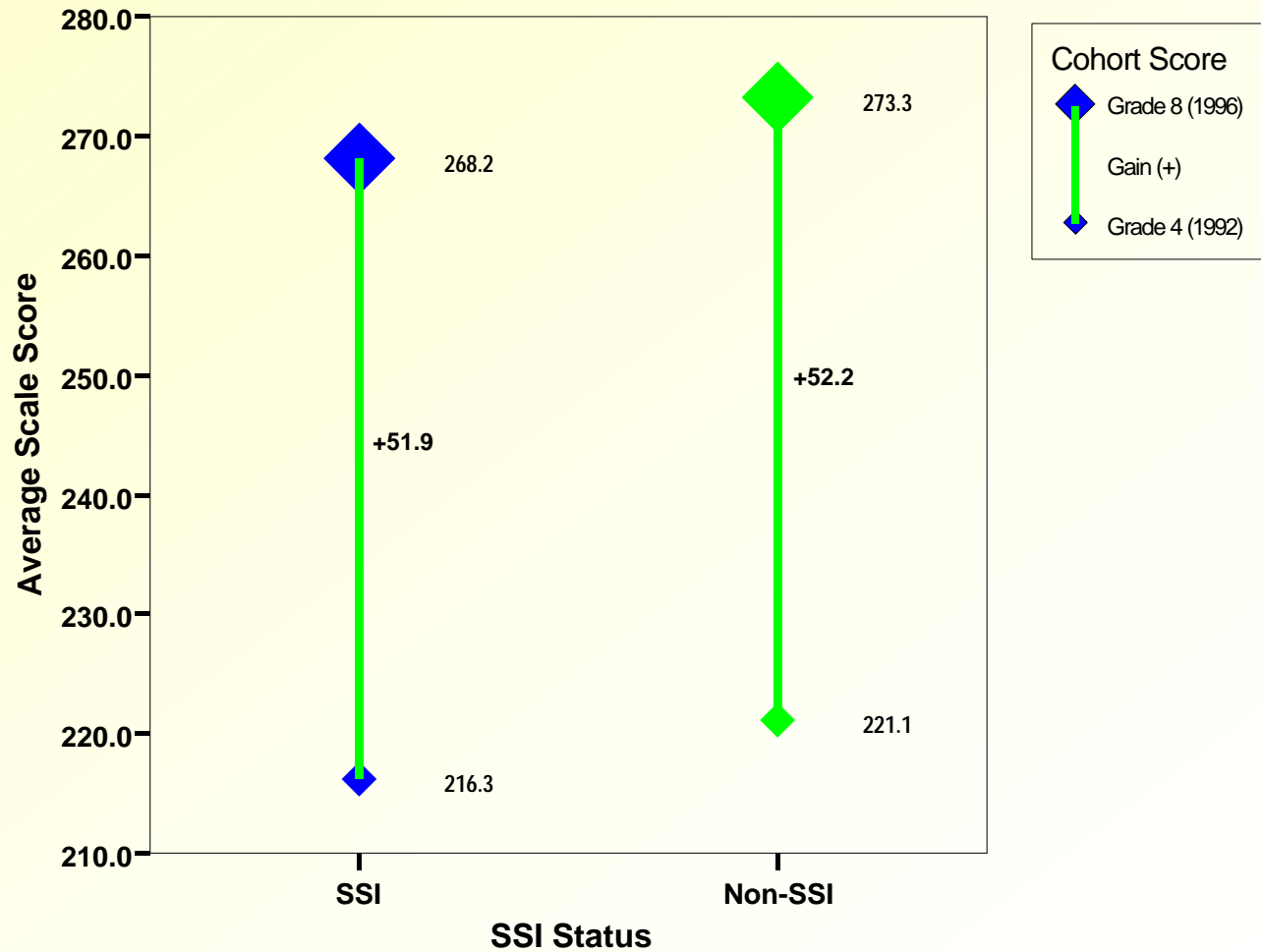
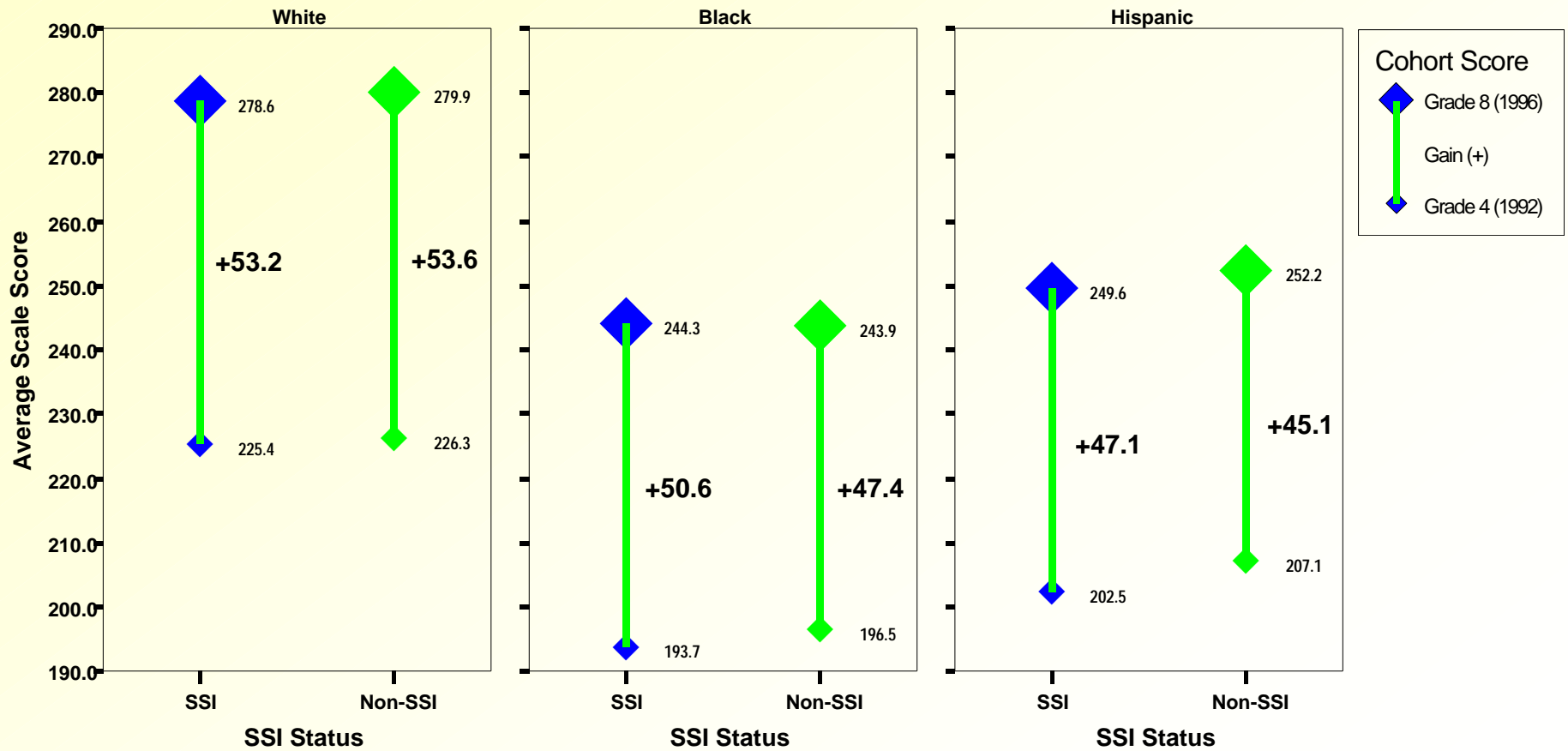


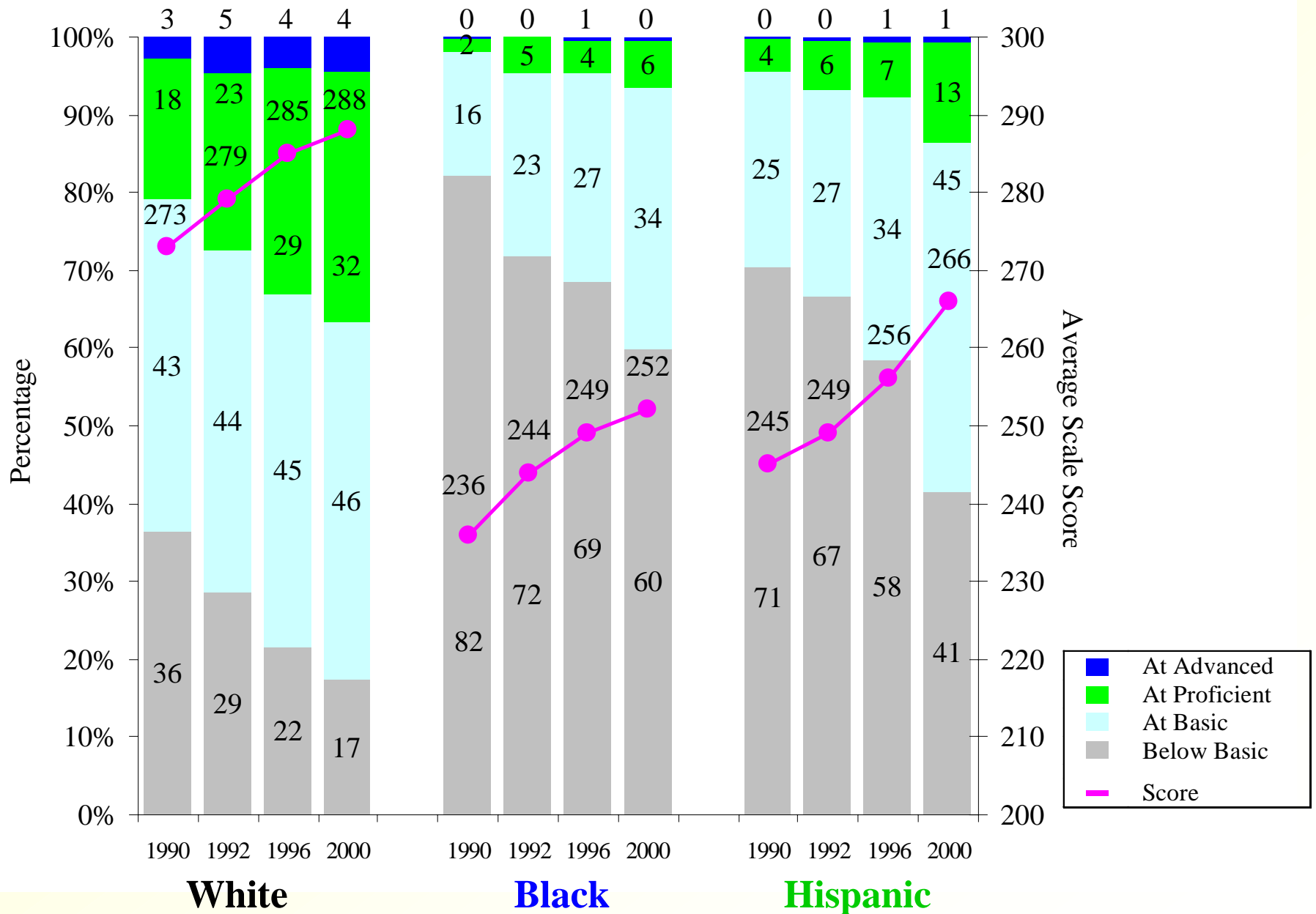
Student Outcomes: Cohort Growth



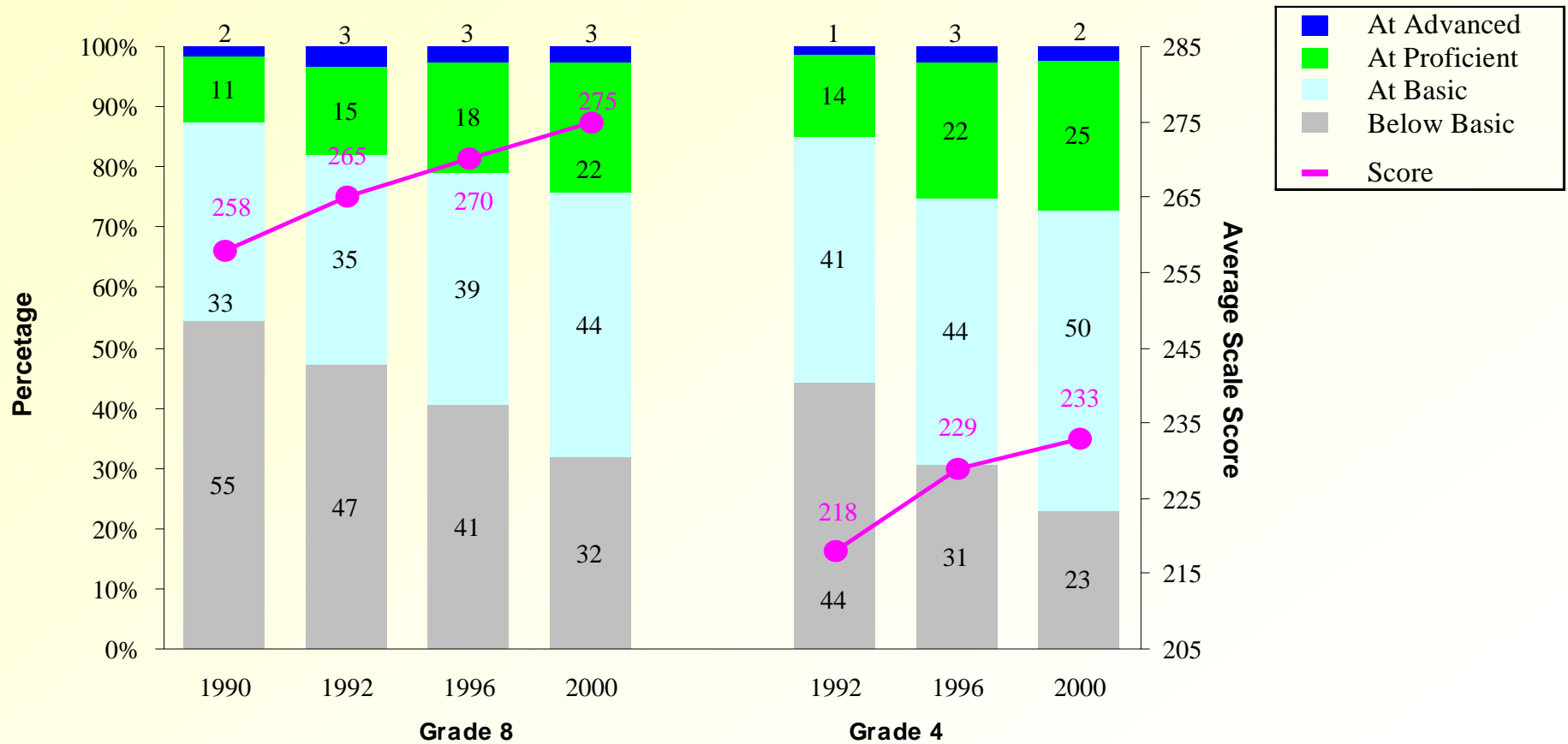
Student Outcomes: Cohort Growth by Race



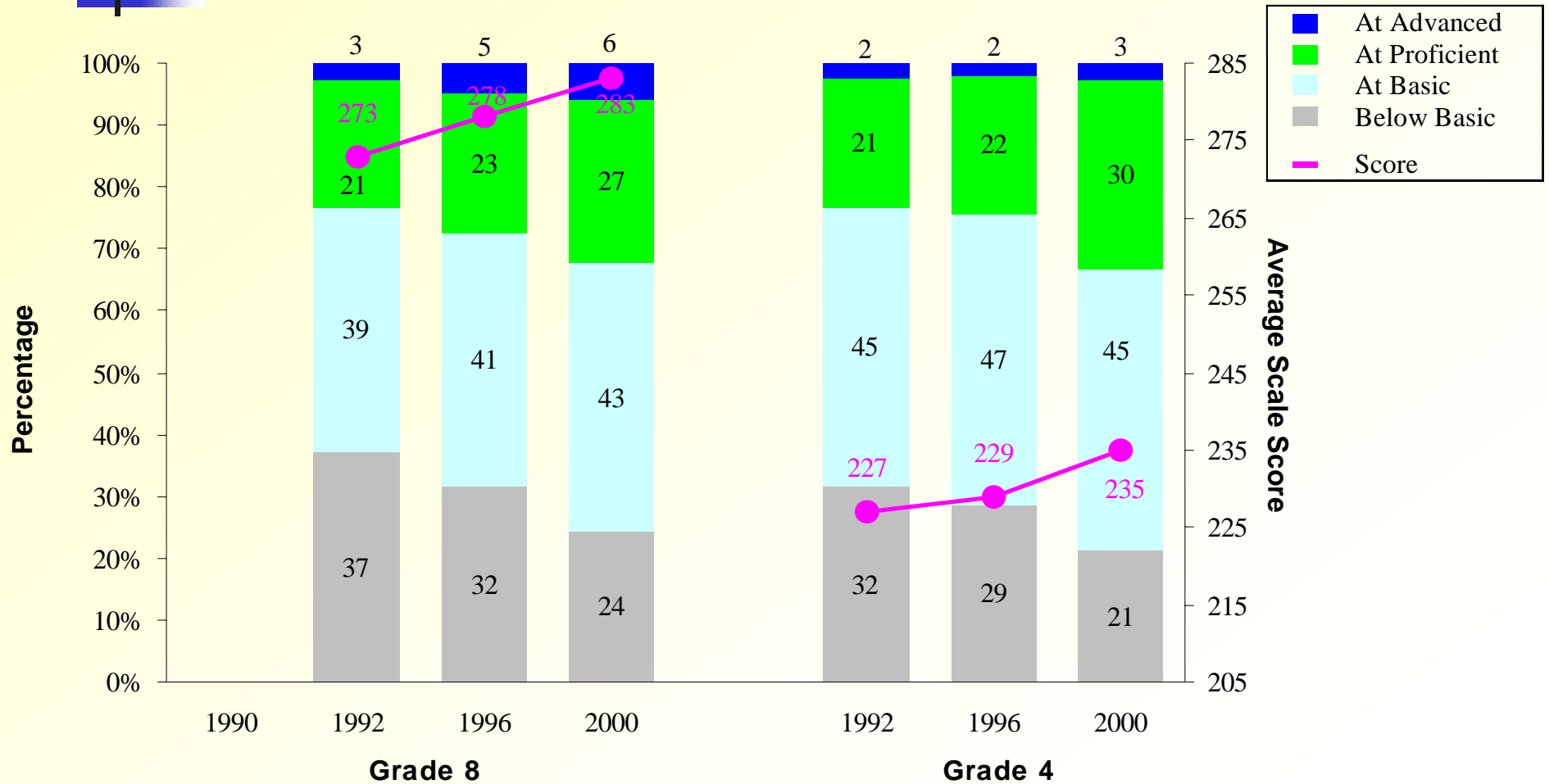
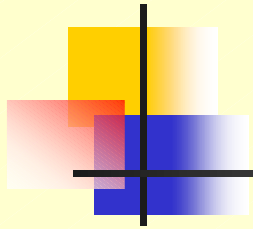
Achievement Level and Score by Race (Texas)



Student Outcomes: Achievement Level (Texas)



Student Outcomes: Achievement Level (Massachusetts)



Student Outcomes: Achievement Level (California)

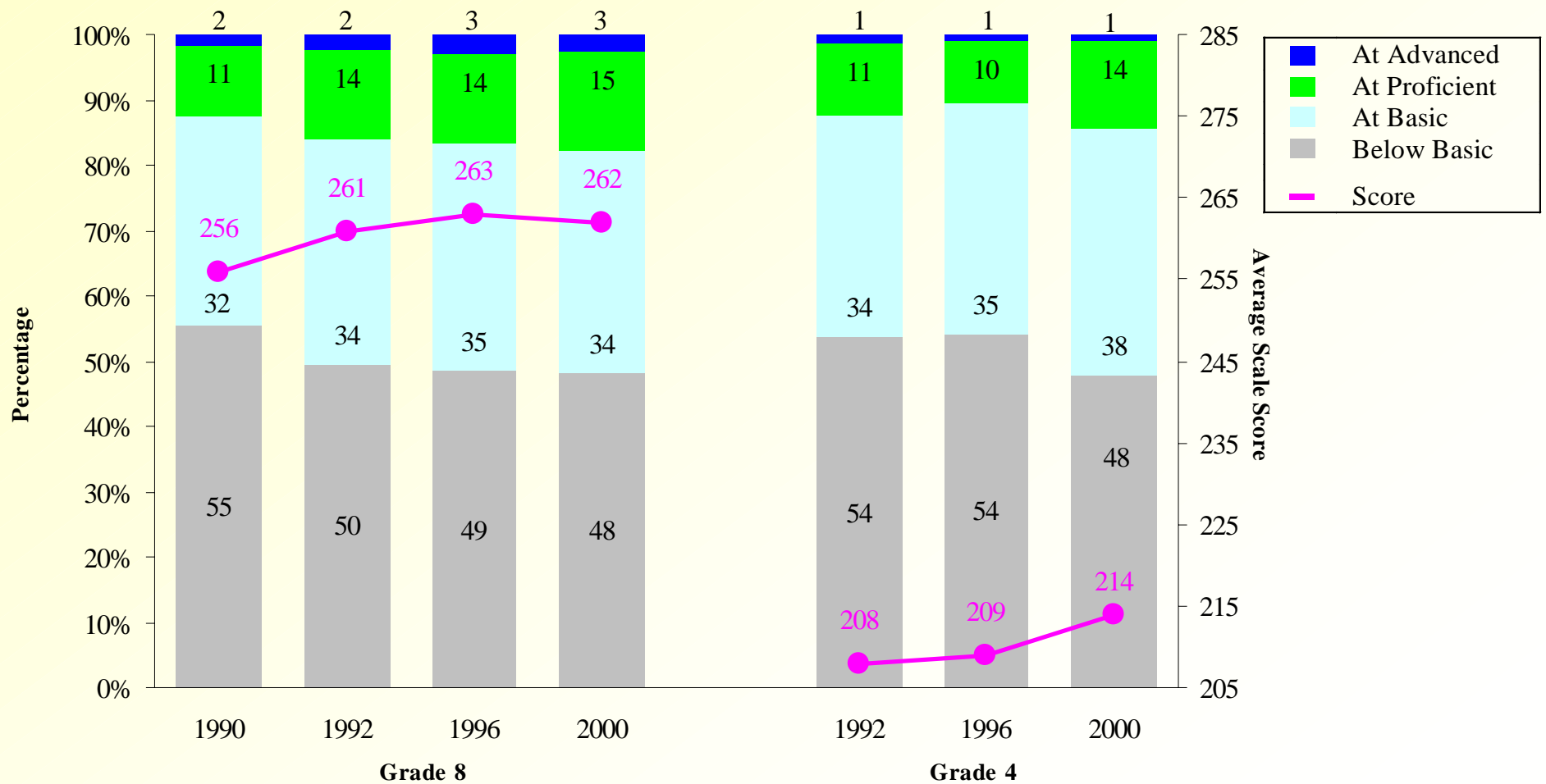
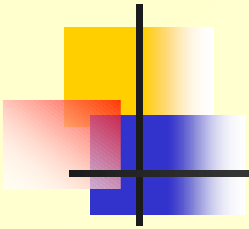
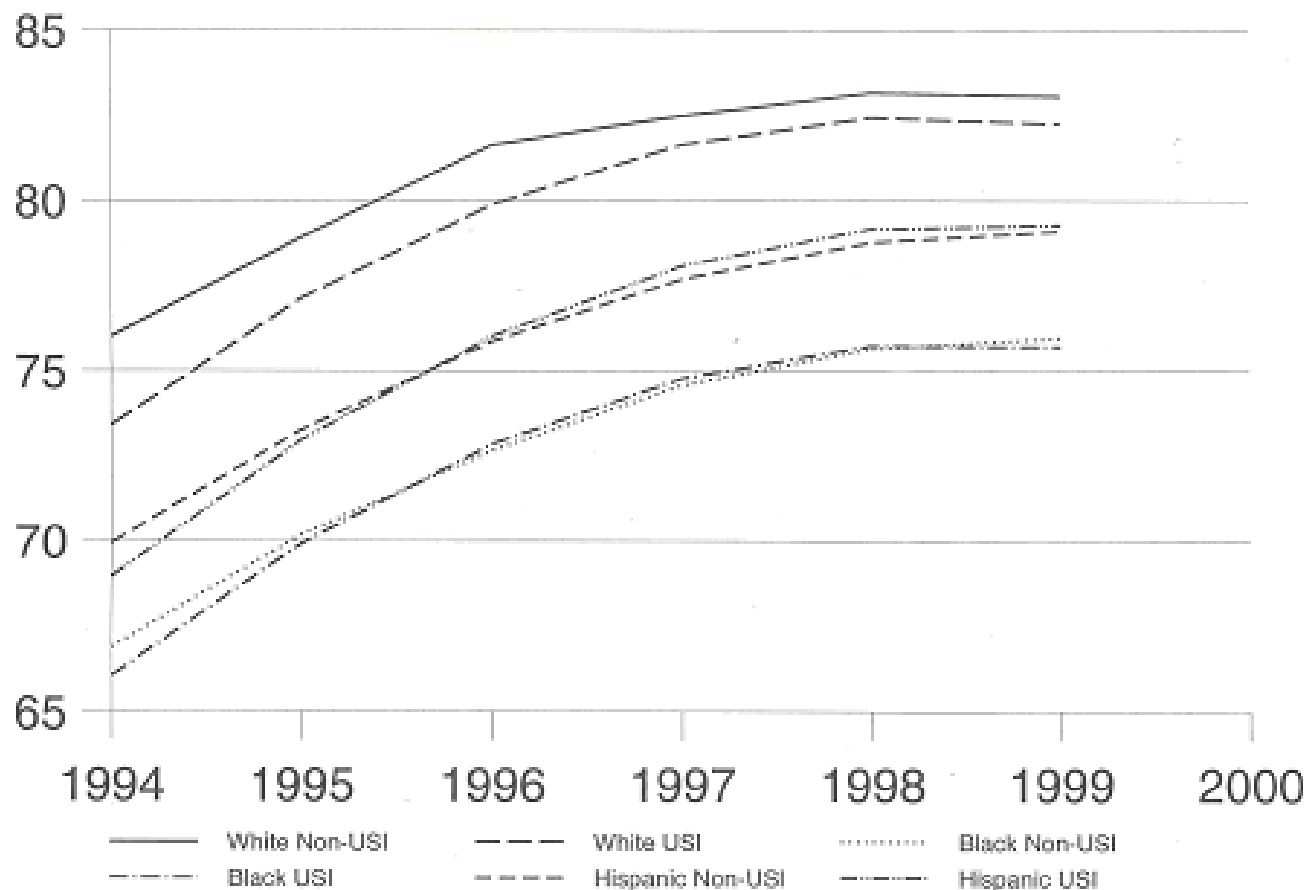
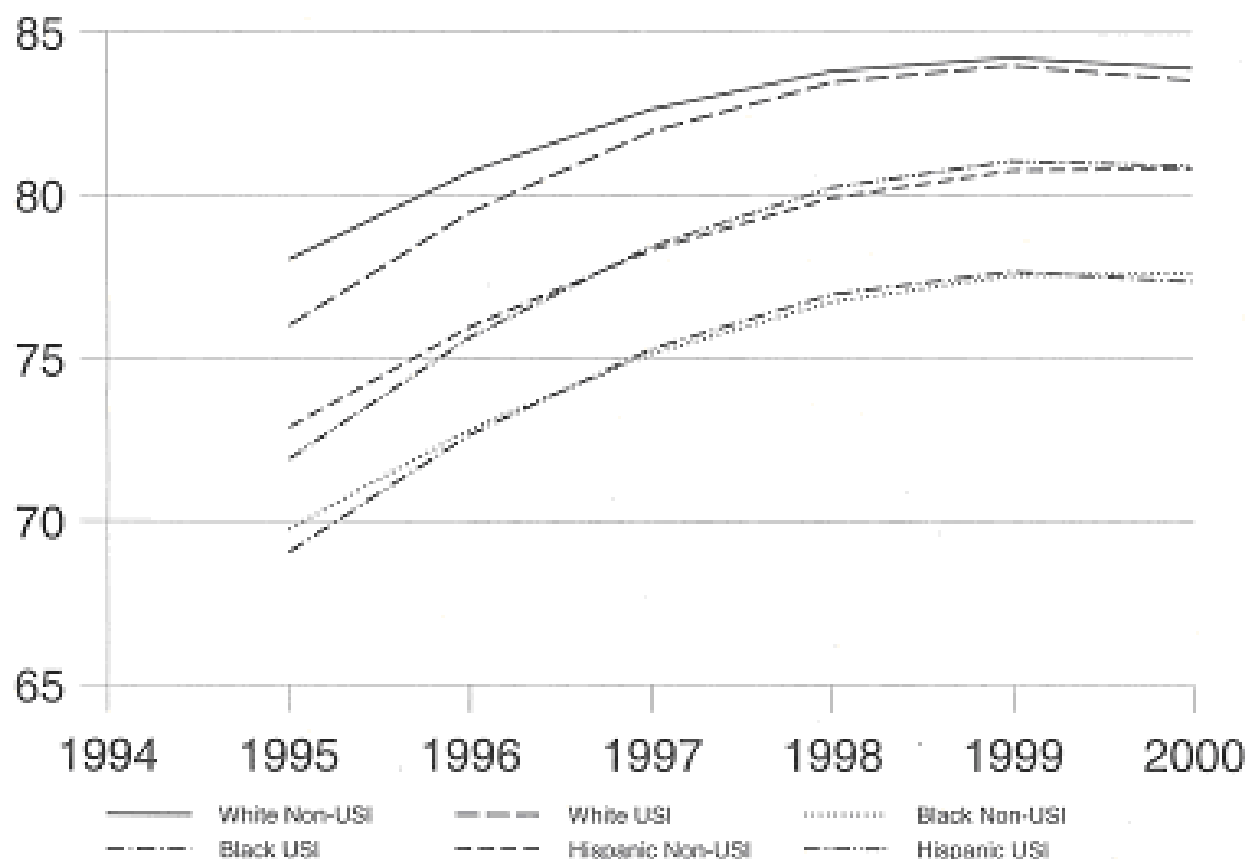


Figure 1. USI vs. Non-USI Districts: 1994 Third Grade Cohort



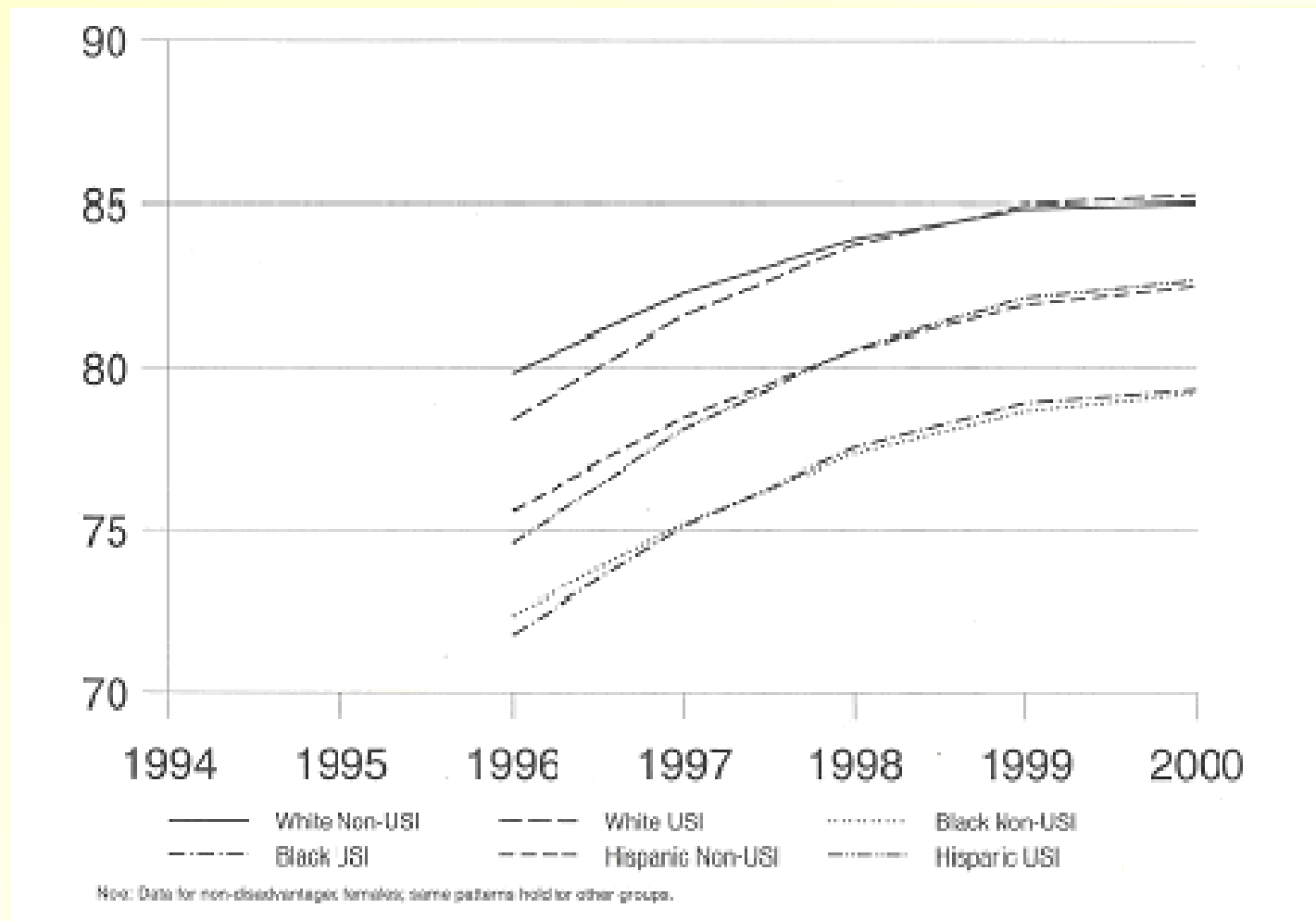
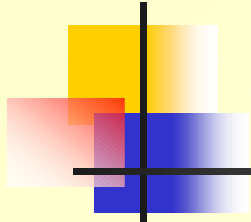
Note: Data for non-disadvantaged females; same patterns hold for other groups.

Figure 2. USI vs. Non-USI Districts: 1995 Third Grade Cohort

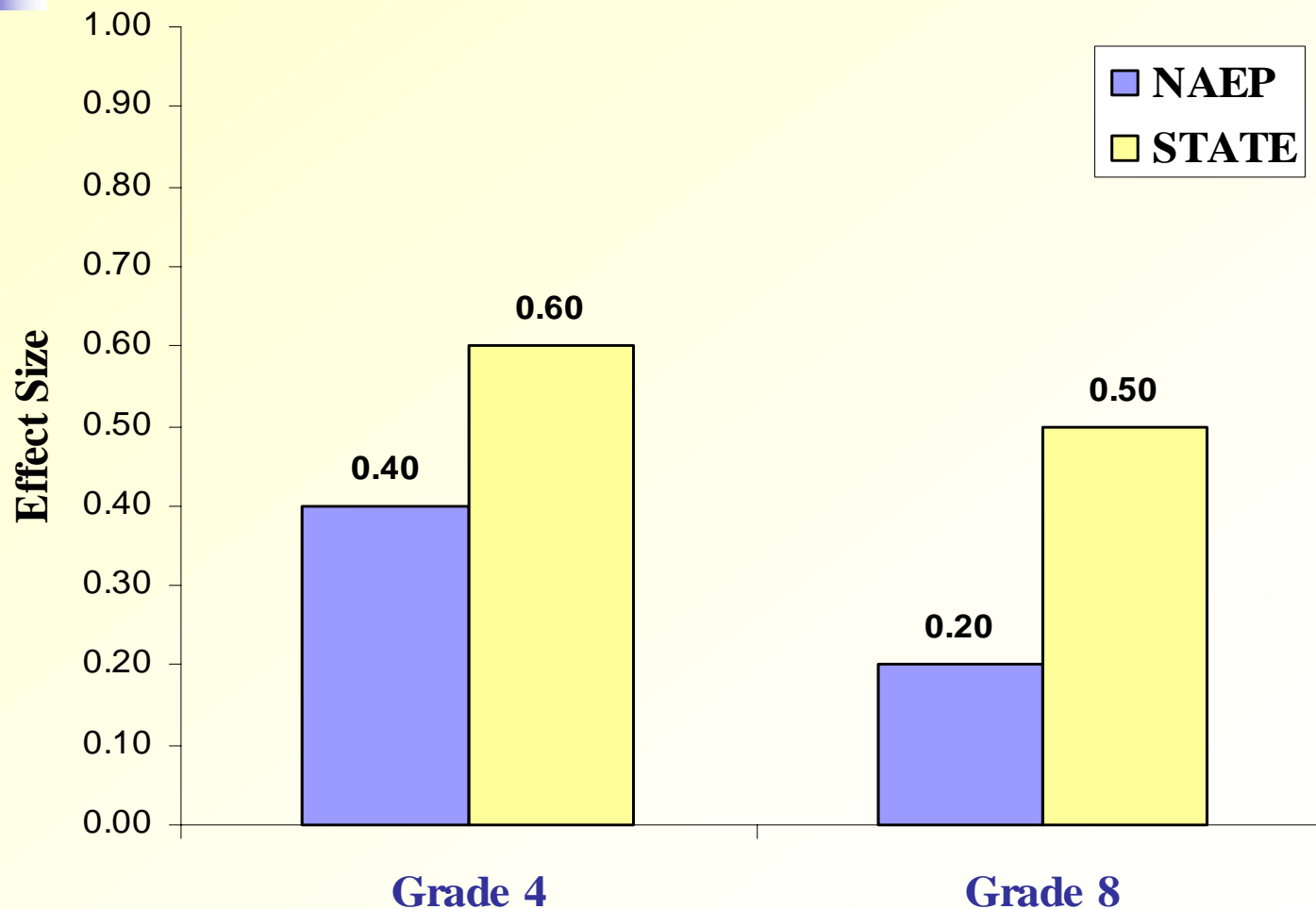


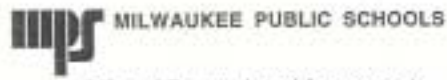
Note: Data for non-disadvantaged females; same patterns hold for other groups.

Figure 3. USI vs. Non-USI Districts: 1996 Third Grade Cohort



Comparison of State Assessment and NAEP for Texas (1992-1996)





Office of Research and Assessment
November 2, 2001

**TerraNova (February Administration)
Scale Scores (SS), Percentile Ranks (PR), Grade Equivalents (GE), And
Proficiency Levels**

	BASIC			PROFICIENT			ADVANCED		
	SS	PR	GE	SS	PR	GE	SS	PR	GE
Grade 2									
Reading	570	23	1.7	589	41	2.2	644	90	4.9
ELA	566	21	1.6	594	46	2.3	634	82	4.2
Math	524	20	1.5	559	54	2.5	596	87	3.4
Grade 3									
Reading	592	23	2.3	612	39	3.0	668	89	7.6
ELA	589	19	2.2	616	44	3.2	653	81	5.8
Math	557	18	2.5	598	52	3.5	635	86	5.1
Grade 4									
Reading	600	22	2.5	625	40	3.6	684	88	9.8
ELA	599	19	2.5	631	43	4.0	668	80	8.2
Math	581	17	3.1	623	51	4.5	659	85	6.6
Grade 5									
Reading	635	33	4.3	650	48	5.3	690	87	10.5
ELA	621	22	3.4	651	49	5.4	688	84	10.8
Math	629	40	4.8	671	79	7.5	699	95	9.8
Grade 6									
Reading	638	33	4.5	655	48	6.0	698	87	11.1
ELA	625	23	3.6	654	49	6.1	692	84	11.1
Math	646	39	5.8	686	78	8.4	717	94	11.0
Grade 7									
Reading	647	33	5.1	664	48	7.2	706	86	12.1
ELA	628	23	3.8	659	50	7.3	699	85	12.1
Math	659	39	6.6	701	78	10.0	732	94	12.9
Grade 8									
Reading	655	33	6.0	672	48	8.1	718	87	12.9
ELA	640	22	4.6	669	48	8.3	707	84	12.9
Math	674	39	7.6	718	78	11.1	750	94	12.9
Grade 9									
Reading	660	30	6.7	686	55	10.1	720	85	12.9
ELA	664	36	7.8	685	58	10.6	725	90	12.9
Math	708	61	10.6	735	82	12.9	770	96	12.9
Grade 10									
Reading	666	29	7.4	694	56	10.8	727	85	12.9
ELA	667	35	8.1	693	59	11.2	734	90	12.9
Math	716	59	11.0	744	81	12.9	782	96	12.9



ALIGNMENT

The degree to which expectations and assessments are in agreement and serve in conjunction with one another to guide the system toward students learning what is expected.



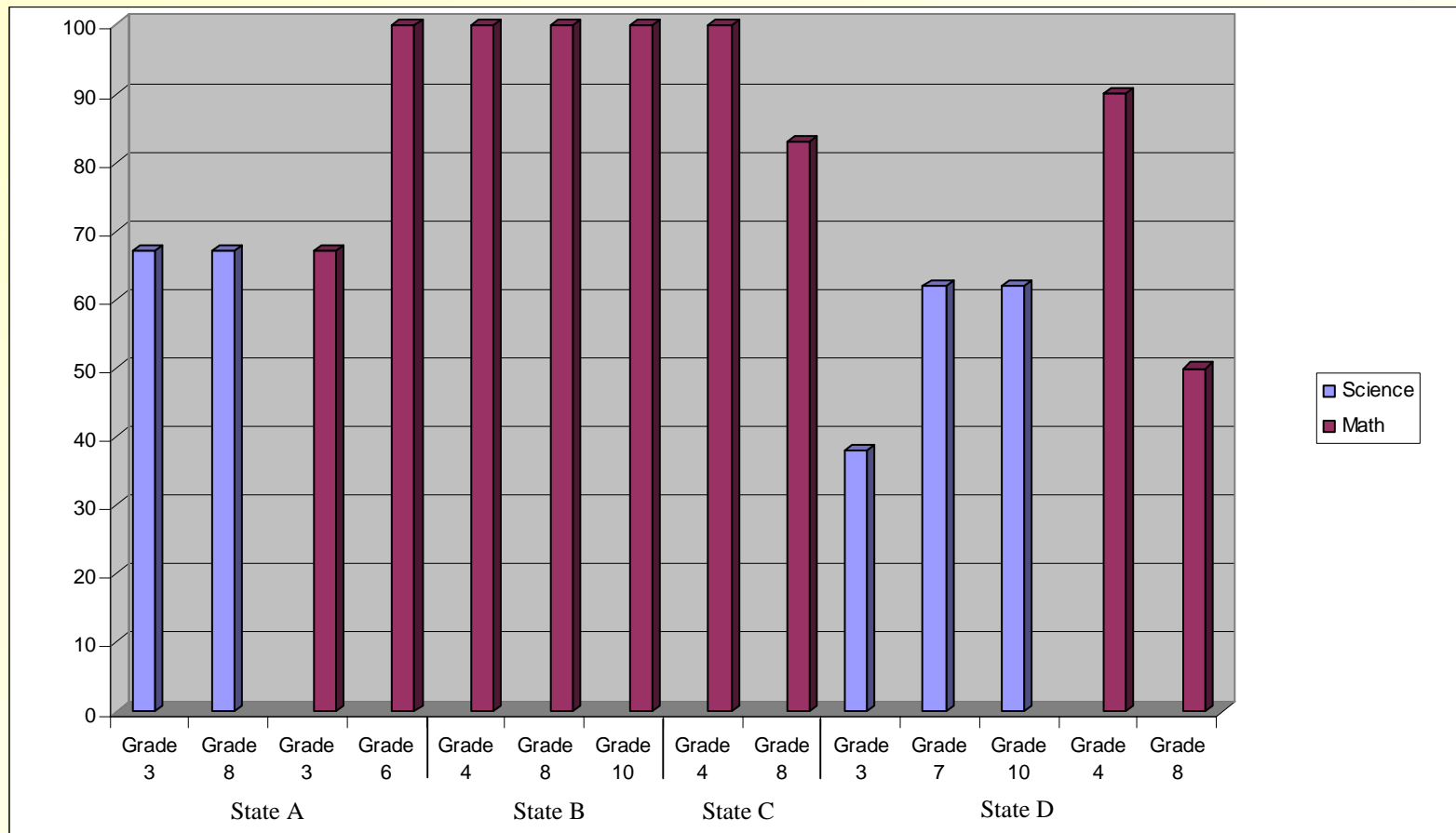
SPECIFIC CRITERIA

Content Focus

- A. Categorical Concurrence
- B. Depth-of-Knowledge Consistency
- C. Range-of-Knowledge Correspondence
- D. Structure-of-Knowledge Comparability
- E. Balance of Representation
- F. Dispositional Consonance

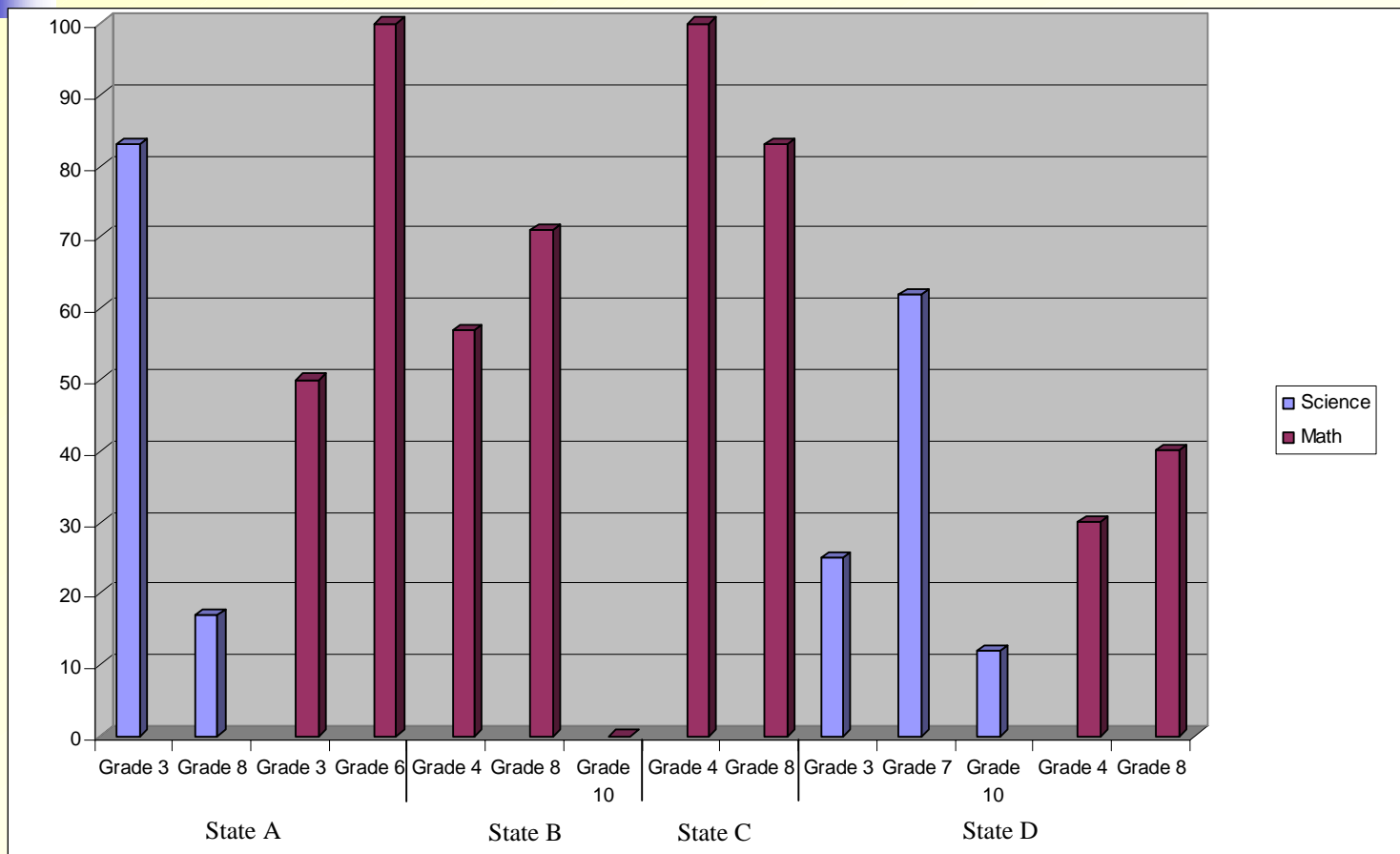
Four State Study

Percent of Standards with Acceptable Alignment Category



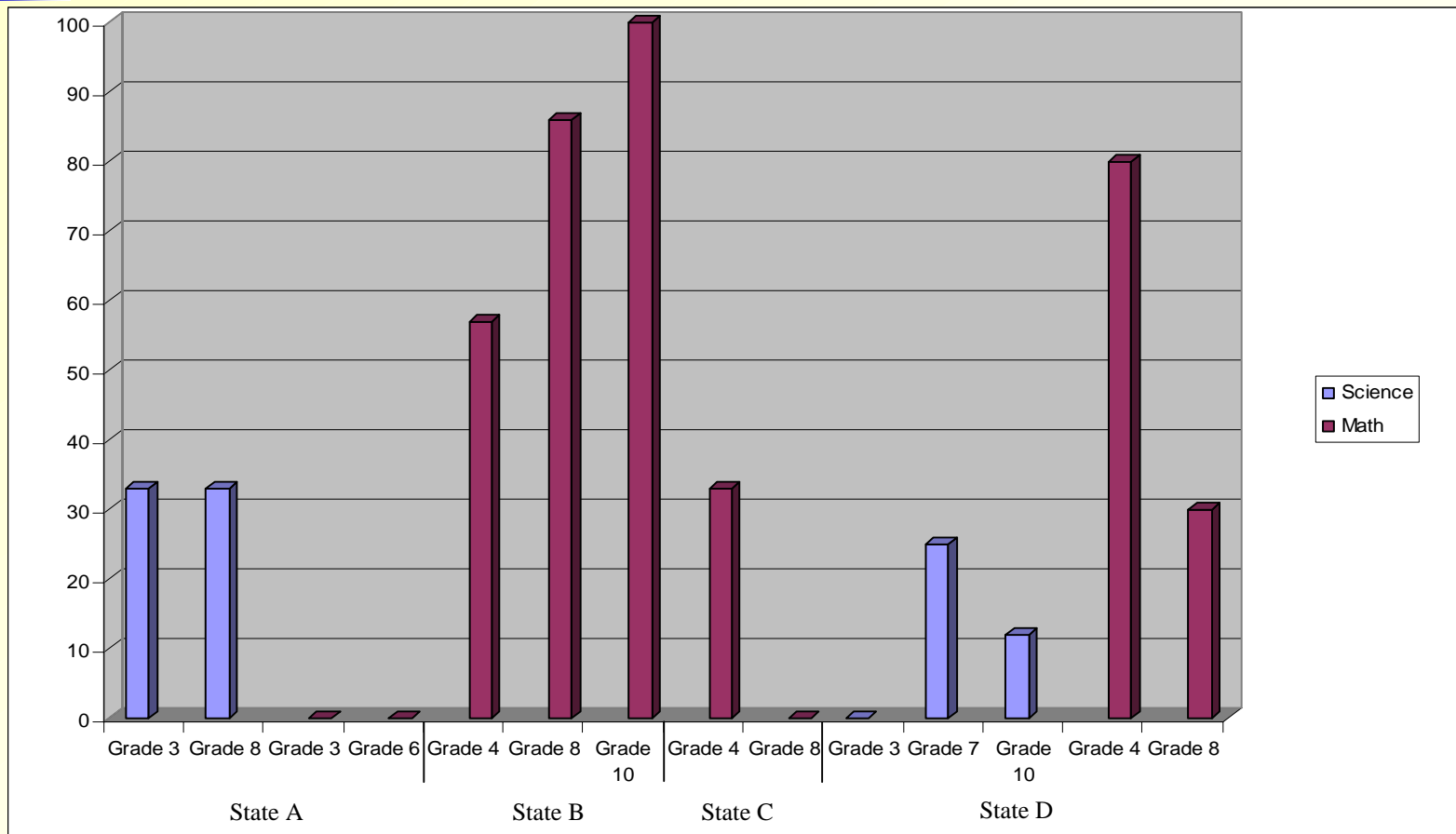
Four State Study

Percent of Standards with Acceptable Alignment Depth of Knowledge



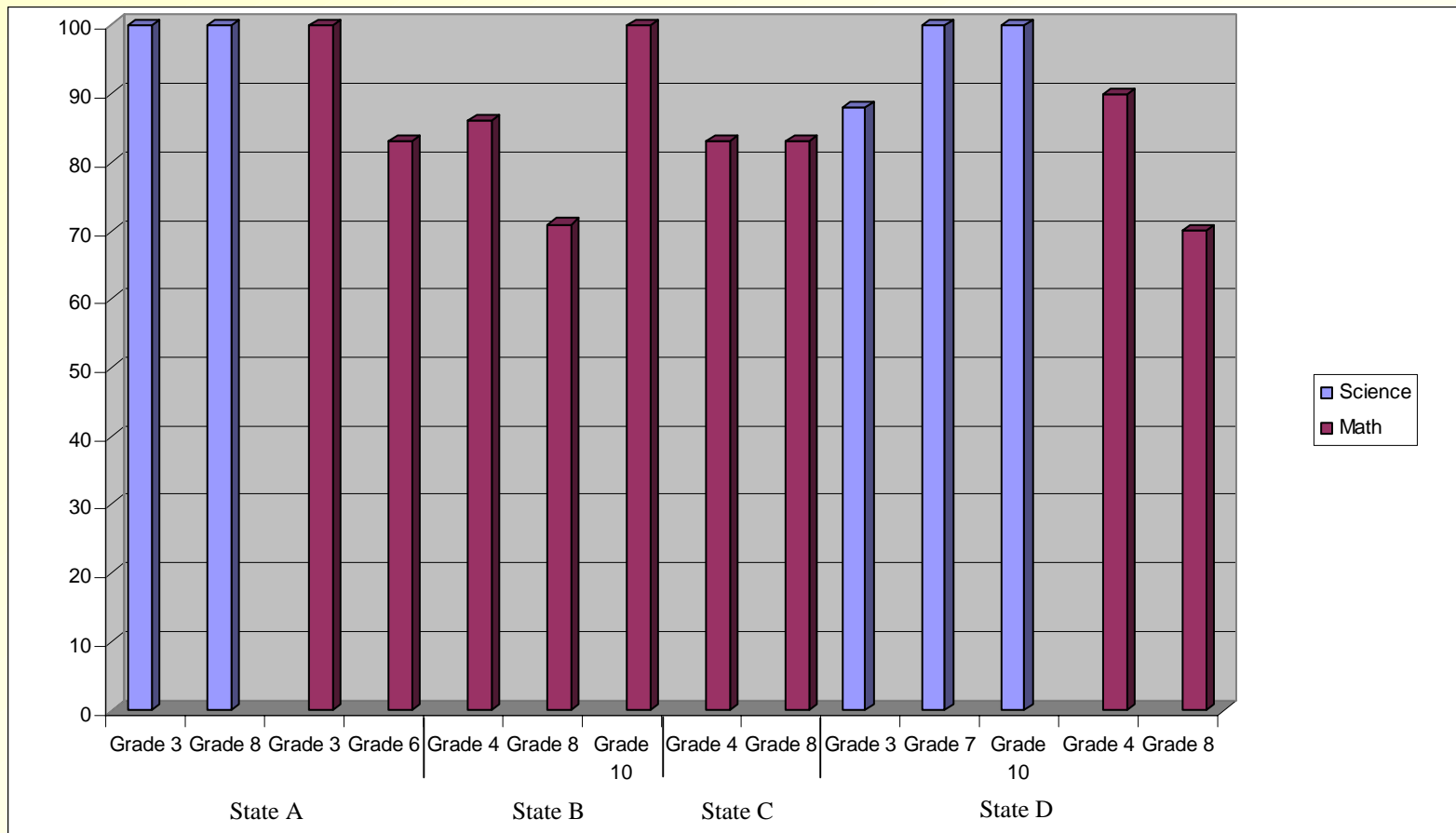
Four State Study

Percent of Standards with Acceptable Alignment Range



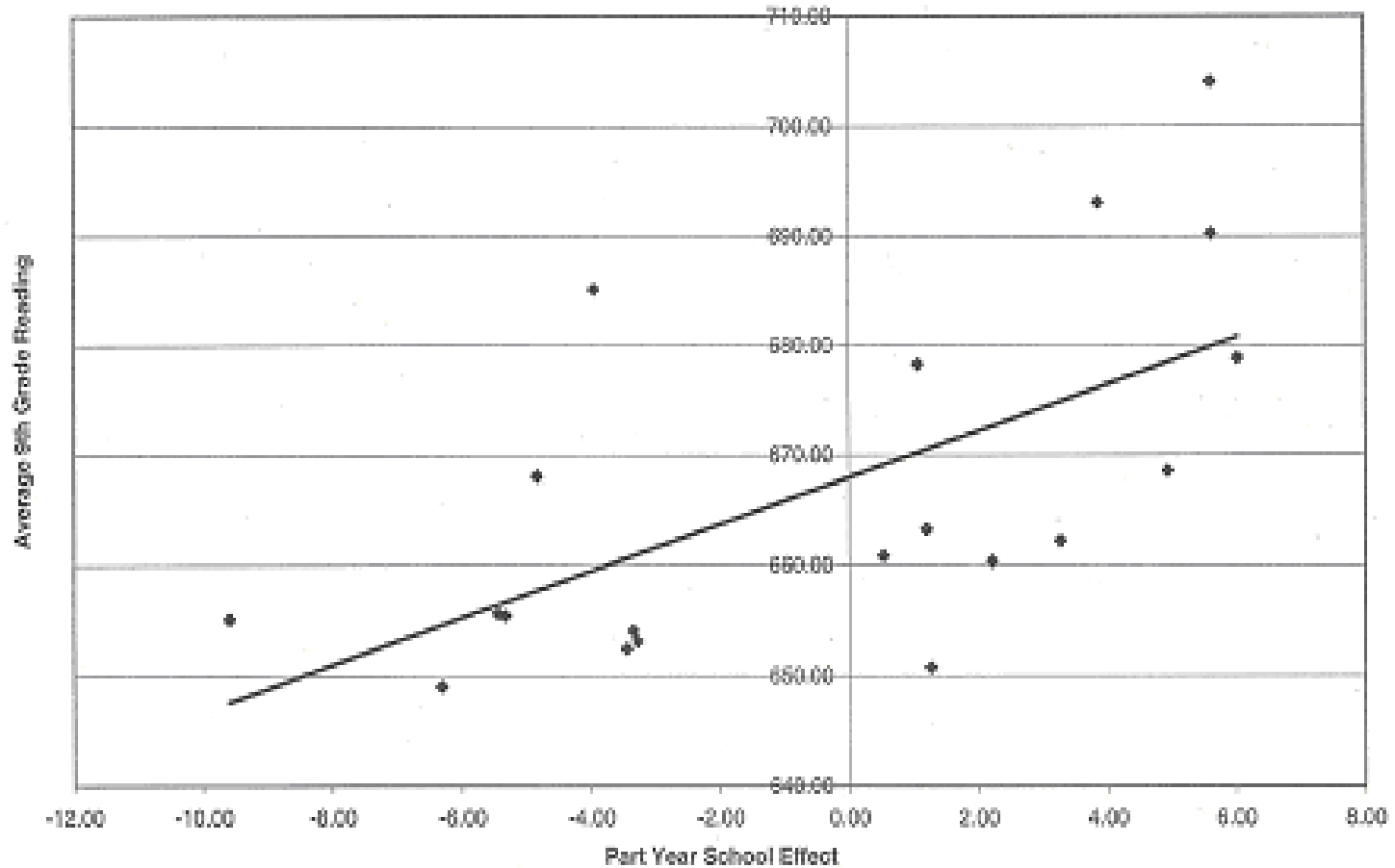
Four State Study

Percent of Standards with Acceptable Alignment Balance



Average 9th Grade Reading and Value-Added Measure of School Performance

9th Grade Reading, 2001 (Model 2)





SUMMARY

Continuous improvement should be judged on:

- Change in percent basic and percent proficient
- Size of the gap between racial groups
- Performance of same group of students over multiple years
- Added value considering a multiple of factors