2 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 47 | 3.5 | 307 | 23.1 | 28 | 2.1 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 496 | 37.3 | 310 | 23.3 | 7 | 0.5 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,331 | 100 | 760 | 57.1 | 290 | 21.8 | 91 | 6.8 | 21 | 1.6 | 1 | 0.1 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 200 or higher.

## Table 26
## Campus-Level SAT Mathematics Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 200 - 290 | | 300 - 390 | | 400 -490 | | 500 - 590 | | 600 - 690 | | 700 - 800 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 760 | 57.1 | 306 | 23.0 | 133 | 10.0 | 137 | 10.3 | 361 | 27.1 | 816 | 61.3 |
| > 0 and <= 10 | 499 | 37.5 | 351 | 26.4 | 9 | 0.7 | 29 | 2.2 | 344 | 25.8 | 455 | 34.2 |
| > 10 and <= 20 | 52 | 3.9 | 332 | 24.9 | 75 | 5.6 | 161 | 12.1 | 352 | 26.4 | 44 | 3.3 |
| > 20 and <= 30 | 7 | 0.5 | 173 | 13.0 | 190 | 14.3 | 274 | 20.6 | 161 | 12.1 | 11 | 0.8 |
| > 30 and <= 40 | 6 | 0.5 | 89 | 6.7 | 403 | 30.3 | 426 | 32.0 | 62 | 4.7 | 2 | 0.2 |
| > 40 and <= 50 | 6 | 0.5 | 48 | 3.6 | 350 | 26.3 | 171 | 12.8 | 28 | 2.1 | 2 | 0.2 |
| > 50 and <= 60 | 0 | 0.0 | 5 | 0.4 | 78 | 5.9 | 40 | 3.0 | 1 | 0.1 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 9 | 0.7 | 34 | 2.6 | 30 | 2.3 | 2 | 0.2 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 1 | 0.1 | 14 | 1.1 | 11 | 0.8 | 1 | 0.1 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 1 | 0.1 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 1 | 0.1 | 17 | 1.3 | 44 | 3.3 | 49 | 3.7 | 19 | 1.4 | 1 | 0.1 |
| All campuses | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 | 1,331 | 100 |

*Campus-Level Performance Results for the ACT Mathematics.* Tables 27 through 29 display numbers and percentages of campuses with ACT examinees scoring within specified score ranges on the mathematics section. In Tables 27 and 28, the score ranges are cumulative (e.g., 1 or higher, 13 or higher), allowing for identification of the number and percentage of campuses with examinees scoring at or above the specified score. In Table 29, the data are disaggregated by the ACT score bands (e.g., 1-12, 13-15), allowing for identification of the number and percentage of campuses with examinees scoring within each score band.

The data are further disaggregated by percentage of examinees. In Table 27, the ranges of percentages of examinees scoring within each score band are cumulative (e.g., more than 10, more than 20), allowing for the identification of the number and percentage of campuses with more than the given percentage of examinees scoring at or above the specified score. For example, in Table 27, one can see that, of the 1,380 campuses with ACT examinees, 140 (10.1%) had more than 50 percent of examinees scoring 24 or higher on the mathematics section. In contrast, in Tables 28 and 29, the ranges are banded (e.g., > 0 and <= 10, > 10 and <= 20). In Table 28, one can see that 66 campuses had between 50 and 60 percent of examinees scoring 24 or higher. In Table 29, one can see that 9 campuses had between 50 and 60 percent of examinees scoring between 24 and 27.

## Table 27
## Campus-Level ACT Mathematics Performance, by Cumulative Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | | 33 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| More than zero | 1,380 | 100 | 1,379 | 99.9 | 1,372 | 99.4 | 1,307 | 94.7 | 1,218 | 88.3 | 836 | 60.6 | 395 | 28.6 |
| More than 10 | 1,380 | 100 | 1,379 | 99.9 | 1,372 | 99.4 | 1,291 | 93.6 | 1,036 | 75.1 | 340 | 24.6 | 37 | 2.7 |
| More than 20 | 1,380 | 100 | 1,379 | 99.9 | 1,369 | 99.2 | 1,209 | 87.6 | 779 | 56.4 | 121 | 8.8 | 7 | 0.5 |
| More than 30 | 1,380 | 100 | 1,379 | 99.9 | 1,369 | 99.2 | 1,086 | 78.7 | 506 | 36.7 | 54 | 3.9 | 3 | 0.2 |
| More than 40 | 1,380 | 100 | 1,379 | 99.9 | 1,362 | 98.7 | 925 | 67.0 | 305 | 22.1 | 23 | 1.7 | 1 | 0.1 |
| More than 50 | 1,380 | 100 | 1,378 | 99.9 | 1,339 | 97.0 | 702 | 50.9 | 140 | 10.1 | 8 | 0.6 | 0 | 0.0 |
| More than 60 | 1,380 | 100 | 1,378 | 99.9 | 1,318 | 95.5 | 484 | 35.1 | 74 | 5.4 | 3 | 0.2 | 0 | 0.0 |
| More than 70 | 1,380 | 100 | 1,378 | 99.9 | 1,245 | 90.2 | 264 | 19.1 | 34 | 2.5 | 2 | 0.1 | 0 | 0.0 |
| More than 80 | 1,380 | 100 | 1,375 | 99.6 | 1,101 | 79.8 | 136 | 9.9 | 18 | 1.3 | 2 | 0.1 | 0 | 0.0 |
| More than 90 | 1,380 | 100 | 1,357 | 98.3 | 824 | 59.7 | 62 | 4.5 | 12 | 0.9 | 2 | 0.1 | 0 | 0.0 |
| 100 | 1,380 | 100 | 1,065 | 77.2 | 337 | 24.4 | 46 | 3.3 | 9 | 0.7 | 2 | 0.1 | 0 | 0.0 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

## Table 28
## Campus-Level ACT Mathematics Performance, by Percentages of Examinees Scoring Within Cumulative Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each score range | Number and percent of campuses by the percent of examinees that received a score of | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 or higher | | 13 or higher | | 16 or higher | | 20 or higher | | 24 or higher | | 28 or higher | | 33 or higher | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | n/a[a] | n/a | 1 | 0.1 | 8 | 0.6 | 73 | 5.3 | 162 | 11.7 | 544 | 39.4 | 985 | 71.4 |
| > 0 and <= 10 | n/a | n/a | 0 | 0.0 | 0 | 0.0 | 16 | 1.2 | 182 | 13.2 | 496 | 35.9 | 358 | 25.9 |
| > 10 and <= 20 | n/a | n/a | 0 | 0.0 | 3 | 0.2 | 82 | 5.9 | 257 | 18.6 | 219 | 15.9 | 30 | 2.2 |
| > 20 and <= 30 | n/a | n/a | 0 | 0.0 | 0 | 0.0 | 123 | 8.9 | 273 | 19.8 | 67 | 4.9 | 4 | 0.3 |
| > 30 and <= 40 | n/a | n/a | 0 | 0.0 | 7 | 0.5 | 161 | 11.7 | 201 | 14.6 | 31 | 2.2 | 2 | 0.1 |
| > 40 and <= 50 | n/a | n/a | 1 | 0.1 | 23 | 1.7 | 223 | 16.2 | 165 | 12.0 | 15 | 1.1 | 1 | 0.1 |
| > 50 and <= 60 | n/a | n/a | 0 | 0.0 | 21 | 1.5 | 218 | 15.8 | 66 | 4.8 | 5 | 0.4 | 0 | 0.0 |
| > 60 and <= 70 | n/a | n/a | 0 | 0.0 | 73 | 5.3 | 220 | 15.9 | 40 | 2.9 | 1 | 0.1 | 0 | 0.0 |
| > 70 and <= 80 | n/a | n/a | 3 | 0.2 | 144 | 10.4 | 128 | 9.3 | 16 | 1.2 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | n/a | n/a | 18 | 1.3 | 277 | 20.1 | 74 | 5.4 | 6 | 0.4 | 0 | 0.0 | 0 | 0.0 |
| > 90 and < 100 | n/a | n/a | 292 | 21.2 | 487 | 35.3 | 16 | 1.2 | 3 | 0.2 | 0 | 0.0 | 0 | 0.0 |
| 100 | 1,380 | 100 | 1,065 | 77.2 | 337 | 24.4 | 46 | 3.3 | 9 | 0.7 | 2 | 0.1 | 0 | 0.0 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

[a]Not applicable. All examinees in all campuses received a score of 1 or higher.

## Table 29
## Campus-Level ACT Mathematics Performance, by Percentages of Examinees Scoring Within Specified Score Ranges, Texas Public Schools, Class of 2010

| Percent of examinees receiving scores within each band | Number and percent of campuses by the percent of examinees that received a score between | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1-12 | | 13-15 | | 16-19 | | 20-23 | | 24-27 | | 28-32 | | 33-36 | |
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 1,065 | 77.2 | 351 | 25.4 | 60 | 4.3 | 124 | 9.0 | 182 | 13.2 | 574 | 41.6 | 985 | 71.4 |
| > 0 and <= 10 | 294 | 21.3 | 509 | 36.9 | 21 | 1.5 | 70 | 5.1 | 225 | 16.3 | 524 | 38.0 | 358 | 25.9 |
| > 10 and <= 20 | 17 | 1.2 | 285 | 20.7 | 111 | 8.0 | 346 | 25.1 | 354 | 25.7 | 210 | 15.2 | 30 | 2.2 |
| > 20 and <= 30 | 2 | 0.1 | 125 | 9.1 | 234 | 17.0 | 477 | 34.6 | 365 | 26.4 | 54 | 3.9 | 4 | 0.3 |
| > 30 and <= 40 | 0 | 0.0 | 68 | 4.9 | 347 | 25.1 | 226 | 16.4 | 181 | 13.1 | 11 | 0.8 | 2 | 0.1 |
| > 40 and <= 50 | 1 | 0.1 | 22 | 1.6 | 350 | 25.4 | 98 | 7.1 | 53 | 3.8 | 5 | 0.4 | 1 | 0.1 |
| > 50 and <= 60 | 0 | 0.0 | 7 | 0.5 | 151 | 10.9 | 13 | 0.9 | 9 | 0.7 | 0 | 0.0 | 0 | 0.0 |
| > 60 and <= 70 | 0 | 0.0 | 4 | 0.3 | 50 | 3.6 | 5 | 0.4 | 4 | 0.3 | 0 | 0.0 | 0 | 0.0 |
| > 70 and <= 80 | 0 | 0.0 | 2 | 0.1 | 19 | 1.4 | 1 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 80 and <= 90 | 0 | 0.0 | 0 | 0.0 | 3 | 0.2 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| > 90 | 1 | 0.1 | 7 | 0.5 | 34 | 2.5 | 18 | 1.3 | 7 | 0.5 | 2 | 0.1 | 0 | 0.0 |
| All campuses | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 | 1,380 | 100 |

*ELA or mathematics:* ELA and mathematics

*Campus levels applicable:* high school, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

**AADD Indicator 7**
**Participation and performance of students taking AP or IB ELA or mathematics courses and examinations and Percentage of students completing and receiving credit for al least one ELA or mathematics advanced or dual enrollment course**

*Background:* This indicator is based on measures from the former GPA system.

*Measure description for AP or IB ELA:* The College Board offers two AP courses and examinations in English: English Language and Composition, and English Literature and Composition. The English Language and Composition course teaches techniques that enable students to become skilled "readers of prose written in a variety of rhetorical contexts" and "skilled writers who compose for a variety of purposes." The English Literature and Composition course emphasizes careful reading and critical analysis of imaginative literature. Both courses are intended to be full-year courses and are typically taken by high school juniors and seniors. Specifically, in Texas, the English Language and Composition course is typically taken by juniors in lieu of English III and the English Literature and Composition course is typically taken by seniors in lieu of English IV.

The standardized examinations associated with the two courses are offered every year in May. The scores that students receive for each examination range from 1 to 5. Scores in the 3 to 5 range are considered equivalent to passing grades in the comparable college courses and subsequently may be equivalent to one year of college English credit, depending on the policy of the admitting university. Using course completion data in the Public Education Information Management System (PEIMS) and results of the two AP English examinations, campuses could be recognized for having large proportions of high school students participating in these courses and examinations and large proportions of examinees exhibiting high levels of academic skill as measured by the examinations.

Similarly, the IB Diploma Program in Texas offers two courses and examinations in English: English III and English IV. Students who complete IB English III may also take the AP English Language and Composition examination. Students who complete IB English IV may also take the AP English Literature and Composition examination. The IB standardized examination associated with the two courses is offered at the end of an examinee's senior year. The scores that students receive for the IB English examination range from 1 to 7. Scores in the 4 to 7 range are considered equivalent to passing grades in the comparable college courses and subsequently may be equivalent to college English credit, depending on the policy of the admitting university. Using course completion data in PEIMS and results of the two IB English examinations, campuses could be recognized for having large proportions of examinees exhibiting high levels of academic skill as measured by the examinations.

*Measure description for AP or IB mathematics:* The College Board offers three AP courses and examinations in mathematics: Calculus AB, Calculus BC, and Statistics. Both of the AP calculus courses are intended to be full year courses and both courses cover differential and integral calculus. The Calculus BC course, while covering the same topics as the Calculus AB course, goes into greater detail and at greater speed than the AB course. In addition, the Calculus BC course extends beyond the AB course by covering polynomial approximations and series. Topics covered in the AP statistics course include data exploration, study design and conduct, probability, and inferential statistics.

The standardized examinations associated with the three courses are offered every year in May. The scores that students receive for each examination range from 1 to 5. Scores in the 3 to 5 range are considered equivalent to passing grades in the comparable college courses. Passing scores on the Calculus AB and statistics examinations may be equivalent to one-half of a year of college credit, depending on the policy of the admitting university. Passing scores on the Calculus BC examination may be equivalent to one full year of college credit, depending on the policy of the admitting university. Using course completion data in PEIMS and results of the AP calculus and statistics examinations, campuses could be recognized for having large proportions of high school students participating in these courses

and examinations and large proportions of examinees exhibiting high levels of academic skill as measured by the examinations.

The IB Diploma Program in Texas offers several courses and examinations in mathematics. Topics covered in the courses include pre-calculus, calculus, trigonometry, probability, and statistics. Students who complete the IB standard level calculus course may also take the AP Calculus AB examination. Students who complete the IB higher level calculus course may also take the AP Calculus AB or BC examinations. The IB standardized examinations associated with the IB mathematics courses are offered at the end of each student's senior year. The scores that students receive for each examination range from 1 to 7. Scores in the 4 to 7 range are considered equivalent to passing grades in the comparable college courses and subsequently may be equivalent to college credit, depending on the policy of the admitting university. Using course completion data in PEIMS and results of the IB mathematics examinations, campuses could be recognized for having large proportions of examinees exhibiting high levels of academic skill as measured by the examinations.

*Measure description for advanced or dual enrollment ELA or mathematics course:* This measure is based on the count of students who completed and received credit for at least one ELA or mathematics advanced course or dual enrollment course in Grades 9-12. When considering this indicator, note that the agency does not receive comprehensive information on dual enrollment course completion. For example, many students complete dual enrollment courses during a summer session, and courses completed during the summer are not collected by the agency. Expansion of the current course completion data collection to include these data would improve the accuracy of this measure.

| English language arts courses | | Mathematics courses | |
|---|---|---|---|
| A3220100 | English Language and Composition | A3100101 | Calculus AB |
| A3220200 | English Literature and Composition | A3100102 | Calculus BC |
| A3220300 | International English Language | A3100200 | AP Statistics |
| I3220300 | English III | I3100100 | Mathematical Studies Standard |
| I3220400 | English IV | I3100200 | Mathematical Standard Level |
| 03221100 | Research/Technical Writing | I3100300 | Mathematics Higher Level |
| 03221200 | Creative/Imaginative Writing | I3100400 | Further Mathematics Standard |
| 03221500 | Literary Genres | 03101100 | Pre-Calculus |
| 03221600 | Humanities | 03102500 | Independent Study in Mathematics (1st time) |
| 03221800 | Independent Study in English | 03102501 | Independent Study in Mathematics (2nd time) |
| 03231000 | Independent Study in Journalism | | |
| 03231902 | Advanced Broadcast Journalism III | | |
| 03240400 | Oral Interpretation III | | |
| 03240800 | Debate III | | |
| 03241100 | Public Speaking III | | |
| 03241200 | Independent Study in Speech | | |

## General Information

### *The AP Examinations*

**AP English.** The College Board offers two Advanced Placement (AP) courses and examinations in English: (a) English Language and Composition, and (b) English Literature and Composition. The English Language and Composition course teaches techniques that enable students to become skilled "readers of prose written in a variety of rhetorical contexts" and "skilled writers who compose for a variety of purposes." The English Literature and Composition course emphasizes careful reading and critical analysis of imaginative literature. Both courses are intended to be full-year courses and are typically taken by high school juniors and seniors. The standardized examinations associated with the two courses are offered every year in May. Students who complete the courses may or may not take the associated course. In addition, students may take the examinations without having completed the associated course. Examination scores range from 1 to 5 where scores of 3 and above are considered passing scores.

**AP Mathematics.** The College Board offers three AP courses and examinations in mathematics: (a) calculus AB, (b) calculus BC, and (c) statistics. Calculus AB and BC are primarily concerned with the development of students' understanding of the concepts of calculus and experience with its methods and applications. Both courses are intended to be full-year courses and are comparable to college level calculus courses. Calculus BC includes all topics taught in Calculus AB plus additional topics. The AP statistics course is an option for students who have successfully completed a second-year course in algebra and possesses sufficient mathematical background and quantitative reasoning ability. Since second-year algebra is the prerequisite course for AP Statistics, the course is usually taken in the junior or senior year. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The standardized examinations associated with the three mathematics courses are offered every year in May. Students who complete the courses may or may not take the associated course. In addition, students may take the examinations without having completed the associated course. Examination scores range from 1 to 5 where scores of 3 and above are considered passing scores.

### *The IB Courses and Examinations*

**IB Diploma Program.** The IB Diploma program provides students in Grades 11 and 12 with an academically demanding program of study and the development of: critical-thinking and reflective skills, research skills, and independent learning skills intercultural understanding. The curriculum is modeled within six academic areas and diploma candidates are required to select courses from each academic area, including English and mathematics

**IB English.** Through the International Baccalaureate Diploma Program, students may take two years of courses in English and a single examination. The IB English courses introduce students to literature, including selections of literature in translation, and may be combined with language or performance studies. The courses are intended to develop in students an appreciation of language and literature, and to develop their oral and written communication skills as well as teach techniques of literary criticism. The standardized examination associated with the English courses is typically taken by students in their final

year of high school and is offered every year in May. Examination scores range from 1 to 7 where 1 = Very poor, 2 = Poor, 3 = Mediocre, 4 = Satisfactory, 5 = Good, 6 = Very good, and 7 = Excellent.

**IB Mathematics.** The IB program offers courses and examinations in mathematics, mathematical studies, and further mathematics. The courses allow students to either study the topic in depth or use it to enhance their understanding of other subjects. The aims of the courses are to enable students to develop mathematical knowledge, concepts and principles, develop logical, critical and creative thinking, and employ and refine their powers of abstraction and generalization. Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. The standardized examinations associated with the mathematics courses are typically taken by students in their final year of high school and are offered every year in May. Examination scores range from 1 to 7 where 1 = Very poor, 2 = Poor, 3 = Mediocre, 4 = Satisfactory, 5 = Good, 6 = Very good, and 7 = Excellent.

### *Methodological Considerations*

The IB Diploma Program is designed specifically for students in Grades 11 and 12. Participation in the program is limited to a very small number of students in Texas and subsequently may limit utility of the examination results data in a campus distinction award system.

Although the AP courses and examinations may be completed by students in Grades 9 through 12, students in Grades 11 and 12 account for 98.7 percent of participation in the AP English and mathematics examinations. As a result, the examination results data presented in this report are limited to Grades 11 and 12.

### State-Level Examination Participation and Performance Results

This report provides AP and IB examination participation and performance results information for the 2009-10 school-year for students in grades 11 and 12. Table 1 below displays the numbers and percentages of Grade 11 and 12 students in Texas public schools that took AP and IB English examinations and that received passing scores on the examinations. Table 2 displays the numbers and percentages of Grade 11 and 12 students in Texas public schools that took AP and IB mathematics examinations and that received passing scores on the examinations.

**Table 1**
**Advanced Placement (AP) and International Baccalaureate (IB) English Examination Participation, Texas Public Schools, 2009-10**

| | | Examinees | | Examinees who received scores of 3 (AP) or 4 (IB) or higher | |
|---|---|---|---|---|---|
| Examination | Grade 11 and 12 students | Num. | % | Num. | % |
| English Language and Composition | 600,952 | 47,355 | 7.9 | 22,474 | 47.5 |
| English Literature and Composition | 600,952 | 30,342 | 5.0 | 14,020 | 46.2 |
| English A1 | 600,952 | 1,382 | 0.2 | 1,314 | 95.1 |

**Table 2**
**Advanced Placement (AP) and International Baccalaureate (IB) Mathematics Examination Participation, Texas Public Schools, 2009-10**

| | | Examinees | | Examinees who received scores of 3 (AP) or 4 (IB) or higher | |
|---|---|---|---|---|---|
| Examination | Grade 11 and 12 students | Num. | % | Num. | % |
| Calculus AB | 600,952 | 16,277 | 2.7 | 6,963 | 42.8 |
| Calculus BC | 600,952 | 5,327 | 0.9 | 3,917 | 73.5 |
| Statistics | 600,952 | 8,977 | 1.5 | 4,514 | 50.3 |
| Mathematical Studies | 600,952 | 558 | 0.1 | 496 | 88.9 |
| Mathematics | 600,952 | 750 | 0.1 | 493 | 65.7 |

## Campus-Level Examination Participation and Performance Results

### *AP and IB English*

Tables 3 and 4 display the numbers and percentages of campuses with Grade 11 and 12 students participating in and passing AP and IB English examinations. The data in these tables are disaggregated by percentage of examinees (e.g., > 0 and <= 10, > 10 and <= 20). For example, from Table 3, one can see that in 30 (1.5%) of the 2,040 campuses with Grade 11 and 12 students, 20 to 30 percent of the students took the AP English Language and Composition examination. From Table 4, one can see that in 64 (7.8%) of the 823 campuses with Grade 11 and 12 students who took the AP English Language and Composition examination, 20 to 30 percent of the examinees passed the examination.

**Table 3**
**Campus-Level Advanced Placement (AP) and International Baccalaureate (IB) English Examination Participation, by Examination, Texas Public Schools, 2009-10**

| Percent of Grade 11 and 12 students that took each examination | AP Language and Composition | | AP Literature and Composition | | IB English A1 | |
|---|---|---|---|---|---|---|
| | Num. | % | Num. | % | Num. | % |
| 0 | 1,219 | 59.7 | 1,285 | 62.9 | 2,003 | 98.1 |
| 0-10 | 508 | 24.9 | 610 | 29.9 | 34 | 1.7 |
| 10-20 | 253 | 12.4 | 111 | 5.4 | 3 | 0.1 |
| 20-30 | 30 | 1.5 | 21 | 1.0 | 1 | 0.0 |
| 30-40 | 15 | 0.7 | 7 | 0.3 | 1 | 0.0 |
| 40-50 | 8 | 0.4 | 5 | 0.2 | 0 | 0.0 |
| 50-60 | 3 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 60-70 | 2 | 0.1 | 1 | 0.0 | 0 | 0.0 |
| 70-80 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 80-90 | 1 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 90-100 | 1 | 0.0 | 1 | 0.0 | 0 | 0.0 |
| All campuses | 2,042 | 100 | 2,042 | 100 | 2,042 | 100 |

## Table 4
## Campus-Level Advanced Placement (AP) and International Baccalaureate (IB) English Examination Performance, by Examination , Texas Public Schools, 2009-10

| Percent of Grade 11 and 12 examinees that received scores of 3 (AP) or 4 (IB) or higher | AP Language and Composition | | AP Literature and Composition | | IB English A1 | |
|---|---|---|---|---|---|---|
| | Num. | % | Num. | % | Num. | % |
| 0 | 91 | 11.1 | 108 | 14.3 | 0 | 0.0 |
| 0-10 | 99 | 12.0 | 72 | 9.5 | 0 | 0.0 |
| 10-20 | 95 | 11.5 | 94 | 12.4 | 0 | 0.0 |
| 20-30 | 64 | 7.8 | 46 | 6.1 | 1 | 2.6 |
| 30-40 | 72 | 8.7 | 69 | 9.1 | 0 | 0.0 |
| 40-50 | 88 | 10.7 | 71 | 9.4 | 0 | 0.0 |
| 50-60 | 73 | 8.9 | 58 | 7.7 | 1 | 2.6 |
| 60-70 | 85 | 10.3 | 66 | 8.7 | 0 | 0.0 |
| 70-80 | 67 | 8.1 | 75 | 9.9 | 2 | 5.1 |
| 80-90 | 43 | 5.2 | 44 | 5.8 | 3 | 7.7 |
| 90-100 | 46 | 5.6 | 54 | 7.1 | 32 | 82.1 |
| All campuses | 823 | 100 | 757 | 100 | 39 | 100 |

### *AP and IB Mathematics*

Tables 5 and 6 display the numbers and percentages of campuses with Grade 11 and 12 students participating in and passing AP and IB mathematics examinations. The data in these tables are disaggregated by percentage of examinees (e.g., > 0 and <= 10, > 10 and <= 20). For example, from Table 5, one can see that in 6 (0.3%) of the 2,040 campuses with Grade 11 and 12 students, 20 to 30 percent of the students completed the AP Calculus AB examination. From Table 6, one can see that in 68 (8.8%) of the 770 campuses with Grade 11 and 12 students who took the AP Calculus AB examination, 20 to 30 percent of the examinees passed the examination.

## Table 5
## Campus-Level Advanced Placement (AP) and International Baccalaureate (IB) Mathematics Examination Participation, by Examination, Texas Public Schools, 2009-10

| Percent of Grade 11 and 12 students that took each examination | AP Calculus AB | | AP Calculus BC | | AP Statistics | | IB Mathematics Studies | | IB Mathematics | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 1,272 | 62.3 | 1,735 | 85.0 | 1,637 | 80.2 | 2,009 | 98.4 | 2,009 | 98.4 |
| 0-10 | 734 | 35.9 | 303 | 14.8 | 388 | 19.0 | 31 | 1.5 | 32 | 1.6 |
| 10-20 | 27 | 1.3 | 3 | 0.1 | 12 | 0.6 | 2 | 0.1 | 0 | 0.0 |
| 20-30 | 6 | 0.3 | 0 | 0.0 | 2 | 0.1 | 0 | 0.0 | 1 | 0.0 |
| 30-40 | 2 | 0.1 | 1 | <0.1 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 40-50 | 1 | <0.1 | 0 | 0.0 | 2 | 0.1 | 0 | 0.0 | 0 | 0.0 |
| 50-60 | 0 | 0.0 | 0 | 0.0 | 1 | <0.1 | 0 | 0.0 | 0 | 0.0 |
| 60-70 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 70-80 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 80-90 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| 90-100 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 | 0 | 0.0 |
| All campuses | 2,042 | 100 | 2,042 | 100 | 2,042 | 100 | 2,042 | 100 | 2,042 | 100 |

## Table 6
## Campus-Level Advanced Placement (AP) and International Baccalaureate (IB) Mathematics Examination Performance, by Examination , Texas Public Schools, 2009-10

| Percent of Grade 11 and 12 examinees that received scores of 3 (AP) or 4 (IB) or higher | AP Calculus AB | | AP Calculus BC | | AP Statistics | | IB Mathematics Studies | | IB Mathematics | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Num. | % | Num. | % | Num. | % | Num. | % | Num. | % |
| 0 | 219 | 28.4 | 14 | 4.6 | 89 | 22.0 | 1 | 3.0 | 2 | 6.1 |
| 0-10 | 55 | 7.1 | 6 | 2.0 | 20 | 4.9 | 0 | 0.0 | 0 | 0.0 |
| 10-20 | 93 | 12.1 | 7 | 2.3 | 40 | 9.9 | 0 | 0.0 | 1 | 3.0 |
| 20-30 | 68 | 8.8 | 12 | 3.9 | 29 | 7.2 | 0 | 0.0 | 2 | 6.1 |
| 30-40 | 73 | 9.5 | 19 | 6.2 | 44 | 10.9 | 1 | 3.0 | 4 | 12.1 |
| 40-50 | 77 | 10.0 | 31 | 10.1 | 29 | 7.2 | 0 | 0.0 | 2 | 6.1 |
| 50-60 | 39 | 5.1 | 17 | 5.5 | 35 | 8.6 | 2 | 6.1 | 4 | 12.1 |
| 60-70 | 46 | 6.0 | 26 | 8.5 | 30 | 7.4 | 0 | 0.0 | 2 | 6.1 |
| 70-80 | 30 | 3.9 | 31 | 10.1 | 39 | 9.6 | 4 | 12.1 | 3 | 9.1 |
| 80-90 | 27 | 3.5 | 27 | 8.8 | 25 | 6.2 | 3 | 9.1 | 4 | 12.1 |
| 90-100 | 43 | 5.6 | 117 | 38.1 | 25 | 6.2 | 22 | 66.7 | 9 | 27.3 |
| All campuses | 770 | 100 | 307 | 100 | 405 | 100 | 33 | 100 | 33 | 100 |

*ELA or mathematics:* ELA and mathematics

*Campus levels applicable:* high school, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicators 8 and 9
## Grade 3 Reading and Grade 5 Mathematics

*Background:*

Beginning in spring 2012, the State of Texas Assessments of Academic Readiness (STAAR™) replaces the Texas Assessment of Knowledge and Skills (TAKS). At grades 3–8, students are tested in mathematics and reading. Students are also tested in writing at grades 4 and 7, science at grades 5 and 8, and social studies at grade 8. Spanish-version STAAR tests are administered in reading and mathematics at grades 3–5, in writing at grade 4, and in science at grade 5.

Students first enrolled in grade 9 or below in the 2011–2012 are required to take the STAAR EOC assessments as part of their graduation requirement and will no longer take TAKS. The 12 end-of-course (EOC) assessments are Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

The STAAR assessments will have two cut scores, which will identify three performance categories. For the general STAAR assessments, STAAR Spanish, and STAAR L, the labels for the performance categories are

- Level III: Advanced Academic Performance
- Level II: Satisfactory Academic Performance
- Level I: Unsatisfactory Academic Performance

The Advanced Academic Performance standard (Level (III) indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

*Measure definition/description:*

Percent of students achieving the Level III performance standard on STAAR grade 3 reading or grade 5 mathematics. Note that grade 5 mathematics will have multiple administrations beginning in 2014 when the Student Success Initiative (SSI) requirements are reinstated.

*Advantages:*

1. Places appropriate emphasis on critical checkpoints at the elementary grade levels
2. Encourages elementary schools to strive for the highest performance standard (Level III) on STAAR.

*Disadvantages:*

1. Will overlap with use of the Level III performance standard in the state accountability rating system beginning in 2014.

*ELA or mathematics:* ELA (Grade 3) and Mathematics (Grade 5)

*Campus levels applicable:* elementary, K-8, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 10
## Grade 8 Algebra I and English I

*Background:*

Students in grades 3-8 who are also enrolled in a high school course with a STAAR end-of-course (EOC) assessment will take that STAAR EOC assessment. Local district policies will determine whether students in grades 3-8 who are also enrolled in a high school course with STAAR EOC assessments are required to take the corresponding STAAR grade-level assessment. However, they must take all other subject area STAAR grade-level assessments. For example, a grade 8 student enrolled in Algebra I will take STAAR grade 8 reading, science, and social studies as well as STAAR Algebra I. Local school district policy will determine whether this grade 8 student will also take the STAAR grade 8 mathematics assessment.

Based on the 2012 EOC results, 84,146 grade 8 students took the Algebra I EOC assessment in spring 2012. On the English I EOC assessments, 4,167 grade 8 students were tested in English I reading, and 4,172 grade 8 students were tested on English I writing.

The STAAR EOC performance standards will have a four-year, two-step phase-in for Level II for all STAAR EOC assessments. In addition, STAAR Algebra II, English III reading, and English III writing will have a two-year, one-step phase-in for Level III.

The STAAR EOC phase-in periods for performance standards will be on a student-by-student basis by content area. If students take their first STAAR EOC assessment in 2012 or 2013, they will be held to the first set of Level II phase-in performance standards for every assessment in that content area. If students take their first STAAR EOC assessment in 2014 or 2015, they will be held to the second set of Level II phase-in performance standards. Students who take their first STAAR mathematics EOC assessment in 2012 or 2013 will be held to the phase-in performance standard for Level III on the Algebra II assessment. Likewise, students who take their first STAAR English EOC assessment in 2012 or 2013 will be held to the phase-in performance standards for Level III on the English III reading and English III writing assessments.

*Measure definition/description:*

Percent of grade 8 students achieving the Level III performance standard on STAAR EOC Algebra I or English I reading.

*Advantages:*

1. Rewards middle schools that develop effective instructional strategies that enable grade 8 students to meet the Advanced Academic Performance level on high school level assessments.

*Disadvantages:*

1. Will overlap with use of the Level III performance standard on these EOC tests in the state accountability rating system beginning in 2014.

*ELA or mathematics:* ELA and mathematics

*Campus levels applicable:* middle school, junior high, K-8, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 11
## Measure of teacher turnover rate

*Background:* This is a measure has been reported at the district-level on the AEIS report since 1991 without ELA and mathematics disaggregation.

*Measure definition/description:* This measure shows the total FTE count of teachers from the fall of 2010-11 who were subsequently not employed in the district in the fall of 2011-12, divided by the total teacher FTE count for the fall of 2010-11. Social security numbers for teachers employed in the district in the fall of 2010-11 were checked to verify their employment status in the same district in the fall of 2011-12. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover.

Turnover for districts is calculated as follows:

$$\frac{\text{FTE count of teachers from the fall of 2010-11 not employed in the campus/district in the fall of 2011-12}}{\text{total campus/district teacher FTE count for the fall of 2010-11.}}$$

*Advantages:*

1. The methodology used to compute this measure at the district-level can be applied at the campus level.
2. The data necessary to develop this indicator at the campus level are currently available in PEIMS.

*Disadvantages:*

1. The data are not able to be reported separately for ELA and mathematics.

*ELA or mathematics:* The data cannot be reported by content area.

*Campus levels applicable:* None; district level only.

*Enrollment sizes:* Not applicable

## AADD Indicator 12
## Head Start and/or Prekindergarten (PK) participation rate

*Background:*

Head Start is a federal program that promotes the school readiness of children ages birth to 5 from low-income families by enhancing their cognitive, social and emotional development. Head Start programs provide comprehensive services to enrolled children and their families, which include health, nutrition, social services and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services.

Any school district may offer PK classes, but a district must offer PK classes if it identifies 15 or more eligible children who are at least 4 years of age on or before September 1 of the current school year. The commissioner of education may exempt a district from this requirement if the district would be required to construct classroom facilities to provide PK classes.

To be eligible for enrollment in a PK class, a child must be 3 or 4 years of age on September 1 of the current school year and must

a. be unable to speak and comprehend the English language; or

b. be educationally disadvantaged (eligible to participate in the National School Lunch Program [NSLP] 143F or in Head Start); or

c. be homeless; or

d. be the child of an active duty member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who is ordered to active duty by proper authority; or

e. be the child of a member of the armed forces of the United States, including the state military forces or a reserved component of the armed forces, who was injured or killed while serving on active duty; or

f. have ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) following an adversary hearing.

*Measure definition/description:* The measure of Head Start and/or PK participation will require a clear definition of how a student is to be counted relative to the student's participation level in Head Start or PK.

Options include:
1. Weighting the individual student's participation in Head Start or Prekindergarten.

A student equivalent would be calculated using the following formula:
Student Equivalent = Student eligible days present/Total days

The formula for calculating participation would be:

$$\frac{\text{number of student equivalents enrolled in either Head Start or Prekindergarten}}{\text{number of students enrolled in the campus/district}}$$

2. Do not weight individual student participation. Any participation counts as a student participating in Head Start and/or PK.

$$\frac{\text{number of students enrolled in either Head Start or Prekindergarten}}{\text{number of students enrolled in the campus/district}}$$

*Advantages:*

1. TEA currently collects Head Start and PK student data.
2. Success in the classroom can be linked to early enrollment in school, particularly for low income/economically disadvantaged students.

*Disadvantages:*

1. Limited number of districts offering Head Start and/or PK.
2. Head Start can be offered outside public school settings, which would not be captured in PEIMS.

*ELA or mathematics:* The data cannot be reported by content area.

*Campus levels applicable:* elementary

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 13
## Measure of parent involvement

*Background:*

The TEA Division of NCLB Program Coordination works closely with ESC Region 16 to support the Title I Statewide School Support/Parental Involvement Initiative. This initiative is part of the ESEA Title I, Part A Technical Assistance Program. The purpose is to provide Education Service Centers with opportunities for professional development, TEA program updates, and training opportunities. Districts that did not meet Adequate Yearly Progress (AYP) for the first time are offered support through professional development opportunities.

NCLB statute prescribes a collaborative effort between parents, families, and the community to work together towards the goals communication, accountability and partnership, in order to achieve the maximum educational achievement of a child. This Title I program is the most widely used parental involvement program in the state today.

NCLB: Public Law 107-110, Section 1118
(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT- As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall —

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, home-work completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

***What are the Requirements for a School-Parent Compact?***

- Each school served under Title I shall jointly develop with parents for all children served under this part school-parent compact, and the compact reflects the needs that are unique to each school.

- Each school-parent compact must outline how parents, the entire school staff, and students will share the responsibility for improved academic achievement.

- Each compact must outline the means by which the school and parents will build and develop partnership to help children achieve the State's high standards.

In a compact, families and school staff agree how to work together. Teachers and parents like compacts because they clarify how student progress is monitored and encouraged. Students like being treated as a responsible person.

*Measure definition/description:* Percent of Title I school districts that meet the requirements of the parental involvement initiatives based on information submitted to TEA's Division of Federal and State Education Policy in the e-Grants NCLB Consolidated Compliance report.

*Advantages:*

1. Recognizing schools for parental involvement would encourage increased participation.
2. Under the NCLB Title I, Part A program each LEA must have a written parent involvement policy that is implemented.

*Disadvantages:*

1. The parental involvement policy is self-reported via the e-Grants compliance form.
2. While the compliance reports are online, there has been no effort to collect the data these forms.
3. Data collection submitted only by Title I districts and data are not collected at the campus level that could be used for campus designations.

*ELA or mathematics:* Not directly associated with either ELA or mathematics

*Campus levels applicable:* None; district level only.

*Enrollment sizes:* Applies to districts receiving Title I funds only.

Reference: See eGrants 2011-2012 NCLB Consolidated Compliance Report on the following pages.

Report Status: FORMULA Report ID:

eGrants
TEXAS EDUCATION AGENCY

Organization: County District:
Campus/Site: ESC Region:
SAS#: NCLBAA12 Vendor ID: School Year: 2011-2012

## 2011-2012 NCLB Consolidated Compliance Report

### Compliance Report

### PR1000 - Title I, Part A

**Part 9: Program Implementation (Continued)**

| | Requirement | Compliance Status | Date |
|---|---|---|---|
| | **Parental Involvement** | | |
| 6. | The LEA has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to, parents of participating students. [P.L. 107-110, Section 1118(a)(2)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 7. | Each Title I, Part A, campus has a written parent involvement policy that is developed jointly with, agreed upon by, and distributed to parents of participating students. [P.L. 107-110, Section 1118(b)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 8. | Each Title I, Part A, campus convenes an annual meeting to notify parents of their school's participation in the Title I program, to explain the program requirements, and to inform parents of their right to be involved. [P.L. 107-110, Section 1118(c)(1)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 9. | The LEA has School-Parent compacts at each Title I, Part A, campus that outline how the parents, the entire school staff, and the students share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. [P.L. 107-110, Section 1118(d)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 10. | The Title I, Part A, LEA and campuses educate teachers, pupil services personnel, principals, and other staff members, with the assistance of parents, in the value and utility of the contributions of parents. [P.L. 107-110, Section 1118(e)(3)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 11. | The LEA provides communications about the Title I, Part A, program in a format, and to the extend practicable, in a language that parents can understand. [P.L. 107-110, Section 1111 and 1118(e)(5) and (f)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |

Report Status: FORMULA Report ID:

eGrants TEXAS EDUCATION AGENCY

SAS#: NCLBAA12

Organization: County District:

Campus/Site: ESC Region:

Vendor ID: School Year: 2011-2012



## 2011-2012 NCLB Consolidated Compliance Report

### Compliance Report

### PR1000 - Title I, Part A

**Part 9: Program Implementation (Continued)**

| | Requirement | Compliance Status | Date |
|---|---|---|---|
| | **Parental Involvement (Continued)** | | |
| 12. | Each Title I, Part A, campus provides, to each individual parent, information on the level of achievement of the parent's child in each of the required state academic assessments. [P.L. 107-110, Section 1111(h)(6)(A-B)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 13. | Each Title I, Part A, campus provides timely notice, to each individual parent, if the child has been assigned to or taught by a teacher who is not highly qualified for four or more consecutive weeks. [P.L. 107-110, Section 1111(h)(6)(A-B)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 14. | The LEA ensures that parents of students in Title I schools are informed of their right to request and receive information on the qualifications of their children's teachers. [P.L. 107-110, Section 1111(h)(6)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| | **Program Evaluation** | | |
| 15. | The LEA has a written parent involvement policy and conducts, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy toward improving the academic quality of Title I, Part A, schools. [P.L. 107-110, Section 1118(a)(2)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |
| 16. | The LEA academically assessed Title I, Part A, services provided to participating private schools as agreed upon during consultation, and these results were used to improve services to private schools. [P.L. 107-110, Section 1120(b)(1)(D); 9501(c)(1)(D)] | ○ Yes ○ No ○ N/A | |
| | Explanation of Compliance Status: | | 500 of 500 |

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## AADD Indicator 14
## Percentage of teachers teaching outside *their* field

*Background:* Section 1119 of The No Child Left Behind Act of 2001 (NCLB) focuses on improving teacher quality at the local level. To achieve this goal, the act requires all teachers teaching core subject academic areas to meet specific competency and educational requirements. Teachers who meet these requirements are considered "highly qualified."

Teachers are required to be highly qualified if they are the Teacher of Record providing direct instruction to students in any core academic subject area, including English, reading or language arts, mathematics, science, foreign languages (languages other than English), civics and government, economics, arts, history, and geography.

"Highly qualified" means that the teacher:

a. Has obtained full Texas teacher certification, including appropriate special education certification for special education teachers, and has not had certification requirements waived on an emergency, temporary, or provisional basis; and

b. Holds a minimum of a bachelor's degree; and

c. Has demonstrated subject matter competency in each of the academic subjects in which the teacher teaches, in a manner determined by TEA and in compliance with Section 9101(23) of ESEA.

The statutory definition includes additional elements that apply somewhat differently to new and experienced teachers, and to elementary and secondary school teachers. The complete definition of a "highly qualified" teacher is in Section 9101(23) of the ESEA.

*Measure:* The TEA Division of NCLB Program Coordination provides campus, district, region and state level reports on Highly Qualified Teachers, these reports include the percentage of not Highly Qualified Teachers. This measure may be used as a proxy for percentage of teachers teaching outside their field. The formula used for determining this is: Number of classes taught by HQ teachers in core subject areas divided by the Total Number of classes in core subject areas.

*Measure definition/description:* **Percentage of teachers teaching outside their field**

*Advantages:*

1. Uses existing definition of highly qualified teacher that is required to be collected to meet federal reporting requirements.
2.

*Disadvantages:*

1. Highly Qualified requirements do not determine if a teacher is assigned to a subject outside of their field. It is possible to meet the HQ requirements and not have a state certificate in that subject.
2. NCLB Reports of Highly Qualified teachers only apply to Title I, Part A schools.
3. Does not apply to elementary school campuses.

*ELA or mathematics:* ELA and mathematics for campuses serving grades 7 -12 only. Content areas teachers cannot be determined for elementary schools.

*Campus levels applicable:* all Title I, Part A campuses

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

Reference: See Determining “Highly Qualified” status in the following pages.

## Determining "Highly Qualified" Status
## New Elementary Teacher (PK-6th)

**Teacher's Name:** _____ **Date** _____

This documentation must be maintained in teacher's service record or personnel file.

**NEW TEACHER**

Use the following criteria for teachers who are new to the profession, defined as having less than one year of creditable teaching experience at the time of determination.

**General Elementary Curriculum**

Holds at least a Bachelor's Degree:

____Yes ____No

**AND**

Has full state teaching certification in any area:

____Yes ____No

**AND**

Has demonstrated subject competency in all general elementary curriculum by passing a generalist certification exam:

- TExES EC-4, EC-6, or 4-8 Generalist,
- TExES EC-4, EC-6, or 4-8 Bilingual Generalist, or
- TExES EC-4, EC-6, or 4-8 ESL Generalist

Has passed the appropriate TExES exam:

____Yes ____No

**Outside General Elementary Curriculum**
(Music, Art, Theatre, Dance)

Holds at least a Bachelor's Degree:

____Yes ____No

**AND**

Has full state teaching certification in any area:

____Yes ____No

**AND**

Has demonstrated subject competency in the area being taught in the following way:

Has passed the appropriate TExES generalist or subject exam:

____Yes ____No

Teacher meets the definition of Highly Qualified:
Yes _____ *No _____

_____ _____
Signature of Authorized Administrator Date

*If the teacher does not meet the definition of highly qualified, a plan must be developed by the LEA to ensure the teacher will meet the highly qualified requirements for the subject area assignment by the end of the current school year.

## Determining "Highly Qualified" Status
## Secondary Teacher (7-12)

**Teacher's Name:** _____ **Date:** _____

The following criteria must be met by any secondary teacher teaching a core academic subject to meet the definition of "highly qualified."

Holds at least a bachelor's degree: _____Yes _____No

**AND**

Has full state teaching certification in any area: _____Yes _____No

In addition to the two criteria above, secondary teachers must demonstrate subject competency in every core academic subject area teaching assignment.

A secondary teacher may demonstrate subject competency in one of the following ways.
Documentation must be maintained in the teacher's service record or personnel file.

| Subject #1: _____ | Subject #2: _____ | Subject #3: _____ |
|---|---|---|
| Has passed the appropriate ExCET exam: _____Yes _____No<br>**OR**<br>Has passed the appropriate TExES exam: _____Yes _____No<br>**OR**<br>Has an academic major in the subject taught: ____Yes ___No<br>**OR**<br>Has a Graduate Degree in the subject taught: ____Yes ____No<br>**OR**<br>Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division): ___Yes ___No<br>**OR**<br>Meets HOUSE* Option for Secondary Teachers<br>(This option is only allowable for teachers who have had at least one year (90 days) of experience and is eligible for one of the allowable continued uses of HOUSE options.)<br>____Yes ____No | Has passed the appropriate ExCET exam: _____Yes _____No<br>**OR**<br>Has passed the appropriate TExES exam: _____Yes _____No<br>**OR**<br>Has an academic major in the subject taught: ____Yes ___No<br>**OR**<br>Has a Graduate Degree in the subject taught: ____Yes ____No<br>**OR**<br>Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division): ___Yes ___No<br>**OR**<br>Meets HOUSE* Option for Secondary Teachers<br>(This option is only allowable for teachers who have had at least one year (90 days) of experience and is eligible for one of the allowable continued uses of HOUSE options.)<br>____Yes ____No | Has passed the appropriate ExCET exam: _____Yes _____No<br>**OR**<br>Has passed the appropriate TExES exam: _____Yes _____No<br>**OR**<br>Has an academic major in the subject taught: ____Yes ___No<br>**OR**<br>Has a Graduate Degree in the subject taught: ____Yes ____No<br>**OR**<br>Has coursework equivalent to an undergraduate major in the subject taught (24 hours with 12 being upper division): ___Yes ___No<br>**OR**<br>Meets HOUSE* Option for Secondary Teachers<br>(This option is only allowable for teachers who have had at least one year (90 days) of experience and is eligible for one of the allowable continued uses of HOUSE options.)<br>____Yes ____No |
| Teacher meets the definition of highly qualified for this subject:<br>_____Yes _____No*<br>* The LEA must develop a plan to ensure the teacher will meet the HQ requirements by the end of the current school year. | Teacher meets the definition of highly qualified for this subject:<br>_____Yes _____No*<br>* The LEA must develop a plan to ensure the teacher will meet the HQ requirements by the end of the current school year. | Teacher meets the definition of highly qualified for this subject:<br>_____Yes _____No*<br>* The LEA must develop a plan to ensure the teacher will meet the HQ requirements by the end of the current school year. |

*If using HOUSE Option to determine subject competency for experienced secondary teachers, you must attach HOUSE Option worksheet for each subject.

_____ _____
Signature of Authorized Administrator Date

## AADD Indicator 15
## Attendance Rate

*Background:* This indicator is based on a measure from the former GPA system. The indicator has been reported since 2002.

*Measure definition/description:* Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Only prior-year data is reported. For example, attendance rate is calculated as follows for the 2010-11 school year:

$$\frac{\text{total number of days students were present in 2010-11}}{\text{total number of days students were in membership in 2010-11}}$$

*Advantages:*

1. The data are currently reported on AEIS reports at the district and campus level.

*Disadvantages:*

1. Attendance data are not reported by subject and cannot be separated between ELA and mathematics.

*ELA or mathematics:* The data cannot be separated by content area.

*Campus levels applicable:* all

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 16
## Percentage of students receiving a 2-year or 4-year degree

*Background:* The Texas PK-16 Public Education Information Resources (TPEIR) includes an integrated interagency data store containing public primary, secondary, and higher education information, currently collected through several different operational systems and stored in multiple distinct databases. Data in the TPEIR data store are a combination of aggregated (i.e. PEIMS, THECB) and raw data.

The Texas Higher Education Coordinating Board (THECB) provides regional and district level reports showing the Texas higher education outcomes of Texas high school graduates that were earned within six years of the students' high school graduation.

Students who enrolled immediately after graduation at out-of-state institutions, who enrolled at career colleges, or who had non-standard ID numbers that could not be matched to Texas higher education institutions' data are only included in the high school graduate figures.

The higher education graduation reports provide high school- and region-specific data about college certificates and degrees earned by Texas public high school students from Texas public and independent higher education institutions.

*Measure definition/description:* Percentage of students receiving a 2-year or 4-year degree

*Advantages:*

1. Uses available information that tracks students from Texas public high school into postsecondary institutions.
2. Can identify best practices for college-ready programs by district.
3. Recognizes schools with high percentages of student who earn a college degree.

*Disadvantages:*

1. PEIMS and Higher Education use different student identification numbers, so matching students depends on whether the PEIMS can be obtained.
2. GED recipients are not tracked; only includes HS graduates.
3. Only limited to public institutions, students enrolling in private institutions are excluded and cannot be reported because these data are not available.

*ELA or mathematics:* Not directly associated with either ELA or mathematics

*Campus levels applicable:* High School, K-12

*Enrollment sizes:* Campuses of any enrollment size can be considered for evaluation on this indicator.

## AADD Indicator 17
## Chamber of Commerce financial aid application program

*Background:*

Some Chamber of Commerce programs in various cities across the state provide free assistance to high school seniors, prospective/current college students, and parents/guardians needing help to complete federal and state financial aid applications to fund college enrollment. These programs are designed to encourage more students to enroll in college which can ultimately benefit the region by preparing students to meet future talent demands. Other programs offered by Chamber of Commerce include annual bilingual student financial aid and college workshops and scholarships given directly to eligible students.

*Advantages:*

1) The program offers students free assistance to high school seniors needing help to complete federal and state financial aid applications to fund college enrollment.
2) The program promotes community involvement in preparing for college enrollment.
3) The program provides a service and community outreach to the public.
4) Gathering data from this program can serve as a proxy for measuring college enrollment.

*Disadvantages:*

1) While applying for financial aid may be a necessary prerequisite for college enrollment, it does not guarantee actual college enrollment.
2) The Chamber of Commerce programs are limited to the school districts in the immediate area. There is no statewide program that is common to all school districts.
3) There is no standardized data collection based on a common set of standards.

*ELA or mathematics:* Not directly associated with either ELA or mathematics

*Campus levels applicable:* None, district level only, but not all districts participate.

*Enrollment sizes:* Not applicable

## Data Requirements and Availability

The following table presents data availability of potential indicators for 2012 when modeling might be expected to occur and for 2013, the first year of the new accountability system.

| Indicator | Data availability in 2012 | Data availability in 2013 |
|---|---|---|
| **1. Algebra I by the end of Grade 8**<br>This indicator is based on course completion data, not end-of-course assessment data. | Data requirements:<br>2009-10 attendance data (Sept. 2010)<br>2010-11 course completion data (Sept. 2011) | Data requirements:<br>2010-11 attendance data (Sept. 2011)<br>2011-12 course completion data (Sept. 2012) |
| **2. Greater than expected student growth on the state assessment** | None. | Data requirements for Option A:<br>Phased-in measure requires 2012, 2013 STAAR and campus characteristic data<br><br>Fully implemented measure requires 2012 through 2014 STAAR and campus characteristic data (elementary schools) and 2012 through 2015 STAAR and campus characteristic data (middle schools)<br><br>Data requirements for Option B:<br>2012 through 2015 STAAR and campus characteristic data |
| **3. Grade 8 and Grade 10 college preparatory assessments**<br>This indicator is based on Grade 8 (EXPLORE, ReadiStep) and Grade 10 (PLAN, PSAT) assessments. | Grade 8 data requirements:<br>Fall 2011 ReadiStep data (Dec 31, 2011)<br>Spring 2012 ReadiStep data (June 30, 2012)<br>Fall 2011 EXPLORE data (Feb 15, 2012)<br>Spring 2012 EXPLORE data (August 15, 2012)<br><br>Grade 10 data requirements:<br>2011-12 PSAT (January 31, 2012)<br>Fall 2011 PLAN data (Feb 15, 2012)<br>Spring 2012 PLAN data (August 15, 2012) | Grade 8 data requirements:<br>Fall 2012 ReadiStep data (Dec 31, 2012)<br>Spring 2013 ReadiStep data (June 30, 2013)<br>Fall 2012 EXPLORE data (Feb 15, 2013)<br>Spring 2013 EXPLORE data (August 15, 2013)<br><br>Grade 10 data requirements:<br>2012-13 PSAT (January 31, 2013)<br>Fall 2012 PLAN data (Feb 15, 2013)<br>Spring 2013 PLAN data (August 15, 2013) |
| **4. Enrolled and began instruction at an institution of higher education following high school graduation** | Data requirements:<br>2009-10 high school graduates (March 2011)<br>2010-11 higher education enrollment and course data (TBD) | Data requirements:<br>2010-11 high school graduates (March 2012)<br>2011-12 higher education enrollment and course data (TBD) |
| **5. Remedial course participation in postsecondary education** | Data requirements:<br>2009-10 high school graduates (March 2011)<br>2010-11 higher education enrollment and course data (TBD) | Data requirements:<br>2010-11 high school graduates (March 2012)<br>2011-12 higher education enrollment and course data (TBD) |
| **6. Participation and performance on college admissions tests** | Data requirements:<br>2010-11 graduates (Spring 2012)<br>2010-11 SAT (fall 2011), ACT (fall 2011) | Data requirements:<br>2011-12 graduates (Spring 2013)<br>2011-12 SAT (fall 2012), ACT (fall 2012) |
| **7a. Participation and performance on AP/IB courses and examinations** | Data requirements:<br>2010-11 enrolled students (March 2011) | Data requirements:<br>2011-12 enrolled students (March 2012) |

| Indicator | Data availability in 2012 | Data availability in 2013 |
|---|---|---|
| | 2010-11 AP and IB examination results (fall 2011)<br>2010-11 AP and IB course data (Sept. 2011) | 2011-12 AP and IB examination results (fall 2012)<br>2011-12 AP and IB course data (Sept. 2012) |
| **7b. Students completing and receiving credit for advanced and dual enrollment courses** | Data requirements:<br>2010-11 course completion data (Sept. 2011) | Data requirements:<br>2011-12 course completion data (Sept. 2012) |
| **8. Grade 3 reading** | Data requirements:<br>Spring 2012 STAAR Performance (Passing standards set in late fall 2012) | Data requirements:<br>Spring 2013 STAAR Performance |
| **9. Grade 5 mathematics** | Data requirements:<br>Spring 2012 STAAR Performance (Passing standards set in late fall 2012) | Data requirements:<br>Spring 2013 STAAR Performance |
| **10. Grade 8 Algebra I and English I** | Data requirements:<br>Spring 2012 STAAR Performance | Data requirements:<br>Spring 2013 STAAR Performance |
| **11. Measure of teacher turnover rate** | Data requirements:<br>PEIMS – Oct. 2011 | Data requirements:<br>PEIMS – Oct. 2012 |
| **12. Head Start and/or PK participation rate** | Data requirements:<br>2010-11 enrollment data | Data requirements:<br>2011-12 enrollment data |
| **13. Measure of parental involvement** | Data requirements:<br>No data available. | Data requirements:<br>No data available. |
| **14. Percentage of teachers teaching outside their field** | Data requirements:<br>NCLB HQT Collection | Data requirements:<br>NCLB HQT Collection |
| **15. Attendance rate** | Data requirements:<br>2010-11 attendance data (Sept. 2011) | Data requirements:<br>2011-12 attendance data (Sept. 2012) |
| **16. Percentage of students receiving a 2-year or 4-year degree** | Data requirements:<br>TPEIR | Data requirements:<br>TPEIR |
| **17. Chamber of Commerce financial aid application program** | Data requirements:<br>No data available. | Data requirements:<br>No data available. |