



TEXAS  
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## EDGEWOOD: IMPROVING BEFORE VOUCHERS

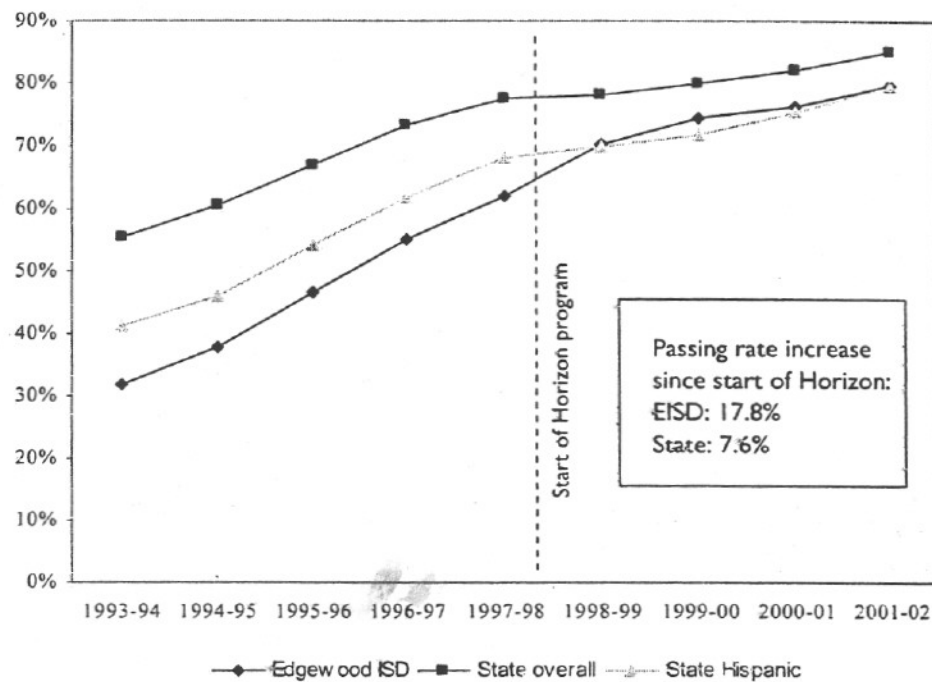
Voucher supporters claim that improvement in Edgewood ISD schools began after the CEO Horizon voucher program was established. The truth, however, is that Edgewood schools began to improve earlier, after the state moved to equalize funding between poor and wealthy school districts. Edgewood ISD had nine “low-performing” schools five years prior to the Horizon program’s inception. By 1997 – a full year before the CEO Horizon voucher program was created and four years after the state moved to equalize funding – Edgewood ISD no longer had any “low-performing” schools and had already achieved two “recognized” schools.

### Campus Accountability Ratings for Edgewood ISD Schools (Source: Texas Education Agency)

Year	Low Peforming	Acceptable	Recognized	Exemplary
1993	9	14	0	0
1996	2	21	0	0
1997	0	21	2	0
1998	0	19	3	0
1999	0	17	4	2
2000	0	11	9	3
2001	0	9	10	4
2002	1	9	9	3
2003	1	9	9	3
2004	0	15	5	0
2005	1	10	6	1
2006	2	10	6	1

*The Texas Freedom Network is a nonpartisan, grassroots organization of religious and community leaders who advance a mainstream agenda supporting public education, religious freedom and individual liberties.*

Figure 7: TAAS Passing Rates in EISD and Texas



Source: Author's calculations based on TEA AEIS data.

Beginning in 2003, the State of Texas switched from the TAAS to the TAKS exam. The TAKS is a more academically challenging exam than the TAAS, which accounts for much of the decline in passing rates shown in Figure 8. It is apparent that the passing rate in EISD, as well as for Hispanic students state-wide, decreased by more than the state passing rate after the switch to the new exam. In 2004 and 2005, the passing rate increased for the state as a whole and EISD and at the same time the gap in the state and EISD passing rates remained constant, which implies that the passing rate in EISD was growing more rapidly than the state average overall. In 2006, the EISD passing rate increased by 6 percentage points more than the state passing rate. From 2003 to 2006, the percentage of EISD students passing the TAKS grew at an average annual rate of 24 percent in relation to an average annual rate of growth of 12 percent for the state average overall.

This provides more evidence that the Horizon program did not negatively impact the academic achievement of students in EISD. Moreover, this evidence is inconsistent with the notion that private schools would only accept the "best and brightest" students from EISD, which is the next topic of discussion.