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Is Texas measuring up to federal expectations? An examination of the No Child Left Behind legislation on Texas Region One Education Service Center district schools

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IS TEXAS MEASURING UP TO FEDERAL EXPECTATIONS?

AN EXAMINATION OF THE NO CHILD LEFT BEHIND LEGISLATION

ON TEXAS REGION ONE EDUCATION

SERVICE CENTER DISTRICT SCHOOLS

A Thesis

by

MARICELA DE LEÓN

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The University of Texas-Pan American
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May 2014

ABSTRACT

De Leon, Maricela, <u>Is Texas Measuring up to Federal Expectations? An Examination of the No Child Left Behind Legislation on Texas Region One Education Service Center District Schools</u>. Master of Public Administration (MPA), May, 2014, 88 pp., 18 tables, 3 illustrations, 28 references, 47 titles.

      This research paper presented information on student performance results for school children in Texas Region One – Title I district schools. By using recent data on student performance from a seven year period, 2003 to 2010, between district schools in Region One, the findings of the results is reflected to answer the question on whether district schools in Texas Region One –Title I schools reflect the intended No Child Left Behind act performance indicators as identified in the 2002 legislation.

DEDICATION

The completion of my masteries studies would not have been possible without the love and support of my family. My mother, Maria Guadalupe De Leon, my father, Juan De Leon, Sr, my brothers, Juan and Carlos De Leon, and my sister, Melissa, wholeheartedly inspired, motivated and supported me by all means to accomplish this degree. Thank you for your love and patience. To Sean Carlos, Belen, Carlos, Jr., Analiese and Bella all of my efforts to continue a higher education are because of you. You are my strength and hope that one day when you are caught in times of adversity know that you can do it and NEVER, NEVER GIVE UP.

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I would also like to thank my brother, Dr. Juan De Leon, Jr. who helped me locate supporting documents for my research. Also, I would like to acknowledge the support from my friends who helped keep me motivated and not give up, I will forever be thankful.

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CHAPTER I

INTRODUCTION

Education is important because it is the foundation to the economic prosperity of a country and its ability to compete among other countries that strive to be the best. As former president John F. Kennedy (1917-1963) said: "Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength of our nation." The purpose of this thesis is to examine the progress of school districts in the Texas Region One Education Service Center area in achieving the articulated performance indicators in the federal government No Child Left Behind Act of 2002 (NCLB). The intention of the No Child Left Behind Act was "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind" (NCLB, 2002).

As public administrators, they are accountable to politicians, parents, citizens program clients and the courts for public services (O'Sullivan, 2003). It is important that all data relating to a problem are collected to accurately report the findings to the stakeholders. Within our education system, there needs to be accountability to ensure that children gain the necessary educational tools to succeed in life. Educational success is also important because it determines the economic future of the state or region by providing employers with a workforce that is competent in basic skills (Martinez & Lawrence, 2009).

This research examines the educational performance results in Texas Region One, Title I district schools to identify if the student's performance results reflect the intended federal learning outcomes of the NCLB 2002. The student's performance results should help predict the future educational and workforce needs of the state and the region. Therefore, it is very important to examine the education performance results of the students in Texas grades three through eight. However, this study focuses on Region One, Title I district schools as identified by the State of Texas Education Agency for the years 2003 to 2010 grades three to eight.

The first chapter of this thesis is the Introduction. This section includes the description of the various chapters of this study as well as the research question and hypothesis statements examined, the significance of the study, the definition of terms and finally the assumptions and limitations of this study.

The second chapter is a review of the literature on performance measurement as a tool for evaluators of government programs; the performance indicators generally used for grades K-12 and the NCLB indicators. The impact of various student assessments on individual student achievement is also discussed. This section also reviews the challenges these student assessments make on low performing disadvantaged schools.

The third chapter of this study is the methodology. This chapter includes a description of the unit of analysis, an explanation of all the variables, a description of the techniques of data management and any procedures used. This chapter also includes a discussion on the reliability of the data analysis and techniques used.

The fourth chapter is this study is the analysis of the data using SPSS Version 19. Finally, the fifth and final chapter offers some recommendations for improvement on student learning outcomes on standardized Texas state tests.

Research Question

Education attainment has long been believed to be the best predictor of economic sustainability for the individual as well as a region or nation (Martinez & Lawrence, 2009). Many of our nation's leaders advocate strongly for education, but if children are to succeed, there needs to be accountability within the education system to ensure that children gain the necessary educational tools.   Therefore, the research question guiding this study is:

Do the educational performance results for Texas district schools in Region One, Title I – reflect the intended outcomes in the federal accountability-based education reform known as the "No Child Left Behind Act" or NCLB?

Hypothesis Statements

The following hypotheses statements stem from this research question:

Hy 1_0 The education performance results in Texas Region One, Title I district schools will not reflect the intended outcomes expressed in the NCLB.

Hy 1_1 The education performance results in Texas Region One, Title I district schools will reflect the intended outcomes expressed in the NCLB.

The Significance of the Study

This research will identify the effectiveness of Texas Region One, Title I district school initiatives and provide some recommendations that will assist the school districts in Region One to improve their student's performance by implementing special performance measures as it relates to the demographics of the area. Not surprisingly the population in the South Texas region is below the statewide average in preparation for higher education, which results in limited possibilities for economic prosperity and well paying jobs. This study is significant because, as mentioned earlier, education remains the key to both individual and regional economic prosperity. A whole generation is at risk if our education theories fail.

Definition of Terms

In context of this thesis, the following definitions describe terminology for local, state and national education administrators and variables associated with this research:

Accountability Rating refers to the district and campus ratings assigned by the 2009 state accountability system. Districts and campuses are evaluated on performance on the TAKS (please refer to the explanation of TAKS in the list below), completion rate, and annual dropout rate (TEA, 2010). Ratings range from: Exemplary; Recognized; Academically Acceptable; Academically Unacceptable; Not Rated: Other; and Not Rated: Date Integrity Issues. The assigned values to these categories will be discussed later in the methodology chapter.

Accountability Subset refers to the group of non-mobile students whose performance on the TAKS is used in determining a schools and districts accountability rating. The subsets have been calculated as follows:

- *Campus-level accountability subset*: If a student was reported in membership at one campus on Oct. 31, 2008 but moves to another campus before the TAKS test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester (TEA, 2010); and

- *District-level accountability subset:* If a student was in one district on October 31, 2008, but then moved to another district before the TAKS test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results (TEA, 2010).

Alternative Education Accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures: Possible AEA ratings are:

- AEA: Academically Acceptable;

- AEA: Academically Unacceptable; and

- AEA: Not Rated - Other.

Assessment Data refers to the information the federal government requires on aggregated performance of individual students, schools, and school districts must provide. This includes assessment data from reading/English language arts, mathematics, and science assessments. For each grade and subject tested, the report card must include: 1) information on the percentage of students tested disaggregated by federally required student groups, 2) information on student achievement at each proficiency level (e.g., advanced, proficient, basic, below basic) disaggregated by federally required student groups, and 3) the most recent two-year trend data in student performance for each subject and for each grade. The Texas NCLB Report Card provides assessment data consistent with federally reported data definitions for the reading/English language arts, mathematics, and science assessment results and adequate yearly progress (AYP) performance and participation indicator evaluations. As required by regulation, the assessment data must include all students in the grades tested as a whole and all students in the grades tested in each school served by the district, not just those students enrolled for a full academic year. The results are displayed by student groups specified by federal regulation.

At-Risk is a term used to identify a student who is at risk of dropping out of school base on state-defined criteria (TEC 29.081). At risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk, divided by the total number of students enrolled (TEA, 2010).

Attendance Rates is the annual rate of children attending school daily. 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. Attendance is calculated by the total number of day's students were present in 2007-2008 divided by the total numbers of day's students were enrolled in 2007-2008.

College Readiness Indicators are metrics designed to predict a student's academic performance is adequate for college admission. These indicators are grouped together to help provide a picture of college preparedness at a given high school. These indicators can be used by educators to ensure that students are able to perform college-level course work at institutions of higher education. Indicators include:

1. Advanced Course/Dual Enrollment Completion;

2. Recommended High School Program/Distinguished Achievement Program Graduates;

3. AP/IB Results;

4. Texas Success Initiative (TSI) Higher Education Readiness Component;

5. SAT/ACT Results; and

6. College-Ready Graduates

Gender refers to the results are reported separately for males and females, based on students' reported gender shown on the TAKS answer documents.

Limited English Proficiency (LEP) refers to students are identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in

the Texas Administrative Code. If a student is identified as LEP on the TAKS answer documents, the student is included in the LEP student group. The Texas NCLB Report Card results for the LEP student group represents students identified as LEP in the current year only, except for Part II - Accountability Data, Reading/English Language Arts and Mathematics Percent Met Standard (Proficient) & Commended (Advanced). These columns report AYP performance results for LEP students identified as either 1) a currently identified LEP student, or 2) a former LEP student that has met the criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS and is in the first or second year of academic monitoring as required by state statute.

Migrant Student refers to a student that is identified as a Migrant student on the TAKS answer documents; the student is included in the Migrant student group. "Migrant Student" indicates whether the student (ages 3-21) is, or the student's parent, spouse, or guardian is a migratory agricultural worker.

National Assessment of Educational Progress (NAEP) Data refers to the State level report cards must include 1) the most recent NAEP reading and mathematics results for the state and 2) the participation rates, both disaggregated by student group as reported by NAEP.

No Child Left Behind (*NCLB*) passed by Congress in 2001, supports standards-based education reform. The Act requires states to develop assessments in basic skills to be given to all students

in certain grades, if those states are to receive federal funding for schools. The Act does not assert a national achievement standard; standards are set by each individual state.

Public Education Information Management System refers to the Public Education Information Management System (PEIMS) that encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

Special Education refers to the population served by programs for students with disabilities. If a student is identified as participating in a special education program on the TAKS answer documents, the student is included in the special education student group. The Texas NCLB Report Card results for reading/English language Arts or mathematics special education student group are based on AYP calculations: if a student is tested on TAKS (Accommodated), TAKS–M, LAT TAKS–M, or TAKS–Alt, or is identified as a special education student on any test document, the student is included in the special education student group.

Region One Education Service Center (Region One ESC) is a part of a statewide system of 20 regional education service centers created by the 59th Texas Legislature to assist school districts across the state.

Texas Assessment of Academic Skills refers The Texas Assessment of Academic Skills (TAAS) was the student assessment system from 1990-2002. It was replaced by the Texas Assessment of Knowledge and Skills (TAKS).

Teacher Quality Data refers to the data States must provide information for 1) the professional qualifications of all public elementary and secondary school teachers in the State, as defined by the State (e.g., bachelors and advanced degrees, licensure), 2) the percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and 3) the percentage of classes in the State not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the State.

Variables Identified for Purposes of This Study Include

Accountability Data are data required for the federal accountability on Texas NCLB Report Card to compare student achievement levels and the State's annual measurable objectives in reading/language arts and mathematics used in evaluating AYP (Please refer to definition below for AYP). Data on student performance on the AYP additional academic indicators (graduation and attendance rates) must also be reported. The AYP results are displayed by student groups specified by federal regulation, including additional student groups that are not evaluated for AYP (TEA, 2010).

Adequate Yearly Progress (AYP) is the criteria used to measure the areas of Reading/Language Arts, Math and either Graduation Rate or Attendance (TEA, 2010).

Annual Dropout Rate is the annual rate that the children leave school. There are three annual

dropout rates indicators (TEA, 2010):

1. Annual Dropout Rate (Gr 7-8). This includes only grades 7 and 8. This rate is used in

   determining a campus accountability rating under standard procedures (for campuses that

   have one or both of those grades) or the district's rating. Its is calculated by the number

   of dropouts in grades 7 and 8 during the 2007-2008 school year divided by the number of

   grade 7 and 8 students who were in percent attendance at any time during the 2007-08

   school year.

2. Annual Dropout Rate (Gr 7-12). This includes grades 7 through 12. This rate is used in

   determining a campus or charter operator accountability rating under AEA procedures

   (for campuses or charters that have one or more of those grades). It is calculated by the

   number of dropouts in grades 7 through 12 during the 2007-2008 school year divided by

   the number of grades 7-12 students who were in attendance at any time during the 2007-

   08 school year.

3. Annual Dropout Rate (Gr 9-12). This included grades 9 through 12. This measure shows

   the dropout rates for the high school grades. It is a report-only measure and is not used in

   determining accountability ratings. It is calculated by the number of dropouts in grades 9

   through 12 during the 2007-2008 school year divided by the number of grade 9-12

   students who were in attendance at any time during the 2007-08 school year.

Economically Disadvantaged is defined as if a student is identified as eligible for free or

reduced-price lunch or eligible for other public assistance on the TAKS answer documents for

the subject reported, the student is included in the Economically Disadvantaged student group

(TEA, 2010).

Ethnic Distribution refers to students that are reported as American Indian, Asian, Black,

Hispanic, and White on the TAKS answer documents, and included in the appropriate student

group (TEA, 2010).

The Texas Assessment of Knowledge and Skills (TAKS) assessments are designed to measure

the extent to which a student has learned and is able to apply the defined knowledge and skills at

each tested grade level (TEA, 2010).

The Texas Education Agency refers to the provide leadership, guidance, and resources to help

schools meet the educational needs of all students. Located in Austin, Texas, TEA is the

administrative unit for primary and secondary public education. Under the leadership of the

commissioner of education, the agency manages the textbook adoption process, oversees

development of the statewide curriculum, administers the statewide assessment program,

administers a data collection system on public school students, staff and finances, rates school

districts under the statewide accountability system, operates research and information programs,

monitors for compliance with federal guidelines and serves as a fiscal agent for the distribution

of state and federal funds (TEA, 2010).

Assumptions and Limitations

The assumptions of this study are that all schools follow uniform performance measures and the data are available and accurate, and the measurable indicator outcomes at state level and regional level are expected to have positive results. For purposes of efficiency, this study measures effectiveness as a percent change in student proficiency from 2003 to 2010 Math and Reading as measures through the TAKS tests. A limitation to this study is the paucity of available research related to the specific needs of disadvantaged schools related to Title I schools in Texas Region One Education Service Center area. A second limitation is that only one education service center area region in Texas is included in this research.

CHAPTER II

REVIEW OF LITERATURE

This chapter is a review of the literature on education reform in the United Sates and

performance measurements as a tool for measuring the outcomes of government programs.

These are the performance indicators generally used for K-12 and the NCLB indicators. The

impact of various student assessments on individual student achievement is also discussed.

Furthermore, this section also reviews the challenges these student assessments have on low

performing, disadvantaged schools.

Review Federal Laws That Reflect the Expected Outcomes

In 1983, President Ronald Reagan called for increased standards, performance and

achievement in American schools, as well as reduced dropout rates or equal educational

achievement (Bush, 2005). Standards-based education and educational accountability set the

tone for the national education agenda for the next three decades. This movement resulted in the

No Child Left Behind (NCLB) Act of 2002, which included Adequate Yearly Progress (AYP)

reports for school districts. The NCLB Act (2002) defines AYP as the target rate of students

from each significant subgroup passing proficiency-level tests in language arts and mathematics.

Each state has their own "high stakes" yearly standardized test and is not determined proficient

until 100% of each subgroup has passed the proficiency level tests. The target date for 100%

proficiency articulated in the NCLB Act (2002) is now rapidly approaching; academic year 2013-14 (NCLB, 2002).

Modern Education Reform History

Serious efforts to reform the US Education system began in the early 1900's with the establishment of the Progressive Education Association in 1919. By 1965 the Elementary and Secondary Education Act (ESEA) was passed on April 9th as the most significant educational reform in modern times. This education reform legislation was part of a political campaign effort of President Johnson called the "War on Poverty". This ESEA was created to provide federal funds to help low-income students improve their academic performance and encourage states to create challenging academic standards. Through this reform various educational programs were initiated such as Title I. There are a total of ten Title Programs under ESEA with their respective objectives or responsibilities, they include:

1. Title I-A, is responsible for Improving Basic Programs

2. Title II-A, is responsible for Teacher Quality

3. Title III, is responsible for Limited English and Immigrant

4. Title IV-A, is responsible for Safe and Drug-Free Schools and Communities

5. Title V-A, is responsible for Innovative Programs

6. Title VI-A, is responsible for Funding Flexibility

7. Title VII, is responsible for Indian, Native Hawaiian and Alaska Native Education

8. Title VIII, is responsible for Impact Aid Program

9. Title IX, identifies General Provisions

10. Title X, is responsible for Homeless Education

No Child Left Behind (2002) was a continuation of the original ESEA legislation that established a Title Monitoring Program. This study will we focus on Title I Program. The Title I Program is:

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to Local Educational Agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

The Bilingual Education Act, Title VII was added to the Elementary and Secondary Education Act of 1968. It established federal policy for bilingual education for economically disadvantaged language minority students; allocated funds for innovative programs; and recognized the unique educational disadvantages faced by non-English speaking students.

In conjunction with the "War on Poverty" campaign, President Johnson also initiated the Project Head Start, a preschool education program for children from low-income families. It began as simply an eight-week summer program, but today it is the longest-running anti-poverty program in the United States.

In 1981, the Elementary and Secondary Education Act (1965) was reauthorized as the Education Consolidation and Improvement Act (ECIA). The act consolidated and deregulated a number of existing federal education programs. As part of the Omnibus Reconciliation Act of 1981.[1], Congress enacted the ECIA. This act was part of the new federalism--the Reagan Administration's vision to decrease federal intervention in and financial support for domestic

social endeavors. A report contracted by the US Department of Education notes that the ECIA

was rushed for passage with little legislative history to guide its implementation (Hammond &

Marks, 1983). The ECIA was intended to:

1. Streamline and recover some prospectiveness from its antecedent program, Title I of

   the ESEA, the largest elementary and secondary federal education program;

2. Consolidate nearly 30 categorical programs into a single block grant;

3. Local Educational Agencies (LEA's) may apply for small grants to be used for

   administration;

4. Authorize the Secretary of Education to issue regulations in a few specific areas.

Intergovernmental implications of the ECIA were that it implemented elements of the

Reagan Administration's new federalism--decentralization, simplification, and increased

flexibility--in an attempt to improve the effectiveness and efficiency of educational programs at

the local level (Hammond & Marks, 1983).

In 1984, education became a top priority in presidential campaigns of incumbent

President Ronald Reagan and the Democratic candidate, former Vice President Walter Mondale.

With the campaign spotlight on education many technical changes to the ECIA were allowed;

however, the Administration's political platform remained opposed to expanding federal

involvement in education. The ECIA was reauthorized with only technical changes in the

Education Amendments of 1984.

A report issued by then President Reagan's Secretary of Education, Terrence Bell,

known as "A Nation at Risk" (1984) described the state of the nation's education system as

"mediocre at best" and called for increased salaries for teachers, tougher standards for testing

and a more rigorous curriculum. The ECIA was reauthorized again as the "Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988." A major change in the new Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 was to allow Title I funds to be used for "school-wide" programs in schools where at least 75% of the students were at or below the poverty level. Federal funds were allocated through four statutory formulas based on census poverty estimates and the cost of education in each state. The United States Department of Education identified grants available to school districts for "school-wide" programs such as the: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants (Ed.Gov, 2011).

Basic Grants, provided funds to LEAs in which the number of low-income children was at least 10 and exceeded 2 percent of an LEA's school-age population. Concentration Grants, flowed to LEAs where the number of low-income children exceeded 6,500 or 15 percent of the total school-age population. Targeted Grants, were based on the same data used for Basic and Concentration Grants except that the data were weighted so that LEAs with higher numbers or higher percentages of children from low-income families received more funds. Targeted Grants, flowed to LEAs where the number of low-income schoolchildren counted in the formula (without application of the formula weights) was at least 10 and at least 5 percent of the LEA's school-age population. Education Finance Incentive Grants (EFIG), distributed funds to states based on factors that measured: a states effort to provide financial support for education compared to its relative wealth as measured by its per capita income; and the degree to which education expenditures among LEAs within the state were equalized. (Ed.Gov, 2011)

In 1989, then President George Bush convened the first Education Summit, which included all the nation's governors. The objective of this historical meeting was to establish

national education goals. The rational guiding the Summit was that if every child in the nation entered kindergarten ready to learn, then the graduation rate of the entire country would reach an all-time high, students would master core subjects by grades 4, 8, and 12 and the country would once again lead other countries in math and science.

The Improving America's Schools Act of 1994 was enacted on October 20, 1994 (P.L. 103-382).   It focused on changing the delivery method for education, encouraging comprehensive systemic school reform, upgrading instructional and professional development to align with high standards, strengthening accountability, and promoting the coordination of resources to improve education for all children.

The ESEA Monitoring Program established a collaborative partnership to ensure both the state and districts were in compliance with the federal Elementary and Secondary Education Act (ESEA). The purpose of ESEA Title Program Monitoring was to verify that all grantees were meeting federal requirements as well as providing technical assistance in the areas the school districts needed additional support.

The 1999 Omnibus Appropriations bill amended the General Education Provisions Act to bar the use of funds provided to the Department of Education or to an applicable program to field or pilot test, implement, administer, or distribute national tests. Such a prohibition made funds unavailable for the International Math and Science Study and other international assessments developed under the authority of the National Education Statistics Act of 1994. It provided that

"exclusive authority over the direction and all policies for developing voluntary national tests shall continue to be vested in the National Assessment Governing Board which

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requires the Board to report to the White House and specified congressional committees on:

(1) the purpose and intended use of any proposed federally sponsored national test; and

(2) findings of the National Academy of Sciences (NAS) that assert that the achievement levels of the National Assessment of Educational Progress (NAEP) are flawed. Directs NAS to study and report to such entities on the technical feasibility, validity, and reliability of including test items from NAEP for fourth grade reading and eighth grade mathematics or from other tests in State and district assessments for purposes of providing a common measure of individual student performance." (NESA, 1994).

Furthermore, the General Education Provisions Act allowed for certain institutions of higher education to use specified funds for endowment building purposes and it earmarked funds for reducing class size in elementary and secondary schools (Omnibus Appropriations Bill, 1999).

Performance Measures

The performance measure movement began in the early 1990s as a ground swell of populous thought that government should be responsive to citizens' demands, transparent, and accountable for accomplishing results. Authors such as Osborn and Gabler in the United States (1992) and Hammer and Champy in Britain (1993) wrote the bestselling books on reinventing and reengineering government.   Taxpayers were "unwilling, if not unable to pay for the increased cost of the growing bureaucracy" (Gabler, 1992, p. 4). Large government departments, fiscal imbalances and a growing distrust of career politicians added to concerns about the allocation of public resources. The efficiency and effectiveness of the public sector came under a stronger spotlight (Ormond, 1993). The public perceived government rules and regulations as

intrusions and barriers to flexibility and competition. Consumers of public goods and services were more sophisticated in expressing their demands. In sum these pressures resulted in a rethinking of the quality and effectiveness of public sector activities. This stimulated a reworking of roles, responsibilities and management in governments in most of the industrialized world (Ormond, 1993). The current movement to reinvent government was coupled with a growing trend toward measuring government's performance and results.

In 1993, under president Bill Clinton, Congress passed the Government Performance and Results Act (GPRA), which required all federal agencies and departments to develop measurable, evidence-based, results-oriented outcomes to justify their budget requests. Among other things, the GRPA (1993) provided the establishment of mission based, outcome oriented, integrated strategic planning and performance measurement in all Federal Government agencies and programs. The purpose of this act was to:

(1) improve the confidence of the American people in the capability of the Federal Government, by systematically holding Federal agencies accountable for achieving program results;

(2) initiate program performance reform with a series of pilot projects in setting program goals, measuring program performance against those goals, and reporting publicly on their progress;

(3) improve Federal program effectiveness and public accountability by promoting a new focus on results, service quality, and customer satisfaction;

(4) help Federal managers improve service delivery, by requiring that they plan for meeting program objectives and by providing them with information about program results and service quality;

(5) improve congressional decision-making by providing more objective information on achieving statutory objectives, and on the relative effectiveness and efficiency of Federal programs and spending; and

(6) improve internal management of the Federal Government (WhiteHouse.gov, 2011).

In the nearly two decades since the GPRA was passed, the practice of mission based, outcome oriented, integrated strategic planning and performance measurement has been adopted in all fifty state legislatures and by most major municipal governments. It is also the practiced norm for federal and state grants and contracts. The State of Texas was an early leader in adopting performance measurement and performance management in the 1990s.

How Performance Measurement Works

Performance measurement is based on the assumption that most government programs are intended to affect society in some way. Even though the desired impacts are often vague and contradictory there is an assumed cause-and-effect relationship between resources budgeted and desired impacts on society. Accountability along with a chain of cause and effect within a system constitute the theoretical reason for measuring and monitoring outcomes. For example, in Figure 2 The System Model, below, the cause-and-effect chain runs from the ***inputs*** to the ***process***, to the ***outputs***, to the ***outcomes***. Throughout the length of the chain, there are uncontrollable Intervening Variables from the external environment such as political leadership change, economic conditions, and the social environment that can and do effect the chain. However, this theoretical framework "assumes the inputs eventually and necessarily cause the outcomes, even though that cause may not be sufficient to produce an effect by itself" (Lynch, 1995, p.128).

Figure 1   The System Model

Intervening Variables
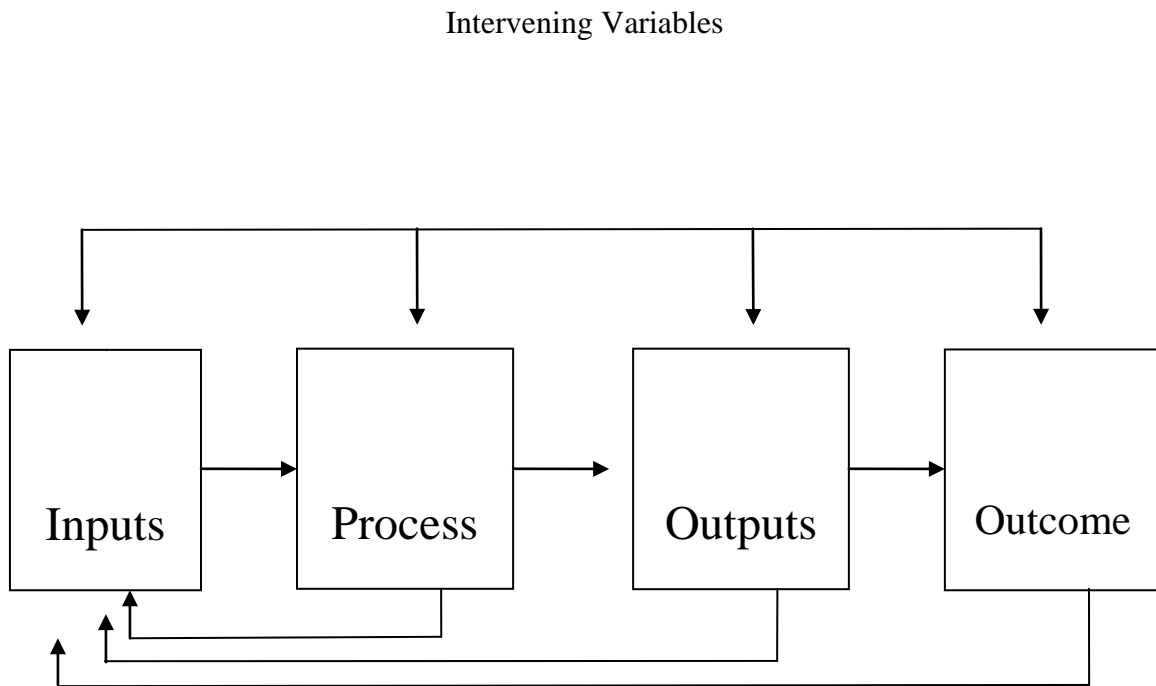
Feed Back Loops

Source: Lynch and Smith, (2005). *Public Budgeting in America 5th Edition* Prentice Hall,
Eaglewood   Cliffs

Determining accountability becomes possible through feedback mechanisms and through

monitoring the reactions of the intervening variables. The formal feedback mechanisms are in the

form of controls, productivity and progress reporting, program evaluations, and performance

audits etc. They allow policy makers and managers to know what actually exists in the program

chain in terms of inputs, process, outputs and outcomes. They compare them with the intended

inputs, process, outputs, and outcomes, "thus policy makers and program managers can be

expected to be aware of and accountable for, the results of their decisions and their performance"

(Lynch, 1995, p. 128).

Furthermore, Manna (2011) states that "taken together, measurement and transparency of results along with consequences for performance made up the core of NCLB's theory of accountability".

The System Approach to accountability helps decision makers and policy analysts determine the effectiveness and efficiency of a program. Effectiveness of program outcomes is reflected in the *ratio of inputs to outcomes*. Efficiency of process is reflected in the *ratio of input to output*. Regardless of whether program managers do this analysis at the beginning of the budget cycle to justify budget requests, or program evaluators do it during a program to determine the effectiveness of the program intervention, or auditors use it at the end of the cycle to determine if expenditures are used ethically, the intent remains the same: "to raise the level of the debate among the policy makers so that they can focus on the truly significant policy outcomes and management related questions" (Lynch, 1995, p. 129).

The United States Department of Education also holds the view "that one must gather school-level performance data each year to know whether school practices--the "hypothesis" that school officials make about they believe will enhance student learning--are producing desired results. If the results fall short of stated goals, then performance data can inform a search for better practices." (Manna, 2011, p. 33). Performance Measurement can help determine whether these reforms have produced the expected outcomes.

NCLB and Title I Schools

Since the NCLB was enacted and signed into law by President George W. Bush in 2002, it has not been reauthorized (OEA, 2007) but is scheduled for review in 2013-2014.   The intention of the No Child Left Behind Act was "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind" (NCLB 2002). The NCLB

passed by Congress in 2001, supports standards-based education reform. The Act requires the states to develop measurable assessments in basic skills for all students at specific education milestones or grades, if those states wish to receive federal funding for their public K-12 schools. The Act does *not* assert a national achievement standard; standards are set by each individual state.

Title I, Section 101 relates to the academic achievement of disadvantaged children. Title II, Section 201-202 relates to the teacher and principal training and recruiting fund and continuation of awards, respectively. This study focuses on the Title I schools section of this Act for Region One in the state of Texas.

As articulated in the NCLB the purpose of Title I:

> is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments (NCLB Act, 2002).

The NCLB (2002) outlines how a State shall use academic assessment results to improve student academic achievement to ensure that the results of the State assessments:

a) will be promptly provided to local educational agencies, schools, and teachers in a manner that is clear and easy to understand, but not later than before the beginning of the next school year; and

b) be used by those local educational agencies, schools, and teachers to improve the educational achievement of individual students.

Penalties for non-compliance of the NCLB (2002) are detailed within the act on page 1457.

All the required information that should be included in the annual report card is outlined in the NCLB Act. The requirements relevant to this study are given as i-vi but this study are focuses on two requirement primarily, (i and ii):

i. information, in the aggregate, on student achievement at each proficiency level on the state academic assessments described in subsection (b)(3) (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student);

ii. information that provides comparison between actual achievement levels of each group of students described in subsection (b)(2)(C)(v) and the State's annual measurable objectives for each such group of students on each of the academic assessments required under this part;

iii. the most recent 2 year trend in student achievement in each subject area, and for each grade level, for which assessments under this section are required;

iv. aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards;

v. graduation rates for secondary school students consistent with subsection (b)(2)(C)(vi);

vi.   information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116; and

Some criteria are optional for States to include in their annual State report card such as (1458-1459) the following criteria as i-vii:

i.   school attendance rates;

ii.   average class size in each grade;

iii.   academic achievement and gains in English proficiency of limited English proficient students;

iv.   the incidence of school violence, drug abuse, alcohol abuse, student suspensions, and student expulsions;

v.   the extent and type of parental involvement in the schools;

vi.   the percentage of students completing advanced placement courses, and the rate of passing of advanced placement tests; and

vii.   a clear and concise description of the State's accountability system, including a description of the criteria by which the State evaluates school performance, and the criteria that the State has established, consistent with (b)(2), to determine the status of schools regarding school improvement, corrective action, and restructuring.

Some researchers believe that the current accountability requirements under ESEA and the NCLB were developed from a theoretical perspective and lack an understanding of the complex issues involved in serving disadvantaged school children (Thomas & Brady, 2005). They also suggest that "a thorough understanding of the role of the state and local educational

contexts in serving the disadvantaged schoolchildren is greatly needed to guide policymakers" (Thomas & Brady, 2005, p. 51-52). Title I as it was defined in 1988-2001 legislation, redefine fiscal accountability in federal aid to disadvantaged students.

In 1998, Title I was amended and for the first time began requiring states to document and define levels of academic achievement for their disadvantaged children. Public school districts were required to annually assess disadvantaged student academic progress on the bases of standardized test scores and receipt of ESEA funds depended on the measured achievement of educationally deprived children.

States argued that the NCLB testing and assessment mandates were "inappropriate and too rigid for the *Limited English Proficiency* subgroup population" (Batt, et al., 2005, p. 58). School districts argued that the three year time limit imposed by NCLB for "failing" schools would result in schools serving large populations of LEP students being labeled as "failing" even when they were making significant progress (Abedi, 2004; Novak & Fuller, 2003; Sterba, 2004, p.58).

In August 2002, the Department of Education awarded $18.5 million to the Campbell Collaboration of Philadelphia and the American Institutes of Research in Washington, D.C. to establish the What Works Clearinghouse, to support the use of evidenced based interventions in schools (U.S. Department of Education, 2002; Viadero, 2004, p. 58). However, very little information is available on program effectiveness for disadvantaged students because " information on effective instructional practices is limited for these subgroups" (Thomas & Brady, p. 60).

Furthermore, school administrators, civil rights organizations, and education advocacy groups urged on Congress to make changes to the established rules that resulted in changing the law regarding testing of students with severe cognitive disabilities in 2003 (U.S. Department of Education, 2003b, 2004a, p. 61). Modifications were made regarding the testing of LEP and immigrant students. For example, on February 19, 2004, the Department of Education announced that schools have the option but are *not required* to test LEP students in reading if they have been enrolled for less than 1 year (US Department of Education, 2004b). States may include LEP students who become proficient in English in calculations of AYP for up to 2 years. This allows states to demonstrate progress when students master the English language and move out of the LEP subgroup (U.S. Department of Education, 2004b, p. 62).

Many researchers agree that a strong accountability system is needed to improve the quality of American public education in general and opportunities for disadvantaged students in particular. The NCLB act took bold steps to hold educational systems responsible for failing to adequately serve socio-economically disadvantaged children, thus raising the bar of accountability. However, "schools and districts cannot be held accountable under a policy with underfunded initiatives and unrealistic objectives" (Thomas & Brady, 2005, p. 63).

Martinez Aleman (2006) argues that the future of Latino children is at risk because of the implementation of education accountability policies that do not reflect the increasing ethnic population in the United States. For example,

"standards-based reform and school accountability policies such as the NCLB have been applied in ways that suggest that the context of children's lives-in particular, the facts that Latino children are likely to be poor and to live in communities where housing,

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transportation, and employment opportunities are compromised; that they are likely to attend high-poverty schools in which positive peer influence is lacking; and they are likely to be ELLs all of this is disallowed when accounting for their performance as individuals" (Martinez Aleman, 2006, p. 26).

Empirical data on the negative effects of NCLB on Latino children living in Texas and California suggest that NCLB is a "pernicious, ironic policy that undermines their prospective individualities" (Martinez Aleman, 2006, p. 26). The current education policy reasons that, if Latino children are to improve their performance, schools must provide them with (a) rigorous curricula designed to prepare students for standards-based testing; (b) teaching by well-prepared, experienced, qualified teachers; (c) effective parent involvement programs and (d) appropriate testing (Martinez Aleman, 2006, p. 27).

Problems associated with the legislation addressing education accountability and student performance are well noted. However, aside from studies that establish reasons for improvement in educational systems in states as mandated by the NCLB, there is a paucity of research on how to address the factors that contribute to the continued low performance of individual students taking the standardized test.

School districts face many problems when it involves quantatively documenting academic performance on standardized tests among migrant students including issues of parental involvement in their children's schooling. A possible solution would be to incorporate a qualitative approach to the problem however; there is little literature on effective parental involvement practices for migrants (Lopez, et al. (2001).

According to Lopez, et al. (2001) migrant families are among the most marginalized groups in the country, constantly faced with economic, cultural, and social discrimination both within and outside the school environment (Wright, 1995; Lopez, 2001, p. 254).

Review Texas Law and Program Implementation

Each state has different assessment tools and criteria because the NCLB act allows each state to develop its own assessments, standards, questions, and methods of testing (Bush, 2005). Therefore, we are far from achieving a uniform national assessment system.

Texas legislation was introduced in 1981, House Bill (HB) 264, that created a new Texas curriculum instituting the Texas "essential elements." These went into effect during the 1984-1985 school year for every subject in the state curriculum (Turner, 1986). In 1983 the "no pass, no play" Texas legislation was enacted known as HB 72. In response to the performance measure movement, the GPRA (1992) and the low-student performance on standardized tests, teacher evaluations linked to overall student performance were introduced for the first time in 1998 (Johnston, 1999). In Appendix A, *A Chronology of Texas and California Student Testing from the 1960s to the 2000s* identifies the program changes for Texas and California (Bush, 2005, p. 336).

The Texas Assessment of Academic Skills (TAAS) was the student assessment system from 1990-2002. Nine years after revamping the Texas Assessment of Academic Skills (TAAS), Texas students were given the criterion-referenced Texas Assessment of Knowledge and Skills (TAKS) in grades 3 through 11, including a Spanish version in grades 3 through 6 (Bush, 2005). The TAKS is different from TAAS because it includes more multiple choice and open ended questions rather than the previously used true or false questions. Additionally, it requires a

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written composition in four grade levels instead of three. The TAKS requires more critical

thinking skills, ranked high on Bloom's Taxonomy. In 1956, a committee of colleges, led by

Benjamin Bloom, identified three domains of educational activities. These domains of

educational activities are identified as:

1. Cognitive: mental skills (*Knowledge*)

2. Affective: growth in feelings or emotional areas (*Attitude*)

3. Psychomotor: manual or physical skills (*Skills*)

"This taxonomy of learning behaviors can be thought of as "the goals of the learning process."

That is, after a learning episode, the learner should have acquired new skills, knowledge, and/or

attitudes" (Bloom B. S., 1956). The TAKS is more of an analysis and evaluation; and its

reading passages are more challenging in terms of length and content. According to the state of

Texas, "the TAKS better reflects instructional practice and more accurately measure student

learning" (TEA, 2002, p. 337).

Like Texas' education reforms, California enacted education legislation known as Senate

Bill 813 in 1983. This education reform consisted of more than 80 initiatives which included

increased high school graduation requirements, merit pay and incentives for teachers, and a

curriculum overhaul, each characteristic of increased accountability.

There is a difference in student achievement between California and Texas (Bush, 2005).

While teacher competency and personality are arguably significant contributors to the academic

success of students, how teachers' abilities are developed to facilitate offering students a

relevant, yet challenging curriculum are also important (Bush, 2005) The differences may likely

have more to do with curricular coverage than they do in the difficulty level of the TAKS or the

California State Tests (CST). Bush (2005) clearly states that "misalignment with curriculum, instruction, and test content leave students at a disadvantage regardless of whether teachers label lesson plans with state curricular objectives, which may have huge degrees of variance" (Bush, 2005: 340). Although these factors are relevant to education effectiveness research, they are beyond the scope of this study.

Each state is challenged with the task of raising academic standards for sizeable student populations and measuring student progress through each state's accountability programs. The NCLB legislation has the *potential* of closing the gap in student achievement in schools and in graduation rates among the significant disenfranchised subgroups, such as African American and Hispanic student both in both California and in Texas, (Bush, 2005). Both of these subgroups disproportionately consist of the target percentage of low-performing students in both states as measured in CST, the TAKS, and NAEP.

Conclusion

This chapter reviewed the literature on education reform in the United Sates and performance measurements as a tool for measuring the outcomes of government programs. The performance indicators generally used for K-12 and the NCLB indicators were identified. The impact of various student assessments on individual student achievement was also discussed. The following chapter discusses the methodology used for this research study.

CHAPTER III

METHODOLOGY

This thesis study addresses the question: Do the educational performance results for district schools in Region I - Texas reflect the intended outcomes in the federal accountability-based education reform known as the No Child Left Behind Act or NCLB? The purpose of this thesis is to examine the progress of district schools in the Texas Region One Education Service Center area toward achieving the articulated performance indicators in the federal government No Child Left Behind Act (2002).

The data for this thesis are secondary collected from the Texas Education Agency and the Texas Region One Education Service Center website. Specifically, this study collected selected data from the Academic Excellence Indicator System (AEIS). The AEIS "pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are available each year in the fall. AEIS District database for Region One school districts" (TEA, 2010). This chapter includes a description of the unit of analysis, an explanation of all the variables, a description of the techniques of data management and any procedures used. This chapter also includes a discussion on the reliability of the data analysis and techniques used.

Unit of Analysis

This study examines the district schools' which reside in Texas Region One. For those 45 districts assessment scores for students grade 3-8 who took the TAKS between the years of 2003 to 2010 are analyzed and reviewed. Texas administers a total of five assessments: Math, Reading, Social Studies, Writing and Science. But for purposes of this study data for Math and Reading assessments. The student groups included: African American, Hispanic, White, and Economically Disadvantaged sub-population as identified by TEA in the AEIS data reports. The criteria for identifying the participants were: enrolled in a Region One campus as identified by the District, participated in the TAKS from 2003 to 2010. For sampling purposes, this research uses a convenience sample of forty-five school districts, seven counties within Region One Education Service Center.

This research will identify the effectiveness of Texas Region One, Title I district schools initiatives to improve their student performance by implementing special performance measures as it relates to the demographics of the area. Region One Education Service Center (Region One ESC) is a part of a state-wide system of 20 regional education service centers created by the 59th Texas Legislature to assist school districts across the state.

Region One ESC District School Area

Twenty regional Education Service Centers were created in Texas to provide school districts with services that will enhance efficiency, effectiveness and the performance of students, teachers, administrators and school personnel (please see Figure 2).

Figure 2: Texas Education Service Centers by Regions

Source: Texas Education Agency, 2011

The United States Census report (2010) identified the population of this region as 1,533,713 compared to 2000 U.S. Census report of 1, 188,979. The total number of school districts under Region One ESC is forty-five. You may refer to Appendix B for a complete list of the sample size of Region One ESC.

As a result of the state's establishment of Education Service Center - Technology Centers and Training Programs, district schools across the state can turn to the ESC in their area for technology services. Texas Region One ESC serves seven economically depressed counties, including: Cameron, Hidalgo, Jim Hogg, Starr, Webb, Willacy and Zapata (please see Map 2).

Region One ESC is divided into seven counties: Webb, Zapata, Jim Hogg, Starr, Hidalgo, Willacy and Cameron (Please see Figure 3). The mission of the Office of Information Technology is to provide school districts with technology resources that will enhance efficiency,

effectiveness, and the performance of students, teachers, and administrators. (Source: Region One ESC, 2011).

Figure 3: Texas Region One Education Service Center
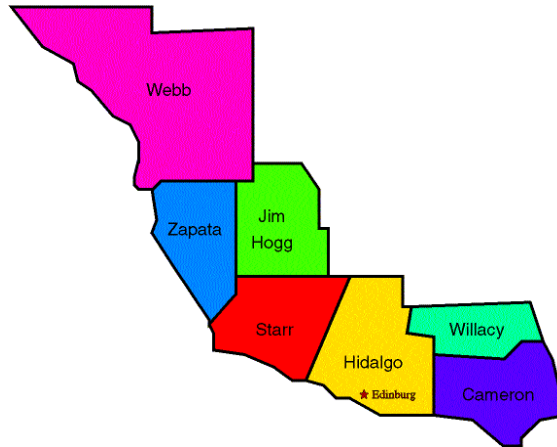
Source: Texas Education Agency, 2011

The population in this region is predominately Hispanic, however many other ethnic backgrounds are represented. For example Table 1 identifies the ethnic distribution of the population in Texas Region One, Title I district schools.

Table 1: Texas Region One Ethnic Distribution

Ethnicity	Number of Students	Percentage of Students
American Indian/Alaskan	267 students	less than 1%
Asian	2,030 students	less than 1%
Black	698 students	less than 1%
Hispanic	398,826 students	97.40%
White	7,265 students	1.77%
Hawaiian/Pacific Island	41 students	less than 1%

Sources: October 2010 PEIMS (Public Education Information Management System); 2009-2010 AEIS Report, Texas Education Agency; 2010 US Census Bureau, Retrieved 25 October 2011.

As can be seen in Table 1, the ethnic background of the student population in this region consists of: American Indian/Alaskan, Asian, African American, Hispanic, White, and Hawaiian/Pacific Island.   As identified in the Table 1, there are six ethnic backgrounds but for purposes of this study this research focuses on African American, Hispanic and White student population.

The Texas Education Agency defines special populations as Bilingual, ESL Students, Migrant Students, Immigrant Students, Special Education Students, Economically Disadvantaged Students and Limited English Proficient (LEP) (TEA, 2010). Table 3 identifies the special populations within Texas Region One.

Table 2: Texas Region One Special Population

Special Populations	Total Students	Total Percentage
Bilingual	110,311 students	26.94%
ESL Students	34,930 students	8.53%
Gifted and Talented	33,413 students	8.16%
Migrant Students	20,269 students	4.95%
Immigrant Students	9,967 students	2.43%
Special Education Students	31,447 students	7.68%
Economically Disadvantaged Students	348,489 students	85.11%
Limited English Proficient (LEP)	145,419 students	36.00%

Sources: October 2010 PEIMS (Public Education Information Management System); 2009-2010 AEIS Report, Texas Education Agency; 2010 US Census Bureau, Retrieved 25 October 2011.

As can be seen in above Table 2, the table identifies eight special populations: Bilingual, ESL Students, Gifted and Talented, Migrant Students, Immigrant Students, Special Education Students, Economically Disadvantaged Students, and Limited English Proficient (LEP) students. The total percentage of the economically disadvantages is higher compared to all other special populations. This study will focus only on the economically disadvantaged special student

population because the counties within Region One are predominately economically distressed communities where poverty is high.

Texas Region One ESC not only includes seven counties but within Region One a total of 623 school campuses exist. Table 3 identifies the number of campus including charter school campuses.

Table 3: Texas Region One Number of School Campuses

Number of Campuses	TOTAL
Elementary	346
Middle School/Intermediate/Junior High	104
High School	147
TOTAL	597
Charter Schools	
Charter School Systems	9
Charter School Campuses	26
TOTAL CAMPUSES IN REGION ONE ESC	623

Sources: October 2010 PEIMS (Public Education Information Management System); 2009-2010 AEIS Report, Texas Education Agency; 2010 US Census Bureau, Retrieved 25 October 2011.

As seen in Table 3, there are a total of 623 school campuses, including: 346 elementary campuses, 104 middle school/intermediate/junior high campuses and 147 high school campuses. There are a total of 9 charter school districts and 26 charter school campuses. For purposes of this study we evaluate Texas Region One ESC scope of 7 counties and 45 school districts identified as Title I schools.

Sample Population

As previously mentioned in this chapter, Texas has 20 Education Service Centers of those 20 regions this research study only examines Region One. This non-probability method is often used during preliminary research efforts to get a gross estimate of the results, without incurring

the cost or time required to select a random sample. A convenience sample was conducted for purposes of this research study.

Variables Identified for Purposes of This Study

As previously mentioned in Chapter I, the research question guiding this study is:

Do the educational performance results for Texas district schools in Region One,

Title I – reflect the intended outcomes in the federal accountability-based education

reform known as the "No Child Left Behind Act" or NCLB?

To answer this question his research study identified the following variables: grades 7-8 dropout rates, grades 7-12 dropout rates, ethnic distribution, annual percentage change, Math TAKS assessments, Reading TAKS assessments and All TAKS tests taken.

As previously stated in Chapter II, the assumptions of this study are that all schools follow *uniform performance measures* and that data are available and accurate, the measurable indicator outcomes at state level and regional level that are expected to have positive results. This study examines TAKS assessment scores for Region One ESC area school districts from years 2003 to 2010. The intended outcomes were defined as: dropout rate, increase in proficiency in math and reading.

Limitation to this study is the paucity of available literature research related to the specific needs of disadvantaged schools as it relates to Title I district schools in Texas Region One ESC. A second limitation are that only one region out of 20 in Texas is included in this research.

This chapter also identifies the following independent, dependent and controlling variables as defined by the Texas Education Agency.

Independent Variables

Salkind (2008) defines independent variable the treatment variable that is manipulated or the predictor variable in a regression equation. This research study identifies annual dropout rates as independent variables. The annual dropout rate is defined in previously discussed Chapter I. The Texas Education Agency identified three indicators for dropout rates but this study will only focus on two: the annual dropout rate for grades 7-8 and annual dropout rate for grades 7-12.

Dependent Variables

Dependent variables are the outcome variables or the predicted variable in a regression equation (Salkind, 2008). This research study identified two dependent variables : *Adequate Yearly Progress (AYP)* reports and *Texas Assessment of Knowledge and Skills (TAKS).*

For purpose of this study the dependent variable is identified as student performance that is measured by *Adequate Yearly Progress (AYP)* reports. *Adequate Yearly Progress* is defined as the criteria used to measure the areas of Reading/Language Arts, Math and either Graduation rate or Attendance rate (TEA, 2010).

The criteria used in the AYP reports is measured through the *Texas Assessment of Knowledge and Skills (TAKS)* assessments administered to each Texas student. "The Texas Assessment of Knowledge and Skills (TAKS) performance standards relate test performance directly to the state curriculum, the Texas Essential Knowledge and Skills (TEKS), in terms of what students are expected to learn by the completion of each grade level. The curriculum is used to establish test objectives that guide the development of test items and the assessment content. Performance standards therefore are based on the content standards for the assessment.

The product of the standard setting process is a set of cut scores that classify students into an appropriate performance level" (TEA, 2011).

Control Variables

O'Sullivan (2003) defines control variable as a variable included in an analysis to determine whether it affects the relationship between two other variables. The values of the control variable are "held constant" while the relationship between the other two variable is analyzed (O'Sullivan, 2002, p. 485). The control variables for this study are identified as: *economically disadvantaged and ethnic distribution: African American, Hispanic and White students.* The variables are defined as:

Economically Disadvantaged Students is the percent of economically disadvantaged students attending a particular school. Thus is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance; divided by the total number of students.

Ethnic Distribution refers to students that are reported as American Indian, Asian, Black, Hispanic, and White on the TAKS answer documents, and included in the appropriate student group, for purposes of this study American Indian and Asian's are not included within this scope because data did not reflect scores for those two particular ethnic distributions for Region One district schools.

Data Collection and Management

Minor obstacles were encountered while collecting the data. Internet searches of each of the school districts within Region One ESC area were done from January 2011 to April 2011 to obtain TAKS scores for each Title I district school in Region One. The Texas Education Agency

has a database of files located in their state website for transparency. The TEA were then contacted by telephone or through formal written requests to get access to the data not available through personal search. Performance data were not difficult to retrieve.

Conclusion

This chapter addressed the methodology used to examine the progress of school districts in the Texas Region One Education Service Center area. This chapter identified the unit of analysis, the variables identified for this research study and the data collection and management method. The data used for examining the research question is identified as Math and Reading TAKS assessment scores for the years 2003 to 2010 for Region One district schools.

CHAPTER IV

DATA ANALYSIS

This research reports performance measures for Texas Region One, Title I district schools student performance indicators set by the standards in NCLB (2002). This study combines data from all Title I district schools in Texas Region One ESC, with selected student performance indicators for grades 3 to 8 in TAKS Math and Reading Assessments. As previously mentioned in Chapter III, Texas administers a total of five assessments: Math, Reading, Social Studies, Writing and Science. But for purposes of this study we use data for Math and Reading assessments only.

The obtained student performance results for academic years 2003-2010 were reviewed for total performance results and the number of TAKS assessments administered. This data was collected through the Texas Education Agency website and database to collect scores specifically for Region One. The section on descriptive statistics provides an overview of the unit of analysis (Texas Region One, Title I district schools) according to their classification by groups as already explained in the methodology chapter.

Descriptive Statistics on the Unit of Analysis

The units of analysis for this research are Title I district schools in Texas Region One. The scope of this examination for purposes of this study is the total TAKS assessments taken by students grades 3-8 provided in each district school (Texas Region One) for each school district in the sample. This section provides statistical description of the population of district schools

for 2010. For purposes of this study we evaluate Region One ESC's scope of 7 counties and 45 school districts as illustrated in Table 5.

Although this study captures the demographics of all of Texas Region One, this study focus on the district schools in Region One. Table 5 displays the population of the scope of this research.

Table 4: Texas Region One Profile

Region One ESC	Total Number
Total Counties	7
Total District Schools	45
Total Campuses	623
Total Charter District Schools	9
Total Charter Campuses	26

Sources: October 2010 PEIMS (Public Education Information Management System); 2009-2010 AEIS Report, Texas Education Agency; 2010 US Census Bureau, Retrieved 25 October 2011.

As seen in above Table 4, there are a total of 7 counties, 45 district schools, 623 campuses, 9 charter district schools, and 26 total charter campuses.

Since, NCLB was enacted in 2002, this study concentrates on assessments scores from 2003-2010. This study also provides a current statistical description of the population of Region One district schools from 2010. Table 5 displays the population of the ethnic distribution.

Table 5: Texas Region One Ethnic Distribution

Ethnicity	Number of Students	Percentage of Students
American Indian/Alaskan	267 students	less than 1%
Asian	2,030 students	less than 1%
Black	698 students	less than 1%
Hispanic	398,826 students	97.40%
White	7,265 students	1.77%
Hawaiian/Pacific Island	41 students	less than 1%

Sources: October 2010 PEIMS (Public Education Information Management System); 2009-2010 AEIS Report, Texas Education Agency; 2010 US Census Bureau, Retrieved 25 October 2011.

As can be seen in above Table 5, there are 6 ethnic distributions that are identified: American Indian/Alaskan, Asian, Black, Hispanic, White, Hawaiian/Pacific Islander. This study focuses on Black, later referred to as African Americans in this study, Hispanics and Whites. The population consists mainly of the Hispanic ethnic distribution.

Analysis of the Data

The student's performance results should help predict the future educational and workforce needs of the state and the region. Calculating the average is the most representative score in a set of scores(Salkind, 2008, 388). The mean is a type of average where scores are summed and divided by the number of observations (Salkind, 2008, p. 391). Therefore, it is very important to examine education performance results of the students in Texas grades three through eight from years 2003-2010 by examining the average of the different items used in the computation of the dependent variable (AYP). In addition, this section gives a statistical overview on the area classification of the district schools followed by the TAKS assessment scores, items that constitute the control variable (*dropout rate*) as already stated in the methodology chapter. The following Tables further describe the data:

Table 6: Displays the results for descriptive statistics for annual dropout rates. The following variables are identified:

- Annual dropout rate for Grade 7-8 and
- Annual dropout rate for Grades 7-12.

Table 6: Dropout Rates for Texas Region One District Schools
All annual dropout rates grades 7-8 and 7-12
From 2003-2010

	N	Mean
Grades 7-8	309	.306
Grades 7-12	339	2.201
Valid N (listwise)	309	

As can be seen in the above Table 6, the sample size for Grades 7-8 is N=309; the sample size for Grades 7-12 is N=339; the average annual dropout rate for Grades 7-8 from 2003 to 2010 are calculated as .306. The average annual dropout rate for Grades 7-12 are 2.201. The annual dropout rate is higher for grades 7-12 than for grades 7-8. As can be seen in the above table, the average annual dropout rate is higher for grades 7-12 than for grades 7-8. The raw data displays or shows that there is a difference between the two levels of grades and this difference is either due to chance or there is something else that will help explain this difference. This will be further discusses later in this chapter in the inferential statistics of the analysis of the data.

Table 7: Displays the results for descriptive statistics for annual dropout rates for grades 7-8. This table calculated the average or mean for the different ethnic groups as identified in chapter 3, more specifically for Grades 7-8. The following variables are identified:

- Annual dropout rate for Grade 7-8 for African Americans *(ethnic distribution)*
- Annual dropout rate for Grade 7-8 for Hispanic *(ethnic distribution)*, and
- Annual dropout rate for Grade 7-8 for White students *(ethnic distribution)*.

The following table illustrates the findings:

Table 7: Annual Dropout Rates for Grades 7-8
By Ethnic Distribution
From 2003-2010

	N	Mean
African American	76	.059
Hispanic	308	.309
White	212	.334
Valid N (listwise)	76	

As can be seen in the above Table 8, the sample size for African American students is N=76; Hispanic students N=308; and White students N=212; the annual dropout rate for African American students have an average of .059, Hispanics average annual dropout rate of .309, and the average annual dropout rate for White students of .334. The raw data displays or shows that there is a difference between the annual dropout rate among the ethnic distributions of students from grades 7-8 and this difference is either due to chance or there is something else that will help explain this difference. This will be further discusses later in this chapter in the inferential statistics of the analysis of the data.

Table 8: Displays the results for descriptive statistics for annual dropout rates grades 7-12. This table calculated the average or mean for the different ethnic distribution as identified in chapter 3, more specifically for Grades 7-12. The following variables are identified:

- Annual dropout rate for Grade 7-12 for African Americans *(ethnic distribution)*
- Annual dropout rate for Grade 7-12 for Hispanic *(ethnic distribution)*, and
- Annual dropout rate for Grade 7-12 for White students *(ethnic distribution)*.

The following table illustrates the findings:

Table 8: Annual Dropout Rates for Grades 7-12
By Ethnic Distribution
From 2003-2010

	N	Mean
African American	137	1.701
Hispanic	338	2.221
White	284	1.623
Valid N (listwise)	137	

As can be seen in the above Table 8, the sample size of this data for the annual dropout rates Grades 7-12 include: African American, N=137; Hispanic, N=338; and White, N=284. The annual dropout rates for African American students have an average of 1.701; Hispanics have an annual dropout rate average of 2.221 and the average annual dropout rate for White Students of 1.623. The raw data displays or shows that there is a difference between the annual dropout rate among the ethnic distributions of students from grades 7-12 and this difference is either due to chance or there is something else that will help explain this difference. This will be further discusses later in this chapter in the inferential statistics of the analysis of the data.

Table 9: Displays the results for descriptive statistics for annual dropout rates grades 7-8

for the special population economically disadvantaged. This table calculated the average or

mean for the economically disadvantaged as identified in chapter 3, more specifically for Grades

7-8. The following variables are identified:

- Annual dropout rate for Grade 7-8 Overall
- Annual dropout rate for Grade 7-8 for Economically Disadvantaged

The following table illustrates the findings:

Table 9: Annual Dropout Rates for Economically Disadvantaged
Grades 7-8
From 2003-2010

	N	Mean
Annual dropout rate for Grade 7-8 Overall	309	.306
Annual dropout rate for Grade 7-8 for Economically Disadvantaged	309	.246
Valid N (listwise)	309	

As can be seen from Table 9, the sample size for the overall annual dropout rate for

Grades 7-8 for the economically disadvantaged student population is N=309 and specifically for

the economically disadvantaged N=309; the average annual dropout rates for all students Grades

7-8 have a mean of .306 and the annual dropout rate for the economically disadvantaged students

is .246.   There is a difference of .06 compared to the whole population. The raw data displays or

shows that there is a difference between the overall annual dropout rate average for grades 7-8

and the annual dropout rate average among the economically disadvantaged of students from

grades 7-8 and this difference is either due to chance or there is something else that will help

explain this difference. This will be further discusses later in this chapter in the inferential

statistics of the analysis of the data.

Table 10: Displays the results for descriptive statistics for annual dropout rates grades 7-12 for the special population, economically disadvantaged. This table calculated the average or mean for the economically disadvantaged as identified in chapter 3, more specifically for Grades 7-12. The following variables are identified:

- Overall annual dropout rate for Grade 7-12
- Annual dropout rate for Grade 7-12 for Economically Disadvantaged

The following table illustrates the findings:

Table 10: Annual Dropout Rates for Economically Disadvantaged
Grades 7-12
From 2003-2010

	N	Mean
Overall annual dropout rate for Grade 7-12	339	2.201
Annual dropout rate for Grade 7-12 for Economically Disadvantaged	338	1.922
Valid N (listwise)	338	

As can be seen from Table 10, the sample size for the overall annual dropout rate for Grades 7-12 for the economically disadvantaged student population is N=339 and specifically for the economically disadvantaged N=338;the annual dropout rates for all students Grades 7-12 have a mean of 2.201 and the annual dropout rate for the special population, economically disadvantaged students, have a mean of 1.922. There is a difference of .209 compared to the whole population. The raw data displays or shows that there is a difference between the overall annual dropout rate average for grades 7-12 and the annual dropout rate average among the economically disadvantaged of students from grades 7-12 and this difference is either due to chance or there is something else that will help explain this difference. This will be further discusses later in this chapter in the inferential statistics of the analysis of the data.

The following tables will identify the performance results of student's scores on the

The Texas Assessment of Knowledge and Skills (TAKS) for the years 2003-2010. These

assessments are designed to measure the extent to which a student has learned and are able to

apply the defined knowledge and skills at each tested grade level.

Table 11: Displays the results for descriptive statistics for the percentage change of the

Math and Reading Assessments. This table calculated the average or mean for the overall Math

and Reading TAKS assessments as identified in chapter 3. The following variables are

identified:

- Overall Percentage change of all TAKS test taken
- Overall Percentage change of Math TAKS assessments
- Overall Percentage change of Reading TAKS assessments

The following table illustrates the findings:

Table 11: The Texas Assessment of Knowledge and Skills
Percentage Change of Math and Reading Assessments
From 2003-2010

	N	Mean
	Statistic	Statistic
Overall TAKS assessments	44	33.02
Overall Math assessments	43	31.91
Overall Reading assessments	44	23.20
Valid N (listwise)	43	

As can be seen from Table 11, the sample size for Overall TAKS assessments is N=44;

Overall Math assessments N=43; and Overall Reading assessments N=44. The overall percent

change of all TAKS assessment has an average of 33.02. The average percentage change of the

overall Math assessments is 31.91 and the average for the overall Reading Assessments is 23.20.

The raw data displays or shows that there is a difference between the overall average of all

TAKS assessments and the overall average of the Math and Reading assessments of all students

and this difference is either due to chance or there is something else that will help explain this

difference. This will be further discusses later in this chapter in the inferential statistics of the

analysis of the data.

Table 12: Displays the results for descriptive statistics for the percentage change of the

Math and Reading Assessments for the ethnic distribution population. This table calculated the

average or mean for the overall Math and Reading TAKS assessments as identified in chapter 3,

specifically for African American, Hispanic and White students. The following variables are

identified:

- Overall Percentage change on All test take for all ethnic distributions
- Overall Percentage change for African American students in Math and Reading
- Overall Percentage change for Hispanic students in Math and Reading
- Overall Percentage change for White students in Math and Reading

The following table illustrates the findings:

Table 12: The Texas Assessment of Knowledge and Skills Percentage Change of Math and Reading Assessments By Ethnic Distribution From 2003-2010

	N	Mean
	Statistic	Statistic
Overall African American	20	28.90
Overall Math % Change	18	25.17
Overall Reading % Change	14	17.21
Overall Hispanic	44	33.43
Overall Math % Change	43	32.47
Overall Reading % Change	44	23.52
Overall White	29	26.00
Overall Math % Change	28	20.75
Overall Reading % Change	24	12.00
Valid N (listwise)	12	

As can be seen from Table 12, the Overall African American mean on overall test taken over the years 2003-2010 is 28.90, with a sample size of N=20; Hispanics have a mean of 33.43, with a sample size of N=44; and Whites have a 26.00, with a sample size of N=29. The average percentage change in Math assessments scores from 2003 to 2010 for African Americans is 25.17, with a sample size of N=18; 32.47 for Hispanics, with a sample size of N=14; and 20.75 for Whites with a sample size of 28. The percentage change in Reading assessments scores from 2003 to 2010 for African Americans is 17.21, with a sample size of N=14; 23.52 for Hispanics, with a sample size of N=44; and 12.00 for Whites, with a sample size of N=24. The raw data displays or shows that there is a difference between the overall average of all TAKS assessments for the ethnic distributions and the overall average of the Math and Reading assessments of all students and this difference is either due to chance or there is something else that will help explain this difference. This will be further discusses later in this chapter in the inferential statistics of the analysis of the data.

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Table 13: Displays the results for descriptive statistics for the percentage change of the

Math and Reading Assessments for the economically disadvantages special population. This

table calculated the average or mean for the overall Math and Reading TAKS assessments as

identified in chapter 3, specifically for African American, Hispanic and White students. The

following variables are identified:

- Overall Percentage change on All test take for all economically disadvantaged
- Overall Percentage change for all economically disadvantaged students in Math
- Overall Percentage change for all economically disadvantaged students in Reading

The following table illustrates the findings:

Table 13: The Texas Assessment of Knowledge and Skills
Percentage Change of Math and Reading Assessments
By Special Population-Economically Disadvantaged
From 2003-2010

	N	Mean
	Statistic	Statistic
Overall Percent Change	44	33.52
Overall Math	43	32.77
Overall Reading	44	24.43
Valid N (listwise)	43	

As seen above in table 13, the sample size for the Overall Percentage Change, Overall

Math assessments and the Overall Reading assessments are: N=44; N=43; and N=44,

respectively. The mean Overall percentage change for the Economically Disadvantaged on

overall test taken over the years 2003-2010 is 33.52. In Math assessments the percentage change

scores are 32.77 and 24.43 for Reading assessments for the economically disadvantaged

students in Region One. The raw data displays or shows that there is a difference between the

overall average of all TAKS assessments for the economically disadvantaged and the overall

average of the Math and Reading assessments of all students and this difference is either due to chance or there is something else that will help explain this difference. This will be further discusses later in this chapter in the inferential statistics of the analysis of the data.

Table 14 illustrates all the descriptive variables guiding this research study from data assessments gathered for years 2003-2010.

Table 14: Mean Averages for Major Variables Identified

Grades 7-8	Sample Size N=309	Mean=.306
Grades 7-12	N=339	2.201
Overall TAKS Assessments	N=44	33.02
Overall Math Assessments	N=43	31.91
Overall Reading Assessments	N=44	23.20
Overall African American	N=20	28.90
Overall Hispanic	N=44	33.43
Overall White	N=29	26.00
Overall Economically Disadvantaged	N=44	33.52

As seen in above Table 14 the average mean over a seven year period the average annual dropout rates for grades 7-8 is .306 and 2.201 for grades 7-12. The overall mean for ethnic distribution of 28.90 is identified. The annual percentage change of 33.52 is also identified. For the Math and Reading TAKS assessments the mean is identified as 31.91 and 23.20 respectively. The overall mean for all TAKS test taken of 33.02 is identified. The raw data displays or shows that there is a difference between the overall average of the dropout rates grades 7-8 and grades 7-12, all TAKS assessments for the ethnic distributions, the overall average of the Math and Reading assessments of all students and this difference is either due to chance or there is something else that will help explain this difference. This will be further discussed later in this chapter in the inferential statistics of the analysis of the data.

Inferential statistics as defined by Salkins (2007) are tools that are used to infer the

results based on a sample to a population. This section of this chapter will infer whether the

differences of the variables are either due to chance or there is something else that will help

explain the difference.

The following Table 15 identifies the major variables identified for this research study for

the Annual Dropout rates for Grades 7 thru 8 and Grades 7 thru 12 for the years 2003 to 2010.

Table 15: Annual Dropout Rates For Grades 7-8 and Grades 7-12 for years 2003 to 2010

Grades 7-8	Sample Size N=309	Mean=.306
African American	N=76	.059
Hispanic	N=308	.309
White	N=212	.334
Economically Disadvantaged	N=309	.246
Grades 7-12	Sample Size N=339	Mean=2.201
African American	N=137	1.701
Hispanic	N=338	2.221
White	N=284	1.623
Economically Disadvantaged	N=338	1.922

As can be seen from the above Table 15, the annual dropout rate average for grades 7-8 is

.306. When comparing this overall average to the ethnic distribution the overall African

American students have an annual dropout rate of .059, Hispanics have an annual dropout rate of

.309 and White have an annual dropout rate of .334. African American students are well below

the overall annual dropout rate for grades 7-8 while Hispanics and Whites are slightly above the

annual dropout rate average for grades 7-8.

For grades 7-12 the annual dropout rate average is 2.201. When comparing this overall

average to the ethnic distribution the overall African American students have an annual dropout

rate of 1.701, Hispanics have an annual dropout rate of 2.221, and Whites have an average of 1.623. When comparing the average annual dropout rate of 2.201 to the ethnic distributions, African American students along with their White counterparts are well below the annual dropout rate average for grades 7-12. Hispanics on the other hand are slightly above the annual dropout rate average by .021 percent.

The following Table 16 identifies the cumulative annual percentage change of Math and Reading TAKS Assessments scores for the years 2003 to 2010. The N = sample size of the population being evaluated which N=number of district schools in Region One; therefore the population size for this study is N=45.

Table 16: Percentage Change of Math and Reading Assessments for years 2003 to 2010

Overall TAKS Assessments	Sample Size N=44	Mean=33.02
Overall Math Assessments	N=43	31.91
Overall Reading Assessments	N=44	23.20
Overall African American	Sample Size N=20	Mean=28.90
Overall Hispanic	N=44	33.43
Overall White	N=29	26.00
Overall Economically Disadvantaged	N=44	33.52
African American Math % Change	Sample Size N=18	Mean=25.17
Hispanic Math % Change	N=43	32.47
White Math % Change	N=28	20.75
Economically Disadvantaged Math % Change	N=43	32.77
African American Reading % Change	Sample Size N=14	Mean 17.21
Hispanic Reading % Change	N=44	23.52
White Reading % Change	N=24	20.00
Economically Disadvantaged Reading % Change	N=44	24.43

As can be seen in the above table 16, the overall average percentage change of the overall TAKS assessments, TAKS Math and Reading Assessments are identified and specifically for the

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ethnic and the economically disadvantaged population. When comparing the overall average of

the means for the identified variables, the overall mean average for all TAKS assessments is

33.02, the Overall Math and Reading Assessments average means slightly differ at 31.91 for

math and 23.20 for Reading. These two assessments had a below average compared to the

overall percentage change of the TAKS assessments.   African American overall percentage

change on Math TAKS assessments is slightly below the overall percentage change while

Hispanics percentage change on the same assessments is significantly higher than the overall

average. White students have a percentage change significantly lower than the overall average.

The percentage changes for Reading TAKS assessment are also identified. When

comparing the average percentage changes for the ethnic distributions to the overall percentage

change, African Americans and Whites mean average is significantly below the overall

percentage change average. Hispanics performed higher than the African American and White

students.

The percentage changes for the economically disadvantaged overall have a mean average

of all test taken of 33.52. In Math and Reading, their percentage changes are a lot higher than

the overall percentage change of Math and Reading and well above the average mean for African

Americans, Hispanic and Whites combined.

This raw data identifies differences in the average mean of the overall major variables

identified when the average mean of each variable are compared to one another.   There is

significance in the average mean of the economically disadvantaged special population students

when evaluated against African American, Hispanic and White Students mean average on the

Math and Reading percentage changes.

A simple analysis of variance (ANOVA) was conducted. An ANOVA is a test for the difference between two or more means. An ANOVA has only one independent variable, whereas a factorial analysis of variance tests the means of more than one independent variable. One-way analysis of variance looks for differences between the means of more than two groups (Salkind, 2008). To further analyze this data, a one-way ANOVA was conducted, see Table 17.

Table 17 identifies the following variables:

- TAKS Math All Students
- TAKS Reading All Students
- TAKS All Students

Table 17: ANOVA for TAKS Math, Reading, All TAKS

		Sum of Squares	df	Mean Square	F	Sig.
TAKS Math All Students	Between Groups	38502.183	7	5500.312	21.577	.000
	Within Groups	86670.874	340	254.914		
	Total	125173.057	347			
TAKS Reading All Students	Between Groups	23058.691	7	3294.099	26.402	.000
	Within Groups	42420.283	340	124.766		
	Total	65478.974	347			
TAKS All Students	Between Groups	43686.569	7	6240.938	26.131	.000
	Within Groups	81680.828	342	238.833		
	Total	125367.397	349			

As can be seen in the above Table 17, the F-Test for TAKS Math All students is equal to 21.577; the F-Test for TAKS Reading All is equal to 26.402 and the TAKS All Students F-Test is equal to 26.131. This ANOVA compares more than two means and assumes that the groups are independent of one another. It also identifies that there is an overall difference between the means of the three groups. To determine where the difference lies a post hoc ANOVA Bonferroni comparison was performed.

An ANOVA post hoc Bonferroni statistical analysis was performed. This (Table 18) was conducted to show the relationship of the various variables for this research study. The dependent variables identified are: TAKS Math All, TAKS Reading All, and All TAKS Taken for the years 2003 to 2010. For a complete detail of the ANOVA Bonferroni statistical analysis please refer to Appendix C.

Table 18: ANOVA post hoc Bonferroni

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
TAKS Reading All Students	2007	2003	20.767*	2.409	.000	13.18	28.35
		2004	12.070*	2.409	.000	4.48	19.65
		2005	6.674	2.409	.165	-.91	14.26
		2006	1.326	2.409	1.000	-6.26	8.91
		2008	-2.837	2.409	1.000	-10.42	4.75
		2009	-3.496	2.382	1.000	-11.00	4.00
		2010	-3.207	2.382	1.000	-10.71	4.29
	2008	2003	23.605*	2.409	.000	16.02	31.19
		2004	14.907*	2.409	.000	7.32	22.49
		2005	9.512*	2.409	.003	1.93	17.10
		2006	4.163	2.409	1.000	-3.42	11.75
		2007	2.837	2.409	1.000	-4.75	10.42
		2009	-.659	2.382	1.000	-8.16	6.84
		2010	-.370	2.382	1.000	-7.87	7.13
	2009	2003	24.264*	2.382	.000	16.76	31.76
		2004	15.566*	2.382	.000	8.07	23.07
		2005	10.171*	2.382	.001	2.67	17.67
		2006	4.822	2.382	1.000	-2.68	12.32
		2007	3.496	2.382	1.000	-4.00	11.00
		2008	.659	2.382	1.000	-6.84	8.16
		2010	.289	2.355	1.000	-7.13	7.70
	2010	2003	23.975*	2.382	.000	16.47	31.47
		2004	15.277*	2.382	.000	7.78	22.78
		2005	9.882*	2.382	.001	2.38	17.38
		2006	4.533	2.382	1.000	-2.97	12.03
		2007	3.207	2.382	1.000	-4.29	10.71

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
		2008	.370	2.382	1.000	-7.13	7.87
		2009	-.289	2.355	1.000	-7.70	7.13
TAKS Reading All Students	2006	2003	19.442*	2.409	.000	11.86	27.03
		2004	10.744*	2.409	.000	3.16	18.33
		2005	5.349	2.409	.757	-2.24	12.93
		2007	-1.326	2.409	1.000	-8.91	6.26
		2008	-4.163	2.409	1.000	-11.75	3.42
		2009	-4.822	2.382	1.000	-12.32	2.68
		2010	-4.533	2.382	1.000	-12.03	2.97
	2007	2003	20.767*	2.409	.000	13.18	28.35
		2004	12.070*	2.409	.000	4.48	19.65
		2005	6.674	2.409	.165	-.91	14.26
		2006	1.326	2.409	1.000	-6.26	8.91
		2008	-2.837	2.409	1.000	-10.42	4.75
		2009	-3.496	2.382	1.000	-11.00	4.00
		2010	-3.207	2.382	1.000	-10.71	4.29
	2008	2003	23.605*	2.409	.000	16.02	31.19
		2004	14.907*	2.409	.000	7.32	22.49
		2005	9.512*	2.409	.003	1.93	17.10
		2006	4.163	2.409	1.000	-3.42	11.75
		2007	2.837	2.409	1.000	-4.75	10.42
		2009	-.659	2.382	1.000	-8.16	6.84
		2010	-.370	2.382	1.000	-7.87	7.13
	2009	2003	24.264*	2.382	.000	16.76	31.76
		2004	15.566*	2.382	.000	8.07	23.07
		2005	10.171*	2.382	.001	2.67	17.67
		2006	4.822	2.382	1.000	-2.68	12.32
		2007	3.496	2.382	1.000	-4.00	11.00
		2008	.659	2.382	1.000	-6.84	8.16
		2010	.289	2.355	1.000	-7.13	7.70
	2010	2003	23.975*	2.382	.000	16.47	31.47
		2004	15.277*	2.382	.000	7.78	22.78
		2005	9.882*	2.382	.001	2.38	17.38
		2006	4.533	2.382	1.000	-2.97	12.03
		2007	3.207	2.382	1.000	-4.29	10.71
		2008	.370	2.382	1.000	-7.13	7.87
		2009	-.289	2.355	1.000	-7.70	7.13

As seen in Table 18 (full table in Appendix C), ANOVA Bonferroni statistical analysis, there is a significant statistical difference over the years 2003 to 2010 between the groups. After 2007 we can see an improvement in the Math and Reading TAKS scores and from 2007 to 2010. This analysis identifies the significant difference between the Math and Reading Test scores contributing to the overall significant difference between all three groups: Math, Reading and All Tests Taken by Region One school children through 2003 to 2010.

Conclusion

This chapter identified the unit of analysis and described the variables used for this research. Also, descriptive statistical analysis was conducted using SPSS. This analysis included descriptive statistics of the major variables guiding this research study and some preliminary inferential statistics. The final chapter of this research study will address some recommendations to this research study.

CHAPTER V

FINDINGS AND RECOMMENDATIONS

The Rio Grande Valley and all of the counties included in Region One ESC: Zapata, Jim Hogg, Hidalgo, Webb, Cameron, Starr and Willacy, as stated earlier, are predominately economically distressed areas where high poverty and low education attainment is evident. The literature further suggests that there are many barriers that children face within these types of communities and ultimately their education is affected through poor or low results on "high stakes" tests.

This research study was guided by the research question:

Do the educational performance results for Texas district schools in Region One, Title I – reflect the intended outcomes in the federal accountability-based education reform known as the "No Child Left Behind Act" or NCLB?

NCLB and Title I Schools

This research study suggests that although the schoolchildren are incrementally improving, they do not meet the 100 percent proficiency levels as outlined in the NCLB Act. This proficiency data are evidence that schoolchildren in Region One ESC school districts are not performing to the national academic performance standard according to the No Child Left Behind Act of 2002.

Education policy is always at the forefront of our elected officials during their re-election political campaigns, as their platform in seeking re-election. For many of those who distrust our elected officials, when politicians using education policy as their hopes to win an election sets a false sense of hope to families and educators who are concerned to see effective proposals to a problem. Education policy is a very complex issue that needs to involve all stakeholders such as teachers, administrators, state and local leaders in the drafting of proposed legislation that will address a problem our government has been trying to fix over the years. Under the NCLB of 2002, testing focuses on measuring the number of students who are proficient at each grade level. This law also requires states to adopt "challenging academic standards" to receive federal money for poor students under a section known as Title I. But states are allowed to define "challenging," and many set standards at sub-par standard levels. Texas adopted minimum standards to fulfill NCLB (2002) requirements.

Texas has introduced legislation over the years to comply with the NCLB (2002) requirements. They also introduced legislation in 1982 addressing curriculum in Texas schools known as "essential elements." In 1983 Texas went further to implement the "No Pass, No Play." In 1998, in response to the performance measure movement, GRPA (1992) and low student performance on standardized tests, teacher evaluations linked to overall student performance were introduced for the first time in Texas (Bush, 2005). In addressing accountability in Texas education reforms led to the implementation of various test assessment evolving over the years such as the TAAS and TAKS. Each state is challenged with the task of raising academic standards for sizeable student populations and measuring student progress through each state's accountability programs. The research suggests as mentioned in Chapter II, that the NCLB legislation has the potential of closing the gap in student achievement in schools

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and in graduation rates among the significant disenfranchised subgroups, such as African

Americans and Hispanic student both California and in Texas (Bush, 2005).

How Performance Measurement Works

As mentioned in Chapter II of this research paper, performance measurement is based on the

assumption that most government programs are intended to affect society in some way. The

System Model, a cause and effect chain, runs from the inputs to the process, to the outputs, to the

outcomes which helps policy makers understand the desired impacts of policy which ultimately

aids in determining accountability of intended policies (Lynch, 1995). This System Model as

mentioned is a tool available to policy managers in drafting policy to ensure effectives and

efficiency of a program. Performance measurement can help determine whether these reforms

have produced the expected outcomes.

Performance Measures

Our elected leaders can propose as many education policies as they would like to ensure

accountability in the classrooms, but ultimately the solution was within the implementation of

the law. George W. Bush's NCLB of 2002 which some would argue failed many families,

children, and educators. Education reforms have the potential of aiding the progress of children's

education not only in Region One schools but all schools across the United States that have

similar characteristics and barriers like those of Region One ESC district schools.

Because of the scarcity of information specific to Region One, further research is needed

into the administrative practices and community partnerships necessary and essential for

eliminating the existing barriers to education for closing the achievement gap. The participation

of parents in the school system is key. Parents provide the bridge between their children and the

teacher. Having their participation in already complex environment enables the parents to take some accountability in their children's education. When children have high expectations to succeed in their classrooms and understand core curriculum: math, reading science and writing, the parents involvement in that expectation it provided the children with the moral support from home to fulfill the expectation of them at school.

Also, language is a key factor that inhibits parents from taking participating in their child's academic needs. Because most families come from a primary language of Spanish, it becomes a language barrier for them when they try to help their child with their classroom expectations, for example, homework assignments. For the child, language is also a barrier in the classroom. For example, the primary language in the Region One ESC is Spanish. Spanish as their first language makes it difficult for the children to transition into English language in the classroom and understand the curriculum as it is taught in the English language. These core subjects, when mastered may guarantee a child's success in secondary education and higher education.

The patterns of academic performance for the children in Texas Region One were significant in 2007 to 2010, there still needs to be more emphasis or exploration of methods to help increase the academic performance and proficiency in core subjects of Math and Reading. With the target date for 100% proficiency articulated in the NCLB Act (2002) rapidly approaching; academic year 2013-14 (NCLB, 2002) children have a challenging task to fulfill the states standard for achievement to meet federal standards of academic accountability on time.

There are many ways to increase performance among children in Region One and throughout the state. Although this was not the focus of the study, further research is necessary

to identify ways to influence the participation of parental involvement with district schools, district administrators, campus principals and educators. Establishing a sense of community and permanent partnerships between non-profit organizations and academic administrators geared to increase student participation in the classroom will help benefit the community as whole. These partnerships are important to instill leadership and a sense of community to fill the gap that currently exists in our education system.

Modern Education Reform

In 2010 the Obama Administration called for a broad overhaul of President George W. Bush's No Child Left Behind Law, proposing to reshape divisive provisions that encouraged instructors to teach to tests, narrowed curriculum, and labeled one in three American schools as failing through. Obama's education reform is known as "A Blueprint for Reform". In contrast to the NCLB, the Obama administration ensures that all students graduate prepared for college by ensuring that campuses implement college and career ready standards. Prior to the overhaul of NCLB certain schools had established partnerships through their own initiative with local Universities and community colleges in programs such as "dual enrollment." With the new overhaul partnerships among schools and universities or colleges are expected to increase the likelihood that high school students partake in dual enrollment for college and career readiness through a proposed education policy blueprint. The Blueprint for Education Reform proposed by the Obama Administration builds on four areas as outlined on the Department of Education website: www.ed.gov.

Copies of "A Blueprint for Reform" are available at:

http://www2.ed.gov/policy/elsec/leg/blueprint/blueprint.pdf. They are to include:

1. Improvement of teach/principal effectiveness,

2. Providing tools and information to families that will help them evaluate their children's schools,

3. Implementation of college-and-career ready standards, and

4. Providing intensive support and effective interventions that will help improve student learning and achievement in America's lowest-performing schools.

Under the Administration's Blueprint for Education Reform for ESEA reauthorization, state accountability systems sets a high bar requiring all students graduating from high school to be ready to succeed in college and careers. The accountability system also recognizes and rewards high-poverty schools and districts that are showing improvement in getting their students on the path to success, using measures of progress and growth. States and districts continue to focus on the achievement gap by identifying and intervening in schools that are persistently failing to close the achievement gap. For other schools, states and districts have flexibility to determine appropriate improvement and support options. The blueprint asks states and districts to develop meaningful ways of measuring teacher and principal effectiveness by implementing tools to reward teachers who meet academic performance outcomes and create good teachers and good leaders on campuses.

Although these are great strides to address state accountability systems to ensure all students graduating from high school are ready to succeed in college and in their careers, an

overhaul of NCLB does not necessarily mean a solution to the educational problem our country faces. Originally, the intention of the No Child Left Behind Act was "to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind" (NCLB, 2002). The NCLB of 2002 was not reauthorized by the current Obama Administration, and thus the new education reform blueprint is the new education policy driving legislation in addressing the many problems encountered by the NCLB. The lack of policy implementation of the NCLB resulted in its overhaul through President Obama's education reform blue print in attempts to offer a solution to a problem that has existed for many decades. Although this blueprint has some merit, for example, improving teacher and principal effectiveness and offering tools to parents to help evaluate their children's schools are small steps in the right direction. We have a second chance to make the right decisions for our school children, parents and educators especially for those within Region One ESC district schools.

Recommendations

This study addresses the education policy challenges of NCLB on Region One District Schools. This region consists of seven economically distressed counties with the ethnic background of the student population to be American Indian/Alaskan, Asian, African American, Hispanic, White and Hawaiian/Pacific Islander.   The counties within this region are economically distressed communities where ultimately poverty is high. The War on Poverty in the United States has existed for many generations even well before I even existed. To understand poverty, we must first understand education policy. The NCLB when enacted promised many outcomes for the betterment of our schoolchildren across the country. Region One in South Texas is especially important and needs the spotlight when it comes to education reform.

Recently, in February 2013 Texas asked the U.S. Department of Education for a general waiver to be free from certain requirements of the NCLB. The request for the condition-free waiver was in line with Texas' refusal to adopt the Common Core Standards or participate in Race to the Top, which also comes with strings attached. Texas is one of a few state's that have avoided federal reform efforts to maintain, as Governor Rick Perry wrote, "state sovereignty over matters concerning education." Texas accepting the conditional NCLB waiver puts our children in a greater disadvantage. Region One District schools did not meet AYP and hence would not have met the requirements of NCLB. This waiver, allows Texas school districts flexibility with how they spend Title I federal funds that they previously had to set aside for private tutoring. In 2013-14, districts may use those funds on academic intervention programs they choose. The NCLB waiver will also tie STAAR scores to teacher evaluations ultimately, allowing Texas school districts to avoid federal adequately yearly progress.

Education reform is very complex and when legislation is enacted and made policy, policy makers need to ensure the effectiveness and efficiency of the policy. The NCLB act has failed the American people, our families, students, and educators. Poverty is perhaps the biggest factor in a state like Texas, where 60 percent of students come from economically disadvantaged homes (Neuman, 2008). Nationally, efforts have been made to reauthorize the ESEA, called the Student Success Act but with Congress attention on the federal shutdown and other financial issues in fall 2013, no bill had successful movement in the legislative branch in Congress. It is in the best interest for Texas to review our education accountability standards for school districts in the state to ensure proficiency in all subjects – math, reading, writing, science – and that students are academically performing at the national level. Texas prides itself in being number 1 but it lacks in being number one in education in relation to other states in the United States. Texas

elected officials need to be proactive when it comes to addressing education reforms for K-12.

There is a huge disparity among parents and teachers. If legislation is proposed to address this

gap and resources are allocated to address this gap I believe would result in legislation that could

produce effective and efficient policy. I would propose a pilot program that would designate

Region One as the geographic region to determine whether such policy would benefit the state

before a statewide education reform policy aiming to address legitimate concerns is

implemented.

"If we want America to lead in the 21st century, nothing is more important than giving

everyone the best education possible — from the day they start preschool to the day they start

their career." —President Barack Obama. It is through education that everyone has an equal

opportunity to advance in our society. It is through education that we can see one's potential

transform into good citizenship and participants in our society. It is through education that

poverty begins to be eliminated. It is through education that we can see the impact one can have

in our modern world. Education is the key to fulfilling our American dream, but more

importantly, it is only through education policy that we can fundamentally address solutions to

persistent problems in our education system. Most of the problems of student performance can

be easily addressed through understanding the dynamics and hardships of the children's

upbringing and begin to eliminate barriers that prevent them from progressing academically. I

strongly believe that outside factors directly impact the performance of students and if teachers

and administrators can understand those factors and incorporate that understanding into their

method of teaching, the results would reflect a positive change in academic performance.

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APPENDIX A

APPENDIX A

CHRONOLOGY OF TEXAS AND CALIFORNIA STUDENT TESTING

Table 1

Chronology of Texas and California Student Testing from the 1960s to the 2000s

Year	Texas Program Change	Year	California Program Change
1979	Criterion-referenced Texas Assessment of Basic Skills (TABS) administered to 433,000 5th – 9th grade students in reading, writing, and mathematics	1961	First statewide achievement testing program in reading, writing, and mathematics for grades 5, 8, and 10 where legislation allowed districts to select tests
1984	Criterion-referenced Texas Educational Assessment of Minimal Skills (TEAMS) annually administered to 1,400,000 1st, 3rd, 5th, 7th, 9th, and 11th grade students requiring exit-level passage in order to receive a high school diploma	1972	California Assessment Program (CAP) created to test reading in grades 2 and 3 and reading, writing and mathematics in grades 6 and 12
1990	Criterion-referenced Texas Assessment of Academic Skills (TAAS) administered to 1,230,000 3rd, 5th, 7th, 9th, and 11th grade students annually requiring exit-level passage	1983-1984	Senate Bill 318 added grade 8 to the CAP and established the Golden State Exam for recognition of outstanding achievement in grades 7 - 12
1992-1993	Norm-Referenced Assessment Program for Texas (NAPT) first administered and discontinued next year	1991	California Learning Assessment System (CLAS), developed for grades 4, 5, 8, and 10
Spring 1994	TAAS given 3rd – 8th grade and to 10th grade exit level students and writing given to 4th and 8th grade students; Texas Learning Index (TLI) introduced to compare student achievement across grade levels	1994	Governor vetoes CLAS
1999	Introduction of the Texas Essential Knowledge and Skills (TEKS), the new state mandated curriculum	1995	Pupil Testing Incentive Program (PTIP) established to test students in grades 2 – 10 in reading, writing, and mathematics with tests selected from a state adopted list and requiring the adoption of statewide content standards
Spring 2000	TAAS will test the TEKS	1997	Senate Bill 376 replaces the PTIP and authorizes the nationally normed Stanford Achievement Test, 9th Edition (Stanford 9) under the Standardized Testing and Reporting (STAR) program; adopted by the State Board with testing in grades 2 – 8 in reading, spelling, writing and mathematics and in grades 9 – 11 in reading, writing, mathematics, history, social science, and science
Spring 2003	Criterion-referenced Texas Assessment of Knowledge and Skills (TAKS); Reading Proficiency Tests in English (RPTE) to measure measure annual growth in the English reading proficiency of second language learners and used along with English and Spanish TAKS™	Spring 1998	Stanford 9 first administered
2002-2003	State-Developed Alternative Assessment (SDAA) to test special education students in grades 3-8, receiving instruction in the TEKS	1999	California High School Exit Exam (CAHSEE) developed
		1999	Spanish Assessment of Basic Education (SABE) used as the primary language assessment for English learners in the United States for fewer than 12 months
		2001	The criterion-referenced California Standards Tests are added to the STAR program in English, language arts, and mathematics for grades 2-11, writing for grades 4 and 7, and science for grades 9, 10, and 11
		Spring 2002	California Alternative Performance Assessment (CAPA) to assess students with the most significant cognitive disabilities who are unable to take the CSTs even with accommodations or modifications
		Spring 2003	California Achievement Test, 6th Edition (CAT6) replaces the Stanford 9; history-social science is added to the CSTs in grades 8, 10, and 11
		2004	Science is added to the CSTs in grades 5

Data Source: Texas Education Agency (n.d., a); California Department of Education (nd.,b);Bush (2005: p.336).

APPENDIX B

APPENDIX B

DESCRIPTION OF THE POPULATION SIZE AND FORM OF GOVERNANCE FOR EACH

OF THE DISTRICTS SELECTED FOR THIS STUDY

County	School Districts	Student Population Enrollment as of October 2010
Cameron	• Harmony Science Academy -Brownsville	• 417
	• Brownsville ISD	• 49879
	• Harlingen CISD	• 18422
	• La Feria ISD	• 3579
	• Los Fresnos CISD	• 9981
	• Point Isabel ISD	• 2544
	• Rio Hondo ISD	• 2301
	• San Benito CISD	• 11358
	• Santa Maria ISD	• 715
	• Santa Rosa ISD	• 1181
	• South Texas ISD	• 3173
Hidalgo	• One Stop Multiservice Charter	• 662
	• South Texas Educational Technology	• 770
	• Mid-Valley Academy	• 419
	• IDEA Public Schools	• 6855
	• Vanguard Academy	• 1062
	• Donna ISD	• 15028
	• Edcouch-Elsa ISD	• 5359
	• Edinburg CISD	• 33223
	• Hidalgo ISD	• 3437
	• McAllen ISD	• 25622
	• Mercedes ISD	• 5734
	• Mission CISD	• 15841
	• Pharr-San Juan-Alamo ISD	• 31508

County	School Districts	Student Population
		Enrollment as of October 2010
	• Progreso ISD	• 2227
	• Sharyland ISD	• 9978
	• La Joya ISD	• 28846
	• Weslaco ISD	• 17839
	• La Villa ISD	• 638
	• Monte Alto ISD	• 955
	• Valley View ISD	• 4702
Jim Hogg	• Jim Hogg County ISD	• 1153
Starr	• Rio Grande City CISD	• 10780
	• San Isidro ISD	• 272
	• Roma ISD	• 6627
Webb	• Gateway (Student Alt)	• 491
	• Harmony Science Academy -Laredo	• 632
	• Laredo ISD	• 24706
	• United ISD	• 41876
	• Webb CISD	• 350
Willacy	• Lasara ISD	• 464
	• Lyford CISD	• 1539
	• Raymondville ISD	• 2270
	• San Perlita ISD	• 287
Zapata	• Zapata County ISD	• 3767

(Source: Texas Education Agency, 2011)

APPENDIX C

APPENDIX C

ANOVA POST HOC BONFERRONI TABLES

Table 18a: ANOVA Post Hoc Bonferroni TAKS Math All Students

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
TAKS Math All Students	2003	2004	-9.256	3.443	.211	-20.10	1.59
		2005	-16.535*	3.443	.000	-27.38	-5.69
		2006	-22.209*	3.443	.000	-33.05	-11.37
		2007	-24.860*	3.443	.000	-35.70	-14.02
		2008	-28.070*	3.443	.000	-38.91	-17.23
		2009	-30.023*	3.405	.000	-40.74	-19.30
		2010	-32.823*	3.405	.000	-43.54	-22.10
	2004	2003	9.256	3.443	.211	-1.59	20.10
		2005	-7.279	3.443	.987	-18.12	3.56
		2006	-12.953*	3.443	.006	-23.80	-2.11
		2007	-15.605*	3.443	.000	-26.45	-4.76
		2008	-18.814*	3.443	.000	-29.66	-7.97
		2009	-20.767*	3.405	.000	-31.49	-10.05
		2010	-23.567*	3.405	.000	-34.29	-12.85
	2005	2003	16.535*	3.443	.000	5.69	27.38
		2004	7.279	3.443	.987	-3.56	18.12
		2006	-5.674	3.443	1.000	-16.52	5.17
		2007	-8.326	3.443	.452	-19.17	2.52
		2008	-11.535*	3.443	.025	-22.38	-.69
		2009	-13.488*	3.405	.003	-24.21	-2.77
		2010	-16.288*	3.405	.000	-27.01	-5.57
	2006	2003	22.209*	3.443	.000	11.37	33.05
		2004	12.953*	3.443	.006	2.11	23.80
		2005	5.674	3.443	1.000	-5.17	16.52
		2007	-2.651	3.443	1.000	-13.49	8.19
		2008	-5.860	3.443	1.000	-16.70	4.98
		2009	-7.814	3.405	.626	-18.53	2.91
		2010	-10.614	3.405	.055	-21.33	.11

2007	2003	24.860[*]	3.443	.000	14.02	35.70
	2004	15.605[*]	3.443	.000	4.76	26.45
	2005	8.326	3.443	.452	-2.52	19.17
	2006	2.651	3.443	1.000	-8.19	13.49
	2008	-3.209	3.443	1.000	-14.05	7.63
	2009	-5.163	3.405	1.000	-15.88	5.56
	2010	-7.963	3.405	.558	-18.68	2.76
2008	2003	28.070[*]	3.443	.000	17.23	38.91
	2004	18.814[*]	3.443	.000	7.97	29.66
	2005	11.535[*]	3.443	.025	.69	22.38
	2006	5.860	3.443	1.000	-4.98	16.70
	2007	3.209	3.443	1.000	-7.63	14.05
	2009	-1.953	3.405	1.000	-12.67	8.77
	2010	-4.753	3.405	1.000	-15.47	5.97
2009	2003	30.023[*]	3.405	.000	19.30	40.74
	2004	20.767[*]	3.405	.000	10.05	31.49
	2005	13.488[*]	3.405	.003	2.77	24.21
	2006	7.814	3.405	.626	-2.91	18.53
	2007	5.163	3.405	1.000	-5.56	15.88
	2008	1.953	3.405	1.000	-8.77	12.67
	2010	-2.800	3.366	1.000	-13.40	7.80
2010	2003	32.823[*]	3.405	.000	22.10	43.54
	2004	23.567[*]	3.405	.000	12.85	34.29
	2005	16.288[*]	3.405	.000	5.57	27.01
	2006	10.614	3.405	.055	-.11	21.33
	2007	7.963	3.405	.558	-2.76	18.68
	2008	4.753	3.405	1.000	-5.97	15.47
	2009	2.800	3.366	1.000	-7.80	13.40

Table 18b: ANOVA Post Hoc Bonferroni TAKS Reading All Students

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
TAKS Reading All Students	2003	2004	-8.698[*]	2.409	.010	-16.28	-1.11
		2005	-14.093[*]	2.409	.000	-21.68	-6.51
		2006	-19.442[*]	2.409	.000	-27.03	-11.86
		2007	-20.767[*]	2.409	.000	-28.35	-13.18
		2008	-23.605[*]	2.409	.000	-31.19	-16.02
		2009	-24.264[*]	2.382	.000	-31.76	-16.76
		2010	-23.975[*]	2.382	.000	-31.47	-16.47
	2004	2003	8.698[*]	2.409	.010	1.11	16.28
		2005	-5.395	2.409	.721	-12.98	2.19
		2006	-10.744[*]	2.409	.000	-18.33	-3.16
		2007	-12.070[*]	2.409	.000	-19.65	-4.48
		2008	-14.907[*]	2.409	.000	-22.49	-7.32
		2009	-15.566[*]	2.382	.000	-23.07	-8.07
		2010	-15.277[*]	2.382	.000	-22.78	-7.78
	2005	2003	14.093[*]	2.409	.000	6.51	21.68
		2004	5.395	2.409	.721	-2.19	12.98
		2006	-5.349	2.409	.757	-12.93	2.24
		2007	-6.674	2.409	.165	-14.26	.91
		2008	-9.512[*]	2.409	.003	-17.10	-1.93
		2009	-10.171[*]	2.382	.001	-17.67	-2.67
		2010	-9.882[*]	2.382	.001	-17.38	-2.38
	2006	2003	19.442[*]	2.409	.000	11.86	27.03
		2004	10.744[*]	2.409	.000	3.16	18.33
		2005	5.349	2.409	.757	-2.24	12.93
		2007	-1.326	2.409	1.000	-8.91	6.26
		2008	-4.163	2.409	1.000	-11.75	3.42
		2009	-4.822	2.382	1.000	-12.32	2.68
		2010	-4.533	2.382	1.000	-12.03	2.97

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
TAKS Reading All Students	2007	2004	20.767[*]	2.409	.000	13.18	28.35
		2005	12.070[*]	2.409	.000	4.48	19.65
		2006	6.674	2.409	.165	-.91	14.26
		2007	1.326	2.409	1.000	-6.26	8.91
		2008	-2.837	2.409	1.000	-10.42	4.75
		2009	-3.496	2.382	1.000	-11.00	4.00
		2010	-3.207	2.382	1.000	-10.71	4.29
	2008	2003	23.605[*]	2.409	.000	16.02	31.19
		2005	14.907[*]	2.409	.000	7.32	22.49
		2006	9.512[*]	2.409	.003	1.93	17.10
		2007	4.163	2.409	1.000	-3.42	11.75
		2008	2.837	2.409	1.000	-4.75	10.42
		2009	-.659	2.382	1.000	-8.16	6.84
		2010	-.370	2.382	1.000	-7.87	7.13
	2009	2003	24.264[*]	2.382	.000	16.76	31.76
		2004	15.566[*]	2.382	.000	8.07	23.07
		2006	10.171[*]	2.382	.001	2.67	17.67
		2007	4.822	2.382	1.000	-2.68	12.32
		2008	3.496	2.382	1.000	-4.00	11.00
		2009	.659	2.382	1.000	-6.84	8.16
		2010	.289	2.355	1.000	-7.13	7.70
	2010	2003	23.975[*]	2.382	.000	16.47	31.47
		2004	15.277[*]	2.382	.000	7.78	22.78
		2005	9.882[*]	2.382	.001	2.38	17.38
		2007	4.533	2.382	1.000	-2.97	12.03
		2008	3.207	2.382	1.000	-4.29	10.71
		2009	.370	2.382	1.000	-7.13	7.87
		2010	-.289	2.355	1.000	-7.70	7.13

Table 18c: ANOVA Post Hoc Bonferroni TAKS All Students

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
TAKS All Students	2003	2004	-11.723[*]	3.296	.012	-22.10	-1.35
		2005	-18.746[*]	3.296	.000	-29.12	-8.37
		2006	-24.770[*]	3.296	.000	-35.15	-14.39
		2007	-27.002[*]	3.296	.000	-37.38	-16.63
		2008	-29.839[*]	3.296	.000	-40.22	-19.46
		2009	-31.978[*]	3.258	.000	-42.24	-21.72
		2010	-35.711[*]	3.258	.000	-45.97	-25.45
	2004	2003	11.723[*]	3.296	.012	1.35	22.10
		2005	-7.023	3.333	1.000	-17.52	3.47
		2006	-13.047[*]	3.333	.003	-23.54	-2.55
		2007	-15.279[*]	3.333	.000	-25.77	-4.79
		2008	-18.116[*]	3.333	.000	-28.61	-7.62
		2009	-20.255[*]	3.296	.000	-30.63	-9.88
		2010	-23.988[*]	3.296	.000	-34.36	-13.61
	2005	2003	18.746[*]	3.296	.000	8.37	29.12
		2004	7.023	3.333	1.000	-3.47	17.52
		2006	-6.023	3.333	1.000	-16.52	4.47
		2007	-8.256	3.333	.384	-18.75	2.24
		2008	-11.093[*]	3.333	.027	-21.59	-.60
		2009	-13.232[*]	3.296	.002	-23.61	-2.86
		2010	-16.965[*]	3.296	.000	-27.34	-6.59
	2006	2003	24.770[*]	3.296	.000	14.39	35.15
		2004	13.047[*]	3.333	.003	2.55	23.54
		2005	6.023	3.333	1.000	-4.47	16.52
		2007	-2.233	3.333	1.000	-12.73	8.26
		2008	-5.070	3.333	1.000	-15.56	5.42
		2009	-7.208	3.296	.823	-17.58	3.17
		2010	-10.942[*]	3.296	.028	-21.32	-.57

Dependent Variable	(I) Year	(J) Year	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
	2007	2003	27.002*	3.296	.000	16.63	37.38
		2004	15.279*	3.333	.000	4.79	25.77
		2005	8.256	3.333	.384	-2.24	18.75
		2006	2.233	3.333	1.000	-8.26	12.73
		2008	-2.837	3.333	1.000	-13.33	7.66
		2009	-4.976	3.296	1.000	-15.35	5.40
		2010	-8.709	3.296	.241	-19.09	1.67
	2008	2003	29.839*	3.296	.000	19.46	40.22
		2004	18.116*	3.333	.000	7.62	28.61
		2005	11.093*	3.333	.027	.60	21.59
		2006	5.070	3.333	1.000	-5.42	15.56
		2007	2.837	3.333	1.000	-7.66	13.33
		2009	-2.139	3.296	1.000	-12.51	8.24
		2010	-5.872	3.296	1.000	-16.25	4.50
	2009	2003	31.978*	3.258	.000	21.72	42.24
		2004	20.255*	3.296	.000	9.88	30.63
		2005	13.232*	3.296	.002	2.86	23.61
		2006	7.208	3.296	.823	-3.17	17.58
		2007	4.976	3.296	1.000	-5.40	15.35
		2008	2.139	3.296	1.000	-8.24	12.51
		2010	-3.733	3.258	1.000	-13.99	6.52
	2010	2003	35.711*	3.258	.000	25.45	45.97
		2004	23.988*	3.296	.000	13.61	34.36
		2005	16.965*	3.296	.000	6.59	27.34
		2006	10.942*	3.296	.028	.57	21.32
		2007	8.709	3.296	.241	-1.67	19.09
		2008	5.872	3.296	1.000	-4.50	16.25
		2009	3.733	3.258	1.000	-6.52	13.99

BIOGRAPHICAL SKETCH

She is a graduate of South Texas High School for Health Professions in Mercedes, Texas. Upon high school graduation she attended the University of Texas Pan American where she attained a business administration degree in Finance. Throughout her undergraduate career she was involved in numerous UTPA student organizations many times serving in leadership positions. De Leon has served as the president of the Young Democrats at UTPA and secretary of Delta Xi Nu Multicultural Sorority, Inc. She is also a graduate of the Student Leadership Academy, former Greek Council representative for Delta Xi Nu, and Student Government Association senator for the College of Business Administration. Through her involvement, she was recognized as a Student of the Week and received the Dean's Award for Outstanding Student Leader in May 2007 by Dean Price. When she entered the Masters Program in 2008 she immediately assumed the role of President for the Association of Public Administrators, a leadership position that she found the most rewarding of her graduate career. In addition, she worked part time in the Edinburg office of Representative Aaron Peña (TX-40) throughout her undergraduate years in 2003 and became a full time staffer upon receiving her bachelor's degree in 2007. Over the years she gradually learned the legislative process and worked her way up the latter where in 2010 she was promoted to manage Rep. Peña's state office as Capitol Chief of Staff in Austin, Texas. De Leon has been recognized by the State of Texas House of Representatives for being an outstanding Texan, an outstanding community citizen and as a Founder of Just Kauz It's Right for assisting schoolchildren in the Rio Grande Valley. Her experiences throughout life have allowed her to cherish every moment of every day and give back to the community she loves. Education has been her number one priority and her love for the Rio Grande Valley has been the driving force to purse a higher education. Maricela De Leon may be reached via email at Maricela.DeLeon4@gmail.com or 6902 Jo Din St. Edinburg, Texas 78539.