

# A Closer Look at TAKS Data

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*Mathematics for English Language Learners  
Conference ; July 24-28, 2006*



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## *Background of the Study*

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- Immigration is a phenomenon that school districts must address in order to be compliant with federal laws.
- The No Child Left Behind Act of 2001 creates increased accountability measures for public schools.
- The goal of the law is to have all children proficient in reading and math by 2014 and states must develop annual tests to measure student progress.

## *About the TAKS*

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- The TAKS Math tests assesses how well students understand mathematics, including algebra and geometry and how well they can apply this understanding into the real world. The knowledge and skills tested are grouped into ten objectives.

## *Availability of TAKS Data*

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- In Texas the number of students identified as ELL grew by 45.1 percent between 1994-95 and 2003-04.
- TEA (Texas Education Agency) carries the mammoth responsibility of helping more than 1100 school districts.
- TEA has a user-friendly webpage that allows researchers to download various TAKS data for grades 3-11.

## *About the Data set*

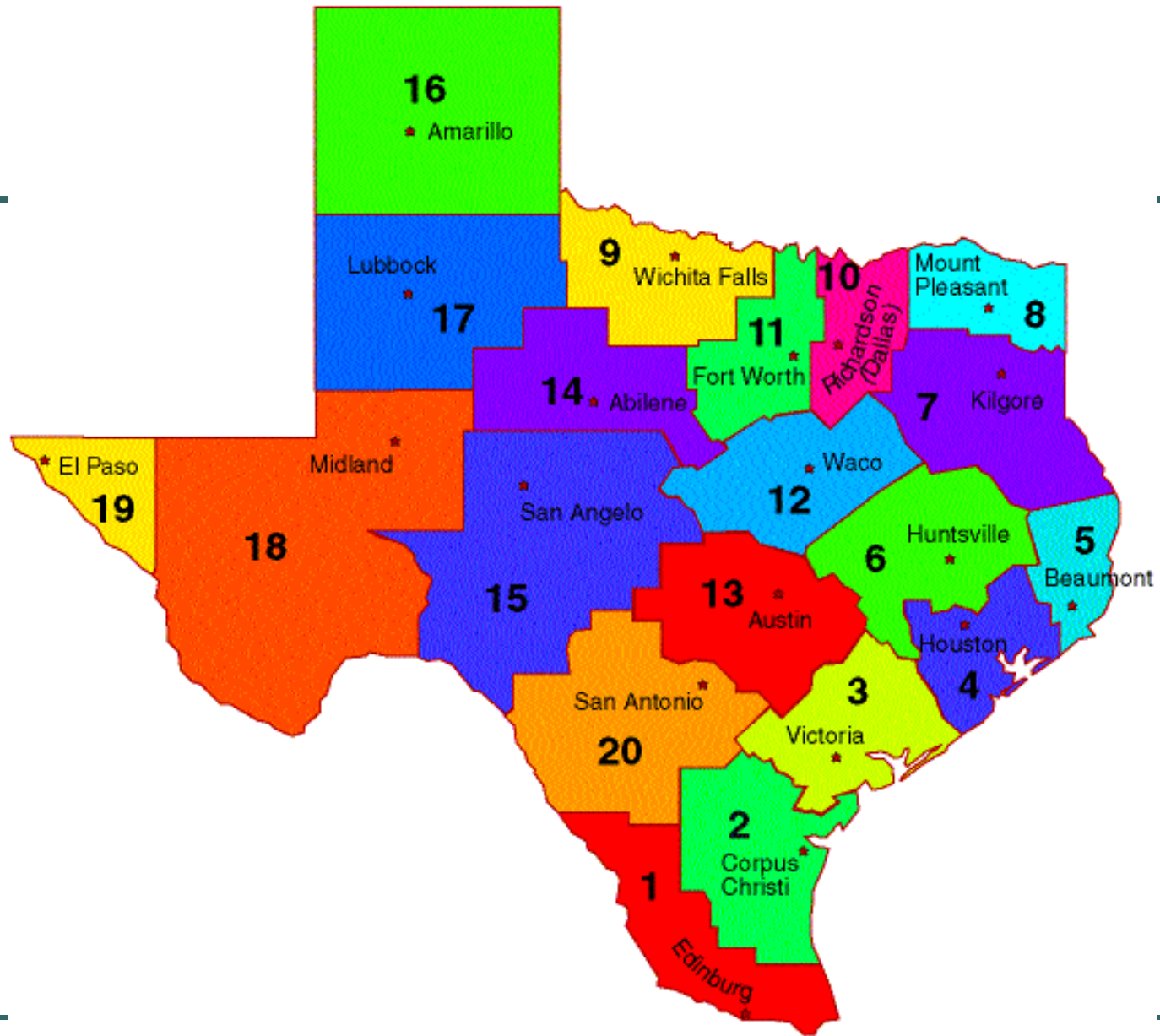
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- A total of 5,641 variables has been studied for every single grade.
- There are more than 1,250 variables just for math. The other categories are: reading/ELA, writing, social studies and science.
- The data is provided separately for English and Spanish versions of the test for grades 3-6.

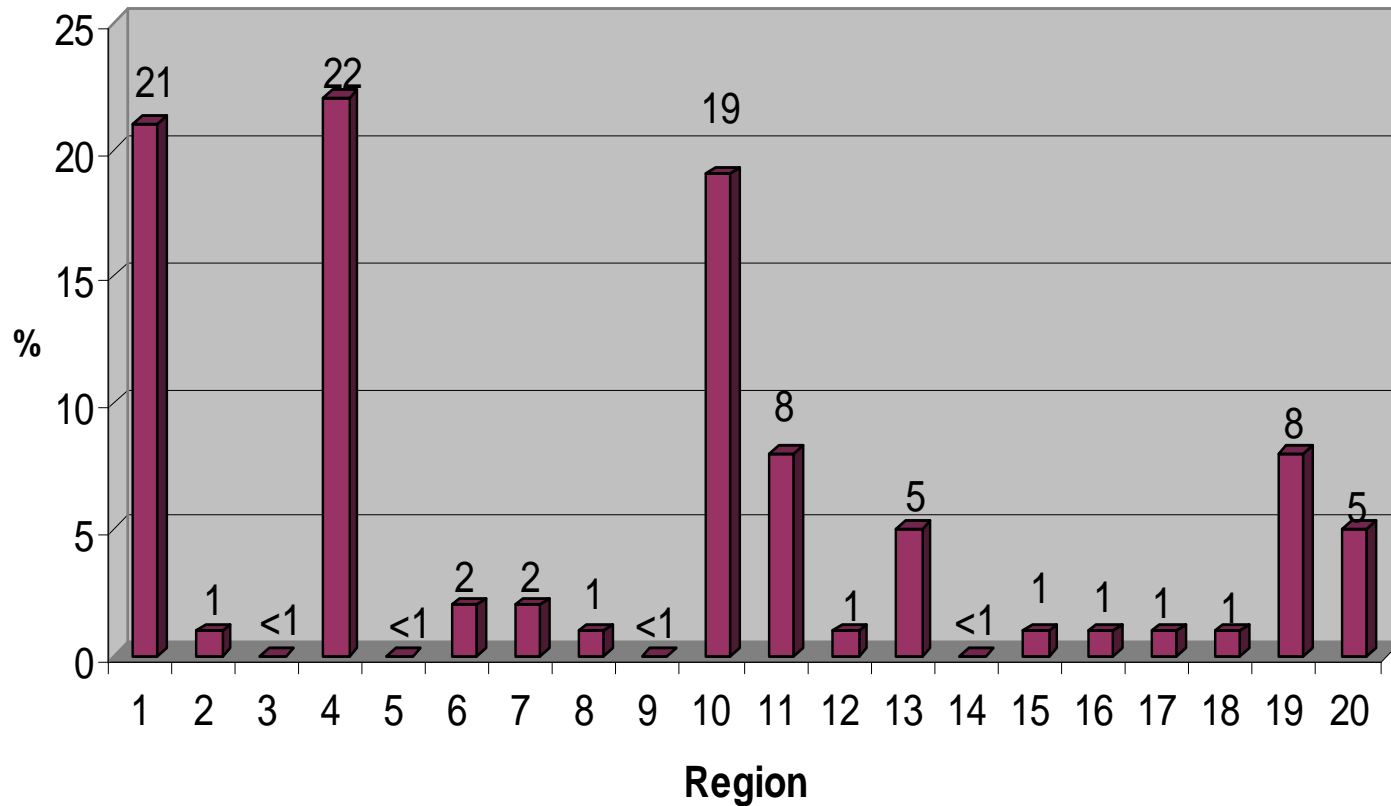
## *Outline of the Talk*

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- This study mainly focus on the performance of MELL ( Math for English Language Learner) data.
- Texas school district system has been subdivided into 20 regional subdivisions.
- In this talk, the regional database has been used and several appropriate variables have been plotted by region.
- Most of the data has been obtained from 2005 database, however, in few occasions 2006 result has been shown.



## ELL Students Tested by Region (Grade 3-11)



1=Edinburg; 4=Houston; 10=Dallas; 11= Fort Worth; 19=El Paso; 20=San Antonio



# TAKS-2006 Performance

Grade-9

	% Met Standard	% Commended Performance
All Students	56	14
African American	37	4
Hispanic	45	7
White	73	24
Economically Disadvantaged	42	6
ELL	19	2
Special Ed.	26	3

# TAKS-2006 Performance

Grade-10

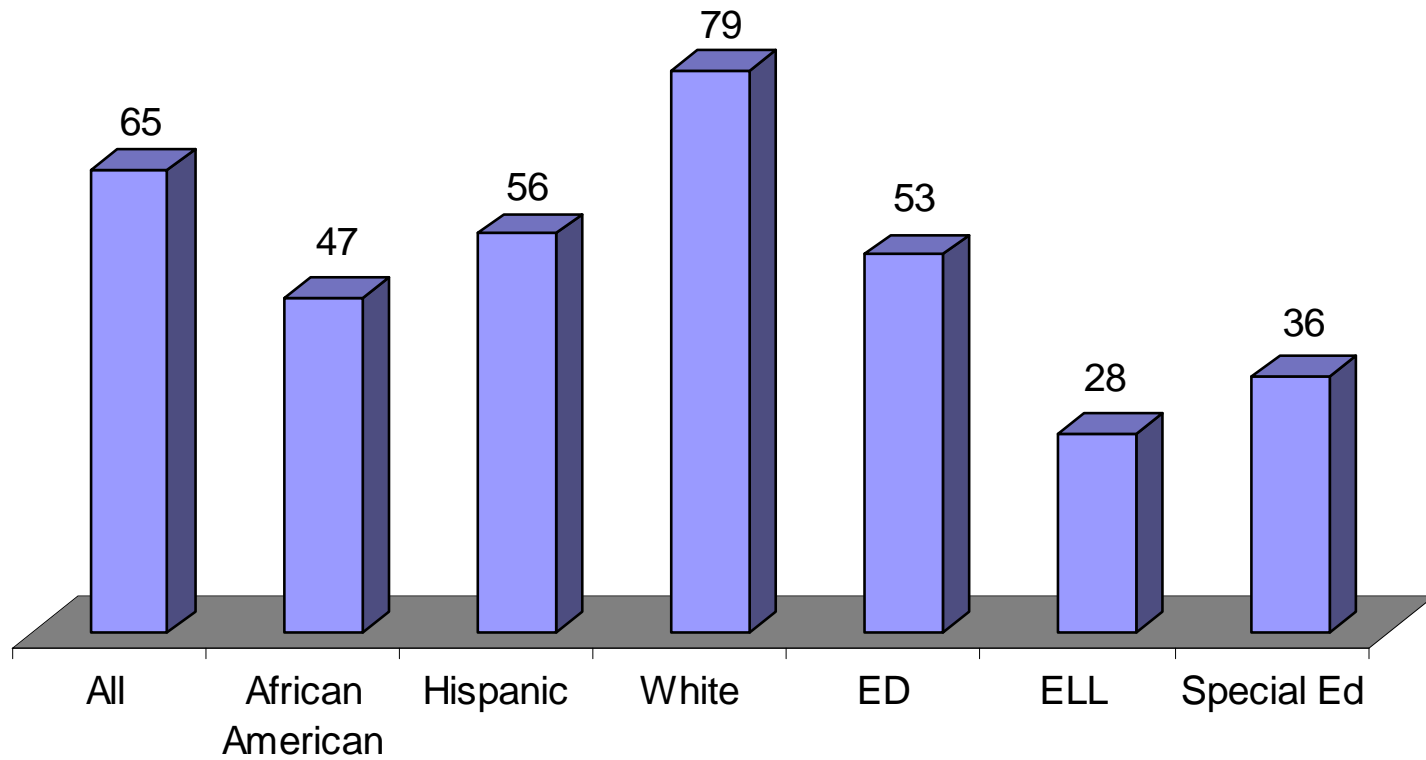
	% Met Standard	% Commended Performance
All Students	60	12
African American	40	3
Hispanic	50	6
White	74	18
Economically Disadvantaged	47	5
ELL	23	1
Special Ed.	28	2

# TAKS-2006 Performance

Grade-11

	% Met Standard	% Commended Performance
All Students	77	18
African American	60	6
Hispanic	69	10
White	87	25
Economically Disadvantaged	66	9
ELL	43	4
Special Ed.	46	3

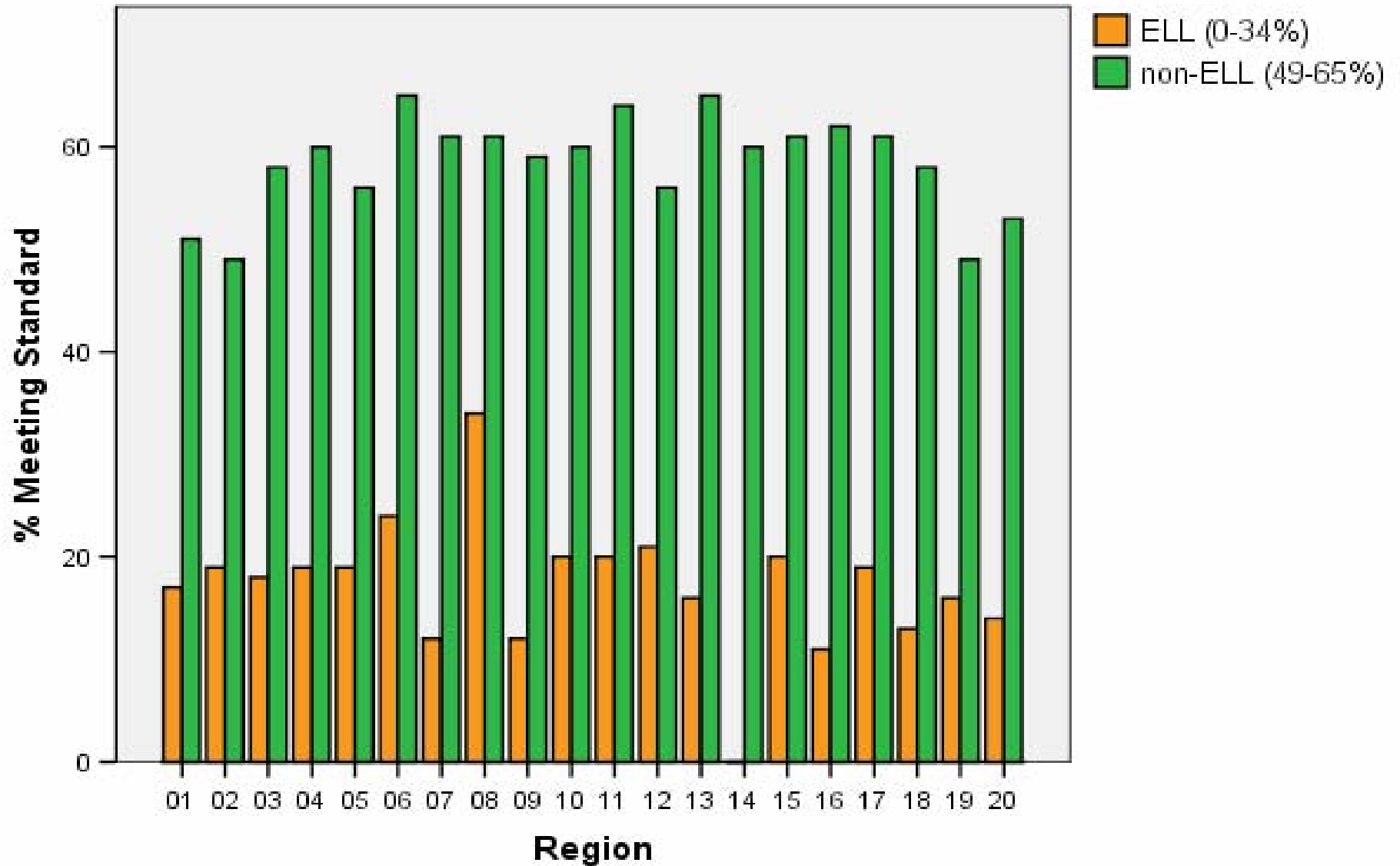
### % Met Standard (Grade 7-11)



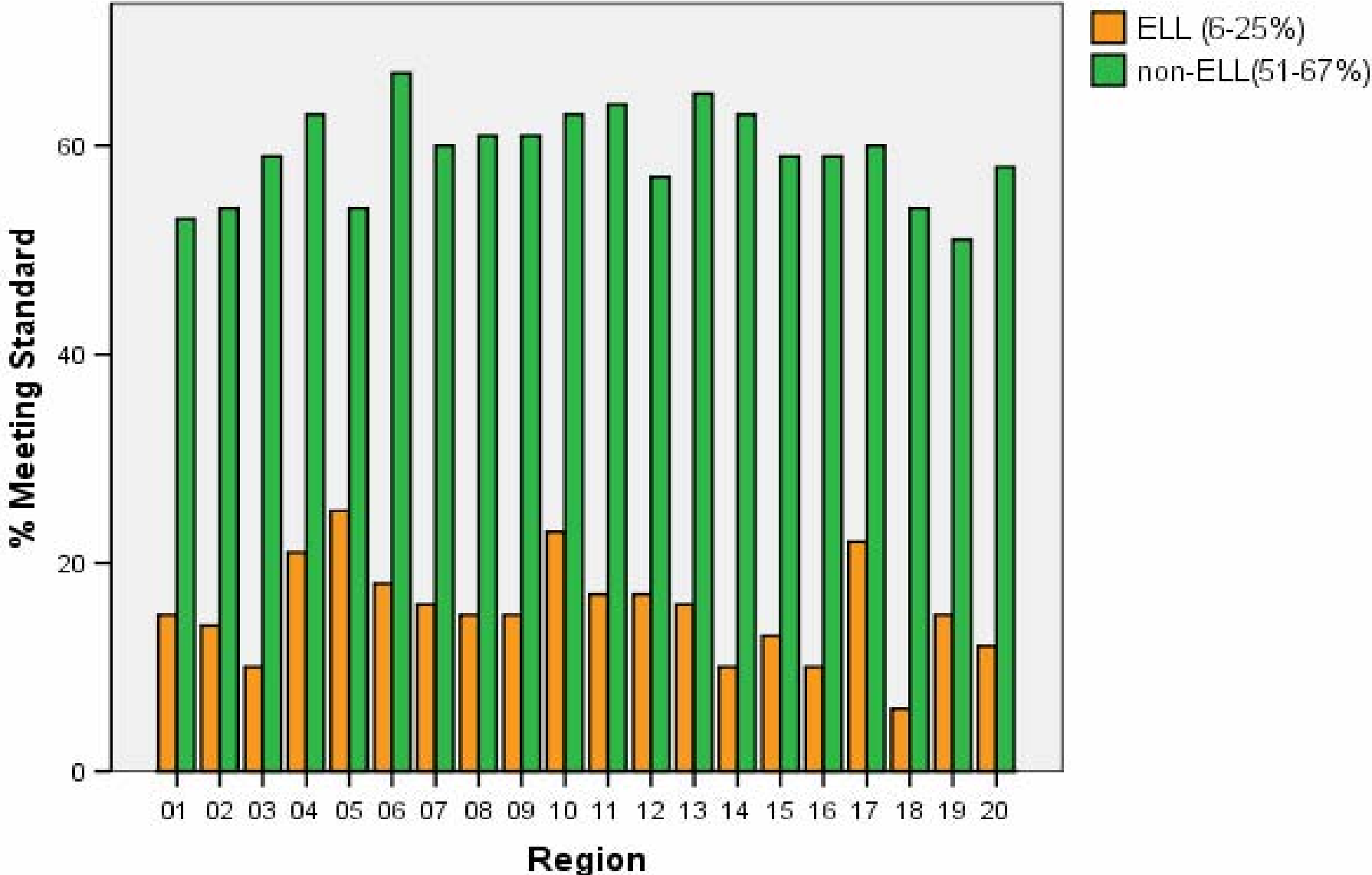
ED=Economically Disadvantaged

2006 Data

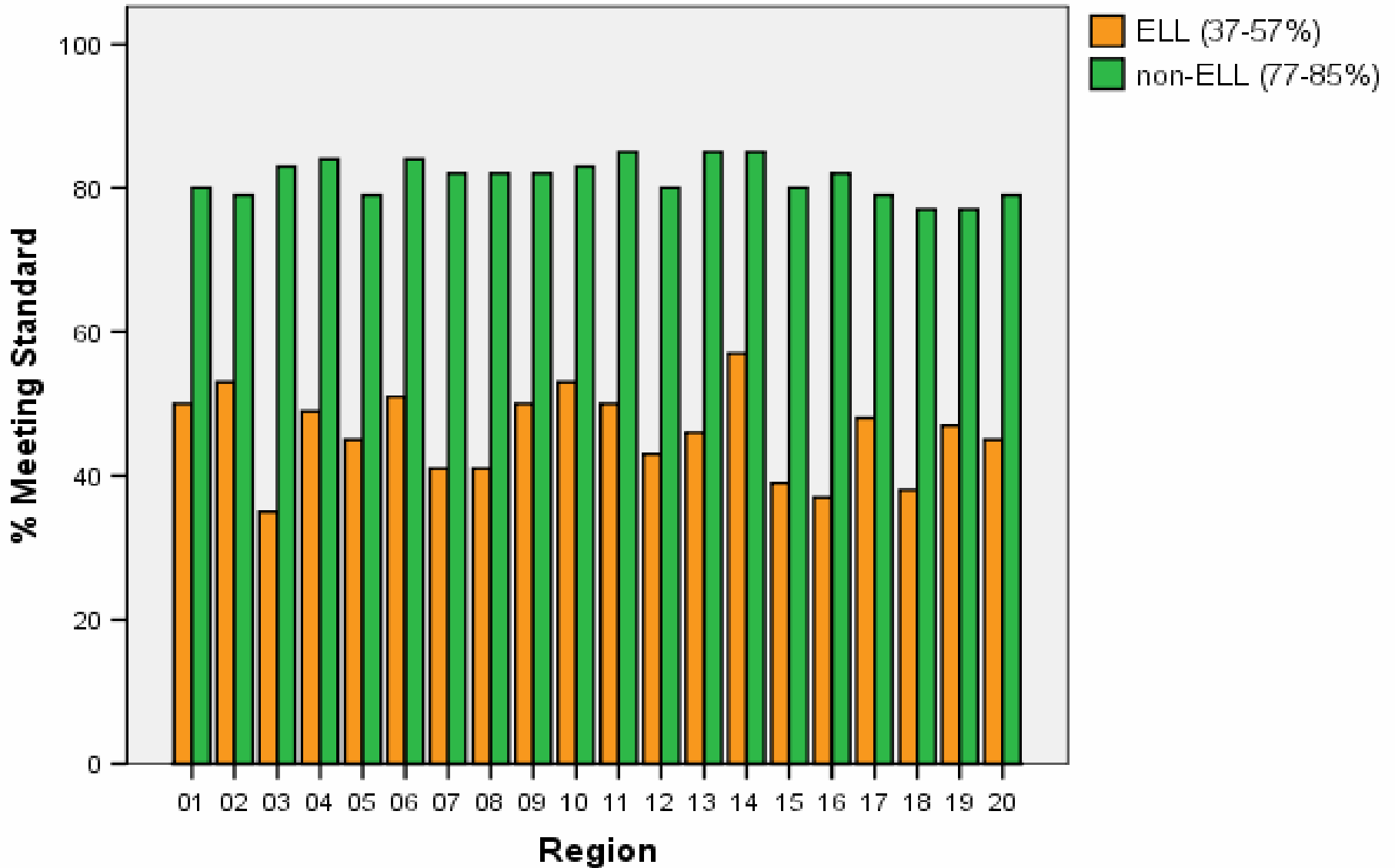
## ELL vs non-ELL Student (Grade-9)



# ELL vs non-ELL student (Grade-10)



## ELL vs non-ELL Student (Grade-11)



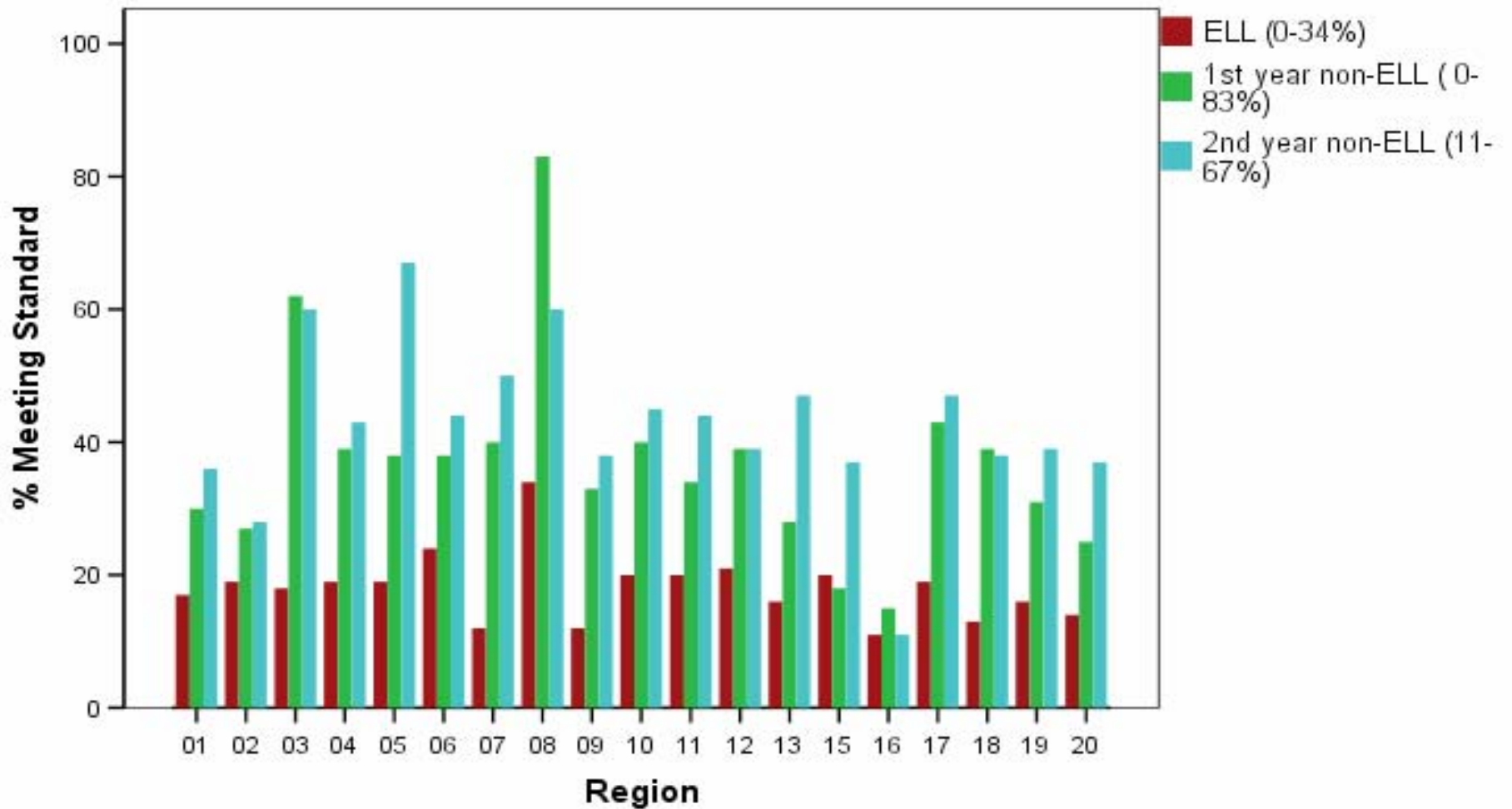
## *Student Monitored out of ELL*

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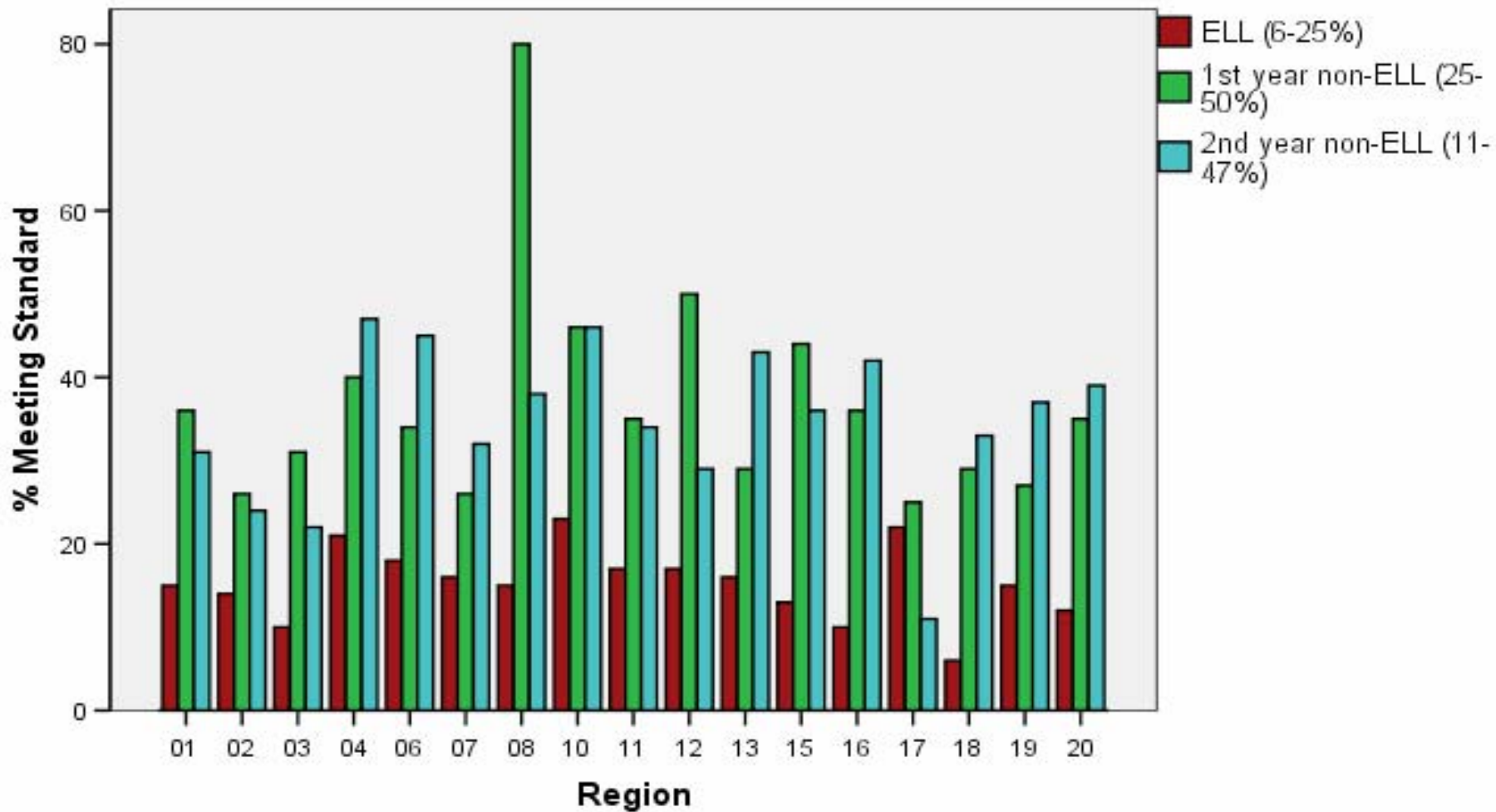
- For TAKS, students are classified as ELL students for a given number of years. Then they are transitioned to English-only (whether they are ready or not).
- Thus for the first time in 2005 data the following variables have been studied:  
“% met standard among first year monitored out of ELL” and
- “% met standard among second year monitored out of ELL”.



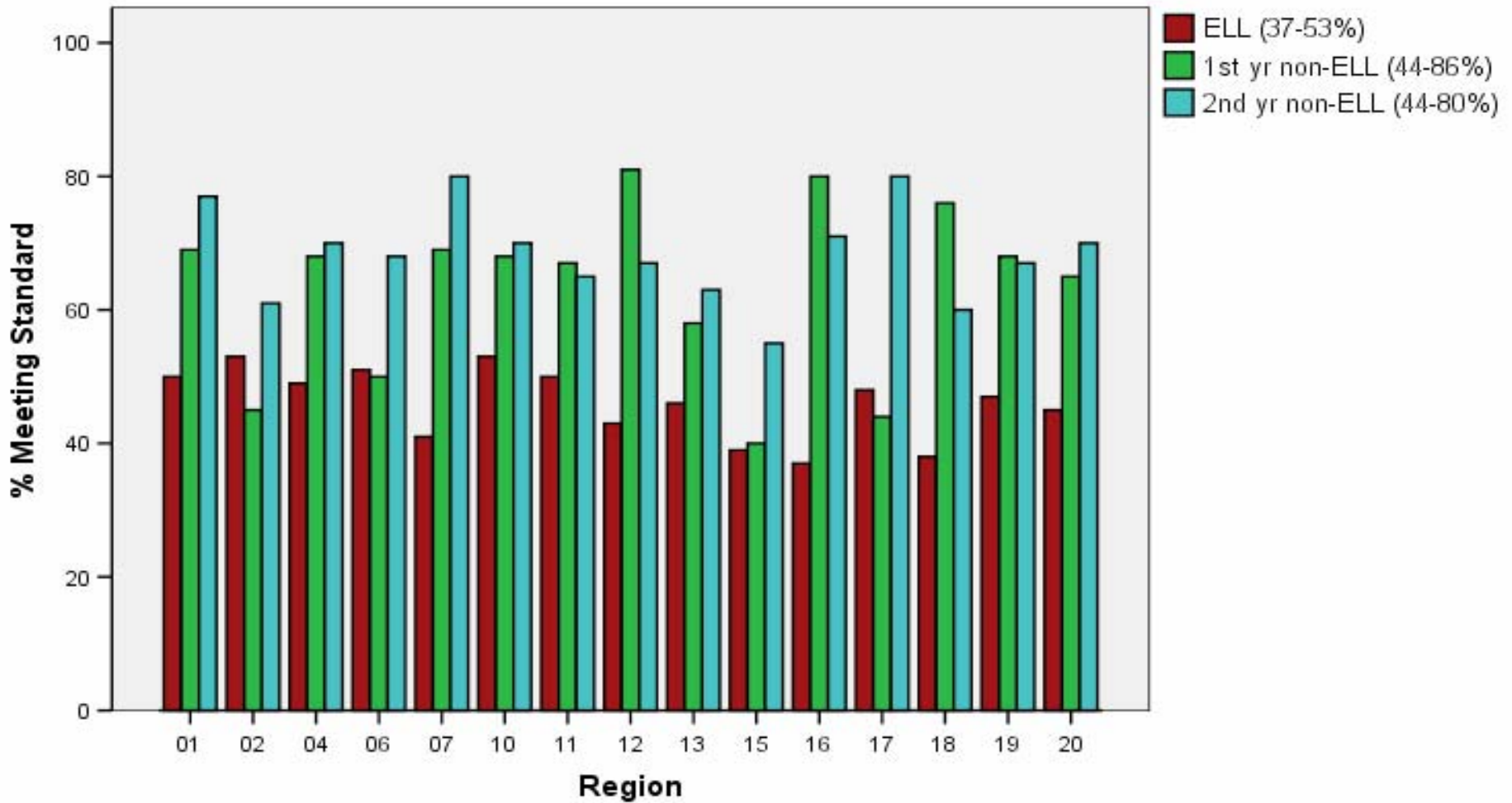
## ELL vs out of ELL student (Grade-9)



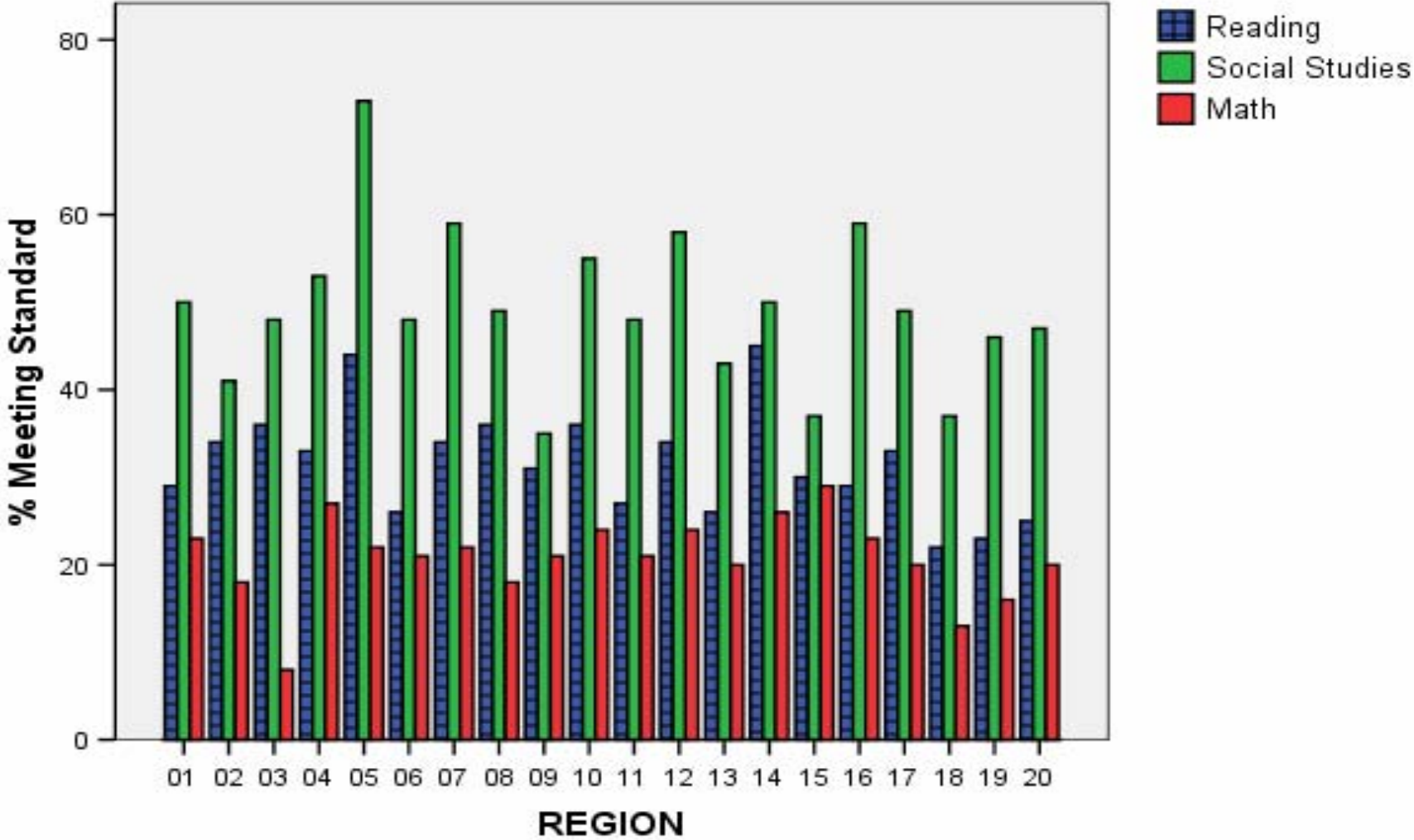
## ELL vs out of ELL Student (Grade-10)



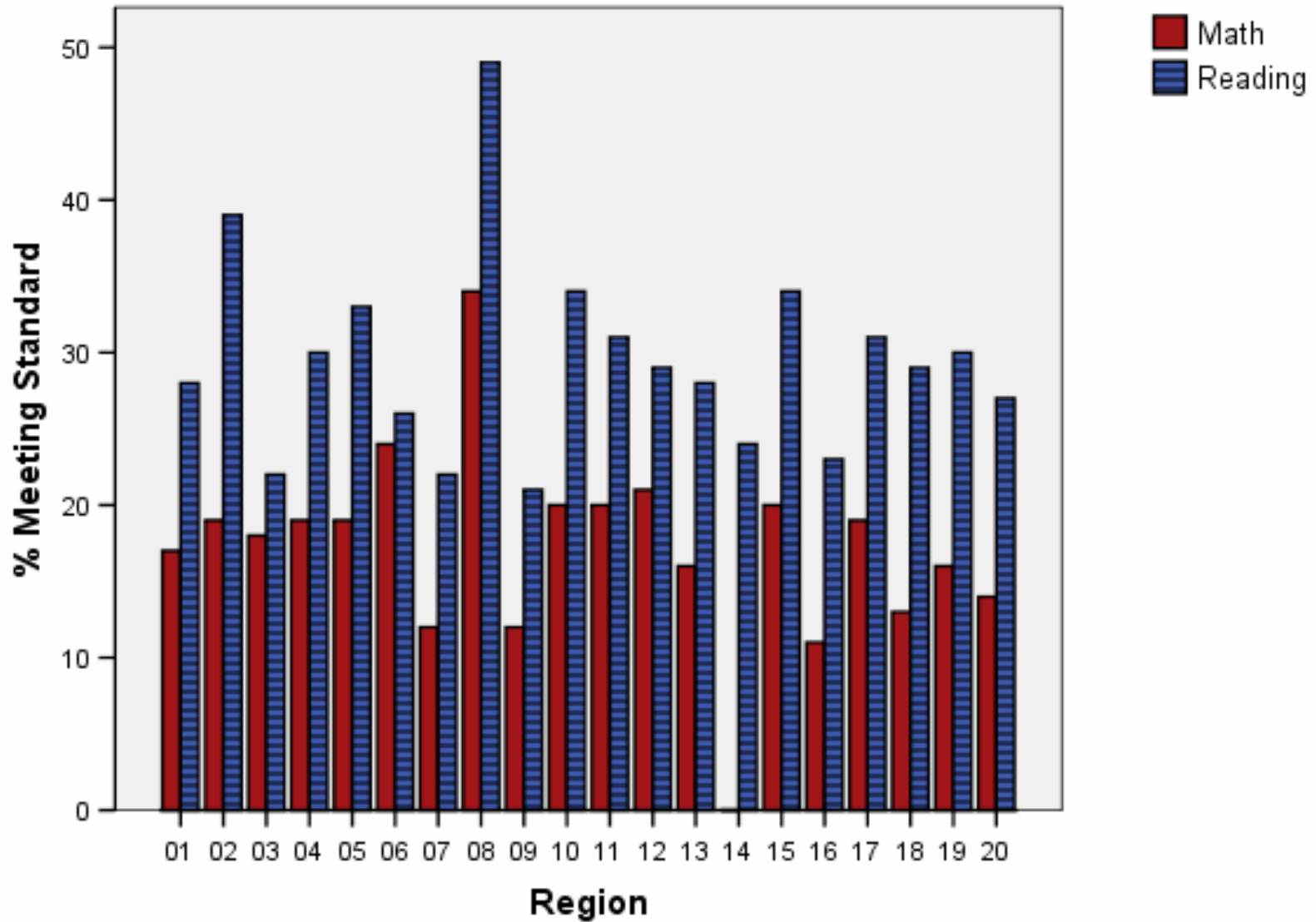
## ELL vs out of ELL Student (Grade-11)



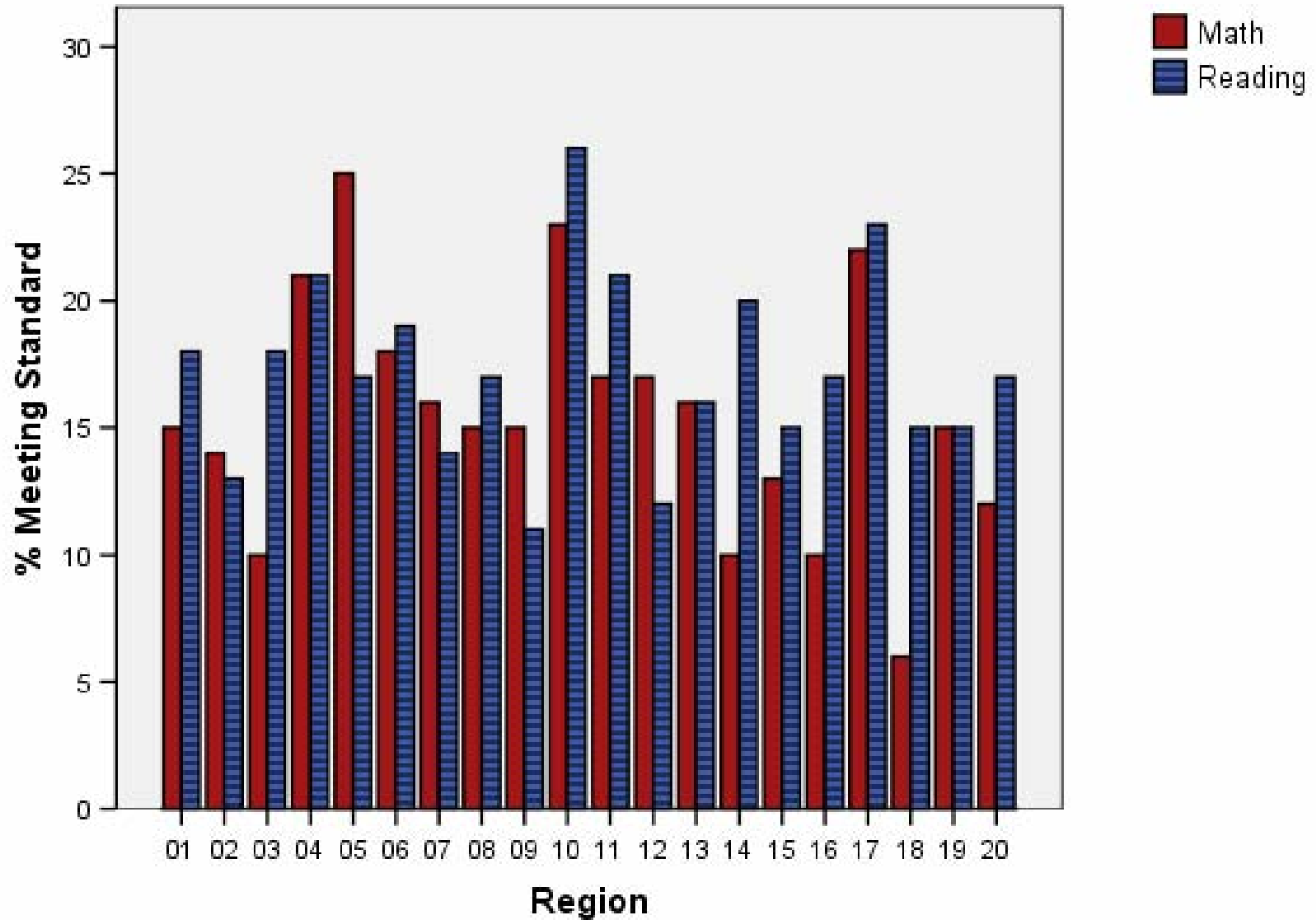
# Reading, Social Studies and Math Performance (Grade-8)



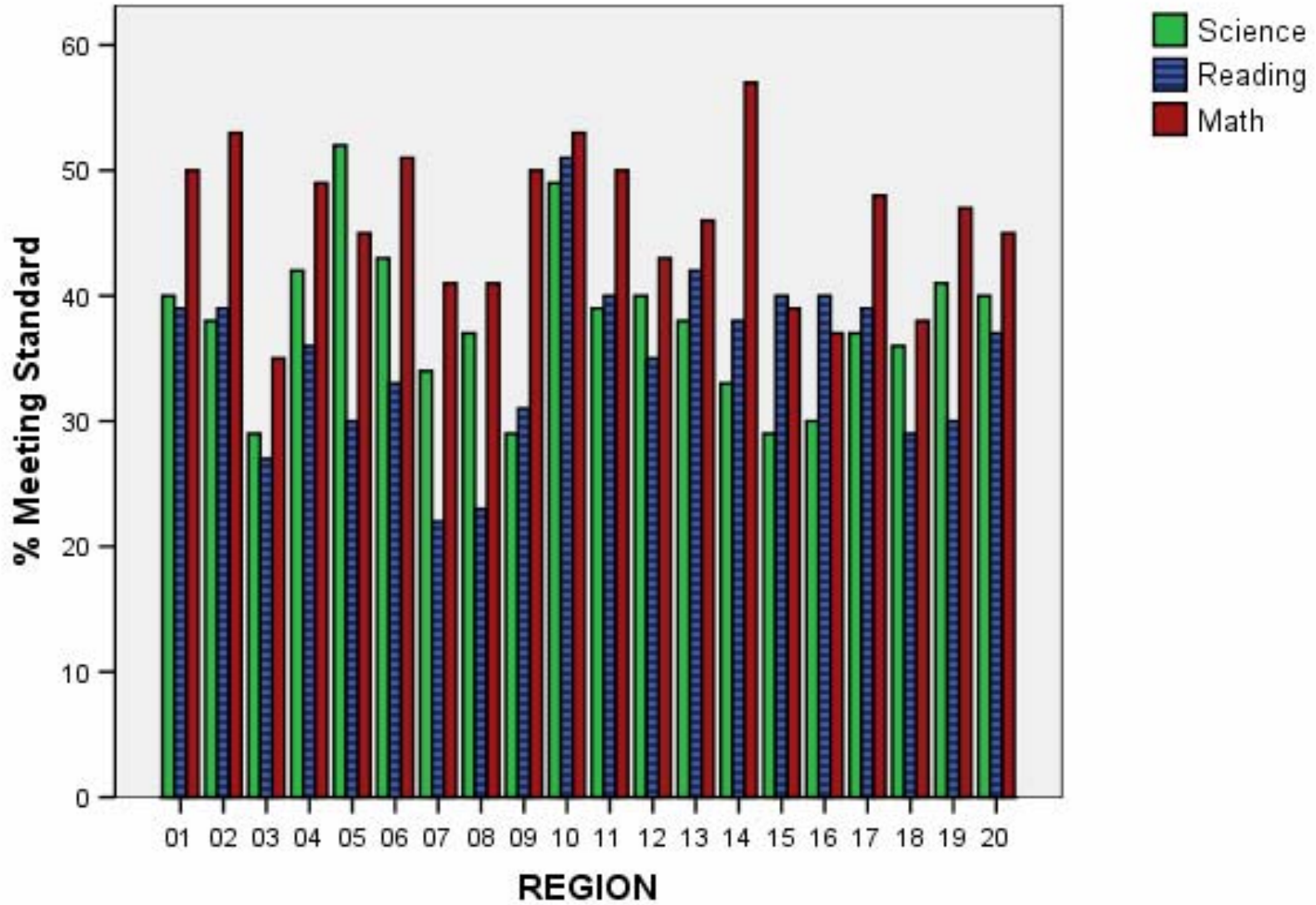
## Reading vs Math Performance (Grade 9)



## Reading Performance (Grade-10)



# Reading, Science and Math Performance (Grade-11)



## *What the data tells us; Part-I*

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- Difference between the ELL and non-ELL student is very noticeable in all grades. In particular, 9<sup>th</sup> and 10<sup>th</sup> graders are poor performers compare to the non-ELL student.
- Compare to even Hispanic group or Economically Disadvantaged group ELL performance is significantly poor.
- Eleventh graders overall are the best performer; that is true among the ELL students too.



## *What the data tells us; Part-II*

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- First year out of ELL students and 2<sup>nd</sup> year out of ELL students perform better than that of ELL students
- The difference between the 1<sup>st</sup> year and 2<sup>nd</sup> year out of ELL students is not that significant.
- Some other factors has also been studied:
- Gender does not play an important role here.

## *What the data tells us; Part-III*

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- Test results can help district and campuses evaluate the effectiveness of their instructional program.
- It's possible to identify which regions are doing well and what is the impact of their 'instructional tool'.
- Successful instructional methods could be extended to other regions.

## *Future Work*

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- Conducting a national comparative data study. Texas education code 35.028 requires that the state assessment program obtain national comparative results for the subject areas and grade levels.
- Conducting a study of the correlation between course performance and end-of-course test performance.

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Thanks