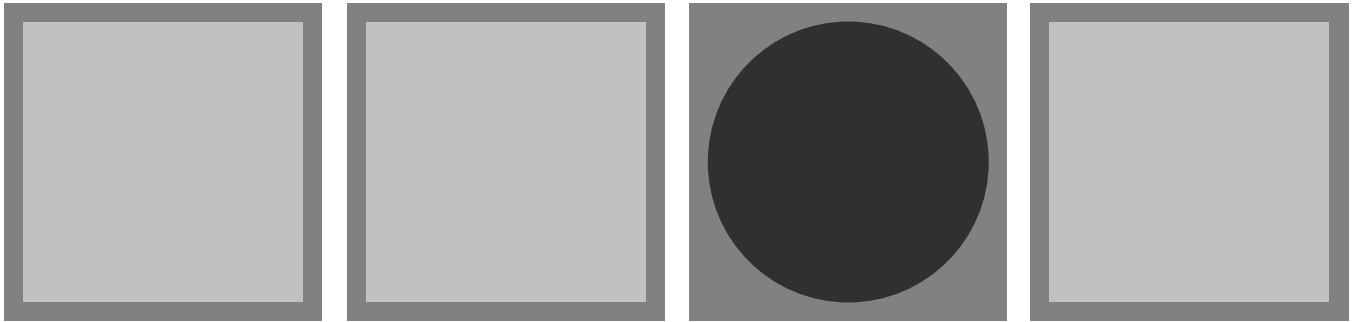


Grade-Level Retention in Texas Public Schools, 2009-10



Division of Research and Analysis
Department of Assessment and Accountability
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Grade-Level Retention in Texas Public Schools 2009-10

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Abstract. This annual report provides information for the 2009-10 school year on grade-level retention in the Texas public school system. Data on retention are provided by student characteristics, including grade level; race/ethnicity; gender; degree of English proficiency; and economic, at-risk, immigrant, migrant, and overage statuses. Data also are provided by program participation in special education, career and technical education, gifted and talented, and Title I. In addition, student retention and promotion data are reported with data on the performance of students in Grades 3-10 on the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics tests.

Keywords. Retention, retention rate, special education, TAKS, English proficiency, economically disadvantaged.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://www.tea.state.tx.us/acctres/retention_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at research@tea.state.tx.us.

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Contents

Highlights	ix
Promotion Policies in Texas	1
Policy History	2
State Support for the Student Success Initiative	5
Retention Reporting for 2009-10	9
Definitions and Calculations	10
State Summary	16
Grade-Level Retention by Grade	18
Grade-Level Retention by Race/Ethnicity	22
Grade-Level Retention by Gender	30
Grade-Level Retention by Economic Status	32
Grade-Level Retention by Limited English Proficiency Status	40
Grade-Level Retention of Special Education Students by Primary Disability	48
Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics	64
Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation	72
Retention and Student Performance	81
Statutory Requirements	82
Passing Rates	82
TAKS Scores	84
Student Performance and Promotion	87
Student Promotion Policies	88
Grade 3-10 Summary	88
Grade 3	92
Grade 4	94
Grade 5	96
Grade 6	98
Grade 7	100
Grade 8	102
Grade 9	104
Grade 10	106
Appendix. Statute and Rules About Grade-Level Retention and the Student Success Initiative	109
Texas Education Code §28.021 and §28.0211	110

Texas Administrative Code §§101.2001-101.2019.....	114
References.....	123

List of Tables

Table 1.	Grade-Level Retention, by Race/Ethnicity, Economic Status, Gender, and Grade Span, Texas Public Schools, 2008-09 and 2009-10.....	17
Table 2.	Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 1999-00 Through 2009-10.....	19
Table 3.	Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 1999-00 Through 2009-10.....	21
Table 4.	Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools, 2006-07 Through 2009-10.....	23
Table 5.	Grade-Level Retention, Grades K-6, Hispanic Students by Grade and Race, Texas Public Schools, 2009-10.....	25
Table 6.	Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools, 2006-07 Through 2009-10.....	27
Table 7.	Grade-Level Retention, Grades 7-12, Hispanic Students by Grade and Race, Texas Public Schools, 2009-10.....	29
Table 8.	Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2009-10.....	30
Table 9.	Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2009-10.....	31
Table 10.	Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 1999-00 Through 2009-10.....	33
Table 11.	Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 1999-00 Through 2009-10.....	37
Table 12.	Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10.....	41
Table 13.	Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10.....	45
Table 14.	Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10.....	50
Table 15.	Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10.....	58
Table 16.	Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10.....	65

Table 17.	Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10	69
Table 18.	Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10	73
Table 19.	Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10	77
Table 20.	Texas Assessment of Knowledge and Skills (TAKS) Percentage Passing 2010 and 2011, Grades 3-10, by Grade and Promotion Status 2009-10, Texas Public Schools	83
Table 21.	Texas Assessment of Knowledge and Skills (TAKS) Average Scale Scores 2010 and 2011, Grades 3-10, by Grade and Promotion Status 2009-10, Texas Public Schools	86
Table 22.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Reading/English Language Arts (ELA) and Mathematics Performance and Promotion Status 2009-10, Grades 3-10, by Grade, Texas Public Schools	89
Table 23.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 3, Texas Public Schools	93
Table 24.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 3, by Test, Texas Public Schools	93
Table 25.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 4, Texas Public Schools	95
Table 26.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 4, by Test, Texas Public Schools	95
Table 27.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 5, Texas Public Schools	97
Table 28.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 5, by Test, Texas Public Schools	97
Table 29.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 6, Texas Public Schools	99
Table 30.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 6, by Test, Texas Public Schools	99
Table 31.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 7, Texas Public Schools	101
Table 32.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 7, by Test, Texas Public Schools	101

Table 33.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 8, Texas Public Schools.....	103
Table 34.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 8, by Test, Texas Public Schools.....	103
Table 35.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 9, Texas Public Schools.....	105
Table 36.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 9, by Test, Texas Public Schools.....	105
Table 37.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Test Results Combined, Grade 10, Texas Public Schools.....	107
Table 38.	Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status 2009-10, Grade 10, by Test, Texas Public Schools.....	107

List of Figures

Figure 1.	Grade-Level Retention, by Race/Ethnicity and Economic Status, Texas Public Schools, 2008-09 and 2009-10.....	16
Figure 2.	Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2008-09 and 2009-10	18
Figure 3.	Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2008-09 and 2009-10	20
Figure 4.	Grade-Level Retention, Grades 2-5, by Race/Ethnicity, Texas Public Schools, 2009-10	22
Figure 5.	Grade-Level Retention, Grade 9, by Race/Ethnicity, Texas Public Schools, 2009-10	26
Figure 6.	Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2009-10.....	30
Figure 7.	Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2009-10.....	31
Figure 8.	Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2009-10	32
Figure 9.	Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2009-10	36
Figure 10.	Grade-Level Retention, Grades K-6, by Limited English Proficiency Status and Service Received, Texas Public Schools, 2008-09 and 2009-10	40
Figure 11.	Grade-Level Retention, Grades 7-12, by Limited English Proficiency Status and Service Received, Texas Public Schools, 2008-09 and 2009-10	44

Figure 12.	Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, Grades K-6, by Grade, Texas Public Schools, 2009-10.....	49
Figure 13.	Grade-Level Retention of Special Education Students With Emotional Disturbance and With Learning Disabilities as Primary Disabilities, Grades 7-12, by Grade, Texas Public Schools, 2009-10.....	57
Figure 14.	Grade-Level Retention, Grades K-6, by Grade and At-Risk Student Characteristic, Texas Public Schools, 2009-10	64
Figure 15.	Grade-Level Retention, Grades 7-12, by Grade and Overage Student Characteristic, Texas Public Schools, 2009-10	68
Figure 16.	Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2009-10	72
Figure 17.	Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2009-10	76
Figure 18.	Grade-Level Retention 2009-10 and Average Reading Scale Scores on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2010 and 2011, Grades 3-8, Texas Public Schools	85
Figure 19.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 3, Texas Public Schools.....	92
Figure 20.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 4, Texas Public Schools.....	94
Figure 21.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 5, Texas Public Schools.....	96
Figure 22.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 6, Texas Public Schools.....	98
Figure 23.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 7, Texas Public Schools.....	100
Figure 24.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 8, Texas Public Schools.....	102
Figure 25.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 9, Texas Public Schools.....	104
Figure 26.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 10, Texas Public Schools.....	106

Highlights

- In 2009-10, the state student retention rate for Grades K-12 was 3.6 percent, a decrease of 0.4 percentage points from the previous year. Retention rates were unchanged or declined in every grade, with decreases ranging from 0.2 percentage points in Grades K, 2, 7, 8 and 11 to 1.5 percentage points in Grade 9.
- Across Grades K-6, the retention rate was highest in Grade 1, at 5.1 percent. Across Grades 7-12, the retention rate was highest in Grade 9, at 10.8 percent.
- In Grades 2-5 and 8-12, African American and Hispanic students were at least twice as likely to be retained as White students.
- After a year in the same grade, passing rates for students who had been retained improved on the English-version Texas Assessment of Academic Skills (TAKS), with the exception of the Grade 9 reading test, but did not reach the passing rates for students who had not been retained. For example, 95.3 percent of Grade 5 students who were promoted passed the reading TAKS in spring 2010, whereas 35.8 percent of fifth graders who were retained passed the reading TAKS. After repeating the grade, 82.5 percent passed the Grade 5 reading TAKS.
- Of the Grade 5 students who passed the spring 2010 TAKS reading and mathematics tests, 99.9 percent were promoted to Grade 6. Of the Grade 5 students who did not pass the TAKS reading and mathematics tests, 12.1 percent were retained in Grade 5 the next year.
- Of the Grade 8 students who passed the spring 2010 TAKS reading and mathematics tests, 99.8 percent were promoted to Grade 9. Of the Grade 8 students who did not pass the TAKS reading and mathematics tests, 8.1 percent were retained in Grade 8 the next year.
- According to Student Success Initiative requirements, a student may advance to the next grade level only by meeting standards on the state assessments or by unanimous decision of his or her grade placement committee. In the 2009-10 school year, 85.1 percent of all promoted fifth-grade students passed the TAKS reading and mathematics tests. Over 18,000 students, or 5.2 percent of promoted fifth graders, did not pass the TAKS reading and mathematics tests, or were missing results for either of the tests, but were promoted by decisions of grade placement committees.
- In the 2009-10 school year, 82.1 percent of all promoted eighth-grade students passed the TAKS reading and mathematics tests. Nearly 21,000 students, or 6.2 percent of promoted eighth graders, did not pass the TAKS reading and mathematics tests, or were missing results for either of the tests, but were promoted by decisions of grade placement committees.

Promotion Policies in Texas

Policy History

State Support for the Student Success Initiative

Policy History

While consistently requiring that decisions about student promotion be based on academic achievement, Texas policy on promotion and retention has evolved over the past two and a half decades. Legislation passed in 1984 prohibited social promotion, requiring instead that students be promoted only on the basis of academic achievement (Texas Education Code [TEC] §21.721, *Grade Requirement for Advancement or Course Credit*, 1986). The State Board of Education (SBOE) rules implementing the legislation, *Promotions and Alternatives to Social Promotion* (Title 19 of the Texas Administrative Code [TAC] §§75.191-75.195, 1985), outlined the grading procedures to be used by districts and guidelines for promotion. The rules included the provisions that no student could repeat the same grade more than once or repeat more than two grade levels during the elementary grades.

In 1987, legislation was enacted to expand TEC §21.557, *Compensatory and Remedial Instruction* (1988). The legislation provided a definition of students in Grades 7-12 considered to be at risk of dropping out of school and required districts to provide remedial and support programs for these students. The definition of "at-risk" students included students who had not advanced from one grade level to the next in two or more school years.

In 1991, the rule prohibiting retention of students below Grade 1 was amended to allow districts to assign six-year-old students who were not developmentally ready for the first grade to grades deemed appropriate by the schools (19 TAC §75.195(j), 1992 Supplement).

Also in 1991, legislation updated TEC §21.721 (1992) to eliminate the prohibition on advancement of students with grade averages below 70. Policies on advancement from one grade level to the next were to be adopted by school districts. Local policies on promotion had to incorporate a variety of factors, including a minimum, yearly grade point average of 70; course grades earned in each subject; performance on the Texas Assessment of Academic Skills (TAAS); extenuating circumstances; and the judgments of parents and teachers. Districts were required to consider alternatives to retention, including extended school day, extended school year, specialized tutorial support, peer tutoring, cross-age tutoring, student mentoring, and summer programs.

A retention reduction grant program was enacted in 1993 (TEC §21.562, 1994). A \$5 million appropriation allowed 54 Texas school districts to pilot extended instructional programs to eliminate retentions in first grade during the 1992-93 school year. The retention reduction grants allowed school districts and campuses to offer programs based on lengthening the school year as alternatives to retention. These programs provided additional instruction to students who needed extra assistance to master the first-grade objectives in the Essential Elements—the state-mandated curriculum in place at that time. The pilots were extended to the second grade in 1994-95.

School districts not receiving retention reduction grants could apply to the commissioner of education for approval to provide extended year programs (TEC §21.563, *Optional Extended Year Program*, 1994). Optional extended year programs (OEYPs) of up to 45 days in length could be provided to students in Grades K-8 who would otherwise be retained. To fund the programs, school districts could reduce the number of instructional days during the regular school year by five.

In 1995, the Texas Education Code was reviewed and readopted. In the new code, the provisions on promotion, *Student Advancement*, reiterated that students be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level (TEC §28.021, 1996). At the same time, the language regulating local promotion and retention policies was repealed. In April 1996, the SBOE rules regulating local policies, including restrictions on the number of times students could be retained in grade, were also repealed. The definition of students at risk of dropping out was carried forward (TEC §29.081, 1996).

The 1995 TEC revisions included a single set of provisions for extended year programs (TEC §29.082, 1996). Commissioner of education rules implementing the OEYP were adopted to be effective in May 1996 (19 TAC §105.1001, 1997). Districts were required to promote each student who attended at least 90 percent of the extended year program days, unless the student's parents requested that the student be retained. If the parents requested retention, the student's principal, teacher, and counselor were required to meet with the parents to provide information on the effects of retention on future academic performance, student self-esteem, and high school completion. The commissioner of education was directed to withhold 5 percent of the Foundation School Program compensatory education allotment to finance extended year programs. This increased to about \$50 million a year the allocation for extended year programs for students in Grades K-8 who were identified as not likely to be promoted. Districts could use portions of their compensatory education allotments or apply for state funds to implement extended year programs. Although districts had to apply for state OEYP funds, they were no longer required to apply for approval to operate OEYPs funded locally.

The promotion policies implemented in Texas public schools in 2002-03 built on the state curriculum and assessment programs that had been developed over many years. In 1984, Texas first adopted a state curriculum, known as the Essential Elements (19 TAC Chapter 75, Subchapters B-D, 1984). Over the years, the rigor of knowledge and skills required of students increased. A revised curriculum, the Texas Essential Knowledge and Skills (TEKS), was adopted by the SBOE and became effective on September 1, 1998 (19 TAC Chapters 110-128, 1998). By state law and SBOE rule, the TEKS in the foundation areas of English language arts and reading, mathematics, science, and social studies are required for use in instruction and statewide assessment. The TEKS have been widely distributed to schools and to the public. Professional development on TEKS implementation in the classroom has been available statewide.

The state testing program known as TAAS was introduced in 1990. When last administered in 2002, the TAAS measured mastery of the state curriculum in reading and mathematics at Grades 3-8 and 10; in writing at Grades 4, 8, and 10; and in science and social studies at Grade 8. The Grade 10 tests served as an exit-level examination. As was the case under the previous testing program, the Texas Educational Assessment of Minimum Skills (TEAMS), satisfactory performance on the exit-level examination was a prerequisite to a high school diploma.

In 2002-03, a new, more rigorous state assessment system, the Texas Assessment of Knowledge and Skills (TAKS), was introduced. Like the TAAS, the TAKS is aligned with the state curriculum.

State testing procedures allow accommodations for students who need them. Spanish-language versions of the tests are available to assess the progress of students proficient in Spanish but not yet proficient in English. Through 2008-09, Spanish-language TAKS tests were available in Grades 3-6 (TEC §39.023, 2007). In 2009, the 81st Texas Legislature eliminated the Grade 6 Spanish-language TAKS tests, beginning with the 2009-10 school year (TEC §39.023, 2010). In some circumstances, students are exempted from the standard assessments. The admission, review, and dismissal (ARD) committees responsible for students receiving special education services may specify alternate assessment instruments.

Since 1995, Texas statute has stipulated that "a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level" (TEC §28.021, 1996). In 1999, specific provisions linking test performance, promotion, and instruction were added (TEC §28.0211, 1999). From 2002-03 to 2008-09, students in Grade 3 were required to pass the state reading test to advance to Grade 4. Students in Grade 5 were required to pass the reading and mathematics tests beginning in 2004-05. Starting in 2007-08, students in Grade 8 were required to pass the reading and mathematics tests. Students are given three opportunities to pass the tests. School districts are required to provide accelerated instruction in the subject areas failed after each test administration. An accelerated instruction group may not have a ratio of more than 10 students for each teacher. For students experiencing difficulties, accelerated instruction will provide the opportunity to engage in more intensive, more targeted, and more supportive reading and mathematics instruction (19 TAC §101.2001, 2004). The goal is for students to acquire the skills needed to advance to the next grade with their classmates.

If a student fails the test a second time, the district must establish a grade placement committee (GPC) to determine the accelerated instruction the student will receive before the third testing opportunity. Each GPC consists of the principal or a designee, the parent or guardian of the student, and the teacher of the student in the subject of the test the student failed. The GPC may determine the student should take an alternate assessment. A student who fails to perform satisfactorily on the third opportunity is to be retained. A parent or guardian may appeal the retention decision to the GPC. The GPC may decide in favor of advancement if committee members unanimously conclude, based on standards adopted by the local school board, that the student is likely to perform on grade level if given additional accelerated instruction during the next school year.

In 2009, the 81st Texas Legislature stipulated that students in Grade 5 or Grade 8 who fail the TAKS reading or mathematics test must complete accelerated instruction before they may be promoted to the next grade level (TEC §28.0211, 2010). Districts anticipated difficulty implementing the provision for students who fail the third administration of an SSI test, which occurs during the summer. To help districts and charter schools meet the requirement, the Texas Education Agency developed a waiver allowing promotion of such students to the next grade level prior to the completion of accelerated instruction. A district or charter school applying for the waiver must: identify the intensive instruction each student needs; target the instruction to the TAKS objectives on which each student demonstrated weakness; ensure each student completes the instruction during the first six weeks of the school year; and document that each student has completed the instruction.

To fulfill the requirements of House Bill 3 passed by the 81st Texas Legislature and incorporated into TEC Chapter 39, TEA is developing the new State of Texas Assessments of Academic Readiness (STAAR). STAAR is a more rigorous assessment program that will provide the foundation for a new accountability system for Texas public education (TEA, 2011). STAAR will replace TAKS beginning in spring 2012. At Grades 3–8, STAAR will assess the same subjects and grades currently assessed using TAKS. At high school, however, grade-specific assessments will be replaced with 12 end-of-course assessments: Algebra I, Geometry, Algebra II, Biology, Chemistry, Physics, English I, English II, English III, World Geography, World History, and U.S. History.

State Support for the Student Success Initiative

Overview

State education initiatives have provided support in reading and mathematics to prepare students to meet assessment-based promotion requirements. In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (SSI), which has three components: professional development, diagnostic and assessment instruments, and accelerated instruction.

Professional Development

Through the SSI, reading and mathematics academies for teachers were established. The reading academies provided training to kindergarten teachers in 1999-00 and to kindergarten and first-grade teachers in 2000-01. Training of second-grade teachers began in spring 2001, of third-grade teachers in 2002, and of fourth-grade teachers in fall 2003. The training continues to be offered in a small number of education service centers (ESCs) and is also available in electronic format. Teachers can access the materials online through the Vaughn Gross Center for Reading and Language Arts.

Additional professional development opportunities for kindergarten through fourth-grade reading teachers have been supported by the federal Reading First grant program, authorized by the Elementary and Secondary Education Act (ESEA) of 2002. The Texas Reading First Initiative, a \$39 million grant program that ended in August of 2010, required participants to implement scientifically based reading programs and instructional methods to improve reading skills for students in Grades K-3.

Beginning in 2007, middle school English language arts (ELA), mathematics, science, and social studies teachers were invited to participate in the Texas Adolescent Literacy Academies. The academies provide content area teachers with reading strategies for use in general education classrooms. The middle school reading academies are offered through each of the 20 ESCs and will be made available in electronic format during the 2011-12 school year.

Mathematics academies were established in summer 2002 to provide training for fifth- and sixth-grade teachers. In summer 2003, the academies offered training for seventh-grade teachers and, in summer 2010, expanded to include Middle School Students in Texas: Algebra Ready (MSTAR)

academies for fifth- through eighth-grade mathematics teachers. MSTAR academies familiarize participants with the Texas Response to Curriculum Focal Points, a document based on the TEKS for mathematics in Grades K-8 that identifies critical areas for mathematics instruction at each grade level. Training in classroom application of the focal points is designed to improve instruction in mathematics and, thereby, reduce the need for student interventions.

In addition to the academies, master teacher certification programs in reading and mathematics were established. Master teachers are designated by their school districts to teach and mentor other teachers on high-need campuses and are eligible to receive year-end stipends through state grants.

The Texas Education Agency and the Texas Higher Education Coordinating Board formed a partnership to address requirements and standards for highly qualified mathematics teachers under ESEA. The partnership provides resources to teachers of middle school mathematics, Algebra I, Algebra II, geometry, and precalculus. Targeted professional development for mathematics teachers has included information and training on best practices for teaching algebra and geometry and for teaching mathematics to students participating in bilingual and English as a second language programs.

Diagnostic and Assessment Instruments

Diagnostic and assessment data are used to identify students struggling with reading or mathematics and to monitor their progress. Resources for reading include diagnostic reading instruments for all students in Grades K-2 and the Texas Middle School Fluency Assessment for Grade 7 students who did not pass the Grade 6 TAKS reading test. Resources for mathematics include online diagnostics for Grades 3-8, Algebra I, Algebra II, and geometry. A universal screener that measures algebra readiness in middle school students is also available. Through professional development, teachers are instructed in administering reading and mathematics instruments, interpreting results, and providing graduated interventions for struggling students.

Accelerated Instruction

Students identified as at risk for reading or mathematics difficulties receive accelerated instruction. In 1999-00, school districts began providing accelerated reading instruction (ARI) to students in kindergarten. In 2003, the 78th Texas Legislature appropriated funds for ARI and accelerated mathematics instruction (AMI) for students in Grades K-5. The ARI/AMI grant program expanded to include Grades K-8 in 2007-08.

Following the 2008-09 school year, the ARI/AMI grant program was eliminated. However, the 81st Texas Legislature appropriated \$44.2 million for Student Success Initiative grants in 2009-10 and \$44.4 million in 2010-11 to help districts meet the accelerated instruction requirements under TEC §28.006(g) and §28.0211(a-1) and (a-2). In each year of the grants, funds for each applicant district were allocated based on the number of students in the district who did not pass the first administration of the TAKS reading test in Grade 3 and mathematics test in Grade 5. Districts could

use the funds to provide accelerated instruction to students in Grades K-12 in the four core content areas: ELA/reading, mathematics, science, and social studies.

In addition to accelerated instruction programs, SSI funds have been used to support intensive reading and mathematics instruction programs (IRI/IMI). Funds were appropriated for IRI/IMI programs in schools that had failed to improve student performance in reading and mathematics. IRI/IMI funding was made available to schools from 2003 through 2008.

Retention Reporting for 2009-10

Definitions and Calculations

State Summary

Grade-Level Retention by Grade

Grade-Level Retention by Race/Ethnicity

Grade-Level Retention by Gender

Grade-Level Retention by Economic Status

*Grade-Level Retention
by Limited English Proficiency Status*

*Grade-Level Retention
of Special Education Students by Primary Disability*

*Grade-Level Retention by At-Risk,
Immigrant, Migrant, and Overage Student Characteristics*

*Grade-Level Retention by Career and Technical Education,
Gifted and Talented, and Title I Program Participation*

Definitions and Calculations

Overview

Grade retention has been defined as requiring a child to repeat a particular grade or delaying entry to kindergarten or first grade. This definition of retention—repetition of a grade or delayed entry—applies primarily to Grades K-6. The same grade level in successive years in high school does not necessarily represent the repetition of a full year's curriculum, as it does in elementary school. Secondary school programs are structured around individual courses. Because passing and failing are determined at the level of the course and credits are awarded for courses completed successfully, the concept of a "grade level" becomes more fluid. Students who fail to earn credit in a single course or take fewer courses than required in one year may be classified at the same grade level in two consecutive years. Practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

Data used in this report on the grade levels of all students in the Texas public school system were drawn from the Public Education Information Management System (PEIMS) (Texas Education Code [TEC] §29.083, 2010). Data on student characteristics and program participation were also available in PEIMS. Data on Texas Assessment of Knowledge and Skills (TAKS) performance were provided to the Texas Education Agency (TEA) by a state contractor, Pearson.

Retention Rate Calculations

Retention rates for the 2009-10 school year were calculated by comparing 2009-10 attendance records to fall 2010 enrollment records. Students who left the Texas public school system for any reason other than graduation were excluded from the total student count. Students new to the Texas public school system in fall 2010 were also excluded. Students who enrolled both years or graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students found to have been in a higher grade in fall 2010 than in 2009-10 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

Retention rates have been calculated by TEA based on year-to-year progress of individual students since 1994-95. Prior to the 1998-99 school year, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected by TEA to calculate the secondary school dropout and completion rates. This collection expanded available Grades 7-12 enrollment data beyond students enrolled the last Friday in October to include students enrolled at any time during the fall. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more like that of the secondary school dropout and

completion rates. Expanded enrollment data were not collected for Grades K-6, so the method of calculating enrollment counts for Grades K-6 was unchanged.

The source for information on limited English proficiency status was changed beginning with 2003-04 retention rates. Prior to 2003-04, limited English proficiency status was drawn from fall enrollment records. Beginning in 2003-04, limited English proficiency status was drawn from the PEIMS summer data collection; the data collection includes students identified as limited English proficient (LEP) at any time during the school year. In addition, the determination of LEP students not receiving special education or language services was changed for 2003-04. Prior to 2003-04, LEP students who did not receive bilingual, English as a second language (ESL), or special education services were identified as not receiving services. Beginning in 2003-04, LEP students who did not receive bilingual, ESL, or special education services and those whose parents did not give permission for participation in special language programs were identified as not receiving services.

Reporting of Race/Ethnicity

Data submissions prior to 2009-10. School districts submit student demographic information to TEA through PEIMS. Prior to the 2009-10 school year, TEA required that districts submit one of five racial/ethnic categories for each student: African American, American Indian, Asian/Pacific Islander, Hispanic, or White.

Data submissions beginning in 2009-10. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2011b). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered.

Part 1. Ethnicity: Is the person Hispanic? Choose only one.

- Hispanic
- Not Hispanic

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- African American
- American Indian
- Asian
- Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. African American includes students having origins in any of the black racial groups of Africa.

American Indian includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The new standard results in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian—differs from that used in years past. Prior to 2009-10, American Indian included students having origins in any of the original peoples of North America only.

For purposes of reporting Texas public school retention data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category.

Texas public school retention data for 2009-10 are presented in this report using the new racial/ethnic categories. In selected tables, data are also presented for Hispanic students by race. Texas public school retention data for 2008-09 and earlier years are presented using the old racial/ethnic categories. When reporting data by race/ethnicity for school years prior to 2009-10, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

Because rates for smaller groups tend to be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of results in this report for Hispanic students, including comparisons across racial/ethnic groups, do not include these populations.

Student Performance on the Texas Assessment of Knowledge and Skills

TAKS is the primary statewide assessment of student performance. TAKS (Accommodated), introduced in spring 2008, is designed for students served in special education programs whose academic achievement and progress can be measured appropriately using the general assessment. TAKS (Accommodated) is not an alternate assessment. It is the TAKS test with format

accommodations (larger font, fewer items per page, etc.) and no embedded field-test items. Students who meet the eligibility requirements for specific accommodations, as determined by their admission, review, and dismissal (ARD) committees, may be assessed with TAKS (Accommodated). As with TAKS, TAKS (Accommodated) Spanish-version tests were available in Grades 3-6 in 2009.

Pearson provided TEA with student-level data for English- and, where applicable, Spanish-language TAKS in each grade level and subject area assessed. For each subject area test, each student received either a score or a code for the reason no score was reported. The code identified students who were absent, exempted from testing by language proficiency assessment committees, removed from the test for illness or cheating, had parental waivers, or had ARD committee exemptions. Results presented in this report for TAKS are based on TAKS and TAKS (Accommodated) combined.

TAKS reading and mathematics results are reported as scale scores. A scale score is derived by converting a student's raw score on a test (the number of questions answered correctly) onto a scale that is common to all versions of that test. The scale score takes into account the difficulty level of the specific set of questions on which it is based and quantifies the student's performance relative to the passing standard or proficiency level for the test. Through 2009, the Texas assessment program used a type of scale known as a horizontal scale, which allows comparison of performance across different test administrations but not across grades.

To meet state legislative requirements (TEC §39.036, 2010), vertical scales were developed in 2009 for English-language TAKS reading and mathematics tests in Grades 3-8 and Spanish-language TAKS reading and mathematics tests in Grades 3-5. With a vertical scale, a student's scale score in one grade can be compared to the student's scale score in another grade, as long as the tests are in the same language (English or Spanish) and subject. This makes it possible to determine the amount of progress the student has made in a given subject. For TAKS assessments that are reported on a vertical scale, each grade and subject has its own score that indicates passing performance. Grades 9 and 10 were not included in these requirements and remained unchanged from previous years.

Under the Student Success Initiative, students in Grades 3, 5, and 8 were given three opportunities to pass specified TAKS tests. The three testing opportunities applied to the third-grade TAKS reading test, between 2002-03 and 2008-09; the fifth-grade TAKS reading and mathematics tests, beginning in 2004-05; and the eighth-grade TAKS reading and mathematics tests, beginning in 2007-08. In cases where answer documents were submitted for students in more than one administration, the score from the latest administration was used. In cases where students had more than one record in an administration, highest scores attained were used.

Some of the analyses in this report required that promotion status and test performance be analyzed jointly. For these analyses, matching student records had to appear in the promotion database and in the test database. Student records in the promotion database were matched to student records in the test database based on social security number, last name, first name, and date of birth. Records that could not be matched were excluded. In some cases, students participated in spring 2010 TAKS testing but were not enrolled in a Texas public school in fall 2010. In other cases, students

enrolled in school after spring 2010 TAKS testing, and so had records in the promotion database but not in the test database. Finally, some records failed to match because of errors in reporting student identification data.

Reporting of Grade-Level Retention

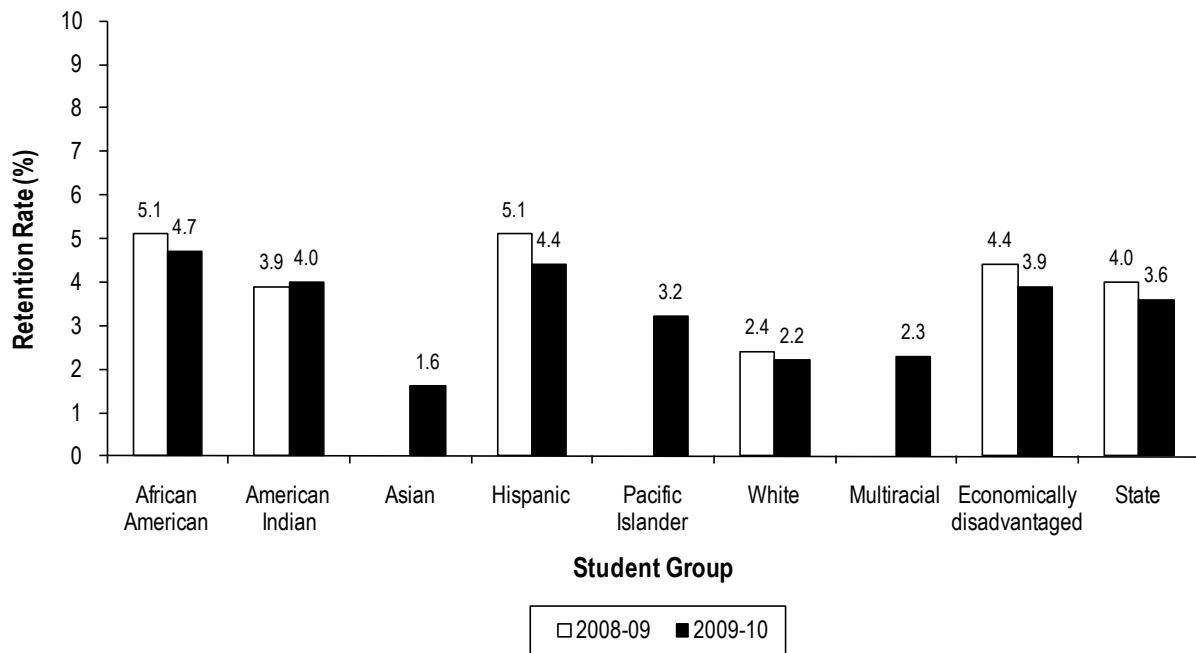
In 1991, the 72nd Texas Legislature required the agency to report biennially on students retained in grade (TEC §11.204, 1992). The first report, for the 1991-92 school year, was submitted to the legislature in May 1993 (TEA, 1993). Comprehensive biennial reports to the legislature in 1993, 1995, 1997, and 1999 included sections on retention, disaggregated by grade level. In 2001, the 77th Legislature required that TEA produce an annual, rather than biennial, comprehensive report to the legislature that included information on retention (TEA, 2001b). Senate Bill 702, §9, expanded reporting on retention to include "retention and performance" (TEC §39.182, 2001). In addition, the agency has produced more detailed annual reports on retention since 1995 (TEA, 1995, 1996, 1997, 1998, 1999, 2001a, 2002a, 2002b, 2004a, 2004b, 2005, 2006, 2007, 2008, 2010a, 2010b).

State Summary

In the 2009-10 school year, 3.6 percent (162,080) of students in kindergarten through Grade 12 were retained (Table 1). The retention rate decreased by 0.4 percentage points from the previous year. The rate for females was 2.9 percent, and the rate for males was 4.3 percent. Male students made up 60.7 percent of all students retained.

As in 2008-09, retention rates for African American and Hispanic students were at least twice that for White students (Figure 1). In the 2009-10 school year, 2.2 percent of White students were retained, compared to 4.7 percent of African American students and 4.4 percent of Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.4 and 0.7 percentage points, respectively. The rate for White students decreased by 0.2 percentage points. Although 62.1 percent of students enrolled in Texas public schools in 2009-10 were African American or Hispanic, 76.8 percent of students retained in the public schools were from one of these two racial/ethnic groups (Table 1).

Figure 1
Grade-Level Retention, by Race/Ethnicity and Economic Status, Texas Public Schools, 2008-09 and 2009-10



Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. Comparable data for the 2008-09 school year are not available for the Asian, Pacific Islander, and multiracial student groups.

Table 1
Grade-Level Retention, by Race/Ethnicity, Economic Status, Gender, and Grade Span, Texas
Public Schools, 2008-09 and 2009-10

Group	2008-09			2009-10		
	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	616,787	31,280	5.1	580,040	27,154	4.7
American Indian	15,338	595	3.9	21,786	866	4.0
Asian	n/a ^a	n/a	n/a	151,710	2,420	1.6
Hispanic	2,089,897	106,229	5.1	2,211,143	97,378	4.4
Pacific Islander	n/a	n/a	n/a	5,239	170	3.2
White	1,532,116	37,017	2.4	1,457,551	32,468	2.2
Multiracial	n/a	n/a	n/a	69,249	1,624	2.3
Economically disadvantaged	2,237,090	99,520	4.4	2,380,174	93,129	3.9
Not economically disadvantaged	2,176,430	78,181	3.6	2,116,544	68,951	3.3
Female	2,150,878	70,779	3.3	2,190,914	63,755	2.9
Male	2,262,642	106,922	4.7	2,305,804	98,325	4.3
Grades K-6	2,490,851	64,223	2.6	2,533,971	59,158	2.3
Grades 7-12	1,922,669	113,478	5.9	1,962,747	102,922	5.2
State	4,413,520	177,701	4.0	4,496,718	162,080	3.6

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. Data for 2009-10 are presented using the new racial/ethnic categories, whereas data for earlier years are presented using the old racial/ethnic categories. See the section, "Reporting of Race/Ethnicity," on page 11, for additional information.

Grade-Level Retention by Grade

Elementary Grades

Across Grades K-6 in 2009-10, Grade 1 had a much higher retention rate (5.1%) than any other grade, despite having had the largest rate decrease (0.5 percentage points) from the previous year (Figure 2 and Table 2). As in the previous school year, Grade 6 had the lowest retention rate in the elementary grades (0.8%).

Figure 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2008-09 and 2009-10

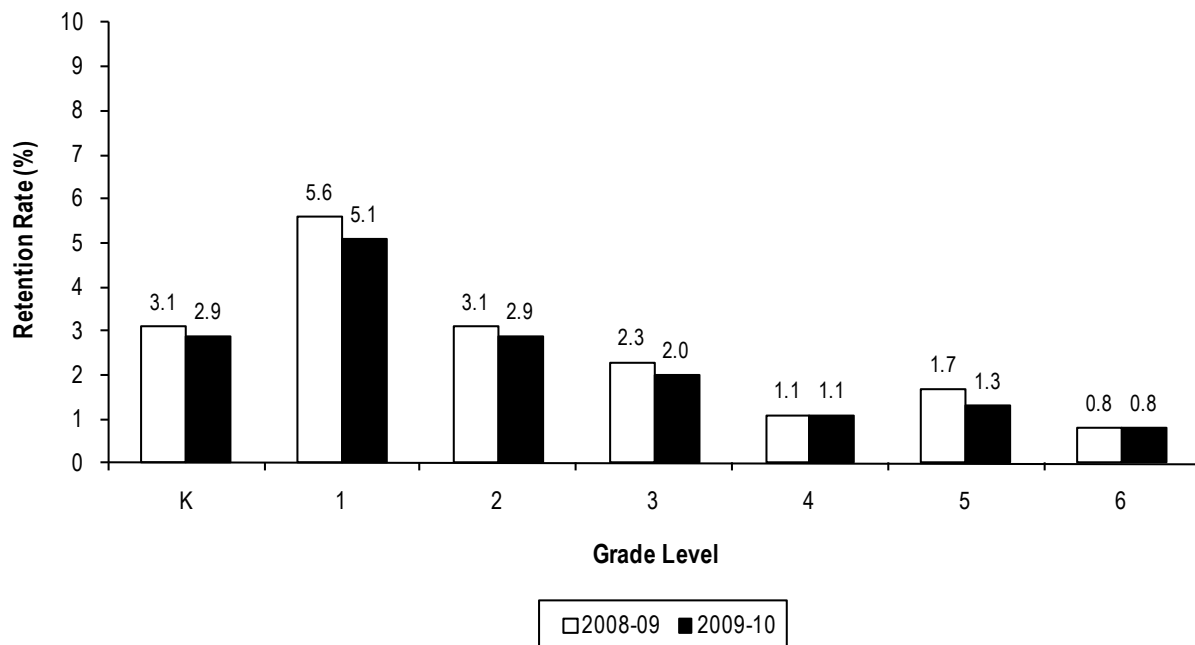


Table 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 1999-00 Through 2009-10

Year	K		1		2		3	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	7,941	2.8	19,505	6.3	9,852	3.3	6,862	2.3
2000-01	9,110	3.2	19,529	6.3	11,001	3.6	7,659	2.5
2001-02	9,968	3.4	20,094	6.4	11,066	3.6	7,636	2.4
2002-03	11,049	3.6	20,180	6.3	11,184	3.6	8,924	2.8
2003-04	11,684	3.7	21,101	6.4	11,648	3.7	8,196	2.6
2004-05	12,190	3.7	21,496	6.4	11,859	3.6	10,366	3.2
2005-06	12,559	3.7	22,540	6.4	12,477	3.7	9,758	2.9
2006-07	12,446	3.6	23,170	6.3	12,383	3.6	9,442	2.8
2007-08	11,457	3.3	21,852	5.9	12,132	3.4	8,918	2.6
2008-09	11,036	3.1	20,970	5.6	11,288	3.1	8,418	2.3
2009-10	10,490	2.9	19,138	5.1	10,830	2.9	7,307	2.0

Year	4		5		6		Total K-6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	4,014	1.3	2,938	1.0	4,906	1.7	56,018	2.7
2000-01	4,405	1.4	2,789	0.9	4,824	1.6	59,317	2.8
2001-02	4,043	1.3	2,591	0.8	4,414	1.4	59,812	2.8
2002-03	4,843	1.5	3,109	1.0	4,563	1.4	63,852	2.9
2003-04	5,147	1.6	3,225	1.0	4,795	1.5	65,796	2.9
2004-05	5,630	1.8	11,159	3.5	4,901	1.5	77,601	3.4
2005-06	5,665	1.8	8,891	2.7	4,066	1.3	75,956	3.3
2006-07	5,351	1.6	7,288	2.2	3,816	1.2	73,896	3.1
2007-08	4,505	1.3	6,746	2.0	3,182	1.0	68,792	2.8
2008-09	3,984	1.1	5,735	1.7	2,792	0.8	64,223	2.6
2009-10	3,988	1.1	4,713	1.3	2,692	0.8	59,158	2.3

Grade-Level Retention by Grade

Secondary Grades

Retention in the secondary grades does not necessarily take the same form as retention in the elementary grades. Whereas a student retained in the elementary grades is likely to repeat a year's curriculum in its entirety, a student retained in the secondary grades may only need to repeat a single course. In Grades 9-12, a student can be classified at the same grade level for two years because one course out of six or seven was not completed successfully. In such a case, the student may be able to "catch up" with his or her peers by making up the required course. Policies on grade-level assignment at the secondary level vary by district. Retention practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

In 2009-10, the overall retention rate for Grades 7-12 was 5.2 percent (Table 3). Across secondary grades, Grade 9 continued to have the highest retention rate (10.8%), despite dropping 1.5 percentage points from the previous year (Figure 3). The lowest retention rate was in Grade 7 (1.1%). Compared to 2008-09, the retention rate in each secondary grade decreased by at least 0.2 percentage points.

Figure 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2008-09 and 2009-10

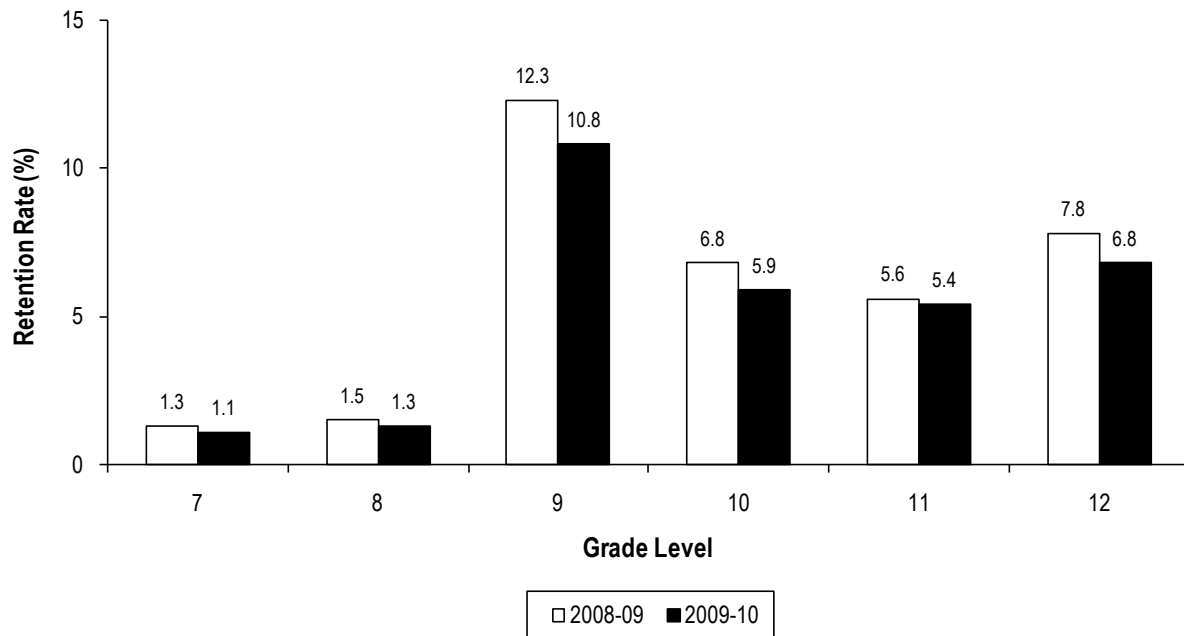


Table 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 1999-00 Through 2009-10

Year	7		8		9		10	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	8,513	2.9	6,169	2.1	58,451	17.7	19,923	7.9
2000-01	7,762	2.5	6,353	2.1	58,363	17.4	21,754	8.1
2001-02	6,959	2.2	5,642	1.9	57,761	16.9	22,726	8.2
2002-03	7,489	2.3	5,926	1.9	57,197	16.4	24,751	8.8
2003-04	7,372	2.3	6,099	1.9	58,252	16.5	24,621	8.5
2004-05	7,710	2.3	5,969	1.8	58,605	16.2	25,399	8.7
2005-06	7,313	2.2	5,839	1.8	60,726	16.5	26,232	8.7
2006-07	5,663	1.7	4,943	1.5	57,213	15.4	25,242	8.3
2007-08	5,052	1.5	6,323	1.9	54,831	14.7	22,214	7.2
2008-09	4,267	1.3	5,165	1.5	45,016	12.3	21,125	6.8
2009-10	3,712	1.1	4,503	1.3	40,200	10.8	18,436	5.9

Year	11		12		Total 7-12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	12,806	5.8	9,631	4.5	115,493	7.2
2000-01	13,440	5.9	10,411	4.7	118,083	7.1
2001-02	13,763	5.8	10,677	4.6	117,528	6.9
2002-03	13,643	5.6	11,356	4.7	120,362	6.9
2003-04	13,643	5.5	11,254	4.5	121,241	6.8
2004-05	14,658	5.7	12,018	4.9	124,359	6.9
2005-06	15,982	6.1	16,828	6.6	132,920	7.2
2006-07	15,800	5.9	19,342	7.5	128,203	6.9
2007-08	15,530	5.7	21,524	8.0	125,474	6.6
2008-09	15,855	5.6	22,050	7.8	113,478	5.9
2009-10	15,916	5.4	20,155	6.8	102,922	5.2

Grade-Level Retention by Race/Ethnicity

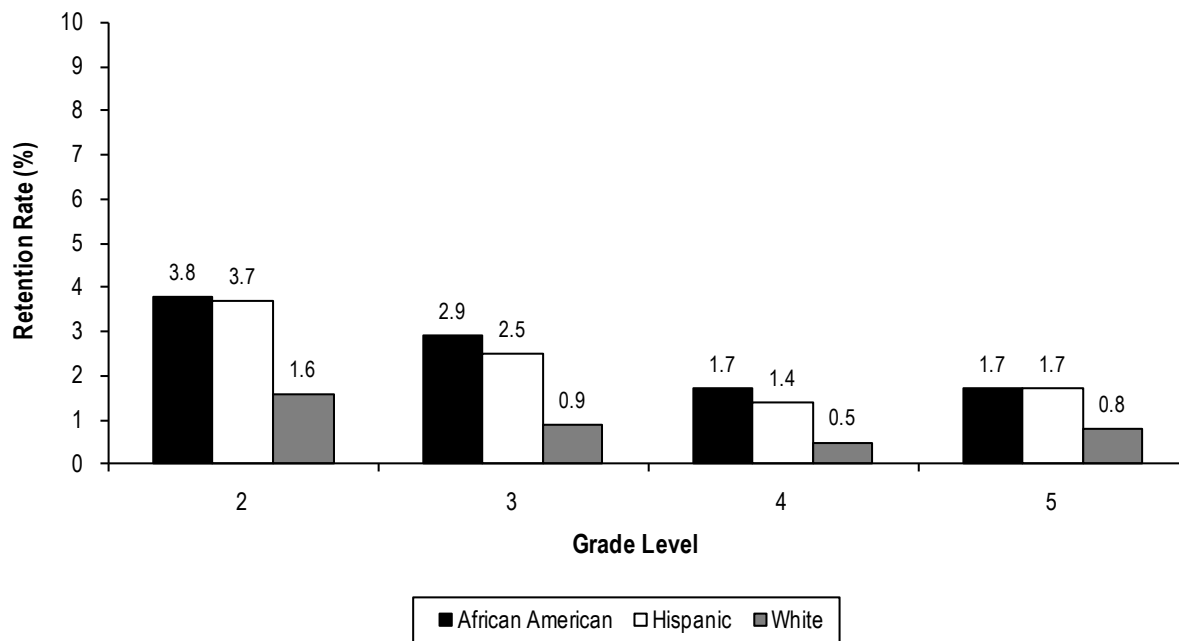
Elementary Grades

In 2009-10, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 4). In Grades 2-5, African American and Hispanic students were over twice as likely to be retained as White students (Figure 4).

Among non-Hispanic multiracial students, retention rates for the three groups with the largest numbers of students were 2.1 percent for students identified as White and African American, 1.8 percent for students identified as White and American Indian, and 0.8 percent for students identified as White and Asian.

Among Hispanic students in the elementary grades, the retention rate was highest for Whites (2.8%) (Table 5 on page 25). Among multiracial Hispanic students in the elementary grades, retention rates for the three groups with the largest numbers of students were 2.2 percent for students identified as White and African American, 2.6 percent for students identified as White and American Indian, and 1.8 percent for students identified as White and Asian.

Figure 4
Grade-Level Retention, Grades 2-5, by Race/Ethnicity, Texas Public Schools, 2009-10



Note. Racial groups (African American and White) do not include students of Hispanic ethnicity.

Table 4
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools,
2006-07 Through 2009-10

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2006-07	1,525	3.3	66	5.5	n/a ^a	n/a	5,930	3.4	n/a	n/a
2007-08	1,418	3.1	46	3.7	n/a	n/a	5,470	3.1	n/a	n/a
2008-09	1,372	2.9	46	3.6	n/a	n/a	5,313	2.9	n/a	n/a
2009-10	1,157	2.7	57	3.7	159	1.3	5,132	2.7	16	3.7
Grade 1										
2006-07	3,935	7.9	75	6.3	n/a	n/a	13,979	7.7	n/a	n/a
2007-08	3,719	7.5	65	5.2	n/a	n/a	13,338	7.1	n/a	n/a
2008-09	3,404	6.8	74	5.5	n/a	n/a	12,921	6.8	n/a	n/a
2009-10	2,794	6.1	93	5.8	222	1.7	12,045	6.1	16	3.7
Grade 2										
2006-07	2,178	4.6	28	2.4	n/a	n/a	7,932	4.7	n/a	n/a
2007-08	2,193	4.5	32	2.8	n/a	n/a	7,570	4.2	n/a	n/a
2008-09	1,929	3.9	40	3.2	n/a	n/a	7,200	3.9	n/a	n/a
2009-10	1,732	3.8	39	2.3	166	1.3	7,021	3.7	11	2.6
Grade 3										
2006-07	1,832	3.9	22	2.0	n/a	n/a	6,056	3.7	n/a	n/a
2007-08	1,817	3.8	18	1.6	n/a	n/a	5,616	3.3	n/a	n/a
2008-09	1,555	3.1	22	1.9	n/a	n/a	5,476	3.1	n/a	n/a
2009-10	1,350	2.9	–	1.9	94	0.7	4,711	2.5	–	1.0
Grade 4										
2006-07	1,133	2.4	13	1.2	n/a	n/a	3,257	2.1	n/a	n/a
2007-08	924	1.9	12	1.1	n/a	n/a	2,746	1.7	n/a	n/a
2008-09	756	1.6	13	1.1	n/a	n/a	2,448	1.4	n/a	n/a
2009-10	764	1.7	–	1.3	56	0.5	2,480	1.4	–	1.0
Grade 5										
2006-07	1,450	3.1	23	2.1	n/a	n/a	4,551	2.9	n/a	n/a
2007-08	1,360	2.9	27	2.3	n/a	n/a	4,058	2.5	n/a	n/a
2008-09	1,046	2.2	22	1.9	n/a	n/a	3,571	2.1	n/a	n/a
2009-10	789	1.7	25	1.4	70	0.6	2,913	1.7	7	1.8
Grade 6										
2006-07	843	1.8	11	1.0	n/a	n/a	2,084	1.4	n/a	n/a
2007-08	640	1.4	12	1.1	n/a	n/a	1,753	1.1	n/a	n/a
2008-09	540	1.1	10	0.8	n/a	n/a	1,571	1.0	n/a	n/a
2009-10	447	1.0	–	0.9	48	0.4	1,594	0.9	–	0.5
Total K-6										
2006-07	12,896	3.9	238	3.0	n/a	n/a	43,789	3.8	n/a	n/a
2007-08	12,071	3.6	212	2.6	n/a	n/a	40,551	3.4	n/a	n/a
2008-09	10,602	3.1	227	2.7	n/a	n/a	38,500	3.1	n/a	n/a
2009-10	9,033	2.8	282	2.4	815	1.0	35,896	2.8	60	2.1

Note. A dash (–) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section, "Reporting of Race/Ethnicity," on page 11, for additional information.

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Table 4 (continued)
Grade-Level Retention, Grades K-6, by Grade
and Race/Ethnicity, Texas Public Schools,
2006-07 Through 2009-10

Year	White		Multiracial	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2006-07	4,734	4.1	n/a ^a	n/a
2007-08	4,313	3.8	n/a	n/a
2008-09	4,108	3.6	n/a	n/a
2009-10	3,800	3.5	169	2.6
Grade 1				
2006-07	4,960	4.1	n/a	n/a
2007-08	4,495	3.8	n/a	n/a
2008-09	4,342	3.7	n/a	n/a
2009-10	3,745	3.3	223	3.6
Grade 2				
2006-07	2,116	1.8	n/a	n/a
2007-08	2,179	1.8	n/a	n/a
2008-09	1,961	1.7	n/a	n/a
2009-10	1,767	1.6	94	1.7
Grade 3				
2006-07	1,412	1.2	n/a	n/a
2007-08	1,372	1.2	n/a	n/a
2008-09	1,243	1.0	n/a	n/a
2009-10	1,053	0.9	63	1.1
Grade 4				
2006-07	898	0.8	n/a	n/a
2007-08	784	0.7	n/a	n/a
2008-09	713	0.6	n/a	n/a
2009-10	617	0.5	47	0.8
Grade 5				
2006-07	1,196	1.0	n/a	n/a
2007-08	1,213	1.0	n/a	n/a
2008-09	1,033	0.9	n/a	n/a
2009-10	856	0.8	53	1.0
Grade 6				
2006-07	855	0.7	n/a	n/a
2007-08	750	0.6	n/a	n/a
2008-09	644	0.5	n/a	n/a
2009-10	562	0.5	23	0.4
Total K-6				
2006-07	16,171	2.0	n/a	n/a
2007-08	15,106	1.8	n/a	n/a
2008-09	14,044	1.7	n/a	n/a
2009-10	12,400	1.6	672	1.7

Note. A dash (–) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section, "Reporting of Race/Ethnicity," on page 11, for additional information.

Table 5
Grade-Level Retention, Grades K-6, Hispanic Students by Grade and Race, Texas Public Schools, 2009-10

Race	All students	Retained	Rate (%)	Race	All students	Retained	Rate (%)
Kindergarten				Grade 4			
All Hispanic	190,470	5,132	2.7	All Hispanic	182,536	2,480	1.4
African American	2,829	68	2.4	African American	2,280	19	0.8
American Indian	53,675	1,469	2.7	American Indian	52,474	715	1.4
Asian	686	12	1.7	Asian	611	6	1.0
Pacific Islander	481	14	2.9	Pacific Islander	395	8	2.0
White	126,228	3,392	2.7	White	120,839	1,681	1.4
Multiracial	6,571	177	2.7	Multiracial	5,937	51	0.9
Grade 1				Grade 5			
All Hispanic	197,420	12,045	6.1	All Hispanic	176,241	2,913	1.7
African American	2,783	143	5.1	African American	2,258	33	1.5
American Indian	56,477	3,129	5.5	American Indian	50,393	978	1.9
Asian	725	29	4.0	Asian	<550	–	0.7
Pacific Islander	405	22	5.4	Pacific Islander	<450	–	1.6
White	130,230	8,349	6.4	White	117,106	1,813	1.5
Multiracial	6,800	373	5.5	Multiracial	5,504	78	1.4
Grade 2				Grade 6			
All Hispanic	190,360	7,021	3.7	All Hispanic	170,855	1,594	0.9
African American	2,475	79	3.2	African American	2,135	20	0.9
American Indian	55,275	1,935	3.5	American Indian	51,482	462	0.9
Asian	650	9	1.4	Asian	<550	–	0.7
Pacific Islander	365	15	4.1	Pacific Islander	<400	–	0.3
White	125,347	4,794	3.8	White	111,247	1,062	1.0
Multiracial	6,248	189	3.0	Multiracial	5,067	45	0.9
Grade 3				Total K-6			
All Hispanic	188,591	4,711	2.5	All Hispanic	1,296,473	35,896	2.8
African American	2,439	50	2.1	African American	17,199	412	2.4
American Indian	54,940	1,366	2.5	American Indian	374,716	10,054	2.7
Asian	642	10	1.6	Asian	4,404	74	1.7
Pacific Islander	383	16	4.2	Pacific Islander	2,843	83	2.9
White	124,229	3,148	2.5	White	855,226	24,239	2.8
Multiracial	5,958	121	2.0	Multiracial	42,085	1,034	2.5

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by Race/Ethnicity

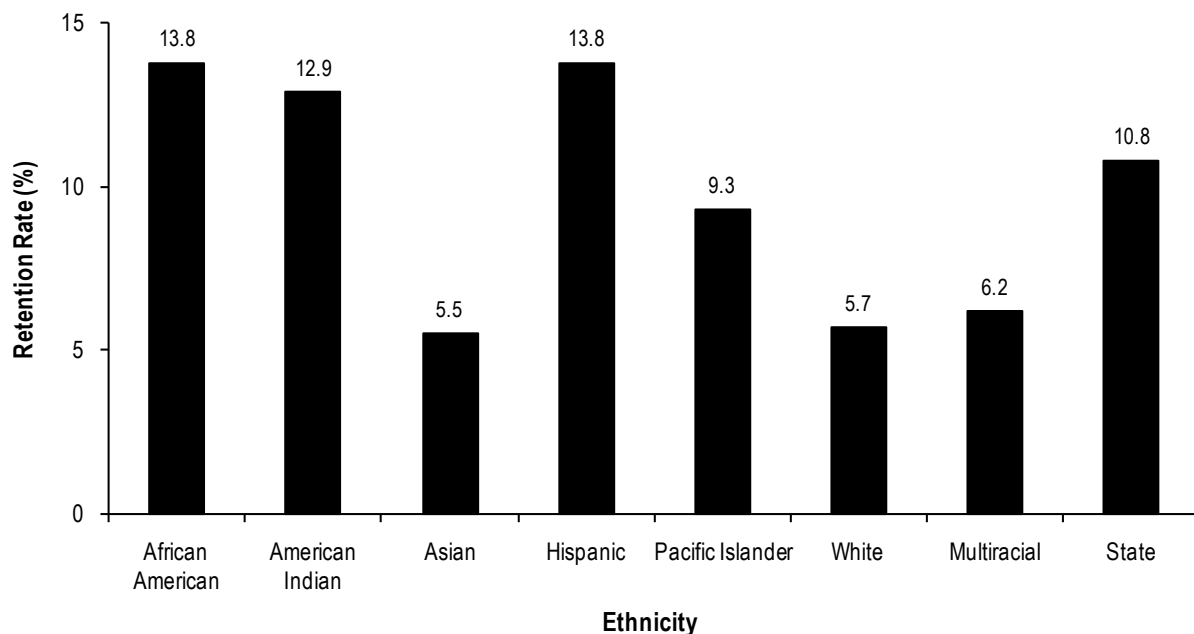
Secondary Grades

In 2009-10, retention rates for African American and Hispanic students were higher than those for Asian and White students in all secondary grades (Table 6 and Figure 5). In Grades 8-12, African American students and Hispanic students were at least twice as likely to be retained as White students. For all racial/ethnic groups, rates of retention were highest in Grade 9.

Among multiracial students, retention rates for the three groups with the largest numbers of students were 3.9 percent for students identified as White and African American, 3.3 percent for students identified as White and American Indian, and 1.8 percent for students identified as White and Asian.

Among Hispanic students in the secondary grades, the retention rate was highest for Whites (6.7%) (Table 7 on page 29). Among multiracial Hispanic students in the secondary grades, retention rates for the three groups with the largest numbers of students were 5.5 percent for students identified as White and African American, 6.4 percent for students identified as White and American Indian, and 3.9 percent for students identified as White and Asian.

Figure 5
Grade-Level Retention, Grade 9, by Race/Ethnicity, Texas Public Schools, 2009-10



Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Table 6
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools,
2006-07 Through 2009-10

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2006-07	1,029	2.2	22	2.0	n/a ^a	n/a	3,317	2.2	n/a	n/a
2007-08	1,009	2.1	10	0.8	n/a	n/a	2,884	1.9	n/a	n/a
2008-09	773	1.6	14	1.2	n/a	n/a	2,463	1.5	n/a	n/a
2009-10	632	1.4	25	1.4	40	0.3	2,159	1.3	–	0.7
Grade 8										
2006-07	848	1.7	23	2.0	n/a	n/a	2,800	1.9	n/a	n/a
2007-08	1,137	2.4	13	1.2	n/a	n/a	3,762	2.6	n/a	n/a
2008-09	842	1.7	24	2.0	n/a	n/a	3,184	2.0	n/a	n/a
2009-10	746	1.7	19	1.1	78	0.7	2,692	1.6	–	0.8
Grade 9										
2006-07	10,836	19.2	168	13.4	n/a	n/a	34,976	20.8	n/a	n/a
2007-08	10,467	18.3	176	13.4	n/a	n/a	33,363	19.3	n/a	n/a
2008-09	8,225	15.0	145	11.6	n/a	n/a	27,841	16.2	n/a	n/a
2009-10	7,042	13.8	270	12.9	669	5.5	25,048	13.8	42	9.3
Grade 10										
2006-07	5,041	11.2	71	7.0	n/a	n/a	14,236	11.3	n/a	n/a
2007-08	4,534	10.0	65	6.2	n/a	n/a	12,365	9.5	n/a	n/a
2008-09	4,312	9.4	79	6.9	n/a	n/a	11,822	8.8	n/a	n/a
2009-10	3,597	8.4	100	6.2	233	2.2	10,399	7.3	15	3.6
Grade 11										
2006-07	3,116	8.1	52	5.5	n/a	n/a	8,604	8.3	n/a	n/a
2007-08	2,999	7.7	69	7.0	n/a	n/a	8,670	7.9	n/a	n/a
2008-09	3,017	7.4	43	4.3	n/a	n/a	9,155	7.7	n/a	n/a
2009-10	3,033	7.6	62	4.3	212	2.1	9,107	7.0	21	5.5
Grade 12										
2006-07	3,077	8.9	46	5.0	n/a	n/a	11,306	11.8	n/a	n/a
2007-08	3,604	9.7	53	5.4	n/a	n/a	12,653	12.1	n/a	n/a
2008-09	3,509	9.0	63	6.3	n/a	n/a	13,264	11.5	n/a	n/a
2009-10	3,071	7.8	108	7.0	373	3.6	12,077	9.4	26	6.8
Total 7-12										
2006-07	23,947	8.8	382	6.0	n/a	n/a	75,239	9.5	n/a	n/a
2007-08	23,750	8.7	386	5.8	n/a	n/a	73,697	9.0	n/a	n/a
2008-09	20,678	7.5	368	5.4	n/a	n/a	67,729	7.9	n/a	n/a
2009-10	18,121	6.9	584	5.8	1,605	2.4	61,482	6.7	110	4.5

Note. A dash (–) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section, "Reporting of Race/Ethnicity," on page 11, for additional information.

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Table 6 (continued)
Grade-Level Retention, Grades 7-12, by Grade
and Race/Ethnicity, Texas Public Schools,
2006-07 Through 2009-10

Year	White		Multiracial	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2006-07	1,244	1.0	n/a ^a	n/a
2007-08	1,097	0.9	n/a	n/a
2008-09	983	0.8	n/a	n/a
2009-10	810	0.7	43	0.8
Grade 8				
2006-07	1,206	1.0	n/a	n/a
2007-08	1,343	1.1	n/a	n/a
2008-09	1,043	0.9	n/a	n/a
2009-10	918	0.8	47	0.9
Grade 9				
2006-07	10,657	7.9	n/a	n/a
2007-08	10,164	7.8	n/a	n/a
2008-09	8,127	6.4	n/a	n/a
2009-10	6,788	5.7	341	6.2
Grade 10				
2006-07	5,581	4.6	n/a	n/a
2007-08	4,940	4.1	n/a	n/a
2008-09	4,594	3.9	n/a	n/a
2009-10	3,898	3.5	194	4.0
Grade 11				
2006-07	3,790	3.3	n/a	n/a
2007-08	3,554	3.1	n/a	n/a
2008-09	3,401	3.0	n/a	n/a
2009-10	3,320	3.1	161	3.9
Grade 12				
2006-07	4,561	4.0	n/a	n/a
2007-08	4,808	4.1	n/a	n/a
2008-09	4,825	4.2	n/a	n/a
2009-10	4,334	3.9	166	4.2
Total 7-12				
2006-07	27,039	3.7	n/a	n/a
2007-08	25,906	3.6	n/a	n/a
2008-09	22,973	3.2	n/a	n/a
2009-10	20,068	3.0	952	3.3

Note. A dash (-) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aNot available. See the section, "Reporting of Race/Ethnicity," on page 11, for additional information.

Table 7
Grade-Level Retention, Grades 7-12, Hispanic Students by Grade and Race, Texas Public Schools, 2009-10

Race	All students	Retained	Rate (%)	Race	All students	Retained	Rate (%)
Grade 7				Grade 11			
All Hispanic	169,368	2,159	1.3	All Hispanic	129,254	9,107	7.0
African American	1,951	31	1.6	African American	1,321	83	6.3
American Indian	50,884	629	1.2	American Indian	40,737	2,762	6.8
Asian	<550	–	0.7	Asian	428	23	5.4
Pacific Islander	<450	–	1.2	Pacific Islander	399	21	5.3
White	110,277	1,395	1.3	White	82,079	5,966	7.3
Multiracial	5,303	95	1.8	Multiracial	4,290	252	5.9
Grade 8				Grade 12			
All Hispanic	164,541	2,692	1.6	All Hispanic	128,707	12,077	9.4
African American	1,948	29	1.5	African American	1,252	110	8.8
American Indian	49,441	834	1.7	American Indian	39,527	3,605	9.1
Asian	<550	–	0.7	Asian	407	23	5.7
Pacific Islander	<500	–	1.2	Pacific Islander	460	51	11.1
White	107,183	1,729	1.6	White	82,659	7,968	9.6
Multiracial	4,943	90	1.8	Multiracial	4,402	320	7.3
Grade 9				Total 7-12			
All Hispanic	180,946	25,048	13.8	All Hispanic	914,670	61,482	6.7
African American	1,896	250	13.2	African American	9,898	630	6.4
American Indian	59,614	8,290	13.9	American Indian	286,057	19,576	6.8
Asian	585	54	9.2	Asian	3,000	137	4.6
Pacific Islander	634	76	12.0	Pacific Islander	2,897	211	7.3
White	111,758	15,589	13.9	White	582,264	39,059	6.7
Multiracial	6,459	789	12.2	Multiracial	30,554	1,869	6.1
Grade 10							
All Hispanic	141,854	10,399	7.3				
African American	1,530	127	8.3				
American Indian	45,854	3,456	7.5				
Asian	493	29	5.9				
Pacific Islander	512	52	10.2				
White	88,308	6,412	7.3				
Multiracial	5,157	323	6.3				

Note. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by Gender

Elementary Grades

Across the elementary grades, retention rates were highest for male first graders (6.1%) and lowest for female sixth graders (0.5%) in 2009-10 (Figure 6 and Table 8). The retention rate for males was higher than that for females in every elementary grade. In Grade 6, twice as many males were retained as females.

Figure 6
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2009-10

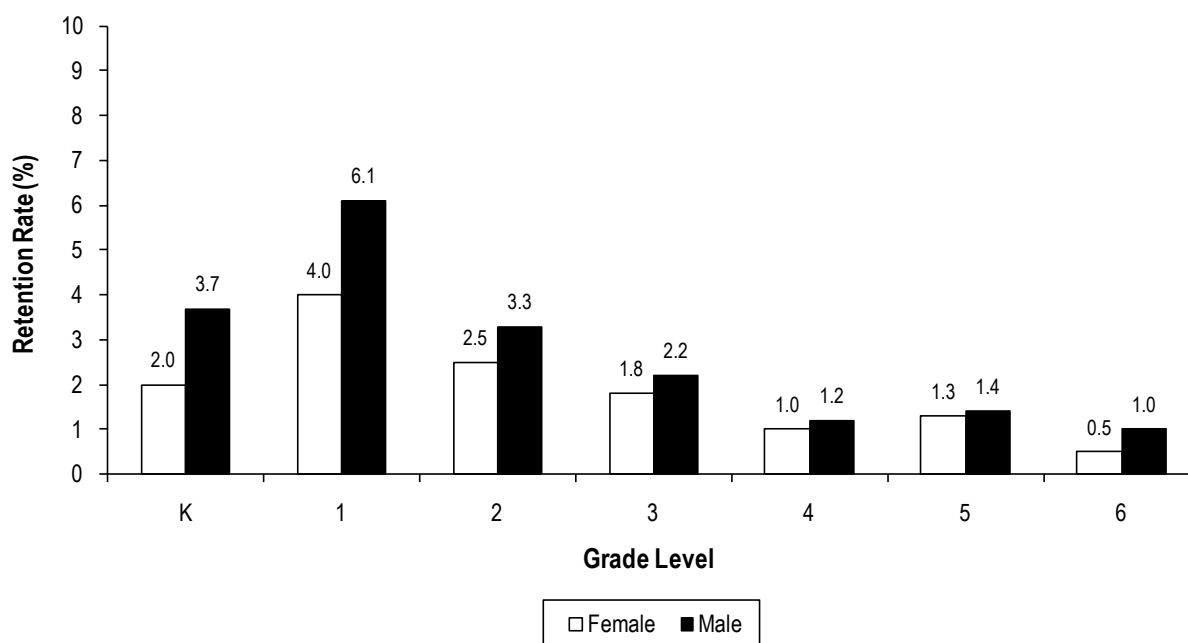


Table 8
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2009-10

Gender	Grade													
	K		1		2		3		4		5		6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	3,548	2.0	7,281	4.0	4,537	2.5	3,168	1.8	1,698	1.0	2,199	1.3	855	0.5
Male	6,942	3.7	11,857	6.1	6,293	3.3	4,139	2.2	2,290	1.2	2,514	1.4	1,837	1.0

Secondary Grades

As in the elementary grades, males had higher retention rates than females in all secondary grades (Figure 7 and Table 9). The retention rates for males and females were highest in ninth grade (13.1% and 8.3%, respectively) and lowest in seventh grade (1.4% and 0.7%, respectively).

Figure 7
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2009-10

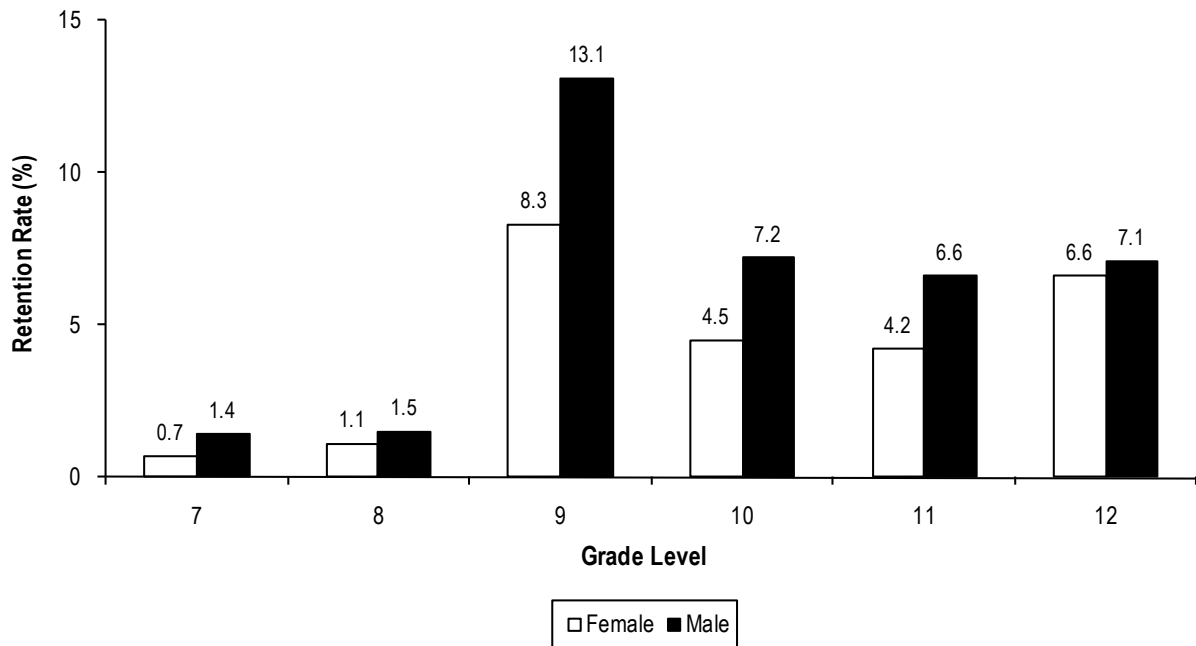


Table 9
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2009-10

	Grade											
	7		8		9		10		11		12	
Gender	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	1,267	0.7	1,828	1.1	14,711	8.3	6,951	4.5	6,099	4.2	9,613	6.6
Male	2,445	1.4	2,675	1.5	25,489	13.1	11,485	7.2	9,817	6.6	10,542	7.1

Grade-Level Retention by Economic Status

Elementary Grades

In every elementary grade except kindergarten, students who were identified as economically disadvantaged had a higher retention rate in 2009-10 than students who were not identified as economically disadvantaged (Figure 8 and Table 10). Rates for both economically disadvantaged and non-economically disadvantaged students were highest in Grade 1 (6.0% and 3.8%, respectively). From 2008-09 to 2009-10, retention rates for both groups decreased in all grades except Grade 4, in which rates stayed the same. Students in Grade 1 who were economically disadvantaged had the largest decrease in retention rate (0.7 percentage points).

Figure 8
Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2009-10

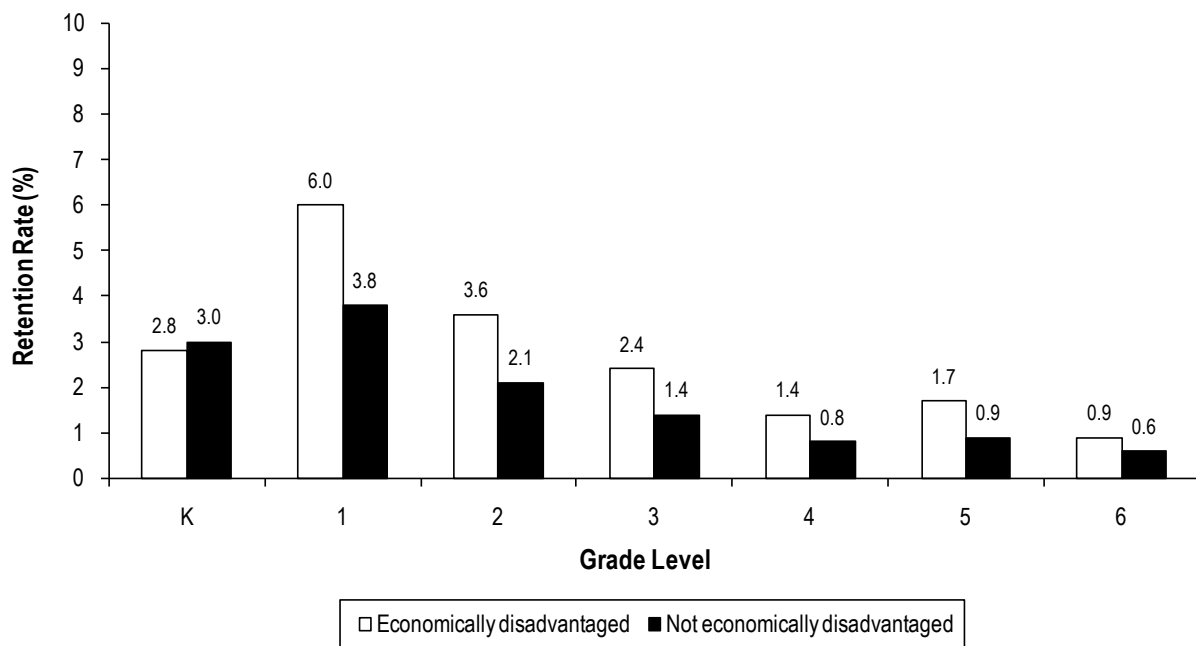


Table 10
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2009-10

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
1999-00	4,468	3.0	3,473	2.7
2000-01	5,029	3.3	4,081	3.1
2001-02	5,670	3.5	4,298	3.2
2002-03	6,639	3.8	4,410	3.3
2003-04	7,049	3.9	4,635	3.4
2004-05	7,525	3.9	4,665	3.5
2005-06	7,780	3.8	4,779	3.4
2006-07	7,686	3.7	4,760	3.4
2007-08	7,006	3.4	4,451	3.1
2008-09	5,846	3.0	5,190	3.2
2009-10	5,912	2.8	4,578	3.0
Grade 1				
1999-00	13,749	8.0	5,756	4.2
2000-01	13,483	7.9	6,046	4.3
2001-02	14,397	8.1	5,697	4.1
2002-03	14,767	8.0	5,413	3.9
2003-04	15,617	8.1	5,484	4.0
2004-05	16,186	8.1	5,310	3.9
2005-06	17,047	8.1	5,493	3.9
2006-07	17,758	8.1	5,412	3.7
2007-08	16,678	7.6	5,174	3.5
2008-09	14,109	6.7	6,861	4.2
2009-10	13,133	6.0	6,005	3.8
Grade 2				
1999-00	7,244	4.4	2,608	1.9
2000-01	8,053	4.7	2,948	2.1
2001-02	8,286	4.8	2,780	2.0
2002-03	8,386	4.7	2,798	2.1
2003-04	8,906	4.9	2,742	2.0
2004-05	9,247	4.8	2,612	1.9
2005-06	9,631	4.9	2,846	2.1
2006-07	9,707	4.7	2,676	1.9
2007-08	9,397	4.4	2,735	1.9
2008-09	7,830	3.8	3,458	2.2
2009-10	7,674	3.6	3,156	2.1
Grade 3				
1999-00	5,113	3.1	1,749	1.3
2000-01	5,656	3.4	2,003	1.4
2001-02	5,859	3.4	1,777	1.3

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2009-10

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2002-03	7,009	4.0	1,915	1.4
2003-04	6,395	3.6	1,801	1.3
2004-05	8,388	4.5	1,978	1.5
2005-06	7,815	4.0	1,943	1.4
2006-07	7,514	3.8	1,928	1.4
2007-08	7,091	3.5	1,827	1.2
2008-09	5,929	2.9	2,489	1.5
2009-10	5,146	2.4	2,161	1.4
Grade 4				
1999-00	2,927	1.9	1,087	0.8
2000-01	3,172	2.0	1,233	0.9
2001-02	2,977	1.8	1,066	0.7
2002-03	3,727	2.1	1,116	0.8
2003-04	3,889	2.2	1,258	0.9
2004-05	4,393	2.4	1,237	0.9
2005-06	4,361	2.4	1,304	0.9
2006-07	4,163	2.2	1,188	0.8
2007-08	3,475	1.8	1,030	0.7
2008-09	2,676	1.4	1,308	0.8
2009-10	2,802	1.4	1,186	0.8
Grade 5				
1999-00	1,993	1.3	945	0.7
2000-01	1,827	1.2	962	0.7
2001-02	1,790	1.1	801	0.6
2002-03	2,197	1.3	912	0.6
2003-04	2,280	1.3	945	0.7
2004-05	8,880	5.0	2,279	1.6
2005-06	6,980	3.7	1,911	1.4
2006-07	5,749	3.1	1,539	1.1
2007-08	5,203	2.7	1,543	1.0
2008-09	3,943	2.1	1,792	1.1
2009-10	3,343	1.7	1,370	0.9
Grade 6				
1999-00	3,470	2.4	1,436	1.0
2000-01	3,359	2.3	1,465	1.0
2001-02	3,079	2.0	1,335	0.9
2002-03	3,299	2.0	1,264	0.8
2003-04	3,513	2.0	1,282	0.9
2004-05	3,666	2.1	1,235	0.8
2005-06	3,017	1.7	1,049	0.7

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2009-10

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2006-07	2,768	1.5	1,048	0.7
2007-08	2,231	1.3	861	0.6
2008-09	1,708	1.0	1,084	0.7
2009-10	1,705	0.9	987	0.6
Total K-6				
1999-00	38,964	3.5	17,054	1.7
2000-01	40,579	3.6	18,738	1.9
2001-02	42,058	3.6	17,754	1.8
2002-03	46,024	3.8	17,828	1.8
2003-04	47,649	3.8	18,147	1.9
2004-05	58,285	4.5	19,316	2.0
2005-06	56,631	4.2	19,325	2.0
2006-07	55,345	4.0	18,551	1.9
2007-08	51,171	3.6	17,621	1.7
2008-09	42,041	3.1	22,182	2.0
2009-10	39,715	2.7	19,443	1.8

Grade-Level Retention by Economic Status

Secondary Grades

In each secondary grade, students who were identified as economically disadvantaged had a higher retention rate in 2009-10 than students who were not identified as economically disadvantaged (Figure 9 and Table 11). The rate for each economic group was highest in Grade 9. Although Grade 9 students who were economically disadvantaged had the highest retention rate each year between 1999-00 and 2009-10, they also had the greatest rate decrease over the entire period (12.2 percentage points). Retention rates for both economically disadvantaged and non-economically disadvantaged students declined between 1999-00 and 2009-10 in every secondary grade except Grade 12. In Grade 12, rates increased by 1.7 percentage points for economically disadvantaged students and by 2.0 percentage points for students who were not economically disadvantaged.

Figure 9
Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2009-10

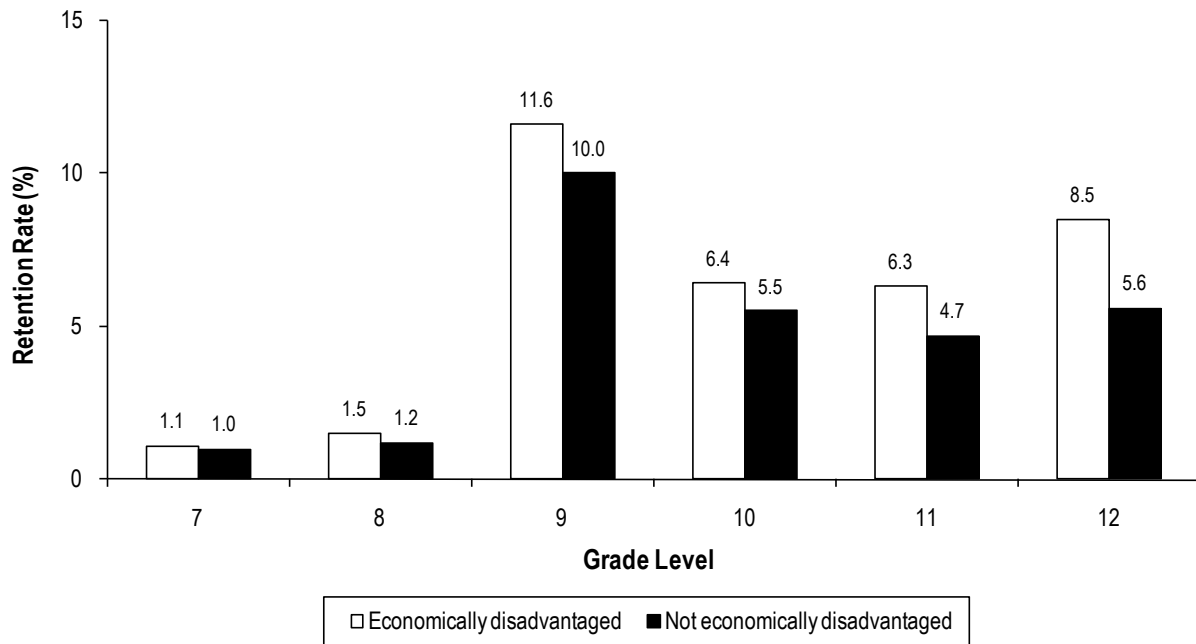


Table 11
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2009-10

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
1999-00	5,448	4.0	3,065	1.9
2000-01	5,079	3.6	2,683	1.6
2001-02	4,689	3.1	2,270	1.4
2002-03	5,060	3.2	2,429	1.5
2003-04	5,105	3.1	2,267	1.4
2004-05	5,625	3.2	2,085	1.3
2005-06	5,311	3.0	2,002	1.3
2006-07	4,009	2.3	1,654	1.1
2007-08	3,559	2.0	1,493	1.0
2008-09	2,346	1.4	1,921	1.1
2009-10	2,106	1.1	1,606	1.0
Grade 8				
1999-00	3,588	2.9	2,581	1.6
2000-01	3,707	2.8	2,646	1.6
2001-02	3,425	2.5	2,217	1.3
2002-03	3,769	2.6	2,157	1.3
2003-04	3,886	2.5	2,213	1.3
2004-05	3,940	2.4	2,029	1.3
2005-06	3,904	2.3	1,935	1.2
2006-07	3,209	1.9	1,734	1.1
2007-08	4,287	2.6	2,036	1.3
2008-09	2,921	1.7	2,244	1.3
2009-10	2,546	1.5	1,957	1.2
Grade 9				
1999-00	30,803	23.8	27,648	13.8
2000-01	30,769	22.7	27,594	13.7
2001-02	32,447	22.4	25,314	12.9
2002-03	33,096	21.5	24,101	12.3
2003-04	34,089	21.4	24,163	12.5
2004-05	36,087	21.1	22,518	11.8
2005-06	38,122	21.1	22,604	12.0
2006-07	36,268	19.8	20,945	11.1
2007-08	35,007	18.9	19,824	10.5
2008-09	22,994	13.5	22,022	11.2
2009-10	21,150	11.6	19,050	10.0
Grade 10				
1999-00	9,063	10.7	10,860	6.4
2000-01	10,074	10.9	11,680	6.6
2001-02	11,411	11.4	11,315	6.4

continues

Table 11 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2009-10

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2002-03	13,170	12.1	11,581	6.7
2003-04	13,358	11.5	11,263	6.5
2004-05	14,317	11.8	11,082	6.5
2005-06	15,007	11.6	11,225	6.5
2006-07	14,640	10.9	10,602	6.2
2007-08	12,899	9.5	9,315	5.4
2008-09	10,219	7.6	10,906	6.2
2009-10	9,050	6.4	9,386	5.5
Grade 11				
1999-00	5,306	8.2	7,500	4.9
2000-01	5,542	8.0	7,898	5.0
2001-02	6,178	8.1	7,585	4.7
2002-03	6,486	7.9	7,157	4.4
2003-04	6,697	7.6	6,946	4.4
2004-05	7,646	7.9	7,012	4.4
2005-06	8,762	8.6	7,220	4.5
2006-07	8,566	8.1	7,234	4.5
2007-08	8,681	7.8	6,849	4.2
2008-09	7,795	6.7	8,060	4.8
2009-10	8,101	6.3	7,815	4.7
Grade 12				
1999-00	3,910	6.8	5,721	3.6
2000-01	4,171	6.9	6,240	3.9
2001-02	4,458	6.7	6,219	3.8
2002-03	5,000	6.6	6,356	3.8
2003-04	5,196	6.4	6,058	3.6
2004-05	6,030	7.0	5,988	3.7
2005-06	9,145	10.1	7,683	4.7
2006-07	10,688	11.7	8,654	5.2
2007-08	11,804	11.9	9,720	5.7
2008-09	11,204	10.3	10,846	6.3
2009-10	10,461	8.5	9,694	5.6
Total 7-12				
1999-00	58,118	9.7	57,375	5.7
2000-01	59,342	9.4	58,741	5.7
2001-02	62,608	9.3	54,920	5.3
2002-03	66,581	9.2	53,781	5.2
2003-04	68,331	8.9	52,910	5.2
2004-05	73,645	9.1	50,714	5.1
2005-06	80,251	9.4	52,669	5.3

continues

Table 11 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2009-10

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2006-07	77,380	9.0	50,823	5.1
2007-08	76,237	8.7	49,237	4.9
2008-09	57,479	6.6	55,999	5.3
2009-10	53,414	5.7	49,508	4.8

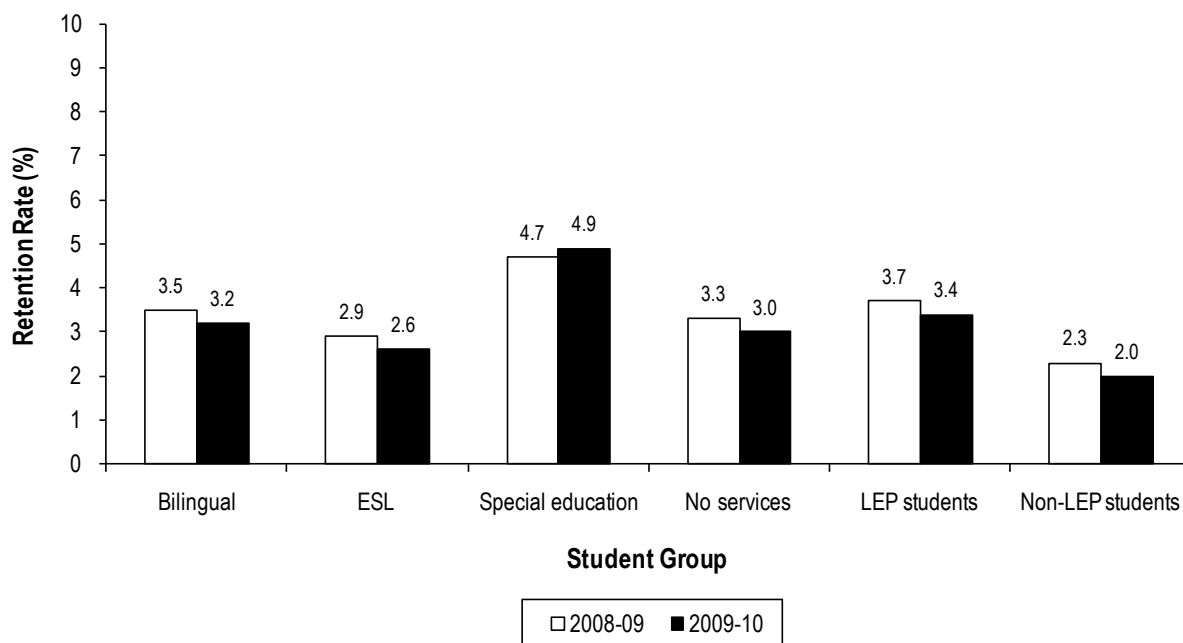
Grade-Level Retention by Limited English Proficiency Status

Elementary Grades

Reading and language difficulties have been shown to be highly correlated with retention in the elementary grades (Kaczala, 1991; Marcon, 1993). Texas students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as limited English proficient (LEP) are enrolled in bilingual or English as a second language (ESL) programs. LEP students participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2009-10, almost 94 percent of all LEP students in the elementary grades participated in bilingual or ESL programs.

In the elementary grades, LEP students overall had higher rates of retention than non-LEP students in all grades except kindergarten (Table 12). Retention rates in 2009-10 for LEP students receiving bilingual or special education services (3.2% and 4.9%, respectively) were higher than the rate for LEP students who were not receiving services (3.0%) (Figure 10).

Figure 10
Grade-Level Retention, Grades K-6, by Limited English Proficiency Status and Service Received, Texas Public Schools, 2008-09 and 2009-10



Note. ESL = English as a second language. LEP = limited English proficient.

Table 12
Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP ^c students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
1999-00	687	1.6	420	3.1	20	6.6	52	1.7	1,179	2.0	6,762	3.1
2000-01	787	1.8	485	3.4	32	8.8	91	2.3	1,395	2.2	7,715	3.4
2001-02	876	1.8	536	3.3	30	8.3	88	2.1	1,530	2.2	8,438	3.7
2002-03	1,089	2.2	649	3.7	43	8.7	81	2.0	1,862	2.6	9,187	3.9
2003-04	1,194	2.3	627	3.8	110	12.3	68	1.9	2,545	3.1	9,139	3.9
2004-05	1,238	2.2	642	3.7	125	13.1	71	2.0	2,643	3.1	9,547	4.0
2005-06	1,295	2.2	741	4.0	146	14.6	69	2.0	2,882	3.1	9,677	3.9
2006-07	1,274	2.0	639	3.3	110	11.5	81	2.1	2,686	2.8	9,760	3.9
2007-08	1,246	1.9	598	3.1	135	13.9	83	2.0	2,636	2.7	8,821	3.5
2008-09	1,226	1.8	575	2.8	115	12.5	68	1.8	2,433	2.4	8,603	3.4
2009-10	1,231	1.8	574	2.8	101	11.4	65	1.8	2,393	2.3	8,097	3.1
Grade 1												
1999-00	3,075	6.8	1,141	7.4	49	9.0	283	6.7	4,548	7.0	14,957	6.2
2000-01	3,139	6.6	1,164	7.2	63	10.4	328	6.6	4,694	6.8	14,835	6.1
2001-02	3,610	7.2	1,201	6.9	71	10.5	352	7.1	5,234	7.2	14,860	6.1
2002-03	3,700	7.1	1,228	6.4	73	10.9	325	6.4	5,326	6.9	14,854	6.1
2003-04	3,817	7.0	1,363	7.2	166	13.5	332	7.2	7,019	8.0	14,082	5.8
2004-05	4,076	7.3	1,255	6.5	196	15.2	328	6.7	7,147	8.0	14,349	5.8
2005-06	4,123	7.0	1,296	6.5	185	15.6	310	6.3	7,387	7.9	15,153	5.9
2006-07	4,300	6.7	1,202	5.7	161	14.1	378	7.6	7,321	7.4	15,849	6.0
2007-08	4,270	6.3	1,195	5.5	170	13.8	312	6.0	7,155	6.9	14,697	5.5
2008-09	4,185	6.0	1,149	5.2	133	12.4	361	6.7	6,861	6.5	14,109	5.3
2009-10	3,910	5.5	1,051	4.6	130	12.2	299	5.8	6,396	5.9	12,742	4.7
Grade 2												
1999-00	1,991	4.8	591	4.1	35	5.3	135	3.2	2,752	4.5	7,100	2.9
2000-01	2,231	5.1	784	5.0	38	4.9	185	3.7	3,238	5.0	7,763	3.2
2001-02	2,356	5.1	801	4.7	28	3.6	208	4.1	3,393	4.9	7,673	3.2
2002-03	2,468	5.2	830	4.6	37	4.5	169	3.4	3,504	4.9	7,680	3.2
2003-04	2,511	5.1	963	5.2	75	5.8	174	3.9	4,529	5.6	7,119	3.0
2004-05	2,631	5.0	878	4.6	78	5.7	192	3.9	4,613	5.4	7,246	3.0
2005-06	2,717	5.0	863	4.4	67	5.0	187	3.6	4,718	5.4	7,759	3.1
2006-07	2,831	4.9	844	4.1	82	6.4	235	4.4	4,708	5.2	7,675	3.0
2007-08	2,734	4.4	751	3.6	85	6.9	192	3.6	4,530	4.7	7,602	2.9
2008-09	2,734	4.2	751	3.4	62	5.3	178	3.3	4,336	4.3	6,952	2.6
2009-10	2,639	3.9	701	3.2	64	5.8	197	3.5	4,189	4.1	6,641	2.5

^aEnglish as a second language. ^bIncludes limited English proficient students whose parents did not give permission for participation in special language programs and those whose services received are unknown. ^cLimited English proficient.

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Table 12 (continued)
Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10

Year	Services received by retained LEP students										Non-LEP students	
	Bilingual		ESL ^a		Special education		No services ^b		LEP ^c students		Retained	Rate (%)
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)		
Grade 3												
1999-00	1,393	3.8	409	3.2	21	2.5	96	2.5	1,919	3.6	4,943	2.0
2000-01	1,551	4.1	457	3.2	30	3.2	136	3.0	2,174	3.8	5,485	2.2
2001-02	1,685	4.1	525	3.3	30	3.0	122	2.6	2,362	3.8	5,274	2.1
2002-03	2,173	5.0	713	4.1	19	2.0	153	3.3	3,058	4.6	5,866	2.4
2003-04	1,880	4.4	759	4.3	56	3.6	122	3.0	3,400	4.6	4,796	2.0
2004-05	2,763	6.1	859	4.8	52	3.2	154	3.7	4,524	5.9	5,842	2.4
2005-06	2,421	4.9	782	4.2	54	3.4	177	3.9	4,146	5.1	5,612	2.2
2006-07	2,355	4.5	767	4.0	55	3.7	136	2.8	3,850	4.6	5,592	2.2
2007-08	2,074	3.7	696	3.5	63	4.7	156	3.1	3,474	3.9	5,444	2.1
2008-09	2,067	3.4	636	3.0	37	2.9	168	3.1	3,373	3.6	5,045	1.9
2009-10	1,843	3.0	462	2.1	40	3.1	116	2.2	2,898	3.0	4,409	1.6
Grade 4												
1999-00	708	2.8	318	2.6	21	2.4	36	1.1	1,083	2.6	2,931	1.1
2000-01	708	2.7	285	2.4	19	1.9	86	2.8	1,098	2.6	3,307	1.3
2001-02	691	2.5	248	2.0	8	0.8	69	2.3	1,016	2.3	3,027	1.1
2002-03	933	3.1	328	2.4	11	1.0	73	2.4	1,345	2.8	3,498	1.3
2003-04	927	3.1	331	2.6	23	1.5	57	2.7	1,732	3.3	3,415	1.3
2004-05	1,072	3.5	365	3.1	38	2.3	47	2.5	1,945	3.5	3,685	1.4
2005-06	1,042	3.2	382	3.0	35	2.2	54	2.4	1,949	3.4	3,716	1.4
2006-07	1,048	2.9	306	2.2	26	1.7	52	2.3	1,763	3.0	3,588	1.3
2007-08	936	2.3	283	1.7	17	1.1	66	2.0	1,578	2.3	2,927	1.1
2008-09	816	1.8	257	1.4	15	1.2	57	1.5	1,394	1.9	2,590	0.9
2009-10	877	1.8	256	1.4	20	1.6	54	1.3	1,451	1.9	2,537	0.9
Grade 5												
1999-00	298	1.6	203	1.8	38	3.6	29	1.0	568	1.7	2,370	0.9
2000-01	285	1.5	177	1.7	45	4.3	28	1.0	535	1.6	2,254	0.8
2001-02	301	1.5	152	1.5	29	2.5	23	0.9	505	1.5	2,086	0.8
2002-03	360	1.7	218	2.0	18	1.5	37	1.5	633	1.8	2,476	0.9
2003-04	357	1.6	242	2.0	33	2.0	26	1.4	828	1.9	2,397	0.9
2004-05	1,694	7.3	1,073	9.6	37	2.1	124	7.7	3,534	8.0	7,625	2.8
2005-06	1,396	5.5	815	6.3	33	2.0	114	6.5	2,873	5.9	6,018	2.2
2006-07	1,289	4.8	713	5.5	42	2.7	93	5.5	2,474	5.2	4,814	1.7
2007-08	1,273	4.4	489	3.9	38	2.4	70	3.8	2,202	4.5	4,544	1.6
2008-09	1,174	3.7	470	3.5	23	1.7	66	2.9	1,976	3.8	3,759	1.3
2009-10	1,035	3.1	386	2.9	21	1.7	68	3.2	1,726	3.2	2,987	1.0

^aEnglish as a second language. ^bIncludes limited English proficient students whose parents did not give permission for participation in special language programs and those whose services received are unknown. ^cLimited English proficient.

continues

Table 12 (continued)
Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP ^c students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 6												
1999-00	65	1.5	698	3.4	32	2.4	72	2.6	867	3.0	4,039	1.5
2000-01	52	1.3	602	3.2	15	1.0	55	2.3	724	2.7	4,100	1.5
2001-02	44	1.1	478	2.6	20	1.4	64	2.7	606	2.3	3,808	1.3
2002-03	52	1.3	469	2.6	28	2.0	78	3.2	627	2.4	3,936	1.3
2003-04	49	1.3	586	2.6	48	2.7	43	2.6	916	2.6	3,879	1.3
2004-05	61	1.5	657	2.6	41	2.1	68	3.8	1,039	2.7	3,862	1.4
2005-06	44	1.2	511	2.3	39	2.0	31	2.4	822	2.4	3,244	1.1
2006-07	49	1.1	463	2.0	39	2.1	31	2.5	723	2.1	3,093	1.1
2007-08	48	1.0	445	1.6	29	1.8	26	1.6	688	1.8	2,494	0.9
2008-09	44	0.8	363	1.3	16	1.2	27	1.7	572	1.4	2,220	0.7
2009-10	51	0.9	443	1.5	21	1.8	24	1.3	647	1.6	2,045	0.7
Total K-6												
1999-00	8,217	3.8	3,780	3.8	216	3.9	703	2.9	12,916	3.8	43,102	2.5
2000-01	8,753	4.0	3,954	3.9	242	3.9	909	3.4	13,858	3.9	45,459	2.6
2001-02	9,563	4.0	3,941	3.7	216	3.4	926	3.5	14,646	3.9	45,166	2.5
2002-03	10,775	4.3	4,435	3.9	229	3.5	916	3.4	16,355	4.1	47,497	2.6
2003-04	10,735	4.2	4,871	4.1	511	5.1	822	3.7	20,969	4.6	44,827	2.5
2004-05	13,535	5.1	5,729	4.7	567	5.4	984	4.3	25,445	5.3	52,156	2.9
2005-06	13,038	4.6	5,390	4.3	559	5.5	942	4.0	24,777	5.0	51,179	2.8
2006-07	13,146	4.3	4,934	3.8	515	5.2	1,006	4.1	23,525	4.6	50,371	2.7
2007-08	12,581	3.8	4,457	3.2	537	5.6	905	3.4	22,263	4.1	46,529	2.5
2008-09	12,246	3.5	4,201	2.9	401	4.7	925	3.3	20,945	3.7	43,278	2.3
2009-10	11,586	3.2	3,873	2.6	397	4.9	823	3.0	19,700	3.4	39,458	2.0

^aEnglish as a second language. ^bIncludes limited English proficient students whose parents did not give permission for participation in special language programs and those whose services received are unknown. ^cLimited English proficient.

Grade-Level Retention by Limited English Proficiency Status

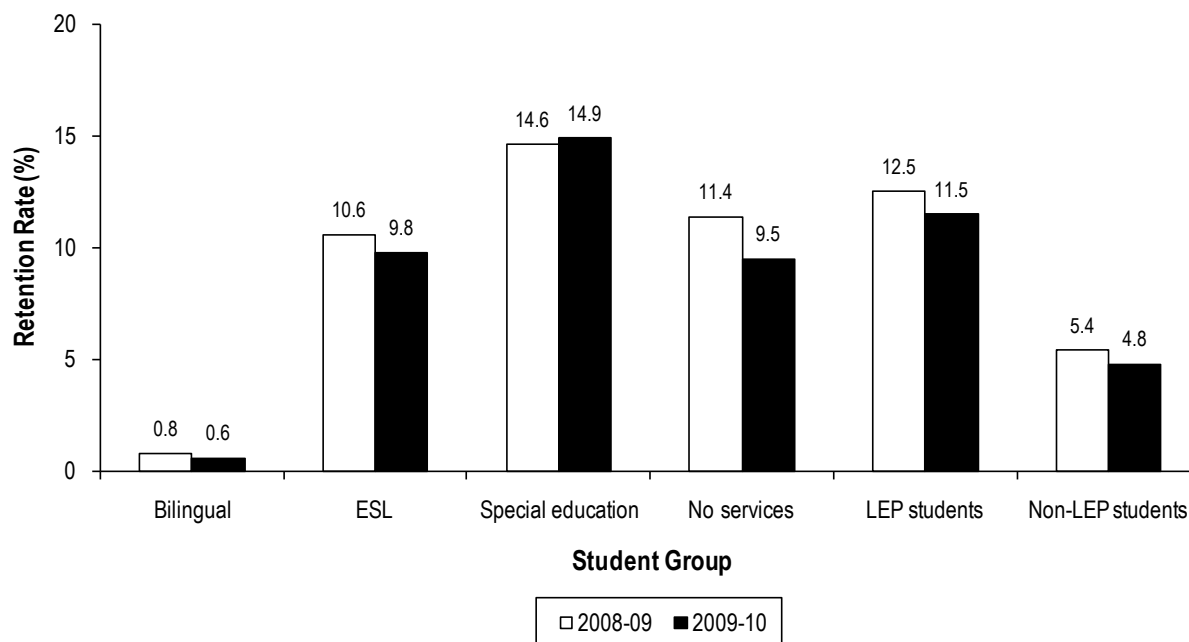
Secondary Grades

In 2009-10, the retention rate for LEP students across all secondary grades decreased from the previous year by 1.0 percentage points to 11.5 percent (Figure 11 and Table 13). Between 2008-09 and 2009-10, rates decreased by 0.1 to 2.1 percentage points in all grades.

The retention rate in 2009-10 for non-LEP students across all secondary grades (4.8%) decreased by 0.6 percentage points from the previous year. Additionally, the rate for non-LEP students decreased at every grade level. The difference in retention rates between students who were LEP and students who were not decreased from 7.1 percentage points in 2008-09 to 6.7 percentage points in 2009-10.

Over 91 percent of LEP students in secondary school were served in bilingual or ESL programs. The retention rates for secondary school bilingual students and ESL students in 2009-10 were 0.6 percent and 9.8 percent, respectively.

Figure 11
Grade-Level Retention, Grades 7-12, by Limited English Proficiency Status and Service Received, Texas Public Schools, 2008-09 and 2009-10



Note. ESL = English as a second language. LEP = limited English proficient.

Table 13
Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10

Year	Services received by retained LEP students										Non-LEP students	
	Bilingual		ESL ^a		Special education		No services ^b		LEP ^c students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7												
1999-00	13	2.9	936	4.8	–	3.5	123	4.9	1,120	4.7	7,393	2.7
2000-01	–	1.2	788	3.9	–	2.7	98	4.2	926	3.8	6,836	2.4
2001-02	6	3.5	760	3.8	33	2.1	96	4.8	895	3.7	6,064	2.1
2002-03	8	4.2	706	3.6	22	1.5	90	4.6	826	3.6	6,663	2.2
2003-04	23	10.6	740	3.8	43	2.4	66	5.6	1,171	4.1	6,201	2.1
2004-05	–	3.3	860	4.0	69	3.4	86	5.8	1,339	4.3	6,371	2.2
2005-06	15	8.9	872	3.7	83	4.2	72	4.6	1,369	4.0	5,944	2.0
2006-07	–	3.0	607	2.8	83	4.3	43	4.0	948	3.4	4,715	1.6
2007-08	–	0.5	665	2.6	62	3.3	33	2.5	968	3.0	4,084	1.3
2008-09	–	1.2	465	1.7	49	3.1	26	1.7	722	2.1	3,545	1.2
2009-10	–	0.3	472	1.7	27	2.3	23	1.7	690	2.0	3,022	1.0
Grade 8												
1999-00	–	2.7	600	3.6	50	4.1	72	2.9	729	3.5	5,440	2.0
2000-01	–	2.0	615	3.6	–	3.4	63	2.8	729	3.4	5,624	2.0
2001-02	6	6.5	533	3.0	47	3.2	47	2.8	633	3.0	5,009	1.8
2002-03	8	6.7	577	3.3	44	2.9	58	3.3	687	3.2	5,239	1.8
2003-04	–	4.5	596	3.3	66	3.6	47	4.0	941	3.5	5,158	1.8
2004-05	–	2.6	510	2.8	59	2.8	43	3.3	864	3.2	5,105	1.7
2005-06	–	3.4	608	3.0	89	4.3	45	3.2	978	3.4	4,861	1.6
2006-07	0	0.0	564	2.5	92	4.5	36	2.5	898	3.1	4,045	1.3
2007-08	–	1.8	892	4.5	91	4.5	47	4.6	1,278	5.0	5,045	1.7
2008-09	0	0.0	768	3.5	54	3.2	32	2.7	1,076	3.9	4,089	1.3
2009-10	–	1.0	674	3.0	42	3.2	25	2.3	995	3.6	3,508	1.1
Grade 9												
1999-00	7	38.9	5,751	30.2	318	27.4	952	28.9	7,028	29.9	51,423	16.8
2000-01	6	20.7	5,887	29.2	345	24.9	818	28.3	7,056	28.8	51,307	16.5
2001-02	8	32.0	6,200	28.7	402	25.7	767	32.0	7,377	28.8	50,384	16.0
2002-03	–	18.2	6,188	27.3	–	24.0	634	27.0	7,200	27.1	49,997	15.5
2003-04	–	16.7	5,949	26.9	636	33.1	399	26.1	9,521	31.6	48,731	15.1
2004-05	–	10.0	5,957	27.4	735	32.2	480	29.7	10,080	30.9	48,525	14.8
2005-06	0	0.0	6,106	26.3	790	33.5	492	28.7	10,097	29.9	50,629	15.1
2006-07	–	50.0	6,064	25.2	772	31.6	488	26.5	9,478	29.0	47,735	14.1
2007-08	–	16.7	6,161	24.1	811	32.5	445	25.0	9,667	28.0	45,164	13.3
2008-09	0	0.0	4,714	20.4	611	29.7	287	23.5	7,742	25.2	37,274	11.1
2009-10	0	0.0	4,257	18.4	440	30.2	226	19.5	6,852	23.1	33,348	9.7

Note. A dash (–) indicates data are not reported to protect student anonymity.

^aEnglish as a second language. ^bIncludes limited English proficient students whose parents did not give permission for participation in special language programs and those whose services received are unknown. ^cLimited English proficient.

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Table 13 (continued)

Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10

Year	Services received by retained LEP students										Non-LEP students	
	Bilingual		ESL ^a		Special education		No services ^b		LEP ^c students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 10												
1999-00	–	14.3	1,519	13.3	–	13.4	344	13.4	1,965	13.3	17,958	7.5
2000-01	–	12.5	1,739	14.5	–	14.1	307	14.1	2,174	14.4	19,580	7.7
2001-02	0	0.0	2,028	15.1	151	14.3	293	14.8	2,472	15.0	20,254	7.8
2002-03	–	11.1	2,252	15.1	–	13.9	291	16.4	2,695	15.2	22,056	8.3
2003-04	0	0.0	2,044	14.1	220	17.9	196	15.5	3,099	16.5	21,522	7.9
2004-05	–	33.3	1,984	14.6	243	17.0	183	16.1	3,106	16.0	22,293	8.2
2005-06	–	14.3	1,845	13.6	243	17.3	154	15.7	2,931	15.4	23,301	8.2
2006-07	0	0.0	1,835	13.0	269	17.8	175	17.4	2,769	15.1	22,473	7.9
2007-08	–	20.0	1,719	11.1	244	14.9	139	11.1	2,544	12.7	19,670	6.8
2008-09	0	0.0	1,708	10.5	213	16.4	129	12.0	2,547	12.5	18,578	6.4
2009-10	0	0.0	1,316	9.1	153	15.1	67	9.3	1,929	10.9	16,507	5.6
Grade 11												
1999-00	0	0.0	826	11.9	61	11.4	183	10.5	1,070	11.6	11,736	5.6
2000-01	0	0.0	810	11.6	85	12.1	183	10.8	1,078	11.5	12,362	5.7
2001-02	0	0.0	887	11.7	81	10.6	177	12.8	1,145	11.7	12,618	5.5
2002-03	–	28.6	896	10.3	–	9.6	161	12.1	1,135	10.5	12,508	5.4
2003-04	–	30.0	961	9.2	130	14.1	110	9.2	1,514	11.1	12,129	5.2
2004-05	–	40.0	1,080	10.7	111	9.9	108	11.1	1,729	12.0	12,929	5.4
2005-06	–	66.7	1,164	11.4	167	14.7	117	13.0	1,796	12.6	14,186	5.8
2006-07	0	0.0	1,161	11.4	150	13.2	95	12.8	1,687	13.0	14,113	5.5
2007-08	0	0.0	1,232	11.3	143	11.5	106	14.2	1,713	12.4	13,817	5.3
2008-09	0	0.0	1,355	11.4	156	13.4	88	11.3	1,928	12.9	13,927	5.2
2009-10	0	0.0	1,383	11.0	119	14.8	59	8.4	1,844	12.3	14,072	5.1
Grade 12												
1999-00	0	0.0	496	12.2	53	10.5	113	7.7	662	10.9	8,969	4.3
2000-01	0	0.0	513	13.7	105	16.5	101	8.4	719	12.9	9,692	4.5
2001-02	0	0.0	580	14.4	111	14.5	105	9.1	796	13.4	9,881	4.4
2002-03	–	75.0	627	13.5	–	15.4	145	12.0	902	13.5	10,454	4.4
2003-04	–	16.7	772	12.9	127	15.2	72	7.7	1,134	13.4	10,120	4.2
2004-05	0	0.0	957	15.5	164	15.4	95	10.2	1,414	13.6	10,604	4.5
2005-06	0	0.0	1,644	25.6	214	19.6	160	23.0	2,300	22.6	14,528	6.0
2006-07	–	33.3	2,065	31.3	240	20.0	161	27.0	2,767	30.4	16,575	6.7
2007-08	0	0.0	2,508	31.9	287	21.7	165	28.2	3,260	31.3	18,264	7.1
2008-09	0	0.0	2,603	29.8	215	18.8	161	28.2	3,330	29.6	18,720	6.9
2009-10	0	0.0	2,601	29.1	217	23.1	134	22.6	3,209	28.9	16,946	6.0

Note. A dash (–) indicates data are not reported to protect student anonymity.

^aEnglish as a second language. ^bIncludes limited English proficient students whose parents did not give permission for participation in special language programs and those whose services received are unknown. ^cLimited English proficient.

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Table 13 (continued)

Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency Status, and Service Received, Texas Public Schools, 1999-00 Through 2009-10

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP ^c students			
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)		
Total 7-12												
1999-00	28	3.8	10,128	13.0	631	11.4	1,787	12.7	12,574	12.8	102,919	6.8
2000-01	13	2.9	10,352	12.9	747	11.6	1,570	12.5	12,682	12.7	105,401	6.8
2001-02	20	6.4	10,988	13.0	825	11.5	1,485	14.0	13,318	13.0	104,210	6.5
2002-03	24	7.1	11,246	12.8	796	11.0	1,379	13.2	13,445	12.7	106,917	6.5
2003-04	32	9.5	11,062	12.2	1,222	14.2	890	12.2	17,380	13.8	103,861	6.3
2004-05	11	4.9	11,348	12.4	1,381	13.8	995	13.3	18,532	13.7	105,827	6.3
2005-06	23	8.1	12,239	12.6	1,586	15.7	1,040	14.3	19,471	13.9	113,449	6.6
2006-07	8	3.5	12,296	12.4	1,606	15.6	998	15.0	18,547	14.3	109,656	6.3
2007-08	5	1.6	13,177	12.6	1,638	15.5	935	14.0	19,430	14.2	106,044	6.1
2008-09	–	0.8	11,613	10.6	1,298	14.6	723	11.4	17,345	12.5	96,133	5.4
2009-10	–	0.6	10,703	9.8	998	14.9	534	9.5	15,519	11.5	87,403	4.8

Note. A dash (–) indicates data are not reported to protect student anonymity.

^aEnglish as a second language. ^bIncludes limited English proficient students whose parents did not give permission for participation in special language programs and those whose services received are unknown. ^cLimited English proficient.

Grade-Level Retention of Special Education Students by Primary Disability

Elementary Grades

Each student receiving special education services has an individualized education program that is developed by a local admission, review, and dismissal (ARD) committee and that specifies goals and objectives for the year. The student progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabling conditions vary across Texas districts.

ARDs assign each special education student a primary disability from 1 of 13 categories of disability. For most elementary special education students in 2009-10 (85.1%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; and mental retardation (Table 14 on page 50). The same five categories accounted for most elementary special education students who were retained (87.6%).

In 2009-10, retention rates for special education students varied widely based on primary disability and grade. The results that follow are based on the five most common primary disabilities.

In kindergarten, students with learning disabilities had the highest retention rate (14.5%) among students with one of the five most common disabilities. In Grades 1-3, retention rates were highest for students with speech impairments. In Grades 4-6, retention rates were highest for students with mental retardation. In Grades K-3, students with autism had the lowest retention rates. In Grades 4-6, students with learning disabilities had the lowest rates.

In Grade 1, retention rates were highest for students with speech impairments (11.7%) and learning disabilities (9.1%). Retention rates for both groups decreased markedly from the lower to the higher elementary grades, and the difference in rates between the two groups decreased from 2.6 percentage points in Grade 1 to just 0.3 percentage points by Grade 6 (Figure 12).

Figure 12
Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, Grades K-6, by Grade, Texas Public Schools, 2009-10

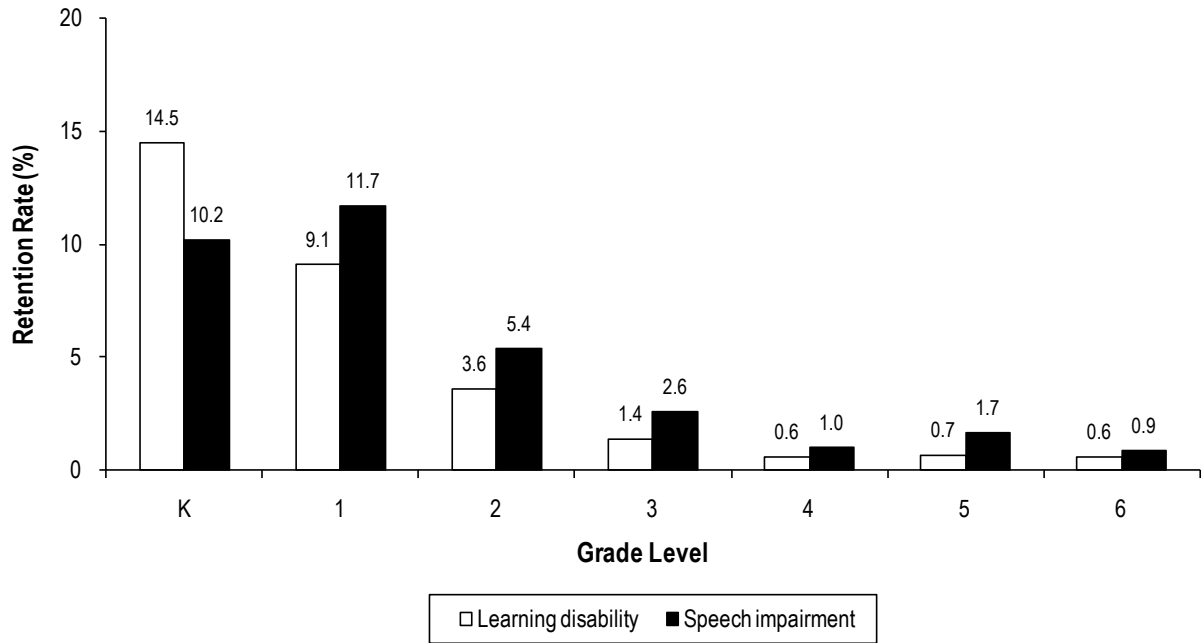


Table 14
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Learning disability			Speech impairment			Other health impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2006-07	227	1,418	16.0	2,102	18,215	11.5	339	2,077	16.3
2007-08	146	1,092	13.4	1,813	16,673	10.9	335	2,029	16.5
2008-09	131	886	14.8	1,714	15,631	11.0	324	2,101	15.4
2009-10	121	832	14.5	1,587	15,633	10.2	302	2,196	13.8
Grade 1									
2006-07	443	4,808	9.2	2,337	17,531	13.3	262	2,928	8.9
2007-08	406	3,943	10.3	2,190	16,540	13.2	232	2,624	8.8
2008-09	318	3,638	8.7	1,970	15,637	12.6	214	2,714	7.9
2009-10	307	3,390	9.1	1,719	14,745	11.7	216	2,943	7.3
Grade 2									
2006-07	333	9,292	3.6	802	13,434	6.0	145	3,525	4.1
2007-08	310	7,822	4.0	694	12,734	5.4	155	3,283	4.7
2008-09	239	7,097	3.4	634	12,182	5.2	132	3,226	4.1
2009-10	258	7,196	3.6	629	11,697	5.4	131	3,316	4.0
Grade 3									
2006-07	276	15,651	1.8	421	9,755	4.3	98	4,587	2.1
2007-08	382	13,494	2.8	367	9,487	3.9	131	4,113	3.2
2008-09	264	12,955	2.0	338	9,077	3.7	86	4,042	2.1
2009-10	171	12,526	1.4	238	9,014	2.6	84	4,186	2.0
Grade 4									
2006-07	146	19,346	0.8	113	6,471	1.7	84	5,421	1.5
2007-08	177	17,228	1.0	94	6,397	1.5	69	4,846	1.4
2008-09	122	15,673	0.8	63	6,220	1.0	54	4,393	1.2
2009-10	100	15,809	0.6	59	6,033	1.0	48	4,533	1.1
Grade 5									
2006-07	183	22,665	0.8	108	3,800	2.8	107	6,017	1.8
2007-08	389	20,184	1.9	87	3,776	2.3	166	5,497	3.0
2008-09	206	19,066	1.1	69	3,758	1.8	102	5,086	2.0
2009-10	126	17,792	0.7	64	3,716	1.7	77	4,752	1.6
Grade 6									
2006-07	281	24,237	1.2	20	2,044	1.0	98	6,263	1.6
2007-08	244	21,822	1.1	15	1,821	0.8	123	5,751	2.1
2008-09	176	19,614	0.9	16	1,906	0.8	64	5,199	1.2
2009-10	120	19,099	0.6	16	1,872	0.9	73	4,989	1.5
Grades K-6									
2006-07	1,889	97,417	1.9	5,903	71,250	8.3	1,133	30,818	3.7
2007-08	2,054	85,585	2.4	5,260	67,428	7.8	1,211	28,143	4.3
2008-09	1,456	78,929	1.8	4,804	64,411	7.5	976	26,761	3.6
2009-10	1,203	76,644	1.6	4,312	62,710	6.9	931	26,915	3.5

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

continues

Table 14 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Autism			Mental retardation			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2006-07	274	1,957	14.0	190	1,314	14.5	54	460	11.7
2007-08	287	2,251	12.7	175	1,305	13.4	43	448	9.6
2008-09	302	2,637	11.5	200	1,373	14.6	45	412	10.9
2009-10	261	2,899	9.0	196	1,483	13.2	41	435	9.4
Grade 1									
2006-07	113	1,927	5.9	115	1,642	7.0	76	1,079	7.0
2007-08	116	2,315	5.0	111	1,812	6.1	63	944	6.7
2008-09	104	2,610	4.0	112	1,882	6.0	55	914	6.0
2009-10	113	3,031	3.7	107	1,984	5.4	61	905	6.7
Grade 2									
2006-07	48	1,834	2.6	82	1,776	4.6	55	1,541	3.6
2007-08	73	2,136	3.4	104	1,899	5.5	53	1,429	3.7
2008-09	80	2,520	3.2	80	2,215	3.6	53	1,343	3.9
2009-10	74	2,912	2.5	90	2,360	3.8	42	1,402	3.0
Grade 3									
2006-07	19	1,782	1.1	43	1,850	2.3	37	2,145	1.7
2007-08	28	2,062	1.4	43	1,978	2.2	44	1,980	2.2
2008-09	26	2,348	1.1	35	2,175	1.6	27	1,780	1.5
2009-10	25	2,707	0.9	33	2,659	1.2	27	1,771	1.5
Grade 4									
2006-07	20	1,691	1.2	56	1,921	2.9	30	2,609	1.1
2007-08	25	1,989	1.3	44	1,998	2.2	27	2,476	1.1
2008-09	23	2,267	1.0	33	2,278	1.4	31	2,212	1.4
2009-10	24	2,562	0.9	34	2,473	1.4	15	2,131	0.7
Grade 5									
2006-07	48	1,587	3.0	118	2,139	5.5	44	3,131	1.4
2007-08	58	1,827	3.2	90	2,123	4.2	57	2,804	2.0
2008-09	50	2,102	2.4	88	2,212	4.0	53	2,734	1.9
2009-10	47	2,381	2.0	77	2,581	3.0	24	2,562	0.9
Grade 6									
2006-07	38	1,503	2.5	101	2,188	4.6	70	3,559	2.0
2007-08	36	1,708	2.1	105	2,198	4.8	59	3,115	1.9
2008-09	40	1,909	2.1	70	2,303	3.0	63	2,870	2.2
2009-10	40	2,204	1.8	85	2,369	3.6	38	2,816	1.3
Grades K-6									
2006-07	560	12,281	4.6	705	12,830	5.5	366	14,524	2.5
2007-08	623	14,288	4.4	672	13,313	5.0	346	13,196	2.6
2008-09	625	16,393	3.8	618	14,438	4.3	327	12,265	2.7
2009-10	584	18,696	3.1	622	15,909	3.9	248	12,022	2.1

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

continues

Table 14 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2006-07	38	254	15.0	52	352	14.8	40	275	14.5
2007-08	35	288	12.2	64	346	18.5	31	271	11.4
2008-09	38	299	12.7	42	299	14.0	43	282	15.2
2009-10	48	441	10.9	29	297	9.8	34	274	12.4
Grade 1									
2006-07	24	321	7.5	27	375	7.2	20	264	7.6
2007-08	31	338	9.2	35	359	9.7	27	279	9.7
2008-09	22	329	6.7	25	327	7.6	31	282	11.0
2009-10	33	455	7.3	24	319	7.5	21	305	6.9
Grade 2									
2006-07	7	346	2.0	15	348	4.3	13	264	4.9
2007-08	15	334	4.5	19	356	5.3	20	252	7.9
2008-09	22	369	6.0	13	338	3.8	14	271	5.2
2009-10	17	473	3.6	8	314	2.5	11	286	3.8
Grade 3									
2006-07	13	389	3.3	13	338	3.8	6	233	2.6
2007-08	20	400	5.0	6	353	1.7	–	<300	2.2
2008-09	11	371	3.0	–	<350	0.9	5	241	2.1
2009-10	9	483	1.9	–	<350	0.6	9	265	3.4
Grade 4									
2006-07	8	383	2.1	7	364	1.9	–	<250	1.4
2007-08	–	<450	1.7	7	322	2.2	–	<250	0.8
2008-09	–	<450	1.5	6	334	1.8	–	<300	1.6
2009-10	–	<500	0.6	–	<350	1.9	–	<300	0.4
Grade 5									
2006-07	–	<400	1.6	18	346	5.2	7	236	3.0
2007-08	19	387	4.9	21	364	5.8	6	218	2.8
2008-09	9	446	2.0	–	<350	1.5	8	235	3.4
2009-10	6	543	1.1	12	325	3.7	7	258	2.7
Grade 6									
2006-07	–	<450	0.5	15	356	4.2	–	<250	1.7
2007-08	–	<400	0.8	8	333	2.4	6	229	2.6
2008-09	–	<400	1.0	7	344	2.0	–	<250	2.2
2009-10	–	<550	0.6	13	316	4.1	–	<250	1.3
Grades K-6									
2006-07	98	2,493	3.9	147	2,479	5.9	93	1,727	5.4
2007-08	130	2,554	5.1	160	2,433	6.6	98	1,759	5.6
2008-09	112	2,606	4.3	101	2,298	4.4	110	1,788	6.2
2009-10	119	3,402	3.5	94	2,213	4.2	86	1,882	4.6

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 14 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Traumatic brain injury			Noncategorical early childhood			Deaf-blind		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2006-07	10	59	16.9	–	<300	28.2	–	<50	10.0
2007-08	9	50	18.0	–	<300	29.8	–	<50	26.7
2008-09	10	58	17.2	85	271	31.4	–	<50	14.3
2009-10	9	57	15.8	75	270	27.8	–	<50	21.4
Grade 1									
2006-07	–	<100	4.9	–	<50	11.1	–	<50	10.0
2007-08	5	71	7.0	–	<50	20.0	0	15	0.0
2008-09	0	63	0.0	–	<50	16.7	0	9	0.0
2009-10	–	<100	3.3	0	7	0.0	0	18	0.0
Grade 2									
2006-07	–	<100	2.9	0	2	0.0	–	<50	16.7
2007-08	5	72	6.9	–	<50	33.3	–	<50	7.7
2008-09	–	<100	5.5	–	<50	50.0	0	15	0.0
2009-10	5	83	6.0	0	1	0.0	–	<50	7.1
Grade 3									
2006-07	–	<100	4.8	0	1	0.0	–	<50	7.7
2007-08	–	<100	2.6	0	0	0.0	0	13	0.0
2008-09	–	<100	2.5	0	0	0.0	0	11	0.0
2009-10	–	<100	2.5	0	2	0.0	0	18	0.0
Grade 4									
2006-07	–	<150	3.8	0	0	0.0	0	10	0.0
2007-08	–	<150	1.0	0	0	0.0	–	<50	10.0
2008-09	–	<100	2.3	0	0	0.0	0	10	0.0
2009-10	–	<100	1.1	0	0	0.0	0	10	0.0
Grade 5									
2006-07	–	<150	3.8	0	0	0.0	–	<50	10.5
2007-08	–	<150	1.7	0	0	0.0	0	11	0.0
2008-09	–	<150	2.9	0	1	0.0	–	<50	22.2
2009-10	–	<100	4.0	0	1	0.0	–	<50	10.0
Grade 6									
2006-07	5	115	4.3	0	0	0.0	–	<50	20.0
2007-08	6	110	5.5	0	0	0.0	–	<50	14.3
2008-09	–	<150	2.5	0	1	0.0	0	10	0.0
2009-10	–	<150	2.8	0	0	0.0	–	<50	10.0
Grades K-6									
2006-07	32	600	5.3	77	287	26.8	8	79	10.1
2007-08	30	596	5.0	89	300	29.7	9	98	9.2
2008-09	24	583	4.1	87	281	31.0	–	<100	5.1
2009-10	26	574	4.5	75	281	26.7	6	94	6.4

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 14 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Developmental delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2006-07	0	2	0.0	3,515	28,520	12.3
2007-08	–	<50	50.0	3,135	26,767	11.7
2008-09	–	<50	50.0	3,040	25,854	11.8
2009-10	0	3	0.0	2,838	26,488	10.7
Grade 1						
2006-07	0	3	0.0	3,578	33,658	10.6
2007-08	0	3	0.0	3,335	31,617	10.5
2008-09	0	1	0.0	2,950	30,438	9.7
2009-10	0	1	0.0	2,687	30,039	8.9
Grade 2						
2006-07	0	2	0.0	1,627	35,518	4.6
2007-08	0	2	0.0	1,546	33,104	4.7
2008-09	0	1	0.0	1,342	32,180	4.2
2009-10	0	1	0.0	1,333	32,373	4.1
Grade 3						
2006-07	0	1	0.0	1,057	40,014	2.6
2007-08	0	2	0.0	1,098	36,993	3.0
2008-09	0	1	0.0	851	36,038	2.4
2009-10	0	1	0.0	645	36,355	1.8
Grade 4						
2006-07	0	0	0.0	548	41,631	1.3
2007-08	0	1	0.0	491	38,584	1.3
2008-09	0	1	0.0	363	36,687	1.0
2009-10	0	0	0.0	329	37,087	0.9
Grade 5						
2006-07	0	1	0.0	769	43,500	1.8
2007-08	0	0	0.0	962	39,890	2.4
2008-09	0	0	0.0	645	38,611	1.7
2009-10	0	1	0.0	476	37,270	1.3
Grade 6						
2006-07	0	0	0.0	689	43,920	1.6
2007-08	0	0	0.0	651	39,734	1.6
2008-09	0	0	0.0	470	37,092	1.3
2009-10	0	0	0.0	424	36,303	1.2
Grades K-6						
2006-07	0	9	0.0	11,783	266,761	4.4
2007-08	–	<50	21.4	11,218	246,689	4.5
2008-09	–	<50	25.0	9,661	236,900	4.1
2009-10	0	7	0.0	8,732	235,915	3.7

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

Grade-Level Retention of Special Education Students by Primary Disability

Secondary Grades

In 2009-10, most secondary special education students overall (92.6%), as well as most secondary special education students who were retained (93.7%), were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; and autism (Table 15 on page 58).

As in the elementary grades, 2009-10 retention rates for special education students in the secondary grades varied widely based on primary disability and grade. The results that follow are based on the five most common primary disabilities.

In Grades 8 and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 7, 9, 10, and 11, students with emotional disturbance had the highest retention rates. In Grades 7, 8 and 12, retention rates were lowest for students with learning disabilities. In Grades 9, 10, and 11, retention rates were lowest for students with autism. Across secondary grades, the overall retention rate for students receiving special education services was highest in Grade 9 or Grade 12 each year between 2006-07 and 2009-10.

In Grade 7, the 2009-10 retention rate for students with emotional disturbance (2.3%) was nearly twice the retention rate for students with learning disabilities (1.2%) (Figure 13). Retention rates for both groups were highest in Grade 9. In Grade 12, students with emotional disturbance were retained at more than two times the rate for students with learning disabilities.

Figure 13
Grade-Level Retention of Special Education Students With Emotional Disturbance and With Learning Disabilities as Primary Disabilities, Grades 7-12, by Grade, Texas Public Schools, 2009-10

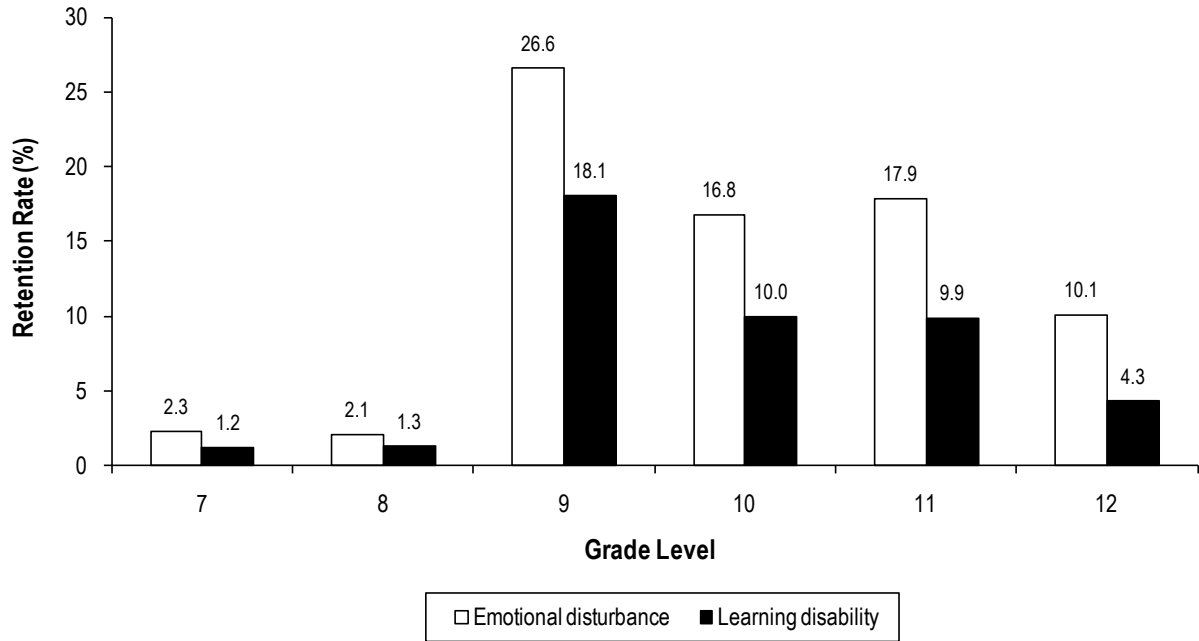


Table 15
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Learning disability			Other health impairment			Mental retardation		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2006-07	502	25,187	2.0	122	5,923	2.1	91	2,440	3.7
2007-08	455	23,343	1.9	143	5,984	2.4	80	2,238	3.6
2008-09	346	21,169	1.6	100	5,484	1.8	64	2,315	2.8
2009-10	227	19,469	1.2	72	5,088	1.4	51	2,469	2.1
Grade 8									
2006-07	393	25,304	1.6	165	5,464	3.0	291	2,562	11.4
2007-08	518	23,497	2.2	186	5,549	3.4	254	2,655	9.6
2008-09	352	22,336	1.6	139	5,668	2.5	195	2,486	7.8
2009-10	261	20,614	1.3	120	5,265	2.3	161	2,534	6.4
Grade 9									
2006-07	6,499	28,743	22.6	1,126	5,545	20.3	340	2,696	12.6
2007-08	6,466	27,663	23.4	1,247	5,707	21.9	347	2,672	13.0
2008-09	5,448	26,038	20.9	1,064	5,891	18.1	286	2,754	10.4
2009-10	4,443	24,533	18.1	1,087	5,993	18.1	266	2,710	9.8
Grade 10									
2006-07	2,678	21,478	12.5	473	4,000	11.8	161	2,421	6.7
2007-08	2,413	20,530	11.8	442	4,057	10.9	129	2,325	5.5
2008-09	2,294	19,696	11.6	462	4,121	11.2	144	2,333	6.2
2009-10	1,863	18,638	10.0	410	4,455	9.2	111	2,427	4.6
Grade 11									
2006-07	1,715	18,736	9.2	325	3,201	10.2	290	2,693	10.8
2007-08	1,687	17,844	9.5	284	3,440	8.3	190	2,491	7.6
2008-09	1,641	17,729	9.3	282	3,463	8.1	146	2,432	6.0
2009-10	1,755	17,719	9.9	339	3,705	9.1	135	2,437	5.5
Grade 12									
2006-07	992	19,561	5.1	449	3,408	13.2	2,088	4,156	50.2
2007-08	925	18,841	4.9	477	3,429	13.9	2,453	4,554	53.9
2008-09	773	18,148	4.3	524	3,732	14.0	2,640	4,752	55.6
2009-10	782	18,381	4.3	545	3,865	14.1	2,844	4,918	57.8
Grades 7-12									
2006-07	12,779	139,009	9.2	2,660	27,541	9.7	3,261	16,968	19.2
2007-08	12,464	131,718	9.5	2,779	28,166	9.9	3,453	16,935	20.4
2008-09	10,854	125,116	8.7	2,571	28,359	9.1	3,475	17,072	20.4
2009-10	9,331	119,354	7.8	2,573	28,371	9.1	3,568	17,495	20.4

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Emotional disturbance			Autism			Auditory impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2006-07	113	3,750	3.0	28	1,376	2.0	–	<450	1.0
2007-08	114	3,596	3.2	31	1,589	2.0	6	459	1.3
2008-09	96	3,215	3.0	29	1,801	1.6	5	393	1.3
2009-10	66	2,890	2.3	38	1,958	1.9	–	<450	0.7
Grade 8									
2006-07	102	3,984	2.6	117	1,339	8.7	–	<400	1.8
2007-08	138	3,634	3.8	92	1,495	6.2	9	423	2.1
2008-09	80	3,460	2.3	103	1,693	6.1	11	450	2.4
2009-10	65	3,157	2.1	88	1,909	4.6	–	<450	0.7
Grade 9									
2006-07	1,628	5,129	31.7	76	1,181	6.4	57	427	13.3
2007-08	1,452	4,761	30.5	82	1,329	6.2	68	430	15.8
2008-09	1,279	4,367	29.3	101	1,528	6.6	42	475	8.8
2009-10	1,091	4,108	26.6	84	1,742	4.8	55	533	10.3
Grade 10									
2006-07	660	3,248	20.3	34	973	3.5	22	351	6.3
2007-08	571	3,061	18.7	39	1,117	3.5	20	381	5.2
2008-09	538	2,860	18.8	46	1,288	3.6	17	343	5.0
2009-10	449	2,669	16.8	38	1,458	2.6	24	469	5.1
Grade 11									
2006-07	355	2,365	15.0	70	830	8.4	23	353	6.5
2007-08	353	2,290	15.4	47	1,033	4.5	15	350	4.3
2008-09	382	2,295	16.6	52	1,171	4.4	11	371	3.0
2009-10	395	2,209	17.9	46	1,301	3.5	20	375	5.3
Grade 12									
2006-07	273	2,229	12.2	499	1,047	47.7	36	334	10.8
2007-08	251	2,314	10.8	652	1,297	50.3	46	376	12.2
2008-09	265	2,209	12.0	803	1,618	49.6	57	400	14.3
2009-10	233	2,301	10.1	989	1,923	51.4	58	464	12.5
Grades 7-12									
2006-07	3,131	20,705	15.1	824	6,746	12.2	149	2,271	6.6
2007-08	2,879	19,656	14.6	943	7,860	12.0	164	2,419	6.8
2008-09	2,640	18,406	14.3	1,134	9,099	12.5	143	2,432	5.9
2009-10	2,299	17,334	13.3	1,283	10,291	12.5	163	2,721	6.0

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Speech impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2006-07	24	1,080	2.2	10	404	2.5	–	<250	0.5
2007-08	15	1,076	1.4	–	<350	1.2	–	<250	1.3
2008-09	7	981	0.7	–	<350	1.0	–	<250	1.7
2009-10	15	1,056	1.4	–	<350	0.6	5	235	2.1
Grade 8									
2006-07	9	621	1.4	24	364	6.6	–	<250	3.4
2007-08	10	576	1.7	30	407	7.4	10	220	4.5
2008-09	7	553	1.3	17	334	5.1	–	<250	4.0
2009-10	–	<500	0.6	–	<350	2.2	11	241	4.6
Grade 9									
2006-07	63	383	16.4	53	362	14.6	21	203	10.3
2007-08	57	350	16.3	40	370	10.8	20	224	8.9
2008-09	39	309	12.6	36	394	9.1	24	234	10.3
2009-10	38	323	11.8	27	336	8.0	22	242	9.1
Grade 10									
2006-07	20	230	8.7	18	334	5.4	10	201	5.0
2007-08	13	194	6.7	–	<300	3.8	5	179	2.8
2008-09	12	177	6.8	16	311	5.1	12	211	5.7
2009-10	14	195	7.2	18	335	5.4	10	203	4.9
Grade 11									
2006-07	11	181	6.1	21	337	6.2	10	179	5.6
2007-08	9	145	6.2	20	310	6.5	–	<250	1.9
2008-09	8	137	5.8	–	<300	3.6	10	180	5.6
2009-10	–	<150	2.1	15	296	5.1	7	197	3.6
Grade 12									
2006-07	16	142	11.3	154	460	33.5	66	229	28.8
2007-08	18	141	12.8	167	464	36.0	66	241	27.4
2008-09	8	118	6.8	174	459	37.9	69	264	26.1
2009-10	13	135	9.6	178	439	40.5	83	252	32.9
Grades 7-12									
2006-07	143	2,637	5.4	280	2,261	12.4	116	1,258	9.2
2007-08	122	2,482	4.9	272	2,174	12.5	108	1,300	8.3
2008-09	81	2,275	3.6	256	2,087	12.3	128	1,341	9.5
2009-10	86	2,351	3.7	247	2,057	12.0	138	1,370	10.1

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Traumatic brain injury			Deaf-blind			Developmental Delay		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2006-07	0	123	0.0	0	4	0.0	0	0	0.0
2007-08	–	<150	1.7	0	6	0.0	0	0	0.0
2008-09	–	<150	1.8	0	12	0.0	0	0	0.0
2009-10	–	<150	2.4	–	<50	6.7	0	0	0.0
Grade 8									
2006-07	–	<150	5.0	–	<50	31.3	0	0	0.0
2007-08	–	<150	3.8	–	<50	22.2	0	2	0.0
2008-09	–	<150	3.5	–	<50	20.0	0	0	0.0
2009-10	–	<150	4.1	–	<50	8.3	0	0	0.0
Grade 9									
2006-07	13	126	10.3	0	11	0.0	0	0	0.0
2007-08	22	157	14.0	–	<50	10.0	0	0	0.0
2008-09	18	164	11.0	0	9	0.0	–	<50	50.0
2009-10	19	140	13.6	–	<50	20.0	0	0	0.0
Grade 10									
2006-07	–	<150	3.2	–	<50	7.7	0	0	0.0
2007-08	8	111	7.2	–	<50	10.0	0	0	0.0
2008-09	8	142	5.6	–	<50	11.1	0	0	0.0
2009-10	14	147	9.5	–	<50	12.5	0	0	0.0
Grade 11									
2006-07	8	135	5.9	–	<50	7.7	0	0	0.0
2007-08	7	139	5.0	–	<50	23.1	0	0	0.0
2008-09	10	127	7.9	–	<50	9.1	0	0	0.0
2009-10	11	155	7.1	0	13	0.0	0	0	0.0
Grade 12									
2006-07	55	194	28.4	6	13	46.2	–	<50	100
2007-08	62	200	31.0	13	21	61.9	0	0	0.0
2008-09	70	211	33.2	–	<50	61.9	0	0	0.0
2009-10	69	205	33.7	–	<50	68.2	0	0	0.0
Grades 7-12									
2006-07	87	842	10.3	13	70	18.6	–	<50	100
2007-08	106	853	12.4	20	69	29.0	0	2	0.0
2008-09	112	871	12.9	16	67	23.9	–	<50	50.0
2009-10	121	893	13.5	19	75	25.3	0	0	0.0

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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Table 15 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2006-07 Through 2009-10

Year	Noncategorical early childhood			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7						
2006-07	0	0	0.0	969	43,185	2.2
2007-08	0	0	0.0	899	40,830	2.2
2008-09	0	0	0.0	687	37,855	1.8
2009-10	0	0	0.0	507	35,479	1.4
Grade 8						
2006-07	0	0	0.0	1,177	42,497	2.8
2007-08	0	0	0.0	1,333	40,385	3.3
2008-09	0	0	0.0	960	39,061	2.5
2009-10	0	0	0.0	754	36,492	2.1
Grade 9						
2006-07	0	0	0.0	10,191	46,292	22.0
2007-08	0	0	0.0	10,035	45,055	22.3
2008-09	–	<50	100	8,514	43,431	19.6
2009-10	0	0	0.0	7,301	41,826	17.5
Grade 10						
2006-07	0	0	0.0	4,193	34,274	12.2
2007-08	0	0	0.0	3,754	33,180	11.3
2008-09	0	0	0.0	3,630	32,254	11.3
2009-10	0	0	0.0	3,010	31,763	9.5
Grade 11						
2006-07	0	0	0.0	2,901	29,683	9.8
2007-08	0	0	0.0	2,673	28,765	9.3
2008-09	0	0	0.0	2,610	28,725	9.1
2009-10	0	0	0.0	2,797	29,086	9.6
Grade 12						
2006-07	0	0	0.0	4,741	32,487	14.6
2007-08	0	0	0.0	5,244	32,534	16.1
2008-09	0	0	0.0	5,495	32,686	16.8
2009-10	0	0	0.0	5,958	33,679	17.7
Grades 7-12						
2006-07	0	0	0.0	24,172	228,418	10.6
2007-08	0	0	0.0	23,938	220,749	10.8
2008-09	–	<50	100	21,896	214,012	10.2
2009-10	0	0	0.0	20,327	208,325	9.8

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics

Elementary Grades

A student under the age of 21 is identified as at risk of dropping out of school if his or her circumstances fit 1 of 13 categories defined by TEC §29.081 (2009). The categories include unsatisfactory scores on readiness tests or assessment instruments, pregnancy, and grade-level retention in a previous year. Immigrant status applies to individuals, ages 3 through 21, who were not born in the United States and who have not attended more than three years of school in the United States (TEA, 2009). Migrant status applies to students between the ages of 3 and 21, who have changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work. A student is considered overage for grade if his or her age on September 1 is higher than the grade level plus five years. For example, first graders older than six years of age are classified as overage.

In 2009-10, retention rates in each elementary grade were higher for at-risk students than for the state overall (Figure 14 and Table 16). In 2009-10, the retention rate for at-risk students was highest in first grade (6.9%) and lowest in sixth grade (1.2%).

Figure 14
Grade-Level Retention, Grades K-6, by Grade and At-Risk Student Characteristic, Texas Public Schools, 2009-10

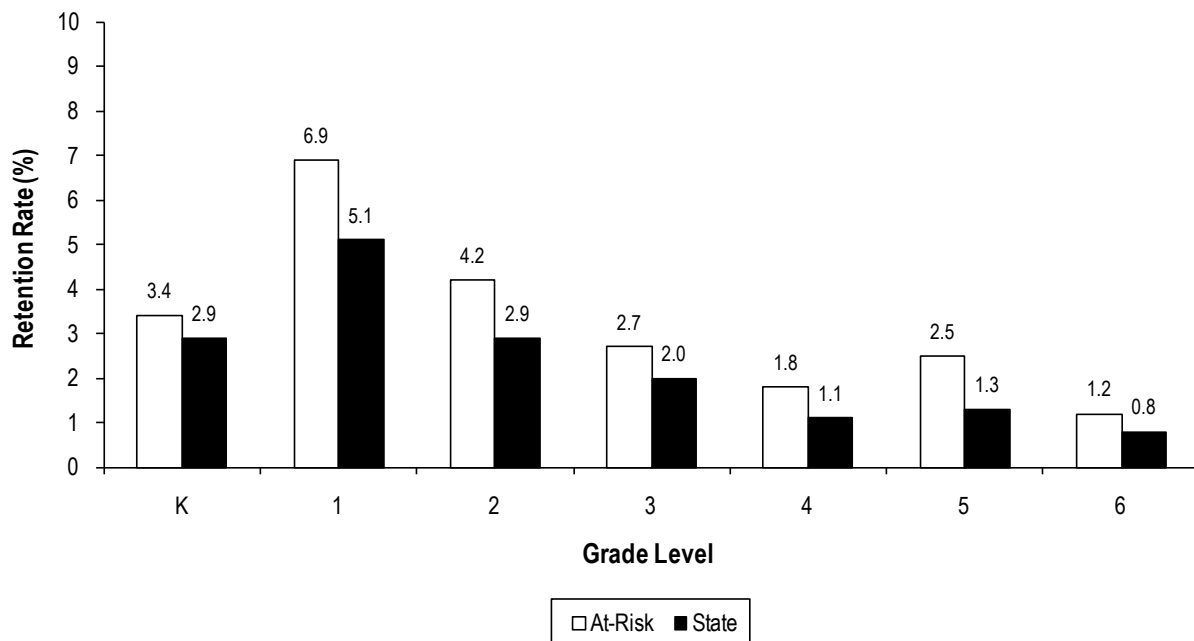


Table 16
Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1999-00	2,552	3.1	n/a ^a	n/a	155	3.6	99	0.8	7,941	2.8
2000-01	2,787	3.3	137	1.9	168	3.8	90	0.6	9,110	3.2
2001-02	3,537	3.7	171	2.0	278	4.1	101	0.6	9,968	3.4
2002-03	4,190	4.0	186	2.0	347	5.0	121	0.7	11,049	3.6
2003-04	4,638	4.2	224	2.3	324	4.9	101	0.6	11,684	3.7
2004-05	4,880	4.2	201	2.1	254	4.9	119	0.6	12,190	3.7
2005-06	5,012	3.9	231	2.5	179	4.6	124	0.6	12,559	3.7
2006-07	5,588	3.9	190	2.3	160	5.6	98	0.5	12,446	3.6
2007-08	5,285	3.6	130	1.8	123	4.7	75	0.4	11,457	3.3
2008-09	5,323	3.5	130	2.0	124	4.9	81	0.5	11,036	3.1
2009-10	5,213	3.4	99	1.7	112	4.2	72	0.4	10,490	2.9
Grade 1										
1999-00	9,871	8.8	n/a	n/a	444	8.3	724	2.2	19,505	6.3
2000-01	10,040	8.6	654	6.8	428	8.1	748	2.2	19,529	6.3
2001-02	11,847	8.5	730	6.7	816	11.0	770	2.2	20,094	6.4
2002-03	12,151	8.2	685	5.9	761	9.8	721	1.9	20,180	6.3
2003-04	13,250	8.6	679	5.8	750	9.8	732	1.9	21,101	6.4
2004-05	13,729	8.8	692	5.7	621	10.2	752	1.9	21,496	6.4
2005-06	14,286	8.5	682	5.7	449	10.4	728	1.7	22,540	6.4
2006-07	14,582	8.3	592	5.3	333	10.4	782	1.8	23,170	6.3
2007-08	14,428	7.8	512	5.3	322	11.0	717	1.6	21,852	5.9
2008-09	13,982	7.6	413	4.8	350	11.9	546	1.3	20,970	5.6
2009-10	12,605	6.9	304	4.0	293	9.7	444	1.1	19,138	5.1
Grade 2										
1999-00	5,517	5.0	n/a	n/a	242	4.5	905	2.2	9,852	3.3
2000-01	6,266	5.6	457	5.3	272	4.9	1,128	2.6	11,001	3.6
2001-02	6,878	5.3	485	5.0	429	5.9	1,190	2.6	11,066	3.6
2002-03	7,265	5.1	523	5.0	459	6.2	1,163	2.5	11,184	3.6
2003-04	7,821	5.3	458	4.5	496	6.7	1,146	2.4	11,648	3.7
2004-05	8,083	5.3	456	4.5	372	6.1	1,204	2.4	11,859	3.6
2005-06	8,288	5.1	457	4.6	269	6.2	1,199	2.3	12,477	3.7
2006-07	8,512	5.0	383	4.4	227	7.3	1,208	2.2	12,383	3.6
2007-08	8,564	4.7	288	3.5	156	5.5	1,105	2.0	12,132	3.4
2008-09	8,022	4.3	258	3.6	176	6.4	886	1.6	11,288	3.1
2009-10	7,632	4.2	229	3.6	182	6.1	740	1.4	10,830	2.9
Grade 3										
1999-00	3,630	3.5	n/a	n/a	170	3.3	1,055	2.4	6,862	2.3
2000-01	3,995	3.7	277	4.3	179	3.3	1,101	2.3	7,659	2.5

Note. Students may be counted in more than one category.

^aNot applicable. Retention rates for immigrant students were not calculated until school year 2000-01.

continues

Table 16 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	4,218	3.5	273	3.6	262	3.5	1,154	2.2	7,636	2.4
2002-03	5,723	4.3	296	3.6	344	4.6	1,574	3.0	8,924	2.8
2003-04	5,182	3.8	236	3.0	319	4.5	1,334	2.4	8,196	2.6
2004-05	7,062	4.9	362	4.6	365	6.1	1,691	3.0	10,366	3.2
2005-06	6,577	4.2	270	3.9	251	5.6	1,476	2.5	9,758	2.9
2006-07	6,259	4.0	220	3.3	166	5.4	1,388	2.3	9,442	2.8
2007-08	6,000	3.6	178	2.9	115	4.1	1,387	2.2	8,918	2.6
2008-09	5,814	3.3	139	2.5	126	4.5	1,157	1.8	8,418	2.3
2009-10	4,800	2.7	125	2.4	111	3.8	815	1.3	7,307	2.0
Grade 4										
1999-00	2,316	2.3	n/a ^a	n/a	94	1.9	760	1.7	4,014	1.3
2000-01	2,565	2.4	184	3.2	77	1.5	837	1.7	4,405	1.4
2001-02	2,248	2.2	183	2.7	137	2.0	832	1.6	4,043	1.3
2002-03	2,804	2.7	193	2.6	192	2.6	1,065	1.9	4,843	1.5
2003-04	2,732	2.7	232	3.4	196	2.7	1,010	1.8	5,147	1.6
2004-05	2,969	3.0	230	3.3	155	2.7	1,150	1.9	5,630	1.8
2005-06	3,283	2.8	194	3.2	119	2.8	1,158	1.9	5,665	1.8
2006-07	3,218	2.6	148	2.7	103	3.2	1,066	1.7	5,351	1.6
2007-08	2,650	2.1	103	1.8	67	2.4	936	1.4	4,505	1.3
2008-09	2,513	1.8	81	1.6	49	1.8	673	1.0	3,984	1.1
2009-10	2,486	1.8	91	2.0	64	2.2	659	1.0	3,988	1.1
Grade 5										
1999-00	1,513	1.5	n/a	n/a	57	1.2	710	1.5	2,938	1.0
2000-01	1,392	1.4	107	2.0	60	1.2	588	1.2	2,789	0.9
2001-02	1,282	1.3	111	1.7	86	1.3	620	1.2	2,591	0.8
2002-03	1,626	1.7	129	1.9	82	1.1	695	1.3	3,109	1.0
2003-04	1,782	1.6	103	1.6	100	1.4	690	1.2	3,225	1.0
2004-05	7,650	7.0	363	5.7	370	6.3	2,293	3.9	11,159	3.5
2005-06	6,235	4.9	251	4.2	231	5.3	1,801	2.6	8,891	2.7
2006-07	4,978	4.0	223	4.1	126	4.0	1,483	2.2	7,288	2.2
2007-08	4,439	3.5	167	3.3	90	3.1	1,314	1.9	6,746	2.0
2008-09	4,041	3.0	137	2.8	52	1.9	1,179	1.7	5,735	1.7
2009-10	3,321	2.5	95	2.1	58	1.9	992	1.4	4,713	1.3
Grade 6										
1999-00	2,501	2.5	n/a	n/a	122	2.5	1,602	3.2	4,906	1.7
2000-01	2,347	2.3	123	2.3	100	1.9	1,506	2.9	4,824	1.6
2001-02	2,166	2.5	116	1.9	138	2.0	1,420	2.7	4,414	1.4
2002-03	2,182	2.6	129	1.9	154	2.1	1,401	2.5	4,563	1.4
2003-04	2,709	2.3	89	1.4	182	2.5	1,527	2.6	4,795	1.5

Note. Students may be counted in more than one category.

^aNot applicable. Retention rates for immigrant students were not calculated until school year 2000-01.

continues

Table 16 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	2,933	2.2	109	1.7	129	2.1	1,715	2.7	4,901	1.5
2005-06	2,325	1.8	97	1.7	61	1.4	1,617	2.5	4,066	1.3
2006-07	2,122	1.7	69	1.3	50	1.6	1,575	2.2	3,816	1.2
2007-08	1,669	1.4	78	1.6	40	1.4	1,305	1.8	3,182	1.0
2008-09	1,542	1.2	37	0.8	47	1.7	1,081	1.5	2,792	0.8
2009-10	1,552	1.2	66	1.5	25	0.9	1,024	1.4	2,692	0.8
Total K-6										
1999-00	27,900	3.9	n/a ^a	n/a	1,284	3.7	5,855	2.2	56,018	2.7
2000-01	29,392	4.0	1,939	4.0	1,284	3.5	5,998	2.1	59,317	2.8
2001-02	32,176	4.2	2,069	3.7	2,146	4.3	6,087	2.0	59,812	2.8
2002-03	35,941	4.4	2,141	3.6	2,339	4.5	6,740	2.1	63,852	2.9
2003-04	38,114	4.3	2,021	3.4	2,367	4.7	6,540	2.0	65,796	2.9
2004-05	47,306	5.2	2,413	4.1	2,266	5.5	8,924	2.6	77,601	3.4
2005-06	46,006	4.7	2,182	3.9	1,559	5.2	8,103	2.2	75,956	3.3
2006-07	45,259	4.5	1,825	3.6	1,165	5.3	7,600	2.0	73,896	3.1
2007-08	43,035	4.1	1,456	3.1	913	4.6	6,839	1.8	68,792	2.8
2008-09	41,237	3.8	1,195	2.8	924	4.8	5,603	1.4	64,223	2.6
2009-10	37,609	3.4	1,009	2.6	845	4.1	4,746	1.2	59,158	2.3

Note. Students may be counted in more than one category.

^aNot applicable. Retention rates for immigrant students were not calculated until school year 2000-01.

Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics

Secondary Grades

From 1999-00 through 2009-10, retention rates in all secondary grades were higher for at-risk students than for the state overall (Table 17). In 2009-10, overage students had the highest or second highest retention rate in each secondary grade. Overage students also were retained at a rate higher than the state rate at every grade level (Figure 15).

Figure 15
Grade-Level Retention, Grades 7-12, by Grade and Overage Student Characteristic, Texas Public Schools, 2009-10

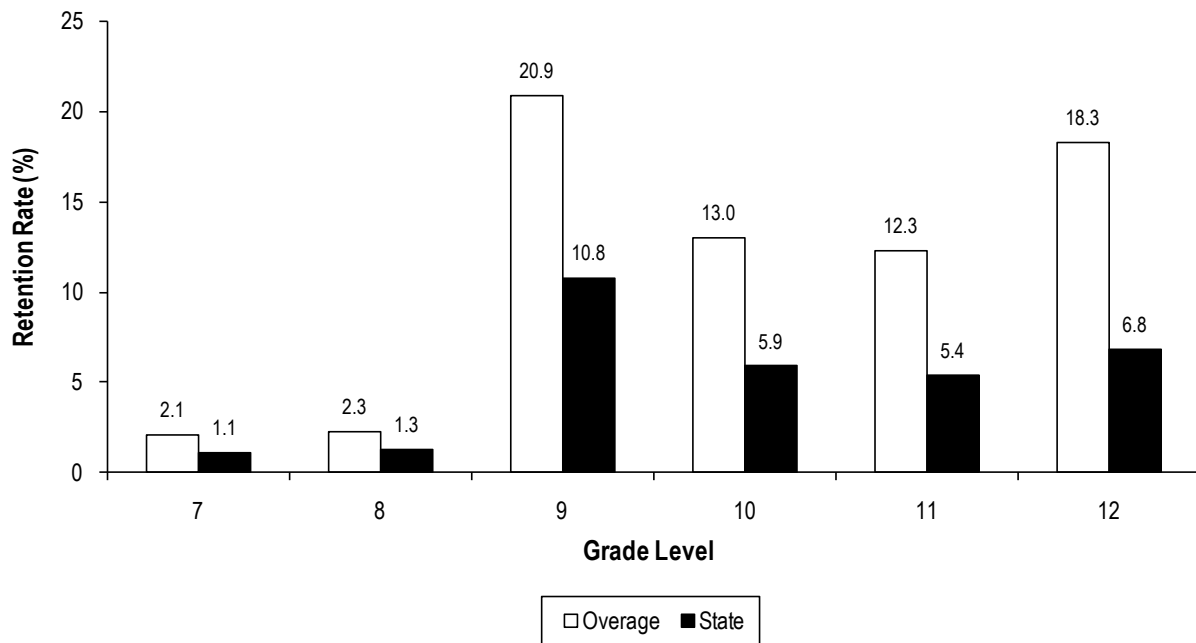


Table 17
Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1999-00	4,130	4.3	n/a ^a	n/a	185	3.9	3,163	5.3	8,513	2.9
2000-01	3,794	3.7	137	2.5	159	3.1	2,821	4.9	7,762	2.5
2001-02	3,760	3.8	166	2.6	281	4.0	2,527	4.4	6,959	2.2
2002-03	3,977	4.3	166	2.5	252	3.5	2,628	4.5	7,489	2.3
2003-04	4,147	3.8	165	2.6	272	3.7	2,725	4.4	7,372	2.3
2004-05	4,665	3.7	141	2.3	231	3.8	2,889	4.5	7,710	2.3
2005-06	4,416	3.2	134	2.3	191	4.0	2,821	4.1	7,313	2.2
2006-07	3,237	2.6	110	2.0	162	4.8	2,435	3.5	5,663	1.7
2007-08	2,902	2.3	88	1.7	122	4.0	2,342	3.1	5,052	1.5
2008-09	2,363	1.8	54	1.2	110	3.6	1,958	2.6	4,267	1.3
2009-10	2,122	1.6	48	1.1	61	2.1	1,606	2.1	3,712	1.1
Grade 8										
1999-00	2,800	2.8	n/a	n/a	143	3.0	2,503	4.0	6,169	2.1
2000-01	2,861	2.7	98	1.9	141	2.9	2,396	3.9	6,353	2.1
2001-02	2,747	2.8	116	1.9	223	3.4	2,121	3.6	5,642	1.9
2002-03	2,971	3.2	145	2.2	196	2.9	2,150	3.6	5,926	1.9
2003-04	3,321	2.8	131	2.1	222	3.3	2,107	3.5	6,099	1.9
2004-05	3,263	2.6	118	1.9	152	2.6	2,158	3.4	5,969	1.8
2005-06	3,357	2.3	88	1.6	160	3.5	2,120	3.2	5,839	1.8
2006-07	2,723	1.9	103	2.0	115	3.3	1,907	2.8	4,943	1.5
2007-08	3,764	2.8	147	3.0	118	4.0	2,372	3.4	6,323	1.9
2008-09	3,139	2.3	102	2.1	99	3.3	2,060	2.6	5,165	1.5
2009-10	2,732	2.0	95	2.2	74	2.4	1,822	2.3	4,503	1.3
Grade 9										
1999-00	29,542	24.1	n/a	n/a	1,411	25.3	30,895	29.2	58,451	17.7
2000-01	28,788	22.4	1,869	25.1	1,296	23.1	30,352	29.1	58,363	17.4
2001-02	31,636	24.1	2,279	26.9	1,962	26.0	28,622	28.2	57,761	16.9
2002-03	31,307	23.8	2,249	23.7	2,034	25.8	27,905	27.7	57,197	16.4
2003-04	32,990	24.0	2,231	24.9	1,909	24.4	27,814	27.9	58,252	16.5
2004-05	35,278	22.7	2,184	24.9	1,509	23.2	27,934	27.8	58,605	16.2
2005-06	37,246	22.1	2,037	24.2	1,326	25.2	28,945	27.8	60,726	16.5
2006-07	35,628	20.4	1,585	21.6	1,037	25.9	28,544	27.0	57,213	15.4
2007-08	33,656	19.7	1,417	20.2	964	25.8	27,926	26.0	54,831	14.7
2008-09	26,788	16.7	1,145	16.4	844	24.4	25,005	23.3	45,016	12.3
2009-10	23,724	15.1	956	14.3	694	19.5	22,910	20.9	40,200	10.8
Grade 10										
1999-00	10,347	11.0	n/a	n/a	425	11.5	10,521	15.0	19,923	7.8
2000-01	10,886	10.6	489	11.8	415	10.7	11,090	15.7	21,754	8.1

Note. Students may be counted in more than one category.

^aNot applicable. Retention rates for immigrant students were not calculated until school year 2000-01.

continues

Table 17 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	12,829	12.3	606	12.7	711	14.0	11,278	16.0	22,726	8.2
2002-03	14,400	13.7	704	12.6	767	14.1	11,895	16.8	24,751	8.8
2003-04	14,782	12.5	588	10.9	717	12.8	11,751	16.8	24,621	8.5
2004-05	15,487	12.9	591	11.0	632	13.4	11,509	17.0	25,399	8.7
2005-06	16,631	12.4	526	10.6	462	12.5	11,726	16.9	26,232	8.7
2006-07	16,173	11.9	433	9.5	351	12.0	11,369	16.2	25,242	8.3
2007-08	14,374	10.4	345	7.6	284	11.1	10,441	14.8	22,214	7.2
2008-09	13,581	9.7	344	7.9	266	10.2	10,043	14.1	21,125	6.8
2009-10	11,515	8.7	235	5.5	221	8.9	9,461	13.0	18,436	5.9
Grade 11										
1999-00	6,593	8.2	n/a ^a	n/a	233	7.6	5,939	11.8	12,806	5.8
2000-01	6,760	7.9	220	8.2	237	7.7	6,355	12.5	13,440	5.9
2001-02	7,681	8.9	305	9.8	394	9.7	6,261	12.2	13,763	5.8
2002-03	7,576	9.0	304	8.3	368	8.9	6,291	12.6	13,643	5.6
2003-04	8,241	7.5	267	7.3	330	7.7	5,992	12.4	13,643	5.5
2004-05	9,201	7.5	306	8.1	315	8.2	5,956	12.6	14,658	5.7
2005-06	10,493	7.6	282	8.3	291	9.6	6,446	13.5	15,982	6.1
2006-07	10,678	8.2	244	7.9	296	12.3	6,051	12.7	15,800	5.9
2007-08	10,643	8.0	246	7.5	257	11.1	6,160	12.3	15,530	5.7
2008-09	10,862	7.9	244	7.2	215	9.2	6,536	12.3	15,855	5.6
2009-10	10,992	7.8	213	6.6	209	8.3	6,878	12.3	15,916	5.4
Grade 12										
1999-00	4,440	5.9	n/a	n/a	168	5.9	4,549	9.4	9,631	4.5
2000-01	4,995	5.9	126	7.3	157	5.5	4,936	10.0	10,411	4.7
2001-02	5,550	6.8	146	7.7	247	6.7	5,088	9.9	10,677	4.6
2002-03	5,995	6.9	197	8.4	283	7.1	5,177	10.0	11,356	4.7
2003-04	6,284	5.9	229	9.7	261	6.2	5,334	10.4	11,254	4.5
2004-05	7,026	6.9	249	11.1	239	6.8	5,303	11.2	12,018	4.9
2005-06	11,148	10.1	372	17.4	324	12.1	7,077	15.0	16,828	6.6
2006-07	13,346	11.5	417	22.3	297	14.3	8,472	17.6	19,342	7.5
2007-08	15,251	12.8	504	24.1	288	13.5	10,058	20.0	21,524	8.0
2008-09	15,683	12.5	498	21.6	317	13.3	11,163	20.1	22,050	7.8
2009-10	13,994	10.7	487	20.8	281	11.0	11,194	18.3	20,155	6.8
Total 7-12										
1999-00	57,852	10.2	n/a	n/a	2,565	10.4	57,570	14.5	115,493	7.2
2000-01	58,084	9.5	2,939	11.1	2,405	9.5	57,950	14.7	118,083	7.1
2001-02	64,203	10.7	3,618	11.8	3,818	11.3	55,897	14.3	117,528	6.9
2002-03	66,226	11.2	3,765	10.9	3,900	11.0	56,046	14.3	120,362	6.9
2003-04	69,765	10.0	3,611	11.0	3,711	10.3	55,723	14.3	121,241	6.8

Note. Students may be counted in more than one category.

^aNot applicable. Retention rates for immigrant students were not calculated until school year 2000-01.

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Table 17 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2009-10

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	74,920	9.9	3,589	11.1	3,078	10.0	55,749	14.3	124,359	6.9
2005-06	83,291	10.0	3,439	11.5	2,754	11.5	59,135	14.7	132,920	7.2
2006-07	81,785	9.9	2,892	10.5	2,258	12.4	58,778	14.3	128,203	6.9
2007-08	80,590	9.8	2,747	10.2	2,033	12.1	59,299	14.0	125,474	6.6
2008-09	72,416	8.7	2,387	9.0	1,851	11.0	56,765	12.8	113,478	5.9
2009-10	65,079	7.9	2,034	8.0	1,540	9.0	53,871	11.9	102,922	5.2

Note. Students may be counted in more than one category.

*Not applicable. Retention rates for immigrant students were not calculated until school year 2000-01.

Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation

Elementary Grades

Instructional programs are designed to meet students' different educational needs. Gifted and talented programs offer eligible students a range of learning experiences that lead to advanced performance. Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in specific Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance. A coherent sequence of study in career and technical education programs is offered only in Grades 9-12.

In 2009-10, students receiving Title I services had retention rates equal to, or higher than, those for students overall in all elementary grades (Figure 16 and Table 18). Rates for students receiving Title I services and for students overall were highest in Grade 1 and lowest in Grade 6.

Figure 16
Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2009-10

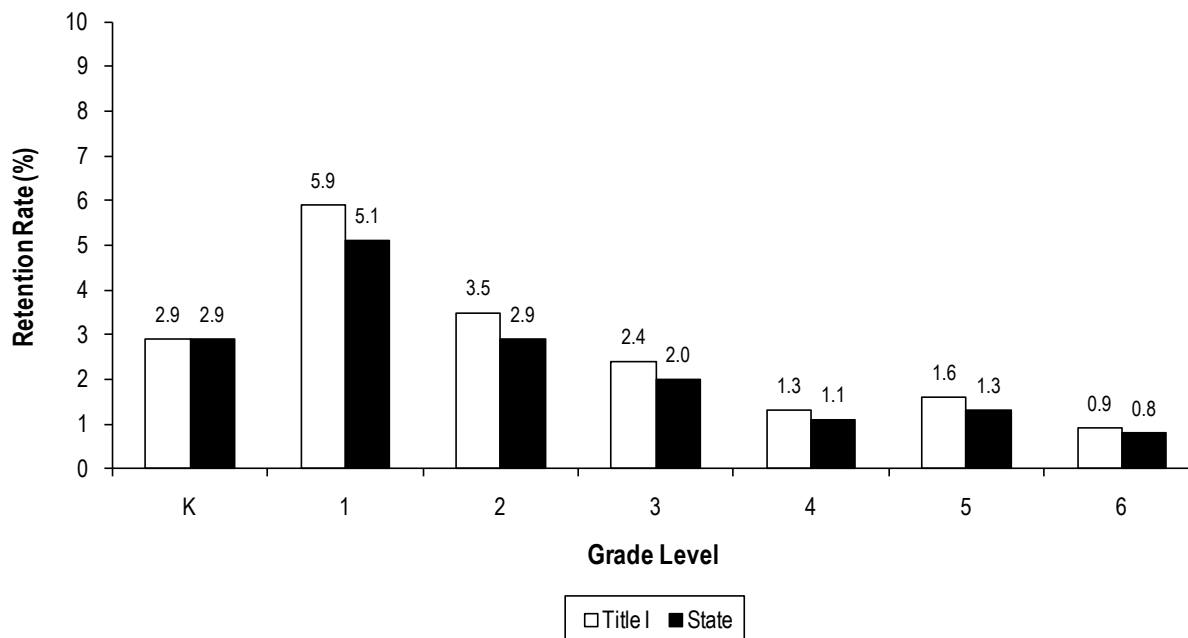


Table 18
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten						
1999-00	0	0.0	4,058	2.4	7,941	2.8
2000-01	–	0.5	4,551	2.7	9,110	3.2
2001-02	13	0.2	5,091	2.8	9,968	3.4
2002-03	5	0.1	6,002	3.1	11,049	3.6
2003-04	11	0.1	6,483	3.2	11,684	3.7
2004-05	6	0.1	6,989	3.2	12,190	3.7
2005-06	13	0.1	9,389	3.7	12,559	3.7
2006-07	15	0.2	9,253	3.6	12,446	3.6
2007-08	9	0.1	8,701	3.3	11,457	3.3
2008-09	16	0.1	8,436	3.1	11,036	3.1
2009-10	8	0.1	8,205	2.9	10,490	2.9
Grade 1						
1999-00	30	0.3	12,250	6.5	19,505	6.3
2000-01	30	0.3	11,962	6.3	19,529	6.3
2001-02	37	0.3	12,793	6.6	20,094	6.4
2002-03	30	0.2	13,348	6.6	20,180	6.3
2003-04	29	0.2	14,476	6.7	21,101	6.4
2004-05	24	0.2	15,099	6.6	21,496	6.4
2005-06	21	0.1	19,583	7.5	22,540	6.4
2006-07	13	0.1	20,067	7.4	23,170	6.3
2007-08	20	0.1	19,156	6.9	21,852	5.9
2008-09	25	0.2	18,625	6.6	20,970	5.6
2009-10	22	0.1	17,166	5.9	19,138	5.1
Grade 2						
1999-00	21	0.1	6,568	3.6	9,852	3.3
2000-01	20	0.1	7,400	3.9	11,001	3.6
2001-02	24	0.1	7,478	3.9	11,066	3.6
2002-03	23	0.1	7,711	3.9	11,184	3.6
2003-04	36	0.2	8,444	4.1	11,648	3.7
2004-05	20	0.1	8,708	4.0	11,859	3.6
2005-06	24	0.1	11,060	4.5	12,477	3.7
2006-07	26	0.1	11,017	4.3	12,383	3.6
2007-08	16	0.1	10,858	4.1	12,132	3.4
2008-09	16	0.1	10,201	3.7	11,288	3.1
2009-10	21	0.1	9,926	3.5	10,830	2.9
Grade 3						
1999-00	22	0.1	4,637	2.6	6,862	2.3
2000-01	24	0.1	5,112	2.8	7,659	2.5
2001-02	17	0.1	5,170	2.7	7,636	2.4

Note. Students may be counted in more than one category. A dash (–) indicates data are not reported to protect student anonymity.

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Table 18 (continued)
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2002-03	23	0.1	6,326	3.2	8,924	2.8
2003-04	13	0.1	6,023	2.9	8,196	2.6
2004-05	25	0.1	7,820	3.7	10,366	3.2
2005-06	24	0.1	8,793	3.6	9,758	2.9
2006-07	15	0.1	8,467	3.4	9,442	2.8
2007-08	21	0.1	8,075	3.2	8,918	2.6
2008-09	14	0.1	7,674	2.9	8,418	2.3
2009-10	18	0.1	6,719	2.4	7,307	2.0
Grade 4						
1999-00	12	<0.1	2,555	1.5	4,014	1.3
2000-01	–	0.1	2,811	1.6	4,405	1.4
2001-02	25	0.1	2,561	1.4	4,043	1.3
2002-03	30	0.1	3,344	1.7	4,843	1.5
2003-04	18	0.1	3,635	1.8	5,147	1.6
2004-05	17	0.1	4,119	2.0	5,630	1.8
2005-06	18	0.1	5,010	2.2	5,665	1.8
2006-07	19	0.1	4,697	2.0	5,351	1.6
2007-08	17	0.1	4,018	1.6	4,505	1.3
2008-09	11	<0.1	3,568	1.4	3,984	1.1
2009-10	10	<0.1	3,665	1.3	3,988	1.1
Grade 5						
1999-00	19	0.1	1,707	1.0	2,938	1.0
2000-01	18	0.1	1,593	0.9	2,789	0.9
2001-02	12	<0.1	1,535	0.9	2,591	0.8
2002-03	26	0.1	1,989	1.1	3,109	1.0
2003-04	11	<0.1	2,112	1.1	3,225	1.0
2004-05	61	0.2	8,456	4.1	11,159	3.5
2005-06	21	0.1	7,882	3.3	8,891	2.7
2006-07	25	0.1	6,359	2.7	7,288	2.2
2007-08	14	<0.1	5,917	2.4	6,746	2.0
2008-09	12	<0.1	5,124	2.1	5,735	1.7
2009-10	25	0.1	4,201	1.6	4,713	1.3
Grade 6						
1999-00	28	0.1	2,126	1.6	4,906	1.7
2000-01	43	0.1	2,118	1.5	4,824	1.6
2001-02	16	<0.1	1,990	1.4	4,414	1.4
2002-03	20	0.1	2,259	1.4	4,563	1.4
2003-04	24	0.1	2,579	1.5	4,795	1.5
2004-05	17	0.1	2,836	1.5	4,901	1.5
2005-06	27	0.1	3,067	1.5	4,066	1.3

Note. Students may be counted in more than one category. A dash (–) indicates data are not reported to protect student anonymity.

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Table 18 (continued)
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2006-07	26	0.1	2,826	1.4	3,816	1.2
2007-08	20	0.1	2,330	1.1	3,182	1.0
2008-09	21	0.1	2,050	1.0	2,792	0.8
2009-10	30	0.1	2,027	0.9	2,692	0.8
Total K-6						
1999-00	132	0.1	33,901	2.8	56,018	2.7
2000-01	157	0.1	35,547	2.9	59,317	2.8
2001-02	144	0.1	36,618	2.9	59,812	2.8
2002-03	157	0.1	40,979	3.1	63,852	2.9
2003-04	142	0.1	43,752	3.1	65,796	2.9
2004-05	170	0.1	54,027	3.7	77,601	3.4
2005-06	148	0.1	64,784	3.9	75,956	3.3
2006-07	139	0.1	62,686	3.7	73,896	3.1
2007-08	117	0.1	59,055	3.4	68,792	2.8
2008-09	115	0.1	55,678	3.1	64,223	2.6
2009-10	134	0.1	51,909	2.7	59,158	2.3

Note. Students may be counted in more than one category. A dash (-) indicates data are not reported to protect student anonymity.

Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation

Secondary Grades

In addition to the instructional programs available in the elementary grades, students in Grades 9-12 can participate in career and technical education (CTE). CTE programs offer a range of training that helps students gain employment in high-skilled, high-wage jobs and advance to postsecondary education.

In 2009-10, students receiving Title I services had retention rates higher than those for students overall in all secondary grades (Table 19). In Grades 9-12, by contrast, students participating in CTE programs had retention rates lower than those for students overall (Figure 17).

Figure 17
Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2009-10

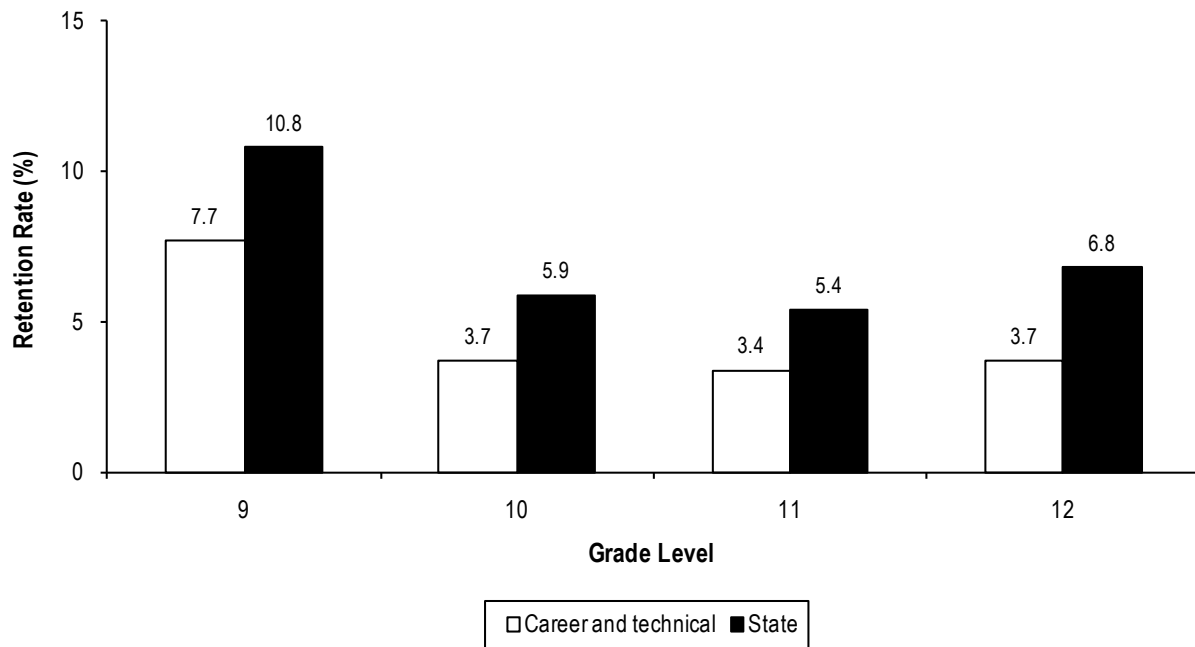


Table 19
Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
1999-00	34	2.0	128	0.4	3,213	2.8	8,513	2.9
2000-01	63	2.6	92	0.3	2,924	2.4	7,762	2.5
2001-02	45	1.8	86	0.2	2,904	2.3	6,959	2.2
2002-03	18	1.1	75	0.2	3,296	2.4	7,489	2.3
2003-04	12	0.8	67	0.2	3,422	2.2	7,372	2.3
2004-05	9	0.6	77	0.2	3,811	2.3	7,710	2.3
2005-06	n/a ^b	n/a	45	0.1	5,067	2.6	7,313	2.2
2006-07	n/a	n/a	52	0.1	3,931	2.1	5,663	1.7
2007-08	n/a	n/a	41	0.1	3,483	1.8	5,052	1.5
2008-09	n/a	n/a	38	0.1	2,926	1.5	4,267	1.3
2009-10	n/a	n/a	44	0.1	2,611	1.2	3,712	1.1
Grade 8								
1999-00	23	0.7	91	0.3	2,192	2.0	6,169	2.1
2000-01	55	1.4	86	0.2	2,237	1.9	6,353	2.1
2001-02	53	1.2	97	0.3	2,163	1.8	5,642	1.9
2002-03	33	1.2	67	0.2	2,431	1.8	5,926	1.9
2003-04	23	0.7	68	0.2	2,605	1.8	6,099	1.9
2004-05	27	0.9	63	0.2	2,640	1.6	5,969	1.8
2005-06	n/a	n/a	45	0.1	3,821	2.0	5,839	1.8
2006-07	n/a	n/a	33	0.1	3,306	1.7	4,943	1.5
2007-08	n/a	n/a	38	0.1	4,349	2.3	6,323	1.9
2008-09	n/a	n/a	31	0.1	3,672	1.9	5,165	1.5
2009-10	n/a	n/a	38	0.1	3,366	1.6	4,503	1.3
Grade 9								
1999-00	5,211	12.2	751	2.4	14,666	17.9	58,451	17.7
2000-01	5,889	11.6	712	2.2	14,612	16.7	58,363	17.4
2001-02	6,646	12.3	846	2.6	15,661	17.9	57,761	16.9
2002-03	7,994	11.9	574	1.8	17,756	17.5	57,197	16.4
2003-04	9,059	12.5	600	1.9	21,089	17.7	58,252	16.5
2004-05	10,358	12.9	596	1.9	22,236	16.9	58,605	16.2
2005-06	9,346	12.1	706	2.1	32,769	20.7	60,726	16.5
2006-07	6,742	9.9	602	1.8	31,655	19.8	57,213	15.4
2007-08	5,454	8.8	575	1.7	28,887	18.4	54,831	14.7
2008-09	5,803	7.8	488	1.4	24,052	16.2	45,016	12.3
2009-10	6,348	7.7	463	1.3	23,506	13.8	40,200	10.8

Note. Students may be counted in more than one category.

^aData reflect students participating in career and technical education programs; students enrolled in career and technical education courses only are excluded. ^bNot applicable. Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs.

continues

Table 19 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 10								
1999-00	3,082	5.5	316	1.1	5,103	8.4	19,923	7.8
2000-01	4,149	5.9	330	1.1	5,794	8.8	21,754	8.1
2001-02	4,485	6.0	411	1.3	6,451	9.2	22,726	8.2
2002-03	5,860	6.7	304	1.0	7,823	10.0	24,751	8.8
2003-04	6,179	6.5	257	0.9	8,752	9.2	24,621	8.5
2004-05	6,926	7.0	353	1.2	9,465	9.3	25,399	8.7
2005-06	6,976	6.8	370	1.2	13,102	11.0	26,232	8.7
2006-07	5,405	5.7	381	1.2	12,609	10.5	25,242	8.3
2007-08	4,223	4.8	302	1.0	9,882	8.4	22,214	7.2
2008-09	4,339	4.6	239	0.7	8,894	7.6	21,125	6.8
2009-10	3,819	3.7	261	0.8	9,025	6.8	18,436	5.9
Grade 11								
1999-00	2,942	4.2	253	0.9	2,935	5.7	12,806	5.8
2000-01	3,339	4.0	211	0.8	3,160	5.8	13,440	5.9
2001-02	3,535	3.9	266	0.9	3,403	5.9	13,763	5.8
2002-03	3,693	3.7	161	0.6	3,893	5.9	13,643	5.6
2003-04	3,807	3.7	163	0.6	4,646	5.9	13,643	5.5
2004-05	4,149	3.8	188	0.7	5,177	5.9	14,658	5.7
2005-06	4,645	4.2	200	0.7	8,356	8.4	15,982	6.1
2006-07	4,035	3.7	269	0.9	7,984	7.7	15,800	5.9
2007-08	3,691	3.5	255	0.9	7,357	7.1	15,530	5.7
2008-09	3,663	3.3	182	0.6	8,450	7.8	15,855	5.6
2009-10	4,132	3.4	210	0.7	8,668	6.9	15,916	5.4
Grade 12								
1999-00	2,060	2.7	146	0.6	2,331	4.6	9,631	4.5
2000-01	2,566	2.9	161	0.6	2,653	4.9	10,411	4.7
2001-02	2,747	2.9	165	0.6	2,576	4.6	10,677	4.6
2002-03	3,105	2.8	149	0.6	3,144	4.7	11,356	4.7
2003-04	3,096	2.6	99	0.4	3,700	4.6	11,254	4.5
2004-05	3,439	2.8	110	0.4	4,420	5.2	12,018	4.9
2005-06	5,144	4.2	213	0.8	8,563	8.9	16,828	6.6
2006-07	5,475	4.6	203	0.7	9,958	10.3	19,342	7.5
2007-08	5,614	4.6	196	0.7	10,391	10.3	21,524	8.0
2008-09	5,635	4.5	157	0.5	10,856	10.3	22,050	7.8
2009-10	5,094	3.7	144	0.5	10,663	8.4	20,155	6.8

Note. Students may be counted in more than one category.

^aData reflect students participating in career and technical education programs; students enrolled in career and technical education courses only are excluded. ^bNot applicable. Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs.

continues

Table 19 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2009-10

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total 7-12								
1999-00	13,352	5.3	1,685	0.9	30,440	6.5	115,493	7.2
2000-01	16,061	5.3	1,592	0.9	31,380	6.3	118,083	7.1
2001-02	17,511	5.4	1,871	1.0	33,158	6.4	117,528	6.9
2002-03	20,703	5.6	1,330	0.7	38,343	6.6	120,362	6.9
2003-04	22,176	5.6	1,254	0.7	44,214	6.6	121,241	6.8
2004-05	24,908	6.0	1,387	0.7	47,749	6.5	124,359	6.9
2005-06	26,111	6.3	1,579	0.8	71,678	8.4	132,920	7.2
2006-07	21,657	5.5	1,540	0.8	69,443	8.1	128,203	6.9
2007-08	18,982	5.0	1,407	0.7	64,349	7.5	125,474	6.6
2008-09	19,440	4.8	1,135	0.6	58,850	6.8	113,478	5.9
2009-10	19,393	4.3	1,160	0.6	57,839	5.9	102,922	5.2

Note. Students may be counted in more than one category.

^aData reflect students participating in career and technical education programs; students enrolled in career and technical education courses only are excluded. ^bNot applicable. Beginning with the 2005-06 school year, data reflect students in Grades 9-12 only who are participating in career and technical education programs.

Retention and Student Performance

Statutory Requirements

Passing Rates

TAKS Scores

Statutory Requirements

This section of the report presents information on the performance of retained students, as required by the 77th Texas Legislature (Texas Education Code [TEC] §39.182, 2001). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the Texas Assessment of Knowledge and Skills (TAKS) reading/English language arts (ELA) and mathematics tests. Passing rates and average scores for spring 2010 were compared to spring 2011 passing rates and average scores of students repeating a grade in the 2010-11 school year. For comparison purposes, the 2010 TAKS results for promoted students also were calculated.

Passing Rates

Among students in Grades 3-10 who took the English-version TAKS in spring 2010, passing rates were higher for students who were promoted than for students who were retained (Table 20). After a year in the same grade, the passing rates for students who had been retained improved, except on the Grade 9 reading test, but did not reach the passing rates for students who had been promoted the year before. For example, 95.3 percent of Grade 5 students who were promoted passed the reading TAKS in spring 2010, whereas 35.8 percent of fifth graders who were retained passed the reading TAKS. After repeating the grade, 82.5 percent passed the Grade 5 reading TAKS. Results on the English-version mathematics TAKS were similar. For example, 91.7 percent of promoted eighth graders passed the mathematics TAKS in spring 2010, whereas only 22.4 percent of retained students passed. The following year, 59.5 percent of the retained Grade 8 students passed the mathematics TAKS.

Spanish-version TAKS results were similar to English-version results in that the passing rates for students who were later retained were considerably lower than the passing rates for students who were subsequently promoted. Also, passing rates for retained students showed gains in the second year.

Table 20
Texas Assessment of Knowledge and Skills (TAKS) Percentage Passing 2010 and 2011,
Grades 3-10, by Grade and Promotion Status 2009-10, Texas Public Schools

Status	TAKS English-version				TAKS Spanish-version			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2010	2011	2010	2011	2010	2011	2010	2011
Grade 3								
Promoted	93.0	– ^b	87.5	–	87.4	–	77.6	–
Retained	33.0	78.7	21.7	79.4	23.3	81.1	15.9	77.7
Grade 4								
Promoted	86.6	–	89.0	–	84.1	–	78.1	–
Retained	21.8	72.5	26.9	78.7	22.7	79.6	14.1	70.6
Grade 5								
Promoted	95.3	–	95.6	–	88.7	–	76.4	–
Retained	35.8	82.5	33.5	82.9	36.4	89.1	19.2	53.9
Grade 6								
Promoted	86.2	–	82.8	–	n/a ^c	n/a	n/a	n/a
Retained	32.8	64.3	24.9	59.7	n/a	n/a	n/a	n/a
Grade 7								
Promoted	86.4	–	81.6	–	n/a	n/a	n/a	n/a
Retained	42.2	68.0	26.4	51.8	n/a	n/a	n/a	n/a
Grade 8								
Promoted	96.6	–	91.7	–	n/a	n/a	n/a	n/a
Retained	64.9	80.3	22.4	59.5	n/a	n/a	n/a	n/a
Grade 9								
Promoted	94.1	–	75.5	–	n/a	n/a	n/a	n/a
Retained	77.0	72.1	27.9	38.3	n/a	n/a	n/a	n/a
Grade 10								
Promoted	92.2	–	77.4	–	n/a	n/a	n/a	n/a
Retained	69.8	73.3	30.2	38.3	n/a	n/a	n/a	n/a

Note. Results are based on TAKS and TAKS (Accommodated) combined. Passing rates for retained students in both years are based on the same groups of students.

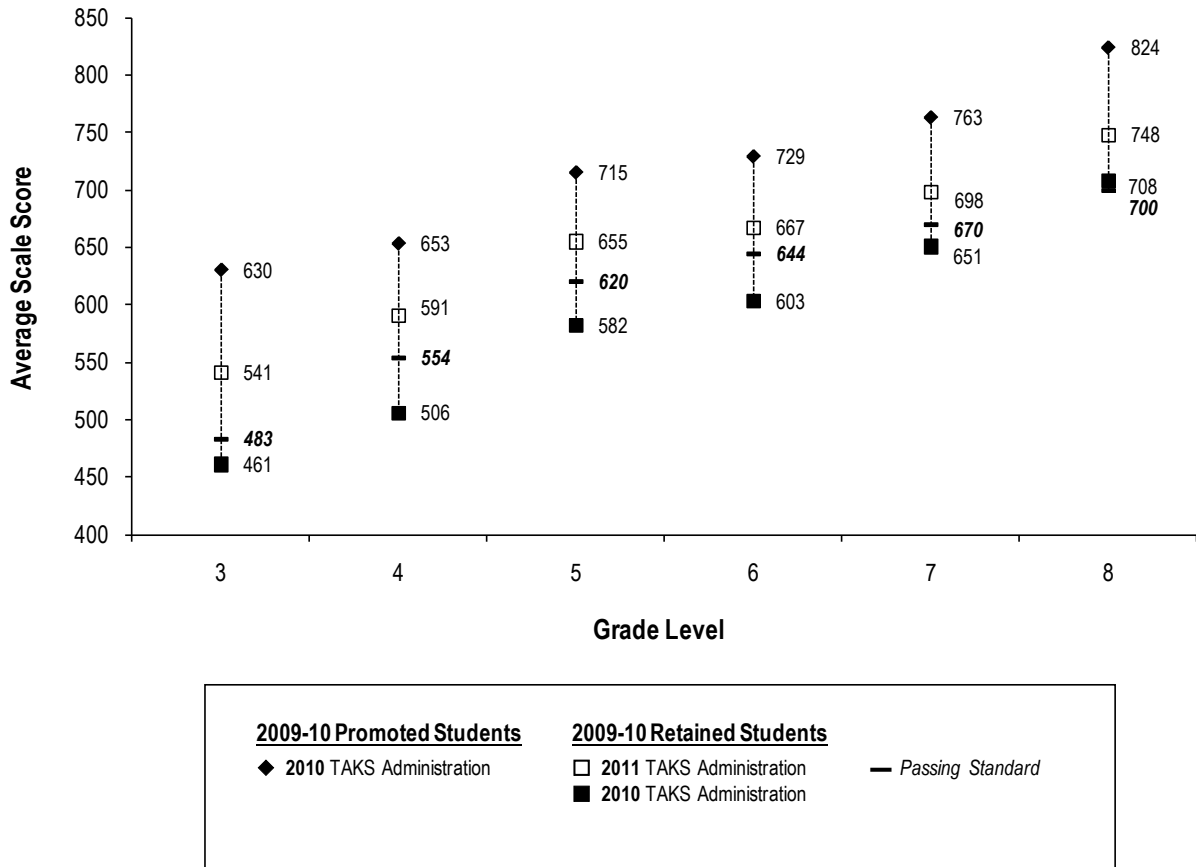
^aEnglish language arts. ^bStudents promoted in 2010 did not repeat the same grade-level test in 2011. ^cNot applicable. Spanish-version TAKS tests were available in Grades 3-5 only.

TAKS Scores

Students in Grades 3-10 promoted at the end of the 2009-10 school year had average scale scores on the English- and Spanish-language versions of the 2010 TAKS reading/ELA and mathematics tests that exceeded the passing standards (Figure 18 on facing page and Table 21 on page 86). Students who were retained had much lower scale scores than students who were promoted. On the first attempt, retained students at all grade levels and on all subject tests, except the English-version reading tests in Grades 8, 9, and 10, had average scale scores that were below the passing standards. A year later, on the 2011 TAKS, average scale scores for retained students on most tests did meet or exceed the passing standards; however, the scores still failed to reach the average scale scores for students who had been promoted the year before.

Starting in 2010, results for TAKS reading and mathematics tests in Grades 3-8 were reported using vertical scale scores rather than horizontal scale scores. Conversion to vertical scales required changes to the numerical passing standards for those tests. TAKS results for Grades 9 and 10 continued to be reported using horizontal scale scores, so the numerical passing standards did not change. For additional information on scale scores, see the section, "Definitions and Calculations," on page 10.

Figure 18
Grade-Level Retention 2009-10 and Average Reading Scale Scores on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2010 and 2011, Grades 3-8, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined.

Table 21**Texas Assessment of Knowledge and Skills (TAKS) Average Scale Scores 2010 and 2011, Grades 3-10, by Grade and Promotion Status 2009-10, Texas Public Schools**

Status	English-version scale score						Spanish-version scale score					
	Reading/ELA ^a			Mathematics			Reading			Mathematics		
	Passing standard ^b	2010	2011	Passing standard	2010	2011	Passing standard	2010	2011	Passing standard	2010	2011
Grade 3	483			500			503			503		
Promoted		630	– ^c		592	–		608	–		568	–
Retained		461	541		452	546		462	574		438	551
Grade 4	554			554			555			555		
Promoted		653	–		660	–		638	–		623	–
Retained		506	591		521	605		519	608		490	590
Grade 5	620			603			623			627		
Promoted		715	–		710	–		677	–		657	–
Retained		582	655		574	640		592	665		552	607
Grade 6	644			637			n/a ^d			n/a		
Promoted		729	–		723	–		n/a	n/a		n/a	n/a
Retained		603	667		599	654		n/a	n/a		n/a	n/a
Grade 7	670			670			n/a			n/a		
Promoted		763	–		745	–		n/a	n/a		n/a	n/a
Retained		651	698		640	675		n/a	n/a		n/a	n/a
Grade 8	700			700			n/a			n/a		
Promoted		824	–		780	–		n/a	n/a		n/a	n/a
Retained		708	748		657	700		n/a	n/a		n/a	n/a
Grade 9	2100			2100			n/a			n/a		
Promoted		2287	–		2253	–		n/a	n/a		n/a	n/a
Retained		2163	2162		2007	2047		n/a	n/a		n/a	n/a
Grade 10	2100			2100			n/a			n/a		
Promoted		2270	–		2217	–		n/a	n/a		n/a	n/a
Retained		2153	2172		2032	2053		n/a	n/a		n/a	n/a

Note. Results are based on TAKS and TAKS (Accommodated) combined. Scale scores for retained students in both years are based on the same groups of students.

^aEnglish language arts. ^bThe minimum score required to pass each test. Starting in 2010, results for TAKS reading and mathematics tests in Grades 3-8 were reported using vertical scale scores rather than horizontal scale scores. TAKS results for Grades 9 and 10 were reported using the same horizontal scale as in previous years. ^cStudents promoted in 2010 did not repeat the same grade-level test in 2011. ^dNot applicable. Spanish-version TAKS tests were available in Grades 3-5 only.

Student Performance and Promotion

Student Promotion Policies

Grade 3-10 Summary

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Student Promotion Policies

Texas statute links student promotion from specific grade levels with test performance and instruction (Texas Education Code [TEC] §28.0211, 2010). Under the Student Success Initiative (SSI), students in Grade 3 were required to demonstrate mastery of grade-level skills on the state reading test from 2002-03 to 2008-09. In 2009, the 81st Texas Legislature amended statute to eliminate the Grade 3 advancement requirement. Students in Grade 5 were required to pass the reading and mathematics tests beginning in 2004-05, and students in Grade 8 were required to pass the reading and mathematics tests beginning in 2007-08. These advancement requirements remain in effect. Students who fail to meet the standards must be provided accelerated instruction and be given a second opportunity to pass the tests. A student who fails to meet standards after three opportunities must be retained unless the members of his or her grade placement committee (GPC) unanimously recommend advancement to the next grade.

Performance of Texas students on the Texas Assessment of Knowledge and Skills (TAKS) improved steadily between 2003 and 2010. In response to more stringent requirements, many local school systems have intensified efforts to identify students at risk of failure and provide them instructional support. These local efforts have been supported by state initiatives in reading and mathematics.

This report is intended to facilitate school district and state planning and to help monitor the effects of policies and related programs as they are implemented. For these purposes, the Texas Education Agency prepared a series of tables on TAKS performance and retention.

Grade 3-10 Summary

TAKS performance and promotion status for 2010 is summarized for Grades 3-10 (Table 22); a more detailed analysis of test results and promotion status at each grade level is provided as well (Figures 19-26, starting on page 92, and Tables 23-38, starting on page 93). Students in Grades 3-10 were grouped according to whether they passed or failed the TAKS reading/English language arts (ELA) and mathematics tests. Within each group, the numbers and percentages of students who were promoted and retained in 2009-10 were calculated.

In the 2009-10 school year, over 30,000 fifth graders failed to pass the TAKS reading and mathematics tests (Table 22). Of these, 12.1 percent (3,669) were retained after the 2009-10 school year. Over 36,000 eighth graders failed to pass the TAKS reading and mathematics tests. Of these, 8.1 percent (2,923) were retained in Grade 8 after the 2009-10 school year.

Large percentages of fifth- and eighth-grade students promoted after the 2009-10 school year had passed the 2010 TAKS tests required under SSI. In fifth grade, 85.1 percent of all promoted students had passed the TAKS reading and mathematics tests (Table 27 on page 97). Over 18,000 students, or 5.2 percent of promoted fifth graders, had not passed the TAKS reading and mathematics

Table 22
Texas Assessment of Knowledge and Skills (TAKS) 2010 Reading/English Language Arts (ELA)
and Mathematics Performance and Promotion Status 2009-10, Grades 3-10, by Grade, Texas
Public Schools

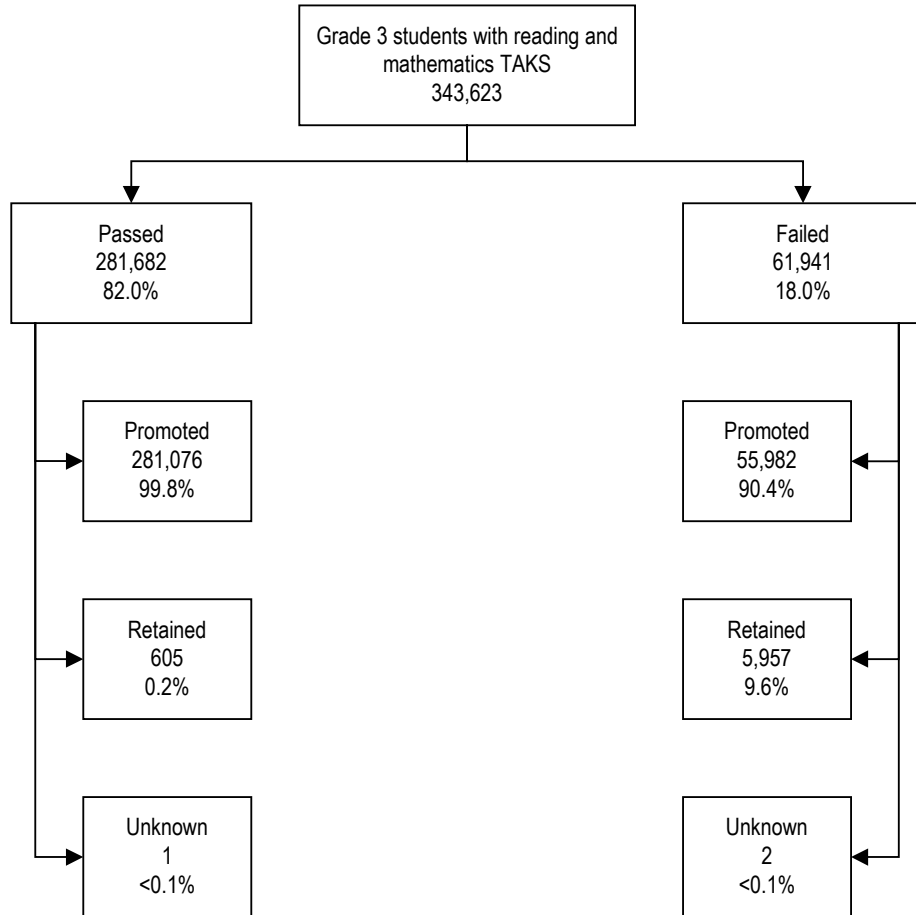
TAKS performance	Total	Promoted		Retained		Unknown ^a	
		Number	Percent	Number	Percent	Number	Percent
Grade 3							
Passed reading and mathematics	281,682	281,076	99.8	605	0.2	1	<0.1
Did not pass reading and mathematics	61,941	55,982	90.4	5,957	9.6	2	<0.1
Grade 4							
Passed reading and mathematics	268,205	267,980	99.9	224	0.1	1	<0.1
Did not pass reading and mathematics	69,337	66,105	95.3	3,231	4.7	1	<0.1
Grade 5							
Passed reading and mathematics	296,929	296,714	99.9	215	0.1	0	0.0
Did not pass reading and mathematics	30,242	26,573	87.9	3,669	12.1	0	0.0
Grade 6							
Passed reading and mathematics	243,444	243,185	99.9	259	0.1	0	0.0
Did not pass reading and mathematics	77,298	75,493	97.7	1,805	2.3	0	0.0
Grade 7							
Passed reading and mathematics	241,816	241,344	99.8	471	0.2	1	<0.1
Did not pass reading and mathematics	79,578	77,140	96.9	2,437	3.1	1	<0.1
Grade 8							
Passed reading and mathematics	276,627	276,206	99.8	421	0.2	0	0.0
Did not pass reading and mathematics	36,303	33,379	91.9	2,923	8.1	1	<0.1
Grade 9							
Passed reading and mathematics	228,798	222,389	97.2	6,409	2.8	0	0.0
Did not pass reading and mathematics	109,265	84,573	77.4	24,685	22.6	7	<0.1
Grade 10							
Passed reading and mathematics	207,011	203,574	98.3	3,406	1.6	31	<0.1
Did not pass reading and mathematics	82,809	71,446	86.3	11,094	13.4	269	0.3

Note. Results are based on TAKS and TAKS (Accommodated) combined. ^aPromotion status could not be determined because of a grade-level reporting error.

tests, or were missing results for either of the tests, but were promoted by GPCs (Figure 21 on page 96). In eighth grade, 82.1 percent of all promoted students had passed the TAKS reading and mathematics tests (Table 33 on page 103). Nearly 21,000 students, or 6.2 percent of promoted eighth graders, had not passed the TAKS reading and mathematics tests, or were missing results for either of the tests, but were promoted by GPCs (Figure 24 on page 102).

Grade 3

Figure 19
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 3, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 23
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 3, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	281,682	100	281,076	99.8	605	0.2	1	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	20,061	32.4	16,219	80.8	3,842	19.2	0	0.0
Failed reading and passed mathematics	10,466	16.9	9,734	93.0	731	7.0	1	<0.1
Failed reading and missing mathematics	229	0.4	224	97.8	5	2.2	0	0.0
Missing reading and failed mathematics	920	1.5	905	98.4	15	1.6	0	0.0
Passed reading and failed mathematics	30,265	48.9	28,900	95.5	1,364	4.5	1	<0.1
Total	61,941	100	55,982	90.4	5,957	9.6	2	<0.1
Other								
Passed reading and missing mathematics	654	34.2	–	–	–	–	0	0.0
Missing reading and passed mathematics	1,256	65.8	–	–	–	–	0	0.0
Total	1,910	100	1,903	99.6	7	0.4	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. A dash (–) indicates data are not reported to protect student anonymity.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 24
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 3, by Test, Texas Public Schools

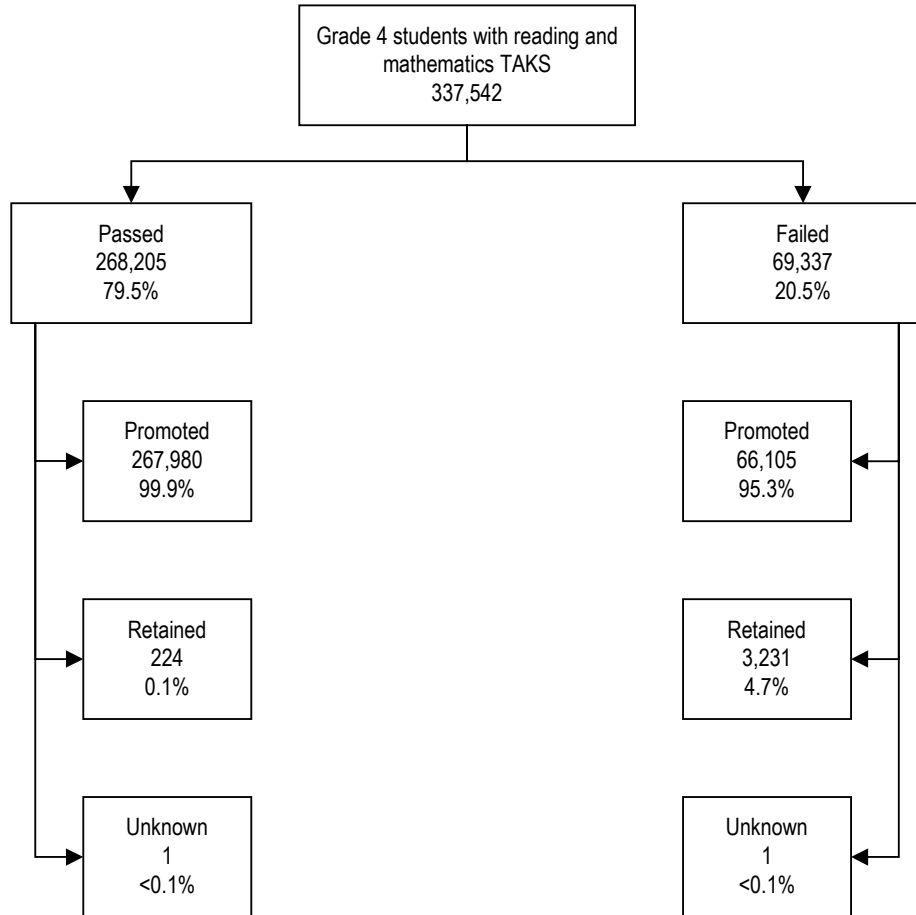
TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Results								
English-version Grade 3 reading								
Passed	283,998	91.7	282,324	99.4	1,672	0.6	2	<0.1
Failed	25,713	8.3	22,080	85.9	3,632	14.1	1	<0.1
Total	309,711	100	304,404	98.3	5,304	1.7	3	<0.1
English-version Grade 3 mathematics								
Passed	268,187	86.2	267,066	99.6	1,119	0.4	2	<0.1
Failed	43,001	13.8	38,801	90.2	4,199	9.8	1	<0.1
Total	311,188	100	305,867	98.3	5,318	1.7	3	<0.1
Spanish-version Grade 3 reading								
Passed	28,603	85.0	28,301	98.9	302	1.1	0	0.0
Failed	5,062	15.0	4,114	81.3	948	18.7	0	0.0
Total	33,665	100	32,415	96.3	1,250	3.7	0	0.0
Spanish-version Grade 3 mathematics								
Passed	25,217	75.3	24,998	99.1	219	0.9	0	0.0
Failed	8,261	24.7	7,238	87.6	1,023	12.4	0	0.0
Total	33,478	100	32,236	96.3	1,242	3.7	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 4

Figure 20
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 4, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 25
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 4, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	268,205	100	267,980	99.9	224	0.1	1	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	21,827	31.5	19,766	90.6	2,060	9.4	1	<0.1
Failed reading and passed mathematics	26,111	37.7	25,473	97.6	638	2.4	0	0.0
Failed reading and missing mathematics	824	1.2	814	98.8	10	1.2	0	0.0
Missing reading and failed mathematics	893	1.3	883	98.9	10	1.1	0	0.0
Passed reading and failed mathematics	19,682	28.4	19,169	97.4	513	2.6	0	0.0
Total	69,337	100	66,105	95.3	3,231	4.7	1	<0.1
Other								
Passed reading and missing mathematics	938	40.1	–	–	–	–	0	0.0
Missing reading and passed mathematics	1,402	59.9	–	–	–	–	0	0.0
Total	2,340	100	2,338	99.9	2	0.1	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. A dash (–) indicates data are not reported to protect student anonymity.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 26
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 4, by Test, Texas Public Schools

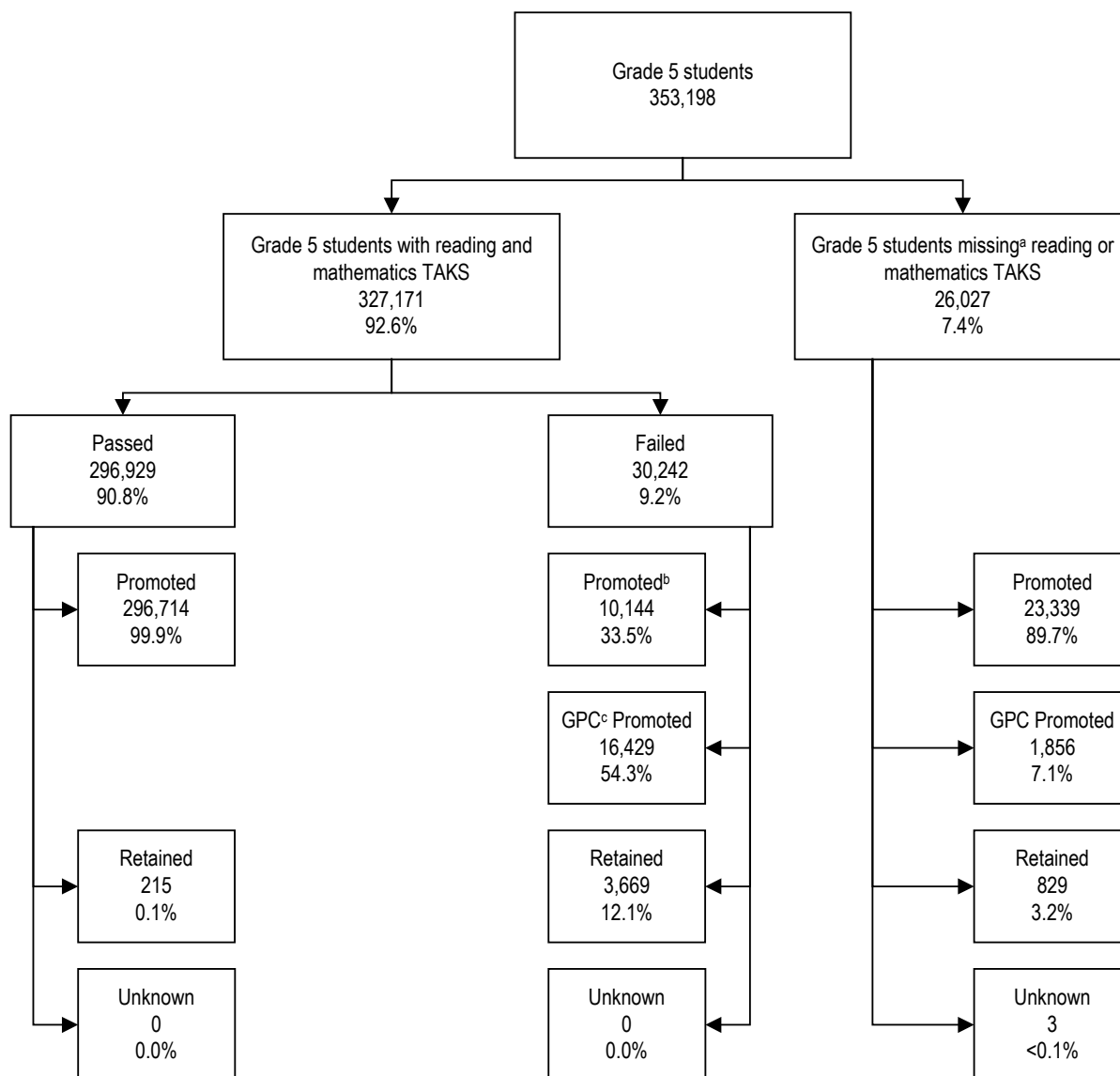
TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Results								
English-version Grade 4 reading								
Passed	271,572	85.7	270,922	99.8	649	0.2	1	<0.1
Failed	45,184	14.3	42,778	94.7	2,405	5.3	1	<0.1
Total	316,756	100	313,700	99.0	3,054	1.0	2	<0.1
English-version Grade 4 mathematics								
Passed	279,808	88.2	279,005	99.7	802	0.3	1	<0.1
Failed	37,613	11.8	35,360	94.0	2,252	6.0	1	<0.1
Total	317,421	100	314,365	99.0	3,054	1.0	2	<0.1
Spanish-version Grade 4 reading								
Passed	17,253	82.8	17,164	99.5	89	0.5	0	0.0
Failed	3,578	17.2	3,275	91.5	303	8.5	0	0.0
Total	20,831	100	20,439	98.1	392	1.9	0	0.0
Spanish-version Grade 4 mathematics								
Passed	15,910	76.9	15,849	99.6	61	0.4	0	0.0
Failed	4,789	23.1	4,458	93.1	331	6.9	0	0.0
Total	20,699	100	20,307	98.1	392	1.9	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 5

Figure 21
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 5, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered another version of TAKS, such as TAKS-Modified. ^bThese students: may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

Table 27
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 5, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	296,929	100	296,714	99.9	215	0.1	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	9,240	30.6	7,395	80.0	1,845	20.0	0	0.0
Failed reading and passed mathematics	10,726	35.5	9,850	91.8	876	8.2	0	0.0
Failed reading and missing mathematics	239	0.8	–	–	–	–	0	0.0
Missing reading and failed mathematics	271	0.9	–	–	–	–	0	0.0
Passed reading and failed mathematics	9,766	32.3	8,827	90.4	939	9.6	0	0.0
Total	30,242	100	26,573	87.9	3,669	12.1	0	0.0
Other								
Missing reading and missing mathematics	22,866	87.9	22,167	96.9	696	3.0	3	<0.1
Passed reading and missing mathematics	1,506	5.8	1,415	94.0	91	6.0	0	0.0
Missing reading and passed mathematics	1,655	6.4	1,613	97.5	42	2.5	0	0.0
Total	26,027	100	25,195	96.8	829	3.2	3	<0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. A dash (–) indicates data are not reported to protect student anonymity.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 28
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 5, by Test, Texas Public Schools

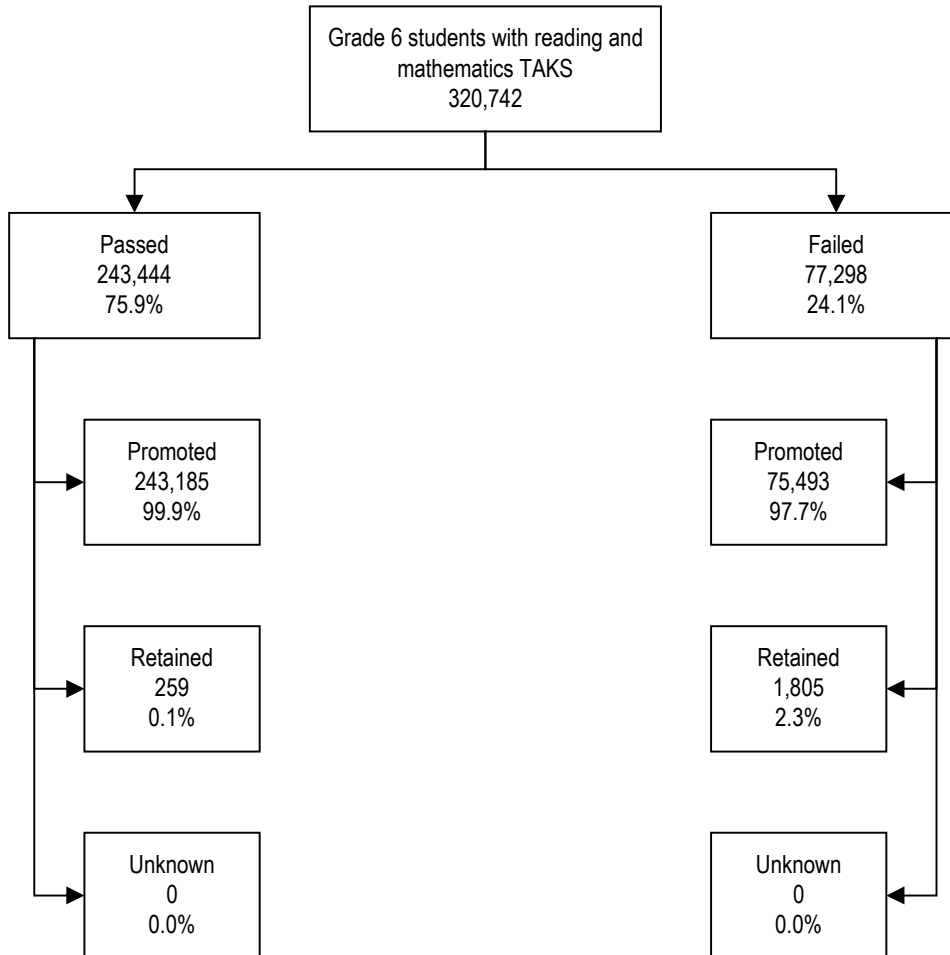
TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Results	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 5 reading								
Passed	302,437	93.0	301,281	99.6	1,156	0.4	0	0.0
Failed	19,247	5.9	16,716	86.8	2,531	13.2	0	0.0
Not tested	3,566	1.1	3,268	91.6	298	8.4	0	0.0
Total	325,250	100	321,265	98.8	3,985	1.2	0	0.0
English-version Grade 5 mathematics								
Passed	306,921	93.4	305,810	99.6	1,111	0.4	0	0.0
Failed	18,361	5.6	15,726	85.6	2,635	14.4	0	0.0
Not tested	3,474	1.1	3,128	90.0	346	10.0	0	0.0
Total	328,756	100	324,664	98.8	4,092	1.2	0	0.0
Spanish-version Grade 5 reading								
Passed	5,764	84.8	5,675	98.5	89	1.5	0	0.0
Failed	958	14.1	761	79.4	197	20.6	0	0.0
Not tested	74	1.1	68	91.9	6	8.1	0	0.0
Total	6,796	100	6,504	95.7	292	4.3	0	0.0
Spanish-version Grade 5 mathematics								
Passed	2,389	69.1	2,367	99.1	22	0.9	0	0.0
Failed	916	26.5	765	83.5	151	16.5	0	0.0
Not tested	150	4.3	141	94.0	9	6.0	0	0.0
Total	3,455	100	3,273	94.7	182	5.3	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 6

Figure 22
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 6, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 29
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 6, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	243,444	100	243,185	99.9	259	0.1	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	25,773	33.3	24,596	95.4	1,177	4.6	0	0.0
Failed reading and passed mathematics	19,199	24.8	18,979	98.9	220	1.1	0	0.0
Failed reading and missing mathematics	1,271	1.6	1,265	99.5	6	0.5	0	0.0
Missing reading and failed mathematics	1,241	1.6	1,228	99.0	13	1.0	0	0.0
Passed reading and failed mathematics	29,814	38.6	29,425	98.7	389	1.3	0	0.0
Total	77,298	100	75,493	97.7	1,805	2.3	0	0.0
Other								
Passed reading and missing mathematics	1,071	52.0	–	–	–	–	0	0.0
Missing reading and passed mathematics	989	48.0	–	–	–	–	0	0.0
Total	2,060	100	–	–	–	–	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. A dash (–) indicates data are not reported to protect student anonymity.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 30
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 6, by Test, Texas Public Schools

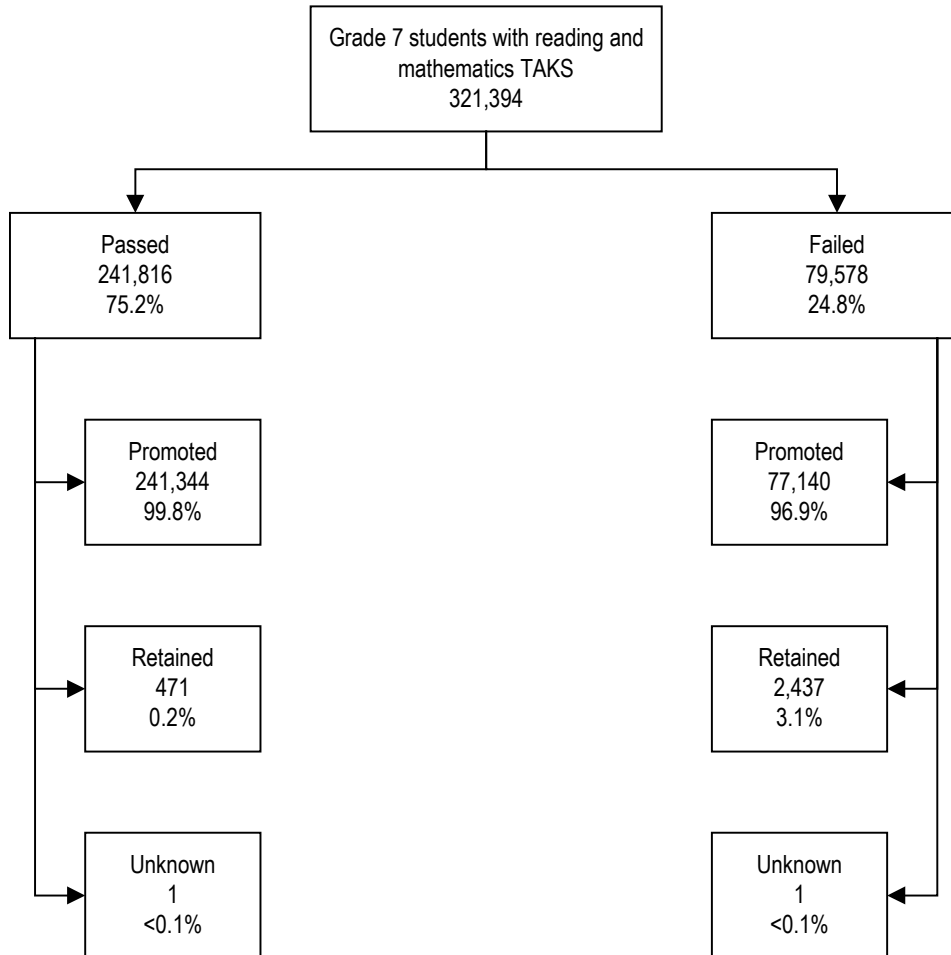
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 6 reading								
Passed	274,329	85.6	273,679	99.8	650	0.2	0	0.0
Failed	46,243	14.4	44,840	97.0	1,403	3.0	0	0.0
Total	320,572	100	318,519	99.4	2,053	0.6	0	0.0
English-version Grade 6 mathematics								
Passed	263,632	82.3	263,152	99.8	480	0.2	0	0.0
Failed	56,828	17.7	55,249	97.2	1,579	2.8	0	0.0
Total	320,460	100	318,401	99.4	2,059	0.6	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 7

Figure 23
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 7, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 31
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 7, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	241,816	100	241,344	99.8	471	0.2	1	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	27,562	34.6	26,084	94.6	1,477	5.4	1	<0.1
Failed reading and passed mathematics	16,711	21.0	16,457	98.5	254	1.5	0	0.0
Failed reading and missing mathematics	1,661	2.1	1,646	99.1	15	0.9	0	0.0
Missing reading and failed mathematics	914	1.1	900	98.5	14	1.5	0	0.0
Passed reading and failed mathematics	32,730	41.1	32,053	97.9	677	2.1	0	0.0
Total	79,578	100	77,140	96.9	2,437	3.1	1	<0.1
Other								
Passed reading and missing mathematics	1,289	66.0	–	–	–	–	0	0.0
Missing reading and passed mathematics	663	34.0	–	–	–	–	0	0.0
Total	1,952	100	–	–	–	–	0	0.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. A dash (–) indicates data are not reported to protect student anonymity.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 32
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 7, by Test, Texas Public Schools

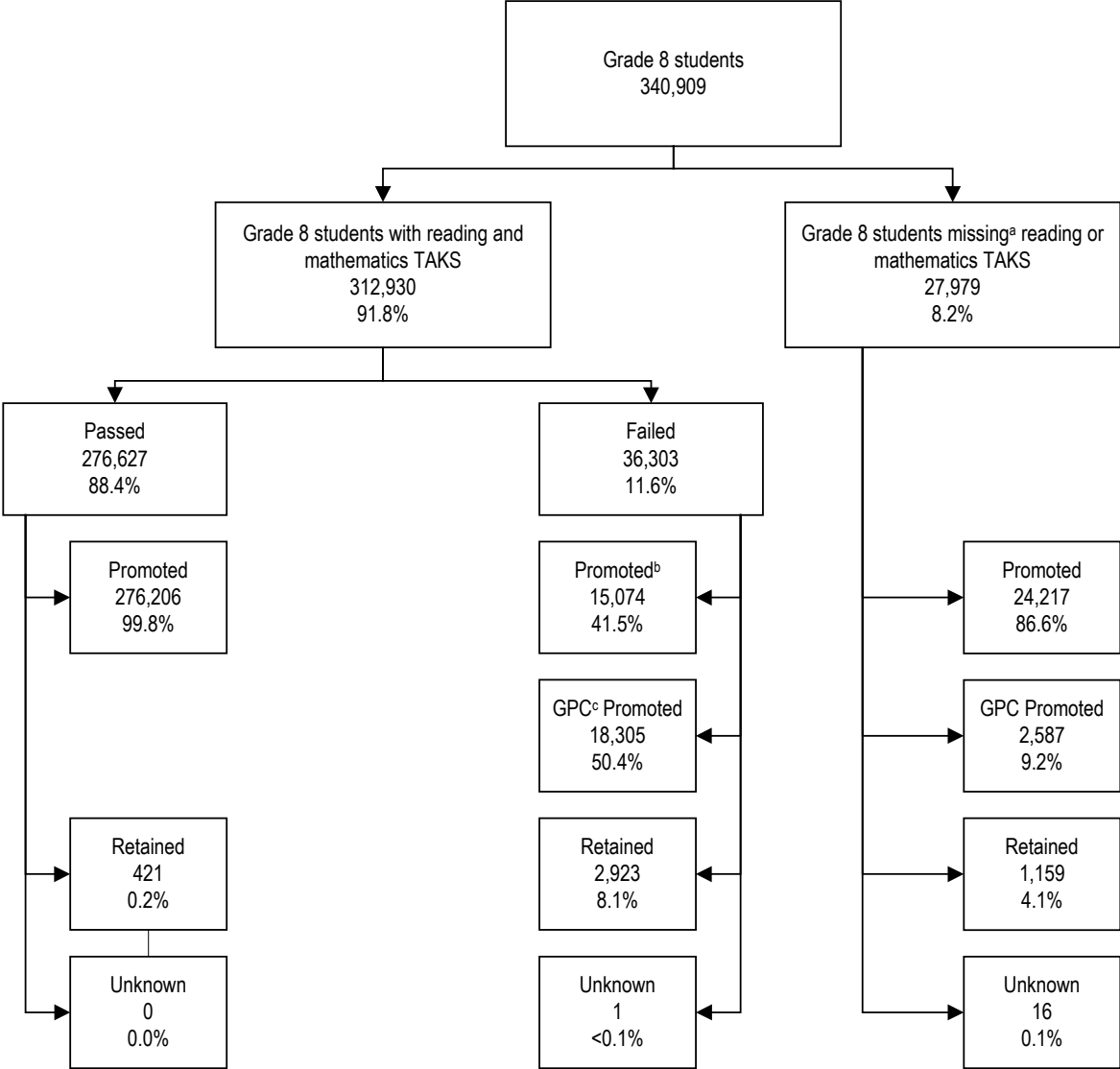
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 7 reading								
Passed	275,835	85.7	274,684	99.6	1,150	0.4	1	<0.1
Failed	45,934	14.3	44,187	96.2	1,746	3.8	1	<0.1
Total	321,769	100	318,871	99.1	2,896	0.9	2	<0.1
English-version Grade 7 mathematics								
Passed	259,190	80.9	258,463	99.7	726	0.3	1	<0.1
Failed	61,206	19.1	59,037	96.5	2,168	3.5	1	<0.1
Total	320,396	100	317,500	99.1	2,894	0.9	2	<0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 8

Figure 24
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 8, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

^aStudents may be missing TAKS results because Public Education Information Management System (PEIMS) records could not be matched to TAKS records or students may have been exempted from taking TAKS. Students not tested with TAKS or TAKS (Accommodated) may have been administered another version of TAKS, such as TAKS-Modified. ^bThese students: may have had passing TAKS records that could not be matched to PEIMS records because of incorrect student identification information; may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected; or may have been administered another version of TAKS, such as TAKS-Modified. ^cPromoted by GPC decision.

Table 33
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 8, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	276,627	100	276,206	99.8	421	0.2	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	9,818	27.0	8,425	85.8	1,392	14.2	1	<0.1
Failed reading and passed mathematics	4,356	12.0	4,209	96.6	147	3.4	0	0.0
Failed reading and missing mathematics	382	1.1	372	97.4	10	2.6	0	0.0
Missing reading and failed mathematics	291	0.8	283	97.3	8	2.7	0	0.0
Passed reading and failed mathematics	21,456	59.1	20,090	93.6	1,366	6.4	0	0.0
Total	36,303	100	33,379	91.9	2,923	8.1	1	<0.1
Other								
Missing reading and missing mathematics	24,503	87.6	23,400	95.5	1,087	4.4	16	0.1
Passed reading and missing mathematics	2,572	9.2	–	–	–	–	0	0.0
Missing reading and passed mathematics	904	3.2	–	–	–	–	0	0.0
Total	27,979	100	26,804	95.8	1,159	4.1	16	0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. A dash (–) indicates data are not reported to protect student anonymity.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 34
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 8, by Test, Texas Public Schools

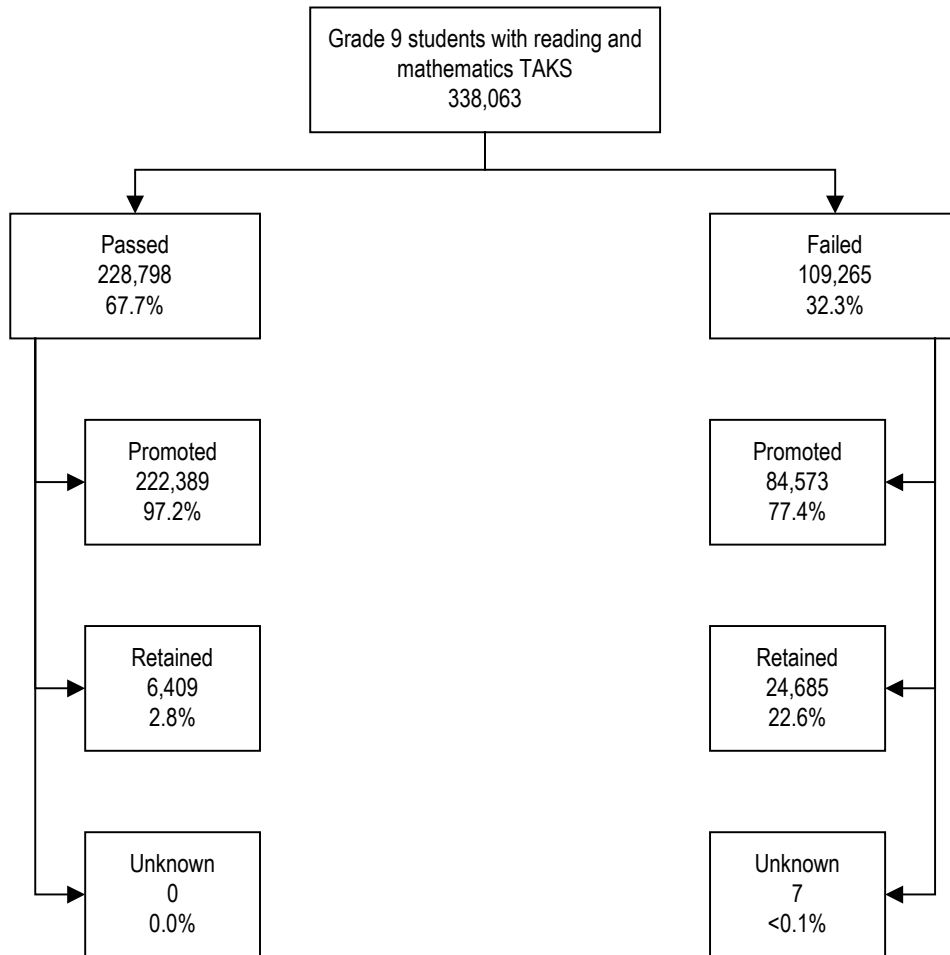
TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Results								
English-version Grade 8 reading								
Passed	300,655	93.9	298,800	99.4	1,855	0.6	0	0.0
Failed	14,556	4.5	13,006	89.4	1,549	10.6	1	<0.1
Not tested	5,014	1.6	4,911	97.9	103	2.1	0	0.0
Total	320,225	100	316,717	98.9	3,507	1.1	1	<0.1
English-version Grade 8 mathematics								
Passed	281,887	88.4	281,315	99.8	572	0.2	0	0.0
Failed	31,565	9.9	28,798	91.2	2,766	8.8	1	<0.1
Not tested	5,459	1.7	5,298	97.1	161	2.9	0	0.0
Total	318,911	100	315,411	98.9	3,499	1.1	1	<0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 9

Figure 25
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 9, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 35
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 9, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	228,798	100	222,389	97.2	6,409	2.8	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	21,785	19.9	14,357	65.9	7,426	34.1	2	<0.1
Failed reading and passed mathematics	6,375	5.8	5,560	87.2	815	12.8	0	0.0
Failed reading and missing mathematics	2,990	2.7	1,768	59.1	1,222	40.9	0	0.0
Missing reading and failed mathematics	2,649	2.4	1,541	58.2	1,106	41.8	2	0.1
Passed reading and failed mathematics	75,466	69.1	61,347	81.3	14,116	18.7	3	<0.1
Total	109,265	100	84,573	77.4	24,685	22.6	7	<0.1
Other								
Missing reading and missing mathematics	6,537	59.2	4,882	74.7	1,654	25.3	1	<0.1
Passed reading and missing mathematics	3,485	31.6	2,481	71.2	1,004	28.8	0	0.0
Missing reading and passed mathematics	1,018	9.2	872	85.7	146	14.3	0	0.0
Total	11,040	100	8,235	74.6	2,804	25.4	1	<0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 36
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 9, by Test, Texas Public Schools

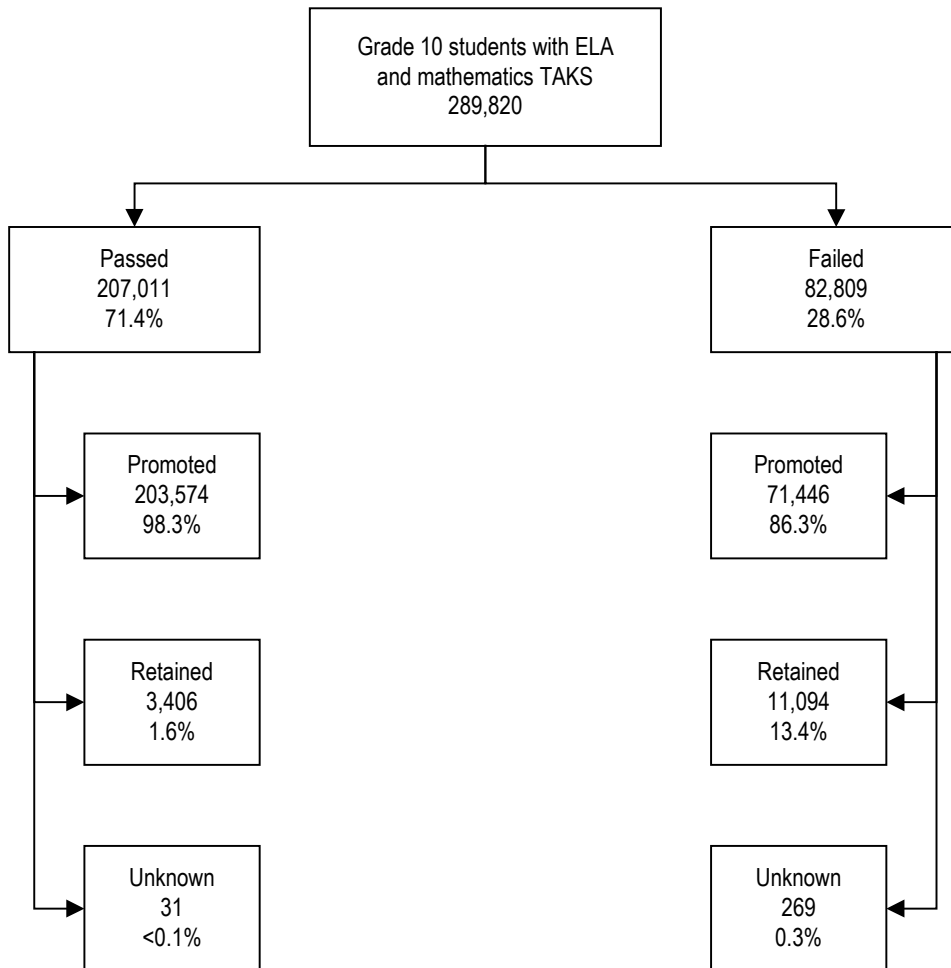
Results	TAKS		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 9 reading								
Passed	307,749	89.2	286,217	93.0	21,529	7.0	3	<0.1
Failed	31,150	9.0	21,685	69.6	9,463	30.4	2	<0.1
Not tested	6,303	1.8	4,874	77.3	1,428	22.7	1	<0.1
Total	345,202	100	312,776	90.6	32,420	9.4	6	<0.1
English-version Grade 9 mathematics								
Passed	236,191	69.0	228,821	96.9	7,370	3.1	0	0.0
Failed	99,900	29.2	77,245	77.3	22,648	22.7	7	<0.1
Not tested	6,250	1.8	4,668	74.7	1,581	25.3	1	<0.1
Total	342,341	100	310,734	90.8	31,599	9.2	8	<0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Grade 10

Figure 26
Performance on the Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics Tests 2010 and Promotion Status 2009-10, Grade 10, Texas Public Schools



Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 37
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Test Results Combined, Grade 10, Texas Public Schools

English language arts (ELA) and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed ELA and passed mathematics	207,011	100	203,574	98.3	3,406	1.6	31	<0.1
Failed ELA or mathematics								
Failed ELA and failed mathematics	18,346	22.2	14,591	79.5	3,663	20.0	92	0.5
Failed ELA and passed mathematics	6,944	8.4	6,357	91.5	580	8.4	7	0.1
Failed ELA and missing mathematics	2,573	3.1	1,898	73.8	639	24.8	36	1.4
Missing ELA and failed mathematics	1,939	2.3	1,385	71.4	522	26.9	32	1.7
Passed ELA and failed mathematics	53,007	64.0	47,215	89.1	5,690	10.7	102	0.2
Total	82,809	100	71,446	86.3	11,094	13.4	269	0.3
Other								
Missing ELA and missing mathematics	383	10.9	301	78.6	71	18.5	11	2.9
Passed ELA and missing mathematics	2,350	67.0	1,878	79.9	451	19.2	21	0.9
Missing ELA and passed mathematics	776	22.1	674	86.9	100	12.9	2	0.3
Total	3,509	100	2,853	81.3	622	17.7	34	1.0

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Table 38
Texas Assessment of Knowledge and Skills (TAKS) 2010 Performance and Promotion Status
2009-10, Grade 10, by Test, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 10 English language arts								
Passed	262,368	90.3	252,667	96.3	9,547	3.6	154	0.1
Failed	27,863	9.6	22,846	82.0	4,882	17.5	135	0.5
Not tested	477	0.2	379	79.5	87	18.2	11	2.3
Total	290,708	100	275,892	94.9	14,516	5.0	300	0.1
English-version Grade 10 mathematics								
Passed	214,731	74.6	210,605	98.1	4,086	1.9	40	<0.1
Failed	73,292	25.4	63,191	86.2	9,875	13.5	226	0.3
Total	288,023	100	273,796	95.1	13,961	4.8	266	0.1

Note. Results are based on TAKS and TAKS (Accommodated) combined. Parts may not add to 100 percent because of rounding.

^aPromotion status could not be determined because of a grade-level reporting error.

Appendix

Statute and Rules About Grade-Level Retention and the Student Success Initiative

Texas Education Code §28.021 and §28.0211

Texas Administrative Code §§101.2001-101.2019

Texas Education Code

§28.021 and §28.0211

The following sections of the Texas Education Code are current through the 82nd Legislative Session, 2011.

§28.021. Student Advancement.

- (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.
- (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.
- (c) In determining promotion under Subsection (a), a school district shall consider:
 - (1) the recommendation of the student's teacher;
 - (2) the student's grade in each subject or course;
 - (3) the student's score on an assessment instrument administered under Section 39.023(a), (b), or (l), to the extent applicable; and
 - (4) any other necessary academic information, as determined by the district.
- (d) By the start of the school year, a district shall make public the requirements for student advancement under this section.
- (e) The commissioner shall provide guidelines to districts based on best practices that a district may use when considering factors for promotion.

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995. Amended by Acts 2009, 81st Leg., ch. 895, §28, eff. June 19, 2009; amended by Acts 2011, 82nd Leg., ch. 307, §1, eff. June 17, 2011.

§28.0211. Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction.

- (a) Except as provided by Subsection (b) or (e), a student may not be promoted to:
 - (1) the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments under Section 39.023; or
 - (2) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments under Section 39.023.
- (a-1) Each time a student fails to perform satisfactorily on an assessment instrument administered under Section 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.
- (a-2) A student who fails to perform satisfactorily on an assessment instrument specified under Subsection (a) and who is promoted to the next grade level must complete accelerated

instruction required under Subsection (a-1) before placement in the next grade level.
A student who fails to complete required accelerated instruction may not be promoted.

- (a-3) The commissioner shall provide guidelines to districts on research-based best practices and effective strategies that a district may use in developing an accelerated instruction program.
- (b) A school district shall provide to a student who initially fails to perform satisfactorily on an assessment instrument specified under Subsection (a) at least two additional opportunities to take the assessment instrument. A school district may administer an alternate assessment instrument to a student who has failed an assessment instrument specified under Subsection (a) on the previous two opportunities. Notwithstanding any other provision of this section, a student may be promoted if the student performs at grade level on an alternate assessment instrument under this subsection that is appropriate for the student's grade level and approved by the commissioner.
- (c) Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.
- (d) In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student's parent or guardian of:
 - (1) the student's failure to perform satisfactorily on the assessment instrument;
 - (2) the accelerated instruction program to which the student is assigned; and
 - (3) the possibility that the student might be retained at the same grade level for the next school year.
- (e) A student who, after at least three attempts, fails to perform satisfactorily on an assessment instrument specified under Subsection (a) shall be retained at the same grade level for the next school year in accordance with Subsection (a). The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee established under Subsection (c). The school district shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, using standards adopted by the board of trustees, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The commissioner by rule shall establish a time line for making the placement determination. This subsection does not create a property interest in promotion. The decision of the grade placement committee is final and may not be appealed.

- (f) A school district shall provide to a student who, after three attempts, has failed to perform satisfactorily on an assessment instrument specified under Subsection (a) accelerated instruction during the next school year as prescribed by an educational plan developed for the student by the student's grade placement committee established under Subsection (c). The district shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the plan. The district shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instruments for that school year.
- (g) This section does not preclude the retention at a grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument specified under Subsection (a).
- (h) In each instance under this section in which a school district is specifically required to provide notice to a parent or guardian of a student, the district shall make a good faith effort to ensure that such notice is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English or the parent or guardian's native language.
- (i) The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) shall determine:
 - (1) the manner in which the student will participate in an accelerated instruction program under this section; and
 - (2) whether the student will be promoted or retained under this section.
- (j) A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.
- (k) The commissioner shall adopt rules as necessary to implement this section, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for purposes of Section 39.051.
- (l) Repealed by Acts 2007, 80th Leg., ch. 1058, §17.
- (l-1) The commissioner may adopt rules requiring a school district that receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to use that funding to provide supplemental educational services under 20 U.S.C. Section 6316 in conjunction with the accelerated instruction provided under this section, provided that the rules may not conflict with federal law governing the use of that funding.
- (m) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds. This section may be implemented only if the commissioner certifies that sufficient funds have been appropriated during a school year for administering the

accelerated instruction programs specified under this section, including teacher training for that purpose.

- (n) A student who is promoted by a grade placement committee under this section must be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Subsection (a) to a teacher who meets all state and federal qualifications to teach that subject and grade.
- (o) This section does not require the administration of a fifth or eighth grade assessment instrument in a subject under Section 39.023(a) to a student enrolled in the fifth or eighth grade, as applicable, if the student:
 - (1) is enrolled in a course in the subject intended for students above the student's grade level and will be administered an assessment instrument adopted or developed under Section 39.023(a) that aligns with the curriculum for the course in which the student is enrolled; or
 - (2) is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument adopted under Section 39.023(c) for the course.
- (p) Notwithstanding any other provision of this section, a student described by Subsection (o) may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument not required to be administered to the student in accordance with that subsection.

Added by Acts 1999, 76th Leg., ch. 396, §2.12, eff. Sept. 1, 1999. Amended by Acts 2007, 80th Leg., ch. 1058, §§9, 17, eff. June 15, 2007; Acts 2009, 81st Leg., ch. 895, §29, eff. June 19, 2009; amended by Acts 2011, 82nd Leg., ch. 307, §2, eff. June 17, 2011.

Texas Administrative Code

§§101.2001-101.2019

The following sections of the Texas Administrative Code are current as of August 2011.

Statutory Authority: The provisions of this Subchapter BB issued under the Texas Education Code, §28.0211, unless otherwise noted.

§101.2001. Policy.

- (a) School districts shall implement grade advancement requirements in accordance with this subchapter and the Texas Education Agency (TEA) procedures outlined in the official Grade Placement Committee (GPC) manual, published annually by the TEA. As specified in §101.2009 of this title (relating to Notice to Parents or Guardians), school districts will make public at the beginning of the school year grade advancement requirements as determined by the school district.
- (b) In addition to local policy relating to grade advancement, students in Grades 5 and 8 shall demonstrate proficiency in the subjects required by the Texas Education Code (TEC), §28.0211(a), in order to advance to the next grade. Demonstrated proficiency is defined under this section as meeting the passing standard on the appropriate assessment instruments specified by §101.2003(a) of this title (relating to Grade Advancement Testing Requirements) or on a state-approved alternate assessment authorized in §101.2011 of this title (relating to Alternate Assessment). A student who does not demonstrate proficiency as described in this section may advance to the next grade only if:
 - (1) the student has completed the required accelerated instruction under §101.2006 of this title (relating to Accelerated Instruction);
 - (2) the student's GPC, as specified in §101.2007 of this title (relating to Role of Grade Placement Committee), determines by unanimous decision, in accordance with the standards for promotion established by the local school board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction. In accordance with the TEC, §28.021, to determine grade promotion, a school district is required to consider the recommendation of the student's teacher, the student's grades, the student's assessment scores, and any other necessary academic information; and
 - (3) in accordance with the TEC, §28.0211(n), the school district will ensure that a student who is promoted by a GPC under §101.2007 of this title shall be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under the TEC, §28.0211(a), to a teacher who meets all state and federal qualifications to teach that subject and grade.
- (c) Students in Grades 3-8 shall be provided accelerated instruction required by the TEC, §28.0211, as specified in §101.2006 of this title.

Source: The provisions of this §101.2001 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective April 19, 2010, 35 TexReg 3030.

§101.2003. Grade Advancement Testing Requirements.

- (a) Each school district and charter school shall test eligible students in accordance with the grade advancement requirements for the grades and subjects specified in the Texas Education Code (TEC), §28.0211(a). These requirements apply to the following assessment instruments under the TEC, §39.023(a), (b), and (l):
 - (1) the reading and mathematics assessments at Grade 5; and
 - (2) the reading and mathematics assessments at Grade 8.
- (b) An eligible student is subject to all of the grade advancement requirements under the TEC, §28.0211, including automatic retention, if the student is enrolled in a local school district or charter school on any day between January 1 and the date of the first administration of the grade advancement assessments.
- (c) An eligible student who does not meet the criteria specified in subsection (b) of this section but enrolls in a local school district or charter school at any time after the date of the first administration of the grade advancement assessments is not subject to the grade advancement requirements. In accordance with §101.2001(b) of this title (relating to Policy), a school district or charter school must provide this student with the opportunity to test and access to required accelerated instruction.
- (d) A student receiving special education services under the TEC, Chapter 29, Subchapter A, enrolled in Grade 5 or Grade 8 who is receiving instruction in the essential knowledge and skills in a subject specified under subsection (a) of this section is eligible under this section as outlined in the official Grade Placement Committee (GPC) manual published annually by the Texas Education Agency (TEA). In accordance with §101.5(b) of this title (relating to Student Testing Requirements) and the TEC, §28.0211(i), the student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and accelerated instruction for each eligible student. Assessment decisions must be made on an individual basis and in accordance with procedures established by the TEA. These decisions shall be documented in the student's individualized education program.
- (e) A limited English proficient (LEP) student, as defined by the TEC, Chapter 29, Subchapter B, who is administered an assessment in English or Spanish for a grade and subject specified in subsection (a) of this section, except as provided by §101.1011 of this title (relating to Student Success Initiative Grade Advancement Requirements), is eligible under this section. In accordance with §101.1003 of this title (relating to Role of the Language Proficiency Assessment Committee), the student's language proficiency assessment committee (LPAC) shall determine the appropriate assessment and accelerated instruction for each eligible student. The GPC, as specified in §101.2007 of this title (relating to Role of Grade Placement Committee), shall make its decisions in consultation with a member of the student's LPAC. Assessment decisions must be made on an individual basis and in accordance with procedures established by the TEA.
- (f) As specified in §101.1009 of this title (relating to Limited English Proficient Students Who Receive Special Education Services), decisions regarding assessments for LEP students who receive special education services shall be made by the ARD committee in conjunction with the LPAC.

- (g) In accordance with the TEC, §28.021(b), decisions regarding a student who is dyslexic and eligible under this section shall consider the student's potential for achievement or proficiency in the assessed subject.

Source: The provisions of this §101.2003 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842; amended to be effective April 19, 2010, 35 TexReg 3030.

§101.2005. Test Administration and Schedule.

- (a) The Texas Education Agency (TEA) shall establish the test administration procedures in the applicable test administration materials. The superintendent of each school district and chief administrative officer of each charter school shall be responsible for following these procedures and maintaining the integrity of the test administration and the security and confidentiality requirements, as specified in Chapter 101, Subchapter C, of this title (relating to Security and Confidentiality).
- (b) The TEA shall provide three opportunities per year for the tests required for grade advancement as specified in the Texas Education Code, §28.0211(a). The commissioner of education shall specify the dates of these administrations in the assessment calendar. Additional test opportunities will not be provided.
- (c) The superintendent of each school district and chief administrative officer of each charter school shall establish procedures to ensure:
 - (1) that each eligible student who is absent or does not receive a test score for any test administration shall receive appropriate accelerated instruction as warranted on an individual student basis; and
 - (2) that each eligible student who is absent or does not receive a test score for all three test opportunities and is consequently retained shall receive other appropriate means of evaluation, including the administration of an alternate assessment, as provided under §101.2011(a) of this title (relating to Alternate Assessment), so that the Grade Placement Committee has sufficient evidence for its review upon appeal by a parent or guardian.
- (d) A campus or district must accommodate the request of an out-of-district student to participate in the third administration of a test required for grade advancement if that campus or district is testing one or more local students on the applicable test and if the out-of-district student has registered to take the test by a date determined by the TEA.

Source: The provisions of this §101.2005 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842.

§101.2006. Accelerated Instruction.

- (a) Each time a student in Grades 3-8 fails to perform satisfactorily on an assessment instrument administered under the Texas Education Code (TEC), §39.023(a), the school district or charter school shall provide the student with accelerated instruction in the applicable subject.
- (b) Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. Each school district and each charter school shall be responsible for providing transportation to students required to attend accelerated instruction programs if these programs occur outside of regular school hours.

- (c) A school district must accommodate the request of an out-of-district student to participate in any established, on-campus summer accelerated instruction program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student's Grade Placement Committee (GPC).
- (d) Accelerated instruction shall be based on, but not limited to, guidelines on research-based best practices and effective strategies as outlined in the GPC manual, published annually by the TEA, which districts may use for developing accelerated instruction.
- (e) In addition, for students required to take state assessments specified under the TEC, §28.0211(a):
 - (1) a student who fails to perform satisfactorily on an assessment instrument specified under the TEC, §28.0211(a), shall be provided accelerated instruction before the next administration of the applicable assessment as specified by the TEC, §28.0211. A student shall be assigned to an accelerated instruction group that does not have a ratio larger than ten students for each teacher; and
 - (2) a student who fails to perform satisfactorily on an assessment instrument specified under the TEC, §28.0211(a), after the first, second, and third testing opportunities and who is promoted to the next grade level must complete, in accordance with state and local school board policy, all the accelerated instruction required under this section before placement in the next grade level. A student who fails to complete all the required accelerated instruction may not be promoted.

Source: The provisions of this §101.2006 adopted to be effective April 19, 2010, 35 TexReg 3030.

§101.2007. Role of Grade Placement Committee.

- (a) In accordance with the Texas Education Code (TEC), §28.0211, the superintendent of each school district and chief administrative officer of each charter school shall establish procedures for convening a Grade Placement Committee (GPC) for each eligible student who fails to demonstrate proficiency on the second administration of the assessment required for grade advancement. In accordance with §101.2006(d) of this title (relating to Accelerated Instruction), decisions by the GPC shall be made on an individual student basis, address required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.
- (b) The GPC shall be composed of the principal or principal's designee, the student's parent or guardian, and the student's teacher(s) of the subject of the grade advancement assessment(s) on which the student has failed to demonstrate proficiency. If this teacher is unavailable, the principal shall designate to serve on the GPC a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area. If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. The district may accept a parent's or guardian's written designation of another individual to serve on the GPC for all purposes. The district may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

- (1) If a parent or guardian or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. The district may designate an individual to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of the TEC, §28.0211.
 - (2) The district shall make a good faith effort to notify a parent or guardian to attend the GPC. If a parent or guardian is unavailable, the remaining members of the GPC must convene as required by this section and take all necessary actions, except that the GPC may not agree to promote a student under the TEC, §28.0211(e), unless a parent, guardian, or designee has appealed. A district may allow an appeal to be filed in writing in lieu of attending the GPC.
- (c) Within five working days of receipt of student assessment results for the second administration of the assessment required for grade advancement, the district shall notify the campus principal of student assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the assessment results. This notice shall include a description of the purpose and responsibilities of the GPC and the time and place for the GPC to hold its first meeting.
 - (d) In accordance with §101.2006(d) of this title, the GPC is responsible for prescribing the accelerated instruction the student is to receive before the third testing opportunity. The GPC shall also decide at this time whether the student shall take the assessment specified in §101.2003 of this title (relating to Grade Advancement Testing Requirements) or the alternate assessment, as authorized by §101.2011 of this title (relating to Alternate Assessment). In the absence of unanimous agreement, the student shall take the assessment specified in §101.2003 of this title.
 - (e) The GPC must convene again if a student fails to demonstrate proficiency on the third administration of an assessment required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student assessment results for this administration, the district shall notify the principal or principal's designee of student assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice from the district, the principal shall inform the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The district shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of this retention notification.
 - (f) If an appeal has been initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous and the student has completed all required accelerated instruction specified in §101.2006 of this title. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board and made in conformance with procedures specified in the GPC manual and as required by §101.2001(b) of this title (relating to Policy). These standards must include consideration of the following:

- (1) the recommendation of the student's teacher;
 - (2) the student's grades;
 - (3) the student's assessment scores; and
 - (4) any other necessary academic information as determined by the district.
- (g) In accordance with the TEC, §28.0211(e), the placement decision by the GPC shall be made before the start of the next school year or, if applicable, upon reenrollment of a student after this date.
- (h) A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed an assessment required under the TEC, §28.0211. This subsection does not limit the authority of a district to appropriately place a student under the TEC, Chapter 25, Subchapter B.
- (i) In addition to the placement decision, the GPC shall develop an accelerated instruction plan for each student who does not pass after three testing opportunities, regardless of whether the student has been promoted or retained. This plan shall include the accelerated instruction that the district must provide during the next school year. The plan must be designed to enable the student to perform at the appropriate grade level by the end of the next school year. The district shall establish a policy for monitoring the student during the school year to ensure that the student is progressing in accordance with the plan. The accelerated instruction plan must provide for interim progress reports to the student's parent or guardian and the opportunity for consultation with the teacher and/or principal as needed.

Source: The provisions of this §101.2007 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842; amended to be effective April 19, 2010, 35 TexReg 3030.

§101.2009. Notice to Parents or Guardians.

- (a) As specified in §101.9 of this title (relating to Grade Advancement Requirements), the superintendent of each school district or chief administrative officer of each charter school shall notify parents or guardians of the grade advancement requirements at the beginning of the school year.
- (b) The district shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the assessment required for grade advancement the next year. The superintendent must establish the instruments/procedures to be used to make this determination. This notice shall include accelerated instruction participation requirements as stipulated by §101.2006 of this title (relating to Accelerated Instruction) and be provided before the end of the school year preceding the grade advancement requirements.
- (c) The district shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement assessment. This notification should be made within five working days of district receipt of student assessment results from this administration. This notice shall include the student's assessment results, a description of the grade advancement policy, the required accelerated instruction to which the student has been assigned under §101.2006 of this title, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the

student's teacher to outline mutual responsibilities to support the student during accelerated instruction.

- (d) Whenever the district is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction under §101.2006 of this title for students at risk of retention, including the notification requirements for the Grade Placement Committee under §101.2007 of this title (relating to Role of Grade Placement Committee), the district shall make a good faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent's or guardian's native language.

Source: The provisions of this §101.2009 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective April 19, 2010, 35 TexReg 3030.

§101.2011. Alternate Assessment.

- (a) On the third testing opportunity, each school district and charter school may establish by local board policy a district-wide procedure to use a state-approved alternate assessment instead of the statewide assessment instrument specified in §101.2003(a) of this title (relating to Grade Advancement Testing Requirements). The commissioner of education shall provide annually, to school districts and charter schools, a list of state-approved group-administered achievement tests certified by test publishers as meeting the requirements of Texas Education Code, §28.0211. This list shall include nationally recognized instruments for obtaining valid and reliable data, which demonstrate student competencies in the applicable subject at the appropriate grade level range. The district shall select only one test for each applicable grade and subject to be used under this section.
- (b) The alternate assessment must be given during the period established in the assessment calendar by the commissioner of education to coincide with the date of the third administration of the statewide assessment.
- (c) A company or organization scoring a test defined in subsection (a) of this section shall send test results to the school district for verification within ten working days following receipt of the test materials from the school district and shall send a copy of those results to the Texas Education Agency (TEA) in a format specified by and on a schedule established by the TEA.
- (d) To maintain the security and confidential integrity of group-administered achievement tests, school districts and charter schools shall follow the procedures for test security and confidentiality delineated in Chapter 101, Subchapter C, of this title (relating to Security and Confidentiality).

Source: The provisions of this §101.2011 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842.

§101.2015. Parental Waiver.

The superintendent of each school district and chief administrative officer of each charter school shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required acceleration and is subject to retention based on the failure on the second test administration.

Source: The provisions of this §101.2015 adopted to be effective May 26, 2002, 27 TexReg 4337.

§101.2017. Scoring and Reporting.

- (a) In accordance with §101.81 of this title (relating to Scoring and Reporting), the scoring contractor will provide school districts with the results of the assessments required by the Texas Education Code, §28.0211, or, if applicable, the results of the alternate assessment specified in §101.2011 of this title (relating to Alternate Assessment), within ten working days following the receipt of the test materials from the school district or charter school.
- (b) As specified by Texas Education Code (TEC), §39.051(b)(7), the superintendent of each school district and chief administrative officer of each charter school shall report the following information to the Texas Education Agency:
 - (1) the percentage of students, aggregated by grade level, provided accelerated instruction under TEC, §28.0211(c);
 - (2) the results of assessments administered under TEC, §28.0211(c);
 - (3) the percentage of students promoted through the grade placement committee process under TEC, §28.0211; and
 - (4) the subject of the assessment instrument on which each student failed to perform satisfactorily, and the performance of those students in the school year following that promotion on the assessment instruments required under TEC, §39.023.

Source: The provisions of this §101.2017 adopted to be effective May 26, 2002, 27 TexReg 4337.

§101.2019. Credit for High School Graduation.

- (a) Students who have been retained in Grade 8 in accordance with the grade advancement testing requirements may earn course credit for high school graduation during the next school year in subject areas other than the required courses in the subject area which caused the student to be retained.
- (b) The school board of each district and each charter school may establish a policy that provides for the placement of retained students in an age-appropriate learning environment. In accordance with local grade configurations for elementary, middle, and high school campuses, this policy may specify the age by which a retained student should be placed on the next level campus even though not yet promoted to the grade of that campus.

Source: The provisions of this §101.2019 adopted to be effective May 26, 2002, 27 TexReg 4337.

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Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.



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