

2022

Comprehensive Biennial Report on Texas Public Schools

A Report to the 88th Legislature
from the Texas Education Agency
December 2022

Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and Members of the 88th Texas Legislature.

The *2022 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 <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/comprehensive-report-on-texas-public-schools>, contains 16 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;
- student health and physical activity; and
- Foundation High School Program endorsements.

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Texas Education Agency
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Contents

1.	Performance Indicators	1
2.	Student Performance.....	7
3.	Performance of Students At Risk of Dropping Out of School.....	59
4.	Disciplinary Alternative Education Programs	73
5.	Graduates and Dropouts.....	83
6.	Grade-Level Retention.....	113
7.	District and Campus Performance	127
8.	Status of the Curriculum	197
9.	Charter Schools and Waivers.....	217
10.	Expenditures and Staff Hours for Direct Instructional Activities.....	223
11.	District Reporting Requirements	225
12.	Agency Funds and Expenditures	231
13.	Performance of Open-Enrollment Charters	237
14.	Character Education.....	245
15.	Student Health and Physical Activity	247
16.	Foundation High School Program Endorsements.....	253

Chapter 1.

Performance Indicators

This chapter of the *2022 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. The state-level TAPRs discussed in this chapter are available through the Texas Performance Reporting System on the Texas Education Agency (TEA) website at https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perf rept.perfmast.sas&_debug=0&lev=S&prgopt=reports%2Ftapr%2Fperformance.sas. Across the top of the Web page are listed categories of information. Hover over the category "TAPR" to select a report year. The 2021-22 report is anticipated to be published in early December 2022.

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 that were used in state accountability domain calculations and in distinction designation calculations, including the following:

- college, career, and military readiness (CCMR);
- student progress;
- economically disadvantaged percentage;
- Advanced Placement (AP)/International Baccalaureate (IB) results;
- SAT/ACT results;
- advanced course/dual enrollment completion;
- English language proficiency;
- attendance rate; and
- profile information on students, programs, and staff.

College, Career, and Military Readiness

The CCMR component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness in any one of the following ways.

Note. The STAAR results shown in the TAPR state performance report 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.

- Meet Texas Success Initiative (TSI) criteria in English language arts (ELA)/reading and mathematics. A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, or ACT, or by successfully completing and earning credit for a college prep course as defined in Texas Education Code §28.014, in both ELA and mathematics. The assessment results considered include TSI assessments through October 2021, SAT, and ACT. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.
- Meet criteria on AP/IB examination. A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB.
- Earn dual course credits. A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject.
- Enlist in the armed forces. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- Earn an industry-based certification. A graduate earning an industry-based certification under Title 19 of the Texas Administrative Code §74.1003.
- Earn an associate degree. A graduate earning an associate degree while in high school.
- Graduate with completed individualized education program (IEP) and workforce readiness. A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his or her IEP and either has demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- Graduate under an advanced diploma plan and be identified as a student currently receiving special education services. A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as the Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a distinguished level of achievement (FHSP-DLA).
- Earn a Level I or Level II certificate. A graduate earning a Level I or Level II certificate in any workforce education area.

For the class of 2021, 56 percent of graduates were considered college ready in reading, and 46 percent were considered college ready in mathematics. Forty-one percent of graduates were considered college ready in both subjects.

For the class of 2020, 60 percent of graduates were considered college ready in reading, and 48 percent were considered college ready in mathematics. Forty-three percent of graduates were considered college ready in both subjects.

Student Progress

The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score, the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is then categorized as *Limited*, *Expected*, or *Accelerated*. If a student's progress measure is *Expected*, he or she *Met* growth expectations. If the student's progress measure is *Accelerated*, he or she *Exceeded* growth expectations.

For STAAR Alternate 2 assessments, the progress measure is based on a student's stage change from the prior year to the current year. A student's stage for each year is determined by the student's scaled score achieved on the assessment. The student's stages of performance from the prior year and the current year are then compared to assign the student a progress indicator, which is a determination of whether the progress made is sufficient to designate the student as having *Met* or *Exceeded* growth expectations.

In 2022, STAAR progress measure results were used in the School Progress, Part A: Academic Growth and Closing the Gaps domain calculations. The School Progress, Part A calculation credited districts and campuses with one point for results that *Met* or *Exceeded* growth expectations, while results that maintained proficiency but *Did Not Meet* growth expectations earned one-half point. STAAR progress measure results were also used in the Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps distinction designation calculations.

In 2022, 75 percent *Met* or *Exceeded* progress, and 33 percent *Exceeded* progress in reading. In mathematics, 64 percent of tests *Met* or *Exceeded* progress, and 24 percent *Exceeded* progress.

Economically Disadvantaged Percentage

The economically disadvantaged percentage shows the percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported in the Texas Student Data System/Public Education Information Management System (TSDS/PEIMS) fall snapshot. Statewide, the economically disadvantaged rate in 2020-21 (60.3%) was unchanged from the rate in 2019-20. The economically disadvantaged percentage was used in the School Progress, Part B: Relative Performance domain and to construct campus comparison groups, which are used to award distinction designations.

Advanced Placement and International Baccalaureate Results

High school students who take the College Board's Advanced Placement (AP) or the International Baccalaureate Organization'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 distinction designations in ELA/reading, mathematics, science, and social studies, and for the postsecondary readiness distinction designation. AP/IB course completion results were also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

Statewide, the percentage of 11th and 12th graders taking at least one AP or IB examination was 21.1 percent in 2021 and 22.0 percent in 2020. The percentage of 11th and 12th graders with at least one score at or above criterion decreased statewide from 59.0 percent in 2020 to 48.6 in 2021.

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. SAT and ACT results were used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and postsecondary readiness. SAT and ACT results were also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

The percentage of graduates who took either the SAT or the ACT decreased from 76.7 percent for the class of 2020 to 70.7 percent for the class of 2021. Of the class of 2021 examinees, 32.9 percent scored at or above criterion on either test (a score of 480 on SAT evidence-based reading and writing or 19 on ACT English and an ACT composite score of 23 and 530 on SAT mathematics or 19 on ACT mathematics and an ACT composite score of 23), a slight decrease from 35.7 percent for the class of 2020.

The average SAT total score (evidence-based reading and writing, plus mathematics) for the class of 2021 was 1002, a decrease from 1019 for the class of 2020. The average ACT composite score for the class of 2021 was 20.0, a slight decrease from 20.2 for the class of 2020.

Advanced Course/Dual-Credit Completion

The percentage of students completing advanced/dual-credit courses is based on the number of students who complete and receive credit for at least one advanced or dual-credit course. This data is available for Grades 9-12. Advanced courses include AP courses, IB courses, dual-credit courses for which students can earn both high school and college credit, and other courses designated as academically advanced. Course completion information is reported by districts through TSDS/PEIMS after the close of the school year. For 2022 ratings, these results were used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness. Completing and earning at least three credit hours in ELA or mathematics or at least nine credit hours in any subject was also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

In 2021, the most recent year for which data were available, 46.3 percent of students in Grades 9-12 completed at least one advanced course, an increase from 44.6 percent in 2020. Across racial/ethnic groups in 2021, percentages of students completing advanced courses ranged from 37.4 percent for African American students to 72.3 percent for Asian students. Between 2020 and 2021, the percentages of students completing advanced courses increased or remained stable for students in all racial/ethnic groups, and for students identified as economically disadvantaged, as at-risk, as being served in special education programs, and as emergent bilingual students/English learners.

English Language Proficiency

The English Language Proficiency (ELP) component measures the progress of an emergent bilingual student/English learner (EB student/EL) toward achieving English language proficiency. The ELP component evaluates the Texas English Language Proficiency Assessment System (TELPAS) results for Grades K-12. A student is considered to have made progress if the student advances by at least one score of the composite rating from the prior year to the current year or if the student's result is Advanced High. Current EB students/ELs are the only students evaluated in this component. The 2022 ELP component evaluated current-year TELPAS and TELPAS Alternate results compared to prior-year results to determine whether the students made progress. English language proficiency was used in the Closing the Gaps domain calculations. Statewide, 39 percent of EB students/ELs showed progress toward achieving English language proficiency in 2022.

Attendance Rate

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. The attendance rate indicator applies to all four subject areas (ELA/reading, mathematics, science, and social studies) distinction designations. Statewide, the attendance rate in 2019-20 was 98.3 percent, an increase from 95.4 percent in 2018-19.

Profile Information

In addition to performance data, the TAPR provides descriptive statistics on a variety of student, program, and staff data.

Agency Contact Person

For more information about the Texas Academic Performance Report indicators, contact Iris Tian, Associate Commissioner of Assessment and Performance Reporting, (512) 463-9536.

Other Sources of Information

Texas Academic Performance Reports and profiles for each public school district and campus are available from each district and on the TEA website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

Chapter 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 Alternate 2, the Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate.

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 or the course being assessed. Students are tested in mathematics and reading in Grades 3-8, science in Grades 5 and 8, and social studies in Grade 8 (Table 2.1). Students were also tested in writing in Grades 4 and 7 through spring 2021. In 2019, the 86th Texas Legislature passed House Bill 3906, which eliminated STAAR writing tests in Grades 4 and 7 starting in 2022. In general, students must pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma from a Texas public school district or open-enrollment charter school (Texas Education Code [TEC] §39.025). A student who fails no more than two of the required STAAR EOC assessments can still receive a diploma if he or she is determined to be qualified to graduate by an individual graduation committee (TEC §28.0258). STAAR is designed to meet state and federal requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Table 2.1
State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, and STAAR Alternate 2, 2021 and 2022

Subject Area	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	End-of-Course	
Reading	STAAR STAAR Sp ^a STAAR Alt 2 ^b	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	<u>English I</u> STAAR STAAR Alt 2	<u>English II</u> STAAR STAAR Alt 2
Writing ^c	n/a ^d	STAAR STAAR Sp STAAR Alt 2	n/a	n/a	STAAR STAAR Alt 2	n/a	<u>English I</u> STAAR STAAR Alt 2	<u>English II</u> STAAR STAAR Alt 2
Mathematics	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	<u>Algebra I</u> STAAR STAAR Alt 2	
Science	n/a	n/a	STAAR STAAR Sp STAAR Alt 2	n/a	n/a	STAAR STAAR Alt 2	<u>Biology</u> STAAR STAAR Alt 2	
Social Studies	n/a	n/a	n/a	n/a	n/a	STAAR STAAR Alt 2	<u>U.S. History</u> STAAR STAAR Alt 2	

^aSTAAR Spanish. ^bSTAAR Alternate 2. ^cThe writing assessments in Grades 4 and 7 were last administered in 2021. ^dNot applicable.

STAAR Spanish assessments are offered for mathematics and reading in Grades 3-5 and science in Grade 5. A STAAR Spanish test in writing in Grade 4 was offered through spring 2021 (Table 2.1). 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 blueprints. STAAR Spanish is designed to meet state and federal requirements under ESEA, as amended by ESSA.

STAAR Alternate 2 is an assessment based on alternate academic achievement standards and is designed for students receiving special education services who have the most significant cognitive disabilities and meet the specific participation requirements for the assessment. STAAR Alternate 2 is designed to meet state and federal requirements under ESEA, as amended by ESSA, and is offered in the same grades/subjects and courses assessed by STAAR (Table 2.1 on page 7).

TELPAS measures the annual progress made by students in kindergarten through Grade 12 who are identified as emergent bilingual students/English learners (EB students/ELs) in learning English in four language domains: listening, speaking, reading, and writing (Table 2.2). 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 EB students/ELs 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 EB students/ELs are expected to learn, as well as proficiency level descriptors (PLDs) characterizing the four English language proficiency levels reported in Texas. TELPAS is designed to meet state requirements and federal requirements under ESEA, as amended by ESSA.

Table 2.2
Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, 2021 and 2022

Grade Range	Assessment
K-1	TELPAS assessments in four language domains: listening, speaking, reading, and writing.
2-12	TELPAS and TELPAS Alternate assessments in four language domains: listening, speaking, reading, and writing.

Under ESSA, the state is required to administer an alternate assessment for EB students/ELs with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment, even with allowable accommodations. TELPAS Alternate is designed to evaluate the English language proficiency of EB students/ELs in Grades 2-12 who have significant cognitive disabilities (Table 2.2). TELPAS Alternate is a holistic inventory aligned to the ELPS; however, it is based on alternate PLDs that were created to address the specific access needs of this student population. Like TELPAS, TELPAS Alternate assesses four language domains: listening, speaking, reading, and writing.

STAAR Performance Levels and Policy Definitions

For the STAAR Grades 3-8 and EOC assessments (including STAAR Spanish), there are four performance levels.

Masters Grade Level—performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

Meets Grade Level—performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.

Approaches Grade Level—performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.

Did Not Meet Grade Level—performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

Setting STAAR Performance Standards

A variety of factors were taken into consideration when setting STAAR performance standards, 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. In other words, 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 as well as policy considerations.

The original STAAR performance standards were approved by the commissioner of education and subsequently adopted in 2012. A phase-in period was implemented to provide school districts with time to adjust instruction, provide targeted professional development, increase teacher effectiveness, and close knowledge gaps. In 2017, the commissioner replaced the phase-in schedule with the final set of standards and labels indicating student performance. The phase-in standard was established as the minimum passing requirement (Approaches Grade Level) and the panel-recommended standard as the benchmark indicating a higher level of satisfactory achievement (Meets Grade Level). The Level III performance standard was renamed Masters Grade Level to clearly indicate advanced grade-level performance on a STAAR assessment and to articulate the relationship between each of the performance levels. It is important to note that although the labels were changed, the performance standards remained the same.

STAAR Grades 3-8 Results

State Summary

In reading, Approaches Grade Level passing rates in 2022 ranged from 69 percent in Grade 6 to 82 percent in Grade 8 (Table 2.3). Across grades, students achieved Masters Grade Level performance at the highest rate in Grades 7 and 8 (37%).

Table 2.3
STAAR Grades 3-8 Performance, All Students, by Subject and Grade, 2021 and 2022

Grade	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading						
3	66	37	19	75	50	30
4	62	35	17	76	52	28
5	72	45	30	80	56	36
6	61	31	14	69	42	22
7	68	44	25	78	54	37
8	72	45	21	82	56	37
Writing						
4	52	26	8	n/a ^a	n/a	n/a
7	62	32	9	n/a	n/a	n/a
Mathematics						
3	61	29	14	70	41	20
4	58	34	21	68	41	22
5	69	42	24	75	46	24
6	66	34	14	72	37	15
7	54	25	11	59	29	12
8	60	35	10	70	38	13
Science						
5	60	29	12	65	37	17
8	67	42	23	73	43	22
Social Studies						
8	56	27	13	59	29	17

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

^aNot applicable. The writing assessments were last administered in 2021.

In writing, 52 percent of Grade 4 students and 62 percent of Grade 7 students met the Approaches Grade Level passing standard in 2021. Eight percent of fourth-grade students and 9 percent of seventh-grade students achieved Masters Grade Level performance. As previously noted, the writing assessments in Grades 4 and 7 were last administered in 2021.

In mathematics, Approaches Grade Level passing rates in 2022 ranged from 59 percent in Grade 7 to 75 percent in Grade 5. Across grades, students achieved Masters Grade Level performance at the highest rate in Grade 5 (24%).

In science, 65 percent of Grade 5 students and 73 percent of Grade 8 students met the Approaches Grade Level passing standard in 2022. Seventeen percent of fifth-grade students and 22 percent of eighth-grade students achieved Masters Grade Level performance.

In social studies, 59 percent of eighth-grade students met the Approaches Grade Level passing standard in 2022 while 17 percent achieved Masters Grade Level performance.

Results by Race/Ethnicity

In reading, Approaches Grade Level passing rates for African American students in 2022 ranged from 57 percent in Grade 6 to 75 percent in Grade 8 (Appendices 2-D through 2-I beginning on page 39). Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grades 5, 7, and 8 (26% each). Among Hispanic students in 2022, Approaches Grade Level passing rates in reading ranged from 63 percent in Grade 6 to 78 percent in Grade 8. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 8 (30%). Among White students in 2022, Approaches Grade Level passing rates in reading ranged from 82 percent in Grade 6 to 89 percent in Grade 8. Across grades, White students achieved Masters Grade Level performance at the highest rates in Grade 7 (50%).

In writing, 39 percent of African American students in Grade 4 and 51 percent in Grade 7 met the Approaches Grade Level passing standard in 2021. During the same year, four percent of African American students in Grade 4 and five percent in Grade 7 achieved Masters Grade Level performance. Hispanic students in 2021 had Approaches Grade Level passing rates in writing of 43 percent in Grade 4 and 53 percent in Grade 7. Four percent of Hispanic students in Grade 4 and 5 percent in Grade 7 achieved Masters Grade Level performance. White students in 2021 had Approaches Grade Level passing rates in writing of 67 percent in Grade 4 and 76 percent in Grade 7. Thirteen percent of White students in Grade 4 and 14 percent in Grade 7 achieved Masters Grade Level performance. As previously noted, the writing assessments in Grades 4 and 7 were last administered in 2021.

In mathematics, Approaches Grade Level passing rates for African American students in 2022 ranged from 43 percent in Grade 7 to 61 percent in Grade 5. Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grade 5 (13%). Among Hispanic students in 2022, Approaches Grade Level passing rates in mathematics ranged from 53 percent in Grade 7 to 72 percent in Grade 5. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 5 (18%). Among White students in 2022, Approaches Grade Level passing rates in mathematics ranged from 75 percent in Grade 7 to 85 percent in Grades 5 and 6. Across grades, White students achieved Masters Grade Level performance at the highest rate in Grades 4 and 5 (33%).

In science, 48 percent of African American students in Grade 5 and 61 percent in Grade 8 met the Approaches Grade Level passing standard in 2022. Eight percent of African American students in Grade 5 and 12 percent in Grade 8 achieved Masters Grade Level performance. Hispanic students in 2022 had Approaches Grade Level passing rates in science of 59 percent in Grade 5 and 67 percent in Grade 8. Twelve percent of Hispanic students in Grade 5 and 16 percent in Grade 8 achieved Masters Grade Level performance. White students in 2022 had Approaches Grade Level passing rates in science of 80 percent in Grade 5 and 85 percent in Grade 8. Twenty-seven percent of White students in Grade 5 and 34 percent in Grade 8 achieved Masters Grade Level performance.

In social studies, 48 percent of African American eighth-grade students met the Approaches Grade Level passing standard in 2022, and 9 percent achieved Masters Grade Level performance. Fifty-one percent of Hispanic eighth-grade students met the Approaches Grade Level passing standard in social studies in 2022, and 11 percent achieved Masters Grade Level performance. Seventy-four percent of White eighth-grade students met the Approaches Grade Level passing standard in social studies in 2022, and 27 percent achieved Masters Grade Level performance.

Results by Special Population

STAAR Grades 3-8 results for students identified as at risk of dropping out of school are presented in Appendices 2-D through 2-I beginning on page 39. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2022 for at-risk students were lower than for all students tested. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

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. STAAR results for economically disadvantaged students are presented in Appendices 2-D through 2-I beginning on page 39. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2022 for economically disadvantaged students were lower than for all students tested.

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. STAAR results for students receiving special education services are presented in Appendices 2-D through 2-I beginning on page 39. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2022 for special education students were lower than for all students tested.

STAAR Spanish Grades 3-5 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 2022, the number of students taking STAAR Spanish ranged from 7,465 in Grade 5 mathematics to 29,750 in Grade 3 reading (Appendices 2-J through 2-L beginning on page 46). In reading, Approaches Grade Level passing rates in 2022 ranged from 49 percent in Grade 4 to 64 percent in Grade 5 (Table 2.4 on page 13). In mathematics, Approaches Grade Level passing rates ranged from 45 percent in Grade 4 to 56 percent in Grade 3. Thirty-three percent of Grade 5 students met the Approaches Grade Level passing standard in science in 2022. In 2021, the last year the writing assessment was administered, 35 percent of Grade 4 students met the Approaches Grade Level passing standard.

Table 2.4
STAAR Spanish Grades 3-5 Performance, All Students, by Subject and Grade, 2021 and 2022

Grade	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading						
3	52	24	15	55	24	14
4	46	24	12	49	29	15
5	75	45	21	64	33	13
Writing						
4	35	14	4	n/a ^a	n/a	n/a
Mathematics						
3	42	14	5	56	26	10
4	32	13	6	45	18	8
5	42	17	7	49	20	7
Science						
5	31	8	2	33	11	3

^aNot applicable. The writing assessment was last administered in 2021.

STAAR EOC Assessment Results

State Summary

In 2022, Approaches Grade Level passing rates on STAAR EOC assessments ranged from 63 percent in English I to 89 percent in U.S. History (Table 2.5). Percentages of students achieving Masters Grade Level performance ranged from 9 percent in English II to 44 percent in U.S. History.

Table 2.5
STAAR End-of-Course Performance, All Students, by Course, 2021 and 2022

Subject	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
English I	66	50	12	63	48	11
English II	70	57	11	71	57	9
Algebra I	72	41	23	74	46	30
Biology	81	54	22	82	57	23
U.S. History	88	69	43	89	71	44

Results by Race/Ethnicity

Across STAAR EOC assessments in 2022, Approaches Grade Level passing rates for African American, Hispanic, and White students were highest in U.S. History (84%, 87%, and 96%, respectively) and lowest in English I (53%, 56%, and 79%) (Appendix 2-M on page 49). Similarly, percentages of African American, Hispanic, and White students achieving Masters Grade Level performance were highest in U.S. History (32%, 36%, and 60%, respectively) and lowest in English II (4%, 5%, and 15%).

Results by Special Population

STAAR EOC assessment results for students identified as at risk of dropping out of school are presented in Appendix 2-M on page 49. For every EOC assessment administered in 2022, the Approaches Grade Level passing rate for at-risk students was lower than for all students tested. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

STAAR EOC assessment results for economically disadvantaged students are presented in Appendix 2-M on page 49. For every EOC assessment administered in 2022, the Approaches Grade Level passing rate for economically disadvantaged students was lower than for all students tested.

STAAR EOC assessment results for students receiving special education services are presented in Appendix 2-M on page 49. For every EOC assessment administered in 2022, the Approaches Grade Level passing rate for special education students was lower than for all students tested.

STAAR Alternate 2 Results

STAAR Alternate 2 Grades 3-8 and EOC assessments are available for students who have the most significant cognitive disabilities. The assessments involve teachers observing students as they respond to standardized, state-developed assessment questions that link to the grade-level TEKS. Teachers evaluate student performance based on standard scoring instructions embedded into each question and submit student results to the testing contractor. A student assessed with STAAR Alternate 2 is administered this assessment for all content areas assessed at the student's grade level.

Performance levels for STAAR Alternate 2 are Level I: Developing Academic Performance, Level II: Satisfactory Academic Performance, and Level III: Accomplished Academic Performance. Across Grades 3-8 in 2022, Level II passing rates on STAAR Alternate 2 ranged from 85 percent in Grade 3 reading to 97 percent in Grade 8 science (Table 2.6 on page 15). Percentages of students achieving Level III performance ranged from 13 percent in Grade 3 reading to 49 percent in Grade 8 mathematics.

In 2022, Level II passing rates on STAAR Alternate 2 EOC assessments ranged from 91 percent in English I to 96 percent in Biology (Table 2.7 on page 15). Percentages of students achieving Level III performance ranged from 39 percent in Algebra I to 50 percent in U.S. History.

STAAR and TELPAS Performance of Students Identified as Emergent Bilingual Students/English Learners

STAAR measures achievement of academic knowledge and skills, and TELPAS measures how well emergent bilingual students/English learners (EB students/ELs) are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. For kindergarten and Grade 1, TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. For Grades 2-12, TELPAS includes online, item-based assessments in listening, speaking, and reading, as well as holistically rated student writing collections.

Table 2.6
STAAR Alternate 2 Grades 3-8 Participation and Performance, by Subject and Grade, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
3	4,962	16	84	14	6,584	15	85	13
4	5,043	15	85	14	6,404	12	88	19
5	5,131	10	90	15	6,203	11	89	20
6	4,921	11	89	32	6,179	9	91	31
7	4,585	10	90	41	6,127	8	92	30
8	4,511	5	95	26	5,794	7	93	37
Writing								
4	5,031	17	83	22	n/a ^a	n/a	n/a	n/a
7	4,575	9	91	39	n/a	n/a	n/a	n/a
Mathematics								
3	4,961	15	85	13	6,587	8	92	30
4	5,040	12	88	19	6,408	5	95	26
5	5,138	11	89	20	6,205	6	94	33
6	4,923	9	91	31	6,176	7	93	45
7	4,581	8	92	30	6,120	5	95	43
8	4,507	7	93	37	5,801	5	95	49
Science								
5	5,130	5	95	31	6,200	6	94	42
8	4,492	6	94	44	5,794	3	97	41
Social Studies								
8	4,503	6	94	37	5,796	5	95	44

^aNot applicable. The writing assessments were last administered in 2021.

Table 2.7
STAAR Alternate 2 End-of-Course Performance, All Students, by Course, 2021 and 2022

Subject	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
English I	4,499	6	94	32	6,007	9	91	42
English II	4,089	7	93	42	5,490	6	94	46
Algebra I	4,514	9	91	34	5,996	7	93	39
Biology	4,424	4	96	34	5,862	4	96	41
U.S. History	3,869	6	94	39	5,046	5	95	50

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 acquisition. Student performance is reported in terms of the four English language proficiency levels—beginning, intermediate, advanced, and advanced high. 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 academic skills that are assessed on the English version of 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.

Table 2.8 presents participation and performance data for current EB students/ELs assessed by STAAR reading tests and TELPAS in 2022. Appendix 2-A on page 20 presents results for current and former EB students/ELs by grade and special language program instructional model.

Table 2.8
Participation and Performance of Current Emergent Bilingual Students/English Learners (EB Students/ELs)^a on STAAR Reading and TELPAS,^b by Grade, 2022

Grade	STAAR Reading Tested (N)	STAAR Reading Achieved Approaches (%)	STAAR Reading Achieved Meets (%)	STAAR Reading Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg. ^c Proficiency (%)	TELPAS Met Int. ^d Proficiency (%)	TELPAS Met Adv. ^e Proficiency (%)	TELPAS Met Adv. High Proficiency (%)
K	n/a ^f	n/a	n/a	n/a	90,157	47	33	13	7
1	n/a	n/a	n/a	n/a	95,182	25	39	22	14
2	n/a	n/a	n/a	n/a	91,779	11	52	32	5
3	93,465	67	37	19	93,960	5	37	42	16
4	95,304	67	41	19	95,699	6	34	43	17
5	94,192	72	43	23	94,501	4	26	44	25
6	90,172	54	24	9	90,238	3	31	47	20
7	87,901	64	33	17	87,845	3	29	47	22
8	77,386	66	33	16	77,716	3	28	48	21
9	n/a	n/a	n/a	n/a	75,870	7	39	39	14
10	n/a	n/a	n/a	n/a	54,561	5	39	41	16
11	n/a	n/a	n/a	n/a	45,325	4	38	42	16
12	n/a	n/a	n/a	n/a	33,995	3	40	41	15

Note. STAAR results are based on 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 EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bTexas English Language Proficiency Assessment System. ^cBeginning. ^dIntermediate. ^eAdvanced. ^fNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested.

STAAR Alternate 2 and TELPAS Alternate Performance of Students Identified as Emergent Bilingual Students/English Learners

STAAR Alternate 2 measures prerequisite skills derived from student expectations in earlier grades that link directly to the grade-level content, and TELPAS Alternate is a holistic inventory aligned to the English Language Proficiency Standards (ELPS) based on alternate proficiency level descriptors (PLDs) that were created to address the specific access needs of emergent bilingual students/English learners (EB students/ELs) with significant cognitive disabilities.

TELPAS Alternate is not a traditional test in which students answer questions. The holistic inventory contains descriptions of behaviors, called Observable Behaviors, for test administrators to consider regarding each student's use of the English language in each of the four domains: listening, speaking, reading, and writing. For TELPAS Alternate, each Observable Behavior describes characteristics that students learning English demonstrate as they gain proficiency.

Table 2.9 on page 17 presents participation and performance data for current EB students/ELs assessed by STAAR Alternate 2 reading tests and TELPAS Alternate in 2022. Appendices 2-B and 2-C beginning on page 27 present results for current and former EB students/ELs by grade and special language program instructional model.

Table 2.9

Performance of Current Emergent Bilingual Students/English Learners (EB Students/ELs)^a on STAAR Alternate 2 Reading and TELPAS^b Alternate, by Grade, 2022

Group	STAAR Alternate 2 Reading Tested (N)	STAAR Alternate 2 Reading Achieved Dev. ^c (%)	STAAR Alternate 2 Reading Achieved Sat. ^d (%)	STAAR Alternate 2 Reading Achieved Acc. ^e (%)	TELPAS Alternate Tested (N)	TELPAS Alternate Met Aware. ^f Prof. ^g (%)	TELPAS Alternate Met Limit. ^h Prof. (%)	TELPAS Alternate Met Early Ind. ⁱ Prof. (%)	TELPAS Alternate Met Dev. Ind. ^j Prof. (%)	TELPAS Alternate Met Basic Flu. ^k Prof. (%)
K	n/a ^l	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	1,294	26	32	26	13	3
3	1,339	14	86	12	1,300	16	25	29	23	7
4	1,206	9	91	21	1,184	12	20	27	25	16
5	1,157	8	92	24	1,136	11	15	21	29	24
6	1,044	7	93	31	1,031	12	16	22	26	24
7	883	6	94	36	880	8	15	19	27	31
8	768	7	93	39	764	10	14	21	25	30
9	n/a	n/a	n/a	n/a	583	14	16	21	24	26
10	n/a	n/a	n/a	n/a	428	11	15	17	24	32
11	n/a	n/a	n/a	n/a	363	12	16	19	23	30
12	n/a	n/a	n/a	n/a	278	13	18	19	23	28

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bTexas English Language Proficiency Assessment System. ^cDeveloping. ^dSatisfactory. ^eAccomplished. ^fAwareness. ^gProficiency.

^hLimitation. ⁱEarly Independence. ^jDeveloping Independence. ^kBasic Fluency. ^lNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested.

A Study of the Correlation Between STAAR English II Performance and English II Course Performance

Overview

TEA is required to evaluate the correlation between student grades in a course and student performance on the corresponding state-mandated assessment. The most recent study examined the association between passing the spring 2021 STAAR English II assessment (i.e., meeting the Approaches Grade Level standard) and passing the English II course (i.e., receiving course credit).

The passing rates for the spring 2021 STAAR English II assessment were compared with the passing rates for the English II course using course completion information submitted to TEA by districts for the 2020-21 school year. All students in the state for whom both STAAR English II data and English II 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 2020-21 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.

Overall Performance

Overall, 73 percent of students in the study sample who took English II passed the STAAR English II assessment (Table 2.10). Sixty-nine percent of students passed both the STAAR English II assessment and the English II course. The percentage of students who passed the course (90%) was higher than the percentage who passed the test (73%). Four percent passed the STAAR English II assessment only, 21 percent passed the English II course only, and 6 percent did not pass either.

Table 2.10
Passing Rates, English II Course and STAAR English II End-of-Course Assessment, 2020-21, by Student Group

Group	Course Enrollment (N)	Course Enrollment (%)	Passed STAAR (%)	Passed Course (%)	Passed Both (%)	Passed STAAR Only (%)	Passed Course Only (%)	Did Not Pass Either (%)
All Students	368,390	100	73	90	69	4	21	6
African American	45,552	12	63	88	58	4	29	8
Hispanic	192,634	52	67	87	62	5	25	8
White	101,710	28	85	95	83	2	13	2
Econ. Disad. ^a	199,826	54	63	86	58	5	28	9
Not Econ. Disad.	168,258	46	85	95	82	3	13	2
Female	180,641	49	79	92	75	4	17	4
Male	187,749	51	68	88	63	4	25	8

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

^aEconomically disadvantaged.

Performance by Race/Ethnicity

Regardless of race/ethnicity, students passed the English II course at higher rates than they passed the STAAR English II assessment (Table 2.10). The percentage passing both the course and the test was higher for White students (83%) than for African American or Hispanic students (58% and 62%, respectively). Across racial/ethnic groups, the passing rates for the STAAR English II assessment ranged from 63 percent to 85 percent, and the passing rates for the English II course ranged from 87 percent to 95 percent.

Among African American students, the passing rate for the English II course (88%) was higher than the passing rate for STAAR English II assessment (63%). Fifty-eight percent of African American students passed both the test and the course. Four percent passed the STAAR English II assessment only, 29 percent passed the English II course only, and 8 percent did not pass either.

Among Hispanic students, the passing rate for the English II course (87%) was higher than the passing rate for the STAAR English II assessment (67%). Sixty-two percent of Hispanic students passed both the test and the course. Five percent passed the STAAR English II test only, 25 percent passed the English II course only, and 8 percent did not pass either.

Among White students, the passing rate for the English II course (95%) was higher than the passing rate for the STAAR English II test (85%). Eighty-three percent of White students passed both the test and the course. Two percent passed the STAAR English II test only, 13 percent passed the English II course only, and 2 percent did not pass either.

Performance by Gender

The passing rates for the STAAR English II assessment, the English II course, and both the test and the course were higher for female students than for male students (Table 2.10 on page 18).

Among female students, the passing rate for the English II course (92%) was higher than the passing rate for the STAAR English II assessment (79%). Seventy-five percent of female students passed both the test and the course. Four percent of female students passed the STAAR English II assessment only, 17 percent passed the English II course only, and 4 percent did not pass either.

Among male students, the passing rate for the English II course (88%) was higher than the passing rate for the STAAR English II assessment (68%). Sixty-three percent of male students passed both the test and the course. Four percent of male students passed the STAAR English II assessment only, 25 percent passed the English II course only, and 8 percent did not pass either.

Performance by Economic Status

The passing rates for the STAAR English II assessment, the English II course, and both the test and the course were lower for students identified as economically disadvantaged than for students not identified as economically disadvantaged (Table 2.10 on page 18).

Among students identified as economically disadvantaged, the passing rate for the English II course (86%) was higher than the passing rate for the STAAR English II assessment (63%). Fifty-eight percent of economically disadvantaged students passed both the test and the course. Five percent of economically disadvantaged students passed the STAAR English II assessment only, 28 percent passed the English II course only, and 9 percent did not pass either.

Among students not identified as economically disadvantaged, the passing rate for the English II course (95%) was higher than the passing rate for the STAAR English II assessment (85%). Eighty-two percent of non-economically disadvantaged students passed both the test and the course. Three percent of non-economically disadvantaged students passed the STAAR English II assessment only, 13 percent passed the English II course only, and 2 percent did not pass either.

Agency Contact Persons

For information about the Texas Assessment Program or assessment results, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; or Iris Tian, Associate Commissioner of Assessment and Performance Reporting, (512) 463-9536.

Other Sources of Information

STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate 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
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners
(EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program
Instructional Model, 2022

Group	STAAR Reading Tested (N)	STAAR Reading Achieved Approaches (%)	STAAR Reading Achieved Meets (%)	STAAR Reading Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg.^b Prof.^c (%)	TELPAS Met Int.^d Prof. (%)	TELPAS Met Adv.^e Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade K									
All Current EBs/ELs ^f	n/a ^g	n/a	n/a	n/a	90,157	47	33	13	7
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	55,944	61	31	6	2
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	14,827	56	31	10	4
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	3,574	72	26	2	1
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	9,964	53	36	8	3
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	27,579	66	30	3	1
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	21,395	19	36	29	17
ESL/Content-Based	n/a	n/a	n/a	n/a	15,986	18	35	30	17
ESL/Pull-Out	n/a	n/a	n/a	n/a	5,409	21	38	26	15
No Services	n/a	n/a	n/a	n/a	11,817	33	35	21	11
Grade 1									
All Current EBs/ELs	n/a	n/a	n/a	n/a	95,182	25	39	22	14
All Bil. Education Programs	n/a	n/a	n/a	n/a	58,484	33	43	17	7
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	18,081	27	40	20	13
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	3,809	43	45	11	2
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	10,373	27	44	21	8
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	26,221	38	45	14	3
All ESL Programs	n/a	n/a	n/a	n/a	22,342	8	28	34	29
ESL/Content-Based	n/a	n/a	n/a	n/a	16,458	8	28	35	29
ESL/Pull-Out	n/a	n/a	n/a	n/a	5,884	9	28	31	31
No Services	n/a	n/a	n/a	n/a	13,402	18	37	27	19
Grade 2									
All Current EBs/ELs	n/a	n/a	n/a	n/a	91,779	11	52	32	5
All Bil. Education Programs	n/a	n/a	n/a	n/a	55,258	14	54	28	4
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	16,629	12	53	31	4
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	3,994	17	55	24	3
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	10,104	12	52	31	5
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	24,531	16	55	26	3
All ESL Programs	n/a	n/a	n/a	n/a	21,539	6	45	41	9
ESL/Content-Based	n/a	n/a	n/a	n/a	15,556	6	44	41	9
ESL/Pull-Out	n/a	n/a	n/a	n/a	5,983	6	48	39	6
No Services	n/a	n/a	n/a	n/a	14,122	10	53	33	5

Note. STAAR results are based on 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 EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cProficiency. ^dIntermediate. ^eAdvanced. ^fCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments 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 EB students/ELs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^kA dash (-) indicates data are not reported to protect student anonymity.

continues

Appendix 2-A (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2022

Group	STAAR Reading Tested (N)	STAAR Reading Achieved Approaches (%)	STAAR Reading Achieved Meets (%)	STAAR Reading Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg. ^b Prof. ^c (%)	TELPAS Met Int. ^d Prof. (%)	TELPAS Met Adv. ^e Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade 3									
All Current EBs/ELs ^f	93,465	67	37	19	93,960	5	37	42	16
All Bil. ^h Education Programs	53,383	65	34	18	53,762	6	40	41	13
Transitional Bil./Early Exit	18,114	65	34	17	18,317	6	39	41	14
Transitional Bil./Late Exit	4,204	66	36	19	4,225	7	42	39	12
Dual Immersion/Two-Way	9,235	67	36	20	9,293	5	35	43	16
Dual Immersion/One-Way	21,830	63	32	17	21,927	7	41	40	12
All ESL ⁱ Programs	23,041	72	44	23	23,190	2	31	46	21
ESL/Content-Based	15,342	74	46	26	15,400	2	30	45	23
ESL/Pull-Out	7,699	69	39	19	7,790	2	33	46	18
No Services	16,380	65	36	18	16,307	4	38	43	15
All Former EBs/ELs ^j	4,686	94	75	50	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	248	95	80	57	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	70	94	77	59	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	144	95	79	56	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	34	97	88	62	n/a	n/a	n/a	n/a	n/a
All ESL Programs	83	96	89	72	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	58	95	91	71	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	25	100	84	76	n/a	n/a	n/a	n/a	n/a
No Services	4,311	94	75	49	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current EBs/ELs	95,304	67	41	19	95,699	6	34	43	17
All Bil. Education Programs	51,479	65	40	18	51,945	7	36	42	15
Transitional Bil./Early Exit	17,700	66	39	16	17,926	7	35	42	15
Transitional Bil./Late Exit	4,306	66	40	19	4,311	7	38	41	14
Dual Immersion/Two-Way	8,829	68	44	21	8,862	6	32	44	18
Dual Immersion/One-Way	20,644	63	38	18	20,846	8	38	41	14
All ESL Programs	23,934	72	46	21	23,993	4	30	45	21
ESL/Content-Based	15,329	73	48	23	15,277	4	29	45	23
ESL/Pull-Out	8,605	69	42	18	8,716	4	32	47	18
No Services	19,235	66	39	17	19,076	6	37	43	15

Note. STAAR results are based on 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 EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cProficiency. ^dIntermediate. ^eAdvanced. ^fCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments 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 EB students/ELs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^kA dash (-) indicates data are not reported to protect student anonymity.

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Appendix 2-A (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2022

Group	STAAR Reading	STAAR Reading	STAAR Reading	STAAR Reading	TELPAS Tested (N)	TELPAS Met Beg. ^b	TELPAS Met Int. ^d	TELPAS Met Adv. ^e	TELPAS Met Adv. High Prof.
	Tested (N)	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)		Prof. ^c (%)	Prof. (%)	Prof. (%)	High Prof. (%)
All Former EBs/ELs ⁱ	6,475	97	86	58	n/a ^g	n/a	n/a	n/a	n/a
All Bil. ^h Education Programs	382	99	92	70	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	75	100	92	73	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	10	100	100	70	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	217	99	90	70	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	80	100	95	70	n/a	n/a	n/a	n/a	n/a
All ESL ^l Programs	138	99	91	70	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	103	99	93	73	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	35	97	86	63	n/a	n/a	n/a	n/a	n/a
No Services	5,927	97	86	57	n/a	n/a	n/a	n/a	n/a
Grade 5									
All Current EBs/ELs ^f	94,192	72	43	23	94,501	4	26	44	25
All Bil. Education Programs	46,431	72	43	22	46,814	5	27	44	24
Transitional Bil./Early Exit	15,469	70	41	21	15,631	5	27	45	23
Transitional Bil./Late Exit	4,223	71	44	24	4,240	6	27	43	23
Dual Immersion/Two-Way	7,709	77	48	26	7,770	4	22	44	29
Dual Immersion/One-Way	19,030	72	43	21	19,173	6	28	42	23
All ESL Programs	23,774	74	46	26	23,949	3	24	45	29
ESL/Content-Based	13,710	75	49	29	13,739	3	23	43	32
ESL/Pull-Out	10,064	72	43	22	10,210	3	25	47	26
No Services	23,280	70	41	22	23,032	4	29	45	22
All Former EBs/ELs	10,433	98	88	69	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	758	99	92	72	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	86	99	90	67	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	15	100	93	60	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	428	100	92	71	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	229	99	95	78	n/a	n/a	n/a	n/a	n/a
All ESL Programs	240	99	95	79	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	174	98	94	76	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	66	100	98	88	n/a	n/a	n/a	n/a	n/a
No Services	9,378	98	88	68	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on 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 EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cProficiency. ^dIntermediate. ^eAdvanced. ^fCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments 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 EB students/ELs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^kA dash (-) indicates data are not reported to protect student anonymity.

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Appendix 2-A (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2022

Group	STAAR Reading Tested (N)	STAAR Reading Achieved Approaches (%)	STAAR Reading Achieved Meets (%)	STAAR Reading Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg. ^b Prof. ^c (%)	TELPAS Met Int. ^d Prof. (%)	TELPAS Met Adv. ^e Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade 6									
All Current EBs/ELs ^f	90,172	54	24	9	90,238	3	31	47	20
All Bil. ^h Education Programs	8,179	56	26	10	8,576	3	27	47	22
Transitional Bil./Early Exit	2,336	53	23	8	2,482	4	29	50	18
Transitional Bil./Late Exit	652	53	22	8	807	4	30	50	16
Dual Immersion/Two-Way	2,892	59	29	12	2,913	3	24	44	29
Dual Immersion/One-Way	2,299	56	25	9	2,374	4	29	47	20
All ESL ⁱ Programs	59,743	53	23	9	59,567	3	31	46	20
ESL/Content-Based	10,608	57	29	12	10,083	4	32	45	19
ESL/Pull-Out	49,135	52	22	9	49,484	3	31	47	20
No Services	21,468	55	25	10	21,432	2	32	48	18
All Former EBs/ELs ^j	16,090	94	72	43	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	361	95	81	53	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	10	100	100	60	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	12	100	92	58	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	205	96	83	58	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	134	94	75	45	n/a	n/a	n/a	n/a	n/a
All ESL Programs	306	95	77	47	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	161	97	73	42	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	145	94	81	52	n/a	n/a	n/a	n/a	n/a
No Services	15,339	94	71	43	n/a	n/a	n/a	n/a	n/a
Grade 7									
All Current EBs/ELs	87,901	64	33	17	87,845	3	29	47	22
All Bil. Education Programs	1,995	71	42	23	2,084	3	23	44	31
Transitional Bil./Early Exit	115	70	38	18	193	3	45	41	11
Transitional Bil./Late Exit	36	58	19	11	45	2	40	38	20
Dual Immersion/Two-Way	1,541	72	43	24	1,520	3	19	42	36
Dual Immersion/One-Way	303	71	39	19	326	2	25	52	20
All ESL Programs	68,349	63	32	17	67,982	3	29	46	21
ESL/Content-Based	9,187	64	36	21	8,623	5	33	44	18
ESL/Pull-Out	59,162	62	31	16	59,359	3	28	47	22
No Services	16,908	67	36	19	17,149	2	29	48	21

Note. STAAR results are based on 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 EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cProficiency. ^dIntermediate. ^eAdvanced. ^fCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments 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 EB students/ELs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Appendix 2-A (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2022

Group	STAAR Reading Tested	STAAR Reading Achieved Approaches	STAAR Reading Achieved Meets	STAAR Reading Achieved Masters	TELPAS Tested	TELPAS Met Beg. ^b Prof. ^c	TELPAS Met Int. ^d Prof.	TELPAS Met Adv. ^e Prof.	TELPAS Met Adv. High Prof.	
	(N)	(%)	(%)	(%)	(N)	(%)	(%)	(%)	(%)	
All Former EBs/ELs ⁱ	23,823	97	82	61	n/a ^g	n/a	n/a	n/a	n/a	
All Bil. ^h Education Programs	260	98	85	70	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	4	– ^k	–	–	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	170	99	87	69	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	86	98	83	72	n/a	n/a	n/a	n/a	n/a	
All ESL ^l Programs	534	99	83	65	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	164	99	80	62	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	370	99	85	67	n/a	n/a	n/a	n/a	n/a	
No Services	22,893	97	81	60	n/a	n/a	n/a	n/a	n/a	
Grade 8										
All Current EBs/ELs ^f	77,386	66	33	16	77,716	3	28	48	21	
All Bil. Education Programs	1,452	77	47	25	1,314	2	18	43	36	
Transitional Bil./Early Exit	32	81	53	19	26	0	35	42	23	
Transitional Bil./Late Exit	126	70	42	24	10	0	40	40	20	
Dual Immersion/Two-Way	986	77	47	25	971	2	18	41	39	
Dual Immersion/One-Way	308	78	45	28	307	2	17	52	30	
All ESL Programs	61,512	65	32	15	61,748	3	29	47	21	
ESL/Content-Based	8,020	68	38	20	7,706	5	34	44	17	
ESL/Pull-Out	53,492	64	31	14	54,042	3	28	48	21	
No Services	13,749	71	37	19	13,929	2	27	50	21	
All Former EBs/ELs	32,556	97	80	56	n/a	n/a	n/a	n/a	n/a	
All Bil. Education Programs	438	99	88	65	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	4	–	–	–	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	256	100	85	63	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	178	99	92	68	n/a	n/a	n/a	n/a	n/a	
All ESL Programs	752	98	82	58	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	231	98	87	60	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	521	98	80	57	n/a	n/a	n/a	n/a	n/a	
No Services	31,158	97	80	56	n/a	n/a	n/a	n/a	n/a	

Note. STAAR results are based on 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 EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cProficiency. ^dIntermediate. ^eAdvanced. ^fCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments 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 EB students/ELs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Appendix 2-A (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2022

Group	STAAR Reading Tested (N)	STAAR Reading Achieved Approaches (%)	STAAR Reading Achieved Meets (%)	STAAR Reading Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg. ^b Prof. ^c (%)	TELPAS Met Int. ^d Prof. (%)	TELPAS Met Adv. ^e Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade 9									
All Current EBs/ELs ^f	n/a ^g	n/a	n/a	n/a	75,870	7	39	39	14
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	419	8	31	42	19
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	30	3	43	33	20
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	378	9	29	43	19
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	11	0	55	27	18
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	61,355	8	39	39	14
ESL/Content-Based	n/a	n/a	n/a	n/a	6,804	14	40	34	12
ESL/Pull-Out	n/a	n/a	n/a	n/a	54,551	7	39	39	14
No Services	n/a	n/a	n/a	n/a	13,385	4	37	43	16
All Former EBs/ELs ^j	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 EBs/ELs	n/a	n/a	n/a	n/a	54,561	5	39	41	16
All Bil. Education Programs	n/a	n/a	n/a	n/a	144	3	32	41	24
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	6	0	33	67	0
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	2	– ^k	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	132	3	31	39	27
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	4	–	–	–	–
All ESL Programs	n/a	n/a	n/a	n/a	44,548	5	39	40	15
ESL/Content-Based	n/a	n/a	n/a	n/a	4,623	6	42	37	14
ESL/Pull-Out	n/a	n/a	n/a	n/a	39,925	5	39	41	15
No Services	n/a	n/a	n/a	n/a	9,409	3	37	42	17

Note. STAAR results are based on 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 EB students/ELs.

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Appendix 2-A (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2022

Group	STAAR Reading Tested (N)	STAAR Reading Achieved Approaches (%)	STAAR Reading Achieved Meets (%)	STAAR Reading Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg.^b Prof.^c (%)	TELPAS Met Int.^d Prof. (%)	TELPAS Met Adv.^e Prof. (%)	TELPAS Met Adv. High Prof. (%)
All Former EBs/ELs ⁱ	n/a ^g	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. ^h 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 ^l 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 11									
All Current EBs/ELs ^f	n/a	n/a	n/a	n/a	45,325	4	38	42	16
All Bil. Education Programs	n/a	n/a	n/a	n/a	122	1	32	48	20
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	3	– ^k	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	2	–	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	112	1	33	46	20
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	5	0	20	60	20
All ESL Programs	n/a	n/a	n/a	n/a	37,100	5	38	41	16
ESL/Content-Based	n/a	n/a	n/a	n/a	3,608	5	42	38	15
ESL/Pull-Out	n/a	n/a	n/a	n/a	33,492	4	38	42	16
No Services	n/a	n/a	n/a	n/a	7,700	2	36	43	19
All Former EBs/ELs	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 12									
All Current EBs/ELs	n/a	n/a	n/a	n/a	33,995	3	40	41	15
All Bil. Education Programs	n/a	n/a	n/a	n/a	119	2	38	40	20
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	3	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	110	2	39	38	21
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	6	0	0	83	17
All ESL Programs	n/a	n/a	n/a	n/a	27,958	3	40	41	15
ESL/Content-Based	n/a	n/a	n/a	n/a	2,522	3	46	37	14
ESL/Pull-Out	n/a	n/a	n/a	n/a	25,436	3	40	42	15
No Services	n/a	n/a	n/a	n/a	5,571	3	39	41	17

Note. STAAR results are based on 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 EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cProficiency. ^dIntermediate. ^eAdvanced. ^fCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course assessments 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 EB students/ELs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

**Appendix 2-B
Participation and Performance of Current and Former Emergent Bilingual
Students/English Learners (EB Students/ELs) on STAAR Alternate 2 Reading,
by Grade and Special Language Program Instructional Model, 2022**

Group	Tested (N)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade K				
All Current EBs/ELs ^a	n/a ^b	n/a	n/a	n/a
All Bil. ^c Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL ^d Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 1				
All Current EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 2				
All Current EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. ^cBilingual. ^dEnglish as a second language.

^eFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^fA dash (–) indicates data are not reported to protect student anonymity.

continues

Appendix 2-B (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Alternate 2 Reading, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 3				
All Current EBs/ELs ^a	1,339	14	86	12
All Bil. ^c Education Programs	316	11	89	17
Transitional Bil./Early Exit	127	10	90	18
Transitional Bil./Late Exit	21	19	81	5
Dual Immersion/Two-Way	40	8	93	18
Dual Immersion/One-Way	128	11	89	17
All ESL ^d Programs	558	16	84	7
ESL/Content-Based	388	18	82	6
ESL/Pull-Out	170	13	87	8
No Services	443	13	87	13
All Former EBs/ELs ^e	n/a ^b	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 4				
All Current EBs/ELs	1,206	9	91	21
All Bil. Education Programs	290	7	93	24
Transitional Bil./Early Exit	118	6	94	25
Transitional Bil./Late Exit	21	5	95	5
Dual Immersion/Two-Way	27	0	100	30
Dual Immersion/One-Way	124	10	90	25
All ESL Programs	483	11	89	19
ESL/Content-Based	329	9	91	19
ESL/Pull-Out	154	15	85	18
No Services	414	9	91	23
All Former EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bNot applicable for one of the following reasons:

(a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. ^cBilingual. ^dEnglish as a second language.

^eFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^fA dash (–) indicates data are not reported to protect student anonymity.

continues

Appendix 2-B (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Alternate 2 Reading, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 5				
All Current EBs/ELs ^a	1,157	8	92	24
All Bil. ^c Education Programs	270	6	94	27
Transitional Bil./Early Exit	108	6	94	29
Transitional Bil./Late Exit	16	0	100	6
Dual Immersion/Two-Way	18	6	94	28
Dual Immersion/One-Way	128	6	94	29
All ESL ^d Programs	465	9	91	20
ESL/Content-Based	290	9	91	18
ESL/Pull-Out	175	11	89	22
No Services	406	9	91	28
All Former EBs/ELs ^e	n/a ^b	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 6				
All Current EBs/ELs	1,044	7	93	31
All Bil. Education Programs	42	7	93	50
Transitional Bil./Early Exit	21	5	95	52
Transitional Bil./Late Exit	1	– ^f	–	–
Dual Immersion/Two-Way	8	13	88	0
Dual Immersion/One-Way	12	8	92	83
All ESL Programs	605	7	93	28
ESL/Content-Based	124	6	94	18
ESL/Pull-Out	481	7	93	31
No Services	377	6	94	34
All Former EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. ^cBilingual. ^dEnglish as a second language.

^eFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^fA dash (–) indicates data are not reported to protect student anonymity.

continues

Appendix 2-B (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Alternate 2 Reading, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 7				
All Current EBs/ELs ^a	883	6	94	36
All Bil. ^c Education Programs	6	17	83	33
Transitional Bil./Early Exit	4	– ^f	–	–
Transitional Bil./Late Exit	0	n/a ^b	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a
Dual Immersion/One-Way	2	–	–	–
All ESL ^d Programs	585	5	95	34
ESL/Content-Based	75	4	96	27
ESL/Pull-Out	510	6	94	35
No Services	287	8	92	41
All Former EBs/ELs ^e	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 8				
All Current EBs/ELs	768	7	93	39
All Bil. Education Programs	2	–	–	–
Transitional Bil./Early Exit	0	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a
Dual Immersion/One-Way	2	–	–	–
All ESL Programs	491	8	92	36
ESL/Content-Based	43	5	95	47
ESL/Pull-Out	448	8	92	35
No Services	272	7	93	44
All Former EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bNot applicable for one of the following reasons:

(a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. ^cBilingual. ^dEnglish as a second language.

^eFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^fA dash (–) indicates data are not reported to protect student anonymity.

continues

Appendix 2-B (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Alternate 2 Reading, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 9				
All Current EBs/ELs ^a	n/a ^b	n/a	n/a	n/a
All Bil. ^c Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL ^d Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
All Former EBs/ELs ^e	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 10				
All Current EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
All Former EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. ^cBilingual. ^dEnglish as a second language.

^eFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^fA dash (-) indicates data are not reported to protect student anonymity.

continues

Appendix 2-B (continued)
Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on STAAR Alternate 2 Reading, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 11				
All Current EBs/ELs ^a	n/a ^b	n/a	n/a	n/a
All Bil. ^c Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL ^d Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
All Former EBs/ELs ^e	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 12				
All Current EBs/ELs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. ^cBilingual. ^dEnglish as a second language.

^eFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^fA dash (-) indicates data are not reported to protect student anonymity.

Appendix 2-C

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade K						
All Current EBs/ELs ^b	n/a ^c	n/a	n/a	n/a	n/a	n/a
All Bil. ^d Education Programs	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
Transitional Bil./Late Exit	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
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL ^e Programs	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
ESL/Pull-Out	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
Grade 1						
All Current EBs/ELs	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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
Grade 2						
All Current EBs/ELs	1,294	26	32	26	13	3
All Bil. Education Programs	281	22	36	24	15	3
Transitional Bil./Early Exit	124	19	39	23	16	2
Transitional Bil./Late Exit	12	50	25	25	0	0
Dual Immersion/Two-Way	38	21	24	29	26	0
Dual Immersion/One-Way	107	23	38	22	10	6
All ESL Programs	562	23	32	28	14	3
ESL/Content-Based	408	23	31	28	15	3
ESL/Pull-Out	154	25	34	27	9	5
No Services	431	32	29	26	12	2

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable for one of the following reasons: (a) former EB students/ELs do not participate in TELPAS Alternate, or (b) no students were tested. ^dBilingual. ^eEnglish as a second language. ^fFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^gA dash (-) indicates data are not reported to protect student anonymity.

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Appendix 2-C (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 3						
All Current EBs/ELs ^b	1,300	16	25	29	23	7
All Bil. ^d Education Programs	299	15	25	29	22	8
Transitional Bil./Early Exit	119	13	23	25	30	8
Transitional Bil./Late Exit	20	25	45	20	10	0
Dual Immersion/Two-Way	40	8	25	38	25	5
Dual Immersion/One-Way	120	18	25	32	14	11
All ESL ^e Programs	551	18	26	27	23	6
ESL/Content-Based	383	19	24	29	22	5
ESL/Pull-Out	168	14	30	24	23	9
No Services	432	16	24	30	22	8
All Former EBs/ELs ^f	n/a ^c	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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
Grade 4						
All Current EBs/ELs	1,184	12	20	27	25	16
All Bil. Education Programs	286	11	16	33	24	15
Transitional Bil./Early Exit	117	9	11	34	30	15
Transitional Bil./Late Exit	22	14	23	36	23	5
Dual Immersion/Two-Way	26	4	12	35	38	12
Dual Immersion/One-Way	121	13	21	31	17	17
All ESL Programs	479	13	21	26	25	15
ESL/Content-Based	328	11	21	25	25	18
ESL/Pull-Out	151	19	21	28	24	9
No Services	403	10	23	23	25	19
All Former EBs/ELs	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable for one of the following reasons: (a) former EB students/ELs do not participate in TELPAS Alternate, or (b) no students were tested. ^dBilingual. ^eEnglish as a second language. ^fFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^gA dash (-) indicates data are not reported to protect student anonymity.

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Appendix 2-C (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 5						
All Current EBs/ELs ^b	1,136	11	15	21	29	24
All Bil. ^d Education Programs	265	9	15	24	25	26
Transitional Bil./Early Exit	105	9	13	13	34	30
Transitional Bil./Late Exit	16	6	25	38	13	19
Dual Immersion/Two-Way	17	24	24	18	18	18
Dual Immersion/One-Way	127	9	13	32	20	25
All ESL ^e Programs	460	12	15	22	27	24
ESL/Content-Based	288	12	14	21	27	26
ESL/Pull-Out	172	13	17	23	26	21
No Services	394	9	14	19	35	23
All Former EBs/ELs ^f	n/a ^c	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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
Grade 6						
All Current EBs/ELs	1,031	12	16	22	26	24
All Bil. Education Programs	43	16	14	33	16	21
Transitional Bil./Early Exit	21	0	14	33	19	33
Transitional Bil./Late Exit	1	– ^g	–	–	–	–
Dual Immersion/Two-Way	9	44	11	44	0	0
Dual Immersion/One-Way	12	25	17	25	17	17
All ESL Programs	593	11	16	20	28	25
ESL/Content-Based	121	10	17	22	28	22
ESL/Pull-Out	472	11	15	20	28	25
No Services	375	13	16	24	25	23
All Former EBs/ELs	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable for one of the following reasons: (a) former EB students/ELs do not participate in TELPAS Alternate, or (b) no students were tested. ^dBilingual. ^eEnglish as a second language. ^fFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^gA dash (–) indicates data are not reported to protect student anonymity.

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Appendix 2-C (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 7						
All Current EBs/ELs ^b	880	8	15	19	27	31
All Bil. ^d Education Programs	6	0	17	33	17	33
Transitional Bil./Early Exit	4	– ^g	–	–	–	–
Transitional Bil./Late Exit	0	n/a ^c	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2	–	–	–	–	–
All ESL ^e Programs	583	6	15	20	29	31
ESL/Content-Based	72	10	25	24	17	25
ESL/Pull-Out	511	5	13	19	30	32
No Services	284	11	14	18	24	32
All Former EBs/ELs ^f	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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
Grade 8						
All Current EBs/ELs	764	10	14	21	25	30
All Bil. Education Programs	2	–	–	–	–	–
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2	–	–	–	–	–
All ESL Programs	494	11	15	18	27	29
ESL/Content-Based	46	11	22	11	20	37
ESL/Pull-Out	448	10	15	19	28	28
No Services	262	10	13	25	21	32
All Former EBs/ELs	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable for one of the following reasons: (a) former EB students/ELs do not participate in TELPAS Alternate, or (b) no students were tested. ^dBilingual. ^eEnglish as a second language. ^fFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^gA dash (–) indicates data are not reported to protect student anonymity.

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Appendix 2-C (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 9						
All Current EBs/ELs ^b	583	14	16	21	24	26
All Bil. ^d Education Programs	0	n/a ^e	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL ^e Programs	354	14	16	22	25	23
ESL/Content-Based	30	13	17	17	27	27
ESL/Pull-Out	324	14	16	22	24	23
No Services	224	13	15	19	22	31
All Former EBs/ELs ^f	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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
Grade 10						
All Current EBs/ELs	428	11	15	17	24	32
All Bil. Education Programs	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	243	9	14	20	23	35
ESL/Content-Based	20	0	25	15	20	40
ESL/Pull-Out	223	10	13	20	23	34
No Services	178	14	16	13	27	29
All Former EBs/ELs	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

^aTexas English Language Proficiency Assessment System. ^bCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable for one of the following reasons: (a) former EB students/ELs do not participate in TELPAS Alternate, or (b) no students were tested. ^dBilingual. ^eEnglish as a second language. ^fFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^gA dash (-) indicates data are not reported to protect student anonymity.

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Appendix 2-C (continued)

Participation and Performance of Current and Former Emergent Bilingual Students/English Learners (EB Students/ELs) on TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2022

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 11						
All Current EBs/ELs ^b	363	12	16	19	23	30
All Bil. ^d Education Programs	0	n/a ^e	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL ^e Programs	219	12	14	18	26	31
ESL/Content-Based	14	7	7	36	21	29
ESL/Pull-Out	205	12	14	17	26	31
No Services	142	12	20	20	19	30
All Former EBs/ELs ^f	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
Transitional Bil./Early Exit	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
Dual Immersion/Two-Way	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
All ESL Programs	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
ESL/Pull-Out	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
Grade 12						
All Current EBs/ELs	278	13	18	19	23	28
All Bil. Education Programs	1	– ^g	–	–	–	–
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	1	–	–	–	–	–
All ESL Programs	162	14	20	21	21	25
ESL/Content-Based	15	7	7	40	7	40
ESL/Pull-Out	147	14	21	19	22	23
No Services	114	11	15	18	25	31

Note. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as EB students/ELs.

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Appendix 2-D
STAAR Participation and Performance, Grade 3, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	338,029	66	37	19	380,171	75	50	30
African American	40,759	55	25	10	46,588	65	38	20
American Indian	1,013	67	36	16	1,067	77	50	29
Asian	17,283	85	62	37	19,890	91	75	55
Hispanic	173,481	59	28	12	197,830	71	42	23
Pacific Islander	544	63	33	15	618	75	48	27
White	94,677	81	55	31	100,028	86	64	43
Multiracial	9,531	75	47	25	11,719	82	59	38
At-Risk	167,257	52	21	8	192,255	64	33	16
Econ. Disad. ^a	204,062	56	25	10	230,214	68	39	20
Female	165,925	69	40	20	187,007	78	52	31
Male	172,055	64	35	17	192,460	73	48	28
EB/EL ^b	88,729	53	23	10	98,473	66	36	19
Special Education	39,871	37	15	7	49,173	48	23	11
Mathematics								
All Students	338,399	61	29	14	380,204	70	41	20
African American	40,829	43	15	6	46,590	54	25	10
American Indian	1,013	61	29	13	1,067	71	41	20
Asian	17,237	85	59	37	19,831	90	72	49
Hispanic	173,778	52	21	8	197,895	65	35	15
Pacific Islander	546	58	25	11	620	71	40	19
White	94,723	78	45	23	100,053	82	55	29
Multiracial	9,537	68	36	17	11,720	75	48	26
At-Risk	167,510	47	17	6	192,302	58	28	11
Econ. Disad.	204,423	49	18	7	230,291	61	31	13
Female	166,117	59	27	12	187,056	68	38	18
Male	172,232	62	32	16	192,444	71	44	22
EB/EL	88,844	50	19	8	98,489	64	34	15
Special Education	39,962	34	12	5	49,212	40	18	8

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

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-E
STAAR Participation and Performance, Grade 4, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	338,685	62	35	17	381,536	76	52	28
African American	41,220	49	24	10	47,010	66	41	19
American Indian	1,036	60	32	15	1,096	76	51	25
Asian	16,775	83	62	38	20,111	91	79	55
Hispanic	174,802	54	27	11	198,317	71	46	22
Pacific Islander	532	58	30	12	591	75	48	24
White	94,199	76	51	27	100,741	86	66	38
Multiracial	9,500	69	43	22	11,289	81	60	35
At-Risk	143,672	46	20	7	200,794	64	36	15
Econ. Disad. ^a	202,910	51	24	9	229,733	69	42	19
Female	166,266	65	38	19	187,126	79	55	30
Male	172,397	58	33	16	193,667	73	50	26
EB/EL ^b	86,962	48	21	8	100,050	66	40	18
Special Education	41,369	28	12	5	49,854	43	22	9
Writing								
All Students	337,754	52	26	8	n/a ^c	n/a	n/a	n/a
African American	41,215	39	16	4	n/a	n/a	n/a	n/a
American Indian	1,031	51	23	7	n/a	n/a	n/a	n/a
Asian	16,742	81	56	25	n/a	n/a	n/a	n/a
Hispanic	174,176	43	18	4	n/a	n/a	n/a	n/a
Pacific Islander	539	51	27	7	n/a	n/a	n/a	n/a
White	94,058	67	38	13	n/a	n/a	n/a	n/a
Multiracial	9,445	61	33	10	n/a	n/a	n/a	n/a
At-Risk	143,398	35	12	3	n/a	n/a	n/a	n/a
Econ. Disad.	202,880	40	15	3	n/a	n/a	n/a	n/a
Female	166,011	57	30	10	n/a	n/a	n/a	n/a
Male	171,737	47	22	6	n/a	n/a	n/a	n/a
EB/EL	86,709	37	13	3	n/a	n/a	n/a	n/a
Special Education	41,368	19	7	1	n/a	n/a	n/a	n/a
Mathematics								
All Students	338,909	58	34	21	381,169	68	41	22
African American	41,313	40	18	9	47,020	51	24	11
American Indian	1,035	57	32	20	1,100	70	38	19
Asian	16,735	85	67	50	20,033	90	73	54
Hispanic	175,075	50	25	13	198,257	64	34	16
Pacific Islander	536	59	29	19	590	69	43	20
White	94,127	76	52	34	100,542	80	55	33
Multiracial	9,477	66	41	26	11,249	72	46	27
At-Risk	143,932	43	20	10	200,782	55	25	11
Econ. Disad.	203,278	46	22	11	229,648	60	31	14
Female	166,453	55	31	18	186,976	66	38	19
Male	172,436	60	37	23	193,454	70	44	25
EB/EL	87,065	46	22	11	100,020	62	33	16
Special Education	41,436	28	13	7	49,856	36	16	7

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

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner. ^cNot applicable. The writing assessments were last administered in 2021.

**Appendix 2-F
STAAR Participation and Performance, Grade 5, by Subject and Student Group, 2021 and 2022**

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	346,549	72	45	30	385,735	80	56	36
African American	42,165	59	31	19	48,312	71	44	26
American Indian	1,112	70	43	27	1,115	79	53	32
Asian	16,646	90	72	58	19,580	93	82	66
Hispanic	179,691	67	37	22	201,546	76	50	29
Pacific Islander	535	69	43	30	625	80	53	33
White	96,364	83	60	43	100,870	88	69	48
Multiracial	9,325	79	53	37	11,277	85	64	43
At-Risk	155,249	55	25	13	218,990	71	41	21
Econ. Disad. ^a	207,092	63	33	19	231,030	73	46	26
Female	169,603	76	48	32	189,151	83	60	39
Male	176,895	68	41	27	195,905	76	52	33
EB/EL ^b	84,305	61	30	15	98,772	71	43	23
Special Education	41,290	35	14	8	49,563	45	21	11
Mathematics								
All Students	345,451	69	42	24	384,312	75	46	24
African American	42,052	52	25	11	48,200	61	30	13
American Indian	1,106	69	42	23	1,113	73	41	21
Asian	16,289	91	77	59	19,210	94	80	60
Hispanic	179,545	63	34	17	201,221	72	40	18
Pacific Islander	537	72	43	24	627	75	45	23
White	95,902	83	59	37	100,315	85	58	33
Multiracial	9,306	75	50	30	11,208	79	52	28
At-Risk	155,151	53	25	11	218,788	66	32	13
Econ. Disad.	207,020	59	31	14	230,782	68	36	16
Female	169,178	68	41	23	188,561	75	45	23
Male	176,220	69	44	25	195,071	75	47	25
EB/EL	84,151	58	30	14	98,617	70	38	17
Special Education	41,362	41	16	7	49,569	44	17	7
Science								
All Students	344,863	60	29	12	385,306	65	37	17
African American	41,844	44	16	5	48,239	48	21	8
American Indian	1,105	60	30	11	1,114	63	34	15
Asian	16,566	85	59	33	19,563	86	65	39
Hispanic	178,841	52	20	6	201,382	59	29	12
Pacific Islander	532	63	29	12	626	62	34	14
White	96,001	79	47	22	100,726	80	53	27
Multiracial	9,312	71	39	17	11,257	73	44	22
At-Risk	154,355	41	12	3	218,770	52	22	7
Econ. Disad.	206,120	49	18	5	230,801	55	26	10
Female	168,717	58	26	10	188,923	63	33	14
Male	176,120	63	33	14	195,715	67	40	19
EB/EL	83,981	43	13	4	98,723	52	23	8
Special Education	41,146	29	10	3	49,492	33	14	5

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

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-G
STAAR Participation and Performance, Grade 6, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	349,453	61	31	14	393,544	69	42	22
African American	42,765	51	21	8	49,002	57	29	14
American Indian	1,139	61	29	12	1,203	67	41	22
Asian	16,128	86	63	39	19,657	90	73	51
Hispanic	182,388	54	23	9	206,406	63	34	16
Pacific Islander	558	61	32	13	615	73	43	20
White	96,759	76	45	22	102,821	82	57	34
Multiracial	9,068	71	40	20	11,375	76	50	29
At-Risk	169,366	40	12	4	204,910	52	22	9
Econ. Disad. ^a	207,737	50	20	7	233,802	60	30	14
Female	170,830	65	33	16	192,492	72	45	25
Male	178,591	57	29	13	200,392	66	39	20
EB/EL ^b	78,056	40	12	3	94,558	53	23	9
Special Education	38,785	21	7	2	47,145	31	12	5
Mathematics								
All Students	344,115	66	34	14	386,757	72	37	15
African American	42,519	52	20	6	48,764	58	23	7
American Indian	1,119	66	32	12	1,194	72	35	13
Asian	14,586	91	73	47	17,759	94	77	51
Hispanic	180,752	59	25	8	204,120	67	29	9
Pacific Islander	552	67	36	13	606	79	42	15
White	95,059	82	52	25	100,720	85	53	24
Multiracial	8,891	75	43	19	11,145	78	45	20
At-Risk	168,612	50	16	4	203,564	58	19	5
Econ. Disad.	206,212	56	22	7	231,907	63	26	8
Female	168,376	66	32	13	189,489	71	35	14
Male	175,706	67	36	16	196,615	72	39	17
EB/EL	77,643	50	17	5	93,753	61	23	7
Special Education	38,732	34	10	3	47,036	41	11	3

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-H STAAR Participation and Performance, Grade 7, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	345,936	68	44	25	410,398	78	54	37
African American	42,249	58	32	16	51,247	71	43	26
American Indian	1,074	69	45	24	1,293	77	51	33
Asian	16,021	91	77	56	19,597	94	83	70
Hispanic	179,592	62	36	18	218,373	74	47	29
Pacific Islander	486	69	44	25	635	78	53	34
White	97,050	80	58	35	105,242	88	69	50
Multiracial	8,956	76	53	32	11,195	85	64	46
At-Risk	164,760	49	21	8	222,980	66	34	18
Econ. Disad. ^a	202,188	59	32	16	243,963	72	44	26
Female	168,279	73	48	28	200,801	83	59	41
Male	177,637	64	40	22	208,958	74	49	32
EB/EL ^b	67,003	46	19	7	92,430	62	32	17
Special Education	34,914	27	11	4	45,277	40	16	8
Writing								
All Students	347,648	61	31	9	n/a ^c	n/a	n/a	n/a
African American	42,370	51	21	5	n/a	n/a	n/a	n/a
American Indian	1,060	63	34	7	n/a	n/a	n/a	n/a
Asian	15,993	88	69	35	n/a	n/a	n/a	n/a
Hispanic	181,176	53	22	5	n/a	n/a	n/a	n/a
Pacific Islander	494	64	33	8	n/a	n/a	n/a	n/a
White	97,159	76	46	14	n/a	n/a	n/a	n/a
Multiracial	8,935	71	41	13	n/a	n/a	n/a	n/a
At-Risk	165,896	38	10	1	n/a	n/a	n/a	n/a
Econ. Disad.	204,034	50	20	4	n/a	n/a	n/a	n/a
Female	169,305	68	38	12	n/a	n/a	n/a	n/a
Male	178,335	55	26	6	n/a	n/a	n/a	n/a
EB/EL	67,482	33	9	1	n/a	n/a	n/a	n/a
Special Education	35,287	17	5	1	n/a	n/a	n/a	n/a
Mathematics								
All Students	295,490	54	25	11	350,439	59	29	12
African American	37,812	38	13	4	45,661	43	16	5
American Indian	963	57	27	11	1,124	57	28	11
Asian	11,733	87	68	47	13,896	89	71	50
Hispanic	156,286	46	18	6	192,078	53	23	8
Pacific Islander	422	49	24	8	539	64	32	12
White	80,365	71	40	18	85,343	75	44	19
Multiracial	7,465	62	32	15	9,124	67	36	17
At-Risk	151,099	35	10	2	203,708	44	14	4
Econ. Disad.	180,312	43	15	5	218,713	50	20	7
Female	143,594	54	25	11	171,971	59	29	12
Male	151,870	53	25	11	177,852	59	30	13
EB/EL	60,074	34	10	3	83,012	45	16	5
Special Education	33,741	22	5	2	43,436	27	7	2

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner. ^cNot applicable. The writing assessments were last administered in 2021.

Appendix 2-I
STAAR Participation and Performance, Grade 8, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	338,180	72	45	21	411,185	82	56	37
African American	41,996	62	33	13	51,523	75	45	26
American Indian	1,055	72	41	19	1,229	82	55	34
Asian	14,465	91	76	50	19,923	95	84	69
Hispanic	175,329	67	37	15	217,848	78	50	30
Pacific Islander	494	76	45	18	583	80	53	33
White	95,687	83	59	30	106,536	89	68	47
Multiracial	8,535	79	54	27	10,942	87	64	45
At-Risk	168,013	55	22	6	230,813	72	38	19
Econ. Disad. ^a	195,143	64	34	13	241,238	76	47	27
Female	162,867	78	50	25	200,397	86	62	42
Male	175,293	67	39	17	210,187	77	50	31
EB/EL ^b	60,086	49	18	5	81,332	65	32	16
Special Education	31,577	30	10	3	41,702	44	16	7
Mathematics								
All Students	293,487	60	35	10	356,871	70	38	13
African American	38,510	46	21	4	47,816	57	24	6
American Indian	923	60	35	9	1,066	67	36	11
Asian	10,399	88	72	41	14,904	92	77	51
Hispanic	155,312	53	27	6	189,722	65	32	9
Pacific Islander	409	61	36	9	550	71	39	11
White	80,020	77	52	16	90,783	81	51	20
Multiracial	7,299	69	43	13	9,822	75	44	17
At-Risk	159,171	44	18	3	214,679	58	23	5
Econ. Disad.	176,108	50	24	5	215,827	62	29	8
Female	139,887	63	36	10	171,945	72	39	13
Male	153,578	58	33	10	184,411	68	37	13
EB/EL	57,534	40	17	3	76,729	57	24	6
Special Education	31,110	26	9	2	41,029	32	10	2
Science								
All Students	338,224	67	42	23	409,339	73	43	22
African American	42,231	53	27	11	51,785	61	29	12
American Indian	1,075	68	42	23	1,222	75	44	22
Asian	14,259	91	77	58	19,666	93	80	60
Hispanic	174,832	59	32	14	216,097	67	36	16
Pacific Islander	491	66	40	21	583	72	43	21
White	96,194	83	61	37	106,411	85	59	34
Multiracial	8,568	76	53	32	10,967	80	52	29
At-Risk	168,006	48	20	7	229,991	59	25	9
Econ. Disad.	194,965	56	29	12	240,195	64	32	14
Female	163,046	67	41	22	199,746	73	42	21
Male	175,167	67	42	24	208,992	72	45	24
EB/EL	59,952	39	15	5	81,056	54	22	8
Special Education	31,412	29	11	5	41,530	34	11	4

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

continues

Appendix 2-I (continued)

STAAR Participation and Performance, Grade 8, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Social Studies								
All Students	338,473	56	27	13	414,931	59	29	17
African American	41,774	44	16	6	51,894	48	18	9
American Indian	1,063	56	28	14	1,239	58	29	17
Asian	14,468	85	61	39	20,151	88	67	51
Hispanic	175,288	46	18	7	219,976	51	21	11
Pacific Islander	493	58	24	12	589	62	28	16
White	96,259	74	42	22	107,439	74	43	27
Multiracial	8,555	67	36	19	11,048	70	38	24
At-Risk	167,166	34	10	3	231,895	41	13	6
Econ. Disad. ^a	194,634	43	15	6	243,015	48	18	9
Female	163,241	54	24	11	202,704	57	25	14
Male	175,223	57	29	15	211,622	61	32	20
EB/EL ^b	59,614	26	7	2	81,738	34	10	4
Special Education	31,248	23	7	3	41,593	25	8	4

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-J

STAAR Spanish Participation and Performance, Grade 3, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	27,836	52	24	15	29,750	55	24	14
At-Risk	26,984	51	24	15	28,532	55	24	14
Econ. Disad. ^a	24,955	51	23	14	25,996	55	24	13
Female	14,090	56	27	17	15,164	59	27	16
Male	13,742	47	22	13	14,553	50	22	12
Special Education	1,991	20	6	3	2,307	20	5	2
Mathematics								
All Students	13,335	42	14	5	15,517	56	26	10
At-Risk	12,759	42	13	5	14,518	56	26	10
Econ. Disad.	11,520	41	13	4	12,997	56	26	10
Female	6,715	39	12	4	7,843	54	24	9
Male	6,617	45	15	6	7,647	57	28	12
Special Education	969	20	4	1	1,075	27	8	2

^aEconomically disadvantaged.

**Appendix 2-K
STAAR Spanish Participation and Performance, Grade 4, by Subject and Student Group, 2021 and 2022**

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	20,660	46	24	12	21,904	49	29	15
At-Risk	19,977	46	23	11	20,959	49	29	15
Econ. Disad. ^a	18,425	45	23	11	18,968	49	28	15
Female	10,444	49	26	13	11,201	53	32	17
Male	10,216	42	21	10	10,671	45	25	13
Special Education	1,609	13	4	2	1,728	15	5	2
Writing								
All Students	20,953	35	14	4	n/a ^b	n/a	n/a	n/a
At-Risk	20,321	34	14	4	n/a	n/a	n/a	n/a
Econ. Disad.	18,746	34	14	4	n/a	n/a	n/a	n/a
Female	10,579	41	18	5	n/a	n/a	n/a	n/a
Male	10,372	28	11	3	n/a	n/a	n/a	n/a
Special Education	1,643	7	1	0	n/a	n/a	n/a	n/a
Mathematics								
All Students	8,449	32	13	6	10,287	45	18	8
At-Risk	7,992	32	13	5	9,502	46	18	8
Econ. Disad.	7,129	31	12	5	8,241	47	18	8
Female	4,209	31	12	5	5,194	43	16	7
Male	4,240	34	15	7	5,069	48	20	9
Special Education	629	9	2	1	684	20	6	2

^aEconomically disadvantaged. ^bNot applicable. The writing assessments were last administered in 2021.

Appendix 2-L

STAAR Spanish Participation and Performance, Grade 5, by Subject and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Reading								
All Students	14,091	75	45	21	16,181	64	33	13
At-Risk	13,645	75	45	21	15,430	64	34	14
Econ. Disad. ^a	12,582	75	45	21	13,841	64	33	13
Female	6,976	79	49	23	8,138	68	37	15
Male	7,104	71	42	19	8,016	59	30	12
Special Education	1,164	39	11	3	1,263	23	7	2
Mathematics								
All Students	5,809	42	17	7	7,465	49	20	7
At-Risk	5,464	42	17	6	6,807	51	20	7
Econ. Disad.	4,850	42	17	6	5,797	51	21	7
Female	2,768	41	17	7	3,658	50	20	7
Male	3,031	44	18	7	3,787	49	20	7
Special Education	422	21	5	1	483	24	6	1
Science								
All Students	7,282	31	8	2	8,978	33	11	3
At-Risk	6,992	31	8	2	8,344	34	11	3
Econ. Disad.	6,281	31	8	2	7,231	34	11	3
Female	3,531	29	7	1	4,482	30	9	2
Male	3,745	32	9	2	4,477	36	12	4
Special Education	570	8	1	0	631	10	2	0

^aEconomically disadvantaged.

Appendix 2-M

STAAR End-of-Course Participation and Performance, by Course and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
English I								
All Students	415,929	66	50	12	499,921	63	48	11
African American	53,915	55	37	6	66,621	53	36	5
American Indian	1,336	64	49	11	1,516	63	46	11
Asian	18,256	89	82	43	20,460	89	83	42
Hispanic	223,899	59	42	7	276,498	56	40	7
Pacific Islander	600	69	55	12	701	68	52	10
White	107,693	81	68	21	117,310	79	67	18
Multiracial	9,554	77	63	19	11,719	75	62	17
At-Risk	219,186	44	25	2	302,195	47	29	2
Econ. Disad. ^a	240,396	55	37	5	298,340	53	37	5
Female	199,240	72	56	15	233,627	70	55	14
Male	216,682	60	45	10	263,160	56	42	8
EB/EL ^b	75,386	32	16	1	111,452	34	19	1
Special Education	37,678	23	11	1	50,250	22	11	1
English II								
All Students	393,559	70	57	11	441,811	71	57	9
African American	49,802	60	44	5	57,857	62	46	4
American Indian	1,219	71	59	10	1,385	70	55	8
Asian	18,477	90	84	39	19,541	90	84	32
Hispanic	209,197	64	49	6	238,601	65	50	5
Pacific Islander	569	69	58	10	666	73	60	7
White	104,818	83	74	17	108,703	84	74	15
Multiracial	8,810	81	70	16	10,441	81	69	13
At-Risk	201,519	50	32	1	244,519	54	35	2
Econ. Disad.	218,363	60	45	5	251,963	62	46	4
Female	191,026	76	64	14	210,901	78	64	11
Male	202,523	65	51	8	228,639	65	50	7
EB/EL	63,364	33	18	1	84,585	40	23	1
Special Education	32,087	25	13	1	41,297	28	15	1
Algebra I								
All Students	396,272	72	41	23	473,672	74	46	30
African American	50,748	59	26	12	63,391	61	31	17
American Indian	1,243	72	40	23	1,480	72	43	26
Asian	18,704	94	79	63	20,116	95	85	74
Hispanic	208,416	66	32	16	256,750	70	41	24
Pacific Islander	590	74	39	23	650	75	46	30
White	106,321	84	56	35	115,090	84	59	41
Multiracial	9,571	79	49	30	11,653	79	53	36
At-Risk	197,534	56	21	8	275,477	62	29	15
Econ. Disad.	224,399	63	29	14	278,580	67	37	21
Female	192,186	76	43	25	225,125	77	49	32
Male	204,077	68	38	21	246,371	70	43	28
EB/EL	66,523	54	21	9	96,664	61	30	16
Special Education	35,578	39	12	5	46,706	41	14	6

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

continues

Appendix 2-M (continued)

STAAR End-of-Course Participation and Performance, by Course and Student Group, 2021 and 2022

Group	Tested in 2021	Achieved Approaches in 2021 (%)	Achieved Meets in 2021 (%)	Achieved Masters in 2021 (%)	Tested in 2022	Achieved Approaches in 2022 (%)	Achieved Meets in 2022 (%)	Achieved Masters in 2022 (%)
Biology								
All Students	392,222	81	54	22	446,155	82	57	23
African American	50,140	73	40	12	58,357	75	43	12
American Indian	1,253	82	55	21	1,385	84	56	20
Asian	18,480	95	86	59	19,904	96	88	63
Hispanic	206,624	76	45	14	239,164	78	50	15
Pacific Islander	614	84	58	21	681	86	60	23
White	105,335	92	73	34	110,668	93	76	36
Multiracial	9,129	88	66	30	11,101	90	70	32
At-Risk	194,376	67	30	6	251,306	73	38	8
Econ. Disad. ^a	219,654	73	41	12	255,823	76	46	13
Female	192,025	83	56	22	214,547	85	59	23
Male	200,190	79	53	21	228,354	80	56	23
EB/EL ^b	65,032	56	22	4	89,280	64	29	6
Special Education	34,517	47	17	4	42,460	54	20	4
U.S. History								
All Students	347,885	88	69	43	380,591	89	71	44
African American	42,870	81	56	29	47,808	84	60	32
American Indian	1,049	91	73	46	1,175	91	73	42
Asian	16,789	96	89	73	17,939	96	90	75
Hispanic	180,295	85	62	34	200,136	87	65	36
Pacific Islander	517	88	69	42	566	90	71	42
White	97,882	95	84	61	100,246	96	84	60
Multiracial	7,830	93	79	57	8,866	94	82	56
At-Risk	159,870	77	48	21	192,199	81	53	24
Econ. Disad.	181,737	82	58	30	205,156	85	61	33
Female	172,707	88	66	38	186,760	90	69	41
Male	175,164	88	72	48	191,536	89	72	48
EB/EL	41,926	62	31	11	58,276	71	38	14
Special Education	27,018	59	31	14	30,961	64	33	14

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-N

STAAR Alternate 2 Participation and Performance, Grade 3, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
All Students	4,962	16	84	14	6,584	15	85	13
African American	823	17	83	15	1,114	13	87	17
American Indian	12	25	75	8	22	18	82	9
Asian	169	23	77	7	315	27	73	4
Hispanic	2,688	14	86	14	3,625	13	87	14
Pacific Islander	10	20	80	10	10	30	70	0
White	1,054	18	82	13	1,247	17	83	11
Multiracial	140	16	84	10	199	23	77	13
Econ. Disad. ^a	3,589	14	86	15	4,709	13	87	15
Female	1,536	15	85	15	2,028	14	86	13
Male	3,426	16	84	13	4,545	16	84	13
EB/EL ^b	942	11	89	19	1,397	14	86	11
Mathematics								
All Students	4,961	9	91	22	6,587	8	92	30
African American	825	9	91	21	1,114	8	92	32
American Indian	12	8	92	33	22	9	91	23
Asian	169	12	88	12	315	15	85	16
Hispanic	2,687	8	92	24	3,628	7	93	33
Pacific Islander	10	10	90	20	10	10	90	30
White	1,053	10	90	20	1,247	9	91	25
Multiracial	139	9	91	17	199	10	90	27
Econ. Disad.	3,592	8	92	24	4,713	7	93	33
Female	1,541	9	91	19	2,029	8	92	28
Male	3,420	8	92	23	4,547	8	92	31
EB/EL	943	6	94	27	1,398	6	94	32

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-O

STAAR Alternate 2 Participation and Performance, Grade 4, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
All Students	5,043	15	85	14	6,404	12	88	19
African American	849	16	84	16	1,092	14	86	20
American Indian	23	9	91	22	18	11	89	22
Asian	193	29	71	7	249	21	79	7
Hispanic	2,722	12	88	14	3,523	11	89	20
Pacific Islander	16	25	75	13	15	20	80	40
White	1,042	16	84	13	1,269	13	87	19
Multiracial	141	18	82	10	182	14	86	19
Econ. Disad. ^a	3,617	13	87	15	4,603	11	89	21
Female	1,651	15	85	13	2,037	11	89	20
Male	3,392	15	85	14	4,344	13	87	19
EB/EL ^b	949	10	90	15	1,253	10	90	21
Writing								
All Students	5,031	17	83	22	n/a ^c	n/a	n/a	n/a
African American	848	19	81	20	n/a	n/a	n/a	n/a
American Indian	23	9	91	35	n/a	n/a	n/a	n/a
Asian	193	33	67	13	n/a	n/a	n/a	n/a
Hispanic	2,716	15	85	24	n/a	n/a	n/a	n/a
Pacific Islander	16	31	69	19	n/a	n/a	n/a	n/a
White	1,039	18	82	21	n/a	n/a	n/a	n/a
Multiracial	139	19	81	17	n/a	n/a	n/a	n/a
Econ. Disad.	3,606	15	85	24	n/a	n/a	n/a	n/a
Female	1,645	17	83	23	n/a	n/a	n/a	n/a
Male	3,386	18	82	21	n/a	n/a	n/a	n/a
EB/EL	949	13	87	28	n/a	n/a	n/a	n/a
Mathematics								
All Students	5,040	7	93	22	6,408	5	95	26
African American	849	8	92	21	1,094	5	95	26
American Indian	23	4	96	26	17	0	100	29
Asian	193	13	87	13	251	10	90	14
Hispanic	2,725	6	94	24	3,522	5	95	28
Pacific Islander	16	13	88	13	15	13	87	20
White	1,037	9	91	21	1,270	6	94	24
Multiracial	140	8	92	16	182	5	95	21
Econ. Disad.	3,613	6	94	25	4,603	4	96	28
Female	1,650	7	93	22	2,039	5	95	25
Male	3,390	8	92	22	4,346	5	95	27
EB/EL	950	5	95	27	1,253	4	96	29

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner. ^cNot applicable. The writing assessments were last administered in 2021.

Appendix 2-P
STAAR Alternate 2 Participation and Performance, Grade 5, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
All Students	5,131	10	90	15	6,203	11	89	20
African American	918	10	90	17	1,094	11	89	21
American Indian	12	8	92	17	30	10	90	30
Asian	151	19	81	11	246	21	79	8
Hispanic	2,761	9	91	15	3,439	9	91	22
Pacific Islander	5	20	80	0	18	6	94	28
White	1,104	12	88	14	1,164	13	87	18
Multiracial	126	19	81	6	175	11	89	17
Econ. Disad. ^a	3,726	9	91	16	4,464	9	91	23
Female	1,769	9	91	15	2,062	10	90	20
Male	3,362	11	89	15	4,134	11	89	20
EB/EL ^b	860	9	91	16	1,205	9	91	24
Mathematics								
All Students	5,138	7	93	30	6,205	6	94	33
African American	919	7	93	31	1,095	6	94	31
American Indian	12	0	100	25	30	7	93	43
Asian	152	14	86	16	246	11	89	22
Hispanic	2,765	6	94	32	3,437	5	95	36
Pacific Islander	5	20	80	20	18	0	100	44
White	1,104	9	91	26	1,167	6	94	29
Multiracial	126	10	90	25	175	6	94	21
Econ. Disad.	3,730	6	94	34	4,466	5	95	36
Female	1,769	7	93	28	2,062	5	95	29
Male	3,369	7	93	31	4,136	6	94	35
EB/EL	860	4	96	36	1,204	4	96	40
Science								
All Students	5,130	5	95	31	6,200	6	94	42
African American	916	5	95	35	1,095	7	93	44
American Indian	11	9	91	27	30	3	97	50
Asian	150	12	88	14	246	12	88	21
Hispanic	2,765	4	96	32	3,435	5	95	44
Pacific Islander	5	0	100	20	18	0	100	56
White	1,103	6	94	28	1,164	6	94	41
Multiracial	126	7	93	25	175	8	92	38
Econ. Disad.	3,726	4	96	34	4,465	5	95	46
Female	1,768	5	95	30	2,059	6	94	40
Male	3,362	5	95	32	4,134	6	94	43
EB/EL	860	2	98	34	1,202	5	95	47

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-Q

STAAR Alternate 2 Participation and Performance, Grade 6, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
All Students	4,921	11	89	32	6,179	9	91	31
African American	877	11	89	34	1,114	8	92	32
American Indian	24	13	88	13	16	6	94	13
Asian	138	22	78	13	246	20	80	12
Hispanic	2,506	10	90	33	3,355	9	91	33
Pacific Islander	5	20	80	20	6	17	83	17
White	1,204	12	88	32	1,245	10	90	27
Multiracial	114	10	90	39	148	9	91	22
Econ. Disad. ^a	3,523	10	90	35	4,397	8	92	34
Female	1,675	9	91	34	2,094	8	92	31
Male	3,246	12	88	31	4,071	10	90	30
EB/EL ^b	692	7	93	35	1,086	7	93	30
Mathematics								
All Students	4,923	7	93	36	6,176	7	93	45
African American	875	7	93	35	1,113	6	94	45
American Indian	25	8	92	28	16	19	81	31
Asian	137	17	83	28	246	16	84	27
Hispanic	2,510	7	93	38	3,351	6	94	47
Pacific Islander	5	0	100	0	6	0	100	33
White	1,203	8	92	34	1,248	8	92	43
Multiracial	115	5	95	33	148	11	89	42
Econ. Disad.	3,524	7	93	38	4,396	6	94	49
Female	1,673	7	93	33	2,096	6	94	44
Male	3,250	8	92	37	4,066	7	93	46
EB/EL	694	5	95	43	1,086	5	95	50

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Appendix 2-R
STAAR Alternate 2 Participation and Performance, Grade 7, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
All Students	4,585	10	90	41	6,127	8	92	30
African American	816	10	90	45	1,116	7	93	30
American Indian	9	11	89	44	26	15	85	19
Asian	146	25	75	18	187	16	84	10
Hispanic	2,366	9	91	42	3,311	7	93	33
Pacific Islander	4	— ^a	—	—	8	25	75	25
White	1,100	12	88	41	1,312	10	90	27
Multiracial	103	11	89	35	130	11	89	25
Econ. Disad. ^b	3,255	9	91	45	4,372	7	93	33
Female	1,516	10	90	42	2,099	7	93	31
Male	3,069	11	89	41	4,017	9	91	30
EB/EL ^c	625	9	91	45	921	7	93	36
Writing								
All Students	4,575	9	91	39	n/a ^d	n/a	n/a	n/a
African American	815	8	92	44	n/a	n/a	n/a	n/a
American Indian	9	0	100	44	n/a	n/a	n/a	n/a
Asian	147	14	86	18	n/a	n/a	n/a	n/a
Hispanic	2,358	8	92	38	n/a	n/a	n/a	n/a
Pacific Islander	4	—	—	—	n/a	n/a	n/a	n/a
White	1,098	11	89	40	n/a	n/a	n/a	n/a
Multiracial	103	9	91	38	n/a	n/a	n/a	n/a
Econ. Disad.	3,246	8	92	42	n/a	n/a	n/a	n/a
Female	1,513	8	92	41	n/a	n/a	n/a	n/a
Male	3,062	9	91	38	n/a	n/a	n/a	n/a
EB/EL	625	7	93	39	n/a	n/a	n/a	n/a
Mathematics								
All Students	4,581	5	95	40	6,120	5	95	43
African American	815	5	95	41	1,113	5	95	42
American Indian	9	0	100	56	26	12	88	46
Asian	147	9	91	20	187	10	90	30
Hispanic	2,367	4	96	42	3,311	4	96	47
Pacific Islander	4	—	—	—	8	13	88	25
White	1,095	6	94	37	1,309	5	95	37
Multiracial	103	7	93	40	130	5	95	41
Econ. Disad.	3,251	4	96	43	4,371	4	96	46
Female	1,513	4	96	40	2,096	4	96	40
Male	3,068	5	95	40	4,013	5	95	45
EB/EL	624	3	97	45	921	3	97	51

^aA dash (—) indicates data are not reported to protect student anonymity. ^bEconomically disadvantaged. ^cEmergent bilingual student/English learner. ^dNot applicable. The writing assessments were last administered in 2021.

Appendix 2-S

STAAR Alternate 2 Participation and Performance, Grade 8, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Reading								
All Students	4,511	5	95	26	5,794	7	93	37
African American	815	4	96	27	1,038	7	93	37
American Indian	29	14	86	31	14	14	86	43
Asian	129	8	92	14	205	12	88	15
Hispanic	2,278	6	94	27	3,114	7	93	39
Pacific Islander	4	— ^a	—	—	5	0	100	40
White	1,116	5	95	26	1,227	7	93	36
Multiracial	109	4	96	28	145	11	89	31
Econ. Disad. ^b	3,106	4	96	29	4,070	6	94	40
Female	1,543	4	96	27	1,907	6	94	38
Male	2,968	6	94	26	3,872	7	93	36
EB/EL ^c	465	6	94	27	790	7	93	39
Mathematics								
All Students	4,507	5	95	44	5,801	5	95	49
African American	817	4	96	42	1,040	4	96	46
American Indian	29	17	83	31	14	14	86	50
Asian	129	6	94	36	205	6	94	29
Hispanic	2,271	5	95	46	3,117	5	95	53
Pacific Islander	4	—	—	—	5	0	100	40
White	1,116	4	96	41	1,229	5	95	45
Multiracial	109	4	96	46	145	9	91	38
Econ. Disad.	3,100	4	96	47	4,075	4	96	53
Female	1,538	5	95	40	1,911	5	95	47
Male	2,969	5	95	45	3,875	5	95	50
EB/EL	465	6	94	49	790	4	96	54
Science								
All Students	4,492	6	94	44	5,794	3	97	41
African American	813	5	95	43	1,035	2	98	41
American Indian	29	14	86	41	14	14	86	36
Asian	128	11	89	26	205	5	95	18
Hispanic	2,265	6	94	45	3,116	3	97	43
Pacific Islander	4	—	—	—	5	0	100	80
White	1,112	6	94	46	1,228	3	97	42
Multiracial	109	6	94	52	145	5	95	42
Econ. Disad.	3,091	5	95	47	4,069	3	97	45
Female	1,537	6	94	44	1,909	3	97	40
Male	2,955	6	94	44	3,870	3	97	42
EB/EL	463	6	94	50	791	3	97	43
Social Studies								
All Students	4,503	6	94	37	5,796	5	95	44
African American	816	6	94	37	1,038	5	95	43
American Indian	29	14	86	45	14	21	79	43
Asian	128	8	92	18	205	7	93	25
Hispanic	2,271	6	94	39	3,114	5	95	46
Pacific Islander	4	—	—	—	5	0	100	80
White	1,115	6	94	35	1,229	5	95	41
Multiracial	109	6	94	39	145	9	91	43
Econ. Disad.	3,100	6	94	40	4,072	5	95	47
Female	1,540	5	95	34	1,911	5	95	42
Male	2,963	6	94	38	3,870	5	95	45
EB/EL	465	5	95	40	791	5	95	47

^aA dash (—) indicates data are not reported to protect student anonymity. ^bEconomically disadvantaged. ^cEmergent bilingual student/English learner.

Appendix 2-T

STAAR Alternate 2 End-of-Course Participation and Performance, by Course and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
English I								
All Students	4,499	6	94	32	6,007	9	91	42
African American	854	5	95	35	1,084	9	91	45
American Indian	24	13	88	38	36	19	81	44
Asian	135	11	89	18	194	18	82	16
Hispanic	2,291	5	95	32	3,123	8	92	43
Pacific Islander	5	0	100	20	9	0	100	56
White	1,077	6	94	33	1,323	9	91	42
Multiracial	81	2	98	28	148	13	87	43
Econ. Disad. ^a	3,097	5	95	34	4,037	8	92	45
Female	1,508	5	95	30	2,024	9	91	42
Male	2,991	6	94	33	3,923	10	90	42
EB/EL ^b	395	5	95	31	632	8	92	40
English II								
All Students	4,089	7	93	42	5,490	6	94	46
African American	715	7	93	42	976	7	93	44
American Indian	14	7	93	14	27	7	93	52
Asian	130	12	88	28	177	12	88	24
Hispanic	2,050	5	95	42	2,942	6	94	48
Pacific Islander	6	17	83	17	6	17	83	17
White	1,071	8	92	43	1,186	7	93	46
Multiracial	79	6	94	42	112	10	90	42
Econ. Disad.	2,679	6	94	44	3,639	5	95	49
Female	1,382	7	93	41	1,869	7	93	46
Male	2,707	6	94	42	3,597	6	94	46
EB/EL	346	7	93	37	477	7	93	46
Algebra I								
All Students	4,514	9	91	34	5,996	7	93	39
African American	852	8	92	35	1,086	6	94	37
American Indian	24	8	92	29	38	11	89	42
Asian	140	15	85	25	189	12	88	23
Hispanic	2,281	9	91	36	3,126	7	93	42
Pacific Islander	5	20	80	40	10	0	100	30
White	1,097	9	91	32	1,314	7	93	34
Multiracial	83	8	92	34	145	6	94	37
Econ. Disad.	3,087	8	92	36	4,026	6	94	42
Female	1,511	9	91	34	2,027	7	93	37
Male	3,003	9	91	34	3,911	7	93	39
EB/EL	392	7	93	38	622	6	94	42

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

continues

Appendix 2-T (continued)

STAAR Alternate 2 End-of-Course Participation and Performance, by Subject and Student Group, 2021 and 2022

Grade	Tested in 2021	Achieved Developing in 2021 (%)	Achieved Satisfactory in 2021 (%)	Achieved Accomplished in 2021 (%)	Tested in 2022	Achieved Developing in 2022 (%)	Achieved Satisfactory in 2022 (%)	Achieved Accomplished in 2022 (%)
Biology								
All Students	4,424	4	96	34	5,862	4	96	41
African American	846	4	96	33	1,048	3	97	40
American Indian	25	4	96	48	31	0	100	39
Asian	138	8	92	17	190	7	93	15
Hispanic	2,222	3	97	34	3,075	4	96	42
Pacific Islander	8	0	100	0	8	0	100	25
White	1,071	5	95	36	1,289	3	97	40
Multiracial	86	1	99	29	133	2	98	42
Econ. Disad. ^a	3,023	3	97	36	3,913	3	97	44
Female	1,487	4	96	32	1,942	3	97	39
Male	2,937	3	97	35	3,858	4	96	41
EB/EL ^b	376	2	98	32	592	4	96	41
U.S. History								
All Students	3,869	6	94	39	5,046	5	95	50
African American	701	5	95	41	834	6	94	52
American Indian	13	8	92	54	20	15	85	35
Asian	126	6	94	26	188	12	88	33
Hispanic	1,913	5	95	40	2,691	4	96	51
Pacific Islander	11	9	91	36	7	14	86	43
White	1,000	7	93	39	1,160	6	94	48
Multiracial	77	4	96	43	85	5	95	51
Econ. Disad.	2,563	5	95	42	3,239	4	96	53
Female	1,283	5	95	37	1,714	6	94	48
Male	2,586	6	94	41	3,316	5	95	51
EB/EL	238	5	95	43	436	3	97	49

^aEconomically disadvantaged. ^bEmergent bilingual student/English learner.

Chapter 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 2021-22 school year, 53.4 percent (2,901,015) of the 5,427,370 public school students in Texas were identified as at risk of dropping out of school.

Definition of At Risk

Under TEC §29.081, a "student at risk of dropping out of school" includes each 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 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 who 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 an emergent bilingual student, as defined by TEC §29.052;
- is in the custody or care of the Department of Family and Protective 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;
- 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, cottage home operation, specialized child-care home, or general residential operation;
- has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Texas Penal Code §1.07; or
- is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548;

or, regardless of the student's age, participates in an adult education program provided under the adult high school charter school program under TEC Chapter 12, Subchapter G.

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 standards. One important function of STAAR is to assess 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, science in Grades 5 and 8, and social studies in Grade 8. Students were also tested in writing in Grades 4 and 7 through spring 2021. In 2019, the 86th Texas Legislature passed House Bill 3906, which eliminated STAAR writing tests in Grades 4 and 7 starting in 2022. In general, students must pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma from a Texas public or charter school (TEC §39.025). A student who fails no more than two of the required STAAR EOC assessments can still receive a diploma if the student is determined to be qualified to graduate by an individual graduation committee (TEC §28.0258).

For the STAAR Grades 3-8 and EOC assessments (including STAAR Spanish), there are four performance levels: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. The categories are meant to provide clear, accurate information to parents about how their children performed on STAAR. Students categorized as Approaches Grade Level and above are considered to have passed an exam. The passing standards for STAAR are set by the commissioner of education (TEC §39.0241).

STAAR Performance for Students At Risk

State Compensatory Education Policy on Student Performance

School districts are required to use student performance data from STAAR and other achievement tests administered under TEC Chapter 39, Subchapter B, to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to perform at grade level by the end of the next regular school term (TEC §29.081). Districts must provide accelerated instruction to students who have not performed satisfactorily on the assessment instrument or who are at risk of dropping out of school.

A student is considered at risk of dropping out of school from the time he or she fails to perform satisfactorily on a 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 (TEC §29.081). 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 2022, passing rates for at-risk students overall on the STAAR reading assessment ranged from 52 percent in Grade 6 to 72 percent in Grade 8 (Table 3.1 on page 62). Compared to the previous year, passing rates for at-risk students overall increased in all grades, with the largest increase occurring in Grade 4 (18 percentage points).

Across racial/ethnic groups and grades, average passing rates in 2022 ranged from 56.2 percent for African American at-risk students to and 82.5 percent for Asian at-risk students. By comparison, average passing rates across grades for students not identified as at risk in the same racial/ethnic groups were 23.8 percentage points and 15.5 percentage points higher, respectively.

Passing rates for students identified as economically disadvantaged and at risk ranged from 49 percent in Grade 6 to 69 percent in Grade 8. Across grades, the average passing rate for these students was 62.0 percent, 23.5 percentage points lower than that for economically disadvantaged students not identified as at risk (85.5%).

Female at-risk students outperformed male at-risk students in all grades, with differences in passing rates ranging from 5 percentage points in Grade 3 to 11 percentage points in Grade 7. Across grades, the average passing rate for females was 8.2 percentage points higher than that for males.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2022 STAAR reading assessment across all grades and student groups. The average passing rate across grades for at-risk students overall was 64.8 percent, 25.7 percentage points lower than that for students not identified as at risk overall (90.5%).

Table 3.1
STAAR Reading Passing Rates at the Approaches Grade Level Standard or Above (%), by At-Risk Status, Student Group, and Grade, 2021 and 2022

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021						
At-Risk						
African American	40	35	39	32	40	46
American Indian	55	43	56	45	51	57
Asian	74	68	75	65	71	71
Hispanic	50	45	56	39	48	54
Pacific Islander	44	36	44	37	53	60
White	60	52	56	47	55	62
Multiracial	55	48	53	43	52	58
Economically Disadvantaged	48	43	53	37	46	52
Female	55	50	60	44	54	61
Male	49	43	51	37	44	49
All	52	46	55	40	49	55
Not-At-Risk						
African American	64	54	72	66	74	79
American Indian	81	73	83	78	83	88
Asian	94	93	97	96	98	98
Hispanic	76	68	84	78	85	89
Pacific Islander	76	69	82	76	81	88
White	89	82	91	87	90	93
Multiracial	84	76	87	83	87	90
Economically Disadvantaged	70	61	78	72	80	85
Female	83	76	88	83	89	92
Male	79	70	84	78	84	87
All	81	73	86	81	86	90
2022						
At-Risk						
African American	54	54	62	42	59	66
American Indian	67	65	70	50	66	72
Asian	83	83	85	77	82	85
Hispanic	64	64	71	52	65	71
Pacific Islander	62	61	70	59	65	68
White	69	65	74	56	72	76
Multiracial	65	63	72	54	71	75
Economically Disadvantaged	61	61	68	49	64	69
Female	67	67	75	56	72	77
Male	62	60	67	48	61	67
All	64	64	71	52	66	72
Not-At-Risk						
African American	74	78	81	74	85	88
American Indian	87	88	91	86	91	95
Asian	97	97	99	97	99	99
Hispanic	85	88	91	85	92	94
Pacific Islander	85	88	89	84	90	93
White	92	93	95	92	96	97
Multiracial	90	90	93	88	94	95
Economically Disadvantaged	80	84	86	81	90	92
Female	88	91	93	89	95	96
Male	86	88	90	86	92	93
All	87	89	92	87	93	95

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

Mathematics

In 2022, passing rates for at-risk students overall on the STAAR mathematics assessment ranged from 44 percent in Grade 7 to 66 percent in Grade 5 (Table 3.2 on page 64). Compared to the previous year, passing rates for at-risk students overall increased in all grades, with the largest increase occurring in Grade 8 (14 percentage points).

Across racial/ethnic groups and grades, average passing rates in 2022 ranged from 42.0 percent for African American at-risk students to 82.7 percent for Asian at-risk students. By comparison, average passing rates across grades for students not identified as at risk in the same racial/ethnic groups were 25.7 percentage points and 14.5 percentage points higher, respectively.

Passing rates for students identified as economically disadvantaged and at risk ranged from 41 percent in Grade 7 to 63 percent in Grade 5. Across grades, the average passing rate for these students was 53.8 percent, 23 percentage points lower than that for economically disadvantaged students not identified as at risk (76.8%).

Male at-risk students outperformed female at-risk students in all grades except Grade 8, with the largest difference occurring in Grade 3 (5 percentage points). Across grades, the average passing rate for males was 1.8 percentage point higher than for females.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2022 STAAR mathematics assessment across all grades and student groups. The average passing rate across grades for at-risk students overall was 56.5 percent, 28 percentage points lower than that for students not identified as at risk overall (84.5%).

Writing

In 2021, the passing rate on the STAAR writing assessment for Grade 4 at-risk students overall was 35 percent. The passing rate for Grade 7 at-risk students overall was 38 percent (Table 3.3 on page 65). As previously noted, the writing assessments in Grades 4 and 7 were last administered in 2021.

Across racial/ethnic groups in Grade 4, passing rates in 2021 ranged from 25 percent for African American at-risk students to 64 percent for Asian at-risk students. Across racial/ethnic groups in Grade 7, passing rates ranged from 32 percent for African American at-risk students to 63 percent for Asian at-risk students. The average passing rates across grades for these two groups were lower than those for students not identified as at risk in the same racial/ethnic groups by 28.5 percentage points and 31 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 32 percent passed the writing assessment in Grade 4, and 35 percent passed in Grade 7. The average passing rate across grades for this group was 33.5 percent, 28.5 percentage points lower than that for economically disadvantaged students not identified as at risk.

Table 3.2

STAAR Mathematics Passing Rates at the Approaches Grade Level Standard or Above (%), by At-Risk Status, Student Group, and Grade, 2021 and 2022

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2021						
At-Risk						
African American	31	28	35	36	23	33
American Indian	50	41	58	52	38	47
Asian	75	72	82	79	67	72
Hispanic	45	42	53	48	33	42
Pacific Islander	43	44	57	50	34	44
White	57	52	59	61	46	56
Multiracial	48	44	52	52	37	48
Economically Disadvantaged	43	40	51	46	32	40
Female	44	40	52	47	34	46
Male	50	46	54	51	36	42
All	47	43	53	50	35	44
Not-At-Risk						
African American	51	44	63	65	53	62
American Indian	73	69	79	81	73	76
Asian	93	93	97	97	95	96
Hispanic	67	62	78	78	69	75
Pacific Islander	69	66	80	79	62	77
White	86	81	90	91	83	88
Multiracial	77	72	84	85	75	82
Economically Disadvantaged	60	54	72	73	63	71
Female	72	66	81	82	73	81
Male	76	71	82	84	74	79
All	74	69	82	83	74	80
2022						
At-Risk						
African American	42	38	51	45	30	46
American Indian	61	57	63	57	42	54
Asian	83	82	87	86	76	82
Hispanic	59	56	66	58	43	58
Pacific Islander	57	53	66	67	46	62
White	62	55	70	64	54	65
Multiracial	56	50	64	57	46	59
Economically Disadvantaged	56	53	63	55	41	55
Female	56	53	65	57	43	60
Male	61	57	66	59	45	57
All	58	55	66	58	44	58
Not-At-Risk						
African American	63	64	72	73	61	73
American Indian	82	84	86	88	79	87
Asian	96	96	98	98	97	98
Hispanic	78	80	85	85	77	86
Pacific Islander	81	84	84	90	81	82
White	89	90	93	93	89	93
Multiracial	84	84	89	89	83	88
Economically Disadvantaged	72	74	80	81	72	82
Female	80	82	88	87	80	88
Male	83	84	87	88	81	87
All	81	83	88	87	81	87

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

Table 3.3
STAAR Writing Passing Rates at the Approaches
Grade Level Standard or Above (%), by At-Risk
Status, Student Group, and Grade, 2021 and 2022

Group	Grade 4 2021	Grade 4 2022	Grade 7 2021	Grade 7 2022
At-Risk				
African American	25	n/a ^a	32	n/a
American Indian	33	n/a	41	n/a
Asian	64	n/a	63	n/a
Hispanic	34	n/a	36	n/a
Pacific Islander	31	n/a	42	n/a
White	39	n/a	47	n/a
Multiracial	37	n/a	42	n/a
Econ. Disad. ^b	32	n/a	35	n/a
Female	40	n/a	46	n/a
Male	30	n/a	32	n/a
All	35	n/a	38	n/a
Not-At-Risk				
African American	45	n/a	69	n/a
American Indian	64	n/a	80	n/a
Asian	92	n/a	97	n/a
Hispanic	58	n/a	80	n/a
Pacific Islander	61	n/a	81	n/a
White	74	n/a	88	n/a
Multiracial	68	n/a	84	n/a
Econ. Disad.	50	n/a	74	n/a
Female	69	n/a	87	n/a
Male	60	n/a	78	n/a
All	64	n/a	83	n/a

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

^aNot available. The writing assessments were last administered in 2021.

^bEconomically disadvantaged.

Female at-risk students outperformed male at-risk students by 10 percentage points in Grade 4 and by 14 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 2021 STAAR writing assessment across all student groups. The average passing rate across grades for at-risk students overall was 36.5 percent, 37 percentage points lower than that for students not identified as at risk overall.

Social Studies

In 2022, the passing rate on the STAAR social studies assessment for at-risk students overall in Grade 8 was 41 percent, 7 percentage points higher than the previous year (Table 3.4 on page 66).

Across racial/ethnic groups, passing rates in 2022 ranged from 35 percent for African American at-risk students to 68 percent for Asian at-risk students. The passing rates for these two groups were lower than those for not identified as at risk in the same racial/ethnic groups by 31 percentage points and 28 percentage points, respectively.

**Table 3.4
STAAR Social Studies Passing Rates at the
Approaches Grade Level Standard or Above (%),
Grade 8, by At-Risk Status, and Student Group,
2021 and 2022**

Group	2021	2022
At-Risk		
African American	27	35
American Indian	38	39
Asian	60	68
Hispanic	31	39
Pacific Islander	41	44
White	48	52
Multiracial	41	49
Econ. Disad. ^a	30	37
Female	31	38
Male	37	44
All	34	41
Not-At-Risk		
African American	61	66
American Indian	75	81
Asian	94	96
Hispanic	71	77
Pacific Islander	72	81
White	85	87
Multiracial	81	85
Econ. Disad.	66	72
Female	75	79
Male	80	84
All	77	81

^aEconomically disadvantaged.

Among students identified as economically disadvantaged and at risk, 37 percent passed the social studies assessment, a rate 35 percentage points lower than that for economically disadvantaged students not identified as at risk (72%).

Male at-risk students outperformed female at-risk students by 6 percentage points.

The 41 percent passing rate for at-risk students overall on the 2022 STAAR social studies assessment was 40 percentage points lower than that for students not identified as at risk overall (81%).

Science

In 2022, the passing rate on the STAAR science assessment for Grade 5 at-risk students overall was 52 percent, an increase of 11 percentage points from the previous year (Table 3.5 on page 67). The passing rate for Grade 8 at-risk students overall was 59 percent, an increase of 11 percentage points from the previous year.

Across racial/ethnic groups in Grade 5, passing rates in 2022 ranged from 37 percent for African American at-risk students to 74 percent for Asian at-risk students. Across racial/ethnic groups in Grade 8, passing rates ranged from 49 percent for African American at-risk students to 81 percent for Asian at-risk

Table 3.5
STAAR Science Passing Rates at the Approaches
Grade Level Standard or Above (%), by At-Risk
Status, Student Group, and Grade, 2021 and 2022

Group	Grade 5 2021	Grade 5 2022	Grade 8 2021	Grade 8 2022
At-Risk				
African American	25	37	37	49
American Indian	44	50	54	61
Asian	67	74	72	81
Hispanic	39	51	44	58
Pacific Islander	40	46	45	58
White	51	61	63	69
Multiracial	44	56	54	64
Econ. Disad. ^a	38	48	43	55
Female	37	48	46	58
Male	43	55	49	60
All	41	52	48	59
Not-At-Risk				
African American	56	62	70	78
American Indian	74	79	82	92
Asian	94	95	97	98
Hispanic	71	79	83	88
Pacific Islander	75	77	82	87
White	87	91	92	95
Multiracial	80	84	88	91
Econ. Disad.	65	73	78	85
Female	74	81	86	90
Male	79	84	87	91
All	77	82	86	90

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

^aEconomically disadvantaged.

students. The average passing rates across grades for these two groups were lower than those for students not identified as at risk in the same racial/ethnic groups by 27 percentage points and 19 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 48 percent passed the science assessment in Grade 5, and 55 percent passed in Grade 8. The average passing rate across grades for this group was 51.5 percent, 27.5 percentage points lower than that for economically disadvantaged students not identified as at risk (79.0%).

Male at-risk students outperformed female at-risk students by 7 percentage points in Grade 5 and by 2 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 2022 STAAR science assessment across all student groups. The average passing rate across grades for at-risk students overall was 55.5 percent, 30.5 percentage points lower than that for students not identified as at risk overall (86.0%).

STAAR Performance of Students Identified as Emergent Bilingual Students/English Learners

An emergent bilingual student/English learner (EB student/EL) is a student who is in the process of acquiring English and has another language as the student's primary or home language (TAC §89.1203). In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students currently identified as EB students/ELs and students previously identified as EB students/ELs, disaggregated by bilingual education, special language, or English as a second language (ESL) program instructional model (TEC §39.332). During the time they are attaining proficiency in English, students are classified as current EB students/ELs. Current EB students/ELs generally participate in bilingual education or English as a second language (ESL) programs, although in rare instances, parents decline program services. Within bilingual education and ESL programs, districts may choose from state-approved instructional models for implementation. TEA began collecting data on instructional model assignments in spring 2009.

Students reclassify from the current EB student/EL classification when their language proficiency assessment committee (LPAC) determines, based on a combination of performance measures, that they are able to participate equally in general education, all-English, instructional programs (TEC §29.056). At that point, they are reclassified as former EB students/ELs and monitored academically. Per the LPAC's recommendation at the point of reclassification, the student exits program services with parental approval. In some instances, when the EB student/EL is participating in a two-way dual language program, the student can be reclassified but continue to participate in the dual language program as a non-emergent bilingual student.

This section presents STAAR results by bilingual education or ESL program instructional model for EB students/ELs who were also identified as at risk on statewide assessments in 2021-22. As noted earlier, all current EB students/ELs are statutorily defined as at risk (TEC §29.081). The assessment results alone are not sufficient for evaluating the quality of different types of EB student/EL 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 EB students/ELs. See Chapter 2 of this report for assessment results for all EB students/ELs, including those not identified as at risk, and for more information about limitations of the data.

Among all current EB students/ELs identified as at risk, passing rates at the Meets Grade Level standard on the 2022 STAAR reading assessment ranged from a low of 24 percent in Grade 6 to a high of 43 percent in Grade 5 (Table 3.6 on page 69). The same pattern was true among all former EB students/ELs identified as at risk, with passing rates at the Meets Grade Level standard ranging from a low of 60 percent in Grade 6 to a high of 80 percent in Grade 5.

Agency Contact Persons

For information about the performance of students in at-risk situations, contact Justin Porter, Associate Commissioner and Chief Program Officer of Special Populations, (512) 463-9414; or Kelly Kravitz, Highly Mobile and At-Risk Student Programs, (512) 463-9235.

Table 3.6
Participation and Performance of At-Risk Students Currently Identified as Emergent Bilingual Students/English Learners (EB Students/ELs) and At-Risk Students Previously Identified as EB Students/ELs on STAAR Reading, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2022

Group	Tested	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)
Grade 3				
All Current EB/ELs ^a	92,444	67	37	19
All Bilingual Education Programs	52,974	65	34	18
Transitional Bilingual/Early Exit	18,028	65	34	17
Transitional Bilingual/Late Exit	4,194	66	36	19
Dual Immersion/Two-Way	9,202	67	36	20
Dual Immersion/One-Way	21,550	63	32	17
All English as a Second Language Programs	22,831	72	44	24
English as a Second Language/Content-Based	15,213	74	46	26
English as a Second Language/Pull-Out	7,618	69	39	19
No Services	16,156	65	36	18
All Former EB/ELs ^b	2,189	90	66	39
All Bilingual Education Programs	68	91	66	50
Transitional Bilingual/Early Exit	32	91	72	66
Transitional Bilingual/Late Exit	0	n/a ^c	n/a	n/a
Dual Immersion/Two-Way	26	88	50	35
Dual Immersion/One-Way	10	100	90	40
All English as a Second Language Programs	13	85	69	62
English as a Second Language/Content-Based	8	75	63	50
English as a Second Language/Pull-Out	5	100	80	80
No Services	2,102	90	66	39
Grade 4				
All Current EB/ELs	94,298	67	41	19
All Bilingual Education Programs	51,079	65	40	18
Transitional Bilingual/Early Exit	17,618	66	39	16
Transitional Bilingual/Late Exit	4,290	66	41	19
Dual Immersion/Two-Way	8,793	68	44	21
Dual Immersion/One-Way	20,378	63	38	18
All English as a Second Language Programs	23,725	72	46	21
English as a Second Language/Content-Based	15,207	73	48	23
English as a Second Language/Pull-Out	8,518	69	42	18
No Services	19,011	66	39	17
All Former EB/ELs	2,476	94	78	48
All Bilingual Education Programs	98	98	85	62
Transitional Bilingual/Early Exit	33	100	94	79
Transitional Bilingual/Late Exit	3	– ^d	–	–
Dual Immersion/Two-Way	39	95	67	46
Dual Immersion/One-Way	23	100	100	65
All English as a Second Language Programs	42	95	79	69
English as a Second Language/Content-Based	25	96	80	72
English as a Second Language/Pull-Out	17	94	76	65
No Services	2,327	94	78	47

Note. Results are based on 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 EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable. ^dA dash (–) indicates data are not reported to protect student anonymity.

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Table 3.6 (continued)
Participation and Performance of At-Risk Students Currently Identified as Emergent Bilingual Students/English Learners (EB Students/ELs) and At-Risk Students Previously Identified as EB Students/ELs on STAAR Reading, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2022

Group	Tested	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)
Grade 5				
All Current EB/ELs ^a	93,132	72	43	23
All Bilingual Education Programs	46,070	72	43	22
Transitional Bilingual/Early Exit	15,317	70	41	21
Transitional Bilingual/Late Exit	4,213	71	44	24
Dual Immersion/Two-Way	7,682	77	48	26
Dual Immersion/One-Way	18,858	72	43	22
All English as a Second Language Programs	23,521	74	46	26
English as a Second Language/Content-Based	13,546	75	49	29
English as a Second Language/Pull-Out	9,975	72	43	22
No Services	23,029	70	41	22
All Former EB/ELs ^b	4,246	96	80	55
All Bilingual Education Programs	297	99	89	65
Transitional Bilingual/Early Exit	43	100	88	58
Transitional Bilingual/Late Exit	8	100	88	63
Dual Immersion/Two-Way	149	99	89	63
Dual Immersion/One-Way	97	98	90	71
All English as a Second Language Programs	73	97	92	68
English as a Second Language/Content-Based	45	96	87	58
English as a Second Language/Pull-Out	28	100	100	86
No Services	3,863	96	79	54
Grade 6				
All Current EB/ELs	89,043	54	24	9
All Bilingual Education Programs	8,159	56	26	10
Transitional Bilingual/Early Exit	2,334	53	23	8
Transitional Bilingual/Late Exit	643	53	22	8
Dual Immersion/Two-Way	2,886	59	29	12
Dual Immersion/One-Way	2,296	56	25	9
All English as a Second Language Programs	59,157	53	23	9
English as a Second Language/Content-Based	10,529	57	29	12
English as a Second Language/Pull-Out	48,628	52	22	9
No Services	21,164	55	25	10
All Former EB/ELs	5,961	88	60	32
All Bilingual Education Programs	153	92	74	46
Transitional Bilingual/Early Exit	2	– ^d	–	–
Transitional Bilingual/Late Exit	2	–	–	–
Dual Immersion/Two-Way	53	87	74	47
Dual Immersion/One-Way	96	94	74	46
All English as a Second Language Programs	109	88	62	28
English as a Second Language/Content-Based	52	92	58	27
English as a Second Language/Pull-Out	57	84	67	28
No Services	5,680	88	59	31

Note. Results are based on 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 EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable. ^dA dash (–) indicates data are not reported to protect student anonymity.

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Table 3.6 (continued)
Participation and Performance of At-Risk Students Currently Identified as Emergent Bilingual Students/English Learners (EB Students/ELs) and At-Risk Students Previously Identified as EB Students/ELs on STAAR Reading, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2022

Group	Tested	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)
Grade 7				
All Current EB/ELs ^a	87,122	64	33	17
All Bilingual Education Programs	1,982	72	41	23
Transitional Bilingual/Early Exit	107	68	34	14
Transitional Bilingual/Late Exit	36	58	19	11
Dual Immersion/Two-Way	1,536	72	43	24
Dual Immersion/One-Way	303	71	39	19
All English as a Second Language Programs	67,966	63	32	17
English as a Second Language/Content-Based	9,147	64	36	21
English as a Second Language/Pull-Out	58,819	62	32	16
No Services	16,707	67	36	19
All Former EB/ELs ^b	9,690	93	69	45
All Bilingual Education Programs	111	96	76	59
Transitional Bilingual/Early Exit	0	n/a ^c	n/a	n/a
Transitional Bilingual/Late Exit	2	– ^d	–	–
Dual Immersion/Two-Way	57	96	77	51
Dual Immersion/One-Way	52	96	75	69
All English as a Second Language Programs	280	99	77	58
English as a Second Language/Content-Based	46	96	57	39
English as a Second Language/Pull-Out	234	99	81	61
No Services	9,242	93	69	45
Grade 8				
All Current EB/ELs	76,725	66	33	16
All Bilingual Education Programs	1,451	77	47	25
Transitional Bilingual/Early Exit	32	81	53	19
Transitional Bilingual/Late Exit	126	70	42	24
Dual Immersion/Two-Way	985	77	48	25
Dual Immersion/One-Way	308	78	45	28
All English as a Second Language Programs	61,192	65	32	15
English as a Second Language/Content-Based	7,964	68	38	20
English as a Second Language/Pull-Out	53,228	65	31	14
No Services	13,578	71	37	19
All Former EB/ELs	14,799	94	68	40
All Bilingual Education Programs	150	100	81	51
Transitional Bilingual/Early Exit	3	–	–	–
Transitional Bilingual/Late Exit	0	n/a	n/a	n/a
Dual Immersion/Two-Way	89	100	78	49
Dual Immersion/One-Way	58	100	84	55
All English as a Second Language Programs	466	97	76	48
English as a Second Language/Content-Based	111	97	77	45
English as a Second Language/Pull-Out	355	97	75	49
No Services	14,112	94	68	40

Note. Results are based on 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 EB students/ELs.

^aCurrent EB students/ELs were identified as EB students/ELs in 2021-22. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bFormer EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^cNot applicable. ^dA dash (–) indicates data are not reported to protect student anonymity.

Chapter 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). Districts must assess and track the academic growth of all students attending DAEPs. 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, a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, a student's status in the conservatorship of the Department of Family and Protective Services, or a student's status as homeless 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 must provide, as appropriate for students at each grade level, methods and options for: (a) managing students in the classroom, on school grounds, and in a vehicle owned or operated by the district; (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, program participation, 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) were provided to the Texas Education Agency (TEA) by a state contractor, Educational Testing Service. Because of the COVID-19 pandemic, all STAAR assessments were canceled for spring 2020. The 2021 STAAR passing rates presented in this chapter are based on performance levels that classified students into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. Students categorized as Approaches Grade Level and above were considered to have passed an examination. Test performance results for students assigned to DAEPs include scores for students assigned at any time during the year.

DAEP Assignment

Approximately 0.6 percent (33,235) of the more than 5.5 million students in Texas public schools in 2020-21 received DAEP assignments (Table 4.1). Approximately 1.2 percent of students were assigned to DAEPs in the previous year. The total number of DAEP assignments, including multiple assignments for students, decreased by 50.0 percent from the previous year.

Table 4.1
Assignment to DAEPs,^a 2019-20 and 2020-21

DAEP Assignments	2019-20	2020-21
Individual Student Count	65,156	33,235
Total ^b	75,181	37,605

^aDisciplinary alternative education programs. ^bIncludes multiple assignments for individual students.

In 2020-21, 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 on page 75). White students accounted for a larger percentage of students

Table 4.2
Enrollment and Assignment to DAEPs,^a by Grade and Student Group, 2019-20 and 2020-21

Grade	All Students	DAEP (N)	DAEP (%)	African American	African American	American Indian	American Indian	Asian	Asian
				DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)
2019-20									
Grade 1	399,900	236	0.1	49.6	12.4	.	0.3	0.4	4.9
Grade 2	396,578	230	0.1	42.2	12.5	.	0.3	.	5.0
Grade 3	399,357	409	0.1	38.4	12.7	0.5	0.3	0.5	4.8
Grade 4	407,126	637	0.2	36.1	12.7	0.5	0.5	0.6	4.7
Grade 5	424,572	1,237	0.3	31.9	12.8	0.3	0.4	0.3	4.5
Grade 6	429,898	4,503	1.0	24.6	12.7	0.3	0.4	0.5	4.6
Grade 7	430,709	7,259	1.7	21.0	12.8	0.3	0.4	0.5	4.4
Grade 8	419,046	9,786	2.3	19.5	12.8	0.4	0.4	0.6	4.4
Grade 9	457,684	16,456	3.6	20.3	12.9	0.4	0.3	0.6	4.2
Grade 10	414,555	11,255	2.7	21.3	12.6	0.3	0.3	0.8	4.6
Grade 11	375,436	7,192	1.9	21.7	12.3	0.4	0.4	1.3	4.9
Grade 12	380,841	5,913	1.6	23.0	12.5	0.4	0.3	1.2	4.6
2020-21									
Grade 1	395,893	73	<0.1	37.0	12.5	.	0.3	1.4	4.9
Grade 2	393,252	75	<0.1	41.3	12.6	.	0.3	.	5.0
Grade 3	393,103	140	<0.1	29.3	12.7	.	0.3	0.7	5.1
Grade 4	396,555	350	0.1	28.0	12.8	.	0.3	0.3	4.9
Grade 5	406,205	733	0.2	24.8	12.8	0.3	0.5	1.1	4.8
Grade 6	424,204	2,625	0.6	21.1	12.9	0.4	0.4	0.5	4.6
Grade 7	431,440	4,162	1.0	18.9	12.8	0.2	0.4	0.7	4.6
Grade 8	432,118	5,471	1.3	18.0	12.8	0.4	0.3	0.4	4.5
Grade 9	448,241	7,589	1.7	18.1	13.0	0.3	0.3	0.6	4.3
Grade 10	429,364	5,776	1.3	19.1	12.8	0.5	0.3	0.6	4.5
Grade 11	388,098	3,601	0.9	20.4	12.4	0.3	0.3	0.7	4.8
Grade 12	385,184	2,615	0.7	21.2	12.4	0.5	0.3	0.8	4.8

Grade	Hispanic	Hispanic	Pacific Islander	Pacific Islander	White	White	Multiracial	Multiracial	Econ. Disad. ^b	Econ. Disad.
	DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)
2019-20										
Grade 1	25.0	51.8	.	0.2	19.9	27.5	5.1	3.0	85.6	63.0
Grade 2	30.4	51.6	.	0.2	21.3	27.5	6.1	2.9	88.3	62.4
Grade 3	31.8	51.9	.	0.2	23.5	27.3	5.4	2.8	86.3	62.3
Grade 4	39.2	51.9	.	0.2	20.1	27.3	3.5	2.7	84.5	62.2
Grade 5	40.7	52.8	0.2	0.2	23.0	26.8	3.6	2.6	87.9	62.5
Grade 6	54.1	52.8	0.1	0.2	18.1	26.9	2.3	2.6	86.6	61.7
Grade 7	58.3	52.8	0.2	0.2	17.6	27.0	2.2	2.5	85.2	60.8
Grade 8	59.5	52.7	0.1	0.2	17.6	27.3	2.3	2.4	82.3	59.8
Grade 9	57.4	53.7	0.1	0.2	19.0	26.5	2.3	2.3	80.1	59.7
Grade 10	52.6	52.3	0.1	0.1	22.5	27.8	2.3	2.3	73.5	56.2
Grade 11	50.2	51.0	0.1	0.2	23.8	29.1	2.5	2.2	67.7	53.1
Grade 12	47.3	51.4	0.2	0.2	25.5	28.9	2.4	2.0	63.9	52.8
2020-21										
Grade 1	23.3	52.0	.	0.2	31.5	26.8	6.8	3.2	79.5	63.0
Grade 2	26.7	52.0	.	0.2	25.3	26.8	6.7	3.1	88.0	62.5
Grade 3	32.1	51.8	.	0.2	30.7	26.9	7.1	2.9	85.7	62.0

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

continues

Table 4.2 (continued)

Enrollment and Assignment to DAEPs,^a by Grade and Student Group, 2019-20 and 2020-21

Grade	Hispanic	Hispanic	Pacific Islander	Pacific Islander	White	White	Multiracial	Multiracial	Econ. Disad. ^b	Econ. Disad.
	DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)	DAEP (%)	State (%)
Grade 4	35.4	52.1	0.3	0.2	28.9	26.8	7.1	2.9	85.1	61.5
Grade 5	40.2	52.1	0.4	0.2	27.7	26.9	5.5	2.8	81.6	61.5
Grade 6	48.7	52.8	0.1	0.2	26.1	26.5	3.0	2.7	83.5	61.3
Grade 7	49.6	52.8	0.1	0.1	26.9	26.7	3.5	2.6	80.2	60.4
Grade 8	48.5	52.8	0.1	0.2	29.5	26.8	3.0	2.6	77.2	59.5
Grade 9	47.5	53.3	0.1	0.2	30.2	26.4	3.0	2.4	74.8	58.9
Grade 10	45.5	52.9	0.2	0.2	31.3	27.0	2.8	2.4	69.3	56.6
Grade 11	41.7	51.9	0.1	0.1	33.3	28.1	3.6	2.3	63.8	53.6
Grade 12	41.2	51.5	0.1	0.2	33.7	28.5	2.6	2.2	57.9	52.3

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

assigned to DAEPs than of the total student population in each grade except Grades 2 and 6. Hispanic students accounted for smaller percentages of students assigned to DAEPs than of the total student population in all grades.

The percentage of students assigned to DAEPs in 2020-21 increased at each grade level from Grade 1 to Grade 9, reaching 1.7 percent of all students, then steadily declined through the high school grades (Table 4.2 on page 75). Of all students who were assigned to DAEPs, 22.8 percent were ninth graders (Table 4.1 on page 74 and Table 4.2 on page 75).

Males made up 68.8 percent of students assigned to DAEPs in 2020-21 compared to 51.2 percent of the total student population (Table 4.3). Some 19.3 percent of students assigned to DAEPs were receiving special education services, compared to 12.4 percent of students statewide.

Table 4.3
Assignment to DAEPs^a (%), by Gender and Special Education Services, 2019-20 and 2020-21

Group	DAEP	State
2019-20		
Female	30.9	48.7
Male	69.1	51.3
Receiving Spec. Ed. ^b Services	17.8	11.7
Not Receiving Spec. Ed. Services	82.2	88.3
2020-21		
Female	31.2	48.8
Male	68.8	51.2
Receiving Spec. Ed. Services	19.3	12.4
Not Receiving Spec. Ed. Services	80.7	87.6

^aDisciplinary alternative education programs. ^bSpecial education.

Frequency and Length of DAEP Assignment

For all students assigned to DAEPs in 2020-21, the average number of discretionary assignments (1.11) exceeded the average number of mandatory assignments (1.05) (Table 4.4). About 1 out of 10 students assigned to DAEPs in 2020-21 received more than one assignment that year. On average, female students (9.6%) were less likely to have received more than one assignment than male students (12.1%), and Hispanic students (11.0%) were less likely to have received more than one assignment than African American (12.2%) and White students (11.3%).

Table 4.4
Frequency and Length of DAEP^a Assignment, 2019-20 and 2020-21

Group	Average Number of Discretionary Assignments ^b 2019-20	Average Number of Discretionary Assignments ^b 2020-21	Average Number of Mandatory Assignments ^b 2019-20	Average Number of Mandatory Assignments ^b 2020-21	Single Assignment 2019-20 (%)	Single Assignment 2020-21 (%)	Average Length of Assignment 2019-20 (Days)	Average Length of Assignment 2020-21 (Days)
African American	1.12	1.12	1.07	1.06	86.0	87.8	34.4	30.0
American Indian	1.10	1.12	1.04	1.03	88.2	89.6	34.6	31.3
Asian	1.07	1.10	1.06	1.05	90.4	90.9	31.9	28.7
Hispanic	1.11	1.10	1.08	1.06	86.6	89.0	34.2	29.7
Pacific Islander	1.05	1.38	1.10	1.24	90.7	68.3	31.7	34.7
White	1.13	1.12	1.06	1.05	87.7	88.7	33.5	29.6
Multiracial	1.12	1.09	1.07	1.04	86.5	90.3	33.0	27.8
Econ. Disad. ^c	1.12	1.11	1.08	1.06	86.3	88.4	34.2	30.0
Special Ed. ^d	1.14	1.13	1.10	1.07	84.2	86.7	35.1	30.6
Female	1.10	1.09	1.06	1.04	88.7	90.4	32.3	27.6
Male	1.13	1.12	1.08	1.06	85.8	87.9	34.8	30.6
All	1.12	1.11	1.08	1.05	86.7	88.7	34.0	29.7

^aDisciplinary alternative education program. ^bAverage per student. ^cEconomically disadvantaged. ^dSpecial education.

For each student who attended a DAEP in 2020-21, 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 29.6 days in actual attendance, while African American and Hispanic students spent an average of about 30.0 days and 29.7 days, respectively (Table 4.4).

State of Texas Assessments of Academic Readiness 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 (EOC) assessments in English I, English II, and Algebra I.

Statewide, 93.4 percent of students in Grades 3-8 who were assigned to DAEPs took the 2021 STAAR reading test and 3.7 percent were absent (Table 4.5 on page 78).

Table 4.5**Reading STAAR Participation (%), Students Assigned to DAEPs,^a Grades 3-8, by Student Group, 2020 and 2021**

Group	Tested 2020	Tested 2021	Absent 2020	Absent 2021	Other 2020	Other 2021
African American	n/a ^b	92.9	n/a	4.0	n/a	3.1
American Indian	n/a	95.0	n/a	0.0	n/a	5.0
Asian	n/a	98.7	n/a	0.0	n/a	1.3
Hispanic	n/a	92.7	n/a	4.1	n/a	3.1
Pacific Islander	n/a	100	n/a	0.0	n/a	0.0
White	n/a	94.3	n/a	3.4	n/a	2.3
Multiracial	n/a	95.1	n/a	1.2	n/a	3.7
Economically Disadvantaged	n/a	93.0	n/a	4.0	n/a	3.0
Special Education	n/a	92.1	n/a	4.5	n/a	3.5
All	n/a	93.4	n/a	3.7	n/a	2.9

Note. Results are based on STAAR and STAAR Spanish combined, as applicable. Parts may not add to 100 percent because of rounding.

^aDisciplinary alternative education programs. ^bNot available. Because of the COVID-19 pandemic, all STAAR assessments were canceled for spring 2020.

In 2021, 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 on page 79). The overall passing rates for students assigned to DAEPs were 28 percentage points lower than the overall rates for students statewide on both the reading (39% vs. 67%) and the mathematics (33% vs. 61%) tests. 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.

Passing rates on the 2021 STAAR EOC tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.7 on page 80). The overall passing rates for students assigned to DAEPs were 30 percentage points lower than the overall rates for students statewide on both the English I test (39% vs. 69%) and the English II test (43% vs. 73%) and 32 percentage points lower on the Algebra I test (44% vs. 76%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR EOC 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 29,214 students in Grades 7-12 assigned to DAEPs in the 2020-21 school year (Table 4.2 on page 75), 977 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 3.3 percent, nearly twice the rate for students statewide (1.8%) (Table 4.8 on page 81). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Agency Contact Person

For additional information on DAEPs, contact Alejandro Delgado, Deputy Commissioner of Operations, (512) 463-8880.

Other Sources of Information

Discipline data are available on the TEA website at <https://tea.texas.gov/reports-and-data/student-data/discipline-data-products/discipline-data-products-overview>. Annual data on enrollment in discipline settings and on disciplinary incidents and resulting actions are available at the state, region, and district levels.

Table 4.6
STAAR Passing Rates at the Approaches Grade
Level Standard or Above (%), Grades 3-8, by
Subject and Student Group, 2020 and 2021

Group	2020 DAEP ^a	2020 State	2021 DAEP	2021 State
Reading				
African American	n/a ^b	n/a	29	56
American Indian	n/a	n/a	37	67
Asian	n/a	n/a	55	88
Hispanic	n/a	n/a	37	61
Pacific Islander	n/a	n/a	54	66
White	n/a	n/a	49	80
Multiracial	n/a	n/a	43	75
Econ. Disad. ^c	n/a	n/a	36	57
Special Education	n/a	n/a	17	31
Female	n/a	n/a	47	71
Male	n/a	n/a	35	63
All	n/a	n/a	39	67
Mathematics				
African American	n/a	n/a	22	45
American Indian	n/a	n/a	32	62
Asian	n/a	n/a	50	87
Hispanic	n/a	n/a	31	54
Pacific Islander	n/a	n/a	17	62
White	n/a	n/a	45	77
Multiracial	n/a	n/a	36	69
Econ. Disad.	n/a	n/a	30	51
Special Education	n/a	n/a	17	32
Female	n/a	n/a	36	61
Male	n/a	n/a	32	62
All	n/a	n/a	33	61

Note. Reading and mathematics results are based on STAAR and STAAR Spanish combined, as applicable.

^aDisciplinary alternative education program. ^bNot available. Because of the COVID-19 pandemic, all STAAR assessments were canceled for spring 2020.

^cEconomically disadvantaged.

Table 4.7
STAAR End-of-Course Passing Rates at the
Approaches Grade Level Standard or Above (%),
by Subject and Student Group, 2020 and 2021

Group	2020 DAEP^a	2020 State	2021 DAEP	2021 State
English I				
African American	n/a ^b	n/a	30	57
American Indian	n/a	n/a	52	68
Asian	n/a	n/a	58	90
Hispanic	n/a	n/a	35	63
Pacific Islander	n/a	n/a	40	71
White	n/a	n/a	52	83
Multiracial	n/a	n/a	44	80
Econ. Disad. ^c	n/a	n/a	34	59
Special Education	n/a	n/a	12	26
Female	n/a	n/a	51	75
Male	n/a	n/a	34	63
All	n/a	n/a	39	69
English II				
African American	n/a	n/a	33	63
American Indian	n/a	n/a	38	75
Asian	n/a	n/a	61	91
Hispanic	n/a	n/a	41	68
Pacific Islander	n/a	n/a	44	72
White	n/a	n/a	52	86
Multiracial	n/a	n/a	55	83
Econ. Disad.	n/a	n/a	38	64
Special Education	n/a	n/a	14	29
Female	n/a	n/a	54	79
Male	n/a	n/a	38	68
All	n/a	n/a	43	73
Algebra I				
African American	n/a	n/a	36	64
American Indian	n/a	n/a	41	77
Asian	n/a	n/a	69	95
Hispanic	n/a	n/a	42	71
Pacific Islander	n/a	n/a	50	78
White	n/a	n/a	52	86
Multiracial	n/a	n/a	50	81
Econ. Disad.	n/a	n/a	40	68
Special Education	n/a	n/a	23	44
Female	n/a	n/a	54	79
Male	n/a	n/a	39	72
All	n/a	n/a	44	76

^aDisciplinary alternative education program. ^bNot available. Because of the COVID-19 pandemic, all STAAR assessments were canceled for spring 2020.

^cEconomically disadvantaged.

Table 4.8
Annual Dropout Rate (%), Grades 7-12, by Student
Group, 2019-20 and 2020-21

Group	2019-20	2019-20	2020-21	2020-21
	DAEP ^a	State	DAEP	State
African American	5.4	1.9	4.2	2.9
American Indian	6.3	1.7	5.4	2.6
Asian	1.4	0.3	1.6	0.5
Hispanic	4.4	1.5	3.5	2.1
Pacific Islander	4.3	1.5	0.0	2.1
White	3.0	0.7	2.6	1.0
Multiracial	3.9	1.1	2.8	1.6
Econ. Disad. ^b	4.4	1.6	3.6	2.4
Special Education	4.7	1.6	3.4	2.5
Female	2.9	0.9	2.7	1.6
Male	4.9	1.5	3.7	2.0
All	4.3	1.2	3.3	1.8

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Chapter 5. Graduates and Dropouts

The Grade 9 four-year longitudinal graduation rate for the 388,517 students in the class of 2021 was 90.0 percent, a decrease of 0.3 percentage points compared to the class of 2020 (Table 5.1 on page 84 and Table 5.2 on page 88). The Grade 9 four-year longitudinal dropout rate for the class of 2021 was 5.8 percent, an increase of 0.4 percentage points. Of the 2,517,888 students who attended Grades 7-12 in Texas public schools in the 2020-21 school year, 1.8 percent were reported to have dropped out, an increase of 0.6 percentage points from the previous school year (Table 5.5 on page 91). 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). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. The 2020-21 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition. 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 high school equivalency certificate, continue school outside the public school system, begin college, or die.

Longitudinal Graduation and Dropout Rates

Calculation and Methods

A four-year 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 next three 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 on page 85).

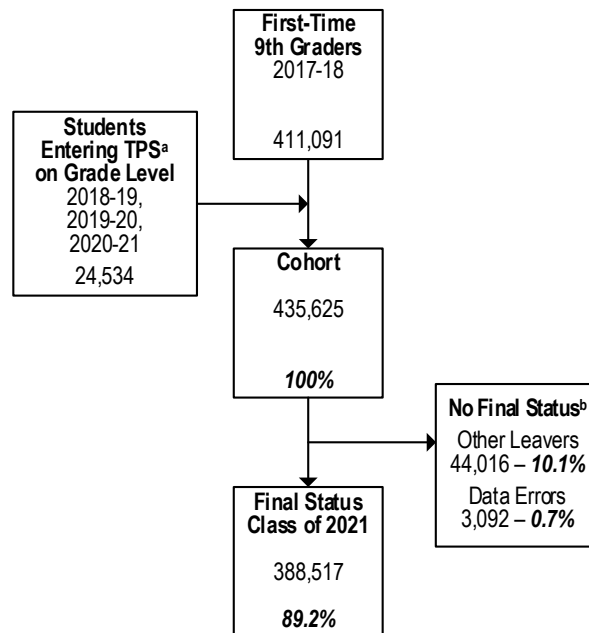
The Texas Education Agency (TEA) calculates four longitudinal rates that add to 100 percent: graduation, continuation, Texas Certificate of High School Equivalency (TxCHSE) recipient, and dropout. Dropouts are counted according to the dropout definition in place the year they drop out. Students assigned no final status were those who left the Texas public school system for reasons other than graduating, receiving a

**Table 5.1
Common Methods of Measuring Student Progress Through School**

Information	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: $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{TxCHSE}^a \text{ recipients} + \text{dropouts}}$	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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.	Longitudinal rates are calculated such that the graduation rate, continuation rate, TxCHSE recipient rate, and dropout rate add to 100 percent.	The attrition rate reported by TEA is not adjusted for growth.
2020-21 TEA Reporting	Annual dropout rates Grades 7-12: 1.8% Grades 9-12: 2.4% Grades 7-8: 0.9%	Class of 2021 Grade 9 four-year longitudinal rates Graduation: 90.0% Graduation, continuation, or TxCHSE: 94.2% Dropout: 5.8% Class of 2020 Grade 9 five-year extended longitudinal rates Graduation: 92.2% Graduation, continuation, or TxCHSE: 93.8% Dropout: 6.2% Class of 2019 Grade 9 six-year extended longitudinal rates Graduation: 92.6% Graduation, continuation, or TxCHSE: 93.8% Dropout: 6.2%	Unadjusted attrition rates Grades 7-12: 6.4% Grades 9-12: 15.8%

^aTexas Certificate of High School Equivalency.

**Figure 5.1
Cohort for the Class of 2021 Longitudinal
Graduation and Dropout Rates**



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

^aTexas public schools. ^bStudents who left the Texas public school system without graduating, receiving a Texas Certificate of High School Equivalency, or dropping out and students who could not be followed from year to year because of student identification problems.

TxCHSE, or dropping out or those who could not be followed from year to year because of student identification problems.

In 2015, Senate Bill 149, passed by the 84th Texas Legislature, revised the state's assessment graduation requirements for students enrolled in Grade 11 or 12 (TEC §28.0258; 19 TAC §101.3022). The revised requirements were extended by the legislature in 2017 and 2019 and were made permanent by House Bill (HB) 1603 in 2021 (TEC §28.0258). Under the requirements, a student who fails a State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) assessment for no more than two of five required courses may receive a Texas high school diploma if the student is determined to be qualified to graduate by an individual graduation committee (IGC) (19 TAC §74.1025; 19 TAC §101.3022). A student receiving special education services is not subject to IGC requirements. The student's admission, review, and dismissal (ARD) committee determines whether the student is required to achieve satisfactory performance on an EOC assessment to graduate. If the ARD committee determines the student is not required to achieve satisfactory performance on an EOC assessment, the student is considered to be in compliance with assessment requirements under TEC §39.025. In 2021, in response to the COVID-19 pandemic, the Texas Legislature passed HB 999, which modified the graduation performance requirements for students in Grade 12 in the 2020-21 school year (TEC §28.0258). Under the modified requirements a student could graduate in 2020-21 via an IGC determination, regardless of the number of EOC assessments the student failed, and the IGC was not required to consider performance on EOC assessments when determining whether

the student was qualified to graduate. The longitudinal graduation rates presented in this chapter include those students graduating by means of an IGC decision.

Longitudinal Rates in the Accountability System

The Texas public school accountability system consists of three domains: Student Achievement, School Progress, and Closing the Gaps. For the 2021 accountability cycle, TEA received approval to waive accountability requirements under the Every Student Succeeds Act. All districts and campuses received a label of *Not Rated: Declared State of Disaster* for the 2021 accountability cycle. In 2022, accountability ratings returned. The following rates, calculated with state accountability exclusions, were used in the Student Achievement domain for campuses and districts: the class of 2021 four-year graduation rate, the class of 2020 five-year graduation rate, or the class of 2019 six-year graduation rate (TEC §39.053). For alternative education campuses and districts, the class of 2021 four-year, class of 2020 five-year extended, and class of 2019 six-year extended graduation, continuation, or TxCHSE recipient rates were used (TEC §39.0548). Additionally, the federal four-year graduation rate, calculated with federal accountability exclusions, was used in the Closing the Gaps domain for campuses and districts in 2022 for state accountability ratings. Campuses and districts were evaluated on this rate for different student groups, including all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as emergent bilingual students/English learners (EB students/ELs).

Campuses and districts that received an accountability rating of *A*, *B*, or *C* were eligible to earn distinction designations under the state accountability system in 2022. The four-year longitudinal graduation rate used in the Student Achievement domain and a diploma program rate were included as indicators for the postsecondary readiness distinction designation. Senate Bill 1365, passed by the 87th Texas Legislature in 2021, required the commissioner of education to issue a "Not Rated" accountability status for the 2022 accountability cycle if a district or campus would have received an overall rating of *D* or *F* (TEC §39.0545; 19 TAC §97.1006). Only districts and campuses that demonstrated acceptable performance were eligible to earn distinction designations. Acceptable performance was defined as an overall rating of *A*, *B*, or *C* for 2022 state accountability. The diploma program rate measured the percentage of Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) graduates and Foundation (FHSP) graduates with and without an endorsement who graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a distinguished level of achievement [DLA]) and was calculated as follows.

$$\frac{\text{RHSP} + \text{AHSP} + \text{FHSP with endorsement (with or without DLA)}}{\text{MHSP} + \text{RHSP} + \text{AHSP} + \text{FHSP without endorsement} + \text{FHSP with endorsement (with or without DLA)}}$$

State statute requires that certain groups of students, such as students previously reported to the state as dropouts or students in attendance but who are not in membership for purposes of average daily attendance, be excluded from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-1)(2)(3)(4) and §39.055). In 2019, the legislature passed HB 1051, which required districts to report a student as a previous dropout in PEIMS if the student: (a) was at least 18 years of age and under 26 years of age; (b) had not been previously reported as a dropout; and (c) had not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (TEC §42.006). Districts were able to report students as meeting these criteria beginning with

the 2020-21 school year, thus excluding them from campus and district longitudinal rate calculations used for state accountability purposes in the 2022 accountability cycle.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State summary. The four-year longitudinal rates for the class of 2021 tracked students who began Grade 9 for the first time in 2017-18. Out of 388,517 students in the class of 2021, 90.0 percent graduated by the fall of 2021 (Table 5.2 on page 88). The graduation rate for the class of 2021 was 0.3 percentage points lower than the rate for the class of 2020. An additional 3.9 percent of students in the class of 2021 continued in high school in the fall of 2021, 0.3 percent received a TxCHSE, and 5.8 percent dropped out. The graduation, continuation, and TxCHSE recipient rate for the class of 2021 was 94.2 percent.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2021, the four-year graduation rate was highest among Asian students (96.7%), followed by White (93.8%), multiracial (90.8%), Hispanic (88.1%), and African American (86.3%) students (Table 5.2 on page 88). The four-year graduation rate was higher for students not identified as economically disadvantaged (93.7%) than for students identified as economically disadvantaged (86.7%). The four-year graduation rate was higher for females (92.3%) than males (87.6%). The four-year dropout rate was lowest for Asian students (1.4%), followed by White (3.4%), multiracial (5.0%), Hispanic (6.9%), and African American (8.7%) students. Students who were not identified as economically disadvantaged dropped out at a lower rate (3.4%) than economically disadvantaged students (8.0%). Female students dropped out at a lower rate (4.4%) than male students (7.2%).

Rates by program participation and student characteristic. Students in the class of 2021 who participated in special education programs had a four-year graduation rate of 79.7 percent (Table 5.3 on page 89). Students identified as EB students/ELs in Grades 9-12 had a graduation rate of 80.0 percent. The graduation rate for students identified as at risk of dropping out of school was 85.4 percent. All three rates were lower than the state average (90.0%).

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates

Many students took longer than four years to graduate. Students who began Grade 9 for the first time in 2016-17 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2020. By the fall of 2020, 90.3 percent of the class of 2020 had graduated, 3.9 percent were still in high school, 0.4 percent had received a TxCHSE, and 5.4 percent had dropped out (Appendix 5-A on page 107). By the fall of 2021, 92.2 percent of the class of 2020 had graduated, 1.1 percent were still in high school, 0.5 percent had received a TxCHSE, and 6.2 percent had dropped out.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 for the first time in 2015-16 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2019. By the fall of 2019, 90.0 percent of the class of 2019 had graduated, 3.7 percent were still in high school, 0.5 percent had received a TxCHSE, and 5.9 percent had dropped out (Appendix 5-B on page 110). By the fall of 2021, 92.6 percent of

Table 5.2
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status,
and Gender, Classes of 2020 and 2021

Class Year	Class	Grad. ^a (N)	Grad. ^b Rate (%)	Cont. ^c (N)	Cont. ^d Rate (%)	TxCHSE ^e Recipients (N)	TxCHSE Recipient Rate (%)	Dropouts (N)	Dropout Rate (%)	Grad., Cont., or TxCHSE Recipients (N)	Grad., Cont., or TxCHSE Recipient Rate (%)
African American											
Class of 2020	49,077	42,680	87.0	2,369	4.8	184	0.4	3,844	7.8	45,233	92.2
Class of 2021	49,534	42,752	86.3	2,361	4.8	125	0.3	4,296	8.7	45,238	91.3
American Indian											
Class of 2020	1,353	1,168	86.3	67	5.0	7	0.5	111	8.2	1,242	91.8
Class of 2021	1,332	1,164	87.4	52	3.9	8	0.6	108	8.1	1,224	91.9
Asian											
Class of 2020	17,338	16,760	96.7	330	1.9	12	0.1	236	1.4	17,102	98.6
Class of 2021	18,350	17,752	96.7	327	1.8	12	0.1	259	1.4	18,091	98.6
Hispanic											
Class of 2020	199,074	176,368	88.6	9,166	4.6	615	0.3	12,925	6.5	186,149	93.5
Class of 2021	201,491	177,591	88.1	9,567	4.7	484	0.2	13,849	6.9	187,642	93.1
Pacific Islander											
Class of 2020	610	544	89.2	32	5.2	3	0.5	31	5.1	579	94.9
Class of 2021	600	530	88.3	34	5.7	1	0.2	35	5.8	565	94.2
White											
Class of 2020	109,381	102,794	94.0	2,601	2.4	589	0.5	3,397	3.1	105,984	96.9
Class of 2021	108,806	102,074	93.8	2,566	2.4	519	0.5	3,647	3.4	105,159	96.6
Multiracial											
Class of 2020	7,767	7,078	91.1	296	3.8	49	0.6	344	4.4	7,423	95.6
Class of 2021	8,404	7,633	90.8	303	3.6	44	0.5	424	5.0	7,980	95.0
Economically Disadvantaged											
Class of 2020	205,248	179,613	87.5	9,842	4.8	847	0.4	14,946	7.3	190,302	92.7
Class of 2021	205,940	178,455	86.7	10,295	5.0	691	0.3	16,499	8.0	189,441	92.0
Not Economically Disadvantaged											
Class of 2020	179,352	167,779	93.5	5,019	2.8	612	0.3	5,942	3.3	173,410	96.7
Class of 2021	182,577	171,041	93.7	4,915	2.7	502	0.3	6,119	3.4	176,458	96.6
Female											
Class of 2020	188,757	174,798	92.6	5,999	3.2	472	0.3	7,488	4.0	181,269	96.0
Class of 2021	191,650	176,949	92.3	5,974	3.1	377	0.2	8,350	4.4	183,300	95.6
Male											
Class of 2020	195,843	172,594	88.1	8,862	4.5	987	0.5	13,400	6.8	182,443	93.2
Class of 2021	196,867	172,547	87.6	9,236	4.7	816	0.4	14,268	7.2	182,599	92.8
State											
Class of 2020	384,600	347,392	90.3	14,861	3.9	1,459	0.4	20,888	5.4	363,712	94.6
Class of 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8	365,899	94.2

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

^aGraduates. ^bGraduation. ^cContinuers. ^dContinuation. ^eTexas Certificate of High School Equivalency.

Table 5.3
Grade 9 Four-Year Longitudinal Graduation
Rates, by Program Participation and Student
Characteristic, Classes of 2020 and 2021

Group	Class	Graduated (%)	Graduated, Continued, or Received
			TxCHSE ^a (%)
Class of 2020			
At-Risk	166,008	85.1	92.5
Bilingual/ESL ^b	33,769	78.0	85.1
CTE ^c Concentrator	217,358	95.6	97.6
EB/EL ^d			
In K-12 ^e	121,607	88.2	93.2
In 9-12 ^f	44,583	79.3	87.1
In Last Year ^g	35,958	78.2	85.4
Foster Care			
In 9-12 ^f	1,629	61.4	77.0
In Last Year ^g	745	63.8	74.6
Homeless in 9-12 ^f	23,211	80.5	88.5
Military-Connected			
Federal Definition	4,491	95.7	97.4
State Definition	6,275	95.3	97.8
Special Education	32,708	78.9	91.8
Title I	173,203	87.9	92.6
State	384,600	90.3	94.6
Class of 2021			
At-Risk	174,192	85.4	91.9
Bilingual/ESL	36,752	80.0	86.6
CTE Concentrator	255,501	96.6	98.7
EB/EL			
In K-12 ^e	121,675	88.1	93.2
In 9-12 ^f	46,261	80.0	87.8
In Last Year ^g	39,045	79.9	86.6
Foster Care			
In 9-12 ^f	1,726	61.3	75.0
In Last Year ^g	792	63.6	71.3
Homeless in 9-12 ^f	22,378	79.2	87.0
Military-Connected			
Federal Definition	4,688	95.2	97.2
State Definition	10,566	95.8	98.0
Special Education	34,865	79.7	91.3
Title I	175,017	87.9	92.0
State	388,517	90.0	94.2

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

^aTexas Certificate of High School Equivalency. ^bEnglish as a second language.

^cCareer and technical education concentrator. ^dEmergent bilingual student/English learner.

^eStudents identified as members of this student group at any time while attending Texas public schools (TPS).

^fStudents identified as members of this student group at any time while attending Grades 9-12 in TPS.

^gStudents identified as members of this student group in their last year in TPS.

the class of 2019 had graduated, 0.6 percent were still in high school, 0.6 percent had received a TxCHSE, and 6.2 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 2014-15 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2018. By the fall of 2018, 90.0 percent of the class of 2018 had graduated, 3.8 percent were still in high school, 0.4 percent had received a TxCHSE, and 5.7 percent had dropped out (Table 5.4). By the fall of 2021, 92.9 percent of the class of 2018 had graduated, 0.2 percent were still in high school, 0.7 percent had received a TxCHSE, and 6.1 percent had dropped out.

Table 5.4
Grade 9 Four-Year, Five-Year Extended, Six-Year Extended, and Seven-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2017 and Class of 2018

Status Date	Class ^b	Graduates (N)	Graduation Rate (%)	Continuers (N)	Continuation Rate (%)	TxCHSE ^a Recipients (N)	TxCHSE Recipient Rate (%)	Dropouts (N)	Dropout Rate (%)
Class of 2017									
As of Fall 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9
As of Fall 2018	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3
As of Fall 2019	359,542	332,340	92.4	1,994	0.6	2,689	0.7	22,519	6.3
As of Fall 2020	359,621	333,418	92.7	993	0.3	2,912	0.8	22,298	6.2
Class of 2018									
As of Fall 2018	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7
As of Fall 2019	372,115	342,972	92.2	4,118	1.1	2,262	0.6	22,763	6.1
As of Fall 2020	372,209	344,786	92.6	2,299	0.6	2,513	0.7	22,611	6.1
As of Fall 2021	372,142	345,891	92.9	826	0.2	2,746	0.7	22,679	6.1

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

^aTexas Certificate of High School Equivalency. ^bFor 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 (TPS) by the fall three years later for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the fall three years later.

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 Student Achievement Domain, the Grade 9-12 annual dropout rate was used.

State Summary

Out of 2,517,888 students who attended Grades 7-12 in Texas public schools during the 2020-21 school year, 1.8 percent were reported to have dropped out, an increase of 0.6 percentage points from the previous school year (Table 5.5). The overall number of dropouts in Grades 7-12 increased to 46,299 from the 30,921 students who dropped out in 2019-20.

**Table 5.5
Annual Dropout Rates, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, 2019-20
and 2020-21**

Group	Students (N)	Students (%)	Dropouts (N)	Dropouts (%)	Annual Dropout Rate (%)
2019-20					
African American	314,077	12.7	6,035	19.5	1.9
American Indian	8,700	0.4	148	0.5	1.7
Asian	111,907	4.5	315	1.0	0.3
Hispanic	1,299,653	52.4	18,983	61.4	1.5
Pacific Islander	3,839	0.2	56	0.2	1.5
White	687,325	27.7	4,774	15.4	0.7
Multiracial	56,248	2.3	610	2.0	1.1
Economically Disadvantaged	1,420,331	57.2	22,311	72.2	1.6
Not Economically Disadvantaged	1,061,418	42.8	8,610	27.8	0.8
Female	1,210,257	48.8	11,293	36.5	0.9
Male	1,271,492	51.2	19,628	63.5	1.5
State	2,481,749	100	30,921	100	1.2
2020-21					
African American	320,269	12.7	9,131	19.7	2.9
American Indian	8,559	0.3	224	0.5	2.6
Asian	115,309	4.6	533	1.2	0.5
Hispanic	1,323,789	52.6	28,315	61.2	2.1
Pacific Islander	3,864	0.2	81	0.2	2.1
White	684,985	27.2	7,038	15.2	1.0
Multiracial	61,113	2.4	977	2.1	1.6
Economically Disadvantaged	1,436,142	57.0	35,168	76.0	2.4
Not Economically Disadvantaged	1,081,746	43.0	11,131	24.0	1.0
Female	1,230,311	48.9	19,911	43.0	1.6
Male	1,287,577	51.1	26,388	57.0	2.0
State	2,517,888	100	46,299	100	1.8

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

There were 7,425 students who dropped out of Grades 7-8 and 38,874 students who dropped out of Grades 9-12 in the 2020-21 school year (Table 5.6 on page 92). The Grade 7-8 and Grade 9-12 dropout rates were 0.9 percent and 2.4 percent, respectively.

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in 2020-21, the Grade 7-12 dropout rate was highest among African American students (2.9%), followed by Hispanic (2.1%), multiracial (1.6%), White (1.0%), and Asian (0.5%) students (Table 5.5). The dropout rate for students identified as economically disadvantaged was 2.4 percent, whereas the dropout rate for students not identified as economically disadvantaged was 1.0 percent. Male students had a higher dropout rate (2.0%) than female students (1.6%).

**Table 5.6
Students and Dropouts, by Grade, 2019-20
and 2020-21**

Grade	Students (N)	Percent (%)	Dropouts (N)	Percent (%)
2019-20				
Grade 7	430,820	17.4	1,796	5.8
Grade 8	419,153	16.9	2,499	8.1
Grade 9	457,861	18.4	9,390	30.4
Grade 10	414,951	16.7	7,378	23.9
Grade 11	376,056	15.2	5,683	18.4
Grade 12	382,908	15.4	4,175	13.5
Grades 7-12	2,481,749	100	30,921	100
2020-21				
Grade 7	431,564	17.1	3,437	7.4
Grade 8	432,294	17.2	3,988	8.6
Grade 9	448,408	17.8	10,541	22.8
Grade 10	429,710	17.1	11,153	24.1
Grade 11	388,525	15.4	9,845	21.3
Grade 12	387,387	15.4	7,335	15.8
Grades 7-12	2,517,888	100	46,299	100

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

Some racial/ethnic groups make up larger proportions of the dropout population than of the student population. In 2020-21, for example, Hispanic students made up 52.6 percent of students in Grades 7-12, but 61.2 percent of dropouts, a difference of 8.6 percentage points. African American students made up 12.7 percent of students in Grades 7-12, but 19.7 percent of dropouts, a difference of 7.0 percentage points.

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 57.0 percent of students in Grades 7-12 in 2020-21, but 76.0 percent of dropouts, a difference of 19.0 percentage points. Males made up 51.1 percent of students in Grades 7-12, but 57.0 percent of dropouts, a difference of 5.9 percentage points.

Rates by Grade

In 2020-21, across Grades 7-12, Grade 10 had the highest dropout rate (2.6%) and the largest number of dropouts (11,153), accounting for 24.1 percent of all dropouts (Table 5.6 on this page and Table 5.7 on page 93). Grade 7 had the lowest dropout rate (0.8%) and the smallest number of dropouts (3,437).

Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grade 10 had the highest annual dropout rate (4.0%), followed by African American students in Grade 11 (3.7%) (Table 5.7). Asian students in Grade 7 had the lowest annual dropout rate (0.3%), followed by White students in Grade 7 and Asian students in Grade 8 (0.4% each).

Rates for Students Identified as Emergent Bilingual Students/English Learners

Table 5.8 on page 94 presents annual dropout rates for current and former emergent bilingual students/English learners (EB students/ELs) in Grades 7-8 and 9-12 by special language program instructional model.

Table 5.7
Annual Dropout Rates, by Race/Ethnicity and Grade, 2019-20 and 2020-21

Group	Grade 7 (N)	Grade 7 Rate (%)	Grade 8 (N)	Grade 8 Rate (%)	Grade 9 (N)	Grade 9 Rate (%)	Grade 10 (N)	Grade 10 Rate (%)	Grade 11 (N)	Grade 11 Rate (%)	Grade 12 (N)	Grade 12 Rate (%)
2019-20												
African American	401	0.7	503	0.9	1,767	3.0	1,433	2.7	1,146	2.5	785	1.6
American Indian	7	0.5	11	0.7	48	3.0	35	2.5	33	2.5	14	1.1
Asian	29	0.2	46	0.2	59	0.3	73	0.4	57	0.3	51	0.3
Hispanic	986	0.4	1,459	0.7	6,230	2.5	4,523	2.1	3,246	1.7	2,539	1.3
Pacific Islander	6	0.9	13	2.0	10	1.4	8	1.3	12	2.0	7	1.2
White	329	0.3	412	0.4	1,116	0.9	1,134	1.0	1,089	1.0	694	0.6
Multiracial	38	0.4	55	0.6	160	1.5	172	1.8	100	1.2	85	1.1
State	1,796	0.4	2,499	0.6	9,390	2.1	7,378	1.8	5,683	1.5	4,175	1.1
2020-21												
African American	800	1.5	896	1.6	2,099	3.6	2,210	4.0	1,775	3.7	1,351	2.8
American Indian	27	1.8	25	1.7	56	3.6	48	3.4	42	3.3	26	2.0
Asian	68	0.3	73	0.4	93	0.5	93	0.5	98	0.5	108	0.6
Hispanic	1,963	0.9	2,263	1.0	6,722	2.8	6,933	3.1	5,939	2.9	4,495	2.3
Pacific Islander	6	0.9	10	1.5	17	2.5	17	2.5	19	3.3	12	1.9
White	470	0.4	626	0.5	1,336	1.1	1,640	1.4	1,776	1.6	1,190	1.1
Multiracial	103	0.9	95	0.9	218	2.0	212	2.1	196	2.2	153	1.8
State	3,437	0.8	3,988	0.9	10,541	2.4	11,153	2.6	9,845	2.5	7,335	1.9

Table 5.8
Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, 2019-20 and 2020-21

Group	Students (N)	Students (%)	Dropouts (N)	Dropouts (%)	Annual Dropout Rate (%)
2019-20					
Grades 7-8					
All Current EB/ELs ^a	150,884	100	1,227	100	0.8
All Bilingual Education Programs	2,265	1.5	8	0.7	0.4
Transitional Bilingual/Early Exit	7	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	11	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	1,765	1.2	5	0.4	0.3
Dual Immersion/One-Way	482	0.3	3	0.2	0.6
Bilingual Alt. Lang. ^b Program	690	0.5	1	0.1	0.1
All ESL ^c Programs	117,997	78.2	872	71.1	0.7
ESL/Content-Based	14,501	9.6	220	17.9	1.5
ESL/Pull-Out	103,496	68.6	652	53.1	0.6
ESL Alt. Lang. Program	15,826	10.5	69	5.6	0.4
No Services	14,106	9.3	277	22.6	2.0
All Former EB/ELs ^d	48,813	100	67	100	0.1
All Bilingual Education Programs	22,135	45.3	29	43.3	0.1
Transitional Bilingual/Early Exit	9,987	20.5	13	19.4	0.1
Transitional Bilingual/Late Exit	3,336	6.8	5	7.5	0.1
Dual Immersion/Two-Way	2,555	5.2	0	0.0	0.0
Dual Immersion/One-Way	6,257	12.8	11	16.4	0.2
Bilingual Alt. Lang. Program	n/a ^e	n/a	n/a	n/a	n/a
All ESL Programs	22,952	47.0	29	43.3	0.1
ESL/Content-Based	11,693	24.0	14	20.9	0.1
ESL/Pull-Out	11,259	23.1	15	22.4	0.1
ESL Alt. Lang. Program	n/a	n/a	n/a	n/a	n/a
No Services	3,726	7.6	9	13.4	0.2
Grades 9-12					
All Current EB/ELs	199,769	100	6,515	100	3.3
All Bilingual Education Programs	526	0.3	7	0.1	1.3
Transitional Bilingual/Early Exit	4	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	1	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	430	0.2	7	0.1	1.6
Dual Immersion/One-Way	91	<0.1	0	0.0	0.0
Bilingual Alt. Lang. Program	407	0.2	1	<0.1	0.2
All ESL Programs	154,501	77.3	4,193	64.4	2.7
ESL/Content-Based	20,371	10.2	1,225	18.8	6.0
ESL/Pull-Out	134,130	67.1	2,968	45.6	2.2
ESL Alt. Lang. Program	20,558	10.3	422	6.5	2.1
No Services	23,777	11.9	1,892	29.0	8.0
All Former EB/ELs	61,850	100	370	100	0.6
All Bilingual Education Programs	7,606	12.3	26	7.0	0.3
Transitional Bilingual/Early Exit	2,484	4.0	10	2.7	0.4
Transitional Bilingual/Late Exit	1,113	1.8	3	0.8	0.3
Dual Immersion/Two-Way	1,523	2.5	4	1.1	0.3
Dual Immersion/One-Way	2,486	4.0	9	2.4	0.4

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

^aCurrent emergent bilingual students/English learners (EB students/ELs) were identified as limited English proficient in the school year presented. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bAlternative language. ^cEnglish as a second language. ^dFormer EB students/ELs are those in the first through fourth years of academic monitoring after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^eNot available. Alternative language program information was first collected in the 2019-20 school year and is therefore not available for former EB students/ELs in the 2019-20 school year.

continues

Table 5.8 (continued)
Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, 2019-20 and 2020-21

Group	Students (N)	Students (%)	Dropouts (N)	Dropouts (%)	Annual Dropout Rate (%)
Bilingual Alt. Lang. ^b Program	n/a ^e	n/a	n/a	n/a	n/a
All ESL ^c Programs	49,732	80.4	298	80.5	0.6
ESL/Content-Based	17,939	29.0	108	29.2	0.6
ESL/Pull-Out	31,793	51.4	190	51.4	0.6
ESL Alt. Lang. Program	n/a	n/a	n/a	n/a	n/a
No Services	4,512	7.3	46	12.4	1.0
2020-21					
Grades 7-8					
All Current EB/ELs ^a	161,847	100	1,605	100	1.0
All Bilingual Education Programs	2,851	1.8	22	1.4	0.8
Transitional Bilingual/Early Exit	126	0.1	1	0.1	0.8
Transitional Bilingual/Late Exit	8	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	2,289	1.4	18	1.1	0.8
Dual Immersion/One-Way	428	0.3	3	0.2	0.7
Bilingual Alt. Lang. Program	1,937	1.2	5	0.3	0.3
All ESL Programs	123,847	76.5	1,147	71.5	0.9
ESL/Content-Based	6,287	3.9	39	2.4	0.6
ESL/Pull-Out	117,560	72.6	1,108	69.0	0.9
ESL Alt. Lang. Program	16,819	10.4	83	5.2	0.5
No Services	16,393	10.1	348	21.7	2.1
All Former EB/ELs ^d	46,740	100	175	100	0.4
All Bilingual Education Programs	20,715	44.3	74	42.3	0.4
Transitional Bilingual/Early Exit	10,271	22.0	47	26.9	0.5
Transitional Bilingual/Late Exit	3,406	7.3	7	4.0	0.2
Dual Immersion/Two-Way	2,609	5.6	10	5.7	0.4
Dual Immersion/One-Way	4,429	9.5	10	5.7	0.2
Bilingual Alt. Lang. Program	233	0.5	1	0.6	0.4
All ESL Programs	21,258	45.5	71	40.6	0.3
ESL/Content-Based	9,705	20.8	30	17.1	0.3
ESL/Pull-Out	11,553	24.7	41	23.4	0.4
ESL Alt. Lang. Program	521	1.1	4	2.3	0.8
No Services	4,767	10.2	30	17.1	0.6
Grades 9-12					
All Current EB/ELs	222,576	100	9,247	100	4.2
All Bilingual Education Programs	687	0.3	12	0.1	1.7
Transitional Bilingual/Early Exit	14	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	4	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	645	0.3	12	0.1	1.9
Dual Immersion/One-Way	24	<0.1	0	0.0	0.0
Bilingual Alt. Lang. Program	788	0.4	9	0.1	1.1
All ESL Programs	175,059	78.7	6,477	70.0	3.7
ESL/Content-Based	7,333	3.3	581	6.3	7.9
ESL/Pull-Out	167,726	75.4	5,896	63.8	3.5
ESL Alt. Lang. Program	20,786	9.3	553	6.0	2.7
No Services	25,256	11.3	2,196	23.7	8.7

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

^aCurrent emergent bilingual students/English learners (EB students/ELs) were identified as limited English proficient in the school year presented. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bAlternative language. ^cEnglish as a second language. ^dFormer EB students/ELs are those in the first through fourth years of academic monitoring after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^eNot available. Alternative language program information was first collected in the 2019-20 school year and is therefore not available for former EB students/ELs in the 2019-20 school year.

continues

Table 5.8 (continued)
Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, 2019-20 and 2020-21

Group	Students (N)	Students (%)	Dropouts (N)	Dropouts (%)	Annual Dropout Rate (%)
All Former EB/ELs ^d	61,600	100	664	100	1.1
All Bilingual Education Programs	9,140	14.8	64	9.6	0.7
Transitional Bilingual/Early Exit	3,298	5.4	29	4.4	0.9
Transitional Bilingual/Late Exit	1,485	2.4	12	1.8	0.8
Dual Immersion/Two-Way	1,528	2.5	6	0.9	0.4
Dual Immersion/One-Way	2,829	4.6	17	2.6	0.6
Bilingual Alt. Lang. ^b Program	75	0.1	1	0.2	1.3
All ESL ^c Programs	46,672	75.8	518	78.0	1.1
ESL/Content-Based	14,916	24.2	201	30.3	1.3
ESL/Pull-Out	31,756	51.6	317	47.7	1.0
ESL Alt. Lang. Program	596	1.0	2	0.3	0.3
No Services	5,788	9.4	82	12.3	1.4

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

^aCurrent emergent bilingual students/English learners (EB students/ELs) were identified as limited English proficient in the school year presented. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. ^bAlternative language. ^cEnglish as a second language. ^dFormer EB students/ELs are those in the first through fourth years of academic monitoring after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. ^eNot available. Alternative language program information was first collected in the 2019-20 school year and is therefore not available for former EB students/ELs in the 2019-20 school year.

To fully evaluate the quality of educational services provided to EB students/ELs, 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 EB students/ELs 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 EB student/EL 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 9-12 are based on the assumption that no change in policy will be made. The projected rates in Table 5.9 on page 97 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 2020-21. In 2020-21, the four-year longitudinal dropout rate was 5.8 percent, and the annual dropout rate was 2.4 percent for Grade 9, 2.6 percent for Grade 10, 2.5 percent for Grade 11, and 1.9 percent for Grade 12 (Table 5.2 on page 88 and Table 5.7 on page 93). The four-year longitudinal dropout rate is projected to decrease 0.8 percentage points between 2020-21 and 2025-26, and annual dropout rates are projected to decrease 0.6 percentage points for Grade 9, 0.9 percentage points for Grades 10 and 11, and 0.8 percentage points for Grade 12.

**Table 5.9
Projected Dropout Rates (%) Based on Dropout
Trends**

Grade	2021-22	2022-23	2023-24	2024-25	2025-26
Annual Dropout Rates					
Grade 9	1.9	1.9	1.8	1.8	1.8
Grade 10	1.8	1.7	1.7	1.7	1.7
Grade 11	1.7	1.7	1.7	1.6	1.6
Grade 12	1.5	1.4	1.3	1.2	1.1
Longitudinal Dropout Rates					
Grades 9-12	5.4	5.3	5.2	5.1	5.0

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

Overview

Texas is committed to developing and implementing policies, plans, and programs that ensure high school completion. As a result, Texas is at the forefront of the nation's campaign to increase high school graduation rates and decrease dropout rates. TEA's focus on these objectives is at the core of the agency's strategic priorities to improve foundational skills in reading and mathematics and prepare all students to be ready for college, career, or military service. Efforts include systemic, measurable drivers to reduce the cross-sectional and longitudinal dropout rate to five percent or less.

Coordinated state efforts to increase the graduation rate and reduce the dropout rate include holding districts and campuses accountable for graduation rates, endorsing a rigorous but relevant pathway to high school graduation, offering coherent sequences of courses in career and technical education, and innovating special projects and programs promoting college and career readiness and dropout prevention. These efforts include statutory services and supports for special populations (including students with disabilities, emergent bilingual students/English learners, highly-mobile, and at-risk students) to close the academic performance gap between at-risk student groups and all student groups.

College, Career, and Military Readiness Programs

House Bill (HB) 3, a sweeping and historic school finance bill, was passed by the 86th Texas Legislature and signed by Governor Greg Abbott in 2019. The legislation included significant new investments and support to increase high school and postsecondary outcomes. The 87th Texas Legislature subsequently passed HB 1525, which expanded the impact of HB 3 investments. Specifically, these bills:

- establish a College, Career, and Military Readiness (CCMR) Outcomes Bonus with funding to districts based on the number of annual graduates who demonstrate college, career, or military readiness in excess of percentage thresholds for three student groups: students identified as educationally disadvantaged (i.e., economically disadvantaged), students not identified as educationally disadvantaged, and students served in special education programs.
- reimburse districts to ensure each student can access college preparation assessments (Texas Success Initiative Assessment [TSIA], SAT, ACT) and industry-based certifications before graduation;

- expand career and technical education (CTE) funding from Grades 9-12 to Grades 7-12 and adds technology application courses for funding;
- entitle districts to receive \$50 per student in Pathways in Technology Early College High School (P-TECH) and New Tech High School models;
- provide funds to expand P-TECH models across the state;
- require each student to complete a Free Application for Federal Student Aid (FAFSA) prior to graduation; and
- create tiered funding for CTE courses, incentivizing districts to implement complete programs of study and encourage students to take rigorous courses.

Additionally, TEA continues to support the following initiatives designed to prepare all students to be ready for college, career, or military service.

- TEA provides support and resources to school districts to implement the *Texas Model for Comprehensive School Counseling Programs (Texas Model)*. The *Texas Model* is a framework used to engage the entire educational community in identifying the unique needs of students and creating a comprehensive plan that meets their individual needs. The program framework can assist schools in maximizing the achievements of all students. The *Texas Model* is not prescriptive; rather, it is intended to serve as a resource to all schools across the state and improve the effectiveness and efficacy of counseling programs.
- Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is a seven-year, \$33 million-dollar federal grant awarded to Texas and designed to increase early college awareness and readiness among historically underrepresented student groups. Texas GEAR UP is divided into two major strands: (1) a district intervention initiative that supports four targeted, persistently low-achieving school districts in building a multifaceted college readiness and success initiative; and (2) a statewide collaborative initiative that provides guidance, information, and resources related to college access, readiness, preparation, and success for all Texas students, parents, educators, and communities.

Texas was granted a seven-year statewide GEAR UP grant launched in the fall of 2018. This grant supports districts in the use of personalized advising to expand students' understanding of, and access to, college and career pathways. The program ensures advisor quality through robust training and support and advisor efficiency through the development/adoption of supporting technology. In addition, the program prepares students early by providing high-quality instructional materials to support career exploration in middle school.

- Early College High Schools (ECHS). ECHS are small, restructured secondary schools located on or near 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. State funding is allocated to support ECHS. Under Texas Education Code (TEC) §29.908 and Title 19 of the Texas Administrative Code (TAC) §102.1091, TEA developed a designation process for ECHS. The designation process ensures that districts and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college.

- Texas Science, Technology, Engineering, and Mathematics (T-STEM). Authorized under TEC §39.235 and 19 TAC §102.1093, the T-STEM program will complete its final year of serving students in the 2022-23 school year as part of the College and Career Readiness School Models Network. TEA is working to develop transition plans and resources for any campuses that would like to continue to offer STEM programming through an ECHS or P-TECH model in 2023-24. Transition support to explore all options available to current planning, provisional, and designated T-STEM campuses will be provided during the 2022-23 school year with the support of Educate Texas.
- Pathways in Technology Early College High Schools. P-TECH, developed in the 2017-2018 biennium, is an open-enrollment program that provides students with work-based education. P-TECH has developed a P-TECH Blueprint under TEC §§29.551-29.557 to benchmark outcomes and guide implementation. The program provides students in Grades 9-12 the opportunity to complete a course of study that combines high school and postsecondary courses. Within six years, P-TECH enables students to earn a high school diploma, along with an associate's degree, a two-year postsecondary certificate, and/or industry certification, and to complete work-based training. The program allows students to gain work experience through an internship, apprenticeship, or other job training programs by partnering with Texas institutions of higher education and regional businesses and industries, giving students access to postsecondary education and workforce training opportunities. HB 1525 supported extensive growth of the P-TECH model.

Dropout Prevention and Retention Programs

In 2007, the 80th Texas Legislature amended statute to allow students through age 25 to attend public high schools (TEC §25.001). This statute and other dropout prevention related legislation have enabled TEA to develop a variety of dropout prevention and recovery strategies, programs, and resources to assist school districts and campuses in efforts to prevent students from dropping out or to reengage students who have dropped out and successfully reconnect these students to the education system. State investments in dropout recovery, prevention, and reengagement include the following initiatives.

- Dropout Prevention and Recovery Resources. TEA makes information on research-based strategies, programs, and best practices available to local education agencies (LEAs) through the agency website (<https://tea.texas.gov>). The website provides resources for special populations and for highly mobile and at-risk student programs, including resources for students in foster care, students experiencing homelessness, students who are pregnant or parenting, and military-connected students. A newly designed TEA website offers numerous resources, tools, and supports to assist LEAs with addressing mental health and behavioral health, including information about evidence-based programs and research-based best practices on topics that also support students at risk of dropping out of school (<https://schoolmentalhealthtx.org/>). TEA's plan for addressing student mental and behavioral health can be found at <https://tea.texas.gov/sites/default/files/sb11mhsp.pdf>.
- Another example of a dropout prevention resource is the Early Warning Data System (EWDS) (<http://www.sedl.org/txcc/resources/ewds/>). American Institutes for Research (AIR) developed this tool while working with TEA on the Texas Ninth Grade Transition and Intervention Program in 2008. AIR continues to maintain the EWDS and make it freely available to school districts and open-enrollment charter schools. The EWDS, a database designed to track research-based ninth-grade

indicators related to high school dropout, such as attendance and academic performance, identifies students who are below specified benchmarks leading to graduation. School staff can quickly review data and plan interventions as early as 20 to 30 days after the beginning of the school year. Additional data points are incorporated at each grading period and at the end of the year to enable intervention planning for summer or the beginning of the following year. AIR maintains an online help system to support schools with implementing this resource.

- **State Compensatory Education Services.** TEC §29.081 defines State Compensatory Education (SCE) as programs and services designed to supplement the regular education program for students identified as at risk of dropping out of school. It also requires LEAs to use student performance data from the state's legislatively mandated assessment instrument and any other achievement tests administered under TEC Chapter 39, Subchapter B. This includes norm-referenced tests approved by the State Board of Education to provide accelerated intensive instruction to students who have not performed satisfactorily or who are at risk of dropping out of school. The SCE allotment is authorized under TEC §48.104 to provide educational programs and/or services that supplement regular education programs so the intended populations defined in the authorizing statutes (TEC §29.081 and TEC §48.104) can succeed in school. Decreasing the achievement gap and decreasing the dropout rate are primary goals of this program. A school district 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.
- **Communities In Schools (CIS).** CIS is authorized under TEC §§33.151-33.159; 19 TAC Chapter 89, Subchapter EE; and the General Appropriations Act, Article III, Rider 22 (87th Texas Legislature). TEA administers the CIS program in Texas through grants to eligible nonprofit agencies. CIS is a school-based dropout prevention model designed to keep students persisting in education through high school graduation. CIS works in collaboration with school personnel to develop and provide a comprehensive integrated student support (ISS) program uniquely tailored to address unmet academic and non-academic barriers to student success. CIS staff complete thorough campus needs assessments to identify campus needs, gaps in service, available resources, and the goals and priorities of the campus administration. CIS staff use this information to develop a plan of service to address identified needs. In partnership with community providers, professional CIS staff provide and coordinate a range of intentionally targeted services that are provided to all students on campus and to a smaller cohort of case-managed students. CIS monitors student-level data and tracks education outcomes for the students served. TEA manages a set of policies and requirements and a CIS student-level database. The agency provides technical support to, and coordination of, the 27 CIS programs throughout Texas. In the 2020-21 school year, the 27 CIS organizations provided case management services to 98,285 students and served 1,235 schools in 178 school districts.
- **Texas Academic Innovation and Mentoring (TX AIM).** This dropout prevention program is funded under the General Appropriations Act, Article III, Rider 50 (87th Texas Legislature). The purpose of TX AIM is to expand statewide an after-school and summer program designed to close the achievement gaps between minority students, low-income students, and emergent bilingual students/English learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low-performing schools at 66 sites across Texas. The program enables at-risk students to enroll in after-school and summer recreational programs that address student achievement gaps through a combination of skills gap remediation and dropout prevention

services. Almost half of the service sites are along the Texas-Mexico border. While traditional Boys & Girls Clubs (BGC) programming addresses comprehensive dropout prevention needs, the TX AIM partner, Sylvan Learning Center, provides instruction in evidence-based curriculum using certified teachers assisted by BGC staff. Through joint delivery of the program, children receive seamless services from the two partners. Additionally, the staff development that BGC receives from the Sylvan partnership enables growth- and capacity-building for the Boys & Girls Clubs. In the 2020-21 school year, 2,839 students were served by the program.

- Amachi Texas. Amachi Texas is authorized under the General Appropriations Act, Article III, Rider 49 (87th Texas Legislature). The purpose of Amachi Texas is to provide one-to-one mentoring for youth between the ages of 6 and 14 whose parents or family members are incarcerated, on probation, or recently released from the prison system and other students identified as at risk. 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 the 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. In the 2021-22 school year, 2,341 students were served in the program.

Special Populations

TEA facilitates interagency coordination on policies, develops resources for schools, and administers statutory provisions authorized by the Texas legislature to increase high school graduation rates for special populations, including highly mobile and at-risk student groups. Following are examples of special populations and the support TEA provides.

- Foster Care and Student Success. TEC §29.081 identifies students in the conservatorship of the state as at risk of dropping out of school. Students in foster care face a high risk for dropout with a higher mobility rate than other at-risk populations, including homeless students, migrant students, military-connected students, and economically disadvantaged students. TEC §25.007 charges the agency with administering policies and supportive educational services for students in foster care. TEA developed transition assistance policy (19 TAC Chapter 89, Subchapter FF) to support implementation of TEC §25.007 for students who are experiencing homelessness or in foster care. TEA collaborates with the Supreme Court of Texas Children's Commission, the Department of Family and Protective Services, and other statewide organizations to strategically develop resources, provide guidance to schools, implement statutory provisions, and promote supports for students in foster care. In Texas, over 15,000 school-age students are in foster care at any given time.
- Pregnancy Related Services (PRS). TEA provides a PRS program using State Compensatory Education funds for at-risk students who are pregnant or parenting (TEC §29.081(d)). A total of 4,385 students received PRS in the 2020-21 school year. PRS are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy, prenatal, and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program. The programs are designed to help students adjust academically, mentally, and physically and to stay in school. In 2019, the 86th

Texas Legislature passed HB 3, requiring that the Public Information Management System (PEIMS) include pregnancy as a reason a student withdraws from, or otherwise no longer attends, public school (TEC §48.009). TEA provides resources for districts to ensure required documentation is completed and available for audit purposes. These resources can be found on the TEA PRS Web page (<https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related-services>). The rules for operation of a PRS program can be found in 19 TAC §129.1025 and in the 2021-22 Student Attendance Accounting Handbook.

- Texas Education for Homeless Children and Youth (TEHCY) Program. TEC §29.081 identifies a student as at risk of dropping out of school if the student is homeless. The federal McKinney-Vento Act mandates all LEAs to appoint a local McKinney-Vento liaison and provide students who are experiencing homelessness the right to be enrolled in school immediately, continue education in their school of origin, and receive transportation to their school of origin. Additionally, state law defines transition supports that must be provided under TEC §25.007 and TAC Chapter 89, Subchapter FF, and disciplinary requirements under TEC Chapter 37. TEA, in collaboration with all 20 Education Service Centers (ESCs), develops and implements several statewide grants, priority initiatives, professional development, and technical assistance to increase awareness and improve local implementation of state and federal requirements to support students experiencing homelessness. LEAs identified 93,096 students experiencing homelessness in the 2020-21 school year.
- Military-Connected Youth. A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. The 81st Texas Legislature adopted the Interstate Compact on Educational Opportunity for Military Children in 2009 to remove barriers to educational success imposed on children of military families because of frequent moves (TEC Chapter 162). In 2019, the 86th Texas Legislature passed Senate Bill (SB) 1557, which created the Purple Star Campus designation to recognize Texas school district and open-enrollment charter school campuses that show support for, and commitment to, meeting the unique needs of military-connected students and their families. TEA is in its third year of the Purple Star Campus Designation and announced in September of 2022 the 2022-23 school year campuses that earned the designation. The Purple Star Campus designation lasts for two years. Schools that have earned this designation can be found at <https://tea.texas.gov/about-tea/other-services/military-families/purple-star-campus-designation>. Texas is home to 15 military installations that represent all branches of the armed forces. Texas has the second-highest identified military-connected student population in the United States. In the 2021-22 school year, 176,554 military-connected students were enrolled in Texas public schools, an increase of 70,767 from 2019-20. TEA began reporting four-year longitudinal graduation and dropout rates for these students beginning with the class of 2017. In the class of 2020, military-connected students had a four-year graduation rate of 95.3 percent and a four-year dropout rate of 2.2 percent. TEA continues to increase awareness of the military student identifier and the Interstate Compact on Educational Opportunity for Military Children to ensure military-connected students are properly served in Texas public schools.
- English Learner Support. A student is classified as an emergent bilingual student/English learner (EB student/EL) when: (a) a language other than English is used as the primary language in the home, and (b) the student's English language proficiency is determined to be limited by a language proficiency

assessment or as indicated by a test of English proficiency. TEC §29.081 identifies English learners as at risk of dropping out of school. English learners in Texas are served by their LEAs in bilingual education or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models school districts can implement. In the 2021-22 school year, 1,175,333 Texas public school students (21.7% of the total student population) were identified as EB students/ELs. In addition to state funds, federal funds under the Every Student Succeeds Act, Title III, Part A, are used to provide resources, training materials, and guidance to teachers, administrators, LEA leaders, and parents of EB students/ELs.

- Migrant Education Program (MEP). Texas migratory students and their families migrate annually to 36 other states in the country, making Texas home to the largest interstate migrant student population in the United States. Texas also welcomes workers to the state to perform temporary and seasonal work in its agriculture and fishing industries. The MEP is designed to support migratory students and help them overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle that can present barriers to school. State efforts are aimed at helping migratory students succeed in school, graduate, and successfully transition to postsecondary education or employment. In 2020-21, 16,081 students received MEP-funded services.
- Mental Health/Behavioral Health. An estimated one in five students struggles with a mental or behavioral health challenge. Research shows that failure to address students' mental health needs is linked to poor academic performance, behavior problems, school violence, dropping out, substance abuse, special education referral, suicide, and criminal activity. Study results indicate that mental health issues should be considered when planning interventions including counseling aimed to prevent dropout. Interventions require differentiation across student groups, and schools should consider various approaches to meeting individual student mental health and wellness needs.

TEC §38.351 requires TEA to develop and annually update a list of recommended best practice-based programs and research-based practices for mental health in schools, in coordination with the Texas Health and Human Services Commission (HHSC) and ESCs. TEA maintains mental health/behavioral health Web pages that host hundreds of resources for schools on nine topics: early mental health promotion and intervention; substance abuse prevention and intervention; suicide prevention/intervention/postvention; grief-informed and trauma-informed practices; building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making; positive behavior interventions and supports; safe and supportive school climate; positive school climate; and positive youth development (see, for example, <https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>). These resources also help support students at risk of dropping out of school. Resources housed on these TEA Web pages were redesigned in 2022. A plan is currently underway to help schools better locate resources to meet local needs for best practices, programs, and training, including staff development for mental health. By early 2023, TEA will finalize and transfer nine pages of resources to the new TEA School Mental Health website (<https://schoolmentalhealthtx.org/>). This website will become a "one-stop shop" for mental health resources. Currently, the website houses some TEA resources for mental health that TEA launched in 2021 in partnership with Project AWARE Texas. The transition plan includes building a searchable filter tool that is intended to help LEAs efficiently locate and evaluate the mental health resources developed under TEC §38.351. TEA plans to retain one mental and

behavioral health Web page on its main website that will provide stakeholders with key agency information on mental and behavioral health, and will also link to the best practices resources available at <https://schoolmentalhealthtx.org/> when the project is complete in 2023.

In 2020, TEA developed a Statewide Plan for Student Mental Health that was submitted to Texas elected officials (<https://schoolmentalhealthtx.org/state-school-mental-health-plan/>). The agency is currently working to implement the plan in coordination with the Safe and Supportive Schools Program. In addition, as part of TEA's COVID-19 response, the agency developed and published online modules for grief- and trauma-informed practices for educators and school personnel. These free modules are available for review and accessible to all Texas schools.

In 2021, TEA published a School Mental Health Toolkit (<https://schoolmentalhealthtx.org/school-mental-health-toolkit/>) to serve as guidance to support LEAs with implementing Texas school mental health-related statutes and applying research-based practices for supporting student mental health and wellness. This Web page includes filters for searching examples of LEA tools and related guides for local consideration and customization.

In 2021-22, TEA collaborated with mental health agencies and ESCs to develop and release a new searchable database for locating community mental health resources statewide (<https://schoolmentalhealthtxdatabase.org/>). Stakeholders can use the database to help connect families with resources. LEAs can use the database to consider what partnerships with community resources might be established with school systems within each ESC region and LEAs in the state.

Finally, with passage of HB 906 by the 86th Texas Legislature, lawmakers established a Collaborative Task Force on School Mental Health to study and evaluate mental health training and services in schools. The task force, with members appointed by the commissioner of education, published its first report to the legislature in 2020 and plans to file a subsequent report in November 2022 with the task force's analysis and recommendations for Texas policy makers (<https://schoolmentalhealthtx.org/hb-906-task-force/>).

- Project AWARE Texas. Following Hurricane Harvey, the federal Substance Abuse and Mental Health Administration (SAMSHA) awarded TEA a five-year grant for approximately \$10 million beginning in the 2019-2020 biennium. The grant, called Project AWARE (Advancing Wellness and Resiliency in Education) Texas, provides funding for mental health professionals in five school districts affected by Hurricane Harvey and funding for three ESCs to coordinate with TEA to pilot evidence-based practices and tools developed by the Hurricane Harvey Task Force on School Mental Health. Over five years, the project has been assisting the agency with building statewide infrastructure to support student mental health and facilitate partnerships with local mental health authorities. Partners in the project include HHSC's Office of Mental Health Coordination and the Texas Institute for Excellence in Mental Health at the University of Texas at Austin. In 2021, TEA was awarded a second competitive grant from SAMSHA for Project AWARE expansion to serve additional high-need LEAs and to further scale mental health resources statewide.

Under SB 11, passed by the 86th Texas Legislature in 2019, Project AWARE Texas and TEA support the Safe and Supportive School Program (SSSP) within TEA's Safe and Supportive Schools division. This division, established in 2021, integrates and aligns TEA's mental and behavioral health workstreams, including Project AWARE Texas, to help build, pilot, and scale best practice resources

and tools for safe and supportive schools, which includes preventing school dropout. This work includes collaborating with the Texas School Safety Center, the SSSP program manager, AWARE Texas partners, and TEA student support divisions on rulemaking, identifying best practice resources, developing training, and supporting interagency coordination for school mental health.

In 2022, TEA developed a new Web page for the SSSP that aggregates several resources (<https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools>). These resources will be continually updated and, together, can help to create a safe and supportive school.

- **Child Abuse Prevention and Awareness.** TEA leads a statewide Child Abuse Prevention and Awareness Workgroup. The cross-agency workgroup addresses the development of policy guidance, resources, tools, and training to support LEAs with implementation of child abuse and neglect prevention, including human trafficking prevention, awareness, and related requirements (19 TAC §61.1051). The group is made up of both internal and external agency partners, including the Office of the Governor; Office of the Attorney General; Texas Department of Family and Protective Services; Texas School Safety Center; Texas Association of School Boards; ESC Region 12; Crime Stoppers of Houston; Children's Advocacy Centers of Texas; TEA Title IV School Safety Initiative (ESC Region 14); and TEA's Counseling, Advising, and Student Supports Team; Curriculum Division; Safe and Supportive Schools Division; Educator Investigations Division; and Special Populations Division.

As a part of the workgroup, TEA conducted a webinar series featuring state and national leaders concerning child abuse and human trafficking awareness and prevention for Texas schools. Additionally, the workgroup supported TEA in the development of promotional materials, toolkits, website updates, and guidance concerning human trafficking reporting in Texas schools. To support the 87th Texas Legislature's SB 1831, TEA, with guidance from the Child Abuse Prevention and Awareness Workgroup and the Texas Human Trafficking Coordinating Council, is in the process of developing human trafficking prevention signage and signage rules for posting during the 2022-23 school year.

Agency Contact Persons

For information on student dropout data, contact Alejandro Delgado, Deputy Commissioner of Operations, (512) 463-8880; or Linda Roska, Research and Analysis, (512) 475-3523.

For information about college, career, and military readiness initiatives, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012.

For information about the performance of students in at-risk situations, contact Associate Commissioner and Chief Program Officer of Special Populations, Justin Porter, (512) 463-9414; or Kelly Kravitz, Highly Mobile and At-Risk Student Programs, (512) 463-9235.

Other Sources of Information

The report *Secondary School Completion and Dropouts in Texas Public Schools, 2020-21*, is available on the TEA website at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>.

Additional information on special populations is available at <https://tea.texas.gov/academics/special-student-populations>.

Additional information on college, career, and military preparation is available at <https://tea.texas.gov/academics/college-career-and-military-prep>.

Additional information on dropout prevention grants and initiatives is available at <https://tea.texas.gov/texas-schools/support-for-at-risk-schools-and-students/at-risk-schools-and-students-dropout-prevention/dropout-information>.

Additional information about child abuse and neglect, human trafficking prevention, and educator mandatory reporting training requirements is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/child-abuse-prevention/child-abuse-prevention-an-overview> and <https://tea.texas.gov/about-tea/other-services/human-trafficking-of-school-aged-children>.

Appendix 5-A
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by
Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special
Education Program Participation, Class of 2019 and Class of 2020

Status Date	Class ^a	Grad. ^b (N)	Grad. ^c Rate (%)	Cont. ^d (N)	Cont. ^e Rate (%)	TxCHSE ^f		Dropouts (N)	Dropout Rate (%)	Grad.,	Grad.,
						Recipients (N)	Recipient Rate (%)			Cont., or TxCHSE	Cont., or TxCHSE
Class of 2019											
African American											
As of Fall 2019	48,913	42,183	86.2	2,188	4.5	216	0.4	4,326	8.8	44,587	91.2
As of Fall 2020	48,859	43,325	88.7	747	1.5	269	0.6	4,518	9.2	44,341	90.8
American Indian											
As of Fall 2019	1,426	1,245	87.3	55	3.9	7	0.5	119	8.3	1,307	91.7
As of Fall 2020	1,420	1,273	89.6	15	1.1	9	0.6	123	8.7	1,297	91.3
Asian											
As of Fall 2019	16,913	16,302	96.4	313	1.9	18	0.1	280	1.7	16,633	98.3
As of Fall 2020	16,903	16,493	97.6	120	0.7	21	0.1	269	1.6	16,634	98.4
Hispanic											
As of Fall 2019	197,059	173,793	88.2	8,633	4.4	720	0.4	13,913	7.1	183,146	92.9
As of Fall 2020	196,834	178,513	90.7	3,147	1.6	874	0.4	14,300	7.3	182,534	92.7
Pacific Islander											
As of Fall 2019	583	513	88.0	15	2.6	6	1.0	49	8.4	534	91.6
As of Fall 2020	580	520	89.7	6	1.0	6	1.0	48	8.3	532	91.7
White											
As of Fall 2019	110,084	103,158	93.7	2,603	2.4	710	0.6	3,613	3.3	106,471	96.7
As of Fall 2020	110,000	104,539	95.0	996	0.9	858	0.8	3,607	3.3	106,393	96.7
Multiracial											
As of Fall 2019	7,473	6,827	91.4	232	3.1	52	0.7	362	4.8	7,111	95.2
As of Fall 2020	7,476	6,957	93.1	90	1.2	63	0.8	366	4.9	7,110	95.1
Economically Disadvantaged											
As of Fall 2019	205,362	178,978	87.2	9,159	4.5	987	0.5	16,238	7.9	189,124	92.1
As of Fall 2020	204,932	184,006	89.8	3,167	1.5	1,198	0.6	16,561	8.1	188,371	91.9
Not Economically Disadvantaged											
As of Fall 2019	177,089	165,043	93.2	4,880	2.8	742	0.4	6,424	3.6	170,665	96.4
As of Fall 2020	177,140	167,614	94.6	1,954	1.1	902	0.5	6,670	3.8	170,470	96.2
EB/EL^g in K-12^h											
As of Fall 2019	119,863	105,318	87.9	5,608	4.7	291	0.2	8,646	7.2	111,217	92.8
As of Fall 2020	119,715	108,526	90.7	1,934	1.6	350	0.3	8,905	7.4	110,810	92.6
EB/EL in 9-12ⁱ											
As of Fall 2019	40,831	31,850	78.0	3,285	8.0	92	0.2	5,604	13.7	35,227	86.3
As of Fall 2020	40,746	33,903	83.2	968	2.4	112	0.3	5,763	14.1	34,983	85.9
EB/EL in Last Year^j											
As of Fall 2019	31,124	23,636	75.9	2,360	7.6	71	0.2	5,057	16.2	26,067	83.8
As of Fall 2020	31,270	25,350	81.1	646	2.1	89	0.3	5,185	16.6	26,085	83.4
Special Education											
As of Fall 2019	31,537	24,575	77.9	3,896	12.4	97	0.3	2,969	9.4	28,568	90.6
As of Fall 2020	31,590	26,027	82.4	2,343	7.4	123	0.4	3,097	9.8	28,493	90.2

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

^aFor 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 (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, 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. ^bGraduates. ^cGraduation. ^dContinuers. ^eContinuation. ^fTexas Certificate of High School Equivalency. ^gEmergent bilingual student/English learner (EB student/EL). ^hStudents identified as EB students/ELs at any time while attending Texas public schools. ⁱStudents identified as EB students/ELs at any time while attending Grades 9-12 in Texas public schools. ^jStudents identified as EB students/ELs in their last year in Texas public schools.

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Appendix 5-A (continued)
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2019 and Class of 2020

Status Date	Class ^a	Grad. ^b (N)	Grad. ^c Rate (%)	Cont. ^d (N)	Cont. ^e Rate (%)	TxCHSE ^f		Dropouts (N)	Dropout Rate (%)	Grad.,	Grad.,
						Recipients (N)	Recipient Rate (%)			Cont., or TxCHSE	Cont., or TxCHSE
State											
As of Fall 2019	382,451	344,021	90.0	14,039	3.7	1,729	0.5	22,662	5.9	359,789	94.1
As of Fall 2020	382,072	351,620	92.0	5,121	1.3	2,100	0.5	23,231	6.1	358,841	93.9
Class of 2020											
African American											
As of Fall 2020	49,077	42,680	87.0	2,369	4.8	184	0.4	3,844	7.8	45,233	92.2
As of Fall 2021	48,936	43,557	89.0	685	1.4	226	0.5	4,468	9.1	44,468	90.9
American Indian											
As of Fall 2020	1,353	1,168	86.3	67	5.0	7	0.5	111	8.2	1,242	91.8
As of Fall 2021	1,350	1,208	89.5	12	0.9	7	0.5	123	9.1	1,227	90.9
Asian											
As of Fall 2020	17,338	16,760	96.7	330	1.9	12	0.1	236	1.4	17,102	98.6
As of Fall 2021	17,324	16,919	97.7	130	0.8	19	0.1	256	1.5	17,068	98.5
Hispanic											
As of Fall 2020	199,074	176,368	88.6	9,166	4.6	615	0.3	12,925	6.5	186,149	93.5
As of Fall 2021	198,386	180,261	90.9	2,633	1.3	789	0.4	14,703	7.4	183,683	92.6
Pacific Islander											
As of Fall 2020	610	544	89.2	32	5.2	3	0.5	31	5.1	579	94.9
As of Fall 2021	609	559	91.8	12	2.0	3	0.5	35	5.7	574	94.3
White											
As of Fall 2020	109,381	102,794	94.0	2,601	2.4	589	0.5	3,397	3.1	105,984	96.9
As of Fall 2021	109,146	103,959	95.2	843	0.8	708	0.6	3,636	3.3	105,510	96.7
Multiracial											
As of Fall 2020	7,767	7,078	91.1	296	3.8	49	0.6	344	4.4	7,423	95.6
As of Fall 2021	7,763	7,206	92.8	94	1.2	65	0.8	398	5.1	7,365	94.9
Economically Disadvantaged											
As of Fall 2020	205,248	179,613	87.5	9,842	4.8	847	0.4	14,946	7.3	190,302	92.7
As of Fall 2021	204,565	183,892	89.9	2,681	1.3	1,061	0.5	16,931	8.3	187,634	91.7
Not Economically Disadvantaged											
As of Fall 2020	179,352	167,779	93.5	5,019	2.8	612	0.3	5,942	3.3	173,410	96.7
As of Fall 2021	178,949	169,777	94.9	1,728	1.0	756	0.4	6,688	3.7	172,261	96.3
EB/EL^g in K-12^h											
As of Fall 2020	121,607	107,292	88.2	5,802	4.8	252	0.2	8,261	6.8	113,346	93.2
As of Fall 2021	121,190	109,902	90.7	1,523	1.3	316	0.3	9,449	7.8	111,741	92.2
EB/EL in 9-12ⁱ											
As of Fall 2020	44,583	35,333	79.3	3,395	7.6	91	0.2	5,764	12.9	38,819	87.1
As of Fall 2021	44,311	36,911	83.3	765	1.7	107	0.2	6,528	14.7	37,783	85.3
EB/EL in Last Year^j											
As of Fall 2020	35,958	28,102	78.2	2,539	7.1	61	0.2	5,256	14.6	30,702	85.4
As of Fall 2021	35,904	29,437	82.0	490	1.4	73	0.2	5,904	16.4	30,000	83.6

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

^aFor 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 (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, 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. ^bGraduates. ^cGraduation. ^dContinuers. ^eContinuation. ^fTexas Certificate of High School Equivalency. ^gEmergent bilingual student/English learner (EB student/EL). ^hStudents identified as EB students/ELs at any time while attending Texas public schools. ⁱStudents identified as EB students/ELs at any time while attending Grades 9-12 in Texas public schools. ^jStudents identified as EB students/ELs in their last year in Texas public schools.

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Appendix 5-A (continued)
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2019 and Class of 2020

Status Date	Class ^a	Grad. ^b (N)	Grad. ^c Rate (%)	Cont. ^d (N)	Cont. ^e Rate (%)	TxCHSE ^f		Dropouts (N)	Dropout Rate (%)	Grad.,	Grad.,
						Recipient (N)	Recipient Rate (%)			Cont., or TxCHSE	Cont., or TxCHSE
Special Education											
As of Fall 2020	32,708	25,800	78.9	4,147	12.7	93	0.3	2,668	8.2	30,040	91.8
As of Fall 2021	32,710	27,319	83.5	2,228	6.8	106	0.3	3,057	9.3	29,653	90.7
State											
As of Fall 2020	384,600	347,392	90.3	14,861	3.9	1,459	0.4	20,888	5.4	363,712	94.6
As of Fall 2021	383,514	353,669	92.2	4,409	1.1	1,817	0.5	23,619	6.2	359,895	93.8

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

^aFor 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 (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, 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. ^bGraduates. ^cGraduation. ^dContinuers. ^eContinuation. ^fTexas Certificate of High School Equivalency. ^gEmergent bilingual student/English learner (EB student/EL). ^hStudents identified as EB students/ELs at any time while attending Texas public schools. ⁱStudents identified as EB students/ELs at any time while attending Grades 9-12 in Texas public schools. ^jStudents identified as EB students/ELs in their last year in Texas public schools.

Appendix 5-B

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2018 and Class of 2019

Status Date	Class ^a	Grad. ^b (N)	Grad. ^c Rate (%)	Cont. ^d (N)	Cont. ^e Rate (%)	TxCHSE ^f		Dropouts (N)	Dropout Rate (%)	Grad.,	Grad.,
						Recipients (N)	Recipient Rate (%)			Cont., or TxCHSE	Cont., or TxCHSE
Class of 2018											
African American											
As of Fall 2018	48,333	41,802	86.5	2,330	4.8	196	0.4	4,005	8.3	44,328	91.7
As of Fall 2019	48,212	42,947	89.1	615	1.3	278	0.6	4,372	9.1	43,840	90.9
As of Fall 2020	48,224	43,210	89.6	343	0.7	329	0.7	4,342	9.0	43,882	91.0
American Indian											
As of Fall 2018	1,382	1,176	85.1	74	5.4	5	0.4	127	9.2	1,255	90.8
As of Fall 2019	1,382	1,211	87.6	24	1.7	8	0.6	139	10.1	1,243	89.9
As of Fall 2020	1,386	1,227	88.5	9	0.6	11	0.8	139	10.0	1,247	90.0
Asian											
As of Fall 2018	15,867	15,300	96.4	322	2.0	15	0.1	230	1.4	15,637	98.6
As of Fall 2019	15,854	15,462	97.5	123	0.8	15	0.1	254	1.6	15,600	98.4
As of Fall 2020	15,852	15,506	97.8	72	0.5	17	0.1	257	1.6	15,595	98.4
Hispanic											
As of Fall 2018	188,106	165,858	88.2	8,562	4.6	710	0.4	12,976	6.9	175,130	93.1
As of Fall 2019	187,590	170,322	90.8	2,392	1.3	962	0.5	13,914	7.4	173,676	92.6
As of Fall 2020	187,675	171,448	91.4	1,319	0.7	1,078	0.6	13,830	7.4	173,845	92.6
Pacific Islander											
As of Fall 2018	572	494	86.4	27	4.7	3	0.5	48	8.4	524	91.6
As of Fall 2019	568	510	89.8	3	0.5	7	1.2	48	8.5	520	91.5
As of Fall 2020	568	510	89.8	2	0.4	9	1.6	47	8.3	521	91.7
White											
As of Fall 2018	111,598	104,418	93.6	2,787	2.5	690	0.6	3,703	3.3	107,895	96.7
As of Fall 2019	111,443	105,923	95.0	908	0.8	934	0.8	3,678	3.3	107,765	96.7
As of Fall 2020	111,440	106,267	95.4	526	0.5	1,004	0.9	3,643	3.3	107,797	96.7
Multiracial											
As of Fall 2018	7,061	6,452	91.4	248	3.5	38	0.5	323	4.6	6,738	95.4
As of Fall 2019	7,066	6,597	93.4	53	0.8	58	0.8	358	5.1	6,708	94.9
As of Fall 2020	7,064	6,618	93.7	28	0.4	65	0.9	353	5.0	6,711	95.0
Economically Disadvantaged											
As of Fall 2018	199,025	173,685	87.3	9,225	4.6	967	0.5	15,148	7.6	183,877	92.4
As of Fall 2019	198,441	178,614	90.0	2,435	1.2	1,326	0.7	16,066	8.1	182,375	91.9
As of Fall 2020	198,456	179,710	90.6	1,366	0.7	1,474	0.7	15,906	8.0	182,550	92.0
Not Economically Disadvantaged											
As of Fall 2018	173,894	161,815	93.1	5,125	2.9	690	0.4	6,264	3.6	167,630	96.4
As of Fall 2019	173,674	164,358	94.6	1,683	1.0	936	0.5	6,697	3.9	166,977	96.1
As of Fall 2020	173,753	165,076	95.0	933	0.5	1,039	0.6	6,705	3.9	167,048	96.1
EB/EL^g in K-12^h											
As of Fall 2018	114,092	100,008	87.7	5,718	5.0	314	0.3	8,052	7.1	106,040	92.9
As of Fall 2019	113,741	103,049	90.6	1,510	1.3	419	0.4	8,763	7.7	104,978	92.3
As of Fall 2020	113,791	103,811	91.2	796	0.7	468	0.4	8,716	7.7	105,075	92.3

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

^aFor 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 (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, 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. ^bGraduates. ^cGraduation. ^dContinuers. ^eContinuation. ^fTexas Certificate of High School Equivalency. ^gEmergent bilingual student/English learner (EB students/ELs). ^hStudents identified as EB students/ELs at any time while attending Texas public schools. ⁱStudents identified as EB students/ELs at any time while attending Grades 9-12 in Texas public schools. ^jStudents identified as EB students/ELs in their last year in Texas public schools.

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Appendix 5-B (continued)

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2018 and Class of 2019

Status Date	Class ^a	Grad. ^b (N)	Grad. ^c Rate (%)	Cont. ^d (N)	Cont. ^e Rate (%)	TxCHSE ^f Recipients (N)	TxCHSE Recipient Rate (%)	Dropouts (N)	Dropout Rate (%)	Grad., Cont., or TxCHSE Recipients (N)	Grad., Cont., or TxCHSE Recipient Rate (%)
EB/EL in 9-12ⁱ											
As of Fall 2018	35,225	27,186	77.2	3,148	8.9	74	0.2	4,817	13.7	30,408	86.3
As of Fall 2019	34,969	28,848	82.5	721	2.1	98	0.3	5,302	15.2	29,667	84.8
As of Fall 2020	35,005	29,271	83.6	339	1.0	107	0.3	5,288	15.1	29,717	84.9
EB/EL in Last Yearⁱ											
As of Fall 2018	26,169	19,663	75.1	2,164	8.3	53	0.2	4,289	16.4	21,880	83.6
As of Fall 2019	26,147	20,971	80.2	441	1.7	73	0.3	4,662	17.8	21,485	82.2
As of Fall 2020	26,188	21,285	81.3	190	0.7	80	0.3	4,633	17.7	21,555	82.3
Special Education											
As of Fall 2018	29,582	23,033	77.9	3,689	12.5	68	0.2	2,792	9.4	26,790	90.6
As of Fall 2019	29,625	24,499	82.7	2,103	7.1	102	0.3	2,921	9.9	26,704	90.1
As of Fall 2020	29,590	25,158	85.0	1,381	4.7	114	0.4	2,937	9.9	26,653	90.1
State											
As of Fall 2018	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7	351,507	94.3
As of Fall 2019	372,115	342,972	92.2	4,118	1.1	2,262	0.6	22,763	6.1	349,352	93.9
As of Fall 2020	372,209	344,786	92.6	2,299	0.6	2,513	0.7	22,611	6.1	349,598	93.9
Class of 2019											
African American											
As of Fall 2019	48,913	42,183	86.2	2,188	4.5	216	0.4	4,326	8.8	44,587	91.2
As of Fall 2020	48,859	43,325	88.7	747	1.5	269	0.6	4,518	9.2	44,341	90.8
As of Fall 2021	48,839	43,578	89.2	297	0.6	316	0.6	4,648	9.5	44,191	90.5
American Indian											
As of Fall 2019	1,426	1,245	87.3	55	3.9	7	0.5	119	8.3	1,307	91.7
As of Fall 2020	1,420	1,273	89.6	15	1.1	9	0.6	123	8.7	1,297	91.3
As of Fall 2021	1,421	1,279	90.0	8	0.6	11	0.8	123	8.7	1,298	91.3
Asian											
As of Fall 2019	16,913	16,302	96.4	313	1.9	18	0.1	280	1.7	16,633	98.3
As of Fall 2020	16,903	16,493	97.6	120	0.7	21	0.1	269	1.6	16,634	98.4
As of Fall 2021	16,897	16,531	97.8	67	0.4	25	0.1	274	1.6	16,623	98.4
Hispanic											
As of Fall 2019	197,059	173,793	88.2	8,633	4.4	720	0.4	13,913	7.1	183,146	92.9
As of Fall 2020	196,834	178,513	90.7	3,147	1.6	874	0.4	14,300	7.3	182,534	92.7
As of Fall 2021	196,630	179,581	91.3	1,310	0.7	966	0.5	14,773	7.5	181,857	92.5
Pacific Islander											
As of Fall 2019	583	513	88.0	15	2.6	6	1.0	49	8.4	534	91.6
As of Fall 2020	580	520	89.7	6	1.0	6	1.0	48	8.3	532	91.7
As of Fall 2021	579	521	90.0	4	0.7	6	1.0	48	8.3	531	91.7

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

^aFor 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 (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, 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. ^bGraduates. ^cGraduation. ^dContinuers. ^eContinuation. ^fTexas Certificate of High School Equivalency. ^gEmergent bilingual student/English learner (EB students/ELs). ^hStudents identified as EB students/ELs at any time while attending Texas public schools. ⁱStudents identified as EB students/ELs at any time while attending Grades 9-12 in Texas public schools. ^jStudents identified as EB students/ELs in their last year in Texas public schools.

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Appendix 5-B (continued)

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2018 and Class of 2019

Status Date	Class ^a	Grad. ^b (N)	Grad. ^c Rate (%)	Cont. ^d (N)	Cont. ^e Rate (%)	TxCHSE ^f		Dropouts (N)	Dropout Rate (%)	Grad.,	Grad.,
						Recipients (N)	Recipient Rate (%)			Cont., or TxCHSE	Cont., or TxCHSE
White											
As of Fall 2019	110,084	103,158	93.7	2,603	2.4	710	0.6	3,613	3.3	106,471	96.7
As of Fall 2020	110,000	104,539	95.0	996	0.9	858	0.8	3,607	3.3	106,393	96.7
As of Fall 2021	109,978	104,895	95.4	534	0.5	948	0.9	3,601	3.3	106,377	96.7
Multiracial											
As of Fall 2019	7,473	6,827	91.4	232	3.1	52	0.7	362	4.8	7,111	95.2
As of Fall 2020	7,476	6,957	93.1	90	1.2	63	0.8	366	4.9	7,110	95.1
As of Fall 2021	7,466	6,988	93.6	36	0.5	67	0.9	375	5.0	7,091	95.0
Economically Disadvantaged											
As of Fall 2019	205,362	178,978	87.2	9,159	4.5	987	0.5	16,238	7.9	189,124	92.1
As of Fall 2020	204,932	184,006	89.8	3,167	1.5	1,198	0.6	16,561	8.1	188,371	91.9
As of Fall 2021	204,684	185,108	90.4	1,260	0.6	1,344	0.7	16,972	8.3	187,712	91.7
Not Economically Disadvantaged											
As of Fall 2019	177,089	165,043	93.2	4,880	2.8	742	0.4	6,424	3.6	170,665	96.4
As of Fall 2020	177,140	167,614	94.6	1,954	1.1	902	0.5	6,670	3.8	170,470	96.2
As of Fall 2021	177,126	168,265	95.0	996	0.6	995	0.6	6,870	3.9	170,256	96.1
EB/EL^g in K-12^h											
As of Fall 2019	119,863	105,318	87.9	5,608	4.7	291	0.2	8,646	7.2	111,217	92.8
As of Fall 2020	119,715	108,526	90.7	1,934	1.6	350	0.3	8,905	7.4	110,810	92.6
As of Fall 2021	119,591	109,188	91.3	820	0.7	390	0.3	9,193	7.7	110,398	92.3
EB/EL in 9-12ⁱ											
As of Fall 2019	40,831	31,850	78.0	3,285	8.0	92	0.2	5,604	13.7	35,227	86.3
As of Fall 2020	40,746	33,903	83.2	968	2.4	112	0.3	5,763	14.1	34,983	85.9
As of Fall 2021	40,665	34,215	84.1	356	0.9	130	0.3	5,964	14.7	34,701	85.3
EB/EL in Last Year^j											
As of Fall 2019	31,124	23,636	75.9	2,360	7.6	71	0.2	5,057	16.2	26,067	83.8
As of Fall 2020	31,270	25,350	81.1	646	2.1	89	0.3	5,185	16.6	26,085	83.4
As of Fall 2021	31,258	25,575	81.8	228	0.7	105	0.3	5,350	17.1	25,908	82.9
Special Education											
As of Fall 2019	31,537	24,575	77.9	3,896	12.4	97	0.3	2,969	9.4	28,568	90.6
As of Fall 2020	31,590	26,027	82.4	2,343	7.4	123	0.4	3,097	9.8	28,493	90.2
As of Fall 2021	31,553	26,756	84.8	1,464	4.6	130	0.4	3,203	10.2	28,350	89.8
State											
As of Fall 2019	382,451	344,021	90.0	14,039	3.7	1,729	0.5	22,662	5.9	359,789	94.1
As of Fall 2020	382,072	351,620	92.0	5,121	1.3	2,100	0.5	23,231	6.1	358,841	93.9
As of Fall 2021	381,810	353,373	92.6	2,256	0.6	2,339	0.6	23,842	6.2	357,968	93.8

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

^aFor 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 (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, 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. ^bGraduates. ^cGraduation. ^dContinuers. ^eContinuation. ^fTexas Certificate of High School Equivalency. ^gEmergent bilingual student/English learner (EB students/ELs). ^hStudents identified as EB students/ELs at any time while attending Texas public schools. ⁱStudents identified as EB students/ELs at any time while attending Grades 9-12 in Texas public schools. ^jStudents identified as EB students/ELs in their last year in Texas public schools.

Chapter 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.

Definitions and Calculations

Retention rates for the 2020-21 school year were calculated by comparing 2020-21 attendance records to fall 2021 enrollment records. Students who left the Texas public school system for any reason other than graduation were excluded from the total student count. Students new to the Texas public school system in fall 2021 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 2021 than in 2020-21 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.

Public Education Information Management System (PEIMS) data used in this chapter on the grade levels of all students in the Texas public school system were submitted by districts through the Texas Student Data System. PEIMS data on student characteristics and program participation were also available. Data on

State of Texas Assessments of Academic Readiness (STAAR) performance were provided to TEA by Educational Testing Service and Cambium Assessment. STAAR was the primary statewide assessment of student performance in 2021 and 2022. Given the impact of COVID-19 in spring 2020, the governor used his statutory authority under Texas Government Code §418.016 to suspend annual academic assessment requirements for the 2019-20 school year. All three 2020 STAAR administrations were canceled. Although STAAR was administered in 2021, only 88 percent of eligible students participated in the assessment, compared to 99 percent participation in 2019, prior to the COVID-19 pandemic, and 99 percent in 2022. These participation rates should be taken into consideration when interpreting results. Spanish-version reading and mathematics tests were given to students identified as emergent bilingual students/English learners (EB students/ELs) in Grades 3-5 receiving mostly Spanish-language instruction. Additionally, accommodations (e.g., visual aids, graphic organizers, text-to-speech functionality) were allowed for students who needed them.

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. The non-Hispanic American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of results in this chapter, including comparisons across racial/ethnic groups, do not include these populations.

State Summary

In the 2020-21 school year, 3.1 percent (153,560) of Texas public school students in Grades K-12 were retained (Table 6.1 on page 115). The retention rate increased by 1.4 percentage points from the previous school year.

Across the five largest racial/ethnic groups in 2020-21, the retention rate was highest among African American students (4.0%), followed by Hispanic (3.7%), multiracial (2.4%), White (1.9%), and Asian (0.9%) students. The retention rate for students identified as economically disadvantaged was 4.0 percent, whereas the rate for students not identified as economically disadvantaged was 1.7 percent. Male students had a higher retention rate (3.5%) than female students (2.6%).

Grade-Level Retention by Grade

In 2020-21, the retention rate for Grades K-6 was 1.4 percent, an increase of 0.5 percentage points from the previous year (Table 6.2 on page 116). Across the elementary grades, retention rates were highest in Grade 1 and kindergarten (3.1% and 2.3%, respectively) and lowest in Grades 5 and 6 (0.5% and 0.6%, respectively). The retention rate for Grades 7-12 was 4.9 percent, an increase of 2.2 percentage points from the previous year (Table 6.3 on page 117). Across secondary grades, retention rates were highest in Grades 9 and 10 (10.9% and 7.7%, respectively) and lowest in Grades 8 and 7 (0.6% and 0.7%, respectively).

**Table 6.1
Grade-Level Retention, by Student Group, 2019-20
and 2020-21**

Group	Students	Retained (N)	Retained Rate (%)
2019-20			
African American	635,618	13,069	2.1
American Indian	18,113	361	2.0
Asian	237,419	1,456	0.6
Hispanic	2,675,340	52,379	2.0
Pacific Islander	7,676	143	1.9
White	1,373,629	17,810	1.3
Multiracial	127,121	1,763	1.4
Econ. Disad. ^a	3,052,806	64,429	2.1
Not Econ. Disad.	2,022,110	22,552	1.1
Female	2,481,684	34,086	1.4
Male	2,593,232	52,895	2.0
Grades K-6	2,697,158	22,948	0.9
Grades 7-12	2,377,758	64,033	2.7
State	5,074,916	86,981	1.7
2020-21			
African American	632,390	25,004	4.0
American Indian	17,081	547	3.2
Asian	239,667	2,151	0.9
Hispanic	2,651,750	96,798	3.7
Pacific Islander	7,664	292	3.8
White	1,350,638	25,556	1.9
Multiracial	134,535	3,212	2.4
Econ. Disad.	3,003,328	119,061	4.0
Not Econ. Disad.	2,030,397	34,499	1.7
Female	2,463,299	63,264	2.6
Male	2,570,426	90,296	3.5
Grades K-6	2,641,163	36,661	1.4
Grades 7-12	2,392,562	116,899	4.9
State	5,033,725	153,560	3.1

^aEconomically disadvantaged.

Table 6.2
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, 2019-20 and 2020-21

Grade	African American	African American	American Indian	American Indian	Asian	Asian	Hispanic	Hispanic
	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)
2019-20								
Kindergarten	525	1.2	28	2.3	130	0.7	2,818	1.5
Grade 1	848	1.8	30	2.5	92	0.5	4,621	2.3
Grade 2	527	1.1	11	0.9	50	0.3	2,316	1.2
Grade 3	305	0.6	10	0.8	31	0.2	1,273	0.6
Grade 4	206	0.4	5	0.3	34	0.2	609	0.3
Grade 5	105	0.2	3	0.2	20	0.1	458	0.2
Grade 6	126	0.2	4	0.3	11	0.1	512	0.2
Total K-6	2,642	0.8	91	0.9	368	0.3	12,607	0.9
2020-21								
Kindergarten	764	1.7	43	3.7	177	1.1	3,997	2.1
Grade 1	1,663	3.6	44	3.8	144	0.8	6,870	3.5
Grade 2	1,041	2.3	19	1.7	85	0.5	4,139	2.1
Grade 3	681	1.5	17	1.4	71	0.4	2,289	1.2
Grade 4	445	0.9	8	0.7	48	0.3	1,572	0.8
Grade 5	352	0.7	7	0.4	36	0.2	1,153	0.6
Grade 6	357	0.7	9	0.6	35	0.2	1,384	0.6
Total K-6	5,303	1.6	147	1.6	596	0.5	21,404	1.5

Grade	Pacific Islander	Pacific Islander	White	White	Multiracial	Multiracial	State	State
	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)
2019-20								
Kindergarten	8	1.6	2,835	2.9	202	1.8	6,546	1.8
Grade 1	12	2.0	1,942	1.9	170	1.6	7,715	2.1
Grade 2	6	1.0	797	0.8	72	0.7	3,779	1.0
Grade 3	3	0.5	408	0.4	31	0.3	2,061	0.5
Grade 4	4	0.7	244	0.2	24	0.2	1,126	0.3
Grade 5	1	0.2	205	0.2	31	0.3	823	0.2
Grade 6	0	0.0	222	0.2	23	0.2	898	0.2
Total K-6	34	0.8	6,653	0.9	553	0.7	22,948	0.9
2020-21								
Kindergarten	18	3.5	2,798	3.0	272	2.3	8,069	2.3
Grade 1	17	3.2	2,412	2.4	289	2.5	11,439	3.1
Grade 2	6	1.0	1,035	1.0	146	1.3	6,471	1.7
Grade 3	6	1.0	622	0.6	85	0.8	3,771	1.0
Grade 4	5	0.8	463	0.5	71	0.7	2,612	0.7
Grade 5	3	0.5	422	0.4	54	0.5	2,027	0.5
Grade 6	4	0.6	432	0.4	51	0.5	2,272	0.6
Total K-6	59	1.4	8,184	1.2	968	1.3	36,661	1.4

Table 6.3
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, 2019-20 and 2020-21

Grade	African American	African American	American Indian	American Indian	Asian	Asian	Hispanic	Hispanic
	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)
2019-20								
Grade 7	151	0.3	3	0.2	10	0.1	653	0.3
Grade 8	117	0.2	6	0.4	18	0.1	633	0.3
Grade 9	3,757	6.8	99	6.8	229	1.2	14,100	6.1
Grade 10	2,464	5.0	63	4.9	143	0.8	8,879	4.3
Grade 11	1,825	4.2	41	3.3	218	1.2	6,819	3.7
Grade 12	2,113	4.5	58	4.5	470	2.7	8,688	4.5
Total 7-12	10,427	3.5	270	3.3	1,088	1.0	39,772	3.2
2020-21								
Grade 7	410	0.8	9	0.6	35	0.2	1,762	0.8
Grade 8	298	0.6	12	0.9	25	0.1	1,528	0.7
Grade 9	8,074	14.9	172	12.1	431	2.3	30,060	13.4
Grade 10	5,359	10.6	99	7.8	336	1.8	20,226	9.5
Grade 11	3,314	7.4	63	5.5	252	1.4	12,426	6.5
Grade 12	2,246	4.9	45	3.6	476	2.6	9,392	4.9
Total 7-12	19,701	6.5	400	5.1	1,555	1.4	75,394	6.0

Grade	Pacific Islander	Pacific Islander	White	White	Multiracial	Multiracial	State	State
	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)	Retained (N)	Rate (%)
2019-20								
Grade 7	1	0.2	243	0.2	21	0.2	1,082	0.3
Grade 8	3	0.5	228	0.2	22	0.2	1,027	0.3
Grade 9	40	6.1	3,211	2.8	412	4.3	21,848	5.1
Grade 10	16	2.9	2,346	2.1	278	3.2	14,189	3.6
Grade 11	17	3.1	1,795	1.7	195	2.6	10,910	3.0
Grade 12	32	5.5	3,334	3.1	282	3.7	14,977	4.0
Total 7-12	109	3.1	11,157	1.7	1,210	2.3	64,033	2.7
2020-21								
Grade 7	3	0.5	600	0.5	64	0.6	2,883	0.7
Grade 8	1	0.2	550	0.5	60	0.6	2,474	0.6
Grade 9	77	12.5	6,084	5.5	890	8.8	45,788	10.9
Grade 10	68	11.5	4,165	3.8	563	6.0	30,816	7.7
Grade 11	36	6.9	2,509	2.5	357	4.2	18,957	5.2
Grade 12	48	8.1	3,464	3.2	310	3.8	15,981	4.3
Total 7-12	233	6.6	17,372	2.7	2,244	3.9	116,899	4.9

Grade-Level Retention by Race/Ethnicity

Across elementary grades and the five largest racial/ethnic groups in 2020-21, African American students in Grade 1 had the highest retention rate (3.6%), followed by Hispanic students in Grade 1 (3.5%) (Table 6.2 on page 116). Asian students in Grades 5 and 6 had the lowest retention rates (0.2% each).

Across secondary grades and the five largest racial/ethnic groups in 2020-21, African American and Hispanic students in Grade 9 had the highest retention rates (14.9% and 13.4%, respectively), followed by

African American students in Grade 10 (10.6%) (Table 6.3 on page 117). Asian students in Grade 8 had the lowest retention rate (0.1%).

Grade-Level Retention by Gender

In 2020-21, the retention rate for males was higher than that for females in every grade except Grade 4, in which the rates were the same (Table 6.4 on this page and Table 6.5 on page 119). Across elementary grades, retention rates for both males and females were highest in Grade 1 (3.3% and 2.9%, respectively). Rates were lowest in Grades 5 and 6 for both females (0.5% each) and males (0.6% each). Across secondary grades, retention rates for both males and females were highest in Grade 9 (12.5% and 9.1%, respectively). Rates for both females and males were lowest in Grade 8 (0.5% and 0.7%, respectively).

Table 6.4
Grade-Level Retention, Grades K-6, by Grade and Gender, 2019-20 and 2020-21

Grade	Female	Female	Male	Male
	Retained (N)	Rate (%)	Retained (N)	Rate (%)
2019-20				
Kindergarten	2,406	1.3	4,140	2.2
Grade 1	3,256	1.8	4,459	2.3
Grade 2	1,719	0.9	2,060	1.1
Grade 3	919	0.5	1,142	0.6
Grade 4	471	0.2	655	0.3
Grade 5	355	0.2	468	0.2
Grade 6	335	0.2	563	0.3
2020-21				
Kindergarten	3,073	1.8	4,996	2.7
Grade 1	5,183	2.9	6,256	3.3
Grade 2	2,974	1.6	3,497	1.8
Grade 3	1,738	1.0	2,033	1.1
Grade 4	1,219	0.7	1,393	0.7
Grade 5	931	0.5	1,096	0.6
Grade 6	965	0.5	1,307	0.6

Grade-Level Retention by Emergent Bilingual/English Learner Status

Texas students who are in the process of acquiring English and have another language as their primary or home language learn English while they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as emergent bilingual students/English learners (EB students/ELs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053 and §29.054). EB students/ELs 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 2020-21, over 96 percent of all EB students/ELs in the elementary grades participated in bilingual, bilingual alternative, ESL, or ESL alternative programs.

Table 6.5
Grade-Level Retention, Grades 7-12, by Grade and
Gender, 2019-20 and 2020-21

Grade	Female	Female	Male	Male
	Retained (N)	Rate (%)	Retained (N)	Rate (%)
2019-20				
Grade 7	423	0.2	659	0.3
Grade 8	386	0.2	641	0.3
Grade 9	8,037	3.9	13,811	6.2
Grade 10	5,384	2.8	8,805	4.4
Grade 11	4,479	2.5	6,431	3.6
Grade 12	5,916	3.2	9,061	4.8
2020-21				
Grade 7	1,223	0.6	1,660	0.8
Grade 8	1,032	0.5	1,442	0.7
Grade 9	18,640	9.1	27,148	12.5
Grade 10	12,200	6.2	18,616	9.1
Grade 11	7,775	4.3	11,182	6.1
Grade 12	6,311	3.4	9,670	5.2

In Grades K-6 overall in 2020-21, the retention rate for EB students/ELs was 1.5 percent, compared to 1.4 percent for non-EB students/ELs (Table 6.6 on page 120). Among EB students/ELs, the retention rates for students served in bilingual and alternative bilingual programs were 1.4 percent and 0.9 percent, respectively, and the rates for students served in ESL and alternative ESL programs were 1.2 percent and 1.0 percent, respectively.

In Grades 7-12 overall in 2020-21, the retention rate for EB students/ELs was 8.0 percent, compared to 4.3 percent for non-EB students/ELs (Table 6.7 on page 121). About 98 percent of EB students/ELs in secondary school were served in ESL and ESL alternative programs. Retention rates for these students were 7.9 percent and 5.0 percent, respectively.

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 progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabilities vary across Texas districts.

ARDs assign each elementary special education student a primary disability from 1 of 13 categories of disability. Among elementary special education students in 2020-21 for whom primary disability information was available, 92.6 percent were assigned a primary disability from 1 of 5 categories: learning disability; speech impairment; autism; other health impairment, such as attention deficit disorder; or intellectual disability (Table 6.8 on page 122). The same five categories accounted for 93.0 percent of retained elementary special education students for whom primary disability information was available. Across these five

Table 6.6
Grade-Level Retention, Grades K-6, by Emergent Bilingual Student/English Learner Status and Service Received, 2019-20 and 2020-21

Service Received or Emergent Bilingual Student/English Learner Status		
	Retained (N)	Rate (%)
2019-21		
EB/ELs ^a		
Bilingual	3,328	0.9
Bilingual Alt. Lang. Program	405	0.7
ESL ^b	1,456	0.7
ESL Alt. Lang. Program	71	0.5
No Services ^c	177	0.7
Total	6,280	0.9
Non-EB/ELs	16,668	0.8
2020-21		
EB/ELs		
Bilingual	4,892	1.4
Bilingual Alt. Lang. Program	559	0.9
ESL	2,290	1.2
ESL Alt. Lang. Program	141	1.0
No Services	282	1.2
Total	9,682	1.5
Non-EB/ELs	26,979	1.4

Note. Counts of emergent bilingual students/English learners (EB students/ELs) receiving special language program services and of EB students/ELs not receiving such services exclude students for whom information about parental permission for participation in special language programs was missing and, therefore, may not sum to the total number of EB students/ELs.

^aEmergent bilingual students/English learners (EB students/ELs). ^bEnglish as a second language. ^cIncludes EB students/ELs whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Table 6.7
Grade-Level Retention, Grades 7-12, by Emergent Bilingual Student/English Learner Status and Service Received, 2019-20 and 2020-21

Service Received or Emergent Bilingual Student/English Learner Status		
	Retained (N)	Rate (%)
2019-20		
EB/ELs ^a		
Bilingual	15	0.5
Bilingual Alt. Lang. Program	8	0.8
ESL ^b	9,033	3.5
ESL Alt. Lang. Program	954	2.7
No Services ^c	675	4.4
Total	13,356	4.1
Non-EB/ELs	50,677	2.5
2020-21		
EB/ELs		
Bilingual	66	1.9
Bilingual Alt. Lang. Program	91	3.4
ESL	22,420	7.9
ESL Alt. Lang. Program	1,813	5.0
No Services	1,343	8.1
Total	29,033	8.0
Non-EB/ELs	87,866	4.3

Note. Counts of emergent bilingual students/English learners (EB students/ELs) receiving special language program services and of EB students/ELs not receiving such services exclude students for whom information about parental permission for participation in special language programs was missing and, therefore, may not sum to the total number of EB students/ELs.

^aEmergent bilingual students/English learners (EB students/ELs). ^bEnglish as a second language. ^cIncludes EB students/ELs whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Table 6.8
Grade-Level Retention of Students Receiving Special Education Services, Grades K-6, by Grade and Primary Disability, 2019-20 and 2020-21

Grade	Learning Disability	Learning Disability	Learning Disability	Speech Impairment	Speech Impairment	Speech Impairment	Autism	Autism	Autism
	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)
2019-20									
Kindergarten	39	608	6.4	1,189	23,996	5.0	191	6,667	2.9
Grade 1	189	4,723	4.0	827	22,093	3.7	91	7,346	1.2
Grade 2	198	11,718	1.7	225	17,365	1.3	66	6,914	1.0
Grade 3	101	16,305	0.6	63	13,184	0.5	29	6,501	0.4
Grade 4	65	19,146	0.3	35	9,580	0.4	28	6,310	0.4
Grade 5	47	21,315	0.2	10	6,615	0.2	39	6,258	0.6
Grade 6	44	21,080	0.2	10	3,921	0.3	19	5,915	0.3
Total K-6	683	94,895	0.7	2,359	96,754	2.4	463	45,911	1.0
2020-21									
Kindergarten	42	731	5.7	1,339	24,464	5.5	252	7,351	3.4
Grade 1	270	5,212	5.2	1,143	23,716	4.8	131	7,764	1.7
Grade 2	328	12,975	2.5	435	18,743	2.3	93	7,781	1.2
Grade 3	199	18,071	1.1	137	14,186	1.0	58	7,240	0.8
Grade 4	132	21,287	0.6	65	10,363	0.6	51	6,769	0.8
Grade 5	111	22,817	0.5	33	7,061	0.5	58	6,521	0.9
Grade 6	117	22,864	0.5	24	4,421	0.5	40	6,320	0.6
Total K-6	1,199	103,957	1.2	3,176	102,954	3.1	683	49,746	1.4

Grade	Other Health Impairment	Other Health Impairment	Other Health Impairment	Intellectual Disability	Intellectual Disability	Intellectual Disability	All Special Education	All Special Education	All Special Education
	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)
2019-20									
Kindergarten	205	2,883	7.1	69	1,955	3.5	1,858	38,986	4.8
Grade 1	189	4,756	4.0	61	3,164	1.9	1,429	44,831	3.2
Grade 2	107	6,227	1.7	36	3,991	0.9	676	49,610	1.4
Grade 3	50	7,269	0.7	17	4,693	0.4	286	51,945	0.6
Grade 4	31	8,040	0.4	20	5,407	0.4	201	53,146	0.4
Grade 5	38	8,730	0.4	24	5,836	0.4	179	53,859	0.3
Grade 6	32	8,696	0.4	18	5,720	0.3	146	50,387	0.3
Total K-6	652	46,601	1.4	245	30,766	0.8	4,775	342,764	1.4
2020-21									
Kindergarten	205	2,793	7.3	89	1,896	4.7	2,063	39,640	5.2
Grade 1	233	4,478	5.2	89	3,237	2.7	1,962	46,900	4.2
Grade 2	159	6,352	2.5	66	4,468	1.5	1,160	53,595	2.2
Grade 3	72	7,310	1.0	50	4,919	1.0	561	55,573	1.0
Grade 4	78	8,080	1.0	37	5,304	0.7	396	56,230	0.7
Grade 5	81	8,558	0.9	48	5,841	0.8	367	55,860	0.7
Grade 6	52	8,896	0.6	30	6,011	0.5	320	53,836	0.6
Total K-6	880	46,467	1.9	409	31,676	1.3	6,829	361,634	1.9

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2020-21 school year. Counts of all special education students include students for whom primary disability information was unavailable.

categories, the retention rate in Grades K-6 overall was highest for students with speech impairments (3.1%), followed by students with other health impairments (1.9%), autism (1.4%), intellectual disabilities (1.3%), and learning disabilities (1.2%).

Across elementary grades in 2020-21, retention rates for the five most common primary disabilities were highest in kindergarten. The retention rate for students in kindergarten was highest for students with other health impairments (7.3%), followed by learning disabilities (5.7%), speech impairment (5.5%), intellectual disabilities (4.7%), and autism (3.4%).

Secondary special education students were assigned 1 of 11 primary disabilities. In 2020-21, among students for whom primary disability information was available, 94.7 percent were assigned a primary disability from 1 of 5 categories: learning disability; other health impairment, such as attention deficit disorder; autism; intellectual disability; or emotional disturbance (Table 6.9 on page 124). The same five categories accounted for 96.7 percent of retained secondary special education students for whom primary disability information was available. Across these five categories, the retention rate in Grades 7-12 overall was highest for students with intellectual disabilities (14.2%), followed by students with emotional disturbance (11.3%), autism (10.7%), other health impairments (7.7%), and learning disabilities (6.4%).

Across secondary grades in 2020-21, retention rates for students with emotional disturbance, learning disabilities, and other health impairments were highest in Grade 9 (24.9%, 15.8%, and 14.9%, respectively). Rates for students with intellectual disabilities and autism were highest in Grade 12 (49.0% and 43.4%, respectively).

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 2021 STAAR reading and mathematics tests for Grades 3-8. For students repeating a grade in the 2021-22 school year, 2021 STAAR results were compared to 2022 STAAR results. For comparison purposes, 2021 STAAR results for promoted students also were calculated.

In 2021 and 2022, students were classified into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. The categories were meant to provide clear, accurate information to parents about how their children performed on STAAR. Students categorized as Approaches Grade Level and above were considered to have passed an examination. Passing standards (i.e., cut scores) were the same for the 2021 and 2022 STAAR tests. The passing standards for STAAR are set by the commissioner of education (TEC §39.0241).

Among students in Grades 3-8 who took the English-version STAAR reading and mathematics tests in spring 2021, passing rates were higher for students who were promoted than for students who were retained (Table 6.10 and Figure 6.1 on page 125). After a year in the same grade, with one exception, passing rates for retained students improved but did not meet or exceed the passing rates for students who had been promoted

Table 6.9

Grade-Level Retention of Students Receiving Special Education Services, Grades 7-12, by Grade and Primary Disability, 2019-20 and 2020-21

Grade	Learning Disability	Learning Disability	Learning Disability	Other Health Impairment	Other Health Impairment	Other Health Impairment	Autism	Autism	Autism
	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)
2019-20									
Grade 7	40	19,706	0.2	31	8,222	0.4	8	5,623	0.1
Grade 8	48	18,926	0.3	31	7,609	0.4	31	5,219	0.6
Grade 9	1,503	20,254	7.4	701	7,878	8.9	142	5,272	2.7
Grade 10	970	17,290	5.6	395	6,201	6.4	114	4,814	2.4
Grade 11	673	14,537	4.6	230	4,893	4.7	72	4,168	1.7
Grade 12	401	14,663	2.7	776	5,055	15.4	2,782	6,121	45.5
Total 7-12	3,635	105,376	3.4	2,164	39,858	5.4	3,149	31,217	10.1
2020-21									
Grade 7	151	21,856	0.7	67	8,782	0.8	26	5,991	0.4
Grade 8	113	20,035	0.6	82	8,120	1.0	51	5,667	0.9
Grade 9	3,108	19,682	15.8	1,184	7,945	14.9	282	5,333	5.3
Grade 10	1,959	18,016	10.9	737	6,968	10.6	187	5,084	3.7
Grade 11	1,279	15,088	8.5	450	5,330	8.4	113	4,611	2.5
Grade 12	448	15,060	3.0	766	5,693	13.5	2,916	6,718	43.4
Total 7-12	7,058	109,737	6.4	3,286	42,838	7.7	3,575	33,404	10.7

Grade	Intellectual Disability	Intellectual Disability	Intellectual Disability	Emotional Disturbance	Emotional Disturbance	Emotional Disturbance	All Special Education	All Special Education	All Special Education
	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)	Retained (N)	Students (N)	Rate (%)
2019-20									
Grade 7	13	5,665	0.2	27	4,117	0.7	125	46,980	0.3
Grade 8	35	5,305	0.7	22	3,869	0.6	175	43,562	0.4
Grade 9	286	5,072	5.6	821	4,577	17.9	3,519	44,951	7.8
Grade 10	144	4,450	3.2	419	3,267	12.8	2,089	37,512	5.6
Grade 11	119	3,951	3.0	254	2,248	11.3	1,390	31,047	4.5
Grade 12	3,798	7,342	51.7	186	2,305	8.1	8,344	37,107	22.5
Total 7-12	4,395	31,785	13.8	1,729	20,383	8.5	15,642	241,159	6.5
2020-21									
Grade 7	43	5,847	0.7	59	4,176	1.4	374	50,508	0.7
Grade 8	54	5,680	1.0	58	4,276	1.4	379	46,681	0.8
Grade 9	483	5,451	8.9	1,137	4,571	24.9	6,375	45,109	14.1
Grade 10	289	4,690	6.2	671	3,742	17.9	3,935	40,157	9.8
Grade 11	175	4,110	4.3	332	2,601	12.8	2,393	33,150	7.2
Grade 12	3,680	7,514	49.0	206	2,517	8.2	8,371	39,165	21.4
Total 7-12	4,724	33,292	14.2	2,463	21,883	11.3	21,827	254,770	8.6

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2020-21 school year. Counts of all special education students include students for whom primary disability information was unavailable.

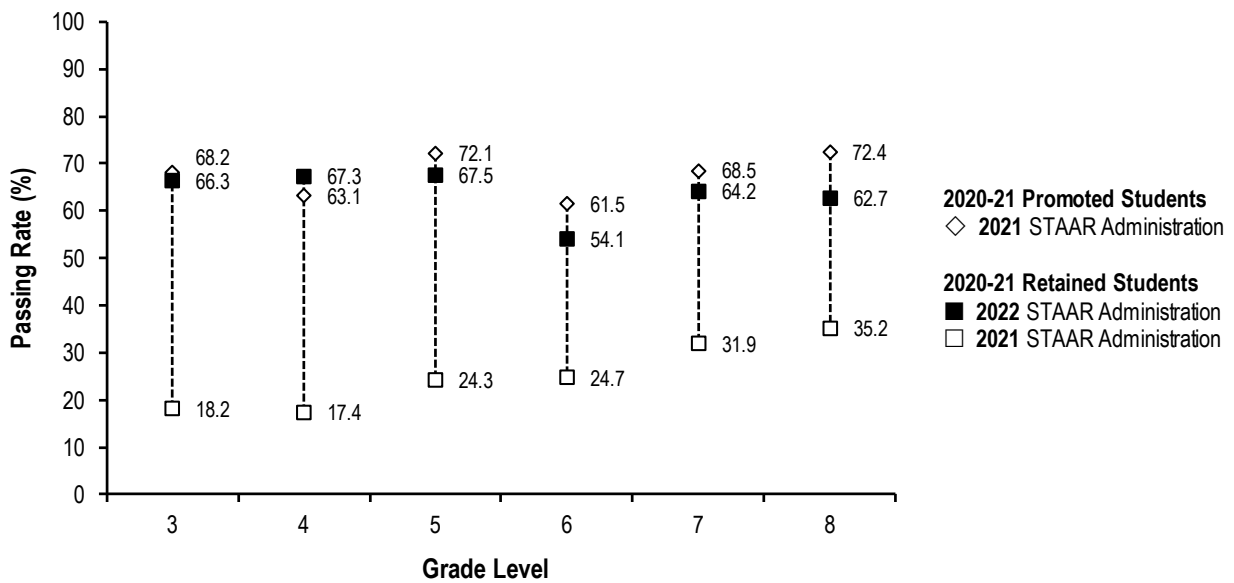
Table 6.10
STAAR Percentage Passing 2021 and 2022, Grades 3-8, by Grade and Promotion Status 2020-21

Status	English-Version STAAR Reading 2021	English-Version STAAR Reading 2022	English-Version STAAR Math 2021	English-Version STAAR Math 2022	Spanish-Version STAAR Reading 2021	Spanish-Version STAAR Reading 2022	Spanish-Version STAAR Math 2021	Spanish-Version STAAR Math 2022
Grade 3								
Promoted	68.2	– ^a	61.8	–	52.1	–	42.9	–
Retained	18.2	66.3	13.0	56.5	11.9	51.1	3.1	50.4
Grade 4								
Promoted	63.1	–	58.9	–	46.0	–	33.1	–
Retained	17.4	67.3	10.9	57.2	10.0	42.0	0.0	37.1
Grade 5								
Promoted	72.1	–	69.6	–	75.2	–	43.1	–
Retained	24.3	67.5	17.9	59.9	39.1	63.0	8.6	42.9
Grade 6								
Promoted	61.5	–	66.5	–	n/a ^b	n/a	n/a	n/a
Retained	24.7	54.1	24.9	60.1	n/a	n/a	n/a	n/a
Grade 7								
Promoted	68.5	–	53.3	–	n/a	n/a	n/a	n/a
Retained	31.9	64.2	15.8	41.0	n/a	n/a	n/a	n/a
Grade 8								
Promoted	72.4	–	55.5	–	n/a	n/a	n/a	n/a
Retained	35.2	62.7	16.4	52.3	n/a	n/a	n/a	n/a

Note. Students taking advanced-level tests are excluded from these analyses.

^aA dash (–) indicates data are unavailable. Students promoted in 2021 were not expected to repeat the same grade-level test in 2022. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

Figure 6.1
Grade-Level Retention 2020-21 and Reading Passing Rates on the English-Version STAAR 2021 and 2022, Grades 3-8



the year before. For example, 72.1 percent of promoted Grade 5 students passed the reading test in spring 2021, whereas 24.3 percent of retained fifth graders passed the test. In 2022, after repeating the grade, 67.5 percent of retained students passed the test. Similarly, 55.5 percent of promoted Grade 8 students passed the mathematics test in spring 2021, whereas 16.4 percent of retained eighth graders passed. The following year, 52.3 percent of retained Grade 8 students passed the test. The only exception to this trend was the Grade 4 reading test. In 2021, 17.4 percent of retained students passed. After repeating Grade 4, the 2022 passing rate for retained students (67.3%) exceeded the 2021 passing rate for fourth graders who had been promoted the year before (63.1%). Typically, STAAR results from the previous school year would be provided as appendices to this chapter. All administrations of the 2020 STAAR were canceled; therefore, the appendices do not appear in this report.

The Student Success Initiative (SSI), a policy under which students in Grades 5 and 8 were given three opportunities to pass STAAR reading and mathematics tests (TEC §28.0211), was repealed by HB 4545 during the 87th Texas Legislature. Though SSI was still in effect at the time of the 2021 STAAR administration, the commissioner of education issued a waiver suspending SSI promotion requirements and retest opportunities were not offered. By the 2022 administration, HB 4545 was in effect and only one administration of STAAR was provided in Grades 5 and 8.

Agency Contact Persons

For information on student grade-level retention data, contact Alejandro Delgado, Deputy Commissioner of Operations, (512) 463-8880; or Linda Roska, Research and Analysis, (512) 475-3523.

For information on retention reduction programs, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; or Monica Martinez, Associate Commissioner of Standards and Programs, (512) 463-9087.

Other Sources of Information

For a detailed presentation of the results of grade-level retention in Texas, see the reports *Grade-Level Retention in Texas Public Schools* and *Grade-Level Retention and Student Performance in Texas Public Schools* at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/grade-level-retention>.

Chapter 7. District and Campus Performance

One of the primary objectives of the Texas Education Agency (TEA) is to promote educational excellence for all students. Public school districts and campuses are held accountable for student performance through a system of ratings, distinctions, interventions, and sanctions. Academic accountability is ensured through an accountability rating system and a Results Driven Accountability (RDA) framework.

Accountability Rating System

Overview

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

In 2009, the Texas Legislature mandated creation of a new assessment program and accountability system focused on postsecondary readiness. The goals were to improve student achievement at all levels in the core subject areas, ensure the progress of all students toward advanced academic performance, and close performance gaps among student groups.

The State of Texas Assessments of Academic Readiness (STAAR) was administered for the first time in 2012. As a transition to this new assessment, state accountability ratings were not issued in 2012. The 2012-13 school year was the first year that ratings and distinction designations were based on STAAR results. This accountability system evaluated multiple measures in a performance index framework, eliminating the limitations of ratings determined by a single indicator. Districts and campuses were evaluated under this four-index framework through 2017.

There were substantive changes to the accountability system in 2018. House Bill (HB) 22, passed in 2017 by the 85th Texas Legislature, revised the accountability system from four indices to three domains: Student Achievement, School Progress, and Closing the Gaps. In 2018, campuses and districts were evaluated using the indicators in the three domains, which were developed based on extensive feedback from educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state. The domains incorporate the various criteria mandated by statute as set out in the description of statutory authority.

- Student Achievement evaluates performance across all subjects for all students, on both general and alternate STAAR assessments, College, Career, and Military Readiness indicators, and graduation rates.

- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succeeds Act (ESSA).

In 2018, districts were assigned a rating of *A, B, C, D, or F*, and campuses were assigned a rating of *Met Standard, Met Alternative Standard, or Improvement Required*. Beginning in August 2019, both districts and campuses received *A-F* ratings.

Districts and campuses that earned at least an overall rating of *D* or better were eligible to earn distinction designations in recognition of outstanding achievement on specific indicators. Alternative education campuses (AECs) and open-enrollment charter schools evaluated under alternative education accountability (AEA) provisions were not eligible for distinctions.

Campuses were eligible to earn any or all of the following seven distinction designations by scoring in the top quartile of their campus comparison groups:

- academic achievement in English language arts/reading
- academic achievement in mathematics
- academic achievement in science
- academic achievement in social studies
- top 25 percent: comparative academic growth
- top 25 percent: comparative closing the gaps
- postsecondary readiness

A district was eligible to earn the postsecondary readiness distinction if at least 55 percent of its campus-level indicators of postsecondary readiness were in the top quartile of the campus comparison groups.

On December 10, 2015, ESSA reauthorized and amended federal programs established under the Elementary and Secondary Education Act of 1965 (ESEA). ESSA provides states with greater latitude to develop state accountability systems to meet federal accountability requirements.

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the federal accountability rating system and ensure that poor performance in one area or for one student group is not disguised by better performance in another area or by another student group. Beginning in 2018, the safeguard data were incorporated into the Closing the Gaps domain, to allow for one comprehensive accountability system that meets state and federal requirements.

Alternative Education Accountability Provisions

Beginning with the 1995-96 school year, TEA implemented 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 AECs primarily serving at-risk students. The indicators under the new provisions were designed for schools serving highly mobile student populations in settings smaller than traditional school districts. From 2005 through 2011, eligible campuses 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, AEA provisions were developed for eligible charter districts and AECs. To be eligible 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 for AEA, but disciplinary alternative education programs, juvenile justice alternative education programs, and stand-alone Texas high school equivalency certificate programs are not eligible to register because they are not rated. Since 2014, residential facilities and charter districts that operate only residential facilities have not been assigned state accountability ratings.

In 2022, of the 244 AECs evaluated under AEA provisions, 102 (41.8%) earned an overall rating of *A*, 73 (29.9%) earned a *B*, 35 (14.3%) earned a *C*, and 34 (13.9%) earned an overall rating of *Not Rated: Senate Bill 1365*. The remaining 131 AECs were labeled *Not Rated*. Of these, 36 were dropout recovery schools, and 95 were residential treatment facilities (RTFs).

Of the 375 AECs, 145 (38.7%) were charter schools. Of these, 56 (38.6%) earned an overall rating of *A*, 74 (51.0%) earned a *B*, 19 (13.1%) earned a *C*, and 30 (20.7%) earned an overall rating of *Not Rated: Senate Bill 1365*. The remaining 43 (29.7%) charter AECs were labeled *Not Rated* because they were RTFs.

2021 and 2022 Accountability

In 2021, because of the COVID-19 pandemic, every school district, open-enrollment charter school, and campus received a label of either *Not Rated* or *Not Rated: Declared State of Disaster* for an overall rating and for each of the three domain ratings. In 2022, all districts, open-enrollment charter schools, and campuses received a label of *A*, *B*, *C*, *Not Rated*, or *Not Rated: Senate Bill 1365* (Table 7.1 on page 130 and Table 7.2 on page 131).

In 2022, of the 1,207 districts in Texas, 396 (32.8%) earned an overall rating of *A*, 645 (53.4%) earned a *B*, 112 (9.3%) earned a *C*, and 42 (3.5%) earned an overall rating of *Not Rated: Senate Bill 1365* (Table 7.1 on page 130). A total of 12 districts were labeled *Not Rated*. Statewide, 98.4 percent of students were enrolled in districts or open-enrollment charter schools rated *A*, *B*, or *C*, and 1.6 percent were enrolled in districts or open-enrollment charter schools rated *Not Rated: Senate Bill 1365*.

In 2022, of the 8,966 campuses in Texas, 2,356 (26.3%) earned an overall rating of *A*, 3,895 (43.4%) earned a *B*, 1,636 (18.3%) earned a *C*, and 564 (6.3%) earned an overall rating of *Not Rated: Senate*

Table 7.1
School District Accountability Ratings, by Rating Category, Standard and Alternative Education
Accountability Provisions, 2021 and 2022

Rating	2021 (N)	2021 (%)	2022 (N)	2022 (%)
School Districts, Including Open-Enrollment Charter Schools				
A	0	0.0	396	32.8
B	0	0.0	645	53.4
C	0	0.0	112	9.3
D	0	0.0	0	0.0
F	0	0.0	0	0.0
Not Rated	6	0.5	12	1.0
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Declared State of Disaster	1,198	99.5	0	0.0
Not Rated: Senate Bill 1365	0	0.0	42	3.5
Total	1,204	100	1,207	100
School Districts, Excluding Open-Enrollment Charter Schools				
A	0	0.0	340	33.3
B	0	0.0	569	55.7
C	0	0.0	90	8.8
D	0	0.0	0	0.0
F	0	0.0	0	0.0
Not Rated	1	0.1	1	0.1
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Declared State of Disaster	1,020	99.9	0	0.0
Not Rated: Senate Bill 1365	0	0.0	22	2.2
Total	1,021	100	1,022	100
Open-Enrollment Charter Schools				
A	0	0.0	56	30.3
B	0	0.0	76	41.1
C	0	0.0	22	11.9
D	0	0.0	0	0.0
F	0	0.0	0	0.0
Not Rated	5	2.7	11	5.9
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Declared State of Disaster	178	97.3	0	0.0
Not Rated: Senate Bill 1365	0	0.0	20	10.8
Total	183	100	185	100

Note. Parts may not add to 100 percent because of rounding. Because of the COVID-19 pandemic, all campuses and districts received a label of either *Not Rated* or *Not Rated: Declared State of Disaster* for overall and domain ratings in 2021. Under Senate Bill 1365, all campuses and districts received a rating of *A, B, C, Not Rated, or Not Rated: Senate Bill 1365* for 2022.

Table 7.2
Campus Accountability Ratings, by Rating Category, Standard and Alternative Education
Accountability Provisions, 2021 and 2022

Rating	2021 (N)	2021 (%)	2022 (N)	2022 (%)
Campuses, Including Open-Enrollment Charter Campuses				
A	0	0.0	2,356	26.3
B	0	0.0	3,895	43.4
C	0	0.0	1,636	18.3
D	0	0.0	0	0.0
F	0	0.0	0	0.0
Not Rated	353	4.0	515	5.7
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Declared State of Disaster	8,487	96.0	0	0.0
Not Rated: Senate Bill 1365	0	0.0	564	6.3
Total	8,840	100	8,966	100
Campuses, Excluding Open-Enrollment Charter Campuses				
A	0	0.0	2,112	26.1
B	0	0.0	3,567	44.1
C	0	0.0	1,513	18.7
D	0	0.0	0	0.0
F	0	0.0	0	0.0
Not Rated	298	3.7	422	5.2
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Declared State of Disaster	7,711	96.3	0	0.0
Not Rated: Senate Bill 1365	0	0.0	480	5.9
Total	8,009	100	8,094	100
Open-Enrollment Charter Campuses				
A	0	0.0	244	28.0
B	0	0.0	328	37.6
C	0	0.0	123	14.1
D	0	0.0	0	0.0
F	0	0.0	0	0.0
Not Rated	55	6.6	93	10.7
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Declared State of Disaster	776	93.4	0	0.0
Not Rated: Senate Bill 1365	0	0.0	84	9.6
Total	831	100	872	100

Note. Parts may not add to 100 percent because of rounding. Because of the COVID-19 pandemic, all campuses and districts received a label of either *Not Rated* or *Not Rated: Declared State of Disaster* for overall and domain ratings in 2021. Under Senate Bill 1365, all campuses and districts received a rating of *A*, *B*, *C*, *Not Rated*, or *Not Rated: Senate Bill 1365* for 2022.

Bill 1365 (Table 7.2). A total of 515 campuses were labeled *Not Rated*. Statewide, 93.6 percent of students were enrolled in campuses rated *A*, *B*, or *C*, and 6.1 percent were enrolled in campuses rated *Not Rated: Senate Bill 1365*.

Only districts and campuses that received acceptable overall ratings were eligible to earn distinction designations. AECs and open-enrollment charter schools evaluated under AEA provisions were not eligible for distinction designations. In 2021, because of the COVID-19 pandemic, all districts and campuses in Texas received a label of either *Not Rated* or *Not Rated: Declared State of Disaster* and, as a result, were not evaluated for distinction designations.

In 2022, only districts and campuses that received overall ratings of *A*, *B*, or *C* were eligible for distinction designations. Of the 8,966 campuses in Texas, 7,887 (88.0%) were evaluated for at least one distinction designation. Of these, 4,581 (58.1%) earned one or more distinctions, and 427 (5.4%) earned every distinction

for which they were eligible. Of the 1,153 districts evaluated, 107 (9.3%) districts earned the distinction for postsecondary readiness.

Open-Enrollment Charter Schools and Accountability

The Texas Legislature authorized the establishment of open-enrollment charter schools in 1995 to promote local initiative and innovation in education. Some of the first open-enrollment charter schools have been in operation since fall of 1996. Depending on the student population served, open-enrollment charter schools may choose to be rated under the standard accountability provisions or may register to be rated under AEA provisions. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, open-enrollment charter schools were rated along with the campuses they operated. Beginning in 2005, some open-enrollment charter schools, including those that operated only registered AECs, were eligible to be evaluated under AEA provisions. Open-enrollment charter schools 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 school's students were enrolled at registered AECs.

In 2021, because of the COVID-19 pandemic, all open enrollment charter schools received overall and domain ratings of either *Not Rated* or *Not Rated: Declared State of Disaster* (Table 7.1 on page 130).

In 2022, of the 185 open-enrollment charter schools in Texas, 56 (30.3%) earned an overall rating of *A*, 76 (41.1%) earned a *B*, 22 (11.9%) earned a *C*, and 20 (10.8%) earned an overall rating of *Not Rated: Senate Bill 1365*. A total of 11 open-enrollment charter schools were labeled *Not Rated*.

In 2022, of the 872 open-enrollment charter campuses in Texas, 244 (28.0%) earned an overall rating of *A*, 328 (37.6%) earned a *B*, 123 (14.1%) earned a *C*, and 84 (9.6%) earned an overall rating of *Not Rated: Senate Bill 1365* (Table 7.2 on page 131). A total of 93 open-enrollment charter campuses were labeled *Not Rated*.

State Supports for Low Performing Schools, 2020-21 and 2021-22

TEA has undertaken, as one of its key initiatives, efforts to prioritize the coordination and delivery of intervention activities and provide assistance to low performing schools and districts. Integral to these efforts is the implementation and monitoring of the Effective Schools Framework (ESF). This framework highlights the core of high-performing schools: effective instruction. Five key levers within the framework reflect district commitments and essential actions intended to create a common, normed reflection process for strategic planning and decision-making to improve student outcomes. These five levers focus on strong school leadership and planning, strategic staffing, positive school culture, high-quality instructional materials and assessments, and effective instruction.

District commitments describe what local education agencies do to ensure that schools are set up for success. Essential actions describe what the most effective schools do to support powerful teaching and learning. The ESF framework is rooted in the continuous improvement process. This process is designed to:

- identify needs, using increased focus on campus practices, in addition to data;

- plan, using a narrow focus on high-leverage needs; and
- implement and monitor, using supports and capacity builders aligned to the framework.

Interventions for Unacceptable Performance, 2020-21 and 2021-22

Overview. During the 85th Legislature, House Bill 22 established an *A-F* accountability system that offers a view of academic performance in Texas public schools based on the Student Achievement, School Progress, and Closing the Gaps domains. Nonetheless, in 2020-21, districts and campuses received *Not Rated: Declared State of Disaster* labels for an overall rating and for each of the three domain ratings. In 2021-22, to align with Senate Bill 1365, each district and campus received a rating of *A, B, C*, or a label of *Not Rated: Senate Bill 1365* for an overall rating and for each of the three domain ratings. The label *Not Rated: Senate Bill 1365* was applied when the domain or overall scaled score for a district or campus was less than 70. Additional details about the accountability system, including accountability manuals by year, are available on the TEA website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability>.

As with other *Not Rated* labels, when a district or campus receives a *Not Rated: Senate Bill 1365* label, the district or campus is expected to implement previously ordered sanctions and interventions. These interventions include identifying members of the campus intervention team (CIT), conducting a needs assessment, developing and implementing a targeted improvement plan (TIP), and continuing to implement a turnaround plan approved by the commissioner of education, if applicable (Texas Education Code [TEC] Chapter 39A, Subchapter B).

Campus interventions, 2020-21. In the 2020-21 school year, all districts and campuses that received overall ratings of *D* or *F* in 2019 were required to develop and maintain a TIP and retain the plan locally. The templates for the district and campus local TIPs are available on the TEA website. Eligible campuses that requested and received an *Acceptable* rating under the 2021 optional alternative evaluation were no longer considered unacceptable and were not required to engage in school improvement interventions.

Although no *D* or *F* ratings were issued in 2021 or 2022, overall ratings of *D* or *F* in 2019 and in 2023 will be considered consecutive for the determination of multiyear unacceptable status. In addition to the TIP, campuses with two consecutive unacceptable ratings had the option to implement the turnaround plan from the 2019-20 school year. Campuses with three or more consecutive unacceptable ratings were required to implement their approved turnaround plan.

All campuses that chose to engage with TEA School Improvement Division supports and interventions via the ESF-Focused Support Grant or the Title 1, 1003 School Improvement Grant were required to identify a District Coordinator of School Improvement (DCSI)/Grant Contact. The DCSI/Grant Contact is a member of the CIT and is responsible for overseeing all intervention activities and submission requirements, including conducting a needs assessment and developing and implementing a TIP as outlined in the campus or district/charter school Intervention and Submission Calendar. If the DCSI/Grant Contact is not the principal's supervisor, then the supervisor must also be a member of the CIT to ensure the DCSI/Grant Contact selected by the district or charter school can fulfill the responsibilities described in the DCSI job description.

Campuses engaging with TEA School Improvement Division supports and interventions were expected to establish a campus leadership team (CLT). The CLT is required to include the principal and other campus

leaders responsible for the development, implementation, and monitoring of the TIP and to work with the DCSI and the CIT to fulfill campus intervention requirements.

Campus interventions, 2021-22. In the 2021-22 school year, TEA expected campuses that received an overall rating of *D* or *F* in 2019 and did not receive a rating of *A*, *B*, or *C* in 2022 to continue to update their TIPs to identify and analyze areas of growth and areas that require improvement. As in the previous year, these plans were expected to be maintained locally.

For 2022 state academic accountability, each district and campus received a label of *A*, *B*, *C*, or *Not Rated: Senate Bill 1365*. As with other *Not Rated* labels, when a district or campus receives a *Not Rated: Senate Bill 1365* label, the district or campus was expected to implement the previously ordered sanctions and interventions. A district or campus that received an overall *D* or *F* in 2019 was expected to update as necessary and continue to maintain a TIP locally. The templates for the district and campus local TIPs are available on the TEA website.

Although no *D* or *F* ratings were issued in 2022, an overall rating of *D* or *F* in 2019 and in 2023 will be considered consecutive for the determination of multiyear unacceptable status. In addition to the TIP, campuses with two consecutive unacceptable ratings had the option to implement turnaround plan from the 2019-20 school year. Campuses with three or more consecutive unacceptable ratings were required to implement their approved turnaround plan.

Under federal academic accountability, Comprehensive Support and Improvement (CSI) campuses are required to participate in interventions. CSI campuses served by Title I have an entitlement for the Title I, 1003 School Improvement Grant to support the improvement efforts of the campus.

CSI and ESF-Focused Grantee TIPs must receive approval from a district board by December 2022.

District interventions, 2020-21. For the 2020-21 school year, districts rated *D* or *F* in 2019 were required to engage in one or more intervention activities specified under (TEC) Chapter 39A, Subchapter B. These interventions included engagement with TEA's School Improvement Division. A single-campus district undergoing interventions in the 2020-21 school year for being rated *D* or *F* in 2019 engaged in the required campus-level interventions. Similarly, a multicampus district in the same situation proposed interventions to identify areas of strength and areas of improvement. The districts submitted TIPs to TEA via the Intervention Stage Activity Manager (ISAM). The submissions were monitored by TEA's School Improvement Division, and feedback was provided regarding the plans.

Districts rated *F* in 2019 were required to engage in one or more intervention activities specified under TEC Chapter 39A, Subchapter B. These included approval of a DCSI by TEA, engagement in the ESF process, and establishment of a district leadership team (DLT). Additional requirements based on years of unacceptable performance were implemented by multiyear *F* districts.

A district undergoing interventions in the 2020-21 school year for being rated unacceptable in 2019 submitted quarterly progress reports, along with a TIP for each low-performing campus. Based on the number of years of low district performance, additional requirements included the following: lowered accreditation

status; assignment of a TEA monitor, conservator, or management team; acquisition of professional services; and/or possible special accreditation investigation.

District interventions, 2021-22. For the 2021-22 school year, most districts received a label of *Not Rated: Declared State of Disaster*. As with other *Not Rated* labels, districts were required to continue to implement all previously ordered sanctions and interventions as specified under TEC Chapter 39A, Subchapter B. All districts that received an overall rating of D or F in 2019 were required to develop and maintain a TIP and retain the plan locally. These districts were also given the option to work directly with TEA's School Improvement Division for additional support. The districts submitted TIPs to TEA via ISAM. The submissions were monitored by TEA's School Improvement Division, and feedback was provided regarding the plans.

Districts that submitted plans to TEA were required to engage in one or more intervention activities specified under TEC Chapter 39A, Subchapter B. These included approval of a DCSI by TEA, engagement in the ESF process, and establishment of a DLT. Additional requirements based on years of unacceptable performance were implemented by all previously identified multiyear *F* districts.

A district undergoing interventions with TEA in the 2021-22 school year submitted quarterly progress reports, along with a TIP for each low-performing campus. Based on the number of years of low district performance, additional requirements included the following: lowered accreditation status; assignment of a TEA monitor, conservator, or management team; acquisition of professional services; and/or possible special accreditation investigation.

Results Driven Accountability Framework (Formerly Performance-Based Monitoring System)

Overview

Statutory justification. State and federal statute guide TEA monitoring activities. TEA has developed and implemented an RDA framework that is data-driven and results-based, includes both cyclical monitoring and targeted monitoring, and is coordinated and aligned with other TEA evaluation systems.

Results Driven Accountability. School districts¹ receive performance information through the RDA annual report, 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 RDA framework is made up of the following programs:

- special education;
- bilingual education/English as a second language/emergent bilingual students/English learners; and
- other special populations (includes students identified as in foster care, as experiencing homelessness, and as military connected).

¹All references to "districts" include both public school districts and public charter schools.

RDA data validation. As part of an overall TEA effort to ensure data integrity, RDA 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 by TEA include school district governance issues, results of the dispute resolution process (complaints and due process hearings), and findings of local independent financial audits. An additional required federal monitoring activity—Office for Civil Rights (OCR) career and technical education monitoring—is also integrated into the system.²

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

RDA Interventions

A primary goal of the RDA framework is alignment of interventions with program needs and requirements and across program and monitoring areas. RDA 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 interventions and compliance review. In the 2019-20 school year, intervention activities centered on a self-assessment for each district and included a strategic support plan (SSP) for each district assigned a Determination Level (DL) 2, 3, or 4. Districts were required to: engage in data analysis; conduct needs assessments or self-assessments; develop an SSP, which was submitted to TEA for review; implement and monitor the SSP; and engage in routine progress reporting and monitoring. (See "RDA Special Education Review and Support" on page 138 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

²The 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 and operate career and technical education programs.

the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §39A.002 and Chapter 39, Subchapter A). 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 TEA;
- 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-A on page 142 presents lists of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2020, and August 31, 2021, and between September 1, 2021, and August 31, 2022.

Because of the challenges schools faced as a result of the COVID-19 pandemic, all districts and campuses received the label *Not Rated: Declared State of Disaster* for 2020 and 2021. Under Title 19 of the Texas Administrative Code (TAC) §97.1055(a)(13), when a rating of *Not Rated* or a similar rating is issued to a school district, the commissioner of education may withhold the assignment of an accreditation status. Because student performance is a key indicator in the state accreditation system, TEA suspended the assignment of 2020-21 and 2021-22 accreditation statuses under authority of 19 TAC §97.1055.

RDA Special Education Monitoring and Compliance

Overview

A major charge of the RDA framework is to ensure district compliance 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 RDA process. The scope and schedule of program review and intervention activities are determined based on a six-year cyclical monitoring plan and at least annual analyses of every district's special education data. Additionally, the framework provides for review of complaints filed with TEA about special education services.

RDA Special Education Review and Support

Overview. TEA special education review and support activities are based, in part, on a schedule that allows for general supervision and monitoring of every district in the state at least once during a six-year cyclical period. Additionally, based on the data-driven RDA framework executed annually for every district in the state, targeted reviews are selected. This approach (a) reduces the burden of monitoring on school districts and charter schools 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 provide specific supports to districts based on targeted areas of findings and concerns. TEA's review and support activities include district self-assessment, on-site review, and the use of data to inform improvement planning and technical supports.

Supports are based, in part, on indicators of school district performance and program effectiveness that are part of the RDA framework (Table 7.3 on page 139). Each district is assigned a DL based on RDA indicator performance levels, as well as four federally required elements, such as instances of noncompliance; long-standing noncompliance; outstanding financial audit findings; and reliable, timely, and accurate data findings. Districts are assigned one of four DLs: DL 1 – Meets Requirements, DL 2 – Needs Assistance, DL 3 – Needs Intervention, or DL 4 – Needs Substantial Intervention.

Interventions for 2020-21 and 2021-22. The requirements of the IDEA related to development of the State Performance Plan (SPP) and the accompanying Annual Performance Report (APR) complement TEA's efforts to build a system of general supervision. This system achieves continuous improvement through data-driven, evidence-based efforts that take into account stakeholder needs and input.

Interventions based on determinations within the RDA framework are aligned across multiple program areas and are integrated into the Differentiated Monitoring System (DMS) respective to each program area. Districts may access universal, targeted, or intensive supports based on the determined performance level. To achieve continuous improvement goals, the DMS relies on a results-driven approach to identify the types of support required for each district. Differentiated supports are provided for all districts based on needs identified through compliance and student outcomes data. Additional support activities may be recommended based on the results of monitoring activities, such as a desk review or an on-site review.

Districts assigned DL 1 – Meets Requirements generally demonstrate successful self-monitoring, high levels of compliance with state and federal regulations, positive outcomes for students, and effective use of professional development resources. Districts that meet RDA requirements have access to universal supports to engage in an ongoing continuous improvement process related to all program areas within RDA. Districts assigned DL 1 that meet requirements may engage in the SSP process and retain the plan at the local level. Districts that meet RDA requirements may also have opportunities to engage in additional, or optional, activities related to the program areas within the RDA framework, such as promising practices reviews, special pilot projects, or innovative approaches with the goal of improving student outcomes.

Districts assigned DL 2 – Needs Assistance have one or more areas of moderate need as demonstrated through RDA indicators. After identifying areas of strength and need, districts assigned a DL 2 in the special education program area receive TEA assistance to develop an SSP that prioritizes continuous improvement efforts and participate in quarterly collaboration with TEA Review and Support staff to monitor progress

**Table 7.3
Special Education Performance Based Monitoring Analysis System, 2020, and Results Driven
Accountability Indicators, 2021**

Number	Indicator
2020	
1(i-v)	District-level percentage of students served in special education who passed each designated State of Texas Assessments of Academic Readiness (STAAR) 3-8 subject test (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 3-8 subject test (mathematics, reading, science, social studies, and writing).
3(i-iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (mathematics, science, social studies, and English language arts).
4	District-level percentage of students served in special education who were tested on STAAR Alternate 2 in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
5	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
6	District-level percentage of students served in special education who graduated with high school diplomas in four years.
7	District-level percentage of students (ages 3-5) served in special education and placed in a regular early childhood program.
8	District-level percentage of students (ages 6-21) served in special education in the regular class 80% or more of the day.
9	District-level percentage of students (ages 6-21) served in special education in the regular class <40% of the day.
10	District-level percentage of students (ages 6-21) served in separate settings.
11	District-level number of enrolled students who received special education services.
12	District-level disaggregated percentage of students (ages 3-21) served in special education reported as suspended out-of-school or expelled for 10 or fewer school days.
13	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in out-of-school suspension or expelled for more than 10 school days.
14	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for 10 or fewer school days.
15	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for more than 10 school days.
16	District-level disaggregated percentage of total disciplinary removals of students (ages 3-21) served in special education.
2021	
1(i-v)	District-level percentage of students served in special education who passed each designated State of Texas Assessments of Academic Readiness (STAAR) 3-8 subject test (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 3-8 subject test (mathematics, reading, science, social studies, and writing).
3(i-iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (mathematics, science, social studies, and English language arts).
4	District-level percentage of students served in special education who were tested on STAAR Alternate 2 in all subjects applicable to the student's grade level.
5	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
6	District-level percentage of students served in special education who graduated with high school diplomas in four years.
7	District-level percentage of students (ages 3-5) served in special education and placed in a regular early childhood program.
8	District-level percentage of students (ages 6-21) served in special education in the regular class 80% or more of the day.
9	District-level percentage of students (ages 6-21) served in special education in the regular class <40% of the day.
10	District-level percentage of students (ages 6-21) served in separate settings.
11	District-level number of enrolled students who received special education services.
12	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in out-of-school suspension or expelled for 10 or fewer school days.
13	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in out-of-school suspension or expelled for more than 10 school days.
14	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for 10 or fewer school days.
15	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for more than 10 school days.
16	District-level disaggregated percentage of total disciplinary removals of students (ages 3-21) served in special education.

toward SSP goals. Districts identified as "Needs Assistance" are guided by the Division of Review and Support team to access universal supports or identified targeted supports to engage in practices of continuous improvement.

Districts assigned DL 3 – Needs Intervention have either one area of intense need and/or multiple areas of moderate need as demonstrated through the RDA framework. Areas of improvement are identified through the RDA indicators and district self-assessment identifying the district's need for a universal and targeted support. Districts assigned a DL 3 related to bilingual education/English as a second language/emergent bilingual student/English learner programs will complete a self-assessment in these areas to inform their continuous improvement efforts. After identifying areas of strength and need, districts assigned a DL 3 in any of the RDA program areas receive TEA assistance to develop an SSP that prioritizes continuous improvement efforts and participate in bimonthly collaboration with TEA Review and Support staff to monitor progress toward SSP goals. The districts receive assistance from TEA Review and Support staff regarding targeted supports designed to address district-prioritized areas of need and are directed to targeted supports.

Districts assigned DL 4 – Needs Substantial Intervention may have one or more areas of intensive need demonstrated through indicators. Areas of improvement are identified through RDA indicators, district self-assessment, and/or monitoring activity results which identify the need for targeted or intensive support. Districts assigned a DL 4 related to bilingual education/English as a second language/emergent bilingual student/English learner or other special population programs will complete a self-assessment in these areas to inform their continuous improvement efforts. Districts assigned a DL 4 in any of the RDA program areas will outline activities and interventions to address improvement efforts in an SSP developed by the district. Districts that need substantial intervention participate in monthly collaboration with the TEA Review and Support staff to monitor progress toward SSP goals. Districts identified as needing substantial intervention with RDA determinations will be prescribed targeted and intensive supports and activities designed to address district areas of need.

TEA Review and Support staff conduct end-of-year SSP plan teleconferences with districts to discuss progress and plans to sustain continuous improvement efforts.

RDA Special Education Monitoring Statuses, 2020-21 and 2021-22

In the 2020-21 and 2021-22 school years, TEA continued integrating federally required determinations into the overall RDA framework. The four federally required elements that contribute to a district's special education determination status (State Performance Plan Compliance Indicators 4b, 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings) were evaluated along with the RDA indicators to determine a district's DL and status for differentiated monitoring in special education.

For the 2020-21 and 2021-22 school years, districts received one of the following special education intervention statuses, which were also reported on the Texas Academic Performance Report (TAPR), and on the RDA district reports beginning with the 2021-22 school year:

- Determination Level 1: Meets Requirements;
- Determination Level 2: Needs Assistance;

- Determination Level 3: Needs Intervention; or
- Determination Level 4: Needs Substantial Intervention.

Agency Contact Persons

For information on accountability ratings, contact Lily Laux, Deputy Commissioner of School Programs, (512) 475-3527; or Iris Tian, Associate Commissioner of Assessment and Performance Reporting, (512) 463-9536.

For information on accreditation or agency enforcement, contact Steve Lecholop, Deputy Commissioner of Governance, (512) 463-9020; or Leah Martin, Accreditation and Enforcement Coordination, (512) 463-8597.

For information on accountability ratings interventions and school improvement, contact Kelvey Oeser, Deputy Commissioner of Educator Support, (512) 463-8972; or Karla Carrender, School Improvement, (512) 936-0475.

For information on the Results Driven Accountability framework or special education monitoring and compliance, contact Jennifer Alexander, Deputy Commissioner of Special Populations, (512) 463-9414; or Edward O'Neill, Monitoring, Review, and Support, (512) 463-9414.

Other Sources of Information

The 2021 RDA district reports are available at <https://rptsvr1.tea.texas.gov/pbm/distrpts.html>.

The *2022 Accountability Manual* is available at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-manual>.

State accountability ratings are available at <https://txschools.gov/>. Additional performance reports are available at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

Appendix 7-A1

Monitors, Conservators, and Other Interventions, September 1, 2020, Through August 31, 2021

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator	Revocation Pursuant to TEC ^a §12.115(C)	12/8/2014
		Management Team	Charter School Closeout Activities	3/18/2015
		Board of Managers	Failure to Comply with Directives	7/9/2015
5	Beaumont ISD ^b	Monitor	Special Education	2/14/2014
		Conservator	Finances/Governance/Special Education	4/14/2014
		Board of Managers	Finances/Governance/Special Education	7/14/2014
		Monitor	Special Education Progress	5/21/2015
		Monitor	Finances/Data Quality	2/19/2016
		Board of Managers	Extending Authority to Correct Unresolved Issues	7/13/2016
		Board of Trustees	Transition to BOT ^c Begins	2/6/2018
		Conservator	Facilitate BOT Transition	7/11/2019
Board of Trustees	Transition to BOT Complete	2/6/2020		
10	Bridgeway Preparatory Academy	Conservator	Special Accreditation Investigation	2/27/2020
15	Brookesmith ISD	Conservator	Special Accreditation Investigation	7/9/2020
4	C O R E Academy	Monitor	Academic Accountability	3/23/2016
		Conservator	Surrender Charter	2/13/2017
20	Carpe Diem Schools	Monitor	Academic Accountability	2/19/2018
		Conservator	Surrender Charter	4/13/2018
		Board of Managers	Fiduciary Misapplication	7/6/2018
4	Children First Academy of Dallas	Management Team	Health, Safety, Welfare	9/5/2013
		Board of Managers	Revocation/Non-Renewal/Failure to Comply with Directives	8/16/2016
19	Clint ISD	Monitor	Corrective Action Plan	6/10/2020
4	Crosby ISD	Monitor	Corrective Action Plan	3/20/2019
4	Damon ISD	Monitor	Academic Accountability	2/27/2020
19	Dell City	Monitor	Academic Accountability	2/9/2018
10	DeSoto ISD	Conservator	Special Accreditation Investigation	9/16/2020
1	Donna ISD	Monitor	Special Accreditation Investigation	6/27/2017
20	Edgewood ISD	Conservator	Special Accreditation Investigation	3/1/2016
		Board of Managers	Special Accreditation Investigation	5/23/2016
		Board of Trustees	Transition to BOT Begins	7/2/2018
		Conservator	Facilitate BOT Transition	5/17/19
		Board of Trustees	Transition to BOT Complete	5/11/2020
19	Fabens ISD	Monitor	Financial Accountability	2/27/2020
4	Global Learning Village	Conservator	Financial and Academic Accountability	10/26/2016
10	Golden Rule Charter School	Conservator	Forensic Audit Findings	5/10/2019

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-A1 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2020, Through August 31, 2021

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Harlandale ISD ^b	Conservator	Special Accreditation Investigation	2/14/2020
6	Hearne ISD	Monitor Conservator	Academic Accountability Special Accreditation Investigation	2/17/2017 4/3/2017
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC ^a §12.115(C) Charter School Closeout Activities	12/8/2014 3/18/2015
10	Honors Academy	Conservator Board of Managers	Revocation Pursuant to TEC §12.115(C) Failure to Comply with Directives/TEC §12.1161	12/18/2013 10/10/2014
4	Houston ISD	Conservator Conservator Team	Academic Accountability Special Accreditation Investigation	9/2/2016 12/22/2020
11	Kauffman Leadership Academy	Monitor Conservator Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C) Order Suspending Operation and Funding	3/12/2019 1/23/2020 2/13/2020
4	La Amistad Love and Learning Academy	Management Team	Material Violations of Charter Surrender in Lieu of Revocation	3/18/2015 7/12/2016
19	La Fe Preparatory School	Monitor	Academic and Financial Accountability	2/27/2020
10	Lumin Education	Monitor	Academic Accountability	2/27/2020
13	Manor ISD	Monitor	Corrective Action Plan	10/14/2020
12	Marlin ISD	Monitor Conservator Management Team Conservator Monitor Conservator Board of Managers Conservator	Special Education Special Education/District Operations and Academics Special Education/District Operations and Academics Special Education/Academics Academic Accountability Academic—Not Accredited-Revoked Academic—Not Accredited-Revoked On-going/Long-standing Deficiencies, Prevention of Substantial or Imminent Harm	9/24/2010 1/28/2011 2/24/2011 2/14/2014 2/28/2014 9/23/2016 9/23/2016 2/17/2019
18	Midland ISD	Conservator	Academic Accountability: Campus Closure	1/16/2020
10	Pioneer Technology and Arts Academy	Monitor	Corrective Action Plan	9/11/2020
20	Por Vida Academy	Monitor	Academic and Financial Accountability	3/12/2019
4	Premier Learning Academy	Monitor Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C)/Non-Renewal	2/27/2015 11/17/2015
1	Progreso ISD	Management Team Board of Managers Conservator	Finances and Governance Finances and Governance (Settled without Installation) (A Member of the Management Team Departed)	1/16/2014 9/23/2015 9/28/2016
1	Roma ISD	Monitor	Corrective Action Plan	6/10/2020

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-A1 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2020, Through August 31, 2021

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	San Antonio School for Inquiry and Creativity	Monitor	Health, Safety, Welfare	3/16/2017
		Conservator	Health, Safety, Welfare	7/31/2017
		Board of Managers	Closeout Activities	8/3/2017
6	Shepherd ISD ^b	Conservator	Academic Accountability	2/13/2020
		Board of Managers	Academic Accountability	3/6/2020
14	Snyder ISD	Conservator	Academic Accountability: Campus Closure	1/14/2020
20	South San Antonio ISD	Monitor	Lone Star Governance Exemplar Cohort	11/2/2018
20	Southside ISD	Conservator	Special Accreditation Investigation	12/1/2016
		Board of Managers	Special Accreditation Investigation	12/1/2016
		Board of Trustees	Transition to BOT ^c Begins	5/12/2020
5	TEKOA Academy of Accelerated Studies STEM School	Monitor	Corrective Action Plan	11/19/2020
10	Texans Can Academy	Monitor Team	Corrective Action Plan	7/10/2020
		Conservator Team	Condition for Charter Renewal	7/19/2021
13	Texas Preparatory School	Conservator	Special Accreditation Investigation	1/21/2021
4	Texas Serenity Academy	Monitor	Corrective Action Plan	8/26/2020
		Conservator	Financial Accountability	2/26/2021
13	The Excel Center	Monitor	Academic Accountability	4/8/2019
		Conservator	Surrender Charter	10/23/2019
12	Transformative Charter Academy	Conservator	Revocation Pursuant to TEC ^a §12.115(C)	12/8/2014
		Management Team	Charter School Closeout Activities	3/18/2015
10	Trinity Environmental	Monitor	Academic Accountability	2/9/2019
		Conservator	Revocation Pursuant to TEC §12.115(C)	2/13/2019
		Board of Managers	Charter School Closeout Activities	7/1/2019
10	Universal Academy	Monitor	Corrective Action Plan	10/21/2019
4	Zoe Learning Academy	Conservator	Surrender Charter	9/25/2017

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

Appendix 7-A2

Monitors, Conservators, and Other Interventions, September 1, 2021, Through August 31, 2022

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator Management Team Board of Managers	Revocation Pursuant to TEC ^a §12.115(C) Charter School Closeout Activities Failure to Comply with Directives	12/8/2014 3/18/2015 7/9/2015
10	Bridgeway Preparatory Academy	Conservator	Special Accreditation Investigation	2/27/2020
20	Carpe Diem Schools	Monitor Conservator Board of Managers	Academic Accountability Surrender Charter Fiduciary Misapplication	2/19/2018 4/13/2018 7/6/2018
4	Children First Academy of Dallas	Management Team Board of Managers	Health, Safety, Welfare Revocation/Non-Renewal/Failure to Comply with Directives	9/5/2013 8/16/2016
4	Crosby ISD ^b	Monitor	Corrective Action Plan	3/20/2019
4	Damon ISD	Monitor	Academic Accountability	2/27/2020
19	Dell City	Monitor	Academic Accountability	2/9/2018
10	DeSoto ISD	Conservator	Special Accreditation Investigation	9/16/2020
1	Donna ISD	Monitor	Special Accreditation Investigation	6/27/2017
10	Golden Rule Charter School	Conservator	Forensic Audit Findings	5/10/2019
20	Harlandale ISD	Conservator	Special Accreditation Investigation	2/14/2020
6	Hearne ISD	Monitor Conservator	Academic Accountability Special Accreditation Investigation	2/17/2017 4/3/2017
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC §12.115(C) Charter School Closeout Activities	12/8/2014 3/18/2015
10	Honors Academy	Conservator Board of Managers	Revocation Pursuant to TEC §12.115(C) Failure to Comply with Directives/TEC §12.1161	12/18/2013 10/10/2014
4	Houston ISD	Conservator Conservator Team	Academic Accountability Special Accreditation Investigation	9/2/2016 12/22/2020
1	IDEA Public Schools	Monitor	Corrective Action Plan	4/20/2022
11	Kauffman Leadership Academy	Monitor Conservator Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C) Order Suspending Operation and Funding	3/12/2019 1/23/2020 2/13/2020
10	Kemp ISD	Conservator	Special Accreditation Investigation	11/30/2021
4	La Amistad Love and Learning Academy	Management Team	Material Violations of Charter Surrender in Lieu of Revocation	3/18/2015 7/12/2016

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-A2 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2021, Through August 31, 2022

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
19	La Fe Preparatory School	Monitor	Academic and Financial Accountability	2/27/2020
10	Lumin Education	Monitor	Academic Accountability	2/27/2020
13	Manor ISD ^b	Monitor	Corrective Action Plan	10/14/2020
12	Marlin ISD	Monitor	Special Education	9/24/2010
		Conservator	Special Education/District Operations and Academics	1/28/2011
		Management Team	Special Education/District Operations and Academics	2/24/2011
		Conservator	Special Education/Academics	2/14/2014
		Monitor	Academic Accountability	2/28/2014
		Conservator	Academic—Not Accredited-Revoked	9/23/2016
		Board of Managers	Academic—Not Accredited-Revoked	9/23/2016
		Conservator	On-going/Long-standing Deficiencies, Prevention of Substantial or Imminent Harm	2/17/2019
10	Pioneer Technology and Arts Academy	Monitor	Corrective Action Plan	9/11/2020
20	Por Vida Academy	Monitor	Academic and Financial Accountability	3/12/2019
1	Progreso ISD	Management Team	Finances and Governance	1/16/2014
		Board of Managers	Finances and Governance (Settled without Installation)	9/23/2015
		Conservator	(A Member of the Management Team Departed)	9/28/2016
13	Round Rock ISD	Monitor	Corrective Action Plan	11/30/2021
20	San Antonio School for Inquiry and Creativity	Monitor	Health, Safety, Welfare	3/16/2017
		Conservator	Health, Safety, Welfare	7/31/2017
		Board of Managers	Closeout Activities	8/3/2017
1	Santa Rosa ISD	Conservator	Special Accreditation Investigation	10/1/2021
6	Shepherd ISD	Conservator	Academic Accountability	2/13/2020
		Board of Managers	Academic Accountability	3/6/2020
20	South San Antonio ISD	Monitor	Lone Star Governance Exemplar Cohort	11/2/2018
20	Southside ISD	Conservator	Special Accreditation Investigation	12/1/2016
		Board of Managers	Special Accreditation Investigation	12/1/2016
		Board of Trustees	Transition to BOT ^c Begins	5/12/2020
		Conservator	Facilitate BOT Transition	5/18/2022
16	Spring Creek ISD	Monitor	Corrective Action Plan	4/20/2022
5	TEKOA Academy of Accelerated Studies STEM School	Monitor	Corrective Action Plan	11/19/2020
10	Texans Can Academy	Monitor Team	Corrective Action Plan	7/10/2020
		Conservator Team	Condition for Charter Renewal	7/19/2021
13	Texas Preparatory School	Conservator	Special Accreditation Investigation	1/21/2021

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-A2 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2021, Through August 31, 2022

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
4	Texas Serenity Academy	Monitor Conservator	Corrective Action Plan Financial Accountability	8/26/2020 2/26/2021
13	The Excel Center	Monitor Conservator	Academic Accountability Surrender Charter	4/8/2019 10/23/2019
10	Universal Academy	Monitor	Corrective Action Plan	10/21/2019
4	University of Houston Charter School	Conservator	Surrender Charter	9/3/2021
4	Zoe Learning Academy	Conservator	Surrender Charter	9/25/2017

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

**Appendix 7-B1
Special Education Determination Status, Meets
Requirements, 2020-21**

District	Status
A W Brown Leadership Academy	Meets Requirements
A+ Academy	Meets Requirements
A+ Unlimited Potential	Meets Requirements
Abbott ISD ^a	Meets Requirements
Abernathy ISD	Meets Requirements
Academy For Academic Excellence	Meets Requirements
Academy ISD	Meets Requirements
Academy of Accelerated Learning Inc	Meets Requirements
Accelerated Intermediate Academy	Meets Requirements
Adrian ISD	Meets Requirements
Advantage Academy	Meets Requirements
Agua Dulce ISD	Meets Requirements
Alamo Heights ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements
Albany ISD	Meets Requirements
Aledo ISD	Meets Requirements
Alice ISD	Meets Requirements
Alief Montessori Community School	Meets Requirements
Allen ISD	Meets Requirements
Alpine ISD	Meets Requirements
Alto ISD	Meets Requirements
Alvarado ISD	Meets Requirements
Alvord ISD	Meets Requirements
Ambassadors Preparatory Academy	Meets Requirements
Amherst ISD	Meets Requirements
Amigos Por Vida-Friends for Life Public Charter School	Meets Requirements
Anahuac ISD	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements
Andrews ISD	Meets Requirements
Angleton ISD	Meets Requirements
Anna ISD	Meets Requirements
Anson ISD	Meets Requirements
Anthony ISD	Meets Requirements
Anton ISD	Meets Requirements
Apple Springs ISD	Meets Requirements
Aquilla ISD	Meets Requirements
Aransas County ISD	Meets Requirements
Aransas Pass ISD	Meets Requirements
Archer City ISD	Meets Requirements
Argyle ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements
Arlington Classics Academy	Meets Requirements
Arp ISD	Meets Requirements
Arrow Academy	Meets Requirements
Aspermont ISD	Meets Requirements
Athens ISD	Meets Requirements
Atlanta ISD	Meets Requirements
Aubrey ISD	Meets Requirements
Austin Achieve Public Schools	Meets Requirements
Austin Discovery School	Meets Requirements
Austin ISD	Meets Requirements
Austwell-Tivoli ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Avalon ISD ^a	Meets Requirements
Avery ISD	Meets Requirements
Avinger ISD	Meets Requirements
Axtell ISD	Meets Requirements
Azle ISD	Meets Requirements
Baird ISD	Meets Requirements
Ballinger ISD	Meets Requirements
Balmerhea ISD	Meets Requirements
Bandera ISD	Meets Requirements
Bangs ISD	Meets Requirements
Banquete ISD	Meets Requirements
Barbers Hill ISD	Meets Requirements
Bartlett ISD	Meets Requirements
Basis Texas	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements
Beckville ISD	Meets Requirements
Bellevue ISD	Meets Requirements
Bells ISD	Meets Requirements
Bellville ISD	Meets Requirements
Belton ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements
Benavides ISD	Meets Requirements
Benjamin ISD	Meets Requirements
Beta Academy	Meets Requirements
Betty M Condra School for Education	Meets Requirements
Bexar County Academy	Meets Requirements
Big Sandy ISD	Meets Requirements
Big Sandy ISD	Meets Requirements
Big Spring ISD	Meets Requirements
Big Springs Charter School	Meets Requirements
Bishop CISD ^b	Meets Requirements
Blackwell CISD	Meets Requirements
Blanco ISD	Meets Requirements
Bland ISD	Meets Requirements
Blanket ISD	Meets Requirements
Bloom Academy Charter School	Meets Requirements
Bloomburg ISD	Meets Requirements
Blooming Grove ISD	Meets Requirements
Blue Ridge ISD	Meets Requirements
Bluff Dale ISD	Meets Requirements
Blum ISD	Meets Requirements
Bob Hope School	Meets Requirements
Boerne ISD	Meets Requirements
Boles ISD	Meets Requirements
Boling ISD	Meets Requirements
Bonham ISD	Meets Requirements
Booker ISD	Meets Requirements
Borden County ISD	Meets Requirements
Bosqueville ISD	Meets Requirements
Bovina ISD	Meets Requirements
Bowie ISD	Meets Requirements
Boyd ISD	Meets Requirements
Boys Ranch ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Brackett ISD ^a	Meets Requirements
Brazos ISD	Meets Requirements
Brazos River Charter School	Meets Requirements
Brazos School for Inquiry & Creativity	Meets Requirements
Breckenridge ISD	Meets Requirements
Bremond ISD	Meets Requirements
Bridge City ISD	Meets Requirements
Bridgeport ISD	Meets Requirements
Bridgeway Preparatory Academy	Meets Requirements
Broaddus ISD	Meets Requirements
Brock ISD	Meets Requirements
Bronte ISD	Meets Requirements
Brookesmith ISD	Meets Requirements
Brooks Academies of Texas	Meets Requirements
Brooks County ISD	Meets Requirements
Brownfield ISD	Meets Requirements
Brownsboro ISD	Meets Requirements
Brownsville ISD	Meets Requirements
Bruceville-Eddy ISD	Meets Requirements
Bryson ISD	Meets Requirements
Buckholts ISD	Meets Requirements
Buena Vista ISD	Meets Requirements
Buffalo ISD	Meets Requirements
Bullard ISD	Meets Requirements
Buna ISD	Meets Requirements
Burkburnett ISD	Meets Requirements
Burkeville ISD	Meets Requirements
Burleson ISD	Meets Requirements
Burnet CISD ^b	Meets Requirements
Burnham Wood Charter School District	Meets Requirements
Burton ISD	Meets Requirements
Bushland ISD	Meets Requirements
Bynum ISD	Meets Requirements
Caddo Mills ISD	Meets Requirements
Calallen ISD	Meets Requirements
Caldwell ISD	Meets Requirements
Callisburg ISD	Meets Requirements
Calvert ISD	Meets Requirements
Calvin Nelms Charter Schools	Meets Requirements
Cameron ISD	Meets Requirements
Campbell ISD	Meets Requirements
Canadian ISD	Meets Requirements
Canton ISD	Meets Requirements
Carlisle ISD	Meets Requirements
Carrizo Springs CISD	Meets Requirements
Carroll ISD	Meets Requirements
Carthage ISD	Meets Requirements
Castleberry ISD	Meets Requirements
Cayuga ISD	Meets Requirements
Cedar Hill ISD	Meets Requirements
Cedars International Academy	Meets Requirements
Celeste ISD	Meets Requirements
Celina ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Center ISD ^a	Meets Requirements
Center Point ISD	Meets Requirements
Centerville ISD	Meets Requirements
Centerville ISD	Meets Requirements
Central Heights ISD	Meets Requirements
Central ISD	Meets Requirements
Channelview ISD	Meets Requirements
Channing ISD	Meets Requirements
Chaparral Star Academy	Meets Requirements
Chapel Hill Academy	Meets Requirements
Chapel Hill ISD	Meets Requirements
Charlotte ISD	Meets Requirements
Cherokee ISD	Meets Requirements
Chester ISD	Meets Requirements
Chico ISD	Meets Requirements
Childress ISD	Meets Requirements
Chillicothe ISD	Meets Requirements
Chilton ISD	Meets Requirements
China Spring ISD	Meets Requirements
Chireno ISD	Meets Requirements
Chisum ISD	Meets Requirements
Christoval ISD	Meets Requirements
Cisco ISD	Meets Requirements
City View ISD	Meets Requirements
Cityscape Schools	Meets Requirements
Clarendon ISD	Meets Requirements
Claude ISD	Meets Requirements
Clear Creek ISD	Meets Requirements
Cleburne ISD	Meets Requirements
Clifton ISD	Meets Requirements
Clint ISD	Meets Requirements
Clyde CISD ^b	Meets Requirements
Coahoma ISD	Meets Requirements
Coldspring-Oakhurst CISD	Meets Requirements
College Station ISD	Meets Requirements
Collinsville ISD	Meets Requirements
Colmesneil ISD	Meets Requirements
Colorado ISD	Meets Requirements
Columbia-Brazoria ISD	Meets Requirements
Columbus ISD	Meets Requirements
Comal ISD	Meets Requirements
Comanche ISD	Meets Requirements
Comfort ISD	Meets Requirements
Community ISD	Meets Requirements
Como-Pickton CISD	Meets Requirements
Compass Academy Charter School	Meets Requirements
Compass Rose Academy	Meets Requirements
Comquest Academy	Meets Requirements
Comstock ISD	Meets Requirements
Coolidge ISD	Meets Requirements
Coppell ISD	Meets Requirements
Corpus Christi Montessori School	Meets Requirements
Cotton Center ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Coupland ISD ^a	Meets Requirements
Covington ISD	Meets Requirements
Crandall ISD	Meets Requirements
Crane ISD	Meets Requirements
Cranfills Gap ISD	Meets Requirements
Crawford ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements
Crockett ISD	Meets Requirements
Crosbyton CISD ^b	Meets Requirements
Cross Plains ISD	Meets Requirements
Cross Roads ISD	Meets Requirements
Crosstimbers Academy	Meets Requirements
Crowell ISD	Meets Requirements
Cuero ISD	Meets Requirements
Culberson County-Allamoore ISD	Meets Requirements
Cumberland Academy	Meets Requirements
Cumby ISD	Meets Requirements
Cushing ISD	Meets Requirements
Dalhart ISD	Meets Requirements
Damon ISD	Meets Requirements
Danbury ISD	Meets Requirements
Darrouzett ISD	Meets Requirements
Dawson ISD	Meets Requirements
Dawson ISD	Meets Requirements
De Leon ISD	Meets Requirements
Decatur ISD	Meets Requirements
Deer Park ISD	Meets Requirements
Dekalb ISD	Meets Requirements
Del Valle ISD	Meets Requirements
Dell City ISD	Meets Requirements
Denton ISD	Meets Requirements
Denver City ISD	Meets Requirements
Detroit ISD	Meets Requirements
Devers ISD	Meets Requirements
Devine ISD	Meets Requirements
Dew ISD	Meets Requirements
Deweyville ISD	Meets Requirements
D'Hanis ISD	Meets Requirements
Diboll ISD	Meets Requirements
Dimmitt ISD	Meets Requirements
Divide ISD	Meets Requirements
Dodd City ISD	Meets Requirements
Doss Consolidated CSD	Meets Requirements
Douglass ISD	Meets Requirements
Dr M L Garza-Gonzalez Charter School	Meets Requirements
Draw Academy	Meets Requirements
Dripping Springs ISD	Meets Requirements
Driscoll ISD	Meets Requirements
Dublin ISD	Meets Requirements
Dumas ISD	Meets Requirements
Eanes ISD	Meets Requirements
Early ISD	Meets Requirements
East Chambers ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
East Fort Worth Montessori Academy	Meets Requirements
East Texas Charter Schools	Meets Requirements
Eastland ISD ^a	Meets Requirements
Ector ISD	Meets Requirements
Eden CISD ^b	Meets Requirements
Edgewood ISD	Meets Requirements
Edna ISD	Meets Requirements
Education Center International Academy	Meets Requirements
Ehrhart School	Meets Requirements
El Paso Leadership Academy	Meets Requirements
Eleanor Kolitz Hebrew Language Academy	Meets Requirements
Elgin ISD	Meets Requirements
Elkhart ISD	Meets Requirements
Elysian Fields ISD	Meets Requirements
Ennis ISD	Meets Requirements
Era ISD	Meets Requirements
Erath Excels Academy Inc	Meets Requirements
Etoile Academy Charter School	Meets Requirements
Etoile ISD	Meets Requirements
Eula ISD	Meets Requirements
Eustace ISD	Meets Requirements
Evadale ISD	Meets Requirements
Evant ISD	Meets Requirements
Excel Academy	Meets Requirements
Excellence In Leadership Academy	Meets Requirements
Excelsior ISD	Meets Requirements
Ezzell ISD	Meets Requirements
Fairfield ISD	Meets Requirements
Falls City ISD	Meets Requirements
Fannindel ISD	Meets Requirements
Farwell ISD	Meets Requirements
Fayetteville ISD	Meets Requirements
Flatonia ISD	Meets Requirements
Florence ISD	Meets Requirements
Floydada ISD	Meets Requirements
Follett ISD	Meets Requirements
Forestburg ISD	Meets Requirements
Forney ISD	Meets Requirements
Forsan ISD	Meets Requirements
Fort Elliott CISD	Meets Requirements
Fort Stockton ISD	Meets Requirements
Fort Worth Academy of Fine Arts	Meets Requirements
Franklin ISD	Meets Requirements
Frankston ISD	Meets Requirements
Fredericksburg ISD	Meets Requirements
Freer ISD	Meets Requirements
Frenship ISD	Meets Requirements
Friendswood ISD	Meets Requirements
Friona ISD	Meets Requirements
Frisco ISD	Meets Requirements
Frost ISD	Meets Requirements
Fruitvale ISD	Meets Requirements
Ft Davis ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Ft Hancock ISD ^a	Meets Requirements
Ft Sam Houston ISD	Meets Requirements
Ganado ISD	Meets Requirements
Garland ISD	Meets Requirements
Garner ISD	Meets Requirements
Garrison ISD	Meets Requirements
Gary ISD	Meets Requirements
Gatesville ISD	Meets Requirements
Gateway Charter Academy	Meets Requirements
Gause ISD	Meets Requirements
George Gervin Academy	Meets Requirements
George I Sanchez Charter	Meets Requirements
George West ISD	Meets Requirements
Georgetown ISD	Meets Requirements
Gholson ISD	Meets Requirements
Giddings ISD	Meets Requirements
Gilmer ISD	Meets Requirements
Glasscock County ISD	Meets Requirements
Glen Rose ISD	Meets Requirements
Godley ISD	Meets Requirements
Gold Burg ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements
Goldthwaite ISD	Meets Requirements
Gonzales ISD	Meets Requirements
Goodrich ISD	Meets Requirements
Goodwater Montessori School	Meets Requirements
Gordon ISD	Meets Requirements
Gorman ISD	Meets Requirements
Grady ISD	Meets Requirements
Graford ISD	Meets Requirements
Graham ISD	Meets Requirements
Grand Prairie ISD	Meets Requirements
Grand Saline ISD	Meets Requirements
Grandfalls-Royalty ISD	Meets Requirements
Grandview ISD	Meets Requirements
Grandview-Hopkins ISD	Meets Requirements
Granger ISD	Meets Requirements
Grape Creek ISD	Meets Requirements
Grapeland ISD	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements
Great Hearts Texas	Meets Requirements
Greenwood ISD	Meets Requirements
Gregory-Portland ISD	Meets Requirements
Groesbeck ISD	Meets Requirements
Groom ISD	Meets Requirements
Groveton ISD	Meets Requirements
Gruver ISD	Meets Requirements
Gunter ISD	Meets Requirements
Gustine ISD	Meets Requirements
Guthrie CSD ^c	Meets Requirements
Hale Center ISD	Meets Requirements
Hallsburg ISD	Meets Requirements
Hallsville ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Hamilton ISD ^a	Meets Requirements
Hamlin Collegiate ISD	Meets Requirements
Hamshire-Fannett ISD	Meets Requirements
Happy ISD	Meets Requirements
Hardin ISD	Meets Requirements
Hardin-Jefferson ISD	Meets Requirements
Harlandale ISD	Meets Requirements
Harleton ISD	Meets Requirements
Harmony ISD	Meets Requirements
Harmony School of Science – Houston	Meets Requirements
Harmony Science Academy (El Paso)	Meets Requirements
Harmony Science Academy (San Antonio)	Meets Requirements
Harmony Science Academy (Waco)	Meets Requirements
Harmony Science Academy	Meets Requirements
Harmony Science Academy (Austin)	Meets Requirements
Harper ISD	Meets Requirements
Harrold ISD	Meets Requirements
Hartley ISD	Meets Requirements
Harts Bluff ISD	Meets Requirements
Haskell CISD ^b	Meets Requirements
Hawkins ISD	Meets Requirements
Hawley ISD	Meets Requirements
Hays CISD	Meets Requirements
Hedley ISD	Meets Requirements
Hemphill ISD	Meets Requirements
Henrietta ISD	Meets Requirements
Henry Ford Academy Alameda School	Meets Requirements
Hereford ISD	Meets Requirements
Heritage Academy	Meets Requirements
Hermleigh ISD	Meets Requirements
Hico ISD	Meets Requirements
Hidalgo ISD	Meets Requirements
Higgins ISD	Meets Requirements
High Island ISD	Meets Requirements
High Point Academy	Meets Requirements
Highland ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Hillsboro ISD	Meets Requirements
Holland ISD	Meets Requirements
Holliday ISD	Meets Requirements
Hondo ISD	Meets Requirements
Honey Grove ISD	Meets Requirements
Hooks ISD	Meets Requirements
Horizon Montessori Public Schools	Meets Requirements
Houston Gateway Academy Inc	Meets Requirements
Houston Heights High School	Meets Requirements
Howe ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Huckabay ISD	Meets Requirements
Huffman ISD	Meets Requirements
Hughes Springs ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Hull-Daisetta ISD ^a	Meets Requirements
Hunt ISD	Meets Requirements
Huntington ISD	Meets Requirements
Hutto ISD	Meets Requirements
Idalou ISD	Meets Requirements
IDEA Public Schools	Meets Requirements
Imagine International Academy of North Texas	Meets Requirements
Industrial ISD	Meets Requirements
Ingleside ISD	Meets Requirements
Ingram ISD	Meets Requirements
Inspire Academies	Meets Requirements
Inspired Vision Academy	Meets Requirements
International Leadership of Texas	Meets Requirements
Iola ISD	Meets Requirements
Iowa Park CISD ^b	Meets Requirements
Ira ISD	Meets Requirements
Iraan-Sheffield ISD	Meets Requirements
Iredell ISD	Meets Requirements
Irion County ISD	Meets Requirements
Irving ISD	Meets Requirements
Italy ISD	Meets Requirements
Itasca ISD	Meets Requirements
Jacksboro ISD	Meets Requirements
Jacksonville ISD	Meets Requirements
Jarrell ISD	Meets Requirements
Jayton-Girard ISD	Meets Requirements
Jean Massieu Academy	Meets Requirements
Jefferson ISD	Meets Requirements
Jim Hogg County ISD	Meets Requirements
Jim Ned CISD	Meets Requirements
Joaquin ISD	Meets Requirements
Johnson City ISD	Meets Requirements
Jonesboro ISD	Meets Requirements
Joshua ISD	Meets Requirements
Jourdanton ISD	Meets Requirements
Jubilee Academies	Meets Requirements
Junction ISD	Meets Requirements
Karnack ISD	Meets Requirements
Karnes City ISD	Meets Requirements
Katy ISD	Meets Requirements
Kaufman ISD	Meets Requirements
Keene ISD	Meets Requirements
Keller ISD	Meets Requirements
Kelton ISD	Meets Requirements
Kenedy County Wide CSD ^c	Meets Requirements
Kenedy ISD	Meets Requirements
Kennard ISD	Meets Requirements
Kerens ISD	Meets Requirements
Kermit ISD	Meets Requirements
Kerrville ISD	Meets Requirements
Ki Charter Academy	Meets Requirements
KIPP Texas Public Schools	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Klein ISD ^a	Meets Requirements
Klondike ISD	Meets Requirements
Knippa ISD	Meets Requirements
Knox City-O'Brien CISD ^b	Meets Requirements
Kopperl ISD	Meets Requirements
Kountze ISD	Meets Requirements
Kress ISD	Meets Requirements
Krum ISD	Meets Requirements
La Academia De Estrellas	Meets Requirements
La Fe Preparatory School	Meets Requirements
La Feria ISD	Meets Requirements
La Gloria ISD	Meets Requirements
La Grange ISD	Meets Requirements
La Porte ISD	Meets Requirements
La Pryor ISD	Meets Requirements
La Vernia ISD	Meets Requirements
La Villa ISD	Meets Requirements
Lackland ISD	Meets Requirements
Lago Vista ISD	Meets Requirements
Lake Dallas ISD	Meets Requirements
Lake Granbury Academy Charter School	Meets Requirements
Lake Travis ISD	Meets Requirements
Lamar CISD	Meets Requirements
Lamesa ISD	Meets Requirements
Lampasas ISD	Meets Requirements
Lancaster ISD	Meets Requirements
Laneville ISD	Meets Requirements
Lapoynor ISD	Meets Requirements
Lasara ISD	Meets Requirements
Latexo ISD	Meets Requirements
Lazbuddie ISD	Meets Requirements
Leadership Prep School	Meets Requirements
Leakey ISD	Meets Requirements
Leander ISD	Meets Requirements
Leary ISD	Meets Requirements
Lefors ISD	Meets Requirements
Legacy Preparatory	Meets Requirements
Legacy School of Sport Sciences	Meets Requirements
Leggett ISD	Meets Requirements
Leon ISD	Meets Requirements
Leonard ISD	Meets Requirements
Leveretts Chapel ISD	Meets Requirements
Lewisville ISD	Meets Requirements
Lexington ISD	Meets Requirements
Liberty Hill ISD	Meets Requirements
Life School	Meets Requirements
Lighthouse Charter School	Meets Requirements
Lindale ISD	Meets Requirements
Linden-Kildare CISD	Meets Requirements
Lindsay ISD	Meets Requirements
Lingleville ISD	Meets Requirements
Lipan ISD	Meets Requirements
Little Elm ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Littlefield ISD ^a	Meets Requirements
Lockhart ISD	Meets Requirements
Lockney ISD	Meets Requirements
Lohn ISD	Meets Requirements
Lometa ISD	Meets Requirements
London ISD	Meets Requirements
Lone Oak ISD	Meets Requirements
Lone Star Language Academy	Meets Requirements
Loop ISD	Meets Requirements
Lorraine ISD	Meets Requirements
Lorena ISD	Meets Requirements
Lorenzo ISD	Meets Requirements
Louise ISD	Meets Requirements
Lovejoy ISD	Meets Requirements
Lovelady ISD	Meets Requirements
Lubbock-Cooper ISD	Meets Requirements
Lueders-Avoca ISD	Meets Requirements
Luling ISD	Meets Requirements
Lumberton ISD	Meets Requirements
Lumin Education	Meets Requirements
Lyford CISD ^b	Meets Requirements
Lytle ISD	Meets Requirements
Mabank ISD	Meets Requirements
Madisonville CISD	Meets Requirements
Magnolia ISD	Meets Requirements
Malone ISD	Meets Requirements
Malta ISD	Meets Requirements
Manara Academy	Meets Requirements
Marathon ISD	Meets Requirements
Marble Falls ISD	Meets Requirements
Marfa ISD	Meets Requirements
Marion ISD	Meets Requirements
Marlin ISD	Meets Requirements
Mart ISD	Meets Requirements
Martins Mill ISD	Meets Requirements
Martinsville ISD	Meets Requirements
Mason ISD	Meets Requirements
Matagorda ISD	Meets Requirements
Mathis ISD	Meets Requirements
May ISD	Meets Requirements
Maypearl ISD	Meets Requirements
Mccamey ISD	Meets Requirements
Mcdade ISD	Meets Requirements
Mcgregor ISD	Meets Requirements
Mclean ISD	Meets Requirements
Mcleod ISD	Meets Requirements
Mcmullen County ISD	Meets Requirements
Meadow ISD	Meets Requirements
Meadowland Charter District	Meets Requirements
Medina ISD	Meets Requirements
Melissa ISD	Meets Requirements
Memphis ISD	Meets Requirements
Menard ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Mercedes ISD ^a	Meets Requirements
Meridian ISD	Meets Requirements
Meridian World School LLC	Meets Requirements
Mesquite ISD	Meets Requirements
Mexia ISD	Meets Requirements
Meyerpark Elementary	Meets Requirements
Meyersville ISD	Meets Requirements
Miami ISD	Meets Requirements
Midland Academy Charter School	Meets Requirements
Midland ISD	Meets Requirements
Midlothian ISD	Meets Requirements
Midway ISD	Meets Requirements
Mildred ISD	Meets Requirements
Miles ISD	Meets Requirements
Milford ISD	Meets Requirements
Miller Grove ISD	Meets Requirements
Millsap ISD	Meets Requirements
Mineola ISD	Meets Requirements
Monahans-Wickett-Pyote ISD	Meets Requirements
Montague ISD	Meets Requirements
Monte Alto ISD	Meets Requirements
Montessori for All	Meets Requirements
Montgomery ISD	Meets Requirements
Moran ISD	Meets Requirements
Morgan ISD	Meets Requirements
Morgan Mill ISD	Meets Requirements
Morton ISD	Meets Requirements
Motley County ISD	Meets Requirements
Moulton ISD	Meets Requirements
Mount Calm ISD	Meets Requirements
Mount Enterprise ISD	Meets Requirements
Mount Vernon ISD	Meets Requirements
Muenster ISD	Meets Requirements
Muleshoe ISD	Meets Requirements
Mullin ISD	Meets Requirements
Mumford ISD	Meets Requirements
Munday CISD ^b	Meets Requirements
Murchison ISD	Meets Requirements
Natalia ISD	Meets Requirements
Navarro ISD	Meets Requirements
Nazareth ISD	Meets Requirements
Neches ISD	Meets Requirements
Nederland ISD	Meets Requirements
Needville ISD	Meets Requirements
New Caney ISD	Meets Requirements
New Diana ISD	Meets Requirements
New Frontiers Public Schools Inc	Meets Requirements
New Home ISD	Meets Requirements
New Summerfield ISD	Meets Requirements
Newcastle ISD	Meets Requirements
Newman International Academy of Arlington	Meets Requirements
Nixon-Smiley CISD	Meets Requirements
Nocona ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Nordheim ISD ^a	Meets Requirements
Normangee ISD	Meets Requirements
North East ISD	Meets Requirements
North Hopkins ISD	Meets Requirements
North Lamar ISD	Meets Requirements
North Texas Collegiate Academy	Meets Requirements
North Zulch ISD	Meets Requirements
Northside ISD	Meets Requirements
Northside ISD	Meets Requirements
Northwest ISD	Meets Requirements
Nova Academy	Meets Requirements
Nova Academy Southeast	Meets Requirements
Nueces Canyon CISD ^b	Meets Requirements
Nursery ISD	Meets Requirements
Nyos Charter School	Meets Requirements
Oakwood ISD	Meets Requirements
Odem-Edroy ISD	Meets Requirements
O'Donnell ISD	Meets Requirements
Odyssey Academy Inc	Meets Requirements
Oglesby ISD	Meets Requirements
Olfen ISD	Meets Requirements
Olney ISD	Meets Requirements
Olton ISD	Meets Requirements
Onalaska ISD	Meets Requirements
Orangefield ISD	Meets Requirements
Orenda Charter School	Meets Requirements
Overton ISD	Meets Requirements
Paducah ISD	Meets Requirements
Paint Creek ISD	Meets Requirements
Palacios ISD	Meets Requirements
Palestine ISD	Meets Requirements
Palmer ISD	Meets Requirements
Palo Pinto ISD	Meets Requirements
Panhandle ISD	Meets Requirements
Panola Charter School	Meets Requirements
Panther Creek CISD	Meets Requirements
Paradise ISD	Meets Requirements
Paris ISD	Meets Requirements
Patton Springs ISD	Meets Requirements
Pawnee ISD	Meets Requirements
Peaster ISD	Meets Requirements
Pecos-Barstow-Toyah ISD	Meets Requirements
Pegasus School of Liberal Arts and Sciences	Meets Requirements
Penelope ISD	Meets Requirements
Perrin-Whitt CISD	Meets Requirements
Perryton ISD	Meets Requirements
Petersburg ISD	Meets Requirements
Petrolia CISD	Meets Requirements
Pettus ISD	Meets Requirements
Pewitt CISD	Meets Requirements
Pharr-San Juan-Alamo ISD	Meets Requirements
Pilot Point ISD	Meets Requirements
Pineywoods Community Academy	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Pioneer Technology & Arts Academy	Meets Requirements
Plains ISD ^a	Meets Requirements
Plainview ISD	Meets Requirements
Plano ISD	Meets Requirements
Pleasant Grove ISD	Meets Requirements
Plemons-Stinnett-Phillips CISD ^b	Meets Requirements
Ponder ISD	Meets Requirements
Poolville ISD	Meets Requirements
Port Aransas ISD	Meets Requirements
Positive Solutions Charter School	Meets Requirements
Post ISD	Meets Requirements
Poth ISD	Meets Requirements
Pottsboro ISD	Meets Requirements
Prairie Lea ISD	Meets Requirements
Prairie Valley ISD	Meets Requirements
Prairiland ISD	Meets Requirements
Premier High Schools	Meets Requirements
Premont ISD	Meets Requirements
Presidio ISD	Meets Requirements
Priddy ISD	Meets Requirements
Pringle-Morse CISD	Meets Requirements
Priority Charter Schools	Meets Requirements
Promesa Public Schools	Meets Requirements
Promise Community School	Meets Requirements
Prosper ISD	Meets Requirements
Quanah ISD	Meets Requirements
Queen City ISD	Meets Requirements
Quitman ISD	Meets Requirements
Ralls ISD	Meets Requirements
Ramirez CSD ^c	Meets Requirements
Ranch Academy	Meets Requirements
Randolph Field ISD	Meets Requirements
Ranger ISD	Meets Requirements
Rankin ISD	Meets Requirements
Rapoport Academy Public School	Meets Requirements
Raul Yzaguirre Schools for Success	Meets Requirements
Raven School	Meets Requirements
Raymondville ISD	Meets Requirements
Reagan County ISD	Meets Requirements
Red Lick ISD	Meets Requirements
Redwater ISD	Meets Requirements
Reve Preparatory Charter School	Meets Requirements
Ricardo ISD	Meets Requirements
Rice ISD	Meets Requirements
Richards ISD	Meets Requirements
Richardson ISD	Meets Requirements
Richland Collegiate High School	Meets Requirements
Richland Springs ISD	Meets Requirements
Riesel ISD	Meets Requirements
Rio Grande City CISD	Meets Requirements
Rio Hondo ISD	Meets Requirements
Rio Vista ISD	Meets Requirements
Rise Academy	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Rising Star ISD ^a	Meets Requirements
River Road ISD	Meets Requirements
Rivercrest ISD	Meets Requirements
Riviera ISD	Meets Requirements
Robert Lee ISD	Meets Requirements
Robinson ISD	Meets Requirements
Roby CISD ^b	Meets Requirements
Rochelle ISD	Meets Requirements
Rocksprings ISD	Meets Requirements
Rogers ISD	Meets Requirements
Roosevelt ISD	Meets Requirements
Ropes ISD	Meets Requirements
Roscoe Collegiate ISD	Meets Requirements
Rosebud-Lott ISD	Meets Requirements
Rotan ISD	Meets Requirements
Round Rock ISD	Meets Requirements
Round Top-Carmine ISD	Meets Requirements
Royal ISD	Meets Requirements
Royse City ISD	Meets Requirements
Rule ISD	Meets Requirements
Runge ISD	Meets Requirements
S And S CISD	Meets Requirements
Sabinal ISD	Meets Requirements
Sabine ISD	Meets Requirements
Sabine Pass ISD	Meets Requirements
Saint Jo ISD	Meets Requirements
Salado ISD	Meets Requirements
Saltillo ISD	Meets Requirements
Sam Houston State University Charter	Meets Requirements
Sam Rayburn ISD	Meets Requirements
San Antonio ISD	Meets Requirements
San Augustine ISD	Meets Requirements
San Benito CISD	Meets Requirements
San Diego ISD	Meets Requirements
San Felipe-Del Rio CISD	Meets Requirements
San Isidro ISD	Meets Requirements
San Marcos CISD	Meets Requirements
San Perlita ISD	Meets Requirements
San Saba ISD	Meets Requirements
San Vicente ISD	Meets Requirements
Sands CISD	Meets Requirements
Sanford-Fritch ISD	Meets Requirements
Sanger ISD	Meets Requirements
Santa Anna ISD	Meets Requirements
Santa Fe ISD	Meets Requirements
Santa Gertrudis ISD	Meets Requirements
Santa Maria ISD	Meets Requirements
Santa Rosa ISD	Meets Requirements
Santo ISD	Meets Requirements
Savoy ISD	Meets Requirements
Schertz-Cibolo-U City ISD	Meets Requirements
Schleicher ISD	Meets Requirements
School of Excellence in Education	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
School of Science and Technology	Meets Requirements
School of Science and Technology Discovery	Meets Requirements
Schulenburg ISD ^a	Meets Requirements
Scurry-Rosser ISD	Meets Requirements
Seagraves ISD	Meets Requirements
Seashore Charter Schools	Meets Requirements
Seguin ISD	Meets Requirements
Seminole ISD	Meets Requirements
Ser-Ninos Charter School	Meets Requirements
Seymour ISD	Meets Requirements
Shallowater ISD	Meets Requirements
Shamrock ISD	Meets Requirements
Sharyland ISD	Meets Requirements
Shelbyville ISD	Meets Requirements
Sheldon ISD	Meets Requirements
Shepherd ISD	Meets Requirements
Shiner ISD	Meets Requirements
Sidney ISD	Meets Requirements
Sierra Blanca ISD	Meets Requirements
Silverton ISD	Meets Requirements
Simms ISD	Meets Requirements
Sinton ISD	Meets Requirements
Sivells Bend ISD	Meets Requirements
Skidmore-Tynan ISD	Meets Requirements
Slaton ISD	Meets Requirements
Slidell ISD	Meets Requirements
Slocum ISD	Meets Requirements
Smyer ISD	Meets Requirements
Snook ISD	Meets Requirements
Snyder ISD	Meets Requirements
Somerville ISD	Meets Requirements
Sonora ISD	Meets Requirements
South Texas ISD	Meets Requirements
Southland ISD	Meets Requirements
Southside ISD	Meets Requirements
Southwest ISD	Meets Requirements
Southwest Preparatory School	Meets Requirements
Southwest School	Meets Requirements
Spearman ISD	Meets Requirements
Splendora ISD	Meets Requirements
Spring Creek ISD	Meets Requirements
Spring Hill ISD	Meets Requirements
Springlake-Earth ISD	Meets Requirements
Springtown ISD	Meets Requirements
Spur ISD	Meets Requirements
Spurger ISD	Meets Requirements
St Anthony School	Meets Requirements
St Mary's Academy Charter School	Meets Requirements
Stanton ISD	Meets Requirements
Step Charter School	Meets Requirements
Stephen F Austin State University	Meets Requirements
Stephenville ISD	Meets Requirements
Sterling City ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Stockdale ISD ^a	Meets Requirements
Stratford ISD	Meets Requirements
Strawn ISD	Meets Requirements
Sudan ISD	Meets Requirements
Sulphur Bluff ISD	Meets Requirements
Sundown ISD	Meets Requirements
Sunnyvale ISD	Meets Requirements
Sunray ISD	Meets Requirements
Sweeny ISD	Meets Requirements
Sweet Home ISD	Meets Requirements
Sweetwater ISD	Meets Requirements
Taft ISD	Meets Requirements
Tarkington ISD	Meets Requirements
Tatum ISD	Meets Requirements
Tekoa Academy of Accelerated Studies STEM	Meets Requirements
Tenaha ISD	Meets Requirements
Terlingua CSD ^c	Meets Requirements
Terrell County ISD	Meets Requirements
Texas College Preparatory Academies	Meets Requirements
Texas Empowerment Academy	Meets Requirements
Texas Leadership	Meets Requirements
Texas Preparatory School	Meets Requirements
Texas School of the Arts	Meets Requirements
Texas Serenity Academy	Meets Requirements
Texhoma ISD	Meets Requirements
Texline ISD	Meets Requirements
The Excel Center (for Adults)	Meets Requirements
The Lawson Academy	Meets Requirements
The Rhodes School	Meets Requirements
The Varnett Public School	Meets Requirements
Thorndale ISD	Meets Requirements
Thrall ISD	Meets Requirements
Three Rivers ISD	Meets Requirements
Three Way ISD	Meets Requirements
Throckmorton Collegiate ISD	Meets Requirements
Tidehaven ISD	Meets Requirements
Timpson ISD	Meets Requirements
Tioga ISD	Meets Requirements
Tolar ISD	Meets Requirements
Tom Bean ISD	Meets Requirements
Tomball ISD	Meets Requirements
Tornillo ISD	Meets Requirements
Treetops School International	Meets Requirements
Trent ISD	Meets Requirements
Trenton ISD	Meets Requirements
Trinidad ISD	Meets Requirements
Trinity Basin Preparatory	Meets Requirements
Trinity Charter School	Meets Requirements
Trinity ISD	Meets Requirements
Triumph Public High Schools-El Paso	Meets Requirements
Triumph Public High Schools-Laredo	Meets Requirements
Triumph Public High Schools-Lubbock	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
Triumph Public High Schools-Rio Grande Valley	Meets Requirements
Trivium Academy	Meets Requirements
Troup ISD ^a	Meets Requirements
Troy ISD	Meets Requirements
Tulia ISD	Meets Requirements
Tuloso-Midway ISD	Meets Requirements
Turkey-Quitauque ISD	Meets Requirements
Two Dimensions Preparatory Academy	Meets Requirements
Ume Preparatory Academy	Meets Requirements
Union Hill ISD	Meets Requirements
Universal Academy	Meets Requirements
University of Houston Charter School	Meets Requirements
University of Texas at Austin HS	Meets Requirements
University of Texas Elementary Charter School	Meets Requirements
University of Texas University Charter School	Meets Requirements
Uplift Education	Meets Requirements
UT Tyler University Academy	Meets Requirements
Utopia ISD	Meets Requirements
UTPB STEM Academy	Meets Requirements
Valentine ISD	Meets Requirements
Valley Mills ISD	Meets Requirements
Valley View ISD	Meets Requirements
Valley View ISD	Meets Requirements
Valor Public Schools	Meets Requirements
Van Alstyne ISD	Meets Requirements
Van ISD	Meets Requirements
Vanguard Academy	Meets Requirements
Vega ISD	Meets Requirements
Venus ISD	Meets Requirements
Veribest ISD	Meets Requirements
Village Tech Schools	Meets Requirements
Vista Del Futuro Charter School	Meets Requirements
Vysehrad ISD	Meets Requirements
Waco Charter School	Meets Requirements
Walcott ISD	Meets Requirements
Wall ISD	Meets Requirements
Waller ISD	Meets Requirements
Walnut Bend ISD	Meets Requirements
Water Valley ISD	Meets Requirements
Waxahachie Faith Family Academy	Meets Requirements
Wayside Schools	Meets Requirements
Webb CISD ^b	Meets Requirements
Weimar ISD	Meets Requirements
Wellington ISD	Meets Requirements
Wellman-Union CISD	Meets Requirements
Wells ISD	Meets Requirements
Weslaco ISD	Meets Requirements
West Hardin County CISD	Meets Requirements
West ISD	Meets Requirements
West Oso ISD	Meets Requirements
West Rusk County Consolidated ISD ^b	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B1 (continued)
Special Education Determination Status, Meets
Requirements, 2020-21

District	Status
West Sabine ISD ^a	Meets Requirements
Westbrook ISD	Meets Requirements
Westhoff ISD	Meets Requirements
Westlake Academy Charter School	Meets Requirements
Westphalia ISD	Meets Requirements
Westwood ISD	Meets Requirements
Wheeler ISD	Meets Requirements
White Deer ISD	Meets Requirements
White Oak ISD	Meets Requirements
Whiteface CISD ^b	Meets Requirements
Whitesboro ISD	Meets Requirements
Whitewright ISD	Meets Requirements
Whitharral ISD	Meets Requirements
Wildorado ISD	Meets Requirements
Willis ISD	Meets Requirements
Wilson ISD	Meets Requirements
Wimberley ISD	Meets Requirements
Windthorst ISD	Meets Requirements
Wink-Loving ISD	Meets Requirements
Winnsboro ISD	Meets Requirements
Winona ISD	Meets Requirements
Winters ISD	Meets Requirements
Woden ISD	Meets Requirements
Wolfe City ISD	Meets Requirements
Woodsboro ISD	Meets Requirements
Woodson ISD	Meets Requirements
Wortham ISD	Meets Requirements
Wylie ISD	Meets Requirements
Wylie ISD	Meets Requirements
Yantis ISD	Meets Requirements
Yellowstone College Preparatory	Meets Requirements
Yorktown ISD	Meets Requirements
Ysleta ISD	Meets Requirements
Zapata County ISD	Meets Requirements
Zavalla ISD	Meets Requirements
Zephyr ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

**Appendix 7-B2
Special Education Determination Status, Meets
Requirements, 2021-22**

District	Status
A W Brown Leadership Academy	Meets Requirements
A+ Academy	Meets Requirements
A+ Unlimited Potential	Meets Requirements
Abbott ISD ^a	Meets Requirements
Abernathy ISD	Meets Requirements
Academy for Academic Excellence	Meets Requirements
Academy ISD	Meets Requirements
Academy of Accelerated Learning Inc	Meets Requirements
Academy of Dallas	Meets Requirements
Accelerated Intermediate Academy	Meets Requirements
Adrian ISD	Meets Requirements
Advantage Academy	Meets Requirements
Agua Dulce ISD	Meets Requirements
Alamo Heights ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements
Albany ISD	Meets Requirements
Aledo ISD	Meets Requirements
Alief Montessori Community School	Meets Requirements
Allen ISD	Meets Requirements
Alpine ISD	Meets Requirements
Alto ISD	Meets Requirements
Alvarado ISD	Meets Requirements
Alvord ISD	Meets Requirements
Ambassadors Preparatory Academy	Meets Requirements
Amherst ISD	Meets Requirements
Amigos Por Vida-Friends for Life Public Charter School	Meets Requirements
Anahuac ISD	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements
Anson ISD	Meets Requirements
Anthony ISD	Meets Requirements
Anton ISD	Meets Requirements
Apple Springs ISD	Meets Requirements
Aquilla ISD	Meets Requirements
Aransas Pass ISD	Meets Requirements
Archer City ISD	Meets Requirements
Argyle ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements
Arlington Classics Academy	Meets Requirements
Arp ISD	Meets Requirements
Arrow Academy	Meets Requirements
Aspermont ISD	Meets Requirements
Athens ISD	Meets Requirements
Atlanta ISD	Meets Requirements
Aubrey ISD	Meets Requirements
Austin Achieve Public Schools	Meets Requirements
Austin Discovery School	Meets Requirements
Austwell-Tivoli ISD	Meets Requirements
Avalon ISD	Meets Requirements
Avery ISD	Meets Requirements
Avinger ISD	Meets Requirements
Axtell ISD	Meets Requirements
Azle ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Baird ISD ^a	Meets Requirements
Ballinger ISD	Meets Requirements
Balmorhea ISD	Meets Requirements
Bangs ISD	Meets Requirements
Banquete ISD	Meets Requirements
Barbers Hill ISD	Meets Requirements
Bartlett ISD	Meets Requirements
Basis Texas	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements
Beckville ISD	Meets Requirements
Bellevue ISD	Meets Requirements
Bells ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements
Benavides ISD	Meets Requirements
Benjamin ISD	Meets Requirements
Beta Academy	Meets Requirements
Betty M Condra School for Education Innovation	Meets Requirements
Bexar County Academy	Meets Requirements
Big Sandy ISD	Meets Requirements
Big Sandy ISD	Meets Requirements
Birdville ISD	Meets Requirements
Bishop CISD ^b	Meets Requirements
Blackwell CISD	Meets Requirements
Blanco ISD	Meets Requirements
Bland ISD	Meets Requirements
Blanket ISD	Meets Requirements
Bloom Academy Charter School	Meets Requirements
Bloomburg ISD	Meets Requirements
Blooming Grove ISD	Meets Requirements
Blue Ridge ISD	Meets Requirements
Bluff Dale ISD	Meets Requirements
Blum ISD	Meets Requirements
Bob Hope School	Meets Requirements
Boerne ISD	Meets Requirements
Boles ISD	Meets Requirements
Boling ISD	Meets Requirements
Bonham ISD	Meets Requirements
Booker ISD	Meets Requirements
Borden County ISD	Meets Requirements
Bosqueville ISD	Meets Requirements
Bovina ISD	Meets Requirements
Bowie ISD	Meets Requirements
Boyd ISD	Meets Requirements
Boys Ranch ISD	Meets Requirements
Brackett ISD	Meets Requirements
Brady ISD	Meets Requirements
Brazos ISD	Meets Requirements
Brazos River Charter School	Meets Requirements
Brazos School For Inquiry & Creativity	Meets Requirements
Brazosport ISD	Meets Requirements
Breckenridge ISD	Meets Requirements
Bremond ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Bridge City ISD ^a	Meets Requirements
Bridgeport ISD	Meets Requirements
Bridgeway Preparatory Academy	Meets Requirements
Broadus ISD	Meets Requirements
Brock ISD	Meets Requirements
Bronte ISD	Meets Requirements
Brookeland ISD	Meets Requirements
Brookesmith ISD	Meets Requirements
Brooks County ISD	Meets Requirements
Brownfield ISD	Meets Requirements
Brownsboro ISD	Meets Requirements
Bruceville-Eddy ISD	Meets Requirements
Bryson ISD	Meets Requirements
Buckholts ISD	Meets Requirements
Buena Vista ISD	Meets Requirements
Buffalo ISD	Meets Requirements
Bullard ISD	Meets Requirements
Buna ISD	Meets Requirements
Burkeville ISD	Meets Requirements
Burnham Wood Charter School District	Meets Requirements
Burton ISD	Meets Requirements
Bushland ISD	Meets Requirements
Bynum ISD	Meets Requirements
Caddo Mills ISD	Meets Requirements
Calallen ISD	Meets Requirements
Caldwell ISD	Meets Requirements
Callisburg ISD	Meets Requirements
Calvert ISD	Meets Requirements
Calvin Nelms Charter Schools	Meets Requirements
Cameron ISD	Meets Requirements
Campbell ISD	Meets Requirements
Canadian ISD	Meets Requirements
Canton ISD	Meets Requirements
Carlisle ISD	Meets Requirements
Carrizo Springs CISD ^b	Meets Requirements
Carroll ISD	Meets Requirements
Carthage ISD	Meets Requirements
Cayuga ISD	Meets Requirements
Cedars International Academy	Meets Requirements
Celeste ISD	Meets Requirements
Celina ISD	Meets Requirements
Center ISD	Meets Requirements
Center Point ISD	Meets Requirements
Centerville ISD	Meets Requirements
Centerville ISD	Meets Requirements
Central Heights ISD	Meets Requirements
Channing ISD	Meets Requirements
Chaparral Star Academy	Meets Requirements
Chapel Hill Academy	Meets Requirements
Chapel Hill ISD	Meets Requirements
Charlotte ISD	Meets Requirements
Cherokee ISD	Meets Requirements
Chester ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Chico ISD ^a	Meets Requirements
Childress ISD	Meets Requirements
Chillicothe ISD	Meets Requirements
Chilton ISD	Meets Requirements
China Spring ISD	Meets Requirements
Chireno ISD	Meets Requirements
Chisum ISD	Meets Requirements
Christoval ISD	Meets Requirements
Cisco ISD	Meets Requirements
City View ISD	Meets Requirements
Cityscape Schools	Meets Requirements
Clarendon ISD	Meets Requirements
Clarksville ISD	Meets Requirements
Claude ISD	Meets Requirements
Clear Creek ISD	Meets Requirements
Clifton ISD	Meets Requirements
Clyde CISD ^b	Meets Requirements
Coahoma ISD	Meets Requirements
Coleman ISD	Meets Requirements
Collinsville ISD	Meets Requirements
Colmesneil ISD	Meets Requirements
Colorado ISD	Meets Requirements
Comal ISD	Meets Requirements
Comanche ISD	Meets Requirements
Comfort ISD	Meets Requirements
Community ISD	Meets Requirements
Como-Pickton CISD	Meets Requirements
Compass Academy Charter School	Meets Requirements
Compass Rose Academy	Meets Requirements
Comquest Academy	Meets Requirements
Comstock ISD	Meets Requirements
Conroe ISD	Meets Requirements
Coolidge ISD	Meets Requirements
Cooper ISD	Meets Requirements
Coppell ISD	Meets Requirements
Corpus Christi Montessori School	Meets Requirements
Corrigan-Camden ISD	Meets Requirements
Cotton Center ISD	Meets Requirements
Coupland ISD	Meets Requirements
Covington ISD	Meets Requirements
Crane ISD	Meets Requirements
Cranfills Gap ISD	Meets Requirements
Crawford ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements
Crockett ISD	Meets Requirements
Crosbyton CISD	Meets Requirements
Cross Plains ISD	Meets Requirements
Cross Roads ISD	Meets Requirements
Crosstimbers Academy	Meets Requirements
Crowell ISD	Meets Requirements
Crystal City ISD	Meets Requirements
Culberson County-Allamore ISD	Meets Requirements
Cumberland Academy	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Cumby ISD ^a	Meets Requirements
Cushing ISD	Meets Requirements
Cypress-Fairbanks ISD	Meets Requirements
Daingerfield-Lone Star ISD	Meets Requirements
Dalhart ISD	Meets Requirements
Damon ISD	Meets Requirements
Danbury ISD	Meets Requirements
Darrouzett ISD	Meets Requirements
Dawson ISD	Meets Requirements
Dawson ISD	Meets Requirements
De Leon ISD	Meets Requirements
Decatur ISD	Meets Requirements
Dekalb ISD	Meets Requirements
Dell City ISD	Meets Requirements
Denison ISD	Meets Requirements
Denver City ISD	Meets Requirements
Detroit ISD	Meets Requirements
Devers ISD	Meets Requirements
Devine ISD	Meets Requirements
Dew ISD	Meets Requirements
Deweyville ISD	Meets Requirements
D'Hanis ISD	Meets Requirements
Diboll ISD	Meets Requirements
Dilley ISD	Meets Requirements
Dime Box ISD	Meets Requirements
Dimmitt ISD	Meets Requirements
Divide ISD	Meets Requirements
Dodd City ISD	Meets Requirements
Doss Consolidated CSD ^c	Meets Requirements
Douglass ISD	Meets Requirements
Dr M L Garza-Gonzalez Charter School	Meets Requirements
Draw Academy	Meets Requirements
Dripping Springs ISD	Meets Requirements
Driscoll ISD	Meets Requirements
Dublin ISD	Meets Requirements
Dumas ISD	Meets Requirements
Eanes ISD	Meets Requirements
Early ISD	Meets Requirements
East Bernard ISD	Meets Requirements
East Chambers ISD	Meets Requirements
East Fort Worth Montessori Academy	Meets Requirements
East Texas Charter Schools	Meets Requirements
Eastland ISD	Meets Requirements
Ector ISD	Meets Requirements
Eden CISD ^b	Meets Requirements
Edgewood ISD	Meets Requirements
Edna ISD	Meets Requirements
Education Center International Academy	Meets Requirements
Ehrhart School	Meets Requirements
El Paso Academy	Meets Requirements
El Paso Leadership Academy	Meets Requirements
Eleanor Kolitz Hebrew Language Academy	Meets Requirements
Electra ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Elkhart ISD ^a	Meets Requirements
Elysian Fields ISD	Meets Requirements
Era ISD	Meets Requirements
Erath Excels Academy Inc	Meets Requirements
Etoile Academy Charter School	Meets Requirements
Etoile ISD	Meets Requirements
Eula ISD	Meets Requirements
Eustace ISD	Meets Requirements
Evadale ISD	Meets Requirements
Evant ISD	Meets Requirements
Evolution Academy Charter School	Meets Requirements
Excel Academy	Meets Requirements
Excellence In Leadership Academy	Meets Requirements
Excelsior ISD	Meets Requirements
Ezell ISD	Meets Requirements
Fairfield ISD	Meets Requirements
Falls City ISD	Meets Requirements
Fannindel ISD	Meets Requirements
Farmersville ISD	Meets Requirements
Farwell ISD	Meets Requirements
Fayetteville ISD	Meets Requirements
Flatonia ISD	Meets Requirements
Florence ISD	Meets Requirements
Floydada ISD	Meets Requirements
Follett ISD	Meets Requirements
Forestburg ISD	Meets Requirements
Forsan ISD	Meets Requirements
Fort Elliott CISD ^b	Meets Requirements
Fort Stockton ISD	Meets Requirements
Fort Worth Academy of Fine Arts	Meets Requirements
Franklin ISD	Meets Requirements
Frankston ISD	Meets Requirements
Fredericksburg ISD	Meets Requirements
Freer ISD	Meets Requirements
Frenship ISD	Meets Requirements
Friendship ISD	Meets Requirements
Friona ISD	Meets Requirements
Frisco ISD	Meets Requirements
Frost ISD	Meets Requirements
Fruitvale ISD	Meets Requirements
Ft Davis ISD	Meets Requirements
Ft Hancock ISD	Meets Requirements
Ft Sam Houston ISD	Meets Requirements
Ganado ISD	Meets Requirements
Garner ISD	Meets Requirements
Garrison ISD	Meets Requirements
Gary ISD	Meets Requirements
Gateway Charter Academy	Meets Requirements
Gause ISD	Meets Requirements
George Gervin Academy	Meets Requirements
George I Sanchez Charter	Meets Requirements
George West ISD	Meets Requirements
Gholson ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Giddings ISD ^a	Meets Requirements
Gladewater ISD	Meets Requirements
Glasscock County ISD	Meets Requirements
Glen Rose ISD	Meets Requirements
Godley ISD	Meets Requirements
Gold Burg ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements
Goldthwaite ISD	Meets Requirements
Goliad ISD	Meets Requirements
Goodrich ISD	Meets Requirements
Goodwater Montessori School	Meets Requirements
Gordon ISD	Meets Requirements
Gorman ISD	Meets Requirements
Grady ISD	Meets Requirements
Graford ISD	Meets Requirements
Graham ISD	Meets Requirements
Grand Saline ISD	Meets Requirements
Grandfalls-Royalty ISD	Meets Requirements
Grandview ISD	Meets Requirements
Grandview-Hopkins ISD	Meets Requirements
Granger ISD	Meets Requirements
Grape Creek ISD	Meets Requirements
Grapeland ISD	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements
Great Hearts Texas	Meets Requirements
Greenwood ISD	Meets Requirements
Groom ISD	Meets Requirements
Groveton ISD	Meets Requirements
Gruver ISD	Meets Requirements
Gunter ISD	Meets Requirements
Gustine ISD	Meets Requirements
Guthrie CSD ^c	Meets Requirements
Hale Center ISD	Meets Requirements
Hallettsville ISD	Meets Requirements
Hallsburg ISD	Meets Requirements
Hamilton ISD	Meets Requirements
Hamlin Collegiate ISD	Meets Requirements
Hamshire-Fannett ISD	Meets Requirements
Happy ISD	Meets Requirements
Hardin ISD	Meets Requirements
Hardin-Jefferson ISD	Meets Requirements
Harleton ISD	Meets Requirements
Harmony ISD	Meets Requirements
Harmony School of Science - Houston	Meets Requirements
Harmony Science Academy (El Paso)	Meets Requirements
Harmony Science Academy (Waco)	Meets Requirements
Harper ISD	Meets Requirements
Harrold ISD	Meets Requirements
Hart ISD	Meets Requirements
Hartley ISD	Meets Requirements
Harts Bluff ISD	Meets Requirements
Haskell CISD ^b	Meets Requirements
Hawkins ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Hawley ISD ^a	Meets Requirements
Hedley ISD	Meets Requirements
Hemphill ISD	Meets Requirements
Hempstead ISD	Meets Requirements
Henrietta ISD	Meets Requirements
Henry Ford Academy Alameda School	Meets Requirements
Hereford ISD	Meets Requirements
Heritage Academy	Meets Requirements
Hermleigh ISD	Meets Requirements
Hico ISD	Meets Requirements
Hidalgo ISD	Meets Requirements
High Island ISD	Meets Requirements
High Point Academy	Meets Requirements
Highland ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Hillsboro ISD	Meets Requirements
Hitchcock ISD	Meets Requirements
Holland ISD	Meets Requirements
Holliday ISD	Meets Requirements
Hondo ISD	Meets Requirements
Honey Grove ISD	Meets Requirements
Hooks ISD	Meets Requirements
Horizon Montessori Public Schools	Meets Requirements
Houston Gateway Academy Inc	Meets Requirements
Houston Heights High School	Meets Requirements
Howe ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Huckabay ISD	Meets Requirements
Hudson ISD	Meets Requirements
Hughes Springs ISD	Meets Requirements
Hull-Daisetta ISD	Meets Requirements
Hunt ISD	Meets Requirements
Idalou ISD	Meets Requirements
Imagine International Academy of North Texas	Meets Requirements
Industrial ISD	Meets Requirements
Ingleside ISD	Meets Requirements
Ingram ISD	Meets Requirements
Inspire Academies	Meets Requirements
Inspired Vision Academy	Meets Requirements
Iola ISD	Meets Requirements
Iowa Park CISD ^b	Meets Requirements
Ira ISD	Meets Requirements
Iraan-Sheffield ISD	Meets Requirements
Iredell ISD	Meets Requirements
Irion County ISD	Meets Requirements
Italy ISD	Meets Requirements
Jacksboro ISD	Meets Requirements
Jarrell ISD	Meets Requirements
Jayton-Girard ISD	Meets Requirements
Jean Massieu Academy	Meets Requirements
Jefferson ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Jim Hogg County ISD ^a	Meets Requirements
Jim Ned CISD ^b	Meets Requirements
Joaquin ISD	Meets Requirements
Johnson City ISD	Meets Requirements
Jonesboro ISD	Meets Requirements
Joshua ISD	Meets Requirements
Jourdanton ISD	Meets Requirements
Junction ISD	Meets Requirements
Karnack ISD	Meets Requirements
Karnes City ISD	Meets Requirements
Katherine Anne Porter School	Meets Requirements
Katy ISD	Meets Requirements
Kaufman ISD	Meets Requirements
Keene ISD	Meets Requirements
Keller ISD	Meets Requirements
Kelton ISD	Meets Requirements
Kemp ISD	Meets Requirements
Kenedy County Wide CSD ^c	Meets Requirements
Kenedy ISD	Meets Requirements
Kennard ISD	Meets Requirements
Kerens ISD	Meets Requirements
Kermit ISD	Meets Requirements
Kerrville ISD	Meets Requirements
Ki Charter Academy	Meets Requirements
Kirbyville CISD	Meets Requirements
Klondike ISD	Meets Requirements
Knippa ISD	Meets Requirements
Knox City-O'Brien CISD	Meets Requirements
Kopperl ISD	Meets Requirements
Kountze ISD	Meets Requirements
Kress ISD	Meets Requirements
Krum ISD	Meets Requirements
La Academia De Estrellas	Meets Requirements
La Fe Preparatory School	Meets Requirements
La Gloria ISD	Meets Requirements
La Grange ISD	Meets Requirements
La Pryor ISD	Meets Requirements
La Vega ISD	Meets Requirements
La Vernia ISD	Meets Requirements
La Villa ISD	Meets Requirements
Lackland ISD	Meets Requirements
Lago Vista ISD	Meets Requirements
Lake Granbury Academy Charter School	Meets Requirements
Lake Travis ISD	Meets Requirements
Lamar CISD	Meets Requirements
Laneville ISD	Meets Requirements
Lapoynor ISD	Meets Requirements
Lasara ISD	Meets Requirements
Latexo ISD	Meets Requirements
Lazbuddie ISD	Meets Requirements
Leadership Prep School	Meets Requirements
Leakey ISD	Meets Requirements
Leander ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Leary ISD ^a	Meets Requirements
Lefors ISD	Meets Requirements
Legacy Preparatory	Meets Requirements
Legacy School of Sport Sciences	Meets Requirements
Leggett ISD	Meets Requirements
Leon ISD	Meets Requirements
Leonard ISD	Meets Requirements
Leveretts Chapel ISD	Meets Requirements
Lewisville ISD	Meets Requirements
Lexington ISD	Meets Requirements
Liberty Hill ISD	Meets Requirements
Liberty ISD	Meets Requirements
Lighthouse Public Schools	Meets Requirements
Lindale ISD	Meets Requirements
Linden-Kildare CISD ^b	Meets Requirements
Lindsay ISD	Meets Requirements
Lingleville ISD	Meets Requirements
Lipan ISD	Meets Requirements
Littlefield ISD	Meets Requirements
Llano ISD	Meets Requirements
Lockney ISD	Meets Requirements
Lohn ISD	Meets Requirements
Lometa ISD	Meets Requirements
London ISD	Meets Requirements
Lone Oak ISD	Meets Requirements
Lone Star Language Academy	Meets Requirements
Longview ISD	Meets Requirements
Loop ISD	Meets Requirements
Loraine ISD	Meets Requirements
Lorena ISD	Meets Requirements
Lorenzo ISD	Meets Requirements
Louise ISD	Meets Requirements
Lovejoy ISD	Meets Requirements
Lovelady ISD	Meets Requirements
Lubbock-Cooper ISD	Meets Requirements
Lueders-Avoca ISD	Meets Requirements
Lufkin ISD	Meets Requirements
Luling ISD	Meets Requirements
Lumberton ISD	Meets Requirements
Lumin Education	Meets Requirements
Lyford CISD	Meets Requirements
Lytle ISD	Meets Requirements
Mabank ISD	Meets Requirements
Madisonville CISD	Meets Requirements
Magnolia ISD	Meets Requirements
Malakoff ISD	Meets Requirements
Malone ISD	Meets Requirements
Malta ISD	Meets Requirements
Manara Academy	Meets Requirements
Marathon ISD	Meets Requirements
Marfa ISD	Meets Requirements
Marion ISD	Meets Requirements
Marlin ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Mart ISD ^a	Meets Requirements
Martins Mill ISD	Meets Requirements
Martinsville ISD	Meets Requirements
Mason ISD	Meets Requirements
Matagorda ISD	Meets Requirements
Mathis ISD	Meets Requirements
Maud ISD	Meets Requirements
May ISD	Meets Requirements
Maypearl ISD	Meets Requirements
Mccamey ISD	Meets Requirements
Mcdade ISD	Meets Requirements
Mcgregor ISD	Meets Requirements
Mckinney ISD	Meets Requirements
Mclean ISD	Meets Requirements
Mcleod ISD	Meets Requirements
Mcmullen County ISD	Meets Requirements
Meadow ISD	Meets Requirements
Meadowland Charter District	Meets Requirements
Medina ISD	Meets Requirements
Medina Valley ISD	Meets Requirements
Melissa ISD	Meets Requirements
Memphis ISD	Meets Requirements
Menard ISD	Meets Requirements
Meridian ISD	Meets Requirements
Meridian World School LLC	Meets Requirements
Merkel ISD	Meets Requirements
Meyerpark Elementary	Meets Requirements
Meyersville ISD	Meets Requirements
Miami ISD	Meets Requirements
Midland Academy Charter School	Meets Requirements
Midlothian ISD	Meets Requirements
Midway ISD	Meets Requirements
Milano ISD	Meets Requirements
Mildred ISD	Meets Requirements
Miles ISD	Meets Requirements
Milford ISD	Meets Requirements
Miller Grove ISD	Meets Requirements
Millsap ISD	Meets Requirements
Mineola ISD	Meets Requirements
Monahans-Wickett-Pyote ISD	Meets Requirements
Montague ISD	Meets Requirements
Monte Alto ISD	Meets Requirements
Montessori For All	Meets Requirements
Montgomery ISD	Meets Requirements
Moody ISD	Meets Requirements
Moran ISD	Meets Requirements
Morgan ISD	Meets Requirements
Morgan Mill ISD	Meets Requirements
Morton ISD	Meets Requirements
Motley County ISD	Meets Requirements
Moulton ISD	Meets Requirements
Mount Calm ISD	Meets Requirements
Mount Enterprise ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Mount Pleasant ISD ^a	Meets Requirements
Mount Vernon ISD	Meets Requirements
Muenster ISD	Meets Requirements
Muleshoe ISD	Meets Requirements
Mullin ISD	Meets Requirements
Mumford ISD	Meets Requirements
Munday CISD ^b	Meets Requirements
Murchison ISD	Meets Requirements
Natalia ISD	Meets Requirements
Navarro ISD	Meets Requirements
Nazareth ISD	Meets Requirements
Neches ISD	Meets Requirements
Nederland ISD	Meets Requirements
Needville ISD	Meets Requirements
New Boston ISD	Meets Requirements
New Deal ISD	Meets Requirements
New Diana ISD	Meets Requirements
New Frontiers Public Schools Inc	Meets Requirements
New Home ISD	Meets Requirements
New Summerfield ISD	Meets Requirements
New Waverly ISD	Meets Requirements
Newcastle ISD	Meets Requirements
Newman International Academy of Arlington	Meets Requirements
Newton ISD	Meets Requirements
Nixon-Smiley CISD	Meets Requirements
Nocona ISD	Meets Requirements
Nordheim ISD	Meets Requirements
Normangee ISD	Meets Requirements
North Hopkins ISD	Meets Requirements
North Lamar ISD	Meets Requirements
North Texas Collegiate Academy	Meets Requirements
North Zulch ISD	Meets Requirements
Northside ISD	Meets Requirements
Northwest ISD	Meets Requirements
Nova Academy	Meets Requirements
Nova Academy Southeast	Meets Requirements
Nueces Canyon CISD	Meets Requirements
Nursery ISD	Meets Requirements
Nyos Charter School	Meets Requirements
Oakwood ISD	Meets Requirements
Odem-Edroy ISD	Meets Requirements
O'Donnell ISD	Meets Requirements
Odyssey Academy Inc	Meets Requirements
Oglesby ISD	Meets Requirements
Olfen ISD	Meets Requirements
Olney ISD	Meets Requirements
Olton ISD	Meets Requirements
Onalaska ISD	Meets Requirements
Orangefield ISD	Meets Requirements
Ore City ISD	Meets Requirements
Orenda Charter School	Meets Requirements
Overton ISD	Meets Requirements
Paducah ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Paint Creek ISD ^a	Meets Requirements
Paint Rock ISD	Meets Requirements
Palacios ISD	Meets Requirements
Palmer ISD	Meets Requirements
Palo Pinto ISD	Meets Requirements
Pampa ISD	Meets Requirements
Panhandle ISD	Meets Requirements
Panola Charter School	Meets Requirements
Panther Creek CISD ^b	Meets Requirements
Paradise ISD	Meets Requirements
Patton Springs ISD	Meets Requirements
Pawnee ISD	Meets Requirements
Pearland ISD	Meets Requirements
Pearsall ISD	Meets Requirements
Peaster ISD	Meets Requirements
Pegasus School of Liberal Arts and Sciences	Meets Requirements
Penelope ISD	Meets Requirements
Perrin-Whitt CISD	Meets Requirements
Perryton ISD	Meets Requirements
Petersburg ISD	Meets Requirements
Petrolia CISD	Meets Requirements
Pettus ISD	Meets Requirements
Pewitt CISD	Meets Requirements
Pilot Point ISD	Meets Requirements
Pineywoods Community Academy	Meets Requirements
Pioneer Technology & Arts Academy	Meets Requirements
Pittsburg ISD	Meets Requirements
Plains ISD	Meets Requirements
Plano ISD	Meets Requirements
Pleasant Grove ISD	Meets Requirements
Plemons-Stinnett-Phillips CISD	Meets Requirements
Point Isabel ISD	Meets Requirements
Ponder ISD	Meets Requirements
Poolville ISD	Meets Requirements
Por Vida Academy	Meets Requirements
Port Aransas ISD	Meets Requirements
Positive Solutions Charter School	Meets Requirements
Post ISD	Meets Requirements
Poteet ISD	Meets Requirements
Poth ISD	Meets Requirements
Pottsboro ISD	Meets Requirements
Prairie Lea ISD	Meets Requirements
Prairie Valley ISD	Meets Requirements
Prairiland ISD	Meets Requirements
Premont ISD	Meets Requirements
Presidio ISD	Meets Requirements
Priddy ISD	Meets Requirements
Princeton ISD	Meets Requirements
Pringle-Morse CISD	Meets Requirements
Priority Charter Schools	Meets Requirements
Promesa Academy Charter School	Meets Requirements
Promesa Public Schools	Meets Requirements
Promise Community School	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Prosper ISD ^a	Meets Requirements
Quanah ISD	Meets Requirements
Queen City ISD	Meets Requirements
Quitman ISD	Meets Requirements
Ralls ISD	Meets Requirements
Ramirez CSD ^c	Meets Requirements
Ranch Academy	Meets Requirements
Randolph Field ISD	Meets Requirements
Ranger ISD	Meets Requirements
Rankin ISD	Meets Requirements
Rapoport Academy Public School	Meets Requirements
Raul Yzaguirre Schools for Success	Meets Requirements
Raven School ^c	Meets Requirements
Raymondville ISD	Meets Requirements
Reagan County ISD	Meets Requirements
Red Lick ISD	Meets Requirements
Redwater ISD	Meets Requirements
Refugio ISD	Meets Requirements
Reve Preparatory Charter School	Meets Requirements
Ricardo ISD	Meets Requirements
Rice CISD ^b	Meets Requirements
Rice ISD	Meets Requirements
Richards ISD	Meets Requirements
Richland Collegiate High School	Meets Requirements
Richland Springs ISD	Meets Requirements
Riesel ISD	Meets Requirements
Rio Hondo ISD	Meets Requirements
Rio Vista ISD	Meets Requirements
Rise Academy	Meets Requirements
Rising Star ISD	Meets Requirements
River Road ISD	Meets Requirements
Rivercrest ISD	Meets Requirements
Riviera ISD	Meets Requirements
Robert Lee ISD	Meets Requirements
Robinson ISD	Meets Requirements
Roby CISD	Meets Requirements
Rochelle ISD	Meets Requirements
Rockdale ISD	Meets Requirements
Rocksprings ISD	Meets Requirements
Rockwall ISD	Meets Requirements
Rogers ISD	Meets Requirements
Roma ISD	Meets Requirements
Roosevelt ISD	Meets Requirements
Ropes ISD	Meets Requirements
Roscoe Collegiate ISD	Meets Requirements
Rosebud-Lott ISD	Meets Requirements
Rotan ISD	Meets Requirements
Round Rock ISD	Meets Requirements
Round Top-Carmine ISD	Meets Requirements
Rule ISD	Meets Requirements
Runge ISD	Meets Requirements
Rusk ISD	Meets Requirements
S and S CISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Sabinal ISD ^a	Meets Requirements
Sabine ISD	Meets Requirements
Sabine Pass ISD	Meets Requirements
Saint Jo ISD	Meets Requirements
Salado ISD	Meets Requirements
Saltillo ISD	Meets Requirements
Sam Houston State University Charter School	Meets Requirements
Sam Rayburn ISD	Meets Requirements
San Antonio Preparatory Charter School	Meets Requirements
San Augustine ISD	Meets Requirements
San Diego ISD	Meets Requirements
San Isidro ISD	Meets Requirements
San Perlita ISD	Meets Requirements
San Saba ISD	Meets Requirements
San Vicente ISD	Meets Requirements
Sands CISD ^b	Meets Requirements
Sanford-Fritch ISD	Meets Requirements
Sanger ISD	Meets Requirements
Santa Anna ISD	Meets Requirements
Santa Gertrudis ISD	Meets Requirements
Santa Maria ISD	Meets Requirements
Santa Rosa ISD	Meets Requirements
Santo ISD	Meets Requirements
Savoy ISD	Meets Requirements
Schertz-Cibolo-U City ISD	Meets Requirements
Schleicher ISD	Meets Requirements
School of Excellence in Education	Meets Requirements
School of Science and Technology	Meets Requirements
School of Science and Technology Discovery	Meets Requirements
Schulenburg ISD	Meets Requirements
Scurry-Rosser ISD	Meets Requirements
Seagraves ISD	Meets Requirements
Seashore Charter Schools	Meets Requirements
Ser-Ninos Charter School	Meets Requirements
Seymour ISD	Meets Requirements
Shallowater ISD	Meets Requirements
Shamrock ISD	Meets Requirements
Shelbyville ISD	Meets Requirements
Shiner ISD	Meets Requirements
Sidney ISD	Meets Requirements
Sierra Blanca ISD	Meets Requirements
Silverton ISD	Meets Requirements
Simms ISD	Meets Requirements
Sinton ISD	Meets Requirements
Sivells Bend ISD	Meets Requirements
Skidmore-Tynan ISD	Meets Requirements
Slaton ISD	Meets Requirements
Slidell ISD	Meets Requirements
Slocum ISD	Meets Requirements
Smyer ISD	Meets Requirements
Snook ISD	Meets Requirements
Somerville ISD	Meets Requirements
Sonora ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
South Texas ISD ^a	Meets Requirements
Southland ISD	Meets Requirements
Southwest Preparatory School	Meets Requirements
Southwest School	Meets Requirements
Spearman ISD	Meets Requirements
Splendora ISD	Meets Requirements
Spring Creek ISD	Meets Requirements
Spring Hill ISD	Meets Requirements
Springlake-Earth ISD	Meets Requirements
Springtown ISD	Meets Requirements
Spur ISD	Meets Requirements
Spurger ISD	Meets Requirements
St Anthony School	Meets Requirements
St Mary's Academy Charter School	Meets Requirements
Stamford ISD	Meets Requirements
Stanton ISD	Meets Requirements
Step Charter School	Meets Requirements
Stephen F Austin State University	Meets Requirements
Stephenville ISD	Meets Requirements
Sterling City ISD	Meets Requirements
Stockdale ISD	Meets Requirements
Stratford ISD	Meets Requirements
Strawn ISD	Meets Requirements
Sudan ISD	Meets Requirements
Sulphur Bluff ISD	Meets Requirements
Sundown ISD	Meets Requirements
Sunnyvale ISD	Meets Requirements
Sunray ISD	Meets Requirements
Sweeny ISD	Meets Requirements
Sweet Home ISD	Meets Requirements
Taft ISD	Meets Requirements
Tahoka ISD	Meets Requirements
Tarkington ISD	Meets Requirements
Tatum ISD	Meets Requirements
Teague ISD	Meets Requirements
Tekoa Academy of Accelerated Studies STEM School	Meets Requirements
Tenaha ISD	Meets Requirements
Terlingua CSD ^c	Meets Requirements
Terrell County ISD	Meets Requirements
Texas College Preparatory Academies	Meets Requirements
Texas Empowerment Academy	Meets Requirements
Texas Leadership Public Schools	Meets Requirements
Texas Preparatory School	Meets Requirements
Texas School of The Arts	Meets Requirements
Texas Serenity Academy	Meets Requirements
Texhoma ISD	Meets Requirements
Texline ISD	Meets Requirements
The Excel Center (for Adults)	Meets Requirements
The Gathering Place	Meets Requirements
The Lawson Academy	Meets Requirements
The Pro-Vision Academy	Meets Requirements
The Rhodes School	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
The Varnett Public School	Meets Requirements
Thorndale ISD ^a	Meets Requirements
Thrall ISD	Meets Requirements
Three Rivers ISD	Meets Requirements
Three Way ISD	Meets Requirements
Throckmorton Collegiate ISD	Meets Requirements
Tidehaven ISD	Meets Requirements
Timpson ISD	Meets Requirements
Tioga ISD	Meets Requirements
Tolar ISD	Meets Requirements
Tom Bean ISD	Meets Requirements
Tomball ISD	Meets Requirements
Tornillo ISD	Meets Requirements
Treetops School International	Meets Requirements
Trent ISD	Meets Requirements
Trenton ISD	Meets Requirements
Trinidad ISD	Meets Requirements
Trinity Charter School	Meets Requirements
Trinity ISD	Meets Requirements
Triumph Public High Schools-El Paso	Meets Requirements
Triumph Public High Schools-Laredo	Meets Requirements
Triumph Public High Schools-Lubbock	Meets Requirements
Triumph Public High Schools-Rio Grande Valley	Meets Requirements
Trivium Academy	Meets Requirements
Troup ISD	Meets Requirements
Troy ISD	Meets Requirements
Tulia ISD	Meets Requirements
Tuloso-Midway ISD	Meets Requirements
Turkey-Quitaque ISD	Meets Requirements
Two Dimensions Preparatory Academy	Meets Requirements
Ume Preparatory Academy	Meets Requirements
Union Grove ISD	Meets Requirements
Union Hill ISD	Meets Requirements
Universal Academy	Meets Requirements
University of Houston Charter School	Meets Requirements
University of Texas at Austin HS	Meets Requirements
University of Texas Elementary Charter	Meets Requirements
University of Texas University Charter	Meets Requirements
UT Tyler University Academy	Meets Requirements
Utopia ISD	Meets Requirements
UTPB STEM Academy	Meets Requirements
Valentine ISD	Meets Requirements
Valley Mills ISD	Meets Requirements
Valley View ISD	Meets Requirements
Valley View ISD	Meets Requirements
Valor Public Schools	Meets Requirements
Van Alstyne ISD	Meets Requirements
Van ISD	Meets Requirements
Van Vleck ISD	Meets Requirements
Vanguard Academy	Meets Requirements
Vega ISD	Meets Requirements
Veribest ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Village Tech Schools	Meets Requirements
Vista Del Futuro Charter School	Meets Requirements
Vysehrad ISD ^a	Meets Requirements
Waco Charter School	Meets Requirements
Waelder ISD	Meets Requirements
Walcott ISD	Meets Requirements
Wall ISD	Meets Requirements
Walnut Bend ISD	Meets Requirements
Walnut Springs ISD	Meets Requirements
Warren ISD	Meets Requirements
Waskom ISD	Meets Requirements
Water Valley ISD	Meets Requirements
Waxahachie ISD	Meets Requirements
Wayside Schools	Meets Requirements
Weatherford ISD	Meets Requirements
Webb CISD ^b	Meets Requirements
Weimar ISD	Meets Requirements
Wellington ISD	Meets Requirements
Wellman-Union CISD	Meets Requirements
Wells ISD	Meets Requirements
West Hardin County CISD	Meets Requirements
West ISD	Meets Requirements
West Oso ISD	Meets Requirements
West Rusk County Consolidated ISD	Meets Requirements
West Sabine ISD	Meets Requirements
Westbrook ISD	Meets Requirements
Westhoff ISD	Meets Requirements
Westlake Academy Charter School	Meets Requirements
Westphalia ISD	Meets Requirements
Westwood ISD	Meets Requirements
Wheeler ISD	Meets Requirements
White Deer ISD	Meets Requirements
White Oak ISD	Meets Requirements
Whiteface CISD	Meets Requirements
Whitehouse ISD	Meets Requirements
Whitesboro ISD	Meets Requirements
Whitewright ISD	Meets Requirements
Whitharral ISD	Meets Requirements
Whitney ISD	Meets Requirements
Wildorado ISD	Meets Requirements
Wilson ISD	Meets Requirements
Wimberley ISD	Meets Requirements
Windthorst ISD	Meets Requirements
Winfree Academy Charter Schools	Meets Requirements
Wink-Loving ISD	Meets Requirements
Winnsboro ISD	Meets Requirements
Winona ISD	Meets Requirements
Winters ISD	Meets Requirements
Woden ISD	Meets Requirements
Wolfe City ISD	Meets Requirements
Woodsboro ISD	Meets Requirements
Woodson ISD	Meets Requirements
Woodville ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-B2 (continued)
Special Education Determination Status, Meets
Requirements, 2021-22

District	Status
Wortham ISD ^a	Meets Requirements
Wylie ISD	Meets Requirements
Wylie ISD	Meets Requirements
Yantis ISD	Meets Requirements
Yorktown ISD	Meets Requirements
Zavalla ISD	Meets Requirements
Zephyr ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

**Appendix 7-C1
Special Education Determination Status, Needs
Assistance, 2020-21**

District	Status
Abilene ISD ^a	Needs Assistance
Academy of Dallas	Needs Assistance
Alvin ISD	Needs Assistance
Arlington ISD	Needs Assistance
Bastrop ISD	Needs Assistance
Bay City ISD	Needs Assistance
Beeville ISD	Needs Assistance
Borger ISD	Needs Assistance
Brady ISD	Needs Assistance
Brazosport ISD	Needs Assistance
Brookeland ISD	Needs Assistance
Brownwood ISD	Needs Assistance
Calhoun County ISD	Needs Assistance
Canyon ISD	Needs Assistance
Carrollton-Farmers Branch ISD	Needs Assistance
Chapel Hill ISD	Needs Assistance
Clarksville ISD	Needs Assistance
Cleveland ISD	Needs Assistance
Commerce ISD	Needs Assistance
Connally ISD	Needs Assistance
Conroe ISD	Needs Assistance
Cooper ISD	Needs Assistance
Copperas Cove ISD	Needs Assistance
Corrigan-Camden ISD	Needs Assistance
Cotulla ISD	Needs Assistance
Crosby ISD	Needs Assistance
Crowley ISD	Needs Assistance
Crystal City ISD	Needs Assistance
Cypress-Fairbanks ISD	Needs Assistance
Daingerfield-Lone Star ISD	Needs Assistance
Dallas ISD	Needs Assistance
Dayton ISD	Needs Assistance
Denison ISD	Needs Assistance
Dilley ISD	Needs Assistance
Dime Box ISD	Needs Assistance
Eagle Mt-Saginaw ISD	Needs Assistance
Eagle Pass ISD	Needs Assistance
East Bernard ISD	Needs Assistance
East Central ISD	Needs Assistance
Edcouch-Elsa ISD	Needs Assistance
Edgewood ISD	Needs Assistance
Edinburg CISD ^b	Needs Assistance
El Campo ISD	Needs Assistance
El Paso Academy	Needs Assistance
El Paso ISD	Needs Assistance
Electra ISD	Needs Assistance
Evolution Academy Charter School	Needs Assistance
Farmersville ISD	Needs Assistance
Ferris ISD	Needs Assistance
Fort Bend ISD	Needs Assistance
Fort Worth ISD	Needs Assistance
Gainesville ISD	Needs Assistance
Gladewater ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district.

continues

Appendix 7-C1 (continued)
Special Education Determination Status, Needs Assistance, 2020-21

District	Status
Greenville ISD ^a	Needs Assistance
Hallettsville ISD	Needs Assistance
Harmony School of Excellence	Needs Assistance
Hart ISD	Needs Assistance
Hearne ISD	Needs Assistance
Henderson ISD	Needs Assistance
Humble ISD	Needs Assistance
Huntsville ISD	Needs Assistance
Hurst-Eules-Bedford ISD	Needs Assistance
Killeen ISD	Needs Assistance
Kingsville ISD	Needs Assistance
Kirbyville CISD ^b	Needs Assistance
La Vega ISD	Needs Assistance
Laredo ISD	Needs Assistance
Liberty ISD	Needs Assistance
Little Cypress-Mauriceville CISD	Needs Assistance
Livingston ISD	Needs Assistance
Llano ISD	Needs Assistance
Longview ISD	Needs Assistance
Los Fresnos CISD	Needs Assistance
Lubbock ISD	Needs Assistance
Malakoff ISD	Needs Assistance
Maud ISD	Needs Assistance
Mcallen ISD	Needs Assistance
Medina Valley ISD	Needs Assistance
Merkel ISD	Needs Assistance
Midway ISD	Needs Assistance
Milano ISD	Needs Assistance
Mission CISD	Needs Assistance
Moody ISD	Needs Assistance
Mount Pleasant ISD	Needs Assistance
Navasota ISD	Needs Assistance
New Braunfels ISD	Needs Assistance
New Deal ISD	Needs Assistance
New Waverly ISD	Needs Assistance
Orange Grove ISD	Needs Assistance
Paint Rock ISD	Needs Assistance
Pampa ISD	Needs Assistance
Pearland ISD	Needs Assistance
Pearsall ISD	Needs Assistance
Pflugerville ISD	Needs Assistance
Pine Tree ISD	Needs Assistance
Pittsburg ISD	Needs Assistance
Pleasanton ISD	Needs Assistance
Por Vida Academy	Needs Assistance
Port Neches-Groves ISD	Needs Assistance
Poteet ISD	Needs Assistance
Progreso ISD	Needs Assistance
Quinlan ISD	Needs Assistance
Red Oak ISD	Needs Assistance
Refugio ISD	Needs Assistance
Rice CISD	Needs Assistance
Robstown ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district.

continues

Appendix 7-C1 (continued)
Special Education Determination Status, Needs Assistance, 2020-21

District	Status
Rockwall ISD ^a	Needs Assistance
Roma ISD	Needs Assistance
Rusk ISD	Needs Assistance
San Elizario ISD	Needs Assistance
Sealy ISD	Needs Assistance
Smithville ISD	Needs Assistance
Socorro ISD	Needs Assistance
Somerset ISD	Needs Assistance
South San Antonio ISD	Needs Assistance
Spring Branch ISD	Needs Assistance
Stamford ISD	Needs Assistance
Sulphur Springs ISD	Needs Assistance
Tahoka ISD	Needs Assistance
Teague ISD	Needs Assistance
Texans Can Academies	Needs Assistance
Texarkana ISD	Needs Assistance
Texas City ISD	Needs Assistance
The Pro-Vision Academy	Needs Assistance
Tyler ISD	Needs Assistance
Union Grove ISD	Needs Assistance
Van Vleck ISD	Needs Assistance
Vernon ISD	Needs Assistance
Walnut Springs ISD	Needs Assistance
Warren ISD	Needs Assistance
Waskom ISD	Needs Assistance
Waxahachie ISD	Needs Assistance
Weatherford ISD	Needs Assistance
Wharton ISD	Needs Assistance
White Settlement ISD	Needs Assistance
Whitehouse ISD	Needs Assistance
Whitney ISD	Needs Assistance
Wichita Falls ISD	Needs Assistance
Wills Point ISD	Needs Assistance
Winfree Academy Charter Schools	Needs Assistance
Yoakum ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-C2
Special Education Determination Status, Needs
Assistance, 2021-22**

District	Status
Abilene ISD ^a	Needs Assistance
Alice ISD	Needs Assistance
Alvin ISD	Needs Assistance
Amarillo ISD	Needs Assistance
Andrews ISD	Needs Assistance
Angleton ISD	Needs Assistance
Anna ISD	Needs Assistance
Austin ISD	Needs Assistance
Bandera ISD	Needs Assistance
Bay City ISD	Needs Assistance
Beeville ISD	Needs Assistance
Bellville ISD	Needs Assistance
Belton ISD	Needs Assistance
Big Spring ISD	Needs Assistance
Big Springs Charter School	Needs Assistance
Bloomington ISD	Needs Assistance
Borger ISD	Needs Assistance
Brenham ISD	Needs Assistance
Brooks Academies of Texas	Needs Assistance
Brownsville ISD	Needs Assistance
Brownwood ISD	Needs Assistance
Burkburnett ISD	Needs Assistance
Burleson ISD	Needs Assistance
Burnet CISD ^b	Needs Assistance
Calhoun County ISD	Needs Assistance
Canutillo ISD	Needs Assistance
Canyon ISD	Needs Assistance
Carrollton-Farmers Branch ISD	Needs Assistance
Castleberry ISD	Needs Assistance
Central ISD	Needs Assistance
Cleburne ISD	Needs Assistance
Cleveland ISD	Needs Assistance
Coldspring-Oakhurst CISD	Needs Assistance
College Station ISD	Needs Assistance
Columbia-Brazoria ISD	Needs Assistance
Columbus ISD	Needs Assistance
Commerce ISD	Needs Assistance
Connally ISD	Needs Assistance
Copperas Cove ISD	Needs Assistance
Corpus Christi ISD	Needs Assistance
Corsicana ISD	Needs Assistance
Cotulla ISD	Needs Assistance
Crandall ISD	Needs Assistance
Crosby ISD	Needs Assistance
Crowley ISD	Needs Assistance
Cuero ISD	Needs Assistance
Dallas ISD	Needs Assistance
Dayton ISD	Needs Assistance
Deer Park ISD	Needs Assistance
Denton ISD	Needs Assistance
Dickinson ISD	Needs Assistance
Eagle Mt-Saginaw ISD	Needs Assistance
Edcouch-Elsa ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-C2 (continued)
Special Education Determination Status, Needs Assistance, 2021-22

District	Status
Edinburg CISD ^b	Needs Assistance
El Campo ISD ^a	Needs Assistance
El Paso ISD	Needs Assistance
Elgin ISD	Needs Assistance
Ennis ISD	Needs Assistance
Fabens ISD	Needs Assistance
Ferris ISD	Needs Assistance
Floresville ISD	Needs Assistance
Flour Bluff ISD	Needs Assistance
Forney ISD	Needs Assistance
Fort Bend ISD	Needs Assistance
Gainesville ISD	Needs Assistance
Galveston ISD	Needs Assistance
Garland ISD	Needs Assistance
Gatesville ISD	Needs Assistance
Georgetown ISD	Needs Assistance
Gilmer ISD	Needs Assistance
Gonzales ISD	Needs Assistance
Granbury ISD	Needs Assistance
Grand Prairie ISD	Needs Assistance
Greenville ISD	Needs Assistance
Gregory-Portland ISD	Needs Assistance
Groesbeck ISD	Needs Assistance
Hallsville ISD	Needs Assistance
Harmony School of Excellence	Needs Assistance
Harmony Science Academy (San Antonio)	Needs Assistance
Harmony Science Academy	Needs Assistance
Harmony Science Academy (Austin)	Needs Assistance
Hays CISD	Needs Assistance
Hearne ISD	Needs Assistance
Henderson ISD	Needs Assistance
Houston Classical Charter School	Needs Assistance
Huffman ISD	Needs Assistance
Humble ISD	Needs Assistance
Huntington ISD	Needs Assistance
Hurst-Eules-Bedford ISD	Needs Assistance
Hutto ISD	Needs Assistance
IDEA Public Schools	Needs Assistance
International Leadership of Texas	Needs Assistance
Itasca ISD	Needs Assistance
Jacksonville ISD	Needs Assistance
Jasper ISD	Needs Assistance
Jubilee Academies	Needs Assistance
Kennedale ISD	Needs Assistance
Kilgore ISD	Needs Assistance
Killeen ISD	Needs Assistance
Klein ISD	Needs Assistance
La Feria ISD	Needs Assistance
La Porte ISD	Needs Assistance
Lake Dallas ISD	Needs Assistance
Lamesa ISD	Needs Assistance
Lampasas ISD	Needs Assistance
Levelland ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-C2 (continued)
Special Education Determination Status, Needs Assistance, 2021-22

District	Status
Life School	Needs Assistance
Little Cypress-Mauriceville CISD ^b	Needs Assistance
Little Elm ISD ^a	Needs Assistance
Livingston ISD	Needs Assistance
Los Fresnos CISD	Needs Assistance
Lubbock ISD	Needs Assistance
Mansfield ISD	Needs Assistance
Marble Falls ISD	Needs Assistance
Marshall ISD	Needs Assistance
Mcallen ISD	Needs Assistance
Mercedes ISD	Needs Assistance
Mexia ISD	Needs Assistance
Midland ISD	Needs Assistance
Midway ISD	Needs Assistance
Mineral Wells ISD	Needs Assistance
Mission CISD	Needs Assistance
Navasota ISD	Needs Assistance
New Braunfels ISD	Needs Assistance
North East ISD	Needs Assistance
Northside ISD	Needs Assistance
Orange Grove ISD	Needs Assistance
Palestine ISD	Needs Assistance
Paris ISD	Needs Assistance
Pasadena ISD	Needs Assistance
Pecos-Barstow-Toyah ISD	Needs Assistance
Pflugerville ISD	Needs Assistance
Pine Tree ISD	Needs Assistance
Plainview ISD	Needs Assistance
Pleasanton ISD	Needs Assistance
Port Neches-Groves ISD	Needs Assistance
Premier High Schools	Needs Assistance
Progreso ISD	Needs Assistance
Quinlan ISD	Needs Assistance
Rains ISD	Needs Assistance
Red Oak ISD	Needs Assistance
Richardson ISD	Needs Assistance
Robstown ISD	Needs Assistance
Royal ISD	Needs Assistance
Royse City ISD	Needs Assistance
San Elizario ISD	Needs Assistance
San Felipe-Del Rio CISD	Needs Assistance
San Marcos CISD	Needs Assistance
Santa Fe ISD	Needs Assistance
Sealy ISD	Needs Assistance
Seminole ISD	Needs Assistance
Sharyland ISD	Needs Assistance
Shepherd ISD	Needs Assistance
Sherman ISD	Needs Assistance
Smithville ISD	Needs Assistance
Snyder ISD	Needs Assistance
Somerset ISD	Needs Assistance
Southwest ISD	Needs Assistance
Spring Branch ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-C2 (continued)
Special Education Determination Status, Needs Assistance, 2021-22

District	Status
Stafford MSD ^c	Needs Assistance
Sulphur Springs ISD ^a	Needs Assistance
Sweetwater ISD	Needs Assistance
Taylor ISD	Needs Assistance
Temple ISD	Needs Assistance
Terrell ISD	Needs Assistance
Texans Can Academies	Needs Assistance
Trinity Basin Preparatory	Needs Assistance
Tyler ISD	Needs Assistance
Uplift Education	Needs Assistance
Uvalde CISD ^b	Needs Assistance
Venus ISD	Needs Assistance
Vernon ISD	Needs Assistance
Vidor ISD	Needs Assistance
Waller ISD	Needs Assistance
Waxahachie Faith Family Academy	Needs Assistance
West Orange-Cove CISD	Needs Assistance
White Settlement ISD	Needs Assistance
Willis ISD	Needs Assistance
Wills Point ISD	Needs Assistance
Yellowstone College Preparatory	Needs Assistance
Yoakum ISD	Needs Assistance
Ysleta ISD	Needs Assistance
Zapata County ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

**Appendix 7-D1
Special Education Determination Status, Needs
Intervention, 2020-21**

District	Status
Alief ISD ^a	Needs Intervention
Amarillo ISD	Needs Intervention
Birdville ISD	Needs Intervention
Bryan ISD	Needs Intervention
Coleman ISD	Needs Intervention
Corpus Christi ISD	Needs Intervention
Corsicana ISD	Needs Intervention
Desoto ISD	Needs Intervention
Duncanville ISD	Needs Intervention
Ector County ISD	Needs Intervention
Everman ISD	Needs Intervention
Fabens ISD	Needs Intervention
Floresville ISD	Needs Intervention
Flour Bluff ISD	Needs Intervention
Galena Park ISD	Needs Intervention
Galveston ISD	Needs Intervention
Goliad ISD	Needs Intervention
Goose Creek CISD ^b	Needs Intervention
Granbury ISD	Needs Intervention
Harlingen CISD	Needs Intervention
Hempstead ISD	Needs Intervention
Hudson ISD	Needs Intervention
Jasper ISD	Needs Intervention
Judson ISD	Needs Intervention
Katherine Anne Porter School	Needs Intervention
Kauffman Leadership Academy	Needs Intervention
Kemp ISD	Needs Intervention
Kennedale ISD	Needs Intervention
Kilgore ISD	Needs Intervention
Liberty-Eylau ISD	Needs Intervention
Mansfield ISD	Needs Intervention
Mckinney ISD	Needs Intervention
Nacogdoches ISD	Needs Intervention
New Boston ISD	Needs Intervention
Newton ISD	Needs Intervention
Ore City ISD	Needs Intervention
Pasadena ISD	Needs Intervention
Point Isabel ISD	Needs Intervention
Port Arthur ISD	Needs Intervention
Princeton ISD	Needs Intervention
Rains ISD	Needs Intervention
Richard Milburn Alter High School	Needs Intervention
San Angelo ISD	Needs Intervention
Sherman ISD	Needs Intervention
Taylor ISD	Needs Intervention
United ISD	Needs Intervention
Uvalde CISD	Needs Intervention
Victoria ISD	Needs Intervention
Vidor ISD	Needs Intervention
Waelder ISD	Needs Intervention
West Orange-Cove CISD	Needs Intervention
Woodville ISD	Needs Intervention
Yes Prep Public Schools Inc	Needs Intervention

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-D2
Special Education Determination Status, Needs
Intervention, 2021-2022**

District	Status
Aransas County ISD ^a	Needs Intervention
Bastrop ISD	Needs Intervention
Beaumont ISD	Needs Intervention
Bryan ISD	Needs Intervention
Cedar Hill ISD	Needs Intervention
Channelview ISD	Needs Intervention
Del Valle ISD	Needs Intervention
Desoto ISD	Needs Intervention
Donna ISD	Needs Intervention
Duncanville ISD	Needs Intervention
Eagle Pass ISD	Needs Intervention
East Central ISD	Needs Intervention
Ector County ISD	Needs Intervention
Edgewood ISD	Needs Intervention
Everman ISD	Needs Intervention
Fort Worth ISD	Needs Intervention
Galena Park ISD	Needs Intervention
Goose Creek CISD ^b	Needs Intervention
Harlandale ISD	Needs Intervention
Harlingen CISD	Needs Intervention
Houston ISD	Needs Intervention
Huntsville ISD	Needs Intervention
Irving ISD	Needs Intervention
Judson ISD	Needs Intervention
KIPP Texas Public Schools	Needs Intervention
Lake Worth ISD	Needs Intervention
Lancaster ISD	Needs Intervention
Laredo ISD	Needs Intervention
Liberty-Eylau ISD	Needs Intervention
Lockhart ISD	Needs Intervention
Manor ISD	Needs Intervention
Mesquite ISD	Needs Intervention
Nacogdoches ISD	Needs Intervention
New Caney ISD	Needs Intervention
Pharr-San Juan-Alamo ISD	Needs Intervention
Richard Milburn Alter High School	Needs Intervention
San Angelo ISD	Needs Intervention
San Antonio ISD	Needs Intervention
San Benito CISD	Needs Intervention
Seguin ISD	Needs Intervention
Silsbee ISD	Needs Intervention
Socorro ISD	Needs Intervention
South San Antonio ISD	Needs Intervention
Southside ISD	Needs Intervention
Spring ISD	Needs Intervention
Texas City ISD	Needs Intervention
United ISD	Needs Intervention
Victoria ISD	Needs Intervention
Weslaco ISD	Needs Intervention
Wharton ISD	Needs Intervention
Yes Prep Public Schools Inc	Needs Intervention

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-E1
Special Education Determination Status, Needs
Substantial Intervention, 2020-21**

District	Status
Aldine ISD ^a	Needs Substantial Intervention
Beaumont ISD	Needs Substantial Intervention
Bloomington ISD	Needs Substantial Intervention
Brenham ISD	Needs Substantial Intervention
Canutillo ISD	Needs Substantial Intervention
Dickinson ISD	Needs Substantial Intervention
Donna ISD	Needs Substantial Intervention
Hitchcock ISD	Needs Substantial Intervention
Houston ISD	Needs Substantial Intervention
La Joya ISD	Needs Substantial Intervention
Lake Worth ISD	Needs Substantial Intervention
Levelland ISD	Needs Substantial Intervention
Lufkin ISD	Needs Substantial Intervention
Manor ISD	Needs Substantial Intervention
Marshall ISD	Needs Substantial Intervention
Mineral Wells ISD	Needs Substantial Intervention
Rockdale ISD	Needs Substantial Intervention
Silsbee ISD	Needs Substantial Intervention
Spring ISD	Needs Substantial Intervention
Stafford MSD ^b	Needs Substantial Intervention
Temple ISD	Needs Substantial Intervention
Terrell ISD	Needs Substantial Intervention
Waco ISD	Needs Substantial Intervention

^aIndependent school district. ^bMunicipal school district.

**Appendix 7-E2
 Special Education Determination Status, Needs
 Substantial Intervention, 2021-22**

District	Status
Aldine ISD ^a	Needs Substantial Intervention
Alief ISD	Needs Substantial Intervention
Arlington ISD	Needs Substantial Intervention
Chapel Hill ISD	Needs Substantial Intervention
Clint ISD	Needs Substantial Intervention
Kingsville ISD	Needs Substantial Intervention
La Joya ISD	Needs Substantial Intervention
Port Arthur ISD	Needs Substantial Intervention
Rio Grande City CISD ^b	Needs Substantial Intervention
Sheldon ISD	Needs Substantial Intervention
Texarkana ISD	Needs Substantial Intervention
Waco ISD	Needs Substantial Intervention
Wichita Falls ISD	Needs Substantial Intervention

^aIndependent school district. ^bConsolidated independent school district.

Chapter 8.

Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-117, 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;
- ensuring the alignment of the statewide assessment, the State of Texas Assessments of Academic Readiness (STAAR), to the TEKS;
- incorporating college and career readiness standards into the TEKS; and
- developing the TEKS Guide to provide detailed information about the TEKS.

The SBOE has statutory authority for review and revision of the TEKS. With direct participation of educators, parents, business and industry representatives, and employers, the SBOE periodically reviews and revises the TEKS. Typically, the SBOE reviews and revises one or more subject areas each year. In June 2017, the SBOE approved a new review and revision process for the TEKS and a new schedule for future TEKS reviews. In April 2021, the SBOE approved a new schedule for future reviews.

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 Texas 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. Teams also engaged in a series of gap analyses to ensure alignment between the adopted TEKS and the CCRS.

THECB adopted the college readiness standards in January 2008. The commissioner of education approved the college readiness standards, and the SBOE incorporated the Texas 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. In 2012, the SBOE adopted revisions to the mathematics TEKS. Following adoption of revisions to reading and language arts TEKS in 2017, the THECB began a review of both the English language arts and mathematics CCRS. The revised CCRS for English language arts and mathematics were effective July 26, 2018.

In 2015, the 84th Texas Legislature amended TEC §28.008 to require that the SBOE by rule adopt a chart that indicates the alignment of the CCRS with the TEKS. In January 2016, the SBOE adopted 19 TAC §74.6, which demonstrates the alignment of the TEKS with the mathematics, science, social studies, and cross-disciplinary CCRS. The SBOE adopted a chart demonstrating the alignment of the revised career and technical education (CTE) TEKS and English and Spanish language arts and reading TEKS with the CCRS following approval of revisions to the English language arts and mathematics CCRS effective November 24, 2019.

The SBOE continues to ensure that the TEKS are aligned with the CCRS. In 2020 and 2021, the SBOE adopted revisions to the K-12 science TEKS that were aligned to the science CCRS. In 2022, the SBOE adopted revisions to the technology applications TEKS and the CTE TEKS for certain career clusters. These revised TEKS are aligned with the CCRS.

English and Spanish Language Arts and Reading

The TEKS in English and Spanish language arts and reading address such important basic skills as reading and writing, speaking and listening, spelling, grammar, language usage, and punctuation. The CCRS are incorporated in the TEKS, which are organized in the following strands.

- Developing and sustaining foundational language skills. Students develop and enhance skills in beginning reading and writing, listening and speaking, vocabulary, and self-sustained reading.
- Comprehension. Students use metacognitive skills to develop and deepen comprehension of increasingly complex texts.

- Response. Students respond to an increasingly challenging variety of sources that are read, heard, or viewed.
- Multiple genres. Students recognize and analyze literary elements and genre-specific characteristics, structures, and purposes within and across increasingly complex texts.
- Author's purpose and craft. Students analyze and apply author's craft purposefully in order to develop his or her own products and performances.
- Composition. Students use the writing process recursively to compose multiple texts that are meaningful, legible, and use appropriate conventions.
- Inquiry and research. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

The strands are integrated and progressive, with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

Resources to Support Reading and Writing Instruction

To help districts and schools implement the reading and language arts TEKS, TEA has made available a number of resources, including the TEKS Guide and vertical alignment documents for English and Spanish. The TEKS Guide, a website dedicated to providing detailed information about the TEKS, was launched in summer 2019 for Grades K-8 in English and Grades K-6 in Spanish and is expected to be made available for English I-IV and English for Speakers of Other Languages (ESOL) I and II in the future. The purpose of the TEKS Guide is to help teachers understand each student expectation in the TEKS and to provide valuable resources to support instruction. The TEKS Guide includes such resources as detailed explanations of the student expectations, definitions of key terms, examples of how teachers might assess student proficiency in the standards, and research that supports instruction of the standards.

HB 3 Reading Academies, which were authorized by the 86th Texas Legislature in 2019, began in summer that same year. The goal of the HB 3 Reading Academies is to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement through the science of teaching reading and includes in the course content embedded supports for all students. All principals and teachers of students in Grades K-3, including special education teachers are required to attend a teacher literacy achievement academy by the 2022-23 school year. As of summer 2022, over 95,000 educators have enrolled in reading academies and over 65,000 have completed academies. After the 2022-23 school year, new principals and teachers of students in Grade K-3 will be required to complete the Reading Academies training within their first year of placement.

Resources to Support Students Who Struggle in Reading

The Texas Dyslexia Academies (TDAs) are a series of six trainings that help districts and charter schools understand how to identify and support students with dyslexia. The six training topics are

Foundations, The Dyslexia Handbook, Considerations for Emergent Bilingual Students, IDEA and Dyslexia, Screening, and Dysgraphia. These trainings are available virtually or in person through regional education service centers (ESCs). In addition, there is an asynchronous course on TEALearn titled, *Dyslexia: A TEA Professional Learning Course*, a six-credit course designed to empower educators to serve and advocate for students with, or at risk for, dyslexia.

In 2021, the SBOE gave final approval to updates to *The Dyslexia Handbook–2021 Update: Procedures Concerning Dyslexia and Related Disorders* (Dyslexia Handbook). The Dyslexia Handbook contains guidelines for school districts to follow as they identify and provide services for students with dyslexia. In addition, the Dyslexia Handbook includes information regarding the state's dyslexia statutes and their relation to various federal laws. The 2021 update clarified requirements related to student evaluation and the required dyslexia screening for students in kindergarten and Grade 1.

Mathematics

TEA maintains programs such as the Mathematics Achievement Academies and the Elementary School Students in Texas: Algebra Ready (ESTAR)/Middle School Students in Texas: Algebra Ready (MSTAR) assessment programs. TEA also maintains other resources, such as the supporting documents for the mathematics TEKS, the Interactive Mathematics Glossary for Grades K-8, the Texas Response to the Curriculum Focal Points, Vertical Alignment documents, and Teacher2Teacher videos for kindergarten through Algebra I.

In 2016, to support elementary school teachers who provide instruction in mathematics, TEA made available the face-to-face Mathematics Achievement Academies. The Mathematics Achievement Academies are designed for teachers who provide mathematics instruction to students in Grades K-3 and focus on effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions. Mathematics Achievement Academies for teachers of Grades 2 and 3 were first made available in summer 2016, and an academy for teachers of kindergarten and Grade 1 was made available in summer 2017. In the 2018-19 school year, Problem Solving and Discourse academies were made available to K-3 educators who had completed the face-to-face academies. These sessions expand on the content knowledge of the original academies with a focus on facilitating student discourse, capturing student thinking, problem solving, and teacher self-reflection. Additionally, Formative Assessment and Applying the Content Across the Strands sessions were made available to K-3 teachers in the 2021-22 school year. These sessions broaden the understanding of numbers and operations by making connections across the strands of mathematics while focusing on six components of formative assessment. In 2021-22, TEA made available Leadership Overview and Leadership Based Implementation Support sessions that engage district and campus administrators in collaborative conversations about identifying and supporting effective and systemic instructional practices in elementary mathematics classrooms. Over 26,000 teachers in the state of Texas received stipend disbursements for completion of Mathematics Achievement Academy sessions.

The ESTAR/MSTAR system was designed to support students who struggle in mathematics. The ESTAR/MSTAR Universal Screener and the ESTAR/MSTAR Diagnostic Assessments assist teachers as they work with students to build algebra readiness knowledge and skills. The Universal Screener is an online formative assessment tool administered to students in Grades 2-8. Results from the Universal Screener 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 completes a Diagnostic Assessment to help determine the areas in which the student is having difficulty and to provide information the teacher can use to plan additional instruction.

The ESTAR/MSTAR system is available at no cost to all Texas public school districts and open-enrollment charter schools. Enrollment in, and use of, the system occurs each school year across three administration windows: beginning of year, middle of year, and end of year. Teachers who use the ESTAR/MSTAR system also have access to online training designed to explain the purpose of the system and how to interpret and use results from the screener and diagnostics. Over the last three years, 179 districts have administered the assessments, and over one million assessments have been administered.

Once a struggling student is identified, teachers and students may access other online resources designed to provide additional practice, instruction, and support. Since 2018, over 828,000 Universal Screeners and almost 60,000 diagnostic assessments have been administered on a voluntary basis.

The Texas Education Agency maintains additional resources to support teachers, curriculum specialists, and administrators in the implementation of the mathematics TEKS. Those resources include:

- Supporting Information documents—documents with supporting information provided for each student expectation available on the Texas Gateway—for Grades K-8, Algebra I, Algebra II, Geometry, Precalculus, Mathematical Models with Applications, Advanced Quantitative Reasoning, Algebraic Reasoning, and Statistics;
- Interactive Mathematics Glossary—an interactive glossary available on the Texas Gateway—for Grades K-8;
- The Texas Response to the Curriculum Focal Points—a guide for curriculum support and professional development;
- Vertical Alignment documents—a series of documents that demonstrate how mathematics builds across the grades; and
- Teacher2Teacher videos—TEKS-aligned instructional videos available on TEALearn—for teachers of mathematics in Grades K-8.

Science

Overview. The science TEKS require that students investigate topics in depth to develop scientific observation and problem-solving and critical-thinking skills throughout all grade levels. The TEKS also require that 40 percent of time spent on Grades 6-12 science instruction be devoted to laboratory and field investigations. In late 2019, the SBOE began a full revision of the Grades K-12 science TEKS in order to ensure that the TEKS were rigorous, reflect current topics and up-to-date research, and address the essential knowledge and skills at appropriate grade levels. Content advisors were convened in January 2020, and science TEKS review work groups met in early spring 2020. The revised TEKS were adopted in 2021, and Proclamation 2024, which calls for instructional materials aligned to the new TEKS, was issued in 2022. The revised TEKS and instructional materials are scheduled to be implemented in K-12 in the 2024-25 school year.

SBOE rules require science instruction in K-12 and require students to earn three or four credits in science to be eligible for high school graduation. High school students must successfully complete one credit in biology, one credit in an advanced science course (to be selected from a list of laboratory-based courses in chemistry and/or physics), and one credit in an advanced science course to be selected from a variety of laboratory-based science courses. Additionally, students pursuing the Foundation High School Program (FHSP) must earn a fourth credit in an advanced science course to earn an endorsement.

Programs to support learning in science. Resources for students are available through the Texas Gateway. Additionally, the Texas Environmental Education Advisory Committee continues to offer training for museums, zoos, nature centers, and other informal providers of professional development for educators.

Resources to support science, technology, engineering, and mathematics (STEM) education.

TEA has developed a variety of resources and programs to support STEM education in Texas. The STEM Framework guides districts when developing high-quality STEM programming aligned with TEA's STEM definition. The Texas Mobile STEM Laboratory models STEM instruction with annual visits to each educational service center region at no cost to districts. Districts have access to STEM resources in the STEM Toolkit that support districts in developing STEM programs through planning, implementation, and community engagement. STEM resources are developed each year based on needs identified by the Texas EcosySTEM and surveys. In 2021, TEA released statewide STEM professional development to deliver hands-on learning in K-12 STEM pedagogy, practices, and the STEM Toolkit resources.

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 social studies 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.

Social studies instruction is required in Grades K-8. Additionally, the FHSP requires that students earn a minimum of three credits in social studies. Two of the required three credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit). The third required credit may be earned by completing either World History Studies (one credit) or World Geography Studies (one credit). In addition, TEC §28.0021 requires that school districts and open-enrollment charter schools offering a high school program provide a half-credit elective course in personal financial literacy.

In late 2021, the SBOE began a full review and revision of the K-12 social studies TEKS to ensure that the standards are rigorous, appropriately build student's content knowledge, reflect up-to-date research and social studies content, and address essential knowledge and skills at each grade level.

In 2022, the SBOE approved TEKS for a new high school Personal Financial Literacy and Economics course. Beginning in the 2022-23 school year, students may successfully complete either this new course or Economics with Emphasis on the Free Enterprise System to satisfy the one-half credit economics requirement

for high school graduation. The new social studies course complies with the requirements of Senate Bill 1063, passed by the 87th Texas Legislature in 2021.

Career and Technical Education

Career and technical education (CTE) in Texas is organized into 14 Career Clusters and 53 statewide programs of study endorsed by the U.S. Department of Education (ED). The Career Clusters provide an organizing framework for programs of study and a recommended sequence of coursework for college and career preparation based on a student's interest or career goal. Strategic goals for CTE support high school redesign to effectively prepare every student for college and career success. More than 1.4 million students enroll in CTE courses each year to explore and prepare for careers of personal interest.

In 2014, the SBOE began the process to revise the CTE TEKS. The SBOE sought input from educators, professional organizations, business and industry professionals, and higher education representatives throughout the review process. In 2015, the SBOE adopted revisions to the CTE TEKS, and the revised standards were implemented in the 2017-18 school year. The revised TEKS further align CTE courses with rigorous and challenging academic content standards and student academic achievement standards. Additionally, the revised CTE TEKS emphasize the development of students' general employability skills. Online professional development focusing on the changes to the TEKS was made available for CTE teachers, counselors, and administrators beginning in spring 2017. In 2021, the SBOE began the review process for 45 CTE courses from programs of study in the following Career Clusters: education and training, health sciences, hospitality and tourism, law and public service, and STEM. The SBOE adopted the revised courses in phases between November 2021 and June 2022.

In 2013, the 83rd Texas Legislature added Texas Labor Code §302.014, requiring that TEA and the Texas Workforce Commission (TWC) provide quarterly information on current and projected employment opportunities across the state. TEA has partnered with TWC to provide occupational and labor market information concerning employment opportunities around the state. The Help Wanted Online website provides up-to-date information about employment opportunities, projected job openings, and wages in a number of occupational areas by county, ESC, and local workforce development area. TEA and TWC provide districts with information to use in their local planning and implementation of CTE and training programs. The TWC updates the information at least quarterly and disaggregates the data by county and region. Districts will be able to use this information to plan their CTE programs based on state and regional occupational opportunities.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2020-2024*, as required under TEC §29.182. The state plan was approved by the SBOE in April 2020 and by ED in June 2020. The agency reviews the plan annually, updating it as needed, and submits a consolidated annual report to ED, as required by the Carl D. Perkins Career and Technical Education Act of 2006.

Ongoing projects addressed in the 2020-2024 state plan for CTE include revamping the secondary CTE data system, moving from locally developed course sequences to approved statewide and regional programs of study, and developing a rigorous process to evaluate industry-based certifications to be included in the accountability system. An auto-coding process was developed for CTE indicators that will calculate student

participation in CTE programs as participants, explorers, concentrators, or completers, based on course completion within defined programs of study. A new indicator for secondary CTE data has been added to measure the percentage of students completing a CTE program of study. A CTE completer is a student who completes three or more CTE courses for four or more credits, including one state-determined advanced-level CTE course, within a specific program of study. Members of the workforce, secondary education, and higher education advised on the development of statewide programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for high-wage, high-skill, and in-demand careers in Texas. The course sequencing methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation, to secondary education. Frameworks were developed for 53 programs of study and eight regional programs of study.

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. High school students must complete one credit in fine arts as part of the FHSP.

Revisions to the fine arts TEKS were implemented beginning with the 2015-16 school year. Many courses are available for each of the fine arts disciplines, including dance courses at the middle school level. 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 following the FHSP 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 and Physical Education

The TEKS for health education and physical education allow students in Grades K-12 to acquire the information and skills needed to become healthy and physically literate adults and to maintain a lifetime of health and wellness. Instruction in health education and physical education is required in Grades K-8. High school students are required to earn one credit in physical education or an approved substitute for high school graduation.

The TEKS for health education and physical education were originally adopted in 1998 and implemented in classrooms beginning with the 1999-2000 school year. In 2019, the SBOE initiated a full review and revision of the current TEKS for K-12 health education and physical education. Work groups of educators approved by the SBOE were tasked with drafting recommendations for the new standards. The SBOE gave final approval to the standards in November 2020. Implementation of the new TEKS for health education and physical education begins with the 2022-23 school year.

The revisions for health education include new TEKS for kindergarten through Grade 8 and three new high school courses. In kindergarten through Grade 3, the revised TEKS for health education are organized around five key strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. In Grade 4 and

higher, the revised TEKS for health education are organized around six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other drugs; and reproductive and sexual health.

The revisions to the curriculum standards for physical education also include new TEKS for kindergarten through Grade 8 and three new high school physical education courses. The new TEKS for physical education are organized around five key strands: movement patterns and movement skills; performance strategies; health, physical activity, and fitness; social and emotional health; and lifetime wellness.

Languages Other than English

In 2014, the SBOE gave final approval to revisions to the languages other than English (LOTE) TEKS. The revised LOTE TEKS incorporate the CCRS; include clearer, more concise student expectations; establish separate TEKS for each proficiency level; replace American Sign Language (ASL) Levels V-VII with Advanced Independent Study; and add new courses in Seminar in LOTE, in both contemporary and classical languages Advanced and Advanced Independent Study. The revised TEKS were implemented in the 2017-18 school year.

The 84th Texas Legislature required the SBOE to adopt an advanced LOTE course that districts could offer to provide instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment. This course, Advanced Language for Career Applications, was adopted by the SBOE and made available to districts for the 2017-18 school year.

The 85th Texas Legislature amended TEC §28.025 to allow a student to earn one credit of the two-credit graduation requirement for LOTE by successfully completing a dual-language immersion program in elementary school. The SBOE adopted rules to implement this statute, and this option was available to districts beginning with the 2018-19 school year. The 86th Texas Legislature further amended TEC §28.025 to allow a student who successfully completes a course in ASL while in elementary school to satisfy one credit of the two credits required in a language other than English. The SBOE adopted rules to implement this change, and the option was available to districts beginning with the 2020-21 school year.

Under the FHSP, 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). The SBOE has identified the following courses as appropriate computer programming language courses that may satisfy the LOTE requirement: Computer Science I, II, and III; Advanced Placement (AP) Computer Science Principles; AP Computer Science A; IB Computer Science Standard Level, and IB Computer Science Higher Level. 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 has 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, because of disability, is unable to complete two courses in a single language other than English to substitute a combination of two credits from English language arts, mathematics, science, or social studies; two credits in CTE; or two credits in 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 technology applications TEKS in 19 TAC Chapter 126 address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*. 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.

In 2011, the SBOE revised the technology applications TEKS to incorporate the CCRS. The revised TEKS were implemented in Texas classrooms beginning with the 2012-13 school year. In April 2014, the SBOE revised the required secondary curriculum in 19 TAC Chapter 74, Subchapter A, to require that districts and charter schools offer Computer Science I and Computer Science II or AP Computer Science, and two additional technology applications courses at the high school level. In 2015, the SBOE approved TEKS for the new AP Computer Science Principles course for use beginning with the 2016-17 school year.

In 2019, the 86th Texas Legislature passed HB 963, which required the SBOE to conduct a review of the TEKS for career and technical education (CTE) and technology applications courses for Grades 9-12 and amend the board's rules to consolidate courses and eliminate duplicative courses. Consequently, high school technology applications courses were reclassified as CTE courses or eliminated, and the subject area of technology applications now spans kindergarten to Grade 8.

The 86th Texas Legislature also passed HB 2984, which required the SBOE to include coding, computer programming, computational thinking, and cybersecurity in the TEKS for technology applications for K-8. The legislation also requires the SBOE to review and revise the technology applications TEKS every five years to ensure that the standards are relevant to student education and align with current or emerging professions. The SBOE initiated a full review and revision of the technology applications TEKS in fall 2021. Work groups of educators approved by the SBOE were tasked with drafting recommendations for the revised standards. In 2022, the SBOE gave final approval to the revised technology applications standards and issued Proclamation 2024, which calls for instructional materials aligned to the revised TEKS. Implementation of the revised kindergarten through Grade 8 TEKS for technology applications will take place in the 2024-25 school year.

Emergent Bilingual Students/English 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 emergent bilingual students/English learners (EB students/ELs) in accordance with state identification and assessment requirements outlined in 19 TAC §89.1225 and §89.1226. While more than

130 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 90.0 percent of homes in which English is not the primary language. In the 2021-22 school year there were 1,175,333 identified EB students/ELs. This was an increase of over 60,000 EB students/ELs from the last biennium.

Programs targeting emergent bilingual students/English learners. Districts must offer summer school programs in accordance with requirements under TEC §29.060 for EB students/ELs 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.

To ensure complete alignment between the Texas Every Student Succeeds Act (ESSA) State Plan, Title III, Part A; TEC Chapter 29, Subchapter B, Bilingual Education and Special Programs; and commissioner of education rules, revisions were made to 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating English Learners and adopted to be effective July 15, 2018. The rules are available on the TEA website at <https://tea.texas.gov/bilingual/esl/education/>.

Self-paced professional development courses for teachers are available on the Texas English Language Learners Portal at <https://www.txel.org/>. Training resources and video vignettes on the Language Proficiency Assessment Committee (LPAC) Framework are also available online at <https://www.txel.org/lpac/>. All school districts required to provide bilingual education or ESL programs must establish and operate an LPAC.

English Language Proficiency Standards. Title III of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, 2015, continues to require each state to adopt language proficiency standards that focus on the four domains of language (speaking, listening, reading, and writing), address the different proficiency levels of EB students/ELs, and align with the challenging state academic standards. In 2007, the SBOE adopted the English Language Proficiency Standards, or ELPS, which outline English language proficiency level descriptors and student expectations for emergent bilingual students/English learners. School districts and charter schools are required to implement the ELPS as an integral part of each subject in the required curriculum. With the adoption of revised reading and language arts standards in 2017, the SBOE initiated a revision process of the ELPS in the 2018-19 school year. That process was paused to allow time for additional research and is scheduled to resume in 2022-23.

Gifted/Talented Education

In April 2019, the SBOE approved the revisions to the *Texas State Plan for the Education of Gifted/Talented Students*. The revised state plan provides comprehensive guidance to school districts on the fidelity of services in gifted/talented (G/T) education, including the areas of student identification and assessment, service design, curriculum and instruction, professional learning, and family-community involvement. During the 2020-21 and 2021-22 school years, TEA provided G/T Tuesdays, a webinar series, to assist districts with the implementation of the state plan and adaptation of G/T services, including the identification of students during the COVID-19 health crisis. TEA also developed resources on the implementation of the accountability standards within the state plan.

The Texas Performance Standards Project (TPSP) was originally developed in 2002-03 as a resource for teachers and schools for differentiating instruction to 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 state plan. TPSP provides sample tasks and an assessment structure for G/T students in the areas of English language arts and reading, mathematics, science, and social studies. TPSP has expanded the task options to include CTE subjects and fine arts. The TPSP tasks are aligned to the TEKS and CCRS. 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). Select TPSP tasks and resources are also available in Spanish. Additionally, state-provided professional development for the TPSP includes strategies for differentiating instruction to meet the needs of all learners, including G/T students.

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 state's prekindergarten guidelines were originally adopted by the commissioner of education in 2008. The guidelines provide a means to align prekindergarten programs with the TEKS. In November 2020, instructional materials for prekindergarten systems were adopted by the SBOE in Proclamation 2021 for implementation in prekindergarten classrooms beginning with the 2021-22 school year. In fall 2021, TEA established focus groups consisting of classroom teachers, public school administrators, education service center staff, and higher education faculty and researchers from across the state to participate in reviewing minor updates to the Texas Prekindergarten Guidelines. The proposed updates are expected to be finalized and published in December 2022 for implementation in prekindergarten classrooms beginning with the 2023-24 school year.

For each year of the biennium, the Texas Legislature, TEA, and the Texas Workforce Commission (TWC) have supported and funded 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 early childhood programs in Texas and provides a high-quality early childhood education program based on proven school readiness components. Through this effort, the state provides CLI Engage, a free online learning platform for TSR components. The platform houses professional development courses; coaching; collaboration, classroom observation, and child progress monitoring tools; and sample activities aligned with the Texas Prekindergarten Guidelines. The platform is available to all Texas public school districts, charter schools, Head Start programs, and licensed child-care providers participating in the Texas Rising Star Program. Additionally, the CLI's Professional Development Partnerships for Early Childhood Education Project facilitates increased access to professional development and coaching opportunities for early childhood education professionals.

HB 3 was passed by the 86th Texas Legislature and signed into law by Governor Greg Abbott on June 11, 2019. HB 3 requires that state-funded prekindergarten programs for all eligible four-year-olds comply with the program standards required for high-quality prekindergarten programs in TEC §§29.167-29.171. The standards for high-quality prekindergarten programs remain in place.

In February 2019, the TWC provided Child Care Development Funds (CCDF) to TEA to plan and manage the Regional Early Childhood Education Support Specialist (RECESS) grant awarded to ESCs and/or non-profit organizations. The main goal of the grant was to increase targeted early childhood technical assistance for programs serving children ages birth to five years in the areas of general early childhood support, teacher-student interactions, and public-private partnerships. The Early Childhood Data System (ECDS) is a statewide reporting feature of the Texas Student Data System. The system includes the collection of both prekindergarten and kindergarten data. ECDS provides valuable data regarding the effectiveness of prekindergarten programs in preparing children for success in kindergarten. The data collected in ECDS are now publicly reported on <http://www.texaseducationinfo.org/>. Prekindergarten and kindergarten information is available at the state, district, and school levels.

In the 2020-2021 biennium, Texas was awarded a multi-year project supported by the W.K. Kellogg Foundation and conducted by the University of Pennsylvania's Consortium for Policy Research in Education. ECDataWorks provides innovative opportunities for collaborating states to improve the delivery and use of their early childhood data among state policymakers and practitioners. Through surveys and focus groups with stakeholders across the state, TEA and the Texas Workforce Commission developed TXR3, an analytic tool that allows users to generate custom reports that combine cross-agency data to visualize children's school readiness and the readiness of communities and schools to meet children's early learning needs.

College and Career Readiness School Models

Overview. The Texas College and Career Readiness School Models (CCRSM) are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths.

Campuses interested in implementing one of the CCRSM models apply to TEA to be part of a planning year. Campuses then spend 18 months supported by the TEA technical assistance provider building leadership teams, collaborating with business and higher education partners, designing programs, and aligning with regional workforce needs. Once a campus begins operating as a CCRSM school, they reapply to TEA each year for designation.

In the 2020-21 school year, the statewide CCRSM network consisted of 429 campuses planning or implementing one or more CCRSM program. In 2021-22, the statewide network consisted of 540 campuses. CCRSM models include: Early College High Schools; Pathways in Technology Early College High Schools; and Texas Science, Technology, Engineering, and Math.

Early College High Schools. As one of TEA's CCRSMs, Early College High Schools (ECHS) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students earn a high school diploma and up to 60 college credit hours simultaneously at no cost to students. ECHS campuses form strong partnerships with local business and industry and higher education. In addition, ECHS campuses must offer students the opportunity to:

- earn an associate's degree or up to 60 college credit hours;
- participate in rigorous and accelerated instruction;

- obtain support for academic success; and
- increase college readiness and reduce barriers to college access.

Recognized as one of the largest and most well-developed ECHS networks in the country, the Texas ECHS initiative builds on state and local efforts to provide students the opportunity to earn an associate's degree while participating in rigorous instruction and accelerated learning and obtaining supports for academic success.

For the 2020-21 school year, 187 ECHS were designated across Texas with an additional 23 campuses entering a planning year. For the 2021-22 school year, there were 200 designated ECHS and 14 campuses in a planning year. The ECHS designation process allows campuses implementing the ECHS blueprint to apply to be recognized for their innovative practices. The ECHS blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated ECHS campuses are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

Pathways in Technology Early College High Schools. As one of TEA's CCRSMs, Pathways in Technology Early College High Schools (P-TECH) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual credit (college and high school), and pursue high-wage, high-demand career paths at no cost to the participating students. In addition, campuses identified as a P-TECH must offer students the opportunity to:

- earn an associate's degree and industry credentials while in high school;
- participate in work-based learning at every grade level;
- maintain partnerships with higher education and industry/business; and
- partner with employers who provide qualified students priority in interviewing.

Recognized as one of the most well-developed P-TECH networks in the country, the P-TECH initiative builds on state and local efforts to provide students the opportunity to earn an associate's degree and industry credentials while participating in rigorous instruction and accelerated learning and obtaining supports for academic success while in high school.

For the 2020-21 school year, 79 P-TECHs were designated across Texas with an additional 47 campuses entering a planning year. For the 2021-22 school year, there were a total of 118 designated P-TECHs and 117 campuses in a planning year. The P-TECH designation process allows campuses implementing the P-TECH blueprint to apply to be recognized for their innovative practices. The P-TECH blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated P-TECHs are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

Texas Science, Technology, Engineering, and Mathematics Initiative. As part of TEA's CCRSMs, Texas Science, Technology, Engineering and Mathematics (T-STEM) Academies are innovative

6-12 or 9-12 campuses that blend high school and college coursework that focuses on STEM fields to help historically underserved and at-risk students develop technical skills, pursue high-wage, high-demand career paths at no cost to the participating students. T-STEM Academies form strong strategic alliances with local business and industry and higher education. In addition, campuses identified as T-STEM must offer students the opportunity to:

- participate in work-based learning;
- earn certificates and/or credentials;
- maintain partnerships with higher education and industry/business; and
- receive supports for academic success.

Recognized as one of the most well-developed STEM networks in the country, the T-STEM initiative builds on state and local efforts to increase the number of students who earn certificates and/or credentials and participate in work-based learning experiences to be successful after high school. The initiative offers a strategic approach to empowering Texas educators with the tools needed to transform teaching and learning methods and prepare students to graduate ready to pursue a variety of postsecondary options.

For the 2020-21 school year, 92 T-STEM academies were designated across Texas, with an additional campus entering a planning year. For the 2021-22 school year, 90 T-STEM academies were designated across Texas, with 3 additional campuses entering a planning year. 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 outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated T-STEM academies are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

High School Graduation Requirements

In 2013, the 83rd Texas Legislature amended TEC §28.025 to transition from the three high school graduation programs—the Minimum, Recommended, and Advanced High School Programs—to one FHSP with endorsement options to increase flexibility for students. The legislature gave the SBOE authority to identify advanced courses related to the 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 FHSP on January 31, 2014 (19 TAC Chapter 74, Subchapter B).

The FHSP was established as the graduation program for all students entering high school, beginning with the 2014-15 school year. To graduate under the FHSP, 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 a total of seven elective credits. The SBOE has identified courses that may satisfy the fourth mathematics and science credit requirements. Additionally, SBOE rules for the FHSP 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 FHSP 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. Additional information about endorsements can be found in Chapter 16.

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 FHSP; 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-Aspire, SAT, or ACT; or for earning a state-recognized or nationally or internationally recognized business or industry certification or license.

Over time, the SBOE has updated its rules on high school graduation in response to legislative changes. In 2019, the 86th Texas Legislature passed HB 3, amending TEC §28.025(c) and adding TEC §28.0256, to require a student to complete a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA) in order to graduate. In accordance with TEC §28.0256(b), a student is not required to comply with the financial aid application requirement if the student's parent or guardian submits a signed TEA-approved form authorizing the student to decline to complete and submit a financial aid application. The student may submit the form on the student's own behalf if the student is 18 years of age or older or is an emancipated youth under Chapter 31 of the Texas Family Code. A school counselor may also authorize the student to decline to complete and submit a financial aid application for good cause, as determined by the school counselor.

Online Learning Opportunities

Texas Virtual School Network

In 2001, the 77th Texas Legislature authorized a full-time virtual program, known as the Electronic Course Pilot (eCP), for Texas public school students (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 high school courses to schools and students across the state 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 across the state in Grades 3-12 may choose to participate in the full-time TXVSN Online Schools (OLS) program through any of the participating school districts and charter schools.

Before it can be offered, state law requires that each TXVSN course must meet the definition of an electronic course in TEC §30A.001, have the same instructional rigor and scope as a course provided in a traditional classroom setting, and be reviewed and approved through a course review process administered by TEA. Courses must align with the TEKS, the *National Standards for Quality Online Courses*, the *Texas Content Quality Measures*, and federal accessibility requirements established by Section 508 of the Rehabilitation Act. State rule allows Texas public school districts or charter schools to apply for a waiver of the TXVSN course review process if the school certifies that the course meets all TXVSN 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 way the district is entitled to funding for a student's enrollment in a traditional classroom setting, provided the student successfully completes the TXVSN course or instructional program.

The commissioner of education is responsible for the TXVSN, with staff at TEA serving as the administering authority. TEA sets standards for TXVSN courses and professional development for online teachers, oversees central operations, and has fiscal responsibility for the network. A group of professional development providers offers the required TXVSN-approved professional development for teaching online for the TXVSN, which is based on the *National Standards for Quality Online Teaching*.

From the program's inception through the 2016-17 school year, centralized responsibilities provided at the state level for the TXVSN statewide course catalog included leadership, administration, operations, course review, and approval of required professional development for teaching online. Through a contract with TEA, ESC Region 10 served as central operations for the network, managing the day-to-day operation of the TXVSN. Region 10 developed and coordinated the centralized TXVSN catalog registration and student enrollment system and ensured eligibility of all TXVSN course providers. TXVSN central operations also published an online catalog of approved courses and coordinated data needed for state reporting requirements. Additionally, Region 10 reviewed online courses submitted by potential course providers through the course review process administered by TEA, checking all courses for alignment with the TEKS and the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*, v2, and for compliance with TXVSN accessibility guidelines.

In 2017, the Texas Legislature made significant changes to the program. Beginning September 1, 2017, program funding was reduced by 90 percent, language enabling outsourcing of operation of the network to a regional ESC was eliminated, and the commissioner was directed to use agency resources and information systems to operate the network.

The technical migration was completed in December 2017. The migration of other central services, such as invoicing, and program support followed. The full-time TXVSN OLS program and critical functions of the TXVSN catalog continue to operate. Districts and charter schools continue to be able to enroll students in TXVSN courses. However, because of the very large reduction in program funding, several key TXVSN functions, including course review of student courses and professional development courses for TXVSN instructors, have been suspended. In response to the COVID-19 pandemic, TEA allowed all interested districts and charter schools to request waivers to the course review and professional development requirements for the TXVSN, beginning with the spring semester of the 2019-20 school year through the 2020-21 school year.

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. 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 currently offers courses for high school credit, including AP courses and dual credit courses.

In 2009, the 81st Texas Legislature created a state virtual allotment of \$400 per course paid to the course provider and \$80 per course paid to the district in which the student was enrolled. 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 in the 2011-12 and 2012-13 school years to districts and schools that enrolled students through the course catalog. In 2017-18, TEA awarded approximately 100 grants to eligible rural schools to help pay catalog course fees and provide local support to students taking TXVSN catalog courses.

In 2013, the Texas Legislature made several changes to the TXVSN (TEC §26.0031). 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 may enroll in additional TXVSN catalog 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. Districts and charter schools may deny a request to enroll a student in a TXVSN course under certain circumstances, including if the school offers a substantially similar course, as determined by the school.

Because of changes in legislation effective September 1, 2017, operation of the network and all TXVSN technical systems, including the centralized TXVSN catalog registration and student enrollment system and online catalog of courses, were moved to TEA.

In addition to offering online courses available through the TXVSN catalog, Texas public schools continue to offer other online opportunities to their students.

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 full-time virtual instructional programs 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 Texas public school districts and open-enrollment charter schools that served students through the TXVSN OLS program in the 2018-19 school year were: Grapevine-Colleyville ISD, Hallsville ISD, Houston ISD, Huntsville ISD, and Responsive Education Solutions' Texas College Preparatory Academies (Grades 3-12) and Premier High Schools (Grades 9-12). In the 2019-20 school year, Texarkana ISD was added to this list when they reopened their TXVSN OLS campus.

TXVSN OLS school districts and open-enrollment charter schools earn FSP funding for eligible students in the same way 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, the Texas Legislature 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 (TEC §26.0031).

In 2017, the legislature revised the student eligibility requirements, allowing dependents of members of the U.S. military who are deployed or transferring into the state to enroll full-time in the TXVSN under certain circumstances.

Agency Contact Persons

For information on the state curriculum program, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Programs, (512) 463-9087; or Shelly Ramos, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

The TEA Curriculum Standards and Student Support website is located at <https://tea.texas.gov/academics/curriculum-standards>.

For additional information on the Texas State Advisory Council on Early Childhood Education and early learning resources, see <http://www.earlylearningtexas.org/>.

The Labor Market and Career Information website, which provides up-to-date information about employment opportunities, projected job openings, and wages in a number of occupational areas, is located at <http://www.lmci.state.tx.us/>.

The Texas English Language Learners Portal is available at <https://www.txel.org/>.

Chapter 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 serve 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 passed Senate Bill 1141, requiring provision of an adult high school diploma and industry certification charter school program (TEC Chapter 12, Subchapter G). The program, intended to fulfill community and workforce development needs, began with a maximum enrollment of 150 students between the ages of 19 and 50. The legislature later amended statute to remove the enrollment cap and expand eligibility to 18-year-old students.

In addition to the charters granted under TEC Chapter 12, a charter was granted in 2018 under Texas Human Resources Code §221.0071 to serve juvenile offenders as defined in Texas Family Code §51.12, §51.125, and §51.126. Currently, only one such charter exists.

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. Since September 2013, the commissioner has proposed 52 open-enrollment charters, 15 of which the SBOE subsequently vetoed. The total number of open-enrollment charters awarded as of September 2022 is 342. Of the total number of charters awarded, 184 are active, and

181 of these are currently serving students. Because of default closures, 56 of the 333 open-enrollment charters are no longer active. Additionally, 102 have voluntarily closed and are no longer active.

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 six university charters that are active and operating schools. The cap also does not include charters granted under TEC Chapter 12, Subchapter G, or to charters granted under Texas Human Resources Code. Additionally, the cap does not affect the number of campuses that may be operated by current charter schools. Of the current charter schools, 111 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, geographic areas, and increases in enrollment. Charter schools and campuses are rated under the statewide academic accountability system. Open-enrollment charter schools are evaluated under Charter FIRST, a financial accountability system specific to charters, and are assigned accreditation statuses. Additionally, the 83rd Legislature provided for a charter-specific performance framework to measure the academic, financial, and operational viability of charter schools.

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 considerations mandate a 90-day timeline. Since September 2020, the commissioner has renewed contracts for 23 of the active open-enrollment and university charters.

State Waivers

In the 2020-21 and 2021-22 school years, the commissioner of education granted a combined total of 5,398 expedited and general state waivers (Table 9.1 on page 219). The type of expedited waiver most frequently requested was the other miscellaneous waiver, which is a standard application to request various waivers from rule or statute. Most other miscellaneous waiver requests were related to the effects of COVID-19. During the 2020-21 and 2021-22 school years, the commissioner approved a combined total of 2,644 other miscellaneous waivers, accounting for 49 percent of all approved state waivers.

Because of circumstances arising from Winter Storm Uri during the 2020-21 school year, TEA offered the missed school day waiver to school districts and charter schools that were unable to meet because of weather closures and related effects. For the 2020-21 school year, a total of 1,152 missed school day waivers

**Table 9.1
State Waivers Approved, 2020-21 and 2021-22**

Type of Waiver	2020-21 (N)	2020-21 (%)	2021-22 (N)	2021-22 (%)	Total (N)	Total (%)
Expedited Waivers						
Staff Development	344	11.2	378	16.2	722	13.4
Modified Schedule State Assessment Testing Days	73	2.4	72	3.1	145	2.7
Foreign Exchange Students (5 or more)	26	0.8	36	1.5	62	1.1
Timeline for Accelerated Instruction	30	1.0	8	0.3	38	0.7
Teacher Data Portal of the Texas Assessment Management System	42	1.4	31	1.3	73	1.4
General Waivers						
Course Requirements	0	0.0	0	0.0	0	0.0
Course Requirements – Career and Technical Education	1	<0.1	0	0.0	1	<0.1
Certification	54	1.8	186	8.0	240	4.4
Foreign Exchange Students (Less than 5)	9	0.3	2	0.1	11	0.2
Pregnancy Related Services On-Campus (CEHI ^a)	10	0.3	10	0.4	20	0.4
Full-Day Prekindergarten	4	0.1	3	0.1	7	0.1
Other Miscellaneous	1,264	41.3	1,380	59.0	2,644	49.0
Attendance						
Low Attendance Days	50	1.6	45	1.9	95	1.8
Missed School Days	1,152	37.7	188	8.0	1,340	24.8
Total State Waivers Approved	3,059	100	2,339	100	5,398	100

Note. Waivers approved from 07/01/2020 through 05/31/2021 and from 6/01/2021 through 05/31/2022. Typically, counts of waivers for a school year include those granted from June through May. Because of waivers related to the COVID-19 pandemic, counts for the 2019-20 school year include those granted through June 2022. Therefore the 2020-21 school year waivers begin with waivers granted in July 2020. Parts may not add to 100 percent because of rounding.

^aCompensatory education home instruction.

were approved, accounting for 37.7 percent of the 2020-21 approved waivers. The staff development waiver, which allows districts to provide up to a maximum of 2,100 minutes for professional development, was the second-most frequently requested waiver. For the 2020-21 and 2021-22 school years, a combined total of 722 staff development waivers were granted, accounting for 13.4 percent of all approved state waivers.

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. Beginning in the 2021-22 school year, class size limits apply in prekindergarten. 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 prekindergarten 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 2021-22 school year, 300 class size exceptions were granted to districts. The previous school year, 233 exceptions were granted.

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. Federal education programs that are covered by Ed-Flex include the following.

- Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA):
 - Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies;
 - Title I, Part C—Education of Migratory Children;
 - Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk;
 - Title II, Part A—Supporting Effective Instruction; and
 - Title IV, Part A—Student Support and Academic Enrichment Grants.
- Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act.

TEA was initially granted 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 (ED) 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 ED to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

In June 2016, ED extended the TEA designation as an Ed-Flex State under the Education Flexibility Partnership Act of 1999, as amended by ESSA. The state's Ed-Flex authority was renewed on a year-to-year basis through the 2018-19 school year. In the summer of 2019, TEA applied again for a five-year renewal, which ED approved, thereby extending the state's Ed-Flex authority through the 2023-24 school year.

Statewide Administrative Waivers

During the 2020-21 school year, the agency used Ed-Flex authority to continue two 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. In May 2021, a third statewide administrative waiver was made available. The new waiver, which was implemented in response to the November 2020 revision of the Uniform Grant Guidance, allows local education agencies to continue to request pre-award costs from TEA for covered programs.

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 2020-21 and 2021-22 school years, the poverty threshold for schoolwide eligibility was 40 percent. In 2020-21, a total of 82 campuses in 45 districts operated Title I,

Part A schoolwide programs under this waiver. In 2021-22, a total of 78 campuses in 42 districts used this waiver.

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. The roll-forward waiver was not available during the 2020-21 and 2021-22 school years because ED approved a general waiver of the carryover limitation during the COVID-19 pandemic.

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 the 2020-21 school year, no individual programmatic waivers were requested by LEAs. For the 2021-22 school year, one LEA requested and received approval for an individual programmatic waiver related to Title I, Part A, campus eligibility requirements.

Agency Contact Persons

For information on open-enrollment charter schools, contact Kelvey Oeser, Deputy Commissioner of Educator Support, (512) 463-8972; or Marian Schutte, Charter School Authorizing and Administration, (512) 463-9575.

For information on general state waivers, contact Steve Lecholop, Deputy Commissioner of Governance, (512) 463-9020; or Leah Martin, Accreditation and Enforcement Coordination, (512) 463-8597.

For information on federal Ed-Flex waivers, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, (512) 463-8992; or Vivian Smyrl, Federal Program Compliance, (512) 936-6216.

Other Sources of Information

For additional information on charter schools, see <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>.

For a list of state waivers granted by the commissioner of education, see <https://tealprod.tea.state.tx.us/WaiversReports/Tea.WaiversReports.Web/>.

For additional information on federal Ed-Flex waivers, see <https://tea.texas.gov/finance-and-grants/grants/essa-program/ed-flex-waivers>.

Chapter 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 §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 2020-21 school year, 64.2 percent of school district and charter expenditures statewide were used for direct instructional activities, a slight increase from 63.8 percent in 2019-20 (Table 10.1).

Table 10.1
Expenditures Used for Direct Instructional Activities, Texas Public School Districts and Charters, 2019-20 and 2020-21

Activity	Expenditures (%)
2019-20	
Instruction	56.8
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	2.2
Guidance and Counseling Services	3.7
Total	63.8
2020-21	
Instruction	57.1
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	2.3
Guidance and Counseling Services	3.8
Total	64.2

Note. Parts may not add to totals 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

2021-22 school year, 65.1 percent of school district and charter staff hours statewide were used for direct instructional activities, a slight increase from 64.9 percent in 2020-21 (Table 10.2).

Table 10.2
Staff Hours Used for Direct Instructional Activities,
Texas Public School Districts and Charters,
2020-21 and 2021-22

Activity	Staff Hours (%)
2020-21	
Instruction	58.4
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	1.6
Guidance and Counseling Services	3.8
Total	64.9
2021-22	
Instruction	58.4
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	1.7
Guidance and Counseling Services	3.9
Total	65.1

Note. Parts may not add to totals 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 Persons

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; James Terry, Chief School Finance Officer, (512) 463-9179; or Sara Kohn, State Funding, (512) 463-3403.

Other Sources of Information

See the *Texas Education Data Standards* at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release. See the *Financial Accountability System Resource Guide* at http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

Chapter 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 2021-22, TEA required 116 data collections under state law only, 60 under federal law only, and 13 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 Texas Student Data System (TSDS), gathers information about public education organizations, school district finances, staff, and students (Table 11.1).

Table 11.1
Information Types in the PEIMS^a Electronic Data Collection

Organizations
District name, assigned number, career and technical education program of study, and gifted and talented programs
Shared services arrangement types, fiscal agent, and identifying information
Campus name, assigned number, and expanded learning opportunities
Campus course schedules
Campus calendars
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 high school courses or any course in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online School program or the TxVSN Statewide Online Course Catalog
Student graduation information
School leaver information
Disciplinary actions
Special education restraint and law enforcement restraints
Title I, Part A

^aPublic Education Information Management System.

TSDS provides a consistent, integrated platform for districts, charter schools, and regional education service centers (ESCs) to complete their reporting obligations. It has a modernized and extensible architecture for collecting and reporting data that improves the timeliness, relevance, and quality of information available to all stakeholders. Following are the main components and achievements of TSDS.

- Enhanced data collection and submission tools have standardized the data submission process and greatly increased data quality. All reporting requirements for the data elements in TSDS are documented annually in the TEA publication *Texas Education Data Standards*.
- The state-hosted Operational Data Store centralizes reporting data to support the requirements of multiple data collections. As a result, TEA has been able to eliminate some redundant data elements across collections and will be able to further streamline reporting requirements in the future.
- The Public Education Information Management System (PEIMS) serves as a repository for certified data used for state and federal compliance reporting, funding, program evaluation, and educational research. It has improved how extractions and validations of data are performed, provided a more intuitive interface, and increased automation, reducing the reporting burden on districts and providing more accurate, cost-effective data for TEA and stakeholders.
- The TSDS Core Collection includes the following data collections:
 - The Early Childhood Data System is used to collect voluntary and state-mandated early childhood data. It is designed to inform school districts, communities, and early childhood programs about the effectiveness of prekindergarten, Head Start, and community-based licensed childcare programs in preparing children for kindergarten.
 - The State Performance Plan Indicator 14 (SPPI-14) is one of 17 indicators of the State Performance Plan. SPPI-14 requires the state to survey special education services recipients who have left high school. This survey provides a clear measure of post-school outcomes for youth with disabilities as they transition from high school to adult life. The survey results are submitted to the Office of Special Education Programs. Local education agencies (LEAs) submit student and parent or guardian contact information to the SPPI-14 data collection to be used in contacting a random sample of special education services recipients to administer the survey.
 - The Residential Facilities Tracker collection is related to students with disabilities who reside in residential facilities (RFs) within the geographic boundaries or jurisdiction of an LEA. The data collected by RF Tracker is used by TEA to support the implementation of continuous improvement strategies, interventions, and sanctions to improve LEA performance and compliance with federal and state special education requirements.
 - The Class Roster collection is used to report data about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments. The data collected is used in relation to the accountability for the state-mandated teacher preparation program. Additionally, the data is used to accurately identify all the LEAs with teachers eligible for funds under the Teacher Incentive Allotment.
 - The Charter School Waitlist collection was created in response to Senate Bill 2293 from the 86th legislative session, which requires all open-enrollment charter schools in the state to

report data on their admission waiting lists by the last Friday in October, with the data submitted current as of the last Friday in September. Each charter school's campus must report the number of students enrolled, the educational enrollment capacity, and whether the charter school campus uses a waitlist for admission. If students are on a charter school's waitlist, the charter is required to report the students on the list.

- The Special Education Language Acquisition data collection gathers information from LEAs on children's language acquisition. House Bill (HB) 548 requires the commissioner of education and the executive commissioner of the Health and Human Services Commission to ensure that the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment. A report will be published on the language acquisition of children no later than August 31st of each year. The information collected in the Special Education Language Acquisition data collection will be used in the creation of this report.
- Child Find combines State Performance Plan Indicator 11 (SPPI-11) and State Performance Plan Indicator 12 (SPPI-12) in the TSDS Core Collection. SPPI-11 refers to the timely evaluation of students ages 3-21 for special education services under Part B of the Individual with Disabilities Education Act (IDEA). SPPI-12 refers to children who are referred from Part C of IDEA prior to age 3, found eligible for Part B of IDEA, and have an individualized education plan (IEP) developed and implemented by their third birthday to receive early childhood special education services from an LEA. Both SPPI-11 and SPPI-12 are compliance indicators, and data are needed to meet federal reporting requirements related to special education Child Find activities.
- The TSDS data warehouse has been expanded to link critical prekindergarten, college-readiness, and workforce data to the current data source, enabling longitudinal data from prekindergarten through matriculation and graduation from Texas colleges and into the labor market.

Within the TSDS collections, in the 2021-22 school year, there were 272 data elements in the PEIMS collection. During the 2022-23 school year, 4 new PEIMS data elements were implemented.

TSDS and its data requirements are reviewed by DGB and two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets at least three times each fiscal year to provide advice about data collection policies and strategies to the commissioner of education. All changes to TSDS data reporting requirements are reviewed by PCPEI, which is composed of representatives of school districts, 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 TSDS software vendors providing public school information management systems. 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 TSDS data collections. In many cases, data requirements change with more frequency and less lead time than TSDS supports. In other 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 state's 21st Century Tracking and Reporting System, also known as TX21st, uses data submitted by TEA grantees three times per year to track student participation in out-of-school time activities under the Texas 21st Century Community Learning Centers program, also called the Texas Afterschool Centers on Education (ACE) program. The U.S. Department of Education administers the program under the Every Student Succeeds Act, Title IV, Part B. The state's data collection system is designed to meet the annual reporting and program evaluation requirements in federal statute. The Daily Tracker function of TX21st records the data in real time at the program level and creates the reports and data sets for state and federal reporting requirements. The system collects about 325 data elements and offers data downloads and dozens of reports that are used for administration and operation of the Texas ACE program.

TEA also maintains an automated system for requisitioning instructional materials, disbursing payments, and shipping, redistributing, and accounting for instructional materials statewide. The online educational materials ordering system, known as EMAT, is embedded in TEA's financial system and allows school districts and charters to easily acquire instructional materials; update district inventories; and request disbursements for instructional materials, technology equipment, and technology services. In 2021-22, there were over 12,920 data elements in EMAT. Districts and charters had access to 21 reports, vendors had access to 23 reports, and staff in the TEA Instructional Materials and Implementation Division had access to 96 reports.

The Texas-New Generation System (TX-NGS) is an interactive, interstate information network designed to allow for migratory student records exchange and reporting, as required under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, Title I, Part C.

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 the core system for the National School Lunch Program operation and 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 maintaining 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.

Agency Contact Persons

For information on the Data Governance Board (DGB), contact Alejandro Delgado, Deputy Commissioner of Operations, (512) 463-8880; or Linda Roska, Research and Analysis, (512) 475-3523.

For information on the Texas Student Data System (TSDS), the Public Education Information Management System (PEIMS), the Policy Committee on Public Education Information (PCPEI), or the Information Task Force (ITF), contact Melody Parrish, Deputy Commissioner of Technology, (512) 936-0881; Terri Hanson, Information Technology Services Customer Management and Data Standards, (512) 463-8028, or Leanne Simons, Information Technology Services Customer Management and Data Standards, (512) 463-8720.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Sarah Daly, Expanded Learning Models, (512) 463-8282.

For information on the online educational materials ordering system, known as EMAT, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; or Colin Dempsey, Innovative Instructional Models, (512) 463-9335.

For information on the TX-NGS, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, (512) 463-8992; or Didi Garcia, Federal Program Compliance (512) 463-9499.

For information on the Texas Education Directory, contact Alejandro Delgado, Deputy Commissioner of Operations, (512) 463-8880; or Charles Hess, Research and Analysis, (512) 475-3523.

For information on the eGrants system, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; or Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, (512) 463-8992.

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 physical fitness assessment, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Programs, (512) 463-9087; or Barney Fudge, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

A comprehensive schedule of school district reporting requirements is available at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/district-reporting-schedule>.

For additional information about TSDS/PEIMS, see the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

School directory information is available at <https://tealprod.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>.

Chapter 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 \$32.1 billion in fiscal year (FY) 2021 and \$33.2 billion in FY 2022.

In FY 2022, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (60.1%) of total agency funds (Table 12.1). Federal funds made up 19.8 percent of agency funds in FY 2022, and other funds made up the remaining 20.0 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2022 (51.0%) (Table 12.2 on page 232).

Table 12.1
Texas Education Agency, Method of Financing, 2020-21 and 2021-22

Method of Financing	2020-21 Amount	2020-21 (%)	2021-22 Amount	2021-22 (%)
General Revenue-Related Funds				
General Revenue Fund	\$ 214,125,069	0.7	\$ 1,027,634,779	3.1
Available School Fund	2,720,683,776	8.5	2,614,380,031	7.9
Instructional Materials Fund (Technology and Instructional Materials Fund)	12,270,954	<0.1	417,029,645	1.3
Foundation School Fund	17,475,123,627	54.5	14,254,636,530	43.0
Certification and Assessment Fees	28,063,223	0.1	27,183,001	0.1
Lottery Proceeds	1,529,205,000	4.8	1,613,888,000	4.9
Tax Rate Conversion Account	0	0.0	0	0.0
Subtotal, General Revenue-Related Funds	\$ 21,979,471,649	68.5	\$ 19,954,751,986	60.1
Federal Funds				
Health, Education, and Welfare Fund	3,158,329,308	9.8	3,155,497,598	9.5
School Lunch Fund	2,209,425,209	6.9	2,156,303,851	6.5
Coronavirus Relief Fund	0	0.0	1,261,194,398	3.8
Other Federal Funds	8,342,806	<0.1	8,854,110	<0.1
Subtotal, Federal Funds	\$ 5,376,097,323	16.8	\$ 6,581,849,957	19.8
Other Funds				
Permanent School Fund	30,368,908	0.1	35,435,369	0.1
Property Tax Relief	1,985,481,730	6.2	3,085,347,000	9.3
Economic Stabilization Fund	212,000,000	0.7	0	0.0
Appropriated Receipts – Attendance Credits, Estimated	2,176,688,246	6.8	2,636,300,000	7.9
Interagency Contracts	14,130,929	<0.1	11,958,931	<0.1
License Plate Trust Fund Account No. 0802	242,000	<0.1	242,000	<0.1
Tax Reduction and Excellence in Education Fund	307,500,000	1.0	876,200,000	2.6
Subtotal, Other Funds	4,726,411,813	14.7	6,645,483,300	20.0
Total, All Methods of Financing	\$ 32,081,980,785	100	\$ 33,182,085,243	100
Total Full-Time Equivalents	1,008.5	n/a ^a	1,193.5	n/a

Note. Percent details may not sum because of rounding.

^aNot applicable.

Table 12.2
Texas Education Agency, Administrative Budget, 2020-21 and 2021-22

Method of Financing	2020-21 Amount	2020-21 (%)	2021-22 Amount	2021-22 (%)
General Revenue-Related Funds				
General Revenue Fund	\$ 49,590,037	32.7	\$ 54,491,737	33.7
Instructional Materials Fund	2,270,954	1.5	2,270,955	1.4
Foundation School Fund	290,134	0.2	0	0.0
Certification and Assessment Fees	28,063,223	18.5	25,683,001	15.9
Subtotal, General Revenue-Related Funds	\$ 80,214,348	52.9	\$ 82,445,693	51.0
Federal Funds				
Health, Education, and Welfare Fund	38,233,960	25.2	38,789,162	24.0
Coronavirus Relief Fund	0	0.0	2,194,398	1.4
Other Federal Fund	2,505,050	1.7	2,557,178	1.6
Subtotal, Federal Funds	\$ 40,739,010	26.9	\$ 43,540,738	26.9
Other Funds				
Permanent School Fund	30,368,908	20.0	35,435,369	21.9
Interagency Contracts	263,056	0.2	229,307	0.1
Subtotal, Other Funds	\$ 30,631,964	20.2	\$ 35,664,676	22.1
Total, All Methods of Financing	\$ 151,585,322	100	\$ 161,651,107	100

Note. Amounts do not include fringe benefits. Percent details may not sum because of rounding.

TEA retained very little of the state and federal funds received at the agency in FY 2021 and FY 2022 (Table 12.3). In FY 2022, 99.6 percent of state funds and 99.3 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers.

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, 2020-21 and 2021-22

Source of Funds	2020-21 Amount	2020-21 (%)	2021-22 Amount	2021-22 (%)
State Funds				
Administrative Budget	\$ 110,846,312	0.4	\$ 118,110,369	0.4
State Funds Passed Through	26,595,037,150	99.6	26,482,124,917	99.6
Total State Funds	\$ 26,705,883,462	100	\$ 26,600,235,286	100
Federal Funds				
Administrative Budget	40,739,010	0.8	43,540,738	0.7
Federal Funds Passed Through	5,335,358,313	99.2	6,538,309,219	99.3
Total Federal Funds	\$ 5,376,097,323	100	\$ 6,581,849,957	100

Appropriated amounts for 2020-21 and 2021-22 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 233).

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 12.4
Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2020-21 and 2021-22

Goals and Strategies	Amount, 2020-21	Amount, 2021-22
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.	\$ 25,681,985,837	\$ 24,460,109,007
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.	548,010,300	443,600,000
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.	143,252,201	1,604,053,607
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.	1,591,021,165	1,685,171,202
1.2.3. Strategy: Students with Disabilities Develop and implement programs that help to ensure all students with disabilities receive a quality education.	1,108,554,088	1,163,747,826
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.	272,150,759	206,904,475
Subtotal, Goal 1	\$ 29,344,974,350	\$ 29,563,586,117
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.	83,191,737	134,827,020
2.2.1. Strategy: Technology and Instructional Materials Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	10,000,000	564,758,690

Source. General Appropriations Act (86th and 87th Texas Legislatures), including Article IX.

continues

Table 12.4 (continued)
Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2020-21 and 2021-22

Goals and Strategies	Amount, 2020-21	Amount, 2021-22
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.	\$ 11,684,603	\$ 27,316,602
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	2,224,043,550	2,169,927,788
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.	55,873,512	57,850,464
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.	201,076,568	502,167,455
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.	72,472,518	86,101,654
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.	4,273,935	5,336,033
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	14,492,229	14,249,868
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	41,136,560	40,025,946
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.	18,761,223	15,937,606
Subtotal, Goal 2	\$ 2,737,006,435	\$ 3,618,499,126
Total, All Goals and Strategies	\$ 32,081,980,785	\$ 33,182,085,243

Source. General Appropriations Act (86th and 87th Texas Legislatures), including Article IX.

Agency Contact Person

For information on TEA funds and expenditures, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800.

Other Sources of Information

General Appropriations Acts (86th and 87th Texas Legislatures), as published, including Article IX. For additional information on legislative appropriations, visit the Legislative Budget Board website at <https://www.lbb.texas.gov/>.

Chapter 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 2021-22, a total of 377,375 students, or approximately 7.0 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to 6.2 percent of Texas public school students in 2019-20. Although most charters have only one campus, some operate several campuses. As of the last Friday in October 2021, there were 185 open-enrollment charters with 872 approved charter campuses. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 89 new sites during the 2021 expansion period. The goal for these amendments 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 using the same rating criteria and thresholds as traditional school districts, 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 2021-22 school year, 16.6 percent of charter campuses were registered under AEA provisions. By comparison, 2.8 percent of school district campuses were registered under AEA provisions. Charter campuses registered as alternative education campuses received ratings in 2022 of *A*, *B*, *C*, or *Not Rated*. In addition, a rating of *Not Rated: Senate Bill 1365* was assigned to campuses that did not earn at least a *C*.

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

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.

and campuses that are evaluated under AEA provisions. State of Texas Assessments of Academic Readiness (STAAR) passing rates include ratings of Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

STAAR Performance

State Summary

In 2022, overall STAAR passing rates varied by subject and educational setting (Table 13.1). On the reading test, passing rates were higher in standard charters than in traditional districts. On the mathematics, science, and social studies tests, passing rates were higher in traditional districts than in standard charters. Overall, passing rates for standard charters and traditional districts varied by 5 or fewer percentage points in each subject area.

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, 2021 and 2022

Subject	AEA Charters 2021	AEA Charters 2022	Standard Charters 2021	Standard Charters 2022	Traditional Districts ^a 2021	Traditional Districts 2022
Reading/ELA ^b	42	48	67	77	69	75
Mathematics	39	55	57	69	66	73
Writing	38	n/a ^c	55	n/a	58	n/a
Science	53	63	65	73	72	76
Social Studies	67	74	65	71	74	76
All Tests Taken	48	58	62	73	68	75

Note. Results are based on STAAR (with and without accommodations), STAAR Spanish, and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts. ^cNot applicable. The writing assessments were last administered in 2021.

Across subjects, the passing rate for AEA charters was highest on the social studies test, exceeding the passing rate for standard charters. The passing rate for standard charters was highest on the reading test, and passing rates for traditional districts were highest on the social studies and science tests.

STAAR Performance by Student Group

In 2022, passing rates for Hispanic students and students identified as economically disadvantaged were higher in standard charters than in traditional districts on the reading and science tests. Passing rates for each of these student groups were the same in standard charters and traditional districts on the mathematics test (Table 13.2 on page 239). Passing rates for African American students were higher in standard charters on the reading and mathematics tests and higher in traditional districts on the social studies and science tests. Passing rates for White students were higher in traditional districts on the mathematics, science, and social studies tests, and higher in standard charters than in traditional districts on the reading test.

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, 2021 and 2022

Group	AEA Charters 2021	AEA Charters 2022	Standard Charters 2021	Standard Charters 2022	Traditional Districts ^a 2021	Traditional Districts 2022
Reading/ELA^b						
African American	33	40	61	72	57	66
Hispanic	41	47	63	75	62	70
White	58	62	81	87	81	86
Economically Disadvantaged	40	44	61	73	59	67
Mathematics						
African American	32	49	47	60	51	59
Hispanic	39	57	54	68	59	68
White	51	52	74	81	81	84
Economically Disadvantaged	39	55	52	65	56	65
Writing						
African American	41	n/a ^c	50	n/a	47	n/a
Hispanic	35	n/a	50	n/a	50	n/a
White	69	n/a	71	n/a	73	n/a
Economically Disadvantaged	36	n/a	48	n/a	46	n/a
Science						
African American	43	55	55	64	60	65
Hispanic	51	64	62	73	65	71
White	72	72	82	84	86	87
Economically Disadvantaged	50	60	59	70	62	68
Social Studies						
African American	55	65	57	65	65	68
Hispanic	66	73	61	69	68	71
White	82	86	82	84	85	86
Economically Disadvantaged	63	71	59	66	64	67

Note. Results are based on STAAR (with and without accommodations), STAAR Spanish, and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts. ^cNot applicable. The writing assessments were last administered in 2021.

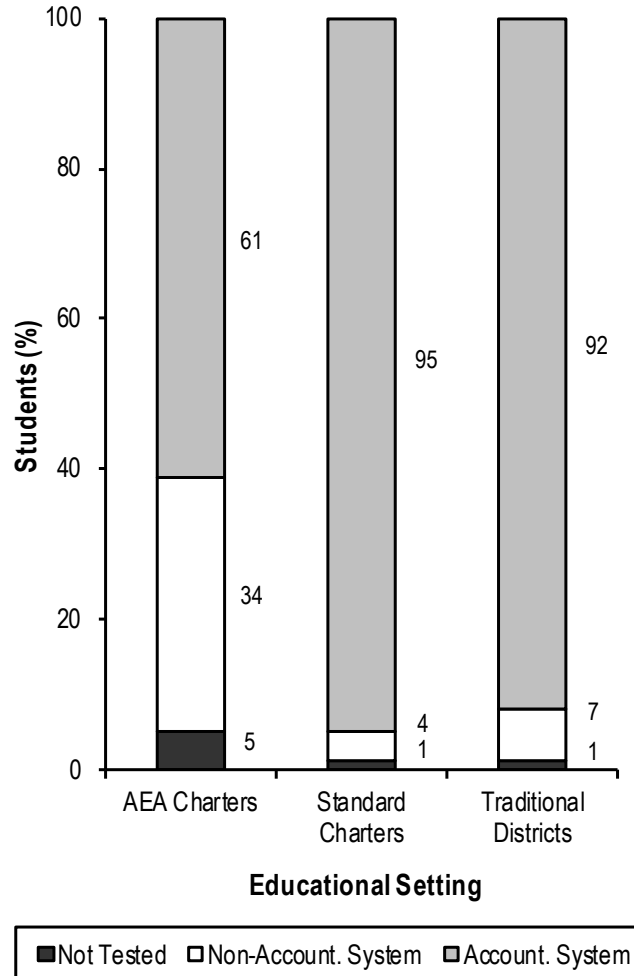
Passing rates in AEA charters were lower than those in standard charters and traditional districts for all student groups and tests except social studies. On the social studies test, passing rates in AEA charters were the same as, or higher than, those in standard charters and traditional districts for all student groups except African American students. Across subjects, passing rates for all groups in AEA charters were highest on the social studies test, followed by the science test.

State Assessment Participation

In the 2021-22 school year, 95 percent of students in AEA charters took state assessments, compared to 99 percent of students in traditional districts and 99 percent of students in standard charters (Figure 13.1 on page 240).

Test inclusion in accountability depends on a student's specific circumstances. In 2022, results for a student who met the following criteria were used in determining accountability ratings: (a) the student was tested on STAAR (with and without accommodations), STAAR Alternate 2, STAAR Spanish, or the

Figure 13.1
State Assessment Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2022



Texas English Language Proficiency Assessment System (TELPAS)/TELPAS Alternate and also had a valid scale score on an English-language version of a STAAR test, or was an accelerated tester with an SAT/ACT assessment; 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 emergent bilingual students/English learners in their first year of enrollment in U.S. schools.

In addition, the performance of students served at certain campuses was not used in evaluating the districts where the campuses are located. For example, under TEC §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.

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 2022, test results for 34 percent of students in AEA charters, 4 percent of students in standard charters, and 7 percent of students in traditional districts were excluded for accountability purposes (Figure 13.1 on page 240).

Grade 9-12 Annual Dropout Rates

In 2020-21, 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). The annual dropout rate for students overall was lower in standard charters (0.8%) than in traditional districts (1.7%). In addition, annual dropout rates for African American, Hispanic, and economically disadvantaged students were lower in standard charters than in traditional districts.

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, 2019-20 and 2020-21

Group	AEA Charters	Standard Charters	Traditional Districts ^a
2019-20			
African American	14.8	0.5	1.5
Hispanic	11.5	0.4	1.4
White	7.4	0.5	0.6
Econ. Disad. ^b	12.0	0.5	1.4
State	11.4	0.4	1.1
2020-21			
African American	22.9	0.9	2.4
Hispanic	16.4	0.8	2.1
White	10.1	1.1	1.0
Econ. Disad.	17.1	1.0	2.4
State	16.3	0.8	1.7

^aExcludes charters. ^bEconomically disadvantaged.

Grade 9-12 Longitudinal Graduation Rates

The class of 2021 longitudinal graduation rates for standard charters (96.5%) and traditional districts (93.0%) were much higher than the rate for AEA charters (37.7%) (Table 13.4 on page 242). Across settings, standard charters had the highest longitudinal graduation rates for African American, Hispanic, and economically disadvantaged students.

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 2020 and 2021

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Class of 2020			
African American	32.5	97.0	91.7
Hispanic	37.8	97.0	92.0
White	54.8	97.3	96.0
Econ. Disad. ^b	38.7	97.0	91.2
State	39.8	97.2	93.5
Class of 2021			
African American	28.6	97.2	91.0
Hispanic	34.9	96.8	91.5
White	54.9	93.4	95.8
Econ. Disad.	33.8	96.5	90.4
State	37.7	96.5	93.0

^aExcludes charters. ^bEconomically disadvantaged.

College, Career, and Military Readiness

In the class of 2021 overall, students in standard charters (78%) outperformed students in traditional districts (65%) on indicators of college, career, and military readiness (CCMR) (Table 13.5 on page 243). Similar differences were seen across all student groups, with the largest difference among African American students. CCMR indicator rates for African American students were 69 percent in standard charters and 49 percent in traditional districts, a difference of 20 percentage points. CCMR indicator rates in AEA charters were lower than those in standard charters and traditional districts for all student groups.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 87.4 percent for the class of 2021. In traditional districts, the participation rate was 71.5 percent. In AEA charters, only 9.8 percent of graduates participated.

The percentage of examinees in the class of 2021 who scored at or above criterion on either test (a score of 480 on SAT evidence-based reading and writing or 19 on ACT English and an ACT composite score of 23 and 530 on SAT mathematics or 19 on ACT mathematics and an ACT composite score of 23) was 33.0 percent for traditional districts, 32.3 percent for standard charters, and 11.6 percent for AEA charters.

Agency Contact Persons

For information on charters, contact Kelvey Oeser, Deputy Commissioner of Educator Support, (512) 463-8972; or Marian Schutte, Charter School Authorizing and Administration, (512) 463-9575.

**Table 13.5
College, Career, and Military Readiness, by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2020 and 2021**

Group	AEA Charters	Standard Charters	Traditional Districts^a
Class of 2020			
African American	26	67	48
Hispanic	24	79	60
White	34	80	71
Econ. Disad. ^b	22	77	56
State	27	79	63
Class of 2021			
African American	44	69	49
Hispanic	40	77	63
White	49	80	73
Econ. Disad.	40	77	59
State	43	78	65

^aExcludes charters. ^bEconomically disadvantaged.

Other Sources of Information

Accountability ratings, Texas Academic Performance Reports, and profiles for each charter operator and charter campus are available from each charter and on the Texas Education Agency website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>. Other evaluation reports pertaining to Texas charter schools may be found at <https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-charter-schools/program-evaluation-texas-charter-schools>.

Chapter 14. Character Education

Prior to 2019, school districts were permitted, but not required, to offer character education programs. In 2019, the 86th Texas Legislature passed House Bill (HB) 1026, amending Texas Education Code (TEC) §29.906 to require that the State Board of Education (SBOE) integrate the following positive character traits into the essential knowledge and skills adopted for kindergarten through Grade 12:

- courage;
- trustworthiness, including honesty, reliability, punctuality, and loyalty;
- integrity;
- respect and courtesy;
- responsibility, including accountability, diligence, perseverance, and self-control;
- fairness, including justice and freedom from prejudice;
- caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
- good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law;
- school pride; and
- gratitude.

In 2020, the SBOE adopted Texas Essential Knowledge and Skills (TEKS) for positive character traits for kindergarten through Grade 12. Beginning in the 2021-22 school year, school districts and open-enrollment charter schools began providing instruction in the TEKS for positive character traits at least once in the following grade bands: Grades K-2, Grades 3-5, Grades 6-8, and Grades 9-12. School districts may provide the required instruction in a variety of arrangements and settings, including through a stand-alone course or by integrating the positive character traits standards in the TEKS for one or more courses or subject areas at the appropriate grade levels.

In 2021, the 87th Texas Legislature passed Senate Bill (SB) 123, amending TEC §29.906 by adding personal skills to the positive character traits required to be integrated into the TEKS for kindergarten through Grade 12. The bill specified inclusion of self-management skills, interpersonal skills, and responsible decision-making skills. In 2022, the SBOE adopted revisions to the TEKS for positive character traits for kindergarten through Grade 12 to align with the changes made by SB 123. The revisions will be implemented beginning with the 2022-23 school year.

HB 1026 also required school districts and open-enrollment charter schools to adopt character education programs that include the positive character traits listed above by consulting with committees selected by the districts that consist of parents of district students, educators, and other members of the community. The

Texas Education Agency (TEA) is required 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:

- include the positive character traits required to be integrated; 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 some 45 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 positive character trait TEKS, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Programs, (512) 463-9087; or Barney Fudge, Curriculum Standards and Student Support, (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 <https://tea.texas.gov/academics/learning-support-and-programs/character-education>.

Chapter 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 has implemented the Coordinated School Health Model, which 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 physical 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 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 the student 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 2019, the 86th Texas Legislature appropriated \$2 million for the 2019-2020 biennium for the physical fitness assessment and related analysis. Appropriations for the 2021-2022 biennium were again \$2 million. From the 2013-14 school year through the 2018-19 school year, TEA provided 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. The software also allows teachers and campuses to run a variety of reports on the physical fitness assessment data. TEA continues to maintain the Physical Fitness Assessment Initiative (PFAI) application for districts to submit their data to TEA without using the FitnessGram software.

During the 2017-18 school year, TEA collected physical fitness assessment data from 1,025 school districts and charter schools on 3,860,946 students in Grades 3-12. Both the number of participating districts and charter schools and the number of students assessed increased from the previous year, when 2,265,736 students were assessed in 993 districts and charter schools.

During the 2018-19 school year, TEA collected physical fitness assessment data from 949 school districts and charter schools for 3,536,519 students in Grades 3-12. Both the number of participating districts and charter schools and the number of students assessed decreased from the previous year.

In 2017 and 2018, TEA conducted an analysis of the physical fitness assessment data to assess the relationships among physical fitness and student academic achievement, attendance, obesity, disciplinary problems, and school meal programs. The analysis is available on the TEA website. Given the systemic closure of schools resulting from the spread of the COVID-19 virus, the governor suspended the 2019-20 physical fitness assessment and reporting of those results. TEA is currently conducting the analysis of the physical fitness assessment data for the 2020-21 and 2021-22 school years.

Coordinated School Health Programs

Under TEC §38.013, TEA must make available to each school district one or more coordinated health programs in elementary, middle school, and junior high school. In 2019, the 86th Texas Legislature passed House Bill (HB) 18, amending statute to require that each coordinated program provide for education and services related to the following:

- physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of nutrition;
- mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making;
- substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
- physical education and physical activity; and
- parental involvement.

Current programs approved by the commissioner of education that meet all criteria for a coordinated school health program outlined in 19 Texas Administrative Code (TAC) §102.1031 are available on the TEA website.

Instruction in Cardiopulmonary Resuscitation

The State Board of Education (SBOE) 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. In June 2018, the SBOE adopted changes to requirements for the student academic achievement record, or transcript (19 TAC §74.5). These changes require school districts and charter schools to indicate completion of the required CPR instruction on a student's academic achievement record if the student completes instruction in Grade 9, 10, 11, or 12.

Bleeding Control Training and Instruction

The 86th Texas Legislature passed HB 496, which added TEC §38.030, requiring school districts and open-enrollment charter schools to develop and make available a protocol for school employees and volunteers to follow in the event of a traumatic injury. The locally approved protocol must include maintenance and availability of bleeding control stations, as well as training on use of a bleeding control station for school district peace officers, school resource officers, and all other district employees who may be reasonably expected to use a bleeding control station. The legislation requires TEA to approve training on use of a bleeding control station for use by district staff. In 2019, TEA approved the following bleeding control training programs:

- Bleeding Control Basics, Con10gency Consulting
- Campus Emergency Preparedness and Survival Training (EPAST), University of Texas Southwestern Medical Center—Department of Emergency Medicine
- Stop the Bleed, American College of Surgeons
- Williamson County Emergency Medical Services (WCEMS) Hemorrhage Control, WCEMS

School districts and open-enrollment charter schools are also required to offer annual instruction on use of a bleeding control station to students enrolled at the campus in Grade 7 or higher.

Seizure Management and Treatment Plan and Related First Aid

The 86th Texas Legislature passed HB 684, which added TEC §38.032, permitting the parent or guardian of a student with a seizure disorder to seek care for the student's seizures while the student is at school or participating in a school activity by submitting to the district a copy of a seizure management and treatment plan developed by the student's parent or guardian and the physician responsible for the student's treatment. A seizure management and treatment plan must identify the health care services the student may receive at school or while participating in a school activity, evaluate the student's ability to understand and manage seizures, and be signed by the student's parent or guardian and the physician responsible for the student's treatment.

HB 684 also added TEC §38.033, which requires that a school nurse employed by a school district complete a TEA-approved online course of instruction for school nurses regarding managing students with seizures. The course should include information about seizure recognition and related first aid. In 2019, TEA approved the following trainings from the national nonprofit organization, Epilepsy Foundation: *Managing Students with Seizures: The Importance of School Nurses and Seizure* and *Training for School Personnel*. Both trainings are available online and free of charge. School district employees other than school nurses whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction specific for school personnel regarding awareness of students with seizures.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans 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).

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.

In 2017, the 85th Texas Legislature passed Senate Bill (SB) 1873, which amended TEC §38.0141 by requiring that TEA complete a report on the physical education information provided by each school district and publish the report on the agency's website no later than one year after receiving the information. The bill also added information not previously collected by the survey.

TEA updated the 2016-17 school health survey to align with SB 1873 reporting requirements. In addition, data elements were added in the Public Education Information Management System (PEIMS) to collect the additional information required by the bill. The Physical Education Reports are published on the TEA website.

Mental Health

The 86th Texas Legislature passed HB 18, which amended Health and Safety Code §161.325 by transferring Subchapter O-1 pertaining to mental health, substance abuse, and youth suicide and reenacting that section in Chapter 38, Subchapter G, of the Texas Education Code. In addition, HB 18 addressed the following: training for certain school employees on mental health of public school students; curriculum requirements; requirements for counseling programs; requirements for coordinated school health programs, state and regional programs and services, and health care services for students; mental health first aid program training and reporting regarding local mental health authority and school district personnel.

The 87th Texas Legislature passed several bills related to mental health. HB 3607 amended TEC §38.351 to allow school districts to develop practices and procedures in, among other areas, mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention. The bill also authorized school districts to develop procedures for providing all parents and families in the district with educational material that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus.

SB 279 amended TEC Chapter 38, Subchapter G, by adding TEC §38.353, which requires suicide prevention information on certain student identification cards. Each student identification card issued by a public school to a student in Grade 6 or higher must include contact information for the National Suicide Prevention Lifeline and the Crisis Text Line and may have the contact information for a local suicide prevention hotline on the card, if available.

SB 1267 amended TEC §38.351, requiring that, if school districts provide training for teachers, school counselors, principals, and all other appropriate personnel, the training must be completed in accordance with the policy adopted under TEC §21.4515.

Agency Contact Persons

For additional information on student health and physical activity, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Programs, (512) 463-9087; or Barney Fudge, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

Additional information on the Physical Fitness Assessment Initiative is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/physical-fitness-assessment-initiative>.

Aggregate fitness assessment data are available at <https://tea.texas.gov/texas-schools/health-safety-discipline/physical-fitness-assessment-initiative/fitness-data>.

FitnessGram results at the district level are available at <https://tealprod.tea.state.tx.us/Pfai/Public/ReportGenerator.aspx>.

Information about approved coordinated school health programs is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/approved-coordinated-school-health-programs>.

Information about approved bleeding control training programs is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model>.

Information about approved seizure disorder training programs is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model>.

School health survey results are available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health>.

The Physical Education Report is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health>.

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 <https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>.

Chapter 16.

Foundation High School Program Endorsements

With implementation of the Foundation High School Program in 2014-15, Texas added endorsements to high school graduation requirements. Endorsements consist of a series of related courses that are grouped together by interest or skill set and allow students to complete coursework in a particular subject area to pursue possible career paths or topics of interest.

An endorsement may be earned in any of the following areas:

- science, technology, engineering, and mathematics (STEM);
- business and industry;
- public services;
- arts and humanities; or
- multidisciplinary studies.

Each student entering ninth grade must select at least one endorsement to pursue as part of the Foundation High School Program. A student may graduate without earning an endorsement if, after the student's sophomore year, his or her parent or guardian files written permission to opt out of pursuing an endorsement.

To earn an endorsement, a student graduating under the Foundation High School Program must successfully complete the curriculum requirements for that endorsement as identified by State Board of Education (SBOE) rule. A student seeking an endorsement is required to earn a total of 26 credits, including 4 credits each in mathematics and science and 7 elective credits (Table 16.1). A student not seeking an endorsement is required to earn a total of 22 credits.

Table 16.1
Foundation High School Program (FHSP) Credit Requirements

Subject Area	FHSP Without Endorsement	FHSP With Endorsement
English	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
LOTE ^a	2	2
Physical Education	1	1
Fine Arts	1	1
Electives	5	7
Total	22	26

^aLanguages other than English.

SBOE rules for the Foundation High School Program provide students with multiple options to earn each endorsement (Table 16.2). The options, to the extent possible, require completion of a coherent sequence of courses. Students may earn more than one endorsement. In 2019, the SBOE adopted amendments to the endorsement rules to align with changes to career and technical education course offerings. The changes were effective beginning with the 2020-21 school year.

Table 16.2
Course Sequence Options to Complete Endorsements, by Endorsement Area, 2014-15 Through 2021-22

Science, Technology, Engineering, and Mathematics (STEM)^a
<ul style="list-style-type: none"> • Career and technical education (CTE) courses related to STEM • Computer science • Mathematics • Science • Combination of no more than two of the categories listed above
Business and Industry
<ul style="list-style-type: none"> • CTE courses selected from one of the 11 CTE career clusters approved for the endorsement: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation, Distribution, and Logistics; and Energy • English electives in public speaking, debate, advanced broadcast journalism, including newspaper, yearbook, or literary magazine • Technology applications • A coherent sequence of four credits from the categories listed above
Public Services
<ul style="list-style-type: none"> • CTE courses selected from one of the four CTE career clusters approved for the endorsement: Education and Training; Health Science; Human Services; and Law and Public Service • Junior Reserve Officer Training Corps
Arts and Humanities
<ul style="list-style-type: none"> • Social studies • Two levels each in two languages other than English (LOTE) or four levels in the same language other than English • Four levels of American Sign Language • A coherent sequence of four credits by selecting courses from one or two disciplines (music, theatre, art, and dance) in fine arts • English electives not included under the business and industry endorsement
Multidisciplinary Studies
<ul style="list-style-type: none"> • Advanced courses from other endorsement areas • Four credits in each foundation area (English, mathematics, science, and social studies), including English IV and Chemistry and/or Physics • Four credits in Advanced Placement/International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE, or fine arts

^aThe STEM endorsement requires students to complete Algebra II, chemistry, and physics, in addition to the sequence of courses for one of the approved options.

Public school districts and charters must make available to students the courses necessary to satisfy at least one endorsement and may offer multiple endorsements. If a district or charter offers only one endorsement, it must be in multidisciplinary studies. Although districts and charters do not report the endorsements they offer students, they are required to report, through the Texas Student Data System Public Education Information Management System, the endorsements each student pursues or completes. For each type of endorsement, Table 16.3 on page 255 presents counts of districts and charters that reported that at least one student pursued or completed the endorsement.

Table 16.3
Districts and Charters With Students Pursuing
or Completing Foundation High School Program
Endorsements, by Endorsement, 2020-21
and 2021-22

Endorsement	2020-21	2021-22
STEM ^a	941	943
Business and Industry	1,020	1,022
Public Services	839	844
Arts and Humanities	936	939
Multidisciplinary Studies	1,083	1,082

^aScience, technology, engineering, and mathematics.

Calculations

Student results are based on the last campus a student attended, as reported in the Texas Student Data System Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

State Summary

In 2020-21, a total of 1,655,324 students were pursuing the Foundation High School Program. Multidisciplinary studies (51.9%) and business and industry (23.1%) were the two most pursued endorsements in Grades 9-12 overall (Table 16.4). The 5.7 percent of students in Grades 9-12 who did not pursue an endorsement in 2020-21 was a decrease of 0.7 percentage points from the previous year.

Table 16.4
Students, by Foundation High School Program Endorsement and Grade, 2020-21 and 2021-22

Endorsement	Grade 9 (N)	Grade 9 Rate (%)	Grade 10 (N)	Grade 10 Rate (%)	Grade 11 (N)	Grade 11 Rate (%)	Grade 12 (N)	Grade 12 Rate (%)
2020-21								
STEM ^a	48,170	11.6	55,172	13.3	57,078	15.1	91,247	24.3
Business and Industry	99,467	24.0	104,466	25.1	91,069	24.1	86,843	23.1
Public Services	74,638	18.0	79,511	19.1	71,501	18.9	62,766	16.7
Arts and Humanities	42,386	10.2	51,832	12.5	59,002	15.6	113,380	30.1
Multidisciplinary Studies	207,259	50.0	206,428	49.6	195,779	51.8	249,368	66.3
No Endorsements	15,258	3.7	12,295	3.0	12,898	3.4	53,961	14.3
2021-22								
STEM	46,194	10.1	48,653	12.0	54,269	14.3	90,167	23.4
Business and Industry	107,975	23.6	97,174	23.9	90,126	23.7	91,583	23.7
Public Services	69,569	15.2	70,899	17.4	67,590	17.8	64,345	16.7
Arts and Humanities	48,956	10.7	47,510	11.7	57,474	15.1	116,647	30.2
Multidisciplinary Studies	234,115	51.1	217,872	53.6	207,922	54.6	260,108	67.4
No Endorsements	23,833	5.2	12,218	3.0	12,685	3.3	51,747	13.4

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aScience, technology, engineering, and mathematics.

In 2021-22, a total of 1,698,822 students were pursuing the Foundation High School Program. Multidisciplinary studies (54.2%) and business and industry (22.8%) remained the two most-pursued endorsements in Grades 9-12 overall (Table 16.4 on page 255). Moreover, multidisciplinary studies was the most pursued endorsement among every student group (Table 16.5). The 5.9 percent of students in

Table 16.5
Students, Grades 9-12, by Student Group and Foundation High School Program Endorsement, 2020-21 and 2021-22

Student Group	Total ^a (N)	Total ^a Rate (%)	STEM ^b (N)	STEM Rate (%)	Business and Industry		Public Services (N)	Public Services Rate (%)	Arts and Human. ^c (N)	Arts and Human. Rate (%)	Multi. ^d Studies (N)	Multi. Studies Rate (%)
					Business and Industry (N)	Business and Industry Rate (%)						
African American												
2020-21	198,778	12.5	22,120	11.1	48,042	24.2	36,720	18.5	26,383	13.3	98,076	49.3
2021-22	208,410	12.8	21,424	10.3	48,116	23.1	34,708	16.7	29,128	14.0	109,596	52.6
American Indian												
2020-21	5,339	0.3	723	13.5	1,350	25.3	817	15.3	831	15.6	2,980	55.8
2021-22	5,341	0.3	651	12.2	1,310	24.5	799	15.0	809	15.1	3,058	57.3
Asian												
2020-21	74,531	4.7	29,237	39.2	9,790	13.1	11,864	15.9	16,581	22.2	46,214	62.0
2021-22	77,712	4.8	28,803	37.1	10,313	13.3	12,004	15.4	17,397	22.4	49,931	64.3
Hispanic												
2020-21	824,258	52.0	114,777	13.9	208,597	25.3	170,367	20.7	138,224	16.8	422,243	51.2
2021-22	854,652	52.4	109,814	12.8	210,780	24.7	158,038	18.5	140,457	16.4	457,043	53.5
Pacific Islander												
2020-21	2,477	0.2	365	14.7	516	20.8	433	17.5	383	15.5	1,418	57.2
2021-22	2,612	0.2	317	12.1	528	20.2	442	16.9	371	14.2	1,574	60.3
White												
2020-21	441,625	27.9	78,167	17.7	105,811	24.0	62,587	14.2	77,857	17.6	265,638	60.2
2021-22	441,642	27.1	72,056	16.3	107,387	24.3	60,624	13.7	75,676	17.1	273,431	61.9
Multiracial												
2020-21	37,463	2.4	6,278	16.8	7,739	20.7	5,628	15.0	6,341	16.9	22,265	59.4
2021-22	40,838	2.5	6,218	15.2	8,444	20.7	5,788	14.2	6,749	16.5	25,384	62.2
Econ. Disad.^e												
2020-21	868,598	54.8	105,622	12.2	227,007	26.1	175,584	20.2	131,736	15.2	431,874	49.7
2021-22	911,375	55.9	102,835	11.3	230,014	25.2	164,734	18.1	137,549	15.1	476,643	52.3
Female												
2020-21	775,782	49.0	103,936	13.4	142,471	18.4	203,714	26.3	158,694	20.5	425,953	54.9
2021-22	797,296	48.9	98,455	12.3	146,820	18.4	193,552	24.3	159,233	20.0	454,371	57.0
Male												
2020-21	808,689	51.0	147,731	18.3	239,374	29.6	84,702	10.5	107,906	13.3	432,881	53.5
2021-22	833,931	51.1	140,828	16.9	240,058	28.8	78,851	9.5	111,354	13.4	465,646	55.8
EB/EL^f												
2020-21	207,134	13.1	19,435	9.4	55,061	26.6	37,602	18.2	28,642	13.8	101,538	49.0
2021-22	248,219	15.2	22,408	9.0	61,802	24.9	40,256	16.2	36,247	14.6	127,757	51.5
Special Education^g												
2020-21	160,011	10.1	8,032	5.0	39,280	24.5	19,295	12.1	17,352	10.8	76,570	47.9
2021-22	169,012	10.4	8,375	5.0	40,194	23.8	18,590	11.0	19,206	11.4	85,919	50.8

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cArts and humanities. ^dMultidisciplinary studies

^eEconomically disadvantaged. ^fEmergent bilingual student/English learner. ^gA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Grades 9-12 who did not pursue an endorsement 2021-22 was an increase of 0.2 percentage points from the previous year (Table 16.4 on page 255).

Prior to 2018-19, in accordance with Title 19 of the Texas Administrative Code §89.1070(c), students receiving special education services were not eligible for an endorsement if they received a modified curriculum in any course required for an endorsement or failed to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39. In 2019, the 86th Texas Legislature passed House Bill 165, permitting a student served in a special education program to earn an endorsement by successfully completing the curriculum and endorsement requirements either with or without modification.

More than half of all students pursued an endorsement in multidisciplinary studies in 2021-22. Moreover, more than 60 percent of Asian (64.3%), Pacific Islander (60.3%), White (61.9%), and multiracial (62.2%) students pursued an endorsement in multidisciplinary studies (Table 16.5 on page 256). In general, the percentage of students who pursued or completed each of the five endorsements remained relatively consistent between 2020-21 and 2021-22. Across student groups and endorsements in 2021-22, Grade 11 students receiving special education services pursued the STEM endorsement at the lowest rate (4.8%), and Grade 12 Asian students pursued the multidisciplinary studies endorsement at the highest rate (83.6%) (Tables 16.6 through 16.9, starting on page 258).

Agency Contact Persons

For information on Foundation High School Program endorsements, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Programs, (512) 463-9087; or Shelly Ramos, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

See the Texas Education Data Standards at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release.

For additional information related to endorsement options, see *2017 House Bill 5 Evaluation* at <https://tea.texas.gov/sites/default/files/HB5-Final-Comprehensive-Report.pdf>.

Table 16.6
Students, Grade 9, by Student Group and Foundation High School Program Endorsement, 2020-21
and 2021-22

Student Group	Total ^a (N)	Total ^a Rate (%)	STEM ^b (N)	STEM Rate (%)	Business and Industry		Public Services (N)	Public Services Rate (%)	Arts and Human. ^c (N)	Arts and Human. Rate (%)	Multi. ^d Studies (N)	Multi. Studies Rate (%)
					Industry (N)	Industry Rate (%)						
African American												
2020-21	52,843	12.8	5,153	9.8	13,373	25.3	9,923	18.8	5,317	10.1	23,754	45.0
2021-22	61,060	13.3	4,837	7.9	14,404	23.6	9,470	15.5	6,681	10.9	29,699	48.6
American Indian												
2020-21	1,449	0.3	156	10.8	366	25.3	195	13.5	144	9.9	768	53.0
2021-22	1,529	0.3	152	9.9	353	23.1	242	15.8	156	10.2	787	51.5
Asian												
2020-21	18,552	4.5	5,145	27.7	2,215	11.9	2,737	14.8	1,969	10.6	9,909	53.4
2021-22	20,330	4.4	5,333	26.2	2,444	12.0	2,733	13.4	2,348	11.5	11,281	55.5
Hispanic												
2020-21	217,339	52.5	23,106	10.6	55,189	25.4	44,112	20.3	22,398	10.3	102,639	47.2
2021-22	244,318	53.4	21,864	8.9	59,443	24.3	39,736	16.3	26,012	10.6	117,949	48.3
Pacific Islander												
2020-21	654	0.2	78	11.9	148	22.6	118	18.0	74	11.3	345	52.8
2021-22	754	0.2	63	8.4	172	22.8	126	16.7	82	10.9	429	56.9
White												
2020-21	112,938	27.3	13,287	11.8	26,012	23.0	16,072	14.2	11,380	10.1	64,054	56.7
2021-22	117,781	25.7	12,664	10.8	28,647	24.3	15,653	13.3	12,362	10.5	66,972	56.9
Multiracial												
2020-21	10,421	2.5	1,245	11.9	2,164	20.8	1,481	14.2	1,104	10.6	5,790	55.6
2021-22	12,072	2.6	1,281	10.6	2,512	20.8	1,609	13.3	1,315	10.9	6,998	58.0
Econ. Disad.^e												
2020-21	238,514	57.6	23,056	9.7	63,197	26.5	47,900	20.1	23,888	10.0	110,545	46.3
2021-22	272,650	59.6	21,730	8.0	68,736	25.2	44,052	16.2	28,602	10.5	131,204	48.1
Female												
2020-21	200,031	48.3	16,989	8.5	35,906	18.0	52,682	26.3	25,123	12.6	100,137	50.1
2021-22	219,391	47.9	16,238	7.4	39,971	18.2	49,178	22.4	28,432	13.0	111,784	51.0
Male												
2020-21	214,165	51.7	31,181	14.6	63,561	29.7	21,956	10.3	17,263	8.1	107,122	50.0
2021-22	238,453	52.1	29,956	12.6	68,004	28.5	20,391	8.6	20,517	8.6	122,331	51.3
EB/EL^f												
2020-21	64,868	15.7	5,838	9.0	17,220	26.5	12,423	19.2	6,400	9.9	30,297	46.7
2021-22	87,939	19.2	6,584	7.5	21,264	24.2	13,407	15.2	9,498	10.8	42,176	48.0
Special Education^g												
2020-21	45,089	10.9	2,444	5.4	11,770	26.1	5,869	13.0	4,134	9.2	23,820	52.8
2021-22	50,985	11.1	2,551	5.0	12,702	24.9	5,853	11.5	5,130	10.1	27,376	53.7

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cArts and Humanities. ^dMultidisciplinary studies. ^eEconomically disadvantaged. ^fEmergent bilingual student/English learner. ^gA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.7
Students, Grade 10, by Student Group and Foundation High School Program Endorsement, 2020-21
and 2021-22

Student Group	Total ^a (N)	Total ^a Rate (%)	STEM ^b (N)	STEM Rate (%)	Business and Industry		Public Services (N)	Public Services Rate (%)	Arts and Human. ^c (N)	Arts and Human. Rate (%)	Multi. ^d Studies (N)	Multi. Studies Rate (%)
					Business and Industry (N)	Industry Rate (%)						
African American												
2020-21	52,770	12.7	5,206	9.9	13,718	26.0	10,700	20.3	5,819	11.0	23,728	45.0
2021-22	52,153	12.8	4,846	9.3	12,494	24.0	9,154	17.6	5,710	10.9	26,129	50.1
American Indian												
2020-21	1,377	0.3	146	10.6	378	27.5	250	18.2	177	12.9	750	54.5
2021-22	1,384	0.3	138	10.0	362	26.2	181	13.1	164	11.8	766	55.3
Asian												
2020-21	18,923	4.5	6,339	33.5	2,302	12.2	3,126	16.5	2,312	12.2	10,315	54.5
2021-22	19,187	4.7	5,513	28.7	2,297	12.0	2,871	15.0	2,320	12.1	10,992	57.3
Hispanic												
2020-21	219,115	52.6	25,631	11.7	58,484	26.7	46,694	21.3	27,542	12.6	101,837	46.5
2021-22	212,739	52.3	23,009	10.8	53,548	25.2	41,423	19.5	25,111	11.8	107,571	50.6
Pacific Islander												
2020-21	652	0.2	97	14.9	158	24.2	115	17.6	76	11.7	341	52.3
2021-22	677	0.2	81	12.0	138	20.4	129	19.1	68	10.0	404	59.7
White												
2020-21	113,488	27.3	16,394	14.4	27,309	24.1	17,050	15.0	14,626	12.9	63,853	56.3
2021-22	110,237	27.1	13,815	12.5	26,202	23.8	15,620	14.2	12,899	11.7	65,859	59.7
Multiracial												
2020-21	9,873	2.4	1,359	13.8	2,117	21.4	1,576	16.0	1,280	13.0	5,604	56.8
2021-22	10,323	2.5	1,251	12.1	2,153	20.9	1,521	14.7	1,238	12.0	6,151	59.6
Econ. Disad.^e												
2020-21	233,764	56.2	24,480	10.5	65,068	27.8	49,637	21.2	27,920	11.9	107,195	45.9
2021-22	228,488	56.2	22,355	9.8	59,259	25.9	43,631	19.1	25,996	11.4	114,490	50.1
Female												
2020-21	201,923	48.5	20,530	10.2	38,002	18.8	55,475	27.5	30,603	15.2	100,023	49.5
2021-22	198,423	48.8	17,769	9.0	35,682	18.0	50,572	25.5	28,124	14.2	106,204	53.5
Male												
2020-21	214,275	51.5	34,642	16.2	66,464	31.0	24,036	11.2	21,229	9.9	106,405	49.7
2021-22	208,277	51.2	30,884	14.8	61,512	29.5	20,327	9.8	19,386	9.3	111,668	53.6
EB/EL^f												
2020-21	61,800	14.8	5,686	9.2	17,813	28.8	11,861	19.2	7,244	11.7	28,535	46.2
2021-22	63,878	15.7	5,534	8.7	16,605	26.0	11,219	17.6	7,508	11.8	32,213	50.4
Special Education^g												
2020-21	42,466	10.2	2,278	5.4	11,848	27.9	5,821	13.7	4,546	10.7	21,790	51.3
2021-22	42,199	10.4	2,080	4.9	10,970	26.0	5,084	12.0	4,346	10.3	23,670	56.1

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cArts and Humanities. ^dMultidisciplinary studies. ^eEconomically disadvantaged. ^fEmergent bilingual student/English learner. ^gA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.8
Students, Grade 11, by Student Group and Foundation High School Program Endorsement, 2020-21
and 2021-22

Student Group	Total ^a (N)	Total ^a Rate (%)	STEM ^b (N)	STEM Rate (%)	Business and Industry		Public Services (N)	Public Services Rate (%)	Arts and Human. ^c (N)	Arts and Human. Rate (%)	Multi. ^d Studies (N)	Multi. Studies Rate (%)
					Business and Industry (N)	Industry Rate (%)						
African American												
2020-21	46,480	12.3	4,630	10.0	11,444	24.6	8,729	18.8	5,687	12.2	22,607	48.6
2021-22	47,330	12.4	4,699	9.9	11,166	23.6	8,691	18.4	6,097	12.9	24,340	51.4
American Indian												
2020-21	1,234	0.3	174	14.1	306	24.8	199	16.1	178	14.4	651	52.8
2021-22	1,223	0.3	137	11.2	311	25.4	204	16.7	167	13.7	728	59.5
Asian												
2020-21	18,561	4.9	6,829	36.8	2,303	12.4	2,925	15.8	3,475	18.7	10,742	57.9
2021-22	18,910	5.0	6,735	35.6	2,220	11.7	2,978	15.7	3,166	16.7	11,540	61.0
Hispanic												
2020-21	195,127	51.6	25,387	13.0	49,679	25.5	42,957	22.0	30,146	15.4	94,021	48.2
2021-22	196,846	51.7	24,319	12.4	49,639	25.2	39,585	20.1	29,870	15.2	100,277	50.9
Pacific Islander												
2020-21	559	0.1	70	12.5	114	20.4	109	19.5	82	14.7	335	59.9
2021-22	566	0.1	73	12.9	121	21.4	88	15.5	69	12.2	343	60.6
White												
2020-21	107,051	28.3	18,534	17.3	25,409	23.7	15,173	14.2	17,998	16.8	62,267	58.2
2021-22	106,353	27.9	16,925	15.9	24,788	23.3	14,715	13.8	16,670	15.7	64,845	61.0
Multiracial												
2020-21	8,886	2.4	1,454	16.4	1,814	20.4	1,409	15.9	1,436	16.2	5,156	58.0
2021-22	9,360	2.5	1,381	14.8	1,881	20.1	1,329	14.2	1,435	15.3	5,849	62.5
Econ. Disad.^e												
2020-21	200,742	53.1	22,934	11.4	53,109	26.5	42,758	21.3	28,496	14.2	95,465	47.6
2021-22	204,648	53.8	22,722	11.1	53,315	26.1	40,860	20.0	29,029	14.2	103,140	50.4
Female												
2020-21	186,505	49.4	22,392	12.0	33,571	18.0	50,493	27.1	35,055	18.8	96,918	52.0
2021-22	187,721	49.3	21,394	11.4	33,928	18.1	47,772	25.4	33,822	18.0	102,961	54.8
Male												
2020-21	191,393	50.6	34,686	18.1	57,498	30.0	21,008	11.0	23,947	12.5	98,861	51.7
2021-22	192,867	50.7	32,875	17.0	56,198	29.1	19,818	10.3	23,652	12.3	104,961	54.4
EB/EL^f												
2020-21	44,449	11.8	3,800	8.5	11,957	26.9	8,252	18.6	6,136	13.8	21,713	48.8
2021-22	52,447	13.8	4,758	9.1	13,985	26.7	9,196	17.5	7,652	14.6	26,509	50.5
Special Education^g												
2020-21	34,825	9.2	1,673	4.8	9,160	26.3	4,626	13.3	4,157	11.9	17,494	50.2
2021-22	36,083	9.5	1,723	4.8	9,291	25.7	4,471	12.4	4,358	12.1	19,087	52.9

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cArts and Humanities. ^dMultidisciplinary studies. ^eEconomically disadvantaged. ^fEmergent bilingual student/English learner. ^gA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.9
Students, Grade 12, by Student Group and Foundation High School Program Endorsement, 2020-21
and 2021-22

Student Group	Total ^a (N)	Total ^a Rate (%)	STEM ^b (N)	STEM Rate (%)	Business		Public Services (N)	Public Services Rate (%)	Arts and Human. ^c (N)	Arts and Human. Rate (%)	Multi. ^d Studies (N)	Multi. Studies Rate (%)
					Business and Industry (N)	Industry Rate (%)						
African American												
2020-21	46,685	12.4	7,131	15.3	9,507	20.4	7,368	15.8	9,560	20.5	27,987	59.9
2021-22	47,867	12.4	7,042	14.7	10,052	21.0	7,393	15.4	10,640	22.2	29,428	61.5
American Indian												
2020-21	1,279	0.3	247	19.3	300	23.5	173	13.5	332	26.0	811	63.4
2021-22	1,205	0.3	224	18.6	284	23.6	172	14.3	322	26.7	777	64.5
Asian												
2020-21	18,495	4.9	10,924	59.1	2,970	16.1	3,076	16.6	8,825	47.7	15,248	82.4
2021-22	19,285	5.0	11,222	58.2	3,352	17.4	3,422	17.7	9,563	49.6	16,118	83.6
Hispanic												
2020-21	192,677	51.2	40,653	21.1	45,245	23.5	36,604	19.0	58,138	30.2	123,746	64.2
2021-22	200,749	52.0	40,622	20.2	48,150	24.0	37,294	18.6	59,464	29.6	131,246	65.4
Pacific Islander												
2020-21	612	0.2	120	19.6	96	15.7	91	14.9	151	24.7	397	64.9
2021-22	615	0.2	100	16.3	97	15.8	99	16.1	152	24.7	398	64.7
White												
2020-21	108,148	28.7	29,952	27.7	27,081	25.0	14,292	13.2	33,853	31.3	75,464	69.8
2021-22	107,271	27.8	28,652	26.7	27,750	25.9	14,636	13.6	33,745	31.5	75,755	70.6
Multiracial												
2020-21	8,283	2.2	2,220	26.8	1,644	19.8	1,162	14.0	2,521	30.4	5,715	69.0
2021-22	9,083	2.4	2,305	25.4	1,898	20.9	1,329	14.6	2,761	30.4	6,386	70.3
Econ. Disad.^e												
2020-21	195,578	52.0	35,152	18.0	45,633	23.3	35,289	18.0	51,432	26.3	118,669	60.7
2021-22	205,589	53.3	36,028	17.5	48,704	23.7	36,191	17.6	53,922	26.2	127,809	62.2
Female												
2020-21	187,323	49.8	44,025	23.5	34,992	18.7	45,064	24.1	67,913	36.3	128,875	68.8
2021-22	191,741	49.7	43,054	22.5	37,239	19.4	46,030	24.0	68,848	35.9	133,422	69.6
Male												
2020-21	188,856	50.2	47,222	25.0	51,851	27.5	17,702	9.4	45,467	24.1	120,493	63.8
2021-22	194,334	50.3	47,113	24.2	54,344	28.0	18,315	9.4	47,799	24.6	126,686	65.2
EB/EL^f												
2020-21	36,017	9.6	4,111	11.4	8,071	22.4	5,066	14.1	8,862	24.6	20,993	58.3
2021-22	43,955	11.4	5,532	12.6	9,948	22.6	6,434	14.6	11,589	26.4	26,859	61.1
Special Education^g												
2020-21	37,631	10.0	1,637	4.4	6,502	17.3	2,979	7.9	4,515	12.0	13,466	35.8
2021-22	39,745	10.3	2,021	5.1	7,231	18.2	3,182	8.0	5,372	13.5	15,786	39.7

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

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Compliance Statement

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

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

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

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

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

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

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

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



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