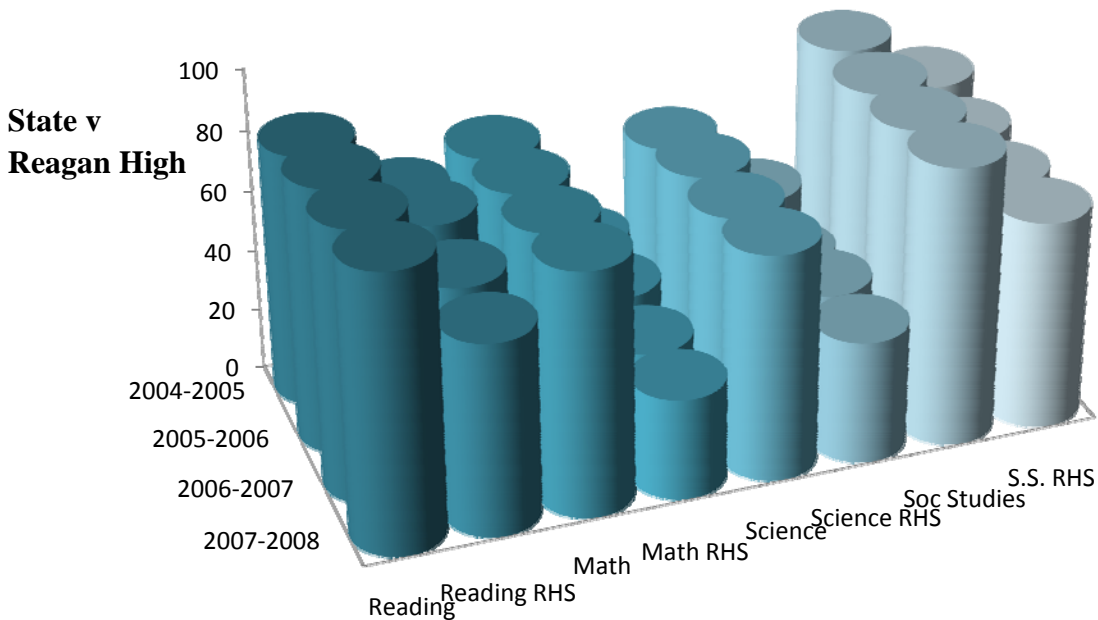


Jerel Perez

Field Project- AEIS Data

In order for me to fully comprehend the information from the AEIS report concerning Reagan High School, I had to piece together the data in a quantitative manner. The numbers from each chart only have significant meaning if you are looking for something specific while I was looking for patterns in the whole as well as an overall impression of how well Reagan has been performing over the years. It felt also important to look at data from the TEA report in a variety of ways such as using charts, graphs, and mathematical equations to interpret the data with the most efficient approach.

As I began analyzing the information from the 2004-2005 school years it was soon evident that this school was not the only one with numbers that showed challenges in achievement as the state percentages were much lower than anticipated. Texas students are scoring averages below 90% on Reading and Social Studies while also falling below 70% in Science and Math! This was a constant reflection in the study of the years to come as there was, overall, little to no deviation in these groupings and most significantly through Reagan High. Over the course of four years the high school did not follow the trends of the state, regulated the same figures in course content, and failed to perform as an academically acceptable school.



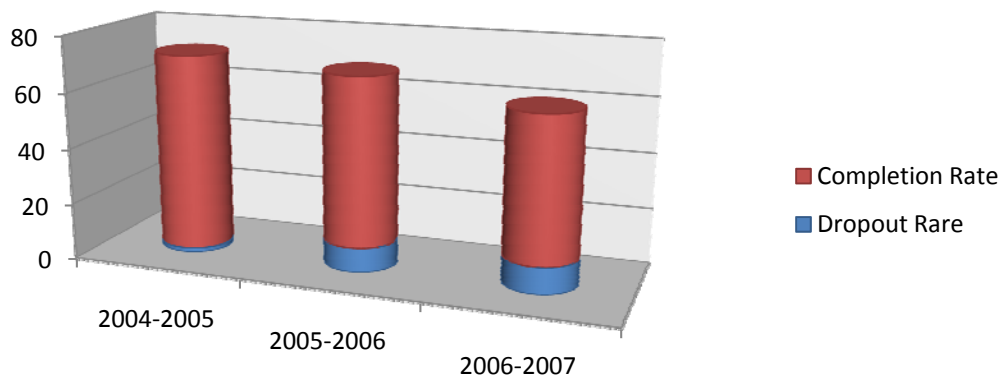
The first page of each year’s report gave one clear picture of the status of the school: Reagan High School is in serious trouble. Evidence from the report also falsifies allegations that the scores reflect the high population of Hispanic and African American students once it is highlighted that the Caucasian population has consistently underachieved in Science and Mathematics. At the same time, these are figures to be looked at carefully.

		State	School	African Am	Hispanic	White	Eco Dis
2004-2005	Reading	83	63	69	60	73	61
	Math	72	36	32	37	36	35
	Science	65	42	35	46	17	43
	Soc Studies	88	71	67	73	99	72
2005-2006	Reading	87	70	80	64	71	68
	Math	75	35	34	35	27	35
	Science	70	35	30	37	40	34
	Soc Studies	87	67	74	63	99	65
2006-2007	Reading	89	65	70	62	83	64
	Math	77	32	26	34	43	33
	Science	71	40	39	40	40	40
	Soc Studies	89	66	66	66	*	64
2007-2008	Reading	91	63	69	60	78	62
	Math	80	33	32	33	50	34
	Science	74	40	38	40	67	41
	Soc Studies	91	68	66	69	67	68

According to the first page of the 2007-2008 report, Reagan High was labeled as Academically Unacceptable. That year Hispanics made up 68% of the student ratio with African Americans at 30%, and Caucasians and others filled in the remaining percentage. African American and Caucasian students succeeded in some areas some of the time and fluctuated from year to year while the trend line in the Hispanic plot steadily decreased over a four year period. Clearly there lay the provocative question: What was going on with the Hispanic community at this school? In trying to understand this phenomenon it was important to realize that the scores from the Hispanic students evenly matched that

of the students of low socio-economic status. In each school year these scores matched more with the Hispanic students more so than any other class which lead me to believe that the poverty rate at the school had a great deal to do with the achievement status of the school. The state average of the economically disadvantaged in the 2007-2008 school year was as high as 55% while the school showed a dramatic flux in the 80th percentile.

A second variable that was affecting the Hispanic students at the school had to do with the number of exceptions from the TAKS. Page one of the 2007-2008 report shows that the only percentage of students that were LEP exempt from taking the test were those labeled as economically disadvantaged and only Hispanic students. This helped to shed light on the situation at Reagan since it became obvious that students were not excelling on the TAKS due to the fact that many of these students do not speak or read English. Additionally, the same page shows that the attendance rate for the school holds steady at around 85% per student racial class in successive years, yet the dropout rate is rising and the completion rate is falling every school year.



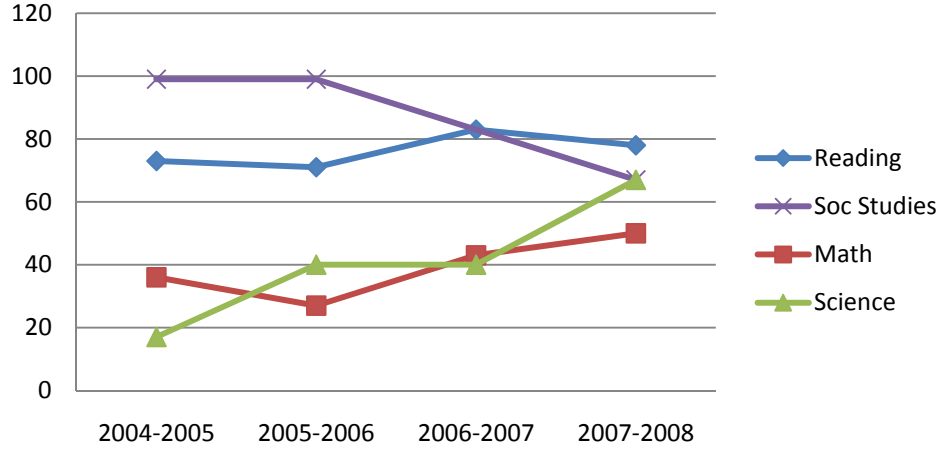
Lastly, through the study of the AEIS report questions concerning the teachers at Reagan began popping up since they are providing these unfortunate students with their education. It is assumed through the final page of each report that the teachers are not overwhelmed by the number of students per class since each year was below the state and district averages leaving teachers more free to work on a case-by-case basis with students. It is doubtful that teachers were having problems generating

individual help to their students from these figures so that issue was soon laid to rest, though I feel that there is much more to the issue that is yet to be seen. Some further research through the web should that many of the teachers held a considerable amount of teaching experience as the 2007-2008 Campus Report Card showed an average of eight years teaching experience and 100% were considered highly qualified. According to the TEA, the same school year showed that merely 8% of teachers were beginning teachers while teachers with 21+ years experience and 6-10 years made up 20% respectively; nearly half. Coincidentally, the largest portions for that year were 23% of teachers having 11-20 years experience and 30% to those with 1-5 years experience. While these numbers show that there is nearly a 60% chance that a student will have teachers with 10 years or less in experience, the average being 8 years experience showed that not many teachers were neither unqualified nor inexperienced enough to have a drop in TAKS achievement.

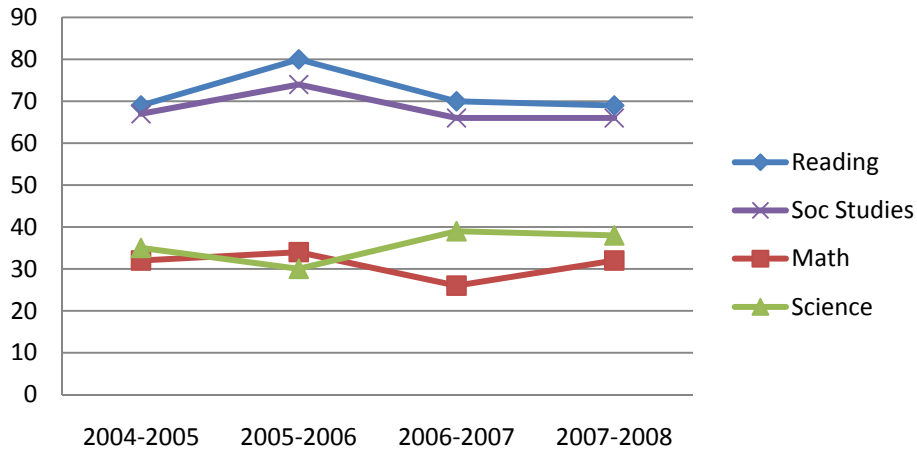
Clearly the teachers at Reagan High are up to the task of dishing out knowledge at a high degree, yet the students themselves are underachieving for a variety of other reasons. This likely has to do with the language and poverty barriers that students face in the community. Those economically disadvantaged students are suffering the most in TAKS scores and are equally exposed to be of Hispanic social class, yet all other classes at Reagan High are suffering at a high degree as well. This problem is not going away as the research has shown that every year the dropout rates are increasing while fewer students are completing their grade levels and graduating. This school has faced serious issue over the past four years and may be at risk of state intervention if the results in performance do not make a great positive change over the next school year.

*Detailed Account of Social Classes

Caucasian



African American



Hispanic

