2014
Comprehensive Biennial Report on Texas Public Schools

A Report to the 84th Legislature
from the Texas Education Agency
January 2015

Texas Education Agency

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Michael Williams
Commissioner

Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and Members of the 84th Texas Legislature.

The *2014 Comprehensive Biennial Report on Texas Public Schools* describes the status of Texas public education, as required by §39.332 of the Texas Education Code. The report, available on the Texas Education Agency (TEA) website at http://tea.texas.gov/acctres/comp_annual_index.html, contains 15 chapters on the following topics:

- state progress on academic performance indicators;
- student performance on state assessments;
- performance of students at risk of dropping out of school;
- students in disciplinary alternative education settings;
- secondary school graduates and dropouts;
- grade-level retention of students;
- district and campus performance in meeting state accountability standards;
- status of the curriculum;
- charter schools and waivers;
- school district expenditures and staff hours used for direct instructional activities;
- district reporting requirements;
- TEA funds and expenditures;
- performance of open-enrollment charters in comparison to school districts;
- character education programs; and
- student health and physical activity.

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Texas Education Agency
Michael Williams, Commissioner of Education
Michael Berry, Deputy Commissioner for Policy and Programs

Additional Acknowledgments
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For general information about this report, contact the Texas Education Agency Division of Research and Analysis at (512) 475-3523 or the Department of Assessment and Accountability, at (512) 463-9701. For additional information on specific issues, contact the agency staff listed at the end of each chapter. This report is available on the Texas Education Agency website at http://tea.texas.gov/acctres/comp_annual_index.html.

Contents

1. Performance Indicators

This chapter of the *2014 Comprehensive Biennial Report on Texas Public Schools* presents the progress the state is making on the performance indicators established in Texas law. These indicators were presented in Academic Excellence Indicator System (AEIS) reports from 1990-91 to 2011-12. In the 2012-13 school year, the AEIS was renamed the Texas Academic Performance Report (TAPR) to reflect changes in legislation.

Detailed analyses of three key performance indicators can be found in Chapters 2 and 5 of this report. Chapter 2 presents State of Texas Assessments of Academic Readiness (STAAR) results, and Chapter 5 presents graduation rates and dropout rates.

This chapter presents results for other measures and indicators presented in the TAPR (pages 4-38) that are used in state accountability performance index calculations and in distinction designation calculations, including:

- student progress;
- Recommended High School Program (RHSP)/ Distinguished Achievement Program (DAP) graduates;
- college-ready graduates;
- attendance rate;
- Advanced Placement (AP)/International Baccalaureate (IB) results;
- SAT/ACT results;
- advanced course/dual enrollment completion; and
- profile information on students, programs, and staff.

Student Progress

Student progress is determined by the STAAR progress measure and the English language learner (ELL) progress measure. The STAAR progress measure is based on the difference between a student's current and prior-year scale scores. A student is assigned to one of three growth categories based on the change in his or her scale score in relation to growth expectations: *Did Not Meet*, *Met*, or *Exceeded*. The ELL progress measure was reported for ELLs beginning in 2014. The measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

In the accountability system, Index 2 measures student progress by subject and by student demographics: race/ethnicity, special education, and ELL status. In 2013, the STAAR progress measure was used for Index 2. In 2014, STAAR, STAAR Modified, STAAR Alternate, and ELL progress measures were used. For each subject area and student group evaluated, the Index 2 calculation credits districts and campuses with one point for each percentage of tests that *Met* or *Exceeded* progress and one additional point for each percentage of tests that *Exceeded* progress. The percentage of tests that *Exceeded* progress is also an indicator for academic achievement distinction designations (AADDs) in reading/English language arts (ELA) and mathematics.

In the 2013 ratings cycle, 62 percent of tests *Met* or *Exceeded* progress, and 15 percent *Exceeded* progress in reading; 59 percent of tests *Met* or *Exceeded* progress, and 16 percent *Exceeded* progress in mathematics; and 45 percent of tests *Met* or *Exceeded* progress, and 1 percent *Exceeded* progress in writing.

In the 2014 ratings cycle, 61 percent of tests *Met* or *Exceeded* progress and 17 percent *Exceeded* progress in reading; and 60 percent of tests *Met* or *Exceeded* progress and 18 percent *Exceeded* progress in mathematics.

Note. The STAAR results shown in the TAPR state performance report (pages 4-38) differ by 1 or 2 percentage points from those reported in Chapter 2 of this report. The TAPR indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same districts as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same districts for most of the academic year. Chapter 2 contains the results for all students who took the STAAR in the spring of each year, regardless of their enrollment status the previous October.

Recommended High School Program/Distinguished Achievement Program Graduates

This indicator, which shows the percentage of graduates reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP), is included in Index 4 (Postsecondary Readiness) calculations for 2013 and 2014. In 2014, the graduation plan score is calculated as a rate based on a longitudinal cohort of students graduating under the RHSP or DAP. If no longitudinal rate is available, the graduation plan score is based on an annual rate of students graduating under the RHSP or DAP. It is also used as an indicator for the postsecondary readiness distinction designation in 2014.

For a student entering ninth grade beginning in the 2009-10 school year, the RHSP is the default curriculum, unless the student, the student's parents, and a school counselor or administrator agree that the student should be permitted to take courses under the Minimum High School Program (19 Texas Administrative Code §74.51).

Statewide, 83.5 percent of graduates in the class of 2013 met the requirements for the RHSP or DAP, up from 82.9 percent in the class of 2012. The percentages for all racial/ethnic groups in the class of 2013 increased, compared to the previous class.

College-Ready Graduates

This indicator provides a measure of college readiness. Under standards established by the Texas Higher Education Coordinating Board, a student may qualify for exemption from Texas Success Initiative (TSI) requirements with: (a) a score of 2200 on the exit-level Texas Assessment of Knowledge and Skills (TAKS) test in ELA with a score of 3 on the essay and/or a score of 2200 on the exit-level TAKS test in mathematics; (b) a combined score of 1070 on the SAT, with a score of 500 on the critical reading and/or mathematics sections; or (c) a composite score of 23 on the ACT, with a score of 19 on the English and/or mathematics sections. Results for the college-ready graduates indicator are reported for ELA and mathematics separately and for both subjects combined. To be considered college ready in one or both subjects, a student must meet the TSI exemption standards for the applicable subject area or areas on any combination of the exit-level TAKS, the SAT, or the ACT.

The college-ready graduates indicator was included in the Index 4 (Postsecondary Readiness) calculation in 2014. It was also used as an indicator for the postsecondary readiness distinction designation in 2014.

For the class of 2013, 65 percent of graduates were college ready in ELA, down from 69 percent for the class of 2012. In mathematics, 74 percent of graduates were college ready, up from 70 percent for the class of 2012. Fifty-six percent of graduates were college ready in both ELA and mathematics, down from 57 percent in 2012.

Attendance Rate

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2012-13 (95.8%) decreased slightly from the previous year's rate (95.9%). Attendance rate was an indicator for AADDs in reading/ELA, mathematics, science (2014 only), and social studies (2014 only).

Advanced Placement and International Baccalaureate Results

High school students who take the College Board's Advanced Placement (AP) and the International Baccalaureate's International Baccalaureate (IB) examinations may receive advanced placement or course credit, or both, upon entering college. Generally, colleges award credit or advanced placement for scores at or above 3 on AP examinations and 4 on IB examinations. AP/IB participation and performance were evaluated for AADDs in reading/ELA, mathematics, science (2014 only), and social studies (2014 only), and for the postsecondary readiness distinction designation (2014 only).

Statewide, the percentage of 11th and 12th graders taking at least one AP or IB examination rose from 21.9 percent in 2012 to 22.1 percent in 2013. The percentage of examinees with at least one score at or above criterion increased slightly statewide from 50.8 percent in 2012 to 50.9 percent in 2013.

SAT/ACT Results

The TAPR presents participation and performance results for the SAT, published by the College Board, and the ACT, published by ACT, Inc. The results were evaluated for AADDs in reading/ELA, mathematics, science (2014 only), and social studies (2014 only), and for the postsecondary readiness distinction designation (2014 only).

The percentage of graduates who took either the SAT or the ACT decreased from 66.9 percent for the class of 2012 to 63.8 percent for the class of 2013. Of the class of 2013 examinees, 25.4 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), an increase from 24.9 percent for the class of 2012. Whereas the percentage of students taking either the SAT or ACT decreased for each racial/ethnic group, the percentage scoring at or above criterion increased.

The average SAT combined score (critical reading, writing, and mathematics) for the class of 2013 was 1422, the same as for the class of 2012. The average ACT composite score was 20.6 for the class of 2013, a slight increase from 20.5 for the class of 2012.

Advanced Course/Dual Enrollment Completion

The percentage of students completing advanced/dual enrollment courses is based on the number of students who complete and receive credit for at least one advanced course in Grades 9-12. Advanced courses include Advanced Placement (AP) courses, International Baccalaureate (IB) courses, dual enrollment courses for which students can obtain both high school and college credit, and other courses designated as academically advanced. The results were evaluated for the postsecondary readiness distinction designation (2014 only).

In 2012-13, the most recent year for which data are available, 31.4 percent of students in Grades 9-12 completed at least one advanced course. Across racial/ethnic groups, percentages of students completing advanced courses ranged from 24.2 percent for African American students to 57.0 percent for Asian students. Between 2011-12 and 2012-13, the percentages of students completing advanced courses increased for all student groups except multiracial students.

Profile Information

In addition to performance data, the TAPR provides descriptive statistics (counts and/or percentages) on a variety of student, program, and staff data.

Agency Contact Persons

For more information about the Texas Academic Performance Report indicators, contact Criss Cloudt, Associate Commissioner, Assessment and Accountability, (512) 463-9701; or Shannon Housson or Ester Regalado, Performance Reporting Division (512) 463-9704.

Other Sources of Information

Texas Academic Performance Reports and profiles for each public school district and campus are available from each district and also are available on the Texas Education Agency website at http://tea.texas.gov/perfreport/.

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Texas Academic Performance Report
2012-13 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above												
Grade 3												
Reading	2013	**81%**	70%	76%	89%	81%	96%	85%	86%	66%	72%	54%
	2012	**78%**	67%	73%	87%	79%	95%	80%	84%	64%	69%	51%
Mathematics	2013	**70%**	53%	66%	80%	70%	94%	70%	75%	55%	60%	51%
	2012	**69%**	52%	64%	80%	68%	93%	77%	75%	57%	59%	48%
STAAR Percent at Phase-in 1 Level II or Above												
Grade 4												
Reading	2013	**72%**	62%	65%	85%	73%	90%	74%	82%	58%	63%	55%
	2012	**77%**	67%	72%	88%	78%	92%	84%	85%	61%	69%	62%
Mathematics	2013	**69%**	54%	65%	79%	69%	92%	75%	75%	55%	61%	60%
	2012	**69%**	54%	65%	78%	68%	91%	74%	74%	54%	61%	60%
Writing	2013	**70%**	63%	65%	80%	69%	91%	76%	79%	50%	62%	56%
	2012	**72%**	63%	67%	81%	70%	90%	76%	79%	54%	64%	58%
STAAR Percent at Phase-in 1 Level II or Above												
Grade 5												
Reading	2013	**77%**	69%	72%	87%	77%	90%	77%	85%	61%	69%	57%
	2012	**78%**	70%	73%	87%	77%	93%	81%	85%	61%	70%	55%
Mathematics	2013	**74%**	61%	70%	84%	75%	92%	78%	80%	53%	67%	60%
	2012	**78%**	66%	74%	86%	77%	95%	79%	83%	58%	71%	64%
Science	2013	**73%**	59%	67%	85%	76%	90%	77%	82%	51%	65%	54%
	2012	**73%**	60%	67%	85%	73%	91%	75%	82%	53%	65%	49%
STAAR Percent at Phase-in 1 Level II or Above												
Grade 6												
Reading	2013	**72%**	64%	65%	85%	72%	92%	75%	83%	52%	63%	37%
	2012	**76%**	70%	69%	87%	78%	93%	80%	85%	56%	68%	43%
Mathematics	2013	**74%**	61%	69%	85%	76%	94%	78%	82%	51%	66%	53%
	2012	**77%**	65%	73%	87%	77%	96%	81%	83%	53%	70%	59%

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2012-13 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above												
Grade 7												
Reading	2013	**78%**	71%	72%	88%	79%	94%	83%	86%	53%	70%	43%
	2012	**77%**	71%	72%	87%	83%	93%	80%	86%	53%	70%	42%
Mathematics	2013	**72%**	58%	67%	83%	73%	94%	76%	78%	51%	64%	50%
	2012	**71%**	58%	66%	83%	74%	93%	79%	80%	52%	63%	46%
Writing	2013	**71%**	64%	65%	81%	70%	93%	76%	80%	48%	62%	35%
	2012	**73%**	66%	66%	83%	75%	93%	80%	82%	49%	64%	35%
STAAR Percent at Phase-in 1 Level II or Above												
Grade 8												
Reading	2013	**83%**	77%	79%	91%	85%	92%	86%	90%	55%	77%	47%
	2012	**81%**	74%	76%	90%	82%	94%	85%	88%	55%	74%	40%
Mathematics	2013	**76%**	66%	72%	85%	78%	90%	81%	83%	54%	70%	54%
	2012	**73%**	63%	68%	84%	76%	92%	82%	81%	53%	66%	50%
Science	2013	**75%**	65%	69%	87%	80%	93%	81%	84%	52%	67%	44%
	2012	**71%**	59%	64%	84%	74%	93%	78%	80%	50%	61%	34%
Social Studies	2013	**64%**	56%	56%	77%	70%	89%	72%	76%	45%	54%	30%
	2012	**61%**	52%	51%	75%	63%	89%	71%	72%	43%	49%	24%
STAAR Percent at Phase-in 1 Level II or Above												
End of Course												
ELA Reading I	2013	**69%**	60%	63%	82%	71%	88%	72%	80%	44%	60%	29%
ELA Reading II	2013	**79%**	71%	73%	89%	81%	93%	83%	88%	52%	70%	36%
ELA Reading III	2013	**83%**	82%	84%	83%	74%	85%	86%	84%	65%	82%	65%
Algebra I	2013	**78%**	69%	74%	87%	80%	95%	85%	85%	47%	71%	52%
Geometry	2013	**85%**	76%	82%	91%	86%	97%	86%	90%	52%	80%	63%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above												
End of Course												
Algebra II	2013	**97%**	96%	96%	99%	97%	100%	99%	99%	79%	95%	84%
ELA Writing I	2013	**55%**	46%	48%	68%	56%	83%	58%	67%	29%	45%	18%
ELA Writing II	2013	**55%**	41%	46%	69%	56%	82%	63%	65%	39%	43%	15%
ELA Writing III	2013	**75%**	71%	72%	85%	85%	93%	*	78%	20%	69%	18%
Biology	2013	**84%**	78%	80%	92%	84%	96%	88%	92%	55%	78%	54%
Chemistry	2013	**84%**	79%	80%	91%	85%	97%	92%	91%	49%	78%	56%
Physics	2013	**82%**	74%	75%	92%	78%	99%	82%	89%	50%	74%	50%
World Geography	2013	**75%**	65%	70%	87%	79%	94%	81%	85%	48%	67%	40%
World History	2013	**71%**	61%	63%	82%	73%	92%	78%	81%	40%	60%	32%
U.S. History	2013	**72%**	65%	66%	80%	70%	82%	71%	82%	64%	67%	46%
TAKS Met Standard												
TAKS Grade 11												
English Language Arts	2013	**95%**	93%	94%	97%	96%	97%	94%	97%	72%	93%	64%
	2012	**94%**	90%	92%	97%	94%	96%	95%	96%	67%	90%	57%
Mathematics	2013	**89%**	82%	87%	94%	91%	97%	88%	92%	58%	85%	64%
	2012	**91%**	84%	89%	95%	91%	97%	91%	93%	58%	87%	67%
Science	2013	**95%**	91%	94%	98%	95%	98%	94%	97%	68%	92%	72%
	2012	**93%**	89%	92%	97%	94%	97%	92%	97%	63%	90%	67%
Social Studies	2013	**98%**	96%	97%	99%	98%	99%	97%	99%	81%	97%	87%
	2012	**98%**	96%	97%	99%	98%	99%	99%	99%	80%	96%	85%
STAAR Percent at Phase-in 1 Level II or Above												
All Grades												
All Subjects	2013	**77%**	68%	72%	86%	79%	93%	81%	84%	55%	69%	53%
	2012	**77%**	68%	72%	86%	78%	94%	82%	84%	55%	69%	52%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in 1 Level II or Above												
All Grades												
Reading	2013	**80%**	72%	74%	89%	81%	93%	83%	87%	60%	72%	52%
	2012	**79%**	71%	73%	88%	80%	93%	82%	86%	58%	71%	50%
Mathematics	2013	**79%**	68%	76%	88%	81%	95%	83%	84%	57%	72%	62%
	2012	**77%**	65%	73%	86%	78%	95%	83%	83%	55%	69%	58%
Writing	2013	**63%**	53%	56%	74%	62%	87%	67%	73%	41%	53%	40%
	2012	**67%**	59%	61%	78%	67%	89%	74%	77%	45%	58%	46%
Science	2013	**82%**	74%	77%	91%	84%	95%	86%	89%	55%	75%	54%
	2012	**80%**	72%	75%	90%	83%	95%	85%	87%	56%	73%	48%
Social Studies	2013	**76%**	68%	70%	86%	80%	94%	81%	85%	53%	68%	41%
	2012	**79%**	72%	73%	88%	81%	95%	86%	86%	59%	70%	43%
STAAR Percent at Final Level II or Above												
All Grades												
All Subjects	2013	**35%**	24%	27%	47%	35%	64%	38%	44%	24%	25%	14%
	2012	**33%**	22%	25%	44%	33%	61%	36%	42%	21%	23%	14%
Reading	2013	**41%**	31%	33%	54%	42%	66%	43%	51%	28%	30%	15%
	2012	**38%**	28%	29%	50%	38%	63%	40%	48%	24%	27%	14%
Mathematics	2013	**34%**	21%	28%	45%	33%	68%	38%	42%	25%	25%	18%
	2012	**33%**	20%	26%	43%	32%	66%	36%	40%	22%	24%	17%
Writing	2013	**32%**	23%	24%	45%	31%	67%	36%	42%	23%	22%	12%
	2012	**34%**	25%	26%	47%	35%	68%	40%	45%	22%	23%	14%
Science	2013	**33%**	23%	26%	46%	35%	61%	37%	44%	19%	24%	12%
	2012	**29%**	19%	22%	40%	29%	54%	32%	39%	18%	20%	10%
Social Studies	2013	**26%**	17%	19%	37%	28%	52%	31%	36%	17%	17%	6%
	2012	**23%**	15%	17%	32%	24%	46%	26%	31%	16%	15%	5%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Level III Advanced												
All Grades												
All Subjects	2013	**13%**	6%	8%	19%	12%	36%	13%	19%	5%	7%	3%
	2012	**12%**	6%	7%	18%	11%	34%	13%	18%	4%	6%	3%
Reading	2013	**17%**	10%	11%	26%	17%	41%	18%	25%	6%	9%	4%
	2012	**15%**	9%	10%	23%	14%	36%	15%	22%	4%	8%	3%
Mathematics	2013	**15%**	7%	10%	22%	13%	46%	16%	20%	5%	9%	5%
	2012	**14%**	6%	9%	20%	12%	43%	15%	19%	4%	8%	5%
Writing	2013	**4%**	2%	2%	7%	3%	19%	5%	7%	5%	2%	1%
	2012	**6%**	3%	3%	10%	5%	24%	7%	10%	4%	3%	2%
Science	2013	**10%**	4%	6%	16%	10%	32%	11%	16%	3%	5%	2%
	2012	**9%**	4%	5%	14%	8%	27%	9%	14%	3%	4%	2%
Social Studies	2013	**9%**	4%	5%	16%	10%	29%	10%	15%	3%	4%	1%
	2012	**9%**	4%	5%	15%	9%	27%	9%	14%	3%	4%	1%
STAAR Percent Met or Exceeded Progress												
All Grades												
Reading	2013	**62%**	57%	59%	66%	63%	76%	65%	65%	54%	n/a	55%
Mathematics	2013	**59%**	56%	56%	61%	59%	76%	59%	61%	55%	n/a	59%
Writing	2013	**45%**	41%	48%	43%	46%	44%	41%	42%	50%	n/a	-
STAAR Percent Exceeded Progress												
All Grades												
Reading	2013	**15%**	13%	13%	18%	15%	26%	16%	18%	14%	n/a	15%
Mathematics	2013	**16%**	13%	13%	19%	16%	35%	17%	19%	13%	n/a	23%
Writing	2013	**1%**	0%	1%	1%	1%	5%	1%	2%	0%	n/a	-

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2012-13 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)												
Sum of Grades 4-8												
Reading	2013	**43%**	41%	40%	52%	46%	51%	48%	50%	44%	40%	33%
Mathematics	2013	**46%**	40%	44%	54%	51%	60%	51%	51%	44%	43%	40%
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)												
Grade 11												
English Language Arts	2013	**63%**	62%	61%	70%	68%	58%	65%	69%	46%	60%	46%
Mathematics	2013	**64%**	60%	64%	69%	70%	69%	72%	68%	41%	62%	50%
TAKS Exit-Level Cumulative Pass Rate												
Class of 2013		**94%**	89%	92%	97%	93%	96%	91%	96%	62%	91%	67%
Class of 2012		**93%**	88%	91%	97%	94%	97%	93%	96%	62%	90%	64%
Student Success Initiative												
Grade 5 Reading												
Students Requiring Accelerated Instruction												
	2013	**23%**	31%	28%	13%	23%	10%	23%	15%	39%	31%	43%
STAAR Cumulative Met Standard												
	2013	**87%**	82%	84%	94%	89%	96%	89%	92%	77%	83%	74%
Grade 5 Mathematics												
Students Requiring Accelerated Instruction												
	2013	**26%**	39%	30%	16%	25%	8%	22%	20%	47%	33%	40%
STAAR Cumulative Met Standard												
	2013	**88%**	78%	86%	93%	89%	97%	89%	91%	73%	84%	81%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative											
Grade 8 Reading											
Students Requiring Accelerated Instruction											
2013	**17%**	23%	21%	9%	15%	8%	14%	10%	45%	23%	53%
STAAR Cumulative Met Standard											
2013	**90%**	86%	87%	95%	93%	96%	93%	95%	70%	86%	63%
Grade 8 Mathematics											
Students Requiring Accelerated Instruction											
2013	**24%**	34%	28%	15%	22%	10%	19%	17%	46%	30%	46%
STAAR Cumulative Met Standard											
2013	**86%**	78%	83%	93%	89%	96%	90%	91%	71%	82%	71%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in 1 Level II or Above													
All Grades													
All Subjects	2013	**77%**	62%	59%	62%	63%	65%	47%	47%	47%	55%	52%	53%
Reading	2013	**80%**	62%	57%	62%	65%	66%	46%	46%	46%	56%	52%	52%
Mathematics	2013	**79%**	68%	66%	68%	67%	69%	59%	59%	59%	63%	62%	62%
Writing	2013	**63%**	57%	54%	55%	62%	60%	29%	29%	30%	41%	40%	40%
Science	2013	**82%**	54%	52%	53%	56%	56%	53%	53%	52%	58%	53%	54%
Social Studies	2013	**76%**	42%	56%	45%	35%	40%	40%	41%	39%	48%	40%	41%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)													
Sum of Grades 4-8													
Reading	2013	**43%**	36%	36%	37%	35%	36%	31%	31%	31%	36%	33%	33%
Mathematics	2013	**46%**	44%	45%	44%	40%	42%	38%	37%	38%	42%	40%	40%
Progress of Prior Year TAKS Failers (Percent of Failers Passing TAKS)													
Grade 11													
English Language Arts	2013	**63%**	-	-	-	-	-	-	-	-	45%	-	46%
Mathematics	2013	**64%**	-	-	-	-	-	-	-	-	44%	-	50%
Student Success Initiative													
Grade 5 Reading													
Students Requiring Accelerated Instruction													
	2013	**23%**	43%	49%	44%	34%	36%	44%	44%	45%	43%	43%	43%
STAAR Cumulative Met Standard													
	2013	**87%**	74%	70%	73%	80%	79%	74%	74%	74%	74%	74%	74%
Grade 5 Mathematics													
Students Requiring Accelerated Instruction													
	2013	**26%**	39%	42%	40%	34%	36%	40%	40%	41%	43%	39%	40%
STAAR Cumulative Met Standard													
	2013	**88%**	81%	80%	80%	84%	83%	79%	80%	79%	77%	81%	81%
Grade 8 Reading													
Students Requiring Accelerated Instruction													
	2013	**17%**	45%	59%	38%	46%	42%	54%	54%	53%	46%	53%	53%
STAAR Cumulative Met Standard													
	2013	**90%**	66%	44%	72%	67%	69%	62%	61%	63%	69%	62%	63%
Grade 8 Mathematics													
Students Requiring Accelerated Instruction													
	2013	**24%**	43%	72%	41%	42%	35%	46%	47%	45%	46%	46%	46%
STAAR Cumulative Met Standard													
	2013	**86%**	68%	43%	72%	69%	76%	71%	70%	72%	70%	71%	71%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2013 STAAR Participation (All Grades)											
All Tests											
Test Participant	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	**92%**	92%	90%	95%	90%	89%	89%	94%	92%	90%	70%
Not Included in Accountability											
Mobile	**4%**	6%	4%	4%	7%	3%	7%	5%	5%	4%	5%
Other Exclusions	**3%**	1%	5%	0%	3%	8%	3%	0%	2%	4%	25%
Not Tested	**1%**	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Absent	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate											
2011-12	**95.9%**	95.6%	95.8%	96.1%	95.5%	97.9%	95.9%	96.1%	94.5%	95.6%	96.8%
2010-11	**95.7%**	95.4%	95.6%	95.9%	95.2%	97.7%	95.9%	95.9%	94.3%	95.4%	96.6%
Annual Dropout Rate (Gr 7-8)											
2011-12	**0.3%**	0.4%	0.3%	0.2%	0.2%	0.1%	0.3%	0.2%	0.3%	0.3%	0.6%
2010-11	**0.2%**	0.3%	0.2%	0.1%	0.3%	0.1%	0.3%	0.2%	0.3%	0.2%	0.4%
Annual Dropout Rate (Gr 9-12)											
2011-12	**2.4%**	3.8%	3.1%	1.2%	2.7%	0.9%	1.7%	1.6%	3.5%	2.8%	5.3%
2010-11	**2.4%**	3.6%	3.0%	1.1%	2.8%	0.8%	2.3%	1.3%	3.2%	2.7%	4.6%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2012											
Graduated	**87.7%**	83.5%	84.3%	93.0%	86.7%	94.4%	89.0%	92.4%	76.9%	85.1%	59.1%
Received GED	**1.0%**	0.8%	1.0%	1.1%	2.0%	0.2%	0.5%	1.0%	0.7%	1.0%	0.6%
Continued HS	**5.0%**	5.5%	6.7%	2.7%	4.2%	3.3%	6.5%	2.9%	11.2%	6.1%	15.4%
Dropped Out	**6.3%**	10.1%	8.0%	3.2%	7.1%	2.1%	4.1%	3.7%	11.2%	7.8%	25.0%
Graduates and GED	**88.7%**	84.4%	85.3%	94.1%	88.7%	94.6%	89.4%	93.4%	77.6%	86.1%	59.7%
Grads, GED, & Cont	**93.7%**	89.9%	92.0%	96.8%	92.9%	97.9%	95.9%	96.3%	88.8%	92.2%	75.0%
Class of 2011											
Graduated	**85.9%**	80.9%	81.8%	92.0%	86.6%	95.0%	88.0%	92.1%	76.7%	83.7%	57.6%
Received GED	**1.1%**	0.8%	1.1%	1.2%	1.8%	0.1%	0.9%	1.0%	0.7%	1.0%	0.5%
Continued HS	**6.2%**	7.4%	8.4%	3.3%	5.2%	3.5%	6.1%	3.8%	11.4%	7.6%	18.2%
Dropped Out	**6.8%**	10.9%	8.7%	3.4%	6.4%	1.4%	5.0%	3.1%	11.3%	7.7%	23.7%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2011											
Graduated	**89.1%**	84.3%	86.0%	94.0%	89.5%	96.8%	92.3%	94.1%	81.7%	87.9%	65.9%
Received GED	**1.4%**	1.1%	1.5%	1.5%	2.1%	0.2%	0.9%	1.2%	0.9%	1.3%	0.7%
Continued HS	**1.6%**	1.7%	2.2%	0.9%	1.0%	0.9%	1.4%	1.1%	5.4%	1.9%	4.7%
Dropped Out	**7.9%**	12.8%	10.3%	3.6%	7.4%	2.1%	5.4%	3.7%	12.0%	8.9%	28.6%
Graduates and GED	**90.5%**	85.5%	87.5%	95.5%	91.6%	97.0%	93.2%	95.3%	82.6%	89.2%	66.6%
Grads, GED, & Cont	**92.1%**	87.2%	89.7%	96.4%	92.6%	97.9%	94.6%	96.3%	88.0%	91.1%	71.4%
Class of 2010 (without exclusions)											
Graduated	**88.0%**	82.9%	84.0%	93.6%	88.1%	n/a	n/a	n/a	80.3%	87.0%	63.7%
Received GED	**1.6%**	1.4%	1.7%	1.8%	2.0%	n/a	n/a	n/a	1.0%	1.4%	0.6%
Continued HS	**1.8%**	2.0%	2.6%	0.9%	1.8%	n/a	n/a	n/a	5.8%	2.3%	4.8%
Dropped Out	**8.6%**	13.7%	11.7%	3.7%	8.1%	n/a	n/a	n/a	12.9%	9.3%	30.9%
6-Year Extended Longitudinal Rate Without Exclusions (Gr 9-12)											
Class of 2010											
Graduated	**88.7%**	83.6%	85.0%	94.0%	88.6%	n/a	n/a	n/a	82.5%	88.0%	65.6%
Received GED	**1.9%**	1.7%	2.0%	2.0%	2.8%	n/a	n/a	n/a	1.3%	1.6%	0.7%
Continued HS	**0.7%**	0.7%	1.0%	0.4%	0.7%	n/a	n/a	n/a	3.4%	0.9%	1.7%
Dropped Out	**8.7%**	14.0%	12.0%	3.6%	7.9%	n/a	n/a	n/a	12.9%	9.5%	32.0%
Graduates and GED	**90.6%**	85.3%	87.0%	96.0%	91.3%	n/a	n/a	n/a	83.7%	89.6%	66.3%
Grads, GED, & Cont	**91.3%**	86.0%	88.0%	96.4%	92.1%	n/a	n/a	n/a	87.1%	90.5%	68.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates											
Class of 2012	**80.5%**	73.3%	80.6%	81.9%	75.2%	92.2%	79.3%	82.1%	23.3%	77.3%	66.5%
Class of 2011	**80.1%**	72.9%	80.6%	81.0%	76.6%	91.9%	81.3%	81.3%	23.3%	77.0%	66.3%
Advanced Course/Dual Enrollment Completion											
2011-12	**30.6%**	24.0%	27.2%	34.9%	27.7%	55.7%	28.7%	35.5%	6.9%	24.6%	13.5%
2010-11	**30.3%**	24.2%	26.9%	34.6%	28.2%	53.5%	31.1%	34.6%	7.2%	24.3%	14.1%
Texas Success Initiative (TSI) - Higher Education Readiness Component											
English Language Arts											
2013	**65%**	55%	60%	74%	66%	79%	69%	72%	20%	56%	14%
2012	**61%**	51%	55%	71%	60%	75%	57%	70%	17%	52%	12%
Mathematics											
2013	**66%**	50%	60%	77%	67%	87%	67%	73%	21%	57%	31%
2012	**73%**	59%	68%	82%	76%	89%	68%	79%	25%	65%	39%
College-Ready Graduates											
English Language Arts											
Class of 2012	**69%**	58%	62%	79%	72%	81%	71%	78%	20%	58%	12%
Class of 2011	**64%**	52%	55%	74%	67%	79%	68%	74%	17%	52%	10%
Mathematics											
Class of 2012	**70%**	55%	64%	79%	70%	88%	68%	76%	20%	61%	35%
Class of 2011	**67%**	50%	60%	78%	71%	86%	70%	73%	18%	57%	29%
Both Subjects											
Class of 2012	**57%**	41%	48%	69%	58%	77%	56%	66%	8%	44%	8%
Class of 2011	**52%**	36%	42%	65%	57%	75%	55%	61%	7%	38%	6%
AP/IB Results											
Tested											
2012	**21.9%**	13.8%	19.4%	24.5%	18.7%	52.9%	19.4%	26.6%	n/a	16.1%	n/a
Examinees >= Criterion											
2012	**50.8%**	27.7%	36.9%	64.6%	49.9%	72.0%	52.1%	60.5%	n/a	33.3%	n/a
2011	**49.3%**	25.4%	34.8%	63.3%	48.7%	69.2%	50.0%	59.2%	n/a	n/a	n/a
SAT/ACT Results											
Tested											
Class of 2012	**66.9%**	70.3%	59.6%	71.2%	62.6%	94.4%	66.2%	73.7%	n/a	55.9%	n/a
Class of 2011	**68.9%**	76.0%	59.0%	74.9%	65.7%	96.2%	69.8%	76.9%	n/a	n/a	n/a
At/Above Criterion											
Class of 2012	**24.9%**	8.0%	12.0%	40.2%	23.7%	51.7%	16.4%	34.0%	n/a	9.2%	n/a
Class of 2011	**25.7%**	8.1%	12.1%	40.6%	27.8%	51.8%	30.4%	33.9%	n/a	n/a	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average SAT Score											
Class of 2012	**1422**	1256	1315	1553	1422	1626	1376	1514	n/a	1277	n/a
Average ACT Score											
Class of 2012	**20.5**	17.5	18.4	22.8	20.9	24.8	19.7	22.0	n/a	17.9	n/a
Class of 2011	**20.5**	17.4	18.3	22.9	21.1	24.8	21.7	21.9	n/a	n/a	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)											
2010-11	**58.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation											
2010-11	**66.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Profile

Student Information	State Count	State Percent
Total Students:	5,058,939	100.0%
Students by Grade:		
Early Childhood Education	13,416	0.3%
Pre-Kindergarten	226,772	4.5%
Kindergarten	390,300	7.7%
Grade 1	396,661	7.8%
Grade 2	388,982	7.7%
Grade 3	382,780	7.6%
Grade 4	378,526	7.5%
Grade 5	376,252	7.4%
Grade 6	380,055	7.5%
Grade 7	377,084	7.5%
Grade 8	366,690	7.2%
Grade 9	402,264	8.0%
Grade 10	350,372	6.9%
Grade 11	327,540	6.5%
Grade 12	301,245	6.0%
Ethnic Distribution:		
African American	644,357	12.7%
Hispanic	2,597,524	51.3%
White	1,515,859	30.0%
American Indian	21,716	0.4%
Asian	183,395	3.6%
Pacific Islander	6,618	0.1%
Two or More Races	89,470	1.8%
Economically Disadvantaged	3,054,741	60.4%
Non-Educationally Disadvantaged	2,004,198	39.6%
English Language Learners (ELL)	863,974	17.1%
Students w/ Disciplinary Placements (2011-2012)	87,292	1.7%
At-Risk	2,260,864	44.7%
Graduates (Class of 2012):		
Total Graduates	292,636	100.0%
By Ethnicity (incl. Special Ed.):		
African American	38,213	13.1%
Hispanic	131,106	44.8%
White	105,767	36.1%
American Indian	1,427	0.5%
Asian	10,871	3.7%
Pacific Islander	396	0.1%
Two or More Races	4,856	1.7%
By Graduation Type (incl. Special Ed.):		
Minimum H.S. Program	57,010	19.5%
Recommended H.S. Program/DAP	235,626	80.5%
Special Education Graduates	25,213	8.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Profile

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	2.1%	9.7%
Grade 1	4.4%	8.2%
Grade 2	2.9%	3.9%
Grade 3	2.1%	1.6%
Grade 4	1.0%	1.0%
Grade 5	0.5%	0.7%
Grade 6	0.6%	1.0%
Grade 7	1.0%	1.4%
Grade 8	0.7%	1.5%

	State	
	Count	Percent
Data Quality:		
PID Errors (students)	3,784	0.1%
Underreported Students	7,620	0.4%

Class Size Information	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	19.6
Grade 1	19.5
Grade 2	19.4
Grade 3	19.3
Grade 4	19.5
Grade 5	21.4
Grade 6	21.1
Mixed Grades	24.6
Secondary:	
English/Language Arts	17.4
Foreign Languages	19.0
Mathematics	18.0
Science	19.0
Social Studies	19.7

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Profile

Staff Information	State Count	State Percent
Total Staff	642,184.2	100.0%
Professional Staff:	410,626.9	63.9%
Teachers	327,419.5	51.0%
Professional Support	57,943.6	9.0%
Campus Administration (School Leadership)	18,711.2	2.9%
Central Administration	6,552.8	1.0%
Educational Aides:	60,039.4	9.3%
Auxiliary Staff:	171,517.9	26.7%
Total Minority Staff:	289,867.9	45.1%
Teachers by Ethnicity and Sex:		
African American	30,708.2	9.4%
Hispanic	81,501.1	24.9%
White	205,514.5	62.8%
American Indian	1,256.1	0.4%
Asian	4,441.4	1.4%
Pacific Islander	255.6	0.1%
Two or More Races	3,742.5	1.1%
Males	75,928.1	23.2%
Females	251,491.4	76.8%
Teachers by Highest Degree Held:		
No Degree	2,956.9	0.9%
Bachelors	246,934.9	75.4%
Masters	75,715.3	23.1%
Doctorate	1,812.5	0.6%
Teachers by Years of Experience:		
Beginning Teachers	22,758.2	7.0%
1-5 Years Experience	85,475.9	26.1%
6-10 Years Experience	74,433.1	22.7%
11-20 Years Experience	88,182.0	26.9%
Over 20 Years Experience	56,570.2	17.3%
Number of Students per Teacher	15.5	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Profile

Staff Information (Continued)	State
Average Years Experience of Teachers:	11.5
Average Years Experience of Teachers with District:	8.0
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	$41,878
1-5 Years Experience	$44,354
6-10 Years Experience	$46,784
11-20 Years Experience	$50,587
Over 20 Years Experience	$58,291
Average Actual Salaries (regular duties only):	
Teachers	$48,821
Professional Support	$57,253
Campus Administration (School Leadership)	$71,259
Central Administration	$91,993
Instructional Staff Percent:	64.2
Turnover Rate for Teachers:	15.3
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,153.9
Educational Aides	224.3
Auxiliary Staff	608.6
Contracted Instructional Staff:	1,556.8

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2012-13 State Profile

Program Information	State Count	State Percent
Student Enrollment by Program:		
Bilingual/ESL Education	840,072	16.6%
Career & Technical Education	1,110,812	22.0%
Gifted & Talented Education	387,578	7.7%
Special Education	431,041	8.5%
Teachers by Program (population served):		
Bilingual/ESL Education	17,422.4	5.3%
Career & Technical Education	13,453.0	4.1%
Compensatory Education	9,490.0	2.9%
Gifted & Talented Education	6,417.3	2.0%
Regular Education	239,612.0	73.2%
Special Education	30,185.4	9.2%
Other	10,839.3	3.3%

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in Satisfactory Standard or Above												
Grade 3												
Reading	2014	**76%**	65%	71%	88%	78%	92%	78%	83%	64%	69%	68%
	2013	**81%**	70%	76%	89%	81%	96%	85%	86%	66%	72%	54%
Mathematics	2014	**71%**	55%	67%	80%	71%	92%	73%	75%	57%	63%	67%
	2013	**70%**	53%	66%	80%	70%	94%	70%	75%	55%	60%	51%
STAAR Percent at Phase-in Satisfactory Standard or Above												
Grade 4												
Reading	2014	**74%**	64%	69%	85%	73%	91%	74%	82%	61%	66%	60%
	2013	**72%**	62%	65%	85%	73%	90%	74%	82%	58%	63%	55%
Mathematics	2014	**71%**	55%	67%	81%	69%	93%	72%	76%	58%	63%	62%
	2013	**69%**	54%	65%	79%	69%	92%	75%	75%	55%	61%	60%
Writing	2014	**73%**	64%	69%	82%	72%	91%	77%	80%	52%	66%	62%
	2013	**70%**	63%	65%	80%	69%	91%	76%	79%	50%	62%	56%
STAAR Percent at Phase-in Satisfactory Standard or Above												
Grade 5 **												
Reading	2014	**86%**	80%	83%	94%	88%	96%	87%	93%	79%	81%	72%
	2013	**87%**	82%	84%	94%	89%	96%	89%	92%	77%	83%	74%
Mathematics	2014	**88%**	80%	86%	94%	89%	98%	95%	92%	78%	84%	81%
	2013	**88%**	78%	86%	93%	89%	97%	89%	91%	73%	84%	81%
Science	2014	**74%**	60%	68%	86%	74%	92%	80%	83%	56%	65%	54%
	2013	**73%**	59%	67%	85%	76%	90%	77%	82%	51%	65%	54%
STAAR Percent at Phase-in Satisfactory Standard or Above												
Grade 6												
Reading	2014	**78%**	69%	72%	88%	80%	93%	83%	85%	58%	70%	52%
	2013	**72%**	64%	65%	85%	72%	92%	75%	83%	52%	63%	37%
Mathematics	2014	**79%**	67%	75%	88%	81%	95%	84%	84%	59%	72%	62%
	2013	**74%**	61%	69%	85%	76%	94%	78%	82%	51%	66%	53%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in Satisfactory Standard or Above												
Grade 7												
Reading	2014	**76%**	67%	69%	87%	76%	92%	79%	85%	55%	67%	39%
	2013	**78%**	71%	72%	88%	79%	94%	83%	86%	53%	70%	43%
Mathematics	2014	**68%**	55%	62%	81%	68%	92%	75%	77%	51%	59%	43%
	2013	**72%**	58%	67%	83%	73%	94%	76%	78%	51%	64%	50%
Writing	2014	**72%**	64%	65%	82%	71%	91%	74%	80%	52%	63%	36%
	2013	**71%**	64%	65%	81%	70%	93%	76%	80%	48%	62%	35%
STAAR Percent at Phase-in Satisfactory Standard or Above												
Grade 8 **												
Reading	2014	**90%**	86%	86%	96%	90%	96%	91%	95%	73%	85%	60%
	2013	**90%**	86%	87%	95%	93%	96%	93%	95%	70%	86%	63%
Mathematics	2014	**86%**	78%	83%	93%	85%	97%	87%	91%	74%	82%	70%
	2013	**86%**	78%	83%	93%	89%	96%	90%	91%	71%	82%	71%
Science	2014	**72%**	61%	65%	85%	72%	93%	75%	80%	52%	62%	37%
	2013	**75%**	65%	69%	87%	80%	93%	81%	84%	52%	67%	44%
Social Studies	2014	**63%**	53%	54%	77%	64%	89%	67%	73%	47%	51%	28%
	2013	**64%**	56%	56%	77%	70%	89%	72%	76%	45%	54%	30%
STAAR Percent at Phase-in Satisfactory Standard or Above												
End of Course												
English I/Reading I	2014	**67%**	58%	61%	80%	70%	86%	72%	78%	43%	58%	30%
English II/Reading II	2014	**69%**	60%	63%	83%	72%	87%	66%	81%	48%	60%	28%
Algebra I	2014	**80%**	71%	77%	89%	80%	95%	83%	87%	52%	74%	56%
	2013	**78%**	69%	74%	87%	80%	95%	85%	85%	47%	71%	52%
Biology	2014	**89%**	85%	86%	95%	92%	95%	90%	94%	66%	85%	66%
	2013	**84%**	78%	80%	92%	84%	96%	88%	92%	55%	78%	54%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Phase-in Satisfactory Standard or Above												
End of Course												
U.S. History	2014	**92%**	89%	90%	96%	93%	97%	92%	95%	72%	88%	69%
STAAR Percent at Phase-in Satisfactory Standard or Above												
All Grades												
All Subjects	2014	**77%**	67%	72%	87%	78%	93%	79%	84%	59%	69%	57%
	2013	**77%**	68%	72%	86%	79%	93%	81%	84%	55%	69%	53%
Reading	2014	**76%**	68%	71%	87%	78%	91%	78%	85%	59%	69%	55%
	2013	**80%**	72%	74%	89%	81%	93%	83%	87%	60%	72%	52%
Mathematics	2014	**78%**	66%	74%	87%	78%	94%	81%	83%	61%	71%	65%
	2013	**79%**	68%	76%	88%	81%	95%	83%	84%	57%	72%	62%
Writing	2014	**72%**	64%	67%	82%	71%	91%	75%	80%	52%	64%	53%
	2013	**63%**	53%	56%	74%	62%	87%	67%	73%	41%	53%	40%
Science	2014	**78%**	69%	73%	89%	80%	93%	83%	86%	58%	71%	53%
	2013	**82%**	74%	77%	91%	84%	95%	86%	89%	55%	75%	54%
Social Studies	2014	**76%**	70%	70%	86%	79%	93%	80%	83%	56%	67%	42%
	2013	**76%**	68%	70%	86%	80%	94%	81%	85%	53%	68%	41%
STAAR Percent at Postsecondary Readiness Standard												
All Grades												
Two or More Subjects	2014	**41%**	26%	32%	55%	41%	76%	44%	50%	20%	28%	13%
Reading	2014	**45%**	32%	36%	61%	46%	77%	47%	56%	26%	33%	17%
Mathematics	2014	**39%**	24%	32%	51%	37%	78%	43%	46%	25%	28%	19%
Writing	2014	**35%**	24%	28%	46%	32%	71%	38%	44%	23%	24%	16%
Science	2014	**43%**	29%	35%	59%	46%	76%	48%	54%	21%	31%	14%
Social Studies	2014	**39%**	28%	30%	53%	42%	71%	44%	49%	17%	27%	8%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
STAAR Percent at Advanced Standard												
All Grades												
All Subjects	2014	**15%**	7%	10%	22%	14%	43%	15%	21%	6%	9%	10%
Reading	2014	**15%**	8%	10%	24%	14%	40%	14%	22%	6%	9%	9%
Mathematics	2014	**17%**	7%	13%	23%	15%	53%	17%	22%	6%	11%	14%
Writing	2014	**8%**	3%	6%	11%	7%	28%	7%	10%	5%	4%	9%
Science	2014	**14%**	6%	9%	22%	14%	41%	14%	20%	5%	7%	3%
Social Studies	2014	**15%**	8%	9%	24%	15%	40%	17%	22%	5%	8%	2%
STAAR Percent Met or Exceeded Progress												
All Grades												
Reading	2014	**61%**	57%	59%	63%	59%	72%	59%	63%	60%	58%	60%
	2013	**62%**	57%	59%	66%	63%	76%	65%	65%	54%	n/a	55%
Mathematics	2014	**60%**	56%	58%	64%	59%	79%	65%	64%	56%	57%	61%
	2013	**59%**	56%	56%	61%	59%	76%	59%	61%	55%	n/a	59%
STAAR Percent Exceeded Progress												
All Grades												
Reading	2014	**17%**	15%	17%	17%	16%	25%	15%	17%	14%	16%	22%
	2013	**15%**	13%	13%	18%	15%	26%	16%	18%	14%	n/a	15%
Mathematics	2014	**18%**	14%	17%	19%	16%	40%	19%	20%	12%	16%	26%
	2013	**16%**	13%	13%	19%	16%	35%	17%	19%	13%	n/a	23%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)												
Sum of Grades 4-8												
Reading	2014	**45%**	41%	43%	54%	47%	53%	47%	51%	48%	42%	38%
	2013	**43%**	41%	40%	52%	46%	51%	48%	50%	44%	40%	33%
Mathematics	2014	**46%**	41%	45%	54%	46%	61%	53%	51%	48%	43%	41%
	2013	**46%**	40%	44%	54%	51%	60%	51%	51%	44%	43%	40%

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Texas Academic Performance Report
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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
TAKS Exit-Level Cumulative Pass Rate											
Class of 2014	**93%**	89%	92%	97%	93%	96%	92%	95%	62%	90%	66%
Class of 2013	**94%**	89%	92%	97%	93%	96%	91%	96%	62%	91%	67%

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Texas Academic Performance Report
2013-14 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative												
Grade 5 Reading												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
	2014	**77%**	66%	71%	88%	75%	91%	78%	85%	50%	68%	54%
Students Requiring Accelerated Instruction												
	2014	**23%**	34%	29%	12%	25%	9%	22%	15%	50%	32%	46%
STAAR Cumulative Met Standard												
	2014	**86%**	79%	82%	94%	88%	94%	86%	92%	65%	80%	70%
STAAR Failers Promoted by Grade Placement Committee												
	2013	**89%**	91%	89%	88%	89%	93%	91%	92%	96%	89%	90%
STAAR Met Standard (Failed in Previous Year)												
Promoted to Grade 6												
	2014	**19%**	18%	18%	24%	37%	26%	13%	22%	11%	18%	18%
Retained in Grade 5												
	2014	**58%**	57%	56%	69%	100%	60%	0%	72%	52%	57%	53%
Grade 5 Mathematics												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
	2014	**79%**	66%	76%	88%	79%	96%	89%	85%	52%	72%	66%
Students Requiring Accelerated Instruction												
	2014	**21%**	34%	24%	12%	21%	4%	11%	15%	48%	28%	34%
STAAR Cumulative Met Standard												
	2014	**88%**	79%	86%	94%	89%	98%	95%	92%	68%	84%	80%
STAAR Failers Promoted by Grade Placement Committee												
	2013	**89%**	91%	89%	89%	94%	94%	91%	91%	97%	89%	88%
STAAR Met Standard (Failed in Previous Year)												
Promoted to Grade 6												
	2014	**24%**	22%	22%	31%	47%	40%	25%	30%	18%	22%	22%
Retained in Grade 5												
	2014	**66%**	67%	66%	66%	100%	67%	100%	75%	61%	65%	64%

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Texas Academic Performance Report
2013-14 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative												
Grade 8 Reading												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
	2014	**83%**	77%	78%	92%	83%	93%	85%	91%	48%	76%	44%
Students Requiring Accelerated Instruction												
	2014	**17%**	23%	22%	8%	17%	7%	15%	9%	52%	24%	56%
STAAR Cumulative Met Standard												
	2014	**89%**	86%	86%	96%	89%	95%	91%	95%	60%	84%	56%
STAAR Failers Promoted by Grade Placement Committee												
	2013	**95%**	96%	95%	92%	91%	97%	83%	95%	98%	95%	96%
STAAR Met Standard (Failed in Previous Year)												
Promoted to Grade 9												
	2014	**10%**	12%	9%	16%	16%	15%	29%	15%	6%	9%	6%
Retained in Grade 8												
	2014	**54%**	59%	49%	68%	0%	67%	50%	80%	52%	52%	40%
Grade 8 Mathematics												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
	2014	**80%**	69%	77%	89%	81%	96%	82%	86%	52%	74%	60%
Students Requiring Accelerated Instruction												
	2014	**20%**	31%	23%	11%	19%	4%	18%	14%	48%	26%	40%
STAAR Cumulative Met Standard												
	2014	**87%**	79%	84%	94%	87%	97%	88%	91%	64%	83%	71%
STAAR Failers Promoted by Grade Placement Committee												
	2013	**95%**	96%	95%	92%	92%	96%	91%	94%	98%	95%	95%
STAAR Met Standard (Failed in Previous Year)												
Promoted to Grade 9												
	2014	**44%**	44%	44%	48%	40%	58%	60%	46%	31%	44%	39%
Retained in Grade 8												
	2014	**55%**	51%	53%	62%	50%	67%	0%	70%	50%	54%	50%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above													
All Grades													
All Subjects	2014	**77%**	66%	64%	66%	67%	67%	51%	52%	50%	56%	57%	57%
	2013	**77%**	62%	59%	62%	63%	65%	47%	47%	47%	55%	52%	53%
Reading	2014	**76%**	66%	63%	66%	69%	68%	47%	47%	47%	53%	55%	55%
	2013	**80%**	62%	57%	62%	65%	66%	46%	46%	46%	56%	52%	52%
Mathematics	2014	**78%**	70%	70%	70%	69%	70%	60%	61%	59%	63%	65%	65%
	2013	**79%**	68%	66%	68%	67%	69%	59%	59%	59%	63%	62%	62%
Writing	2014	**72%**	63%	61%	63%	62%	65%	43%	45%	40%	47%	53%	53%
	2013	**63%**	57%	54%	55%	62%	60%	29%	29%	30%	41%	40%	40%
Science	2014	**78%**	55%	53%	54%	56%	57%	52%	54%	49%	55%	53%	53%
	2013	**82%**	54%	52%	53%	56%	56%	53%	53%	52%	58%	53%	54%
Social Studies	2014	**76%**	31%	24%	28%	33%	32%	41%	45%	38%	52%	41%	42%
	2013	**76%**	42%	56%	45%	35%	40%	40%	41%	39%	48%	40%	41%
STAAR Percent at Postsecondary Readiness Standard													
All Grades													
Two or More Subjects	2014	**41%**	20%	14%	17%	21%	24%	8%	9%	8%	13%	13%	13%
Reading	2014	**45%**	25%	16%	22%	28%	29%	10%	11%	10%	15%	17%	17%
Mathematics	2014	**39%**	25%	22%	24%	25%	29%	15%	16%	14%	19%	19%	19%
Writing	2014	**35%**	28%	19%	26%	27%	32%	6%	6%	6%	12%	16%	16%
Science	2014	**43%**	16%	13%	15%	16%	18%	12%	13%	11%	16%	14%	14%
Social Studies	2014	**39%**	5%	3%	0%	7%	0%	7%	8%	6%	13%	7%	8%
STAAR Percent at Advanced Standard													
All Grades													
All Subjects	2014	**15%**	15%	15%	14%	14%	16%	6%	7%	5%	4%	10%	10%
Reading	2014	**15%**	14%	13%	13%	15%	15%	5%	6%	5%	3%	9%	9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard													
All Grades													
Mathematics	2014	**17%**	20%	20%	18%	17%	22%	9%	10%	8%	6%	15%	14%
Writing	2014	**8%**	12%	14%	13%	10%	10%	6%	8%	4%	3%	9%	9%
Science	2014	**14%**	4%	3%	4%	4%	4%	3%	3%	3%	3%	3%	3%
Social Studies	2014	**15%**	1%	1%	0%	1%	7%	2%	2%	2%	2%	2%	2%
STAAR Percent Met or Exceeded Progress													
All Grades													
Reading	2014	**61%**	64%	64%	65%	67%	64%	57%	57%	58%	60%	60%	60%
Mathematics	2014	**60%**	69%	69%	70%	67%	69%	55%	55%	54%	59%	61%	61%
STAAR Percent Exceeded Progress													
All Grades													
Reading	2014	**17%**	25%	26%	25%	26%	24%	19%	20%	18%	17%	22%	22%
Mathematics	2014	**18%**	37%	37%	36%	32%	38%	17%	19%	15%	18%	26%	26%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)													
Sum of Grades 4-8													
Reading	2014	**45%**	42%	44%	43%	37%	40%	35%	35%	35%	41%	38%	38%
	2013	**43%**	36%	36%	37%	35%	36%	31%	31%	31%	36%	33%	33%
Mathematics	2014	**46%**	46%	48%	45%	42%	45%	38%	39%	36%	42%	41%	41%
	2013	**46%**	44%	45%	44%	40%	42%	38%	37%	38%	42%	40%	40%

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Texas Academic Performance Report
2013-14 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Participation (All Grades)											
All Tests											
Test Participant	**99%**	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	**93%**	92%	93%	95%	90%	92%	90%	94%	91%	93%	85%
Not Included in Accountability											
Mobile	**4%**	6%	4%	4%	7%	3%	8%	5%	5%	4%	5%
Other Exclusions	**2%**	1%	2%	0%	2%	4%	2%	0%	3%	2%	10%
Not Tested	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Other	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2013 STAAR Participation (All Grades)											
All Tests											
Test Participant	**99%**	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
Included in Accountability	**92%**	92%	90%	95%	90%	89%	89%	94%	92%	90%	70%
Not Included in Accountability											
Mobile	**4%**	6%	4%	4%	7%	3%	7%	5%	5%	4%	5%
Other Exclusions	**3%**	1%	5%	0%	3%	8%	3%	0%	2%	4%	25%
Not Tested	**1%**	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Absent	**1%**	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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Texas Academic Performance Report
2013-14 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate											
2012-13	**95.8%**	95.6%	95.6%	95.9%	95.3%	97.7%	95.7%	95.9%	94.5%	95.4%	96.6%
2011-12	**95.9%**	95.6%	95.8%	96.1%	95.5%	97.9%	95.9%	96.1%	94.5%	95.6%	96.8%
Annual Dropout Rate (Gr 7-8)											
2012-13	**0.4%**	0.4%	0.6%	0.2%	0.5%	0.1%	0.2%	0.3%	0.4%	0.6%	2.0%
2011-12	**0.3%**	0.4%	0.3%	0.2%	0.2%	0.1%	0.3%	0.2%	0.3%	0.3%	0.6%
Annual Dropout Rate (Gr 9-12)											
2012-13	**2.2%**	3.3%	2.8%	1.1%	2.5%	0.8%	2.2%	1.5%	3.2%	2.6%	4.9%
2011-12	**2.4%**	3.8%	3.1%	1.2%	2.7%	0.9%	1.7%	1.6%	3.5%	2.8%	5.3%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2013											
Graduated	**88.0%**	84.1%	85.1%	93.0%	85.8%	93.8%	89.5%	91.7%	77.8%	85.2%	61.7%
Received GED	**0.8%**	0.7%	0.8%	0.9%	1.3%	0.2%	0.5%	0.9%	0.5%	0.9%	0.6%
Continued HS	**4.6%**	5.3%	5.9%	2.6%	4.4%	3.0%	4.7%	3.1%	10.7%	5.4%	14.1%
Dropped Out	**6.6%**	9.9%	8.2%	3.5%	8.5%	3.0%	5.3%	4.4%	11.1%	8.5%	23.7%
Graduates and GED	**88.9%**	84.8%	85.9%	93.9%	87.2%	94.0%	90.0%	92.6%	78.2%	86.1%	62.2%
Grads, GED, & Cont	**93.4%**	90.1%	91.8%	96.5%	91.5%	97.0%	94.7%	95.6%	88.9%	91.5%	76.3%
Class of 2012											
Graduated	**87.7%**	83.5%	84.3%	93.0%	86.7%	94.4%	89.0%	92.4%	76.9%	85.1%	59.1%
Received GED	**1.0%**	0.8%	1.0%	1.1%	2.0%	0.2%	0.5%	1.0%	0.7%	1.0%	0.6%
Continued HS	**5.0%**	5.5%	6.7%	2.7%	4.2%	3.3%	6.5%	2.9%	11.2%	6.1%	15.4%
Dropped Out	**6.3%**	10.1%	8.0%	3.2%	7.1%	2.1%	4.1%	3.7%	11.2%	7.8%	25.0%
Graduates and GED	**88.7%**	84.4%	85.3%	94.1%	88.7%	94.6%	89.4%	93.4%	77.6%	86.1%	59.7%
Grads, GED, & Cont	**93.7%**	89.9%	92.0%	96.8%	92.9%	97.9%	95.9%	96.3%	88.8%	92.2%	75.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2012											
Graduated	**90.4%**	86.5%	88.0%	94.5%	88.6%	96.2%	92.0%	94.0%	81.6%	88.7%	66.9%
Received GED	**1.2%**	1.0%	1.2%	1.3%	2.3%	0.2%	0.5%	1.2%	0.8%	1.2%	0.7%
Continued HS	**1.3%**	1.4%	1.7%	0.8%	1.2%	1.0%	1.7%	0.7%	5.8%	1.5%	3.8%
Dropped Out	**7.1%**	11.1%	9.1%	3.4%	7.8%	2.5%	5.8%	4.1%	11.8%	8.6%	28.7%
Graduates and GED	**91.6%**	87.5%	89.2%	95.8%	90.9%	96.5%	92.5%	95.2%	82.4%	89.9%	67.5%
Grads, GED, & Cont	**92.9%**	88.9%	90.9%	96.6%	92.2%	97.5%	94.2%	95.9%	88.2%	91.4%	71.3%
Class of 2011											
Graduated	**89.1%**	84.3%	86.0%	94.0%	89.5%	96.8%	92.3%	94.1%	81.7%	87.9%	65.9%
Received GED	**1.4%**	1.1%	1.5%	1.5%	2.1%	0.2%	0.9%	1.2%	0.9%	1.3%	0.7%
Continued HS	**1.6%**	1.7%	2.2%	0.9%	1.0%	0.9%	1.4%	1.1%	5.4%	1.9%	4.7%
Dropped Out	**7.9%**	12.8%	10.3%	3.6%	7.4%	2.1%	5.4%	3.7%	12.0%	8.9%	28.6%
Graduates and GED	**90.5%**	85.5%	87.5%	95.5%	91.6%	97.0%	93.2%	95.3%	82.6%	89.2%	66.6%
Grads, GED, & Cont	**92.1%**	87.2%	89.7%	96.4%	92.6%	97.9%	94.6%	96.3%	88.0%	91.1%	71.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2011											
Graduated	**89.8%**	85.0%	87.0%	94.3%	90.0%	97.0%	92.5%	94.4%	83.7%	88.7%	67.9%
Received GED	**1.5%**	1.3%	1.6%	1.6%	2.2%	0.3%	1.1%	1.3%	0.9%	1.4%	0.9%
Continued HS	**0.6%**	0.7%	0.8%	0.4%	0.3%	0.6%	0.5%	0.5%	3.2%	0.7%	1.4%
Dropped Out	**8.1%**	13.0%	10.6%	3.6%	7.5%	2.1%	5.9%	3.8%	12.1%	9.1%	29.8%
Graduates and GED	**91.3%**	86.3%	88.6%	96.0%	92.1%	97.3%	93.7%	95.7%	84.7%	90.2%	68.8%
Grads, GED, & Cont	**91.9%**	87.0%	89.4%	96.4%	92.5%	97.9%	94.1%	96.2%	87.9%	90.9%	70.2%
Class of 2010											
Graduated	**88.7%**	83.6%	85.0%	94.0%	88.6%	n/a	n/a	n/a	82.5%	88.0%	65.6%
Received GED	**1.9%**	1.7%	2.0%	2.0%	2.8%	n/a	n/a	n/a	1.3%	1.6%	0.7%
Continued HS	**0.7%**	0.7%	1.0%	0.4%	0.7%	n/a	n/a	n/a	3.4%	0.9%	1.7%
Dropped Out	**8.7%**	14.0%	12.0%	3.6%	7.9%	n/a	n/a	n/a	12.9%	9.5%	32.0%
Graduates and GED	**90.6%**	85.3%	87.0%	96.0%	91.3%	n/a	n/a	n/a	83.7%	89.6%	66.3%
Grads, GED, & Cont	**91.3%**	86.0%	88.0%	96.4%	92.1%	n/a	n/a	n/a	87.1%	90.5%	68.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2013	**83.5%**	76.7%	83.7%	84.6%	79.8%	94.0%	85.7%	84.6%	27.8%	79.6%	70.0%
Class of 2012	**82.9%**	76.1%	83.1%	83.9%	77.5%	93.6%	80.6%	84.0%	n/a	n/a	n/a
RHSP/DAP Graduates (Annual Rate)											
2012-13	**81.6%**	74.6%	81.5%	83.1%	78.3%	92.9%	83.8%	83.0%	25.1%	77.9%	68.3%
2011-12	**80.5%**	73.3%	80.6%	81.9%	75.2%	92.2%	79.3%	82.1%	23.3%	77.3%	66.5%
Advanced Course/Dual Enrollment Completion											
2012-13	**31.4%**	24.2%	28.5%	35.6%	28.9%	57.0%	30.0%	35.0%	7.1%	25.6%	14.2%
2011-12	**30.6%**	24.0%	27.2%	34.9%	27.7%	55.7%	28.7%	35.5%	6.9%	24.6%	13.5%
College-Ready Graduates											
English Language Arts											
Class of 2013	**65%**	53%	58%	75%	65%	80%	60%	74%	16%	55%	12%
Class of 2012	**69%**	58%	62%	79%	72%	81%	71%	78%	20%	58%	12%
Mathematics											
Class of 2013	**74%**	60%	69%	83%	78%	90%	70%	80%	22%	66%	40%
Class of 2012	**70%**	55%	64%	79%	70%	88%	68%	76%	20%	61%	35%
Both Subjects											
Class of 2013	**56%**	41%	48%	69%	57%	77%	54%	67%	9%	45%	8%
Class of 2012	**57%**	41%	48%	69%	58%	77%	56%	66%	8%	44%	8%
AP/IB Results											
Tested											
2013	**22.1%**	13.7%	19.5%	24.9%	16.4%	53.6%	21.8%	26.6%	n/a	16.7%	n/a
2012	**21.9%**	13.8%	19.4%	24.5%	18.7%	52.9%	19.4%	26.6%	n/a	16.1%	n/a
Examinees >= Criterion											
2013	**50.9%**	27.3%	37.5%	64.3%	48.9%	72.5%	50.0%	60.3%	n/a	34.3%	n/a
2012	**50.8%**	27.7%	36.9%	64.6%	49.9%	72.0%	52.1%	60.5%	n/a	33.3%	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results											
Tested											
Class of 2013	**63.8%**	66.7%	57.2%	68.2%	58.9%	90.2%	61.7%	70.2%	n/a	55.6%	n/a
Class of 2012	**66.9%**	70.3%	59.6%	71.2%	62.6%	94.4%	66.2%	73.7%	n/a	55.9%	n/a
At/Above Criterion											
Class of 2013	**25.4%**	8.2%	12.3%	41.5%	25.2%	53.6%	23.5%	36.3%	n/a	9.9%	n/a
Class of 2012	**24.9%**	8.0%	12.0%	40.2%	23.7%	51.7%	16.4%	34.0%	n/a	9.2%	n/a
Average SAT Score											
Class of 2013	**1422**	1254	1317	1558	1425	1633	1378	1516	n/a	1281	n/a
Class of 2012	**1422**	1256	1315	1553	1422	1626	1376	1514	n/a	1277	n/a
Average ACT Score											
Class of 2013	**20.6**	17.5	18.5	23.0	20.7	25.0	20.9	22.3	n/a	18.0	n/a
Class of 2012	**20.5**	17.5	18.4	22.8	20.9	24.8	19.7	22.0	n/a	17.9	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)											
2011-12	**57.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	**58.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation											
2011-12	**69.0%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	**66.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Profile

Student Information	State Count	State Percent
Total Students:	5,135,880	100.0%
Students by Grade:		
Early Childhood Education	12,304	0.2%
Pre-Kindergarten	225,664	4.4%
Kindergarten	391,421	7.6%
Grade 1	409,208	8.0%
Grade 2	394,217	7.7%
Grade 3	389,813	7.6%
Grade 4	383,388	7.5%
Grade 5	382,742	7.5%
Grade 6	376,456	7.3%
Grade 7	385,387	7.5%
Grade 8	379,597	7.4%
Grade 9	408,020	7.9%
Grade 10	362,356	7.1%
Grade 11	330,064	6.4%
Grade 12	305,243	5.9%
Ethnic Distribution:		
African American	650,919	12.7%
Hispanic	2,660,463	51.8%
White	1,511,700	29.4%
American Indian	20,142	0.4%
Asian	189,483	3.7%
Pacific Islander	6,778	0.1%
Two or More Races	96,395	1.9%
Economically Disadvantaged	3,092,125	60.2%
Non-Educationally Disadvantaged	2,043,755	39.8%
English Language Learners (ELL)	899,780	17.5%
Students w/ Disciplinary Placements (2012-2013)	82,653	1.6%
At-Risk	2,562,457	49.9%
Graduates (Class of 2013):		
Total Graduates	301,418	100.0%
By Ethnicity (incl. Special Ed.):		
African American	38,798	12.9%
Hispanic	139,785	46.4%
White	104,466	34.7%
American Indian	1,311	0.4%
Asian	11,650	3.9%
Pacific Islander	394	0.1%
Two or More Races	5,014	1.7%
By Graduation Type (incl. Special Ed.):		
Minimum H.S. Program	55,398	18.4%
Recommended H.S. Program/DAP	246,020	81.6%
Special Education Graduates	24,744	8.2%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Profile

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	2.0%	8.9%
Grade 1	4.4%	8.3%
Grade 2	2.9%	4.0%
Grade 3	2.2%	1.8%
Grade 4	1.3%	1.0%
Grade 5	1.5%	1.2%
Grade 6	0.8%	1.0%
Grade 7	1.0%	1.1%
Grade 8	1.1%	1.5%

	State	
	Count	Percent
Data Quality:		
PID Errors (students)	5,111	0.1%
Underreported Students	7,351	0.3%

Class Size Information	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	19.4
Grade 1	19.5
Grade 2	19.3
Grade 3	19.3
Grade 4	19.3
Grade 5	21.2
Grade 6	20.6
Secondary:	
English/Language Arts	17.4
Foreign Languages	18.9
Mathematics	18.1
Science	19.1
Social Studies	19.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Profile

Staff Information	State Count	State Percent
Total Staff	656,541.4	100.0%
Professional Staff:	421,578.2	64.2%
Teachers	334,510.5	51.0%
Professional Support	61,075.2	9.3%
Campus Administration (School Leadership)	19,207.1	2.9%
Central Administration	6,785.4	1.0%
Educational Aides:	62,009.5	9.4%
Auxiliary Staff:	172,953.7	26.3%
Total Minority Staff:	300,229.6	45.7%
Teachers by Ethnicity and Sex:		
African American	32,073.5	9.6%
Hispanic	84,412.9	25.2%
White	208,434.7	62.3%
American Indian	1,219.3	0.4%
Asian	4,552.5	1.4%
Pacific Islander	284.6	0.1%
Two or More Races	3,533.1	1.1%
Males	77,811.5	23.3%
Females	256,699.0	76.7%
Teachers by Highest Degree Held:		
No Degree	2,948.2	0.9%
Bachelors	252,097.6	75.4%
Masters	77,560.6	23.2%
Doctorate	1,904.1	0.6%
Teachers by Years of Experience:		
Beginning Teachers	27,783.8	8.3%
1-5 Years Experience	84,723.1	25.3%
6-10 Years Experience	76,407.4	22.8%
11-20 Years Experience	90,394.5	27.0%
Over 20 Years Experience	55,201.7	16.5%
Number of Students per Teacher	15.4	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Profile

Staff Information	State
Average Years Experience of Teachers:	11.2
Average Years Experience of Teachers with District:	7.6
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	$43,480
1-5 Years Experience	$45,379
6-10 Years Experience	$47,855
11-20 Years Experience	$51,493
Over 20 Years Experience	$59,032
Average Actual Salaries (regular duties only):	
Teachers	$49,692
Professional Support	$58,551
Campus Administration (School Leadership)	$72,764
Central Administration	$94,630
Instructional Staff Percent:	64.4
Turnover Rate for Teachers:	16.2
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,149.3
Educational Aides	231.0
Auxiliary Staff	565.1
Contracted Instructional Staff:	1,984.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2013-14 State Profile

Program Information	State Count	State Percent
Student Enrollment by Program:		
Bilingual/ESL Education	878,569	17.1%
Career & Technical Education	1,140,598	22.2%
Gifted & Talented Education	391,932	7.6%
Special Education	434,825	8.5%
Teachers by Program (population served):		
Bilingual/ESL Education	19,469.8	5.8%
Career & Technical Education	13,981.7	4.2%
Compensatory Education	10,075.7	3.0%
Gifted & Talented Education	6,446.9	1.9%
Regular Education	243,086.6	72.7%
Special Education	30,419.6	9.1%
Other	11,030.2	3.3%

'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.

2. Student Performance

This chapter provides an overview of student performance on statewide assessments, including the State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, STAAR L, STAAR Modified, STAAR Alternate, and the Texas English Language Proficiency Assessment System (TELPAS).

STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills outlined in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. One important function of STAAR is to gauge how well schools and teachers are preparing students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject area or the course being assessed. Students are tested in mathematics and reading in Grades 3-8, writing in Grades 4 and 7, science in Grades 5 and 8, and social studies in Grade 8 (Table 2.1). State law also requires students to pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, biology, and U.S. history—to be eligible to receive a diploma from a Texas public school.

STAAR Spanish assessments are offered in Grades 3-5, including: mathematics and reading in Grades 3-5, writing in Grade 4, and science in Grade 5. STAAR Spanish assessments are designed to measure the academic skills of students who receive their academic instruction primarily in Spanish. STAAR and STAAR Spanish assess the same TEKS content standards and have the same test blueprint.

STAAR L is a linguistically accommodated version of the general STAAR mathematics, science, and social studies assessments. STAAR L is not offered for reading or writing assessments. For English language learners (ELLs) who meet eligibility requirements,

Table 2.1. State Assessments and Subjects, 2014

	State of Texas Assessments of Academic Readiness (STAAR)						
	Grade						
Subject Area	**3**	**4**	**5**	**6**	**7**	**8**	**End-of-Course**
Reading	STAAR STAAR Sp[a] STAAR M[b] STAAR Alt[c]	STAAR STAAR Sp STAAR M STAAR Alt	STAAR STAAR Sp STAAR M STAAR Alt	STAAR STAAR M STAAR Alt	STAAR STAAR M STAAR Alt	STAAR STAAR M STAAR Alt	<u>English I</u> STAAR STAAR M STAAR Alt <u>English II</u> STAAR STAAR M STAAR Alt
Writing		STAAR STAAR Sp STAAR M STAAR Alt			STAAR STAAR M STAAR Alt		
Mathematics	STAAR STAAR Sp STAAR L STAAR M STAAR Alt	STAAR STAAR Sp STAAR L STAAR M STAAR Alt	STAAR STAAR Sp STAAR L STAAR M STAAR Alt	STAAR STAAR L STAAR M STAAR Alt	STAAR STAAR L STAAR M STAAR Alt	STAAR STAAR L STAAR M STAAR Alt	<u>Algebra I</u> STAAR STAAR L STAAR M STAAR Alt
Science			STAAR STAAR Sp STAAR L STAAR M STAAR Alt			STAAR STAAR L STAAR M STAAR Alt	<u>Biology</u> STAAR STAAR L STAAR M STAAR Alt
Social Studies						STAAR STAAR L STAAR M STAAR Alt	<u>U.S. History</u> STAAR STAAR L STAAR M STAAR Alt
Grade	**Texas English Language Proficiency Assessment System (TELPAS)**						
K-1	Holistically rated listening, reading, speaking, and writing assessments.						
2-12	Reading test and holistically rated listening, speaking, and writing assessments.						

[a]STAAR Spanish. [b]STAAR Modified. [c]STAAR Alternate.

STAAR L is administered online and provides a substantial degree of embedded linguistic accommodation.

STAAR Modified is an alternate assessment based on modified academic achievement standards for students receiving special education services who meet participation requirements. STAAR Modified is designed to meet federal requirements that all students be assessed on grade-level curriculum. Although STAAR Modified covers the same content as STAAR for each grade and subject area assessed and each course assessed, it includes modifications in format (e.g., larger font size and fewer items per page) and test design (e.g., shorter test blueprint, fewer answer choices, and simpler vocabulary and sentence structure). The U.S. Department of Education has informed states that assessments based on modified standards for students served by special education can no longer be used for federal accountability purposes beginning in the 2014-15 school year. As a result, STAAR Modified assessments were administered for the final time during the 2013-14 testing cycle.

STAAR Alternate is an alternate assessment based on alternate academic achievement standards and is designed for students receiving special education services who have the most significant cognitive disabilities and who also meet the specific participation requirements for the assessment. STAAR Alternate is designed to meet state and federal requirements under the Elementary and Secondary Education Act (ESEA) and is offered in the same grades and subjects, and for the same courses, assessed by STAAR.

As required under ESEA, Title III, Part A, the Texas English Language Proficiency Assessment System (TELPAS) measures the annual progress students identified as ELLs in Grades K-12 make in learning English in four language domains: listening, speaking, reading, and writing. The TELPAS assessments are performance-based and holistically rated, with the exception of the reading assessments for Grades 2-12, which are multiple-choice tests. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, and advanced high.

TELPAS measures learning in alignment with the English Language Proficiency Standards (ELPS), which are part of the TEKS. The ELPS outline the instruction that ELLs must receive to support their ability to develop academic English language proficiency and acquire challenging academic knowledge and skills. The ELPS are composed of second language acquisition knowledge and skills that ELLs are expected to learn, as well as proficiency-level descriptors characterizing the four English language proficiency levels reported in Texas.

STAAR Performance Levels and Policy Definitions

For the STAAR Grades 3-8 and EOC assessments (including STAAR Spanish and STAAR L), the performance levels are as follows.

Level I: Unsatisfactory Academic Performance. Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

Level II: Satisfactory Academic Performance. Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but might need short-term, targeted academic intervention.

Level III: Advanced Academic Performance. Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

Setting STAAR Standards

When setting STAAR standards, a variety of factors were taken into consideration, such as state education policy, TEKS content standards, educator knowledge about what students should know and be able to do, and information about how student performance on statewide assessments compares with performance on other assessments. Standard-setting committees made up of diverse groups of stakeholders carefully considered the interaction of these elements for each STAAR assessment. The goal of the STAAR program is to have a comprehensive assessment system with curriculum standards and performance standards that are vertically aligned within a content area; that is, the curriculum and performance standards link from the high school courses back to the middle school and elementary school grades and subject areas. Accordingly, the STAAR performance standards were set for the STAAR EOC assessments first, the middle school assessments next, and the elementary school assessments last. The Texas Education Agency (TEA) used an evidence-based standard-setting approach for the

STAAR program that incorporated elements of a traditional standard-setting framework (e.g., performance-level descriptors and item-mapping methods) and supported that framework with empirically based research studies and policy considerations.

STAAR performance standards were approved by the commissioner of education and subsequently adopted in 2012. A three-step phase-in period has been implemented to provide school districts with time to adjust instruction, provide targeted professional development, increase teacher effectiveness, and close knowledge gaps. For all STAAR tests except STAAR Alternate, Level II results in this chapter are presented at the Phase-in 1 standard, and Level III results are presented at the final standard. For STAAR Alternate, Level II and Level III results are both presented at the final standard.

STAAR Results in Grades 3-8: State Summary

Changes in passing rates on STAAR tests between 2013 and 2014 varied by subject and grade (Table 2.2). Increases ranged from 1 to 6 percentage points, and decreases ranged from 1 to 4 percentage points. Grade 6 students had the largest gains on all tests taken, with passing rates improving by 6 percentage points in reading and 5 percentage points in mathematics.

In reading, percentages of students meeting the passing standard in 2014 ranged from 74 percent in Grade 4 to 83 percent in Grade 8. Students in Grade 6 made the most progress from the previous year, with an increase in passing rate of 6 percentage points. Percentages of students achieving advanced academic performance ranged from 15 percent in Grade 6 to 23 percent in Grade 8.

In writing, 73 percent of Grade 4 students and 70 percent of Grade 7 students met the passing standard in 2014. Compared to 2013, passing rates increased by 2 percentage points in Grade 4 and remained unchanged in Grade 7. Six percent of both fourth graders and seventh graders achieved advanced academic performance in 2014, a decrease of 1 percentage point from the previous year in Grade 4 and an increase of 1 percentage point in Grade 7.

In mathematics, passing rates in 2014 ranged from 67 percent for seventh graders to 79 percent for both fifth and eighth graders. The passing rate in Grade 6 increased by 5 percentage points from the previous year, the most improvement for any grade level. Percentages of students achieving advanced academic performance ranged from 8 percent in Grade 8 to 22 percent in Grade 5. Compared to 2013, Grade 4 students had the largest increase in advanced academic performance (4 percentage points).

In science, 73 percent of fifth graders and 70 percent of eighth graders met the passing standard in 2014.

Table 2.2. STAAR Performance, All Students, by Grade and Subject, 2013 and 2014

	Achieved (%), 2013		Achieved (%), 2014		Change, 2013 to 2014 (Percentage-Point)	
Grade	Level II	Level III	Level II	Level III	Level II	Level III
Reading						
3	79	20	76	17	-3	-3
4	72	20	74	18	2	-2
5	77	20	76	20	-1	0
6	71	20	77	15	6	-5
7	77	16	75	19	-2	3
8	84	24	83	23	-1	-1
Writing						
4	71	7	73	6	2	-1
7	70	5	70	6	0	1
Mathematics						
3	69	15	70	16	1	1
4	68	16	70	20	2	4
5	75	21	79	22	4	1
6	73	16	78	17	5	1
7	71	9	67	11	-4	2
8	76	5	79	8	3	3
Science						
5	73	11	73	11	0	0
8	74	14	70	19	-4	5
Social Studies						
8	63	12	61	14	-2	2

Note. Results are based on the primary administrations of the tests. Mathematics, science and social studies results are based on STAAR and STAAR L combined.

Between 2013 and 2014, the percentage of students achieving advanced academic performance remained the same in Grade 5 but increased by 5 percentage points in Grade 8. In social studies, the passing rate for Grade 8 students was 61 percent in 2014, a decrease of 2 percentage points from the rate in 2013. Fourteen percent of Grade 8 students achieved advanced academic performance, an increase of 2 percentage points.

STAAR Results by Race/Ethnicity

African American Students

Between 2013 and 2014, increases in passing rates among African American students ranged from 1 to 6 percentage points, and decreases ranged from 2 to 6 percentage points (Appendices 2-A through 2-F, beginning on page 59). Grade 6 students had the largest gains on all tests taken, with passing rates improving by 5 percentage points in reading and 6 percentage points in mathematics.

In reading, percentages of students meeting the passing standard in 2014 ranged from 62 percent in Grade 4 to 76 percent in Grade 8. Students in Grade 6 made the most progress from the previous year, with an increase in passing rate of 5 percentage points. Percentages of students achieving advanced academic performance ranged from 8 percent in Grade 6 to 14 percent in Grade 8.

In writing, 63 percent of both Grade 4 and Grade 7 students met the passing standard in 2014. Compared to 2013, passing rates increased by 1 percentage point in Grade 4 and remained unchanged in Grade 7. Three percent of both fourth graders and seventh graders achieved advanced academic performance in 2014, the same rate as in the previous year in Grade 4 and an increase of 1 percentage point in Grade 7.

In mathematics, passing rates in 2014 ranged from 53 percent for third, fourth, and seventh graders to 68 percent for eighth graders. The passing rate in Grade 6 increased by 6 percentage points from the previous year, the most improvement for any grade level. Percentages of students achieving advanced academic performance ranged from 3 percent in Grade 8 to 12 percent in Grade 5. Compared to 2013, students in Grades 4 and 5 had the largest increases in advanced academic performance (2 percentage points each).

In science, 59 percent of both fifth graders and eighth graders met the passing standard in 2014. Between 2013 and 2014, the percentage of students achieving advanced academic performance remained the same in Grade 5 but increased by 4 percentage points in Grade 8.

In social studies, the passing rate for Grade 8 students was 51 percent in 2014, a decrease of 4 percentage points from the rate in 2013. Seven percent of Grade 8 students achieved advanced academic performance, unchanged from 2013.

Hispanic Students

Between 2013 and 2014, increases in passing rates among Hispanic students ranged from 1 to 8 percentage points, and decreases ranged from 1 to 5 percentage points (Appendices 2-A through 2-F, beginning on page 59). Grade 6 students had the largest gains on all tests taken, with passing rates improving by 8 percentage points in reading and 6 percentage points in mathematics.

In reading, percentages of students meeting the passing standard ranged from 68 percent in Grade 7 to 77 percent in Grade 8. Students in Grade 6 made the most progress from the previous year, with an increase in passing rate of 8 percentage points. Percentages of students achieving advanced academic performance ranged from 9 percent in Grade 6 to 15 percent in Grade 8.

In writing, 69 percent of Grade 4 students and 64 percent of Grade 7 students met the passing standard in 2014. Compared to 2013, passing rates increased by 4 percentage points in Grade 4 and 1 percentage point in Grade 7. Four percent of fourth graders achieved advanced academic performance in 2014, the same as in 2013, and 3 percent of seventh graders achieved at the advanced level, an increase of 1 percentage point from 2013.

In mathematics, passing rates in 2014 ranged from 61 percent for seventh graders to 75 percent for fifth and eighth graders. The passing rate in Grade 6 increased by 6 percentage points from the previous year, the most improvement for any grade level. Percentages of students achieving advanced academic performance ranged from 5 percent in Grade 8 to 16 percent in Grade 4. Compared to 2013, Grade 4 students had the largest increase in advanced academic performance (4 percentage points).

In science, 68 percent of fifth graders and 63 percent of eighth graders met the passing standard in 2014. Eighth graders had an increase of 4 percentage points in advanced academic performance between 2013 and 2014, whereas performance at the advanced level remained unchanged for fifth graders.

In social studies, the passing rate for Grade 8 students was 52 percent in 2014, a decrease of 2 percentage points from the rate in 2013. Eight percent of Grade 8 students achieved advanced academic performance, an increase of 1 percentage point from 2013.

White Students

Between 2013 and 2014, both increases and decreases in passing rates among White students ranged from 1 to 3 percentage points (Appendices 2-A through 2-F, beginning on page 59). Grade 6 students had the largest gains on all tests taken, with passing rates improving by 3 percentage points in both reading and mathematics.

In reading, percentages of students meeting the passing standard ranged from 84 percent in Grade 4 to 92 percent in Grade 8. Students in Grade 6 made the most progress from the previous year, with an increase in passing rate of 3 percentage points. Percentages of students achieving advanced academic performance ranged from 24 percent in Grade 6 to 35 percent in Grade 8.

In writing, 81 percent of Grade 4 students and 82 percent of Grade 7 students met the passing standard in 2014. Compared to 2013, passing rates increased by 1 percentage point in both grades. Ten percent of both fourth graders and seventh graders achieved advanced academic performance in 2014, a decrease of 1 percentage point from the previous year in Grade 4 and an increase of 2 percentage points in Grade 7.

In mathematics, passing rates in 2014 ranged from 80 percent for third, fourth, and seventh graders to 88 percent for sixth and eighth graders. The passing rate in Grade 6 increased by 3 percentage points from the previous year, the most improvement for any grade level. Percentages of students achieving advanced academic performance ranged from 13 percent in Grade 8 to 30 percent in Grade 5. Compared to 2013, students in Grades 4 and 8 had the largest increases in advanced academic performance (5 percentage points each).

In science, 86 percent of fifth graders and 84 percent of eighth graders met the passing standard in 2014. Eighth graders had an increase of 8 percentage points in advanced academic performance between 2013 and 2014, whereas fifth graders had a decrease of 2 percentage points.

In social studies, the passing rate for Grade 8 students was 76 percent in 2014, the same as in 2013. Twenty-two percent of Grade 8 students achieved advanced academic performance, an increase of 2 percentage points from 2013.

Comparison of STAAR Results for African American, Hispanic, and White Students

For every subject-area test administered in Grades 3-8, passing rates in 2014 were highest for White students, followed by Hispanic students and African American students. Across all tests in Grades 3-8, the average passing rate for White students (85%) was 17 percentage points higher than the rate for Hispanic students (68%) and 23 percentage points higher than the rate for African American students (62%).

STAAR Results by Special Population

At-Risk Students

STAAR results for students identified as at risk of dropping out of school are presented in Appendices 2-A through 2-F, beginning on page 59. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

Economically Disadvantaged Students

A student is considered economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. In 2014, approximately 60 percent of students who took STAAR assessments in Grades 3-8 were identified as economically disadvantaged. STAAR results for economically disadvantaged students are presented in Appendices 2-A through 2-F, beginning on page 59. Across all tests in Grades 3-8, the average passing rate in 2014 for economically disadvantaged students (65%) was lower than for all students tested (74%). Economically disadvantaged students had a slightly higher average passing rate in reading (68%) than in mathematics (66%).

Students Receiving Special Education Services

Assessment options for students receiving special education services are considered by each student's admission, review, and dismissal (ARD) committee to determine the most appropriate assessment and the allowable accommodations required for each subject-area test administered to the student. Approximately 5 percent of all students who took at least one STAAR subject-area test in Grades 3-8 received special education services. STAAR results for students receiving special education services are presented in Appendices 2-A through 2-F, beginning on page 59. In 2014, passing rates for these students were considerably lower than for the general population of students. Students receiving special education services had a slightly higher average passing rate in reading (47%) than in mathematics (45%).

STAAR Spanish Results

STAAR Spanish tests are administered to eligible students receiving instruction in Spanish in Grades 3-5. A student's language proficiency assessment committee (LPAC) is responsible for determining the language version of STAAR the student is to be administered. The decision is based on the language in which instruction is provided to the student and the language in which the student is best able to demonstrate academic skills. If deemed appropriate by the student's LPAC, the decision to administer STAAR in English or Spanish may vary by subject area.

In 2014, the number of students taking STAAR Spanish ranged from 37,364 in Grade 3 reading to 3,906 in Grade 5 mathematics (Appendices 2-G through 2-I, beginning on page 65). Performance improved in all grades and subjects except Grades 3 and 5 reading, where passing rates decreased 3 and 8 percentage points, respectively. Across grades and subjects, the passing rate improved most in Grade 5 science (6 percentage points).

STAAR EOC Results: State Summary

For Algebra I and biology, courses typically taken in the ninth grade, three years of end-of-course (EOC) results are presented in this report. For U.S. history, only one year of results is presented, because the course is typically taken in the eleventh grade, and 2014 was the first high-stakes administration of the test. In addition, only one year of results is presented for English I and for English II, because both tests were redesigned to combine reading and writing into a single measure and administered for the first time in 2014.

In 2014, percentages of students meeting the passing standard on EOC tests ranged from 62 percent on STAAR English I to 92 percent on STAAR U.S. history (Appendices 2-J and 2-K, beginning on page 68). Percentages of students achieving advanced academic performance ranged from 6 percent on both STAAR English I and STAAR English II to 18 percent on STAAR Algebra I.

Between 2012 and 2014, the passing rate on STAAR Algebra I decreased from 83 percent to 81 percent, whereas the passing rate on STAAR biology increased from 87 percent to 91 percent. During the same period, the percentage of students achieving advanced academic performance increased from 17 percent to 18 percent on STAAR Algebra I and from 9 percent to 12 percent on STAAR biology.

STAAR EOC Results by Race/Ethnicity

African American Students

In 2014, passing rates for African American students were lowest on STAAR English I and STAAR English II (53% and 55%, respectively) and highest on STAAR U.S. history (89%) (Appendices 2-J and 2-K, beginning on page 68). Percentages of students achieving advanced academic performance ranged from 2 percent on both STAAR English I and STAAR English II to 9 percent on STAAR U.S. history.

Between 2012 and 2014, the passing rate on STAAR Algebra I decreased from 75 percent to 72 percent, whereas the passing rate on STAAR biology increased from 83 percent to 86 percent. During the same period, the percentage of students achieving advanced academic performance remained unchanged on STAAR Algebra I, at 8 percent, and increased from 4 percent to 5 percent on STAAR biology.

Hispanic Students

In 2014, passing rates for Hispanic students were lowest on STAAR English I and STAAR English II (55% and 58%, respectively) and highest on STAAR U.S. history (89%) (Appendices 2-J and 2-K, beginning on page 68). Percentages of students achieving advanced academic performance ranged from 3 percent on both STAAR English I and STAAR English II to 12 percent on STAAR Algebra I.

Between 2012 and 2014, the passing rate on STAAR Algebra I decreased from 79 percent to 77 percent, whereas the passing rate on STAAR biology increased from 82 percent to 88 percent. During the same period, the percentage of students achieving advanced academic performance increased from 11 percent to 12 percent on STAAR Algebra I and from 4 percent to 6 percent on STAAR biology.

White Students

In 2014, passing rates for White students were lowest on STAAR English I (78%) and highest on STAAR U.S. history and biology (96% each) (Appendices 2-J and 2-K, beginning on page 68). Percentages of students achieving advanced academic performance ranged from 10 percent on STAAR English II to 28 percent on STAAR Algebra I.

Between 2012 and 2014, the passing rate on STAAR Algebra I remained unchanged (90%), whereas the passing rate on STAAR biology increased from 94 percent to 96 percent. During the same period, the percentage of students achieving advanced academic

performance increased from 24 percent to 28 percent on STAAR Algebra I and from 15 percent to 19 percent on STAAR biology.

Comparison of STAAR EOC Results for African American, Hispanic, and White Students

For every EOC test administered in 2014, the passing rate for White students was higher than the rates for African American and Hispanic students (Appendices 2-J and 2-K, beginning on page 68). The passing rate for Hispanic students was higher than the rate for African American students on every EOC test except STAAR U.S. history, which the groups passed at the same rate (89%). Across all EOC tests, the average passing rate for White students (88%) was 14 percentage points higher than the rate for Hispanic students (74%) and 17 percentage points higher than the rate for African American students (71%).

STAAR EOC Results by Special Population

At-Risk Students

STAAR EOC results for students identified as at risk of dropping out of school are presented in Appendices 2-J and 2-K, beginning on page 68. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

Economically Disadvantaged Students

In 2014, approximately 55 percent of students who took STAAR EOC tests were identified as economically disadvantaged. STAAR EOC results for economically disadvantaged students are presented in Appendices 2-J and 2-K, beginning on page 68. For every EOC test administered in 2014, the passing rate for economically disadvantaged students was lower than for all students tested. Economically disadvantaged students had considerably higher passing rates on STAAR Algebra I, biology, and U.S. history than on STAAR English I and English II.

Students Receiving Special Education Services

Approximately 5 percent of all students who took at least one STAAR EOC test received special education services. STAAR EOC results for students receiving special education services are presented in Appendices 2-J and 2-K, beginning on page 68. In 2014, passing rates for these students were lower than for the general population of students. Students receiving special education services had higher passing rates on STAAR Algebra I, biology, and U.S. history than on STAAR English I and English II.

STAAR Modified

Through 2014, STAAR Modified Grades 3-8 and EOC tests were available for students receiving special education services who met participation requirements. The tests were designed to meet federal requirements that all students be assessed on grade-level curriculum. They were modified in both format and test design for students whose admission, review, and dismissal (ARD) committees determined that STAAR, even with allowable accommodations, was not an appropriate measure of the students' learning.

In 2014, the number of students taking STAAR Modified subject-area tests ranged from 16,588 in Grade 5 reading to 9,841 in Grade 3 mathematics (Table 2.3). In Grades 3-8, percentages of students meeting the passing standard ranged from a high of 78 percent in Grade 5 reading to a low of 56 percent in Grade 4 writing. On EOC tests, passing rates ranged from a high of 76 percent on STAAR English II to a low of 47 percent on STAAR Algebra I (Appendices 2-L and 2-M, beginning on page 70).

Table 2.3. STAAR Modified Participation and Performance, by Subject and Grade, 2013 and 2014

	Tested		Achieved (%) Level II		Achieved (%) Level III	
Grade	2013	2014	2013	2014	2013	2014
Reading						
3	11,544	11,273	71	71	4	5
4	14,162	14,518	69	68	7	7
5	15,595	16,588	76	78	7	9
6	15,000	15,393	66	67	5	6
7	13,330	14,636	67	66	4	4
8	12,649	13,233	68	70	2	3
Writing						
4	14,070	14,449	58	56	10	10
7	13,461	14,619	68	69	7	7
Mathematics						
3	9,933	9,841	64	66	4	5
4	12,796	13,237	66	69	4	5
5	14,767	15,720	64	68	3	5
6	14,622	15,150	60	63	5	6
7	13,832	14,684	60	60	3	3
8	13,271	13,803	61	64	3	3
Science						
5	12,611	13,279	56	60	7	9
8	11,559	11,774	69	70	3	4
Social Studies						
8	11,214	11,548	62	62	3	4

STAAR Alternate

STAAR Alternate Grades 3-8 and EOC tests are available for students who have significant cognitive disabilities. Unlike other statewide assessments in Texas, STAAR Alternate is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers score student performance using the STAAR Alternate rubric, which sets specific criteria at each score point to determine demonstration of a skill, level of support, and ability to generalize the skill. Results and supporting documentation are then submitted online. Although other students served in special education programs may be tested with different versions of STAAR, according to the content area and as determined by their ARD committees, students assessed with STAAR Alternate are administered STAAR Alternate in all the content areas assessed by STAAR at their grade levels.

STAAR Alternate was administered for the first time in spring 2011 as a mandatory field test for all students meeting the participation criteria. Based on the results, standards were set for satisfactory and accomplished performance. In 2013, passing rates on STAAR Alternate subject-area tests ranged from a low of 69 percent in reading at Grade 8 to a high of 75 percent in mathematics at both Grade 4 and Grade 5 (Table 2.4).

Table 2.4. STAAR Alternate Participation and Performance, by Subject and Grade, 2013 and 2014

	Tested		Achieved (%) Level II		Level III	
Grade	2013	2014	2013	2014	2013	2014
Reading						
3	4,286	4,389	71	91	9	8
4	4,257	4,475	71	91	11	13
5	4,062	4,312	70	91	11	15
6	3,940	4,161	71	92	12	14
7	3,496	3,990	70	91	10	14
8	3,438	3,649	69	91	11	14
Writing						
4	4,257	4,474	72	90	11	10
7	3,493	3,990	70	92	8	13
Mathematics						
3	4,286	4,388	72	91	14	12
4	4,258	4,475	75	93	20	16
5	4,062	4,312	75	91	16	19
6	3,940	4,165	73	93	17	17
7	3,495	3,990	72	93	13	16
8	3,439	3,650	72	92	16	18
Science						
5	4,062	4,313	73	93	15	16
8	3,440	3,648	73	94	14	17
Social Studies						
8	3,438	3,647	73	93	14	14

Percentages of students achieving advanced academic performance ranged from 8 percent in writing at Grade 7 to 20 percent in mathematics at Grade 4.

In 2014, passing rates on STAAR Alternate subject-area tests ranged from a low of 90 percent in writing at Grade 4 to a high of 94 percent in science at Grade 8. Percentages of students achieving advanced academic performance ranged from 8 percent in reading at Grade 3 to 19 percent in mathematics at Grade 5. Legislation passed by the 83rd Texas Legislature required the commissioner to set a passing standard for STAAR Alternate that would not preclude students who performed at the lowest level of complexity from passing the test. The 2014 results reflect a shift to an adjusted standard. This shift likely explains the large increases in passing rates between 2013 and 2014. STAAR Alternate EOC results are presented in Appendices 2-N and 2-O, beginning on page 72.

Student Success Initiative STAAR Results

Overview

The Student Success Initiative (SSI) was enacted by the 76th Texas Legislature in 1999 as a system of supports structured to ensure that all public school students have the skills they need to meet on-grade-level performance expectations. Under the SSI grade advancement requirements, students in Grades 5 and 8 are provided three testing opportunities in the spring and summer to meet the passing standards in reading and mathematics. Students served by special education who take STAAR tests, as well as English language learners (ELLs) who take STAAR or STAAR L tests, are also subject to SSI grade advancement requirements. However, ELLs who are identified as unschooled asylees/refugees are subject to SSI grade advancement requirements only in the subject areas in which they participate in a state assessment. If a student does not demonstrate proficiency after the second testing opportunity, a grade placement committee (GPC) is convened to prescribe an appropriate accelerated plan of instruction and to make promotion decisions for the student. The GPC consists of the principal or principal's designee, the teacher in the subject tested, and the student's parent or guardian. For a student in a special education program, the ARD committee functions as the GPC.

The SSI accelerated instruction requirements include the provision that students in Grade 5 or Grade 8 who do not demonstrate proficiency on the STAAR reading or mathematics assessments must complete accelerated instruction before they may be promoted to the next grade level. Additionally, they must be assigned to

highly qualified teachers the following year in the subject areas failed. Another SSI provision requires districts to provide accelerated instruction to students who fail any STAAR subject-area test in Grades 3-8. The accelerated instruction may be provided outside normal school hours or the normal school year.

To ensure that as many students as possible meet SSI requirements, the state has approved direct support for classroom instruction. The support includes professional development for K-12 teachers, diagnostic tools to assess student learning difficulties, and funding for local implementation of accelerated instructional strategies.

Results

In 2014, fifth graders took the STAAR or STAAR Spanish reading test for the first time in April. Of those students, 76 percent met the passing standard (Table 2.5). Students in the April cohort who retested or tested for the first time in May had a passing rate of 41 percent for both language versions combined. After the third and final testing opportunity in June, the cumulative passing rate in reading was 89 percent for all Grade 5 students.

Fifth graders also took the STAAR or STAAR Spanish mathematics test for the first time in April. Of those students, 78 percent met the passing standard (Table 2.6 on page 48). Students in the April cohort who retested or tested for the first time in May had a passing rate of 44 percent for both language versions combined. After the third and final testing opportunity in June, the cumulative passing rate in mathematics was 91 percent for all Grade 5 students.

In 2014, eighth graders took the STAAR reading test for the first time in April. Of those students, 83 percent met the passing standard (Table 2.7 on page 49). Students in the April cohort who retested or tested for the first time in May had a passing rate of 37 percent. After the third and final testing opportunity in June, the cumulative passing rate in reading was 91 percent for all Grade 8 students.

Table 2.5. STAAR Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2013 and 2014

	April Cohort[a]		May Results for April Cohort[b]		June Results for April Cohort[c]		Cumulative[d]	
Group	Achieved Level II	Rate (%)[e]	Achieved Level II	Rate (%)[e]	Achieved Level II	Rate (%)[e]	Achieved Level II	Rate (%)
2013								
All Students	273,781	77	35,449	44	8,966	22	318,196	89
African American	29,510	68	5,486	41	1,473	21	36,469	84
American Indian	982	78	139	51	25	21	1,146	90
Asian	12,257	90	466	53	87	26	12,810	94
Hispanic	130,950	71	21,981	43	5,538	21	158,469	86
Pacific Islander	321	78	42	50	12	31	375	91
White	94,221	88	6,857	52	1,698	33	102,776	95
Multiracial	5,407	85	454	47	125	30	5,986	94
At-Risk	71,639	57	20,171	39	5,465	19	97,275	77
Economically Disadvantaged	149,970	69	27,779	42	7,165	21	184,914	85
English Language Learner	35,972	56	10,360	39	2,759	18	49,091	76
Special Education	8,397	49	2,985	35	556	15	11,938	69
2014								
All Students	274,398	76	35,138	41	11,953	27	321,489	89
African American	28,412	66	5,542	38	1,989	25	35,943	83
American Indian	897	74	160	51	23	18	1,080	89
Asian	13,104	91	520	37	202	29	13,826	95
Hispanic	131,478	70	21,472	39	8,165	27	161,115	86
Pacific Islander	337	76	42	39	15	26	394	88
White	94,159	88	6,828	52	1,415	29	102,402	95
Multiracial	5,934	85	565	51	144	33	6,643	94
At-Risk	105,605	59	27,467	38	10,265	26	143,337	80
Economically Disadvantaged	148,370	67	27,107	38	9,992	26	185,469	84
English Language Learner	36,324	54	10,613	34	4,598	25	51,535	76
Special Education	8,673	50	2,623	31	741	20	12,037	69

Note. Results are based on STAAR and STAAR Spanish combined.

[a]Includes students tested in April and students whose answer documents were coded absent or other. [b]Includes students in the April cohort who retested or tested for the first time in May. [c]Includes students in the April cohort who retested or tested for the first time in June. [d]Includes all students in the April cohort who tested in April and/or May and/or June. [e]The percentage of students tested during the designated STAAR administration who met the passing standard.

Table 2.6. STAAR Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2013 and 2014

	April Cohort[a]		May Results for April Cohort[b]		June Results for April Cohort[c]		Cumulative[d]	
Group	Achieved Level II	Rate (%)[e]	Achieved Level II	Rate (%)[e]	Achieved Level II	Rate (%)[e]	Achieved Level II	Rate (%)
2013								
All Students	264,088	75	44,473	50	11,195	29	319,756	90
African American	26,173	61	7,126	43	2,242	26	35,541	82
American Indian	962	77	166	57	33	32	1,161	92
Asian	12,109	95	412	59	110	44	12,631	99
Hispanic	128,801	71	27,138	51	6,621	28	162,560	89
Pacific Islander	323	81	36	47	14	44	373	93
White	90,505	85	8,913	56	2,007	36	101,425	95
Multiracial	5,091	80	651	54	158	35	5,900	93
At-Risk	70,509	57	23,871	45	6,529	25	100,909	81
Economically Disadvantaged	145,778	67	34,078	49	8,828	28	188,682	87
English Language Learner	38,178	61	11,668	48	3,008	26	52,854	84
Special Education	8,304	46	3,569	38	801	21	12,674	70
2014								
All Students	282,205	78	34,236	44	11,405	30	327,846	91
African American	28,256	65	5,762	39	2,067	26	36,085	83
American Indian	935	77	125	46	35	28	1,095	90
Asian	13,498	94	344	43	110	32	13,952	97
Hispanic	140,319	75	20,669	44	7,128	30	168,116	89
Pacific Islander	378	85	32	48	7	25	417	93
White	92,875	87	6,766	51	1,888	37	101,529	95
Multiracial	5,873	84	531	49	169	37	6,573	94
At-Risk	114,637	64	26,988	42	9,649	30	151,274	84
Economically Disadvantaged	157,378	71	26,499	42	9,282	29	193,159	87
English Language Learner	44,150	65	9,759	41	3,420	27	57,329	84
Special Education	9,526	52	2,971	35	857	25	13,354	73

Note. Results are based on STAAR and STAAR Spanish combined.

[a]Includes students tested in April and students whose answer documents were coded absent or other. [b]Includes students in the April cohort who retested or tested for the first time in May. [c]Includes students in the April cohort who retested or tested for the first time in June. [d]Includes all students in the April cohort who tested in April and/or May and/or June. [e]The percentage of students tested during the designated STAAR administration who met the passing standard.

Eighth graders also took the STAAR mathematics test for the first time in April. Of those students, 79 percent met the passing standard (Table 2.8 on page 50). Students in the April cohort who retested or tested for the first time in May had a passing rate of 35 percent. After the third and final testing opportunity in June, the cumulative passing rate in mathematics was 89 percent for all Grade 8 students.

STAAR and TELPAS Performance of Students Identified as English Language Learners

STAAR and the Texas English Language Proficiency Assessment System (TELPAS) are used to demonstrate the extent to which districts and the state meet federal Annual Measurable Achievement Objective accountability indicators that are specific to the academic achievement and English language proficiency of students identified as English language learners (ELLs). STAAR measures achievement of academic knowledge and skills, and TELPAS measures how well ELLs are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. TELPAS satisfies the requirement under Title III, Part A, of the No Child Left Behind Act of 2001 for states to measure annual progress in the English language proficiency of ELLs in Grades K-12 in the domains of reading, listening, speaking, and writing. TELPAS consists of writing collections and observational assessments that are holistically rated by students' teachers, as well as multiple-choice reading proficiency assessments (Table 2.1 on page 39).

Unlike some assessments that measure mastery of content with a pass or fail score, TELPAS provides an annual measure of progress on a continuum of second language development. A composite score for a student indicates the overall level of his or her English language proficiency and is computed from the student's ratings in reading, listening, speaking, and writing. The

Table 2.7. STAAR Reading Passing Rates, Grade 8, All Administrations, by Student Group, 2013 and 2014

Group	April Cohort[a] Achieved Level II	April Cohort[a] Rate (%)[e]	May Results for April Cohort[b] Achieved Level II	May Results for April Cohort[b] Rate (%)[e]	June Results for April Cohort[c] Achieved Level II	June Results for April Cohort[c] Rate (%)[e]	Cumulative[d] Achieved Level II	Cumulative[d] Rate (%)
2013								
All Students	288,175	84	19,886	38	6,772	24	314,833	91
African American	33,500	78	3,354	37	1,225	24	38,079	88
American Indian	1,211	86	77	44	27	33	1,315	93
Asian	11,458	92	245	41	61	21	11,764	94
Hispanic	135,701	79	11,208	34	4,138	22	151,047	88
Pacific Islander	386	87	21	40	7	27	414	93
White	100,376	92	4,700	51	1,233	34	106,309	96
Multiracial	5,349	91	267	50	75	36	5,691	96
At-Risk	84,420	65	13,402	33	5,160	22	102,982	79
Economically Disadvantaged	151,959	77	14,485	35	5,195	22	171,639	87
English Language Learner	12,829	46	2,535	23	1,051	14	16,415	59
Special Education	7,477	46	2,141	26	648	16	10,266	63
2014								
All Students	294,682	83	23,054	37	6,940	21	324,676	91
African American	33,376	76	3,850	38	1,190	21	38,816	87
American Indian	1,055	81	90	38	29	24	1,174	90
Asian	12,602	92	330	29	114	18	13,046	95
Hispanic	139,440	77	13,932	35	4,484	20	157,856	87
Pacific Islander	371	84	31	43	8	27	410	92
White	101,728	92	4,518	49	1,037	28	107,283	96
Multiracial	5,656	90	299	48	77	30	6,032	96
At-Risk	105,807	66	18,629	35	6,054	20	130,490	81
Economically Disadvantaged	153,077	75	17,036	35	5,448	20	175,561	86
English Language Learner	13,767	42	3,880	21	1,606	13	19,253	59
Special Education	7,869	48	2,100	25	547	14	10,516	63

[a]Includes students tested in April and students whose answer documents were coded absent or other. [b]Includes students in the April cohort who retested or tested for the first time in May. [c]Includes students in the April cohort who retested or tested for the first time in June. [d]Includes all students in the April cohort who tested in April and/or May and/or June. [e]The percentage of students tested during the designated STAAR administration who met the passing standard.

composite score is reported in terms of four proficiency levels: beginning, intermediate, advanced, and advanced high. In determining composite results, ratings in the domain of reading are given the greatest weight. Only students rated in all four language areas receive composite results. Yearly progress is determined by comparing the composite score from the previous year to the current year's composite score.

Students who score at the highest level of English proficiency on TELPAS (advanced high) demonstrate minimal difficulty with grade-level academic English. Students who score high on STAAR demonstrate thorough knowledge of grade-level academic skills in core content areas. Students who score high on STAAR Spanish demonstrate thorough knowledge of the same skills that are assessed on English-version STAAR. Students who score high on STAAR Spanish may score at any English proficiency level on TELPAS, depending on how much English they have learned.

Students exit the current ELL classification when their language proficiency assessment committees (LPACs) determine, based on a combination of performance measures, that they are able to participate equally in regular, all-English, instructional programs (Texas Education Code §29.056). At that point, they are reclassified as former ELLs and monitored academically for the next two years by their LPACs.

To better align with the level of rigor found in the STAAR reading tests, the standards for the multiple-choice reading portion of TELPAS were changed in 2014. As a result, rates at which ELLs progressed from one proficiency level to the next in 2013 are not comparable to rates in 2014. Consequently, only 2014 results are presented in this report. For all current ELLs assessed by TELPAS in 2014, the rate at which students progressed at least one proficiency level was lowest for students in Grades 10 and 12 (41% each) and highest for students in Grade 5 (62%) (Table 2.9 on page 51).

STAAR passing rates in 2014 for current ELLs in Grades 3-8 ranged from a low of 23 percent in Grade 8 social studies to a high of 66 percent in both Grade 3 and Grade 5 mathematics.

Table 2.8. STAAR Mathematics Passing Rates, Grade 8, All Administrations, by Student Group, 2013 and 2014

Group	April Cohort[a] Achieved Level II	April Cohort[a] Rate (%)[e]	May Results for April Cohort[b] Achieved Level II	May Results for April Cohort[b] Rate (%)[e]	June Results for April Cohort[c] Achieved Level II	June Results for April Cohort[c] Rate (%)[e]	Cumulative[d] Achieved Level II	Cumulative[d] Rate (%)
2013								
All Students	219,733	77	25,111	40	8,392	26	253,236	89
African American	25,702	67	4,226	35	1,656	24	31,584	82
American Indian	949	80	102	44	28	26	1,079	91
Asian	6,799	94	219	51	56	31	7,074	97
Hispanic	107,820	74	14,466	39	5,008	25	127,294	87
Pacific Islander	294	85	19	35	7	24	320	92
White	74,069	86	5,717	50	1,540	32	81,326	94
Multiracial	3,888	84	344	49	90	30	4,322	93
At-Risk	72,910	61	15,894	35	5,854	23	94,658	79
Economically Disadvantaged	123,165	71	17,816	38	6,268	24	147,249	85
English Language Learner	13,301	59	2,802	31	987	18	17,090	75
Special Education	7,258	48	2,474	33	586	17	10,318	67
2014								
All Students	243,663	79	22,584	35	9,454	26	275,701	89
African American	27,222	68	4,078	33	1,844	25	33,144	82
American Indian	899	77	88	33	44	30	1,031	88
Asian	8,491	93	237	38	62	19	8,790	96
Hispanic	121,730	75	13,289	34	5,829	25	140,848	86
Pacific Islander	312	80	30	39	10	26	352	89
White	80,449	88	4,535	44	1,551	32	86,535	95
Multiracial	4,513	85	325	41	110	28	4,948	92
At-Risk	98,702	64	17,664	32	7,993	25	124,359	80
Economically Disadvantaged	134,804	73	16,252	33	7,172	25	158,228	85
English Language Learner	17,758	56	3,382	25	1,686	19	22,826	71
Special Education	8,122	52	1,885	26	747	22	10,754	68

[a]Includes students tested in April and students whose answer documents were coded absent or other. [b]Includes students in the April cohort who retested or tested for the first time in May. [c]Includes students in the April cohort who retested or tested for the first time in June. [d]Includes all students in the April cohort who tested in April and/or May and/or June. [e]The percentage of students tested during the designated STAAR administration who met the passing standard.

A Study of the Correlation Between STAAR Algebra I Performance and Algebra I Course Performance

Overview

Texas Education Code §39.322(b)(6) requires an evaluation of the correlation between student grades and student performance on state-mandated assessments. The most recent study examined the association between passing the spring 2013 STAAR Algebra I test (i.e., meeting the Level II Phase-in 1 standard) and passing the Algebra I course (i.e., receiving course credit). The passing rates for the 2013 STAAR Algebra I assessment were compared with the passing rates for the Algebra I course using course completion information submitted to TEA by districts for the 2012-13 school year. All students in the state for whom both STAAR Algebra I data and Algebra I course data were available were included in the comparison. As in previous grade correlation studies, if the credit results (pass/fail) varied for any student who enrolled in the same course multiple times in the 2012-13 school year, the observation including a passing result was used for comparison. Otherwise, the result from the most recent course enrollment was used for comparison.

Because results for small groups tend to be less stable over time, comparisons of results either across groups or within groups over time can be misleading when one group is small compared to other groups. Therefore, this section presents results only for student groups that accounted for 5 percent or more of the total number of students in the study (Table 2.10 on page 57).

Overall Performance

Overall, 82 percent of students in the study sample who took Algebra I passed the STAAR Algebra I test (Table 2.10 on page 57). Seventy-six percent of students passed both the STAAR Algebra I test and the Algebra I course. The percentage of students who passed the course (86%) was higher than the percentage who passed the test (82%). Six percent passed the STAAR

Table 2.9. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2014

	STAAR Reading			TELPAS					
		Achieved (%)			Proficiency Level Met (%)				Prog. At Least One Prof. Level (%)[f]
Group	Tested	Level II	Level III	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	
Grade K									
All Current ELLs[g]	n/a[h]	n/a	n/a	104,157	59	23	12	6	n/a
All Bil.[i] Education Programs	n/a	n/a	n/a	76,916	71	19	7	3	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	30,190	61	24	10	4	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	9,343	81	14	4	1	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	8,291	64	23	9	4	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	29,092	81	15	3	1	n/a
All ESL[j] Programs	n/a	n/a	n/a	22,964	23	34	27	16	n/a
ESL/Content-Based	n/a	n/a	n/a	15,094	21	33	28	17	n/a
ESL/Pull-Out	n/a	n/a	n/a	7,870	25	35	25	15	n/a
No Services	n/a	n/a	n/a	4,238	31	28	24	17	n/a
Grade 1									
All Current ELLs	n/a	n/a	n/a	110,832	28	34	23	15	58
All Bil. Education Programs	n/a	n/a	n/a	79,710	36	37	19	9	55
Transitional Bil./Early Exit	n/a	n/a	n/a	32,212	25	37	24	14	63
Transitional Bil./Late Exit	n/a	n/a	n/a	9,618	48	36	13	3	46
Dual Immersion/Two-Way	n/a	n/a	n/a	8,587	33	36	21	10	53
Dual Immersion/One-Way	n/a	n/a	n/a	29,293	45	37	14	4	49
All ESL Programs	n/a	n/a	n/a	25,454	7	26	35	32	68
ESL/Content-Based	n/a	n/a	n/a	16,742	7	26	35	32	67
ESL/Pull-Out	n/a	n/a	n/a	8,712	7	27	34	32	71
No Services	n/a	n/a	n/a	5,624	14	27	30	29	65
Grade 2									
All Current ELLs	n/a	n/a	n/a	104,664	11	34	35	20	56
All Bil. Education Programs	n/a	n/a	n/a	73,800	13	38	34	15	58
Transitional Bil./Early Exit	n/a	n/a	n/a	30,197	10	34	37	19	57
Transitional Bil./Late Exit	n/a	n/a	n/a	9,361	18	41	30	11	57
Dual Immersion/Two-Way	n/a	n/a	n/a	7,040	12	36	36	16	58
Dual Immersion/One-Way	n/a	n/a	n/a	27,202	16	42	31	12	59
All ESL Programs	n/a	n/a	n/a	24,941	5	25	38	31	51
ESL/Content-Based	n/a	n/a	n/a	16,807	5	25	38	32	50
ESL/Pull-Out	n/a	n/a	n/a	8,134	5	25	39	30	53
No Services	n/a	n/a	n/a	5,887	7	28	37	29	52

Note. STAAR results are based on the primary administrations of STAAR and STAAR Spanish combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2013 and 2014.

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Progressed at least one proficiency level. [g]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [h]Not applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. [i]Bilingual. [j]English as a second language. [k]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. [l]A dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.9. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2014 (continued)

	STAAR Reading			TELPAS					
		Achieved (%)			Proficiency Level Met (%)				Prog. At Least
Group	Tested	Level II	Level III	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	One Prof. Level (%)[f]
Grade 3									
All Current ELLs[g]	95,493	66	10	98,882	7	25	36	33	50
All Bil.[i] Education Programs	67,076	66	11	68,752	8	27	36	29	46
Transitional Bil./Early Exit	26,614	63	6	27,591	6	23	37	33	51
Transitional Bil./Late Exit	9,115	68	13	9,262	10	29	35	26	44
Dual Immersion/Two-Way	5,493	71	14	5,725	7	24	36	33	48
Dual Immersion/One-Way	25,854	66	15	26,174	9	32	35	24	42
All ESL[j] Programs	22,739	66	7	23,740	4	18	36	42	56
ESL/Content-Based	14,730	66	8	15,333	4	19	35	42	57
ESL/Pull-Out	8,009	66	7	8,407	4	18	37	42	55
No Services	5,678	66	8	6,349	4	18	35	42	59
All Former ELLs[k]	7,100	96	28	n/a[h]	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	2,947	94	21	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	2,491	93	20	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	30	97	27	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	218	98	29	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	208	97	23	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	3,447	97	35	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,891	97	36	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	1,556	97	32	n/a	n/a	n/a	n/a	n/a	n/a
No Services	706	96	30	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current ELLs	79,394	59	7	83,406	4	21	43	31	47
All Bil. Education Programs	55,575	60	8	57,582	5	22	43	30	47
Transitional Bil./Early Exit	20,326	56	5	21,359	5	20	45	30	46
Transitional Bil./Late Exit	9,626	61	7	9,913	5	23	41	30	49
Dual Immersion/Two-Way	4,160	67	11	4,292	5	20	42	33	46
Dual Immersion/One-Way	21,463	62	11	22,018	5	24	42	29	46
All ESL Programs	19,091	58	6	20,350	3	18	45	34	47
ESL/Content-Based	12,216	58	6	12,919	3	18	44	35	49
ESL/Pull-Out	6,875	57	5	7,431	3	18	46	32	46
No Services	4,725	58	6	5,434	3	17	42	37	50
All Former ELLs	16,087	92	25	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	7,861	91	21	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	5,764	90	19	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	722	94	24	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	452	95	31	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	923	92	25	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	6,440	93	29	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	3,950	94	32	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,490	91	25	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,782	91	25	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR and STAAR Spanish combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2013 and 2014.

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Progressed at least one proficiency level. [g]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [h]Not applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. [i]Bilingual. [j]English as a second language. [k]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. [l]A dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.9. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2014 (continued)

	STAAR Reading			TELPAS					
		Achieved (%)			Proficiency Level Met (%)				Prog. At Least One Prof. Level (%)[f]
Group	Tested	Level II	Level III	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	
Grade 5									
All Current ELLs[g]	65,251	54	5	69,425	3	14	40	43	62
All Bil.[i] Education Programs	44,000	55	6	46,098	3	14	39	43	63
Transitional Bil./Early Exit	15,669	49	3	16,697	4	14	41	42	62
Transitional Bil./Late Exit	8,316	55	5	8,698	4	14	39	43	63
Dual Immersion/Two-Way	2,685	62	7	2,779	3	13	37	47	65
Dual Immersion/One-Way	17,330	60	9	17,924	3	15	39	44	62
All ESL[j] Programs	17,224	52	3	18,626	2	13	42	43	60
ESL/Content-Based	10,744	52	4	11,649	3	13	41	43	60
ESL/Pull-Out	6,480	51	3	6,977	2	13	42	43	60
No Services	4,027	51	4	4,667	2	13	39	46	63
All Former ELLs[k]	24,574	92	19	n/a[h]	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	13,662	91	17	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	8,074	90	15	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	2,321	93	20	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	789	94	24	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2,478	93	18	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	8,331	93	22	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	4,793	93	23	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	3,538	93	20	n/a	n/a	n/a	n/a	n/a	n/a
No Services	2,554	92	22	n/a	n/a	n/a	n/a	n/a	n/a
Grade 6									
All Current ELLs	46,800	49	2	50,359	4	17	47	32	42
All Bil. Education Programs	5,075	52	2	5,443	4	14	46	36	49
Transitional Bil./Early Exit	2,256	50	2	2,432	4	15	48	33	46
Transitional Bil./Late Exit	1,255	46	1	1,363	4	14	46	35	51
Dual Immersion/Two-Way	752	63	2	752	3	11	40	45	53
Dual Immersion/One-Way	812	60	3	896	2	13	45	40	49
All ESL Programs	38,746	49	2	41,130	4	18	47	31	41
ESL/Content-Based	19,538	48	2	20,585	4	19	47	30	40
ESL/Pull-Out	19,208	49	2	20,545	3	17	48	32	42
No Services	2,911	55	2	3,485	2	17	48	33	41
All Former ELLs	24,113	85	8	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	15,344	85	8	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	7,543	81	6	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	3,352	88	8	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	775	91	10	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	3,674	87	10	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	6,710	87	10	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	3,903	88	11	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,807	85	9	n/a	n/a	n/a	n/a	n/a	n/a
No Services	2,056	82	9	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR and STAAR Spanish combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2013 and 2014.

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Progressed at least one proficiency level. [g]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [h]Not applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. [i]Bilingual. [j]English as a second language. [k]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. [l]A dash (–) indicates data are not reported to protect student anonymity.

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Table 2.9. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2014 (continued)

	STAAR Reading			TELPAS					
		Achieved (%)			Proficiency Level Met (%)				Prog. At Least
Group	Tested	Level II	Level III	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	One Prof. Level (%)[f]
Grade 7									
All Current ELLs[g]	38,550	35	1	41,402	4	16	46	34	45
All Bil.[i] Education Programs	866	39	2	919	3	16	41	39	50
Transitional Bil./Early Exit	49	35	2	33	3	15	45	36	54
Transitional Bil./Late Exit	16	19	0	17	6	18	65	12	35
Dual Immersion/Two-Way	722	40	1	776	3	16	41	40	49
Dual Immersion/One-Way	79	37	5	93	5	15	35	44	60
All ESL[j] Programs	35,330	35	1	37,453	4	16	46	34	45
ESL/Content-Based	15,830	35	1	16,518	5	19	45	31	43
ESL/Pull-Out	19,500	34	1	20,935	3	14	46	36	46
No Services	2,295	44	3	2,761	2	15	43	40	46
All Former ELLs[k]	15,348	77	9	n/a[h]	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	8,279	76	9	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	3,335	67	5	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1,737	75	9	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	598	88	16	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2,609	84	13	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	5,996	79	9	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	3,051	80	10	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,945	78	9	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,068	76	11	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8									
All Current ELLs	30,439	44	1	32,649	3	14	46	37	47
All Bil. Education Programs	462	52	2	479	4	12	42	42	50
Transitional Bil./Early Exit	40	33	0	57	4	11	46	40	57
Transitional Bil./Late Exit	17	35	0	15	7	13	67	13	21
Dual Immersion/Two-Way	339	55	3	360	3	11	40	46	52
Dual Immersion/One-Way	66	50	0	47	6	19	51	23	37
All ESL Programs	28,052	43	1	29,720	3	14	46	37	47
ESL/Content-Based	12,556	44	1	13,194	4	15	47	34	45
ESL/Pull-Out	15,496	42	1	16,526	3	13	45	39	48
No Services	1,876	55	2	2,222	2	11	43	44	49
All Former ELLs	10,789	82	10	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	1,304	80	10	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	298	72	6	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	478	79	8	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	166	84	17	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	362	87	15	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	8,572	83	10	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	4,398	81	10	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	4,174	84	9	n/a	n/a	n/a	n/a	n/a	n/a
No Services	902	84	13	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR and STAAR Spanish combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2013 and 2014.

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Progressed at least one proficiency level. [g]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [h]Not applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. [i]Bilingual. [j]English as a second language. [k]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. [l]A dash (–) indicates data are not reported to protect student anonymity.

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Table 2.9. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2014 (continued)

	STAAR Reading			TELPAS					
		Achieved (%)			Proficiency Level Met (%)				Prog. At Least
Group	Tested	Level II	Level III	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	One Prof. Level (%)[f]
Grade 9									
All Current ELLs[g]	n/a[h]	n/a	n/a	29,690	8	20	43	29	42
All Bil.[i] Education Programs	n/a	n/a	n/a	61	3	13	49	34	44
Transitional Bil./Early Exit	n/a	n/a	n/a	2	–[l]	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	4	–	–	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	55	4	11	49	36	43
Dual Immersion/One-Way	n/a	n/a	n/a	0	n/a[h]	n/a	n/a	n/a	n/a
All ESL[j] Programs	n/a	n/a	n/a	27,787	8	21	43	28	42
ESL/Content-Based	n/a	n/a	n/a	16,446	8	22	44	26	40
ESL/Pull-Out	n/a	n/a	n/a	11,341	7	19	43	31	45
No Services	n/a	n/a	n/a	1,832	3	14	43	41	45
All Former ELLs[k]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10									
All Current ELLs	n/a	n/a	n/a	22,004	4	20	45	31	41
All Bil. Education Programs	n/a	n/a	n/a	31	0	19	58	23	31
Transitional Bil./Early Exit	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	31	0	19	58	23	31
Dual Immersion/One-Way	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	20,694	5	20	46	30	40
ESL/Content-Based	n/a	n/a	n/a	12,379	5	22	46	27	38
ESL/Pull-Out	n/a	n/a	n/a	8,315	4	18	45	33	44
No Services	n/a	n/a	n/a	1,278	2	12	41	46	49
All Former ELLs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR and STAAR Spanish combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2013 and 2014.

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Progressed at least one proficiency level. [g]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [h]Not applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. [i]Bilingual. [j]English as a second language. [k]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. [l]A dash (–) indicates data are not reported to protect student anonymity.

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Table 2.9. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2014 (continued)

	STAAR Reading			TELPAS					
		Achieved (%)			Proficiency Level Met (%)				Prog. At Least
Group	Tested	Level II	Level III	Tested	Beg.[b]	Int.[c]	Adv.[d]	Adv. High[e]	One Prof. Level (%)[f]
Grade 11									
All Current ELLs[g]	n/a[h]	n/a	n/a	16,930	2	16	43	39	49
All Bil.[i] Education Programs	n/a	n/a	n/a	27	4	30	41	26	24
Transitional Bil./Early Exit	n/a	n/a	n/a	1	–[l]	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	26	4	27	42	27	25
Dual Immersion/One-Way	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL[j] Programs	n/a	n/a	n/a	15,845	2	16	43	38	48
ESL/Content-Based	n/a	n/a	n/a	9,576	2	17	45	36	46
ESL/Pull-Out	n/a	n/a	n/a	6,269	2	14	41	42	52
No Services	n/a	n/a	n/a	1,056	2	9	34	55	57
All Former ELLs[k]	n/a	n/a	n/a	n/a[h]	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12									
All Current ELLs	n/a	n/a	n/a	9,241	3	19	47	31	41
All Bil. Education Programs	n/a	n/a	n/a	10	0	20	30	50	44
Transitional Bil./Early Exit	n/a	n/a	n/a	1	–	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	9	0	22	33	44	44
Dual Immersion/One-Way	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	8,644	3	20	48	30	40
ESL/Content-Based	n/a	n/a	n/a	5,428	4	20	47	29	39
ESL/Pull-Out	n/a	n/a	n/a	3,216	2	18	48	32	42
No Services	n/a	n/a	n/a	587	2	12	38	48	53

Note. STAAR results are based on the primary administrations of STAAR and STAAR Spanish combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2013 and 2014.

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Intermediate. [d]Advanced. [e]Advanced High. [f]Progressed at least one proficiency level. [g]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [h]Not applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. [i]Bilingual. [j]English as a second language. [k]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. [l]A dash (–) indicates data are not reported to protect student anonymity.

Algebra I test only, 11 percent passed the Algebra I course only, and 8 percent did not pass either.

Performance by Race/Ethnicity

Regardless of race/ethnicity, students passed the Algebra I course at higher rates than they passed the STAAR Algebra I test (Table 2.10). The percentages passing the test, the course, and both the test and course were higher for White students than for African American or Hispanic students. Across racial/ethnic groups, the passing rate for the STAAR Algebra I test ranged from 74 percent to 89 percent, the passing rate for the Algebra I course ranged from 83 percent to 92 percent, and the passing rate for both the test and the course ranged from 67 percent to 85 percent.

Among African American students, the passing rate for the Algebra I course (83%) was higher than the passing rate for STAAR Algebra I test (74%). Sixty-seven percent of African American students passed both the test

Table 2.10. Passing Rates, Algebra I Course, 2012-13, and STAAR Algebra I Test, 2013, by Student Group

Group	Course Enrollment Number	Course Enrollment Percent	Passed STAAR (%)	Passed Course (%)	Passed Both (%)	Passed STAAR Only (%)	Passed Course Only (%)	Did Not Pass Either (%)
All Students	325,052	100	82	86	76	6	11	8
African American	41,930	13	74	83	67	7	16	10
Hispanic	158,705	49	77	83	70	7	13	10
White	105,119	32	89	92	85	4	6	4
Econ. Disad.[a]	177,705	55	75	82	68	8	14	11
Not Econ. Disad.	146,822	45	89	92	86	4	6	4
Female	160,451	49	84	89	79	5	10	6
Male	164,601	51	80	84	73	7	11	10

Note. Only students for whom both course and STAAR data were available are included.

[a]Economically disadvantaged.

and the course. Seven percent passed the STAAR Algebra I test only, 16 percent passed the Algebra I course only, and 10 percent did not pass either.

Among Hispanic students, the passing rate for the Algebra I course (83%) was higher than the passing rate for the STAAR Algebra I test (77%). Seventy percent of Hispanic students passed both the test and the course. Seven percent passed the STAAR Algebra I test only, 13 percent passed the Algebra I course only, and 10 percent did not pass either.

Among White students, the passing rate for the Algebra I course (92%) was higher than the passing rate for the STAAR Algebra I test (89%). Eighty-five percent of White students passed both the test and the course. Four percent passed the STAAR Algebra I test only, 6 percent passed the Algebra I course only, and 4 percent did not pass either.

Performance by Economic Status

The passing rates for the STAAR Algebra I test, the Algebra I course, and both the test and the course were higher for students not identified as economically disadvantaged than for students identified as economically disadvantaged (Table 2.10).

Among students identified as economically disadvantaged, the passing rate for the Algebra I course (82%) was higher than the passing rate for the STAAR Algebra I test (75%). Sixty-eight percent of economically disadvantaged students passed both the test and the course. Eight percent of economically disadvantaged students passed the STAAR Algebra I test only, 14 percent passed the Algebra I course only, and 11 percent did not pass either.

Among students not identified as economically disadvantaged, the passing rate for the Algebra I course (92%) was higher than the passing rate for the STAAR Algebra I test (89%). Eighty-six percent of non-economically disadvantaged students passed both the test and the course. Four percent of non-economically disadvantaged students passed the STAAR Algebra I test only, 6 percent passed the Algebra I course only, and 4 percent did not pass either.

Performance by Gender

The passing rate for the STAAR Algebra I test was higher for female students than for male students. Similarly, the course passing rate was higher for females than for males (Table 2.10).

Among female students, the passing rate for the Algebra I course (89%) was higher than the passing rate for the STAAR Algebra I test (84%). Seventy-nine percent of female students passed both the test and the course. Five percent of female students passed the STAAR Algebra I test only, 10 percent passed the Algebra I course only, and 6 percent did not pass either.

Among male students, the passing rate for the Algebra I course (84%) was higher than the passing rate for the STAAR Algebra I test (80%). Seventy-three percent of male students passed both the test and the course. Seven percent of male students passed the STAAR Algebra I test only, 11 percent passed the Algebra I course only, and 10 percent did not pass either.

Agency Contact Persons

For information about the state assessment system or assessment results, contact Criss Cloudt, Associate Commissioner for Assessment and Accountability, (512) 463-9701; or Gloria Zyskowski, Student Assessment Division, (512) 463-9536.

Other Sources of Information

STAAR, STAAR L, STAAR Alternate, and TELPAS results, as well as information about all state testing activities, including test development and released tests, are available on the TEA website at http://tea.texas.gov/student.assessment/.

Appendix 2-A. STAAR Participation and Performance, Grade 3, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading								
All Students	329,907	79	20	336,942	76	17	-3	-3
African American	44,079	69	11	45,332	63	9	-6	-2
American Indian	1,136	80	19	1,251	77	15	-3	-4
Asian	14,165	90	39	14,550	89	35	-1	-4
Hispanic	155,457	74	14	159,489	71	10	-3	-4
Pacific Islander	438	81	20	447	75	13	-6	-7
White	107,087	89	30	107,742	87	27	-2	-3
Multiracial	7,237	86	27	7,546	83	23	-3	-4
At-Risk	141,143	66	7	150,548	62	6	-4	-1
Econ. Disad.[a]	194,811	71	11	200,112	67	9	-4	-2
ELL[b]	60,426	68	9	62,602	65	7	-3	-2
Special Ed.[c]	16,466	59	9	16,746	56	7	-3	-2
Mathematics								
All Students	349,609	69	15	356,858	70	16	1	1
African American	44,306	51	7	45,448	53	7	2	0
American Indian	1,170	68	14	1,294	69	14	1	0
Asian	14,176	89	41	14,575	90	41	1	0
Hispanic	174,268	64	11	178,959	66	12	2	1
Pacific Islander	439	68	16	451	70	13	2	-3
White	107,649	80	22	108,372	80	21	0	-1
Multiracial	7,278	75	20	7,574	74	20	-1	0
At-Risk	160,335	56	8	170,444	58	8	2	0
Econ. Disad.	213,539	60	9	219,279	62	10	2	1
ELL	78,594	63	10	81,545	66	11	3	1
Special Ed.	18,664	46	7	18,894	47	7	1	0

Note. Mathematics results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-B. STAAR Participation and Performance, Grade 4, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading								
All Students	335,330	72	20	338,865	74	18	2	-2
African American	43,204	60	11	43,657	62	10	2	-1
American Indian	1,182	72	19	1,084	73	17	1	-2
Asian	14,064	88	42	14,730	89	39	1	-3
Hispanic	162,272	65	14	164,924	69	12	4	-2
Pacific Islander	447	73	21	436	71	16	-2	-5
White	107,169	85	31	106,534	84	27	-1	-4
Multiracial	6,695	81	28	7,417	81	25	0	-3
At-Risk	112,907	54	7	149,234	55	5	1	-2
Econ. Disad.[a]	198,966	62	12	200,323	65	10	3	-2
ELL[b]	57,306	53	6	57,875	58	6	5	0
Special Ed.[c]	16,856	46	8	17,076	49	7	3	-1
Writing								
All Students	333,591	71	7	337,238	73	6	2	-1
African American	43,157	62	3	43,666	63	3	1	0
American Indian	1,183	69	5	1,071	71	6	2	1
Asian	14,041	89	24	14,683	89	23	0	-1
Hispanic	161,006	65	4	163,801	69	4	4	0
Pacific Islander	449	74	8	432	74	5	0	-3
White	106,811	80	11	106,122	81	10	1	-1
Multiracial	6,663	78	11	7,393	80	9	2	-2
At-Risk	111,749	53	1	148,208	55	1	2	0
Econ. Disad.	197,839	62	3	199,340	65	3	3	0
ELL	56,281	54	1	56,835	59	1	5	0
Special Ed.	16,742	38	2	16,999	39	2	1	0
Mathematics								
All Students	351,798	68	16	355,661	70	20	2	4
African American	43,339	51	7	43,830	53	9	2	2
American Indian	1,226	67	14	1,114	67	18	0	4
Asian	14,081	90	43	14,745	91	51	1	8
Hispanic	178,057	64	12	181,089	66	16	2	4
Pacific Islander	451	72	15	439	69	19	-3	4
White	107,617	79	23	106,914	80	28	1	5
Multiracial	6,718	74	20	7,444	75	25	1	5
At-Risk	128,757	55	7	165,621	52	8	-3	1
Econ. Disad.	214,690	60	10	216,161	62	13	2	3
ELL	72,487	59	8	73,449	62	12	3	4
Special Ed.	18,728	41	6	18,905	44	8	3	2

Note. Mathematics results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-C. STAAR Participation and Performance, Grade 5, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading: Primary Administration								
All Students	345,152	77	20	349,363	76	20	-1	0
African American	43,225	68	12	43,354	66	10	-2	-2
American Indian	1,242	78	20	1,173	75	19	-3	-1
Asian	13,593	90	44	14,476	91	42	1	-2
Hispanic	172,497	72	13	175,626	71	13	-1	0
Pacific Islander	410	78	20	444	76	21	-2	1
White	107,613	88	31	107,175	88	32	0	1
Multiracial	6,368	85	29	7,019	85	28	0	-1
At-Risk	115,043	56	5	167,114	59	5	3	0
Econ. Disad.[a]	207,295	69	11	209,027	68	11	-1	0
ELL[b]	16,761	54	4	56,052	52	4	-2	0
Special Ed.[c]	16,959	49	6	16,975	50	7	1	1
Mathematics: Primary Administration								
All Students	351,819	75	21	356,900	79	22	4	1
African American	43,275	61	10	43,405	65	12	4	2
American Indian	1,259	76	20	1,193	78	19	2	-1
Asian	13,440	92	54	14,311	94	57	2	3
Hispanic	180,089	71	16	184,139	75	17	4	1
Pacific Islander	408	80	18	445	85	26	5	8
White	106,806	85	30	106,352	87	30	2	0
Multiracial	6,334	80	28	6,960	84	29	4	1
At-Risk	122,832	57	8	175,946	64	7	7	-1
Econ. Disad.	215,000	67	13	217,537	72	14	5	1
ELL	61,199	61	9	64,445	66	10	5	1
Special Ed.	18,019	46	7	18,143	52	7	6	0
Science								
All Students	353,810	73	11	358,256	73	11	0	0
African American	43,803	58	4	43,931	59	4	1	0
American Indian	1,260	75	12	1,196	73	10	-2	-2
Asian	13,612	88	29	14,542	90	29	2	0
Hispanic	179,587	67	7	182,735	68	7	1	0
Pacific Islander	406	74	9	444	77	9	3	0
White	108,402	85	19	108,200	86	17	1	-2
Multiracial	6,443	82	17	7,080	82	16	0	-1
At-Risk	122,710	53	3	174,943	56	3	3	0
Econ. Disad.	215,097	64	6	216,390	65	6	1	0
ELL	59,830	53	3	62,193	53	3	0	0
Special Ed.	20,003	44	4	20,401	46	4	2	0

Note. Mathematics and science results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-D. STAAR Participation and Performance, Grade 6, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading								
All Students	360,178	71	20	355,709	77	15	6	-5
African American	44,007	63	12	43,323	68	8	5	-4
American Indian	1,258	70	20	1,248	79	14	9	-6
Asian	13,674	88	46	14,011	91	37	3	-9
Hispanic	184,860	63	13	182,697	71	9	8	-4
Pacific Islander	459	75	20	431	79	10	4	-10
White	109,308	85	32	107,340	88	24	3	-8
Multiracial	6,300	82	29	6,547	85	22	3	-7
At-Risk	121,549	43	4	146,563	56	2	13	-2
Econ. Disad.[a]	217,718	61	11	212,849	69	7	8	-4
ELL[b]	43,993	32	2	49,049	48	2	16	0
Special Ed.[c]	17,425	34	5	17,107	41	3	7	-2
Mathematics								
All Students	356,566	73	16	352,433	78	17	5	1
African American	43,683	60	8	43,121	66	8	6	0
American Indian	1,247	73	14	1,235	80	15	7	1
Asian	12,876	92	49	13,179	94	53	2	4
Hispanic	184,279	68	11	182,062	74	12	6	1
Pacific Islander	453	78	16	426	82	16	4	0
White	107,544	85	24	105,827	88	26	3	2
Multiracial	6,170	81	22	6,465	84	24	3	2
At-Risk	121,756	51	4	146,807	60	4	9	0
Econ. Disad.	217,251	65	9	212,479	71	10	6	1
ELL	44,333	51	4	49,361	60	5	9	1
Special Ed.	17,772	38	4	17,389	47	4	9	0

Note. Mathematics results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-E. STAAR Participation and Performance, Grade 7, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading								
All Students	358,301	77	16	365,015	75	19	-2	3
African American	44,319	71	9	44,585	66	11	-5	2
American Indian	1,301	77	16	1,274	75	18	-2	2
Asian	13,411	91	42	14,147	90	45	-1	3
Hispanic	181,146	71	10	187,894	68	12	-3	2
Pacific Islander	442	81	18	490	77	19	-4	1
White	111,194	88	26	109,988	87	31	-1	5
Multiracial	6,205	86	24	6,513	84	28	-2	4
At-Risk	121,091	52	3	158,160	51	3	-1	0
Econ. Disad.[a]	210,320	69	8	215,717	65	10	-4	2
ELL[b]	35,476	38	1	40,886	34	1	-4	0
Special Ed.[c]	16,888	38	3	16,927	37	4	-1	1
Writing								
All Students	35,781	70	5	364,747	70	6	0	1
African American	44,239	63	2	44,533	63	3	0	1
American Indian	1,284	68	4	1,276	69	5	1	1
Asian	13,399	90	23	14,108	89	27	-1	4
Hispanic	180,809	63	2	187,928	64	3	1	1
Pacific Islander	441	74	5	490	72	8	-2	3
White	110,954	81	8	109,801	82	10	1	2
Multiracial	6,187	79	8	6,499	79	10	0	2
At-Risk	120,906	42	0	158,234	46	0	4	0
Econ. Disad.	210,037	61	2	215,831	61	2	0	0
ELL	35,381	30	0	40,864	30	0	0	0
Special Ed.	16,704	26	1	16,941	27	1	1	0
Mathematics								
All Students	327,828	71	9	342,245	67	11	-4	2
African American	41,470	57	3	42,638	53	4	-4	1
American Indian	1,207	71	7	1,190	65	9	-6	2
Asian	10,398	92	38	11,779	91	43	-1	5
Hispanic	169,800	66	5	179,758	61	7	-5	2
Pacific Islander	409	73	10	446	73	13	0	3
White	98,809	83	15	100,482	80	18	-3	3
Multiracial	5,457	78	13	5,831	75	16	-3	3
At-Risk	118,122	48	1	155,618	43	2	-5	1
Econ. Disad.	198,532	63	4	207,313	58	5	-5	1
ELL	34,805	47	2	40,444	39	2	-8	0
Special Ed.	16,180	37	2	16,771	33	2	-4	0

Note. Mathematics results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-F. STAAR Participation and Performance, Grade 8, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading: Primary Administration								
All Students	344,926	84	24	357,180	83	23	-1	-1
African American	43,012	78	15	44,251	76	14	-2	-1
American Indian	1,409	86	26	1,296	81	19	-5	-7
Asian	12,474	92	51	13,735	92	52	0	1
Hispanic	171,701	79	17	180,321	77	15	-2	-2
Pacific Islander	444	87	25	442	84	22	-3	-3
White	109,688	92	36	110,788	92	35	0	-1
Multiracial	5,900	91	34	6,274	90	32	-1	-2
At-Risk	129,190	65	5	160,761	66	4	1	-1
Econ. Disad.[a]	197,209	77	14	202,943	75	13	-2	-1
ELL[b]	27,944	46	2	32,412	42	1	-4	-1
Special Ed.[c]	16,161	46	4	16,453	48	4	2	0
Mathematics: Primary Administration								
All Students	289,084	76	5	309,993	79	8	3	3
African American	38,485	67	2	40,155	68	3	1	1
American Indian	1,209	79	3	1,167	77	6	-2	3
Asian	7,771	90	23	9,143	93	35	3	12
Hispanic	150,087	73	3	162,669	75	5	2	2
Pacific Islander	357	83	5	391	80	8	-3	3
White	86,140	86	8	91,053	88	13	2	5
Multiracial	4,663	83	7	5,337	85	12	2	5
At-Risk	123,470	60	1	154,901	64	1	4	0
Econ. Disad.	176,239	70	2	185,905	73	4	3	2
ELL	27,147	54	1	31,943	56	1	2	0
Special Ed.	15,228	48	1	15,631	52	1	4	0
Science								
All Students	347,896	74	14	360,090	70	19	-4	5
African American	43,524	63	5	44,736	59	9	-4	4
American Indian	1,412	77	13	1,314	69	18	-8	5
Asian	12,407	91	40	13,685	91	51	0	11
Hispanic	173,499	67	8	182,231	63	12	-4	4
Pacific Islander	446	77	14	436	71	19	-6	5
White	110,290	86	23	111,125	84	31	-2	8
Multiracial	5,951	84	21	6,367	79	27	-5	6
At-Risk	131,051	51	2	163,012	47	4	-4	2
Econ. Disad.	199,415	65	7	206,740	60	11	-5	4
ELL	28,259	39	1	32,831	32	2	-7	1
Special Ed.	17,034	36	3	17,600	31	4	-5	1
Social Studies								
All Students	348,924	63	12	362,171	61	14	-2	2
African American	43,649	55	7	44,968	51	7	-4	0
American Indian	1,414	66	13	1,315	61	12	-5	-1
Asian	12,610	86	38	13,893	86	41	0	3
Hispanic	173,851	54	7	183,039	52	8	-2	1
Pacific Islander	451	69	14	438	63	13	-6	-1
White	110,606	76	20	111,885	76	22	0	2
Multiracial	5,980	75	20	6,440	72	21	-3	1
At-Risk	131,058	37	2	163,539	36	2	-1	0
Econ. Disad.	199,743	52	6	207,735	49	6	-3	0
ELL	28,249	26	1	32,871	23	1	-3	0
Special Ed.	17,304	28	3	17,862	27	3	-1	0

Note. Mathematics, social studies and science results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-G. STAAR Spanish Participation and Performance, Grade 3, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading								
All Students	36,841	68	15	37,364	65	16	-3	1
At-Risk	36,035	68	15	36,602	65	16	-3	1
Econ. Disad.[a]	34,869	67	15	35,163	65	16	-2	1
Special Ed.[b]	1,230	33	2	1,389	29	2	-4	0
Mathematics								
All Students	19,024	59	8	18,774	60	9	1	1
At-Risk	18,375	59	8	18,101	60	9	1	1
Econ. Disad.	17,659	59	8	17,327	60	9	1	1
Special Ed.	702	30	3	738	36	2	6	-1

[a]Economically disadvantaged. [b]Special education.

Appendix 2-H. STAAR Spanish Participation and Performance, Grade 4, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading								
All Students	24,323	57	11	25,122	61	11	4	0
At-Risk	23,639	57	11	24,599	60	11	3	0
Econ. Disad.[a]	23,072	57	11	23,558	60	10	3	-1
Special Ed.[b]	835	22	1	897	24	2	2	1
Writing								
All Students	25,436	59	3	26,208	64	5	5	2
At-Risk	24,736	59	3	25,679	64	5	5	2
Econ. Disad.	24,132	59	3	24,583	64	5	5	2
Special Ed.	944	17	0	991	20	1	3	1
Mathematics								
All Students	9,426	51	7	9,913	52	9	1	2
At-Risk	8,909	51	7	9,479	52	9	1	2
Econ. Disad.	8,696	51	7	9,097	52	9	1	2
Special Ed.	370	25	3	393	26	2	1	-1

[a]Economically disadvantaged. [b]Special education.

Appendix 2-I. STAAR Spanish Participation and Performance, Grade 5, by Subject and Student Group, 2013 and 2014

	2013			2014			Change, 2013 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Reading: Primary Administration								
All Students	10,785	70	10	11,869	62	12	-8	2
At-Risk	10,469	70	9	11,645	62	12	-8	3
Econ. Disad.[a]	10,187	70	9	11,031	62	12	-8	3
Special Ed.[b]	330	36	1	392	32	2	-4	1
Mathematics: Primary Administration								
All Students	3,606	44	5	3,906	45	5	1	0
At-Risk	3,365	44	4	3,730	45	5	1	1
Econ. Disad.	3,246	44	4	3,514	45	5	1	1
Special Ed.	114	23	4	137	23	2	0	-2
Science								
All Students	5,370	41	2	6,571	47	2	6	0
At-Risk	5,121	42	2	6,371	47	2	5	0
Econ. Disad.	4,960	41	2	6,026	47	2	6	0
Special Ed.	179	19	0	252	20	0	1	0

[a]Economically disadvantaged. [b]Special education.

Appendix 2-J. STAAR End-of-Course Participation and Performance, English I, English II, and U.S. History, by Student Group, 2014

	2014		
		Achieved (%)	
Group	Tested	Level II	Level III
English I			
All Students	469,913	62	6
African American	64,080	53	2
American Indian	1,807	64	6
Asian	14,692	82	26
Hispanic	251,296	55	3
Pacific Islander	631	69	6
White	129,924	78	12
Multiracial	7,305	76	11
At-Risk	269,204	44	1
Econ. Disad.[a]	281,951	52	2
ELL[b]	47,998	21	0
Special Ed.[c]	30,218	23	0
English II			
All Students	386,484	66	6
African American	51,220	55	2
American Indian	1,535	69	5
Asian	14,069	84	23
Hispanic	198,004	58	3
Pacific Islander	503	63	5
White	114,700	81	10
Multiracial	6,284	79	10
At-Risk	213,719	46	0
Econ. Disad.	214,216	55	2
ELL	31,364	20	0
Special Ed.	20,743	22	0
U.S. History			
All Students	315,057	92	16
African American	39,236	89	9
American Indian	1,338	93	18
Asian	12,180	97	36
Hispanic	149,995	89	10
Pacific Islander	459	93	19
White	106,277	96	25
Multiracial	5,431	95	23
At-Risk	164,164	86	6
Econ. Disad.	157,627	88	9
ELL	14,661	70	2
Special Ed.	14,234	67	4

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-K. STAAR End-of-Course Participation and Performance, Algebra I and Biology, by Student Group, 2012 Through 2014

Group	2012 Tested	2012 Achieved (%) Level II	2012 Achieved (%) Level III	2013 Tested	2013 Achieved (%) Level II	2013 Achieved (%) Level III	2014 Tested	2014 Achieved (%) Level II	2014 Achieved (%) Level III	Change, 2012 to 2014 (Percentage-Point) Level II	Change, 2012 to 2014 (Percentage-Point) Level III
Algebra I											
All Students	333,589	83	17	364,613	78	16	388,672	81	18	-2	1
African American	42,324	75	8	47,923	69	7	52,108	72	8	-3	0
American Indian	1,437	84	13	1,505	81	14	1,453	82	16	-2	3
Asian	12,195	97	52	12,557	96	54	13,902	96	58	-1	6
Hispanic	160,856	79	11	181,524	74	10	197,474	77	12	-2	1
Pacific Islander	460	89	21	511	84	17	501	85	18	-4	-3
White	109,980	90	24	113,763	88	24	116,480	90	28	0	4
Multiracial	5,374	89	24	6,165	86	23	6,590	87	25	-2	1
At-Risk	126,681	66	3	150,141	59	3	189,162	67	3	1	0
Econ. Disad.[a]	130,624	76	9	204,139	71	8	221,215	75	10	-1	1
ELL[b]	17,013	60	4	22,061	51	3	27,001	56	3	-4	-1
Special Ed.[c]	16,047	50	3	19,149	43	2	21,180	46	2	-4	-1
Biology											
All Students	319,072	87	9	358,797	85	12	359,669	91	12	4	3
African American	40,295	83	4	47,331	80	5	47,461	86	5	3	1
American Indian	1,457	88	9	1,486	87	12	1,353	93	11	5	2
Asian	11,849	98	33	12,320	97	41	12,926	97	39	-1	6
Hispanic	152,151	82	4	178,028	80	7	180,093	88	6	6	2
Pacific Islander	494	93	10	484	88	15	524	91	12	-2	2
White	107,066	94	15	112,634	93	21	110,953	96	19	2	4
Multiracial	5,217	93	15	6,018	93	20	6,209	95	18	2	3
At-Risk	120,890	73	1	148,716	71	2	170,297	83	2	10	1
Econ. Disad.	123,468	81	3	199,270	79	6	199,425	87	5	6	2
ELL	15,296	58	1	21,595	55	1	24,869	69	1	11	0
Special Ed.	16,269	57	2	20,112	54	2	19,719	66	2	9	0

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-L. STAAR Modified End-of-Course Participation and Performance, English I and English II, by Student Group, 2014

	2014		
		Achieved (%)	
Group	Tested	Level II	Level III
English I			
All Students	12,893	67	6
African American	2,931	66	5
American Indian	50	76	6
Asian	128	67	9
Hispanic	6,113	64	5
Pacific Islander	11	55	0
White	3,476	74	9
Multiracial	176	70	7
At-Risk	10,282	66	5
Econ. Disad.[a]	9,577	65	5
ELL[b]	1,583	59	3
Special Ed.[c]	12,893	67	6
English II			
All Students	12,193	76	18
African American	2,678	73	15
American Indian	54	85	20
Asian	127	65	21
Hispanic	5,910	73	15
Pacific Islander	5	80	20
White	3,219	83	25
Multiracial	180	82	23
At-Risk	9,869	75	17
Econ. Disad.	8,779	73	15
ELL	1,244	63	9
Special Ed.	12,193	76	18

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-M. STAAR Modified End-of-Course
Participation and Performance, Algebra I and Biology, by Student Group, 2012 Through 2014

	2012			2013			2014			Change, 2012 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Algebra I											
All Students	11,713	41	0	13,133	44	1	13,716	47	1	6	1
African American	2,690	37	0	2,919	39	0	3,199	41	0	4	0
American Indian	68	44	1	71	44	3	60	48	0	4	-1
Asian	101	55	1	115	51	1	113	63	4	8	3
Hispanic	5,409	40	0	6,271	43	0	6,336	48	1	8	1
Pacific Islander	15	60	7	11	73	0	15	40	0	-20	-7
White	3,251	45	1	3,550	48	1	3,785	51	1	6	0
Multiracial	167	44	0	184	45	2	194	55	2	11	2
At-Risk	9,079	40	0	9,964	43	1	10,928	46	1	6	1
Econ. Disad.[a]	6,868	40	0	9,670	42	0	9,925	45	1	5	1
ELL[b]	1,350	38	1	1,500	41	0	1,574	44	1	6	0
Special Ed.[c]	11,713	41	0	13,133	44	1	13,716	47	1	6	1
Biology											
All Students	8,931	49	0	11,206	50	0	11,158	54	1	5	1
African American	1,984	45	0	2,617	47	0	2,655	48	0	3	0
American Indian	41	54	2	51	47	0	51	67	0	13	-2
Asian	93	65	1	114	61	1	112	56	1	-9	0
Hispanic	4,358	44	0	5,425	46	0	5,297	51	1	7	1
Pacific Islander	8	63	0	9	56	0	12	50	0	-13	0
White	2,314	60	1	2,817	60	1	2,876	63	1	3	0
Multiracial	124	57	1	164	59	1	142	59	1	2	0
At-Risk	6,974	46	0	8,546	48	0	8,731	51	1	5	1
Econ. Disad.	5,321	47	0	8,400	47	0	8,241	50	1	3	1
ELL	1,118	40	0	1,353	40	0	1,307	43	1	3	1
Special Ed.	8,931	49	0	11,206	50	0	11,158	54	1	5	1

[a]Economically disadvantaged. [b]English language learner. [c]Special education.

Appendix 2-N. STAAR Alternate End-of-Course Participation and Performance, English I, English II, and U.S. History, by Student Group, 2014

	2014		
		Achieved (%)	
Group	Tested	Level II	Level III
English I			
All Students	3,461	90	11
African American	637	90	14
American Indian	18	83	6
Asian	125	86	8
Hispanic	1,670	91	9
Pacific Islander	3	–[a]	–
White	945	89	14
Multiracial	49	98	14
Econ. Disad.[b]	2,281	91	12
ELL[c]	236	93	9
English II			
All Students	3,095	91	10
African American	571	91	11
American Indian	18	94	22
Asian	108	90	6
Hispanic	1,453	90	9
Pacific Islander	2	–	–
White	875	91	13
Multiracial	45	96	20
Econ. Disad.	2,091	91	11
ELL	185	96	10
U.S. History			
All Students	2,981	92	11
African American	494	90	12
American Indian	17	94	0
Asian	84	93	5
Hispanic	1,425	93	10
Pacific Islander	8	75	13
White	902	93	14
Multiracial	39	82	3
Econ. Disad.	1,937	92	12
ELL	206	93	11

[a]A dash (–) indicates data are not reported to protect student anonymity.
[b]Economically disadvantaged. [c]English language learner.

Appendix 2-O. STAAR Alternate End-of-Course Participation and Performance, Algebra I and Biology, by Student Group, 2012 Through 2014

	2012			2013			2014			Change, 2012 to 2014 (Percentage-Point)	
		Achieved (%)			Achieved (%)			Achieved (%)			
Group	Tested	Level II	Level III	Tested	Level II	Level III	Tested	Level II	Level III	Level II	Level III
Algebra I											
All Students	2,971	88	9	3,159	65	9	3,428	90	9	2	0
African American	516	88	10	574	66	10	625	91	12	3	2
American Indian	15	93	7	29	62	7	18	83	0	-10	-7
Asian	73	88	7	110	62	4	127	85	6	-3	-1
Hispanic	1,409	88	8	1,463	63	8	1,669	90	7	2	-1
Pacific Islander	5	100	20	4	–[a]	–	4	–	–	–	–
White	894	89	11	896	70	10	923	89	12	0	1
Multiracial	35	97	14	50	70	16	47	94	11	-3	-3
Econ. Disad.[b]	1,475	87	11	2,137	65	10	2,268	91	10	4	-1
ELL[c]	288	87	9	229	68	9	237	88	7	1	-2
Biology											
All Students	3,581	90	9	3,370	68	9	3,341	91	8	1	-1
African American	650	89	9	603	67	8	614	89	11	0	2
American Indian	21	90	5	28	54	7	21	95	5	5	0
Asian	92	86	2	115	64	5	130	89	3	3	1
Hispanic	1,676	90	9	1,579	67	8	1,613	91	7	1	-2
Pacific Islander	7	86	0	4	–	–	3	–	–	–	–
White	1,070	90	9	953	71	12	902	91	9	1	0
Multiracial	35	91	6	55	71	13	44	93	9	2	3
Econ. Disad.	1,710	88	9	2,265	68	9	2,199	91	9	3	0
ELL	344	89	11	248	73	9	217	90	5	1	-6

[a]A dash (–) indicates data are not reported to protect student anonymity. [b]Economically disadvantaged. [c]English language learner.

3. Performance of Students At Risk of Dropping Out of School

The purpose of the State Compensatory Education program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, the 77th Texas Legislature revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2013-14 school year, 49.8 percent (2,566,623) of the 5,151,925 public school students in Texas were identified as at risk of dropping out of school, 5.2 percentage points higher than in the previous year.

Definition of At Risk

A student at risk of dropping out of school is a student who is under 26 years of age and who:

- was not advanced from one grade level to the next for one or more school years;
- is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing Information

The State of Texas Assessments of Academic Readiness (STAAR) are assessments designed to measure the extent to which students have learned and are able to apply the knowledge and skills outlined in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. One important function of STAAR is to gauge how well schools and teachers are preparing students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject area or the course being assessed. Students are tested in mathematics and reading in Grades 3-8, writing in Grades 4 and 7, science in Grades 5 and 8, and social studies in Grade 8. State law also requires students to pass five STAAR end-of-course assessments—Algebra I, English I, English II, biology, and U.S. history—to

be eligible to receive a diploma from a Texas public school. In this chapter, STAAR Level II results are presented at the Phase-in 1 standard, and Level III results are presented at the final standard.

STAAR Performance for Students At Risk

State Compensatory Education Policy on Student Performance

Under TEC §29.081, a student is considered at risk of dropping out of school from the time he or she fails to perform satisfactorily on the STAAR examination until he or she performs at a level equal to at least 110 percent of the level of satisfactory performance on the same assessment instrument or another appropriate test. Each district is required to evaluate its compensatory education program by documenting program success in reducing any disparity in performance, as measured by assessment instruments administered under TEC Chapter 39, Subchapter B, or in the rates of high school completion between students at risk of dropping out of school and all other students.

Reading

In 2014, passing rates for at-risk students overall on the STAAR reading assessment ranged from 51 percent in Grade 7 to 66 percent in Grade 8 (Table 3.1). Compared to the previous year, passing rates for at-risk students overall decreased in Grades 3 and 7 and increased in Grades 4-6 and 8. Grade 3 had the largest decrease (3 percentage points), and Grade 6 had the largest increase (13 percentage points).

Across racial/ethnic groups and grade levels, passing rates in 2014 ranged from 44 percent for African American at-risk students in Grade 4 to 79 percent for Asian at-risk students in Grade 3. Passing rates for students identified as economically disadvantaged ranged from 48 percent in Grade 7 to 62 percent in Grade 8. Female at-risk students outperformed male at-risk students in all grade levels, with differences in passing rates ranging from 4 percentage points in Grade 5 to 8 percentage points in Grade 6.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2014 STAAR reading assessment across all grade levels and student groups. Performance differences between at-risk and not-at-risk students ranged from 18 percentage points for Asian students in Grade 3 to 43 percentage points for males in Grade 7. Across grade levels, differences in overall passing rates were largest in Grade 7 (41 percentage points).

Mathematics

In 2014, passing rates for at-risk students overall on the STAAR mathematics assessment ranged from 43 percent in Grade 7 to 64 percent in Grades 5 and 8 (Table 3.2 on page 78). Compared to the previous year, passing rates for at-risk students overall decreased in Grades 4 and 7 and increased in Grades 3, 5-6, and 8. Grade 7 had the largest decrease (5 percentage points), and Grade 6 had the largest increase (9 percentage points).

Across racial/ethnic groups and grade levels, passing rates in 2014 ranged from 33 percent for African American at-risk students in Grades 4 and 7 to 82 percent for Asian at-risk students in Grades 3 and 5. Passing rates for students identified as economically disadvantaged ranged from 41 percent in Grade 7 to 61 percent in Grades 5 and 8. Male at-risk students outperformed female at-risk students in all grade levels except Grade 6. The performance difference between genders was largest in Grade 8, at 3 percentage points.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2014 STAAR mathematics assessment across all grade levels and student groups. Performance differences between at-risk and not-at-risk students ranged from 14 percentage points for Asian students in Grade 3 to 44 percentage points for females in Grade 7. Across grade levels, differences in overall passing rates were largest in Grade 7 (44 percentage points).

Writing

In 2014, the passing rate on the STAAR writing assessment for Grade 4 at-risk students overall was 56 percent, an increase of 2 percentage points from the previous year (Table 3.3 on page 79). The passing rate for Grade 7 at-risk students overall was 46 percent, an increase of 4 percentage points from the previous year.

Across racial/ethnic groups in Grade 4, passing rates in 2014 ranged from 45 percent for African American at-risk students to 72 percent for Asian at-risk students. Across racial/ethnic groups in Grade 7, passing rates ranged from 43 percent for African American at-risk students to 58 percent for Asian at-risk students. Among students identified as economically disadvantaged, 55 percent passed the writing assessment in Grade 4, and 43 percent passed in Grade 7. Female at-risk students outperformed male at-risk students by 14 percentage points in Grade 4 and by 17 percentage points in Grade 7.

Compared to students not identified as at risk, at-risk students in both Grade 4 and Grade 7 had lower passing rates on the 2014 STAAR writing assessment across all

Table 3.1. STAAR Reading Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2013 and 2014						
	Grade					
Group	3	4	5	6	7	8
2013						
At-Risk						
African American	54	41	46	39	50	63
American Indian	67	50	60	45	53	71
Asian	80	70	68	56	58	65
Hispanic	66	54	57	40	49	63
Pacific Islander	66	49	55	49	62	73
White	73	62	63	57	64	75
Multiracial	69	58	62	53	61	75
Economically Disadvantaged	64	52	55	40	49	62
Female	69	57	59	44	54	69
Male	63	52	55	43	51	62
All	66	54	57	43	52	65
Not-At-Risk						
African American	78	66	77	75	83	89
American Indian	87	80	85	81	88	94
Asian	98	96	98	96	98	99
Hispanic	87	77	86	82	88	94
Pacific Islander	91	83	86	85	89	94
White	94	89	92	91	94	96
Multiracial	92	86	90	90	93	96
Economically Disadvantaged	83	72	82	78	86	92
Female	91	83	89	86	91	96
Male	88	80	86	84	89	93
All	89	81	88	85	90	94
2014						
At-Risk						
African American	48	44	50	49	47	63
American Indian	63	53	57	57	52	66
Asian	79	71	69	66	59	64
Hispanic	62	56	57	54	49	63
Pacific Islander	59	54	51	61	53	71
White	70	60	70	65	63	77
Multiracial	65	57	65	61	59	77
Economically Disadvantaged	60	54	56	53	48	62
Female	65	59	61	60	54	69
Male	60	53	57	52	48	63
All	63	56	59	56	51	66
Not-At-Risk						
African American	74	78	82	83	84	91
American Indian	89	87	91	91	91	94
Asian	97	97	98	98	98	99
Hispanic	85	87	91	90	91	95
Pacific Islander	86	84	93	90	91	94
White	93	92	96	95	95	98
Multiracial	90	91	94	93	95	97
Economically Disadvantaged	80	83	88	87	89	94
Female	88	90	93	93	94	97
Male	86	87	92	90	91	95
All	87	89	93	91	92	96

Note. Results are based on the primary administrations of STAAR. Results for Grades 3-5 are based on English and Spanish versions of the tests.

student groups. In Grade 4, performance differences between at-risk and not-at-risk students ranged from 25 percentage points for Asian students to 36 percentage points each for White and multiracial students. In Grade 7, performance differences between at-risk and not-at-risk students ranged from 38 percentage points each for African American and female students to 47 percentage points for male students.

Table 3.2. STAAR Mathematics Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2013 and 2014

	Grade					
Group	**3**	**4**	**5**	**6**	**7**	**8**
2013						
At-Risk						
African American	36	34	38	38	37	52
American Indian	55	51	58	51	51	63
Asian	80	78	77	75	71	74
Hispanic	58	56	58	50	48	59
Pacific Islander	54	56	65	57	56	70
White	59	54	58	58	57	68
Multiracial	52	49	54	55	50	68
Economically Disadvantaged	55	53	55	49	46	58
Female	56	54	55	50	47	58
Male	57	55	57	51	49	61
All	57	54	56	51	48	60
Not-At-Risk						
African American	61	58	70	72	70	80
American Indian	76	74	84	83	81	89
Asian	96	95	98	97	97	97
Hispanic	76	73	83	82	81	87
Pacific Islander	78	79	84	86	82	92
White	86	83	90	91	90	93
Multiracial	82	79	87	88	87	91
Economically Disadvantaged	69	66	78	79	78	85
Female	79	76	84	85	84	89
Male	79	76	85	85	83	89
All	79	76	84	85	84	89
2014						
At-Risk						
African American	39	33	50	48	33	54
American Indian	58	48	63	62	42	63
Asian	82	79	82	79	69	78
Hispanic	60	54	64	60	42	63
Pacific Islander	52	50	71	63	54	66
White	59	51	69	68	53	73
Multiracial	54	46	65	61	48	69
Economically Disadvantaged	56	51	61	58	41	61
Female	58	51	63	61	42	62
Male	59	53	65	59	44	65
All	58	52	64	60	43	64
Not-At-Risk						
African American	63	71	81	81	74	85
American Indian	80	81	91	91	83	90
Asian	96	97	99	98	97	98
Hispanic	77	84	92	90	84	93
Pacific Islander	82	83	95	93	86	92
White	86	90	95	95	91	96
Multiracial	82	88	94	92	88	94
Economically Disadvantaged	71	79	88	87	81	91
Female	80	86	93	92	86	93
Male	81	86	92	90	87	94
All	80	86	93	91	87	93

Note. Results are based on the primary administrations of STAAR and STAAR L combined. Results for Grades 3-5 are based on English and Spanish versions of the tests.

Table 3.3. STAAR Writing Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2013 and 2014

	Grade			
	4		7	
Group	2013	2014	2013	2014
At-Risk				
African American	43	45	41	43
American Indian	48	51	43	46
Asian	73	72	57	58
Hispanic	55	58	40	44
Pacific Islander	59	58	50	46
White	53	54	50	53
Multiracial	55	54	50	51
Econ. Disad.[a]	53	55	39	43
Female	60	63	49	55
Male	48	49	36	38
All	54	56	42	46
Not-At-Risk				
African American	68	79	76	81
American Indian	77	85	79	85
Asian	96	97	97	98
Hispanic	77	87	81	88
Pacific Islander	80	87	85	89
White	85	90	88	92
Multiracial	83	90	87	91
Econ. Disad.	71	82	78	85
Female	83	91	89	93
Male	76	84	79	85
All	80	88	84	89

Note. Results for Grade 4 are based on English and Spanish versions of the test.

[a]Economically disadvantaged.

Social Studies

In 2014, the passing rate on the STAAR social studies assessment for Grade 8 at-risk students overall was 36 percent, a decrease of 1 percentage point from the previous year (Table 3.4).

Across racial/ethnic groups, passing rates in 2014 ranged from 32 percent for Hispanic at-risk students to 52 percent for Asian at-risk students. Among students identified as economically disadvantaged, 32 percent passed the social studies assessment. Male at-risk students outperformed female at-risk students by 13 percentage points.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2014 STAAR social studies assessment across all student groups. Performance differences between at-risk and not-at-risk students ranged from 38 percentage points each for African American and White students to 49 percentage points for female students.

Table 3.4. STAAR Social Studies Passing Rates (%), Grade 8, by At-Risk Status, and Student Group, 2013 and 2014

Group	2013	2014
At-Risk		
African American	35	33
American Indian	39	38
Asian	55	52
Hispanic	33	32
Pacific Islander	47	39
White	48	49
Multiracial	48	46
Econ. Disad.[a]	33	32
Female	31	29
Male	42	42
All	37	36
Not-At-Risk		
African American	70	71
American Indian	80	80
Asian	94	95
Hispanic	73	76
Pacific Islander	80	81
White	85	87
Multiracial	85	86
Econ. Disad.[a]	70	73
Female	75	78
Male	82	86
All	78	81

Note. Results are based on STAAR and STAAR L combined.

[a]Economically disadvantaged.

Science

In 2014, the passing rate on the STAAR science assessment for Grade 5 at-risk students overall was 56 percent, an increase of 3 percentage points from the previous year (Table 3.5 on page 80). The passing rate for Grade 8 at-risk students overall was 47 percent, a decrease of 4 percentage points from the previous year.

Across racial/ethnic groups in Grade 5, passing rates in 2014 ranged from 42 percent for African American at-risk students to 70 percent for Asian at-risk students. Across racial/ethnic groups in Grade 8, passing rates ranged from 40 percent for African American at-risk students to 63 percent for Asian at-risk students. Among students identified as economically disadvantaged, 53 percent passed the science assessment in Grade 5, and 43 percent passed in Grade 8. Male at-risk students outperformed female at-risk students by 9 percentage points in Grade 5 and by 11 percentage points in Grade 8.

Compared to students not identified as at risk, at-risk students in both Grade 5 and Grade 8 had lower passing rates on the 2014 STAAR science assessment across all student groups. In Grade 5, performance differences between at-risk and not-at-risk students ranged from 27 percentage points each for Asian and White students

Table 3.5. STAAR Science Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2013 and 2014

	Grade			
	5		8	
Group	2013	2014	2013	2014
At-Risk				
African American	38	42	44	40
American Indian	59	56	55	48
Asian	65	70	66	63
Hispanic	53	55	48	44
Pacific Islander	58	59	59	48
White	61	67	64	60
Multiracial	59	62	61	55
Econ. Disad.[a]	51	53	47	43
Female	48	51	45	41
Male	57	60	55	52
All	53	56	51	47
Not-At-Risk				
African American	67	75	78	80
American Indian	82	88	88	87
Asian	95	97	97	98
Hispanic	80	88	85	87
Pacific Islander	80	90	87	89
White	89	94	93	93
Multiracial	87	92	92	91
Econ. Disad.	76	84	83	85
Female	81	88	86	88
Male	85	91	90	91
All	83	89	88	90

Note. Results are based on STAAR and STAAR L combined. Results for Grade 5 are based on English and Spanish versions of the test.

[a]Economically disadvantaged.

to 37 percentage points for female students. In Grade 8, performance differences between at-risk and not-at-risk students ranged from 33 percentage points for White students to 47 percentage points for female students.

STAAR Modified Performance for Students At Risk

The STAAR Modified is an alternate assessment based on modified academic achievement standards for students receiving special education services who meet participation requirements. STAAR Modified is designed to meet federal requirements that all students be assessed on grade-level curriculum. Although STAAR Modified covers the same content as STAAR for each grade and subject area assessed and each course assessed, it includes modifications in format (e.g., larger font size and fewer items per page) and test design (e.g., shorter test blueprint, fewer answer choices, and simpler vocabulary and sentence structure). The U.S. Department of Education has informed states that assessments based on modified standards for students served by special education can no longer be used for federal accountability purposes beginning in the 2014-15 school year. As a result, STAAR Modified assessments were administered for the final time during the 2013-14 testing cycle.

Across grades and subjects in 2014, passing rates for at-risk students on STAAR Modified assessments ranged from 56 percent in Grade 4 writing to 77 percent in Grade 5 reading (Table 3.6). Compared to the previous year, passing rates for at-risk students remained the same or increased from 1 to 4 percentage points in all grades and subjects except Grades 3 and 7 reading, Grade 4 writing, and Grade 7 mathematics, where passing rates decreased by 1 percentage point each. Compared to students not identified as at risk, at-risk students had passing rates 1 to 10 percentage points lower in all grades and subjects except Grade 3 reading, where rates for the two groups were the same, and Grade 3 mathematics, where the rate for at-risk students

Table 3.6. STAAR Modified Passing Rates (%), by Subject, At-Risk Status, and Grade, 2013 and 2014

	Grade											
	3		4		5		6		7		8	
Group	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014	2013	2014
Reading												
At-Risk	72	71	68	68	75	77	65	66	65	64	66	68
Not-At-Risk	70	71	70	71	78	80	70	73	71	73	73	77
Writing												
At-Risk	n/a[a]	n/a	57	56	n/a	n/a	n/a	n/a	67	68	n/a	n/a
Not-At-Risk	n/a	n/a	60	58	n/a	n/a	n/a	n/a	72	74	n/a	n/a
Mathematics												
At-Risk	65	67	67	69	64	68	60	62	59	58	60	63
Not-At-Risk	61	63	65	70	64	70	61	67	63	65	64	69
Social Studies												
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	60
Not-At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	66	70
Science												
At-Risk	n/a	n/a	n/a	n/a	55	59	n/a	n/a	n/a	n/a	67	68
Not-At-Risk	n/a	n/a	n/a	n/a	58	63	n/a	n/a	n/a	n/a	74	77

[a]Not applicable.

was 4 percentage points higher than the rate for not-at-risk students.

STAAR Performance of Students Identified as English Language Learners

An English language learner (ELL) is a student whose primary language is not English and whose English language skills are such that the student has difficulty performing ordinary classwork in English (TEC §29.052). In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students currently identified as ELLs and students previously identified as ELLs, disaggregated by bilingual education or special language program instructional model (TEC §39.332, 2009). During the time they are attaining proficiency in English, students are classified as current ELLs. Current ELLs generally participate in bilingual or English as a second language (ESL) programs, although in rare instances, parents decline program services. Within bilingual and ESL programs, districts may choose from among several instructional models to implement. The ELL statuses and language program assignments of current ELLs are reported on assessment answer documents. TEA began collecting data on instructional model assignments in spring 2009.

Students exit the current ELL classification when their language proficiency assessment committees determine, based on a combination of performance measures, that they are able to participate equally in regular, all-English, instructional programs (TEC §29.056). At that point, they are reclassified as former ELLs and monitored academically for the next two years.

This section presents STAAR results by bilingual education or special language program instructional model for ELLs who were also identified as at risk on statewide assessments in 2013-14. As noted earlier, all current ELLs are statutorily defined as at risk (TEC §29.081). The assessment results alone are not sufficient for evaluating the quality of different types of ELL program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with students not identified as ELLs. See Chapter 2 of this report for assessment results for all ELLs, including those not identified as at risk, and for more information about limitations of the data.

Among all current ELLs identified as at risk, passing rates for all tests taken generally declined from the elementary to the secondary grade levels, ranging from a high of 66 percent in Grade 3 to a low of 35 percent in Grade 7 (Table 3.7 on page 82). The same pattern was true among all former ELLs identified as at risk, with passing rates ranging from a high of 92 percent in Grade 3 to a low of 64 percent in Grade 7.

Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087.

Table 3.7. Participation and Performance of At-Risk Students Currently Identified as English Language Learners (ELLs) and At-Risk Students Previously Identified as ELLs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2014

Group	Tested	Achieved (%) Level II	Level III	Group	Tested	Achieved (%) Level II	Level III
Grade 3				**Grade 4**			
All Current ELLs[a]	95,387	66	10	All Current ELLs	79,269	59	7
All Bil.[b] Education Programs	67,013	66	11	All Bil. Education Programs	55,506	60	8
Transitional Bil./Early Exit	26,580	63	6	Transitional Bil./Early Exit	20,294	56	5
Transitional Bil./Late Exit	9,106	68	13	Transitional Bil./Late Exit	9,610	61	7
Dual Immersion/Two-Way	5,488	71	14	Dual Immersion/Two-Way	4,155	67	11
Dual Immersion/One-Way	25,839	66	15	Dual Immersion/One-Way	21,447	62	11
All ESL[c] Programs	22,707	66	7	All ESL Programs	19,057	58	5
ESL/Content-Based	14,709	66	8	ESL/Content-Based	12,200	58	6
ESL/Pull-Out	7,998	66	7	ESL/Pull-Out	6,857	57	5
No Services	5,667	66	8	No Services	4,703	58	6
All Former ELLs[d]	2,732	92	22	All Former ELLs	4,803	85	15
All Bil. Education Programs	1,291	90	16	All Bil. Education Programs	2,255	85	12
Transitional Bil./Early Exit	1,163	89	15	Transitional Bil./Early Exit	1,762	84	10
Transitional Bil./Late Exit	9	100	44	Transitional Bil./Late Exit	194	90	19
Dual Immersion/Two-Way	61	98	33	Dual Immersion/Two-Way	105	90	30
Dual Immersion/One-Way	58	91	9	Dual Immersion/One-Way	194	83	13
All ESL Programs	1,200	95	28	All ESL Programs	2,012	87	18
ESL/Content-Based	409	95	24	ESL/Content-Based	996	88	19
ESL/Pull-Out	791	95	29	ESL/Pull-Out	1,016	86	16
No Services	241	91	20	No Services	533	85	14
Grade 5				**Grade 6**			
All Current ELLs	65,146	54	5	All Current ELLs	46,658	49	2
All Bil. Education Programs	43,945	55	6	All Bil. Education Programs	5,066	52	2
Transitional Bil./Early Exit	15,639	49	3	Transitional Bil./Early Exit	2,255	50	2
Transitional Bil./Late Exit	8,310	55	5	Transitional Bil./Late Exit	1,254	46	1
Dual Immersion/Two-Way	2,679	62	7	Dual Immersion/Two-Way	747	63	2
Dual Immersion/One-Way	17,317	60	9	Dual Immersion/One-Way	810	60	3
All ESL Programs	17,195	52	3	All ESL Programs	38,637	49	2
ESL/Content-Based	10,728	52	4	ESL/Content-Based	19,470	48	2
ESL/Pull-Out	6,467	51	3	ESL/Pull-Out	19,167	49	2
No Services	4,006	51	4	No Services	2,908	55	2
All Former ELLs	8,356	87	11	All Former ELLs	10,161	75	4
All Bil. Education Programs	4,411	85	10	All Bil. Education Programs	6,291	74	3
Transitional Bil./Early Exit	2,891	84	8	Transitional Bil./Early Exit	3,399	70	2
Transitional Bil./Late Exit	647	89	13	Transitional Bil./Late Exit	1,337	79	4
Dual Immersion/Two-Way	246	90	18	Dual Immersion/Two-Way	266	85	5
Dual Immersion/One-Way	627	88	10	Dual Immersion/One-Way	1,289	76	5
All ESL Programs	2,984	88	11	All ESL Programs	2,970	78	5
ESL/Content-Based	1,550	88	12	ESL/Content-Based	1,633	79	5
ESL/Pull-Out	1,434	88	11	ESL/Pull-Out	1,337	77	4
No Services	949	87	12	No Services	899	71	3

Note. Results are based on the primary administrations of English and Spanish versions of STAAR combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs.

[a]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [b]Bilingual. [c]English as a second language. [d]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

continues

Table 3.7. Participation and Performance of At-Risk Students Currently Identified as English Language Learners (ELLs) and At-Risk Students Previously Identified as ELLs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2014 (continued)

Group	Tested	Achieved (%) Level II	Level III
Grade 7			
All Current ELLs[a]	38,438	35	1
All Bil.[b] Education Programs	860	38	2
Transitional Bil./Early Exit	49	35	2
Transitional Bil./Late Exit	16	19	0
Dual Immersion/Two-Way	716	39	1
Dual Immersion/One-Way	79	37	5
All ESL[c] Programs	35,250	35	1
ESL/Content-Based	15,790	35	1
ESL/Pull-Out	19,460	34	1
No Services	2,269	45	3
All Former ELLs[d]	8,127	64	4
All Bil. Education Programs	4,278	61	3
Transitional Bil./Early Exit	2,003	55	1
Transitional Bil./Late Exit	942	61	4
Dual Immersion/Two-Way	224	74	5
Dual Immersion/One-Way	1,109	69	4
All ESL Programs	3,253	69	4
ESL/Content-Based	1,675	71	5
ESL/Pull-Out	1,578	67	4
No Services	591	62	5
Grade 8			
All Current ELLs	30,370	44	1
All Bil. Education Programs	462	52	2
Transitional Bil./Early Exit	40	33	0
Transitional Bil./Late Exit	17	35	0
Dual Immersion/Two-Way	339	55	3
Dual Immersion/One-Way	66	50	0
All ESL Programs	28,013	43	1
ESL/Content-Based	12,536	44	1
ESL/Pull-Out	15,477	42	1
No Services	1,846	55	2
All Former ELLs	6,312	74	4
All Bil. Education Programs	729	69	4
Transitional Bil./Early Exit	192	63	2
Transitional Bil./Late Exit	300	70	2
Dual Immersion/Two-Way	89	80	10
Dual Immersion/One-Way	148	71	4
All ESL Programs	5,074	74	4
ESL/Content-Based	2,597	72	3
ESL/Pull-Out	2,477	76	5
No Services	505	75	5

Note. Results are based on the primary administrations of English and Spanish versions of STAAR combined. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs.

[a]Current ELLs were identified as ELLs in 2013-14. The group, all current ELLs, includes students for whom information about services received may be incomplete. [b]Bilingual. [c]English as a second language. [d]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

4. Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature required school districts to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code [TEC] Chapter 37). Statute specifies that the academic mission of a DAEP is to enable students to perform at grade level. Each DAEP must provide for the educational and behavioral needs of students, focusing on English language arts, mathematics, science, history, and self-discipline. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Since the 2005-06 school year, teachers in DAEPs must have met all certification requirements established under TEC Chapter 21, Subchapter B.

DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators also may assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved.

A student may be assigned to a DAEP or expelled more than once in a school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (a) specify that consideration will be given to self-defense, intent or lack of intent at the time the student engaged in the conduct, a student's disciplinary history, or a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct as factors in a decision to order suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP); (b) provide guidelines for setting the length of a term of removal to a DAEP under TEC §37.006 or expulsion under TEC §37.007; and (c) address the notification of a student's parent or guardian of a violation of the student code of conduct by the student that results in suspension, removal to a DAEP, or expulsion. The code of conduct must also prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. The code of conduct will provide, as appropriate for students at each grade level, methods and options for: (a) managing students in the classroom and on school grounds; (b) disciplining students; and (c) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

Program Characteristics

Districts have implemented a variety of DAEP programs with different instructional arrangements and behavior management approaches. Some programs provide direct, teacher-oriented classroom instruction; others combine direct instruction with self-paced, computer-assisted programs. Behavior management approaches include "boot camp" systems, as well as "point" systems that reward positive behavior. Most DAEPs are highly structured. For example, many DAEPs use metal detectors, require students to wear uniforms, maintain small student-to-teacher ratios, and escort students from one area of campus to another. DAEPs may be housed on home campuses or in separate, dedicated facilities. Several small, rural districts have entered into cooperative arrangements with other districts to provide DAEPs.

DAEPs differ from other alternative education programs, such as dropout recovery programs and other alternative school settings. Students assigned to DAEPs are required to attend because of disciplinary reasons. Students who enroll in other alternative education programs generally do so by choice, often for academic reasons or interest in a less traditional school setting. DAEPs also differ from JJAEPs, which are programs shared by agreement between school district boards of trustees and county juvenile boards that are made available for students who are expelled from public school.

Data Sources and Methods

Data on discipline, gender, ethnicity, economic status, and dropout status were drawn from the Public Education Information Management System (PEIMS). All summary DAEP data presented are based on analyses of student-level data. Participation and performance data on State of Texas Assessments of Academic Readiness (STAAR), linguistically accommodated assessments (STAAR L) and modified assessments (STAAR Modified) were provided to the Texas

Education Agency (TEA) by a state contractor, Pearson. STAAR L is available for Grades 3-8 and end-of-course mathematics, science, and social studies assessments. STAAR L is not offered for reading or writing assessments. Results presented in this chapter for STAAR mathematics assessments are based on STAAR and STAAR L combined. All STAAR passing rates presented in this chapter are based on Phase-in 1 Level II standards. Test performance results for students assigned to DAEPs include scores for students assigned at any time during the year.

DAEP Assignment

Approximately 1.6 percent (81,033) of the almost 5.1 million students in Texas public schools in 2012-13 received DAEP assignments (Table 4.1). Compared to the previous year, the percentage of students assigned to DAEPs decreased by 0.1 percentage points. The total number of DAEP assignments, including multiple assignments for students, decreased by 6.7 percent.

Table 4.1. Assignment to DAEPs,[a] 2011-12 and 2012-13

DAEP Assignments	2011-12	2012-13
Individual Student Count	85,468	81,033
Total[b]	109,659	102,348

[a]Disciplinary alternative education programs. [b]Includes multiple assignments for individual students.

In 2012-13, disparities were evident between the demographic makeup of students assigned to DAEPs and that of the student population as a whole. In each of Grades 1-12, African American and economically disadvantaged students accounted for larger percentages of students assigned to DAEPs than of the total student population (Table 4.2). This was more pronounced in the early grade levels. Conversely, White students at each grade level accounted for a smaller percentage of students assigned to DAEPs than of the total student population. Hispanic students accounted for smaller percentages of students assigned to DAEPs than of the total student population in Grades 1-5, 11, and 12 and larger percentages in Grades 6-10.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2012-13 increased markedly at Grade 6, continued rising to a maximum of 4.8 percent of all students in Grade 9, then steadily declined through the high school grades. Of all students in Grades 1-12 who were assigned to DAEPs, 24.5 percent were ninth graders (Table 4.1 and Table 4.2).

Males made up 74.0 percent of students assigned to DAEPs in 2012-13 compared to 51.4 percent of the total student population (Table 4.3 on page 88). Some 17.4 percent of students assigned to DAEPs were receiving special education services, compared to 9.5 percent of students statewide. The overrepresentation of students receiving special education services in the DAEP population may be related to the overrepresentation of male students in the DAEP population, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

For all students assigned to DAEPs in 2012-13, the average number of discretionary assignments (1.23) exceeded the average number of mandatory assignments (1.10) (Table 4.4 on page 88). About one out of five students assigned to DAEPs in 2012-13 received more than one assignment that year. On average, female students (16.1%) were less likely to have received more than one assignment than male students (20.9 %), and White students (16.5%) were less likely to have received more than one assignment than African American (21.8%) and Hispanic students (20.0%).

For each student who attended a DAEP in 2012-13, the total length of assignment was calculated by adding the number of days, across multiple assignments, the student actually spent in a DAEP. A student who attended a DAEP for one assignment of 10 days, for example, would have the same total length of assignment as a student who attended a DAEP twice in the same year for 5 days each assignment. White students assigned to DAEPs spent an average of about 31.1 days in actual attendance, whereas African American and Hispanic students spent an average of about 32.0 days and 34.1 days, respectively.

State of Texas Assessments of Academic Readiness and State of Texas Assessments of Academic Readiness Modified Participation and Performance

STAAR is the primary statewide assessment. This chapter provides STAAR reading and mathematics assessment results for students assigned to DAEPs in Grades 3-8. For students assigned to DAEPs in secondary grades, this chapter provides performance results on STAAR end-of-course assessments in English I, English II, and Algebra I. Results for students taking STAAR Modified are also provided.

Table 4.2. Enrollment and Assignment to DAEPs,[a] by Grade and Student Group, 2011-12 and 2012-13

Grade	All Students	DAEP		African American (%)		American Indian (%)		Asian (%)	
		Number	Percent	State	DAEP	State	DAEP	State	DAEP
2011-12									
1	402,264	502	0.1	12.3	39.4	0.4	0.2	3.6	0.6
2	392,460	620	0.2	12.3	41.6	0.4	0.3	3.7	0.2
3	387,859	735	0.2	12.5	42.2	0.4	0.4	3.7	0.5
4	383,558	1,218	0.3	12.6	37.9	0.4	0.6	3.6	0.7
5	385,339	2,356	0.6	12.6	32.5	0.4	0.5	3.6	0.4
6	379,985	6,584	1.7	12.8	25.3	0.4	0.4	3.6	0.5
7	373,520	10,526	2.8	13.0	23.8	0.5	0.4	3.4	0.6
8	369,010	13,730	3.7	13.1	22.2	0.5	0.5	3.5	0.5
9	403,464	20,488	5.1	13.5	21.8	0.5	0.5	3.5	0.5
10	353,084	12,846	3.6	13.2	23.0	0.5	0.4	3.7	0.6
11	328,484	9,146	2.8	13.3	23.2	0.5	0.4	3.8	0.8
12	318,746	6,623	2.1	13.4	22.2	0.5	0.6	3.6	1.2
2012-13									
1	407,211	479	0.1	12.4	40.5	0.4	0.4	3.5	1.0
2	398,425	557	0.1	12.4	39.3	0.4	0.4	3.6	0.9
3	391,476	701	0.2	12.4	42.2	0.3	0.3	3.7	0.7
4	386,757	1,109	0.3	12.5	36.5	0.4	0.2	3.7	0.4
5	383,835	1,901	0.5	12.6	32.3	0.4	0.5	3.6	0.5
6	387,774	6,592	1.7	12.7	25.9	0.4	0.3	3.6	0.6
7	384,647	10,412	2.7	12.8	23.6	0.4	0.3	3.5	0.5
8	375,842	12,471	3.3	12.9	22.6	0.4	0.4	3.4	0.5
9	411,583	19,862	4.8	13.4	22.8	0.4	0.4	3.3	0.5
10	353,746	11,784	3.3	13.1	23.7	0.4	0.4	3.8	0.8
11	332,834	8,766	2.6	12.9	24.7	0.4	0.3	3.9	0.9
12	326,717	6,284	1.9	13.2	23.6	0.4	0.5	3.8	1.3

Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad.[b] (%)	
	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
2011-12										
1	52.5	33.1	0.1	.	29.2	24.5	1.8	2.2	65.7	76.9
2	52.1	32.9	0.1	.	29.4	22.3	1.9	2.7	64.7	83.7
3	51.6	34.0	0.1	.	29.9	20.7	1.8	2.2	64.0	86.0
4	51.2	36.5	0.1	0.1	30.3	21.9	1.7	2.4	63.6	86.0
5	51.1	42.0	0.1	0.1	30.4	22.2	1.7	2.4	63.0	85.4
6	50.2	55.5	0.1	0.1	31.2	16.8	1.7	1.5	61.4	87.4
7	49.6	55.9	0.1	0.1	31.7	17.6	1.7	1.6	60.1	84.2
8	49.4	56.8	0.1	0.1	31.8	18.4	1.6	1.5	58.9	81.7
9	50.1	56.7	0.1	0.1	30.8	19.0	1.5	1.4	57.6	76.1
10	47.5	51.0	0.1	0.1	33.4	23.2	1.6	1.7	53.5	70.5
11	46.4	47.2	0.1	0.1	34.3	26.8	1.6	1.3	51.2	65.4
12	45.6	43.0	0.1	0.1	35.1	31.0	1.6	1.9	48.7	58.6

Note. A dot (.) indicates there were no students from the student group assigned to disciplinary alternative education programs.

[a]Disciplinary alternative education programs. [b]Economically disadvantaged.

continues

Table 4.2. Enrollment and Assignment to DAEPs,[a] by Grade and Student Group, 2011-12 and 2012-13 (continued)

	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad.[b] (%)	
Grade	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
2012-13										
1	52.8	29.9	0.1	0.2	28.7	24.2	2.1	3.8	65.8	82.7
2	52.4	33.4	0.1	0.2	29.1	23.0	2.0	2.9	64.8	81.7
3	52.1	32.8	0.1	.	29.4	20.4	2.0	3.6	63.8	85.9
4	51.6	38.5	0.1	.	29.8	21.5	1.9	3.0	63.1	87.6
5	51.3	45.0	0.1	0.1	30.2	20.0	1.8	1.7	62.7	86.5
6	51.2	56.1	0.1	0.0	30.3	15.3	1.8	1.6	62.0	87.8
7	50.4	57.4	0.1	0.1	31.0	16.5	1.7	1.6	60.2	84.6
8	49.8	55.9	0.1	0.1	31.6	18.9	1.7	1.5	59.0	81.8
9	50.9	56.3	0.1	0.1	30.2	18.4	1.6	1.5	58.3	77.5
10	48.2	49.7	0.1	0.2	32.7	23.5	1.7	1.6	53.6	70.2
11	47.3	45.9	0.1	0.0	33.6	26.0	1.7	2.2	51.4	66.3
12	47.0	42.8	0.1	0.2	33.9	30.0	1.6	1.6	49.5	59.6

Note. A dot (.) indicates there were no students from the student group assigned to disciplinary alternative education programs.

[a]Disciplinary alternative education programs. [b]Economically disadvantaged.

Table 4.3. Assignment to DAEPs[a] (%), by Gender and Special Education Services, 2011-12 and 2012-13

Group	State	DAEP
2011-12		
Female	48.6	25.9
Male	51.4	74.1
Receiving Spec. Ed.[b] Services	9.6	17.9
Not Receiving Spec. Ed. Services	90.4	82.1
2012-13		
Female	48.6	26.0
Male	51.4	74.0
Receiving Spec. Ed. Services	9.5	17.4
Not Receiving Spec. Ed. Services	90.5	82.6

[a]Disciplinary alternative education programs. [b]Special education.

Caution should be exercised when interpreting STAAR Modified results for students assigned to DAEPs. The number of students assigned to DAEPs who took STAAR Modified assessments in 2012-13 was small. For the majority of school districts, fewer than five of the students assigned to DAEPs took STAAR Modified assessments. This likely contributed to greater than average variability in student performance.

Statewide, 88.6 percent of students in Grades 3-8 who were assigned to DAEPs took the 2013 STAAR reading test, and 7.2 percent took the 2013 STAAR Modified reading test (Table 4.5). Of those not tested, 3.9 percent were absent.

In 2013, passing rates on the STAAR reading and mathematics tests in Grades 3-8 were lower for students assigned to DAEPs than students statewide (Table 4.6). The overall passing rate for students assigned to DAEPs was 23 percentage points lower than the overall rate for students statewide on the reading test (57% vs. 80%)

Table 4.4. Frequency and Length of DAEP[a] Assignment, 2011-12 and 2012-13

	Average Number of Assignments[b]				Single Assignment (%)		Average Length of Assignment (Days)	
	Discretionary		Mandatory					
Group	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12	2012-13
African American	1.27	1.27	1.07	1.09	78.7	78.2	33.7	32.0
American Indian	1.22	1.25	1.10	1.15	81.7	80.1	31.7	32.1
Asian	1.21	1.16	1.07	1.11	84.2	84.7	29.7	31.0
Hispanic	1.26	1.22	1.11	1.12	78.5	80.0	34.7	34.1
Pacific Islander	1.27	1.41	1.10	1.02	77.8	82.8	33.6	34.2
White	1.24	1.20	1.06	1.07	82.9	83.5	30.8	31.1
Multiracial	1.25	1.28	1.09	1.07	79.9	80.8	31.6	31.1
Economically Disadvantaged	1.26	1.24	1.09	1.11	79.0	79.6	34.2	33.3
Special Education	1.28	1.25	1.10	1.12	77.0	77.6	34.2	33.8
Female	1.22	1.20	1.06	1.07	83.0	83.9	30.8	30.2
Male	1.27	1.24	1.10	1.12	78.4	79.1	34.5	33.8
All	1.26	1.23	1.09	1.10	79.6	80.3	33.5	32.9

[a]Disciplinary alternative education program. [b]Average number of assignments per student.

Table 4.5. Reading STAAR and STAAR Modified Participation (%), Students Assigned to DAEPs,[a] Grades 3-8, by Student Group, 2012 and 2013

	Tested on STAAR		Absent		Other		Tested on STAAR M	
Group	2012	2013	2012	2013	2012	2013	2012	2013
African American	88.9	87.6	2.2	3.2	0.5	0.5	8.5	8.9
American Indian	89.0	89.2	2.4	3.6	0.0	0.0	8.7	7.2
Asian	97.3	93.5	1.1	1.3	0.0	0.6	1.6	4.5
Hispanic	90.8	88.2	2.4	4.6	0.4	0.4	6.4	6.8
Pacific Islander	–[b]	–	–	–	–	–	–	–
White	91.5	91.1	1.8	2.6	0.4	0.4	6.3	6.2
Multiracial	93.1	89.0	2.5	3.2	0.6	0.6	3.7	7.3
Economically Disadvantaged	90.0	87.8	2.3	4.1	0.4	0.4	7.3	7.7
All	90.5	88.6	2.3	3.9	0.4	0.4	6.8	7.2

Note. Parts may not add to 100 percent because of rounding.

[a]Disciplinary alternative education programs. [b]A dash (–) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups.

Table 4.6. STAAR Passing Rates (%), Grades 3-8, by Subject and Student Group, 2012 and 2013

	2012		2013	
Group	DAEP[a]	State	DAEP	State
Reading				
African American	46	69	54	73
American Indian	62	78	67	81
Asian	64	89	65	91
Hispanic	44	71	53	75
Pacific Islander	–[b]	78	–	82
White	61	87	71	90
Multiracial	59	85	69	87
Econ. Disad.[c]	45	69	54	73
Female	53	79	61	82
Male	46	74	56	78
All	48	77	57	80
Mathematics				
African American	34	58	43	64
American Indian	50	72	53	78
Asian	60	90	62	92
Hispanic	36	68	47	72
Pacific Islander	–	76	–	78
White	55	83	63	86
Multiracial	49	79	57	82
Econ. Disad.	37	65	47	70
Female	38	72	49	77
Male	40	72	50	76
All	40	72	49	76

Note. Mathematics results are based on STAAR and STAAR L combined.

[a]Disciplinary alternative education program. [b]A dash (–) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. [c]Economically disadvantaged.

and 27 percentage points lower on the mathematics test (49% vs. 76%). Among students assigned to DAEPs, as well as students statewide, STAAR passing rates in reading and mathematics were higher for White students than African American and Hispanic students.

In the 2012-13 school year, 17.4 percent of students assigned to DAEPs were receiving special education services (Table 4.3 on page 88), and many of those students took STAAR Modified assessments. Generally, passing rates on the 2013 STAAR Modified reading and mathematics tests were lower for students assigned to DAEPs than students statewide (Table 4.7 on page 90). The overall passing rate for students in special education programs assigned to DAEPs was 6 percentage points lower than the rate for students in special education programs statewide on the STAAR Modified reading test (70% vs. 76%) and 11 percentage points lower on the STAAR Modified mathematics test (58% vs. 69%). Among students in special education programs assigned to DAEPs, STAAR Modified passing rates in reading and mathematics were higher for White students than for African American and Hispanic students.

In 2013, passing rates on the STAAR end-of-course tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.8 on page 90). The overall passing rate for students assigned to DAEPs was 31 percentage points lower than the overall rate for students statewide on the English I Reading test (34% vs. 65%), 26 percentage points lower on the English II Reading test (52% vs. 78%), and 36 percentage points lower on the Algebra I test (42% vs. 78%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR end-of-course tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

Differences in passing rates between students assigned to DAEPs and students statewide were smaller on STAAR Modified end-of-course tests for English I, English II, and Algebra I (Table 4.9 on page 91). The

Table 4.7. STAAR Modified Passing Rates (%), Grades 3-8, by Subject and Student Group, 2012 and 2013

	2012		2013	
Group	DAEP[a]	State	DAEP	State
Reading				
African American	65	69	70	75
American Indian	–[b]	76	–	79
Asian	–	65	–	73
Hispanic	62	68	67	74
Pacific Islander	–	64	–	64
White	73	76	80	80
Multiracial	–	77	73	80
Econ. Disad.[c]	64	69	69	75
Female	69	73	80	79
Male	64	69	68	74
All	65	70	70	76
Mathematics				
African American	42	55	55	65
American Indian	–	58	–	70
Asian	–	65	–	71
Hispanic	49	60	57	70
Pacific Islander	–	45	–	63
White	58	61	69	70
Multiracial	–	62	60	71
Econ. Disad.	47	59	57	68
Female	49	59	59	69
Male	48	60	58	68
All	48	60	58	69

[a]Disciplinary alternative education program. To be included in DAEP results, a student must have both received special education services and been assigned to a DAEP in 2011-12 or 2012-13. [b]A dash (–) indicates results are not presented because: (a) no students in the group were tested; or (b) the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. [c]Economically disadvantaged.

Table 4.8. STAAR End-of-Course Passing Rates (%), by Subject and Student Group, 2012 and 2013

	2012		2013	
Group	DAEP[a]	State	DAEP	State
English I Reading				
African American	34	59	31	55
American Indian	47	71	45	68
Asian	64	84	46	82
Hispanic	35	59	30	56
Pacific Islander	–[b]	73	–	66
White	57	82	49	81
Multiracial	50	79	54	78
Econ. Disad.[c]	35	57	30	54
Female	48	74	40	70
Male	36	62	32	60
All	40	68	34	65
English II Reading				
African American	n/a[d]	n/a	45	71
American Indian	n/a	n/a	57	80
Asian	n/a	n/a	66	90
Hispanic	n/a	n/a	48	71
Pacific Islander	n/a	n/a	–	81
White	n/a	n/a	67	88
Multiracial	n/a	n/a	68	87
Econ. Disad.	n/a	n/a	46	69
Female	n/a	n/a	58	81
Male	n/a	n/a	50	75
All	n/a	n/a	52	78
Algebra I				
African American	46	75	38	69
American Indian	64	84	46	81
Asian	68	97	62	96
Hispanic	48	79	39	74
Pacific Islander	–	89	–	84
White	65	90	54	88
Multiracial	49	89	54	86
Econ. Disad.	48	77	40	71
Female	56	84	46	81
Male	49	81	41	76
All	51	83	42	78

Note. Algebra I results are based on STAAR and STAAR L combined.

[a]Disciplinary alternative education program. [b]A dash (–) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. [c]Economically disadvantaged. [d]Not applicable. English II Reading was an above grade assessment in 2011-12. As a result, most students did not take the assessment.

overall passing rate for students in special education programs assigned to DAEPs was 7 percentage points lower than the overall rate for students in special education programs statewide on the English I Reading test (65% vs. 72%), 6 percentage points lower on the English II Reading test (62% vs. 68%), and 13 percentage points lower on the Algebra I test (31% vs. 44%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR Modified end-of-course tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

Dropout Rates

Out of the 69,579 students in Grades 7-12 assigned to DAEPs in the 2012-13 school year (Table 4.2 on page 87), 3,168 students dropped out. The annual

Grade 7-12 dropout rate for students assigned to DAEPs was 4.6 percent, more than twice the rate for students statewide (1.6%) (Table 4.10). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Table 4.9. STAAR Modified End-of-Course Passing Rates (%), by Subject and Student Group, 2012 and 2013

	2012		2013	
Group	**DAEP[a]**	**State**	**DAEP**	**State**
English I Reading				
African American	62	68	69	71
American Indian	–[b]	67	–	70
Asian	–	76	–	70
Hispanic	58	63	59	69
Pacific Islander	–	–	–	–
White	67	73	71	78
Multiracial	–	68	–	79
Econ. Disad.[c]	60	65	63	70
Female	67	70	67	76
Male	59	66	64	70
All	61	67	65	72
English II Reading				
African American	n/a[d]	n/a	64	67
American Indian	n/a	n/a	–	62
Asian	n/a	n/a	–	65
Hispanic	n/a	n/a	56	64
Pacific Islander	n/a	n/a	–	–
White	n/a	n/a	70	78
Multiracial	n/a	n/a	–	72
Econ. Disad.	n/a	n/a	60	66
Female	n/a	n/a	69	72
Male	n/a	n/a	60	66
All	n/a	n/a	62	68
Algebra I				
African American	26	37	32	40
American Indian	–	48	–	42
Asian	–	56	–	53
Hispanic	29	40	29	43
Pacific Islander	–	–	–	–
White	37	46	36	47
Multiracial	–	46	–	44
Econ. Disad.	29	40	30	42
Female	34	42	32	45
Male	29	41	31	42
All	30	41	31	44

[a]Disciplinary alternative education program. To be included in DAEP results, a student must have both received special education services and been assigned to a DAEP in 2011-12 or 2012-13. [b]A dash (–) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. [c]Economically disadvantaged. [d]Not applicable. English II Reading was an above grade assessment in 2011-12. As a result, most students did not take the assessment.

Table 4.10. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2011-12 and 2012-13

	2011-12		2012-13	
Group	**DAEP[a]**	**State**	**DAEP**	**State**
African American	5.7	2.6	5.0	2.3
American Indian	3.8	1.9	3.4	1.9
Asian	3.5	0.6	3.6	0.6
Hispanic	4.9	2.1	4.9	2.0
Pacific Islander	2.5	1.2	3.4	1.5
White	3.0	0.8	3.3	0.8
Multiracial	3.5	1.1	4.0	1.1
Econ. Disad.[b]	4.4	1.9	4.4	1.9
Female	3.6	1.5	3.5	1.3
Male	5.0	1.9	4.9	1.8
All	4.6	1.7	4.6	1.6

[a]Disciplinary alternative education program. [b]Economically disadvantaged.

Agency Contact Persons

For additional information on DAEPs, contact Priscilla Gonzalez-Flores, Educator Initiatives Division, (512) 463-2395.

Other Sources of Information

Three categories of discipline data are available on the TEA website at http://ritter.tea.state.tx.us/adhocrpt/Disciplinary_Data_Products/Disciplinary_Data_Products.html. Annual data on enrollment in discipline settings and on disciplinary incidents and resulting actions are available at the state, region, and district levels, and annual data on assessment of students in disciplinary settings are available at the state level.

5. Graduates and Dropouts

The Grade 9 four-year longitudinal graduation rate for the 328,584 students in the class of 2013 was 88.0 percent, an increase of 0.3 percentage points from the class of 2012 (Table 5.1 on page 94 and Table 5.2 on page 95). The Grade 9 four-year longitudinal dropout rate for the class of 2013 was 6.6 percent, also an increase of 0.3 percentage points. Of the 2,189,442 students who attended Grades 7-12 in Texas public schools in the 2012-13 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from 2011-12 (Table 5.7 on page 99). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less (Texas Education Code [TEC] §39.332).

Dropout Definition

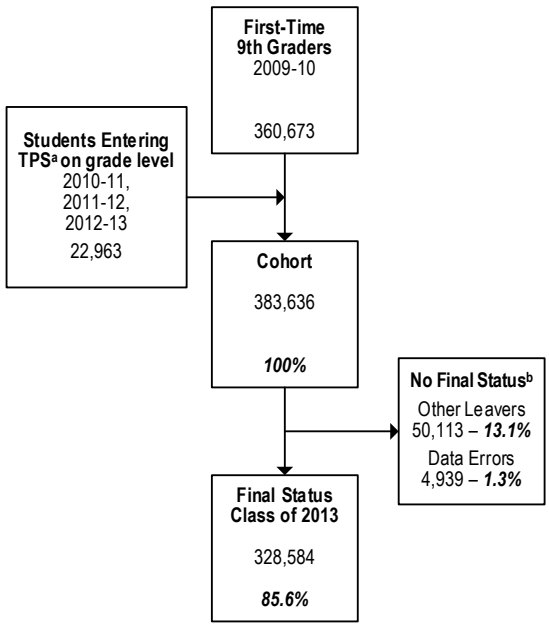
The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (TEC §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a General Educational Development (GED) certificate, continue school outside the public school system, begin college, or die.

Longitudinal Graduation and Dropout Rates

Calculation and Methods

A longitudinal graduation rate is the percentage of students from a class of first-time ninth graders who graduate within four years; that is, by the end of the fourth school year after they begin ninth grade. An extended longitudinal graduation rate is the percentage of students from a class of first-time ninth graders who graduate within five, six, or seven years. A longitudinal dropout rate is the percentage of students from a class of first-time ninth graders who drop out before completing high school. Students who enter the Texas public school system over the years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class (Figure 5.1).

Figure 5.1. Cohort for the Class of 2013 Longitudinal Graduation and Dropout Rates



Note. Parts may not add to 100 percent because of rounding.

[a]Texas public schools. [b]Students who left the Texas public school system without graduating, receiving General Educational Development certificates, or dropping out and students who could not be followed from year to year because of student identification problems.

The Texas Education Agency (TEA) calculates four longitudinal rates that add to 100 percent: graduation, continuation, GED certification, and dropout. Dropouts are counted according to the dropout definition in place the year they drop out. Students assigned no final status were those who left the Texas public school system for reasons other than graduating, receiving a GED, or dropping out or those who could not be followed from year to year because of student identification problems.

Longitudinal Rates in the Accountability System

The Texas public school accountability system consists of four indices: student achievement, student progress,

Table 5.1. Common Methods of Measuring Student Progress Through School

	Annual Dropout Rate	Longitudinal Rates: Graduation and Dropout	Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning ninth graders who graduate (graduation rate) or drop out before completing high school (dropout rate).	The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate or drop out by the end of Grade 12 by the total number of students in the original ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows: $\frac{\text{graduates}}{\text{graduates + continuers + GED}^{a}\text{ recipients + dropouts}}$	Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	♦ Measure of annual performance for program improvements. ♦ Program improvements can be ascertained within one year. ♦ Requires only one year of data. ♦ Can be calculated for any school or district with students in any of the grades covered. ♦ Can be disaggregated by grade level.	♦ The graduation rate is a positive indicator, measuring school success rather than failure. ♦ More stable measures over time. ♦ The longitudinal dropout rate is more consistent with the public's understanding of what a dropout rate reflects. ♦ Districts have more time to encourage dropouts to return to school before being held accountable. ♦ Can be extended to five or six years to account for students who take more than four years to complete high school.	Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	♦ Produces the lowest rate of any method. ♦ May not correspond to the public's understanding of a dropout rate.	♦ Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. ♦ Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal graduation and dropout rates are often calculated for Grades 9-12. ♦ Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. ♦ Does not produce a dropout rate by grade.	♦ Produces the highest rate of any method. ♦ Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. ♦ Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. ♦ Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.	Longitudinal rates are calculated such that the graduation rate, continuation rate, GED certification rate, and dropout rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation and dropout rates for the class of 2009.	The attrition rate reported by TEA is not adjusted for growth.
2012-13 TEA Reporting	Annual dropout rates Grades 7-12: 1.6% Grades 9-12: 2.2% Grades 7-8: 0.4%	Class of 2013 Grade 9 four-year longitudinal rates Graduation: 88.0% Graduation, continuation, or GED: 93.4% Dropout: 6.6% Class of 2012 Grade 9 five-year extended longitudinal rates Graduation: 90.4% Graduation, continuation, or GED: 92.9% Dropout: 7.1% Class of 2011 Grade 9 six-year extended longitudinal rates Graduation: 89.8% Graduation, continuation, or GED: 91.9% Dropout: 8.1%	Unadjusted attrition rates Grades 7-12: 10.3% Grades 9-12: 22.1%

[a]General Educational Development certificate.

Table 5.2. Grade 9 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Classes of 2012 and 2013

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Class Year	Class	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 2012	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	38,789	89.9
Class of 2013	44,189	37,162	84.1	2,352	5.3	298	0.7	4,377	9.9	39,812	90.1
American Indian											
Class of 2012	<1,600	–[b]	86.7	–	4.2	–	2.0	–	7.1	–	92.9
Class of 2013	<1,500	–	85.8	–	4.4	–	1.3	–	8.5	–	91.5
Asian											
Class of 2012	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	11,001	97.9
Class of 2013	12,058	11,312	93.8	360	3.0	21	0.2	365	3.0	11,693	97.0
Hispanic											
Class of 2012	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	133,646	92.0
Class of 2013	155,160	132,051	85.1	9,153	5.9	1,307	0.8	12,649	8.2	142,511	91.8
Pacific Islander											
Class of 2012	<450	–	89.0	–	6.5	–	0.5	–	4.1	–	95.9
Class of 2013	<450	–	89.5	–	4.7	–	0.5	–	5.3	–	94.7
White											
Class of 2012	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	106,546	96.8
Class of 2013	109,915	102,213	93.0	2,845	2.6	996	0.9	3,861	3.5	106,054	96.5
Multiracial											
Class of 2012	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,884	96.3
Class of 2013	5,345	4,899	91.7	165	3.1	48	0.9	233	4.4	5,112	95.6
Econ. Disad.[c]											
Class of 2012	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	140,763	92.2
Class of 2013	162,779	138,630	85.2	8,868	5.4	1,493	0.9	13,788	8.5	148,991	91.5
Female											
Class of 2012	155,183	139,751	90.1	6,205	4.0	1,080	0.7	8,147	5.2	147,036	94.8
Class of 2013	161,039	145,457	90.3	5,865	3.6	971	0.6	8,746	5.4	152,293	94.6
Male											
Class of 2012	161,575	138,027	85.4	9,545	5.9	2,118	1.3	11,885	7.4	149,690	92.6
Class of 2013	167,545	143,841	85.9	9,095	5.4	1,721	1.0	12,888	7.7	154,657	92.3
State											
Class of 2012[d]	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	296,726	93.7
Class of 2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6	306,950	93.4

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]General Educational Development certificate. [b]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [c]Economically disadvantaged. [d]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

closing performance gaps, and postsecondary readiness. Longitudinal graduation rates are components of the postsecondary readiness index. The rates used for 2014 accountability procedures include the class of 2013 four-year graduation rate and the class of 2012 five-year graduation rate (TEC §39.053). For alternative education campuses and districts, the class of 2013 four-year, class of 2012 five-year extended, and class of 2011 six-year extended graduation, continuation, or GED certification rates were used (TEC §39.0545). The four-year graduation rate is also used in the postsecondary readiness distinction awarded to campuses and districts. State statute requires that certain groups of students be excluded from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053 and §39.055).

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State Summary

The longitudinal rates for the class of 2013 tracked students who began Grade 9 for the first time in 2009-10. Out of 328,584 students in the class of 2013 Grade 9 cohort, 88.0 percent graduated by 2013. The graduation

rate for the class of 2013 was 0.3 percentage points higher than for the class of 2012 (Table 5.2 on page 95). An additional 4.6 percent of students in the class of 2013 continued in high school in the fall of 2013, 0.8 percent received GED certificates, and 6.6 percent dropped out. The graduation, continuation, and GED recipient rate for the class of 2013 was 93.4 percent.

Rates by Race/Ethnicity, Economic Status, and Gender

For the class of 2013, the graduation rate was higher than the state average (88.0%) among Asian (93.8%), White (93.0%), and multiracial students (91.7%), and lower than the state average for African American (84.1%), Hispanic (85.1%), and economically disadvantaged students (85.2%). African American students had the highest longitudinal dropout rate, at 9.9 percent, followed by economically disadvantaged students (8.5%) and Hispanic students (8.2%). Hispanics were most likely to be continuing school in the fall after anticipated graduation (5.9%). Female students had a higher graduation rate (90.3%) than male students (85.9%) and lower rates of continuation, GED certification, and dropping out.

Rates by Program Participation and Student Characteristic

Students in the class of 2013 who participated in Title I programs had a graduation rate of 85.5 percent, lower than the state average of 88.0 percent (Table 5.3). The graduation rate was also lower than the state average for students participating in special education programs (77.8%) and bilingual or English as a second language programs (63.4%). The rates for students identified as at risk (81.2%) or as English language learners in Grades 9-12 (71.3%) were also below the state average. Students who participated in career and technical education programs had a graduation rate higher than the state average (94.9%).

Table 5.3. Grade 9 Longitudinal Graduation and Dropout Rates, by Program Participation and Student Characteristic, Classes of 2012 and 2013

Group	Class	Graduated (%)	Graduated, Continued, or Received GED[a] (%)
Class of 2012			
At-Risk	131,524	80.5	90.5
CTE[b]	141,722	95.0	97.3
ELL[c]			
In K-12[d]	87,462	83.3	91.7
In 9-12[e]	23,270	69.1	84.6
In Last Year[f]	11,329	59.1	75.0
Bilingual/ESL[g]	9,332	61.6	79.0
Special Education	31,233	76.9	88.8
Title I	142,091	85.6	91.6
State	316,758	87.7	93.7
Class of 2013			
At-Risk	137,046	81.2	90.1
CTE	143,590	94.9	96.9
ELL			
In K-12	94,064	84.4	91.7
In 9-12	24,044	71.3	85.1
In Last Year	11,922	61.7	76.3
Bilingual/ESL	10,044	63.4	79.5
Special Education	31,014	77.8	88.9
Title I	142,976	85.5	91.0
State	328,584	88.0	93.4

Note. Students may be counted in more than one category. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort.

[a]General Educational Development certificate. [b]Career and technical education. [c]English language learner. [d]Students identified as ELLs at any time while attending Texas public school. [e]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [f]Students identified as ELLs in their last year in Texas public school. [g]English as a second language.

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates

Many students took longer than four years to graduate. For example, students who began Grade 9 for the first time in 2008-09 or who later joined the cohort were tracked into the fall semester following their anticipated graduation date of spring 2012. By the fall of 2012, 87.7 percent of the class of 2012 had graduated, 5.0 percent were still in high school, 1.0 percent had received GED certificates, and 6.3 percent had dropped out (Appendix 5-A on page 105). By the fall of 2013, 90.4 percent of the class of 2012 had graduated, 1.3 percent were still in high school, 1.2 percent had received GED certificates, and 7.1 percent had dropped out.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 for the first time in 2007-08 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2011. By the fall of 2011, 85.9 percent of the class of 2011 had graduated, 6.2 percent were still in high school, 1.1 percent had received GED certificates, and 6.8 percent had dropped out (Appendix 5-B on page 108). By the fall of 2013, 89.8 percent of the class of 2011 had graduated, 0.6 percent were still in high school, 1.5 percent had received GED certificates, and 8.1 percent had dropped out.

Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 in Texas public schools for the first time in 2006-07 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2010. By the fall of 2010, 84.3 percent of the class of 2010 had graduated, 7.2 percent were still in high school, 1.3 percent had received GED certificates, and 7.3 percent had dropped out (Table 5.4). By the fall of 2013, 89.0 percent of the class of 2010 had graduated, 0.3 percent were still in high school, 2.0 percent had received GED certificates, and 8.7 percent had dropped out.

Annual Dropout Rates

Calculation

An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year.

Annual Dropout Rates in the Accountability System

For campuses and districts that did not meet the grade span criteria needed for calculation of the longitudinal graduation rate component of the postsecondary readiness index, the Grade 9-12 annual dropout rate was used.

State Summary

Out of 2,189,442 students who attended Grades 7-12 in Texas public schools during the 2012-13 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from 2011-12 (Table 5.5 on page 98). The number of Grade 7-12 dropouts in 2012-13 was 34,696, a 4.4 percent decrease from the 36,276 students who dropped out in 2011-12. There were 3,187 students who dropped out of Grades 7-8, and 31,509 students who dropped out of Grades 9-12 in the 2012-13 school year (Table 5.6 on page 98). The Grade 7-8 and Grade 9-12 dropout rates were 0.4 percent and 2.2 percent, respectively. The Grade 7-8 rate increased 0.1 percentage points from the 2011-12 school year, and the Grade 9-12 rate decreased 0.2 percentage points.

Rates by Race/Ethnicity, Economic Status, and Gender

In 2012-13, the Grade 7-12 dropout rate was higher than the state average (1.6%) among African American (2.3%), Hispanic (2.0%), economically disadvantaged (1.9%), and male (1.8%) students (Table 5.5 on page 98). By contrast, the dropout rate was lower than the state average among Asian (0.6%), White (0.8%), multiracial (1.1%), and female (1.3%) students.

Between 2011-12 and 2012-13, the Grade 7-12 dropout rate decreased for African American and Hispanic students (0.3 percentage points and 0.1 percentage points, respectively). The dropout rates for Asian, White, and multiracial students remained unchanged. Between

Table 5.4. Grade 9 Four-Year, Five-Year Extended, Six-Year Extended, and Seven-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2009, Fall 2009 Through Fall 2012, and Class of 2010, Fall 2010 Through Fall 2013

		Graduated		Continued		Received GED[a]		Dropped Out	
Status Date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2009									
Fall 2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4
Fall 2010	305,621	260,100	85.1	6,503	2.1	5,869	1.9	33,149	10.8
Fall 2011	305,278	262,590	86.0	2,451	0.8	6,825	2.2	33,412	10.9
Fall 2012	305,310	263,693	86.4	921	0.3	7,530	2.5	33,166	10.9
Class of 2010									
Fall 2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3
Fall 2011	311,881	274,319	88.0	5,562	1.8	5,127	1.6	26,873	8.6
Fall 2012	311,674	276,381	88.7	2,149	0.7	5,888	1.9	27,256	8.7
Fall 2013	311,659	277,387	89.0	819	0.3	6,209	2.0	27,244	8.7

Note. Parts may not add to 100 percent because of rounding.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the fall three years later for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the fall three years later.

Table 5.5. Students, Dropouts, and Annual Dropout Rates, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, 2011-12 and 2012-13

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	Dropout Rate (%)
2011-12					
African American	284,312	13.2	7,444	20.5	2.6
American Indian	<10,445	0.5	–[a]	–	1.9
Asian	76,581	3.6	491	1.4	0.6
Hispanic	1,038,114	48.3	21,845	60.2	2.1
Pacific Islander	<2,830	0.1	–	–	1.2
White	703,345	32.7	5,894	16.2	0.8
Multiracial	34,764	1.6	373	1.0	1.1
Economically Disadvantaged	1,186,947	55.2	22,360	61.6	1.9
Female	1,046,928	48.7	15,680	43.2	1.5
Male	1,103,436	51.3	20,596	56.8	1.9
State	2,150,364	100	36,276	100	1.7
2012-13					
African American	285,831	13.1	6,484	18.7	2.3
American Indian	9,299	0.4	175	0.5	1.9
Asian	78,815	3.6	447	1.3	0.6
Hispanic	1,074,166	49.1	21,558	62.1	2.0
Pacific Islander	2,971	0.1	45	0.1	1.5
White	701,434	32.0	5,585	16.1	0.8
Multiracial	36,926	1.7	402	1.2	1.1
Economically Disadvantaged	1,217,153	55.6	22,856	65.9	1.9
Female	1,066,249	48.7	14,238	41.0	1.3
Male	1,123,193	51.3	20,458	59.0	1.8
State	2,189,442	100	34,696	100	1.6

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

[a]A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts 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.

Table 5.6. Students and Dropouts, by Grade, 2011-12 and 2012-13

	Students		Dropouts	
Grade	Number	Percent	Number	Percent
2011-12				
7	373,584	17.4	689	1.9
8	369,083	17.2	1,302	3.6
9	402,926	18.7	8,875	24.5
10	352,852	16.4	7,680	21.2
11	328,525	15.3	7,884	21.7
12	323,394	15.0	9,846	27.1
7-12	2,150,364	100	36,276	100
2012-13				
7	384,718	17.6	971	2.8
8	375,905	17.2	2,216	6.4
9	411,572	18.8	8,254	23.8
10	353,906	16.2	6,920	19.9
11	332,981	15.2	7,437	21.4
12	330,360	15.1	8,898	25.6
7-12	2,189,442	100	34,696	100

Note. Parts may not add to 100 percent because of rounding.

2011-12 and 2012-13, the dropout rates for female and male students decreased, but the rate for males (1.8%) continued to exceed the rate for females (1.3%). The dropout rate for students identified as economically disadvantaged remained 1.9 percent.

Some racial/ethnic groups make up larger proportions of the dropout population than of the student population. In 2012-13, for example, Hispanic students made up 49.1 percent of students in Grades 7-12, but 62.1 percent of dropouts, a difference of 13.0 percentage points. African American students made up 13.1 percent of students in Grades 7-12, but 18.7 percent of dropouts, a difference of 5.6 percentage points.

Similar patterns were seen for males and students identified as economically disadvantaged. Males made up 51.3 percent of students in Grades 7-12 in 2012-13, but 59.0 percent of dropouts. Students identified as economically disadvantaged made up 55.6 percent of students in Grades 7-12, but 65.9 percent of dropouts.

Rates by Grade

Generally, dropout rates in 2012-13 were much higher in Grades 9 through 12 than in Grades 7 and 8 (Table 5.7). Grade 7 had the lowest dropout rate (0.3%), and Grade 12 had the highest (2.7%). The 8,898 students who dropped out of Grade 12 accounted for 25.6 percent of all dropouts, the highest proportion of any grade (Table 5.6). Each of Grades 9 through 12 experienced a decrease in the dropout rate from the previous year, with the largest drop (0.3 percentage points) occurring in Grade 12 (Table 5.7).

Across racial/ethnic groups and grades, African Americans in Grade 12 had the highest annual dropout rate (3.8%), followed by Hispanics in Grade 12 (3.5%) and African Americans in Grade 11 (3.4%). Asians in Grades 7 and 8 had the lowest annual dropout rates (0.1% each).

Rates for Students Identified as English Language Learners

Table 5.8 on page 100 presents annual dropout rates for current and former English language learners (ELLs) in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to ELLs, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying ELLs and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former ELL performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Projected Dropout Rates

As required by TEC §39.332, the five-year projected dropout rates for Grades 9 through 12 are based on the assumption that no change in policy will be made. The projected rates in Table 5.9 on page 102 were calculated by analyzing historical trends in actual dropout rates from 2005-06, the first year Texas used the National Center for Education Statistics dropout definition, to 2012-13. In 2012-13, the longitudinal dropout rate was 6.6 percent, and the annual dropout rates for Grades 9 through 12 were 2.0 percent, 2.0 percent, 2.2 percent, and 2.7 percent, respectively (Table 5.2 on page 95 and Table 5.7). The longitudinal dropout rate is projected to decrease 0.6 percentage points by 2017-18, and annual dropout rates are projected to decrease 0.2 percentage points for Grade 9, 0.4 percentage points for Grade 10, and 0.5 percentage points each for Grades 11 and 12.

Table 5.7. Dropouts and Annual Dropout Rate, by Race/Ethnicity and Grade, 2011-12 and 2012-13

	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
Group	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
2011-12												
African American	152	0.3	230	0.5	1,781	3.3	1,699	3.7	1,604	3.7	1,978	4.5
American Indian	–[a]	0.1	–	0.3	54	2.7	45	2.6	49	2.9	39	2.5
Asian	13	0.1	14	0.1	94	0.7	77	0.6	101	0.8	192	1.7
Hispanic	363	0.2	820	0.4	5,732	2.8	4,435	2.6	4,433	2.9	6,062	4.1
Pacific Islander	–	0.4	–	0.2	7	1.3	6	1.3	10	2.2	9	2.0
White	147	0.1	218	0.2	1,137	0.9	1,326	1.1	1,588	1.4	1,478	1.3
Multiracial	10	0.2	14	0.2	70	1.1	92	1.6	99	1.9	88	1.7
State	689	0.2	1,302	0.4	8,875	2.2	7,680	2.2	7,884	2.4	9,846	3.0
2012-13												
African American	153	0.3	211	0.4	1,607	2.9	1,393	3.0	1,462	3.4	1,658	3.8
American Indian	–	0.5	–	0.6	38	2.1	–	2.6	–	2.7	42	2.9
Asian	12	0.1	15	0.1	76	0.6	68	0.5	82	0.6	194	1.6
Hispanic	598	0.3	1,713	0.9	5,349	2.6	4,192	2.5	4,260	2.7	5,446	3.5
Pacific Islander	–	0.2	–	0.2	11	1.9	–	1.0	–	2.2	17	3.8
White	184	0.2	246	0.2	1,099	0.9	1,125	1.0	1,483	1.3	1,448	1.3
Multiracial	16	0.2	21	0.3	74	1.1	97	1.6	101	1.8	93	1.7
State	971	0.3	2,216	0.6	8,254	2.0	6,920	2.0	7,437	2.2	8,898	2.7

[a]A dash (–) indicates data are not reported to protect student anonymity.

Table 5.8. Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former English Language Learners, by Special Language Program Instructional Model, 2011-12 and 2012-13

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	Dropout Rate (%)
2011-12					
Grades 7-8					
All Current ELLs[a]	69,076	100	389	100	0.6
All Bilingual Education Programs	<1,000	1.3	–[b]	–	0.4
Transitional Bilingual/Early Exit	85	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	49	0.1	0	0.0	0.0
Dual Immersion/Two-Way	<600	0.8	–	–	0.6
Dual Immersion/One-Way	<300	0.4	–	–	0.4
All ESL[c] Programs	55,736	80.7	–	–	0.3
ESL/Content-Based	28,025	40.6	107	27.5	0.4
ESL/Pull-Out	27,711	40.1	69	17.7	0.2
No Services	<12,500	18.0	209	53.7	1.7
All Former ELLs[d]	25,443	100	34	100	0.1
All Bilingual Education Programs	6,544	25.7	6	17.6	0.1
Transitional Bilingual/Early Exit	<2,800	10.9	–	–	0.1
Transitional Bilingual/Late Exit	<2,200	8.5	–	–	0.1
Dual Immersion/Two-Way	464	1.8	0	0.0	0.0
Dual Immersion/One-Way	<1,200	4.5	–	–	0.1
All ESL Programs	16,138	63.4	25	73.5	0.2
ESL/Content-Based	7,858	30.9	14	41.2	0.2
ESL/Pull-Out	8,280	32.5	11	32.4	0.1
No Services	<2,800	10.9	–	–	0.1
Grades 9-12					
All Current ELLs	83,380	100	4,413	100	5.3
All Bilingual Education Programs	<100	0.1	–	–	4.7
Transitional Bilingual/Early Exit	<100	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	<100	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	<100	0.1	–	–	4.9
Dual Immersion/One-Way	0	0.0	0	0.0	0.0
All ESL Programs	66,078	79.2	2,945	66.7	4.5
ESL/Content-Based	44,018	52.8	1,982	44.9	4.5
ESL/Pull-Out	22,060	26.5	963	21.8	4.4
No Services	<17,300	20.6	–	–	8.5
All Former ELLs	26,677	100	540	100	2.0
All Bilingual Education Programs	<200	0.7	–	–	0.5
Transitional Bilingual/Early Exit	<100	<0.1	–	–	7.7
Transitional Bilingual/Late Exit	5	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	89	0.3	0	0.0	0.0
Dual Immersion/One-Way	81	0.3	0	0.0	0.0
All ESL Programs	22,824	85.6	446	82.6	2.0
ESL/Content-Based	12,560	47.1	278	51.5	2.2
ESL/Pull-Out	10,264	38.5	168	31.1	1.6
No Services	<3,800	13.7	–	–	2.5

Note. Parts may not add to 100 percent because of rounding.

[a]Current English language learners (ELLs) were identified as limited English proficient in the school year presented. The group, all current ELLs, includes students for whom information about services received may be incomplete. [b]A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts 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. [c]English as a second language. [d]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

continues

Table 5.8. Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former English Language Learners, by Special Language Program Instructional Model, 2011-12 and 2012-13 (continued)

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	Dropout Rate (%)
2012-13					
Grades 7-8					
All Current ELLs[a]	72,698	100	1,462	100	2.0
All Bilingual Education Programs	1,267	1.7	0	0.0	0.0
Transitional Bilingual/Early Exit	105	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	115	0.2	0	0.0	0.0
Dual Immersion/Two-Way	658	0.9	0	0.0	0.0
Dual Immersion/One-Way	389	0.5	0	0.0	0.0
All ESL[c] Programs	58,256	80.1	350	23.9	0.6
ESL/Content-Based	28,127	38.7	201	13.7	0.7
ESL/Pull-Out	30,129	41.4	149	10.2	0.5
No Services	13,175	18.1	1,112	76.1	8.4
All Former ELLs[d]	26,778	100	32	100	0.1
All Bilingual Education Programs	7,974	29.8	5	15.6	0.1
Transitional Bilingual/Early Exit	<3,250	12.0	–[b]	–	0.1
Transitional Bilingual/Late Exit	<2.200	8.2	–	–	0.1
Dual Immersion/Two-Way	526	2.0	0	0.0	0.0
Dual Immersion/One-Way	2,043	7.6	0	0.0	0.0
All ESL Programs	15,895	59.4	20	62.5	0.1
ESL/Content-Based	7,983	29.8	9	28.1	0.1
ESL/Pull-Out	7,912	29.5	11	34.4	0.1
No Services	2,909	10.9	7	21.9	0.2
Grades 9-12					
All Current ELLs	87,355	100	4,253	100	4.9
All Bilingual Education Programs	<150	0.1	–	–	0.9
Transitional Bilingual/Early Exit	1	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	7	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	<100	0.1	–	–	1.0
Dual Immersion/One-Way	0	0.0	0	0.0	0.0
All ESL Programs	69,471	79.5	2,906	68.3	4.2
ESL/Content-Based	44,758	51.2	1,963	46.2	4.4
ESL/Pull-Out	24,713	28.3	943	22.2	3.8
No Services	17,777	20.4	1,346	31.6	7.6
All Former ELLs	26,948	100	443	100	1.6
All Bilingual Education Programs	<300	0.9	–	–	0.4
Transitional Bilingual/Early Exit	10	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	9	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	167	0.6	0	0.0	0.0
Dual Immersion/One-Way	<100	0.2	–	–	1.5
All ESL Programs	23,460	87.1	370	83.5	1.6
ESL/Content-Based	12,867	47.7	232	52.4	1.8
ESL/Pull-Out	10,593	39.3	138	31.2	1.3
No Services	3,235	12.0	72	16.3	2.2

Note. Parts may not add to 100 percent because of rounding.

[a]Current English language learners (ELLs) were identified as limited English proficient in the school year presented. The group, all current ELLs, includes students for whom information about services received may be incomplete. [b]A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts 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. [c]English as a second language. [d]Former ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

Table 5.9. Projected Dropout Rates (%) Based on Dropout Trends					
Grade	2013-14	2014-15	2015-16	2016-17	2017-18
Annual Dropout Rate					
9	2.0	2.0	1.9	1.8	1.8
10	1.9	1.8	1.7	1.7	1.6
11	2.0	1.9	1.8	1.8	1.7
12	2.7	2.6	2.4	2.3	2.2
Longitudinal Dropout Rate					
9-12	6.7	6.5	6.4	6.2	6.0

State Efforts to Reduce the Dropout Rate and Increase the Graduation Rate

Overview

Since 2001, TEA has taken aggressive steps to implement best practices designed to address dropout issues, and as a result, Texas is in the forefront of the nation's campaign to tackle the dropout problem. From holding districts and campuses accountable for graduation rates to endorsing a rigorous but relevant pathway to high school graduation, Texas is committed to developing and implementing policies and programs that ensure high school completion. Additionally, TEA's dropout prevention efforts are designed to close the academic performance gaps between student groups and prepare all students to be college, career, and service ready.

College Readiness Programs

In 2006, the 79th Texas Legislature (3rd Called Session) passed House Bill (HB) 1, which required that TEA and the Texas Higher Education Coordinating Board work collaboratively to create college readiness standards. Since the standards were developed, college and career readiness has become a statewide focus, and the Texas Legislature has continued to fund related initiatives.

One such initiative, the Online College and Career Readiness Technical Assistance Program, creates online resources for counselors, teachers, and students to help prepare students for life after high school. In fall of 2014, TEA released the latest of these resources: the Texas Online College and Career Readiness Resource Center at http://txccrsc.esc13.net/occrrc/. The center will house over 250 free resources, including videos and interactive activities, along with the most current research and best practices available for furthering college and career readiness in Texas.

Another initiative, the High School Allotment, continues to provide each Texas school district and open-enrollment charter with $275 for every student in Grades 9-12 (TEC §§39.234 and 42.160, 2009). The additional funding, in the amount of approximately $300 million annually, can be used at the middle and high school levels for the following purposes:

- college readiness programs to prepare underachieving students for college;
- programs that encourage students to pursue advanced academic opportunities, such as dual credit and Advanced Placement classes;
- programs that give students opportunities to take academically rigorous coursework, including four years of mathematics and science;
- alignment of the curriculum for Grades 6-12 with postsecondary curriculum; and
- other high school completion and success initiatives in Grades 6-12, as approved by the commissioner of education.

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a six-year federal initiative designed to increase early college awareness and readiness among traditionally underrepresented student groups. Texas GEAR UP is divided into two major strands: (1) a district intervention package that supports four targeted districts in building a multifaceted college readiness and success initiative; and (2) statewide initiatives that provide guidance, information, and resources related to college access, readiness, and success for all Texas districts and communities.

The GEAR UP project has released a newly designed and consolidated TexasGEARUP.com website. This site contains a large number of online resources, including interactive lessons, videos, facilitation guides, college-planning toolkits, support service toolkits, and grade-level "roadmap" guides.

Educate Texas (formerly the Texas High School Project)

Through Educate Texas, a public-private alliance committed to the mission of preparing all students for college and career readiness, TEA has established successful models that provide students, particularly those not among the "traditional" college-going population, with opportunities to prepare for college. TEA has administered more than $228 million in state and federal funds directed toward the Texas High School Project, and private collaborators have contributed more than $155 million. Educate Texas supports programs and activities aimed at systemic and sustainable high school improvement, including Early College High Schools (ECHS) and Texas Science, Technology, Engineering and Mathematics (T-STEM) Academies.

ECHS are small, restructured secondary schools located on, or in close proximity to, a college campus. They provide intensive academic support systems that allow students an opportunity to earn up to 60 college credit hours while earning a high school diploma. As of the beginning of the 2014-15 school year, 110 ECHS were in operation around the state.

T-STEM Academies provide rigorous and applied science and mathematics instruction, preparing students for college and careers relevant to today's job market. As of the beginning of the 2014-15 school year, 91 designated T-STEM Academies were in operation around the state serving more than 56,000 students in Grades 6-12.

Dropout Prevention and Retention Programs

In 2007, the 80th Texas Legislature passed HB 1137, which allows students up to the age of 26 to attend public high schools. This statute and other dropout-related legislation have enabled TEA to develop a variety of dropout prevention and recovery strategies, tools, and resources to assist local education agencies (LEAs) in their efforts to reengage students who have dropped out and successfully reconnect these students to the education system. TEA investments in dropout recovery, prevention, and reengagement include the following.

- Dropout Recovery Pilot. In 2013, TEA concluded three grant cycles aimed at supporting students who had dropped out by providing them with the educational and social services needed to earn a high school diploma or demonstrate college readiness. Based on a pay-for-performance model—unique for most state grants—grantees were eligible to earn up to $2,000 for each student who earned a high school diploma, obtained a GED plus college credit, or gained advanced technical credit. Some of the pilot grantees elected to sustain their dropout recovery programs after grant funding ended. While funded, TEA engaged a technical assistance provider to design dropout recovery tools and provide training and best practice resources. The tools are available to all LEAs on the TEA website.
- Communities in Schools (CIS). CIS is authorized under TEC §§33.151-33.159 and the General Appropriations Act, Article III, Rider 24 (83rd Texas Legislature). In this public-private partnership, the state provides CIS local nonprofit organizations with grant funding, which is then matched by local contributions and school district investments. These local programs provide critical social and academic support services through a case management system for students at risk of dropping out of school. In coordination with campus leadership, CIS conducts campus needs assessments and designs service plans to support schools and prevent at-risk students from dropping out. In the 2014-15 school year, CIS programs served more than 80,000 at-risk students with intensive case management services, supportive guidance and counseling, academic support, enrichment activities, college and career readiness, health and human service referrals, and parent involvement. TEA provides program standards, training, technical assistance, quality assurance, and other state leadership activities to support implementation of the programs.
- Amachi Texas. Amachi Texas is authorized under the General Appropriations Act, Article III, Rider 58 (83rd Texas Legislature). The purpose of Amachi Texas is to provide one-to-one mentoring for youth ages 6-18 whose parents or family members are incarcerated, on probation, or recently released from the prison system. The goal is to break the cycle of incarceration in Texas and, thereby, positively impact school districts across the state. The youth are referred through agreements with partners such as Texas Department of Criminal Justice Prison Fellowship and Re-entry programs across Texas. The youth are engaged in both school-based and community-based mentoring relationships with trained volunteers. Big Brothers Big Sisters (BBBS) Lone Star implements the program and subcontracts with seven BBBS agencies to provide services.
- State Compensatory Education Services. The compensatory education allotment is authorized under TEC §42.152 to fund programs specifically designed to serve students at risk of dropping out of school as defined in TEC §29.081. The funds are designated for LEAs to provide compensatory, intensive, or accelerated instructional services that are supplemental to the regular education program and that prepare at-risk students to perform satisfactorily on state assessment instruments. LEAs may also use a private or public community-based dropout recovery education program to provide alternative education programs for students at-risk of dropping out of school.
- Early Warning Data System (EWDS). The Texas Comprehensive Center at SEDL recently updated its EWDS tool and continues to make it available to school districts and campuses. The EWDS uses data indicators to help identify students who are in need of interventions to get back on track to graduate.

Agency Contact Persons

For information on student dropout data, contact Criss Cloudt, Associate Commissioner for Assessment and Accountability, (512) 463-9701; or Linda Roska, Research and Analysis Division, (512) 475-3523.

For information about dropout prevention and college and career readiness initiatives, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087.

Other Sources of Information

The report *Secondary School Completion and Dropouts in Texas Public Schools, 2012-13,* is available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For information on dropout prevention and recovery programs, see the Dropout Information website at http://tea.texas.gov/index4.aspx?id=3505&menu_id=2147483659.

Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2011, Fall 2011 and Fall 2012, and Class of 2012, Fall 2012 and Fall 2013

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Status date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2011											
African American											
Fall 2011	45,199	36,544	80.9	3,334	7.4	379	0.8	4,942	10.9	40,257	89.1
Fall 2012	44,877	37,849	84.3	765	1.7	515	1.1	5,748	12.8	39,129	87.2
American Indian											
Fall 2011	1,587	1,374	86.6	83	5.2	28	1.8	102	6.4	1,485	93.6
Fall 2012	1,579	1,413	89.5	16	1.0	33	2.1	117	7.4	1,462	92.6
Asian											
Fall 2011	10,709	10,170	95.0	372	3.5	16	0.1	151	1.4	10,558	98.6
Fall 2012	10,680	10,334	96.8	97	0.9	26	0.2	223	2.1	10,457	97.9
Hispanic											
Fall 2011	143,712	117,624	81.8	12,008	8.4	1,600	1.1	12,480	8.7	131,232	91.3
Fall 2012	142,707	122,787	86.0	3,087	2.2	2,080	1.5	14,753	10.3	127,954	89.7
Pacific Islander											
Fall 2011	<450	–[c]	88.0	–	6.1	–	0.9	–	5.0	–	95.0
Fall 2012	<450	–	92.3	–	1.4	–	0.9	–	5.4	–	94.6
White											
Fall 2011	113,472	104,448	92.0	3,768	3.3	1,380	1.2	3,876	3.4	109,596	96.6
Fall 2012	113,272	106,425	94.0	990	0.9	1,754	1.5	4,103	3.6	109,169	96.4
Multiracial											
Fall 2011	4,338	3,996	92.1	165	3.8	42	1.0	135	3.1	4,203	96.9
Fall 2012	4,343	4,085	94.1	47	1.1	52	1.2	159	3.7	4,184	96.3
Econ. Disad.[d]											
Fall 2011	148,492	124,234	83.7	11,295	7.6	1,468	1.0	11,495	7.7	136,997	92.3
Fall 2012	147,143	129,304	87.9	2,764	1.9	1,914	1.3	13,161	8.9	133,982	91.1
Ever ELL[e] in K-12[f]											
Fall 2011	87,345	70,798	81.1	8,415	9.6	643	0.7	7,489	8.6	79,856	91.4
Fall 2012	86,582	74,329	85.8	2,241	2.6	862	1.0	9,150	10.6	77,432	89.4
Ever ELL in 9-12[g]											
Fall 2011	26,679	17,823	66.8	4,837	18.1	113	0.4	3,906	14.6	22,773	85.4
Fall 2012	26,214	19,668	75.0	1,422	5.4	153	0.6	4,971	19.0	21,243	81.0
ELL in Last Year[h]											
Fall 2011	12,958	7,464	57.6	2,353	18.2	71	0.5	3,070	23.7	9,888	76.3
Fall 2012	12,659	8,341	65.9	598	4.7	94	0.7	3,626	28.6	9,033	71.4
Special Education											
Fall 2011	32,702	25,069	76.7	3,712	11.4	225	0.7	3,696	11.3	29,006	88.7
Fall 2012	32,829	26,824	81.7	1,784	5.4	293	0.9	3,928	12.0	28,901	88.0

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Economically disadvantaged. [e]English language learner. [f]Students identified as ELLs at any time while attending Texas public school. [g]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [h]Students identified as ELLs in their last year in Texas public school.

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Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2011, Fall 2011 and Fall 2012, and Class of 2012, Fall 2012 and Fall 2013 (continued)

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Status date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
State											
Fall 2011	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8	297,775	93.2
Fall 2012	318,027	283,316	89.1	5,008	1.6	4,471	1.4	25,232	7.9	292,795	92.1
Class of 2012											
African American											
Fall 2012	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	38,789	89.9
Fall 2013	42,872	37,077	86.5	580	1.4	443	1.0	4,772	11.1	38,100	88.9
American Indian											
Fall 2012	<1,600	–[c]	86.7	–	4.2	–	2.0	–	7.1	–	92.9
Fall 2013	<1,600	–	88.6	–	1.2	–	2.3	–	7.8	–	92.2
Asian											
Fall 2012	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	11,001	97.9
Fall 2013	11,189	10,769	96.2	113	1.0	26	0.2	281	2.5	10,908	97.5
Hispanic											
Fall 2012	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	133,646	92.0
Fall 2013	144,452	127,054	88.0	2,497	1.7	1,757	1.2	13,144	9.1	131,308	90.9
Pacific Islander											
Fall 2012	<450	–	89.0	–	6.5	–	0.5	–	4.1	–	95.9
Fall 2013	<450	–	92.0	–	1.7	–	0.5	–	5.8	–	94.2
White											
Fall 2012	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	106,546	96.8
Fall 2013	109,883	103,867	94.5	890	0.8	1,402	1.3	3,724	3.4	106,159	96.6
Multiracial											
Fall 2012	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,884	96.3
Fall 2013	5,063	4,758	94.0	34	0.7	62	1.2	209	4.1	4,854	95.9
Econ. Disad.[d]											
Fall 2012	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	140,763	92.2
Fall 2013	151,679	134,549	88.7	2,248	1.5	1,830	1.2	13,052	8.6	138,627	91.4
Ever ELL[e] in K-12[f]											
Fall 2012	87,462	72,823	83.3	6,774	7.7	603	0.7	7,262	8.3	80,200	91.7
Fall 2013	86,904	76,053	87.5	1,730	2.0	715	0.8	8,406	9.7	78,498	90.3
Ever ELL in 9-12[g]											
Fall 2012	23,270	16,084	69.1	3,512	15.1	96	0.4	3,578	15.4	19,692	84.6
Fall 2013	22,952	17,563	76.5	1,000	4.4	119	0.5	4,270	18.6	18,682	81.4
ELL in Last Year[h]											
Fall 2012	11,329	6,699	59.1	1,740	15.4	63	0.6	2,827	25.0	8,502	75.0
Fall 2013	11,059	7,394	66.9	418	3.8	73	0.7	3,174	28.7	7,885	71.3

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Economically disadvantaged. [e]English language learner. [f]Students identified as ELLs at any time while attending Texas public school. [g]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [h]Students identified as ELLs in their last year in Texas public school.

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Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2011, Fall 2011 and Fall 2012, and Class of 2012, Fall 2012 and Fall 2013 (continued)

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Status date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Special Education											
Fall 2012	31,233	24,024	76.9	3,493	11.2	208	0.7	3,508	11.2	27,725	88.8
Fall 2013	31,307	25,558	81.6	1,818	5.8	240	0.8	3,691	11.8	27,616	88.2
State											
Fall 2012	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	296,726	93.7
Fall 2013	315,501	285,296	90.4	4,140	1.3	3,729	1.2	22,336	7.1	293,165	92.9

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Economically disadvantaged. [e]English language learner. [f]Students identified as ELLs at any time while attending Texas public school. [g]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [h]Students identified as ELLs in their last year in Texas public school.

Appendix 5-B. Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2010, Fall 2010, Fall 2011, and Fall 2012, and Class of 2011, Fall 2011, Fall 2012, and Fall 2013

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Status date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2010											
African American											
Fall 2010	46,189	36,395	78.8	3,874	8.4	465	1.0	5,455	11.8	40,734	88.2
Fall 2011	45,717	37,890	82.9	909	2.0	636	1.4	6,282	13.7	39,435	86.3
Fall 2012	45,650	38,166	83.6	307	0.7	780	1.7	6,397	14.0	39,253	86.0
American Indian											
Fall 2010	1,248	1,051	84.2	114	9.1	19	1.5	64	5.1	1,184	94.9
Fall 2011	1,235	1,088	88.1	22	1.8	25	2.0	100	8.1	1,135	91.9
Fall 2012	1,234	1,093	88.6	9	0.7	34	2.8	98	7.9	1,136	92.1
Asian/Pacific Islander											
Fall 2010	11,492	10,785	93.8	407	3.5	30	0.3	270	2.3	11,222	97.7
Fall 2011	11,452	10,979	95.9	104	0.9	47	0.4	322	2.8	11,130	97.2
Fall 2012	11,441	11,019	96.3	37	0.3	52	0.5	333	2.9	11,108	97.1
Hispanic											
Fall 2010	135,212	106,514	78.8	13,981	10.3	1,708	1.3	13,009	9.6	122,203	90.4
Fall 2011	133,811	112,381	84.0	3,435	2.6	2,283	1.7	15,712	11.7	118,099	88.3
Fall 2012	133,682	113,646	85.0	1,336	1.0	2,633	2.0	16,067	12.0	117,615	88.0
White											
Fall 2010	119,938	109,887	91.6	4,156	3.5	1,705	1.4	4,190	3.5	115,748	96.5
Fall 2011	119,666	111,981	93.6	1,092	0.9	2,136	1.8	4,457	3.7	115,209	96.3
Fall 2012	119,667	112,457	94.0	460	0.4	2,389	2.0	4,361	3.6	115,306	96.4
Econ. Disad.[c]											
Fall 2010	132,842	108,861	81.9	12,199	9.2	1,394	1.0	10,388	7.8	122,454	92.2
Fall 2011	131,533	114,405	87.0	3,002	2.3	1,838	1.4	12,288	9.3	119,245	90.7
Fall 2012	131,341	115,571	88.0	1,160	0.9	2,134	1.6	12,476	9.5	118,865	90.5
Ever ELL[d] in K-12[e]											
Fall 2010	83,007	64,929	78.2	9,444	11.4	696	0.8	7,938	9.6	75,069	90.4
Fall 2011	81,987	68,854	84.0	2,335	2.8	942	1.1	9,856	12.0	72,131	88.0
Fall 2012	81,858	69,726	85.2	862	1.1	1,074	1.3	10,196	12.5	71,662	87.5
Ever ELL in 9-12[f]											
Fall 2010	24,981	15,676	62.8	5,156	20.6	97	0.4	4,052	16.2	20,929	83.8
Fall 2011	24,378	17,556	72.0	1,460	6.0	139	0.6	5,223	21.4	19,155	78.6
Fall 2012	24,290	18,061	74.4	579	2.4	166	0.7	5,484	22.6	18,806	77.4
ELL in Last Year[g]											
Fall 2010	12,777	6,997	54.8	2,449	19.2	57	0.4	3,274	25.6	9,503	74.4
Fall 2011	12,405	7,896	63.7	594	4.8	77	0.6	3,838	30.9	8,567	69.1
Fall 2012	12,338	8,091	65.6	212	1.7	92	0.7	3,943	32.0	8,395	68.0

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]Economically disadvantaged. [d]English language learner. [e]Students identified as ELLs at any time while attending Texas public school. [f]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [g]Students identified as ELLs in their last year in Texas public school. [h]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity.

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Appendix 5-B. Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2010, Fall 2010, Fall 2011, and Fall 2012, and Class of 2011, Fall 2011, Fall 2012, and Fall 2013 (continued)

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Status date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Special Education											
Fall 2010	32,501	24,191	74.4	4,124	12.7	258	0.8	3,928	12.1	28,573	87.9
Fall 2011	32,633	26,204	80.3	1,891	5.8	330	1.0	4,208	12.9	28,425	87.1
Fall 2012	32,685	26,950	82.5	1,106	3.4	410	1.3	4,219	12.9	28,466	87.1
State											
Fall 2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3	291,091	92.7
Fall 2011	311,881	274,319	88.0	5,562	1.8	5,127	1.6	26,873	8.6	285,008	91.4
Fall 2012	311,674	276,381	88.7	2,149	0.7	5,888	1.9	27,256	8.7	284,418	91.3
Class of 2011											
African American											
Fall 2011	45,199	36,544	80.9	3,334	7.4	379	0.8	4,942	10.9	40,257	89.1
Fall 2012	44,877	37,849	84.3	765	1.7	515	1.1	5,748	12.8	39,129	87.2
Fall 2013	44,811	38,088	85.0	318	0.7	578	1.3	5,827	13.0	38,984	87.0
American Indian											
Fall 2011	<1,600	–[h]	86.6	–	5.2	–	1.8	–	6.4	–	93.6
Fall 2012	<1,600	–	89.5	–	1.0	–	2.1	–	7.4	–	92.6
Fall 2013	<1,600	–	90.0	–	0.3	–	2.2	–	7.5	–	92.5
Asian											
Fall 2011	10,709	10,170	95.0	372	3.5	16	0.1	151	1.4	10,558	98.6
Fall 2012	10,680	10,334	96.8	97	0.9	26	0.2	223	2.1	10,457	97.9
Fall 2013	10,679	10,363	97.0	60	0.6	27	0.3	229	2.1	10,450	97.9
Hispanic											
Fall 2011	143,712	117,624	81.8	12,008	8.4	1,600	1.1	12,480	8.7	131,232	91.3
Fall 2012	142,707	122,787	86.0	3,087	2.2	2,080	1.5	14,753	10.3	127,954	89.7
Fall 2013	142,543	123,996	87.0	1,121	0.8	2,258	1.6	15,168	10.6	127,375	89.4
Pacific Islander											
Fall 2011	<450	–	88.0	–	6.1	–	0.9	–	5.0	–	95.0
Fall 2012	<450	–	92.3	–	1.4	–	0.9	–	5.4	–	94.6
Fall 2013	<450	–	92.5	–	0.5	–	1.1	–	5.9	–	94.1
White											
Fall 2011	113,472	104,448	92.0	3,768	3.3	1,380	1.2	3,876	3.4	109,596	96.6
Fall 2012	113,272	106,425	94.0	990	0.9	1,754	1.5	4,103	3.6	109,169	96.4
Fall 2013	113,261	106,821	94.3	479	0.4	1,867	1.6	4,094	3.6	109,167	96.4
Multiracial											
Fall 2011	4,338	3,996	92.1	165	3.8	42	1.0	135	3.1	4,203	96.9
Fall 2012	4,343	4,085	94.1	47	1.1	52	1.2	159	3.7	4,184	96.3
Fall 2013	4,346	4,103	94.4	23	0.5	57	1.3	163	3.8	4,183	96.2

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]Economically disadvantaged. [d]English language learner. [e]Students identified as ELLs at any time while attending Texas public school. [f]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [g]Students identified as ELLs in their last year in Texas public school. [h]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity.

continues

Appendix 5-B. Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2010, Fall 2010, Fall 2011, and Fall 2012, and Class of 2011, Fall 2011, Fall 2012, and Fall 2013 (continued)

		Graduated		Continued		Received GED[a]		Dropped Out		Graduated, Continued, or Received GED	
Status date	Class[b]	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Econ. Disad.[c]											
Fall 2011	148,492	124,234	83.7	11,295	7.6	1,468	1.0	11,495	7.7	136,997	92.3
Fall 2012	147,143	129,304	87.9	2,764	1.9	1,914	1.3	13,161	8.9	133,982	91.1
Fall 2013	146,899	130,364	88.7	1,090	0.7	2,103	1.4	13,342	9.1	133,557	90.9
Ever ELL[d] in K-12[e]											
Fall 2011	87,345	70,798	81.1	8,415	9.6	643	0.7	7,489	8.6	79,856	91.4
Fall 2012	86,582	74,329	85.8	2,241	2.6	862	1.0	9,150	10.6	77,432	89.4
Fall 2013	86,425	75,159	87.0	824	1.0	951	1.1	9,491	11.0	76,934	89.0
Ever ELL in 9-12[f]											
Fall 2011	26,679	17,823	66.8	4,837	18.1	113	0.4	3,906	14.6	22,773	85.4
Fall 2012	26,214	19,668	75.0	1,422	5.4	153	0.6	4,971	19.0	21,243	81.0
Fall 2013	26,079	20,146	77.2	542	2.1	181	0.7	5,210	20.0	20,869	80.0
ELL in Last Year[g]											
Fall 2011	12,958	7,464	57.6	2,353	18.2	71	0.5	3,070	23.7	9,888	76.3
Fall 2012	12,659	8,341	65.9	598	4.7	94	0.7	3,626	28.6	9,033	71.4
Fall 2013	12,545	8,521	67.9	173	1.4	110	0.9	3,741	29.8	8,804	70.2
Special Education											
Fall 2011	32,702	25,069	76.7	3,712	11.4	225	0.7	3,696	11.3	29,006	88.7
Fall 2012	32,829	26,824	81.7	1,784	5.4	293	0.9	3,928	12.0	28,901	88.0
Fall 2013	32,847	27,494	83.7	1,051	3.2	312	0.9	3,990	12.1	28,857	87.9
State											
Fall 2011	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8	297,775	93.2
Fall 2012	318,027	283,316	89.1	5,008	1.6	4,471	1.4	25,232	7.9	292,795	92.1
Fall 2013	317,789	285,217	89.8	2,008	0.6	4,833	1.5	25,731	8.1	292,058	91.9

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

[a]General Educational Development certificate. [b]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]Economically disadvantaged. [d]English language learner. [e]Students identified as ELLs at any time while attending Texas public school. [f]Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. [g]Students identified as ELLs in their last year in Texas public school. [h]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity.

6. Grade-Level Retention

An objective of public education in Texas is to encourage and challenge students to meet their full educational potential. Moreover, the state's academic goal is for all students to demonstrate exemplary performance in language arts, mathematics, science, and social studies. Student mastery of academic skills at each grade level is a factor in meeting this goal.

Grade retention has been defined as requiring a child to repeat a particular grade or delaying entry to kindergarten or first grade despite the child's age. 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.

In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (Texas Education Code [TEC] §28.0211). See "Student Success Initiative STAAR Results" on page 46.

Definitions and Calculations

Student attendance in the 2012-13 school year was compared to fall 2013 enrollment for the 2013-14 school year. 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 2013 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 2013 than in 2012-13 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 graduation 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 graduation 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 English language learner (ELL) status was changed beginning in 2003-04. Prior to 2003-04, ELL status was drawn from fall enrollment records. Beginning in 2003-04, ELL status was drawn from the Public Education Information Management System (PEIMS) summer data collection; the data collection includes students identified as ELLs at any time during the school year. In addition, the criteria for categorizing ELLs as not receiving special education or language services were changed beginning in 2003-04. Prior to 2003-04, ELLs who did not receive bilingual, English as a second language (ESL), or special education services were categorized as not receiving services. Beginning in 2003-04, the criteria were expanded to include ELLs whose parents did not give permission for participation in special language programs.

PEIMS includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data on student characteristics and program participation are also available in PEIMS. Data on State of Texas Assessments of Academic Readiness (STAAR) performance were provided to TEA by a state contractor, Pearson. STAAR L is an online, linguistically accommodated test for ELLs taking mathematics, science, and social studies assessments in Grades 3-8. Results presented in this chapter for STAAR mathematics assessments are based on STAAR and STAAR L combined.

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.

State Summary

In the 2012-13 school year, 3.3 percent (155,863) of students in Grades K-12 were retained (Table 6.1). The retention rate increased by 0.1 percentage points from the previous year. The rate for females was 2.6 percent, and the rate for males was 3.9 percent. Males made up 51.3 percent of all students in Grades K-12, but 61.2 percent of students retained in those grades.

Table 6.1. Grade-Level Retention, by Student Group, 2011-12 and 2012-13

		Retained	
Group	Students	Number	Rate (%)
2011-12			
African American	586,727	24,485	4.2
American Indian	20,034	670	3.3
Asian	166,100	1,958	1.2
Hispanic	2,337,716	91,389	3.9
Pacific Islander	5,645	195	3.5
White	1,439,618	29,333	2.0
Multiracial	78,612	1,893	2.4
Econ. Disad.[a]	2,795,093	114,638	4.1
Not Econ. Disad.	1,839,359	35,285	1.9
Female	2,258,959	57,750	2.6
Male	2,375,493	92,173	3.9
Grades K-6	2,609,723	54,896	2.1
Grades 7-12	2,024,729	95,027	4.7
State	4,634,452	149,923	3.2
2012-13			
African American	593,835	24,779	4.2
American Indian	18,060	641	3.5
Asian	169,180	1,956	1.2
Hispanic	2,407,201	95,857	4.0
Pacific Islander	5,959	211	3.5
White	1,435,802	30,408	2.1
Multiracial	84,758	2,011	2.4
Econ. Disad.	2,847,076	120,879	4.2
Not Econ. Disad.	1,867,719	34,984	1.9
Female	2,297,393	60,454	2.6
Male	2,417,402	95,409	3.9
Grades K-6	2,646,427	60,606	2.3
Grades 7-12	2,068,368	95,257	4.6
State	4,714,795	155,863	3.3

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

[a]Economically disadvantaged.

In the 2012-13 school year, 1.2 percent of Asian students, 2.1 percent of White students, and 2.4 percent of multiracial students were retained, compared to 4.2 percent of African American students and 4.0 percent of Hispanic students. Retention rates increased from the previous year by 0.1 percentage points each for Hispanic and White students and stayed the same for African American, Asian, and multiracial students. Although 63.7 percent of students enrolled in Texas public schools in 2012-13 were African American or Hispanic, 77.4 percent of students retained in the public schools were from one of these two racial/ethnic groups.

Grade-Level Retention by Grade

Across all grade levels in 2012-13, the retention rate was highest in Grade 9 (9.6%) and lowest in Grade 6 (0.8%) (Table 6.2 on facing page and Table 6.3 on page 114). Grade 5 had the greatest increase from the previous year (1.0 percentage points). In kindergarten through Grade 6, the highest retention rate was in first grade (4.7%). Retention rates in Grades 3-6 increased from the previous year. In the secondary grades, seventh graders had the lowest retention rate (1.0%). Retention rates increased from the previous year for Grades 8 and 10, decreased for Grades 9, 11, and 12, and remained the same in Grade 7.

Grade-Level Retention by Race/ Ethnicity

In 2012-13, African American and Hispanic students had higher retention rates than their Asian counterparts in every elementary grade and higher retention rates than their White and multiracial counterparts in every elementary grade except kindergarten (Table 6.2). African American and Hispanic students were more than twice as likely to be retained as Asian students in Grades 1-6 and at least twice as likely as White students in Grades 2-5. Between 2011-12 and 2012-13, retention rates at the elementary level increased for African American, Hispanic, and White students.

In 2012-13, retention rates for African American and Hispanic students were higher than those for Asian, White, and multiracial students in every secondary grade (Table 6.3 on page 114). African American and Hispanic students were more than three times as likely to be retained as Asian students in Grades 7-11 and at least twice as likely to be retained as White students in Grades 7 and 9-11. Rates of retention were highest in Grade 9 for all ethnic groups.

Table 6.2. Grade-Level Retention, by Grade and Race/Ethnicity, Grades K-6, 2011-12 and 2012-13

	African American		American Indian		Asian		Hispanic	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2011-12								
Kindergarten	1,011	2.2	38	2.2	153	1.2	4,808	2.4
Grade 1	2,621	5.6	89	5.9	187	1.4	11,636	5.7
Grade 2	1,793	3.9	48	3.3	117	0.9	7,245	3.7
Grade 3	1,352	2.9	18	1.3	71	0.5	4,783	2.5
Grade 4	660	1.4	–	1.0	37	0.3	2,268	1.2
Grade 5	311	0.7	–	0.8	29	0.2	1,128	0.6
Grade 6	417	0.9	–	0.6	25	0.2	1,405	0.8
Total K-6	8,165	2.5	230	2.2	619	0.7	33,273	2.4
2012-13								
Kindergarten	954	2.1	58	3.8	150	1.2	4,832	2.4
Grade 1	2,484	5.2	81	5.3	154	1.2	11,684	5.6
Grade 2	1,741	3.7	34	2.4	126	0.9	7,472	3.7
Grade 3	1,526	3.3	35	2.8	73	0.5	5,232	2.6
Grade 4	897	2.0	20	1.6	69	0.5	2,773	1.4
Grade 5	893	1.9	18	1.4	50	0.4	3,479	1.8
Grade 6	514	1.1	15	1.1	23	0.2	1,768	0.9
Total K-6	9,009	2.8	261	2.7	645	0.7	37,240	2.7

	Pacific Islander		White		Multiracial		State	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2011-12								
Kindergarten	14	2.9	3,569	3.3	235	3.3	9,828	2.6
Grade 1	27	5.4	3,528	3.2	226	3.3	18,314	4.8
Grade 2	13	3.0	1,773	1.6	150	2.1	11,139	3.0
Grade 3	13	2.9	1,123	1.0	120	1.8	7,480	2.0
Grade 4	–	0.7	621	0.6	46	0.7	3,650	1.0
Grade 5	–	0.2	498	0.4	24	0.4	2,004	0.5
Grade 6	–	0.3	587	0.5	37	0.6	2,481	0.7
Total K-6	72	2.3	11,699	1.5	838	1.8	54,896	2.1
2012-13								
Kindergarten	11	2.1	3,573	3.2	226	2.8	9,804	2.5
Grade 1	23	4.4	3,537	3.2	245	3.2	18,208	4.7
Grade 2	13	2.8	1,873	1.7	136	1.9	11,395	3.0
Grade 3	16	3.7	1,140	1.0	93	1.3	8,115	2.2
Grade 4	15	3.4	763	0.7	48	0.7	4,585	1.2
Grade 5	–	1.0	1,035	0.9	69	1.1	5,548	1.5
Grade 6	–	0.2	589	0.5	41	0.6	2,951	0.8
Total K-6	83	2.5	12,510	1.6	858	1.7	60,606	2.3

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.

Grade-Level Retention by Gender

Sixth-grade female students had the lowest retention rate (0.5%) across all grades (Tables 6.4 and 6.5 on page 115). Males in the ninth grade had the highest retention rate (11.7%). Males in the first grade had the highest retention rate (5.6%) among elementary-grade students. In the secondary grades, rates were lowest for female seventh graders (0.7%).

Grade-Level Retention by English Language Learner Status

Reading and language difficulties have been highly correlated with retention in the elementary grades. 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 English language

Table 6.3. Grade-Level Retention, by Grade and Race/Ethnicity, Grades 7-12, 2011-12 and 2012-13

	African American		American Indian		Asian		Hispanic	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2011-12								
Grade 7	–	1.4	–	0.6	20	0.2	2,132	1.2
Grade 8	–	0.9	–	1.2	23	0.2	1,701	1.0
Grade 9	6,481	13.1	169	9.6	444	3.3	23,692	12.8
Grade 10	3,431	8.1	90	5.9	234	1.9	11,053	7.1
Grade 11	2,802	7.1	78	5.1	250	2.1	9,634	6.8
Grade 12	2,527	6.3	74	5.0	368	3.3	9,904	7.1
Total 7-12	16,320	6.2	440	4.6	1,339	1.8	58,116	5.9
2012-13								
Grade 7	611	1.3	12	0.9	18	0.1	2,305	1.2
Grade 8	561	1.2	12	0.9	41	0.3	2,516	1.4
Grade 9	6,170	12.2	148	9.2	449	3.4	23,261	12.0
Grade 10	3,344	7.9	76	5.4	200	1.6	11,584	7.3
Grade 11	2,672	6.8	74	5.6	229	1.8	9,532	6.5
Grade 12	2,412	5.9	58	4.3	374	3.1	9,419	6.4
Total 7-12	15,770	5.9	380	4.5	1,311	1.7	58,617	5.8

	Pacific Islander		White		Multiracial		State	
Grade	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2011-12								
Grade 7	–	1.4	756	0.7	48	0.8	3,618	1.0
Grade 8	–	0.5	690	0.6	32	0.6	2,900	0.8
Grade 9	40	8.2	6,035	5.2	389	6.8	37,250	10.0
Grade 10	19	4.6	3,640	3.3	253	4.7	18,720	5.7
Grade 11	29	7.4	2,855	2.7	182	3.7	15,830	5.2
Grade 12	27	6.5	3,658	3.4	151	3.0	16,709	5.5
Total 7-12	123	4.8	17,634	2.6	1,055	3.2	95,027	4.7
2012-13								
Grade 7	6	1.4	733	0.6	41	0.6	3,726	1.0
Grade 8	6	1.3	935	0.8	57	0.9	4,128	1.1
Grade 9	46	9.5	6,137	5.3	437	7.0	36,648	9.6
Grade 10	22	4.6	3,618	3.3	241	4.4	19,085	5.8
Grade 11	21	5.1	2,934	2.8	198	3.8	15,660	5.1
Grade 12	27	6.5	3,541	3.3	179	3.5	16,010	5.1
Total 7-12	128	4.7	17,898	2.7	1,153	3.3	95,257	4.6

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.

learners (ELLs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). ELLs 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 2012-13, more than 94 percent of ELLs in the elementary grades participated in bilingual or ESL programs.

With the exception of secondary-grade students receiving bilingual services, the retention rate for ELLs in each service category was higher than the rate for non-ELLs (Tables 6.6 and 6.7). In the elementary grades, the retention rate in 2012-13 for ELLs receiving special education services (4.2%) was higher than the rate for ELLs not receiving services (3.1%). At the secondary level, the retention rates for ELLs receiving ESL (8.6%) or special education services (13.0%) and for ELLs not receiving services (7.7%) were notably higher than the rate for non-ELLs (4.2%).

Grade-Level Retention of Students Receiving Special Education Services by Primary Disability

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 (Title 19 of the Texas Administrative Code §89.1055). The student to the next grade level whenever the goals and objectives are met. Retention and

Table 6.4. Grade-Level Retention, by Grade and Gender, Grades K-6, 2011-12 and 2012-13

	Female		Male	
Grade	Retained	Rate (%)	Retained	Rate (%)
2011-12				
Kindergarten	3,399	1.9	6,429	3.3
Grade 1	7,101	3.8	11,213	5.6
Grade 2	4,769	2.6	6,370	3.3
Grade 3	3,276	1.8	4,204	2.2
Grade 4	1,480	0.8	2,170	1.1
Grade 5	745	0.4	1,259	0.7
Grade 6	760	0.4	1,721	0.9
2012-13				
Kindergarten	3,323	1.8	6,481	3.3
Grade 1	6,977	3.7	11,231	5.6
Grade 2	4,891	2.6	6,504	3.3
Grade 3	3,655	2.0	4,460	2.3
Grade 4	1,866	1.0	2,719	1.4
Grade 5	2,535	1.4	3,013	1.6
Grade 6	942	0.5	2,009	1.0

Table 6.5. Grade-Level Retention, by Grade and Gender, Grades 7-12, 2011-12 and 2012-13

	Female		Male	
Grade	Retained	Rate (%)	Retained	Rate (%)
2011-12				
Grade 7	1,166	0.7	2,452	1.3
Grade 8	1,027	0.6	1,873	1.0
Grade 9	13,667	7.6	23,583	12.2
Grade 10	6,869	4.3	11,851	7.1
Grade 11	6,086	4.1	9,744	6.3
Grade 12	7,405	4.9	9,304	6.1
2012-13				
Grade 7	1,205	0.7	2,521	1.3
Grade 8	1,690	1.0	2,438	1.3
Grade 9	13,346	7.3	23,302	11.7
Grade 10	7,153	4.4	11,932	7.1
Grade 11	5,938	3.9	9,722	6.2
Grade 12	6,933	4.5	9,077	5.7

promotion policies and practices for students with disabilities 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 2012-13 (86.1%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; and intellectual disability (Table 6.8 on page 117). The results that follow are based on the five most common primary disabilities.

By grade, rates of retention for students in the elementary grades in 2012-13 were highest for students reported with: learning disabilities in kindergarten,

Table 6.6. Grade-Level Retention, by English Language Learner Status and Service Received, Grades K-6, 2011-12 and 2012-13

Service Received or English Language Learner Status	Retained	Rate (%)
2011-12		
English Language Learners:		
Bilingual	10,639	2.8
English as a Second Language	3,544	2.4
Special Education	345	4.1
No Services[a]	736	2.7
Total[b]	17,753	3.0
Non-English Language Learners	37,143	1.8
2012-13		
English Language Learners:		
Bilingual	11,797	3.0
English as a Second Language	4,074	2.5
Special Education	361	4.2
No Services	864	3.1
Total	19,868	3.2
Non-English Language Learners	40,738	2.0

[a]Includes English language learners (ELLs) whose parents did not give permission for participation in special language programs. [b]Includes ELLs for whom information on services received or parental permission was incomplete.

Table 6.7. Grade-Level Retention, by English Language Learner Status and Service Received, Grades 7-12, 2011-12 and 2012-13

Service Received or English Language Learner Status	Retained	Rate (%)
2011-12		
English Language Learners:		
Bilingual	6	0.6
English as a Second Language	9,379	8.5
Special Education	651	14.1
No Services[a]	394	7.3
Total[b]	13,501	10.0
Non-English Language Learners	81,526	4.3
2012-13		
English Language Learners:		
Bilingual	38	2.8
English as a Second Language	10,057	8.6
Special Education	564	13.0
No Services	444	7.7
Total	14,510	10.2
Non-English Language Learners	80,747	4.2

[a]Includes English language learners (ELLs) whose parents did not give permission for participation in special language programs. [b]Includes ELLs for whom information on services received or parental permission was incomplete.

speech impairments in Grades 1-3, other health impairments in Grade 4, speech impairments in Grade 5, and intellectual disability in Grade 6. Rates were lowest for

students reported with: autism in Grades K-3, learning disabilities and intellectual disability in Grade 4, learning disabilities in Grade 5, and learning disabilities and speech impairments in Grade 6.

Most secondary special education students (92.4%) were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; intellectual disability; emotional disturbance; and autism (Table 6.9 on page 118). The results that follow are based on the five most common primary disabilities.

By grade, rates of retention were highest for students reported with: emotional disturbance in Grade 7, intellectual disability in Grade 8, emotional disturbance in Grades 9-11, and intellectual disability in Grade 12. Rates were lowest for students reported with: learning disabilities and autism in Grade 7, learning disabilities in Grade 8, autism in Grades 9-11, and learning disabilities in Grade 12.

Retention and Student Performance

TEA is required to report the performance of retained students (TEC §39.332). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests. STAAR passing rates presented in this chapter were calculated based on Phase-in 1 Level II standards. Passing rates and average scores for spring 2013 were compared to spring 2014 passing rates and average scores of students repeating a grade in the 2013-14 school year. For comparison purposes, the 2013 STAAR results for promoted students also were calculated. Passing standards for STAAR tests are set by the commissioner of education (TEC §39.0241).

Among students in Grades 3-8 who took the English-version STAAR in spring 2013, passing rates were higher for students who were promoted than for students who were retained (Table 6.10 and Figure 6.1 on page 119). After a year in the same grade, the passing rates for students who had been retained improved but did not reach the passing rates for students who had been promoted the year before. For example, 91.1 percent of Grade 5 students who were promoted passed the reading STAAR in spring 2013, whereas 21.8 percent of fifth graders who were retained passed the reading STAAR. After repeating the grade, 66.7 percent passed the Grade 5 reading STAAR. Results on the English-version mathematics STAAR were similar. For example, 88.9 percent of promoted eighth graders passed the mathematics STAAR in spring 2013, whereas 31.8 percent of retained students passed. The following year, 62.8 percent of the retained Grade 8 students passed the mathematics STAAR.

Spanish-version STAAR 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.

In the 2012-13 school year, 52,126 fifth graders failed to pass the STAAR reading and/or mathematics tests (Figure 6.2 on page 120). Of these, 9.0 percent (4,697) were retained after the 2012-13 school year. Over 47,000 eighth graders failed to pass the STAAR reading and/or mathematics tests (Figure 6.3 on page 121). Of these, 5.9 percent (2,766) were retained after the 2012-13 school year.

Agency Contact Persons

For information on student grade-level retention data, contact Criss Cloudt, Associate Commissioner for Assessment, Accountability, and Data Quality, (512) 463-9701; or Linda Roska, Accountability Research Division, (512) 475-3523.

For information on retention reduction programs, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087.

Other Sources of Information

For a detailed presentation of the results of grade-level retention in Texas, see *Grade-Level Retention in Texas Public Schools, 2012-13*, at http://tea.texas.gov/acctres/retention_index.html.

Table 6.8. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades K-6, 2011-12 and 2012-13

	Learning Disability			Speech Impairment			Other Health Impairment		
Grade	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**
2011-12									
Kindergarten	89	731	12.2	1,541	16,317	9.4	285	2,279	12.5
Grade 1	303	3,388	8.9	1,633	15,015	10.9	237	3,231	7.3
Grade 2	275	7,233	3.8	540	11,162	4.8	161	3,958	4.1
Grade 3	166	11,673	1.4	207	8,384	2.5	86	4,674	1.8
Grade 4	103	15,585	0.7	93	6,093	1.5	56	4,922	1.1
Grade 5	70	18,020	0.4	25	3,836	0.7	48	5,095	0.9
Grade 6	141	18,112	0.8	10	1,799	0.6	61	4,899	1.2
Total K-6	1,147	74,742	1.5	4,049	62,606	6.5	934	29,058	3.2
2012-13									
Kindergarten	82	690	11.9	1,492	16,949	8.8	230	2,405	9.6
Grade 1	288	3,285	8.8	1,696	15,288	11.1	230	3,266	7.0
Grade 2	272	7,137	3.8	585	11,659	5.0	159	4,160	3.8
Grade 3	181	12,095	1.5	253	8,319	3.0	93	4,752	2.0
Grade 4	101	15,217	0.7	73	5,934	1.2	85	5,345	1.6
Grade 5	153	17,741	0.9	62	3,762	1.6	78	5,237	1.5
Grade 6	131	18,266	0.7	15	2,112	0.7	69	5,117	1.3
Total K-6	1,208	74,431	1.6	4,176	64,023	6.5	944	30,282	3.1

	Autism			Intellectual disability			All Special Education		
Grade	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**
2011-12									
Kindergarten	264	3,097	8.5	177	1,681	10.5	2,708	27,827	9.7
Grade 1	94	3,386	2.8	90	2,187	4.1	2,571	31,175	8.2
Grade 2	77	3,659	2.1	97	2,663	3.6	1,286	33,273	3.9
Grade 3	29	3,579	0.8	27	2,969	0.9	598	36,527	1.6
Grade 4	26	3,375	0.8	27	3,125	0.9	367	38,620	1.0
Grade 5	33	3,154	1.0	63	3,296	1.9	291	39,236	0.7
Grade 6	36	2,874	1.3	50	2,852	1.8	367	36,019	1.0
Total K-6	559	23,124	2.4	531	18,773	2.8	8,188	242,677	3.4
2012-13									
Kindergarten	279	3,378	8.3	172	1,703	10.1	2,591	29,042	8.9
Grade 1	125	3,637	3.4	100	2,436	4.1	2,652	32,023	8.3
Grade 2	95	3,826	2.5	78	2,829	2.8	1,365	34,259	4.0
Grade 3	29	3,993	0.7	36	3,274	1.1	670	37,654	1.8
Grade 4	32	3,859	0.8	22	3,332	0.7	380	39,186	1.0
Grade 5	44	3,549	1.2	38	3,457	1.1	466	39,495	1.2
Grade 6	29	3,306	0.9	54	3,469	1.6	373	37,774	1.0
Total K-6	633	25,548	2.5	500	20,500	2.4	8,497	249,433	3.4

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2012-13 school year.

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, by Grade and Primary Disability, Grades 7-12, 2011-12 and 2012-13

	Learning Disability			Other Health Impairment			Intellectual disability		
Grade	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**
2011-12									
Grade 7	218	18,023	1.2	63	4,636	1.4	55	2,892	1.9
Grade 8	172	18,654	0.9	82	4,715	1.7	110	2,667	4.1
Grade 9	3,461	20,226	17.1	824	5,109	16.1	197	2,841	6.9
Grade 10	1,767	17,128	10.3	439	4,439	9.9	99	2,540	3.9
Grade 11	1,612	16,283	9.9	330	3,932	8.4	111	2,384	4.7
Grade 12	615	16,519	3.7	581	4,304	13.5	2,992	5,373	55.7
Total 7-12	7,845	106,833	7.3	2,319	27,135	8.5	3,564	18,697	19.1
2012-13									
Grade 7	170	18,032	0.9	84	4,823	1.7	29	3,015	1.0
Grade 8	158	17,559	0.9	72	4,444	1.6	103	3,083	3.3
Grade 9	3,375	19,942	16.9	816	5,012	16.3	178	2,907	6.1
Grade 10	1,621	15,959	10.2	402	4,039	10.0	115	2,653	4.3
Grade 11	1,433	15,231	9.4	347	3,858	9.0	125	2,563	4.9
Grade 12	577	16,177	3.6	603	4,368	13.8	2,992	5,229	57.2
Total 7-12	7,334	102,900	7.1	2,324	26,544	8.8	3,542	19,450	18.2

	Emotional Disturbance			Autism			All Special Education		
Grade	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**	**Retained**	**Students**	**Rate (%)**
2011-12									
Grade 7	63	2,804	2.2	32	2,614	1.2	473	34,572	1.4
Grade 8	54	2,911	1.9	76	2,385	3.2	532	34,477	1.5
Grade 9	876	3,381	25.9	51	2,057	2.5	5,627	36,088	15.6
Grade 10	462	2,463	18.8	42	1,902	2.2	2,922	30,380	9.6
Grade 11	314	2,022	15.5	53	1,655	3.2	2,532	28,058	9.0
Grade 12	219	2,099	10.4	1,260	2,603	48.4	6,296	33,474	18.8
Total 7-12	1,988	15,680	12.7	1,514	13,216	11.5	18,382	197,049	9.3
2012-13									
Grade 7	49	2,640	1.9	28	2,956	0.9	400	34,922	1.1
Grade 8	57	2,738	2.1	53	2,714	2.0	501	33,524	1.5
Grade 9	898	3,397	26.4	82	2,429	3.4	5,580	36,004	15.5
Grade 10	415	2,282	18.2	49	2,026	2.4	2,724	28,784	9.5
Grade 11	310	1,890	16.4	39	1,896	2.1	2,332	27,026	8.6
Grade 12	205	1,994	10.3	1,390	2,843	48.9	6,372	33,081	19.3
Total 7-12	1,934	14,941	12.9	1,641	14,864	11.0	17,909	193,341	9.3

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2012-13 school year.

Table 6.10. State of Texas Assessments of Academic Readiness (STAAR) Percentage Passing 2013 and 2014, by Grade and Promotion Status 2012-13, Grades 3-8

	STAAR English-Version				STAAR Spanish-Version			
	Reading		Mathematics		Reading		Mathematics	
Status	2013	2014	2013	2014	2013	2014	2013	2014
Grade 3								
Promoted	80.4	–[a]	70.0	–	69.7	–	61.7	–
Retained	20.7	57.9	9.7	54.7	16.5	57.7	8.2	58.2
Grade 4								
Promoted	72.9	–	69.0	–	58.9	–	53.6	–
Retained	13.2	50.6	9.9	49.9	7.6	48.8	10.1	52.8
Grade 5								
Promoted	91.1	–	92.0	–	87.8	–	76.0	–
Retained	21.8	66.7	31.3	76.2	38.7	81.3	4.1	62.2
Grade 6								
Promoted	71.7	–	73.8	–	n/a[b]	n/a	n/a	n/a
Retained	17.3	44.4	16.1	45.7	n/a	n/a	n/a	n/a
Grade 7								
Promoted	77.9	–	71.1	–	n/a	n/a	n/a	n/a
Retained	26.6	47.1	17.0	34.7	n/a	n/a	n/a	n/a
Grade 8								
Promoted	92.5	–	88.9	–	n/a	n/a	n/a	n/a
Retained	45.3	69.0	31.8	62.8	n/a	n/a	n/a	n/a

Note. Mathematics results are based on STAAR and STAAR L combined. Passing rates for retained students in both years are based on the same groups of students.

[a]Students promoted in 2013 did not repeat the same grade-level test in 2014. [b]Not applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

Figure 6.1. Grade-Level Retention 2012-13 and Reading Passing Rates on the English-Version STAAR 2013 and 2014, Grades 3-8

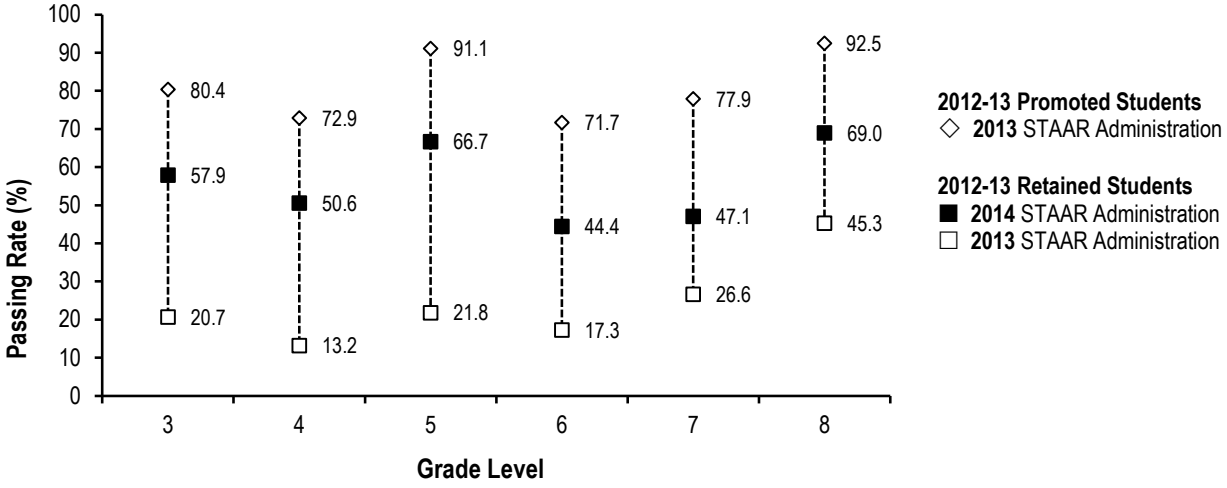
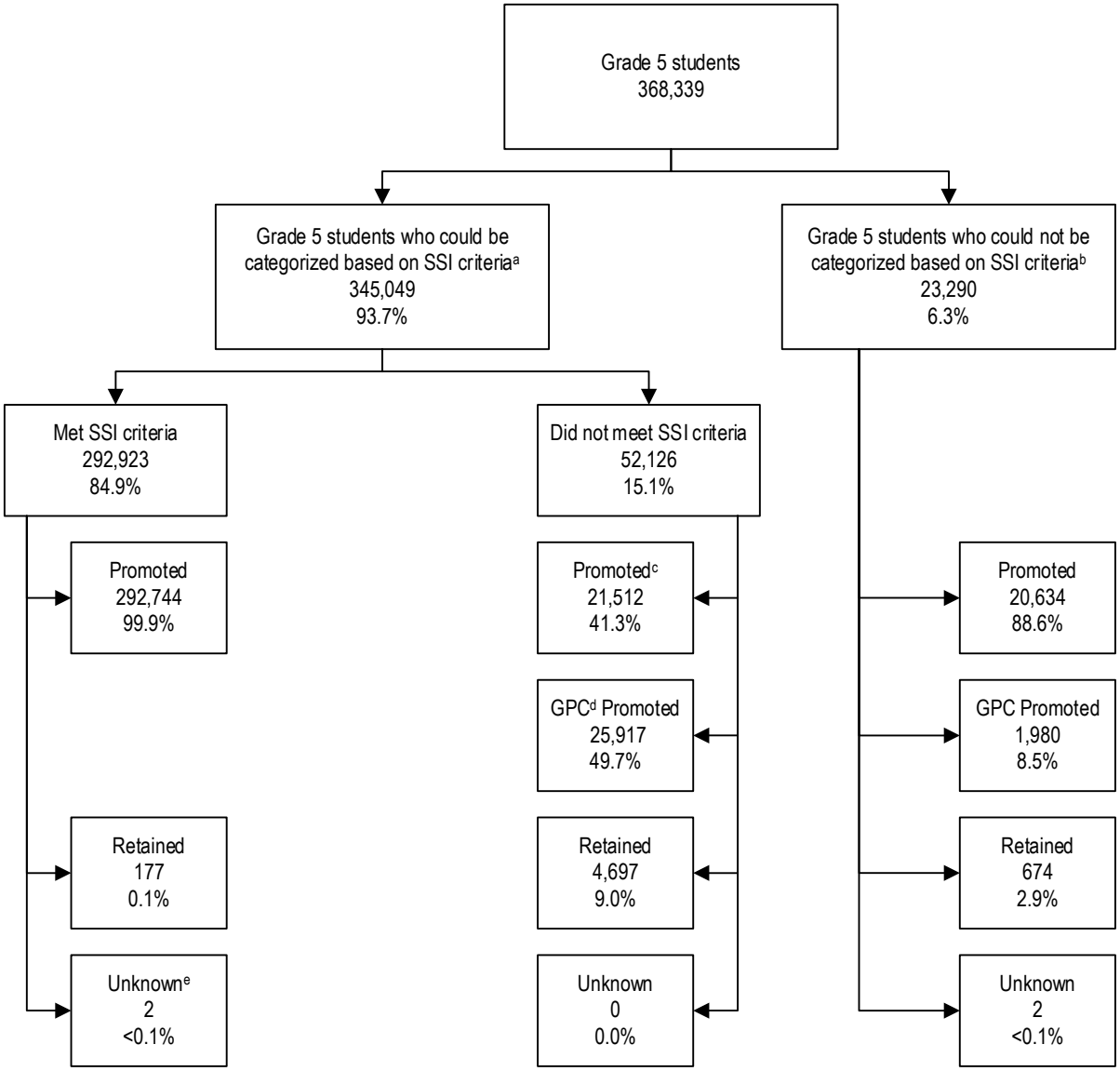


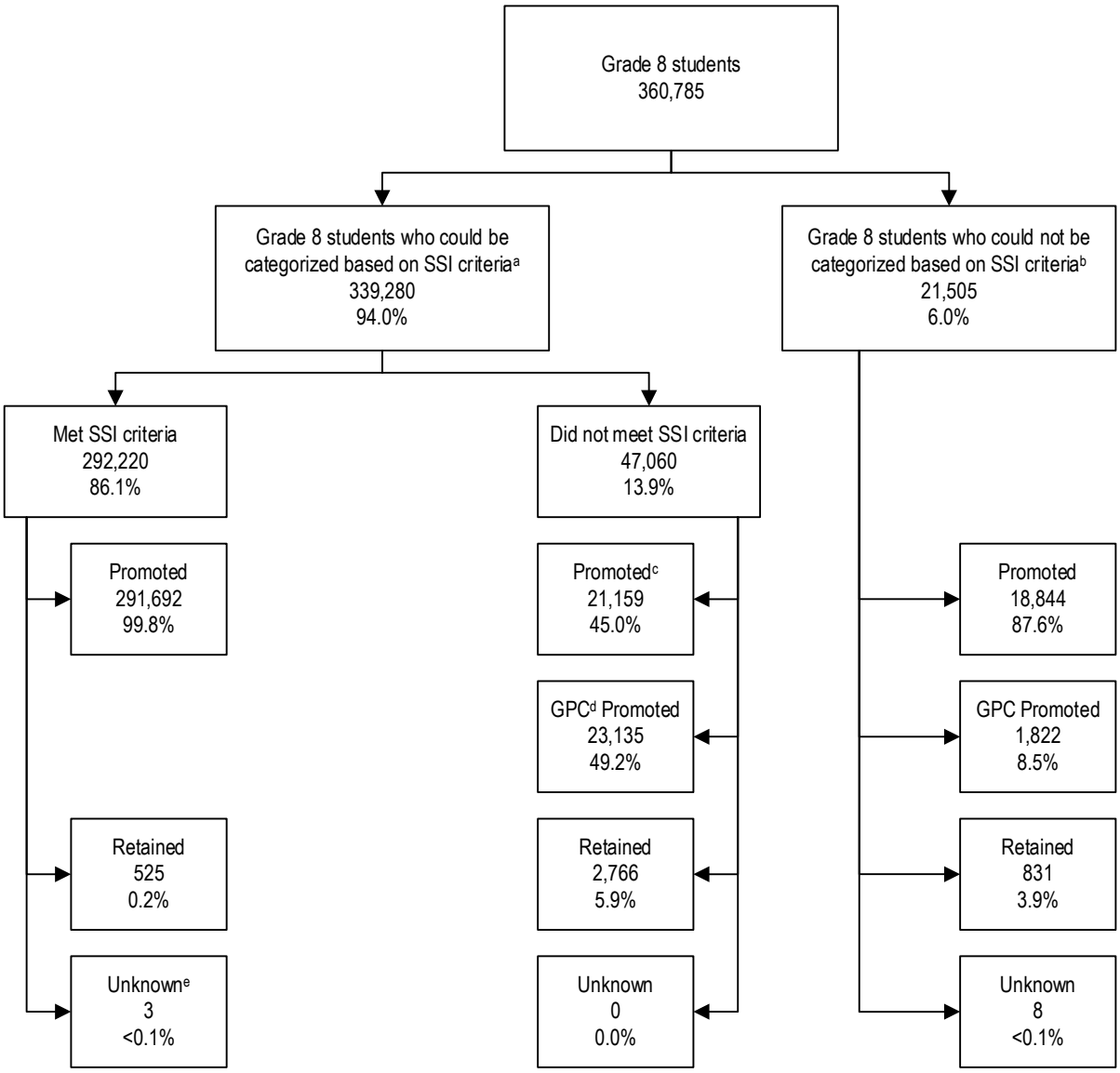
Figure 6.2. Performance on the STAAR Reading and Mathematics Tests 2013 and Promotion Status 2012-13, Grade 5



Note. Mathematics results are based on English and Spanish versions of STAAR and STAAR L combined. Parts may not add to 100 percent because of rounding.

[a]Under Texas Education Code §28.0211 (2011), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, and (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. [b]Students who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR or STAAR L may have been administered another version of STAAR, such as STAAR Modified. [c]These students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. [d]Promoted by GPC decision. [e]Promotion status could not be determined because of a grade-level reporting error.

Figure 6.3. Performance on the STAAR Reading and Mathematics Tests 2013 and Promotion Status 2012-13, Grade 8



Note. Mathematics results are based on STAAR and STAAR L combined. Parts may not add to 100 percent because of rounding.

[a]Under Texas Education Code §28.0211 (2011), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, and (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. [b]Students who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR or STAAR L may have been administered another version of STAAR, such as STAAR Modified. [c]These students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. [d]Promoted by GPC decision. [e]Promotion status could not be determined because of a grade-level reporting error.

7. District and Campus Performance

One of the primary objectives of the Texas Education Agency (TEA) is to ensure educational excellence for all students. Public school districts and campuses are held accountable for student achievement through a system of ratings, distinctions, interventions, and sanctions. Academic accountability is administered through the accountability rating system for Texas public schools and districts and the Performance-Based Monitoring System.

Accountability Rating System

Overview

In 1993, the Texas Legislature mandated creation of the Texas public school accountability system to rate school districts and evaluate campuses. Under the accountability system in place from 1994 through 2002, ratings were based largely on Texas Assessment of Academic Skills (TAAS) results and annual dropout rates. In 2003, the state implemented a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), and a new accountability system was released in 2004. Under this system, which was in place from 2004 through 2011, district and campus ratings were based on 25 separate TAKS assessment measures and 10 longitudinal completion and annual dropout rate measures.

In 2009, the Texas Legislature mandated creation of new assessment and accountability systems focused on postsecondary readiness for all Texas public school students. The statutory goals for the accountability system were: improving student achievement at all levels in the core subject areas, ensuring the progress of all students toward advanced academic performance, and closing performance gaps among student groups.

A new assessment program, the State of Texas Assessments of Academic Readiness (STAAR), was administered for the first time in 2012. As a transition to the new assessment program, no state accountability ratings were issued in 2012. During that year, TEA worked with three advisory committees—the Accountability Technical Advisory Committee, the Accountability Policy Advisory Committee, and the Academic Achievement Distinction Designation Committee—to develop a new rating and distinction designations system. The advisory groups, which consisted of educators, accountability experts, professionals, and business and community leaders, made recommendations for criteria and standards to the commissioner of education, who made final decisions regarding the accountability and distinction designation systems.

The 2012-13 school year marked the first year of ratings and distinction designations based on STAAR results. The new accountability system allows a large number of measures to be evaluated within a performance index framework, eliminating the limitations of a single indicator determining the ratings. When ratings were first issued in August of 2013, three distinction designations were available to recognize campuses for outstanding achievement in specified academic areas. In 2014, an additional four distinction designations were available to campuses, and a new distinction designation based on postsecondary readiness was available to districts. The 2014 ratings also included a new postsecondary readiness measure: college-ready graduates. Future ratings will include additional measures of postsecondary success required by the 83rd Texas Legislature in 2013.

To meet statutory requirements and goals, the accountability system for 2013 and beyond includes a comprehensive evaluation of student performance based on four performance indexes:

- Index 1: Student Achievement. This index measures campus and district performance based on satisfactory student achievement across all subjects for all students.
- Index 2: Student Progress. This index measures progress by subject and by student demographics: race/ethnicity, special education program participation, and English language learner status.
- Index 3: Closing Performance Gaps. This index emphasizes advanced academic achievement of students identified as economically disadvantaged and the lowest performing racial/ethnic student groups at each campus and district.
- Index 4: Postsecondary Readiness. This index emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that prepares students for success in college, the workforce, job training programs, or the military. In 2014, Index 4 includes four components: results at the STAAR postsecondary readiness standard; graduation rates or annual dropout rates; rates of graduation under the Recommended High School Program or Distinguished Achievement Program; and a college-ready graduates indicator.

Districts and campuses are each assigned one of the following ratings in the new rating system: *Met Standard*, *Met Alternative Standard*, or *Improvement Required.*

To receive a *Met Standard* or *Met Alternative Standard* rating, all campuses and districts must meet targets on all indexes for which they have performance results. Campuses (and districts, starting in 2014) that earn a *Met Standard* rating are eligible to earn distinction designations in recognition of outstanding achievement on specific indicators. By statute, alternative education campuses (AECs) and charter districts evaluated under alternative education accountability (AEA) provisions are not eligible to be evaluated for distinctions.

Campuses can earn the following seven distinction designations by scoring in the top quartile of their campus comparison groups:

- academic achievement in reading/English language arts;
- academic achievement in mathematics;
- academic achievement in science (added in 2014);
- academic achievement in social studies (added in 2014);
- top 25 percent: student progress;
- top 25 percent: closing performance gaps (added in 2014); and
- postsecondary readiness (added in 2014).

A district can earn the postsecondary readiness distinction if at least 70 percent of its campus-level indicators of postsecondary readiness are in the top quartile of the campus comparison groups.

The No Child Left Behind Act of 2001 (NCLB) reauthorized and amended federal programs established under the Elementary and Secondary Education Act of 1965 (ESEA). Under NCLB, accountability provisions that previously applied only to districts and campuses receiving Title I, Part A, funds were expanded to all districts and campuses. All public school districts, campuses, and the state were evaluated annually for Adequate Yearly Progress (AYP) from the 2002-03 through the 2011-12 school years.

On February 28, 2013, the Texas Education Agency (TEA) requested that the U.S. Department of Education (USDE) waive specific provisions of the ESEA. The U.S. secretary of education approved the Texas waiver request on September 30, 2013, which waived the 2013 AYP calculations and allowed the state's existing systems of interventions to guide the support and improvement of schools. The state accountability system safeguard information was used to meet federal accountability requirements to identify Priority and Focus Schools that are eligible for additional federal funding but subject to a series of federally prescribed interventions.

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the accountability rating system to ensure that poor performance in one area or for one student group is not masked in the performance index. The state accountability system safeguard data are released in conjunction with the state accountability ratings.

Alternative Education Accountability Provisions

Beginning with the 1995-96 school year, TEA implemented alternative education accountability (AEA) provisions for campuses dedicated to serving students at risk of dropping out of school. In 2005, new AEA provisions were implemented for eligible charter districts and alternative education campuses (AECs) primarily serving at-risk students. The indicators under the new provisions were designed for schools serving highly mobile student populations in smaller settings than traditional school districts. From 2005 through 2011, eligible AECs had the option to register for evaluation under AEA provisions. The performance results of students at registered AECs were still included in the district's performance and used in determining the district's accountability rating.

Beginning with the 2013 accountability rating system, new AEA provisions were developed for eligible charter districts and AECs. To be eligible to register for evaluation under AEA provisions, charter districts and AECs must primarily serve students at risk of dropping out of school as defined in Texas Education Code (TEC) §29.081(d), provide accelerated instructional services to those students, and meet additional specified criteria. AECs of choice, dropout recovery schools, and residential facilities have the option to register, but disciplinary alternative education programs, juvenile justice alternative education programs, and stand-alone general educational development (GED) programs are not eligible to register.

In 2014, 43 charter districts were evaluated under AEA provisions. Of the 400 campuses evaluated under AEA provisions in 2014, there were 84 residential facilities, 226 dropout recovery schools, and 90 AECs of choice. Beginning in 2014, in accordance with statutory changes made by the 83rd Texas Legislature, residential facilities and AEA charter districts that operate only residential facilities are no longer assigned state accountability ratings.

2013 and 2014 Accountability

In 2014, of the 1,227 public school districts and charters in Texas, 1,107 (90.2%) were rated *Met Standard/Met Alternative Standard*, 110 (9.0%) were rated *Improvement Required*, and 10 were *Not Rated*

(Table 7.1). In 2013, of the 1,228 public school districts and charters, 1,140 (92.8%) were rated *Met Standard/Met Alternative Standard*, 76 (6.2%) were rated *Improvement Required*, and 11 were *Not Rated*. Statewide, 98.5 percent of students were enrolled in *Met Standard/Met Alternative Standard* districts or charters in 2014, and 1.4 percent of students were enrolled in *Improvement Required* districts or charters.

In 2014, of the 8,574 public school campuses and charter campuses in Texas, 7,285 (85.0%) were rated *Met Standard/Met Alternative Standard*, 733 (8.5%) were rated *Improvement Required*, and 555 were *Not Rated* (Table 7.2 on page 126). In 2013, of the 8,555 public school campuses and charter campuses, 7,207 (84.2%) were rated *Met Standard/Met Alternative Standard*, 768 (9.0%) were rated *Improvement Required*, and 579 were *Not Rated*. Statewide, 92.2 percent of students were enrolled in campuses rated *Met Standard/Met Alternative Standard*, and 7.2 percent of students were enrolled in *Improvement Required* campuses.

In 2014, of the 8,574 campuses in Texas, 7,036 (82.1%) were evaluated for distinction designations. Of all campuses, 2,250 (26.2%) received distinction designations for academic achievement in reading/English language arts; 2,028 (23.7%) for postsecondary readiness; 2,026 (23.6%) for top 25 percent: closing performance gaps; 1,939 (22.6%) for academic achievement in mathematics; 1,841 (21.5%) for academic achievement in science; 1,577 (18.4%) for top 25 percent: student progress; and 867 (10.1%) for academic achievement in social studies. The previous year, 27.2 percent of all campuses received distinction designations for academic achievement in reading/English language arts; 22.3 percent for academic achievement in mathematics; and 23.3 percent for top 25 percent: student progress.

Of all campuses, 4,424 (51.6%) received one or more distinction designations in 2014, compared to 3,599 (42.1%) in 2013. A total of 400 (4.7%) campuses received every distinction designation for which they were eligible in 2014. Of the 1,227 districts evaluated that year, 26 (2.1%) received the distinction designation for postsecondary readiness.

Charters and Accountability

The Texas Legislature authorized the establishment of charters in 1995 to promote local initiative and innovation in education. Some of the first charters have been in operation since fall of 1996. Depending on the student population served, charters may choose to be rated under the standard accountability provisions or may apply to be rated under AEA provisions. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, charter districts, as well as the campuses they operated, were rated. Beginning in 2005, some charter districts were eligible to be

Table 7.1 School District Accountability Ratings, by Rating Category, Standard and Alternative Education Accountability Provisions, 2013 and 2014

	2013		2014	
Rating	Number	Percent	Number	Percent
School Districts, Including Charter Districts				
Met Standard/Alternative Standard	1,140	92.8	1,107	90.2
Met Standard	1,105	90.0	1,073	87.4
Met Alternative Standard	35	2.9	34	2.8
Improvement Required	76	6.2	110	9.0
Not Rated	11	0.9	10	0.8
Not Rated: Data Integrity Issues	1	0.1	0	0.0
Total	1,228	100	1,227	100
School Districts, Excluding Charter Districts				
Met Standard/Alternative Standard	979	95.4	949	92.6
Met Standard	979	95.4	949	92.6
Met Alternative Standard	0	0.0	0	0.0
Improvement Required	46	4.5	76	7.4
Not Rated	1	0.1	0	0.0
Total	1,026	100	1,025	100
Charter Districts				
Met Standard/Alternative Standard	161	79.7	158	78.2
Met Standard	126	62.4	124	61.4
Met Alternative Standard	35	17.3	34	16.8
Improvement Required	30	14.9	34	16.8
Not Rated	10	5.0	10	5.0
Not Rated: Data Integrity Issues	1	0.5	0	0.0
Total	202	100	202	100

Note. Parts may not add to 100 percent because of rounding.

Table 7.2 Campus Accountability Ratings, by Rating Category, Standard and Alternative Education Accountability Provisions, 2013 and 2014

	2013		2014	
Rating	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Met Standard/Alternative Standard	7,207	84.2	7,285	85.0
Met Standard	6,987	81.7	7,041	82.1
Met Alternative Standard	220	2.6	244	2.8
Improvement Required	768	9.0	733	8.5
Not Rated	579	6.8	555	6.5
Not Rated: Data Integrity Issues	1	<0.1	1	<0.1
Total	8,555	100	8,574	100
Campuses, Excluding Charter Campuses				
Met Standard/Alternative Standard	6,828	85.3	6,865	86.0
Met Standard	6,699	83.7	6,723	84.2
Met Alternative Standard	129	1.6	142	1.8
Improvement Required	670	8.4	636	8.0
Not Rated	505	6.3	484	6.1
Not Rated: Data Integrity Issues	1	<0.1	1	<0.1
Total	8,003	100	7,986	100
Charter Campuses				
Met Standard/Alternative Standard	379	68.7	420	71.4
Met Standard	288	52.2	318	54.1
Met Alternative Standard	91	16.5	102	17.3
Improvement Required	98	17.8	97	16.5
Not Rated	74	13.4	71	12.1
Not Rated: Data Integrity Issues	1	0.2	0	0.0
Total	552	100	588	100

Note. Parts may not add to 100 percent because of rounding.

evaluated under AEA provisions. Charter districts that operated only registered AECs were evaluated under AEA provisions. Charter districts that operated both standard campuses and registered AECs were given the option to be evaluated under AEA provisions if at least 50 percent of the charter district's students were enrolled at registered AECs.

In 2014, a total of 159 charter districts were rated under the standard accountability system, and 43 were rated under AEA provisions (Table 7.1 on page 125). A total of 124 charter districts received the *Met Standard* rating, and 34 received the *Met Alternative Standard* rating. A total of 34 charter districts were rated *Improvement Required,* and 10 were *Not Rated.*

Of the 588 charter campuses, 318 (54.1%) were rated *Met Standard* in 2014, and 102 (17.3%) were rated *Met Alternative Standard* (Table 7.2). A total of 97 charter campuses (16.5%) were rated *Improvement Required*, and 71 charter campuses were *Not Rated*.

State Supports for Struggling Schools, 2012-13 and 2013-14

TEA has undertaken, as one of its key initiatives, efforts to prioritize the coordination and delivery of intervention activities and provide assistance to struggling schools and districts. Critical steps were implemented in 2012-13 to implement the Texas Accountability Intervention System (TAIS), with a focus on conducting data analysis, developing needs assessments, creating targeted improvement plans, and designing a process for monitoring the implementation of improvement plans. The TAIS is designed to specify the foundational systems, actions, and processes required to transform Texas schools. The TAIS distinguishes levels of assistance for schools by incorporating the state and federal accountability labels into an aligned system of support. This conceptual approach moves beyond the classification of schools by providing clearly articulated commitments and provisions required for school districts to support schools identified as low performing.

The TAIS is one component of a system of coordinated support for districts and campuses that includes the Texas Center for District and School Support, the Texas Comprehensive Center at SEDL, and the network of regional education service centers (ESCs). The Texas Center for District and School Support is designed to improve district and campus turnaround capacity by coordinating, to the extent possible, interventions for state and federal accountability and by creating a network of turnaround teams at each of the ESCs. The center coordinates with TEA, Texas stakeholders, and national entities in the pursuit of this mission. In 2012-13 and

2013-14, these initiatives continued to expand in response to the identified needs of struggling schools and districts.

An emphasis on the role of the district drives the TAIS and additional specific interventions, including the District Turnaround Leadership Initiative and Creating Turnaround Educator Pipelines. These interventions are designed to:

- serve the lowest performing campuses in the state, including Priority and Focus campuses;
- establish and expand the pipeline of principals uniquely skilled to turn around chronically underperforming schools;
- expand district knowledge and skills related to the role of the district coordinator for school improvement and strategies for supporting campus improvement efforts; and
- strengthen the knowledge and skills of ESCs to better support the lowest performing schools in their regions.

It is expected that this focus on district and campus improvement also will be reflected in district performance in the Performance-Based Monitoring System, under which targeted interventions are implemented based on specific performance indicators.

Interventions for Academically Unacceptable/Improvement Required Performance, 2012-13 and 2013-14

Because a new accountability system was being developed, no state accountability ratings were assigned in 2012. The ratings assigned to districts and campuses in 2011 carried over to 2012. Districts and campuses were required to update and continue implementing their targeted improvement plans. A campus that had been rated *Academically Unacceptable* (*AU*) for two consecutive years in 2011 was required to engage in developing a reconstitution plan for the campus and to implement the plan in the 2012-13 school year.

The new accountability system incorporates four indexes along with system safeguards. Districts and campuses are rated *Met Standard*, *Met Alternative Standard*, or *Improvement Required (IR)*. Campuses rated *IR* in 2013 were required to engage in one or more intervention activities specified under TEC Chapter 39, Subchapter E. These include assignment of a campus intervention team (CIT) by TEA, completion of an on-site needs assessment and evaluation by the CIT, development and implementation of a targeted school improvement plan, campus reconstitution under the oversight of the CIT, and participation in a hearing conducted by the commissioner of education.

A first-year *IR* campus in 2013 was assigned a professional service provider by TEA, and the district was required to assign a district coordinator for school improvement. Together, the service provider and district coordinator comprised the CIT, which was required to work with the campus to analyze data, conduct a needs assessment, and develop and implement a targeted improvement plan. The targeted improvement plan and progress reports were required to be submitted to TEA by specified dates.

A campus rated *AU* or *IR* for a second consecutive year in 2013 (i.e., 2011 and 2013) continued to have a CIT. The CIT was required to work with the campus to review new data, revise the targeted improvement plan as necessary, and submit the plan and progress reports to TEA by specified dates. The CIT also assisted the campus in planning the required reconstitution of the campus, which included determining which educators would be retained at the campus when the reconstitution was implemented. The campus and CIT were required to submit the targeted improvement plan and reconstitution plans to TEA and engage in ongoing communication with the agency regarding implementation of the plan.

A campus rated *AU* or *IR* for a third consecutive year in 2013 (i.e., 2010, 2011, and 2013) was subject to additional interventions and/or sanctions, including implementation of the required reconstitution plan and participation in a hearing before the commissioner of education or the commissioner's designee.

A campus rated *AU* or *IR* for a fourth or fifth consecutive year in 2013 (i.e., 2008 and/or 2009, 2010, 2011, and 2013) was required to submit frequent updates to the agency and participate in a hearing before the commissioner of education or the commissioner's designee, and may have been subject to additional interventions and/or sanctions.

One campus rated *AU* or *IR* for a sixth consecutive year in 2013 (i.e., 2007, 2008, 2009, 2010, 2011, and 2013) was ordered to establish an academic partnership with a local university that will provide professional services to support student-level remediation efforts in the campus's areas of *IR* performance, as well as additional professional development and support for campus and district staff. The campus and university were required to enter into a memorandum of understanding to monitor and support the planning, implementation, and evaluation of a comprehensive improvement plan. The plan is to focus on academic areas to strengthen and improve learning systems, the educational environment, and assessment and accountability.

A district rated *AU* or *IR* for a second consecutive year in 2013 (i.e., 2011 and 2013) was subject to potential assignment of a monitor by TEA, and 27 districts had monitors assigned for this reason. A district rated *AU* or

IR for a third consecutive year in 2013 (i.e., 2010, 2011, and 2013) was assigned a TEA conservator. A district rated *AU* or *IR* for a fourth or fifth consecutive year in 2013 (i.e., 2008 and/or 2009, 2010, 2011, and 2013) also was subject to the assignment of a TEA conservator, and one district had a conservator assigned for this reason. Additionally, under the authority of TEC §39.051 and 19 Texas Administrative Code (TAC) Chapter 97, Subchapter EE, a district rated *AU* or *IR* for a second consecutive year or more in 2013 was assigned an accreditation status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. One district was closed and annexed to a neighboring school district, effective July 1, 2013, after the district was assigned a 2011-12 accreditation status of Not Accredited-Revoked.

Additional sanctions or interventions for a district or campus rated *AU* or *IR* for multiple years may include one or more of the following: education service center support, test administration monitoring, acquisition of professional services, or appointment of a board of managers.

Performance-Based Monitoring System

Overview

Statutory Justification

State and federal statute guide TEA monitoring activities. The agency has developed and implemented a Performance-Based Monitoring (PBM) System that is data-driven and results-based, includes targeted interventions, and is coordinated and aligned with other TEA evaluation systems.

Performance-Based Monitoring Analysis System

School districts receive annual performance information through the Performance-Based Monitoring Analysis System (PBMAS), which includes a set of performance and program effectiveness indicators for the various special programs that TEA is required by state or federal statute to monitor. The following programs comprise PBMAS:

- special education;
- bilingual education/English as a second language;
- career and technical education; and
- No Child Left Behind (economically disadvantaged students and migrant students).

PBM Data Validation

As part of an overall agency effort to ensure data integrity, PBM data validation analyses are conducted annually to evaluate district leaver and dropout data, student assessment data, and discipline data. Additional data analyses, including random audits, are conducted as necessary to ensure the integrity of data submitted to TEA. Data validation interventions are coordinated with performance interventions and tailored to specific data quality concerns.

Additional TEA Oversight

Other criteria that are considered in the agency's PBM System include school district governance issues, results of the dispute resolution process (complaints and due process hearings), and findings of local independent financial audits. Two required federal monitoring activities—Office for Civil Rights (OCR) career and technical education monitoring and Civil Action 5281 monitoring—also are integrated into the system.[1]

Because districts may occasionally demonstrate egregious performance or compliance problems, the PBM System incorporates an imminent-risk component that allows for a coordinated agency response to occur when necessary and appropriate. The response is immediate and involves a comprehensive review that may include an on-site investigation. As appropriate, interventions and/or sanctions are implemented to address findings from the review.

PBM Interventions

A primary goal of the PBM System is alignment of interventions with program needs and requirements and across program and monitoring areas. PBM interventions emphasize a continuous improvement process. Districts are required to implement activities that promote improved student performance and program effectiveness, and TEA monitors progress toward these goals. Improvement planning occurs in a team environment, with required and recommended participants, including community stakeholders.

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance

[1] *The OCR monitoring requirements establish procedures and minimum requirements for states to ensure civil rights compliance of districts that receive federal funds from the U.S. Department of Education (USDE) and operate career and technical education programs. Civil Action 5281 is a court order resulting from a lawsuit brought against the State of Texas by the USDE. The court found schools in Texas to be segregated in violation of the U.S. Constitution, and Civil Action 5281 (modified order 1971, amended 1973) requires state oversight and regulation of student transfers and certain other district activities as a result of that finding.*

interventions and compliance review. For the 2012-13 school year, intervention activities included: focused data analyses; submission of local continuous improvement plans for state review; program effectiveness reviews; compliance reviews; provision of public meetings for interested community members; and on-site reviews. (See "PBM Special Education Monitoring and Interventions" on this page for more detailed information on interventions.) Additionally, 19 TAC §97.1071 specifies current TEA practice regarding PBM interventions.

For the 2013-14 school year, interventions activities centered on the Texas Accountability Intervention System (TAIS). Districts were required to: engage in data analysis; conduct needs assessments; develop a targeted improvement plan, which was submitted to the state for review; implement and monitor the targeted improvement plan; submit quarterly progress reports; and, in some cases, participate in on-site reviews. (See "PBM Special Education Monitoring and Interventions" on this page for more detailed information on interventions.)

Other Interventions

TEC §39.057 authorizes the commissioner of education to conduct special accreditation investigations related to data integrity, district testing practices, civil rights complaints, financial accounting practices, student disciplinary placements, and governance problems between local board members and/or the superintendent, and as the commissioner otherwise deems necessary. Additionally, statute authorizes the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §§39.051 and 39.052 and Chapter 39, Subchapter E). The commissioner may:

- assign a lowered accreditation status to the district;
- appoint a TEA monitor to participate in the activities of the board of trustees or superintendent of the district and report on the activities to the agency;
- appoint a conservator to oversee the operations of the district;
- appoint a management team to direct the operations of the district in areas of unacceptable performance;
- appoint a board of managers to exercise the powers and duties of the board of trustees of the district;
- annex the district to one or more adjoining districts;
- order closure of a campus or all programs operated by a home-rule school district or open-enrollment charter school; or
- impose sanctions on the district designed to improve high school completion rates.

Appendix 7-B1 on page 175 and Appendix 7-B2 on page 178 present lists of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2012, and August 31, 2013, and between September 1, 2013, and August 31, 2014, respectively.

Appendix 7-C on page 181 presents a list of school districts that were assigned a lowered accreditation status in 2013-14 and the reasons for the lowered status.

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM System is to ensure compliance by local education agencies (LEAs) with state and federal law related to special education, including the Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code §§1400 *et seq*., and its implementing regulations, Title 34 of the Code of Federal Regulations §§300.1 *et seq*. Reviews of special education programs and of plans for program improvement are essential components of the PBM process. The scope and schedule of program review and intervention activities are determined based on regular analyses of district and charter school special education data and of complaints filed with TEA about special education services.

PBM Special Education Monitoring and Interventions

Integrated Review

TEA special education monitoring activities are based on the data-driven PBM System, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or noncompliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis. Additionally, because state and federal law require close coordination among special education policy, program, and monitoring functions, TEA's integrated program review processes include district self-evaluation, on-site review, and the use of data to identify risk.

Interventions for 2012-13

The system of special education monitoring was aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators were part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, were taken into account in determining required levels of intervention. The individual indicators addressed issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; overrepresentation of students in special education programs; disproportionate student representation in special education programs based on race or ethnicity or limited English proficiency; and disciplinary actions (Table 7.3).

For districts assigned interventions for special education programs only, the 2012-13 interventions were defined as follows.

Stage 1 Intervention: Focused Data Analysis. At this level of intervention, the LEA was required to conduct a data analysis of certain PBMAS indicators revealing higher levels of performance concern and to include the results in an improvement plan. The purpose of the focused analysis was to work with stakeholders to gather, disaggregate, and review data to determine possible causes for areas of performance concern and address identified issues in the improvement plan. The LEA was required to complete all review materials by a specified completion date and retain all materials at the LEA. Based on a random and/or stratified selection process, the LEA also may have been required to submit the materials to TEA for review and verification.

Stage 2 Intervention: Focused Data Analysis, Program Effectiveness Review, and Public Program Performance Review (LEA Public Meeting). An LEA identified at this level of intervention was required to complete the activities in Stage 1 Intervention and a public program performance review. The purpose of the LEA public meeting was to conduct a needs assessment and gather feedback from community stakeholders on the effective operation of the special education program. The LEA was required to complete all review materials by a specified completion date and retain all templates and materials at the LEA. The LEA also was required to include the results of each aspect of the review in the improvement plan. Based on a random and/or stratified selection process, the LEA also may have been required to submit the materials to TEA for review and verification.

Stage 3 Intervention: Focused Data Analysis, Program Effectiveness Review, Public Program Performance Review (LEA Public Meeting), and Compliance Review. An LEA identified at this level of intervention was required to complete the activities in Stage 2 Intervention and a compliance review related to identified areas of performance concern. The purpose of the compliance review was to ensure the LEA was implementing the program as required by federal or state statute or regulation. The LEA was required to include the results of the data analysis, program effectiveness review, program performance review, and compliance review in the improvement plan. Documentation of all required activities was required to be submitted to TEA by a specified date.

Stage 4 Intervention: Program Effectiveness Review. At this intervention level, a targeted review by TEA was conducted to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks as reflected in the LEA data. The activities in this level of intervention may have included completion of the activities required at Stages 1 through 3 and were combined with other monitoring activities. TEA reviewed and approved the improvement plan, and monitored implementation and program improvement activities through ongoing communication during the year with the LEA. If the agency determined that the district was not making improvement in the targeted areas, an on-site review was conducted. On-site monitoring reviews were designed to examine the origins of the LEA's continuing low performance and/or program effectiveness concerns. Findings of an on-site review resulted in continued implementation of the LEA's current improvement plans, revision of the LEA's improvement plan, additional LEA intervention activities, escalated agency oversight, and/or sanctions under the provisions of 19 TAC §89.1076 or §97.1071 or TEC Chapter 39, Subchapter E.

For districts assigned interventions for multiple programs, including special education, the 2012-13 interventions were defined as follows.

Integrated Interventions: When an LEA was assigned a stage of intervention for more than one program area, including special education, in the PBM or Residential Facility Monitoring Systems, the LEA engaged in integrated intervention activities. Rather than engage in separate intervention activities for each program area targeted, the LEA engaged in, and submitted documentation of, interventions activities integrated across all of the program areas targeted. The activities included conducting a longitudinal, comprehensive data study; conducting a review of student-level data; conducting focused data analyses; and developing and implementing an improvement plan and/or corrective action plan. The LEA also may have been required to conduct customized intervention activities, which were determined on a case-by-case basis. Documentation of all required activities was required to be submitted to TEA by a specified date.

Table 7.3. Special Education Performance-Based Monitoring Analysis System Indicators, 2012 and 2013

Number	Indicator
2012	
1(i-v)	District-level percentage of students served in special education who passed each designated State of Texas Assessments of Academic Readiness (STAAR) grade and subject test at the Texas Assessment of Knowledge and Skills (TAKS) equivalency (mathematics, reading, science, social studies, and writing).
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated STAAR grade and subject test at the TAKS equivalency (mathematics, reading, science, social studies, and writing).
3	District-level percentage of students served in special education who were tested on STAAR in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
4	District-level percentage of students served in special education who were tested on STAAR Modified in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
5	District-level percentage of students served in special education who were tested on STAAR Alternate in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
6	District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments.
7	District-level percentage of students served in special education (ages 6-11) who were placed in less restrictive environments.
8	District-level percentage of students served in special education (ages 12-21) who were placed in less restrictive environments.
9	District-level percentage of students served in special education (Grades 7-12) who dropped out of school.
10	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas.
11	District-level percentage of students served in special education who graduated with high school diplomas in four years.
12	District-level percentage of students served in special education.
13	District-level percentage of African American (Not Hispanic/Latino) students served in special education, compared to percentage of all African American (Not Hispanic/Latino) students enrolled in the district.
14	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
15	District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students enrolled in the district.
16	District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs) at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion.
17	District-level percentage of students served in special education who were placed in in-school suspension (ISS) at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.
18	District-level percentage of students served in special education who were placed in out-of-school suspension (OSS) at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion.
2013	
1(i-v)	District-level percentage of students served in special education who passed each designated STAAR grade and subject test (mathematics, reading, science, social studies, and writing). The social studies indicator was a report-only indicator.
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated STAAR grade and subject test (mathematics, reading, science, social studies, and writing). The social studies indicator was a report-only indicator.
3(iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (mathematics, reading, science, social studies, and writing).
4	District-level percentage of students served in special education who were tested on STAAR in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
5	District-level percentage of students served in special education who were tested on STAAR Modified in all designated grades and subjects (mathematics, reading, science, social studies, and writing) (report-only indicator).
6	District-level percentage of students served in special education who were tested on STAAR Alternate in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
7	District-level percentage of students served in special education (ages 3-5) who were placed in less restrictive environments.
8	District-level percentage of students served in special education (ages 6-11) who were placed in less restrictive environments.
9	District-level percentage of students served in special education (ages 12-21) who were placed in less restrictive environments.

continues

Table 7.3. Special Education Performance-Based Monitoring (continued)
Analysis System Indicators, 2012 and 2013

Number	Indicator
10	District-level percentage of students served in special education (ages 6-11) in the regular class 80 percent or more of the day (report-only indicator).
11	District-level percentage of students served in special education (ages 6-11) in the regular class less than 40 percent of the day (report-only indicator).
12	District-level percentage of students served in special education (ages 12-21) in the regular class 80 percent or more of the day (report-only indicator).
13	District-level percentage of students served in special education (ages 12-21) in the regular class less than 40 percent of the day (report-only indicator).
14	District-level percentage of students served in special education (Grades 7-12) who dropped out of school.
15	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas.
16	District-level percentage of students served in special education who graduated with high school diplomas in four years.
17	District-level percentage of students served in special education.
18	District-level percentage of African American (Not Hispanic/Latino) students served in special education, compared to percentage of all African American (Not Hispanic/Latino) students enrolled in the district.
19	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
20	District-level percentage of LEP students served in special education, compared to percentage of all LEP students enrolled in the district.
21	District-level percentage of students served in special education who were placed in DAEPs at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion.
22	District-level percentage of students served in special education who were placed in ISS at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.
23	District-level percentage of students served in special education who were placed in OSS at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion (report-only indicator).

Interventions for 2013-14

Beginning in 2013-14, the focus shifted to a more integrated process for continuous, sustained improvement. Districts and campuses that were rated *Improvement Required* in the accountability system and/or were assigned interventions in the PBM System engaged in the Texas Accountability Intervention System (TAIS). The TAIS includes a continuous improvement process driven by the ongoing collection and analysis of data. The level of support a district or campus received was determined by: (a) the district or campus's current and longitudinal accountability ratings; (b) the district or campus's current and longitudinal history of PBM intervention; and (c) the highest level of intervention required by the accountability or PBM system.

The system of special education monitoring continues to be aligned with other PBM activities through the use of interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are a part of the PBMAS, and overall results, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; overrepresentation of students in special education programs; disproportionate student representation in special education programs based on race/ethnicity or limited English proficiency; and disciplinary actions (Table 7.3).

For districts assigned interventions for special education programs only or for multiple programs, including special education, the 2013-14 interventions were defined as follows.

Stage 1 Intervention: TAIS Activities. At this level of intervention, the LEA was required to conduct a data analysis of certain PBMAS indicators revealing higher levels of performance concern, conduct a needs assessment, develop a targeted improvement plan, and implement and monitor the plan. The purpose of the data analysis was to work with a district leadership team to gather, disaggregate, and review data to identify factors contributing to areas of low performance and program ineffectiveness. The needs assessment was designed to determine the root causes contributing to the low performance and program effectiveness concerns. Findings from the needs assessment were addressed in the targeted improvement plan. The LEA was required to complete all reviews and develop the targeted improvement plan by a specified date and retain all materials at the LEA. Based on a random and/or stratified selection

process, the LEA also may have been required to submit the materials to TEA for review and verification.

Stage 2 Intervention: TAIS Activities. An LEA identified at this level of intervention was required to complete the same activities as in Stage 1 Intervention, complete all review materials by a specified date, and retain all materials at the LEA. Based on a random and/or stratified selection process, the LEA also may have been required to submit the materials to TEA for review and verification.

Stage 3 Intervention: TAIS Activities. An LEA identified at this level of intervention was required to complete the same activities as in Stage 2 Intervention and a compliance review to identify areas of performance concern. The purpose of the compliance review was to ensure the LEA was implementing the program as required by federal or state statute or regulation. The LEA was required to submit the targeted improvement plan to TEA by a specified date and report progress on the targeted improvement plan quarterly.

Stage 4 Intervention: TAIS Activities. An LEA identified at this level of intervention was required to complete the same activities as in Stage 3 Intervention. In addition, TEA conducted a targeted review of the LEA to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks as reflected in the LEA data. Subsequent to the review, the LEA was required to revise or develop a targeted improvement plan to address findings related to the review or any other required activities. The LEA may have received an on-site review designed to examine the origins of the LEA's continuing low performance and/or program effectiveness concerns. Findings of an on-site review resulted in either continued implementation of the LEA's current improvement plans, revision of the LEA's improvement plan, additional LEA intervention activities, escalated agency oversight, and/or sanctions under the provisions of 19 TAC §89.1076 or §97.1071 or TEC Chapter 39, Subchapter E.

PBM Special Education Monitoring Results and Ratings, 2012-13 and 2013-14

An LEA was required to submit an improvement plan when areas of poor program performance or noncompliance were identified. The program status for the LEA and the required level of interaction with TEA generally were determined based on results of the initial review of the plan (Appendices 7-D1 through 7-I8, starting on page 182). The program status for certain LEAs was based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the PBM system; (b) coordinated TEA interventions related to compliance, performance, fiscal, and/or governance concerns; and (c) ongoing and/or escalated interventions resulting from identification of ongoing compliance concerns. In 2013-14, there were 13 program status categories (Table 7.4). The categories were defined as follows.

Table 7.4. Special Education Monitoring Ratings, 2012-13 and 2013-14

	Districts	
Rating	2012-13	2013-14
Local Interventions Implemented	291	218
Completed: Routine Follow-up	160	110
Completed: Noncompliance Follow-up	11	2
TEA[a] Integrated On-Site Action Completed: Routine Follow-up	12	7
TEA Integrated On-Site Action Completed: Noncompliance Follow-up	24	41
TEA Integrated On-Site Action Completed: Oversight/Sanction/ Intervention	0	0
Year After TEA On-Site Action: Routine Follow-up	49	35
Year After TEA On-Site Action: Noncompliance Follow-up	4	0
Oversight/Sanction/Intervention	0	0
On-Site Intervention Assigned	4	0
Merged With Other Charter	0	3
Proposed Charter Non-renewal	0	0
Closure	1	1
Total	556	417

[a]Texas Education Agency.

Local Interventions Implemented. The LEA completed a local review process by a specified date, as required in Stage 1 and Stage 2 Interventions, and retained materials and templates at the LEA.

Completed: Routine Follow-up. The LEA data and documentation met TEA requirements for completion of the process. TEA monitored implementation of the improvement plan.

Completed: Noncompliance Follow-up. The LEA data and documentation met TEA requirements for completion of the process. TEA monitored implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

TEA Integrated On-Site Action Completed: Routine Follow-up. TEA completed an on-site integrated review of the LEA programs. As a result, the LEA implemented and/or revised an improvement plan. TEA monitored implementation of the improvement plan.

TEA Integrated On-Site Action Completed: Noncompliance Follow-up. TEA completed an on-site

integrated review of the LEA programs. As a result, the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements. TEA monitored implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

TEA Integrated On-Site Action Completed: Oversight/Sanction/Intervention. TEA completed an on-site review of the LEA programs. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or improvement plan implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.

Year After TEA On-Site Action: Routine Follow-up. TEA completed an on-site review of the LEA programs in the prior year. As a result, the LEA implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continued to monitor implementation of the improvement plan.

Year After TEA On-Site Action: Noncompliance Follow-up. TEA completed an on-site review of the LEA programs during the prior year. As a result, the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements, and the improvement plan continued throughout the subsequent year. TEA continued to monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

Oversight/Sanction/Intervention. TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of an LEA at Stage 3 Intervention was not adequate; (b) the improvement plan of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) improvement plan implementation was not proceeding as appropriate for an LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of an improvement plan.

On-Site Intervention Assigned. TEA assigned a technical assistance team, special purpose monitor, conservator, management team, or board of managers to oversee correction of noncompliance and/or implementation of program and monitoring requirements.

Merged With Other Charter. The charter school was assigned a stage of intervention due to the PBMAS results from the previous year, but the charter school merged with another charter school and conducted interventions under the name of the charter with which it merged.

Proposed Charter Non-renewal. The charter school has been notified of TEA's intent not to renew the charter.

Closure. The district/campus was closed as a result of TEA sanctions.

Residential Facility Monitoring

In 2004, the United States District Court for the Western District of Texas issued a decision in the *Angel G. v. Texas Education Agency* lawsuit and found that TEA must develop a monitoring system to ensure that students with disabilities residing in residential facilities (RFs) receive a free, appropriate public education. The parties to the lawsuit entered into a consent decree to achieve the common goal of developing and implementing an effective monitoring system. From August 2005 until December 2010, TEA implemented the monitoring system following the terms of the consent decree. On December 31, 2010, the consent decree expired and neither party requested that the district court extend the term of the decree.

As a result of the findings identified in the implementation of the consent decree, the agency identified an ongoing need to oversee and monitor the programs provided to students with disabilities who reside in RFs. Accordingly, the commissioner of education established the Residential Facility Monitoring (RFM) System, through which TEA continues to meet its federal and state special education monitoring obligations for this population. In accordance with 19 TAC §97.1072, the RFM System is aligned to the greatest extent possible with other systems of program monitoring and provides for standards and procedures for monitoring the special education programs provided to students with disabilities residing in RFs. Additionally, the RFM System provides for the implementation of continuous improvement strategies, interventions, and sanctions to improve LEA performance and compliance with federal and state special education requirements for a unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs.

The RFM System is a component of a data-driven, results-based system of coordinated and aligned agency monitoring activities. Targeted and graduated interventions are implemented based on areas of risk identified in historical monitoring data, longitudinal LEA performance, and LEA data submitted or made available to TEA. The system is designed to focus on program performance and effectiveness and program compliance

with federal and state requirements, including an annual analysis of data for each RF LEA in the state. TEA selects a number of RF LEAs annually for RF monitoring and intervention activities. For districts assigned interventions for special education programs only, the 2012-13 interventions were defined as follows.

Stage 1 Intervention: Student-Level Review, Focused Data Analysis, and System Analysis. At this level of intervention, the RF LEA conducted a student-level data review and focused data analysis related to the areas of least restrictive environment, commensurate school day, surrogate parent, and educational benefit. Additionally, the LEA conducted a system analysis related to certain overarching program requirements. The purpose of the student-level data review, focused data analysis, and system analysis was to identify data trends, systemic program issues, and/or areas of noncompliance with program requirements and to address identified issues in the targeted improvement plan with corrective actions if noncompliance was identified. The RF LEA completed all intervention activities by a specified date and retained all documentation and resource materials, subject to a random and/or stratified request for submission to TEA for review and verification. If the LEA identified areas of noncompliance with federal and state requirements, the corrective action portion of the improvement plan was to be submitted to the agency by a specified date.

Stage 2 Intervention: Student-Level Review, Focused Data Analysis, and System Analysis. At this level of intervention, the RF LEA conducted a student-level data review and focused data analysis related to the areas of least restrictive environment, commensurate school day, surrogate parent, educational benefit, individualized education program implementation, certified/qualified staff, and participation in state assessments. As mentioned earlier, the purpose of the student-level data review, focused data analysis, and system analysis was to identify data trends, systemic program issues, and/or areas of noncompliance with program requirements and to address identified issues in the targeted improvement plan with corrective actions if noncompliance was identified. Documentation of all required activities was to be submitted to TEA by a specified due date.

Stage 3 Intervention: Student-Level Review, Focused Data Analysis, System Analysis, and LEA Program Compliance Review. An RF LEA identified at this level of intervention conducted the activities in Stage 2 Intervention in addition to a comprehensive program compliance review related to specified investigatory topics. The purpose of the LEA-conducted review was to complete a comprehensive evaluation of the effectiveness of the program for RF students and determine compliance with federal and state requirements. Identified issues were to be addressed in the targeted improvement plan with corrective actions if noncompliance was identified. Documentation of all required activities was to be submitted to TEA by a specified date.

Stage 4 Intervention: Program Compliance Review. A comprehensive on-site review by TEA was conducted to review each investigatory topic of the RFM System and determine the accuracy of the data submitted by the LEA. TEA completed a comprehensive evaluation of the effectiveness of the program for RF students and determined compliance with federal and state special education requirements for students with disabilities residing in RFs. Prior to the on-site review, the LEA was required to conduct a student-level review and submit the results of the review to TEA. Subsequent to the on-site review, TEA issued a written report of findings to the RF LEA, and the LEA was required to develop and implement an improvement plan. The LEA submitted the improvement plan to TEA by a specified date.

Stage 4A Intervention: *Corrective Action Review.* A targeted on-site review by TEA was conducted with selected LEAs implementing improvement plans with corrective actions. The purpose of the review was to verify timely and substantial progress toward implementation of corrective activities to ensure the activities were leading to improved program effectiveness and correction of identified noncompliance. If TEA determined that an RF LEA was not completing activities outlined in the improvement plan and/or correcting identified noncompliance, or if new noncompliance was identified, TEA issued correspondence related to its findings. The LEA was required to modify its targeted improvement plan and submit the modified plan to TEA by a specified date.

Stage 4B Intervention: Continuing Compliance Verification Visit. A targeted on-site review by TEA was conducted with selected RF LEAs that previously had completed improvement plans with corrective actions to verify the LEAs sustained corrections of noncompliance. If TEA findings indicated that corrections of noncompliance had not been sustained, TEA issued a new report of findings. The report also contained any new areas of noncompliance that were identified during the review. The RF LEAs were required to develop and implement improvement plans and submit them to TEA by a specified date.

RFM Special Education Monitoring Results and Ratings, 2012-13 and 2013-14

An LEA was required to submit a targeted improvement plan when areas of poor program performance or noncompliance were identified. The program status for the LEA and the required level of interaction with TEA generally were determined based on results of the initial

review of the plan (Appendices 7-D1 through 7-I8, starting on page 182). The categories were defined as follows.

Local Interventions Implemented. The LEA completed a local review process by a specified date as required in Stage 1 Interventions and retained materials at the LEA.

Completed: Routine Follow-up. The LEA data and documentation met TEA requirements for completion of the process. TEA monitored implementation of the improvement plan.

Completed: Noncompliance Follow-up. The LEA data and documentation met TEA requirements for completion of the process. TEA monitored implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

TEA On-Site Action Completed: Routine Follow-up. TEA completed an on-site review of the LEA programs. As a result, the LEA implemented and/or revised an improvement plan, which was reviewed by TEA.

TEA On-Site Action Completed: Noncompliance Follow-up. TEA completed an on-site review of the LEA programs. As a result, the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements. TEA monitored implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

On-Site Intervention Assigned. TEA assigned a technical assistance team, special purpose monitor, conservator, management team, or board of managers to oversee correction of noncompliance and/or implementation of program and monitoring requirements.

Agency Contact Persons

For information on accountability ratings, contact Criss Cloudt, Associate Commissioner for Assessment and Accountability, (512) 463-9701; or Shannon Housson or Ester Regalado, Performance Reporting Division, (512) 463-9704.

For information on accreditation and school improvement, contact Sally Partridge, Associate Commissioner for Accreditation and School Improvement, (512) 463-5899; Michael Greenwalt, Program Monitoring and Interventions Division, (512) 463-5226; or Mark Baxter, School Improvement and Support Division, (512) 463-7582.

For information on the Performance-Based Monitoring Analysis System, contact Criss Cloudt, Associate Commissioner for Assessment, Accountability, and Data Quality, (512) 463-9701; or Rachel Harrington, Performance-Based Monitoring, (512) 936-6426.

For information on interventions and special education accountability requirements, contact Sally Partridge, Associate Commissioner for Accreditation and School Improvement, (512) 463-5899; or Michael Greenwalt, Program Monitoring and Interventions Division, (512) 463-5226.

For information on agency enforcement, contact Alice McAfee, Associate Commissioner for Complaints, Investigations, and Enforcement, (512) 463-3544; or Chris Cowan, Complaints, Investigations, and Enforcement Division, (512) 463-3544.

Other Sources of Information

The *2014 Accountability Manual* is available at http://ritter.tea.state.tx.us/perfreport/account/2014/manual/index.html.

State accountability ratings and additional performance reports are available at http://tea.texas.gov/perfreport/.

Additional information on performance-based monitoring, residential facility monitoring, and program monitoring and interventions is available at http://tea.texas.gov/index2.aspx?id=25769815867.

Appendix 7-A

The tables that begin on page 138 present information about the school districts and campuses rated *Improvement Required* in 2013 and 2014 under either alternative education accountability (AEA) or standard accountability provisions.

2013 Ratings

Of the 80 *Improvement Required* districts:

- 0 districts received the rating because of Index 1 (Student Achievement) only;
- 3 districts received the rating because of Index 2 (Student Progress) only;
- 27 districts received the rating because of Index 3 (Closing Performance Gaps) only; and
- 31 districts received the rating because of Index 4 (Postsecondary Readiness) only.

Of the 778 *Improvement Required* campuses:

- 19 campuses received the rating because of Index 1 (Student Achievement) only;
- 215 campuses received the rating because of Index 2 (Student Progress) only;
- 259 campuses received the rating because of Index 3 (Closing Performance Gaps) only; and
- 50 campuses received the rating because of Index 4 (Postsecondary Readiness) only.

2014 Ratings

Of the 110 *Improvement Required* districts:

- No district received the rating because of Index 1 (Student Achievement) only;
- 5 districts received the rating because of Index 2 (Student Progress) only;
- 19 districts received the rating because of Index 3 (Closing Performance Gaps) only; and
- 51 districts received the rating because of Index 4 (Postsecondary Readiness) only.

Of the 733 *Improvement Required* campuses:

- 42 campuses received the rating because of Index 1 (Student Achievement) only;
- 161 campuses received the rating because of Index 2 (Student Progress) only;
- 90 campuses received the rating because of Index 3 (Closing Performance Gaps) only; and
- 116 campuses received the rating because of Index 4 (Postsecondary Readiness) only.

Appendix 7-A1. Improvement Required (IR) School Districts, 2013

District	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
ARCHER CITY ISD	1					●
ARROW ACADEMY	1		●		●	
BAY AREA CHARTER INC	2					●
BIG SPRING ISD	2				●	
BLOOMINGTON ISD	1					●
BROWNFIELD ISD	1				●	
BRYAN ISD	1					●
BUCKHOLTS ISD	1				●	
CENTERVILLE ISD	1				●	
CHARLOTTE ISD	2				●	
CITY CENTER HEALTH CAREERS	2					●
CLEVELAND ISD	1					●
CRYSTAL CITY ISD	1				●	
DILLEY ISD	1				●	
DIME BOX ISD	1				●	
DR M L GARZA-GONZALEZ CHARTER SCHO	1		●		●	●
DUNCANVILLE ISD	1					●
EL PASO ACADEMY	1	●		●		
ELECTRA ISD	1					●
FAITH FAMILY ACADEMY OF OAK CLIFF	1		●		●	
FALLBROOK COLLEGE PREPARATORY ACAD	1		●		●	
FREER ISD	2				●	
FT DAVIS ISD	2					●
GIRLS & BOYS PREPARATORY ACADEMY	1		●		●	
GOLD BURG ISD	1				●	
GOODRICH ISD	1					●
HARMONY SCIENCE ACAD (LUBBOCK)	1				●	
HENRY FORD ACADEMY ALAMEDA SCHOOL	2			●		
HIGGINS ISD	1				●	●
HIGGS CARTER KING GIFTED & TALENTE	1					●
HIGH ISLAND ISD	1					●
HITCHCOCK ISD	2				●	
HONEY GROVE ISD	1					●
HONORS ACADEMY	3					●
IGNITE PUBLIC SCHOOLS AND COMMUNIT	1	●			●	
IRAAN-SHEFFIELD ISD	1					●
JAMIE'S HOUSE CHARTER SCHOOL	3	●	●		●	
JUAN B GALAVIZ CHARTER SCHOOL	1					●
KATHERINE ANNE PORTER SCHOOL	1			●		
KEENE ISD	1					●
KELTON ISD	1					●
KOINONIA COMMUNITY LEARNING ACADEM	2		●		●	
LA MARQUE ISD	2				●	●
LEGACY PREPARATORY	1				●	
LEVERETTS CHAPEL ISD	1					●
LORAINE ISD	2				●	
LULING ISD	2				●	
MARLIN ISD	2					●
MEADOWLAND CHARTER SCHOOL	1		●		●	●
MORAN ISD	1				●	
NORTH FOREST ISD	4		●		●	●
NORTH HOPKINS ISD	1					●
NORTHWEST PREPARATORY	1		●		●	
ORENDA CHARTER SCHOOL	1					●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

continues

Appendix 7-A1. Improvement Required (IR) School Districts, 2013 (continued)

District	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
PEARSALL ISD	2				●	
PETTUS ISD	1					●
PREMIER LEARNING ACADEMY	1				●	
PREMONT ISD	2		●		●	
PRIME PREP ACADEMY	1		●	●	●	
RAMIREZ CSD	1				●	
ROBSTOWN ISD	1					●
ROXTON ISD	1					●
SAN ANTONIO TECHNOLOGY ACADEMY	2		●	●	●	●
SANFORD-FRITCH ISD	1					●
SANTO ISD	1					●
SHEKINAH RADIANCE ACADEMY	1				●	
SNOOK ISD	2				●	
SPRING CREEK ISD	1		●		●	
TERLINGUA CSD	1					●
TEXAS SERENITY ACADEMY	1				●	
TRINITY ISD	3				●	
UT TYLER INNOVATION ACADEMY	1			●	●	
UVALDE CISD	1				●	
VICTORIA ISD	1				●	
VICTORY PREP	1		●		●	●
WALNUT SPRINGS ISD	1					●
WAXAHACHIE FAITH FAMILY ACADEMY	1				●	
WHITE OAK ISD	1					●
WHITEWRIGHT ISD	1					●
ZOE LEARNING ACADEMY	1		●		●	

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

Appendix 7-A2. Improvement Required (IR) Campuses, 2013

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
ABILENE ISD	SAM HOUSTON	1		●		●	
	WOODSON CENTER FOR EXCELLENCE	1	●	●			
ACADEMY ISD	ACADEMY EL	1			●		
ALDINE ISD	ALDINE NINTH GRADE SCHOOL	1					●
	BETHUNE ACADEMY	1				●	
	CALVERT EL	1			●		
	DE SANTIAGO EC/PRE-K CENTER	1		P[b]	P	P	P
	EISENHOWER NINTH GRADE SCHOOL	1					●
	FRANCIS EL	1				●	
	GOODMAN EL	1			●		
	GRAY EL	1			●		
	HALL EDUCATION CENTER	1	●				●
	HARRIS ACADEMY	1			●		
	JONES EC/PRE-K/KG CENTER	1		P	P	P	P
	JONES EL	1			●		
	KEEBLE EC/PRE-K CENTER	1		P	P	P	P
	LANE SCHOOL	1		●		●	●
	MENDEL EL	1			●		
	NIMITZ H S	1					●
	SMITH ACADEMY	1		●	●	●	
	SPENCE EL	1			●		
	STOVALL ACADEMY	1		●		●	
	THOMPSON EL	1			●		
ALICE ISD	GARCIA EL	1			●	●	
	MEMORIAL INT	1				●	
	NOONAN EL	1			●		
	SALAZAR EL	1			●	●	
	SCHALLERT EL	1			●		
ALIEF ISD	BEST EL	1		●	●	●	
	HORN EL	1			●		
ALTO ISD	ALTO EL	1			●		
ALVARADO ISD	ALVARADO ISD ACCELERATED EDUCATION	1		●			●
AMARILLO ISD	HUMPHREY'S HIGHLAND EL	1			●		
AMHERST ISD	P E P	1	●	●			
ANDERSON-SHIRO CISD	ANDERSON-SHIRO EL	1			●		
ANNA ISD	SPECIAL PROGRAM CENTER	1		●			
ARCHER CITY ISD	ARCHER CITY H S	1					●
ARLINGTON ISD	ELLIS EL	1				●	
	SPEER EL	1				●	
	THORNTON EL	1				●	
ARROW ACADEMY	ARROR ACADEMY-LIBERATION ACADEMY	1		●	●	●	
	ARROW ACADEMY - LAS AMERICAS LEARN	1		●			
	ARROW ACADEMY - ODYSSEY PREPARATOR	1			●	●	
	ARROW ACADEMY-HARVEST PREPARATORY	1		●		●	
	ARROW ACADEMY-SAVE OUR STREETS CTR	1		●		●	
	BETHEL'S LEARNING CENTER	1		●		●	
ATHENS ISD	BRIDGES CENTER	1	●	●			

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
AUSTIN ISD	DOBIE M S	1			●		
	EASTSIDE MEMORIAL AT THE JOHNSTON	1					●
	GARCIA MIDDLE	2		●		●	
	LANIER H S	1					●
	LBJ HIGH SCHOOL	2			●		●
	MARTIN M S	1				●	
	PEARCE M S	2			●	●	
	RODRIGUEZ EL	1			●		
	ROSEDALE	1		●			●
	TRAVIS COUNTY DAY SCHOOL	1	●	●			●
	TRAVIS H S	1					●
BAIRD ISD	BAIRD EL	2				●	
BAY AREA CHARTER INC	ED WHITE MEMORIAL HIGH SCHOOL	1			●		●
BAY CITY ISD	BAY CITY J H	1				●	
	ROBERTS EL	1				●	
BEAUMONT ISD	BINGMAN PK	1		P[b]	P	P	P
	BLANCHETTE EL	1				●	
	FEHL-PRICE EL	1				●	
	OZEN H S	1			●		
BEEVILLE ISD	THOMAS JEFFERSON EL	1		●	●	●	
BIG SPRING ISD	BIG SPRING J H	2				●	
	GOLIAD EL	2		●		●	
	KENTWOOD EL	2		P	P	P	P
	MARCY EL	2		●	●	●	
	MOSS EL	1				●	
	WASHINGTON EL	2		●		●	
BLOOMING GROVE ISD	BLOOMING GROVE H S	1			●		
BLOOMINGTON ISD	BLOOMINGTON H S	1					●
	BLOOMINGTON J H	1			●	●	
BOVINA ISD	BOVINA MIDDLE	1			●		
BOYD ISD	BOYD H S	1			●		
BRAZOS SCHOOL FOR INQUIRY & CREATI	BRAZOS SCHOOL FOR INQUIRY AND CREA	1			●		
BRAZOSPORT ISD	A P BEUTEL EL	1			●		
	BRAZOSPORT H S	1			●		
	CLUTE INT	1				●	
	GLADYS POLK EL	1			●		
	GRIFFITH EL	1			●		
	JANE LONG EL	1			●	●	
	O A FLEMING EL	1			●	●	
	O'HARA LANIER MIDDLE	1				●	
	S F AUSTIN EL	1			●		
	T W OGG EL	1			●		
	VELASCO EL	1			●	●	
BROCK ISD	BROCK EL	1			●		
BROWNFIELD ISD	BRIGHT BEGINNINGS ACADEMIC CENTER	1		P	P	P	P
	BROWNFIELD EDUCATION CENTER	1		●			●
	BROWNFIELD MIDDLE	1				●	
	COLONIAL HEIGHTS EL	2		P	P	P	P
	OAK GROVE EL	2				●	
BROWNSVILLE ISD	PORTER H S	1			●		

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continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
BROWNWOOD ISD	COGGIN EL	1			●		
BRYAN ISD	ANSON JONES EL	3				●	
	CARVER EARLY CHILDHOOD CENTER	1		P[b]	P	P	P
	CROCKETT EL	1			●	●	
	JAMES EARL RUDDER H S	1					●
	TRAVIS B BRYAN H S	1					●
BUCKHOLTS ISD	BUCKHOLTS SCHOOL	1				●	
BUNA ISD	BUNA EL	1			●	●	
BURKEVILLE ISD	BURKEVILLE EL	1		●		●	
	BURKEVILLE MIDDLE	1				●	
CAMPBELL ISD	CAMPBELL EL	1				●	
CANYON ISD	CITY VIEW EL	1			●		
CARRIZO SPRINGS CISD	CARRIZO SPRINGS H S	1			●		
CEDAR HILL ISD	BRAY EL	1			●		
	NINTH GRADE CENTER	1			●		
CENTERVILLE ISD	CENTERVILLE H S	1				●	
CHARLOTTE ISD	CHARLOTTE EL	2			●	●	
	CHARLOTTE H S	2				●	
	CHARLOTTE MIDDLE	2				●	
CHILDREN FIRST ACADEMY OF DALLAS	CHILDREN FIRST OF DALLAS	1				●	
CISCO ISD	CISCO LEARNING CENTER	1	●	●			
CITY CENTER HEALTH CA-REERS	CITY CENTER HEALTH CAREERS	2					●
CLEVELAND ISD	NORTHSIDE EL	1			●	●	
	SOUTHSIDE PRI	1		P	P	P	P
COLLINSVILLE ISD	COLLINSVILLE PRI	1			●		
COLORADO ISD	WALLACE ACCELERATED H S	1	●	●			
COMO-PICKTON CISD	HOLY HIGHWAY PICKTON	1		●			
CONNALLY ISD	CONNALLY EL	1				●	
	CONNALLY J H	2				●	
	CONNALLY PRI	1		P	P	P	P
CONROE ISD	MILAM EL	1			●		
CORPUS CHRISTI ISD	ALLEN EL	1			●		
	BROWNE MIDDLE	1				●	
	COLES H S AND EDUCATIONAL CENTER	1	●	●		●	
	CROCKETT EL	1				●	
	CUNNINGHAM MIDDLE	2			●	●	
	DRISCOLL MIDDLE	1				●	
	EVANS SES	1			●	●	
	FANNIN EL	1				●	
	GIBSON EL	1				●	
	HAMLIN MIDDLE	1				●	
	KOSTORYZ EL	1		●		●	
	MARTIN MIDDLE	1				●	
	MENGER EL	1		●		●	
	MONTCLAIR EL	1			●		
	OAK PARK SPECIAL EMPHASIS SCHOOL	1				●	
	SCHANEN ESTATES EL	1			●		
	SOUTH PARK MIDDLE	1		●	●	●	
	ZAVALA EL	1				●	
CORRIGAN-CAMDEN ISD	CORRIGAN-CAMDEN EL	2				●	
CORSICANA ISD	SAM HOUSTON EL	1			●		

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Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
COTULLA ISD	ENCINAL EL	1			●		
	RAMIREZ-BURKS EL	1			●	●	
CROCKETT COUNTY CONSOLI-DATED CSD	OZONA EL	1				●	
CROCKETT ISD	CROCKETT EL	1				●	
	EARLY CHILDHOOD CTR	1		P[b]	P	P	P
	PINEYWOODS AEC OF CHOICE	2	●	●		●	
CROSBYTON CISD	CROSBYTON EL	1			●	●	
	CROSBYTON MIDDLE	1				●	
CROSS ROADS ISD	CROSS ROADS H S	1			●		
CROWELL ISD	CROWELL EL	1				●	
CROWLEY ISD	DAVID L WALKER INT	1				●	
	H F STEVENS MIDDLE	1				●	
CRYSTAL CITY ISD	BENITO JUAREZ MIDDLE	2		●		●	
	DR TOMAS RIVERA-ZAVALA EL	2		●		●	
	STERLING H FLY JR H S	2				●	
CUMBY ISD	CUMBY EL	1			●		
DAINGERFIELD-LONE STAR ISD	DAINGERFIELD H S	1			●		
DALHART ISD	DALHART INT SCHOOL	1			●		
	X I T SECONDARY SCHOOL	1	●	●		●	
DALLAS CAN ACADEMY CHAR-TER	DALLAS CAN ACADEMY CHARTER	1	●			●	
DALLAS ISD	AMELIA EARHART LEARNING CENTER	1				●	
	ANNIE WEBB BLANTON EL	3		●		●	
	BARBARA M MANNS EDUCATION CEN-TER	1	●	●		●	
	BAYLES EL	1				●	
	BILLY EARL DADE MIDDLE	1				●	
	C F CARR EL	1				●	
	CLARA OLIVER EL	1				●	
	EDWARD TITCHE EL	1				●	
	ELISHA M PEASE EL	1		●		●	
	FRANKLIN D ROOSEVELT H S	2			●		
	GEORGE W CARVER CREATIVE ARTS LEAR	1		●		●	
	GILBERT CUELLAR SR EL	1				●	
	HARRELL BUDD EL	1				●	
	HIGHLAND MEADOWS EL	1				●	
	J N ERVIN EL SCHOOL	1		●		●	
	JAMES S HOGG ELEMENTARY SCHOOL	1				●	
	JOHN LESLIE PATTON JR ACADEMIC CEN	2	●			●	●
	JOHN W CARPENTER EL	1				●	
	L G PINKSTON HIGH SCHOOL	2			●		
	LOUISE WOLFF KAHN EL	1			●		
	NANCY J COCHRAN EL	1				●	
	NANCY MOSELEY EL	1				●	
	ONESIMO HERNANDEZ EL	1				●	
	PAUL L DUNBAR LEARNING CENTER	1				●	
	PLEASANT GROVE ELEMENTARY SCHOOL	1				●	
	ROGER Q MILLS EL	3				●	
	SARAH ZUMWALT MIDDLE	1				●	

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Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	STEVENS PARK EL	1				●	
	T W BROWNE MIDDLE	2		●	●	●	
	THOMAS A EDISON MIDDLE LEARNING	1		●	●	●	
	TOM C GOOCH EL	1				●	
	W W SAMUELL H S	3			●		
	WHITNEY M YOUNG JR EL	1				●	
	WILMER-HUTCHINS H S	1					●
DAYTON ISD	NOTTINGHAM MIDDLE	1			●		
DEL VALLE ISD	HORNSBY-DUNLAP EL	1				●	
DESOTO ISD	AMBER TERRACE EL	1			●		
	D H S FRESHMAN CAMPUS	1			●		
DEVERS ISD	DEVERS EL	1			●		
DICKINSON ISD	DICKINSON CONTINUATION CENTER	1	●				●
	HUGHES ROAD EL	1			●		
DILLEY ISD	DILLEY EL	1				●	
	DILLEY H S	1			●		
	MARY HARPER MIDDLE	2				●	
DIME BOX ISD	DIME BOX SCHOOL	1				●	
DONNA ISD	M RIVAS EL	1		●			
	W A TODD 9TH GRADE CAMPUS	1					●
DUMAS ISD	CACTUS EL	1			●		
	NORTH PLAINS OPPORTUNITY CENTER	1					●
DUNCANVILLE ISD	CENTRAL EL	1			●	●	
	DUNCANVILLE H S	1					●
	MERRIFIELD ELEMENTARY	1			●		
	S GUS ALEXANDER JR ELEMENTARY	1			●		
ECTOR COUNTY ISD	AUSTIN MONTESSORI MAGNET	1				●	
	BONHAM J H	1			●		
	BURLESON EL	1		●	●	●	
	BURNET EL	1				●	
	CAMERON DUAL LANGUAGE MAGNET	1				●	
	ECTOR J H	1			●		
	EL MAGNET AT MILAM EL	1				●	
	EL MAGNET AT TRAVIS	1				●	
	EL MAGNET AT ZAVALA	1		●	●	●	
	GALE POND ALAMO EL	1		●		●	
	GOLIAD EL	2		●	●	●	
	JOHN B HOOD	2				●	
	L B JOHNSON EL	1				●	
	MURRY FLY EL	1				●	
	NEW TECH ODESSA	1			●		
	NIMITZ J H	1			●		
	NOEL EL	1			●	●	
	PEASE EL	1			●	●	
	ROSS EL	1				●	
	SAM HOUSTON EL	1				●	
	SAN JACINTO EL	1		●	●	●	
EDCOUCH-ELSA ISD	RUBEN C RODRIGUEZ ELEMENTARY	1			●		
EDEN CISD	EDEN EL	1				●	
EDGEWOOD ISD	BURLESON CENTER	1		P[b]	P	P	P
	GUS GARCIA MIDDLE	2				●	
	H B GONZALEZ EL	1				●	
	LAS PALMAS EL	1				●	

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continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	MEMORIAL HIGH SCHOOL	1			●		
	WINSTON EL	1				●	
EDINBURG CISD	JUVENILE DETENTION CTR	1		●			
EL PASO ISD	BASSETT MIDDLE	1			●		
	BONHAM EL	1			●		
	HOSPITAL CLASS	1	●				●
ELECTRA ISD	ELECTRA H S	1					●
EVERMAN ISD	BISHOP EL	1			●		
	JOHN AND POLLY TOWNLEY EL	1				●	
FAITH FAMILY ACADEMY OF OAK CLIFF	FAITH FAMILY ACADEMY OF OAK CLIFF	1		●		●	
FALLBROOK COLLEGE PREPARATORY ACAD	FALLBROOK COLLEGE PREPARATORY ACAD	1		●		●	
FANNINDEL ISD	FANNINDEL EL	1			●	●	
FORT BEND ISD	BRIARGATE EL	1				●	
FORT STOCKTON ISD	APACHE EL	1				●	
	INTERMEDIATE SCHOOL	1				●	
FORT WORTH ISD	A M PATE EL	2		●		●	
	ATWOOD MCDONALD EL	2				●	
	BOULEVARD HEIGHTS	1		●		●	●
	CHRISTENE C MOSS EL	1				●	
	CTR FOR NEW LIVES	2	●		●		
	DE ZAVALA EL	1			●		
	DUNBAR H S	2			●		
	DUNBAR MIDDLE	1			●		
	EASTERN HILLS EL	1				●	
	GLENCREST 6TH GRADE SCH	1			●	●	
	GREENBRIAR EL	1				●	
	HANDLEY MIDDLE	2				●	
	JO KELLY SP ED	1		●		●	●
	JOHN T WHITE EL	1		●		●	
	KIRKPATRICK EL	1			●	●	
	MAUDE I LOGAN EL	2				●	
	MAUDRIE WALTON EL	1				●	
	MORNINGSIDE MIDDLE	2				●	
	OAKLAWN EL	1				●	
	S S DILLOW EL	1		●	●	●	
	SUNRISE - MCMILLAN EL	1		●		●	
	T A SIMS EL	1				●	
	VAN ZANDT-GUINN EL	1		●		●	
	WEDGWOOD 6TH GR SCH	1			●		
	WEST HANDLEY EL	1				●	
	WESTERN HILLS EL	1				●	
	WESTERN HILLS PRI	1		P[b]	P	P	P
	WOODWAY EL	1				●	
FREER ISD	FREER J H	1				●	
	NORMAN M THOMAS EL	1			●	●	
FRIONA ISD	FRIONA EL	1			●		
	FRIONA PRI	1		P	P	P	P
GALVESTON ISD	AIM COLLEGE & CAREER PREP	1	●				●
	CENTRAL MIDDLE	2				●	
	EARLY CHILDHOOD UNIVERSITY	2				●	
	KIPP COASTAL VILLAGE	1				●	

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continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	PARKER EL	1			●	●	
	WEIS MIDDLE	2		●		●	
GARLAND ISD	COOP BEHAVIORAL CTR	1		●		●	●
	HANDLEY EL	1				●	
GIRLS & BOYS PREPARATORY ACADEMY	GIRLS & BOYS PREP ACADEMY H S	2		●	●	●	
	GIRLS & BOYS PREP ACADEMY MIDDLE	1		●		●	
GOLD BURG ISD	GOLD BURG SCHOOL	1				●	
GOLDEN RULE CHARTER SCHOOL	GOLDEN RULE	1		●			
GOODRICH ISD	GOODRICH EL	1				●	
	GOODRICH H S	2			●		●
GRAND PRAIRIE ISD	HOBBS WILLIAMS EL	1			●	●	
	LEE EL	1			●		
	TRAVIS EL	1			●		
GRAPEVINE-COLLEYVILLE ISD	TIMBERLINE EL	1			●		
GREGORY-PORTLAND ISD	AUSTIN EL	1			●		
HAMILTON ISD	HAMILTON H S	1			●		
HAMLIN ISD	HAMLIN MIDDLE	1			●		
HARLANDALE ISD	JEWEL C WIETZEL CENTER	1		●			
HARLINGEN CISD	TRAVIS EL	1			●		
HARMONY SCIENCE ACAD (LUBBOCK)	HARMONY SCIENCE ACAD-LUBBOCK	1				●	
HART ISD	HART ELEMENTARY	2		●		●	
HEARNE ISD	HEARNE EL	1		●		●	
HEREFORD ISD	HEREFORD H S	2				●	
	HEREFORD J H	2			●	●	
HIGGINS ISD	HIGGINS SCHOOL	1				●	●
HIGGS CARTER KING GIFTED & TALENTE	HIGGS CARTER KING GIFTED & TALENTE	1					●
HIGH ISLAND ISD	HIGH ISLAND EL	1		●		●	
	HIGH ISLAND H S	1			●		●
	HIGH ISLAND MIDDLE	1			●		
HITCHCOCK ISD	HITCHCOCK H S	2				●	
	STEWART EL	1				●	
HONEY GROVE ISD	HONEY GROVE H S	1					●
HONORS ACADEMY	CREEKVIEW ACADEMY	1					●
	LEGACY PARK PREPARATORY	1					●
	PINNACLE ACADEMY	1			●	●	
HOUSTON ISD	ADVANCED VIRTUAL ACADEMY	1	●				●
	ALCOTT EL	1		●		●	
	ANDERSON EL	1			●		
	ATTUCKS MIDDLE	2				●	
	BASTIAN EL	1				●	
	BLACKSHEAR EL	2		●		●	
	BURNET EL	1			●		
	CRESPO EL	1			●		
	DOGAN EL	1		●		●	
	DURKEE EL	1				●	
	FOERSTER EL	1				●	
	FOSTER EL	1				●	
	FRANKLIN EL	1				●	
	GARCIA EL	2			●		

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Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	GARDEN VILLAS EL	1			●		
	GRISSOM EL	1				●	
	H S AHEAD ACADEMY	2	●			●	
	HALPIN EARLY CHILDHOOD CTR	1		P[b]	P	P	P
	HARTSFIELD EL	1		●	●	●	
	HELMS EL	1			●		
	HIGHLAND HTS EL	1				●	
	HOBBY EL	1				●	
	HOGG MIDDLE	1			●		
	HOUSTON GARDENS EL	1		●		●	
	HOUSTON MATH SCIENCE AND TECH-NOLOG	1					●
	INSPIRED FOR EXCELLENCE ACADEMY WE	1	●	●		●	
	ISAACS EL	1		●		●	
	JACKSON MIDDLE	1				●	
	JONES H S	3				●	●
	KANDY STRIPE ACADEMY	2		●		●	
	KASHMERE GARDENS EL	1		●		●	
	KASHMERE H S	4		●	●	●	
	KELSO EL	1			●		
	LAS AMERICAS	1	●	●			
	LAURENZO EARLY CHILDHOOD CTR	1		P	P	P	P
	LONG ACADEMY	1			●		
	MACGREGOR EL	1			●		
	MARTINEZ C EL	1			●		
	MONTGOMERY EL	1			●		
	NORTHLINE EL	1			●		
	PETERSEN EL	1			●	●	
	PUGH EL	1			●		
	ROSS EL	1		●		●	
	RYAN MIDDLE	1				●	
	SCARBOROUGH H S	1			●		
	STERLING H S	1			●	●	
	SUGAR GROVE ACADEMY	1		●	●	●	
	THOMPSON EL	1		●		●	
	TINSLEY EL	1			●		
	VISION ACADEMY	2	●		●		
	WAINWRIGHT EL	1			●		
	WASHINGTON B T H S	2			●		
	WHEATLEY H S	2		●	●	●	●
	WOODSON SCHOOL	1				●	
	WORTHING H S	2		●	●	●	
	YOUNG EL	1				●	
	YOUNG LEARNERS	1		P	P	P	P
	YOUNG SCHOLARS ACADEMY FOR EX-CELLE	1				●	
HULL-DAISETTA ISD	HULL-DAISETTA EL	1				●	
IDALOU ISD	IDALOU EL	1			●		
IDEA PUBLIC SCHOOLS	IDEA ACADEMY MISSION	1			●		
	IDEA ACADEMY SAN BENITO	1			●		
IGNITE PUBLIC SCHOOLS AND COMMUNIT	IGNITE PUB SCH AND COM SERV CTR AT	1	●	●		●	

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Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	IGNITE PUBLIC SCH AND COMM SER CTR	1	●	●		●	
	IGNITE PUBLIC SCH AND COMM SERV CT	1	●	●		●	
	IGNITE PUBLIC SCH AND COMM SERV CT	1	●	●		●	
INSPIRED VISION ACADEMY	INSPIRED VISION ACADEMY MIDDLE	1			●		
IRVING ISD	KEYES EL	1			●		
	NIMITZ H S	1			●		
	PIERCE EARLY CHILDHOOD	1		P[b]	P	P	P
	SCHULZE EL	1			●		
	WHEELER TRANSITIONAL AND DEVEL-OPME	1				●	●
	WHEELER TRANSITIONAL AND DEVEL-OPME	1		●		●	
JAMIE'S HOUSE CHARTER SCHOOL	JAMIE'S HOUSE CHARTER SCHOOL	2	●	●		●	
	JOSHUA'S LEARNING LAND	1		●		●	
JARRELL ISD	JARRELL EL	1			●		
	J H ROWE INTERMEDIATE	1				●	
	JEAN C FEW PRIMARY SCHOOL	1		P	P	P	P
	PARNELL EL	1				●	
JIM HOGG COUNTY ISD	HEBBRONVILLE J H	1				●	
JUAN B GALAVIZ CHARTER SCHOOL	JUAN B GALAVIZ CHARTER SCHOOL	1					●
JUBILEE ACADEMIC CENTER	HARLINGEN LEADERSHIP ACADEMY	1			●		
	KINGSWAY LEADERSHIP ACADEMY	1			●	●	
KATHERINE ANNE PORTER SCHOOL	KATHERINE ANNE PORTER SCHOOL	1			●		
KELLER ISD	BASSWOOD EL	1			●		
KELTON ISD	KELTON SCHOOL	1					●
KEMP ISD	KEMP H S	1			●		
KENEDY ISD	KENEDY MIDDLE	1				●	
KERMIT ISD	KERMIT EL	3		●		●	
	KERMIT J H	1				●	
KILLEEN ISD	EASTERN HILLS MIDDLE	1			●		
KINGSVILLE ISD	KLEBERG EL	1			●		
	MEMORIAL MIDDLE	2				●	
KLEIN ISD	EPPS ISLAND EL	1				●	
KNOX CITY-O'BRIEN CISD	KNOX CITY EL	1			●		
KOINONIA COMMUNITY LEARN-ING ACADEM	KOINONIA COMMUNITY LEARNING ACADEM	2		●		●	
KOUNTZE ISD	KOUNTZE INT	1			●		
	KOUNTZE MIDDLE	1				●	
LA JOYA ISD	ELODIA R CHAPA EL	1			●		
	ROSENDO BENAVIDES EL	1				●	
LA MARQUE ISD	LA MARQUE H S	2					●
	LA MARQUE MIDDLE	1		●		●	
	SIMMS EL	1				●	
	WESTLAWN EL	1				●	
LA PRYOR ISD	LA PRYOR EL	1			●	●	
LA VILLA ISD	LA VILLA COLLEGE AND CAREER ACADEM	1	●	●			●

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Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
LAKE WORTH ISD	MARILYN MILLER ELEMENTARY	1			●		
LAMAR CISD	COMMUNITY CENTER	1		●			●
LAMESA ISD	LAMESA H S	3			●		
	LAMESA MIDDLE	2				●	
	LAMESA SUCCESS ACADEMY	1	●	●			
LANCASTER ISD	G W CARVER 6TH GRADE STEM LEARNING	1			●		
	HOUSTON EL	1				●	
	ROSA PARKS/MILLBROOK EL	1				●	
LAREDO ISD	BRUNI EL	1			●		
	DON JOSE GALLEGO	1			●		
	FARIAS EL	1			●		
	J KAWAS EL	1			●		
	MACDONELL EL	1			●		
LEGACY PREPARATORY	LEGACY PREPARATORY	1		●	●	●	
	MESQUITE CAMPUS	1		●	●	●	
	RICHARDSON CAMPUS	1			●		
LEGGETT ISD	LEGGETT EL	3			●		
LEONARD ISD	LEONARD INT	1				●	
LEVERETTS CHAPEL ISD	LEVERETTS CHAPEL H S	1					●
LEWISVILLE ISD	COLLEGE ST EL	1			●		
LOCKNEY ISD	LOCKNEY EL	1			●		
LONGVIEW ISD	FOREST PARK MAGNET SCHOOL	1				●	
	JOHNSTON-MCQUEEN EL	1			●		
	WARE EL	3			●		
LORAINE ISD	LORAINE SCHOOL	2				●	
LOUISE ISD	LOUISE J H	1			●		
LUBBOCK ISD	BAYLESS EL	1				●	
	BEAN EL	1				●	
	BROWN EL	1				●	
	DUNBAR COLLEGE PREPARATORY ACADEMY	1		●		●	
	GUADALUPE EL	1				●	
	HODGES EL	2		●		●	
	JACKSON EL	1				●	
	PARKWAY EL	2		●		●	
	SLATON MIDDLE	2				●	
	STEWART EL	1				●	
	WHEATLEY EL	1				●	
	WOLFFARTH EL	1				●	
LUEDERS-AVOCA ISD	LUEDERS-AVOCA EL/J H	1				●	
LYTLE ISD	LYTLE JUNIOR HIGH SCHOOL	1				●	
MAGNOLIA ISD	MAGNOLIA SIXTH GRADE CAMPUS	1			●		
MALONE ISD	MALONE EL	1			●		
MANOR ISD	DECKER EL	1		●			
MARLIN ISD	MARLIN EL	6		●		●	
	MARLIN MIDDLE	2				●	
MARSHALL ISD	CROCKETT EL	1			●	●	
	J H MOORE EL	1		●	●	●	
	MARSHALL J H	2				●	
MATHIS ISD	MATHIS EL	1		P[b]	P	P	P
	MATHIS INT	1				●	
MCALLEN ISD	LINCOLN MIDDLE	1			●		

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
MCCAMEY ISD	MCCAMEY PRI	1		●	●	●	
MCLEOD ISD	MCLEOD MIDDLE	1			●		
MEADOWLAND CHARTER SCHOOL	MEADOWLAND CHARTER SCHOOL	1		●		●	●
MEDICAL CENTER CHARTER SCHOOL	MEDICAL CENTER CHARTER SCHOOL/SOUT	1			●		
MENARD ISD	MENARD J H	1				●	
MERCEDES ISD	JOHN F KENNEDY	1			●		
MERKEL ISD	MERKEL EL	1		P[b]	P	P	P
	MERKEL INT	1			●		
MEXIA ISD	MEXIA SCHOOL OF CHOICE	2		●			●
	R Q SIMS INT	2				●	
MIDLAND ISD	ALAMO J H	1				●	
	CROCKETT EL	3				●	
	GODDARD JUNIOR HIGH	1				●	
	HOUSTON EL	1				●	
	MILAM EL	1		●	●	●	
	SOUTH EL	1		●		●	
	TRAVIS EL	1				●	
MINERAL WELLS ISD	MINERAL WELLS ACADEMY	1		●			●
MISSION CISD	MISSION H S	1			●		
MONAHANS-WICKETT-PYOTE ISD	MONAHANS ED CTR	2		●			
	SUDDERTH EL	1				●	
MONTGOMERY ISD	MADELEY RANCH EL	1			●		
MORAN ISD	MORAN SCHOOL	1				●	
MORTON ISD	MORTON H S	1			●		
MOUNT PLEASANT ISD	ANNIE SIMS EL	1			●		
	CHILD DEVELOPMENT CENTER	1		P	P	P	P
	FRANCES CORPREW EL	1		●	●	●	
	MOUNT PLEASANT H S	1			●		
	VIVIAN FOWLER EL	1			●		
NACOGDOCHES ISD	EMELINE CARPENTER ACADEMY OF TECHN	2		●		●	
	FREDONIA EL	1				●	
	THOMAS J RUSK ACADEMY OF FINE ARTS	2		●		●	
NAVASOTA ISD	JOHN C WEBB ELEMENTARY	1		●		●	
	NAVASOTA INT	2				●	
NEDERLAND ISD	HIGHLAND PARK EL	1			●		
NEW BRAUNFELS ISD	OAKRUN MIDDLE	1			●		
NEW FRONTIERS CHARTER SCHOOL	EARLY CHILDHOOD ACADEMY	1		●		●	
	NEW FRONTIERS CHARTER SCHOOL	1				●	
NEWTON ISD	NEWTON H S	2			●		
	NEWTON MIDDLE	2				●	
NORTH EAST ISD	WEST AVENUE EL	1				●	
	WHITE MIDDLE	1				●	
NORTH FOREST ISD	ELMORE MIDDLE	1		●	●	●	
	FONWOOD EL	1				●	
	FOREST BROOK MIDDLE	1		●	●	●	
	HILLIARD EL	2		●		●	
	LAKEWOOD EL	1				●	

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	NORTH FOREST H S	7		●	●	●	●
	SHADYDALE EL	1		●	●	●	
	THURGOOD MARSHALL EL	1		P[b]	P	P	P
NORTH HOPKINS ISD	NORTH HOPKINS H S	1					●
NORTHSIDE ISD	PASSMORE EL	1				●	
NORTHWEST ISD	JAMES M STEELE ACCELERATED H S	1					●
NORTHWEST PREPARATORY	NORTHWEST PREPARATORY	1		●	●	●	
	NORTHWEST PREPARATORY CAMPUS (WILE	1	●	●		●	
PASADENA ISD	BURNETT ELEMENTARY	1			●		
	GARDENS EL	1			●		
	GOLDEN ACRES EL	1			●		
	PARKS EL	1			●		
	PASADENA HIGH SCHOOL	1					●
	SOUTH BELT EL	1			●		
	TEAGUE EL	1			●		
PEARSALL ISD	PEARSALL H S	1			●		
	PEARSALL INT	2				●	
	PEARSALL J H	2		●		●	
	TED FLORES EL	2		P	P	P	P
PECOS-BARSTOW-TOYAH ISD	CROCKETT MIDDLE	1				●	
PETTUS ISD	PETTUS EL	1			●		
	PETTUS H S	1					●
PHARR-SAN JUAN-ALAMO ISD	AUDIE MURPHY MIDDLE	1			●		
	KENNEDY MIDDLE	1			●		
	SAN JUAN MIDDLE	1			●	●	
	ZEFERINO FARIAS EL	1			●		
PITTSBURG ISD	PITTSBURG EL	1			●		
	PITTSBURG H S	1			●		
	PITTSBURG PRI	1		P	P	P	P
PLAINVIEW ISD	ASH 6TH GRADE LEARNING CENTER	1			●		
	HIGHLAND EL	1			●		
POR VIDA ACADEMY	POR VIDA ACADEMY CHARTER H S	2	●	●		●	
PORT ARTHUR ISD	MEMORIAL 9TH GRADE ACADEMY AT AUST	1			●		●
	TRAVIS EL	1			●		
	WASHINGTON EL	1				●	
	WHEATLEY SCHOOL OF EARLY CHILD-HOOD	1		P	P	P	P
PREMIER HIGH SCHOOLS	PREMIER H S OF BEAUMONT	1	●				●
	PREMIER H S OF NEW BRAUNFELS	1	●				●
PREMIER LEARNING ACADEMY	PREMIER LEARNING ACADEMY	1				●	
PREMONT ISD	PREMONT CENTRAL EL	2		●	●	●	
	PREMONT H S	2		●		●	
PRIME PREP ACADEMY	DALLAS PRIME PREP	1				●	
	PRIME PREP ACADEMY	1		●	●	●	
PROGRESO ISD	NORTH EL	1			●		
	SCHOOL OF CHOICE	1	●	●		●	●
PROMISE COMMUNITY SCHOOL	BAKER-RIPLEY CHARTER SCHOOL	1			●		
	HARBACH-RIPLEY CHARTER SCHOOL	1			●	●	
	RIPLEY HOUSE CHARTER SCHOOL	1				●	
	RIPLEY HOUSE MIDDLE CAMPUS	1			●		

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continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
QUEEN CITY ISD	J K HILEMAN EL	1				●	
QUINLAN ISD	PRIDE ACADEMY	1		●			●
RADIANCE ACADEMY OF LEARNING	RADIANCE ACADEMY OF LEARNING (DAYS	1				●	
	RADIANCE ACADEMY OF LEARNING (INTE	1		●	●	●	
RALLS ISD	RALLS EL	1				●	
RAMIREZ CSD	RAMIREZ EL	1				●	
RANGER ISD	RANGER MIDDLE	1				●	
RAUL YZAGUIRRE SCHOOL FOR SUCCESS	RAUL YZAGUIRRE SCHOOL FOR SUC-CESS	1			●		
REAGAN COUNTY ISD	REAGAN COUNTY EL	1				●	
RED OAK ISD	EASTRIDGE EL	1			●		
REDWATER ISD	REDWATER EL	1				●	
RICE CISD	EAGLE LAKE INT	1				●	
RIVER ROAD ISD	ROLLING HILLS EL	1				●	
RIVERCREST ISD	RIVERCREST J H	1			●		
ROBERT LEE ISD	ROBERT LEE EL	1			●		
ROBSTOWN ISD	LOTSPEICH EL	1			●		
	ROBERT DRISCOLL JR EL	1			●		
	ROBSTOWN H S	1					●
	SAN PEDRO EL	1			●		
	SEALE J H	2				●	
ROSEBUD-LOTT ISD	ROSEBUD-LOTT MIDDLE	1			●		
ROXTON ISD	ROXTON ISD	1					●
ROYSE CITY ISD	ANITA SCOTT EL	1			●		
	W R (BILL) FORT EL	1			●		
RUNGE ISD	RUNGE EL	1				●	
S AND S CISD	S AND S CONS MIDDLE	1			●		
SAN ANGELO ISD	BRADFORD EL	1				●	
	SAN JACINTO EL	1				●	
SAN ANTONIO ISD	BREWER EL	1		●		●	
	CONNELL MIDDLE	2				●	
	DAVID CROCKETT EL	1		●		●	
	DAVIS MIDDLE	2				●	
	DOUGLASS EL	1		●		●	
	GATES EL	1				●	
	HERFF EL	1				●	
	HIRSCH EL	1				●	
	IRVING MIDDLE	1				●	
	LOWELL MIDDLE	1				●	
	P F STEWART EL	1		●		●	
	ROGERS MIDDLE	1				●	
	SMITH EL	1				●	
	STORM EL	1				●	
	W W WHITE EL	1				●	
	WASHINGTON EL	1		●		●	
	WHEATLEY MIDDLE	3				●	
SAN ANTONIO TECHNOLOGY ACADEMY	SAN ANTONIO TECHNOLOGY ACADEMY	2		●	●	●	●
SAN AUGUSTINE ISD	SAN AUGUSTINE H S	1			●		
SAN DIEGO ISD	BERNARDA JAIME J H	1				●	
	COLLINS -PARR EL	1				●	

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
SAN MARCOS CISD	DEZAVALA EL	1			●		
SANFORD-FRITCH ISD	SANFORD-FRITCH H S	1					●
SANTA ANNA ISD	EARLY EE THROUGH 12TH GRADE	1		●			
	SANTA MARIA MIDDLE	2				●	
	TONY GONZALEZ EL	2		●		●	
SANTO ISD	SANTO H S	1					●
SCHERTZ-CIBOLO-U CITY ISD	ROSE GARDEN EL	1			●		
SCHOOL OF EXCELLENCE IN EDUCATION	DR PAUL S SAENZ J H	4			●		
	MILTON B LEE ACADEMY OF SCIENCE &	1			●		
	RICK HAWKINS H S	1					●
SCURRY-ROSSER ISD	SCURRY-ROSSER H S	1			●		
SEAGRAVES ISD	SEAGRAVES J H	2			●	●	
SHAMROCK ISD	SHAMROCK EL	1				●	
SHARYLAND ISD	SHARYLAND ALTERNATIVE EDUCATION SC	1					●
SHEKINAH RADIANCE ACAD-EMY	SHEKINAH HOPE	1		●		●	
	SHEKINAH RADIANCE ACADEMY	2		●	●	●	
	SHEKINAH RADIANCE ACADEMY (DAL-LAS	1			●		
	SHEKINAH RADIANCE ACADEMY (GAR-LAND	1		●	●	●	
	SHEKINAH WALZEM	2		●		●	●
	VILLAGE AT SOUTH PARK	1		●			
	WASHINGTON TYRANNUS SCHOOL OF THE	1		●		●	
SHERMAN ISD	FAIRVIEW EL	1			●		
SINTON ISD	SINTON EL	1				●	
	WELDER EL	1		P[b]	P	P	P
SLATON ISD	SLATON J H	1				●	
SNOOK ISD	SNOOK EL	1				●	
	SNOOK MIDDLE SCH	2				●	
SNYDER ISD	SNYDER INT	1				●	
	SNYDER PRI	1		P	P	P	P
	STANFIELD EL	1		P	P	P	P
SOMERSET ISD	S/SGT MICHAEL P BARRERA VETERANS E	1				●	
	SOMERSET EARLY CHILDHOOD EL	1		P	P	P	P
	SOMERSET EL	1			●		
SOUTH SAN ANTONIO ISD	DWIGHT MIDDLE	1			●		
SOUTHSIDE ISD	HERITAGE EL	1			●		
	W M PEARCE PRI	1			●	●	
SOUTHWEST ISD	HIDDEN COVE EL	1				●	
	SHARON CHRISTA MCAULIFFE MIDDLE	1				●	
	SOUTHWEST ACADEMY	1	●				●
	SOUTHWEST EL	1				●	
	SPICEWOOD PARK EL	1				●	
SOUTHWEST SCHOOL	SOUTHWEST MIDDLE SCH	1			●		
	SOUTHWEST SCHOOLS MANGUM EL CAMPUS	1			●	●	
SPRING BRANCH ISD	SPRING BRANCH EL	1		●		●	
SPRING CREEK ISD	SPRING CREEK EL	1		●		●	

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
SPRING ISD	ANDY DEKANEY H S	2			●		
	BAMMEL EL	1				●	
	CLARK INT	1				●	
	CLARK PRI	1		P[b]	P	P	P
	DONNA LEWIS EL	1				●	
	HELEN MAJOR EL	1				●	
	PONDEROSA EL	1				●	
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH H S	1			●		
SPRINGTOWN ISD	GOSHEN CREEK EL	1			●	●	
SWEETWATER ISD	WALLACE ACCELERATED H S	1		●		●	●
TAFT ISD	WOODROE PETTY EL	2				●	
TATUM ISD	TATUM H S	1			●		
TEKOA ACADEMY OF ACCEL-ERATED STUDI	TEKOA ACADEMY OF ACCELERATED STUDI	2			●		
	TEKOA ACADEMY OF ACCELERATED STUDI	2				●	
TEMPLE ISD	BETHUNE EARLY CHILDHOOD CENTER	1		P	P	P	P
	LAMAR MIDDLE	2				●	
	MERIDITH-DUNBAR EL	1				●	
	RAYE-ALLEN EL	1				●	
TERLINGUA CSD	BIG BEND H S	1					●
TEXARKANA ISD	DUNBAR INT CENTER	1		●		●	
	HIGHLAND PARK EL	1				●	
	TEXARKANA ISD VIRTUAL ACADEMY	1			●		
	THERON JONES EARLY LITERACY CEN-TER	1		P	P	P	P
	WESTLAWN EL	1		●		●	
TEXAS COLLEGE PREPARA-TORY ACADEMIE	CLAY ACADEMY	1				●	
	TEXAS VIRTUAL ACADEMY	1					●
	VISTA ACADEMY OF DESOTO	1			●	●	
	VISTA ACADEMY OF ELGIN	1			●		
	VISTA ACADEMY OF NORTH GARLAND	1			●		
	VISTA ACADEMY OF TYLER	1			●		
TEXAS EDUCATION CENTERS	EDUCATION CENTER AT LITTLE ELM	2					●
	THE EDUCATION CENTER AT DENTON	1					●
TEXAS ELEMENTARY SCHOOL OF THE ART	NORTH TEXAS EL OF THE ARTS	1			●		
TEXAS SERENITY ACADEMY	TEXAS SERENITY ACADEMY	1				●	
THE EAST AUSTIN COLLEGE PREP ACADE	THE EAST AUSTIN COLLEGE PREP ACADE	1		●		●	
TRINITY ISD	LANSBERRY EL	2		●	●	●	
	TRINITY H S	2			●		
TWO DIMENSIONS PREPARA-TORY ACADEMY	TWO DIMENSIONS/VICKERY	1			●		
TYLER ISD	DOUGLAS ELEMENTARY	1			●	●	
	GRIFFIN EL	1				●	
	ORR EL	1				●	
	PEETE EL	1			●	●	
	WAYNE D BOSHEARS CENTER FOR EX-CEPT	1		●		●	●
UNION GROVE ISD	UNION GROVE H S	1			●		

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continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
UPLIFT EDUCATION - WILLIAMS PREPAR	UPLIFT EDUCATION-WILLIAMS PREP MID	1			●		
UPLIFT EDUCATION-SUMMIT INTERNATIO	UPLIFT MIGHTY PREP	1			●	●	
UT TYLER INNOVATION ACAD-EMY	LONGVIEW	1			●		
	PALESTINE	1			●		
	UT TYLER INNOVATION ACADEMY	1			●		
UVALDE CISD	DALTON EL	1		P[b]	P	P	P
	ROBB EL	1			●		
	UVALDE J H	1				●	
VALLEY VIEW ISD	VALLEY VIEW H S ACADEMY	1		●		●	
VAN VLECK ISD	O H HERMAN MIDDLE	2			●		
VENUS ISD	VENUS H S	1			●		
VICTORIA ISD	C O CHANDLER EL	1				●	
	CRAIN EL	1			●	●	
	F W GROSS MONTESSORI MAG	1				●	
	GUADALUPE EL	1				●	
	O'CONNOR EL MAGNET SCHOOL	1				●	
	PATTI WELDER MAGNET MIDDLE	1				●	
	ROWLAND EL MAGNET	1		●		●	
	SHIELDS EL MAGNET SCHOOL	1		●	●	●	
	STROMAN MIDDLE	1				●	
VICTORY PREP	VICTORY PREP	1		●	●	●	●
	VICTORY PREP	1		●		●	
	VICTORY PREPARATORY ACADEMY	1		●		●	●
WACO ISD	ALTA VISTA EL	1				●	
	BROOK AVENUE EL	2		●		●	
	CEDAR RIDGE EL	1				●	
	CESAR CHAVEZ MIDDLE	2				●	
	G W CARVER MIDDLE	1		●	●	●	
	INDIAN SPRING MIDDLE	1				●	
	J H HINES EL	2		●		●	
	PROVIDENT HEIGHTS EL	1			●		
	SOUTH WACO EL	1				●	
WALNUT SPRINGS ISD	WALNUT SPRINGS SCHOOL	1					●
WARREN ISD	WARREN H S	1			●		
WASKOM ISD	WASKOM EL	1			●		
WAXAHACHIE FAITH FAMILY ACADEMY	WAXAHACHIE FAITH FAMILY ACADEMY	1				●	
	WAXAHACHIE FAMILY FAITH ACADEMY	1				●	
	WAXAHACHIE FAMILY FAITH ACADEMY	1			●	●	
WEST HARDIN COUNTY CISD	WEST HARDIN EL	1				●	
	WEST HARDIN MIDDLE	2				●	
WEST ORANGE-COVE CISD	M B NORTH E C LRN CTR	1		P	P	P	P
	WEST ORANGE-STARK EL	1				●	
	WEST ORANGE-STARK MIDDLE	2				●	
WHITE OAK ISD	WHITE OAK H S	1					●
WHITEWRIGHT ISD	WHITEWRIGHT H S	1					●
WICHITA FALLS ISD	HARRELL ACCELERATED LEARNING CENTE	1	●	●			
	HAYNES EL	1				●	
	WASHINGTON-JACKSON EL MAGNET	2				●	

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A2. Improvement Required (IR) Campuses, 2013 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
WILLS POINT ISD	EARNEST O WOODS INT	1			●		
	WILLS POINT PRI	1		P[b]	P	P	P
YOAKUM ISD	YOAKUM J H	1			●		
ZOE LEARNING ACADEMY	ZOE LEARNING ACAD - AMBASSADOR CAM	1		●	●	●	
	ZOE LEARNING ACADEMY	1		●		●	

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Appendix 7-A3. Improvement Required (IR) School Districts, 2014

District	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
ACADEMY OF CAREERS AND TECHNOLOGIE	1					●
ACADEMY OF DALLAS	1			●		
ARROW ACADEMY	2		●		●	●
AUSTIN ACHIEVE PUBLIC SCHOOLS	1			●		●
BARTLETT ISD	1				●	
BAY AREA CHARTER INC	3					●
BIG SPRING ISD	3				●	
BLANKET ISD	1					●
BLOOMINGTON ISD	2					●
BRAZOS SCHOOL FOR INQUIRY & CREATI	1					●
BROOKESMITH ISD	1				●	●
BROWNFIELD ISD	2					●
BUCKHOLTS ISD	2		●		●	
BURKEVILLE ISD	1					●
C O R E ACADEMY	1		●	●	●	●
CHARLOTTE ISD	3					●
CITY CENTER HEALTH CAREERS	3				●	●
CLEVELAND ISD	2					●
COMPASS ACADEMY CHARTER SCHOOL	1			●	●	
COOLIDGE ISD	1					●
CROCKETT COUNTY CONSOLIDATED CSD	1					●
CROCKETT ISD	1					●
CRYSTAL CITY ISD	2		●		●	
DAMON ISD	1				●	
DARROUZETT ISD	1				●	
DELL CITY ISD	1		●		●	●
DETROIT ISD	1					●
DILLEY ISD	2					●
DIME BOX ISD	2		●		●	●
DR M L GARZA-GONZALEZ CHARTER SCHO	2				●	●
ELEANOR KOLITZ HEBREW LANGUAGE ACA	1			●		
EXCELLENCE IN LEADERSHIP ACADEMY	1		●	●	●	●
FAITH FAMILY ACADEMY OF OAK CLIFF	2		●		●	
FALLBROOK COLLEGE PREPARATORY ACAD	2		●	●	●	●
FOCUS LEARNING ACADEMY	1		●		●	●
FORT ELLIOTT CISD	1					●
GEORGE GERVIN ACADEMY	1					●
GOLD BURG ISD	2				●	
GRAND SALINE ISD	1					●
GRANDFALLS-ROYALTY ISD	1					●
GUSTINE ISD	1				●	
HAMLIN ISD	1					●
HEMPSTEAD ISD	1					●
HERMLEIGH ISD	1					●
HIGGINS ISD	2					●
HIGGS CARTER KING GIFTED & TALENTE	2					●
HIGH ISLAND ISD	1					●
HONORS ACADEMY	4					●
JAMIE'S HOUSE CHARTER SCHOOL	4		●	●	●	
JEAN MASSIEU ACADEMY	1		●		●	
JIM HOGG COUNTY ISD	1					●
KARNACK ISD	1					●
KENEDY ISD	1				●	
KIRBYVILLE CISD	1					●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

continues

Appendix 7-A3. Improvement Required (IR) School Districts, 2014 (continued)

District	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
KNOX CITY-O'BRIEN CISD	1					●
KOINONIA COMMUNITY LEARNING ACADEM	3		●	●	●	●
LA MARQUE ISD	3		●			●
LANEVILLE ISD	1					●
LEGACY PREPARATORY	2				●	
LEGGETT ISD	1					●
LEVERETTS CHAPEL ISD	2					●
LORAINE ISD	3				●	
LUEDERS-AVOCA ISD	1					●
MARLIN ISD	3		●		●	●
MORAN ISD	2					●
MORGAN ISD	1		●		●	●
MORTON ISD	1					●
MURCHISON ISD	1			●		
NACOGDOCHES ISD	1				●	
NATALIA ISD	1					●
NAVASOTA ISD	1				●	
NEW FRONTIERS CHARTER SCHOOL	1				●	
NORDHEIM ISD	1		●		●	
NORTHWEST PREPARATORY	2		●		●	●
OLFEN ISD	1					●
PEARSALL ISD	3		●		●	●
PEGASUS SCHOOL OF LIBERAL ARTS AND	1				●	
PETERSBURG ISD	1				●	
PHOENIX CHARTER SCHOOL	1				●	
PREMIER LEARNING ACADEMY	2		●		●	
PREMONT ISD	3		●		●	●
PRIME PREP ACADEMY	2		●		●	
RADIANCE ACADEMY OF LEARNING	1					●
RAMIREZ CSD	2					●
RANKIN ISD	1				●	
RECONCILIATION ACADEMY	1		●	●	●	
ROBSTOWN ISD	2					●
RULE ISD	1				●	
SANFORD-FRITCH ISD	2					●
SANTO ISD	2					●
SEAGRAVES ISD	1		●		●	●
SHEKINAH RADIANCE ACADEMY	2					●
SIDNEY ISD	1				●	
SIERRA BLANCA ISD	1		●		●	
SIVELLS BEND ISD	1			●		●
SNOOK ISD	3				●	
SOMERVILLE ISD	1					●
STAR ISD	1					●
TERLINGUA CSD	2					●
TEXAS EDUCATION CENTERS	1					●
TRINIDAD ISD	1					●
UNION HILL ISD	1					●
VICTORY PREP	2		●		●	●
VILLAGE TECH SCHOOLS	1			●		
WAELDER ISD	1				●	●
WALNUT BEND ISD	1			●		
WALNUT SPRINGS ISD	2					●
WILSON ISD	1		●		●	
WINFIELD ISD	1		●		●	●
WOODSBORO ISD	1					●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

Appendix 7-A4. Improvement Required (IR) Campuses, 2014

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
ACADEMY OF CAREERS AND TECHNOLOGIE	ACADEMY OF CAREERS AND TECHNOLOGIE	1					●
ACADEMY OF DALLAS	ACADEMY OF DALLAS	1			●		
ALDINE ISD	BUSSEY EL	1					●
	CARAWAY INT	1					●
	EISENHOWER H S	1		●		●	
	HALL EDUCATION CENTER	2	●				●
	NIMITZ H S	2					●
	REED ACADEMY	1			●		
	SMITH ACADEMY	2		●		●	
ALICE ISD	GARCIA EL	2		●	●	●	●
	NOONAN EL	2			●		
	SALAZAR EL	2		●	●	●	
	SCHALLERT EL	2			●		
ALIEF ISD	BEST EL	2		●	●	●	●
	BUSH EL	1		●			
	SNEED EL	1		●			
	YOUENS EL	1					●
ALVIN ISD	ALVIN J H	1			●		
	MANVEL J H	1			●		
ARLINGTON ISD	NEWCOMER CENTER	1	●	●		●	
	SAM HOUSTON H S	1					●
	WEBB EL	1					●
	WIMBISH EL	1				●	
ARROW ACADEMY	ARROW ACADEMY - HARVEST PREPARATOR	2		●	●	●	●
	ARROW ACADEMY - LAS AMERICAS LEARN	2		●		●	●
	ARROW ACADEMY - LIBERATION ACADEMY	2					●
	ARROW ACADEMY - ODYSSEY PREPARATOR	2		●		●	
	ARROW ACADEMY - SAVE OUR STREETS C	2		●	●	●	●
	BETHEL'S LEARNING CENTER	2		●		●	●
ATHENS ISD	ATHENS MIDDLE	1				●	
AUSTIN ACHIEVE PUBLIC SCHOOLS	AUSTIN ACHIEVE PUBLIC SCHOOLS	1			●		●
AUSTIN ISD	EASTSIDE MEMORIAL AT THE JOHNSTON	2					●
	GARCIA MIDDLE	3		●		●	●
	LBJ HIGH SCHOOL	3					●
	MARTIN M S	2		●		●	●
	MENDEZ M S	1		●		●	
	PEARCE M S	3		●		●	●
	RIDGETOP EL	1			●		
	TRAVIS H S	2					●
AXTELL ISD	AXTELL BRUCEVILLE-EDDY LEARNING CE	1	●	●			
AZLE ISD	AZLE HORNET ACADEMY	1	●	●		●	
BARTLETT ISD	BARTLETT SCHOOLS	1				●	
BASTROP ISD	BLUEBONNET EL	1			●		
	CEDAR CREEK EL	1		●		●	

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	EMILE EL	1			●		
	MINA EL	1			●		
	RED ROCK EL	1			●		
BAY AREA CHARTER INC	ED WHITE MEMORIAL HIGH SCHOOL	2					●
BEAUMONT ISD	AUSTIN MIDDLE	1				●	
	DR MAE E JONES-CLARK EL	1		●		●	●
	FEHL-PRICE EL	2		●		●	
	LUCAS PK	1		P[b]	P	P	P
	MARTIN EL	1		●			
	PIETZSCH/MAC ARTHUR EL	1		●		●	
	SMITH MIDDLE	1		●	●	●	●
BEN BOLT-PALITO BLANCO ISD	PALITO BLANCO EL	1		●		●	●
BIG SPRING ISD	GOLIAD EL	3		●		●	●
	KENTWOOD EL	3		P	P	P	P
	MARCY EL	3		●		●	
	WASHINGTON EL	3		●		●	
BLANKET ISD	BLANKET SCHOOL	1					●
BLOOMINGTON ISD	BLOOMINGTON H S	2					●
	BLOOMINGTON J H	2		●	●	●	●
BLUE RIDGE ISD	BLUE RIDGE EL	1			●	●	
	BLUE RIDGE MIDDLE	1			●		
BONHAM ISD	EVANS EL	1			●		
	FANNIN COUNTY HEAD START	1		P	P	P	P
	FINLEY-OATES EL	1			●		
BOOKER ISD	KIRKSEY EL	1			●		
BOVINA ISD	BOVINA EL	1				●	
BOWIE ISD	BOWIE J H	1			●		
BRAZOS SCHOOL FOR INQUIRY & CREATI	BRAZOS SCHOOL FOR INQUIRY AND CREA	1			●		
	BRAZOS SCHOOL FOR INQUIRY AND CREA	2		●	●	●	●
BRAZOSPORT ISD	GLADYS POLK EL	2			●		
	JANE LONG EL	2		●	●	●	●
	O A FLEMING EL	2		●	●	●	●
	O'HARA LANIER MIDDLE	2					●
	S F AUSTIN EL	2			●		●
	VELASCO EL	2		●			
BRENHAM ISD	ALTON EL	1					●
BROOKELAND ISD	BROOKELAND EL	1			●		
BROOKESMITH ISD	BROOKESMITH SCHOOL	1				●	●
BROWNSVILLE ISD	CUMMINGS MIDDLE	1		●			
BRUCEVILLE-EDDY ISD	BRUCEVILLE-EDDY EL	1					●
BRYAN ISD	BEN MILAM EL	1					●
BUCKHOLTS ISD	BUCKHOLTS SCHOOL	2		●		●	
BUFFALO ISD	BUFFALO EL	1				●	●
BULLARD ISD	BULLARD INT	1			●		
BURKEVILLE ISD	BURKEVILLE H S	1					●
C O R E ACADEMY	C O R E ACADEMY	1		●	●	●	●
CALLISBURG ISD	CALLISBURG MIDDLE	1			●		
CARRIZO SPRINGS CISD	ASHERTON EL	1		P	P	P	P
	BIG WELLS EL	1		P	P	P	P
	CARRIZO SPRINGS EL	1					●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
CARROLLTON-FARMERS BRANCH ISD	LANDRY EL	1			●		
CEDAR HILL ISD	HIGH POINTE EL	1			●		
	HIGHLANDS ELEMENTARY	1			●		
CENTERVILLE ISD	CENTERVILLE EL	1			●		
	CENTERVILLE EL	1					●
CENTRAL ISD	CENTRAL EL	1			●		
CHAPEL HILL ISD	JACKSON EL	1			●		
CHARLOTTE ISD	CHARLOTTE H S	3					●
CHESTER ISD	CHESTER EL	1			●		
CHILLICOTHE ISD	CHILLICOTHE EL	1			●		
CITY CENTER HEALTH CA-REERS	CITY CENTER HEALTH CAREERS	3				●	●
CLEVELAND ISD	CLEVELAND MIDDLE	1				●	
COLDSPRING-OAKHURST CISD	LINCOLN JUNIOR HIGH	1				●	
COLLINSVILLE ISD	COLLINSVILLE PRI	2			●		
COMMUNITY ISD	MCCLENDON EL	1				●	
	NESMITH EL	1		P[b]	P	P	P
COMPASS ACADEMY CHARTER SCHOOL	COMPASS ACADEMY CHARTER SCHOOL	1			●	●	
CONNALLY ISD	CONNALLY EL	2				●	
	CONNALLY PRI	2		P	P	P	P
CONROE ISD	AUSTIN EL	1			●		
	BIRNHAM WOODS EL	1			●		
COOLIDGE ISD	COOLIDGE EL	1					●
	COOLIDGE H S	1					●
CORPUS CHRISTI ISD	ALLEN EL	2		●		●	●
	CUNNINGHAM MIDDLE	3			●		
	DRISCOLL MIDDLE	2		●		●	●
	EVANS SES	2					●
	GIBSON EL	2					●
	HAAS MIDDLE	1				●	
	KOSTORYZ EL	2		●		●	
	MARTIN MIDDLE	2		●		●	●
	OAK PARK SPECIAL EMPHASIS SCHOOL	2		●		●	●
	SOUTH PARK MIDDLE	2		●	●	●	●
	ZAVALA EL	2		●			
COTULLA ISD	ENCINAL EL	2		●		●	
CROCKETT COUNTY CONSOLI-DATED CSD	OZONA EL	2		●		●	
	OZONA H S	1					●
CROCKETT ISD	PINEYWOODS AEC OF CHOICE	3	●	●			
CROSBYTON CISD	CROSBYTON EL	2		●		●	●
CROWELL ISD	CROWELL EL	2			●		
	BESS RACE EL	1			●		
	CROWLEY H S	1				●	
	NORTH CROWLEY H S	1				●	
CRYSTAL CITY ISD	BENITO JUAREZ MIDDLE	3		●		●	●
	DR TOMAS RIVERA-ZAVALA EL	3		●	●	●	●
CRYSTAL CITY ISD	STERLING H FLY JR H S	3		●		●	
CULBERSON COUNTY-AL-LAMOORE ISD	VAN HORN SECONDARY	1				●	
DAINGERFIELD-LONE STAR ISD	SOUTH EL	1			●		

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met			
				1	2	3	4
	WEST EL	1		P[b]	P	P	P
DALHART ISD	DALHART EL	1			●		●
DALLAS ISD	ANNIE WEBB BLANTON EL	4		●		●	●
	BARBARA M MANNS EDUCATION CENTER	2	●	●		●	
	BAYLES EL	2		●			
	BILLY EARL DADE MIDDLE	2		●		●	●
	BOUDE STOREY MIDDLE	1		●		●	●
	C F CARR EL	2		●		●	
	CLARA OLIVER EL	2		●		●	
	DAVID W CARTER H S	1					●
	EBBY HALLIDAY EL	1		●			
	EDWARD H CARY MIDDLE	1		●		●	●
	EDWARD TITCHE EL	2		●		●	
	ELISHA M PEASE EL	2		●		●	●
	EMMETT J CONRAD H S	1		●		●	●
	FRANKLIN D ROOSEVELT H S	3		●			
	FREDERICK DOUGLASS EL	1		●		●	●
	GEORGE W CARVER CREATIVE ARTS LEAR	2		●		●	
	H GRADY SPRUCE H S	1					●
	HECTOR P GARCIA MIDDLE SCHOOL	1					●
	J N ERVIN EL SCHOOL	2		●			
	J W RAY LEARNING CENTER	1		●			
	JACK LOWE SR EL	1		●		●	
	JOHN F KENNEDY LEARNING CENTER	1		●	●	●	
	JOHN NEELY BRYAN ELEMENTARY SCHOOL	1		●			●
	L G PINKSTON HIGH SCHOOL	3					●
	L L HOTCHKISS EL	1		●			
	LINCOLN HUMANITIES/COMMUNICATIONS	1					●
	MARIA MORENO EL	1		●			
	MARK TWAIN LEADERSHIP VANGUARD	1		●		●	
	NANCY J COCHRAN EL	2		●		●	
	OLIVER WENDELL HOLMES HUMANITIES/C	1		●		●	●
	ONESIMO HERNANDEZ EL	2		●		●	
	ORAN M ROBERTS EL	1		●			
	ROGER Q MILLS EL	4		●		●	
	RONALD E MCNAIR EL	1		●	●	●	
	RUFUS C BURLESON EL	1		●	●	●	●
	SARAH ZUMWALT MIDDLE	2		●		●	●
	SOUTH OAK CLIFF H S	1		●			●
	T W BROWNE MIDDLE	3		●	●	●	●
	THOMAS A EDISON MIDDLE LEARNING CE	2		●		●	●
	UMPHREY LEE ELEMENTARY SCHOOL	1		●	●	●	●
	W W SAMUELL H S	4					●
	WILMER-HUTCHINS EL	1		●		●	●
	WILMER-HUTCHINS H S	2					●
DAMON ISD	DAMON EL	1				●	
DARROUZETT ISD	DARROUZETT SCHOOLS	1				●	

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
DAYTON ISD	NOTTINGHAM MIDDLE	2			●		
DECATUR ISD	MCCARROLL MIDDLE 6TH GRADE	1			●		
DELL CITY ISD	DELL CITY SCHOOL	1		●		●	●
DENTON ISD	RYAN EL	1				●	
DESOTO ISD	AMBER TERRACE EL	2				●	
	CURTISTENE S MCCOWAN MIDDLE	1			●		
	DESOTO EAST MIDDLE	1			●		
	DESOTO H S	1		●		●	
DILLEY ISD	DILLEY EL	2		●		●	
	DILLEY H S	2					●
DIME BOX ISD	DIME BOX SCHOOL	2		●		●	●
DONNA ISD	EXCEL ACADEMY CAMPUS	1	●				●
	M RIVAS EL	2		●		●	
	T PRICE EL	1			●		
	W A TODD MIDDLE	1		●		●	
DUMAS ISD	CACTUS EL	2		●	●	●	
DUNCANVILLE ISD	CENTRAL EL	2					●
	CHARLES ACTON EL	1			●		
	CJ & ANNE HYMAN EL	1			●		
	CLINT Q SMITH EL	1		●	●	●	●
	JAMES R BILHARTZ JR EL	1		●			●
	MERRIFIELD ELEMENTARY	2					●
	WILLIAM LEE HASTINGS EL	1		●	●		
EAST FORT WORTH MONTESSORI ACADEMY	EAST FORT WORTH MONTESSORI ACADEMY	1			●		
ECTOR COUNTY ISD	BLANTON EL	1			●		
	BURLESON EL	2		●		●	
	ECTOR J H	2		●		●	
	EL MAGNET AT ZAVALA	2		●		●	
	JOHN B HOOD	3		●		●	●
	L B JOHNSON EL	2			●	●	
	NOEL EL	2				●	●
	ODESSA H S	1				●	
	ROSS EL	2				●	
	SAN JACINTO EL	2		●		●	●
ECTOR ISD	ECTOR EL	1			●		
EDEN CISD	EDEN EL	2				●	
EDGEWOOD ISD	GARDENDALE EL	1					●
	GUS GARCIA MIDDLE	3		●		●	
EDNA ISD	EDNA H S	1				●	
EDUCATION CENTER INTERNATIONAL ACA	EDUCATION CENTER INTERNATIONAL ACA	1			●		
EL PASO ISD	HOSPITAL CLASS	2				●	
ELEANOR KOLITZ HEBREW LANGUAGE ACA	ELEANOR KOLITZ HEBREW LANGUAGE ACA	1			●		
ELGIN ISD	PHOENIX H S	1	●	●			
EULA ISD	EULA EL	1			●		
EVANT ISD	EVANT H S	1				●	
EVERMAN ISD	ROY JOHNSON SIXTH GRADE CAMPUS	1			●		
EXCELLENCE IN LEADERSHIP ACADEMY	EXCELLENCE IN LEADERSHIP ACADEMY	1		●	●	●	●
FAITH FAMILY ACADEMY OF OAK CLIFF	FAITH FAMILY ACADEMY OF OAK CLIFF	2		●		●	●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
FALLBROOK COLLEGE PREPARATORY ACAD	FALLBROOK COLLEGE PREPARATORY ACAD	2		●	●	●	●
FANNINDEL ISD	FANNINDEL H S	1				●	
FOCUS LEARNING ACADEMY	FOCUS LEARNING ACADEMY	1		●		●	●
FORNEY ISD	MARGARET TAYLOR SMITH EL	1			●		
FORT BEND ISD	WILLOWRIDGE H S	1					●
FORT ELLIOTT CISD	FORT ELLIOTT SCHOOL	1					●
FORT STOCKTON ISD	APACHE EL	2					●
FORT WORTH ISD	A M PATE EL	3				●	
	ATWOOD MCDONALD EL	3		●		●	
	CHRISTENE C MOSS EL	2		●		●	●
	DUNBAR H S	3					●
	DUNBAR MIDDLE	2		●	●	●	●
	EASTERN HILLS H S	1					●
	FOREST OAK MIDDLE	1		●		●	
	GLENCREST 6TH GRADE SCH	2			●		●
	HANDLEY MIDDLE	3		●		●	
	HARLEAN BEAL EL	1		●		●	●
	I M TERRELL EL	1		●		●	●
	INT'L NEWCOMER ACAD	1	●	●		●	
	JEAN MCCLUNG MIDDLE	1				●	
	JO KELLY SP ED	2				●	
	JOHN T WHITE EL	2		●		●	
	LEONARD MIDDLE	1			●		
	MAUDE I LOGAN EL	3		●		●	
	MORNINGSIDE MIDDLE	3				●	
	O D WYATT H S	1		●		●	●
	POLYTECHNIC H S	1					●
	S S DILLOW EL	2		●			
	SUCCESS H S	1	●			●	
	SUNRISE - MCMILLAN EL	2		●	●	●	●
	WEDGWOOD 6TH GR SCH	2			●		
GAINESVILLE ISD	EDISON EL	1		P[b]	P	P	P
	W E CHALMERS EL	1			●		
GALVESTON ISD	CENTRAL MIDDLE	3		●		●	
	MORGAN EL MAGNET SCHOOL	1					●
	WEIS MIDDLE	3		●		●	●
GARLAND ISD	O'BANION MIDDLE	1			●		
GATESVILLE ISD	GATESVILLE INT	1			●		
GEORGE GERVIN ACADEMY	GEORGE GERVIN ACADEMY	1					●
GIRLS & BOYS PREPARATORY ACADEMY	GIRLS & BOYS PREP ACADEMY EL	3		●		●	●
GOLD BURG ISD	GOLD BURG SCHOOL	2				●	
GOLDEN RULE CHARTER SCHOOL	GOLDEN RULE DESOTO	1		●	●	●	●
	GOLDEN RULE SOUTHWEST	1		●		●	
GOODRICH ISD	GOODRICH EL	2					●
GRAND PRAIRIE ISD	GRAND PRAIRIE COLLEGIATE INSTITUTE	1			●		
	HOPE (HELPFUL OPPORTUNITIES TO PUR	1	●	●		●	
GRANDFALLS-ROYALTY ISD	GRANDFALLS-ROYALTY SCHOOL	1					●
GRAPELAND ISD	GRAPELAND J H	1			●		

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
GREENVILLE ISD	6TH GRADE CENTER	1			●		
	CROCKETT EL	1			●	●	
	TRAVIS EL	1		●			
GROESBECK ISD	ALTER LEARNING CTR	1		●			●
	ENGE-WASHINGTON INT	1			●		
	H O WHITEHURST EL	1		P[b]	P	P	P
GUSTINE ISD	GUSTINE SCHOOL	1				●	
HAMLIN ISD	HAMLIN H S	1					●
HARLANDALE ISD	VESTAL EL	1		●		●	●
	WRIGHT EL	1		●		●	●
HARMONY SCHOOL OF EXCELLENCE	HARMONY SCIENCE ACADEMY - BRYAN/CO	1				●	
HARMONY SCIENCE ACAD (LUBBOCK)	HARMONY SCIENCE ACAD (LUBBOCK)	2				●	
HARPER ISD	HARPER EL	1			●		
HART ISD	HART ELEMENTARY	3			●		●
	HART JR-SR H S	1				●	
HEARNE ISD	HEARNE EL	2					●
	HEARNE J H	1					●
HEMPSTEAD ISD	HEMPSTEAD H S	1					●
HEREFORD ISD	HEREFORD J H	3			●		
	WEST CENTRAL EL	1			●		
HERMLEIGH ISD	HERMLEIGH SCHOOL	1					●
HIGGINS ISD	HIGGINS SCHOOL	2					●
HIGGS CARTER KING GIFTED & TALENTE	HIGGS CARTER KING GIFTED & TALENTE	2					●
HILLSBORO ISD	FRANKLIN EL	1		P	P	P	P
	HILLSBORO EL	1		P	P	P	P
	HILLSBORO INTERMEDIATE	1			●		
HITCHCOCK ISD	HITCHCOCK PRI	1					●
HONORS ACADEMY	CREEKVIEW ACADEMY	2					●
HOUSTON ISD	ALCOTT EL	2		●		●	●
	ATHERTON EL	1		●	●		●
	BASTIAN EL	2		●		●	●
	BELLFORT EARLY CHILDHOOD CENTER	1		P	P	P	P
	BLACKSHEAR EL	3		●			
	COOK JR EL	1		●			
	DODSON EL	1		●		●	
	DOGAN EL	2		●		●	●
	ENERGIZED FOR STEM ACADEMY CENTRAL	1					●
	FONDREN EL	1					●
	FONDREN MIDDLE	1		●	●		
	FOSTER EL	2		●		●	●
	FURR H S	1					●
	GREGORY-LINCOLN ED CTR	1				●	
	HALPIN EARLY CHILDHOOD CTR	2		P	P	P	P
	HENDERSON N EL	1		●	●	●	●
	HENRY MIDDLE	1		●		●	●
	HIGHLAND HTS EL	2		●		●	●
	HOUSTON MATH SCIENCE AND TECHNOLOG	2					●
	JACKSON MIDDLE	2				●	

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	JEFFERSON EL	1		●		●	●
	JONES H S	4		●		●	●
	KASHMERE GARDENS EL	2		●		●	
	KASHMERE H S	5		●		●	●
	LAS AMERICAS	2	●	●			
	LEWIS EL	1		●			●
	LONG ACADEMY	2		●		●	
	MADING EL	1		●		●	
	MADISON H S	1					●
	MCREYNOLDS MIDDLE	1					●
	REACH CHARTER	1	●	●			
	REAGAN K-8 EDUCATIONAL CTR	1					●
	ROSS EL	2		●			
	SCARBOROUGH H S	2					●
	STERLING H S	2		●		●	●
	SUGAR GROVE ACADEMY	2		●		●	●
	TINSLEY EL	2			●		
	WASHINGTON B T H S	3					●
	WESLEY EL	1			●		
	WESTBURY H S	1					●
	WHEATLEY H S	3		●		●	●
	WOODSON SCHOOL	2		●	●	●	●
	WORTHING H S	3		●		●	●
	YATES H S	1					●
HOWE ISD	HOWE EL	1			●		
HULL-DAISETTA ISD	HULL-DAISETTA EL	2				●	
HUNTINGTON ISD	HUNTINGTON INT	1			●		
	PRIDE ALTER SCH	1	●	●			
HUNTSVILLE ISD	HUNTSVILLE INT	1			●		
	SAMUEL HOUSTON EL	1			●		
	STEWART EL	1			●		
	TEXAS ONLINE PREPARATORY MIDDLE	1			●		
IDEA PUBLIC SCHOOLS	IDEA CARVER COLLEGE PREPARATORY	1			●		
IGNITE PUBLIC SCHOOLS AND COMMUNIT	IGNITE PUBLIC SCH AND COMM SER CTR	2	●	●			
IRAAN-SHEFFIELD ISD	IRAAN EL	1			●		
IRVING ISD	AUSTIN MIDDLE	1					●
	BARTON EL	1		●		●	
JACKSBORO ISD	JACKSBORO EL	1			●		
JAMIE'S HOUSE CHARTER SCHOOL	JOSHUA'S LEARNING LAND	2		●		●	●
JEAN MASSIEU ACADEMY	JEAN MASSIEU ACADEMY	1		●		●	
JUBILEE ACADEMIC CENTER	ALAMO LEADERSHIP ACADEMY	1		●		●	●
	JUBILEE ACADEMY	1				●	●
JUDSON ISD	KIRBY MIDDLE	1			●		
KARNACK ISD	KARNACK H S	1				●	
KELLER ISD	HERITAGE EL	1			●		
	PARKVIEW EL	1			●		
KENEDY ISD	KENEDY ELEMENTARY SCHOOL	1				●	
	KENEDY MIDDLE	2			●	●	●
KERMIT ISD	KERMIT J H	2		●		●	
KILLEEN ISD	WILLOW SPRINGS EL	1				●	
KINGSVILLE ISD	H M KING H S	1				●	

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[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
KIPP INC CHARTER	KIPP DREAM	1			●		
	KIPP LEGACY PREPARATORY SCHOOL	1					●
KOINONIA COMMUNITY LEARNING ACADEM	KOINONIA COMMUNITY LEARNING ACADEM	3		●	●	●	●
KOUNTZE ISD	KOUNTZE H S	1				●	
	KOUNTZE INT	2			●		
LA JOYA ISD	DR JAVIER SAENZ MIDDLE	1				●	
	JUAREZ-LINCOLN H S	1		●			
LA MARQUE ISD	EARLY CHILDHOOD LEARNING CENTER	1		P[b]	P	P	P
	LA MARQUE EL	1		●	●	●	●
	LA MARQUE H S	3					●
	LA MARQUE J H SCHOOL	1		●		●	●
LA PRYOR ISD	LA PRYOR EL	2		●		●	
	LA PRYOR H S	1				●	
LA VEGA ISD	LA VEGA INT H P MILES CAMPUS	1			●		
	LA VEGA J H GEORGE DIXON CAMPUS	1				●	●
LAMAR CISD	J J WESSENDORFF MIDDLE	1			●		
	NAVARRO MIDDLE	1			●		
LAMESA ISD	LAMESA MIDDLE	3				●	
LANEVILLE ISD	LANEVILLE SCHOOL	1					●
LAREDO ISD	JOAQUIN CIGARROA MIDDLE	1		●		●	
	MACDONELL EL	2		●		●	
LAREDO ISD	MARTIN H S	1		●			
LEGACY PREPARATORY	LEGACY PREPARATORY	2		●		●	●
	MESQUITE CAMPUS	2		●		●	
LEVERETTS CHAPEL ISD	LEVERETTS CHAPEL H S	2					●
LEWISVILLE ISD	CENTRAL ELEMENTARY	1		●		●	●
	COLLEGE ST EL	2				●	
	HEDRICK EL	1		●			
	LEWISVILLE EL	1		●		●	
	LILLIE J JACKSON EARLY CHILDHOOD C	1		P	P	P	P
	PARKWAY EL	1				●	
LIBERTY-EYLAU ISD	LIBERTY-EYLAU C K BENDER EL CAMPUS	1			●		
	LIBERTY-EYLAU PRE-K CENTER GRANDVI	1		P	P	P	P
	LIBERTY-EYLAU PRI	1		P	P	P	P
	LIBERTY-EYLAU SCHOOL OF SUCCESS	1	●	●			
LIPAN ISD	LIPAN EL	1			●		
LIVINGSTON ISD	LIVINGSTON INT	1			●		
LOCKHART ISD	NAVARRO EL	1			●		
LOCKNEY ISD	LOCKNEY J H	1				●	
LONGVIEW ISD	BRAMLETTE EL	1		●		●	
	FOREST PARK MAGNET SCHOOL	2				●	
	LEAD ACADEMY H S	1	●	●			
LORAINE ISD	LORAINE SCHOOL	3				●	
LUBBOCK ISD	ALDERSON EL	1		●		●	●
	DUNBAR COLLEGE PREPARATORY ACADEMY	2		●		●	●
	ERVIN EL	1		●	●	●	●
	ESTACADO H S	1		●			●
	HODGES EL	3		●			●
	SLATON MIDDLE	3		●		●	

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continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
LUEDERS-AVOCA ISD	LUEDERS-AVOCA EL/J H	2		●	●	●	
	LUEDERS-AVOCA H S	1					●
LULING ISD	LULING EL	1		●		●	
LYTLE ISD	LYTLE EL	1				●	
	LYTLE PRIMARY SCHOOL	1		P[b]	P	P	P
MABANK ISD	LAKEVIEW EL	1			●		
MAGNOLIA ISD	MAGNOLIA SIXTH GRADE CAMPUS	2			●		
MANOR ISD	DECKER EL	2		●		●	
	MANOR EXCEL ACADEMY	1	●	●			
	MANOR MIDDLE	1			●		
MARLIN ISD	MARLIN EL	7		●		●	●
	MARLIN H S	1					●
	MARLIN MIDDLE	3		●		●	●
MARSHALL ISD	J H MOORE EL	2		●	●	●	●
	MARSHALL J H	3				●	
	WM B TRAVIS EL	1			●		
MART ISD	MART EL	1			●		
MATHIS ISD	MATHIS EL	2		P	P	P	P
	MATHIS INT	2		●		●	
MAYPEARL ISD	LORENE SMITH KIRKPATRICK EL	1			●		
MCCAMEY ISD	MCCAMEY PRI	2		●	●	●	●
MERCEDES ISD	JOHN F KENNEDY	2			●		
MERKEL ISD	MERKEL EL	2		P	P	P	P
	MERKEL INT	2			●		
MEXIA ISD	A B MCBAY EL	1					●
	R Q SIMS INT	3				●	
MIDLAND ISD	BONHAM EL	1				●	
	BURNET EL	1		●	●	●	●
	CROCKETT EL	4		●		●	●
	DE ZAVALA EL	1				●	●
	GODDARD J H	2				●	
	HOUSTON EL	2				●	
	LONG EL	1		●	●	●	●
	MIDLAND H S	1				●	
	MILAM EL	2		●	●	●	●
	SAN JACINTO J H	1				●	
	SOUTH EL	2					●
MIDWAY ISD	SPRING VALLEY EL	1			●		
MISSION CISD	MISSION OPTIONS ACADEMY	1	●	●			●
MONAHANS-WICKETT-PYOTE ISD	SUDDERTH EL	2				●	
MORAN ISD	MORAN SCHOOL	2					●
MORGAN ISD	MORGAN SCHOOL	1		●		●	●
MORTON ISD	MORTON EL	1					●
MOUNT CALM ISD	MOUNT CALM EL	1			●		
MOUNT ENTERPRISE ISD	MT ENTERPRISE ELEMENTARY	1			●		
MOUNT PLEASANT ISD	FRANCES CORPREW EL	2		●	●	●	
MULESHOE ISD	P E P	1	●	●			
MULLIN ISD	MULLIN EL	1			●		
MURCHISON ISD	MURCHISON EL	1			●		
NACOGDOCHES ISD	EMELINE CARPENTER ACADEMY OF TECHN	3		●		●	●
	FREDONIA EL	2		●		●	

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continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	MARTIN EDUCATIONAL CENTER FOR ACHI	1	●	●		●	
	MCMICHAEL MIDDLE	1				●	
	THOMAS J RUSK ACADEMY OF FINE ARTS	3		●		●	
NATALIA ISD	NATALIA J H	1			●		
NAVASOTA ISD	HIGH POINT EL	1			●		●
	JOHN C WEBB ELEMENTARY	2		●		●	
	NAVASOTA INT	3		●		●	
	NAVASOTA J H	1		●	●	●	●
NEW FRONTIERS CHARTER SCHOOL	EARLY CHILDHOOD ACADEMY	2		●			
	NEW FRONTIERS CHARTER SCHOOL	2				●	
NEWTON ISD	NEWTON MIDDLE	3			●		
NORDHEIM ISD	NORDHEIM SCHOOL	1		●		●	
NORTH EAST ISD	OLMOS EL	1					●
NORTHSIDE ISD	JONES MIDDLE	1			●		
NORTHWEST ISD	J LYNDAL HUGHES EL	1			●		
	SEVEN HILLS EL	1			●		
NORTHWEST PREPARATORY	NORTHWEST PREPARATORY	2		●		●	●
NUECES CANYON CISD	NUECES CANYON EL	1			●		
OLFEN ISD	OLFEN EL	1			●		●
OLNEY ISD	OLNEY J H	1			●		
ORE CITY ISD	ORE CITY MIDDLE	1			●		
PAMPA ISD	PAMPA J H	1				●	
PASADENA ISD	GARDENS EL	2					●
PEARSALL ISD	PEARSALL INT	3		●		●	
	PEARSALL J H	3		●		●	●
	TED FLORES EL	3		P[b]	P	P	P
PEGASUS SCHOOL OF LIBERAL ARTS AND	PEGASUS CHARTER H S	1				●	
PETERSBURG ISD	PETERSBURG SCHOOL	1				●	
PETTUS ISD	PETTUS EL	2			●		
PHARR-SAN JUAN-ALAMO ISD	DANIEL RAMIREZ EL	1		●			
	PSJA SOUTHWEST EARLY COLLEGE H S	1		●			●
PHOENIX CHARTER SCHOOL	THE PHOENIX CHARTER SCHOOL	1				●	
PILOT POINT ISD	PILOT POINT EL	1		P	P	P	P
	PILOT POINT INT	1			●		
PINE TREE ISD	PINE TREE EL	1		P	P	P	P
	PINE TREE INT	1			●		
	PINE TREE PRI	1		P	P	P	P
PLAINVIEW ISD	THUNDERBIRD EL	1			●		●
PLEASANTON ISD	PLEASANTON ISD SCHOOL OF CHOICE	1	●	●			
POINT ISABEL ISD	GARRIGA EL	1			●		
POOLVILLE ISD	POOLVILLE J H	1			●		
POR VIDA ACADEMY	CORPUS CHRISTI COLLEGE PREP H S	1					●
PORT ARTHUR ISD	MEMORIAL H S	1				●	
	WASHINGTON EL	2		●		●	
PREMIER LEARNING ACADEMY	PREMIER LEARNING ACADEMY	2		●		●	
PREMONT ISD	PREMONT CENTRAL EL	3		●		●	●
	PREMONT H S	3		●		●	●
PRESIDIO ISD	PRESIDIO H S	1				●	
PRIME PREP ACADEMY	DALLAS PRIME PREP	2				●	

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Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
	PRIME PREP ACADEMY	2		●	●	●	●
PRIORITY CHARTER SCHOOLS	KILLEEN CHARTER ACADEMY	1				●	●
	PRIORITY CHARTER SCHOOLS-HERITAGE	1				●	●
PROMISE COMMUNITY SCHOOL	HARBACH-RIPLEY CHARTER SCHOOL	2		●		●	●
QUITMAN ISD	QUITMAN J H	1			●		
RADIANCE ACADEMY OF LEARNING	RADIANCE ACADEMY OF LEARNING	1		●	●	●	●
	RADIANCE ACADEMY OF LEARNING (ABUN	1		●		●	●
	RADIANCE ACADEMY OF LEARNING (DAYS	2					●
RAMIREZ CSD	RAMIREZ EL	2					●
RANGER ISD	RANGER MIDDLE	2				●	
RANKIN ISD	RANKIN SCHOOL	1				●	
RAUL YZAGUIRRE SCHOOL FOR SUCCESS	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	1			●		
	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	1				●	
REAGAN COUNTY ISD	REAGAN COUNTY EL	2				●	
	REAGAN COUNTY MIDDLE	1		●		●	
RECONCILIATION ACADEMY	RECONCILIATION ACADEMY	1		●	●	●	
RED OAK ISD	ISCHOLARS MAGNET ACADEMY	1			●		
RICE CISD	EAGLE LAKE PRI	1					●
RIVER ROAD ISD	ROLLING HILLS EL	2			●		
ROBSTOWN ISD	LOTSPEICH EL	2			●		
	ROBSTOWN H S	2					●
	SEALE J H	3		●			
ROTAN ISD	ROTAN EL	1		●	●	●	●
ROYSE CITY ISD	ANITA SCOTT EL	2			●		
RULE ISD	RULE SCHOOL	1				●	
RUNGE ISD	RUNGE EL	2		●		●	●
S AND S CISD	S AND S CONS EL	1			●		
SABINAL ISD	SABINAL EL	1				●	
SAN ANTONIO ISD	BREWER EL	2		●		●	●
	CONNELL MIDDLE	3		●		●	●
	DAVID CROCKETT EL	2		●		●	●
	DAVIS MIDDLE	3		●			
	DORIE MILLER EL	1		●		●	●
	HIGHLANDS H S	1					●
	HILLCREST EL	1				●	
	HOUSTON H S	1					●
	IRVING MIDDLE	2		●			●
	LANIER H S	1					●
	OGDEN EL	1		P[b]	P	P	P
	P F STEWART EL	2		●		●	●
	PAGE MIDDLE	1		●			●
	RODRIGUEZ EL	1		●			
	ROGERS MIDDLE	2		●		●	●
	TAFOLLA MIDDLE	1		●	●	●	
	W W WHITE EL	2		●		●	
SAN BENITO CISD	ROBERTS EL	1		●			

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Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
SAN FELIPE-DEL RIO CISD	DR FERMIN CALDERON EL	1		●		●	
	LAMAR EL	1		●	●	●	
	NORTH HEIGHTS EL	1			●	●	
	SAN FELIPE MEMORIAL MIDDLE	1			●		
SAN ISIDRO ISD	SAN ISIDRO EL	1			●		
SAN PERLITA ISD	SAN PERLITA MIDDLE	1			●		
SANFORD-FRITCH ISD	SANFORD-FRITCH H S	2					●
SANTA MARIA ISD	TONY GONZALEZ EL	3		●		●	
SANTO ISD	SANTO H S	2					●
SCHOOL OF EXCELLENCE IN EDUCATION	DR DAVID M COPELAND EL	1		●		●	●
	DR JAMES L BURCH INT	1			●		
	RICK HAWKINS H S	2		●		●	●
SEAGRAVES ISD	SEAGRAVES SCHOOLS	1		●		●	●
SEGUIN ISD	JOE F SAEGERT SIXTH GRADE CENTER	1			●		
SHAMROCK ISD	SHAMROCK EL	2				●	
SHEKINAH RADIANCE ACADEMY	SHEKINAH RADIANCE ACADEMY (DALLAS	2			●		
	SHEKINAH WALZEM	3		●	●	●	●
	VILLAGE AT SOUTH PARK	2		●		●	●
SHERMAN ISD	FAIRVIEW EL	2			●		
	WAKEFIELD EL	1			●		
SIDNEY ISD	SIDNEY SCHOOL	1				●	
SIERRA BLANCA ISD	SIERRA BLANCA SCHOOL	1		●		●	
SIVELLS BEND ISD	SIVELLS BEND EL	1			●		●
SNOOK ISD	SNOOK EL	2		●		●	
	SNOOK MIDDLE SCH	3				●	
SNYDER ISD	SNYDER INT	2				●	
	SNYDER PRI	2		P[b]	P	P	P
	STANFIELD EL	2		P	P	P	P
SOMERVILLE ISD	SOMERVILLE EL	1			●		●
	SOMERVILLE H S	1				●	
SOUTH SAN ANTONIO ISD	DWIGHT MIDDLE	2					●
	NEIL ARMSTRONG EL	1		●	●		
SOUTH TEXAS EDUCATIONAL TECHNOLOGI	HORIZON MONTESSORI II	1			●		
	HORIZON MONTESSORI III	1					●
SOUTHSIDE ISD	FREEDOM EL	1			●		
	HERITAGE EL	2					●
	W M PEARCE PRI	2			●		
SOUTHWEST PREPARATORY SCHOOL	SOUTHWEST PREP NORTHWEST EL	1		●	●	●	●
SOUTHWEST SCHOOL	SOUTHWEST MIDDLE SCH	2					●
	SOUTHWEST SCHOOLS MANGUM EL CAMPUS	2		●	●	●	
SPLENDORA ISD	PEACH CREEK EL	1			●		
SPRING BRANCH ISD	HOLLIBROOK EL	1		●	●	●	
	LANDRUM MIDDLE	1		●		●	
	NORTHBROOK MIDDLE	1				●	
	SPRING BRANCH EL	2		●			
SPRING ISD	BAMMEL EL	2		●		●	●
	DONNA LEWIS EL	2		●		●	●
	PEARL M HIRSCH EL	1		●		●	●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH ELEM/MIDDLE SCHOO	1			●		
SPRINGTOWN ISD	SPRINGTOWN EL	1			●		
STANTON ISD	STANTON EL	1				●	
STAR ISD	STAR SCHOOL	1					●
SUDAN ISD	SUDAN EL	1			●		
SWEETWATER ISD	SWEETWATER INT	1			●		
TAFT ISD	WOODROE PETTY EL	3		●		●	●
TEKOA ACADEMY OF ACCEL-ERATED STUDI	TEKOA ACADEMY OF ACCELERATED STUDI	3		●		●	
TEMPLE ISD	HECTOR P GARCIA EL	1					●
TERLINGUA CSD	TERLINGUA EL	1				●	●
TERRELL ISD	TERRELL ALTERNATIVE EDUCATION CENT	1	●				●
TEXANS CAN ACADEMIES	HOUSTON CAN ACADEMY - HOBBY	1	●	●			
TEXARKANA ISD	PAUL LAURENCE DUNBAR EARLY EDU-CATI	2		P[b]	P	P	P
	THERON JONES EARLY LITERACY CEN-TER	2		P	P	P	P
	WESTLAWN EL	2		●		●	●
TEXAS CITY ISD	NORTHSIDE EL	1			●		
TEXAS COLLEGE PREPARA-TORY ACADEMIE	TEXAS VIRTUAL ACADEMY	2					●
	VISTA ACADEMY OF DALLAS	1					●
	VISTA ACADEMY OF DESOTO	2		●	●	●	
TEXAS COLLEGE	VISTA ACADEMY OF ELGIN	2				●	
	VISTA ACADEMY OF HUMBLE	1		●	●		●
	VISTA ACADEMY OF THE WOODLANDS	1			●		
TEXAS EDUCATION CENTERS	EDUCATION CENTER AT LITTLE ELM	3					●
	THE EDUCATION CENTER AT AUBREY	1				●	
	THE EDUCATION CENTER AT DENTON	2					●
TEXAS LEADERSHIP	TEXAS LEADERSHIP OF MIDLAND	1		●	●	●	●
THE EAST AUSTIN COLLEGE PREP ACADE	THE EAST AUSTIN COLLEGE PREP ACADE	2			●		
	THE EAST AUSTIN COLLEGE PREP AT ML	1					●
THE VARNETT PUBLIC SCHOOL	VARNETT CHARTER SCHOOL	1			●		
THREE RIVERS ISD	THREE RIVERS EL	1			●		
TORNILLO ISD	TORNILLO EL	1			●		
TRINIDAD ISD	TRINIDAD SCHOOL	1					●
TRINITY ISD	LANSBERRY EL	3		●			●
TYLER ISD	BOULTER MIDDLE	1		●	●	●	●
	DIXIE EL	1					●
	DOGAN MIDDLE	1		●		●	●
	DOUGLAS ELEMENTARY	2					●
	GRIFFIN EL	2				●	
	JONES EL	1					●
	ORR EL	2		●		●	●
	PEETE EL	2		●		●	●
	RAMEY EL	1		●			●
	T J AUSTIN EL	1					●
UNION HILL ISD	UNION HILL H S	1					●

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
UPLIFT EDUCATION - HAMPTON PREPARA	UPLIFT EDUCATION-HAMPTON PREP PRI	1					●
UPLIFT EDUCATION - PEAK PREPARATOR	UPLIFT EDUCATION - PINNACLE PREP P	1			●		●
UPLIFT EDUCATION - WILLIAMS PREPAR	UPLIFT EDUCATION - HEIGHTS PREP MI	1			●		
UT TYLER INNOVATION ACADEMY	UT TYLER INNOVATION ACADEMY - LONG	2			●	●	
UVALDE CISD	ANTHON EL	1		P[b]	P	P	P
	BATESVILLE SCHOOL	1		●	●		●
	DALTON EL	2		P	P	P	P
	ROBB EL	2			●		
VALLEY MILLS ISD	VALLEY MILLS EL	1			●		
VERIBEST ISD	VERIBEST EL	1			●		
VERNON ISD	CENTRAL EL	1					●
	T G MCCORD EL	1		P	P	P	P
	VERNON MIDDLE SCHOOL	1			●		
VICTORIA ISD	CRAIN EL	2		●		●	●
	GUADALUPE EL	2				●	
	HOPKINS EL	1		●			●
	O'CONNOR EL	2				●	
	PATTI WELDER MIDDLE	2				●	
	ROWLAND EL	2		●		●	●
	SHIELDS EL	2		●		●	●
	STROMAN MIDDLE	2		●	●	●	●
VICTORY PREP	VICTORY PREP	2		●		●	●
	VICTORY PREP	2		●	●	●	●
	VICTORY PREPARATORY ACADEMY	2				●	●
VILLAGE TECH SCHOOLS	VILLAGE TECH SCHOOLS	1			●		
WACO ISD	ALTA VISTA EL	2					●
	BROOK AVENUE EL	3		●		●	●
	CEDAR RIDGE EL	2		●		●	
	CESAR CHAVEZ MIDDLE	3			●	●	●
	G W CARVER MIDDLE	2		●		●	●
	HILLCREST PDS MAGNET	1			●		
	INDIAN SPRING MIDDLE	2		●		●	●
	J H HINES EL	3		●		●	●
	LAKE AIR MONTESSORI SCHOOL	1			●		
	SOUTH WACO EL	2		●	●	●	●
WAELDER ISD	WAELDER SCHOOL	1				●	●
WALNUT BEND ISD	WALNUT BEND EL	1			●		
WALNUT SPRINGS ISD	WALNUT SPRINGS SCHOOL	2					●
WAXAHACHIE FAITH FAMILY ACADEMY	WAXAHACHIE FAMILY FAITH ACADEMY	2		●		●	
	WAXAHACHIE FAMILY FAITH ACADEMY	2				●	
WAYSIDE SCHOOLS	THE REAL LEARNING ACADEMY	1			●		
WELLS ISD	WELLS EL	1			●		
WEST ORANGE-COVE CISD	M B NORTH E C LRN CTR	2		P	P	P	P
	WEST ORANGE-STARK EL	2		●		●	
WEST SABINE ISD	WEST SABINE H S	1				●	
WESTWOOD ISD	WESTWOOD EL	1			●		
	WESTWOOD PRI	1		P	P	P	P
WHARTON ISD	WHARTON J H	1			●		

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A4. Improvement Required (IR) Campuses, 2014 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index[a] Not Met 1	2	3	4
WHITE DEER ISD	WHITE DEER EL	1			●		
WICHITA FALLS ISD	LAMAR EL	1			●		●
	SCOTLAND PARK EL	1		●	●	●	●
	SHEPPARD AFB EL	1			●		
WILSON ISD	WILSON SCHOOL	1		●		●	
WINFIELD ISD	WINFIELD EL	1		●		●	●
WINONA ISD	WINONA INT	1			●		
WINTERS ISD	WINTERS J H	1			●	●	
WOLFE CITY ISD	WOLFE CITY MIDDLE	1			●		
WOODSBORO ISD	WOODSBORO EL	1			●		
	WOODSBORO H S	1					●
ZAPATA COUNTY ISD	FIDEL AND ANDREA R VILLARREAL EL	1		●		●	
	ZAPATA MIDDLE	1			●		
ZOE LEARNING ACADEMY	ZOE LEARNING ACAD - AMBASSADOR CAM	2		●		●	

[a]The Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness).

[b]A "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

Appendix 7-B1. Monitors, Conservators, and Other Interventions, September 1, 2012, Through August 31, 2013

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
10	Alpha Charter School	Monitor	AEA[a] Academically Unacceptable/ Multi-Years	10/18/2011
04	Alphonso Crutch's Life Support Center	Monitor	AEA Academically Unacceptable/ Multi-Years	10/30/2007
13	American YouthWorks Charter School	Monitor	Financial Management	5/6/2011
04	Aristoi Classical Academy	Conservator	Financial Management	11/1/2010
19	Burnham Wood Charter	Monitor	BE/ESL[b] & Special Ed/Governance/ Financial Management	3/20/2013
20	Crystal City ISD[c]	Conservator	Programs of Service for LEP[d] students	10/24/2011
10	Dallas ISD	Monitor	Academically Unacceptable on TAKS[e]/Governance/ Noncompliance of SES and other federal programs	7/31/2008
19	El Paso ISD	Monitor	State and federal accountability data manipulation	8/13/2012
		Conservator		12/6/2012
		Board of Managers		5/7/2013
11	Fort Worth CAN Academy	Monitor	Academically Unacceptable/ Multi-Years	12/16/2010
10	Honors Academy	Monitor	Academically Unacceptable /Multi-Years	10/24/2011
04	Houston CAN Academy Charter School	Monitor	Academically Unacceptable/ Multi-Years	12/16/2010
04	Houston ISD	Management Team	Academically Unacceptable Multi-Years	8/29/2008
		Conservator	Special Ed Requirements (RFM[f])	10/28/2010
01	IGNITE Public Schools and Community Service Center	Conservator	Academic data reporting/financial management/PEIMS data reporting standards/Special Ed	4/5/2012
04	Jamie's House Charter School	Monitor	Lack of implementation of Corrective Action Plan (CAP)	3/29/2010
		Conservator	Discipline data reporting systems	5/26/2010
		Management Team		9/23/2010
		Conservator		10/24/2011

[a]Alternative education accountability. [b]Bilingual education/English as a second language. [c]Independent school district. [d]Limited English proficient. [e]Texas Assessment of Knowledge and Skills. [f]Residential facility monitoring. [g]Financial Integrity Rating System of Texas.

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Appendix 7-B1. Monitors, Conservators, and Other Interventions, September 1, 2012, Through August 31, 2013 (continued)

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
04	Juan B. Galaviz Charter School	Monitor	Academically Unacceptable/ Multi-Years/Substandard Achievement School FIRST[g]	1/27/2011
		Conservator	Financial Management	5/9/2012
04	La Amistad Love & Learning	Monitor	Financial Management	2/13/2009
		Conservator	Financial Management	2/18/2011
04	Mainland Preparatory Academy	Monitor	Health, Safety & Welfare/Governance	4/2/2012
		Conservator	Financial Management	7/2/2012
12	Marlin ISD[c]	Monitor	Special Ed	9/24/2010
		Management Team	Special Ed/District Operations and Academics	2/24/2011
18	Midland ISD	Monitor	BE/ESL[b] Programs	3/25/2013
04	North Forest ISD	Conservator	Financial Management	3/7/2007
		Management Team	Academically Unacceptable/Special Ed	11/1/2007
		Board of Managers	Academically Unacceptable/Financial Management/Special Ed	10/21/2008
		Conservator	Academically Unacceptable/Financial Management/Special Ed	6/25/2010
04	Northwest Preparatory Charter	Monitor	Multiple years-Negative Asset Balance	3/7/2008
		Conservator	Multiple years-Negative Asset Balance	3/31/2011
20	Por Vida Academy	Monitor	Special Ed/Data Quality	9/20/2010
		Conservator	School Improvement/Special Ed/Data Validation	12/13/2010
02	Premont ISD	Monitor	Multi-years substandard School FIRST/Academically Unacceptable/Special Ed	12/18/2009
		Management Team	Governance/Special Ed/Special Programs/Multi-years substandard School FIRST	8/25/2010
		Monitor		1/17/2012
04	Richard Milburn Academy (Suburban Houston)	Monitor	AEA[a] Academically Unacceptable/ Multi-Years	10/24/2011
20	San Antonio CAN High School	Monitor	Academically Unacceptable/ Multi-Years	12/16/2010
20	School of Excellence in Education	Conservator	Financial Management/Academics	2/1/2010
04	Texas Serenity Academy Charter School	Monitor	Financial Management	12/14/2012

[a]Alternative education accountability. [b]Bilingual education/English as a second language. [c]Independent school district. [d]Limited English proficient. [e]Texas Assessment of Knowledge and Skills. [f]Residential facility monitoring. [g]Financial Integrity Rating System of Texas.

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Appendix 7-B1. Monitors, Conservators, and Other Interventions, September 1, 2012, Through August 31, 2013 (continued)

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
13	University of Texas University Charter School	Conservator	Special ED Requirements (RFM[f])	10/28/2010
10	Winfree Academy Charter School	Monitor	Financial/Governance	5/10/2013

[a]Alternative education accountability. [b]Bilingual education/English as a second language. [c]Independent school district. [d]Limited English proficient. [e]Texas Assessment of Knowledge and Skills. [f]Residential facility monitoring. [g]Financial Integrity Rating System of Texas.

Appendix 7-B2. Monitors, Conservators, and Other Interventions, September 1, 2013, Through August 31, 2014

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
20	Academy of Careers and Technologies	Monitor	Financial-Accredited Warned	2/28/2014
13	American YouthWorks Charter	Conservator	Financial and Academics/Revocation	12/18/2013
07	Azleway Charter School	Conservator	Financial and Academics/Revocation	12/18/2013
04	Bay Area Charter	Monitor	Accountability-Accredited Warned	2/28/2014
05	Beaumont ISD[a]	Monitor	Special Ed	2/14/2014
		Conservator	Financial/Governance/Special Ed	4/14/2014
		Board of Managers	Financial/Governance/Special Ed	7/14/2014
18	Big Spring ISD	Monitor	Accountability-Accredited Warned	2/28/2014
09	Bright Ideas Charter	Monitor	Financial-Accredited Warned	2/28/2014
15	Brookesmith ISD	Conservator	Financial-Accredited Probation	2/28/2014
19	Burnham Wood Charter	Monitor	BE/ESL[b] & Special Ed/Governance/ Financial Management	3/20/2013
20	Charlotte ISD	Monitor	Accountability-Accredited Warned	2/28/2014
10	Children First Academy of Dallas	Management Team	Health, safety, and welfare	9/5/2013
20	City Center Health	Monitor	Accountability-Accredited Warned	2/28/2014
20	Crystal City ISD	Conservator	Service for LEP[c] students	10/24/2011
19	El Paso ISD	Monitor	State and federal accountability data manipulation	8/13/2012
		Conservator	State and federal accountability data manipulation	12/6/2012
		Board of Managers	State and federal accountability data manipulation	5/7/2013
10	Faith Family Academy of Oak Cliff	Monitor	Accountability & Financial-Accredited Warned	2/28/2014
02	Freer ISD	Monitor	Accountability-Accredited Warned	2/28/2014
04	Girls & Boys Prep Academy	Monitor	Accountability & Financial-Accredited Warned	2/28/2014
20	Henry Ford Academy	Monitor	Accountability-Accredited Warned	2/28/2014
20	Higgs Carter King Gifted & Talented	Monitor	Accountability & Financial-Accredited Warned	2/28/2014
04	Hitchcock ISD	Monitor	Accountability-Accredited Warned	2/28/2014

[a]Independent school district. [b]Bilingual education /English as a second language. [c]Limited English proficient. [d]Financial Integrity Rating System of Texas. [e]Common school district.

continues

Appendix 7-B2. Monitors, Conservators, and Other Interventions, September 1, 2013, Through August 31, 2014 (continued)

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
10	Honors Academy	Conservator	Financial Management/ Academics/Revocation Pending	12/18/2013
04	Houston CAN Academy Charter School	Monitor	Academically Unacceptable/ Multi-Years	12/16/2010
01	IGNITE Public Schools and Community Service Center	Monitor	Accountability & Financial-Accredited Warned	2/28/2014
04	Jamie's House Charter School	Monitor	Special Ed	3/29/2010
		Conservator	Data Quality	5/26/2010
		Management Team	Data Quality/Special Ed	9/23/2010
		Conservator	Data Quality	10/24/2011
04	Juan B. Galaviz Charter School	Monitor	Academically Unacceptable/ Multi-Years/Substandard Achievement School FIRST[d]	1/27/2011
		Conservator	Financial Management	5/9/2012
04	Koinonia Community Learning Academy	Monitor	Financial & Academics-Revocation	12/18/2013
14	Loraine ISD[a]	Monitor	Accountability-Accredited Warned	2/28/2014
13	Luling ISD	Monitor	Accountability-Accredited Warned	2/28/2014
04	Mainland Preparatory Academy	Monitor	Financial-Accredited Warned	2/28/2014
12	Marlin ISD	Monitor	Special Ed	9/24/2010
		Management Team	Special Ed/District Operations and Academics	2/24/2011
		Monitor	Special Ed/Academics	3/1/2014
04	Medical Center Charter School	Monitor	Financial-Accredited Warned	2/28/2014
18	Midland ISD	Monitor	BE/ESL[b] Programs	3/25/2013
04	Northwest Preparatory	Monitor	Accountability & Financial-Accredited Warned	2/28/2014
20	Pearsall ISD	Monitor	Accountability-Accredited Warned	2/28/2014
02	Premont ISD	Monitor	Multi-years substandard School FIRST/Academically Unacceptable/Special Ed	12/18/2009
		Management Team	Governance/Special Ed/Special Programs/Multi-years substandard School FIRST	8/25/2010
		Monitor	Governance/Special Ed/Special Programs/Multi-years substandard School FIRST	1/17/2012
01	Progreso ISD	Management Team	Financial/Governance	1/16/2014

[a]Independent school district. [b]Bilingual education /English as a second language. [c]Limited English proficient. [d]Financial Integrity Rating System of Texas. [e]Common school district..

continues

Appendix 7-B2. Monitors, Conservators, and Other Interventions, September 1, 2013, Through August 31, 2014 (continued)

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
02	Ramirez CSD[e]	Monitor	Accountability & Financial-Accredited Warned	2/28/2014
16	Richard Milburn Academy (Amarillo)	Monitor	Financial-Accredited Warned	2/28/2014
02	Richard Milburn Alter High School (Corpus Christi)	Monitor	Financial-Accredited Warned	2/28/2014
04	Richard Milburn Academy (Suburban Houston)	Conservator	Financial/Academics–Revocation	12/18/2013
11	Rio Vista ISD[a]	Monitor	Financial–Not Accredited Revoked	2/28/2014
20	San Antonio CAN High School	Monitor	Academically Unacceptable/ Multi-Years	12/16/2010
20	San Antonio Technology Academy Charter	Monitor	Accountability-Accredited Warned	2/28/2014
20	School of Excellence in Education	Conservator	Financial/Academics	2/1/2010
06	Snook ISD	Monitor	Accountability-Accredited Warned	2/28/2014
04	Texas Serenity Academy Charter School	Monitor	Financial Accountability & Financial Accredited Warned	12/14/2012
12	Transformative Charter Academy	Monitor	Financial-Accredited Warned	2/28/2014
06	Trinity ISD	Monitor	Accountability-Accredited Warned	2/28/2014
04	The Varnett Public School	Conservator	Financial	9/30/2014
11	Venus ISD	Monitor	Financial-Accredited Warned	2/28/2014
10	Winfree Academy Charter Schools	Monitor	Financial/Governance	5/10/2013

[a]Independent school district. [b]Bilingual education /English as a second language. [c]Limited English proficient. [d]Financial Integrity Rating System of Texas. [e]Common school district.

Appendix 7-C. Districts With Lowered Accreditation Status, 2013-14

District	Status	Reason for Lowered Status
Academy of Careers and Technologies	Accredited-Warned	2012 FIRST[a] Ratings, 2013 Ratings
Bay Area Charter Inc.	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Big Spring ISD[b]	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Bright Ideas Charter School	Accredited-Warned	2012 FIRST Ratings, 2013 FIRST Ratings
Charlotte ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
City Center Health Careers Charter	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Faith Family Academy of Oak Cliff	Accredited-Warned	2012 First Ratings, 2013 Accountability Ratings
Forney ISD	Accredited-Warned	2012 FIRST Ratings, 2013 FIRST Ratings
Freer ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Girls & Boys Preparatory Academy	Accredited-Warned	2012 FIRST Ratings, 2013 Accountability Ratings
Henry Ford Academy Alameda School	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Higgs Carter King Gifted & Talented	Accredited-Warned	2012 FIRST Ratings, 2013 Accountability Ratings
Hitchcock ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Ignite Public Schools & Community Service Centers	Accredited-Warned	2012 FIRST Ratings, 2013 Accountability Ratings
Loraine ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Luling ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Mainland Preparatory Academy	Accredited-Warned	2012 FIRST Ratings, 2013 FIRST Ratings
Marlin ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Medical Center Charter School	Accredited-Warned	2012 FIRST Ratings, 2013 FIRST Ratings
Northwest Preparatory	Accredited-Warned	2012 FIRST Ratings, 2013 Accountability Ratings
Pearsall ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Premont ISD	Accredited-Warned	2011 FIRST Ratings, 2011 Accountability Ratings, 2013 Accountability Ratings
Ramirez CISD[c]	Accredited-Warned	2013 FIRST Ratings, 2013 Accountability Ratings
San Antonio Technology Academy	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Snook ISD	Accredited-Warned	2011 Accountability Ratings, 2013 Accountability Ratings
Texas Serenity Academy	Accredited-Warned	2013 FIRST Ratings, 2013 Accountability Ratings
Transformative Charter School	Accredited-Warned	2012 FIRST Ratings, 2013 FIRST Ratings
Venus ISD	Accredited-Warned	2012 FIRST Ratings, 2013 FIRST Ratings
Beaumont ISD	Accredited-Probation	Special Accreditation Investigation Results
Brookesmith ISD	Accredited-Probation	2011 FIRST Ratings, 2012 FIRST Ratings, 2013 FIRST Ratings
La Marque ISD	Accredited-Probation	2011 Accountability Ratings, 2012 FIRST Ratings, 2013 Accountability Ratings
Trinity ISD	Accredited-Probation	2010 Accountability Ratings, 2011 Accountability Ratings, 2013 Accountability Ratings
Jonesboro ISD	Not Accredited-Revoked (Abated Pending Final Record Review Determination)	2009 FIRST Ratings, 2010 FIRST Ratings, 2011 FIRST Ratings, 2012 FIRST Ratings, 2013 FIRST Ratings
Rio Vista ISD	Not Accredited-Revoked (Abated Pending Final Record Review Determination)	2010 First Ratings, 2011 FIRST Ratings, 2012 FIRST Ratings, 2013 FIRST Ratings
American Youthworks Charter School	Not Assigned	Charter Revoked
Azleway Charter School	Not Assigned	Charter Revoked
Honors Academy	Not Assigned	Charter Revoked
Jamie's House Charter School	Not Assigned	Charter Revoked
Juan B. Galaviz Charter School	Not Assigned	Charter Revoked
Koinonia Community Learning Center	Not Assigned	Charter Revoked
Richard Milburn Academy (Suburban)	Not Assigned	Charter Revoked
The Varnett Public School	Pending	Special Accreditation Investigation Results
La Amistad Love & Learning Academy	Pending	Special Accreditation Investigation/On-site

[a]Financial Integrity Rating System of Texas. [b]Independent school district. [c]Consolidated independent school district.

Appendix 7-D1. Special Education Monitoring Status, Districts in Stage 1 Intervention, 2012-13

District	Status	District	Status
A+ Academy	Completed: Routine Follow-up	Buna ISD	Local Interventions Implemented
Abbott ISD[a]	Local Interventions Implemented	Burkburnett ISD	Local Interventions Implemented
Abernathy ISD	Local Interventions Implemented	Burnet CISD[b]	Completed: Routine Follow-up
Academy of Dallas	Completed: Routine Follow-up	Burton ISD	Local Interventions Implemented
Accelerated Intermediate Academy	Local Interventions Implemented	Calallen ISD	Local Interventions Implemented
		Caldwell ISD	Completed: Routine Follow-up
Alba-Golden ISD	Completed: Routine Follow-up	Canyon ISD	Local Interventions Implemented
Alpine ISD	Local Interventions Implemented	Celeste ISD	Local Interventions Implemented
Alto ISD	Local Interventions Implemented	Celina ISD	Completed: Routine Follow-up
Ambassadors Preparatory Academy	Local Interventions Implemented	Central Heights ISD	Local Interventions Implemented
		Childress ISD	Completed: Routine Follow-up
Amherst ISD	Local Interventions Implemented	Chilton ISD	Local Interventions Implemented
Amigos Por Vida-Friends For Life Public Charter School	Completed: Routine Follow-up	China Spring ISD	Local Interventions Implemented
		Chireno ISD	Local Interventions Implemented
		Cleveland ISD	Completed: Routine Follow-up
Anna ISD	Completed: Routine Follow-up	Clifton ISD	Local Interventions Implemented
Apple Springs ISD	Local Interventions Implemented	College Station ISD	Local Interventions Implemented
Aransas County ISD	Completed: Routine Follow-up	Columbia-Brazoria ISD	Completed: Routine Follow-up
Archer City ISD	Local Interventions Implemented	Columbus ISD	Local Interventions Implemented
Aristoi Classical Academy	Completed: Routine Follow-up	Connally ISD	Completed: Routine Follow-up
Arlington ISD	Completed: Noncompliance Follow-up	Coolidge ISD	Local Interventions Implemented
Athens ISD	Local Interventions Implemented	Cooper ISD	Local Interventions Implemented
Atlanta ISD	Local Interventions Implemented	Corpus Christi Montessori School	Local Interventions Implemented
Austin ISD	Completed: Routine Follow-up		
Avalon ISD	Local Interventions Implemented	Corsicana ISD	Local Interventions Implemented
Avery ISD	Local Interventions Implemented	Cotulla ISD	Completed: Routine Follow-up
Azle ISD	Local Interventions Implemented	Crockett ISD	Local Interventions Implemented
Banquete ISD	Local Interventions Implemented	Cuero ISD	Local Interventions Implemented
Barlett ISD	Local Interventions Implemented	Culberson County-Allamoore ISD	Local Interventions Implemented
Bay Area Charter Inc.	Local Interventions Implemented		
Beaumont ISD	Completed: Routine Follow-up	Cumberland Academy	Local Interventions Implemented
Beckville ISD	Local Interventions Implemented	Cumby ISD	Local Interventions Implemented
Bellville ISD	Completed: Routine Follow-up	Daingerfield-Lone Star ISD	Local Interventions Implemented
Benavides ISD	Completed: Routine Follow-up	Dalhart ISD	Complete: Routine Follow-up
Bexar County Academy	Local Interventions Implemented	Dallas Community Charter School	Local Interventions Implemented
Blanket ISD	Local Interventions Implemented		
Bloomington ISD	Completed: Routine Follow-up	Dallas ISD	Complete: Routine Follow-up
Blum ISD	Local Interventions Implemented	Damon ISD	Complete: Routine Follow-up
Boerne ISD	Completed: Routine Follow-up	Denver City ISD	Local Interventions Implemented
Bonham ISD	Local Interventions Implemented	Dr. M. L. Garza-Gonzalez Charter School	Year After TEA[c] On-Site Action: Routine Follow-up
Bowie ISD	Completed: Routine Follow-up		
Boyd ISD	Local Interventions Implemented	Eagle Pass ISD	Year After TEA On-Site Action: Routine Follow-up
Boys Ranch ISD	Local Interventions Implemented		
Brackett ISD	Local Interventions Implemented	East Fort Worth Montessori Academy	Local Interventions Implemented
Brazos River Charter School	Completed: Routine Follow-up		
		Edgewood ISD	Local Interventions Implemented
Brazosport ISD	Completed: Routine Follow-up	El Paso Academy	Complete: Routine Follow-up
Breckenridge ISD	Local Interventions Implemented	Excelsior ISD	Local Interventions Implemented
Brenham ISD	Completed: Routine Follow-up	Fairfield ISD	Year After TEA On-Site Action: Routine Follow-up
Broaddus ISD	Local Interventions Implemented		
Brooks County ISD	Completed: Routine Follow-up	Falls City ISD	Local Interventions Implemented
Brownsboro ISD	Local Interventions Implemented	Farwell ISD	Local Interventions Implemented
Bruceville-Eddy ISD	Local Interventions Implemented	Ferris ISD	Complete: Routine Follow-up
Bryan ISD	Completed: Routine Follow-up	Flatonia ISD	Complete: Noncompliance Follow-up

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency.

continues

Appendix 7-D1. Special Education Monitoring Status, Districts in Stage 1 Intervention, 2012-13 (continued)

District	Status	District	Status
Floydada ISD[a]	Complete: Routine Follow-up	Irving ISD	Completed: Routine Follow-up
Forsan ISD	Local Interventions Implemented	Itasca ISD	Local Interventions Implemented
Fort Elliott CISD[b]	Local Interventions Implemented	Jacksonville ISD	Completed: Routine Follow-up
Fort Worth ISD	Year After TEA[c] On-Site Action: Routine Follow-up	Jean Massieu Academy	Completed: Routine Follow-up
		Jefferson ISD	Local Interventions Implemented
Franklin ISD	Local Interventions Implemented	Jim Hogg County ISD	Completed: Routine Follow-up
Frankston ISD	Local Interventions Implemented	Joshua ISD	Completed: Noncompliance Follow-up
Fredericksburg ISD	Local Interventions Implemented	Keller ISD	Local Interventions Implemented
Ft. Davis ISD	Completed: Routine Follow-up	Kerrville ISD	Completed: Routine Follow-up
Gainesville ISD	Completed: Routine Follow-up	Kilgore ISD	Completed: Routine Follow-up
Ganado ISD	Local Interventions Implemented	Klein ISD	Completed: Routine Follow-up
Garrison ISD	Local Interventions Implemented	Klondike ISD	Local Interventions Implemented
Gateway Academy Charter District	Completed: Routine Follow-up	Kountze ISD	Local Interventions Implemented
		La Amistad Love & Learning Academy	Local Interventions Implemented
Gateway Charter Academy	Local Interventions Implemented		
George Gervin Academy	Completed: Routine Follow-up	La Grange ISD	Local Interventions Implemented
George West ISD	Local Interventions Implemented	La Pryor ISD	Year After TEA On-Site Action: Routine Follow-up
Gilmer ISD	Local Interventions Implemented		
Glasscock County ISD	Local Interventions Implemented	La Vega ISD	Local Interventions Implemented
Golden Rule Charter School	Local Interventions Implemented	La Vernia ISD	Completed: Routine Follow-up
Gonzales ISD	Local Interventions Implemented	La Villa ISD	Local Interventions Implemented
Goodrich ISD	Completed: Routine Follow-up	Lago Vita ISD	Local Interventions Implemented
Goose Creek CISD	Year After TEA On-Site Action: Routine Follow-up	Lake Worth ISD	Local Interventions Implemented
		Lancaster ISD	Local Interventions Implemented
Graham ISD	Local Interventions Implemented	Lapoynor ISD	Local Interventions Implemented
Grapeland ISD	Local Interventions Implemented	Leggett ISD	Completed: Routine Follow-up
Hamilton ISD	Local Interventions Implemented	Liberty ISD	Completed: Routine Follow-up
Hamshire-Fannett ISD	Local Interventions Implemented	Lindale ISD	Local Interventions Implemented
Happy ISD	Local Interventions Implemented	Lingleville ISD	Local Interventions Implemented
Harlandale ISD	Completed: Routine Follow-up	Lipan ISD	Local Interventions Implemented
Harmony Science Academy (San Antonio)	Local Interventions Implemented	Llano ISD	Local Interventions Implemented
		Lockhart ISD	Completed: Routine Follow-up
Harmony Science Academy (Waco)	Local Interventions Implemented	Lockney ISD	Local Interventions Implemented
		Longview ISD	Local Interventions Implemented
Harmony Science Academy (Brownsville)	Local Interventions Implemented	Los Fresnos CISD	Local Interventions Implemented
		Lovelady ISD	Local Interventions Implemented
Hawkins ISD	Completed: Routine Follow-up	Lubbock-Cooper ISD	Local Interventions Implemented
Henderson ISD	Local Interventions Implemented	Mabank ISD	Local Interventions Implemented
Henry Ford Academy Alameda School For Art and Design	Local Interventions Implemented	Magnolia ISD	Local Interventions Implemented
		Manara Academy	Local Interventions Implemented
		Marble Falls ISD	Local Interventions Implemented
Hereford ISD	Completed: Routine Follow-up	Marion ISD	Local Interventions Implemented
Hermleigh ISD	Local Interventions Implemented	Mart ISD	Local Interventions Implemented
Hidalgo ISD	Completed: Routine Follow-up	Mason ISD	Local Interventions Implemented
Higgins ISD	Local Interventions Implemented	Mathis ISD	Completed: Routine Follow-up
Hillsboro ISD	Local Interventions Implemented	Maud ISD	Local Interventions Implemented
Hitchcock ISD	Completed: Routine Follow-up	Maypearl ISD	Local Interventions Implemented
Honors Academy	Completed: Routine Follow-up	McGregor ISD	Local Interventions Implemented
Houston Heights High School	Local Interventions Implemented	Meadow ISD	Local Interventions Implemented
		Medina ISD	Local Interventions Implemented
Hudson ISD	Completed: Routine Follow-up	Melissa ISD	Local Interventions Implemented
Idalou ISD	Local Interventions Implemented	Menard ISD	Local Interventions Implemented
Idea Public School	Local Interventions Implemented	Meridian ISD	Local Interventions Implemented
Inspired Vision Academy	Local Interventions Implemented		

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency.

continues

Appendix 7-D1. Special Education Monitoring Status, Districts in Stage 1 Intervention, 2012-13 (continued)

District	Status	District	Status
Midland Academy Charter School	Local Interventions Implemented	Rice CISD	Completed: Routine Follow-up
Midway ISD[a]	Local Interventions Implemented	Richard Milburn Academy (Amarillo)	Completed: Routine Follow-up
Mineola ISD	Local Interventions Implemented	Richard Milburn Academy (Ector County)	Completed: Routine Follow-up
Monahans-Wickett-Pyote ISD	Local Interventions Implemented	Richard Milburn Academy (Suburban Houston)	Completed: Routine Follow-up
Moody ISD	Local Interventions Implemented	Richard Milburn Alter High School (Corpus Christi)	Completed: Routine Follow-up
Moran ISD	Local Interventions Implemented	Rio Grande City CISD	Completed: Routine Follow-up
Morgan ISD	Local Interventions Implemented	Rio Vista ISD	Local Interventions Implemented
Morton ISD	Local Interventions Implemented	River Road ID	Local Interventions Implemented
Mount Pleasant ISD	Year After TEA[c] On-Site Action: Routine Follow-up	Rivercrest ISD	Local Interventions Implemented
Muenster ISD	Local Interventions Implemented	Riviera ISD	Local Interventions Implemented
Munday CISD[b]	Local Interventions Implemented	Robstown ISD	Year After TEA On-Site Action: Routine Follow-up
New Caney ISD	Local Interventions Implemented	Rockdale ISD	Completed: Routine Follow-up
New Deal ISD	Local Interventions Implemented	Roma ISD	Local Interventions Implemented
New Frontiers Charter School	Local Interventions Implemented	Roosevelt ISD	Local Interventions Implemented
Nixon-Smiley CISD	Local Interventions Implemented	Roxton ISD	Local Interventions Implemented
North Hopkins ISD	Local Interventions Implemented	Royal ISD	Completed: Routine Follow-up
Nova Academy (Southeast)	Local Interventions Implemented	Sabinal ISD	Local Interventions Implemented
Nueces Canyon CISD	Local Interventions Implemented	Saltillo ISD	Local Interventions Implemented
O'Donnell ISD	Local Interventions Implemented	San Angelo ISD	Completed: Routine Follow-up
Oakwood ISD	Local Interventions Implemented	San Felipe-Del Rio CISD	Year After TEA On-Site Action: Routine Follow-up
Overton ISD	Local Interventions Implemented	San Isidro ISD	Local Interventions Implemented
Paducah ISD	Local Interventions Implemented	San Perlita ISD	Local Interventions Implemented
Paris ISD	Completed: Routine Follow-up	Sands CISD	Completed: Routine Follow-up
Pecos-Barstow-Toyah ISD	Local Interventions Implemented	Sanford-Fritch ISD	Local Interventions Implemented
Pegasus School of Liberal Arts and Sciences	Local Interventions Implemented	Sanger ISD	Local Interventions Implemented
Penelope ISD	Completed: Routine Follow-up	Santa Rosa ISD	Local Interventions Implemented
Pharr-San Juan-Alamo ISD	Year After TEA On-Site Action: Routine Follow-up	Schulenburg ISD	Local Interventions Implemented
Pineywoods Community Academy	Local Interventions Implemented	Shallowater ISD	Local Interventions Implemented
Pittsburg ISD	Local Interventions Implemented	Sharyland ISD	Local Interventions Implemented
Plains ISD	Local Interventions Implemented	Sheldon ISD	Local Interventions Implemented
Pleasant Grove ISD	Local Interventions Implemented	Shepherd ISD	Completed: Routine Follow-up
Point Isabel ISD	Local Interventions Implemented	Simms ISD	Local Interventions Implemented
Ponder ISD	Local Interventions Implemented	Skidmore-Tynan ISD	Local Interventions Implemented
Port Neches-Groves ISD	Local Interventions Implemented	Slaton ISD	Local Interventions Implemented
Poteet ISD	Completed: Routine Follow-up	Slocum ISD	Local Interventions Implemented
Premier High Schools	Completed: Routine Follow-up	Snook ISD	Local Interventions Implemented
Princeton ISD	Local Interventions Implemented	South Plains Academy Charter District	Local Interventions Implemented
Pringle-Morse CISD	Local Interventions Implemented	Southside ISD	Completed: Routine Follow-up
Progreso ISD	Completed: Routine Follow-up	Southwest Schools	Completed: Noncompliance Follow-up
Promise Community School	Local Interventions Implemented	Spring ISD	Year After TEA On-Site Action: Routine Follow-up
Quanah ISD	Local Interventions Implemented	Springtown ISD	Local Interventions Implemented
Rankin ISD	Local Interventions Implemented	St. Mary's Academy Charter School	Local Interventions Implemented
Raul Yzaguirre School For Success	Completed: Routine Follow-up	Stephen F. Austin State University Charter School	Local Interventions Implemented
Red Oak ISD	Local Interventions Implemented	Stephenville ISD	Local Interventions Implemented
Redwater ISD	Completed: Routine Follow-up		
Refugio ISD	Local Interventions Implemented		

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency.

continues

Appendix 7-D1. Special Education Monitoring Status, Districts in Stage 1 Intervention, 2012-13 (continued)

District	Status	District	Status
Stepping Stones Charter Elementary	Local Interventions Implemented	Uplift Education-Williams Preparatory	Local Interventions Implemented
Sterling City ISD[a]	Local Interventions Implemented	Uplift Education-Summit International Preparatory	Local Interventions Implemented
Stockdale ISD	Local Interventions Implemented	Uvalde CISD[b]	Completed: Routine Follow-up
Stratford ISD	Local Interventions Implemented	Venus ISD	Local Interventions Implemented
Sweeny ISD	Local Interventions Implemented	Victoria ISD	Year After TEA On-Site Action: Routine Follow-up
Taft ISD	Local Interventions Implemented	Victory Prep	Completed: Routine Follow-up
Tahoka ISD	Local Interventions Implemented	Waelder ISD	Local Interventions Implemented
Tatum ISD	Local Interventions Implemented	Waskom ISD	Local Interventions Implemented
Teague ISD	Local Interventions Implemented	Waxahachie ISD	Completed: Routine Follow-up
Tenaha ISD	Local Interventions Implemented	Wayside Schools	Local Interventions Implemented
Texas Can Academies	Completed: Routine Follow-up	Weimar ISD	Local Interventions Implemented
Texas City ISD	Local Interventions Implemented	West ISD	Completed: Noncompliance Follow-up
Texas Education Centers	Year After TEA[c] On-Site Action: Routine Follow-up	West Orange-Cove CISD	Completed: Routine Follow-up
Texhoma ISD	Local Interventions Implemented	West Oso ISD	Year After TEA On-Site Action: Noncompliance Follow-up
Thrall ISD	Local Interventions Implemented	West Sabine ISD	Local Interventions Implemented
Tornillo ISD	Completed: Routine Follow-up	Westphalia ISD	Local Interventions Implemented
Trinity Basin Preparatory	Local Interventions Implemented	White Oak ISD	Local Interventions Implemented
Trinity ISD	Local Interventions Implemented	Whitewright ISD	Local Interventions Implemented
Troup ISD	Local Interventions Implemented	Whitney ISD	Local Interventions Implemented
Troy ISD	Local Interventions Implemented	Wimberley ISD	Completed: Routine Follow-up
Turkey-Quitaque ISD	Local Interventions Implemented	Windthorst ISD	Local Interventions Implemented
United ISD	Year After TEA On-Site Action: Routine Follow-up	Winona ISD	Local Interventions Implemented
Universal Academy	Local Interventions Implemented	Woden ISD	Local Interventions Implemented
University of Texas Elementary Charter School	Local Interventions Implemented	Woodsboro ISD	Local Interventions Implemented
		Yes Prep Public Schools Inc.	Local Interventions Implemented
Uplift Education-Hampton Preparatory	Local Interventions Implemented	Yoakum ISD	Local Interventions Implemented
		Yorktown ISD	Local Interventions Implemented
Uplift Education-North Hills Preparatory	Local Interventions Implemented	Zapata County ISD	Completed: Routine Follow-up
Uplift Education-Peak Preparatory	Local Interventions Implemented		

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency.

Appendix 7-D2. Special Education Monitoring Status, Districts in Stage 1 Intervention, 2013-14

District	Status	District	Status
A+ Academy	Local Interventions Implemented	Dickinson ISD	Completed: Routine Follow-up
Abilene ISD[a]	Completed: Routine Follow-up	Dilley ISD	Completed: Routine Follow-up
Academy of Dallas	Local Interventions Implemented	Dimmitt ISD	Local Interventions Implemented
Alamo Heights ISD	Local Interventions Implemented	Dripping Springs ISD	Local Interventions Implemented
Alba-Golden ISD	Local Interventions Implemented	Duncanville ISD	Completed: Routine Follow-up
American Youthworks Charter School	Closure	Eustace ISD	Local Interventions Implemented
		Evolution Academy Charter School	Completed: Routine Follow-up
Arrow Academy	Completed: Routine Follow-up		
Austin Can Academy Charter School	Merged With Other Charter	Fairfield ISD	Local Interventions Implemented
		Fannindel ISD	Local Interventions Implemented
Avery ISD	Local Interventions Implemented	Ferris ISD	Local Interventions Implemented
Barbers Hill ISD	Local Interventions Implemented	Floydada	Local Interventions Implemented
Bastrop ISD	Completed: Routine Follow-up	Fort Worth Can Academy	Merged With Other Charter
Bay Area Charter Inc.	Completed: Routine Follow-up	Franklin ISD	Local Interventions Implemented
Big Sandy ISD	Local Interventions Implemented	Fredericksburg ISD	Local Interventions Implemented
Big Springs Charter School	Year After TEA[b] On-Site Action: Routine Follow-up	Friona ISD	Completed: Routine Follow-up
		Garland ISD	Local Interventions Implemented
Bloomington ISD	Completed: Routine Follow-up	Garrison ISD	Local Interventions Implemented
Boerne ISD	Year After TEA On-Site Action: Routine Follow-up	Gatesville ISD	Local Interventions Implemented
		Gateway Charter Academy	Local Interventions Implemented
Bonham ISD	Local Interventions Implemented	Gonzales ISD	Local Interventions Implemented
Boyd ISD	Local Interventions Implemented	Goose Creek CISD	Completed: Routine Follow-up
Boys Ranch ISD	Local Interventions Implemented	Graham ISD	Local Interventions Implemented
Brownwood ISD	Local Interventions Implemented	Granbury ISD	Local Interventions Implemented
Burkburnett ISD	Local Interventions Implemented	Gregory-Portland ISD	Local Interventions Implemented
Callisburg ISD	Local Interventions Implemented	Groesbeck ISD	Local Interventions Implemented
Canadian ISD	Local Interventions Implemented	Hardin ISD	Local Interventions Implemented
Canton ISD	Local Interventions Implemented	Harmony Science Academy (Lubbock)	Completed: Routine Follow-up
Carthage ISD	Local Interventions Implemented		
Cedar Hill ISD	Local Interventions Implemented	Hearne ISD	Local Interventions Implemented
Center ISD	Local Interventions Implemented	Henrietta ISD	Local Interventions Implemented
Channelview ISD	Completed: Routine Follow-up	Hondo ISD	Local Interventions Implemented
Children First Academy of Dallas	Local Interventions Implemented	Hudson ISD	Local Interventions Implemented
		Hughes Springs ISD	Local Interventions Implemented
Childress ISD	Local Interventions Implemented	Ignite Public School and Community Services	Year After TEA On-site Action: Routine Follow-up
City View ISD	Local Interventions Implemented		
Coldspring-Oakhurst CISD[c]	Local Interventions Implemented	Ingeleside ISD	Completed: Routine Follow-up
College Station ISD	Local Interventions Implemented	Jacksboro ISD	Local Interventions Implemented
Columbus ISD	Local Interventions Implemented	Jacksonville ISD	Local Interventions Implemented
Coolidge ISD	Local Interventions Implemented	Jim Hogg County ISD	Local Interventions Implemented
Cooper ISD	Local Interventions Implemented	Jourdanton ISD	Local Interventions Implemented
Corrigan-Camden ISD	Local Interventions Implemented	Jubilee Academic Center	Local Interventions Implemented
Crockett ISD	Local Interventions Implemented	Junction ISD	Local Interventions Implemented
Crosby ISD	Local Interventions Implemented	Keene ISD	Completed: Routine Follow-up
Crystal City ISD	Year After TEA On-Site Action: Routine Follow-up	Kenedy ISD	Local Interventions Implemented
		Kerens ISD	Completed: Routine Follow-up
Cuero ISD	Local Interventions Implemented	Kermit ISD	Completed: Routine Follow-up
Dalhart ISD	Local Interventions Implemented	Kipp Southeast Houston	Local Interventions Implemented
Damon ISD	Local Interventions Implemented	Klein ISD	Completed: Routine Follow-up
Dayton ISD	Local Interventions Implemented	Kountze ISD	Local Interventions Implemented
Dekalb ISD	Local Interventions Implemented	La Academia De Estrellas	Local Interventions Implemented
Del Valle ISD	Completed: Routine Follow-up	La Feria ISD	Completed: Routine Follow-up
Denver City ISD	Local Interventions Implemented	La Pryor ISD	Local Interventions Implemented
Detroit ISD	Local Interventions Implemented	La Vega ISD	Completed: Routine Follow-up

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

continues

Appendix 7-D2. Special Education Monitoring Status, Districts in Stage 1 Intervention, 2013-14 (continued)

District	Status	District	Status
Lake Worth ISD[a]	Local Interventions Implemented	Roma ISD	Local Interventions Implemented
Lampasas ISD	Local Interventions Implemented	Rusk ISD	Local Interventions Implemented
Laneville ISD	Local Interventions Implemented	S and S CISD	Local Interventions Implemented
Lapoynor ISD	Local Interventions Implemented	Sabine ISD	Local Interventions Implemented
Levelland ISD	Year After TEA[b] On-Site Action: Routine Follow-up	San Angelo ISD	Local Interventions Implemented
		San Augustine ISD	Local Interventions Implemented
Liberty ISD	Local Interventions Implemented	San Diego ISD	Local Interventions Implemented
Livingston ISD	Local Interventions Implemented	Sanford-Fritch ISD	Completed: Routine Follow-up
Lockhart ISD	Local Interventions Implemented	Seminole ISD	Local Interventions Implemented
Longview ISD	Completed: Routine Follow-up	Shekinah Radiance Academy	Completed: Routine Follow-up
Lorena ISD	Local Interventions Implemented		
Louise ISD	Local Interventions Implemented	Shepherd ISD	Local Interventions Implemented
Lubbock ISD	Local Interventions Implemented	Sinton ISD	Local Interventions Implemented
Lubbock-Cooper ISD	Local Interventions Implemented	Skidmore Tynan ISD	Local Interventions Implemented
Luling ISD	Completed: Routine Follow-up	Somerville ISD	Local Interventions Implemented
Lumberton ISD	Local Interventions Implemented	South San Antonio ISD	Completed: Routine Follow-up
Mabank ISD	Local Interventions Implemented	Spearman ISD	Local Interventions Implemented
Magnolia ISD	Local Interventions Implemented	Splendora ISD	Local Interventions Implemented
Mason	Local Interventions Implemented	Stamford ISD	Local Interventions Implemented
Mathis ISD	Completed: Routine Follow-up	Stephenville ISD	Local Interventions Implemented
McAllen ISD	Year After TEA On-Site Action: Routine Follow-up	Stockdale ISD	Local Interventions Implemented
		Taft ISD	Local Interventions Implemented
Meridian ISD	Local Interventions Implemented	Tatum ISD	Local Interventions Implemented
Mesquite ISD	Local Interventions Implemented	Taylor ISD	Local Interventions Implemented
Mexia ISD	Completed: Routine Follow-up	Tenaha ISD	Local Interventions Implemented
Milano ISD	Local Interventions Implemented	Terrell ISD	Year After TEA On-Site Action: Routine Follow-up
Moody ISD	Local Interventions Implemented		
Muenster ISD	Local Interventions Implemented	Texas Education Centers	Completed: Routine Follow-up
Mullin ISD	Local Interventions Implemented	The East Austin College Prep Academy	Local Interventions Implemented
Nederland ISD	Local Interventions Implemented		
New Frontiers Charter School	Local Interventions Implemented	Thrall ISD	Local Interventions Implemented
		Three Rivers ISD	Local Interventions Implemented
North Hopkins ISD	Completed: Routine Follow-up	Timpson ISD	Local Interventions Implemented
Oakwood ISD	Local Interventions Implemented	Trinity Basin Preparatory	Completed: Routine Follow-up
Ore City ISD	Local Interventions Implemented	Trinity ISD	Completed: Routine Follow-up
Pegasus School of Liberal Arts and Science	Completed: Routine Follow-up	Tulia ISD	Local Interventions Implemented
		Uplift Education Summit International Prep	Local Interventions Implemented
Pharr-San Juan-Alamo ISD	Completed: Routine Follow-up		
Phoenix Charter School	Completed: Routine Follow-up	Valley View ISD	Local Interventions Implemented
Por Vida Academy	Completed: Routine Follow-up	Venus ISD	Local Interventions Implemented
Poteet ISD	Local Interventions Implemented	Vernon ISD	Local Interventions Implemented
Poth ISD	Local Interventions Implemented	Vidor ISD	Local Interventions Implemented
Promise Community School	Local Interventions Implemented	Weslaco ISD	Local Interventions Implemented
Queen City ISD	Local Interventions Implemented	West Sabine ISD	Local Interventions Implemented
Quitman ISD	Local Interventions Implemented	Wharton ISD	Local Interventions Implemented
Ranch Academy	Completed: Routine Follow-up	White Oak ISD	Completed: Routine Follow-up
Ranger ISD	Local Interventions Implemented	White Settlement ISD	Local Interventions Implemented
Red Oak ISD	Local Interventions Implemented	Whitewright ISD	Completed: Routine Follow-up
Rice CISD[c]	Local Interventions Implemented	Wichita Falls ISD	Completed: Routine Follow-up
Richard Milburn Alter High School (Killeen)	Completed: Routine Follow-up	Windthorst ISD	Local Interventions Implemented
		Winfree Academy Charter School	Year After TEA On-Site Action: Routine Follow-up
Rio Grande City CISD	Local Interventions Implemented		
Rio Vista ISD	Local Interventions Implemented	Yorktown ISD	Local Interventions Implemented
Rise Academy	Local Interventions Implemented	Zapata County ISD	Completed: Routine Follow-up
Rockdale ISD	Local Interventions Implemented		

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-E1. Special Education Monitoring Status, Districts in Stage 2 Intervention, 2012-13

District	Status	District	Status
Abilene ISD[a]	Completed: Routine Follow-up	Leon ISD	Local Interventions Implemented
Alamo Heights ISD	Local Interventions Implemented	Liberty-Eylau ISD	Completed: Routine Follow-up
Alpha Charter School	Completed: Routine Follow-up	Lohn ISD	Local Interventions Implemented
Big Sandy ISD	Local Interventions Implemented	Lorenzo ISD	Local Interventions Implemented
Brazos ISD	Local Interventions Implemented	Louise ISD	Local Interventions Implemented
Brooks Academy of Science and Engineering	Local Interventions Implemented	Luling ISD	Completed: Routine Follow-up
		Milano ISD	Local Interventions Implemented
Brownfield ISD	Completed: Routine Follow-up	Mission CISD[c]	Completed: Routine Follow-up
Bullard ISD	Completed: Routine Follow-up	New Summerfield ISD	Local Interventions Implemented
Calhoun County ISD	Local Interventions Implemented	New Waverly ISD	Local Interventions Implemented
Canton ISD	Local Interventions Implemented	North Forest ISD	Closure
Carlisle ISD	Local Interventions Implemented	Por Vida Academy	Year After TEA On-Site Action: Routine Follow-up
Carthage ISD	Local Interventions Implemented		
Center ISD	Local Interventions Implemented	Port Arthur ISD	Completed: Routine Follow-up
Clarksville ISD	Completed: Routine Follow-up	Poth ISD	Local Interventions Implemented
Clint ISD	Year After TEA[b] On-Site Action: Routine Follow-up	Quinlan ISD	Completed: Routine Follow-up
		Rains ISD	Local Interventions Implemented
Comfort ISD	Completed: Routine Follow-up	Rice ISD	Local Interventions Implemented
Decatur ISD	Local Interventions Implemented	Richard Milburn Academy (Fort Worth)	Completed: Routine Follow-up
Dekalb ISD	Local Interventions Implemented		
Detroit ISD	Completed: Routine Follow-up	Robinson ISD	Local Interventions Implemented
Dime Box ISD	Local Interventions Implemented	Sabine ISD	Completed: Routine Follow-up
Edna ISD	Completed: Routine Follow-up	Scurry-Rosser ISD	Local Interventions Implemented
Ehrhart School	Local Interventions Implemented	Seagraves ISD	Local Interventions Implemented
Ennis ISD	Local Interventions Implemented	Shiner ISD	Local Interventions Implemented
Everman ISD	Local Interventions Implemented	South San Antonio ISD	Year After TEA On-Site Action: Routine Follow-up
Faith Family Academy of Oak Cliff	Completed: Routine Follow-up		
		Southwest Preparatory School	Year After TEA On-Site Action: Routine Follow-up
Fannindel ISD	Local Interventions Implemented		
Focus Learning Academy	Year After TEA On-Site Action: Routine Follow-up	Spring Hill ISD	Local Interventions Implemented
		Sulphur Springs ISD	Local Interventions Implemented
Hempstead ISD	Local Interventions Implemented	Sundown ISD	Local Interventions Implemented
Hooks ISD	Completed: Routine Follow-up	Tarkington ISD	Local Interventions Implemented
Houston ISD	Completed: Routine Follow-up	Temple ISD	Completed: Routine Follow-up
Huntsville ISD	Completed: Routine Follow-up	The Rhodes School	Local Interventions Implemented
Ingram ISD	Completed: Routine Follow-up	University of Texas University Charter School	Completed: Routine Follow-up
Karnack ISD	Completed: Routine Follow-up		
Karnes City ISD	Local Interventions Implemented	Vidor ISD	Local Interventions Implemented
Kemp ISD	Local Interventions Implemented	Warren ISD	Local Interventions Implemented
Kipp Southeast Houston	Local Interventions Implemented	Winfree Academy Charter School	Completed: Noncompliance Follow-up
Laneville ISD	Local Interventions Implemented		

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-E2. Special Education Monitoring Status, Districts in Stage 2 Intervention, 2013-14

District	Status	District	Status
Alief ISD[a]	Local Interventions Implemented	Lindale ISD	Local Interventions Implemented
Alto ISD	Local Interventions Implemented	Little Cypress-Mauriceville CISD	Local Interventions Implemented
Alvarado ISD	Local Interventions Implemented	Lytle ISD	Local Interventions Implemented
Andrews ISD	Local Interventions Implemented	Madisonville CISD	Local Interventions Implemented
Aransas County ISD	Local Interventions Implemented	McGregor ISD	Local Interventions Implemented
Atlanta ISD	Local Interventions Implemented	Medina Valley ISD	Local Interventions Implemented
Bandera ISD	Local Interventions Implemented	Mineral Wells ISD	Local Interventions Implemented
Beeville ISD	Local Interventions Implemented	Monahans-Wickett-Pyote ISD	Local Interventions Implemented
Brenham ISD	Local Interventions Implemented	Navasota ISD	Local Interventions Implemented
Bridgeport ISD	Local Interventions Implemented	New Caney ISD	Local Interventions Implemented
Bruceville-Eddy ISD	Local Interventions Implemented	New Waverly ISD	Local Interventions Implemented
Buffalo ISD	Local Interventions Implemented	North Lamar ISD	Local Interventions Implemented
Bullard ISD	Local Interventions Implemented	Orange Grove ISD	Year After TEA On-Site Action: Routine Follow-up
Burnet CISD[b]	Local Interventions Implemented	Plainview ISD	Local Interventions Implemented
Calhoun County ISD	Local Interventions Implemented	Point Isabel ISD	Completed: Routine Follow-up
Castleberry ISD	Local Interventions Implemented	Quinlan ISD	Local Interventions Implemented
China Spring ISD	Local Interventions Implemented	Robinson ISD	Local Interventions Implemented
Connally ISD	Local Interventions Implemented	Royse City ISD	Completed: Routine Follow-up
Crowley ISD	Local Interventions Implemented	San Felipe-Del Rio CISD	Completed: Routine Follow-up
Desoto ISD	Local Interventions Implemented	San Rosa ISD	Local Interventions Implemented
Edcouch-Elsa ISD	Completed: Routine Follow-up	Sherman ISD	Completed: Routine Follow-up
Edinburg CISD	Year After TEA[c] On-Site Action: Routine Follow-up	Shiner ISD	Local Interventions Implemented
Floresville ISD	Local Interventions Implemented	Silsbee ISD	Local Interventions Implemented
Focus Learning Academy	Local Interventions Implemented	Spring Hill ISD	Local Interventions Implemented
Gainesville ISD	Completed: Routine Follow-up	Troup ISD	Local Interventions Implemented
Girls & Boys Preparatory Academy	Completed: Routine Follow-up	Warren ISD	Local Interventions Implemented
Godley ISD	Local Interventions Implemented	Waxahachie ISD	Completed: Routine Follow-up
Harmony Science Academy (Waco)	Local Interventions Implemented	Westwood ISD	Local Interventions Implemented
Hempstead ISD	Local Interventions Implemented	Willis ISD	Local Interventions Implemented
Huffman ISD	Local Interventions Implemented	Wills Point ISD	Year After TEA On-Site Action: Routine Follow-up
Jasper ISD	Local Interventions Implemented	Winnsboro ISD	Local Interventions Implemented
Jefferson ISD	Local Interventions Implemented	Woodville ISD	Local Interventions Implemented
Kilgore ISD	Local Interventions Implemented		
La Joya ISD	Year After TEA On-Site Action: Routine Follow-up		

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency.

Appendix 7-F1. Special Education Monitoring Status, Districts in Stage 3 Intervention, 2012-13

District	Status	District	Status
Alice ISD[a]	Year After TEA[b] On-Site Action: Noncompliance Follow-up	Honey Grove ISD	Completed: Noncompliance Follow-up
Alief ISD	Completed: Routine Follow-up	Jasper ISD	Completed: Routine Follow-up
American Youthworks Charter School	Year After TEA On-Site Action: Routine Follow-up	Joaquin ISD	Completed: Routine Follow-up
Austin Can Academy Charter School	Year After TEA On-Site Action: Routine Follow-up	Lamesa ISD	Year After TEA On-Site Action: Routine Follow-up
Bandera ISD	Completed: Routine Follow-up	Madisonville CISD[c]	Completed: Routine Follow-up
Barbers Hill ISD	Completed: Noncompliance Follow-up	Memphis ISD	Completed: Routine Follow-up
Big Spring ISD	Year After TEA On-Site Action: Routine Follow-up	Mexia ISD	Year After TEA On-Site Action: Routine Follow-up
Buffalo ISD	Completed: Routine Follow-up	Monte Alto ISD	Completed: Routine Follow-up
East Chambers ISD	Completed: Routine Follow-up	Navasota ISD	Completed: Routine Follow-up
Ector County ISD	Year After TEA On-Site Action: Routine Follow-up	Newton ISD	Completed: Routine Follow-up
Evolution Academy Charter School	Completed: Routine Follow-up	Nocona ISD	Completed: Routine Follow-up
Girls & Boys Preparatory Academy	Completed: Routine Follow-up	Richard Milburn Alter High School (Killeen)	Completed: Routine Follow-up
Gladewater ISD	Completed: Routine Follow-up	Rusk ISD	Completed: Routine Follow-up
Goliad ISD	Completed: Routine Follow-up	Seminole ISD	Year After TEA On-Site Action: Routine Follow-up
Greenville ISD	Completed: Noncompliance Follow-up	Somerville ISD	Completed: Routine Follow-up
		Three Rivers ISD	Completed: Routine Follow-up
		Tulia ISD	Completed: Routine Follow-up

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-F2. Special Education Monitoring Status, Districts in Stage 3 Intervention, 2013-14

District	Status	District	Status
Aransas Pass ISD[a]	Year After TEA[b] On-Site Action: Routine Follow-up	Lamesa ISD	Completed: Routine Follow-up
Arlington ISD	Completed: Routine Follow-up	Lancaster ISD	Completed: Routine Follow-up
Brownsville ISD	Year After TEA On-Site Action: Routine Follow-up	Laredo ISD	Completed: Routine Follow-up
Carrizo Springs CISD[c]	Year After TEA On-Site Action: Routine Follow-up	Liberty-Eylau ISD	Completed: Routine Follow-up
Cleveland ISD	Completed: Routine Follow-up	Lufkin ISD	Completed: Routine Follow-up
Corsicana ISD	Completed: Routine Follow-up	Manor ISD	Year After TEA On-Site Action: Routine Follow-up
Decatur ISD	Completed: Routine Follow-up	Marshall ISD	Year After TEA On-Site Action: Routine Follow-up
Denison ISD	Completed: Routine Follow-up	Nacogdoches ISD	Year After TEA On-Site Action: Routine
Donna ISD	Year After TEA On-Site Action: Routine Follow-up	Newton ISD	Completed: Routine Follow-up
East Chambers ISD	Completed: Routine Follow-up	Pearsall ISD	Year After TEA On-Site Action: Routine Follow-up
El Campo ISD	Completed: Routine Follow-up	Pleasanton ISD	Completed: Routine Follow-up
Elgin ISD	Completed: Routine Follow-up	Robstown ISD	Completed: Routine Follow-up
Ennis ISD	Completed: Routine Follow-up	Sequin ISD	Year After TEA On-Site Action: Routine Follow-up
Fabens ISD	Year After TEA On-Site Action: Routine Follow-up	Somerset ISD	Completed: Routine Follow-up
Gladewater ISD	Completed: Routine Follow-up	Southside ISD	Completed: Routine Follow-up
Goliad ISD	Completed: Routine Follow-up	Springtown ISD	Completed: Routine Follow-up
Greenville ISD	Completed: Routine Follow-up	Sulphur Springs ISD	Completed: Routine Follow-up
Hooks ISD	Completed: Routine Follow-up	Temple ISD	Completed: Routine Follow-up
Joaquin ISD	Completed: Routine Follow-up	Texas ISD	Completed: Routine Follow-up
Kingsville ISD	Year After TEA On-Site Action: Routine Follow-up	West Oso ISD	Completed: Routine Follow-up
La Vernia ISD	Completed: Routine Follow-up	Yes Prep Public Schools Inc.	Completed: Routine Follow-up

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-G1. Special Education Monitoring Status, Districts in Stage 4 Intervention, 2012-13

District	Status	District	Status
Big Springs Charter School	TEA[a] Integrated On-Site Action Completed: Noncompliance Follow-up	Manor ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Carrizo Springs CISD[b]	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Marlin ISD	On-Site Intervention Assigned
Crystal City ISD[c]	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Marshall ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Donna ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Martinsville ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Edinburg CISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Nacogdoches ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Fabens ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	North Forest ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Fort Bend ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Orange Grove ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Fort Worth Can Academy Charter School	TEA Integrated On-Site Action Completed: Routine Follow-up	Pearsall ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Galveston ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Snyder ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Harlingen CISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Southwest ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Houston CAN Academy Charter School	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Terrell ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Ignite Public Schools and Community Referral Center	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Tyler ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Jamie's House Charter School	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Waco ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
La Joya ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Winfree Academy Charter School	TEA Integrated On-Site Action Completed: Noncompliance Follow-up

[a]Texas Education Agency. [b]Consolidated independent school district. [c]Independent school district.

Appendix 7-G2. Special Education Monitoring Status, Districts in Stage 4 Intervention, 2013-14

District	Status	District	Status
Aldine ISD[a]	TEA[b] Integrated On-Site Action Completed: Noncompliance Follow-up	Houston ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Alice ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Huntsville ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Beaumont ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Irving ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Big Spring ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Itasca ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Brazosport ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	La Marque ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Brooks County ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Mercedes ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Bryan ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Midland ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Clint ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Mission CISD[c]	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Corpus Christi ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Monte Alto ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Dallas ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Mount Pleasant ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
East Central ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Port Arthur ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Ector County ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Premont ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Edgewood ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Progreso ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Faith Family Academy of Oak Cliff	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	San Antonio ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Fort Worth ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Spring ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Georgetown ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	University of Texas University Charter School	TEA Integrated On-Site Action Completed: Routine Follow-up
Harlandale ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Uvalde CISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Hereford ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Victoria ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Hidalgo ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	West Orange-Cove CISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-H1. Special Education Monitoring Status, Districts Not Staged, 2012-13

District	Status	District	Status
Burnham Wood Charter School District	Year After TEA[a] On-Site Action Routine Follow-up	Laredo ISD	Year After TEA On-Site Action Routine Follow-up
Desoto ISD[b]	Year After TEA On-Site Action Routine Follow-up	Midland ISD	Year After TEA On-Site Action Routine Follow-up
Elgin ISD	Year After TEA On-Site Action Routine Follow-up	Plainview ISD	Year After TEA On-Site Action Routine Follow-up
John H Wood Jr. Public Charter District	Year After TEA On-Site Action Routine Follow-up	San Antonio Can High School	Year After TEA On-Site Action Routine Follow-up
La Feria ISD	Year After TEA On-Site Action Routine Follow-up		

[a]Texas Education Agency. [b]Independent school district.

Appendix 7-H2. Special Education Monitoring Status, Districts Not Staged, 2013-14

District	Status	District	Status
Canutillo ISD[a]	Year After TEA[b] On-Site Action: Routine Follow-up	Jamie's House Charter School	Closure
El Paso ISD	Year After TEA On-Site Action: Routine Follow-up	Judson ISD	Year After TEA On-Site Action: Routine Follow-up
Flatonia ISD	Year After TEA On-Site Action: Routine Follow-up	San Marcos CISD	Year After TEA On-Site Action: Routine Follow-up
Hays CISD[c]	Year After TEA On-Site Action: Routine Follow-up	Southwest Schools	Year After TEA On-Site Action: Routine Follow-up

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-I1. Special Education Residential Facility Monitoring Status, Districts in Stage 1 Intervention, 2012-13

District	Status	District	Status
Aldine ISD[a]	Local Interventions Implemented	Mansfield ISD	Local Interventions Implemented
Brenham ISD	Local Interventions Implemented	McKinney ISD	Local Interventions Implemented
Carrollton-Farmers Branch ISD	Local Interventions Implemented	Mexia ISD	Year After TEA[b] On-Site Action: Routine Follow-up
Cedar Hill ISD	Local Interventions Implemented		
Cypress-Fairbanks ISD	Local Interventions Implemented	North Forest ISD	Local Interventions Implemented
Dallas County Juvenile Justice Charter School	Local Interventions Implemented	Pearland ISD	Local Interventions Implemented
		Premier High Schools	Local Interventions Implemented
Ector County ISD	Local Interventions Implemented	Richardson ISD	Local Interventions Implemented
Ft. Davis ISD	Local Interventions Implemented	Sands CISD[c]	Local Interventions Implemented
Garland ISD	Local Interventions Implemented	Spring ISD	Local Interventions Implemented
Grand Saline ISD	Local Interventions Implemented	Vernon ISD	Local Interventions Implemented
Humble ISD	Local Interventions Implemented	Victoria ISD	Year After TEA On-Site Action: Routine Follow-up
Irving ISD	Local Interventions Implemented		
Katy ISD	Local Interventions Implemented	Weatherford ISD	Local Interventions Implemented
Klein ISD	Local Interventions Implemented	Woden ISD	Local Interventions Implemented
Leander ISD	Local Interventions Implemented		

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-I2. Special Education Residential Facility Monitoring Status, Districts in Stage 1 Intervention, 2013-14

District	Status	District	Status
Axtell ISD[a]	Local Interventions Implemented	Mesquite ISD	Local Interventions Implemented
Boerne ISD	Year After TEA[b] On-Site Action: Routine Follow-up	North East ISD	Local Interventions Implemented
		Orenda Charter School	Local Interventions Implemented
Columbus ISD	Local Interventions Implemented	Premier High Schools	Local Interventions Implemented
Erath Excels Academy	Local Interventions Implemented	San Angelo ISD	Local Interventions Implemented
Floydada ISD	Local Interventions Implemented	Sharyland ISD	Local Interventions Implemented
Fort Bend ISD	Local Interventions Implemented	Southwest ISD	Year After TEA On-Site Action: Routine Follow-up
Harlingen CISD[c]	Local Interventions Implemented		
Iraan-Sheffield ISD	Local Interventions Implemented	Tyler ISD	Local Interventions Implemented
Levelland ISD	Local Interventions Implemented	West ISD	Year After TEA On-Site Action: Routine Follow-up
Liberty Hill ISD	Local Interventions Implemented		
Lone Oak ISD	Local Interventions Implemented	Woden ISD	Local Interventions Implemented
Marshall ISD	Local Interventions Implemented		

[a]Independent school district. [b]Texas Education Agency. [c]Consolidated independent school district.

Appendix 7-I3. Special Education Residential Facility Monitoring Status, Districts in Stage 2 Intervention, 2012-13

District	Status	District	Status
Beaumont ISD[a]	Completed: Noncompliance Follow-up	Houston ISD	On-Site Intervention Assigned
Clear Creek ISD	Completed: Routine Follow-up	Iraan-Sheffield ISD	Completed: Routine Follow-up
Como Pickton CISD[b]	Completed: Routine Follow-up	Lamar CISD	Completed: Routine Follow-up
Edinburg CISD	Completed: Routine Follow-up	Lufkin ISD	Year After TEA[c] On-Site Action: Routine Follow-up
Erath Excels Academy Inc.	Completed: Routine Follow-up		
Floydada ISD	Completed: Routine Follow-up	Northside ISD[d]	Completed: Routine Follow-up
Gladewater ISD	Completed: Routine Follow-up	Tomball ISD	Completed: Routine Follow-up
Harlingen CISD	Completed: Routine Follow-up		

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency. [d]Northside ISD in Educational Service Center Region XX.

Appendix 7-I4. Special Education Residential Facility Monitoring Status, Districts in Stage 2 Intervention, 2013-14

District	Status	District	Status
Aldine ISD[a]	Completed: Routine Follow-up	El Paso ISD	Year After TEA On-Site Action: Routine Follow-up
Arlington ISD	Completed: Routine Follow-up		
Belton ISD	Completed: Routine Follow-up	Harlandale ISD	Completed: Routine Follow-up
Big Springs Charter School	Year After TEA[b] On-Site Action: Routine Follow-up	Huntsville ISD	Completed: Routine Follow-up
		Mexia ISD	Completed: Routine Follow-up
Carroll ISD	Completed: Routine Follow-up	Ranch Academy	Completed: Routine Follow-up
Corpus Christi ISD	Completed: Routine Follow-up	Raven School	Completed: Routine Follow-up
Crandall ISD	Completed: Routine Follow-up	Terrell ISD	Completed: Routine Follow-up
Dickinson ISD	Completed: Routine Follow-up		

[a]Independent school district. [b]Texas Education Agency.

Appendix 7-I5. Special Education Residential Facility Monitoring Status, Districts in Stage 3 Intervention, 2012-13

District	Status	District	Status
Arlington ISD[a]	Completed: Routine Follow-up	Jamie's House Charter School	On-Site Intervention Assigned
Austin ISD	Completed: Routine Follow-up		
Belton ISD	Completed: Routine Follow-up	Lone Oak ISD	Completed: Routine Follow-up
Corpus Christi ISD	Completed: Routine Follow-up	Lubbock ISD	Completed: Noncompliance Follow-up
Dallas ISD	Completed: Routine Follow-up	South San Antonio ISD	Completed: Routine Follow-up
Excel Academy	Completed: Routine Follow-up	Ysleta ISD	Completed: Routine Follow-up
Goose Creek ISD	Completed: Routine Follow-up		

[a]Independent school district.

Appendix 7-I6. Special Education Residential Facility Monitoring Status, Districts in Stage 3 Intervention, 2013-14

District	Status	District	Status
Abilene ISD[a]	Completed: Routine Follow-up	Mansfield ISD	Completed: Routine Follow-up
Carrollton-Farmers Branch ISD	Completed: Routine Follow-up	Marlin ISD	Completed: Routine Follow-up
Ector County ISD	Completed: Routine Follow-up	Pearland ISD	Completed: Routine Follow-up
Gladewater ISD	Completed: Routine Follow-up	Spring ISD	Completed: Routine Follow-up
Goose Creek CISD[b]	Completed: Routine Follow-up	United ISD	Completed: Routine Follow-up
Houston ISD	Completed: Routine Follow-up	University of Texas University Charter School	Year After TEA[c] On-Site Action: Routine Follow-up
Klein ISD	Completed: Routine Follow-up		
Lubbock ISD	Completed: Routine Follow-up	Victoria ISD	Completed: Routine Follow-up
Lufkin ISD	Completed: Routine Follow-up	Waxahachie ISD	Completed: Routine Follow-up

[a]Independent school district. [b]Consolidated independent school district. [c]Texas Education Agency.

Appendix 7-I7. Special Education Residential Facility Monitoring Status, Districts in Stage 4 Intervention, 2012-13

District	Status	District	Status
Big Springs Charter School	TEA[a] Integrated On-Site Action Completed: Noncompliance Follow-up	Judson ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Boerne ISD[b]	TEA Integrated On-Site Action Completed: Routine Follow-up	Southwest Schools	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Denton ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	University of Texas University Charter School	On-Site Intervention Assigned
El Paso ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	West ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Fort Bend ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	West Oso ISD	Year After TEA On-Site Action: Routine Follow-up
Fort Worth ISD	Year After TEA On-Site Action Routine Follow-up		

[a]Texas Education Agency. [b]Independent school district.

Appendix 7-I8. Special Education Residential Facility Monitoring Status, Districts in Stage 4 Intervention, 2013-14

District	Status	District	Status
Austin ISD[a]	TEA[b] Integrated On-Site Action Completed: Noncompliance Follow-up	Meadowland Charter School	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Beaumont ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Northside ISD[c]	TEA Integrated On-Site Action Completed: Routine Follow-up
Dallas ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Southwest Schools	Year After TEA On-Site Action Routine Follow-up
Flatonia ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Trinity Charter School	TEA On-Site Action Completed: Routine Follow-up
Fort Worth ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	West Orange-Cove CISD[d]	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Itasca ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up		

[a]Independent school district. [b]Texas Education Agency. [c]Northside ISD in Education Service Center Region XX. [d]Consolidated independent school district.

8. Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-118, 126-128, and 130, became effective in all content areas and grade levels on September 1, 1998. The TEKS identify what students are expected to know and be able to do at the end of each course or grade level. Statute originally required that the TEKS be used for instruction in the foundation areas of English language arts and reading, mathematics, science, and social studies. TEKS in the enrichment subjects, including health education, physical education, fine arts, career and technical education, technology applications, languages other than English, and economics, served as guidelines, rather than requirements. In 2003, the 78th Texas Legislature added enrichment subjects to the list of subject areas required to use the TEKS. The state continues to promote rigorous and high standards by:

- facilitating review and revision of the TEKS;
- providing leadership to the regional education service centers (ESCs) as they help districts and charter schools implement the TEKS;
- supporting State Board of Education (SBOE) adoption of instructional materials aligned to the TEKS;
- aligning the statewide assessment, the State of Texas Assessments of Academic Readiness (STAAR), to the TEKS; and
- incorporating college and career readiness standards into the TEKS.

The Texas Essential Knowledge and Skills and the Texas College and Career Readiness Standards

Overview

In 2006, the 79th Texas Legislature passed House Bill (HB) 1, which became Texas Education Code (TEC) §28.008, "Advancement of College Readiness in Curriculum." The legislation required that the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) work collaboratively toward the creation of college and career readiness standards (CCRS). The CCRS reflect what students should know and be able to demonstrate in order to be successful in entry-level college courses. The statute required the formation of vertical teams (VTs) composed of secondary and postsecondary faculty from four subject-specific content areas: English language arts, mathematics, science, and social studies. The work of the VTs was organized in three phases. The first phase entailed a number of team meetings to create the CCRS for all four subject areas. The remaining two phases of the project required the four subject-specific VTs to evaluate the high school curriculum in relation to the CCRS. Phase two required the VTs to recommend how public school curriculum requirements could be aligned with the CCRS, and phase three required the VTs to develop or establish instructional strategies, professional development materials, and online support materials for students who need additional assistance in preparing to successfully perform college-level work.

THECB adopted the college readiness standards in January 2008. The commissioner of education approved the college readiness standards, and the SBOE incorporated the CCRS into the TEKS in the following subject areas: English language arts and reading (2008), mathematics (2009), science (2009), social studies (2010), career and technical education (2010), technology applications (2011), fine arts (2013), and languages other than English (2014). In 2013, the 83rd Texas Legislature passed HB 2549, amending TEC §28.008 to require that the VTs periodically review and revise the CCRS. The legislation also required the commissioner of education and the THECB to develop a schedule for the review of the CCRS, giving consideration to the cycle for the review of the TEKS.

Professional Development and Programs Targeting Student Success

Overview

One important function the agency performs is training classroom teachers. While most districts provide professional development at the local level, the state also contributes by providing teachers extensive support around the TEKS, the state's mandated curriculum standards. The state provides evidence-based instructional strategies in a variety of formats, including face-to-face and online training. The state currently offers professional development opportunities in English language arts/reading, mathematics, science, social studies, career and technical education, technology applications, and the English Language Proficiency Standards (ELPS). These professional development opportunities are designed not only to strengthen participants' content knowledge, but also to emphasize

connections to the CCRS and ELPS, the Response to Intervention model, and gifted/talented education. The professional development is designed to help participants learn to provide differentiated instruction that meets the needs of a diverse student population. Although the primary focus of professional development is on classroom teachers, administrators are also able to take advantage of all professional development opportunities by either participating in the teacher trainings or taking part in administrator overview training.

To sustain professional development efforts, the commissioner of education, in 2009, instituted Project Share, an initiative designed to provide a collection of online courses and web-based applications to educators dedicated to improving teaching and learning through interactive and engaging online environments. That same year, TEA purchased an enterprise license for a statewide learning management system (LMS). The LMS provides an online environment in which teachers can complete professional development courses, join professional learning communities, and download materials aligned with the TEKS, ELPS, and CCRS. The online professional development also enables educators to identify technology-based tools and strategies they can incorporate into their classrooms as they work with students who prefer to work in online environments.

Since it was launched, Project Share has transitioned from a series of professional development courses offered through an LMS to an online ecosystem that includes no-cost formative assessment systems, TEKS-aligned student lessons, and Texas Education on iTunes U. Texas Education on iTunes U gives teachers access to professional development and support materials and students access to information that can help them understand concepts and conduct research. Teachers and students can also access videos, podcasts, and other instructional materials through Texas Education on iTunes U. For example, Kid2Kid is a series of videos in English and Spanish that explain important mathematics and science concepts to secondary students.

Since 2010, teachers have had online access to the Elementary School Students in Texas: Algebra Ready (ESTAR) and Middle School Students in Texas: Algebra Ready (MSTAR) system. The ESTAR/MSTAR system enables teachers to measure algebra-readiness knowledge and skills in students in Grades 2-8 through a series of universal screeners and diagnostic assessments. The information gathered from the ESTAR/MSTAR system allows teachers to identify students who need additional instruction and support in algebra-related knowledge and skills. Teachers are supported in using the ESTAR/MSTAR system through a series of online professional development courses that explain how to administer the screeners and diagnostics properly and how to interpret the results and adjust instruction accordingly.

Another online application, the Texas Achievement Items Repository (TxAIR) system, allows teachers to create TEKS-aligned formative assessments for mathematics and science in Grades 3-12. OnTRACK Lessons, an extensive series of TEKS-aligned student lessons, can be used to supplement classroom instruction and provide accelerated instruction for students in Grades 8-12.

For students who need additional support, online resources such as the OnTRACK Lessons continue to be available through the LMS, the Project Share Gateway, and Texas Education on iTunes U. The transition from traditional, face-to-face support to an online environment, which occurred largely during the 2012-13 and 2013-14 school years, has enabled TEA to continue to develop and share TEKS-aligned resources with both teachers and students.

Response to Intervention

Response to Intervention, or RtI, is a multitiered systemic approach to instruction that addresses the needs of all students in the general education program, including those who experience difficulties either academically or behaviorally. RtI helps ensure that teachers have the capacity to identify and provide additional support to struggling students and that students have the chance to experience a full range of educational opportunities through the general education program. TEA supports projects that focus on disseminating information, resources, and tools designed to enhance the use of an RtI model in the areas of reading (Texas Adolescent Literacy Academies, Texas Middle School Fluency Assessment, Texas Literacy Initiative), mathematics (ESTAR/MSTAR Academies, ESTAR/MSTAR Universal Screener and Diagnostic Assessments), and behavior (Positive Behavioral Interventions and Supports). The purpose of these projects is to assist schools in achieving better results for struggling students.

RtI concepts have been integrated into content area professional development to build capacity for RtI implementation. One example of professional development that incorporates the RtI model is the MSTAR Academy for teachers and administrators serving Grades 5-8. The MSTAR Academies include information and activities to support strong, effective general classroom instruction (Tier 1) as well as information and activities to help identify students who struggle with algebra readiness concepts and to provide appropriate interventions (Tiers 2 and 3).

Based on the current needs of our state, the agency is creating a multicourse, blended workshop that focuses on improving writing instruction in secondary classrooms. The professional development includes information specific to providing effective writing instruction in the general classroom (Tier 1) as well as

information on providing interventions for students who experience difficulty learning to write (Tiers 2 and 3). Online courses are offered in conjunction with face-to-face sessions with writing coaches trained to support classroom teachers through modeling and mentoring and to guide discussions on effective writing instruction in the secondary grades.

English Language Arts and Reading

The TEKS in English language arts and reading (ELAR) and Spanish language arts and reading (SLAR) address such important basic skills as spelling, grammar, language usage, and punctuation. They also include critical college and career readiness standards (CCRS) in each of the following organized strands.

- Reading. Students read and understand a wide variety of literary and informational texts.
- Writing. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.
- Research. Students locate a range of relevant sources and evaluate, synthesize, and present ideas and information.
- Listening and speaking. Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.
- Oral and written conventions. Students use the oral and written conventions of the English language in speaking and writing.

Statewide training on the ELAR and SLAR TEKS for Grades K-6 and professional development for success in English I, English II, and English III are available in online courses via Project Share. This professional development focuses on content and strategies for student success. Additional professional development courses to support teachers of high school ELAR elective courses are also available through Project Share. In addition to the various professional development opportunities, lessons to support student success in ELAR are available through Project Share. These lessons are currently available or will soon be available through ELAR OnTRACK Lessons for students in Grades 7 and 8 and students taking English I, English II, and English III.

Professional development to support educators and students in writing began in the summer of 2014 and will continue through the 2014-15 school year. The training, part of a new initiative called Write for Texas, is available through a series of modules posted on the Project Share Gateway. Write for Texas is a collaborative effort among TEA, the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk, the regional ESCs, National Writing Project of Texas sites, and Texas public school districts. Write for Texas will also include an online writing evaluation software pilot in which teachers in selected districts will use writing evaluation software to supplement evaluation of student writing in support of instruction in secondary English language arts classrooms.

Online diagnostics and lessons to support students and provide accelerated reading instruction to students in Grades 3-8 are available through Texas Students Using Curriculum Content to Ensure Sustained Success (SUCCESS). Istation, the reading program available through Texas SUCCESS, provided online, interactive reading lessons from August 2012 through August 2014. Funding of the reading and mathematics resources available through Texas SUCCESS has been approved to continue through the 2014-15 school year.

Mathematics

Overview

Revised mathematics TEKS for Grades K-12 were adopted by the SBOE in April 2012. Implementation of the revised mathematics TEKS will take place in two phases. The revised TEKS for Grades K-8 will be implemented in the 2014-15 school year, and the revised TEKS for high school mathematics are expected to be implemented in the 2015-16 school year. Additionally, the SBOE has authorized the creation of two new mathematics courses, one in algebraic reasoning and one in statistics, neither of which will require Algebra II as a prerequisite. Both courses will be comparable to Algebra II in rigor and will incorporate the CCRS. The courses are expected to be implemented in the 2015-16 school year.

TEA revised the Middle School Students in Texas: Algebra Ready (MSTAR) for Grades 5-8 and *Texas Response to Curriculum Focal Points for Kindergarten Through Grade 8 Mathematics* to reflect the revised mathematics TEKS. The revisions also provide specific guidance to teachers during their professional development academies on key focal points in the mathematics TEKS that target algebra readiness for Grades K-8. In conjunction with MSTAR, the agency also developed the Elementary School Students in Texas: Algebra Ready (ESTAR), to provide guidance to teachers as they support students in Grades 2-4. In support of TEA's efforts, ESC Region 13 and the Texas Regional Collaboratives at the University of Texas at Austin are providing guidance and facilitation for these trainings. Beginning in June 2012, revised mathematics TEKS professional development academies were made available in both face-to-face and online formats. The trainings were designed to assist teachers as they transition to the revised TEKS for Grades K-8.

The ESTAR/MSTAR System

Critical to supporting teachers in the classroom as they foster algebra readiness is use of the ESTAR/MSTAR Universal Screener and the ESTAR/MSTAR Diagnostic Assessments. The Universal Screener is a formative assessment tool administered to students in Grades 2-8. Screener results help teachers identify students who need additional instructional support in developing knowledge and skills related directly to algebra readiness. A student identified as at risk of not acquiring algebra readiness knowledge and skills then completes a diagnostic assessment to help determine the areas in which he or she is having difficulty and to provide information the teacher can use to plan additional instruction.

Assistance to struggling students is available through the Texas SUCCESS Initiative. Think Through Math, the mathematics program available through Texas SUCCESS, provided adaptive instruction and included assistance from a teacher from August 2012 through August 2014. OnTRACK Lessons available through Project Share provide additional support. The lessons, which are designed to supplement classroom instruction and to facilitate accelerated instruction, are available or soon will be available for the following grade levels and courses: Grade 7 mathematics, Grade 8 mathematics, Algebra I, Geometry, and Algebra II. The agency also funds the Texas Achievement Items Repository (TxAIR), a web-based platform that provides teachers with tools to assess mathematics knowledge and skills in Grades 3-8 and in Algebra I, Geometry, and Algebra II. TxAIR serves as a formative assessment tool for teachers and identifies content and skills that must be addressed to help students succeed on STAAR and end-of-course (EOC) assessments.

Science

Overview

The science TEKS require that students investigate topics in depth to develop scientific observation, problem-solving, and critical-thinking skills throughout all grade levels. The TEKS also require that 40 percent of time spent in Grades 6-12 be devoted to laboratory and field investigations. The TEKS for science were last revised in 2009 and were implemented in classrooms beginning with the 2010-11 school year.

Following the same professional development models for ELAR and mathematics, training on the science TEKS began in the spring of 2010. Science TEKS professional development available through Project Share includes Science TEKS Overview Grades K-12, Science Academies for Grades 5-8, and science safety training for elementary school and for middle school.

The agency has also deployed professional development for success in high school science courses. Focused on content and strategies for student success, the professional development was provided through a combination of face-to-face sessions and online courses via Project Share. The three-day Biology EOC Success Academy and the Chemistry and Physics EOC Success Academies were offered face-to-face from 2010-2012. All academies continue to be offered through Project Share and upon request at ESCs. In addition, TEKS-aligned science resources for teachers and students are available through the Project Share Gateway.

Programs to Support Learning in Science

A number of targeted grant programs support instruction and learning in the area of science. For example, the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching support a network of K-16 partnerships to provide high-quality, sustained, and intensive teacher mentoring focused on strengthening science and mathematics content and pedagogy. Additionally, professional development opportunities for teachers of six career and technical education courses that may satisfy science credit requirements for graduation were made available through Project Share beginning in 2012. The six courses are: Advanced Animal Science, Advanced Biotechnology, Advanced Plant and Soil Science, Engineering Design and Problem Solving, Food Science, and Forensic Science.

The agency has also made resources for students available. OnTRACK Lessons for students are available through Project Share in the following grade levels and courses: Grade 8 science, Biology, Chemistry, and Physics. Kid2Kid videos, a series of videos that explain important science concepts in both English and Spanish, are available on Texas Education on iTunes U.

TxAIR provides teachers with online tools to assess science knowledge and skills in Grades 3-8 and in high school Biology, Integrated Physics and Chemistry, Chemistry, and Physics. It also serves as a formative assessment tool for teachers and identifies content and skills that must be addressed to help students succeed on STAAR and EOC assessments.

Social Studies

The social studies TEKS in all grade levels and courses include strands in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The eight strands are integrated for instructional purposes across Grades K-12, with the history and geography strands establishing a sense of time and place. The skills strand, in particular, supports deeper understanding of complex content by requiring students to analyze primary and

secondary sources and apply critical-thinking and decision-making skills. In addition, the science, technology, and society strand provides students with an opportunity to evaluate the effects of major scientific and technological discoveries and innovations on societies throughout history.

In addition to providing professional development courses through Project Share, TEA continues to collaborate with organizations such as the Texas General Land Office, the Bullock Texas State History Museum, the Law Related Education Department of the State Bar of Texas, the Institute of Texan Cultures, and Humanities Texas to provide curriculum materials and professional development opportunities for social studies teachers.

Resources for teachers and students include OnTRACK Lessons in Grade 8 social studies, U.S. History, World Geography, and World History; TEKS-aligned Project Share Gateway resources; and various video collections posted on Texas Education on iTunes U.

Career and Technical Education

Career and technical education (CTE) is organized into 16 Career Clusters and 81 career pathways endorsed by the U.S. Department of Education. These broad Career Clusters support the Governor's Industry Cluster Initiative, which targets high-growth, high-paying jobs for the 21st century Texas economy. Strategic goals for CTE support high school redesign to effectively prepare every student for college and career success. More than one million students enroll in CTE courses each year to explore and prepare for careers of personal interest.

The CTE TEKS were last revised in July 2009 and were implemented beginning with the 2010-11 school year. TEA staff collaborated with ESC staff to train trainers, who then provided face-to-face professional development to CTE teachers during the spring and summer of 2010. TEA contracted with institutions of higher education to produce 90-contact-hour professional development courses available through Project Share for teachers of nine CTE courses that satisfy graduation requirements in mathematics or science.

In mid-2014, the SBOE convened committees to review the current CTE TEKS. The SBOE will seek input from educators, professional organizations, business and industry professionals, and higher education representatives throughout the review process. The SBOE is expected to adopt revised CTE TEKS in April 2015, with expected implementation in the 2017-18 school year.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2008-2013*, as required under TEC §29.182. The agency reviews the plan annually, updating it as needed, and submits a consolidated annual report to the U.S. Department of Education, as required by the Carl D. Perkins Career and Technical Education Act of 2006.

Ongoing projects addressed in the state plan for CTE include maintaining updated programs of study (POS), identifying the CCRS in the CTE TEKS, and providing professional development for CTE teachers and administrators. The College and Career Initiative Grant funds the development and maintenance of more than 120 POS and related resources. The grantee continually monitors the POS for needed revisions and updates, with the current goal of adding Foundation High School Program information. The grantee is also engaged in a research-based, iterative review that identifies and confirms the CCRS incorporated into the CTE TEKS that districts implemented in the 2010-11 school year. The CTE Professional Development Grant funds an annual conference for new CTE teachers, an annual academy for new CTE administrators, and an annual academy for counselors who wish to learn more about CTE. The new teacher conference is a three-day face-to-face event each fall. The academies are nine-month events divided into three parts: a three-day face-to-face event in the fall, a project that spans the school year and furthers the participants' goals for the school year, and a final face-to-face event the following summer.

Fine Arts

The disciplines encompassed by the fine arts TEKS are art, dance, music, and theatre. At the high school level, a wide array of courses provides choices for students studying the arts as a lifelong interest or career. Under TEC §28.002, students in Grades 6-8 are required to complete a minimum of one TEKS-based fine arts course during those grade levels as part of a district's fine arts curriculum.

In April 2013, the SBOE adopted revisions to the fine arts TEKS to be implemented beginning with the 2015-16 school year. New courses were approved for each of the fine arts disciplines. Dance, which was previously available only at the high school level, was extended to the middle school grades. In 2013, the 83rd Texas Legislature amended TEC §28.025 to allow a school district, with the approval of the commissioner of education, to provide the option for a student to satisfy the required fine arts credit by participating in a community-based fine arts program not provided by the school district. The fine arts program must provide instruction in the TEKS identified for fine arts by the SBOE.

Health Education

In 2011, the 82nd Texas Legislature amended TEC §28.002 to define bullying and harassment and require the SBOE, in consultation with the Texas School Safety Center, to adopt TEKS for Grades K-8 health that address bullying and harassment. The Texas School Safety Center provided the SBOE with recommendations for amendments to the health TEKS in Grades K-8 to address bullying behavior, including the addition of a specific bullying prevention strand for Grades 4-8. Revisions to the K-8 health TEKS were adopted in April 2013 and implemented beginning in 2013-14. The revised K-8 health TEKS include evidence-based practices that address the following with regard to bullying and harassment: awareness, prevention, identification, self-defense in response, resolution, and intervention.

Languages Other than English

The SBOE adopted the languages other than English (LOTE) TEKS effective September 1, 1998. In spring 2013, the SBOE began the review and revision process for the LOTE TEKS. The board gave final approval to the revised LOTE TEKS in April 2014. Revisions include clearer, more concise TEKS; separate TEKS for each level; elimination of American Sign Language (ASL) Levels V-VII; and new courses in Seminar in Languages Other Than English, Advanced, and ASL, Advanced Independent Study.

Under the high school graduation programs available to students who entered Grade 9 prior to the 2014-15 school year, the Minimum High School Program is a high school program option for which there is no LOTE requirement. Under the Foundation High School Program established by the 83rd Texas Legislature, all students are required to complete two credits in a single language other than English and may satisfy the requirement with two credits in computer programming languages (TEC §28.025). In January 2014, the SBOE identified Computer Science I, II, and III as the computer programming language courses that may satisfy the LOTE requirement. A student may substitute credit in an appropriate course for the second credit in LOTE if the student, in completing the first credit, demonstrates that he or she is unlikely to be able to complete the second credit. The SBOE identified the following courses as appropriate substitutions for the second credit: Special Topics in Language and Culture, World History Studies or World Geography Studies (for a student who is not required to complete both by the local district), another LOTE course, and a computer programming language course.

As required under TEC §28.025, the SBOE adopted rules that permit a student who, due to disability, is unable to complete two courses in a single language other than English, to substitute a combination of two credits in English language arts, mathematics, science, or social studies, or two credits in CTE or technology applications. Board rules require that a credit allowed to be substituted may not also be used to satisfy a graduation credit requirement other than credit for completion of a language other than English.

Technology Applications

The technology applications curriculum focuses on teaching, learning, and integrating digital technology knowledge and skills across the curriculum to support learning and promote student achievement. The No Child Left Behind Act of 2001 (NCLB) requires that every student be technology literate by the time the student finishes Grade 8. The technology applications TEKS address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*, and the requirements for students and educators specified in NCLB, Title II, Part D. There are technology applications educator standards for all beginning teachers, for teachers who want specialized technology applications certificates, and for those who want to become certified as master technology teachers. Progress made in implementing the technology applications student and educator standards is documented through the Texas Campus and Teacher School Technology and Readiness Chart.

SBOE-appointed committees began reviewing the technology applications TEKS in May 2010. The committees were instructed to incorporate CCRS into their recommendations for revisions to the TEKS. The SBOE adopted revised technology applications TEKS in 2011 that were implemented in Texas classrooms beginning with the 2012-13 school year. In April 2014, the SBOE adopted revisions to 19 TAC Chapter 74, Subchapter A, that require districts to offer Computer Science I and Computer Science II or Advanced Placement (AP) Computer Science and two additional technology applications courses beginning with the 2014-15 school year.

English Language Learners

Overview

Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as English language learners (ELLs) in accordance with state identification and assessment requirements (19 TAC §89.1225). While more than 122 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 91 percent of homes in which English is not the primary language.

During the 2013-14 school year, 900,476 students were identified as ELLs, an increase of almost 2 percent from the 2012-13 school year.

English Language Proficiency Standards

In November 2007, the SBOE adopted the English Language Proficiency Standards (ELPS) as part of the required curriculum. The ELPS include English language proficiency level descriptors and cross-curricular standards for what students should know and be able to do as they acquire the English language. These standards must be integrated with instruction in each subject in the required curriculum. The ELPS Instructional Tool trainings offered by the ESCs provide educators with the essential components for supporting ELLs identified at the beginning and intermediate levels of English language proficiency. Training is also offered on the ELPS Linguistic Instructional Alignment Guide to allow teachers to see the connections between the ELPS, the CCRS, Texas English Language Proficiency Assessment System (TELPAS) Proficiency Level Descriptors, and linguistic accommodations. SBOE Proclamations 2014 and 2015 call for instructional materials that incorporate the ELPS in mathematics, science, and social studies.

Programs Targeting English Language Learners

Districts must offer summer school programs in accordance with requirements under TEC §29.060 for ELLs who will be eligible for admission to kindergarten or Grade 1 at the beginning of the following school year. Instruction must focus on language development and essential knowledge and skills appropriate to the level of the student.

Self-paced professional development courses for teachers are available on the Texas English Language Learners Portal. The ELPS Academy courses assist teachers in understanding how the ELPS provide cross-curricular, second language acquisition essential knowledge and skills for listening, reading, and writing for each content area. The Texas English Language Learner Instructional Tool (TELLIT) courses help teachers learn how to address the linguistic, cognitive, and affective needs of ELL students in mathematics, science, and social studies. A TELLIT course for campus and district administrators was developed to help campus and district leaders conduct walk-through classroom observations and provide meaningful feedback to classroom teachers regarding ELL instruction. Training resources on the Language Proficiency Assessment Committee (LPAC) Framework are also available online. All school districts required to provide bilingual education or ESL programs must establish and operate an LPAC committee.

Gifted/Talented Education

In September 2009, the SBOE adopted an updated *Texas State Plan for the Education of Gifted/Talented Students*. The updates ensure that the state plan continues to align with the Texas Education Code. Professional development for all content area TEKS includes strategies for differentiating instruction to meet the needs of all learners.

The Texas Performance Standards Project (TPSP) was developed in 2002-03 as a resource for teachers and schools for differentiating instruction to gifted/talented (G/T) students. The goal of TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the *Texas State Plan for the Education of Gifted/Talented Students.* The TPSP provides sample tasks and an assessment structure for G/T students in the areas of ELAR, mathematics, science, and social studies. TPSP materials address the following grade-level spans: primary (Grades K-2), intermediate (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12).

Kindergarten and Prekindergarten Education

TEKS for kindergarten were developed for each content area, excluding CTE. The kindergarten TEKS identify concepts and skills that children are expected to know and be able to do by the end of the kindergarten year. The TEKS apply to both full- and half-day kindergarten programs.

The state's prekindergarten guidelines were adopted by the commissioner of education in 2008 and are available in Spanish and English. The guidelines provide a means to align prekindergarten programs with the TEKS. Instructional materials for prekindergarten systems were adopted by the SBOE in Proclamation 2011.

Prior to 2011, the Texas Legislature made significant investments in prekindergarten programs, including the Prekindergarten Expansion Grant Program and the Prekindergarten Early Start (PKES) Grant Program. PKES grants provided school districts and open-enrollment charter schools with funds to prepare students to enter kindergarten on or above grade level. Grants for 2009-10 and 2010-11 increased the number of students served compared to previous years, when the funds were administered through the Prekindergarten Expansion Grant Program. Child care and Head Start partnerships have also increased in number. Funds were not appropriated for the PKES after the 2010-11 school year.

The Texas Legislature, TEA, and the Texas Workforce Commission (TWC) continue to support and fund the

Texas School Ready! (TSR!) Grant implemented through the Children's Learning Institute (CLI) at the University of Texas Health Science Center at Houston. This state-led effort supports collaboration among all early childhood programs in Texas and provides a high quality early childhood education program based on proven school-readiness components. As an extension of this program, the Professional Development Partnerships for Early Childhood Education project facilitates increased participation in professional development for early childhood education professionals seeking completion of a child development associate's or a general associate's degree.

At the direction of the Texas Legislature, TEA developed the Kindergarten Readiness System (KRS), formerly the School Readiness Certification System, to help determine the effectiveness of prekindergarten programs. In 2012, the KRS identified approximately 1,153 licensed child care, Head Start, and public prekindergarten facilities that received a PreK Center of Excellence designation indicating the programs were effective in preparing four-year-olds for success in kindergarten. For 2013-14 and future collections, TEA has integrated the data collection called the Early Childhood Data System into the Texas Student Data System.

In October 2009, Governor Rick Perry appointed 18 members to the Texas State Advisory Council on Early Childhood Education, pursuant to Title 42 of the United States Code §9873(b). The council is composed of policy makers from the Governor's Office, TEA, Texas Health and Human Services Commission, higher education, education service centers, community-based organizations, Head Start, Texas Workforce Commission, city government, and local school districts. The council received over $11 million in federal grant funds to bring together top decision makers in Texas to better coordinate services and collaborative efforts across a diverse array of early childhood programs so that young children arrive at kindergarten ready to succeed.

Texas Science, Technology, Engineering, and Mathematics Initiative

The Texas Science, Technology, Engineering, and Mathematics (T-STEM) Initiative is designed to improve instruction and academic performance in science- and mathematics-related subjects in Texas secondary schools. The initiative was developed in 2006 by TEA in collaboration with the Texas High School Project (THSP).

Recognized as one of the most well-developed STEM networks in the country, the T-STEM Initiative builds on state and local efforts to improve mathematics and science achievement among all Texas students and focuses on increasing the number of students who study and enter science, technology, engineering, and mathematics careers. The initiative offers a strategic approach to empowering Texas educators with the tools needed to transform teaching and learning methods.

The T-STEM Initiative promotes education strategies that integrate the teaching of STEM in a way that challenges students to innovate and invent. T-STEM coursework requires students to demonstrate understanding of these disciplines in an environment that models real-world contexts for postsecondary learning and work. The approach used by the T-STEM academies creates learning environments in which students build relationships with educators, are challenged with rigorous lessons, and are excited by subjects made relevant to their lives. Students participating in T-STEM education graduate prepared to pursue postsecondary-level coursework and careers in STEM.

For the 2014-15 school year, 91 T-STEM academies were designated across Texas. The T-STEM designation process allows campuses implementing the T-STEM blueprint to apply to be recognized for their innovative practices. The T-STEM blueprint provides benchmarks the academies use as guideposts for implementation. The academies are supported by seven T-STEM centers, representing partnerships among universities, ESCs, local education agencies, and nonprofit organizations that create high-quality professional development and STEM instructional materials for Texas teachers and administrators. Additionally, the centers provide technical assistance, support blueprint implementation, disseminate promising practices and research-based strategies, and support academies in creating strategic partnerships.

Early College High Schools

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college opportunities to earn high school diplomas and up to 60 college credit hours. In spring 2009, TEA implemented an annual designation process to identify and recognize those schools that demonstrate adherence to the key components of the ECHS model that make it successful. Some of the components include providing dual credit at no cost to students, offering rigorous and accelerated courses, providing academic and social support services, increasing college readiness, and reducing barriers to college access. Designated ECHS campuses receive professional development, eligibility for exemption from dual credit restrictions, and membership in the ECHS Network.

In the 2014-15 school year, 108 ECHS campuses were designated across the state. This number includes campuses that have been in operation for over a decade, as well as over 40 ECHS campuses that will be opening their doors for the first time.

TEA, THECB, and TWC have collaborated to commit funding to support innovative education partnerships between local school districts and public community or technical colleges. The funding is designed to help local education leaders open CTE-focused ECHS that prepare students to enter high-skill, high-demand workforce fields. The goal of the CTE ECHS programs is to enable students to be immediately employable by providing them with job skills and to give them an opportunity to earn at least 60 credit hours toward a sequence of credentials that would enable the students to reenter college should they be interested in more training. The credentials include Level I and II certificates and an associate of applied science degree. Recipients of the CTE ECHS grants include Dallas County Community College District, Eastfield College, in partnership with Dallas Independent School District (ISD); Houston Community College, Coleman, in partnership with Houston and Alief ISDs; Odessa College, in partnership with Ector County ISD; and South Texas College, in partnership with Mission Consolidated ISD and Weslaco ISD. In addition, the commissioners of the three agencies have been traveling the state to hear from public education, higher education, business, and economic development leaders in various communities to determine how such partnerships can benefit different regions of the state and the state as a whole.

High School Graduation Requirements

In 2013, the 83rd Texas Legislature amended TEC §28.025 to transition from the three current high school graduation programs—the Minimum, Recommended, and Advanced High School Programs—to one Foundation High School Program with endorsement options to increase flexibility for students. The legislature gave the SBOE authority to identify advanced courses related to the new graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments under the new graduation program. The SBOE adopted rules for the Foundation High School Program on January 31, 2014 (19 TAC Chapter 74, Subchapter B).

The legislature also required the commissioner of education to establish a transition plan to allow a student who entered ninth grade prior to the 2014-15 school year to complete the graduation requirements for the Foundation, Minimum, Recommended, or Advanced High School Program. The commissioner adopted rules for the transition plan in December 2013 (19 TAC Chapter 74, Subchapter BB). Students who entered Grade 9 prior to the 2014-15 school year may select one of the four graduation programs and may, at any time prior to graduation and upon request, chose to graduate under a different program. The rules also established high school graduation requirements to allow certain fourth-year seniors in the 2013-14 school year the option of graduating under the new Foundation High School Program.

To graduate under the Foundation High School Program, a student is required to earn a minimum of 22 credits, including four credits in English language arts; three credits each in mathematics, science, and social studies; two credits in a single language other than English; one credit each in fine arts and physical education; and five elective credits.

Each school district must ensure that a student, on entering ninth grade, indicates in writing the endorsement that he or she intends to pursue. A student may earn an endorsement by successfully completing the curriculum requirements for the endorsement, as identified by SBOE rule, and earning a total of 26 credits that include four credits in mathematics, four credits in science, and two additional elective credits. The SBOE has identified courses that may satisfy the fourth mathematics and science credit requirements. Additionally, SBOE rules for the Foundation High School Program provide students with multiple options for earning each endorsement. The options, to the extent possible, require completion of a coherent sequence of courses. An endorsement may be earned in any of the following areas:

- science, technology, engineering, and mathematics (requires that a student complete Algebra II as one of the four mathematics credits and Chemistry and Physics as two of the four science credits);
- business and industry;
- public services;
- arts and humanities; and
- multidisciplinary studies.

A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, his or her parent or guardian files written permission with a school counselor on a form adopted by TEA.

Students may earn a distinguished level of achievement by successfully completing four credits in mathematics, which must include Algebra II; four credits in science; the remaining curriculum requirements for the Foundation High School Program; and the curriculum requirements for at least one endorsement. A student may earn a performance acknowledgment for outstanding performance in a dual credit course, in bilingualism and biliteracy, on an Advanced Placement or International Baccalaureate examination, or on the PSAT, ACT-Plan,

SAT, or ACT; or for earning a nationally or internationally recognized business or industry certification or license.

Online Learning Opportunities

Texas Virtual School Network

In 2001, the 77th Texas Legislature authorized a full-time virtual program for Texas public school students, known as the Electronic Course Pilot (eCP) (TEC §29.909). In 2007, the 80th Texas Legislature established a state virtual network to provide supplemental online courses for Texas students (TEC Chapter 30A). The Texas Virtual School Network (TxVSN) began offering supplemental courses for Grades 9-12 through the TxVSN statewide course catalog in January 2009. In 2009, TEC §29.909 was repealed, and the eCP was incorporated into the TxVSN under TEC Chapter 30A. Eligible public school students in Grades 3-12 may choose to participate in the full-time TxVSN Online Schools (OLS) Program through any of the six participating school districts and charters that serve students across the state. Rules for the TxVSN were adopted and became effective February 27, 2013 (19 TAC Chapter 70, Subchapter AA). TEA is in the process of revising these rules to align with legislative changes in HB 1926.

All high school courses offered through the TxVSN are aligned with the TEKS and the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*. Courses are also reviewed for compliance with accessibility standards. Each TxVSN course is led by an instructor who: (a) is Texas-certified in the course subject area and grade level or meets the credentialing requirements of the institution of higher education offering the course; and (b) meets the professional development requirements of the network for effective online instruction.

A district may earn Foundation School Program (FSP) funding for a student taking courses offered through the TxVSN in the same manner in which the district is entitled to funding for a student's enrollment in a traditional classroom setting, provided the student successfully completes the TxVSN courses or instructional programs.

Centralized responsibilities provided at the state level for the TxVSN statewide course catalog include leadership, administration, operations, course review, and approval of required professional development for teaching online. The commissioner of education is responsible for the TxVSN, with staff at TEA serving as the administering authority. TEA sets standards for, and approves, TxVSN courses and professional development for online teachers and has fiscal responsibility for the network.

Day-to-day operation of the TxVSN is contracted to ESC Region 10, which serves as central operations for the network in collaboration with the Harris County Department of Education. Central operations developed and coordinates the centralized TxVSN catalog registration and student enrollment system, ensures eligibility of all TxVSN course providers, publishes an online catalog of approved courses, and coordinates data needed for state reporting requirements.

ESC Region 10 also reviews online courses submitted by potential course providers for alignment with the TEKS and the iNACOL *National Standards for Quality Online Courses* and for compliance with TxVSN accessibility guidelines. A group of professional development providers offers the required TxVSN-approved professional development for teaching online for the TxVSN, which is based on the iNACOL *National Standards for Quality Online Teaching.*

Texas Virtual School Network Statewide Course Catalog

TxVSN catalog course providers (Texas school districts and open-enrollment charter schools that meet eligibility requirements, ESCs, institutions of higher education, and nonprofit and private entities or corporations that meet eligibility requirements) offer courses through the TxVSN catalog and are responsible for instruction. The TxVSN course catalog will continue to expand as additional courses are approved by TxVSN. Students' home districts approve their students' TxVSN catalog course requests, provide ongoing support to local students enrolled in TxVSN catalog courses, and award credits and diplomas. The TxVSN catalog offers courses for high school credit, including dual credit and Advanced Placement (AP) courses.

In 2009, the 81st Texas Legislature created a state virtual allotment of $400 per course. In 2011, the state virtual school allotment was repealed. In the absence of the allotment, a limited number of Virtual Learning Scholarships were made available during the 2012-13 school year to districts and schools that enrolled students through the course catalog.

In 2013, the Texas Legislature made a number of changes to the TxVSN. The legislation limited the FSP funding districts may earn for student enrollment in the TxVSN to a maximum of three yearlong courses, or the equivalent, during any school year, unless the student is enrolled in a full-time online program that was operating on January 1, 2013. Students are allowed to take additional TxVSN courses at their own expense. Districts may also decline to pay the cost for a student to take

more than three yearlong courses, or the equivalent, via the TxVSN during any school year.

Texas Virtual School Network Online Schools Program

The full-time TxVSN OLS Program allows eligible school districts and open-enrollment charter schools participating in the program the opportunity to offer a full-time virtual instructional program to eligible public school students in Grades 3-12. Eligible public school students may choose to participate through enrollment in any of the TxVSN online schools that serve students across the state. The six Texas public school districts and charters that are currently serving students through the TxVSN OLS Program are: Grapevine-Colleyville ISD, Houston ISD, Huntsville ISD, Red Oak ISD, Texas College Preparatory Academies, and Texarkana ISD. A seventh district, Hallsville ISD, plans to begin serving students in the 2014-15 school year.

TxVSN OLS school districts and open-enrollment charter schools earn FSP funding for eligible students in the same manner in which they earn funding for courses provided in a traditional classroom setting, provided the students successfully complete the courses or programs. Successful course completion is defined as earning credit for a high school course. Successful program completion is defined as completion of the TxVSN education program in Grades 3-8 and demonstrated academic proficiency sufficient for promotion to the next grade level. In 2013, HB 1926 limited funding to full-time online schools to no more than three courses per student per year, unless the TxVSN online school was in existence on January 1, 2013.

Agency Contact Person

For information on the state curriculum program, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087, or Shelly Ramos, Curriculum Division, (512) 463-9581.

Other Sources of Information

The TEA Curriculum Division website is located at www.tea.state.tx.us/index2.aspx?id=2147486096.

For additional information on the Texas State Advisory Council on Early Childhood Education and early learning resources, see www.earlylearningtexas.org/.

9. Charter Schools and Waivers

In past years, state lawmakers have taken steps to expand options available to meet students where they are educationally in Texas. They have given local school districts and campuses latitude in tailoring education programs to meet the specific needs of students.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature passed legislation that created open-enrollment charter schools (Texas Education Code [TEC], Chapter 12, Subchapter D). At their inception, charters were designed to be testing zones for innovation and, thus, were subject to fewer state laws than other public schools. They were designed to promote local initiative and to capitalize on creative approaches to educating students. Many charters target students at risk of dropping out or those who have already dropped out and use the flexibility afforded to charters to accommodate the needs of students who have had limited success in traditional schools. In 1996, the State Board of Education (SBOE) awarded the first open-enrollment charter schools. In 2001, the legislature established a separate category of open-enrollment charter schools operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E), and the ability to operate in this separate category was extended to junior colleges in 2009.

In 2013, the 83rd Texas Legislature amended charter statute to, among other things, transfer authority to grant charters from the SBOE to the commissioner of education and give the SBOE authority to veto charters the commissioner proposes to grant (TEC §12.101). Prior to the changes, the SBOE had awarded a total of 305 state open-enrollment charters. In September 2013, the commissioner proposed four open-enrollment charters, one of which the SBOE subsequently vetoed, bringing the total number of charters awarded to 308. Of these, 197 are active, and 195 are currently serving students. Thirty-one of the 308 open-enrollment charters have been revoked, rescinded, abandoned, or denied renewal; 79 have been returned, have merged or consolidated their charters, or have expired; and 1 has changed to a public senior university charter.

The 83rd Legislature also provided for a graduated increase in the cap on the number of open-enrollment charters available for award, from 225 beginning September 1, 2014, to 305 beginning September 1, 2019 (TEC §12.101). Previously, the cap on the number of active, open-enrollment charters was 215, and that number was reached for the first time in November 2008. As with the previous cap, the new cap does not include public college and university charters, which may be granted in unlimited numbers. Currently, there are five university charters, four of which have been granted since 2001. All five are active and operating schools. Additionally, the cap does not affect the number of campuses that may be operated by current charter holders. Of the current charter holders, 119 have multiple campuses, and those that are performing well academically and financially and are compliant with state and federal requirements are eligible to request the addition of campuses, grade levels, or geographic areas, and increases in enrollment. Charter schools and campuses are rated under the statewide academic accountability system. Open-enrollment charter schools are evaluated in a financial accountability system specific to charters and are assigned accreditation statuses.

The SBOE reviewed and renewed all 18 first-generation charter renewal applications in the spring of 2001. Later that year, the legislature transferred responsibility for charter amendments, renewals, and other actions to the commissioner of education (TEC §§12.114-12.1162). Typically, the term of an initial charter contract is five years, and the term of a renewed contract is ten years. Contract renewal is dependent on student, campus, charter, and charter holder performance. Prior to 2013, rules governing renewals allowed a charter to continue to operate and remain in a pending status during the interim decision-making period. In 2013, the legislature amended statute to prescribe timelines for renewals (TEC §12.1141). Charters are evaluated using one of three considerations: expedited, discretionary, or non-renewal/expiration of charter. Expedited and expired considerations mandate a 30-day timeline, and discretionary consideration mandates a 90-day timeline. Since

September 2013, the commissioner has renewed contracts for 54 of the active open-enrollment and university charters.

State Waivers

In the 2012-13 and 2013-14 school years, the commissioner of education granted a combined total of 3,625 expedited and general state waivers (Table 9.1). The type of expedited waiver most frequently requested allows a school district or campus to modify its calendar, making additional time available for staff development. During the 2012-13 and 2013-14 school years, the commissioner approved a combined total of 770 expedited waivers granting a maximum of three days for general staff development, accounting for 21.2 percent of all approved state waivers.

To encourage staff development related to reading/language arts, mathematics, science, and social studies, the commissioner may approve two additional waiver days for staff development. Beyond these, one additional waiver day for staff development may be approved for districts requesting to participate in eligible conferences appropriate to individual teaching assignments. A combined total of 632 waivers were granted for one or more of these additional days for staff development in 2012-13 and 2013-14.

Class size exceptions may be granted by the commissioner of education only in cases of undue hardship and for only one year at a time. A class size exception may be granted if a district: (a) is unable to employ qualified teachers; (b) is unable to provide educational facilities; or (c) is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to exceed 22 students in only one section at any grade level on any campus. In the 2012-13 and 2013-14 school years, a combined total of 494 class size exceptions were granted to districts (Table 9.2).

TEC §39.232 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. No state accountability ratings were assigned in 2012 because the public school accountability system was undergoing a statutorily mandated redesign. Under the new accountability system, introduced in 2013, districts and campuses receive one of five ratings: *Met Standard*, *Met Alternative Standard*, *Improvement Required*, *Not Rated*, and *Not Rated: Data Integrity Issues*. Because there is no longer an *Exemplary* rating in the accountability system, the automatic exemption under TEC §39.232 does not apply.

Table 9.1. State Waivers Approved, 2012-13 and 2013-14

	2012-13		2013-14		Total	
Type of Waiver	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Expedited Waivers						
Staff Development – General	366	24.4	404	19.0	770	21.2
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	284	18.9	306	14.4	590	16.3
Staff Development Through Eligible Conference	22	1.5	20	0.9	42	1.2
Modified Schedule State Assessment Testing Days	170	11.3	114	5.4	284	7.8
Early Release Days	319	21.2	318	15.0	637	17.6
Foreign Exchange Students (5 or More)	11	0.7	25	1.2	36	1.0
Timeline for Accelerated Instruction	36	2.4	116	5.5	152	4.2
Teacher Data Portal of the Texas Assessment Management System	35	2.3	31	1.5	66	1.8
General Waivers						
Course Requirements	1	0.1	0	0.0	1	<0.1
Course Requirements – Career and Technical Education	0	0.0	0	0.0	0	0.0
Certification	2	0.1	2	0.1	4	0.1
Alternative Education Program Attendance[a]	6	0.4	0	0.0	6	0.2
Foreign Exchange Students (Less than 5)	5	0.3	4	0.2	9	0.2
Pregnancy Related Services On-Campus (CEHI[b])	18	1.2	12	0.6	30	0.8
Other Miscellaneous	51	3.4	69	3.3	120	3.3
Attendance						
Low Attendance Days	132	8.8	303	14.3	435	12.0
Missed Instructional Days	45	3.0	398	18.8	443	12.2
Total State Waivers Approved	1,503	100	2,122	100	3,625	100

Note. Waivers approved from 06/01/2012 through 05/31/2013 and from 6/01/2013 through 05/31/2014. Parts may not add to 100 percent because of rounding.

[a]As of 2013-14, waiver no longer needed because of Optional Flexible School (OFS) Year application and OFS Day program. [b]Compensatory education home instruction.

Table 9.2. Class Size Exceptions Approved, 2012-13 and 2013-14		
2012-13	2013-14	Total
259	235	494

Education Flexibility Partnership Act (Ed-Flex)

Overview

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs. In exchange, Ed-Flex requires increased accountability for the performance of students.

TEA was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the U.S. Department of Education (USDE) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April 2006, President George W. Bush signed legislation that allowed USDE to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

Statewide Administrative Waivers

During the 2013-14 school year, the agency used Ed-Flex authority to continue three statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex, without the need for individual application.

Statewide Programmatic Waivers

Title I, Part A, Program—Schoolwide Eligibility

This statewide, programmatic waiver eliminates the poverty requirement for Title I, Part A, schoolwide eligibility. It is available to campuses that are eligible for Title I, Part A, services but do not meet the criteria for percentage of students from low-income families. To apply for this waiver on behalf of a campus, a district must include an Ed-Flex waiver schedule in its Application for Federal Funding. For the 2013-14 school year, the poverty threshold for schoolwide eligibility was 40 percent, and 76 campuses in 36 districts received waivers.

Title I, Part A, Program—Roll Forward

Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. A total of 78 LEAs used this waiver in the 2013-14 school year.

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs can apply for individual programmatic waivers, based on their specific program needs. The state Ed-Flex committee reviews each application and makes a recommendation to the commissioner of education, who makes the final decision regarding approval or denial. Programs for which LEAs receive waivers undergo rigorous evaluation to ensure the waivers do not have negative effects on the students they are intended to benefit. In 2013-14, the commissioner of education denied the one application for a Title I, Campus Allocation, waiver because the LEA did not meet the criteria.

Agency Contact Persons

For information on open-enrollment charter schools or general state waivers, contact Sally Partridge, Associate Commissioner for Accreditation and School Improvement, (512) 463-5899; Heather Mauzé, Charter Schools Division, (512) 463-9575; or Leah Martin, Accreditation and School Improvement, (512) 463-5899.

For information on federal Ed-Flex waivers, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087; or Anita Villarreal, Federal and State Education Policy Division, (512) 463-9414.

Other Sources of Information

For additional information on charter schools, see http://tea.texas.gov/Texas_Schools/Charter_Schools. For a list of state waivers granted by the commissioner of education, see http://tea.texas.gov/index2.aspx?id=6635. For additional information on federal Ed-Flex waivers, see http://tea.texas.gov/index2.aspx?id=25769814428.

10. Expenditures and Staff Hours for Direct Instructional Activities

State statute requires the Texas Education Agency (TEA) to provide a biennial summary of the percentages of expenditures and staff hours used by school districts and charters for direct instructional activities in the two previous fiscal years (Texas Education Code [TEC] §39.332 and §44.0071).

The percentage of expenditures used by a school district or charter for direct instructional activities is calculated as the sum of operating expenditures reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures. Total operating expenditures comprise actual financial data reported through PEIMS in Function Codes 11-61 and Expenditure Codes 6112-6499; they do not include expenditures reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In the 2012-13 school year, 63.7 percent of school district and charter expenditures statewide were used for direct instructional activities, a slight decrease from 64.1 percent in 2011-12 (Table 10.1).

Table 10.1. Expenditures Used for Direct Instructional Activities, Texas Public School Districts and Charters, 2011-12 and 2012-13

Activity	Expenditures (%)
2011-12	
Instruction	57.4
Instructional Resources and Media Services	1.4
Curriculum Development and Instructional Staff Development	2.0
Guidance and Counseling Services	3.4
Total	64.1
2012-13	
Instruction	57.0
Instructional Resources and Media Services	1.3
Curriculum Development and Instructional Staff Development	2.0
Guidance and Counseling Services	3.4
Total	63.7

Note. Parts may not add to 100 percent because of rounding.

The percentage of staff hours used by a school district or charter for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total staff hours. For each employee, total hours worked is calculated by multiplying the percentage of the day worked, as reported through PEIMS, times the number of days worked, as reported through PEIMS, times 7 hours. The percentage of an employee's total hours that is used for direct instructional activities is calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In the 2013-14 school year, 64.4 percent of school district and charter staff hours statewide were used for direct instructional activities, a slight increase from 64.2 percent in 2012-13 (Table 10.2).

Table 10.2. Staff Hours Used for Direct Instructional Activities, Texas Public School Districts and Charters, 2012-13 and 2013-14

Activity	Staff Hours (%)
2012-13	
Instruction	58.3
Instructional Resources and Media Services	1.4
Curriculum Development and Instructional Staff Development	1.1
Guidance and Counseling Services	3.4
Total	64.2
2013-14	
Instruction	58.5
Instructional Resources and Media Services	1.4
Curriculum Development and Instructional Staff Development	1.2
Guidance and Counseling Services	3.4
Total	64.4

Note. Parts may not add to 100 percent because of rounding.

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Agency Contact Person

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Lisa Dawn-Fisher, Chief School Finance Officer, (512) 463-9179; or Belinda Dyer, Financial Accountability Division, (512) 475-3451.

Other Sources of Information

See the *Public Education Information Management System Data Standards* at www.tea.state.tx.us/peims. See the *Financial Accountability System Resource Guide* at www.tea.state.tx.us/index4.aspx?id=1222.

11. District Reporting Requirements

The Texas Education Agency (TEA) maintains a comprehensive schedule of state- and federally-imposed school district reporting requirements, which is available on the TEA website (Texas Education Code [TEC] §7.037). In 2013-14, TEA required 88 data collections under state law only, 57 under federal law only, and 14 under both state and federal law. In most instances, districts have the option to submit collections electronically.

In accordance with statute, the Data Governance Board (DGB) conducts a sunset review each even-numbered year of all school and district data collections required by TEA to determine whether the collections are still needed and to eliminate those that are not (TEC §7.060). Made up of staff from across the agency, the board also reviews all new district data requirements. In addition, DGB reviews any new or amended rules proposed by the commissioner of education, State Board of Education, or State Board for Educator Certification for district data implications. DGB ensures that multiple requests for the same data are not made of schools and districts and that data collected from schools and districts are required by state or federal statute or mandate.

The most extensive data collection, the Public Education Information Management System (PEIMS), gathers information about public education organizations, school district finances, staff, and students (Table 11.1).

In the 2013-14 school year, there were 189 data elements in PEIMS, 13 more than in the previous school year. All reporting requirements for the elements are documented annually in the TEA publication *PEIMS Data Standards*.

The PEIMS system and its data requirements are reviewed by DGB and two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets quarterly to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school districts, regional education service centers (ESCs), and legislative and executive state government offices. The Information Task Force (ITF) is a technical subcommittee of PCPEI, made up of agency, school district, ESC, and legislative staff and PEIMS software vendors. Both PCPEI and ITF participate in sunset reviews of all PEIMS data elements. The reviews ensure that the data included are only those required for the legislature and the agency to perform their legally authorized functions in overseeing the public education system.

TEA uses other collection instruments for information that does not fit into the development cycle or data architecture of the PEIMS data collection. In many cases, data requirements change with more frequency and less lead time than the PEIMS system supports. In other

Table 11.1. Information Types in the PEIMS[a] Electronic Data Collection

Organizations

- District name, assigned number, and community and student engagement indicators
- Shared services arrangement types, fiscal agent, and identifying information
- Campus name, assigned number, and community and student engagement indicators
- Campus course schedules

Staff

- Identification information, including Social Security number, state unique identification number, and name
- Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
- Employment, including days of service, salary, and experience within the district
- Responsibilities, including the types of professional work performed, its location, and in some cases, the amount of time spent on an activity
- Classroom teaching assignments for classroom teachers

Finances

- Budgeted revenue and expenditures for required funds, functions, objects, organizations, programs, and fiscal years
- Actual revenue and expenditures for required funds, functions, objects, organizations, shared services, programs, and fiscal years

Students

- Identification, including a state unique identification number, a Social Security number or unique state-assigned student number, name, and basic demographic information
- Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
- Attendance information for each six-week period and special program participation
- Course attempts and completions for Grades 1-12
- Student graduation information
- School leaver information
- Disciplinary actions
- Special education restraint and law enforcement restraints
- Title I, Part A

[a]Public Education Information Management System.

cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats allow. Data collections may be specific to a small number of districts or may be one-time requests for information.

The 21st Century Tracking and Reporting System, also known as TX21st, uses data submitted by grantees three times per year to track student participation in out-of-school activities for Texas Afterschool Centers on Education (ACE). Texas ACE is funded by the 21st Century Community Learning Centers grant program and administered by the U.S. Department of Education (USDE). The system was designed to meet the annual reporting requirements of the USDE. The Daily Tracker function of TX21st records detailed data in real time at the centers, then calculates all pertinent information for state and federal reporting requirements. There are 328 data elements in TX21st, with 100 reports available to Texas ACE grantees and 115 reports to all TEA users.

TEA also maintains an automated system for requisitioning instructional materials, disbursing payments, and shipping, redistributing, and accounting for instructional materials statewide. An Educational Materials (EMAT) system embedded in TEA's financial system allows school districts and charters to submit requisitions for instructional materials; adjust student enrollments; update district inventories; and request disbursements for instructional materials, technology equipment, and technology services. In 2013-14, there were over 5,000 data elements in the EMAT system. Districts and charters had access to 19 reports, vendors had access to 17 reports, and staff in the TEA Instructional Materials and Educational Technology Division had access to 62 reports.

The New Generation System (NGS) is an interactive, interstate information network designed to allow for migrant student records exchange and reporting, as required under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB), Title I, Part C. The NGS is used by a consortium which, for the 2013-14 school year, had six member states, including Texas.

AskTED (Texas Education Directory) is an interactive, Web-based application that enables all Texas school districts to update district personnel contact data, as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the *Texas School Directory*, is published annually on the TEA website.

Applications for funding and related documentation for a selected set of grant programs can be completed online. For example, many agency grants are administered through eGrants, a comprehensive Web portal that enables submission, tracking, review, and processing of grant applications, as well as the compliance and progress reports associated with grant programs and other grant-related data collections. Grants that can be produced efficiently in electronic format in the time available are considered candidate grants for eGrants. Automation of grants has reduced agency processing time, which in turn has allowed school districts to receive funding more quickly.

The Texas Unified Nutrition Programs Systems (TX-UNPS) is an automated data collection designed to meet the administrative data requirements of the National School Lunch Program reimbursement system. The Texas Department of Agriculture has primary responsibility for implementing the system.

Since the 2007-08 school year, FITNESSGRAM has been used to evaluate the physical fitness of Texas public school students in Grades 3-12. See Chapter 15 of this report for more information about the fitness assessment requirement.

TEA and educational stakeholders across the state are collaborating on an initiative to improve the availability and use of high-quality data to enable educators to make good decisions for Texas students. The initiative, the Texas Student Data System (TSDS), will be a practical and powerful statewide solution that will increase the availability of data to support the state's educational improvement efforts. Recognizing not only the need to improve its underlying architecture to collect and report data, but also to improve the timeliness, relevance, and quality of information available to all stakeholders, TEA has been actively pursuing the TSDS initiative through a number of major projects, both privately and federally funded, to diagnose and address limitations in the current reporting systems. TEA will implement a variety of key TSDS components.

- State-sponsored student information system will address the needs of the state's complex and fragmented data collection approach.
- Enhanced data collection and submission tools will ease the data collection burden on school districts and greatly increase data quality. All reporting requirements for the data elements in TSDS are documented annually in the TEA publication *Texas Education Data Standards.*
- State-hosted operational data store will facilitate the use of operational data by districts for their own reporting, analysis, and local actions, thus addressing the need for timely, actionable student-level data to inform decision making at the classroom, campus, and district levels.

- Business intelligence tools will provide new, secure business intelligence and reporting tools to support end-user analysis and reporting across the TSDS system.
- Certified PEIMS data store will serve as a repository for certified data used for state and federal compliance reporting, funding-program evaluation, and educational research. It will greatly improve how extractions and validations of data are performed, alleviating the burden on districts to perform unduly complex actions and allowing for the more accurate, cost-effective creation of data required by TEA.
- Data warehouse has been expanded to link critical prekindergarten, college-readiness, and workforce data into the current data source, enabling P-20 monitoring of individual students, from enrollment in the public education system through matriculation and graduation from Texas colleges and into the labor market.

Agency Contact Persons

For information on the Data Governance Board (DGB), contact Linda Roska, Research and Analysis Division, (512) 475-3523.

For information on the Public Education Information Management System (PEIMS), the Policy Committee on Public Education Information (PCPEI), and the Information Task Force (ITF), contact Terri Hanson or Bryce Templeton, Information Technology/Statewide Education Data Systems Division, (512) 463-9461.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Liza Lorenzi, Federal and State Education Policy Division, (512) 463-9762.

For information on the Educational Materials (EMAT) system, contact Kelly Callaway or Kelly Griffin, Instructional Materials and Educational Technology Division, (512) 463-9601.

For information on the New Generation System (NGS), contact Susie Coultress, Curriculum Division, (512) 463-9581.

For information on the Texas Education Directory, contact Lynne Krajevski, Research and Analysis Division, (512) 475-3523.

For information on the eGrants system, contact Corey Green, Grants Administration Division, (512) 463-8525.

For information on the Texas Unified Nutrition Programs Systems (TX-UNPS), contact the TX-UNPS help desk at the Texas Department of Agriculture, Food and Nutrition Division, (877) TEX-MEAL.

For information on the fitness assessment, contact Glenn Shanks, Curriculum Division, (512) 463-9581.

For information on the Texas Student Data System (TSDS), contact Melody Parrish, Chief Information Officer/Chief Data Officer, (512) 463-2321.

Other Sources of Information

A comprehensive schedule of school district reporting requirements is available at www.tea.state.tx.us/index2.aspx?id=2147499886&menu_id=680.

For additional information about PEIMS, see www.tea.state.tx.us/index4.aspx?id=3012 and the *Public Education Information Management System Data Standards* at www.tea.state.tx.us/peims/.

School directory information is available at http://mansfield.tea.state.tx.us/tea.askted.web/Forms/Home.aspx.

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of funds administered by TEA are passed from the agency directly to school districts. The agency was appropriated $21.9 billion in fiscal year (FY) 2013 and $25.8 billion in FY 2014.

In FY 2014, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (65.0%) of total agency funds (Table 12.1). Federal funds made up 19.7 percent of agency funds in FY 2014, and other funds made up the remaining 15.3 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2014 (47.9%) (Table 12.2 on page 228).

TEA retained very little of the state and federal funds received at the agency in FY 2013 and FY 2014 (Table 12.3 on page 228). In FY 2014, 99.5 percent of state funds and 99.2 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers.

Appropriated amounts for 2012-13 and 2013-14 were linked to the goals and strategies outlined in the agency's strategic plan, with specific amounts reflected at the strategy level (Table 12.4 on page 229).

Final TEA expenditures are included as part of the *Comprehensive Annual Financial Report for the State of Texas*, to be published by the Texas Comptroller of Public Accounts.

Table 12.1. Texas Education Agency, Method of Financing, 2012-13 and 2013-14

	2012-13		2013-14	
Method of Financing	**Amount**	**Percent**	**Amount**	**Percent**
General Revenue-Related Funds				
General Revenue Funds:				
General Revenue Fund	$ 124,377,996	0.6	$ 155,800,467	0.6
Available School Fund	1,876,989,252	8.6	1,350,059,048	5.2
State Textbook Fund	2,180,725	<0.1	421,553,852	1.6
Foundation School Fund	10,733,716,452	49.0	13,787,411,253	53.3
Certification and Assessment Fees	28,347,518	0.1	22,431,248	0.1
General Revenue MOE[a] for Temporary Assistance for Needy Families	2,000,000	<0.1	0	0.0
Lottery Proceeds	1,006,111,000	4.6	1,035,518,000	4.0
Educator Excellence Fund	20,000,000	0.1	16,000,000	0.1
Subtotal, General Revenue Fund	13,793,722,943	62.9	16,788,773,868	65.0
General Revenue Dedicated:				
Specialty License Plates	325,000	<0.1	0	0.0
Subtotal, General Revenue Dedicated	325,000	<0.1	0	0.0
Subtotal, General Revenue-Related Funds	$ 13,794,047,943	63.0	$ 16,788,773,868	65.0
Federal Funds				
Health, Education, and Welfare Fund	3,135,425,635	14.3	3,100,084,760	12.0
School Lunch Fund	1,760,050,462	8.0	1,985,778,041	7.7
Federal American Recovery and Reinvestment Act	4,305,841	<0.1	0	0.0
Other Federal Funds	13,836,617	0.1	9,726,381	<0.1
Subtotal, Federal Funds	$ 4,913,618,555	22.4	$ 5,095,589,182	19.7
Other Funds				
Permanent School Fund	29,462,027	0.1	30,012,451	0.1
Appropriated Receipts – Attendance Credits, Estimated	835,600,000	3.8	1,123,530,922	4.3
Property Tax Relief	2,338,574,000	10.7	2,793,098,000	10.8
Interagency Contracts	1,314,435	<0.1	12,372,713	<0.1
License Plate Trust Fund Account No. 0802	0	0.0	356,906	<0.1
Subtotal, Other Funds	$ 3,204,950,462	14.6	$ 3,959,370,992	15.3
Total, All Methods of Financing	$ 21,912,616,960	100	$ 25,843,734,042	100
Total Full-Time Equivalents	826.0	n/a[b]	804.0	n/a

Note. Parts may not add to 100 percent because of rounding.

[a]Maintenance of effort. [b]Not applicable.

Agency Contact Persons

For information on TEA funds and expenditures, contact Shirley Beaulieu, Chief Financial Officer, (512) 475-3773.

Other Sources of Information

General Appropriations Acts (82nd and 83rd Texas Legislatures), as published, including Article IX. For additional information on legislative appropriations, visit the Legislative Budget Board website at www.lbb.state.tx.us/.

Table 12.2. Texas Education Agency, Administrative Budget, 2012-13 and 2013-14

	2012-13		2013-14	
Method of Financing	**Amount**	**Percent**	**Amount**	**Percent**
General Revenue-Related Funds				
General Revenue Fund	$ 31,177,005	22.6	$ 39,398,011	29.5
Textbook Fund	2,180,725	1.6	2,218,644	1.7
Foundation School Fund	0	0.0	0	0.0
Certification and Assessment Fees	28,347,518	20.5	22,431,248	16.8
Subtotal, General Revenue-Related Funds	$ 61,705,248	44.7	$ 64,047,903	47.9
Federal Funds				
Health, Education, and Welfare Fund	39,456,350	28.6	36,785,182	27.5
Other Federal Fund	7,182,496	5.2	2,603,403	1.9
Subtotal, Federal Funds	$ 46,638,846	33.8	$ 39,388,585	29.5
Other Funds				
Permanent School Fund	29,462,027	21.3	30,012,451	22.5
Interagency Contracts	314,435	0.2	172,713	0.1
Subtotal, Other Funds	29,776,462	21.6	30,185,164	22.6
Total, All Methods of Financing	$ 138,120,556	100	$ 133,621,652	100

Note. Amounts do not include fringe benefits.

Table 12.3. State and Federal Funds Appropriated to the Texas Education Agency and Passed Through to School Districts, Education Service Centers, and Education Providers, 2012-13 and 2013-14

	2012-13		2013-14	
Source of Funds	**Amount**	**Percent**	**Amount**	**Percent**
State Funds				
Administrative Budget	$ 91,481,710	0.5	$ 94,233,067	0.5
State Funds Passed Through	16,907,516,695	99.5	20,653,911,793	99.5
Total State Funds	$ 16,998,998,405	100	$ 20,748,144,860	100
Federal Funds				
Administrative Budget	46,638,846	0.9	39,388,585	0.8
Federal Funds Passed Through	4,866,979,709	99.1	5,056,200,597	99.2
Total Federal Funds	$ 4,913,618,555	100	$ 5,095,589,182	100

Table 12.4. Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2012-13 and 2013-14

Goals and Strategies	Amount, 2012-13	Amount, 2013-14
1. Goal: Provide Education System Leadership, Guidance, and Resources		
TEA will provide leadership, guidance, and resources to create a public education system that continuously improves student performance and supports public schools as the choice of Texas citizens. The agency will satisfy its customers and stakeholders by promoting supportive school environments and by providing resources, challenging academic standards, high-quality data, and timely and clear reports on results.		
1.1.1. Strategy: Foundation School Program – Equalized Operations Fund the Texas public education system efficiently and equitably; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	$ 15,903,113,933	$ 19,237,262,780
1.1.2. Strategy: Foundation School Program – Equalized Facilities Continue to operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.	716,100,000	657,855,774
1.2.1. Strategy: Statewide Educational Programs Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third-, fifth-, and eighth-grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	121,641,930	165,314,958
1.2.2. Strategy: Achievement of Students At Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all students in at-risk situations receive a quality education.	1,566,143,860	1,603,213,069
1.2.3. Strategy: Students with Disabilities Develop and implement programs that help to ensure all students with disabilities receive a quality education.	1,038,585,711	1,027,951,442
1.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs.	146,129,377	154,103,021
1.2.5. Strategy: Adult Education and Family Literacy Develop adult education and family literacy programs that encourage literacy and ensure that all adults have the basic education skills they need to contribute to their families, communities, and the world.	73,924,914	0
Subtotal, Goal 1	$ 19,565,639,725	$ 22,845,701,044
2. Goal: Provide System Oversight and Support		
TEA will sustain a system of accountability for student performance that is supported by challenging assessments, high-quality data, highly qualified and effective educators, and high standards of student, campus, district, and agency performance.		
2.1.1. Strategy: Assessment and Accountability System Continue to provide a preeminent state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format. The state's accountability system, which is interdependent with the assessment system, will continue to drive and recognize improvement by campuses and districts in education system performance.	87,845,396	86,154,853

Source. General Appropriations Act (82nd and 83rd Texas Legislatures), including Article IX.

continues

Table 12.4. Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2012-13 and 2013-14 (continued)

Goals and Strategies	Amount, 2012-13	Amount, 2013-14
2.2.1. Strategy: Technology and Instructional Materials Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	$ 20,413,739	$ 423,335,208
2.2.2. Strategy: Health and Safety Enhance school safety and support schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to succeed.	14,798,895	18,351,583
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	1,774,668,803	2,000,396,382
2.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.	47,500,000	52,500,000
2.3.1. Strategy: Improving Educator Quality and Leadership Support educators through access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Support regional education service centers to facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	263,629,846	283,673,320
2.3.2. Strategy: Agency Operations Continuously improve a customer-driven, results-based, high-performing public education system through a strategic commitment to efficient and effective business processes and operations.	67,168,925	65,252,483
2.3.3. Strategy: State Board for Educator Certification Administer services related to the certification, continuing education, and standards and conduct of public school educators.	4,709,664	3,812,552
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	12,941,448	12,760,154
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	33,225,519	37,796,463
2.3.6. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state. Estimated and nontransferable.	20,075,000	14,000,000
Subtotal, Goal 2	$ 2,346,977,235	$ 2,998,032,998
Total, All Goals and Strategies	$ 21,912,616,960	$ 25,843,734,042

Source. General Appropriations Act (82nd and 83rd Texas Legislatures), including Article IX.

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters are subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation.

Overall enrollment in open-enrollment charters is relatively small, compared to overall enrollment in traditional school districts. Nevertheless, the percentage of Texas public school students enrolled in open-enrollment charters has increased over the past years. In 2013-14, a total of 203,290 students, or approximately 3.9 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to 3.5 percent of Texas public school students in 2012-13. Although most charters have only one campus, some operate several campuses. As of the last Friday in October 2013, there were 202 open-enrollment charters with 588 approved charter campuses. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 61 new campuses during the 2014 expansion period, and several waivers have been approved to allow the charter expansion process to be waived for certain high-performing charter holders. The goal for these waivers is to expand the number of quality educational options for students across the state.

Charters are held accountable under the state testing and accountability systems. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, open-enrollment charters were rated at the district level as well. Open-enrollment charters are rated under school district rating criteria based on aggregate performance of the campuses operated by each charter.

Both charter campuses and traditional school district campuses that serve predominantly students identified as at risk of dropping out of school may request to be evaluated under alternative education accountability (AEA) provisions. In the 2013-14 school year, 24.7 percent of charter campuses were registered under AEA provisions. By comparison, 3.2 percent of school district campuses were registered under AEA provisions. Charter campuses registered as alternative education campuses received ratings in 2014 of *Met Alternative Standard*, *Improvement Required*, or *Not Rated*.

In 2001, the 77th Texas Legislature required that the performance of charters be reported in comparison to the performance of school districts on student achievement indicators (TEC §39.332). In the analyses that follow, charter campuses that are evaluated under AEA provisions are referred to as "AEA charters." Conversely, charter campuses that are evaluated under standard accountability provisions are referred to as "standard charters." Non-charter districts are referred to as "traditional districts," and the data reported for these districts include both campuses that are evaluated under standard accountability provisions and campuses that are evaluated under AEA provisions. STAAR passing rates are based on Phase-in 1 Level II standards.

STAAR Performance

State Summary

In 2014, overall STAAR passing rates varied by subject and education setting (Table 13.1 on page 232). On the reading test, passing rates were higher in standard charters than traditional districts. On the writing test, passing rates were the same in standard charters and traditional districts. On the mathematics, science, and social studies tests, passing rates were higher in traditional districts than standard charters. Overall, passing rates for standard charters and traditional districts varied by less than 5 percentage points in each subject area.

Regardless of education setting, STAAR passing rates in 2014 decreased from the previous year in many subject areas. The decreases ranged from 1 to 17 percentage points. On the writing test, however, passing rates increased by 9 percentage points in AEA charters, 6 percentage points in standard charters, and 10 percentage points in traditional districts. Students in AEA charters also had an increase in passing rate on the social studies test (6 percentage points).

Note. Please refer to Chapters 1 and 2 of this report for definitions and descriptions of indicators used. In addition, Chapter 9 contains information on the inception and growth of charters.

Table 13.1. STAAR Passing Rates (%), by Subject, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2013 and 2014

	AEA Charters			Standard Charters			Traditional Districts[a]		
Subject	2013	2014	Change, 2013 to 2014	2013	2014	Change, 2013 to 2014	2013	2014	Change, 2013 to 2014
Reading/ELA[b]	62	45	-17	81	79	-2	80	77	-3
Mathematics	58	53	-5	76	75	-1	80	78	-2
Writing	33	42	9	67	73	6	63	73	10
Science	66	65	-1	79	75	-4	82	79	-3
Social Studies	62	68	6	79	74	-5	77	77	0
All Tests Taken	57	53	-4	77	76	-1	77	77	0

Note. Results are based on STAAR, STAAR Modified, and STAAR Alternate combined and are summed across all grades tested for each subject. Results for 2013 also include exit-level Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) combined.

[a]Excludes charters. [b]English language arts.

STAAR Performance by Student Group

In 2014, passing rates for Hispanic and economically disadvantaged students were higher in standard charters than traditional districts on all tests except science, where passing rates for Hispanic students were the same in standard charters and traditional districts (Table 13.2). Passing rates for African American students were higher in standard charters on reading and writing tests and higher in traditional districts on mathematics, science, and social studies tests.

Table 13.2. STAAR Passing Rates (%), by Subject and Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2013 and 2014

	AEA Charters			Standard Charters			Traditional Districts[a]		
Group	2013	2014	Change, 2013 to 2014	2013	2014	Change, 2013 to 2014	2013	2014	Change, 2013 to 2014
Reading/ELA[b]									
African American	54	37	-17	74	74	0	73	68	-5
Hispanic	58	44	-14	79	78	-1	75	71	-4
White	76	59	-17	88	87	-1	89	87	-2
Economically Disadvantaged	59	43	-16	77	76	-1	72	69	-3
Mathematics									
African American	46	45	-1	63	66	3	69	67	-2
Hispanic	58	54	-4	77	75	-2	76	74	-2
White	66	62	-4	80	80	0	88	87	-1
Economically Disadvantaged	56	52	-4	73	72	-1	73	71	-2
Writing									
African American	27	31	4	61	70	9	53	64	11
Hispanic	30	47	17	65	71	6	56	67	11
White	47	42	-5	72	78	6	74	82	8
Economically Disadvantaged	31	42	11	63	69	6	53	64	11
Science									
African American	55	52	-3	68	67	-1	75	70	-5
Hispanic	63	65	2	79	74	-5	77	74	-3
White	80	77	-3	85	83	-2	91	89	-2
Economically Disadvantaged	63	63	0	76	72	-4	75	71	-4
Social Studies									
African American	55	56	1	71	69	-2	69	70	1
Hispanic	58	65	7	79	72	-7	70	70	0
White	78	86	8	82	81	-1	86	86	0
Economically Disadvantaged	59	65	6	76	70	-6	68	68	0

Note. Results are based on STAAR, STAAR Modified, and STAAR Alternate combined and are summed across all grades tested for each subject. Results for 2013 also include exit-level Texas Assessment of Knowledge and Skills (TAKS) and TAKS (Accommodated) combined.

[a]Excludes charters. [b]English language arts.

Passing rates for White students were higher in traditional districts on all tests except reading, where passing rates were the same in traditional districts and standard charters.

Between 2013 and 2014, with very few exceptions, passing rates on the reading, mathematics, and science tests decreased for all student groups in all education settings. Decreases ranged from 1 to 17 percentage points on the reading test, from 1 to 4 percentage points on the mathematics test, and from 1 to 5 percentage points on the science test. Passing rates on the writing test increased between 4 and 17 percentage points for all student groups in all education settings except for White students in AEA charters, whose passing rate decreased by 5 percentage points. Passing rates on the social studies test increased between 1 and 8 percentage points for student groups in AEA charters, and decreased between 1 and 7 percentage points for student groups in standard charters. In traditional districts, passing rates on the social studies test remained the same for all student groups except African American students, whose rate increased by 1 percentage point.

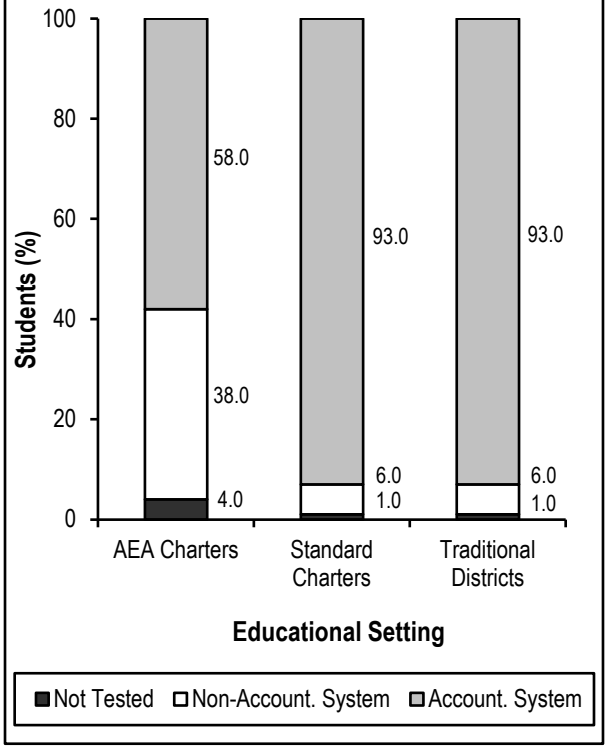
State Assessment Participation

In 2014, 96 percent of all students in AEA charters took state assessments, compared to 99 percent of all students in both standard charters and traditional districts (Figure 13.1).

Test participation is divided into two categories, based on accountability status. In 2014, results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on STAAR, STAAR Modified, STAAR Alternate, or the Texas English Language Proficiency Assessment System (TELPAS); and (b) the students were enrolled in the same districts or charters on the date of testing as they were on the last Friday in October. Results for students who met one or more of the following criteria were not used in determining accountability ratings: (a) the students were mobile—they moved from one district or charter to another between the last Friday in October and the date of testing; or (b) the students were tested exclusively on TELPAS or identified as English language learners in their first year of enrollment in U.S. schools.

In addition, the performance of students served in certain campuses was not used in evaluating the districts where the campuses are located. For example, under TEC §§39.054 and 39.055, students ordered by juvenile courts into residential programs or facilities operated by the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity and students receiving treatment in residential facilities were excluded when determining campus and district accountability ratings.

Figure 13.1. State Assessment Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2014



Because students attending charters tend to be a more mobile population, the percentage of students whose test results are excluded when determining accountability ratings is generally higher for charters than for traditional districts. In 2014, test results for 38 percent of all students in AEA charters and 6 percent of all students in standard charters and in traditional districts were excluded for accountability purposes.

Grade 9-12 Annual Dropout Rates

In 2012-13, Grade 9-12 annual dropout rates for all student groups were considerably higher in AEA charters than in standard charters and traditional districts (Table 13.3 on page 234). Annual dropout rates for African American, Hispanic, and economically disadvantaged students were lower in standard charters than traditional districts. Annual dropout rates decreased

Table 13.3. Annual Dropout Rates (%), Grades 9-12, by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2011-12 and 2012-13

Group	AEA Charters	Standard Charters	Traditional Districts[a]
2011-12			
African American	11.6	2.3	2.3
Hispanic	10.7	0.8	2.0
White	8.6	1.9	0.8
Econ. Disad.[b]	10.1	1.2	1.8
State	10.3	1.2	1.5
2012-13			
African American	13.1	1.6	2.0
Hispanic	9.7	0.6	1.8
White	7.2	0.9	0.8
Econ. Disad.[b]	9.7	0.9	1.7
State	9.7	0.8	1.4

[a]Excludes charters. [b]Economically disadvantaged.

Table 13.4. Four-Year Longitudinal Graduation Rates (%), by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2012 and 2013

Group	AEA Charters	Standard Charters	Traditional Districts[a]
Class of 2012			
African American	45.2	93.1	88.6
Hispanic	47.2	92.8	88.2
White	59.0	91.6	94.6
Econ. Disad.[b]	48.9	93.8	88.7
State	49.8	92.8	90.9
Class of 2013			
African American	42.7	93.1	89.1
Hispanic	48.1	93.8	88.9
White	55.7	92.7	94.8
Econ. Disad.[b]	49.0	94.1	88.9
State	48.6	93.7	91.3

[a]Excludes charters. [b]Economically disadvantaged.

from the previous year for all student groups in all settings, except African American students in AEA charters, whose rate increased 1.5 percentage points, and White students in traditional districts, whose rate remained the same.

Grade 9-12 Longitudinal Graduation Rates

The class of 2013 longitudinal graduation rates for standard charters (93.7%) and traditional districts (91.3%) were much higher than the rate for AEA charters (48.6%) (Table 13.4). Across settings, standard charters had the highest longitudinal graduation rates for all student groups except White students, whose rate was highest in traditional districts.

Recommended High School Program

In standard charters, 88 percent of graduates in the class of 2013 met the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (Table 13.5). In traditional districts, the rate was 76.5 percent, and in AEA charters, the rate was 29.1 percent.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 86.5 percent for the class of 2013. In traditional districts, the participation rate was 64.5 percent. In AEA charters, only 13.8 percent of graduates participated.

The percentage of examinees in the class of 2013 who scored at or above criterion on either test was 25.4 percent each for traditional districts and standard charters, and 8.1 percent for AEA charters. Criterion on the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24.

Table 13.5. Four-Year Longitudinal RHSP[a]/DAP[b] Graduation Rates (%), by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2012 and 2013

Group	AEA Charters	Standard Charters	Traditional Districts[c]
Class of 2012			
African American	18.9	79.6	67.9
Hispanic	32.5	87.1	73.5
White	28.7	84.2	79.9
State	29.3	85.8	75.7
Class of 2013			
African American	20.4	84.6	68.8
Hispanic	32.5	88.9	74.5
White	27.5	85.8	80.6
State	29.1	88.0	76.5

[a]Recommended High School Program. [b]Distinguished Achievement Program. [c]Excludes charters.

Agency Contact Persons

For information on charters, contact Sally Partridge, Associate Commissioner for Accreditation and School Improvement, (512) 463-5899; or Heather Mauzé, Charter Schools Division, (512) 463-9575.

Other Sources of Information

Accountability ratings, Texas Academic Performance Reports (TAPR), and profiles for each charter operator and charter campus are available from each charter and also available on the Texas Education Agency website at http://tea.texas.gov/perfreport. This Web page also provides access to the TAPR Glossary, which describes each item on the reports. Other evaluation reports pertaining to Texas charter schools may be found at http://tea.texas.gov/index2.aspx?id=2147485609.

14. Character Education

Texas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) to maintain a list of the programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- stress positive character traits;
- use integrated teaching strategies;
- be age-appropriate; and
- be approved by a district committee.

From 2002 until 2010, TEA conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of the programs on student discipline and academic achievement. TEA designated campuses as Character Plus Schools based on responses to the survey.

For 2009-10, the most recent school year for which data are available, 227 Texas school districts or charters (approximately 18%) responded to the survey. Approximately 89 percent of districts and charters completing the survey reported having character education programs. A total of 1,296 campuses in the responding districts and charters had programs meeting the Character Plus criteria, and 367 campuses had programs not meeting the criteria. About 11 percent of survey respondents reported not having character education programs.

Districts and charters that reported implementing character education programs were asked whether the programs had effects on academic achievement and student discipline. Over 61 percent reported improved standardized tests scores, and 45.0 percent reported improved local grades. Over 80 percent reported fewer discipline referrals, and almost 48 percent reported improved attendance.

Agency Contact Persons

For information about Character Plus Schools or character education programs, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087; or Kelly Callaway, Curriculum Division, (512) 463-9581.

Other Sources of Information

Criteria for Character Plus Schools, as defined by TEC §29.906, and the lists of Character Plus Schools for school years 2001-02 through 2009-10 are available at www.tea.state.tx.us/index4.aspx?id=6098.

15. Student Health and Physical Activity

Student health plays an integral part in the academic success of all students. To help promote student health, Texas promotes coordinated school health. The Coordinated School Health Model is designed to support and advance student academic performance by focusing on student physical, emotional, social, and educational development.

Physical Fitness Assessment

Under Texas Education Code (TEC) §38.101, all public school districts must assess the fitness levels of all students in Grades 3-12 on an annual basis. Districts must use a physical fitness assessment instrument specified by the commissioner of education and report results to the Texas Education Agency (TEA) (TEC §§38.102 and 38.103). The data must be aggregated and may not include student-level information (TEC §38.103). TEA is required to analyze the results of the physical fitness assessment and identify any correlation between the results and student academic achievement, attendance, obesity, disciplinary problems, and school meal programs (TEC §38.104).

After a thorough review process, the commissioner selected the FITNESSGRAM in 2007 as the official physical fitness assessment instrument. The FITNESSGRAM, created by The Cooper Institute of Dallas, measures body composition, aerobic capacity, strength, endurance, and flexibility. In the FITNESSGRAM program, a student is considered to be in the "Healthy Fitness Zone" if he or she achieves specified levels of fitness on individual tests, with performance targets tied to the student's age and gender. Students participate in six tests, which include activities such as a one-mile run, curl-ups, pushups, trunk lift, and shoulder stretches.

In 2007-08, private funds were used to pay for all software and training to support schools in implementing the physical fitness assessment. Regional education service centers (ESCs) and TEA staff provided training on the program to district staff throughout the state. Additional training on software installation and use, data collection, and data reporting has been provided through webinars, professional conferences, and the Texas Education Telecommunications Network (TETN).

In 2013, the 83rd Texas Legislature appropriated $5 million for the 2014-2015 biennium for the physical fitness assessment and related analysis. TEA entered into agreements with Human Kinetics (the publisher of FITNESSGRAM) and The Cooper Institute to provide a statewide license for FITNESSGRAM software at no cost to Texas public schools. The software provides a web-based data collection system and mobile applications that allow teachers to upload physical fitness assessment data directly to FITNESSGRAM servers. TEA continues to maintain the Physical Fitness Assessment Initiative application for districts that do not register for the FITNESSGRAM site license.

TEA also contracted with The Cooper Institute to conduct the required analysis of the physical fitness assessment data. Additional funding to Texas schools will provide training materials and equipment for use with FITNESSGRAM.

During the 2012-13 school year, TEA collected physical fitness assessment data from 964 districts and charters on 2,253,652 students, representing approximately 62 percent of all students in Grades 3-12. Both the number of participating districts and charters and the number of students assessed decreased from the previous year, when 2,296,200 students were assessed in 1,064 districts and charter schools.

Coordinated School Health Programs

TEC §38.013 requires that TEA make available to each school district one or more coordinated health programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes in elementary, middle school, and junior high school students. The health education component of coordinated school health programs must include oral health education.

Coordinated school health programs were last reviewed and approved by TEA in 2006. In October 2013, a review committee examined programs submitted by vendors and school districts and made recommendations to the commissioner of education for approval of coordinated school health programs that met all criteria established in 19 Texas Administrative Code (TAC) §102.1031. Programs approved by the commissioner

of education will be available beginning in the 2014-15 school year.

Instruction in Cardiopulmonary Resuscitation

The State Board of Education requires instruction in cardiopulmonary resuscitation (CPR) for students in Grades 7-12 (19 TAC §74.38; TEC §28.0023). School districts and open-enrollment charter schools must provide students with instruction in CPR at least once before graduation. The instruction in CPR may be provided as a part of any course, and a school administrator may waive the curriculum requirement for an eligible student who has a disability.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans (CIPs) must establish goals and objectives for the coordinated school health program on each elementary, middle, and junior high school campus. The goals and objectives must be based on the following: student fitness data; student academic performance data; attendance rates; the percentage of students identified as educationally disadvantaged; the use and success of any methods used to ensure that students participate in moderate to vigorous physical activity; and any other indicators recommended by the local school health advisory council (SHAC). During the 2012-13 and 2013-14 school years, district school health personnel received information about the statutory requirements through the ESCs via TETN.

School Health Survey

To enhance implementation of school health requirements and improve the quality of fitness data, TEA developed an annual survey to collect additional data from school districts on student health and physical activity programs (TEC §38.0141). Results from the survey help identify district needs and guide technical support and training related to effective implementation of coordinated school health programs and SHACs. The results also help other organizations and agencies throughout the state in efforts to improve policies and practices that affect health behavior in their districts and communities.

Mental Health

Health and Safety Code §161.325 requires that TEA and the Department of State Health Services (DSHS) annually update a list of recommended best-practice-based programs that address early mental health intervention; mental health promotion and positive youth development; substance abuse prevention and intervention; and suicide prevention. The programs are intended to be implemented in public elementary, middle, junior high, and high schools. TEA and DSHS established a work group to update the list in 2013. The list of programs is available on the TEA and DSHS websites and must also be accessible on the website of each ESC.

Resources for Teachers of Students With Special Health Needs

In accordance with the requirements of TEC §21.463, TEA and the Texas Health and Human Services Commission have developed a website to provide resources for teachers of students with special health needs. The website provides access to documents that discuss treatment and management of chronic illnesses and the effects such illnesses can have on a student's well-being and ability to succeed in school. Other documents on the website present information about preventing exposure to food allergens and contagious diseases.

Agency Contact Persons

For additional information on student health and physical activity, contact Monica Martinez, Associate Commissioner for Standards and Programs, (512) 463-9087; or Glenn Shanks, Curriculum Division, (512) 463-9581.

Other Sources of Information

Additional information on the Physical Fitness Assessment Initiative is available at www.tea.state.tx.us/index2.aspx?id=5168.

Aggregate fitness assessment data are available at www.tea.state.tx.us/index4.aspx?id=3975.

FITNESSGRAM results at the district level are available at kinney.tea.state.tx.us/Pfai/ReportGenerator.aspx

Findings from a study exploring associations between student fitness levels and academic achievement are available at www.cooperinstitute.org/ourkidshealth/index.cfm.

Best-practice-based programs that address early mental health intervention; mental health promotion and positive youth development; substance abuse prevention and intervention; and suicide prevention are available at www.tea.state.tx.us/index2.aspx?id=5571.

Resources for teachers of students with special health needs are available at www.tea.state.tx.us/index4.aspx?id=7119&menu_id=2147483656.

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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